

THE FAMILY MADRIGAL

from ENCANTO

Words and Music by
LIN-MANUEL MIRANDA

With a Latin groove

The musical score is presented in three systems, each with a vocal line and a piano accompaniment. The key signature is D major (two sharps) and the time signature is 4/4. The piano part features a consistent Latin groove throughout.

System 1: The piano accompaniment begins with a *mp* dynamic. The guitar chords are A, D, G, D, A, and D.

System 2: The vocal line starts with the instruction "MIRABEL:". The piano accompaniment continues. The guitar chords are G, A, A/C#, D, G, and D. The lyrics "Drawers!" and "Floors!" are placed under the vocal line.

System 3: The vocal line includes the lyrics "Doors!" and "Let's go!". The piano accompaniment continues. The guitar chords are A/C#, D, G, A, G, and A. The first ending (1.) leads back to the beginning of the piano accompaniment, and the second ending (2.) concludes the piece.



A D G D A D

MIRABEL:

This is our home, - we've got ev - 'ry gen - er - a - tion. So full of mu - sic, a rhy -
My tí - a Pe - pa, her mood af - fects the weath - er. When she's un - hap - py, well,

G A A D G D

- thm of - its own - de - sign. This is my fam - 'ly, a per - fect con - stel - la - tion.
- the tem - p'ra - ture - gets weird. My tí - o Bru - no, we don't talk - a - bout Bru - no. They

A D G A Bm A

So man - y stars, - and - ev - 'ry - bod - y gets - to shine. Whoa, but let's be clear, - A - bue
say he saw the fu - ture, one day - he dis - appeared. Oh, and that's my mom - Jul - i - e -

D G Bm A D G

- la runs - this - show. - Whoa, she led us here - so man - y years - a - go. -
- ta, here's - her - deal: - Whoa, the truth is, she - can heal - you with - a - meal. -

Bm A D G F

Whoa, and ev-'ry year_ our fam - 'ly bless - ings __ grow! There's just a lot ____ you've sim - ply
Whoa, her rec - i - pes __ are rem - e - dies __ for ____ real. If you're im - pressed, _ i - ma - gine

G Am G D

got to know, so! Wel - come _ to the Fam - 'ly Mad - ri - gal. _
how I feel. Mom! Wel - come _ to the Fam - 'ly Mad - ri - gal. _

Am G D Am G

The home _ of the Fam - 'ly Mad - ri - gal. _ (We're on our way!) Where all ____ the peo - ple are _ fan - tas -
The home _ of the Fam - 'ly Mad - ri - gal! _ (Hey, com - ing through!) I know _ it sounds _ a bit _ fan - tas -

To Coda ⊕

D Am G D

N.C. KIDS:

- ti - cal _ and mag - i - cal, ____ I'm part _ of the Fam - 'ly Mad - ri - gal! _ What are the gifts?!
- ti - cal _ and mag - i - cal, _ but I'm part _ of the Fam - 'ly Mad Percussion continues

MIRABEL:

KIDS:

I can't remember all the gifts. *Alright, alright, relax.* *It is physically impossible to relax! Tell us everything!*

PUMPED WEECHO:

MIRABEL:






D.S. al Coda

What are your powers? *Just tell us what everyone can do!* *And that's why* *coffee's for grownups!*

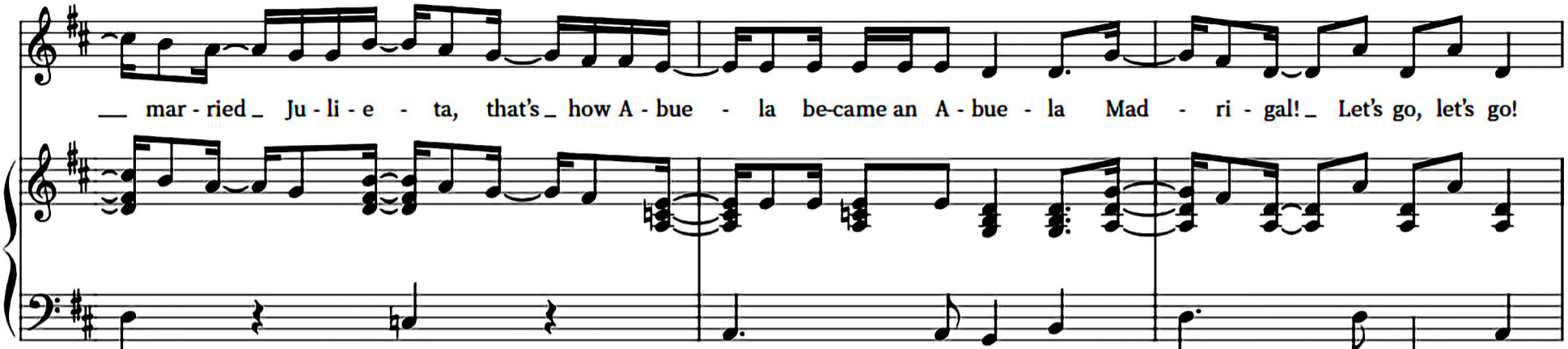
end percussion





- ri - gal! _ *Two guys _ fell in love with Fam - 'ly Mad - ri - gal!* *And*

now they're part _ of the Fam - 'ly Mad - ri - gal. _ *So yeah, _ tí - o Fe - lix mar - ried Pe - pa, and _ my dad.*


D  D⁷/C  Am  G  D 





— mar - ried — Ju - li - e - ta, that's — how A - bue - la be - came an A - bue - la Mad - ri - gal! — Let's go, let's go!




G  ABUELA:  G⁷/F  C/E 







We swear to al - ways — help those a - round — us. — And earn the mir - a - cle — that some - how found us.



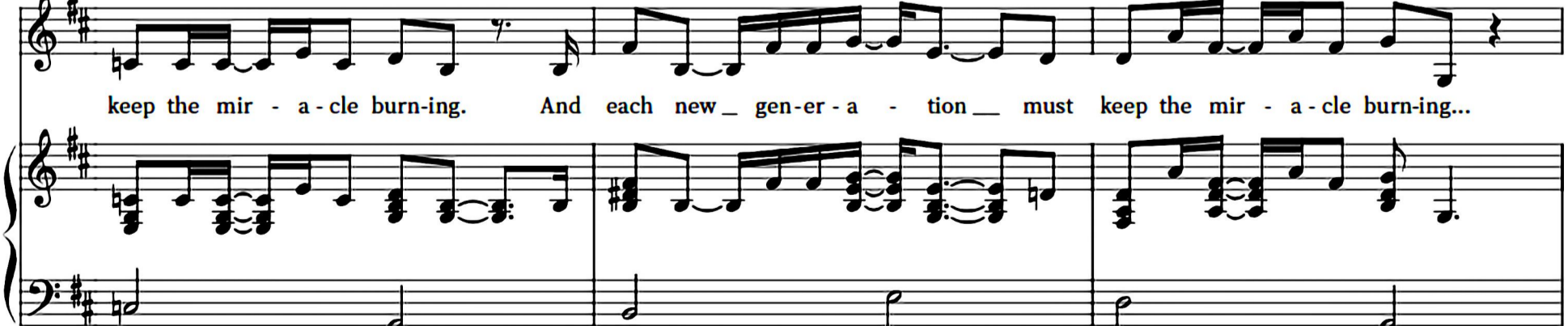
Cm/E_b  3tr G  B  Em 


The town — keeps — grow - ing, the world — keeps — turn - ing. But work and — ded - i - ca - tion — will



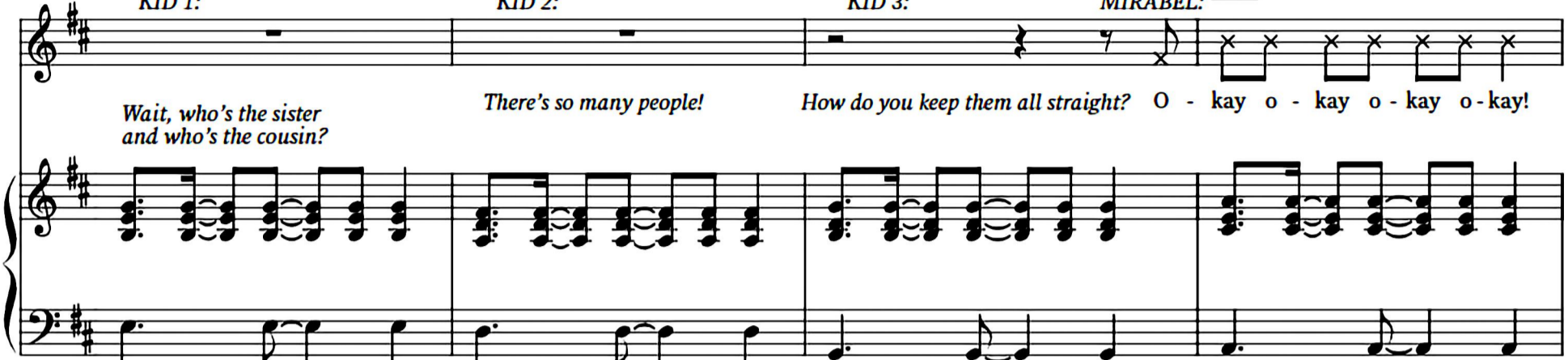
C  G  B  Em  D  G 




keep the mir - a - cle burn - ing. And each new — gen - er - a - tion — must keep the mir - a - cle burn - ing...



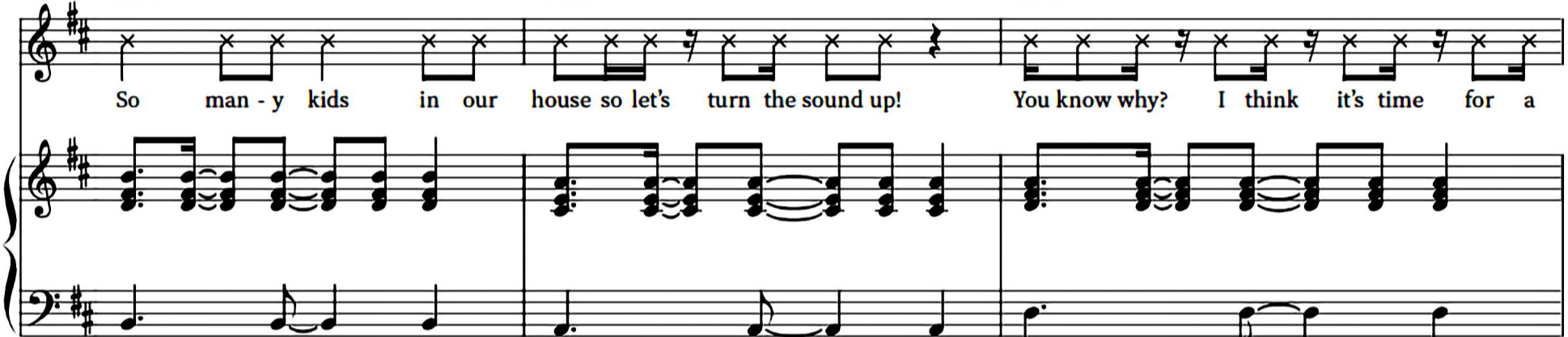
Em  KID 1: D  KID 2: G  KID 3: A  MIRABEL:






Wait, who's the sister and who's the cousin? There's so many people! How do you keep them all straight? O - kay o - kay o - kay o - kay!



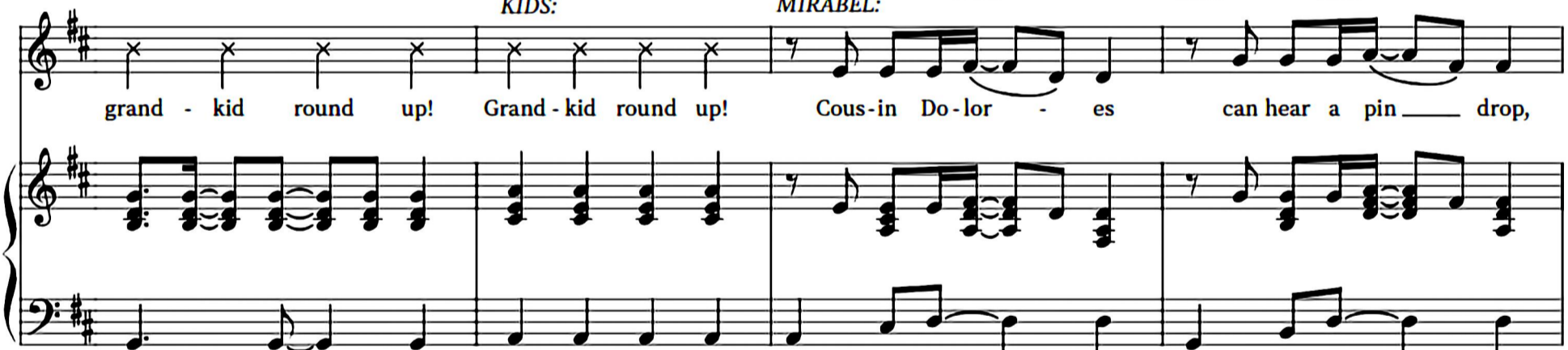
Bm  A  D 







So man - y kids in our house so let's turn the sound up! You know why? I think it's time for a



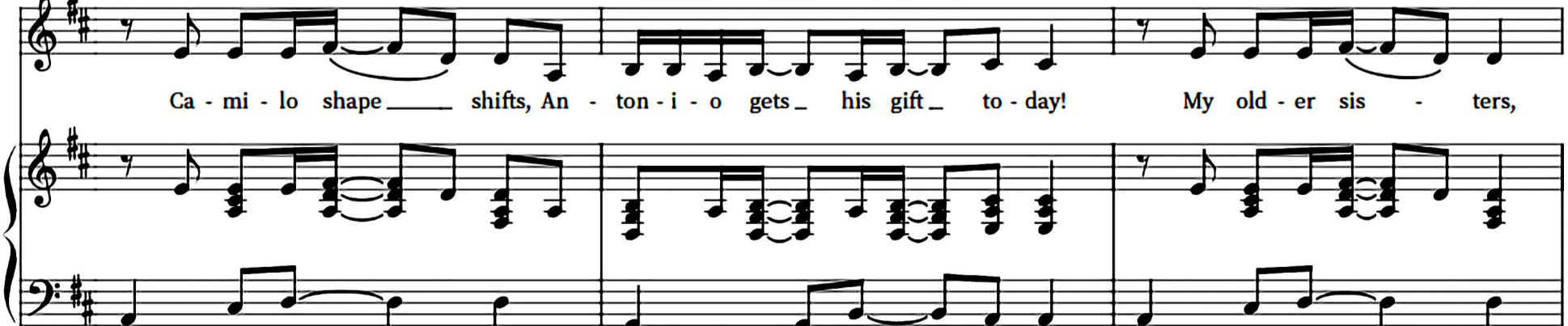
G  A  KIDS: D  MIRABEL: G  D 

grand - kid round up! Grand - kid round up! Cous-in Do-lor - es can hear a pin — drop,



A  D  G  A  A  D 

Ca - mi - lo shape — shifts, An - ton - i - o gets — his gift — to - day! My old - er sis - ters,





Is - a - bel - a and Lui - sa, one strong, one grace - ful. Per - fect - in eve - ry way!
(Is - a -

The first system of music features a vocal line in treble clef and piano accompaniment in grand staff. The key signature has two sharps (F# and C#). The piano accompaniment consists of chords in the right hand and a simple bass line in the left hand.



-bel - la.) Grows a flower - er, the town goes wild. She's the per -
(Is - a - bel - la.)

The second system continues the vocal line and piano accompaniment. The piano accompaniment features more complex chordal textures in the right hand.



- fect gold - en child. And Lui - sa's su - per strong. The
(Lui - sa! Lui - sa! Lui - sa! Lui - sa!)

The third system continues the vocal line and piano accompaniment. The piano accompaniment features more complex chordal textures in the right hand.



beau - ty and the brawn do no wrong! That's life in the Fam - 'ly Mad

The fourth system continues the vocal line and piano accompaniment. The piano accompaniment features more complex chordal textures in the right hand.

D Am G D

- ri - gal. _ Now you _ know the Fam - 'ly Mad - ri - gal! _

Am G D Am G

Where all _ the peo - ple are _ fan - tas - ti - cal _ and mag - i - cal. _ That's who we are in the Fam - 'ly

D Am G

N.C. *INNOCENT CECILIA:*

Mad - ri - gal! ¡Adios! Ooo! But what's your gift? Ha! Well, I _ got - ta go, the life _ of a

D Am G D

Mad - ri - gal, But now _ you all know the Fam - i - ly Mad - ri - gal!

Am G D Am G

I nev - er meant_ this to_ get au - to - bi - o - graph - i - cal. So just_ to re-view, the Fam - i - ly

D Am G D

Mad - ri - gal, Let's go! It starts with A - bue - la, and then tí - a Pe - pa, she han-dles the weath-er.

Am G D Am G

My mom Ju - li - e - ta, can make you feel bet - ter with just one a - re - pa. My dad Ag - us - tín, well, he's

D Am G D

ac - ci - dent prone but he means well. Hey, you said you wan-na know what ev - 'ry-one does, I got sis - ters and cous - ins and...

Am G D Am G

My prim-o Ca-mi-lo won't stop un-til he makes you smile to-day! My cous-in Do-lo-res can

D Am G D

hear this whole cho-rus a mile a-way! Look! It's Mis-ter Mar-i-a-no, hey! You can mar-ry my sis-ter if you wan-na. Be-

Am G D

-tween you and me, she's kind of a pri-ma don-na. Yo, I've said too much and, thank_ you, but I real-ly got-ta

Am G D Am G N.C. ABUELA:

go! My fam-ly's a-ma-zing! And I'm in my fam-ly, so... well... Mir-a-bell!