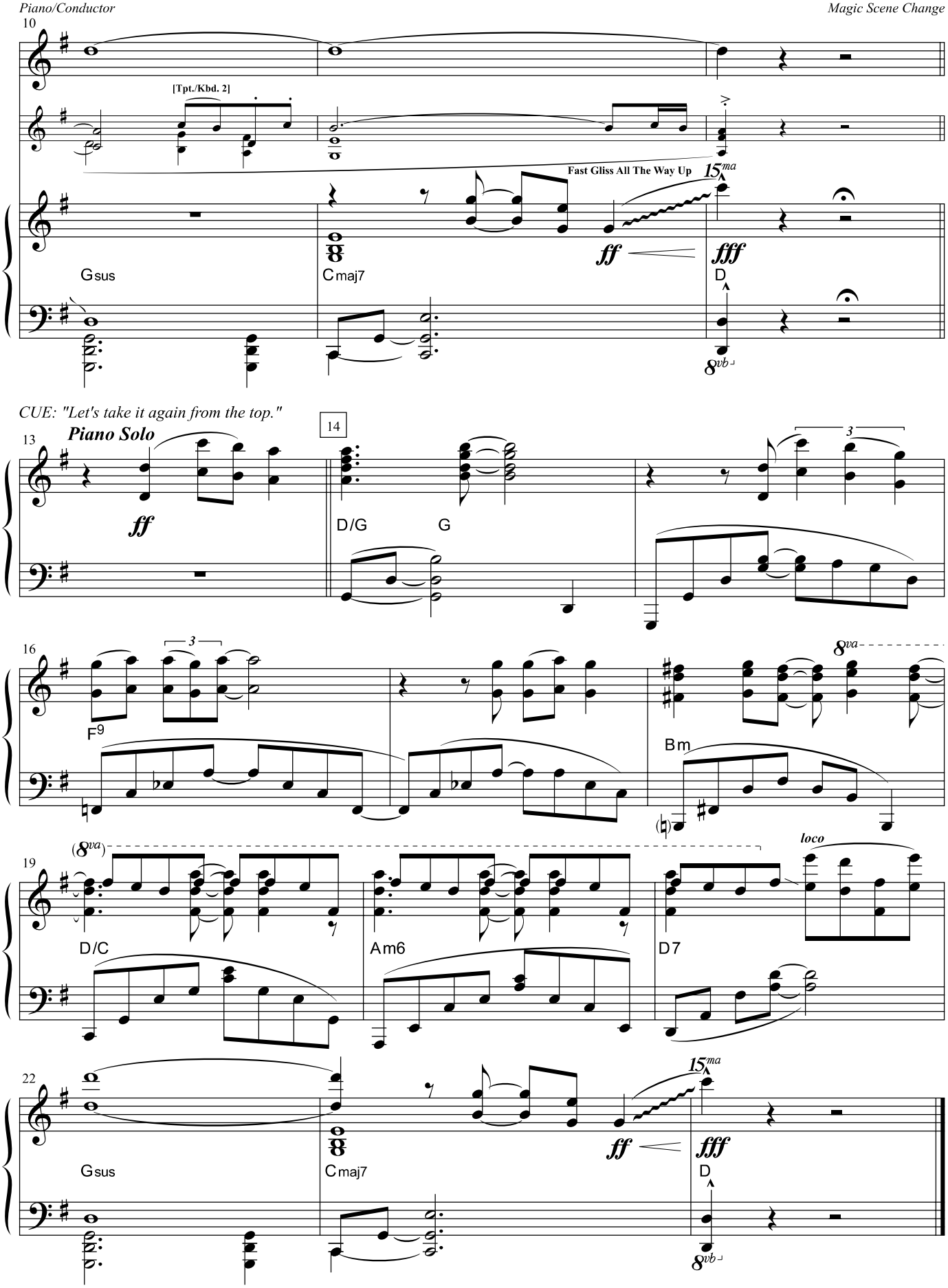
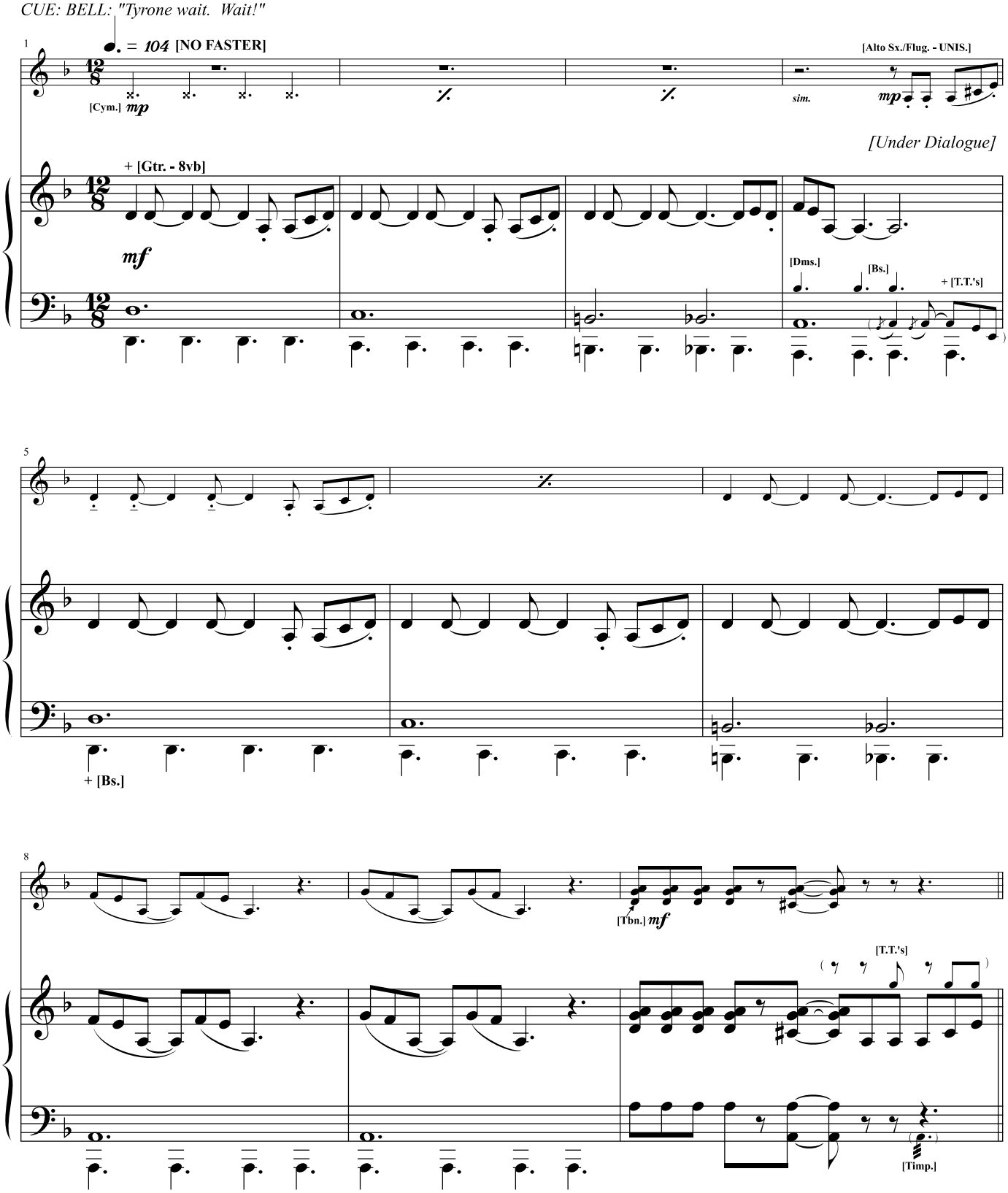

10
[Tpt./Kbd. 2]
Fast Gliss All The Way Up
15ma
ff
fff
Gsus
Cmaj7
D
8vb
CUE: "Let's take it again from the top."
13
Piano Solo
ff
14
D/G
G
3
16
F9
3
8va
Bm
(8va)
19
loco
D/C
Am6
D7
22
15ma
ff
fff
Gsus
Cmaj7
D
8vb

The Teacher's Argument

WARNING: TRYONE: "Forget this noise. I didn't want to dance in no recital anyway."
CUE: BELL: "Tyrone wait. Wait!"



11

BELL

Art - ists are spec - ial, ce - les - ti - al fools, blessed with a tal - ent for break - ing the rules, I'm

[Dms. - Time]

mf

Dm Dm/C Dm/B B♭

[Timp. & Bs.]

13

fit for con - fine - ment in cu - bi - cal schools, art - ists are

[Gtr.] *(Higher pos.)*

mf (Bb) (Gm7)

+ [Kbd. 2 (Marimba)]

Dm /C /B B♭ Gm7 B♭/C Am/C Gm/C

+ [Tbn.]

16

spe - cial.

[Alto Sx./Flug. - UNIS.]

f

[Tbn.]

f *mf*

f

B♭/F F Dsus/E A7sus A7

[Timp.]

mf

18

SHERMAN

Ar - tists are peo - ple, not prim - i - tive fools, they learn what to do be - fore break - ing the rules. They

(Dms. sim.)
(Kbd. 2 tacet)

mf

Dm /C Dm/B /B♭

[Timp. & Bs.]

20

know that the brain is the fin - est of tools,

[Gtr.]

(F)

+ [Kbd. 2 (Marimba R.H.)]

Dm/A /A♭ C/G

f F

+ [Tbn.]

22

art - ists are peo - ple.

(Higher pos.)

[Alto Sx.] *mf*

mf

[Flug.]

(Gtr. fill)

Dm7 F/G Em/G Dm/G F/C C

[Tamb.] *mp*

24 **BELL/SHERMAN** **BELL**

Wheth - er in thea - ter or mus - ic or dance, they have to be giv - en the chance... To

[Gtr.]

E♭ C7

+ [Alto Sx./Flug.] *f*

(Dms. sim.)

E♭ C7 E♭ C7

[Tamb.]

+ [Bs.]

26 **SHERMAN** **BOTH**

fly____ by the seat of their pants! To de - vel - op their minds! And be nur - tured like

B♭ Am Gm Gm

(Hns. tacet) + [Alto Sx./Flug./Tbn./Kbd.2 - 8va]

B♭ Am Gm Gm

29

plants.____ [Alto Sx./Flug./Tbn.]

A7sus *(Gtr. sim.)*

[Hns.]

A7sus A7sus A7

[Timp.] [Timp.]

31

SHERMAN

Art - ists are part of the same hu - man race as ev - ery - one else in this same blood - y place, you

(Dms. sim.)

(Dm)

[Timp. & Bs.]

33

learn to sur-vive or you fall on your face. Art-ist or not! Art-ist or

[Flug./Alto Sx./Kbd. 2 - 8va]

+ [Tbn. 8vb]

+ (Gtr. rhythm)

F/A /A♭ C/G F D7 Gm C A7

36

"Jack Up" Tempo ♩. = *112*

not!

[Alto Sx. & Flug. - Unis/Gtr. 8vb]

p

(Dm)

BELL: "Tyrone will make it!"

39

[Alto Sx./Flug./Gtr. - 8vb]

[Alto Sx./Flug./Tbn.]

(Gtr. rhythm)

(Dms. sim.)

A7sus

A7

+ [Bs.]

[Timp.] ***mf***

43

BELL

I've seen them come and go for all these years,

[Flug./Alto Sx./Tbn.]

f

(Gtr. - sust.)

[Vibraslap]

f

Fm7

45

Kids with no tal - ent for an - y - thing more than car - ry - ing spears,

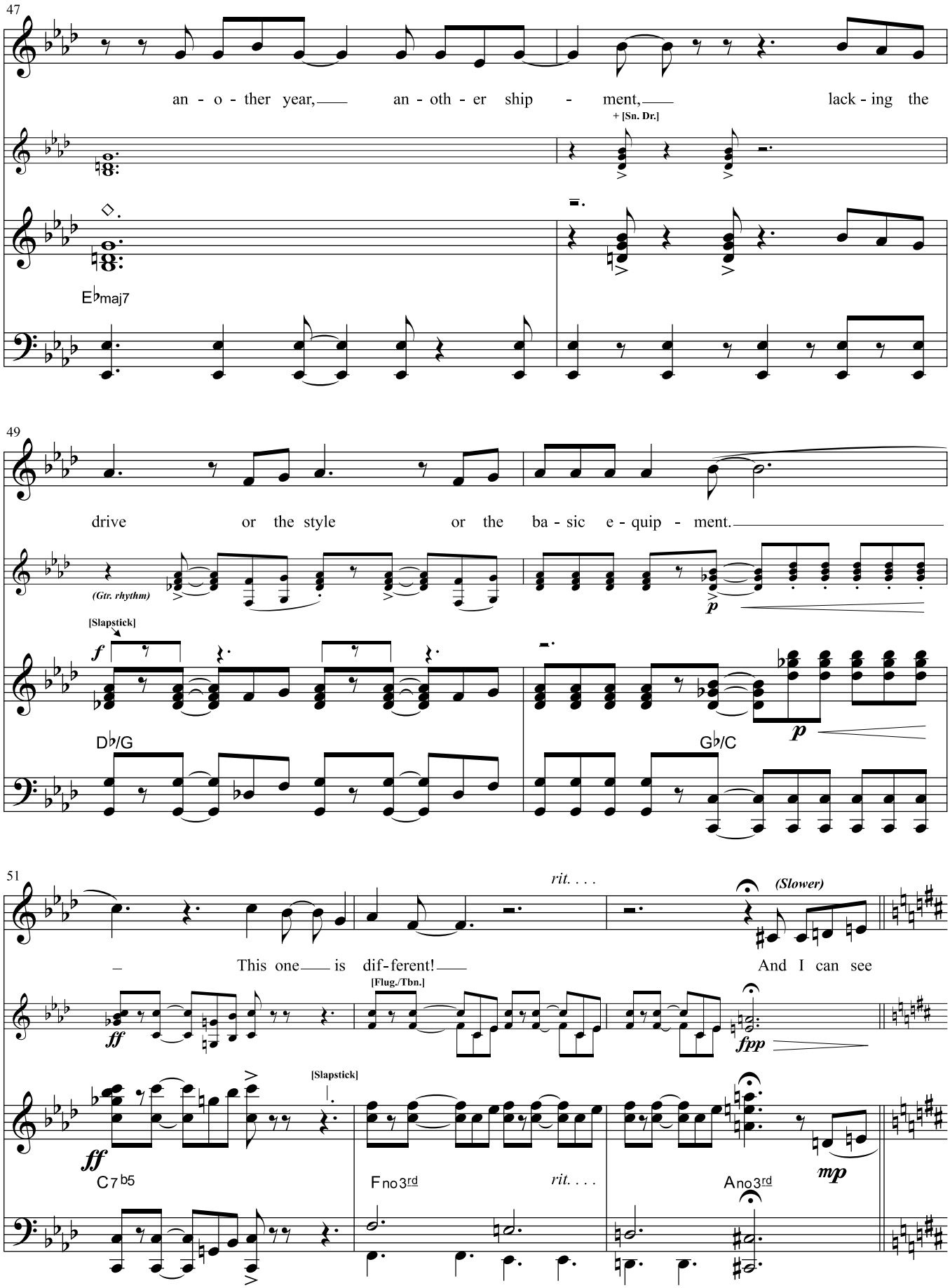
(Gtr. - sust.)

[Vibraslap]

Fm7

(Dms. sim.)

+ [Bs. - 8vb]


47
an - o - ther year, an - oth - er ship - ment, lack - ing the
+ [Sn. Dr.]
E♭maj7
49
drive or the style or the ba - sic e - quip - ment.
(Gtr. rhythm)
[Slapstick]
D♭/G
G♭/C
51
rit. . . .
(Slower)
This one is dif-ferent! And I can see
[Flug./Tbn.]
[Slapstick]
C7♭5
F no 3rd
rit. . . .
A no 3rd

54

Slower ♩. = 60

[Shifts into a reflective mode]

me, then... un - re - mark - a - ble me, the kid in the

[Kbd. 2 (Strings)]

(Gtr. arp's)

(Bs./Dms. tacet)

D F♯7 Bm A

56

bal - let class, the prin - cess I want - ed to be, tu - tu and

[Flute]

[Kbd. 2]

[Triangle] *mf*

D D7 G C♯

58

poco rit.

pointe shoes, hair in a bun, com-plete-ly un - not-iced, as if I were

[Fl.]

[Kbd. 2]

[Tri.] *mp*

F♯m F Em E♭ B♭ E♭

61

Faster Tempo ♩. = 120

[Back to reality]

no one... This one is

[Flug./Tbn. - 8vb]

mp *f*

(Gtr. rhythm/Dms.)

mp *f*

A7sus4

[Bs.]

[Timp.] *mf*

63

dif-ferent, I tell you, this one can dance! This one is

[Kbd. 2 (Marimba)]

Dm /C G/B Gm/B♭ A7

f *mf* + [Timp.]

65

spe-cial, I tell you, give him a chance!

+ *(Rhythm)*

f + [Flug./Alto Sx./Tbn. - 8vb]

Dm B♭ G

68

[Gtr.]

(Funk, Sparce rhythm)

fp *[Under Dialogue]*

[Kbd. 2 (Clavinet)]

C no 3rd

(Gtr. sim.) [Bs. & Bs. Dr.]

fp

71

F no 3rd

[T.T.'s]

[Bs. Dr.]

(etc.)

74

G no 3rd

G no 3rd

[T.T.'s]

"Jack Up" Tempo ♩. = *112*

76

[Tpt./Alto Sx./Tbn./Kbd. 2/Gtr.]

[TUTTI]

PLAY

f

+ [Dms. & Bs.]

[Timp.]