

TWO IMMIGRANTS



FOR SATB CHOIR, CELLO, AND PIANO

MUSIC BY JENNI BRANDON

POEM BY MAYA PORCELLI



JENNI BRANDON
— MUSIC —

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A Great American Love Story
Poem by Maya Porcelli

Two immigrants
Came together
Hoping to create a mosaic
Out of broken glass.
There were borders
Running through them,
As natural as the
Veins running through
Their bodies.

They were
Ill-fitting puzzle pieces,
Stuck between oil and water.
They promised their mothers
They would not forget her,
So they spoke the language
She taught them
In hushed whispers,

Two immigrants
Came together;
Trying to feel less
Homesick.
Home is where the heart is
And they thought
That their hearts
Were far from them,
Stuck to the gates of
Ellis Island.

They wept in
Each other's arms
Under the smog-covered moon
For their lost
Brothers and sisters,

So they created
Makeshift hearts
From yellowed picture albums
And music sheets.

Two immigrants
Came together
And made each other
Their home.

Two Immigrants tells the story of two young immigrants who come to America from a different land. They seek out what many immigrants did in coming to America – a chance to build a life, grow a career and family, and live the American dream. This poem by Maya Porcelli, a student at California School of the Arts – San Gabriel, is inspired by the family story of Dr. Michael J. Patzakakis and Susan Giorkaris Patzakakis, whose families came through Ellis Island early in the 20th century. This poem beautifully tells of what their parents left behind, but in coming together they created a new story of love, family, and hope, and so many opportunities for their children and grandchildren. I think it captures not only a beautiful tribute to their family and Greek heritage, but tells the story of the spirit and harmony of many immigrants who came to America's shores from another country.

The music moves through light and darkness as the immigrants are faced with heartache and loss. The cello adds a deep, resonant voice of the immigrant as they search for their footing in the rocky terrain of a new language, new experiences, and new emotions. The choir explores these emotions, supported by the piano's often forward movement like that of a large ship crossing the ocean on its way to Ellis Island. The work ends with a feeling of hope as the immigrants create a new life in this new land.

It is truly an honor to write this work to celebrate the life and honor the family of Dr. and Mrs. Patzakakis, and to have the California School of the Arts – San Gabriel Valley Choir under the direction of Ryan Brown give the world premiere. A big thank you to Theresa Patzakakis for supporting the creation of this work in honor of her parents, and to Katherine Powers, director of the Vocal Arts Department of CSArts-SGV.



JENNI BRANDON
— MUSIC —

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Dedicated with love and gratitude to Dr. Michael and Susan Patzakis and in tribute
to our ancestors whose hopes and dreams continue to inspire us.
From your children and grandchildren.

Two Immigrants

For SATB, Cello, and Piano

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♩.=69 with passion

Violoncello

mf

♩.=69 with passion

Piano

5 *rall.* **6** *a tempo*

mf

Two im - mi - grants came to - geth - er.

mf

Two im - mi - grants came to - geth - er

mf

Two im - mi - grants came to geth - er

mf

Two im - mi - grants came to - geth - er

mp

rall. **6** *a tempo*

mp

9

Hop - ing to cre - ate a mo - sa - ic out of bro - ken glass, — bro - ken

hop - ing to cre - ate a mo - sa - ic out of bro - ken glass, bro - ken

hop - ing to cre - ate a mo - sa - ic out of bro - ken glass,

hop - ing to cre - ate a mo - sa - ic out of bro - ken glass,

13

15

slowing, with freedom

glass. There were bor - ders run - ning through them, as nat' ral as — the

glass. — There were bor - ders run - ning through them, As nat' ral as — the

glass, — Bor - ders run - ning through them, as nat' ral as — the

glass, — Bor - ders run - ning through them, as nat' ral as — the

slowing, with freedom

19 *a tempo*

18

p veins run-ning through their bod - ies.

p veins run-ning through their bod - ies.

p veins run - ing through their bod - ies.

p veins run-ning through their bod - ies.

p *mf* 2 2 2

19 *a tempo*

p *mf* 8^{va}

22

24 *mp*

mp *espressivo*

They were ill-fit-ting puz-zle piec-es,

They were ill-fit-ting puz - zle piec-es, stuck be-tween oil and wa-ter.

mp

They were puz - zle piec-es,

mp

They were puz - zle piec-es,

p

24 *p*

27 **rit.**

They prom-ised their moth-ers they would not for - get her, for-get her.

They prom-ised their moth-ers they would not for - get her, for-get her.

31 slower, reflective **with forward motion** **rit.**

mp So they spoke the lan-guage she taught them_ in hushed_ whis - pers, in hushed_ whis - pers, in

mp So they spoke the lan-guage she taught them_ in hushed_ whis - pers, in hushed_ whis - pers, in

p In hushed_ whis - pers, in

p In hushed_ whis - pers, in

31 slower, reflective **with forward motion** **rit.**

35 *mp* **36** *a tempo* *p* *rit.*

whis - pers,

whis - pers,

whis - pers.

whis - pers,

p *a tempo* *mf* *rit.*

36 *a tempo*

39 *mf* *a tempo*

Two im - mi - grants came to -

Two im - mi - grants came to -

Two im - mi - grants came to -

Two im - mi - grants came to -

f *freely* *mf* *a tempo*

40 *a tempo*

f *mf*

40 *a tempo*

42

geth - er; try - ing to feel less home - sick.

46

47 *mp* Home is where the heart is And they thought that their hearts were far from

47 *mp* Home, heart is And their hearts were far from

47 *mp* Home, heart is And their hearts were far from

47 *mp*

50 *f* **with freedom, reflective** *mp* $\text{♩} = 60$

them, Stuck to the gates of El - lis Is - land.

them, They

them, They

them, They

f 2 2 **with freedom, reflective** $\text{♩} = 60$ *pp*

54 *p* *mf* *mp* *p* 3

They wept in each oth - er's arms un - der the smog - cov - ered moon

wept in each oth - er's arms un - der the smog cov - ered

wept in each oth - er's arms, un - der the smog cov - ered

wept in each oth - er's arms,

54

for their lost _____ bro - thers a

rit.

65 $\text{♩} = 69$
with hope

mp

So they

mp

So they

rit. 65 $\text{♩} = 69$ *with hope* *mp*

So they

mp

So they

rit. *p* 65 $\text{♩} = 69$ *with hope*

67

make-shift hearts from yel-lowed pic-ture al - bums. And

make-shift hearts from yel-lowed pic-ture al - bums And

make-shift hearts from yel-lowed pic-ture al - bums.

make-shift hearts from yel-lowed pic-ture al - bums.

71

73 *with joy*

mu - sic sheets,

mu - sic sheets

And mu - sic sheets.

And mu - sic sheets.

73 *with joy*

73 *with joy*

75 rit. *mf* Two im - mi -

mf Two im - mi -

mf Two im - mi -

mf Two im - mi -

freely

78 a tempo *mf*

79 molto rit. grants came to - geth - er. And made their

grants came to - geth - er And made each oth - er their

grants came to - geth - er And made each oth - er their

grants came to - geth - er And made their

molto rit.

83 **a tempo** **f** **molto rit.**

home. _____

home. _____

home. _____

home. _____

f **a tempo** **molto rit.**

f

Violoncello

Two Immigrants

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$\text{♩} = 69$ *with passion*

mf

5 *rall.* 6 *a tempo*

mp

10 *f*

15 *slowing, with freedom* 19 *a tempo*

p *mf*

22 24

p

29 *rit.* 31 *slower, reflective*

f *p*

33 *with forward motion* *rit.*

The score is written for a single cello part. It begins in the bass clef with a key signature of one flat (Bb) and a 12/8 time signature. The first line of music (measures 1-4) is marked *mf* and *with passion*. The second line (measures 5-8) starts with a *rall.* marking and a box containing the number 6, followed by *a tempo*. The third line (measures 9-12) is marked *f*. The fourth line (measures 13-16) includes a box with 15, a *slowing, with freedom* marking, and a box with 19 followed by *a tempo*. The fifth line (measures 17-20) is marked *p* and *mf*. The sixth line (measures 21-24) is marked *p*. The seventh line (measures 25-28) is marked *rit.* and *f*. The eighth line (measures 29-32) is marked *slower, reflective* and *p*. The ninth line (measures 33-36) is marked *with forward motion* and *rit.*. The score ends with a double bar line and a final 12/8 time signature.

36 *a tempo* *rit.* *freely*

p *mf* *f*

40 *a tempo*

mf

45 47

mp *f* 2

51 *with freedom, reflective* $\text{♩} = 60$ 54 3

63 *rit.* 65 $\text{♩} = 69$ *with hope* *p* 2 2

70 73 *with joy* *mf* 2 *f*

75 *rit.* *freely*

78 *a tempo* *molto rit.* *mf*

83 *a tempo* *molto rit.* *f*