

THE LITTLE BIRD

A SONG BY

JOHN BARNES WELLS



HIGH VOICE

6

LOW VOICE

THE JOHN CHURCH COMPANY
CINCINNATI NEW YORK LONDON

c

A little bird with feathers brown,
Sat singing in a tree,
The song was very soft and low,
But sweet as it could be.

And all the people passing by,
Look'd up to see the bird
That made the sweetest melody
That ever they had heard.

But all the bright eyes look'd in vain,
For birdie was so small
That with a modest dark brown coat,
He made no show at all.

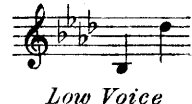
"Why papa," little Gracie said,
"Where can the birdie be?
If I could sing a song like that,
I'd sit where folks could see."

I hope my little girl will learn
A lesson from that bird
And try to do what good she can,
Not to be seen or heard.

So live my child all through your life,
That be it short or long
Tho' others may forget your looks,
They'll not forget your song!



High Voice



Low Voice

The Little Bird

Anonymous

JOHN BARNES WELLS

p *poco rit*

The piano introduction consists of two systems of music. The first system shows a treble clef with a whole rest, followed by a grand staff (treble and bass clefs) with a piano (*p*) dynamic. The piano part features a complex accompaniment with many beamed eighth notes and chords. The second system continues the piano accompaniment, ending with a *poco rit* marking.

p

A lit-tle bird with__ feath - ers brown, Sat sing - ing in a tree,___

The first system of the vocal line is in a treble clef with a piano (*p*) dynamic. The lyrics are written below the notes. The piano accompaniment continues from the previous system, with a piano (*p*) dynamic.

pp

The song was ver - y soft and low, But sweet as it could be. ___

The second system of the vocal line is in a treble clef with a pianissimo (*pp*) dynamic. The lyrics are written below the notes. The piano accompaniment continues, also marked with a pianissimo (*pp*) dynamic.

mf

And all the peo-ple pass - ing by, Look'd

up to see the bird _____ That made the sweet - est mel - o - dy That

rit. *a tempo*
p

ev - er they had heard. _____ But all the bright eyes look'd in vain, For

l.h. *l.h.*

rit. *f* *p* *a tempo*

bir - die was so small _____ That with a mod - est dark brown coat, He

poco rit. made no show at all. — “Why pa-pa” lit - tle — *p*

The first system of the musical score features a vocal line and a piano accompaniment. The vocal line begins with the lyrics "made no show at all." followed by a long rest, then "Why pa-pa" lit - tle". The piano accompaniment starts with a *poco rit.* marking and includes a *p* dynamic marking. The piano part consists of chords and moving lines in both hands, with some grace notes.

— Gra - cie said, "Where can the bir - die be? — If I could sing a

The second system continues the musical score. The vocal line has the lyrics "Gra - cie said, 'Where can the bir - die be?'" followed by a long rest, then "If I could sing a". The piano accompaniment includes a *poco rit.* marking, a *a tempo* marking, and a *p* dynamic marking. The piano part features a steady accompaniment with some grace notes.

song like that, I'd sit where folks could see!" —

The third system continues the musical score. The vocal line has the lyrics "song like that, I'd sit where folks could see!" followed by a long rest. The piano accompaniment continues with a steady accompaniment and includes a *p* dynamic marking.

mf I hope my lit - tle girl will learn A les - son from that

The fourth system concludes the musical score. The vocal line has the lyrics "I hope my lit - tle girl will learn A les - son from that". The piano accompaniment includes a *mf* dynamic marking. The piano part features a steady accompaniment with some grace notes.

bird _____ And try to do what good she can, Not to be seen or

The first system of music features a vocal line in treble clef and a piano accompaniment in grand staff (treble and bass clefs). The key signature has one sharp (F#). The vocal line begins with a half note 'bird' followed by a series of eighth and quarter notes. The piano accompaniment consists of chords and moving lines in both hands. A 'rit.' (ritardando) marking is placed above the vocal line at the end of the system.

heard. _____ So live my child all _____ through your life, That

The second system continues the vocal line and piano accompaniment. The vocal line has a fermata over the word 'heard.' and another over 'That'. The piano accompaniment includes dynamic markings of *f* (forte) and *p* (piano). There are also markings for the left hand (*l.h.*) and a 'rit.' marking in the piano part.

be it short or long _____ Tho' oth-ers may for - get your looks, They'll

The third system continues the vocal line and piano accompaniment. The vocal line has a fermata over 'long'. The piano accompaniment includes dynamic markings of *f* and *p*, and performance instructions: *cresc. little by little* above the vocal line and *poco rit. et cresc.* below the piano part.

not for - get your song! _____

The fourth system concludes the vocal line and piano accompaniment. The vocal line has a fermata over 'song!'. The piano accompaniment includes dynamic markings of *f* and *ff* (fortissimo), and performance instructions: *allargando* above the vocal line and *l.h.* markings in the piano part.