



Eubanks GUITAR PEDAGOGY COURSE



Written by Louis Lee

Third Edition

Table of Contents

	Page
• Authors Biography	i/ii
• Acknowledgement of Family, Protégé's and Friend	iii
• The Cerebral Cortex Thesis on Intelligence, Cultural and Longevity	1
• Guitar Nomenclature	2
• Tuning the Guitar	3
• Pitch Vibrations Per Minute Note Chart	4
• The proper guitar sitting position for good posture	5
• The correct ways to hold a guitar pick	5
• The proper way to hold the guitar neck	6
• Clefs, Lines, Spaces	6
• Time Signatures	7
• A Note and Rest Nomenclature	8
• Some important habits and theoretical concepts	9
• Key Signatures Circle	10
• Diatonic Modes	11
• Diatonic Modes Scales Nomenclature	12
• Louis Lee Technique Scales	13/19
• Learning the Guitar on the First string	20/21
• Learning the Guitar on the Second String	22/23
• Learning the Guitar on the Third String	24/25
• Learning the Guitar on the Fourth String	26/28
• Learning the Guitar on the Fifth String	29/31
• Learning the Guitar on the Sixth String	32/34
• Guitar Etudes and Fun Stuff	35/40
• Twenty-Six Standard Jazz Chords	41
• Finger Board Frets Latter Names	42
• Louis Lee Chord Studies	43/50
• Theoretical Chord Charts Analysis	51
• Tablature Page	52
• Staves with The Clef	53
• Daily Activity Chart	54
• Daily Practice Log Sheet	55
• Finger Combinations Exercises	56/57
• Louis Lee Finger Dexterity Exercises	58/60
• Guitar Sight Reading Rhythm Study	61/62
• Glossary	63/71
• A Picture of Louis Lee Performing at the Fabulous City Club	72

*This book is copy written with the United States Library of Congress!
 Copywrite 2020 @ The-ecma.com

Biography

Louis Lee II

I was born in Philadelphia, Pennsylvania. My love and devotion for music evolved at a young age and inspired me to play various instruments such as the drums, bass guitar, and lead guitar.

My family went on routine outings to listen to radio successful entertainment at the now historic, Uptown Theater in Philadelphia Pennsylvania. This was a movie theater that was also used, one week out of each month, as a venue for various artists to perform. Artist such as the Temptations, the Jackson Five, James Brown, Smokey Robinson and the Miracles, Billy Paul, and other artists performed there. The exposure to these performers at my early age was very profound and set the course for my lifelong desire to become an outstanding, sought-after musician.

At the age of 8, I learned how to read music on the drums. At the age of 11 I learned how to read music on the bass guitar and at the age of 13, I learned how to read music on the guitar.

My cousin, Eddy Gilreath, was a record promoter with Motown Records and he would take me to New York, New Jersey, Detroit, Boston, and Washington D.C. as he promoted records at the radio stations. I accompanied Eddy at the Apollo Theatre in New York, the Howard Theatre in Washington D.C., the Latin Casino in New Jersey as well as a list of other first-class entertainment venues.

My cousin, who was 15 years older and played the bass guitar in a band got me the guitar position in his band. I was fourteen at that time. I practiced 8 to 10 hours a day and learned the band's entire repertoire.

I was asked to substitute for Norman Harris, my former teacher, who was the guitarist for the house band at the Uptown Theater. I performed so well that Kenny Gamble asked me to play the guitar on Billy Paul's album, 360 Degrees. Subsequently, I toured with Billy Paul in United States to Paris, Amsterdam, Madrid, and Copenhagen. On my off time, I toured with Sister Sledge, Horace Silver, Teddy Pendergrass, and the jazz fusion group Catalyst. Most recently, I have also performed in Las Vegas with Macy Gray and with other artists.

Eventually, I decided to go to college and pursue a degree in music. I attended Los Angeles City College where I received an Associate of Arts Degree. I transferred afterward to the University of Southern California and received the first Ernie Freeman Memorial Scholarship. This was a full academic scholarship and I was the first student to receive it from USC. I graduated Cum Laude with a Bachelor's Degree in Jazz Studies; I continued and got my Master's Degree in the Science of Education.

I have utilized my academic training, professional experiences, and devotion to the music industry in numerous industries. Because of my passion for teaching, I created the cultural arts program for the students at several school sites. The program was a catalyst to cultivate and develop academic excellence in urban areas. It reduces the recidivism rate by offering a positive alternative to gangs, drugs, truancy, teen pregnancy, graffiti, and destructive behavior.

I would be remiss if I did not acknowledge three very influential mentors, that profoundly chiseled his guitar artistry, while I was a student at U.S.C. Lenny Breau, Joe Pass, and David Koontz, they were very influential in mentoring my technique on the guitar as a Bebop solo chord melody guitarist.

I met Lenny Breau at U.S.C. when Lenny was lecturing the master guitar classes. Everyone was completely in awe of Lenny's performances and lectures. Most of the students were taking 2 or 3 hours of private guitar lesson, from him. The lessons were not cheap!

As a full scholarship recipient, each year I received a financial allotment for on-campus work-study/employment. During that particular year, I was a practice room monitor. However, since I resided at the Shrine apartment, directly across the street from U.S.C., the convivence was very accommodating and afforded me the ability to maximize my studies and practice time.

The practice rooms hours were 9:00 A.M. to 9: P.M., seven days a week. On one day, as I was locking up the facility, Lenny was giving a private guitar lesson and asked if he could have an extra two hours. I said yes! When he returned, at 11:00 P.M. to lock up, Lenny asked me why I had not signed up for some private guitar lessons? I told Lenny he had a lot of homework, and I was extremely busy. Lenny knew what the real reason was, I did not have the money. Therefore, Lenny said, "look, I am going to give you a free guitar lesson". Surprisingly, the lesson lasted from 11:00 P.M. to 3:00 A.M.

As they were leaving, Lenny asked me for my telephone number, I gave it to me, and we parted ways. A month later, Lenny called me and said he needed a place to stay. He called him from a phone booth, in downtown Los Angeles. I immediately drove my car and picked him up. Lenny lived with me for nine months until his demise. The experience was akin to living with a god.

As a music major, I was able to analyze some of Lenny's solo playing, approach, and chord melodies style. I was amazed by the intellectual and theoretical knowledge that Lenny possessed.

With Lenny's untimely demise, I was honored to be asked to perform with legendary guitarists and musicians at Lenny Breau's memorial service, at Club Donte's, in Studio City California. The roster was as follows: Guitarist Mundell Low and Bill Berry with Marty Harris, Monty Budwig and Dick Berk, John Collins and Al Viola with Mary Harris, Monty Budwig and Shelly Manne, Herb Ellis with Ross Tompkins, Andy Simpkins and Ted Hawke, Joe Pass with Andy Simpkins, Ted Hawke, Joe Diorio and Ron Eschete with Paul Gormley and Ted Hawke, Raj, and Me with Marty Harris, Monty Budwig and Shelly Manne. Wow!

I had never heard any of the guitarists on the show perform live before, except for Herb Ellis and that was when I performed on the Merv Griffin show with Billy Paul. Herb and I became friends and a teacher/student relationship evolved. I also learned a lot from him.

Joe Pass was phenomenal! In a unique way, he reminded him of Lenny. He had a very vast knowledge of chord melodic movements, incorporating the bass, chords, and the melody. Most guitarists play, separately, either the chords or the melody. Joe, as with Lenny, played the chords, melody, and bass simultaneously. This is what I learned from Lenny.

In my Junior year, at U.S.C., I transferred out of Studio Guitar Program to the Jazz Studies Program. That afforded him the opportunity to take private guitar lessons off campus. David Koontz was highly recommended by Dr. Thomas Masson, who was the head of the Jazz Studies Department. David's son is Larry Koontz, who he also taught is a universally recognized jazz guitarist.

Three years later, when I was completing my master's degree, I asked Dr. Mason if he could get Joe Pass as my instructor. Dr. Thom Mason managed to get him and as my guitar instructor, taking guitar lesson from him was reminiscent of when I studied with Lenny.

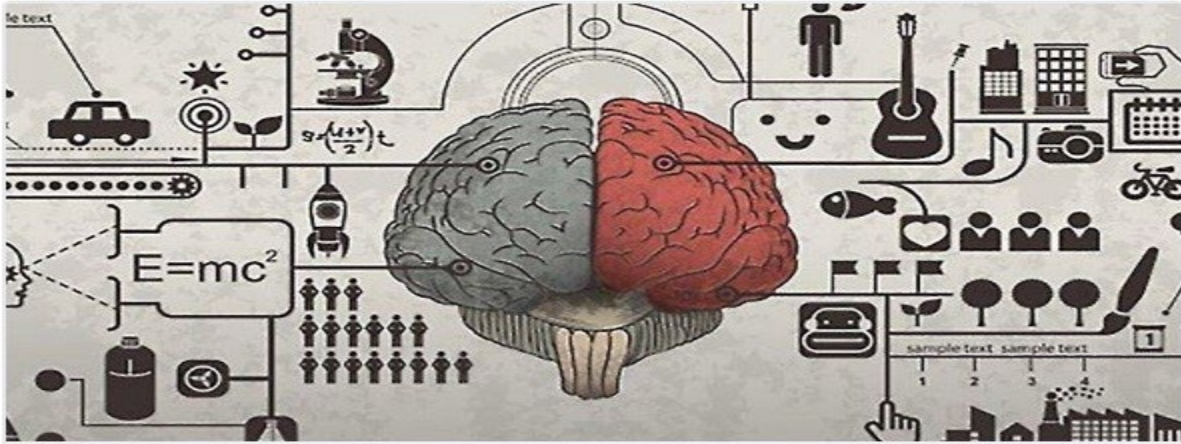
This book is constructed to offer the student the maximum pedagogical guitar theory with theoretical orchestrated guitar chords. The philosophy that I used in writing this book and when teaching guitar I learned from David Koontz, which is to exclude all of the unnecessary stuff and go straight to the absolute and indispensable essence of learning how to be a master of the guitar.

I would also be remiss if I did not acknowledge family members who were supportive, inspiring, and loving with their unconditional presence, patience, and respect. These individuals are the catalyst to my triumphant quest in my lifelong journey as a guitarist, pedagogue, and entrepreneur. These special people are my mother Mary E. Williams, daughter Stephanie Stennis and son Akeem Ngozi Lee. Furthermore, I would like to say to those to whom I have not mentioned ***thank you*** for your support as well!

In addition, I need mention my loyal protégés, for the grueling help in writing out some of the scales, chords, and editing and copying the book for me, and they are Matt Swisher, Carlos Carvajal, and Isaiyas Jimenez. ***Thank you!***

Notwithstanding, I was honored that Emily Hughes, who is Lenny Breau's daughter, asked me to be a part of her extended documentary on her dad. Again, I was overwhelmed and honored to be a part of her documentary because of the caliber of the company, such as George Benson, Lee Ritenour, Mike Stern, and a list of the most prolific and virtuosic guitarists of our time. She reminded me so much of her dad. And, I have such great reverence for her dad and his significant impact on my entire perspective of guitar knowledge. I adored her with the same extreme awe that I had and experienced from meeting her dad. ***Thank you!***

The Cerebral Cortex Thesis on Intelligence, Cultural and Longevity



Crucial Thinking {Left Side Brain} Artistic Thinking {Right Side Brain}

- Learning how to play a guitar has an impact on intellectual development, particularly spatial reasoning. A review of 1215 studies found a 'strong and reliable' relationship, the author likening the differences to research on standardized school tests results. A study contrasting the impact of music lessons (standard guitar, music classes, and classical voice) with drama or no lessons found that the music groups had reliably a larger increase in their IQ. Children in the control groups had an average increase of 4.3 points, while children in the music groups had increases of 9 points. On all but 2 of the 12 subtests in the music group had a larger increase than no music groups. (Dr. Albert Slovensky)
- General attainment may be influenced by the impact that music has on personal and social development. Playing an instrument can lead to a sense of achievement; an increase in self-esteem; increased confidence; persistence in overcoming frustrations when learning is difficult; self-discipline; and provide a means of self-expression. These may increase motivation for learning in general thus supporting enhanced attainment. (Dr. Allen Cohen Sr.)
- Participating in musical groups or lessons promotes friendships with like-minded people; self-confidence; social skills; social networking; a sense of belonging; teamwork; self-discipline; a sense of accomplishment; co-operation; responsibility; commitment; mutual support; bonding to meet group goals; increased concentration and provides an outlet for relaxation. Playing music reduces stress and has been shown to reverse the body's response to stress at the DNA-level (Dr. Barry Bittman).
- Rhythmic accompaniment to physical education enhances the development of physical skills. Learning to play a guitar enhances fine motor coordination. There are health benefits in relation to the immune system, breathing, adopting good posture, improved mood, and stress reduction. The research that I have been doing with both adults and children has shown that participating in music guitar instructional education and continuing through adulthood, resulted in better cognitive and muscle memory. (Louis Lee BM, M Ed.).
- The role of music in facilitating language skills contributes to the development of reading skills. An early study where music instruction was specifically designed to develop auditory, visual and motor skills in 7-9-year-old students over a period of 6 months, found that the mean reading comprehension scores of the intervention group increased while those of the control group did not (Douglas and Willatts, 1994). Similarly, Gardiner et al. (1996) provided children with seven months of guitar training and music theory instruction behavior discipline improved. Their reading scores were compared with controls and were found to have shown greater improvement.

Guitar Nomenclature

Table 1



1. [Headstock](#)
2. [Nut](#)
3. [Machine heads](#) (or pegheads, tuning keys, tuning machines, tuners)
4. [Frets](#)
5. [Truss rod](#)
6. [Inlays](#)
7. [Neck](#)
8. [Heel \(acoustic\)](#) Neck joint (electric)
9. [Body](#)
10. [Pickups](#)
11. [Electronics](#)
12. [Bridge](#)
13. [Pickguard](#)
14. [Back](#)
15. [Soundboard](#) (top)
16. [Body sides](#) (ribs)
17. [Soundhole](#), with Rosette inlay
18. [Strings](#)
19. [Saddle](#)
20. [Fretboard](#) (or Fingerboard)

Table 2

Tuning the Guitar and the Acronyms for each String

Strings: 6	Letter Name: E	Acronym: Eddy
5	A	Ate
4	D	Dynamite
3	G	Good-
2	B	Bye
1	E	Eddy

The bottom illustration is an archaic method for tuning the guitar. The most advanced method is to use harmonics or a tuner.

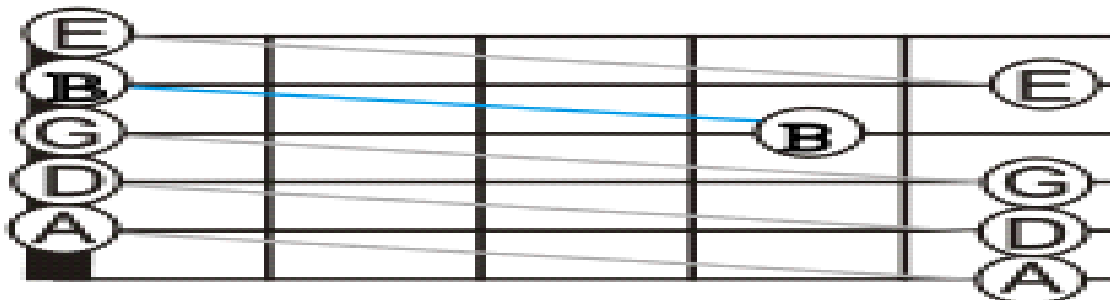
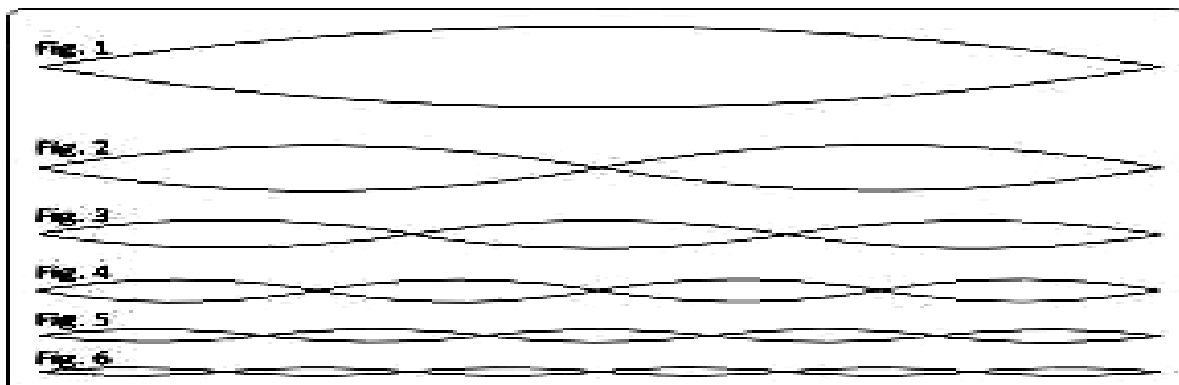


Table 3



The above wave lines represent the guitar strings speed of vibration. Starting with the low string # Fig.1 E String -Fig. 2 A String- Fig. 3 D String –Fig. 4 G String - Fig. 5 B String – Fig. 1 E String.

Table 4

Pitch Vibration per Minute Note Chart

String	Frequency	Scientific pitch Vibrations
1 (E)	1320 Hz	E6 = Vibrations Per Minutes
2 (B)	995 Hz	B5 = Vibrations Per Minutes
3 (G)	785 Hz	G5 = Vibrations Per Minutes

4 (D)	588 Hz	D ₅ = Vibrations Per Minutes
5 (A)	440 Hz	A ₄ =Vibrations Per Minutes
6 (E)	330 Hz	E ₃ =Vibrations Per Minutes

Table 5



- Relative Notes on the Piano as related to the Guitar.

Table 6 The proper guitar sitting position for good posture:

A, B and C.



D.



- A.** Rest the guitar on your right leg. **B.** Do not use a footrest. **C.** Keep the guitar next at a 45-degree angle. **C.** When practice use good back posture. Keep your back erect. **D.** A receptionist chair, with back support, is the best recommendation for practicing long hours.

Table 7 The correct way to hold a guitar pick.



The correct way to hold a guitar pick. Make a half fist, place the pick over the first finger, the first joint and place the thumb over 80% of the pick. This technique prevents the pick from falling out of your hand. With less of it being exposed and the closer you are picking to the strings the better the tone.

A.



B.



Table 8

In illustration A, place the thumb in the middle of the guitar neck. This will give you the best technique for control and a clean tone.

In illustration B, always keep the thumb in a position where the resistance is at the greatest point to accommodate the best technique and tone for each finger. Make sure all the fingers are bent at the joints, as shown, on each finger.

A.



B.



Table 9

In illustration A, the frets and fingers are numbered 1-2-3-4 respectively, and this is the technique used to maximize the greatest control and tone. This is a procedure that I have devised as the “window”. The window is a way to envision the notes in any given four frets and it is established with the first finger.

In illustration B, this is the claw technique. Practice this form to learn the correct way to position your fingers on the guitar.

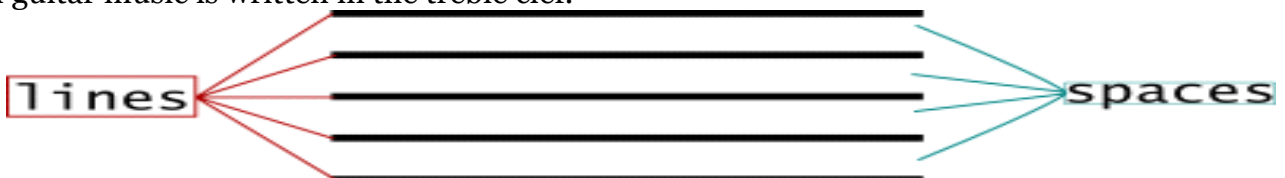
Table 10

Clefs: Guitar music is written in the treble clef.



Table 11 Lines and Spaces

- All guitar music is written in the Treble Clef.
- The lines are named E-G-B-D-F (*Every Good Boy Does Fine*).
- The spaces are named **FACE**.
- All guitar music is written in the treble clef.



- A staff consists of **5 lines** and **4 spaces** and is numbered upward.
- The lines are numbered from the bottom up, 1 2 3 4 5 and read, respectively.



- A **bar** is a vertical line that divides a staff into **measures**.
- A **measure** is where the notes are placed.

Table 12 Time Signatures

There are various types of time signatures, depending on whether the music follows simple rhythms or involves unusual shifting tempos, including:

Such as:

- [simple](#) C is for common time or 4/4 & C is for cut time or 2/2
- [regular](#) 3/4 or 4/4, & 2/4
- [mixed](#) (e.g., 5/8 & 3/8 or 6/8 & 3/4),
- [compound](#) (e.g., 9/8 or 12/8),
- [complex](#) (e.g., 5/4 or 7/8),
- [additive](#) (e.g., 3+2+3/8),
- [fractional](#) (e.g., 2½ /4),
- and [irrational meters](#) (e.g., 3/10 or 5 /24)

Remember the rule: **4 Top**
4 Bottom

Top 4= how many counts per measure. (Substitute the 4, with any number and that is the number you count. **Bottom 4**= every quarter or what note receives one count. Example: If the number is an 8 it would be every eighth note receives one count.

Table 13

A NOTE NOMENCLATURE

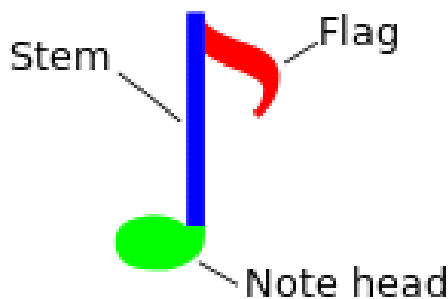


Table 14

A rest indicates a silence of an equivalent duration.

		large, duplex longa, or maxima	
		long or longa or quadruple whole note	
		double whole note , double note	
		whole note	A whole note gets 1 beat and 4 counts
		half note	A half note gets 1 beat and 2 counts
		quarter note	A quarter note gets 1 beat and 1 count
		eighth note	An eight-note gets 1 beat and a half a count
		sixteenth note	A Sixteenth note gets 1 beat and a quarter of a count

		<u>thirty-second note</u>	A Thirty-Second note gets 1 beat and an Eighth of a count
		<u>sixty-fourth note</u>	A Sixty-Fourth note gets 1 beat and a Sixteenth of a count
		<u>hundred twenty-eighth note</u>	A Hundred Twenty –Eight note gets 1 beat and a Thirty-Second of a count
		<u>two hundred fifty-sixth note</u>	A Two Hundred Fifty-Six note gets 1 beat and a Sixty-Fourth of a count

- **Some important habits and theoretical concepts:**

1. A staff is divided into measures by vertical lines called bars.
2. There are seven musical alphabets used in music, they are:
A B C D E F G A
1 2 3 4 5 6 7 8
3. What is a tone? It is a musical sound.
4. What is a pitch? It is how high or low a note is.
5. All guitar music is written in the G clef. It is called the G clef because the bottom part encircles the G line.
6. Always practice with a metronome.
7. Always check your guitar to make sure it is in tune. Use a tuner!
8. The “**Window**” technique is for playing scales and reading music. The first finger always determines what “Window” you are in. Therefore, if you are playing the G major scale, the notes for the G major scale are: 6- string G -A, 5 string B -C -D, 4string E – F# -and G. The G major scale is in the second “**Window**” and the fingering is the 6-string fingering is 2 -4, the 5-string fingering is 1 -2 -4, the 4-string fingering is 1-3 -4, the 3-string fingering is 1-3-4, the 2-string fingering is 2-4, and the 1- string fingering is 1-2.
9. When practicing a scale or finger exercise, always keep your fingers on the string or “planted”, per each note, until you proceed to the adjacent string.
10. Always keep your left-hand fingernails filed down, as low as possible, to facilitate your technique.

Table 16

KEY SIGNATURE CIRCLE

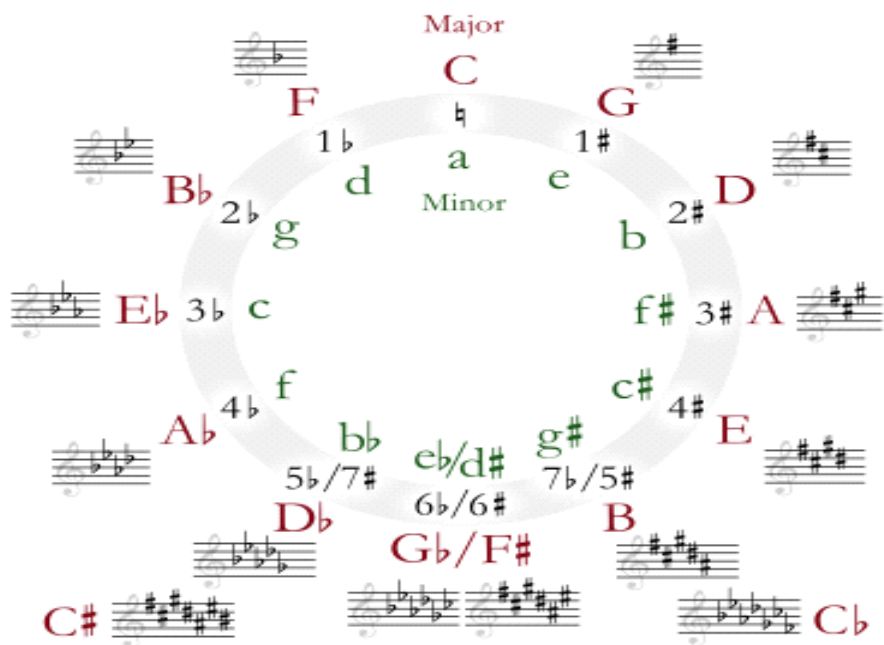


Table 17

DIATONIC MODES

Mode	Parent Major Scale	Formula
C Ionian	C Major	Major
C Dorian	B $\flat$ Major	($\flat$ 3, $\flat$ 7)
C Phrygian	A $\flat$ Major	($\flat$ 2, $\flat$ 3, $\flat$ 6, $\flat$ 7)
C Lydian	G Major	($\sharp$ 4)
C Mixolydian	F Major	($\flat$ 7)
C Aeolian	E $\flat$ Major	($\flat$ 3, $\flat$ 6, $\flat$ 7)
C Locrian	D $\flat$ Major	($\flat$ 2, $\flat$ 3, $\flat$ 5, $\flat$ 6, $\flat$ 7)

*Important note: the modes here are named in its perspective order, however, to simplify the learning process each mode starts on the C note. The Parent Major Scale next to each mode is the root scale to which it belongs. The illustration below lays out each mode, on manuscript, as it relates to the Parent Major Scale.

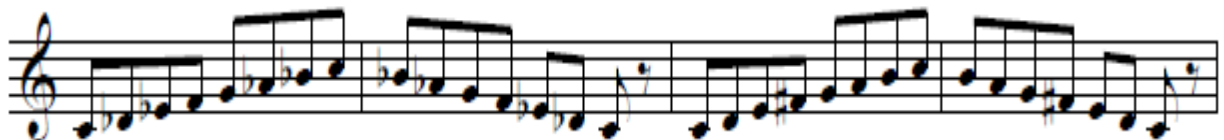
Diatonic Modes Nomenclature

Eubanks Conservatory



1. C IONIAN

2. C DORIAN in the key of Bb



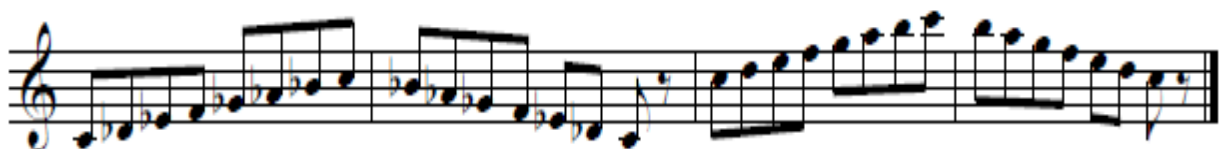
3. C PHRYGIAN in the key of Ab

4. C LYDIAN in the key of G



5. C MIXALYDIAN in the key of F

6. C AEOLLIAN in the key of Eb



7. C LOCRIAN in the key of Db

8. C MAJOR OCTAVE

Table 18

Louis Lee Technique Scales

Scales

□ v □ v

The image displays six musical staves, each representing a different scale. Each staff includes a treble clef, a key signature (one sharp for the first four and two sharps for the last two), and a 4/4 time signature. The scales are written in a sequence of eighth and sixteenth notes. Below each staff, the fingerings (1-4) and string numbers (1-5) are indicated for each note. The scales are as follows:

- Scale 1 (C major):** C4-D4-E4-F4-G4-A4-B4-C5-B4-A4-G4-F4-E4-D4-C4. Fingerings: 2 4 1 2 4 1 3 1 3 1 2 4 1 3 4 3 1 4 2 1 3 1 3 1 4 2 1 4 2. String: (5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---
- Scale 2 (D major):** D4-E4-F#4-G4-A4-B4-C5-B4-A4-G4-F#4-E4-D4. Fingerings: 1 3 4 1 3 1 3 4 1 2 4 1 3 1 1 3 4 1 3 1 3 4 2 4 3 1 4 3 1 3 1 3 1 4 3 1 4 2 1 4 4 3 1. String: (6)---(5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---(6)---
- Scale 3 (E major):** E4-F#4-G4-A4-B4-C5-B4-A4-G4-F#4-E4. Fingerings: 2 4 1 2 4 1 3 4 1 3 1 3 1 3 4 1 3 1 3 1 3 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1 4 2 1 4 2. String: (6)---(5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---(6)---
- Scale 4 (F# major):** F#4-G4-A4-B4-C5-B4-A4-G4-F#4. Fingerings: 0 1 2 4 1 3 3 4 1 2 4 2 4 1 2 4 1 3 2 4 1 2 4 2 1 4 2 1 3 1 4 3 1 4 3 1 4 2 1 4 2 1 0. String: (6)---(5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---(6)---
- Scale 5 (G major):** G4-A4-B4-C5-B4-A4-G4. Fingerings: 2 4 1 2 4 1 3 1 3 1 2 4 1 3 4 3 1 4 2 1 3 1 3 1 4 2 1 4 2. String: (5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---
- Scale 6 (A major):** A4-B4-C5-B4-A4. Fingerings: 1 3 4 1 3 1 3 1 3 4 1 3 1 3 4 2 4 3 1 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1. String: (5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---

Scales

□ v □ v



Fingering: 2 4 1 2 4 1 3 4 1 3 1 3 1 3 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1 4 2 1 4 2
String: (6)---(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---(6)---



1 3 4 1 3 1 3 4 1 2 4 1 3 1 1 3 4 1 3 1 3 4 2 4 3 1 4 3 1 3 1 3 1 4 3 1 4 2 1 4 4 3 1
 (6)---(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---(6)---

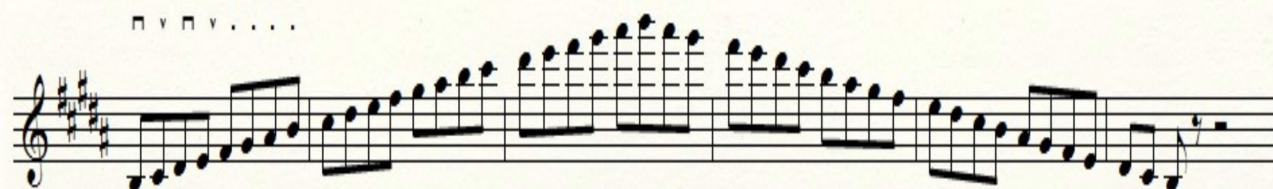


0 1 3 4 2 4 1 2 4 1 2 4 1 3 1 3 1 2 4 1 3 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1 1 4 3 1 0
 (6)---(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---(6)---



1 3 4 1 3 1 3 4 1 2 4 2 4 1 2 4 2 1 4 2 1 3 1 4 3 1 4 3 1
 (5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---

Scales



Fingering: 2 4 1 2 4 1 3 4 1 3 1 3 1 3 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 2 1 4 2
String: (6)---(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---(6)---



1 3 4 1 3 1 3 4 1 2 4 1 3 1 1 3 4 1 3 1 3 4 2 4 3 1 4 3 1 3 1 3 1 4 3 1 4 2 1 4 4 3 1
(6)---(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---(6)---



2 4 1 2 4 1 3 4 1 3 1 3 1 3 4 1 3 1 3 1 3 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1 4 2 1 4 2
(6)---(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---(6)---



1 0 4 1 3 1 3 4 1 2 4 2 4 1 2 4 2 1 4 2 1 3 1 4 3 1 4 3 1
(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---



2 4 1 2 4 1 3 1 3 1 2 4 1 3 4 3 1 4 2 1 3 1 3 1 4 2 1 4 2
(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---



1 3 4 1 3 1 3 1 3 4 1 3 1 3 1 3 4 1 3 1 3 4 2 4 3 1 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1
(5)---(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)---

Scales

□ v □ v



Fingering: 2 4 1 2 4 1 3 4 1 3 1 3 1 3 4 1 3 1 3 1 3 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1 4 2 1 4 2
String: (6)---(5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---(6)---



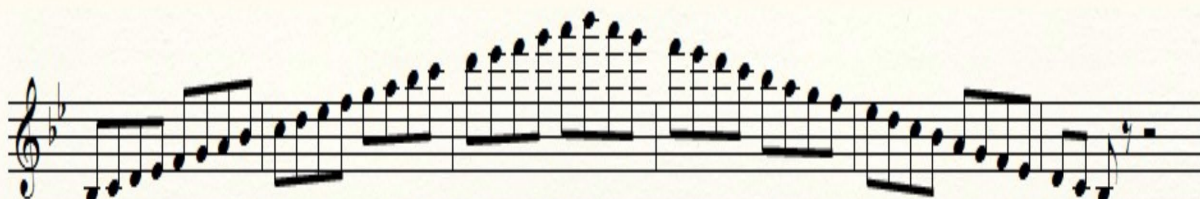
1 3 4 1 3 1 3 4 1 2 4 1 3 1 1 3 4 1 3 1 3 4 2 4 3 1 4 3 1 3 1 3 1 4 3 1 4 2 1 4 4 3 4
 (6)---(5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---(6)---



2 4 1 2 4 1 3 1 3 1 2 4 1 3 4 3 1 4 2 1 3 1 3 1 4 2 1 4 2
 (5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---



1 3 4 1 3 1 3 4 1 2 4 2 4 1 2 4 2 1 4 2 1 3 1 4 3 1 4 3 1
 (5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---



2 4 1 2 4 1 3 4 1 3 1 3 1 3 4 1 3 1 3 1 3 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1 4 2 1 4 2
 (6)---(5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---(6)---



1 3 4 1 3 1 3 4 1 2 4 1 3 1 1 3 4 1 3 1 3 4 2 4 3 1 4 3 1 3 1 3 1 4 3 1 4 2 1 4 4 3 1
 (6)---(5)---(4)---(3)---(2)---(1)---(2)---(3)---(4)---(5)---(6)---

Scales

□ v □ v



Fingering: 1 3 0 1 3 1 3 4 1 3 4 1 3 1 2 4 1 2 4 1 3 4 3 1 4 2 1 4 2 1 3 1 4 3 1 4 3 1 3 1 0 3 1

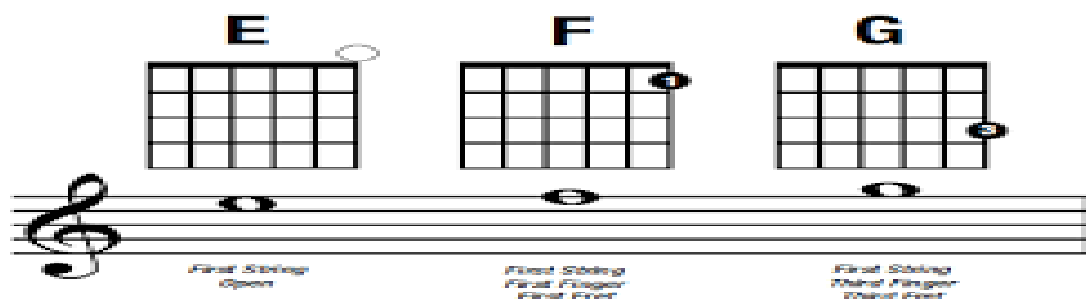
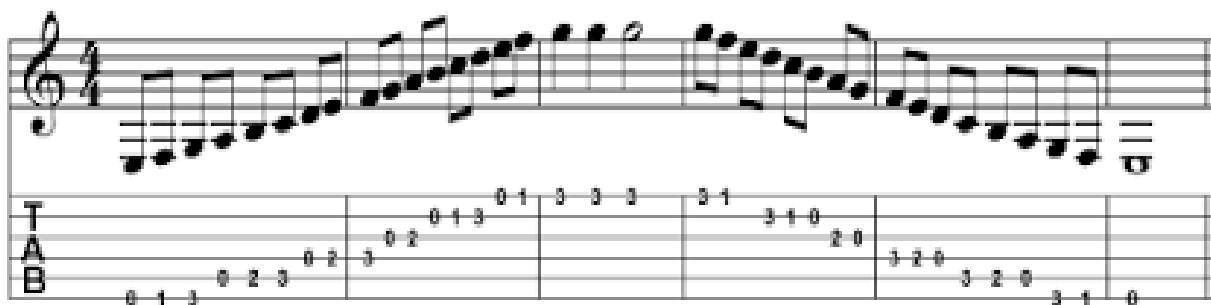
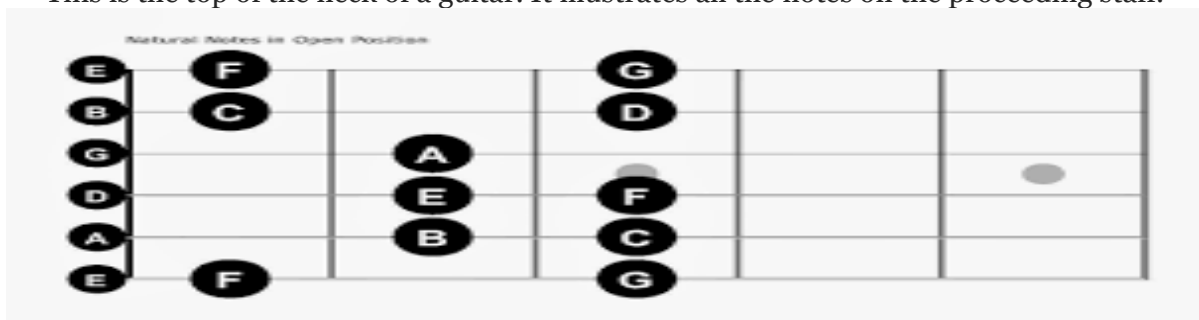
String: (6)---(5)------(4)---(3)---(2)---(1)------(2)---(3)---(4)---(5)------(6)---



1 3 4 1 3 1 3 4 1 2 4 2 4 1 2 4 2 1 4 2 1 3 1 4 3 1 4 3 1

(5)---(4)------(3)---(2)---(1)------(2)---(3)---(4)------(5)---

This is the top of the neck of a guitar. It illustrates all the notes on the proceeding staff.



Notes on the 1st string

"E" Open first string



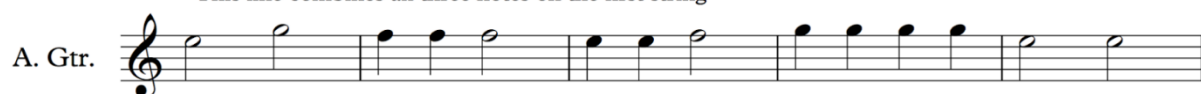
"F" First fret on the first string



"G" Third fret on the first string



This line combines all three notes on the first string



Learning the guitar, on the 1st string, in the first 3 frets, notes E F and G

Study 1

Eubanks Conservatory



Study 2



Study 3



Study 4



Study 5

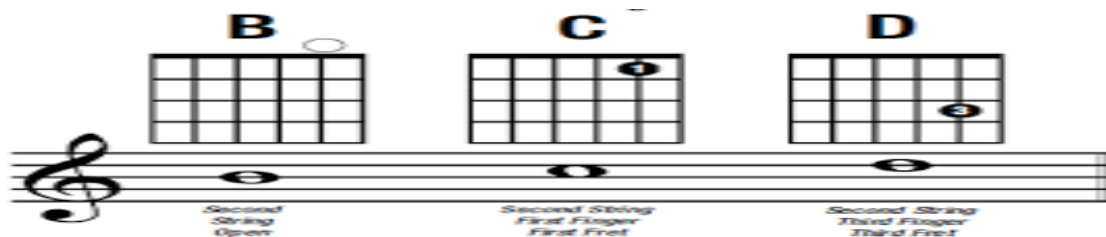


Study 6



Study 7





Here is a combination of the pervious notes with the B, C and D notes on the bottom.
The three staves are combined with tablatures. Tablatures are not intellectually traditional.

Notes on the Second String

- 1.
- 2.
- 3.
- 4.
- 5.

Continue to next line.

1.

T
A
B

0 1 2 3 4 5 5 0
2.

T
A
B

0 1 2 3 4 5 5 0
3.

T
A
B

0 1 2 3 4 5 5 0

Learning the notes B C and D on the second string



Learning the guitar on the 2nd string, in the first 3 frets, notes B C and D

Eubanks Conservatory

The image displays seven staves of musical notation, each representing a different exercise for learning the guitar on the 2nd string, specifically focusing on the first three frets (notes B, C, and D). The notation is written in treble clef with a 4/4 time signature. The exercises are as follows:

- Staff 1: A single whole note B (first fret), followed by a whole rest, and then a single whole note D (third fret).
- Staff 2: A sequence of eighth notes: B, C, B, C, B, C, B, C, followed by a whole rest and a final B.
- Staff 3: A sequence of eighth notes: B, C, B, C, B, C, B, C, B, C, B, C, followed by a whole rest.
- Staff 4: A sequence of eighth notes: B, C, B, C, B, C, B, C, followed by a whole rest and a final B.
- Staff 5: A sequence of eighth notes: B, C, B, C, B, C, B, C, followed by a whole rest and a final B.
- Staff 6: A sequence of eighth notes: B, C, B, C, B, C, B, C, followed by a whole rest and a final B.
- Staff 7: A sequence of eighth notes: B, C, B, C, B, C, B, C, followed by a whole rest and a final B.

Etudes In 4/4 Time Signature

Frolic

Eubanks Conservatory

Count 1 2 3 4

The musical score for 'Frolic' is written in 4/4 time. It consists of two systems of music, each with a piano (left) and guitar (right) part. The piano part is in treble clef, and the guitar part is in treble clef. The first system has 8 measures, and the second system has 8 measures. The score includes a count '1 2 3 4' at the beginning of the first measure. The piece ends with a double bar line and repeat signs.

Etudes And Better

The musical score for 'Etudes And Better' is written in 4/4 time. It consists of two systems of music, each with a piano (left) and guitar (right) part. The piano part is in treble clef, and the guitar part is in treble clef. The first system has 8 measures, and the second system has 8 measures. The piece ends with a double bar line and repeat signs.

The Merry Men 3/4 Time Signature

Eubanks Conservatory



Count 1 2 3



Happy Three



Count 1 2 3

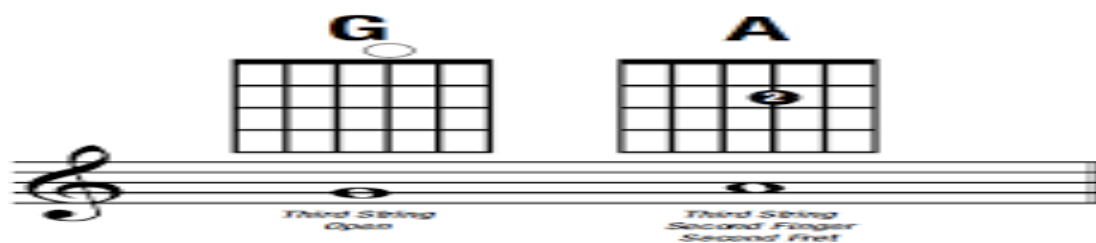


Three Is Free



Count 1 2 3





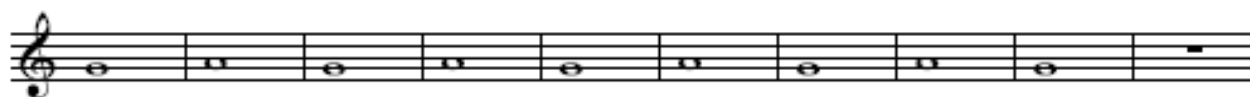
Learning the guitar on the 3rd string, in the first 3 frets, notes G and A

Eubanks Conservatory

The following are seven lines of musical notation for guitar exercises on the 3rd string, focusing on notes G and A. The exercises include scales, arpeggios, and rhythmic patterns.

- Line 1: A single note G (3rd fret) followed by a whole rest.
- Line 2: A scale starting on G (3rd fret) and moving up to A (2nd fret), followed by a whole rest.
- Line 3: A scale starting on G (3rd fret) and moving up to A (2nd fret), followed by a whole rest.
- Line 4: A scale starting on G (3rd fret) and moving up to A (2nd fret), followed by a whole rest.
- Line 5: A scale starting on G (3rd fret) and moving up to A (2nd fret), followed by a whole rest.
- Line 6: A scale starting on G (3rd fret) and moving up to A (2nd fret), followed by a whole rest.
- Line 7: A scale starting on G (3rd fret) and moving up to A (2nd fret), followed by a whole rest.

Learning the notes G and A on the third string



Etudes In 4/4 On The G String

Sparkling Stella

Eubanks Conservastory



Coiunt	1	2	3	4
--------	---	---	---	---



Louis Lee



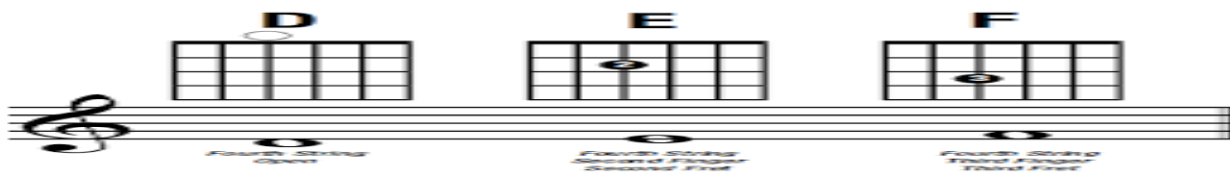
Count	1	2	3	4
-------	---	---	---	---



Carlos Cavajal



Count	1	2	3	4
-------	---	---	---	---



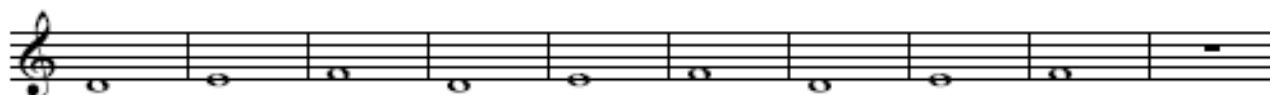
Learning the guitar on the 4th string, in the first 3 frets, notes D E and F

Eubanks Conservatory

The exercises are as follows:

- Staff 1: Four whole notes (D, E, F, D) followed by a whole rest.
- Staff 2: A sequence of eighth notes (D, E, F, D, E, F, D, E, F, D) followed by a whole rest.
- Staff 3: A sequence of sixteenth notes (D, E, F, D, E, F, D, E, F, D, E, F, D, E, F, D) followed by a whole rest.
- Staff 4: A sequence of eighth notes (D, E, F, D, E, F, D, E, F, D, E, F, D, E, F, D) followed by a whole rest.
- Staff 5: A sequence of eighth notes (D, E, F, D, E, F, D, E, F, D, E, F, D, E, F, D) followed by a whole rest.
- Staff 6: A sequence of eighth notes (D, E, F, D, E, F, D, E, F, D, E, F, D, E, F, D) followed by a whole rest.
- Staff 7: A sequence of eighth notes (D, E, F, D, E, F, D, E, F, D, E, F, D, E, F, D) followed by a whole rest.

Learning the notes D E and F on the fourth string



11



18



25



32



38



45



53



59



Etudes In 3/4 Time Signatures

Amazing Grace

Eubanks Conservatory

Chords: G, G7, C, G

Count 1 2 3

Chords: D7, G, G7, C, G, D7

Melancholy

Chords: Am, Dm, Am, Em, Am, Dm

Chords: Am, Em, Am, Dm, Em, Am, E7, Am, Dm, Em

Chords: Am, Em, Am, Dm, Em, Am, Dm, Em, Am

Chords: Am, Am, Am, Dm, Em, Dm, Em, Dm, Em, Am

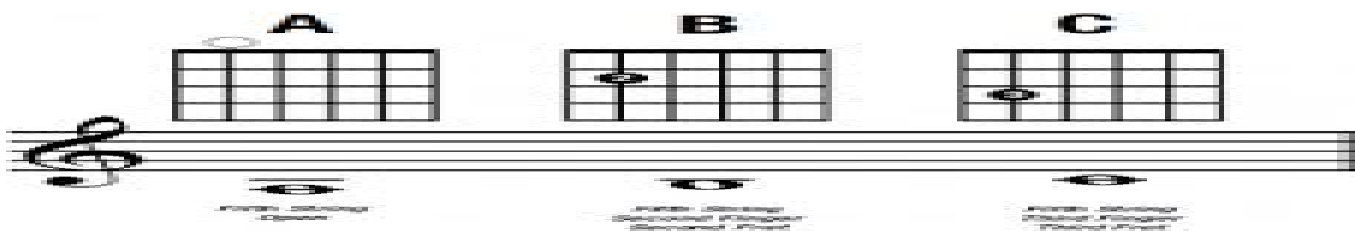
Matt and Carlos

Chords: C, G, C, F, G, C, F, C, Am

Chords: Dm, G, F, Dm, Dm, Dm, C, C

Learning the guitar on the 5th string, in the first 3 frets, notes A B and C

Eubanks Conservatory



Learning the notes A B and C on the fifth string



Etudes In 4/4 Or Common Time Signatures

Fifth String Etude

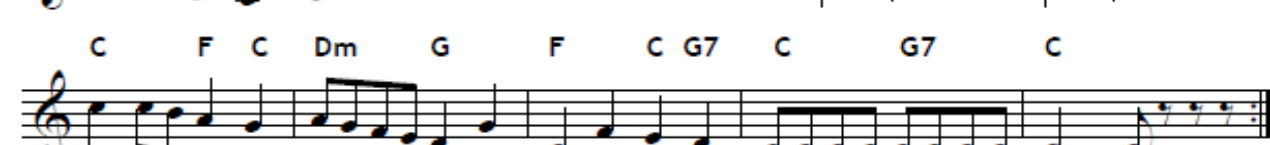
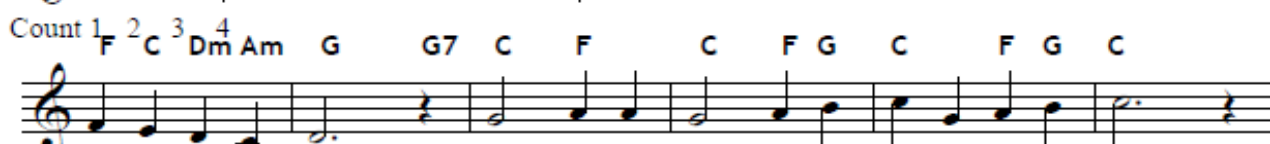
Eubanks Conservatory



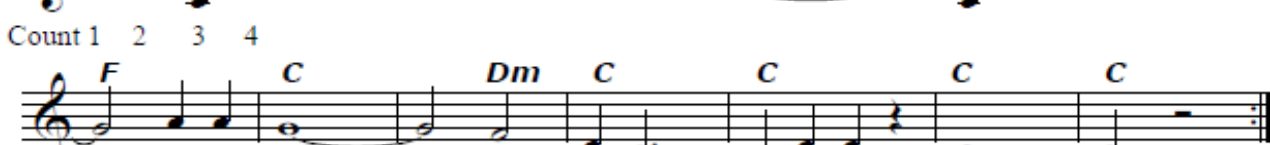
MASTALEE

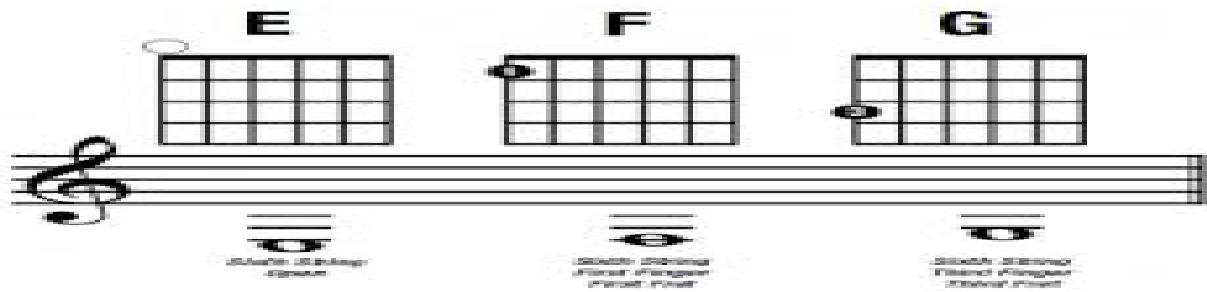


Mr. Swisher



Kum-Ba-Ya





Learning the guitar on the 6th string, in the first 3 frets, notes E F and G

Eubanks Conservatory

The exercises are written in 4/4 time and focus on the 6th string. The first staff shows whole notes for E, F, G, and E. The subsequent staves contain various rhythmic exercises, including eighth notes, quarter notes, and rests, designed to reinforce the fret positions and fingerings for E, F, and G.

Learning the notes E F and G on the sixth string

11

18

25

32

38

45

53

59

More Etudes Study In 2/4 Time Signatures

E/sy

Eubanks Conservatory



Bella



The Tie Etudes In 4 4 And 2/4

PSALM 1000

Em Am G C G7 C C C Eubanks Conservatory G Am

Count 1 2 3 4

C

When the Saints go Marching In

G G G G

D7 G C G D7 G7 C G7 C G G7 G

MATT SWISHER

First Position Chord Study Melody Etudes

Destiny Stennis

Guitar Duet

Eubanks Conservatory

Count 1 2 3 4

Follow Dave Stennis-Reed Jr.

Guitar Duet

Count 1 2 3 4

No.2 First Position Chord Study Melody Etudes

Shenandoah

Slowly

Eubanks Conservatory

Chord progression for *Shenandoah*:

Count 1 2 3 4

Chords: C, Am, F, C, F, C, F, C, Am, Em, Am, G7, C, C, Am, F, C, F, C, F, Am, G, C, Am, Em, Am, G7, C

Call Me By TONY HATCH

Chord progression for *Call Me*:

Chords: Cmaj.7, */*, C-7, /, /, F7, Bb maj.7, */*, B-7, /, /, E7, Abmaj.7, F-7, Abmaj.7, F-7, Cmaj.7, 1. D-7 G7, 2. E-7 A7b9, D-7 G7, D-7 G7, Cmaj.7, E-7, A7b9, D-7 G7, D-7 G7, Cmaj.7, D-7 G7

D.C. al Fine 1 Ending

No. 3 First Position Chord Study in 3/4 Time Signature

Porschea's Duet

Protege' and Instructor

Eubanks Conservatory

Count 1 2 3

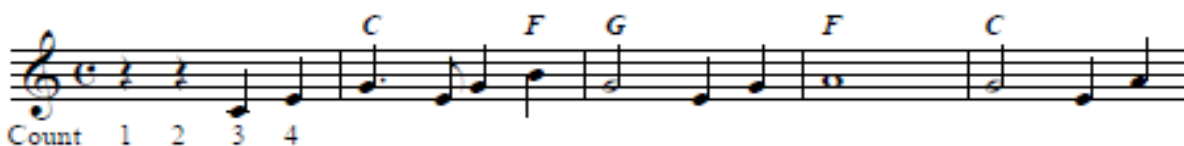
3/4 FUN

The musical score is written for two staves in 3/4 time. The first staff begins with a treble clef and a key signature of one sharp (F#). The second staff begins with a bass clef and a key signature of one sharp (F#). The score consists of five systems of music. The first system includes a count 'Count 1 2 3' above the first measure. The second system features a repeat sign at the end of the first measure. The third system includes a repeat sign at the end of the first measure. The fourth system includes a repeat sign at the end of the first measure. The fifth system includes a repeat sign at the end of the first measure. The score is written in a clear, legible font with standard musical notation.

6. Etudes In 4/4 or Common Time Signatures

Carlos, Row The Boat Ashore

Eubanks Conservatory



All Six Strings



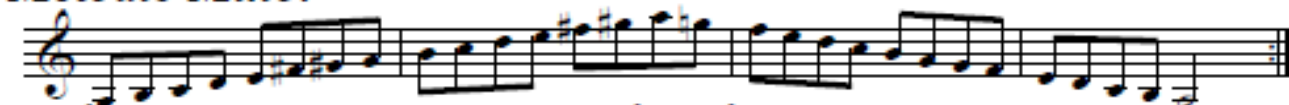
Natural Minor (Pure)



Harmonic Minor



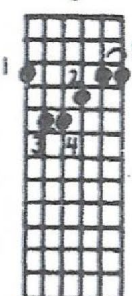
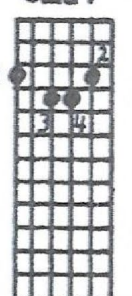
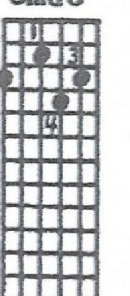
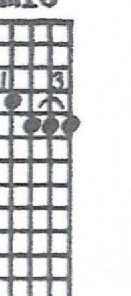
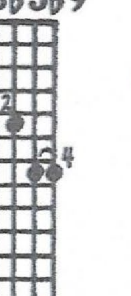
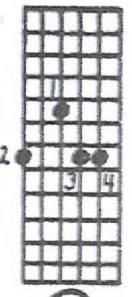
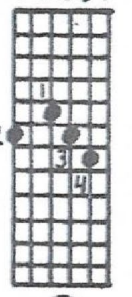
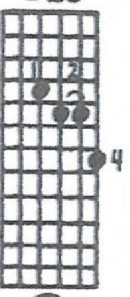
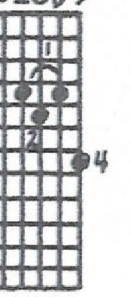
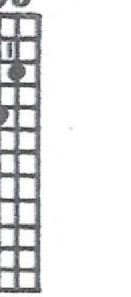
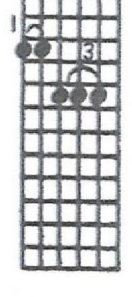
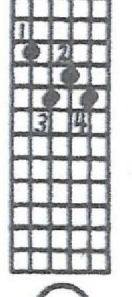
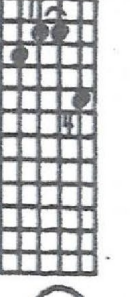
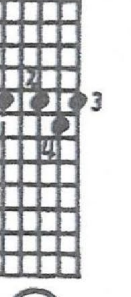
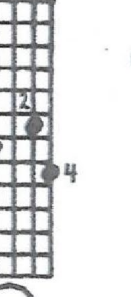
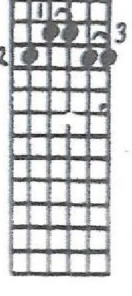
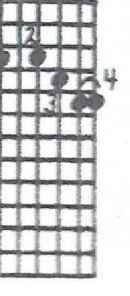
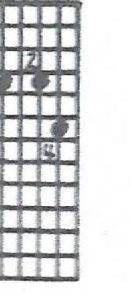
Melodic Minor



Daily Scale Study In A Melodic Minor



These chords are to be learned in all twelve keys. The finger board frets, and the letter names are provided for learning, on page 41. Count the frets, accordingly, to know where to place your fingers. Have fun!

① G 	② Gma7 	③ Gma6 	④ Ama7 	⑤ Ama6 	⑥ D13b5b9 	⑦ Gma7 
* ⑧ Gma7 or Ema9 	⑨ A13b9 	⑩ D13 	⑪ D13b9 	⑫ Gma6 	⑬ D11 	⑭ D7b5 
⑮ C 	⑯ Cma7 	⑰ Cma6 	⑱ Dma7 	⑲ Dma6 	⑳ Dma7 	㉑ G7#5b9 
㉒ Cma9 	㉓ G13 	㉔ G7b5 	㉕ G7 	㉖ G#dim 		

Eubanks Conservatory of Music and Arts, Inc.

Finger Board Frets Letter Names

Notes on the Guitar Fretboard

Open strings - 15th fret

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1st	E	F	F#/Gb	G	G#/Ab	A	A#/Bb	B	C	C#/Db	D	D#/Eb	E	F	F#/Gb	G
2nd	B	C	C#/Db	D	D#/Eb	E	F	F#/Gb	G	G#/Ab	A	A#/Bb	B	C	C#/Db	D
3rd	G	G#/Ab	A	A#/Bb	B	C	C#/Db	D	D#/Eb	E	F	F#/Gb	G	G#/Ab	A	A#/Bb
4th	D	D#/Eb	E	F	F#/Gb	G	G#/Ab	A	A#/Bb	B	C	C#/Db	D	D#/Eb	E	F
5th	A	A#/Bb	B	C	C#/Db	D	D#/Eb	E	F	F#/Gb	G	G#/Ab	A	A#/Bb	B	C
6th	E	F	F#/Gb	G	G#/Ab	A	A#/Bb	B	C	C#/Db	D	D#/Eb	E	F	F#/Gb	G

Table 15

Eubanks Chord Study by Louis Lee

C7 CMaj7 C9 CMaj9 C13 Cmin7 Cmin9 C11 C° C+

C7 CMaj7 C9 CMaj9 C13 Cmin7 Cmin9 C11 Cdim C+
 5fr. 5fr. 5fr. 5fr. 5fr. 4fr. 4fr. 5fr. 4fr. 5fr.
 11

C7 CMaj7 C9 CMaj9 C13 Cmin7 Cmin9 C11 Cdim C+
 8fr. 8fr. 8fr. 8fr. 8fr. 8fr. 8fr. 8fr. 7fr. 8fr.
 21

C7 CMaj7 C9 CMaj9 C13 Cmin7 Cmin9 C11 Cdim C+
 10fr. 10fr. 10fr. 10fr. 10fr. 10fr. 10fr. 10fr. 10fr. 10fr.
 31

C7 CMaj7 C9 CMaj9 C13 Cmin7 Cmin9 C11 Cdim C+
 41

C7 CMaj7 C9 CMaj9 C13 Cmin7 Cmin9 C11 Cdim C+
 3fr. 3fr. 3fr. 3fr. 3fr. 3fr. 3fr. 3fr. 3fr. 3fr.
 51

C7 5fr. CMaj7 5fr. C9 5fr. CMaj9 7fr. Cmin7 5fr. Cmin9 5fr. C13 7fr. C11 5fr. C° 5fr. C+ 5fr.

61

C7 9fr. CMaj7 9fr. C9 9fr. CMaj9 9fr. Cmin7 8fr. Cmin9 8fr. C13 9fr. C11 9fr. C° 7fr. C+ 9fr.

71

C7 CMaj7 C9 CMaj9 Cmin7 11fr. Cmin9 11fr. C13 C11 C° C+

81

C7 3fr. CMaj7 3fr. C9 3fr. CMaj9 3fr. Cmin7 3fr. Cmin9 3fr. C13 3fr. C11 3fr. C° 3fr. C+ 3fr.

91

C7 5fr. CMaj7 5fr. C9 5fr. CMaj9 5fr. Cmin7 5fr. Cmin9 5fr. C13 6fr. C11 5fr. C° 5fr. C+ 5fr.

101

C7 8fr. CMaj7 8fr. C9 8fr. CMaj9 8fr. Cmin7 8fr. Cmin9 8fr. C13 9fr. C11 8fr. C° 8fr. C+ 8fr.

111

121

C7 CMaj7 C9 CMaj9 Cmin7 Cmin9 C13 C11 C° C+

131

C7 CMaj7 C9 CMaj9 Cmin7 Cmin9 C13 C11 C° C+

141

C7 CMaj7 C9 CMaj9 Cmin7 Cmin9 C13 C11 C° C+

151

C7 CMaj7 C9 CMaj9 Cmin7 Cmin9 C13 C11 C° C+

CHORD STUDY THEORETICAL ANALYST CHART

When practicing and learning these chords, please keep in mind the major scale interval relationship between the root, each note and how it changes the chord. My theory is, start with the C7 chord as the basis and you can alter any note or notes to change the chord. Here is the theoretical concept:

Interval	1	2	3	4	5	6	7	8					
Scale:	C	D	E	F	G	A	B	C					
Theory:	C	Db	D	Eb	E	F	F#/Gb	G	G#/Ab	A	Bb	B	C
Chord:	1	mi2	2	mi3	3	4	#4/b5	5	#5/mi6	Ma6	mi 7	Ma7	15
Extensions:	mi9	9			11			mi13	Ma13/or	Dominat	Double	Octave	

I purposely used the C major scale because it does not have any accidental, meaning no sharps or flats. Therefore, the minors, sharps, flats, and dominant chords are easier to understand. When learning these chords, please keep in mind that they are a starting point and they can be altered, i.e., the **C7 can be altered to a C7 b9/#5 or a C13 #9/b5**. But, first, learn **all** the chords before you start altering them.

Objective: These theoretical chord charts are to facilitate the understanding of how the previous guitar chords, on the manuscript, were constructed and it will help you understand better how “guitar chords” theory is applied. It should them study them thoroughly. The better the understanding of these charts will facilitate a large cerebral vocabulary of guitar chords at your disposal.

Theoretical Chord Structure Chart:

FIRST POSITION A CATEGORY To be applicable to the 6th string, 3rd fret {1 to 10 Chords}

1. Start with the C7 = C7 = G E Bb C
2. Start with the C7 = CM7 = G E B C
3. Start with the C7 = C9 = G E Bb D
4. Start with the C7 = CM9 = G E B D
5. Start with the C7 = Cm7 = G EbBbC
6. Start with the C7 = Cm9 = G EbBbD
7. Start with the C7 = C13 = A E BbD
8. Start with the C7 = C11 = G F Bb C
9. Start with the C7 = Co = F#D#A C
10. Start with the C7 = C+ = G#E Bb C

SECOND POSITION To be applicable to the 6th string, 6th fret {11 to 20 Chords}

1. Start with the C7 = C7 = Bb G C E
2. Start with the C7 = CM7 = B G C E
3. Start with the C7 = C9 = Bb G D E
4. Start with the C7 = CM9 = B G D E
5. Start with the C7 = Cm7 = Bb G C Eb
6. Start with the C7 = Cm9 = Bb G D Eb
7. Start with the C7 = C13 = Bb A D E
8. Start with the C7 = C11 = Bb G C F
9. Start with the C7 = Co = A F#C D#
10. Start with the C7 = C+ = Bb G#CE

THIRD POSITION To be applicable to the 6th string, 8th fret {21 to 30 Chords}

1. Start with the C7 = C7 = C E Bb G
2. Start with the C7 = CM7 = C E B G
3. Start with the C7 = C9 = DE Bb G
4. Start with the C7 = CM9 = D E B G
5. Start with the C7 = Cm7 = C EbBbG
6. Start with the C7 = Cm9 = D EbBbG
7. Start with the C7 = C13 = D E BbA
8. Start with the C7 = C11 = C F Bb G
9. Start with the C7 = Co = C D#A F#
10. Start with the C7 = C+ = C E Bb G#

FORTH POSITION To be applicable to the 6th string, 12th fret {31 to 40 Chords}

1. Start with the C7 = C7 = E C G Bb
2. Start with the C7 = CM7 = E C G B
3. Start with the C7 = C9 = E D G Bb
4. Start with the C7 = CM9 = E C G B
5. Start with the C7 = Cm7 = Eb C G Bb
6. Start with the C7 = Cm9 = Eb C G Bb
7. Start with the C7 = C13 = E D A Bb
8. Start with the C7 = C11 = F D G Bb
9. Start with the C7 = Co = D# F# C A
10. Start with the C7 = C+ = E G# C Bb

FIFTH POSITION B CATEGORY To be applicable to the 5th string, 1st or 12th fret {41 to 50 Chords}

1. Start with the C7 = C7 = Bb E G C
2. Start with the C7 = CM7 = B E G C
3. Start with the C7 = C9 = Bb E G D
4. Start with the C7 = CM9 = B E G D
5. Start with the C7 = Cm7 = Bb Eb G C
6. Start with the C7 = Cm9 = Bb Eb G D
7. Start with the C7 = C13 = Bb E A D
8. Start with the C7 = C11 = Bb F G C
9. Start with the C7 = Co = C F# A D#
10. Start with the C7 = C+ = C G# B E

SIXTH POSITION To be applicable to the 5th string, 3rd fret {51 to 60 Chords}

1. Start with the C7 = C7 = C G Bb E
2. Start with the C7 = CM7 = C G B E
3. Start with the C7 = C9 = D G Bb E
4. Start with the C7 = CM9 = D G B E
5. Start with the C7 = Cm7 = C G Bb Eb
6. Start with the C7 = Cm9 = D G Bb Eb
7. Start with the C7 = C13 = D A Bb E
8. Start with the C7 = C11 = C F Bb E
9. Start with the C7 = Co = C F# D# A
10. Start with the C7 = C+ = C G# Bb E

SEVENTH POSITION To be applicable to the 5th string, 7th fret {61 to 70 Chords}

1. Start with the C7 = C7 = E Bb C G
2. Start with the C7 = CM7 = E B C G
3. Start with the C7 = C9 = E Bb D G
4. Start with the C7 = CM9 = E B D G
5. Start with the C7 = Cm7 = Eb Bb C G
6. Start with the C7 = Cm9 = Eb Bb D G
7. Start with the C7 = C13 = E Bb D A
8. Start with the C7 = C11 = F Bb C G
9. Start with the C7 = Co = D# A C F#
10. Start with the C7 = C+ = E Bb C G#

EIGHT POSITION C CATEGORY To be applicable to the 5th string, 9th fret {71 to 80 Chords}

- 1.) Start with the C7 = C7 = G C E Bb
2. Start with the C7 = CM7 = G C E B
3. Start with the C7 = C9 = G D E Bb
4. Start with the C7 = CM9 = G D E B
5. Start with the C7 = Cm7 = G C EbBb
6. Start with the C7 = Cm9 = G D EbBb 7
7. Start with the C7 = C13 = A D E Bb
8. Start with the C7 = C11 = G C F Bb
9. Start with the C7 = Co = F#C D#A
10. Start with the C7 = C+ = G#C E Bb

NINETH POSITION To be applicable to the 5th string, 1st fret {81 to 90 Chords}

1. Start with the C7 = C7 = Bb G C E
2. Start with the C7 = CM7 = B G C E
3. Start with the C7 = C9 = BbG D E
4. Start with the C7 = CM9 = B G D E
5. Start with the C7 = Cm7 = BbG C Eb
6. Start with the C7 = Cm9 = BbEb G D
7. Start with the C7 = C13 = Bb A D E
8. Start with the C7 = C11 = BbG C F
9. Start with the C7 = Co = C A D#F#
10. Start with the C7 = C+ = BbG#C E

TENTH POSITION To be applicable to the 5th string, 3rd fret {91 to 100 Chords}

1. Start with the C7 = C7 = C Bb E G
2. Start with the C7 = CM7 = C B E G
3. Start with the C7 = C9 = D Bb EG
4. Start with the C7 = CM9 = D B E G
5. Start with the C7 = Cm7 = C BbEbG
6. Start with the C7 = Cm9 = D BbEbG
7. Start with the C7 = C13 = D BbE A
8. Start with the C7 = C11 = C Bb E F
9. Start with the C7 = Co = C D#A F#
10. Start with the C7 = C+ = C Bb E G

ELEVENTH POSITION To be applicable to the 5th string, 7th fret {101 to 110 Chords}

1. Start with the C7 = C7 = E C G Bb
2. Start with the C7 = CM7 = E C G B
3. Start with the C7 = C9 = E D G B
4. Start with the C7 = CM9 = E D G B
5. Start with the C7 = Cm7 = EbC G Bb
6. Start with the C7 = Cm9 = EbD G Bb
7. Start with the C7 = C13 = E D A Bb
8. Start with the C7 = C11 = F C G Bb
9. Start with the C7 = Co = D#C F#A
10. Start with the C7 = C+ = E C G#Bb

TEVELTH POSITION To be applicable to the 5th string, 9th fret {111 to 120 Chords}

1. Start with the C7 = C7 = G E BbC
2. Start with the C7 = CM7 = G E B C
3. Start with the C7 = C9 = G E BbD
4. Start with the C7 = CM9 = G E B D
5. Start with the C7 = Cm7 = G EbBbC
6. Start with the C7 = Cm9 = G EbBbD
7. Start with the C7 = C13 = A E BbD
8. Start with the C7 = C11 = G F BbC
9. Start with the C7 = Co = F#D#A C
10. Start with the C7 = C+ = G#E BbC

THIRTEENTH POSITION D CATEGORY To be applicable to the 6th string, 3rd fret {121 to 130 Chords}

1. Start with the C7 = C7 = G C E Bb
2. Start with the C7 = CM7 = G E B C
3. Start with the C7 = C9 = G E Bb D
4. Start with the C7 = CM9 = G E B D
5. Start with the C7 = Cm7 = G EbBbC
6. Start with the C7 = Cm9 = G EbBbD
7. Start with the C7 = C13 = A E BbD
8. Start with the C7 = C11 = G F Bb C
9. Start with the C7 = Co = F#D#A C
10. Start with the C7 = C+ = G#E Bb C

FOURTEENTH POSITION To be applicable to the 6th string, 6th fret {131 to 140 Chords}

1. Start with the C7 = C7 = Bb E C G
2. Start with the C7 = CM7 = B E C G
3. Start with the C7 = C9 = Bb E D G
4. Start with the C7 = CM9 = B E D G
5. Start with the C7 = Cm7 = Bb EbC G
6. Start with the C7 = Cm9 = Bb Eb D G
7. Start with the C7 = C13 = Bb E D A
8. Start with the C7 = C11 = Bb F C G
9. Start with the C7 = Co = A D#C F#
10. Start with the C7 = C+ = Bb E CG#

FIFTEENTH POSITION To be applicable to the 6th string, 8th fret {141 to 150 Chords}

1. Start with the C7 = C7 = C G Bb E
2. Start with the C7 = CM7 = C G B E
3. Start with the C7 = C9 = D G Bb E
4. Start with the C7 = CM9 = D G B E
5. Start with the C7 = Cm7 = C G Bb Eb
6. Start with the C7 = Cm9 = D G Bb Eb
7. Start with the C7 = C13 = D A Bb E
8. Start with the C7 = C11 = C G Bb F
9. Start with the C7 = Co = C F#A D#
- 10 Start with the C7 = C+ = C G# Bb E

SIXTEENTH POSITION To be applicable to the 6th string, 12th fret {151 to 160 Chords}

1. Start with the C7 = C7 = E Bb G C
2. Start with the C7 = CM7 = E B G C
3. Start with the C7 = C9 = E Bb G D
4. Start with the C7 = CM9 = E Bb G C
5. Start with the C7 = Cm7 = Eb Bb G C
6. Start with the C7 = Cm9 = Eb Bb G C
7. Start with the C7 = C13 = E Bb A BD
8. Start with the C7 = C11 = F Bb G D
9. Start with the C7 = Co = D# A C F#
10. Start with the C7 = C+ = E Bb C G#

A Sequential “THEORETICAL ANALYST CHART”

Study each chord set position, at least, a week at a time or when you can play them in all 12 keys.

There is a total of 160 chords and an additional 408 with the extension, double stops, poly chords and triads.

Take the notes from the Major Scale and apply it to the proper chord type...i.e. first note a major chord, Ionian, second chord a minor chord, Dorian, third note Phrygian etc.

Remember, if a chord does not contain the root, as in the C9 chord in the first position, it is what is called implied.

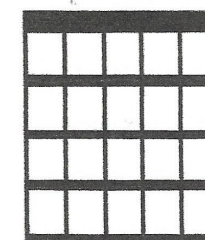
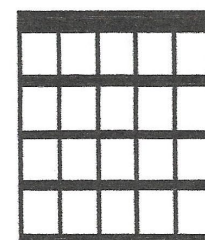
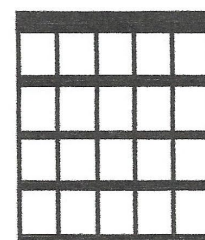
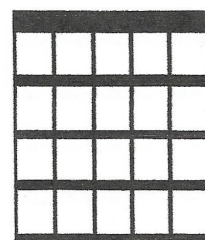
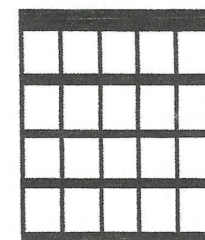
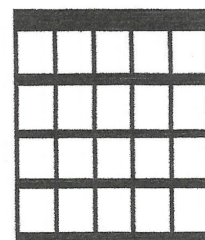
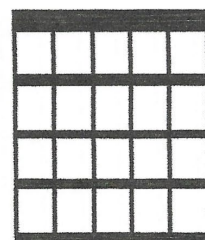
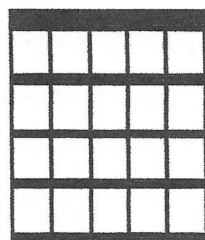
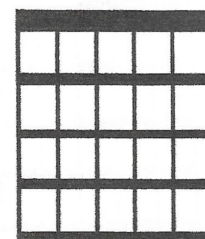
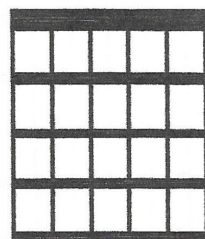
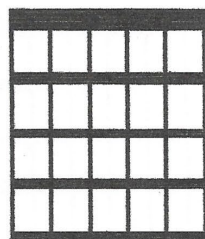
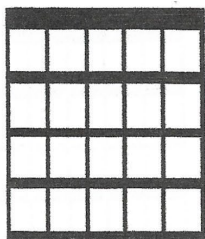
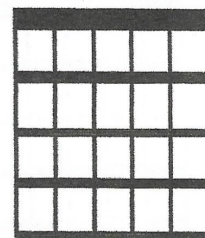
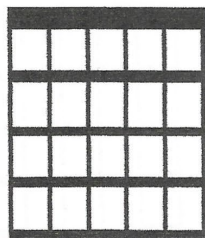
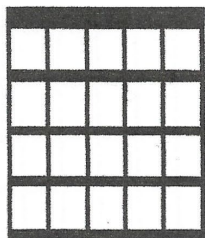
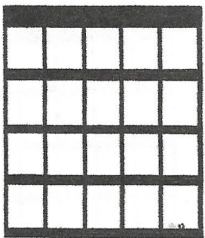
Double stops and triads are implied chords.

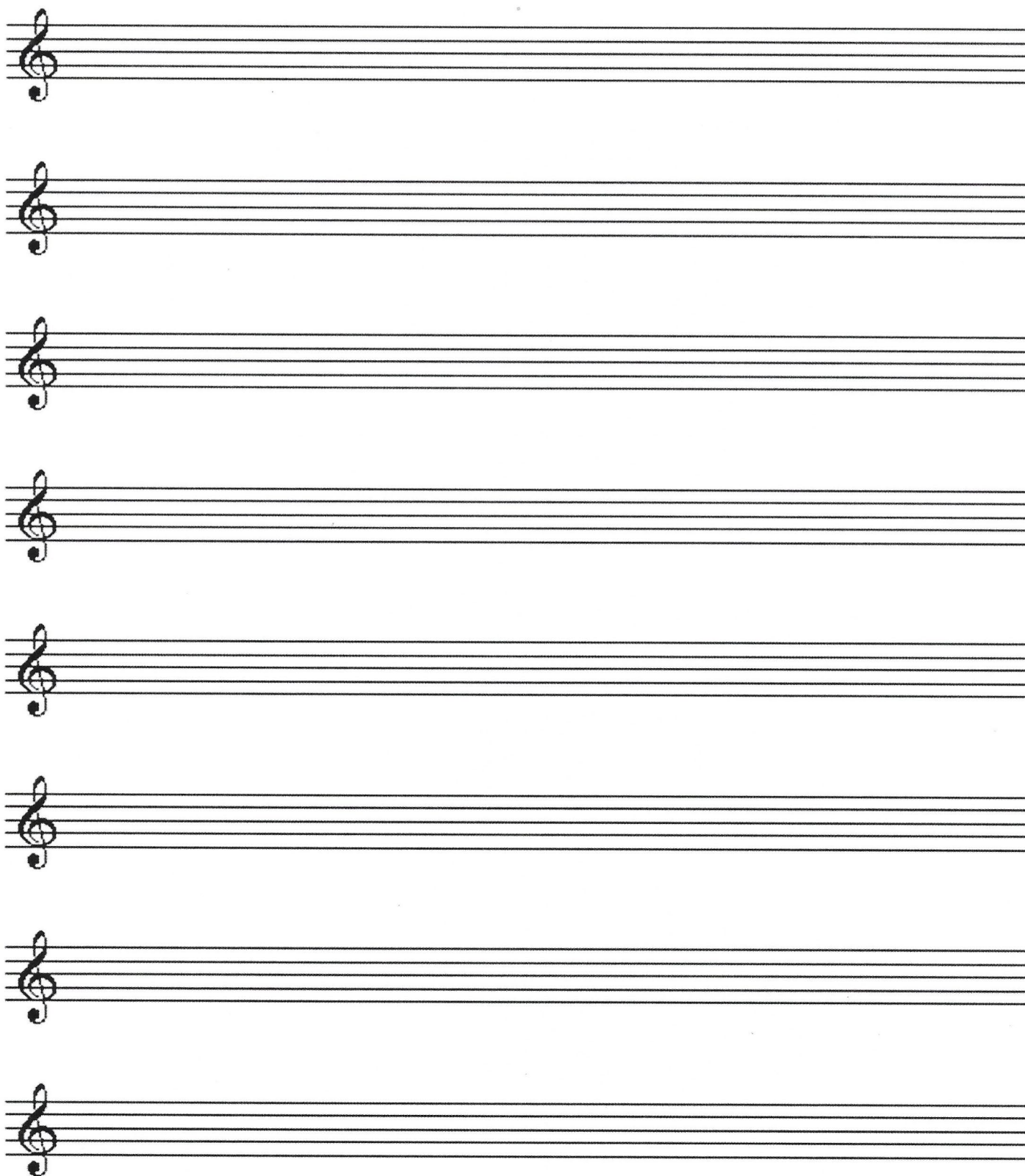
A good starting point for learning these chords would be a blues song, i.e. Blue Monk.

Try to arrange a guitar chord melody to a song, like, Blue in Green, by Miles Davis and Bill Evans.

The next book will focus on inversions and how a chord could have multiples names.

This tablature page is provided for the use of your music writing. Make as many copies as you need. Remember, a tablature is the top of the guitar neck, which is indicated by the thick black line, the nut. Have fun!





This manuscript paper is provided for the use of your music writing. No bars are on the staff. The standard procedure for how many bars are on a measure is four bars. Have fun!

Table 16

DAILY ACTIVITY CHART

	<i>Daily Hours</i>	<i>Weekly Hours</i>	<i>Monthly Hours</i>
• <i>Sleep Time</i>			
• Work Time/ School			
• Daily Food Consumption			
• Daily Traveling Time			
• Recreation Time			
• Subtotal Hours			
• Guitar Objectives			
• Remaining Time			

- The purpose of this Daily Activity Chart is to help you see how to manage your time, so that you can achieve your objective.
- First make sure you practice at least 5 days a week and 30 minutes to an hour a day.
- After you have completed the Daily Active Chart, arrange your 30 minutes or hour a day practice schedule using the following Daily Practice Schedule Table 17. The note section is for documenting any questions you may encounter so you can remember to ask your instructor.

Table 17

Daily Practice Log Sheet (Example)

<i>Monday Date</i>	<i>Tuesday Date</i>	<i>Wednesday Date</i>	<i>Thursday Date</i>	<i>Friday Date</i>	<i>Saturday Date</i>	<i>Sunday Date</i>
<i>Finger Exercise</i>						
<i>Theory</i>						
<i>Fun</i>						

***Notate in the Finger Exercise, Theory and Fun squares the time spent on each objective. Repeat and notate the following days.**

Notes: _____

Name: _____ **Start Date:** _____ **Week #** _____ **Total Time:** _____

- Finger Exercise 10 Minutes a day
- Theory 10 Minutes a day
- Fun 10 Minutes a Day
- Total 30 Minutes a Day

Table 18 This picture is the top neck of a guitar, and the numbers illustrate the fingering and the respective frets. Keep in mind, going up the neck is referred to as ascending, sharps $\sharp$, and going back is descending, flats $\flat$.

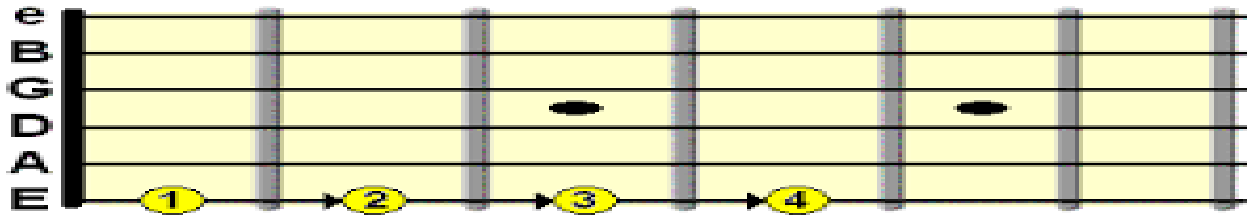


Table 19 This exercise is to be practiced at the beginning of the first 4 frets, on the guitar neck, 4 times each on all 6 strings. The illustration below is a combination of different fingers to be used. Advanced students can use multiple fingers. Here are some great combinations:

Finger Combinations

Set 1. 12 13 14	Set 2. 123 124 132 142 143	Set 3. 1234 1243 1324 1423 1432
21 23 24	213 214 234 241 243	2134 2143 2314 2413 2431
31 32 34	312 314 321 324 342	3124 3142 3214 3412 3421
41 42 43	412 413 421 423 432	4123 4132 4231 4312 4321

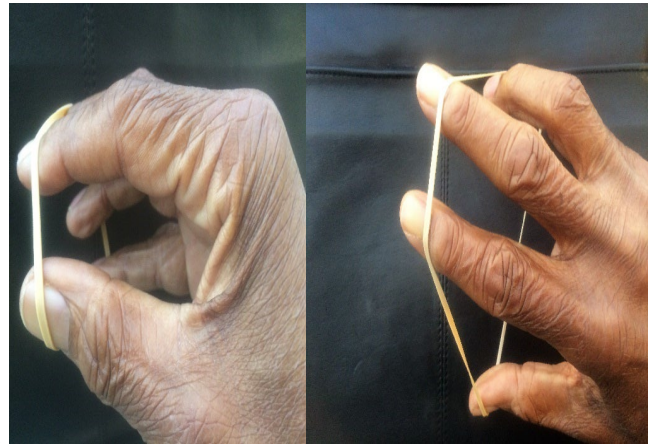
Table 19



A.



B.



C.

The grip squeeze exercise **A.** maximum results can be accomplished by doing it in 5 to 10 minutes' intervals. **B.** The hand grip finger strengthener. **C.** The rubber band exercise. Maximum results can be accomplished by expanding the fingers and holding them for 30 to 60 seconds. As with any exercise, there is a positive and a negative movement and this exercise deals with the negative movement of muscle development.



A.



B.



C.



A.

B.

Table 20

These finger exercises can be executed when you are not near a guitar, but in your car, at a store or any place. These exercises are beneficial because they strengthen the muscles that cannot be attained from practicing on the guitar.

Illustration A deals with the isometrics for muscle development.

Illustration B these specific exercises will strengthen the finger muscles and shape the figures by pitting one muscle or part of the body against another. It can be used against an immovable object in a strong but motionless action, as by raising a finger and pressing the remaining fingers against a flat object or against a desk

In addition,

Illustration B can be used with both hands. For classical guitarist, both hands are recommended. For Jazz guitarist, the left is sufficient. For the best results, hold each finger up for at least 2 minutes.

Louis Lee Finger Dexterity Exercises

Eubanks Conservatory

Table 21



Exercise
2

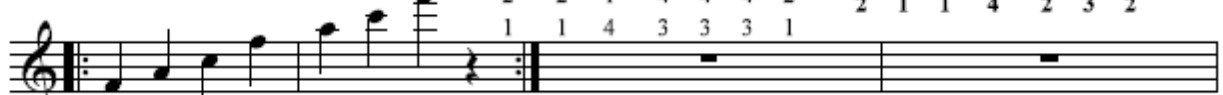


Exercise
3



Fingering 1 4 3 3 2 1 1 1 4 4 3 1 2 1 4 4 2 2 1 4 4 2 2 1 1 4 2 3 2

Exercise
4



Fingering 4 3 1 2 1 4 4 3 2 1 1 1 3 3 2 1 4 4 3 2 2

Exercise
5



Fingering 1 4 3 1 1 1 1 4

Exercise
6



Fingering 3 2 2 1 1 1 3 4 4 2 1 2 1 4 3 2 2 4 3 4 3 2 1 4 3 4 2 1 4 4 3 2 3 1 3 3 1 4 1 4 3 2 2 1 4 4 3 3 2 1



Table 21

Developing Dexterity

The musical score is a single melodic line in treble clef, 2/4 time. It consists of ten staves of music, each containing a continuous sequence of eighth-note patterns. The exercise is marked with various dynamics and articulations:

- Staff 1: Starts with a forte (*f*) dynamic and a breath mark (V).
- Staff 2: Continues the pattern.
- Staff 3: Continues the pattern.
- Staff 4: Continues the pattern.
- Staff 5: Continues the pattern.
- Staff 6: Continues the pattern.
- Staff 7: Continues the pattern.
- Staff 8: Continues the pattern.
- Staff 9: Continues the pattern.
- Staff 10: Continues the pattern and ends with a forte (*f*) dynamic.

The exercise is characterized by a constant eighth-note flow, with occasional rests and dynamic shifts. The notation includes various accidentals (sharps, flats, naturals) and articulation marks (accents, breath marks).

Developing Dexterity

The previous exercise present complex series of running notes, arpeggios, sequences (a pattern of notes that repeats as it moves up or down in a pitch, as in measures 7-8) and pedal tones (a repeating bass note interjected into a melody phrase, as in measures 24-25, on this page).

This rhythmic exercise, on this page, is a continuation of the previous, but it is to be used with different scales, modes, arpeggios, sequences, and pattern of notes repeated up or down. **Have fun!**

Table 22

Ex 1a

♩=80

1 2 3 (4) 1 & 2 (3) 4 1 & 2 3 4 & 1 2 3 & 4 &

Ex 1b

1 & 2 (3) 4 eu & u 1 & 2 (3) 4 1 & 2 3 4 & 1 2 3 & 4 &

Ex 1c

1 & u 2 3 & 4 1 (2) 3 u 4 & 1 & 2 & 3 & 4 u 1 2 3 u 4 & u

Table 23

Guitar Sight Reading Rhythm Study

WHOLE NOTE AND REST

HALF NOTES AND RESTS

QUARTER NOTES AND RESTS

EIGHTH NOTES AND RESTS

SIXTEENTH NOTES AND RESTS

WWW.LEARNINGTOPLAYTHEGUITAR.NET

Table 24

Ex 2a

♩=80



Ex 2b



Ex 2c



Table 25

Table 26

Rhythm Reading Course 3/4 Beats

www.thhe-ecma.com

2.1 $\frac{3}{4}$

4

8

12

15

19

23

27

31

35

- Use these rhythms with single notes, scales, arpeggios, double stops, and chords.
- Do not swing the eight notes, play them as baroque notes. Some of these rhythms are from transcribed jazz solos.
- The best way to remember these rhythms is to study them for a week at a time!

Table 27

Rhythm Reading Course 2/4 Beats

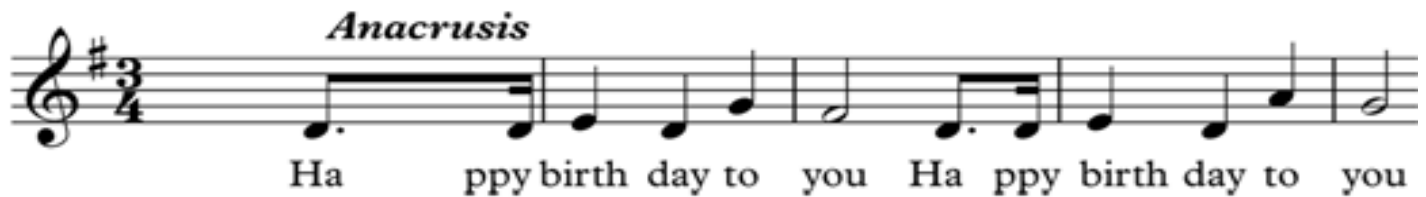
www.thhe-ecma.com



- Repeat the previous rhythm instructions on page 61.
Have fun!

Table 28 Glossary:

Anacrusis/Pickup



In **music**, an anacrusis (also known as a **pickup**) is a note or sequence of notes which precedes the first downbeat in a bar in a **musical** phrase.

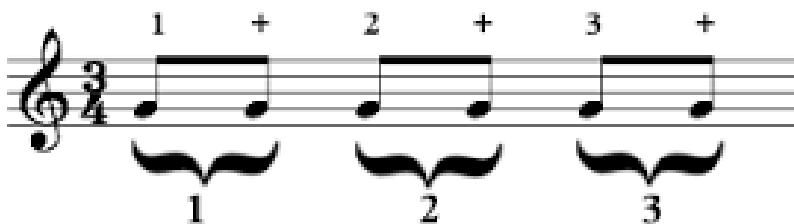


Bar

In written Western music, the bar-line came to be used: a vertical line through the staff, to mark metrical units or bars (= measures). By the later 17th century the bar-line would precede a strong beat so that a bar came to begin normally with an accented note. The double bar or double bar-line marks the end of a section or piece.

Baroque

3/4 meter has 3 groups of 2:

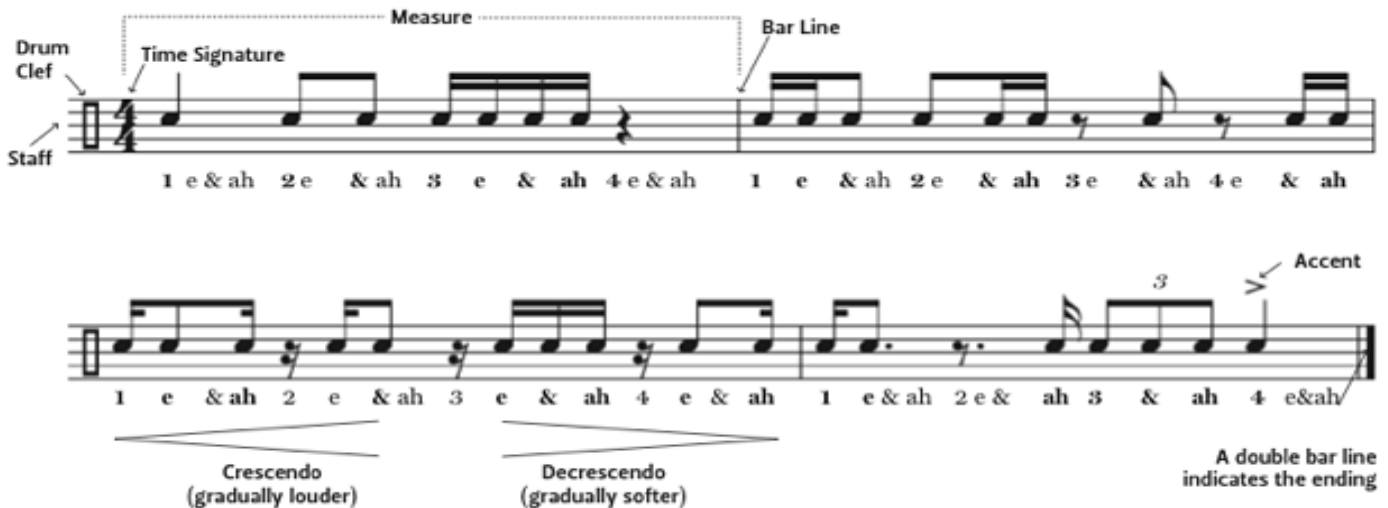


This designates a period of cultural development relating to or denoting a style of European architecture, music, and art of the 17th and 18th centuries. In music, notes are performed in the strictest manner and are performed as written, which is on the beat.

Bar Chord

Any chord that requires you to hold down more than one string, with a single finger, simultaneously. The most common examples of Bar chords are ones in which the index finger holds down five or six strings (on the same fret) whilst the other fingers hold basic chord shapes. This provides a way of using the simple open string chords further up the fretboard (like a capo).

Beat

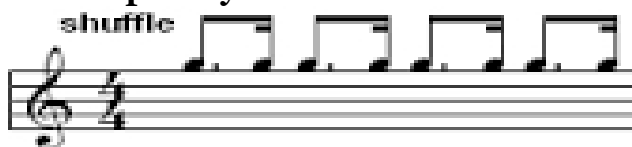


The beat or pulse in a piece of music is the regular rhythmic pattern of the music. Each bar should start with a strong beat and each bar should end with a weak beat. These may be known as the downbeat (strong, at the beginning of a bar) and the upbeat (weak, at the end of a bar). Up and down describe the gestures of a conductor, whose preparatory upbeat is of even greater importance to players than his downbeat.

Blues

Music of African/American origin that is often slow and sad. The guitar is a popular instrument for the blues and guitarists used this form of music as a base for early rock and roll. Most forms of rock music including heavy metal can be traced back to blues music

Contemporary



This designates a period of cultural development relating to or denoting a style of African American architecture, music, and art starting in the 16th. In music, eight notes are performed in a swing style manner and not performed as written, which is on the beat.

Clef



The five lines generally used in modern musical notation have no precise meaning without the addition at the left-hand side of a clef: a sign that specifies a particular note to be indicated by one of the lines, from which other notes may be gauged. The treble clef, otherwise known as a G clef, is used to show that the second line from the bottom is G. The bass clef, otherwise known as an F clef, shows that the second line from the top is the F below middle C. C clefs are used on any line to show the position of the note known as middle C; most frequently found are the alto clef, a C clef on the middle line of the staff (the group of five lines) and the tenor clef, a C clef on the second line from the top. The alto clef is the principal clef used for the viola, the tenor of the string family, while the tenor clef is

used for the upper register of instruments like the cello and the bassoon. In plainchant, which uses a four-line stave, there are C clefs and F clefs which may appear on any line.

Chiavi trasportati/ in Contrabasso

[low clefs]



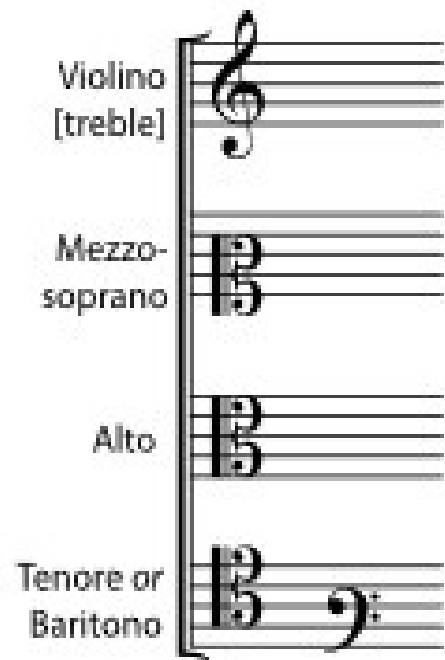
Chiavi naturali

[usual clefs]



Chiavette

[high clefs]



Diatonic Scale

In music theory, a **diatonic scale** is a heptatonic scale that includes five whole steps (whole tones) and two half steps (semitones) in each octave, in which the two half steps are separated from each other by either two or three whole steps, depending on their position in the scale. This pattern ensures that, in a diatonic scale spanning more than one octave, all the half steps are maximally separated from each other (i.e., separated by at least two whole steps). The word "diatonic" comes from the Greek διατονικός, meaning progressing through tones.[[]

Flat

A flat is indicated by a sign derived from the letter b, showing that a note should be lowered by a semitone. In a more general sense music that is flat may simply be out of tune, its pitch below the accepted pitch.

Finger Exercise

A routine set of finger movements on the guitar for both hands can be accomplished by using scales, alternate picking, increasing, and decreasing the speed on a metronome, rubber band retention, finger calisthenics, and isometrics.

Finger exercises for the guitar are a key element in achieving maximum control with the guitar in a relatively short time.

Exercise is especially important for a strong healthy body and combined with a healthy diet can highly increase the longevity of life. When you exercise to build strength, there are positive and a negative effect. When bench pressing, coming down with the weight is a positive, which improves your resistances and pushing up the weight is a negative, which improves your ability to explode.

A fermata/Birds Eye



[fer'ma:ta] (also known as a hold, pause, colloquially a bird's eye or Cyclops eye, or as a grand pause when placed on a note or a rest) is a symbol of musical notation indicating that the note is prolonged beyond its normal duration or note value would indicate.

Interval



In **music** theory, an **interval** is the difference between two pitches. An **interval** may be described as horizontal, linear, or melodic if it refers to successively sounding tones, such as two adjacent pitches in a melody, and vertical or harmonic if it pertains to simultaneously sounding tones, such as in a chord.

Key signature

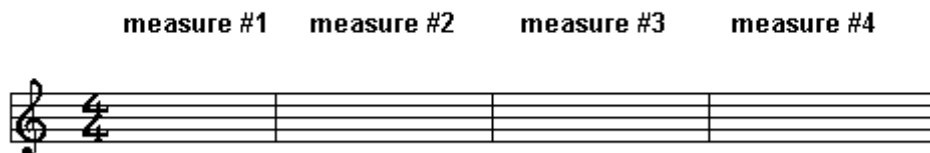


The key signature is the presence of sharps or flats, or absence of either, at the beginning of a piece of music, indicating the sharps, flats, and naturals belonging to the key of the music. Since a major or minor scale, the two now in common use have a fixed order of tones and semitones (whole steps and half steps), these can only be preserved when there is a change of key-note by the addition of sharps or flats. In the major scale, for example, there are semitones or half steps between the third and fourth degrees and seventh and eighth degrees of the scale. In the scale of C major, played on the white notes of the piano, these semitones fall between E and F and between B and C, a fact apparent from the piano keyboard, where there is no black key between the notes that form these pairs. To keep the same pattern in the scale of G, the note F must be raised to F sharp, so that there is still a semitone between the seventh and eighth notes of the scale. In major keys, each key with an extra sharp start on a key-note a fifth higher, while the keys with flats are in a descending order of fifths; i.e. C major itself has no sharps, G has one sharp, D two, A three, E four, B five, F sharp six and C sharp major seven,

each new sharp the seventh note of the scale. *Descending* in fifths, C major has no flats, F has one flat, B flat two flats, E flat three, A flat four, D flat five, G flat six and C flat seven, each new flat the fourth note of the scale.

Measure

example #2



Modes

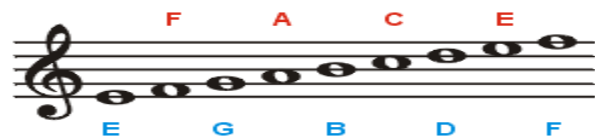
In modern Western music, the 'major' scale breaks the octave into seven whole- or half-tone intervals. The order of the intervals, starting at the tonic of the scale, is 1, 1, 1/2, 1, 1, 1, 1/2. Different starting notes will give us different 'keys': One key will not use the same notes as another, but the intervals will be maintained in the same order. So, for instance, C, D, E, F, G, A, B, C gives us a C-Major scale, while F, G, A, B-b, C, D, E, F gives us an F-Major scale.

The 'minor' scale uses a different sequence of intervals: 1, 1/2, 1, 1, 1/2, 1, 1. For instance, the minor scale starting on C will use the notes C, D, E-b, F, G, A-b, B-b, C. Music which uses a major scale sounds different to the accustomed ear, than music which uses a minor scale.

These are the predominate scales used in modern Western music, and modern performers tend to force all music into these scales. In fact, though, if you wish to break an octave, as evenly as possible, into seven whole- and half-tone intervals, there are seven possible scales which would appear to do the job equally well, and all of them have seen at least some use. These are the modes. They are named for the classical Greek modes, though they no longer represent the same scales - the Ionian mode, the Mixolydian mode, the Dorian mode, the Aeolian mode, the Phrygian mode, the Locrian mode, and the Lydian mode. Each mode has a different and distinctive sound to the accustomed ear

A measure is, in English, a bar, in the sense of the music written between the vertical bar-lines drawn on the stave to mark the metrical units of a piece of music (see also 'bar')

Note



A note in English is either a single sound or its representation in notation. American English refers to a single sound as a tone, following German practice.

Octave



The octave is an interval of an eighth, as for example from the note C to C or D to D. The first note can have a sharp or flat providing the last note has the corresponding sharp or flat (i.e., C sharp to C sharp).

Pedagogy *pedəˌɡäjä/*

Noun pedagogy; plural noun: pedagogies 1. The method and practice of teaching, especially as an academic subject or theoretical concept. 2. The discipline that deals with the theory and practice of education; it thus concerns the study of how best to teach. Spanning a broad range of practice, its aims range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills). Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought or USC Science of Education Master's Degree.

Protégé 'prōdəˌZHā, 'prōdəˌZHā/1. one who is protected or trained or whose career is furthered by a person of experience, prominence, or influence. 2. A relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but she or he must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors engaged

The octave is an interval of an eighth, as for example from the note C to C or D to D. The first note can have a sharp or flat providing the last note has the corresponding sharp or flat (i.e. C sharp to C sharp).

Recapitulation/Repeat



A part of a movement (especially one in sonata form) in which the themes from the exposition are restated. In **music**, a **repeat sign** is a **sign** that indicates a section should be repeated. If the piece has one **repeat sign** alone, then that means to **repeat** from the beginning, and then continue (or stop, if the **sign** appears at the end of the piece).

Scale



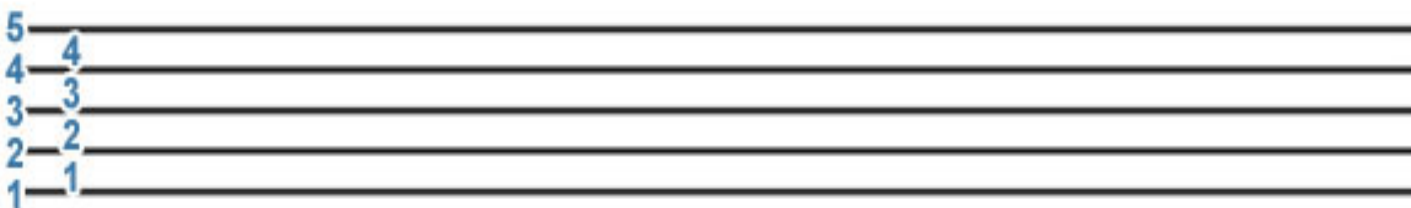
A scale is a sequence of notes placed in ascending or descending order by steps.

Sharp



A sharp, represented by the sign #, added before a note, raises its pitch by a semitone. In general terms music that is sharp may be simply out of tune, at too high a pitch.

Stave / Staff



The stave or staff indicates the set of lines used for the notation of notes of different pitches. The five-line staff is in general use, however, there is a four-line staff used for plainchant. Staves of other numbers of lines were once used, but the five lines and four spaces has become the universal standard. The system, with colored lines for C and for F, followed principles suggested first by Guido of Arezzo in the 11th century. Staff notation is the system of notation that uses the stave.

Swing Notation

Swing feel is an assumed convention of **notation** in many styles of jazz. In big band, blues, bebop, R&B, Hip Hop Jazz, and contemporary music. A **swing** feel is assumed, unless "shuffle" is explicitly specified in the score. Notes that are not swung are called straight notes or **Baroque**. The contrast between the notation and the various ways swing can be interpreted is a mathematical equation is illustrated in the follows:

a)

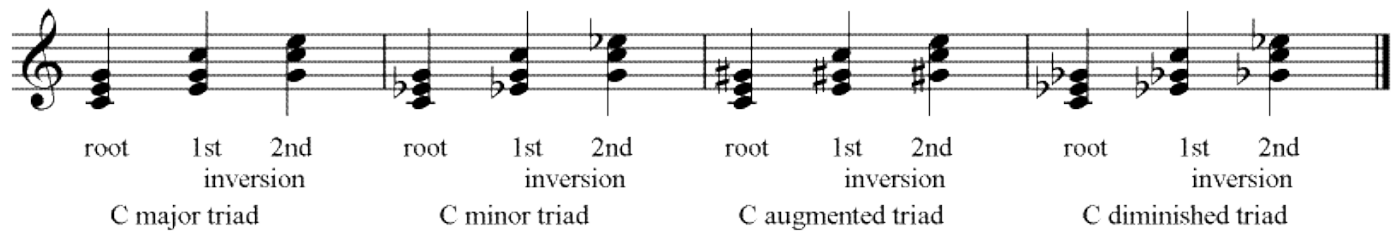
b)

c)

a) Baroque
b) Swing
c) Triplet

The image shows three musical staves, each with a treble clef and a key signature of one sharp (F#). The time signature is 3/4. Staff (a) shows a sequence of notes: a quarter note on G4, an eighth note on A4, a quarter note on B4, a quarter note on C5, a quarter note on B4, a quarter note on A4, and a quarter note on G4. Staff (b) shows a sequence of notes: a quarter note on G4, an eighth note on A4, a quarter note on B4, a quarter note on C5, a quarter note on B4, a quarter note on A4, and a quarter note on G4. Staff (c) shows a sequence of notes: a quarter note on G4, an eighth note on A4, a quarter note on B4, a quarter note on C5, a quarter note on B4, a quarter note on A4, and a quarter note on G4. The notes in (a) and (b) are straight notes, while the notes in (c) are marked with a '3' over a bracket, indicating a triplet feel.

Triads



A chord of three tones, especially one consisting of a given tone with its major or minor third and its perfect, augmented, or diminished fifth.

Tempo

Tempo term	meaning	approximate BPM
grave	very slow	40 or slower
largo	very slow	40-60
adagio	slow, but faster than largo	60-80
andante	walking pace	80-100
moderato	moderate speed	100-120
allegro	quick, lively	120-160
presto	very quick	160-200

Tempo (Italian: time) means the speed at which a piece of music is played. Sometimes the exact tempo is given at the beginning of a piece of music with the number of beats to a minute, as measured by a metronome. More often tempo indications give the performer more latitude, although the Hungarian composer Belá Bartók, for example, gives exact timings, often of each section of a work. In much earlier music, the tempo is implicit in the notation or in the type of music.

Time Signature

4= Counts per measure (This is for any number.) i.e. 3 or 5 etc.

4= What note value receives one count (Any fraction.) 5/8 etc.

- Remember, every note receives one beat!

Different Time Signatures

- Simple:** C for common time or 4/4
- Regular:** 3/4 or 4/4, The 4/4 is one of the most used in contemporary music, 3/4 has a waltz feel and is mainly used in the Blues genre.
- Mixed:** (e.g., 5/8 & 3/8 or 6/8 & 3/4), These time signatures alternate, in various forms and can have more than 2-time signature repeatedly throughout a composition.
- Compound Meters:** (e.g., 9/8 or 12/8), This is where each beat is divided by 3 rather than 2.
- Complex:** (e.g., 5/4 or 7/8), These time signatures are used mostly modern Jazz or Avant-garde compositions and are complex because the rhythm could be for 5/41 or 7/8.

6. **Additive:** **3+2 or 1+2+2** and the same for additive This time signature is used when a specific accent on the rhythm is specified by a group of numbers. (e.g., **3+2+3/8**).
7. **Fractional:** This time signature is used sparingly in certain section of a piece of music to create an odd uneven feel. (e.g., **2½ /4**).
8. **Irrational meters:** These time signatures are used to extend chores, verse prelude or interlude. (**1/2 or 2/2 or 3/2 or 1/4**)

Time or meter, unlike the word tempo, which means speed or pace, are used in music for the metrical divisions or bar-lengths of a piece of music. These are indicated by two numbers at the beginning of a composition or at the introduction of a changed time meter, by two numbers that form a time signature. The upper portion of the two numbers shows how many counts there are in a bar while the bottom number shows what kind of note receives one beat. In this way, a duple time-signature of 2/4 means that each bar consists of two quarter-notes or crotchets. An indication of compound time such as 6/8 shows that there are six quavers or eighth notes in each bar, although in faster speeds these will be in two groups of three or in 3/4. In complex upper numbers, such as five or seven, necessitate asymmetrical groupings of notes.

The picture on the next page is Louis Lee performing at the fabulous City Club 555 South Flower Street, 51st Floor, Los Angeles, CA. 90071. He performs there often, and this was a special dinner party for LIONSGATE FILMS.

