

for David Heyes

bass'z

for 2 or more Double Basses

Daryl Runswick

SECTION A

Section A consists of six staves of music. The first five staves are in treble clef, and the sixth staff is in bass clef. The music features a sequence of notes with various accidentals (sharps and naturals) and some notes marked with a circle above them. The notes are distributed across the staves, creating a complex texture for multiple double basses.

SECTION B

Section B consists of six staves of music. The first staff is in treble clef and includes the instruction *non flag.* The second staff is in treble clef, and the third, fourth, fifth, and sixth staves are in bass clef. The music features a sequence of notes with various accidentals (sharps and naturals) and some notes marked with a circle above them. The notes are distributed across the staves, creating a complex texture for multiple double basses.

SECTION F

gliss. in natural harmonics

SECTION F consists of six staves of musical notation in treble clef. Each staff contains a series of notes with upward-pointing diagonal lines, indicating glissandos. The notes are positioned on the strings of a guitar, with some notes marked with a small circle above them, likely representing natural harmonics. The first staff is labeled "gliss. in natural harmonics".

SECTION G

tr

SECTION G consists of six staves of musical notation in bass clef. The notation includes various chords and melodic lines. The fourth staff begins with a trill, indicated by the "tr" symbol above the first note.

Performance Notes

bass'z can be done by any number of players (even a very large number) except one. The same part is used by all the players.

The piece is written using a version of my 'dot music' notation. In this version:

Each line of music should take approximately 10 seconds. Practice judging this as best you can - do not use watches or metronomes - and adjust your timings during rehearsal. If this is done roughly correctly the piece will last upwards of 8 minutes, depending on the number of players.

Play Section A, then play the other sections in any order, randomly ad lib, choosing the order actually during performance. Move to the next section *attacca*, without pause. When you have finished all the sections, finally play section A again and finish. Each player chooses their own path through the piece.

First player begin. The remaining players come in one after another at intervals of anything from 2 to 10 seconds ad lib. After this do not try to 'stay together' - allow each part to happen as it will. It is *hoped* the players will finish in the same order they began and not too far apart in time: work toward this at rehearsals: but don't hold it as a shibboleth.

Play the written notes using proportional rhythm. Notes closer together should be played faster, those further apart slower, always aiming toward a line that lasts about 10 seconds.

Improvise every other aspect of the music:

- ◆ the lengths of the notes (they can be any length from very short to very long, restricted only by the start of the next note)
- ◆ the dynamics (as loud or soft as you choose)
- ◆ phrasing (*legato*, *staccato* or anything between)
- ◆ accents and articulation (*sforzati*, *tremolandi* etc)
- ◆ gracing (add trills, turns etc ad lib)
- ◆ sound production (*arco*, *pizzicato*, *col legno* etc ad lib)

In Section D conventional quavers (8th notes) with *sforzati* are written: play these events using proportional rhythm as usual, but make each one short and hard with silences between. Other aspects of interpretation can be improvised as above.

Work together. Listen to one another and aim to produce a pleasing group sound at all times. Play off one another - take ideas from one another. OR differ from one another.

You can if you wish, but you need not play the music the same way anyone before you played it.

Do not plan in advance how **bass'z** will be interpreted: that is against the spirit of the piece. Let things happen, and share the enjoyment of this with the audience.

Daryl Runswick
London, 2002