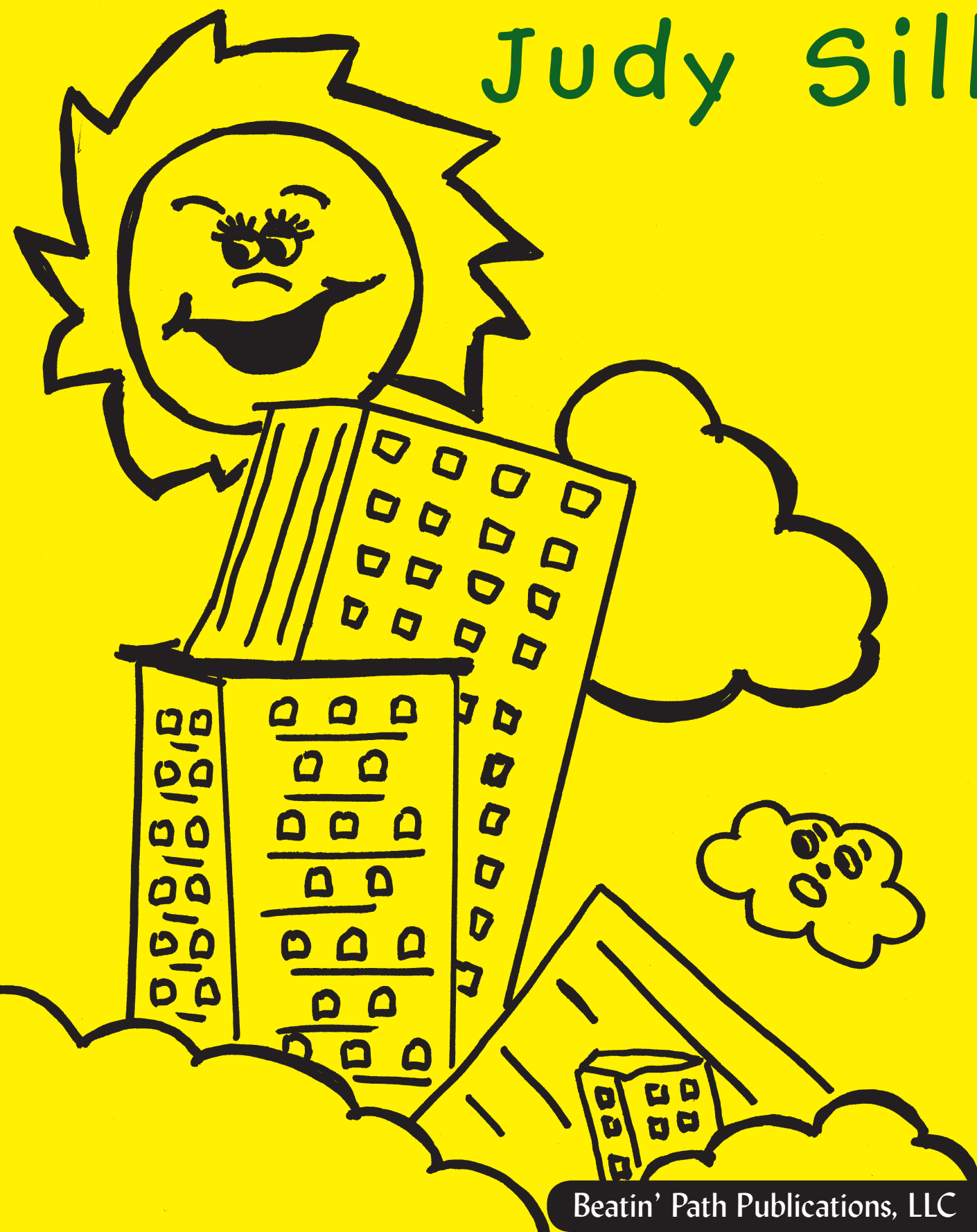


Free Web Songs

Judy Sills



Free Web Songs

by Judy Sills

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(Check Back often for more Free Web Songs!

Eriskay Love Lilt

Scottish Folk Song
arr. Judy Sills

V
SR

When I'm lone - ly, dear white heart, Black the night or wild the

AR

AX
AM

O

BX
BM
CBB

V
SR

sea, By love's light my foot finds the old path - way to thee.

AR

AX
AM

O

BX
BM
CBB

Performance suggestions:

2. Thou'rt the music of my heart
Harp of joy, oh crootch no cree
Moon of guidance by night
Strength and light thou'rt to me.

- 🎺 Introduction: melody line on recorder with instruments (omit AR)
- 🎺 Verse 1 with accompaniment
- 🎺 Interlude: SR and AR with accompaniment
- 🎺 Verse 2 with accompaniment
- 🎺 Coda: AR with accompaniment

Notes:

These songs are free for use in your classroom or to share at presentations or workshops. Please be sure to acknowledge the source of the song or activity and always include the following on each hard copy:

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I suggest that each selection be taught using the following basic format:

- ☛ Present the poem in its totality.
- ☛ Teach the words as suggested.
- ☛ Repeat the text several times using a variety of vocal inflections, dynamics, and tempi until it is secure.
- ☛ Add accompaniment parts one at a time always remembering to

TEACH EVERYTHING TO EVERYBODY.

- ☛ Allow opportunities for creative input from the children.
- ☛ Finish with a final performance.

Brian Boru's March

Celtic /Sills

The first system of musical notation consists of four staves. The top staff is labeled 'SR or AR' and contains a melody in treble clef with a 6/8 time signature. A small asterisk is placed above the third measure of this staff. The second staff is labeled 'G' and contains a guitar accompaniment. The third staff is labeled with a circle symbol and contains a mandolin accompaniment. The bottom staff is labeled 'BX BM' and contains a bass accompaniment. The system concludes with a double bar line.

The second system of musical notation consists of four staves, continuing the piece from the first system. It features the same four parts: SR or AR (melody), G (guitar), a circle symbol (mandolin), and BX BM (bass). The system concludes with a double bar line.

The third system of musical notation consists of four staves, continuing the piece from the second system. It features the same four parts: SR or AR (melody), G (guitar), a circle symbol (mandolin), and BX BM (bass). The system concludes with a double bar line.

*Second time through play these notes an octave higher

SR or AR

G

BX
BM

First system of musical notation, measures 1-3. The SR or AR part has a melodic line with a repeat sign. The G part has a steady eighth-note accompaniment. The BX BM part has a bass line with a repeat sign.

SR or AR

G

BX
BM

Second system of musical notation, measures 4-6. The SR or AR part continues the melodic line. The G part continues the eighth-note accompaniment. The BX BM part continues the bass line.

SR or AR

G

BX
BM

Third system of musical notation, measures 7-9. The SR or AR part concludes the melodic line. The G part concludes the eighth-note accompaniment. The BX BM part concludes the bass line.

Brian Boru's March

PROCESS:

- 🎵 teach A section of melody by rote breaking it down according to motives teach four note pattern then add pick-up
- 🎵 add accompaniment to first half (I-VII)
- 🎵 add colour part
- 🎵 teach B section of melody also by motive using 2nd measure as starting point.
- 🎵 teach counter melody by singing it first then transferring to glockenspiel
- 🎵 add bass part
- 🎵 add percussion on hand drum with mallet (I substituted the conga played with 2 mallets)

DANCE:

- 🎵 FORMATION: two lines of dancers facing forward

🎵 Part A (1)

- 🎵 step is a pas de pas (or polka step) 

R L R L R L

- 🎵 Dancers enter from sides with 8 pas de pas steps finishing in two lines.

🎵 Part B (1) Grapevine step



🎵 PART A (2)

- 🎵 Star formation in fours arms joined in centre - same pas de pas step four measures in circle to right then four measures in circle to left. Dancers straighten into lines in measure 8. (This can be simplified by doing a windmill in partners)

🎵 PART B (2)

- 🎵 Repeat B1
- 🎵 FINAL FORM: A B A B

Autumn

Bulgarian./Sills

Voice (V) staff: Dance lit - tle leaf, dance light - ly; caught in the

Guitar (G) staff: Accompanying melody

Foot Pedals (FC) staff: Pedal markings

Bass (BX), Mandolin (BM), and Cello/Bass (CBB) staff: Bass accompaniment

Voice (V) staff: air so spright - ly. float in the air float

Guitar (G) staff: Accompanying melody

Foot Pedals (FC) staff: Pedal markings

Bass (BX), Mandolin (BM), and Cello/Bass (CBB) staff: Bass accompaniment

Voice (V) staff: all a - round Till you reach the ground.

Guitar (G) staff: Accompanying melody

Foot Pedals (FC) staff: Pedal markings

Bass (BX), Mandolin (BM), and Cello/Bass (CBB) staff: Bass accompaniment

verse 2
 Blow little breeze blow stronger
 Fall cannot last much longer.
 Winter must come the air to fill
 With an icy chill.

verse 3
 Then will the snowflakes light go
 covering the ground so white. So
 Blow little breeze and dance leaf dance
 While you have the chance.

Autumn Leaves

Sills

The musical score is arranged in five staves. The top staff (V) is the vocal line with lyrics: "Red and yel - low orange and brown, Aut-umn leaves are fal - ling down." The second staff (G) is a guitar accompaniment. The third staff (Temple Blocks) features a rhythmic pattern of eighth notes. The fourth staff (BX BM) is a bass line. The fifth staff (Poem) has lyrics: "Swirl-ing, twirl-ing, round and round, the leavves are danc-ing all over the town.—". The score is in 6/8 time with a key signature of one sharp (F#).

PROCESS:

- 🎵 Teach lyrics
- 🎵 Teach melody to song
- 🎵 Combine lyrics and melody
- 🎵 Teach poem
- 🎵 Add movement to poem to symbolize dancing leaves
- 🎵 Add coda - leaves fallind to count of seven

FINAL FORM:

- 🎵 Song twice
- 🎵 Poem twice with movement
- 🎵 Song twice
- 🎵 Coda

Dundai

Israeli / Sills

V

G

AX/AM

BX/BM

Here is a song from Je - ri - cho, It's a mel-o-dy you ought to know.
When you're a - lone and feel - ing blue, just re-peat a lit-tle word or two.

V

G

AX/AM

T. Blks.

BX/BM

Dun - dai, dai dai dai dai, Dun - dai dai, Dun - dai dai dai dai, Dun - dai dai.

Dance

T. Blks.

B.

R L R L R Lkick L Rkick

R L R cl cl L R L cl cl

Dundai - Hebrew folk song in d minor with a I – VII orchestration; AB form

Process:

- ◇ Sing motifs from visual (chart or smart board).
- ◇ Combine motifs to make a melody.
- ◇ Play melody on recorder.
- ◇ Add lyrics.
- ◇ Add orchestration beginning with the bass instruments.
- ◇ Teach dance (follows the AB form of the piece).

Final Form:

- ◇ Song with lyrics and orchestration.
- ◇ Song on recorder with dance (and orchestration).

Motif #1



Motif #2



Motif #3



Manger Boy - Calypso carol in F major with a I – V orchestration; AB form

Process:

- ◇ Teach melody by imitation.
- ◇ Add lyrics (from a visual).
- ◇ Add orchestration beginning with calypso bass.
- ◇ Add AX part teaching vocally first.
- ◇ Add percussion.
- ◇ Combine song and orchestration.

Final Form:

- ◇ Song with orchestration - verses 1 through 3.

Manger Boy

Calypso
arr: Sills

V
Man-ger boy sleep-in' in the hay, — Lit-tle child will be king some day, —

G

AX
AM

X
O

2
//

percussion continues to the end

2
//

BX
BM
CBX

V
Ang-el sing- a song for you, — Glo-ry, glo-ry — Hal-le - lu —

G

AX
AM

BX
BM
CBX

V
Man - ger boy _____ a - sleep while the star is shi - nin' bright,

G

AX
AM

BX
BM
CBX

V
Man - ger boy _____ is born on this ho - ly night!

G

AX
AM

BX
BM
CBX

2. Shepherds came to the stable bare
See the babe in the manger there,
Fall down on the knee to pray
Worship him this holy day.

Chorus:

3. Wisemen came from land afar
Guided by the Eastern star,
Came to see the babe so small
Lying in a lowly stall.

Chorus: