

Paint Me

DEBRA MORTON

SSA Voices with Piano

Duration: 2:59

RANGES:



Notes

Good friends see the best in us. They tend to downplay our faults while applauding our strengths. In short, they encourage us to be the best we can be, maybe even a little more. The text of *Paint Me* was born out of the desire to be that person my best friend thinks I am.

To Mary Jo, my sister and best friend. May I really be that person you see and love.

In setting the text of *Paint Me* to music, I tried to let the cadence of the words dictate the rhythm of the music. Use rubato, word stress and syllabic stress to enhance this. Remember, no two eighth notes are alike, so don't be afraid to let the interior part of a phrase move along, while relaxing the beginning and ending. I would recommend a straight tone as opposed to vibrato for the held notes, since the accompaniment plays around with other harmonies while choral chords are being held. Diction is so important in this song. You have a great opportunity to "paint" the words, as well as making every idea understood.

Enjoy adding the color and shading to make this piece of art your own.

About the Composer

Debra Morton has been an accompanist and vocal coach for over thirty-five years. After earning her degree in Piano Performance from Baylor University, she went on to work at Disney World, then in New York City and New England before coming home to the Rio Grande Valley where she is currently a staff accompanist for McAllen ISD. She enjoys painting, cooking, and her four grandchildren!

Paint Me

for SSA Voices with Piano

Words and Music by
DEBRA MORTON

Freely, with rubato ♩ = 80

mp unis.

All Voices

Paint me, sis-ter,

Piano

pp

Ped.

Pedal chord changes

5

paint me please

paint me as you real-ly see

mp

Ped.

9

mp

Paint my should-ers a - ble to bear your bur-dens with you,

Ped.

Ped.

Ped.

Pedal chord changes

12 **Soprano 1**
mf
Strong e-nough to hold you up you can't stand a - lone._____

Soprano 2
mf
Strong e-nough to hold you up you can't stand a - lone._____

Alto
mf
Strong e-nough to hold you up when you can't stand a - lone._____



14 *mp*
Use your brush to co - lor my

mp
Use your brush to co - lor my



17

mf

hands, co - lor my hands o - pen and giv-ing,

mf

hands, co - lor my hands o - pen and giv-ing,

mp *mf*

Use your brush to co - lor my hands. o - pen and giv-ing,

Ped. Ped. Ped.

20

p 3 *mp* 3

read - y to share, read - y to dare.

p 3 *mp* 3

read - y to share, read - y to dare.

p 3 *mp* 3

read - y to share, read - y to dare.

pp

Ped. Ped.

23 *mf* 3

Co - lor my feet sure, not slip-ping nor stumb-ling,

Co - lor my feet sure, not slip-ping nor stumb-ling,

Co - lor my feet sure, not slip-ping nor stumb-ling,

mf 3

Ped. Ped. Ped. Ped.

25

Stead - fast for those in need.

Stead - fast for those in need.

Stead - fast for those in need.

Ped. Ped. Ped. Ped.

28 $\text{♩} = \text{♩}$

mf Paint my eyes_

mf Paint my eyes_

mp

Ped. Ped. Ped. Ped.

31

hap - py to see you, One may be

hap - py to see you, One may be

mf Paint my eyes hap - py to see you, One may be

Ped. simile

34

wink - ing at a joke we share _____ a -

wink - ing at a joke we share _____ a -

wink - ing at a joke we share _____ a -

37

long with my mouth stretched _____ wide _____ with laugh - ter, _____ per-haps *mp*

long with my mouth stretched _____ wide _____ with laugh - ter, _____ per-haps *mp*

long with my mouth stretched _____ wide _____ with laugh - ter, _____ per-haps *mp*

41

gent - ly smil - ing _____ to say I'm

gent - ly smil - ing _____ to say I'm

gent - ly smil - ing _____ to say I'm

45 $\text{♩} = 80$

there. *mp* Co - lor my mind with un - der -

there. *mp* Co - lor my mind with un - der -

there. *mp* Co - lor my mind with un - der -

$\text{♩} = 80$

Ped. _____ Ped. _____

48

mf

stand - ing, — shade with strokes of wis - dom too.

mf

stand - ing, — shade with strokes of wis - dom too.

mf

stand - ing, — shade with strokes of wis - dom too.



51

Draw my heart with love, with

Draw my heart with love, with

Draw my heart with



54

love and com - pas - sion, car - ing less for me than

love and com - pas - sion, car - ing less for me than

love and com - pas - sion, car - ing less for me than

The piano accompaniment features a melody in the right hand and a bass line in the left hand, with a key signature of one sharp (F#) and a 2/4 time signature.

57

f you, than you, *ff* than you. _____

f you, than you, *ff* than you. _____

f you, than you, *ff* than you. _____

The piano accompaniment continues with a melody in the right hand and a bass line in the left hand, maintaining the key signature of one sharp (F#) and a 2/4 time signature. A pedal point is indicated at the bottom of the piano part.

Ped.

61 *rit.* *mp*

Paint me sis - ter, and as you paint me,

mp

Paint me sis - ter, and as you paint me,

mp

Paint me sis - ter, and as you paint me,

rit. *p*

Ped. _____ | Ped. _____ | Ped. _____

64 *rit.*

may I real - ly be. _____

may I real - ly be. _____

may I real - ly be. _____

rit.

Ped. _____ | Ped. _____

ISBN 978-1-4911-5407-6



9 781491 154076 >



CARL FISCHER®
www.carlfischer.com

CM9585

UPC



6 801609 1257 5