

Act 1: Sogno
from *Mentre Sogniamo*

Tyrique Sayre

$\text{♩} = 90$ *mf*

Soloist

fp they say these chains keep us en-slaved but I've ne-ver felt so A -

Soprano

fp

Alto

Tenor

fp

Bass

oo

7

S. *pf* -live, and when the whipcracks I know what it means to be whole. and so we rise, and praise

S. *pf* and so we rise, and praise

A. *pf* and so we rise, and praise

T. *pf* and so we rise, and praise

B. *pf* and so we rise, and praise

13

S. *8* the lord, for god sure - ly knows with - out chains we'd have no soul._____

S. *fp* the lord,_____ no soul._

A. *fp* the lord,_____ no soul._

T. *fp* *8* the lord,_____ no soul.

B. *fp* the lord,_____ no soul._

20

S. *8* li - ving the dream, — mas - sa says we're free,

S. li - ving the dream for ma - ssa says we're free,_____

A. li - ving the dream, for ma - ssa says we're free_____

T. *8* mm. ah

B. mm. ah

27

S. *8* and who am I to dis - a - gree? I don't need no chains to see

S. *fp* oh

A. *fp* oh

T. *fp* oh

B. *fp* oh

35

S. *8* the truth laid out be - fore me no slave can be free while not in shackles! —

S. //

A. //

T. //

B. //

42

S. *8* Oh _____ they cant see, — so, _____

S. *p* oh _____

A. *p* oh _____

T. *p* oh _____

B. *p* oh _____

50

S. *8* we can't de-lay oh, — when we live, — we wake up and praise god for

S. live out our dream, —

A. live out our dream, —

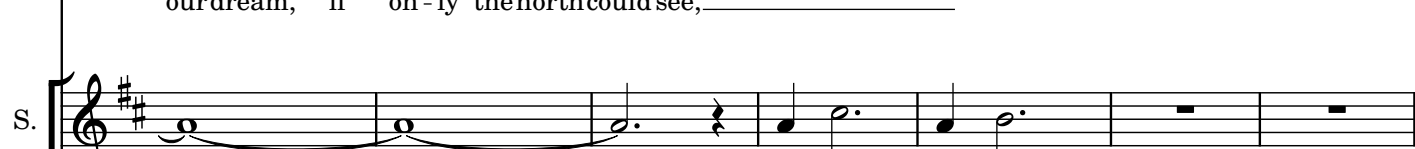
T. live out our dream, —

B. live out, —

56

S. 

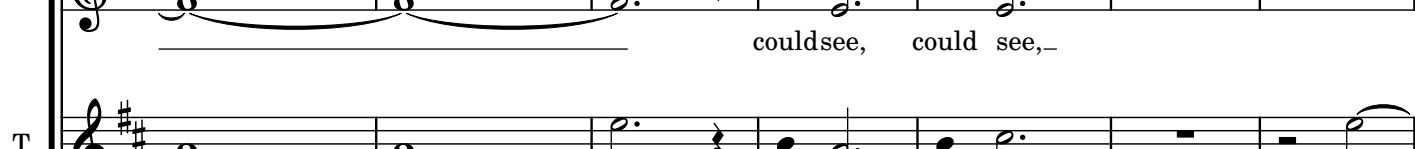
our dream, if on - ly the north could see, _____

S. 

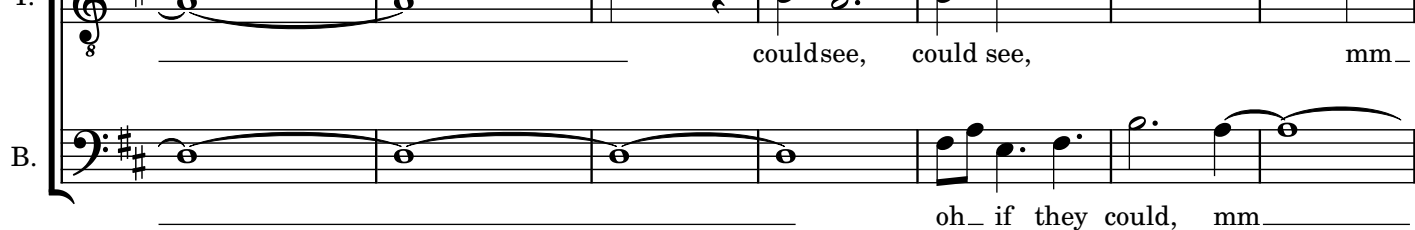
_____ could see, could see, _

A. 

_____ could see, could see, _

T. 

_____ could see, could see, mm _

B. 

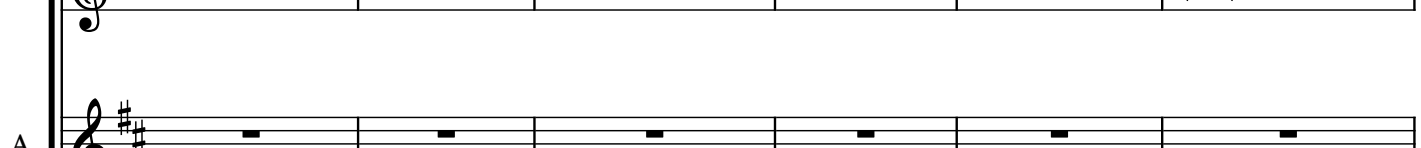
_____ oh _ if they could, mm _____

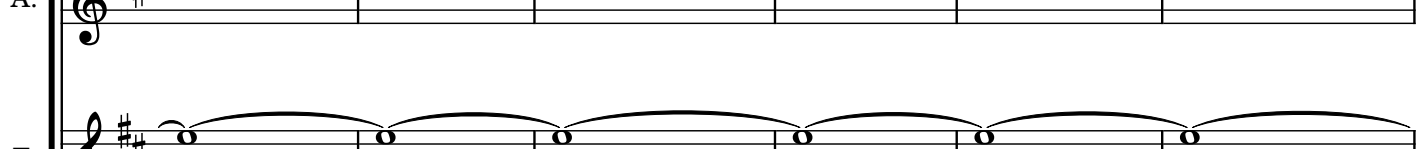
63

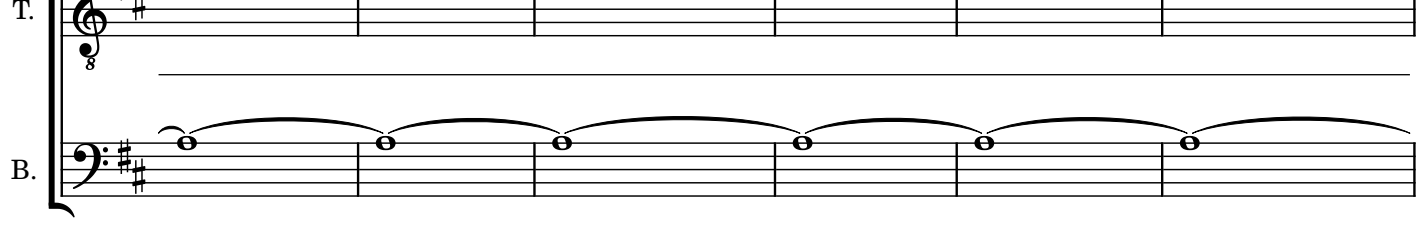
S. 

when I gaze at the sky, and star-light rains down on me, I wonder is this all we're meant

S. 

A. 

T. 

B. 

75

S. ok_then what does it mean to be free?

S. it means we give our all,

A. from sun up to sun down,

T.

B.

81

pf

S. they say these chains keep us ha - ppy,

mp

S. oh, _____

mp

A. oh, _____

mp

T. to keep ourselves safe, oh, _____

mp

B. to keep ma-ssa hap-py, _____

open to "oh"

87

S. but I've ne - ver felt so comp-ri-mised, and when the whipcracks I know it is not

S. _____

A. _____

T. _____

B. _____

92 *replace soloist* *cresc.* *turn to choir* $\text{♩} = 85$

S. well with my soul— oh, they say these chains

S. what soul?— oh, they say these chains

A. what soul?— oh, they say these chains

T. what soul?— oh, they say these chains

B. what soul?— oh, they say these chains

exile soloist mp

101 *cresc.* *cresc.*

S. keep us en - slaved but we've ne - ver— felt so A - live, and when the whip cracks we

S. keep us en - slaved but we've ne - ver— felt so A - live, and when the whip cracks we

A. keep us en - slaved but we've ne - ver— felt so A - live, and when the whip cracks we

T. keep us en - slaved but we've ne - ver— felt so A - live, and when the whip cracks we

B. keep us en - slaved but we've ne - ver— felt so A - live, and when the whip cracks we

cresc.

106 *cresc.* - - - - -

S. know, _____ to be whole.

S. know what it means, _____ to be whole.

A. know what it means, oh what it means, _____ oh.

T. know what it means, _____ to be whole.

B. oh, _____ oh what it means, _____ oh.

Detailed description: This page contains five musical staves for vocal parts, labeled S. (Soprano), S. (Soprano), A. (Alto), T. (Tenor), and B. (Bass). Each staff begins with a treble clef (except for the Bass staff which has a bass clef) and a key signature of two sharps (F# and C#). The first staff (S.) starts at measure 106 and includes a 'cresc.' marking with a dashed line. The lyrics are 'know, _____ to be whole.' The second staff (S.) also includes a 'cresc.' marking and the lyrics 'know what it means, _____ to be whole.' The third staff (A.) includes a 'cresc.' marking and the lyrics 'know what it means, oh what it means, _____ oh.' The fourth staff (T.) includes a 'cresc.' marking and the lyrics 'know what it means, _____ to be whole.' The fifth staff (B.) includes a 'cresc.' marking and the lyrics 'oh, _____ oh what it means, _____ oh.' Each staff features various musical notations including whole notes, half notes, quarter notes, and eighth notes, with some notes beamed together. There are also fermatas over some notes and dynamic markings like 'cresc.' and 'cresc.' with dashed lines indicating a crescendo.