

THE GOSPEL TRAIN

Two-Part, accompanied

Traditional

Arranged by
VICKI TUCKER COURTNEY

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Range:



Time: Approx. 2:07

*Difficulty: Moderate

Performance Notes

Voices in the beginning and ending of this piece, measures 9 and 88, are to emulate the sound of the train whistling in the distance against the steady, driving tempo of the accompaniment. Pay careful attention to articulate the sixteenth and dotted eighth note combinations throughout the piece. The musical phrase that appears at measure 13 and after each verse is used to create a polyphonic section beginning at measure 71 where the modulation occurs. The spoken ending should also be articulated rhythmically. After accomplishing these musical suggestions, have fun and your students will have learned a traditional spiritual!

THE GOSPEL TRAIN

Two-Part, accompanied

TRADITIONAL

Arranged by VICKI TUCKER COURTNEY

Driving tempo (♩ = 104)

Piano introduction in 2/4 time, marked *mp*. The melody is in the right hand, starting with a quarter rest, followed by a dotted quarter note G4, an eighth note A4, and a quarter note Bb4. The bass line is in the left hand, starting with a quarter note G3, followed by a quarter note A3, a quarter note Bb3, and a quarter note C4. The piece is in Bb major.

Piano accompaniment for the first system. The right hand features a series of chords: G4-Bb4, A4-Bb4, G4-Bb4, and A4-Bb4. The left hand features a series of eighth notes: G3, A3, Bb3, C4, G3, A3, Bb3, C4. The piece is in Bb major.

Vocal and piano parts for the second system. The vocal parts are in two parts, I and II, both marked *mp*. The piano part is in the right hand, marked *mp*. The bass line is in the left hand. The vocal parts start with a quarter rest, followed by a dotted quarter note G4, an eighth note A4, and a quarter note Bb4. The piano part starts with a quarter rest, followed by a dotted quarter note G4, an eighth note A4, and a quarter note Bb4. The bass line starts with a quarter note G3, followed by a quarter note A3, a quarter note Bb3, and a quarter note C4. The piece is in Bb major.

mf

I hear that train a - com- in'. The

mf

I hear that train a - com- in'. The

mf

17

Gos - pel train's a - com- in', I hear it just at hand. I

Gos - pel train's a - com- in', I hear it just at hand. I

17

f

hear the car wheels rum- blin', and roll- in' through the land. Get on

hear the car wheels rum- blin', and roll- in' through the land.

f

25

board, *f* get on board, get on

Lit-tle chil-dren, lit-tle chil-dren,

25

board, there's room for man-y a - more.

lit-tle chil-dren, there's room for man-y a - more.

35 *mp* I hear that train a -

mp I hear that train a -

35

com - in', _____ I hear that train a -

com - in', _____ I hear that train a -

mf 44

com - in', _____ I hear the train a -

mf

com - in', _____ I hear the train a -

44

mf

com - in', _____ she's com - in' roun' the curve... , She's loos-ened all her

com - in', _____ she's com - in' roun' the curve... She's loos-ened all her

steam and brakes, and strain - in' ev - 'ry nerve. Get on board,

steam and brakes, and strain - in' ev - 'ry nerve. Lit-tle

52

f

get on board, get on board,

chil-dren, lit-tle chil-dren, lit-tle

there's room for man-y a - more.

chil-dren, there's room for man-y a - more.

mp

62 *mp*

I hear that train a - com - in'.

62 *mp*

I hear that train a - com - in'.

I hear that train a - com - in'.

I hear that train a - com - in'.

71 *mf*

I hear that train a -

mf

The fare is cheap so all can go. The

71

com- in' _____ , I hear that train a -

rich and poor are there. No sec - ond class a - board this train, no

com - in' _____ Get on board, get on

dif-f'rence in the fare. Lit - tle chil - dren,

board, get on board, there's

lit - tle chil - dren, lit - tle chil - dren, there's

room for man-y a - more. *mp* 88 Ooo

room for man-y a - more. *mp* 88 Ooo

mf I hear that

mf I hear that

f spoken Get on board!

f spoken Get on board!

train a - com - in'.

train a - com - in'.

f

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