

SM 6737

WHAT COULD BE SWEETER THAN YOU? SONG

Lyric by
LEW BROWN

Ukulele in D
Tune Uke thus A D F# B

Music by
CLIFF FRIEND

When played with Piano, (Tenor Banjo, Mandola,
Guitar etc. play chords marked over diagrams.)

Moderato

VOICE

PIANO

The first system of music features a voice line with a whole rest and a piano accompaniment. The piano part consists of two staves (treble and bass clef) with chords and melodic lines. Dynamics include *fz* (forzando) and accents.

The second system includes the vocal line with the lyrics "I thought the I'm glad I". The piano accompaniment continues with chords and melodic lines. Dynamics include *mf* (mezzo-forte) and *p* (piano). A chord diagram for (G7) is shown above the piano staff.

The third system includes the vocal line with the lyrics "flow - ers that bloom in the bow - ers Were sweet Dear un - til I met found you 'cause when I'm a - round you My heart seems to beat all the". The piano accompaniment continues with chords and melodic lines. Dynamics include *mf* and *p*. Chord diagrams for (F#7), (F7), (E7), (A7), and (D7) are shown above the piano staff.

(G) (G7) (F#7) (F7)

you more _____ Birds in the trees with their sweet mel-o-o-
 Just to be near you to see and to

(E7) (A7) (Cm) (D7)

dies used to thrill me un-til I met you _____ But
 hear you is all that I keep long-ing for _____ Yes

(Am) (E7) (Am) (F) (Am) (F) (Am)

hon-est Dear-ie since you came my way _____ I
 Dear-est One you've made my life com-plete _____ So

(A7) (D7) (D7-5)

ask my-self a thou-sand times a day _____
 is there an-y won-der I re-peat _____

CHORUS (G)

(A7)

What could be sweet - er than you? not sug - ar!

The first system of the chorus features a vocal line in G major with lyrics "What could be sweet - er than you? not sug - ar!". The piano accompaniment includes a *p-f* dynamic marking and chord voicings for G and A7.

(D7)

(G)

(Em)

(F#7)

(Dm)

What could be nic - er than you? can't name it!

The second system continues the chorus with lyrics "What could be nic - er than you? can't name it!". The piano accompaniment features chord voicings for D7, G, Em, F#7, and Dm.

(E7)

What could com - pare with your eyes? not the beau - ti - ful

The third system of the chorus has lyrics "What could com - pare with your eyes? not the beau - ti - ful". The piano accompaniment includes chord voicings for E7.

(A7)

(G)

(A7)

(D7)

skies nor the won - der - ful moon light

The fourth system concludes the chorus with lyrics "skies nor the won - der - ful moon light". The piano accompaniment features chord voicings for A7, G, A7, and D7.

(G) (A7)

What could com - pare with your kiss? 'tain't hon - ey!

The first system of music features a vocal line in treble clef and piano accompaniment in grand staff. The key signature has one sharp (F#). The vocal line starts with a G chord and moves to an A7 chord. The lyrics are: "What could com - pare with your kiss? 'tain't hon - ey!". The piano accompaniment includes chords and melodic lines in both hands.

(D7) (E7)

Who else could thrill me like this? no - bod - y!

The second system continues the piece. The vocal line starts with a D7 chord and moves to an E7 chord. The lyrics are: "Who else could thrill me like this? no - bod - y!". The piano accompaniment features a melodic line in the right hand and a bass line in the left hand.

(Am7) (Cm) (G) (E7) (D7) (Am)

What could be sweet - er? NOTH - ING! Noth - ing could be

The third system has a vocal line starting with an Am7 chord, moving through Cm, G, E7, D7, and Am. The lyrics are: "What could be sweet - er? NOTH - ING! Noth - ing could be". The piano accompaniment includes a dynamic marking of *fz* (forzando).

(D7) 1. (G) (C#-7) (D7) 2. (G) (C#) (G)

sweet - er than you you _____

The fourth system features a vocal line with two endings. The first ending starts with a D7 chord and moves to G, C#-7, and D7. The second ending starts with a G chord and moves to C# and G. The lyrics are: "sweet - er than you you _____". The piano accompaniment includes dynamic markings of *fz* and *mf*.