

DÉPART.

(DEPARTURE.)

(Poésie d'Emile Augier.)

LÉO DELIBES.

Allegro vivo.

PIANO.

f

The piano introduction consists of two staves in 6/8 time. The right hand features a melodic line with eighth and sixteenth notes, while the left hand provides a rhythmic accompaniment with eighth notes and chords. The key signature has two flats (B-flat and E-flat).

dim.

This section continues the piano accompaniment. The right hand has a more active melodic line with slurs and accents. The left hand continues with a steady eighth-note accompaniment. The dynamics shift to *dim.* (diminuendo).

TENOR.

f

Je veux ou - bli - er, ou - bli - er que j'ai
I fain would for - get, for - get this fond lov -

p

The tenor vocal line begins with a forte (*f*) dynamic. The lyrics are written below the notes. The piano accompaniment continues with a piano (*p*) dynamic, featuring a consistent eighth-note accompaniment in the left hand and chords in the right hand.

me: _____ Em - me - nez - moi loin. a - mis, _____ loin - d'i -
ing, _____ Oh! friends, take me far from here; _____ far - from

This section continues the tenor vocal line and piano accompaniment. The lyrics are written below the notes. The piano accompaniment remains consistent with the previous section.

ci, En Es - pa - - - gne, en Flan - - - dre, à
here, E'en to Spain, _____ to Flan - - - ders, to

Na - - ple en Bo - hè - - - - me,
Nap - les, to Bo - he - - - - mi - a.

p Si loin qu'en che - min _____ re - ste mon sou -
p So far that my grief _____ shall all dis - ap -

ci _____ Que re - ste - ra - t - il en moi de moi -
pear _____ What will then re - main of me oft I

Les lon-gues dou - leurs ne sont pas mon lot.
Long sor-row can - not my des - ti - ny be.

Al - lons par pa - ys cou - rir l'a - ven -
We'll seek oth - er climes, ad - ventures ex -

portamento.
tu - - - re, Pour nous se - cou -
cit - - - ing. To quick - en our

er par-tous au ga - lop: _____
puls - es we hence will flee, _____

P

Sans te dire à - - dieu, che - - re - a - tu - -
 I'll ne'er say fare - well, sweet - est maid be - lov - - -

p

a piacere.

re. _____ Car mon cœur fon - drait, fon - drait en sau -
 ed. _____ My heart else would break while weep - ing for

colla voce.

a tempo.

glot!
 thee.

f a tempo.

dim.

p

Molto meno mosso.

p

Nous re - po - se - rons la course as - sou - vi - - - e
We will rest when once our jour-ney's com - plet - - - ed,

The first system of music features a vocal line in the upper staff and a piano accompaniment in the lower staff. The key signature has three flats (B-flat, E-flat, A-flat) and the time signature is 3/4. The tempo is marked 'Molto meno mosso'. The piano part begins with a *p* dynamic and includes several triplet figures in both hands. The vocal line starts with a *p* dynamic and contains lyrics in French and English.

Dans le ser - po - let, le baume et le thym; _____
'Neath the hedge where grows the wild thyme so sweet. _____

The second system continues the vocal and piano parts. The piano accompaniment features prominent triplet patterns in the right hand and sustained chords in the left hand. The vocal line continues with lyrics in French and English, with blank lines for the end of the phrases.

Mais si d'en cueil - lir il me prend en - vi - - - e, Dé - tournez mes
But if I by chance should try some to gath - - - er. Quickly turn a -

The third system shows the vocal line and piano accompaniment. The piano part includes a section marked '15' with a repeat sign, featuring a triplet pattern. The vocal line continues with lyrics in French and English.

doigts d'un fa - tal bu - tin, _____ Car ce fut ain -
side my hand in - dis - creet. _____ Thus it was my

The fourth system concludes the vocal and piano parts. The piano accompaniment continues with triplet figures. The vocal line ends with lyrics in French and English, with blank lines for the end of the phrases.

ad lib. *a tempo.*

si qu'el-le prit ma vi - - - e, Sans en rien sa -
 peace un - wit-ting was tak - - - en, One morn when the

L'istesso tempo.

voir, par un frais ma - tin. J'é-tais à ge -
 air was balm-y and sweet. I was on my

noux par-mi la bru - ye - - - re
 knees a-round me the heath - - - er

Tempo I. Allegro vivo.

a piacere.

Par-tons, mes a-mis, — par-tons, mes a-mis, — j'ai soif — de cou-
 Come, friends, haste a-way, — Come, friends, haste a-way — I long — hence to

colla voce.

a tempo. *f*

rir! _____ Que mon che - val jette au vent sa cri-
 fly. _____ My steed his mane to the breezes is

a tempo. *dim.* *p*

niè - - - - - re, _____ Voy-ons l'ho-ri -
 toss - - - - - ing _____ Be-fore us, be -

zon, _____ devant nous _____ s'ou - vrir, _____ voy-ons l'ho-ri -
 hold! _____ new ho - ri - - zons lie, _____ Be-fore us, be -

zon, _____ devant nous _____ s'ou - vrir. _____
 hold! _____ new ho - ri - - zons lie. _____

cr - scen - do.

Moderato.

ad lib.

Ah! — par-tez sans moi par-tez sans moi par-
 Ah! — leave me be-hind! with-out me go. De-

The first system of music features a vocal line in a single staff with a treble clef and a common time signature. The lyrics are written below the notes. The piano accompaniment consists of two staves (treble and bass clefs) with a grand staff bracket. The piano part begins with a forte piano (*fp*) dynamic and includes various chordal textures and melodic lines.

rall.

tez: l'à-me pri-son - niè-re, Ai-me sa pri - son, — et veut y mou -
 part! for the captive spir-it Loves its prison walls, — and there fain would

The second system continues the vocal line and piano accompaniment. The tempo is marked *rall.* (rallentando). The piano part features a series of chords in the bass line, some marked with a fermata and a double bar line. The lyrics are written below the vocal line.

Tempo I. Allegro.

rir! _____
 die! _____

The third system introduces a new tempo, *Tempo I. Allegro*. The vocal line has two staves with lyrics. The piano accompaniment is more active, featuring a driving bass line with eighth notes and sixteenth notes. The piano part includes a *p* (piano) dynamic marking. The system concludes with a first ending bracket and a fermata.