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Number of performances: **Performances Dates: from** **to**

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INTRODUCTION

Whatever age we are and whatever our backgrounds, we all have one thing in common.....we all went to school!

As I write this at the ripe old age of 45, I am looking forward to visiting my old Yr6 teacher (or ‘4th year’ as we used to call it) back in my home town. It’s something I’ve been meaning to do for years, but as time passes and being a grown-up takes over, such good intentions rarely get realised. Nevertheless, half an hour on Facebook is all it’s taken to sort out, and I can’t wait!

We have more than thirty years to catch up on, but what I’m really looking forward to is re-living my time at primary school. What will we talk about? The important stuff, that’s what. There won’t be any mention of OFSTED, assessments, league tables and all that nonsense. We’ll remember the trips, the sports matches, the musical productions and the art projects. I’ll remind him of the time Tim King (the butcher’s son) brought a pig’s eye into school and the classroom assistant fainted! That Winter when there were regular snowball fights between teachers and children....organised by the teachers! The day when, having forgotten my kit, I was so desperate not to miss PE that I unashamedly wore an extremely tight leotard from lost-property!

This collection of songs, and the leavers’ musicals from which they are compiled, are inspired not only by my childhood memories and experiences of school, but by nearly twenty years of being a teacher myself. Yes, the words are tongue in cheek and poke fun here and there, but my intention in writing them is to celebrate the fact that school provides us with so many experiences and so many memories of special characters and events. Many of these may seem insignificant at the time, but they stay with us all our lives.

I hope you and your children have fun singing these songs – they were written with no other objective in mind.

My First Day At School

Verse 1 A brand new pair of shoes,
A clean and freshly-ironed shirt.
The boys’ hair washed and brushed,
The girls’ tied back so tight it hurt!
Trying to prise my hand
Away from my weeping mummy,
While butterflies
Fluttered in my tummy!

Chorus *It’s a memory that I hold so dear,
Worth more than any precious jewel.
A combination of delight and fear
Is how I’ll remember my first day at school!*

Verse 2 I’d only been there half an hour
When it dawned on me,
My life would never be as simple
As it used to be!
There are rules to learn,
And new ways of behaving.
So, to the easy life,
‘Goodbye’ I’m waving!

Chorus *It’s a memory.....*

Middle Well, I’m brave of heart,
But all of this just seems so bittersweet,
’Cause today’s the start
Of me standing on my own two feet

Chorus *It’s a memory.....*

Repeat Chorus

Repeat *My first day at school! x4*

My First Day At School

With enthusiasm! ♩ = 120

Music & lyrics by Andrew Oxspring

Piano

1 **D** 2 **G** 3 **C** 4 **Emin** **D** **G** **C**

Voice

5 **Emin** 6 **D** 7 **G** 8 **C**

V.1. A brand new pair of shoes, a clean and
V.2. on - ly been there half an ho ... ur

9 **D** 10 **G** 11 **G** 12 **C**

fresh - ly ir - oned shirt. The boys' hair washed and brushed, the girls' tied
 when it dawned on me, my life would ne - ver be as sim - ple

13 **D** 14 **C** 15 **G** 16 **B7**

back so tight it hurt! Trying to prise my hand a - way from my weep - ing mum -
 as it used to be! There are rules to learn and new ways of be - ha -

dim. *mf* *sim.*

Emin D C G D

17 my, 18 while but - ter - flies 19 flut - tered 20 in my
 ving. So, to the ea - sy life, 'Good - bye' I'm

D7 C D G D/F# Emin C D

21 tum - my! **Chorus 1/2** It's a mem - ory that I hold so dear, 24 worth more than an - y prec - ious
 wa - ving!

G G7 C D G D/F# Emin C

25 jewel. 26 A com - bin - a - tion of de - light and fear 28 is how I'll re - mem - ber

1. Amin7 D G C Emin D G C

29 my first day at school! 30 31 32

1. **Emin** **D** **G** 2. **Amin** **D** **Emin**

33 34 35 36

V.2. I'd my first day at school! **Middle** Well, I'm brave

A7 **C** **D** **Emin**

37 38 39 40

of heart but all of this just seems so bit - ter - sweet, 'cause to - day's

A7 **C** **D** **D**

41 42 43 44

the start of me stan - ding on my own two

D **C** **D** **G** **D/F#** **Emin** **C** **D**

45 46 47 48

feet. **Chorus** It's a mem - ory that I hold so dear, worth more than an - y prec - ious

f

Chorus (Measures 49-52):

Chords: G, G7, C, D, G, D/F#, Emin, C

Lyrics: jewel. A com-bin-a-tion of de-light and fear is how I'll re-mem-ber

Verse (Measures 53-56):

Chords: Amin, D, C, D, G, D/F#, Emin, C, D

Lyrics: my first day at school! **(Rpt.)** It's a mem-ory that I hold so dear, worth more than an-y prec-ious

Chorus (Measures 57-60):

Chords: G, G7, C, D, G, D/F#, Emin, C

Lyrics: jewel. A com-bin-a-tion of de-light and fear is how I'll re-mem-ber

Verse (Measures 61-64):

Chords: Amin, D, G, C, Emin, D, G, C

Lyrics: my first day at school! My first day at school!

The musical score is written for voice and piano. It features a key signature of one sharp (F#) and a 7/8 time signature. The score is divided into four systems, each containing a vocal line and a piano accompaniment. The piano part consists of a right-hand melody and a left-hand bass line. The lyrics are written below the vocal line. Chord symbols are placed above the vocal line. The score includes a chorus (measures 49-52), a verse (measures 53-56), and a final chorus (measures 57-60). The lyrics are: 'jewel. A com-bin-a-tion of de-light and fear is how I'll re-mem-ber my first day at school! (Rpt.) It's a mem-ory that I hold so dear, worth more than an-y prec-ious jewel. A com-bin-a-tion of de-light and fear is how I'll re-mem-ber my first day at school! My first day at school!'. The score includes a forte (f) dynamic marking in measure 54.

‘Let’s Sing About...School!’ – songs by Andrew Oxspring

Emin D G C Emin D

65 My first day at school! 66 67 My first day at school!

G C Emin D G

68 69 My first day at school! 70

Monday Morning Routine

Verse 1 The school bell rings as a new day is dawning,
We’re wide awake but the teacher’s still yawning!
She says, “Coats on pegs!” but they end up on the floor,
School bags blocking the classroom door!
To the untrained eye it looks a riot scene,
But it’s all part of our Monday morning routine.

Verse 2 There are mums lined up for a word – “Scuse me,
My baby’s got a cold so he can’t do PE.”
One wants to talk about the price of school meals,
She looks quite annoyed
But imagine how the teacher feels!
She’s building up a real head of steam,
A common feature of our Monday morning routine.

Middle 8 Doing the register’s impossible
’Cause only half of us are there.
At this rate she’ll end up in hospital
Receiving psychiatric care!

Verse 3 There’s dinner money to collect, and permission slips
For seventeen forthcoming school trips!
So much to sort it’s not surprising
The temperature and the pressure’s rising.
Then like the Hulk she roars and turns bright green,
But hey, what’s new?
It’s just our Monday morning routine.
Monday morning routine – yeah!

Monday Morning Routine

Fast, urgent! ♩ = 180

Piano

Music & lyrics by Andrew Oxspring

School bell and children chattering!

V.1. The school bell rings as a new day is dawn - ing,

we're wide a - wake but the teach - er's still yawn - ing!

She says, "Coats on pegs!" but they end up on the flo - or, school bags block - ing the

class - room do - or!

The musical score is written for piano and voice. It features a key signature of three sharps (F#, C#, G#) and a 4/4 time signature. The tempo is marked 'Fast, urgent!' with a metronome marking of 180 beats per minute. The score is divided into five systems, each with a piano accompaniment and a voice line. The piano part consists of a simple, rhythmic melody in the right hand and a bass line in the left hand. The voice part is a single melodic line. The lyrics are written below the voice line. The score includes various musical notations such as notes, rests, and dynamic markings like 'f' (forte). The lyrics are: 'School bell and children chattering!', 'The school bell rings as a new day is dawn - ing,', 'we're wide a - wake but the teach - er's still yawn - ing!', 'She says, "Coats on pegs!" but they end up on the flo - or, school bags block - ing the', and 'class - room do - or!'.

C#min **B** **A** **A** **C#min**

25 To the un - trained eye it looks a ri - ot scene, but it's all

mf

B **A** **Amin** **E** **E**

30 part of our Mon - day morn - ing rou - tine.

f

E **E** **E** **E** **F#min**

35 36 37 38 39

B7 **E** **E (speak)** **F#min**

40 **V.2.** There are mums lined up for a word - "Scuse me, my ba - by's got a cold so he

f

B7 **E** **E** **E** **E**

44 45 46 47 48

can't do P E."

49 **E** 50 **E** 51 **F#min**

One wants to talk a - bout the price of school me - als, she looks quite an - noyed but im -

52 **A** **B7** 53 **E** 54 **E** 55 **E** 56 **E** **D#** **D**

ag - ine how the tea - cher feels!

57 **C#min** 58 **B** 59 **A** 60 **A** 61 **C#min**

She's build - ing up a re - al head of steam, a com - mon

mf

62 **B** 63 **A** 64 **Amin** 65 **E** 66 **E**

fea - ture of our Mon - day mor - ning rou - tine.

f

E **E** **A** **A** **E**

67 68 69 70 71

Middle 8 Do - ing the reg - is - ter's im - poss - i - ble

mf

E **F#7** **F#7** **B** **B**

72 73 74 75 76

'cause on - ly half of us are there.

A **A** **E** **E** **F#7**

77 78 79 80 81

At this rate she'll end up in hos - pi - tal re - cei - ving

F#7 **B** **B** **E** **E**

82 83 84 85 86

psy - chi - at - ric care!

f

E **E** **E** **E** **F#min**

87 88 89 90 91

8

B7 **E** **E** **F#min**

92 93 94 95

V.3. There's din - ner mon - ey to col - lect and per - miss - ion - sli - ips for sev - en - teen forth -

com - ing school trips! S - o

A **B7** **E** **E** **E** **E**

96 97 98 99 100

E **E** **F#min** **A** **B7** **E**

101 102 103 104 105

much to sort it's not sur - pri - sing the temper - a - ture and the pres - sure's ri - sing.

E **E** **E** **D# D** **C#min** **B**

106 107 108 109 110

Then like the Hulk she roars and

mf

A **A** **C#min** **B** **A**

111 112 113 114 115

turns bright green, but hey, what's new? It's just our Mon - day

Amin **E** **E** **E** **E**

116 117 118 119 120

mor - ning rou - tine.

E **E** **F#min** **B7** **E** **E (spoken)**

121 122 123 124 125 126

Mon-day mor - ning rou - tine - yeah!

The musical score is written for a song in the key of D major (indicated by two sharps). It consists of three systems of staves. Each system has a vocal line (treble clef) and a piano accompaniment (grand staff). The first system (measures 111-115) features a vocal melody with lyrics 'turns bright green, but hey, what's new? It's just our Mon - day'. The piano accompaniment consists of chords and moving lines in both hands. The second system (measures 116-120) continues the vocal melody with 'mor - ning rou - tine.' and includes a piano section starting at measure 117 marked with a forte 'f' dynamic. The third system (measures 121-126) concludes the phrase with 'Mon-day mor - ning rou - tine - yeah!'. Measure 126 is marked as '(spoken)'. Chord symbols (A, C#min, B, Amin, E, F#min, B7) are placed above the vocal staff to indicate the harmonic structure. Measure numbers 111 through 126 are written above the vocal staff.

Oh What A Drama

Intro

*Oh, what a drama! It’s completely off the scale!
Forget about Eastenders, Corrie, Emmerdale.
For storylines and characters to take your breath away,
Just come and spend a day with us at school. For instance...*

Verse 1

Katie from year one couldn’t get her plimsolls on,
So she thought “Bare feet, that’s no big deal.”
You should have heard the din
As an upturned drawing pin
Quickly found its way into her heel!
Daniel from year two, with nothing else to do,
Coloured in his face with felt-tip pen!
They had to scrub his cheeks
With scouring pads and bleach!
You bet he won’t be doing that again!

Verse 2

Becky from year three has a rodent allergy,
But this was just discovered yesterday.
When she was introduced
To the new class hamster, Bruce,
She sneezed so hard the poor thing blew away!
Jamie from year four looked over the toilet door
To try and give the occupant a scare.
Well his heart began to race
As he came face to face
With the teacher who was sitting there!

Verse 3

Charlotte from year five is lucky to be alive,
She didn’t catch a rounders ball quite right!
It hit her in the mouth
And her front teeth all fell out,
So when she smiles it’s not a pretty sight!
Simon from year six has been up to his old tricks,
He put a spider on his teacher’s chair.
Her screaming, so they say,
Could be heard ten streets away,
As it crawled into her underwear!

Outro

*Oh, what a drama! It’s completely off the scale!
Forget about Eastenders, Corrie, Emmerdale.
For storylines and characters to take your breath away,
Just come and spend a day with us at school.
Come and spend a day with us at school.*

Brightly! $\text{♩} = 103$

Oh What A Drama

Music & lyrics by Andrew Oxspring

Voice **C** **F** **F** **G** **C** **C**

1 2 3 4 5

Piano

f

Oh, what a

dra - ma! It's com - plete-ly off the scale! For - get a - bout East - End - ers,

Cor - rie, Em - mer - dale. For sto - ry - lines and char - ac - ters to take your breath a - way,

Amin **F** **G** **C** **G** **C**

16 17 18 19 20

just come and spend a day with us at school.

6/8

The musical score is written for voice and piano. The key signature is one flat (B-flat major or D minor), and the time signature is 2/4. The tempo is marked 'Brightly!' with a quarter note equal to 103 beats per minute. The score consists of four systems of staves. The first system shows measures 1-5, with the voice part starting on a whole rest and the piano part playing a rhythmic pattern. The second system shows measures 6-10, with the voice part singing 'dra - ma! It's com - plete-ly off the scale! For - get a - bout East - End - ers,'. The third system shows measures 11-15, with the voice part singing 'Cor - rie, Em - mer - dale. For sto - ry - lines and char - ac - ters to take your breath a - way,'. The fourth system shows measures 16-20, with the voice part singing 'just come and spend a day with us at school.' and ending with a double bar line. The piano part provides accompaniment throughout, with dynamics like *f* (forte) and *mf* (mezzo-forte) indicated. Chord symbols (C, F, G) are placed above the voice staff to indicate the harmonic structure.

‘Let’s Sing About...School!’ – songs by Andrew Oxspring

Quicker, with bounce!

21 **G7** 22 **G7** 23 **C** 24 **C** 25 **C** 26 **C**

Spoken - 'For instance....'

V.1. Ka - tie from year one could - n't get her plim-solls on,
V.2. Be - cky from year three has a ro - dent all - er - gy but she
V.3. Char-lotte from year five is luck-y to be a - live, she

27 **C** 28 **C** 29 **G7** 30 **G7** 31 **G7** 32 **G7**

so she thought, "Bare feet, that's no big deal."
 this was just dis - cov - ered yes - ter - day. You should have heard the din as an
 did - n't catch a roun - ders ball quite right! When she was in - tro - duced to the
 It hit her in the mouth and her

33 **G7** 34 **G7** 35 **G7** 36 **G7** 37 **C** 38 **C**

up turned draw-ing pin quick - ly found its way in to her heel!
 new class ham - ster, Bruce, she sneezed so hard the poor thing blew a - way!
 front teeth all fell out, so when she smiles it's not a pret - ty sight!

39 **F** 40 **F** 41 **C** 42 **C** 43 **G7** 44 **G7**

Dan - iel from year two, with no - thing else to do, col - oured in his face with felt - tip
 Ja - mie from year four looked o - ver the toi - let door to try and give the occ - u - pant a
 Si - mon from year six has been up to his old tricks, he put a spi - der on his tea - cher's

45 **C** 46 **C** 47 **F** 48 **F** 49 **C** 50 **G** 51 **A**

pen! scare. chair. They Well, his Her had heart be-gan to race say, could be with scour - ing pads and bleach! You he came face to face heard ten streets a - way,

To CODA after V.3.

51 **F** 52 **G** 53 **C** 54 **G** 55 **C** 56 **C**

bet he won't be do - ing that a - gain! with the tea - cher who was sit - ting there! as it crawled in - to her un - der - wear!

rpt. for V.2/3 then CODA **CODA**

57 **G** 58 **C** 59 **C** tempo 1 60 **C** 61 **G**

f

62 **G** 63 **C** 64 **C** 65 **C** 66 **C**

Oh, what a dra - ma! It's com - plete - ly off the scale!

67 **C** 68 **C** 69 **C** 70 **C** 71 **F**

For - get a - bout East - end ers, Cor - rie, Em - mer - dale. For stor - y - lines and

72 **F** 73 **C** 74 **Amin** 75 **F** 76 **G**

char - ac - ters to take your breath a - way, just come and spend a day with us at

77 **C** 78 **C** 79 **G** 80 **G** 81 **G7**

school. Come and spend a day with

82 **G7** 83 **C** 84 **C** 85 **G7** 86 **C**

us at school.

Can I Borrow Some Shorts?

Verse 1 I jump out of bed, there’s a great day ahead,
I’m as happy as a child can be.
Yes, my spirits are high and the reason why
Is today’s the day we do PE!
But when the time arrives to change into my kit,
My whole world crumbles as I realise
That I’ve forgotten it!

Chorus *Please Miss, can I borrow some shorts,
Some trainers and a tee-shirt too?
I don’t care if they’re dirty or a bit too small,
Just get me kitted out, I’m begging you!*

Verse 2 The look on her face tells me I’m in disgrace,
As she asks if anyone can provide
All the things I request to have me properly dressed,
So our lesson can begin on time.
But all my so-called friends, they just don’t seem to care.
They’re hoping I’ll be made to do PE
In just my underwear!

Chorus *Please Miss, can I borrow some shorts.....*

Verse 3 My options are few, I don’t know what to do!
Guess it looks like I’ll be missing PE?
But a glimmer of light is the fact that I might
Find the things I need in lost-property.
And so I hold my nose and have a rummage round,
But one discarded infant’s leotard
Is all that can be found.....

Spoken Oh well...it’s better than nothing!

Chorus *I don’t have to borrow some shorts,
I now have all the kit I need.
Yes it’s a little dirty and a bit too small,
But now at least I get to do PE!
YEAH!*

Can I Borrow Some Shorts?

Bouncy and bright! ♩ = 130

Music & lyrics by Andrew Oxspring

Piano

1 **G** 2 **G** 3 **G** 4 **G**

Voice

5 **G** 6 **G** 7 **G** 8 **D**

V.1. I

9 **G** 10 **G** 11 **D**

V.1. jump out of bed, there's a great day a-head, I'm ha-ppy as a chi-ld can be.
V.2. look on her face tells me I'm in dis-grace, as she asks if an-y one can pro-vide

mf

12 **D** 13 **C7** 14 **C7**

Yes, my spi-rits are high and the rea-son why is to-
all the things I re-quest to have me pro-per-ly dressed so our

sim.

15 **G** 16 **D** 17 **Amin**

day's the day we do P E! But when the
le-sson can be-gin on time. But all my

C **G** **D** **Amin**

18 time a - rrives to change in to my kit, my whole world
so - called friends, they just don't seem to care. They're ho - ping

C **D** **D** **C**

22 crum-bles as I re - a - lise that I've for - go - tten it! **Chorus**
I'll be made to do P E in just my un - der - wear! Please Miss, can I

G **Emin** **C** **D** **G** **G7**

26 bo - row some shorts, some trai - ners and a tee - shirt too! I

C **D** **G** **Emin** **C**

29 don't care if they're dir - ty or a bit too small, just get me ki - tted out.....

D **G** **G** **G**

32 33 34 35

I'm be - gging you!

D **G** **G**

36 37 38

Repeat for V.2. Then ON for V.3.

V.2. The **V.3.** My op - tions are few, I don't know what to do! Guess it

D **D** **C7**

39 40 41

looks like I'll be miss - ing P E? But a gli - mmer of light is the

C7 **G** **D**

42 43 44

fact that I might find the things I need in lost prop - er - ty.

Amin **C** **G** **D**

45 46 47 48

And so I hold my nose and have a rumm-age round.

Amin **C** **D** **D**

49 50 51 52

But one dis-car-ded in-fant's le-o-tard is all that can be

G **D** **C** **D** **G** **Emin**

53 54 55 56

found.....

Spoken 'Oh well...it's better than nothing!' **Final chorus** I don't have to bo-row some shorts, I

a tempo *f*

C **D** **G** **G7** **C** **D**

57 58 59

now have all the kit I need. Yes it's a li-ttle dir-ty and a

60 **G** **Emin** **C** **D** **G**

bit too small but now at least I get..... to do P E!

64 **G** **G** **D** **G**

(shout) YEAH!

ff

Detailed description: This is a musical score for a song. It consists of two systems of staves. The first system covers measures 60 to 63. The second system covers measures 64 to 67. The music is written for a vocal line (treble clef) and a piano accompaniment (grand staff). The key signature has one sharp (F#). Chord symbols (G, Emin, C, D) are placed above the vocal line. The lyrics are 'bit too small but now at least I get..... to do P E!'. The second system includes the instruction '(shout) YEAH!' and a fortissimo (ff) marking. The piano accompaniment features a steady eighth-note pattern in the left hand and chords in the right hand.

PE Nightmare

Verse 1 The weather’s quite inclement,
It’s cold and blustery.
A wet and windy day,
And there’s torture on the way
’Cause we’ve got ‘outdoor’ PE.
It’s like a time-bomb’s ticking
As we wait to hear the call...
“Come on, Get changed! Quick march! Line up
Outside against the wall!”

Verse 2 We’re waiting for the stragglers
Who say they’ve lost their kit.
We shiver and we shake,
And we quiver and we quake
’Cause the wind’s picked up a bit.
As we turn blue, our teacher
Finds it so hard not to gloat,
While we’re in flimsy vests and shorts
She wears her winter coat!

Verse 3 We jog twice round the field,
A ‘warm-up’ as it’s known.
That’s such a stupid phrase,
And it’s really not the case
’Cause we’re frozen to the bone!
We’re jumping over puddles
And the spots where dogs have ‘been’,
While trying, without much success,
To keep our trainers clean.

Verse 4 The nightmare now is over,
At least until next week,
When I will bring a note,
Which I’ll say the doctor wrote,
Diagnosing my flat feet!
But then a spanner’s thrown
Into this cunning little scheme.....
The teacher’s made me captain
Of the school cross-country team!

Slightly anxious! ♩ = 150

PE Nightmare

Music & lyrics by Andrew Oxspring

Voice **D** **D** **G** **A7** **D**

Piano

V.1. The
V.2. We're
V.3. We
V.4. The

wea - ther's quite in - clem - ent, it's cold and blus - ter - y. A
wai - ting for the strag - glers who say they've lost their kit. We
jog twice round the fie - ld, a 'warm - up' as it's known. That's
night - mare now is o - ver, at least un - til next week, when

A7 **A7** **A7**

wet and win - dy day and there's tor - ture on the way 'cause we've got 'out - door' P
shi - ver and we shake, and we qui - ver and we quake 'cause the wind's picked up a
such a stu - pid phrase and it's not real - ly the case 'cause we're fro - zen to the
I will bring a note, which I'll say the doc - tor wrote, di - ag - no - sing my flat

D **G** **D** **A7** **To CODA after V.4.**

E. bit. It's like a time - bomb tick - ing as we wait to hear the
bone! As we turn blue our tea - cher finds it so hard not to
feet! But when a span - ner's thrown in - to this cun - ning lit - tle

16 **B7** 17 **G** 18 **D** 19 **A7**

call... (spoken) "Come on! Get changed! Quick march! Line up (sung) out - side a - gainst the
gloat, while we're in flim - sy out vest much and suc - cess, she to keep her our win - ter
'been', while try - ing, with - out much suc - cess, to keep her our train - ers

20 **D** 21 **CODA B7** 22 **B7** 23 **G**

wall." scheme.... The tea - cher's made me
coat!
clean.

24 **D** 25 **A7** 26 **D Db D**

cap - tain of the school cross - coun - try team!

Teachers Have It Easy

- Verse 1** When some say that teachers have it easy,
You know what I think I agree!
They get to spend cold playtimes sitting inside,
With biscuits and hot cups of tea!
While we’re making do with a small piece of fruit,
They all munch on their kit-kats with glee!
When some say that teachers have it easy,
You know what I think I agree!
- Verse 2** When some say that teachers have it easy,
I reckon that this might be right!
They get to boss children about all day long,
And make us do homework at night!
Because we’re not old we must do as we’re told,
Which is such an insufferable plight!
When some say that teachers have it easy,
I reckon that this might be right!
- Verse 3** When some say that teachers have it easy,
The nail has been hit on the head!
They seem to have very long holidays,
While others are working instead!
I bet it’s a breeze living life with such ease,
Must be comfy as staying in bed!
When some say that teachers have it easy,
The nail has been hit on the head!
- Verse 4** When I have left school and have grown up,
A teacher I think I shall be.
I’ll turn up at nine, by half-three it’s home time!
But then again, hmmm, let me see.....
There’s planning, assessing,
Marking and testing,
Curriculum knowledge,
Four years at college,
Meetings, form-filling,
They have to show willing
When mums want a conversation
At morning registration.....phew!
When some say that teachers have it easy,
I’m sorry, but I just can’t agree!

Teachers Have It Easy

Fun waltz!! ♩ = 180

Music & lyrics by Andrew Oxspring

Voice **D** **G** **A7** **D**

Piano **f** **V.1.** When

V.1. some say that tea - chers have it ea - sy, you
V.2. some say that tea - chers have it ea - sy, I
V.3. some say that tea - chers have it ea - sy, the

E7 **A7** **D** **D**

know what I think I a - gree! They
 re - ckon has been this hit might on be the right! head! They
 nail - ckon has been this hit might on be the right! head! They

D **A7** **D** **D7**

get to spend cold play - times si - tting in - side, with
 get to boss have chil - dren a - bout all day long days, and
 seem to have ve - ry long ho - o - li - days, while

E7 **E7** **Asus4** **A**

17 18 19 20

bis - cuits and hot cups of tea!
make us do home - work at night!
o - thers are wor - king in - stead!

While Be - I

Bmin **Daug 5/A#** **D/A** **G#dim**

21 22 23 24

we're ma - king do with a small piece of fruit, they all
cause we're not old we li - must do life as we're told, which is
bet it's a breeze we - ving life with such ease, must be

G **E7/G#** **A** **A7**

25 26 27 28

munch on their Kit - Kats with glee! When
such an in - suff' - ra - ble in plight! When
com - fy as stay - ing in bed! When

D **A7** **D** **D7**

29 30 31 32

some say that tea - chers have it ea - sy, you
some say that tea - chers have it ea - sy, I
some say that tea - chers have it ea - sy, the

E7 **A7** **D** **D**

33 34 35 36

know what I think I a - gree!
re - ckon that this might on be right!
nail has been hit on the head!

D **G** **A7** **D** rpt. for V.2/3 - ON for V.4.

37 38 39 40

(V.2/3.4.) When

D **A7** **D** **D**

41 42 43 44

(V.4.) I have left school and have grown up, a

E7 **A7** **D** **D**

45 46 47 48

tea - cher I think I shall be. I'll

49 **D** 50 **A7** 51 **D** 52 **D7**

turn up at nine, by half - three it's home - time! But

53 **E7** 54 **E7** 55 **A** 56 **A**

(spoken)
then a - gain, hmmm, let me see..... There's

57 **D** 58 **A7** 59 **D** 60 **A7**

plan - ning, ass - ess - ing, mar - king and test - ing, cu -

61 **D** 62 **A7** 63 **D** 64 **A7** 65 **D**

rri - cu - lum know - ledge, four years at co - llege, mee - tings, form -

Slower accel.

66 **A7** 67 **D** 68 **A7** 69 **D** 70 **A7**

fi - ling, they have to show wi - lling when mums want a con - ver - sa - tion at

71 **D** 72 **A7** 73 **A7** 74 **D** 75 **A7**

mor - ning re - gis - tra - tion..... Phew!! When some say that tea - chers have it

76 **D** 77 **D** 78 **A7** 79 **A7** 80 **A7**

ea - sy, I'm so rry but I just

81 **A7** 82 **D** 83 **A7** 84 **A7** 85 **D**

can't a - gree!

accel.

slower

a tempo

f

I've Been Sent To The Head

- Verse 1** I've been sent to the head!
I'm guessing it's for something I said.
Well, all I did was mention
That it was my intention
To paint the class hamster red,
Though I never really meant to,
But now I've been sent to the head!
- Verse 2** I've been sent to the boss!
I reckon that the reason's because
I put some old PE socks
Inside the teacher's lunch box,
And I suppose it made her cross,
Though I never really meant to,
But now I've been sent to the boss!
- Verse 3** I've been sent to the chief,
To give my teacher half an hour's relief!
'Cause with my constant humming,
My tapping and my drumming,
I'm causing her a whole load of grief,
Though I never really meant to,
But now I've been sent to the chief!
- Verse 4** I've been sent to the head!
And now I'm filled with fear and with dread!
'Cause according to my teacher
The head's a monstrous creature
Who eats children for breakfast,
Wears their eyeballs as a necklace,
And with their bones she's ground up
She'll.....hang on! Am I being wound up?
Well, I guess I'll soon find out
If it's true 'cause I'm about to see the head!

I've Been Sent To The Head

Bright but concerned! ♩ = 125

Music & lyrics by Andrew Oxspring

Piano

1 **D** **F#7** **2** **Bmin** **E7** **3** **A7** **4** **D** **A7**

Voice

5 **D** **F#7** **6** **Bmin** **F#7** **7** **Emin** **A7**

V.1. I've been sent to the head! I'm guess - sing it's for some - thing I
V.2. I've been sent to the boss! I reckon that the rea - son's be -

8 **D** **D7** **9** **G** **10** **Gmin**

said. Well, all I did was men - tion that it was my in - ten - tion to
 cause I put some old P E socks in - side the tea - cher's lunch - box, and

11 **D** **F#7** **12** **Bmin** **E7** **13** **D** **E7**

paint the class ham - ster red, though I ne - ver real - ly meant to but
 I sup - pose it made her cross, though I ne - ver real - ly meant to but

A **A7** **D** **F#7** **Bmin** **E7**

14 now I've been sent to the head.
now I've been sent to the boss!

A7 **D** **A7** **Bmin** **F#7**

17 **Rpt. for V.2. then ON** 19
V.3 I've been sent to the

Bmin **F#7** **Emin** **A7** **D** **D7**

20 chief! 21 To give my tea-cher half an hour's re-lief! 22 'Cause

G **Gmin** **D** **F#7**

23 with my con-stant hum-ming, my 24 tap-ping and my drum-ming, I'm 25 caus-ing her a whole load of

sim.

f

mf

26 **Bmin** **E7** **D** **E7** **A** **A7**

grief, though I ne - ver real - ly meant to but now I've been sent to the

29 **D** **F#7** **Bmin** **E7** **A7**

chief!

32 **D** **A7** **Bmin** **F#7** **Bmin** **F#7**

V.4. I've been sent to the head! And

35 **Emin** **A7** **D** **D7** **G** **Slower**

now I'm filled with fear and with dread! 'Cause ac - cor - ding to my teach - er the

f *mf* *sim.* *mp*

Gmin **D** **D**

38 head's a mon-strous crea-ture, who 39 eats chil-dren for break-fast, wears their eye-balls as a neck-lace and 40

G **D**

41 with their bones she's ground up she'll... 42 *Spoken: "Hang on, am I being wound up?"* 43 a tempo Well, I

(Noises off!) Cymbal *mf*

D **E7** **A7** **D** **F#7**

44 guess I'll soon find out if it's true 'cause I'm 45 a-bout to see the head! 46

f

Bmin **E7** **A7** **D**

47 48 49

A Place In The Choir

- Verse 1** For so long I have dreamt of a place in the choir,
But the teacher has told me my singing is dire!
While others have voices angelically pure,
I’ve a vocal affliction for which there’s no cure!
- Verse 2** For so long I have dreamt of a place in the choir,
It’s always been something to which I aspire.
But I haven’t got a grasp of melody,
And my sense of rhythm’s not what it could be!
- Verse 3** For so long I have dreamt of a place in the choir,
It remains my strongest childhood desire.
But I really doubt it’ll happen that soon,
‘Cause I haven’t yet mastered singing in tune!
- Verse 4** For so long I have dreamt of a place in the choir,
But I have a feeling that this could backfire.
For when I open my mouth out comes a sound,
Which could quite literally bring the house down!
Amen.

With great feeling! ♩ = 120

A Place In The Choir

Music & Lyrics by Andrew Oxspring

Voice

1 **F** 2 **Bb** 3 **C** 4 **F** 5 **F** 6 **F**

Piano

V.1. For so long I have
V.4. long I have

7 **Bb** 8 **Gmin** 9 **C** 10 **F** 11 **Bb** 12 **C**

dreamt of a place in the choir but the tea - cher has told me my sing - ing is
dreamt of a place in the choir bu - t I have a fee - ling that this could back -

13 **F** 14 **F** 15 **Amin** 16 **Bb** 17 **C** 18 **F**

To CODA after V.4.

dire! While o - thers have voi - ces an - gel - ic - ally pure, I've a vo - cal af -
fire. For when I o - pen my mouth out comes a sound,

19 **Bb** 20 **C** 21 **F** 22 **F** 23 **Bb** 24 **C**

flic - tion for which there's no cure!

F **F** **Bb** **Gmin** **C** **F**

25 26 27 28 29 30

V.2. For so long I have dreamt of a place in the choir, i_ it's al - ways been

mf

Bb **C** **F** **F** **Amin** **Bb**

31 32 33 34 35 36

some - thing to which I as - pire. But I have - n't got a grasp of mel - o -

(trem. - excruciating noise!)

C **F** **Bb** **C (timing out!)** **F** **F**

37 38 39 40 41 42

dy a_ and my sense of rhy_ _ y_ _ _ y - thm's not what it could be!

Bb **C** **F** **F** **Bb** **Gmin**

43 44 45 46 47 48

V.3. For so long I have dreamt of a place in the

mf

C **F** **Bb** **C** **F** **F**

49 50 51 52 53 54

choir, it re - mains my strong - est child - hood de - sire. But I real - ly

Amin **Bb** **C** **F** **Bb** **C**

55 56 57 58 59 60

doubt it' - ll hap - pen that soon, cau... se I have - n't yet mas - tered sing - ing in (any tuneless notes)

F **F** **Bb** **C** **F** **D.S. CODA**

61 62 63 64 65 66

tune! **V.4.** For so which could quite

Bb **C (shout)** **F** **C Slower (split)** **Bb** **F**

67 68 69 70 71 72

lit - eral - ly bring the house down! (noise of building collapsing!) A...a...a... men!

I Wish I Was An Infant Again

Verse 1 I wish I was an infant again,
Yes I wish I was an infant again.
Things were less complicated,
It seemed so simple then.
I’d play with sand and water
And rarely pick up a pen.
Oh, to re-live the good times,
I wish I was an infant again.

Verse 2 I want to go back to Key Stage One,
Yes I want to go back to Key Stage One.
The grown-ups would tie my laces
Whenever they came undone.
At home time they’d pack my book bag
And help me put my coat on.
But now I’m left to struggle, oh
I want to go back to Key Stage One.

Verse 3 I wish I could be five years old,
Yes I wish I could be five years old.
’Cause the teachers don’t blow a gasket
When you don’t do as you’re told.
They chastise you so sweetly
And never scowl or scold,
But now I’ve come of age they fly into a rage
Like a banshee who’s possessed!
I’m really not impressed.....
I wish I could be five years old.

I Wish I Was An Infant Again

Determined - march style ♩ = 123

Music & lyrics by Andrew Oxspring

Voice

Piano

f

mf

sim.

To CODA after V.3.

13 C **14 G** **15 B** **16 Emin D**

V.1. |
V.3. |

wish I was an in - fant a - gain,
wish I could be five yea . rs old,

yes I wish I was an in - fant a - gain.
yes I wish I could be five years old. 'Cause the

Things were less com - pli - ca - ted, it seemed so sim - ple then. I'd
teach - ers don't blow a gas - ket when you don't do as you're told. They

play with sand and wa - ter and rare - ly pick up a pen.
chas - tise you so sweet - ly and ne - ver scowl or scold, but

The musical score is written for voice and piano. The key signature is one sharp (F#) and the time signature is 4/4. The tempo is marked as 'Determined - march style' with a quarter note equal to 123 beats per minute. The score is divided into four systems. The first system shows the beginning of the piece with a key signature change from C major to F# major. The second system contains the first two lines of lyrics. The third system contains the next two lines of lyrics. The fourth system contains the final line of lyrics and ends with a CODA symbol. Chords are indicated above the voice staff: G, E7, A7, D7, G, D7, G, G, D7, A7, D7, G, C, G, B, Emin, D. The piano part features a variety of textures, including chords, arpeggios, and single notes. Dynamics include fortissimo (f) and mezzo-forte (mf). The score includes a key signature change to C major for the final system.

C **G** **D7** **G** **D7** **G**

17 Oh, to re-live the good times, 18 I wish I was an in - fant a - gain. 19 20

G **E7** **A7** **D7** **G** **D7** **G**

21 22 23 24 **V.2. |**

G **G** **D7** **G**

25 26 27 28 want to go back to Key Sta_ ge One, Yes, I want to go back to Key Stage One. The

E7 **A7** **D7** **G**

29 grown - ups would tie my la - ces 30 when - e - ver they came un - done. 31 32 At

sim.

C **G** **B** **Emin** **D**

33 home - time they'd pack my book bag 34 and help me put my coat on. 35 But 36

C **G** **D7** **G** **D** **G** **D.C. for V.3. then CODA**

37 now I'm left to strug - gle, 38 oh I want to go back to Key Stage One. 39 40

CODA **C** **C** **Cmin**

41 now I've come of age they fly in - to a rage like a ban - shee who's pos - sessed! I'm 42 43

Cmin **D7** **G** **D** **G**

44 real - ly not im-pressed..... 45 I wish I could be five years old. 46 47

slower a tempo *f*

(percussion or clap)

Forever Your Friend

Verse 1 Sometimes
Things don’t work out quite as you planned them.
Sometimes
Things can come apart at the seams.
So when you find you need someone,
A shoulder you can lean upon,
You won’t have to look so very far...

Chorus *’Cause you’ve got a friend,
A friend in me.
(A friend in me).
And forever your friend
I will be.
(Yes, I will be).*

Verse 2 Some day
All of this will be just a memory.
Some day
We’ll look back upon it and smile.
’Cause what we saw through younger eyes,
The very best days of our lives,
We lived through them together, side by side...

Chorus *Well, you’ve got a friend...*

Middle 8 And though our chosen paths may lead
In opposite directions,
We take our first steps from the same place,
You and I.
And should you stumble or take a tumble,
Or lose your place in the sun,
You’ll not walk long beneath a cloudy sky...

Chorus *’Cause you’ve got a friend...*

Repeat chorus

Gently, thoughtful ♩ = 100

Forever Your Friend

Music & lyrics by Andrew Oxspring

Piano **Fmaj7** **Fmaj7** **C** **G** **Fmaj7**

1 2 3 4 5

p

(ped. evry bar)

Voice **Fmaj7** **C** **G** **Fmaj7**

6 7 8 9

V.1. Some - times day
V.2. Some times day

mp

Fmaj7 **C** **G** **Fmaj7**

10 11 12 13

things don't work out quite as you planned them. Some - times day
all of this will be just a mem - ory. Some times day

Fmaj7 **C** **G** **Dmin**

14 15 16 17

things can come a-part at the seams. so when you find you need
we'll look back u-pon it and smile. 'Cause what we saw through your-

The musical score is written for piano and voice. It features a 4/4 time signature and a tempo of 100 beats per minute. The piano part consists of a right-hand melody with chords and a left-hand accompaniment. The voice part includes two verses of lyrics. The score is divided into four systems, each with a key signature change indicated by a chord symbol above the staff. The first system is marked 'Piano' and 'p'. The second system is marked 'Voice' and 'mp'. The third and fourth systems continue the piano accompaniment and voice melody.

‘Let’s Sing About...School!’ – songs by Andrew Oxspring

Gsus4 G Emin Amin F

18 some - one, a shoul - der you can lean u - pon, you won't have to look
ger eyes, the ve - ry best days of our lives, we lived through them to - geth -

Dmin Gsus4 G C G Voice 2 split

22 so ve - ry far... 23 er side by side... 24 **Chorus** 'Cause you've got a frie...nd, **2ndChorus** Well, 25 Frie...nd.

cresc. mf

F G C G F G

26 a frie...nd in me. 27 A friend in me. 28 And for - ev - er your frie...

C G F G C G F

29 Fri...nd. 30 I wi...ll be. 31 Yes, I will be. 32 **Rpt. then ON**

Middle eight

Amin **F** **C** **G**

33 34 35 36

And though our cho - sen paths may lead in op - po - site di - rec - tions,

mf

Amin **F** **C** **G**

37 38 39 40

we take our first steps from the same place, you and I.

Amin **Caug 5/G#** **C/G** **D7/F#**

41 42 43

And should you stum-ble, or take a tum-ble, or lose your place in the sun,

D7/F# **F** **F**

44 45 46

you'll not walk long be - neath a clou - dy sky...

Gsus4 **G** **C** **G Voice 2 split**

47 48 49 Frie... nd.

Chorus 'Cause you've got a frie... nd,

cresc.. *mf*

F **G** **C** **G** **F** **G**

50 51 A friend in me. 52

a frie...nd in me. And for - ev - er your frie...

C **G** **F** **G** **C** **G**

53 Frie... nd. 54 55 Yes, I will be.

-----nd I wi...ll be.

F **G** **C** **G** **F** **G**

56 57 Frie... nd. 58

Chorus rpt. 'Cause you've got a frie... nd, a frie...nd in me.

C G F G C G F G

59 A friend in me. 60 Frie... nd. 62

And for - ev - er your frie... nd I wi... ll be.

C G F Fmaj7 Fmaj7

63 Yes, I will be. 64 65 66

dim. *mp*

C G Fmaj7 Fmaj7

67 68 69 70

C G C C

71 72 73 74

rit. *mp* *p*

The musical score is written for voice and piano. It consists of four systems of staves. The first system (measures 59-62) features a vocal line with lyrics 'A friend in me. Frie... nd. I wi... ll be.' and a piano accompaniment. Chords C, G, F, and G are indicated above the vocal line. The second system (measures 63-66) continues the vocal line with 'Yes, I will be.' and includes a piano section with a 'dim.' (diminuendo) marking and a 'mp' (mezzo-piano) dynamic. Chords C, G, F, Fmaj7, and Fmaj7 are indicated. The third system (measures 67-70) shows the piano accompaniment with chords C, G, Fmaj7, and Fmaj7. The fourth system (measures 71-74) concludes the piece with a 'rit.' (ritardando) marking and a final chord C, with dynamics 'mp' and 'p' (piano) indicated.

NOTES