Brooke Joyce

The Revelation of St. Julian

for SATB choir and electronics

toydogmusic
From the **Divine Revelations** of St. Julian of Norwich (1373)
(freely adapted from the Westminster Manuscript)

He showed me a little thing, the quantity of a hazel nut. And it was round as any ball.
I looked thereupon with the eye of my understanding and I thought, “What may this be?”
And it was answered generally thus: “It is all that is made.”
I marveled how it might last, for methought it might suddenly have fallen to naught for
littleness.
And I was answered in my understanding: It lasteth and evershall for God loveth it.
And so hath all things their beginning by the love of God.

**Performance Notes**

The conductor needs to be aware of the precise elapsed time on the CD in order to coordinate the choral parts. This can be accomplished either with a playback system which allows the conductor to view the counter on the CD player or computer, or by coordinating the operation of the CD player with a stopwatch or other timekeeping device.

The CD begins the piece; the choir enters after 1 minute.

All moments in the piece that need to be precisely coordinated are indicated with elapsed time enclosed by [brackets]; times given in (parenthesis) are rough guidelines.

The speakers for the CD playback should be placed at either end of the choir so that the recorded sounds emerge from the same acoustic space as the choir; the sound should not be played back through speakers in other places in the performance space.

The choir should not be amplified—therefore, the CD level should be adjusted so that it does not overpower the choir.

Once the CD level has been set, it should not be adjusted during the piece.

The choir may stand in any configuration, either mixed or in sections.
The Revelation of St. Julian
for Craig Arnold and Nordic Choir, Luther College

Words adapted from St. Julian of Norwich
Music by Brooke Joyce (2006)

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S.1

\[ \text{little thing little thing little thing little thing} \]

S.2

\[ \text{little little little little} \]

A.1

\[ \text{little little little little} \]

A.2

\[ \text{little little little little} \]

11 (1:36)

S.1

\[ \text{little thing little thing little thing little thing} \]

S.2

\[ \text{little thing little thing little thing little thing} \]

A.1

\[ \text{little little little little} \]

A.2

\[ \text{little little little little} \]
16

S.1

\text{a little thing a little thing a little thing a little thing}

S.2

\text{thing a little thing a little thing a little thing a little thing}

A.1

\text{a little thing a little thing a little thing a little thing}

A.2

\text{little thing a little thing a little thing a little thing}

17

S.1

\text{thing a little thing a little thing a little thing}

S.2

\text{little thing a little thing a little thing a little thing}

A.1

\text{a little thing a little thing a little thing a little thing}

A.2

\text{a little thing a little thing a little thing a little thing}
showed me a little thing showed me a little thing showed me a little thing

lit - tle thing showed me a lit - tle thing showed me a lit - tle thing showed me a lit-

showed me a lit - tle thing showed me a lit - tle thing showed me a lit - tle thing

he showed me a lit - tle thing showed me a lit - tle thing showed me a lit - tle thing

thing he showed me a lit - tle thing he showed me a lit - tle thing he showed me a lit - tle

lit - tle thing he showed me a lit - tle thing he showed me a lit - tle thing he showed me a

he showed me a lit - tle thing he showed me a lit - tle thing he showed
he showed me a little thing

thing

little thing

the quantity of a

me a little thing

hazel nut

And it was

ah And it was

ly-ing in the palm of my hand

-9-
\(29\) \(\frac{d}{dt} = 90\)

\[\begin{align*}
\text{S.} & \quad \text{And it was round} \\
\text{A.} & \quad \text{round as any ball} \\
\text{T.} & \quad \text{And it was round as any ball} \\
\text{B.} & \quad \text{And it was round as any ball}
\end{align*}\]

\[\begin{align*}
\text{S.} & \quad \text{as any ball} \\
\text{A.} & \quad \text{And it was} \\
\text{T.} & \quad \text{And it was round as any ball} \\
\text{B.} & \quad \text{ball And it was round}
\end{align*}\]
And it was round as any ball
And it was round as any ball
And it was round as any ball
And it was round as any ball
And it was round as any ball.
40 (3:25) pp

S. ———— ah

A. ———— pp

B. solo

43 (3:37)

S. ———— ah

A. ———— ah ———— solo - freely

B. solo

I looked there upon

with the eye of my understanding

45 (3:45) mp mf

S. ———— ah ———— ah

A. ———— mp mf

T. ———— ah ———— ah

solo

B. and I thought, "What may this be?"

altri

- 13 - ah ———— ah
[3:57] CD sounds begin

(4:05)

S.

A.

T.

B.

And it was answered

And it was answered

And it was answered

And it was answered

(4:13)

S.

A.

T.

B.

generally thus: "It is all that is made."

generally thus: "It is all that is made."

generally thus: "It is all that is made."

gen-er-al-ly thus: "It is all that is made."

gen-er-al-ly thus: "It is all that is made."

gen-er-al-ly thus: "It is all that is made."
(tape contains steady stream of 16th notes through m.70)
Ah

how it might last,
for me -
And I was answered
And I was answered
And I was answered
And I was answered
And I was answered
It last-eth and ev-er-shall for
It last-eth and ev-er-shall for
in my un-der-stand-ing: It last-eth and ev-er-shall for
in my un-der-stand-ing: It last-eth and ev-er-shall for
God loveth it (d) And so hath all

God (d) And so hath all

God (d) And so hath all

And so hath all

God (d) And so hath all

And so hath all

And so hath all

hath all their beginning

hath all their beginning

hath all their beginning

hath all their beginning

and all things their beginning
their beginning

By the love

their beginning

the love

their beginning

the love

of God

of God

of God

of God

of God

of God

of God
[6:30] Expressively, yet precise

S.1

A.1

T.1

B.1

101

(6:30)

(6:42)

(6:36)

(6:48)