



Persephone

Time and Tune

Credits

Songs written and composed

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Introduction

This series of **Time and Tune** offers a collection of specially-written songs based on the Ancient Greek myth of *Persephone*. Together with the story they recount the adventures of Persephone – her time in the Underworld and her eventual return to earth. The songs, music activities and literacy links can also be put together to make your own performance of the story.

The programmes

Over the first six programmes the children learn one new song in each episode. This is taught, section by section, by the presenter.

The songs are revised in programmes 7 and 8 and here the children have the chance to sing them all the way through from beginning to end. They will be singing along to a full and accurate performance of each song. If you have time you may also choose to sing the song all the way through at the end of programmes 1 to 6 by playing the relevant section of programme 7 or 8.

If you would like to give a performance of *Persephone* you could add your own narrative, based on the events in the story extracts which run throughout the programmes.

There are music activities at the end of the first six programmes and the children are encouraged to join in with these.

There is also a 'backing track' version of each song, without the words. This will enable children to practise for a more polished, final performance. If you are using the podcasts of this series rather than the pre-recorded CDs you will need to contact us to receive a copy of the backing track CD. Please email us at:

schoolradio@bbc.co.uk

(UK schools only)



Time and Tune **Age 7–9**
– Persephone

There is a music CD including backing tracks for all the songs in this series. If you would like a copy please contact us at this link:

www.bbc.co.uk/schoolradio/contact.shtml

Or write to us at:

**BBC School Radio
MC3 D5 Media Centre
201 Wood Lane
London
W12 7QT**

Feedback

We are always pleased to hear how you use our programmes and, in particular, how your own school performance has gone. Please send any letters, stories or pictures to:

BBC School Radio
MC3 D5 Media Centre
201 Wood Lane
London W12 7QT

Or e-mail us at
schoolradio@bbc.co.uk

The Teacher's Notes

The Teacher's Notes offer:

- A guide to using the programmes.
- Actions and simple performance ideas.
- Simple vocal versions of the songs with chords.
- Words and activities.
- Photocopyable pupils' material.

Music skills

Music skills include:

- Singing songs in unison and in two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Practising, rehearsing and presenting performances with an awareness of the audience.
- Listening with attention to detail and internalising and recalling sounds with increasing aural memory.
- Breathing, posture, articulation, sound projection.
- High/low/different paces/timbre/texture.
- Structure (phrase, chorus, verse).
- Context (venue, occasion, time and place, intended effect).
- Rehearsal and performance tips.

Listening to the programmes

1. Podcasts

The programmes can be downloaded in MP3 file format for 7 days following transmission. You can subscribe to the download by clicking on the podcast link available on the BBC School Radio website.

For more information go to:
www.bbc.co.uk/schoolradio/podcasts.shtml

2. Audio on demand

The programmes are also available to 'listen again', streamed over the Internet, for 7 days following transmission.

Organising the class

At the beginning of each programme page (see 'You will need...') are instructions for any organisation or materials that you will need during the programme.

Make sure the speakers are facing the class, so that the children can hear clearly. They need to be able to hear the words and music of the songs, so that they can sing accurately and in tune.

Background information

Persephone is one of many myths about the Ancient Greek gods and goddesses. A number of them can be categorized as 'creation myths' because they explain natural phenomena – for example, *Persephone* is an explanation of the seasons.

The characters in the story are:

Demeter

Demeter is Goddess of the Harvest. She travels the world in her chariot, making sure that everything grows. When Persephone is stolen from her she neglects her duties and the crops die.

Persephone

Persephone is Demeter's daughter. She is taken by Hades and kept prisoner in his palace in the Underworld. While she is there Persephone eats six pomegranate seeds. As a result she has to stay in the Underworld for six months of the year (autumn and winter), but may return to live with Demeter for the other six (spring and summer).

Hades

Hades is King of the Underworld. He is also the richest of all the gods, as he owns all the precious things that are found in the earth, such as diamonds and gold. He takes Persephone to live with him in the Underworld.

Zeus

Zeus is chief of the gods. He is also Demeter's brother and she asks for his help when Persephone is taken. Zeus tells Demeter that the magic spell made by eating the pomegranate seeds cannot be broken, but orders Hades to return Persephone to the earth for six months of the year.

Helios

Helios is the young Sun God. From his position high up in the sky, he sees Persephone taken by Hades.

| PERSEPHONE | PROGRAMME LINKS | FOLLOW-UP |
|---|--|--|
| <p>1. Controlling sounds: performing skills a) Use of voice for speaking and singing</p> | <p>All programmes encourage good singing skills and clear articulation. Programme 1: practising jumpy rhythms and noting intervals. Programme 2: singing with vocal expression in character. Programme 3: singing low notes and high notes. Programme 4: breathing techniques – deep breaths at the beginning of lines for smooth phrasing. Programme 5: clear articulation. Programme 6: singing repeated phrases. Programmes 3, 4, 5, 6: singing in two parts.</p> | <p>Programme 3: singing low notes and high notes with accuracy. Singing a descending note pattern. Programme 4: singing through a phrase with vocal control. Programme 5: improving articulation. Programmes 1, 2, 4: experimenting with different ‘voices’ to sing song (singing as different characters in the story).</p> |
| <p>b) Playing tuned/untuned instruments</p> | | <p>Programme 1: working in groups – using words of the song to create rhythmic patterns. Creating a sound picture of things that have happened so far in the story. Programme 2: working in groups – experimenting with pitch, dynamics and tempo to reflect the mood of different phrases. Making up a sound picture to describe Hades’ palace. Programme 3: working in groups – making up an ABA piece. Making up a piece of music to describe Persephone’s journey into the underworld. Programme 4: working in pairs – making up an ‘on the beat’ and ‘off the beat’ piece. In groups, making up a sound picture to describe Demeter’s search for Persephone. Programme 5: working in pairs – making up a ‘food rhythm’ shopping list. In groups – making up a ‘royal celebration’ piece to welcome Persephone. Programme 6: working in pairs – making up fast and slow rhythms, playing the rhythms of the names of characters in the story. In groups – making up a sad (Persephone eats the pomegranate) and happy (she returns) piece, which includes repetition.</p> |
| <p>c) Rehearsing and performing</p> | <p>Programme 1: ‘Demeter makes everything grow’. Programme 2: ‘Hades’ song’. Programme 3: ‘And they went down!’ Programme 4: ‘She’s everything to me’. Programme 5: ‘Persephone said ‘No!’’ Programme 6: ‘Persephone is home’.</p> | <p>Programmes 7, 8: breathing and posture. Performing the whole song from memory. Preparing for a performance. Singing with lots of expression and in character.</p> |
| <p>2. Creating and developing musical ideas: composing skills a) Creating musical patterns</p> | <p>Programme 1 and 5: recognising repeated rhythmic patterns. Programme 2: silent beats. Counting bars rest in the introduction. Programme 3: recognising and clapping word rhythms. Programmes 4, 5, 6: call and response.</p> | <p>Programme 1: working in groups – using words of the song to create rhythmic patterns. Creating a sound picture of things that have happened so far in the story. Programme 2: working in groups – experimenting with pitch, dynamics and tempo to reflect the mood of different phrases. Making up a sound picture to describe Hades’ palace. Programme 3: working in groups – making up an ABA piece. Making up a piece of music to describe Persephone’s journey into the underworld. Programme 4: working in pairs – making up an ‘on the beat’ and ‘off the beat’ piece. In groups, making up a sound picture to describe Demeter’s search for Persephone. Programme 5: working in pairs – making up a ‘food rhythm’ shopping list. In groups – making up a ‘royal celebration’ piece to welcome Persephone. Programme 6: working in pairs – making up fast and slow rhythms, playing the rhythms of the names of characters in the story. In groups – making up a sad (Persephone eats the pomegranate) and happy (she returns) piece, which includes repetition.</p> |
| <p>b) Organising musical sounds</p> | <p>Programme 1: contrasting 4 beats in a bar with 3 beats in a bar. Programme 2: waving for the high notes in the chorus. Recognising the silent beats. Programme 3: identifying the high and low. Programme 6: noting the descending notes in the chorus.</p> | <p>Presenter-led activities: Programme 1: improvising around ‘Grow’. Programme 2: using body music to make up patterns. Programme 3: ABA piece stretching high, clapping. Programme 4: clapping on and off the beat. Programme 5: clapping fast and slow rhythms. Programme 6: clapping interesting rhythms over pulse.</p> |

| PERSEPHONE | PROGRAMME LINKS | FOLLOW-UP |
|---|--|---|
| <p>3. Responding and reviewing: appraising skills a) Explore and express ideas</p> | <p>Programme 1: how are the chorus and middle eight sections different? Why is this? Programme 2: why is the pitch low to start with, then high at the end of the chorus? Programme 3: considering the tempo of this song and why it is fast.</p> | <p>Programmes 1-6: musical vocabulary for the listening music.</p> |
| <p>b) Make improvements to own work</p> | | <p>Programmes 1-6: sharing work in presenter-led activities. Programmes 1-6: sharing ideas about listening music. Programmes 1-6: sharing and discussing compositions as a class.</p> |
| <p>4. Listening and applying knowledge and understanding a) Internalising sounds</p> | <p>Programme 1: clapping 4 / 4 and 3 / 4. Programme 2: 'silent beats' (rests). Programme 4: knowing when to come in on the 'up beat'. Programmes 3, 4, 5, 6: singing own part in two-part sections.</p> | <p>Programme 1: listening music – clapping and recognising 3 / 4 beat. Programme 2: listening music – spotting the rests, spotting high and low. Programme 3: listening music – noticing fast tempo and when certain instruments come in. Programme 4: listening music – spotting the 'off beat' rhythms and the loud dynamic. Programme 5: listening music – noticing the 'long/short' rhythms, spotting chords and trumpets. Programme 6: listening music – knowing the difference between major (happy) and minor (sad). Identifying happy/major section in music.</p> |
| <p>b) Combining elements</p> | <p>Programmes 1, 3, 5, 6: rhythm awareness. Programme 3: fast and slow. Programme 4: phrasing. Programmes 1, 2, 3: talking about contrasting sounds. Programme 1: talking about changes in style and dynamics. Programmes 1, 2, 3, 4, 6: high and low.</p> | <p>Programme 2: singing the song as though you are Hades. Programme 4: singing part of the song as though you are Demeter and Persephone. Programme 5: singing part of the song as though you are Hades and Persephone.</p> |
| <p>c) Different ways of making sounds</p> | <p>Programme 1: clapping 4 / 4 and 3 / 4. Programme 2: clapping the silent beats in introduction and middle eight section. Programme 3: clapping the short, quick rhythms. Programme 5: clapping the long/short rhythms.</p> | <p>Programme 1: clapping rhythm of words. Programme 2: clapping, stamping and clicking, saying words in different ways. Programme 3: clapping, singing and stretching upwards, then crouching to touch knees. Programme 4: clapping off the beat. Programme 5: clapping fast and slow. Programme 6: clapping the identical rhythms in first and second verse of song, clapping in music activity to create layers of different rhythms.</p> |
| <p>d) How music is used</p> | <p>Programme 1: 'Demeter makes everything grow'. Happy, bright, energetic – to show Demeter's wonderful work. Programme 2: 'Hades' song'. Low, moody, comic – to show Hades' strong, cross character. Programme 3: 'And they went down!' Fast, energetic, exciting – to show Persephone's journey into the underworld. Programme 4: 'She's everything to me'. Soft, lyrical, sad – as Demeter searches for Persephone. Programme 5: 'Persephone said 'No!'' Comical, energetic, upbeat – to show how determined Persephone is. Programme 6: 'Persephone is home'. Happy, energetic – to show how joyful the world is at Persephone's return.</p> | <p>Programme 1: 'Skater's Waltz'. Describes a wintery skating scene. Shows the movement of the skaters. Programme 2: 'Pictures at an Exhibition – Gnomus'. Describes the jerky movements of the gnome. Programme 3: 'Short Ride in a Fast Machine'. Describes an exciting, fast journey. Programme 4: 'The Rite of Spring'. Describes everything coming back to life. Programme 5: 'Music for the Royal Fireworks'. Describes a grand occasion. Programme 6: 'Piano Sonata No. 11 in A major'. Quick, energetic music.</p> |
| <p>Links to QCA schemes of work</p> | | |
| | <p>Unit 1: Ongoing skills All programmes support this unit. They cover the following areas: Using voice in different ways, Singing techniques, Phrasing, Controlling pulse and rhythm, Controlling pitch, Controlling expressive elements, Aural memory, Physical response.</p> | <p>Unit 2: Sounds interesting All programmes support this unit. They cover the following areas: Loud quiet, Fast slow, High low, Timbre words, Quality words, Recognising sound sources, Exploring sound sources, Focused listening, Exploring instruments, Controlling instruments, Expressive use of sounds, Using sounds to illustrate a story.</p> |

1

Before the programme

- Ask the children what they know about Greek myth. Talk about the gods and goddesses and what the Ancient Greeks believed about them.
- Find Greece on a map. This is where our story takes place.
- Talk about what we know about the seasons. What are they and what happens in each one? What are the children's favourite seasons and why? The Ancient Greeks told this story to explain the cycle of the seasons.

What we will be doing

Learning song: 'Demeter makes everything grow'

- Learning the chorus.
- Learning verse one.
- Learning verse two.
- Learning the middle eight section.

Activities: 'Demeter makes everything grow'

- Clap *four beats in a bar* in the chorus. Clap the *three beats in a bar* in the middle eight section and notice how this is different.
- Look at the jumpy, happy rhythms in the verses and sing these in tune.
- The phrases in the chorus are *repeated*. Can children sing the different 'grows'? Which two 'grows' are the same?

Follow-up ideas

- Practise singing 'Demeter makes everything grow' all the way through.
- Talk about the mood of the song – it's happy and bright as it describes the joyful things that happen around Demeter. The music reflects this happy mood, with its energetic *jumpy rhythm*. Notice how verse one has a very similar rhythm to verse two. You could chant these verses and clap their rhythms at the same time.
- Discuss the *dynamics* – *loud* for the bright, energetic verses and chorus and *softer* for the middle eight section of the song, describing Persephone. Why do children think the mood of the music is a little quieter and more thoughtful here? The

phrasing here is also *smoother* and children need to take a deep breath at the beginning of each line. Notice how the notes of the music go up at the end of this section – they *ascend* (like Demeter flying into the sky) – as they lead into the final, happy chorus.

- Help children to hear that each line of the chorus is almost exactly the same – it's *repeated*, but the word 'Grow' is sung a different way each time.
- Encourage children to clap along to the *four beats in a bar* of the chorus. Help them to identify the new *three beats in a bar* in the middle eight section, beginning 'Her daughter is Persephone...'

Resource unit

Focus: Improvising

Here we find interesting and different ways to sing the word 'Grow' over a repeated extract from the song.

When singing along and copying the presenter, encourage the children to identify the different changes that he makes to 'Grow', each time he sings it.

He makes changes in the *pitch* – sometimes singing *high* notes, sometimes singing *low* notes. He also makes changes in the rhythm. Children could clap some of the different rhythms that he uses.

Follow-up ideas

For the activity and listening music to support these follow up ideas go to: www.bbc.co.uk/schoolradio/music/timeandtune_summer10.shtml

- Working in pairs, children make up different ways of singing 'Grow'. If they are unsure at first, they can pick one of the 'grows' that the presenter sings. The less confident in the class could just say the word 'Grow', but also try and think of an interesting rhythm that might go with it and say this and clap it at the same time together, such as:

Grow – ow – ow – ow – ow

Clap, clap, clap, clap, clap.

They could also add a melody to this.

Programme

1

Demeter makes everything grow

Focus

- 4 beats in a bar / 3 beats in a bar
- Jumpy rhythms
- Improvising

You will need...

- To be familiar with the words and music of the song.
- To have hands, voices and percussion instruments ready for the activities.

Story line

We meet Demeter and her daughter Persephone. We learn that Demeter has to travel far from home, often leaving Persephone alone.

1

Demeter makes everything grow

Children can then perform these to the rest of the class.

Composition ideas

For the activity and listening music to support these follow-up ideas go to:

- Children work in groups of four. The song today tells us something interesting about Demeter. ‘Demeter makes everything grow’. In their groups, children make up an interesting phrase about themselves, such as:

‘Tim likes foot-ball’

or

‘Lucy loves to ride her bike’.

They take it in turn to say their phrases out loud and the rest of the group copy the rhythm of this in unison, clapping or playing their percussion instruments. If they are able to, they can use up to three notes of a tuned percussion instrument, such as xylophone or chime bars.

- Say the words of the first line of verse one:

‘Apples ripen, sunflowers bloom’.

First, clap the rhythm of these words as a whole class. Keep repeating it, until the children are familiar with it. You can also play the rhythm on percussion instruments. In groups of four, the children make up a piece of music, based on this rhythm. They can also use two or three notes, if they have a tuned percussion instrument. Two members of the group could sing the words:

‘Apples ripen, sunflowers bloom’.

And the other two members of the group could answer them on their percussion instruments.

Listening music: *Skaters’ waltz* by Emile Waldteufel

Focus: three beats in a bar (as in the middle section of ‘Demeter makes everything grow’).

- This piece of music was composed in 1882. The composer was inspired by his visit to an ice rink. To start with the music is very graceful and we can imagine the dancers skating around. Can children hear the ‘One, two, three...’ beat? Clap along to it.

- What happens in the music as it progresses? (It gets louder)
- The listening music describes a scene. What sort of music – sounds and instruments – would be good to describe Demeter’s journey around the world? E.g. fast drum beat, to show the serpents galloping through the sky, a cymbal crash as the chariot lands, bright fast notes running up and down a glockenspiel to show the flowers opening their petals.
- In groups of four, using their voices, bodies and instruments, children could make up their own sound pictures, which describe different things that have happened so far in the story so far – e.g. Persephone playing in the meadow, smelling the flowers and climbing trees and Demeter flying through the sky, making the crops grow.

Literacy links

Y3 / Y4

- Identify and discuss the two main characters – Demeter and Persephone. What do we find out about them in the story extracts? What important things does Demeter do? What does Persephone love to do? Write a list of these as a class. What qualities and interests do they share – how are they similar? Talk about whether Demeter is right to leave Persephone all alone – will she be safe?

Y3

- Write a description of what you imagine Demeter and Persephone’s house and surroundings look like.

Y4

- Imagine that you are a god or goddess like Demeter and can travel anywhere you like in a chariot pulled by serpents. Just like her, you have special powers – you can control the weather and teach people important things about planting and harvesting their crops. Write about where you travel, who you help and what you do. Describe what your chariot and your serpents look like and the fantastic outfit that you wear!

Before the programme

- Talk about what has happened in the story so far. Discuss the characters of Demeter and Persephone. What important jobs does Demeter do? What does Persephone love doing? Today we are going to meet a new character – Hades.
- Look at the first verse and chorus of ‘Hades’ song’.

What we will be doing

Learning song: ‘Hades’ song’

- Learning verse one – singing with lots of energy and expression.
- Learning the chorus – reaching up high for those top notes.
- Learning verse two.
- Learning the middle eight section – watching out for rests.
- Learning the coda – repeating the ‘goodbyes’.

Follow-up ideas

- Practise singing ‘Hades’ song’ all the way through.
- Listen to how the *pitch* of the notes is *low* in the verses – just like Hades is low down in the ground! This also helps to show how ‘low’ or fed up he is. The verses only use *four notes*, which change their order and rhythm very slightly. At the end of each line or phrase, the notes get a little higher. So – at the start of each line, they are *low* and by the end of the line the pitch is *higher*. Help children to identify this and to sing the four notes.
- Notice how *high* the pitch is in the chorus when King Hades sings:

‘I’ve got to wave this loneliness goodbye!’

Why do children think the music is high here – does it help to show how desperate Hades is? Children can reach up high and wave an arm to sing this. This will help them reach those top notes.

- Watch out for the rests or silent beats in the middle section on:

‘I’m so lonely...’ rest.

Encourage children to listen out for the silent beat and to

identify exactly where it is by clapping out loud. Help them to understand what a rest is – a space in the music or singing when nothing happens.

- Children need to really sing in character as Hades and with lots of energy and expression, as they show how lonely and fed up he is. Encourage them to sing out and enjoy the ‘Boo! Hoo! Hoo!’ so that it really sounds like he is crying!

Resource unit

Focus: Music patterns

In the music activity, children, led by the presenter, perform some different music patterns – clapping, stamping and clicking their fingers.

Follow-up ideas

For the activity and listening music to support these follow-up ideas go to: www.bbc.co.uk/schoolradio/music/timeandtune_summer10.shtml

- With a partner, children make up some of their own clapping, stamping and clicking patterns. They perform these to the rest of the class.

Composition ideas

- Music can be used to show different emotions. Sometimes *fast, high* music might show an excited mood. Sometimes, *low, slow* music might show a sad mood. Ask children to say out loud some different feelings and to clap the rhythms of these as they say them, such as:

I feel happy!

I feel sad!

I feel frightened! Ooerr!

I feel hungry. Yum! Yum! Yum!

Afterwards, talk about how the rhythm changed to show the different feelings – and also what sort of voices they used to show this – *high, low, slow, fast?*

Write down the above phrases so everyone can see them. Add

Programme

2

Hades’ song

Focus

- Rests
- High and low
- Music showing moods/emotions

You will need...

- To be familiar with the words and music of the song.
- To have hands, voices or instruments ready for the activities.

Story line

We meet Hades, King of the Underworld. He lives deep underground and is very lonely. He decides to find himself a friend.

2

Hades' song

2

some more of your own, if you like! In groups of four, children make up some of their own pieces using percussion instruments. They can use the above words as a starting point. How can the pitch, (high or low) *dynamics* (loud or soft)

and *rhythm/tempo* (fast or slow) show the different mood of the words?

Listening music: *Pictures at an exhibition – 'Gnomus'* by Modest Mussorgsky

Focus: rests, high / low, music used to show a mood or emotion

- What do the children think the mood of the music is? Mussorgsky wrote it to describe a picture of a gnome at an exhibition. It changes rhythm a lot and stops and starts.
- Spot the very *low* music at the beginning in the brass and string section. What is the mood? Then what happens to the music? It becomes very *high* at the end of the phrase.
- Can you hear the silent beats or *rests*? Where are they?
- The music keeps changing! Put your hand up when you hear the *loud* music. Put your other hand up when you hear the *quiet* music!
- Do this again, but this time, put your hand up when you hear the *low* music. Put your other hand up when you hear the high music. Do you know what instruments are playing the very *high* notes? Can you spot the flutes?
- In groups of four, children could make up their own sound pictures, which describe what Hades' palace looks like.

Literacy links

Y3 / Y4

- At the end of the story episode Hades has an idea to make Persephone his companion and even his wife! What do children think this idea is? What is he going to do next?
- Demeter warns Persephone to stay away from the Black River and the Wood of Dreams. Use your imagination to think why this is. Describe what they look like. What magical things could happen there?

Y3

- As a class, write a list of words and phrases to describe what Hades' underground palace looks like.
- Children write a description of what the palace looks like. What furnishings does it have? Is it cold or warm? Are there servants? Does Hades have a throne? If so, what is it made of? If there's time, draw a picture!

Y4

- Discuss the character of Hades. He is very rich and has all the material things he could want, so why is he unhappy? What is it that he really needs and wants? What things are important in life? As a class, write a list of things that make us happy in life – e.g. love, friendship, toys. Put these in order of importance.
- Write a letter to Hades. A special pot-holing postman who visits the Underworld every day will deliver it. In the letter, give Hades some advice about how to become happier. Tell him what you do that makes you happy, what you do to cheer yourself up. Make some suggestions about how he could do the same.

3

Before the programme

- Recap on the characters we have met so far in the story – Demeter, Persephone and Hades. What do children think is going to happen next?

Is Persephone safe? Remind children how Demeter has warned Persephone about the Black River and the Wood of Dreams and that she often has to leave Persephone alone.

What we will be doing

Learning song: 'And they went down'

- Learning verse one.
- Learning the chorus.
- Learning verse two.
- Learning the middle two-part section.

Activities: 'And they went down'

- Clap the rhythm of the verses and note how these notes are *short* and *quick*. They show the fast pace of Hades' chariot, as it charges into the Underworld.
- Note the descending scale of the chorus – the notes go from *high* to *low* and descend one step at a time.
- Children sing in two parts in groups A and B. They *repeat* the phrases.

Follow-up ideas

- Sing 'And they went down' all the way through, making sure that you sing the very low notes and the descending scale in the chorus with accuracy. Take a deep breath before the 'Down! Down...' of the chorus.
- Help children to identify that the notes in the verses are *short* and *quick*. Clap the rhythm of these.

The notes in the chorus are *long* and *slow*. Clap the rhythms of these. Children can make up and clap some of their own *short*, *quick* rhythms and *long*, *slow* rhythms.

- The chorus uses a *descending scale*. The notes go down, step by step. Can children also sing an *ascending scale*? Taking the same notes, but starting with the lowest note and this time going up! They could even sing 'Up! Up! Up!' as they get higher and higher.

Resource unit

Focus: ABA structure

Led by the presenter and working with the music, children take part in creating an *ABA piece* – a piece which has a beginning, a middle, then an end which is the same as the beginning.

Follow-up ideas

For the activity and listening music to support these follow-up ideas go to: www.bbc.co.uk/schoolradio/music/timeandtune_summer10.shtml

- Working in groups, children can then make up their own *ABA piece*. They can use untuned percussion instruments to do this and/or tuned percussion instruments such as chime bars, or xylophone / glockenspiel, with up to just four notes. These could be the notes heard in the chorus – C, Bb, Ab, G.

Listening music: *Two fanfares for orchestra* – 'Short ride in a fast machine' by John Adams

Focus: tempo – fast!

- Listen to the first part of the music. What sort of a journey does it make the children think of?
- What is the speed – or *tempo* of this piece? Just like our song today – it is fast and exciting!
- This piece of music is being played by a huge orchestra! What are the different sections of the orchestra? There is the string section, the woodwind section, the brass section and the percussion section. What orchestral instruments do the children know and what section are they in?
- What instruments can children spot here and how do they make the piece even more exciting? E.g. the fast drum beat, which plays sometimes; the high flute, which plays lots of very fast notes.

Programme

3

And they went down

Focus

- Fast and slow
- High and low

You will need...

- To be familiar with the words and music of the song.
- To have hands, voices and percussion instruments ready for the activities.

Story line

Hades seizes Persephone when she is out alone by the river. He takes her to his underground kingdom.

3

And they went down

- In groups of four, children could make up their own exciting piece of music to describe Persephone's journey into the Underworld. Make the tempo of this fast! Before they do this, talk about how they can make it as exciting as possible – e.g. using a fast drum beat; or a cymbal crash, as the door to the mountain opens; quick high notes on the glockenspiel etc. to show the chariot's wheels turning.

Literacy links

Y3 / Y4

- Why do you think Persephone forgot her promise to her mother – not to go near the Black River and the Wood of Dreams? Are there ever times that we forget our promises?
- Discuss the character of Hades. Was he right to take Persephone in this way? What would have been a better way of getting to know her? As a class, write a list of words and phrases to describe Persephone's thoughts and feelings on her journey in Hades' chariot into the Underworld.
- Children take it in turns to speak out loud in role as Persephone, to show her thoughts on the journey and her reaction when she first sees Hades' palace. Volunteers say just one line each, e.g.

'I'm frightened!'

"It's very dark!"

'Look at those amazing gold statues!'

Y3

- Children write a piece of descriptive prose entitled 'Persephone's journey'. They must write in the present tense and use all the exciting describing words that they can, to bring the journey to life. They need to show the fast pace of the chariot and the sounds that it makes. Write down lots of describing words with the class to start with and use these in the writing. A good starting point could be...

'The chariot rushes along. Clatter! clatter! clatter!'

Persephone can feel the wind on her face...'

Encourage children to use interesting connective words – not just 'and'.

Y4

- Children write a diary entry as though they are Persephone – describing what happens – from the moment she is taken, her frightening journey into the mountain, to when she arrives at the palace. A good starting point could be:

'I'm sitting here alone in my room in Hades' palace. I can't believe I'm here. This is what happened to me today...'

4

Before the programme

- Discuss what you think Persephone misses most, now that she is living with Hades in the Underworld. What will Demeter's reaction be

when she returns home to find Persephone is gone? Look at the words of the first verse and chorus of 'She's everything to me'.

What we will be doing

Learning song: 'She's everything to me'

- Learning verse one – noting the soft, gentle tone.
- Learning the chorus – including the two-part section.
- Learning verse two.
- Learning the middle eight section.

Activities: 'She's everything to me'

- Recognise the 'up beat' at the beginning of the song.
- Note the gentle, smooth, long phrases.
- Sing in two parts at the end of each chorus.

Follow-up ideas

- Sing right through 'She's everything to me' again, making sure that you sing *gently* and *smoothly*. Encourage children to take a deep breath at the beginning of each line – as the phrases here are longer than in previous songs.
- Practise the two-part section of the chorus. This is called a '*call and response*', as group A sings first and then group B answers. This often happens in music, when an instrument plays a phrase and another instrument plays in reply. Perhaps children can think of some 'call and responses' of their own. The class could divide into two and one half could say their line or phrase to the other half – e.g.

Group A: 'I like ice cream.'

Group B: 'Oh do you? How nice!'

They could also clap the rhythms of the words at the same time.

- Practise singing with lots of expression, like Persephone in the

middle eight section.

Resource unit

Focus: On and off the beat

Children practise clapping *on* and *off* the beat with the presenter. The on beats are with the main pulse of the music. The off beats are the beats in between.

Follow-up ideas

For the activity and listening music to support these follow-up ideas go to: www.bbc.co.uk/schoolradio/music/timeandtune_summer10.shtml

- In pairs, children make up an '*on the beat*' and an '*off the beat*' piece.
- Person A claps the beat. Person B claps in between each of Person A's claps. Children need to clap rhythmically – maintaining a steady pace. Once they can do this, they can make up their own '*on the beat*' and '*off the beat*' piece, using percussion instruments
- Encourage children to also use different dynamics in their pieces – *loud* and *soft*. They could also use the ABA structure that was explored at the end of programme 3 – e.g. Section A – loud: Section B – soft: Section C – loud.

Listening music: *The Rite of Spring* – '*Danse de la terre*' by Igor Stravinsky

Focus: Off the beat!

- This extract is from a very exciting piece of music about Spring. When it was first performed in Paris it was so different to anything that anyone had ever heard that it caused a riot, as shocked people started arguing and fighting!
- Listen to the big chords that the orchestra plays – they are '*off the beat*'. When you listen to them, they seem a little early sometimes and then a little late. This is to help the music seem more exciting – as you don't know what is going to happen next or when it's going to happen!
- What is the *dynamic* of this piece of music?

Programme

4

She's everything to me

Focus

- Phrasing
- On and off the beat
- Call and response
- Singing gently and smoothly

You will need...

- To be familiar with the words and music of the song.
- To have hands, voices and percussion instruments ready for the activities.

Story line

Demeter returns home to find that Persephone has gone. She searches everywhere for her.

4

She's everything
to me

- It was written for a ballet. Can you imagine people dancing to it? How would they be dancing?
- Listen to the music again. This time imagine Demeter searching more and more frantically for Persephone. Imagine the weather becoming terrible – rain thrashing down, the wind howling and Demeter ripping up trees to search for Persephone, then charging faster and faster in her chariot through the sky.
- In groups of four, make up your own 'Demeter searching' sound picture, using tuned or untuned percussion instruments. You could start off *slow* and *quiet*, but gradually become *faster* and *louder*, as Demeter becomes more and more frantic in her search.

Literacy links

Y3 / Y4

- Discuss how Demeter is feeling. How has she changed, now that she has lost Persephone and what effect does this have on the way she behaves towards the rest of the world? Make two lists, to show how life was before and after Persephone was taken – e.g.

Before:

The crops grew
The sun shone

Now:

Nothing grows
Clouds cover the sun

Y3

- Imagine that you are a farmer. You used to grow lots of lovely things – but now what has happened? Write sentences to describe your life before, then after Persephone vanished. Talk about what Demeter has done and how your crops have stopped growing. Draw a picture of before and after.

Y4

- Talk about how the Underworld is different from life above. Write two lists to show the differences – e.g.

Underworld

It is cold
It is dark

On the earth

It is warm
The sun shines

- Imagine you are Persephone, trapped in Hades' palace underground. Write a letter to your mother, Demeter, describing life in the palace, what you have been doing and how you are feeling. Talk about what you miss – e.g. the flowers and the sunshine.

Before the programme

- Talk about what happened last time - how the world has changed and Demeter has neglected her duties since she lost Persephone. Hades, meanwhile, is trying to tempt Persephone to eat, but she refuses to eat any of the delicious banquets he puts in front of her.
- Look at the words of the first and second verse and chorus of 'Persephone said no!' What different foods can you spot?

What we will be doing

Learning song: 'Persephone said 'No!'

- Learning verse one – singing the words clearly.
- Learning the chorus – singing out 'No!'
- Learning verse two.
- Learning the two-part section.

Activities: 'Persephone said 'No!'

- Recognising the 'long/short' rhythms – a longer note that is followed by a shorter one.
- Singing in two parts – call and response.

Follow-up ideas

- Practise singing through the whole of 'Persephone said no!' Encourage the children to sing the '*long/short*' rhythms. How many times can they spot these? Ask the children to identify them and to clap the rhythm of the words where it happens.
- Encourage the children to really move their mouths, lips and tongues to sing all the different foods as clearly as they can.
- Really enjoy singing out 'No!' Practise this and encourage the children to sing with lots of confidence. You can even shake your fists!
- Focus on the two-part section, where group B answers group A. Encourage children to really listen to each other and to concentrate so that they are able to take it in turns to come in at exactly the right time. Group B needs to really try to sing *on the beat*.

Resource unit

Focus: Fast and slow rhythms

Children clap – hands together and on their knees – a *slow* rhythm, then a fast rhythm – twice as fast. Notice that the *pulse* still stays the same. All music has a *pulse* – like a steady heartbeat. With the presenter, children alternate between *fast* and *slow*.

Follow-up ideas

For the activity and listening music to support these follow-up ideas go to: www.bbc.co.uk/schoolradio/music/timeandtune_summer10.shtml

- Using a percussion instrument, the teacher beats out a steady pulse. As above, children practise clapping – hands together and on their knees – a *slow* rhythm, then a *fast* rhythm – twice as fast. Members of the class take it in turns to stand up and call out 'Fast!' or 'Slow!'
- In pairs, children can make up some of their own *fast* and *slow* rhythm pieces – clapping their hands together – twice in the air and twice on their knees. One person in the pair can call out 'Fast!', then 'Slow!' When they do this, the children change their tempo, or speed. They need to try to stay together.
- Talk about the different foods in today's song. Some of these have two beats – or syllables – e.g. 'Jelly, custard'. Some have three – e.g. 'Sausages'. Take it in turns to clap the different rhythms. As a class, make up some of your own food rhythm shopping lists! Children take it in turns to add a new food each time and everyone claps its rhythm. The list gets longer and longer and it becomes a food rhythm memory game! Children can also work in pairs, using instruments, to make up some of their own food rhythm shopping lists.

Listening music: *Music for the Royal Fireworks – 'Overture' by George Frederick Handel*

Focus: Long/short rhythms, music to describe an occasion

- Listen to this very grand music, written in 1749 – over 250 years ago! What special occasion do you think this could have been written for?

Persephone said 'No!'

Focus

- Long/short rhythms
- Fast and slow
- Call and response
- Pulse
- Texture

You will need...

- To be familiar with the words and music of the song.
- To have hands, voices and percussion instruments ready for the activities.

Story line

Demeter finds out that Persephone has been taken by Hades. Hades tries to tempt Persephone to eat something.

5

Persephone said 'No!'

- It was actually written for a Royal occasion. What can you imagine the King and all his servants doing to this music? Walking along perhaps, in a smart procession?
- The piece was written for a firework display. What is it about it that makes it sound so grand - e.g. the slow and steady pace, the big, loud chords, where the whole orchestra plays, the loud trumpets (often used for royal fanfares)?
- What instrument plays at the very beginning? (Drum)
- Look at the *long/short* rhythm that you hear in this music. As a whole class, clap along steadily to it, continually clapping the *long/short* rhythm. This starts straight after the drum roll at the beginning.

Clap: 'Long, short, long, short...'

- In groups of four, children imagine they are Royal composers. King Hades has commanded them to make up a piece of very grand music, to welcome Persephone. This will be played at a special firework ceremony at his palace.

(Teacher – you can have fun commanding the children to do this, in role as King Hades!)

Literacy links

Y3 / Y4

- Why does Persephone refuse to eat anything that Hades offers her? What is she worried about? What about the pomegranate at the end of the last extract? Do you think she will eat it? And what do you think will happen if she does? What did Helios the Sun God see from his position high in the sky?
- In pairs, role play the conversation between Persephone and Hades, when he presents her with more and more delicious food and she refuses to eat any of it. Hades could also offer Persephone expensive presents, such as diamond necklaces.

Y3

- Write a cartoon strip (an A4 piece of paper needs to be divided into six boxes) showing all the different and wonderful things that Hades offers Persephone. Draw simple pictures and use speech bubbles to show what he says to her and what her reaction is.

Y4

- Write down a list of all the presents and wonderful and extraordinary foods that Hades offers Persephone. Really use your imagination to think of some fantastic things! Remember Hades is very rich!
- Use this list as a starting point to write your own version of this part of the story. Think of some of the things Hades might say to try to persuade Persephone to eat. Think of what Persephone might say in reply. Remember to use speech marks for this. A good starting point could be, 'Persephone sat in the magnificent banqueting hall, a fantastic feast in front of her...'

6

Before the programme

- Discuss the story so far. How did Demeter find out that Hades had taken Persephone? What do you think she will do now?
- Meanwhile, Hades has prepared another magnificent banquet and in it, there is a special fruit that Persephone finds very hard to resist! Can you remember what it is?

What we will be doing

Learning song: 'Persephone is home'

- Learning verse one, including the two-part section.
- Learning the chorus – reaching up high for the top notes.
- Learning verse two.
- Learning the middle eight section – remembering the tricky off beat rhythm.
- Learning the coda.

Activities: 'Persephone is home'

- Recognise the high notes in the chorus – which descend – or get lower.
- Sing in two parts – group B repeating what group A sings.
- Spot how verse one and verse two are similar – which lines are repeated?

Follow-up ideas

- Practise singing 'Persephone is home'. Encourage children to listen carefully to the jumpy, off beat rhythm and to sing with lots of energy for this final song.
- Practise singing the two-part section at the end of each verse. Encourage the children to take deep breaths at the beginning of each 'Could it be...' and to really hold the 'Be' so that the voices overlap. Encourage them to be ready to come in on time.
- Notice the *descending scale* in the first line of the chorus. With each 'Shine!' children can stretch out their arms as though they are the sun's rays – up high for the first one – then reaching out a little lower each time – to show how the notes descend or get lower.

- Identify how the rhythms in verse one and verse two are almost exactly the same. They are *repeated*. The children can clap these rhythms and say the words at the same time. Help them to spot how the lines, or phrases, two and four are identical in each verse.
- Look at the middle eight section, 'It's been so long since you were last here...' There are two lines or phrases in this section. They have different words, but the tune is exactly the same – it *repeats*.

Resource unit

Focus: Texture

Different rhythms played on top of each other, at the same time, help to create an interesting effect, like the layers on a cake. In this activity, the class divides in half. One half claps the pulse and the other half claps an interesting rhythm over the top.

Follow-up ideas

For the activity and listening music to support these follow-up ideas go to: www.bbc.co.uk/schoolradio/music/timeandtune_summer10.shtml

- Working together as a whole class, children take it in turns to play their own repeated made-up rhythm. The rest of the class can join in and copy. Pick two of the strongest rhythms: half the class can play one rhythm and half the class can play the other at the same time.
- In pairs, person A claps the steady beat or pulse – this always stays the same. Person B thinks of a new rhythm and claps this over the top – repeating it. This could be a *fast* or *slow* rhythm. Then swap, so that person B is clapping the pulse and person A is clapping their made-up rhythm.
- Person A and person B clap their made-up rhythms at the same time as each other. They could clap them *fast*. They could clap them *slowly*.
- Children repeat the above, using percussion instruments.
- As a class, or in their pairs, children clap or play the rhythms of the names of the different characters in the story: Persephone, Demeter, Hades, Zeus and Helios.

Programme

6

Persephone is home

Focus

- Jumpy, energetic rhythms – off the beat
- Call and response
- Repetition

You will need...

- To be familiar with the words and music of the song.
- To have hands, voices and percussion instruments ready for the activities.

Story line

Demeter visits her brother Zeus. Persephone eats the pomegranate seeds. Persephone is allowed to return to Demeter for six months of the year, but must stay with Hades for the other six.

6

Persephone is home

Listening music: *Piano sonata No. 11 in A major K331* by Wolfgang Amadeus Mozart

Focus: repetition, major (happy) minor (sad)

- What instrument is playing this piece?
- Is the tempo *fast* or *slow*?
- This piece sounds like a slightly worried mouse scuttling around! Some parts sound a little sad. That is because some of the piece is in the minor key. Other parts sound happy. Can the children hear the really happy chords (approx 40" in) when the music sounds really bright and happy like the sun coming out? This is the major key!
- Repetition is a feature of this piece. Can children spot the phrases that are *repeated*? They can put up a hand when they hear the same music being repeated. Sometimes the notes of the music change a little, but the rhythm is the same.
- In groups of four, using tuned and untuned percussion instruments, children make up a piece of music which is *sad*, then *happy*. It starts off sad, as Persephone eats the pomegranate in the Underworld, but it becomes *happy* as she runs home to her mother and spring returns. Try to also use *repetition* in your piece – repeating notes and phrases.

Literacy links

Y3 / Y4

- In pairs, role play the conversation between Zeus and Hades, when Zeus commands Hades to set Persephone free for six months of the year.
- In pairs, role play the conversation between Persephone and Demeter, when Persephone returns and tells Demeter that she has eaten six pomegranate seeds.

Y3

- In pairs, role play a newspaper interview between a journalist/interviewer and one of the main characters in the story – Persephone, Demeter or Hades. Persephone has just returned home. Journalist – ask your partner as many questions as you can e.g.

Questions for Demeter:

- How are you feeling?
- How will you celebrate?
- Are you going to make everything grow again now?

This should give you some ideas to write your questions and answers down as though they are an interview. Imagine that they are going to appear in your newspaper.

Y4

- Write a newspaper report which appears the day after Persephone has returned. Write plenty of detail to show where Persephone appeared; what Hades' reaction was when she left; how Demeter feels now and what has happened to the world as a result. Think of a good headline for your article, such as 'Persephone returns and saves the world!' If there's time, draw a picture of the photo that appears with the article.

7

Before the programme

- Go through the words of the three songs. Identify sections that might be more challenging.

What we will be doing

- **Warm up** – to loosen up bodies and warm up voices
- **Sing:** ‘Demeter makes everything grow’
- **Sing:** ‘Hades’ song’
- **Sing:** ‘And they went down’

Activities: ‘Rehearsal and performance’

Sing: ‘Demeter makes everything grow’.

- This is a very happy song. Show this in your energetic singing!
- Notice that the lines of the chorus have the same words and almost the same tune. The word ‘Grow’ is just a little different each time.
- Practise the chorus, reaching up high for the last ‘grow’.
- Sing through the whole song.

Sing: ‘Hades’ song’.

- Sing in character as the grumpy Hades.
- Practise singing ‘Boo! Hoo! Hoo!’ loudly, with lots of expression.
- Remember the *rest*, or silent beat in the middle section ‘I’m so lonely.’ Practise this section with the music.
- Sing through the whole song.

Sing: ‘And they went down’.

- This is very fast and exciting! Show fear and amazement in your faces as you sing!
- Notice the *descending scale* in ‘Down! Down! Down! Down!’ as the chariot travels deeper into the ground.
- Practise the two-part section, repeating the phrases.
- Sing through the whole song.

Follow-up ideas

- Learn the words to the songs, so you can give a really good performance.
- Sing along with the full vocal versions of the songs, but then use the backing track versions when you are feeling more confident.
- Really think about all the things you need to remember to give an excellent performance, such as good posture, fantastic expressions on your faces, clear diction and very expressive singing. In each song, show the characters of Hades, Demeter and Persephone!

Programme

7

Rehearsal and performance (1)

Focus

- Performance

You will need...

- To be familiar with the words of the songs and to be able to sing them without the help of the presenter.
- To have voices and bodies ready for the warm up.

Songs

- Demeter makes everything grow’
- ‘Hades’ song’
- ‘And they went down’

7

Rehearsal and performance (1)

Literacy links

Y3 / Y4

- Discuss the important things that have happened in our story of Persephone.

Write them down – e.g.

- **The introduction:** Persephone and Demeter are happy together.
- **Something happens:** Persephone is taken by Hades.
- **Demeter searches everywhere.**
- **The problem gets worse:** Persephone eats the pomegranate seeds.
- **Events to sort things out:** Zeus rules that Persephone must return to earth for six months a year.
- **The ending:** Demeter is overjoyed to have Persephone home and spring comes again.

- Talk about how it's important for stories to have this sort of structure as it makes them more interesting. Perhaps children can think about some of the stories they have written lately and how they have made them interesting – what was the problem and how was it sorted out?

Y3

- Imagine that you are a Greek god. Discuss what you might be with a partner, thinking about:
 - What your special powers are,
 - What you look like – what costume you wear,
 - How you travel,
 - How you can help people,
 - Where you live and what your house is like,
 - Who your friends or family or pets are,
 - What your favourite food is.
- Draw a picture and write all about yourself.

Y4

- Write your own version of the story of Persephone. You can change it in whatever way you like – adding some extra things of your own.
- Write a different *ending* to the story.

Before the programme

- Go through the words of the three songs. Identify sections that might be more challenging.

What we will be doing

- **Warm up** – to loosen up bodies and warm up voices
- **Sing:** ‘She’s everything to me’
- **Sing:** ‘Persephone said no!’
- **Sing:** ‘Persephone is home!’

Activities: ‘Rehearsal and performance’

Sing: ‘She’s everything to me’.

- Remember to sing the middle section gently ‘Mother, I miss you so...’
Sing with lots of feeling as though you really are Persephone calling out to Demeter.
- Sing the chorus with lots of expression – this time, as though you are Demeter.
- Practise the chorus, including the two-part section, when Group A and Group B take it in turns to sing.
- Sing through the whole song.

Sing: ‘Persephone said no!’

- This song is fast and funny. Make the ‘No! No!’ in the chorus punchy and loud.
- Practise the two-part middle section of the song. Say the names of the foods as clearly as you can.
- Sing through the whole song.

Sing: ‘Persephone is home!’

- Sing this big final number with lots of energy. Recognise the lively, jumpy beat.
- Practise the two-part middle section. Group B repeats what Group A sings.
Remember to sing together for ‘Persephone!’
- Practise the chorus, reaching up high for ‘Shine, shine...’
- Sing through the whole song.

Follow-up ideas

- Learn all the songs and practise performing them with the backing track versions of the songs.
- Using the programmes as a starting point, make up your own performance of ‘Persephone’. Include some of the pieces of music that you have made up as a class at the end of the programmes and also some of the work from the literacy activities. The story extracts in the programmes could also be used as a starting point for writing a narrative. Add movement ideas to this and any artwork that has been produced as a result of the series.

Your own performance

If you are planning a performance, please let us know when it is, or you could send us stories, music or pictures from it. We would love to hear from you. You can write to us at: BBC School Radio, Room MC3 D5 Media Centre, BBC White City, 201 Wood Lane, W12 7TS. Or you can email us at schoolradio@bbc.co.uk

Literacy links

Y3 / Y4

- Talk together about what the children think now happens in each of the four seasons in the world of Persephone and Demeter. Talk about how Persephone and Demeter feel in each one of these seasons, where they are and what they are doing. Discuss how Hades feels at the different times of year and whether he misses Persephone when she leaves him.

Y3

- Divide a piece of paper into four – this can be a sheet of A4 or a make a zig-zag book with four sections. Label each one ‘Spring, Summer, Autumn, Winter’. Draw a picture and write about what you think happens in the story for each season – e.g. ‘Summer: Demeter and Persephone are happy together. Demeter makes the flowers grow and the sun shines’.

Y4

- Write a poem about the seasons. Use some really good words to describe the weather and what happens in nature. You could also include what happens to Persephone in each season and how Demeter feels.

Rehearsal and performance (2)

Focus

- Performance

You will need...

- To be familiar with the words of the songs and to be able to sing them without the help of the presenter.
- To have voices and bodies ready for the warm up.

Songs

- ‘She’s everything to me’
- ‘Persephone said ‘No!’
- ‘Persephone is home’

1. Demeter makes everything grow

Chorus

*Demeter makes everything grow,
Demeter makes everything grow.
Demeter makes everything grow,
Demeter makes everything grow.*

Verse 1

Apples ripen, sunflowers bloom,
As she passes by,
When she smiles, the world smiles back,
And colours fill the sky.

Chorus

*Demeter makes everything grow,
Demeter makes everything grow.
Demeter makes everything grow,
Demeter makes everything grow.*

Verse 2

The birds won't sing, the buds stay closed,
Until she dances by,
A crown of flowers upon her head,
Her torch lights up the sky.

Chorus

*Demeter makes everything grow,
Demeter makes everything grow.
Demeter makes everything grow,
Demeter makes everything grow.*

Middle 8

Her daughter is Persephone,
The nicest girl you could ever meet,
Demeter's pride and joy.
But she must leave her all alone,
When she travels far from home,
And this is the reason why...

Chorus

*Demeter makes everything grow,
Demeter makes everything grow.
Demeter makes everything grow,
Demeter makes everything grow.*

Demeter makes everything grow

G Intro F G F C

5 D C D Chorus

De -

9

met - er makes ev - ery - thing gro - ow, De - met - er makes ev - ery - thing

12

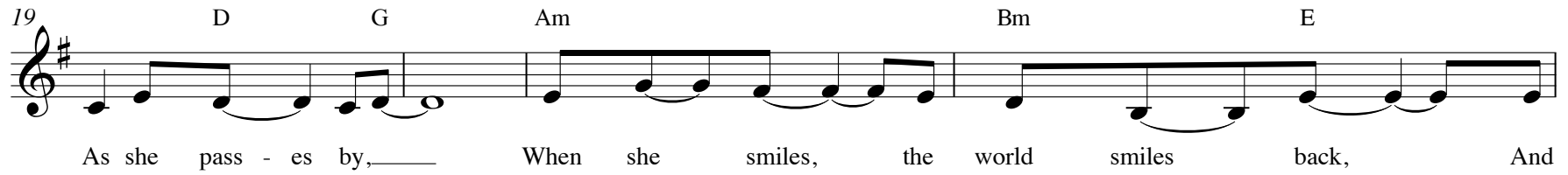
gro - ow - ow. De - met - er makes ev - ery - thing gro - ow, De -

Fine Verse 1

15

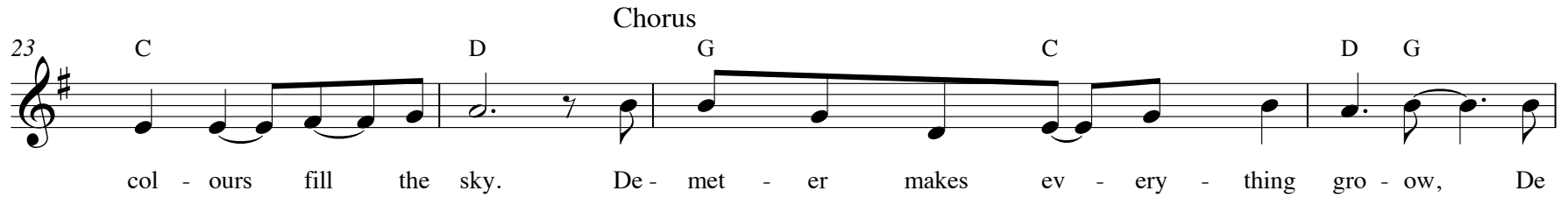
met - er makes ev - ery - thing grow. App - les rip - en, sun flowers bloom,

19 D G Am Bm E



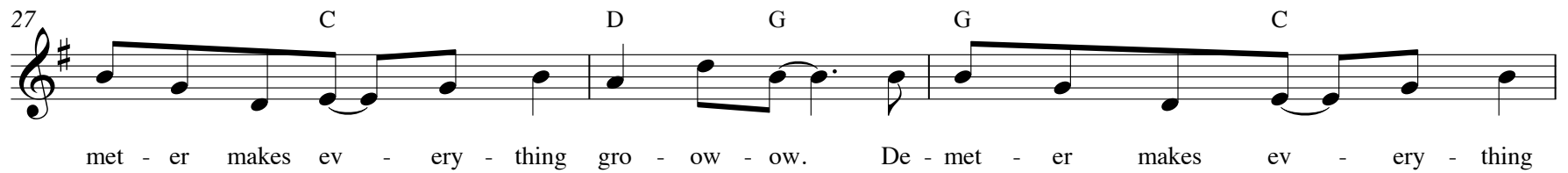
As she pass - es by, — When she smiles, the world smiles back, And

23 Chorus C D G C D G



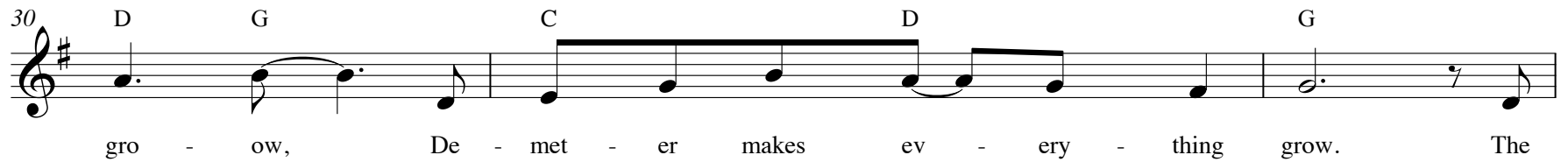
col - ours fill the sky. De - met - er makes ev - ery - thing gro - ow, De

27 C D G G C



met - er makes ev - ery - thing gro - ow - ow. De - met - er makes ev - ery - thing

30 D G C D G



gro - ow, De - met - er makes ev - ery - thing grow. The

33 Verse 2

birds won't sing, The buds stay closed, Un -

35

til she danc - es by. A crown of flowers up -

38

on her head, Her torch lights up the sky. De -

41

met - er makes ev - ery - thing gro - ow, De - met - er makes ev - ery - thing

44

gro - ow - ow. De - met - er makes ev - ery - thing gro - ow, De

47 C D G Middle 8 Em

met - er makes ev - ery - thing grow. Her daught - er is Per-

52 A Em A

seph - on - e, The nic - est girl you could ev - er meet, De-

55 C D Em A

me - et er's pri - ide and joy. But she must leave her all a - lone,

61 Em A C

When she trav - els far from home, And this is the

64 D

re - as - on why... De -

Back to Chorus
D.S. al Fine

2. Hades' song

Verse 1

(Hades)

I'm stuck down here, on my own all day,
No one knocks, no one comes to play.
My riches and jewels mean nothing to me,
I just need a friend.

Chorus

*Everybody needs a friend,
This loneliness feels like it will never end,
Every day, I sit at home and cry.
BOO HOO HOO!*
*My silver and gold and diamond rings,
They just don't mean anything,
I've got to wave this loneliness goodbye!*

Verse 2

As I sit down here, in the dark,
The time has come, to embark,
On a brand new plan, to get me out of here,
And find myself a friend.

Chorus

*Everybody needs a friend,
This loneliness feels like it will never end,
Every day, I sit at home and cry.
BOO HOO HOO!*

*My silver and gold and diamond rings,
They just don't mean anything,
I've got to wave this loneliness goodbye!*

Middle 8

I'm so lonely, I'm so lonely,
I'm so lonely, I'm so lonely,
Yeh! Yeh! Yeh!

Chorus

*Everybody needs a friend,
This loneliness feels like it will never end,
Every day, I sit at home and cry.
BOO HOO HOO!*
*My silver and gold and diamond rings,
They just don't mean anything,
I've got to wave this loneliness goodbye!*

Coda

Goodbye loneliness, goodbye loneliness,
Goodbye loneliness,
Goodbye!
Goodbye!
Goodbye!
GOODBYE!

Hades' song

Intro Verse 1

Bbm F Bb Ab Gb F Bb Ab Gb F

I'm

9 Bbm Ab Gb F

stuck down here on my own all day,

11 Bbm Ab Gb F

No - one knocks, no - one comes to play. My

13 Bbm Ab Gb F

rich - es and jewels mean no - thing to me,

15 Eb Bb Chorus

I just need a friend. Ev - ery bod - y

18 Eb

needs a friend, This lone - li - ness feels like it will

20 Bb F

ne - ver end, Ev - ery day I sit at home and cry.

24 Bb

BOO HOO HOO! My sil - ver and gold and dia - mond rings,

27 Eb Bb

They just don't mean an - y - thing, I've got to wave this

30 F Bb F Bbm Ab Gb F Bbm Ab

lone - li - ness good - bye!_

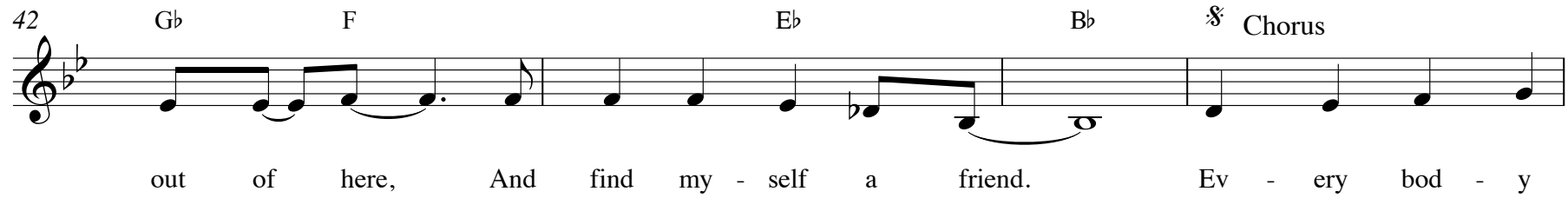
36 Verse 2 Gb F Bb Ab Gb F Bb Ab

As I sit down here, in the dark, The time has come,

40 Gb F Bb Ab

to em - bark, On a brand new plan, to get me

42 G \flat F E \flat B \flat $\text{\textcircled{C}}$ Chorus



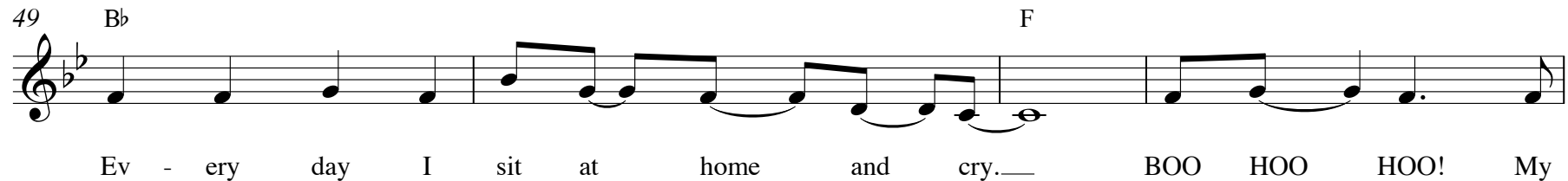
out of here, And find my - self a friend. Ev - ery bod - y

46 E \flat



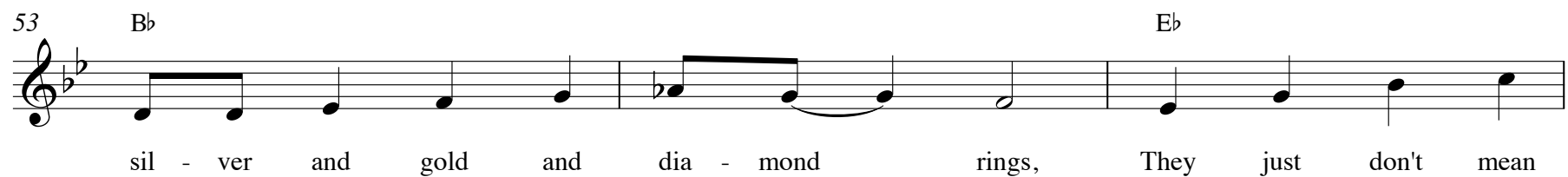
needs a friend, This lone - li - ness feels like it will ne - ver end,___

49 B \flat F



Ev - ery day I sit at home and cry.___ BOO HOO HOO! My

53 B \flat E \flat



sil - ver and gold and dia - mond rings, They just don't mean

56 B \flat

an - y - - thing, I've got to wave this

Last time to coda

58 F B \flat \oplus Middle 8 E \flat

lone - li - ness good - bye!_ I'm so lone - ly, _

62 B \flat E \flat

I'm so lone - ly, _ I'm so lone - ly, _ I'm so lone - ly, _

Back to the Chorus
Then to Coda
D.S. al Coda \oplus Coda

67 F B \flat A \flat E \flat F B \flat A \flat

lone - ly, _ Yeh! Yeh!_ Yeh!_ Good - bye lone - li - ness, good - bye

72 Eb F Bb Ab Eb F

lone - li - ness, _____ Good - bye lone - li - ness, _____ Good - bye!

75 Cm Dm Eb Bb

_____ Good - bye! _____ Good - bye! _____ GOOD - BYE! _____

3. And they went down!

Verse 1

The chariot charges onwards,
Persephone screams and shouts,
'Let me go, you villain!
I said, LET ME GET OUT!
They race into the hillside,
And day turns into night,
Then down into a tunnel,
The candles burning bright.

Chorus

*And they went down,
Down, down, down,
Ever deeper, ever lower,
Deep into the ground,
And they went down,
Down, down, down,
Down, down, down, down, down!*

Verse 2

Persephone is weeping,
'I'm dashing to my doom!
And then she spies the palace,
Sparkling in the gloom.
The walls are hung with diamonds,
The roofs are burnished gold.
Rubies glisten, red as fire,
The air is icy cold.

Chorus

*And they went down,
Down, down, down,
Ever deeper, ever lower,
Deep into the ground,
And they went down,
Down, down, down,
Down, down, down, down, down!*

2-Part Section

Groups A and B sing together.

Group A

The chariot charges onwards,
Persephone screams and shouts,
'Let me go, you villain!
I said, LET ME GET OUT!

Group A

The chariot charges onwards,
Persephone screams and shouts,
'Let me go, you villain!
I said, LET ME GET OUT!

Group B

Down, down,
Down, down,
Down, down,
Down, down.

Group B

Down, down,
Down, down,
Down, down,
Down, down.

Chorus

*And they went down,
Down, down, down,
Ever deeper, ever lower,
Deep into the ground,
And they went down,
Down, down, down,
Down, down, down, down, down!*

And they went down!

Intro Cm Bb Ab G F Cm G Cm Cm Verse 1

The cha - riot char - ges on - wards,___ Per

8 Ab Bb Cm
se - phon - e screams and shouts, 'Let me go, you vill - ain!___ I

10 Ab G Ab G
said, LET ME GET OUT!' They race in - to the hill - side,___ And

12 Fm G Cm
day turns in - to night, Then down in - to a tunn - el,___ The

Detailed description: This is a musical score for a song. It features a single melodic line on a treble clef staff in a key signature of three flats (B-flat major or D-flat minor). The score is divided into an Intro and Verse 1. The Intro consists of five measures of whole rests, with a Cm chord indicated above. Verse 1 begins at measure 6, marked with a 2/4 time signature, and continues through measure 15. The lyrics are: 'The cha - riot char - ges on - wards,___ Per se - phon - e screams and shouts, 'Let me go, you vill - ain!___ I said, LET ME GET OUT!' They race in - to the hill - side,___ And day turns in - to night, Then down in - to a tunn - el,___ The'. Chords are indicated above the staff: Cm, Bb, Ab, G, F, Cm, G, Cm, Cm, Ab, Bb, Cm, Ab, G, Ab, G, Fm, G, Cm. The music includes various note values such as quarter, eighth, and sixteenth notes, as well as rests and ties. The lyrics are aligned with the notes, with some words spanning multiple notes or measures.

14 Ab Bb Cm Chorus § Bb

can - dles burn - ing bright. And they went down, down,

17 Ab G Cm Bb

down, down, Ev - er deep - er, ev - er low - er,

19 Ab G Cm Bb

Deep in - to the ground, And they went down, down,

21 Ab G C G Cm

down, down, Down, down, down, down, down.

Fine
Verse 2

27

Per - se - phon - e is weep - ing _____ 'I'm

Detailed description: This is the first musical staff of the page, starting at measure 27. It is written in a treble clef with a key signature of three flats (B-flat, E-flat, A-flat). The melody begins with a whole rest, followed by a half rest, then a quarter note G4. The rest of the staff consists of a continuous eighth-note line: G4, A4, Bb4, C5, Bb4, A4, G4, F4, E4, D4, C4. A slur covers the final three notes (E4, D4, C4).

30

Ab Bb Cm

dash - ing to my doom!" And then she spies the pal - ace, _____

Detailed description: This is the second musical staff, covering measures 30 and 31. It continues in the same key signature. Measure 30 starts with a whole rest, followed by a half note G4, a quarter note A4, and a quarter note Bb4. Measure 31 begins with a quarter note Cm, followed by a half note G4, a quarter note A4, a quarter note Bb4, a quarter note C5, a quarter note Bb4, a quarter note A4, a quarter note G4, a quarter note F4, a quarter note E4, and a quarter note D4. A slur covers the final three notes (E4, D4, C4).

32

Ab G Ab G

Spark - ling in the gloom. The walls are hung with dia - monds, The

Detailed description: This is the third musical staff, covering measures 32 and 33. Measure 32 starts with a whole rest, followed by a half note G4, a quarter note A4, and a quarter note Bb4. Measure 33 begins with a quarter note G4, followed by a half note A4, a quarter note Bb4, a quarter note C5, a quarter note Bb4, a quarter note A4, a quarter note G4, a quarter note F4, a quarter note E4, and a quarter note D4. A slur covers the final three notes (E4, D4, C4).

34

Ab G Cm

roofs are burn - ished gold. Ru - bies glist - en, red as fire, The

Detailed description: This is the fourth musical staff, covering measures 34 and 35. Measure 34 starts with a whole rest, followed by a half note G4, a quarter note A4, and a quarter note Bb4. Measure 35 begins with a quarter note Cm, followed by a half note G4, a quarter note A4, a quarter note Bb4, a quarter note C5, a quarter note Bb4, a quarter note A4, a quarter note G4, a quarter note F4, a quarter note E4, and a quarter note D4. A slur covers the final three notes (E4, D4, C4).

36 A \flat B \flat Cm Chorus B \flat A \flat G

air is ic - y cold. And they went down, down, down, down,

40 Cm B \flat A \flat G

Ev - er deep - er, ev - er low - er, Deep in - to the ground, And they went

42 Cm B \flat A \flat G C G Cm

down, down, down, down, Down, down, down, down, down.

48 Cm B \flat

The cha - riot charg - es on - wards, Per-

Down, down,

52

Ab G Cm Bb

se - phon - e screams and shouts, 'Let me go, you vill - ain! I

Down, down, Down, down,

54

1. Ab G 2.

said LET ME GET OUT!' The said LET ME GET OUT!' And they went

Down, down.

Back to Chorus
D.S. al Fine

4. She's everything to me

Verse 1

Demeter searched the land all day,
Oh what was she to do?
She asked if anyone had seen Persephone,
Nobody knew, oh no,
Nobody knew.

Chorus (Demeter)

*I won't rest till I find her,
I won't rest till she's by my side,
I won't stop till she's next to me,*

Group A: *Oh, she's everything to me,*

Group B: *Oh yes!*

Group A: *She's everything to me,*

Group B: *I miss her!*

Group A: *She's everything to me,*

Group B: *I love her!*

Groups A and B: *She's everything to me.*

Verse 2

Demeter searched, and she would not rest,
Days and weeks went by.
The land grew cold and the flowers died,
And darkness filled the sky, oh yes,
Darkness filled the sky.

Chorus (Demeter)

*I won't rest till I find her,
I won't rest till she's by my side,
I won't stop till she's next to me,*

Group A: *Oh, she's everything to me,*

Group B: *Oh yes!*

Group A: *She's everything to me,*

Group B: *I miss her!*

Group A: *She's everything to me,*

Group B: *I love her!*

Groups A and B: *She's everything to me.*

Middle 8 (Persephone)

Mother, I miss you so,
Can you hear my cry?
Deep down, underground,
I sit alone and sigh.
I remember the happy times,
When you hugged me tight.
We laughed and we sang and played,
And now there's only night....

Chorus (Demeter)

*I won't rest till I find her,
I won't rest till she's by my side,
I won't stop till she's next to me,*

Group A: *Oh, she's everything to me,*

Group B: *Oh yes!*

Group A: *She's everything to me,*

Group B: *I miss her!*

Group A: *She's everything to me,*

Group B: *I love her!*

Groups A and B: *She's everything to me.*

She's everything to me

Intro

B \flat C D B \flat C F

Verse 1

The musical score is written in treble clef with a key signature of one flat (B \flat) and a common time signature (C). It consists of three staves of music. The first staff is an introduction with five measures of whole rests, each with a chord symbol above it: B \flat , C, D, B \flat , C, and F. The second staff begins with a measure rest labeled '7' and contains six measures of music with lyrics underneath. The third staff begins with a measure rest labeled '10' and contains two measures of music with lyrics underneath. The fourth staff begins with a measure rest labeled '12' and contains six measures of music with lyrics underneath. Chord symbols are placed above the notes in the second, third, and fourth staves.

De - me - ter searched the

7 B \flat F B \flat C F

land all day, — Oh what was she — to do? — She

10 B \flat F

asked if an - y - one had seen Per - se - phon - e,

12 B \flat C F B \flat C

No - bod - y - y — knew — oh no - o, No - bod - y - y — knew

♩
Chorus

15 F B♭ F C

I won't rest till I find her, I won't rest till she's

19 F F B♭ F

by my side, I won't stop till she's next to me, Oh she's

22 B♭ C Dm B♭ C Dm

ev - ery - thing to me, She's ev - ery - thing to me,

Oh ye - es!

25 B♭ C D

She's ev - ery - thing to me, She's

I miss her! I love her! She's

28 B \flat C F Fine Verse 2

ev - ery - thing to me. De - me - ter searched, and she

ev - ery - thing to me.

32 B \flat F B \flat C F

would not rest, Days and weeks went by. The

35 F B \flat F

land grew cold and the flow - ers died, And

37 B \flat C F B \flat C F

dark - ness filled the sky, oh ye - es, Dark - ness filled the sky.

40 Chorus

F B \flat F C

I won't rest till I find her, I won't rest till she's

44

F B \flat F

by my side, I won't stop till she's next to me, Oh she's

47

B \flat C Dm B \flat C Dm

ev - ery - thing to me, She's ev - ery - thing to me, Oh ye - es!

50

B \flat C D

She's ev - ery - thing to me, She's

I miss her! I love her! She's

Middle 8

53

B \flat C F Dm C F

ev - ery - thing to me. Mo - ther, I miss you so,

ev - ery - thing to me.

57

B \flat F Dm C F

Can you hear my cry? Deep down, und - er ground, I

61 Bb F Dm

sit a - lone_____ and sigh._____ I re - mem - ber the

Detailed description: This block contains the first line of musical notation, measures 61 to 63. It is written on a single treble clef staff with a key signature of one flat (Bb). Measure 61 starts with a Bb chord and contains the lyrics 'sit a - lone_____ and sigh._____'. Measure 62 starts with an F chord and contains the lyrics 'I re - mem - ber the'. Measure 63 starts with a Dm chord and contains the lyrics 'I re - mem - ber the'. The melody consists of quarter and eighth notes with some slurs.

64 C F Bb F

ha - ppy times,_____ When you hugged_____ me tight_____

Detailed description: This block contains the second line of musical notation, measures 64 to 66. It is written on a single treble clef staff with a key signature of one flat (Bb). Measure 64 starts with a C chord and contains the lyrics 'ha - ppy times,_____'. Measure 65 starts with an F chord and contains the lyrics 'When you hugged_____'. Measure 66 starts with a Bb chord and contains the lyrics 'me tight_____'. The melody continues with quarter and eighth notes.

67 Dm C F

We laughed and we sang and played,_____ And

Detailed description: This block contains the third line of musical notation, measures 67 to 69. It is written on a single treble clef staff with a key signature of one flat (Bb). Measure 67 starts with a Dm chord and contains the lyrics 'We laughed and we sang and played,_____'. Measure 68 starts with a C chord and contains the lyrics 'We laughed and we sang and played,_____'. Measure 69 starts with an F chord and contains the lyrics 'And'. The melody continues with quarter and eighth notes.

69 Bb C

now there's on - ly night._____

Back to the Chorus
D.S. al Fine

Detailed description: This block contains the fourth line of musical notation, measures 69 to 71. It is written on a single treble clef staff with a key signature of one flat (Bb). Measure 69 starts with a Bb chord and contains the lyrics 'now there's on - ly night._____'. Measure 70 starts with a C chord and contains the lyrics 'now there's on - ly night._____'. Measure 71 is a whole rest. To the right of the staff, the text 'Back to the Chorus' and 'D.S. al Fine' is written.

5. Persephone said 'No!'

Verse 1

Come on, Persephone - just have a little taste!
Don't let all this lovely food go to waste.
There's chocolate cake and pizza,
And sweet and sticky buns,
And lots of other tasty things,
To fill your tum!

Chorus

*But Persephone was brave,
Determined to hang on,
Her mother, she had taught her to be
Strong, strong, strong!
She wouldn't even look,
She wouldn't be polite,
And though she was so hungry,
She refused to take a bite.*

*She said, no, no, no, no, no!
She said, no, no, no, no, no!
She said, no, no, no, no, no!
She said, no, no, NO, NO, NO!*

Verse 2

Come on, Persephone, I really must insist,
You know it's quite impossible to resist.
There's fish and chips and ice cream,
And yummy apple pie,
So come on, now, I beg you,
Give them a try!

Chorus

*But Persephone was brave,
Determined to hang on,
Her mother, she had taught her to be
Strong, strong, strong!
She wouldn't even look,
She wouldn't be polite,
And though she was so hungry,
She refused to take a bite.*

*She said, no, no, no, no, no!
She said, no, no, no, no, no!
She said, no, no, no, no, no!
She said, no, no, NO, NO, NO!*

Group A: I've got spinach!

Group B: No!

Group A: Cup cakes!

Group B: No!

Group A: Lemon meringue!

Group B: No!

Group A: Spaghetti!

Group B: No!

Group A: Trifle!

Group B: No!

Group A: Hot roast lamb!

Group B: No!

Group A: Jelly!

Group B: No!

Group A: Custard!

Group B: No!

Group A: Cherry tart!

Group B: No!

Group A: Pickled eggs and gherkins,
And that's just the start!

Chorus

*But Persephone was brave,
Determined to hang on,
Her mother, she had taught her to be
Strong, strong, strong!
She wouldn't even look,
She wouldn't be polite,
And though she was so hungry,
She refused to take a bite.*

She said, no, no, no, no, no!

She said, no, no, no, no, no!

She said, no, no, no, no, no!

She said, no, no, NO, NO, NO!

Persephone said 'NO!'

Intro Verse 1

The musical score is written in treble clef with a key signature of two flats (Bb and Eb) and a common time signature (C). It consists of four staves of music. The first staff is an introduction with four measures of whole rests, each with a chord above it: F, Eb, Bb, and F. The second staff is the first line of the verse, starting with a half note G4 and followed by eighth notes. The lyrics are: 'Come on Per - se - phone - just have'. The third staff is the second line of the verse, starting with a half note G4 and followed by eighth notes. The lyrics are: 'a li - tt - le taste! Don't let all this lov - ely food'. The fourth staff is the third line of the verse, starting with a half note G4 and followed by eighth notes. The lyrics are: 'go to _____ waste. There's choc - olate cake and pizz - a _____ And'. The fifth staff is the fourth line of the verse, starting with a half note G4 and followed by eighth notes. The lyrics are: 'sweet sti - cky buns, And lots of o - ther tast - y things, To fill'. Chords are indicated above the notes: F, Eb, Bb, F, Eb, Bb, F, Eb, Bb, Eb, Bb.

6

8

10

Come on Per - se - phone - just have

a li - tt - le taste! Don't let all this lov - ely food

go to _____ waste. There's choc - olate cake and pizz - a _____ And

sweet sti - cky buns, And lots of o - ther tast - y things, To fill

Chorus

12 Eb Bb ♩ Bb Eb

your tum, But Per - se - phon - e was brave, De -

Detailed description: This block contains the first two measures of the chorus. Measure 12 starts with a treble clef, a key signature of two flats (Bb, Eb), and a common time signature. The melody consists of quarter notes: G4, A4, Bb4, and C5. Measure 13 continues with quarter notes: D5, C5, Bb4, and A4. The lyrics are: "your tum, But Per - se - phon - e was brave, De -".

14 Bb F Bb Eb

ter - mined to hang on, Her mo - ther, she had taught her to be

Detailed description: This block contains measures 14 and 15. Measure 14 has quarter notes: G4, A4, Bb4, and C5. Measure 15 has quarter notes: D5, C5, Bb4, and A4. The lyrics are: "ter - mined to hang on, Her mo - ther, she had taught her to be".

16 F Bb Eb

Strong, strong, strong! She would - n't ev - en look, she

Detailed description: This block contains measures 16 and 17. Measure 16 has quarter notes: G4, A4, Bb4, and C5. Measure 17 has quarter notes: D5, C5, Bb4, and A4. The lyrics are: "Strong, strong, strong! She would - n't ev - en look, she".

18 Bb F Bb Eb

would - n't be po - lite, And though she was so hung - ry, She re-

Detailed description: This block contains measures 18 and 19. Measure 18 has quarter notes: G4, A4, Bb4, and C5. Measure 19 has quarter notes: D5, C5, Bb4, and A4. The lyrics are: "would - n't be po - lite, And though she was so hung - ry, She re-".

20 F Bb Bb Eb F Bb

fused to take a bite. She sa - id no, no, no, no, no! She sa - id

23 Bb Eb

no, no, no, no, no! She sa - id, no, no,

26 F Bb Bb Eb F Bb

no, no, no! She sa - id, no, no, NO, NO, NO!

30 Fine Verse 2 Eb Bb

Come on Per - se - phon - e, I

34 Eb F Bb Eb Bb

rea - lly must in - sist, You know it's quite im - poss - ib - le

36 F Bb Eb Bb

to res_____ ist, There's fish and chips and ice cream,_____ And

38 Eb F Bb Eb Bb

yum - my a - pple pie, So come on now, I beg you,_____

40 F Bb Chorus Bb Eb

Give them a try,_____ But Per - se - phon - e was brave, De -

42 B \flat F B \flat E \flat

ter - mined to hang on, Her mo - ther, she had taught her to be

Detailed description: This block contains the first two measures of a musical line. The key signature is B-flat major (two flats). Measure 42 starts with a B-flat chord and contains the lyrics 'ter - mined to hang on,'. Measure 43 starts with an F chord and contains the lyrics 'Her mo - ther, she had taught her to be'. The melody consists of quarter notes and eighth notes.

44 F B \flat E \flat

Strong, strong, strong! She would - n't ev - en look, she

Detailed description: This block contains the next two measures. Measure 44 starts with an F chord and contains the lyrics 'Strong, strong, strong!'. Measure 45 starts with a B-flat chord and contains the lyrics 'She would - n't ev - en look, she'. The melody continues with quarter notes and eighth notes.

46 B \flat F B \flat E \flat

would - n't be po - lite, And though she was so hung - ry, She re

Detailed description: This block contains measures 46 and 47. Measure 46 starts with a B-flat chord and contains the lyrics 'would - n't be po - lite,'. Measure 47 starts with an F chord and contains the lyrics 'And though she was so hung - ry, She re'. The melody continues with quarter notes and eighth notes.

48 F B \flat B \flat E \flat F B \flat

fused to take a bite. She sa - id no, no, no, no, no! She sa - id

Detailed description: This block contains the final two measures. Measure 48 starts with an F chord and contains the lyrics 'fused to take a bite. She sa - id'. Measure 49 starts with a B-flat chord and contains the lyrics 'no, no, no, no, no! She sa - id'. The melody continues with quarter notes and eighth notes.

51 B \flat E \flat F B \flat

no, no, no, no, no! She sa - id, no, no, no, no, no! She sa - id,

55 B \flat E \flat F B \flat B \flat E \flat

no, no, NO, NO, NO! I've got spin - ach Cup - cakes!

No! No!

58 B \flat F B \flat E \flat

Le - mon mer - ingue Spag - hett - i Tri - fle!

No! No! No!

60 F Bb Bb Eb Bb F

Hot roast lamb! Je - lly! Cus - tard! Che - rry tart!_

No! No! No! No!

63 Bb Eb F Bb

Pick - led eggs And gher - kins and that's just the start!

No!

65 F Gm Ab F

D.S. al Fine
Back to Chorus

But Per -

6. Persephone is home

Verse 1

Who's that running through the meadow?
Is it someone that I know?
Who's that holding out her arms?
Is it someone that I know?

Group A: Could it be...
Group B: Could it be...
Group A: Could it be...
Group B: Could it be...
Group A: Could it be...
Group B: Could it be...
Groups A and B: Persephone?

Chorus

Shine, shine, shine sun!
Let your rays warm everyone!
We're full of joy, we're full of fun,
Now Persephone's home.

Shine, shine, shine sun!
Let your rays warm everyone!
We're full of joy, we're full of fun,
Now Persephone's home.

Verse 2

Who's that smiling, laughing, dancing?
Is it someone that I know?
Flowers turn, she's so enchanting,
Is it someone that I know?

Group A: Could it be...
Group B: Could it be...
Group A: Could it be...
Group B: Could it be...
Group A: Could it be...
Group B: Could it be...
Groups A and B: Persephone?

Chorus

Shine, shine, shine sun!
Let your rays warm everyone!
We're full of joy, we're full of fun,
Now Persephone's home.

Shine, shine, shine sun!
Let your rays warm everyone!
We're full of joy, we're full of fun,
Now Persephone's home.

Middle 8

It's been so long, since you were last here,
You have been gone, for most of the year!

Chorus

Shine, shine, shine sun!
Let your rays warm everyone!
We're full of joy, we're full of fun,
Now Persephone's home.

Shine, shine, shine sun!
Let your rays warm everyone!
We're full of joy, we're full of fun,
Now Persephone's home.

CODA

Shine, shine, shine sun!
Let your rays warm everyone!
We're full of joy, we're full of fun,
Now Persephone's home,
Persephone's home,
Again.

Persephone is home

Verse 1

C B \flat C B \flat C B \flat C B \flat C

Who's that ru - nning through

7 B \flat C B \flat C B \flat

the mea - dow? Is it some - one that I know?_

10 C B \flat C B \flat C B \flat C

Who's that hold - ing out her arms?_ Is it some - one that

13 B \flat F

I know?_ Could it be..._

Could it be..._

16 G F

Could it be... Could it be... Per

Could it be... Could it be... Per

Chorus

20 G C G F C

se - phon - e? Shine, shine, shine, sun!_____

se - phon - e?

24 Am F C

Let your rays warm ev - ery - one!_____ We're

26

G F C Am F

full of joy, we're full of fun, Now Per - seph - on - e's

Verse 2

29

C C Bb C Bb C Bb C C Bb C

home. Who's that smil - ing, laugh

35

Bb C Bb C Bb

- ing, danc - ing? Is it some - one that I know?_

38

C Bb C Bb C Bb C

Flow - ers turn, she's so en - chant - ing, Is it some - one that

41 B \flat F

I know? Could it be... Could it be...

Could it be... Could it be...

44 G F

Could it be... Could it be...

Per - se - phon - e? Per - se - phon - e?

Chorus

47 G C G

Per - se - phon - e? Shine, shine,

Per - se - phon - e? Per - se - phon - e?

51 F C Am F C

shine, sun! Let your rays warm ev - ery - one! We're

54 G F C Am F

full of joy, we're full of fun, Now Per - seph - on - e's

Last time to Coda  **Middle 8**

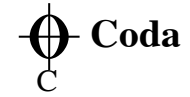
57 C C Bb C Bb C Bb C F

home. It's been so

63 G F

lo - ve since you were last here You have been

Back to Chorus
then to Coda
D.S. al Coda



67 G

go - ne, For most of the year! Shine, shine,

71 C C Bb C

shine, sun! Let your rays warm ev - ery - one! We're

74 C Bb C G

full of joy, We're full of fun, Now Per - se - phon - e's home,

77 C

Per - se - phon - e's home, A - gain.

81