

Chicken Little

A Fable for Wise Children

Music by

Bruce Trinkley

Words by

Jason Charnesky

CHICKEN LITTLE

A Fable for Wise Children

CAST

Foxy Loxy, baritone
Chicken Little, higher voice
Goosey Loosey, higher voice
Warbler, higher voice
Henny Penny, middle voice
Turkey Lurkey, middle voice
Wren, middle voice
Ducky Lucky, lower voice
Quail, lower voice

Chorus of Birds

Gender and voice part of the solo roles may be assigned according to the voices available. Only Foxy must be a male role. The other parts may be male or female.

The Chorus of Birds may be composed only of the named cast members or may comprise a full chorus of avian singers. In the latter case, there may also be tenors and baritones included. They should sing the middle voice part down an octave.

The composition of *Chicken Little* was made possible by a deeply appreciated residency at the Patrick Allan-Fraser of Hospitalfield Trust in Arbroath, Angus, Scotland in September, 2005. The composer also wishes to thank the many seabirds of the North Sea coast in Arbroath for inspiration.

Chicken Little is dedicated to Nicholas Joukovsky and to the memory of Boomer.

Chicken Little

A Fable for Wise Children

Allegro spirito ♩ = 132

f *ff*

Tempo di Foxtrot ♩ = 120

poco rit. *dim.* *mf*

Foxy *mf*

Here am I, a lone - ly fox, a clev - er beast who walks and talks. But

mp *f marcato*

Foxy *f*

I ain't in no sing - ing mood, 'cause all I got to eat for food is this here bowl, a

mp *mf*

Foxy

17 bowl that's full of blue ber-ries and cot-ton balls!

(Foxy puts the bowl on top of the large rectangular object behind him. It is covered by a large drab drop cloth which conceals it.)

Foxy

21 *bellowing* This ain't no fox food at all!

Foxy

25 *f* I'll tell you what I'd rath-er eat:

Foxy

29 *mp* Birds. Those feath - er - y de-lights! Birds. Those

Birds

mp Birds! Birds!

mp Birds! Birds!

mp *con pedale* *mf* *senza pedale* *mp* *simile*

Foxy

32 juic - y meals in flight! I wish that I could lick 'em.

Birds

Birds! Birds!

Birds! Birds!

mf *mp* *mf*

35

Foxy

Let's see if I___ can trick 'em.

Birds!

Birds!

Birds!

Birds!

35

mp

mf

38

f

poco accel.

Birds!

f

Birds!

38

f

ff dim. poco a poco

poco accel.

42

Tempo volando ♩ = 132

p

The musical score is written for three parts: Foxy, Birds, and Piano. The key signature has two flats (B-flat and E-flat), and the time signature is 3/4. The score is divided into measures, with measure numbers 35, 38, and 42 indicated. The Foxy part is in the bass clef. The Birds part consists of two staves, both in the treble clef. The Piano part consists of two staves, both in the treble clef. The score includes various musical notations such as notes, rests, accidentals, and dynamic markings. The lyrics 'Let's see if I___ can trick 'em.' are written under the Foxy part. The word 'Birds!' is written under the Birds part. The tempo marking 'Tempo volando' with a quarter note equal to 132 is at the bottom. The dynamic markings include *mp*, *mf*, *f*, *ff*, *dim. poco a poco*, and *p*. The phrase '*poco accel.*' appears twice. The score is written in a standard musical notation style with a clean, professional layout.

Birds

47 *p legato e sotto voce* *poco cresc.*

We are birds and we a - bound up in the

p legato e sotto voce *poco cresc.*

We are birds and we a - bound up in the

Birds

52 *mp*

air and on the ground. From fields and moun - tains,

mp

air and on the ground. From fields and moun - tains,

Birds

57 *poco rit.*

woods and sea, we are one in har - mo -

div.

woods and sea, we are one in har - mo -

poco rit.

Birds

ny. For ev - 'ry bird that takes to wing is giv - en

a tempo cresc. *mf* *mp*

cresc. unis. *mf* *mp*

ny. For ev - 'ry bird that takes to wing is giv - en

62 *a tempo*

cresc. *mf* *mp*

Foxy

68 *f smooth*

Birds

this great gift: we sing! _____

f

this great gift: we sing! _____

f

68 *mf cresc.* *f*

Foxy

73 *rough* *sub. p*

they call mu - sic, I call noise. In si - lent thought I

73 *sub. pp*

76 *mf* 7

Foxy

show my poise. I keep my mouth _____ shut _____ un - til _____ I _____

79 *mp*

Foxy

_____ can trick _____ some bird _____ by what I say. They nev - er know till

82

Foxy

it's too late.

86 *f* *ff*

Birds

Sing to - geth - er! Sing to - geth - er!

Sing to - geth - er! Sing to - geth - er!

Tempo volando ♩ = 132

Henny *mf* 91 Chick - ens sing and scratch for corn. _____
stacc.

Henny 95 Cluck, cluck, cluck our fav - or - ite tune. _____
mp
senza pedale

Ducky 99 *mf* Ducks sing back - up on each track. Keep - ing *cresc.*
mf
con pedale

Goosey 104 *mp* Geese like me sing

Ducky *f* time with quack, quack, quack, quack, 104 *mf*

Goosey 109

loud and long _____ Fill-ing the air with

simile

Goosey 114 *f strident*

honk, honk, honk.

Turkey *mf galumphing*

Tur - keys are big birds and may - be we wob - ble But

mf pesante con pedale

Turkey 119

lis - ten to our glor - ious gob - ble, gob - ble, gob - ble!

Wren 123 *p timidly*

I am just a ti - ny wren. I

p staccato

Wren

127

sing a ti - ny chirp, chirp, chirp.

Wren

131 *mf*

I am just a ti - ny wren. I sing a

Goosey

mf

Geese like me sing loud and long

Henny

mf

Chick - ens sing and scratch for corn. Cluck, cluck,

Turkey

mf

Tur - keys are big birds and may - be we wob - ble But lis - ten to

Ducky

mf

Ducks sing back - up on each track. Keep-ing

131

mf *sonore*

f

con pedale

136

Wren

ti - ny chirp, chirp, chirp.

Goosey

— Fill-ing the air with honk, honk, honk. Honk!

Henny

cluck our fav - or - ite tune. —

Turkey

our glor - ious gob - ble, gob - ble, gob - ble! Gob - ble!

Ducky

time with quack, quack, quack, quack, quack.

136

subito p cresc.

140

Goosey

Honk! Honk!

Higher voices *f molto legato*

We are birds, from

Middle voices *f molto legato*

We are birds, from

Ducky

Quack!

Lower voices *f molto legato*

We are birds, from

140

f sempre legato

con pedale

144

Birds

south and north and east and west we

south and north and east and west we

south and north and east and west we

144

148

Birds

sal - ly forth From hill and hol - low,

sal - ly forth From hill and hol - low,

sal - ly forth From hill and hol - low,

148

152 *mf* *poco rit.*

Birds

field and glen our flight con - tin - ues with - out

field and glen our flight con - tin - ues with - out

field and glen our flight con - tin - ues with - out

152 *mf* *poco rit.*

157 *a tempo cresc.* *f* *poco rit. e dim.*

Birds

end. As you can see with just one glance_____

end. As you can see with just one glance_____

end. As you can see with just one glance_____

157 *a tempo cresc.* *f* *poco rit. e dim.*

162 *a tempo*
cresc. poco a poco *exuberantly* *f* The birds dance together.

Birds

ev - 'ry bird on earth can dance! _____

cresc. poco a poco *exuberantly* *f*

ev - 'ry bird on earth can dance! _____

cresc. poco a poco *exuberantly* *f*

ev - 'ry bird on earth can dance! _____

162 *a tempo*

cresc. poco a poco *f*

167

Birds

167

172 *subito mp* *cresc. poco a poco*

176

ff

Foxy 181 *f* Danc-ing is a waste of time. *mf* I don't dance with mu - sic, I

181 *mf* *mp*

Foxy 185 *f* dance with my mind! I'm quick and I'm clev - er, I'm

185 *mf*

Foxy 188 *piu f* sneak - y, I'm smart! Look! I will trick them right in-to my heart, or may - be my tum-my,

188 *piu f*

192 *mf* (addresses the birds)

Foxy

be - cause they're so yum - my.

192 *mp* *dim.*

Foxy waltz ♩ = 100
sotto voce dolce

196

Foxy

Birds! Birds! What beau - ti - ful things! How

196 *p*

200

Foxy

love - ly you dance, how sweet - ly you sing! _____

200 *mf excitedly*

Birds

It's

200

204

Slightly faster $\text{♩} = 108$ *mp* *poco accel.* 17

Foxy

Birds

true, it's true, we're beau - ti - ful!

209

Slightly faster again $\text{♩} = 116$

Foxy

could - n't help but no - tice how var - i - ous you are, how

213

cresc. poco a poco

Foxy

each bird danc - es dif - frent - ly, some swoop while oth - ers soar. I

217

*cresc.**mf**sub. p*

Foxy

don't mean to be crit - ic - al but when there's just one song and

Foxy

221 *rit.* *molto cresc.* *allarg.* *ff* *a tempo*

each bird danc-es dif-fer-ent-ly which bird is danc-ing wrong? _____

221 *rit.* *allarg.* *a tempo* *molto cresc.* *f*

Birds

226 *ff* *f* Wrong? _____ Wrong? _____

226 *ff* *f* Wrong? _____ Wrong? _____

226 *ff* *f* Wrong? _____ Wrong? _____

226 *ff dim.* *mf*

Tempo di Foxtrot $\text{♩} = 128$

19

230 *mp*

Foxy

Let's try here to be log - ic - al: If

230 *mp* *mf*

234

Foxy

ev - 'ry - one is dif - fer - ent, then no one can be right. _____

234 *mp*

238 *mf*

Foxy

If one is right, then he must fight

238 *mf marcato* *mp*

242 *mp* *mf*

Foxy

to make the oth - ers right like you. If you be -

242 *mf* *mp cresc. poco a poco*

The musical score is written for a vocal soloist (Foxy) and piano accompaniment. It is in the key of D major (indicated by two sharps) and 4/4 time. The tempo is marked 'Tempo di Foxtrot' with a quarter note equal to 128 beats per minute. The score is divided into four systems, each with a vocal line and a piano accompaniment line. The lyrics are: 'Let's try here to be logical: If ev - 'ry - one is different, then no one can be right. If one is right, then he must fight to make the others right like you. If you be -'. Dynamic markings include mezzo-piano (mp), mezzo-forte (mf), and marcato. The piano accompaniment features various textures, including block chords, moving lines, and a rhythmic pattern in the final system.

Foxy

246 *grandioso* *f*

lieve in what you do you must make sure that oth - ers act like

Piano

246 *mf* *cresc.* *grandioso* *con pedale*

Henny

250 *mf*

How can a dance be right or wrong?

Foxy

ff

you! _____

Piano

250 *ff* *sub.mp*

Goosey

254 *mf*

We move how - ev - er we feel the song.

Ducky

mf

Why should a dance be

Piano

254 *mf*

Wren *p* simply, slightly detached

I am on - ly a

Ducky

log - ic - al?

Foxy

f (to the audience)

Birds have got such lit - tle ___ brains! ___

257

pp

Wren *mp*

ti - ny wren, ___ but from what I can see ___ ev - 'ry dif - f'rent

261

simile

p

Wren

dance be - comes part of the har - mo - ny all wov - en in a

265

molto allarg. cresc.

molto allarg. cresc.

La danza di uccelli $\text{♩} = 48$

Wren

269 *f* *poco rit.*

seam - less web.

mf *dim.* *poco rit.*

Birds

273 *unis. mp a tempo* *div.*

Ev - 'ry dif - frent dance be - comes part of the

a tempo mp

Birds

278

har - mo - ny, all wov - en

har - mo - ny, all wov - en

har - mo - ny, all wov - en

har - mo - ny, all wov - en

278

283

Birds

— in a seam - less web. —

— in a seam - less web. —

— in a seam - less web, a seam - less web. —

— in a seam - less web, a seam - less web. —

283

8va

Wily tempo ♩ = 138
(to the audience)

288

Foxy

f

Webs! Bah! — The on - ly webs for which I give a rap — are

288

mf

291

Foxy

(indicating the covered box)

291 those de-signed — sole - ly to en - trap! For ex - am - ple I have a sur-prise right

295

Foxy

here that will teach those birds whom they should fear. — If on - ly these bird-brains

295

Foxy

(Foxy has a brainstorm)

weren't so thick.

Chil - dren are much eas - i - er

299

Foxy

(to Chicken Little)

to trick!

Tell — me a-bout your dance, —

302

Foxy

lit - tle chick. —

306

Tempo di pulcino ♩ = 132

309 *mp* *p* *senza pedale*

313 *mp* *with some self-importance* *with some panache*

Ch. L. I am Chick - en Lit - tle and be - cause I am so small, _____ I

317 *simple again, square*

Ch. L. need to have a dance so wild they not - ice me at all. _____

317 *con pedale* *senza pedale*

321

Ch. L. So when I'm bored or both - ered, or

321

Ch. L. 324

when I'm fell - ing crank - y, like when I want some-thing to eat or

324

Ch. L. 327 *cresc. poco a poco*

if I lost my hank-y, I throw my - self in - to a dance from

327 *f* *mp cresc. poco a poco*

Ch. L. 330

which grown ups can't run. It is my ver - y fav - rite dance. I

330 *sub. mp cresc.*

Ch. L. 332 *f* *ff* (Chicken Little does her Tantrum dance)

call it "A Tan-trum".

332 *mf* *f* *ff* *con pedale*

Ch. L. 336 *f* molto marcato

I WANT

mp cresc.
senza pedale

Ch. L. 339 *f*

FOOD! _____ I want

mp calmly

Henny As soon as we get home, dear.

p *mf*

Ch. L. 342 *sfz* (She throws herself on the ground, kicking her feet) *cresc.*

food _____ now! _____ Now,

f *con pedale*

Ch. L.

345 *ff* $\text{b}\Omega$ $\text{b}\Omega$

now, now, now!!!

cresc. *ff*

(The birds try to ignore Chicken Little. Foxy Loxy finally can't stand it anymore. He takes the blueberries and cotton balls from his bowl and starts tossing them at Chicken Little.)

348 *pp* *8va* (blueberry) (cotton ball) (blueberry) (cotton ball)

p

Ch. L.

354 *p*

(Foxy tosses all the blueberries and cotton balls at Chicken Little) I just got

354 (blueberry) (cotton ball) *mp* *mf* *ff* *p*

Ch. L.

358 *mp* (She picks up a blueberry)

hit! Where did this come from?

358 *mf* *p*

362 **Andante espressivo** $\text{♩} = 72$ *mf*

Ch. L.

Foxy *mp*

Poor lit - tle chick, it looks like it fell from _____ a - bove!

What

366 **Tempo di Foxtrot** $\text{♩} = 120$

Ch. L.

Foxy *p* *(to himself)* *f*

is it? What is it? Ah

370 *mf* *dim.*

Foxy

ha! It is the key! I'll make these bird - ies fol - low me. _____

(approaches Chicken Little)

Foxy *mp* *unctious*

Chick - en Lit - tle, lit - tle chick, _____

Ch. L. *mp*

Foxy *mf*

let's try here to be log - ic - al: What col - or is the sky?

Ch. L. *mf*

Ch. L. *p*

Blue. _____ *mf* Blue, too.

Foxy *mf*

And what col - or is this?

Ch. L. *pp* *mf* *pp*

Foxy *f* *mf*

Bright Chick-en Lit - tle! Smart lit - tle chick! The sky is blue and this is blue.

Ch. L. *mf* *p*

poco rit. *a tempo* *p* (slowly, not really getting it at all)

Ch. L. 391

Foxy This... is... the...

There-fore what can you con-clude? *poco rit.* *a tempo* *pp*

Ch. L. 396 *questioningly* *mp*

Foxy sky? — *f* Yes, this

The sky!

Ch. L. 396 *f* *mp*

Foxy *mp*

is the sky! — *mp*

Or a piece of the sky. So

Ch. L. 400 *mf* *mp*

Foxy *mp*

Foxy

404

you just got hit by....

Ch. L.

409 *p* (repeating what he said, stalling for time because she doesn't know the answer) *poco rit.*

So.... I just got hit....

409 *poco rit.*

p

Ch. L.

414 *a tempo* *pp*

by.... a...

(coaxing her)

mp

Foxy

by... a piece of

414 *a tempo* *mp* *pp*

Ch. L. (still not getting it)
pp (in a tiny voice)

420

piece of... the??? the

Foxy (Foxy points to sky.)

the...

420

Ch. L.

425

sky!

Foxy

The sky! _____ Bright Chick-en Lit-tle!

425

mf *f*

Ch. L. *mp*

429

I just got hit by a piece of the sky!

Foxy

Smart lit-tle chick! Right! Right

429

p *mf*

Foxy 433 *sub. p* *mf*

out of the blue! Let's fol-low this through: What col-or is a cloud?___

Piano 433 *p* *mf*

Ch. L. 437 *mp* (*faster on the uptake this time*)

White!_____ Quite white!

Foxy 437 *p* *mf* *p* *mf*

And what col-or is this? A cloud is white and

Foxy 441 *rit.*

this is white. There - fore what can you con - clude?

Piano 441 *rit.* *ten.* *ten.*

Andante espressivo*poco a poco accel.
gaining confidence*

Ch. L. 445 *p* timidly *mp*

This is a cloud? A cloud that must have tum-bled from the sky! _____

Foxy

Yes! This is a cloud! *f* *poco a poco accel.* From the

445 *p* *f* *mp*

Ch. L. 449 *mf* *f*

Right out of the blue! The cloud fell down!

Foxy

sky that's fall-ing down.

449 *mf* *f* *dim.*

Quasi recitative

Ch. L. 453 *rit.* *mp* somewhat alarmed

The cloud fell down! Right out of the sky that is fall - ing down!

453 *rit.* *mp*

Allegro agitato ♩ = 126

Foxy

457 *f* Bright Chick! Bright Chick! Quick! No time to lose! Warn the oth-ers! Tell them the

457 *mf*

Foxy

461 *ff* sky is fall - ing down. The sky is fall - ing

461 *sub. mp* *f*

Foxy

465 *ff con brio* down!

465 *ff con brio*

Henny

468 *f* Chick - en Lit - tle, what is wrong?

468 *mf*

Ch. L. 471 *ff*

The sky is fall - ing

471 *cresc.* *f*

Ch. L. 474

down! _____ The sky is fall - ing down! _____

474

Ch. L. 477 *mf*

Moth - er! Moth - er look a - round! There's bits of sky here

477 *mp*

Ch. L. 480 *f*

on the ground! The sky is

480 *f*

Detailed description of the musical score: The score is for a voice and piano piece. It consists of four systems, each with a vocal line (Ch. L.) and a piano accompaniment. The key signature is G major (one sharp). The time signature is 4/4. The first system (measures 471-473) shows the vocal line starting with a rest, followed by 'The sky is fall - ing'. The piano accompaniment features a complex, rhythmic pattern in the right hand and a more steady pattern in the left hand. Dynamics include *ff*, *cresc.*, and *f*. The second system (measures 474-476) shows the vocal line with 'down! _____ The sky is fall - ing down! _____'. The piano accompaniment continues with a similar pattern. The third system (measures 477-479) shows the vocal line with 'Moth - er! Moth - er look a - round! There's bits of sky here'. The piano accompaniment features a more complex pattern in the right hand and a steady pattern in the left hand. Dynamics include *mf* and *mp*. The fourth system (measures 480-482) shows the vocal line with 'on the ground! The sky is'. The piano accompaniment continues with a similar pattern. Dynamics include *f*.

Ch. L. 483 *ff* [>]

fall - ing down! _____

483 *ff*

Ch. L. 486

Henny *f* *cresc.*

The sky is fall - ing

486 *mf*

Henny 489 *ff*

down? _____

Foxy *ff* [>] *f*

Yes! _____ The sky is fall - ing

489 *ff* *f*

493 *f* (noticing the commotion)

Turkey

triumphantly, but not a pretty sound

Foxy

down! _____

493 *mf* *cresc.*

497 *f*

Ch. L.

Henny

The

ff The clouds are com-ing a -

Turkey

say? _____

497 *ff* *mf*

501

Ch. L.

clouds are com-ing a - part! _____ The clouds are com-ing a - part! _____

Henny

part! _____ The clouds are com-ing a - part! _____

501 *f*

505 *mf*

Ch. L. The end of the world's be - gun to start. I feel a trem - bling

Henny *mf*

The end of the world's be - gun to start. I feel a trem - bling

505 *mf*

509 *f*

Ch. L. in my heart. The clouds are com - ing a -

Henny *f*

in my heart. The clouds are com - ing a - part! _____

Turkey

509 *f* *mf*

The

513

Ch. L. *part! Yes! The clouds are com - ing a - part! _____*

Henny *Yes! The clouds are com - ing a - part! _____*

Turkey *clouds are com - ing a - part! _____*

513

sub.p molto cresc.

517 *f* **Driving** ♩ = 132

Goosey *f* *What is all this hul - la - ba - loo?*

Ducky *f* *What is all this hul - la - ba - loo?*

517

f *ff* *8va*

521

Ch. L. *mf* *f*

The world is going to piec - es! The world is going to piec - es!

Henny *mf* *f*

The world is going to piec - es! The world is going to piec - es!

Turkey *mf* *f*

The world is going to piec - es! The world is going to piec - es!

521

mp cresc. poco a poco *f*



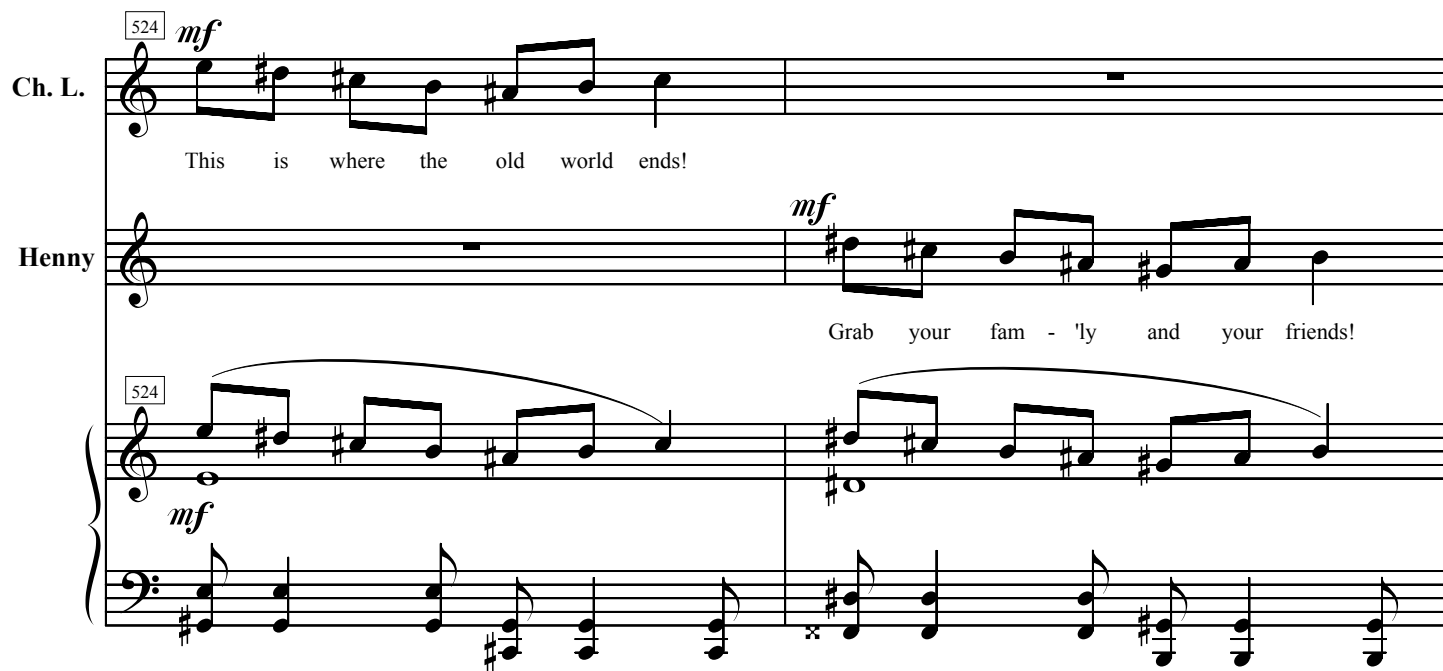
524 *mf*

Ch. L. This is where the old world ends!

Henny *mf*

Grab your fam - 'ly and your friends!

524 *mf*



526

Ch. L. *f cresc.* *ff*
This is where the old world ceas - es.

Henny *f cresc.* *ff*
This is where the old world ceas - es.

Turkey *mf* *f cresc.* *ff*
Hide your neph - ews and your niec - es! This is where the old world ceas - es.

526

529

Ch. L. *f*
Yes, the world is going to piec - es!

Goosey *mf cresc. poco a poco* *f*
The world is going to piec - es? Yes, the world is going to piec - es!

Henny *f*
Yes, the world is going to piec - es!

Turkey *f*
Yes, the world is going to piec - es!

Ducky *mf cresc. poco a poco* *f*
The world is going to piec - es? Yes, the world is going to piec - es!

529

532

Birds

The sky is fall - ing down! _____ The

The sky is fall - ing down! _____ The

The sky is fall - ing down! _____ The

532

f

535

mf

sky is fall - ing down! _____ Ev - 'ry - bod - y look a - round. There's

mf

sky is fall - ing down! _____ Ev - 'ry - bod - y look a - round. There's

mf

sky is fall - ing down! _____ Ev - 'ry - bod - y look a - round. There's

535

mf

539

f

Birds

bits of sky here on the ground. Keep to - geth - er! Form a crowd!

bits of sky here on the ground. Keep to - geth - er! Form a crowd!

bits of sky here on the ground. Keep to - geth - er! Form a crowd!

539

f

543

mp cresc. poco a poco

f cresc.

Birds

A - void these balls of fall - en cloud.

mp cresc. poco a poco

f cresc.

A - void these balls of fall - en cloud.

mp cresc. poco a poco

f cresc.

A - void these balls of fall - en cloud.

543

ff

mp cresc. poco a poco

f cresc.

547 *ff* *> with abandon*

Birds

The sky is fall - ing down! Oh! The

The sky is fall - ing down! Oh! The

The sky is fall - ing down! Oh! The

547 *ff*

551

Birds

sky is fall - ing down! _____

sky is fall - ing down! _____

sky is fall - ing down! _____

551

Foxy

555

Dear birds! My friends! It's what I feared.

p

Quasi recitativo

Foxy

559

You must be aw-ful-ly, aw-ful-ly scared. Look at the sky! No! No! Don't peek!

mf. *mp*

A tempo

Foxy

563

You might get hit! It's sprung a leak! Where can you run to? Who can you trust? You

mp

p

con pedale

Foxy

567

must band to-gether. You must! _____ You must! There's dan-ger ev-'ry-

mf *mp*

Tempo di Foxtrot ♩ = 120

Foxy

571 *poco accel.* *mf*

where! You need a strong, a wise, a fear - less lead - er!

575 *poco accel.* *mp*

Birds

575 *f* Where is our lead - er?

Where is our lead - er? Who will show us poor birds what

Where is our lead - er?

575 *mf* *simile*

579 *mf*

Who will show us what we should do?

we should do?

579 *mf*

Who will show us poor birds what we should do?

579

The musical score is written for two vocal parts, 'Foxy' and 'Birds', and piano accompaniment. The tempo is 'Tempo di Foxtrot' at 120 beats per minute. The key signature has one sharp (F#). The score includes various musical markings such as 'poco accel.', 'mf', 'mp', 'f', and 'simile'. The lyrics are: 'where! You need a strong, a wise, a fear - less lead - er!', 'Where is our lead - er?', 'Who will show us poor birds what we should do?', and 'we should do?'. The score is divided into measures with bar lines, and some measures contain rests or specific musical notations like triplets or slurs.

583 *mf* *mp*

Henny

Tur - key, chick - en, duck and goose. We are help - less. We can't

583 *mp*

587 *p*

Goosey

This is the end of his - to - ry!

Henny

choose. _____

Ducky

587 *p*

We must find a place to

p

592 *mp* *p*

Turkey

We must wad - dle far a - way! _____ We must

Ducky

flee! _____

592

Turkey

597 *dim. e rit.*
wad - dle far a - way!

597 *dim. e rit.*

Wren

602 *Quasi recitativo pp* *Allegro agitato* ♩ = 88
We should think this through.

602 *pp* *p molto cresc.*

Birds

606 *mf cresc.* *f*
Hey! No time to think,

606 *mf cresc.* *f*
Hey! No time to think,

606 *div. mf cresc.* *Hey!* *unis. f*
Hey! No time to think,

606 *ff* *sub. mf*

610

Birds

we got to flee! But where do we go? _____

we got to flee! Where do we go? _____

we got to flee! Where do we go? _____ *div.*

610

614

Foxy

Soothing $\text{♩} = 138$ *mf*

I know! I

Birds

Where do we go? _____

614

f dim. *mf*

618 *mp* *molto legato*

Foxy

know! _____ Come foll - ow me! _____

618 *mp*

623 **Espressivo**

Foxy

Birds *unis. p*

Please be our lead - er! Help us please!

623 *p*

628 **Slyly** ♩ = 120

Foxy

I have al - ways

628 *mp* *p*

633 *ten.*

Foxy

loved you lit - tle birds. _____ I nev - er want to see you

633 *p*

638

Foxy

hurt. And so I built a sanc - tu -

638

643

Foxy

ar - y. Here! I

(He takes the drop cloth away to reveal a cage.) *poco rit.*

643

poco rit.

648

Foxy

built a stur - dy house of steel with a

a tempo

648

a tempo

poco marcato

652

Foxy

door that shuts for real.

cresc. poco a poco

652

cresc. poco a poco

Foxy

656 *f* *mf* *mf* *mf*

I won't let the fall-ing sky both - er you a - gain! Quick!

mf *mp*

Foxy

661 (He opens the cage door.) *mp*

Come in - side! Sanc - tu - ar - y! Sanc - tu -

p

Foxy

667 ar - y! Hur - ry! Hur - ry! Sanc - tu - ar - ry!

pp

Foxy

673 **Drooling** ♩ = 138 *mp* (to the audience)

Soon I'll snack on

mf *dim.* *mp*

Foxy

677

leg of tur - key, soup of duck and chick - en jerk - y. My

677

Foxy

681

fol - low - ers will all look great with grav - y on a sil - ver plate.

681

Tempo of deception ♩ = 120

685

f

689 *mf*

Birds

Sanc - tu - ar - y! Sanc - tu - ar - y!

Sanc - tu - ar - y! Sanc - tu - ar - y!

Sanc - tu - ar - y! Sanc - tu - ar - y!

689 *mf*

693

Birds

Run in - side now! Hur - ry! Hur - ry!

Run in - side now! Hur - ry! Hur - ry!

Run in - side now! Hur - ry! Hur - ry!

693

697 *f*

Birds

Sanc - tu - ar - y! Sanc - tu - ar - y!

Sanc - tu - ar - y! Sanc - tu - ar - y!

Sanc - tu - ar - y! Sanc - tu - ar - y!

697 *f*

simile

701

Birds

Run in - side now! Hur - ry! Hur - ry!

Run in - side now! Hur - ry! Hur - ry!

Run in - side now! Hur - ry! Hur - ry!

701

Allegro agitato ♩ = 128

705 **Wren** *ff* *>* Wait!! Wait!!

Birds *ff* *>* What? What? What? What?

705 *f* *ff* *>* *>* *>* *>* *>* *>*

709 **Wren** *mf* I am just a lit - tle wren. I don't pre - tend to know. But there are man - y of us

709 *mf*

712 **Wren** here. And we each know so man - y dif - frent things. If

712

Wren 715 on - ly we would share what we know then to - geth - er we could

Wren 718 see what we can not sep - 'rate - ly.

mp poco rit.

poco rit.

mp

Wren 721 **Tempo di Foxtrot** ♩ = 120 *mf* **Quasi recitative** *ten.*

But may-be we see some-thing too. This

Foxy 721 Don't you wor-ry, lit-tle birds. I can see for all of you.

Wren 724 thing you say looks like a cloud... has an - y - one ev - er seen an - y - thing like this?

mf

mp

727 *espressivo*

Wren Don't be a - fraid!

Quail *pp* *slowly* I think I have.

727 *pp*

731 **Allegro agitato** ♩ = 128 *f*

Birds Where? Where? What? What? Who? Who?

731 *f*

Quasi recitativo

734 *mf*

Wren Speak up, Lit - tle Quail. Tell us what you know.

734 *mp*

737 **Con moto** ♩ = 152 *p*

Quail I win - ter in the sun - ny

742

Quail South _____ where fields of cot - ton stretch for miles. _____

747 *mp*

Quail And if I had to make the call, _____

mf

751 *mf* *f*

Quail I'd say this was a cot - ton ball. _____

mf *f*

755 *allarg.* **Allegro** $\text{♩} = 84$

Quail

Birds

f A cot - ton ball? A cot - ton ball? This

f A cot - ton ball? A cot - ton ball? This

f A cot - ton ball? A cot - ton ball? This

allarg. A cot - ton ball? A cot - ton ball? This

758 *mf*

Foxy

Well, that might be, but look - y here:

Birds

is - n't a tum - bling cloud at all?

is - n't a tum - bling cloud at all?

is - n't a tum - bling cloud at all?

758 *mf*

762

Wren

Foxy

f

I my - self, of

the sky is fall - ing ev - 'ry-where.

f *mf*

8vb

767

Wren

espressivo *rit. e dim.*

course, don't know. But may - be some - one else could show us what this piece of

767 *rit. e dim.*

Quasi recitative

771

Warbler

p

That would be me.

ten. *mp gently*

blue might be. Speak up, lit - tle War - bler,

771 *ten.* *pp* *mp sonore*

Espressivo con moto $\text{♩} = 84$ *ten.*

Warbler 775 *p* I sum - mer in the chill - y North where

Wren 775 tell us what you know.

Warbler 779 *ten.* *cresc. poco a poco* fruits and berr - ies bloss - om forth. This ob - ject that I view ver - y much looks like a

Warbler 784 *mf* $\text{♩} = 132$ blue - ber - ry. **Quietly** $\text{♩} = 120$

Birds 784 *mf* A blue - ber - ry? A blue - ber - ry? This is - n't a

mf A blue - ber - ry? A blue - ber - ry? This is - n't a piece of the

mf A blue - ber - ry? A blue - ber - ry? This is - n't a piece of the

mf A blue - ber - ry? A blue - ber - ry? This is - n't a piece of the

mp

788 *mp*

Turkey

Not a cloud? _____ *mp*

Ducky

Not the

piece of the sky? This is - n't a piece of the sky?

Birds

sky? _____ This is - n't a piece of the sky? _____

sky? _____ This is - n't a piece of the sky? _____

788

Henny

mp

Why did you not speak soon-er? _____ Why? Why? Why? _____

Ducky

sky?

792

Semplice $\text{♩} = 100$

796 *mp* Warbler *mf*

Ev - 'ry - bod - y seemed so sure this was a cloud. Ev - 'ry - bod - y seemed so sure

796 *mp* Quail *mf*

Ev - 'ry - bod - y seemed so sure this was a cloud. Ev - 'ry - bod - y seemed so

796 *mf*

799 Warbler

this was the sky. I did - n't want to be the on - ly one _____ to de -

799 Quail

sure this was the sky. I did - n't want to be the on - ly one _____

799

802 *poco rit.* **Earnestly** $\text{♩} = 54$

Warbler

ny what ev - 'ry - bod - y said. _____

802 *p* Quail

to de - ny what ev - 'ry - bod - y said. It's hard to find your

802 *poco rit.* *p*

806

Quail

voice _____ when oth - ers are so loud. _____

806

mf

811

Warbler

mp

It's hard to take a stand _____ that's dif - frent from the crowd. _____

811

mp

817

Warbler

817

Wren

mp

If each of us speaks and ev - 'ry - bod - y lis - tens,

817

p

822 *mf* *allarg.*

Wren

we will do much bet - ter at - learn - ing our less - ons.

822 *mf* *allarg.* *p*

827 **With amazement** ♩ = 132 *mf*

Birds

mp *cresc. poco a poco* The

The sky is not fall - ing at all! _____

mp *cresc. poco a poco* *mf*

The sky is not fall - ing at all! _____ The

mf

The sky is not fall - ing at

827 *mp* *cresc. poco a poco*

832

sky is not fall - ing at all! _____ It's

ff

f

The sky is not fall - ing at

ff

sky is not fall - ing at all! _____ It's

f

all! _____ The sky is not fall - ing at

832

836

blue ber - ries and cot - ton balls! _____ Cot - ton balls!

ff

all! _____ It's blue ber - ries and cot - ton balls!

blue ber - ries and cot - ton balls! _____ Cot - ton balls!

ff

all! _____ It's blue ber - ries and cot - ton balls!

836

ff

840 **Brutale** ♩ = 120

Foxy

ff

Wait!

Please! _____

Stop! _____

Foxy

Come check this out!

Why do you halt?

Why do you

simile

Foxy

doubt? Trust me _____ and I will show all of you a

dim. poco a poco

Foxy

place that's safe for all of you. _____

Wren 854 *p simply* **Andante maestoso** ♩ = 88

We are safe right here, right on this

854 *sempre legato* *pp*

Wren 858 *poco cresc.* *mp*

earth. A - mong the sky, the clouds, the earth. _____

858 *poco cresc.* *p*

Wren 861 *mf*

Come tell him, birds. _____ Look at what you see, not what you

861 *mp*

Wren 864 *mp* *poco rit.* *a tempo* moving ahead

fear. _____ Tell Fox - y what you find right here.

864 *poco rit.* *a tempo* moving ahead

dim. *p* *cresc.* *p*

867 *mf* **Piu mosso** ♩ = 96

Birds The sky a - bove us gives us light. The gen - tle

867 The sky a - bove us gives us light. The gen - tle

870 *mp* *cresc.* clouds come give us rain. The good earth holds us and *mf*

870 clouds come give us rain. The

873 *f* *cresc.* brings forth grass and ber - ries, *mf* *cresc.*

873 good earth holds us and brings forth grass and ber - ries, *f* *dim.* *mp* *cresc. poco a poco*

876 *f*

Birds fruit and grain. The whole earth is our sanc - tu - ar - y. *f*

fruit and grain. The

876 *f* *sonore*

879

Birds whole earth is our sanc - tu - ar - y.

879 *dim. poco a poco*

Tempo di pulcino ♩ = 132

883 *p* *cresc. poco a poco*

Ch. L. *mf*

887 *mf* *dim.* *mp*

senza pedale

I'll nev - er do the

Ch. L. 890

Tan - trum dance a - gain. I've

Ch. L. 893

cresc. learned a bet - ter dance, it's called *f* with abandon "This is my

Ch. L. 896

ff home."

Ch. L. 899

f *con pedale* *ff*

Detailed description of the musical score: The score is for a song, spanning measures 890 to 899. It is written for a vocal line (Ch. L.) and a piano accompaniment (Ch. L.). The key signature has three flats (B-flat, E-flat, A-flat), and the time signature is 3/4. The vocal line includes lyrics: 'Tan - trum dance a - gain. I've', 'learned a bet - ter dance, it's called "This is my', and 'home."'. The piano accompaniment features a consistent eighth-note bass line. The treble part of the piano accompaniment includes chords and single notes, often beamed together. Dynamics are marked as *mf* (measures 890-892), *mp cresc.* (measures 893-895), *f* (measure 896), and *ff* (measures 899-900). Performance instructions include *cresc.* (measures 893-895), *f* with a hairpin (measure 896), *ff* with a hairpin (measures 899-900), and *con pedale* (measures 896-900).

902 *piu ff*

Foxy

905 *ff*

905 Drat! the lit - tle brat!

dim. *mp cresc.*

909

Birds

913 *f*

We are birds, from south and north and

f

We are birds, from south and north and

f

We are birds, from south and north and

913 *sempre legato*

f

con pedale

The musical score is for a piece featuring two characters: Foxy and Birds. The score is written in 3/4 time and consists of several systems. The first system (measures 902-905) features a piano introduction with a treble and bass staff, marked *piu ff*. Foxy enters in measure 905 with a bass line marked *ff*. The second system (measures 905-909) continues the piano introduction, marked *dim.* and *mp cresc.*, with Foxy singing "Drat! the lit - tle brat!". The third system (measures 909-913) features a piano introduction with a treble and bass staff, marked *f*. The fourth system (measures 913-917) features the Birds singing "We are birds, from south and north and" in three parts, marked *f*. The fifth system (measures 913-917) continues the piano introduction, marked *f* and *con pedale*.

917

Birds

east and west we sal - ly forth From

east and west we sal - ly forth From

east and west we sal - ly forth From

917

921

Birds

hill and hol - low, field and glen

hill and hol - low, field and glen

hill and hol - low, field and glen

921

925 *mf* *poco rit.* *a tempo* *cresc.*

Birds

our flight con - tin - ues with - out end. As you can

our flight con - tin - ues with - out end. As you can

our flight con - tin - ues with - out end. As you can

925 *mf* *poco rit.* *a tempo* *cresc.*

see with just one glance _____ ev - 'ry bird on

see with just one glance _____ ev - 'ry bird on

see with just one glance _____ ev - 'ry bird on

930 *f* *poco rit. e dim.* *a tempo* *cresc. poco a poco* *exuberantly*

Birds

see with just one glance _____ ev - 'ry bird on

see with just one glance _____ ev - 'ry bird on

see with just one glance _____ ev - 'ry bird on

930 *f* *poco rit. e dim.* *a tempo* *cresc. poco a poco* *exuberantly*

935 *f*

Birds

earth can dance! *f*

earth can dance! *f*

earth can dance! *f*

La danza di uccelli $\text{♩} = 48$

940 *dim.* *8va*

Birds

945 *unison mp*

Ev - 'ry dif - frent dance be - comes

945 *mp*

951 *div.*

Birds

part of the har - mo - ny, _____ all _____ wov - en _____

har - mo - ny, _____ all wov - en _____

har - mo - ny, _____ all wov - en _____

har - mo - ny, _____ all wov - en _____

951

957 *rit.*

Birds

_____ in a seam - less web. _____

_____ in a seam - less web. _____

_____ in a seam - less web, a seam - less web. _____

_____ in a seam - less web, a seam - less web. _____

957 *8va* *rit.*

962

La danza di volpone ♩ = 112

(Chicken Little walks up to Foxy Loxy.)

Ch. L.

966

mp

Would you like to learn to dance?

966

molto espressivo

971

Tentatively ♩ = 120 *accel.*

976

*mp cresc.**f***Tempo volando** ♩ = 132

980

*mp cresc. poco a poco***Allegro vivace**

985

8^{va}*ff*