

# Be a Voice of Hope

Unison voices (or solo voice) and piano  
Optional SATB parts

Words & Music: DAVID BARTON (b. 1983)



*Composed in support of The Separated Child Foundation*



## Composer's introduction

On the day I was born, 5th December 1983, my grandmother recorded in her diary that having ‘knitted anxiously and prayed fervently all day’, no one ‘could really believe it had happened so smoothly and simply after all our dreadful (morbid??) fears.’ One thing which has remained unchanged throughout history, is our unwavering appreciation for the miracle of life.

As I reach the age of 40, I look back on the past four decades not only with that same appreciation, but with a huge dose of gratitude. I thought for a long time about what I might do to mark this milestone. I could never claim to be a party animal, but after what feels like 40 miraculous years of life, there’s something to be said for marking and sharing that gratitude with others.

Perhaps it’s self-indulgent, but a common thread which has run through my life has been an awareness that we all have gifts, skills and talents which we can use for the benefit and enjoyment of others. With that in mind, this piece of music, *Be a Voice of Hope*, marks the milestone of reaching the age of 40. No party, but rather, a celebration of all the good that is still to be found in our fractured world.

I first became aware of The Separated Child Foundation in 2022, and was immediately captivated by their mission. Few of us can imagine fleeing our homeland due to war, terror or persecution, but doing this as a child or young person, without your parents, and arriving in a strange country completely alone is simply beyond our comprehension.

A common thread running through my own life has been working with children and young people through education. I know first-hand the many challenges they face, even against a relatively comfortable backdrop. Yet the children and young people supported by The Separated Child Foundation arrive, alone, in a strange country, seeking asylum, often against an unwelcoming backdrop.

In my life, I’ve taken much inspiration from my own grandmother, Granny. When she died in 2004 at the age of 92, it was said that she had welcomed into her home everyone from members of the House of Lords, to carers and cleaners. Each person had been welcomed equally, as an individual, with warmth and appreciation. It seems therefore, that the sense of welcome she extended for over nine decades, should continue.

*Be a Voice of Hope* turns that unwelcoming backdrop with which many of us are familiar, into a call for change, awareness and understanding. I hope that you will enjoy performing this piece as much as I have enjoyed writing it.



## The Separated Child Foundation

The Separated Child Foundation offers emotional, social and practical support to lone refugee youth when they arrive in the UK. These children and young people have to flee their homelands because of war, terror or persecution. They do not have their parents with them because they were killed before they left or were unable to leave. The charity's aim is to ensure that every separated child in the UK gets the support they need in order to be able to rebuild their lives and fulfil their potential.

You can find out more about The Separated Child Foundation on their website: <https://separatedchild.org> You can also follow them on social media: Facebook ([@theseparatedchildfoundation](https://www.facebook.com/theseparatedchildfoundation)); Twitter/X ([@separated\\_child](https://twitter.com/separated_child)); and Instagram ([@separated\\_child](https://www.instagram.com/separated_child))

## Using this music

To mark my 40th birthday, and to support The Separated Child Foundation, this music is offered as a free PDF download. You are welcome to make as many copies as you need in order to perform it, and of course, I'd love to hear about your performances! In return for making this piece available free, I am encouraging you to make a donation to The Separated Child Foundation so that they may be able to continue doing the wonderful work already being undertaken in offering emotional, social and practical support to lone refugee children and young people when they arrive in the UK.

You can find out more about my work and get in touch with me via my own website: <https://www.davidbartonmusic.co.uk> You can also follow me on social media: Facebook, Twitter/X and Instagram ([@davidbartonmus](https://www.instagram.com/davidbartonmus))

## About the composer

As an instrumental teacher and mentor, David has worked passionately within the field of music education for over 20 years. As a composer and arranger, David has over 100 works published in the UK and overseas. He writes a successful blog and contributes to a number of print publications. Following an MEd at The Open University, David is an active researcher in the field of music education, having completed a PhD at the Royal College of Music, London, where his thesis focussed on autonomy and control in private music teaching. He has been a Research Consultant with ABRSM and a Graduate Teaching Assistant at the Royal College of Music, London, and a syllabus consultant for both ABRSM and LCM Examinations. He was a finalist in the Musicians' Union Inspiration Award category at the Music Teacher Awards for Excellence in 2018. He is currently organist at Lichfield Methodist Church.

## Be a Voice of Hope

When the world seems dark,  
 Despairing, without hope;  
 So many lost, so many afraid.  
 When the world seems lost,  
 Uncaring, without love,  
 Desperate for comfort, longing for love.

Be a voice of hope for the future,  
 Shine a light in the darkness of day.  
 Be the hope that gives voice to the hungry;  
 Let it start with us.  
 Be a friend and walk on their journey,  
 Give a hand when their hope fades away.  
 Be the welcome amidst many strangers;  
 Let it start with us,  
 Let it start with me.

In a world so cold,  
 When warmth seems far away;  
 In darkness, in so much pain.  
 When a distant dream,  
 Is closer than we think:  
 Lift up our voices, in harmony.

DAVID BARTON (b. 1983)

## Performance note

This piece has been written with flexibility in mind, depending on the resources you have available. At its heart, it can be performed with solo voice and piano, or unison voices and piano. With the latter, you may wish to allocate some bars to solo voices (e.g. as indicated in bars 77-86).

Alternatively, it can be performed with the optional SATB parts for full choir. In this case, the top stave should be followed in bars 7-23; these notes could be taken by a solo voice, sung in unison, or divided between the SATB parts in unison. In bars 42-49, the sopranos and altos should follow their own stave, and the top stave should be ignored. In bars 50-52, the sopranos should sing the top stave, joining with the other SATB parts at the end of bar 52. In bars 77-86, the top stave should be followed, and these notes taken by either a solo voice, sopranos in unison, or sopranos and altos in unison.

As a final option, where available, a children's choir could take the top stave in unison (with optional solos already discussed) and an adult choir take the SATB parts as written.

The addition of further instrumental parts could be very effective, and you are more than welcome to arrange the piece for the resources you have available.

# Be a Voice of Hope

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**With perseverance, but not too fast** ♩ = c. 108 **poco rit. ....**

Unison (or solo) voice(s)

Optional SATB

Piano

*mp espressivo*

*pedal ad lib.*

5 **a tempo** *mp*

When the world seems dark, Des -

9 *mf* *mp*

- pair - ing, with - out hope; So ma - ny lost, so

13 *mp*

ma - ny a - fraid. When the world seems lost, Un -

17 *mf*

- ca - ring, — with - out love, Des - perate for com - fort,

21 *f*

long - ing for love. — Be a voice of  
*f* Be a voice of  
Be a voice of  
Be a voice of  
Be a voice of

25

hope for the fu - ture, Shine a light in the dark - ness of day.

hope for the fu - ture, Shine a light in the dark - ness of day.

hope for the fu - ture, Shine a light in the dark - ness of day.

hope for the fu - ture, Shine a light in the dark - ness of day.

28

*mf*  
Be the hope that gives voice to the hun - gry; Let it start with

*mf*  
Be the hope that gives voice to the hun - gry; Let it start with

Be the hope that gives voice to the hun - gry; Let it start with

Be the hope tha gives voice to the hun - gry; Let it start with

*mf*

*mf*



31

*f*

us. Be a friend and walk on their jour - ney,

*f*

us. Be a friend and walk on their jour - ney,

us. Be a friend and walk on their jour - ney,

us. Be a friend and walk on their jour - ney,

us. Be a friend and walk on their jour - ney,

*f*

34

*mf*

Give a hand when their hope fades a - way. Be the wel - come a -

*mf*

Give a hand when their hope fades a - way. Be the wel - come a -

Give a hand when their hope fades a - way. Be the wel - come a -

Give a hand when their hope fades a - way. Be the wel - come a -

Give a hand when their hope fades a - way. Be the wel - come a -

*mf*

*mf*

**rit.**.....

37

- midst ma - ny strang - ers; Let it start with us, Let it start with  
 - midst ma - ny strang - ers; Let it start with us, Let it start with  
 - midst ma - ny strang - ers; Let it start with us, Let it start with  
 - midst ma - ny strang - ers; Let it start with us, Let it start with

**a tempo**

40

*f* me. *p* In a world so cold, When  
*f* me. *p* In a world When  
 me. In a world so cold, When  
 me.  
 me.  
 me.

44 *p*

warmth seems\_ far a - way; In dark - ness, \_\_\_\_\_ in so much pain. —

warmth seems\_ far a - way; In dark - ness, \_\_\_\_\_ in so much pain. —

warmth seems\_ far a - way; In dark - ness \_\_\_\_\_ in so much pain. —

*p*

49 *mf*

When a dis - tant dream, Is clo - ser\_ than we

*mf* than we

a dream is clo - ser\_ than we

a dream is clo - ser\_ than we

*mf* than we

**poco rit.**.....

53

*f*

think: Lift up our voi - ces, in har - mo - -

think: Lift up our voi - ces, in har - mo - -

think: Lift up our voi - ces, in har - mo - -

think: Lift up our voi - ces, in har - mo - -

think: Lift up our voi - ces, in har - mo - -

*f*

**a tempo**

57

*ff*

*f*

- ny. Be a voice of hope for the fu - ture,

*ff*

*f*

- ny. Be a voice of hope for the fu - ture,

- ny. Be a voice of hope for the fu - ture,

- ny. Be a voice of hope for the fu - ture,

- ny. Be a voice of hope for the fu - ture,

*ff*

*f*

61

Shine a light in the dark - ness of day. Be the hope that gives

Shine a light in the dark - ness of day. Be the hope that gives

Shine a light in the dark - ness of day. Be the hope that gives

Shine a light in the dark - ness of day. Be the hope that gives

Shine a light in the dark - ness of day. Be the hope tha gives

*mf*

*mf*

*mf*

*mf*

64

voice to the hun - gry; Let it start with us. Be a friend and

voice to the hun - gry; Let it start with us. Be a friend and

voice to the hun - gry; Let it start with us. Be a friend and

voice to the hun - gry; Let it start with us. Be a friend and

voice to the hun - gry; Let it start with us. Be a friend and

*f*

*f*

*f*

*f*

68

walk on their jour - ney, Give a hand when their hope fades a - way.

walk on their jour - ney, Give a hand when their hope fades a - way.

walk on their jour - ney, Give a hand when their hope fades a - way.

walk on their jour - ney, Give a hand when their hope fades a - way.

walk on their jour - ney, Give a hand when their hope fades a - way.

71

*mf* *rit.*.....

Be the wel - come a - midst ma - ny strang - ers; Let it start with

*mf*

Be the wel - come a - midst ma - ny strang - ers; Let it start with

Be the wel - come a - midst ma - ny strang - ers; Let it start with

Be the wel - come a - midst ma - ny strang - ers; Let it start with

Be the wel - come a - midst ma - ny strang - ers; Let it start with

*mf*

*mf*

**Slower**  
**OPTIONAL SOLO**

74

us, Let it start with me. Be a voice of

us, Let it start with me.

us, Let it start with me.

us, Let it start with me.

78

hope for the fu - ture, Shine a light in the dark - ness of day. Be the hope that gives

**poco accel. ....**  
**mf**

82

voice to the hun - gry; Let it start with us, Let it start with

.....**Tempo I**  
**ALL VOICES**

86

me. Be a friend and walk on their jour - ney,  
Be a friend and walk on their jour - ney,  
Be a friend and walk on their jour - ney,  
Be a friend and walk on their jour - ney,  
Be a friend and walk on their jour - ney,



89

*mf*

Give a hand when their hope fades a - way.

Be the wel - come a -

Give a hand when their hope fades a - way.

Be the wel - come a -

Give a hand when their hope fades a - way.

Be the wel - come a -

Give a hand when their hope fades a - way.

Be the wel - come a -

Give a hand when their hope fades a - way.

Be the wel - come a -

*mf*

*mf*

**molto rit.** .....

92

- midst ma - ny strang - ers;

Let it start with us, Let it start with

- midst ma - ny strang - ers;

Let it start with us, Let it start with

- midst ma - ny strang - ers;

Let it start with us, Let it start with

- midst ma - ny strang - ers;

Let it start with us, Let it start with

- midst ma - ny strang - ers;

Let it start with us, Let it start with

//

//

**molto rall.** .....  
**f**

95

me. \_\_\_\_\_  
**f**  
me. \_\_\_\_\_  
me. \_\_\_\_\_  
me. \_\_\_\_\_  
**f**  
8va

*Lichfield*  
5.12.23