

Commissioned by the Brooklyn Center High School Concert Choir, Erica Kragness, conductor

# The Boy Who Picked Up His Feet to Fly

For my brother Zach

Mark Robinson

Joshua Shank

**Lively** (♩=96) *f*

S  
Soar - ing and spin - ning and touch - ing the sky

A  
Soar - ing and spin - ning and touch - ing the sky The

T  
Soar - ing and spin - ning and touch - ing the sky

B  
Soar - ing and spin - ning and touch - ing the sky The

Piano

**Lively** (♩=96) *f*

boy who picked up his feet to fly

boy who picked up his feet to fly

\* Begin glissando on beat 4.

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"So long, good -  
"Oh dear!" "So long, good -  
"Oh dear!" "So long, good -  
"Hoo - ray!" "So long, good -

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bye!" Said John-ny and Jen-ny and Al-i-son  
bye!" Said John-ny and Jen-ny and Al-i-son  
bye!" Said John-ny and Jen-ny and Al-i-son  
bye!" Said John-ny and Jen-ny and Al-i-son

13 *mf*

Bly Fly - ing on

Bly Fly - ing on

Bly

*gliss.*

*gliss.*

*gliss.*

*bb.*

*cresc.*

*ff*

*sub. mf*

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*sfz* sun - beams and *mf* kiss - ing the sky

*sfz* sun - beams and *mf* kiss - ing the sky

*mf* The

*mf* The

The

\* Begin glissando on beat 2.

17 *mf*

As *mf*

As *mf*

As *mf*

As *mf*

As

hous - es and trees all whiz - zing right by

hous - es and trees all whiz - zing right by

As

*mf*

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19 *f*

*f*

*f*

*f*

*f*

fur - ther And fast - er He flew up - on high The boy who picked up his feet to

fur - ther And fast - er He flew up - on high The boy who picked up his feet to

fur - ther And fast - er He flew up - on high The boy who picked up his feet to

fur - ther And fast - er He flew up - on high The boy who picked up his feet to

*f*

Lightly, with warmth ( $\text{♩} = 70$ )

fly

fly

fly

fly

Lightly, with warmth ( $\text{♩} = 70$ )

*mp*

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*piano tacet m. 29-31*29 Slow, deliberate, recitative ( $\text{♩} = 70$ )

*mp* *sub.p*

de - serts and o - ceans and sky The moon and the

de - serts and o - ceans and sky The moon and the

Moun-tains and de - serts and o - ceans and sky The moon and the

Moun-tains and de - serts and o - ceans and sky The moon and the



*poco rit.* **Lively** (♩=100)

sun\* and the birds that cry

sun\* and the birds that cry

sun\* and the birds that cry

sun\* and the birds that cry

*poco rit.* **Lively** (♩=100)

*mp* *mf*

*\* close immediately to "n"*

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**\*\* Soloists:** *mf* *pa*

36 *mf* *pah*

**\*\* Soloists:** *mf* *pah*

*mf* *pah*

**\*\* Soloist:** *mf* *pah*

*f\*\*\**

pum pum pum pum pum pum pum pum

*f*

\*\* For balance a few voices may be used  
 \*\*\* "Pum" should always close immediately to "m"

40

Tutti: *f*

la la

pum pum pum pum pum pum pum pum

42

Tutti: *f* (like birdcalls)

ah— ah— ah— ah— ah— ah— ah— ah—

la la la la la la la la la la la la la la la la la la la la

pum pum pum pum pum pum pum pum

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44 Tutti: *f* (like birdcalls)

ah ah ah ah ah ah ah ah

ah ah ah ah ah ah ah ah

la la la la la la la la la la la la la la la la la la la la

pum pum pum pum pum pum pum "No

46 *mf*

ah ah ah ah ah ah

ah ah ah ah ah ah

I'm tired. I've had my try." I'm tired. I've

more, I've had my try." "No more, I've



51 *f* ah ah ah ah pah

ah ah ah ah pah

had my try." Said the boy who picked up his feet to fly

had my try." Said the boy who picked up his feet to fly

53

la la la la la la la la la la la la la la la la

la la la la la la la la la la la la la la la la

*sub. mf*

The musical score consists of two systems. The first system includes vocal lines and piano accompaniment. The vocal lines feature lyrics and musical notation with dynamics like *f* and *sub. mf*. The piano accompaniment includes a grand staff with treble and bass clefs. The second system continues the piano accompaniment with a grand staff. A large red watermark "For Perusal Only" is overlaid on the score.

56 *mf*

Fly!

*f*

Fly! Fly! Fly! Fly!

la la la la la la la la la la la la la la la la

la la la la la la la la la la la la la la la la

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60 *f* *cresc.*

Fly!

*cresc.*

Fly! Fly!

*cresc.*

la la la la la la la la la la la la la

la la la la la la la la la la la

*a tempo*

64 *f* *molto rit.* *ff*

Won't\_ you\_ come\_ fly!!

Won't\_ you\_ come\_ fly!!

Won't\_ you\_ come\_ fly!!

Won't\_ you\_ come\_ fly!!

*f* *molto rit.* *ff* *a tempo*

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Fly!

Fly!

Fly!

Fly!

Fly!

*ff* *decesc.*

69

*f* *decresc.* *mf* *decresc.* *rit.* *rit.*

71 Slowing, relaxed ( $\text{♩} = 84$ )

*mp* *rit.* until cut-off of next fermata.

75

*mp* *mp* *mp* *mp*

Fly! Fly! Fly! Fly!

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79

*mp*

Fly!

*mp*

Fly!

*mp*

Fly!

*mp*

Fly!

84

*molto rit.*

*p* Slow, gently ( $\text{♩} = 60$ )

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The boy who picked up his feet to

*8<sup>va</sup>*

*molto rit.*

*mp*

*8<sup>va</sup>*

*And. until cut-off of next fermata.*

*p*

fly But

*p*

Nev-er was a-ble to step from the sky

*(8<sup>va</sup>)*



# © protection

T

sigh.  
(8<sup>va</sup>)

*molto rit.*

91

*unison*  
**ppp** almost imperceptible

S  
A

*unison*  
**ppp** almost imperceptible

T  
B

*p*

Decorah, July 2001

**About the composer: Joshua Shank, b. 1980**

Joshua Shank is quickly becoming recognized as a talented and innovative young composer. With his *David's Lamentation* he became the youngest composer ever published by Santa Barbara Music Publishing. His first work for winds, *Moonrise* will be released by Dacapo Publications in the spring of 2003.

His *Musica Animam Tangens* will be performed at the 2003 ACDA National Convention in New York City where Joshua will be honored by the American Choral Directors Association as the youngest composer ever awarded the coveted Raymond W. Brock Student Composition Prize. In May of 2003, he will receive a Bachelor's Degree in Vocal Music Education from Luther College in Decorah, Iowa.

**About the poet: Mark Robinson, b. 1978**

Mark Robinson is an actor/writer currently living and working in Harrisburg, PA. He is a graduate of Luther College in Decorah, Iowa where he became cohort and friend to the composer. He holds degrees in Theatre/Dance and Music. Mark has participated in writing workshops hosted by the University of Iowa and has dabbled mostly in poetry and play-writing. His writing career continues to develop. In his life he continually follows the impulses of the wind as it flies him through a life in the theatre and arts.

**Note from the composer**

What child—or adult for that matter—has never dreamed of flying? Although the poem is somewhat dark in nature (because of the “be careful what you wish for...” mood which concludes it), the performance should be approached with one idea in mind—fun!

**The Boy Who Picked Up His Feet to Fly  
by Mark Robinson**

Soaring and spinning and touching the sky  
The boy who picked up his feet to fly  
“Hooray!”  
“On clear!”  
“So long, good-bye!”  
Said Johnny and Jenny and Alison Bl...

Flying on sunbeams and kissing the sky  
The houses and trees all whizzing right by  
As further  
And faster  
He flew upon high  
The boy who picked up his feet to fly

Mountains and deserts and oceans and sky  
The moon and the sun and the birds that cry  
“No more,  
I’m tired.  
I’ve had my try.”  
Said the boy who picked up his feet to fly

The boy who picked up his feet to fly  
Never was able to step from the sky  
But flew on and on as years passed by  
And deep in the wind you can still hear him sigh...

Range

S A T B