

# Don't Stop Believing

Glee version of Journey's song

transcribed by Engjengner23

*Piano*

♩ = 120

1 G D Em C

5 G D Em/B C

9 G D Em C

13 G D Em C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

17 G D Em C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

G D Bm7 C

Detailed description: This system contains measures 17 through 20. The treble clef part features a melody of eighth and quarter notes. The bass clef part provides a harmonic accompaniment with chords and moving lines. Pedal markings are placed below the bass line, with asterisks indicating the start of a new pedal point.

21

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

G D Em C

Detailed description: This system contains measures 21 through 24. The musical notation continues with similar rhythmic patterns in both hands. Pedal markings are present at the beginning of each measure.

25

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

G D Em/B C

Detailed description: This system contains measures 25 through 28. The bass line in measures 25-28 features a more complex, flowing line with some ties. Pedal markings continue to be used throughout.

29

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

G D Em C

Detailed description: This system contains measures 29 through 32. The musical notation returns to a more standard accompaniment style. Pedal markings are consistent with the previous systems.

33

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

Detailed description: This system contains measures 33 through 36. The piece concludes with a final chord in the bass line. Pedal markings are used to sustain the final notes.

37 G D Bm7 C

*Ped.* \* *Ped.* \* *Ped.* \*

41 D/C C D/C G/C G

*Ped.* \* *Ped.* \*

45 D/C C D/C G/C G D/G G

*Ped.* \* *Ped.* \*

49 D/C C D/C G/C D/G G

*Ped.* \* *Ped.* \*

53 D/C C D/C G/C D G D G C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

57

G D Em C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

61

G D Em C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

65

G D Bm C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

69

G D Bm7 C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

73

*Ped.* \* *Ped.* -4 \* *Ped.* \* *Ped.* \* D.S. al Coda \*

77 G D Em C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

G D Em/B C

81

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

85 C/G G C/D G/D

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

C/G Em

89 C/G G C/D D G/B C

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*

1. G/B C

93 G/B C C/G G

*Ped.* \* *Ped.* \* *Ped.* \* *Ped.* \*