
$\qquad$

# Under Cover of Night... Into the Light of Day! 

\#702 at 3:33 and 4:12 for Band of the 3rd Millennium © Stephen Melillo IGNA 20 March 1993

Commissioned by Nan Moore \& The Louisville Male High School Band

Conductors, rendering any "STORM" work have the composer/copyright holder's permission to photocopy the Score \& Parts for the sole and specific use of their students and/or musicians residing in the organization which invested in an original copy of the work from STORMWORKS®. Reproduction, arranging, transcribing or excerpting for any other purpose, including transport to another location or organization is prohibited by law. Music which has been purchased in the Digital Form may be printed with all rules pertaining to printed Music still in effect. All Rights Reserved. International Copyright Secured. Stephen Melillo is a member of ASCAP.

## © Stephen Melillo/STORMWORKS® 2nd \& 3rd Millennium steve@stormworld.com www.stormworld.com www.stormworks.net


#### Abstract

Thank you for believing in, and investing in the body of work called STORMWORKS. Once you've tasted the possibilities and experienced the reactions from your students and audiences, a large body of work awaits you. If you've gone for the whole package or Suite... Bravo. It was the best way to go. The STORMSite at www.stormworld.com provides up-to-date info on all that is happening with STORMWORKS ${ }^{\circledR}$. Thanks so much for championing this Music and Godspeed in the journeys ahead.


## SYSTEM REQUIREMENTS

One wouldn't think of buying software without having the appropriate hardware. With this same common-sense thinking, conductors rendering "Storm" Works should be properly equipped.

In the Band of the 3rd Millennium, the orchestration employed in the body of work called Stormworks, we find the standard wind and percussion ensemble augmented by the use of 2 synthesizers. A seemingly innocent leap, it is replete with functionality. The generic sounds ascribed to the synthesizers are: PAD Bass, (sometimes Piano and/or Chorus) and Harp. Comments about the types of sounds and manner of interpreting the varied notation may be found in the Brief Intro to the Music of Stephen Melillo... with FAQ's residing on the STORMSite at stormworld.com or stormworks.net.

In 1980, the cost for such an undertaking was significant. Now, for a cost-effective, multi-useful investment, your program can be readily equipped. Of course, this is only if you are completely un-equipped right now! Most music programs will have at least one student who owns a synthesizer, or at least knows someone who does. In the early 1980's, I was able to recruit a great number of students simply by suggesting that there was a place for them in the "electronics" section! I invite you, now with Music that calls for it, to be champions of a wider and fuller Music Education.

On the STORMWORKS CD's, you will hear how these sounds, placed in stereo around the band... as in the diagram on the seating chart page... enhances the overtone hierarchy and resonance of the band while remaining somewhat "traditional" in its orchestral usage. Two speakers, lying flat on the floor, should be placed so that the sound is directed back into the ensemble.

As we approach all of the new tomorrows, students need to play Music which excites them... Music which sonically competes with the inundation of supremely produced sounds heard on the radio, on the computer, on the TV set and in the movies theaters.

Now, as always, it's up to you. Only you can be the guide your students need, and only you can deliver this Music to that limitless realm we refer to as Music. To that Quest, noble and honorable, Godspeed!


# UNDER COVER of NIGHT... INTO the LIGHT of DAY! 

by © Stephen Melillo IGNA 1987-93

## TECHNICAL

As in all "storm" works, dynamics and stylistic concerns are in effect as per the BRIEF INTRO which accompanies this score. The changing meters in this piece may appear difficult to younger ensembles, but they were composed as a teaching tool. The $7 / 8$ is counted $\mathbf{1 2}, 12,123$ and the $\mathbf{5 / 8 - 5 / 8 - 2 / 8}$ section is counted $\mathbf{1 2 3}, 12$, 123, 12, 12.

Optional 8va's have been written into the parts. If any particular line is either too low or too high for the student in question, please feel free to adjust the octaves. The piece will still work. By example, the Baritone parts may seem too low for some players. Moving them when necessary will be okay... although, architecturally, it is preferred as written.

There is an almost melodic demand on the timpanist, this out of love for the instrument and respect to the timpanist. Initially, this may seem difficult, but should be accepted as a challenge. Mapping and planning and pedaling are part of the timpanist's adventure. The octave D's are desired but not necessary. The timpanist should strive for what is possible given the parameters of equipment and ability.

Although written into all of the flute parts and again during the alto sax solo, the flute line is an intended solo at measure 61, but feel free to utilize the entire section if necessary. The great crescendo at $\mathbf{7 2}$ to $\mathbf{7 4}$ should feel as though leading to a "full-out" version of the theme. Instead, we return to the simple.

For purposes of record, there are words to the melody which appears at measure 61:

> Please, please dear God, hear my prayer, it's the last I'll pray Please, please dear God, let the Night finally turn to Day I am scared of the Night as I wait for the Light
> And the words that are Right
> Words from You... only You
> Please, please dear God, hear my prayer, it's the last I'll pray Please, please dear God, let the Night finally turn to Day.
-•• Dependent upon your needs, at measure 106, the Second Movement... or the Second Piece Begins: Into the Light of Day!

My apologies to the alto saxophones who are playing in B Major with quite a few sustained C\#'s to handle. I tried other keys and for many reasons, most importantly my own personal taste and choice, the nature of the opening and the coming into the brightness of $\mathbf{D}$ Major was preferred. The piece offers the opportunity to explore $\mathbf{D b}$ Major, a rich sounding key and then D Major, a bright sounding, orchestral key. Players should warm up and prepare in both these keys, accepting the Music as a challenge.

Strive for well accented, pulsed, exact and rhythmic $\mathbf{1} / 4$ note triplet against the $\mathbf{1 / 8 t h}$ note rhythm of the low brass. The counting for such accuracy resides in subdividing to $\mathbf{1 / 8 t h}$ note triplets, then counting the TWO 1/8th notes which comprise the $\mathbf{1 / 4}$ note triplet: $\mathbf{1 2 3}, \mathbf{1 2 3}, \mathbf{1 2 3}, \mathbf{1 2 3}$ becomes: $\mathbf{1 2}, \mathbf{1 2}, \mathbf{1 2}, \mathbf{1 2}, \mathbf{1 2}, \mathbf{1 2}$. Consult the notes from STORMQUEST; Revenge of the Darkseekers for a more thorough explanation.

At measure 172, the woodwinds have a continuous $\mathbf{1 / 8 t h}$ note pattern. Each member of the section should circle predetermined $\mathbf{1 / 8 t h}$ notes, or, at your discretion, a few of the beats where each individual will take a breath, thus staggering the section so as to make the line seem uninterrupted.


#### Abstract

MUSICAL

There are those who have hidden their lies, their secret lives, their back-stabbing and cheating... Under Cover of Night. Still yet, there are those who have struggled through the Night, working without rest, in the hope that morning would bring a new and wonderful Light. In all cases, Night eventually gives way to the promise of Day.





