

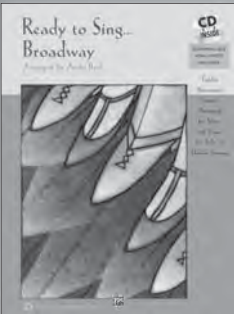
2011 | 2012



NEW RELEASES FOR YOUNG SINGERS



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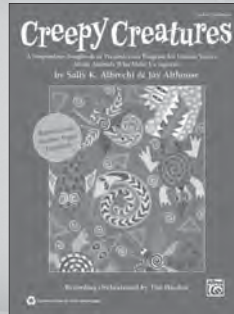
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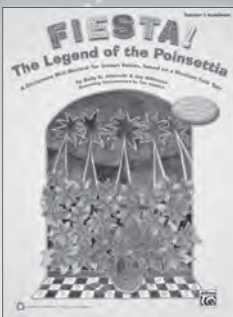
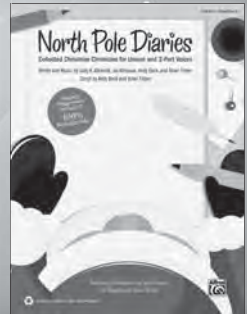
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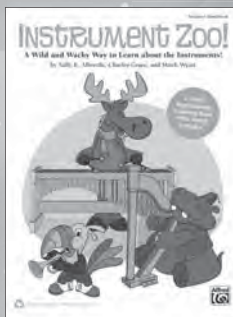
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Please refer to pages 3–5 for excerpts from *Ready to Sing . . . Broadway*.

READY TO SING . . . BROADWAY

Twelve Showtunes, Simply Arranged for Voice and Piano, for Solo or Unison Singing

Arranged by Andy Beck

Sing hits from Broadway with this exciting collection, arranged for voice and piano in a simple style. These entertaining and educational songs are appropriate for beginning soloists, unison classroom singing, and elementary choral groups! Reproducible melody-line song sheets are included in this budget-stretching publication designed to support the teaching of basic singing skills.

- Recommended for grades 4–9.
- Can be used as a songbook or program (approx. 30 minutes).
- Book includes reproducible Student Song Sheets.
- Enhanced Accompaniment CD includes piano accompaniments and reproducible PDF files of Student Song Sheets.

SONG LIST:

- | | |
|--------------------------------|----------------------------|
| 1. Forty-Second Street | 7. It's Possible |
| 2. Give My Regards to Broadway | 8. Lullaby of Broadway |
| 3. Heart | 9. Round-Shouldered Man |
| 4. How Lucky You Are | 10. Shy |
| 5. Hushabye Mountain | 11. Try to Remember |
| 6. If I Only Had a Brain | 12. Wouldn't It Be Loverly |

Book & CD (00-35810) \$29.99

Book (includes Reproducible Song Sheets) (00-35808) \$19.99

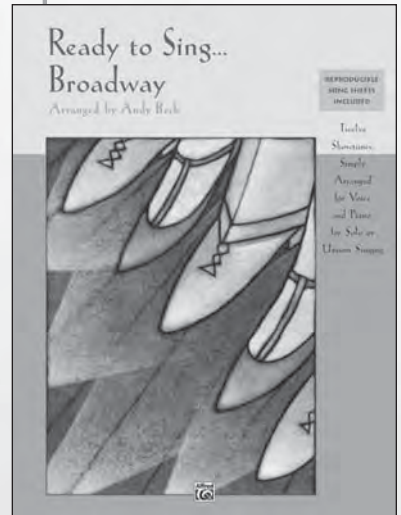
Enhanced Accompaniment CD (Accomp. Tracks/PDF files) (00-35809) \$19.99

Also available in this series, compiled and edited by Jay Althouse:

- Ready to Sing . . . Christmas
- Ready to Sing . . . Folk Songs
- Ready to Sing . . . Spirituals

Please visit **alfred.com** for additional information.

**Reproducible
Pages**



Alfred Cares.

Contents printed on 100% recycled paper.

8. LULLABY OF BROADWAY

from 42nd Street

Arranged by
ANDY BECK

Words by AL DUBIN
Music by HARRY WARREN

Showy, with a swing ($\text{♩} = \text{ca. } 160$) ($\text{♩} = \text{♩}^3$) 5 *mf*

The score is written in 4/4 time with a key signature of one flat (Bb). It consists of eight staves of music. The first staff starts with a treble clef, a 4/4 time signature, and a key signature of one flat. The tempo is 'Showy, with a swing' with a quarter note equal to approximately 160 beats per minute. The first measure is a whole rest, followed by a measure with a 5-measure rest box. The music then begins with a quarter note G4, followed by eighth notes A4, Bb4, C5, and D5. The lyrics are: 'Come on a-long and lis-ten to___'. The second staff continues with eighth notes E5, F5, G5, A5, Bb5, C6, and D6. The lyrics are: 'the lull-a-by of Broad-way. The hip hoo-ray and bal-ly-hoo,___'. The third staff has a 13-measure rest box. The lyrics are: 'the lull-a-by of Broad-way. The rum-ble of a sub-way train,___'. The fourth staff continues with eighth notes G4, A4, Bb4, C5, and D5. The lyrics are: 'the rat-tle of the tax-is. The daf-fy-dils who en-ter-tain___'. The fifth staff has a 21-measure rest box. The lyrics are: 'at An-ge-lo's and Max-ie's. When a Broad-way ba-by says "Good-night,"'. The sixth staff continues with eighth notes G4, A4, Bb4, C5, and D5. The lyrics are: 'it's ear-ly in the morn-ing. Man-hat-tan ba-bies don't sleep tight'. The seventh staff has a 29-measure rest box and a dynamic marking of *mp*. The lyrics are: 'un-til the dawn. Good-night, ba-'. The eighth staff has a dynamic marking of *cresc.* followed by *mf*. The lyrics are: 'by, good-night, milk-man's on his way.'

Come on a-long and lis-ten to___

7
the lull-a-by of Broad-way. The hip hoo-ray and bal-ly-hoo,___

11 13
the lull-a-by of Broad-way. The rum-ble of a sub-way train,___

15
the rat-tle of the tax-is. The daf-fy-dils who en-ter-tain___

19 21
at An-ge-lo's and Max-ie's. When a Broad-way ba-by says "Good-night,"

23
it's ear-ly in the morn-ing. Man-hat-tan ba-bies don't sleep tight

27 29 *mp*
un-til the dawn. Good-night, ba-

32 *cresc.* *mf*
by, good-night, milk-man's on his way.

10. SHY

from *Once Upon a Mattress*

Arranged by
ANDY BECK

Words by MARSHALL BARER
Music by MARY RODGERS

Not too fast ($\text{♩} = \text{ca. } 112$)

4 **5** *mp*

Some - one's be - ing bash - ful. _____

8
_____ That's no way to be, not with me.

14 **17**
Can't you see _____ that I am just as em -


19 *molto rit.*
bar - rassed as you, and I can un - der - stand your point of

23 **2-beat** ($\text{♩} = \text{ca. } 126$) *mf* **25** *f*
view? I've al - ways been shy. I con - fess it, I'm

27
shy. Can't you guess that this con - fi - dent air is a mask that I wear 'cause I'm

31 **33**
shy? And you may be sure, way down deep I'm de -

62


35  mure. Tho' some peo - ple I know might de - ny it, at bot - tom I'm qui - et and


39  pure! I'm a - ware that it's wrong to be weak as I am; my

43  chanc - es may pass me by. I pre - tend to be strong, but as

46  weak as I am, all I can do is try. God knows I try,

51  tho' I'm fright-ened and shy. And de - spite the im - pres - sion I give, I con -

55  fess that I'm liv - ing a lie! Be - cause I'm ac - tual - ly ter - ri - bly

59  tim - id and hor - ri - bly shy. _____

Please refer to pages 7–11 for excerpts from *Holiday Partners!*

HOLIDAY PARTNERS!

10 Tremendous 2-Part Songs for Young Singers

Arranged by **Sally K. Albrecht, Andy Beck,
Mary Donnelly, Donald Moore, Ruth Elaine Schram,
and George L. O. Strid**

Recording Orchestrated by **Tim Hayden**

Before you know it, the holiday season is upon you . . . and it's time to perform! Never fear, *Holiday Partners!* is here! This collection features new and favorite partner songs and easy beginning 2-part arrangements to cover every one of your seasonal celebrations. Sing one, sing two, sing a few!

- Recommended for grades 2–7.
- Teacher's Handbook is 100% Reproducible.
- Enhanced SoundTrax CD includes reproducible PDF files of Student Pages and Cover Art.

MUSICAL SEQUENCE:

- | | |
|--------------------------------|------------------------------|
| 1. Auld Lang Syne | 6. Jingle All the Way |
| 2. Deck the Hall and Decorate | 7. Lullaby on a Silent Night |
| 3. Dreidel, Dreidel | 8. Over the River |
| 4. Follow That Wondrous Star | 9. Pat-A-Pan |
| 5. Go, Tell It on the Mountain | 10. Peace I Leave with You |

Book & CD (00-35671)	\$59.99
Teacher's Handbook (100% Reproducible) (00-35669)	\$29.99
Enhanced SoundTrax CD (Accomp./Perf. Tracks, PDF files) (00-35670)	\$39.99

Reproducible
Pages



Alfred Cares.

Contents printed on 100% recycled paper.

2. DECK THE HALL AND DECORATE

(A Partner Song with "DECK THE HALL")

Arranged, with new words and music, by
RUTH ELAINE SCHRAM

Traditional Welsh Carol

Lightly (♩ = ca. 88-96)

8

9 PART I (or unis.)
mf

Deck the hall with boughs of hol - ly,

11

dec - o - rate the Christ - mas tree. 'Tis the sea - son to be jol - ly,

15

17

join in the fes - tiv - i - ties! On with the gay ap - par - el,

19

red and green and gold and blue! Sing with the Yule - tide car - ol;

23

4

Mer - ry, mer - ry Christ - mas to you!

29 PART II (or unis.)
mf

Deck the hall with boughs of hol - ly, Fa la la la la la la la la.

5. GO, TELL IT ON THE MOUNTAIN

Arranged by
SALLY K. ALBRECHT

Traditional Spiritual

With spirit (♩ = ca. 144)

4

5 *mf*

PART I

PART II

Go, tell___ it on the moun - tain._____

7

mf

Go, tell___ it on the moun - tain,_____

Go, tell___ it on the moun - tain._____

11

2

a ti - ny child is born!

2

Go, tell___ it on the moun - tain, a ti - ny child is born!

17

1st time: PART II only
2nd time: Sing both parts

Go, tell___ it on the moun - tain, o - ver the hills and

Go and tell,___ tell it on the moun - tain. Go and tell,___

20

ev - ry - where. Go, tell it on the moun - tain a
tell it on the moun - tain. Go and tell, tell it on the moun - tain, a

23

ti - ny child is born. When I was a
ti - ny child is born. Oo

29

seek - er, I sought both night and day. I asked the Lord to
I sought both night and day. Oo

33

help me, and he showed me the way.
and he showed me the way.

37

Go, tell it on the moun - tain, o - ver the hills and
Go and tell, tell it on the moun - tain. Go and tell,

9. PAT-A-PAN

Arranged, with new words and music, by
ANDY BECK

Traditional French Carol

With festivity (♩ = ca. 80)

1st time: PART I only
2nd time: PART II only
3rd time: Sing both parts

mf

5

7

PART I

Wil - lie, bring your lit - tle

PART II

mf

Play on your

8

drum, Rob - in get your flute and come. On these in - stru - ments you'll

drum, get your lit - tle flute and come. Play on these

12

13

play. Tu - re - lu - re - lu. Pat - a - pat - a - pan.

in - stru - ments. Tu - re - lu - re - lu. Pat - a - pat - a -

28

16

We will lis - ten as you play for a joy - ful Christ - mas day.

pan. Play, come and play for a joy - ful Christ - mas day.

21

Tu - re - lu - re - lu.

Tu - re - lu - re -

26

Pat - a - pat - a - pan. Tu - re - lu - re - lu.

lu. Pat - a - pat - a - pan. Tu - re - lu - re -

30

Pat - a - pat - a - pan. Pat - a - pat - a - pan!

lu. Pat - a - pat - a - pan. Pat - a - pat - a - pan!

Please refer to pages 13–19 for excerpts from *Rhythm to the Rescue!*

Reproducible
Pages

RHYTHM TO THE RESCUE!

10 Unison Songs in 10 Different Rhythmic Styles with Optional Rhythm Band Parts

By Sally K. Albrecht

Combine clever songs with a dynamic way to develop rhythmic reading and stylistic concepts in this practical, versatile publication. These 10 unison songs develop 10 different rhythmic styles, from calypso to country hoedown, from blues to Broadway, and from rock and roll to swing. Add the Rhythm Band instrumental parts and get the whole school involved!

- Recommended for grades K–6.
- Can be used as a songbook or program (approx. 15 minutes).
- Book includes reproducible Student Song Sheets and Rhythm Band Parts.



MUSICAL SEQUENCE:

- | | |
|--------------------------------|----------------------------|
| 1. Rhythm to the Rescue! | 6. I Got the Blues |
| 2. Give Me a Broadway Two-Beat | 7. We Want to Hear a Waltz |
| 3. A Jazzy Kind of Swing | 8. Calypso! |
| 4. When We Learn to March | 9. Slow Rock and Roll |
| 5. A Sea Chanty | 10. Our Country Hoedown |

Book & CD (00-16946) \$59.99
Teacher's Handbook (includes Reproducible Student Pages) (00-16944) \$29.99
SoundTrax CD (00-17012)..... \$34.99

1. RHYTHM TO THE RESCUE!

Rock and Roll (♩ = ca. 152)



1. If you're look-in' for the beat, — } Rhy-thm comes_ to the
2. Play the cym-bal, play the drum. — } (Band_)



res - cue! When you're walk - in' down the street, — } Rhy-thm comes_ to the
Rhy - thm can be lots of fun. — } (Band_)



res - cue! If you don't know where you are, — } Rhy-thm comes_ to the
Whole or half or quar - ter note, — } (Band_)



res - cue! Three or four beats to the bar, — } Rhy-thm comes_ to the
See what the com - pos - er wrote. — } (Band_)



res - cue! When you've got_ the beat ___ you must move your feet. ___



Rhy-thm comes_ to the res - cue! Rhy-thm comes_ to the res - cue!
(Band_) (Band_)

1. RHYTHM TO THE RESCUE!

BELLS, TRIANGLE and TAMBOURINE

Rock and Roll (♩ = ca. 152)

7

13

19

25

STICKS, WOOD BLOCK and CLAVES

Rock and Roll (♩ = ca. 152)

7

13

19

25

1. RHYTHM TO THE RESCUE!

CYMBALS

Rock and Roll (♩ = ca. 152)

The cymbal part is written on five staves in 4/4 time. It begins with a double bar line, a key signature of one sharp (F#), and a dynamic marking of *f*. The tempo is indicated as ♩ = ca. 152. The notation consists of quarter notes and eighth notes with stems pointing down, representing cymbal strikes. Measure numbers 5, 7, 13, 19, and 25 are circled. The piece ends with a double bar line and repeat dots.

DRUMS

Rock and Roll (♩ = ca. 152)

The drum part is written on five staves in 4/4 time. It begins with a double bar line, a key signature of one sharp (F#), and a dynamic marking of *f*. The tempo is indicated as ♩ = ca. 152. The notation uses standard drum symbols: a vertical line for the snare drum, a vertical line with a diagonal slash for the bass drum, and a vertical line with a diagonal slash and a horizontal line above for the hi-hat. Measure numbers 5, 7, 13, 19, and 25 are circled. The piece ends with a double bar line and repeat dots.

3. A JAZZY KIND OF SWING

Light swing (♩ = ca. 112) (♩ = $\overset{\frown}{\underset{\frown}{\text{♩}}}$)

BELLS, TRIANGLE and TAMBOURINE

mp

CYMBALS
mp

DRUMS
mp

F *mp*

I love jazz. — I love jazz. —

Light swing (♩ = ca. 112) (♩ = $\overset{\frown}{\underset{\frown}{\text{♩}}}$)

mp

⑤

mp

F G7 C7 F

I just love a jazzy kind of swing, a jazzy kind of swing is real-ly quite the thing.

Light swing (♩ = ca. 112) (♩ = $\overset{\frown}{\underset{\frown}{\text{♩}}}$)

mp

9

F G7 C7 F

I just love a jazz-y kind of swing, 'cause I love jazz.

13 *mf*

mf Bb6 F6 C7 F F7

mf Doot doot doot doot dweet doo dow, Doot doot doot doot dweet doo dow,

14

17

Bb6 F6 G7 C7

Doot doot doot doot dweet doo dow. Yes, I love jazz!

21

mp

mp

F G7 C7 F

I just love a jazz-y kind of swing, a jazz-y kind of swing is real-ly quite the thing.

mp

25

F G7 C7 Am7b5 D7

I just love a jazz-y kind of swing, 'cause I love jazz! Yes

cresc.

29

f

f

f

f G C F6

I love jazz!

Please refer to pages 21–24 for excerpts from *Creepy Creatures*.

CREEPY CREATURES

**A Stupendous Songbook or
Preposterous Program for Unison Voices . . .
About Animals Who Make Us Squirm!**

**By Sally K. Albrecht and Jay Althouse
Recording Orchestrated by Tim Hayden**

Okay, how much fun can we have when we sing? These 13 crazy songs about creepy creatures are a blast from beginning to end. Learn a lot about each one of these critters, their habits, and their habitats. This entertaining collection of songs can be performed individually (25 minutes of music) or combined into a 35–45 minute program, tied together by having students read some or all of the informative “Animal Factoids” before each song.

- Recommended for grades 1–6.
- 100% Reproducible and 100% creepy-crawly fun!
- The Enhanced SoundTrax CD includes reproducible PDF files of Student Pages and Cover Art.
- May be used as a songbook, or use the “Animal Factoids” to create up to a 45-minute program.

MUSICAL SEQUENCE:

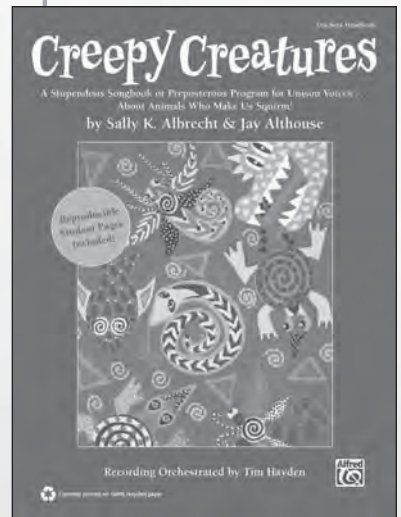
- | | |
|------------------------------|--------------------------------|
| 1. Creepy Creatures | 8. I Think I Saw a Skunk |
| 2. Alligator, Crocodile | 9. Leapin’ Lizards! |
| 3. The Bumblebee | 10. O Porcupine |
| 4. Earthworm, Earthworm | 11. “S” Is for Snake |
| 5. Eek! A Mouse! | 12. A Spider |
| 6. Goin’ Batty | 13. Ugh! A Slug! |
| 7. I Sing About the Stingray | 14. Creepy Creatures (Reprise) |

Book & CD (00-35853) \$64.99

Teacher’s Handbook (includes Reproducible Student Pages) (00-35851) \$34.99

Enhanced SoundTrax CD (Accomp./Perf. Tracks, PDF files) (00-35852) \$44.99

**Reproducible
Pages**



Alfred Cares.

Contents printed on 100% recycled paper.

1. CREEPY CREATURES

Words and Music by
SALLY K. ALBRECHT
and JAY ALTHOUSE

Driving, yet mysteriously ($\text{♩} = \text{ca. } 120$)

The musical score is written in 4/4 time with a key signature of two flats (B-flat and E-flat). It begins with a 4-measure introduction marked with a '4' and a 5-measure first ending marked with a '5' and a forte 'f' dynamic. The melody is simple and rhythmic, with lyrics placed below the notes. The score includes various musical notations such as slurs, ties, and dynamic markings like 'p' (piano) and 'f' (forte). Measure numbers 7, 10, 13, 16, 19, 23, 26, and 29 are indicated at the start of their respective lines.

See the creep - y crea - tures lurk - ing all a - bout.

7
When I see one near me, I _____ just scream and shout! { A spi - der, a sting - ray, or
An earth - worm, a liz - ard, a

10
bum - ble - bee. _____ I think they are com - ing af - ter me! }
13 mouse, or bat. _____ They all seem to know where I am at! }

16
Creep - y, creep - y crea - tures liv - ing in this world. Creep - y, creep - y crea - tures

19
scar - ing boys and girls. But wait till you hear what I learned in school: _____

23
each one of them has things that are cool!

26
See the creep - y crea - tures lurk - ing all a - bout. When I see one near me, I _____
_____ just scream and shout! Al - li - ga - tors, croc - o - diles, por - cu - pines that make you smile,

29
skunks, and snakes, and slim - y old slugs. Creep - y, creep - y, creep - y, creep - y crea - tures!

3. THE BUMBLEBEE

Words and Music by
SALLY K. ALBRECHT
 and **JAY ALTHOUSE**

In two (♩ = ca. 80)

4 *mf*

Zzz, _____

Zzz, _____

9

Can you see the bum - ble - bee is buzz - ing 'round his hive.
 Can you see the bum - ble - bee is buzz - ing 'round that flower.
 Can you see the bum - ble - bee is buzz - ing 'round his queen.

13

Seems to me the bum - ble - bee is glad to be a - live.
 Seems to me the bum - ble - bee was there for half an hour.
 Seems to me the bum - ble - bee is wait - ing to be seen.

17

*Bus - y, bus - y bum - ble - bee, fly - ing 'round and 'round.

21 **3**

Bus - y, bus - y as can be. Lis - ten to his sound:

28

Zzz, _____

Zzz, _____

32

Zzz, _____

* close quickly to the "zz" sound in the word "busy" each time you sing this phrase.

4. EARTHWORM, EARTHWORM

Words and Music by
SALLY K. ALBRECHT
and JAY ALTHOUSE

Gently (♩ = ca. 96) 5 *mp*

Earth-worm, earth-worm, se-cret-ly you make me squirm, but

9 you are more im - por - tant than we think. 13 Earth-worm, earth-worm,

15 se-cret-ly I must con-firm that you are more im - por - tant than we think. Ec - o -

21 log - ic - 'ly you're one im - por - tant link. *mf* 25 You en - rich the soil,

27 turn-ing it a - round. 33 Work-ing your way through hard and rock-y ground. Pro - vid - ing

34 air to plants at their roots, help-ing them to bear much rich - er fruits. _____

41 *rit.* 42 *a tempo* *mp* Earth-worm, earth-worm, se-cret-ly you make me squirm, but you are more im -

47 por - tant than we think. Ec - o - log - ic - 'ly you're one im - por - tant link.

53 Ec - o - log - ic - 'ly you're one im - por - tant link. *rit.* 2

5. EEK! A MOUSE!

Words and Music by
SALLY K. ALBRECHT
 and **JAY ALTHOUSE**

Scurrying! (♩ = ca. 112)

The musical score is written in treble clef with a key signature of one flat (Bb) and a 4/4 time signature. It consists of several systems of music with lyrics underneath. The score includes dynamic markings such as *mf*, *f*, and *cresc.*, as well as performance instructions like 'Scurrying!' and '3' (triplets). The lyrics are: 'Eek! A mouse is right here in my house!', 'Tell me, what am I supposed to do? I'm so scared. There's no way I'm prepared. Tell me, what am I supposed to do? He's so cute, and looks so des-ti-tute.', 'He is sit-ting right there by my shoe. Oh, tell me, tell me, what am I to do? He Won-der if his friends are all here, too. Oh, tell me, tell me, what am I to do? He's', 'real-ly is quite ti-ny, and has the cut-est face. His fur is gray and shin-y, but he's look-ing rath-er skin-ny, per-haps he needs to eat. He's small-er than a Guin-ea pig, with', 'chew-ing on my lace! Eek! A mouse is right here in my house! ti-ny lit-tle feet. Eek! A mouse is right here in my house!', 'Tell me, what am I supposed to do? For hon-est-ly, I have-n't got a Tell me, what am I supposed to do? For hon-est-ly, I have-n't got a', and 'clue. clue. Eek!'.

Eek! A mouse is right here in my house!
 Eek! A mouse is right here in my house!

7
 Tell me, what am I sup-posed to do? I'm so scared. There's no way I'm pre-pared.
 Tell me, what am I sup-posed to do? He's so cute, and looks so des-ti-tute.

11
 He is sit-ting right there by my shoe. Oh, tell me, tell me, what am I to do? He
 Won-der if his friends are all here, too. Oh, tell me, tell me, what am I to do? He's

15 *cresc.*
 real-ly is quite ti-ny, and has the cut-est face. His fur is gray and shin-y, but he's
 look-ing rath-er skin-ny, per-haps he needs to eat. He's small-er than a Guin-ea pig, with

18 *f* *mf* *mf*
 chew-ing on my lace! Eek! A mouse is right here in my house!
 ti-ny lit-tle feet. Eek! A mouse is right here in my house!

23
 Tell me, what am I sup-posed to do? For hon-est-ly, I have-n't got a
 Tell me, what am I sup-posed to do? For hon-est-ly, I have-n't got a

26 1. 3 2. >
 clue. clue. Eek!

Please refer to pages 26–32 for excerpts from *North Pole Diaries*.

NORTH POLE DIARIES

Collected Christmas Chronicles for Unison and 2-Part Voices

**Words and Music by Sally K. Albrecht,
Jay Althouse, Andy Beck, and Brian Fisher**
Script by Andy Beck and Brian Fisher
**Recording orchestrated by Jay Althouse,
Tim Hayden, and Steve Herold**

Curious to know the inside scoop on your favorite Christmas characters? Then check out the *North Pole Diaries* to learn just what secrets Santa, Mrs. Claus, Dancer, two Elves, Santa's Mechanic Bob, and the North Pole Chief of Staff have this season! Each of these seven characters shares witty rhyming diary entries, followed by a chorus (of any size) singing and dancing a corresponding festive novelty song. Yes, holiday preparations for Santa and the gang are definitely in full swing!

- Recommended for grades 3–8.
- Performance time: approximately 30 minutes.
- Teacher's Handbook is 100% reproducible.
- Enhanced SoundTrax CD includes reproducible PDF files of Student Pages and Cover Art.
- Complete Choreography included.
- Visit alfred.com/northpolediaries to view free instructional videos.

MUSICAL SEQUENCE:

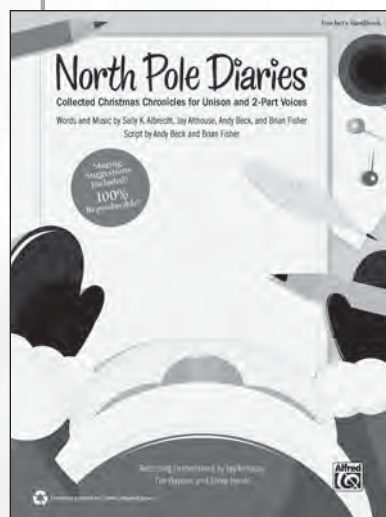
1. North Pole Diaries
2. Gettin' Ready for Christmas
3. Born to Shop!
4. Santa Wants a Brand New Bag!
5. Santa Needs a Vacation
6. Hip-Hop Reindeer
7. Away from the Mistletoe
8. Up, Up, Up in the Sleigh!
9. North Pole Diaries Finale
10. Bows

CAST:

- Santa Claus
- Elf 1
- Mrs. Claus
- North Pole Chief of Staff
- Dancer (the Reindeer)
- Elf 2
- Bob, Santa's Mechanic
- Chorus (of any size)

Book & CD (00-35728) \$64.99
Teacher's Handbook (100% Reproducible) (00-35726)..... \$34.99
Enhanced SoundTrax CD (Accomp./Perf. Tracks, PDF files) (00-35727) \$44.99

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Pages



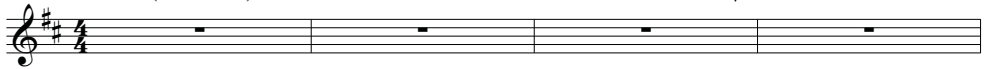
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1. NORTH POLE DIARIES

Words and Music by
ANDY BECK

Push jazz hands up diagonally from shoulders:
R R L L R L Burst jazz hands front
Rock out! (♩ = ca. 144)

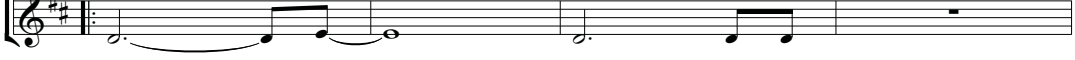


5 PART I Pat knees 2xs (beats 1 & 2), cross hands to shoulders (beat 3) ||: Roll fists from center up to R Push jazz hands up diagonally from shoulders: R, L



North Pole Di - a - ries!

PART II



North Pole Di - a - ries!

9 As in m. 5-8 Roll to L this time Push L, R this time



North Pole Di - a - ries!



North Pole Di - a - ries!

Swing step (3xs) —
Arms (on the half note beat): swing back, snap at shoulders, swing back, cross hands to pat 2 quarter notes on shoulders
Feet (opt.): half time step touch R, L

13 *mf*



Ev-'ry year in De-cem-ber, San-ta Claus and the crew have
Treats and dec-o-ra-tions, toys to fill the sleigh, 7



Ev-'ry year in De-cem-ber, San-ta Claus and the crew have
Treats and dec-o-ra-tions, toys to fill the sleigh, 7

3. BORN TO SHOP!

Words and Music by
SALLY K. ALBRECHT

Hold holiday shopping bag in R hand down to R side of body

Sing front

Freely (♩ = ca. 76)

rit. (opt. solo) *mp*

3 *a tempo*

PART I

Each Christ-mas sea-son I can't wait to

Turn to face PART I, hold

PART II

Punch L fist across to R 3x (low to high)

Turn to face PART II, hold

(end solo)

mp

shop, shop, shop!

I

Sing front

(opt. solo) mp

Drop flat L hand on L side 3xs (high to low)

(end solo) mp

I'm on my feet all day un - til I drop, drop, drop. I

7 All sing front

Peek anywhere 3x

Tall w/sad face and head dropped to R

rit.

Slowly

like to peek in ev - 'ry lit - tle shop, shop, shop. But when my mon-ey's gone, I have to

like to peek in ev - 'ry lit - tle shop, shop, shop. But when my mon-ey's gone, I have to

Push flat L palm front 3x while turning slightly to R

Hold bag w/both hands up to R side of face

Move bag:
L R L
(head reacts in opp. direction)

11 Rock 'n roll (♩ = ca. 144-152)

10

stop, stop, stop! I was born to shop, shop, shop!

stop, stop, stop! I was born to shop, shop, shop!

Swing bag down front

Move bag:
up down up
(body reacts in opp. direction)

Move bag to R side of face

13

Shop un - til you drop, drop, drop. Oh, I ___ was born to

Shop un - til you drop, drop, drop. Oh, I ___ was born to

Move bag:
L R L
(head reacts in opp. direction)

Swing bag down front

Move bag:
up down up
(body reacts in opp. direction)

16

shop, shop, shop! Shop un - til you drop, drop, drop.

shop, shop, shop! Shop un - til you drop, drop, drop.

Hold bag in R hand down to R side of body

20 Point L index to PART II

Mime holding book front

19

While you are sing - in\' "Deck the hall," ___

While you are sing - in\' "Deck the hall," ___

While you are sing - in\' "Deck the hall," ___

Hold low to PART I

5. SANTA NEEDS A VACATION

Words and Music by
ANDY BECK

Pass straw beachcomber hats down the rows of the choir (on beat) until everyone has a hat in hand

Frantic (♩ = ca. 132-144)

PART I

5 *mf*

Stuff-ing the stock - ings, and trim-ming the trees;—

PART II

7

mf

Feed-ing the rein - deer, and test-ing the toys;—

so man - y pres - ents to make.

Both hands push hat onto head

90 degree "calypso arms" with snaps:
R L R R

11

13 **Calypso feel**

f

San - ta needs— a va - ca - tion

f

some-bod - y give— him a break! San - ta needs— a va - ca - tion

8. UP, UP, UP IN THE SLEIGH!

Words and Music by
ANDY BECK

Extend airplane arms on R diagonal, then fold arms front (opt. R step touch) ||: L

Look low to high in front

Big Band swing (♩ = ca. 160) (♩♩ = $\overset{-3}{\text{♩}}$)



Look up (on toes) Hold knees (low)

Push R index up 4xs from R shoulder: shoulder higher higher fully extended

Lean R index R, L



We're go - in' up, up, up, up and a - way.____

R index up to sky (on toes) Hold knees (low)

||: L



We're go - in' up, up, up, up in the sleigh.____

||: with both

Both index out, then crossed over head



We're go - in' up, up, up, up in the sky.____

Both index up to sky (on toes) Hold knees (low)

Circle fat Santa belly in front (R to L)

Open arms front

Angle folded arms R, L ("flying")



'Cause San - ta Claus - 's rein - deer real - ly fly.____

Both index up to sky (on toes) Hold knees (low)

21

4 head nods from R to center (hands remain on knees)

Angle folded arms R, L, R, L



On Dash - er, Danc - er, Pranc - er, and Vix - en,_____

Please refer to pages 34–39 for excerpts from *Fiesta!*

FIESTA! THE LEGEND OF THE POINSETTIA

A Christmas Mini-Musical for Unison Voices, based on a Mexican Folk Tale

By Sally K. Albrecht and Jay Althouse

Recording Orchestrated by Tim Hayden

As Nochebuena (Christmas Eve) approaches, all of the villagers celebrate the wonderful traditions of Las Posadas—from the nightly candlelit processions to the breaking of the piñata. But young Alicia is troubled, as she has no gift to present in the plaza on Christmas Eve. She learns that giving from her heart is magical, as her lowly gift blossoms into the fiery poinsettia plant. This 20-minute mini-musical will captivate your performers and audiences alike. Features several Spanish words and short phrases.

- Recommended for grades 2–7.
- Performance time: approximately 20 minutes.
- Teacher’s Handbook includes reproducible Student Pages and Staging Notes.
- Options given for sacred use.
- Enhanced SoundTrax CD includes reproducible PDF files of Student Pages and Cover Art.

MUSICAL SEQUENCE:

1. Fiesta!
2. Is There Any Room?
3. The Piñata Song (Dale, Dale, Dale)
4. What Can I Give?
5. March of the Children (Marcha de los Niños)
6. Fiesta! (Reprise)

CAST:

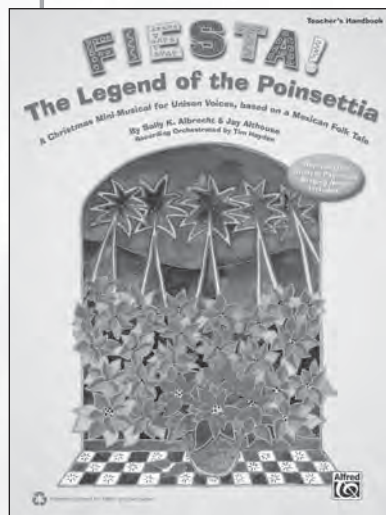
- Narrators (up to 30)
- Alicia
- Madre
- Padre
- Alicia’s Family
- Innkeepers
- Travelers
- Children (at least 4)
- Celia
- Chorus (any size)

Book & CD (00-35856) \$64.99

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Pages



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1. FIESTA!

(All)

Words and Music by
SALLY K. ALBRECHT
and JAY ALTHOUSE

Brightly (♩ = ca. 138)

ALL

Fi - es - ta, ___ fi - es - ta! ___

7

Join the par - ty and have some fun. ___ Fi - es - ta, ___ fi - es - ta! ___

11 DESCANT (opt.)

ALL

Come a - long ___ now, ev - 'ry - one. ___ Fi -

15

es - ta, ___ fi - es - ta! ___ Join the par - ty and have some fun. ___ Fi -

es - ta, ___ fi - es - ta! ___ Join the par - ty and have some fun. ___ Fi -

40

19

es - ta, fi - es - ta! Come a - long now, ev - 'ry - one.

es - ta, fi - es - ta! Come a - long now, ev - 'ry - one.

23

Las po - sa - das* is the time when
No - che - bue - na* is the night when

27

all the town u - nites. For nine days we cel - e - brate and
all the world seems right. At mid - night we're in the street, be -

31

light the can - dles bright. }
neath the pale moon - light. } Fi - es - ta, fi - es - ta!

Fi - es - ta, fi - es - ta!

* indicates this word or phrase is included in the glossary/pronunciation guide on page 4.

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3. THE PIÑATA SONG (Dale, Dale, Dale)


(All)

Words and Music by
SALLY K. ALBRECHT
and JAY ALTHOUSE


With energy! (♩ = ca. 96) 3 *f*

ALL 

It's my

5 

fav - 'rite___ tra - di - tion of po - sa - da,___ when we
friends and___ my fam - 'ly want to try it.___ All it

9 

light fa - ro - li - tos,* and we swing at the___ pi - ña - ta.* Come and
takes is___ one hit, so grab the blind - fold and___ then tie it. Turn a -


13 

eat some___ ga - lle - tas* and bu - ñue - los.*___ Come
round in___ a cir - cle to get diz - zy.___ Come

17 

play with me,___ come play with me. Come
play with me,___ come play with me. Come

21



play with me, — come play with me.
play with me, — come play with me.

25



Da - le, da - le, da - le, — no pier - das — el ti - no.*

29



Por - que si lo pier - des, — pier - des el — ca - mi - no.*

33



Da - le, da - le, da - le, — and don't miss — the shot. 'Cause

37



if you do not hit it, you're gon - na lose — your spot!

41

(children swing at piñata)

49



8 7 1. *f* 2. *f*

All my It's my

52

4. WHAT CAN I GIVE?

(Alicia, Celia, and Children)

Words and Music by
SALLY K. ALBRECHT
and JAY ALTHOUSE

Thoughtfully (♩. = ca. 56) 5 *mf*

ALICIA

What can I give? I have - n't got much,

8

no trin - kets and such. What can I give? No

13

jew'l - ry to wear, no rib - bons from my hair. I will

17

give of my heart, that's where I can start. I'll

21

give a lit - tle part, a part of my heart.

56

5. MARCH OF THE CHILDREN

(Marcha de los Niños)

(All)

Words and Music by
SALLY K. ALBRECHT
 and **JAY ALTHOUSE**

With joy ($\text{♩} = \text{ca. } 66-69$)

ALL 

Chil - dren, hur - ry, join the pro - ces - sion.

7 

Car - ry your gifts and can - dles bright. Stars are shin - ing

10 

up in the heav - ens. Cel - e - brate No - che - bue - na to - night.

13 

Mar - cha de los ni - ños.* Come to the pla - za,

18 

fol - low the light. Mar - cha de los ni - ños.

21 

Come one and all this spe - cial night.

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Please refer to pages 41–44 for excerpts from *School Daze, Version 2.0*.

SCHOOL DAZE, VERSION 2.0

Scenes and Songs from a Rockin' School Day for Unison and 2-Part Voices

By Janet Gardner

Recording Orchestrated and Produced
by Alan Billingsley

Alfred's all-time favorite musical has been updated with a new song about "Cyberspace" and even more kid-friendly *School Daze* scenes. So take a new look at this rockin' 35-minute musical, as everyday school-time classes and activities are presented in humorous vignettes, along with a clever script and eight easy-to-learn songs.

- Recommended for grades 4–8.
- Teacher's Handbook is 100% Reproducible.
- Enhanced SoundTrax CD includes reproducible PDF files of Student Pages and Cover Art.

MUSICAL SEQUENCE:

1. The Concert Etiquette Rap
2. I'm in a Daze
3. Walk, Don't Run
4. I Love My Locker
5. Cafeteria Confusion
6. In the Gym
7. Detention
8. Cyberspace
9. Reprise: I'm in a Daze

CAST:

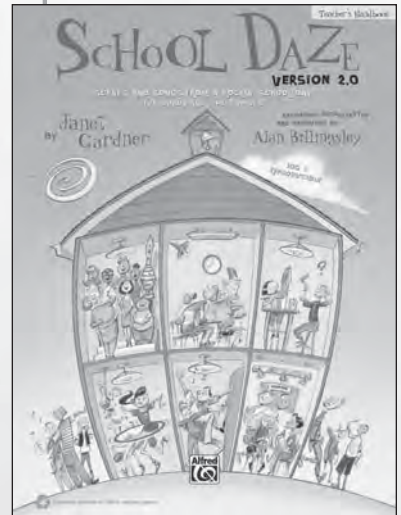
- Choir Director
- Voice (Intercom)
- Principal
- 4 Teachers
- Gym Teacher
- 16 Students
- 3 Girls
- 3 Boys
- 3 Hall Monitors
- Chorus (opt., any size)

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OPENING SCENE & SONG

(Curtain opens. Lights up. Chorus is scattered around on the risers and stage area chattering noisily. Choir Director enters, raises left hand and puts right index finger on lips. As Chorus notices Choir Director, each person imitates Choir Director with L hand up and R index finger on lips. Chorus is finally silent. Choir Director drops hands and Chorus does the same.)

CHOIR DIRECTOR: OK, students, break is over. Let's finish our rehearsal with The Concert Etiquette Rap. Places, everyone.

(Chorus moves noisily to places on risers and in chairs. Choir Director raises L hand and puts R index finger on lips as before. Chorus again does the same. Choir Director puts hands down and Chorus does the same.)

CHOIR DIRECTOR: If anyone is chewing gum, please get rid of it right now.

(Several singers appear to swallow gum, others put it behind ears, put it under risers or stick it underneath chairs.)

CHOIR DIRECTOR: All right, let's begin! *(Begins conducting, then steps to one side to observe.)*

THE CONCERT ETIQUETTE RAP

(All)

Funky (♩ = ca. 72-76)
3

2. Two students seated center start to rise, but sit back down as others gawk at them.

mf 5

1. When you go to a con - cert or
2. Rule num - ber one: please

6

go to a show, there are just a few things you ought to know. _
stay in your chair so that peo - ple can see from ev - 'ry - where. _

2. One student leaves as others silently applaud.

9

Peo - ple have come from far and near _ to a per - for - mance they want to
Rule num - ber two: If you *must* go, then wait till the song is

12

13

see and hear. _ There - fore, let us dem - on - strate _ some
done, you know. _ When you're read - y to re - turn _ just

2. Student returns as others silently applaud. BOTH TIMES: Clasp hands front in "Opera" position

15 *f* [17]

con - cert et - i - quette to im - i - tate. — The con - cert et - i - quette
lis - ten for ap - plause, now live and learn! —

18

Nod head to R Opera pose front Nod head L

rap. The con - cert et - i - quette rap. A

21

Make "monocle" w/R hand, hold to R eye Lean front w/monocle

code of be - hav - ior and cour - te - sy, — so - cial - ly prop - er for

24

1. Funky cross and open arms

you and me! —

29

2. Funky cross and open arms *mf*

3. When the

33

1. Two students stage L "chat" until others turn and stare. One student rushes in, looking at
2. One student pulls out a noisy bag of chips, another plays with the straw in a large drink cup.

con - cert starts keep your lips closed tight. And don't be late, it is
4. Drinks and snacks do not im - port to a con - cert hall. (This is

watch.

36

1. One student takes out cell phone, begins to dial, puts it away.
2. All lean forward, clasping hands

not po - lite. — Leave your cell phones in your cars. — Let
not a sport!). Please sit tight till the con - cert's done. — Ap -

6

I'M IN A DAZE

(All)

Rock (♩ = ca. 152)

Part I – Dance 60's style, Part II – Lean against each other w/arms crossed, blank stares.



1st time – Part I only

2nd time – Part II only

3rd time – Both parts

4 PART I **f** Roll arms R 4x

Freeze during Part I vocal

PART II **f** Back of R hand to forehead

I'm in a daze, — I'm mov - in' fast. —

I'm in a daze. —

7 Roll arms L 4x

Back of L hand to forehead

Both thumbs down 4x

Be - in' in school _ is such a blast. _ Read - in' books and

Got this emp - ty gaze. — School's not too ex -

10 R writes on L palm

Shake both index above head 8x

Point both index to temples 4x

3rd time to CODA ⊕

writ - ing _ are things I find ex - cit - ing. —

cit - ing. — My brain is not ig - nit - ing. —

13 Roll arms front low to high 4X

Hold back of R hand to forehead – Freeze

Back of R hand to forehead

Back of L hand to forehead

Lean against each other again, blank stares

I'm in a daze, _ oh yeah, I'm _ in a daze. —

I'm in a daze. I'm in a daze. —

CYBERSPACE

(All)

Driving (♩ = ca. 120)

STUDENTS *f*



5

take out our cell phones and D V Ds, our
lis - ten to mu - sic and text our friends. We'll

7

lap - tops and Game Boys, what - ev - er we please, 'cause we're
jour - ney to plac - es a - gain and a - gain, 'cause we're

9

delv - ing in - to the world of tech - nol - o - gy.
delv - ing in - to the world of tech - nol - o - gy.

11

Oh, what an awe - some place, we're trav - 'ling through the

13

1. world of Cy - ber - space. We'll world of Cy - ber - space.
2.

16

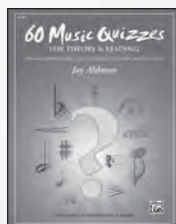
17 TEACHER *mf*

There was a time when "twit - ter" and "tweet" re -

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MUSIC FUN 101

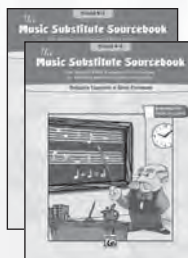
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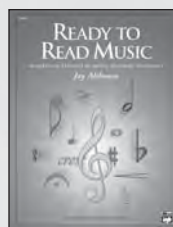
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Retold by Susan Milligan & Louise Rogers, performed by Louise Rogers & Rick Strong

The activities provided in this manual may be used as a supplement to an existing program or to provide a ready-made, easy-to-use, all-encompassing music curriculum. The Appendix includes music theory terms, jazz terminology, standard blues form, and notation (melody with chords) for most of the themes and songs. It is user-friendly and requires no previous musical knowledge.

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A Wild and Wacky Way
to Learn about the Instruments!

A Reproducible Coloring Book
with Sound Samples

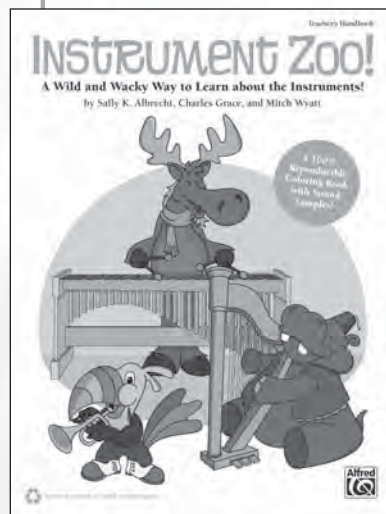
By Sally K. Albrecht, Charles Grace, and Mitch Wyatt

Let's see, a Lion on the Violin? A Tiger on the Trombone?
A Hippo on the Harp? A Moose on the Marimba?
What a fabulous, fun, and educational way to learn
about the instruments! This reproducible coloring
book includes a cute animal coloring page and an
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PDF files of each page, but also 60 sound samples
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A wonderful tool for your general music classroom.
Adorable, and a joy for all of your young music enthusiasts!

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VIOLIN

DESCRIPTION

The violin is the smallest and highest-sounding member of the string family.
The body is made of wood and has an hourglass shape. Attached to the body is a neck.
The top of the neck is called the pegbox.
Four strings are attached to the body and extend to the pegbox.
The fingerboard is a smooth bridge, and the strings are stretched across it.

HOW TO PLAY

A violin holds the violin between the neck has been added to the violin to rest.
The violinist's left hand fingers the neck.
The right hand holds a bow which is also stretched across the strings.
The bow is moved up and down on the strings.

SOUND

The violin has a clear, elegant sound.
It is used to play fast, fine sounds.
It can play single notes, chords, and arpeggios.
Each of the four strings is tuned to a different tone quality as well.

FUN FACTS

An orchestra usually has more violins than any other instrument.
The oldest surviving violin was made in 1550.
The violin is the most popular string instrument in the world.

SOUND SAMPLES

TRACK 1 - The Eric Carle
TRACK 2 - Remember My Song

OSTRICH ON THE OBOE



DOGGY ON THE DRUM



DRAWINGS:

1. Lion on the Violin
2. Chicken on the Cello
3. Beaver on the Bass
4. Hippo on the Harp
5. Gorilla on the Guitar
6. Monkey on the Mandolin
7. Buzzard on the Banjo
8. Toucan on the Trumpet
9. Heron on the Horn
10. Tiger on the Trombone
11. Turtle on the Tuba
12. Fly on the Flute
13. Panda on the Piccolo
14. Cat on the Clarinet
15. Ostrich on the Oboe
16. Baboon on the Bassoon
17. Skunk on the Saxophone
18. Penguin on the Piano
19. Doggy on the Drum
20. Kangaroo on the Kettledrums
21. Bear on the Bongos
22. Seal on the Cymbals
23. Goose on the Gong
24. Meerkat on the Maracas
25. Tarantula on the Tambourine
26. Alligator on the Accordion
27. Moose on the Marimba
28. Gecko on the Glockenspiel
29. Starfish Singers

MUSIC SCRAMBLES

30 Melody Mix-Up Puzzles for Classroom and Home Use

By Donald Moore

Teach and test music reading skills with this 100% reproducible resource for developing musicians! Individual measures of familiar melodies have been randomly scattered for students to reassemble. Occasional bonus questions further enhance musical learning. What a fun way to use those few extra minutes of class time or plan for a substitute teacher. The enclosed Data CD contains PDF files of each puzzle, ready for your smart board or website. Answer keys included. Fun for all ages!

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MUSIC SCRAMBLES

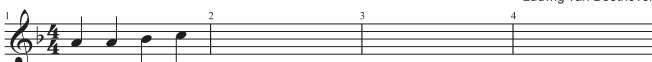
MELODY MIX-UP PUZZLE #7

Name _____


Class _____

DIRECTIONS: The song is missing several measures of music. The missing measures are displayed below the song but are not in the correct order. Beginning with measure two, select the correct measure of music and draw it in the empty measure. Continue with measure three and so on. Carefully align the melody notes and rhythms with the lyrics. The first and last measures are already done for you.




ODE TO JOY Ludwig van Beethoven






Joy - ful, joy - ful, we a - dore you, God of glo - ry, Lord of love;



Hearts un - fold like flowers be - fore you, Op'n - ing to the sun a - bove.

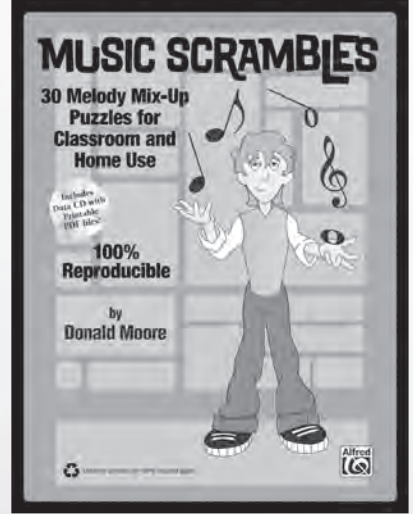




BONUS QUESTION: This song was composed by the classical composer Ludwig van Beethoven, who lived from 1770-1827.

Can you name another famous classical composer? _____

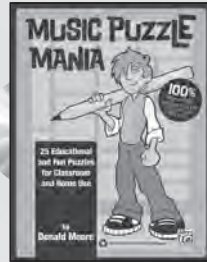
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