

# ***Mini Musical***

## ***Athens***

### ***To Vote or Not to Vote?***

***Author: Tony Dalton***

***Music: Tim Spencer***



**EDUCATIONAL MUSICALS**

© A. James, T. Dalton & A. Dalton 2007  
Written by Tony Dalton  
Music & Lyrics by Tim J. Spencer  
Illustrations by Anthony James

1. All rights including staging, motion picture, radio, television, public reading and translation into foreign languages are strictly reserved.
2. This musical is fully protected under Copyright Laws of the British Commonwealth of Nations, the United States of America and all countries of the Berne and Universal Copyright Conventions.
3. No part of this publication may be reproduced in ANY form or by ANY means - photocopying, typescript, recording, (including video recording), manuscript, electronic, mechanical, or otherwise - or be transmitted or stored in a retrieval system without prior permission.
4. It is an infringement of Copyright to give any performance or public reading of the musical before the fee has been paid and performance licence issued.
5. All publicity material must contain the names of the writer and composer as asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

ISBN 13: 978-1-905123-66-7

Published by :  
Educational Musicals Limited  
S2 Berkeley House, 6 The Square,  
Kenilworth, Warwickshire  
United Kingdom, CV8 1EB.  
[www.educationalmusicals.co.uk](http://www.educationalmusicals.co.uk)  
Tel: 01926 855920

## NOTES

National Curriculum musicals at [www.educationalmusicals.co.uk](http://www.educationalmusicals.co.uk)

Watch out for other titles in this unique range of educational assembly pieces:

**The Gunpowder Plot** – Remember, Remember the 5<sup>th</sup> of November  
**Monster of the Maze** – The Story of Theseus and the Minotaur  
**Happy Christmas Tommy** – The Christmas Miracle of 1914  
**The Dream Catcher** – The Plains Indians of North America  
**Christopher Columbus** - Voyage to the End of the World  
**The Victorian Historian** - Rogues, Railways & Royalty  
**The Ancient Olympics** – The Story of Callipateira  
**The Ancient Olympics** - The Olympic Traditions  
**The Lucky Viking** – The Discovery of America  
**The Spanish Armada** – The Invasion of England  
**The Boy King** - The Legend of Tutankhamun  
**The Warrior Queen** - The Romans in Britannia  
**The Warrior Queen** - Boudica, Warrior Queen  
**The Victorian Historian** - History is Boring  
**Saint Nicholas** – The Real Santa Claus  
**The Magic Tree** - A Story for Christmas  
**The Trojan Horse** – The Fall of Troy  
**Henry VIII** – Henry and Anne Boleyn  
**Henry VIII** – The Break with Rome  
**Battle of Britain** -Their Finest Hour  
**Pompeii** –Escape from the Cloud  
**Pompeii** - Life in a Roman Town  
**Trafalgar** – Nelson's Finest Hour  
**Trafalgar** - Napoleon's Navy  
**Trafalgar** – Nelson's Navy  
**Athens** – It Could be You  
**1066** – William's Army  
**1066** – Harold's Army

### Source

**Pausanias, *Description of Greece*** with an English Translation by W.H.S. Jones, Litt.D. in 4 Volumes.  
Volume 1. Attica and Cornith, Cambridge, MA, Harvard University Press; London, William Heinemann Ltd., 1918

### Videoing productions.

A licence is available. To obtain one please contact the publishers.

# ATHENS

## To Vote or Not to Vote?

### Assembly Pack

**ATHENS - To Vote or Not to Vote?** is a performance piece taken from the parent musical **ATHENS**, one of our range of full scale educational musicals developed to complement the UK, Key Stage Two National Curriculum.

It has been specifically written as a citizenship resource to show how important it is for everybody to vote.

The musicals cover historical and citizenship based subjects. Assembly pieces are much shorter, simpler versions of these shows, rewritten to be used in an assembly and performed with little rehearsal time and with only small casts. Three songs taken from the larger parent musical complete the pack. These songs can be learnt by the small cast or larger groups.

Like the larger parent musical we aim to provide an excellent product that can be performed quickly and easily and can be altered or adapted according to your needs. We hope you enjoy performing **ATHENS - To Vote or Not to Vote?**

## Characters.

**Main Parts.** *There are 10 speaking parts, and any number of drinkers in The Minatour's Head.*

**Narrator 1.**

**Narrator 2.**

|                                       |                      |
|---------------------------------------|----------------------|
| <b>Hippias -</b>                      | The Tyrant           |
| <b>Carpus -</b>                       | Merchant             |
| <b>Herodion -</b>                     | Merchant             |
| <b>Ephialtes -</b>                    | Athens Politician    |
| <b>Cleisthenes (Cle-s-th-a-nes) -</b> | Aristocrat of Athens |
| <b>Pericles -</b>                     | Athens Politician    |
| <b>Medus -</b>                        | Landlord             |
| <b>Kallipos -</b>                     | Councilman of Athens |
| <b>Drinkers</b>                       |                      |

## Song List.

1. **Everyone can have a vote** – Hippias and the Drinkers
2. **The Assembly** – Kallipos.
3. **Democracy** – All.

# ATHENS

## To Vote or Not to Vote?

### Fact Sheet.

Democracy started in about 600BC under Solon, a wise statesman who instigated many of the ideas that were later taken up by the city state of Athens.

The wealthy were not happy and in 411 and 404BC the richest merchants, supported by the old enemy, Sparta, led counter revolutions to restore the old dictatorship. In 404BC they were successful, but only for a year. Democracy then returned for another 80 years until it was extinguished by Alexander the Great, the King of Macedonia, when he conquered Athens. Democracy had by this time spread to many of the other city states in the Greek world and continued to thrive until they were conquered by the Romans.

### The People

**Hippias** - Was the son of Peisistratus, an Athenian tyrant, who seized power three times before establishing a stable and benevolent form of dictatorship. Hippias then took over and became the worst possible type of tyrant which meant that by 508BC he was so unpopular that when the Spartans, Athens oldest enemy, threatened to invade he knew that his end was nigh, and that it wouldn't be a pleasant end unless he did something extraordinary.

**Cleisthenes** - Was a true born Athenian who was Peisistratus's brother-in-law and was the driving force behind the introduction of the Athenian democratic model at this time. This was basically that every free born Athenian male should decide each decision. There were over 25,000 such men but only a maximum of 5,000 ever attended, and usually there were many fewer.

**Ephialtes and Pericles** - In the late 460s were the driving force behind the lottery for members which produced a council of 500 members from across the 10 tribes of Athens. They then brought in payment for the council members: made a limit of two sessions for members and came up with the idea of the chairman being appointed only for one day. All of which resulted in the balance of the decision making moving from the wealthy merchants to the poorer sections of society.

### The Benefits to Athens

The Athens democracy heralded the start of one of the most fertile periods of history. From the city state came the philosophers Socrates, Anaxagoras and Plato; the historians Herodotus and Thucydides; and the literature of Aeschylus, Sophocles, and Euripides. Democracy allowed a culture to develop that valued intelligence and pleasure, allowing Athens to produce exceptional citizens who achieved brilliance in the arts, medicine, mathematics and philosophy. The real benefits of DEMOCRACY.

# ATHENS

## To Vote or Not to Vote?

*The scene is set in The Minotaur's Head, with tables and chairs on which the cast are seated. They come forward to deliver their lines. At one side of the performance area stand or sit the Narrators, who can read their lines. The Narrators are dressed in modern day clothing, and are basically from today. They take the audience back to Ancient Athens as they would in a television documentary.*

- Narrator 1.** Today we take the right to vote seriously.  
Unfortunately that doesn't mean that we all bother to vote.  
We don't, but we must.
- Narrator 2.** We must vote, because if we don't, we lose our ability to influence events.
- Narrator 1.** Then we allow ourselves to be dictated to by those who bother to vote.
- Narrator 2.** We would like to take you back to 500 BC and the City State of Athens and tell you about the first democracy.
- Narrator 1.** At the time Athens was ruled by Hippias the Terrible who was so vicious that everybody wanted to get rid of him. He escaped with his life by proposing that in future all the decisions were made by everyone.
- Narrator 2.** Well not really everyone, those that Hippias felt were, in his words, the real people. Oh, let him tell you about it.

*Everyone comes forward with Hippias at the front wearing a crown and with the Drinkers forming an arch behind him.*

### **SONG 1: Everyone can have a vote – Hippias and the Drinkers**

- Hippias.** The time has come to make a change to your lives.  
The time has come you can decide.  
I've got a little plan I think you might like.  
This is the thing,  
Please give it a try.

Everyone can have a vote.  
Anyone of any note.  
Well true Athenian men whose, family have been here ages.  
Everyone can have a choice.  
Everyone can have a voice.  
It's really not selective,  
Anyone at all can have a vote.

I know 'till now you've left the ruling to me.  
I've done my best but hey that's life.  
I think the people should have one simple thing.  
Everyone sing,  
It's time to decide.

**All**                      Everyone can have a vote.  
Anyone of any note.  
Well true Athenian men whose, family have been here ages.  
Everyone can have a choice.  
Everyone can have a voice.  
It's really not selective,  
Anyone at all can have a vote.

**Hippias.**              When I say everyone it's not quite that.  
If you are over thirty years.  
And if your granddad was Athenian too.  
And only if you are male.

**All.**                      Everyone can have a vote.  
Anyone of any note.  
Well true Athenian men whose, family have been here ages.  
Everyone can have a choice.  
Everyone can have a voice.  
It's really not selective,  
Anyone at all can have a..... vote!

*At the end of the song, Hippias comes to the front of the performance area.*

**Hippias.**              Do you agree?

**Crowd.** Yes.

**Hippias.** Right, that's it then. I'm off.

*Two Greeks enter with two large cases with the word "LOOT" written on them. They take off his crown and give him a flat cap. He picks up the cases and starts to exit, to shouts from the crowd of "He's taking all our money".*

**Hippias.** Oh, they're only my smalls, I have to have some clothes.

*Hippias staggers off the performance area struggling under the weight of the two suit cases.*

**Narrator 1.** And that is just what he did, he left Athens to the people.

**Narrator 2.** So they then had to find a way to get everybody to agree on everything.

**Narrator 1.** Not everybody was excited by this, so let's visit The Minotaur's Head.

*Carpus and Herodion, two merchants, come forward with Cleisthenes, an Athens aristocrat and philosopher, as well as Ephialtes and Pericles two local politicians.*

**Carpus.** My good friends, as a merchant in this town I am worried, but I suppose you feel proud of yourselves now that the people will make all the decisions

**Herodion.** It will fail. You will never get all the people to agree.

**Carpus.** Yes, and another thing, with these meetings taking place, when will anyone find any time to work?

**Herodion.** That's true, how can I make any money and anyway, you must accept that you will never get everybody to agree on everything.

**Ephialtes.** Corkscrews, *(they all look at him in a weird way)*. I've got an idea.



**Cleisthenes.** I bet this'll be good. Especially as he is only a politician! Come on then, let's hear it!

**Ephialtes.** It's simple, we draw lots.

**All.** What?

**Ephialtes.** We put the 5,000 names into a hat and then we draw out 500.

**Herodion.** (*Sarcastically*) It'll have to be a very big hat!

**Cleisthenes.** And that's it, just like that?

**Carpus.** It'll never work.

**Pericles.** It will work, because it will be a mix of everybody, not just money grabbing merchants like you two.

**Cleisthenes.** Well, let's give it a try.

**Narrator 1.** And they did, they put the 5,000 names of all the "real people" into a hat.

**Narrator 2.** The "real people" were true born Athenians, males over 30 whose mother and father had both been born in Athens and hadn't been slaves.

**Narrator 1.** They then drew out 500, who became the Council men.

**Narrator 2.** Then there was a problem because the meetings took so long and were boring.

**Narrator 1.** And just at this moment Kallipos, one of the chosen councilmen, is telling his drinking friends about the first meeting.

*The drinkers come to the front with Kallipos, Pericles and Medus, the Landlord.*

## **SONG 2: The Assembly – Kallipos.**

When I went to the Assembly,  
You should have seen the crowds.  
The streets alive with int'rest,  
Five hundred were allowed.  
The atmosphere was glowing,  
When everyone arrived.  
And everyone excited,  
When we sat down inside.

But it was boring, very, very boring,  
Lots of arguing and such.  
It was boring, ultimately boring,  
You wouldn't have liked it much.  
It was boring, some of them were snoring,  
It was dull as it could be.  
I am really not too sure about  
This thing Democracy.

When I went to the Assembly,  
They said we'd have our say.  
But even though I tried  
I couldn't get a word in anyway.  
Not one thing was decided,  
Except to stop for tea.  
And how much our expenses,  
For being there should be.

It was boring, very, very boring,  
Lots of arguing and such.  
It was boring, ultimately boring,  
You wouldn't have liked it much.  
It was boring, some of them were snoring,  
It was dull as it could be.  
I am really not too sure about,  
This thing Democracy.

It was boring, very, very boring,  
Lots of arguing and such.  
It was boring, very, very boring,  
You wouldn't have liked it much.  
It was boring, some of them were snoring,  
It was dull as it could be.  
I am really not too sure about  
This thing Democracy  
I am really not too sure about  
This thing Democracy.

**Pericles.** So it didn't really work then?

**Medus.** Well I'm glad I'm not on it and don't have to go through that. I couldn't give the time, and my bar would suffer.

**Kallipos.** It will get better; we may even be able to stop some of them talking for so long.

**Pericles.** Maybe, but don't you think that if you're chosen you should go?

**Medus.** No what use would my single vote in 500 be anyway?

**Kallipos.** *(Pulls out a scroll and reads from it.)* I have been reading about this because if the Athens electorate choose you and you don't go, and then if all the other people who are chosen to go don't go, then how does anything get done, because it means that those people who do go create a majority over those who don't go, and those who do go will be able to do just what they want. *(Pauses, looks at them both, then goes on)* Did what I just said make sense?

**All.** NO.

**Pericles** I think he is saying is that if we don't go, then the few who do will run the city, just like before.

**Kallipos.** That is correct. Without attending, there is no point to democracy.

**Pericles.** But more importantly if you don't go, how can you complain about their decisions when you have the chance to do something about it.

**Kallipos.** Under Hippias we had to do what Hippias wanted. Now if enough of us care we can make a difference, we can change things.

**Pericles.** This is why you must attend, you and everyone else. It is the power of the people over the tyrants. In years to come people will die for the right to have their say.

**Kallipos.** And if you don't use that right you will lose it.

**Medus.** So you think if my name comes up in the ballot I should go?

**All.** Yes.

*All the cast assemble to sing the final number,*

**Narrator 1.** That was 2,500 years ago, and even today with our modern voting system, people do not bother to vote.

**Narrator 2.** Democracy is still fragile so "If you don't use it, you will lose it".

*Hippias enters*

**Hippias.** Remember if you don't use it you will lose it, and I, Hippias the Tyrant, will come back.

**Cleisthenes.** That is how democracy started, in the city state of Athens.

**Ephialtes.** And democracy in its various forms has already lasted for nearly 2,500 years.

**Herodion.** But their democracy was different from ours of today.

**Carpus.** Today, instead of drawing lots, we vote for our politicians.

**Pericles.** And women can vote and even be elected.

**Medus.** In fact today everyone has a vote.

**Narrator 1.** Remember what they started 2,500 years ago is still going strong because you still have your say when you vote.

**Narrator 2.** Remember it's called Democracy.

*The whole cast then sing the final number.*

### SONG 3: Democracy – All.

**Cleisthenes.**

Democracy has started today.  
You can fin'lly all have your say.  
There's no more dictators,  
There's no more to fear,  
Coz we make the rules  
And Democracy's here.  
Democracy will soar to the sky.  
D. E. M. O. C. R. A. C. Y.  
If you want your vote  
Then you get to decide.  
Coz we gave democracy life.

**Ephialtes.**

Democracy it's all up to you.  
Everyone gets their chance to rule.  
If you don't yet like it,  
You've misunderstood.  
Coz deep down inside it,  
It's really quite good.  
Democracy is something quite new.  
All will get their own point of view.  
If politics thrills you,  
It's your turn to play,  
Coz this thing is starting today.

**Pericles.**

Gone are all the days when you must listen to them.  
We can make the choice, don't be afraid.  
Now's the time for everyone to stand up and speak,  
Coz we make decisions,

**Ephialtes/Cleisthenes.**

And we keep the peace!

**All.**

Democracy has given us wings.  
As of now the people are kings.  
We're eager to woo you,  
We're eager to please.  
Coz Democracy ain't a social disease.

Democracy will soar to the sky.  
D. E. M. O. C. R. A. C. Y.  
If you want your vote  
Then you get to decide.  
Coz we gave democracy,  
We gave democracy,  
We gave democracy life.

*The cast then form a line across the performance area, link arms, take a couple of steps forward and bow.*

**THE END**

# ASSEMBLY ART PACK

*Note: This is an abbreviated art pack taken from the full length show*



Artist Anthony James has worked extensively as "**Creaturama Workshops**" in education since 1992. His work, based on the use of junk materials, has featured in three nationally touring exhibitions. Anthony has also worked as a television and theatre "Production Designer" and his work has appeared on many T.V. programmes. As part of "**Creaturama**", Anthony also runs workshops based on real historical subjects and the following pages are taken from these formats and are based on techniques that have proved to be achievable in the field.

## WARNING.

All scissors are dangerous, even if plastic. Make children aware of this prior to scenery, costume and prop construction. Check collected junk for such items as glass and metal tins. In a past workshop a six inch carving knife was handed to me, found in a pile of donated junk materials. Also check that bottles and food containers have been emptied and cleaned properly. (*There really is nothing like the smell of festering milk in the bottom of an old plastic milk bottle to make children sick*).

## MATERIALS.

All of Anthony's work is based on the use of two inch wide masking tape. To use thinner tape is a false economy as the children will just use more of this to achieve the same effects. Wide masking tape, scissors and cardboard are the only real indispensable materials needed. **THE FEATURED TECHNIQUES WILL NOT WORK WITH THIN MASKING TAPE.** Other useful materials include coloured papers, kitchen rolls, cereal boxes and old newspapers.

## MASKING TAPE.

Masking tapes differ widely in their quality and price. Be aware of differing prices and shop around, the savings you can make may surprise you. Remember masking tape is created for masking so most masking tapes can be painted over. Do not confuse with gummed tape or parcel tape (*both are usually dark brown as opposed to light cream*). Make children aware that ripping tape with their teeth is unwise, particularly if they are "First teeth"! Cutting with scissors or breaking by using the thumb placed on the roll's edge are both acceptable. Make children aware that masking tape and hair do not mix!

## DO NOT BE AFRAID.

The biggest hurdle in three-dimensional model making is a misconception that it is a complex or unattainable skill. The trick is in making items stick together properly and after some initial practice you will realise just how easy this is.

## PAINTING.

When three-dimensional creations are painted, try getting the children to paint them one colour first, the primary coat as I call it. This stops a random mixing of colours occurring when several are used at the same time. Once the primary coat is dry other colours and features can be added. If paint refuses to cover tape or plastics, use a small amount of PVA glue mixed with a ready mixed paint.

## FINALLY.

All the techniques featured have been tried out before their inclusion in this pack and are achievable by children from reception upwards. They are meant as a guide only and it is up to you and the children's individual talents as to just how ambitious you wish to be. Get the children to make big things. Model making is great fun and is a lively and informative way of teaching Art, History and Technology.

## Costumes.

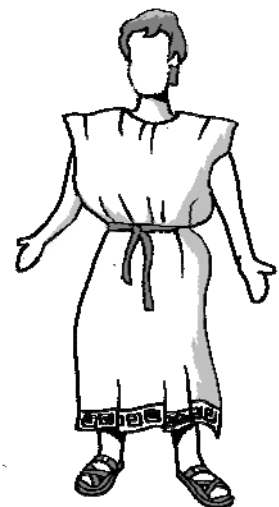
Greek dress was very simple. Large, free flowing garments kept the Greeks cool in the warm climate.

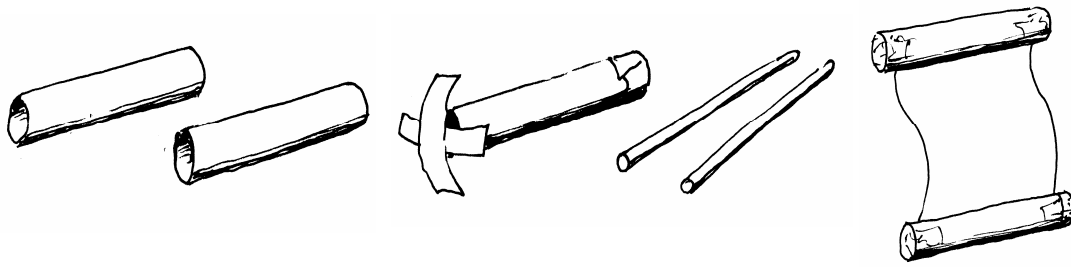
White and other coloured sheets can be used. A hole cut in the middle to allow the head through and a simple belt [or piece of cord] can hold the costume together. Simple geometric patterns can be added to the ends of the costumes with felt tip pens for a little Greek styling (see next page).

## Footwear.

Sandals were generally worn in Ancient Greece, protecting the feet but also keeping them cool in hot weather. Men and soldiers could also wear boots if fighting, or if long journeys required them. Many people did without footwear of any kind.

If sandals are available these are preferred. It is suggested that even if inaccurate, footwear should be worn, as uneven flooring, wooden staging and the presence of many other feet could cause injury to bare feet.





### Scrolls.

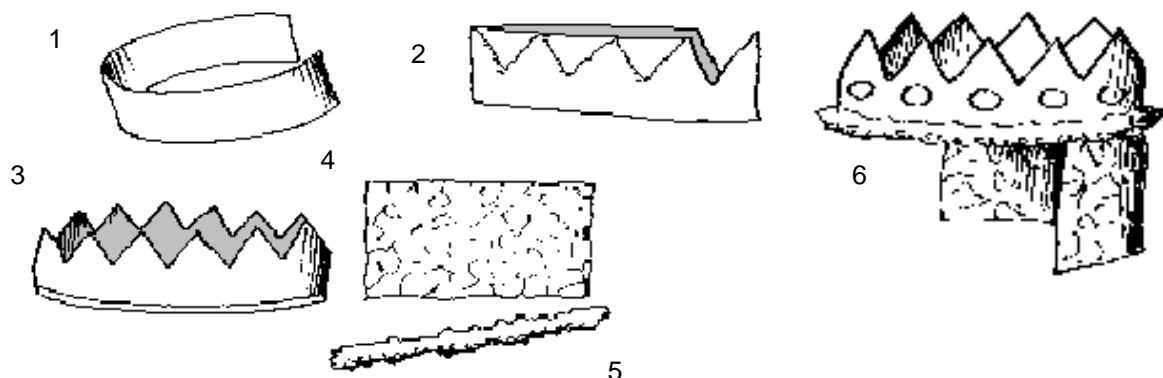
These can be created by either using two kitchen rolls or two pieces of thick wooden dowel.

1. Stick some masking tape over the ends of the kitchen rolls to fill in their ends and then paint these brown to resemble wood. (If you use dowel you will not need to do this).
2. Now attach a long piece of sugar or cartridge paper to both rolls/dowels as in the illustration. You can finish off your scroll by writing on the paper the actual character's lines or Greek alphabet symbols.

### Hippias' Crown.

Hippias is very definitely the baddy, so his crown should reflect this.

1. Use a piece of cereal box card and create a strip which will fit around Hippias' head. Join the piece into a cylinder with masking tape.
2. Now squash the cylinder flat onto a table and cut out some triangles leaving a good 3 cm to act as a stable base.
3. With the cylinder reopened, attach a piece of double-sided tape around the base (this can also be pieces of folded over masking tape).
4. Cut out a square or rectangular piece of plastic, either from a bin liner or plastic bag, the desired colour.
5. Take a strip of cotton wool or wadding to attach around the crown's base.
6. Attach the plastic to the interior of the crown to create a back piece and the cotton wool strip to the double-sided tape. Decorate the crown with jewels or designs as preferred.



# 1. Everyone Can Have A Vote

1

(Hippias & The Drinkers)

Swung Quavers

Taken from the musical: Athens  
Music & Lyrics by Tim J. Spencer

$\text{♩} = 185$

Piano

5

Piano

9

Melody

1. The time has come to make a change to your lives\_\_\_\_\_ the time has  
2. I know til now you've left the ru - ling to me\_\_\_\_\_ I've done my

Piano

14

Melody

come you can de - cide I've got a li - ttle plan I  
best but hey that's life I think the pe - ple should have

Piano

G C A/C#



## Everyone Can Have A Vote

19

Melody

think you might like\_\_\_\_ This is the thing\_\_\_\_ please give it a try  
 one sim - ple thing\_\_\_\_ E - very - one sing\_\_\_\_ It's time to de - cide

Piano

G/D B/D# E7 A7 D Em7Fdim D/F#

24

Melody

E - very - one can have a vote A - ny - one of a - ny note

Piano

D7 G D B7/D#

29

Melody

Well true A - the - nian men whose fa - mily have been here a - ges E - very - one can have a

Piano

Em D C G/D D G/D D G

34

Melody

choice E - very - one can have a voice It's rea - lly not se - lec - tive

Piano

D B7/D# Em D

# Everyone Can Have A Vote

3

39

Melody

A - ny - one at all can have a vote

Piano

C Am D G

1.

44

Melody

2.

Piano

G

2.

49

Melody

When I say e - very - one it's not quite that If you are

Piano

C D Bm Em Am

54

Melody

o - ver thi - rty years Amd if your grand - dad was A -

Piano

D G C D

## Everyone Can Have A Vote

59

Melody

the - nian too And on - ly if you \_\_\_\_\_ are male

Piano

B<sup>7</sup>/D<sup>#</sup> Em A Bm Cdim A<sup>7</sup>/C<sup>#</sup> A<sup>7</sup> D

64

Melody

E - very-one can have a vote A - ny-one of a - ny

Piano

E/G<sup>#</sup> A E

68

Melody

note Well true A - the - nian men whose fa - mily have been here a - ges

Piano

C<sup>#</sup>/E<sup>#</sup> F<sup>#</sup>m E D A/E E A/E E

73

Melody

E - very-one can have a choice E - very-one can have a voice

Piano

A E C<sup>#</sup>/E<sup>#</sup>

# Everyone Can Have A Vote

5

77

Melody

It's rea - lly not se - lec - tive A - ny - one at all can have a

Piano

F#m E D Bm E

81

Melody

Vote!

Piano

A

**Democracy**

44

Melody

We gave De - mo - cra - cy we gave De - mo - cra - cy life

Piano

A D<sup>7</sup> A D<sup>7</sup> G D<sup>7</sup> G

## 2. The Assembly

1

(Kallipos)

Taken from the musicals: Athens  
Music & Lyrics by Tim J. Spencer

Melody

1. When I

Piano

E A F#m B E B

5

Melody

went to the a - ssem - bly you should have seen the crowds The streets a - live with  
went to the a - ssem - bly They said we'd have our say But e - ven though I

Pno.

E A E A

10

Melody

in - t'rest Five hun - dred were a - llowed The at - mos - phere was glo - wing when e - v'ry - one a -  
tried I coul - dn't get a word in a - ny - way Not one thing was de - ci - ded ex - cept to stop for

Pno.

E/G# C#m F# B7 E A

## The Assembly

16

Melody

rrived tea And e - v'ry-one ex - ci - ted when we sat down in - side But it was  
And how much our ex - pen - ses for be - ing there should be It was

Pno.

E A E/G# C#m F# B7 E B

21

Melody

bo - ring ve - ry ve - ry bor - ing Lots of ar - gu - ing and such It was bo - ring ul - ti - mate - ly

Pno.

E A E E

26

Melody

bo - ring you woul - dn't have liked it much It was bo - ring some of them were sno - ring It was

Pno.

F# B E

31

Melody

dull as it could be I am rea - lly not too sure a - bout this thing de - mo - cra -

Pno.

A F# E/B A B<sup>7</sup>

36

Melody

1. cy 2. When I cy It was bo - ring ve - ry ve - ry bo - ring lots of ar - gu - ing and

Pno.

1. E B 2. E C<sup>7</sup> F B<sup>b</sup>

41

Melody

such It was bo - ring ve - ry ve - ry bo - ring you woul - dn't have liked it much It was

Pno.

F F G C



## The Assembly

46

Melody

bo - ring some of them were sno - ring It was dull as it could be I am rea - lly not too\_\_

Pno.

F B<sup>b</sup> G F/C

51

Melody

sure a - bout this\_\_ thing\_\_ de - mo - cra - cy I am rea - lly not too\_\_

Pno.

B<sup>b</sup> C<sup>7</sup> F C F/C

55

Melody

sure a - bout this\_\_ thing\_\_ de - mo - cra - cy

Pno.

B<sup>b</sup> C<sup>7</sup> F

# 3. Democracy

(All)

1

Taken from the musical: Athens  
Music & Lyrics by Tim J. Spencer

♩=140

Melody

Piano

1. De -

4

Melody

Piano

mo - cra - cy has star-ted to - day\_ You can fi - n'ly all have your say\_ There's  
mo - cra - cy it's all up to you\_ E - very - one gets their chance to rule\_ If

8

Melody

Piano

no more dic - ta - tors There's no more to fear\_ Coz we make the rules\_ and de -  
you don't yet like\_ it you've mis - un - der - stood\_ Coz deep down in - side\_ it it's

11

Melody

Piano

mo-cra-cy's here De - mo - cra - cy will soar to the sky\_ D E. M. O. C.  
rea-ly quite good De - mo - cra - cy is some-thing quite new\_ All will get their

## Democracy

15

Melody

R. A. C. Y. — If you want your vote\_ then you get to de-cide\_ coz we gave de-mo - cra-cy  
own point of view\_ If po - li - tics thrills you it's your turn to play\_ coz this thing is star - thing to -

Piano

G C A/C# G/D E7 A D7

19

Melody

1. life De - day 2. Gone are all the days when you must lis - ten to them\_

Piano

1. G D 2. G G7 C A7/C# G/D Em

23

Melody

We can make the choice don't be a - fraid Now's the time for e - very - one to

Piano

C D7 G G7 C A7/C#

26

Melody

stand up and speak\_ Coz we make de - ci - sions and we keep the peace De -

Piano

G/D E7 A7 D

29

Melody

mo - cra - cy has gi - ven us wings As of now the peo - ple are Kings We're

Piano

G E<sup>7</sup>/G<sup>#</sup> A<sup>7</sup> D<sup>7</sup> G

33

Melody

ea - ger to woo\_ you we're ea - ger to please\_ Coz De - mo - cra - cy\_ ain't a so - cial di - sease De -

Piano

C A/C<sup>#</sup> G/D E<sup>7</sup> A<sup>7</sup> D

37

Melody

mo - cra - cy will soar to the sky\_ D. E. M. O. C. R. A. C. Y.\_ If

Piano

G E/G<sup>#</sup> A<sup>7</sup> D<sup>7</sup> G

41

Melody

you want your vote\_ then you get to de - cide\_ coz we gave De - mo - cra - cy

Piano

C A/C<sup>#</sup> G/D E<sup>7</sup> A D<sup>7</sup>

**Democracy**

44

Melody

We gave De - mo - cra - cy we gave De - mo - cra - cy life

Piano

A D<sup>7</sup> A D<sup>7</sup> G D<sup>7</sup> G

Detailed description: The musical score is for a piece titled 'Democracy', starting at measure 44. The key signature is G major (one sharp, F#). The melody is written in the treble clef and consists of the following notes: G4 (quarter), A4 (quarter), B4 (quarter), A4-G4 (beamed eighth notes), F#4 (quarter), E4 (quarter), D4 (half). The lyrics are 'We gave De - mo - cra - cy we gave De - mo - cra - cy life'. The piano accompaniment is written in a grand staff. The right hand plays chords and moving lines, with chord symbols A, D7, A, D7, G, D7, and G written above it. The left hand plays a bass line with notes G3, A3, B3, A3-G3 (beamed eighth notes), F#3, E3, D3. The piece concludes with a double bar line.

# Potty Pantos

Goldilocks and the Three Scares  
Daring Dick Whittington  
Jack and the Big Stork!  
Aladdin's Lump

## CHRISTMAS SHOWS

Happy Christmas Tommy – *The Miracle of 1914*  
The Magic Tree – *A Story for Christmas*  
Saint Nicholas – *The Real Santa Claus*  
The Star Child – *The Christmas Story*

## 50 minute Educational Musicals

Supporting National Curriculum subjects

The Gunpowder Plot – *Remember, Remember the 5<sup>th</sup> of November*  
Monster of the Maze – *The Story of Theseus and the Minotaur*  
The Dream Catcher – *The Plains' Indians of North America*  
Perfect Pirates – *The Story of Anne Bonny and Mary Read*  
The Victorian Historian – *A Journey to Victorian England*  
The Ship of Dreams – *The Voyage of the RMS Titanic*  
The Ancient Olympics – *The Legend of Callipateira*  
The Golden City – *The Lost Empire of the Aztecs*  
Valley of the Kings – *The Power of the Sun God*  
The Spanish Armada – *The Invasion of England*  
The Warrior Queen – *Boudica and the Romans*  
Christopher Columbus – *The World is Round*  
The Lucky Viking – *The Discovery of America*  
The Boy King – *The Legend of Tutankhamun*  
Daedalus & Icarus – *Their Flight to Freedom*  
The Saxon King – *The Story of Sutton Hoo*  
Battle of Britain – *A Story of the Few*  
The Trojan Horse – *The Fall of Troy*  
Athens – *The Birth of Democracy*  
Henry VIII – *The Break with Rome*  
Trafalgar – *Nelson's Finest Hour*  
Gettysburg – *Brothers at War*  
1066 – *The Battle of Hastings*  
Pompeii – *The Rain of Fire*

All shows ready to perform.  
Each pack includes  
History Fact Pack, Script, Libretto Music Score & CD.

This material is non refundable

**NO PERFORMANCE FEES UNLESS YOU ARE  
CHARGING THE AUDIENCE**

Rehearsal Scripts & Song Books available in packs of 10

Go to [www.educationalmusicals.co.uk](http://www.educationalmusicals.co.uk)  
Where you can hear two songs or  
read two pages of script from each show.  
Your children can also download the songs



## **ATHENS**

### **To Vote or Not to Vote?**

One of the most important questions of our time.  
Why should we vote?

This 10 minute show examines this crucial  
question with three memorable songs,  
which children will remember when  
in years to come they go to vote.

A show that covers both the  
Greeks and Citizenship.

ISBN: 978-1-905123-67-7

