

# Animal Camouflage

Melody and Piano

By room 108, Kindergarten, at the Amigos School,  
Cambridge, Massachusetts  
working with David Haines and Carla Procasky  
Teacher: Oscar Carrillo  
4th May 2015  
Arranged and extended by DH

SONG 3 - page 1

Moderato [crotchet = 102]

VERSE 1

Musical score for Verse 1, measures 1-4. The score is in 4/4 time with a key signature of three sharps (F#, C#, G#). The melody line starts with a whole rest for the first three measures, followed by a quarter note G5 in the fourth measure. The piano accompaniment consists of chords and single notes in the right and left hands.

I am

Musical score for Verse 1, measures 5-7. The melody line contains the lyrics: "search-ing for my friend, or-chid man - tis Lil. Is it you or a flow - er or my".

search-ing for my friend, or-chid man - tis Lil. Is it you or a flow - er or my

Musical score for Verse 1, measures 8-10. The melody line contains the lyrics: "o - ther pal, Bill? Hy - me - no - pus co - ro - na - tus You're pret - ty, white and pink But when a".

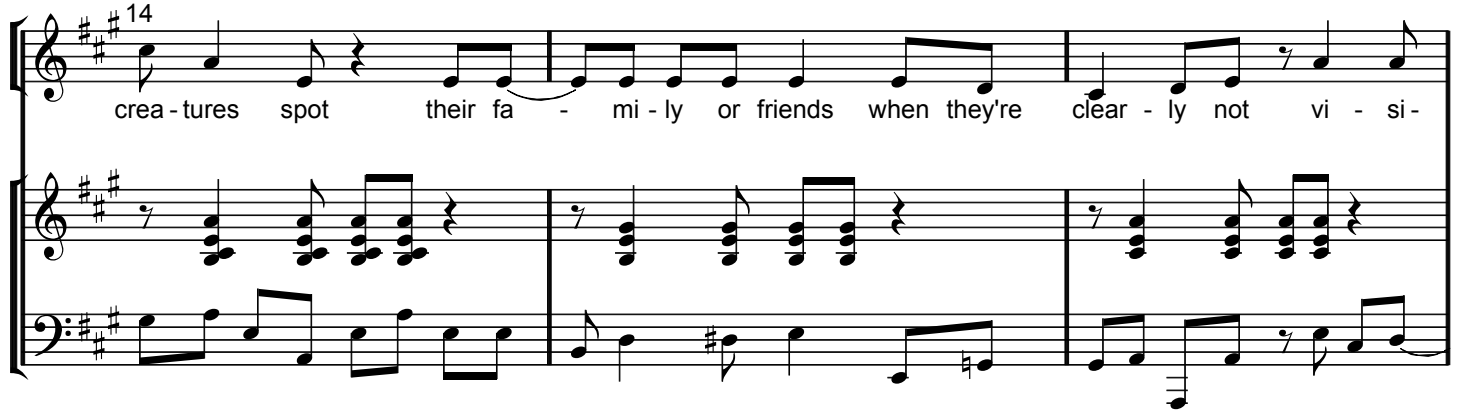
o - ther pal, Bill? Hy - me - no - pus co - ro - na - tus You're pret - ty, white and pink But when a

Musical score for Refrain 1, measures 11-13. The melody line contains the lyrics: "fly comes ho - ver - ring by you'll catch it in just a blink How do ca - mou - flaged".

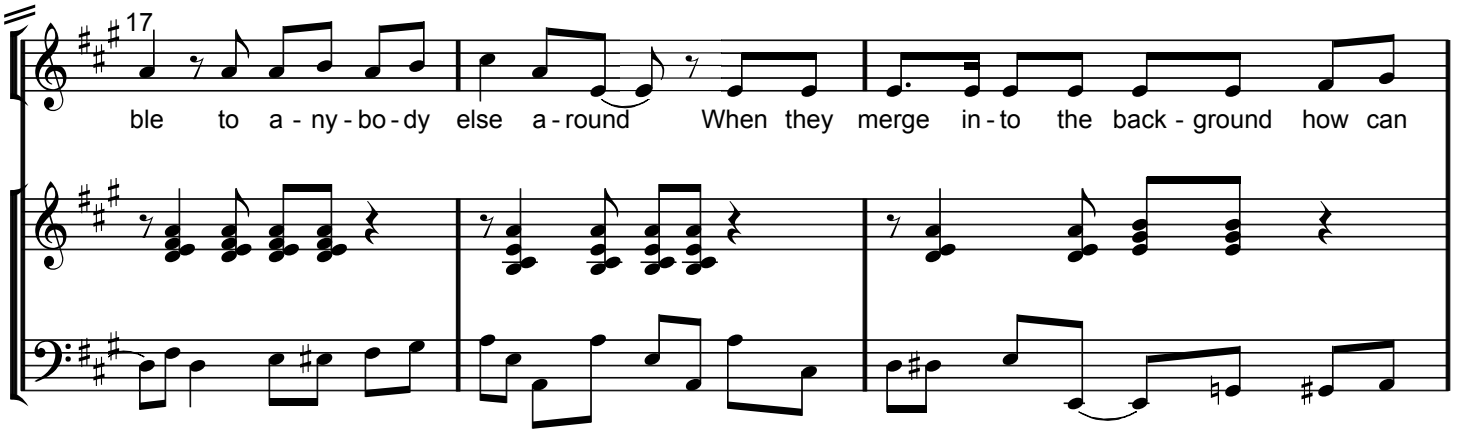
REFRAIN 1

fly comes ho - ver - ring by you'll catch it in just a blink How do ca - mou - flaged

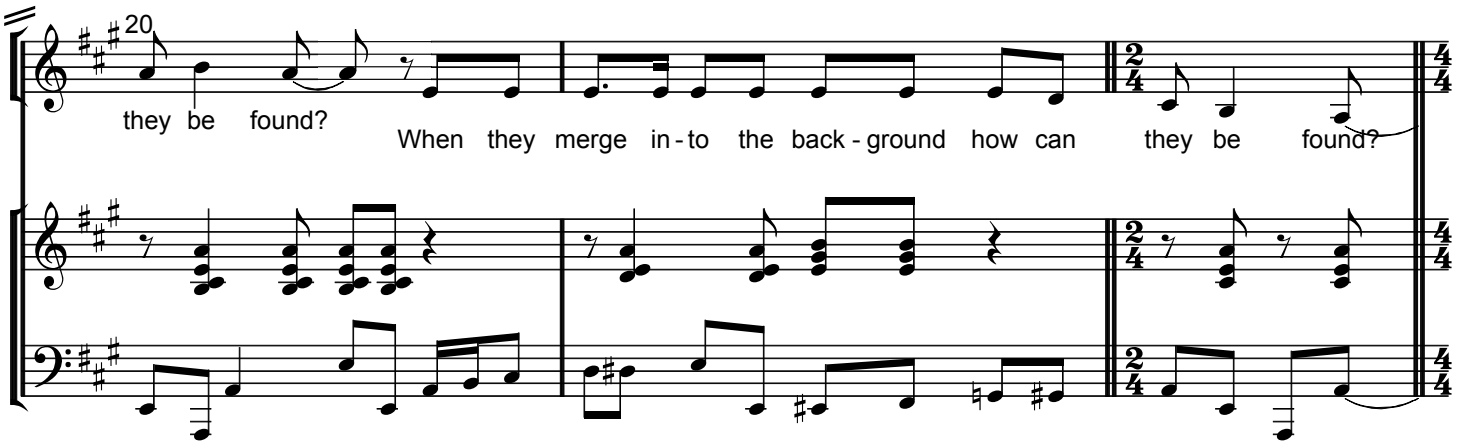
14  
crea - tures spot their fa - mi - ly or friends when they're clear - ly not vi - si -



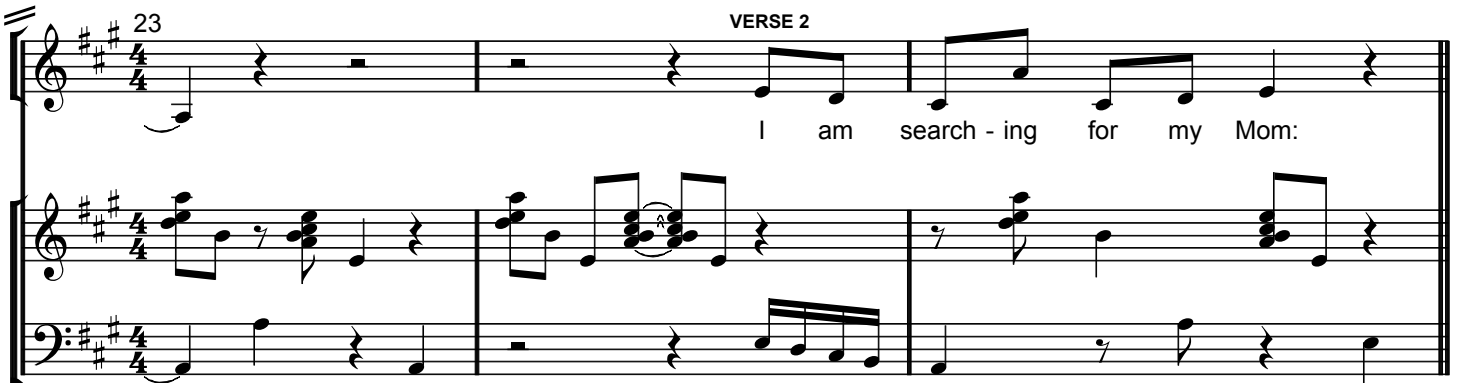
17  
ble to a - ny - bo - dy else a - round When they merge in - to the back - ground how can



20  
they be found? When they merge in - to the back - ground how can they be found?



23  
VERSE 2  
I am search - ing for my Mom:



26  
big white po lar bear. Is that an ig - loo or ice - berg or my mom o - ver there? I

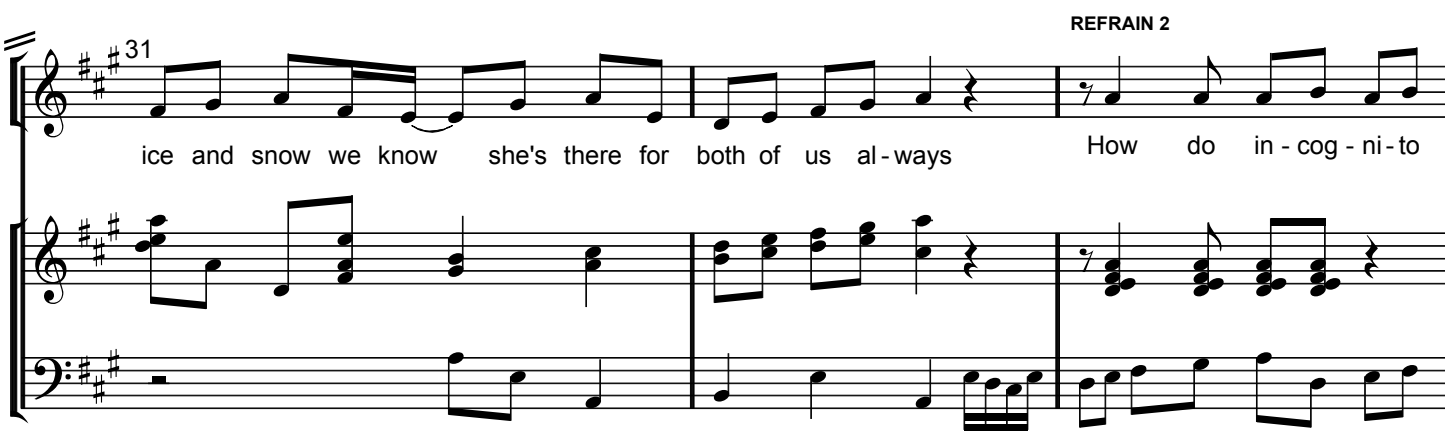


29  
tum - ble, chase and play with my sib - ling ev' - ry day but in the



31  
ice and snow we know she's there for both of us al-ways How do in - cog - ni-to

REFRAIN 2



34  
beast - ies see o - ther mem - bers, in - dis - guise, of the same spe - cies? We hu - mans



37

look, snoop, scru - ti - nise, spy, pry and peer But those

This system contains two systems of musical notation. The top system is the vocal line, and the bottom system is the piano accompaniment. The key signature has three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: look, snoop, scru - ti - nise, spy, pry and peer But those.

39

cun - ning, craf - ty crea - tues sim - ply dis - ap - pear But those

This system contains two systems of musical notation. The top system is the vocal line, and the bottom system is the piano accompaniment. The key signature has three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: cun - ning, craf - ty crea - tues sim - ply dis - ap - pear But those.

41

VERSE 3

cun - ning, craf - ty crea - tues sim - ply dis - ap - pear I am

This system contains two systems of musical notation. The top system is the vocal line, and the bottom system is the piano accompaniment. The key signature has three sharps (F#, C#, G#). The time signature changes from 4/4 to 2/4 at measure 41 and back to 4/4 at measure 43. The lyrics are: cun - ning, craf - ty crea - tues sim - ply dis - ap - pear I am.

45

search - ing for a snack Eight ten - ta - cles, nu - tri - tious. Is that some co - ral or a rock or

This system contains two systems of musical notation. The top system is the vocal line, and the bottom system is the piano accompaniment. The key signature has three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: search - ing for a snack Eight ten - ta - cles, nu - tri - tious. Is that some co - ral or a rock or.

48

oc-to-pus? De-li-cious! E-lu-sive ce-pha-lo-pod with chro-ma-to-phor-ic skin It's

51

REFRAIN 3

there! It's not! It's weird, it's odd, mi-mics what it's on or in! How do ca-mou-flaged

54

crea-tures spot their fa-mi-ly or friends when they're clear-ly not vi-si-

57

ble to a-ny-bo-dy else a-round When they merge in-to the back-ground how can

60

they be found? When they merge in-to the back-ground how can they be found?



# Howler Monkey Senses

Melody & Piano

By Room 106, Kindergarten, at the Haggerty School  
Cambridge, Massachusetts  
working with David Haines April 10th 2014  
Arranged & extended by DH, December 2019

Relaxed waltz [swung time - crotchet = 120]

## VERSE 1

1 I am a how - ler

The first system of music consists of three measures. The vocal line begins with a whole rest in measure 1, followed by the lyrics 'I am a how - ler' in measures 2 and 3. The piano accompaniment features a waltz rhythm with chords and moving lines in both hands.

4 mon - key swing swing - ing through the trees I

The second system of music consists of three measures. The vocal line begins with a whole rest in measure 4, followed by the lyrics 'mon - key swing swing - ing through the trees I' in measures 5 and 6. The piano accompaniment continues with chords and moving lines.

7 feel soft squi - shy moss and wet, slip - py, shi ny

The third system of music consists of three measures. The vocal line begins with a whole rest in measure 7, followed by the lyrics 'feel soft squi - shy moss and wet, slip - py, shi ny' in measures 8 and 9. The piano accompaniment continues with chords and moving lines.

10 leaves I pick a plump plan - tain

The fourth system of music consists of three measures. The vocal line begins with a whole rest in measure 10, followed by the lyrics 'leaves I pick a plump plan - tain' in measures 11 and 12. The piano accompaniment includes a triplet in the bass line in measure 11. The system concludes with a double bar line.

13

tastes so good and sweet I hear monkeys

16

chat - ter - chat - ter - ing, birds go - ing tweet twid - dl - y tweet

19

Smell per - fumed flow - ers choc' - la - ty co - coa

22

beans Howl at the fur - ri - est ta -

25

ran - tu - la I've seen!



28

With his pneu - ma - tised hy - oid my

31

dad makes a roar - ing sound The loud - est of land

34

a - ni - mals, au - di - ble three miles a - round

37

I can smell lusc - ious ripe fruit from more than one mile a -

40

way With my tri - chro - ma - tic vis - ion I can see more

43

co - lours than I can say We A - lou - at - ta

46

mon - keys in South A - me - ri - ca thrive

49

Hap - pi - ly how - ling in the steam - y jun - gle, so glad to be a - live!

# My Senses in the Rain

Melody and Piano

SONG 3 - page 11

Allegro non troppo [crotchet - 124]

By Room 101, Kindergarten, at Graham and Parks School  
Cambridge, Massachusetts  
working with David Haines April 11th 2014

VERSE 1

I'm ta - king my um - brel - la for a

4  
walk in the rain Sound of burs - ting drops like fire - crack - er: just the same! Rain

7  
on my tongue tastes like li - quid air Rain - drops splash - ing in pud -

10  
dles ev' - ry - where Wa - ter clears the dust, air is smel - ling clean to

13

squelch through squi - shy squa - shy spli - shy splo - shy squid - gy mud I am ve - ry

16

keén For days

VERSE 2

19

the sun had shone un - til this sud - den down - pour And the air was filled with head - y scent of

22

pet - ri - chor Sun was near - ly set - ting in the west - ern sky In

25

the east, glo - ri - ous rain - bow arch - ing high Rain - drops act like pri - sms, re -

28

frac - ting sun - light's rays in - to red and or - ange, yel - low, green, blue in - di - go and vi - o - let

31

A - mazed I watch and gaze

Ped.

34 *8va*

*8va*

\* Ped. \*



# Search for Delicious

Melody & Piano

By Room 117, 3rd Grade, at King Open School  
Cambridge, Massachusetts  
working with David Haines, May 20th 2016  
Teacher: Emily Sparks-Perez  
Arranged and extended by DH, December 2019

Lilting [crotchet = 96]

As your

5  
eyes see co-lour with red, green, blue, your tongue tastes fla-vours as you chew

9  
Sweet, sour, bit-ter, salt, and u-ma-mi, Man-go, lime, beer, french fries, sa-la-mi

13  
Search-ing for de-li-cious Will the sci-ence help

17

me? Search - ing for de - li - cious I'm drool - ing

20

an - ti - ci - pa - to - ri - ly!

23

As you bite, chew, sa - li - vate, break food up in - to

26

fi - bres and jui - cy, slu - shy, slur - py, slip - py slup Taste buds de - tect food's

29

Mo - le - cules and these float up in - to na - sal pas - sage land



32

Search - ing for de - li - cious

This system contains measures 32, 33, and 34. The vocal line starts with a whole rest in measure 32, followed by a half note 'S' in measure 33 and a half note 'e' in measure 34. The piano accompaniment features a steady eighth-note bass line in the left hand and chords in the right hand.

35

It is no mys - te - ry Search - ing for de -

This system contains measures 35, 36, and 37. The vocal line has a half note 'I' in measure 35, a half note 't' in measure 36, and a half note 'S' in measure 37. The piano accompaniment continues with similar rhythmic patterns.

38

li - cious It is just gus - ta - to - ry che - mis - try!

This system contains measures 38, 39, 40, and 41. The vocal line has a half note 'l' in measure 38, a half note 'I' in measure 39, and a half note 'g' in measure 40. The piano accompaniment concludes with a final chord in measure 41.



# Signals with Senses

Melody and Piano

By Room 108, 1st Grade, Sheltered English Immersion  
at Graham & Parks School, Cambridge, Massachusetts  
working with David Haines April 13th 2017  
Teacher: Cynthia Woodward  
Arranged & extended by DH, December 2019

SONG 3 - page 19

**Allegretto** [swung time - crotchet = 112]

## VERSE 1

Am - bu - lance si - ren yells

"Get out of my way!" Green, yel - low, red lights: "Go, read - y, stay!"

Flow - er scent com - mu - ni - cates to buz - zing bees

## REFRAIN 1

"Eat our sweet nec - tar, spread our pol - len please!" All five sen - ses are used

12 3

in ma - ny a way to com - mu - ni - cate in - for - ma - tion ev' - ry day

VERSE 2

15

Ding ding on the bus, "We're stop - ping

18

here right now!" 'Dong' on the din - ner gong, "Time for chow!"

21 3

Fin - ger - tips read Braille -- dots No need to see Smell Cha - nel Num - ber Five "I am a

## REFRAIN 2

24

posh la - dy!" All five sen - ses are used in ma - ny a way to com -

3

27

mu - ni - cate in - for - ma - tion ev' - ry day

## VERSE 3

30

High five or hand - shake says "Hel - lo friend!"

33

Yuc - ky taste from tongue to brain says "Don't eat them!" A

35

smi-ling pat-on<sup>3</sup> the back can say "You won! Well done!" They are all sig-nals u-sing five sen-ses,

REFRAIN 3

38

one by one! All five sen-ses are used in ma-ny a way to com-

CODA

41

mu-ni-cate in-for-ma-tion ev'-ry day All five sen-ses are used

44

in ma-ny a way to com-mu-ni-cate in-for-ma-tion ev'-ry day