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BRIGHT STAR

GARETH MALONE AND CATHERINE DE SYBEL

INCLUSIVE SONGS FOR WHOLE-GROUP SINGING

STARS

INCLUDING
a new song
by GARY
BARLOW



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BRIGHT STAR

GARETH MALONE AND CATHERINE DE SYBEL

INCLUSIVE SONGS FOR WHOLE-GROUP SINGING

It's my first day, What will I be?, Together, Travelling, I don't care who knows it,
Unfinished story, Can I make a change?, Engines off, Bright star
Words and music all by Gareth Malone and Catherine de Sybel
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Don't know what I'm looking for
Words and music by Gareth Malone, Eliot Kennedy, Gary Barlow and Catherine de Sybel
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Gareth Malone

Gareth Malone OBE is well known in the UK and around the world as a choral animateur, singer, composer and workshop leader. He has won two BAFTAS for his BBC Two series 'The Choir' which is now in its fourteenth year of production. Other achievements include working as artistic director for a Royal Opera House community opera, working with orchestra and opera education departments including the LSO, Philharmonia, Glyndebourne and ENO Baylis.

Gareth has had three number one records in the UK with the Military Wives Choir and the 'Gareth Malone All Star Choir' for Children in Need. His 2014 series 'The Big Performance 3' won the Royal Television Society award for best children's television and 'Gareth Goes to Glyndebourne' won an International Emmy in 2011. In 2012 he was honoured with an OBE by Her Majesty the Queen for services to music.

Gareth continues to run choirs, compose with young people and to work with emerging artists. He has recorded with some of the leading performers in the UK and is currently working on his third album.

Catherine de Sybel

Catherine de Sybel (MA Cantab, PGCE, Diplôme Professionnel) is a composer, pianist and music educator. She read music at the University of Cambridge and continued with postgraduate studies in composition at the École Normale de Musique in Paris, where she won the Premier Prix for her work for mezzo-soprano and piano, *Imagination*.

Her teaching career, spanning over twenty years, has encompassed work in mainstream, private and specialist schools, always driving inclusive music education to the forefront of the curriculum. As Head of Music at Elizabeth Garrett Anderson School she facilitated outreach projects with the London Symphony Orchestra, London Sinfonietta and Orchestra of the Age of Enlightenment, as well as high-profile performances for Her Majesty the Queen and Michelle Obama.

In addition to her work inside the classroom, she has led music composition workshops for trainee teachers at the University of Cambridge, mentored beginner teachers from the Institute of Education and worked as Schools Projects Manager at the London Symphony Orchestra.

Catherine believes passionately in the power of music to inspire and educate and has dedicated her career to enabling the finest musical opportunities for children from all backgrounds while encouraging young voices to be heard from every corner of her school.

Preface

The case for secular singing assemblies

Most teachers agree that singing is a valuable tool in bringing the school community together while supporting and enhancing the curriculum in a fun, inclusive and creative way. Many faith schools use religious songs such as hymns to celebrate together. However, there is a lack of secular resources for teachers who wish to avoid material with religious references. This, combined with the challenges faced by less confident or non-specialist staff, means that opportunities for whole-school singing are sometimes limited.

We wanted to create a resource that offers schools and students the opportunity to embrace the joy and healing power of singing together. After much research and many conversations with young people and their teachers, we created this collection of songs, each with a message that children felt was important to them.

This song book is about life issues such as growing up, life choices, friendship, the environment and what it means to be part of a school and its wider community. More difficult themes such as remembrance and bereavement are also included as it is often hard to acknowledge them in a secular, whole-school and musical context. In learning and performing the songs and in the wider discussions of the themes presented, we hope to provide each young person with an opportunity to have their voice heard, whether that be as a soloist, in a small ensemble or within the safety of a unified chorus.

We would particularly like to thank Gary Barlow and Eliot Kennedy, the singers from London Youth Choir and Hornsey Voices, Rebecca Wildish, Rachel Staunton, Tatiana Robarts, Joe and Bea Woods, Jonathan Wikeley, Jonas Persson, Ruth Keating and Dominic Veall for their help in producing this collection.

**Gareth Malone
Catherine de Sybel**

Common challenges, quick solutions

Learning rhythms and words

Start by getting everyone to clap or stamp the pulse. Practise saying the words out loud in time to a beat.

Learning the tune and navigating tricky corners

- Play the guide track a few times. Gradually the pupils will learn the tune and start singing along to it. Once they are confident they can sing to the backing track or piano accompaniment.
- Alternatively, sing the tune phrase by phrase and get pupils to sing it back. Then link the phrases together.
- If you identify a tricky leap here and there and are able to, play the notes on the piano, sing them yourself, or ask a more confident singer to, and get pupils to sing back to 'la' before adding the words.

When the music splits into two or more parts:

- All songs can be sung in one part only; all other parts are optional.
- Listen to the guide track and sing each part separately over the top. Get pupils to recognise the part they are supposed to be singing and to sing along to it once they are confident.
- Practise each part separately. If you are leading the singing session on your own, choose a small section and get pupils in one voice part to repeat it. Repeat with the second part, then sing both parts together.
- If you have a group of confident singers or an extra teacher with you, get them to sing one part, facing one group, while you do the same with the other group.

When pupils won't sing:

In our many years of teaching singing to young people, this is a challenge we have come across again and again. Usually, the best way to get pupils on board with the idea is by establishing a culture of singing in your school as early as possible. The message should be 'We are a singing school'. Year 7s, depending on their primary school experience, are often open to this and singing can quickly become a habit, provided that singing opportunities are frequent, well-targeted and varied. It is much harder to introduce this as a new concept further up the school as it can often be fraught with anxieties and preconceptions. That said, there are always older students who love to sing and would welcome the idea of being involved with whole-school singing. If your assemblies take place in house groups and with mixed-year groups, your confident singers in upper years may be useful advocates of singing for younger pupils.

When pupils find the pitch too high or low

- Ask your singers to sing up or down the octave (so, for instance, a high B \flat becomes a low B \flat , or vice versa).
- Or, group the pupils into lower and higher voices in advance according to the part they are singing.
- Children's voices at this age can change rapidly (from week to week in some cases), so a willingness to be flexible may be required. Always make sure your singers are comfortable singing their parts.

How to use this book

- This song collection is designed to be user-friendly for both music teachers and non-music-specialist staff. The arrangements are fully flexible and are suitable for mixed-ability groups of singers.
- Each song comes with an introduction to its associated topic, helpful tips for discussion points, and useful suggestions for rehearsal and performance.
- Each song comes with an easy piano/vocal score, melody line plus lyrics, and a lyrics sheet. You can download audio resources online, including backing tracks and guide performances recorded by the London Youth Choir.
- These backing and guide tracks can be used in a number of ways: the guide performances can be used as backing tracks for less confident groups of singers; likewise they can be a useful resource for learning the songs themselves – while some rhythms may look more challenging on the page, they are often easy to pick up after listening to the recording a few times. The tracks can be slowed down or sped up, and the pitch can be raised or lowered to suit different ranges of voices.
- Songs are designed to be easy to learn with accessible melody lines. All songs can be sung with one voice part alone. All of the harmony and descant parts are optional (and designed to be equally easy to learn) and can be used flexibly according to time and resources available.
- Further online resources include access to pdfs of melody line and lyrics, and lyric sheets. To access these resources, visit the website as shown on page 1 of this book, and enter your individual code.
- Schools may photocopy or download the vocal parts and lyric sheets for ease of use. These pages are clearly marked.

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IT'S MY FIRST DAY

Ideas for performance/Key message

This song is written for pupils to celebrate their very first day at primary or secondary school. It's about finding your way around, feeling a bit nervous, meeting teachers, making friends and learning to be part of something new.

The mood is up-beat and designed to get pupils on their feet singing, dancing and having fun. You can try performing this as an ice-breaker in the first few assemblies of the academic year. Why not teach it to the new year 7 pupils on their transition day from year 6 into secondary school? You can involve the year 8s by inviting them to sing along with the new arrivals.

Discussion points

- Exploring feelings about the first day/week/term/year at school.
- What went well/not so well?
- What key things have we learnt?
- What milestones have we met?
- What does it mean to be part of a school community?
- What advice would you give someone younger on their first day at school?



Quick rehearsal tips

- Listen to the demo track to get an idea of the sound of the song.
- Tap the beat (four in a bar) with your feet while clapping the opening rhythm at **A** (bars 9–12)
- Practise saying the words of verse 1 (bars 9–16) while clapping or tapping the beat.
- Note the crotchet rest at the start of each bar and focus on **diction** and **rhythmic accuracy**.
- Sing the chorus as a call-and-response, phrase by phrase.
- Note: The ‘la la la’ phrase (bars 17–24) is repeated but the second ending is different from the first. Compare bars 20 and 23, where the phrase ends suddenly. Get pupils to practise, listen and watch the conductor. This also happens at the end of the song, so tell pupils to be careful!
- At **H**, the singers can split into two parts. Voice 1 sings the original chorus melody, Voice 2 has a different melody. Practise these separately before putting the two together.

15 *molto cresc.* **B** *f*

So man-y fac - es, and then the bell rings. *la la la la la la la*

molto cresc. *f*

C B/D# Em

18 *la la la la la la la la la*

Am7 C B/D#

21 *la la la la la la la la la la la la la la la la la*

Em Am7 C B/D#

25 **C** *mf*

End of my first week, know where my les-sons are, Know what the rules are

mf

Em Am7 C

28 *cresc.*

and then it's home time. I've got some friends now, feel-ing set - tled,

B/D# Em Am⁷

cresc.

31 *molto cresc.*

Learn-ing new things, and then it's home time. *f* la la la la la la la

C B/D# Em

molto cresc. *f*

34

la la la la la la la la la la

Am⁷ C B/D#

37

la la la la la la la la la la la la la la la la

Em Am⁷ C B/D#

41 **E** *p*

Ev - en when you feel a - lone, ev - en when you're sad,

Am Bmsus⁴ Bm C Bsus⁴ B

45 *cresc.* *shouted:*

Just re-mem-ber ev - 'ry - one_ some-times feels like you do. 1, 2, 3, 4!

Am⁷ Bmsus⁴ Bm Csus² C Bsus⁴ B

50 **F** *f*

la la la la la la la la la la la la la la la la la la la la

Em Am⁷ C B/D[#]

54

la la la la la la la la la la la la la la la la la la la la

Em Am⁷ C B/D[#]

58 **G** *mf*

End of my first year, I know what to do, I know where to go,

mf

Em Am⁹ Cmaj⁷

61 *cresc.*

and then the bell rings, An - oth - er year has gone, we're get - ting old - er,

B B/D# Cmaj⁷ Bm/D

cresc.

64 *molto cresc.* *ff con tutta forza*

We're get - ting tall - er, and then it's summ - er time.

Cmaj⁷ Bm/D N.C.

molto cresc.

68 **H** VOICE 1 *f*

la la la la la la la la la la la la la la la la la la la la

f (optional) VOICE 2

la la la la la la la la la la la la la la la

Em Am⁷ C B/D#

f

72

la la la la la la la la la la la la la la la la la la

la la la la la la la la la la la la la la

Em Am⁷ C B/D[#]

76

la la la la la la la la la la la la la la la la la la

la la la la la la la la la la la la la la

Em Am⁷ C B/D[#]

80

la la la la la la la la la la la la la la la la la la

la la la la la la la la la la la la la la

Em Am⁷ C

IT'S MY FIRST DAY

Words and music by Gareth Malone
and Catherine de Sybel

With a strong backbeat $\text{♩} = 124$

A

ALL VOICES

mf

8



It's my first day, ev-'ry-thing's new,

11



cresc.

Don't know what to do, don't know where to go. It's my first class,

14



molto cresc.

meet the teach - ers, So man - y fac - es, and then the bell rings.

17

B

f



la la la la la la la la la la la

19



la la la la la la la la la la la la la la la la la

22



la la la la la la la la la la la

25

C

mf



End of my first week, know where my les - sons are,

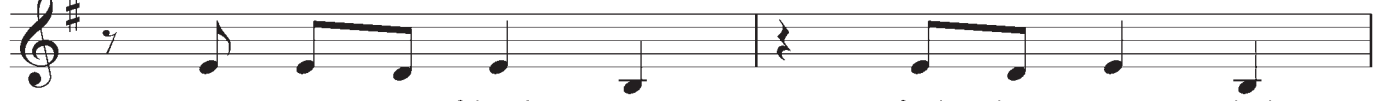
27



Know what the rules are and then it's home time.

29

cresc.



I've got some friends now, feel - ing set - tled,

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31 *molto cresc.*

Learn - ing new things, and then it's home time.

33 **D** *f*

la la la la la la la la la la la

35

la la la la la la la la la la la la la la la la

38

la la la la la la la la la la la

41 **E** *p*

Ev - en when you feel a - lone, ev - en when you're sad,

45 *cresc.*

Just re - mem - ber ev - 'ry - one some - times feels like

48 *shouted:* **F** *f*

you do. 1, 2, 3, 4! la la la la la la la la

51

la la la la la la la la la la la

54

la la la la la la la la la la la la la la la la

58 **G** *mf*

End of my first year, I know what to do, I know where to go,

You may photocopy this page.



IT'S MY FIRST DAY

It's my first day, everything's new,
Don't know what to do, don't know where to go.
It's my first class, meet the teachers,
So many faces, and then the bell rings.

*La la la la la la la la la la,
La la la la la la la la,
La la la la la la la la la la,
La la la la la la la la.*

End of my first week, know where my lessons are,
Know what the rules are, and then it's home time.
I've got some friends now, feeling settled,
Learning new things, and then it's home time.

La la la la la la la la la la...

Even when you feel alone, even when you're sad,
Just remember everyone sometimes feels like you do.
1, 2, 3, 4!

La la la la la la la la la la...

End of my first year, I know what to do,
I know where to go, and then the bell rings.
Another year has gone, we're getting older,
We're getting taller, and then it's summer time.

La la la la la la la la la la...

La la la la la la la la la la...



BRIGHT STAR is an exciting collection of songs by Gareth Malone and Catherine de Sybel which provides fun and accessible secular songs designed to get the whole school singing. Equally suitable for small groups, school choirs or the entire school, these engaging songs cover a wide range of themes including life choices, friendship and community, the environment, bereavement and growing up.

The songs are written to get children singing regularly and confidently and are composed in such a way that is accessible to all ages, with particular focus on children aged 8–14 (Key Stages 2 & 3).

Each song comes with demonstration and backing tracks, full scores, and photocopyable melody-plus-lyrics and lyric sheets. Introductory notes on the songs provide support in learning and performing them, as well as discussion points for use in the classroom. This song book will get everyone singing!

IT'S MY FIRST DAY
WHAT WILL I BE?
TOGETHER
TRAVELLING
I DON'T CARE WHO KNOWS IT
UNFINISHED STORY
DON'T KNOW WHAT I'M LOOKING FOR
CAN I MAKE A CHANGE?
ENGINES OFF
BRIGHT STAR

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