

BCS Auditions: Choose one song and learn melody. You can listen to <sup>40</sup>songs online AND we will review them at auditions.

# BOP TO THE TOP

~~Stamping, Girls & All~~

Words and Music by RANDY PETERSEN and KEVIN QUINN

~~Pick your best song  
to perform~~

Latin dance groove

(Spoken:) Mucho gusto!

Musical notation for the first system, including vocal line and piano accompaniment. The system is crossed out with a large 'X'.

Ay! Que fabulosa!

Ay! Ay! Ay!

Arriba!



Musical notation for the second system, including vocal line and piano accompaniment. The system is crossed out with a large 'X'.



START

Mira me.

~~Oh my~~ I be-lieve in dream-ing.

Musical notation for the third system, including vocal line and piano accompaniment. The system is crossed out with a large 'X'.

E<sup>b</sup> G<sup>m</sup> F

shoot - ing for the stars. ~~half~~ Ba - by, to be num - ber one, you've

G<sup>m</sup> F

got to raise the bar. ~~finger~~ A - kick - in' and a - scratch - in',

E<sup>b</sup> G<sup>m</sup> F

grind - in' out my best; ~~any~~ an - y - thing it takes to climb the

G<sup>m</sup> C<sup>m</sup> D<sup>m</sup>  
N.C. N.C. N.C.

lad - der of suc - cess. Both: Work our tails off ev - 'ry day;

**E<sub>b</sub>** **F** **D7/F<sup>#</sup>**

we got - ta bump the com - pe - ti - tion, blow them all a - way. —

**N.C.** **E<sub>b</sub>** **F**

*Caliente!* ~~*Caliente!*~~ *Suave!* Yeah, we're gon - na *Both:* bop, bop, bop, bop to the top;

**Dm7** **Gm** **E<sub>b</sub>** **F**

*slip and slide\_ and ride\_ that rhy - thm. Both:* Jump and pop, hop till we drop, and start\_ wipe a - way\_ your in - hi - bi - tions. *Both:* Stomp, stomp, stomp, do the Romp and strut\_

**Dm7/G** **G7** **E<sub>b</sub>** **F**

\_\_\_\_\_ a - gain. — *Both:* Zip, zap, zop, flop like a mop;  
 \_\_\_\_\_ your stuff. — *Both:* Bop, bop, bop, straight to the top;

Dm7



Gm



Ebmaj7



To Coda

scoot a - round the cor - ner. Both: Move it to the groove till the mu - sic  
go - ing for the glor - y. Both: We'll keep step - ping up, and we just won't

Dm7



D7



Gm



F



stops. — Do the bop, bop, bop to the top;

Gm



Gm



F



END

don't ev - er stop. Bop to the top.

D7



Cm



Gim - me, gim - me; shim - my, shim - my. Shake some boot - y and turn a - round.

# WE'RE ALL IN THIS TOGETHER

Words and Music by MATTHEW GERRARD and ROBBIE NEVIL

~~ALL Auditioned at~~  
~~Chicago~~

~~Pick up the song as if you~~

Moderately  
\* NC.

~~All: To - geth - er, we're there - er, we're there - er,~~  
 All: To - geth - er, we're there - er, we're there - er, ev - 'ry time.

~~To - geth - er, to - geth - er,~~  
 To - geth - er, to - geth - er, c' - mon, let's have some fun

c' - mon, — let's do this right. Eb  
 Here and now, — it's  
~~We're all in this together and~~

\*Recorded a half step lower.

Db Eb

time for cel - e - bra - tion. — I fi - n'ly fig - ured out, —  
~~speaking out with one voice~~ ~~We're gonna rock the house,~~

Db Eb

yeah, — yeah, — that all our dreams —  
~~yeah, — yeah, —~~ ~~The party's on, —~~ now

Db Eb

have no lim - i - ta - tions; — that's what it's all — a - bout. —  
~~ev - 'ry bod y, make some noise~~ ~~C' mon' and scream — and shout.~~

Db Eb F N.C.

(C' - mon, — now.) ~~Ev - 'ry - one — is~~  
~~We've ar - rived —~~

Eb F

spe - cial in their own way; - we make each oth - er strong. -  
~~cause we stuck to geth - er.~~

Eb F Eb

— We're not the same; - we're dif - frent in a good way. -

F Eb F G D/F#

To - geth - er's where we be - long. All: We're all in this - to - geth -

Em G/D C G/B C/E D/F#

- er; once - we know that we are, we're all stars, and we see - that. We're

G D/F# Em G/D C G/B

all in this — to - geth - er; and — it shows when we stand hand in hand,

C/E D/F# F5

END

make our dreams — come — true. — Ev - 'ry - bod - y now:

G F

To - geth - er, to - geth - er, to - geth - er, ev - 'ry one.  
To - geth - er, we're there — for each oth - er ev - 'ry time.

G F

To - geth - er, to - geth - er, c' - mon, let's have some fun.  
To - geth - er, to - geth - er,



# WHAT I'VE BEEN LOOKING FOR

Words and Music by ANDY DODD and ADAM WATTS

~~For kids with short legs~~  
~~(The music is for the kids)~~  
 Pop Shuffle (♩ = ♩♩) ~~For kids with short legs~~  
~~For kids with short legs~~

A

mf

E A A/C# D A/C#

START

It's hard to be - lieve that I could - n't see

Bm7 E

Both: you were al - ways there be - side me.

A A/C# D A/C# Bm7

Thought I was a - lone, with no one to hold; but you were



al - ways there be - side me. — This feel - ing's like no oth - er.



Both: I want you to know: \_\_\_\_\_



I've nev - er had some - one who knows me like you



do, — the way you do. — I've nev - er had some -



one as good for me as you; — no one like you.



So lone - ly be - fore; — I fi - nal - ly found —



To Coda ⊕



what I've been look - ing for.

