

Niño

(Boy)

a suite of three songs about childhood, for SATB chorus and piano

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|---|------|
| 1. Agua, ¿Dónde Vas? (Water, Where Are You Going?) | 1:35 |
| 2. Canción Tonta (Silly Song) | 1:05 |
| 3. De Casa En Casa (From House to House) | 2:15 |

total duration c. 5:00

texts by Federico García Lorca (1898 – 1936)

music by Sheena Phillips

Lorca wrote many poems for children, combining humor, whimsy, wistfulness, and passion. The three poems used here give voice to three different aspects of boyhood – questions, wishes, and the concrete yet make-believe world. They come from the collection *The Cricket Sings* (New Directions, 1980).

perusal score – not to be copied or used for rehearsal or performance

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Agua, ¿donde vas?

No. 1 of Niño: a suite of three pieces about childhood

text by Federico García Lorca

music by Sheena Phillips

Lento tranquilo ♩ = 50

Piano

mp

con Ped.

Water, where are you going?
Sea, where are you going?

I'm going laughing down-river to the sea-shore
I'm going up-river to look for the source where I can rest

5 *p* solo *mf* tutti

A - gua, ¿dón - de vas?
Mar, ¿a - dón - de vas?

Ri - yen - do voy por el rí - o
Rí - o_ar - ri - ba voy bus - can - do

Ri - yen - do voy por el rí - o
Rí - o_ar - ri - ba voy bus - can - do

Pno.

p *mf*



9

a las or - il - las del mar.
fuen - te don - de des - can - sar.

a las or - il - las del mar.
fuen - te don - de des - can - sar.

Pno.

Poplar tree, what about you? What are you going to do?

I don't want to tell you anything.

12

p solo

pp tutti

Cho-po, y tú ¿qué ha - rás? No quie-ro de-cir-te na - da.

No quie-ro de-cir-te na - da.

Pno.

I will be..... trembling!

agua ¿dónde vas? 3

16

Yo.....

tem - - - - -

Yo.....

tem - - - - -

Pno.

16

mf

18

blar!

¿Qué de-se-o, qué no de-se - o,

blar!

¿Qué de-se-o, qué no de-se - o,

mf

unis.

unis.

Pno.

18

p

by the river and by the sea?

21 *mf*

por el rí - o y por la mar? _____

por el rí - o y por la mar? _____

Detailed description: This system contains the first two staves of music. The top staff is a vocal line in treble clef, and the bottom staff is a piano accompaniment line in bass clef. Both are in 9/8 time and B-flat major. The piano part features a rhythmic pattern of eighth and sixteenth notes. The vocal line has a melodic line with lyrics. A large watermark 'SAMPLE' is visible across the page.

Pno. 21 *mf*

Detailed description: This system shows the piano accompaniment for the first system. It consists of two staves: a treble clef staff and a bass clef staff. The music is in 9/8 time and B-flat major. The piano part has a rhythmic accompaniment with some chords. A large watermark 'SAMPLE' is visible across the page.

♩ = 66 (Four birds without direction sit in a tall poplar tree).

24 *p* *leggiero, poco staccato*

(Cua-tro pá - ja - ros sin rum - bo en el al - to cho - po_es-tán.)

(Cua-tro pá - ja - ros sin rum - bo en el al - to cho - po_es-tán.)

Detailed description: This system contains the second two staves of music. The top staff is a vocal line in treble clef, and the bottom staff is a piano accompaniment line in bass clef. Both are in 2/4 time and B-flat major. The piano part features a rhythmic pattern of eighth notes. The vocal line has a melodic line with lyrics. A large watermark 'SAMPLE' is visible across the page.

Pno. 24

Detailed description: This system shows the piano accompaniment for the second system. It consists of two staves: a treble clef staff and a bass clef staff. The music is in 2/4 time and B-flat major. The piano part has a rhythmic accompaniment with some chords. A large watermark 'SAMPLE' is visible across the page.

Canción tonta

No. 2 of Niño: a suite of three pieces about childhood

text by Federico García Lorca

music by Sheena Phillips

Moderato ♩ = 96

Mama. I want to be made of silver.

mp matter-of-factly

Ma - má. Yo quie - ro ser de

Piano *mp*

senza Ped.

6 *mf* squashing this idea Son, you'll feel very cold.

Hi - jo, ten - drás much - o frí - o.

mp trying another idea

pla - ta. Ma - má.

6

Pno.

canción tonta 2

11 I want to be made of water. *mf* squashing this idea too Son, you'll feel very cold.

Hi - jo, ten - drás much-o frí - o. *mf* insistently

Yo quie-ro ser de a - gua. Ma -

11

Pno.

16 *mp* matter-of-factly

Hi - jo, ten -

má. Yo quie-ro ser de pla - ta.

16

Pno.

canción tonta 3

20

drás much - o frí - o.

mf *insistently*

Ma - má. Yo quie - ro ser de

20

Pno.

24

mp *matter-of-factly*

Hi - jo, ten - drás much - o frí - o.

f *animato*

a - gua. Ma -

24

Pno.

mf

canción tonta 4

28

má. Yo quie-ro ser, Yo quie-ro ser de pla - ta.

28

Pno.

32 *mp unmoved*

Hi - jo, ten - drás much - o frí - o.

f

Ma - má.

32

Pno.

canción tonta 5

36

Yo quie - ro ser, Yo quie - ro ser de a - gua.

Pno.

36

39 *mp unmoved*

Hi - jo, ten - drás much - o frí - o.

p hesitantly

Ma - má.

Pno.

39

Embroider me on your pillow.

43

(an idea strikes) *mf* *firmly*

Ma - má. Bór - da-me en tu al - moha - da.

This system contains the first vocal line and piano accompaniment. The vocal line starts with a whole rest, followed by a half note 'Ma - má.' and a half note 'Bór - da-me en tu al - moha - da.' The piano accompaniment begins with a half note 'Ma - má.' and continues with a series of chords and eighth notes.

Pno.

43

mf

This system shows the piano accompaniment for the first system. It features a treble and bass clef with various chords and melodic lines. A dynamic marking of *mf* is present.

That of course! I'll do it at once!

47

f *animato*

¡E - so sí! ¡A - ho - ra mis - mo!

This system contains the second vocal line and piano accompaniment. The vocal line starts with a half note '¡E - so sí!' and a half note '¡A - ho - ra mis - mo!'. The piano accompaniment begins with a half note '¡E - so sí!' and continues with a series of chords and eighth notes.

Pno.

47

This system shows the piano accompaniment for the second system. It features a treble and bass clef with various chords and melodic lines.

De casa en casa

No. 3 of Niño: a suite of three pieces about childhood

text by Federico García Lorca

music by Sheena Phillips

Let's go from house to house

Andante con moto ♩ = 63 *mp dreamily*

Vá-mo-nos; de ca-sa en

mp dreamily

Vá-mo-nos;

leggiero

Piano *mp tranquillo*

con Ped.

5

ca - sa

we'll get to

lle-ga - re - mos don-de

de ca-sa en ca - sa

lle-ga - re-mos don-de

Pno.

where the seahorses graze.

It's not the sky.

9

pa-cen los ca-bal-li-tos del a - gua.

pa-cen los ca-bal-li-tos del a - gua. No es el

Pno.

It's solid earth

13

No es el cie - lo. Es tier-ra du - ra

mp cantando

cie - lo. Es tier-ra du - ra con

Pno.

de casa en casa 3

with lots of crickets that sing,

with grasses that sway,

mosso ♩ = 48

p *leggiero*

mp *cantando*

17

la la la la la la la la la — con hier-bas que se me - ne - an, —

mu - chos gril-los que can - tan, jah! — con

mp *cantando*

leggiero

p

Pno.

17

leggiero

poco staccato

with clouds that rise,

with slings that shoot stones,

p *leggiero*

mf *cantando*

21

la la la la la la la la la — con hon-das que lan - zan pie - dras

nu - bes que se le - van - tan, jah! — y_el

y_el

mp

y_el

Pno.

21

poco staccato

de casa en casa 4

and the wind like a sword.

I want to be a boy!

25

mp

piú mosso ♩ = 60

¡ah!

vien - to co-mo_u-na_es - pa-da. ¡Yo quie-ro ser ni-ño!

vien - to. ¡Yo quie-ro ser ni-ño!

25

bring out the longer notes

Pno.

Let's go

from house to house

29

mf dancing

Vá-mo-nos; de ca - sa en ca - sa lle - ga -

Vá-mo-nos; de ca - sa en ca - sa

29

Pno.

we'll get to

where the seahorses graze.

33

re - mos _____ don - de pa - cen_ los ca - bal-li - tos del
lle - ga - re - mos don - de pa - cen_ los ca - bal-li - tos del

33

Pno.

It's not the sky.

It's solid earth

37

a - gua. No es el cie - lo. Es tier-ra
a - gua. No es el cie - lo. Es tier-ra du - ra

37

Pno.

de casa en casa 6

with lots of crickets that sing,

41

p *mp*

du - ra — la la la la la la la — con

mp

con mu - chos gril - los que can - tan, —

41

leggiero

mp

poco staccato

Pno.

Detailed description: This system contains the first two staves of music. The top staff is the vocal line, starting at measure 41. It features a vocal line with lyrics 'du - ra — la la la la la la la — con' and a piano accompaniment line. The piano part has a treble clef and a bass clef. The piano accompaniment includes a treble clef staff with a melody and a bass clef staff with chords. Dynamics include piano (*p*) and mezzo-piano (*mp*). The piano part is marked *leggiero* and *poco staccato*.

with grasses that sway,

with clouds that rise,

44

p *mf*

hier - bas que se me - ne - an, — la la la la la la la — con

mf

jah! — con nu - bes que se le - van - tan, —

44

Pno.

Detailed description: This system contains the second two staves of music. The top staff is the vocal line, starting at measure 44. It features a vocal line with lyrics 'hier - bas que se me - ne - an, — la la la la la la la — con' and a piano accompaniment line. The piano part has a treble clef and a bass clef. The piano accompaniment includes a treble clef staff with a melody and a bass clef staff with chords. Dynamics include piano (*p*) and mezzo-forte (*mf*). The piano part is marked *mf*.

de casa en casa 7

with slings that shoot stones,

and the wind like a sword.

48

hon-das que lan-zan pie-dras jah! y el vien-to co-mo u-na es - pa-da. ¡Yo jah! y el vien-to. ¡Yo

Pno.

I want to be a boy!

A boy!

52

un ni-ño! quie-ro ser ni-ño!

Pno.