

Věnováno mé ženě Adrianě

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Zapomínání

Cyklus písní pro mezzosoprán na texty Jiřího Žáčka

Zapomínání I

Hodiny

Co musí báseň

Zapomínání II

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Děšť

Zapomínání III

Zapomínání I

Andante (♩. = 66)

mp e cresc. sempre

Všech-ny do-pi-sy pí-še-me

mf *mp* *poco a poco cresc.*

Ped. Ped.

7

poz-dě a poz - dě všech-ny do-pi-sy pí - še-me.

Ped. Ped. Ped.

13

Vy-sy-peš na dlaň z o-bál-ky mrt-vol-ky pís - men a po-tom si přeč-teš prázd - ný

Ped. Ped. Ped.

19

al f

pa-pír.

f *mp*

Ped. Ped. Ped.

25

25

f *mp* *mp*

Ped. Ped. Ped. Ped.

32

32

mf

Co mů-žu ří - ci já, co mů-žu ří - ci já to-bě

mp

Ped. Ped. Ped. Ped.

39

39

dneš-ní. Co mů-žu ří - ci já, co mů-žu ří - ci já to-bě

Ped. Ped.

45

45

f

dneš-ní. Já před - vče - rej - ší.

f

Ped. Ped. Ped. Ped. Ped.

51

Musical score for measures 51-58. The system includes a vocal line (treble clef) and a piano accompaniment (grand staff). The piano part features a rhythmic pattern of eighth notes in the right hand and a bass line with eighth notes and chords in the left hand. Pedal markings 'Ped.' are present under the piano part. The dynamic marking *mp* is indicated in the piano part.

59

Musical score for measures 59-64. The system includes a vocal line (treble clef) and a piano accompaniment (grand staff). The vocal line has lyrics: "Všech - ny do-pi-sy pí-še-me". The piano part features a rhythmic pattern of eighth notes in the right hand and a bass line with eighth notes and chords in the left hand. Pedal markings 'Ped.' are present under the piano part. The dynamic marking *mp* is indicated in the vocal line, and *p* is indicated in the piano part.

65

Musical score for measures 65-69. The system includes a vocal line (treble clef) and a piano accompaniment (grand staff). The vocal line has lyrics: "poz- dě...". The piano part features a rhythmic pattern of eighth notes in the right hand and a bass line with eighth notes and chords in the left hand. Pedal markings 'Ped.' are present under the piano part. The dynamic marking *f* is indicated in the piano part.

70

Musical score for measures 70-74. The system includes a vocal line (treble clef) and a piano accompaniment (grand staff). The piano part features a rhythmic pattern of eighth notes in the right hand and a bass line with eighth notes and chords in the left hand. Pedal markings 'Ped.' are present under the piano part.

Hodiny

Moderato (♩ = 60)

*mp**monotónně*

Ho-di-ny me-lou

mp molto legato

5

mf

čas, me-lou ho na vte-ři-ny.

mf *mp*

Ped. Ped.

9

mp

Ho-di-ny me-lou čas, ma-jí s tím spou-stu dří-ny.

mp *mf*

Ped. Ped. Ped.

13

mp

p *f* *mf*

Ped. Ped. Ped. Ped. Ped. Ped.

18 *zasněně, text ad lib.*

Pa-da-dn da-dn-du de...

mf sub *f*

Ped. Ped. Ped. Ped. Ped. Ped.

22

až ho se - me - lou,

ff *mf* *ff*

Ped. Ped. Ped. Ped. Ped. Ped.

25

se - me - lou

ne-bu-de už nic k mle-tí,

mf *ff* *pp* *crescendo s větši a větši naléhavostí*

Ped. Ped. Ped. Ped.

28

z ča-su se sta-ne sme-tí,

mf

Ped. Ped. Ped.

31 *ff*

A

ff *dramaticky*

Ped. Ped. *8^{vb}* Ped.

34 *mp* *text ad lib.*

pa - da - dn da - hn de...

mp

Ped. *8* Ped.

37

senza rit.

pp

Co musí báseň

Moderato (♩ = 60)

mp

con Ped.

7 *mp*

Bá - seň mu-sí mít ryt-mus srd-ce, ji-nak ji pře-hlu-ší še-lest pa-pí - ru, še-lest pa-pí-ru.

13

mf

18 *mf*

Še - lest roz - pa - da - jí - cí-ho se pa-pí-ru,

*f*² *mf* *mp* *p*

23 *mezzo voce* *f* *mp*

še-lest roz-pa-da-jí - cí-ho se pa-pí-ru, na kte - rém vy-tisk - nou tvé par-te.

f *mp*

29

molto legato
mp

Ped. *Ped.*

35

mf

Co mu-sí bá - seň? Nic, jen

p

41

poco f

če-kat a stou-pat v ce-ně. Za-to ty, ty se mu síš před-bí-hat a-le-spoň, před-bí-hat as-poň o

con Ped.

47

f

pět mi-nut den-ně, a o pět mi-nut den-ně.

poco f

52

sine ritardando

Red.

Zapomínání II

Adagio (♩ = 86)

mp

con Red.

7

mf

Ně-kdy se stá - vá, ně-kdy se

13

stá - vá. že si kde-si, tak ja-ko klo-bouk v pu-ty

19

ce, kde-si, ja-ko klo-bouk v pu-ty - ce,

25

o-my-lem s kým-si vy-mě-níš ži - vot.

31

mf

A když to po - znáš, tak je už

37

po-zdě.

43

49

Musical score for measures 49-54. The vocal line is mostly rests. The piano accompaniment consists of a steady eighth-note pattern in the left hand and a melodic line in the right hand.

55

mf

A jen tě ob-čas hry-že, čí ži-vot ži - ješ a je li

Musical score for measures 55-60. The vocal line has lyrics. The piano accompaniment continues with the same eighth-note pattern and melodic line.

61

text ad lib.

ten tvůj v dob-rých ru - kách. _____ pa-da-da - daj, pa-da-da

Musical score for measures 61-66. The vocal line has lyrics and a long note. The piano accompaniment continues with the same eighth-note pattern and melodic line.

67

daj, pa-da-da - daj du du daj _____

Musical score for measures 67-72. The vocal line has lyrics and a long note. The piano accompaniment continues with the same eighth-note pattern and melodic line.

Stmíváníčko

Lento $\text{♩} = 48$

Ped.

11

Zkus-me si na-zí hrát na an-dě-

21

ly. Že prý lás - ka sí - lí s ne-vě - rou,

31

accel. . .

že prý lás - ka sí - lí s ne-vě - rou...

Ped. Ped. Ped. Ped.

39

Poco più mosso (♩. = 56)

Musical score for measures 39-47. The vocal line is mostly rests. The piano accompaniment features a steady eighth-note pattern in the right hand and a bass line with dotted notes and a long slur in the left hand. A 'Ped.' marking is at the end.

48

Musical score for measures 48-56. The vocal line has lyrics: "Zkus-me si za-hrát, a - le". The piano accompaniment continues with the eighth-note pattern in the right hand and a bass line with a long slur. A "Ped." marking is at the end.

57

accel.

Musical score for measures 57-65. The vocal line has lyrics: "je-nom s tě-ly. Du-še už se ně-jak vy-pe-". The piano accompaniment changes to a more complex texture with chords and moving bass lines. A "Ped." marking is at the end.

66

♩. = 68

Musical score for measures 66-74. The vocal line has the lyric "rou...". The piano accompaniment features a rhythmic eighth-note pattern in the right hand and a bass line with chords and moving notes. A "Ped." marking is at the end.

73 **accel.**

A a

80 $\text{♩} = 76$

87 **accel.**

ad lib ripetere et improvisare

94 **Tempo I**

Du-še už se ně-jak vy-pe - rou,

Red.

104

vy - pe - rou, vy - pe - rou...

111

Déšť

$\text{♩} = 54$

Ped. Ped. Ped. Ped. Ped. Ped.

8

Ped. Ped.

15

Ped. Ped. Ped. Ped.

22

Ped. Ped.

29

Lé - to nám v deš - tích vy - pr - še - lo zas jed - no lé - to je to tam. Lé - to nám v deš - tích

Ped. Ped. Ped.

39

vy - pr - še - lo, zas jed - no lé - to je - to tam a s ním je pryč

Ped. Ped. Ped.

48

tvé na - hé tě - lo a s ním je pryč tvé

Ped. Ped. Ped. Ped.

57

na - hé _____ tě - lo, pod - zim nás vra - cí sa - mo - tám... _____

Ped. Ped. Ped. Ped. Ped.

67

K rá - nu mě bu - dí

Ped.

77

šra - mot my - ší, ni - ko - mu ří - kám, sly - še - las? Na ok - na pla - vé deš - tě

Ped. Ped. Ped. Ped. Ped.

86

pí - ší svůj _____ ne - či - tel - ný _____

Ped. Ped. Ped. Ped.

94

Ped. Ped. Ped. Ped.

103

Ped. Ped. Ped. Ped.

110

svůj ne-či-tel-ný, svůj

Ped. Ped. Ped. Ped.

118

ne-či-tel-ný vod-ní vzkaz.

Ped. Ped. Ped.

127

Ped. Ped. Ped.

134

Ped.

139

Lé - to nám v deš - tích vy - pr - še - lo...

Ped.

Zapomínání III

Adagio $\text{♩} = 60$

mp sotto voce

Pí-šu sa-ma so-bě do-pi-sy, to a-bych vě-dě-la kým jsem by-la vče-ra.

Ped. sempre

8

Pí-šu sa-ma so-bě do-pi-sy to a-bych vě-dě-la kým jsem by-la vče-ra. Pí-šu sa

15

ma so-bě do-pi-sy, to a-bych vě-dě-la kým jsem by-la vče-ra. Pí-šu sa - ma so-bě do-pi-sy,

21

to a-bych vě-dě-la kým jsem by-la vče-ra. Pí-šu sa - ma so-bě do-pi-sy, to a-bych vě-dě-la

27

kým jsem by-la vče-ra. Pí-šu sa - ma so-bě do-pi-sy, to a-bych vě-dě-la kým jsem by-la vče-ra.

34

Pí-šu sa - ma so-bě do-pi-sy, to a-bych vě-dě-la kým jsem by-la vče-ra. Pí-šu sa - ma so-bě do-pi-sy,

41

to a-bych vě-dě-la kým jsem by-la vče-ra. Pí-šu sa - ma so-bě do-pi-sy, to a-bych vě-dě-la

47

kým jsem by-la vče-ra. Pí-šu sa - ma so-bě do-pi-sy, to a-bych vě-dě-la kým jsem by-la vče-ra.

54

A-le že ni-kdy ne-vím kým bu-du zí-tra, vše-chny mé do-pi-sy cho-dí na ci-zí ad-re-sy...

61

A

72

a

83