



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **2013 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD**

### **PARTICIPATION RULES AND PRESCRIBED MUSIC**

#### **1. NAME:**

The name of this choral eisteddfod shall be known as the South African Schools Choral Eisteddfod, and shall remain as such unless the National Coordinating Committee, on advice by the Department of Basic Education or HEDCOM, changes it.

#### **2. FRAMEWORK:**

- 2.1 The South African Schools Choral Eisteddfod was introduced in terms of the *protocol for the organisation, management, coordination and monitoring of school music competitions and/or festivals for schools in South Africa* published by the Minister of Education in *Government Notice No. 21697* of 27 October 2000 and amended on 08 February 2010.
- 2.2 The South African Schools Choral Eisteddfod is one of the school enrichment programmes coordinated by the Department of Basic Education to promote unity in diversity, national reconciliation, a new South African national identity, social transformation and social cohesion among school-going South African youth.
- 2.3 The 2013 South African Schools Choral Eisteddfod will be organized, managed, coordinated and monitored by the National Coordinating Committee at the national level, and the nine provincial coordinating committees for the respective provinces. No other organization will organize or manage or coordinate events related to the South African Schools Choral Eisteddfod.
- 2.4 The organisation, management and coordination of all events of the South African Schools Choral Eisteddfod shall be as determined in these Participation Rules, the resolutions of the National Coordinating Committee and the Memoranda of Agreement with possible funders or sponsors (where such Memoranda exist).
- 2.5 Among their responsibilities, the provincial coordinating committees will determine the appropriate levels below the provincial championships to be organised and coordinated in their respective provinces. However, provincial coordinating committees will ensure that mass participation is the norm at the levels lower than the provincial championships of the South African Schools Choral Eisteddfod.

- 2.6 No category other than those determined through these Participation Rules will be introduced in any year of the South African Schools Choral Eisteddfod without the expressed consent of the National Coordinating Committee.
- 2.7 Only educators under the employ of the participating schools shall be allowed to conduct or direct schools taking part in the 2013 South African Schools Choral Eisteddfod. It is not permissible for one conductor or director to conduct or direct choirs from more than one participating school. A learner may conduct his /her school choir. In the case where a learner is a conductor, the choir manager must be an educator.
- 2.8 At the provincial championships and levels below, only the respective provincial coordinating committees can approve the exchange of conductors or directors between any numbers of schools. Only the National Coordinating Committee shall approve the exchange of conductors or directors of provincial champion schools that had qualified for the national championships of the 2013 South African Schools Choral Eisteddfod. The National Coordinating Committee will only consider formal representation from the respective provincial coordinating committees.

### **3. SECTIONS AND CATEGORIES OF THE 2013 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD:**

- 3.1 The sections for the year 2013 will include choirs in schools in the General Education and Training (GET) Band, namely, the Foundation Phase (Grades R – 3/4), Intermediate Phase (Grades 4 – 6/7) and Senior Phase (Grades 7 – 9); as well as the choirs from schools in the Further Education and Training (FET) Band (Grades 10 – 12).
- 3.2 Schools starting from Grade 1-9 will be divided into two categories of choirs, i.e. Intermediate Phase and Senior Phase. Schools starting from Grade 1-12 will be divided into **three** categories of choirs, i.e. Intermediate Phase, Senior Phase and FET Band.
- 3.3 It must be borne in mind that the South African Schools Choral Eisteddfod is an event organised, managed and coordinated for school-going youth, and no one else. Any school that infringes upon this arrangement will be disqualified from participating in future events organised for the South African Schools Choral Eisteddfod. Whenever a need arises, the provincial coordinating committees, with the assistance of Provincial Education Departments, will verify whether participating learners are duly registered with their respective schools.
- 3.4 In the event that a section of the 2013 participation rules has been infringed upon, a formal dispute must be lodged with the project manager by a school principal, a conductor, an educator, the chairperson of a school governing body, or a concerned member of the community before the school choral ensemble or soloist descends the stage. If evidence to corroborate the dispute can be produced before the choral ensemble or soloist descends from the stage, the affected choral ensemble or soloist will be disqualified with immediate effect. If evidence to corroborate the dispute cannot be produced at the competition site, the responsible coordinating committee will ensure that the matter is brought to its close within forty-eight (48) hours. It is important to note that the process to disqualify choral ensembles or soloists must be fair and transparent.

- 3.5 Provincial coordinating committees must determine the music to prescribe for schools in the Foundation Phase (Grades R – 3/4), and the most appropriate voice combinations for such schools. In doing so, provincial coordinating committees must take into cognisance the age and voice range of the learners. Events for learners from schools in the Foundation Phase (Grades R – 3/4) must end at the district or regional championships of the South African Schools Choral Eisteddfod.
- 3.6 Prescribed music for mixed choirs in the Intermediate Phase for 2013 shall not include the bass part as for SATB because of the maturity level of the voices of that age group.
- 3.7 For schools in the Intermediate Phase (Grades 4 – 6/7), the National Coordinating Committee has prescribed music for the following categories:
- (a) SSA sextet – **open**
  - (b) **SATB mixed double quartets for farm schools** as classified by provincial departments; and
  - (c) SSA choirs by voice rather than gender (**maximum 60 voices**) in the Western, Afrikaans, African and National Anthem sections.
- 3.8 For schools in the Senior Phase (Grades 7 – 9), the National Coordinating Committee has prescribed music for the following categories:
- (a) SSA/T sextet –**open**;
  - (b) **SATB mixed double quartets for farm schools** as classified by provincial departments; and
  - (c) SATB mixed choirs (**maximum 60 voices**) in the Western, Afrikaans, African and National Anthem sections.
  - (d) Concert Vocal Soli
- 3.9 For choirs in the FET Band (Grades 10 – 12), the National Coordinating Committee has prescribed music for the following categories:
- (a) Opera vocal soli
  - (b) Trio
  - (c) Small ensemble;
  - (d) Female voice choirs (**up to a maximum of 30 voices**);
  - (e) Male voice choirs (**up to a maximum of 30 voices**); and
  - (f) SATB mixed choir (**up to a maximum of 60 voices**) in the Western, Afrikaans, African and National Anthem sections.

- 3.10 The performance of the ***National Anthem of the Republic of South Africa*** will be performed at the National Championships by the provincial champion in the **African** category. The performances will be adjudicated separately.
- 3.11 For choirs in the Intermediate Phase (Grades 4 – 6/7), the National Coordinating Committee has included the following categories for which music has not been prescribed:
- (a) Own Choice Category for Special Schools; and
  - (b) Folklore/Indigenous music Item
- 3.12 For choirs in the Senior Phase (Grades 7 – 9) and school choirs in the FET Band (Grades 10 – 12), the National Coordinating Committee has included the following categories for which music has not been prescribed:
- (a) Own Choice Category; and
  - (b) HIV/AIDS Jingle and Folklore/Indigenous music Item
- 3.13 ***Own Choice Category*** has been reserved for Special Schools as promulgated by South African Schools Act and categorized by the Department of Basic Education. This category is for Choirs in the Intermediate and Senior Phases, as well as special school choirs in the FET Band. The following conditions will apply in the Own Choice Category:
- (a) The total performance time for the repertoire chosen ***must not exceed five (5) minutes***;
  - (b) Choirs that choose to participate in this section must submit legible copies of their chosen songs to the respective responsible coordinating committees ***at least one (1) week*** before the actual event;
  - (c) The music chosen will not be **replaced** after submission to any of the respective responsible coordinating committees; and
  - (c) The music chosen may be in any language and in any voice combinations.
- 3.14 The ***Folklore/ Indigenous music Item*** comprises native, aboriginal, indigenous, original or home-grown myths, legends or traditions, and is not about izitibili (action songs). The performances of the Folklore Item may include traditional plays and /or customs, which must be performed wearing customary clothing or regalia relevant to such traditions or customs or cultures. Choreography or scenic play is allowed. An accompaniment by traditional folk instruments is allowed; but recorded playback is strictly prohibited.
- 3.15 Choirs in the Intermediate Phase are encouraged to perform a ***Folklore/Indigenous music item*** that **will not exceed a maximum of five (5) minutes performance time**.
- 3.16 Choirs in the Senior Phase and school choirs in the FET Band are encouraged to compose and perform their own HIV/AIDS Jingle on a relevant HIV/AIDS issue beyond awareness, e.g. caring, respect, healthy lifestyle, etc. that will not exceed a maximum of one (1) minute performance time. This HIV/AIDS Jingle will be combined with the performance of a ***Folklore Item*** that **will not exceed**

**a maximum of five (5) minutes performance time.** The total performance time for the category *HIV/AIDS Jingle & Folklore Item* will not exceed **six (6)** minutes and the performance of the two pieces will be done together but adjudicated separately with an average of 100%.

3.17 The National Coordinating Committee will be liable for the transport, accommodation and catering for all provincial champions participating at the 2013 National Championships as follows:

- (a) the soloists, trios, and the actual number of the small ensembles, only if they do not belong to any provincial champion mixed or gender-based choir, accompanied by *one educator*;
- (b) a maximum of sixty (60) learners for provincial champion mixed choirs, including provincial champion soloists, the duets and/or trios, and/or the small ensembles, if all are from the same school, and three educators, *one of whom shall be the conductor*; and
- (c) a maximum of thirty (30) learners for provincial champion gender-based choirs, if such choirs are not part of the provincial champion mixed choirs from the same schools, and two educators, *one of whom shall be the conductor*.

3.18 All schools that have registered for the 2013 South African Schools Choral Eisteddfod must go through an elimination process as determined by the relevant coordinating structures of the 2013 South African Schools Choral Eisteddfod.

#### **4. TIERS OF THE 2013 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD:**

##### 4.1 *COMPETITION LEVELS LOWER THAN THE PROVINCIAL CHAMPIONSHIPS*

- (a) The provincial coordinating committees, after consultation with their respective Provincial Education Departments, shall determine the different levels of the 2013 South African Schools Choral Eisteddfod below the provincial championships, e.g., ward, circuit/zonal, district or regional championships. Paramount to the determination of these levels shall be the administrative structures determined by Provincial Education Departments.
- (b) Provincial coordinating committees shall have an oversight or monitoring responsibility for all levels of the 2013 South African Schools Choral Eisteddfod below the provincial championships.
- (c) The school ensembles will only be directed and managed by educators under the employ of the participating schools. However, school choral ensembles may be trained or guided by musicians who may not be part of the respective schools, but performances at all levels of the 2013 South African Schools Choral Eisteddfod below the provincial championships, must be directed and managed by educators under the employ of the participating schools. *Educators employed by school governing bodies in terms of the South African Schools Act, 1996, shall also be eligible to*

*conduct or direct their respective schools in the 2013 South African Schools Choral Eisteddfod.*

- (d) No registration fees shall be levied against schools that show an interest in taking part in the 2013 South African Schools Choral Eisteddfod, including registration of educators for attending workshops organised for the 2013 South African Schools Choral Eisteddfod.
- (e) District or regional championships shall be the highest level for schools in the Foundation Phase (Grades R – 3/4).
- (f) School choral ensembles and soloists will be allowed to wear their school uniforms; and any other item as determined by their respective schools, where and when deemed necessary.
- (g) Any learner and/or school and/or educator who bring any level of the 2013 South African Schools Choral Eisteddfod below provincial championships into disrepute will be suspended from the eisteddfod until such suspension has been lifted by the responsible coordinating committee. However, a school and/or educator may appeal against the suspension to Head of the Education Department in their respective province or the National Coordinating Committee. Normal processes must be followed when lodging and dealing with appeals.

#### 4.2 PROVINCIAL AND NATIONAL CHAMPIONSHIPS

- (a) Only the provincial coordinating committees in collaboration with the Provincial Education Departments shall organise, manage and coordinate the provincial championships of the 2013 South African Schools Choral Eisteddfod. An official designated by the National Coordinating Committee or the Department of Basic Education will have an oversight or monitoring responsibility at all provincial championships of the 2013 South African Schools Choral Eisteddfod.
- (b) The National Coordinating Committee shall organise, manage and coordinate the national championships of the 2013 South African Schools Choral Eisteddfod. The Heads of Education Departments Committee (HEDCOM) shall have an oversight or monitoring responsibility at all levels of the 2013 South African Schools Choral Eisteddfod, and especially the national championships.
- (c) No registration fees shall be levied against participating schools, as these schools would have earned a legitimate right to represent their respective regions/districts and provinces by winning their respective regional/district and provincial championships.
- (d) For the 2013 South African Schools Choral Eisteddfod only regional/district champions from choirs in the Intermediate Phase, Senior Phase as well as school choirs in the FET Band shall be invited to take part at the *Provincial Championships*. Therefore, regional/district champion school choral ensembles and soloists will only take part in the categories in which they have gained a legitimate right to represent their respective regions/districts.

- (e) For the 2013 South African Schools Choral Eisteddfod only provincial champions from choirs in the Intermediate Phase and Senior Phase as well as school choirs in the FET Band shall be invited to take part at the *National Championships*. Therefore provincial champion school choral ensembles and soloists will only take part in the categories in which they had gained a legitimate right to represent their respective provinces.
- (f) Unless by resolution of the National Coordinating Committee, and after a recommendation by the provincial coordinating committee, will a school choral ensemble participating at the national championships be conducted by an educator or conductor other than the one who conducted the school choral ensemble at the provincial championships.
- (g) School choral ensembles and soloists will be allowed to wear their school uniforms; and any other item as determined by their respective schools, where and when deemed necessary.
- (h) Any learner and/or school and/or educator who brings any of the provincial and/or championships of the 2013 South African Schools Choral Eisteddfod into disrepute will be suspended from the eisteddfod until such suspension has been lifted by the responsible coordinating committee. However, a school and/or educator may appeal against their suspension to the Head of the Education Department in their respective province or the National Coordinating Committee for provincial championships and to the HEDCOM eisteddfod representative for the national championships. Normal processes must be followed when lodging and dealing with appeals.

## 5. PRESCRIBED MUSIC FOR THE 2013 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD

### 5.1 SCHOOL CHOIRS IN THE INTERMEDIATE PHASE (Grades 4 – 6/7)

	<b>SECTION / CATEGORY</b>	<b>TITLES OF SONGS</b>	<b>COMPOSER / ARRANGER</b>
(a)	SSA Sextet	<i>Seid uns Zweiten</i>	WA Mozart's Magic Flute
(b)	SATB Mixed Double Quartet ( <b>Farm schools only</b> )	<i>Thina Masisuke Sonke</i>	Silas J Vail. Translated by JL Dohne
(c)	Choir: SSA <i>Western</i>	<i>Alleluia</i>	WA Mozart Arr by Jay Daniels
(d)	Choir: SSA <i>Afrikaans</i>	<i>Koei-Calypso</i>	Dalene Brits
(e)	Choir: SSA– <i>African</i>	<i>Amagqabi Emithi</i>	B. Tyamzashe
(f)	Own Choice category ( <b>Special schools only</b> )	Maximum 5 minutes performance time.	
(g)	Folklore/Indigenous	Maximum 5 minutes performance time	

	Music item	
(h)	The National Anthem of the Republic of South Africa:	This item will be performed by the provincial champion choir for the African piece at the national championships

## 5.2 SCHOOL CHOIRS IN THE SENIOR PHASE (Grades 7 – 9):

### CATEGORY: CONCERT VOCAL SOLI

	SECTION / CATEGORY	TITLE OF SONGS	COMPOSER / ARRANGER
(a)	Soprano solo	<i>Ndililolo</i>	Mbali Mbeki
(b)	Mezzo Soprano solo	<i>Se tu m'ami</i>	Giovanni Pergolesi
(c)	Tenor solo	<i>Gia il sole dal gange</i>	Alessandro Scarlatti
(d)	Baritone / Bass solo	<i>Danza, danza fanculla</i>	Francesco Durante

### CATEGORY: CHOIRS

	SECTION / CATEGORY	TITLES OF SONGS	COMPOSER /ARRANGER
(e)	SSA/T Sextet	<i>In These delightful Pleasant Groves (English Madrigal)</i>	Henry Purcell, Arranged by Russell Robinson
(f)	SATB Mixed Double Quartet <b>(Farm schools only)</b>	<i>Woza, Moni Odangele</i>	English Air, Translated by HD Goodenough. Composer Unknown.
(g)	SATB – Western	<i>Torna Obella , al tuo consorte</i>	C W Gluck from Orfeo et Euridice
(h)	SATB – Afrikaans	<i>Ek wil die Here loof met my hele hart (Psalm 9:2-3)</i>	Toonsetting: Salome Hendrkse
(i)	SATB – African	<i>Molelekeng</i>	JP Mohapeloa
(j)	Own Choice category <b>(Special schools only)</b>	Maximum 5 minutes performance time.	
(k)	HIV/AIDS JINGLE & Folklore Item	Maximum 6 minutes performance time (HIV/AIDS Jingle = 1 minute and Folklore Item =5 minutes)	
(l)	The National Anthem of the Republic of South Africa	This item will be performed by the provincial champion choir for the African piece at the national championships	



## 5.3 SCHOOL CHOIRS IN THE FET BAND (GRADES 10 – 12)

**CATEGORY: OPERA VOCAL SOLI**

	<b>SECTION / CATEGORY</b>	<b>TITLES OF SONGS</b>	<b>COMPOSER / ARRANGER</b>
(a)	Soprano solo	<i>Ngenani</i>	Phelelani Mnomiya , Words by Prof CT Msimang
(b)	Mezzo Soprano solo	<i>Ngibambeni</i>	Mzilikazi Khumalo from Princess Magogo ka Dinuzulu
(c)	Tenor solo	<i>Ciel e terra armi di sdegno</i>	Handel from Opera <u>Tamerlano</u> <u>HWV 17</u>
(d)	Baritone / Bass solo	<i>Un foco in solito</i>	Donizetti, Don Pasquale
(e)	Trio	<i>Pria di partir, o dio</i>	Mozart's Idomeno
(f)	Small Ensemble	<i>E rimasto</i>	Donizetti, Don Pasquale

**CATEGORY: CHOIRS**

	<b>SECTION / CATEGORY</b>	<b>TITLES OF SONGS</b>	<b>COMPOSER / ARRANGER</b>
(g)	Female Voice Choir	<i>Sing a Song of Sixpence</i>	Michael Diack
(h)	Male Voice Choir	<i>Soldiers' Chorus</i>	G Verdi from II Trovatore
(i)	SATB – Western	<i>Dixit Dominus</i>	GF Handel HWV 232 (Psalm 110)
(j)	SATB – Afrikaans	<i>Here, U was vir ons 'n toevlug (Psalm 90: 1,2,14,17)</i>	Salome Hendrikse
(k)	SATB – African	<i>Mzi Wase Afrika</i>	BB Myataza
(l)	Own Choice category <b>(Special schools only)</b>	Maximum 5 minutes performance time.	
(m)	HIV/AIDS JINGLE & Folklore Indigenous music Item	Maximum 6 minutes performance time (HIV/AIDS Jingle = 1 minute and Folklore Item = 5 minutes)	
(n)	The National Anthem of the Republic of South Africa:	This item will be performed by the provincial champion choir for the African piece at the national championships	

- 5.4 At all levels of the 2013 South African Schools Choral Eisteddfod, all gender-based schools will be allowed to perform in the gender-based categories most suitable for their choirs if such schools are determined to do so.
- 5.5 At the provincial championships and levels below, school choral ensembles and soloists may use piano accompaniment in rendering the prescribed music. However, at the national championships, the National Coordinating Committee will make orchestral accompaniment available for the performance of a selected number of prescriptions, when and where practicably possible.
- 5.6 Should school choral ensembles at all levels of the 2013 South African Schools Choral Eisteddfod choose to use piano accompaniment, no member of the adjudication panel may be used as an accompanist unless something beyond control happens.
- 5.7 At all the levels of the 2013 South African Schools Choral Eisteddfod, school choral ensembles and soloists are at liberty to bring their own accompanists. However, the respective coordinating committees will ensure that such support is made available.

## 6. ADJUDICATION PROCESS:

- 6.1 A reputable adjudication pool has been established, which could be augmented as determined by the National Coordinating Committee. For national championships of the 2013 South African Schools Choral Eisteddfod, adjudicators will be deployed as determined by the National Coordinating Committee. Provincial coordinating committees can utilise panels of adjudicators as determined by the provincial coordinating committees themselves at the levels of the 2013 South African Schools Choral Eisteddfod lower than the provincial championships.
- 6.2 At the provincial championships a panel, consisting of *at least three members* of the adjudication panel will assess the performances of participating school choral ensembles and soloists individually.
- (a) For the prescribed and the own choice pieces, an overall mark will be awarded based on the following aspects:
- *Tone quality*
  - *Diction,*
  - *Technique*
  - *Rhythm*
  - *Pitch*
  - *Interpretation(Musicianship)*
  - *Dynamics*
  - *Stage Deportment*
- (b) For the Folklore/Indigenous music item, marks shall be awarded as follows:
- *Regalia (out of 25 points)*
  - *Artistic Impression (out of 50 points)*
  - *Message (out of 25 points)*

- (c) For the HIV/AIDS Jingle, marks shall be awarded as follows:
- *Visual Impression and the use of props(out of 25 points)*
  - *Artistic impression (out of 50 points)*
  - *Message (out of 25 points)*

6.3 Each adjudicator will ensure that the marks allocated for performances are indicative of the level of such performances and are justifiable. This is an imperative at all the levels of the 2013 South African Schools Choral Eisteddfod for developmental purposes. The grading scale that the adjudication panel may apply is as follows:

1. 90—100%: SUPERIOR PERFORMANCE: This is a technically assured performance which successfully captured the depth of the score.
2. 80—89%: EXCELLENT PERFORMANCE: Performance generally meets technical demands with great application however the performer was unsuccessful in capturing the idiom of the score.
3. 70—79%: VERY GOOD PERFORMANCE: While the performance came across as technically sound and safe, it however displayed signs which are indicative of the lack, in both character and style.
4. 60 —69%: GOOD PERFORMANCE: The inherent value of the score was evident but there were glaring traces of musical faults.
5. 60% AND BELOW: FAIR PERFORMANCE: Each adjudicator will indicate the specific areas for improvement for each performance.

6.4 At the national championships, all the levels and categories of the 2013 South African Schools Choral Eisteddfod will each be adjudicated by a panel consisting of a number of adjudicators to be determined by the National Coordinating Committee. The adjudication panel will assess the performances of participating school choral ensembles and soloists individually

6.5 The final verdict of the adjudication panel at all levels of the 2013 South African Schools Choral Eisteddfod *will remain final and binding, and no discussion or correspondence will be entered into, except where a formal dispute has been declared and confirmed by the respective responsible coordinating committees.*

7. ITINERARY FOR THE 2013 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD:

7.1 All school choirs and soloists must register for the 2013 South African Schools Choral Eisteddfod and submit their completed registration forms to their respective provincial coordinating committees ***not later than Thursday, 28 February 2013.***

7.2 All provincial championships must have taken place by ***Sunday, 03 June 2013.***

8. GENERAL:

The Participation Rules of the 2013 South African Schools Choral Eisteddfod will remain in force and will be applied uniformly for the duration of the eisteddfod in the year 2013. Concessions will only be considered in the spirit of the Rules themselves, and the commitment to the development of the art form.

CHAIRPERSON: NATIONAL COORDINATING COMMITTEE

NAME AND SURNAME: Nozipho Xulu - Mabumo

SIGNATURE: 

DATE: 30/05/2012



**basic education**  
 Department:  
 Basic Education  
 REPUBLIC OF SOUTH AFRICA

## 2013 South African Schools Choral Eisteddfod

### REGISTRATION FORM

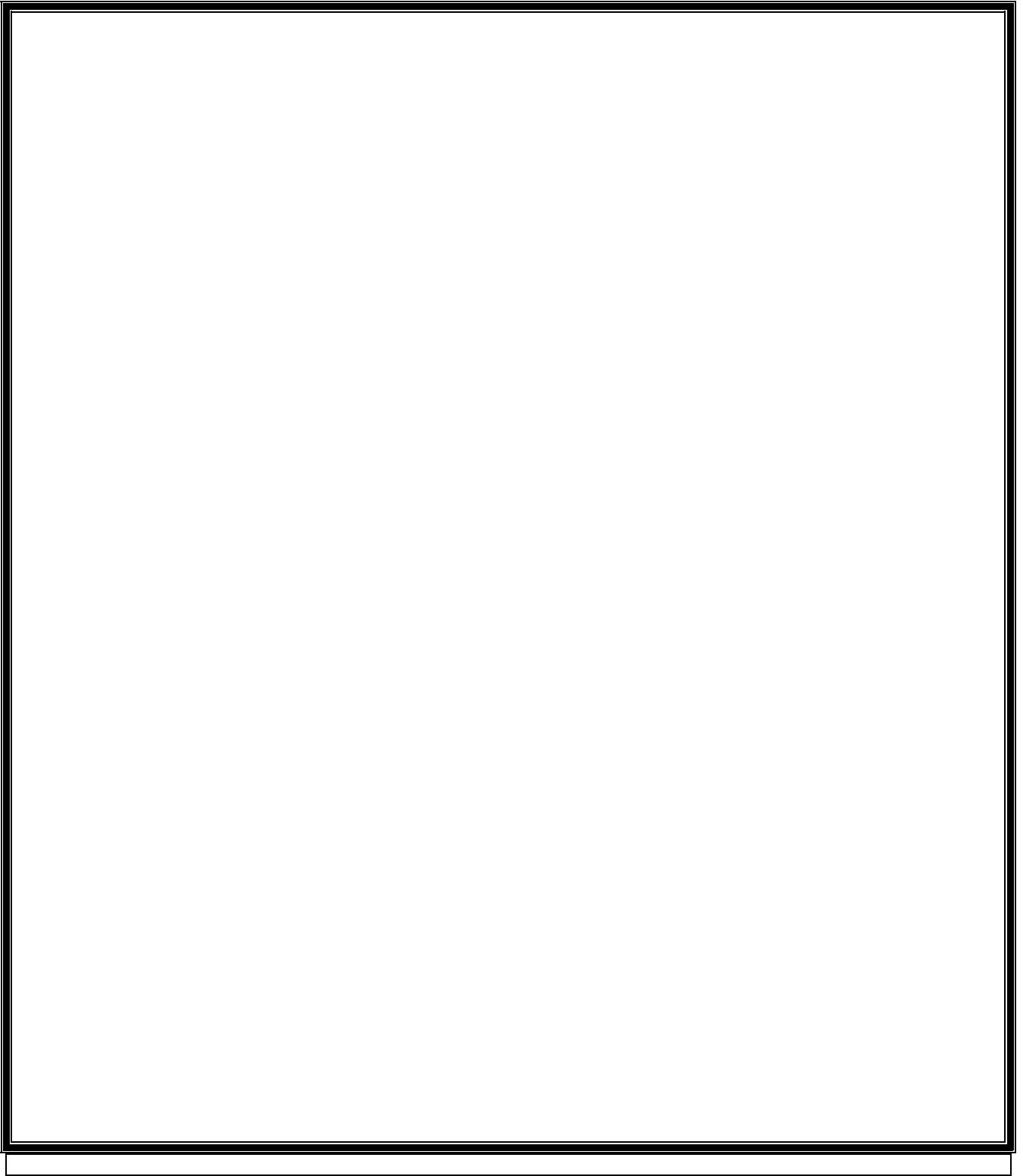
1.	NAME OF SCHOOL:			
2.	POSTAL ADDRESS:			POSTAL CODE:
3.	PHYSICAL ADDRESS:			POSTAL CODE:
4.	TELEPHONE #:		FAX #:	
5.	NAME OF CONDUCTOR*:			
6.	NAMES OF EDUCATORS**:	#1:		
		#2:		
7.	NAME OF SCHOOL PRINCIPAL:			
8.	NAME OF SGB CHAIRPERSON:			
9.	DECLARATION:	<i>I have read and understand the Rules of the 2013 South African Schools Choral Eisteddfod.</i>		
10	SIGNATURES:			DATE:
	Conductor*:			___ / ___ /2013
	Educators**:	#1:		___ / ___ /2013
		#2:		___ / ___ /2013
	Principal:			___ / ___ /2013
SGB Chairperson:			___ / ___ /2013	

\* If a learner is the conductor, the choir manager must be an educator.

\*\* Number of accompanying educators must be in accordance with the rules.

**Please submit this form to your relevant provincial coordinating committee  
not later than Wednesday, 28 February 2013.**

FAX NUMBER FOR REGISTRATION FORMS: \_\_\_\_\_



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## PRESCRIBED MUSIC FOR SCHOOLS IN THE INTERMEDIATE PHASE (GRADES 4-6/7)

### **SSA Sextet:**

*Seid uns Zweiten* (W.A. Mozart) ..... 16

### **SATB Mixed Double Quartet (Farm Schools only):**

*Thina Sonke Masisuke* (Isaac Watts, translated by J.L. Dohne) ..... 22

### **Choir-SSA Western:**

*Alleluia* (W.A. Mozart, arr by J.Daniels) ..... 24

### **Choir-SSA Afrikaans:**

*Koei-Calypso* (Dalene Brits) ..... 30

### **Choir-SSA African:**

*Amagqabi Emithi* (B. Tyamzashe) ..... 40

**SEXTET**

# Seid uns zum zweiten mal willkommen

*(The Magic Flute)*

**Doh is A**

W.A. Mozart

**Allegretto**

PIANO

First system of the piano introduction. The right hand features a melodic line with eighth and sixteenth notes, while the left hand provides a harmonic accompaniment with chords and single notes.

Second system of the piano introduction. The right hand continues with a melodic line, including trills (tr) and triplets (3). The left hand continues with harmonic accompaniment.

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S. *m : m : m | m., f : s : r | m :- : f | m : r : | s : s : s | f :- : s : l |*  
Be - fore the gates we once did meet you, And set your feet in  
Seid uns zum zwei - ten mal will kom - men, ihr Män ner in Sa -

S. *d : d : d | d :- : t<sub>1</sub> | d :- : r | d : t<sub>1</sub> : | d : d : d | d :- : d |*  
Be - fore the gates we once did meet you, And set your feet in  
Seid uns zum zwei - ten mal will kom - men, ihr Män ner in Sa -

A. *d : s<sub>1</sub> : m<sub>1</sub> | d<sub>1</sub> : m<sub>1</sub> : s<sub>1</sub> | d<sub>1</sub> : l<sub>1</sub> : f<sub>1</sub> | s<sub>1</sub> : s<sub>1</sub> : | m<sub>1</sub> : m<sub>1</sub> : m<sub>1</sub> | l<sub>1</sub> :- : s<sub>1</sub> : f<sub>1</sub> |*  
Be - fore the gates we once did meet you, And set your feet in  
Seid uns zum zwei - ten mal will kom - men, ihr Män ner in Sa -

Third system of the piano accompaniment. The right hand features a melodic line with trills (tr) and triplets (3). The left hand continues with harmonic accompaniment.



**E . t**

8

S. *m* :- *f* : *r* | *d* :- : | *r* *s* : *s* : *d'* | *d'* : *t* : *t* | *t* :- *d'* : *r'* | *r'* : *d'* : :

wis-dom's way; Now for the se - cond time we greet you  
*ra - stros Reich!* *Er schickt, was man euch ab - ge - nom - men,*

S. *d* :- *r* : *t* | *d* :- : | *t* *m* : *m* : *m* | *m* : *r* : *r* | *r* :- *m* : *f* | *f* : *m* : :

wis-dom's way; Now for the se - cond time we greet you  
*ra - stros Reich!* *Er schickt, was man euch ab - ge - nom - men,*

A. *s*<sub>1</sub> :- : *s*<sub>1</sub> | *m*<sub>1</sub> :- : | *s*<sub>1</sub> *d* : *d* : *d* | *s* :- : *s* | *s* :- : *s*<sub>1</sub> | *d* : *d* : :

wis-dom's way; Now for the se - cond time we greet you  
*ra - stros Reich!* *Er schickt, was man euch ab - ge - nom - men,*

**f . A**

11

S. *d'* : *d'* : *d'* | *r'* :- *f* . *r'* | *r'* : *d'* : *t* | *d'* *s* :- : | *r* : *r* : *r* | *r* :- : *m* |

With - in the tem - ple walls to - day. Take now the flute and  
*die Flö - te und die Glöck - chen euch.* *Wollt ihr die Spei - sen*

S. *m* : *f* : *s* | *l* :- : *l* . *f* | *f* : *m* : *r* | *m* *t* :- : | *t*<sub>1</sub> : *t*<sub>1</sub> : *t*<sub>1</sub> | *t*<sub>1</sub> :- : *d* |

With - in the tem - ple walls to - day. Take now the flute and  
*die Flö - te und die Glöck - chen euch.* *Wollt ihr die Spei - sen*

A. *d* : *r* : *m* | *f* :- : *f*<sub>1</sub> | *s*<sub>1</sub> :- : *s*<sub>1</sub> | *d* *s*<sub>1</sub> :- : | *s*<sub>1</sub> : *s*<sub>1</sub> : *s*<sub>1</sub> | *s*<sub>1</sub> : *f*<sub>1</sub> : *m*<sub>1</sub> |

With - in the tem - ple walls to - day. Take now the flute and  
*die Flö - te und die Glöck - chen euch.* *Wollt ihr die Spei - sen*

14

*f* :- : m | m : r : | r : r : r | r :- : m | *s* : *f* : m | r :- : |

S. bells to cheer you, Good cheer for wea - ry limbs re - ceive;  
*nicht ver - schmä - hen,* so es - set, trin - ket froh - da - von!

S. bells to cheer you, Good cheer for wea - ry limbs re - ceive;  
*nicht ver - schmä - hen,* so es - set, trin - ket froh - da - von!

A. bells to cheer you, Good cheer for wea - ry limbs re - ceive;  
*nicht ver - schmä - hen,* so es - set, trin - ket froh - da - von!

17

*m* : *m* : *m* | *m* , *f* : *s* : *r* | *m* , *f* : *s* : *r* | *m* : *r* : | *m* : *m* : *m* | *m* , *f* : *s* : *r* |

S. When for the third time we draw near you, Vir - tue shall per - fect  
*Wenn wir zum drit - ten Mal uns se - hen,* ist Freu - de eu - res

S. When for the third time we draw near you, Vir - tue shall per - fect  
*Wenn wir zum drit - ten Mal uns se - hen,* ist Freu - de eu - res

A. When for the third time we draw near you, Vir - tue shall per - fect  
*Wenn wir zum drit - ten Mal uns se - hen,* ist Freu - de eu - res

20

S. *m* :- : *s. f* | *m* : *r* : | : : | *f* : *f* : *f* | *m* : : |

joy a - chieve. Prince, be thou brave,  
*Mu - tes Loh'n* *Ta - mi - no, Mut!*

S. *d* :- : *m. r* | *d* : *t*<sub>1</sub> : | : : | *t*<sub>1</sub> : *t*<sub>1</sub> : *t*<sub>1</sub> | *d* : : |

joy a - chieve. Prince, be thou brave,  
*Mu - tes Loh'n* *Ta - mi - no, Mut!*

A. *d* : *h*<sub>1</sub> : *f*<sub>1</sub> | *s*<sub>1</sub> :- : | : : | *s*<sub>1</sub> : *s*<sub>1</sub> : *s*<sub>1</sub> | *h*<sub>1</sub> : : |

joy a - chieve. Prince, be thou brave,  
*Mu - tes Loh'n* *Ta - mi - no, Mut!*

23

S. : : | : : | : : | *s* : *s. m. f. r* | *d* : : | : : | : : |

light thou shalt see;  
*Nah' ist das Ziel.*

S. : : | : : | : : | *m* : *m. d. r. t*<sub>1</sub> | *d* : : | : : | : : |

light thou shalt see;  
*Nah' ist das Ziel.*

A. : : | : : | : : | *s*<sub>1</sub> : *s*<sub>1</sub> : *s*<sub>1</sub> | *d*<sub>1</sub> : : | : : | : : |

light thou shalt see;  
*Nah' ist das Ziel.*

26

*f* : *f* :- *f* | *m* : *m* : | : : | : : | *s* :- *m* : *f* . *r* | *d* : : |

S. Thou, Pa - pa - ge - no, si - lent be,  
Du, Pa - pa - ge - no, schwei - ge - still,

*t*<sub>1</sub> : *t*<sub>1</sub> :- *t*<sub>1</sub> | *d* : *d* : | : : | : : | *m* :- *d* : *r* . *t*<sub>1</sub> | *d* : : |

S. Thou, Pa - pa - ge - no, si - lent be,  
Du, Pa - pa - ge - no, schwei - ge - still,

*s*<sub>1</sub> : *s*<sub>1</sub> :- *s*<sub>1</sub> | *l*<sub>1</sub> : *l*<sub>1</sub> : | : : | : : | *s*<sub>1</sub> :- : *s*<sub>1</sub> | *d*<sub>1</sub> : : |

A. Thou, Pa - pa - ge - no, si - lent be,  
Du, Pa - pa - ge - no, schwei - ge - still,

29

*r* : : | *m* : : | *r* . *m* : *f* . *m* : *f* . *r* | *d* : : |

S. hush, hush, si - lent be,  
still, still, schwei - ge still,  
*t*<sub>1</sub> : : | *d* : : | *t*<sub>1</sub> . *d* : *r* . *d* : *r* . *t*<sub>1</sub> | *d* : : |

S. hush, hush, si - lent be,  
still, still, schwei - ge still,

*s*<sub>1</sub> : : | *d* : : | *s*<sub>1</sub> :- : *s*<sub>1</sub> | *d*<sub>1</sub> : : |

A. hush, hush, si - lent be,  
still, still, schwei - ge still,

31

S. hush, still, hush, still, si - lent be, schwei - ge still!

S. hush, still, hush, still, si - lent be, schwei - ge still,

A. hush, still, hush, still, si - lent be, schwei - ge still,

33

35

**MIXED  
DOUBLE  
QUARTET**

# Thina Masisuke Sonke

Silas J. Vail,  
Translated by J.L. Döhne

Isaac Watts

**Doh is Bb**

**Fine**

SOPRANO

ALTO

TENOR

BASS

PIANO  
(Rehearsal only)

Thi - na ma - si - su - ke so - nke, E - ko - ne - ni kwe - thu;  
Wa - ba - fe - l'a - ba - ntu bo - nke, Be - ze ba - si - ndi - swe.

Thi - na ma - si - su - ke so - nke, E - ko - ne - ni kwe - thu;  
Wa - ba - fe - l'a - ba - ntu bo - nke, Be - ze ba - si - ndi - swe.

Thi - na ma - si - su - ke so - nke, E - ko - ne - ni kwe - thu;  
Wa - ba - fe - l'a - ba - ntu bo - nke, Be - ze ba - si - ndi - swe.

Thi - na ma - si - su - ke so - nke, E - ko - ne - ni kwe - thu; **Fine**  
Wa - ba - fe - l'a - ba - ntu bo - nke, Be - ze ba - si - ndi - swe.

5

S.

A.

T.

B.

Si - ye nge - nhli - zi - yo yo - nke E Nko - si - ni ye - thu.

Si - ye nge - nhli - zi - yo yo - nke E Nko - si - ni ye - thu.

Si - ye nge - nhli - zi - yo yo - nke E Nko - si - ni ye - thu.

Si - ye nge - nhli - zi - yo yo - nke E Nko - si - ni ye - thu.

REFRAIN. D.C.

9

S. *m :- : m | m :- , r : d | r :- : - | r :- : | f :- : f | f :- , m : r | m :- : - | m :- : |*  
 Wa - ku - fel' - u Je - su, Wa - ngi - fe - la mi - na.

A. *s<sub>1</sub> :- : s<sub>1</sub> | s<sub>1</sub> :- , f<sub>1</sub> : m<sub>1</sub> | s<sub>1</sub> :- : - | s<sub>1</sub> :- : | s<sub>1</sub> :- : s<sub>1</sub> | s<sub>1</sub> :- : s<sub>1</sub> | s<sub>1</sub> :- : - | s<sub>1</sub> :- : |*  
 Wa - ku - fel' - u Je - su, Wa - ngi - fe - la mi - na.

T. *d :- : d | d :- : d | t<sub>1</sub> :- : - | t<sub>1</sub> :- : | r :- : r | r :- , d : t<sub>1</sub> | d :- : - | d :- : |*  
 Wa - ku - fel' - u Je - su, Wa - ngi - fe - la mi - na.

B. *d :- : d | d :- : d | s<sub>1</sub> :- : - | s<sub>1</sub> :- : | s<sub>1</sub> :- : s<sub>1</sub> | s<sub>1</sub> :- : s<sub>1</sub> | d :- : - | d :- : |*  
 Wa - ku - fel' - u Je - su, Wa - ngi - fe - la mi - na.

D.C.

2. Imikhuba yalomhlaba  
 Ayisizi lutho;  
 Sinovalo, siyesaba,  
 Singethembe lutho. *Refrain.*

3. Masibheke ngaphezulu,  
 E Nkosini yethu;  
 Elenzile lon' izulu,  
 Kanye nezwe lethu. *Refrain.*

4. Siyakubusiswa thina  
 Ekuzeni kwethu;  
 Sibe-nakho ukubonga  
 Ngenhliziyo yethu. *Refrain.*

# SSA CHOIR

# Alleluia

Doh is Eb

W.A. Mozart (1756-1791)  
arranged by Jay Daniels

Allegro (♩=112-116)

PIANO

S. *mp* : | s :- .l | l .s :f .m | m :m | m :f . |  
Al - le - lu - ia, al - le - lu - ia,  
*mp* : | m :- .f | f .m :r .d | d :d | de :r . |  
Al - le - lu - ia, al - le - lu - ia,  
A. : | : | : | : | : |

S. *f* :s .l | l .s :f .m | s .f :m .r | d : | *mf* s :- .l | l .s :f .m |  
al - le - lu - ia, al - le - lu - ia, Al - le - lu - ia, al -  
S. | r :m .f | f .m :r .d | m .r :d .t | d : | *mf* m :- .f | f .m :r .d |  
al - le - lu - ia, al - le - lu - ia, Al - le - lu - ia, al -  
A. : | : | : | : | : | *mf* d :- .d | d :s1 .s1 |  
Al - le - lu - ia, al -



19 *mp* *poco cresc.*  
*mp* *poco cresc.*

S. *d' : ta | se : l . | l . t, d' : t . l | l . s : m . s | s . f : m . r | d : |*  
 le - lu - ia, al - le - lu - ia, al - le - lu - ia.

S. *m : m | m : f . | f . s, l : s . f | f . m : d . m | m . r : d . t<sub>1</sub> | d : |*  
 le - lu - ia, al - le - lu - ia, al - le - lu - ia.

A. *s<sub>1</sub> : d | d :- . | : | : | : | :*  
 le - lu - ia,

*p* *poco cresc.* *f sub.*

**Bb . t**

25 *f*

S. *d' f : t<sub>1</sub> | d :- . r, m | r : | : | f : t<sub>1</sub> | d :- . r, m |*  
 Al - le - lu - ia, al - le - lu -

S. *f* *fe* *t<sub>1</sub> : s<sub>1</sub> | s<sub>1</sub> : d | t<sub>1</sub> : | : | t<sub>1</sub> : s<sub>1</sub> | s<sub>1</sub> : d |*  
 Al - le - lu - ia, al - le - lu -

A. *f* *r* *s<sub>1</sub> : f<sub>1</sub> | m<sub>1</sub> :- | s<sub>1</sub> : | : | s<sub>1</sub> : f<sub>1</sub> | m<sub>1</sub> :- |*  
 Al - le - lu - ia, al - le - lu -

32

S. *mp* *r . m, f: m . r | s . m: d . d*  
- ia. Al - le - lu - ia, al

S. *mp* *t<sub>1</sub> : : : : : | l<sub>1</sub> :- . l<sub>1</sub> | d : s<sub>1</sub> . s<sub>1</sub>*  
- ia. Al - le - lu - ia, al

A. *mp* *s<sub>1</sub> : : : : : | f<sub>1</sub> :- . f<sub>1</sub> | m<sub>1</sub> . s<sub>1</sub>: m<sub>1</sub> m<sub>1</sub>*  
ia. Al - le - lu - ia, al

*p sub.*

39

S. *mp* *d : r . t<sub>1</sub> | d : : : : : | r . m, f: m . r | s . m: d . d*  
le - lu - ia. Al - le - lu - ia, al

S. *mp* *s<sub>1</sub> : s<sub>1</sub> | s<sub>1</sub> : : : : : | l<sub>1</sub> :- . l<sub>1</sub> | d : s<sub>1</sub> . s<sub>1</sub>*  
le - lu - ia. Al - le - lu - ia, al

A. *mp* *m<sub>1</sub> : f<sub>1</sub> | m<sub>1</sub> : : : : : | f<sub>1</sub> :- . f<sub>1</sub> | m<sub>1</sub> . s<sub>1</sub>: m<sub>1</sub> . m<sub>1</sub>*  
le - lu - ia. Al - le - lu - ia, al

*f* *p sub.*

47 *cresc.* *f* *ff*

S. *d* : *r* : *m* . *f* | *s* : *f* | *m* : *r* | *d* : *l* | *s* : *t*<sub>1</sub> | *d* : *s*<sub>1</sub> : | : |

le - lu - ia, al - le - lu - ia, al - le - lu - ia.

*cresc.* *f* *ff*

S. *s*<sub>1</sub> : *l*<sub>1</sub> | *d* : *l*<sub>1</sub> | *s*<sub>1</sub> : *s*<sub>1</sub> | *s*<sub>1</sub> : *l*<sub>1</sub> , *t*<sub>1</sub> | *d* : *s*<sub>1</sub> | *m*<sub>1</sub> : | : |

le - lu - ia, al - le - lu - ia, al - le - lu - ia.

*cresc.* *f* *ff*

A. *m*<sub>1</sub> : *r*<sub>1</sub> | *m*<sub>1</sub> : *r*<sub>1</sub> | *d*<sub>1</sub> : *f*<sub>1</sub> | *m*<sub>1</sub> : *f*<sub>1</sub> | *m*<sub>1</sub> : *r*<sub>1</sub> | *d*<sub>1</sub> : | : |

le - lu - ia, al - le - lu - ia, al - le - lu - ia.

*cresc.* *f*

**f . Eb**

54 *f*

S. *d* : *s* : *l* | *l* . *s* : *f* . *m* | *m* : *m* | *m* : *f* . | *f* : *s* . *l* | *l* . *s* : *f* . *m* | *s* . *f* : *m* . *r* | *d* : |

Al - le - lu - ia, al - le - lu - ia, — al - le - lu - ia, al - le - lu - ia.

*f*

S. *d* : *s* : *l* | *l* . *s* : *f* . *m* | *m* : *m* | *m* : *f* . | *r* : *m* . *f* | *f* . *m* : *r* . *d* | *m* . *r* : *d* . *t*<sub>1</sub> | *d* : |

Al - le - lu - ia, al - le - lu - ia, — al - le - lu - ia, al - le - lu - ia.

*f*

A. *l*<sub>1</sub> *m*<sub>1</sub> : *f* | *f* . *m* : *r* . *d* | *d* : *d* | *d* *e* : *r* . | *s*<sub>1</sub> : *s*<sub>1</sub> | *s*<sub>1</sub> : *l*<sub>1</sub> . *l*<sub>1</sub> | *l*<sub>1</sub> : *s*<sub>1</sub> | *m*<sub>1</sub> : |

Al - le - lu - ia, al - le - lu - ia, — al - le - lu - ia, al - le - lu - ia.

62 | s :- . l | l . s : f . m | m : m | m : f . | f : s . l | l . s : f . m | s . f : m . r | d : |

S. Al - le - lu - ia, al - le - lu - ia, — al - le - lu - ia, al - le - lu - ia.

| s :- . l | l . s : f . m | m : m | m : f . | r : m . f | f . m : r . d | m . r : d . t<sub>1</sub> | d : |

S. Al - le - lu - ia, al - le - lu - ia, — al - le - lu - ia, al - le - lu - ia.

| m :- . f | f . m : r . d | d : d | d e : r . | s<sub>1</sub> :- . s<sub>1</sub> | s<sub>1</sub> : l<sub>1</sub> . l<sub>1</sub> | l<sub>1</sub> : s<sub>1</sub> | m<sub>1</sub> : |

A. Al - le - lu - ia, al - le - lu - ia, — al - le - lu - ia, al - le - lu - ia.

70 **ff** | d' :- . t | t . l : s | l :- . s | s . f : m | d' :- | r :- | s :- |

S. Al - le - lu - ia, al - le - lu - ia, al - le - lu -

**ff** | l :- . s | s . f : m | f :- . m | m . r : d | d :- | l<sub>1</sub> :- | t<sub>1</sub> :- |

S. Al - le - lu - ia, al - le - lu - ia, al - le - lu -

**ff** | d :- | d :- | d :- | d :- | l<sub>1</sub> :- | f<sub>1</sub> :- | s<sub>1</sub> :- |

A. Al - le - lu - ia, al - le - lu -

77

*p sub.* *molto cresc.*

S. | d : | d' :- . t | t . l : s | l :- . s | s . f : m | d' :- | r :- |

ia. Al - le - lu - ia, al - le - lu - ia, al - le -

*p sub.* *molto cresc.*

S. | s<sub>1</sub> : | l :- . s | s . f : m | f :- . m | m . r : d | d :- | l<sub>1</sub> :- |

ia. Al - le - lu - ia, al - le - lu - ia, al - le -

*p sub.* *molto cresc.*

A. | m<sub>1</sub> : | d :- | d :- | d :- | d :- | l<sub>1</sub> :- | f<sub>1</sub> :- |

ia. Al - le - lu - ia, al - le -

*p sub.* *molto cresc.*

84

*ff*

S. | s :- | m' :- | d' :- | r' :- | t :- | d' : | : ||

lu - ia, al - le - lu - ia.

*ff*

S. | t<sub>1</sub> :- | s :- | m :- | f :- | r :- | m : | : ||

lu - ia, al - le - lu - ia.

*ff*

A. | s<sub>1</sub> :- | d :- | d :- | l<sub>1</sub> :- | s<sub>1</sub> :- | s<sub>1</sub> : | : ||

lu - ia, al - le - lu - ia.

*ff*

SSA KOOR

# Koei-Calypso

Doh is F

Philip de Vos

♩ = 132

Dalene Brits

PIANO

**A**

5 | .s : s .s | s.s : l .s | .f : - .f | f.f : m .r | d .m : - .s | - :- | : | : |

S. 'n Koei is e-ne be-ne en 'n koei is net die e-ne vel\_

S. .m : m .m | d .d : m .m | .r : - .r | r .r : t .t | d .m : - .s | - :- | : | : |

A. 'n Koei is e-ne be-ne en 'n koei is net die e-ne vel\_

A. .d : d .d | l .l : d .d | .s : - .s | l .l : s .s | d .m : - .s | - :- | : | : |

**A**

'n Koei is e-ne be-ne en 'n koei is net die e-ne vel\_

9 | .s : - .s | s.s : l .s | f .f : .f | - .f : s .f | m .s : - .ta | - :- | : | : |

S. en 'n koei is e-ne spe-ne en dis din-ge die wat tel\_

S. .m : - .m | d .d : m .m | r .r : .r | - .r : t .t | d .m : - .s | - :- | : | : |

A. en 'n koei is e-ne spe-ne en dis din-ge die wat tel\_

A. .d : - .d | l .l : d .d | s .s : .l | - .l : s .s | d .d : - .m | - :- | : | : |

en 'n koei is e-ne spe-ne en dis din-ge die wat tel\_

13

S. *.l : l .l | l : l | s .d' :- .s | - :- | .f : f .f | f : s | m :- .f | - : s |*  
'n koei is e - ne kar-ring - melk en Ro-que-fort en brie

S. *.f : f .f | f : f | m .s :- .m | - :- | .t<sub>1</sub> : t<sub>1</sub> .t<sub>1</sub> | d : r | d :- ta<sub>1</sub> | - : d |*  
'n koei is e - ne kar-ring - melk en Ro-que-fort en brie

A. *.d : d .d | d : d | d .m :- .d | - :- | .s<sub>1</sub> : s<sub>1</sub> .s<sub>1</sub> | l<sub>1</sub> : t<sub>1</sub> | s<sub>1</sub> :- | - : ta<sub>1</sub> |*  
'n koei is e - ne kar-ring - melk en Ro-que-fort en brie

17

S. *.l : l .l | l : l | s .d' :- | s :- .s | fe .fe :- .s | - : l | (s)m :- | - : ||*  
'n koei is e - ne room ys — en dis lek-ker din - ge die

S. *.f : f .f | f : f | m .s :- | m :- .m | r .r :- .r | - : r | (r)t<sub>1</sub> :- | - : ||*  
'n koei is e - ne room ys — en dis lek-ker din - ge die

A. *.d : d .d | d : d | d .m :- | d :- .d | d .r :- .d | - : d | (t<sub>1</sub>)se<sub>1</sub> :- | - : ||*  
'n koei is e - ne room ys — en dis lek-ker din - ge die

**B****f.d.s . Ab**

21

S. | .s : s .s | s.s : l .s | .f : - .f | f .f : m .r | d .m : - .s | - :- | : | : |

'n Koei is e-ne be-ne en 'n koei is net die e-ne vel\_

S. | .m : m .m | d .d : m .m | .r : - .r | r .r : t<sub>1</sub> .t<sub>1</sub> | s<sub>1</sub> .d : - .s | - :- | : | : |

'n Koei is e-ne be-ne en 'n koei is net die e-ne vel\_

A. | .d : d .d | l<sub>1</sub> .l<sub>1</sub> : d .d | .s<sub>1</sub> : - .s<sub>1</sub> | l<sub>1</sub> .l<sub>1</sub> : s<sub>1</sub> .f<sub>1</sub> | m<sub>1</sub> .s<sub>1</sub> : - .s<sub>1</sub> | - :- | : | : |

'n Koei is e-ne be-ne en 'n koei is net die e-ne vel\_

**B**

25

S. | .s : - .s | s.s : l .s | f .f : .f | - .f : s .f | m .f : - .s | - :- | : | : |

en 'n koei is e-ne spe-ne en di din-ge die wat tel\_

S. | .m : - .m | d .d : m .m | r .r : .r | - .r : t<sub>1</sub> .t<sub>1</sub> | d .r : - .m | - :- | : | : |

en 'n koei is e-ne spe-ne en di din-ge die wat tel\_

A. | .d : - .d | l<sub>1</sub> .l<sub>1</sub> : d .d | s<sub>1</sub> .s<sub>1</sub> : .l<sub>1</sub> | - .l<sub>1</sub> : s<sub>1</sub> .s<sub>1</sub> | s<sub>1</sub> .t<sub>1</sub> : - .d | - :- | : | : |

en 'n koei is e-ne spe-ne en di din-ge die wat tel\_



29

S. *f* :- | - :- | *m* :- | - :- | *r* :- | - :- | *d* :- r | - : *m* |

Moe moe moe moe moe moe

S. *d* :- | - :- | *d* :- | - :- | *t*<sub>1</sub> :- | - :- | *s*<sub>1</sub> :- s<sub>1</sub> | - : *d* |

Moe moe moe moe moe moe

A. *. l<sub>1</sub> : l<sub>1</sub> . l<sub>1</sub> | l<sub>1</sub> : l<sub>1</sub> | s<sub>1</sub> . d :- . s<sub>1</sub> | - :- | . f<sub>1</sub> : f<sub>1</sub> . f<sub>1</sub> | f<sub>1</sub> : s<sub>1</sub> | m<sub>1</sub> :- f<sub>1</sub> | - : s<sub>1</sub> |*

n'Koei is e - ne kar-ring- melk en Ro-que-fort en Brie\_\_\_\_\_

33

S. *f* :- | - :- | *m* :- | - :- | *r* . r :- . m | - : *fe* | *s* :- | - :- |

moe moe lek-ker din - ge die!

S. *d* :- | - :- | *d* :- | - :- | *d* . d :- . d | - : *d* | *t*<sub>1</sub> . t<sub>1</sub> :- d | - : *r* |

moe moe lek-ker din - ge lek-ker din - ge

A. *. l<sub>1</sub> : l<sub>1</sub> . l<sub>1</sub> | l<sub>1</sub> : l<sub>1</sub> | s<sub>1</sub> . d :- | s<sub>1</sub> : s<sub>1</sub> | fe<sub>1</sub> . fe<sub>1</sub> :- . s<sub>1</sub> | - : l<sub>1</sub> | s<sub>1</sub> . s<sub>1</sub> :- l<sub>1</sub> | - : t<sub>1</sub> |*

'n koei is e - ne room-ys\_\_\_ en dis lek-ker din - ge lek-ker din - ge

**C**

37

S. *. s : s . s | s . s : l . s | f :- . f | - : m . r | d . m :- . s<sub>1</sub> | - :-*  
 en ek is e - ne lied-jies wat ek vir die koei wil sing\_

S. *| m : m . m | d . d : m . m | r :- . r | - : t<sub>1</sub> . t<sub>1</sub> | d . m :- . s<sub>1</sub> | - :-*  
 die! Ek is e - ne lied-jies wat ek vir die koei wil sing\_

A. *| d : d . d | l<sub>1</sub> . l<sub>1</sub> : d . d | t<sub>1</sub> :- . t<sub>1</sub> | - : l<sub>1</sub> . s<sub>1</sub> | d . m :- . s<sub>1</sub> | - :-*  
 die! Ek is e - ne lied-jies wat ek vir die koei wil sing\_

**C**

40

S. *| . s<sub>1</sub> : l<sub>1</sub> . t<sub>1</sub> | d . r : m . f | s :- . m | - : d | f :- . r | - : t<sub>1</sub> | d : | : |*  
 la-la-la-la-la-la-la la la la la la la la

S. *| . s<sub>1</sub> : l<sub>1</sub> . t<sub>1</sub> | d . t<sub>1</sub> : d . r | m :- . d | - : l<sub>1</sub> | t<sub>1</sub> :- . t<sub>1</sub> | - : s<sub>1</sub> | s<sub>1</sub> : | : |*  
 la-la-la-la-la-la-la la la la la la la la

A. *| . s<sub>1</sub> : l<sub>1</sub> . s<sub>1</sub> | l<sub>1</sub> . s<sub>1</sub> : l<sub>1</sub> . t<sub>1</sub> | d :- . s<sub>1</sub> | - : s<sub>1</sub> | s<sub>1</sub> :- . s<sub>1</sub> | - : f<sub>1</sub> | m<sub>1</sub> : | : |*  
 la-la-la-la-la-la-la la la la la la la la

44

**D**

**F . t.m.l**

47 *m* . s : s . s | s . s : l . s | . f : - . f | f . f : m . r | d . m : - . s<sub>1</sub> | - : - | : | : |

S. 'n Koei is e-ne be-ne en 'n koei is net die e-ne vel

*de* . m : m . m | d . d : m . m | . r : - . r | r . r : t<sub>1</sub> . t<sub>1</sub> | : d . m | - . s<sub>1</sub> : - | : | : |

S. 'n Koei is e-ne be-ne en 'n koei is net die e-ne vel

*l* . d : d . d | l<sub>1</sub> . l<sub>1</sub> : d . d | . s<sub>1</sub> : - . s<sub>1</sub> | l<sub>1</sub> . l<sub>1</sub> : s<sub>1</sub> . s<sub>1</sub> | : | d . m : - . s<sub>1</sub> | : | : |

A. 'n Koei is e-ne be-ne en 'n koei is net die e-ne vel

**D**

51 | . s : - . s | s . s : l . s | f . f : . f | - . f : s . f | m . s : - . ta | - : - | : | : |

S. en 'n koei is e-ne spe-ne en dis din-ge die wat tel

*m* : - . m | d . d : m . m | r . r : . r | - . r : t<sub>1</sub> . t<sub>1</sub> | d . m : - . s | - : - | : | : |

S. en 'n koei is e-ne spe-ne en dis din-ge die wat tel

*d* : - . d | l<sub>1</sub> . l<sub>1</sub> : d . d | s<sub>1</sub> . s<sub>1</sub> : . l<sub>1</sub> | - . l<sub>1</sub> : s<sub>1</sub> . s<sub>1</sub> | d . d : - | - . - : m | : | : |

A. en 'n koei is e-ne spe-ne en dis din-ge die wat \_\_\_\_\_ tel

55

S. *.l:l.l | l:l | s .d':- .s | - :- | .f:f .f | f :s | m :-f | - :s |*  
'n koei is e - ne kar-ring melk en Ro-que-fort en Brie\_\_\_\_\_

S. *.f:f .f | f :f | m .s :- .m | - :- | .t1:t1 .t1 | d :r | d :-ta1 | - :d |*  
'n koei is e - ne kar-ring melk en Ro-que-fort en Brie\_\_\_\_\_

A. *.d:d .d | d :d | d .m :- .d | - :- | .s1:s1 .s1 | l1 :t1 | s1 :- | - :ta1 |*  
'n koei is e - ne kar-ring melk en Ro-que-fort en Brie\_\_\_\_\_

59

S. *.l:l.l.l | l:l | s .d':- | s :- .s | fe fe :- .s | - :l | s :- | - :- |*  
'n koei is e - ne room ys\_\_\_\_\_ en dis lek-ker din - ge die

S. *.f:f .f | f :f | m .s :- | m :- .m | r .r :- .r | - :r | r .t1:- .d | - :r |*  
'n koei is e - ne room ys\_\_\_\_\_ en dis lek-ker din - ge lek-ker din - ge

A. *.d:d .d | d :d | d .m :- | d :- .d | d .r :- .d | - :d | t1 .s1:- .l1 | - :t1 |*  
'n koei is e - ne room ys\_\_\_\_\_ en dis lek-ker din - ge lek-ker din - ge

**E**

63 | .s:s.s | s.s:l .s | f :-f|- :m.r | d .m:-.s1 | - :- | .s1:l1.t1 | d.r:m.f |

S. enek is e-nelied-jies wat ek vir die koei wil sing. la-la-la-la-la-la-la

| m :m.m | d.d:m .m | r :-r|- :t1.t1 | d .m:-.s1 | - :- | .s1:l1.t1 | d.r:m.f |

S. die! Ek is e-nelied-jies wat ek vir die koei wil sing. la-la-la-la-la-la-la

| d :d.d | l1.l1:d .d | t1 :-t1|- :l1.s1 | d .m:-.s1 | - :- | .s1:l1.s1 | l1.s1:l1.t1 |

A. die! Ek is e-nelied-jies wat e vir die koei wil sing. la-la-la-la-la-la-la

**E**

67 | s .s ,l :s.d | l.s:m.s | f .f ,s :f.t | s.f:r.f | m.m ,f:m.l | s.m:d.m |

S. la -

| m :- .d | - .d :- .m | r :- .t1 | - .t1 :- .r | d :- .l1 | - .l1 :- .d |

S. la - la - la - la - la - la - la - la - la - la - la - la - la - la - la -

| d :s1.m | - .m :r.d | t1 :s1.r | - .r :d.t1 | l1 :s1.d | - .d :t1.l1 |

A. la -

**F**

70

S. *s* :- | - :- | . *s* : *s* . *s* | *s* . *s* : *l* . *s* | *f* :- . *f* | - : *m* . *r* | *d* . *m* : - . *s* | - :- |

la en ek is e-ne lied-jies wat ek vir die koei wil sing\_

S. | *t* . *s* : *l* . *t* | *d* . *r* : *m* . *f* | . *m* : *m* . *m* | *d* . *d* : *m* . *m* | *r* :- . *r* | - : *t* . *t* | *d* . *m* : - . *s* | - :- |

la-la-la-la-la-la-la-la en ek is e-ne lied-jies wat ek vir die koei wil sing\_

A. | *s* . *s* : *l* . *s* | *l* . *t* : *d* . *r* | . *d* : *d* . *d* | *l* . *l* : *d* . *d* | *s* :- . *s* | - : *l* . *s* | *d* . *m* : - . *s* | - :- |

la-la-la-la-la-la-la-la en ek is e-ne lied-jies wat ek vir die koei wil sing\_

**F**

74

S. | *x* . *x* : *x* . *x* | *x* . *x* : *x* . *x* | . *s* :- . *s* | *s* . *s* : *l* . *s* | . *s* :- . *s* | *s* . *s* : *l* . *s* |

vir die on-be-loon-de en die on-be-kroon-de

S. | *x* . *x* : *x* . *x* | *x* . *x* : *x* . *x* | . *m* :- . *m* | *d* . *d* : *m* . *m* | . *m* :- . *m* | *d* e . *d* e : *m* . *m* |

vir die on-be-loon-de en die on-be-kroon-de

A. | *x* . *x* : *x* . *x* | *x* . *x* : *x* . *x* | . *d* :- . *d* | *l* . *l* : *d* . *d* | . *d* e :- . *d* e | *l* . *l* : *d* e . *d* e |

vir die on-be-loon-de en die on-be-kroon-de

77 | *l* :- | *l* :- | *t* :- | *s* :- | *d'* :- | - :- |

S.   
sui - wel - ko - ning - in

S.   
sui - wel - ko - ning - in

A.   
sui - wel - ko - ning - in



80 | - :- | - :- | *x . x : x . x* | *x . x : x . x* | *x . : . x* | *x . :* ||

S.   
O - le!

S.   
O - le!

A.   
O - le!



**SSA CHOIR**

# Amagqabi Emithi

**Doh is F**

♩ = 60 (Twice)

B. Tyamzashe

**SOPRANO**  
Bo - na-ni na-nga ma - gqa - b'o-mti, A - si-bo-bu-hle e yo - ko-ze - la

**SOPRANO**  
Bo - na-ni a - ma - gqa - b'o-mti, A - si-bo-bu-hle e yo - ko-ze - la

**ALTO**  
Bo - na-ni a - ma - gqa - b'o-mti, A - si-bo-bu - hl'e yo - ko-ze - la

**PIANO**  
(Rehearsal only)

**C . t**  
Swingly

**S.**  
Na - ngo e swa ya-ngo kwa ma-kwe-nkwe, A - ya swa - ya ma - gqa - bi

**S.**  
Na - ngo e swa ya-ngo kwa ma-kwe-nkwe, A - ya swa - ya ma - gqa - bi nga-ni

**A.**  
Na - ng'e-swa ya a ma-kwe-nkwe, A - ya swa - ya ma - gqa - bi nga-ni



**f. F**

9 | s :-: d' | t: d' : r' | d' s :-: | s : l : t | f d' :-: | -: t : l | s :-: | m : f : s | l :-: | l : f : m |

S. Swa-ya-ni ma - ne - ne ma-si swa - ye ma - ne si-y'e ka ya no -  
 | m :-: m | r : m : f | m t :-: | t : d : r | f m :-: | -: f : f | m :-: | d : r : m | f :-: | l : t : d |

S. Swa-ya-ni ma - ne - ne ma-si swa - ye ma - ne si-y'e ka ya no -  
 | d :-: d | s :-: : s | d s :-: | f i :-: | f m :-: | l : s e | l :-: : t | d :-: | d :-: | f i :-: | f i :-: f i |

A. Swa-ya-ni ma - ne - ne Swa - ya-ni ma - ne - ne ka ya - no

14 | m :-: | r :-: | m : r : d | f :-: r | s : f : m | l :-: | s : d' : l | s : r : m | d :-: | d' :-: |

S. mo - ya ku-ze-si-dla - l'u ze - na, Nje nga ba-ntwa-na a - ba - hle.  
 | d :-: l | t :-: | d : t : ta | l :-: t : d | d :-: ta | l i :-: | d :-: d | d : d : t | ta :-: l | s i :-: |

S. mo - ya ku-ze-si- dla - l'u ze - na, nga ba-ntwa-na a - ba - hle.  
 | s i :-: | s i :-: | d i :-: | r i :-: f i | m : r : d | f i :-: | m : s i : f i | m : f i : s i | s i :-: f i | m :-: |

A. mo - ya si - dla - l'u ze - na, nga - ba-ntwa-a a - ba - hle.

19 *playfully* | m : d :-: | -: r :-: m | f : r :-: | : s :-: f | m : d :-: | : s :-: | r : s i :-: | : s : f : m : r |

S. Hai bo! si - ya dla la, se - ku mna - ndi, ngo ze-na Bo-na-n'a-ma  
 | : d | d : s i : | : r :-: d | t i : t i :-: | : d :-: r | d : d :-: | : t i :-: l | t i : t i :-: |

S. O hai bo! si - ya dla la, se - ku-mna - ndi, ngo - ze-na  
 | s i : m :-: | -: f i :-: s i | l i : f i :-: | : s i :-: l | s i : m :-: | : s i :-: | f i : r i :-: | : s i : l i : s i : f i |

A. Hai bo! si - ya dla la, se - ku-mna - ndi, ngo ze-na Bo-na-n'a-ma

23 | *m* : *d* : - | : *r* : - : *m* | *f* . *m* : *r* . *d* : *r* | - : *s* : - : *f* | *m* : *r* : *d* | *r* : - : *t* | *d* : - : | *d* : - : - | **D.S.**

S. gqa - bi Na - ng'e yo - ko - ze - li - sa nga - ni bo - ne u - bu - hle ba - wo.

| *d* : *s* : - | : *t* : - : *d* | *r* . *d* : *t* . *l* : *s* | - : *m* : - : *r* | *d* : *t* : *d* | *l* : - : *s* | *s* : - : - | *s* : - : - |

S. gqa - bi Na - ng'e yo - ko - ze - li - sa nga - ni bo - ne u - bu - hle ba - wo.

| *s* : *m* : - | : *f* : - : *s* | *l* . *s* : *f* . *m* : *r* | - : *s* : - : *l* | *s* : *f* : *m* | *f* : - : *r* | *m* : - : - | *m* : - : - |

A. gqa - bi Na - ng'e yo - ko - ze - li - sa nga - ni bo - ne u - bu - hle ba - wo. **D.S.**

27 | *r* : *m* : *r* | *d* : *s* : *m* | *f* : *m* : *r* | *m* : - : *m* | *r* : - : *m* | *d* : - : *m* |

S. nga - ti nga - ma - za, a - ma - za o - lwa - ndle, ka - nti nga - ma -

| *t* : *d* : *t* | *d* : *d* : *d* | *r* : *d* : *t* | *d* : - : *d* | *t* : *d* : *r* | *d* : *s* : *d* |

S. nga - ti nga - ma - za, a - ma - za o - lwa - ndle, ka - nti nga - ma -

| *f* : *s* : *f* | *m* : - : *m* | *f* : *s* : *s* | *s* : - : *s* | *f* : - : *s* | *m* : - : *s* |

A. nga - ti nga - ma - za - ma - za o - lwa - ndle, ka - nti nga - ma -

30 | *r* : *m* : *r* | *d* : - : - | *mf* *r* : *m* : *r* | *d* : *l* : *s* | *f* : *m* : *r* | *m* : - : - | *f* *r* : - : - | *s* : - : - | *d* : - : - | *f* *rall.*

S. gqa - bi o - mti, *mf* nga - ti nga - la ma - ta - ka - na - na, Ma - gqa - bi.

| *t* : *d* : *t* | *d* : - : - | *mf* *t* : *d* : *t* | *d* : *d* : *d* | *d* : *d* : *t* | *d* : - : *f* | *d* : - : - | *t* : - : *r* | *s* : - : - | *f* *rall.*

S. gqa - bi o - mti, *mf* nga - ti nga - la ma - ta - ka - na - na, Ma - gqa - bi.

| *f* : *s* : *f* | *m* : - : - | *mf* *f* : *s* : *f* | *m* : *f* : *s* | *l* : *s* : *s* | *s* : - : *f* | *f* : - : - | *r* : - : *f* | *m* : - : - | *f* *rall.*

A. gqa - bi o - mti, *mf* nga - ti nga - la ma - ta - ka - na - na, Ma - gqa - bi.