

BAD MOODS

And Seven Other

Super Reasons

To

Sing A Silly Song

A collection of songs for young voices and piano accompaniment

By Tiffany Prochera

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BAd Moods

and Seven OtHer Super ReaSons to sing a Silly soNg

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Doodley Doo

Words and Music by
Tiffany Prochera

Bouncy ♩ = 120

mf

4 *mf*

1. I just start-ed sing - ing this song. I don't know why. It
2. I've got so much to do but right now I'm

7

popped right in - to my head, And now it's stuck there I can't
sit - ting here with a grin I just keep bob - bing a - long

10

think of an - y - thing but doo - dle - y doo - dle - y doo - dle - y doo - dle - y
with the mel - o - dy

13

1. doo - dle - y doo - dle - y doo. 2. *mp* dismissive doo - dle - y doo - dle - y doo.

16

I could be do - ing my home - work or

19

hang - ing out with my friends — But my head keeps play - ing this sil -

Mr. Willywallywolowitz

Enthusiastic ♩ = 126

Words and Music by
Tiffany Prochera

mp

Mis-ter
He said,

5

Wil - ly - wal - ly - wol - o - witz walked in - to class wear - ing green pants and a red
Sci - ence is such an a - maz - ing thing. There are so man - y worlds to ex -

8

shirt. plore. the from the glas - ses on his nose were thick and blue and his
the huge to the it - ty bit - ty bit - ty things there are

11

shoes were cov-ered with dirt. He danced to the front of the room and
worlds you've nev-er seen be - fore. If you love it as much as I do, I'll

15 *mf*

shout-ed "Bon - jour tout le monde!" He strolled down the asiles shak-ing
do my best to make that so, I bet you'll all do

18

ev' - ry - bod - y's hand, say - ing, "Hi! I'm Mis - ter Wil - ly - wal - ly - wol - o - witz but
real - ly real - ly well if my name's not Mis - ter Wil - ly - wal - ly - wol - o - witz but

21

you can call me Bob." Bob." He sang a song a-bout the
you can call me _____

26

plan - ets spin - ning way up in the sky.

31

p squeaky *mp*
His voice was squeak - y and high. And I

36

thought to my - self, what a craz - y guy!

42

mf
Ev'-ry - day I wake up and I love go - ing to school - ne-ver know what I will

BAD MOOD

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Tiffany Prochera

Heavy but not slow ♩ = 120

The first system of the musical score is in 4/4 time with a key signature of one flat (Bb). It features a piano introduction with a melody in the right hand and a bass line in the left hand. The melody consists of eighth and quarter notes, while the bass line is primarily quarter notes. A dynamic marking of *f* (forte) is present at the beginning of the piano part. The system concludes with a final chord in the right hand.

5 *mf* grumpy

The second system contains the first line of lyrics. The melody is in the right hand, starting on a half note and followed by eighth notes. The piano accompaniment in the left hand consists of quarter notes. A dynamic marking of *mf* (mezzo-forte) is shown. The lyrics are: "I am in a bad mood to - day so, you'd bet - ter just stay a - way!"

9

The third system contains the second line of lyrics. The melody continues in the right hand with eighth and quarter notes. The piano accompaniment remains in the left hand with quarter notes. The lyrics are: "Don't you try to talk me out of it. I won't be hap - py, no,". The system ends with a double bar line.

12 *f* *mf*

not one bit! I

15

woke up this morn - ing on the wrong side of the bed.

18 *simile*

My hair is stand - ing straight up on my head.

22

My cer - e - al was mush - y, my nose has run a mile. So

Goldie

Words and Music by
Tiffany Prochera

Slow and Mournful ♩ = 36

p

Gol-die was float - ing up - side down in her

5

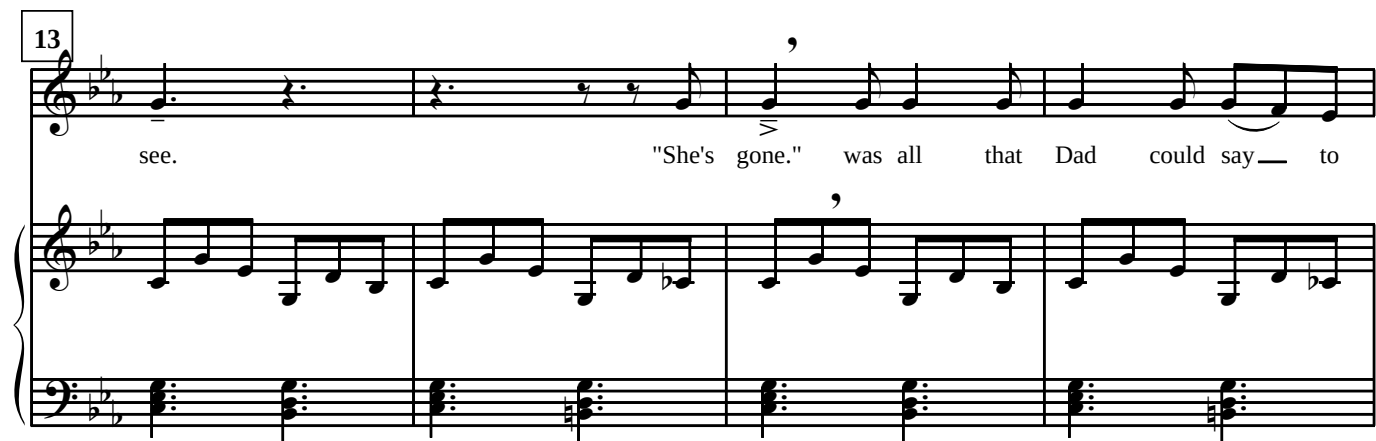
bowl when I went down for break-fast and tried to say — hel -

9

lo She lay so still, no bub - bles did I

13

see. "She's gone." was all that Dad could say — to



17

happy memories
poco accel. *mp*

me. When I walked in - to the



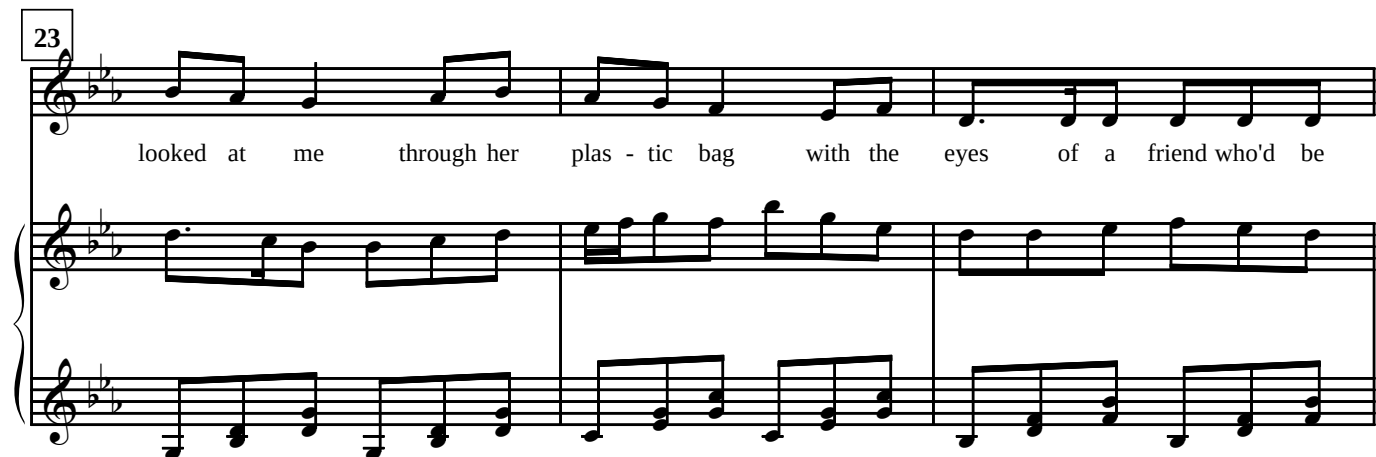
20

pet store I saw her and I knew. She



23

looked at me through her plas - tic bag with the eyes of a friend who'd be



Mr. Duckworth and Mrs. Bunnington

19

Words and Music by
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Flowing and Cheerful ♩ = 50

mp

Mis-ter Duckworth

mp

pedal, if desired

6

sits on my dres-ser look-ing smart in his red striped bow-tie with a small tuft of hair on the

10

top of his head and his two lit-tle shin-y black eyes. He's a bright sunny yel-low, a

14 *mf*

right happy fel-low and he's al-ways up for a show. He's say-ing, "Let's go!" —

mf mp

19 *mp*

Mis-sus Bun-ning-ton sits right be-side him in her green dress and white fea-ther col-lar. A

p

23 *mp*

love-ly pink bow sits a - round her ears and she car-ries a bas-ket I bought for a dol-lar.

mp

27 *p*

Sometimes she's filled up her bas - ket with can-dies. She'll of-fer me one — or two. Don't mind if I

31 *mf*

do! _____ I take the stage and I start the show off with a song.

mf

no pedal, with a little bit of a bounce

36

And pret-ty soon I can hear them both singing a long

41

They're such a grac-ious aud-i-ence. They al-ways think that I'm good and when I hit the

46 *f*

high notes— they'd jump to their feet if they could.

f *mf*

pedal, if desired

Candy Jar

Words and Music by
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Cheerfully ♩ = 120

The first system of musical notation for 'Candy Jar'. It consists of a vocal line and a piano accompaniment. The vocal line is a single staff with a treble clef and a common time signature (C). It contains three measures of whole rests. The piano accompaniment is a grand staff (treble and bass clefs) with a common time signature. It begins with a mezzo-forte (*mf*) dynamic marking. The first measure contains a half-note chord in the right hand and a half-note chord in the left hand. The second measure contains a half-note chord in the right hand and a half-note chord in the left hand. The third measure contains a half-note chord in the right hand and a half-note chord in the left hand.

The second system of musical notation for 'Candy Jar'. It begins with a measure number '4' in a box. The vocal line is a single staff with a treble clef and a common time signature. It contains a half-note melody starting on G4, followed by a half-note melody starting on A4, and then a half-note melody starting on G4. The lyrics 'In my mot - her's kit - chen there's a can - dy jar, a' are written below the vocal line. The piano accompaniment is a grand staff with a common time signature. It begins with a mezzo-piano (*mp*) dynamic marking. The first measure contains a half-note chord in the right hand and a half-note chord in the left hand. The second measure contains a half-note chord in the right hand and a half-note chord in the left hand. The third measure contains a half-note chord in the right hand and a half-note chord in the left hand. The fourth measure contains a half-note chord in the right hand and a half-note chord in the left hand.

The third system of musical notation for 'Candy Jar'. It begins with a measure number '7' in a box. The vocal line is a single staff with a treble clef and a common time signature. It contains a half-note melody starting on G4, followed by a half-note melody starting on A4, and then a half-note melody starting on G4. The lyrics 'lit - tle boy smil - ing with a fun - ny red hat. Some - times I would look at him and' are written below the vocal line. The piano accompaniment is a grand staff with a common time signature. It begins with a mezzo-piano (*mp*) dynamic marking. The first measure contains a half-note chord in the right hand and a half-note chord in the left hand. The second measure contains a half-note chord in the right hand and a half-note chord in the left hand. The third measure contains a half-note chord in the right hand and a half-note chord in the left hand. The fourth measure contains a half-note chord in the right hand and a half-note chord in the left hand.

10

ask my - self, "I won - der just what he is smil - ing at.

13

Does he think the jokes Dad

mf

15

makes are real - ly fun - ny? Does he have a sec - ret he keeps to him - self?

18

p wondering, excited, like you've uncovered a secret *mp*
May-be he's just like that paint-ing, Mon - a Lis - a. Just what she is think-ing,

p *mp*

21

no - bod - y can tell."

Musical score for measures 21-22. The vocal line (treble clef) has a melody starting on a whole note, followed by a half note, and then a whole rest. The piano accompaniment (grand staff) features a flowing eighth-note melody in the right hand and a steady eighth-note bass line in the left hand.

23

mf

Some - times I would e - ven ask the can - dy jar, "Just

Musical score for measures 23-24. The vocal line continues with a melody of eighth and quarter notes. The piano accompaniment features a steady eighth-note bass line and a right hand with chords and moving lines. A *mf* dynamic marking is present at the start of the piano part.

25

what have you got to be so hap-py a - bout?" But I know that can - dy jars can't

Musical score for measures 25-26. The vocal line has a melody of eighth and quarter notes. The piano accompaniment continues with a steady eighth-note bass line and a right hand with chords and moving lines.

28

real - ly talk so I thought I would ne - ver fig - ure it out. But

Musical score for measures 28-29. The vocal line has a melody of eighth and quarter notes. The piano accompaniment continues with a steady eighth-note bass line and a right hand with chords and moving lines.

First Day In A New School

Words and Music by
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Busy and Frantic ♩ = 116

The musical score is written for piano and voice. It begins with a treble clef staff that is mostly empty, followed by a grand staff (treble and bass clefs) with piano accompaniment. The tempo is marked 'Busy and Frantic' with a quarter note equal to 116 beats per minute. The first system of piano accompaniment is marked *mp* (mezzo-piano). The second system starts at measure 5 and continues the piano accompaniment. The third system starts at measure 8 and includes a vocal line. The vocal line is marked 'worried' and *p* (piano). The lyrics are: 'What if the oth - er kids don't like me? What if I'm the short - est in my class?'. The piano accompaniment continues throughout the vocal line.

5

8 worried *p*

What if the oth - er kids don't like me? What if I'm the short - est in my class?

p

11 *mp*

What if the teach-er asks a quest-ion I don't know and eve-ry

mp

14 *mf*

bod-y laughs? What if they think my sar-dine

mf

17 *p*

lunch is wierd? What if no-one sits with me at all? What

mp

20

if the teach-er ask me to go up to the front and on the way I trip and

PURPLE

Bouncy and Confident ♩ = 100

Words and Music by
Tiffany Prochera

excited *mf*

mf

6

ev' - rything was pur - ple! There's no bet - ter col - our in the

11

world My bed - room is com - plete - ly pur - ple down to the

16

mat - tress on my bed. I wear purp - le ev' - ry - day from my

20

mp

toes up to my head. And if I had my way I would eat

mp *mf*

24

mf

free and a little slower
sulking *p*

not - hing but purp - le foods like egg - plant and grapes but

28

a tempo

Mom and Dad won't let me.

mp *a tempo* *mf*

32

mp happy again

Musical score for measures 32-36. The vocal line begins with a whole rest in measure 32, followed by the lyrics "I can't wait 'til I get" across measures 33-36. The piano accompaniment features a rhythmic pattern of eighth and sixteenth notes in the right hand and chords in the left hand. A crescendo hairpin is shown over measures 34-35, leading to a mezzo-piano (*mp*) dynamic marking in measure 36.

37

Musical score for measures 37-40. The vocal line contains the lyrics "old - er so I can live in a pur - ple house and" across measures 37-40. The piano accompaniment continues with a similar rhythmic pattern. A large, faint watermark "SAMPLE" is visible across the center of the page.

41

mf

Musical score for measures 41-44. The vocal line contains the lyrics "drive a purp - le car. I'd grow my own pur - ple flow - ers" across measures 41-44. The piano accompaniment continues with a similar rhythmic pattern. A large, faint watermark "SAMPLE" is visible across the center of the page.

45

Musical score for measures 45-48. The vocal line contains the lyrics "and put them ev' - ry - where. I'd watch a pur - ple tel - e - vis - ion," across measures 45-48. The piano accompaniment continues with a similar rhythmic pattern. A large, faint watermark "SAMPLE" is visible across the center of the page.

49 thinking

may-be e-ven have pur - ple hair. And I will have my way and will eat

54

not - hing but purple foods like egg - plant and grapes 'cuz Mom and Dad can't

59 freely *mp*

stop me. There are so man - y

65 *p*

dif - 'rent types of pur - ple. There's lav - en - der and roy - al and

getting in the groove *rit.* *mf*

mauve and vio-let-and in-di-go and au-ber-gine *rit.* Don't you just love say-ing *f*

74 *ff* *mf a tempo* *mp*

au-ber-gine! there'se-lec-tric and he-li-o-trope. That's a

79 *mf* *f*

strange one to say but it's pur-ple. it's all pur-ple and

84 *ff* *rit.* *f*

I love pur-ple! Au-ber-gine!

ff *rit.* *f*