

# Essequibo River

## Sea Shanty

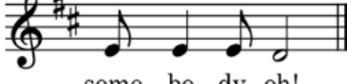
\* \*  
  
Ess - e qui - bo Riv - er is the king of riv - ers all!\_ Some - bod - y, oh, Jon - ny!

4 \*  
  
Some - bo - dy, oh! Ess - e qui - bo Riv - er is the king of riv - ers all!\_

7 \* \*  
  
Some - bod - y, oh, Jon - ny! Some - bo - dy, oh! Some - bo - dy, oh, Jon - ny!

10 \*  
  
Som - bo - dy, oh! Bud - dy tan - na - na we are som - bo - dy, oh!

13 \* \*  
  
Some - bo - dy, oh, Jon - ny! Some - bo - dy, oh! Bud - dy tan - na - na we are

16  
  
some - bo - dy, oh!

## Curriculum in Choir!

### Essequibo River - Curriculum Ideas

<b>Constructive</b>	<b>Technical</b>	<b>Expressive</b>
<p>Pitch - especially in the response</p> <p>Rhythm: Syncopation</p>	<p>"Somebody Oh" - Technique for singing 'over' the note</p>	<p>Sea Shanty context - work songs. Need for a strong sense of pulse.</p>



# Balini Balwa

Transc. S. Manassel

Arr. C. Maalawy



Improvise around the scale to "li, li" or similar.



Camille's performance suggestions:

1. Scale with improvisation
2. Verse 1 and 2
3. Drone and Improvisation
4. Verse 1 and 2 with drone
5. Scale

## Curriculum in Choir!

**Bellini Balwa** - Curriculum Ideas

Constructive	Technical	Expressive

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Commissioned by Britten Pears Arts for the Friday Afternoons project

for Esmé

# Dragon Fruit Dragon

Words by Andy Shepherd

Music by Joanna Lee

*Dragon Fruit Dragon* can be performed as a circle song, with a 'dragon fruit' passed around—this could be done in time to the first beat of each bar to encourage a sense of pulse.

With glow ♩ = c. 80

Voices

The musical score is written for voices in a 4/4 time signature with a key signature of two flats (B-flat and E-flat). It consists of several staves of music with lyrics underneath. The score includes dynamic markings such as *p* (piano), *mp* (mezzo-piano), *mf* (mezzo-forte), and *f* (forte). There are also performance instructions like 'Repeat is optional' and 'piano cue'. The score ends with a double bar line and a repeat sign.

Red and spi - ky round it goes,

5 can you see how bright it glows? Curled in - side a drag - on grows,

9 ti - ny fier - y breath it blows. Hold it gen - tly, whis - per soft - ly,

13 let your drag - on hear you sing. Tell it sto - ries full of mag - ic,

17 and the won - der it will bring.

Repeat is optional

22 1. (piano cue) 2.

\* Cue notes offer a lower melody option

## Curriculum in Choir!

### Dragon Fruit Dragon - Curriculum Ideas

Constructive	Technical	Expressive

# Follow The Drinking Gourd

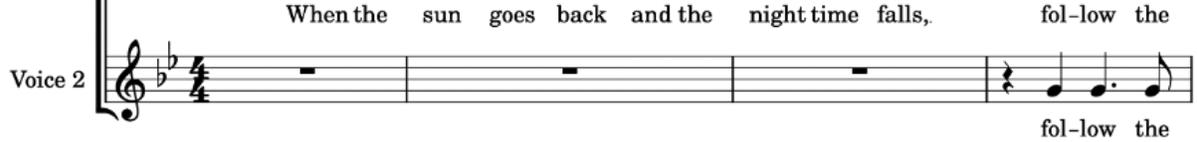
Traditional Spiritual

Voice 1



When the sun goes back and the night time falls, fol-low the

Voice 2

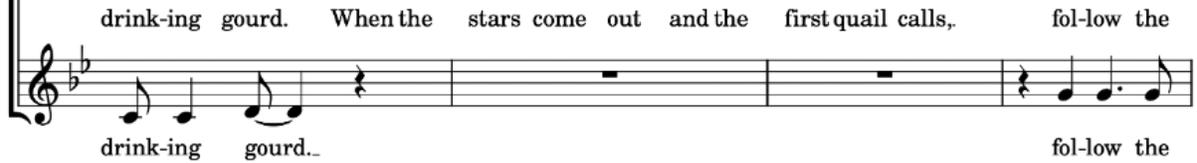


fol-low the

5



drink-ing gourd. When the stars come out and the first quail calls, fol-low the



drink-ing gourd.. fol-low the

9



drink-ing gourd. Fol-low the drink-ing gourd, fol-low the



drink-ing gourd.. Fol-low the drink-ing gourd, Fol-low the

13



drink-ing gourd.. Well the old man's a-wait-ing for to car-ry you to free-dom,

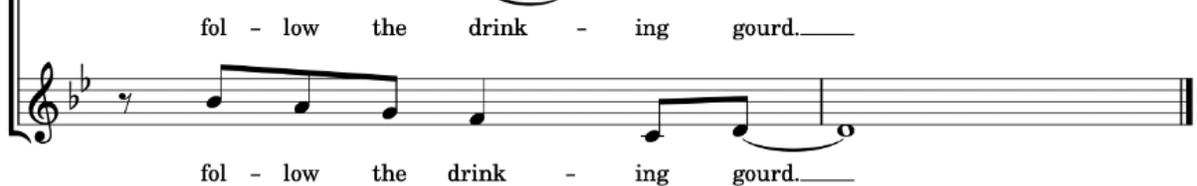


drink-ing gourd., Well the old man's a-wait-ing for to car-ry you to free-dom,

16



fol-low the drink-ing gourd.\_\_\_\_



fol-low the drink-ing gourd.\_\_\_\_

**Verse 2**

**Well, the banks of the river make a mighty good road,  
Follow the drinking gourd.**

**And the burden I'm carryin' is a heavy load,  
Follow the drinking gourd.**

*Follow the drinking gourd,*

*Follow the drinking gourd.*

***Well the old man's a waiting for to carry you to freedom,  
Follow the drinking gourd.***

**Verse 3**

**Now the riverbank makes a mighty good road,  
The dead trees will show you the way.**

**Left foot, peg foot, travelling on,  
Follow the drinking gourd.**

*Follow the drinking gourd,*

*Follow the drinking gourd.*

***Well the old man's a waiting for to carry you to freedom,  
Follow the drinking gourd.***

## Curriculum in Choir!

**Follow the Drinking Gourd** - Curriculum Ideas

Constructive	Technical	Expressive