

Thixo Onothando
arr. Barrett

SATB, unaccompanied

WW1705

Thixo Onothando

SATB with Three Solos

Michael Barrett, arranger



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About the Work

In 2015, I was invited to give workshops to community choirs in the Mpumalanga Province which is situated on the Eastern border of South Africa. A school choir sang this very simple religious hymn, and I remember being truly moved by their performance. I approached these learners and asked them to teach me this beautiful melody. I transcribed it, and a year later, *Thixo Onothando* was arranged for and performed by the Tuks Camerata at the South African University Choir Competition called Varsity Sing.

Thixo Onothando is a popular isiXhosa hymn performed throughout churches in South Africa. It is an uplifting song of praise that is led by a group of soloists who portray the role of religious leaders. In traditional South African music, it is appropriate to add movement to songs, be they sacred or secular. The University of Pretoria (Tuks) Camerata recorded this version during a national competition in 2016. For some ideas on what moves to incorporate, be sure to watch their video on Youtube.

A note on pronunciation:

- All vowels are pure and pronounced the same as in Latin.
- The “x” in *Thixo* contains a lateral click sound. This is achieved by placing the tip of the tongue against the hard palate (as if producing an “n” sound). Place one side of the tongue against the side of the jaw and withdraw sharply, keeping the tip of the tongue against the hard palate. This sound resembles that of spurring on a horse.
- In this piece, all “h’s” are silent, except for the borrowed English word “Hosanna”.

Thixo Onothando

Thixo onothando,	<i>God of love,</i>
ndimi phambi kwakho	<i>I stand before thee</i>
Thixo onothando,	<i>God of love,</i>
ndiph’ uthando ndifakaze ngawe.	<i>give me love so I may testify about you.</i>
Hosanna phezulu,	<i>Hossana above,</i>
hosann’ enyangweni	<i>hosanna in the highest.</i>
Thixo ndila namhla,	<i>God I am here today,</i>
hosanna.	<i>hosanna.</i>

**For a spoken and IPA pronunciation guide and video, visit waltonmusic.com, search WW1705.*

About the Arranger

Michael Joseph Barrett is the Director of Choral Activities at the University of Pretoria (South Africa), the conductor of the renowned Tuks Camerata and a Senior Lecturer in Choral Conducting in the Department of Music. His compositions and arrangements have been performed throughout the world, and his arrangements of traditional South African songs are especially popular. Michael has won many choir competitions and regularly adjudicates and presents workshops on South African Music both nationally and abroad. The University of Pretoria (Tuks) Camerata is one of South Africa’s finest choral ensembles, having won many accolades and awards over the years. Michael has been the conductor of the Tuks Camerata since 2013 and he regularly attends symposia and conferences all over the world to remain at the forefront of choral music education.

Duration: Approx. 3:00

for the Tuks Camerata

Thixo Onothando

God of Love

SATB with Three Solos

Traditional isiXhosa
 Arranged by
 MICHAEL BARRETT (b. 1983)

Joyful, unhurried (♩ = ca. 70)

1. S
2. SA
3. SAT
4. SATB

mf

Soprano
Alto

Thi - xo o - no-than-do, ndi - mi pham-bi kwa-kho.

Tenor
Bass

Thi - xo o - no-than-do, ndi - mi pham-bi kwa-kho.

3

1. - 3.

Thi - xo o - no-than-do, ndi-ph'u-than-do ndi - fa - ka - ze nga - we.

Thi - xo o - no-than-do, — ndi-ph'u-than-do ndi - fa - ka - ze nga - we.

5. 4. *f* 2

Solo 1 Thi-xo ndi - la nam-hla.

Solo 2 *f* Thi-xo ndi-

SA ndi-ph'u-than-do ndi-fa-ka-ze nga-we. Thi - xo o-no-than-do,

TB ndi-ph'u-than-do ndi-fa-ka-ze nga-we. Thi - xo o-no-than-do,

7. 2

Thi - xo ndi - la nam - hla. _____

la nam - hla. Thi - xo ndi - la nam - hla. _____

ndi - mi pham-bi kwa-kho. Thi - xo o - no-than-do,

ndi - mi pham-bi kwa-kho. Thi - xo o - no-than-do, _____

9. 1. 2. *f*

Thi-xo ndi - Ho - san -

ndi-ph'u-than-do ndi-fa-ka-ze nga-we. ndi-ph'u-than-do ndi-fa-ka-ze nga-we.

ndi-ph'u-than-do ndi-fa-ka-ze nga-we. ndi-ph'u-than-do ndi-fa-ka-ze nga-we.

11

na. Ho - san -

Ho - san - na. Ho - sann' en - ya-ngwe-ni

Ho - san - na phe-zu - lu Ho - sann' en - ya-ngwe-ni

13

na. Ho - san -

na. Thi - xo o - no-than-do, ndi-ph'u-than-do ndi - fa - ka - ze nga-we.

Thi - xo o - no-than-do, ndi-ph'u-than-do ndi - fa - ka - ze nga-we.

15

Solo 1 Ho - san - na. Ho - san -

Solo 2 Ho - san - na. Ho -

Solo 3 Ho - san - na.

SA ndi-ph'u-than-do ndi - fa - ka - ze nga-we. tu tu tu tu tu tu tu tu

TB ndi-ph'u-than-do ndi - fa - ka - ze nga-we. tu tu tu tu tu tu tu tu

17

na. Ho-san - na. Ho-san-

san - na. Ho-san - na. Ho-

Ho-san - na. Ho-san - na.

tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu

tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu tu

20

Ho-san - na. Ho-san - na. Ho-san -

Ho - san - na. Ho - san - na. Ho-

Ho-san - na. Ho-san - na.

ff marcato

tu tu tu tu tu tu tu tu tu tu Ho - san - na phe-zu-lu Ho - sann' en-ya-ngwe-ni

ff marcato

tu tu tu tu tu tu tu tu tu tu Ho - san - na phe-zu-lu Ho - sann' en-ya-ngwe-ni

23

1.

na. Ho - san -

san - na. Ho -

Ho-san - na.

Thi - xo o - no-than-do, ndi-ph'u-than-do ndi - fa - ka - ze nga - we.

Thi - xo o - no-than-do, ndi-ph'u-than-do ndi - fa - ka - ze nga - we.

25

2.

Thi - xo ndi - la nam - hla. Thi-xo ndi -

Thi - xo ndi - la nam - hla. Thi-xo ndi -

Thi - xo ndi - la nam - hla. Thi-xo ndi -

ndi-ph'u-than-do ndi - fa - ka - ze nga - we. Thi - xo o - no-than-do,

ndi-ph'u-than-do ndi - fa - ka - ze nga - we. Thi - xo o - no-than-do,

molto allargando

27

la nam - hla. Thi - xo ndi - la nam - hla. _____

la nam - hla. Thi - xo ndi - la nam - hla. _____

la nam - hla. Thi - xo ndi - la nam - hla. _____

ndi - mi pham-bi kwa-kho. Thi - xo o - no-than-do, _____

ndi - mi pham-bi kwa-kho. Thi - xo o - no-than-do, _____

29

Ho - san - na. _____

Ho - san - na. _____

Ho - san - na. _____

ndi - ph'u-than - do ndi - fa - ka - ze nga - we. _____

ndi - ph'u-than - do ndi - fa - ka - ze nga - we. _____

August 2016



commissioned by the Lake Highlands High School Men's Choir,
 Sold to Kelly Jones by J. W. Pepper & Son, Inc.
 Michael O'Hern and Terry Bernier, Directors

for the Texas Music Educators Association 2000 performance

COME TO THE MUSIC

for S.A.T.B. voices, accompanied,
 with optional piccolo and percussion*

Words and music by
 JOSEPH M. MARTIN (BMI)

Allegro (♩ = ca. 76) (♩ = ♪) **throughout**

ACCOMP.

f

4

SOPRANO

5

mp unis.

ALTO

TENOR

mp unis.

BASS

5

mp

7

Cel - e - brate, cel - e - brate! Come to the mu - sic.

Cel - e - brate, cel - e - brate! Come to the dance. Cel - e - brate, cel - e - brate!

* Part for Piccolo is on pages 17-18; part for percussion is on pages 19-20.

Also Available: S.A.B. voices – 35029620; S.S.A.A. voices – 35004455; T.T.B.B. voices – 35004456

Orchestration (Score and parts for flute 1&2 (fl 2 dbl piccolo), oboe, clarinet 1&2, bassoon, horn 1&2, trumpets 1-3, trombone 1&2, tuba, timpani, percussion 1-3, harp, piano, violin 1&2, viola, cello, double bass) – 35029618

StudioTrax CD – 35029619

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10

Sing al - le - lu - ia. Cel - e - brate, cel - e - brate! Clap your hands.

10

13

mf

Cel - e - brate, cel - e - brate! Come to the mu - sic. Cel - e - brate, cel - e - brate!

mf

Sing al - le - lu,

PICCOLO*

mf

13

mf

* Piccolo plays 8va higher throughout.

16

Come to the dance. Cel - e - brate, cel - e - brate! Come to the mu - sic.

al - le - lu, al - le -

19

21

Cel - e - brate, cel - e - brate! Clap your hands. Come to the mu-sic, and let al - le - lu - ias sur -

lu. Clap your hands. Al - le - lu - ia,

21

23

round you. _____ Come to the mu-sic, and let each ho-san-na as -

al - le - lu - ia, al - le - lu - ia. Sing ho - san - na.

unis.

23

27

tound you. _____ Come hear the ju - bi - lant

Sing ho - san - na. Sing ho - san - na.

mf unis.

27

30

song of cre - a - tion. Come hear the mu - sic which rings as a hope to the

30

33 *mp* *unis.*

na - tions. Cel - e - brate. Cel - e - brate. Cel - e - brate.

33 *mp* *unis.*

Cel - e - brate. Cel - e - brate. Cel - e - brate.

33 *mp*

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37 *mf* 38

Cel - e - brate! Cel - e - brate, cel - e - brate! Come to the mu - sic.

Cel - e - brate! Sing al - le -

mf

37 38

mf

40

Cel - e - brate, cel - e - brate! Come to the dance. Cel - e - brate, cel - e - brate!

lu, al - le - lu,

40

43

Come to the mu - sic. Cel - e - brate, cel - e - brate! Clap your hands.

al - le - lu. Clap your hands.

46

f *mf*

49

mp *molto rit.*

53

Meno mosso (♩ = ca. 108)

PICCOLO

p *tilting and dance-like* *p*

Sold to Kelly Jones by J. W Pepper & Son, Inc.

57

S. *p unis.*

A.
Mu - sic is the sound of cre - a - tion: crash - ing sea and

T.
B.

57

60

mourn - ing dove.

mp unis.

Mu - sic is the voice of wor-ship.

mp

60

mp

63 65 *mf*

Mu - sic is our

Mu - sic lifts our hearts a - bove.

mf

66 *allargando*

com - mon lan - guage. Mu - sic is the song _____ of _____

allargando

Tempo I (♩ = ca. 114) Sold to Kelly Jones by J. W Pepper & Son, Inc.

69 *f* *mf* *unis.*

love. Cel - e-brate!

Cel - e-brate!

69 Tempo I (♩ = ca. 114)

f *mf* *mp*

73 75 *p* *cresc. poco a poco*

Cel - e-brate! Cel - e-brate!

p *cresc. poco a poco*

Cel - e-brate! Cel - e-brate!

73 75 *p* *mp*

77 *mf* 79 *f*

Cel - e - brate! Cel - e - brate! Cel - e - brate, cel - e - brate!

Cel - e - brate! Cel - e - brate! Sing

mf *f*

77 79 *mf* *f*

80

Come to the mu - sic. Cel - e - brate, cel - e - brate! Come to the dance.

al - le - lu, al - le -

80

83

Cel - e - brate, cel - e - brate! Come to the mu - sic. Cel - e - brate, cel - e - brate!

lu, al - le - lu.

86

87 *con forza*

Clap your hands. Glo - ri - a, glo - ri - a, sing al - le - lu - ia.

con forza

89

Glo - ri - a, glo - ri - a, sing to the Lord. Glo - ri - a, glo - ri - a,

92

sing al - le - lu - ia. Glo - ri - a, glo - ri - a, sing ev - er - more.

95

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Glo - ri - a, glo - ri - a De - o. Al - le - lu - ia, al - le - lu - ia.

95

99

Glo - ri - a, glo - ri - a De - o. Come to the mu - sic!

99

103 *sf*

Come!

sf

103 *sf*

107 *ff*

Al - le - lu - ia!

ff

f *ff*

The musical score is written for SATB voices and piano accompaniment. It begins with a vocal entry marked '103' and 'sf' (sforzando) with the lyrics 'Come!'. The vocal parts feature long, sustained notes with ties across measures. The piano accompaniment consists of rhythmic patterns of eighth and sixteenth notes. The score then transitions to a section marked '107' and 'ff' (fortissimo) with the lyrics 'Al - le - lu - ia!'. This section features more complex piano accompaniment with chords and moving lines, while the vocal parts have rests followed by a final entry marked 'ff'. The key signature has three flats (B-flat, E-flat, A-flat) and the time signature is 4/4.

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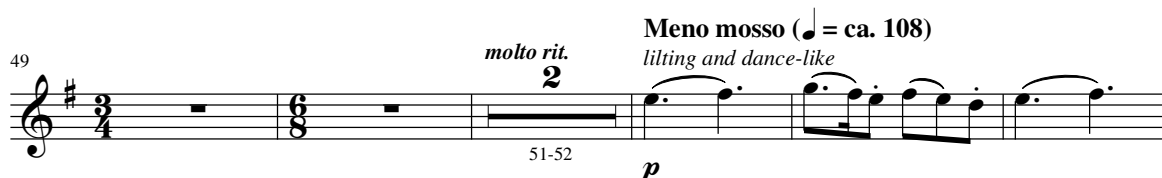
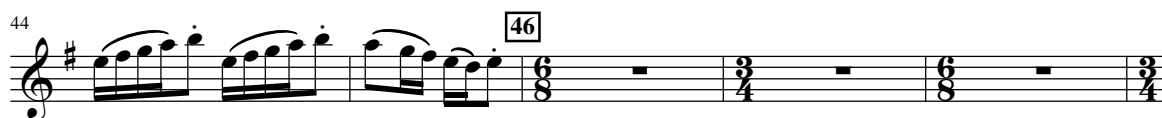
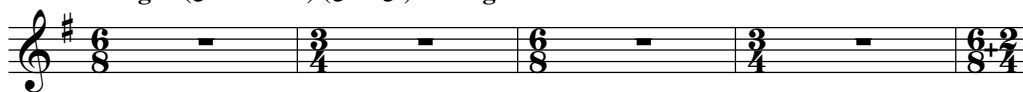
17

COME TO THE MUSIC

PICCOLO

Words and music by
JOSEPH M. MARTIN (BMI)

Allegro (♩ = ca. 76) (♩ = ♪) throughout



56 57 2
58-59 *mp*

62 65 *mf*

66 *allargando* Tempo I (♩ = ca. 114)

70-74 75 *f*

p cresc. poco a poco

78 79 *mf* *f*

81

85 87

89

93 95 6 2
95-100 101-102

103 *sfp*

107 *ff*

COME TO THE MUSIC

PERCUSSION

Words and music by
JOSEPH M. MARTIN (BMI)

Allegro (♩ = ca. 76) (♩ = ♪) throughout

tambourine

f tabor (hand drum)
(opt. high tom-tom)

5 **mp**

11

13

17

21

23

28

29

33 **mp** 35-36 **mf** 38 **f** **mf** (shake)

39

45 **f** **mf** 46

49 **mp** **molto rit.** **mp** finger cym.

Meno mosso (♩ = ca. 108)

57

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(soft mallets)

57-59

62-63

65 *mf**allargando*

Tempo I (♩ = ca. 114)

71

75

*mp**p**cresc. poco a poco*

76

*mp**mf**f*

81

87

95

93

98

sus. cym. *mp* *f*

103

tambourine

f

107

sus. cym. *mp* *f*

tambourine

ff

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I LOVED YOU

For SATB voices, accompanied*
Duration: ca. 3:30

Words by A.S. PUSHKIN (1799-1837)
Translation by BABETTE DEUTSCH

Music by
JAY ROUSE

Gentle and steady (♩ = 80)

ACCOMP.

p

3

SOPRANO

ALTO

unis. p

I

5

loved you; and per - haps I

The musical score is written for SATB voices and piano accompaniment. It begins with a piano introduction marked 'Gentle and steady (♩ = 80)' and 'p'. The piano part features a continuous eighth-note accompaniment in the right hand and a simple bass line in the left hand. The vocal parts enter at measure 3. The Soprano and Alto parts are marked 'unis. p' and sing the word 'I'. The piano part continues with the same accompaniment. At measure 5, the Soprano part begins with the lyrics 'loved you; and per - haps I'. The piano part continues with the same accompaniment.

*Available separately: PianoTrax CD – 35028580



4

7

love you still. I

TENOR *unis. p*

BASS

9

loved you; and per - haps I

11

love you still. The

The musical score is for a SATB setting of 'I LOVED YOU'. It is written in 4/4 time with a key signature of two flats (B-flat and E-flat). The score is divided into three systems, each with two measures. The first system (measures 4-5) features a Tenor part with lyrics 'love you still. I' and a Bass part with a whole rest followed by a half note G2. The piano accompaniment consists of a right hand with eighth-note chords and a left hand with a single bass note. The second system (measures 6-7) has lyrics 'loved you; and per - haps I'. The piano accompaniment continues with similar textures. The third system (measures 8-9) has lyrics 'love you still. The'. The piano accompaniment concludes with a final chord in the right hand and a half note in the left hand.

13

flame, per - haps, is not ex - tin - guished,

15

yet it burns so qui - et - ly with - in my

18

soul. No lon - ger should you feel dis - tressed_ by

6

21

it. _____

23

25

mp

mp

Si - lent-ly and

mp

26

I loved you, I loved

hope - less - ly I loved you. O, how I

29 you, I loved you, I loved

loved you. O, how I loved you. I loved

33 you, *unis.*

you, at times too jeal-ous and at times too

unis.

36 shy. _____

38 *f* God grant you

f

8

39

unis.

find an - oth - er who will love you _____ as

unis.

42

decresc.

ten - der - ly and truth - ful - ly as I. _____

decresc.

decresc.

p

45

47 *p* I loved you, _____

cresc. poco a poco How I

p How I

p *cresc. poco a poco*

49 I loved you, _____

loved loved you, you, how how I I

loved you, how I

51

mf I loved

loved loved you, you, how I

loved you, *mf* how I

53

you, I loved

loved loved you, you, how I

loved you, how I

55 you, I loved

loved loved you, you, how I loved

loved you, how I loved

57 you. *f*

you. I loved

you. *f*

you.

12

59

you.

62

64

p

p

mp

p
(rehearsal only)

65

rit.

and per-haps I love you still.

pp rit.

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NOTES FROM THE ARRANGER

Aleksandr Sergeyevich Pushkin, a Russian poet, was born to a wealthy family in Moscow in 1799 and began writing as a student in University. Because some of his early writings had revolutionary political overtones, he was banished from Moscow in 1820. While in southern Russia, he continued to write and in time his romantic narrative poetry confirmed him as the leading Russian poet of the day and the leader of the Romantic generation of the 1820s. He died a young man at thirty-seven years old. Even still, he is considered among his country's greatest poets and the founder of modern Russian literature.

This melody was conceived and based on the cadence and content of the lyric. For me, there is an elegant and almost refined desperation in the lyric, navigating the impossible duality of being in love and letting go. That said, there are two emotional high points in the arrangement. The first is in measures 38-45 when the poet relinquishes his love and lets go, which should be treated tenderly and knowingly. The next is in measures 58-61, which is the highest point of the chart dynamically and the place of most musical abandon.

As well, the pianist plays an important role throughout the piece. The beginning and the ending of this chart rest on the 16th note pattern of the piano accompaniment. It should remain steady as a foundation, while at the same time interpreting the lyric and the natural musical path of the melody.

Combining contemporary harmonies, a sweeping romantic melody, traditional Russian poetry and the universal message of love and loss, this arrangement allows lessons on many levels.

Jay Rouse

Solfeggio

per coro (SATB) a capella

Arvo Pärt (1935)
dim.

Largo

SOPRANO
do so re la

CONTRALTO
mi do so

TENOR
fa si fa

BAJO
re la mi si

p *cresc.* *mf*

S.
mi re la re

A.
re la mi si

T.
do fa si so

B.
so do fa do

p *cresc.* *mf* *dim.* *p* *cresc.* *mf* *dim.* *p* *cresc.* *mf*

S.
si mi do fa

A.
fa do fa si

T.
mi la so re

B.
sol re la mi

mf *p* *cresc. poco a poco* *f* *cresc.* *p* *cresc. poco a poco* *mf* *dim.* *p* *cresc. poco a poco* *f* *cresc.*

24

S. *ff* *dim.* *mf*
mi la re

A. *f cresc.* *ff* *dim.*
la do so

T. *f* *cresc.* *ff* *dim.* *mf*
so re si

B. *ff* *dim.* *mf*
si fa do

30

S. *dim.* *mp*
so mi si

A. *mf* *dim.* *mp*
fa si re so

T. *dim.* *mp*
mi do fa do

B. *dim.* *mp*
la la

Praise the Lord

For S. A. T. B. voices, accompanied

H. H. H.

from "Judas Maccabeus"

G. F. HANDEL

Arr. by Hal H. Hopson

Allegro marcato (♩ = ca. 100)

Accomp.

ALTOS ^(A) *f* *mf*

Praise the Lord. Let songs of joy break forth, let songs of joy break forth. Sing

SOPRANOS *f* *mf*

al-le-lu-ia. Praise His name for - ev - er - more. — Praise the Lord. Let

songs of — joy break forth, let songs of — joy break forth. Sing

ALTOS *mf*

Let songs of — joy break forth. Sing al - le - lu - ia,

Performance time: approx. 1:55

A-5714

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(B)

f

al - le - lu - ia. Praise His name for - ev - er - more. — Shout, sing and

f

al - le - lu - ia. Praise His name for - ev - er - more. — Shout, sing and

TENORS *f*

Shout, sing and

BASSES *f*

Shout, sing and

(B)

f

dance; come dance and cel - e - brate. Re - joice;

dance and cel - e - brate; come dance and cel - e - brate. Re -

dance and cel - e - brate; come dance and cel - e - brate. Re -

dance and cel - e - brate; come dance and cel - e - brate. Re -

let all - with - in us

joice; let all - with - in us

joice; let all now

joice; let all now

praise His name. Shout, sing and dance and - cel - e - brate. Come

praise His name. Shout, sing and dance; come sing and - cel - e -

praise His name. Shout, sing and dance; come

praise His name. Shout, sing and dance and - cel - e - brate,

dance and cel - e - brate. Sing al - le - lu - ia. Praise His name for -
 brate. Sing al - le - lu - ia. Praise His name for -
 dance and cel - e - brate. O praise His name for -
 Sing al - le - lu - ia. Praise His name for -

ev - er-more. Shout, sing, let songs of joy break forth.
 ev - er-more. Shout, sing, let songs of joy break forth, let
 ev - er-more.
 ev - er-more.

f Praise the Lord, O praise Him. Let songs of joy break forth.

f songs of joy break forth. Praise the Lord. Let songs of joy break forth, let

f Praise the Lord. Let songs of joy break forth, let

f Praise the Lord. Let songs of joy break forth, let

forth. Sing al - le - lu - ia, al - le - lu - ia. Praise His name for -

songs of joy break forth. Sing al - le - lu - ia. Praise His name for -

songs of joy break forth. Sing al - le - lu - ia. Praise His name for -

songs of joy break forth. Sing al - le - lu - ia. Praise His name for -

songs of joy break forth. Sing al - le - lu - ia. Praise His name for -

(D) *ff*

ev - er-more. Shout, sing, let songs of joy break forth.

ev - er-more. Shout, sing, let songs of joy break forth.

ev - er-more. Shout, sing, sing al - le -

ev - er-more. Shout, sing, let songs of joy break forth.

(D) *ff*

Sing for joy. Sing for joy. Re - joice.

Sing for joy. Sing for joy. Re - joice. O

lu - ia. Sing al - le - lu - ia. Re - joice.

Sing for joy. Sing for joy. Re - joice.

Four-part vocal setting with piano accompaniment. The lyrics are: "O praise His name for -", "praise His ho - - - ly name for -", "O praise His ho - ly name for -", and "O praise His ho - ly name for -". The piano part features a steady accompaniment in the right hand and a more active bass line in the left hand.

Piu largo

Four-part vocal setting in a slower tempo, marked "Piu largo". The lyrics are: "ev - er - more.____", "ev - er - more.____", "ev - er - more.____", and "ev - er - more.____". The piano accompaniment is sparse, with long intervals between notes.

Piu largo

The piano accompaniment for the "Piu largo" section, featuring a simple harmonic structure with long intervals between notes in both hands.