

ARE YOU KIDDING ME?

anon.

1.

music by Kevin Weed

$\text{♩} = 72$

1 2 3 *mf* 4

What do you call a fish?
What do you call a fish?
What do you call a fish?
What do you call a fish?

mf legato

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

5 6 7 8

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

Musical score for measures 9-11. The score is in G major (one sharp) and 4/4 time. It features four vocal staves and a piano accompaniment. The lyrics are: "fish with no eye? What do you call? What do you call? What, what do you What, what do you". Dynamic markings include *f* at measure 11. The piano part consists of chords and moving lines in both hands.

Musical score for measures 12-16. The score continues in G major and 4/4 time. The lyrics are: "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?". Dynamic markings include *dim.* at measure 12, *p cresc.* at measure 13, and *f* at measure 16. The piano part features a *dim.* marking at measure 12 and a *p* marking at measure 13.

Musical score for five voices and piano accompaniment. The score is in G major (one sharp) and 4/4 time. It consists of five vocal staves and a grand staff for piano accompaniment. The vocal parts are arranged in a five-part setting. The piano accompaniment features a rhythmic pattern of eighth and sixteenth notes in the right hand and a bass line in the left hand. The score is divided into measures 17, 18, 19, 20, and 21. Measure 20 is marked with a dynamic of *mf*. The vocal parts have lyrics "Fsh!" in measure 20. The piano accompaniment ends with a double bar line and repeat dots in measure 21.

♩ = 80

22 *p* 23 24 25 26 27

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

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

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* 29 30 *p* 31

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!

♩ = 100

32 *f* 33 34 35

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

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

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

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

36 *p* 37 38 *mf* 39

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.

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

♩ = 80

4.

40 *mp* 41 42 43

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 45 46

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

rit. 47 48 *f*

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.

$\text{♩} = 80$

5.

49 50 51 52 53 *mf*

Da - vid's fa - ther

Da - vid's fa - ther

Da - vid's fa - ther

Da - vid's fa - ther

mf

54 55 56 57 58

had three sons.

had three sons.

had three sons.

had three sons.

had three sons.

He had three sons.

He had three sons.

He had three sons.

He had three sons.

He had three sons.

Three sons, three

Three sons, three

Three sons, three

Three sons, three

Three sons, three

59 60 61 62 63 64 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)

rit. *f*

65 66 67 68 69 70 71

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!

♩. = 104

72 73 74 75

p

76 *p* 77 78 79

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

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

80 81 82 83

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.

leg.

84 *mf* 85 86 87

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

88 *p cresc.* 89 90 91

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.

92 *f* 93 94 95 *mf* *a tempo* 96

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*

95 96 97

f

100 101 102 103

mf

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

104 105 106

mf

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

107 108 109

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 —

110 111 112

— 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

114 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

115 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

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

♩. = 72

118 119 120 121

mf *legato*

Red. Red. Red. Red. cont. Red. harmonically

122 *mf* 123 124 125

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

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

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

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

126 127 128 129

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* 131 *dim.* 132 *p cresc.* 133

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

Musical score for measures 134-137. The score is written for four vocal parts (Soprano, Alto, Tenor, Bass) and piano accompaniment. The key signature is one sharp (F#). The lyrics are: "doe with no legs? legs? legs? legs?". The piano part features a melodic line in the right hand and a bass line in the left hand, with some chromatic movement and a fermata over measure 136.

Musical score for measures 138-142. The score is written for four vocal parts (Soprano, Alto, Tenor, Bass) and piano accompaniment. The key signature is one sharp (F#). The lyrics are: "Still no eye deer. Still no eye deer. Still no eye deer. Still no eye deer." The piano part features a melodic line in the right hand and a bass line in the left hand, with a *p* dynamic marking and a *rit.* (ritardando) instruction in measure 141.