

Theatre for Youth

and Outreach Program



Maxwell C.
King Center
for the performing arts
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2019-2020



Let Your Imagination Take You Places!

One Night In FROGTOWN

Thursday, November 7, 10:30 am

— With Special Thanks —



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Study Guides &
Resources.

Season 2019-2020

Dear teachers and students,

Thank you for your interest in the King Center Theatre for Youth (TFY) Program. Our mission is to inspire, nurture and sustain a lifelong appreciation for the performing arts among our youth theatre guests. This is accomplished by the diverse array of entertaining and educational performance arts offerings.

The study resource guide is made possible by each artist and their management team to augment the live theatre experience. We hope you find the guide useful as you integrate the experience with your classroom learning.

A live theatrical experience can leave a memorable impact even after the show is over...now, *Let Your Imagination Take You Places!*

We are looking forward to your attendance at the show.

Yours in the arts,

A handwritten signature in black ink, appearing to read "Karen", written in a cursive style.

Karen Wilson
Director,
Theatre for Youth Program

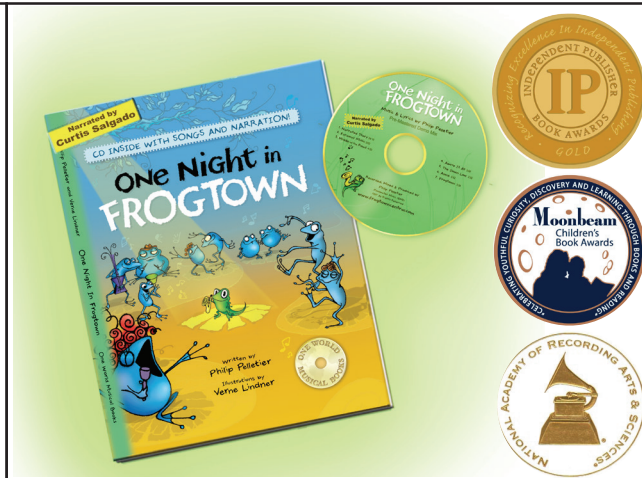


STUDY GUIDE

Instructions: This study guide is designed to be used along with the "One Night In Frogtown" Book/CD in K-6 classrooms. Teachers should share the narrated musical story from the CD, and then follow up with questions, discussion points and exercises from this study guide that best fit their particular students.

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11. Music Performance (Lyrics & Sheet Music)
"Middle of the Road", "Above It All", "The Down Low", "Alone", "Frogtown"



1. Bullying & Peer Pressure

Bullying and Peer Pressure are explored in engaging and relevant ways in "One Night In Frogtown". Using music as a metaphor, the groups of frogs in Frogtown symbolize the intolerance of others we see in the world today, due to differences such as race, ethnicity, religion, socio-economic status, etc.

- What is this story about?
- Why does Tad leave his egg?
- What kind of music does Tad like?
- Why do the Bluesfrogs bully Tad and kick him out of their Toadstool?
- What is "bullying"? Discuss.
- Why do the Treefrogs pressure Tad not to like the blues?
- What is "peer pressure"? Discuss.
- How does bullying and peer pressure affect Tad in the story?
- How does Tad deal with it?
- Where have you seen bullying and peer pressure?
- Have you ever felt bullied? Discuss.

2. Diversity & Empathy

"One Night In Frogtown" celebrates the concept of diversity, encompassing acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. "One Night In Frogtown" opens the door for students to explore these differences in a safe, positive, and nurturing environment.

- Diverse means different. How are the groups of frogs diverse (different)?
(They are different colors, play different styles of music, live in different places, different status levels)
- What do the groups of frogs have in common?
(They all are frogs, they all love music, they all live in the pond!)
- Why do the Treefrogs think they are better than everyone else?
- What do the Rapfrogs think about the other frogs who live above the surface of the pond?
- What happens at the end of the story?
As Tad plays along with the song "Alone", the other frogs hear him and quietly start singing along.





2. Diversity & Empathy (continued)

-Why do all the frogs start singing along?

Because they too know what it's like to be alone. Everyone is alone sometimes, and that feeling is something that the frogs realize they all share. In that moment, the frogs feel **EMPATHY** toward Tad. Empathy is the caring emotion. It means the ability to put yourself in someone else's shoes in order to feel what they are feeling. The frogs learn empathy, and realize that they have more in common than they thought. Their empathy brings them together and allows them to celebrate the diversity in the pond, rather than be afraid of it.

-How do the concepts of diversity and empathy apply to the Frogtown pond?

-How do the concepts of diversity and empathy apply to our world (our school, community, country, etc)

-Where do we see diverse people not getting along in today's world because of their differences?

Discuss current events (current wars, Occupy Movement, cultural conflicts, 9/11, terrorism, etc)

-What is the "class system" in the Frogtown pond? What is the "status" of each group?

Frogtown illustrates the class system quite literally. The Treefrogs symbolize the Upper Class and sing "Above It All", the Blues Frogs symbolize the Middle Class and sing "Middle of the Road", and the Rap Frogs symbolize the Under Class and sing "The Down Low". Discuss.



EMPATHY DISCUSSION

Empathy is the caring emotion, meaning the ability to put yourself in someone else's shoes in order to feel what they are feeling. For example, if you saw a little girl cry because she dropped her ice cream on the ground, you might feel empathy towards her because you could relate to her sense of sadness. You might even feel a tinge of sadness yourself. This feeling of sadness or happiness because of what others experience is called empathy.

1. Describe a time when you've felt empathy toward someone else, meaning that you felt sad or happy because you could sense what they were feeling.

2. What do you think is the purpose of empathy?

3. Empathy is just like any other skill: the more we practice it, the stronger it gets. What are some ways you might work to expand your empathy by showing care and concern for others?

Responding to these prompts will encourage students to think of themselves as capable of empathizing with others, to think about how to practice empathy going forward, and to think critically about why empathy is so important.



EMPATHY EXERCISE - "Community Circle"

A good activity to encourage good listening skills and empathy is the Community Circle. Before beginning this activity, choose a "talking piece" – this is an object that will be passed around the group, and signals that the holder has exclusive speaking rights. You can use a stuffed animal, a small beach ball, or any object with special significance to the classroom that is easy to hold and pass around. Arrange chairs in a circle or sit on the floor with the whole class.

Tell your students that in the Community Circle, only one person may talk at a time and everyone must listen quietly and respectfully to whoever is speaking. Show the class the talking piece you have chosen, and explain that only the individual holding the talking piece may speak. First have the students pass the talking piece around the circle to "check in" with each member of the circle. This is a good opportunity for everyone to practice holding and passing the talking piece, as well as an opportunity for students to say a few quick words about how they are feeling or what is on their mind. As the teacher/facilitator of the activity, introduce a topic or ask a question that you would like the circle to respond to. However, after you have sparked the conversation, make sure to take your seat in the circle and become a member rather than a leader.

This activity can be a good way to start the day, end the day, or simply encourage community and kindness at any point during the day. It is especially useful after something particularly emotional or traumatic happens, whether the event takes place in the classroom, in the school, or on another continent. The Community Circle helps students relate to one another, and it can encourage students to accept and share feelings that may be difficult to talk about.



EMPATHY EXERCISE - “Active Listening”

The Community Circle activity can be extended further by having another student try to paraphrase or translate what the talking piece holder just said. By reflecting what they think they've heard, it encourages active listening and helps students to ensure there is a clear understanding.



EMPATHY EXERCISE - “Story Drawing” (Grades 3 and up)

This exercise involves students interviewing a person of their choice (inside or outside the school) and creating a short written article and visual drawing of what they learned. This will encourage the student to practice active and compassionate listening, put themselves in another's shoes, and share their stories with others using their own creativity and imagination.



EMPATHY EXERCISE - “Walk the Line” (Grades 3 and up)

Walk the line is an activity to build empathy and understanding through movement and reflection. A masking tape line is placed on the floor in the middle of the class. Students divide with half the class about 5 steps off each side of the line, silently facing each other. The teacher reads off a series of questions, from less to more personal. If the student can answer yes to the question, they silently approach the line and stop. After about 5 seconds of silent reflection, students return to their position.

The teacher continues reading out a series of questions. Examples of prompts on the more personal end might include: I've lost a family member, I've had to stay overnight in a hospital, I've been bullied at school. At the end, students return to their seats and have the opportunity to reflect on what they have learned by writing and discussion. Make sure to set norms at the beginning of the lesson to ensure that students feel safe to move.

Question examples:

- I...
- ☐ have traveled to a country that speaks a language other than English
- ☐ have grandparents that were born outside of the US
- ☐ have parents that were born outside of the US
- ☐ got picked on in school
- ☐ have a step parent
- ☐ take medication on a daily basis for health reasons
- ☐ have caught myself judging someone before I even met them
- ☐ have been the target of a racist comment
- ☐ have had someone close to me die
- ☐ love someone who has been or is in jail
- ☐ have a friend, family member, or I was abused as a child
- ☐ have been on welfare or social services

Debrief:

Process in the large group:

- What feelings did you have during this activity?
- What was the hardest part for you?
- What did you learn about yourself? About others? What do you want to remember about what we've just experienced? What, would you want to tell others about this experience?"

Consider:

- Co-creating the prompts with students.
- Setting norms with students at the beginning.
- As a follow up, ask students to write a letter to a classmate who moved on one of the same prompts they moved on and share more about that particular experience.



3. Finding Your Inner Voice

Dealing with peer pressure is not so easy. Frogtown shows the importance of making up your own mind and staying true to yourself, even when others try to influence you.

-What is your "inner voice"?

-How does Tad find his "inner voice"?

-What does Tad learn from the song "Alone"?

-What are some ways we can find our own inner voice?

(Writing in a diary or journal, spending time in nature, playing music, drawing, painting, making art, writing stories, poetry, spending quiet time, meditating, etc)

-Have students write a story in 5 minutes from their real life about a situation where they didn't fit in.



4. Music

Frogtown exposes kids to diverse music styles.

-What was your favorite song in "One Night In Frogtown"?

-What are the styles of music in Frogtown?

(blues, classical, rap, hip-hop, pop, and R&B).

-What are some other musical styles in America?

(Bluegrass, Roots, Country & Western, Rock n Roll, Reggae, Rap, Heavy Metal, Ska, Jazz, Punk, New Wave, Folk, Techno, Soul, etc).

-How are they different?

-What do they have in common?

-Name some music styles from around the world.



5. Sound

The "One Night In Frogtown" CD utilizes sounds of real frogs mixed in with the music.

-Have kids listen for when they hear the frogs while listening to the "One Night In Frogtown" CD.

-Name 5 sounds that you can hear right now.

-What are some of your favorite sounds?

-"Learning to Listen" - listen to a piece of music and have students try to identify all the instruments playing. Try this with different styles - orchestra, pop, hip-hop, etc.



6. Art

The illustrations are a big part of the experience of "One Night In Frogtown".

-Draw your own frog playing music.

-Draw the life cycle of a frog (egg, tadpole, frog).

-Draw your own pond creature (frog, salamander, fish, bugs, birds, turtles, etc).

-Decorate the classrooms and hallways with the students' drawings.



7. Creative Writing

-Have students write their own story that takes place in Frogtown.

-Have the students illustrate their story with their own drawings.

-Have small groups write their own short play about how friends who are different come together and accomplish a goal. Perform it for the class.

-Have students write a short story in 5 minutes from their real life about something that made them sad. Volunteers can then read their stories aloud.

-Have students write a short story in 5 minutes from their real life about something that made them happy. Volunteers can then read their stories aloud.



8. Creative Transformation

Art can help us process difficult events, and transform them into positive energy in the world.

-Frogtown creator Philip Pelletier was deeply affected by the LA Riots. What were they? Why did they happen? How do we avoid something like that happening again?

-One Night In Frogtown was written right after 9/11. How did that event influence the story?

-What are some other difficult experiences in life that art can help us process and transform?

-Have students write about a difficult event in their own lives. Share with the class.



9. Frogs & Ecology

Frogs are one of the most sensitive animals in the world and react very rapidly to substantial changes in their environments. They also form vital parts of the ecosystems they belong to. That is why they are considered "an indicator species" - the species that "indicate" the state of the health of their ecosystems. When the frog population is showing stress, that means that our environment is under stress. Frogs have had a mystical significance in many cultures throughout history, including the Mayans, The Egyptians, The Greeks and ancient Rome. Humans should pay more attention to frogs!

-What are some of the ecological issues facing our world today?

-What is happening to the world's frog populations?

-What kinds of frogs live in your area? Have kids research the frogs in their area and do a report in front of the class about it.



10. Fun Frog Facts

Q-How long have frogs existed?

A-Frogs have been roaming the Earth for more than 200,000,000 years, at least as long as the dinosaurs.

Q-How many kinds of frogs are there?

A-There are more than 5,000 known species of frogs, with at least 10 new species being discovered every year!

Q-How far can frogs jump?

A-Launched by their long legs, many frogs can leap more than 20 times their body length.

Q-How big do frogs get?

A-The world's largest frog is the 7-pound "African Goliath", which grows to 15 inches.

Q-How long do frogs live?

A-Frogs can live more than 20 years.

Q-Why do frogs have bulging eyeballs?

A-Frogs have excellent night vision and are quite sensitive to movement. The bulging eyes of most species allow them to see in front, to the sides, and partially behind them.

Q-How far can frogs croak?

A-Frogs were the first land animals with vocal cords. Male frogs have vocal sacs--pouches of skin that fill with air. These balloons resonate sounds like a megaphone, and some can be heard more than a mile away.

Q-Frogs are cold-blooded. How cold can frogs survive?

A-The "Wood Frog" can live north of the Arctic Circle, surviving for weeks with 65% of its body frozen. This frog uses glucose in its blood as a kind of antifreeze that concentrates in its vital organs, protecting them from damage while the rest of the body freezes solid.

Q-What's the longest a frog can go without water?

A-The "Australian Water-Holding Frog" can wait up to 7 years for rain. It burrows underground and surrounds itself in a transparent cocoon made of its own shed skin.



MIDDLE OF THE ROAD

We are the bluesiest
Frogs you could meet
And we like to dance
with our web feet

We've got a toadstool
that grows up from the ground
It's the best mushroom
in all of Frogtown

It's not too high,
and it's not too low
It's right in the middle
That's the way to go!

No ifs Ands or Buts!
No ifs Ands or Buts!
No ifs Ands or Buts!
and if you ask why?
It's because we said so!

Life is pretty simple
when your toadstool's the best
And blue is the color
That's better than the rest

We've got all the answers
As you can see
You can join our party
as long as you agree

We're not too high,
and we're not too low
We're right in the middle
The Middle Of The Road!



Middle of the Road

from "One Night In Frogtown"

Words and Music by
PHILIP PELLETIER

INTRO

♩ = 120

D



VERSE 1

D7(#9)



We are the Blue-siest frogs you could meet and



we like to dance with our web-by feet

G



We've got a toad-stool that grows up from the ground (toad-stool yeah...) Ooo It's

D



the best mush-room grown in all of Frog-town (in Frog-town yeah...) It's

A

G

Bm

CMaj7



not too high and it's not too low It's right in the mid-dle That's the way to go

CHORUS

D

D7
F#

G

A

D

D7
F#

G

G
A



No Ifs And or Buts We're sing-in' No Ifs And or Buts Whoa Whoa

D

D7
F#

G

G
A

A

A9



No Ifs Ands or Buts and if you ask why it's be-cause we said so!

2

Middle of the Road

33 D7(#9)

VERSE 2

37 D7(#9)

Life is pret - ty sim - ple when your toad - stool's the best and

41

blue is the col - or that's bet - ter than the __ rest We've

45 G G9

got all the an - swers as you __ can see (the an - swers __ yeah...)

49 D7(#9) D7

You can join the par - ty as long __ as you a - gree (join the toad - stool __ par - ty) We're

53 A G Bm CMaj7

not too high and we're not too low __ We're right __ in the mid - dle the mid - dle of the road

CHORUS

57 D D7 F# G A D D7 F# G G/A

No Ifs And or Buts We're sing - in' No Ifs And or Buts __ Whoa Whoa

61 D D7 F# G G/A A A9

No Ifs Ands __ or __ Buts and if you ask why it's __ be - cause we said so!

65 D7(#9)

It's because we said so...

BREAK

69 **D7(#9)**

Ain't nothin' like Frogtown...

73

We love the blues...

77 **G**

It's because we said so...

81 **D**

It's

85 **A G Bm CMaj7**

not too high and it's not too low__ It's right__ in the mid-dle That's__the way to go__

CHORUS

89 **D D7 F# G A D D7 F# G G/A**

No Ifs And or Buts We're sing-in' No Ifs And or Buts__ Whoa Whoa

93 **D D7 F# G G/A A A9 D7(#9)**

No Ifs Ands__ or__ Buts and if you ask why it's__ be-cause we said so!



ABOVE IT ALL

GIRLS - Although we're quite small
GIRLS - our tree is big and tall
BOYS - that's how we always stay
ALL - Above It All

GIRLS - We live without a care
GIRLS - for those who live down there
BOYS - relax and breathe the air
ALL - Above It All

GIRLS - Oh we know we're the best
BOYS - who cares about the rest
GIRLS - We are so well dressed
ALL - we really must be blessed

GIRLS - Everything is just so
GIRLS - we always make it show
BOYS - and that is all we know
ALL - Above It All

ALL - We're the cream of the crop
ALL - 'cause we're the ones on top
ALL - that's why we'll never stop
ALL - being Above It All



Above It All

from "One Night In Frogtown"

Words and Music by
PHILIP PELLETIER

♩ = 110

A

D A Bm F#m

Al - though we're quite small our tree is big and tall

3 G D Em $\frac{D}{A}$ A

That's how we al - ways stay A - bove It All _____

5 D A Bm F#m

We live with - out a care for those who live down there

7 G D Em $\frac{D}{A}$ A

Re - lax and breathe the air A - bove It All _____

B

G A

Oh we know we're the best Who

11 G $\frac{D}{F\#}$ Em D $\frac{Am}{C}$ $\frac{A}{C\#}$

cares _____ a - bout _____ the rest? _____

13 G A

We are so well _____ dressed We

15 G $\frac{D}{F\#}$ Em G Asus A

real - ly must be blessed

C

D Ah _____ A Bm F#m
 Ev - 'ry-thing is just so We al - ways make it show

G D Em D A A
 A - bove It All

19 And that is all we know A - bove It All _____

D Ah _____ A Bm F#m
 21 We're the cream of the crop 'cause we're the ones on top

G D Em D A A
 (Ah) _____ Be - ing A - bove It _____

23 That's why we'll nev - er stop

Sax solo

D D A Bm F#m G D Em D A A
 All

29 D A Bm F#m G D Em D A A

33 G A G D F#m Em D Am C A C#

37 G A G D F#m Em G Asus A

Piano ad lib

Above It All

3

E

D A Bm F#m G D Em D/A A

Ah _____ A - bove it all.

45

D A Bm F#m G D Em D/A A

Ah _____ A - bove it all.

F

G A G D/F# Em D Am/C A/C#

Oh we know we're the best Who cares a - bout the rest? _____

53

G A G D/F# Em G Asus A

We are so well dressed We real - ly must be blessed

G

D A Bm F#m G D Em D/A A

Ah _____ A-bove It All

Ev-'ry-thing is just so We al-ways make it show And that is all we know A-bove It All _____

61

D A Bm F#m G D Em D/A A

Ah _____

We're the cream of the crop 'cause we're the ones on top Be-ing A - bove It

That's why we'll nev-er stop

H

D A Bm F#m G D Em D/A A D

All

THE DOWN LOW



Up on top
it's too much of a circus
that's why we like it
underneath the surface

All the frogs up there
they really don't know
that the real party's
always on the down low

Our stump is the place to be
It's cool so don't you tell me
It's underground, and VIP
And where it is you can't see

On the Down Low
We keep it in the pocket
On the Down Low
This is where we rock it

On the Down Low
It's full of flies and crickets
On the Down Low
This is where we kick it

I'm a Pondwater Player
you know I'm very tricky
just look at my tongue
it's extremely long and sticky

I can flick it real quick
make it go zoom zoom
I can eat a bug
from across the room



The Down Low

from "One Night In Frogtown"

Words and Music by
PHILIP PELLETIER

$\text{♩} = 86$

Cm F Cm F Cm F Cm F //

5 Cm F Cm F

Up on top it's too much of a cir-cus That's why we like it un - derneath the sur-face All the

7 Cm F Cm F

frogs up there theysim-plydon't know thatthe real par-ty's al-ways on The Down Low On the

9 $\text{G}7$

down _____ On the down _____ On the

Our stumpis the place to be _____ It's cool so don't you tell me

11

down _____ On the down _____ On the

I'ts un-der-ground and V__ I P__ And where it is you can't see

13 Cm7

Down Low _____ On the Down Low _____ On the

We keep it in the pock-et This is where we rock it

15

Down Low ____ On the Down Low ____ On the Down Low ____

It's full of flies and crick-ets This is where we kick it This is where we kick it

18

Rib - bet This is where we kick it Rib - bet Yeah...

Rib - bet This is where we kick it Rib - bet This is where we

Down low ____ This is where we kick it

20

Rib - bet This is where we kick it Rib - bet Hey Hey I'm a

kick it Rib - bet This is where we kick it Ribbet

Down low ____ This is where we kick it

22

Cm F

pond - wa - ter play - er You know I'm ver - y trick - y Just

23

Cm F

look at my tongue It's ex - treme - ly long and stick - y I can

24

Cm F Cm F D.S. al Coda

flick it real quick Make it go zoom zoom I can eat a bug from across the room On the

ALONE



You are all alone
with no place to call home
There's nowhere left to roam
no one to turn to now
No one's going to show you how

You're feeling very small
not so grown up at all
Everywhere you seem to hit a wall
and the rain keeps coming down
doesn't look like it'll stop now

But don't be afraid to sing your song
when it comes from inside
it won't be wrong
Just listen to your heart
feel it getting strong

It's alright to be alone
it's ok to be alone
It's alright to be alone
sometimes you need to be alone

The night can be so cold and blue
the moonlight hidden from view
No one to help you through
all the places you have been
where you don't seem to ever fit in

But inside you there is a place
where tears disappear without a trace
so feel the rain falling on your face
and let your music play
washing all your fears away



Alone

from "One Night In Frogtown"

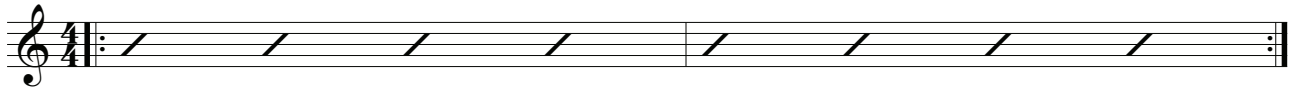
Words and Music by
PHILIP PELLETIER

INTRO

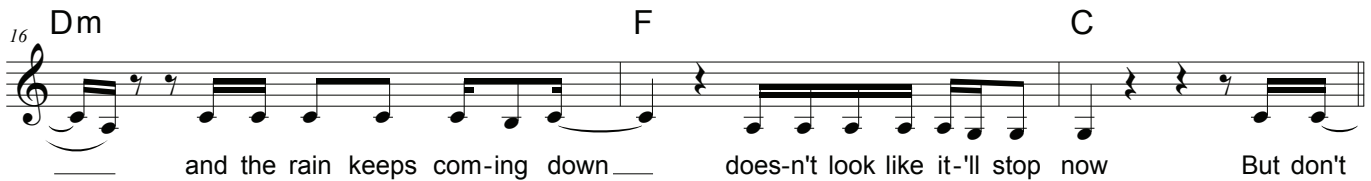
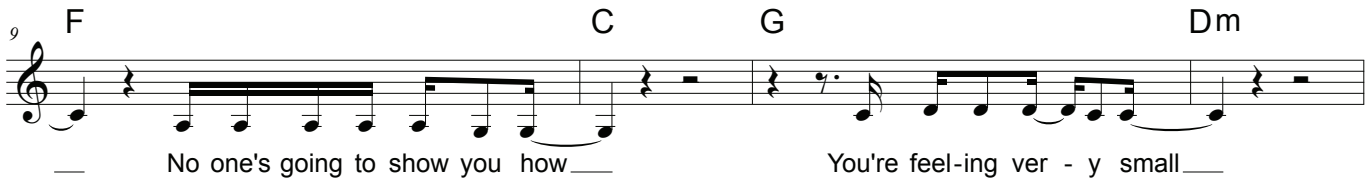
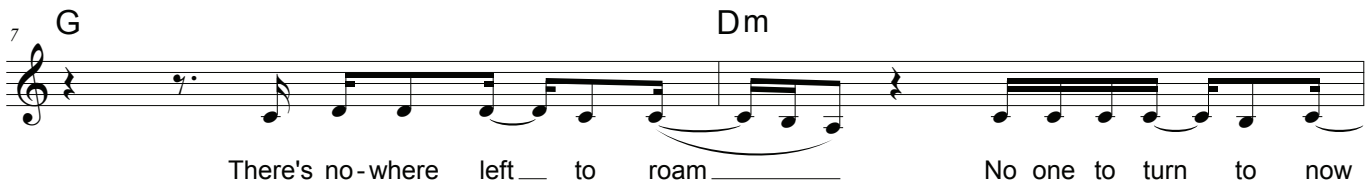
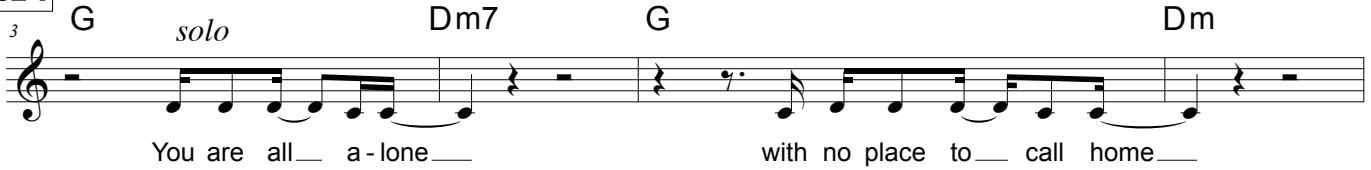
$\text{♩} = 60$

G

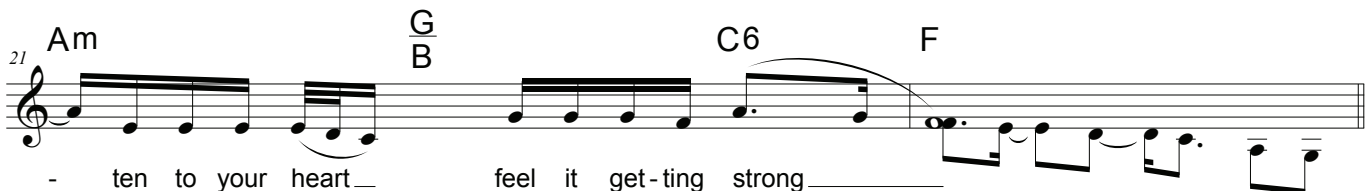
F



VERSE 1



PRE-CHORUS



CHORUS

23 C F C F

It's al - right to be a - lone_ it's o k_ to be a -

25 C F C F

lone_ It's al - right to be a - lone_ some-times you need to be a -

VERSE 2

27 G Dm7 G

lone_ The night can be so cold and blue_ the moon-light hid-den from view

30 Dm G Dm

___ No one to help you through_ all the plac - es you have_

33 F C G Dm

___ been where you don't seem to ev-er fit in_ But in-side you there is a place

37 G Dm G

where tears dis-ap-pear with-out a trace_ so feel the rain fall-ing on your face

40 Dm F C

___ and let your mu - sic play wash-ing all your fears a - way But don't

PRE-CHORUS

43 Am G/B C Am G/B C

be a - fraid to sing your song when it comes_ from in - side it won't be wrong Just lis -

45 Am G/B C6 F

- ten to your heart_ feel it get - ting strong_

CHORUS

47 C F C F

It's al - right to be a - lone_ it's o k_ to be a -

49 C F C F

lone_ It's al - right to be a - lone_ some-times you need to be a -

BREAK

51 G Dm G Dm

lone_

55 G Dm F C G Dm

61 G Dm G Dm F C

But don't

PRE-CHORUS

67 Am G/B C Am G/B C

be a - fraid to sing your song when it comes_ from in - side it won't be wrong Just lis -

69 Am G/B C6 F

- ten to your heart_ feel it get - ting strong_

CHORUS

71 C F C F

It's al - right to be a - lone_ it's o k_ to be a -

73 C F C F

lone_ It's al - right to be a - lone_ some-times you need to be a - lone

FROGTOWN



Frogtown's got all kinds of frogs
some play drums inside of logs
Clarinet players in the trees
rapping underwater MCs
Bullfrogs blowin' on the bass trombone
Tadpoles jammin' on the saxophone

Pollywogs singing in the reeds
webfoot violinists bow in the breeze
Jazz amphibians swing in the lilies
they are serious, don't you see

Frogtown
Where the bugs are juicy
and the water is blue
Frogtown
Where the fish are jumping
and the music is too

Our story here has just been told
like a ripple on the water
making circles of gold
and music beats inside the soul
of even the tiniest tadpole



Frogtown

from "One Night In Frogtown"

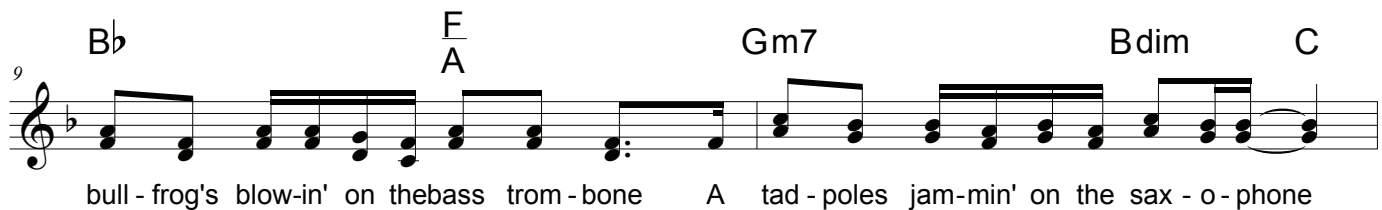
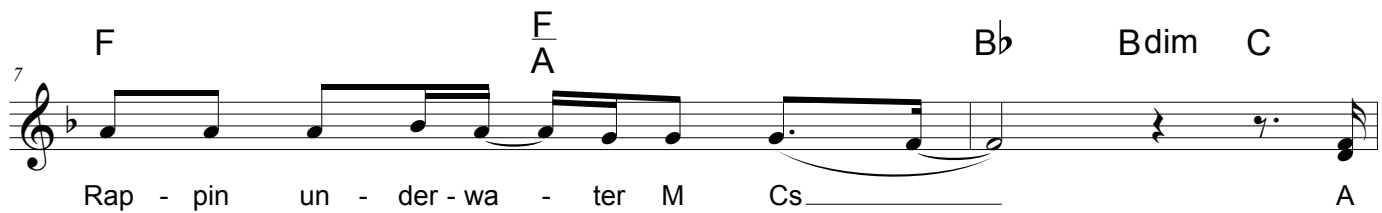
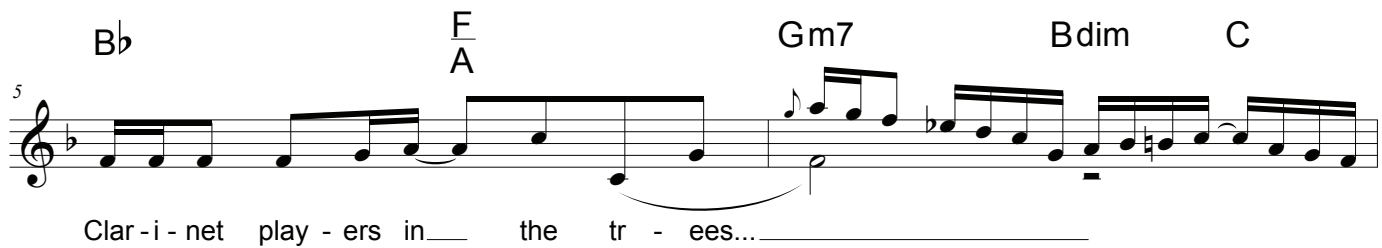
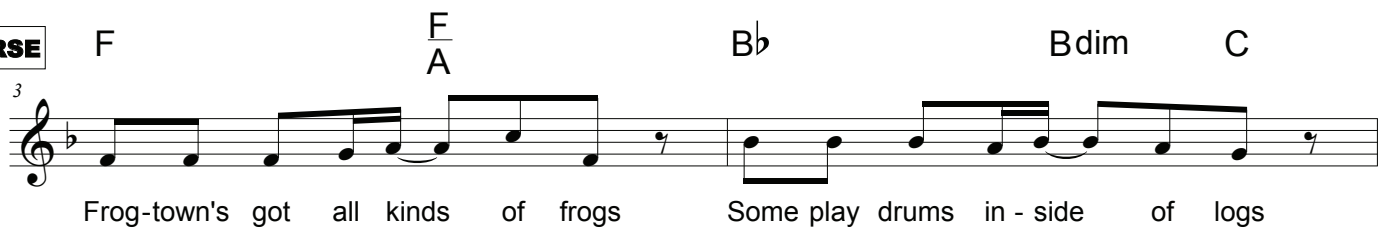
Words and Music by
PHILIP PELLETIER

♩ = 92; sixteenth note shuffle

INTRO



VERSE





11 Dm C B \flat C Dm C B \flat C

Pol-lywogs sing - ing in the reeds Web - foot vi - o - lin - ists bow in the breeze

13 Dm C B \flat C Dm C B \flat C

Jazz am - phi-bi-ans swing in the lil - ies They are ser-i-ous Don't you see _____

CHORUS

16 F $\frac{F}{A}$ Gm B \flat C

Frog - town where the bugs are jui - cy and the wa - ter is blue

18 F $\frac{F}{A}$ Gm B \flat C

Frog - town where the fish are jump-in' and the mu - sic is too Our

20 F $\frac{F}{A}$ B \flat Bdim C

sto - ry here has just been told like a rip - ple on the wa - ter mak - ing cir - cles of gold and

22 F $\frac{F}{A}$ B \flat C

mu - sic beats in - side the soul _____ of e - ven the tin - i - est tad -

BREAK

25 F $\frac{F}{A}$ B \flat Bdim C D.S. al Fine

pole

27



Learn more about FROGTOWN programs at:

www.frogtowncentral.com