

NO PLACE LIKE

For children's voices

And/or piano/classroom percussion

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Written for the BBC's Ten Pieces Scheme, and premiered in the children's voices and SATB choir version on July 23rd 2017 at the Royal Albert Hall, London, for the BBC Proms.

* * *

We come from the Big Bang.

My home is down the road, up the hill, far away
My home is an estate on a farm by the sea
My home makes me feel like me
The heart of the galaxy

My hometown is my hometown
Where the root of the rhythm comes from
It's somewhere I know like the back of my hand

It's the one place the only place
A hive of people busy as bees
We are a community

Home is where the sound is

It's a village, it's a town, it's a city
It's a city, it's a country it's the world

Home is where the love is.

Lyrics by primary school children across the UK, adapted by Kerry Andrew

Duration: 3'45 approx.

NOTES

Key



= spoken; higher or lower crossheads give a rough indication of shape, but they should be within spoken range



= finger click



= hit chest



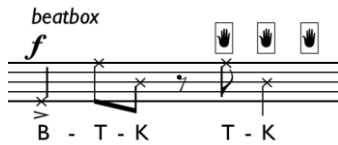
= clap



= stamp (R = right foot stamp, L = left foot stamp)

Movement Notes

Letter A:



= Right forearm horizontally down in front of chest on 'B'; on the first 'K', forearm comes up so that it is vertical, to the side of torso, with palm facing audience. Left hand then claps the back of right palm on the three clap symbols.

This movement happens in each bar with the clap symbols between letter A and B.

Kids Group 1 should do the same movements as Kids Group 2 in the bars where the clap symbol appears.

Letter B, Kids Group1 and SATB Choir:

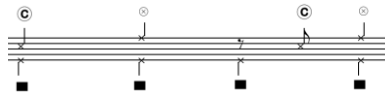


= Right hand hits chest and right hand click out to the side.

Letter B, Kids Group 2, and Letter D:

- "Village" = palms in front of torso, fingers meeting like a church steeple
- "Town" = hands move outwards so that each forearm is vertical and either side of torso
- "City" = hands/forearms move up, to be more like skyscrapers!
- "Country" = bent forearms move outwards, still above heads, palms facing audience
- "World" = hands join to make circle above head

Letter D, SATB Choir



= Right/left stamps; right hand chest on right hand click out to the side.

Extra NOTES and suggestions:

This piece is to be accompanied by either piano, classroom percussion, or both!

Classroom Percussion:

This has been divided into TUNED and UNTUNED percussion, but what instruments you choose for your performance is up to you.

- TUNED percussion might include glockenspiels, xylophones and chime bars. SUSTAINED TUNED percussion (for the opening section) excludes xylophones. You might use keyboards for this part, too.
- UNTUNED percussion is everything else that is not specifically pitched. The three-line staff is to give a rough suggestion of low/middle/high sounds, but the actual instruments chosen are down to you. They might be drums, wood or metal or a mixture.
- These parts are very flexible; you might choose to use percussion in certain sections but not others. You might choose just to use the untuned parts in one section, and the tuned in another.
- You could use percussion instead of the beatbox part if you like.

Hometown Sounds Section:

This should be inspired by sounds from your own hometown – eg where your school is based.

- Brainstorm sounds that you hear in your hometown – can you think of any that are very specific to your hometown that you can't hear anywhere else?

(eg Arsenal football chants, Morris dancers, the bell of a particular factory on Tuesday mornings, etc)

- Find ways to make these sounds using your voices/classroom percussion
- Choose the best and most distinctive sounds (I'd suggest about six, but it's up to you! You could have one for each child!) and work out how to make them into a MUSICAL LOOP (also known as RIFF or OSTINATO) that fits into a 4-beat bar. For more variety, you could have some loops that are 2 or 8 bars.
- Build these up as a class. Which loop should come first? Do they complement each other? Are they contrasting sounds? Do they appear at different times within the 4-beat bar?
- You might need to choose a very regular, simple loop to start off with, so that all the others can gel with it.
- You might have some loops that are very free – I'd suggest adding those towards the end of this section.
- You might have a VERY free section here with no pulse at all, simply building up sounds in a loose way.

Ways to develop this further:

- Go on a class soundwalk around a part of your hometown. This involves walking without talking for a certain amount of time, noting down sounds that you hear.
- Make a visual soundmap to represent your hometown's sounds. (Google the Sensory Trust for their ideas.) Develop this further by responding to it with voices and instruments.
- Design a soundwalk for others to do around your hometown (Google sfu.ca and 'Salzburg Soundwalk' for an example).
- Record your sounds (The Zoom recorder is a good piece of equipment that schools often have). If you have the software (eg Garageband), you could make an audio soundmap, blending the best recorded sounds. Imagine making a journey for someone's ears. (Google 'Our Fair Isle Sounds

CHROMA' to find one that children on Fair Isle, the most remote part of the UK, made).

- You might like to look up 'Radio Aporee' online – it is like Google Earth but with sounds, and anyone can add them! You might even be able to add to it.

No Place Like

Commissioned by BBC Ten Pieces

- for Molly and Imogen Snow -

Lyrics by UK primary school children
and arranged by Kerry Andrew

Kerry Andrew

$\text{♩} = 90$
mf *ff* *mf* bright, springy

All Kids
We come from the Big Bang My home is down the road, up the hill, far a-way,

Optional Percussion (Tuned)
Sustained percussion only
play these notes, in your own time
(different players can play at different times,
so that notes overlap)

Optional Percussion (Untuned)
rustling sounds,
sustained sounds,
magical sounds

Piano
mf
keep ped. down

8 *p* *mf* *p*

All Kids
My home is an est-ate, on a farm, by the sea

Optional Percussion 1 (Tuned)
play any of these notes, in your own time
(in any order)

Optional Percussion 2 (Untuned)
rustling sounds,
sustained sounds,
magical sounds

Pno.

14 *mf*

All Kids

My home makes me feel like me, — The heart of the gal-ax-y. —

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno.

with ped.

A

19 See movement notes

Kids Group 1

See movement notes

Kids Group 2

f beatbox

B - T - K T - K B - T - K T - K B - T - K T - K B - T - K T - K

Optional Percussion 1 (Tuned)

Any tuned percussion

1 2 3 + 4 1 2 3 + 4 +

Optional Percussion 2 (Untuned)

1 2 + 3 + 4 1 2 + 3 + 4 1 2 + 3 + 4 1 2 + 3 + 4

Pno.

mf

Ped. *with ped.*

23

Musical score for measures 23-25. The score includes parts for Kids Group 1, Kids Group 2, Optional Percussion 1 (Tuned), Optional Percussion 2 (Untuned), and Piano (Pno.).

Kids Group 1: Melody line with lyrics: "My home-town is my home town, (claps stop)". Includes a dynamic marking *f* and a "(claps stop)" instruction.

Kids Group 2: Rhythm line with lyrics: "B - T - K T - K B - T - K T - K B - T - K T - K". Includes "(claps stop)" instructions above the staff.

Optional Percussion 1 (Tuned): Rhythm line with red numbers: "1 2 3 + 4 1 2 3 + 4 + 1 2 3 + 4".

Optional Percussion 2 (Untuned): Rhythm line with red numbers: "1 2 + 3 + 4 1 2 + 3 + 4 1 2 + 3 + 4".

Pno.: Piano accompaniment with chords and melodic lines.



26

Musical score for measures 26-28. The score includes parts for Kids Group 1, Kids Group 2, Optional Percussion 1 (Tuned), Optional Percussion 2 (Untuned), and Piano (Pno.).

Kids Group 1: Melody line with lyrics: "Where the roots of the rhy - thm come_ from, It's".

Kids Group 2: Rhythm line with lyrics: "B - T - K T - K B - T - K T - K".

Optional Percussion 1 (Tuned): Rhythm line with red numbers: "1 2 3 + 4 + 1 2 3 + 4".

Optional Percussion 2 (Untuned): Rhythm line with red numbers: "1 2 + 3 + 4".

Pno.: Piano accompaniment with chords and melodic lines.

28

Kids Group 1

some-where I know like the back of my hand,

Kids Group 2

B - T - K T - K B - T - K T - K

Optional Percussion 1 (Tuned)

1 2 3 + 4 + 1 2 3 + 4

Optional Percussion 2 (Untuned)

1 2 + 3 + 4 1 2 + 3 + 4

Pno.

30

Kids Group 1

It's the

Kids Group 2

B - T - K T - K B - T - K T - K B - T - K T - K

Optional Percussion 1 (Tuned)

1 2 3 + 4 + 1 2 3 + 4 1 2 3 + 4 +

Optional Percussion 2 (Untuned)

1 2 + 3 + 4 1 2 + 3 + 4 1 2 + 3 + 4

Pno.

33

Kids Group 1
one place, the on - ly place, - A hive of peo - ple bu - sy as - bees, -

Kids Group 2
B - T - K T - K B - T - K T - K B - T - K T - K

Optional Percussion 1 (Tuned)
1 2 3 + 4 1 2 3 + 4 + 1 2 3 + 4

Optional Percussion 2 (Untuned)
1 2 + 3 + 4 1 2 + 3 + 4 1 2 + 3 + 4

Pno.

36

Kids Group 1
We are a comm - un - it - y. Home is where the

Kids Group 2
B - T - K T - K shhh Home is where the

Optional Percussion 1 (Tuned)
1 2 3 + 4 +

Optional Percussion 2 (Untuned)
1 2 + 3 + 4

rustling sounds, sustained sounds, magical sounds

Pno.

B See movement notes

39

Kids Group 1

Home is where the

Kids Group 2

It's a vill-age

it's a ci-ty

it's a

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

1 2 3 4 1 2 3 4 1 2 3 4

Pno.

f *mf*

with ped.

42

Kids Group 1

Home is where the

Home is where the sound is Home is where the

Kids Group 2

coun-try

it's the world

It's a vill-age

it's a

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

1 2 3 4 1 2 3 4 1 2 3 4

Pno.

45

Kids Group 1

Kids Group 2

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno.

sound is Home is where the sound is Home is where the sound is Home is where the

ci-ty it's a coun-try it's the world Home is where the

1 2 3 4 1 2 3 4 1 2 3 4

f

* Red. _____



HOMETOWN SOUNDS SECTION - BUILD UP YOUR OWN LOOPS!



Use inspiration from your own home town to make short loops to be built up as a class. (See notes)

48

All Kids

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno.

Use a clear signal to stop the whole class at once.

D

see movement notes

50

All Kids

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno.

f

with energy

with energy

f

with energy

f

with energy

keep ped. down

with energy ***ff***

It's a



53

All Kids

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno.

Group 1 ↓

vil-lage, it's a town, it's a cit - y, it's a ci - ty, it's a coun-try, it's the world, It's a

VILLAGE TO WORLD CANON

Turn the line into a canon of up to 4 parts! The simplest are Group 1 and 3.

55

Group 2 enters Group 3 enters Group 4 enters

All Kids
vil-lage, it's a town, it's a cit - y, it's a ci - ty, it's a coun-try, it's the world, it's a

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno. *mf*

with ped.

57

All Kids
vil-lage, it's a town, it's a cit - y, it's a ci - ty, it's a coun-try, it's the world, It's a

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno. *cresc.*

59

All Kids
vil-lage, it's a town, it's a cit - y, it's a ci - ty, it's a coun-try, it's the world, It's a

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno.

final time: each part to end on the first city.

61

Group 1 Group 2 Group 3 Group 4 **ALL**
ff

All Kids vil-lage, it's a town, it's a cit - y, it's a cit - y, it's a cit - y, it's a cit - y, Home is where the

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno. *f*



SHOUT FOUR DIFFERENT THINGS!

Choose four things to complete the sentence 'Home is where the ____ is. They need to be able to fit into a crotchet beat.

RH fist across chest, remain in this position

63

shouted *shouted* *ff* ©

All Kids THE LOVE IS! No place like

Optional Percussion 1 (Tuned)

Optional Percussion 2 (Untuned)

Pno. *ff*