

Brand New Day

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Proud, vigorous ♩ = around 105

A A Em Em Em

*Tides of time and riv - ers of song

*Rocks of ag - - - es make us strong as the

*Ce - le - brate the pow - er they bring

*Coast to coast the bells they ring to

D D A A A

leg - ends that whis - per from days long gone

years go rol - ling a - way

turn to wel come strang - ers in

mark a brand new day

- *Tides of time and rivers of song, legends that whisper from days long gone
- *Rocks of ages make us strong, as the years go rolling away
- *Celebrate the power they bring, turn to welcome strangers in
- *Coast to coast the bells they ring, to mark a brand new day

This song is effective sung straight through with a simple chordal backing, for example on guitar or keyboard * Indicates voice entries
 It also works as a 4-part round, voices joining every 10 bars - marked by an asterisk *
 Finish by repeating last 10 bars until all voices 'catch up'
 Last 2 bars - smaller notes indicate a harmony line (imitating bell-chimes) which can be used for the ending repeats



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***Tides of time and rivers of song
legends that whisper from days long
gone**

***Rocks of ages make us strong as
the
years go rolling away**

***Celebrate the power they bring
turn to welcome strangers in**

***Coast to coast the bells they ring
to mark a brand new day**

*Either sing straight through
with a repeating chordal pattern
A – Em – D – A
or try a 4-part round,
voice entries marked by an asterisk**

Brand New Day

Some suggestions on how to use this song

This is a wonderful song for singing in large groups, such as assemblies, but it can also work well sung with just one AAC singer and any number of other vocal singers. The voice output device can be programmed to sing one line per activation. It is then necessary to add a prompt sound so that the vocal singers know when to come in e.g.

Oh – Tides of time and rivers of song, legends that whisper from days long gone (splashing in a bowl of water)

Oh – Rocks of ages make us strong, as the years go rolling away (some rocks or stones rolling in a bowl)

Oh – Celebrate the power they bring, turn to welcome strangers in (wave shiny streamers and smile welcomingly)

Oh – Coast to coast the bells they ring, to mark a brand new day (bells)

Each line could be accompanied by a representative multisensory item as shown in the brackets.

Brand New Day also works well to support literacy development as it had a wide vocabulary and interesting ideas to explore and develop. There is a ready made illustrated book available on the Widgit website.

The leader can sign the key words, which helps in memorising the lyric and supporting students' enjoyment and understanding of the abstract concepts. Singers can easily sign the key words if it is sung at a gentle pace.

Brand New Day

RE – KS1&2

Science –
PLevel 4

- To make sounds using their own bodies, for example, tapping, singing, or vocalising, and imitate or copy sounds.

English - Speaking and Listening – KS1 &2

PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Music –

KS 1 & 2

Unit 1 Ongoing Skills

Unit 4 Feel the Pulse and rhythm

Unit 8 Ongoing Skills

Unit 11 The Class orchestra – Exploring arrangements

Unit 14 , Pepper, vinegar, mustard. – exploring singing

games

Unit 15 Ongoing Skills

Unit 16 Cyclic Patterns – Exploring rhythm and pulse

Unit 17 Roundabout – Exploring rounds

Unit 19 Songwriter – Exploring lyrics and melody

Unit 21 Who Knows? – exploring musical processes

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises
- To show emerging awareness of activities and experiences, may give intermittent reactions.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

PSHE-

PLevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.

To maintain interactions and take turns in small groups with some support