



MUSIC THEATRE INTERNATIONAL
**BROADWAY
JUNIOR™**
60 MINUTES

Disney

THE LION KING

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MUSIC & LYRICS BY
ELTON JOHN & TIM RICE

ADDITIONAL MUSIC & LYRICS BY
LEBO M, MARK MANCINA,
JAY RIFKIN, AND HANS ZIMMER

BOOK BY
ROGER ALLERS & IRENE MECCHI

BASED ON THE BROADWAY PRODUCTION DIRECTED BY
JULIE TAYMOR



PART OF
Disney
THE LION KING
EXPERIENCE

PIANO/VOCAL SCORE



PIANO/VOCAL SCORE TABLE OF CONTENTS

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TO THE MUSIC DIRECTOR

As the music director of *The Lion King JR.*, you are responsible for all musical aspects of your production. These may include teaching the music to the cast, serving as rehearsal accompanist, vocal coaching, securing and running a sound system, and ensuring that the show's music is dynamic, well-balanced, and serves the story. There are as many approaches to music directing as there are music directors, but below are some widely successful techniques to get your cast singing!

Warm-Ups

Begin each rehearsal with a vocal and physical warm-up. These warm-ups can include techniques for relaxation, posture, diction, breath control, vowel placement, and register development. Exercises will focus your cast right at the beginning of each rehearsal and ensure that young voices and bodies remain healthy throughout the process. You can also use warm-ups to introduce rhythms and melodies you will be teaching that day. (See the Resources Disc for sample vocal warm-ups.)

Diction

At the heart of musical theater is storytelling. If song lyrics cannot be heard, the story will be sacrificed. Therefore, emphasize diction early and often and include tongue twisters in your warm-ups. The key to clear diction is enunciating consonants, especially plosive consonants at the beginning and end of lyrics, such as "k," "d," "b," and "p." Tell your students to enunciate in an over-the-top manner so they can be understood from the back row. If they feel silly, they are probably doing it right!

Dynamics

The volume at which a song is sung has great impact on performance and meaning. Singing softly can evoke tenderness (like singing a baby to sleep), whereas singing loudly can conjure excitement (like singing your favorite song at the top of your lungs in the car). Varying the dynamics of the music is a great way to enhance storytelling by adding color and nuance. The dynamics intended by the composer are marked in the score. Pay attention to these markings and also consider adding your own. But be sure to maintain correct tempo throughout, since students will naturally slow down when they sing softly or speed up as they sing louder.

Character

It's never too early to get performers thinking about how their characters might sing a song. What's the character's point of view? What is she trying to say or accomplish? Sometimes it's easier to understand meaning when the music has been stripped away. During vocal rehearsal, have each student read her lyrics aloud as a monologue. Then have her sing the song. How does the texture of the music reinforce what she has discovered in reading the lyrics? Does it change her perception of what's happening in the scene? Remind your students to always think of the music as a tool to help them tell the story.

Rehearsal & Accompaniment CDs

Your ShowKit® includes a Rehearsal CD (with guide vocals) and an Accompaniment CD (no vocals) for use in performance. Before you teach a new song, play the Rehearsal CD for the cast. Identify techniques that these particular singers employed to tell the story, such as diction and dynamics. Play the song again and encourage your cast to sing along. Incorporate the Accompaniment CD as soon as possible to get the cast comfortable singing on its own. Alternate CDs to reinforce techniques and build confidence. (See page D6-D7 of the Director's Guide for more information on using your CDs.)

Using a Piano

Keeping a piano or keyboard nearby will help you teach the music. If you don't play, ask a student or community member to assist you. Reinforce vocal lines by playing the melody along with the Rehearsal CD. For challenging numbers, play the melody slower without the CD and have students repeat the notes correctly until they can do it at tempo.

Changing Voices

Your students' voices may be in the process of changing, which can affect vocal ranges. To meet this challenge, consider changing the octave of a note or stripping away harmonies. Just keep the integrity of the score in mind while you accommodate the abilities of your cast.

With these techniques as a foundation, we know you'll be successful and have a great time music directing this show. As you gain confidence in your role as music director, seek opportunities to improve your techniques and keep your craft sharp!

NOTES ON THE LION KING JR. SCORE

by Will Van Dyke, Angela Jamieson, and Lori Casteel

Welcome to the wonderful world of *The Lion King JR.* With the abundance of fantastic music that this show has to offer, you may be feeling overwhelmed right now, but hang in there! We promise the experience will be incredibly rewarding for both you and your students. This score has been adapted for young performers from the hit Broadway show, *The Lion King*, which is based on the Oscar®-winning score from the 1994 Disney film and the music of composer Lebo M. It also draws from the rich historical traditions of the South African people.

In addition to English, lyrics of *The Lion King JR.* are written in Xhosa, Zulu, Swahili, and Setswana. This show will likely be your students' first encounters with these languages. There are several resources available within your ShowKit, including a Context & Pronunciation chapter on the Demonstration DVD, an African Languages Guide on pages G14-G16 of the Director's Guide, and a glossary in each of the Actor's Scripts. Use these tools in conjunction with the notes listed below to help your cast create an authentic sound.

Pronunciation

While these basic rules apply to all of the songs in the show, examples in this section are taken from "Circle of Life with Nants' Ingonyama," so it may be helpful to listen to this track while you practice.

- Sing all vowels with a round and constant sound. This is different from traditional Western choral music, for which singers create different mouth shapes for each vowel. Apply this style to both African and English lyrics to better evoke the aural setting of the play.
- There are no diphthongs in *The Lion King JR.* Each vowel should be pure. For example, on the Rehearsal CD you will hear the cast sing "circle of laaaaahhhhhf" instead of "circle of laaaaaeeeeeeef."
- "K" should be treated as a hard "g" sound (e.g., *bakithi baba* should become "bah-KEE-tee bah-BAH").

- Many lyrics begin with the letters "ng" as in 'ngonyama nengwe bo. This sound is created by pressing the tongue to the roof of the mouth and then vocalizing the "g" sound. Be careful that the "n" does not come before the beat, as if it were a preparation. The "g" sound should always land right on the beat.
- Remove all final "r" sounds (e.g., "There is more to see than can ev-ah be seen").
- All "h" sounds should be treated like a rapid exhale, coming directly from the diaphragm (e.g., "sithi hhhhu 'ngonyama").

Warm-Ups

African music requires dynamic inflection more than changes in volume. To help your students visualize this concept, spend a few minutes at the top of rehearsals and ask them to shoot their voices over a mountain. Have them close their eyes and picture their mountain. Instruct them to send their voices (using any open vowel) all the way up and over, and then let them drop to the base on the other side. Experiment with how high or how far their voices need to travel to get up and over to the other side. Help students connect that they may not need to sing as loudly to deliver a chant in full voice.

Rehearsals

The best way to teach your students how to sing in the African languages is through call and response, layering in each element of the song in chunks. First, speak the line slowly to ensure all students are using the proper pronunciation and vowel shape. Once they feel secure, add in rhythms. Many of the lines may actually become easier to say once the rhythm is in place, as the accented syllables are more pronounced. Build intensity and character with your call and have students rise to your level with their response. Take a few moments to discuss the definitions of each phrase and how it fits in the context of the song. The very last step is to add in pitches, carefully making sure you do not lose any of the intensity, technique, or emotion you created while speaking.

Think of the music as percussive. It needs to communicate the struggles, perseverance, and ultimate triumph of Simba, a surrogate for the South African people, and by extension, all of humanity, when it overcomes adversity. No *vibrato* should be used, whether students are singing in English or the various African languages. Most of the score is an exclamation. Instruct your students to avoid shouting, but help them expand their range of inflection to get the message across.

Lastly, and most importantly, the cast of *The Lion King JR.* has to sing as a synchronized ensemble. This means

that all vowels, consonants and cut-offs must happen in complete unison. Help your students reach this goal by drawing attention to the way they stand and how they breathe. You can use clapping, stomping, inhaling, exhaling or even pitch-matching exercises to get the group to sing together. All of this hard work will result in a beautiful performance with a constant and connected feel.

Now on to the specifics of *The Lion King JR.* score.

The notes below are broken down by song and then measure numbers.

#2 – Circle of Life with Nants’ Ingonyama

- m. 2 – Work with Rafiki to make this the most grounded and supported sound she has ever sung. Her voice needs to reach across the savanna! As with the rest of the show, there should be no *vibrato* here.
- m. 3 – Students will naturally *decrescendo* over a long phrase, such as *sithi hu ’ngonyama*. Have students fight this tendency so their sound grows until Rafiki interrupts at m. 6.
- m. 13 – Spend some time chanting this pattern in rhythm, with the following accents: Ingo**N**yama **N**engwe **’N**ama**B**ala. Try it as a whisper and at full voice. The accents should come through with a constant intensity, regardless of volume.
- m. 17 – Rafiki’s melody is most important here. Make sure the ensemble does not drown her out.
- m. 50 – This is definitely a mouthful! Teach it slowly and work up to tempo. Your students will be very excited when they get this chant down.

#4 – Grasslands Chant

Ensemble 3 represents the breeze blowing through blades of grass. It has a subtle, but constant drive. Students should immediately close to the “m” and sing on a hum. Work with this ensemble to ensure that the “zmm” they sing in m. 21 has the same clarity of pitch and excitement as the one in m. 5.

Ensemble 2 has the call to Mother Africa, her land, and spirits. Grow from *piano* to *mezzo piano* with each measure so that the change is quick and smooth. This rhythm is particularly tricky. Make sure the 16th notes land directly on the beat. Think of *mama* as two grace notes for the *ye*.

Ensemble 1 is a call to the fellow animals. Help students to feel this in 4/4 Time, with a distinct accent on *woza* each time.

- m. 25 – The mood of the song becomes joyous here. Discuss the definitions with your students and have them keep an eye out for repetitions later in the show.
- m. 25 – On the Rehearsal CD, you’ll notice a slight lift after the third eighth note and an accent with a *tenuto* on the fourth beat. This will create the following stresses: Busa **Le** **Liz**webo.
- m. 28 – The consonant cluster “hl” may prove challenging for students. Have them place the tip of their tongue behind their front teeth. Then have them exhale with a nice “ha” from the back of the throat. Once they’ve practiced this a few times, have them add in a “la” sound by dropping the tongue while smiling.
- m. 36. – The “h” is aspirated in “he” and students should immediately close to the “m” in “um” and “hem.”

#7 – The Lioness Hunt

Before you begin, tell your students that this song represents the fierce lionesses going out to hunt. They should think of their sound as a war cry. Challenge them to sing through the nose and the front of the face. The sound should be guttural and ugly. While singing “Hi(ya),” have students claw on the “ya” as if they were attacking their prey. Once the music is taught, rehearse a few times standing in a circle. Encourage singers to claw, stomp, and scowl to find their characters.

- m. 1 – Most of this song will be sung *a cappella*. Performers will be given a cue note at the end of #6 “Our Little Secret,” and then they’re on their own. Allow enough rehearsal time to let students feel comfortable staying in tune and in rhythm (your Rehearsal CD will help with both of these).
- m. 14 – Start the Accompaniment CD at this measure. It will cut out again at m. 22 and the rest of the song will be sung *a cappella*.

#8 – I Just Can’t Wait to Be King

- m. 3 – The ensemble’s “hem” is explosive on the “h” and tightly closed on the “m.” It should take a lot of energy to do this right! Try to have as little “eh” sound as possible.

#11 – Be Prepared

- m. 11 – Use exercises during warm-ups to teach the syncopated rhythm to the hyenas. They are on the verge of losing control, so their dynamics are exaggerated. The “h” should be explosive.
- m. 14 – Scar’s part sits low in the register. If this section is difficult for your actor to sing, have him speak the lyrics in rhythm.
- m. 23 – This “ooooo” is a very pure sound. Again, the change in dynamics should be dramatic.
- m. 39 – Ensure the hyenas’ part does not drown out Scar’s melody.

#13 – They Live in You

- m. 5 – The pronunciation and accents are the same as in “Circle of Life with Nants’ Ingonyama.” In this version, keep the sound very breathy.
- m. 9 – Sing the English lyrics *legato* to contrast with the *staccato* “oh oh iyo.” However, keep a consistent placement of the vowels between the two languages.
- m. 9 – Be aware that Mufasa is singing an F# and the accompaniment is playing a G. The dissonance is key to setting the mood of the song, but it can be challenging for a young performer.
- m. 41 – Add a big *crescendo* every time the cast sings the phrase *Hela hem mamela*. Each phrase should have an explosive “h.” It might be helpful to think of *hela* expanding vertically and *mela* expanding horizontally.

#15 – The Stampede

- m. 1 – Play the Rehearsal CD to clarify how this notation works in practice. Begin with a round “e” that feels like “ih.” Coach students to stagger their breaths so that m. 1-7 feel like one long, undulating phrase. Rather than a measured change in pitch, create a slight, messy dip within each measure. Keep pushing the sound further into the front of the face through the *crescendo* in m. 7.
- m. 9 – Ask your students to create their own individual siren sound. Give different examples of pitched sirens versus unpitched. Ask them what thoughts come to mind when they hear these sounds. One by one, each student should call out his warning, while the rest of the group echos a response. This is a great way to lose inhibitions and vary the texture of the sound. Gently remind your cast that this cry is different than a “horror” scream – it should represent how an animal might warn others of impending danger. Note: A siren sound is a great way to warm-up before rehearsals as it reaches the entire range without pushing.
- m. 14 – *Yona* can be translated as an “it,” but the worse “it” imaginable. “It” means the stampede – “it” means

what has happened, is happening, or will happen. Make the consonants quick and percussive, with steady vowels in between.

- m. 44 – Close quickly to the “m” sound.

#16 – The Mourning

- m. 3 – Use as much breath as possible on the “h” sounds. Your cast might feel a little lightheaded after trying this for the first time! The lionesses are distraught over Mufasa’s death and their pain is expressed through this “h.” Allow them to take deep, audible breaths through the entire song.
- m. 3 – The “a” vowel in “hamela” is dark and open. It should be closer to the “u” sound in the word “hum” than the “a” sound in the word “ham.”
- m. 23 – The hyenas’ “hem” is dark and menacing. It is completely different than the sorrowful sound of the lionesses.

#18 – Hakuna Matata (Part 1)

- m. 1 – Use a hard “g” to replace the “k” in *hakuna* and a bright “t” for *matata*.
- m. 13 – If Timon and Pumbaa are struggling with this harmony, have them both sing the lower note.
- m. 30 – Pumbaa’s line “When I was a young warthog!” is meant to be very silly. Don’t worry about singing these very high notes in full voice.
- m. 61 – If this line is too high for Young Simba, have him sing it down an octave.
- m. 75 – Ideally, this sloppy cut-off on the CD should happen right after Simba says “zebra.” Practice with the Rehearsal CD so your performers can time this correctly.

#19 – Hakuna Matata (Part 2)

- m. 7 – Work with your director to ensure the actor playing grown Simba has enough time to enter before he sings in m. 9. If this line is too high, have him sing it down an octave.

#21 – Shadowland

- m. 5-13 – Add a small volume swell on each word.
- m. 13 – Give Nala the freedom either to hold notes for their full value or cut off when it feels natural.
- m. 57-58 – This is an intense section for a young performer. Have Nala stomp on the rests to help her ground her sound. Also, make sure no diphthongs sneak in.

#26 – He Lives in You

- m. 9 – Just like in “They Live in You,” Rafiki is singing an F# and the accompaniment is playing a G. Give an extra listen to ensure your actor is singing the correct note.
- m. 25 – Have Rafiki speak her line slowly at first, then add rhythm. Ask her to call the ensemble with different inflections and have them match her in their response. Once everyone has this call and response down pat, begin to introduce pitches. The notes should just be a focused way of speaking the lines – don’t think of these lines as “sung.” Movement or gesture might help to open the sound. Rafiki is the voice of reason for Simba and she MUST be heard. Exclaim, rejoice, and have no fear.
- m. 46 – Use bright “t’s” and no “r’s” in the English lyrics. (e.g., “into the waTah”)

#29 – Scar’s Last Stand (Part 1)

Both parts 1 and 2 of “Scar’s Last Stand” contain several lines of dialogue with underscoring. Using the Accompaniment CD in performance, it is easy for actors to fall behind. Use the Rehearsal CD as a resource and let the intensity of the music influence the way the actors deliver their lines.

CIRCLE OF LIFE
WITH NANTS' INGONYAMA

CUE:

House lights dim.

1

RAFIKI:

Nan_____ ts'in-go - nya - ma, ba - ki - thi, ba-ba.

ENSEMBLE 1:

Si - thi

ENSEMBLE 2:

Si - thi

fp

C⁵

#2 Circle of Life with Nants' Ingonyama

4

Nan—— ts'in-go - nya - ma, ba - ki -

hu. 'Ngo-nya - ma. Neng-we bo.—

hu 'ngo-nya - ma.——

F G C

7

thi ba-bo.—— He-le - le!

ALL: Si - thi hu 'ngo-nya - ma.—— 'Ngo-nya - ma.—

C⁵ F G C F Am

10

Si-zo nqo! He-le-le!

'Ngo-nya - ma. 'Ngo-nya - ma. 'Ngo-nya - ma.

G C⁵ F Am G C⁵

13

I-ngo-nya - ma neng-we 'na-ma-ba - la.

14

ALL:

I-ngo-nya - ma neng - we 'na-ma-ba - la. I-ngo-nya - ma neng - we 'na-ma-ba - la.

mp C Am⁷

#2 Circle of Life with Nants' Ingonyama

16 RAFIKI:

From the

I - ngo - nya - ma neng - we 'na - ma - ba - la. I - ngo - nya - ma neng - we 'na - ma - ba - la.

Dm7 G7^{sus} G7

18

day we ar - rive — on the pla - net and

p I - ngo - nya - ma neng - we 'na - ma - ba - la. I - ngo - nya - ma neng - we 'na - ma - ba - la.

C Dm7/C

20

blink - ing step in - to the sun, there is

I - ngo - nya - ma neng - we 'na - ma - ba - la. I - ngo - nya - ma neng - we 'na - ma - ba - la.

G⁷/B C

22

more to see than can e - ver be seen, more to

I - ngo - nya - ma neng - we 'na - ma - ba - la. I - ngo - nya - ma neng - we 'na - ma - ba - la.

Am Dm⁷

#2 Circle of Life with Nants' Ingonyama

24

do than can e - ver_ be done. There is

I - ngo - nya - ma neng - we 'na - ma - ba - la. I - ngo - nya - ma neng - we 'na - ma - ba - la.

B $\flat$ G7^{SUS} G7

26

far too much to take in_ here. More to find

I - ngo - nya - ma neng - we 'na - ma - ba - la. I - ngo - nya - ma neng - we 'na - ma - ba - la.

C Dm7/C

28

— than can e - ver be found. But the

I - ngo - nya - ma neng - we 'na - ma - ba - la. I - ngo - nya - ma neng - we 'na - ma - ba - la.

G⁷/B C

30

sun roll - ing high — through the sap - phi - re sky — keeps great and

I - ngo - nya - ma neng - we 'na - ma - ba - la. I - ngo - nya - ma neng - we 'na - ma - ba - la.

Am Dm⁷

#2 Circle of Life with Nants' Ingonyama

32

ENSEMBLE 1: 3

small on the end - less round. It's the cir - cle of

I-ngo-nya - ma neng - we 'na-ma-ba - la. I-ngo-nya - ma neng - we 'na-ma-ba - la.

crescendo

B $\flat$ G7^{sus} G7

34

life and it moves us all—

mf I-ngo-nya - ma neng - we we-ma. I-ngo-nya - ma neng - we we-ma.

f C

36

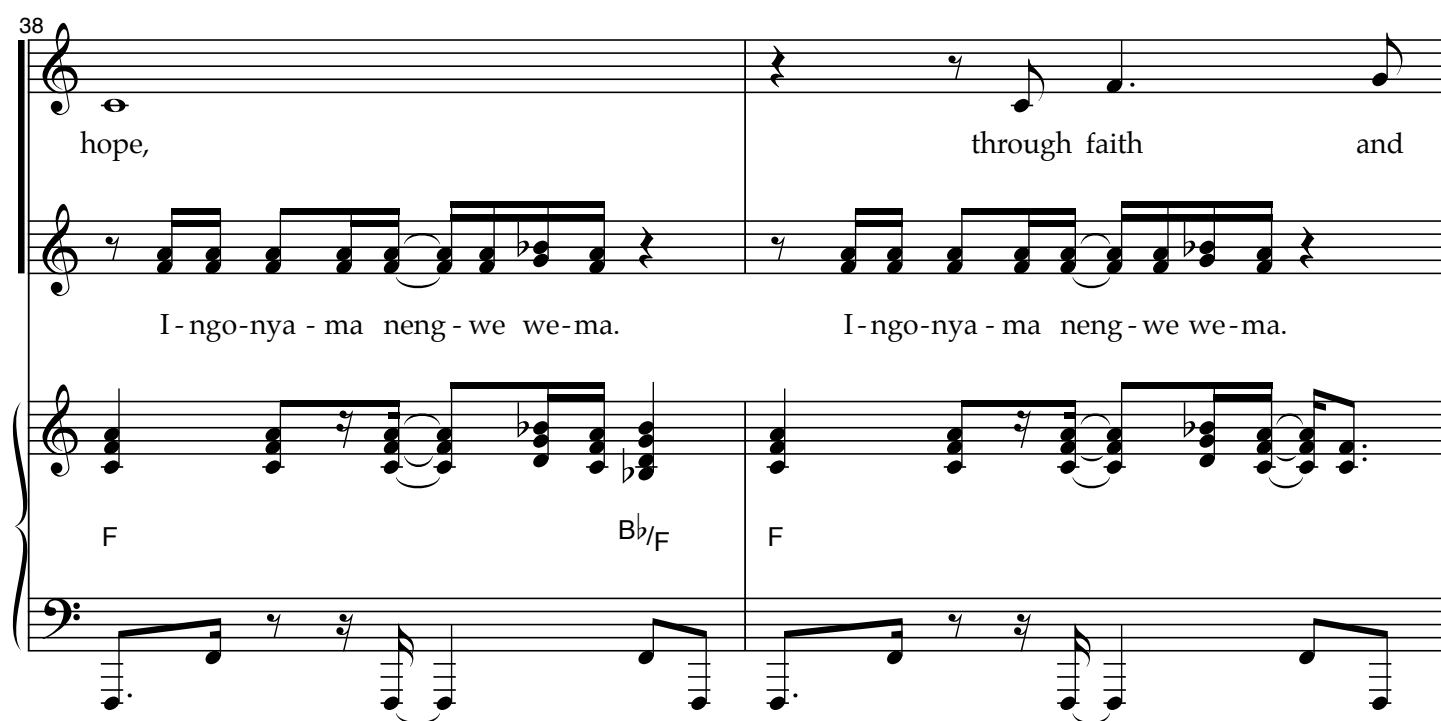


through des - pair and

I - ngo - nya - ma neng - we we - ma. I - ngo - nya - ma neng - we we - ma.

B $\flat$ /C

38



hope, through faith and

I - ngo - nya - ma neng - we we - ma. I - ngo - nya - ma neng - we we - ma.

F B $\flat$ /F F

#2 Circle of Life with Nants' Ingonyama

40

love. _____

'Til we find our

I-ngo-nya - ma neng - we we-ma. I-ngo-nya - ma neng - we we-ma.

Gsus G

42

place _____

on the path un - win -

I-ngo-nya - ma neng - we we-ma. I-ngo-nya - ma neng - we we-ma.

C/E A

44

- ding in the

I - ngo - nya - ma neng - we we - ma. I - ngo - nya - ma neng - we we - ma.

Dm Fm/Ab

46

cir - cle, the cir - cle of

I - ngo - nya - ma neng - we we - ma. I - ngo - nya - ma neng - we we - ma.

C/G Gsus G

#2 Circle of Life with Nants' Ingonyama

48

life.

It's the cir - cle of

I-ngo-nya - ma neng - we 'na-ma-ba - la. I-ngo-nya - ma neng - we 'na-ma-ba - la.

F/C G7^{sus} G⁷

50

life

and it moves us all

A FEW VOICES:

ff Ba-le-k'in-gon-ya-m'i ya ga - le'!

I-ngo-nya - ma neng - we we - ma. I-ngo-nya - ma neng - we we - ma.

f C

52

through des - pair and

I-ngo-nya - ma neng - we we-ma. I-ngo-nya - ma neng - we we-ma.

B $\flat$ /C

54

hope, through faith and

I-ngo-nya - ma neng - we we-ma. I-ngo-nya - ma neng - we we-ma.

F B $\flat$ /F F

#2 Circle of Life with Nants' Ingonyama

56

love. 'Til we find our

I-ngo-nya - ma neng - we we-ma. I-ngo-nya - ma neng - we we-ma.

Gsus G

58

place on the path un - win -

I-ngo-nya - ma neng - we we-ma. I-ngo-nya - ma neng - we we-ma.

ff Eb C/E C

60

ding in the

I-ngo-nya - ma neng - we we-ma. I-ngo-nya - ma neng - we we-ma.

Fm Abm/Cb

62

cir - cle, the cir - cle of

I - ngo-nya - ma neng - we we-ma. The cir - cle of

Eb/Bb Bbsus Bb

#2 Circle of Life with Nants' Ingonyama

64 ALL:

life!

A $\flat$ /E $\flat$

E $\flat$

The musical score is for a section of 'Circle of Life' from Disney's The Lion King JR. It begins at measure 64. The vocal part (treble clef) has a whole note chord on the first measure, followed by a long note with a fermata. The piano accompaniment (grand staff) features chords in the right hand and a bass line in the left hand. The key signature has two flats (B-flat and E-flat). The first measure of the piano part is marked with a chord symbol A $\flat$ /E $\flat$. The second measure is marked with E $\flat$. The score ends with a double bar line.

INTO SCAR'S CAVE

CUE:

Segue on applause from #2 "Circle Of Life with Nants' Ingonyama"

Bouncy and Playful

1

mf

5

rit.

3/4

4

This section is in 6/8 time. It begins with a treble clef and a key signature of one flat. The melody is bouncy and playful, featuring eighth and sixteenth notes. The bass line provides a steady accompaniment. The section ends with a 3/4 time signature change.

Quietly Dangerous

10

mp

3/4

This section is in 3/4 time. It begins with a treble clef and a key signature of one flat. The melody is quietly dangerous, featuring chords and eighth notes. The bass line provides a steady accompaniment. The section ends with a double bar line.

GRASSLANDS CHANT

CUE:

ZAZU: And just think. Whenever he gets dirty,
you can take him out and beat him!

Flowing Like The Wind

The musical score is written for piano and vocal ensemble. It consists of three systems of staves. The piano part is in 6/8 time, with a key signature of three flats (B-flat, E-flat, A-flat). The vocal parts are in the same key and time. The first system shows the piano accompaniment and the vocal part for Ensemble 3. The second system shows the piano accompaniment and the vocal part for Ensemble 3. The third system shows the piano accompaniment and the vocal part for Ensemble 3. The vocal parts are marked with 'Zm' and 'zm'.

ENSEMBLE 3:

zmm zmm

7

zmm zmm. Zm zm

9

ENSEMBLE 2:

Ma - ma ye ma - ma ye

zmm zmm

11

ma - ma ye ma - ma ye.

zmm zmm. Zm zm

#4 Grasslands Chant

13

Ma - ma ye ma - ma ye

zmm zmm

This musical system covers measures 13 and 14. It features three staves: a vocal line, a vocal line with lyrics, and a piano accompaniment. The key signature has four flats (B-flat, E-flat, A-flat, D-flat). The vocal line in measure 13 has a half note rest followed by a quarter note G4, a quarter note A4, and a quarter note B4. The vocal line in measure 14 has a half note rest followed by a quarter note G4, a quarter note A4, and a quarter note B4. The piano accompaniment consists of a right hand with eighth notes and a left hand with half notes.

15

ma - ma ye — ma - ma ye.

zmm zmm. Zm zm

This musical system covers measures 15 and 16. It features three staves: a vocal line, a vocal line with lyrics, and a piano accompaniment. The key signature has four flats (B-flat, E-flat, A-flat, D-flat). The vocal line in measure 15 has a half note rest followed by a quarter note G4, a quarter note A4, and a quarter note B4. The vocal line in measure 16 has a half note rest followed by a quarter note G4, a quarter note A4, and a quarter note B4. The piano accompaniment consists of a right hand with eighth notes and a left hand with half notes.

ENSEMBLE 1:

17

Wo - za'm - fan'. Oh, — wo - za!

Ma - ma ye ma - ma ye

zmm zmm

19

Wo - za'm - fan - a. Oh, — wo - za!

ma - ma ye — ma - ma ye.

zmm zmm. Zm zm

#4 Grasslands Chant

21

Wo - za'm - fan'. Oh, — wo - za!

Ma - ma ye ma - ma ye.

zmm zmm.

This musical system contains measures 21 and 22. It features four staves: three vocal staves and one piano accompaniment staff. The key signature has four flats (B-flat, E-flat, A-flat, D-flat). Measure 21 includes a vocal line with a slur and a '2' indicating a second ending, and a piano line with a 'zmm' vocalization. Measure 22 continues the vocal lines and piano accompaniment.

23

Wo - za'm - fan - a. Oh, wo - za! Ma - ma ye!

Wo - za'm - fan - a. Oh, wo - za! Ma - ma ye!

Wo - za'm fan - a. Oh, wo - za! Ma - ma ye!

This musical system contains measures 23 and 24. It features four staves: three vocal staves and one piano accompaniment staff. The key signature has four flats. Measure 23 includes vocal lines with accents and a piano line. Measure 24 continues the vocal lines and piano accompaniment.

YOUNG SIMBA:
Where're we going?

ENSEMBLE 1 & 2:

25

Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa lom-hla-ba!

ENSEMBLE 3:

Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa lom-hla-ba!

mp

YOUNG SIMBA:
Why'd we get up so early?

29

Bu-sa ngo than-do bo! Bu-sa ngo than-do bo! Bu-sa ngo than-do bo! Bu-sa lom-hla-ba!

Bu-sa ngo than-do bo! Bu-sa ngo than-do bo! Bu-sa ngo than-do bo! Bu-sa lom-hla-ba!

YOUNG SIMBA:
Are we there yet?

33

Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa lom-hla-ba! He

Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa lom-hla-ba! He

37

um hem. He um hem. Ya oh ha. He um hem.

um hem. He um hem. Ya oh ha. He um hem.

RETURN TO SCAR'S CAVE

CUE:

ZAZU: Oh, young Master, one day you will be king. Then you can chase away those slobbering, mangy, stupid poachers from dawn until dusk.

First system of musical notation for the cue. It consists of a grand staff with a treble and bass clef. The key signature has three flats (B-flat, E-flat, A-flat). The time signature is 6/8. The melody in the treble clef starts with a whole rest, followed by a series of eighth and quarter notes. The bass clef accompaniment consists of a steady eighth-note pattern.

Second system of musical notation for the cue. It continues the melody and accompaniment from the first system. The treble clef melody features a triplet of eighth notes. The bass clef accompaniment continues with eighth notes.

Third system of musical notation for the cue. It continues the melody and accompaniment. The system concludes with a double bar line and a key signature change to two flats (B-flat, E-flat). The time signature changes to 3/4.

Quietly Dangerous

Musical notation for the 'Quietly Dangerous' section, starting at measure 9. The key signature is two flats (B-flat, E-flat) and the time signature is 3/4. The melody in the treble clef is marked *mp* (mezzo-piano) and features chords and single notes. The bass clef accompaniment consists of a steady eighth-note pattern. The section ends with a double bar line.

OUR LITTLE SECRET

CUE:

SCAR: There's a good lad. You run along now and have fun. And remember: It's our little secret.

Mysterious

("Lioness Chant" begins)

The musical score is written for piano in 3/4 time with a key signature of one sharp (F#). It consists of two staves. The first staff (treble clef) begins with a first ending bracket over the first two measures. The second staff (bass clef) has a long note in the first measure, followed by a half note in the second measure, and then a series of quarter notes in the third measure. The score ends with a double bar line.

THE LIONESS HUNT

NOTE: The accompaniment track only includes m. 14-22 as the rest is to be sung *a cappella*

CUE:

Segue from #6 "Our Little Secret"

LIONESSES:

Ah ha hayi—

NOTE: This pick-up bar starts at beat 3 of #6

— (ya) hayi (ya) hayi— (ya) hayi. We ba-ba. Zin-ge-la, si-yo zin-ge - la, ba-ba. Ah ha hayi

#7 The Lioness Hunt

5

—(ya) hayi (ya) hayi — (ya) hayi. We ba-ba. Zin-ge-la, si-yo zin-ge-la, ba-ba. We ba-ba.

9

Zin-ge-la, si-yo zin-ge-la, ba-ba. We ba-ba. Zin-ge-la, si-yo

12

zin-ge-la, ba-ba. Hi ba-ba. S'qhu-be-ke-ni si-yo zin-ge-la.

15

Hem! Hem! Hem! Hem! Hem! Hem! Hem! Hem!

G D A D

19

Hem! Hem! Hem! Hem! Hem! Hem! Ah ha hayi

G D A

23

— (ya) hayi (ya) hayi— (ya) hayi. We ba-ba. Zin-ge-la, si-yo zin-ge-la, ba-ba.

I JUST CAN'T WAIT TO BE KING

CUE:

YOUNG SIMBA: Not the way I see it!

Spirited Fun!

Musical score for Young Simba's cue. The score is in 2/4 time and key of D major (two sharps). It consists of two measures. The first measure has a whole rest in the treble clef and a half note D4 in the bass clef. The second measure has a whole rest in the treble clef and a half note E4 in the bass clef, followed by a descending eighth-note scale: D4, C#4, B4, A4, G4, F#4, E4. A dynamic marking of *sfz* (sforzando) is placed above the second measure.

ZAZU: Simba?... Nala? Where are you hiding?! If you don't come out this instant – This isn't funny. I'm not laughing.

ENSEMBLE:

Musical score for the Ensemble. The score is in 2/4 time and key of D major (two sharps). It consists of four measures. The first measure has a whole note D4 in the treble clef and a half note D4 in the bass clef. The second measure has a whole note E4 in the treble clef and a half note E4 in the bass clef. The third measure has a whole note F#4 in the treble clef and a half note F#4 in the bass clef. The fourth measure has a whole note G4 in the treble clef and a half note G4 in the bass clef. The dynamic marking *mf* (mezzo-forte) is placed above the first measure. The lyrics "Hem!" are written below the first and second measures. The lyrics "A E E A B" are written below the third and fourth measures.

7 **YOUNG SIMBA:**

The score for Young Simba's vocal part (measures 7-10) is in G major (three sharps). The vocal line starts with a whole rest in measure 7, followed by a half rest in measure 8, and then a quarter note G5 in measure 9 with the lyric "I'm". The piano accompaniment features a bass line with a half note E4 in measure 7, a half note A4 in measure 8, and a half note E4 in measure 9. Chords E, A, and E are indicated above the piano part in measures 7, 8, and 9 respectively. In measure 10, the piano part has a Bsus chord and a rapid ascending eighth-note scale in the right hand, starting on G4 and ending on G5. The vocal part has a whole rest in measure 10. The lyrics "Hem!" are written below the piano part in measures 7 and 8.

Hem! Hem!

E A E Bsus

I'm

11 **ZAZU:**

The score for Zazu's vocal part (measures 11-14) is in G major. The vocal line contains the lyrics: "gon-na be— a migh - ty king so e - ne - mies be - ware! I've". The piano accompaniment features a bass line with a half note E4 in measure 11, a half note A4 in measure 12, and a half note E4 in measure 13. Chords E, A, and E are indicated above the piano part in measures 11, 12, and 13 respectively. In measure 14, the piano part has a Bsus chord and a rapid ascending eighth-note scale in the right hand, starting on G4 and ending on G5. The vocal part has a whole rest in measure 14. The lyrics "Hem!" are written below the piano part in measures 11 and 12.

gon-na be— a migh - ty king so e - ne - mies be - ware! I've

Hem! Hem!

E A E Bsus

15 YOUNG SIMBA:

ne-ver seen a king of beasts with quite so lit-tle hair! I'm

Hem! Hem!

A E

19

gon-na be the mane e-vent like no king was be-fore. I'm

Hem! Hem!

23 **ZAZU:**

brush-ing up— on look-ing down. I'm work-ing on— my roar! Thus

Hem! Hem!

A E

27 **YOUNG SIMBA:**

far a ra - ther un - in - spir - ing thing. Oh, I

Ha! Ha! Ha! Ha! Ha!

F#m B

31

just can't wait to be

A B

ZAZU: You've rather a long way to go, young master, if you think—

33

king!

E F

**YOUNG SIMBA,
ENSEMBLE 2:**

No one say-ing

37 ZAZU: When I said that I— YOUNG NALA, ENSEMBLE 1: ZAZU: What I meant was that the—

do this. No one say-ing be there. No one say-ing

A F#m7

41 ZAZU: What you don't realize is that sometimes— ZAZU:

stop that. No one say-ing see here! Now see here! No one say-ing see here!

B/D# E

ZAZU: That's definitely out!

45 **ALL:**

Free to run a - round all day.

A E/G# F#m A B

49 **YOUNG SIMBA:**

Free to do it all my—

A B

51

way!

ENSEMBLE:

Hem! Hem!

mf E A E E A B

55

Hem! Hem!

E A E

3 5

8va

58

8va

(8va)

62

(8va)

(8va)

66

(8va)

70

YOUNG SIMBA,
ENSEMBLE 2:

Ev-'ry-bo-dy

ff

74

YOUNG NALA,
ENSEMBLE 1:

Ev-'ry-bo-dy look right!

YOUNG SIMBA:

look left!

Ev -'ry-where you

B $\flat$

Gm

78

**YOUNG NALA,
ENSEMBLE 1:**

**YOUNG SIMBA,
ENSEMBLE 2:**

ZAZU:

ALL:

stand-ing in the spot - light! Not yet! Let

look I'm— Stand-ing in the spot - light! Let

C/E C F

82

ev - 'ry crea - ture go— for broke and sing. Let's

ev - 'ry crea - ture go— for broke and sing. Let's

B $\flat$ F/A Gm B $\flat$ C

86

hear it in the herd and on the wing. It's

hear it in the herd and on the wing. It's

B $\flat$ F/A Gm B $\flat$ C

90

YOUNG SIMBA:

gon - na be King Sim - ba's fin - est fling! Oh, I

gon - na be King Sim - ba's fin - est fling!

B $\flat$ F/A Gm B $\flat$ C

94

ALL:

just can't wait to be king! Oh, he

B $\flat$ C F B $\flat$ /F F

98 YOUNG SIMBA:

just can't— wait to be king!

B $\flat$ C F B $\flat$ /F F

102

just can't— wait

B $\flat$ C

ALL:

Just can't— wait

106 ALL:

to be king!—

F B $\flat$ /F F

ELEPHANT GRAVEYARD

CUE:

YOUNG NALA: Pinned ya again!

YOUNG SIMBA: This is it! We made it!

The first system of the musical score is in 4/4 time. It features a piano accompaniment with a melody in the right hand and a bass line in the left hand. The melody starts with a half note G4, followed by a half note A4, and then a half note B4. The bass line starts with a half note G2, followed by a half note A2, and then a half note B2. The tempo is marked *mf* (mezzo-forte) and the dynamics are *mp* (mezzo-piano). The system ends with a double bar line and a repeat sign.

YOUNG NALA: It's really creepy.
YOUNG SIMBA: Yeah. Isn't it great?!
YOUNG NALA: We could get in big trouble!
YOUNG ZAZU: I know! That's where I come in.

Scarily

The second system of the musical score is in 3/4 time. It features a piano accompaniment with a melody in the right hand and a bass line in the left hand. The melody starts with a half note G4, followed by a half note A4, and then a half note B4. The bass line starts with a half note G2, followed by a half note A2, and then a half note B2. The tempo is marked *mp* (mezzo-piano). The system ends with a double bar line and a repeat sign.

YOUNG SIMBA, YOUNG NALA: Zazu...
ZAZU: This is waaay beyond the boundary of the Pridelands. Very dangerous!

The third system of the musical score is in 3/4 time. It features a piano accompaniment with a melody in the right hand and a bass line in the left hand. The melody starts with a half note G4, followed by a half note A4, and then a half note B4. The bass line starts with a half note G2, followed by a half note A2, and then a half note B2. The tempo is marked *mp* (mezzo-piano). The system ends with a double bar line and a repeat sign.

HYENA VOICES: Hee-hee-hee-hee-hee!!!

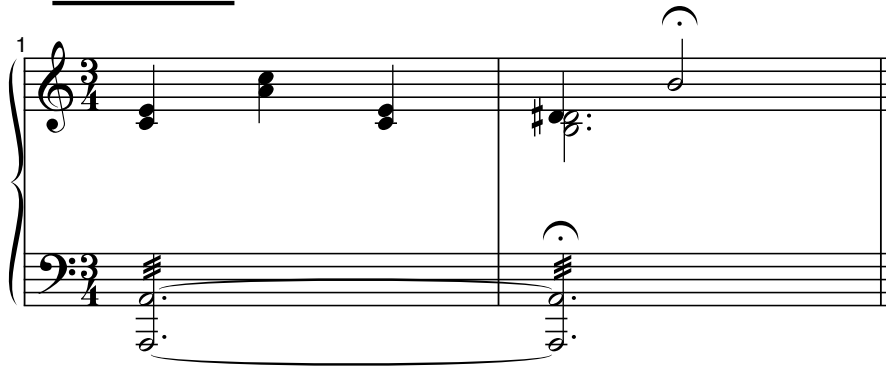
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SCAR ENTERS

CUE:

SHENZI: If it weren't for those pushy lions, we'd be running the joint!

ED: Hee-hee-hee...



BE PREPARED

CUE:

BANZAI: Yeah, what were we supposed to do, kill Mufasa?

SCAR: Precisely.

SCAR: **Freely**

1

I ne - ver thought hy - e - nas es - sen - tial; you're

fp *f* *mp*

3

4

crude and un-speak-a-bly plain. But may-be you've a glim-mer of po - ten - tial if

A Tempo

8

al - lied with my vi - sion and brain.

f

SCAR:

11

HYENAS:

Hem— hem— hem— hem.

f

15

know that your pow'rs of re - ten-tion are as wet as a wart-hog's back-side. But

mp

8vb

19

thick as you are,— pay at - ten-tion! My words are a mat-ter of pride. It's

23

clear from your va-cant ex-pres-sions the lights are not all on up-stairs. But

HYENAS:

fp Ooo— hah hah hah. *fp* Ooo— hah hah hah.

27

we're talk-ing kings and suc-ces-sions; e-ven you can't be caught un-a-wares! **SCAR, HYENAS:**

Hah hah hah hah hah hah hah! Let's pre -

f

31

pare for the chance of a life - time. — Be pre - pared for sen - sa - tion - al

34

SHENZI:

news. A shin-ing new e - ra is tip - toe-ing near - er. And

37

SCAR:

where do we fea - ture? — Just lis - ten to teach - er! I

39

know it sounds sor - did, but you'll be re-ward-ed when at last I am giv-en my dues and in-

Hah hah hah hah hah hah hah hah hah hah hah hah hah hah

43

jus-tice de-li-cious-ly squared. Be pre-pared!

hah hah hah hah hah! Be pre-pared!

BANZAI: Yeah! Be prepared. We'll be prepared! For what?

SCAR: For the death of the king.

BANZAI: Is he sick?

SCAR: No, fool! We are going to kill him. And Simba, too.

47

SHENZI: Great idea! Who needs a king?

SHENZI, BANZAI: No king, no king! La la la la la!

SCAR: Idiots! There will be a king!

BANZAI: But you said...

51

SCAR: I will be king! Stick with me and you'll never go hungry again!

SHENZI: All right!

BANZAI, SHENZI: Long live the king!

HYENAS: Long live the king!!

**SCAR,
HYENAS:**

55

So pre-

59 SCAR:

Be pre -

pare for the coup of the cen - t'ry.

mf Am Dm

61

pared for the mur - ki - est scam. Me -

Ooo la la la.

G C

63

ti-cu-lous plan - ning, te na-ci-ty span - ning, de-cades of de-ni - al is sim-ply why I'll be

We'll— have food, lots— of food! We— re - peat: end - less

mp

67

king un-dis-put-ed, re spec-ted, sa-lut-ed, and seen for the won-der I am. Yes, my

meat! Hah hah

cresc. poco a poco

71

teeth and am - bi - tions are bared. Be pre -

hah hah hah hah hah. Be pre -

f

73

pared! Yes, our teeth and am - bi - tions are bared. Be pre -

pared! Yes, our teeth and am - bi - tions are bared. Be pre -

rall.

77

pared!

8

pared!

ff

NIGHTFALL

CUE:

Segue on applause from #11 "Be Prepared"

Slow And Regal

MUFASA: Zazu!

ZAZU: Yes, Sire?

MUFASA: Take Nala home. I've got to teach my son a lesson.

ZAZU: Come, Nala.

NALA: Simba... Good luck.

THEY LIVE IN YOU

CUE:

MUFASA: That's 'cause nobody messes with your dad! C'mere you!

YOUNG SIMBA: Dad?

MUFASA: What?

YOUNG SIMBA: We're pals, right?

MUFASA: Right.

YOUNG SIMBA: And we'll always be together. Right?

1

5

ENSEMBLE:

7

9 **MUFASA:**

Night and the

11 spi - rit— of life call - ing,

13 **ENSEMBLE:**

Oh oh i - yo. ma - me - la.—

The musical score is written for piano and voice. It features three systems of music. The first system, starting at measure 9, is for Mufasa and includes the lyrics 'Night and the'. The second system, starting at measure 11, continues Mufasa's part with the lyrics 'spi - rit— of life call - ing,'. The third system, starting at measure 13, introduces the Ensemble with the lyrics 'Oh oh i - yo. ma - me - la.—'. The piano accompaniment consists of a right hand with a melodic line and a left hand with a rhythmic bass line. The vocal parts are written in a single staff for each character, with lyrics placed below the notes. The key signature is one sharp (F#) and the time signature is 4/4.

#13 *They Live in You*

15

And a

Oh oh i - yo.

This system contains measures 15 and 16. The vocal line starts with a whole rest in measure 15, followed by a half note 'And' and a quarter note 'a' in measure 16. The piano accompaniment features a rhythmic pattern of eighth and sixteenth notes in the right hand, and a simpler bass line in the left hand. The lyrics 'Oh oh i - yo.' are aligned with the piano accompaniment in measure 15.

17

voice with the

This system contains measures 17 and 18. The vocal line has a whole rest in measure 17, followed by a half note 'voice' and a quarter note 'with the' in measure 18. The piano accompaniment continues with the same rhythmic pattern as in the previous system.

19

fear of a child ask - ing, —

This system contains measures 19 and 20. The vocal line has a half note 'fear of' and a quarter note 'a child' in measure 19, followed by a half note 'ask - ing,' and a quarter rest in measure 20. The piano accompaniment continues with the same rhythmic pattern.

21

oh, — ma - me - la. —

Oh oh i - yo.

23

Oh oh i - yo.

MUFASA: Simba, let me tell you something my father told me. Look at the stars. The great kings of the past look down on us from those stars.

25

Oh oh i - yo.

29 **MUFASA:**

Wait, there's no

ENSEMBLE:

Wait, wait, wait, wait...

mf

31 moun - tain too great. Hear these

33 words and have faith. Oh oh—

Oh oh i - yo.

35

oh, have faith.

Oh oh i - yo.

MUFASA: So whenever you feel alone, just remember that those kings will always be there to guide you. And so will I.

37

mf

41

ENSEMBLE 1:

He - la, hem ma-me - la. He - la, hem ma-me - la.

ENSEMBLE 2:

He - la, hem ma-me - la.

43

MUFASA: 3

They live in you.

He - la, hem ma-me - la. He - la.

He - la, hem ma-me - la. He - la.

45

MUFASA: 3

They live in me.

ENSEMBLE:

He - la, hem ma-me - la. He - la.

C G

47

They're watch - ing o -

He - la, hem ma-me - la. He - la.

D

49

- ver ev - 'ry thing we see.

He - la, hem ma-me - la. He - la.

C G

51

He - la, hem ma-me - la. He - la.

In ev - 'ry crea -

D Em D

53

- ture, in ev - 'ry star,

He - la, hem ma-me - la. He - la.

C G

55

in your — re - flec -

He - la, hem ma-me - la. He - la.

D E m D

57

- tion, they live in you.

C C 5

59

ENSEMBLE:

I - ngo-nya - ma ne - ngwe 'na - ma-ba - la.

61

I - ngo-nya - ma ne - ngwe 'na - ma - ba - la.

(vocal dim. to end)

63

I - ngo-nya - ma ne - ngwe 'na - ma - ba - la.

65

I - ngo-nya - ma ne - ngwe 'na - ma - ba - la.

8va

pp

INTO THE GORGE

CUE:

Segue on applause from #13 "They Live In You"

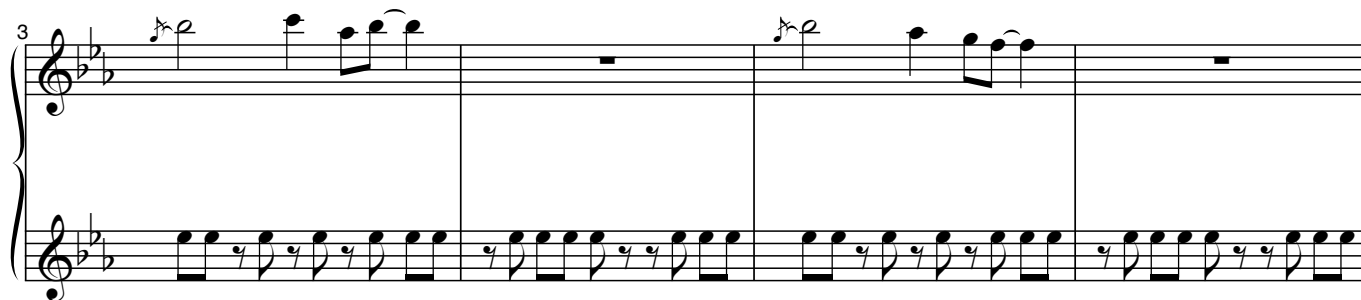


YOUNG SIMBA: Where're we going, Uncle Scar?

SCAR: Your father has a marvelous surprise for you in the gorge.

YOUNG SIMBA: What is it?

SCAR: If I told you, it wouldn't be a surprise now, would it?

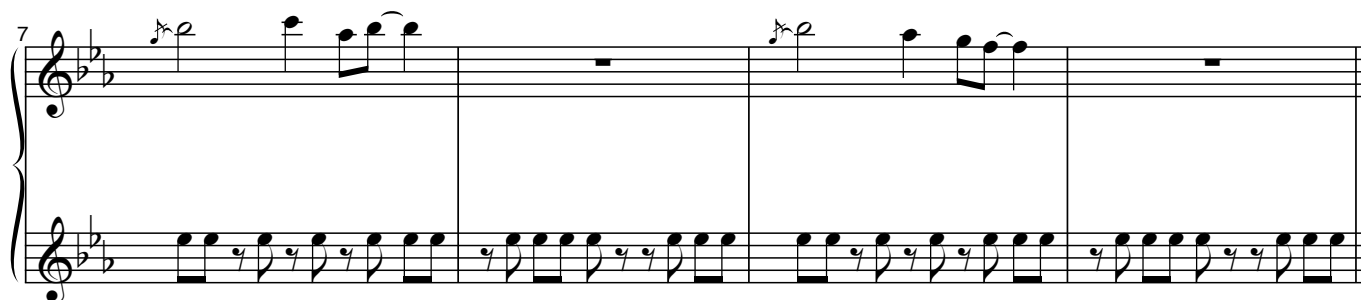


YOUNG SIMBA: Come on, Uncle Scar...

SCAR: No, no, no. This is just for you and your dad. You know, a sort of father-son... thing. Now, you sit here. I'll go get him.

YOUNG SIMBA: I'll go with you!

SCAR: No! No, no. Just stay on this ledge. You wouldn't want to end up in another mess like you did with those hyenas.



THE STAMPEDE

CUE:

SHENZI: You know the plan. We wait for the signal from Scar. There he is! Let's go.

YOUNG SIMBA: Rrroarr! Rrroarrrrrrr!

Suspense

ENSEMBLE:

cresc. poco a poco

The first system of the musical score is in 4/4 time and key of D major. It features a vocal line for the Ensemble and a piano accompaniment. The vocal line begins with a whole note 'Ee' followed by a series of whole notes with 'x' marks, indicating a sustained or breathy sound. The piano accompaniment consists of a series of chords in the right hand and whole notes in the left hand. The dynamic is marked *p* (piano). A crescendo line is written above the piano part, indicating a gradual increase in volume. The system ends with a triplet of eighth notes in the right hand.

The second system of the musical score continues the piece. It features a vocal line for the Ensemble and a piano accompaniment. The vocal line begins with a whole note 'Ee' followed by a series of whole notes with 'x' marks, indicating a sustained or breathy sound. The piano accompaniment consists of a series of chords in the right hand and whole notes in the left hand. The dynamic is marked *f* (forte). A crescendo line is written above the piano part, indicating a gradual increase in volume. The system ends with a triplet of eighth notes in the right hand.

8

hoo *p* *f* wuh *fp* ah

(WILDEBEEST enter the gorge, running directly toward YOUNG SIMBA. He runs for his life.)

A Hard Groove

ENSEMBLE 1:

11

Yo-na

ENSEMBLE 2:

Yo-na

ff

15

yo-na yo - na! Yo-na yo-na yo - na! Yo-na yo-na yo - na yo - na yo-na yo - na! Yo-na

yo-na yo - na! Yo-na yo-na yo - na! Yo-na yo-na yo - na yo - na yo-na yo - na! Yo-na

f

19

yo-na yo-na! Yo-na yo-na yo-na! Yo-na yo-na yo-na yo-na yo-na yo-na!

yo-na yo - na! Yo-na yo-na yo - na! Yo-na yo-na yo-na yo-na yo-na yo - na!

23

Yo yo yo yo yo! Yo! Yo!

portamento

portamento

portamento

portamento

26

Oh wah! Oh wah!

3

3

3

3

3

3

3

3

ZAZU: Oh, look, sire! The herd is on the move.

MUFASA: That's odd...

28

SCAR: Mufasa! Quick! Stampede! In the gorge! Simba's down there!

MUFASA: Simba? Simba!

32

(Battered by the stream of WILDEBEEST, MUFASA manages to get to YOUNG SIMBA and place him out of harm's way before getting knocked back into the flow.)

35

Yo-na yo-na yo-na! Yo-na yo-na yo-na! Yo-na yo-na yo-na! Yo-na yo-na yo-na!

Yo-na yo-na yo-na! Yo-na yo-na yo-na! Yo-na yo-na yo-na! Yo-na yo-na yo-na!

(Out of YOUNG SIMBA's view, MUFASA makes a valiant leap up to a ledge and digs in his claws. SCAR enters and looks down at MUFASA, who clings for his life.)

39

Ba - ba wa mi ba - ba wa mi ba - ba

Ba - ba wa mi ba - ba wa mi ba - ba

MUFASA: Scar! Brother – help me!
SCAR: Long live the king.

44

wam.

wam.

mp

p

Forceful **MUFASA: Aaaaaaah!**

Mournful **YOUNG SIMBA: Dad! Dad.**

YOUNG SIMBA: Dad...? Come on. Dad. Come on, dad.
You gotta get up. Please. Help! Somebody! Anybody! Please! Help me!

Slower

SCAR: Simba. What have you done?
YOUNG SIMBA: There were wildebeest... And he tried to save me...
It was an accident. I didn't mean for—

A Tempo

SCAR: Of course. Of course you didn't. No one ever means for these things to happen. But the king is dead. And if it weren't for you, he'd still be alive. Oh, what will your mother think?
YOUNG SIMBA: What am I gonna do?

Slow

66

SCAR: Run! Run away, Simba. Run away and never return.
 (to BANZAI, SHENZI, and ED) Kill him.

70

THE MOURNING

CUE:

SHENZI: What Scar don't know won't hurt him.

Slow And Filled With Sorrow

1

The first system of musical notation for 'The Mourning'. It consists of a piano introduction in 4/4 time, marked 'Slow And Filled With Sorrow'. The piano part features a descending eighth-note melody in the bass clef, while the treble clef has a whole note chord. The system ends with a measure rest in the treble and a half note in the bass.

3

SARABI,
NALA:

Second system of musical notation. It begins with the vocal entry for Sarabi and Nala, marked with a '3' and a fermata. The melody is a descending eighth-note line. The piano accompaniment continues with the same descending eighth-note pattern. The lyrics 'Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha. Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha.' are written below the vocal line.

5

+RAFIKI:

Third system of musical notation. It begins with the vocal entry for Rafiki, marked with a '5' and a fermata. The melody is a descending eighth-note line. The piano accompaniment continues with the same descending eighth-note pattern. The lyrics 'Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha. Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha.' are written below the vocal line.

+LIONESSES:

7

Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha. Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha.

(optional unpitched chant)

Huh, huh, huh, huh, huh, huh. Huh, huh, huh, huh, huh, huh.

9

Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha. Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha.

Huh, huh, huh, huh, huh, huh. Huh, huh, huh, huh, huh, huh.

SCAR: Mufasa's death is a terrible tragedy. But to lose Simba, too...? For me, it is a deep, personal loss. So it is with a heavy heart that I assume the throne. Yet out of the ashes of this tragedy, we shall rise to greet the dawning of a new era – in which lion and hyena come together in a great and glorious future!

11

#16 The Mourning

21 LIONESSES:

Huh, huh, huh, huh, huh, huh. Huh, huh, huh, huh, huh, huh.
(optional unpitched chant)

23 LIONESSES 1:

Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha. Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha.

HYENAS:
Hem! —

LIONESSES 2:
Huh, huh, huh, huh, huh, huh. Huh, huh, huh, huh, huh, huh.

25

Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha. Ha-me-la, ha-me-la, ha-me-la, ha-me-la, ha, ha.

Hem! ____ Hem! ____

Huh, huh, huh, huh, huh, huh. Huh, huh, huh, huh, huh, huh.

INTO THE DESERT

CUE:

Segue from #16 "The Mourning"

Slow and Dry

Musical score for 'Slow and Dry'. The score is in 4/4 time. The right hand (treble clef) has a whole rest in the first measure, followed by a series of chords (Bb, Eb, Ab, Bb) in the subsequent measures, each with a fermata. The left hand (bass clef) has a whole rest in the first measure, followed by a series of eighth notes (Bb, Ab, Gb, Fb, Eb, D) in the subsequent measures, each with a fermata. The score is marked with a '1' at the beginning.

Raucous and Insane!

TIMON, PUMBAA: Eeeee-yaaaaa!

TIMON: Get out! Get out! Get out of here!

Musical score for 'Raucous and Insane!'. The score is in 4/4 time. The right hand (treble clef) has a series of chords (Bb, Eb, Ab, Bb) in the first three measures, each with a fermata. The left hand (bass clef) has a series of eighth notes (Bb, Ab, Gb, Fb, Eb, D) in the first three measures, each with a fermata. The score is marked with a '5' at the beginning. The first measure is marked with a 'p' (piano) dynamic, and the final measure is marked with a 'fff' (fortissimo) dynamic.

HAKUNA MATATA (PART 1)

CUE:

YOUNG SIMBA: What?

PUMBAA: *Ha-ku-na ma-ta-ta.* It means "no worries."

1 TIMON:

Ha - ku - na ma -

Ad Lib But Moving

2

ta - ta, what a won - der - ful phrase!

5 **PUMBAA:** 3

Ha - ku - na ma - ta - ta, ain't no pass - ing

8 **A Tempo** **TIMON:**

It means no wor-ries for the rest of your days.

craze!

Em G/B C

12 **BOTH:**

It's our pro-blem free phi -

A/C# G/D

16 **TIMON:**

los - o-phy: Ha - ku - na ma - ta - ta. —

D G

YOUNG SIMBA: *Hakuna matata?*

PUMBAA: Yeah. It's our motto!

YOUNG SIMBA: What's a motto?

20

mp F C G C

TIMON: Nothin'! What's-a-motto with you?!

PUMBAA: *Hakuna matata:* These two words will solve all your problems.

TIMON: That's right. Take Pumbaa here...

24 **TIMON:**

Why, when

F C G

29

he was a young wart - hog.

PUMBAA:
operatically

When I was a young wart - hog!

f F C G *fp*

A Tempo

33

Ve-ry nice. He found his a - ro - ma lacked a cer - tain ap - peal. He could

Thanks.

mf B $\flat$ C

36

clear the sa - van - na af - ter ev - 'ry meal!

I'm a

G D

38

rall.

sen - si - tive soul, though I seem thick - skinned. And it

F C Am⁷/C G

41

hurt that my friends ne - ver stood down - wind! And, oh, the

f B $\flat$ C D *fp* *ff*

45 **TIMON:** 3

He was a - shamed! Oh, what's in a name?

shame! Thought of chang-in' my name! And I got down

ENSEMBLE:

Ah! Ah!

ff G D

3

49

How did you feel? —

heart - ed, ev - ry time that I...

Ah!

F

51 TIMON: PUMBAA: Oh. Sorry. ALL:

Pum - baa, not in front of the pa - rents! Ha - ku - na ma -

G *mf*

54

ta - ta, what a won - der - ful phrase! Ha - ku - na ma -

C G

58 YOUNG SIMBA:

ta - ta, ain't no pass - ing craze. It means no

C A7 A⁷/C[#] D Em⁷ D/F[#] B/D[#]

TIMON: Sing it, kid!

ALL:

62

wor-ries for the rest of your days!—— It's our

Em G/B C A/C# A

66

pro-blem free phi - los - o-phy: Ha-ku - na ma -

G/D D

TIMON: Welcome to our humble abode!
PUMBAA: Gee, I'm starved!

70

ta-ta!——

G G/B C D *mp*

YOUNG SIMBA: I'm so hungry, I could eat a whole zebra!

74

The musical score for Young Simba's vocal line and piano accompaniment. The vocal line is in treble clef with a key signature of one sharp (F#). It begins with a whole rest, followed by a half note G4, a half note A4, and a whole note B4. The piano accompaniment is in bass clef with the same key signature. It begins with a whole note G3, followed by a half note A3, a half note B3, and a whole note C4. The piano part includes a triplet of eighth notes (G3, A3, B3) and a whole note C4. The score ends with a double bar line.

G

HAKUNA MATATA (PART 2)

CUE:

YOUNG SIMBA: Okay, here goes... *Hakuna matata*... Slimy, yet satisfying!

TIMON: That's it!

TIMON,
PUMBAA,
YOUNG SIMBA:

TIMON,
PUMBAA:

(YOUNG SIMBA exits.)

(Time passes. An older SIMBA enters.)

6

SIMBA:

ku-na ma-ta - ta. Ha - ku-na ma-ta - ta. Ha - ku-na ma-ta - ta. Ha - ku-na! It means no

ku-na ma-ta - ta. Ha - ku-na ma-ta - ta. Ha - ku-na ma-ta - ta. Ha - ku-na!

ku-na ma-ta - ta. Ha - ku-na ma-ta - ta. Ha - ku-na ma-ta - ta. Ha - ku-na!

Am⁷/D

D⁷ sfz

mf B/D[#]

10

wor-ries ——— for the rest of your days! ———

ALL:

It's our

Em

G/B

C

A/C[#]

A

TIMON, PUMBAA,
ENSEMBLE 1:

14

pro-blem free phi - los - o-phy: Ha - ku - na ma -

SIMBA,
ENSEMBLE 2:

Ha -

G/D D7 B/D#

18

ta-ta! Ha - ku - na ma - ta-ta! Ha - ku - na ma -

ku-na ma-ta-ta. Ha - ku-na ma - ta-ta. Ha - ku-na ma - ta-ta. Ha - ku-na ma - ta-ta. Ha -

Em G/B C D B/D#

22

ta-ta!___ Ha-ku - na ma - ta-ta!___

ku-na ma-ta-ta. Ha - ku-na ma-ta-ta. Ha - ku-na ma-ta-ta. Ha - ku-na ma-ta-ta.

Em G/B C D

26

We say "ha-ku-na!" Ha - ku-na! Ha - ku-na!

We say "ma-ta-ta!" Ma ta-ta. Ma ta-ta.

G G/B C D

#19 *Hakuna Matata (Part 2)*

30 ALL:

Ha - ku - na ma - ta... ta!

G G⁷/B C C^{#°}7 *f* G/D

KING SCAR

CUE:

Segue on applause from #19 "Hakuna Matata (Part 2)"

Dark And Heavy

1

mp

5

The musical score for 'Dark And Heavy' is written for piano in 3/4 time. It consists of two systems of four measures each. The first system begins with a treble clef, a key signature of one flat (B-flat), and a dynamic marking of *mp*. The melody in the treble staff features half notes with fermatas, while the bass staff provides a harmonic accompaniment of quarter notes. The second system continues the piece, with the melody in the treble staff moving to a new key signature of two flats (B-flat and E-flat) and concluding with a final measure marked with a double bar line.

SHADOWLAND

CUE:

SCAR: Nobody loved me. Not even as a cub. Ah, there's the rub...
 What did my brother have that I don't have?
ZAZU: Do you want the short list or the long?

Emotionally

LIONESSES:

9 NALA:

Sha-dow-

Fa - tshe le - so — le - a — ha-la-le-la. —

F F⁶ G C²/E Dm⁷ C²/E FMaj⁷ Gsus G

14

land, the leaves have

Am Am/G

16

fal - len. — This — sha-dowed

F

18

land, this was our

Am

20

home. The riv - er's

Gsus G G² G

22

dry, the ground has

Am Am/G

24

bro ken. So I must

F

26

go, now I

C

28

must go. And where the

E7sus E7

#21 Shadowland

30

jour - ney may lead me, let your

mf Am

32

prayers be my guide. I can - not

F F/G Am

34

stay here, my fa-mi-ly, but I'll re - mem - ber my

Esus

37

pride.
LIONESSES:

Pride - land, my land, tear - stained, dry land.

mp F⁶₉ G^{sus} A^{sus} A

41

Take this— with you, fa - tshe le - so.—

F⁶₉ G^{7sus} A^{sus} A

45

NALA:

LIONESSES, RAFIKI: And where the

And where the

D⁵ *cresc. poco a poco* D² Bm^{7(b5)} E^{7sus}

The musical score is written for piano and voice. It consists of three systems of staves. The first system (measures 37-40) features a vocal line for the Lionesses with lyrics 'Pride - land, my land, tear - stained, dry land.' and a piano accompaniment with chords F⁶₉, G^{sus}, A^{sus}, and A. The second system (measures 41-44) features a vocal line with lyrics 'Take this— with you, fa - tshe le - so.—' and a piano accompaniment with chords F⁶₉, G^{7sus}, A^{sus}, and A. The third system (measures 45-48) features vocal lines for NALA and the Lionesses/Rafiki with lyrics 'And where the' and 'And where the'. The piano accompaniment includes a D⁵ chord with a crescendo, followed by D², Bm^{7(b5)}, and E^{7sus}.

49

jour - ney — may lead me, — let — this prayer be my guide. —

jour - ney — may lead you, — let this prayer — be your guide. Though it may

Am F Am

53

Though it may take me so far a-way, I'll re-mem-ber my pride.

take you — so far a-way, al-ways re-mem - ber your... And where the

Am E7sus E7 Am

57

Ngi - zo bu - ya - bo.____

Ngi - zo bu - ya - bo.____

jour - ney____ may lead you,____ let this

Am

59

I will re - turn, I____ will re - turn. Be - so bo.

prayer____ be your guide. Though it may

F F/G Am

61

Ngi - zo bu - ya - bo, I will re - turn. Ngi - zo

take you — so far a - way, — al - ways re - mem - ber your

Am E7^{sus} E

64

— bu - ya - bo. Oh, ngi - zo bu - ya - bo. Be - so - bo, my peo - ple.

pride.

p Am⁷

68

Be - so - bo. Be - so - bo.

Am(add⁹)

PLAYING AND POUNCING

CUE:

Segue on applause from #21 "Shadowland"

Fun And Light

1 *mp*

3

5

7 *rall.*

UNDER THE STARS

CUE:

PUMBAA: Timon?
TIMON: Yeah?
PUMBAA: Ever wonder what those sparkly dots up there are?

TIMON: Pumbaa, I don't wonder. I know.
PUMBAA: Oh. What are they?
TIMON: They're fireflies. Fireflies that got stuck up on that big bluish black thing.

Calmly

PUMBAA: Oh, gee... I always thought they were balls of gas, burning billions of miles away.
TIMON: Pumbaa, with you everything's gas.
PUMBAA: Simba, what do you think?

SIMBA: Well, I always thought – I mean – nevermind.

PUMBAA: Aw, c'mon. We told you ours.

SIMBA: Well... somebody once told me the great kings of the past are up there... watching over us.

PUMBAA: Really?

Quiet & Sparkly

10

p

TIMON: Who told you something like that?

SIMBA: Pretty dumb, huh?

TIMON: Aw, you're killin' me!

(TIMON and PUMBAA keep laughing. SIMBA gets up and wanders off.)

TIMON: Was it something I said?

14

rit.

SHE'S GONNA EAT ME

NOTE: The following cue is a drum cue. The rhythms have been put into a piano format for rehearsal timing. There is no pitched sound on the Accompaniment CD.

CUE:

TIMON, PUMBAA: Yeah! Simba! Wait up!

Musical notation for the drum cue. It consists of a single staff in 6/8 time. The melody is written in the treble clef and features a series of eighth notes with accents, followed by a quarter note. The bass clef staff is empty. The dynamic marking *ff* is present.

TIMON, PUMBAA : She's gonna eeeeeeat meeeeeeeeeeeeeee!!!!

Musical notation for the vocal cue. It consists of two staves in 6/8 time. The melody is written in the treble clef and features a series of eighth notes. The bass clef staff is empty. The dynamic marking *ff* is present.

TIMON: Don't worry, buddy. I'm here for you. Everything's gonna be okay.
Get her! Bite her head!

Musical notation for the vocal cue. It consists of two staves in 6/8 time. The melody is written in the treble clef and features a series of eighth notes. The bass clef staff is empty. The dynamic marking *f* is present.

Musical notation for the vocal cue. It consists of two staves in 6/8 time. The melody is written in the treble clef and features a series of eighth notes. The bass clef staff is empty. The dynamic marking *ff* is present.

CAN YOU FEEL
THE LOVE TONIGHT

CUE:

TIMON: Not you. Them. Him... her... alooone.

PUMBAA: What's wrong with **that**?

The first system of the musical score for 'The Rose Tree' is shown. It consists of a treble and a bass staff, both in the key of D major (indicated by two sharps: F# and C#) and a 2/4 time signature. The treble staff begins with a treble clef and a key signature of two sharps. The bass staff begins with a bass clef and a key signature of two sharps. Both staves show a single measure of music, which is a half note G4 in the treble and a half note G2 in the bass, with a fermata over the note. The time signature changes to 4/4 for the second measure, which is also a half note G4 in the treble and a half note G2 in the bass, with a fermata over the note.

Freely

TIMON:

2

TIMON:

I can see what's hap - p'ning, and they don't have a clue. They'll

PUMBAA:

What? Who?

rall.

4

fall in love and here's the bot-tom line: Our tri-o's down to two. The

Oh.

Freely

6

sweet ca - ress of twi - light; there's ma - gic ev - 'ry-where. And with all this ro -

rall.

9

man - tic at - mos - phere, — dis - as - ter's — in the

mf

11 **A Tempo**

air.

Bsus² /D[#]

13 **ENSEMBLE:**

Can you feel the love—to-night, the peace the eve-'ning brings? The

E B/D[#] C[#]m A E A B

17 **SIMBA:**

So

world, for once, in per-fect har-mo-ny with all its liv-ing things.—

A/E E C[#]m B A F[#]m E/G[#] F[#]m/A B

21

ma - ny things to tell her, but how _____ to make her see the

A/E E A/E E

23

truth a - bout my past? Im-pos-si-ble. She'd turn a - way from me.____

NALA: He's

A/E E F#m7 Bsus B

25

hold - ing back. He's hid - ing. But what? I can't de - cide. Why

A/E E A/E E

27

won't he be_ the king I know he is, the king I see in - side?

F#m7 E/G# D

30

ENSEMBLE:

Can you feel_ the love_ to - night, the peace the eve - 'ning

mf E B/D# C#m A E F#m7

33

brings? The world, for once, in per - fect har - mo - ny with

Bsus B A/E E C#m G#m/B A

36

all its liv - ing things. —

F#m7 E/G# A B

38

Can you feel the love — to-night? You need-n't look too far.

F# C#/E# D#m7 B F# G#m/B F#/B C#

42

Steal - ing through the night's un - cer - tain - ties,

sub. *p* B/F# F# D#m7 A#m/C# B

44 *molto rit.* NALA:

And

love is where we are! _____

G#m F#/A# G#m/B B#m7(b5) C#

46 *Slowly*

if he feels the love _____ to-night in the way I do...

mp F# C# D#m B F# B/F# F# C#sus C#

50 SIMBA:

It's e-nough for this rest - less wan-der - er _____

mf B/F# F# D#m C# B

52 (SIMBA):

just to be with you.

NALA:

Just to be with you.

G#m A#m C#sus F#

HE LIVES IN YOU

CUE:

SIMBA: That's not my father. It's just my reflection.

RAFIKI: No... Look harder...

1

p pedal clearing every bar

ENSEMBLE:

5

I - ngo-nya - ma ne - ngwe 'na - ma-ba - la.

7

I - ngo-nya - ma ne - ngwe 'na - ma-ba - la.

9 **RAFIKI:**

Night and the spi - rit of life call - ing,

This system contains measures 9 through 12. It features a vocal line for Rafiki and a piano accompaniment. The key signature has one sharp (F#). The vocal line begins with a whole rest in measure 9, followed by a half note G4 in measure 10, and then eighth notes A4, B4, and C5 in measure 11. Measure 12 contains a quarter note D5, an eighth note E5, and a quarter rest. The piano accompaniment consists of a steady eighth-note pattern in the right hand and a similar pattern in the left hand, with some rests.

13

ma-me-la. — And a

ENSEMBLE:

Oh oh i - yo. Oh oh i - yo.

This system contains measures 13 through 16. The vocal line for Rafiki has a whole rest in measure 13, followed by a half note G4 in measure 14, and then eighth notes A4, B4, and C5 in measure 15. Measure 16 contains a quarter note D5, an eighth note E5, and a quarter rest. The piano accompaniment continues with the same eighth-note pattern. The Ensemble vocal line enters in measure 13 with a half note G4, followed by eighth notes A4, B4, and C5 in measure 14, and then a half note D5 in measure 15. Measure 16 contains a quarter note E5, an eighth note F#5, and a quarter rest.

17

voice with the fear of a child ans - wers,

This system contains measures 17 through 20. The vocal line for Rafiki has a whole rest in measure 17, followed by a half note G4 in measure 18, and then eighth notes A4, B4, and C5 in measure 19. Measure 20 contains a quarter note D5, an eighth note E5, and a quarter rest. The piano accompaniment continues with the same eighth-note pattern. The vocal line for the Ensemble enters in measure 17 with a half note G4, followed by eighth notes A4, B4, and C5 in measure 18, and then a half note D5 in measure 19. Measure 20 contains a quarter note E5, an eighth note F#5, and a quarter rest.

21

ai - ya, ma-me-la.

ENSEMBLE:

Oh oh i - yo. Oh oh i - yo.

25

U - bu-kho-si bo kho - kho!

We ndo-da-na ye si - zwe sonke!

27

Wait, there's no

Wait, wait, wait, wait...

mf

This musical system covers measures 27 and 28. It features a vocal line in treble clef with a key signature of one sharp (F#) and a piano accompaniment in treble and bass clefs. The vocal line begins with the lyrics 'Wait,' in measure 27 and 'there's no' in measure 28, with a triplet of eighth notes under 'no'. The piano accompaniment in the right hand starts with a half note G4 in measure 27 and a half note A4 in measure 28. The left hand plays a steady eighth-note pattern in both measures. The dynamic marking *mf* is placed below the piano part in measure 27.

29

moun - tain too great. Hear these

This musical system covers measures 29 and 30. The vocal line continues with the lyrics 'moun - tain too great.' in measure 29 and 'Hear these' in measure 30, with a triplet of eighth notes under 'these'. The piano accompaniment continues with the same patterns as in the previous system. The dynamic marking *mf* is not repeated in this system.

31

words and have faith. Oh oh—

Oh oh i - yo.

33

oh, have faith.

Oh oh i - yo.

35

RAFIKI: 3

He lives in you.

ENSEMBLE 1:

He-la, hem ma-me - la. He-la, hem ma-me - la. He-la, hem ma-me - la. He-la.

ENSEMBLE 2:

He-la, hem ma-me - la. He-la, hem ma-me - la. He-la.

39

3

He lives in me.

ENSEMBLE:

He - la, hem ma-me - la. He - la.

C G

41

He watch - es o -

He - la, hem ma-me - la. He - la.

D

43

- ver ev - 'ry thing we see.

He - la, hem ma-me - la. He - la.

C G

45

He - la, hem ma-me - la. He - la.

In - to the wat -

D Em D

47

- er, in - to the truth,

He - la, hem ma-me - la. He - la. He - la, hem ma-me - la.

C G D

50

in your re-flec-tion, he lives in you.

He - là.

E m D C C 5

MUFASA: Simba...
 SIMBA: Father?
 MUFASA: Simba, you have forgotten me.

53

p

SIMBA: No! How could I?
 MUFASA: You have forgotten who you are, and so, have forgotten me. Look inside yourself, Simba. You must take your place in the circle of life.

57

SIMBA: How can I go back? I'm not who I used to be.

MUFASA: Remember who you are... You are my son and the one true king.

61

Am⁷ G/B C D^{sus} Am⁷ Bm C D

SIMBA: No! Wait! Don't leave me! Please! Don't leave me!

65

sub p

RAFIKI: Hey bo! What was that? The weather. Most peculiar, eh?

SIMBA: Yeah. Looks like the winds are changing.

RAFIKI: Ah... change is good.

SIMBA: But it's not easy. I know what I have to do. But it means facing my past.

Ow! Sheesh! What was that for?

RAFIKI: It doesn't matter. It's in the past.

SIMBA: Yeah, but it still hurts.

RAFIKI: Oh yes... the past can hurt. But the way I see it, you can either run from it... or you can learn from it.

67

7Xs (1x only)

mp

RAFIKI: ...You see? So what are you going to do now?

SIMBA: I'm going back!

RAFIKI: Good! Get out of here!

69

ENSEMBLE 1: 3

He lives in you.

Am⁷ G/B C Dsus Em

73

RAFIKI:

Ai - yo.

ENSEMBLE 2:

He - la, hem ma-me - la. He - la.

He lives in me.

C G

75

Hi - ya, — hi - ya, — hi - yo. —

He watch - es o -

He - la, hem ma-me - la. He - la.

D

Detailed description: This block contains the musical notation for measures 75 and 76. It features a vocal melody in the top staff with lyrics 'Hi - ya, — hi - ya, — hi - yo. —'. A piano accompaniment in the bottom staves includes a treble staff with chords and a bass staff with a walking bass line. The key signature has two sharps (F# and C#). Measure 75 ends with a double bar line, and measure 76 begins with a new vocal line 'He watch - es o -' and piano accompaniment. The piano part includes a chord labeled 'D' in the first measure of measure 76.

77

He watch - es o - ver....

- ver ev - 'ry thing we see.

He - la, hem ma-me - la. He - la.

C G

Detailed description: This block contains the musical notation for measures 77 and 78. The vocal melody continues with 'He watch - es o - ver....' in measure 77 and 'ev - 'ry thing we see.' in measure 78. The piano accompaniment features a treble staff with chords and a bass staff with a walking bass line. The key signature remains two sharps. Measure 77 ends with a double bar line, and measure 78 begins with a new vocal line 'He - la, hem ma-me - la. He - la.' and piano accompaniment. The piano part includes chords labeled 'C' and 'G' in the first measure of measure 78.

79

Hi - ya, — hi - ya, — hi - yo.

In - to the wat -

He - la, hem ma-me - la. He - la.

D Em D

81

In - to the wat - er...

in - to the truth,

He - la, hem ma-me - la. He - la.

C G

83

Hi-ya, hi-ya, hi - yo. In your re -

in your re-flec - tion,

He - la, hem ma-me - la. He - la. He - la, hem ma-me - la.

D Em D C

86

flec - tion... he lives in you. He lives in you.

C Em

RETURN TO THE PRIDELANDS

CUE:

TIMON, PUMBAA: Ohh-hhh...

NALA: Come on!

NALA: Simba!

SIMBA: Nala...

NALA: What made you come back?

SIMBA: I finally got some sense knocked into me. This is my kingdom.

If I don't fight for it, who will?

NALA: I will.

TIMON: Count us in, too.
PUMBAA: At your service, my liege.
ED: Huh?
SIMBA: Shhh! Follow me.

Musical score for measures 15-18. The score is written for piano in G major. Measure 15 starts with a treble clef and a key signature of one sharp (F#). The melody in the treble clef begins with a half note G4, followed by a quarter note A4, a quarter note B4, and a quarter note C5. The bass clef accompaniment consists of a half note G2, a half note B1, and a half note D2. Measures 16-18 continue the melody and accompaniment, with measure 18 ending on a whole note G4 in the treble and a whole note G2 in the bass.

TIMON: We're gonna fight your uncle for this?!?
SIMBA: Yes, Timon. This is my home.

Musical score for measures 19-22. The score is written for piano in G major. Measure 19 starts with a treble clef and a key signature of one sharp (F#). The melody in the treble clef begins with a half note G4, followed by a quarter note A4, a quarter note B4, and a quarter note C5. The bass clef accompaniment consists of a half note G2, a half note B1, and a half note D2. Measures 20-22 continue the melody and accompaniment, with measure 22 ending on a whole note G4 in the treble and a whole note G2 in the bass.

TIMON: Talk about your fixer-upper! And hyenas! I hate hyenas! So what's the plan for getting past those guys?
SIMBA: Nala, rally the lionesses. You guys, create a distraction. I'll deal with Scar.

Musical score for measures 23-26. The score is written for piano in G major. Measure 23 starts with a treble clef and a key signature of one sharp (F#). The melody in the treble clef begins with a half note G4, followed by a quarter note A4, a quarter note B4, and a quarter note C5. The bass clef accompaniment consists of a half note G2, a half note B1, and a half note D2. Measures 24-26 continue the melody and accompaniment, with measure 26 ending on a whole note G4 in the treble and a whole note G2 in the bass.

LUAU HAWAIIAN TREAT

CUE:

TIMON: Create a distraction? What does he want me to do – put on a dress and dance the hula?

PUMBAA: Here!

Putting On A Show! **TIMON,
PUMBAA:**

1

Are you

8va - - - - -

D⁹ G⁶ G⁷

3

ti-red of feel-ing beat?— Are you cra-ving some-thing to eat?— Come

C⁶ D⁶

7

for-get your trou-bles and sink your teeth in - to a lu-au Ha-wai-ian treat!

G⁶ G G⁷ C⁶ B⁶

11

SHENZI,
BANZAI:

Ahhh!!!!

Get 'em!

B^b6 C⁶

SCAR'S LAST STAND (PART 1)

CUE:

SCAR: We're not going anywhere.

SARABI: Then you are sentencing us to death.

SCAR: So be it.

SARABI: If you were half the king Mufasa was—

Moderato

SARABI: Simba...? You're alive! How can that be?

SIMBA: It doesn't matter. I'm home.

SCAR: Simba! I'm a little surprised to see you... alive.

9

SIMBA: Give me one good reason why I shouldn't rip you apart.

SCAR: Simba, Simba, Simba, you must understand. The pressures of ruling a kingdom—

13

SIMBA: Are no longer yours. Step down, Scar.

SCAR: Oh... well I would, naturally. But there is one little problem. You see them? They think I'm king.

17

NALA: Well, we don't. Simba is the rightful king.

SCAR: Oh look... the cat came back.

SIMBA: The choice is yours, Scar. Either step down or fight.

21

8va

pp

SCAR: Must this all end in violence? I'd hate to be responsible for the death of a family member. Wouldn't you agree, Simba?

NALA: What is he talking about?

25

(8va)

SCAR: So you haven't told them, your faithful subjects, your little secret? Well, Simba, now's your chance. Tell them who's responsible for Mufasa's death.

29

(8va)

SCAR'S LAST STAND (PART 2)

CUE:

SIMBA: No.
SCAR: Then you're guilty!
SIMBA: No! I'm not a murderer.

SCAR: Simba, you're in trouble again. But this time, Daddy isn't here to save you. And now everybody knows why.

4

SCAR: But here's my little secret: I killed Mufasa.

6

SIMBA: Noooooo!

SCAR: No! Simba – please.

SIMBA: Tell them the truth.

SCAR: I killed Mufasa!

SIMBA: You're the murderer!

SCAR: Have mercy. Please. I beg you.

SIMBA: You don't deserve to live.

SCAR: But, Simba – I am family. The hyenas are the real enemy. It was their idea.
You wouldn't kill your old uncle, would you?

SIMBA: No, Scar. I'm not like you.

#30 Scar's Last Stand (Part 2)

SCAR: Oh, Simba, thank you. How can I make it up to you? Tell me. Anything.

18

Musical score for Scar's dialogue. The score is in 4/4 time and consists of two staves. The top staff is a bass clef with a key signature of one sharp (F#). It contains two measures of music, each starting with a quarter rest followed by a half note (F#) and a quarter note (G#). The bottom staff is a bass clef with a key signature of one sharp (F#). It contains two measures of music, each starting with a quarter rest followed by a half note (F#) and a quarter note (G#). The score ends with a double bar line.

SIMBA: Run. Run away, Scar. Run away and never return.

SCAR: Yes. Of course. As you wish... Your... Majesty.

Much Slower

20

Musical score for Simba and Scar's dialogue. The score is in 4/4 time and consists of two staves. The top staff is a treble clef with a key signature of one sharp (F#). It contains three measures of music, each starting with a quarter rest followed by a half note (F#) and a quarter note (G#). The bottom staff is a bass clef with a key signature of one sharp (F#). It contains three measures of music, each starting with a quarter rest followed by a half note (F#) and a quarter note (G#). The score ends with a double bar line. The first measure of the top staff is marked with a piano (pp) dynamic.

FINALE

CUE:

SCAR: No! Let me explain! Noooooooooooo!!!

Expressive

mp

1

5

9

13

rall.

ZAZU: Your Majesty...
 RAFIKI: It is time.

MUFASA: Remember...

Allargando

16

Lively ALL:

20

Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa le li-zwe bo! Bu-sa lom-hla-bā!

24

Bu-sa ngo than-do bo! Bu-sa ngo than-do bo! Bu-sa ngo than-do bo! Bu-sa lom-hla-bā!

28

Oh, bu - sa Sim - ba iyo! Oh, bu - sa Sim - ba iyo! Oh, bu - sa Sim - ba iyo!

31

Oh, bu - sa Sim - ba iyo! Oh, bu - sa Sim - ba iyo!

33

I - ngo-nya - ma neng-we 'na-ma-ba - la. I - ngo-nya neng-we 'na-ma-ba - la.

35

It's the cir - cle of

36

life and it moves us all—

f

38

— through de - spair and—

40

hope, through faith and

42

love. 'Til we find our

44

place on the path un - win -

F D/F# D

46

ding in the

Gm Bbm/Db

48

cir - cle, the cir - cle of

F/C Csus C

50

life. Cir-cle of life!

fp

BOWS

CUE:

Segue on applause from #31 "Finale"

Pure Excitement!

Measures 1-4 of the 'BOWS' section. The music is in 4/4 time with a key signature of one sharp (F#). Measure 1 features a piano introduction with a rapid sixteenth-note melody in the right hand and a steady eighth-note bass line in the left hand. A bracket labeled '[DRUM SOLO]' spans measures 2, 3, and 4, where the piano accompaniment continues with the eighth-note bass line while the right hand rests.

Measures 5-8 of the 'BOWS' section. Measure 5 begins with a vocal line for 'ENSEMBLE 1' and piano accompaniment. The vocal line has a triplet of eighth notes. The piano accompaniment starts with a forte (*f*) dynamic. In measure 6, the piano part features a crescendo leading to a fortissimo (*ff*) dynamic in measure 7. The vocal line continues with the lyrics 'He lives in you.' in measure 8.

9

He lives in me.

ENSEMBLE 2:

He - la, hem ma-me - la. He - la.

11

He watch - es o -

He - la, hem ma-me - la. He - la.

13

- ver

ev - 'ry thing we see.

He - la, hem ma-me - la. He - la.

15

In - to the wat -

He - la, hem ma-me - la. He - la.

17

- er, in - to the truth,

He - la, hem ma-me - la. He - la.

19

in your— re - flec -

He - la, hem ma-me - la. He - la.

21

- tion, he lives in you!—

He - la, hem ma-me - la. He lives in you!—

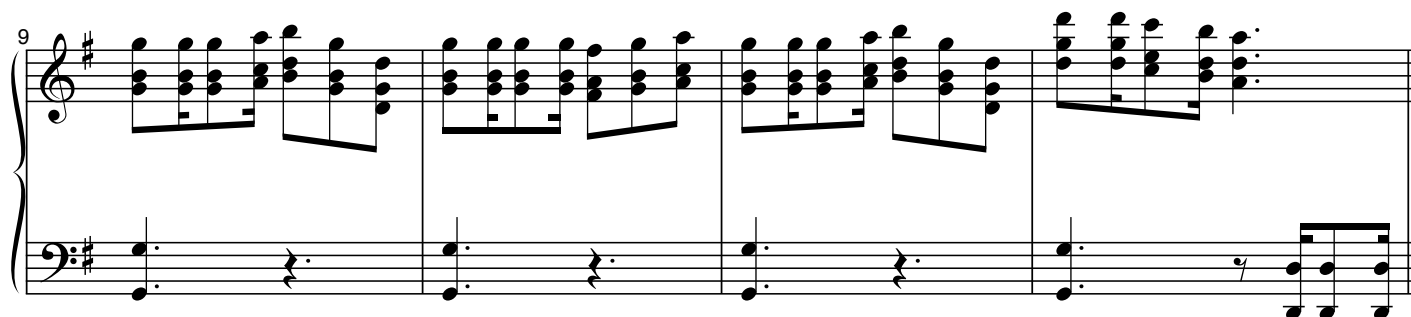
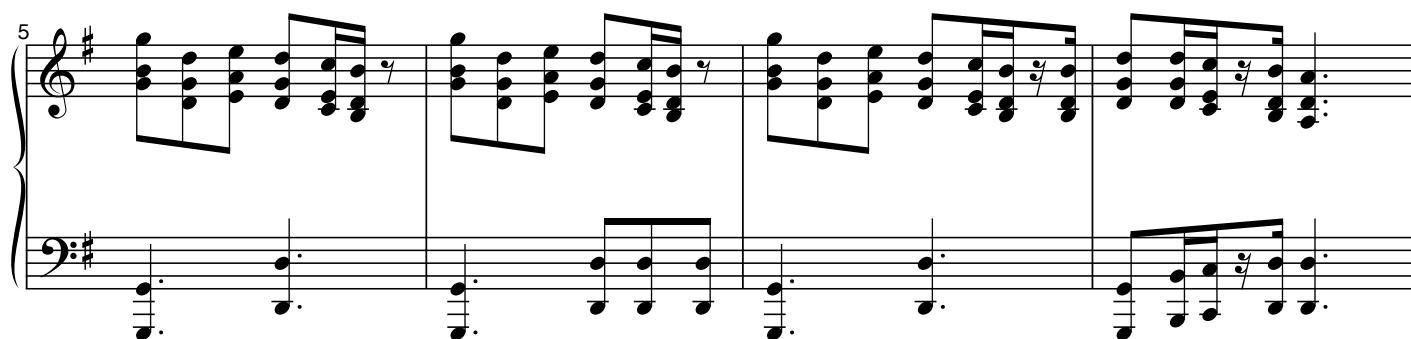
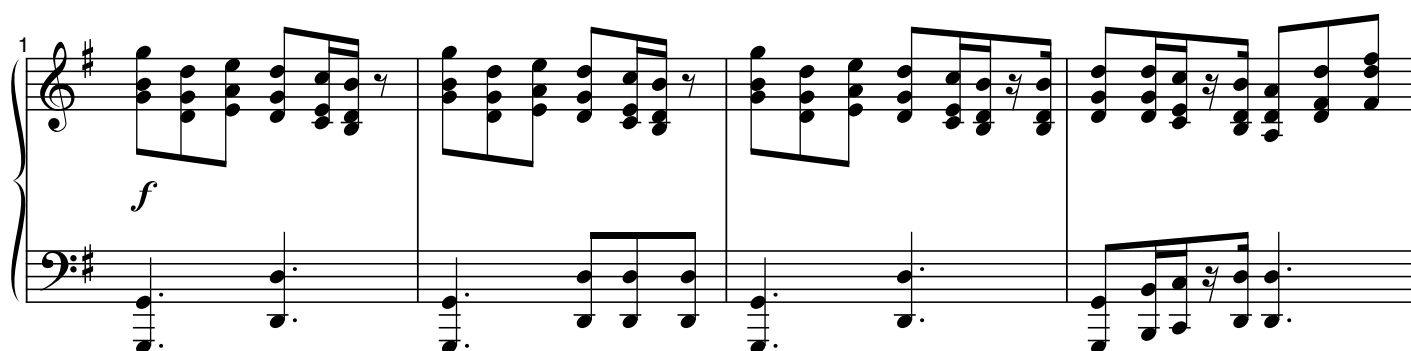
23

EXIT MUSIC

CUE:

Segue on applause from #32 "Bows"

Joyfully



13

13

17

17

22

22

Gsus⁴

G

25

25

ff E^b

C/E

C

F^m

8vb

#33 Exit Music

28

A♭m/C♭

E♭/B♭

B♭

31

p *ff*

MUSIC CREDITS

The Circle of Life with Nants' Ingonyama – "Circle of Life," music by Elton John and lyrics by Tim Rice; "Nants' Ingonyama" by Hans Zimmer and Lebo M

Grasslands Chant – Music and vocal score by Lebo M

The Lioness Hunt – Music and vocal score by Lebo M

I Just Can't Wait to Be King – Music by Elton John, lyrics by Tim Rice

Be Prepared – Music by Elton John, lyrics by Tim Rice

They Live in You – Music and lyrics by Mark Mancina, Jay Rifkin, and Lebo M

The Stampede – Music by Hans Zimmer, vocal score by Lebo M

Hakuna Matata (Part 1-2) – Music by Elton John, lyrics by Tim Rice

Shadowland – Music by Hans Zimmer and Lebo M, lyrics by Mark Mancina and Lebo M

Can You Feel the Love Tonight – Music by Elton John, lyrics by Tim Rice

He Lives in You – Music and lyrics by Mark Mancina, Jay Rifkin, and Lebo M

Luau Hawaiian Treat – Music and Lyrics by Will Van Dyke

Finale – "King of Pride Rock," music by Hans Zimmer, lyrics by Lebo M; "Circle of Life" (Reprise), music by Elton John, lyrics by Tim Rice; "Nants' Ingonyama" by Hans Zimmer and Lebo M

Bows – Music and lyrics by Mark Mancina, Jay Rifkin, and Lebo M

All other music is derived from the original Broadway score of *The Lion King*, with music and lyrics by Elton John and Tim Rice and additional music and lyrics by Lebo M, Mark Mancina, Jay Rifkin, Julie Taymor, and Hans Zimmer.

All music is adapted and arranged by Will Van Dyke.

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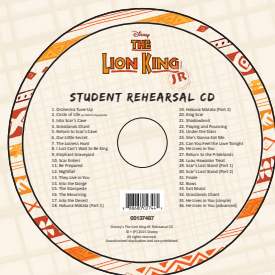
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- Use the Forums to share your expertise or get advice from your peers on anything and everything related to putting on a show.
- Access MTI Show Support™

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