

BRIAN FENNELLY

SACRED SONGS

for

Baritone and Piano

American Composers Edition

American Composers Alliance

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ABOUT THE COMPOSER

Brian Fennelly (born Kingston, NY 1937) studied music composition and theory at Yale with Mel Powell, Donald Martino, Allen Forte, Gunther Schuller, and George Perle (M.Mus '65, Ph.D. '68). He is Professor Emeritus of Music in the Faculty of Arts and Science at New York University, where he taught from 1968 to 1997. In addition to a Guggenheim fellowship, his awards include three fellowships from the National Endowment for the Arts, three composer grants from the Martha Baird Rockefeller Fund, two Koussevitsky Foundation commissions, and an award for lifetime achievement from the American Academy of Arts and Letters. Major works include *In Wildness is the Preservation of the World*, *Fantasy Variations*, and *A Thoreau Symphony*, all for orchestra, choral settings of Shelley, Keats, and Whitman, three string quartets, three brass quintets, two piano sonatas, and *Skyscapes I - IV* for mixed quintets. His music has been awarded prizes in such prestigious competitions as the Louisville Orchestra New Music Competition and the Goffredo Petrassi International Competition for orchestral music. He is co-director of the Washington Square Contemporary Music Society, which he founded in 1976.

ABOUT THE MUSIC

Sacred Songs consists of three intense religious poems by the English poet George Herbert (1593-1633) in settings for baritone and piano. This poet's deep belief in a Christian God of love and salvation is fervently expressed, often in dialogues with his savior. The texts of the first and third poems, *Love* (I) and *Love* (II), are similar in form and are set with identical musical materials, so that the third song is a kind of mirror to and variation on the first. The middle poem, *The Temper* (I), is more discursive and conversational and its setting is more varied musically; at the heart of this song is a series of variations on a repeated bass line. Begun in 2010 at the suggestion of American scholar Chauncey Wood, the cycle was completed in early January, 2011. The texts used come from the 1633 publication of Herbert's *The Temple*.

DURATION: circa 13 1/2 to 14 minutes

*ad maiorem
gloriam Dei*

SACRED SONGS

for Baritone and Piano
to poems of George Herbert (1593-1633)*

1. Love (I)

Brian Fennelly

♩ = 64, Boldy

Im - mor - tall

Love, au - thour of this great frame,

Sprung from that beau - - -

f *mf* *f* *mf* *mf* *f* *mf*

Ped. *Ped.* *Ped.*

8

- tie which can nev - er fade;

8

mf

Sos. Ped.

Detailed description: This system contains measures 8 and 9. The vocal line (bass clef) starts with a half note G2, followed by a triplet of eighth notes (F2, E2, D2), then a half note C2, and a whole note B1. The piano accompaniment (treble and bass clefs) features a series of chords and moving lines. A dynamic marking of *mf* appears in measure 9, and a 'Sos. Ped.' instruction is placed below the piano part.

10

pp *mp* *cresc.*

How hath man par - cel'd thy

10

p *mp*

Detailed description: This system contains measures 10 and 11. The vocal line (bass clef) begins with a half note G2, followed by a half note F#2, and then a half note E2. The piano accompaniment (treble and bass clefs) includes a triplet of eighth notes in the right hand. Dynamic markings include *pp*, *mp*, *cresc.*, and *p*.

12

mf *cresc.*

glo - - - - - ri - ous

12

mf *cresc.*

Detailed description: This system contains measures 12 and 13. The vocal line (bass clef) starts with a half note G2, followed by a half note F#2, and then a half note E2. The piano accompaniment (treble and bass clefs) includes a triplet of eighth notes in the right hand. Dynamic markings include *mf* and *cresc.*.

14 *f*

name, _____ And thrown it on _____

14 *f*

Ped.

16 *dim.*

_____ that dust which thou hast

16 *mf*

Sos. Ped.

18 *mf*

made, _____ While

18 *mp* *mf*

Ped.

20 *mp*

mor-tall love — doth all ti-tle gain! — Which

20

23 *mp*

sid - ing with in-ven - - - tion, they — to-geth-er Bear all the

23 *mp* *p* *mp*

Sos. Ped.

25 *mf* *p* *p* *mp*

sway, pos-ses-ing heart and brain, (Thy work-man-ship) and

25 *p* *p*

27 *mf*

give thee _____ share in nei - ther.

27 *mp* *cresc.*

30

30 *mf* *dim.*

32 *p*

Wit _____ fan - cies beau - tie, beau - - - tie fan - cies

32 *pp*

34 *mf*

wit; _____ The world is theirs; they _____ two _____ play

34 *mf*

6 3 6 6

36

out the game, Thou _____ stand-ing by: _____

36 *mf*

Sos. Ped. Sos. Ped.

3 6 6

39 *mp*

and though, though _____ thy glo - - - -

39 *mp*

6 3 3 3 3

41 *cresc.* *mf*

ri - ous, — thy glo - - - - - ri - ous name Wrought

cresc.

mf

44 *cresc.* *f*

— our de - liv - er - ance from th' in - fer - nall pit —

mf *f*

Ped. *Ped.*

cresc.

f

mf

f

Ped.

Ped.

46 *(8va)* *dim.*

(8va)

dim.

48 *mp*

Who — sings thy praise?

48 *mf* *mp*

51 *p*

one - ly a skarf or glove Doth

51 *dolce* *p*

54 *dim.* *rit.* *pp*

warm our hands, and make them write of love. —

54 *dim.* *rit.* *pp* *Ped.*