

THE WIZARD AND I

from the Broadway Musical WICKED

Music and Lyrics by
STEPHEN SCHWARTZ

Freely



Sheet music for the piano introduction of "The Wizard and I". The tempo is marked "Freely" with a metronome marking of 120. The key signature is B-flat major (two flats). The music is in 4/4 time. The piano part features a melody in the right hand and a bass line in the left hand, with a dynamic marking of *p* (piano). The chords are indicated above the staff: Ab, C/Ab, Ab, and C/Ab.



ELPHABA:

Sheet music for the vocal part of "The Wizard and I" by Elphaba. The lyrics are: "Did that real - ly just hap - pen? Have I ac - tual - ly un - der -". The music is in 4/4 time. The vocal line is in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are written below the vocal line. The piano part features a melody in the right hand and a bass line in the left hand, with a dynamic marking of *p* (piano). The chords are indicated above the staff: Ab, C/Ab, and Fm/Ab.



Sheet music for the vocal part of "The Wizard and I" by Elphaba. The lyrics are: "-stood? This weird quirk I've tried to sup - press or hide is a". The music is in 4/4 time. The vocal line is in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are written below the vocal line. The piano part features a melody in the right hand and a bass line in the left hand, with a dynamic marking of *p* (piano). The chords are indicated above the staff: C/Ab, Ab, and C/Ab.

Fm/A \flat A \flat 7(4) A \flat 7 \sharp 5 D \flat maj \sharp 9
 tal - ent that could help me meet the Wiz - ard ____

B \flat m7 E \flat 7/G Cm7 G \flat (add9)
 if I make good! So I'll ____ make

Pulsing with excitement
 good...
 p

C Dm/C G7sus/C G/C C Dm/C G7sus/C G/C
 When I meet the Wiz - ard ____ Once I prove my worth, ____

rit. dim.

C C/B Am⁷ Dm⁷ C/F G^{sus}

and then I meet the Wiz - ard ____ What I've wait - ed for ____ since—

G/C C Dm/C G^{7sus}/C G/C

since birth! _ And with all his Wiz - ard wis - dom, _____ by my

C Em Bbmaj⁷/F

looks, he won't be blind - ed... _ Do you think the Wiz - ard is _

C/G Bbmaj⁷/F G^{sus} G

— dumb? _ Or like Munch-kins, so _ small - mind - ed? No! He'll

Am⁷ Dm⁷(4) G/B C/E Am⁷ Dm⁷(4)

say to me: "I see who you tru - ly are: A girl on whom I can re -

G^{SUS} G C Dm⁷ C/E F^{SUS} F

-ly!" And that's how we'll be - gin, the Wiz - ard and I...

C Dm⁷ G^{SUS} C Dm⁷ G^{SUS}

Once I'm with the Wiz - ard, my whole life will change.

R.H.





'Cause once you're with the Wiz - ard, _








no one thinks _ you're strange. _ No _ fa - ther is not proud of _





_ you; no _ sis - ter acts _ a - shamed. _ And









all of Oz _ has to love _ you, when by the Wiz - ard you're _ ac - claimed.







And this gift ___ or this curse ___ I ___ have in - side, ___









May - be at last ___ I'll know why, as we work hand ___ in hand, _

Più mosso





the Wiz - ard and I! And



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




one day, he'll say to me: "El - pha - ba, A girl who is ___ so su -

mf

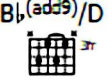



  

-pe - ri - or— Should - n't a girl — who's so good in - side —





    

have a match - ing ex - te - ri - or? And since folks here to — an ab -

rhythmically

-surd de - gree — seem fix - at - ed — on your ver - di - gris, — Would

it be all — right by — you — If I de - green - i - fy —

dim. e rit. *mp*

Dreamily
C♭maj⁹(#11)



f *p sub.*

With pedal

Un - lim - it - ed My fu - ture is



C♭maj⁹(#11)



un - lim - it - ed... And I've just had a

C♭maj⁹(#11)



B♭m¹¹



E♭m¹¹



A♭dim/E♭



Freely

G♭/D♭



D⁹sus



vi - sion al - most like a proph - e - cy— I know, it sounds tru - ly cra - zy, and

G \flat /D \flat D \flat 9sus

A(add9)

A maj^7 A 6 

true, the vi - sion's ha - zy,

But I swear, some - day there'll

*warmly*D maj^9 G \flat /D \flat F/D \flat 

be

a

cel - e - bra - tion through - out Oz _____ that's

rall.

C \flat /D \flat 

A tempo

B \flat 7susB \flat 7B \flat 7susB \flat 7

all to do

with

me! _____

Gm⁷ Gm⁹ rall. B^b maj⁷/C C⁷ Broadly B B^{sus}/C[#]

And I'll stand there with the Wiz -

cresc. *ff*

B^{sus}/F[#] accel. B B^{sus}/C[#] B^{sus}/F[#]

- ard, _ feel - ing things I've nev - er felt, _

B B^{sus2}/A[#] G[#]m⁷ B^{sus}/G[#] G[#]m⁷ C[#]m⁷ B/E F[#]^{sus}

And though I'd nev - er show _ it, I'll be so hap - py, I _ could melt!

Bright, triumphant

Chord progression for the first system:

- F#
- G#m7
- B^{sus}/C#
- F#/A#
- B/D#

Lyrics: And so it will be ___ for the rest of my life, ___ and I'll

Chord progression for the second system:

- G#m7
- B^{sus}/C#
- F#5
- F#^{sus}
- F#
- B
- C#m7
- B/D#
- E^{sus}

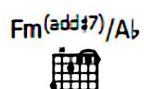
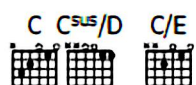
Lyrics: want noth - ing else ___ till I die! Held in such high ___ es - teem,

Chord progression for the third system:

- E
- C
- Dm7
- C/E
- F^{sus}
- F

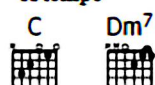
Lyrics: when peo - ple see me, they ___ will scream ___ for half of

Dynamic marking: cresc.

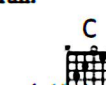


Oz - 's fav - 'rite team: _____ The Wiz - ard and

A tempo



rall.



I! _____