

All the World's a Stage

Frank Ticheli

for performers using only their bodies as instruments

Performance Instructions

- 1) Divide any number of performers into three groups (Group A, B, and C).
- 2) Each group follows the instructions provided in their assigned column (A, B, or C).
- 3) All performers begin at the top of their column (Section 1).
- 4) When conductor holds up two fingers, each group moves down to section 2.
- 5) Option: the conductor may wish to cue groups independently. For example, Group A may be cued to move on to Section 2 before Groups B or C, etc.

	GROUP A	GROUP B	GROUP C
Section 1	Click tongue quietly about once every two seconds. Do not increase speed or volume!	Whistle any pitch <i>quietly</i> . You may whistle a made-up tune, a random pitch, or glissando between pitches.	Slap hands on lap at random and varied speed...
Section 2	Remain silent!	Loudly whisper the following letters, in short bursts of sound: P K T ...in any order with one or two seconds of silence between each letter...	Loudly make the sound, "Shhhhh..." for as long as one breath will allow...
Section 3 <i>(Gets louder and louder!)</i>	Stomp feet on ground quietly at first; then gradually increase speed and volume!	Click tongue quietly about once every two seconds at first; gradually click tongue louder, more rapidly!	Cough quietly once every two seconds at first; then, gradually increase frequency and volume of coughing!
Section 4	Snap fingers of both hands at rapid speed; gradually fade out to silence!	Imitate the sound of a gentle breeze blowing through the trees... Fade to silence...	Whisper (unvoiced!) the words below from Shakespeare, slowly and in any order: <i>"All the world's a stage, and all the men and women merely players."</i>

Discussion

1. What did you like about the piece? What did you dislike? Why?
2. The work reaches a climax in Section 3, then slowly dies away in Section 4. Discuss this. Is the form satisfying? Why or why not?
3. What was successful about your performance? What didn't work so well and why?
4. Could you make changes to improve the composition or your performance of it? For example, could you change dynamics, cut sections, re-order sections, perform it backwards?

Composition Exercise: Compose your own "alternative piece", placing written instructions in the grid below. Sounds could be limited to only those that can be produced by the human voice or body, or may be expanded to include sounds made by pots and pans, cups and glasses, coins, sheets of paper, clay pots, salad bowls, or any other "found" objects. Have fun!

	GROUP A	GROUP B	GROUP C
Section 1			
Section 2			
Section 3			
Section 4			