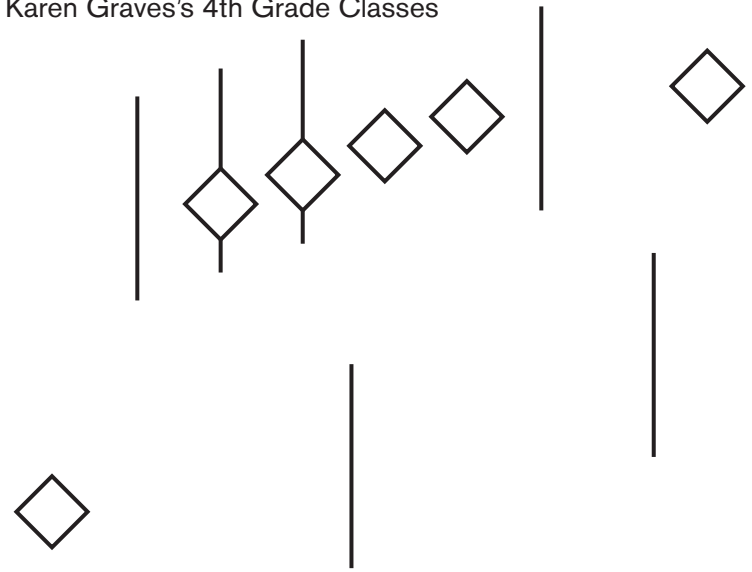
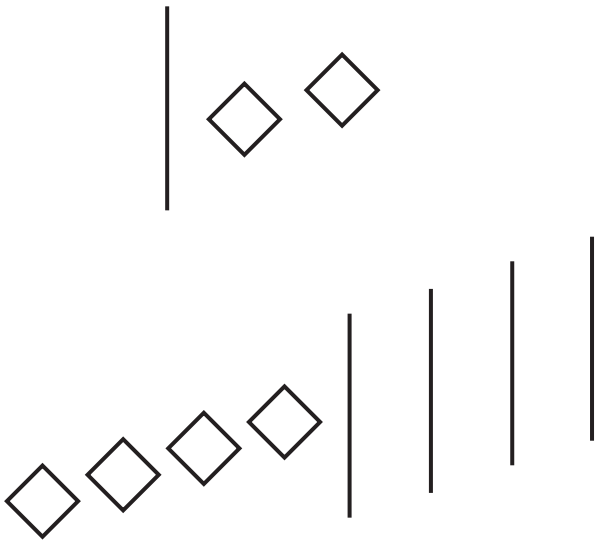


Composed and Performed by  
Karen Graves's 4th Grade Classes

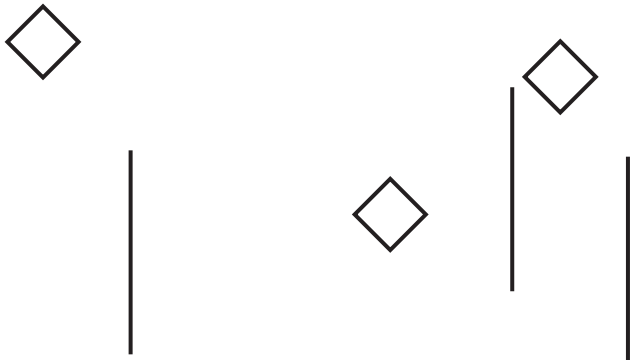
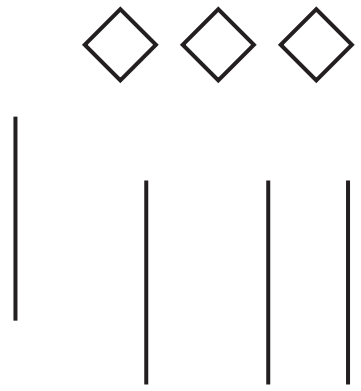
# Classroom Cantatas



Neighborhood  
House Charter  
School



Words of Courage  
Cantata



**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 is a Boston-based chorus and orchestra inspired by the musical genius of Johan Sebastian Bach. Our concerts explore relationships in music from the 17<sup>th</sup> century to today and invite exploration of Bach's profound and continuing influence on our music, our culture, and ourselves.

Our education program teaches songwriting and choral singing to underserved Boston schoolchildren, guided by the belief that all children deserve the means to express their creative voices.

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*

729 Boylston St, Suite 405, Boston, MA 02116  
cantatasingers.org | 617.868.5885

Classroom Cantatas at Neighborhood House Charter School, Dorchester, Massachusetts  
Kate Scott, Executive Director  
Karen Graves, Music Teacher, David Levine and Julissa Paulino, Fourth Grade Teachers

Kumi Donoghue, Susan Navien, Ian Pomerantz, and Daniel Rosensweig,  
Classroom Cantatas Teaching Artists

# The Courage Chorale

Composed by 4th graders with Ian Pomerantz

Voice *f* (Piano second time through)

When you hear the word courage

Piano *Alla marcia e molto marcato*

Vo. *p* *mf*

what comes to your mind? Try-ing some thing new or fac-ing your fears

Pno.

Vo.

do - ing the right thing the right thing the right thing when no - one is look -

Pno.

13

Vo. *ing.* Cour age Who has it?

Pno.

17

Vo. *pp* *mf* *ff*  
Su - per her - oes have it. The c c c coward - ly li - on got it. got it

Pno.

21

Vo. *f* *mp* *f*  
We have cour - age! We have cour - age! When you hear the word

Pno.

24

Vo.

cour-age                      what comes to your                      mind?

Pno.

The image shows a musical score for a voice and piano. The voice part is on a single staff with a treble clef. The lyrics are: "cour-age", "what comes to your", and "mind?". The piano part is on two staves (treble and bass clefs) with a grand staff brace. The piano part consists of chords and single notes in both hands. The score is numbered 24 at the top left.

# Self-Confidence

NCHS

Adlemy, Gianna, Jazmarie, Joshua S., Santana, and Yevian with Ms. Susan, Cantata Singers

*f* *mf*

Voice

We are strong and cre-a-tive lea-ders, A - ma - zing! In -

Piano

6

Vo.

ven-tive and ca - ring, awesome and brave. We are cou -

Pno.

12

Vo.

ra-geous, and we believe in our - selves. "Courage doesn't al - ways

Pno.

17 *ff* *mp*

Vo. *ff* *mp*

roar; Sometimes, courage is the qui - et voice at the end of the day say-ing:

Pno. *ff* *p*

23

Vo.

I will try a - gain to - mor - row."

Pno.

# Compassion

Patrick, Samantha, Dmitri,  
Naomy G, and Eva  
with Daniel Rosensweig

♩ = 100

F

Give a hug. Lend a

6 G F D- G ( sus )

hand. Have the courage, the courage to think of o - thers.

10 C D D D

Help those in need and show kind - ness, kind - ness.

*f*



14

F

G

Lead from the heart \_\_\_\_\_ Go out and love

18

C

G

C

C7

F

peo - ple. peo - ple. Have the cou-rage, \_\_\_\_\_ the

22

G(sus)

C

cou - rage \_\_\_\_\_ to do it. \_\_\_\_\_

# Take Action

Audrey, Benjamin, Jalen, Savannah, and Joshua, with Daniel Rosensweig

**D** = 100

E- A D G E- D/F# E/G

*mf* Courage— is do-ing what you're a - fraid\_

6 G E- B- D G

— to do. There can be no courage un - less you're scared. Have the courage to

10 E- D/F# G E- B-

act in-stead of re - act. Ne-ver be a - fraid to face your

14

B-

B♭M A

B-

fears fears fears or *f* try some-thing new *mf* Have the courage to

18

B-

G

go be-fore a crowd. Live your dreams because dreams can come true.

22

D

E-

A

D

If we have the cou - rage to pur - sue them.

# Leadership

Nia, Elijah, Tiffany, De'Sean, Malachai, Jahvon with Ian Pomerantz

7

Vo. *f*

It is ea-sy ea-sy ea - sy to stand with the cro-wd cro-wd crowd.

Piano *f*

7

Vo. *mf*

It takes courage to stand a-lone. Com - mun-i-cate openly

Pno. *mf*

13

Vo. *mp*

and lead the change. Courage is help - ing those in need and

Pno. *mp*

18

Vo. *sfp* *f*

lend a hand to others. Com - mit to achiev - ing greatness, and try and try and try

Pno. *sfp* *f*

23

Vo.

and try a - gain!

Pno.

# Objectivity

Text adapted by Ms. Karen Graves

Echo, Makaylah, Brooklynne, Devin and Dominyck  
with Kumi Donaghue, Cantata Singers

Piano *mp*



"You can-not be truthful If you're not cou-ra-geous.

Piano *mp*

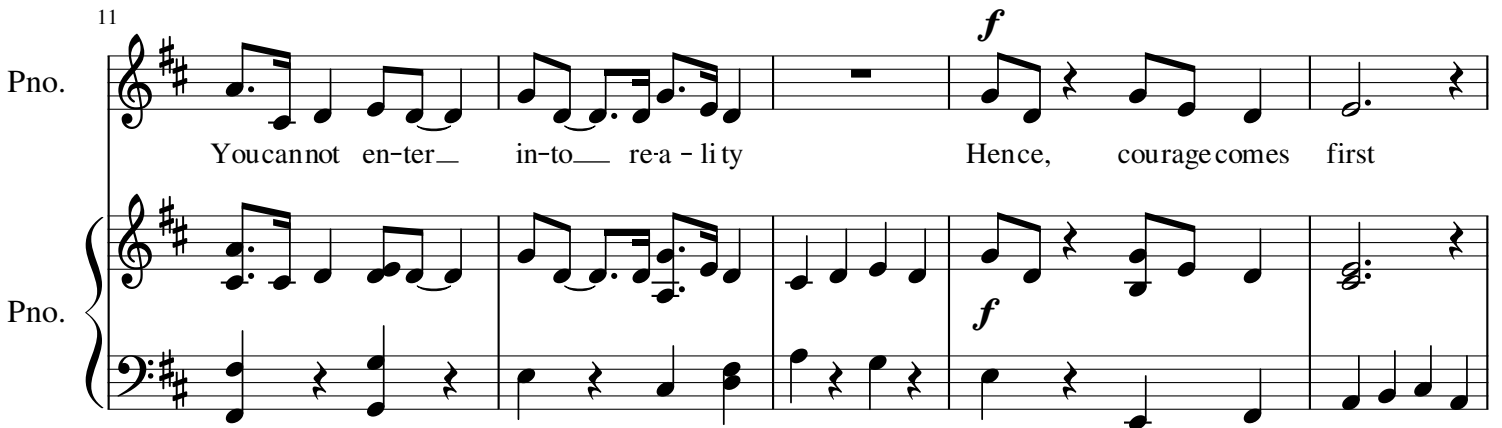
7 *mf*



You cannot be lov-ing\_ If you are not coura-geous You can-not be trust-ing

Pno. *mf*

11 *f*



You cannot en-ter\_ in-to\_ re-a - li ty Hence, courage comes first

Pno. *f*

16

Pno.

And eve - ry - thing else fol - low." \_

Pno.

# Integrity

Lily, Andrew, Camryn, JD and Jaiden  
with Kumi Donaghue, Cantata Singers

Text adapted by Ms.Karen Graves

Piano *mp*

"With courage— you will dare to take risks Have the

Piano *mp*

6 Pno.

strength to be com - pas - sionate And the wis - dom to be hum - ble—

Pno.

11 Pno. *mf*

*f*

Cour-age— is the foun - da - tion— of in - teg - ri - ty" so Stand up for in - jus - tice

Pno. *mf* *f*



15

Pno.

fight for what's right Be fair and to-lerant... think of o-thers and

Pno.

19

Pno.

not just yourself Do what is right when no one is look - ing. ——— dim.

Pno.

*p*

# Conviction

NCHS

Amara, Emma, Gelson, Martin, and Neyomi with Ms. Susan, Cantata Singers

*mf*

Voice

"Have courage and stand tall for what you believe in.

Piano

6

Vo.

Don't blind - ly fol - low the crowd." Be - lieve that the world

Pno.

10

Vo.

can be made a bet - ter place, and all peo - ple be trea - ted e - qual - ly.

Pno.

14

Vo. 

Pno. 

19 *f* 

Vo. 

Pno. 

# Courage in Adversity

Chayce, Jerome, Elisha, Violet, Chelsea, Antoli with Ian Pomerantz

♩ = 110

With determination, with West African drum improvised accompaniment *f*

Voice

Piano

Courage in ad-ver-si-ty;

5

Vo.

Pno.

stan - ding strong when times get tough Whe-ther good or bad,

7

Vo.

Pno.

eve-ry thing is part of the journey. Know - ing your strug - gles will

10

Vo. on - ly last a day, and with cour-age you will make it til to - morrow.

Pno.

13

Vo. Cour-age in ad - ver - si - ty; stan - ding strong when times get tough

Pno.

15

Vo. ritard.-----  
 Whe ther good or bad, eve-rything is part of the jour ney.

Pno.

21

Vo.

Pno.

The image shows a musical score for measures 21 through 30. It consists of two staves: a vocal line (Vo.) and a piano accompaniment line (Pno.). The key signature is one sharp (F#), and the time signature is 4/4. The vocal line contains a series of 10 eighth notes, each with a dash underneath, indicating a vocal line that is not fully specified. The piano accompaniment line consists of two staves (treble and bass clefs) with a brace on the left. The right hand (treble clef) contains a series of 10 eighth notes, each with a dash underneath. The left hand (bass clef) contains a series of 10 eighth notes, each with a dash underneath. The score ends with a double bar line at the end of measure 30.