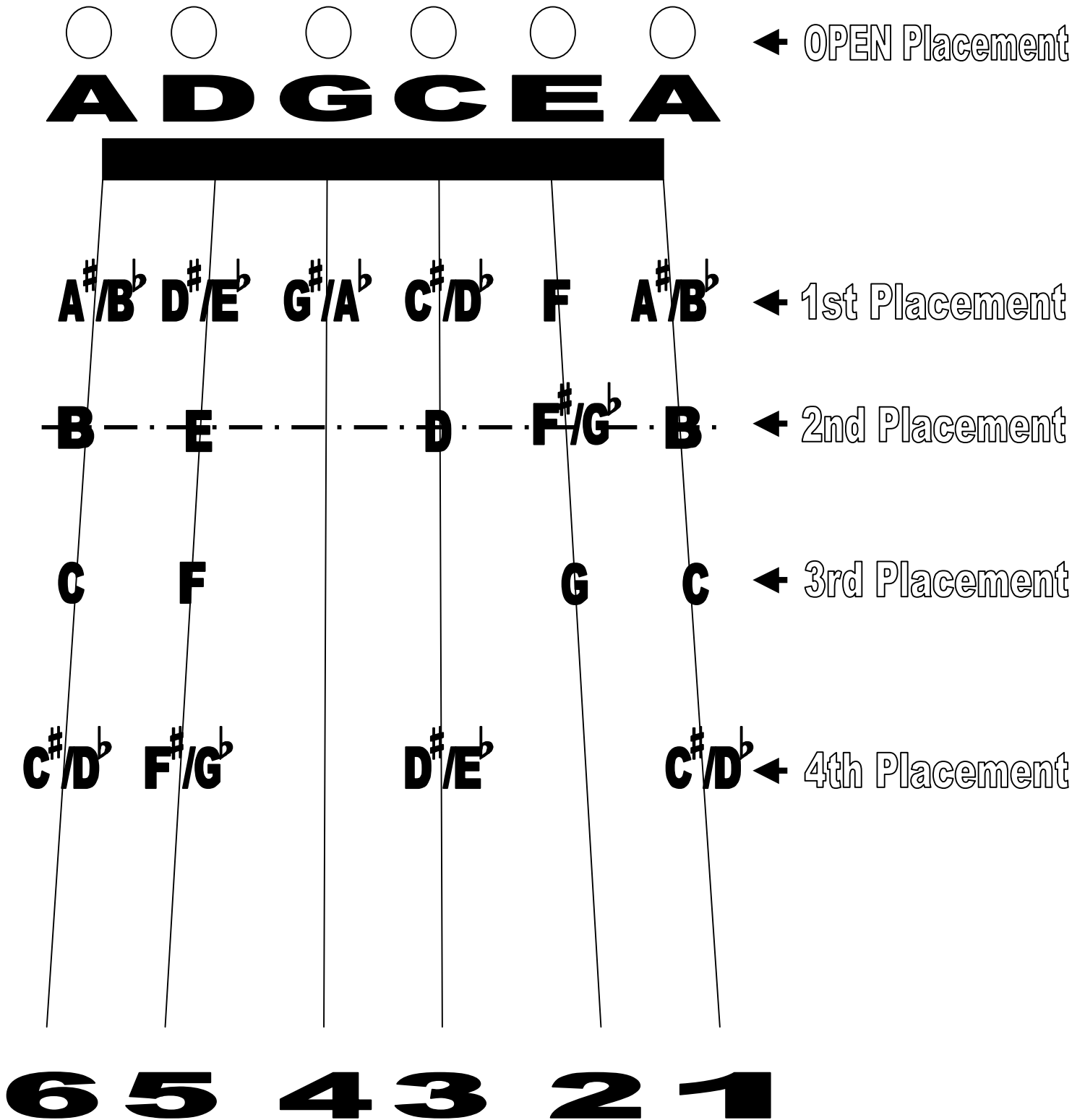
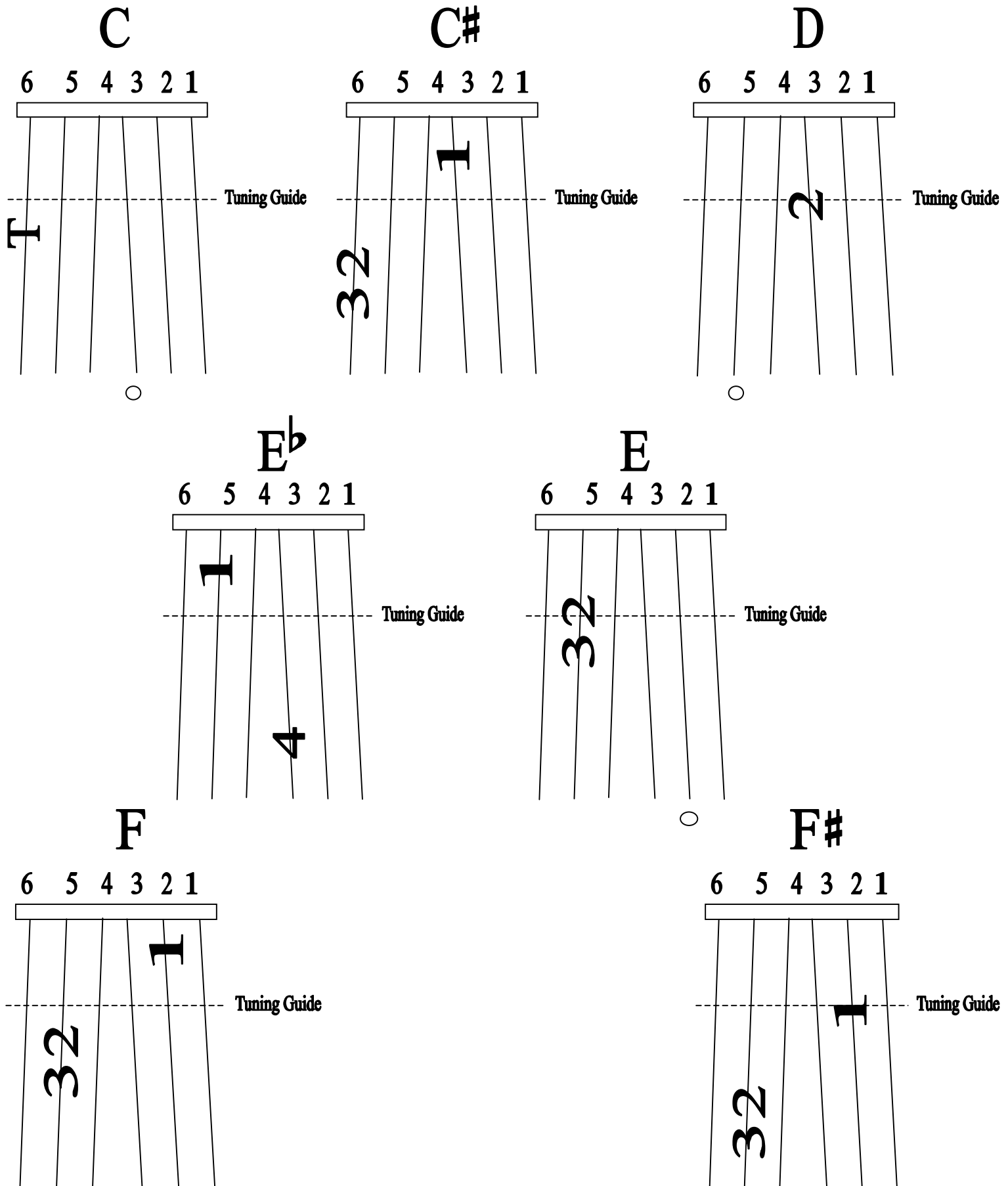
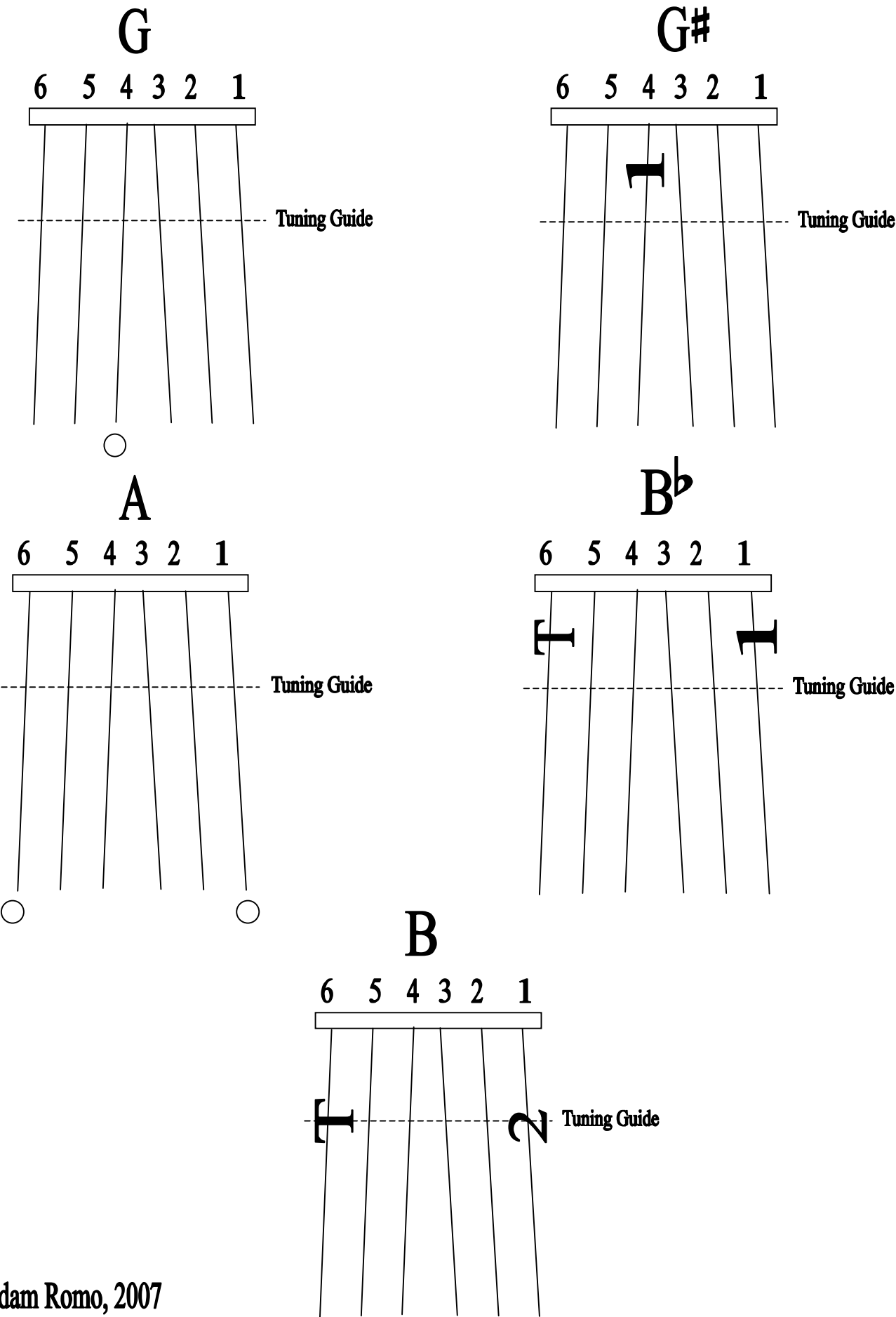


Guitarron Fingerboard



Guitarron Hand Placement Chart





HP (Hand Position) Chart for Guitarron

Single Strings	OSHP	HP1	HP2	HP3	HP4
6	$\overset{\circ}{A}$	Bb	B	C	C#
5	$\overset{\circ}{D}$	Eb	E	F	F#
4	$\overset{\circ}{G}$	G#			
3	$\overset{\circ}{C}$	C#	D	D#	
2	$\overset{\circ}{E}$	F	F#		
1	$\overset{\circ}{A}$	Bb	B		
OCTAVES	A	Bb	B	C	C#
A String	$\overset{\circ}{A} - \overset{\circ}{A}$	HP1 - HP1	HP2 - HP2	$\overset{\circ}{HP3} - C$	$\overset{1}{HP4} - C$
	D	Eb	E	F	F#
D String	$\overset{\circ}{D} - \overset{2}{C}$	$\overset{3}{HP1} - E$	$\overset{\circ}{HP2} - E$	$\overset{1}{HP3} - E$	$\overset{2}{HP4} - E$
	G	G#			
G String	$\overset{\circ}{G}$	HP1			

Arpeggio Exercise

Adam Romo

Guitarron

Key of DO: C

5

9 Key of SOL: G

13

17 Key of RE: D

21

25 Key of LA: A

29

33

Guitarron Scales- Major<#>

Adam Romo

G Scale (1 sharp)

Guitarron



5



9 C Scale



13



17 D Scale (2 sharps)



21



25 A Scale (3 sharps)



29



33 Chromatic Exercise

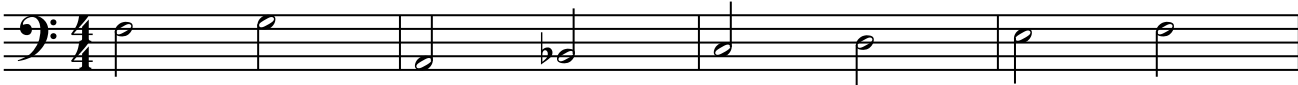


Guitarron Scales- Major

Adam Romo

Guitarron

F Scale(1 flat)



5



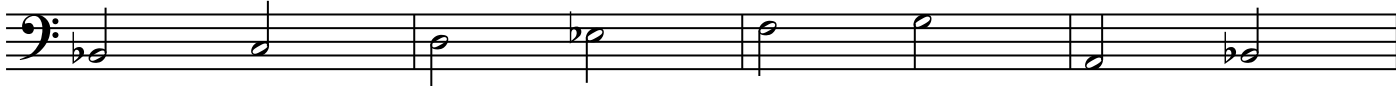
9 C Scale



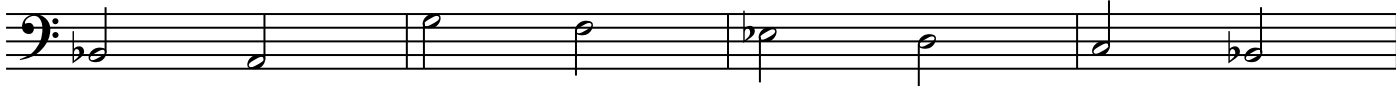
13



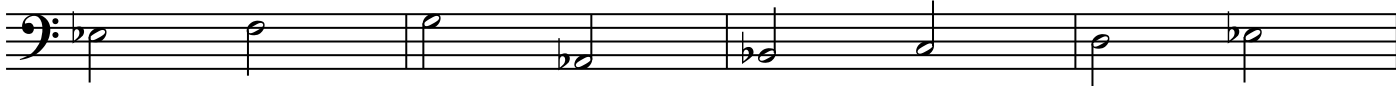
17 Bb Scale (2 flats)



21



25 Eb Scale (3 flats)



29



33 Chromatic Exercise



Guitarron Exercise- Minor

Part 1

Adam Romo

Guitarron

A minor

5

9 C Scale

13

17 B minor

21

25 E minor

29

33 Chromatic Exercise

Guitarron Strings/ Fingerings

Adam Romo

Guitarron



TRIAD Exercises

Adam Romo

Key of DO- "C"

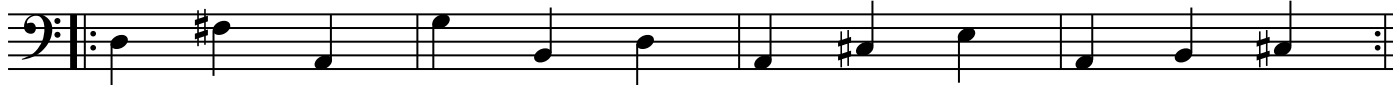
Guitarron



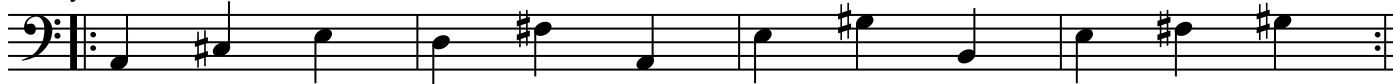
5 Key of SOL- "G"



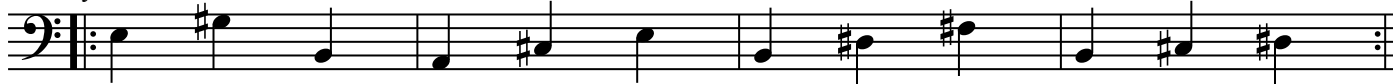
9 Key of RE- "D"



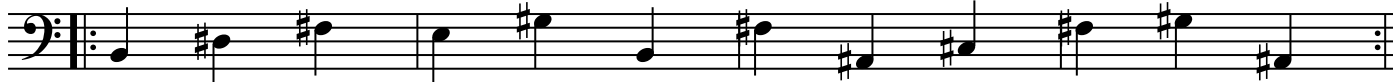
13 Key of LA- "A"



17 Key of MI- "E"



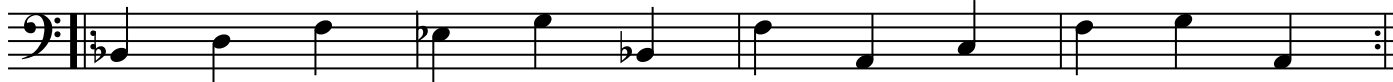
21 Key of SI- "B"



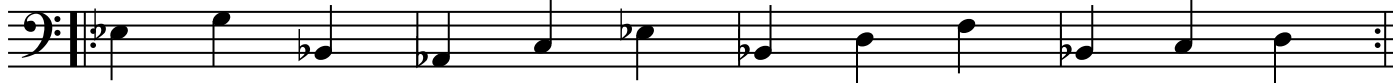
25 Key of FA- "F"



29 Key of Si memol- "Bb"



33 Key of Mi memol- "Eb"



Name

My Chord Charts

Chord:

EADGBE

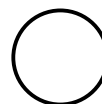
ADGBE

KEY OF RE



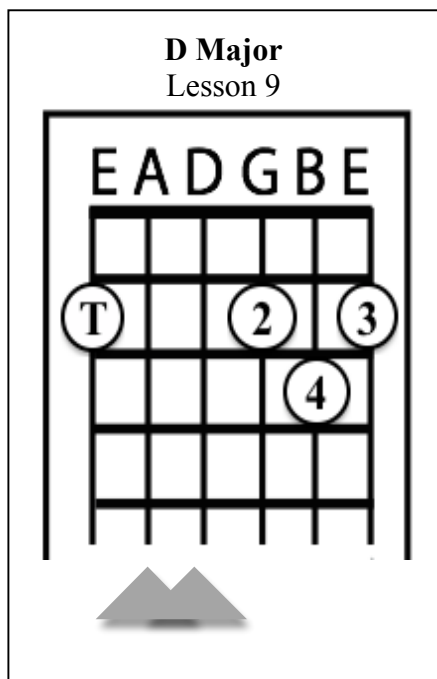
= Play Open String

GUITAR

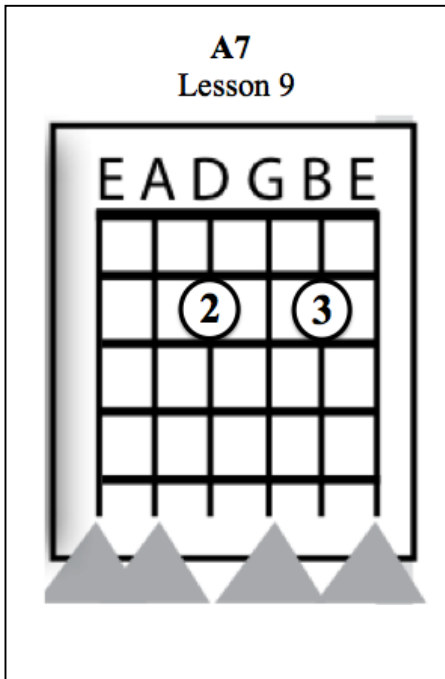


= Press Down Firmly

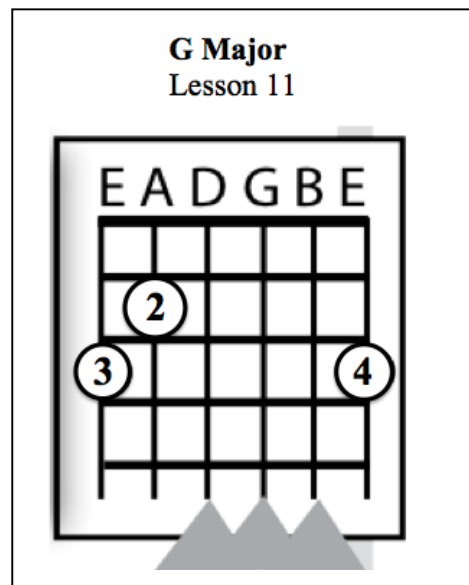
Primera



Segunda



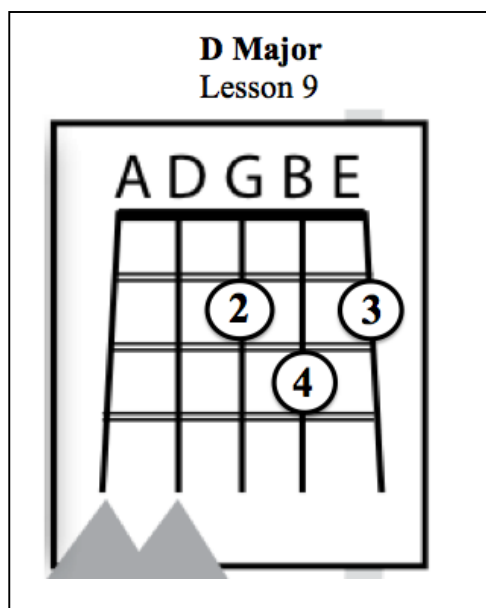
Tercera



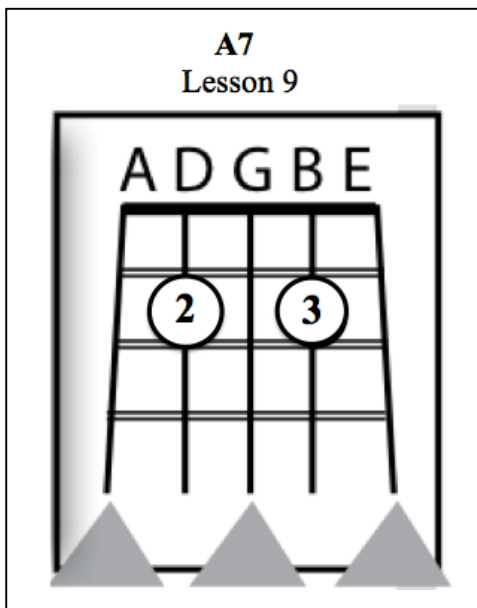
*Only use "T" if hand is large enough.
If not, do not play E String

VIHUELA

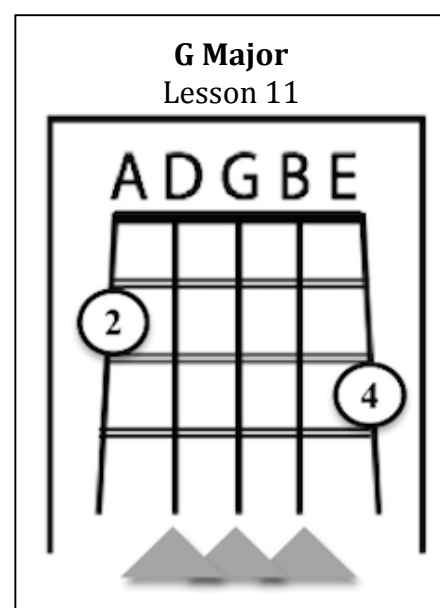
Primera



Segunda



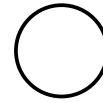
Tercera





= *Play Open String*

KEY OF SOL

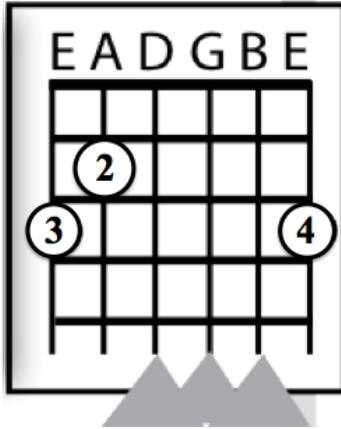


= *Press Down Firmly*

GUITAR

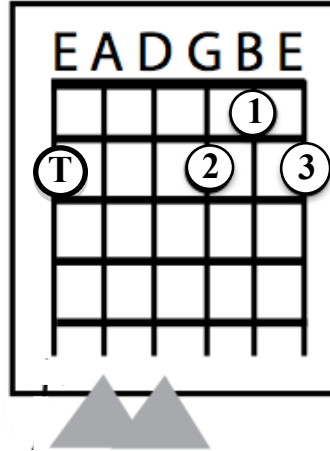
Primera

G Major
Lesson 11



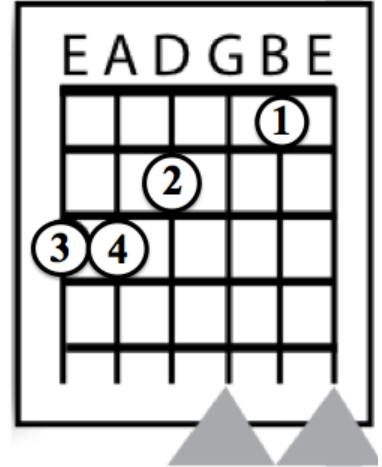
Segunda

D7
Lesson 11



Tercera

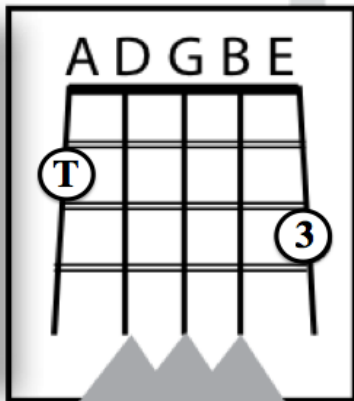
C Major
Lesson 17



VIHUELA

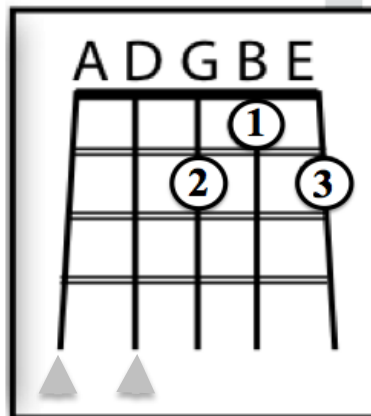
Primera

G Major
Lesson 11



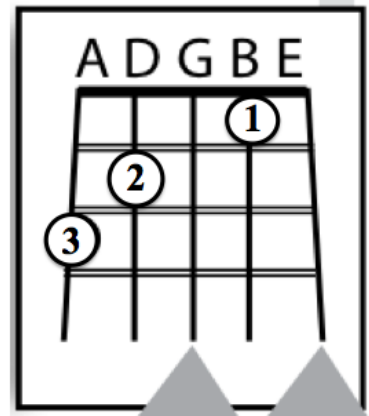
Segunda

D7
Lesson 11



Tercera

C Major
Lesson 17



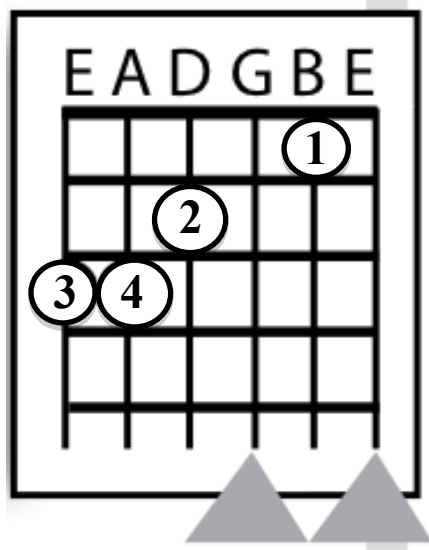
KEY OF DO

 = *Play Open String*

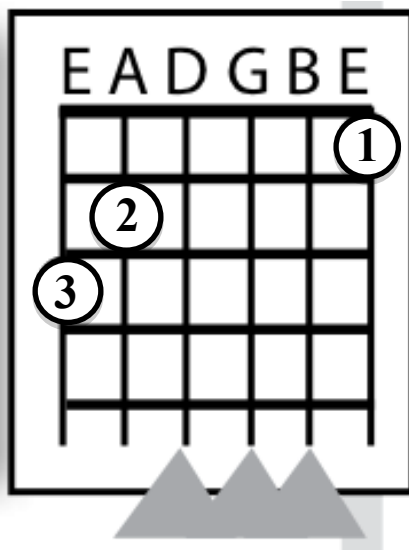
 = *Press Down Firmly*

GUITAR

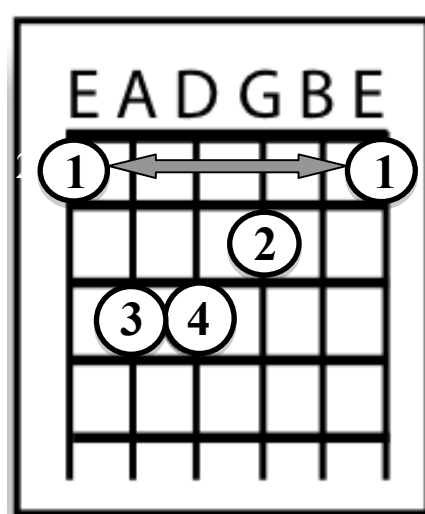
C Major
Lesson 17
Primera



G7
Lesson 17
Segunda

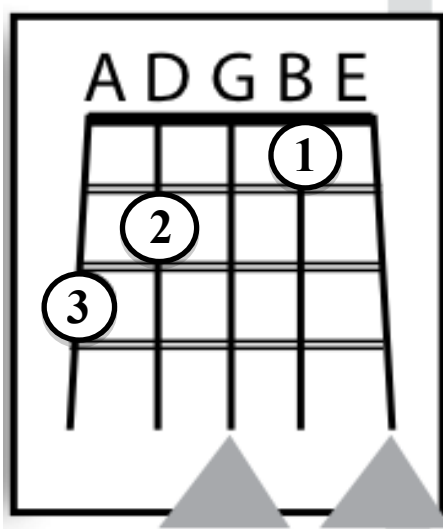


F Major
Lesson 23
Tercera
Bar 1st Fret

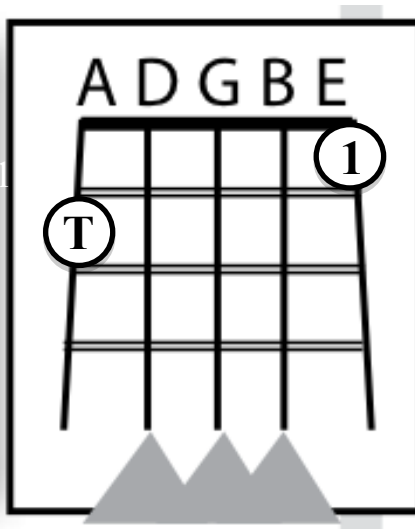


VIHUELA

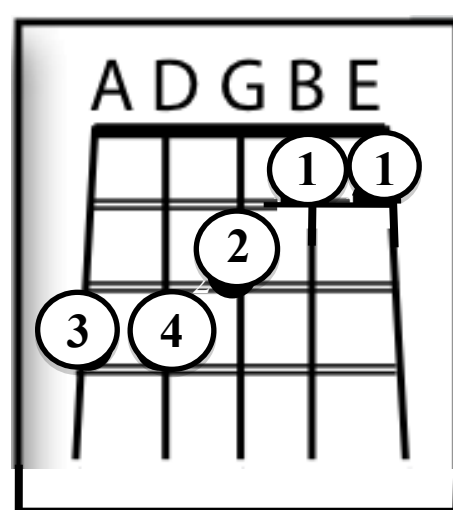
C Major
Lesson 17
Primera



G7
Lesson 17
Segunda



F Major
Lesson 23
Tercera



Vihuela Chord Chart

L. Sobrino

17

	Major	Séptima (7a)	Minor	Major 7a	Minor 7a	+Aug	^o Dim	Minor 6
C DO								
D RE								
E MI								
F FA								
G SOL								
A LA								
Bb Si Bemol								
B Si natural								
Eb Mi Bemol								
F# Fa Sostenido								

Guitar Chord Chart

Chords and Treble Clef Notation

Robert Lopez

Chords in C

C Cmaj7 C6 ETC...

The diagram shows six guitar chord diagrams for C major and its variations, each with a corresponding treble clef notation in 4/4 time. The chords are: C (open strings), Cmaj7 (open strings), C6 (open strings), C7 (F# on 4th string), Csus4 (F# on 4th string, 2nd and 3rd strings), and C7sus4 (F# on 4th string, 2nd and 3rd strings).

6 Cm Cmin7 Cmin6 Cdim Caug

The diagram shows five treble clef notations for minor and augmented chords in C: Cm (C minor), Cmin7 (C minor 7), Cmin6 (C minor 6), Cdim (C diminished), and Caug (C augmented).

Chords in C#/Db

11 C# C#maj7 C#6 C#7 C#sus4 C#7sus4

The diagram shows six treble clef notations for major and suspended chords in C#: C# (C sharp), C#maj7 (C sharp major 7), C#6 (C sharp 6), C#7 (C sharp 7), C#sus4 (C sharp suspended 4), and C#7sus4 (C sharp 7 suspended 4).

16 C#m C#m7 C#m6 C#dim C#aug

The diagram shows five treble clef notations for minor and augmented chords in C#: C#m (C sharp minor), C#m7 (C sharp minor 7), C#m6 (C sharp minor 6), C#dim (C sharp diminished), and C#aug (C sharp augmented).

Chords in D

21 D Dmaj7 D6 D7 Dsus4 D7sus4

This block shows the first row of chords in D major. It contains six measures: D (two sharps), Dmaj7 (two sharps and a natural), D6 (two sharps and a natural), D7 (two sharps and a natural), Dsus4 (one sharp and a natural), and D7sus4 (one sharp and a natural). Each measure shows the chord structure on a five-line staff with a treble clef.

26 Dm Dm7 Dm6 Ddim Daug

This block shows the second row of chords in D minor. It contains five measures: Dm (one sharp), Dm7 (one sharp and a natural), Dm6 (one sharp and a natural), Ddim (one sharp), and Daug (one sharp and two sharps). Each measure shows the chord structure on a five-line staff with a treble clef.

Chords in Eb

31 Eb Ebmaj7 Eb6 Eb7 Ebsus4 Eb7sus4

This block shows the first row of chords in Eb major. It contains six measures: Eb (three flats), Ebmaj7 (three flats and a natural), Eb6 (three flats and a natural), Eb7 (three flats and a natural), Ebsus4 (two flats and a natural), and Eb7sus4 (two flats and a natural). Each measure shows the chord structure on a five-line staff with a treble clef.

36 Ebm Ebm7 Ebm6 Ebdim Ebaug

This block shows the second row of chords in Eb minor. It contains five measures: Ebm (three flats), Ebm7 (three flats and a natural), Ebm6 (three flats and a natural), Ebdim (three flats), and Ebaug (three flats and two sharps). Each measure shows the chord structure on a five-line staff with a treble clef.

Chords in E

41 E Emaj7 E6 E7 Esus4 E7sus4

This block shows the first six chords in the E major family. Each chord is represented by a treble clef staff with a key signature of one sharp (F#). The chords are: E (major), E major 7 (Emaj7), E major 6 (E6), E major 7 (E7), E suspended 4 (Esus4), and E major 7 suspended 4 (E7sus4). The notes for each chord are: E (E4), F# (F#4), G# (G#4), A (A4), B (B4), and C# (C#5).

46 Em E7 Em6 Edim Eaug

This block shows the next five chords in the E major family. Each chord is represented by a treble clef staff with a key signature of one sharp (F#). The chords are: E minor (Em), E major 7 (E7), E major 6 (Em6), E diminished (Edim), and E augmented (Eaug). The notes for each chord are: E (E4), F# (F#4), G# (G#4), A (A4), B (B4), and C# (C#5).

Chords in F

51 F Fmaj7 F6 F7 Fsus4 F7sus4

This block shows the first six chords in the F major family. Each chord is represented by a treble clef staff with a key signature of one flat (Bb). The chords are: F (major), F major 7 (Fmaj7), F major 6 (F6), F major 7 (F7), F suspended 4 (Fsus4), and F major 7 suspended 4 (F7sus4). The notes for each chord are: F (F4), G (G4), A (A4), Bb (Bb4), C (C5), and D (D5).

56 Fm Fm7 Fm6 Fdim Faug

This block shows the next five chords in the F major family. Each chord is represented by a treble clef staff with a key signature of one flat (Bb). The chords are: F minor (Fm), F minor 7 (Fm7), F minor 6 (Fm6), F diminished (Fdim), and F augmented (Faug). The notes for each chord are: F (F4), G (G4), Ab (Ab4), Bb (Bb4), C (C5), and D (D5).

Chords in F#/Gb

61 F# F#maj7 F#6 F#7 F#sus4 F#sus4 CHECK THIS!

66 F#m F#m F#m6 F#dim F#aug

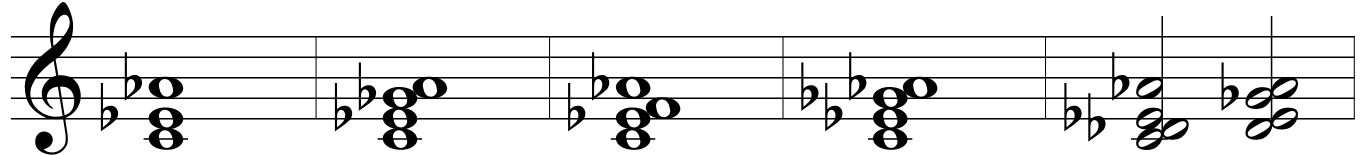
Chords in G

71 G Gmaj7 G6 G7 Gsus4 G7sus4

76 Gm Gm7 Gm6 Gdim Gaug

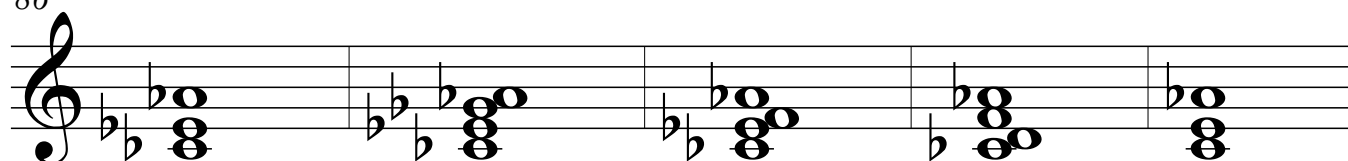
Chords in Ab

81 Ab Abmaj7 Ab6 Ab7 Absus4 Ab7sus4
CHECK THIS!



Musical notation for Ab chords in treble clef. The first measure shows Ab (F4, Ab4, Bb4). The second measure shows Abmaj7 (F4, Ab4, Bb4, C5). The third measure shows Ab6 (F4, Ab4, Bb4, G4). The fourth measure shows Ab7 (F4, Ab4, Bb4, G4). The fifth measure shows Absus4 (F4, Ab4, Bb4, C5). The sixth measure shows Ab7sus4 (F4, Ab4, Bb4, C5).

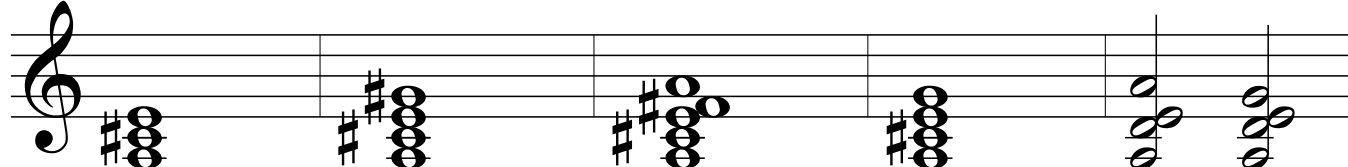
86 Abm Abm7 Abm6 Abdim Abaug



Musical notation for Abm chords in treble clef. The first measure shows Abm (F4, Ab4, Bb4). The second measure shows Abm7 (F4, Ab4, Bb4, C5). The third measure shows Abm6 (F4, Ab4, Bb4, G4). The fourth measure shows Abdim (F4, Ab4, Bb4, G4). The fifth measure shows Abaug (F4, Ab4, Bb4, C5).

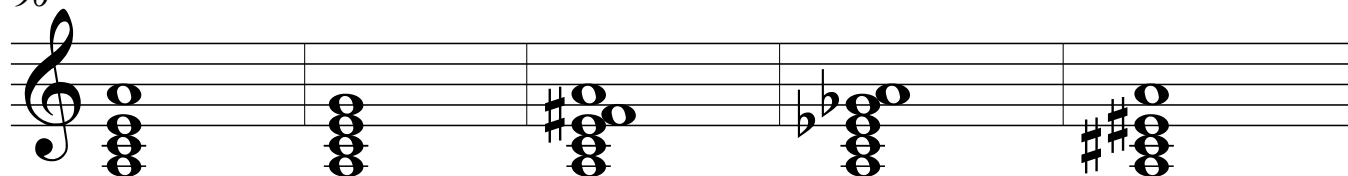
Chords in A

91 A Amaj7 A6 A7 Asus4 A7sus4



Musical notation for A chords in treble clef. The first measure shows A (A4, B4, C#5). The second measure shows Amaj7 (A4, B4, C#5, D#5). The third measure shows A6 (A4, B4, C#5, E5). The fourth measure shows A7 (A4, B4, C#5, D#5). The fifth measure shows Asus4 (A4, B4, C#5, D#5). The sixth measure shows A7sus4 (A4, B4, C#5, D#5).

96 Am Am7 Am6 Adim Aug

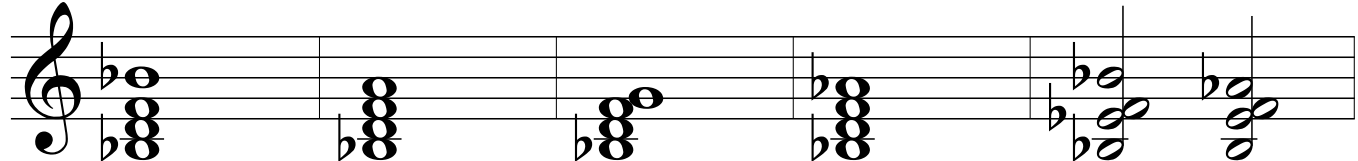


Musical notation for Am chords in treble clef. The first measure shows Am (A4, B4, C#5). The second measure shows Am7 (A4, B4, C#5, D#5). The third measure shows Am6 (A4, B4, C#5, E5). The fourth measure shows Adim (A4, B4, C#5, D#5). The fifth measure shows Aug (A4, B4, C#5, D#5).

Chords in Bb

101

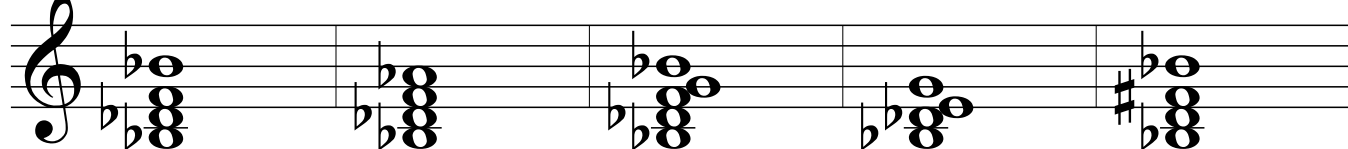
Bb Bbmaj7 Bb6 Bb7 Bbsus4 Bb7sus4
CHECK THIS!



Musical notation for Bb chords in treble clef. The first measure shows Bb (Bb4, Bb5, Bb6, Bb7). The second measure shows Bbmaj7 (Bb4, Bb5, Bb6, Bb7, Bb8). The third measure shows Bb6 (Bb4, Bb5, Bb6, Bb7). The fourth measure shows Bb7 (Bb4, Bb5, Bb6, Bb7, Bb8). The fifth measure shows Bbsus4 (Bb4, Bb5, Bb6, Bb7). The sixth measure shows Bb7sus4 (Bb4, Bb5, Bb6, Bb7, Bb8).

106

Bbm Bbm7 Bbm6 Bbdim Bbaug

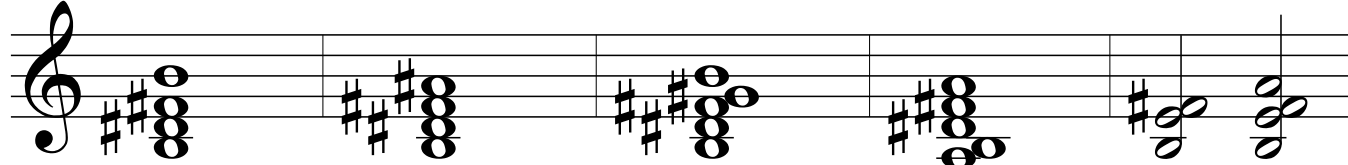


Musical notation for Bbm chords in treble clef. The first measure shows Bbm (Bb4, Bb5, Bb6, Bb7). The second measure shows Bbm7 (Bb4, Bb5, Bb6, Bb7, Bb8). The third measure shows Bbm6 (Bb4, Bb5, Bb6, Bb7, Bb8). The fourth measure shows Bbdim (Bb4, Bb5, Bb6, Bb7). The fifth measure shows Bbaug (Bb4, Bb5, Bb6, Bb7, Bb8).

Chords in B/Cb

111

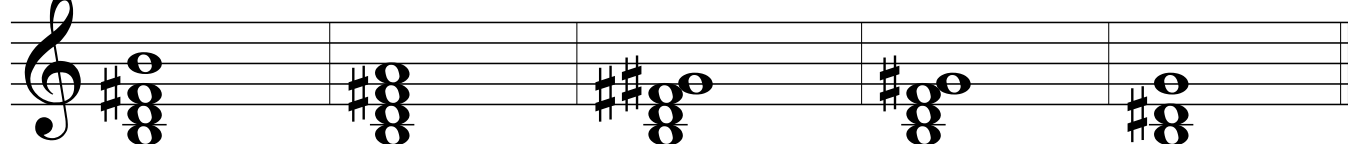
B Bmaj7 B6 B7 Bsus4 B7sus4



Musical notation for B chords in treble clef. The first measure shows B (B4, B5, B6, B7). The second measure shows Bmaj7 (B4, B5, B6, B7, B8). The third measure shows B6 (B4, B5, B6, B7). The fourth measure shows B7 (B4, B5, B6, B7, B8). The fifth measure shows Bsus4 (B4, B5, B6, B7). The sixth measure shows B7sus4 (B4, B5, B6, B7, B8).

116

Bm Bm7 Bm6 Bdim Baug



Musical notation for Bm chords in treble clef. The first measure shows Bm (B4, B5, B6, B7). The second measure shows Bm7 (B4, B5, B6, B7, B8). The third measure shows Bm6 (B4, B5, B6, B7, B8). The fourth measure shows Bdim (B4, B5, B6, B7). The fifth measure shows Baug (B4, B5, B6, B7, B8).

Common Chords: Scale Tone Chords

Key: <i>Major</i>	Key: <i>Relative minor</i>	I Major	II minor	III minor	IV Major	V Major	VI minor	VII diminished
C	Am	C	Dm	Em	F	G	Am	B dim
Db	Bbm	Db	Ebm	Fm	Gb	Ab	Bbm	C dim
D	Bm	D	Em	F#m	G	A	Bm	C# dim
Eb	Cm	Eb	Fm	Gm	Ab	Bb	Cm	D dim
E	C#m	E	F#m	G#m	A	B	C#m	D# dim
F	Dm	F	Gm	Am	Bb	C	Dm	E dim
F# Gb	D#m Ebm	F# Gb	G#m Abm	A#m Bbm	B Cb	C# Db	D#m Ebm	E# dim F dim
G	Em	G	Am	Bm	C	D	Em	F# dim
Ab	Fm	Ab	Bbm	Cm	Db	Eb	Fm	G dim
A	F#m	A	Bm	C#m	D	E	F#m	G# dim
Bb	Gm	Bb	Cm	Dm	Eb	F	Gm	A dim
B	G#m	B	C#m	D#m	E	F#	G#m	A# dim

Chord Substitutions

Cm7 (b5) = Ebm6

C#m7 (b5) = Em6

Dm7 (b5) = Fm6

Ebm7 (b5) = F#m6

Em7 (b5) = Gm6

Fm7 (b5) = Abm6

F#m7 (b5) = Am6

Gm7 (b5) = Bbm6

Abm7 (b5) = Bm6

Am7 (b5) = Cm6

Bbm7 (b5) = C#m6

Bm7 (b5) = Dm6

INTERVAL LINE



Use the Interval Line to explain how to build chords using a MAJOR SCALE.
(minor, dominant 7th, Major 7th, minor 7th, add 6th, diminished, augmented chords)

EX: Key _____ C _____

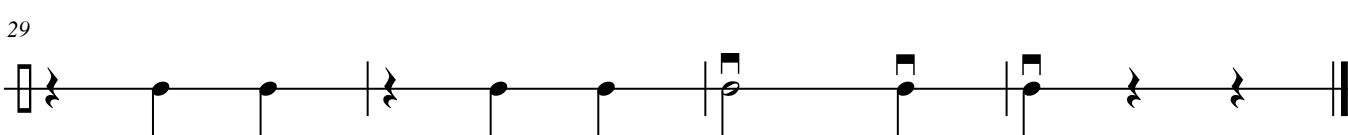
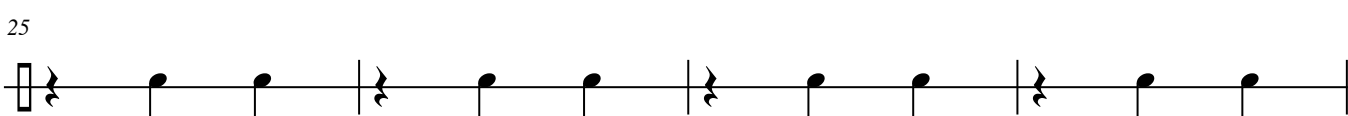
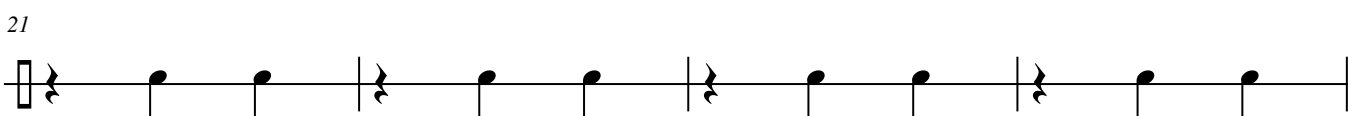
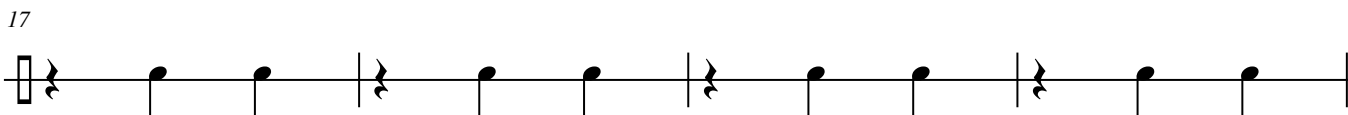
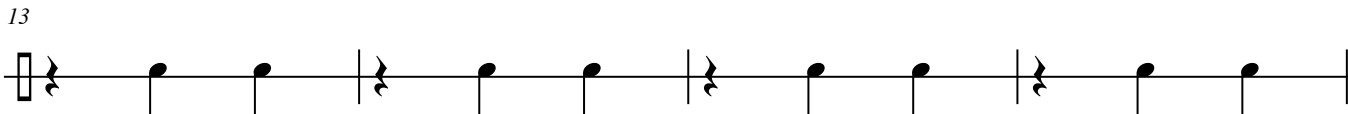
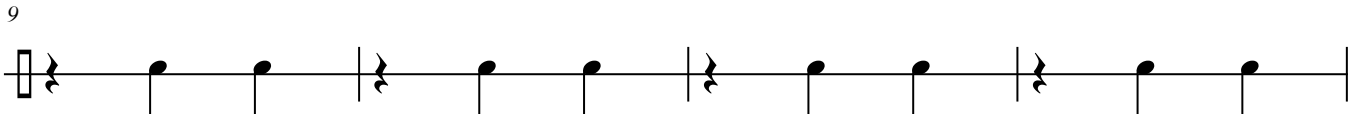
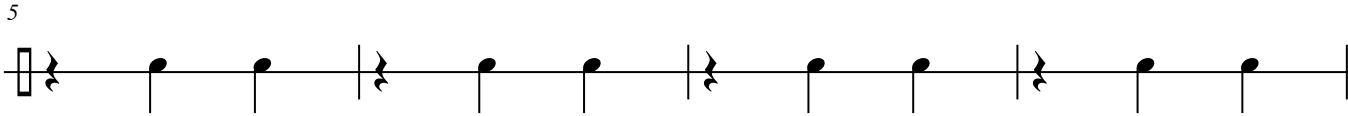
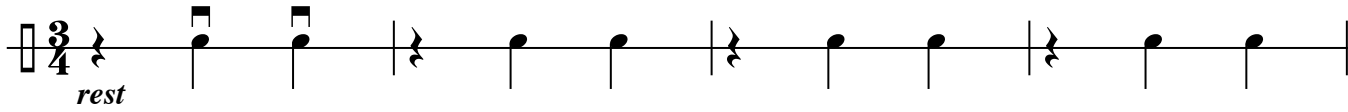


Ranchera Exercise

Score

Mariachi Style

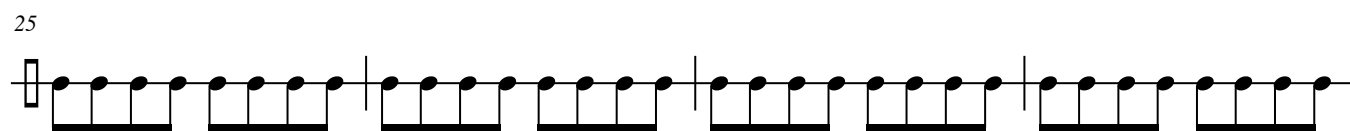
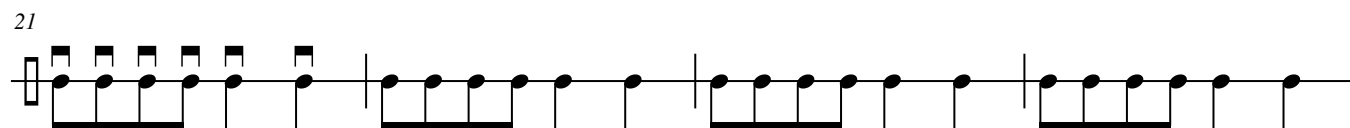
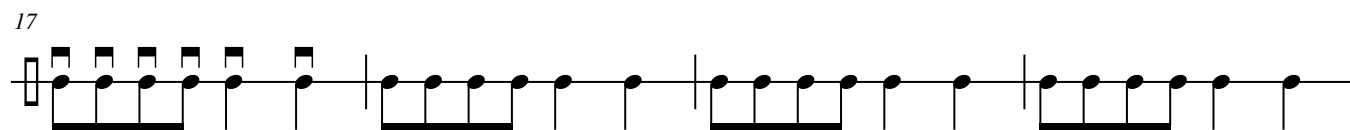
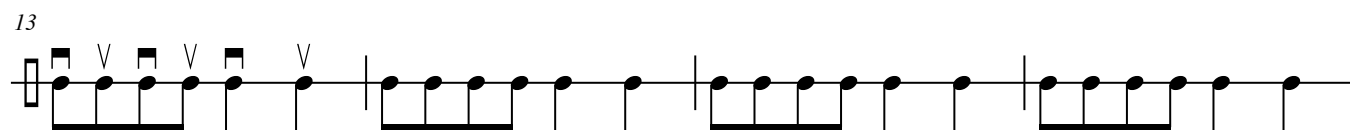
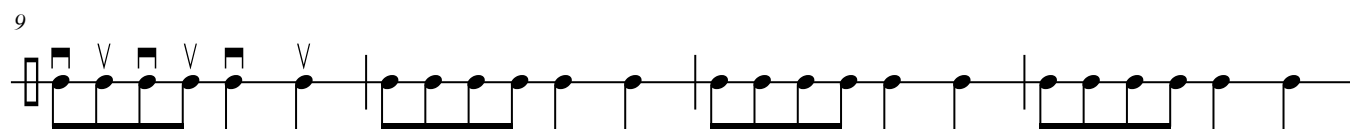
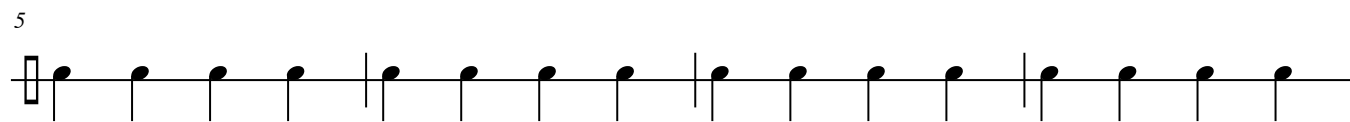
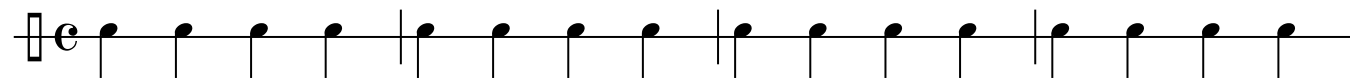
Adapted by
Adam Romo



Bolero Exercise

Score

Mariachi Style

Adapted by
Adam Romo

Son Exercise

Guitar

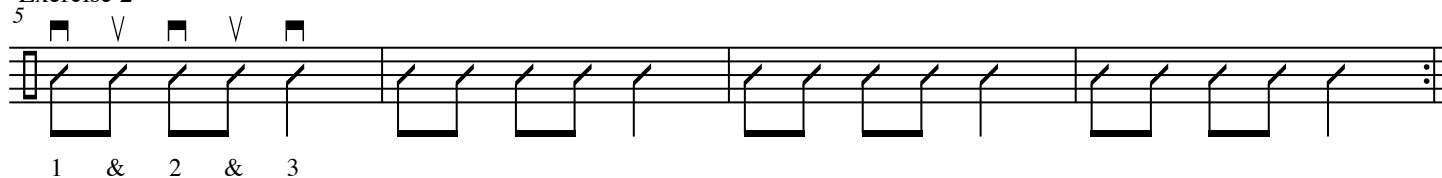
Mariachi Style

Adam Romo

Exercise 1



Exercise 2



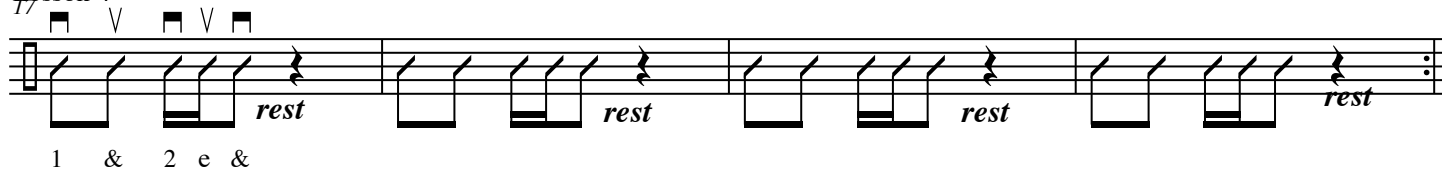
Exercise 3



Review



Lesson 4



Lesson 5



Lesson 6



Lesson 7



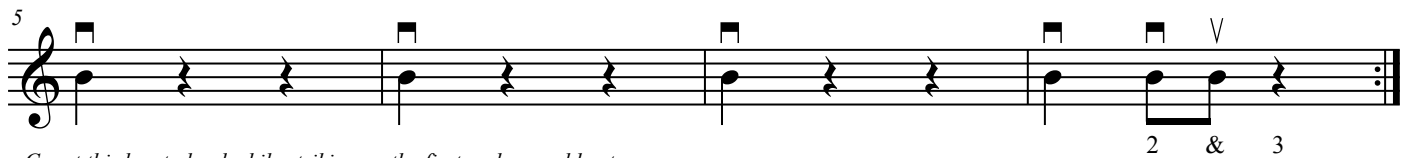
Mariachi Son Jalisciense

Style Description

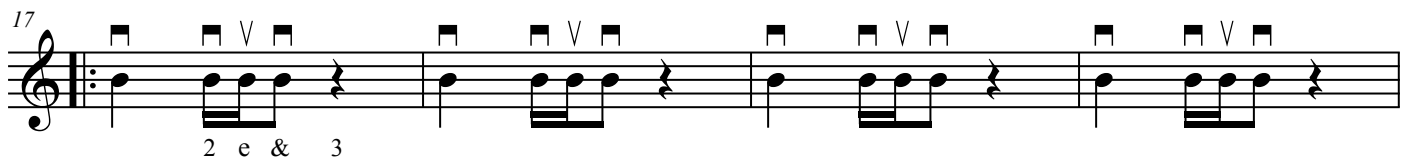
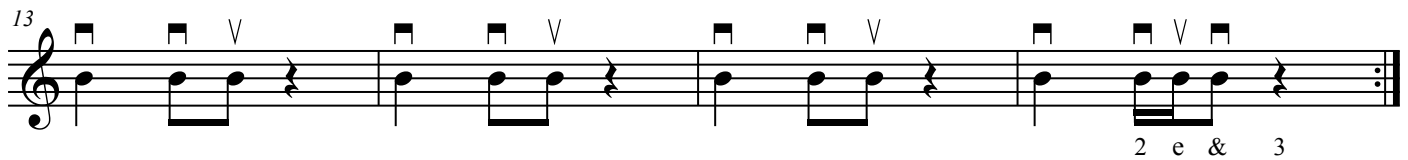
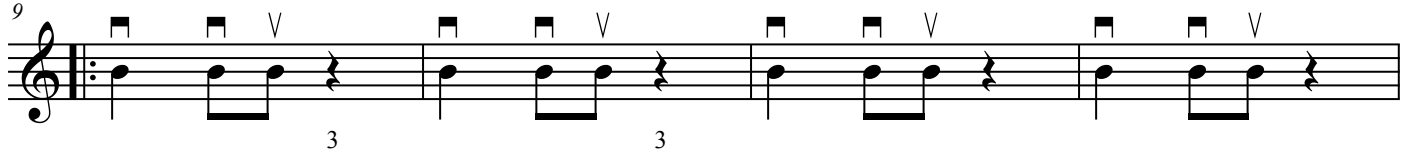
Adapted by A. Romo

GUITAR/VIHUELA

Count out the rest while striking on the first beat



Count third rest aloud while striking on the first and second beat.



While striking on the first and second beat count the "3 &" rest aloud.



Make sure that each part of the son pattern is equally divided between the 3 count. (ex. 1&2&3&)



Fundamental Techniques & Practices for Mariachi Ensemble

Key of G (Sol)

B. López

Son Jalisciense

♩ = 144

The musical score is for the piece "Son Jalisciense" in the key of G (Sol) and 3/4 time. The tempo is marked as ♩ = 144. The score is arranged for a Mariachi ensemble, including Trumpet 1, Trumpet 2, Violin 1, Violin 2, Armonia, and Guitarron. The first system consists of six staves. The second system consists of six staves, with the Armonia and Guitarron parts continuing from the first system. The score includes various musical notations such as treble and bass clefs, key signatures, time signatures, and dynamic markings. The Armonia part features a series of chords: G, D7, G7, C, G, C. The Guitarron part features a series of chords: G, D7, G, G, D7, G. The score is written in a standard musical notation style, with notes, rests, and bar lines clearly visible.

Trumpet 1

Trumpet 2

Violin 1

Violin 2

Armonia

Guitarron

Tpt. 1

Tpt. 2

Vln. 1

Vln. 2

Arm.

Gtrn.

G

D7

G7

C

G

C

G

D7

G

G

D7

G

Moderato (♩ = c. 108)

The musical score is written for Violin, Viola, and Cello in 4/4 time. The key signature has one flat (B-flat). The score consists of three systems, each with four measures. The Violin part features a repeating rhythmic pattern of eighth notes and quarter notes, with a final measure in each system containing a quarter rest. The Viola and Cello parts provide harmonic support with chords (C, G7, F) and a consistent eighth-note accompaniment. The Viola part includes a series of slurs over the eighth notes, and the Cello part includes a series of slurs over the eighth notes. The score is marked with measure numbers 5, 9, and 13 at the beginning of each system.

Adapted by A. Romo

"La Bamba"

©

Son Jarocho Style #3

"Sones de Veracruz"

Adapted by A. Romo

Violin

5

9

13

dmin amin E7 amin

dmin amin E7 amin

E7 amin E7 amin

dmin amin E7 amin E7 amin

Son Jarocho Style #4

35

Score

Adapted by A. Romo

"El Cascabel"

This musical score is for the song "The Sound of Silence" by Simon & Garfunkel. It is arranged for Violin, Piano, and Upright Bass. The score is in 3/4 time and consists of 13 measures. The Violin part features a melodic line with a key signature of one sharp (F#) and a key signature change to two sharps (F# and C#) at measure 13. The Piano part provides harmonic support with chords labeled as amin, dmin, and E7. The Upright Bass part follows a similar harmonic pattern, with chords labeled as amin, dmin, and E7. The score is written for a Violin, Piano, and Upright Bass ensemble.

Mariachi Huapango

GUITAR/ VIHUELA

Style Description

Adapted by A. Romo

Count out the rest while striking on the first beat

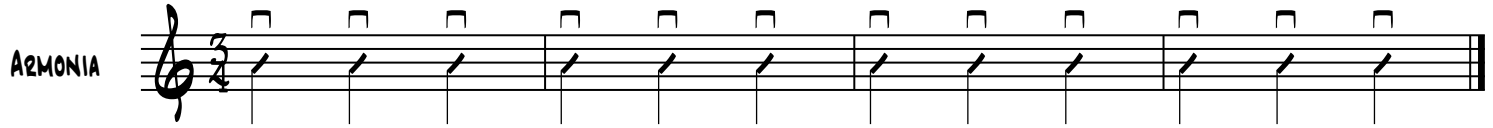
Count third rest aloud while striking on the first. Play second beat with a fan sound.

While striking on the first, fan on second beat and strick three while counting the "3 &" rest aloud..

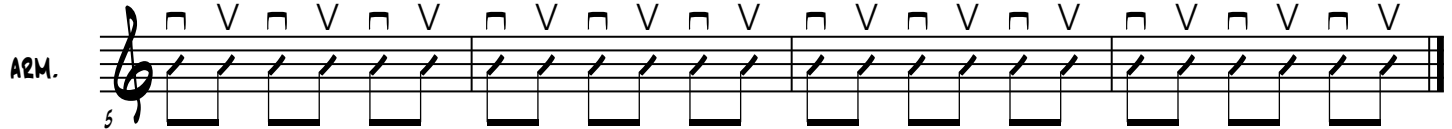
Make sure that each part of the huapango pattern is equally divided between the 3 count. (ex. 1&2&3&)

#1. QUARTER NOTE EXERCISE: PLAY EACH QUARTER NOTE WITH AN ACCENTED FEEL.

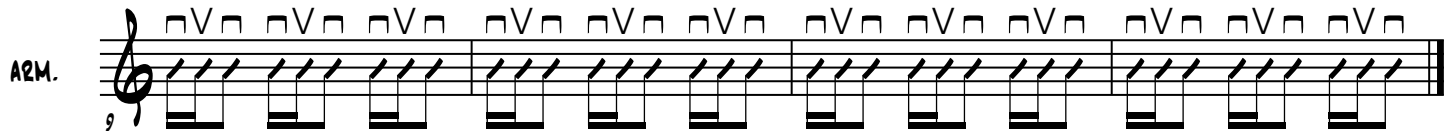
STAY IN TEMPO AND KEEP YOUR WRIST RELAXED THROUGH THE ENTIRE EXERCISE.



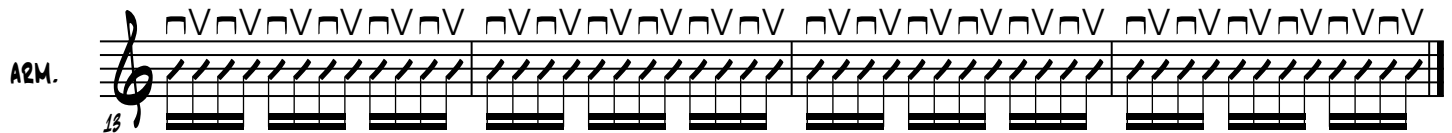
#2. EIGHTH NOTE EXERCISE: PLAY EACH PAIR OF EIGHTH NOTES EVENLY BY KEEPING A RELAXED WRIST.



#3. "REDOBLE" (SIXTEENTH/ EIGHTH NOTE) EXERCISE: PLAY EACH REDOBLE WHILE EMPHASIZING THE FIRST SIXTEENTH NOTE OF EVERY "REDOBLE."

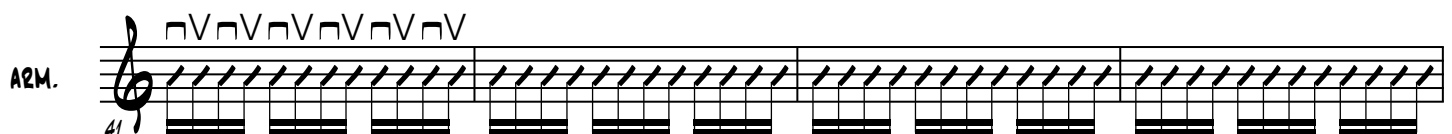
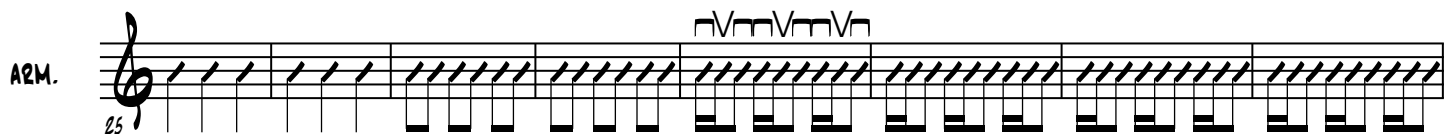


#4. SIXTEENTH NOTE "ROLL EXERCISE": PLAY EACH GROUPING OF SIXTEENTH NOTES EVENLY AND IN TEMPO.



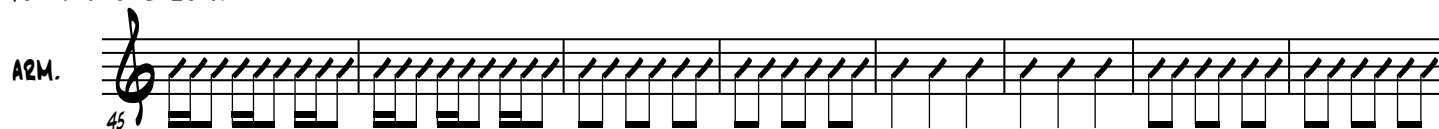
#5. 4-3-2-1 EXERCISE: PLAY THE FOLLOWING EXERCISE AND REMAIN IN TEMPO.

GIVE EACH NOTE ITS PROPER VALUE AND DO NOT FORGET TO ACCENT ON NECESSARY NOTES.



MARIACHI RHYTHM WARM-UP

#5. 4-3-2-1 CONT...



#6. REVIEW OF RHYTHM PATTERNS: ON THE NOTES BELOW LABEL THE "HAND DIRECTION" FOR EACH PATTERN.

HINT: USE (∟) FOR DOWN AND (∨) FOR UP.



#7. MIXED EXERCISE: PLAY ALL PATTERNS IN A MIXED FORM.



The First Ten Minutes

Score

Michael Sital-Merle Isaac

Violin 1

Violin 2

Violin 3

Voice

Trumpet in B $\flat$ 1

Trumpet in B $\flat$ 2

Guitarron

Vihuela

G D G G7 C

5

Vln. 1

Vln. 2

Vln. 3

5

B $\flat$ Tpt. 1

B $\flat$ Tpt. 2

5

Gtrr.

Vih.

G A m D7 G

The musical score is arranged in five systems. The first system contains Vln. 1, Vln. 2, and Vln. 3. The second system contains B $\flat$ Tpt. 1 and B $\flat$ Tpt. 2. The third system contains Gtrr. and Vih. The key signature is G major (one sharp). The time signature is 4/4. The first five measures are as follows:

- Measure 1: Vln. 1 plays G4 (half note). Vln. 2 and Vln. 3 play A4 (half note). B $\flat$ Tpt. 1 and B $\flat$ Tpt. 2 play D5 (half note). Gtrr. and Vih. play a rhythmic pattern of eighth notes: G4, A4, B4, C5, D5, C5, B4, A4, G4.
- Measure 2: Vln. 1 plays A4 (half note). Vln. 2 and Vln. 3 play B4 (half note). B $\flat$ Tpt. 1 and B $\flat$ Tpt. 2 play E5 (half note). Gtrr. and Vih. play a rhythmic pattern of eighth notes: A4, B4, C5, D5, E5, D5, C5, B4, A4.
- Measure 3: Vln. 1 plays B4 (half note). Vln. 2 and Vln. 3 play C5 (half note). B $\flat$ Tpt. 1 and B $\flat$ Tpt. 2 play F#5 (half note). Gtrr. and Vih. play a rhythmic pattern of eighth notes: B4, C5, D5, E5, F#5, E5, D5, C5, B4.
- Measure 4: Vln. 1 plays C5 (half note). Vln. 2 and Vln. 3 play D5 (half note). B $\flat$ Tpt. 1 and B $\flat$ Tpt. 2 play G5 (half note). Gtrr. and Vih. play a rhythmic pattern of eighth notes: C5, D5, E5, F#5, G5, F#5, E5, D5, C5.
- Measure 5: Vln. 1 plays D5 (half note). Vln. 2 and Vln. 3 play E5 (half note). B $\flat$ Tpt. 1 and B $\flat$ Tpt. 2 play A5 (half note). Gtrr. and Vih. play a rhythmic pattern of eighth notes: D5, E5, F#5, G5, A5, G5, F#5, E5, D5.

10

Vln. 1

Vln. 2

Vln. 3

10

B $\flat$ Tpt. 1

B $\flat$ Tpt. 2

10

Gtrr.

B m C G C G

Vih.

Detailed description: The musical score is arranged in five systems. The first system contains three staves for Violins 1, 2, and 3. Violin 1 plays a whole note G4 in the first measure, while Violins 2 and 3 play whole rests. The second system contains two staves for B-flat Trumpets 1 and 2, both playing whole rests. The third system contains two staves for Guitar and Violoncello. The guitar part has a rhythmic pattern of eighth notes and includes a chord progression: B m, C, G, C, G. The violoncello part has a rhythmic pattern of eighth notes. The key signature is one sharp (F#) and the time signature is 4/4. The page number 41 is in the top right corner, and the title 'The First Ten Minutes' is at the top center.

The First Ten Minutes

42

15

Vln. 1

Vln. 2

Vln. 3

15

B $\flat$ Tpt. 1

B $\flat$ Tpt. 2

15

Gtrr.

15

Vih.

15

The musical score is written for a string quartet, two horns, guitar, and violoncello. The key signature is one sharp (F#) and the time signature is common time. The score is divided into four measures. The first measure starts at rehearsal mark 15. The violin parts (Vln. 1, 2, 3) and the horn parts (B $\flat$ Tpt. 1, 2) are mostly silent, with some rests. The guitar (Gtrr.) and violoncello (Vih.) parts are active. The guitar part includes a D7 chord in the first measure and G chords in the second, third, and fourth measures. The violoncello part includes a D7 chord in the first measure and G chords in the second, third, and fourth measures.

19

Vln. 1

Vln. 2

Vln. 3

19

B $\flat$ Tpt. 1

B $\flat$ Tpt. 2

19

Gtrr.

C

D7

Vih.

The musical score for page 43 of 'The First Ten Minutes' features seven staves. The key signature is one sharp (F#). The score is divided into three measures. Violin 1 (Vln. 1) has a melodic line starting on G4. Violin 2 (Vln. 2) and Violin 3 (Vln. 3) have whole rests. B-flat Trumpet 1 (B $\flat$ Tpt. 1) and B-flat Trumpet 2 (B $\flat$ Tpt. 2) have whole rests. The Guitar (Gtrr.) has a bass line starting on G2, with a C chord in the first measure and a D7 chord in the third measure. The Vibraphone (Vih.) has a continuous eighth-note pattern starting on G4.

The First Ten Minutes

44

22

ln. 1

ln. 2

ln. 3

22

pt. 1

pt. 2

22

Gtrr.

Vih.

G

G Em Am D7 G C

28

ln. 1

ln. 2

ln. 3

28

pt. 1

pt. 2

28

Gtrr.

Vih.

D7 G Em C Am Bm D7 G

Juguetear (Playing Around)

Score

An Exercise to Practice Bowing,
Key Changes, Articulations, Dynamics

arr. Marcia Neel

Use a full bow stroke on the quarter notes and a shorter bow on the eighth notes. Watch for staccato markings.

Violin

Trumpet

Guitar
Vihuela

Guitarron

Vln.

Tpt.

Gtr.
Vhl.

Gtrn.

Measures 1-4:

- Violin:** Quarter notes (full bow), eighth notes (shorter bow). Dynamics: *p* to *mp*.
- Trumpet:** Quarter notes (full bow), eighth notes (shorter bow). Dynamics: *p* to *mp*.
- Guitar/Vihuela:** Chords D, A7, D, A7. Dynamics: *p* to *mp*.
- Guitarron:** Quarter notes (full bow). Dynamics: *p* to *mp*.

Measures 5-8:

- Vln.:** Quarter notes (full bow), eighth notes (shorter bow). Dynamics: *mf* to *f*.
- Tpt.:** Quarter notes (full bow), eighth notes (shorter bow). Dynamics: *mf* to *f*.
- Gtr. Vhl.:** Chords D, G, A7, D, D7. Dynamics: *mf* to *f*.
- Gtrn.:** Quarter notes (full bow). Dynamics: *f*.

9

Vln. *p* *mp*

Tpt. *p* *mp*

Gtr. Vhl. *p* *mp*

Gtrn.

13

Vln. *mf* *f*

Tpt. *mf* *f*

Gtr. Vhl. *mf* *f*

Gtrn. *f*

17

Vln. *p* *mp*

Tpt. *p* *mp*

Gtr. Vhl. *p* *mp*

Gtrn.

21

Vln. *mf* *f*

Tpt. *mf* *f*

Gtr. Vhl. *mf* *f*

Gtrn. *f*

25

Vln. *p* *mp*

Tpt. *p* *mp*

Gtr. Vhl. *p* *mp*

Gtrn.

29

Vln. *mf* *f*

Tpt. *mf* *f*

Gtr. Vhl. *mf* *f*

Gtrn. *f*

Poniendo Los Patines (Putting On Skates)

Score

An Exercise to Practice Slurs

Marcia Neel

Watch fingerings

4

3 notes to 1 bow stroke

Violin

Trumpet

3 notes to 1 tongue

Guitar

Vihuela

Guitarron

7

4

Vln.

Tpt.

Gtr. Vhl.

Gtrn

A7

D

A

E7

A

The musical score is for a piece titled 'Poniendo Los Patines (Putting On Skates)' by Marcia Neel. It is an exercise to practice slurs. The score is written for Violin, Trumpet, Guitar, Vihuela, and Guitarron. The key signature is one sharp (F#) and the time signature is 3/4. The score is divided into two systems. The first system consists of six measures. The Violin part has a slur over measures 1-2 and 3-4, with a bow stroke mark (V) above measure 5. The Trumpet part has a slur over measures 1-2 and 3-4, with a tongue mark (V) above measure 5. The Guitar and Vihuela parts have a slur over measures 1-2 and 3-4, with a tongue mark (V) above measure 5. The Guitarron part has a slur over measures 1-2 and 3-4, with a tongue mark (V) above measure 5. The second system consists of six measures. The Violin part has a slur over measures 1-2 and 3-4, with a bow stroke mark (V) above measure 5. The Trumpet part has a slur over measures 1-2 and 3-4, with a tongue mark (V) above measure 5. The Guitar and Vihuela parts have a slur over measures 1-2 and 3-4, with a tongue mark (V) above measure 5. The Guitarron part has a slur over measures 1-2 and 3-4, with a tongue mark (V) above measure 5. The score includes various musical notations such as slurs, bow strokes, and tongue marks.

Poniedo Patines

51

13

Vln.

Tpt.

Gtr. Vhl.

Gtrn

E7 A E7 A E7 A

19

Vln.

Tpt.

Gtr. Vhl.

Gtrn

E7 A E7 A E7 A

Mejoramiento Cada Día (Getting Better Everyday)

Score

An Exercise for Violin 4th Finger Placement
and Trumpet Long Notes

Bolero Style

Repeat 3 times. Be sure that the 2nd and 3rd fingers are touching and that the 4th finger "A" is exactly in tune

Violin

Trumpet

Repeat 3 times. Breathe only at the rest.

Bolero Mánico: Play a steady 8th note pattern. Keep the wrist relaxed and fluid.
Repeat 3 times.

Guitar Vihuela

Guitarron

Repeat 3 times. Bow slur with one bow stroke

Vln.

Tpt.

Repeat 3 times. Breathe only at the rest.

Repeat 3 times. Keep the wrist relaxed.

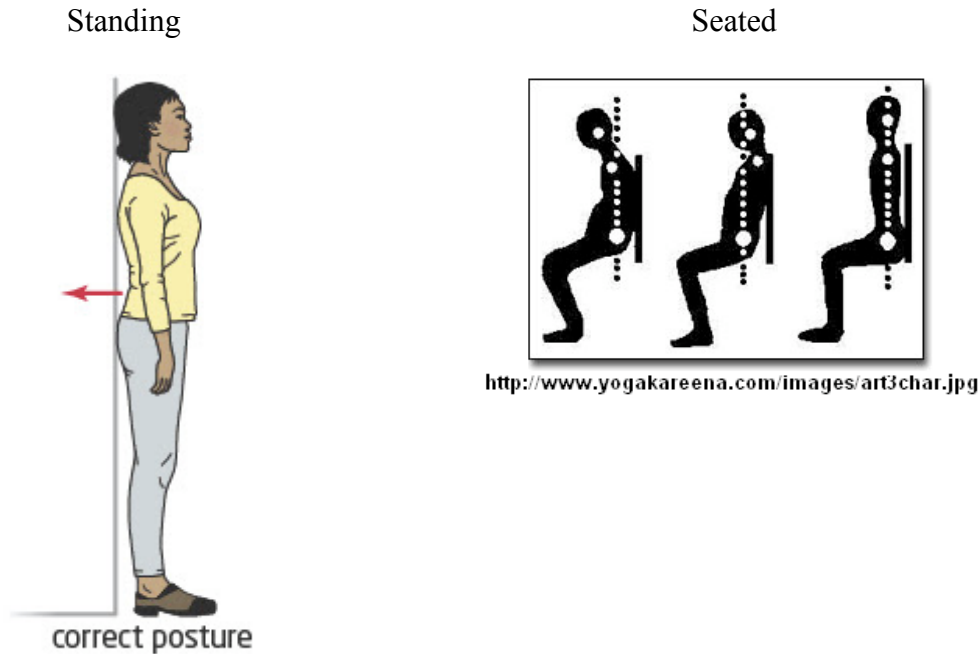
Gtr. Vhl.

Gtrn.

SINGING

Although singing is the most natural type of music-making, learning to use the voice as an expressive musical instrument requires concentration and physical control. The following represents **sound vocal pedagogy** that will help instrumental teachers in training student vocalists. The one concept to remember is that **the voice is an instrument** which needs to be treated and cared for in the same way as any other.

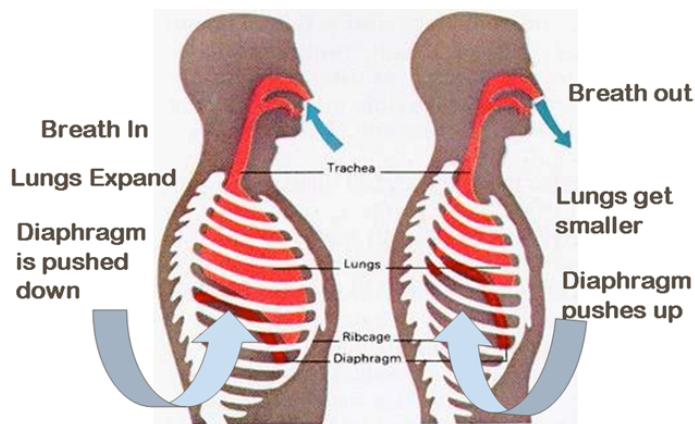
POSTURE:



In the same way that instruments will not play if misaligned, the same is true of the voice. The body must be aligned so that the spine is in a straight line. Shoulders should be back slightly and remain relaxed. When standing, the feet should be placed in alignment with the shoulders and when seated, backs should be away from the chairs with legs uncrossed. **Good posture** places the lungs and rib cage in the proper position for effective breathing

Exercise: Raise arms over the head then lower arms and shoulders leaving chest high. It may feel a bit unnatural but this is correct.

BREATHING:



Exercise: Have students breathe in through the nose and mouth without making a sound. The rib cage will expand in front, back, and on the sides. When the breath is taken, the diaphragm muscle moves downward. Exhaling the air will start the **vocal cords** vibrating. The exhaling process requires the controlled contraction of the muscles controlling the diaphragm so that the air does not rush out all at once.

Exercise: Ask students to bend at the waist with hands at the bottom of the rib cage—fingers apart. Inhale deeply. Students will be forced to breathe from the diaphragm since that is the only possible way to breathe in that position. Then, stand erect, hands on the rib cage and blow the air out in a steady stream on an “f” or hissing sound. The ribs should come in slowly. The “f” or hiss can then be changed to a singing vowel sound.

INTONATION:

Students should sing the “**center**” of every pitch. The brain needs to tune the vocal cords for the vibrations to come. Faulty intonation may be caused by shallow breathing, poor posture, high tessitura, repeated tones, descending scale lines, difficult upward interval leaps, and sustaining of long tones. Students need to understand the terms “flat” and “sharp.” It would help for them to understand and visualize whole and half steps.

Exercise: To begin, choose unison passages for students to sing altogether.

Exercise: Sing the third (mi) and seventh (ti) degrees of the major scale tones slightly higher than normal. These tones often tend to be low and can cause flattening particularly in descending passages.

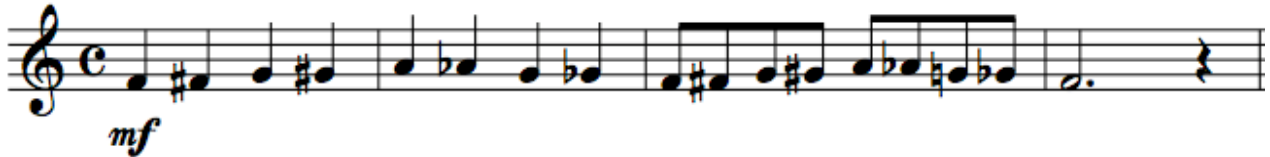
(Check Mi and Ti especially in descending scales)

Andante



(Chromatic)

Andante



(Pitch Repetition)

Andante



(Two and Three-part Intonation)

Use selected text from a song that you might be rehearsing and vary rhythm as needed.

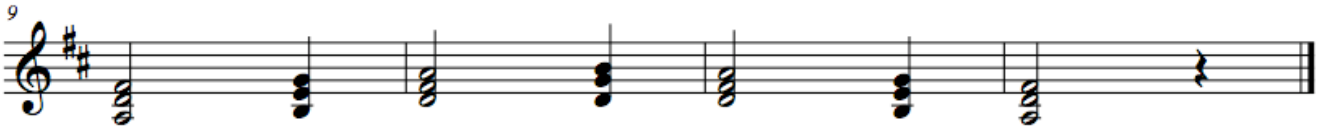
Start unison:



Progress to two parts:



Progress to three parts then transpose and repeat:



(Major and Minor)

Remember to support the whole notes and sing all the way to the rest.

Start unison and progress to three parts: *What text might you be able to use that would work?*



Exercise: Hold the “m” or “ng” before moving to the “ee” or other vowel sound. Maintain the buzz or ringing quality into the vowel.

Andante



Andante



Nee_____	Nee_____	Nee_____
Neh_____	Neh_____	Neh_____
Nah_____	Nah_____	Nah_____
Noh_____	Noh_____	Noh_____
Noo_____	Noo_____	Noo_____

VOCAL REGISTERS: CHEST, HEAD, MIXED

While singing, the workings of the **larynx** (voice box) change depending on the variations in pitch. The sequence of pitches of a certain vocal character that are formed during the workings of the larynx and sound producing apparatus is called **register**. Sounds resonating more in the chest are called **chest register** and those which resonate more in the head are called **head register**. Sound which resonates partially in the chest and partially in the head is called **mixed register**. It is important to work toward a smooth transition from one register to another.

Exercise: Starting with the highest pitch possible, have students perform descending glissandi singing down as low as possible without flipping into chest voice. Maintain a light-weight tone. Follow this by doing the exact same exercise moving in the opposite direction while demonstrating the same light tone quality.

Exercise: Use this exercise to travel across vocal registers. Repeat as many times as possible with a single breath. Transpose up by half-steps. Try singing in rounds for additional interest.

(Extending the Vocal Range)

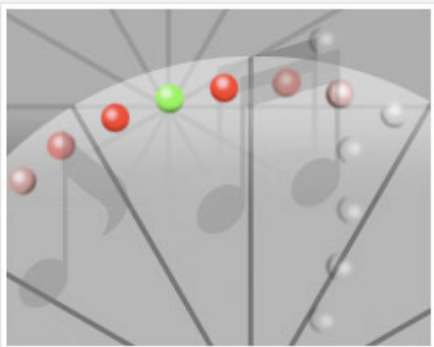


Matching Pitch

Matching pitch is the act of reproducing with your voice the pitch of a tone you hear. It is the most basic and most important ear training skill, and is therefore the starting point for virtually all ear training. You don't need to have a great singing voice, but you do need to be able to get the pitch or frequency of the tone right, without singing it too sharp or too flat. When you hear somebody sing who is consistently way out of tune, it is usually because they have never mastered this basic skill. The term 'tone deaf' is often used to describe people who attempt to sing a melody without first having acquired the ability to match pitch. True 'tone deafness' is extremely rare, but off-key singing is surprisingly common. This can be improved considerably through ear training and practice.

FREE Online Resource: <http://trainer.thetamusic.com>

To get a good start with learning how to match pitch, play the beginner levels of our game Vocal Match. Use the lights around each tone to get an idea of whether you are singing too high or too low.



Vocal Match (requires mic & headset)

For some people - even some accomplished musicians - it's not always easy to sing on key with perfect accuracy all the time. Vocal Match is the first in our series of sight-singing games where the control will come from your voice! This game will take you all the way from matching pitch to singing four-part chords.

Play

Vocal Exercises

Marcia Neel

Voice 1

Pri me ra. Se - gun - da. Pri - me - ra. Ter - ce

Voice 2

Pri me ra. Se - gun - da. Pri - me - ra. Ter - ce -

Voice 3

Pri me ra. Se - gun - da. Pri - me - ra. Ter - ce -

Voice 4

Pri me ra. Se - gun - da. Pri - me - ra. Ter - ce -

V1

8 ra. Pri - me - ra. Se - gun - da. Pri - me - ra.

V2

8 ra. Pri - me - ra. Se - gun - da. Pri - me - ra.

V3

8 ra. Pri - me - ra. Se - gun - da. Pri - me - ra.

V4

8 ra. Pri - me - ra. Se - gun - da. Pri - me - ra.

Vocal Exercises

59

Marcia Neel

17

V1

Do Mi Re Fa

V2

Do Do Mi Mi Re Re Fa Fa

V3

Do Do Do Do Mi Mi Mi Mi Re Re Re Re Fa Fa Fa Fa

V4

Do Do Do Do Do Do Mi Mi Mi Mi Mi Mi Re Re Re Re Re Re Fa Fa Fa Fa Fa Fa

19

V1

Mi Sol Fa La

V2

Mi Mi Sol Sol Fa Fa La La

V3

Mi Mi Mi Mi Sol Sol Sol Sol Fa Fa Fa Fa La La La La

V4

Mi Mi Mi Mi Mi Mi Sol Sol Sol Sol Sol Sol Fa Fa Fa Fa Fa Fa La La La La La La

21

V1 Sol Ti La Do

V2 Sol Sol Ti Ti La La Do Do

V3 Sol Sol Sol Sol Ti Ti Ti Ti La La La La Do Do Do Do

V4 Sol Sol Sol Sol Sol Sol Ti Ti Ti Ti Ti Ti La La La La La La Do Do Do Do Do Do

3 3 3 3 3 3 3 3 3 3 3 3

23

V1 Ti Re Do.

V2 Ti Ti Re Re Do Do

V3 Ti Ti Ti Ti Re Re Re Re Do Do Do Do Do

V4 Ti Ti Ti Ti Ti Ti Re Re Re Re Re Re Do Do Do Do Do Do Do.

3 3 3 3 3 3 3 3 3 3 3 3

SOLO VOICE - WARM-UP

Begin warming up your voice 10-20 minutes prior to any rehearsal or performance and drink water at room temperature between exercises to massage your voice and relieve your throat. **Posture and air support are key.** If available use an instrument (preferably a piano) to help guide you to each beginning pitch and help keep you in tune.

- Perform this warm-up in a soft hum. Your mouth should be closed but the jaw should be dropped and disengaged as in a yawn. Move methodically up and down through your vocal range but do not agitate the vocal chords.



- Perform this exercise changing to vowels A, E, I, O and U as you move upward and downward through your vocal range.



- Perform this exercise in short staccato style accenting each pitch to maintain accuracy.



SOLO VOICE - BREATH CONTROL

Vocalists must develop good breath control so they are able to sing in control during long melodic phrases. **Posture and air support are key.**

- The passage below has two phrases.

Solamente una vez ame en la vida, Solamente una vez y nada más.

- This passage is intended to be sung on one breath per phrase however, most singers take a breath in the middle of each phrase.
- Set a metronome to quarter note = 92 (*Andante*)
- Sing each phrase and notice where you take a breath.
- Can you sing each phrase on one breath?
- Make sure you support well throughout the phrase and conserve breath but do not sacrifice pitch.
- CHALLENGE!! Try again but slow down the metronome by 5 points.

So - la - men - te, u - na vez _____ a - me, en la vi - da.

So - la - men - te, u - na vez _____ y na - da mas

GROUP SINGING

DEVELOPING GROUP SINGING THROUGH HARMONIC WARM UP & PRACTICE.
ROUNDS AND CANONS

- Teach the entire exercise by rote.
- Review this exercise until the class has it memorized and is able to sing the entire selection confidently in *acapella*.
- Demonstrate the canon by having the class start the selection with you singing the response. Class must hold last note until all parts are finished.
- Once the class has the idea, divide the class into 2 groups and part 1 and 2.
- Challenge them to try 3 groups!



- This is a 3-part round. Sing the selection in 3 parts and once all parts have sung through at least once the director conducts a *rallentando* to end the round.

A - dios A - dios que te va - ya bien y ten cui - da - do no te

ma - chu - que, el tren a - dios a - dios cui - dao' con el tren!

- Some songs have parts that can act as canons or rounds.

Ma - ri - a ma - dru - ga - da es flor de - los cam - pos

Es tie - rra, hu - me - de - ci - da con a - gua de llan - to

GROUP SINGING

HARMONIZING THROUGH LAYERING VOICE PARTS

- Teach this passage from *Camino Real de Colima* as one long melody. Notice that the ending note of each phrase gives you the starting pitch of the next.

Ca - mi - no real de Co - li - ma di - cen que yo no lo se.

5 Ca - mi - no real de Co - li - ma di - cen que yo no lo se.

9 Ca - mi - no real de Co - li - ma di - cen que yo no lo se.

- Once the students are confident singing through the entire 12 measures divide the class into 3 groups. Assign each group a voice part to repeat. Start with the lower voices and layer each part.

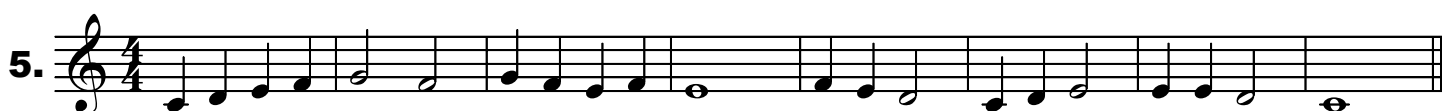
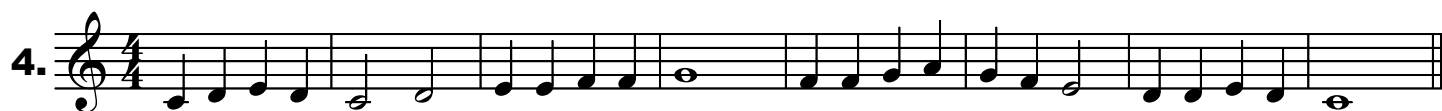
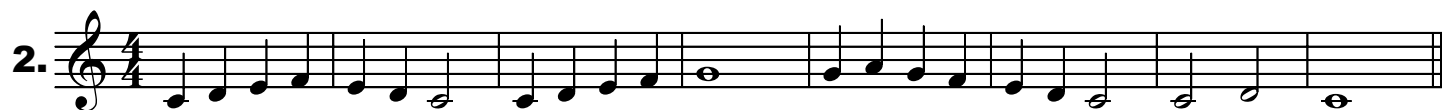
1a VOZ
Ca-mi-no real de Co - li - ma di-cen que yo no lo se.

2a VOZ
Ca-mi-no real de Co - li - ma di-cen que yo no lo se.

3a VOZ
Ca-mi-no real de Co - li - ma di-cen que yo no lo se.

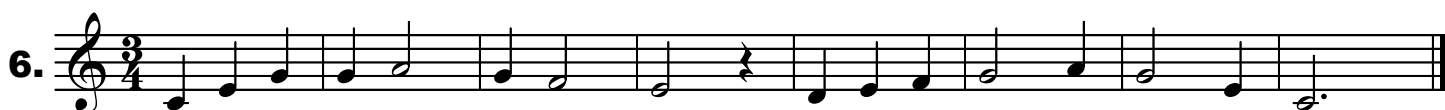
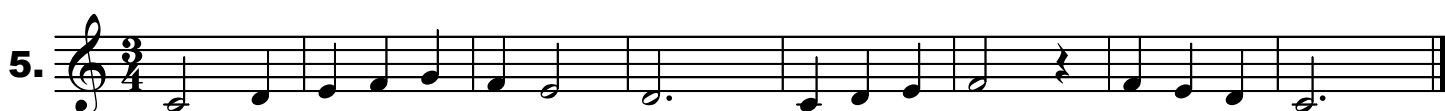
Fixed Do Sight-reading Exercises

Key of Do



Fixed Do Sight-reading Exercises

Key of Do



Easy Fixed Do Sight-reading Exercises

Key of Re



Fixed Do Sight-reading Exercises

Key of Fa



Fixed Do Sight-reading Exercises

Key of Fa



1.

Musical notation for exercise 1: A single staff in treble clef with key signature of two sharps (F# and C#) and time signature of 4/4. The melody consists of quarter notes: D4, E4, F#4, G4, A4, B4, C#5, D5, followed by eighth notes: E5, D5, C#5, B4, A4, G4, F#4, E4, ending with a double bar line.

[illegible]

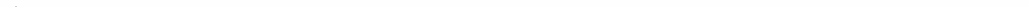
3.

4.

Musical notation for exercise 4, showing a sequence of notes on a five-line staff.

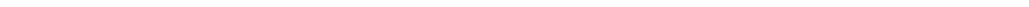
5.

Musical notation for exercise 5: A single staff in treble clef with a key signature of one sharp (F#) and a time signature of 4/4. The melody consists of quarter notes G4, A4, B4, C5, D5, E5, F#5, G5, followed by a half rest, then quarter notes G4, F#4, E4, D4, C4, B3, A3, G3, ending with a double bar line.

6. 

7.

Musical notation for exercise 7: A single staff in treble clef with key signature of one flat (B-flat) and time signature of 4/4. The melody consists of quarter notes: B₄, C₅, D₅, E₅, F₅, G₅, A₅, B₅, A₅, G₅, F₅, E₅, D₅, C₅, B₄.

8. 

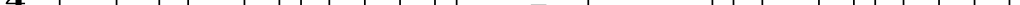
9.

Miscellaneous Short Sight-reading Exercises

Use Fixed Do

71

1.

2. 

3.

Musical notation for exercise 3: A single staff in G major, 4/4 time. The melody consists of eighth notes: G4-A4-B4-C5-D5-E5-F#5-G5, followed by quarter notes: E5-D5-C5-B4-A4-G4, and ending with a whole note: F#4.

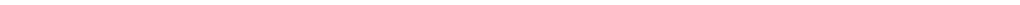
4.

5.

[illegible]

7.

Musical notation for exercise 7: A single staff in treble clef with a key signature of one sharp (F#) and a time signature of 4/4. The melody consists of quarter notes: F#4, G4, A4, B4, C5, D5, E5, F#5, G5, A5, B5, C6, D6, E6, F#6, G6, A6, B6, C7, D7, E7, F#7, G7, A7, B7, C8.

8. 

9.

A musical staff in treble clef with two sharps (F# and C#) indicating D major or B minor. The time signature is 3/4. The melody consists of eighth notes: D4-E4-F#4-G4-A4-B4-C#5-D5, followed by a quarter rest, then G4-A4-B4-C#5-D5-E4-F#4-G4, ending with a half note D4. A double bar line follows.

D E F# G A B C# D
G A B C# D E F# G

Miscellaneous Short Sight-reading Exercises

Use Fixed Do

Two-Part

Two-part sight-reading exercise in 3/4 time, C major. The exercise consists of two systems of two staves each. The first system shows a melody in the upper staff and a bass line in the lower staff. The second system continues the melody and bass line. The key signature is one flat (Bb) and the time signature is 3/4. The exercise ends with a double bar line.

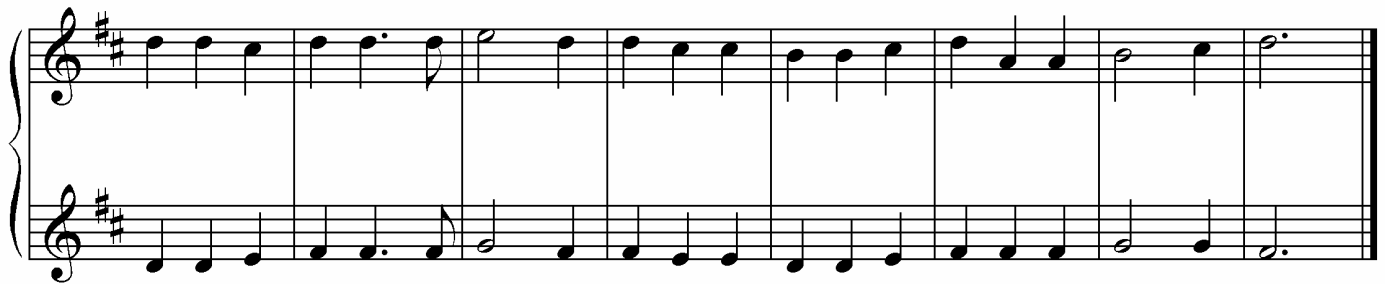
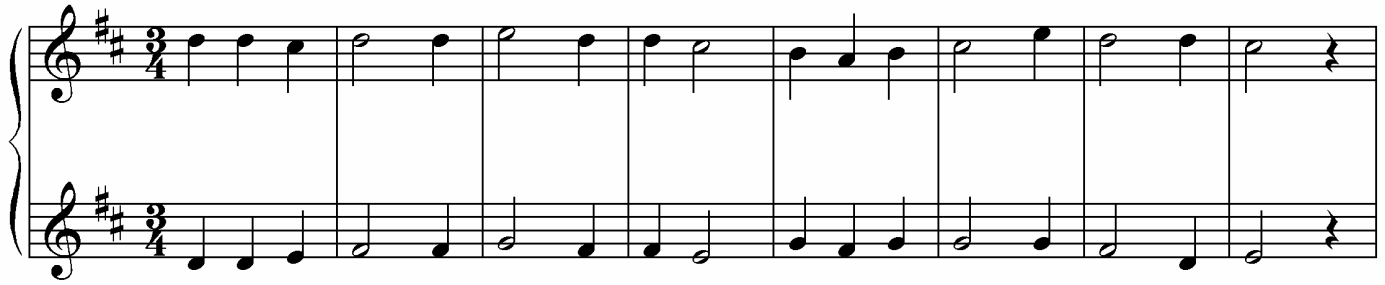
Three-Part

Three-part sight-reading exercise in 3/4 time, Bb major. The exercise consists of two systems of three staves each. The first system shows a melody in the upper staff, a bass line in the lower staff, and a middle voice in the middle staff. The second system continues the melody, bass line, and middle voice. The key signature is two flats (Bb, Eb) and the time signature is 3/4. The exercise ends with a double bar line.

Miscellaneous Short Sight-reading Exercises

Use Fixed Do

Two-Part



Three-Part



Continued

Miscellaneous Short Sight-reading Exercises

Use Fixed Do

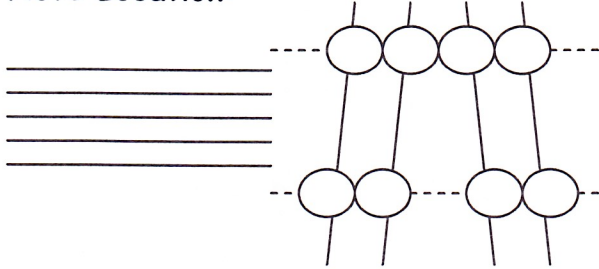
Two-Part

Name: _____
Period: _____

What I have learned so far...

Note Name: _____

Note Location: _____



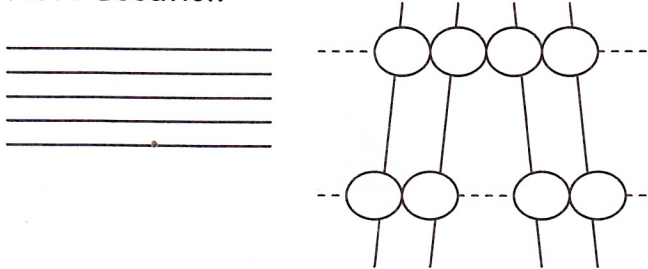
(If the note is in between the 1st and 2nd dot location, label the note with an "X")

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



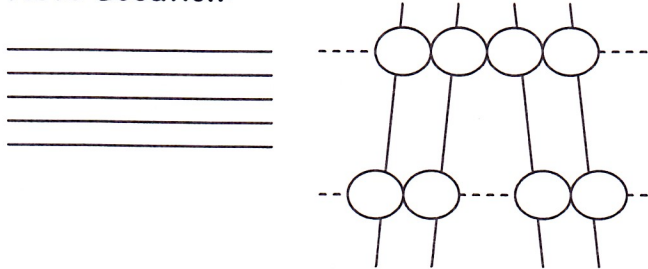
(If the note is in between the 1st and 2nd dot location, label the note with an "X")

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



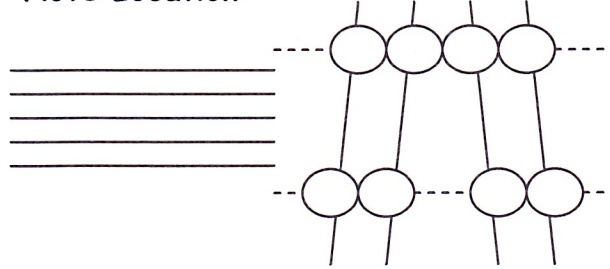
(If the note is in between the 1st and 2nd dot location, label the note with an "X")

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



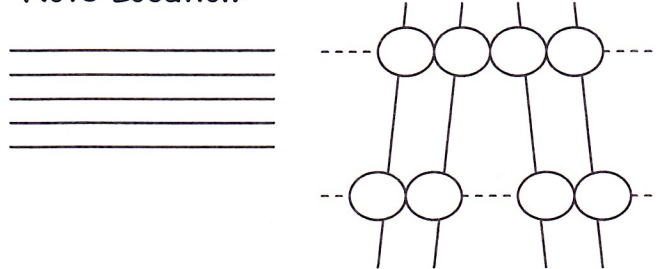
(If the note is in between the 1st and 2nd dot location, label the note with an "X")

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



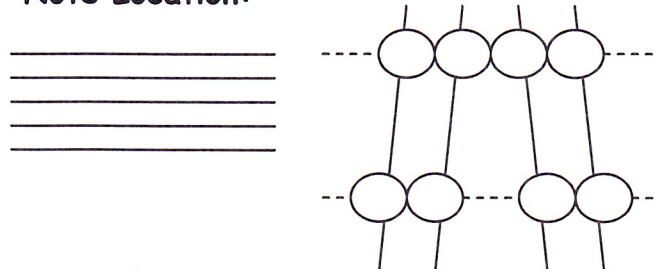
(If the note is in between the 1st and 2nd dot location, label the note with an "X")

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



(If the note is in between the 1st and 2nd dot location, label the note with an "X")

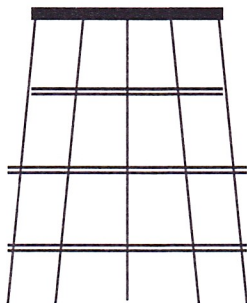
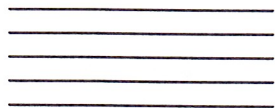
What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

What I have learned so far...

Note Name: _____

Note Location: _____



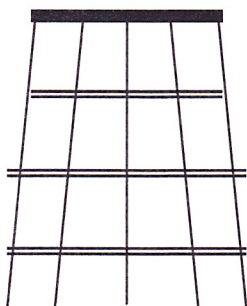
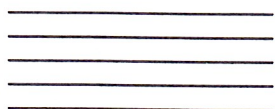
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



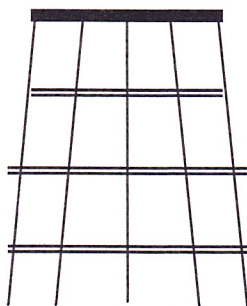
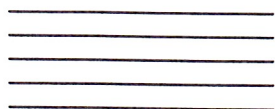
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



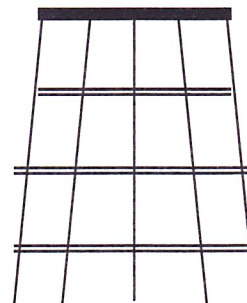
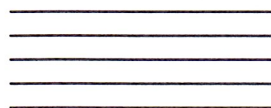
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



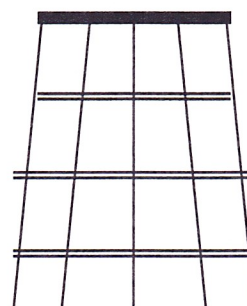
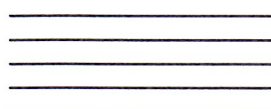
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



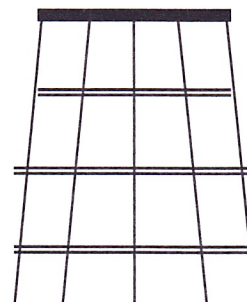
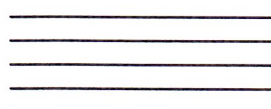
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____



(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

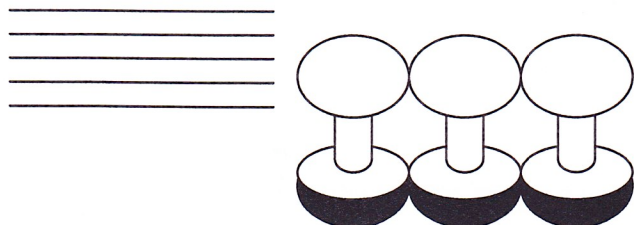
1 2 3 4 all 3 all 4

Name: _____
 Period: _____

What I have learned so far...

Note Name: _____

Note Location:

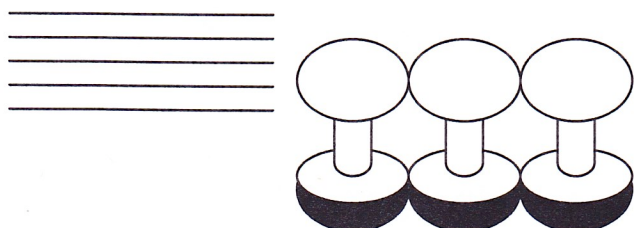


What finger(s) do I use? (circle one)

1 2 3 all valves

Note Name: _____

Note Location:

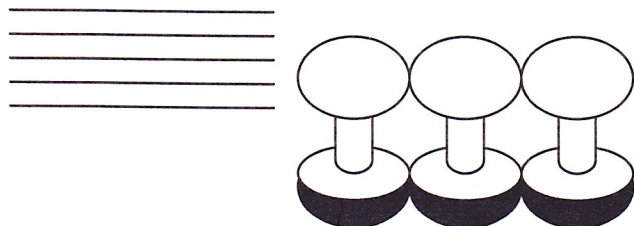


What finger(s) do I use? (circle one)

1 2 3 all valves

Note Name: _____

Note Location:

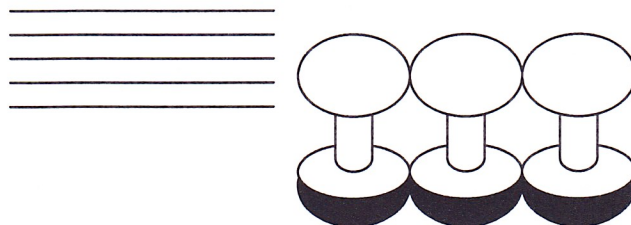


What finger(s) do I use? (circle one)

1 2 3 all valves

Note Name: _____

Note Location:

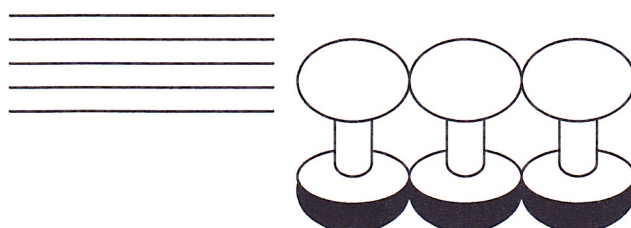


What finger(s) do I use? (circle one)

1 2 3 all valves

Note Name: _____

Note Location:

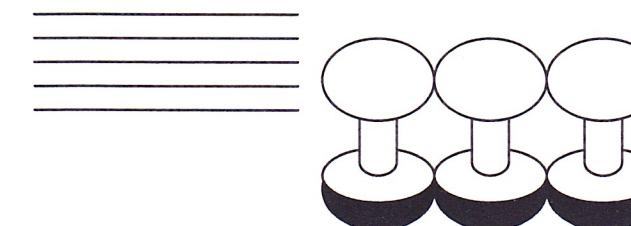


What finger(s) do I use? (circle one)

1 2 3 all valves

Note Name: _____

Note Location:



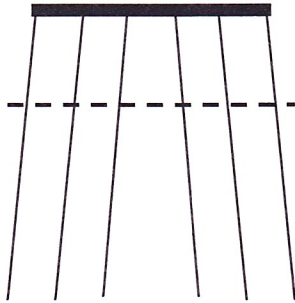
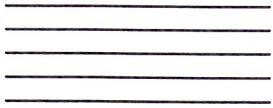
What finger(s) do I use? (circle one)

1 2 3 all valves

What I have learned so far...

Note Name: _____

Note Location: _____



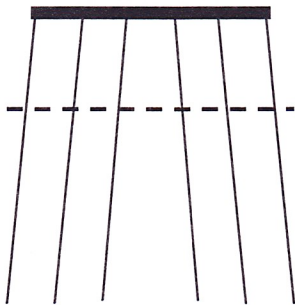
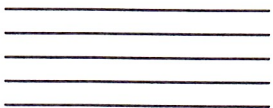
(Draw an "X" to identify finger placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 Thumb

Note Name: _____

Note Location: _____



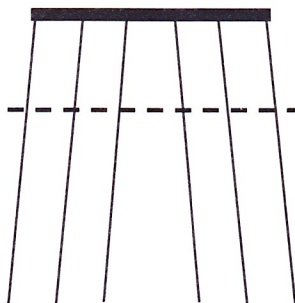
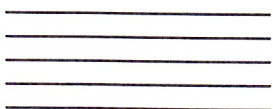
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 Thumb

Note Name: _____

Note Location: _____



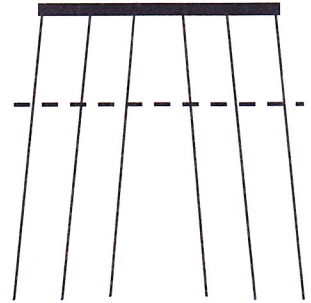
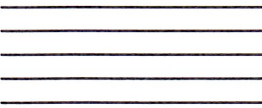
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 Thumb

Note Name: _____

Note Location: _____



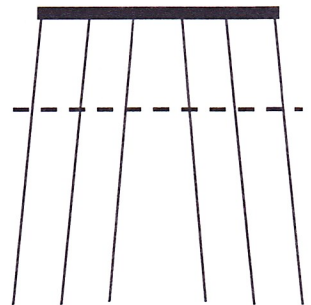
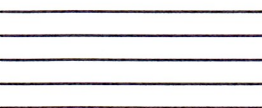
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 Thumb

Note Name: _____

Note Location: _____



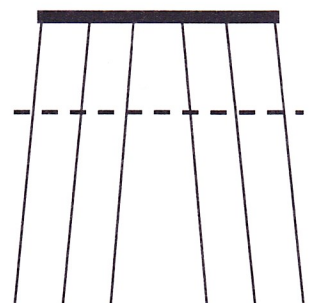
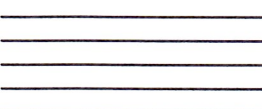
(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 Thumb

Note Name: _____

Note Location: _____



(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 Thumb

Name: _____

Period: _____

What I have learned so far...

Note Name: _____

Note Location: _____

(Draw an "X" to identify finger placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____

(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____

(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____

(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____

(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

Note Name: _____

Note Location: _____

(Draw an "X" to identify note placement. Draw "O" to identify an open string.)

What finger(s) do I use? (circle one)

1 2 3 4 all 3 all 4

LEAVE BLANK

GLOSSARY

*Printed by permission of the Tucson Mariachi Conference
Some terms provided via the La Tradición Music Website (www.latradicionmusic.com)*

- Abanico:** Fan, hanging from the neck with a black ribbon; right hand fanning of the strings used by the armonia.
- Accord:** Chord
- Adorno:** A musical embellishment played by the violins and trumpets.
- Al bajón:** Literally, on the down beat
- Aletón:** Literally, large wings; refers to the large flap that can be sewn on the side of the pant legs on the traje de charro; it can remain plain or have agreca sewn on to it.
- A livito:** Slower and freely; ad libitum
- Apagón:** A manico of the right hand across the strings of the guitar or vihuela in such a way that no distinct pitches are heard; used primarily in the huapangos and borrowed from joropo; also called tapón and tope.
- Apoyadura:** (appoggiatura) this denotes a lower neighbor grace note; the apoyadura is more commonly used in the sones than any other music form and sometimes it may be accented.
- Armonia:** Rhythm section of the mariachi ensemble including guitar, vihuela, harp and guitarrón
- Arqueos:** Bowings
- Arracadas:** Earrings, pendant gold-filigree metal.
- Arrastrar el arco:** (arco arrastrado) literally, drag the bow; back phrasing of the bow.
- Bajo(s):** In the singular, generally means the guitarrón or a bass instrument; the plural refers to the bass notes.
- Barra:** The bar in the measure.
- Bemol:** Flatted note such as Ab (La bemol).
- Blanca:** A half note.
- Bola:** Literally, the ball. Musically, the coda sign.
- Bolero:** A musical form in 4/4, usually in a major key or ending in a major key. The ostinato pattern in the bajos of this form falls usually on the 1st, 3rd and 4th beats while the guitar and vihuela play a repeated even eighth-note downstrum pattern.
- Botín(es):** Charro boots with low-cut uppers; also called botas de charro.
- Botonadura:** Literally, set of buttons; the silver or chrome plated buttons are worn along the outside of the pant legs; a set of botonadura also includes the broche and special button for the sleeves also called plata.
- Caballito:** Little horse, a manico technique used in sones Jaliscienses that is a repetition of three strums, two down and one up, with an accent on the second strum giving it a “galloping effect”
- Cabeza:** Literally, head. In written music, as in recording sessions, refers to the “top” of the music.
- Cachirulo:** A large haircomb placed towards the back of the head.
- Cadenas:** Chains, gold metal and long, worn around the collar.
- Calderon:** Fermata
- Calzado:** Shoe, white leather.
- Canto:** Literally, song. Includes all the sung verses of the song.

*Printed by permission of the Tucson Mariachi Conference
Additional terms provided via the La Tradición Music Website (www.latradicionmusic.com)*

Cerrucho: Literally a saw, legato notes employing the bow for each note

Cinto pitiado: Braided belt worn with the charro suit (this belt is handmade and very expensive)

Compas: Full measure

Con puntillo: Literally, with a point, the dotted note (example: a negra con puntillo is a dotted quarter note).

Contratiempo: Literally, against time; counter rhythms; that is distinct characteristic sound in the sones, but also in most tradition forms in Mexican music.

Corchea: Eighth note

Coro: Chorus

Corrida: Literally, running too fast.

Corrido: A musical form similar to a ballad, where there is no refrain in the lyrics. In Mexican music, the majority of corridos are in 3/4 time, but there are many in 4/4.

Crescendo: Increasing loudness

Cuerda(s): The melodic parts (1a, 2a, 3a) the strings on an instrument.

Danzón: Similar to a fast bolero as the ostinato bass pitches and the meter are the same. The difference is essentially in the armonía, which accents the 1, 4, and 7 of the eight strokes of the mánico in the danzón.

Deaccelerando: Decreasing in loudness.

De cajón: Literally, ordinary: the standard embellishments and endings for music form.

Débil: Literally, weak. Pianissimo.

del Principio: Literally, from the beginning.

Diminuido: Diminished.

Do: the key or the note "C".

Doble Barra: the double bar.

Doble Corchea: the sixteenth-note. Also called semicorchea.

Ebilla: Belt buckle

Entrada: Literally, entrance. The beginning instrumental section of a song.

Escala: A scale, scale-run

Estrillo: Refrain.

Fa: Key of "F" or the note "F"

Falsete: Falsetto; a vocal technique.

Folklórico: Related to music and dance of Mexico.

Fuerte: Forte, indicated by f.

Fusa: Thirty second note

Golpes: Literally, blows or strikes; staccato at the frog of the bow, usually all-down-bow; then crisp strum pattern on the guitar instruments used in the sones.

Greca: A type of design sewn on the aletón or on the side of the pant legs; made of suede; it can be worn with or without botonadura.

Huapango: A son Huasteco. A 6/8 borrowed form. See son huasteco.

Intermedio: The instrumental music played between cantos, usually the same variation of the entrada; literally intermission.

Intruducción: Introduction.

Jalón: Literally, pull; the right hand pulling technique of playing the guitarrón.

Jarabe: Literally, syrup. A traditional dance from that is like a popurri (medley) of instrumental sections of different regional sones, each section usually is in different meter than the preceding section.

Joropo: A borrowed form from Venezuela which has become very popular in the mariachi repertory. Fast 3/4 or 6/8 meter using apagones or tapones.

La: Key of “A” or the note “A”

Ligado, ligadura: Slurred.

Liso: Plain, as in “plain black uniform,” traje liso negro.

Mánicos: The different strum patterns on the vihuela or guitar.

Mayor: The major key; a major or whole step.

Menor: The minor key; a minor or half step.

Mi: Key of “E” or the note “E.”

Moño: Literally, topknot the “tie” used around the shirt collar with the charro suit.

Motas: Ready-to-wear collar ties; not made of the same material as the moño, and usually has three balls hanging from the knot; also called motitas and gargantillas.

Música: Music, written music; the intermedio music.

Natural: Natural

Negra: Literally, black. The quarter note.

Obertura: Overture.

Octavo: Octave

Pajero: Literally, even mánico used in sones Jaliscienses that simply up and down strums with no accents.

Pa’riba, pa’bajo: Literally, up and down; another name for the manico pajero; it is understood amongst the vihuela players that variation of this strum is to start up on the strong beat, and this stroke is called “pa’riba” (up).

Pasodoble: A musical form. Fanfare music that is usually loud and traditionally played at the bullfights. There is almost always a trumpet solo section, and the pasodoble is in duple meter.

Pauta: The five line staff. Also called pentagrama.

Peinado: The hairdo. Consists of two braids intertwined with ribbons, the same color as the rebozo; they cross at the nape and are tied at the crown with the leftover ribbon. Single and engaged women place a small bouquet of flowers on the left side of their head and married women wear flowers on the right side; a large haircomb called a cachirulo is placed towards the back of the head.

Picado: Staccato bowing at the frog of the bow, usually all down-bow; the staccato tonguing technique for the trumpets, which is very characteristic of the mariachi trumpet style.

Popurri: Medley.

Primera: Literally, first; in music theory the first melodic line in the instruments or the voice.

Primera Casilla: The first ending.

Primera posición: First position; in order to get a loud sound from violins, most sones are played in the first position as much as possible.

Quedado, quedadito: A rubato technique that avoids melodic accents on the beat, or the off beat.

Ranchera: a musical style in 2/4, 3/4, or 4/4. Usually in a major key. The ranchera is also a feeling. The types of rancheras are: the Ranchera Corrido or Polka in 2/4; the Ranchera Valseada in 3/4; and, the Ranchera Romántica in 4/4. There is always an entrada, canto, intermedio, canto, and depending on the type of ranchera, a de cajón ending.

Re: Key of "D" or the note "D."

Redoble: A manico technique used in sones; the armonia plays two down strums and one up strum twice within the same measure.

Redonda: Whole note.

Remate: Literally, to top or to end; also called remache or adorno de cajón; that occurs at the end of the phrase, to connect the phrases, and at the end of the entrada.

Ritmo: Rhythm; also ritmo is a tempo.

Saltar el arco: Ricochet bowing

Segunda: Literally, second; in music theory, the second melodic line is in harmonization with the primera; the segunda line, traditionally is in parallel motion to the primera when there is also a tercera and can move contrary to the primera when there are only two parts.

Segunda Casilla: Second ending.

Segunda posición: Second position.

Sencilla: Literally, simple or simply. It means that the music in the song will be played without repeats.

Si: Key of "B" or the note "B."

Sobon: Slur or portamento; this technique is used minimally in the sones, and regularly in the ranchera lenta (romantica), ranchera valsada and bolero.

Sol: Key of "G" or the note "G."

Solfeo: Solfege

Sombrero: Hat. White hat woven of fine palm, with a thin black cotton trim on the crown; and four ties.

Son: A generic from identifying a regional sound music. The sound is usually a very traditional instrumental, vocal or danced piece.

Son Abajeño: A son from "abajo", or below, generally referring to the Tierra Caliente region just below Jalisco. The meter and form are similar to that of the son Jalisciense.

Son Huasteco: A 6/8 with sesquialtera (hemiola) rhythmic pattern; traditionally, the son huasteco came from the Huasteca region just north of Veracruz and further along the Gulf of Mexico; a distinct characteristic of the son huasteco or Huapangos, is the falsetto jumps in the vocal technique.

Son Jalisciense: A 12/8 rhythmical pattern with sesquialtera (hemiola) and contratiempos in the melody and manicos; the son jalisciense is from the State of Jalisco, making it very much a part of the traditional repertory of the mariachi; there is usually an entrada, verso, coro (either responsorial or separated refrain) a third section of music with new verses and a shortened version of the entrada to finish; there are also sones Jaliscienses that do not fit the 12/8 pattern, that technically and musically are very difficult to play; these are some of the oldest sones in the repertory.

Son Jarocho: From the State of Veracruz, jarocho means “brisk” which describes the music and dance of this tradition the vocal timbre is the high but does not use the falsetto technique of the Huapango; although, since the two areas are close in proximity, they are known to borrow or exchange repertory.

Soplar: Literally, the verb “to blow”; in mariachi terminology, to prompt someone with the lyrics of a song.

Sostenido: Sharpened note, such as F# (Fa sostenido).

Teoría: Theory

Tercera: Literally, third. In music theory, the melodic line that is in harmonization with the primera and segunda. The tercera part can become the segunda when there are only two parts being played.

Tercera posición: Third position.

Tono: The key (of a song).

Traje: Suit.

Traje de Campero: A suit that uses bone buttons on the sleeves and chest.

Traje de Charro: Charro suit, or mariachi suit.

Traje Chinaco: A suit with wide bell-bottom pant legs, cut from the shin down where a piece of bright colored cloth is sewn in.

Triple Corchea: Thirty-second note.

Vals: Waltz; also one of the 3/4 forms of the ranchera.

Verso: Verse.

Voz fingida: Literally, faked voice, head tone.

Gritos

Ay ja ja hay

Si Señor!

Echale, _____ (violines, muchachos,
chiquitito etc.)

Whistles

Andale

Dale

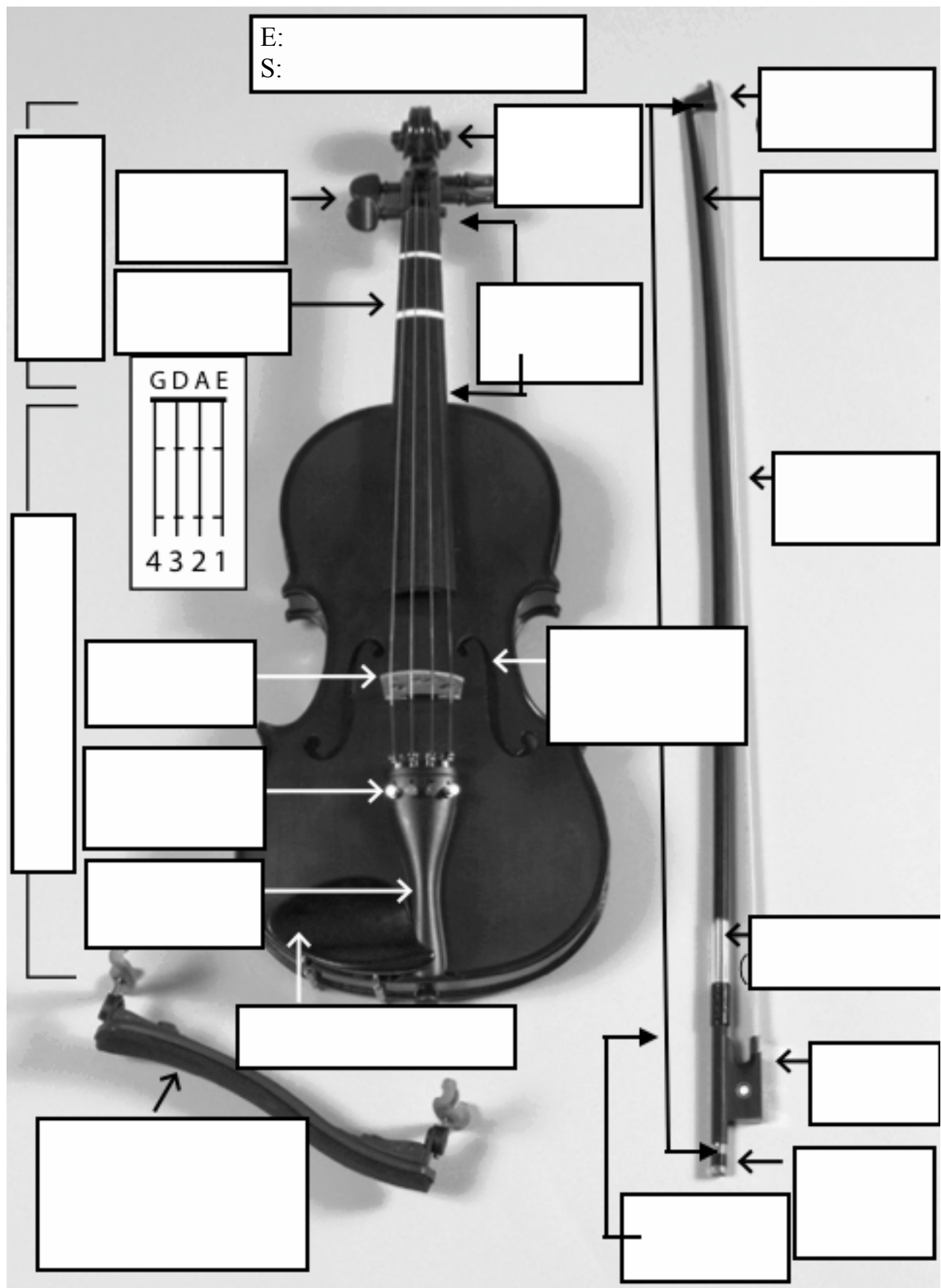
Que se oiga hasta Jalisco: *Let it be heard in Jalisco*

Sale

Cantabile como tu sabes

Con ganas muchachos

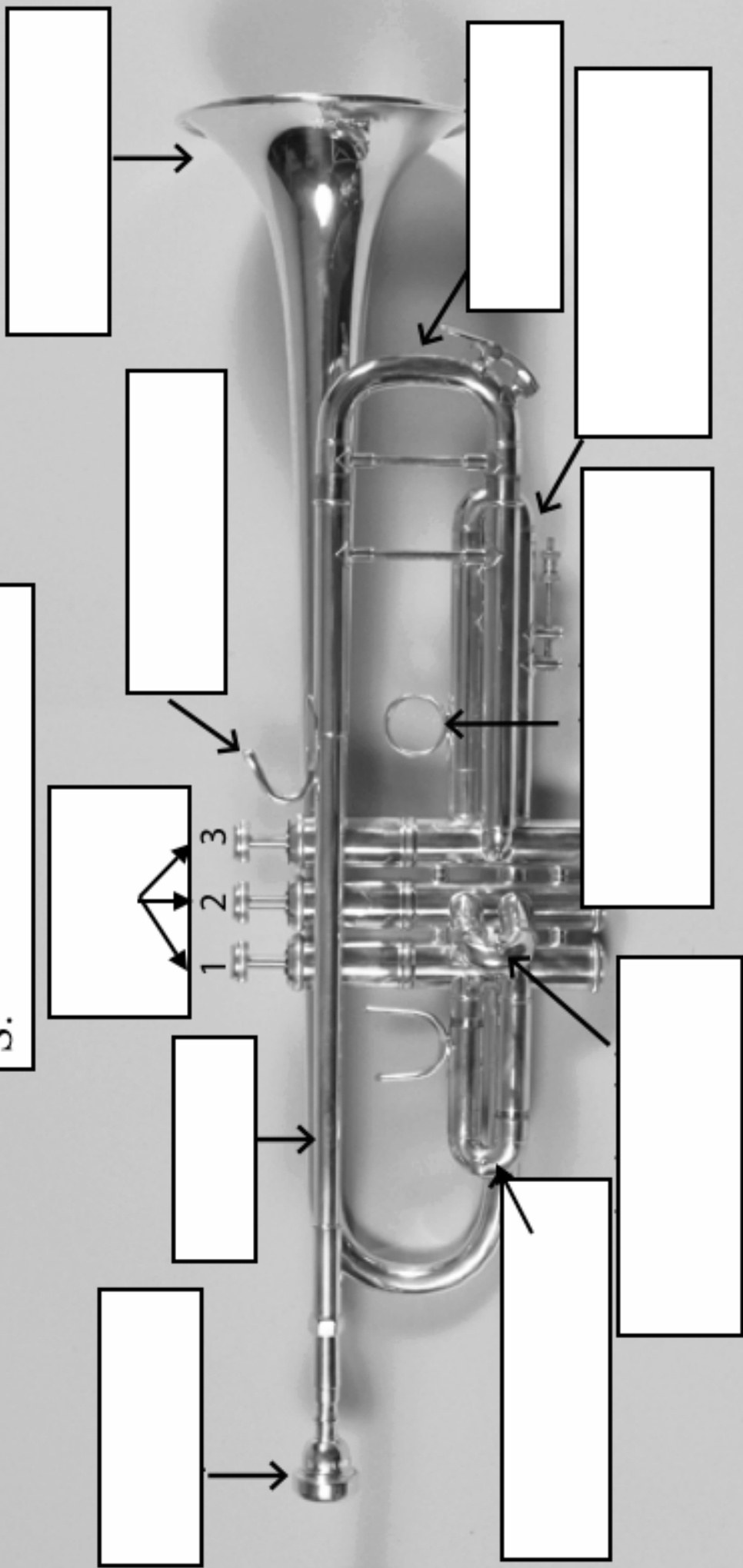
Venga todos



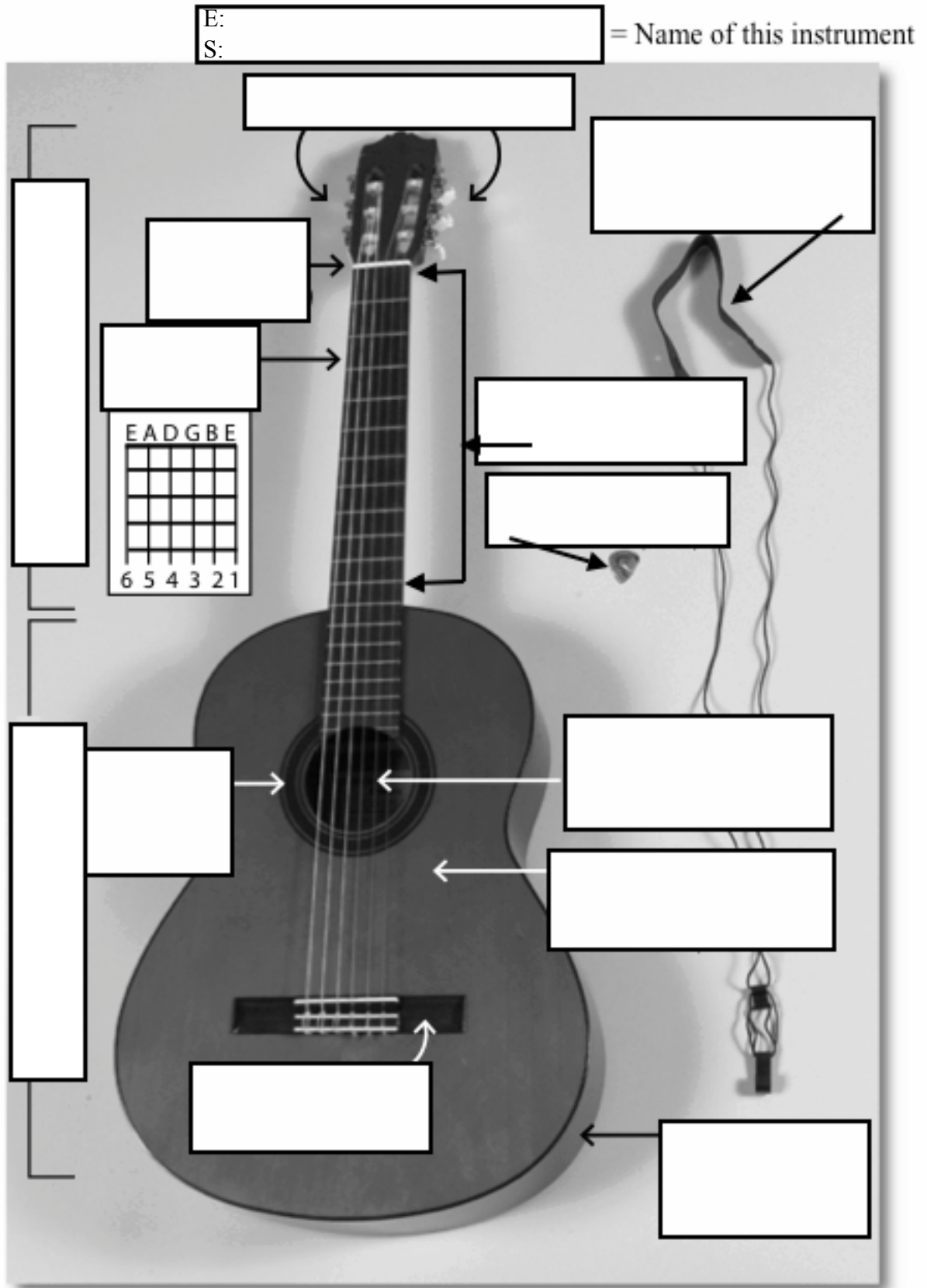
Can you label the parts of this instrument in English and Spanish?

E:
S:

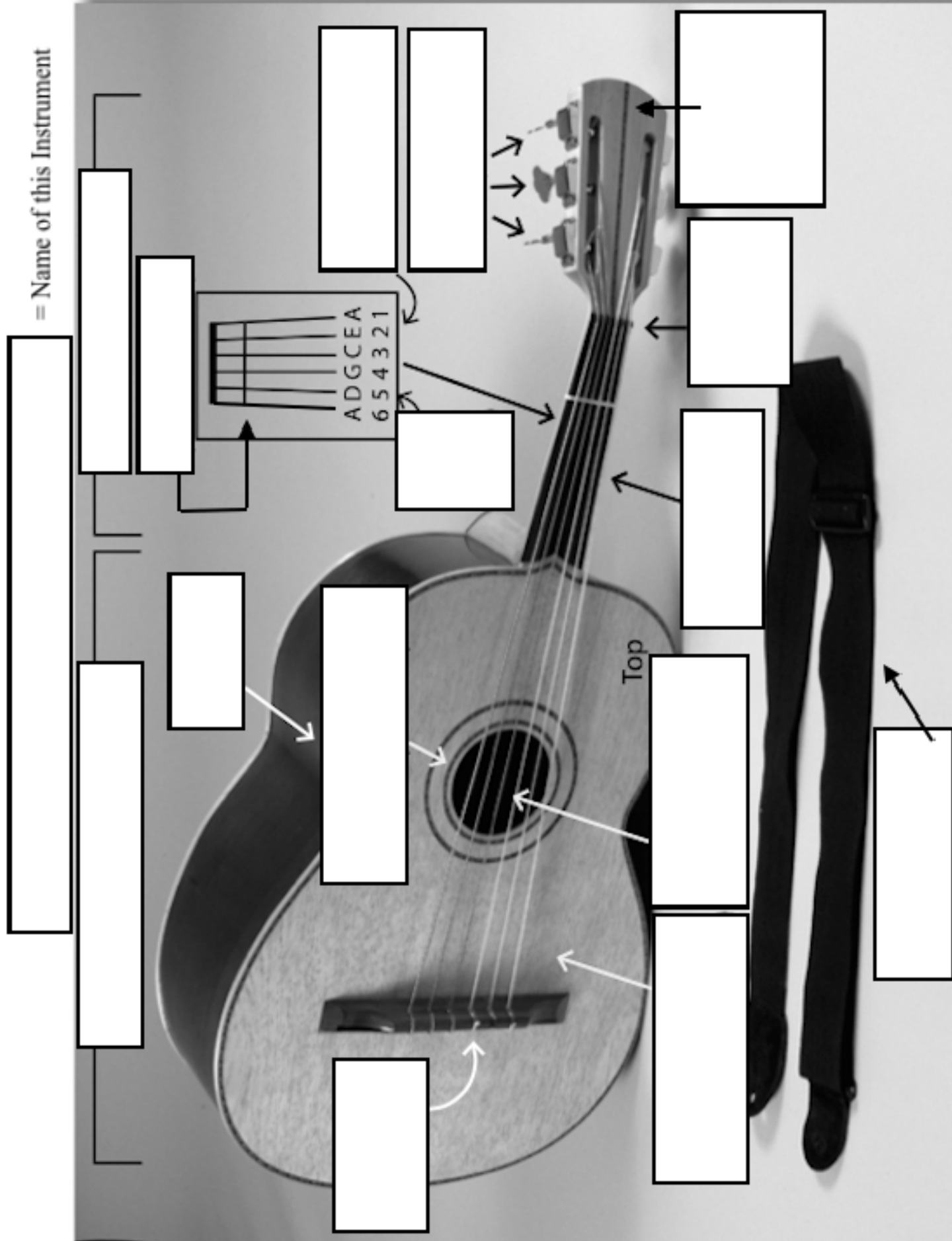
= Name of this Instrument



Can you label the parts of this instrument in English and Spanish?



= Name of this Instrument



Can you label the parts of this instrument in English and Spanish?

LEAVE BLANK

NEW · REVISED AND AUTHENTIC EDITION

ARBAN'S

COMPLETE CELEBRATED METHOD

FOR THE

CORNET

OR

E♭ ALTO · · B♭ TENOR · · BARITONE
EUPHONIUM AND B♭ BASS IN TREBLE CLEF

NEWLY REVISED AND EDITED BY
EDWIN FRANKO GOLDMAN

ENGLISH · GERMAN AND FRENCH TEXT

CONTAINING

ARBAN'S ORIGINAL AND COMPLETE METHOD
THE ART OF PHRASING (150 SONGS AND OPERATIC AIRS)
SIXTY-EIGHT DUETS FOR TWO CORNETS
FOURTEEN CHARACTERISTIC STUDIES
NUMEROUS FANTASIES AND OTHER SOLOS

PRICES

PAPER
\$3.50 NET

CLOTH
\$4.75 NET

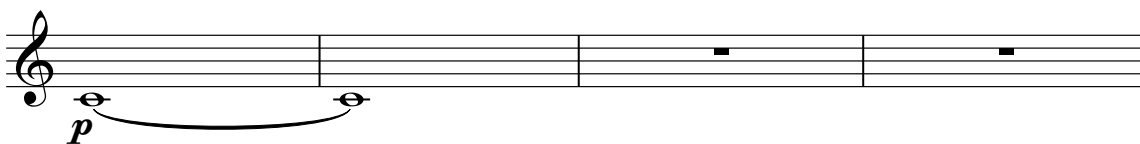
CARL FISCHER COOPER SQUARE NEW YORK

Trumpet Warmup 1

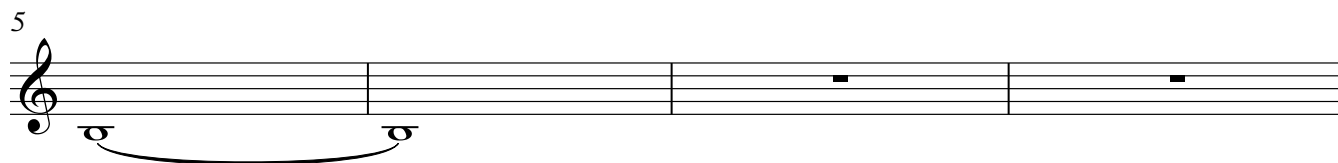
J. Hernández

 $\text{♩} = 60$

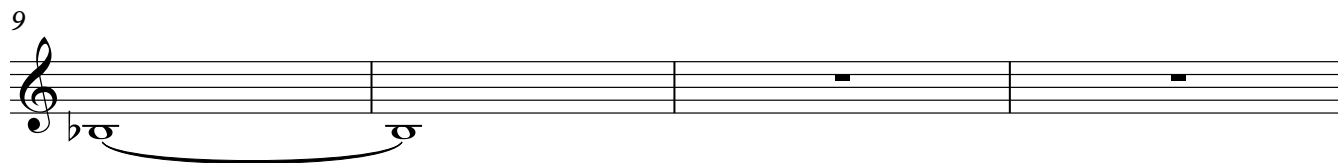
Trumpet in B $\flat$



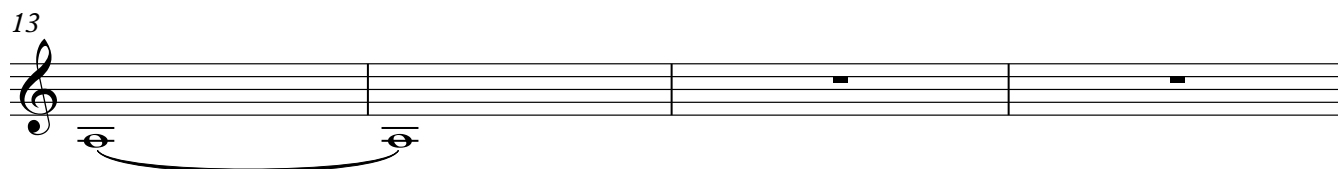
5



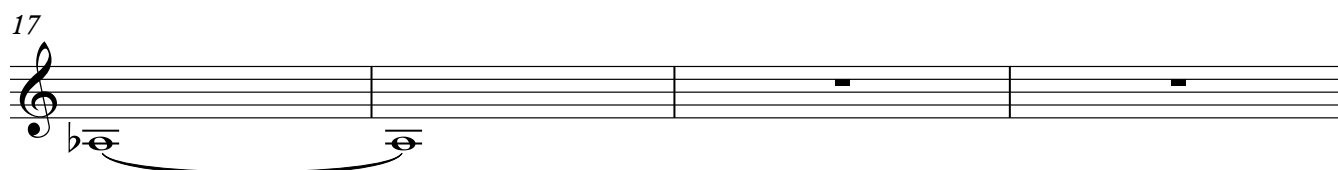
9



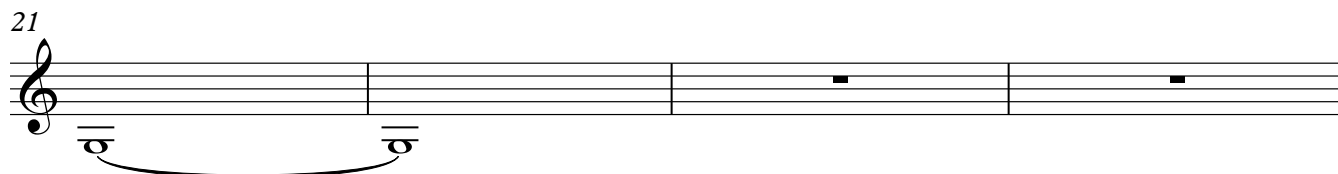
13



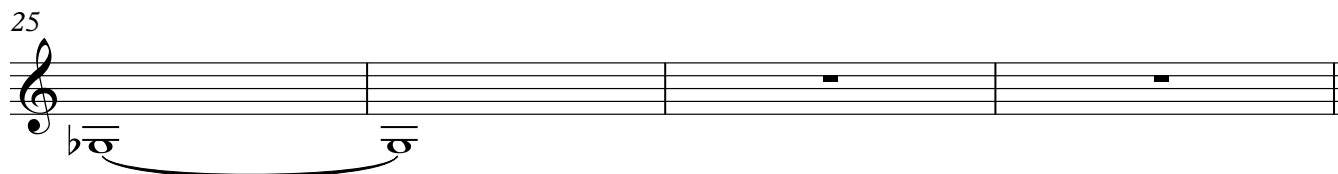
17



21



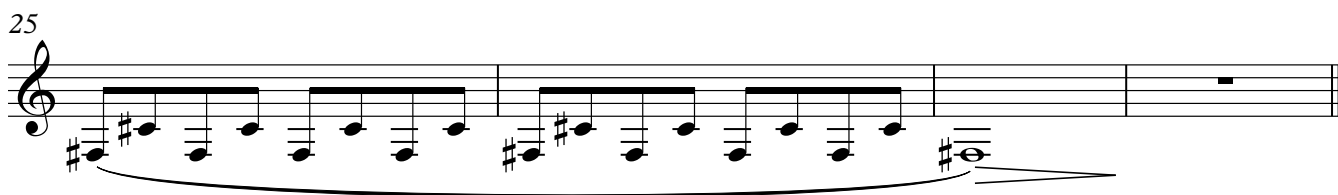
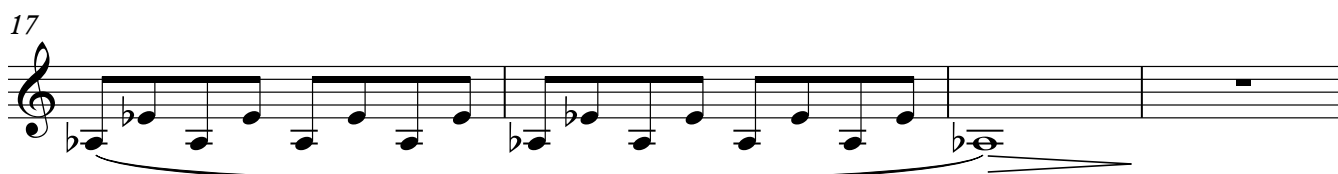
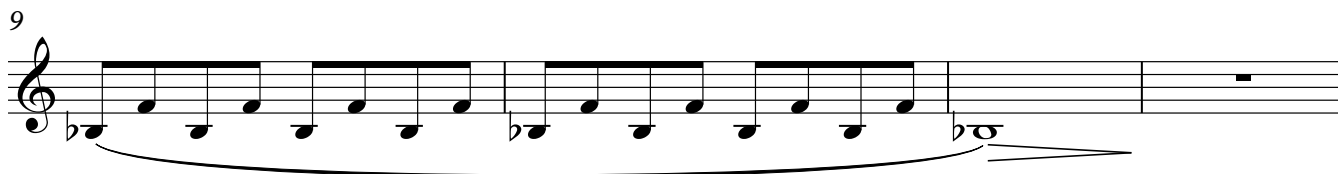
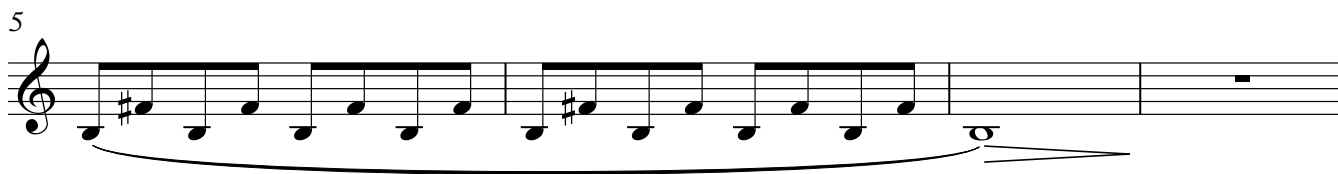
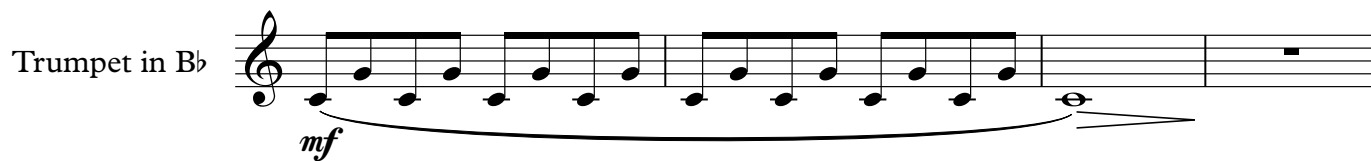
25



Trumpet Warmup 2

$\text{♩} = 64$

J. Hernández



Staccato

♩ = 104

J. Hernández

Trumpet in B♭

tat tat tat tat

8

Tpt.

15

Tpt.

22

Tpt.

29

Tpt.

36

Tpt.

43

Tpt.