

# SingSong

**SingSong** was written for Lissa Gray and the Hampshire County Children's Choir.

A setting of five poems by Christina Rossetti for SSA(A) choir and piano;

1. Jewels
2. Is The Moon Tired?
3. Who Has Seen The Wind?
4. Dead In The Cold
5. Kookoorookoo!

All five poems are taken from Rossetti's collection of poems for children - also titled **SingSong**, which was published in 1872.

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10, Stratford Place, London, W.1

# 1. Jewels

Martin Read

Stately, but not slow  $\text{♩} = 74$

Sop. 1 *mp* *cresc.*  
An em - 'rald is as green as grass; A ru - by red as

Sop. 2 *mp* *cresc.*  
An em - 'rald is as green as grass; A ru - by red as

Alto *mp* *cresc.*  
An em - 'rald is as green as grass; A ru - by red as

Piano *mp*

*mf* *mp* *cresc.* *f* Solo *mf*  
blood; A sap - phire shines as blue as heav'n; A

*mf* *mp* *cresc.* *f*  
blood; A sap - phire shines as blue as heav'n;

*mf* *mp* *cresc.* *f* Solo *mf*  
blood; A sap - phire shines as blue as heav'n; A flint lies

*mf* *mp* *cresc.* *f* *mp*

*Red*

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flint\_ lies in the mud, a flint\_ lies in the

Solo *mf* A flint lies\_ in\_ the mud, A flint lies\_ in\_

in the mud, a flint lies in the mud.

*mp* *mp*

*p* *p*

*con 8va*

\* Ped. \* Ped.

mud. A dia - mond is a bril - liant stone, To

the mud. A dia - mond is a bril - liant stone, To

A dia - mond is a bril - liant stone, To

*f* *f* *f*

*Tutti* *Tutti* *Tutti*

\* Ped. \*

*(still f)*

catch the worlds de - sire; An o - pal holds a

*(still f)*

catch the world's de - sire; An o - pal holds a

*(still f)*

catch the world's de - sire; An o - pal holds a

*(still f)*

*Ped.* \* *Ped.*

*big rit. and cresc.*

20

fie - ry spark; But a flint holds fire.

*big rit. and cresc.*

fie - - ry spark; But a flint holds fire.

*big rit. and cresc.*

fie - ry spark; But a flint holds fire.

*8va* *Ped.* \*

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# 2. Is The Moon Tired?

Andante ♩ = 68

Sop. 1

Sop. 2

Alto

Piano

*f*

*Ped.* \**Ped.* \**Ped.* \**Ped.* \**Ped.*

*mf*

Is the moon tired? She looks so pale with-in her mis - ty veil, *decresc. .... mp*

*mf*

Is the moon tired? She looks so pale with-in her mis - ty veil; *decresc. .... mp*

*mf*

Is the moon tired? She looks so pale with-in her mis - ty veil;

*mf* *mp*

\**Ped.* \**Ped.* \**Ped.* \**Ped.*

10 *decresc. ----- p*

*decresc. ----- p*

*decresc. ----- p*

mis - ty veil:  
mis - ty veil:  
mis - ty veil:

*p* *f*

\* Ped. \* Ped. \* Ped. \* Ped. \* Ped.

*mf*

She scales the sky from

*mf*

She scales the sky from

*mf*

She scales the sky from

*mf*

\* Ped. \* Ped. \* Ped.

*cresc. ----- f* *mf* 20 *mp*

east to west, And take no rest, and take no rest,

*cresc. ----- f* *mf* *mp*

east to west, And take no rest, and take no rest,

*cresc. ----- f* *mf* *mp*

east to west, And take no rest, and take no rest,

*cresc. ----- f* *mf* *mp*

\* Ped. \* Ped. \* Ped. \* Ped.

*p* *p* *p*

no rest. Be - fore the com - ing

*p* *p* *p*

no rest. Be - fore the com - ing

*p* *p* *p*

no rest. 'brittle' Be - fore the com - ing

*pp*

\* Ped. \* Ped. \*

of the night

of the night The moon shows pa-pe-ry

of the night

*pp*

*Red.* \* *Red.* \*

*mp* shows pa-pe-ry white,

white, *mp* shows pa-pe-ry white, *mp* shows pa-pe-ry white,

*mp* pa-pe-ry white,

*cresc.* *mp* *mp* *cresc.*

*Red.* \* *Red.* \* *Red.* \*



*mf*  $\overbrace{\quad\quad\quad}^3$   
 pa - pe - ry white; be - fore the dawn - ing of the day  
*mf*  $\overbrace{\quad\quad\quad}^3$   
 pa - pe - ry white; be - fore the dawn - ing of the day  
*mf*  $\overbrace{\quad\quad\quad}^3$   
 pa - pe - ry white; be - fore the dawn - ing of the day

*mf* *p mp mf* *p mp mf* *p mp mf*  
*mf* *mf* *mf*  
*mf* *mf* *mf*

Led. \* Led. \* Led. \*

*mp* *decresc.* ..... *pp*  
 she fades a - way.

*mp*  $\overbrace{\quad\quad\quad}^3$   
 she fades a - way.

*p* *decresc.* ..... *niente*  
 a - way.

*pp p mp* *pp p* *ppp*  
*mf* *mf* *p*  
*mf* *mf* *p*

Led. \* Led. \* Led. \*

# 3. Who Has Seen The Wind?

With a reggae feel ♩ = 67

*p* (percussive whisper) *gradual cresc.* ..... *mf*

Sop. 1  
Wind, wind who has seen the wind? Wind,

*p* (percussive whisper) *gradual cresc.* ..... *mf*

Sop. 2  
Wind, wind who has seen the wind? Wind,

*p* (percussive whisper) *gradual cresc.* ..... *mf*

Alto 1  
Wind, wind who has seen the wind? Wind,

*p* (percussive whisper) *gradual cresc.* ..... *mf*

Alto 2  
Wind, wind who has seen the wind? Wind,

Piano

*f* 10

wind who has seen the wind? Wind, wind

wind, who has seen the wind? Wind, wind,

wind who has seen the wind? Wind, wind,

wind who has seen the wind? Wind, wind,

Piano

who has seen the wind?\_

who has seen the wind?

wind, \_\_\_\_\_

wind, \_\_\_\_\_

*mf*

The first system of the musical score consists of four vocal staves and a piano accompaniment. The vocal staves are arranged in two pairs. The first pair has lyrics 'who has seen the wind?\_'. The second pair has lyrics 'who has seen the wind?'. The third pair has lyrics 'wind, \_\_\_\_\_'. The fourth pair has lyrics 'wind, \_\_\_\_\_'. The piano accompaniment is in the right hand, starting with a rest and then playing a series of chords. A dynamic marking of *mf* is placed above the piano part. The system ends with a double bar line and a repeat sign.

*mf*

Who has seen the wind?\_

*mf*

Who has seen the wind?\_

*mf*

Who has seen the wind?\_

*mf*

Who has seen the wind?\_

*mf*

Who has seen the wind?\_

The second system of the musical score consists of four vocal staves and a piano accompaniment. The vocal staves are arranged in two pairs. The first pair has lyrics 'Who has seen the wind?\_'. The second pair has lyrics 'Who has seen the wind?\_'. The third pair has lyrics 'Who has seen the wind?\_'. The fourth pair has lyrics 'Who has seen the wind?\_'. The piano accompaniment is in the right hand, playing a series of chords. A dynamic marking of *mf* is placed above the piano part. The system ends with a double bar line and a repeat sign.

Neither I nor you:— but when the leaves hang tremb - ling,

Neither I nor you:— but when the leaves hang tremb - ling,

Neither I nor you:— but when the leaves hang tremb - ling,

Neither I nor you:— but when the leaves hang tremb - ling,

*p* leaves hang tremb - ling, *mf* leaves hang tremb - ling

*p* leaves hang tremb - ling, *mf* leaves hang tremb - ling

*p* leaves hang tremb - ling, *mf* leaves hang tremb - ling

*p* leaves hang tremb - ling, *mf* leaves hang tremb - ling

*cresc.* ----- *f*

30

The wind is pass - - ing thro'.

*cresc.* ----- *f*

The wind is pass - - ing thro'.

*cresc.* ----- *f*

The wind is pass - - ing thro'.

*cresc.* ----- *f*

The wind is pass - - ing thro'.

*cresc.* ----- *f*

Preview File Only

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*f* Who has seen the wind? Nei-ther you nor I: but when the

*f* Who has seen the wind? Nei-ther you nor I: but when the

*f* Who has seen the wind? Nei-ther you nor I: but when the

*f* Who has seen the wind? Nei-ther you nor I: but when the

40 *p* trees bow down their heads, bow down their heads,

*p* trees bow down their heads, bow down their heads,

*p* trees bow down their heads, bow

*p* trees bow down their heads, bow

*gradual cresc.*

bow down their heads The wind is

*gradual cresc.*

bow down their heads The wind is

*gradual cresc.*

down their heads, bow down their heads

*gradual cresc.*

down their heads, bow down their heads

*gradual cresc.*

*sempre cresc.*

pass - - - ing by, the wind is pass - - - ing

*sempre cresc.*

pass - - - ing by, the wind is pass - - - ing

*sempre cresc.*

The wind is pass - - - ing by, the wind is

*sempre cresc.*

The wind is pass - - - ing by, the wind is

*sempre cresc.*

*sempre cresc.* **ff** 50

by, \_\_\_\_\_ the wind is pass - - ing by.

*sempre cresc.* **ff**

by, \_\_\_\_\_ the wind is pass - - ing by.

*sempre cresc.* **ff**

pass - ing by, \_\_\_\_\_ the wind is pass - - ing by.

*sempre cresc.* **ff**

pass - ing by, \_\_\_\_\_ the wind is pass - - ing by.

**ff** (*percussive whisper*) *gradual decresc.*

Wind, wind who has seen the wind?\_

**ff** (*percussive whisper*) *gradual decresc.*

Wind, wind, who has seen the wind?

**ff** (*percussive whisper*) *gradual decresc.*

Wind, wind, wind, \_\_\_\_\_

**ff** (*percussive whisper*) *gradual decresc.*

Wind, wind, wind, \_\_\_\_\_