

No. 12

I Feel Pretty

Maria and Three Girls

Allegro

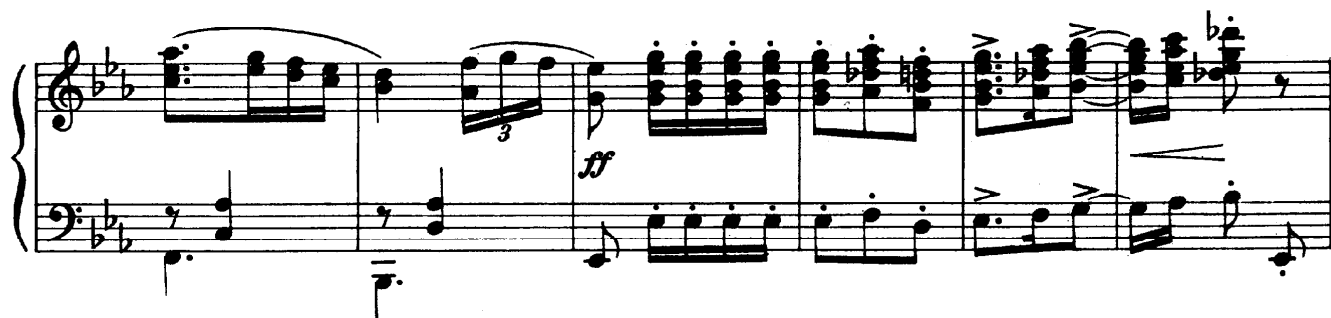
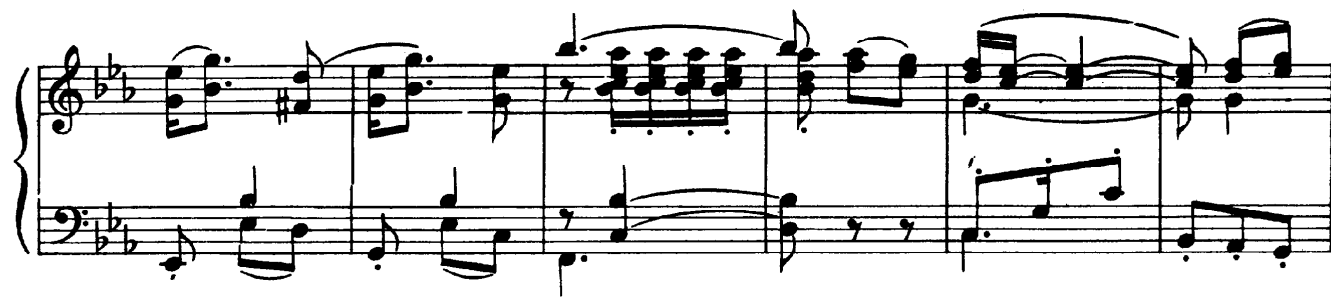
ff

dim. *mf*

ff sub.

mf sub.

3



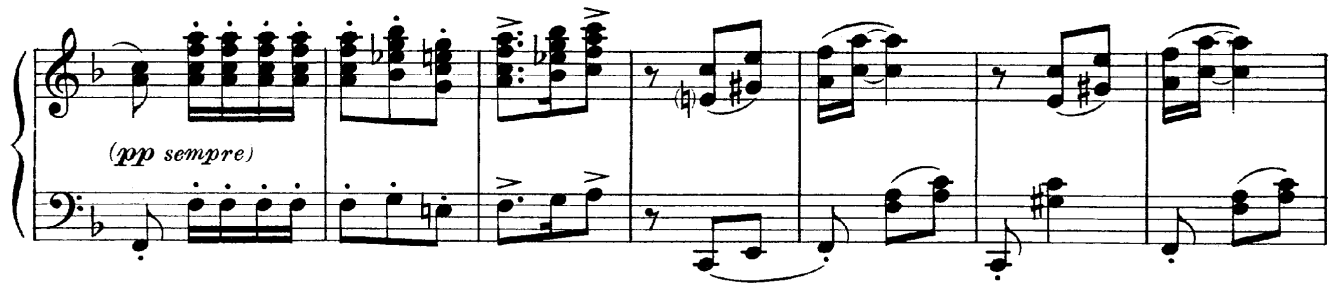
First system of musical notation, featuring a treble and bass staff. The treble staff contains a series of chords and single notes, while the bass staff provides a harmonic foundation with sustained notes and some movement.

Second system of musical notation. The treble staff features dense, rapid chordal textures. The bass staff has a more rhythmic, moving line. A *ff* (fortissimo) dynamic marking is present in the bass staff.

Third system of musical notation. The treble staff has a melodic line with some rests, while the bass staff has a more active line. A *dim.* (diminuendo) marking is in the bass staff, and a *pp* (pianissimo) marking is in the treble staff. The text "(Ourain)" is written above the first measure of the treble staff, and "(under dialogue)" is written above the last measure.

Fourth system of musical notation. The treble staff continues with a melodic line, and the bass staff has a supporting line with some sustained notes.

Fifth system of musical notation. The treble staff features a melodic line with some grace notes. The bass staff has a supporting line. A triplet of eighth notes is marked with a "3" in the treble staff.



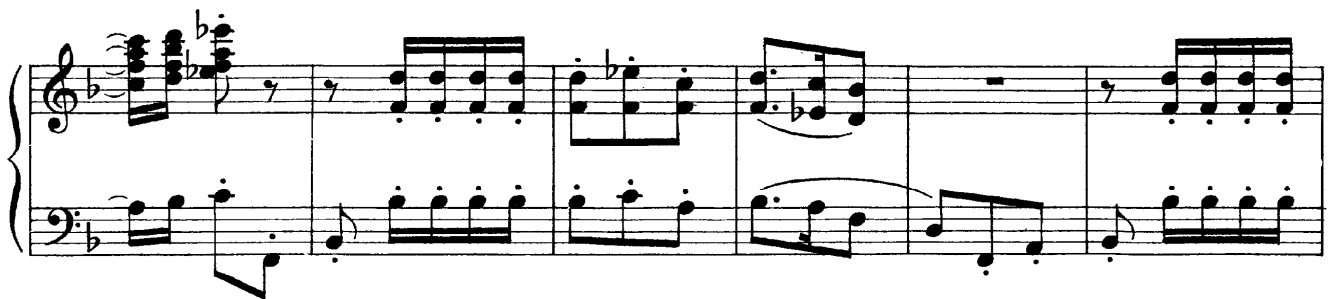
First system of musical notation. The treble clef staff begins with a piano (*pp*) dynamic and the instruction *sempre*. It features dense, rapid chordal textures in the first three measures, followed by more melodic passages. The bass clef staff provides a steady accompaniment with eighth and sixteenth notes.



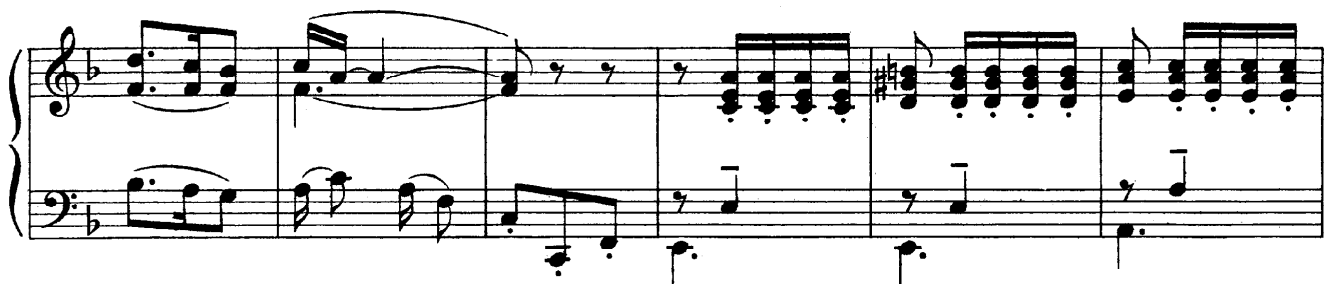
Second system of musical notation. The treble clef staff continues with melodic lines and some chordal textures. The bass clef staff features a more active accompaniment with eighth notes and some rests.



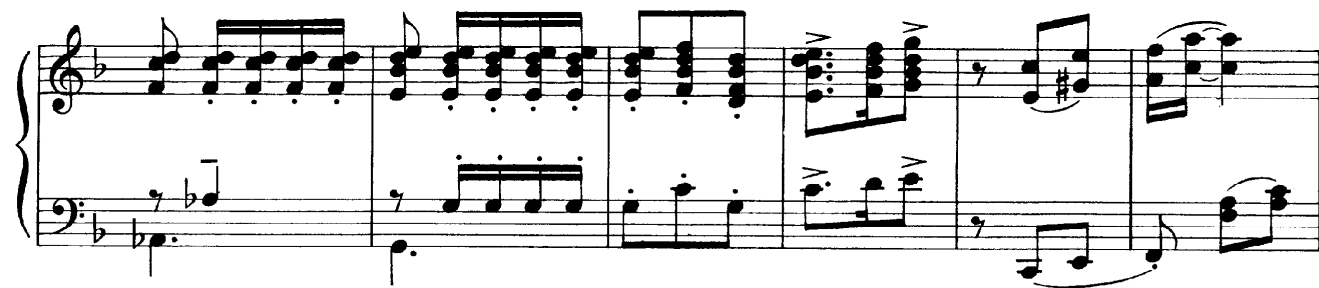
Third system of musical notation. The treble clef staff includes a triplet of eighth notes in the fourth measure. The system concludes with a final chord in the treble and a sustained note in the bass.



Fourth system of musical notation. The treble clef staff features a series of chords and some melodic fragments. The bass clef staff continues with a rhythmic accompaniment of eighth notes.



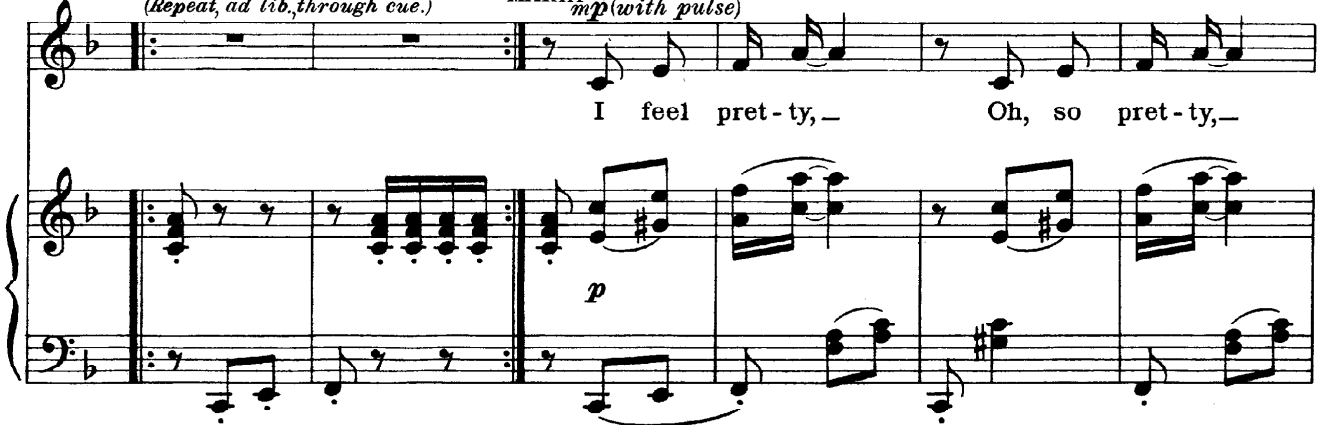
Fifth system of musical notation. The treble clef staff shows a melodic line with some rests and a final chord. The bass clef staff provides a concluding accompaniment with eighth notes and a final chord.



CONSUELO: "I do?" "I am?" What is
going on with you?

(Repeat, ad lib., through cue.)

MARIA *mp* (with pulse)



I feel pret-ty and wit-ty and bright, And I pit - y.

— An - y girl who is - n't me to - night.

I feel charm - ing, — Oh, so charm - ing, —

It's a - larm - ing how charm - ing I feel, And so

pret - ty That I hard - ly can be - lieve I'm real.

See the pret - ty girl in that

mir - ror there: Who can that at - trac - tive girl be?

Such a pret - ty face, Such a pret - ty dress, Such a pret - ty

smile, Such a pret - ty mel. I feel

f *p sub.*

stun - ning— And en - tranc - ing,— Feel like run - ning and

danc - ing for joy, For I'm loved By a

f

pret - ty— won - der - ful boy!

ff

TWO GIRLS

mf

Have you met my

f *dim.* *p*

good friend Ma - ri - a, The cra - zi - est girl on the

3

block? You'll know her the min - ute you see her,

3

— She's the one who is in an ad - vanced state of shock. She

3 *3* *3* *p div.* *marc.* *pp*

thinks she's in love. She thinks she's in Spain. She is - n't in

sim. *espr.* *pp*

love, She's mere-ly in - sane. It must be the heat Or

CONSUELO ROSALIA

(come prima) *pp*

some rare dis - ease, Or too much to eat Or

FRANCISCA ROSALIA

may - be it's fleas. Keep a - way from her, Send for

ALL *f* *unison*

gliss. *f*

Chi - no! This is not the Ma - ri - a we know!

pp

div.
Mod - est and pure, Po - lite and re - fined, Well -

sim.

bred and ma - ture And out of her mind!

f

ff MARIA

Miss Americal Speech! Speech! I feel

dim. *mp* *pp*

pret - ty, — Oh, so pret - ty — That the cit - y should give me its

key. — A com - mit - tee — Should be or - gan - ized to hon - or —

me. — I feel diz - zy, — I feel

GIRLS div.
La la la la la la la la la.

f sub. *p sub.*

sun - ny, — I feel fiz - zy and fun - ny and fine, — And so

pret-ty, — Miss A - mer - i - ca can just re - sign!

GIRLS div. *La la la la*

f

3

See the pret-ty girl in that

la la la la la la la la.

p sub.

mir - ror there: — Who can that at - trac - tive girl

unis.

What mir - ror where?

be? Such a pret - ty face, Such a pret - ty div.

Which? What? Where? Whom? Whom-mm?

cresc.

dress, Such a pret - ty smile, Such a pret - ty mel.

Whom-mm? Whom-mm? Such a pret - ty mel! Such a pret - ty

f

I feel stun - ning - And en -

mel. I feel stun - ning

Such a pret - ty mel I feel stun - ning

p sub.

tranc-ing, - Feel like run-ning and danc-ing for

And en-tranc-ing, Feel like run-ning and

And en-tranc-ing, Feel like run-ning and

joy, - For I'm loved - By a pret-ty -

danc-ing for joy, For I'm loved - By a pret-ty -

danc-ing for joy, For I'm loved - By a pret-ty -

won-der-ful boy! -

won-der-ful boy! -

won-der-ful boy! -