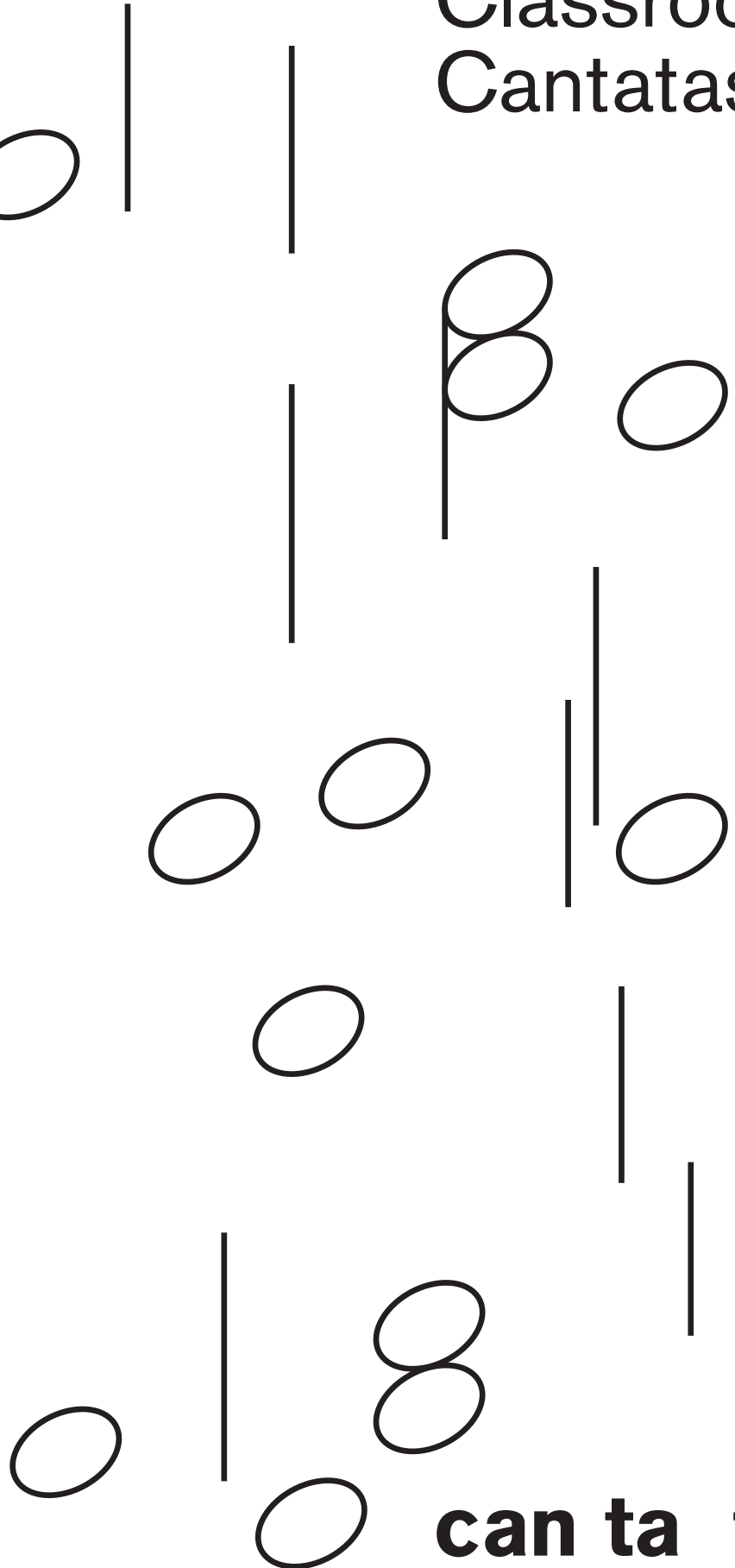


Composed and Performed by
Mission Hill School Classes

Classroom Cantatas

Mission Hill
School

Freedom
Cantata



**can ta ta
singers**

MISSION HILL FREEDOM CANTATA

CHORALE 1: THE BLACKS WERE SOLD INTO SLAVERY

CRISPUS ATTUCKS

THE MASTER AND THE SLAVE

I CAN CHOOSE TO BE A MASTER

HARRIET TUBMAN

RUN, RUN AS FAST AS YOU CAN!

FREE FOREVER (THROUGH MY EYES)

CHORALE 2: THE SLAVES STRUGGLED FOR JUSTICE

Chorale 1: The Blacks Were Sold Into Slavery

Words & Music by Emily's Class
Mission Hill School

Andante (♩ = c. 58)

The blacks were sold in-to Slav-er-ry. They
lived a hor-ri-ble life. — They sang and danced to ease the pain. And
Some-how they sur - vived. — And some-how they sur - vived. —

legato *mp* *p.* *p.* *p.* *p.*

poco rall. e dim.

Crispus Attucks

Words & Music by Ben, Gia, Glennon,
Leroy, Michael C. & Maya,
Mission Hill School

Allegro (♩ = 120)

Cris- pus At- tucks was a

The first system of musical notation for the piece. It consists of a vocal line and a piano accompaniment. The vocal line is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The piano accompaniment is in grand staff (treble and bass clefs) with the same key signature and time signature. The lyrics 'Cris- pus At- tucks was a' are written below the vocal line. The piano part features a steady bass line and chords in the right hand.

free - dom fight - er. Cris - pus At - tucks was a free - dom fight - er. - He

The second system of musical notation. The vocal line continues with the lyrics 'free - dom fight - er. Cris - pus At - tucks was a free - dom fight - er. - He'. The piano accompaniment continues with similar harmonic support.

was a fug - i - tive slave. He spoke out - a - gainst slav - er - y. - He

The third system of musical notation. The vocal line concludes with the lyrics 'was a fug - i - tive slave. He spoke out - a - gainst slav - er - y. - He'. The piano accompaniment provides the final harmonic context for the phrase.

Crispus Attacks... -2-

led an an - gry mob. The sold - iers shot in - to the crowd.

The first system of the handwritten musical score consists of a vocal line and piano accompaniment. The key signature is G major (one sharp). The vocal line begins with a quarter note G4, followed by eighth notes A4, B4, and C5, then a quarter rest, a quarter note D5, and a quarter note E5. The piano accompaniment features a steady eighth-note bass line in the left hand and chords in the right hand. A triplet of eighth notes (G4, A4, B4) is marked with a '3' above it.

Cris - pus At - tacks - was killed. He was the he - ro of the

The second system continues the musical score. The vocal line has a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, and a quarter note G5. The piano accompaniment continues with similar rhythmic patterns and chordal support.

Bos - ton Mas - sa - cre, — the Bos - ton Mas - sa - cre. —

The third system concludes the piece. The vocal line ends with a quarter note G5, a quarter note F5, a quarter note E5, and a quarter note D5. The piano accompaniment ends with a double bar line. The score includes various musical notations such as slurs, accents, and dynamic markings.

The Master and the Slave

Words & Music by Ben, Kieran, Joseph,
McKenzie, Meme, Nora & Tori
Mission Hill School

With drama ($\text{♩} = 100$)

Master:) Come here right now slave! _____

Slave:) No, I won't. And he beat the

Narrator:)

Slave:) slave. why do you beat me? _____

Master:) be- cause you're my slave. But

Slave:)

Master:) I want to be free. I give you a home and food. why should you be

free? _____

If I let them free _____ who will pick the cot-ton for me? _____

Slave:)

— If I let them go _____ They'll starve in the cold. I

wish I had my free-dom. _____ I hope some-one will res-cue us. — If

I had my free-dom _____ I would learn to read. I'd help oth-ers _____ to run a-

to run-a-way.

— way. (Drum)

⊗ Drum accompaniment throughout:

mp

I Can Choose to be a Master

Words & Music by
Bianca, Billie, Cameron,
Delesha, Taylor & Tonnie
Mission Hill School

Moderato (♩=108)

Voices

Piano

mf I can choose_ to be a

6 *poco rit.* *a tempo*

Voices

mas - ter, a mas - ter, a mas - ter, and I can trick_ the oth - er slave mas - ters, slave mas - ters,

Pno.

poco rit. *a tempo*

12 *poco rit.* *a tempo*

Voices

slave mas - ters, and I can save_ the slaves, save_ the slaves, save_ the slaves,

Pno.

poco rit. *a tempo*

Red. *Red.* *Red.*

16 *molto rit.* *f*

Voices

and I bring_ the slaves to free - dom.

Pno.

molto rit.

Red.

*

Harriet Tubman

Words & Music by
Charles, Dani, Elias, Kai, Kara,
Rachel, Tiesha & William
Mission Hill School

The musical score is written for voice and piano. The voice part is in a soprano range, and the piano part is in a grand staff. The key signature is B-flat major (two flats), and the time signature is 4/4. The score is divided into systems, with measures 1-2, 3-4, 7-8, and 11-12. The lyrics are: "Har - ri - et Tub - man helped slaves get a - way through the un - der - ground rail - road. She was a free - dom fight - er. She did - n't like to be a slave she did - n't like her mas - ter she took her peo - ple out of slave - ry she took her peo - ple to free - dom she stopped at houses to gath - er strength and then they started a - gain." The piano part includes chord markings: Bb, Gmin, Dmin, Bb, Eb/Bb, Bb, Bb, Dmin, Bb, F, and Bb. There are also trill markings (tr) and triplet markings (3) in the piano part.

Run, Run as Fast as You Can!

Words & Music by Brittney, Catherine, Gabriel, John,
Justin, Michael E. & Veronica
Mission Hill School

REFRAIN

Voice: Run run as fast as you can you'll nev-er catch me 'cause I'm Har-ri-et Tub-man! I am

Piano: fine

VERSE

Voice: fight-ing 'till slave-ry is gone _____ I am fight-ing so life can go on _____ I won't

Piano:

REPEAT REFRAIN

Voice: stop 'till it's done _____ I won't stop un - til jus - tice has come! _____

Piano:

SLOW VERSE

Voice: Har - ri - et went real - ly far _____ to _____ fol - low the North _____ Star _____

Piano:

REPEAT REFRAIN

Voice: she _____ al - so fol - lowed the Drink - ing Gourd _____ and the North _____ Star! _____

Piano:

Through My Eyes (Free Forever)

Words & Music by
Brigita, Grace, Matteo,
Menelik & Sophie
Mission Hill School

Moderato $\text{♩} = 108$

Voices

mp Through my eyes I see cry - ing.

Piano

mp

Tea

Voices

Through my eyes I see suf - fer - ing, But there is one twin - kle in the sky to

Pno.

Tea *Tea* *Tea* *Tea*

Voices

lead us home to free - dom. Free - dom is like a soft new pil - low;

Pno.

mf

$\text{♩} = \text{ca. } 138$

Tea *Tea* *Tea*

Voices

when you are free, you are free for - e - ver, and that is how it will stay.

Pno.

Tea * *Tea* *Tea*

Through My Eyes (Free Forever)... - 2 -

Voices

17

When will it come, — that car-riage of good, — to bring me home, — to bring me there, — where I

Pno.

17

Tea Tea Tea *

Voices

21

want to go — to free - dom? — Free - dom is like — a soft new pil - low,

Pno.

21

Tea Tea Tea Tea

Voices

25

when you are free — you are free for - e - ver, and that is — how — it will stay.

Pno.

25

Tea * Tea Tea *

Chorale 2: The Slaves Struggled for Justice

Words & Music by GERALYN'S CLASS
MISSION HILL SCHOOL

Moderato (♩ = 88)

The slaves struggled for jus-tice. The slaves strug-gled for free-dom. They
hoped and prayed the day would come when all would be free. — The
I slaves strug-gled for jus-tice. The slaves strug-gled for free-dom. — They
II The slaves strug-gled for jus-tice. The slaves strug-gled for
I hoped and prayed the day would come when all would be free. — optional
(D.C. al fine)
II free-dom. — They hoped and prayed the day would come when all would be free. opt.
(D.C. al fine)

Mission Hill Freedom Cantata
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