

Performance Suggestions

Kazoos will steal the show in this number. Try dividing the performers where half are playing kazoos while the others hold up large “piano” keys created out of cardboard. The students can mimic playing chopsticks on the piano as the kazoos play. A visual delight for your audience.



From the collection, *So Much MORE to Sing About!*
(*Ten More Songs for Special Times Throughout the
School Year*) - #30/1930H - Unison/Two-part with
Performance/Accompaniment CD included.

Everybody's Favorite Melody!

Two-part Chorus, Piano and Kazoos

G.G.

*Chopsticks, Traditional
Arranged by Greg Gilpin*

Ranges: Part I Part II



① Moderately ♩ = 76

5

mp

I We know a song that we're

mp

II We know a song that we're

mp

Duration: approx. 2:50

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8

I
sure is fa-mil-iar to an-y-one here that has played a pi-a-no. The

II
sure is fa-mil-iar to an-y-one here that has played a pi-a-no. The

11

I
tune is so sim-ple and real-ly sticks with you, so sit back, en-joy, while we

II
tune is so sim-ple and real-ly sticks with you, so sit back, en-joy, while we

14 (2) *mf*

I
play for you. _____ It's ev - 'ry - bod - y's

II
play for you. _____ It's ev - 'ry - bod - y's

mf

mf

17

I
fav - 'rite mel - o - dy, eas - y har - mo - ny, join with me in

II
fav - 'rite mel - o - dy, eas - y har - mo - ny, join with me in

20

I
ev - 'ry - bod - y's fav - 'rite mel - o - dy, sing - ing or play - ing this

II
ev - 'ry - bod - y's fav - 'rite mel - o - dy, sing - ing or play - ing this

23

③ *rit.*

I
well - known tune.

II
well - known tune.

rit.

rit.

6 *Kazoos
26 *mp a tempo*

Musical score for measures 26-28. It features three staves: I (Kazoo I), II (Kazoo II), and Piano. The tempo is marked *mp a tempo*. The piano part includes the instruction *(Use piano if needed or desired.)*

Musical score for measures 29-31. It features three staves: I (Kazoo I), II (Kazoo II), and Piano. The tempo remains *mp a tempo*.

Musical score for measures 32-34. It features three staves: I (Kazoo I), II (Kazoo II), and Piano. Measure 32 is marked with a circled 4 and *rit.*. Measure 33 is marked with *mp*. Measure 34 contains fermatas for all parts. The piano part includes the instruction *rit.*

*After the fermata, the CD track plays three clicks to indicate tempo for kazoo entrance.

35 **Slowly and a bit timid**

I
 II

kay, we're not per - fect and need some re - hears - al. But,

kay, we're not per - fect and need some re - hears - al. But,

Slowly and a bit timid

mp

37 *accel. poco a poco*

I
 II

is - n't it fun when we gath - er to - geth - er to

accel. poco a poco

is - n't it fun when we gath - er to - geth - er to

accel. poco a poco

39

I
 II

share in a mel - o - dy, sweet and so care - free and

share in a mel - o - dy, sweet and so care - free and

41 5 *mf*

I
ev - 'ry - one loves just like me and you? _____ It's

II
ev - 'ry - one loves just like me and you? _____ It's

mf

Tempo I

Kazoos

44 *mp*

44 **Tempo I**

I
ev - 'ry - bod - y's fav - 'rite mel - o - dy, eas - y har - mo - ny,

II
ev - 'ry - bod - y's fav - 'rite mel - o - dy, eas - y har - mo - ny,

Tempo I

47

47

I
II

join with me in ev - 'ry - bod - y's fav - 'rite mel - o - dy,

join with me in ev - 'ry - bod - y's fav - 'rite mel - o - dy,

50

6

50

I
II

sing - ing and play - ing this well - known tune.

sing - ing and play - ing this well - known tune.

10 *1st time: Kazoos and Piano
 2nd time: add Part II
 3rd time: add Part I

52 *mf*

I
 II

mf

ev - 'ry - bod - y's fav - 'rite mel - o - dy, eas - y har - mo - ny,
 I know a song that I'm sure is fam - il - iar to an - y - one here that has

55

I
 II

join with me in ev - 'ry - bod - y's fav - 'rite mel - o - dy,
 played a pi - a - no. The tune is so sim - ple and real - ly sticks with you, so

*Performance Option: Begin with Piano and Kazoos. With each following repeat, add an instrument playing either vocal part. This could be flute, Orff instruments, etc. Then, begin to layer in ad lib. percussion parts and finally add each vocal line, building to a frenzy of *Chopsticks*. Repeat as many times as necessary. To shorten entrance time, each part could enter with each first and second half of the chorus.