

ARE YOU KIDDING ME?

anon.

1.

music by Kevin Weed

$\text{♩} = 72$

1.

mf What do you call a fish?

mf What do you call a fish?

mf What do you call a fish?

mf What do you call a fish?

mf What do you call a fish?

mf legato

leg. *leg.* *leg.* *leg.* cont. *leg.* harmonically

5

What do you call? What do you call? What do you call a fish? — A

What do you call? What do you call? What do you call a fish? — A

What do you call? What do you call? — What do you call — a fish? — A

What do you call? What do you call? — What do you call — a fish? — A

What do you call? What do you call? — What do you call — a fish? — A



9

fish with no eye? What do you call?

fish with no eye? What do you call?

fish with no eye? What, what do you

fish with no eye? What, what do you

12

What do you call? call? What do you call a fish with no eye?

What do you call? call? What do you call a fish with no eye?

call? what do you call? What do you call a fish with no eye?

call? what do you call? What do you call a fish with no eye?

17

mf

Fsh!

Fsh!

Fsh!

Fsh!

The musical score consists of five staves. The first four staves are vocal parts, each starting with a treble clef and a key signature of one sharp (F#). They contain a half note followed by a whole rest, with a crescendo hairpin above the first staff. The fifth staff is a piano accompaniment, starting with a grand staff (treble and bass clefs) and a key signature of one sharp. It features a complex rhythmic pattern with eighth and sixteenth notes, and a final measure with a double bar line and repeat dots. The word 'Fsh!' is written below each of the four vocal staves, aligned with the end of the first measure.

22 $\text{♩} = 80$

p What do you call, what do you call a blind— doe? _____

p What do you call, what do you call a blind doe, blind— doe?

p What do you call, what do you call a blind doe, blind— doe?

What do you call, what do you call a blind doe? _____

a cappella ad lib.

28 *mf* *p*

No i - dear, no i - dear, no eye deer!

No i - dear, no i - dear, no eye deer!

No i - dear, no i - dear, no eye deer!

No i - dear, no i - dear, no eye deer!

3.

5

32 $\text{♩} = 100$

f Have you heard, Have you heard The one a - bout? The one a -

f Have you heard, Have you heard The one a - bout? The one a -

f Have you heard, Have you heard The one a - bout? The one a -

f Have you heard, Have you heard The one a - bout? The one a -

p bout? The bro - ken pen - cil? *mf* It's point - less.

bout? The bro - ken pen - cil? It's point - less.

bout? The bro - ken pen - cil? It's point - less.

bout? The bro - ken pen - cil? It's point - less.

40 *mp*

Two an-ten-nas meet on a roof, fall in love and get mar-ried.

Two an-ten-nas meet on a roof, fall in love and get mar-ried.

Two an-ten-nas meet on a roof, fall in love and get mar-ried.

Two an-ten-nas meet on a roof, fall in love and get mar-ried.

mp

44

The ce-re-mo-ny was - n't much

The ce-re-mo-ny was - n't much

The ce-re-mo-ny was - n't much

The ce-re-mo-ny was - n't much

47 *rit.* *f*

The musical score consists of five staves. The top four staves are for voices, each with a treble clef and a key signature of two sharps (F# and C#). The lyrics 'but the re - cep - tion was ex - cel - ent!' are written below each voice staff. The piano accompaniment is on the bottom staff, with a grand staff (treble and bass clefs) and a key signature of two sharps. The piano part begins with a 'rit.' (ritardando) marking. The music features a mix of eighth and quarter notes, with some chords in the piano part. The score ends with a double bar line.

but the re - cep - tion was ex - cel - ent!

but the re - cep - tion was ex - cel - ent!

but the re - cep - tion was ex - cel - ent!

but the re - cep - tion was ex - cel - ent!

rit.

mf

49

Da - vid's fa - ther

Da - vid's fa - ther

Da - vid's fa - ther

Da - vid's fa - ther

mf

54

had three sons. He had three sons. Three sons, three

had three sons. He had three sons. Three sons, three

had three sons. He had three sons. Three sons, three

had three sons. He had three sons. Three sons, three

59

rit. ***f*** ON CUE

sons. Three—sons, three— sons. He had three sons. (snap fingers)

sons. Three—sons, three— sons. He had three sons. (snap fingers)

sons. Three— sons, three— sons. He— had three sons. (snap fingers)

sons. Three— sons, three— sons. He— had three sons. (snap fingers)

65

Snap, (winkle music) Crack-le, and ("cork" pop) (gesture "?" to audience) Da - vid!

Snap, (winkle music) Crack-le, and ("cork" pop) (gesture "?" to audience) Da - vid!

Snap, (winkle music) Crack-le, and ("cork" pop) (gesture "?" to audience) Da - vid!

Snap, (winkle music) Crack-le, and ("cork" pop) (gesture "?" to audience) Da - vid!

$\text{♩} = 104$

72

p

76

p What is hard - er to catch the fast - er you run?

p What is hard - er to catch the fast - er you run?

p What is hard - er to catch the fast - er you

p What is hard - er to catch the fast - er you

p

80

What is hard - er to catch the fast - er you run? _____

What is hard - er to catch the fast - er you run? _____

run? the fast - er you run? _____

run? the fast - er you run? _____

cresc.

Ped.

84

mf

What is hard - er to catch? What is hard - er to catch the fast - er you

What is hard - er to catch? What is hard - er to catch the fast - er you

What is hard - er to catch? the fast - er you

What is hard - er to catch? the fast - er you

mf

p cresc.

run? the fast-er you run the fast-er you run the fast-er you run the fast-er you

run? the fast-er you run the fast-er you run the fast-er you run the fast-er you

fast-er you run the fast-er you run the fast-er you run the fast-er you run? you

fast-er you run the fast-er you run the fast-er you run the fast-er you run? you

p cresc.

run? (one big pant) Your breath!

run? (one big pant) Your breath!

run? (one big pant) Your breath!

run? (one big pant) Your breath!

f *mf a tempo*

Measures 95-97 of the musical score. The music is in 3/4 time with a key signature of two flats (B-flat and E-flat). The tempo is marked as ♩ = 132. The dynamic is *f* (forte). The melody consists of eighth-note runs in the right hand, while the left hand provides a harmonic accompaniment with chords and moving lines.

Measures 100-103 of the musical score. The dynamic is *mf* (mezzo-forte). The melody includes vocal lines with lyrics. The piano accompaniment features chords and moving lines in both hands.

100 *mf*

Unison (or Solo): Car-et quote— bang splat tick— tick hash. Great-er than— less - than

Measures 104-107 of the musical score. The melody includes vocal lines with lyrics. The piano accompaniment features chords and moving lines in both hands.

104

dol-lar dol-ar dash.— All: Bang— splat e-quals at par - en-the-ses un-der-score.—

107

Per-cent splat back - tick— til - de num-ber four. Am - per - sand—

Per-cent splat back - tick— til - de num-ber four. Am - per - sand—

Per-cent splat back - tick— til - de num-ber four. Am - per - sand—

Per-cent splat back - tick— til - de num-ber four. Am - per - sand—

110

— brack-et brack-et sem-i-co-lon slash. Am-per - sand— cur-ly brac-ket dot back -

— brack-et brack-et sem-i-co-lon slash. Am-per - sand— cur-ly brac-ket dot back -

— brack-et brack-et sem-i-co-lon slash. Am-per - sand— cur-ly brac-ket dot back -

— brack-et brack-et sem-i-co-lon slash. Am-per - sand— cur-ly brac-ket dot back -

113

slash. Am-per-sand am-per-sand am-per-sand ver-ti-cal bar ques-tion mark cur-ly brac-ket com-ma com-ma

slash. Am-per-sand am-per-sand am-per-sand ver-ti-cal bar ques-tion mark cur-ly brac-ket com-ma com-ma

slash. Am-per-sand am-per-sand am-per-sand ver-ti-cal bar ques-tion mark cur-ly brac-ket com-ma com-ma

slash. Am-per-sand am-per-sand am-per-sand ver-ti-cal bar ques-tion mark cur-ly brac-ket com-ma com-ma

116

com-ma com-ma com-ma com-ma com-ma com-ma com-ma com-ma CRASH!

com-ma com-ma com-ma com-ma com-ma com-ma com-ma com-ma

com-ma com-ma com-ma com-ma com-ma com-ma com-ma com-ma

com-ma com-ma com-ma com-ma com-ma com-ma com-ma com-ma

com-ma com-ma com-ma com-ma com-ma com-ma com-ma com-ma

118

mf *legato*

Ped. Ped. Ped. Ped. cont. Ped. harmonically

122

mf

What do you call a blind doe? What do you call? What do you call?

mf

What do you call a blind doe? What do you call? What do you call?

mf

What do you call a blind doe? What do you call? What do you call?

mf

What do you call a blind doe? What do you call? What do you call?

126

What do you call a blind doe? A blind doe with no legs?

What do you call a blind doe? A blind doe with no legs?

What do you call a blind doe? A blind doe with no legs?

What do you call a blind doe? A blind doe with no legs?

130

f What do you call? *dim.* What do you call a blind doe with no legs *p cresc.* a blind

What do you call? What do you call a blind doe with no legs a blind

What, what do you call, call a blind doe with no legs a blind

What, what do you call, call a blind doe with no legs a blind

134

doe with no legs?

doe with no legs?

doe with no legs?

doe with no legs?

138

Still no eye deer.

Still no eye deer.

Still no eye deer.

Still no eye deer.

p

p rit.

