

Sing to Me

Text by
Debra Nemeth-Tarby

Music by
Neil Ginsberg



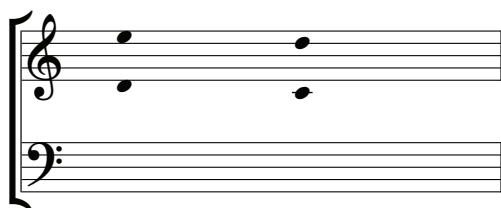
About the composer

Neil Ginsberg (b. 1969) has published over 40 choral works with Santa Barbara Music, GIA, Heritage Press, Hal Leonard, and Lorenz. His works are included on many ACDA recommended repertoire lists and JW Pepper Editors Choice. He has been commissioned by Westminster Choir College, ACDA Eastern Division Elementary Honor Choir, Missouri Choral Directors Association, Princeton High School, Pennsylvania Music Educators Association Songfest, Connecticut Choral Directors Association, Missouri Choral Directors Association, The Peck School, Kingswood Oxford School, Stillwater Boys Choir and others. He is a guest artist and master teacher of the Music! Words! Opera! curriculum published by GIA and has traveled the country working with teachers at the Opera Theater of St. Louis, Boston Lyric Opera, and the Atlanta Opera. He was a visiting artist with the International Schools Theater Association and the Henry Street Settlement. He has received awards from Meet the Composer, BMI, New Dramatists, and the Temple Guild of Young Composers. Neil created music programs and taught music at the Harlem Day Charter School, Essex Street Academy High School, Avenues: The World School and was the co-chair of the performing arts department at Brooklyn Friends School. He currently directs choirs at Kent Place School in Summit, NJ.



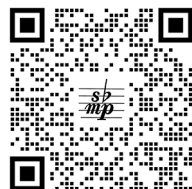
You can learn more about Neil Ginsberg via his website: www.NeilGinsberg.com

Ranges



Part 1

Part 2



recording and rehearsal tracks available at sbmp.com

Debra Nemeth-Tarby

Sing to Me

Neil Ginsberg

Gently flowing, in two

Piano *mf*

The piano introduction is in G major, 2/4 time, and consists of three measures. The melody is written in the treble clef, starting with a quarter rest, followed by a quarter note G, an eighth note A, a quarter note B, and a half note C. The bass line is written in the bass clef, starting with a quarter rest, followed by a quarter note G, and a half note C. The dynamic is marked *mf*.

4 Parts 1 and 2, unis. *mf*

When I am knit to - geth - er in my

Measures 4-6 of the vocal and piano accompaniment. The vocal line is in the treble clef, starting with a quarter rest, followed by a quarter note G, an eighth note A, a quarter note B, and a half note C. The piano accompaniment is in the bass clef, starting with a quarter rest, followed by a quarter note G, and a half note C. The dynamic is marked *mf*.

7 moth - er's womb. Sing to me.

Measures 7-9 of the vocal and piano accompaniment. The vocal line is in the treble clef, starting with a quarter note G, an eighth note A, a quarter note B, and a half note C. The piano accompaniment is in the bass clef, starting with a quarter note G, and a half note C. The dynamic is marked *mf*.

10 Sing to me. Sing to me. So when I

Measures 10-12 of the vocal and piano accompaniment. The vocal line is in the treble clef, starting with a quarter note G, an eighth note A, a quarter note B, and a half note C. The piano accompaniment is in the bass clef, starting with a quarter note G, and a half note C. The dynamic is marked *mf*.

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13

1

en - ter this world_____ I raise my head in

2

en - ter this world_____ I raise my head.

17

rec - og - ni - tion of its maj - es - ty. Sing to me.

sing, sing to me.

22

Sing to me. Sing to me._____ When I am a

Sing to me. Sing to me._____

26

ba - by sing to me

Sing to

29

so I un - der - stand how to be com - forted.

me.

33

When I am a child sing to me.

When I am a child sing to me. It

37

It does - n't mat - ter if you sing in__ tune.__

does - n't mat - ter if you sing in__ tune.__

41

Make up songs I know,

Make up songs so I know,

45

so I know laugh - ter and joy.

so I know laugh - ter and joy.

f *legato*

49 *mf*

When I am an ad - o - les - cent sing to me,

mf

When I am an

52

sing to me. If I roll my eyes,

ad - o - les - cent sing to me, sing to me.

55

— sing loud - er so I know

If I roll my eyes, sing loud - er so I know

59 *f*
that you will nev - er stop lov - ing me. When I am an
that you will nev - er stop lov - ing me. *8va loco f*

63
a - dult sing to me. Sing to me. Sing to me.

66
So I know the pow - er of mu - sic to ex - press my
I know the pow - er of mu - sic to ex - press my

69

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73

me the mu - sic of my youth so I re -
me the mu - sic of my youth so I re -
don't slow down

77

mem - ber, so I re - mem - ber, so
mem - ber, so I re - mem - ber, so
don't slow down

81

I re - mem - ber. When it seems I

I re - mem - ber.

85

can - not hear you, sing to me sing to me. And know I

89

hear you and am sing - ing a long, — sing - ing a long.

92

When it seems I can - not hear you, sing to me, sing to me

When it seems I can - not hear you, sing to me, sing to me

96

and know I hear you and am sing - ing a long, — sing - ing

and know I hear you and am sing - ing a long, — sing - ing

99

a - long. Sing - ing a - long — sing - ing a - long

a - long. Sing - ing a - long — sing - ing a - long

102

Sing, sing, sing, sing - ing a - long.

Sing, sing, sing, sing - ing a - long.

106

mf And when I'm gone

mf And when I'm gone

don't slow down

110

sing to me. So that oth - ers will know

sing to me. So that oth - ers will know

114

I am at peace and will

I am at peace. and will

118

share my song.

will share my Sing to me.

ff

121

My

Sing to me. Sing to me.

124

song. _____

Sing to me. Sing to me. Sing to me. _____

127

And we share my

And will share my

130

song. _____

song. _____

f

mp

Sing to Me

by
Debra Nemeth-Tarby

When I am knit together in my mother's womb,
sing to me.
So when I enter this world
I raise my head in recognition of its majesty.

When I am a baby,
sing to me.
So I understand how to be comforted.

When I am a child,
sing to me.
It doesn't matter if you sing in tune.
Make up songs so I know laughter and joy.

When I am an adolescent,
sing to me.
If I roll my eyes,
sing louder so I know that you will never stop loving me.

When I am an adult,
sing to me.
So I know the power of music to express my every feeling.

When I'm old,
sing to me the music of my youth so I remember.

When it seems I cannot hear you,
sing to me.
And know I hear you and am singing along.

And when I'm gone,
sing to me.
So that others will know I am at peace and will share my song.