

# HOT FOR TEACHER

Words and Music by DAVID LEE ROTH,  
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and MICHAEL ANTHONY

Very fast (♩ =  $\overset{\frown}{\text{♩}} \overset{\frown}{\text{♩}} \overset{\frown}{\text{♩}}$ )

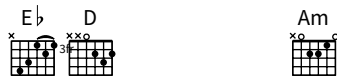
N.C.

*f*

E<sup>sus</sup>      A      Am

*mp*

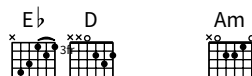
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Oh, wow, man.

Hey, I heard you missed us. We're back.  
Oh man, I think the clock is slow.

The first system of musical notation features a treble clef staff with a whole rest in the first measure, followed by three measures of whole notes. The bass clef staff contains a continuous eighth-note accompaniment. The lyrics are placed above the treble staff.



Wait a second, man.  
I brought my pencil.  
I don't feel tardy.

The second system of musical notation continues the melody and accompaniment from the first system. The lyrics are placed above the treble staff.



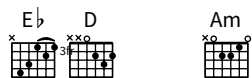
What do you think the teacher's gonna look like this year?  
Give me something to write on, man.  
Class dismissed!

The third system of musical notation continues the melody and accompaniment. The lyrics are placed above the treble staff.

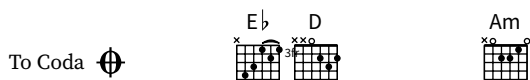


*f*

The fourth system of musical notation features a treble clef staff with a whole rest in the first measure, followed by three measures of whole notes. The bass clef staff contains a continuous eighth-note accompaniment. The lyrics are placed above the treble staff.



Piano accompaniment for the first system, featuring a bass line with a triplet of eighth notes and a treble line with chords and single notes.



Vocal line and piano accompaniment for the second system. The vocal line includes the lyrics: "T - t - teach - er, stop \_\_\_ that \_\_\_ scream - I heard \_\_\_ a - bout your". The piano accompaniment continues with a similar pattern to the first system.



Vocal line and piano accompaniment for the third system. The vocal line includes the lyrics: "in'. Teach - er, don't you \_\_\_ see? \_\_\_ les - sons but les - sons are so \_\_\_ cold. \_\_\_". The piano accompaniment continues with a similar pattern.

Vocal line and piano accompaniment for the fourth system. The vocal line includes the lyrics: "Don't wan - na be \_\_\_ no up - town fool. I know \_\_\_ a - bout \_\_\_ this school.". The piano accompaniment continues with a similar pattern.

E $\flat$  D Am

May - be I \_\_\_\_\_ should go to hell, \_\_\_\_\_  
 Lit - tle girl \_\_\_\_\_ from Cher - ry Lawn, \_\_\_\_\_ how





E $\flat$  D Am

but I \_\_\_\_\_ am do - ing well. Teach - er needs \_\_\_\_\_ to see \_\_\_\_\_  
 can you be \_\_\_\_\_ so bold? How did \_\_\_\_\_ you know.






E $\flat$  D C D

\_\_\_\_\_ me af - ter school.  
 \_\_\_\_\_ that gold - en rule?






I think of all \_\_\_\_\_ the ed - u - ca - tion that I've missed..



But then, my home - work — was

nev - er quite — like — this. —

Got it bad, — got it bad, —


— got it bad. — I'm hot for teach-

er. \_\_\_\_\_

The first system shows a vocal line starting with a half note followed by a quarter note, then a whole note. The piano accompaniment consists of a steady eighth-note bass line and a treble line with chords and eighth notes. A triplet of eighth notes appears in the treble line of the piano part.

E $\flat$  D Am

I've got it bad, \_\_\_\_\_ so \_\_\_\_\_ bad. \_

The second system includes guitar chord diagrams for E $\flat$ , D, and Am. The vocal line continues with the lyrics "I've got it bad, so bad." The piano accompaniment maintains the same rhythmic pattern.

E $\flat$  D Am

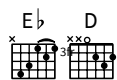
I'm hot for teach - er.

The third system includes guitar chord diagrams for E $\flat$ , D, and Am. The vocal line continues with the lyrics "I'm hot for teach - er." The piano accompaniment continues with the same rhythmic pattern.

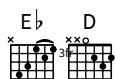
1. 2. D.S. al Coda

E $\text{sus}$  A A

The fourth system features a double bar line and two endings. The first ending leads back to the beginning of the section, while the second ending leads to the Coda. The piano accompaniment includes a final chord in the treble line. The lyrics "D.S. al Coda" are written above the second ending.



I've got it bad, — got it bad, — got it bad. .



I'm hot for teach - er. —