

1. JUKEBOX TIME MACHINE

Words by
ANDY BECK and BRIAN FISHER

Music by
ANDY BECK

Monkey L to R Facing R diagonal: lean over and back 2x (opt. finger snaps on beats 2 and 4)

Rockin' (♩ = ca. 152-160)

VOICES

Let's have a par - ty, a juke - box par - ty, with
Let's have a par - ty, a juke - box par - ty, and

5 Hold low to front Punch R fist overhead 2x Same pattern, L

ev - 'ry - bod - y that's here. Let's have a par - ty, a
sing the hits of the past. Let's have a par - ty, a

8

time ma - chine par - ty, with mu - sic from an - oth - er year.____ } With the
time ma - chine par - ty. Come on, we're gon - na have a blast!____ }

11 Reach and lean toward jukebox Flip-flop arms and lean away (opt. in a wave) Robot dance (ad lib)

17 Hold "headphones" and groove As in 11-12

play a real - ly awe - some song. — With the juke - box

20

Open arms front L hand into R palm L hand moves imaginary "quarter" in an arc R to L overhead

time ma - chine — it on - ly takes a quar - ter to change the scene. — It's the

23 As in 11-12 Groove low and front to audience

juke - box time ma - chine, — so ev - 'ry - bod - y sing a - long! —

26

Stand tall Stand tall R index finger to sky, then tap knees 3x

1. — 2. — **28** *mf* *opt. SOLO* ALL

— Step one: put a quar - ter in - side. Step

30 R two fingers to sky, then tap knees 3x Now three, then taps

opt. SOLO ALL *opt. SOLO*

two: go on a time ma - chine ride. Step three: choose a

33 Now four, then one tap, followed by a stadium wave across stage

ALL *f*

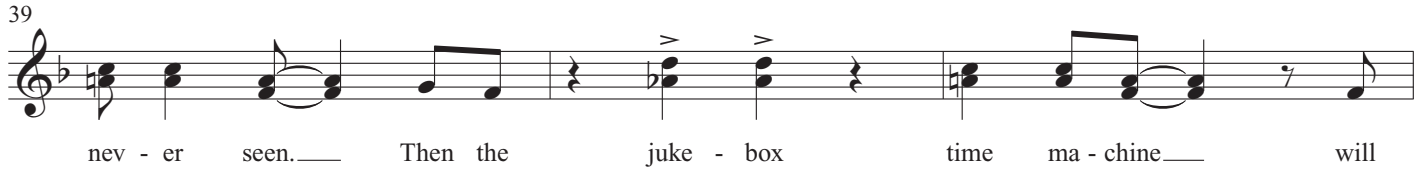
rec - ord to spin. Step four: let the par - ty be - gin! With the

36 As before

juke - box time ma - chine — we'll trav - el to a dec - ade that we've

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39



nev - er seen. Then the juke - box time ma - chine will

42



play a real - ly awe - some song. With the juke - box

45



time ma - chine it on - ly takes a quar - ter to change the scene. It's the

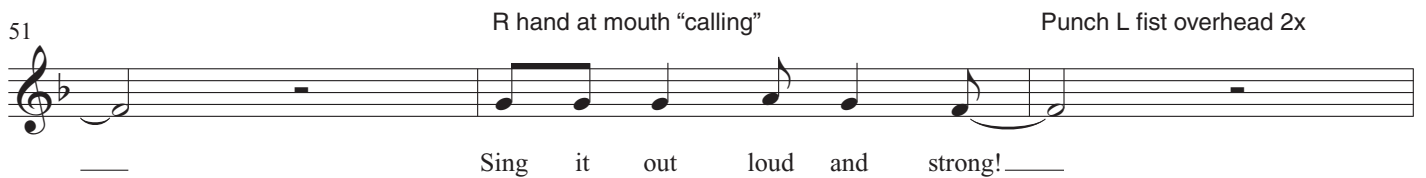
48



juke - box time ma - chine, so ev - 'ry - bod - y sing a - long!

51

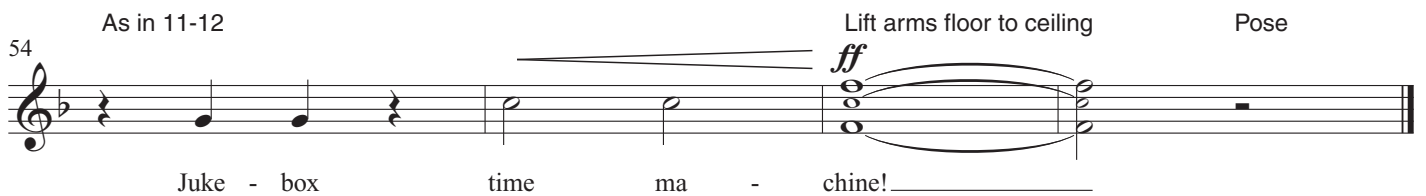
R hand at mouth "calling" Punch L fist overhead 2x



Sing it out loud and strong!

54

As in 11-12 Lift arms floor to ceiling Pose



Juke - box time ma - chine!

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- STUDENT 1:** Wow! Did I hear that right?
- STUDENT 2:** What do you mean?
- STUDENT 1:** This is a jukebox AND a time machine?
- STUDENT 3:** That's right!
- STUDENT 4:** So, it plays hit songs AND takes us to a different time?
- STUDENT 3:** You bet! But it's the other way around.
- STUDENT 5:** First, we travel to another decade, like ... the 60s or the 80s.
- STUDENT 2:** Whoa, my dad was born in the 80s!
- STUDENT 5:** Then we get to hear an awesome song from back then.
- STUDENT 4:** Cool! Can we sing and dance along?
- STUDENT 5:** Of course! That's the best part.
- STUDENT 1:** I'm ready!
- STUDENT 2:** Me, too!
- STUDENT 3:** It only takes a quarter to get started.
- STUDENT 5:** I've got one.
- STUDENT 4:** So let's go!

*(Student 5 inserts a quarter into the jukebox time machine. **Time Machine Music** plays. The students perform slow-mo, trance-like movements as they travel through time.)*

TIME MACHINE MUSIC

Music by
ANDY BECK

Rockin' (♩ = ca. 152-160)

8^{vb}

5

(8^{vb})

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- STUDENT 1:** Did it work?
- STUDENT 3:** I think it worked.
- STUDENT 2:** Are we there?
- STUDENT 5:** I think we're there.
- STUDENT 4:** Um ... guys ... where is "there"?
- STUDENT 1:** Yeah, what decade is this anyway?
- ROXIE:** *(entering)* Welcome to the 1940s, kids!
- STUDENTS:** Who are you?
- ROXIE:** I'm Roxie, the time machine tour guide. I'm here to lead you on your journey!
- STUDENTS:** *(ad lib)* Whoa! That's cool! Nice to meet you!
- STUDENT 2:** So what happens next?
- ROXIE:** Well, next we'll be-bop to a popular song from the 40s.
- STUDENT 4:** What kinda songs are from the 40s?
- ROXIE:** Hold your horses, eager beaver. No need to flip your wig.
- STUDENTS:** Huh?
- STUDENT 5:** What does that mean?
- ROXIE:** Oh, that's just 40s talk. It means "please don't rush me."
- STUDENT 3:** So who picks the song?
- STUDENT 1:** And how do we make it play?
- ROXIE:** I'll pick the song. And I'll make it play. Like this!
- (Roxie starts the music by bumping the jukebox with her hip. She exits.)*

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2. MUSIC! MUSIC! MUSIC!

Words and Music by
BERNIE BAUM and **STEPHAN WEISS**
 Arranged by **GREG GILPIN**

With a bounce! (♩ = ca. 96) (♩♩ = ³♩)

6

PART I

Introduce yourself to a neighbor/dance partner (ad lib handshakes, bows, high-fives, etc.)

6

PART II

7 Hands on knees, ragtime style: out, cross, out, cross Circle R jazz hand at hip 4x, L on hip

mf

Put an - oth - er nick - el in, ___ in the nick - el - o - de - on. ___

mf

Put an - oth - er nick - el in, ___ in the nick - el - o - de - on. ___

11 Open arms front Hands form a heart Wiper sways R, L, R, L

All I want is lov - ing you ___ and Mu - sic! Mu - sic! Mu - sic!

All I want is lov - ing you ___ and Mu - sic! Mu - sic! Mu - sic!

15 As in 7-11

I'd do an - y - thing for you; ___ an - y - thing you'd want me to. ___

I'd do an - y - thing; ___ an - y - thing for you, _

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19 R palm to chin, then front (as if blowing a kiss) Wiper sways R, L, R, L

All I want is kiss - ing you___ and Mu - sic! Mu - sic! Mu - sic!

___ like kiss - ing you___ and Mu - sic! Mu - sic! Mu - sic!

23 Scoop clasp R, hold Scoop clasp L, hold

mp legato

Clos - er, _____ my dear come clos - er. The nic - est

Clos - er, _____ my dear come clos - er. The nic - est

27 Form a dance couple pose with your partner In dance couple pose: tilt front, back, front, back

part of an - y mel - o - dy___ is when you're danc - ing close to me.____

part of an - y mel - o - dy___ is when you're danc - ing close to me.____

31 Dishrag turn to separate from partner *mf* 33 As in 7-12

So, put an - oth - er nick - el in,____

So, put an - oth - er nick - el in,____

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35

in the nick - el - o - de - on. All I want is lov - ing you and

in the nick - el - o - de - on. All I want is lov - ing you and

39

Wiper sways R, L

Pop clap center

Turn away from the audience, freeze until the repeat

Mu - sic! Mu - sic! Mu - sic!

Mu - sic! Mu - sic! Mu - sic!

Slowly lift L arm to form a string bass position

1st time - Part II only
2nd time - Parts I and II
As in 7-14 *mf*

43

Put an - oth - er nick - el in, in the nick - el - o - de - on.

Pluck tummy with R hand, moving up and down with notes

mp - mf

Bum bum bum bum bum bum bum bum bum bum bum

47

1st time: turn front

All I want is Mu - sic! Mu - sic! Mu - sic!

bum bum bum bum bum bum bum bum bum bum bum

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51 Scoop clasp R, hold Scoop clasp L, hold Tiptoe to dance couple

legato *mp*

Clos - er, _____ my dear come clos - er. The nic - est part of an - y

legato *mp*

Clos - er, _____ my dear come clos - er. The nic - est part of an - y

56 In dance couple pose: waltz front, back, front, back

(♩ = ♩) (♩ = ♩)

mel - o - dy is when you're danc - ing close to me.

mel - o - dy is when you're danc - ing close to me.

61 Dishrag turn to separate from partner 63 As in 7-12

mf *mf*

So, put an - oth - er nick - el in, _____

So, put an - oth - er nick - el in, _____

65

in the nick - el - o - de - on. _____ All I want is lov - ing you _____

in the nick - el - o - de - on. _____ All I want is lov - ing you _____

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69 Scoop clasp R Scoop clasp L Reach both arms front Hands form a heart

mf *mf*

Ah Ah all I want is lov - ing you and

Ah Ah all I want is lov - ing you and

73 Flash R jazz hand to R Flash L jazz hand to L

fp *mf* *fp* *mf* *fp*

mu - sic, mu - sic!

mu - sic, mu - sic!

77 Ragtime knees Circle R jazz hand at hip 4x, L on hip

mf *cresc.*

Put an - oth - er nick - el in the nick - el - o - de -

Put an - oth - er nick - el in the nick - el - o - de -

81 Lift both arms Jazz hands overhead R, L To dance couple pose

f *f*

on! Mu - sic!

on! Mu - sic!

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- STUDENT 6:** That was a blast!
- STUDENT 7:** I know, right?
- STUDENT 8:** That song was so fun.
- STUDENT 9:** The 40s musta been fantastic!
- STUDENT 6:** But I have a question. What's a "nickelodeon"?
- STUDENT 7:** Aw, that's just another name for a jukebox.
- STUDENT 6:** Like this one?
- STUDENT 7:** Kinda. Except it made music with a needle on a vinyl disc.
- STUDENT 8:** *(joking)* And it definitely didn't travel through time.
- (Students laugh.)*
- STUDENT 9:** Are we ready for another? I've got a quarter.
- STUDENTS:** *(ad lib)* Yeah. I'm ready. I can't wait!
- STUDENT 8:** I wonder where it will take us?
- (Student 9 inserts a quarter into the jukebox time machine. **Time Machine Music** plays. The students perform slow-mo, trance-like movements as they travel through time.)*
- STUDENT 9:** Where are we?
- ROXIE:** *(entering)* It's the 1960s, kids!
- STUDENTS:** Roxie!
- STUDENT 6:** You haven't aged a bit.
- ROXIE:** I know. It's time machine magic. Outta sight, isn't it?

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STUDENT 7: *(confused)* Um, no. I can see you just fine.

ROXIE: I mean, far out.

STUDENT 8: *(confused)* Huh? You're right here.

ROXIE: No, I mean, can you dig it?

STUDENT 9: *(confused)* Like a ditch?

ROXIE: *(chuckles)* Aw, never mind. Let's get to the music.

STUDENT 6: Yeah, what was popular in the 60s?

ROXIE: Well, one of the most groundbreaking events was when a new band from England performed on the *Ed Sullivan Show*.

STUDENT 7: Wait a second. That sounds familiar.

STUDENT 8: I think we heard about this in music class.

ROXIE: Introducing ... The Beatles!

STUDENTS: The Beatles!

(Roxie starts the music by bumping the jukebox with her hip. She exits.)

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3. SHE LOVES YOU

Arranged by
ANDY BECK

Words and Music by
JOHN LENNON and PAUL McCARTNEY

60s rock (♩ = ca. 152)

Strum "guitar," rocking side to side

Same, facing profile

PART I

f She loves you, yeah, yeah, yeah. — She loves you, yeah,

PART II

f She loves you, yeah, yeah, yeah. — She loves you, yeah,

5

Same, facing front again

Circle strumming arm

Strum and rock

mf

yeah, yeah. — She loves you, yeah, yeah, yeah, yeah! You

yeah, yeah. — She loves you, yeah, yeah, yeah, yeah!

10

Point both index front

Cuddle R fist at chest, add L All chug R 2x, L 2x

think you've lost your love? — Well, I saw her yes - ter - day. —

Hold low *mf* Well, I saw her yes - ter - day. It's

14

Hold low

All chug R 2x, L 2x

And she told me what to say: — she says she

Point both index front Cuddle R fist at chest, add L

you she's think - in' of. — And she told me what to say: she says she

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Both: cuddle, point

18

R index to head 2

Swim R, L, R, L

loves you, and you know that can't be bad. Yes, she

loves you, and you know that can't be bad. Yes, she

22

Cuddle, point

R index to head 2

Swim R, L

Dive w/R index up

sfp

mf

loves you, and you know you should be glad! Oo She

loves you, and you know you should be glad! Oo

26

1. Shake R index to R 2x
2. R index to head 2x

Faint L
Point both index front

All chug R 2x, L 2x

said you hurt her so, she al-most lost her mind. I think it's on-ly fair.

Hold low *mf*

she al-most lost her mind. But
I think it's on-ly fair. 7

30

Hold low

All chug R 2x, L 2x

you're not the hurt-ing kind. She says she
A-pol-o-gize to her. Be-cause she

1. Shake R index to R 2x
2. Tall w/fists on hips

R index to head 2x
Shake R index to R 2x

now she says she knows, you're not the hurt-ing kind. She says she
Pride can hurt you, too. A-pol-o-gize to her. Be-cause she

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34 As in 18-25

loves you, } and you know that can't be bad. Yes, she
loves you, }

loves you, } and you know that can't be bad. Yes, she
loves you, }

38

loves you, and you know you should be glad! *sfp* *f* Oo She
sfp *f*

loves you, and you know you should be glad! Oo She
sfp *f*

42 Strum "guitar," rocking side to side Same, facing profile

loves you, yeah, yeah, yeah. She loves you, yeah, yeah, yeah. And with a

loves you, yeah, yeah, yeah. She loves you, yeah, yeah, yeah. And with a

46

Cuddle both 3x R index to head 2x Swim R, L, R, L

love like that, you know you should be glad - (h)ad! You *mf*

love like that, you know you should be glad - (h)ad!

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50 2. 51 Same

With a love like that, you know you should be gla - (h)ad!...

With a love like that, you know you should be gla - (h)ad!...

54 Same *molto rit.* R index up, down *a tempo* **f**

With a love like that, you know you should be

With a love like that, you know you should be

58 Strum "guitar," rocking side to side Same, facing profile

glad! She loves you, yeah, yeah, yeah. She

glad! She loves you, yeah, yeah, yeah. She

62 Same, facing front again Circle strumming arm Strum and rock, freeze **ff**

loves you, yeah, yeah, yeah, yeah!

loves you, yeah, yeah, yeah, yeah!

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STUDENT 10: No doubt about it, the Beatles really rocked!

STUDENT 11: Yeah, that was great!

STUDENT 12: I wonder where we're going next?

STUDENT 10: Who's got a quarter?

STUDENT 11: I do!

STUDENT 12: Well, hurry up and put it in the jukebox.

STUDENT 11: And away we go.

*(Student 11 inserts a quarter into the jukebox time machine. **Time Machine Music** plays. The students perform slow-mo, trance-like movements as they travel through time.)*

ROXIE: Guess who's back?

STUDENT 10: Hi, Roxie.

STUDENT 12: So where are we now?

ROXIE: We're in the 1970s, gang. The era of disco balls and platform shoes.

STUDENT 11: What are platform shoes?

ROXIE: Imagine walking around with six-inch blocks of wood under your feet.

STUDENT 10: That sounds tricky.

ROXIE: And don't even get me started on how hard it was to boogie.

STUDENT 11: Boogie?

ROXIE: Yeah, boogie. Get down. Get funky. Shake your groove thing.

STUDENT 12: Now I'm really confused.

ROXIE: It means "dance." Like this. *(demonstrates a disco move)*

STUDENTS: *(ad lib)* Hahaha. That's hilarious. That's how they danced?

ROXIE: Try it, kids. It's fun!

STUDENT 10: Okay.

STUDENT 11: Might as well.

STUDENT 12: Wouldn't it be easier with music?

ROXIE: You got it!

(Roxie starts the music by bumping the jukebox with her hip. She exits.)

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4. DANCING QUEEN

Arranged by
ALAN BILLINGSLEY

Words and Music by BENNY ANDERSSON,
STIG ANDERSON, and BJÖRN ULVAEUS

Disco (♩ = ca. 96-100)

Wave R jazz overhead to R, L, R, L
(opt. step digs in feet)

Walk R (4cts) while lowering
R arm to R

PART I

f

Ah _____ ah _____

PART II

f

Ah _____ ah _____

4 Turn L back to place,
double clap

Same pattern L

ah _____ ah _____ oh

ah _____ ah _____ oh

8

9 Thumbs groove R, L, R, R

Thumbs groove L, R, L, L

yeah. _____ You can dance, — you can ji - (h)ive,

yeah. _____ You can dance, — you can ji - (h)ive,

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11 Cheer with fists: up, at shoulders, cross in front, at shoulders Same cheer again Pull R peace sign across forehead L to R (w/a groove)

hav - ing the time of your life, oo. See that girl,

hav - ing the time of your life. See that girl,

14 Pull L peace sign across forehead R to L (w/a groove) Disco finger digs: R index up R, down L, up R, up R Roll fists R to L in front

watch that scene, dig-gin' the danc - ing queen, ah.

watch that scene, dig-gin' the danc - ing queen, ah.

17 Disco finger digs: L index up L, down R, up L, up L Roll fists L to R in front **19** Facing R: rock snap R, L 2x

Fri - day night and the lights are low,

Fri - day night and the lights are low,

21 Center, hands form "binoculars" at eyes, ad lib "looking" Facing L: rock snap L, R 2x

look - ing out for a place to go. Oh, where they play the right mu - sic,

look - ing out for a place to go. Oh, where they play the right mu - sic,

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24

Same "binoculars" and "looking"

get - ting in___ the swing, you've come to look for a king. ___

get - ting in___ the swing, you've come to look for a king. ___

27

Facing R: rock snap R, L 2x

Center, palms open front

An - y - bod - y could be that guy; ___ night is young_ and the mu - sic's

An - y - bod - y could be that guy; ___ night is young_ and the mu - sic's

30

Push both index up

Facing L: rock snap L, R 2x

high. ___ With a bit___ of rock mu - sic, ev - 'ry - thing_ is fine. You're in the

high. ___ With a bit___ of rock mu - sic, ev - 'ry - thing_ is fine. You're in the

33

Ad lib your own dance

Reach both arms up

mood for a dance. ___ And when___ you get the___ chance, ___

mood for a dance. ___ And when___ you get the___ chance, ___

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Clasp hands and zigzag down R, L, R, L **37** Disco finger digs:
 R index up R, down L, up R, up R Roll fists R to L in front

36

you are the danc - ing queen, young and sweet on - ly

you are the danc - ing queen, young and sweet on - ly

Disco finger digs:
 L index up L, down R, up L, up L Roll fists L to R in front Continue pattern

39

sev - en - teen. Danc - ing queen,

sev - en - teen. Danc - ing queen,

42

feel the beat from the tam - bou - rine, oh yeah.

feel the beat from the tam - bou - rine, oh yeah.

45 As in 9-18

You can dance, you can ji - (h)ive, hav - ing the time of your

You can dance, you can ji - (h)ive, hav - ing the time of your

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48

life, _____ oo. _____ See that__ girl,___ watch that__ scene,___ dig- gin' the

life. _____ See that__ girl,___ watch that__ scene,___ dig- gin' the

51

danc - ing__ queen, _____ ah. _____

danc - ing__ queen,___ ah _____ ah. _____

54

Continue pattern

Dig- gin' the danc - ing__ queen, _____ ah. _____

Dig- gin' the danc - ing__ queen,___ ah _____ ah. _____

57

Hold hands for a funky wave across the stage, then a final disco pose

_____ Dig- gin' the danc - ing__ queen!___

_____ Dig- gin' the danc - ing__ queen!___

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- STUDENT 13:** Okay, I'm convinced. I love to boogie.
- STUDENT 14:** And I love to get down.
- STUDENT 15:** *(joking)* But, I'm still not sure what a groove thing is!
(Students laugh.)
- STUDENT 16:** So we did the 60s, the 70s, ... I guess the 80s are next?
- STUDENT 17:** I bet you're right. Let's do it.
*(Student 17 inserts a quarter into the jukebox time machine. **Time Machine Music** plays. The students perform slow-mo, trance-like movements as they travel through time.)*
- STUDENT 13:** Welcome to the 80s everybody!
- STUDENT 14:** Do you think we'll get to dance again?
- ROXIE:** *(entering)* Of course you will! But this isn't the 80s.
- STUDENT 15:** It's not?
- ROXIE:** Oh no, daddy-o! This is the 1950s.
- STUDENT 16:** And what's it like here?
- ROXIE:** Let me see ... it's the time of hula hoops, poodle skirts, leather jackets, and pompadours. You can jump into a T-bird and cruise on down to the malt shop to grab a burger and fries before you split for the sock hop.
- STUDENT 17:** *(totally confused)* Whatever you say, Roxie.
- STUDENT 13:** Um ... so what are we singing?
- ROXIE:** There are so many choices. There's "Lollipop," "Peggy Sue," "Good Golly Miss Molly."
- STUDENT 14:** Which one should we do?
- ROXIE:** Here's an idea. How about a song that mentions all of those?
- STUDENTS:** *(ad lib)* Yeah! Okay!
(Roxie starts the music by bumping the jukebox with her hip. She exits.)

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5. SPLISH SPLASH

Arranged by
JAY ALTHOUSE

Words and Music by
BOBBY DARIN and JEAN MURRAY

Up-tempo rock (♩ = ca. 144)

Pose, singing into a "microphone" in R hand (low on R)

f

PART I

Splish, splash, I was tak - in' a bath

Hold low when resting, stand tall when interjecting, join Part I at 16

PART II

4

Scrub L arm with pretend "bath brush" in R hand (down and up 2x)

Scrub back, both hands on "brush" (down and up 4x)

'long a - bout a Sat - ur - day night.

Nod 2x (fists on hips)

f

Rub, dub, just re -

Yes, he was!

7

Scrub as in 4-5

lax - in' in the tub, think - in' ev - 'ry - thing was all right.

Well, I

Nod 2x (fists on hips)

Yes, it was!

10

R foot step to R

Move L foot to meet R

L fist holds "towel" at R hip

R fist holds "towel" at L shoulder

stepped out the tub, put my feet on the floor, wrapped the towel a - round me and I

Hold cheeks

Ooo!

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13

R arm slowly opens "door" to the R in front

R arm suddenly closes "door"

Jump to L

o - pened the door. And then a - splish, splash, I jumped back in the bath. Well, Well,

Funny face

Boo!

f

Well,

16

Open R arm to R

Open L arm to L

Punch R fist above 3x

18 Both hands on an "oar," rowboat R 2x (step R, together, R, together)

how was I to know there was a par - ty go - in' on. I was splish-in' and a-splash - in',

how was I to know there was a par - ty go - in' on. Oo

19

Rowboat L 2x (step L, together, L, together)

roll - in' and a - stroll - in',

splish - in' and a - splash - in', oo roll - in' and a - stroll - in',

22

Swim R, L, R, L (opt. pony step)

Circle R fist overhead like a lasso 4x

mov - in' and a-groov - in', reel - in' with the feel - in'.

oo mov - in' and a-groov - in', oo reel - in' with the feel - in'.

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26 Rowboat R Rowboat L Pose with a "guitar"

Splish-in' and a-splash - in', roll - in' and a - stroll - in', on a Sat - ur - day night.

Splish-in' and a-splash - in', roll - in' and a - stroll - in', on a Sat - ur - day night.

29 Strum "guitar" 4x, leaning back more each time 30 Hold low

We were

Bing, bang, I saw _____ the whole gang.

32 Twist (getting shorter for one measure, then taller for one measure) Windshield wiper hands R, L, R, L

danc - in' on the liv - ing room rug. Flip, flop, we were

Yes, they were!

35 Hold low Nod 2x (fists on hips)

do - in' the bop. Yes, we did! There was

And they all had their danc - in' shoes on.

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38

One person pose w/arms up, others hold low to that person

Different person pose w/arms up, others hold low to that person

Third person pose w/arms up, others hold low to that person

Lol - li - pop with Peg - gy Sue. Good gol - ly, Miss Mol - ly was

41

All fold arms front

Open arms front

Well, a - splish, splash, I for - got a - bout the bath. I e - ven there too. Well, a - splish, splash, I for - got a - bout the bath. I

44

Twist again

46 As in m. 18-27

went and put my danc - in' shoes on. I was a - splish - in' and a - splash - in', went and put my danc - in' shoes on. Oo

47

roll - in' and a - stroll - in', splish - in' and a - splash - in', oo roll - in' and a - stroll - in'

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50

mov - in' and a - groov - in', reel - in' with the feel - in'.

oo mov - in' and a - groov - in', oo

53

Splish-in' and a-splash - in', roll - in' and a-stroll - in'. I

reel - in' with the feel - in'. Splish-in' and a-splash - in', roll - in' and a-stroll - in'.

SOLO

56

Pose with a "guitar" Strum Strum Twist once more

saw Miss Mol - ly rock - in', she was danc - in' on the ceil - in'. Par - ty, par - ty on ___ 'cause I

Par - ty, par - ty on 'cause I

(end solo) ALL

59

Pose, singing into "microphone" (low on R) Scrub left arm (down and up) R fist up, L fist on hip

nev - er wan - na stop! Splish, splash, I was tak - in' a bath!

nev - er wan - na stop! Splish, splash, I was tak - in' a bath!

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- STUDENT 18:** Sounds like an awesome party!
- STUDENT 19:** I'm definitely ready for a burger and fries. How do we get to the malt shop?
- STUDENT 20:** If only we had a T-bird.
(Students laugh.)
- STUDENT 21:** We don't need a T-bird, guys. We've got something even better.
- STUDENTS:** The jukebox time machine!
- STUDENT 21:** Here we go!
*(Student 21 inserts a quarter into the jukebox time machine. **Time Machine Music** plays. The students perform slow-mo, trance-like movements as they travel through time.)*
- ROXIE:** *(entering)* Hi, kids. What took you so long?
- STUDENT 18:** We were just hangin' out in the 50s.
- STUDENT 19:** It was fun there!
- STUDENT 20:** So where are we now, Roxie?
- ROXIE:** Welcome to the 1990s, gang!
- STUDENT 18:** Tell us about it.
- ROXIE:** It's the era of Beanie Babies and boy bands, fanny packs and Furbies.
- STUDENT 19:** What about the dancing?
- ROXIE:** Well, let's see ... there's the Macarena, the Achy Breaky Heart, the Carlton—
- STUDENT 20:** Can we do one?
- ROXIE:** Oh, I've got just the thing!
(Roxie starts the music by bumping the jukebox with her hip. She exits.)

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6. VOGUE

Arranged by
ANDY BECK

Words and Music by
MADONNA CICCONE and SHEP PETTIBONE

90s dance beat (♩ = ca. 116)

PART I

(second time only) *mp*

Finger snaps on beats 2 and 4:
R hand: at R side of face 2xs, at L side of face (leaning R), at R side of face, then
L hand: at L side of face 2xs, at R side of face (leaning L), at L side of face

Strike a pose.

PART II

(second time only) *mp*

Strike a pose.

Hide face w/hands Burst jazz hands above Pose and freeze when you say "Vogue!" Hide face w/hands Burst jazz hands above

Finger snaps on beats 2 and 4:
1. R at L side (leaning R), then R
2. L at R side (leaning L), then L

5

fp *mp* *fp* *mp*

Vogue! _ Vogue! Vogue! Vogue! _ Strike a pose.

fp *mp* *fp* *mp*

Vogue! _ Vogue! Vogue! Vogue! _ Strike a pose.

9

Step touch R, R, L, L (opt. push both index in the direction you are headed each time)

Get low and step touch R, L, R, L (opt. snaps on beats 2 and 4)

mf

Look a-round, ev - 'ry-where you turn is heart-ache, it's ev - 'ry-where that you go. _

mf

Look a-round, ev - 'ry-where you turn is heart-ache, it's ev - 'ry-where that you go. _

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12 As in 9-12

Look a - round. You try ev - 'ry-thing you can to es - cape

You try ev - 'ry-thing you can to es - cape

15 17 Roll fists up R, down L, down R, up L

the pain of life that you know. If all else fails and you

the pain of life that you know, life that you know.

18

Circle R fist up from shoulder 3x Punch L fist overhead, then R fist

long to be some- thin' bet - ter than you are to - day.

some- thin' bet - ter than you are to - day.

21

Thumbs to self R thumb over R shoulder 2x Both index to floor 2x

I know a place where you can get a - way, it's called a dance floor and here's what

I know a place where you can get a - way, it's called a dance floor and here's what

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Vogue hands (blades):

R above head, L under chin, R at R side of face, L at L side of face,

R under chin, L above head, R at R side of face, L at L side of face

24

Shimmy front and back

25

it's for, so... Come on, vogue! — Vogue! — Let your bod - y

it's for, so... Come on, vogue! — Vogue! — Let your bod - y

27

Funky worm R, L, R, L

As in 25-28

move — to the mu - sic. Move — to the mu - sic. Come on, vogue! — Vogue! —

move — to the mu - sic. Hey, hey, hey. Come on, vogue! — Vogue! —

30

— Let your bod - y go — with the flow. — Go — with the flow. —

— Let your bod - y go — with the flow. — You know you can do it.

33

As in 9-18

mf

All you need is your own i - mag - i - na - tion, so use it, that's what it's for. —

All you need is your own i - mag - i - na - tion, so use it, that's what it's for. —

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36

— That's what it's — for. — Go in-side, for your fin - est in - spi - ra - tion;

— Go in-side, for your fin - est in - spi - ra - tion;

39

your dreams will o - pen the door. — It makes — no diff - erence if you're

your dreams will o - pen the door, — o - pen up the — door.

42

Hold low Boys pose tall Girls pose tall High-five w/neighbor

black or — white, — if you're a boy or a girl. — If the

if you're a boy or a girl. — If the

45

Circle R fist up from shoulder 3x Punch L fist overhead, then R fist R hand: four snaps in a Z shape

mu - sic's pump - in', it will give you new life. — You're a su - per - star! Yes, that's

mu - sic's pump - in', it will give you new life. — You're a su - per - star! Yes, that's

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48 Shimmy front and back 49 As in 25-32 *f*

what you are, you know it. Come on, vogue! _ Vogue! _ Let your bod - y

what you are, you know it. Come on, vogue! _ Vogue! _ Let your bod - y

51

move _ to the mu - sic. Move _ to the mu - sic. Come on, vogue! _ Vogue! _

move _ to the mu - sic. Hey, hey, hey. Come on, vogue! _ Vogue! _

54

_ Let your bod - y go _ with the flow. _ Go _ with the flow. _

_ Let your bod - y go _ with the flow. _ You know you can do it.

57

Hide face w/hands	Frame face w/blades <i>(whisper)</i>	Push both arms up R <i>mf</i>	R palm paints face
----------------------	--	----------------------------------	--------------------

(whisper) Vogue! *mf* Vogue! Beau-ty's where you find it. Move _

(whisper) Vogue! *mf* Vogue! Beau-ty's where you find it. Move _

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69 Pose and freeze when you say "Vogue!"

New pose

Step touch R, R, L, L
(opt. push both index in the direction
you are going each time)

Funky worm R, L, R, L

73

Same

77

Same

Vogue hands as before
(just the first four)

Hide face w/hands on your last "Vogue!"
(fewer voices on each beat)

81

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STUDENT 21: Check out this pose! (*strikes a crazy pose*)

STUDENT 22: Good one! Look at mine. (*crazy pose*)

STUDENT 23: Here's one! (*crazy pose*)

STUDENT 24: Haha. My turn! (*crazy pose*)

STUDENT 25: How about this? (*attempts a "Roxie" pose*)

STUDENT 21: What's that?

STUDENT 22: I have no idea.

STUDENT 23: Is it a waitress?

STUDENT 25: It's someone you know!

STUDENT 24: Is it ... Roxie?

STUDENT 25: It's Roxie!

(Students laugh.)

STUDENT 21: Hey, where is she anyway?

STUDENT 22: She must be at our next stop.

STUDENT 23: Then let's get there! I'm putting a quarter in.

STUDENT 24: Sounds good!

*(Student 23 inserts a quarter into the jukebox time machine. **Time Machine Music** plays. The students perform slow-mo, trance-like movements as they travel through time.)*

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ROXIE: Like, welcome to the 80s, dudes. It's like, the most totally tubular time ever!

STUDENT 25: What does "totally tubular" mean?

ROXIE: Like, duh. It's only the most—

(Phone rings.)

ROXIE: Excuse me, I've gotta take this. *(answering a huge cell phone)* Hello, Roxie here. ... Hey, homegirl! 'Sup? ... Oh, snap! That's like, mad legit. ... I mean, like totally fresh. ... Right, right. All that and a bag of chips!

STUDENT 21: Uh, Roxie, did you forget about us?

ROXIE: *(on phone)* That's like, gnarly!

STUDENT 22: Roxie, we're ready for our song.

ROXIE: *(on phone)* Hey, Tiffany, I have to peace out. Like, call me later? ... Okay. Okay. B'bye now. *(hangs up, speaks to students)* Sorry about that, gang. I had a phone call.

STUDENT 23: That's the biggest cell phone I've ever seen!

ROXIE: You know what else was big in the 80s?

STUDENTS: What?

ROXIE: Pac-Man, MTV, hairstyles, ... and this song!

(Roxie starts the music by bumping the jukebox with her hip. She exits.)

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7. DON'T STOP BELIEVIN'

Arranged by
ALAN BILLINGSLEY

Words and Music by
**JONATHAN CAIN, NEAL SCHON,
and STEVE PERRY**

Pop rock (♩ = ca. 124) In 8 groups R to L: lunge R looking R

1s 2s *mf* 4 3s 4s

PART I **2** Just a small-town girl, —

PART II **2** *mf* Just a small-town girl, —

5 5s 6s 7s 8s Slide R foot in to stand tall

liv - in' in — a lone - ly world. — She took the

liv - in' in — a lone - ly world. — She took the

8 R hand pulls train whistle down 2x R index to sky and lower front

mid - night train — go - in' an - y - where. —

mid - night train — go - in' an - y - where. —

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In 8 groups L to R: lunge L looking L

11 8s 7s **12** 6s 5s 4s 3s 2s 1s

Just a cit - y boy, ___ born and raised in South De-troit. ___

Just a cit - y boy, ___ born and raised in South De-troit. ___

Slide L foot in to stand tall L hand pulls train whistle down 2x L index to sky and lower front

15

He took the mid - night train ___ go - in' an - y ___ where. ___

He took the mid - night train ___ go - in' an - y ___ where. ___

19 Stage R: fold arms 2x facing center Stage L: fold arms 2x facing center All: hold Tall w/arms to sky Bend elbows

Strang - ers wait - ing ___ up and down the

Strang - ers wait - ing ___ up and down the

Lower arms front

Stage R: R hand at brow, looking R Stage L: L hand at brow, looking L

22

boul - e - vard, ___ their shad - ows search - ing ___ in the night. ___

boul - e - vard, ___ their shad - ows search - ing ___ in the night. ___

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All: wave outside jazz hand overhead to outside, inside, then outside to lower

As in 19-20

25

27

Street - light peo - ple, ___

Street - light peo - ple, ___

All: hold

Pull fists to chest 2x

Burst jazz hands at forehead

As in 23-26

29

liv - in' just to find e - mo - tion; hid - ing ___

liv - in' just to find e - mo - tion; hid - ing ___

2nd time to CODA Φ
(p. 43, m. 55)

32

some - where ___ in the night. ___

some - where. ___ Shine, shine, ___ shine your light! ___

Rock body R, L, R, R, then L, R, L, L (small steps in place underneath)

39 As in 3-7 (a bit more power this time)

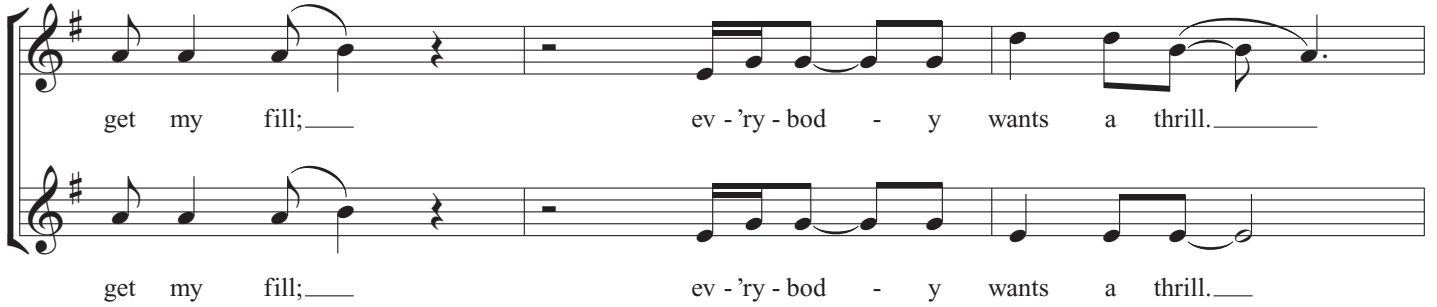
35

Work - in' hard ___ to

Work - in' hard ___ to

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40



get my fill; _____ ev - 'ry - bod - y wants a thrill. _____

get my fill; _____ ev - 'ry - bod - y wants a thrill. _____

43

R hand rolls and throws "dice" R R index to sky and lower front



Pay - in' an - y - thing to roll the dice just one more _____ time. _____

Pay - in' an - y - thing to roll the dice just one more _____ time. _____

46

47 As in 11-15 (a bit more power this time)



_____ Some will win, _____ some will lose, _____

_____ Some will win, _____ some will lose, _____

49



some were born _____ to sing the blues. _____ An - oth - er mov - ie

some were born _____ to sing the blues. _____ An - oth - er mov - ie

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52 *Cross downward facing palms 2x* *L index to sky and lower front* *cresc.* **D.S. al CODA**
(p. 40, m. 19)

nev - er ends, it goes on and on and on and on and on.

CODA

55 *Ad lib air guitar (or repeat as in 35-38)* **59** *Punch L fist overhead 2x* *L fist to chest, then add R fist at chest*

4 *f* Don't stop believ - in;

61 *Sway R, L, R, L (fists still at chest)* *R palm up to R*

hold on to the feel - in'. Street - light

64 *L palm up to L (make contact w/neighbors)* *Raise joined arms up, then forward and down to sides* *Punch L fist overhead 2x*

ff peo - ple. Don't stop!

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STUDENTS: *(ad lib)* Woo-hoo! Alright! I love that one!

STUDENT 26: I didn't know that song was so old.

STUDENT 27: It's been around forever.

STUDENT 28: I guess good music lasts a long time!

STUDENT 26: I'm excited to see what's next.

STUDENT 27: I've got a quarter.

STUDENT 28: Then put it in!

*(Student 27 inserts a quarter into the jukebox time machine. **Time Machine Music** plays. The students perform slow-mo, trance-like movements as they travel through time.)*

ROXIE: *(entering)* Welcome to a new century, kids!

STUDENT 26: A new century? Really?

ROXIE: That's right! We're in the early 2000s.

STUDENT 27: And what's happening in music now?

ROXIE: Everything! From rock and hip-hop to country and R&B.

STUDENT 28: I love country music!

STUDENT 26: And I love hip-hop!

STUDENT 27: Let's not forget about pop.

ROXIE: That's right. Pop music is still at the top, and stars are being discovered everywhere.

STUDENT 28: Like YouTube and iTunes?

ROXIE: Exactly. And who remembers *American Idol*?

STUDENTS: *(ad lib)* I do! Me, too! I think I've heard of it.

ROXIE: Well, songs like THIS are the result of shows like THAT.

(Roxie starts the music by bumping the jukebox with her hip. She exits.)

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8. BREAKAWAY

Arranged by
ANDY BECK

Words and Music by **MATTHEW GERRARD,
BRIDGET BENENATE, and AVRIL LAVIGNE**

Shift weight side to side R, L, R, R

Swiftly, in one (♩ = ca. 52-56)

mf

PART I

Da da da dn da da,___ da da da dn da da,___

mf

PART II

Da da da dn da da,___ da da da dn da da,___

5 Shift weight side to side L, R, L, L

da da da dn da da da da. _____

da da da dn da da da da. _____

9 Focus on singers

Sing expressively

Grew up in a small town,___ and when the rain would fall down,___

13

I'd just stare out my win - dow.

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17 Sing expressively
mf

Dream - in' what I could be,___ and if I'd end up hap - py. ___ I

Focus on singers

22

25 In four rows or groups: push clasped hands low to high, then open arms and lower to hold knees
1s

would pray, I would pray. ___

mel. mf

Try - in' hard to reach out, ___

27

2s

Felt like no one could hear

but when I tried to speak out, ___ felt like no one could hear

32

33 3s

me. Want - ed to be - long here, ___ but some-thing felt so

me. Want - ed to be - long here, ___ but some-thing felt so

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36 4s

wrong here. So I'd pray I could

wrong here. So I'd pray I could

41 Stand slowly and dramatically
grad. cresc.

break - a - way.

grad. cresc.

break - a - way.

47 Reach R upward facing palm to L Reach L arm up and over to R (palm down) taking hands with R neighbor

f

I'll spread my wings and I'll learn how to fly. I'll

f

I'll spread my wings and I'll learn how to fly. I'll

51 Slight lift and lower of the elbows, R to L wave

do what it takes till I touch the sky. I'll

mel.

do what it takes till I touch the sky. And I'll

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55 Sway R, L, R, L Raise held hands

make a wish, take a chance, make a change, _____ and break -

make a wish, take a chance, make a change, _____ and break -

60 Release hold and lower arms at sides 63 Same pattern as 47-62, but opp.

a - way. _____ Out of the dark - ness and

a - way. _____ Out of the dark - ness and

65

in - to the sun. _____ I won't for - get _____ all the ones _____ that I _____

in - to the sun. _____ I won't for - get _____ all the ones _____ that I _____

70 71 2nd time to CODA \oplus
(p. 50, m. 109)

love. I'll take a risk, take a chance, make a change, _____ and

love. And I'll take a risk, take a chance, make a change, _____ and

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75 79 Same as intro
mf

break - a - way. Da da da dn da da, _

break - a - way. Da da da dn da da, _

81

da da da dn da da, _ da da da dn da da da da, _

da da da dn da da, _ da da da dn da da da da, _

87 Sing expressively (opt. as in 25-46)

Wan - na feel the warm breeze, - sleep un - der a palm tree, - feel the

mel.
Wan - na feel the warm breeze, - sleep un - der a palm tree, - feel the

92 95

rush of the o - cean. Get on board a fast train, _

rush of the o - cean. Get on board a fast train, _

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97

trav - el on a jet plane, — far a - way. ————— And

trav - el on a jet plane, — far a - way. ————— And

103

D.S. al CODA
(p. 47, m. 47)

grad. cresc.

break - a - way. —————

grad. cresc.

break - a - way. —————

CODA 1. Complete pattern
2. Sing expressively

109 *mf* (2nd time)

mf (2nd time)

break - a - way, —————

mf (2nd time)

break - a - way, —————

Push clasped hands low to high, then open arms and lower to sides, standing tall this time

mp *fade to end* *poco rit.*

break - a - way. —————

mp *fade to end*

break - a - way. —————

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- STUDENT 29:** So, have we been everywhere?
- STUDENT 30:** Let's see, we started in the 40s, then we learned about the Beatles in the 60s.
- STUDENT 31:** Next was 70s disco and a song from the 50s.
- STUDENT 32:** After that came the 90s, 80s, and 2000s.
- STUDENT 30:** Is anything missing?
- STUDENT 31:** We haven't been to the 1930s.
- STUDENT 32:** So let's go!
- (Student 31 inserts a quarter into the jukebox time machine. **Time Machine Music** plays. The students perform slow-mo, trance-like movements as they travel through time.)*
- ROXIE:** *(entering)* Hello, kiddos!
- STUDENTS:** Hi, Roxie!
- STUDENT 29:** Don't tell us where we are, Roxie. We already know!
- STUDENT 30:** *(pretending to be Roxie)* Welcome to the 30s, kids!
- ROXIE:** *(laughs)* That's right, guys and dolls. It's the decade that brought us Twinkies, Snickers, and knock-knock jokes. And it's also when the jukebox first started to catch on. Of course, a song only cost a nickel back then.
- STUDENT 31:** What kind of songs did it play?
- ROXIE:** Without a doubt, swing music was all the rage.
- STUDENT 32:** That sounds fun.
- ROXIE:** Yep, the 1930s are my favorite. That's why I saved it for our last stop.
- STUDENT 29:** Aw, Roxie. Is this the end?
- ROXIE:** That's right. The grand finale! *(holds up a quarter)* Then you can use this special quarter to return to where you started.
- STUDENT 30:** *(taking the quarter)* Thank you, Roxie! You're the best!
- ROXIE:** Aw, gee. And you kids are the aces.
- (Students look at each other, confused.)*
- STUDENT 29:** *(with a shrug)* Whatever you say, Roxie.
- ROXIE:** And let's never forget the music we heard on the jukebox time machine!
- (Roxie starts the music by bumping the jukebox with her hip.)*

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9. IT DON'T MEAN A THING IF IT AIN'T GOT THAT SING, SING, SING

Arranged by TOM ANDERSON

Melt into relaxed poses, focused on Roxie

Quasi rubato (♩ = ca. 100)

ROXIE (*opt. solo*)

mf

VOICES

What good is mel - o - dy?__ What good is mu - sic__

5 **ROXIE:** Join with me, kids.

(end solo)

if it ain't pos - sess - in' some - thin' sweet?

9 **ALL** *mf*

It ain't the mel - o - dy.__ It ain't the mu - sic.__

13 *slight rit.*

There's some - thing else that makes the tune com - plete.

ROXIE: Toodle-oo, kids! I've gotta run.

STUDENT 32: Goodbye, Roxie! Thanks for everything!

ROXIE: Catch you on the flip side, gang. And keep on singing! (*exits*)

STUDENTS: (*ad lib*) Of course we will. You bet. Bye, Roxie! See ya!

17 **Bright swing** (♩ = 192) (♩♩ = ♩♩♩)

8

IT DON'T MEAN A THING (IF IT AIN'T GOT THAT SWING)

Music by DUKE ELLINGTON

Words by IRVING MILLS

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25

PART I Step-snap side to side low (starting R)

By sing-in'

PART II *Swing "trumpet" up R, up L, down R, down L (2x)

Sing, sing, sing, sing,— ev - 'ry - bod - y, start to sing. By sing-in'

29 Push flat palms up R, R, L, L

Tall w/snaps on beats 2 and 4

la - dle - la, whoa___ ho - ho - ho - ho! Now you're sing-in' with a swing.

Push flat palms up R, R, L, L

Step-snap side to side low (starting R)

la - dle - la, whoa___ ho - ho - ho - ho! You got - ta

33

As in 25-32

By sing-in'

swing, swing, swing, swing,— ev - 'ry - bod - y, start to swing. By sing-in'

37

la - dle - la, whoa___ ho - ho - ho - ho! Now you're swing-in' while you sing. Come a -

la - dle - la, whoa___ ho - ho - ho - ho!

*Trumpet = R jazz hand, L hand gripping R thumb

SING, SING, SING

By LOUIS PRIMA

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41

Hold low

mf

Shake R index to R 4xs (low to high), then same L

long!
Listen w/R hand at R ear, bounce 4x

It's done if you let your feet do the moves...
Hold low

You got-ta lis-ten to find the groove.

45

As in 41-44

cresc.

That's it, you're swing-in' it

And when you've found it, it's hard to lose.

48

49 As in 25-30

with this tune now!

Sing, sing, sing, sing, ev-ry-bod-y,

52

f

All tall w/snaps on beats 2 and 4

By sing-in' la-dle-la, whoa ho-ho-ho ho! Now you're sing-in' with a

start to sing. By sing-in' la-dle-la, whoa ho-ho-ho ho! Now you're sing-in' with a

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56

In four groups: listen w/R hand at R ear (hold low until your turn)

3 *f*

song that - 'll swing. — It

3 *f*

song that - 'll swing. — It

61

Wag R index R and L 4x (w/leans), L hand on waist

don't mean a thing — if it ain't got that swing, —

don't mean a thing — if it ain't got that swing, —

Charleston

65

mf *grad. cresc.* *f*

doo wah, — doo wah, doo wah, doo wah, doo wah, — doo wah, doo wah, doo wah. It

mf *grad. cresc.* *f*

doo wah, — doo wah, doo wah, doo wah, doo wah, — doo wah, doo wah, doo wah. It

69

As in 61-68

don't mean a — thing, got to sing, —

don't mean a thing, — all you got to do is sing. —

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73 *mf* *grad. cresc.*

doo wah, — doo wah, doo wah, doo wah, doo wah, — doo wah, doo wah, doo wah.

mf *grad. cresc.* *mf*

doo wah, — doo wah, doo wah, doo wah, doo wah, — doo wah, doo wah, doo wah. It

77 Cross and open downward facing palms (low to high on R) 3x Step-clap up L, up R, down L, down R *mf*

makes no dif - f'rence. —

makes no dif-f'rence if — it's sweet or hot; just

81 Gesture "come along" w/hands (low to high on L) 3x Step-clap up R, up L, down R, down L *cresc.* *f*

Talk a - bout rhy - thm. — It

give that rhy - thm ev - 'ry - thing — you got. — It

85 As in 61-68

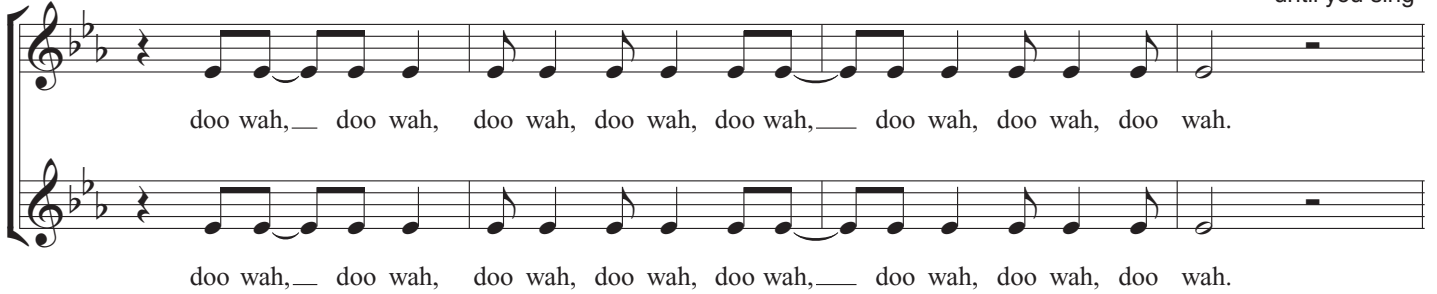
don't mean a thing — if it ain't got that swing. —

don't mean a thing — if it ain't got that swing. —

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89

Hold low until you sing



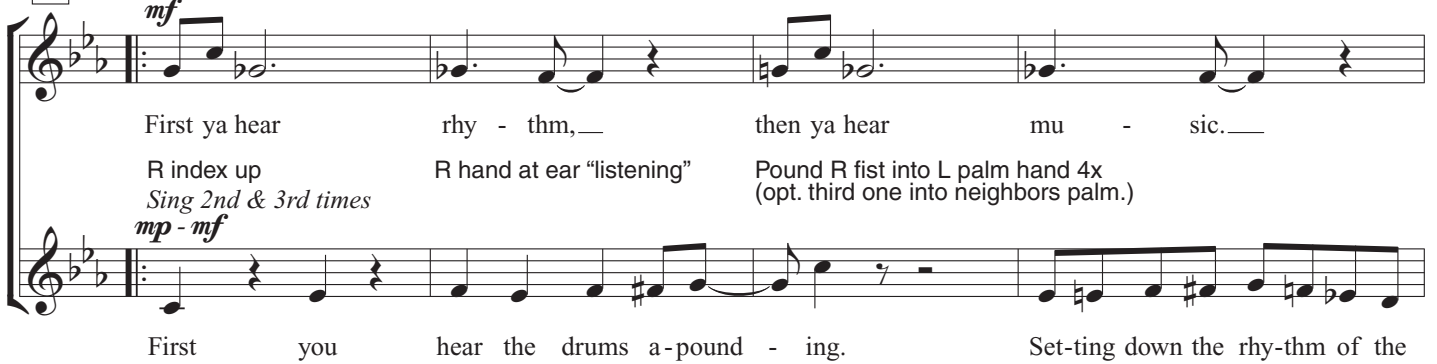
doo wah, doo wah, doo wah, doo wah, doo wah, doo wah, doo wah, doo wah.

doo wah, doo wah, doo wah, doo wah, doo wah, doo wah, doo wah, doo wah.

Raise R index from shoulder, then pulse hand at ear 2x "listening" (repeat L)

Sing 3rd time only

93



mf
First ya hear rhy - thm, then ya hear mu - sic.

R index up R hand at ear "listening" Pound R fist into L palm hand 4x (opt. third one into neighbors palm.)
mp - mf
Sing 2nd & 3rd times

First you hear the drums a-pound - ing. Set-ting down the rhy-thm of the

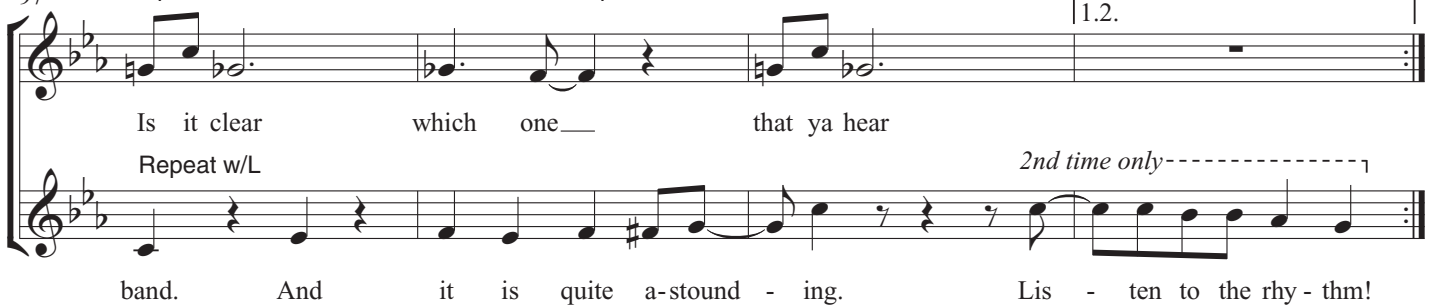
97

Open arms front

Fold arms and pulse 2x

Both hands "listen"

1.2.



Is it clear which one that ya hear

Repeat w/L 2nd time only

band. And it is quite a-stound - ing. Lis - ten to the rhy - thm!

Shake palms high to low 4x

As in 93-101

101

3.

102



on the drums? First ya hear rhy - thm, then ya hear

f As in 61-68

It don't mean a thing if it ain't got that swing,

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105

mu - sic.____ Is it clear which one____

____ doo wah,____ doo wah, doo wah, doo wah, doo wah,____

108

110 As in 77-92

that ya hear on the drums?_

____ doo wah, doo wah, doo wah. It makes no dif-f'rence if____ it's sweet or

112

Makes no dif - f'rence._

hot; just give that rhy - thm ev - 'ry - thing____ you got._

116

118

Talk a - bout rhy - thm.____ It don't mean a thing____ if it

____ It don't mean a thing____ if it

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120

ain't got that swing, ___ doo wah, ___ doo wah, doo wah, doo wah, doo wah, ___

ain't got that swing, ___ doo wah, ___ doo wah, doo wah, doo wah, doo wah, ___

124

Move to final formation downstage

grad. cresc.

___ doo wah, doo wah, doo wah. doo wah, ___ doo wah, ___ doo wah, ___ doo wah, doo wah, doo wah. doo wah, ___ doo wah, ___

___ doo wah, doo wah, doo wah. doo wah, ___ doo wah, ___ doo wah, ___ doo wah, doo wah, doo wah. doo wah, ___ doo wah, ___

127

Big Charleston

doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah. doo wah, ___ doo wah, ___ doo wah, doo wah, doo wah, doo wah. doo wah, ___ doo wah, ___

doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah. doo wah, ___ doo wah, ___ doo wah, doo wah, doo wah, doo wah. doo wah, ___ doo wah, ___

131

ff

Final pose

doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah. doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah. doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah. doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah.

doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah. doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah. doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah. doo wah, doo wah, doo wah, ___ doo wah, doo wah, doo wah.

(Student 30 inserts a quarter into the jukebox time machine to start the **Jukebox Time Machine: Finale.**)

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10. JUKEBOX TIME MACHINE: FINALE

Words by
ANDY BECK and BRIAN FISHER

Music by
ANDY BECK

The students perform slow-mo, trance-like movements as they travel through time

Rockin' (♩ = ca. 152-160) 7 *f*

VOICES 

With the

9 As in song #1



juke - box time ma - chine___ we'll trav - el to a dec - ade that we've

12



nev - er seen.____ Then the juke - box time ma - chine___ will

15




play a real - ly awe - some song.____ With the juke - box time ma - chine___ it

19




on - ly takes a quar - ter to change the scene.____ It's the juke - box

22



time ma - chine,___ so ev - 'ry - bod - y sing a - long!___ Sing it out loud and strong!_

26



Juke - box time ma - chine!_____

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11. JUKEBOX TIME MACHINE: BOWS

Words by
ANDY BECK and BRIAN FISHER

Music by
ANDY BECK

Cast bows

Rockin' (♩ = ca. 152-160)

MELODY
INSTRUMENT

VOICES

With the

17 As in song #1

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