

# WHERE IS THE LOVE

Words and Music by WILL ADAMS,  
ALLAN PINEDA, JAIME GOMEZ, JUSTIN TIMBERLAKE,  
MICHAEL FRATANTUNO, GEORGE PAJON JR.,  
PRINTZ BOARD and J. CURTIS

Moderately fast



The musical score is written for piano and voice. It begins with a tempo marking of 'Moderately fast'. The key signature has one flat (B-flat major), and the time signature is 4/4. The score includes guitar chord diagrams for F, C, Dm7, and Bb. The piano accompaniment features a steady bass line and a treble line with triplets. The vocal line enters in the third measure with the lyrics 'What's wrong with the world, ma - ma?'. The score concludes with a 'sim.' (simulacrum) marking.

Chord diagrams: F, C, Dm<sup>7</sup>, B<sup>b</sup>.


Lyrics: What's wrong with the world, ma - ma? Peo - ple liv - in' like they



Dynamics: *mp*, *mf*, *sim.*

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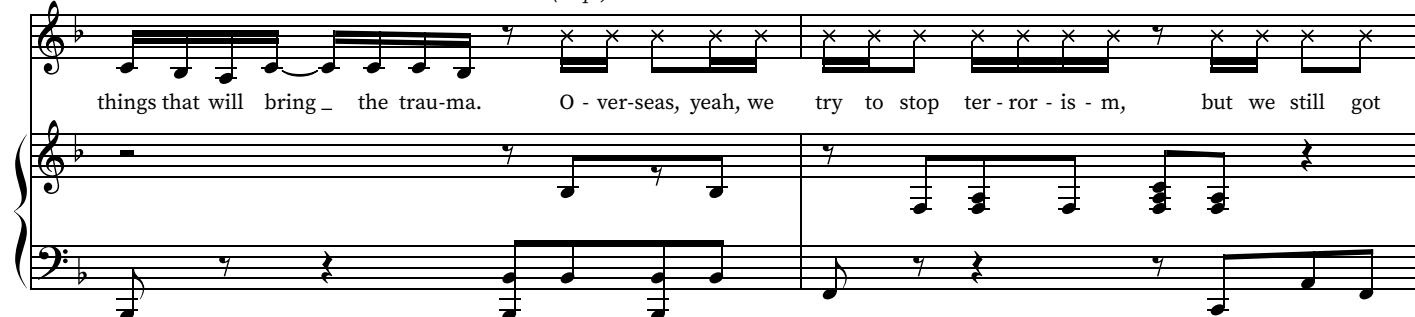
C/E  Dm 



ain't got no ma-ma. I think the whole world's ad-dict-ed to the dra-ma, on-ly at-tract-ed to




B♭  (Rap:) F 


things that will bring \_ the trau-ma. O-ver-seas, yeah, we try to stop ter-ror-is-m, but we still got



C/E  Dm 



ter-ror-ists here liv-in' in the U-S-A, \_ the big C-I-A, \_ the Bloods and the



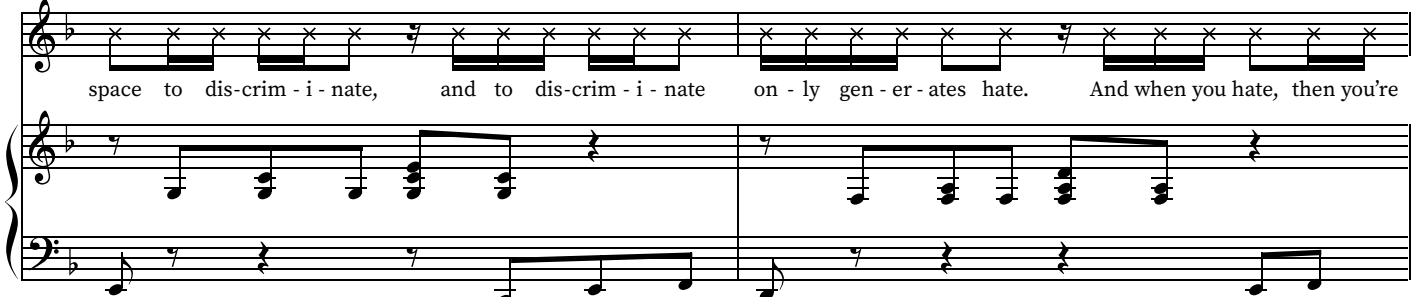
B♭  F 



Crips and the K-K-K. \_ But if you on-ly have love for your own race, \_ then you on-ly leave



C/E  Dm 



space to dis-crim - i - nate, and to dis-crim - i - nate on - ly gen - er - ates hate. And when you hate, then you're



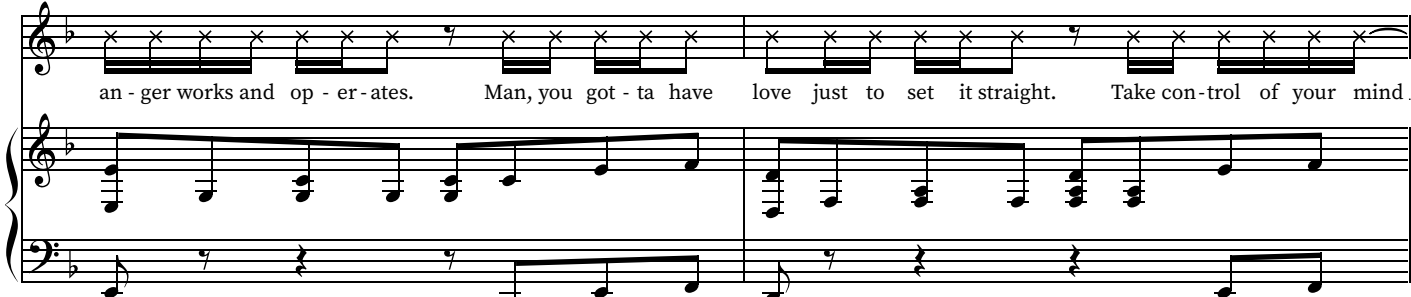
B♭  F 



bound to get i - rate, yeah. The bad - ness is what you dem-on-strate. And that's ex - act - ly how




C/E  Dm 

an - ger works and op - er - ates. Man, you got - ta have love just to set it straight. Take con-trol of your mind.



B♭  F  (Sung:)

— and med - i - tate. Let your soul grav - i - tate to the love, y'all. Peo - ple kill - in', peo - ple dy -





- in'. Chil-dren hurt \_ and you hear them cry - in'. Can you prac - tice what \_ you preach? .




\_ And would you turn \_ the oth - er cheek? \_ Fa - ther, Fa - ther, Fa - ther, help .



\_ us; send some guid - ance from \_ a - bove, \_ 'cause peo - ple got \_ me, got \_ me ques



- tion - ing: \_ Where is the love, \_ Love, the \_  
(Where is the love? \_

To Coda 

love, the \_\_\_\_ love? \_\_\_\_ Where is the love, \_\_\_\_

Where is the love?) \_



the love, \_\_\_\_ the love? \_\_\_\_

(Rap:) It ain't just the same, al - ways un-changed.



New days are strange. Is the world in - sane? If love and peace are so strong, why are the piec - es of



love that don't be-long? Na-tions drop-ping bombs, chem - i - cal gas - es fill - ing lungs of lit - tle ones, with



on - go - in' suf - fer - in' as the youth die young. So ask your - self, \_ Is the lov - in' real - ly gone? So I could  
(Ask your - self, \_



ask my - self, \_ real - ly, What is go - in' wrong? In this world that we liv - in' in, peo - ple keep on giv - in' in,  
ask my - self, \_ liv - in' in, giv - in' in,



mak - in' wrong de - ci - sions, on - ly vi - sions of the div - i - dends, not re - spect - ing each oth - er; de - ny thy broth - er. A  
div - i - dends, thy broth - er,



war's go - in' on, but the rea-son's un - der-cov - er. The truth is kept se - cret; it's swept un - der the rug. If you un - der-cov - er.)

nev - er know truth, then you nev - er know love. Where's the love, y'all? Come on. (I don't know.) Where's the



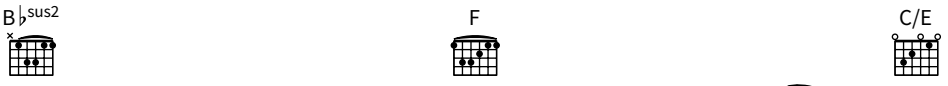
D.S. al Coda

truth, y'all? Come on. (I don't know.) Where's the



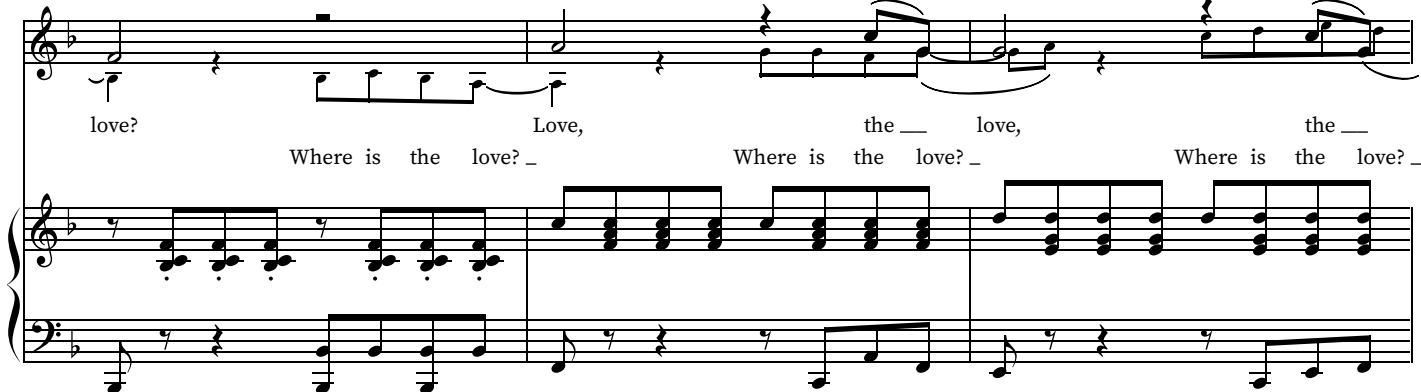
love, — the —  
(Where is the love? —

B $\flat$ sus2 F C/E

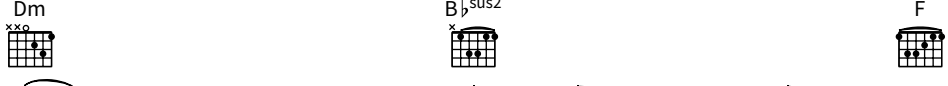


love? Love, the love, the

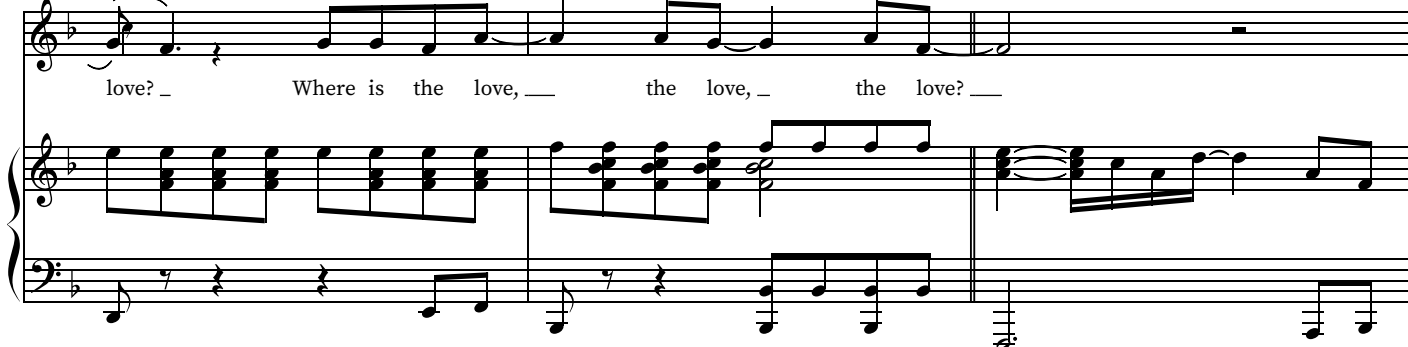
Where is the love? \_ Where is the love? \_ Where is the love? \_



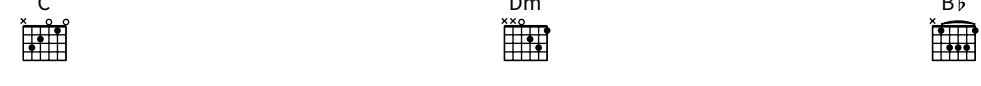
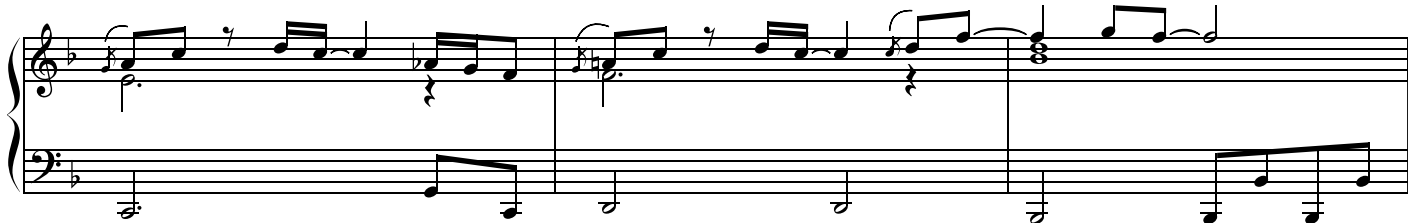
Dm B $\flat$ sus2 F



love? \_ Where is the love, \_ the love, \_ the love? \_



C Dm B $\flat$

F<sup>5</sup> C<sup>sus4</sup>/G




I feel the weight of the world on my shoul - der. As I'm get - tin' old - er, y'all, peo - ple gets cold - er.


(Shoul - der, cold - er,







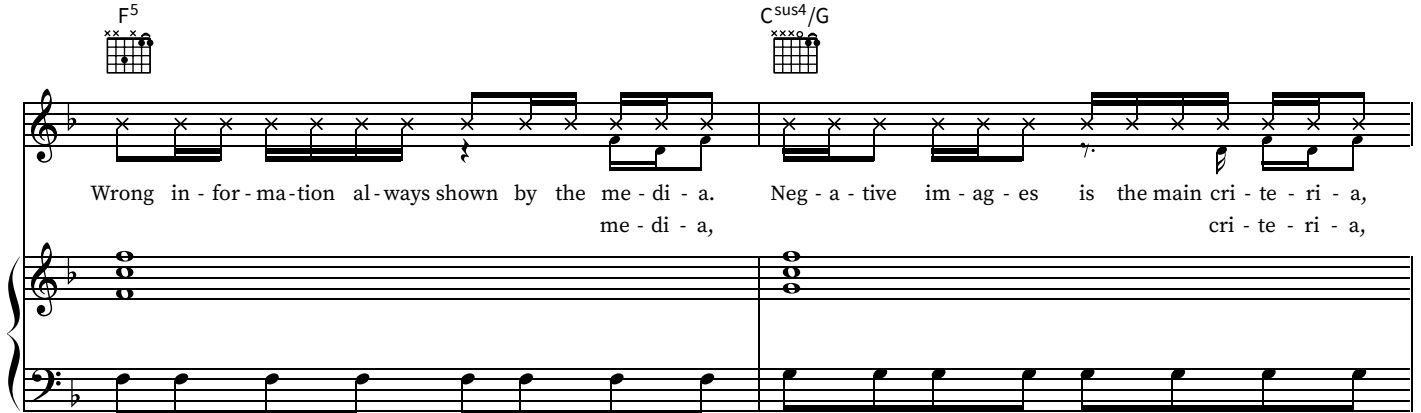
F/A  B $\flat$ sus2 



Most of us on - ly care a - bout mon - ey mak - in'. Self - ish - ness got us fol - low - in' the wrong di - rec - tion.  
mon - ey mak - in', wrong di - rec - tion.



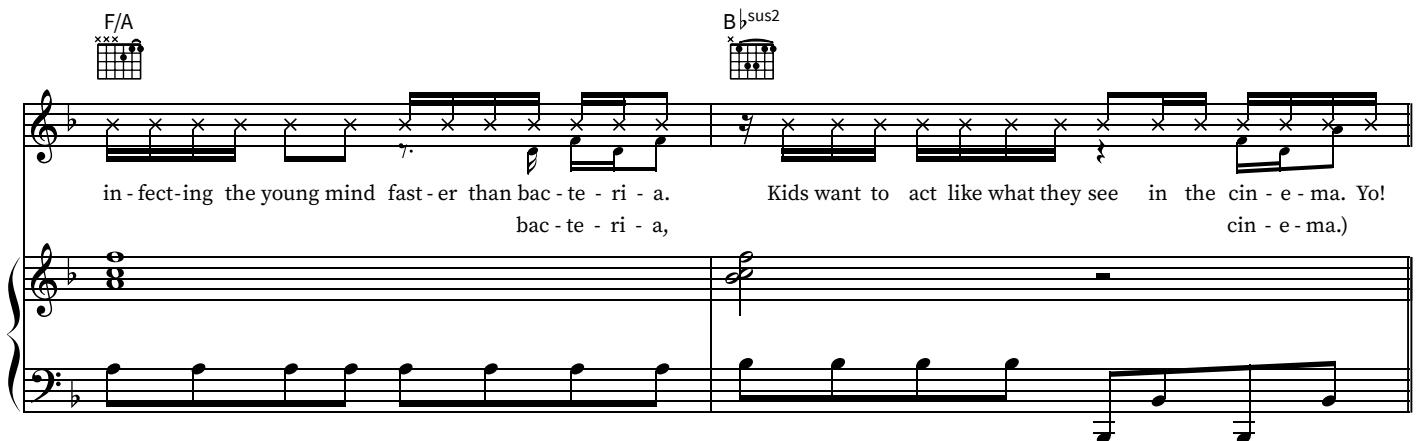
F<sup>5</sup>  C<sup>sus4</sup>/G 

Wrong in - for - ma - tion al - ways shown by the me - di - a. Neg - a - tive im - ag - es is the main cri - te - ri - a,  
me - di - a, cri - te - ri - a,




F/A  B $\flat$ sus2 

in - fect - ing the young mind fast - er than bac - te - ri - a. Kids want to act like what they see in the cin - e - ma. Yo!  
bac - te - ri - a, cin - e - ma.)




F C



What-ev - er hap-pen-ed to the val-ues of hu-man-i - ty? What-ev - er hap-pen-ed to the fair-ness of e-qual-i -


*sim.*

Dm Bb




-ty? In-stead of spread-ing love, we're spread-ing an - i - mos - i - ty. Lack of un-der-stand-ing, lead-ing lives a - way from

F C



u - ni - ty. That's the rea-son why some-times \_ I'm feel-in' un-der. That's the rea-son why some-times \_ I'm feel-in'

Dm Bb



down. There's no won-der why some-times \_ I'm feel-in' un-der. Got - ta keep my faith a - live \_ till love is





found, and ask your-self... (Where is the love? \_\_\_\_\_ Where is the love? \_\_\_\_\_ Where is the love? \_\_\_\_\_





\_\_\_\_\_ Where is the love? \_\_\_\_\_ Fa-ther, Fa - ther, Fa - ther help \_\_\_\_\_ us; send some guid - ance from \_\_\_\_\_ a - bove,






\_\_\_\_\_ 'cause peo - ple got \_\_\_\_\_ me, got \_\_\_\_\_ me ques - tion - ing: \_\_\_\_\_ Where is the love? \_\_\_\_\_







\_\_\_\_\_ (Rap:) Sing with me, y'all... (One world, one world, We on - ly

*sim.*





got... one world, one world, that's all we got... one world, one world.) Some-thing's



wrong with it, some-thing's wrong with it, some-thing's wrong with the big world, world, \_ yeah. We on - ly  
(Yeah, \_ yeah.) \_






got... (One world, one world, that's all we got... one world, one world.)

8va ----- |

