

Commissioned by the Illinois Music Educators Association District 7 Chorus Division,
and performed by the Festival Choir on November 15, 2008, conducted by Dr. Brad Holmes

Our Dream of Freedom

for SATB Chorus and Piano

Langston Hughes (1902–1967)

Gwyneth Walker

1. Freedom Will Not Come Today

$\text{♩} = 108$

The score is for a piano and SATB chorus. It begins with a piano introduction in 4/4 time, marked with a tempo of 108. The piano part features a series of chords in the right hand and a bass line in the left hand, with a *cresc. poco a poco* marking. Pedal points are indicated below the piano part. The chorus enters at measure 7 with a *cresc.* marking and a *f* dynamic. The vocal parts (Soprano and Tenor/Bass) sing the lyrics: "Free-dom will not come to-day, this year, nor ev-er through com-pro-mise and fear." The piano accompaniment for the chorus is marked *f boldly*. The score concludes with a piano part marked *p* and a final pedal point.

Freedom Will Not Come Today

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15 **B** *mf*

T I have as much right as the oth-er

B *mf*

f **B** *p*

Ped. Ped. Ped. Ped.

19 *f*

T fel-low has to stand on my own feet and own land.

B *f*

f

Ped. Ped.

25 **C** *f boldly*

S A Free-dom will not come to-day this year, nor ev-er through com-pro-mise and fear.

T B *f boldly*

Free-dom will not come to-day this year, nor ev-er through com-pro-mise and fear.

C *p*

p Ped.

30 *poco rit.* **D** Slightly slower, more freely

S Free - dom, _ free - dom, _ I tire so of hear - ing peo - ple

A Free - dom, _ free - dom, _ I tire so of hear - ing peo - ple

T Free - dom, free - dom,

B Free - dom, _ free - dom, _

f

Ped. *Ped.* *Ped.* *Ped.*

35 *mf* *div.* *unis.* *div.* *unis.* *div.*

say, "Let things take their course. To - mor - row is an - oth - er day."

say, "Let things take their course. To - mor - row is an - oth - er day."

I do not need

I do not need

f *mf* *f*

39

unis. f

Tempo I ♩ = 108

I can-not live on to - mor-row's bread. Free - dom, —
 I can-not live on to - mor-row's bread. Free - dom, —
 free-dom when I'm dead. I can-not live on to - mor-row's bread.
 free-dom when I'm dead. I can-not live on to - mor-row's bread.

Tempo I ♩ = 108

(*f*)
 Ped.

43

E

free - dom, — free-dom is a strong —
 — free - dom, — free-dom is a strong —
 (*f*) Free - dom, — free - dom, — a
 (*f*) Free - dom, — free - dom, — a

E

mf
 Ped. Ped.

47 *f*, *mf* *f*, *mf*

seed, a strong seed plant - - ed, a strong seed plant-ed in a

seed, a strong seed plant - - ed, a strong seed plant-ed in a

8 strong seed plant - - ed, a strong seed plant-ed in a

strong seed plant - - ed, a strong seed plant-ed in a

mf *f*, *mf* *f*, *mf*

51 *div. f* *unis.* *rit.* *div.*

great need. I live here, too. I want free-dom just as you. —

div. f *unis.* *rit.* *div.*

great need. I live here, too. I want free-dom just as you. —

8 *div. f* *unis.* *rit.* *div.*

great need. I live here, too. I want free-dom just as you. —

f *rit.*

great need. I live here, too. I want free-dom just as you. —

f *rit.*

8th *loco*

54 *a tempo*
p

unis. *div.*
Free - dom, free - dom, ___

p
Free - dom, free - dom, ___

p
Free - dom, free - dom, ___

p
Free - dom, free - dom, ___

a tempo
mf

p

Ped. Ped.

58 **F**

F

p

Ped. Ped. Ped. Ped.

71 H

wing-ed bird that can-not fly. _____ dreams _____

that can-not fly. Hold fast to dreams, for when dreams

77 *dim. poco a poco* *smoothly*

go _____ life is a bar-ren field fro-zen with snow, fro-zen with snow,

go, life is a bar-ren field fro-zen with snow, fro-zen with snow,

82 *(dim.) rit.* I **Tempo I** ♩ = 108 *p*

fro-zen with snow, fro-zen with snow. _____

(dim.) fro-zen with snow, fro-zen with snow. _____

rit. I **Tempo I** ♩ = 108 *p*

Ped. *Ped.*

86

S

A

T

B

p

Hold fast to

p

Hold fast to

p

Hold fast to

Ped. Ped. Ped.

89

p

Ah, _____ ah, _____

Free-dom is a strong _____

(p)

dreams, hold fast to dreams, hold fast to

(p)

dreams, hold fast to dreams, hold fast to

(p)

dreams, hold fast to dreams, hold fast to

(p)

dreams, hold fast to dreams, hold fast to

J

Ped. Ped. Ped. Ped.

seed plant - ed in a great need, a
 dreams, hold fast to dreams,
 dreams, hold fast to dreams,
 dreams, hold fast to dreams,

mf
 Ped. 3 3 3 Ped. 3 3 3 Ped. 3 3 3

great need. I live here, too.
 hold fast to dreams, I live here, too.
 hold fast to dreams, I live here, too.
 hold fast to dreams, I live here, too.

div. *f* *div.* *f* *div.* *f* *div.*
 Ped. 3 3 3 Ped. 3 3 3 *f* *K*

100 *unis.* *p*

I want free - dom just as you.

unis. *p*

I want free - dom just as you.

unis. *p*

8 I want free - dom just as you.

unis. *p*

I want free - dom just as you.

p *Ped.* *Ped.* *Ped.*

105 *cresc.* *rit.* *div.* *ff*

I want free - dom just as you.

cresc. *div.* *ff*

I want free - dom just as you.

cresc. *ff*

8 I want free - dom just as you.

cresc. *ff*

I want free - dom just as you.

rit. *mf cresc.* *ff*

Ped. *Ped.* *Ped.*

Freedom

Freedom will not come
Today, this year
Nor ever
Through compromise and fear.

I have as much right
As the other fellow has
To stand
On my two feet
And own land.

I tire so of hearing people say,
Let things take their course.
Tomorrow is another day.
I do not need freedom when I'm
dead.
I cannot live on tomorrow's bread.
Freedom
Is a strong seed
Planted
In a great need.
I live here, too.
I want freedom
Just as you.

Dreams

Hold fast to dreams
for if dreams die
life is a broken-winged bird
that cannot fly.

Hold fast to dreams
for when dreams go
life is a barren field
frozen with snow.

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Program Notes

Freedom Will Not Come Today is a forceful song. The piano introduction grows in dynamic intensity leading to the entrance of the chorus, marked *boldly*. "Freedom will not come today, this year, or ever, through compromise and fear." This is a message of asserting one's right to freedom.

Hold Fast to Dreams, in contrast, has a gentle theme. Dreams can be precious and fragile. Thus, florid passages in the piano accompaniment reflect the dreams as they float above us. "Hold fast...for if dreams die, life is a broken-winged bird that cannot fly." At the end of this song a portion of the first song returns to link the dreams to the aspirations of freedom.

—Gwyneth Walker

Gwyneth Walker (b. 1947)

For biographical information about
the composer, please visit her Web site.
<<http://www.gwynethwalker.com>>

GWYNETH WALKER

Our Dream of Freedom

for SATB Chorus and Piano

- | | | | |
|-------------------------------------|----------|---------------------|----------|
| → 1. Freedom Will
Not Come Today | No. 7342 | 3. The Dream Keeper | No. 7343 |
| 2. Hold Fast to Dreams | | 4. Dream of Freedom | No. 7344 |

ECS PUBLISHING



Commissioned by the Hamburg High School Concert Chorale for premiere at the NY State School Music Association Conference,
December 6, 2008, Rochester, NY, Norman Zogaib, conductor

Our Dream of Freedom

for SATB Chorus and Piano

Langston Hughes (1902–1967)

Gwyneth Walker

Introduction*

Freely ♩ = ca. 80

Piano *mf*

(Ped.) _____ with pedal
(stays from previous song when performing the entire set)

4

S (enter unnoticed) *pp* rit.
Hmm, _____

A (enter unnoticed) *pp*
Hmm, _____

T (enter unnoticed) *pp*
Hmm, _____

B (enter unnoticed) *pp*
Hmm, _____

rit.

Ped. Ped. Ped. Ped.

* Use this introduction when performing all four songs as a set.

The Dream Keeper

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3. The Dream Keeper

Slowly, gently ♩ = 92

* *p*

S — Bring me all of your dreams, you dream-ers, bring me all... heart

A *p*
— Bring me all of your dreams, you dream-ers, bring me all of your heart

T *p*
— Bring me all of your dreams, you dream-ers, bring me all of your heart

B *p*
— Bring me all of your dreams, you dream-ers, bring me all of your heart

Slowly, gently ♩ = 92

**

5

mel - o - dies — that I may wrap them in a blue cloud - cloth... _

mel - o - dies — that I may wrap them in a blue cloud - cloth... _

mel - o - dies — that I may wrap them in a blue cloud - cloth... _

mel - o - dies — that I may wrap them in a blue cloud - cloth... _ a - way from the too rough

div.

p

* Optional harmony holding over from the introduction.

**Optional chord holding over from the introduction. Otherwise, re-strike chord to start the song.

9 *rit.*

the fin-gers of the world. _____

the fin-gers of the world. _____

the fin-gers of the world. _____

fin-gers of the world, the fin-gers of the world. _____

rit.

13 **A** Slightly faster ♩ = 100

S *p*

A Ah, _____

T *p*

B Ah, _____

A Slightly faster ♩ = 100

(p)

Ped. _____ *simile*

26 *poco accel.*
gradual cresc. (to C)

dream - ers, bring me all of your dreams, bring me all of your dreams, bring me

all of your dreams, bring me all of your dreams, bring me all of your dreams, bring me

poco accel.
gradual cresc. (to C)

29 *(poco accel.)*
(cresc.)

all of your dreams, bring me all of your dreams, bring me

all of your dreams, bring me all of your dreams, bring me

(poco accel.)
(cresc.)

31 **Faster**
(cresc.)

all of your dreams, bring me all of your dreams, bring me

all of your dreams, bring me all of your dreams, bring me

Faster
(cresc.)

33 *div. (cresc.)* *rit.*

S all of your dreams, bring me all of your... Bring me

A *div. (cresc.)* all of your dreams, bring me all of your dreams.

T *div. (cresc.)* all of your dreams, bring me all of your dreams.

B *div. (cresc.)* all of your dreams, bring me all of your dreams.

(cresc.) *rit.*

35 *a tempo* (♩ = 100) *f*

S all, bring me all, bring me

A *f* Bring me your dreams, you dream - ers, bring me your heart mel - o - dies,

T *f* *unis.* Bring me your dreams, you dream - ers, *div.* bring me your heart mel - o - dies,

B *f* *unis.* Bring me your dreams, you dream - ers, *div.* bring me your heart mel - o - dies,

a tempo (♩ = 100) *f*

8^{va} *8^{vb}*

39

all that I may wrap them in a blue cloud -
 bring me your dreams, you dream - ers, ___ wrap them in a
 bring me your dreams, you dream - ers, ___
 bring me your dreams, you dream - ers, ___

(f)
unis.
div.

8^{va}
Ped.

43

cloth a - way from the too rough fin - gers of the
 blue cloud - cloth a - way from the too rough fin - gers of the
 blue cloud - cloth a - way from the too rough fin - gers of the
 blue cloud - cloth a - way from the too rough fin - gers of the

mf rit.
unis.
mf
(f)
mf
mf
rit.

47 **Slowly**
p

world.
world.
world.
world.

p
p
p
p

Slowly

8va
rapidly
let ring

Ped.

(pedal stays into next song when performing as a set) 2008
3'15"

Program Notes

The Dream Keeper is a prayer for the protection of dreams. "Bring me all of your dreams, you dreamers." The choral writing is often in hymn style, while the arpeggiated piano accompaniment flows around the chorus, perhaps "wrapping" the dreamers in a "blue cloud-cloth" of safety.

—Gwyneth Walker

Gwyneth Walker (b. 1947)

For biographical information about the composer, please visit her Web site.
<<http://www.gwynethwalker.com>>

The Dream Keeper

Bring me all of your dreams,
You dreamers,
Bring me all of your
Heart melodies
That I may wrap them
In a blue cloud-cloth
Away from the too-rough fingers
Of the world.

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4. Dream of Freedom

Quickly ♩ = 144

Piano

p

(Ped.) (pedal remains from previous song)

Ped.

Ped.

The piano introduction consists of four measures in 4/4 time. The right hand plays a series of eighth notes, and the left hand plays a series of quarter notes. The tempo is marked 'Quickly' with a quarter note equal to 144 beats per minute. The key signature has two flats. Pedal markings are present at the beginning and end of the first two measures.

5 [unpitched rhythmic sounds (in the background)]

S (unis.) *p* x x x x

A ta ta ta ta ta ta ta ta ta ta ta ta ta ta

T (unis.) *p* x x x x

B ta ta ta ta ta ta ta ta ta ta ta ta ta ta

Ped. simile

The vocal parts (Soprano, Alto, Tenor, Bass) enter at measure 5 with unpitched rhythmic sounds represented by 'x' marks. The piano accompaniment continues with a similar rhythmic pattern. The piano part includes a 'Ped. simile' marking at the end of the section.

8

A

p ta ta ta ta ta ka ta ta ta

There is a dream in the land with its

A

The vocal parts enter at measure 8 with the lyrics 'There is a dream in the land with its'. The piano accompaniment provides harmonic support. A box labeled 'A' is placed above the vocal line at measure 8 and below the vocal line at measure 9.

Dream of Freedom

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11

ta ka ta ta — ta

back a - gainst the wall. By mud - dled names and

14

ta ka ta ta — ta ta ka ta ta — ta

strange — some - times the dream is called, some - times the dream is

18

ta ka ta ta — ta ta ka ta ta — ta ta ka ta ta — ta

called.

21 **B** *p.*

ta ka ta ta — da da da da — da

There are those who claim — this

24

da da da da — a sin for which we

dream for theirs a - lone — a sin for which we

27 *mf*

know they must a - tone, — they must a - tone, — they must a - tone. —

know they must a - tone, — they must a - tone, — they must a - tone. —

31

p da da da da da da da

p sub.

Dream - ers, dream - ers, dream on...

35

mf cantabile

da da da da da Un - less shared in com - mon like sun - light or like

p

Hmm,

mf

39

p air, the dream will die for lack of sub - stance

mf

air lack of sub - stance

43

an - y - where, an - y - where, an - y - where, an - y - where.

an - y - where, an - y - where, an - y - where, an - y - where.

f

f

46

Dream - ers, dream - ers, dream on.

Dream - ers,

p sub.

p

D

p sub.

50

Dream - ers, dream - ers, dream on.

dream - ers, dream on.

Dream - ers,

mf

mf

D

mf

54 E

p the dream no class or

p sub.

dream - ers... The dream knows no fron - tier or tongue, the dream no class or

E

p sub.

58 *p cresc.*

p cresc.

race. The dream can - not be kept se - cure in an - y one looked, an - y one looked

cresc.

race. The dream can - not be kept se - cure in an - y one looked, an - y one looked

mf

63 F

f place. _____

f place. _____

p sub.

Dream - ers, dream - ers, dream

F

f

p sub.

67 *p*

Dream - ers, dream - ers, dream on. _____

on. _____ Dream - ers, dream - ers, dream

71 *mf* *f* **G** *emphatically*

Dream - ers, dream - ers... This dream to - day em - bat-tled, with its

on. _____ This dream to - day em - bat-tled, with its

emphatically

G

75

back a - gainst the wall - to save the dream for one it must be

back a - gainst the wall - to save the dream for one it must be

79

saved for ALL, saved for ALL —

saved for ALL, saved for ALL —

83 **H** *mf*

Our dream of free - dom, our dream of free - dom, this is

mf

Our dream of free - dom, our dream of

H *mf*

87

our dream of free - dom, this is

free - dom, this is our dream of

5 5 5 5

3 3 3 3

89 *cresc.* *f*

our dream of free - dom. The

cresc. *f*

free - dom, this is our dream. The

I *Slower, very emphatically*

91 *div.* *unis.* *div.* *unis.*

S dream to - day em - bat-tled with its back a - gainst the wall - to

A dream to - day em - bat-tled with its back a - gainst the wall - to

T dream to - day em - bat-tled with its back a - gainst the wall - to

B dream to - day em - bat-tled with its back a - gainst the wall - to

I *Slower, very emphatically*

f

95 *div.* *accel.* *unis.* *div.* *a tempo* (♩ = 144)

save the dream for one it must be saved for ALL, _____

save the dream for one it must be saved for ALL, _____

save the dream for one it must be saved for ALL, _____

save the dream for one it must be saved for ALL, _____

accel. *a tempo* (♩ = 144)

100

ALL, _____ ALL, _____ ALL, _____

ALL, _____ ALL, _____ ALL, _____

ALL, _____ ALL, _____ ALL, _____

ALL, _____ ALL, _____ ALL, _____

a tempo (♩ = 144)

103 **J**

unis. *div.*

Our dream of free - dom! It must be saved for

div.

Our dream of free - dom! It must be saved for

div.

Our dream of free - dom! It must be saved for

Our dream of free - dom! It must be saved for

J

ped. *ped.*

109

rit. unis. *div.*

ALL!

ALL!

ALL!

ALL!

rit.

8^{vb}

Dream of Freedom

There is a dream in the land
With its back against the wall.
By muddled names and strange
Sometimes the dream is called.

There are those who claim
This dream for theirs alone —
A sin for which we know
They must atone.

Unless shared in common
Like sunlight and like air,
The dream will die for lack
Of substance anywhere.

The dream knows no frontier or
tongue,
The dream no class or race.
The dream cannot be kept secure
In any one looked place.

This dream today embattled,
With its back against the wall —
To save the dream for one
It must be saved for ALL —
Our dream of freedom!

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Program Notes

The final song, *Dream of Freedom*, is energetic, with rhythmic sounds coming from the chorus. This song represents the fight for freedom “with its back against the wall.” The dream is described as “embattled,” and the singing is marked *emphatically*. Accents fill the musical score. Interspersed are quiet reminders of “Dreamers, dreamers, dream on.” At the conclusion of the song comes the line, “to save the dream for one it must be saved for all.” Thus, the final chord expands to ten pitches, as “notes for all.”

—Gwyneth Walker

Gwyneth Walker (b. 1947)

For biographical information about
the composer, please visit her Web site.
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