

#1. Pavane for the Nursery

poem: William Jay Smith

music by Jay Anthony Gach

Gently swaying

$\text{♩} = 120\text{ca}$

dolce cantabile, innocent

Now touch the air soft-ly, Step gent-ly one two... I'll love your till ros-es Are

rob-in's-egg blue; I'll love you till grav-el is eat-en for bread, And

rubato - - - - -/ lem-ons are or-ange, And lav-en-der's red. Now touch the air soft-ly, Swing

gent-ly the broom. I'll love you till win-dows are all of a room; And the ta-ble is

The first system of the musical score. The vocal line is in B-flat major (two flats) and 4/4 time. The piano accompaniment consists of a right hand with chords and a left hand with a simple bass line. The lyrics are: "gent-ly the broom. I'll love you till win-dows are all of a room; And the ta-ble is".

laid, And the ta-ble is bare, And the ceil-ing re-pos-es On bot-tom-less

The second system of the musical score. The vocal line continues with the lyrics: "laid, And the ta-ble is bare, And the ceil-ing re-pos-es On bot-tom-less". The piano accompaniment includes a "cresc." (crescendo) marking in the right hand.

air. I'll love you till Heav-en rips the stars from his coat; And the moon rows a-way in A

The third system of the musical score. The vocal line concludes with the lyrics: "air. I'll love you till Heav-en rips the stars from his coat; And the moon rows a-way in A". The piano accompaniment includes dynamic markings: "f" (forte) in the right hand, "dim." (diminuendo) in the left hand, and "mp" (mezzo-piano) in the right hand.

glass-bot-tomed boat. So touch the air soft-ly And swing the broom high. we'll dust the gray

moun-tains, And sweep the blue sky; And I'll love you as long As the fur-row the

sub. rall. *diminuendo*

plow As how - ev - er is Ev - er, And Ev - er is Now.

#2. "Hurry up, come on..."

after reading a poem by Edna St. Vincent Millay

music by Jay Anthony Gach

In a hurry

$\text{♩} = 112\text{ca}$

*firmly, impatiently **f** non legato*

"Hur-ry up, come on you sil-ly girl. Or

go a-way!" But in the can-dy store she stays.

And eyes the choc'lates And squeez-es the

jel-lies and scrunch-es the pea-nuts and fin-gers the sweet-ies and twists the lic-o-rice,

Tempo Giusto
♩. = 69ca

twists the lic - o - rice in both hands. _____ "Mist - er," she says,

sfz *f* *p*

"Mist - er," "Now, what," he says, "I can't de - cide!"

f *p* *f* *r.h.*

"I can't de - cide!"

p *poco cresc.* *poco rallentando* *8va*

p

#3. I'm Nobody!

poem: Emily Dickinson

1 ♩ = 69 **Torch song!**

"sincere" f

I'm no - bod - y! Who are you? Are you no - bod - y

♩ = 69

f

Ped.

4

too? Then there's a pair of us don't tell! They'd ban - ish us, you know.

dim.

Ped.

7

"like a diva" f

How drear - y to be some - bod - y. How pub - lic like a frog!! To

p

f

10

3 3 3 3 3

tell your name the live - long day to an ad - mir - ing bog!

cresc.

12

"over-the top operatic"

ff

I'm no - bod - y! Who are you? Are you no - bod - y too? Then there's a

ff

Q *Q* *Q* *Q*

15

dim.

pair of us - don't tell! They'd ban - ish us, you know.

l.h. *sffz dim.* *p*

Red.

#4. Mulberry Morning

poem Kim Rich

music by Jay Anthony Gach

Sweetly and simply

1 ♩ = 80 ↗

p legato

6

Un - der the sum - mer shad - ow of trees, Cooled by an ear - ly morn - ing breeze,

p

10

Come sit with me and take your ease on a pleas - ant Mul - ber - ry

2 1 5

14

Morn - ing. The ber - ries are ripe and read - y to eat, come share with the spar - rows a

18

mul - ber - ry feast Garn - ished with wild thyme and bit - ter sweet as a sum - -

sub. leggerissimo

22

mer, sum - mer Mul - ber - ry Morn - ing Ah Ah

26

Ah Ah sum - mer Mul - ber - ry Morn - ing.

p

dim.

#5. "Will there really be a Morning?"

poem Emily Dickinson

music by Jay Anthony Gach

Warm and sustained

1 ♩=69ca

Will there real- ly be a morn ing? Is there such a thing as day?__

The first system of the musical score. It features a vocal line and a piano accompaniment. The vocal line starts with a whole rest, followed by a half note, then a quarter note, and a half note. The piano accompaniment consists of a series of chords and single notes. The tempo is marked as ♩=69ca. The key signature is one sharp (F#).

Could I see it from the moun- tains If I were as tall as they? Has it feet like wa- ter li - lies?__

The second system of the musical score. It continues the vocal line and piano accompaniment. The vocal line has a half note, a quarter note, and a half note. The piano accompaniment continues with chords and single notes. The tempo is marked as ♩=69ca. The key signature is one sharp (F#).

Has it fea- thers like a bird? Is it brought from fa- mous coun- tries Of which I have nev- er

The third system of the musical score. It continues the vocal line and piano accompaniment. The vocal line has a half note, a quarter note, and a half note. The piano accompaniment continues with chords and single notes. The tempo is marked as ♩=69ca. The key signature is one sharp (F#).

11

heard? Oh, some scho-lar! Oh, some sail-or! Oh, some wise man from the

cresc. *f*

cresc.

15

skies! Please to tell a lit-tle pil-grim Where this place called morn-ing lies!

(p)

f *espr.* *p*

18

Will there real-ly be a morn-ing? Is there such a thing as day?

20 *sub. molto allargando-* *rit. alla fine* *dim.*

Could I see it from the moun-tains If I were as tall as they?

p

#6. Easy Money

poem Roger McGough

music by Jay Anthony Gach

Fast and breathless
 ♩=130ca ♩=88ca

This song should be interpreted like a conversation between the singer and the pianist.

1

Guess how old I am? I bet you can't. I bet you. Guess how old I am?

6

Go on guess. Go on

9

have a guess. Thinking...

sf p cresc.

12

Wrong! Have an - oth - er.

taking a guess...

f **sffz** **marcato**

15

Wrong!

thinking... *taking another guess (slightly older!)*

p *cresc.* **f** **sffz** **marcato**

molto

18

Have an - oth - er.

frustrated... *takes a wild guess!...*

f **molto cresc.** **ff**

much pedal

21 *rall.* *A Tempo* ♩=88 ♩=130

Wrong— a-gain! Do you give in? Sev- en years four months

reluctantly gives up.

molto rallentando *p* *mf*

Sost. Ped.

25 *ca. 2 seconds*

two weeks five days three hou - rs fif - teen min - utes four - ty eight sec - onds ----- fif - ty sec - onds.

30 *spoken to pianist ad lib.*

ff *rit.* *f*

"That's 20p (cents) you owe me."

#7. Valentine Poem

poem Roger McGough

music by Jay Anthony Gach

Moving along but not rushing

1 ♩ = 84ca

If I were a poet I'd write

poems for you. If I were a musician, Music too. But

as I'm only an average ma'am, average ma'am I give you my

10

love _____ as best what I can.

12

mf

If I were a sculp - tor_ I'd sculpt you _____ in stone. _____ An os - te - o - path, _____ Work my-

15

self _____ to the bone. _____ But as I'm just_ a mom in the street, mom in_ the

cresc. *f*

18

street. I give you my love Lay my heart at your

20

feet.

23

gioioso non pesante

25 $\text{♩} = 76$

If I was an or-a-tor I'd make pret-ty speech-es.

27

If I was an oil tank-er I'd break up on your beach-es.

pesante

29 *molto rallentando al tempo nuovo* *Slower and more sincere* $\text{♩} = 48$

But as I'm just an or-di-na-ry Flo I

p

31

send you my love, as best I know. I send you my love,

p

33

as best what I know.

f *mf*

35 *molto rallentando alla fine* -----

I send you my love, as best what I know. _____

p

Ped.

Performance Note: When including this song in the cycle it is suggested that it be placed between #4 & 5 or between #5 & 6: always allowing "Valentine Poem" to be the last song in performance.

music by Jay Anthony Gach

1 $\text{♩} = 78\text{ca}$

8va

sub. allargando - -

sharply articulated **f** (penny whistle tune)

pesante

5

$\text{♩} = \text{♩}$ $\text{♩} = 78\text{ca}$

No more fer - ries No ri-ver trips No more

p

9

dreams on lit-tle ships. Then

cresc.

ff 3

Twice as fast

♩ = 156ca

13

how will lit - tle boys Run a-way to sea Have a day's ad ven - ture

f

16

And get home in time for tea? Then how will lov - ers

p *piu f*

19

Prom - e - nad - ing hand in hand Take a boat to Sea - combe And ne - ver sight land?

22

f

8va

8va

26 $\text{♩} = \text{♩}$ $\text{♩} = 78\text{ca}$

sub. *allargando* -----

(8) 3 3 3

pesante

p

No more fer - ries No ri-ver

30

trips No more dreams on lit-tle ships.

cresc.

ff

3 3

34 **Again twice as fast**

$\text{♩} = 156\text{ca}$

Then how will hus - bands who pro-mised their wives a world cruise

f

sim.

37

Go be-low with some take a - way and a cou-ple of bot-tles of booze Then

40

how will old men who know the oceans well re-live salty memories

43

On the Mer - cey's home - ly swell?_____

8va

8vb

f

♩ = ♩ ♩ = 78ca

46

The musical score consists of three staves. The top staff has a treble clef and a key signature of two flats (B-flat and E-flat). It contains four measures, each with a whole rest. The middle staff also has a treble clef and a key signature of two flats. It begins with a measure rest labeled '(8)'. The first measure contains six eighth notes grouped by a slur and a '3' below them. This pattern continues for several measures, with some notes being beamed together. A dashed line above the staff indicates a section change or continuation. The notation includes triplets and slurs. The bottom staff has a bass clef and a key signature of two flats. It contains four measures, each starting with a quarter rest followed by a dotted half note chord. The final measure of the bottom staff features a large, complex chord with many notes, some of which are beamed together.

(8)

sub. allargando

pesante

♩=78ca *rall.* . . . ♩=64ca
Suddenly slower and reflective.

50

No more fer - ries No ri-ver trips No more dreams_____ on lit-tle

p *sostenuto, espress.*

Ped. Ped. Ped.

54

ff

ships. No more fer - ries No ri-ver trips No more dreams_____ on lit-tle

molto *ff*

Ped. Ped. Ped. Ped.

58

ships._____

3 *3* *3* *3* *3*

Ped. Ped. Coda