

we do what we say, then you do what we say, then we do what you say, then you do what you say (2018) James Saunders

two groups of players (one of which may be the audience)
duration is variable

we do what we say, then you do what we say, then we do what you say, then you do what you comprises a set of instructions in different categories which are spoken by one group of players and which govern the actions they make. Gradually the first group give instructions to the second group who respond with actions, before the first group stops and the second group alone give and respond to their own instructions. It is part of the group of connected pieces *things to do*, and may be performed simultaneously with other pieces in the group.

preparation

Agree the performance duration.

Determine the composition of the two groups. They might both be drawn from the pool of performers, or one might involve audience members potentially.

Determine how many actions each player will have in the listed categories. Determine how many instruction words are required (e.g. for 'noise', if a player chooses to use 13 noises, then instruction words 'noise 1, noise 2, ... noise 13' are required, and so on). Determine the maximum number of instruction words needed in each category and prepare a list for each player. Not all the categories or instruction words need to be used.

Players may use any instruments, sound-producing objects, devices or sound processing equipment (digital, analogue, or acoustic). If audience members are involved, either provide them with necessary equipment, or ask them to use sounds they source themselves (e.g. body or vocal sounds). Some preparation time will be needed in this case. Ensure that the instruction words used by the players are practicable for the audience to realise.

If the performance involves audience members, before the performance, the list of instruction words should be made available to them on sheets of paper (not projected). Explain to the audience members what their role is, and how the piece begins and ends. The audience members remain in their seats or normal location during the performance.

performance

The piece has four phases;

1. the players in the first group give and respond to instructions as indicated below. The second group are silent.
2. the players in the first group continue to give and respond to their instructions, and additionally the players in the second group respond to the instructions given by the first group.
3. the players in the second group give and respond to their own instructions. The players in the first group stop giving instructions but respond to the instructions given by the first group.
4. only the players in the second group give and respond to instructions. The first group are now silent.

The duration of each phase is flexible, but should be long enough to register. A new phase is initiated by players changing their roles as indicated. It is likely this will happen gradually, but other players should also move on once they recognize a change is occurring.

The players speak the instruction words at a level audible to the other players, but not so loud as to cover any sounds made by the players. The instruction words may be spoken in any order, with any spacing in time, and may be repeated as required.

When permitted as above, each player responds to all the instructions spoken by realizing the defined actions as soon as possible after they are spoken. If there are too many instructions to follow, players should try to do the best they can to keep up and adopt strategies to cope with the flow of information (buffering, omitting, ignoring...).

noise

any noises may be used
all noises must be as different as possible to each other
duration of each noise is free
noises are sounded using any means following each cue

instruction words: noise 1
 noise 2
 noise 3
 etc.

pitch

any pitches may be used
each pitch must be different
duration of each pitch is free
pitches are sounded using any means following each cue

instruction words: pitch 1
 pitch 2
 pitch 3
 etc.

position

any position may be adopted
all actions involve adopting the respective position
all positions must allow other instructions to be carried out
positions are adopted following each cue and maintained until otherwise instructed

instruction words: position 1
 position 2
 position 3
 etc.

device

any automated devices may be used
all actions involve turning the device on or off
changes to the device state are made following each cue

instruction words: device 1 on
 device 1 off
 device 2 on
 device 2 off
 device 3 on
 device 3 off
 etc.

process

any digital, analogue or acoustic processing of sounds may be used
all actions involve turning the process on or off
changes to the process state are made following each cue

instruction words: process 1 on
 process 1 off
 process 2 on
 process 2 off
 process 3 on
 process 3 off
 etc.

recording

any recordings may be used
all actions involve turning the recording on or off
changes to the recording state are made following each cue

instruction words: recording 1 on
 recording 1 off
 recording 2 on
 recording 2 off
 recording 3 on
 recording 3 off
 etc.