

SHOCK-HEADED PETER

Cycle for
Soprano, Baritone and Piano

by

HERBERT HUGHES



METZLER

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No. 1.

THE STORY OF CRUEL FREDERICK.

DUET.

Here is cruel Frederick, see !
A horrid, wicked boy was he ;
He caught the flies, poor little things,
And then tore off their tiny wings ;
He killed the birds, and broke the chairs
And threw the kitten down the stairs ;
And oh ! far worse than all beside,
He whipped his Mary till she cried.

The trough was full, and faithful Tray
Came out to drink one sultry day ;
He wagged his tail and wet his lip,
When cruel Fred snatched up a whip,
And whipped poor Tray till he was sore,
And kicked and whipped him more and more ;
At this, good Tray grew very red,
And growled and bit him till he bled.

So Frederick had to go to bed ;
His leg was very sore and red.
The Doctor came and shook his head,
And made a very great to-do,
And gave him nasty physic, too.

But good dog Tray is happy now ;
He has no time to say "Bow-wow !"
He seats himself in Frederick's chair
And laughs to see the nice things there ;
The soup he swallows, sup by sup
And eats the pies and puddings up.

No. 2.

THE STORY OF LITTLE SUCK-A-THUMB.

SOPRANO SOLO.

One day Mamma said, "Conrad, dear,
I must go out and leave you here ;
But mind, now, Conrad, what I say,
Don't suck your thumb while I'm away.
The great tall tailor always comes
To little boys that suck their thumbs,
And ere they dream what he's about,
He takes his great sharp scissors out
And cuts their thumbs clean off—and then,
You know, they never grow again."

Mamma had scarcely turned her back,
The thumb was in, Alack ! Alack !
The door flew open, in he ran,
The great, long, red-legged scissor man.
Oh dear ! Oh dear ! the tailor's come
And caught out little Suck-a-Thumb.
Snip ! Snap ! Snip ! the scissors go,
And Conrad cries out, "Oh ! Oh ! Oh !"
Snip ! Snap ! Snip ! They go so fast,
That both his thumbs are off at last.

Mamma comes home ; there Conrad stands,
And looks quite sad, and shows his hands—
" Ah !" said Mamma, "I knew he'd come
To naughty little Suck-a-Thumb."

THE DREADFUL STORY ABOUT HARRIET AND THE MATCHES.

DUET.

It almost makes me cry to tell
What foolish Harriet befell.
Mamma and Nurse went out one day
And left her all alone at play ;
Now on the table, close at hand,
A box of matches chanced to stand ,
And kind Mamma and Nurse had told her
That, if she touched them, they should scold her.
But Harriet said, "Oh, what a pity !
For when they burn, it is so pretty ;
They crackle so, and spit, and flame ;
Mamma, too, often does the same."

The pussy-cats heard this,
And they began to hiss,
And stretch their claws
And raise their paws ;
"Me-ow," they said, "Me-ow, me-o,
You'll burn to death, if you do so."

But Harriet would not take advice,
She lit a match—it was so nice !
She jumped for joy and ran about,
And was too pleased to put it out.

The pussy-cats saw this
And said, "Oh, naughty, naughty Miss !"
And stretched their claws
And raised their paws ;
"'Tis very, very wrong, you know,
Me-ow, me-o, me-ow, me-o,
You will be burnt, if you do so."

And see ! Oh, what a dreadful thing !
The fire has caught her apron-string ;
Her apron burns, her arms, her hair ;
She burns all over, everywhere.

Then how the pussy-cats did mew—
What else, poor pussies, could they do ?
They screamed for help, 'twas all in vain .
So then they said, "We'll scream again ;
Make haste, make haste, me-ow, me-o,
She'll burn to death ; we told her so."

So she was burnt, with all her clothes,
And arms, and hands, and eyes, and nose ;
Till she had nothing more to lose
Except her little scarlet shoes ;
And nothing else but these was found
Among her ashes on the ground.

And when the good cats sat beside
The smoking ashes, how they cried !
"Me-ow, me-oo, me-ow, me-oo,
What will Mamma and Nursie do ?"
Their tears ran down their cheeks so fast
They made a little pool at last.

No. 4.

THE STORY OF AUGUSTUS WHO WOULD NOT HAVE ANY SOUP.

BARITONE SOLO.

Augustus was a chubby lad ;
Fat ruddy cheeks Augustus had ;
And everybody saw with joy
The plump and hearty healthy boy.
He ate and drank as he was told,
And never let his soup get cold.
But one day, one cold winter's day,
He screamed out, "Take the soup away !
Oh, take the nasty soup away !
I won't have any soup to-day."

Next day, now look, his body shows
How lank and lean Augustus grows !
Yet, though he feels so weak and ill,
The naughty fellow cries out still—
"Not any soup for me, I say ;
Oh, take the nasty soup away !
I won't have any soup to-day."

The third day comes ; oh, what a sin !
To make himself so pale and thin.
Yet, when the soup is put on table,
He screams as loud as he is able—
"Not any soup for me, I say ;
Oh, take the nasty soup away !
I won't have any soup to-day."

Look at him, now the fourth day's come !
He scarcely weighs a sugar plum ;
He's like a little bit of thread,
And on the fifth day, he was—dead !

No. 5.

THE STORY OF FIDGETY PHILIP.

DUET.

"Let me see if Philip can
Be a little gentleman ;
Let me see if he is able
To sit still for once at table."
Thus Papa bade Phil behave,
And Mamma looked very grave.
But fidgety Phil,
He won't sit still ;
He wriggles
And giggles,
And then, I declare,
Swings backwards and forwards
And tilts up his chair.

Fie, the naughty restless child
Growing still more rude and wild,
Till his chair falls over quite.
Philip screams with all his might,
Catches at the cloth, but then
That makes matters worse again.
Down upon the ground they fall,
Glasses, plates, knives, forks and all.

Where is Philip, where is he ?
Soaked from head to foot with tea,
Cloth and all are lying on him ;
He has pulled down all upon him !
What a terrible to-do !
Dishes, glasses, snapt in two !
Here a knife and there a fork !
Philip, this is cruel work.
Table all so bare, and ah !
Poor Papa and poor Mamma.

SHOCK-HEADED PETER.

I.

The Story of Cruel Frederick.

DUET.

Introduction.
Molto allegro. (♩ = 104.)

HERBERT HUGHES.

PIANO.

The musical score is written for piano and consists of five systems of music. The first system is marked *mf rubato*. The second system has a *poco accel.* marking. The third system has a *cresc.* marking. The fourth system has a *ff* marking. The fifth system has a *ritard.* marking. The music is in 3/4 time and features a variety of rhythmic patterns and dynamics.

SOPRANO.
a tempo

This is cru - el Fred - 'rick, see, A hor - rid wick - ed boy was

BARITONE.

mf a tempo

he; He caught the flies, he caught the flies _____

ritard.

a tempo

And then tore off their ti - ny wings.

Poor lit - tle things —

He killed the

colla voce

a tempo

And threw the kit - ten down the stairs—

birds and broke the chairs And threw the kit - ten down the stairs—

cresc. *f*

But Oh ——— far worse than all be—

Far worse than all be—

cresc. *ff*

—side, ———

—side, ———

p *cresc.*

He beat his Ma - ry, beat his

p *cresc.*

Beat his Ma - ry, beat his Ma - ry

Ma - ry, Beat his Ma - ry, beat his Ma - ry

f *cresc.*

ff Till she cried

ff Till she cried

dim. *dim.* *dim.*

mf Cri -

mf Cri -

mf

First system of the musical score. It consists of two vocal staves (Soprano and Alto) and a piano accompaniment. The vocal staves have lyrics: "i - - - ied" followed by a long line, and "Cri - - -". The piano accompaniment features a complex texture with many beamed sixteenth and thirty-second notes in both hands.

Second system of the musical score. It continues the vocal and piano parts from the first system. The vocal staves have lyrics: "i - - - ied." followed by a long line, and "i - - - ied." followed by a long line. The piano accompaniment includes the instruction *non rubato* above the right hand and *p* (piano) below the left hand. There are also some slurs and fingerings (like '2') in the piano part.

Third system of the musical score, showing only the piano accompaniment. It continues the complex texture of beamed notes from the previous systems.

Fourth system of the musical score. It introduces a Baritone vocal staff with the instruction *BARITONE. p* above it. The lyrics for the baritone are "Till - - -". The piano accompaniment continues with its complex texture.

ad lib. *a tempo*

she _____ cried. _____

colla voce *a tempo* *p*

8

pp

SOPRANO. *Andante.* (♩ = ♩. preceding)

The trough was full and faith - ful - Tray Came

BARITONE. *p*

The trough was full and faith - ful - Tray Came

pp *ritard.* *p*

M. 599.

out to drink one sul - try day_____ He wagged his tail, he

out to drink one sul - try day_____ He

wagged his tail and wet_____ his lip,

wagged his tail and wet_____ his lip, The

rit.

He

trough was full and faith - ful Tray Came out to drink one sul - try day_____

cresc.

cresc.

Ped.

tail and wet _____ his lip. _____

his tail and wet _____ his lip. _____

mf *p* *ritard.* *a tempo*

poco a poco accel. e cresc.

f *tr.*

Allegro. (♩ = 100.)

When cru - el Fredsnatched up his whip And whipped poor Tray till

When cru - el Fredsnatched up his whip And whipped poor Tray till

staccato

he was sore And whipped_ poor Tray till he was sore,

he was sore And whipped_ poor Tray till he was, till he was sore,

poco accel. *cresc.*

And kicked and whipped him more and more, and kicked and whipped him

poco accel.

sore _____ And kicked and whipped him more and more, and kicked and whipped him

poco accel. *cresc.*

ff

more and more, and kicked _____ and whipped him more and more _____

more and more, and kicked _____ and whipped him more and and more and more,

ff

more _____ At this poor Tray grew ve - ry red And growled and bit him

atempo

pesante

till he bled, So Fred-rick had to go to bed, His leg was ve - ry sore

f

ff

and red. _____

and red. _____

ff

2

Andante.

2

lugubre

The doc-tor came and

(The doctor knocks at the door)

p

2

*mf**ff*

shook his head _____ (his head) And made a ve - ry great to - do _____

And gave him nas-ty phy-sic too. _____

(humming)

- (to do) And gave him nas-ty phy-sic too _____ (sic too) _____

BARITONE.

*not "in tune"**(glissando)**lunga
pausa***Molto allegro a tempo I?**

SOPRANO.

But

p ritard.

3

ff a tempo

f
 Tray is ve - ry hap - py now, is ve - ry, ve - ry

hap - py now, He has no time, he has no time _____

a tempo
He seats him - self on Fred - 'rick's

BARITONE. *ad lib.*
To say "Bow" wow".

colla voce *a tempo*

chair, And laughs to

He seats him - self on Fred - 'rick's chair And laughs to

cresc. *ff*

see the nice things there, ——— And

see the nice things there, ——— And

cresc. *f*

laughs — to see the nice things there. ———

laughs — to see the nice things there. ———

ff

The soup he

The soup he swal - lows sup by sup, The soup he

swal - lows sup by sup And eats the

swal - lows sup by sup And eats the

pies and

pies and

pud - ding s-up.

pud - ding s-up.

II.

The Story of Little Suck-a-thumb.

SOPRANO SOLO.

Andante.

BARITONE, quasi Recit. SOPRANO. $\text{♩} = 80$

One day Mamma said: "Con-rad, dear, I must go out and

p *colla voce* *colla voce* *p legato*

leave you here; But mind now, Con-rad, what I say, Don't suck your thumb,

8

Don't suck your thumb, Don't suck your thumb while I'm _____ a - way!

8

poco rall.

Don't suck your thumb while I'm a - way while I'm _____ a - way!

colla voce

a tempo

a tempo - Appenato

The great tall tai - lor al-ways comes To lit-tle boys who

ritard.

suck their thumbs.

accel.

Allegro. ♩ = 144.

And ere they dream what he's a - bout He

rall.

cresc.

takes his great sharpscis-sors out, He cuts their thumbs clean off, and

cresc.

accel. e agitato f

then he cuts their thumbs clean off, and then — You know they

accel. e agitato. f

ne - ver know they ne - ver know they ne - ver

rit. *a tempo*

grow — a - gain? —

colla voce *a tempo*

Tempo I.

Mamma had scarcely turned her back, The

rit. *p*

ad lib. **Allegro.**

thumb was in, A - las! ——— A - lack! ——— The

colla voce *f*

And. *

cresc.

door flew o - pen - in he ran The great long red-legged scis-sor man. Oh

mf *cresc.*

f

dear, O dear, the tail-or's come And caught out lit-tle Suck-a-thumb.

f

f accel. e agitato *cresc.*

Snip, snap the scis-sors go, Snip, snap the scis-sors go, And

f accel. e agitato *cresc.*

ff

Con - rad cried "Oh! Oh! Oh! Oh!"

ff

(BARITONE speaks as below)

(Snip, snap, snip, they go so fast)

2

a tempo *ff*

That both his thumbs, — both his

a tempo *ff*

rall. *dim.*

thumbs, — both his thumbs are off — at

a tempo

mf a tempo

pp

last.

Andante (Tempo I.)

Piano introduction in G major, 6/8 time. The right hand features a melodic line with eighth notes and rests, while the left hand provides a harmonic accompaniment with eighth notes. The piece begins with a piano (*p*) dynamic.

Più lento.

Piano accompaniment for the first vocal line. The right hand has a melodic line with eighth notes and rests, while the left hand provides a harmonic accompaniment with eighth notes. The piece begins with a piano (*p*) dynamic and ends with a fortissimo (*ff*) dynamic. The tempo is marked *Più lento.*

Mamma — came home — There Con - rad stands And

affettuoso

BARITONE.

Piano accompaniment for the baritone line. The right hand has a melodic line with eighth notes and rests, while the left hand provides a harmonic accompaniment with eighth notes. The piece begins with a piano (*p*) dynamic and ends with a fortissimo (*ff*) dynamic.

looks quite sad — and show his hands — "Ah!" (said Mam

SOPRANO.

ad lib.

pp

Piano accompaniment for the soprano line. The right hand has a melodic line with eighth notes and rests, while the left hand provides a harmonic accompaniment with eighth notes. The piece begins with a piano (*p*) dynamic and ends with a fortissimo (*ff*) dynamic.

-ma) "I thought he'd come to naughty, naughty lit - tle Suck - a - thumb.

colla voce

Ad.

III

The Dreadful Story about Harriet and the Matches.

DUET.

Andante moderato. ♩ = 88.

The musical score is written for a piano and a baritone. The piano part is in 4/4 time, with a tempo of Andante moderato (♩ = 88). The key signature has one flat (B-flat). The score is divided into four systems. The first two systems are piano accompaniment. The third system introduces the baritone soloist with the lyrics 'It makes us ve - ry'. The fourth system continues the piano accompaniment and the baritone soloist with the lyrics 'sad to tell what fool - ish Har - ri - et be - fell What'. The piano part features various dynamics including *ff*, *f*, *dim.*, and *mf*. The baritone part is marked *mf* BARITONE.

ff *8va bassa*... *mf*

f *8va bassa*... *dim.* *mf*

mf BARITONE.
It makes us ve - ry—

sad to tell what fool - ish Har - ri - et be - fell What

poco animato

fool - ish Har-ri - et be-fell It makes us ve-ry sad to tell

Tempo I. **SOPRANO.**

It makes us ve - ry

It makes us ve - ry sad to tell what

rall. *sempre legato*

sad to tell what fool - ish what fool - ish Har -

fool - ish Har - ri - et be - fell, what fool - ish Har - ri - et be - fell It

dim. e poco rit. *a tempo*

- ri - et be - - fell.

cresc.

makes us ve - ry sad to tell.

p a tempo

Mam - ma and Nurse went

went

out one day and left her all a - lone,

out one day and left her all a - lone Mam -

and left her all a -

- ma and Nurse went out one day and left her all a -

- lone a - lone

- lone a - lone

cresc.

f

At

At

dim.

rall.

This system contains three staves. The top two are vocal staves in G major, each with a long note followed by a rest and then a final note. The piano accompaniment is in the bottom staff, featuring a complex rhythmic pattern with eighth and sixteenth notes. A first ending bracket is marked with an '8' over the first two measures. Dynamics include *dim.* and *rall.*

play. _____

play.

a tempo.

This system contains three staves. The top two are vocal staves, each with a long note followed by a rest and then a final note. The piano accompaniment is in the bottom staff, featuring a complex rhythmic pattern with eighth and sixteenth notes. A first ending bracket is marked with an '8' over the first two measures. Dynamics include *a tempo.*

Più mosso. ♩ = 168.

Now on the ta - ble close at hand A box of match - es

p

This system contains three staves. The top two are vocal staves with the lyrics "Now on the ta - ble close at hand A box of match - es". The piano accompaniment is in the bottom staff, featuring a complex rhythmic pattern with eighth and sixteenth notes. Dynamics include *p*.

chanced to stand, and kind Mam - ma and Nurse

And Nurse had told her

The first system of the musical score. It consists of three staves. The top two staves are for the voice, and the bottom staff is for the piano. The key signature has one flat (B-flat). The first vocal staff has the lyrics "chanced to stand, and kind Mam - ma and Nurse". The second vocal staff has the lyrics "And Nurse had told her". The piano accompaniment features a flowing melody in the right hand and a more rhythmic bass line in the left hand.

cresc. *f*

that if she touched them they would scold her,

that if she touched them they would scold her,

The second system of the musical score. It consists of three staves. The top two staves are for the voice, and the bottom staff is for the piano. The key signature has one flat (B-flat). The first vocal staff has the lyrics "that if she touched them they would scold her,". The second vocal staff has the lyrics "that if she touched them they would scold her,". The piano accompaniment features a flowing melody in the right hand and a more rhythmic bass line in the left hand. Dynamic markings include *cresc.* and *f*.

they would scold her, they would scold _____

they would scold her, they would scold _____

The third system of the musical score. It consists of three staves. The top two staves are for the voice, and the bottom staff is for the piano. The key signature has one flat (B-flat). The first vocal staff has the lyrics "they would scold her, they would scold _____". The second vocal staff has the lyrics "they would scold her, they would scold _____". The piano accompaniment features a flowing melody in the right hand and a more rhythmic bass line in the left hand. The system ends with a double bar line and a repeat sign.

dim.

ho ho ho ho

ho ho ho

molto rall. *a tempo.*

hold her.

hold her.

molto rall. *a tempo.* *mf*

a tempo. For

But Har-ri-et said "Oh what a pi - ty"

poco rit. *a tempo.*

cresc. *f*

when they burn they look so pret - ty, They

cresc.

cresc. *ff*

crack - le so And spit and flame Mam - ma

And spit and flame Mam - ma

8ve lower *cresc.* *ff*

oft - en, oft - en does the same

too, oft - en, oft - en does the same

dim. *mf*

p
The

The

ritard.

Allegretto. ♩ = 72.

pus - sy cats heard this And they be-gan to hiss And

pus - sy cats heard this And they be-gan to hiss And

stretch their claws and raise their paws and raise their paws

stretch their claws and raise their paws and raise their paws

cresc.

'meow' they said 'meow' 'meow' 'meow' they said meow meow You'll burn to

'meow' they said 'meow' 'meow' 'meow' they said meow meow You'll burn to

pp

dim. poco rit.

death _____ if you do so.

death _____ if you do so.

poco rit. f a tempo

But

poco rit.

f

Har - ri - et would not take ad - vice she lit a match

It

f

cresc.

f

She jumped for joy and ran a - bout and

was so nice _____ She jumped and ran a - bout and

cresc.

ff

Red.

dim.

was too pleased _____ to put it out

The

p

dim.

was too pleased _____ to put it out

The

Red.

Allegretto. ♩ = 72.

pus - sy cats saw this and said "O naught-y miss" And

pus - sy cats saw this and said "O naught-y miss" And

p

stretched their claws and raised their paws—"tis ve-ry, ve-ry wrong— you

stretched their claws and raised their paws—"tis wrong—



know" "meow" they said "meow, meow, meow" they said "meow, meow

— you know" "meow" they said "meow, meow, meow" they said "meow—

pp

molto rit.

You will be burnt if you do

You will be burnt if you do

tr

molto rit.

Allegro.

so?"

so?"

agitato

Now see O what a

f

mf

dread-ful thing the fire has caught her a-pron string, Her a - pron burns her

arms her hair she burns all o - ver ev - 'ry-where, ev - - 'ry-

cresc.

f

ev - - - 'ry -

where ev - - 'ry - where, ev - - - 'ry -

cresc.

ff

- where, ev - - 'ry - where.

- where, ev - - 'ry - where.

molto cresc.

Più mosso.
con molto agitato

Then how the pus - sy cats did mew What else poor pus - sies
What else poor pus - sies

f

Red. * *Red.*

cresc.
could they do? They screamed for help 'twas all in vain so
could they do? They screamed for help 'twas all in vain so

cresc.

* *Red.* * *Red.* *

ff
then they said "We'll scream a - gain, make haste, make haste!
then they said "We'll scream a - gain, make haste, make haste!

ff

Red. * *Red.* * *Red.*

meow - - o! meow - - o! you'll burn to death!"

meow - - o! meow - - o! you'll burn to death!"

cresc. *fff*

8

Andante moderato (Tempo I.)

fff *Andante* *lunga pausa* *p* *f*

pp

63 42 63 42 63 42 63 42

mf nobilamente

So she was burnt with all her clothes and arms and hands and eyes and

nose Till she had noth-ing else to lose ex-cept her lit-tle scar-let shoes

sva bassa

And noth-ing else but these were

— And nothing else but these were found a-mong the ash-es on the

found and noth-ing else but these were found a-mong the ash - es on the ground.

ground and noth-ing else but these were found a-mong the ash - es on the ground.

The piano accompaniment consists of a treble and bass staff. The treble staff has a melodic line with some grace notes, while the bass staff provides a harmonic foundation with chords and moving lines. There are dynamic markings like *ff* and *ff* in the bass staff.

Angosciamente poco a poco cresc.

noth - ing else but these were found a -

And noth-ing else but these were found among the ash - es on the ground, a -

The piano accompaniment continues with a treble and bass staff. The treble staff has a melodic line with some grace notes, while the bass staff provides a harmonic foundation with chords and moving lines. There are dynamic markings like *poco a poco cresc.* and *ff* in the bass staff.

ff

- mong the ash - es on the ground.

- mong the ash - es on the ground.

The piano accompaniment continues with a treble and bass staff. The treble staff has a melodic line with some grace notes, while the bass staff provides a harmonic foundation with chords and moving lines. There are dynamic markings like *ff* in the bass staff.

noth - ing else, noth - ing else but these,
noth - ing else, — noth - ing else — but these,

The first system consists of two vocal staves and a piano accompaniment. The vocal staves are in treble clef with a key signature of two sharps (F# and C#). The piano accompaniment is in grand staff (treble and bass clefs) with the same key signature. The lyrics are written below the vocal staves. The piano part features a series of chords and single notes in the right hand, and a bass line in the left hand.

dim.
noth - ing else, noth - ing else.
noth - ing else, noth - ing else.

dim. *accel.*

The second system continues the vocal and piano parts. It includes a *dim.* (diminuendo) marking above the first vocal staff. The piano accompaniment features a *dim.* marking in the right hand and an *accel.* (accelerando) marking in the right hand. The piano part includes a series of chords and single notes in the right hand, and a bass line in the left hand.

Allegretto.

ritard. *p*

The third system begins with the tempo marking **Allegretto.** The vocal staves have a 2/4 time signature. The piano accompaniment is in grand staff with a 2/4 time signature. It includes a *ritard.* (ritardando) marking in the right hand and a *p* (piano) marking in the right hand. The piano part features a series of chords and single notes in the right hand, and a bass line in the left hand.

parlando p

And when the good cats sat be - side the smok - ing

pp

(spoken) 'Meow - o' meow - o'

ash - es, How they cried. 'Meow - o' 'meow - o'

dolente.

"What will Mam - ma

And Nur - sie

p

allargando.

p

do?" The tears run down their cheeks so

colla voce.

p con elevazione.

They made a lit - tle lit - tle pool at

fast They made a lit - tle they made a lit - tle lit - tle pool at

pp

a tempo.

last

(ad lib.)

last at last.

pp a tempo (Andante moderato)

ppp

IV.

The Story of Augustus who would not have any Soup

BARITONE SOLO.

Allegro comodo.

And the children...

ff (quasi allargando)

8

Pomposo

a tempo

-gus-tus had, And ev-'ry-bo-dy saw with joy ——— The

plump and health-y, heart - - - y boy.

He

(quasi allargando) *a tempo*

ate and drank as he was told, And nev - er let his soup go cold, He

ff

ate and drank as he was told, ——— And nev - er let his

soup go cold.

ffz *accel.*

Piu animato. $\text{♩} = 120.$

But one day, one cold win-ter day, He

mf

screamed out, "Take the soup a - way, Oh take the

nas - ty soup a - way, I won't have an - y soup

cresc.

p

Grazioso. $\text{♩} = \text{♩}$ preceding *ff*

to -

rubato

ff

Tempo I. *mf*

- day!" Next

(quasi allargando)

8

day, a - las, his bo - dy shows How lean and lank Au - gus-tus grows —

a tempo

Next day a - las his bo - dy shows How lean and lank Au - gus - - tus

grows. Yet

Piu animato

accel.

though he feels so weak and ill The naught - y

p

8 3

fel - low cries out still, "Not an - y soup for

8 2

me to - day, I won't have an - y soup _____

cresc.

p

Grazioso. $\text{♩} = \text{♩}$ preceding

rubato

Tempo I.

to - day." _____ The

f

third day comes, Oh _____ The third day comes,

Oh what a sin to make himself so pale _____ and thin _____

p

Più animato

Yet when the soup is on the tab - le _____

accel.

He screams as loud as he is ab - le _____

“Not an - y soup for me, I say, Oh

take the nas - ty soup a - way, I won't have an - y soup—

— to - day!”

Look at him now the fourth day's come— Look at him, he

scarcely weighs — a sug - ar plum- He's like a

The first system of the musical score. The vocal line is in treble clef with a key signature of one flat (B-flat). The lyrics are "scarcely weighs — a sug - ar plum- He's like a". The piano accompaniment is in grand staff (treble and bass clefs) with a key signature of one flat. The music consists of several measures of chords and single notes.

lit - tle piece of thread.

Grazioso.

pp

The second system of the musical score. The vocal line continues with the lyrics "lit - tle piece of thread." The tempo/mood marking "Grazioso." appears above the staff. The piano accompaniment includes a triplet of eighth notes marked "pp" (pianissimo). The system ends with a 3/4 time signature change.

The third system of the musical score. The vocal line has a long melisma (a single note held over several measures). The piano accompaniment features a series of chords in the bass line, with some notes beamed together.

Recit.

And on the fifth day — he was dead.

mf

f

M. 599.

The fourth system of the musical score. The vocal line is marked "Recit." (recitative) and contains the lyrics "And on the fifth day — he was dead." The piano accompaniment starts with a mezzo-forte (*mf*) dynamic and includes a fortissimo (*f*) section. The system concludes with the marking "M. 599." and a final chord.

V. The Story of Fidgety Phillip.

FINALE.

Andante, con nobiltà.

Piano introduction in D major, 4/4 time. The music is marked *ff* *sonore* and *dim.* The right hand features a melody with a trill on the first measure, while the left hand provides a harmonic accompaniment. The piece concludes with a final chord and a fermata.

SOPRANO. *mf*
Let us see if Phil - lip can Be a lit - tle

BARITONE.
Let us see if Phil - lip can Be a lit - tle

The vocal parts enter with the lyrics "Let us see if Phil - lip can Be a lit - tle". The piano accompaniment is marked *mf* and features a steady eighth-note accompaniment in the right hand and a more active bass line in the left hand.

gen - tle man, Let us see if he is ab - le

gen - tle man, Let us see if he is ab - le

The vocal parts continue with the lyrics "gen - tle man, Let us see if he is ab - le". The piano accompaniment features a *cresc.* (crescendo) marking, with the right hand playing a more complex melodic line and the left hand providing a steady accompaniment.

cresc.

To sit — still for once, — To sit — still for once, —

To sit still for once, sit still for once, —

8va basso...

f

ff

To sit — still for once — at ta - ble, for

sit still for once — at ta - ble, for

ff

dim.

once — at ta - - - ble, for once — at

once, — at ta - - - ble, for once at

dim.

dim.

p rall.

ta - ble.

ta - ble.

Thus Pa-

p

cantabile

Quasi recit.

p

Looked ve - ry

-pa made Phil be - have, and Mam - ma

mf

p

grave.

p

Pedal.

Presto.

The piano introduction consists of four measures. The right hand is silent. The left hand plays a series of eighth notes in a descending and then ascending pattern, starting on G4 and ending on G5. The notes are G4, F#4, E4, D4, C4, B3, A3, G3, F#3, E3, D3, C3, B2, A2, G2, F#2, E2, D2, C2, B1, A1, G1, F#1, E1, D1, C1, B0, A0, G0, F#0, E0, D0, C0, B-1, A-1, G-1, F#-1, E-1, D-1, C-1, B-2, A-2, G-2, F#-2, E-2, D-2, C-2, B-3, A-3, G-3, F#-3, E-3, D-3, C-3, B-4, A-4, G-4, F#-4, E-4, D-4, C-4, B-5, A-5, G-5. The dynamics are marked *p* (piano) at the beginning.

The first vocal line is in treble clef, key of D major, 6/8 time. It begins with a rest for four measures, then enters with the lyrics "But fidg-et - y Phil he wont keep still, He". The melody is in a descending eighth-note pattern. The piano accompaniment is in bass clef, key of D major, 6/8 time. It begins with a rest for four measures, then enters with a series of eighth notes in a descending and then ascending pattern, starting on G4 and ending on G5. The dynamics are marked *mf* (mezzo-forte) at the beginning.

But fidg-et - y Phil he wont keep still, He

The second vocal line is in treble clef, key of D major, 6/8 time. It begins with a rest for four measures, then enters with the lyrics "wrig - gles and gig - gles And then, — then and there, — Swings". The melody is in a descending eighth-note pattern. The piano accompaniment is in bass clef, key of D major, 6/8 time. It begins with a rest for four measures, then enters with a series of eighth notes in a descending and then ascending pattern, starting on G4 and ending on G5. The dynamics are marked *mf* (mezzo-forte) at the beginning.

wrig - gles and gig - gles And then, — then and there, — Swings

f

back - wards and for - wards And tilts, _____ and tilts, _____

back - wards and for - wards And tilts, _____ tilts, _____

f

no.

and tilts _____ up his chair. _____

tilts _____ up his chair. _____

molto cresc.

f *dim.*

mf

Fie, the naughty rest - less child

Fie, the naughty rest - less child

mf

Grow - ing still more rude and wild, Till his chair falls ov - er quite,

Grow - ing still more rude and wild, Till his chair falls ov - er quite,

cresc. Phillip screams with all his might, with all, with all, with *ff*

cresc. Phillip screams with all his might, with all, all, *ff*

all his might

all his might

ff *dim.*

mf

Catch _ es at the cloth, and then That makes mat_ ters

ff >

Down up_ on the floor they fall, Glasses, —

worse a- gain — Down up- on the floor they fall,

ff >

knives and all. —

Plates, forks — and all. —

dim.

portamento ad lib.

Where is Phil - lip? where is he? Soaked from head to

Where is Phil - lip? where is he? Soaked from head to

mf

foot with tea! Cloth and all are ly - ing on him, He has pulled down

foot with tea! Cloth and all are ly - ing on him, He has pulled down

all up on him, Dish - es,

all up on him, What a ter - ri - ble to do!

8^{va}

glass - es snapt in two. There a knife,
Here a fork, here a knife,

there a fork, cru - el work,
Phillip, this is cru - el work, cru - el work,

Ta - ble all so bare, And ah, and
ah, Poor Pa - pa,

molto rit.
pp molto rit.

Prestissimo.*cresc.**poco a poco*

poor Mam - ma, poor Mam - ma,

poor Pa - pa,

cresc. *poco a poco*

poor Mam - ma,

poor Pa - pa,

cresc. *poco a poco*

No. *

Poor Mam - ma, Mam -

Poor Pa - pa, Pa -

cresc. *poco a poco*

No.

impetuoso

ma Glass es, knives,

pa Glass es, knives,

ff

ff

*

plates, forks and all.

plates, forks and all.

fff

fff

fff

8