

# IT TAKES A WHOLE VILLAGE

(SATB, SAB, Two-Part), accompanied,  
with optional guitar, bass, percussion  
instruments and synthesizers

Words by PAT MURPHY, PAUL COLWELL and JOHN KAGARUKI

Music by PAUL COLWELL and  
HERBERT ALLEN

Arranged by JEFF FUNK

## Translation

It takes a whole village to raise a child.

## Pronunciation guide

<i>I - na</i>	<i>chu - ku - a</i>	<i>ki - ji - ji</i>
<i>Ee - nah</i>	<i>choo - koo - ah</i>	<i>kee - jee - jee</i>
<i>ki - zi - ma</i>	<i>kum - le - a</i>	<i>m - to - to.</i>
<i>kee - zee - mah</i>	<i>koom - lay - ah</i>	<i>mm - toh - toh.</i>

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Performance time: 3:53

Moderate, rhythmic ♩ = 100

S  
A

T  
B

Piano  
(Guitar,  
Bass)

Moderate, rhythmic ♩ = 100

*mp*  
Syn. 2: "Orinoco" soft Timpani/  
Pitched Steel Drum setting

Opt. Solo or unis.

Pop - pa s out in the field, \_\_\_\_\_

*mp*

A E7 A E7

- \*Guitar: Play ad lib. from chord symbols in piano part.  
Bass: Follow l.h. of piano part, adjusting octaves when necessary.  
Percussion: See pages 16 - 17.  
Synthesizer 1: See pages 18-19. Synthesizer 2: See left hand of piano.  
\*\*Opt.: May repeat as desired to develop additional percussion motifs (ad lib.) and/or further sound design.

*Opt. Solo or unis.**mp*

Ma - ma's - down at the well, -

*simile*

7

*Opt. Duet or tutti*

Grand - ma's - a - way - at the mar - ket -

*Opt. Duet or tutti*

with ma - nioc - to sell.

*All mf*

A

*All mf*

Ah

*simile*

Reverently

11

neigh - bor is watch - ing the chil - dren they're

mmm, ah

Reverently

11

*mf*

D A E A

play - ing out on the path. An

mmm. Ah

3

D A E

15

old man comes a-long and tells them a sto - ry, —

mmm, ah

D A E F#m

*sotto voce*  
*unis.*

al - ways makes them \_ laugh. And he says:

mmm. \_\_\_\_\_

D A E

19

*unis.*

oo \_\_\_\_\_

When you go down by the riv - er

19 F#m C#m7 F#m E

*div.*

oo \_\_\_\_\_ hoo.

Opt. l.h. & r.h. finger-snapping

watch out for those croc-o - diles. \_\_\_\_\_

F#m C#m7 F#m

8vb \_\_\_\_\_

23 *unis.* You see, in Af - ri - ca the old say - ing goes: It *f*

*unis.* *f*

23 D F#m C#7 *simile*

*loco*

26 takes a whole vil - lage to raise a child. It

26 Bm A E A *f* *simile*

1. takes a whole vil - lage to raise a child. It

Bm A E 1. *8vb*

2. *unis.* 3 3

a child. I - na chu - ku - a ki -

*unis.* 3 3

2. E 31 F#m E

8vb loco

3 3 3 3

ji - ji ki - zi - ma kum le - a m -

A7 Bm A

3 3 3

to - to to - to Oh,

1. E 2. E

To Coda ⊕

oh. \_\_\_\_\_

*Opt. Solo or unis. The mp*

*1st time sub. mp*

*To Coda ⊕*

*Play l.h. 2nd time only*

38

*Opt. Solo or unis. mp*

world is a vil - lage now \_\_\_\_\_ and it

38

*Opt. Duet or tutti*

is - n't ver - y large. \_\_\_\_\_ It's a

*Opt. Duet or tutti*

*simile*



42  
 strug - gle just for sur - vi - val. \_\_\_\_\_

42  
 A E7 A E7

Fam - lies work - ing so hard. *All mf*  
 Ah

A E7 A E7  
*simile*

46 *All mf*  
 Who is rais - ing the chil - dren in  
 mmm, \_\_\_\_\_ ah

46 D A E A  
*mf*

front of the big T. V. and

mmm. Ah

D A E

50 help - ing them to un - der - stand

mmm, ah

50 D A B F#m

ev 'ry - thing they see?

mmm.

D A E

54

*div.*

Oo \_\_\_\_\_

oo.

Oo \_\_\_\_\_

*unis.*

Who's go-ing to sit down with \_\_\_\_\_ them

54

F#m

C#m7

F#m

E

*Opt. Tongue click\**

hoo \_\_\_\_\_

oo.

and lis-ten for a while

F#m

C#m7

F#m

8vb

58

*unis.*

*unis.*

*D.S. al Coda*

You see, in Af - ri - ca \_\_\_\_\_

the old say-ing goes: - It

*unis.*

*f*

58

D

F#m

C#7

*D.S. al Coda*

*simile*

*loco*

\*Shape mouth in an "O" vowel for richer resonance on tongue-click.

⊕ Coda

Opt. Finger snap/light hand clap

Leave 'em a dream, tell 'em a tale,  
*Opt. Shouted*  
 Ki - ji ji ki - zi - ma

⊕ Coda

*continue 2 bar pattern*

teach 'em to read and ham - mer a nail.  
 kum - le - a m - to - to.

65

Un - cles and aunts, grand - par - ents and teach - ers, big  
 Ki - ji - ji ki - zi - ma

65

end snaps/claps

sis - ters, big broth - ers, neigh - bors, shop - keep - ers. It  
 kum - le - a m - to - to. It

E7 A

69 takes a whole vil - lage to raise a child. It

69 Bm A E A simile

takes a whole vil - lage to raise a child.

Bm A E 8vb

73

*unis.*

I - na chu - ku - a ki - ji - ji ki - zi - ma

*unis.*

73

F#m

E

A7

Bm

*loco*

77

kum - le - a m - to - to, (Takes a whole vil - lage. -

*Opt. Solo mf*

77

*mf*

*Tranquillo mf*

-) kum - le - a m - to - to. Hmm

*Tranquillo mf*

*rit. mp*

A

E7

A

E7

A

*rit. mp*

8vb

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## PERCUSSION

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Moderate, rhythmic ♩ = 100

Small Drum  
Large Drum

*mp*

Shaker/Claves  
Congas/Hand Drum

*mp* Shaker (2nd time only)  
*mp* (2nd time only)

11 Reverently

*mf*

Claves

*mf*

19

Opt. Shaker or Rattle

Opt. Shaker or Rattle

26

1. 2.

1. 2.

31

1. 2.

To Coda ⊕

1st time sub. *mp*

1st time sub. *mp*

\*Opt.: May repeat as desired to develop additional percussion motifs (ad lib.) and/or further sound design.

38 *mp* 42 2 2 2

46 *mf* 50 2 2 2

54 58 *D.S. al Coda* Opt. Shaker or Rattle

65 *Coda* Opt. Shaker or Rattle

69 73

77 *mf* *rit.* *mp*



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## SYNTHESIZER 1

Words by PAT MURPHY,  
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Moderate, rhythmic ♩ = 100  
\* Marimba setting

*mp detached throughout*

11 Reverently  
*mf*

15

19

23

26 *f*

2. 31

1. 2. To Coda ⊕  
*1st time sub. mp*

\*Opt.: May repeat as desired to develop additional percussion motifs (ad lib.) and/or further sound design.

38 42

46 *mf*

50

54

58 *D.S. al Coda*

♠ *Coda*  
Bells; 8va Mm. 61- 68

65

69 *Marimba loco*

73

77 *mf rit. mp*

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