

The Teacher's Argument

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

1 $\bullet = 104$ [NO FASTER] [Alto Sax./Flug. - UNIS.]

[Cym.] *mp* *sim.* *mp* [Under Dialogue]

+ [Gtr. - 8vb] *mf* [Dms.] [Bs.] + [T.T.'s]

5

+ [Bs.]

8 [Tbn.] *mf* [T.T.'s] [Timp.]

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 \flat

[Timp. & Bs.]

13

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

[Gtr.]
mf (B \flat) (Gm7)

(Higher pos.)

+ [Kbd. 2 (Marimba)]

Dm /C /B B \flat Gm7 B \flat /C Am/C Gm/C

[Tbn.]

16

spe-cial.

[Alto Sx./Flug. - UNIS.]
f [Tbn.] *mf*

f B \flat /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 \flat

[Timp. & Bs.]

20

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

[Gtr.]
(F)

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

Dm/A /A \flat C/G

+ [Tbn.]

f F

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^b C7

+ [Alto Sx./Flug.] *f*
(Dms. sim.)
E^b C7 E^b 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^b Am Gm Gm

(Hns. tacet) + [Alto Sx./Flug./Tbn./Kbd.2 - 8va]
B^b Am Gm Gm

29

plants. —

A7sus [Alto Sx./Flug./Tbn.]
(Gtr. sim.)
[Hns.]
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^b 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] (Gtr. rhythm) [Alto Sx./Flug./Tbn.]

(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] *f*

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]

f

p

Db/G

G♭/C

p

51

— This one — is dif - ferent! — And I can see

[Flug./Tbn.]

ff

fpp

[Slapstick]

ff

C7♭5

F no 3rd

rit. ...

A no 3rd

mp

rit. ...

(Slower)

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

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 Eb Bb Eb

poco rit.

61 **Faster Tempo** ♩ = 120
[Back to reality]

no one... This one is

[Flug./Tbn. - 8vb] *mp* *f*

(Gtr. rhythm/Dms.) *mp* *f*
A7sus4

[Bs.] *f*

[Timp.] *mf*

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

[Kbd. 2 (Marimba)]

Dm /C G/B Gm/Bb A7 + [Timp.]
f *mf*

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

+ (Rhythm) *f* + [Flug./Alto Sx./Tbn. - 8vb]

Dm Bb G

68

[Gtr.]
(Funk, Sparse 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 [T.T.'s]
G no 3rd

"Jack Up" Tempo ♩ = 112

76
[Tpt./Alto Sax./Tbn./Kbd. 2/Gtr.]
[TUTTI]
PLAY
f
+ [Dms. & Bs.]
[Timp.]

78

80

SHERMAN: "Exactly!"

82

SHERMAN

What did they tell me when I was a girl? Learn!

+ [Gtr. - some distort] + [Tpt./Alto Sx./Tbn./Gtr. - 8vb]

+ [Timp.] [Timp.] (etc.)

84

Day af - ter day when I was a girl? Learn! The

[Tpt./Alto Sax.]

[Tbn. - 8vb]

86

land of dreams waits o - ver the mea - dow,

[B-3 Organ]

[Tpt./Alto Sax./Tbn.]

(Rhythm sim.)

88

if you can find your way out of the ghet - to,

90

learn! Learn! Put your

[Kbd. 2]
[Hns. - Short Falloffs]

D E

92

faith in books, that will protect you, put your

[Tpt./Alto Sx./Tbn.]
+ [Kbd. 2 - 8va]
[Tbn. - 8vb]
f *loco* *8vb*

f A (Rhythm sim.) G D

[Timp.]

94

faith in books and a mind of your own, nei - ther

(Tbn. sim.)

A G D

[Timp.]

96

charm nor looks will make them re-spect you,

[Kbd. 2] [Hns.] Gliss. [Kbd. 2]

A G D C

98

you must learn to stand, you must learn to stand a-lone!

(Tpt./Alto Sax./Tbn.)

+ [Kbd. 2/Gtr.]

+ [Slapstick]

[T.T.'s]

+ [Dms. & Bs.] v v v 8^{vb}

100

SHERMAN

Put your

BELL

This one is dif - ferent—

[Hns./Tpt. - Lead]

f
(Rhythm sim.)

[Timp.]

102

faith in — books — Put your

this one — can dance! —

(Timp. sim.)

104

faith in books

Ar - tists are spe - cial

[Hns.]

Detailed description: This block contains the musical score for measures 104 and 105. It features a vocal line with lyrics, a piano accompaniment, and a conductor's part. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The vocal line starts with 'faith in books' and continues with 'Ar - tists are spe - cial'. The piano accompaniment includes a melody in the right hand and a bass line in the left hand. The conductor's part is marked with a [Hns.] (half note) and consists of a series of notes and rests.

106

ar - tists are peo - ple this one must have a chance.

this one must have a chance.

Detailed description: This block contains the musical score for measures 106 and 107. It features a vocal line with lyrics, a piano accompaniment, and a conductor's part. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The vocal line starts with 'ar - tists are peo - ple' and continues with 'this one must have a chance.' The piano accompaniment includes a melody in the right hand and a bass line in the left hand. The conductor's part is marked with a [Hns.] (half note) and consists of a series of notes and rests.

108

rall.

This one must have a

This one must have a

[TUTTI]

fp

111

chance!

chance!

ff