

Section III: Songs

Music in the Classroom

Be Our Best
Kindness Begins with Me
This Little Light of Mine
I Am Me

To hear other songs that are available, please go to the **RESOURCES** tab on the website:
www.go-hre.org/music

- In addition to being fun and providing joy, scientists have found that music strengthens the connection between the brain and the body, and improves learning on almost every level, including recall.
- Students remember a message better when words have a melody, movement and rhythm attached to them. In that way, words provide facts and feelings.
- When learning about human rights, music can be an effective way to help students remember and think about the messages they are hearing.
- Each culture has its own songs, of course, that can be used for teaching important principles dealing with human rights.
- **Use songs that appeal to the students you teach, and that are comfortable for you.**
- **All of these songs may be used as poems or chants as well.**

Be Our Best

Chant:

Dignity and children's rights! Oh, dignity for ev'ryone!
 Dignity and children's rights! Oh, dignity! It can be done!

Chant

Dignity and children's rights!
 Oh, dignity for ev'ryone!
 Dignity and children's rights!
 Oh, dignity! It can be done!

2. I have rights to lift my voice,
 Duties, too, with ev'ry choice,
 To help each person have a voice,
 To live in freedom and rejoice.

Song

1. I have value, yes I do.
 I have value. You do, too,
 With rights to do what we can do
 To be our best, yes, me and you.

3. Duty, yes, to be our best,
 Not to fight or to oppress.
 Oh, dignity for ev'ryone!
 With children's rights, it can be done!

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

Kindness Begins With Me

Words and music: Clara W. McMaster

Simply ♩ = 60-69 (Conduct two beats to a measure.)

The musical score is written in 6/8 time with a key signature of one flat (Bb). It consists of two systems of music, each with a vocal line and a bass line. The first system contains the first two lines of the song. The second system contains the final line of the song, which includes a 'slower' marking and a fermata over the final note.

System 1:

- Chords: F, Gm, C7, F
- Vocal line: I want to be kind to ev - 'ry-one, For that is right, you see. So I
- Bass line: 5 2 1 5 4 1 3

System 2:

- Chords: Gm, C7, F
- Vocal line: say to my-self, "Re - mem - ber this: Kind-ness be - gins with me."
- Bass line: 5 2 1 2 5
- Tempo: *slower*

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

This Little Light of Mine

African Folk Song

Piano

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of four systems of music. The first system (measures 1-5) shows the piano accompaniment with a treble clef and a bass clef. The lyrics 'This lit-tle light of' are written under the treble staff. The second system (measures 6-10) continues the piano accompaniment and includes the lyrics 'mine I'm gon-na let it shine This lit-tle light of mine'. The third system (measures 11-15) continues with 'I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it'. The fourth system (measures 16-20) concludes with 'shine Let it shine - Let it shine - Let it shine -'. There are triplets indicated in measures 5, 10, and 19.

1. This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine!
2. Everywhere I go, I'm gonna let it shine,
Everywhere I go, I'm gonna let it shine,
Everywhere I go, I'm gonna let it shine,
Let it shine, let it shine, let it shine!
3. This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine!

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I Am Me

Kristina Evonne Carter

4
Who am I? I am a per__ son, I am me, I am of val-

9
- ue. I am me, I am__ me, I am__ me. I have a right

14
__ to be ac-cept - ed__ Eve - ry - where__ as a per - son. I have a name,

18
__ I have a name,__ I have a name.__ I have__

23
__ an i - den-ti - ty reg - is - tered__ with__ my na - tion - al - i - ty First name, last name

27
birth-day, boy or girl.__ I've got__ in - di-vid-u - al - i - ty, I am__ part

33
__ of a fami-ly. I have these rights eve-ry where I go.__ Who am I? I am a per

39
__ son, I am me, I am of val - ue. I am me, I am__ me, I am__ me.

45
I have a right__ to be ac cept__ ed__ Eve - ry - where__ as a per

49
__ son. I have a name,__ I have a name,__ I have a name.__

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