

SKYLARK AND NIGHTINGALE

Words by CHRISTINA ROSSETTI (1830-1894)

Music by AUDREY SNYDER

Christina Rossetti was born in London into a family noted for its keen interest in literature. At a young age Christina exhibited remarkable talent and wrote poetry for publication. During her lifetime she published many volumes of poetry as well as rhymes and stories for children.

For this edition, several alterations have been made from the original poem. "Nightingale does sing" has replaced the original "nightingale sings;" the word "soaring" replaces the original "mounting;" and the "tu-re-lu" phrases have been added as well.

Beyond practice and performance a discussion of the essence of the poetry would be very beneficial. Topics for discussion will vary, but may include:

1. The ways in which the verses contrast, i.e., "sunlit summer morn" and "fields of corn" are references to bright daytime when people are busy with their work and the cares of the day. "Moonlit summer even" in contrast, is a reference to a quiet, restful, more introspective time of day.
2. Some ways in which the text may be interpreted on different levels. Discuss the idea that words such as "heaven," "earth," and "nightingale" can have symbolic meaning outside of their literal meaning, e.g. "heaven" can mean harmony, a state of perfection, peace or beauty.

This piece should be performed very legato, with some rhythmic freedom. Careful attention should be paid to the shaping of phrases and purity of vowel sounds.

A. S.

SKYLARK AND NIGHTINGALE

(Two-Part, accompanied, with optional bells)

Words by CHRISTINA ROSSETTI

Music by AUDREY SNYDER

Gently, legato, with rubato (♩ = ca. 66)

Improvise on "black key" notes only.

BELLS* (opt.)

Gently, legato, with rubato (♩ = ca. 66)

Piano *mp*

Ped.

Bells [5] let ring

I II [5] *mp* All voices unison

When a soaring sky-lark sings

I II [9] *slight rit.* *a tempo*

in the sun-lit summer morn, I know that heaven is

[9] *slight rit.* *a tempo*

continue sim.

*Any high-pitched bells (suggesting the song of a bird) such as glockenspiel or tone bells would be effective, or have a student use the top two octaves of the piano for improvisation.

**If preferred, this piece may be performed in G Major.

Simply change the key signature from to and perform as written.

In this instance, if bell accompaniment is desired, select bells G, A, B, D, and E on which to improvise.

slight rit. *a tempo*

up on high, and on earth are fields of corn.

slight rit. *a tempo*

Bells

I

II

mp

Tu - ru - lu - re - lu - re - lu - re *tu - re - lu - re - li,

slight rit.

slight rit.

slight rit.

Tu - ru - lu - re - lu - re - lu - re tu - re - lu - re - li,

slight rit.

*Pronounced: Too-ruh-loo-ruh-lee.
SV9218

18 let ring
a tempo

18 *a tempo mp*
a tempo p
 But when a night - in - gale does sing in the moon - lit

18 Tu - re - lu - re - lu - re - lu - re tu - re - lu - re - li, Tu re

a tempo

continue sim.

I *slight rit.* 22 *a tempo* *slight rit.*
 sum - mer ev'n*, I know not if earth is mere - ly earth,

II *slight rit.* *a tempo* *slight rit.*
 lu - re - li, Tu - re - lu - re - lu - re - lu - re tu - re - lu - re - li,

22 *slight rit.* *a tempo* *slight rit.*

a tempo *rit.* 26 *A little slower mf*
 on - ly that hea - ven is heav'n, I know not if earth is

a tempo *rit.* *mf*
 Tu - re - li, I know not if earth is

a tempo *rit.* *mf* 26 *A little slower*

*evening
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mp 29 *a tempo*

mere - ly earth, on - ly that hea - ven is heav'n

a tempo
mp

mere - ly earth, Tu - re - lu - re - lu - re - lu - re

mp *a tempo*

29

Tu - re - lu - re - lu - re - lu - re -

tu - re - lu - re - li, Tu - re - lu - re - lu - re - lu - re -

Bells let ring

rit.

rit. *p*

I li. *rit.* *p*

II li. *rit.* *p*

gva *decresc.* *rit.* *p*

SKYLARK AND NIGHTINGALE

Bells*
(opt.)

Music by AUDREY SNYDER

Gently, legato, with rubato (♩ = ca. 66)

** 2 *p* Improve on "black key" notes only. 5 let ring

2 9 14 *slight rit. a tempo slight rit. a tempo*

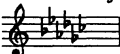
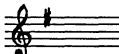
18 let ring 2 *slight rit. a tempo*

26 *A little slower slight rit. a tempo slight rit. a tempo rit.*

29 2 let ring *a tempo rit.*

*Any high-pitched bells (suggesting the song of a bird) such as glockenspiel or tone bells would be effective, or have a student use the top two octaves of the piano for improvisation.

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Simply change the key signature from  to  and perform as written.

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