

CGE126

SATB

Also available: SAB (CGE127); P/A CD (CGECD54)

# SING!

edited by

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DISTINCTIVE CHORAL MUSIC FOR CLASSROOM, CONCERT AND FESTIVAL



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# Goin' Now to See the Baby

## Greg Gilpin

*Resources for Choral Success through*



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**CREATING**

Imagine (#1)  
Plan & Make (#2)

**EVALUATE & REFINE**  
(#3.1)

**PRESENT** (#3.2)

**PERFORMING**

Select (#4.1)  
Analyze (#4.2)

**INTERPRET** (#4.3)

Rehearse, Evaluate & Refine (#5)  
Present (#6)

**RESPONDING**

Select (#7.1)  
Analyze (#7.2)

Interpret (#8)  
Evaluate (#9)

**CONNECTING**

Personal Experiences (#10)  
Varied Contexts (#11)



## Go in' Now to See the Baby

CREATING


- I. Musicians **EVALUATE and REFINE**: New ideas, persistence, and applying appropriate criteria help to improve creative work.

The original melody (ms. 5-12):

- A. Is **repeated** many times. Why are some repeats the same or similar while others are different? How would the composer know if they made good decisions? Explain.

- B. Contains **syncopation**. Why did the composer decide to use a melody with syncopation rather than one of the following to express their **intent**? What was the composer thinking?

A.   
Go-in' now to see the ba-by.

B.   
Go-in' now to see the ba-by.

*EXTEND: Composers manipulate elements of music to create unity and variety in their works. How can an audience be made aware of some of the decisions the composer has made?*

PERFORMING

- II. Musicians **PRESENT**: Creative work may be shared when an idea has evolved, become clearer, and displays a form expressing a purpose.

*EXTEND: Expression marks help the composer present their intent. Are there too many in this work? Too few? What would you change?*

Musicians **INTERPRET**: Rehearsals and performances of a work reflect a process of searching and experimenting with sound to understand and present creative intent.

**Interpreting** a work with repeated text and musical material is a challenge.

1. What is the relationship between repetition and the composer's intent?  
How can intent be evident in a work's presentation?
2. How will the audience "know" a presentation reflects an understanding of a work's intent? What should they "look for"?

*EXTEND: For an audience, show what was discovered in rehearsals about a favorite interpretation, perform two or more contrasting interpretations of portions or a work.*

### KEY VOCABULARY

Repeated, Syncopation, Intent, Elements of music, Unity, Variety, Audience, Expression marks, Interpreting

Learning Resource Page by Michael Jothen  
Michael Jothen, **SING!** Resource Page editor & coordinator

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# Goin' Now to See the Baby

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SATB and Piano\*

Words and Music by  
Greg Gilpin

Musical notation for Soprano, Alto, Tenor, and Bass parts. The Soprano part is on a treble clef staff, Alto on a treble clef staff, Tenor on a bass clef staff, and Bass on a bass clef staff. Each part shows a simple melodic line with a rising eighth note followed by a quarter note.

① With energy and mystery (♩ = 126)

Piano accompaniment for the first system. The right hand features a complex chordal texture with moving lines, while the left hand plays a simple bass line. The tempo is marked as quarter note = 126.

4 SA *p*  
TB *p*  
Go - in' now to see — the ba - by. —

Vocal and piano accompaniment for the second system. The Soprano and Alto parts are on a treble clef staff, and the Tenor and Bass parts are on a bass clef staff. The piano accompaniment continues with the same texture as the first system.

Piano accompaniment for the third system, continuing the texture from the previous systems.

7  
Go - in' now to see — him in — a man - ger.

Vocal and piano accompaniment for the fourth system. The vocal parts continue their melodic lines, and the piano accompaniment provides harmonic support.

Piano accompaniment for the fifth system, concluding the piece.

Performance time: ca. 3:20

\*Also available: SAB (CGE127); Performance/Accompaniment CD (CGECD54).

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Go - in' now to see the ba - by

11

down in, down in Beth - le - hem.

13 *mp*

Go - in' now to see the ba - by

*mp*

15

Go - in' now to see the lit - tle ba - by.

17

Go - in' now to see the ba - by

19

down in, down in Beth - le - hem,