

POSTCARDS

MEZZO-SOPRANO AND PIANO

I. EVER AFTER

ASHLEY ANNA McHUGH (b. 1985)

JOSHUA REED

Dreamily, with motion (♩. = c. 68)

mp fluid

Ped.

4 *mp coyly*

We slip in - to the

p

**Ped.*

7

sha - dows of the wood, touch

**Ped.*

10

like the whisp' rings of leaf on leaf.

*

13

a bit more

Once blin - ded by thorns we wept wi - thout re - lief,

Ped.

*

17

p fearfully

each lost to _____ the de - sert,

Ped.

* *Ped.*

20

_____ a - lone.

(soli)

* *Ped.*

*

23

mp hopefully

But then

Ped. *sempre pp* * Ped.

26

you heard, _____ like wa - ter _____ in the

*

29

dark, _____ like cave - cold air, _____

Ped.

32

molto

my voice, _____

cresc. * Ped. *

35

f joyfully

and healed by cry - ing,

mf

Ped. *

38

calmando e dim.

blind - ness cured as we

calmando

dim. poco a poco

p

Ped. *

41

kissed each o - ther's daz - z - ling

Ped. * Ped. *

44

tears,

Ped. *

47

pp

we are _____ like chil - dren

8va (both hands)

Ped.

50

now, _____ who find _____ the world is _____

(8)

*

53

good. _____

8va (both hands)

Ped.

57

59

(8)

mp

* *Ped.*

60

p

* Ped.

63

65

mp

We fol -

* Ped.

66

low doe - tracks down-hill to the stream,

69

and with the pres - sure of the

* Ped.

72

cur - rent cold a - gainst our knees, we cross

* Led.

75

from dream to dream,

*

78

Pluck

Led.

* Led.

81

gol - den fruit of which we have been told,

*

84

mp

intensifying

and sing the songs of child -

Ped.

cresc. poco a poco

87

f

hood; stray deep in an en - chan - ted

cresc.

mf

*

Ped.

90

mf dim. sempre

for - est, where

dim.

calmando

mp

* *Ped.*

93

96

lif - ted by wind, the

p

p

* *Ped.*

97

har - dened bran - ches o - ver us rise

* Ped.

101

and de - scend: the

slower *pp*

* Ped.

105

heav - ing musc - les of a

* Ped. * Ped.

109

beast a - sleep.

rit.

mfz *ppp*

* Ped.

II. HUMPBACK WHALES

MARY ANGELINO (b. 1984)

Very, very slowly

mp like a recitative

in tempo (♩ = c. 60)

very expressive

I am ne-ver the one to see things first. _____ Gulls blur the sky - line, a tan-gled

Measures 1-5: Vocal line in 4/4 time, starting with a half note G4, quarter note A4, quarter note B4, quarter note C5, quarter note B4, quarter note A4, quarter note G4, quarter rest, quarter note F4, quarter note E4, quarter note D4, quarter note C4. Piano accompaniment starts at measure 4 with a half note chord G2-B2-D2 in the bass and a half note chord G4-B4-D4 in the treble.

6 whole un-til one dives, _____ a wish- bone _____ dropped on a

Measures 6-10: Vocal line continues with a half note G4, quarter note A4, quarter note B4, quarter note C5, quarter note B4, quarter note A4, quarter note G4, quarter note F4, quarter note E4, quarter note D4, quarter note C4. Piano accompaniment continues with chords and moving lines in both hands.

11 *hold back* *a tempo* 16

por - ce-lain plate and then you point; _____ a - no - ther

Measures 11-16: Vocal line starts with a triplet of eighth notes G4, A4, B4, followed by a half note C5, quarter note B4, quarter note A4, quarter note G4, quarter note F4, quarter note E4, quarter note D4, quarter note C4. Piano accompaniment features a triplet of eighth notes in the bass line. Performance markings include *8vb* and *Ped.*

17 *mp*

breach. Things I want to tell _____

Measures 17-20: Vocal line starts with a half note G4, quarter note A4, quarter note B4, quarter note C5, quarter note B4, quarter note A4, quarter note G4, quarter note F4, quarter note E4, quarter note D4, quarter note C4. Piano accompaniment continues with moving lines. Performance markings include *mp* and ** Ped.*

21

24

mf

you sur - face like this, _____ how lone - li -

Ped. * *Ped.* * *Ped.* *

25

28 **slower** (♩ = c. 52)

ness starts as a speck in the dis - tance.

Ped. * *Ped.* * *Ped.* *

29

pp sadly

I watch them

morendo

34

morendo

(∩)

leave the qui - et way they came.

ppp

III. PLUTO

TOBIAS WRAY (b. 1983)

Quick, agitated (♩ = c. 144)

4

8

10

mp — wistfully —

Now — on - ly — a - noth - er

mp legato

13

f agitated

god - less rock slung out past feel -

f *marked*

19

20

-ing, a child who cir - - cles

mp *f sharply*

22

a lost par - ent's past,

ff *p*

26

27

mp forlorn

stronger

shi - ver-ing and

mf *p* *8vb*

30

mf *intensifying*

tur - - - ning to - ward a place they _____

mf

8^{vb}

33

re - mem - ber some _____

intensifying *cresc.*

(8)

37

warmth once came

ff

ff boisterous

40

from. _____

sffz

Ped. *