

Composed and Performed by
Mr. Criss's 2nd Grade Class and
Ms. Aucoin's 3rd Grade Class

Classroom Cantatas

Roger Clap
Innovation School

*Giving Feels
Good*

*We Love Our
World*

**can ta ta
singers**

About Classroom Cantatas

In 1990, Cantata Singers commissioned *Slavery Documents* by Donald Sur. It was the first of three major choral orchestral works commissioned to date by Cantata Singers with texts exploring the themes of slavery. *Slavery Documents*' focus was American slavery, what Mr. Sur called the "unaddressed Achilles heel of United States culture." Cantata Singers began to see that this work needed to resonate beyond that Symphony Hall performance. Sur's musical examination of racial inequality and discrimination reminded Cantatas Singers' leadership of the crying need for meaningful arts education in the schools.

Out of this time, Classroom Cantatas emerged. Ann Marie Lindquist, Paul Brust and Judy Hill Bose developed a residency program far more challenging than the typical "come, talk, sing, leave." Instead, it was one that had the potential to guide Boston's schoolchildren in finding and harnessing their creative voices. Classroom Cantatas now flourishes in the Boston public schools and, over its twenty years, has touched the lives of thousands of children.

Classroom Cantatas guides young students in creating their own musical compositions, or "cantatas." Students from participating schools work with the Teaching Artists—musicians from Cantata Singers' ensemble—to compose and perform original songs about subjects they are studying in class or about larger cultural and historical issues. Past cantata topics have included the American Revolution, Factors of Weather, Mexican Culture, immigration, the Civil Rights Movements, Mathematics, poetic devices, and Geography. Over the past twenty years of Classroom Cantatas, students have composed and performed over 300 songs.

About Cantata Singers

Cantata Singers was founded in 1964 to present what was then a long-neglected repertoire, the cantatas of J.S. Bach. Since that time, the group has expanded its repertoire to include choral works from the seventeenth century to the present day. The Cantata Singers' recordings and performances can be heard regularly on local and national public radio.

David Hoose, *Music Director*
Jennifer Ritvo Hughes, *Executive Director*
Emily Kirk Weddle, *Development and Marketing Manager*
Michelle Rush, *Education and Production Manager*
Bridget Dennis, *Operations Manager*

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Classroom Cantatas at Roger Clap Innovation School
Dorchester, Massachusetts
Yolette Ibokette, Principal
Demond Criss, 2nd Grade Teacher, and Danielle Aucoin, 3rd Grade Teacher

Elizabeth Chaldil, James Dargan, Kay Patterson, and Daniel Rosensweig
Classroom Cantatas Teaching Artists

Giving Feels Good

Elizabeth Chladil

Mr. Criss's 2nd Grade Class, with Elizabeth Chladil, Cantata Singers

$\text{♩} = 120$

Voice

Shar - ing our gifts, Shar - ing our -

Piano

6

Vo.

selves.

Pno.


7

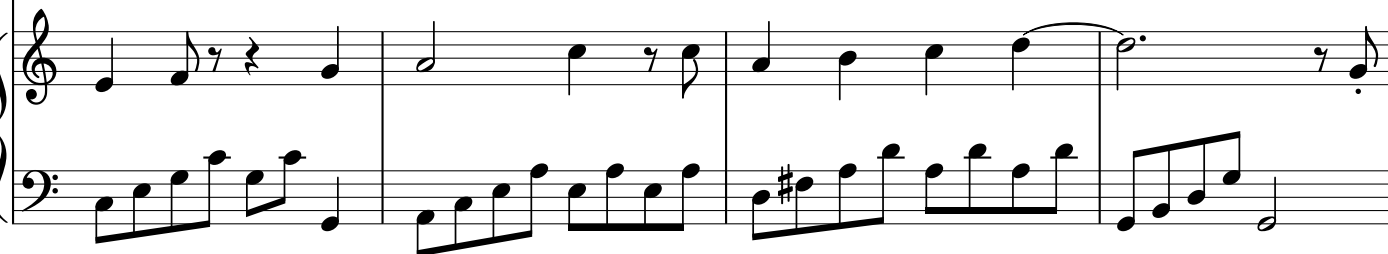
Vo.

In our com - mu - ni - ty we're mak - ing new friends.


Pno.


11

Vo.  One gift is kind - ness and giv - ing feels good! So

Pno. 

15

Vo.  let's get to work in the neigh - bor - hood!

Pno.  rit.

Come On In!

Elizabeth Chladil

Ava, Gianna C., Adam, Kyleigh, Kelyce, Katherine, with Elizabeth Chladil, Cantata Singers

$\text{♩} = 105$

Voice

Come on in, come onin!

Piano

4

Vo.

Come on in, come on in! Your cupboard's bare but we'll al - ways sha - re.

Pno.

6

Vo.

Come on in, come on in! A - fraid there's not e-nough just like our

Pno.

8

Vo. lo - ve, there's al-ways a lit-tle bit mo - re! Come on in, come on in!

Pno.

11

Vo. Come on in, come on in!

Pno.

rit

I Can Help

Kay Patterson

Cayden, Karen, Keira, Teana, Mia, Kaelissa, with Kay Patterson, Cantata Singers

mf

When lit - tle sis can't tie her shoes I can help, I

The first system of the musical score is in 4/4 time. It features a vocal line and a piano accompaniment. The vocal line begins with a whole rest, followed by a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, a quarter note G4, and a quarter note F4. The piano accompaniment consists of a right hand with a sequence of eighth notes (G4, A4, B4, C5, B4, A4, G4) and a left hand with a sequence of quarter notes (G3, A3, B3, C4, B3, A3, G3). The dynamic marking *mf* is placed above the first measure.

5

have the clues! When mom asks me to feed the cat I can help my

The second system of the musical score continues the melody. The vocal line starts with a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, a quarter note G4, and a quarter note F4. The piano accompaniment continues with the same rhythmic pattern as the first system. The measure number '5' is written above the first measure.

9

mp

mom likes that when my friend's home - work is too rough I can help, it's

The third system of the musical score continues the melody. The vocal line starts with a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, a quarter note G4, and a quarter note F4. The piano accompaniment continues with the same rhythmic pattern as the first system. The dynamic marking *mp* is placed above the first measure. The measure number '9' is written above the first measure.

13

mf

not too tough! When what I need is out of reach or I don't know

19

ff

e-nough to teach I will raise my hand and say: "Will some-one please help me to-day?"

24

mf

You help me and I'll help you and we can all learn some-thing new!

Our 'Hood is our House

Daniel Rosensweig

Anyla, Jalen, Gianna, Jordyn, and Corrina, with Daniel Rosensweig, Cantata Singers

Voice

The most awe-some play-ground is bor -

Piano

4

Vo.

- ing a-lone and we need each o-ther to live — and to grow. — We

Pno.

7

Vo.

play and learn best when we do it to - ge - ther Our 'hood is our house, so come

Pno.

10

Vo. build it with us. — Trash, trash, look at this trash! Help me clean up all the trash! —

Pno.

13

Vo. Now the park — is — all — cleaned up. We're gon-na have some fun!

Pno.

15

Vo. It's much more fun for all — of us! —

Pno.

We Live to Give

James Dargan

Aniyah, Lianna, Demetrius, Lisandro and Anyah, with James Dargan, Cantata Singers

legato We live these are claps to give claps like our

marcato

Detailed description: This system contains the first four measures of the piece. The vocal line is in 4/4 time, starting with a whole rest, followed by quarter notes G4, A4, B4, and C5. The piano accompaniment features a 'legato' melody in the right hand and a 'marcato' bass line in the left hand. The lyrics 'We live these are claps to give claps like our' are aligned with the vocal notes. There are four circled 'X' marks above the piano part in the third measure, indicating claps.

5 no claps

lives claps foreach oth-er When your friends are in need pick them up when

Detailed description: This system contains measures 5 through 8. The vocal line continues with quarter notes D5, E5, F5, and G5, followed by a quarter rest, then quarter notes G4, F4, E4, and D4. The piano accompaniment continues with a steady eighth-note pattern in the right hand and a bass line in the left hand. The lyrics 'lives claps foreach oth-er When your friends are in need pick them up when' are aligned with the vocal notes. There are four circled 'X' marks above the piano part in the fifth measure, indicating claps.

9

they fall down Clothes and food and shelter all help to

Detailed description: This system contains measures 9 through 12. The vocal line starts with a quarter rest, followed by quarter notes G4, A4, B4, and C5. The piano accompaniment continues with a steady eighth-note pattern in the right hand and a bass line in the left hand. The lyrics 'they fall down Clothes and food and shelter all help to' are aligned with the vocal notes.

lift our friends and fa - mi - ly!

f

The musical score for page 13 consists of a vocal line and a piano accompaniment. The vocal line is written in a single treble clef staff with lyrics underneath. The piano accompaniment is written in two staves, treble and bass clef. The music is in 4/4 time. The vocal line begins with a quarter note 'lift', followed by quarter notes 'our', 'friends', and 'and'. The final measure of the vocal line contains a dotted quarter note 'fa' and an eighth note 'mi' beamed together, followed by a quarter note 'ly!'. The piano accompaniment features a steady bass line in the left hand and a more active right hand with chords and melodic fragments. A dynamic marking of *f* (forte) is placed below the piano part in the second measure. Various performance markings such as accents (^) and breath marks (v) are present throughout the score.

We Love Our World

Sylvia Stultz

Ms. Aucoin's 3rd Grade Class, with Elizabeth Chladil, Cantata Singers

$\text{♩} = 100$

Voice

From oce - an depths to moun - tain peaks

Piano

5

Vo.

Moth-er Na-ture moves and spea - ks While tell - ing sto - ries

Pno.

8

Vo.

of our past, She tries to teach us how to last!

Pno.

11

Vo.  These things sim-ple things, help the place where we live! We love our world.

Pno. 

Detailed description: This system contains measures 11, 12, and 13. The vocal line (Vo.) is in a treble clef with a key signature of one flat (B-flat). The lyrics are: "These things sim-ple things, help the place where we live! We love our world." The piano accompaniment (Pno.) consists of two staves (treble and bass clefs). The right hand plays a melody of eighth and quarter notes, while the left hand plays a steady eighth-note accompaniment.


14


Vo.  We save the earth! That's why we want to give! From

Pno. 

Detailed description: This system contains measures 14, 15, and 16. The vocal line (Vo.) continues with the lyrics: "We save the earth! That's why we want to give! From". The piano accompaniment (Pno.) continues with the same eighth-note accompaniment in the left hand and a melody in the right hand.

17

Vo.  oce - an depths to moun - tain peaks Moth-er Na-ture moves and

Pno. 

Detailed description: This system contains measures 17, 18, and 19. The vocal line (Vo.) continues with the lyrics: "oce - an depths to moun - tain peaks Moth-er Na-ture moves and". The piano accompaniment (Pno.) continues with the same eighth-note accompaniment in the left hand and a melody in the right hand.


20

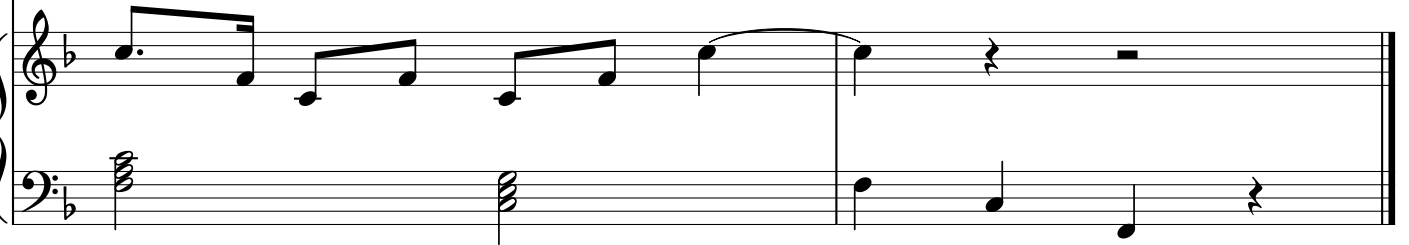
Vo. 
spea - ks While tell - ing sto - ries of our past, She

Pno. 

Detailed description: This system contains measures 20, 21, and 22. The vocal line (Vo.) is in a treble clef with a key signature of one flat (B-flat). The lyrics are: "spea - ks While tell - ing sto - ries of our past, She". The piano accompaniment (Pno.) consists of two staves: a right-hand treble clef staff and a left-hand bass clef staff. The right hand plays a melody of eighth and quarter notes, while the left hand provides a harmonic accompaniment with chords and moving lines.

23

Vo. 
tries to teach us how to last!

Pno. 

Detailed description: This system contains measures 23 and 24. The vocal line (Vo.) is in a treble clef with a key signature of one flat. The lyrics are: "tries to teach us how to last!". The piano accompaniment (Pno.) consists of two staves: a right-hand treble clef staff and a left-hand bass clef staff. The right hand continues the melodic line from the previous system, while the left hand features block chords in the first measure and a more active accompaniment in the second measure.

Building Our World

Daniel Rosensweig Dante, Fiona, Aliyana, Ronaldo, Tiffany, and Maya, with Daniel Rosensweig, Cantata Singers

Voice

I've got a hand-ful by hand - ful and a lump by lump.---

Piano

5

Vo.

We find the pie - ces that no - bo - dy else___ needs. We put them to - ge - ther to

Pno.

8

Vo.

make some-thing bet - ter. Building a world___for you and___ me.--- Old

Pno.

12

Vo.

bot-tles on the ground could make — beau-ti-ful win-dows. Bro-ken plates and cups form —

Pno.

15

Vo.

— a mo-sa-ic wall. Bright sea-shells — from the beach can bright-en the

Pno.

18

Vo.

floor. We're build-ing a world — that's bet-ter for all.

Pno.

Rivers Run Through All the Earth

James Dargan

Cate, Jailene, Brandyn, Akiel, Brian, Joelianis, with James Dargan, Cantata Singers

Musical score for the first system. The vocal line is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The lyrics are: "Ri - vers run through all the earth The". The piano accompaniment consists of a right-hand part in treble clef and a left-hand part in bass clef, both in the same key signature and time signature.

4

Musical score for the second system. The vocal line continues with the lyrics: "My - stic Charles and Ne-pon - set all gave birth To". The piano accompaniment continues with the right-hand part in treble clef and the left-hand part in bass clef.

6

Musical score for the third system. The vocal line continues with the lyrics: "Boston Dot Mass-a-chu-sets Ri-vers run through all the earth". The piano accompaniment continues with the right-hand part in treble clef and the left-hand part in bass clef.

9

teaching us that re-ne-wing life is the best way to keep our bonds strong

12

the fu - ture run through all our hands like ri - vers run round all the

15

earth.

New Life

Kay Patterson

Ruby, Calvin, Kimberly, Omar, Luiz, Nya, with Kay Patterson, Cantata Singers

mp Sometimes we can give new life to things we've used before

The first system of the musical score is in 4/4 time. It features a vocal line and a piano accompaniment. The vocal line begins with a whole rest for two measures, then enters with a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4. The piano accompaniment consists of a right hand with chords and a left hand with a simple bass line.

6 *mf*
The gro-cery bag I've glued and sliced it's on life nu-ber four - Some

The second system starts at measure 6. The vocal line continues with a melody of quarter notes: D4, C4, B3, A3, G3, F3, E3, D3, C3, B2, A2, G2, F2, E2, D2. The piano accompaniment continues with chords and a bass line.

11
old things can be new a-gain so one use doe-sn't mean the end When big sis ou-t

The third system starts at measure 11. The vocal line continues with a melody of quarter notes: C2, B1, A1, G1, F1, E1, D1, C1, B0, A0, G0, F0, E0, D0, C0. The piano accompaniment continues with chords and a bass line.

16

f

grows her sweater I wear it now, it fits me bet-ter, i - t fits me bet-ter!

21

ff

Hand me downs have val - ue still they're filled with love and bring a thrill

25

mf

Dad's old shirt or mom's old rings re - us - sing gives new li - fe to - thi-ngs Re -

us - sing gives new life to things

The musical score consists of three staves. The top staff is a vocal line in treble clef with lyrics: "us - sing gives new life to things". The middle staff is the piano accompaniment in treble clef, and the bottom staff is in bass clef. The music is in 4/4 time and ends with a double bar line.

Think Twice Before You Buy

Elizabeth Chladil

Jorge, Umnyah, Emma, John, India, with Elizabeth Chladil, Cantata Singers

♩ = 85

Bot-tled wa - ter plas - tic spoons, re -

The first system of the musical score consists of three measures. It features a vocal line in the treble clef and a piano accompaniment in the grand staff (treble and bass clefs). The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics 'Bot-tled wa - ter plas - tic spoons, re -' are written below the vocal line.

4
cy-cle-thisstuff and re-duce it too. Trash and waste keep pi - ling high,

The second system of the musical score consists of three measures, starting with a measure rest for the first measure. The lyrics 'cy-cle-thisstuff and re-duce it too. Trash and waste keep pi - ling high,' are written below the vocal line.

6
so think twice be-fore you buy! Cloth nap-kins bottles made of glass,

The third system of the musical score consists of three measures, starting with a measure rest for the first measure. The lyrics 'so think twice be-fore you buy! Cloth nap-kins bottles made of glass,' are written below the vocal line.

9

Use things that are meant to la - st! There

11

has to be some - thing that we can do, that like

rit.

12

raise a - ware - ness to those a-round you!

rit.