

The Plan (If it Wasn't Hard)

Vocal Solo / Optional Duet

Kate Haderlie

♩ = 120 F $\text{B}\flat$ Am $\text{B}\flat\text{m}/\text{D}\flat$ F

Solo

Piano

1. Teach - er, this ass-

6 $\text{B}\flat$ F $\text{B}\flat$ F $\text{B}\flat$ Dm

Solo

Pno.

ign-ment is tak-ing far too long Ev-'ry ques-tion is con-fus - ing and the ans - wers all seem

12 C $\text{B}\flat$ Dm Gm C

Solo

Pno.

wrong. Can't I just glance at the key?

16 Dm $\text{B}\flat$ Gm C

Solo

Pno.

Why are you so hard on me?

20 *Chorus: Optional 2nd voice as the "Teacher"*

Solo (F) B \flat C F

"If it was-n't hard, there'd be no cou - rage in the fight. If it was-n't

Pno.

Solo B \flat C F F 7 sus 4 B \flat

hard, there'd be no need to get it right. If there's no pain, no less-on learned,

Pno.

Solo Dm F/C G/B B \flat F

there's no-thing gained there's no - thing earned _ And no rea - son to be - come all you can. _

Pno.

Solo G G 7 B \flat C 7 F B \flat

If it was-n't hard, it would-n't be part of the Plan."

Pno.

(Student)

41 F/A Dm F B♭ F B♭

Solo
2.Maest-ro this con-cer-to is far be-yond my skill, I

Pno.

47 F B♭ Dm C B♭

Solo
can't get all the notes right and I fear I ne-ver will. Why don't we just

Pno.

52 Dm Gm Dm B♭ Dm C D.S. al Coda

Solo
slow it down? May-be sim-ply or take some-thing out?

Pno.

(Student)

To o-ver-come...

8 B♭ C⁷ F FM⁷/A (Teacher) B♭

Solo
hard, it would-n't be part of the Plan." To o-ver-come, —

Pno.

63 *C*^{sus2} Dm to push be-yond G Dm

Solo
to push be - yond, — to find the strength with - in when all

Pno.

67 FM⁷ B \flat C B \flat To get back up C

Solo
your strength is gone. — To get back up — each time you

Pno.

72 Dm E \flat Cm⁷ Gm⁷ C C^{sus2} Gm⁷

Solo
fall: — That pow-er is the great-est gift of all

Pno. *mp*

79 F C *(Student)* D *a little slower* Em D G D

Solo
Je - sus, this ex - is - tence could tear a soul a - part How can I face to - mor -

Pno.

86 Em Bm A G Bm Em

Solo
- row with this ach-ing of my heart? Why the pain and end - less loss? Is there

Pno.

93 G D *opt.* A (Teacher) G A

Solo
hope from up on a cross? — If it was-n't hard, there'd be no cou - rage in the fight

Pno. *slower*

99 D accel. ----- G ----- A ----- *a tempo* $\text{♩} = 126$

Solo
If it was-n't hard, there'd be no need for heav-en's light _

Pno. *picking up* *a tempo*

Melody (Teacher)

105 G D A D C

Solo "If it was - n't hard there'd be no pow -

Duet

Pno. G D Am driving

108 D G

Solo - er in my grace. If it was - n't

Duet (Student) There'd be no pow - er in your grace

Pno. G

111 C D G F#sus2 GM7 C

Solo hard, how could it change the hu - man race? But if in all the pain, the less-ons learned,

Duet How could it change the hu - man race? But if in all the pain, the less-ons learned,

Pno. G

116

Solo

Em G A C

your heart's been changed, your heart's _ been turned and you're reach - ing for the

Duet

Em G A

my heart's been changed, my heart's _ been turned Reach - ing

Pno.

120

Solo

G A A⁷/E C G A

strength of my hand On - ly then can you tru - ly un - der-stand

Duet

for the strength of your hand I'll tru - ly un - der-stand

Pno.

126

Solo

A⁷ C Em D C

I'm the way that you'll be - come all you can! If it was-n't hard,

Duet

You're the way that I'll be - come all I can! If it was-n't hard,

Pno.

133

Solo

D D⁷ G

it would-n't be part of _____ the Plan."

Duet

part of _____ the Plan."

Pno.

137

Solo

Am⁷ Cm G D⁷ G

Oo the Plan.

Duet

Oo Oo rit. the Plan.

Pno.

This song was originally written for one person ("Solo" line). The notes for this original solo are full-size.
 It was later expanded into an optional duet: "Student" and "Teacher." Teacher line can come down an octave for a baritone vocalist.