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Countdown / What Time Is It?

from Disney's *High School Musical 2*

The final history class of the year. A huge clock counts down the last few minutes of the school day.

Troy, Gabriella, Chad, Taylor, Kelsi, Zeke, Sharpay, Ryan, Martha and the rest of the gang all sit the same bored way: head in one hand, a pencil tapping in the other. The pencils tapping are like the sound of a clock.

As the teacher drones on, the ticking of the clock gets louder; the second hand inching towards the magic hour!

HISTORY TEACHER (V.O.): (a monotonous drone) ...and as you'll learn next September, the Industrial Revolution created a radical distinction between work and home. Factory work greatly affected the life experiences of children and teenagers.

Section ♩=100

D

HISTORY TEACHER: (as a drone in the background)
...with no end in sight: 19 hours a day, and no time for
fun and games. Day in and day out...

3

This will nev - er end.

Will this ev - er ___ end?

It

7

No, we're stuck in here for-ev-er, like, it's
 Could time move an-y slow er?
 just goes on and on and on...

HISTORY TEACHER: ...only much, much worse. Not only were these children subject to long hours, but also, they worked in horrible conditions. Children were paid only a fraction of what an adult would get, and sometimes factory owners would get away with paying them nothing at all.

10

pain - ful! Bor - ing! Tor ture!
 Pain - ful! Bor - ing! Tor ture!
 Pain - ful! Bor - ing! Tor ture!

14

Em

Back wards! Psst! The sec-ond hand is mov-ing back wards! Help!

What? Hey! No! My

17

Em D C G/B F/A F sus4 A^b

Ev - 'ry ho - ur is a year. Will

life is get-ting short-er by the sec-ond. _____

Ev - 'ry min-ute is an ho - ur. _____

Ev - 'ry sec-ond is a min-ute. _____

HISTORY TEACHER: Large, heavy, and dangerous equipment was very common for children to be working with. Not until the Factory Act of 1833 did things improve...

20

G \flat 7 B \flat 7 E

sum - mer ev - er, sum - mer ev - er get here?!

23

F Gm F A \flat F

What's she talk - ing a - bout? Man - I don't ev - en know. I've just got to get out.

26

B \flat Am Dm

I've got plac - es to go. Got - ta get back on top. Got - ta write a new show!_

HISTORY TEACHER: So! During the Industrial Revolution, teenagers worked hard hours for little or no pay, and absolutely no summer vacation.

29 $E\flat$ $D\flat$ $C7sus4$ F G/F

Got-ta live, got-ta grow! Sum mer! Sum mer!

33 $E\flat$ F $A\flat$ $B\flat$ F

Sum mer! Sum mer! Sum-mer!
Three! I have to make it to three.

36 G/F $E\flat$ F $A\flat$ $B\flat$

Sum mer! Sum-mer! Sum-mer!
Just let me make it to three. If I can make it to three, I'll be free.
I've got

39

F $\frac{F}{G}$ $\frac{E\flat}{F}$

Sum mer! Sum mer! Sum mer!

Three! I have to make it to three. Just let me make it to three. If I can make it to three, —

to get a job to pay for school, to have some fun

42

A \flat B \flat F $\frac{F}{G}$

Sum mer! Sum mer! Sum-mer!

— I'll be free. — Three! I have to make it to three. Just let me make it to three.

to- geth - er, — to get a job to pay for school,

One tick... one

45

$\text{E}\flat$
F

Sum mer! Sum mer! Sum mer!

If I can make it to three, _____ I'll be free. _____ Three! I have to make it to three.

to have some fun to- geth - er, _____ to get a job

more. One bell, one door. One

48

$\text{E}\flat$
F

Sum mer! Sum mer! Sum mer!

Just let me make it to three. If I can make it to three, _____ I'll be free. _____

to pay for school, to have some fun to- geth - er, _____

tick... one more. One bell, one