

# My Girls

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## I. This Morning

$\text{♩} = \text{c. } 80$  *Brashly, as energetic schoolgirls greeting each other in the hallway.*

Musical score for Soprano and Alto parts. The score is in 4/4 time with a key signature of two flats (Bb and Eb). The tempo is marked as  $\text{♩} = \text{c. } 80$  and the performance style is *Brashly, as energetic schoolgirls greeting each other in the hallway.* The lyrics are: "Hey, girl! Hey, girl! Hey, girl! mmm". The Soprano part is on the top staff, and the Alto part is on the bottom staff. Both parts feature a triplet of eighth notes in the second measure and a dynamic shift from *f* to *p* in the fourth measure. The lyrics "Hey, girl!" are written below the notes, and "Hey, girl!" is written below the triplet. The word "mmm" is written below a sustained note in the fourth measure.

Musical score for Soprano and Alto parts. The score is in 4/4 time with a key signature of two flats (Bb and Eb). The tempo is marked as  $\text{♩} = \text{c. } 80$  and the performance style is *Brashly, as energetic schoolgirls greeting each other in the hallway.* The lyrics are: "Hey, girl! Hey, girl! Hey, girl!". The Soprano part is on the top staff, and the Alto part is on the bottom staff. Both parts feature a triplet of eighth notes in the second measure and a dynamic shift from *f* to *p* in the fourth measure. The lyrics "Hey, girl!" are written below the notes, and "Hey, girl!" is written below the triplet.

A Lively ♩ = 120

S. *p* *mf*  
 nn nn nn This

A. *p sustain tone* *mf*  
 nn nn nn nn— nn nn nn nn nn This  
 (nin)

S. morn - ing, This morn - - - ing, I met my - self com - ing

A. morn - ing, This morn - - - ing, I met my - self com - ing  
 (*p*)

nn nn nn nn— nn nn nn nn nn nn nn nn nn nn— nn nn

S. in nn nn A bright girl, a jun - gle girl, —

A. in nn nn A bright girl, a jun - gle girl, —

nn nn nn nn— nn nn nn nn nn nn nn nn nn nn— nn nn

B

S. shin - ing, shin - ing quick as a snake. Hey, girl! la la la la la

A. shin - ing, shin - ing quick as a Sss Hey, girl! la la la la la

A. *mf* shin - ing, shin - ing quick as a snake. *p* la la la la la

S. *mf* Hey, girl! la la la la la *p* shin - ing, shin - ing quick as a snake. *mf*

A. *mf* Hey, girl! la la la la la *p* shin - ing, shin - ing quick as a Sss

A. *mf* la la la la la *p* shin - ing, shin - ing quick as a snake. *mf*

S. *p* Hey, girl! la la la la la *mf* Hey, girl! la la la la I met my - self this morn - ing com - ing

A. *p* Hey, girl! la la la la la *mf* Hey, girl! la la la la I met my - self this morn - ing com - ing

A. *p* la la la la la *mf* la la la la I met my - self this morn - ing com - ing

*p* *rit.* - - - - -  $\text{♩} = 80$  **F**

S. *p* I sur - - - vive! *f* (f) I'm a bright girl, I'm a

A. *p* I sur - - - vive! *f* (f) I'm a bright girl, I'm a

S. *p subito* jun - gle girl, I'm a shin - ing girl, *mf* quick as a snake. I'm a

A. *p subito* jun - gle girl, I'm a shin - ing girl, *mf* quick as a snake. I'm a

S. *mp* tree girl, I'm a me girl, *p* I met my - self, I

A. *mp* tree girl, I'm a me girl, *p* I met my - self,

*accel.* - - - - -

S. met my - self, I met my - self this morn - ing hey, hey, hey!— *f*

A. I met my - self, I met my - self this morn - ing hey, hey, hey!— *f*

A. I met my - self, I met my - self this morn - ing hey, hey, hey!— *f*

**G** Lively, a tempo ♩ = 120

S. Hey, girl! Hey, girl!— Hey, girl! Hey, girl!— *p*

A. Hey, girl! Hey, girl!— Hey, girl! Hey, girl!— *p*

A. com - - - - ing in nn nn nn— nn nn in nn nn nn— nn nn *p*

*rit.* - - - - -

S. Hey, girl! Hey, girl!— Hey, girl!— *f*

A. Hey, girl! Hey, girl!— Hey, girl!— *f*

A. in nn nn nn— nn nn Hey, girl!— *f*