Time With People

tim parkinson

Time With People (2012-13)

tim parkinson

an opera, for 2 Soloists, and Chorus (c.8 people, one of whom should be able to play drum kit)

A complete performance of Time With People consists of an uninterrupted performance of all 7 sections. Individual sections may be played separately, but should be titled as (for example) "Opus 1 from Time With People".

STRUCTURE

Opus 1 - for 2 Soloists (+ 2 audio tracks)
Opus 2 - for Chorus
Opus 3 - for 2 Soloists (+ 4 drums) and Chorus (+ objects)
Opus 4 - for Tutti
Opus 5 - for 2 Soloists (+ 2 electric guitars + 2 audio tracks) and Chorus (+ audio + drum kit))
Opus 6 - for Tutti
Opus 7 - for 2 Soloists (+ objects) and Chorus)+ objects) + audio track

Duration c.60 minutes

STAGING

The performance space should be strewn with many and various objects on the floor

A wide variety of materials, e.g. wood, metal, plastic. Variety of sizes, e.g. from pencils to dustbins. Variety of textures, e.g. solid, hollow, plastic bags, polystyrene, etc
(e.g. any food or product packaging, plastic bottles, cardboard boxes, plastic/paper bags, newspapers, toys (balls, old plastic dolls, light things, etc), twigs, leaves, branches, kitchenware, plastic household or other domestic items, glass bottles, shoes, and similar.)

Roughly equal combinations of everything, in such a way as no one category predominates.

PERSONNEL

2 Soloists and Chorus of at least 8 people. Any gender, although gender balance is preferred.

The 2 Soloists may be the same people throughout, or different Soloists may be used from the Chorus for Opus 1, 3, 5 and 7.

Gentle amplification of Soloists and/or Chorus may be used if required.

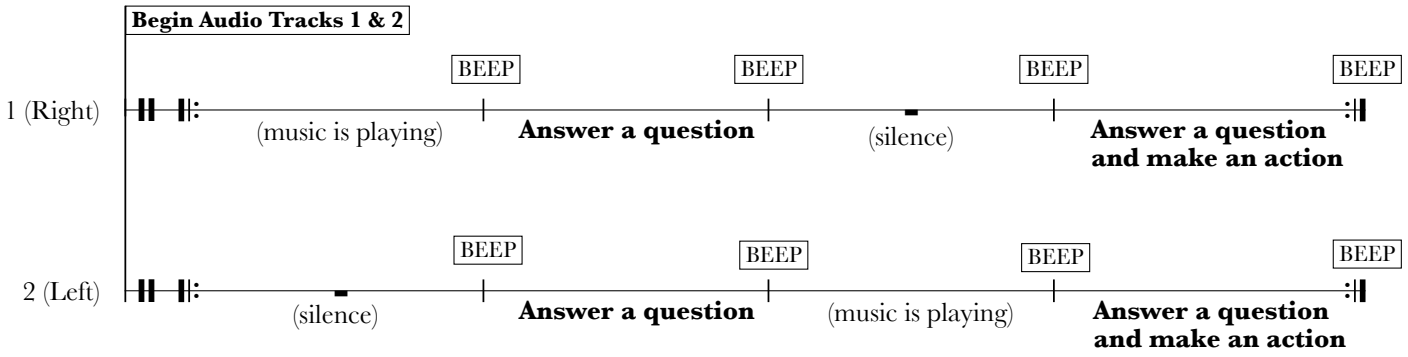
INSTRUMENTS & OTHER

- Playback system for Audio Tracks supplied for Opus 1, Opus 5, Opus 7. Playback may be through portable on-stage amps, or may be through a PA.
- 2 Chairs for the Soloists. (A table and house plants are possible.)
- Stopwatches.
- 4 drums (2 high, 2 low).
- Drum kit (very basic; e.g. snare, tom, bass, cymbal/hi hat)
- 2 electric guitars, 2 portable amplifiers.
- 2 headphones connected to one Audio Track. (Soloists for Opus 5)
- 8 headphones connected to one Audio Track . (Chorus for Opus 5.)
- 1 television or 2 copies of the same book
- Packets of crisps & cans of drink (Optional for Opus 1.)

Opus 1

(from Time With People)

tim parkinson



SET UP

2 Performers, seated on two chairs next to each other, one on right, one on left.

Each performer has 12 Question cards, and 6 (optional) Simultaneous Action cards.

2 Audio Tracks (mono), to be played simultaneously, one for each performer, one through a speaker on the Right, and one through a speaker on the Left.

PERFORMANCE

To begin, start both Audio Tracks, which play for the duration of the piece. (Beeps should be fairly prominent; Music should be quiet, almost background.)

Each performer independently answers Questions and performs Simultaneous Actions in a structure given by his or her Audio Track.

At the sound of his or her next beep, the performer either starts speaking or stops speaking.

When not speaking, remain silent and still. During these moments, there will either be music playing, or it will be silent.

The durations between the beeps are randomly determined and may be anywhere between 5 to 60 seconds.

Performers may be gently amplified.

PREPARATION

There are 30 Question cards, to choose from. Shuffle these beforehand and pick twelve for each performer. Similarly with the Simultaneous Action cards.

The only Rules are

- The performers should NOT prepare their answers in advance. All responses should be spontaneous, natural, improvised.
- Performers must speak for the duration between the beeps, even if there is nothing to say. All hesitation, thinking out loud etc is allowed.
- It is preferable NOT to include the Question in the answer. (e.g. Say "Spaghetti (etc)...", rather than "For lunch today I had Spaghetti (etc)...")

To ensure spontaneity of response, performers should not know when the next beep will happen.

Therefore rehearsals should be made with the Rehearsal Audio Tracks which will have a different set of durations to the ones used for performance.

PRESENTATION

The piece is the first opus of the opera "Time With People".

In performance during the opera, at around 7 minutes through this piece begins Opus 2 performed by the Chorus.

It may also be performed in isolation as a concert piece.

Talk about a naughty incident you did as a child.

What were you doing at midday today?

Where did you last go for a holiday?

What did you have for lunch/breakfast?

What was the last film you saw?

Did you take a bus/train today? Who was seating around you?

What's the last thing you bought?

What did you dream last night? If nothing, then recall a recent dream, or recurring dream.

What time did you go to bed last night? How did you sleep?

Where/when did you last go to another country?

Recall/describe an advert you have seen recently. (e.g. on TV or in magazine or roadside)

When were you last ill? What was it? How long etc?

How long have you lived in your present home?

Where were you born?

What is your earliest memory of anything?

Work out how old you are precisely today in years, months, weeks, days.

When did you last buy a clock or timepiece? How do you tell the time?

Do you own any animals or have you?

Do you own any plants?

When did you last get very drunk? Describe the occasion, what you drank, etc

What was the last book you read?

When did you last talk on the phone with anyone? Who was it?

When did you last feel afraid/anxious?

What was the last fruit you ate?

What will you be doing at midday tomorrow?

When did you last see an animal?

When did you last wear a hat?

When did you last wait for something?

When did you last sing?

Name an injustice that happened to you as a child, or at any point in your life.

open a packet of crisps and eat some

stand up

put your hands up (above your head)

cover your head with a cloth

open a can (of beer/soft drink) and pour a glass and perhaps drink some

speak in a loud voice

intone your answer on one note

turn your back to the audience

put your head in your hands (bent over)

get up and walk around the chair

lie down

arms outstretched (as if to embrace)

waving

hands on head

look directly up

turn to the left

turn to the right

Opus 2
(from Time With People)

For Chorus (c. 8 people)

Chorus lined up on one side of the stage, side by side.
Independently proceeding across the stage and back, as many times as become necessary (depending on stage width).

Begin approximately 7 minutes of the way through **Opus 1**.

FOR EACH PERFORMER

1. Count to 100, silently in your head.

Pick any sequence of numbers between 1-100. Using this, as you come across each number while counting. move one of your feet forwards. Count slowly at roughly 50 bpm.

In this way, slowly walk through the objects, moving them gently when feet come across them. The objects makes noises as they are pushed aside. Walk gently, don't kick anything. Perhaps slide feet along the floor.

Walk from one side of the stage to the other. When you get to the other side of the stage, turn back and continue. Follow a straight line.

2. Choose a different sequence of numbers. Count to 100, walking as before.

3. Choose a different sequence of numbers. Count to 100, walking as before. In addition, while breathing normally, hum a low note on every exhale.

4. Stop wherever you happen to be. Hum as before. Choose a different sequence of numbers. Count to 100, and as you come across each number, begin applauding (free tempo clapping), and finish applauding as you come to the next number.

ENDING
Performers are likely to finish independently. When finished, proceed normally to position for next scene.

c8 minutes.

tim parkinson, 2012

Numbers

4, 14, 20, 28, 32, 39, 44, 53, 58, 60, 68, 78, 87

2, 9, 19, 30, 52, 61, 68, 71, 83, 87, 89, 94, 97

7, 15, 19, 24, 29, 45, 51, 58, 62, 73, 80, 91, 94

2, 6, 12, 23, 28, 32, 35, 44, 50, 71, 76, 83, 100

1, 3, 16, 24, 33, 37, 51, 53, 62, 75, 80, 90, 100

1, 6, 11, 18, 22, 25, 32, 37, 44, 55, 76, 87, 100

6, 13, 22, 26, 32, 41, 45, 48, 53, 62, 76, 78, 96

2, 10, 15, 17, 19, 25, 38, 57, 65, 79, 86, 93, 95

1, 8, 20, 31, 35, 51, 60, 64, 71, 74, 81, 89, 99

3, 12, 29, 40, 43, 49, 58, 66, 70, 82, 88, 91, 100

3, 5, 15, 32, 41, 53, 59, 64, 67, 77, 80, 95, 99

9, 12, 17, 20, 28, 34, 44, 47, 52, 65, 78, 91, 94

2, 7, 21, 38, 49, 56, 60, 69, 72, 82, 85, 88, 100

1, 16, 24, 27, 30, 37, 42, 50, 55, 74, 86, 90, 96

Opus 3

(from Time With People)

for 2 Voices + 4 Drums, and Chorus (c.8 people) + hand held objects.

Each of the 2 solo voices has 2 drums, one higher in pitch than the other.

The Chorus plays hand held objects which are to be struck together.
Objects may be made of a variety of materials. (Wood, metal, stone, glass, plastic, or assorted.)

Speakers and Chorus speak text deliberately, and directly. Do not express the words, or invest them with meaning.
Do not act them. Speak loudly. Not quite shouting.

(When performed as part of Time With People, at the end after the Chorus have shouted "Stop!",
they may disperse to begin Opus 4 before the soloists have finished drumming.)

Duration c. 6.5 minutes

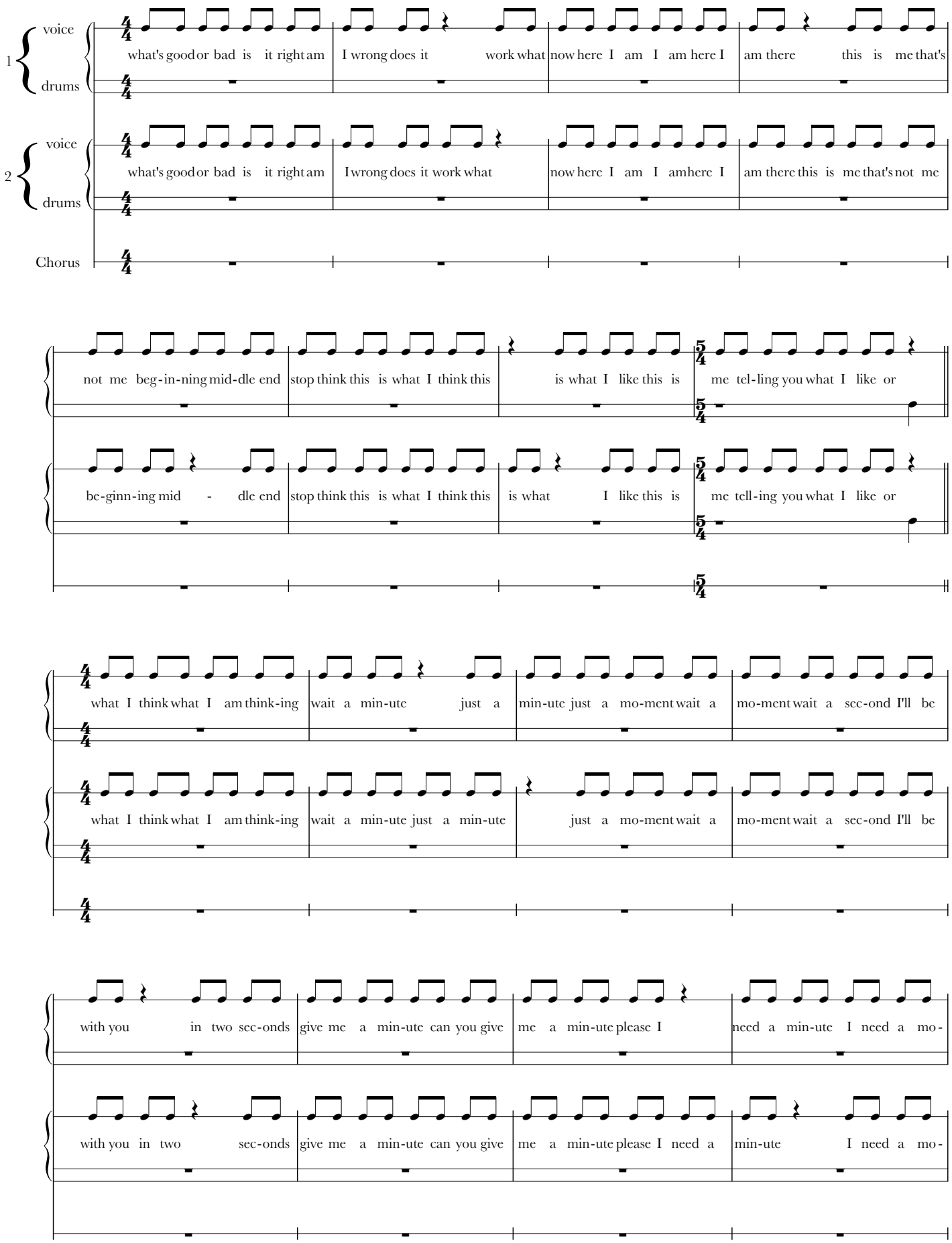
tim parkinson, 2013

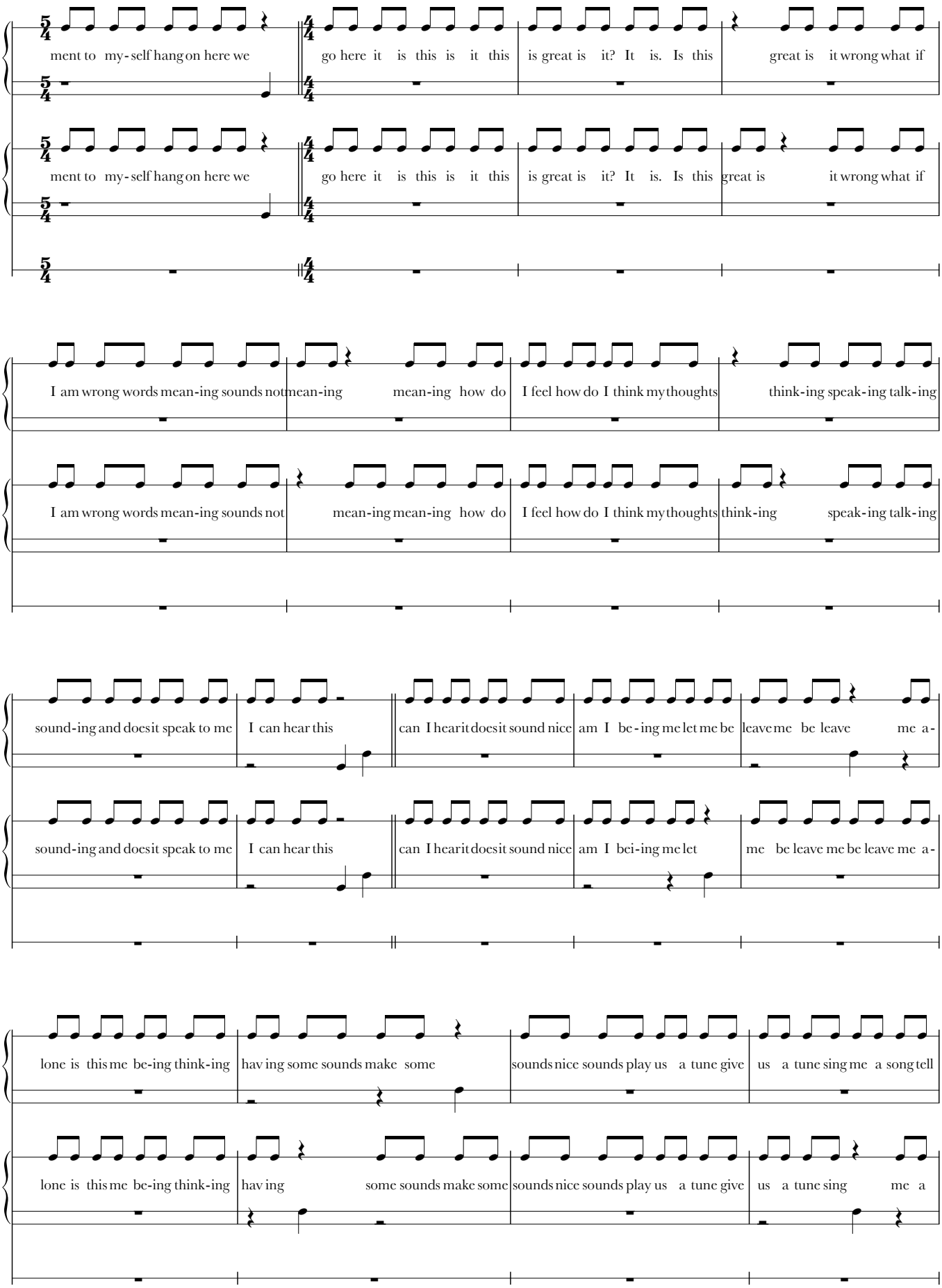
Opus 3

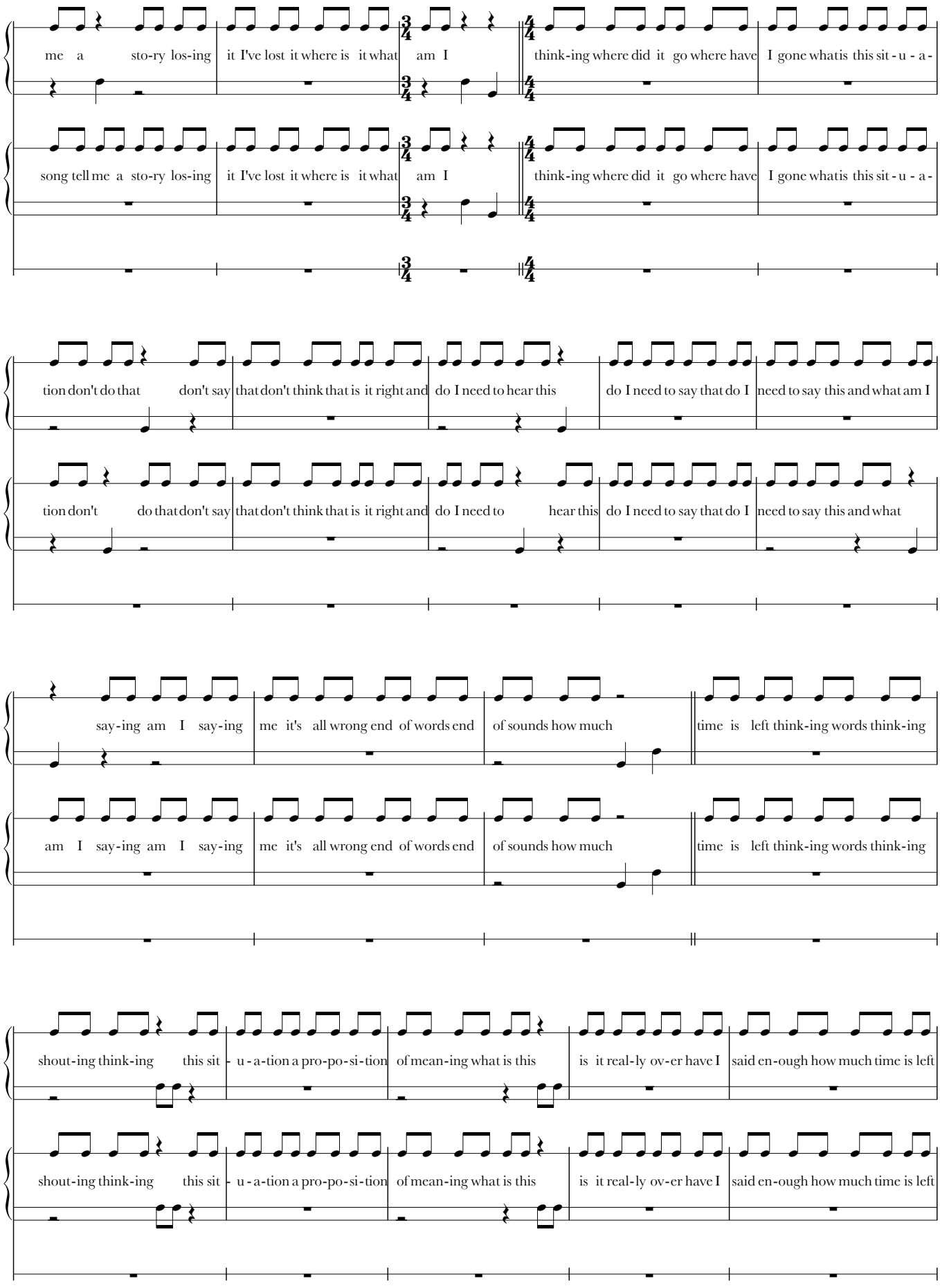
(from Time With People)

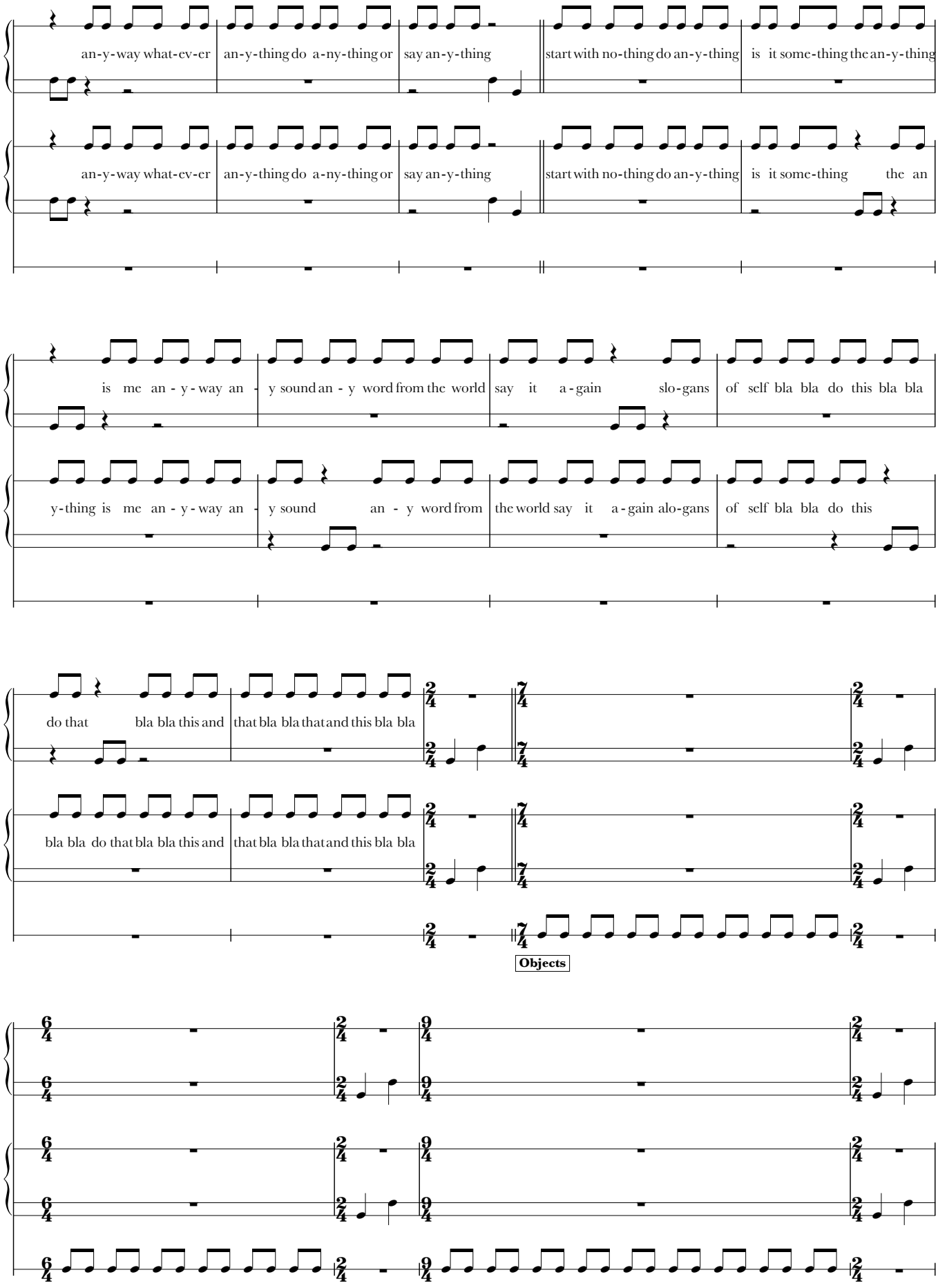
tim parkinson

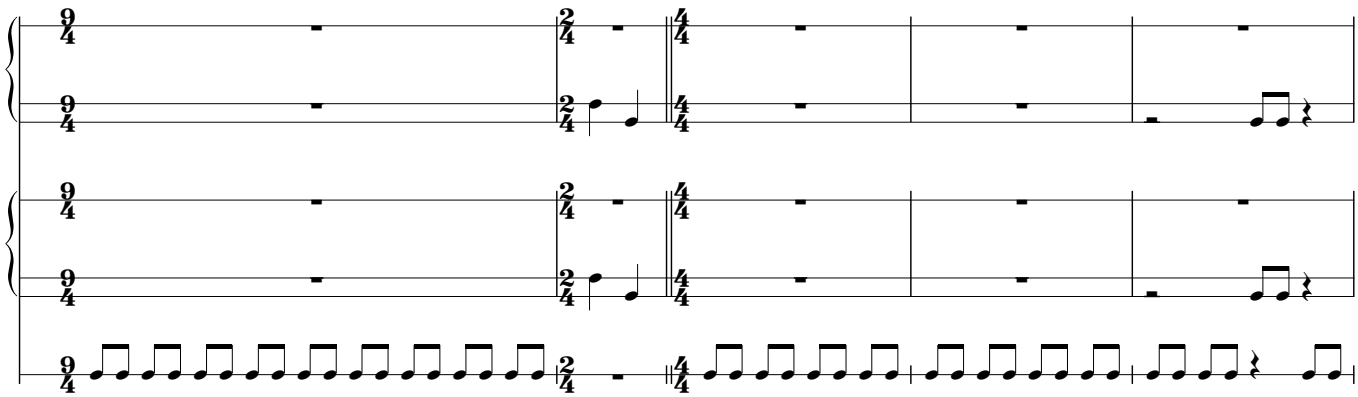
♩ = 120

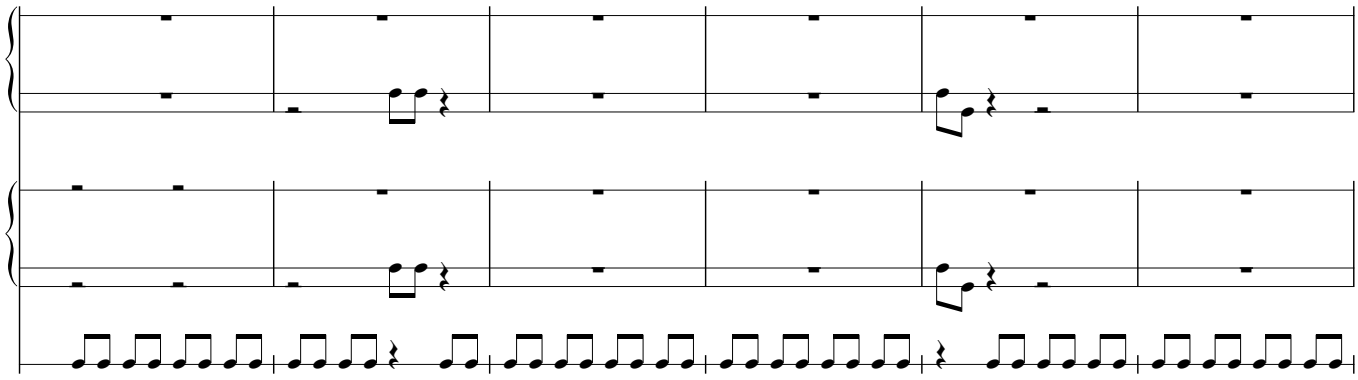


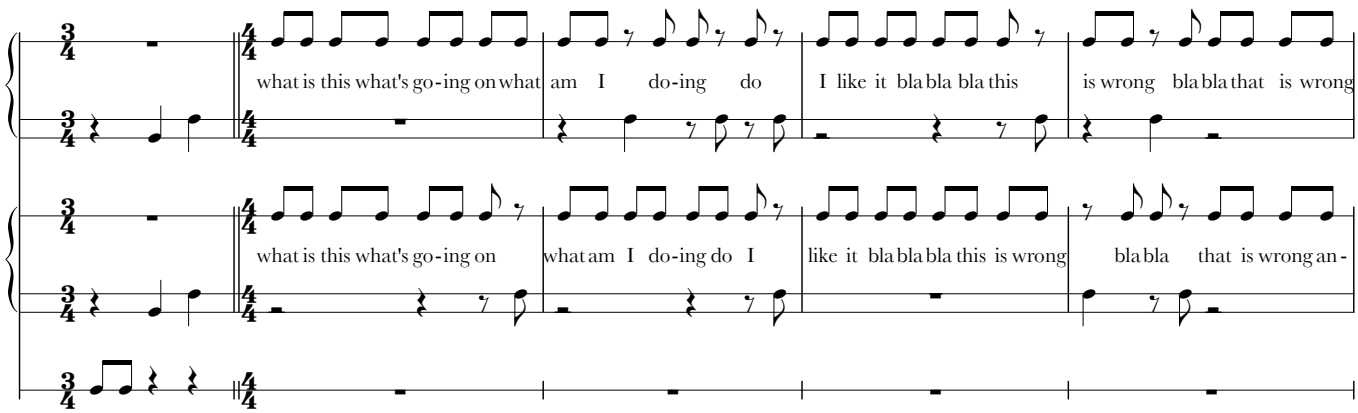

ment to my-self hang on here we
go here it is this is it this
is great is it? It is. Is this
great is it wrong what if
ment to my-self hang on here we
go here it is this is it this
is great is it? It is. Is this
great is it wrong what if
I am wrong words mean-ing sounds not
mean-ing
mean-ing how do
I feel how do I think my thoughts
think-ing speak-ing talk-ing
I am wrong words mean-ing sounds not
mean-ing mean-ing how do
I feel how do I think my thoughts
think-ing
speak-ing talk-ing
sound-ing and does it speak to me
I can hear this
can I hear it does it sound nice
am I be-ing me let me be
leave me be leave
me a-
sound-ing and does it speak to me
I can hear this
can I hear it does it sound nice
am I bei-ing me let
me be leave me be leave me a-
lone is this me be-ing think-ing
hav ing some sounds make some
sounds nice sounds play us a tune give
us a tune sing me a song tell
lone is this me be-ing think-ing
hav ing
some sounds make some
sounds nice sounds play us a tune give
us a tune sing
me a

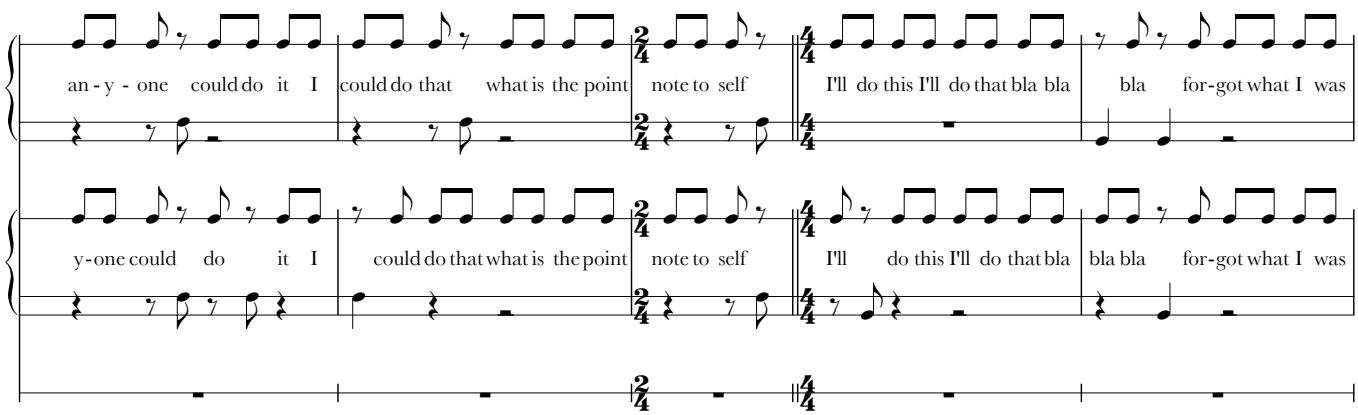

me a sto-ry los-ing it I've lost it where is it what am I think-ing where did it go where have I gone whatis this sit-u-a-
song tell me a sto-ry los-ing it I've lost it where is it what am I think-ing where did it go where have I gone whatis this sit-u-a-
tion don't do that don't say that don't think that is it right and do I need to hear this do I need to say that do I need to say this and what am I
tion don't do that don't say that don't think that is it right and do I need to hear this do I need to say that do I need to say this and what
say-ing am I say-ing me it's all wrong end of words end of sounds how much time is left think-ing words think-ing
am I say-ing am I say-ing me it's all wrong end of words end of sounds how much time is left think-ing words think-ing
shout-ing think-ing this sit-u-a-tion a pro-po-si-tion of mean-ing what is this is it real-ly ov-er have I said en-ough how much time is left
shout-ing think-ing this sit-u-a-tion a pro-po-si-tion of mean-ing what is this is it real-ly ov-er have I said en-ough how much time is left

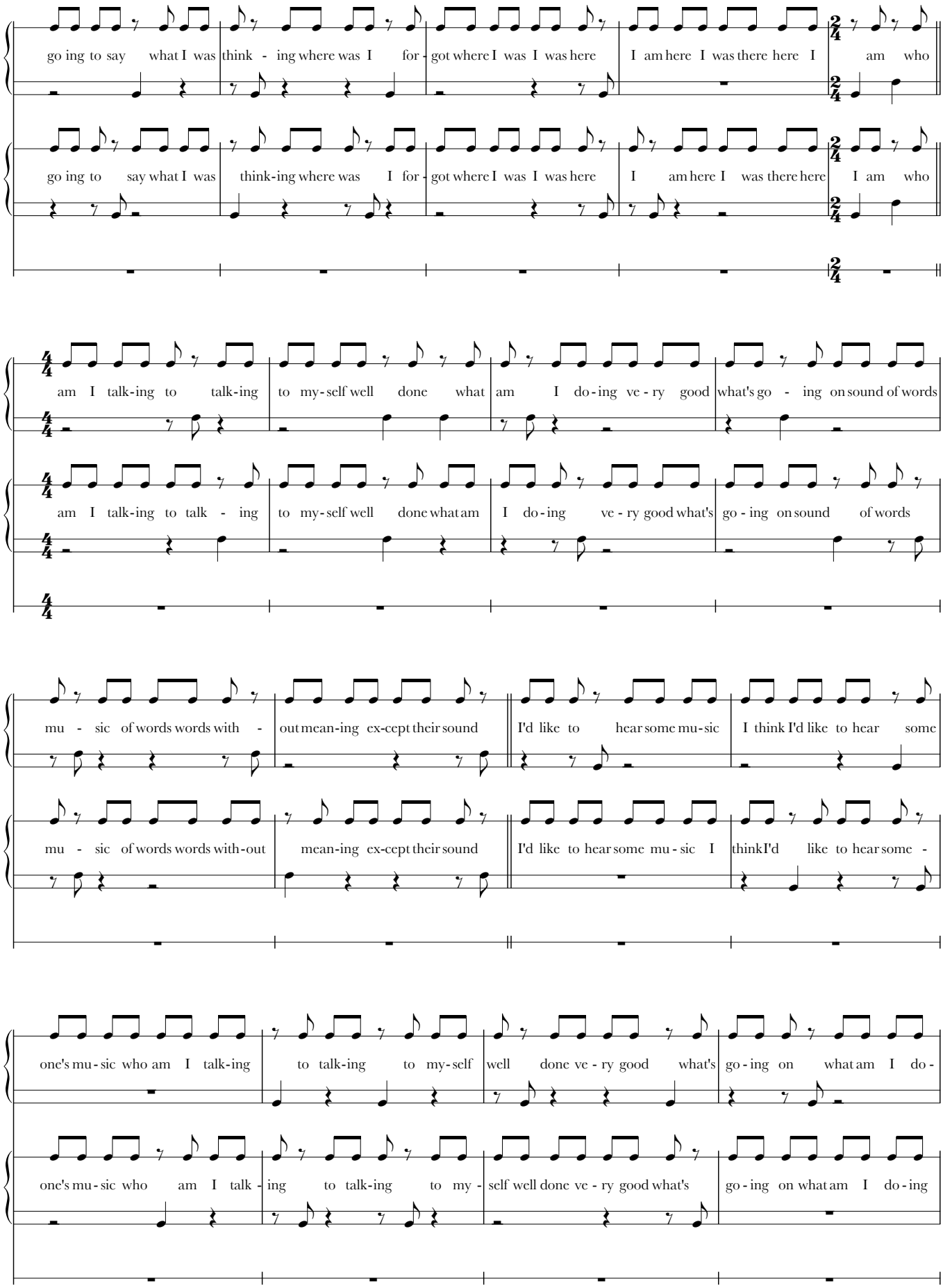

an-y-way what-ev-er an-y-thing do a-ny-thing or say an-y-thing
start with no-thing do an-y-thing is it some-thing the an-y-thing
an-y-way what-ev-er an-y-thing do a-ny-thing or say an-y-thing
start with no-thing do an-y-thing is it some-thing the an
is me an - y - way an - y sound an - y word from the world say it a - gain slo - gans of self bla bla do this bla bla
y-thing is me an - y - way an - y sound an - y word from the world say it a - gain alo - gans of self bla bla do this
do that bla bla this and that bla bla that and this bla bla
bla bla do that bla bla this and that bla bla that and this bla bla
Objects

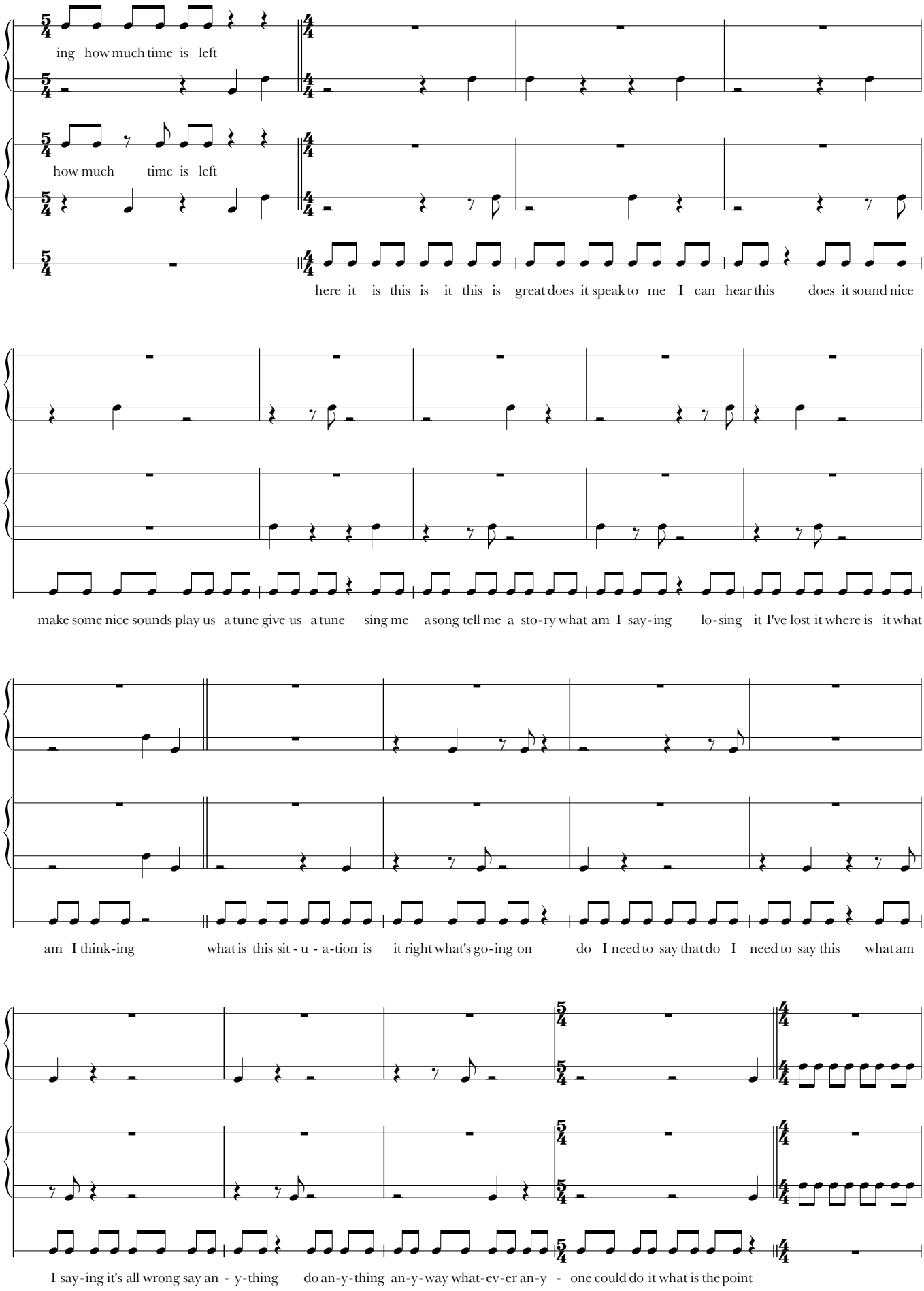


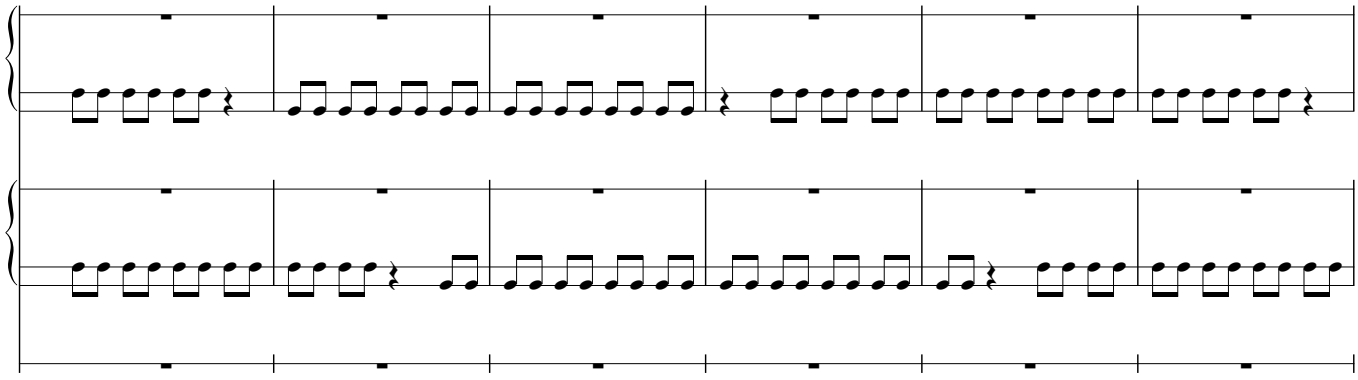


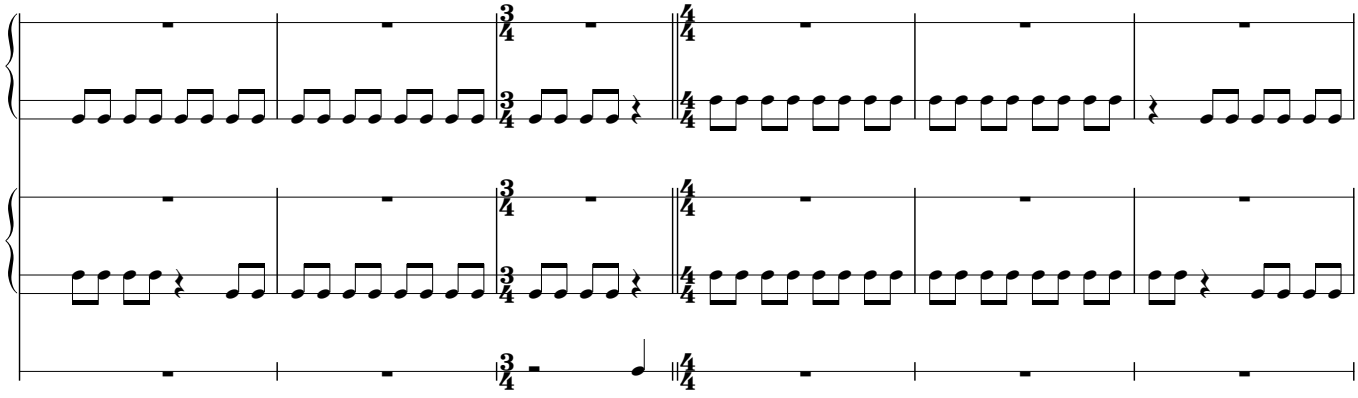

what is this what's go-ing on what am I do-ing do I like it bla bla bla this is wrong bla bla that is wrong
what is this what's go-ing on what am I do-ing do I like it bla bla bla this is wrong bla bla that is wrong an-


an - y - one could do it I could do that what is the point note to self I'll do this I'll do that bla bla bla for-got what I was
y-one could do it I could do that what is the point note to self I'll do this I'll do that bla bla bla for-got what I was

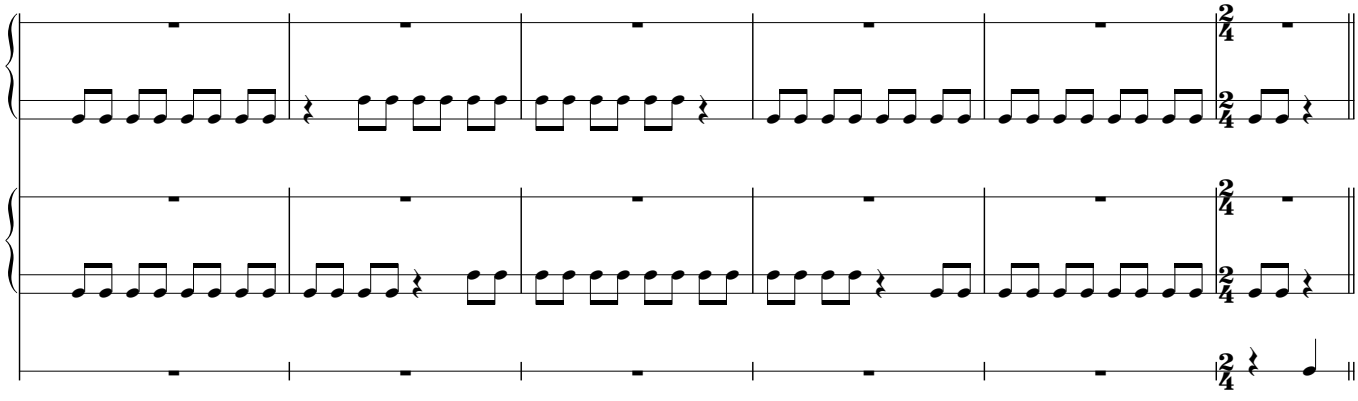

go ing to say what I was think - ing where was I for - got where I was I was here I am here I was there here I am who
go ing to say what I was think-ing where was I for - got where I was I was here I am here I was there here I am who
am I talk-ing to talk-ing to my-self well done what am I do-ing ve-ry good what's go - ing on sound of words
am I talk-ing to talk - ing to my-self well done what am I do-ing ve - ry good what's go - ing on sound of words
mu - sic of words words with - out mean-ing ex-cept their sound I'd like to hear some mu-sic I think I'd like to hear some
mu - sic of words words with-out mean-ing ex-cept their sound I'd like to hear some mu - sic I think I'd like to hear some -
one's mu-sic who am I talk-ing to talk-ing to my-self well done ve - ry good what's go - ing on what am I do -
one's mu-sic who am I talk - ing to talk-ing to my - self well done ve - ry good what's go - ing on what am I do-ing


ing how much time is left
how much time is left
here it is this is it this is great does it speak to me I can hear this does it sound nice
make some nice sounds play us a tune give us a tune sing me a song tell me a sto-ry what am I say-ing lo-sing it I've lost it where is it what
am I think-ing what is this sit - u - a-tion is it right what's go-ing on do I need to say that do I need to say this what am
I say-ing it's all wrong say an - y-thing do an-y-thing an-y-way what-ev-er an-y - one could do it what is the point

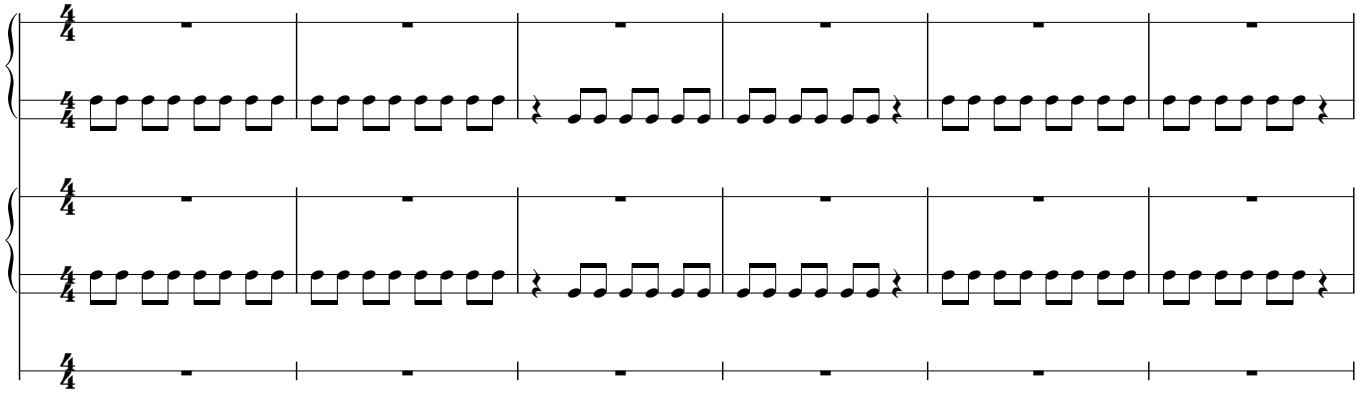


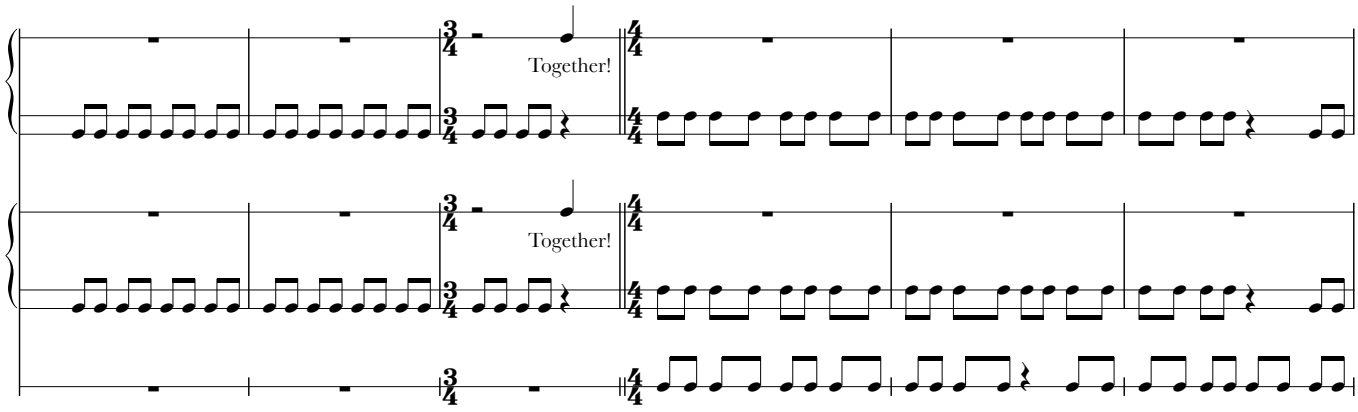


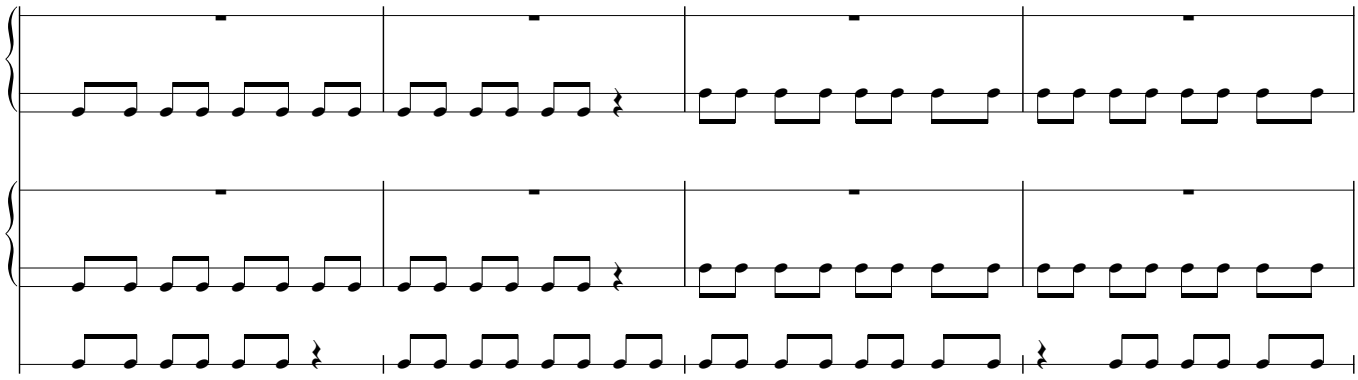
Again!

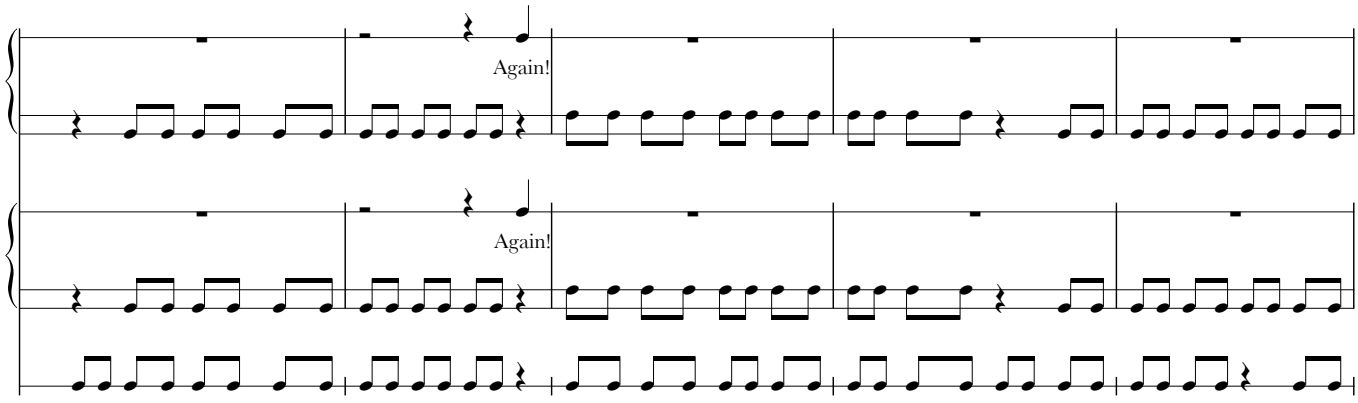


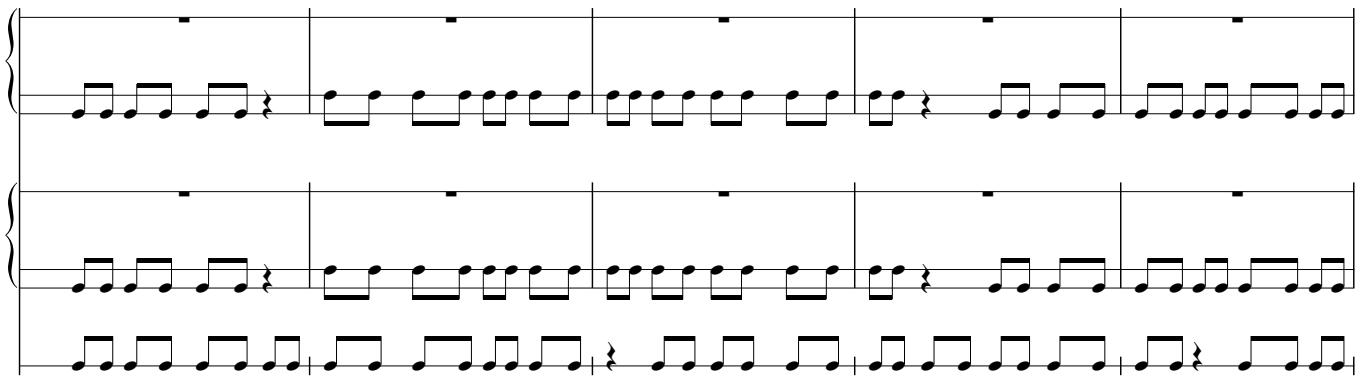
Together!

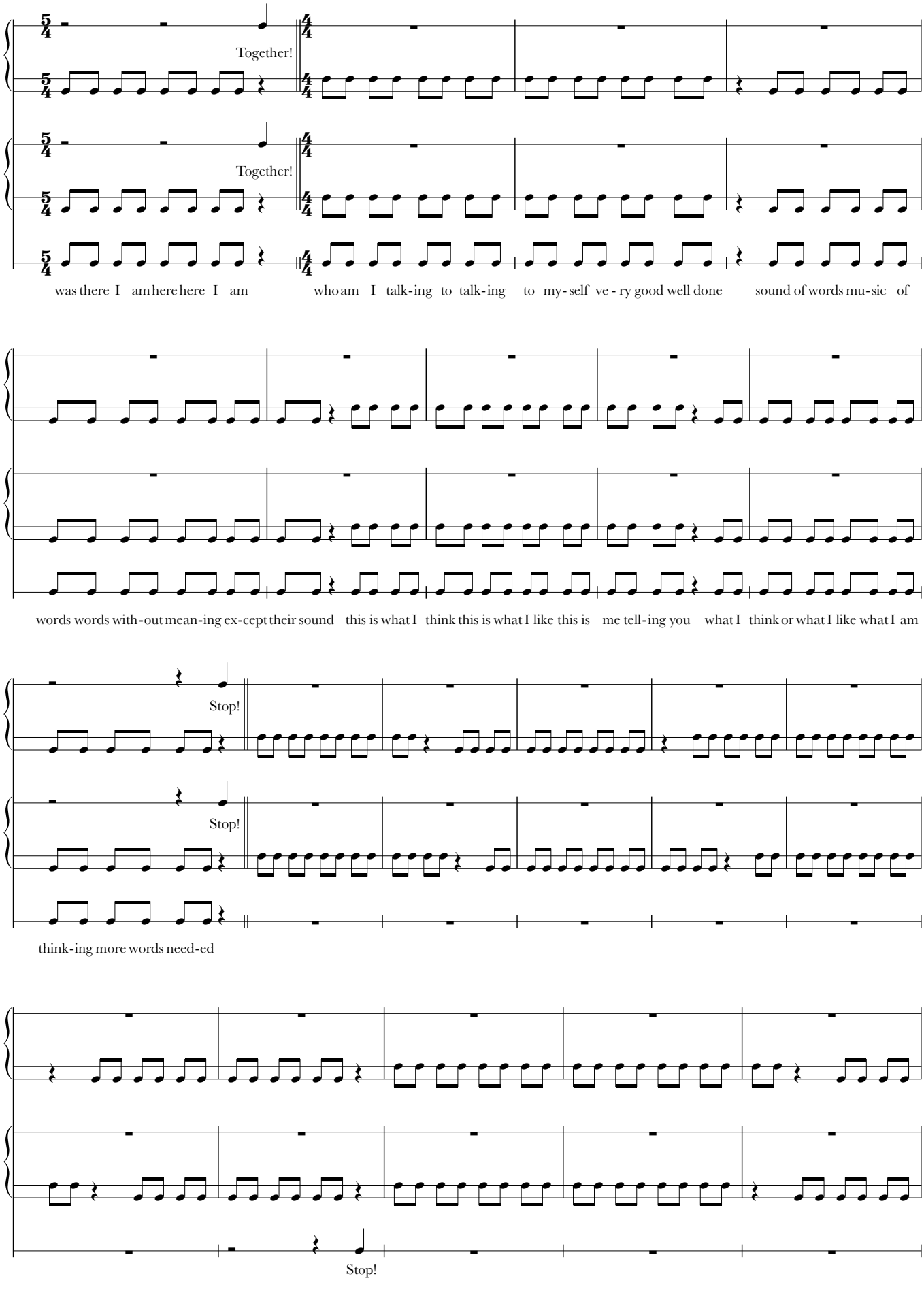


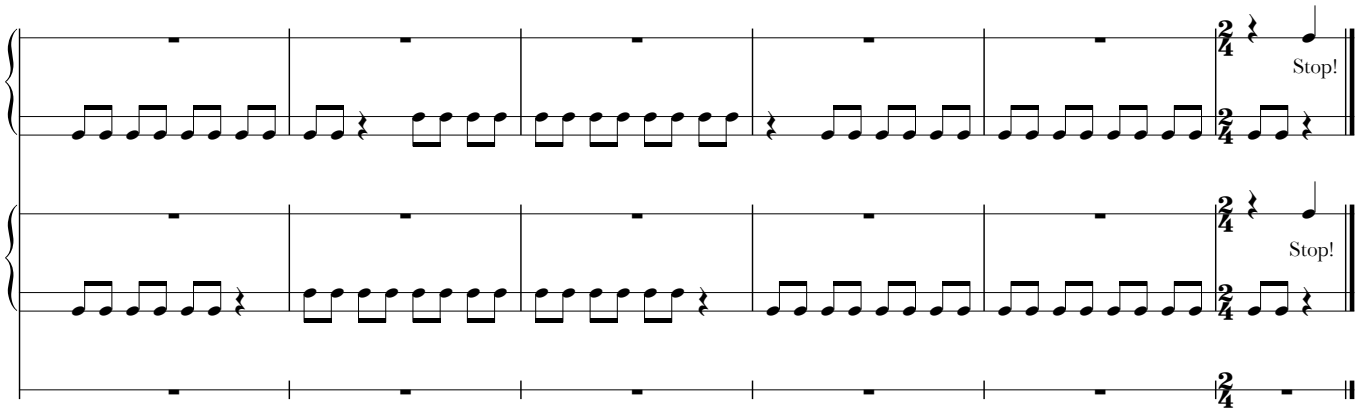

Together!
Together!
wait a min-ute just a min-ute just a mo-ment hang on here we go is it good is it


wrong what if I am wrong am I be-ing me is this me be-ing think-ing hav-ing some sounds how do I think my thoughts


Again!
Again!
am I say-ing me how much time is left is it ov-er start with no-thing do an-y-thing is it some-thing an-y-thing is me an-y-way for-got


what I was say-ing what I wasthink-ing where was I I was here I'd like to hear some mu - sic I think I'd like to hear some mu-sic where was I I


Together!
Together!
was there I am here here I am
who am I talk-ing to talk-ing to my-self ve-ry good well done
sound of words mu-sic of
words words with-out mean-ing ex-cept their sound this is what I think this is what I like this is me tell-ing you what I think or what I like what I am
Stop!
Stop!
think-ing more words need-ed
Stop!


Stop!
Stop!

Opus 4
(from Time With People)

for c.8-10 people + objects

Opus 4 consists of simultaneous performance of 3 LAYERS.

LAYER 1
- Multiple Individual Activities to be performed simultaneously. (see below)
- The selection of Activities is free, although ideally there always should be many different Activities going on simultaneously (i.e. not everybody doing the same one.)
- The sequence of Activities is free.
- The duration of each Activity is free, from anywhere between less than a minute to the entire duration of the performance. (i.e. Persons may decide to start or finish an Activity and move on to another one at any time.)
- Players may be in any location within the performance space, and can move to other spaces.

Therefore, a player may predetermine a selection of Activities in advance and decide on an approximate duration for each. Or selections and durations may be spontaneously decided in performance, depending on what else is going on.

Number Tables are available to provide optional material for choices of durations, or speeds or distances.

LAYER 2
Coordinated Ensemble Actions

LAYER 3
Text

INSTRUMENTATION
The performance space should be strewn with many and various objects on the floor (see Time With People) (e.g. any packaging, plastic bottles, cardboard boxes, all sizes, plastic bags, paper bags, newspapers, toys (balls, old plastic dolls, light things, etc), twigs, leaves, branches, kitchenware, plastic household or other domestic items, glass bottles, shoes, and similar.)

Roughly equal combinations of everything, in such a way as no one category predominates. Nothing too big, except perhaps for cardboard boxes and plastic bottles, which may be any size including large.

ALSO NEEDED
- 4 alarms (clocks, phones, timers, or others, electronic or mechanical)
- string
- at least one (large) electric fan
- bag of rice/beans/leaves/hard sweets/nuts in shells/dried pasta

The duration of an entire performance should be between 10 - 15 minutes long.

(In a performance as part of "Time With People", the performance ends with one of the performers starting to play the drums, thereby commencing Opus 5.)

tim parkinson, 2012

INDIVIDUAL ACTIVITIES

1. Empty bag of leaves/rice/beans/pasta on the floor/over other objects/people slowly/quickly. Sweep/gather them up and do it again.

2. Demarcate an area and, by pushing an object along the floor, trace each letter of your name in it. Friction sounds. (Try a separate duration for each letter. Number Tables may be used to determine durations.)

3. Pick up an object and make sound with it. (e.g. Shake it. Spin it on floor. Blow it. Knock it on floor/with knuckles/ against other objects. Roll it. Break it. Hum into it.)
(Number Tables may be used to determine durations of sound followed by durations of silence.)

4. Tie a piece of string to an object and drag it while walking. Walk from one point to another. (e.g. From one person to another, or from one side of the area to another, diagonally across, or from other points, or in a circle around someone else.) This can be repeated many times.
(Number Tables may be used to determine speeds/distances of walking.)

5. Build a tower with objects until is falls over.
   - and/or build a tower and switch on a fan to blow it over.
   - and/or use the fan to blow someone else's tower over or to prevent them building one.
   - and/or attempt to build an impossible tower which cannot be higher than one level without falling over. (e.g. a large cardboard box on an upright pencil)

6. Tie some objects together with string then run a stick along them back and forth.

7. Arrange objects
   - in a line following where people are walking.
   - and/or in a circle around someone else.
   - and/or from one side of the stage to another.
   - and/or in a line in front of you in order of height/material/any other category.

8. Push one object on the floor through collections of other objects and other people's activity.
   - from one side of the stage to another, or from one point to another.
   - in a circle around someone.
   (Number Tables may be used to determine speed of pushing.)

9. Try to suspend a piece of newspaper in the air with an electric fan. (It will continually fall, but believe that it is possible, with minimum assistance from hands.)

COORDINATED ENSEMBLE ACTIONS

4 alarms, set to any 4 different moments within the duration of the performance.
When the alarm sounds, immediately respond. Then, at a point at which it is clear that everyone has responded adequately, gently begin to resume individual activities.

1st alarm:	everyone lie down;
2nd alarm:	everyone face east;
3rd alarm:	everyone rotate once on the spot;
4th alarm:	everyone get into a line (like a queue)

TEXT

Talking quietly to oneself on 3 occasions during the performance, simultaneously with individual activities.
- Occasions may be predetermined when to speak. (i.e. timings within the performance duration.)
- Occasions may be dependent on other activity, or otherwise spontaneously decided during performance.

Number Tables for Opus 4

6	1	5	7
1	10	2	6
1	4	6	2
2	8	10	1

7	10	4	2
2	2	3	4
1	5	8	5
5	4	2	7

2	2	3	4
1	5	8	5
5	4	2	7
4	6	6	2

4	6	6	2
5	4	9	3
7	7	8	4
7	3	9	8

5	4	9	3
7	7	8	4
7	3	9	8
1	8	6	2

1	8	6	2
4	7	6	7
2	6	2	7
6	1	6	4

4	7	6	7
2	6	2	7
6	1	6	4
1	3	1	6

1	3	1	6
5	3	3	3
4	2	4	1
5	8	9	9

5	3	3	3
4	2	4	1
5	8	9	9
3	4	8	1

3	4	8	1
8	6	2	9
3	2	3	5
6	1	3	6

8	6	2	9
3	2	3	5
6	1	3	6
9	10	9	1

9	10	9	1
7	10	4	2
3	7	5	3
10	5	5	7

6	1	5	7
1	10	2	6
1	4	6	2
2	8	10	1

2	4	3	10
10	1	2	2
1	10	8	3
3	7	1	2

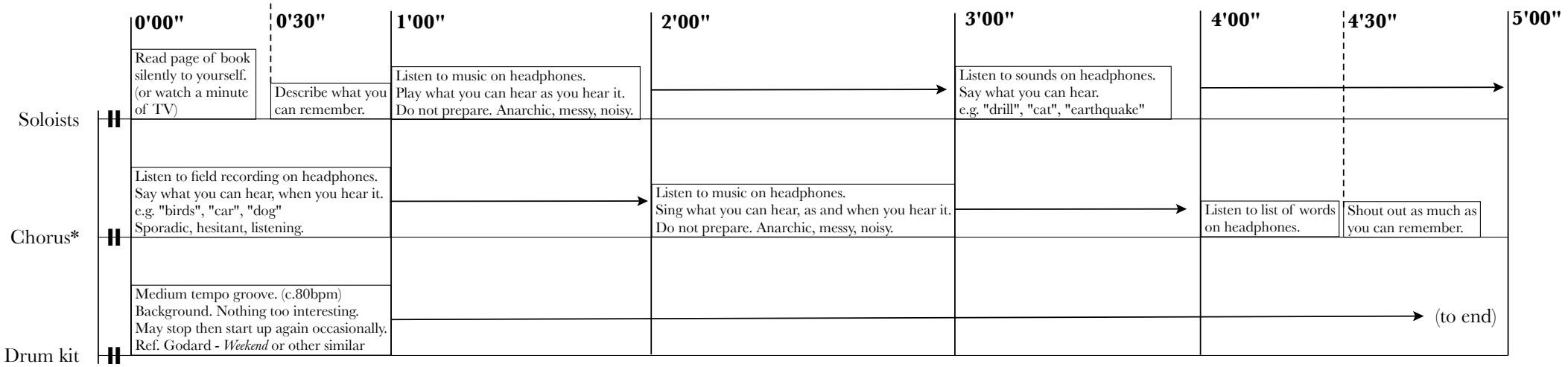
TEXTS for Opus 4

Frange Chicken
Vivaldi 1.5kg
Just Gammon and Honey
Pep Hot Smoked Mackerel
Organic Beef Mince
Eclairs x4
British Butter
Earl Grey Tea
Choc Muffin
Carrot Cake
Baguette
Baguette
Yoghurt
Whole Milk
Baked Beans
CBY Brie
Deli Cheese
Cheddar
Gloves
Cooked Meats
anjou pears
fairtrade bananas
gala apples
rhubarb
star ruby grapefruit
broccoli
cabbage green round small
carrots
pak choi
salad potatoes
vine tomatoes punnet
white onions
yellow pepper
Light Soy
Limes Each
Tomato Soup
Chicken and Ham Sandwich
British Daffodils
Olive Spread
Just Gammon and Honey
Baked Beans Reduced
Pep Hot Smoked Mackerel
Yeo Valley Blueberry
Yeo Valley Straw
Copella Apple Juice
Somerset Brie
Tomato Soup
Ham/Cheese Sandwich
Tuna Mayo Sandwich
1 Smoked Salmon
1 LKB Soupd
1 Spinach & Ricotta
1 Sirloin Steak
1 Water Still
1 Cotes du Rhone
Semi Skimmed Milk
Frange Chicken
Mature Chedder
Yeo Valley Straw
Pep Hot Smoked Mackerel
Sirloin Steak
SuperSoft White x4
Yeo Valley Blueberry
Baked Beans Reduced
Oatcakes
Rice Dream
Almond Butter
Smoked Back Bacon
Tuna/Sweetcorn
Frange Chicken
Organic Beef Leansteak
Mince
Wholewheat Fusilli
Somerset Brie
Kale
Bonpas Reserva Rhone
Radish 200g
Yeo Valley Straw
Yeo Valley Blueberry
Mixed Peppers x 3
Eclairs x 4
Potatoes sweet
Veg & Lentil Soup
Ham/Cheese sandwich
Potato
Finest Bacon
Gressingham Duck Crown
whole wheat fusilli
cheddar burger
Homous
Wholewheat Fusilli
fresh custard
organic plum tomatoes
cherry tom 400g
family apple pie
blueberries
fairtrade bananas
gala apples
kiwi fruit
oranges
baby spinach
broccoli
carrots
cocktail vine tomatoes
free garlic
salad potatoes
white mushrooms
white onions
yellow pepper
wholewheat twists
chicken fillet
lurpak butter
biscuits
peppered mackerel
cashew nuts
knorr cubes
essential houmous
fairtrade bananas
galia melon
kiwi fruit
oranges
peach flat
brown mushrooms
carrots
celery
leeks
mixed babyleaf salad
ramiro pepper (red)
salad potatoes
white onions
suffolk pork sausages
peppersweets
olives
carrier bag
sun blushed tomatoes
organic rouge
simply chicken mayo
sandwich
B&G Passeport Blanc
Chat en Oeuf
Chocolate Cake
Tonic Water
Cranberry Juice
Budweiser
Tyrrells Crisps
Crisps
Olives in Herbs
Peppers
Alfa One Oil
Punnet Cherry
Kitchen Foil
Hellmanns Mayo
Heinz Ketchup

Opus 5

(from Time With People)

tim parkinson



Duration of performance is determined by drum kit. Drummer plays between 11-15 minutes. Performance begins when drums start, and finishes when drums stop. There is no need for Drummer to strictly coordinate beginning and end with the Soloists and Chorus.

Soloists and Chorus repeat entire structure between 2 to 3 times.

Timings may be considered rough or approximate. (Soloists and Chorus will be mostly responding to Audio Tracks, except for Soloists reading a book/watching TV.)

* Chorus - in addition, about half the members in the chorus (3 or 4 people) should at one point break from proceedings and perform a dance in time with the drums consisting of 4 repetitions of 4 gestures/movements, in 4 corners of an area defined as a square. (See adjoining page)

TECH LIST

Soloists

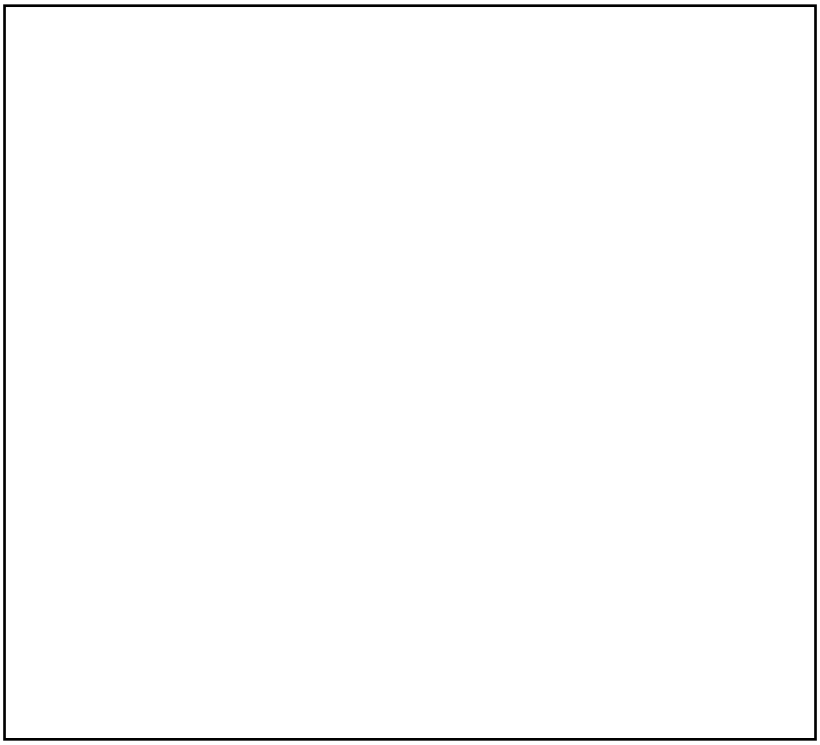
Playback to 2 headphones.
2 copies of the same book (or 1 TV playing a predetermined part of film or programme, no sound)
2 electric guitars & amps.

Chorus

Playback to headphones for each member of the chorus.

Dance for Opus 5

D, 4x C, 4x



A, 4x B, 4x

A, B, C, D = different movements/gestures.
Rhythmic, very simple/elementary, in time with drums.

The square is an area of stage to be defined by dance.

Each person starts with A and performs this movement 4 times together in unison. Then without stopping all move to B to perform this movement 4 times together in unison. Continue to C and D in the same way.

Then return to A and repeat the entire structure 4 times.

Opus 6
(from Time With People)

for more than 5 players, any sound producing means

Words
Speak each line quietly to oneself, everyone saying the same line together.
After each line, a pause of less than 5 seconds. (Length of pauses may vary.)

There is no need for precise unison. There should be a heterophony of quiet voices. The words may or may not be clearly heard by an audience.
Anyone may lead.

Sounds
While speaking the words, make sounds at the same time.

Choose 6 different sounds to make. Each performers divides up the text into 6 sections by any means. (Ideally all sections should be differing lengths and unique to each player.)
Assign one sound to each section to be made while speaking the text.

Sounds should be around the same dynamic as the speech. They should not be too quiet. It does not matter if they are slightly louder than the speech. The result should be a gentle cloud of activity surrounding each line of words.

(Possible sounds: Friction sounds (objects on surfaces, objects on other objects, etc); On an instrument, low pitched notes of indistinct tuning; Radio tuned to a station; Rattles, bells or chimes may be used, sounded in an indistinct way.)

Do not use a stopwatch.
Do not be too strict.

In addition
Around two thirds of the way through, 1 soloist plays a continuous low quiet drone/hum (non-vocal), and 1 soloist gently and infrequently tolls a bell. After this, Chorus gradually begin intoning on one note.

Duration c.10-15'

Previously titled "chorus and orchestra", originally written for the Set Ensemble and first performed by them at Holywell Music Room, Oxford, 10.11.12 (Set Ensemble: Patrick Farmer, Bruno Guastalla, Sarah Hughes, Dominic Lash, and Paul Whitty, with Michael Pisaro and Stefan Thut)

tim parkinson
8th October 2012

i am thinking of people speaking words and making sounds

is it music

it's what i want to hear

how long is it gonna go on for

it's how i want to start

i wonder what it sounds like

it sounds like this

talking and making sounds

the sounds are anything

are they anything

are they me

I want to hear them

whatever they are

i imagine what they could be

what are the people speaking

are they speaking this

what is this

it's something for people to speak

is it anything

they're saying anything

is it what i want to hear

is it just something for people to speak

is it me thinking what i want people to speak while they're making sounds at the same time

words and sounds at the same time

speaking and making sounds at the same time

is it me thinking

what am i thinking

i am now thinking what am i thinking

i'm thinking i would like to hear this

i'm thinking i would like to hear the sound of many people speaking and making sounds at the same time

i think this is just something for people to speak while they are making sounds at the same time

are the words important

or could they just be saying anything

is this anything

what shall i say now

what if i am wrong

shall i carry on or shall i stop

how long should it go on for

have i had enough

or do i still want to hear it

is it interesting or shall i make another choice

shall i change or shall i stay the same

would i like to hear something different or would i like to hear the same thing again

i think i am happy to hear the same thing again

for a while

i don't know how long this has been

i don't know how long it will carry on

am i just saying anything or thinking anything

the saying anything is providing a substance for the continuation of the sound

so i am required to keep thinking and saying what i'm thinking in order to continue the sound if i want to hear more of it

i wonder what is happening now in the performance

or where it is

or who the people are

and am i there to hear it

is it carrying on

what about the silences between my thoughts

shall i include them

or shall i edit them out

the difference between two notions of time

thinking time

performance time

which is real time

is it good to represent thinking time naturally or shall i condense it into an uninterrupted sequence of thoughts and choices

i am thinking what to say next

whether there is a change happening anyway in the performance which i have decided at a separate point to feed into the music or the making of sounds or the way in which the words are being spoken

is it important to continue

or is it enough now

i don't feel that anything has been said

do i want something to be said

i still want to hear the sound of people speaking and making sounds at the same time

i want to hear what it sounds like

does it mean anything

is it anything

am i saying anything

is it me saying anything

am i saying anything

am i just saying anything

Opus 7

(from Time With People)

for 2 soloists and chorus (c.8 people), objects & audio track

Soloists and Chorus perform in time with Audio Track
which is a looped recording of Menuet from Water Music Suite No.3 in G, HWV 350, by George Frideric Handel.

Audio Track volume should be prominent. Equal to that of Soloists and Chorus.

Soloists and Chorus may be also amplified, if necessary.

Audio Track begins with a computer counting in two bars. (1,2,3,1,2,3)

SOLOISTS

- Each have Sound 1 and Sound 2. (Any sounds. e.g. percussion, pitched or unpitched, friction noise, etc.
  Something which maybe obscures the music, or adds to it. Non vocal.)
- Speak. Speak clearly but gently. (The words must be heard, but do not shout.
  Words of more than one syllable should be placed so that the strong syllable is on the beat.)
- Drop objects on floor. (The objects may be selected from a container, or in the case of a performance of Time With People,
  the objects may already be on the floor.
  Use a multiplicity of objects. Some objects may be used several times, but not in direct repetition.
  Aim to drop the objects so that the impact on the floor is on the beat.
  Objects should not be too small.)

CHORUS

- Clap.
- Clap and Speak. (Speaking as Soloists above.)
- Speak.
- Drop objects on the floor. (As Soloists above.)
  At the end the Chorus gradually replace their dropping objects with tiny objects.
  (i.e. objects less that 1 gram in weight, e.g. paper clips, rice grains, seeds, crumpled paper, etc)

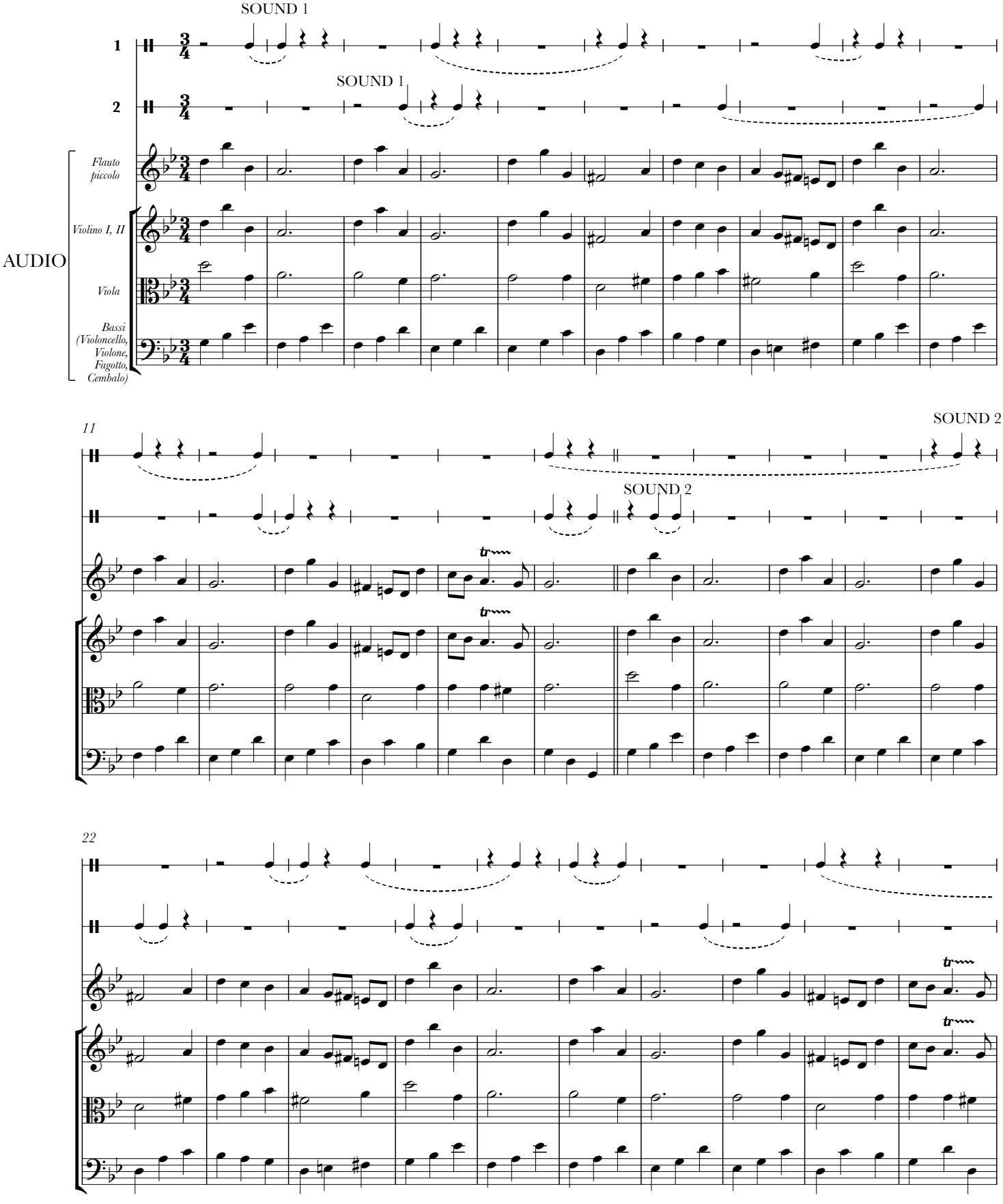
tim parkinson, 2013

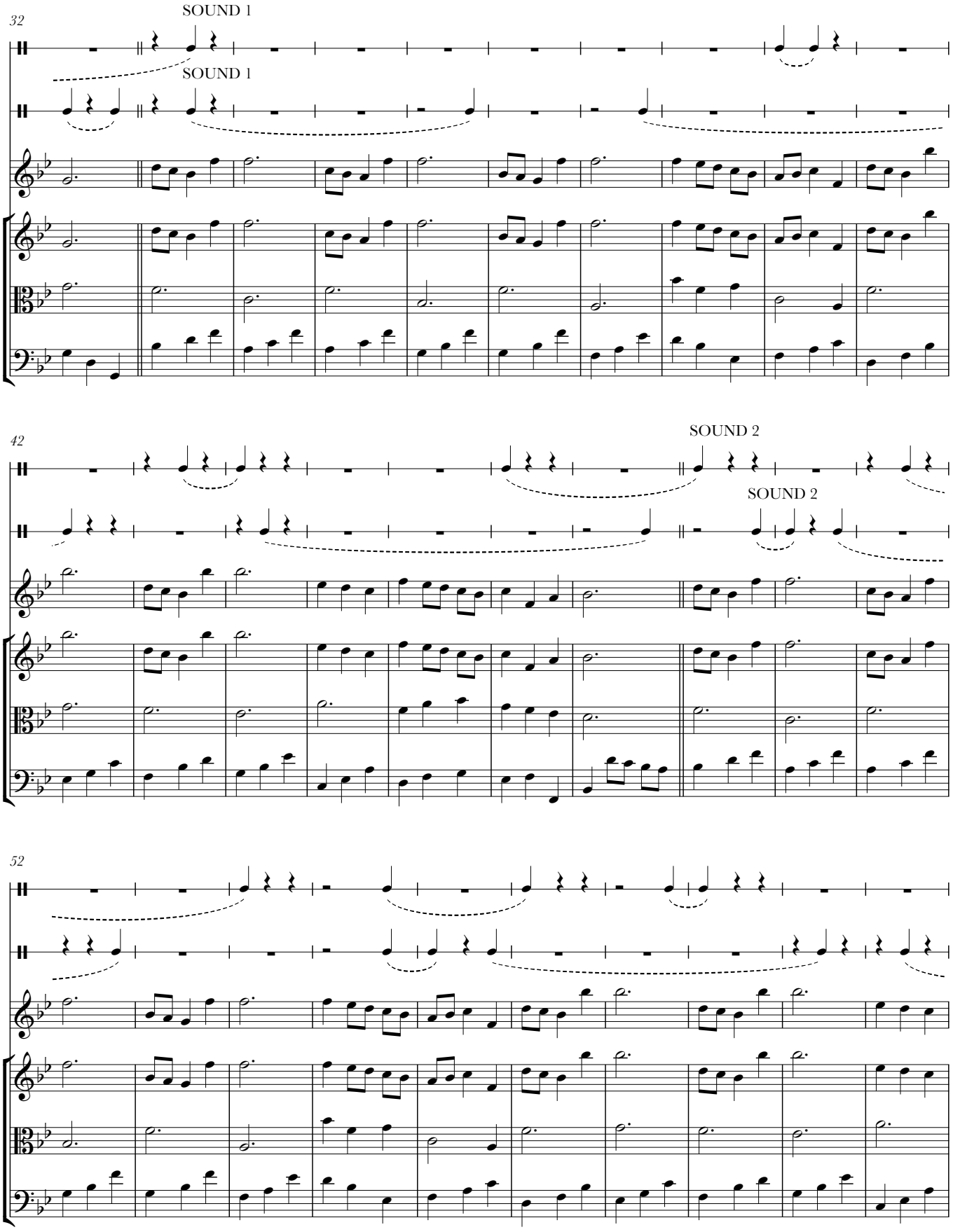
Opus 7

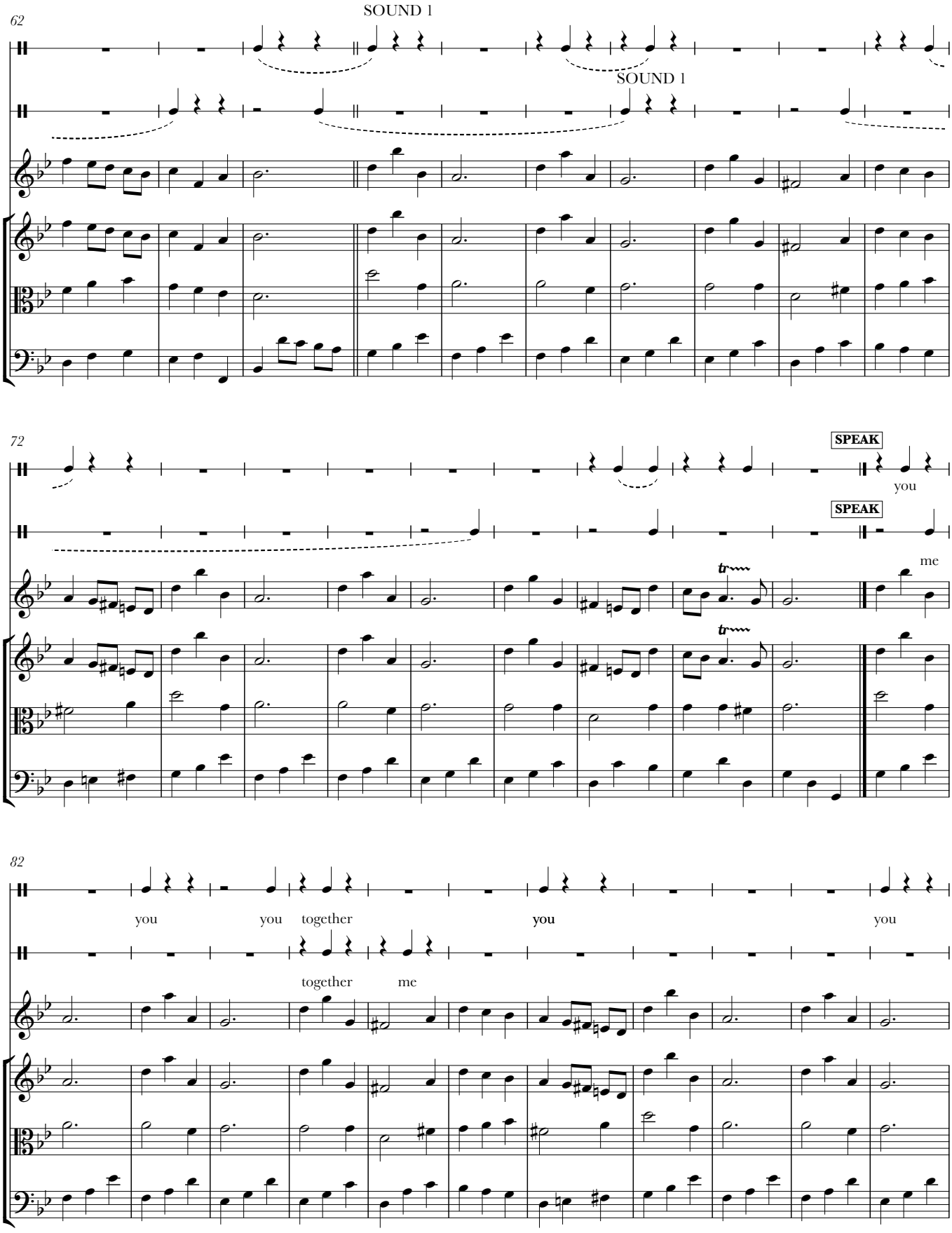
(from Time With People)

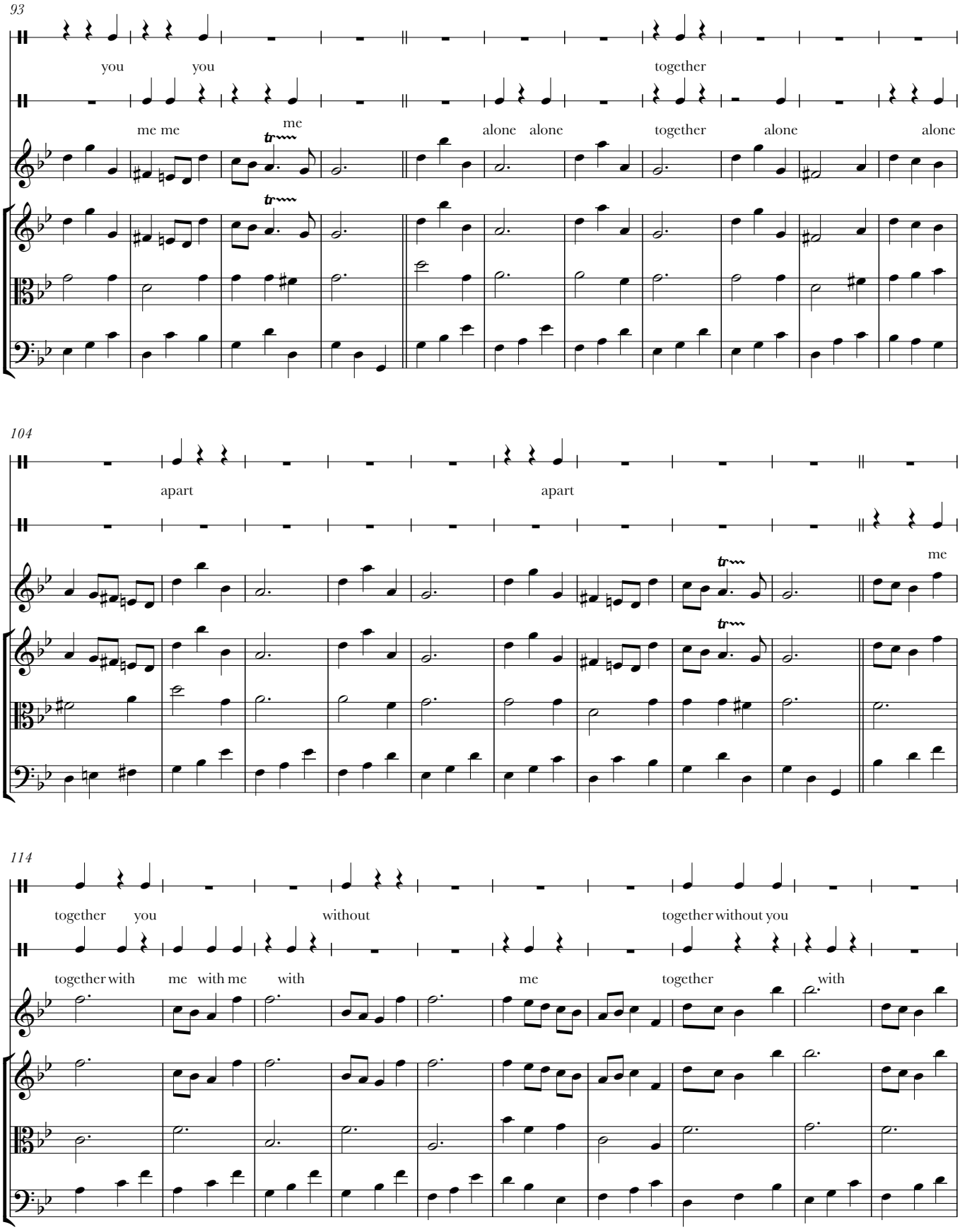
tim parkinson

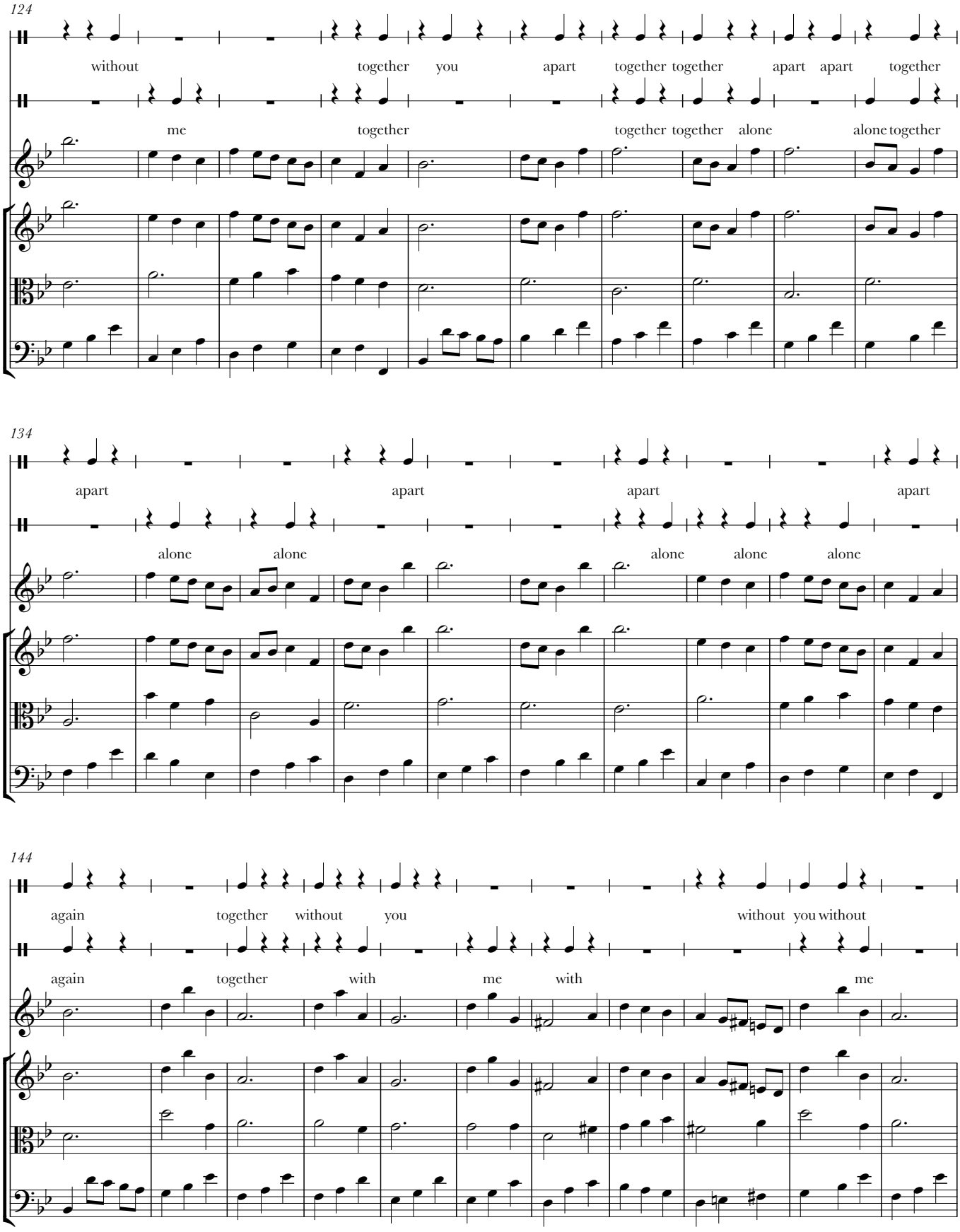
Dotted lines indicate possible joining of two sounds.

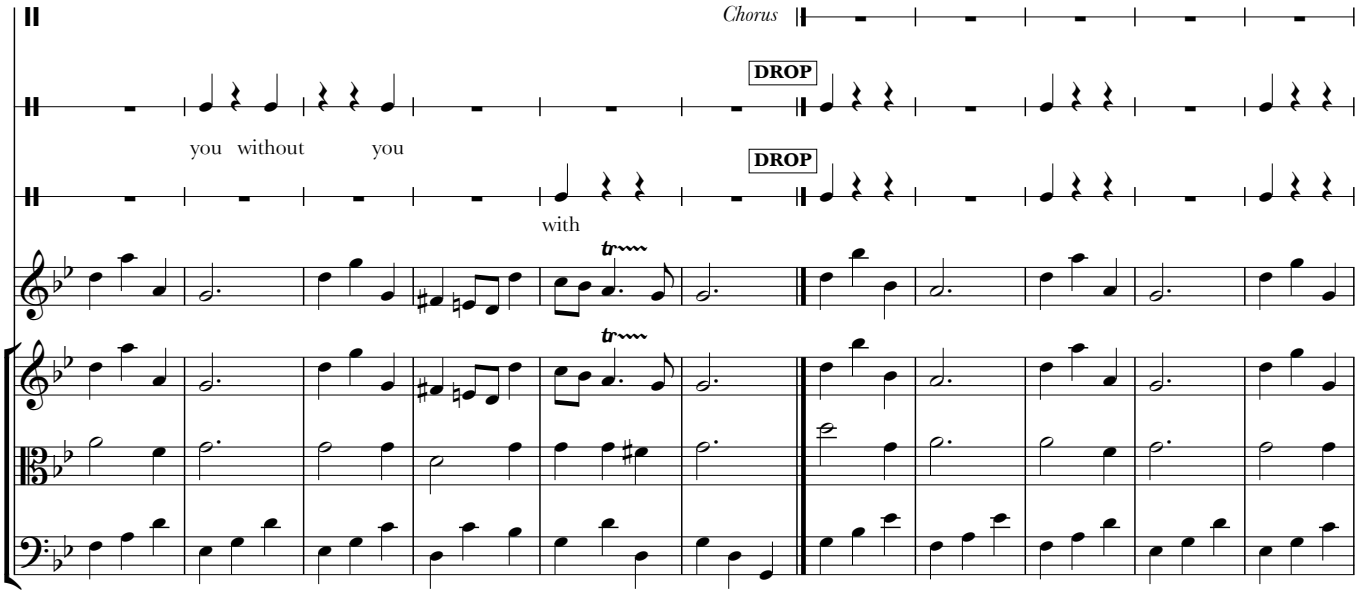



32
SOUND 1
SOUND 1
42
SOUND 2
SOUND 2
52

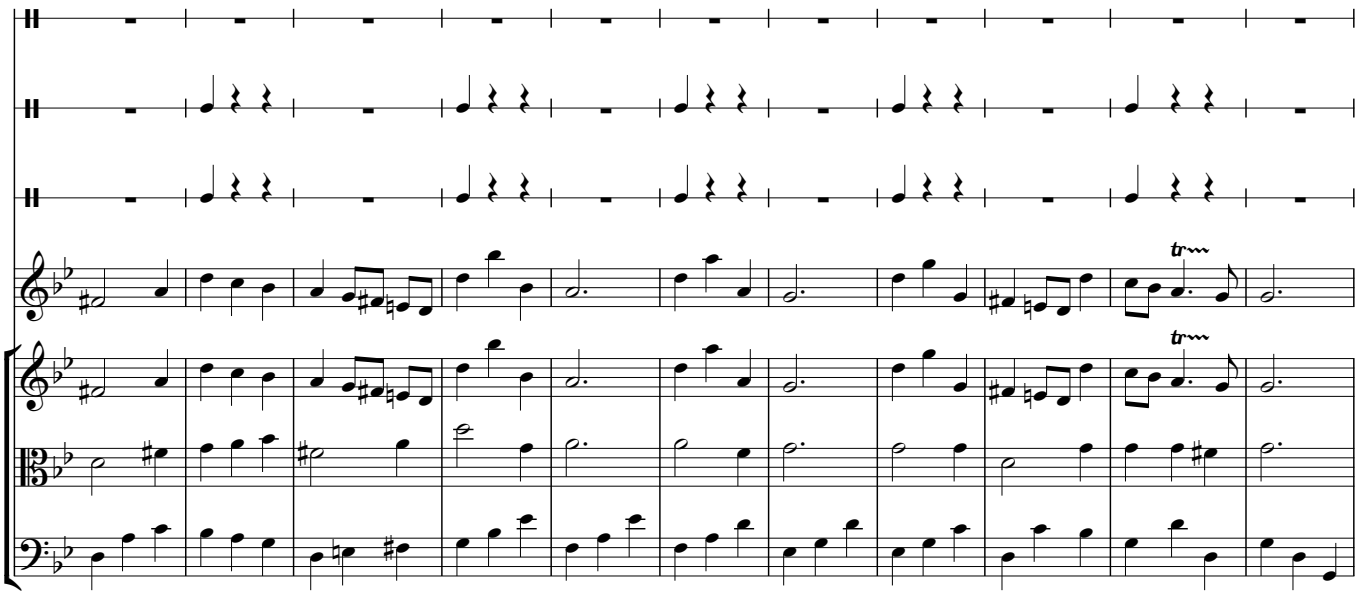

62
SOUND 1
SOUND 1
72
SPEAK
you
SPEAK
me
82
you
you
together
you
you
together
me

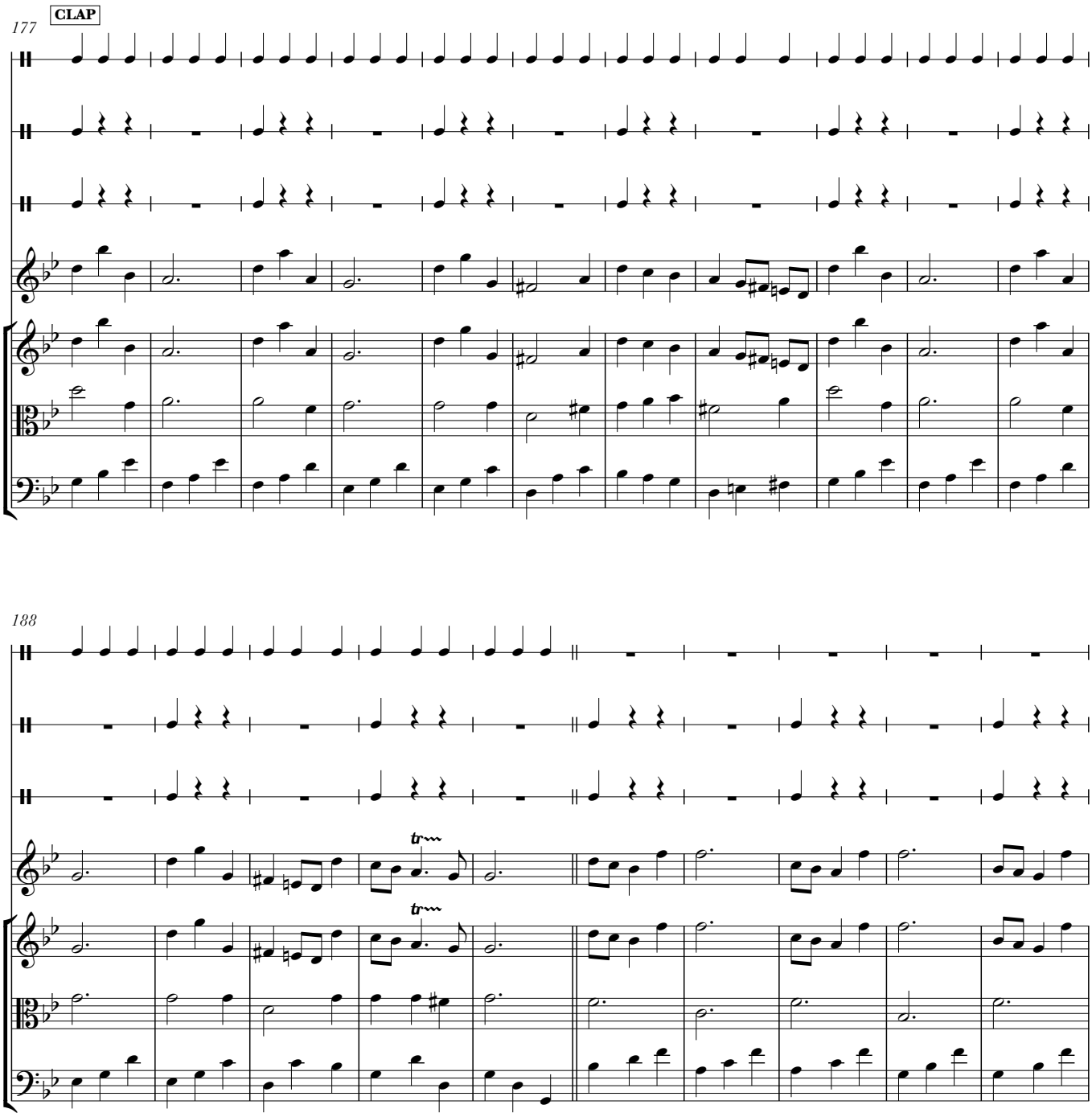

93
you you together
me me me alone alone together alone alone
104
apart apart
me
114
together you without together without you
together with me with me with me together with


124
without
together you apart together together apart apart together
me
together
together together alone
alone together
134
apart
apart
apart
apart
alone alone
alone alone alone
144
again
together without you
without you without
again
together with me with
me

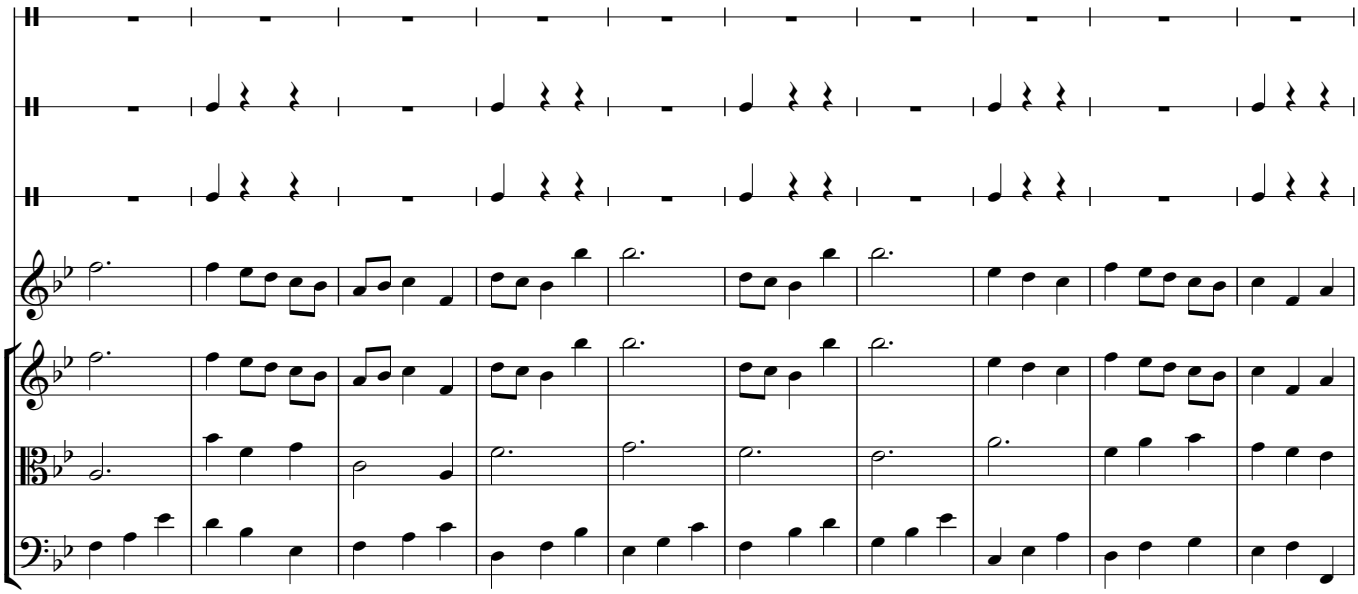


166

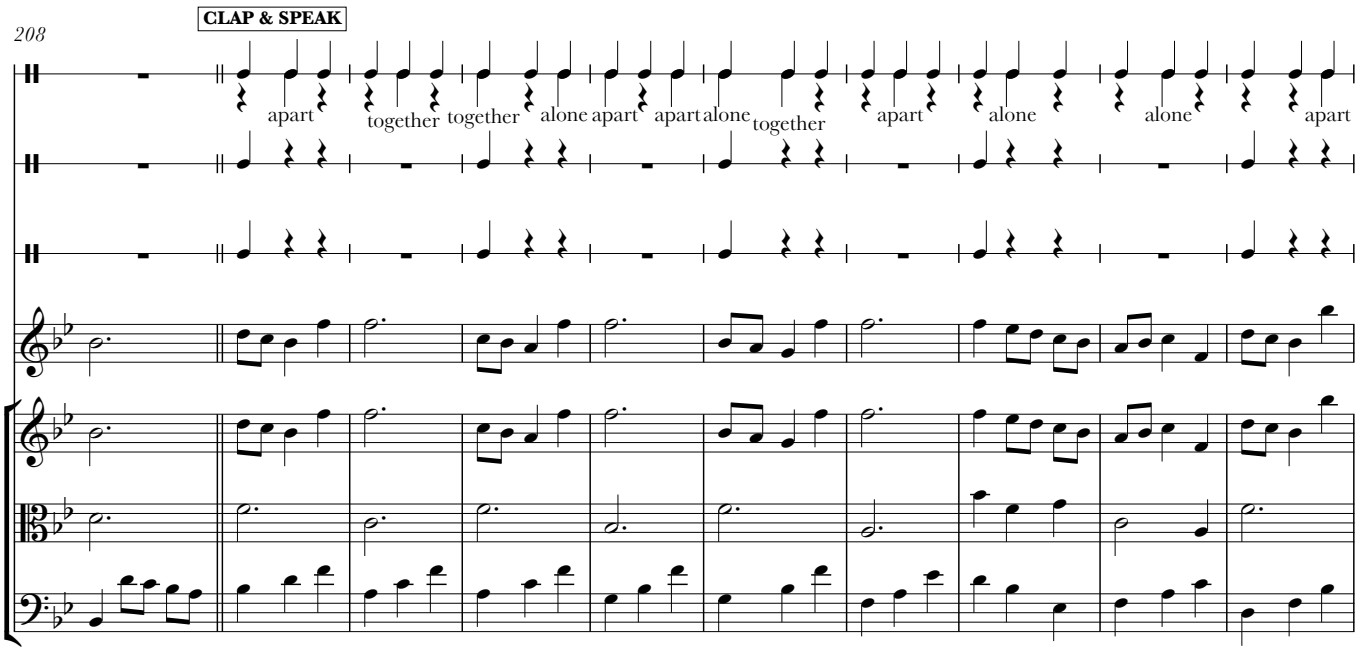



177
CLAP
188
tr
tr

198



208


CLAP & SPEAK
apart
together
together
alone
apart
apart
alone
together
apart
alone
alone
apart

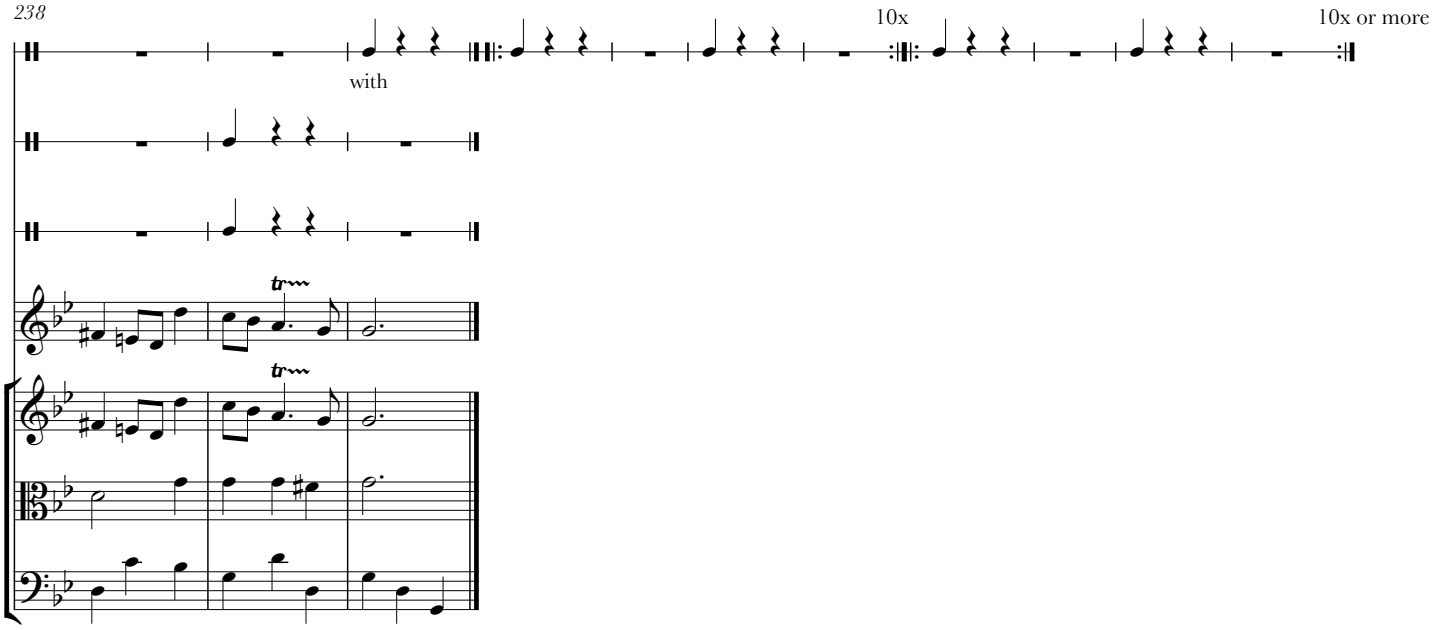
(STOP CLAPPING)

218

apart alone alone alone apart again together without with

228

you me with without you without me you without you

CHORUS
After the music has finished, drop objects in time, gradually replacing objects with tiny objects.

All tiny objects (weighing less than 1g, e.g. paper clips, rice, seeds, crumpled paper, etc)