

BREATHE

Music and Lyrics by LIN-MANUEL MIRANDA
Arrangement by ALEX LACAMOIRE
and BILL SHERMAN

Moderate Waltz

Bb F/A Fm/Ab Eb/G

p

Gb F7sus

Bb F/A Fm/Ab Eb/G

PIRAGUA GUY:

Sig - ue an - dan - do el ca - mi - no por to - da su

Gb Ebm/Bb Fsus F

vi - da. Res - pi - ra...

Bb



F/A



Fm/Ab



Eb/G



NINA:



Breathe...

COMMUNITY (women sing 8vb):



Y si pier - des mis hue - llas que Dios — te ben -



Gb



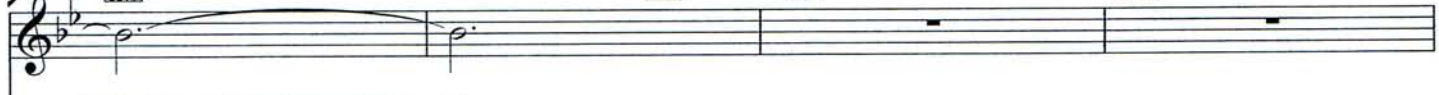
Cm7b5



Db



Ab

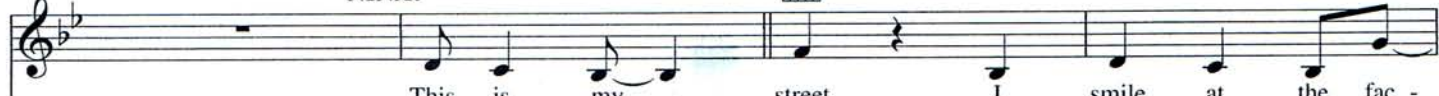


di - ga. — Res - pi - ra...

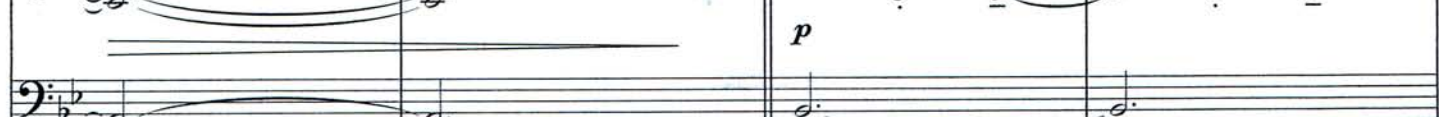
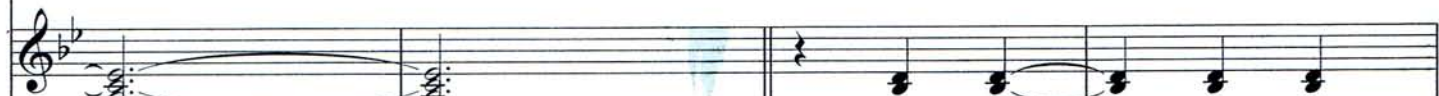


NINA:

Bb



This is my — street. I smile at the fac -

*p*

No pedal

Cm7

Bb/D

- es I've known all my life. They re - gard me with pride. -

sim.

Ab/Eb

Bb/F

— And ev - 'ry - one's sweet, they say, "You're go - ing plac -

Eb/G

Gm

Bb/Eb

- es!" So how can I say that while I was a - way, -

Fsus

F

Gm

— I had so much to hide? — "Hey guys, it's

mp

Fsus **F** **D**

me! The big - gest dis - ap -

The first system of music features a vocal line in G major with lyrics "me! The big - gest dis - ap -". The piano accompaniment consists of chords in the right hand and a bass line in the left hand. Chord diagrams for Fsus, F, and D are provided above the staff.

D7/F# **Gm** **Gm/F** **Eb**

point - ment you know." _____ The kid could - n't

sub. p

The second system continues the vocal line with lyrics "point - ment you know." and "The kid could - n't". The piano accompaniment includes a section marked *sub. p*. Chord diagrams for D7/F#, Gm, Gm/F, and Eb are shown above the staff.

Bb/D **Bbm** **Ab** **Gm**

hack it, she's back and she's walk - in' real _____ slow. _

Add pedal

The third system continues the vocal line with lyrics "hack it, she's back and she's walk - in' real _____ slow. _". The piano accompaniment includes a section marked *Add pedal*. Chord diagrams for Bb/D, Bbm, Ab, and Gm are shown above the staff.

F7sus

Wel - come home. Just

The fourth system concludes the vocal line with lyrics "Wel - come home. Just". The piano accompaniment features a section with a 4-measure rest in the vocal line. A chord diagram for F7sus is shown above the staff.

Bb F/A Fm/Ab Eb/G

breathe.

COMMUNITY:

Sig - ue an - dan - do el ca - mi - no por to - da su

mp

Gb Ebm/Gb Fsus F

Just

vi - da. Res - pi - ra...

Bb F/A Fm/Ab Eb/G

breathe.

Y si pier - des mis hue - llas que Dios te ben -

G \flat

E \flat m/G \flat

Fsus

F

As the ra - di - o
di - ga. Res - pi - ra...

B \flat

Cm7

plays old for - got - ten bo - le - ros, I think of the days -

B \flat /D

A \flat /E \flat

when this cit - y was mine. I re - mem - ber the praise,

Bb/F F/G Gm7

— "Ay, te a - do - ro, te qui - ero," The neigh - bor - hood

COMMUNITY:

Te a - do - ro.

Detailed description: This system contains the first system of music. It features three staves: a guitar staff at the top with chords Bb/F, F/G, and Gm7; a vocal staff in the middle with lyrics "Ay, te a - do - ro, te qui - ero," and "The neigh - bor - hood"; and a piano accompaniment staff at the bottom with a vocal line for "COMMUNITY:" and lyrics "Te a - do - ro." The piano part includes a treble clef staff with chords and a bass clef staff with a melodic line.

Eb(add9) Ebmaj9 Fsus F

waved and said, "Ni - na, be brave and you're gon - na be —

Te quie - ro, Res -

Detailed description: This system contains the second system of music. It features three staves: a guitar staff at the top with chords Eb(add9), Ebmaj9, Fsus, and F; a vocal staff in the middle with lyrics "waved and said, 'Ni - na, be brave and you're gon - na be —"; and a piano accompaniment staff at the bottom with a vocal line and lyrics "Te quie - ro, Res -". The piano part includes a treble clef staff with chords and a bass clef staff with a melodic line.

Gm Fsus F

fine!" And may - be it's me, but it

pi - ra! Res -

Detailed description: This system contains the third system of music. It features three staves: a guitar staff at the top with chords Gm, Fsus, and F; a vocal staff in the middle with lyrics "fine!" "And may - be it's me, but it"; and a piano accompaniment staff at the bottom with a vocal line and lyrics "pi - ra! Res -". The piano part includes a treble clef staff with chords and a bass clef staff with a melodic line.

D D7/F# Gm Gm/F

all seems like life - times a - go. So

pi - ra!

Detailed description: This system contains the first two lines of the musical score. The top line is the vocal melody in G minor, with lyrics 'all seems like life - times a - go. So' and 'pi - ra!'. Above the staff are guitar chord diagrams for D, D7/F#, Gm (3fr), and Gm/F. The second line shows piano accompaniment for the vocal line, with dynamics *p.* and *pp.*. The bottom two lines show the piano accompaniment for the instrumental part, with dynamics *p.* and *pp.*.

Ebsus2 Bb/D Bbm/Db Ab

what do I say to these fac - es that I used to know? -

Ebsus2 Bb/D Bbm/Db Ab

what do I say to these fac - es that I used to know? -

Detailed description: This system contains the second two lines of the musical score. The top line is the vocal melody with lyrics 'what do I say to these fac - es that I used to know? -'. Above the staff are guitar chord diagrams for Ebsus2 (6fr), Bb/D, Bbm/Db, and Ab (4fr). The second line shows piano accompaniment for the vocal line, with dynamics *p.* and *pp.*. The bottom two lines show the piano accompaniment for the instrumental part, with dynamics *p.* and *pp.*.

Gm F(add4)

"Hey, I'm home?"

mp

Gm F(add4)

"Hey, I'm home?"

mp

Detailed description: This system contains the third two lines of the musical score. The top line is the vocal melody with lyrics '"Hey, I'm home?'. Above the staff are guitar chord diagrams for Gm (3fr) and F(add4) (3fr). The second line shows piano accompaniment for the vocal line, with dynamics *mp.*. The bottom two lines show the piano accompaniment for the instrumental part, with dynamics *mp.*.

Gm7 F(add4)/A F/A Bb(add2)

(♩ = ♩)

Hey...

NEIGHBOR: COMMUNITY:

Mi - ra Ni - na, No me preo - cu - po por

Ebsus2 Gm7 F/A

They're not wor-ried a - bout me.

e - lla. — Mi - ra, a - llí es - ta nues - tra es -

Bb D7sus D7/F# Gm

They are all count - ing on me to suc - ceed.

tre - lla! — E - lla si da la



I am the one who made it out! _____ The

ta - lla! _____ Ah! _____ Ah, _____

one who al - ways made the grade, but may - be I should have just

ah. _____ Mi - ra

stayed home. _____ When I was a child _____ I stayed wide a - wake, climbed to the

Ni - na!

E \flat N.C. Dsus D7/F \sharp Gm

high - est place on ev - 'ry fire es - cape, rest - less to climb. — I got ev - 'ry

Res - pi - ra. —

E \flat B \flat (add2)

schol - ar - ship, saved ev - 'ry dol - lar, the first to go to

sim.

D7sus D7/F \sharp Gm

col - lege, how do I tell them why — I'm com - ing back

Res - pi - ra. —

Ebmaj7

Bb(add4)

D7sus

D7/F#

home? _____ With my eyes _____ on _____ the ho - ri - zon. _____ Just

Ah! _____

Freely

Gm

F(add4)

Eb

Bb/D

Gb

Fm

me and the G - Dou-ble - U - B, ask - ing "Gee, Ni - na, what-'ll you be?" _____

mf *rit.* *p* *colla voce*

Bb5

Bb5/C

Bb/D

Straight-en the spine. Smile for the neigh bors. Ev-'ry thing's fine. Ev-'ry thing's

a tempo

E \flat sus2 B \flat /F F/G Gm7

cool. The stan - dard re - ply: — “Lots of tests, lots of pa - pers.” Smile, wave good-bye —

cresc.

E \flat sus2 F7sus E \flat (add9) Fsus F

— and pray to the sky. Oh, God! — And what will my par - ents say? —

f

Gm7 B \flat /D E \flat (add2) Fsus F Gm7 B \flat /D

Can I — go in there — and say, — “I

COMMUNITY:

Ni - na... Ni - na...

Eb Bb/D Bbm/Db Ab/C
 x x 3fr x x x x x x x x x 3fr

know that I'm let - ting you down?"

rit.

Freely, colla voce Tempo I
 Gm7 F/A Bb
 x x x x x x x x x x

CLAUDIA: NINA:

Ni - na... Just breathe.

mf *p*

No pedal

Dm/A Fm/Ab Gm7 Ebm(add9)/Gb
 x x x x x x x x x x x x x x x x

Add pedal

Db6 Ab/C Bb
 x x x x x x x x 3fr x x x

rall.