# Mendeleev I: Rough Ritual 

for Flute (doubling piccolo), Bass Clarinet, Piano, Violin, Cello, Mezzo-Soprano and Percussion

## David Pocknee

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Explanatory Notes

## Programme Note

This piece is a setting of a self-contained group of phonemes, seen in the table below. This group of words was chosen for its timbral qualities and set accordingly. It is not a piece about the Periodic Table.

## The Periodic Table ${ }^{1}$



[^0]
## General

The piece is scored for: Flute (doubling piccolo), Bass Clarinet, Piano, Violin, Cello, Mezzo-Soprano and Percussion (Tam-Tam, Snare Drum, Guero, Bass Drum and Vibraphone)
Any arrows used indicate that a smooth transition should be made between the two sounds indicated over the length of the arrow. The snare drum should be placed as close to the piano as possible, in order for the snares to react to resonances from the piano.

## Piccolo/Flute/Bass Clarinet

At various sections in the piece, the piccolo, flute and bass clarinet have an extra one line stave to read. The notes on this stave indicate the player should blow into the instrument, creating a pitchless noise. This notation is used to enable simultaneous blowing and key slaps.
=A crossed notehead on the main stave indicates that the notes should be played as key slaps.
=A zigzag symbol on a note indicates that it should be fluttertongued as fast as possible.

## Percussion

In the snare part the following symbols are used:
= Quick striking motion across the head of the drum, only briefly stroking the skin.
= The notated rhythm should be created by placing the brush on the head of the drum and moving it from side to side in time with the rhythm encompassed by the phrase mark.
= The brush should be placed near the outside of the head of the drum and the rhythm encompassed by the phrase mark created through moving the brush in a circular motion around the outer edge of the head.
=A zigzag symbol on a note indicates that a roll should be performed that is as fast as possible.
The vibraphone should be used without motor and all notes played on it should be bowed.
The Tam-Tam should be used with a Tam-Tam beater; the snare with wire brushes and the Bass drum with two heavy beaters.

All dynamics for the percussion are approximate and care should be taken not to drown out the other instruments, especially with the bass drum and tam-tam.

## Piano

$=$ This symbol indicates that the player should silently depress the all the keys within the compass of their right forearm, starting at the lowest note indicated and stretching as far as their arm allows. This should be accomplished in good time before the striking of keys occurs with the left hand.
=Any harmonic symbols indicate that the player should touch the strings of the notes indicated approximately 30-40 centimeters from the base of the strings and then strike the corresponding keys to create an irregular-sounding cluster of harmonics with a sound similar to that produced by a ring modulator .

## Mezzo-Soprano

The text is taken directly from the Periodic Table, seen above. In some places, such as the vocal solo, the text has been cut-up to such a degree that the pronunciation of the de-contextualised phonemes is unclear. In these places the text is also accompanied by the a transcription of the phoneme using the International Phonetic Alphabet (see over page).

The pronunciation of the suffix 'ine' as 'een' (as in 'sardine') rather than 'ine' (as in 'mine') is preferred. This is applicable to words such as 'Bromine' and 'lodine'.

All the text should be over-enunciated in order to emphasize the timbral qualities of the phonemes.
All notes with crossed noteheads should be either spoken or whispered, sometimes these are combined with pitched notes, which are always notated with normal noteheads

The vocal solo includes places to breathe, marked 'Breathe (audible)'. In these places a loud breath, which is audible to the audience should be taken

Sample of the International Phonetic Alphabet ${ }^{2}$ :

| Vowels | Sample words |
| :---: | :---: |
| Short |  |
| /I/ | hid, bit, lick |
| /e/ le/ | head, bet, wreck |
| $\|\mathfrak{x}\|$ | had, bat, lack |
| $1 \mathrm{~N} /$ | thud, but, luck |
| /0/ | rod, pot, lock |
| /ul | hood, put, look |
| Long |  |
| /i/ /i:/ /iy/ | heed, beat, bee |
| /3/ /3:/ | heard, pert, burr |
| /a/ /a:/ | hard, part, bar |
| 10/ 10 :/ | hoard, bought, pore, poor, paw |
| /u/ /u:/ /uw/ | food, boot, boo |
| Diphthongs |  |
| /ei/ ley/ | fade, bait, bay |
| /ai/ lay/ | hide, bite, buy |
| /oi/ loy/ | void, quoit, boy |
| /ou/ laul low/ | hoed, boat, dough |
| /aul/aw/ | loud, bout, bough |
| /19/ | feared, beard, beer |
| /Ea/ | fared, bared, bare, bear |
| /ua/ | toured, lure |
| /ju/ /ju:/ | hewed, cute, due, dew, few |
| Indeterminate (only in unstressed syllables) <br> /2/ (first syllable of:) above, parade, correct (second syllable of:) China, better, carrot |  |
|  |  |


| Consonants | Sample words <br> (1) | (2) | (3) |
| :---: | :---: | :---: | :---: |
| Voiceless plosives <br> /p/ <br> /t/ <br> /k/ | peer, paw <br> tier, tore core, keel | leper, rapid letter, baton wrecker, icon | rip, loop writ, loot rick, Luke |
| Voiced plosives <br> /b/ <br> /d/ <br> (g) | beer, bore dear, door gear, gore | pebble, rabid redder, idol beggar, eagle | rib, cube rid, rude rig, dog |
| Voiceless affricate /ts/ /č/ | cheer, chore | lecher, catcher | rich, pouch |
| Voiced affricate /d3/ / $\mathbf{j} /$ | jeer, jaw | ledger, badger | ridge, rage |
| Voiceless fricatives <br> /f/ <br> /8/ <br> /s/ <br> /s/ /š/ <br> /h/ | fear, four thaw, theme sear, saw sheer, shore hear, hoar | heifer, offer method, Ethel lesser, acid pressure, ration $\qquad$ | whiff, roof myth, tooth miss, loose dish, gauche |
| Voiced fricatives <br> /v/ <br> /\%/ <br> /z/ <br> /3/ /ž/ | veer, vaunt there, thy zeal, zone | ever, liver leather, other resin, dozen measure, closure | live, move lithe, soothe fizz, lose |
| Nasals <br> /m/ <br> /n/ <br> /y/ | mere, more near, nor $\qquad$ | lemon, simmer venom, sinner hanger, singer | rim, room win, spoon ring, rang |
| Approximants <br> /I/ <br> /r/ /a/ /abl <br> /w/ <br> /j/ /y/ | leer, law rear, raw weir, war year, your | melon, miller heron, mirror away, bewilder beyond | will, rule -- |

[^1]
## Violin/Cello

In several places the normal, 5 line violin and cello staves are accompanied by a single lined stave above them. This stave indicates that the player should bow on the bridge of the instrument, creating a pitchless noise. This notation is used in order that independent actions can occur simultaneously in the left hand.

In Rehearsal Mark H a hybrid of the two has been created because of the quick, seamless transitions needed between the two styles of playing in this section.
sul ponticello, normale, and sul tasto have been abbreviated to ' SP ', ' $N$ ' and ' ST ' in order to preserve legibility where there are a number of quick transitions in a short period of time. In addition to these. 'XSP' is also used, indicating extreme sul ponticello which is much closer to the bridge and carries much more of a noise element than conventional sul pont.
=Crossed noteheads on the normal stave indicate that the string should be struck forcefully by the fingers of the left hand at the pitch indicated to create a light, percussive, pitched sound.
=Square noteheads indicate a rough and harsh noise sound, achieved by applying excessive bow pressure to the strings. A tranistion between a normal sound and this is indicated both by the use of arrows and the instruction 'Increase bow pressure'.
= A zigzag symbol on the stem of a note indicates tremolo bowing as fast as possible.
dp
1/4/08

$2$



${ }^{* *}$ Gradually lifting bow off bridge and moving towards extreme sul pont.(XSP) so that a tiny amount of the fingered pitches creep in.

$6$



silently depressed an arms length of keys from the bottom C indicated























d=80, Cello Solo - Very Freely
The next 11 bars should be played as if one continuous bow stroke
$\square$ I increasing in





$34$












[^0]:    ${ }^{1}$ Rob Lewis and Wynne Evans, Chemistry (Basingstoke, 2006), inside cover

[^1]:    $2^{2}$ John Clarke and Colin Yallop, An Introduction to Phonetics and Phonology (Oxford, 1999), 427 and 428

