

Obscure as the Theology of Mountains

For Jago aged 5, who loved opera -
 taken from his mother's arms at an east coast beach
 by a freak wave, 27 January 2008
North Island, New Zealand

$\text{♩} = 100$

Words by Louis Johnson
 Music by Jenny McLeod

Soprano I *pp* $\text{♩} = 100$ *poco* *poco*

Soprano II *pp* *poco* *poco*

Alto I *pp* *poco* *poco*

Alto II *pp* *poco* *poco*

Tenor I *pp* *poco* *poco*

Tenor II *pp* *poco* *poco*

Bass I *pp* *poco* *poco*

Bass II *pp* *poco* *poco*

B

almost tremulous
quasi-portamento
poco

A

4

S I. *pp* *3* *p*
What is it, re - tur - ning, we hope to

S II. *pp* *3* *p*
What is it, re - tur - ning, we hope to

A I. *pp* *sempre pp* *3* *p*
(What is it,) What is it, re - tur - ning, we hope to

A II. *pp* *sempre pp* *3* *p*
(What is it,) What is it, re - tur - ning, we hope to

B

T I. *sempre pp* *3* *p*
is it,) What is it, re - tur - ning, hope to

T II. *pp* *sempre pp* *3* *p*
(What is it,) What is it, re - tur - ning, hope to

B I. *pp* *3* *p*
What is it, re - tur - ning,

B II. *pp* *3* *p*
What is it, re - tur - ning,

C

S.I. $\frac{7}{2}$ $\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{2}{2}$ $\frac{3}{4}$

S.II. $\frac{7}{2}$ $\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{2}{2}$ $\frac{3}{4}$

A.I. $\frac{7}{2}$ $\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{2}{2}$ $\frac{3}{4}$

A.II. $\frac{7}{2}$ $\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{2}{2}$ $\frac{3}{4}$

T.I. $\frac{8}{2}$ $\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{2}{2}$ $\frac{3}{4}$

T.II. $\frac{8}{2}$ $\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{2}{2}$ $\frac{3}{4}$

B.I. - $\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{2}{2}$ $\frac{3}{4}$

B.II. - $\frac{2}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{2}{2}$ $\frac{3}{4}$

D

S I.

- der a - no - ther sky _____ that seemed as large as life _____

E

S II.

- der a - no - ther sky _____ that seemed as large as life _____

A I.

un - der a - no - ther, a - no - ther sky _____ large as life _____

A II.

un - der a - no - ther, a - no - ther sky _____ large as life _____

D

T I.

sempr
- der a - no - ther, sky _____ large as life _____

T II.

sempr
- der a - no - ther, sky _____ large as life _____

B I.

mf
large as life _____

B II.

mf
large as life _____

(loud enough to be heard above the lower voices but not to override them)

F **G**

haunting

17

mp

S I.

S II.

A I.

A II.

T I.

T II.

B I.

B II.

— (ah,____ a - ah____ a - a - a - 5 —)

— (Will the child be born in - tact and safe? Take up its place in this best of worlds;____)

— (Will the child be born in - tact and safe? Take up its place in this best of worlds;____)

— (Will the child be born in - tact and safe? Take up its place in this best of worlds;____)

— (Will the child be born in - tact and safe? Take up its place in this best of worlds;____)

— (Will the child be born in - tact and safe? Take up its place in this best of worlds;____)

21

S I. **H** **I** *pp*

S II. *mp*

A I. *mp*

A II. *p*

T I. **H** **I**

T II.

B I.

B II.

- ah, _____ a - ah) _____

sleep in the same bed, _____

— in - he-rit the earth, _____ sleep in the same bed, _____

— in - he-rit the earth, _____ sleep. _____ sleep, _____

in - he-rit the earth, _____

— in - he-rit the earth, _____

— in - he-rit the earth, _____

in - he-rit the earth, _____

27 **J**

S I. $\begin{array}{c} \text{The wide ho - ri -} \\ \text{sleep, } \text{sleep?)} \end{array}$

S II. $\begin{array}{c} \text{The wide ho - ri -zon, calm sea, } \\ \text{sleep, } \text{sleep?)} \end{array}$

A I. $\begin{array}{c} \text{The wide ho - ri -zon, calm sea, } \\ \text{sleep, } \text{sleep?)} \end{array}$

A II. $\begin{array}{c} \text{sleep?)} \\ \text{The wide ho - ri -zon, calm sea, } \end{array}$

K

T I. $\begin{array}{c} \text{The wide ho - ri -zon, calm sea, } \\ \text{sleep, } \text{sleep?)} \end{array}$

T II.

B I.

B II.

L

32

S I. - zon po - hu - tu - ka wa ca-no - py - ing

S II. — the green and red of po-hu-tu-ka - wa ca-no-py-ing the whole of

A I. — the green and red of po-hu-tu-ka - wa ca-no-py-ing the whole of

A II. - po - hu - tu - ka wa ca-no - py - ing

T I. 8 — the green and red of po-hu-tu-ka - wa ca-no - py - ing the whole of

T II. 8 the green and red of po-hu-tu-ka - wa ca-no - py - ing the whole of

B I. - po - hu - tu - ka wa ca-no - py - ing the whole of

B II. - po - hu - tu - ka wa ca-no - py - ing the whole of