

**Quintet**

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# RESOURCE PACK B

10 New Songs  
created by  
Ruud van der Wel



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## INTRODUCTION

Resource Pack B contains a selection of 10 songs and musical excerpts chosen so that skills such as timing, turn-taking, patience and listening can be learnt alongside having fun.

The pack is all about giving people with disabilities who can not play a traditional instrument an opportunity to perform music. The Quintet works using switches and pressing the switches plays the notes of a song. Whether used in a group situation or alone the Quintet offers people a meaningful way of taking part in that most enjoyable of human experiences - playing music!

Each song has a page of instructions and a page of musical score. On top of each line of the score circled numbers indicate when and which switch should be pressed. Use this as a guide when conducting. Don't worry if you cannot read music, the songs are all well known and once you start pressing the switches the order and pace of the music will come to you!

### Tips...

When you are performing a piece and a mistake is made the music may need to be "Rewound" to the beginning. The easiest way to do this is to turn the Song switch to another number and then immediately back to the one you are working on. The song will be re-loaded with each switch ready to start at the beginning of the music.

As much as possible try to include the Quintet alongside traditional instruments in your group work. In this way the Quintet is part of the band and the player's part of the performers.

Use the Quintet as part of school plays and dance classes.

A lot of the pieces in the pack work on the principal of each switch playing an entire phrase of music. If a person has very good control of their switch you can change this so that they have to press their switch in order to get each note of the phrase. Follow the instructions on page 24 of the instruction manual.



In this new pack we have paid some extra attention to children that have timing problems. If you see this smiley symbol 😊 then you know that this switch activity is especially made for children that might have problems with timing because of their disability.

If you have an electronic keyboard you can change the instrument for any of the 5 switches. 128 instruments are possible, see page 11 of the instruction manual.

Finally, you are not limited to the music contained in this or other resource packs. In fact the Quintet is designed so that you can easily record your own music and create your own exercises. All you need is a standard electronic keyboard and a MIDI cable. See page 28 of the instruction manual.



## Installing the Memory Card

The Quintet is shipped with the music from this pack already transferred into it. You will only have to follow the instructions below if you have:-

- a) installed another resource pack and want to use pack A again, OR
- b) you made changes and/or recorded your own songs and want to return to using the original music

**To transfer the music from a memory card into the Quintet...**

1. Make sure the Quintet is off.
2. Take the memory card out of it's protective box and plug it into the slot at the back of the Quintet. The text "QUINTET MEMORY CARD" should be facing upwards.
3. Press and **HOLD Instrument** and turn on the Quintet at the same time.
4. The **Instrument** light should come on immediately. If it does not you may not have inserted the memory card properly or did not keep your finger on **Instrument**. Switch off and try again.
5. Release **Instrument**
6. The music from the memory card will be transferred into the Quintet. The transfer is complete when the **Ready** and **Record** lights stop flashing.
7. Finally switch off the Quintet and remove the memory card, placing it back in it's protective box.

**Useful tip:** If you only want to transfer the music for one song, choose the song number before you turn on the Quintet and then press and **HOLD** both **Instrument** and **Record** in steps 3 and 4 above. Only the music for the selected song number will be transferred into the Quintet.

**NOTE:** See Page 9 of the Quintet Instruction Manual for further information on transferring music into and out of the Quintet.

## SONG 1

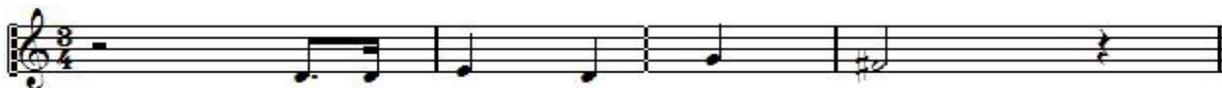
### Happy Birthday to you

- ◆ This piece has been recorded on the Synth Brass switch **1**, the Synth Voice switch **2**, the Electric Jazz Guitar switch **3**, Bird Tweet switch **4** and switch **5** using the Electric Piano.
- ◆ This is a song for a Maximum of 5 players.
- ◆ The following is how it is to be performed :
  - Switch **1** - "Happy Birthday Solo in 4 phrases"
  - Switch **2** - "Happy Birthday Solo in 4 phrases"
  - Switch **3** - "Happy Birthday accompaniment in 4 phrases"
  - Switch **4** - "Bird Tweet"
  - Switch **5** - "Happy Birthday accompaniment in 1 phrase"
- ◆ In the first place this song could give a child that uses switches for communication a voice in Birthday activities. He or she will have an active part in the celebrations and others can join. 😊
- ◆ Another nice activity is to sing along with the song. You can sing this song in different languages and every time use a different combination of switches.
- ◆ The song can be played in different switch combinations.
  - Play "Happy Birthday" with Switch **1** or **2** 😊
  - Play "Happy Birthday" with Switch **1** and **3**
  - Play "Happy Birthday" with Switch **2** and **5**
  - Play "Happy Birthday" with Switch **2** and **3**
  - Play "Happy Birthday" with Switch **1** and **5**
  - Play Switch **4** - "Bird Tweet" is a nice sound effect that you can use through the song or in pauses. 😊

## Happy Birthday to you

1  
2  
3  
5

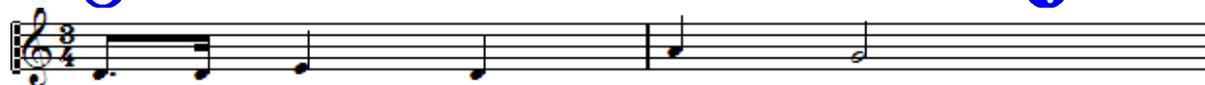
4



Hap - py Birth - day to you

1  
2  
3

4



Hap - py Birth - day to you

1  
2  
3

4



Hap - py Birth - day dear Bob - by

1  
2  
3

4



Hap - py Birth - day to you

## SONG 2

### Drunken Sailor

- ◆ This piece has been recorded on the Accordion switch **1 2 4**, the Whistle switch **3** and Seashore switch **5**
- ◆ This is a song for a Maximum of 5 players.
- ◆ The following is how it is to be performed :-
  - ◆ Switch **1** - "Drunken Sailor Solo in 4 phrases"
  - Switch **2** - "Hooray up he rises - Solo in 4 phrases"
  - Switch **3** - "Hooray up he rises - Solo in 1 phrase"
  - Switch **4** - "Drunken Sailor accompaniment in 1 phrase"
  - Switch **5** - "Seashore"
- ◆ You can sing along with the song.
- ◆ The song can be played in different switch combinations.
  - Play "Drunken Sailor melody" with Switch **1** 
  - Play "Hooray up he rises" with Switch **2** or **3** 
  - Play "Drunken Sailor" with Switch **1** and **4**
  - Play "Hooray up he rises" with Switch **2** and **4**
  - Play "Hooray up he rises" with Switch **3** and **4**
- ◆ Switch **5** - "Seashore" is a nice sound effect that can be used at any place during the song. This switch activity is especially made for children that might have problems with timing because of their disability. 
- ◆ In this song of four phrases each phrase can be played by two switches to encourage the players to listen carefully to the flow of a phrase of music.

# Quintet

- ◆ The following is how it could be performed:-

Switch ③ & ⑤ - "Intro"

Switch ① & ④ - "Drunken Sailor" sing along

Switch ② & ④ - "Hooray up he rises" sing along

Switch ③ & ④ & ⑤ "musical intermezzo"

Switch ① & ④ - "Drunken Sailor" sing along

Switch ② & ④ - "Hooray up he rises" sing along

Switch ③ & ⑤ - "Ending"

## Drunken Sailor

1  
4



What shall we do with the drun - ken sai - or

1



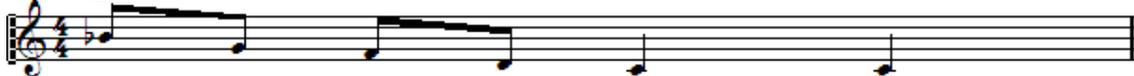
what shall we do with the drun - ken sai - or

1



what shall we do with the drun - ken sai - or

1

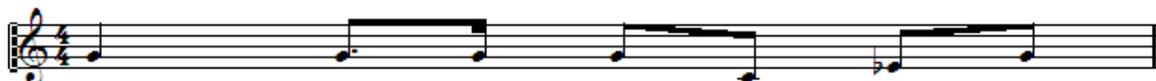


Ear - ly in the mor - ning

2

3

4



Hoo - ray and up she ri - ses

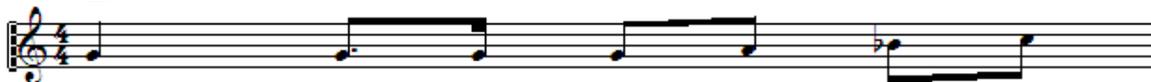
# Quinter

2



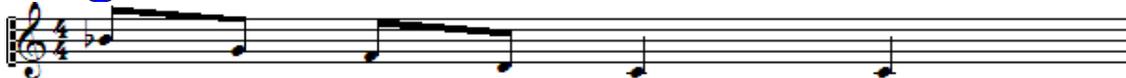
Hoo - ray and up she ri - ses

2



Hoo - ray and up she ri - ses

2



Ear - ly in the mor - ning

What shall we do with the drunken sailor ? (3x)

Early in the morning

refr: Hooray and up she rises (3x)

Early in the morning

Put him in a longboat till he's sober (3x)

Early in the morning

Put him in a scupper with a hosepipe on him (3x)

Early in the morning

Pull him with a plu and wet him all over (3x)

Early in the morning

That's what we'll do with the drunken sailor (3x)

Early in the morning

## SONG 3

### Row, Row, Row your Boat - Round

- ◆ This song has been recorded on the Acoustic Guitar (Nylon) on switch **1**, switch **2** plays the Harp, switch **3** plays the Electric Piano, switch **4** plays the Acoustic Bass and switch **5** plays a Brass Synth
- ◆ This is a song for a Maximum of 5 players.
- ◆ Switches **1**, **2**, **3** and **4** play the whole round and switch **5** plays long notes for accompaniment.
- ◆ A lot of fun can be had with this piece as the players have to listen out for the end of their round so that they can press their switch and start the round again.
- ◆ This piece can be played in any order with all the switches or just two or three.
- ◆ Switch **5** plays long notes for accompaniment 😊  
Long notes made with sounds that have less attack work well for children that have a problem with timing. They can "free flow" as long as they don't play too many notes.
- ◆ This piece works well for a live performance.



## SONG 4

### Oh my Love Lovst thou me - Round traditional

- ◆ This song has been recorded on the Music Box on switch **1**, switch **2** plays the Flute, switch **3** plays the Xylophone, switch **4** and **5** play the Jazz Guitar.
- ◆ This is a song for a Maximum of 5 players. The level is advanced. Although this is a simple round the players have to listen carefully to their own part. It is best to try it with less players first.
- ◆ Switches **1**, **2**, **3** and **4** play the round in 4 phrases and switch **5** plays the whole round.
- ◆ A lot of fun can be had with this piece as the players have to listen out for the end of their phrase so that they can press their switch and start the next part of their phrase.
- ◆ This piece can be played in any order with all the switches or just two or three.
- ◆ If you want to explore music with a single child then it is very nice to play phrase after phrase with one switch only. 😊

# Quinter

## Oh my Love Lovst thou me - Round

The image shows two staves of musical notation for the song 'Oh my Love Lovst thou me - Round'. The first staff begins with a treble clef and a key signature of one sharp (F#). The notes are: G4 (quarter), A4 (quarter), B4 (half), C5 (quarter), B4 (quarter), A4 (quarter), G4 (half). Fingerings are indicated by blue circles: '5' and '1' above the first two notes, and '2' above the fourth note. The second staff continues the melody: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (half). Fingerings are indicated by blue circles: '3' above the first note, and '4' above the fifth note. The piece ends with a double bar line.

## SONG 5

### The Lion Sleeps Tonight

Solomon Linda

- ◆ This song has been recorded on different Flutes on switch **1** **2**, **5**  
switch **4** plays a Drum-loop, switch **3** plays African Percussion effects.
- ◆ This is a song for a Maximum of 4 players. It is not only a nice activity for all ages but to older children it can be used to show how a pop song can be built and produced using different segments.
- ◆ The following is how it is to be performed.  
Player one - Switch **1** - "In the jungle..... - 2 phrases"  
Player two - Switch **2** - "Ee-e-e-um-um-a-weh - 1 phrase  
Player three - Switch **3** - "African Percussion effects" 😊  
Player four operates 2 switches:
  - Switch **4** "Drum-loop" is a cycle.
  - Switch **5** "Flute-loop" is a cycle.
- ◆ This song can be played in many combination  
For example:  
Start the Flute-loop **5**  
Play some African percussion on top of that. **3**  
Try to start the Drum-loop **4** so that it matches the Flute-loop,  
If necessary try it again until the Drum-loop and Flute-loop sounds in time with each other.  
Play Switch **1** on top of the Flute-loop and Drum-loop  
followed by Part two, switch **1** again.  
Now play Switch **3** on top of Flute-loop and Drum-loop.  
Stop the Flute-loop **5** but let the Drum-loop go on  
Play some African percussion on top of that. **3**  
Play switch **1** and **2** together with some percussion effects  
Start the Flute-loop again **5** followed by Switch **3**

## The Lion Sleeps Tonight

1



1



2



2



Ee-e-e-um-um-a-weh  
Wemoweh, wemoweh, wemoweh, wemoweh (4X)

In the jungle, the mighty jungle  
The lion sleeps tonight  
In the jungle, the quiet jungle  
The lion sleeps tonight

Ee-e-e-um-um-a-weh      *Wemoweh, wemoweh, wemoweh, wemoweh (2X)*  
Ee-e-e-um-um-a-weh      *Wemoweh, wemoweh, wemoweh, wemoweh (2X)*

Near the village, the peaceful village  
The lion sleeps tonight  
Near the village, the quiet village  
The lion sleeps tonight

{Refrain}

Hush my darling, don't fear my darling  
The lion sleeps tonight  
Hush my darling, don't fear my darling  
The lion sleeps tonight  
{Refrain}

## SONG 6

### If you're Happy and you Know it Hit your Switch

- ◆ This piece has been recorded on the Accordion switches **1** and **2**, Hand clap switch **3**, different Percussion effects on switches **4** and **5**
- ◆ This is a song for a Maximum of 5 players.
- ◆ It is a very easy song to do. Only Switch **2** is more difficult, you can leave that one out or maybe the teacher or therapist could give it a try.
- ◆ The following is the layout of the song :

Switch **1** - 'If you're happy' in 3 phrases 😊

Switch **2** - 'accompaniment in 3 phrases'

Switch **3** - 'Clap Clap' 2 strokes each time 😊

Switch **4** - 'Clap Clap - Boing Boing etc' 2 strokes each time 😊

Switch **5** - 'Clap Boing Ping Beng' 4 strokes each time. 😊

Switch **1** start the melody, in every pause between the 3 phrases

Switch **3** or **4** or **5** can be played. Start simple with only switch **3**.



## SONG 7

### An der Schönen Blauen Donau

Johann Strauss jr.

- ◆ This piece has been recorded on the Triangle switch **1**, the Synth Voice on switch **2**, Strings on switch **3**, and Brass switches **4** and **5**
- ◆ This is a song for a Maximum of 5 players.
- ◆ The following is how it can be performed :
- ◆ Switch **1** - "Triangle" one stroke. Fits very good towards the end of this well known melody. 😊  
Switch **2** - "Synth voice - 1 note each time you hit the switch"  
Switch **3** - "Strings - in 6 phrases"  
Switch **4** - "Brass accompaniment in 1 phrase"  
Switch **5** - "Brass main melody in 1 phrase"

This is a really fun song to play.

Start the Song with Switch **5** and see if you can do the fills in time using Switch **2**.

Then again start the song by hitting switches **4** and **5** at the same time. Now use switch **3** to do the fills. The last 8 bars are for switch **1**. Of course we end the song playing all together. Did that work? Then you are all really good switch players!

# Quinter

## An der Schönen Blauen Donau

The image shows a musical score for the piece 'An der Schönen Blauen Donau' in 3/4 time. The score consists of eight staves of music. The first staff has a treble clef and a key signature of one sharp (F#). The music is written in a simple, rhythmic style. Above the notes, there are blue circles containing numbers indicating fingerings: 5, 4, 3, 2, 2, 2, 2. The second staff has fingerings 3, 2, 2, 2, 2. The third staff has fingerings 3, 2, 2, 2, 2. The fourth staff has fingerings 3, 2, 2, 2, 2. The fifth staff has fingerings 3, 2, 2, 2, 2. The sixth staff has fingerings 3, 2, 2, 2, 2. The seventh staff has a long note with a slur. The eighth staff has a double bar line at the end.

## SONG 8

### Chamber Orchestra

- ◆ This piece has been recorded on the Viola switches **1** **2**, Pizzicato Strings **3** Tambourine **4** and Cello on Switch **5**
- ◆ This is a song for a Maximum of 5 players.
- ◆ The following is how the song is to be played :
  - Switch **1** - '8 phrases of the same length - part one'
  - Switch **2** - '8 phrases of the same length - part two'
  - Switch **3** - '1 long phrase - total part one'
  - Switch **4** - 'Tambourine'
  - Switch **5** - 'Cello phrases for part one and two'
- ◆ The players need to be very familiar with the song so the teacher will need to play this piece a few times pointing to each player when their phrase is being played.
- ◆ Player **4** has a percussion instrument that can be played once on every beat.
- ◆ This song is for an advanced class. If you want to perform with multiple players then good timing is essential.

However if you want to explore music with a single child then it is very nice to play phrase after phrase with one switch only. 😊

# Quintet

## Chamber Orchestra

The image displays a musical score for a Chamber Orchestra, consisting of five staves of music. Each staff is accompanied by blue circular fingerings (1 and 5) placed above the notes. The first staff has four measures with fingerings: (1, 3, 5), 5, 5, 5, 5, 5, 5, 5. The second staff has four measures with fingerings: 5, 5, 5, 5, 5, 5, 5, 5. The third staff has four measures with fingerings: 5, 5, 5, 5, 5, 5, 5, 5. The fourth staff has four measures with fingerings: 5, 5, 5, 5, 5, 5, 5, 5. The fifth staff has one measure with fingerings: 5, 5. The music is written in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The notes are primarily eighth and sixteenth notes, with some rests and accidentals.

## SONG 9 La Cucaracha

Traditional Mexico

- ◆ This song has been recorded on Brass switches **1**, **2**, and Picked Bass switch **3**, Percussion switch **4** and a Drum-loop switch **5**
- ◆ This is a song for a Maximum of 4 players. Switch **3** and **5** can be operated by the same person.
- ◆ The following is how it is to be performed :

Switch **1** - 4 phrases

Switch **2** - 4 phrases

Switch **3** - 1 long phrase

Switch **4** - Percussion effects 😊

Switch **5** - The Drum-loop is a cycle, meaning it plays over and over again.

- ◆ Switches **1** and **2** play the melody. Pressing the switch timed to the Drum-loop is for advanced players. But we can learn that with the next trick:

To get the idea you best start with Switch **3**, after the first three short notes you start the Drum-loop with Switch **5**

- ◆ Song example:

Start the Drum-loop **5**

Play some percussion on top of that. **4**

Start the melody **1** so that it matches the Drum-loop, 4 phrases

Play Switch **1** again and play switch **4** on top of that.

followed by Part two, switch **2**

Stop the Drum-loop and play switch **4** for a percussion solo

Start Switch **1**, after the first three short notes start the loop

with Switch **5** again and finish the song with switch **1** again.



## SONG 10

### DJ Peter and the Wolf

Sergej Prokofjev

- ◆ This piece has been recorded on the Lead Synth, switch **1** **2**, Drum and Percussion effects switch **3**, Scratch Effects switch **4** and a Drum-loop switch **5**
- ◆ This is a song for a Maximum of 3 players.
- ◆ The following is how it is to be performed :
  - Player one operates 3 switches:
    - Switch **1** - "Peter's melody part 1 - 1 phrase"
    - Switch **2** - "Peter's melody part 2 - 1 phrase"
    - Switch **5** - "Drum-loop" is a cycle.
  - Player two - Switch **3** - "Drum/Percussion effects" 😊
  - Player three - Switch **4** - "Scratch effects" 😊
- ◆ This song can be played in many combinations.
  - For example:
    - Start with some solo Scratch and Drum effects **3** **4** 😊
    - Start the Drum-loop **5**
    - Play "Peters melody Part one **1** on top of the Drum - loop followed by Part two **2**
    - Now Switch **3** and **4** have a switch duel ! 😊
    - Play "Peters melody Part one **1** without the Drum - loop
    - Play "Peters melody Part one **1** with some Scratch effects **3** 😊
    - Start the Drum-loop again **5**
    - Play "Peters melody Part one **1** on top of the Drum - loop with the Scratch effects and Drum effects **3** **4** 😊

## Peter and the Wolf - Peter's Theme

Sergej Prokofjev

The image shows a musical score for Peter's Theme from Peter and the Wolf by Prokofiev. It consists of two staves of music in 4/4 time. The first staff begins with a treble clef and a key signature of one flat (B-flat). The melody starts with a quarter note G4, followed by eighth notes A4, Bb4, and C5. A blue circle with the number '1' is placed above the first note, and a blue circle with the number '5' is placed below it. The second staff also begins with a treble clef and a key signature of one flat. It starts with a quarter note Bb4, followed by eighth notes C5, D5, and E5. A blue circle with the number '1' is placed above the first note. The piece concludes with a double bar line.



## GLOSSARY

- Tempo** The speed of the music.
- Score** A way of writing music on paper.
- Bar and Beats** A piece of music is divided into bars. Each bar contains a number of beats depending on the type of music. A waltz for example has 3 beats in every bar - 1.2.3.1.2.3.1.2.3 etc
- Upbeat/Downbeat** The downbeat is the first beat of a bar. The upbeat is the beat before the downbeat.
- Ostinato** A musical pattern (or set of chords) repeated over and over again in a piece of music