

Dancing On The Ceiling

Words & Music by Lionel Richie, Carlos Rios & Michael Frenchik

N.C.

The first system of music consists of two staves. The upper staff is in treble clef and contains a melodic line with eighth and sixteenth notes, including some grace notes. The lower staff is in bass clef and contains a bass line with eighth and sixteenth notes, primarily consisting of chords.

The second system of music consists of two staves. The upper staff continues the melodic line from the first system. The lower staff continues the bass line, with some notes moving into the bass clef range.

F/C C

Fingerings for the F/C and C chords. F/C is shown with the 1st, 2nd, 3rd, and 4th fingers on the first four strings. C is shown with the 1st, 2nd, and 3rd fingers on the first three strings.

G/B F

Fingerings for the G/B and F chords. G/B is shown with the 1st, 2nd, 3rd, and 4th fingers on the first four strings. F is shown with the 1st, 2nd, and 3rd fingers on the first three strings.

The third system of music consists of two staves. The upper staff features a series of chords, some with long notes held over. The lower staff continues the bass line with eighth and sixteenth notes.

F/C C

Fingerings for the F/C and C chords. F/C is shown with the 1st, 2nd, 3rd, and 4th fingers on the first four strings. C is shown with the 1st, 2nd, and 3rd fingers on the first three strings.

G/B F

Fingerings for the G/B and F chords. G/B is shown with the 1st, 2nd, 3rd, and 4th fingers on the first four strings. F is shown with the 1st, 2nd, and 3rd fingers on the first three strings.

The fourth system of music consists of two staves. The upper staff continues the chordal progression. The lower staff continues the bass line with eighth and sixteenth notes.

C⁵ B^{b5} F⁵

1. What is hap - pen - ing here? good.
 (2.) that's

C⁵ B^{b5} F⁵

Some - thing's go - ing on by that's not quite clear. With
 Some of my friends came from the neigh - bour - hood.

C⁵ B^{b5} F⁵

Some - bo - dy turn on the lights; we're gon -
 peo - ple start - in' to climb the walls, ooh it



- na have a par - ty, it's start - ing to - night.
 looks like ev - 'ry - bo - dy is hav - ing a ball.



Oh, what a feel - ing when we're danc-



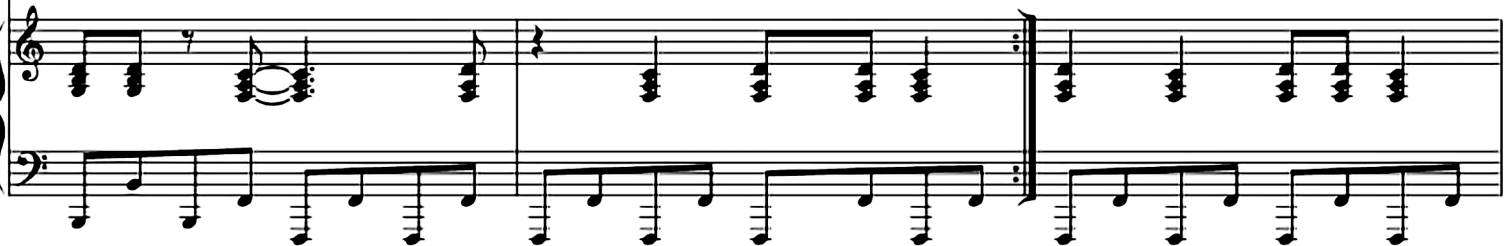
- ing on the ceil - ing! Oh what a feel - ing

1. | 2.

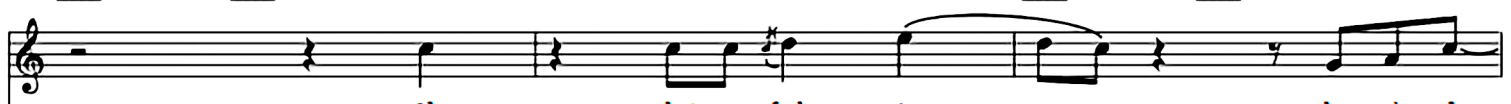
G/B  F 



when we're danc - ing on the ceil - ing. — 2. The room is hot, - ing on the ceil - ing! —



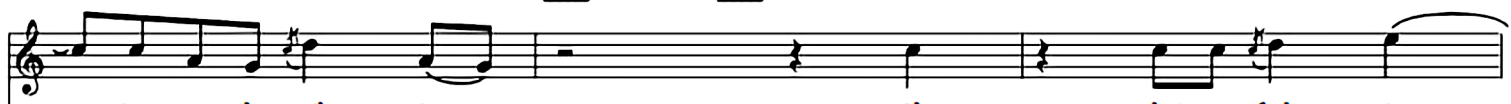
F/C  C 



Oh what a feel - ing _____ when we're danc -



F/C  C 



- ing on the ceil - ing! — Oh what a feel - ing _____

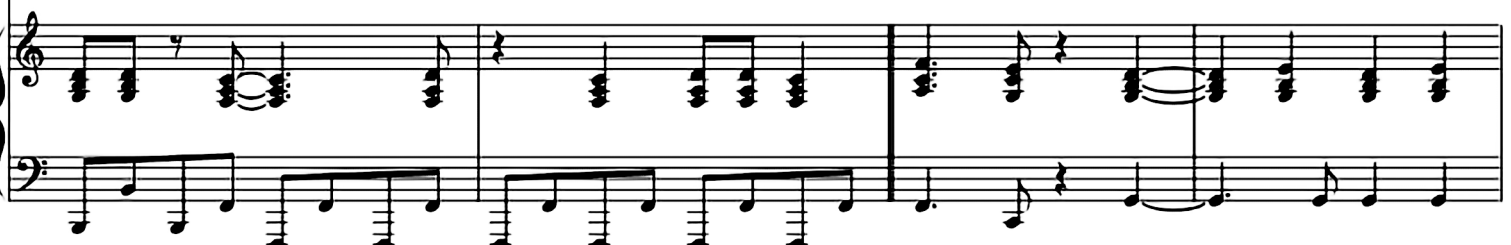


G/B  F 

F  C  N.C.  G  G⁶  G  G⁶ 



when we're danc - ing on the ceil - ing! — *Instrumental*



F C G G⁶ G G⁶ F C G

N.C. N.C.

G⁶ G G⁶ Dm Am G

N.C.

F C C G

N.C.

Ev - ry - bo - dy start to lose con - trol ___ when the mu - sic is right. _

F C F

N.C.

If you see ___ some - bo - dy hang - ing a - round, _ don't

F G F

get up - tight. The on - ly thing

C N.C. C G Dm

we want to do to - night is go

F G A

round and round and turn up - side down.

N.C.

Come on, let's get down!

8⁺

Musical notation for the first system, including piano accompaniment and a vocal line with a fermata.

D N.C. D C

Chord diagrams for D, N.C., D, and C.

So come on, _____ let's get

Musical notation for the second system, including piano accompaniment and a vocal line.

Gsus2 D C

Chord diagrams for Gsus2, D, and C.

loose! Don't hold back, _____ 'cause it ain't _____

Musical notation for the third system, including piano accompaniment and a vocal line.

Gsus2 D C

Chord diagrams for Gsus2, D, and C.

_____ no _____ use. _____ Hard to keep our feet on the ground. _____

Musical notation for the fourth system, including piano accompaniment and a vocal line.

G^{SUS2}



A⁵



'Cause when we like to par - ty, we on - ly want to get down.

G/D



D



A/C#



G



(1st x only)

Oh, what a feel - ing when we're danc -

G/D



D



- ing on the ceil - ing! Oh

A/C#



G



what a feel - ing when we're danc -

1. | 2.

ing on the ceil - ing! _____ ing on the ceil - ing! _____






Dsus4

N.C.

Ad lib. speech

G/D

D

G/D  A/C#  D/B  A/C#  G 



G/D  D 

Oh, what a feel - ing _____



A/C#  G 

when we're danc - ing on the ceil - ing! _____

Repeat and fade

