

RICH CAMPBELL

THE WIND

*for SA Children's Chorus
w/piano accompaniment*

FOR PERUSAL ONLY
NOT FOR SALE
DO NOT COPY

The Wind

by Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass--
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all--
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

*From "A Child's Garden of Verses," first published in 1885.
Robert Louis Stevenson was born in 1850 in Scotland, and died
in 1894 in Samoa. He wrote many novels, short stories, and poems.
Among his most famous books are "Treasure Island," and
"The Strange Case of Dr. Jekyll and Mr. Hyde."*

PERFORMANCE NOTE:

The sound of the wind should be that of a breeze or a soft gust-
NOT a tornado! The wind should always feel like it is blowing
across the choir, either from left to right, or right to left. Sort of a
soft, whispered, "...whooooiiiishooooohhh..."* with the "oo" sound
being the sound in "who."

OPTIONAL WIND CHIMES:

Small, soft wind chimes may be used by blowing on them. Either
the whole choir, a portion of the choir, or one or more separate
percussionists may sound them. If used, this should happen before
measure 1, for 5-10 seconds, ending on the first piano downbeat in
measure 1. This should also happen at the end, after the wind sound
finishes in measure 111, and end on the final piano downbeat.
They may also sound briefly in measures 30-32, ending when the
wind sound begins.

**Special thanks to my nephew, James London (age 12), for helping me spell the wind sound!
Thanks also to all at OAKE, Ruth Boshkoff & family, Elizabeth Núñez, Francisco Núñez and Michael Kaulkin.*

The Wind

for the Organization of American Kodály Educators'
2016 National Children's Choir, Elizabeth Núñez, director

Robert Louis Stevenson

Rich Campbell

Freely, gently,
with a sense of wonder
approximately $\text{♩} = 74$ *p* *p* *p* *p*

Soprano
Choir wind sound from left to right
whoooooiishooooohhh
Choir wind sound from right to left
whoooooiishooooohhh I

Alto
Choir wind sound from left to right
whoooooiishooooohhh
Choir wind sound from right to left
whoooooiishooooohhh I

Piano
p
8va
Ped. * Ped. *

7
S
saw you toss — the kites on high — And

A
saw you toss — the kites on high — And

8va
Ped. *

The Wind

2

11

S
blow the birds a - bout the sky; _____ And

A
blow the birds a - bout _____ the sky; _____ And

8^{va}-----, ,

And. *

15

S
all a - round I heard you pass, _____ Like

A
all a - round I heard you pass, _____ Like

8^{va}-----, ,

And. *

The Wind

**Faster, syncopated,
In Stricter Tempo** ♩ = 84

19

S
la - dies' skirts a - cross the grass - O wind, a -

A
la - dies' skirts a - cross the grass - O wind, a -

mf

Ped. * *Ped.* * *Ped.* *

23

S
blow - ing all day long, O wind, that

A
blow - ing all day long, O wind, that

Ped. * *Ped.* * *Ped.* * *Ped.* *

The Wind

4

27

S

sings so loud_ that sings so loud_ a song!

A

sings so loud_ that sings so loud_ a song!

Lead. *

31

S

mp *mp*

Choir wind sound from left to right
whoooooiishooooohhh

A

mp *mp*

Choir wind sound from left to right
whoooooiishooooohhh

Lead. *

The Wind

35 *Sassy mp*

S I saw the diff - erent things you did,

A *mp*
I

mp

Lead. * Lead. * Lead. * Lead. *

39

S But al - ways you — your - self you hid.

A saw the diff - erent things you did, But

Lead. * Lead. * Lead. * Lead. *

The Wind

6

43

S

I felt you push, I heard you call, _____

A

al - ways you _____ your - self you hid. _____ I

Ped. * Ped. * Ped. * Ped. *

47

S

I could not see _____ your - self at all -

A

felt you push, I heard you call, _____ I

Ped. * Ped. * Ped. * Ped. *

The Wind

In Stricter Tempo $\text{♩} = 84$

51

S
- - your - self at all - O wind, a -

A
could not see your - self at all - O wind, a -

mf

mf

mf

ped. * *ped.* * *ped.* * *ped.* *

55

S
blow - ing all day long, O wind, that

A
blow - ing all day long, O wind, that

ped. * *ped.* * *ped.* * *ped.* *

The Wind

8

59

S
sings so loud_ that sings so loud_ a song!

A
sings so loud_ that sings so loud_ a song!

Ped. * Ped. * Ped. * Ped. * Ped. * Ped. *

63

S
O you that

A
O

Slower, gently $\text{♩} = 74$
mp

p

Ped. * Ped. * Ped. * Ped. * Ped. * Ped. *

The Wind

67

S are so strong and cold, O

A you so cold,

Ped. * Ped. * Ped. * Ped. *

71

S blow - er, are you young or old?

A O blow - er, are you young or old?

Ped. * Ped. * Ped. * Ped.

The Wind

10

75

S
Are you a beast of field and

A
Are you beast of field and

* Ped. * Ped. * Ped. *

79

S
tree, Or just a strong - er

A
tree, just a strong - er

Ped. * Ped. * Ped. *

The Wind

Back to tempo $\text{♩} = 84$

83

S
child than me? O wind, a -

A
child than me? O wind, a -

mf

mf

mf

Lead. * Lead. * Lead. * Lead. *

87

S
blow - ing all day long, O wind, that

A
blow - ing all day long, O wind, that

mp

mp

mp

Lead. * Lead. * Lead. * Lead. *

Softer *mp*

The Wind

12

91 *Growing Louder* *mf*

S sings so loud_ that sings so loud_ that sings so loud that sings so loud_ that

A sings so loud_ that sings so loud_ that sings so loud that sings so loud_ that

Growing Louder *mf*

95 *f*

S sings so loud that sings so loud a song! _____

A sings so loud that sings so loud a song! _____

f

100 *f* *rit. (Slowing to the end)*

S O wind,

A O wind,

Ped. *

104 *mf* *p*

S O wind,

A O wind,

mf *p*

Choir wind sound from left to right
& then back right to left
whoooooiiishooooohhh

ff

Ped. * *Ped.* * *Ped.* * *Ped.* *