



Songs from

MARY, COME RUNNING

(a Christmas Opera)

music by Gwyneth Walker

lyrics by Jean Merrill

for Children's Chorus, Adult Chorus, Flute and Piano





drawings by Nancy van Veenen

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This concert version of MARY, COME RUNNING is intended for performance by children's chorus, assisted by several adult singers, piano and flute. The children may range from all ages. A large chorus is recommended.

The adult chorus should comprise a minimum of 12 singers, with a woman singing the role of MARY and men singing the roles of ROM (a Gypsy), JOSEPH, the three MAGI and two SHEPHERDS. However, older children may be substituted in many of these roles.

These songs are easy to learn and fun to sing. Thus, performances by community and church groups are envisioned. The presence of the gypsies at the Nativity, and the humorous elements in many of the songs, bring a special charm and entertainment to this Christmas music.

* * *

If the staging area permits, a series of mini-tableaux -- with costumed characters -- could be suggestive of the dramatic setting of various songs from the opera score.

These could all take place around a simplified crèche scene: on a small raised platform we would see Mary, Joseph and the Baby in the manger.

Seated on the ground to the left and the right of the crèche: a shepherd (or shepherds) around a campfire and a gypsy (or gypsies) around their campfire.

Area on, or around, the platform might be a place where singers with solo parts would step forward, appropriately costumed.

All of the gift-bringers described in "Toward Bethlehem Now Comes a Baker" (baker, farmer, shepherd, child and dancer) could come forward, sing their solo line and lay gifts by the manger.

Mary would take center stage for her solo part in the lullaby -- shepherd boy for solo lines in "Shepherd's Song" and "Riddle Song" Joseph & Mary for "The Pancake Song" -- the three Magi for "The Magi's Song" etc.

Duration: approximately 25 minutes

SUGGESTED PROGRAM NOTES:

(which could be used by Choral Director, member of chorus or student to introduce program, or could be printed in program)

Our program tonight will present selections from a Christmas opera written by composer Gwyneth Walker. The opera, entitled Mary, Come Running, is based on a Christmas story by Jean Merrill.

This Christmas story was suggested by an old Spanish carol that describes a band of gypsies coming to the stable in Bethlehem, along with the Wise Men and the shepherds.

Our program will begin with Gwyneth Walker's arrangement of this carol, entitled "Hacia Belén" - which means in Spanish "Toward Bethlehem."

CHORUS SINGS: "Hacia Belén"

Many Spanish nativity carols begin with the phrase: "Toward Bethlehem . . ." and have many verses which describe a large cast of characters who are traveling toward Bethlehem with gifts for the Christ Child.

CHORUS SINGS: "Toward Bethlehem Now Comes a Baker . . ."

The next selection is the song of a shepherd boy who is camping outside Bethlehem -- and is worried about the gypsies camping nearby.

SHEPHERD BOY & CHORUS SING: "Shepherd's Song"

The next song is based on an old Spanish text that describes Mary making pancakes for Joseph in the stable.

MARY, JOSEPH, ROM & CHORUS SING: "The Pancake Song"

And now we will hear the lullaby which Mary sings to the newborn child.

MARY & CHORUS SING: "Lullaby"

In the story of Mary, Come Running, the three Magi who come to Bethlehem are seen as very learned men. They quote from ancient books in many languages to explain the significance of the star over the stable.

MAGI & CHORUS SING: "Magi's Song"

The last song is a riddle song that is sung when a shepherd boy brings a lamb as a gift to the Christ Child.

SHEPHERDS, SHEPHERD BOY & CHORUS SING: "Riddle Song"

CHORUS SINGS: Final Reprise of "Hacia Belén"

The Songs



Hacia Belén ("Toward Bethlehem") p. 2
chorus

Toward Bethlehem Now Comes a Baker . . . 4
chorus, dancer

Shepherd's Song ("I Guard My Sheep") 8
Shepherd Boy, children

Pancake Song 12
Mary, Joseph, Rom, children

Lullaby ("Sleep, Little Bird") 16
Mary, children

Magi's Song 21
Magi, chorus

Riddle Song ("Have You Heard of the Lamb of God?") 31
2 Shepherds, Shepherd Boy, children

Final Reprise ("Hacia Belén") 37
chorus



HACIA BELÉN ("Toward Bethlehem")

for Children (and Adults, ad lib.)

traditional Spanish carol

slowly, freely *faster* $\text{♩} = 60$

Fl. *p* *mf*

Pno. *p* *mf*

Fl. *tr*

Pno.

Children

Fl. *mf* *Toward*

Pno.

(add adults when needed or desired, or alternate singing of verses between children and adults)

Children

(optional harmony)

1. Beth - le - hem a don - key comes, I re - - mem - ber, la - den with
 2. through the gates of Beth - le - hem, I re - - mem - ber, gyp - sies have
 3. Beth - le - hem a Gal - i - cian comes, I re - - mem - ber. While he re -

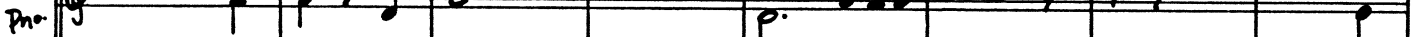
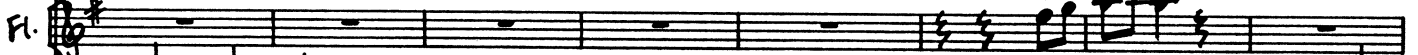
Fl. *echo* *p*

Pno. *p* *mf*

Children



choc - o - late. He car-ries his choc-o-late pot, I re - - mem-ber, his choc-o-late
sto - - len in. And from the Ho - - ly Child, I re - - mem-ber, they take the
veres the Child, an ox starts eat-ing his hat, I re - - mem-ber, the ox is



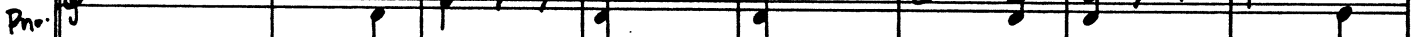
echo

p

Children

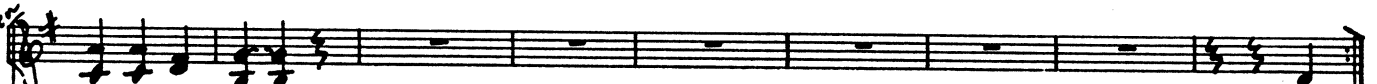


grind-er and stove. ----- Mar-y, come run-ning, come a fly-ing, for gyp-sies are
swad - - dling clothes. ---- Mar-y, come run-ning, come a fly-ing, for gyp-sies are
eat-ing his hat. ----- Mar-y, come run-ning, come a fly-ing, to com-fort the



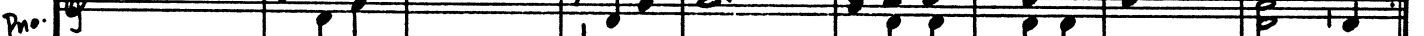
mf

Children



eat-ing the choc-late!
steal-ing his clothes!
guest who is cry-ing!

2. Now
3. Toward



rit. 3rd verse only

rit. 3rd verse only

3

Fin

TOWARD BETHLEHEM NOW COMES A BAKER . . .

for Children (and adults)

lyrics by Jean Merrill

music by Gwyneth Walker

The village choirmaster is conducting the celebrants in a carol describing the gifts being placed at the crèche.

[Children may also sing melody]

mf
Toward Beth-le-hem
Toward Beth-le-hem

Slowly $\text{♩} = 132$
p *mf*
Ped. * Ped. * Ped. * Sim.

mf
Six loaves for the Ba-by of my fin-est white bread.
now comes a ba-ker with bread. And now comes a
now comes a ba-ker with bread. And now comes a

mf *rit.* *a tempo*
for a blan-ket of lamb's wool to keep the Child warm. *a tempo*
shep-herd with the fleece of a lamb And
shep-herd with the fleece of a lamb And

rit. *a tempo*
p *mf*

Slower, freely
mf

Child

S
A
T
B

I wove it with flow-ers to crown His fair head.
here comes a child who's made a small cap.
here comes a child who's made a small cap.

Fl.

Pno.

p *slower,* *freely* *mf*

[Child places cap at creche]

Famer

S
A
T
B

a tempo *mf* *mf* *mf*

The
And here comes a farm-er with a bas-ket of grapes.
And here comes a farm-er with a bas-ket of grapes.

Fl.

Pno.

a tempo *a tempo* *mf*

Farmer

best of my vine-yard I bring to the Child. *mf*

la la la la la la la la la

la la la la la la la la la The

Fl.

Pno.

Soprano

Tenor

Then comes a dan-cer with

best of his vine-yard he brings to the Child. la la la la la la la la la

Fl.

Pno.

LIVELY (d. = 60 or faster)

[a DANCER *f* with castanets steps forth from the crowd and begins to dance in flamenco style]

Dancer (or Singer)

I'll make a fi - es-ta for the Ba - - by's birth-day!

gold cas - tan - ets.

gold cas - tan - ets.

LIVELY

[or played with castanets]

Pno.

Fl. *LIVELY*
sf *dramatico*
 (sva) [dance continues with castanets ad lib.]

Fl. *sva*

Pno. (5)

Fl. *VERY LIVELY*

Pno. *VERY LIVELY*

Fl. VILLAGERS shout: "O - lé!"

DANCER with castanets continues to dance

Pno. *sva*

7

SHEPHERD'S SONG ("I Guard My Sheep")

for Shepherd Boy or Girl and Children

lyrics by Jean Merrill

music by Gwyneth Walker

freely

cantabile

Shepherd Boy or Girl

Fl.

p

p

I guard my

sheep. ----- No li-on, no hawk, no thief shall trou-ble my

sheep as they sleep, ----- as they sleep, -----

as ----- they sleep. -----

rit. . .

d = ca. 100, flowing

p gently

Ped. # sim.

8

Cantabile

p

Children S
A

He guards his sheep. No li-on, no

He guards his sheep. No li-on, no

Fl.

Pno.

Children S
A

hawk, no thief shall trou-ble his sheep ----- as ----- they

hawk, no thief shall trou-ble his sheep ----- as they sleep, -----

Fl.

Pno.

blurred, rapidly

*Ped. * Ped.*

Children S
A

sleep, ----- as they sleep, -----

----- as they sleep, -----

Fl.

Pno.

rit.

** Ped. * Ped. 9 * Ped. **

slowly

a tempo

Children S: as they sleep.

Children A: as they sleep.

Fl.: [Musical notation]

Pno.: *slowly* play only if needed. *a tempo* blurred, rapidly. Ped. * Sim.

rit. . . . slowly

Shepherd Boy (or Girl): guard

Children S: [Musical notation]

Children A: [Musical notation]

Fl.: [Musical notation]

Pno.: *rit. . . . slowly* PP Soft Ped. Ped. stays —

rit. . . . slowly

Shepherd Boy (or Girl): guard my sheep.

Fl.: [Musical notation]

Pno.: [Musical notation]

Ped. stays —

rit. . . .

Shepherd Boy (or Girl): guard my sheep.

Fl.: [Musical notation]

Pno.: [Musical notation]

(Ped. stays —)



lyrics by Jean Merrill

PANCAKE SONG

music by Gwyneth Walker

for Children, Mary (woman or older girl), Gypsy ROM and Joseph (men or older boys)

[ROM holds a plate of pancakes]

lively $\text{♩} = 144$

Rom. Fl. Pno.

mf

In a sta-ble in Beth-le-hem

Rom. Pno.

Ma - ry did make a plate of fresh pan-cakes with pi-men - to and seeds. She sprinkled the

Ped. *

Children

[He sprinkles chocolate onto pancakes]

Rom. Pno.

rit. *a tempo* *mf*

pan-cakes with choc - o - late flakes, while Jo-seph gave thanks for so per-fect a wife. while

rit. *a tempo* *high gliss. (delicato)* *mf* *sva* *p*

sim. *Ped.* *

Children

[MARY makes pancakes...children move closer to watch]

Fl. Pno.

Jo-seph gave thanks for so per-fect a wife.

(sva) *mf*

[JOSEPH takes a bite of pancake and burns his tongue],

Children *mf*

Joseph The pan-cakes were hot and Jo-seph cried out: *f* **SLOWER**

Fl. "I've

Pno. *p* *mf* **SLOWER**

Children *f* **a tempo** [JOSEPH and children

Joseph He's burned his tongue, Ma-ry, the cakes are too hot!

burned my tongue, Ma-ry, the cakes are too hot!"

Fl. *mf* **a tempo**

Pno. *mf* *f* *mf*

fan burned tongues]

Mary **SLOWER** *p* *soothingly*

Of course they're hot, Jo-seph, they're hot from the stove. -----

Fl. *mf* **slower**

Pno. *p* *mf* *f* *mf*

Ped. * *sm.* Ped.

p enthusiastically (2)

Children *a tempo* just right! just right! just

Mary *sva.* if you blow on them gent-ly, you'll find them just right.

Pno. *rit...* *a tempo!* (*p*)

*

Children (3) (4) *rit.* *f* *SLOWER*

Rom. right! just right! just right! just right! *SLOWER mf*

Pno. *rit.* *f* *sva.* Jo-seph blew on the *SLOWER*

Ped. * Ped. * Ped. *

[JOSEPH blows on pancakes]

Children *a tempo mf*

Rom. pan-cakes. *p.* He blew on the pan-cakes *f* exultantly!

Pno. *sva.* His dear wife was right. *loco* *a tempo* JOSEPH: Oh how I love

Joseph *SLOWER* *a tempo* [JOSEPH and children dance]

pan-cakes ----- on a cold Win-ter's night.

Fl. *a tempo*

Pno. *SLOWER* *mf* *a tempo*

Ped. * 14

mf *rit.*

Children
la la la la la la la la la The pan-cakes were hot and Jo-seph cried

Fl.

Pno. *mf* *rit.*

a tempo

Children
out: *f frantically* He's burned his tongue, Ma-ry! *p calmly*

Mary
f frantically If you blow on them

Joseph
"I've burned my tongue, Ma-ry!"

Pno. *f clusters high and low* *mf* *p*

[EVERYONE blows on pancakes] *slowly* *whispered (no pitch)*

Children *p calmly* *rit.*
If we blow on them gent-ly, we'll find them just right!

Mary *p calmly* *rit.*
gent-ly, we'll find them just right!

Joseph and Row
If we blow on them gent-ly, we'll find them just right!

Fl. *p* *slowly* *pp* right!

Pno. *rit.* *pp* right!

play only if needed

LULLABY

for Children and Mary (woman or older girl)

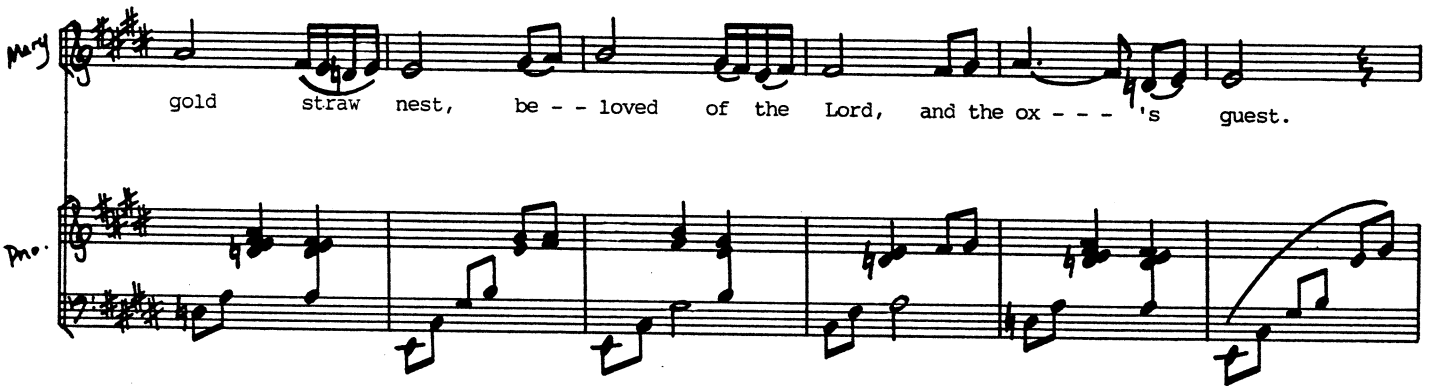
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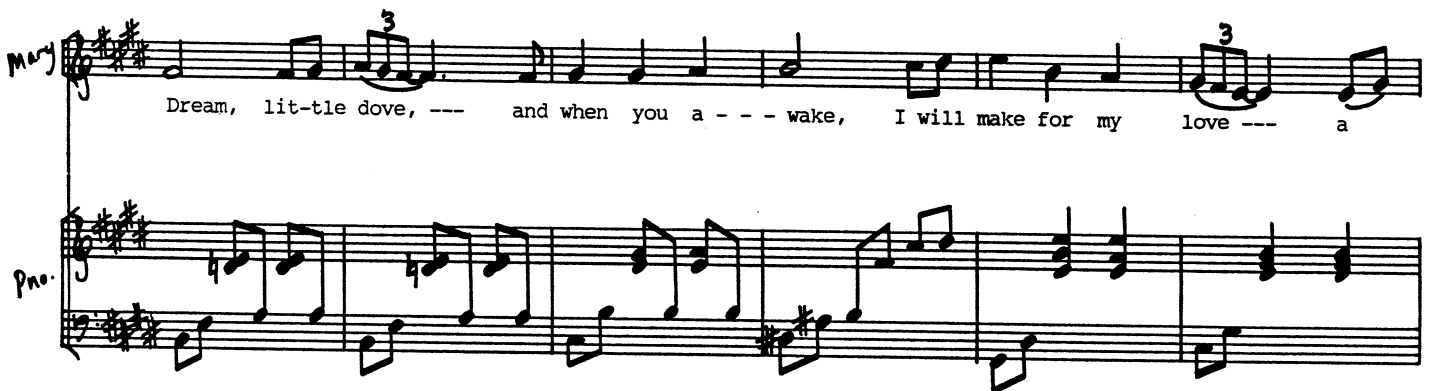
Mary 

d = 88
gently
p
Ped. ** Sim.*

Sleep, ----- lit-tle bird, in your

Mary 

gold straw nest, be -- loved of the Lord, and the ox --- 's guest.

Mary 

Dream, lit-tle dove, --- and when you a --- wake, I will make for my love --- a

Mary *choc - o - late cake.*

Children *a choc - - o - late cake.*

p

cantabile

p

Piano

Children *(p)*

Eat ----- lit-tle lamb, and when you are full, I'll weave you a

p

Flute

Piano

Children *coat of soft warm wool. Laugh, lit-tle mouse, the mice in the*

3

Flute

Piano

Children
 hay will tick-le your toes and teach you to play.

Fl. *slightly faster, playfully*
 (p)

Pno. *slightly faster*

Mary
 Stretch, lit-tle flow-er, reach up for a star. Ev'-ry

Fl. *rit... a tempo*

Pno. *playfully* *rit....* *a tempo* *rit....* *a tempo*

Mary
 Children
 star is a flow-er in the gar-den of God. Ev'-ry star is a

Fl. *rit... slightly slower*
 (p)

Pno. *rit... slightly slower*

Children
 flow-er in the gar - den of God. -----

Fl.
a tempo *mp*

Pno.
mp *4e*

Children (div.)
 Ah ----- Ah -----

Fl.
p

Pno.
p

Children (div.)
 Ah ----- Stretch, lit-tle

Pno.
 Stretch, lit-tle

rit. . . . a tempo

Children
 flow-er, reach up for a star. Ev-'ry star is a flow-er in the

Pno.
 rit. . . . a tempo

slightly slower
 p

Mary
 Ev-'ry star is a flow-er in the

Children
 gar - den of God. -----

Fl.
 rit. . . . slightly slower

Pno.
 rit. . . . slightly slower

Mary
 gar - den of God. ----- rit. . . .

Children
 of God. -----

Fl.
 rit. . . . 8va

Pno.
 Ped. *

20

MAGI'S SONG

lyrics by Jean Merrill

for 3 Magi (men), Children and Adults

music by Gwyneth Walker

[Three MAGI -- exotic, impressive, scholarly (but lost!) characters -- wander up the aisle or across the stage bearing large treatises under their arms.]

freely, slowly, somewhat mysteriously

Fl. *mf* 3

Pno. *p* *repeat g#s ad lib.*

Ped.

Detailed description: This block contains the first system of the musical score. It features a Flute (Fl.) part on a single staff and a Piano (Pno.) part on a grand staff. The Flute part begins with a dynamic marking of *mf* and a tempo marking of '3' (triplets). The Piano part starts with a dynamic marking of *p* and includes a handwritten instruction 'repeat g#s ad lib.' with a wavy line indicating a trill. A pedal point is indicated by 'Ped.' at the end of the system.

in a scholarly, semi-recitative, manner

[1st MAGI points to the star and consults a large volume] *mf*

1st Magi (Bass) Ah - gee - gam - bi - o Beth - le - hem...

slowly $\text{♩} = 66$
mysteriously

Pno. *p*

Ped. stays —

Detailed description: This block contains the second system of the musical score. It features a vocal line for the '1st Magi (Bass)' and a Piano (Pno.) accompaniment. The vocal line is marked *mf* and includes the lyrics 'Ah - gee - gam - bi - o Beth - le - hem...'. The piano part is marked *p* and includes a tempo marking of 'slowly' with a metronome marking of $\text{♩} = 66$ and the instruction 'mysteriously'. A handwritten note 'Ped. stays —' is present below the piano part.

Scholarly, semi-recitative

[2nd MAGI chooses another text] *mf*

2nd Magi (Bar.) Ah - zo - - - zam - bi - a Beth - le -

Fl. *p*

Pno. *p* *mysteriously*

(Ped. stays -)

Detailed description: This block contains the third system of the musical score. It features a vocal line for the '2nd Magi (Bar.)' and a Piano (Pno.) accompaniment. The vocal line is marked *mf* and includes the lyrics 'Ah - zo - - - zam - bi - a Beth - le -'. The piano part is marked *p* and includes the instruction 'mysteriously'. A handwritten note '(Ped. stays -)' is present below the piano part. A Flute (Fl.) part is also shown, marked *p*.

Scholarly, Semi-recitative
mf

[citing another source]

MAGI
3rd (Tenor)
2nd (Bar.)

Es - - que - - cusp-i-dor

hem ...

(p)

Pno.

(Ped. stays -)

(3) Tenor
(1) Bass

Beth-le - hem ...

Ho - hum -

(p)

Pno.

(Ped. stays -)

accel poco... a... poco

MAGI
Tenor
Bar.
Bass

Qui - qua - quan - dri - o Beth - le - hem

Rex - ray - - ron - day - vu Beth - le - hem Fee - fi - fidd - li - o

pan - tri - dor Beth - le - hem See - saw sis - si - o Beth - le - hem

mp mf

Pno.

mp mf

Chaotic - *molto accel* *Presto*

repeat "Bethlehem" in any rhythm, ad lib., not together

3 MAGI

Tenor: Do-re-mi-fa-so Bethlehem, Bethlehem, Bethlehem..... Beth - - - le-hem!

Baritone: Beth-le-hem Bethlehem, Bethlehem, Bethlehem..... Beth - - - le-hem!

Bass: Bethlehem, Bethlehem, Bethlehem..... Beth - - - le-hem!

Flute: rapidly repeat ad lib.

Piano: rapidly

Violon Ped.

3 MAGI

Flute: rapidly

Piano: rapidly

$\text{♩} = 80$ as a dance

3 MAGI

[MAGI sway in rhythm to music]

Do re mi fa so

Flute: $\text{♩} = 80$ as a dance

Piano: $\text{♩} = 80$ as a dance

mf

Children
 do re mi fa so Beth - le - hem.
 Beth - le - hem. Fee-fi - - fid-dl-ee-i - o

Fl.
mf

Pno.

Children
 Fee-fi - - fid-dl-ee-i - o Beth - le - hem
 Beth - le - hem. See - - saw - - siss-i - o

Fl.

Pno.

accel

Children
 See - - saw - - sis-si-i - - o Beth - - - - - le -
 Beth - - - - - le -

Fl.
accel

Pno.

24

[MAGI twirl in place . . . so do children . . .]

lively $\text{♩} = 100$

Children
MAGI:
hem.
hem.

Fl. *lively* $\text{♩} = 100$
Pno. *mf*

Detailed description: This musical score features two vocal parts at the top: 'Children' and 'MAGI:'. Both parts have a whole note rest followed by a fermata and the word 'hem.'. Below these are staves for Flute (Fl.) and Piano (Pno.). The Flute part begins with a whole note rest, then enters with a melodic line marked *mf*. The Piano part provides accompaniment with a rhythmic pattern of eighth notes and chords. A double bar line is present after the first measure.

[This musical round may be choreographed with simple movements performed by each vocal part in imitation]

MAGI:
VILLAGERS (adult chorus)
Do re mi fa so
Do re mi fa so
Do re mi fa so
Beth - le - hem.
Beth - le - hem.
Beth - le - hem.
Fee-fi - - fid-dl-ee-i-o

Fl.
Pno.

mf lively
mf lively
mf lively

Detailed description: This musical score features three vocal parts: 'MAGI:', 'VILLAGERS (adult chorus)', and 'VILLAGERS (adult chorus)'. The 'MAGI:' part has a whole note rest followed by a fermata and the word 'Do'. The 'VILLAGERS (adult chorus)' parts have whole notes with lyrics: 're mi fa so', 'Beth - le - hem.', and 'Fee-fi - - fid-dl-ee-i-o'. Below the vocal parts are staves for Flute (Fl.) and Piano (Pno.). The Flute part has a melodic line, and the Piano part provides accompaniment with chords. The tempo is marked *mf lively*. A double bar line is present after the first measure.

mf lively

Children
 Do re mi fa so Beth - le - hem. Fee-fi - - -fid-dl-ee-i-o

MRS.
 Beth - le - hem. Fee-fi - - - fid-dlee-i-o Beth - le - - hem.

VILLAGERS
 Fee-fi - fid-dlee-i-o Beth - le - hem. See - saw - sis-si-i - o

Beth - le - hem. See - saw - sis-si-i - o Beth - le - hem.

Fl.

Pno.

Children
 Beth - le - hem. See - - saw - sis-si-i - o Beth - le - hem.

MRS.
 See - - saw - sis-si-i - o Beth - le - hem. Do re mi fa so

VILLAGERS
 Beth - le - hem. Do re mi fa so Beth - le - hem.

Do re mi fa so Beth - - le - hem. Fee-fi - - - fid-dl-ee-i-o

Fl.

Pno.

CHILDREN
MAGI
VILLAGERS

Do re mi fa so Beth - le - hem Fee-fi - fid dlee-i-o
 Beth - le - hem. Fee-fi - fid dlee io Beth - le - hem.
 Fee-fi - fid dlee-i-o Beth - le - hem. See - - saw sis-si-i - o
 Beth - le - hem. See - saw - sis-si-i - o Beth - le - hem.

Fl.
mf

Pno.

CHILDREN
MAGI
VILLAGERS

Beth - le - hem, See - saw - - sis-si-i - o Beth - le - hem,
 See - saw - sis-si-i - o Beth - le - hem, Beth - le - hem,
 Beth - le - hem, Beth - le - hem, Beth - le - hem,
 Beth - le - hem, Beth - le - hem, Beth - le - hem,

Fl.

Pno.

gradual Crescendo and accelerando

CHILDREN
Beth - le - hem, Beth - le, Beth-le-hem, Beth - le, Beth-le-hem,
MAGI
Beth - le - hem, Beth - le - - - hem, - - - Beth - le - - - hem, - - -
VILLAGERS
Beth - le - hem, Beth - le, Beth-le-hem, Beth - le, Beth-le-hem,
Beth - le - hem, Beth - le - - - hem, - - - Beth - le - - - hem, - - -

Fl.
gradual cresc. + accel.

Pn.
gradual Crescendo and accelerando

FASTER

Somewhat Chaotic

CHILDREN
f Beth - le, Beth-le-hem, Beth - - le, Beth-le-hem, Beth-le-hem, Beth-le-hem,
f Beth - le - - - hem, - - - Beth - - le - - - hem, - - - Beth - le - hem, Beth-le-hem,
MAGI
f Beth - le, Beth-le-hem, Beth - - le, Beth-le-hem, Beth - le - hem, Beth-le-hem,
f Beth - le - - - hem, - - - Beth - - le - - - hem, - - - Beth - le - hem, Beth-le-hem,
VILLAGERS
f Beth - le, Beth-le-hem, Beth - - le, Beth-le-hem, Beth - le - hem, Beth-le-hem,
f Beth - le - - - hem, - - - Beth - - le - - - hem, - - - Beth - le - hem, Beth-le-hem,

Fl.
FASTER
f

Pn.
FASTER
f

increasingly chaotic

CHILDREN
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,

MAGI
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,

VILLAGERS
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,
Beth-le-hem, Beth-le-hem,

ad lib.
random white-note scale
(f)

ad lib.
white-note scale
(f)

ff Shouted:

CHILDREN
(Beth-le, -- BETHLEHEM!

MAGI
(Beth-le, -- BETHLEHEM!

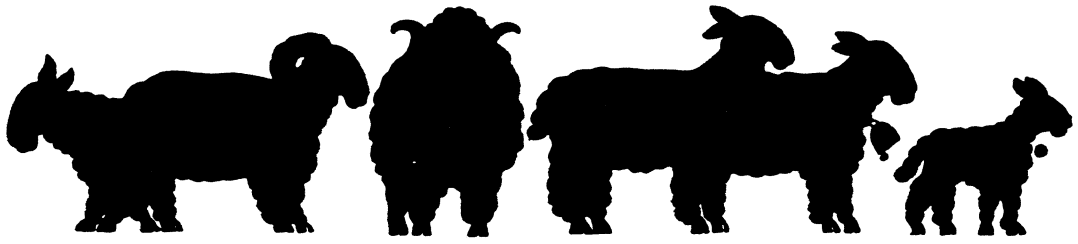
VILLAGERS
(Beth-le, -- BETHLEHEM!

(Beth-le, -- BETHLEHEM!

ad lib. chaos of white-note scales

ad lib. chaos of white-note scales
ff

ff



RIDDLE SONG

for Children, 2 Shepherds (men or older children) and Shepherd Boy or Girl

lyrics by Jean Merrill

music by Gwyneth Walker

Children

1st Shepherd

mf

freely *mf*

We've heard of the Lamb of God.

Have you heard of the Lamb of God? There's a

gva - -

p

a tempo
 $\text{♩} = 120$

Children

1st Shepherd

Was that lamb a black lamb or was that

rid-dle a-bout that lamb. Was that lamb a black lamb or was that lamb born white?

gva - - $\text{♩} = 120$

p

Fl.

Pno.

flowing $\text{♩} = 132$

Children

Shepherd Boy (or Girl)

lamb born white? *mf*

dolce

The shep - herds of Beth-le - hem prize their white flocks, but the

dolce

p

Fl.

Pno.

Ped. *+ Sim.*

Shepherd Boy (or Girl)

freely

lamb I love best has a fleece that is black. I think the Lamb of

Pno.

Children

Shepherd Boy (or Girl)

1st Shepherd

2nd Shepherd

Fl.

Pno.

mf *faster*

God was black. ----- *mf*

He thinks the Lamb of God was black. ----- *mf* *lively*

You've

sva ----- *mf*

p *d.*

Children

2nd Shepherd

Fl.

Pno.

d = 144 *lively*

We've heard of the Lamb of God.

heard of the Lamb of God? But was that Lamb a ewe or was that

lively *(mf)*

lively d = 144 *mf*

flowing $\text{♩} = 132$

Children
Shepherd
2nd Shepherd
Fl.
Pno.

Was that lamb a ewe or was that lamb a ram? *mf* *dolce*
The shep-herds of Beth-le-hem
lamb a ram?

mf *p*
Ped. * Sim.

Shepherd
Boy
(original)

prize their strong rams, but the lamb I hold here is the gentlest of ewes. I

Pno.

freely

Shepherd
Boy
(original)
2nd Shepherd
Fl.
Pno.

think the Lamb of God was too. *mf*
He thinks the Lamb of

mf *3*

Children *mf*

2nd Shepherd *1+2* and must have been a ewe, and must have been a

God was black, and must have been a ewe, and must have been a ewe, and must have been a

Pno.

Children [Spoken, to Shepherds]

Shepherd *1+2* ewe. He thinks the Lamb of God was black and must have been a ewe. RIGHT?

ewe.

Fl. *mf*

Pno.

Children [Surprised]

Shepherds *1+2* NO? [2nd Shepherd *mf cantabile* gravely] NO. If God made lambs both black and white and made both ewes and

1st Shepherd slowly shakes his head.

Fl. *mf* *cantabile* *sva*

Pno. *mf*

Children
Shepherds 1+2

rit , p Slower be they dark or light, mp

rams, then in His sight all lambs are dear, be they dark or light, be they

(8va) - - - - -

Fl.

Pno.

rit Slower p

Children
Shepherds 1+2

mp be they mild and gen-tle ewes, mf faster or strong and stal-wart rams, be they

mild and gen-tle ewes, or strong and stal-wart rams, be they

Fl.

Pno.

mp faster mf

with energy $\text{♩} = 144$ (Keep up tempo)

Children
Shepherds 1+2

dark or light or mild and gen-tle, strong and stal-wart ewes or rams, ----- If

dark or light or mild and gen-tle, strong and stal-wart ewes or rams, -----

Fl.

Pno.

$\text{♩} = 144$ with energy

8va - - - - - loco

black-hole gliss.

slightly slower
mf

Children

God made lambs both black and white, and made both ewes and rams, then ev-'ry lamb is

Fl.

Pno.

gva

slightly slower

Children

Shepherd Boy (or Girl)

rit.

dear ----- to him, as dear as ev-'ry child. ----- *mf freely*

Then ev-'ry lamb is

Fl.

Pno.

rit.

freely

(p)

Shepherd Boy (or Girl)

dear to him, as dear as ev-'ry child. -----

[Shepherd Boy kneels at manger and places black lamb beside baby]

Fl.

Pno.

freely

p

rit.

FINAL REPRISE ("Hacia Belén")

for Children (and adults)

traditional Spanish carol

d. = 60

ALL (in 8ves)

CHILDREN

ALL

*Children
(and
adults)*

mf

Toward Beth-le-hem a don-key has come, a Gal-i-cian has come, the gyp-sies have

Pno. *mf*

(optional harmony)

GALICIAN EXCLAIMS:
"My nice new

*Children
(and
adults)*

come. While they re-vere the Child, an ox has eat-en the hat.

Pno.

*Children
(and
adults)*

straw hat!"

Oh yes! your beau-ti-ful hat.----- Mar-y, come run-ning,

Fl. *mf*

CHILDREN
p echo

ALL
mf

Children (and Adults)

come a fly-ing! Mar-y, come run-ning, come a fly-ing! Mar-y, come run-ning,

Fl.

Pno.

with abandon energetically

[a young gypsy makes off with some chocolate...]

Children (and Adults)

come a fly - - - - ing! for gyp - sies are

Fl.

Pno.

Adults (perhaps just men)
mf

Children (and Adults)

eat-ing the choc-late. Ma-ri - - a, - - - -

Fl.

Pno.

Children
(mf) (perhaps just women)

Ma-ri - a, ----- Ma-ri - a, -----

Children
p

Fl.

Pno.

Children

Ma-ri - a. ----- rit.

rit.

rit.

Ped. *

