Spring 4-22-2015

Suite For The Forgotten

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Suite For The Forgotten

by

Masayoshi Ishikawa

A Doctoral Document

Presented to the Faculty of
The Graduate College at the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Musical Arts

Major: Music

Under the Supervision of Professor Eric Richards

Lincoln, Nebraska

April, 2015
Suite For The Forgotten
Masayoshi Ishikawa, D.M.A.
University of Nebraska, 2015

Advisor: Eric Richards

Suite For The Forgotten is an original composition that is dedicated to people who are currently living in Fukushima and its surrounding areas. The piece is comprised of three movements (“I. Grief and Wrath,” “II. Wasururuka,” “III. A Song for Children.”) The tragic Great East Earth Quake and tsunami occurred in Japan March 11, 2011. The disaster not only took thousands people’s lives away but also caused Fukushima Daiichi nuclear power plant meltdown.

Due to high radioactive leakage from the plants, thousands of people had to leave their hometowns. It has been said that some of those areas that have been contaminated by radiation will not be safe for habitation for the next fifty to a hundred years. There was also a report that the children’s thyroid tumor ratio in Fukushima has gone up three hundred times higher than normal (Pantsios, 2015). More than 230,000 people are still living in temporary housing and many of them have been struggling with their inconvenient living environment (Sink, 2015).

Since the earth quake in 2011, the total number of stress related deaths has reached to 1,660 in Fukushima. This number has exceeded the total death toll of 1,607 people who were directly killed by the earthquake and tsunami in Fukushima (Tabuchi, 2014).

There issues are only some of the obstacles Fukushima has been facing. Even though Fukushima has been going through those on-going issues, I feel that they have been forgotten by the world. My hope is to raise awareness of severe hardship Fukushima will continue to confront.
The first movement, *Grief and Wrath*, focuses on feelings of people in Fukushima who have been struggling with various problems caused by radiation leakage. The second movement, *Wasururuka*, reflects my own sincere sympathy toward this incident. *Wasururuka* means “Have you forgotten?” in Japanese. In this piece, I have applied an old Japanese poem included in *Kanginshu*, a collection of Japanese songs and ballads written about five hundred years ago. The final movement, *A Song for Children*, represents children in Fukushima who have been facing these extremely tough situations, yet have fountain of energy that gives us a light of hope for the future.
DEDICATION

As I started researching the situation in Fukushima on the Internet June 2014, I discovered one documentary film that focuses on health impact, particularly on children living in Fukushima. The film is called A2-B-C and it is directed by Ian Thomas Ash, an American film maker who has been living in Japan for decades. While communicating with Mr. Ash via several e-mails, he was gracious enough to share his film with me. I can’t thank Ian enough for sharing his film and valuable information that became significant insight and inspiration for me to craft my composition.
ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to all the committee members: Dr. Eric Richards, Dr. Paul Haar, Dr. Stanley Kleppinger and Dr. Rumiko Handa. I would especially like to acknowledge my supervisory committee chair, Dr. Eric Richards, for his continuous mentorship and encouragement as well as his artistic musical insight. I would also like to thank Professor Chuck Owen for his musical guidance on my compositional study.

Throughout the twelve-year of my musical study in the United States, I have lived in four different states (Washington, Colorado, Florida and Nebraska.) I would like to recognize all of the continuous support from my friends and colleagues from each state. Special thanks to Debby Taylor, Paul Haydock, Mary Turner, Dr. Mai Butler and Cynthia Shlaer for their incredible friendships over the years.

Lastly huge gratitude must be given to my parents, Kataru and Kiyoko Ishikawa for their tremendous support and faith for the success of my musical endeavor.
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Suite For The Forgotten

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I. Grief and Wrath

**Instrumentation**

Reed I (Flute, Alto Sax, Soprano Sax)
Reed II (Flute, Alto Sax)
Reed III (Clarinet, Tenor Sax)
Reed IV (Bass Clarinet, Baritone Sax)

Trumpet1/Flugelhorn1
Trumpet2/Flugelhorn2
Trumpet3/Flugelhorn3

Trombone1
Trombone2
Bass Trombone
Horn

String Quartet

Piano
Guitar
Bass
Drum Set
Suite For The Forgotten
I. Grief and Wrath

\( \frac{\text{strings}}{} \text{Flute} \)

\( \frac{\text{Reed 1}}{\text{Reed 2}} \text{Flute} \)

\( \text{Reed 3} \text{Clarinet} \)

\( \text{Reed 4} \text{Bass clarinet} \)

\( \text{Trumpet 1} \text{Flugelhorn} \)

\( \text{Trumpet 2} \text{Flugelhorn} \)

\( \text{Trumpet 3} \text{Flugelhorn} \)

\( \text{Horn in F} \text{Bucket Mute} \)

\( \text{Trombone 1} \text{Bucket Mute} \)

\( \text{Trombone 2} \text{Bucket Mute} \)

\( \text{Bass Trombone} \)

\( \text{Violin 1} \text{mp legato} \)

\( \text{Violin 2} \text{mp legato} \)

\( \text{Cello 1} \text{mp legato} \)

\( \text{Cello 2} \text{mp} \)

\( \text{Guitar} \)

\( \text{Piano} \text{Rubato expressivo} \)

\( \text{Acoustic Bass} \)

\( \text{Drums} \)

\( \text{\( \frac{\text{\&\&}}{} \)} \)}
piano solo comes in
half pedal: quarter note=104 gradually rit. while descending
let it ring
G | bass/drums join

To sticks: Quick!
M ECM feel: sorrowfully
ensemble comes in

soprano sax

flugel
flugel horn solo

Q=124

solo on F# Aeolian:
start sparsely but expressive

Em9: Aeolian
Em Aeolian: play similar groove

play similar groove
String comes in
FF piano comes in

wrathfully

to mallet

to pizz
Strings: glissando freely within given range; pay attention to dynamics

Solo on F Locrian: start sparsely using lower register. Add A natural in the scale as passing tone

w/over drive

stems exclusively tom-tom
gradual ensemble build

clear emphasis on accents!

subito, p  mp  mf  p  mp  mf

subito, p  mp  mf  p  mp  mf

subito, p  mp  mf  p  mp  mf
piano comes in
strings come in
Fill in set up for the new tempo
piano solo rubato melody

prepare over drive

keep holding without pedal
Bari. Sax.

Sop. Sax.

Alto Sax.

Ten. Sax.

Bar. Sax.

Tpt. 1

Tpt. 2

Vln. 1

Vln. 2

Vc.

J. Gtr.

Pno.

A. Bass

Dr.

Staggered breath w/bari sax

Staggered breath w/tenor sax

Staggered breath w/trb 2

Mainly color w/cymbals

Hit lower sound board for cluster effect and let it feed back

On cue

\( \text{MMM on cue} \)
II. Wasururuka

**Instrumentation**

Voice

Piano
Suite For The Forgotten

II. Wasururuka

\( \text{\( \frac{1}{2} \)} = 58: \text{peacefully} \)

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II. wasururuka

**B**

*a tempo*

**rit.**

*a tempo*

**C**

*solo starts: lyrical/elaborating melody*

**D**

*A₄maj(♯11) E₅maj/G♯ A₅maj(♯11) A₅⁰9

Dmaj(♯11) A₄maj/C♯ C₄maj G₅/B B₅maj E₅(sus²)/G D(sus⁴) D₅(sus⁴)*
E
Bmaj7(#11) Gmaj7/Bb Bmaj7(#11) Bbm11

F#m11 B(sus4)b9 E9

end solo w/clear harmonic tonicization

F
\( \text{\( \downarrow \)} = 72: \text{lightly} \)

G
45
\( \text{\( \uparrow \)} = \text{\( \downarrow \)} \)
II. wasururuka

 Voice comes in

 Tempo rubato: expressively

 Solo voice

 Piano ending

 Rit.
III. A Song For Children

Instrumentation

Reed I (Flute, Alto Sax, Soprano Sax)
Reed II (Flute, Alto Sax)
Reed III (Clarinet, Tenor Sax)
Reed IV (Bass Clarinet, Baritone Sax)

Trumpet1/Flugelhorn1
Trumpet2/Flugelhorn2
Trumpet3/Flugelhorn3

Trombone1
Trombone2
Bass Trombone
Horn

String Quartet

Piano
Guitar
Bass
Drum Set
Suite For The Forgotten
III. A Song For Children

\( \text{\textcopyright Masayoshi Ishikawa 2015} \)
III. A Song For Children

Tbn. 1

A. Bass

B. Tbn.

Flug. 2

Flug. 1

Fl.

Vln. 2

Vln. 1

J. Gtr.

B. Cl.

Hn.

Vc.

Pno.

Tpt.

Tbn. 1

Tbn. 2

B. Tbn.

peacefully

few cymbal colors

to mallet: quick!

to sticks: quick!

brushes

cymbal colors-----

pace...
III. A Song For Children

Sop. Sax.

Alto Sax.

Ten. Sax.

Bar. Sax.

Tpt.

Flug. 1

Flug. 2

Hn.

Tbn. 1

Tbn. 2

B. Tbn.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

Pno.

A. Bass

Dr.

\[=230: \text{straight 8th}\]

\text{piano comes in}

\text{to soprano sax}

\text{to alto sax}

\text{to tenor sax}

\text{to baritone sax}

\text{open}

\text{open}

\text{open}

\text{solo}
bass/drums join

J. Gtr.

Pno.

A. Bass

Dr.
III. A Song For Children
III. A Song For Children
III. A Song For Children

Sop. Sax.

Alto Sax.

Ten. Sax.

Bar. Sax.

Tpt.

Flug. 1

Flug. 2

Hn.

Tbn. 1

Tbn. 2

B. Tbn.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

Pno.

A. Bass

Dr.
III. A Song For Children

Sop. Sax.

Alto Sax.

Ten. Sax.

Bari. Sax.

Tpt.

Flug. 1

Flug. 2

Hn.

Tbn. 1

Tbn. 2

B. Tbn.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

Pho.

A. Bass

Dr.
III. A Song For Children
III. A Song For Children
III. A Song For Children

Sop. Sax.

Alto Sax.

Ten. Sax.

Bari. Sax.

Tp.

Flug. 1

Flug. 2

Hn.

Tbn. 1

Tbn. 2

A. Bass

Dr.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

Pno.

pp

gradual build

\[\text{gradual build} \]
back to groove: ensemble building
III. A Song For Children

Baritone saxophone (Bari. Sax.)

Soprano saxophone (Sop. Sax.)

Alto saxophone (Alto Sax.)

Tenor saxophone (Ten. Sax.)

Trombone (Trp.)

Flugelhorn (Flug. 1)

Flugelhorn (Flug. 2)

Horn (Hn.)

Tuba (Tbn. 1)

Tuba (Tbn. 2)

Bass tuba (B. Tbn.)

Violin (Vln. 1)

Violin (Vln. 2)

Viola (Vc.)

Violoncello (Vc.)

Jazz guitar (J. Gtr.)

Piano (Pno.)

Double bass (A. Bass)

Drums (Dr.)

Soprano solo

B major (V Gmaj7(#11))

B minor 9 (Bm9)

A minor 7 (Am7)

A minor 9 (Am9)

Piano comp

Piano comp: begin sparsely
III. A Song For Children

Sop. Sax.  
Alto Sax.  
Ten. Sax.  
Bari. Sax.  
Tpt.  
Flug. 1  
Flug. 2  
Hn.  
Tbn. 1  
Tbn. 2  
B. Tbn.  
Vln. 1  
Vln. 2  
Vc.  
Vc.  
J. Gtr.  
Pno.  
A. Bass  
Dr.
III. A Song For Children

Sop. Sax.
Alto Sax.
Ten. Sax.
Bar. Sax.
Tpt.
Flug. 1
Flug. 2
Hn.
Tbn. 1
Tbn. 2
B. Tbn.
Vln. 1
Vln. 2
Vc.
J. Gtr.
Pno.
A. Bass
Dr.
III. A Song For Children
III. A Song For Children

Sop. Sax.
Alto Sax.
Ten. Sax.
Bari. Sax.
Tpt.
Flug. 1
Flug. 2
Hn.
Tbn. 1
Tbn. 2
B. Tbn.
Vln. 1
Vln. 2
Vc.
Vc.
J. Gtr.
Pno.
A. Bass
Dr.
III. A Song For Children

Sop. Sax.

Alto Sax.

Ten. Sax.

Bari. Sax.

Tpt.

Flug. 1

Flug. 2

Hn.

Tbn. 1

Tbn. 2

B. Tbn.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

Pno.

A. Bass

Dr.
III. A Song For Children
III. A Song For Children

Sop. Sax.
Alto Sax.
Ten. Sax.
Bari. Sax.
Tpt.
Flug. 1
Flug. 2
Hn.
Tbn. 1
Tbn. 2
B. Tbn.
Vln. 1
Vln. 2
Vc.
Vc.
J. Gtr.
Pno.
A. Bass
Dr.

lead w/violin
mp

AŒ7(#11)
GŒ7(#11)
D/B"¨
G%/B
F/A
AŒ7/C©
GŒ7(#11)
GŒ7(#11)
AŒ7/C©
<table>
<thead>
<tr>
<th>Instrument</th>
<th>Pitch</th>
<th>G#/E</th>
<th>F’salt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sop. Sax.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alto Sax.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ten. Sax.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bari. Sax.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tpt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flug. 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Flug. 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hn.</td>
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<tr>
<td>Tbn. 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tbn. 2</td>
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<td></td>
<td></td>
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<tr>
<td>B. Tbn.</td>
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<tr>
<td>Vln. 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Vln. 2</td>
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<tr>
<td>Vc.</td>
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<tr>
<td>Vc.</td>
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<td></td>
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<tr>
<td>J. Gtr.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pno.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Bass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr.</td>
<td></td>
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</tr>
</tbody>
</table>
III. A Song For Children

mainly snare/tom-tom: clear emphasis on dynamics

sax melody

alto sax

saxes: strong accents on grace notes
III. A Song For Children
III. A Song For Children

PP trombone solo

to flute

to flute

to clarinet

to bass clarinet

to flugelhorn

to flugelhorn

to flugelhorn

solo starts: lyrical

A\text{maj7}/G\sharp

\text{Cmaj7/B}

Bmin7/A

A\text{maj7}/G

A\text{maj7}/G\sharp

bucket mute

bucket mute

guitar comp:normal

done over-drive

A\text{maj7}/G\sharp

\text{Cmaj7/B}

Bmin7/A

A\text{maj7}/G

A\text{maj7}/G\sharp

guitar comp

sample rhythm: straight 8th w/bit swing
III. A Song For Children

3 times total

H.

Fl.

Cl.

B. Cl.

Tpt.

Flug.

Flug.

Hn.

Tbn. 1

Tbn. 2

B. Tbn.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

Pno.

A. Bass

Dr.

sample bass line

A major/B

C major/B

B major/A

A major/G

A major/G#

D major

sample rhythm

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major

A major/G

C major/B

B major/A

A major/G

A major/G#

D major
ensemble builds

bring out

bucket

fill in------
III. A Song For Children
gradually wrap up

10 baritone sax
ensemble winds down

II.

Fl.

Cl.

Bar. Sax.

Tpt.

to trumpet

to trumpet

Hn.

Ab major pentatonic:
lyrical and sparse

Tbn. 1

Tbn. 2

B. Tbn.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

Pno.

A. Bass

cymbal colors
cymbal colors
cymbal colors
cymbal colors

cymbal colors

cymbal colors
III. A Song For Children

Z Z Z rubato piano solo

Fl.

Fl.

Cl.

Bar. Sax.

Tpt.

Tpt.

Tpt.

Hn.

Tbn. 1

Tbn. 2

B. Tbn.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

[piano solo: tempo rubato]

Pno.

A. Bass

Dr.

peacefully

rit. piano closing
A Song For Children

ensemble comes in

Cymbal color

mf

Cut Time: energy!
III. A Song For Children

Alto Sax.

Ten. Sax.

Bari. Sax.

Tpt.

Tbn. 2

Vln. 1

Vln. 2

Vc.

J. Gtr.

Pno.

A. Bass

Dr.

cymbal color----
cymbal color----
III. A Song For Children

CCC \text{trb/hrn comes in}

Alto Sax.

Ten. Sax.

Bari. Sax.

Tpt.

Tbn. 1

Vln. 1

Vln. 2

Vc.

J. Gtr.

Pno.

A. Bss.

Dr.
III. A Song For Children

sax/trp/hrn/guit melody pick up

160

Alto Sax.
Ten. Sax.
Tbn. 1
Tbn. 2
Vln. 1
Vln. 2
Vc.
Vc.
J. Gtr.
Pno.
Tpt.
Hn.
Vc.
Dr.
A. Bass

fill in

mf gracefully

sfzp
gracefully

w/pedal
III. A Song For Children

488

Alto Sax.

[Staff notation]

Tpt.

Tpt.

Tpt.

Hn.

Thn. 1

Thn. 2

B. Tbn.

Vln. 1

Vln. 2

Vc.

Vc.

J. Gtr.

Pho.

A. Bass

Dr.

ensemble gradual build
III. A Song For Children
III. A Song For Children

[Music notation with various instruments and rhythm indications]

Sample rhythm: Bluegrassy feel
III. A Song For Children

Bluegrassy feel: collective solo

F major pentatonic

C major pentatonic

Ab major pentatonic

Play similarly

Ab pentatonic

Bb pentatonic

D major pentatonic

CŒ"Š7

DŒ"Š7

Cmaj7

Bmaj7

AŒmaj7

DŒmaj7

Vln. 1

Vln. 2

Vc.

B. Thn.

Tbn. 2

Tbn. 1

Hs.

Tpt.

Tpt.

Tpt.

Alto Sax.

Alto Sax.

Ten. Sax.

Bari. Sax.

J. Gtr.

Dr.

A. Bass

Pno.

mf

pp p mp mf

as is

pp p mp mf

CŒ"Š7

CŒ"Š7

CŒ"Š7

CŒ"Š7

CŒ"Š7

CŒ"Š7

CŒ"Š7
REFERENCES

Ash, Ian Thomas. “A2-B-C.” Film, A2-B-C Screening Committee, 2013.


