2016 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD
PARTICIPATION RULES and PRESCRIBED MUSIC

• NAME:
The name of this choral eisteddfod shall be known as the South African Schools Choral Eisteddfod, and shall remain as such unless the National Coordinating Committee, on advice by the Department of Basic Education or HEDCOM, changes it.

2. FRAMEWORK:

2.1 The South African Schools Choral Eisteddfod was introduced in terms of the protocol for the organisation, management, coordination and monitoring of school music competitions and/or festivals for schools in South Africa published by the Minister of Education in Government Notice No. 21697 of 27 October 2000 and amended on 08 February 2010.

2.2 The South African Schools Choral Eisteddfod is one of the school enrichment programmes coordinated by the Department of Basic Education to promote unity in diversity, national reconciliation, positive values, a new South African national identity, social transformation and social cohesion among school-going South African youth.

2.3 The 2016 South African Schools Choral Eisteddfod will be organized, managed, coordinated and monitored by the National Coordinating Committee at the national level, and the nine provincial coordinating committees for the respective provinces. No other organization will organize or manage or coordinate events related to the South African Schools Choral Eisteddfod.

2.4 The organisation, management and coordination of all events of the South African Schools Choral Eisteddfod shall be as determined in these Participation Rules, the resolutions of the National Coordinating Committee and the Memoranda of Agreement with possible funders or sponsors (where such
Memoranda exist).

2.5 Among their responsibilities, the provincial coordinating committees will determine the appropriate levels below the provincial championships to be organised and coordinated in their respective provinces. However, provincial coordinating committees will ensure that mass participation is the norm at the levels lower than the provincial championships of the South African Schools Choral Eisteddfod.

2.6 No category other than those determined through these Participation Rules will be introduced in any year of the South African Schools Choral Eisteddfod without the expressed consent of the National Coordinating Committee.

2.7 Only educators under the employ of the participating schools shall be allowed to conduct or direct schools taking part in the 2016 South African Schools Choral Eisteddfod. It is not permissible for one conductor or director to conduct or direct choirs from more than one participating school. A learner may conduct his /her school choir. In the case where a learner is a conductor, the choir manager must be an educator.

2.8 At the provincial championships and levels below, only the respective provincial coordinating committees can approve the exchange of conductors or directors between any number of schools. Only the National Coordinating Committee shall approve the exchange of conductors or directors of provincial champion schools that had qualified for the national championships of the 2016 South African Schools Choral Eisteddfod. The National Coordinating Committee will only consider formal representation from the respective provincial coordinating committees.

3. SECTIONS AND CATEGORIES OF THE 2016 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD:

3.1 The sections for the year 2016 will include choirs in the **Primary schools** (Grades R – 7), and **Secondary schools** (Grades 8 – 12).

3.2 Schools starting from **Grade R-9** will be divided into two categories of choirs, i.e. Primary and Secondary. Schools starting from **Grade R-12** will be divided into **two** categories of choirs, i.e. Primary and Secondary.

3.3 It must be borne in mind that the South African Schools Choral Eisteddfod is an event organised, managed and coordinated for school-going youth, and no one else. Only bona fide learners of the participating school will form part of the participating choir, no exchange of learners will be allowed at any point of participation. Any school that infringes upon this arrangement will be disqualified from
participating in future events organised for the South African Schools Choral Eisteddfod.

3.4. The provincial coordinating committees and respective coordinating structures at various levels, with the assistance of Provincial Education Departments, will verify whether participating learners are duly registered with their respective schools.

3.5 In the event that a section of the 2016 participation rules has been infringed upon, a formal dispute must be lodged with the project manager by a school principal, a conductor, an educator, the chairperson of a school governing body, or a concerned member of the community before the school choral ensemble or soloist descends the stage. If evidence to corroborate the dispute can be produced before the choral ensemble or soloist descends from the stage, the affected choral ensemble or soloist will be disqualified with immediate effect.

3.6 If evidence to corroborate the dispute cannot be produced at the competition site, the responsible coordinating committee will ensure that the matter is brought to its close within forty-eight (48) hours. If the matter is not concluded within the stipulated period of 48 hours, the matter should be referred to the higher coordinating committee, for intervention and adjudication. It is important to note that the process to disqualify choral ensembles or soloists must be fair and transparent.

3.7 The National coordinating committee must determine the music to be prescribed for Primary schools - Infants (Grade R – 2), Foundation Phase (Grades 3 – 4), Intermediate Phase (Grade 5 – 7) and the most appropriate voice combinations for such schools. When prescribing music, the national coordinating committee must take into cognisance the age and voice range of the learners. Events for Infants (Grade R – 2) must end at the District Championships; Foundation phase (Grades 3 – 4) must end at the provincial Championships of the South African Schools Choral Eisteddfod.

3.8 For Primary schools
- **Infants (Grades R – 2)**, the National Coordinating Committee has prescribed music for the following categories:
  (a) Western, and
  (b) African
- **Foundation Phase (Grades 3 – 4)**
  (a) Western
  (b) African, and
  (c) Boys Choir
- **Intermediate Phase (Grades 5 – 7)**
  Choirs (maximum 60 voices) in the:
(a) Western
(b) African
(c) Afrikaans
(d) Boys Choir
(e) Mixed Double Quartet
(f) Own Choice, Indigenous/Folklore and National Anthem sections

- Farm schools ONLY as classified by provincial departments

(a) SSA sextet; and
(b) Chamber Choir (12 voices, SATB of which T and B must be performed by boys only)

3.9 For the 2016 Secondary schools (Grades 8-12), the National Coordinating Committee has prescribed music for the following categories:

(a) Secondary Schools Open Section,
(b) Secondary (A) Schools, and
(c) Secondary (B) Schools

3.10 The performance of the National Anthem of the Republic of South Africa will be performed at the National Championships by the provincial champion in the African category

3.11 The recital of the Preamble of the Constitution of the Republic of South Africa will be performed from the first level of the competition by choirs that will participate in the Western category. The provincial champion of this category will also perform Plea for Africa at the National Championships of 2016 SASCE. This is applicable to both Primary and Secondary school choirs.

3.12 Own Choice Category has been reserved for Special Schools as promulgated by South African Schools Act and categorized by the Department of Basic Education. This category is for Choirs in the Primary and Secondary schools. The following conditions will apply in the Own Choice Category:

(a) The total performance time for the repertoire chosen must not exceed five (5) minutes;

(b) Choirs that choose to participate in this section must submit legible copies of their chosen songs to the respective responsible coordinating committees at least one (1) week before the actual event;

(c) The music chosen will not be replaced after submission to any of the respective responsible coordinating committees; and
• The music chosen may be in any language and in any voice combinations.

3.13 The **Indigenous/Folklore music Item** comprises native, aboriginal, indigenous, original or home-grown myths, legends or traditions, and is not about izitibili (action songs). The performances of the Folklore Item may include traditional plays and/or customs, which must be performed wearing customary clothing or regalia relevant to such traditions or customs or cultures. Choreography or scenic play is allowed. An accompaniment by traditional folk instruments is allowed; but recorded playback is strictly prohibited.

3.14 Choirs in the Primary schools – Intermediate phase (Grades 5-7) are encouraged to perform a **Folklore/Indigenous music item** that will not exceed a maximum of five (5) minutes performance time.

3.15 Choirs in the Secondary schools are encouraged to compose and perform their own HIV/AIDS Jingle on a relevant HIV/AIDS issue beyond awareness, e.g. caring, respect, healthy lifestyle, medical care etc. that will not exceed a maximum of one (1) minute performance time. This HIV/AIDS Jingle will be combined with the performance of a **Folklore Item** that will not exceed a maximum of five (5) minutes performance time. The total performance time for the category **HIV/AIDS Jingle & Folklore Item** will not exceed six (6) minutes and the performance of the two pieces will be done together but adjudicated separately with an average of 100%.

3.16 The Provincial Coordinating Committees will be liable for the transport, accommodation and catering for all provincial champions participating at the 2016 National Championships as follows:

(a) the soloists, duets, and the actual number of the small ensembles, only if they do not belong to any provincial champion mixed or gender-based choir, accompanied by one educator;

(b) a maximum of sixty (60) learners for provincial champion mixed choirs, including provincial champion soloists, the duets and/or trios, and/or the small ensembles, if all are from the same school, and three educators, one of whom shall be the conductor; and

(c) a maximum of thirty (30) learners for provincial champion gender-based choirs, if such choirs are not part of the provincial champion mixed choirs from the same schools, and two educators, one of whom shall be the conductor.
3.17 All schools that have registered for the 2016 South African Schools Choral Eisteddfod must go through an elimination process as determined by the relevant coordinating structures of the 2016 South African Schools Choral Eisteddfod.

4. TIERs OF THE 2016 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD:

4.1 COMPTETITION LEVELS LOWER THAN THE PROVINCIAL CHAMPIONSHIPS

(a) The provincial coordinating committees, after consultation with their respective Provincial Education Departments, shall determine the different levels of the 2016 South African Schools Choral Eisteddfod below the provincial championships, e.g., ward, circuit/zonal, district or regional championships. Paramount to the determination of these levels shall be the administrative structures determined by Provincial Education Departments.

(b) Provincial coordinating committees shall have an oversight or monitoring responsibility for all levels of the 2016 South African Schools Choral Eisteddfod below the provincial championships.

(c) The school ensembles will only be directed and managed by educators under the employ of the participating schools. However, school choral ensembles may be trained or guided by musicians who may not be part of the respective schools, but performances at all levels of the 2016 South African Schools Choral Eisteddfod below the provincial championships, must be directed and managed by educators under the employ of the participating schools. *Educators employed by school governing bodies in terms of the South African Schools Act, 1996, shall also be eligible to conduct or direct their respective schools in the 2016 South African Schools Choral Eisteddfod.*

(d) No registration fees shall be levied against schools that show an interest in taking part in the 2016 South African Schools Choral Eisteddfod, including registration of educators for attending workshops organized for the 2016 South African Schools Choral Eisteddfod.

(e) School choral ensembles and soloists will be allowed to wear their school uniforms; and any other item as determined by their respective schools, where and when deemed necessary.

(f) Any learner and/or school and/or educator who bring any level of the 2016 South African Schools Choral Eisteddfod
below provincial championships into disrepute will be suspended from the eisteddfod until such suspension has been lifted by the responsible coordinating committee. However, a school and/or educator may appeal against the suspension to Head of the Education Department in their respective province or the National Coordinating Committee. Normal processes must be followed when lodging and dealing with appeals.

4.2 PROVINCIAL AND NATIONAL CHAMPIONSHIPS

(a) Only the provincial coordinating committees in collaboration with the Provincial Education Departments shall organise, manage and coordinate the provincial championships of the 2016 South African Schools Choral Eisteddfod. An official designated by the National Coordinating Committee or the national Department of Basic Education will have an oversight or monitoring responsibility at all provincial championships of the 2016 South African Schools Choral Eisteddfod.

(b) The National Coordinating Committee shall organise, manage and coordinate the national championships of the 2016 South African Schools Choral Eisteddfod. The Heads of Education Departments Committee (HEDCOM) shall have an oversight or monitoring responsibility at all levels of the 2016 South African Schools Choral Eisteddfod, and especially the national championships.

(c) No registration fees shall be levied against participating schools, as these schools would have earned a legitimate right to represent their respective regions/districts and provinces by winning their respective regional/district and provincial championships.

(d) For the 2016 South African Schools Choral Eisteddfod only regional/district champions from choirs in the Primary and Secondary schools shall be invited to take part at the Provincial Championships. Therefore, regional/district champion school choral ensembles and soloists will only take part in the categories in which they have gained a legitimate right to represent their respective regions/districts.

(e) For the 2016 South African Schools Choral Eisteddfod only provincial champions from choirs in the Primary and Secondary schools shall be invited through the Provincial Heads of Departments to take part at the National Championships. Therefore provincial champion school choral ensembles and soloists will only take part in the categories in which they had gained a legitimate right to represent their respective provinces.

(f) Unless by resolution of the National Coordinating
Committee, and after a recommendation by the provincial coordinating committee, will a school choral ensemble participating at the national championships be conducted by an educator or conductor other than the one who conducted the school choral ensemble at the provincial championships.

5. PRESCRIBED MUSIC FOR THE 2016 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD

5.1 INFANTS -: GRADES R – 2 (UP TO DISTRICT LEVEL)

<table>
<thead>
<tr>
<th>SECTION / CATEGORY</th>
<th>TITLE OF SONGS</th>
<th>COMPOSER / ARRANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Western</td>
<td>I Love Mom</td>
<td>Dineo Diale</td>
</tr>
<tr>
<td>(b) African</td>
<td>Segwagwa (The Frog)</td>
<td>Dineo Diale</td>
</tr>
</tbody>
</table>

5.2 FOUNDATION PHASE-: GRADES 3 – 4 (UP TO PROVINCIAL LEVEL)

<table>
<thead>
<tr>
<th>SECTION / CATEGORY</th>
<th>TITLE OF SONGS</th>
<th>COMPOSER / ARRANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) African</td>
<td>Intutfwane</td>
<td>MA Sibiya</td>
</tr>
<tr>
<td>(b) Western</td>
<td>Let It Shine</td>
<td>Trad. arr. Mary Lynn Lightfoot</td>
</tr>
<tr>
<td>(c) Boys Choir</td>
<td>I have been young</td>
<td>William Byrd (born 1540; died 1623)</td>
</tr>
</tbody>
</table>

5.3 INTERMEDIATE PHASE (GRADES 5 – 7)

- FARM SCHOOLS SECTION

<table>
<thead>
<tr>
<th>SECTION / CATEGORY</th>
<th>TITLE OF SONGS</th>
<th>COMPOSER / ARRANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) SSA – Sextet</td>
<td>Country Gardens</td>
<td>C. Sharp, arr. Henry Geehl</td>
</tr>
<tr>
<td>(b) Chamber Choir</td>
<td>Lo tsha – It’s a new day</td>
<td>E Netshivhambe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION / CATEGORY</th>
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<tbody>
<tr>
<td>(a)</td>
<td>Country Gardens</td>
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<tr>
<td>(b) Chamber Choir</td>
<td>Lo tsha – It’s a new day</td>
<td>E Netshivhambe</td>
</tr>
</tbody>
</table>
which T and B must be performed by boys only

### 5.4 INTERMEDIATE PHASE (GRADE 5 – 7)

<table>
<thead>
<tr>
<th>SECTION / CATEGORY</th>
<th>TITLE OF SONGS</th>
<th>COMPOSER / ARRANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Choir: SSA Western</td>
<td>Elijah Rock</td>
<td>Trad., arr. R. Emerson</td>
</tr>
<tr>
<td>(b) Choir: SSA Afrikaans</td>
<td>Kom na my toe</td>
<td>Chris Lamprecht</td>
</tr>
<tr>
<td>(c) Choir: SSA African</td>
<td>Botle Ruri (Divine beauty)</td>
<td>Khetsi Mokoena</td>
</tr>
<tr>
<td>(d) Boys Choir (in treble voices)</td>
<td>Seid uns zum zweitenmal willkommem 17 (from the Magic Flute)</td>
<td>WA Mozart</td>
</tr>
<tr>
<td>(e) Recital of the Preamble of the Constitution of the Republic of South Africa</td>
<td>This item will be performed by the school choirs participating in the Western piece from the first level of the competitions up to the National Championships</td>
<td></td>
</tr>
<tr>
<td>(f) Plea for Africa</td>
<td>This item will be performed by the Provincial champion choir for the Western piece at the National Championships</td>
<td></td>
</tr>
<tr>
<td>(g) The National Anthem of the Republic of South Africa</td>
<td>This item will be performed by the Provincial champion choir for the African piece at the National Championships</td>
<td></td>
</tr>
<tr>
<td>(h) The African Union Anthem</td>
<td>This item will be performed by the Provincial champion choir for the Afrikaans piece at the National Championships</td>
<td></td>
</tr>
<tr>
<td>(i) Indigenous Folklore (Advocacy: social cohesion and inclusion)</td>
<td>Maximum 5 minutes performance time.</td>
<td></td>
</tr>
<tr>
<td>(j) Own Choice (Special Schools)</td>
<td>Maximum 5 minutes performance time.</td>
<td></td>
</tr>
</tbody>
</table>

### 5.5 SECONDARY SCHOOLS

- FARM SCHOOLS SECTION
<table>
<thead>
<tr>
<th>SECTION / CATEGORY</th>
<th>TITLE OF SONGS</th>
<th>COMPOSER / ARRANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) MIXED DOUBLE QUARTET</td>
<td>Nyeleti</td>
<td>SJ Khosa</td>
</tr>
<tr>
<td>(b) Chamber Choir (12 voices and conducted) – SATB – of which T and B must be performed by boys only</td>
<td>Thine Be The Glory</td>
<td>GF Handel</td>
</tr>
</tbody>
</table>

### SECONDARY A SCHOOLS SECTION

<table>
<thead>
<tr>
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<th>TITLE OF SONGS</th>
<th>COMPOSER / ARRANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Choir: SATB Western</td>
<td>Magnificat in D (BWV 243)</td>
<td>JS Bach</td>
</tr>
<tr>
<td>(b) Choir: SATB Afrikaans</td>
<td>Al le die berge nog so blou</td>
<td>Peter-Louis van Dijk</td>
</tr>
<tr>
<td>(c) Choir: SATB African</td>
<td>Yintsha Yakuleli</td>
<td>Q. Sibisi</td>
</tr>
<tr>
<td>(d) Recital of the Preamble of the Constitution of the Republic of South Africa</td>
<td>This item will be performed by the school choirs participating in the Western piece from the first level of the competitions up to the National Championships</td>
<td></td>
</tr>
<tr>
<td>(e) Plea for Africa</td>
<td>This item will be performed by the Provincial champion choir for the Western piece at the National Championships</td>
<td></td>
</tr>
<tr>
<td>(f) The National Anthem of the Republic of South Africa</td>
<td>This item will be performed by the Provincial champion choir for the African piece at the National Championships</td>
<td></td>
</tr>
</tbody>
</table>

### SECONDARY B SCHOOLS

<table>
<thead>
<tr>
<th>SECTION / CATEGORY</th>
<th>TITLE OF SONGS</th>
<th>COMPOSER / ARRANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Choir: SATB Western</td>
<td>Ah! Grazie si rendano</td>
<td>WA Mozart</td>
</tr>
<tr>
<td>(b) Choir: SATB Afrikaans</td>
<td>Kaapse Kanarie</td>
<td>Marthie Driessen</td>
</tr>
<tr>
<td>(c) Choir: SATB</td>
<td>Ingoduso</td>
<td>RT Caluza</td>
</tr>
</tbody>
</table>
**African**

| (d) | Recital of the Preamble of the Constitution of the Republic of South Africa | This item will be performed by the school choirs participating in the Western piece from the first level of the competitions up to the National Championships |
| (e) | Plea for Africa | This item will be performed by the Provincial champion choir for the Western piece at the National Championships |
| (f) | The National Anthem of the Republic of South Africa | This item will be performed by the Provincial champion choir for the African piece at the National Championships |
| (g) | The African Union Anthem | This item will be performed by the Provincial champion choir for the Afrikaans piece at the National Championships |

**OPEN SECTION**

<table>
<thead>
<tr>
<th>SECTION CATEGORY / CATEGORY</th>
<th>TITLE OF SONGS</th>
<th>COMPOSER / ARRANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Soprano</td>
<td>Omio Babino</td>
</tr>
<tr>
<td>(b)</td>
<td>Mezzo</td>
<td>Ngiyamazi uZibhebhu</td>
</tr>
<tr>
<td>(c)</td>
<td>Tenor</td>
<td>Buya</td>
</tr>
<tr>
<td>(d)</td>
<td>Bass</td>
<td>Viennie ocara from Renaldo</td>
</tr>
<tr>
<td>(e)</td>
<td>Trio</td>
<td>Zitti Zitti Piano Piano</td>
</tr>
<tr>
<td>(f)</td>
<td>Small Ensemble</td>
<td>Zenzeni Na?</td>
</tr>
<tr>
<td>(g)</td>
<td>HIV/AIDS Indigenous Folklore (Advocacy: social cohesion and inclusion)</td>
<td></td>
</tr>
<tr>
<td>(h)</td>
<td>Own Choice</td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>Female Choir (Compulsory for Secondary A Schools)</td>
<td>Chorus of the witches (from MacBeth)</td>
</tr>
<tr>
<td>(j)</td>
<td>Male Choir</td>
<td>Love Sounds The Alarm</td>
</tr>
</tbody>
</table>
5.6 At all levels of the 2016 South African Schools Choral Eisteddfod, all gender-based schools will be allowed to perform in the gender-based categories most suitable for their choirs, and in the respective own choice categories if such schools have determined to do so.

5.7 At the provincial championships and levels below, school choral ensembles and soloists may use piano accompaniment in rendering the prescribed music. However, at the national championships, the National Coordinating Committee may make orchestral accompaniment available for the performance of a selected number of prescriptions, when and where practically possible.

5.8 Should school choral ensembles at all levels of the 2016 South African Schools Choral Eisteddfod choose to use piano accompaniment, no member of the adjudication panel may be used as an accompanist unless something beyond control happens. This must be sanctioned by the relevant Coordinating Committee.

5.9 At all the levels of the 2016 South African Schools Choral Eisteddfod, school choral ensembles and soloists are at liberty to bring their own accompanists. However, the respective coordinating committees will ensure that such support is made available.

6. **ADJUDICATION PROCESS:**

6.1 A reputable adjudication pool will be established, which could be augmented as determined by the National Coordinating Committee. For national championships of the 2016 South African Schools Choral Eisteddfod, adjudicators will be deployed as determined by the National Coordinating Committee. Provincial coordinating committees can utilise panels of adjudicators as determined by the provincial coordinating committees themselves at the levels of the 2016 South African Schools Choral Eisteddfod lower than the provincial championships.

A reputable Quality Assurer must be appointed at all levels of the competition to maintain the highest levels of integrity and professionalism of the adjudication process.

6.2 At the district and provincial championships elimination rounds a panel consisting of at least three members of the adjudication
panel will assess the performances of participating school choral ensembles and soloists individually.

- For the prescribed and the own choice pieces, an overall mark will be awarded based on the following aspects:
  - Tone quality
  - Diction
  - Technique
  - Rhythm
  - Pitch
  - Interpretation (Musicianship)
  - Dynamics
  - Stage Deportment

(b) For the Folklore/Indigenous music item, marks shall be awarded as follows:
  - Regalia (out of 25 points)
  - Artistic Impression (out of 50 points)
  - Message (out of 25 points)

(c) For the HIV/AIDS Jingle, marks shall be awarded as follows:
  - Visual Impression and the use of props (out of 25 points)
  - Artistic impression (out of 50 points)
  - Message (out of 25 points)

(d) For the recitation of the Preamble of the Constitution of the Republic of South Africa, marks shall be awarded as follows:
  - Artistic impression (out of 25 points)
  - Message (out of 50 points)
  - Pronunciation and enunciation (out of 25 points)

6.3 Each adjudicator will ensure that the marks allocated for performances are indicative of the level of such performances and are justifiable. This is an imperative at all the levels of the 2016 South African Schools Choral Eisteddfod for developmental purposes. The grading scale that the adjudication panel may apply is as follows:

Level 6: 90—100%: **SUPERIOR PERFORMANCE:** This is a technically and musically secured and convincing performance which successfully captured the essence and message of the music with flair.

Level 5: 80—89%: **EXCELLENT PERFORMANCE:** Performance generally meets technical and musical demands with great understanding of the style of the music.
Level 4:  70—79%: **VERY GOOD PERFORMANCE:** The performance succeeds to convey the message of the music by paying careful attention to technical, musical and stylistic detail.

Level 3:  60—69%: **GOOD PERFORMANCE:** The performance displays musicality but all technical detail was not carefully observed.

Level 2:  50—59%: **AVERAGE PERFORMANCE:** The performance meets the minimum requirements with regard to the basic musical and technical details of the score.

Level 1:  Below 50%: The performance does not meet the minimum requirements with regard to technical and musical detail.

6.4 At the national championships, all the levels and categories of the 2016 South African Schools Choral Eisteddfod will each be adjudicated by a panel consisting of a number of adjudicators to be determined by the National Coordinating Committee. The adjudication panel will assess the performances of participating school choral ensembles and soloists individually.

6.5 The final verdict of the adjudication panel at all levels of the 2016 South African Schools Choral Eisteddfod will remain final and binding, and no discussion or correspondence will be entered into, except where a formal dispute has been declared and confirmed by the respective responsible coordinating committees.

7. **ITINERARY FOR THE 2016 SOUTH AFRICAN SCHOOLS CHORAL EISTEDDFOD:**

7.1 All school choirs and soloists must register for the 2016 South African Schools Choral Eisteddfod and submit their completed registration forms to their respective provincial coordinating committees **not later than Friday, 26 February 2016.**
7.2 All provincial championships must have taken place by Sunday, 29 May 2016.

8. GENERAL:

The Participation Rules of the 2016 South African Schools Choral Eisteddfod will remain in force and will be applied uniformly for the duration of the eisteddfod in the year 2016. Concessions will only be considered in the spirit of the Rules themselves, and the commitment to the development of the art form.

CHAIRPERSON : NATIONAL COORDINATING COMMITTEE
: Ms Nozipho Xulu

SIGNATURE : [Signature]

DATE : 18 JUNE 2015
# 2016 South African Schools Choral Eisteddfod

## Registration Form

1. **Name of School:**

2. **Postal Address:**

3. **Physical Address:**

4. **Telephone #:**

5. **Name of Conductor**:

6. **Names of Educators**:
   - #1:
   - #2:

7. **Name of School Principal:**

8. **Name of SGB Chairperson:**

9. **Declaration:** *I have read and understand the Rules of the 2016 South African Schools Choral Eisteddfod.*

10. **Signatures:**
    - Conductor:
    - Educators:
      - #1:
      - #2:
    - Principal:
    - SGB Chairperson:

* If a learner is the conductor, the choir manager must be an educator.
** Number of accompanying educators must be in accordance with the rules.

Please fill in this form completely and submit it to your relevant provincial coordinating committee not later than Friday, 26 February 2016.

**Fax Number for Registration Forms:**

**School Stamp**
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I Love Mom

Vivace

I love my mom, she smiles every day, and I love my mom; She cares for my dad; She washes our clothes, she feeds us good food; I thank you Lord, she is the best mom.

a tempo

Yes! She's my mom, and yes! I love her.

Segwagwa

D.C. al Fine

Yes! Gwa! (Say it loudly)

** Creative use of movements, props and appropriate gestures to convey understanding is encouraged.
Let It Shine

Doh is D

Traditional and Mary Lynn Lightfoot

Based on the traditional spirituals:

This Little Light Of Mine and I Got Shoe

Energized and rhythmic \( \frac{92}{1} \)

PIANO

GRADES 3-4

WESTERN

Mary Lynn Lightfoot

Let It Shine

I. 

Shine! Shine! Shine!

This little light of mine,

I'm gonna

II. 

Shine! Shine! Shine!

I'm gonna

SASCE 2016
Let It Shine

I.

15

let my little light shine!

II.

19

This little light of mine. O I'm gonna let it shine!

f. G

This little light of mine. O I'm gonna let it shine!

SASCE 2016
This little song of mine, O I'll sing it any time! Gonna
This little song of mine, O I'll sing it any time! Gonna

sing, gonna sing and let my song shine!
sing, gonna sing and let my song shine!

I've got a song, you've got a song.
I've got a song, you've got a song.

Let It Shine
Let It Shine

I.

This little light of mine, I'm gonna sing and let my little light shine.

II.

I'm gonna sing and let my little light shine!

79

I.

I'm gonna let it shine!

II.

I'm gonna let it shine!
I Have Been Young
(Psalm 37:5)

William Byrd (c.1540-1623)
I Have Been Young

11

Tr.

s\' . m' : t . d' \( \rightarrow \) t . d' , l : s . t d' . m' \( \rightarrow \) r . d' t : d' \( \rightarrow \) t : s . t \( \rightarrow \) l . l \( \rightarrow \) s

sak-en, the right-eous for-sak-en, for-sak-en, nor his seed beg-ging their

Tr.

r' . m' \( \rightarrow \) r' . m' , f : s' m' . s : l , d' , t , l se : m' \( \rightarrow \) r' . t . r' \( \rightarrow \) d' : t

the right-eous for-sak-en, for-sak-en, nor his seed beg-ging their

T.

never see the right-eous for-sak-en,


14

Tr.

l . l \( \rightarrow \) s' . m' : f \( \rightarrow \) m' d' . m' \( \rightarrow \) r' . r' \( \rightarrow \) de' : r'

bread, nor his seed, nor his seed beg-ging their bread,

Tr.

l : d' \( \rightarrow \) t : s . t \( \rightarrow \) l . l \( \rightarrow \) s' . m' : f \( \rightarrow \) m' : r' . f

bread, nor his seed beg-ging their bread, nor his seed beg-ging their bread, nor

Tr.

f \( \rightarrow \) m' \( \rightarrow \) d' . m' \( \rightarrow \) r' . r' \( \rightarrow \) t . r' \( \rightarrow \) d' : t \( \rightarrow \) t \( \rightarrow \) d' : t

nor his seed beg-ging their bread, beg-ging their bread,

T.

nor his seed beg-ging their bread, beg-ging their bread,


17

Tr.

s : m : s : r f . m : m : f \( \rightarrow \) m'

nor his seed beg-ging their bread, nor his

Tr.

m' : d' . m' \( \rightarrow \) r' . r' \( \rightarrow \) t . r' \( \rightarrow \) d' : t \( \rightarrow \) t : d'

his seed beg-ging their bread, beg-ging their bread, nor

T.

d' : t \( \rightarrow \) t : s . t \( \rightarrow \) l . l \( \rightarrow \) s : m : l . s . t d' : t . d' , r' m' : m : l \( \rightarrow \) t

nor his seed beg-ging their bread, nor


19

Tr.

d' . m' \( \rightarrow \) r' d' \( \rightarrow \) t \( \rightarrow \) r' \( \rightarrow \) de' : \( \rightarrow \)

seed beg-ging their bread, their bread.

Tr.

\( \rightarrow \) t : s . t \( \rightarrow \) l \( \rightarrow \) se . ba': se \( \rightarrow \) l \( \rightarrow \)

his seed beg-ging their bread.

T.

\( \rightarrow \) s : m : l . s . t d' . t . d' , r' m' : m : l \( \rightarrow \) t

his seed beg-ging their bread, their bread.

SASC -2006
Country Gardens

Words by Doris Rowley

Cecil Sharp arr. Henry Geehl

Sextet

Piano

Grades 5-7

FARM SCHOOLS ONLY

Rose-bud and Lily Pinks and sweet Wil-ly. The Coun-try Gar-dens come to Town.

S.

Sing them a dit-ty, Fresh and so pret-ty, And take some for your Lady's gown.

S.

S.

Sing them a dit-ty, Fresh and so pret-ty, And take some for your Lady's gown.

A.

Sing them a dit-ty, Fresh and so pret-ty, And take some for your Lady's gown.

A.
Buy a bunch of Roses, buy the lazy Daisies. Give a humble coin and lose a frown, for to

Buy a bunch. Buy! Give e coin and lose a frown, for to

Buy a bunch. Buy! the Daisies. Give e coin and lose a frown, for to

day very early wakened from their dream-ing, the Country Gardens come to Town.

day very early wakened from their dream-ing, the Country Gardens come to Town.

day very early From their dream-ing, the Country Gardens come to Town.
Some-thing sounds en trancing  
Tis a fiddler play-ing tunes so sweet

I must go a-danc ing  
Tis a fiddler play-ing tunes so sweet.

Green fields be-fore us,  
Birds that sing a cho-rus, As we go dan-cing down the street.

Ah! As we go dan-cing down the street.
We'll go dancing, We'll go dancing down the street.

All the Country flowers have come to town.

All the flowers have come to Town. Go dancing
leggero

Country Gardens

Rose-bud and Lily, Pinks and sweet Willy, The Country Gardens come to Town.

Rose-bud Lily, Pinks and Willy Country Gardens come to Town.

Rose-bud Lily, Pinks and Willy Country Gardens come to Town.

Sing them a ditty fresh and so pretty, and take some for your Lady's gown.

Sing a ditty fresh and pretty, take some for your Lady's gown.
Country Gardens

Maestoso (slow) rall.  //  A tempo vivo

People may stare, but what do we care? Country Gardens come to Town.

Maestoso rall.  //  A tempo vivo

SASCE -2016
Lotsha - It's a new day

Doh is D

Evans Netshivhame © 2008
In the style of the Mbira (This part can also be played on the Marimba)

* In this section, the choir is free to create its own movements and gestures.
^
Djembe and piano/Marimba players may improvise
at any stage of the performance from this point onwards.
Elijah Rock!

Arranged by ROGER EMERSON

Traditional spiritual

Lah is G/ Doh is Bb

Pensively \( j = 80 \)

Western

GRADES 5-7

CHOIRS

SASCE -2016
Shout, shout! com'in'up Lord. E-

Elijah rock, shout, shout! Elijah rock, com'in'up Lord. E-

Shout, shout! com'in'up Lord. E-

Elijah rock! Elijah rock! E-

Elijah! Elijah! E-

Elijah! Elijah! E-

Elijah! Elijah! E-

Elijah! Elijah! E-
Elijah Rock!

S. li - jah! E - li - jah!

S. li - jah! E - li - jah!

A li - jah! E - li - jah!

D

S. li - jah! E - li - jah!

S. li - jah! E - li - jah!

A li - jah! E - li - jah!

if you don't watch out he'll con - jur you!
If I could, I surely would stand on the rock where Moses stood.

If I could, I surely would stand on the rock where Moses stood.
Elijah was a righteous man, his name means "Yah-weh!" in the
Holy Land. He built an altar unto the Lord. Twelve
Elijah Rock!

rocks, twelve tribes for the God he adored!

Elijah rock for the God he adored!

Elijah rock for the God he adored, God he adored!

CODA

Elijah! Elijah rock! Elijah rock! Elijah! Elijah rock!
Kom na my toe

(Math. ii:23)

Baie gedrae

SOPRANO

Kom na my toe, Kom na my toe Al-mal, Al-mal,

ALTO

Kom na my toe, Kom na my toe Al-mal, Al-mal,

Ek sal jul rus, jul rus gee.

Ek sal jul rus, jul rus gee.

Ek sal jul rus, jul rus gee.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.

Kom na my toe; Kom na my toe.
Doh is E

Botle Ruri

Khetsi Mokoena

SOPRANO

Ha ke ta di ma di pa le sa di no ka, di pho ro ro ka
Me la tswa na ya ma pho - di e ho sha pe long ya me sha

Alto

ha ke ta di ma di no ka di pho ro ro tjhe ka
me la - tswa na e ho sha pe long ya me ao tjhe

ALTO

Ha di pa le sa di no ka di pho ro ro tjhe ka
Me la tswa na e ho sha ka pe long ya me ao tjhe

TENOR

ha ke ta di ma di pa le sa di no ka di pho ro ro tjhe ka
me la tswa na bo e ho sha ho sha ka ka pe long ya me ao tjhe

D.C. 

ho tso te ha.
Tshe pe ha di tha la, tswe re di bi na nya ka llo, pe la di tlo la,
The pe ha di kgu wa pa le sa ha di thunya bo ta u di tso ma

ho tso te ha ru - ri
Tshe pe ha di tha la tswe re di bi na nya ka llo pe la di -

ho tso te ha ru - ri
Tshe pe ha di kgu wa pa le sa di thunya ao! bo ta u di -

ho tso te ha ru ri
Tshe pe ha di kgu wa pa le sa di thunya ao bo ta u di -

SASCE -2016
Seid uns zum zweiten mal willkommen

W.A. Mozart

# BOYS’ CHOIRS

GRADES 5-7

Allegretto

SSS: s | m: m | m: m, f: s: r | m: : f | m: r: | s: s: s | f: s: l |

Seid uns zum zweiten mal willkommen, ihr Männer in S-

SSS: s | m: m | m: m, f: s: r | m: : f | m: r: | s: s: s | f: s: l |

Seid uns zum zweiten mal willkommen, ihr Männer in S-

SSS: s | m: m | m: m, f: s: r | m: : f | m: r: | s: s: s | f: s: l |

Seid uns zum zweiten mal willkommen, ihr Männer in S-

SASCE 2016
Seid uns zum zweiten mal willkommen

E. t

Tr.1
ra-stros Reich! Erschicktwas man euch abgenommen,

Tr.2
ra-stros Reich! Erschicktwas man euch abgenommen,

Tr.3
ra-stros Reich! Erschicktwas man euch abgenommen,
Seid uns zum zweiten mal willkommen

Wenn wir zum drittenmal uns sehen, ist Freude eures

(Noten und Text des Liedes)
Seid uns zum zweiten mal willkommen

Tr.1: Du, Pa - pa - ge - no, schweige still,

Tr.2: Du, Pa - pa - ge - no, schweige still,

Tr.3: Du, Pa - pa - ge - no, schweige still,
Still, still, schweige still!
Still, still, schweige still,
Still, still, schweige still,
Panis angelicus

Poco lento

Words by Thomas Aquinas (1225-1274)

Cesar Franck (1822-1890)
(transcribed by John Rutter)

Doh is A

MIXED DOUBLE QUARTET

ORGAN (or piano)

Poco rall.

[a tempo]

Pa - nis an - ge - li - cus

S.

T.

B.

[A tempo]

Pa - nis an - ge - li - cus

Pa - nis an - ge - li - cus

Pa - nis an - ge - li - cus

SASCE -2016
Panis angelicus

fit panis hominum; Dat panis caeleucus fit

fit panis hominum; Dat panis caeleucus fit

fit panis hominum; Dat panis caeleucus fit

fit panis hominum; Dat panis caeleucus fit

Panis angelicus

45
Panis angelicus

\[ \text{S. A. T. B.} \]

\[ \text{servus, et humilis.} \]

\[ \text{servus, et humilis.} \]

\[ \text{servus, et humilis.} \]

\[ \text{servus, et humilis.} \]
Panis angelicus 49

S. 45 | s : | m, r : | s : | m : | s : | f : |
num: | O res mira-bi-lis! | man-du-cat |
T. 49 | f : m, r : | s : | m : | s : |
dim. |
num: | O res mira-bi-lis! | man-du-cat |

A. 49 | f : m, r : | s : | m : |
dim. |
num: | O res mira-bi-lis! | man-du-cat |

B. 49 | f : m, r : | s : | m : |
dim. |
num: | O res mira-bi-lis! | man-du-cat |

Pau-per et hu-mi-lis,
Pau-per pauper, ser-vus, et hu-mi-lis,
AU ANTHEM

Doh is F

1. Let us all unite and celebrate together. The vic t'ries won for

Let us all unite and celebrate together. The vic t'ries won for

Let us all unite and celebrate together. The vic t'ries won for

SOPRANO

ALTO

TENOR

BASS

PIANO

 letting; Let us de dicate our selves to rise to-

 letting; Let us de dicate our selves to rise to-

 letting; Let us de dicate our selves to rise to-

SASCE -2016
Refrain:

O Sons and daughters of Africa; Flesh of the Sun and

To defend our liberty and unity.

O Sons and daughters of Africa; Flesh of the Sun and

To defend our liberty and unity.

O Sons and daughters of Africa; Flesh of the Sun and

To defend our liberty and unity.

O Sons and daughters of Africa; Flesh of the Sun and

To defend our liberty and unity.
2. Let us all unite and sing together
   To uphold the bonds that frame our destiny
   Let us dedicate ourselves to fight together
   For lasting peace and justice on earth

   **REFRAIN:**

3. Let us all unite and toil together
   To give the best we have to Africa
   The cradle of mankind and fount of culture
   Our pride and hope at break of Dawn

   **REFRAIN:**
The National Anthem
of the
Republic of South Africa

Doh is G

Afrikaans words: C.J. Langenhoven
English words: J.Z. Rudolph

SOPRANO

Alto

Tenor

Bass

Piano

English words:

Ma-lupha-ka-nyi-sw'u-phondo lwa-yo;
Yi-zwa i-mi-thanda-za ye-thu,

Ma-lupha-ka-nyi-sw'u-phondo lwa-yo;
Yi-zwa i-mi-thanda-za ye-thu,

Ma-lupha-ka-nyi-sw'u-phondo lwa-yo;
Yi-zwa i-mi-thanda-za ye-thu,

Ma-lupha-ka-nyi-sw'u-phondo lwa-yo;
Yi-zwa i-mi-thanda-za ye-thu,
Let us strive for freedom in South Africa, our land.
Constitution of the Republic of South Africa, 1996 - Preamble

We, the people of South Africa,
Recognise the injustices of our past;
Honour those who suffered for justice and freedom in our land;
Respect those who have worked to build and develop our country; and
Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- Improve the quality of life of all citizens and free the potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.
God seën Suid-Afrika. God bless South Africa.
Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.