

FORBES CENTER FOR THE PERFORMING ARTS

**JAMES MADISON UNIVERSITY**

School of Music

*presents the senior half recitals of*

**Benjamin Brantley, *guitar***

**Drew Dodson, *baritone***

*with*

**Adam Shenk, *piano***

Tuesday, December 3, 2024

5 pm

Recital Hall



## Program

Ragamuffin

Michael Hedges  
(1953-1997)

Ben Brantley, *guitar*

Si corre dal notaio  
from *Gianni Schicchi*

Giacomo Puccini  
(1891-1953)

*Text:* Giovacchino Forzano

Drew Dodson, *baritone*  
Adam Shenk, *piano*

Birds

John Duarte  
(1919-2004)

- I. Swallows
- II. The Swan

Ben Brantley, *guitar*

Cara pianta co' miei pianti  
from *Apollo e Dafne*

George Frideric Handel  
(1685-1759)

Au bord de la route

Nadia Boulanger  
(1887- 1979)

*Text:* Camille Mauclair

Drew Dodson, *baritone*  
Adam Shenk, *piano*

Short and Suite: Miniatures for Guitar

Ben Brantley  
(b. 2002)

- I. Barcarolle
- II. Country
- III. Nocturne
- IV. Bells
- V. Flabalko

Ben Brantley, *guitar*

## Program - continued

Lieder Eines Fahrenden Gesellen

Gustav Mahler  
(1860-1911)

II. Gieng heut' Morgen über's Feld

III. Ich hab' ein glühend Messer

Drew Dodson, *baritone*  
Adam Shenk, *piano*

Un día de noviembre

Leo Brouwer  
(b. 1939)

Ben Brantley, *guitar*

A Green Lowland of Pianos  
from 3 *Songs*

Samuel Barber  
(1910-1981)  
*Text:* Jerzy Harasymowicz  
*trans.* Czesław Miłosz

Shy One  
from 2 *Songs*

Rebecca Clarke  
(1865-1917)  
*Text:* W.B. Yeats

Drew Dodson, *baritone*  
Adam Shenk, *piano*

Di menor

Guinga  
(b. 1950)

Ben Brantley, *guitar*

If I Didn't Believe in You  
from *The Last Five Years*

Jason Robert Brown  
(b. 1970)

Drew Dodson, *baritone*  
Adam Shenk, *piano*  
Ben Brantley, *guitar*

*This recital is given in partial fulfillment of degree requirements  
for a Bachelor of Music.*

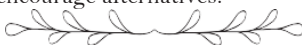
*Ben Brantley is from the studio of Professor Adam Larrabee.*

*Drew Dodson is from the studio of Professor David Newman.*

## JMU School of Music Statement of Community and Belonging

Difference in identity enriches our community, fosters artistic and intellectual growth, and is vital to creating thriving venues for expression in a global world. In addition to welcoming all individuals and perspectives regardless of their race, ethnicity, gender identity, sexual orientation, religion, disability, socio-economic status, or citizenship status, we wish to make the following acknowledgements and affirmations, adapted from Americans for the Arts:

- In the United States, there are systems of power that grant privilege and access unequally such that inequity and injustice result. We resolve to educate ourselves, keep vigilant watch, and act to bring an end to systemic oppression.
- Cultural equity--which embodies values, practices, and policies that ensure all people have access to, and are represented in, the arts--is critical to the sustained engagement of music in society.
- Acknowledging and challenging our inequities and working in partnership is how we will make change happen.
- Everyone deserves equal access to a full, vibrant creative life, which is essential to a healthy and democratic society.
- The prominent presence of musicians in society can challenge inequities and encourage alternatives.



## Music and You How you can make a difference!

Dear Patron,

Thank you for attending today's performance. The JMU School of Music educates the most talented students from around the world to shape the fabric of society. We are ecstatic to return to our stages to showcase the talent and hard work of our students and faculty.

Scholarship contributions help young musicians blossom into mature artists. With your support, we will be able to offer our talented students more financial help in pursuing their goals. If you are interested in supporting our students' passion and dedication, please consider contributing to the Music Scholarship Fund at James Madison University.

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