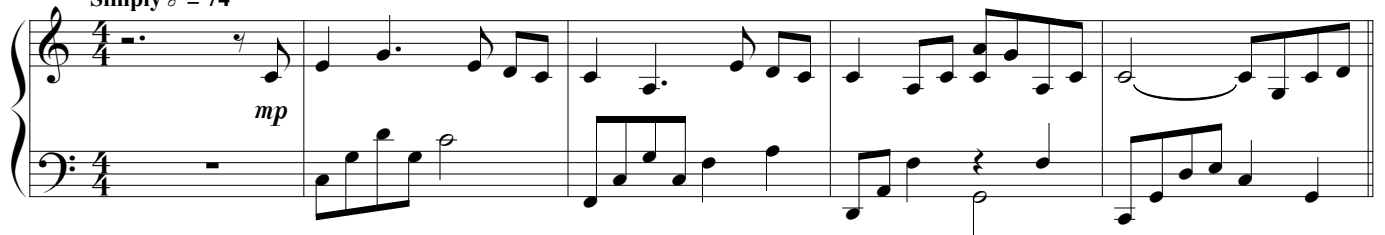


# Teach Me About the Temple

Words and Music by  
Lynne Perry Christofferson

Simply  $\text{♩} = 74$



*mp*

The piano introduction consists of two staves. The right hand starts with a quarter rest followed by a quarter note G4, then a series of eighth notes: A4, B4, C5, B4, A4, G4. The left hand starts with a quarter rest followed by a quarter note G3, then a series of eighth notes: F3, E3, D3, C3, B2, A2.



*mp*

1. I see the light of the temple at night. As it shines it re - minds me  
2. I see the light of the temple at night, and it's glow is a sym - bol

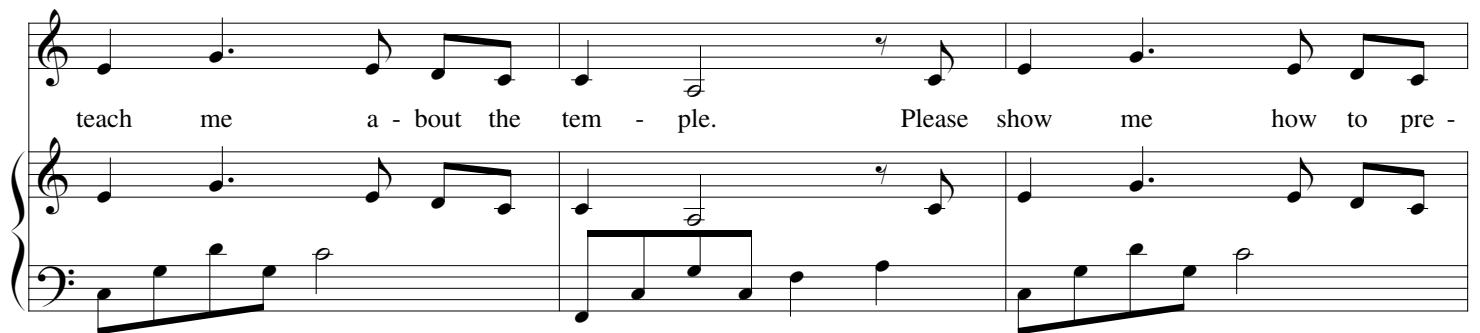
The piano accompaniment continues with the same rhythmic pattern as the introduction. The vocal line begins with a quarter rest, then a quarter note G4, followed by eighth notes: A4, B4, C5, B4, A4, G4. The lyrics are written below the vocal staff.



I must pre - pare if I hope to go there, but I need some - one to guide me. Please  
help - ing me think of the safe - ty and peace that come from the ho - ly tem - ple. Please

*mf*

The piano accompaniment continues. The vocal line begins with a quarter rest, then a quarter note G4, followed by eighth notes: A4, B4, C5, B4, A4, G4. The lyrics are written below the vocal staff.



teach me a - bout the tem - ple. Please show me how to pre -

The piano accompaniment continues. The vocal line begins with a quarter rest, then a quarter note G4, followed by eighth notes: A4, B4, C5, B4, A4, G4. The lyrics are written below the vocal staff.

pare. *f* Then all of my life I will try to be

wor - thy to en - ter there. *mf* Please teach me a - bout the

tem - ple. I want to know so that some - day I may go. *mp*

*mf* go. *f* I want to claim the bless - ings that lie in store. I want to

rit. go be - yond the door. *ff* Please teach me a - bout the tem - ple. *f* *a tempo* Please

The first system of the musical score features a vocal line and a piano accompaniment. The vocal line begins with a ritardando (rit.) marking, followed by a fortissimo (ff) section and a fortissimo (f) section, concluding with a return to the original tempo (a tempo). The piano accompaniment mirrors these dynamics and tempo changes.

show me how to pre - pare. Then all of my life I will try to be

The second system continues the vocal line and piano accompaniment. The vocal line maintains the same tempo and dynamic level as the first system.

wor - thy to en - ter there. *mf* Please teach me a - bout the tem - ple. I want to

The third system continues the vocal line and piano accompaniment. The vocal line includes a mezzo-forte (mf) marking. The piano accompaniment also features a mezzo-forte (mf) marking.

know so that some - day I may go. *rit.* *a tempo*

*Sva both hands*

*rit.* *a tempo* *rit.*

The fourth system concludes the piece. The vocal line ends with a ritardando (rit.) marking, followed by a return to the original tempo (a tempo). The piano accompaniment also features a ritardando (rit.) marking and a return to the original tempo (a tempo). A dashed line indicates that the piano accompaniment continues for both hands.