

15 STEP

Words and Music by Thomas Yorke, Jonathan Greenwood,
Colin Greenwood, Edward O'Brien and Philip Selway

♩ = 184

Original key down a semitone

N.C.

(Repeat section x3)

(Programmed percussion)

cont. sim.

How come I end up where I start - ed?_

(Programmed drums)

(tap on piano lid to recreate drums)

(Play 1° only)

5

How come I end up where I went wrong? Won't take my eyes off the ball a - gain, —

9

II.

you reel me out then you cut the string.

(Acoustic drums)

2.

13

Am

D

Dsus²



Musical staff with notes and rests.

first you reel_ me out and then you cut the string.

Programmed drums

(small notes 2°)

Drum and piano accompaniment staves.

1.

2.

Em

Esus²

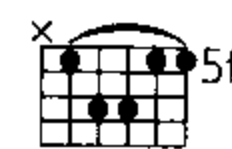
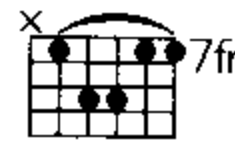
D

Dsus²

D

Dsus²

17



Musical staff with notes and rests.



Am

D

Dsus²

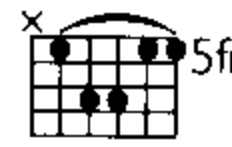
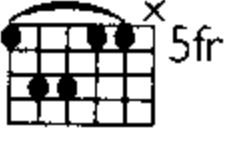
Em

Esus²

D

Dsus²

20



Musical staff with notes and rests.

1. (You) used to be al - right, what hap - pened? Did the
%. (You) used to be al - right, what hap - pened? Et

Drum and piano accompaniment staves.

Am

D

Dsus²

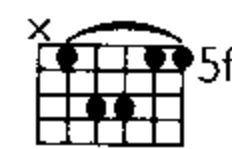
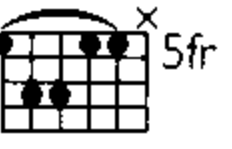
Em

Esus²

D

Dsus²

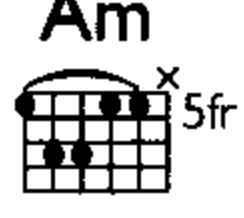
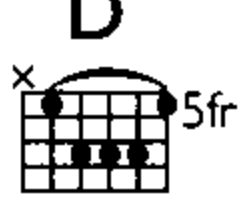
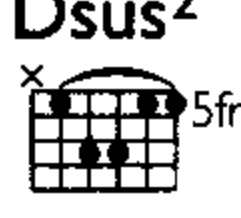
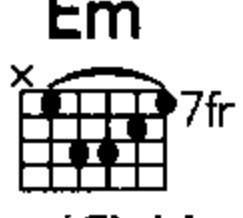
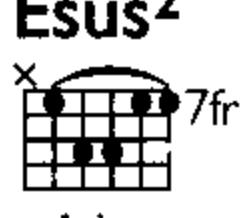
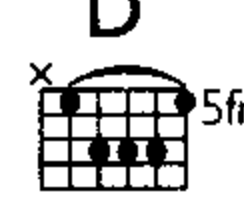

24



Musical staff with notes and rests.

cat get_ your_ tongue? Did your
cetera, et cetera.

Drum and piano accompaniment staves.


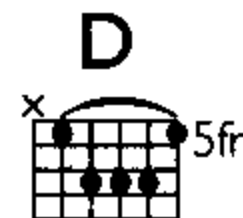

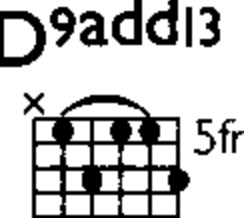
Am  5fr D  5fr Dsus²  5fr Em  7fr Esus²  7fr D  5fr To Coda 

28

string come un - done?
Fads for what - ever. (Hey!)

(Children shouting - on % only)


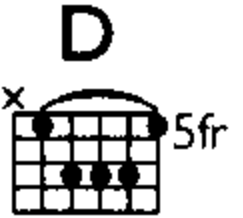

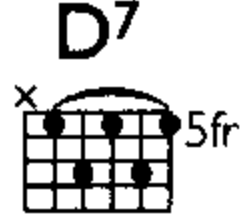


Am  5fr D  5fr Am⁹  5fr D⁹add13  5fr

32

One by one,



Am  5fr D  5fr Am⁹  5fr D⁷  5fr

36

one by one it



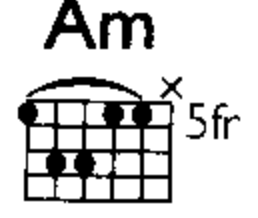
Am  5fr D  5fr Am⁹  5fr D⁹add13  5fr

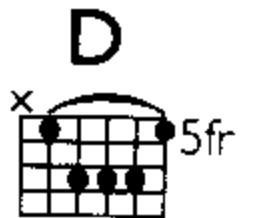
40


comes to us all. It's as

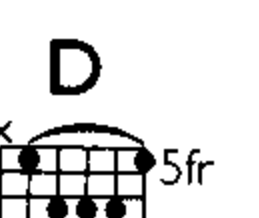


44

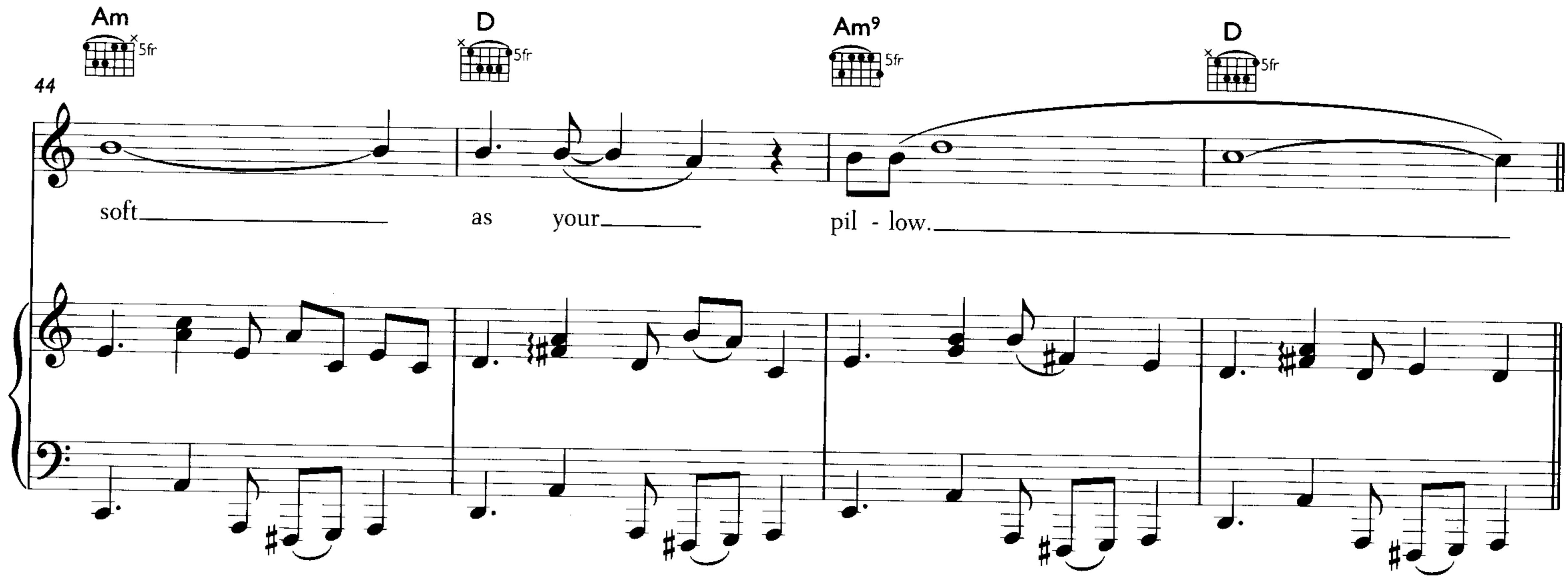
Am  5fr

D  5fr


Am⁹  5fr

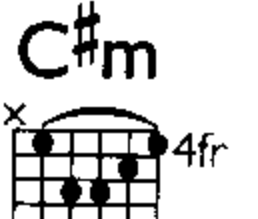
D  5fr

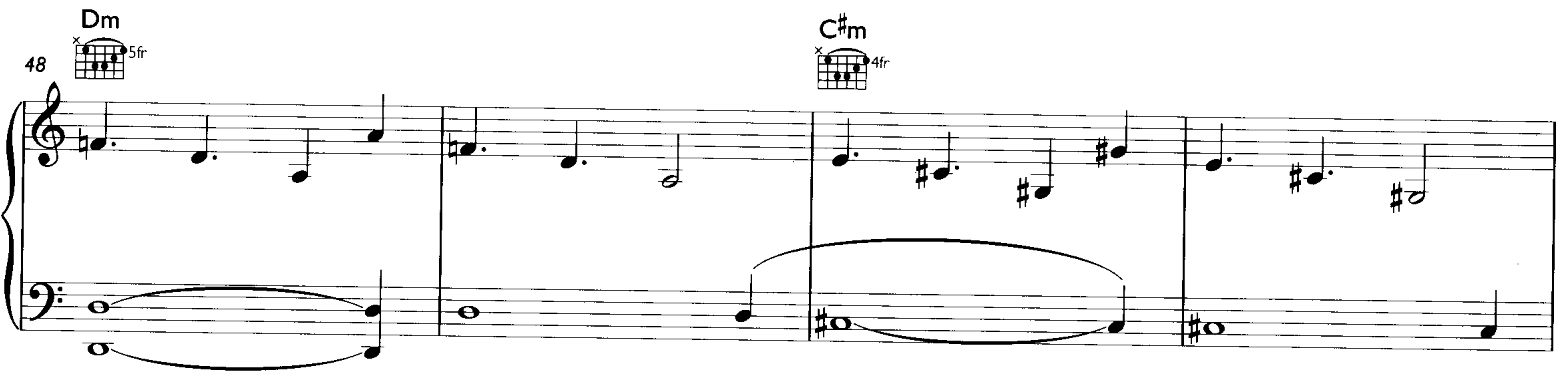
soft _____ as your _____ pil - low. _____



48

Dm  5fr

C#m  4fr



52

Am  5fr



56

D. al Coda



♣ Coda

Am



D



Am⁹/E



D



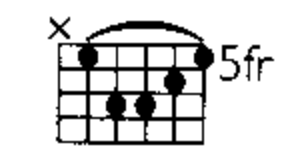
60

Fif-teen steps, then a sheer drop.

Am



Dm



64

p *p*

Ped.

Em



Dm



70

Am






74

(Children shouting)

(Hey!)

p *p*

78 **Dm/A**  **Am⁹** 





82 **Dm/A**  **Am** 

How come I end



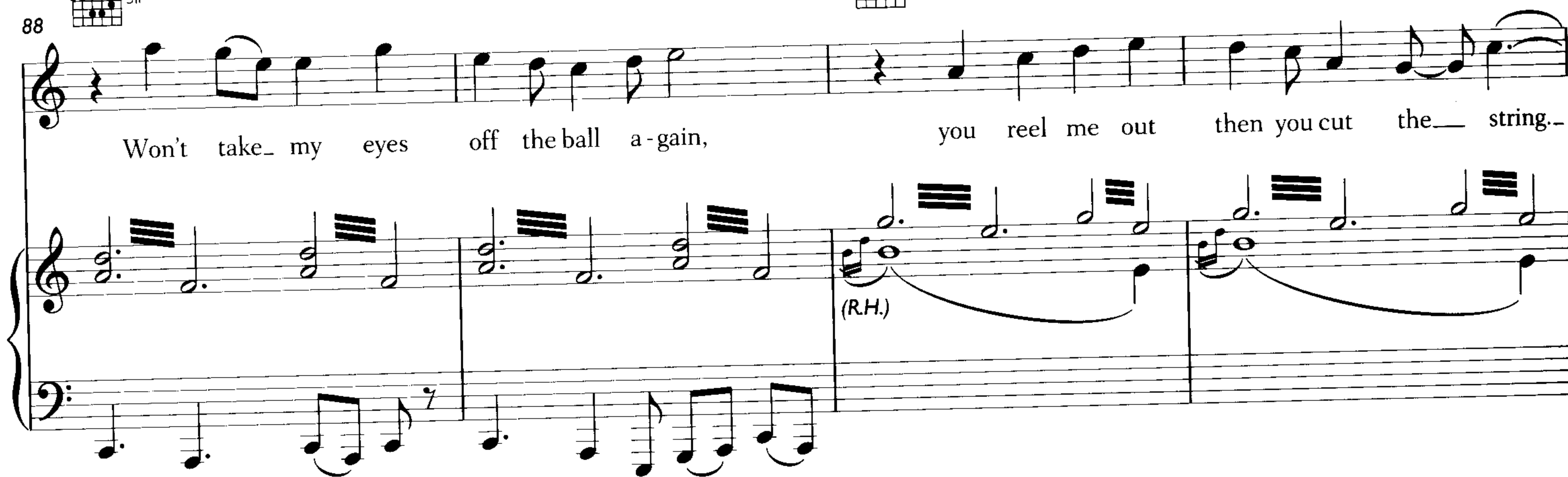
85 up where I start - ed? How come I end up where I went wrong?



88 **Dm/A**  **Em** 

Won't take my eyes off the ball a-gain, you reel me out then you cut the string-

(R.H.)



Dm/A



C#m



92

(Drums)

Musical score for measures 92-95. The top staff features a melodic line with a long slur over measures 92-93. The middle staff contains piano accompaniment with chords and eighth notes. The bottom staff shows a bass line with eighth notes. A drum part is indicated by 'x' marks on a staff labeled '(Drums)'.

Dm



C#m



96

Musical score for measures 96-99. The top staff contains a melodic line with many 'x' marks, possibly indicating a specific playing technique. The middle and bottom staves show piano and bass accompaniment with chords and eighth notes.

Em



100

Musical score for measures 100-103. The top staff features a melodic line with many 'x' marks. The middle staff has piano accompaniment with chords and eighth notes. The bottom staff shows a bass line with a long slur over measures 102-103.

Dm



C#m



104

Repeat ad lib. to fade

Musical score for measures 104-107. The top staff shows a melodic line with 'x' marks and a repeat sign. The middle and bottom staves contain piano and bass accompaniment with chords and eighth notes, ending with a repeat sign.