

Services of Snow
GP-S002
soprano, piano

Joshua Shank

pdf download - \$18.00

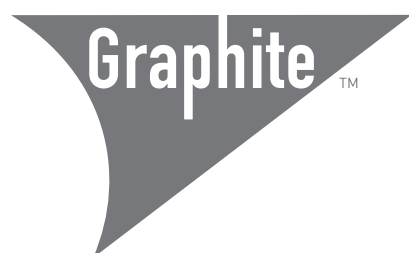
Joshua Shank



Services of Snow

for soprano and piano

- I. There is another sky
- II. Denial
- III. Bind me
- IV. I cannot



notable. elevated.

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The Texts

I. There is another sky

There is another sky,
Ever serene and fair;
And there is another sunshine,
Though it be darkness there;
Never mind faded forests, Austin,
Never mind silent fields -
Here is a little forest,
Whose leaf is ever green;
Here is a brighter garden,
Where not a frost has been;
In its unfading flowers
I hear the bright bee hum:
Prithee, my brother,
Into my garden come!

II. Denial

Denial is the only fact
Perceived by the Denied
Whose Will a numb significance
The Day the Heaven died
And all the Earth strove common round
Without Delight, or Beam
What Comfort was it Wisdom was
The spoiler of Our Home?

III. Bind me

Bind me I still can sing
Banish my mandolin
Strikes true within

Slay and my Soul shall rise
Chanting to Paradise
Still thine.

IV. I cannot

I cannot be ashamed
Because I cannot see
The love you offer
Magnitude
Reverses Modesty

And I cannot be proud
Because a Height so high
Involves Alpine
Requirements
And Services of Snow.

– Emily Dickinson

Services of Snow

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I. There is another sky

soprano & piano

Emily Dickinson

Joshua Shank

As a daydream (♩ = 70) *mp* *notable. elevated.*

There is a - no - ther

p *ff* *ped. sim.*

7

sky, _____ E - ver _____ se - rene and fair, _____ And

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13

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there is a - no - ther sun - shine, ——— Though it be dark - ness

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19

p

there; ———

pp *mp*

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25

mp *mf*

Ne-ver-mind fad - ed for-ests, Aus - tin, ——— Ne-ver-mind

p

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31 *f gently*

— si - lent fields. Here — is a lit - tle for - est, —

mf gently

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36 *poco rit.*

— Whose leaf — is e - ver green; — Here is a

poco rit.

sim.

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41 *a tempo* *poco rit.*

bright — er gar - den, — Where not a

a tempo *poco rit.*

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45 *a tempo* *ff*

frost _____ has been; _____

a tempo

f

49 *ff*

In its un - fad - ing flow - ers _____

f

sim.

54

— I hear the bright _____ bee hum; _____

TM

59 *poco rit.*

Pri-thee, my _____ bro-ther, _____ In-to my gar -

poco rit.

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64 *mf* *A little slower, relaxed* *rit.* *mp*

- den _____ come! _____

A little slower, relaxed *rit.*

mf *pp*

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H. Denial
from *Services of Snow*

Emily Dickinson

Joshua Shank

Gliding (♩ = 76) *mf* *notable. elevated.*

Gliding (♩ = 76) *mf* *notable. elevated.*

De -

sustain until m. 22

3

ni - al — is the on - ly fact

notable. elevated.

*Improvise in a similar trembling-style rhythm as the rest of the passage.

For questions about this piece and to report performances, contact
Joshua Shank at joshua@joshuashank.com.

notable. elevated.

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6

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Per - ceived — by the De -

mf *mp*

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9

nied Whose Will a

mf *mp*

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12

numb sig

mf

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14 *f*

ni - fi - cance

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16 *f*

the day — the

Graphite

notable. elevated.

19

hea - ven died

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21 *mf* $\text{♩} = 76$

And all the

mp $\text{♩} = 76$

una corda

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notable. elevated.

23

Earth _____ strove com - mon round _____

sustain until m. 38

tre corda

Graphite

notable. elevated.

26

with - out De - light,

mf *mp*

una corda

Graphite

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29

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or Beam What

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notable. elevated.

mf *mp*

TM

tre corda *una corda*

32

Com - fort was it Wis - dom was

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notable. elevated.

tre corda

34

The spoil - er of Our

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notable. elevated.

f *mf*

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36

mp

Home _____ The

f

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TM

5

39 *Gently* (♩ = 70)

spoil - er of Our Home

Gently (♩ = 70)

pp crystalline

8va - - - - -

5

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III. Bind me

from *Services of Snow*

Emily Dickinson

Joshua Shank

Relentless (♩ = 120)

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Relentless (♩ = 120)

f *dim.*

sustain until m. 17

3

f defiant, gliding over the piano

Bind

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mf *f*

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6

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Bind _____ me _____

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9

mf *ff*

Bind _____

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f

12

me _____

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15

mf

I still can sing

f

mp

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notable. elevated.

19

mf

Ban - - - - -

f

mp

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sustain until m. 30

23

ish Ban - - - - - ish

f

mp

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27

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my _____ man - do - lin _____

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notable, elevated.

mf

sustain until
m. 41

31

f

Strikes _____

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34

true _____

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notable, elevated.

37

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with - in

40

Defiant, angry
ff (an explosion)

Slay and my

45

Soul shall rise Chant - ing

16

50

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Chant-ing to Para-dise Chant - ing

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54

f *poco rit.* *mp* *mp*

Chant - ing to Par - a - dise Still

mf *poco rit.*

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59

Tempo I (♩ = 120)

thine.

Tempo I (♩ = 120)

p *sustain al fine*

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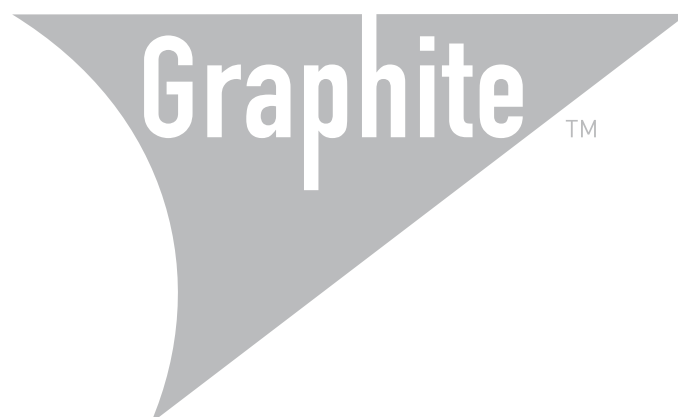
61 *n* *poco rit.*

poco rit.

dim. *pp*

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notable. elevated.

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IV. I cannot

from *Services of Snow*

Emily Dickinson

Joshua Shank

Gently (♩=60) *mp* *notable. elevated.*

Gently (♩=60) *pp* *sustain until m. 19*

5 *p* *mp*

notable. elevated.

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For questions about this piece and to report performances, contact
Joshua Shank at joshua@joshuashank.com.

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10 *p* *mp* (a thought suddenly occurs)

— see — The love you of-fer

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14 *mf* warmly

Mag - ni - tude — Re - ver - ses Mod - es - ty —

mp *p*

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18 *mf* with conviction

And I can - not be — proud Be - cause a Height so

mp *mf*

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sustain until m. 25

23 *f* *mf* *mp*

high _____ In - volves Al - pine _____ Re - quire - ments

27 *p* *pp* *mp*

And Ser - vi - ces _____ of Snow. _____

31 *rit.* *rit.* *mp*

Austin, November 2011

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TM

sustain
al fine

Joshua Shank



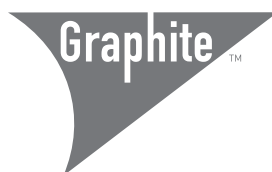
Joshua Shank (b. 1980) has been commissioned by organizations such as the Lorelei Ensemble, the Choral Project, the American Choral Directors Association, and the Association for Music in International Schools. From 2004-2014, he served as Composers-In-Residence for the Minneapolis-based professional choir, The Singers, where he collaborated annually to expand and invigorate the repertoire for professional-caliber ensembles through innovative programming as well as new works written specifically for the ensemble. In 2002, he became the youngest recipient ever of the Raymond W. Brock Composition Award from the American Choral Directors Association. A native of Minnesota, his music was recently featured in a documentary about the extensive choral tradition in the upper Midwest, *Never Stop Singing*, and his published works have sold over 150,000 copies worldwide.

Joshua received his undergraduate degree in Music Education from Luther College where he studied conducting with Weston Noble. He has also earned master's and doctoral degrees in Musicology and Composition from the University of Texas at Austin where he studied with Donald Grantham and the late opera composer Daniel Catán. A fierce advocate for students' access to music education, he served as a public-school teacher in Minneapolis/St. Paul for many years before going on to teach at

Gonzaga University, Valley City State University, and Eastern Washington University. When he's not writing music, you can probably find him biking, studying vegetarian cooking, or watching hilariously bad movies.

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