

I'M NOT THAT SMART

(Coneybear)

PANCH: Would you like to forfeit your turn?
RONA: Why don't you just give it your best shot, Mr. Coneybear.

Music & Lyrics by
WILLIAM FINN

Musical notation for the first system. The vocal line starts with a whole rest, followed by a quarter rest, then a quarter note G4, an eighth note A4, and a quarter note B4. The piano accompaniment features a treble clef with a key signature of two sharps (F# and C#) and a common time signature. The right hand plays a sequence of six triplets, each consisting of a quarter note and two eighth notes. The bass line consists of a simple bass line with quarter notes.

I'm not that

Musical notation for the second system. The vocal line continues with a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6, a quarter note B5, a quarter note A5, a quarter note G5, a quarter note F5, a quarter note E5, a quarter note D5, a quarter note C5, a quarter note B4, and a quarter note A4. The piano accompaniment continues with the same triplet pattern in the right hand and a simple bass line in the left hand.

smart.

Sib- lings have been tel- ling me that for years.

That I'm not

Musical notation for the third system. The vocal line starts with a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6, a quarter note B5, a quarter note A5, a quarter note G5, a quarter note F5, a quarter note E5, a quarter note D5, a quarter note C5, a quarter note B4, and a quarter note A4. The piano accompaniment continues with the same triplet pattern in the right hand and a simple bass line in the left hand.

smart.

We're schooled at

home, they see who's bright.

It breaks my heart.

I'm not that

"I'm Not That Smart"

8

smart. I have a

11

gentle person-a-li-ty. Which you'll all agree is a-na-the-ma to my more a-gress-ive

14

Freely

fa-mi-ly. Ev-ery-one keeps swat-ting, "bad kid", ev-ery-one keeps yel-ling, "bad kid".

17

How could a flea think he'd be good at spel-ling? How?

broadly pushing through

"I'm Not That Smart"

21

I like my hair. Real-ly it is plea-sant to the

25

touch. I toss my hair a bit too much. It does -n't

28

move, It simp - ly sits, I make a part. I'm not that smart. Ba do

Improv. section

32

ba de da etc.

"I'm Not That Smart"
Cadenza

38

Doo - dle doo - dle - doo - dle...

38

CONEYBEAR: I've forgotten the word.
PANCH: Acouchi.
CONEYBEAR: Right. The rodent resembling the other rodent - what was the other one again?
PANCH: I'm going to have to ask for the spelling now.
CONEYBEAR: All right. A-C-O-U-C-H-I
PANCH: That is correct.

43

I might be

43

46

smart. My sib- lings can't be- lieve that I got it right. (but I got it

46

49

right) Right? I did - n't cheat. I saw this light and it was neat. I like to

49

"I'm Not That Smart"

52

laugh, I like to spell I like to ne-ver hear the bell. And if this

55

com-pe-ti-tion's hell, at least I'm fi-nal-ly a part.

57

I feel my heart. be-gin to swell, I

59

like... I love to spell!

"I'm Not That Smart"

62

62

I like it a lot *8va*

3 3 3 3 3 3 3 3

3 3

Detailed description: This is a musical score for the song "I'm Not That Smart". It consists of three staves. The top staff is a single treble clef line with a key signature of two sharps (F# and C#). It contains a vocal line starting at measure 62, with lyrics "I like it a lot" and a dynamic marking of *8va*. The middle and bottom staves are grouped by a brace on the left, representing a piano accompaniment. The middle staff is a treble clef line with a key signature of two sharps, featuring a complex accompaniment of chords and triplets. The bottom staff is a bass clef line with a key signature of two sharps, featuring a simpler accompaniment of chords and triplets. The score ends with a double bar line.