

MADISON SYMPHONY ORCHESTRA

John DeMain I Music Director



SEPTEMBER 15, 16, 17 Orchestral Brilliance

Chris Dozoryst, *Viola*BACH/STOKOWSKI
MENDELSSOHN | BERLIOZ

OCTOBER 20, 21, 22 From the New World

Olga Kern, *Piano* RAVEL | BARBER | DVOŘÁK

NOVEMBER 17, 18, 19 Troubadour: Two Faces of the Classical Guitar

Sharon Isbin, Guitar
COPLAND | BRUBECK
RODRIGO | FALLA

DECEMBER 1, 2, 3 A Madison Symphony Christmas

Emily Pogorelc, Soprano Eric Barry, Tenor

JANUARY 19, 20, 21 Gil Shaham Plays Tchaikovsky

Gil Shaham, *Violin*PROKOFIEV | TCHAIKOVSKY
RACHMANINOFF

FEBRUARY 16, 17, 18 Richly Romantic

Alban Gerhardt, *Cello* ROSSINI | WALTON | BRAHMS

APRIL 13, 14, 15 String Fever

Augustin Hadelich, *Violin*BRITTEN | DVOŘÁK | SCHUMANN

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From the Director



Welcome to Madison Youth Choirs' spring concert series, Hide and Seek: Cracking the Musical Code. Within each composition you will hear today lies a series of patterns, puzzles, and secret structures which our singers have spent the semester exploring. In their thoughtful analysis of these layered musical works, our intrepid code-breakers have discovered more questions: Why does Bach seem to indicate so many different key changes in this short piece of music?; examined composers' intentions: Why does this melody repeat three times rather than four?; and identified mathematical riddles: How did Haydn hide a magic square inside this composition? They have emerged from this semester of sleuthing not only more skilled performers, but savvier scientific thinkers with a keener eye towards creative engineering and practical problem-solving.

Take the time to ask your singers questions about the music they are singing today. They would love to share their own "hide and seek" experiences with you.

On behalf of the entire Madison Youth Choirs community, we hope you enjoy your afternoon with us—thank you for supporting these young artists. As our 2016-2017 season draws to a close, we want to express our thanks to you, our community of supporters, donors, singers, parents, and friends who help make MYC a success.

Mike Ross, Artistic/Executive Director



Please Note

Every MYC concert is recorded, and each concert represents the extraordinary effort and hard work of our young musicians. We want them to remember their performance for its artistry, not its interruptions.

Please silence or turn off all electronic devices. And if you are attending with young children and they are having trouble enjoying the concert quietly, please consider stepping out into the lobby.

Thank you for your cooperation.

summer• music clinic

University of Wisconsin-Madison



Junior Session

June 18-24

For students completing grades 6-8

Senior Session
June 25-30

For students completing grades 9-12





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Kenneth A. Lattman Foundation

This project is generously supported by American Girl's Fund for Children, American Family Insurance, BMO Harris Bank, the Green Bay Packers Foundation, the Kenneth A. Lattman Foundation, the John A. Johnson Foundation, a component fund of Madison Community Foundation, Dane Arts with additional funds from the Endres Mfg. Company Foundation, The Evjue Foundation, Inc., charitable arm of *The Capital Times*, the W. Jerome Frautschi Foundation and the Pleasant T. Rowland Foundation. This project is also supported by the Wisconsin Arts Board with funds from the State of Wisconsin and the National Endowment for the Arts.



hide & seek: cracking the musical code

1:30p.m. Sunday, May 14 First Congregational Church



CHORALIERS

Lisa Kjentvet, conductor Steve Radtke, piano

CON GIOIA

Marcia Russell, conductor Jingwen Fan, piano

CAPRICCIO

Lisa Kjentvet, conductor Steve Radtke, piano

CANTILENA

Marcia Russell, conductor Jingwen Fan, piano

CANTABILE

Michael Ross and Margaret Jenks, conductors Jess Salek, piano

CHORALIERS



Lachend (sung in German)

Cesar Bresgen (1913–1988) Arranged by Douglas Beam

Laughing, comes the summer over the field.

Choraliers learned this simple eight-measure canon in two-measure segments. They analyzed the rhythm and melodic shape, sang each section in solfège, and worked together to figure out the order of the segments to reconstruct the melody. After learning the German lyrics, they translated the text by identifying cognates (words from the same original root) and listening for the clue ("ha ha ha") to reveal the meaning of the title word.

Two Childhood Songs

Randall Thompson (1899–1984)

I. Some One

II. The Echo Child

These delightful songs are hidden gems in the choral repertoire. The singers engaged in games of "I Spy," looking closely at the detailed articulation and dynamic markings, and discovering that the composer's choices relate closely to the texts of these contrasting pieces. In *Some One*, the staccato notes represent knocking at the door and in *The Echo Child*, the legato melody portrays a gliding canoe.

Fairest Lady from The Nursery Rhyme Cantata

Nick Page (b. 1952)

Each movement of the *Nursery Rhyme Cantata* quotes the theme "London Bridge," sometimes in subtle ways and sometimes in quite obvious ways. In *Fairest Lady*, the seventh and final movement of the cantata, "London Bridge" first appears in retrograde inversion (upside down and backwards) to create the opening theme and then in retrograde (backwards) for a second theme that quotes the words of an old English lullaby, "Golden Slumbers." The melody "London Bridge" later appears in a more obvious way in the descant that is paired with the opening melody. The singers enjoyed discovering the many ways that "London Bridge" is hidden in the piece.





CON GIOIA



O Lovely Peace from Judas Maccabeus

George Frederick Handel (1685–1758)

This duet is taken from Act III of the oratorio *Judas Maccabeus*. The first two acts are filled with musical battles, persecution and tumult, but in the end, there is victory and peace. How does Handel evoke this joyous emotion? Our Con Gioia code breakers have discovered several different ways. The 6/8 meter is pastoral and hopeful. The stepwise ascending melodic line is first sung separately by each voice, then joined together in harmonious thirds. The melismatic phrases depicting the text "fleecy flocks" and "wavy corn" brings images of fields ripe with bounty, no longer battle-torn and scorched. The dotted rhythms performed in a baroque style imitate the laughter and exuberance of a people victorious. Studying the score with this level of depth has made this piece a favorite of the singers.

Ewig Dein

Ludwig van Beethoven (1770–1827)

Sung in German, the text translates to "forever yours." The initial challenge with this dreistimmiger canon (three voiced canon) is that there are only two words! How, then, did the composer create interest and depth in something that seems so simple? The Con Gioia code breakers discovered that the phrase structure is longer than expected; typically four or eight measures, when this melody uses eleven! Why? The melody also features several points of rhythmic interest, set apart with rests of varied lengths. So what? And there are just a few notes that at first don't seem to belong...but do they? Our concert theme helped to reveal what can be found hidden in plain sight.

Kentucky Jazz Jam

Traditional Folk Songs Arranged by David J. Elliott

Folk songs are found in all cultures, and these melodies have roots in the American south. *Old Dan Tucker*, *Billy Boy*, *Down in the Valley*, *Turkey in the Straw* are not jazz tunes, yet the arranger has chosen to set them in the jazz style. The singers of Con Gioia learned the melodies first in their original state, and then were able to identify the compositional and stylistics characteristics of the music, including how to swing, how to scat and how to samba!

CAPRICCIO



Musica est Dei donum optimi (sung in Latin)

Orlando di Lasso (1532-1594)

Music is God's greatest gift.

Orlando di Lasso was one of the great boy sopranos of Europe during the Renaissance and legend has it that he was kidnapped three times because of the singular beauty of his singing voice. His knowledge and love of singing at an early age helped him to develop into one of the great composers of the Renaissance period. We surmise that this piece was published in mensural notation, a system of musical notation used from about 1250 to 1600, which the singers decoded, striking at first sight and marked by the absence of bar lines and ties.

Herr, du siehst statt gutter Werke auf (BWV 9) (sung in German)

J. S. Bach (1685–1750)

Zachary Yost, flute; Oliver Cardona, oboe d'amore; Eric Miller, cello

Lord, instead of good works you look at the strength of faith in our hearts, you only take account of faith. Only faith justifies us, everything else appears too imperfect to be able to help us.

Capriccio has been deconstructing the genius of Bach as they study this masterful duet from the cantata *Es ist das Heil uns kommen her*. The complexity of Bach's musical construction is first displayed in the imitative instrumental and vocal parts. The flute and oboe begin the movement in canon at the fifth followed by the soprano and alto in canon at the fifth. The fact that Bach chose to write in canon is not insignificant, a subtle depiction of 'following in faith' to convey the text. As if the challenges of writing in double canon were not formidable enough, the main theme of this duet was derived from the incipit of the chorale melody "Komm, Heiliger Geist" which appears twelve times in the movement. Throughout the work, Bach's unmistakable rhythmic vitality propels the piece forward and ensures that the message remains joyous.

Camino, Caminante

Stephen Hatfield (b. 1956)

(sung in Spanish and English)

Originally written for the Miami Choral Society and inspired by the swirling demographics of Miami (listen for the disguised use of the name of the city which is broken down into syllables), Canadian composer Stephen Hatfield builds this composition with four distinct themes. When the parts are superimposed on each other, a sense of polyrhythm is created. The interconnection of duple and triple time suggests the independent, interlocking movements of peoples and cultures in a big city. The fast pace of society—where different paths are opening and closing before anybody can keep track—is reflected in the main text, an adaptation of two lines from the Spanish poet Antonio Machado (1875–1939): "Caminante, no hay camino. Se hace camino al andar (Traveler, there is no path. Paths are made by walking)."

Think On Me

James Quitman Mulholland (b. 1935)

When I no more behold thee, Think on me, By all thine eyes have told me, Think on me.

When hearts are lightest, When eyes are brightest, When griefs are slightest, Think on me.

In all thine hours of gladness, Think on me. If e'er I soothed thy sadness, Think on me.

When foes are by thee, When woes are nigh thee, When friends all fly thee, Think on me.

When thou hast none to cheer thee, Think on me, When no fond heart is near thee, Think on me.

When lonely sighing,
O'er pleasure flying,
When hope is dying,
Think on me.
—Mary Queen of Scots (1542–1587)

Think On Me is the setting of a poem attributed to Mary, Queen of Scots. It is said that she wrote this poem while imprisoned in England, awaiting execution. The composer's use of dynamics and rubato, including the increased rhythmic activity in the accompaniment when he wants the tempo to move ahead, encourage the singers to lift the notes off the page and delve deeper to convey the emotions of the poem.

Amavolovolo

Traditional Zulu Arranged by Rudolf de Beer

Andrew Johnson, Ian Disjardin, percussion

This song was sung in pre-democratic South Africa and tells the story of the people who were afraid to go to Kwa-Mashu, a township outside Durban, because there was so much violence. In fact, the word "Amavolovolo" is a direct mutation of the English word revolver. Today, the song is often sung at parties and weddings. This arrangement comes from the former conductor of the Drakensberg Boys Choir of South Africa.



CANTILENA



Bonny Wood Green

Traditional Irish Ballad Arranged by Stephen Hatfield

This ballad from the World War I era is still sung in Irish pubs today. The melody captures the melancholy peace found in the passing of time after a loved one is lost. The song is in verse-refrain form and the arranger has used texture and dynamics to set apart each stanza.

Ah! Si mon moine voulait danser (sung in French)

Folk song from Quebec Arranged by Donald Patriquin

Oh! If my monk would dance with me, A hood I would give him.

(Chorus) Dance, my monk, dance! You don't hear the dance.

Oh! If my monk would dance with me, A woven belt I would give him.

(Chorus)

Oh! If my monk would dance with me, A rosary I would give him.

(Chorus)

Oh! If my monk would dance with me, A woolen frock I would give him.

(Chorus)

Oh! If he had not taken a vow of poverty, Many more things would I give him.

(Chorus)

This song is energetic and silly and is in great contrast to the rest of the program. The word *moine* means both a top (the kind kids play with and make spin) and a monk. In this piece, the young lady dreams of what inducements she might offer her monk (top) to get him (it) to dance. *(notes from the arranger)*

We have discovered that the repetition of each verse reveals some compositional devices that composers use to make the music come alive, including tempo changes, key changes and augmentation and diminution.

Presenting

THE CARREL PRAY MUSIC EDUCATOR OF THE YEAR 2017:

Laurie Fellenz



CANTABILE



Love is a Rain of Diamonds

Gwyneth Walker (b. 1943)

Love is a rain of diamonds in the mind the fruit of the soul sliced in two a dark spring loosed at the lips of light under-earth waters unlocked from their lurking to sparkle in a crevice parted by the sun a temple not of stone but cloud beyond the roar of the heart and all violence blue permanence —May Swenson (1913–1989)

Permission for use of this poetry has been granted by the estate of May Swenson.

Walker's setting of Swenson's poem uses an impressionistic harmonic palette—that is, an ever-shifting key center throughout the piece. She paints the text musically, with a literal "rain" in the cascading vocal lines, a "roar" in the piano, and shimmering rising melodies that paint musical "diamonds in the mind."

No Time

Traditional camp meeting songs Arranged by Susan Brumfield

An important influence on the development of gospel hymns was the camp meeting song. These were musically simple songs associated with camp meetings, which took place on the frontiers of Kentucky and the Carolinas in the early and middle 1800s. An outgrowth of 19th century American Revivalism, these outdoor gatherings drew people from a radius of a hundred miles or more to a camp area, usually in the wilderness, where men and women of all races sang and socialized and worshipped together. The texts of these songs speak of an acceptance of death and a concern for those left behind.

COMBINED CHOIRS AND AUDIENCE



Blowin' in the Wind

Bob Dylan (b.1941)

How many roads must a man walk down before you call him a man? How many seas must a white dove sail before she sleeps in the sand? How many times must the cannon balls fly before they're forever banned? The answer, my friend, is blowin' in the wind—the answer is blowin' in the wind.

How many years can a mountain exist before it's washed to the sea? Yes, 'n' how many years can some people exist before they're allowed to be free? Yes, 'n' how many times can a man turn his head pretending he just doesn't see? The answer, my friend, is blowin' in the wind—the answer is blowin' in the wind.

How many times must a man look up before he can see the sky?
How many ears must one man have before he can hear people cry?
Yes, 'n' how many deaths will it take till he knows that too many people have died?
The answer, my friend, is blowin' in the wind—the answer is blowin' in the wind.

Madison Youth Choirs,
Madison Opera, & Comedy Central
rely on us.
Shouldn't you?



MADISON BOYCHOIR



Das Hexen Einmal-Eins (The Witch's One-Times-One)

(sung in German, words from Goethe's Faust)

Franz Joseph Haydn (1732–1809) Arranged by Douglas Beam

Amber Dolphin, Carol Carson, violins; Christopher Dozoryst, viola; Eric Miller, cello

10	2	3
0	7	8
5	6	4

In the MYC tradition, every piece of music is a puzzle to explore, with lots of "below the surface" meaning to uncover beyond just learning the notes and rhythms.

This piece, however, is an *actual* puzzle— a series of clues describing a magic square. Magic squares were first described in ancient China, c. 2000 B.C. According to legend, Emperor Yu saw the "Lo-Shu" magic square pattern on the back of a divine turtle on the bank of the Yellow River.



The solution to the pictured Order Three square is 15. (Confused? Let a boychoir boy explain it.)

based on a witch's saying from

Goethe's Faust.



Albrecht Dürer, Melencolia, 1514, engraving.



hide & seek: cracking the musical code

4:00p.m. Sunday, May 14 First Congregational Church



PURCELL

Margaret Jenks, conductor Andrew Johnson, piano

BRITTEN

Randal Swiggum, conductor Steve Radtke, piano

HOLST

Margaret Jenks and Randal Swiggum, conductors

RAGAZZI

Michael Ross, conductor Jess Salek, piano

PURCELL



Wind on the Hill

Victoria Ebel-Sabo

Zachary Yost, flute

There is a simplicity, lightness, and innocence to this text by A. A. Milne. It poses one of those questions that a child might ask with sincerity and a busy adult might dismiss with a, "Hmm...don't know." Being a noticer and a ponderer (in this case, of a text from *Winnie the Pooh*) is what it takes to really interact with a great piece of music. Purcell members noticed the many ways that the notes, rhythms, and dynamics work to push us along—like both a gentle breeze and a gusting gale.

Mangwani M'pulele

Traditional Zulu Adapted by Theodore Bikel

This traditional South African song sung in the Sotho language has been widely performed since Theodore Bikel recorded it in the 1960s, followed by the Kingston Trio, and Harry Belafonte. This raised some questions that Purcell explored: How do you decide what is "authentic" when looking at music from other cultures? Why do some pieces become popular in many different countries, while others don't?

Roughly translated, the text means "Aunt, open the door for me, I am getting wet with rain. Whether it is here or there, I am getting wet with rain."

The boys decided that, rather than the text, it was the "catchy" rhythmic figures that made the song attractive to international audiences: the simple step-centered first phrase, followed by the leap of a sixth in the B phrase, and the layered harmonies.

The Old Carrion Crow

Nova Scotian folk song Arranged by Mary Goetze

This folksong, still popular in Nova Scotia and loved for its whimsical text and playful yet slightly unbalanced melody, is found in collections that date back to the time of Charles II of England. It is in the historical events of the mid 1600s that the song's hidden allegorical meaning can be discovered. Looking closely at a piece of music can give us many ideas about how small details can make a big impact on how we hear and understand something, but beyond the notes, the text can bring us close to stories, ideas, and political commentary that have been hidden in artistic disguises for hundreds of years.

In this allegory, the carrion crow (a scavenger bird with a voracious appetite) is Charles II. The tailor is a Puritan, who in fighting Charles II, accidentally kills "Old England" (the sow). Even though the political drama is no longer current, the story and melody are compelling enough to feel musically satisfying.

BRITTEN



Missa Brevis in D

Benjamin Britten (1913-1976)

(sung in Latin)

Donald DeBruin, organ

III. Sanctus

Holy, holy, holy, Lord God of Hosts, Heaven and earth are full of your glory. Hosanna in excelsis.

IV. Benedictus (for 2 soloists)

Blessed is he who comes in the name of the Lord. Hosanna.

V. Agnus Dei

Lamb of God, who takes away the sins of the world, have mercy upon us. Lamb of God, grant us peace.

In 1959, Benjamin Britten wrote his first setting of the liturgical Mass text, for the boychoir of Westminster Cathedral, the Roman Catholic mother church of England. Scored for organ and three-part trebles, the piece reveals Britten's genius for understanding boys' voices—what ranges, harmonies, colors, and textures are especially suited to the unique sound of a boychoir.

But even more than that, this piece has often felt to us like a special "secret code" gift, from the mind of the composer to the minds of young, puzzle-loving boys. Virtually every measure of the piece is some kind of compositional "trick"—a series of clues waiting to be discovered.

For example, the Sanctus gave the boychoir the chance to discover the difference between diatonic melodies (using the solfège scale of do-re-mi, etc.) and chromatic melodies (all half steps). Although it seems to be built on the interval of a fourth, the melody is actually a 12-tone row—using every note of the chromatic scale. The *Benedictus*, an elegant march befitting its text, is not only for two solo voices, but is in two keys simultaneously. But it was probably the *Agnus Dei* that most captured the boys' imaginations on first hearing: its creepy ostinato in the organ and mournful vocal melody (which seems to capture the sorrow for sin in the text) sounds like no other piece for boys' voices. The intensity of the rise and fall of plain old scales (built from repeated notes—another puzzle) gives the concluding "dona nobis pacem" (grant us peace) its own unsettled, anxious quality—yet another puzzle to ponder.

Wenn Sorgen auf mich dringen

Duet from Cantata 3 (sung in German)

Johann Sebastian Bach (1685-1750)

Amber Dolphin, Carol Carlson, violins; Eric Miller, cello; Oliver Cardona, oboe d'amore

Wenn Sorgen auf mich dringen, will ich in Freudigkeit zu meinem Jesu singen. When cares press around me, I will sing with joy to Jesus.

Mein Kreuz hilft Jesus tragen,

Jesus helps me carry my cross.

Drum will ich gläubig sagen: es dient zum Besten allezeit.

Therefore will I say, in faith: it serves for the best at all times.

The music of Bach always poses the strongest challenges of vocal virtuosity, interpretive speculation, and a love for puzzles musical, theological, and mathematical. This duet—a double canon in ABA form—is a rich example of Bach's multi-layered compositional approach. Britten boys started back in January by deconstructing its long, complex melody to discover its construction as a series of tiny motifs (like Lego pieces) which are repeated, recycled, patterned, and manipulated in a dozen ways. The two-note sighing figure on "Sorgen" (cares) is later echoed on "Kreuz" (cross), linking the two ideas both musically and emotionally. The melody on "dringen" (press) employs chromatic "pressing" half-steps, and the word "tragen" (carry) sits on an unusually long held note. The piece is truly a "Mount Everest" of vocal difficulties to surmount; Britten boys strengthened not only their musicianship and vocal endurance skills, but also their resilience for hard work.

I'se the B'y

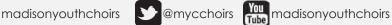
Newfoundland Folksong Arranged by John Govedas

Although this lively dance song probably originated in one of the many Newfoundland fishing villages around 1870, this particular version is a witty and virtuosic arrangement, which enlarges the song's saucy spirit. "I'se the B'y," is Newfoundland dialect for "I'm the boy."









madisonyouthchoirs.org

HOLST



Tourdion (sung in French)

Anonymous, 16th century Arranged by Pierre Attaignant (c.1494-1551)

When I drink claret, friend, everything goes round and round, So for now I'll drink Anjou or Arbois.

Let us sing and drink and wage war on this flagon and this fat ham bone.

The tourdion was a lively dance popular throughout France in the 16th century. Its name comes from the French "tordre" (to twist) and the dance included kicking, hopping, and jumps with feet in the air. This particular tourdion was published in 1530 by Pierre Attaignant. The puzzle of performing early music is, of course, having so little authentic performance information in the printed score. Holst members were asked to consider the possibilities of the "arrangement," and each week the possibilities were slightly different.

Bawo Thixo Somandla

Mxolisi Matyila (1938–1985)

(sung in Xhosa)

Father God Almighty, what have I done wrong? What have we done wrong in your eyes, God? On this earth we carry a heavy burden. Let this be over. Thy will be done. *I* vow this oath forever. Thy will be done.

The brutal oppression of apartheid in South Africa inspired a continuous outpouring of music in the homelands (the racially segregated areas where non-whites were forced to live). Indeed, even after apartheid was officially abolished in 1994, the rich tradition of freedom songs has lived on. This famous song was said to have been written on the chalkboard by teacher Mxolisi Matyila after he was fired because of apartheid regulations. The music is strong and rhythmic, while the text has overtones of Jesus' prayer of suffering in the Garden of Gethsemane. For Holst, one of the great puzzles of the piece was mastering the particular sounds of Xhosa (the language of Desmond Tutu and Nelson Mandela). Xhosa is characterized by clicking sounds and this song includes three of the eighteen different clicks.

A Miner's Life

Traditional Irish song Arranged by Seth Houston

Zachary Yost, flute; Amber Dolphin, violin; Andrew Johnson, doumbek

Coal mining has been in the news a lot lately. This song is a reminder of coal's dominance in the British Isles and the U.S. for several centuries. More importantly, it's an example of a "warning song"—not only about the dangers to a miner who is not vigilant and careful on the job, but also the dangers of the Coal Board and the coal company which will certainly take advantage of the miner and keep him in economic bondage. In fact, the song is really more about the bonds of strength between miners who stay united in their union. Union miners, stand together...

RAGAZZI



Zion's Walls

Setting by Aaron Copland (1900–1990) Arranged by Glen Koponen

This revivalist song is adapted from a set of American folk songs Copland arranged for solo voice and orchestra in 1950. In many ways the father of modern American composers, Copland balanced the influences of 20th century American "classical" music with American folk music. Many of his compositions draw on open harmonies—with the pitches of chords "spread out"—said to evoke the spirit of the American landscape. Copland was an influential teacher, conductor, and lecturer. His well-known compositions include *Fanfare for the Common Man, Appalachian Spring* (with its famous setting of the folk melody "Simple Gifts") and the ballet score *Rodeo* with its familiar "Hoedown."

Seigneur, je vous en prie (from *Quatre petites prières de Saint Francois d'Assise*) (sung in French) Francis Poulenc (1899–1963)

Lord, I beseech you. May the sweet and burning strength of your love Absorb my soul and remove from it everything terrestrial, So that I might die from the love of your love, Since you deigned to die because of the love of my love.

—St. Francis of Assisi (1182–1226)

This piece, from a set of four short gems set to brief prayers of St. Francis of Assisi, paints a picture of intense devotion. The unexpected, jazz-influenced harmonic turns at the conclusion are especially effective.

Brothers, Sing On

Edvard Grieg (1843–1907) Arranged by Edward McKinney

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MADISON BOYCHOIR



Blowin' in the Wind

Bob Dylan (b.1941)

The ultimate series of puzzles in the form of rhetorical questions, this iconic song was written in 1962 and has been covered by dozens of other singers and groups. Its text is a classic example of Bob Dylan's use of Biblical imagery and rhetorical style, and the melody was based on an old spiritual, "No More Auction Block For Me." The song's first line, "How many roads must a man walk down before you call him a man?" is suggested as the "ultimate question" in Douglas Adams' *The Hitchhiker's Guide to the Galaxy*. For the boychoir, it was a chance to ponder a powerful metaphor for its many interpretations.

How many roads must a man walk down before you call him a man? How many seas must a white dove sail before she sleeps in the sand? How many times must the cannon balls fly before they're forever banned? The answer, my friend, is blowin' in the wind—the answer is blowin' in the wind.

How many years can a mountain exist before it's washed to the sea? Yes, 'n' how many years can some people exist before they're allowed to be free? Yes, 'n' how many times can a man turn his head pretending he just doesn't see? The answer, my friend, is blowin' in the wind—the answer is blowin' in the wind.

How many times must a man look up before he can see the sky?
How many ears must one man have before he can hear people cry?
Yes, 'n' how many deaths will it take till he knows that too many people have died?
The answer, my friend, is blowin' in the wind—the answer is blowin' in the wind.

Congratulations to

PURCELL, BRITTEN, HOLST AND RAGAZZI

on their invitation to the Aberdeen International Youth Festival in summer 2018!

All current boychoir members and their families are strongly encouraged to attend the Scotland 2018 informational tour meeting on **Thursday**, **June 8**, **from 6-7pm** at Covenant Presbyterian Church, 326 S Segoe Road in Madison.

See you there (and then in Scotland in 2018!)

Youth Festival



hide & seek: cracking the musical code

7:00p.m. Sunday, May 14 First Congregational Church



CANTILENA

Marcia Russell, conductor Jingwen Fan, piano

CANTABILE

Margaret Jenks and Michael Ross, conductors Jess Salek, piano

RAGAZZI

Michael Ross, conductor Jess Salek, piano

CANTILENA



Domine Deus (from *Mass in G Major*, BWV 236) (sung in Latin)

Johann Sebastian Bach (1685–1750) Arranged by Doreen Rao

Amber Dolphin, violin

Lord God, Lamb of God, Son of the Father. Thou that takest away the sins of the world, have mercy upon us. Thou that takest away the sins of the world, receive our prayer. Thou that sittest at the right hand of the Father, have mercy upon us.

This duet from Bach's *Mass in G Major* is rich with the kind of musical intricacies that inspire deep thought and inquiry. The singers have discovered three main themes which Bach builds upon using melismas, sequences, counterpoint and subtle shifts in harmony.

maggie and milly and molly and may

Vincent Persichetti (1915–1987)

In this song (which lasts about 65 seconds), American composer Vincent Persichetti captures the exuberance of a youthful rollick on the beach. Based on a poem by e.e. cummings, Persichetti uses triple meter to represent a skipping gait of four sisters playing in the sea. He also develops a melodic motive of a descending third (so-mi), representing childhood chants. Just as we dig in the sand for a treasure, the singers of Cantilena have dug into this piece to discover the magic within. Perhaps Persichetti chose to set the song in fluctuating meter to represent our attempt to recall a childhood memory. The final phrase: "For whatever we lose (like a you or a me) it's always ourselves we find in the sea."

Bonny Wood Green

Traditional Irish Ballad Arranged by Stephen Hatfield

This ballad from the World War I era is still sung in Irish pubs today. The melody captures the melancholy peace found in the passing of time after a loved one is lost. The song is in verse-refrain form and the arranger has used texture and dynamics to set apart each stanza.

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Ah! Si mon moine voulait danser (sung in French)

Folk song from Quebec Arranged by Donald Patriquin

Oh! If my monk would dance with me, A hood I would give him.

(Chorus) Dance, my monk, dance! You don't hear the dance.

Oh! If my monk would dance with me, A woven belt I would give him.

(Chorus)

Oh! If my monk would dance with me, A rosary I would give him.

(Chorus)

Oh! If my monk would dance with me, A woolen frock I would give him.

(Chorus)

Oh! If he had not taken a vow of poverty, Many more things would I give him.

(Chorus)

This song is energetic and silly and is in great contrast to the rest of the program. The word moine means both a top (the kind kids play with and make spin) and a monk. In this piece, the young lady dreams of what inducements she might offer her monk (top) to get him (it)to dance. (notes from the arranger)

We have discovered that the repetition of each verse reveals some compositional devices that composers use to make the music come alive, including tempo changes, key changes and augmentation and diminution.

CANTABILE



Suscepit Israel (from *Magnificat in D*, BWV 243) (sung in Latin)

Johann Sebastian Bach (1685–1750)

Oliver Cardona, oboe d'amore; Eric Miller, cello

He has given help to Israel, his servant, that he might remember mercy.

With three solo treble voices weaving intricate patterns around a simple Psalm tone cantus firmus (oboe), the *Suscepit Israel* trio movement from the Magnificat has an ethereal quality that is both comforting and mysterious. We opened our study of this piece with many questions including: Why a treble voice trio in the midst of an SSATB choral work? What is the role of the oboe? What key is it really in? What is going on in some of the "strange" harmonies?

With a sparse accompaniment, the active two soprano voices and one alto voice are a stark contrast to the slow, static tones of the oboe, reinterpreting the harmonic context in a way that seems almost magical (an example of Bach genius). Using the tonus peregrinus (chant) as cantus firmus was not unique, but the way this simple tune is such a contrast, the placement in an all-treble context and choosing the German variant (rather than traditional Roman/Latin) were unusual (and meaningful) choices. While the three treble voices sing the Suscepit text (an Old Testament promise) the melody played by the oboe fits to the German translation of the New Testament

Magnificat text "Meine Seele erhebet den Herrn." In noticing these details, we can see Bach's loyalty to Luther and the ideas of the Reformation as well as a brilliant melding of Old and New Testament theology.

Discovering all the secrets of Bach is a longer process than simply a semester and we explored the questions above and more, as well as exploring our own vocal capabilities. You might notice some singers on parts that they don't always sing, as we discovered "hidden" vocal ranges, colors and abilities within the choir.

Love is a Rain of Diamonds

Gwyneth Walker (b. 1943)

Love is a rain of diamonds in the mind the fruit of the soul sliced in two a dark spring loosed at the lips of light under-earth waters unlocked from their lurking to sparkle in a crevice parted by the sun a temple not of stone but cloud beyond the roar of the heart and all violence blue permanence —May Swenson (1913–1989)

Permission for use of this poetry has been granted by the estate of May Swenson.

Walker's setting of Swenson's poem uses a impressionistic harmonic palette—that is, an ever-shifting key center throughout the piece. She paints the text musically, with a literal "rain" in the cascading vocal lines, a "roar" in the piano, and shimmering rising melodies that paint musical "diamonds in the mind."

No Time

Traditional camp meeting songs Arranged by Susan Brumfield

An important influence on the development of gospel hymns was the camp meeting song. These were musically simple songs associated with camp meetings, which took place on the frontiers of Kentucky and the Carolinas in the early and middle 1800s. An outgrowth of 19th century American Revivalism, these outdoor gatherings drew people from a radius of a hundred miles or more to a camp area, usually in the wilderness, where men and women of all races sang and socialized and worshipped together. The texts of these songs speak of an acceptance of death and a concern for those left behind.

CANTABILE AND RAGAZZI



Excerpts from The Snow Goose

Scott Gendel (b. 1977) Text by Paul Gallico (1897–1976) Additional text by Rachel Field (1894-1942)

- 1. Something Told the Wild Geese
- 2. Whence She Came

The world premiere of this unique work was at the Monroe Arts Center on March 19. There, MYC singers joined a chamber ensemble and actor Richard Hilger to present Paul Gallico's 1940 novella *The Snow Goose* in a moving performance. *The Snow* Goose, set against the backdrop of World War II, is a parable on the regenerative power of friendship and love. Gendel's music uses the choirs as a Greek chorus, commenting on and re-capping sections of the story. The instrumental ensemble supports the choir and serves as underscoring during the reading. This afternoon we present two short excerpts from the 65-minute work: the opening movement, setting Rachel Field's poem as a prelude to the story, and the second movement, setting an ominous tone for the rest of the story. (Join us on Saturday, June 3 at Holy Wisdom Monastery, 7:00pm, when we present a more complete performance of the entire work.)

Did you know that over 1,000 community members sing in MYC's choral programs every year?



In addition to the 360 singers who will perform in today's concerts, nearly 700 additional choristers participate in our music education activities throughout Madison. Our 2016-17 season was further enriched by noteworthy collaborations with: Madison Symphony Orchestra, Madison Opera, Opera for the Young, Madison Metropolitan School District, Lussier Community Center and Capitol Lakes.

Thank you to our collaborative partners, donors, and sponsors for generously supporting music education in our community.

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RAGAZZI



Zion's Walls

Setting by Aaron Copland (1900–1990) Arranged by Glen Koponen

This revivalist song is adapted from a set of American folk songs Copland arranged for solo voice and orchestra in 1950. In many ways the father of modern American composers, Copland balanced the influences of 20th-century American "classical" music with American folk music. Many of his compositions draw on open harmonies—with the pitches of chords "spread out"—said to evoke the spirit of the American landscape. Copland was an influential teacher, conductor, and lecturer. His well-known compositions include *Fanfare for the Common Man, Appalachian Spring* (with its famous setting of the folk melody "Simple Gifts") and the ballet score *Rodeo* with its familiar "Hoedown."

Seigneur, je vous en prie (from *Quatre petites prières de Saint François d'Assise*) (sung in French) Francis Poulenc (1899–1963)

Lord, I beseech you. May the sweet and burning strength of your love Absorb my soul and remove from it everything terrestrial, So that I might die from the love of your love, Since you deigned to die because of the love of my love.

—St. Francis of Assisi (1182–1226)

This piece, from a set of four short gems set to brief prayers of St. Francis of Assisi, paints a picture of intense devotion. The unexpected, jazz-influenced harmonic turns at the conclusion are especially effective.

Brothers, Sing On

Edvard Grieg (1843–1907) Arranged by Edward McKinney

Brothers, *Sing On*, originally written in Norwegian, was a song sung and popularized by glee clubs in the 19th century. It has become a beloved piece of men's choir repertoire worldwide.

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Hark, I Hear the Harps Eternal

Traditional shape-note Arranged by Alice Parker (b. 1925)

Alice Parker is a true living musical legend. A master teacher, conductor, and composer, she has been a force in the choral world for more than 80 years. Her arrangement of the traditional shape-note melody (called "Invitation") is known by choirs around the world.

COMBINED CHOIRS AND AUDIENCE

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Blowin' in the Wind

Bob Dylan (b. 1941)

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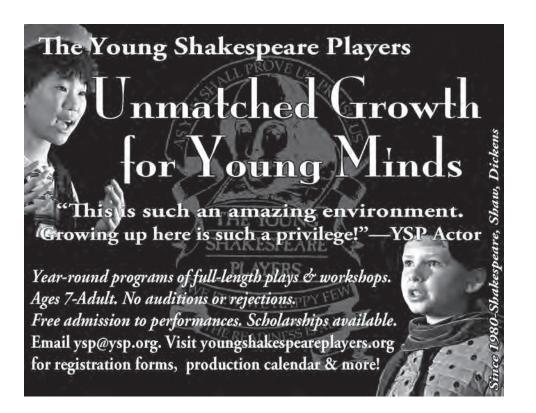
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OUR GRADUATING SENIORS



Noah Argus (10 years) plans to join Air Force ROTC and serve in the years following his eventual graduation from UW-Madison with a degree in engineering. One of his favorite memories from MYC is singing in different languages (especially Dulaman in Gaelic), which felt like "traveling in a way and makes me feel closer to the people that speak that language."

Kendra Borcherding (8 years) will always remember singing for the Dalai Lama.

Peter Dimond (8 years) has so many MYC memories from his many years of singing. He especially notes many MSO Christmas concert memories—trouble with the "candles," listening to Mt. Zion perform, and singing in the Overture Center.

Taylor Eslick (5.5 years) will attend UW-Stout to study industrial design. Her favorite MYC memory was when a member of her Scotland "family group" got locked out of her room. The rest of her "family" stayed in the hallway to wait with her and they became more deeply connected. She also cherishes that after her Scotland experience, she is able to sing in front of other people.

Emma Everitt (6 years) plans to continue studying music in college while earning a degree in communications. One of her favorite MYC memories was the trip to the Midwest Children's Choir Festival, especially watching scary movies late at night with her MYC friends and homestay family.

Nick Fenn (1 year) plans to major in broadcasting and theater in college. His favorite MYC memory is The Latke Who Couldn't Stop Screaming.

Anders Frank (10 years) plans to attend Eastern Illinois University to major in percussion performance and minor in anthropology. One of his favorite MYC memories is seeing the reactions of our audience members on the tour to Scotland. He remarks, "Many seemed very pleasantly surprised to hear a group of American boys singing in a choir, and their reception made the whole experience that much more enjoyable."

Molly Grindle (11 years) will attend UW-Madison to study athletic training. Some of her favorite MYC memories include singing for the Dalai Lama, traveling to Aberdeen, Scotland, and performing with the Madison Symphony Orchestra.

Elizabeth Jordan (7 years) plans to attend the University of Oklahoma as part of the National Scholars program this fall, studying biology and neurobiology. One of her favorite MYC memories was performing *To Be Certain of the Dawn* in Overture Hall.

Sanjana Kumar (4 years) will attend Georgia Tech to study engineering. Her favorite MYC memory is performing at the MSO Christmas concerts every year. **Greta Larget** (9 years) will attend the University of Iowa to pursue a double major in journalism/mass communications and vocal performance. Some of her favorite MYC memories include *To Be Certain of the Dawn*, the Midwest Children's Choir Festival, dancing backstage at MSO concerts every year, *Kafal Sviri*, touring Scotland this past summer, and becoming friends with some of the greatest people on earth.

Grace Little (9.5 years) will attend Carleton College this fall. Singing *Across the Water* the final time in Scotland is a treasured memory. She also values the years of singing and getting to work with friends and conductors.

Gwendolyn Loop (2 years) will attend the University of Dallas and hopes to major in English with concentrations in music, journalism, and international studies. Her favorite MYC memory is dancing at the ceilidh in Scotland and realizing that people of different languages and cultures don't even need to be able to speak to each other to have fun together "because we are all united by our love of music."

Eliza McPike (10 years) will attend UW-Stevens Point and plans to major in Early Childhood Education and Special Education. Her favorite MYC memory is singing for the Dalai Lama.

Isabel Overman (7 years) will attend Iowa State University to study aerospace/ aeronautical engineering in the fall. Her favorite memory is "AHHHHHHHHHH," written by Lemony Snicket, as quoted by Mike Ross.

Jaelyn Potvin (8.5 years) will attend the University of Iowa to pursue a degree in music therapy. She remembers traveling to Ames, Iowa, for a choral festival when she was in Capriccio and meeting their host family's daughter, who she swears she knew from somewhere. She also fondly remembers singing *Ach*, *weh des Leiden*.

Wesley Proctor (1 year) will attend UW Platteville to major in psychology and minor in gender studies. Her favorite MYC memory is singing *Sisters*, *Now Our Meeting is Over* at the end of every rehearsal.

Raphael Reiss (3.5 years) will attend NYC-Tisch to study drama. His favorite MYC memories are singing *Sound and Fury* and watching Mike's magic tricks.

Spencer Ross (3.5 years) remembers singing at the Overture Center and the outreach tours. He thanks MYC for impacting his life and hopes to continue singing in the future.

Ransom Rotering (10 years) plans to attend MATC. He loved playing 4-way soccer at boychoir camp.

Jack Sabatke (1 year) will attend the University of Illinois at Urbana-Champaign to study aerospace engineering. His favorite MYC memory is listening to a dramatic rendition of *The Bee Movie* while backstage at the Overture Center.

Ameya Sanyal (4 years) will attend Duke University to pursue a major in global health. She'd like to thank her directors, family, and friends for helping her to make her decision and knows that her passion for music will follow her wherever she goes.

Albert Shoshany-Glosser (8 years) will attend the University of British Columbia this fall. His favorite MYC memory is his first concert with the Madison Symphony Orchestra at the Overture Center, because "performing with all of those professional musicians made me feel like a professional."

Jane Song (5.5 years) will attend George Mason University in Fairfax, Virginia this fall. Her favorite MYC memory is her first audition. She remembers being really nervous and not confident, but Lisa's joke ("Your last name is Song, so I bet you can sing pretty well") helped her relax. She is thankful to MYC conductors, her family, and friends for helping her learn over the years and for making her time with MYC truly wonderful.

Andrew Statz (3 years) will attend Colorado State University this fall. His favorite MYC memory is our first rehearsal of *Jingle Bells* for the MSO Christmas concert. He remembers that there was a lack of enthusiasm for learning the piece, but that he loved it from the start.

John Unertl (9.5 years) plans to study music in college. His favorite MYC memory is of the 2014 boychoir tour to Scotland. He remembers, "We all gathered in a cellar beneath Dunnottar Castle and sang a few of the songs from our repertoire. The reverberation and the tone in which we sang shook my spirit and ran chills down my spine, as well as brought a few tears to my eyes. Truly a powerful moment."

Lea Van Hook (4.5 years) will attend MATC to study early childhood education. Her MYC memory is of years of school tours and singing for students around the Madison area.

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* Debut concert with MYC

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Sylvia Dotzour • Nuestro Mundo Elementary

Sofia Egea-Mercado • Shorewood Hills Elementary

Berit Enstad • Huegel Elementary

Lily Fellenz* ● Netherwood Knoll Elementary

Violet Goscha

 Northside Elementary

Alleanah Hancock-Jammeh ◆ Van Hise Elementary

Chloe Hu Pesh • Shorewood Hills Elementary

Daphne Hughes • Mount Horeb Intermediate

Amaia Huneeus* ● Randall Elementary

Dahlia Johnson* • Franklin Elementary

Eleanor Keck* ● Thoreau Elementary

Amelia Kelly* ● Lincoln Elementary

Lucy Kelly* ● Midvale Elementary

Katarina Kenney • Saint Maria Goretti School

Isabel Killian • Elm Lawn Elementary

Jeana Kim-Bolt • Wingra School

Nylah Kleiss* ● Sugar Creek Elementary

Amelia Kydd • Sauk Trail Elementary

Cindy Li • Olson Elementary

Vania Ligaray • Saint Maria Goretti School

Leila Isabel Madureira-Alvarez • Randall Elementary

Jayda Mand* ● Sunset Ridge Elementary

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Paola Morales Solari • John Muir Elementary

Emma Moyle • Winnequah Elementary

Mary Nagle ● Van Hise Elementary

Pamina Nemet • Randall Elementary

Ava Pevehouse • Franklin Elementary

Nora Pitt • Park Elementary

Natalie Rasmussen Lesnjak

Lincoln Elementary

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Esme Rotering* ● Verona Area

Core Knowledge Elementary

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Ava Sigmund • Our Lady Queen of Peace School

Johanna Smith • Randall Elementary

Megan Streit • Crestwood Elementary
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Livi Tornqvist • Van Hise Elementary
Aela Valentine • Midvale Elementary
Anahi Vazquez* • Schenk Elementary
Georgia Volkman • Thoreau Elementary
Maxine Volkman • Thoreau Elementary
Grace Wasacz • Eagle School
Violet Wickizer • Midvale Elementary
Haylie Wollack • McFarland Primary

CON GIOIA

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Iris Zhu* ● Northside Elementary

Adela Arrington • Glacial Drumlin Middle School

Ava Bachhuber* ● Our Lady Queen of Peace School

Susannah Bennett • Randall Elementary

Nikole Bolha • Waubesa Intermediate

Evelyn Busse • Spring Harbor Middle School

Eleanor Byrnes • Lincoln Elementary

Emily Cai • Jefferson Middle School

Annalise Cooper • Stoner Prairie Elementary

Stella Cornelius • Marquette Elementary

Stella Comenus • Marquette Elementary

Sydney Dai • Glenn Stephens Elementary

Alexandra Denisova*

◆ Crestwood Elementary

Lauren Elsen • Schenk Elementary

Liv Enstad • Huegel Elementary School

Lana Fabish • Hamilton Middle School

Samantha Frakes • Hamilton Middle School

Romy Gadau • Randall Elementary

Miranda Garcia-Dove • Thoreau Elementary

Zoe Goldstein • Cherokee Middle School

Madeline Goscha • Kromrey Middle School

Claudia Gotzler • Randall Elementary

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Elida Grovergrys • Lincoln Elementary

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Lota Heritandez • Shorewood Hins Elementar

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■ West High School Anya Reddy • Madison Country Day School Renae Rodefeld • Madison Country Day School Rose Torti • Madison Country Day School Samantha Wilcox • Cardinal Heights Upper Middle School

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In July 2003, Madison Youth Choirs (MYC) was created through the merger of the Madison Boychoir and Madison Children's Choir, combining nearly 50 years of service to young people in our community. Since 2003, participation in MYC's choral programs has more than doubled, and a growing scholarship fund has ensured that every child, regardless of financial ability, has the opportunity to add his or her voice to the choir.

With a rich, historic past and a bright, expanding future, Madison Youth Choirs is thrilled to offer a new opportunity for our supporters to help assure the sustainability of the choirs for years to come. Anyone who chooses to make MYC the beneficiary of a planned gift, regardless of the amount, is eligible to be an honored member of the Madison Youth Choirs Legacy Society.

> We invite you to join the following founding members of the MYC Legacy Society, whose generosity will help to sustain young voices in our community for generations to come.

> > **Alexis Buchanan and James Baldwin Sandra Barty Gwen and Kenn JeSchonek** Richard Moll Kris Rasmussen and Bob Factor **Michael Ross and Kirsten Fruit** Nicole Sparacino and Rob Kratz

To find out more about the MYC Legacy Society, please contact Nicole Sparacino at nicole@madisonyouthchoirs.org or visit madisonyouthchoirs.org/support/legacy



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We gratefully acknowledge the generosity of the 525 donors who responded to a singer's It's MYChoir appeal this spring. Nearly \$45,000 was raised through this campaign which encourages participants to share their MYC story with friends and family. Because tuition alone covers roughly half the total cost of our program, the fundraising efforts of our singers, staff and board are key to keeping MYC financially healthy and accessible to all.

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