

EJERCICIOS DE COORDINACION

PARA
GUITARRA

*Manuel
López Ramos*

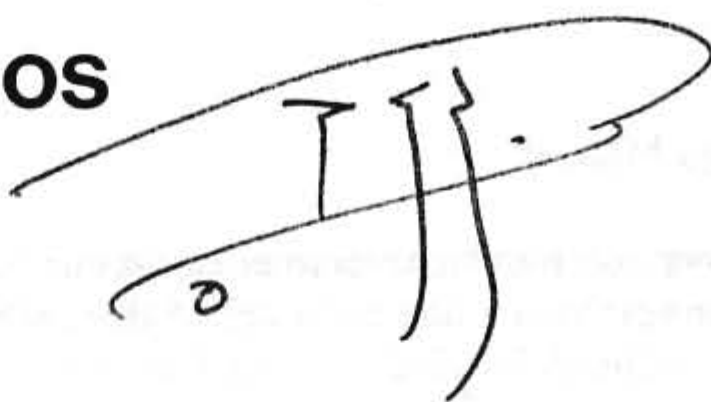
MUSICAL IBEROAMERICANA

*Manuel López Ramos, sigue
a la guitarra con talento y amor.*

*La Esfera
1976*

Manuel López Ramos

Mario Boisjéuneau



EJERCICIOS DE COORDINACION

para guitarra

A MI QUERIDO MAESTRO
MIGUEL R. MICHELONE

*La presentación y disposición en conjunto de
MUSICA Y LETRA*

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MUSICAL IBEROAMERICANA

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1316 7th Street
Clarkston, Wn. 99403
Agosto 7, 1978

Estimado amigo Manuel:

Quiero reconocer con mucho aprecio el envío que me mandó con Jesús de dos hermosas nuevas grabaciones. Su amable carta del 15 de junio, y más recientemente, su envío de una copia de sus Ejercicios de Coordinación, además de su dedicatoria y breve y pensada misiva.

Sin reservas debo decir que considero que sus grabaciones son el más fino ejemplo de musicalidad expresiva y de la más cuidadosa ejecución existente hoy día. El cálido tono y la soberbio fraseo demuestran un entendimiento por demás inusual de la música y la guitarra. Los estudiantes que conmigo se preparan me preguntan con derecho el por qué usted no es considerado como el mejor guitarrista vivo; yo les digo que tal vez para las personas que lo conocemos lo es. Cuando regrese a Baltimore veré que sus grabaciones estén disponibles en la Biblioteca de la Escuela, y animaré a todos los estudiantes a escucharlas muy cuidadosamente.

Gracias por informarme de sus planes para aparecer en Nueva York. Cuando ocurra mi regreso a Baltimore, planearé una aparición suya en nuestra escuela en algún momento de 1979. Estoy convencido que este será el evento guitarrístico más importante de toda el área de Washington-Baltimore en el año.

Gracias también, por invitarme a su clase en Michigan, el cual incluye el recital. Lo hubiera disfrutado muchísimo, pero la demanda de mi tiempo es este lugar hace imposible el viaje. Espero que su visita a ese lugar haya sido agradable.

Los Ejercicios de Coordinación son una muy importante contribución a nuestra literatura de la instrucción de la guitarra. Yo personalmente he tocado los estudios y he decidido, definitivamente, pedirle a todos mis estudiantes que lo hagan parte de su práctica diaria.

Espero ver a Jesús cuando se una al Conservatorio de Peabody, al principio del segundo semestre. Usted está justamente orgulloso de él. Todos estamos impresionados tanto por su habilidad musical como por sus cualidades como un ser humano culto. Salúdelo amablemente de mi parte.

Mis mejores deseos en el fino trabajo que usted realiza. Estaremos pronto en contacto.

Cordialmente,

Aaron Shearer

1316 7th Street
Clarkston, Wn. 99403
August 7, 1978

Dear Friend Manuel:

I wish to acknowledge with warm appreciation your sending along with Jesús two very beautiful new recordings, your kind letter of June 15, and more recently, your sending me a copy of your Coordination Exercises with a complimentary inscription and a brief, thoughtful letter enclosed.

Without reservation I must say that I consider your recordings the finest examples of expressive musicianship and careful execution available at this time. The warm tone and superb phrasing demonstrate a most unusual understanding of music and the guitar. The students here studying with me rightfully question why you are not recognized as the greatest living guitarist; I tell them perhaps you are by people who know you. When I return to Baltimore I'll see that your recordings are available at the School library, and will encourage all students to listen to them very carefully.

Thank you for informing me of your New York appearance plans. Upon my return to Baltimore I'll begin planning for your appearance at our school sometime during 1979. I'm certain it will be the most important guitar event of the whole Washington-Baltimore area for the year.

Thank you, also, for inviting me to your class in Michigan, which included a recital. I would have enjoyed it very much but demands upon my time here made the trip impossible. I hope your visit there was most enjoyable and rewarding.

The Coordination Exercises are a very important contribution to our guitar instruction literature. I have personally played through the studies and have decided definitely to ask all of my students to make them a part of their daily practice.

I'll look forward to Jesús joining us at Peabody Conservatory at the beginning of the second semester. You are justly proud of him. We were all impressed with both his musical ability and his qualities as a cultured human being. Kindly greet him for me.

All best wishes in the fine work you do. We will be in touch again soon.

Cordially,



Aaron Shearer



MANUEL LOPEZ RAMOS nació en Buenos Aires, Argentina, en el año 1929 y estudió con el más famoso profesor de su país, Miguel Michelone. En 1948 recibió el premio de la Asociación de Música de Cámara Argentina; desde entonces ha estado viajando constantemente por toda América y Europa.

Ha actuado como solista en importantes orquestas. También es un brillante maestro y ha dado clases oficiales desde 1968 en la Universidad de Arizona, la Universidad Autónoma de México, la Universidad de Santa Clara, Calif., el Colegio de San Jose State, el Colegio de Spring Hill en Alabama, la Universidad de Eastern Michigan y en San Francisco.

Además da clases durante las vacaciones anuales de verano para estudiantes extranjeros, en el "Estudio de Arte Guitarrístico", escuela de fama internacional, cuyo fundador y director es el propio maestro López Ramos.

En 1969 la Unión Mexicana de Cronistas de Teatro y Música le otorgó su premio anual.

MANUEL LOPEZ RAMOS was born in Buenos Aires, Argentina in 1929, he studied with the most famous teacher of his country: Miguel Michelone. In 1948 he received the award of the Argentine Chamber Music Association. Since then, he is constantly touring all America and Europe.

He has performed as soloist with many important orchestras and conductors.

He is also a brilliant teacher and has given master classes since 1968, in the University of Arizona, the National University of Mexico, the University of Santa Clara, Calif., the San Jose State College, the Claremont College, Spring Hill College in Alabama, Eastern Michigan University and San Francisco.

Beside this, he teaches an annual summer Master Class, for foreign students in the "Estudio de Arte Guitarrístico", school of which he is director and that has already international fame.

In 1969 the Mexican Union of Theatre and Music Chroniclers awarded him its annual prize.

PREFACIO

El estudio de cualquier instrumento musical requiere, mucho más que de inclinaciones innatas, de una permanente disposición al trabajo que a veces impone verdaderos sacrificios.

Quienes pretenden dominar un instrumento deben someterse a una intensa práctica de escalas, arpeggios, trinos y toda una serie de combinaciones de movimientos manuales que permitan, a la larga, la interpretación de las más difíciles partituras sin esfuerzo aparente.

Es importante advertir que los antiguos conceptos del instrumentista "virtuoso" hecho a base de interminables repeticiones de ejercicios mecánicos han sido superados. Hoy se opta por menos horas de un estudio más consciente, más razonado, con el que se pueden obtener mejores resultados.

El maestro de cualquier instrumento debe conocer la finalidad específica de los diversos ejercicios, para orientarlos de modo que el trabajo del alumno fructifique de manera tangible, y se convierta desde un principio en placentera obligación. Al mismo tiempo deberá contagiar al estudiante de un entusiasmo que sea base de la constancia imprescindible para alcanzar los niveles de ejecución deseables.

Para analizar los elementos necesarios para tocar adecuadamente un instrumento, podemos valernos de un símil apropiado, que es el del idioma. Las combinaciones de sonidos que se encuentran en la música son innumerables, y su ejecución demanda el dominio de las secuencias que realizan las ideas musicales, en la misma forma en que la expresión verbal exige el dominio de las palabras que integran las frases con que se cumplen las necesidades de expresión humana.

Todo idioma, incluso el materno, ha de sujetarse a la práctica diaria durante años para que se pueda lograr un vocabulario, un acervo de giros idiomáticos que permita la claridad y la soltura en el habla cotidiana. De la misma manera, sólo la permanente práctica de un instrumento nos llevará a podernos valer de él para comunicar eficazmente el contenido de las obras musicales que nos proponemos interpretar.

Los ejercicios guitarrísticos que forman el presente sistema de trabajo tienen como finalidad primordial la de facilitar al estudiante el dominio del lenguaje instrumental que lo haga capaz de abordar cualquier obra. No pretenden suplir otros tipos de estudios, como son los de las escalas, los arpeggios, etc., contenidos en los métodos tradicionales, pero en cambio poseen la virtud de reunir sintéticamente una serie de elementos auxiliares muy valiosos para la independencia de los dedos, la coordinación de las manos y la facilitación de movimientos que no son los naturales, pero se deben emplear con frecuencia cuando se tocan determinados pasajes.

El maestro y el estudiante deben ver en estos Ejercicios de Coordinación un elemento más dentro de la intensa y variada práctica de un conjunto de disciplinas que son las que hacen al guitarrista de aspiraciones profesionales.

Ejercicios de Coordinación

En el presente sistema de trabajo encontraremos 120 combinaciones posibles de mano izquierda, usando además las notas que pertenecen a las cuerdas al aire de la guitarra.

La práctica diaria de las distintas secuencias debe ser hecha con el metrónomo. De esta manera, el maestro podrá controlar la tendencia natural de ir acelerando el tiempo, tan común en los estudiantes, y éstos podrán asimilar mejor los movimientos, haciéndolos con la mayor lentitud posible.

El maestro irá dosificando las velocidades según las aptitudes y el desarrollo del alumno. Para los principiantes recomiendo que se trabaje con subdivisiones metronómicas de ♩ = 80.

PREFACE

Rather than innate aptitudes, the study of any musical instrument requires a permanente disposition towards working which at times can impose true sacrifices.

Those who try to master an instrument must be subjected to an intense practice of scales, arpeggios, trills and a whole series of combinations of manual notions which permit, in the long run, playing even the most difficult scores without apparent effort.

It is important to observe that the old concept of the "virtuoso" instrumentalist based on endless repetitions of mechanical exercises has been overcome. Today the tendency is towards fewer hours of study but more conscientious and productive study with which better end results can be achieved.

The instructor of any instrument must know the specific purpose of the different exercises in order to direct them in such a way that the student's work bears fruit in a tangible manner, and it becomes a pleasant obligation for the student from the beginning. At the same time, he must transmit to the student an enthusiasm which will be the basis of indispensable perseverance to reach the desired levels of execution.

We can use an appropriate similarity to analyze the necessary elements to adequately play an instrument: the spoken language. The combination of sounds that are encountered in music are innumerable, and its performance demands the mastering of the sequences which fully express musical ideas in the same manner that oral expression demands the mastering of the words integrating the sentences with which the needs of human expressions are fulfilled.

Every language, including the mother tongue, must be subjected to daily practice for years in order to acquire an ample vocabulary and complete control of idiomatic expressions which permit clearness and fluency in every day speaking. By the same token, only continuous daily practice of an instrument will lead us to be able to use it to effectively communicate the content of musical work that we intend to perform.

The guitar exercises which make up the present study system have as their primary purpose to help the student master the instrument's language which in turn enables him to undertake any musical work. They do not intend to substitute other types of studies such as scales, arpeggios, etc., used in traditional methods, but instead they possess the virtue of mechanically putting together a series of valuable auxiliary elements to attain finger independence, coordination of both hands and to master movements which are not natural but which must be frequently used when playing certain passages.

The instructor and the student must realize that these Coordination Exercises constitute an additional element within the intense and varied practice of a set of disciplines which are necessary for the guitarist that aspires to reach professional levels.

COORDINATION EXERCISES

In the present system we will find 120 possible combinations for the left hand in addition to using the open string notes of the guitar.

Daily practice of the different sequences must be done with a metronome. In this manner the instructor will be able to control the natural tendency, so common among students, to accelerate the tempo and thus the student will be able to better assimilate the motions by doing them as slow as possible.

The instructor should increase the speeds according to the progress of the student. For beginners I recommend working with metronomical subdivision of ♩ = 80.

Ejercicio N° 1

Es muy recomendable que los dedos de la mano izquierda se mantengan sobre el diapasón, siempre que sea posible, evitando así su alejamiento de las cuerdas.

La digitación de la mano derecha (i-m-a-m) tiene el propósito de enseñar al alumno a ordenar sus dedos mentalmente; de hacer trabajar al a (el más perezoso) con la misma intensidad que el i y el m, y de coordinar los movimientos con los dedos de la mano izquierda que van muchas veces en dirección contraria a los dedos de la mano derecha.

De preferencia los sonidos deben ejecutarse apoyados (sistema Tárrega), pero también se puede tocar "tirando".

El hecho de comenzar los movimientos de mano derecha con i, permitirá la práctica del cambio de cuerda con dicho dedo.

No se incluye la sexta cuerda (aunque en el sistema "tirando" se podría incluir) por no existir la posibilidad de apoyar o descansar el dedo en una cuerda superior.

Los distintos ritmos indicados se pueden aplicar a todos los ejercicios, una vez que se hayan dominado con los valores escritos.

El maestro no debe aumentar la velocidad del metrónomo hasta que el alumno domine los primeros 15 ejercicios en forma lenta.

Exercise N° 1

Whenever possible it is very recommendable that the left hand fingers are held over the fingerboard to avoid their moving away from the strings.

The fingering of the right hand (i-m-a-m)* has the purpose of teaching the student to arrange his finger mentally and to force a (the "laziest") to work with the same strength as i and m and also to coordinate the movements of the left hand fingers which many times go in the opposite direction to those of the right hand.

Preferably the notes should be executed with "rest" strokes (Tárrega system) although they can also be played with "free" stroke ("tirando").

The fact of beginning the movements of the right hand with i will permit the practice of changing strings with said finger.

The sixth string is not included (although in the "free" stroke system it could be included) because there is no possibility of supporting or resting the finger in an upper string.

The different rhythms or cadences indicated can be applied to all exercises once they have been mastered with the written values.

The instructor must not increase the speed of the metronome until the student masters the first fifteen exercises at a slow speed.

* i = INDEX
m = MIDDLE FINGER
a = RING FINGER

I - M - A - M

The musical notation for Exercise N° 1 consists of four staves, each containing five measures. The first staff is marked with a 2/4 time signature. The first two measures of the first staff are grouped by a dashed line and labeled (1). The first measure of the first staff contains the notes G4 (i), A4 (m), B4 (a), and C5 (m) with fingerings i, m, a, m. The second measure contains the notes A4 (i), B4 (m), C5 (a), and D5 (m) with fingerings i, m, a, m. The third measure contains the notes B4 (i), C5 (m), D5 (a), and E5 (m) with fingerings i, m, a, m. The fourth measure contains the notes C5 (i), D5 (m), E5 (a), and F#5 (m) with fingerings i, m, a, m. The fifth measure contains the notes D5 (i), E5 (m), F#5 (a), and G5 (m) with fingerings i, m, a, m. The second staff contains five measures with various rhythmic patterns and fingerings. The third staff contains five measures with various rhythmic patterns and fingerings. The fourth staff contains five measures with various rhythmic patterns and fingerings.



Variantes rítmicas para este ejercicio.



Ejercicio N° 2

Del mismo modo que en el ejercicio No. 1, las manos abarcarán los desplazamientos de primera a quinta cuerda, lo que beneficiará la correcta posición y la economía de movimientos, que el maestro debe exigir.

La digitación de mano derecha comenzando con m nos dará, como consecuencia, el cambio de cuerda con dicho dedo.

Exercise N° 2

In the same manner as for exercise No. 1, the hands will cover the displacements from the first to the fifth strings which will help to obtain a correct position and to eliminate unnecessary movements. This is important and the instructor must be watchful of them.

The right hand fingering beginning with m will give us, as a consequence, the change of string with said finger.

M - A - M - I

The musical score for Exercise N° 2 consists of five staves of music in 2/4 time. The key signature has one sharp (F#). The notation includes various musical symbols such as treble clef, key signature (one sharp), and note values. Fingerings (m, a, i) and string numbers (1, 2, 3, 4, 5) are indicated throughout the score, showing the sequence of string changes and fingerings for the right hand. The score is divided into five measures, each containing a sequence of notes and fingerings. The first measure is marked with (1) and the second with (2). The third measure is marked with (3) and the fourth with (4). The fifth measure is marked with (5). The notation includes various musical symbols such as treble clef, key signature (one sharp), and note values.



Variantes rítmicas para este ejercicio.



Ejercicio N° 3

Nuevas secuencias con el mismo criterio de las anteriores, pero esta vez empezando el movimiento de la mano derecha con a para alcanzar los fines conocidos.

Exercise N° 3

New sequences with the same criteria as the previous ones, but this time beginning the movement of the right hand with a to achieve the already mentioned purposes.

A - M - I - M

The musical notation for Exercise N° 3, A-M-I-M, is presented on a single staff. The exercise consists of five measures of music, each containing a sequence of notes and fingerings. The sequences are labeled (1) through (5). The notation includes various accidentals (sharps, flats, naturals) and fingerings (1, 2, 3, 4, 0). The sequences are: (1) a, m, i, m; (2) a, m, i, m; (3) a, m, i, m; (4) a, m, i, m; (5) a, m, i, m. The sequences are repeated in the second and fourth measures.



Variantes rítmicas para este ejercicio.



Ejercicio N° 4

El movimiento de mano derecha sigue con i-m-a-m por tratarse de un orden difícil de lograr con la naturalidad con que podría ser i-m, i-a o m-a. El alumno debe aprender a digitar y coordinar ambas manos, y no sólo la izquierda, para que la digitación de la derecha no sea dejada a su libre intuición.

El ejercicio está destinado a la práctica del pulgar simultáneo con el i.

Nótese que el ejercicio se hará una vez usando el pulgar y otra sin él, con objeto de no formar hábito y de poder ordenar mentalmente el movimiento del pulgar, cuando corresponda.

Además dicho dedo cambiará de cuerda constantemente, para lograr su independencia y desarrollo.

Exercise N° 4

The right hand sequence is with i-m-a-m because it is a fingering difficult to achieve with the same naturalness as i-m, i-a or m-a. The student must learn to finger and coordinate both hands, and not only the left hand in order to the right hand not to be a casual consequence of the left.

The exercise is designed to practice playing the thumb simultaneously with the i finger.

Note that the exercise will be performed at times using the thumb and other times without it with the purpose of not forming a habit and to be able to mentally order the movement of the thumb when it is applicable.

Furthermore, the thumb will change strings constantly which will help to achieve its independence and development.

I - M - A - M

The musical score consists of four staves, each containing a sequence of eighth notes. The first staff is marked with a piano 'p' dynamic and includes fingerings: 'i' (index), 'm' (middle), 'a' (annular), and 'i' (index) for the first four notes, followed by '3' (ring), '4' (pinky), and '2' (middle). The subsequent staves show variations of the exercise, some with and some without the thumb, as indicated by the 'I - M - A - M' heading. The notes are primarily on the treble clef staff, with some bass clef notes in the lower staves. The key signature has one sharp (F#).

The first staff of music is written on a five-line treble clef. It contains a sequence of eighth notes: G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4, C4, B2, A2, G2, F#2, E2, D2, C2, B1, A1, G1, F#1, E1, D1, C1, B0, A0, G0, F#0, E0, D0, C0, B-1, A-1, G-1, F#-1, E-1, D-1, C-1, B-2, A-2, G-2, F#-2, E-2, D-2, C-2, B-3, A-3, G-3, F#-3, E-3, D-3, C-3, B-4, A-4, G-4, F#-4, E-4, D-4, C-4, B-5, A-5, G-5, F#-5, E-5, D-5, C-5, B-6, A-6, G-6, F#-6, E-6, D-6, C-6, B-7, A-7, G-7, F#-7, E-7, D-7, C-7, B-8, A-8, G-8, F#-8, E-8, D-8, C-8, B-9, A-9, G-9, F#-9, E-9, D-9, C-9, B-10, A-10, G-10, F#-10, E-10, D-10, C-10, B-11, A-11, G-11, F#-11, E-11, D-11, C-11, B-12, A-12, G-12, F#-12, E-12, D-12, C-12, B-13, A-13, G-13, F#-13, E-13, D-13, C-13, B-14, A-14, G-14, F#-14, E-14, D-14, C-14, B-15, A-15, G-15, F#-15, E-15, D-15, C-15, B-16, A-16, G-16, F#-16, E-16, D-16, C-16, B-17, A-17, G-17, F#-17, E-17, D-17, C-17, B-18, A-18, G-18, F#-18, E-18, D-18, C-18, B-19, A-19, G-19, F#-19, E-19, D-19, C-19, B-20, A-20, G-20, F#-20, E-20, D-20, C-20, B-21, A-21, G-21, F#-21, E-21, D-21, C-21, B-22, A-22, G-22, F#-22, E-22, D-22, C-22, B-23, A-23, G-23, F#-23, E-23, D-23, C-23, B-24, A-24, G-24, F#-24, E-24, D-24, C-24, B-25, A-25, G-25, F#-25, E-25, D-25, C-25, B-26, A-26, G-26, F#-26, E-26, D-26, C-26, B-27, A-27, G-27, F#-27, E-27, D-27, C-27, B-28, A-28, G-28, F#-28, E-28, D-28, C-28, B-29, A-29, G-29, F#-29, E-29, D-29, C-29, B-30, A-30, G-30, F#-30, E-30, D-30, C-30, B-31, A-31, G-31, F#-31, E-31, D-31, C-31, B-32, A-32, G-32, F#-32, E-32, D-32, C-32, B-33, A-33, G-33, F#-33, E-33, D-33, C-33, B-34, A-34, G-34, F#-34, E-34, D-34, C-34, B-35, A-35, G-35, F#-35, E-35, D-35, C-35, B-36, A-36, G-36, F#-36, E-36, D-36, C-36, B-37, A-37, G-37, F#-37, E-37, D-37, C-37, B-38, A-38, G-38, F#-38, E-38, D-38, C-38, B-39, A-39, G-39, F#-39, E-39, D-39, C-39, B-40, A-40, G-40, F#-40, E-40, D-40, C-40, B-41, A-41, G-41, F#-41, E-41, D-41, C-41, B-42, A-42, G-42, F#-42, E-42, D-42, C-42, B-43, A-43, G-43, F#-43, E-43, D-43, C-43, B-44, A-44, G-44, F#-44, E-44, D-44, C-44, B-45, A-45, G-45, F#-45, E-45, D-45, C-45, B-46, A-46, G-46, F#-46, E-46, D-46, C-46, B-47, A-47, G-47, F#-47, E-47, D-47, C-47, B-48, A-48, G-48, F#-48, E-48, D-48, C-48, B-49, A-49, G-49, F#-49, E-49, D-49, C-49, B-50, A-50, G-50, F#-50, E-50, D-50, C-50, B-51, A-51, G-51, F#-51, E-51, D-51, C-51, B-52, A-52, G-52, F#-52, E-52, D-52, C-52, B-53, A-53, G-53, F#-53, E-53, D-53, C-53, B-54, A-54, G-54, F#-54, E-54, D-54, C-54, B-55, A-55, G-55, F#-55, E-55, D-55, C-55, B-56, A-56, G-56, F#-56, E-56, D-56, C-56, B-57, A-57, G-57, F#-57, E-57, D-57, C-57, B-58, A-58, G-58, F#-58, E-58, D-58, C-58, B-59, A-59, G-59, F#-59, E-59, D-59, C-59, B-60, A-60, G-60, F#-60, E-60, D-60, C-60, B-61, A-61, G-61, F#-61, E-61, D-61, C-61, B-62, A-62, G-62, F#-62, E-62, D-62, C-62, B-63, A-63, G-63, F#-63, E-63, D-63, C-63, B-64, A-64, G-64, F#-64, E-64, D-64, C-64, B-65, A-65, G-65, F#-65, E-65, D-65, C-65, B-66, A-66, G-66, F#-66, E-66, D-66, C-66, B-67, A-67, G-67, F#-67, E-67, D-67, C-67, B-68, A-68, G-68, F#-68, E-68, D-68, C-68, B-69, A-69, G-69, F#-69, E-69, D-69, C-69, B-70, A-70, G-70, F#-70, E-70, D-70, C-70, B-71, A-71, G-71, F#-71, E-71, D-71, C-71, B-72, A-72, G-72, F#-72, E-72, D-72, C-72, B-73, A-73, G-73, F#-73, E-73, D-73, C-73, B-74, A-74, G-74, F#-74, E-74, D-74, C-74, B-75, A-75, G-75, F#-75, E-75, D-75, C-75, B-76, A-76, G-76, F#-76, E-76, D-76, C-76, B-77, A-77, G-77, F#-77, E-77, D-77, C-77, B-78, A-78, G-78, F#-78, E-78, D-78, C-78, B-79, A-79, G-79, F#-79, E-79, D-79, C-79, B-80, A-80, G-80, F#-80, E-80, D-80, C-80, B-81, A-81, G-81, F#-81, E-81, D-81, C-81, B-82, A-82, G-82, F#-82, E-82, D-82, C-82, B-83, A-83, G-83, F#-83, E-83, D-83, C-83, B-84, A-84, G-84, F#-84, E-84, D-84, C-84, B-85, A-85, G-85, F#-85, E-85, D-85, C-85, B-86, A-86, G-86, F#-86, E-86, D-86, C-86, B-87, A-87, G-87, F#-87, E-87, D-87, C-87, B-88, A-88, G-88, F#-88, E-88, D-88, C-88, B-89, A-89, G-89, F#-89, E-89, D-89, C-89, B-90, A-90, G-90, F#-90, E-90, D-90, C-90, B-91, A-91, G-91, F#-91, E-91, D-91, C-91, B-92, A-92, G-92, F#-92, E-92, D-92, C-92, B-93, A-93, G-93, F#-93, E-93, D-93, C-93, B-94, A-94, G-94, F#-94, E-94, D-94, C-94, B-95, A-95, G-95, F#-95, E-95, D-95, C-95, B-96, A-96, G-96, F#-96, E-96, D-96, C-96, B-97, A-97, G-97, F#-97, E-97, D-97, C-97, B-98, A-98, G-98, F#-98, E-98, D-98, C-98, B-99, A-99, G-99, F#-99, E-99, D-99, C-99, B-100, A-100, G-100, F#-100, E-100, D-100, C-100, B-101, A-101, G-101, F#-101, E-101, D-101, C-101, B-102, A-102, G-102, F#-102, E-102, D-102, C-102, B-103, A-103, G-103, F#-103, E-103, D-103, C-103, B-104, A-104, G-104, F#-104, E-104, D-104, C-104, B-105, A-105, G-105, F#-105, E-105, D-105, C-105, B-106, A-106, G-106, F#-106, E-106, D-106, C-106, B-107, A-107, G-107, F#-107, E-107, D-107, C-107, B-108, A-108, G-108, F#-108, E-108, D-108, C-108, B-109, A-109, G-109, F#-109, E-109, D-109, C-109, B-110, A-110, G-110, F#-110

The first staff of music is written on a five-line treble clef. It contains four measures of music. The first measure has two eighth notes: G4 (labeled '1') and F#4 (labeled '0'). The second measure has two eighth notes: A#4 (labeled '#4') and B4 (labeled '#2'). The third measure has two eighth notes: C5 (labeled '#') and D5 (labeled '#'). The fourth measure has two eighth notes: E5 (labeled '#') and F#5 (labeled '#'). There are bar lines after each measure. Below the staff, there are some faint markings, possibly indicating fingerings or breath marks.

The first staff of music is written on a five-line treble clef. The key signature consists of one sharp, F#, indicating the key of D major. The melody is composed of eighth notes, starting on D4 (first line), moving up to E4 (first space), F#4 (second line), G4 (second space), A4 (third line), B4 (third space), C#5 (fourth line), and D5 (fourth space). The melody is divided into four measures by vertical bar lines. The first measure contains the first four notes, the second measure contains the next four, and the third and fourth measures each contain the final two notes. Below the staff, there are four vertical lines, each with a horizontal bar at the bottom, representing a bass staff that is currently empty.

Ejercicio N° 5

Con el criterio del ejercicio No. 4, pero esta vez usando el
pulgar simultáneo con el m.,

Exercise N° 5

*The same criteria as with exercise No. 4, but this time
using the thumb simultaneously with m.*

I - M - A - M

The musical score for Exercise N° 5 is presented on four staves. The first staff includes specific fingering and articulation markings: 'i' and 'm' above the first two notes, 'a' and 'm' above the next two, and 'i' and 'm' above the following two. The second staff continues the melodic line. The third staff begins with a '0' marking above the first note. The fourth staff continues the pattern. The music is written on a single treble clef staff with a key signature of one sharp (F#). The rhythm consists of eighth notes and quarter notes, with rests indicated by a '7' symbol. The bottom staff shows a sequence of notes with sharp and flat accidentals.



Ejercicio N° 6

El mismo principio de los dos ejercicios anteriores, pero cambiando la simultaneidad del pulgar.

Exercise N° 6

The same principle as the two previous exercises, but changing the simultaneous execution of the thumb.

I - M - A - M
P

The musical score for Exercise N° 6 consists of five staves of guitar notation. The first staff begins with a treble clef and a key signature of one sharp (F#). It contains four measures of music, each with a pair of beamed eighth notes. The first two measures are labeled with fingering: 'i' for the first finger and 'm' for the middle finger. The third and fourth measures are labeled with 'a' for the ring finger and 'm' for the middle finger. A dynamic marking 'p' (piano) is placed below the first measure. The second staff continues the pattern with four measures of beamed eighth notes. The third staff also contains four measures of beamed eighth notes, with the first two measures labeled with '0' for the thumb and '4' for the fourth finger. The fourth and fifth staves each contain four measures of beamed eighth notes. The notation includes various accidentals (sharps and naturals) and rests, indicating a complex rhythmic and melodic exercise.

The image displays six staves of musical notation, likely for guitar, arranged vertically. Each staff begins with a treble clef. The notation includes various musical symbols such as notes, rests, and accidentals (sharps and naturals). Fret numbers are indicated above certain notes: 1, 4, 3, 0, 2, and 3. The notation is organized into measures by vertical bar lines. The bottom staff includes a double bar line at the end, indicating the conclusion of the piece. The overall style is that of a standard musical score for guitar.

Ejercicio N° 7

La ejecución de un acorde y la continuación de distintos dibujos melódicos son la base de la estructura armónica guitarrística.

Los tres ejercicios a partir de éste, tienen por objeto la práctica específica de dicho movimiento, usando el acorde cada dos secuencias, con la finalidad ya explicada en el ejercicio No. 4.

Obsérvese que luego del acorde inicial sigue la acostumbrada digitación de mano derecha, pero comenzando el orden con el m:

Por supuesto que la ejecución del acorde inicial podría realizarse sobre cuerdas que nos obligasen a abrir más los dedos de la mano derecha (por Ej. p en Mi (6), i en Re (4), m en Si (2) y a en Mi (1) o bien p en Mi (6), i en La (5), m en Sol (3) y a en Mi (1) y la supuesta continuación melódica en cuerdas superiores) pero al principio podría resultar perjudicial para la correcta posición de dicha mano y la economía de los movimientos. El presente sistema tiene innumerables aplicaciones, y se puede complicar al máximo. Pero de allí saldrían ejercicios más propios de una técnica superior.

Se pueden practicar los acordes al unísono o en forma arpegiada. Recordemos que las secuencias deben tocarse preferentemente apoyadas (Λ), aunque como ya se dijo pueden trabajarse "tirando".

Exercise N° 7

The playing of a chord and the continuation of different melodic arrangements are the basis of guitaristic harmonic structure.

The purpose of these three following exercises is to obtain specific practice of said movement using the chord every two sequences with the objective already explained in exercise No. 4.

Note that after the initial chord the usual fingering of the right hand follows, but the sequence begins with m.

Of course the initial chord could be played using strings that would force the fingers of the right hand to open more (for example p on E (6), i on D (4), m on B (2) and a on E (1), or else p on E (6), i on A (5), m on G (3) and a on E (1) and the supposed melodic continuation on upper strings), but at the beginning it could be detrimental for the correct position of said hand and for the economy of motions. This system has innumerable applications, and it can be complicated to a maximum. But as a result you would obtain exercises more appropriate for a more advanced technique.

The chords can be practiced in unison or in arpeggiated form. Keep in mind that the sequences should preferably be played with "rest" strokes (Λ) although as mentioned before they can be played with "free" strokes.

A
M - M - I - M - A - M - I - M
I
P

The musical notation consists of three staves. The first staff is in treble clef with a key signature of one sharp (F#). It begins with a 'p' (pizzicato) marking. The notation includes various notes with fingerings: 'a' (index), 'm' (middle), 'i' (ring), and 'm' (middle). There are also rests indicated by 'Λ'. The second and third staves are in bass clef with a key signature of one sharp (F#). They continue the melodic and harmonic patterns established in the first staff, with similar fingerings and rests.

The image displays a page of musical notation for guitar, consisting of seven staves. The music is written in G major, indicated by one sharp (F#). The notation includes various fingerings (a, m, i, 0, 1, 2, 3, 4), dynamics (p), and articulation (accents). The music is organized into measures, with some measures containing multiple staves.

Staff 1: Treble clef, G major. Measures 1-4. Fingering: a, m, i, m, a, m, i, m. Dynamics: p.

Staff 2: Treble clef, G major. Measures 5-8. Fingering: a, m, i, m, a, m, i, m. Dynamics: p.

Staff 3: Treble clef, G major. Measures 9-12. Fingering: a, m, i, m, a, m, i, m. Dynamics: p.

Staff 4: Treble clef, G major. Measures 13-16. Fingering: a, m, i, m, a, m, i, m. Dynamics: p.

Staff 5: Treble clef, G major. Measures 17-20. Fingering: a, m, i, m, a, m, i, m. Dynamics: p.

Staff 6: Treble clef, G major. Measures 21-24. Fingering: a, m, i, m, a, m, i, m. Dynamics: p.

Staff 7: Treble clef, G major. Measures 25-28. Fingering: a, m, i, m, a, m, i, m. Dynamics: p.

Ejercicio N° 8

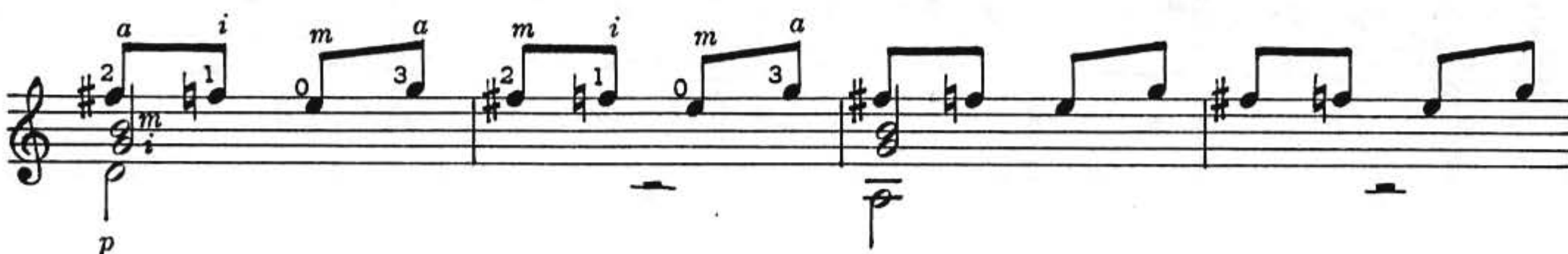
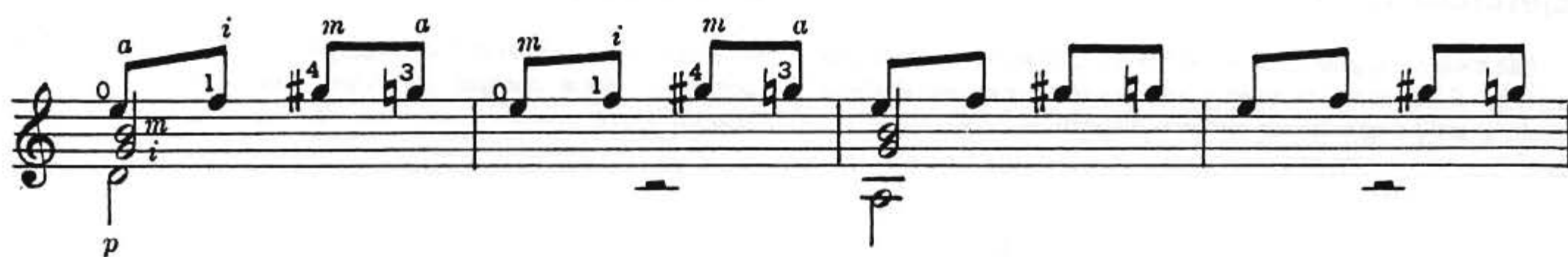
Se cambia el orden de la mano derecha en su digitación después del acorde.

Exercise N° 8

The right hand fingering order is changed after the chord.

A
M
I - I - M - A - M - I - M - A
P

The musical score consists of five staves of music in G major (one sharp). The first staff contains a sequence of eighth-note chords with fingerings: *a* (index), *i* (ring), *m* (middle), *a* (index), *m* (middle), *i* (ring), *m* (middle), *a* (index). The second staff continues the sequence with similar chords. The third staff repeats the first staff's fingering pattern. The fourth and fifth staves continue the sequence of chords. Dynamics include *p* (piano) at the beginning of the first, third, and fifth staves.



Ejercicio N° 9

Cambiamos nuevamente el orden de digitación de la mano derecha. Estos cambios traen como consecuencia que el dedo usado antes del acorde sea también distinto.

Exercise N° 9

Again the right hand fingering order is changed. As a consequence of these changes the finger used before the chord is also different.

A
M - A - M - I - M - A - M - I
I
P

The musical score for Exercise N° 9 consists of five staves of music in 2/4 time. The first staff includes fingerings (3, 1, 2, 4, 3, 2, 4) and accents (a, m, i). The second and fourth staves begin with a double bar line and a 'p' (piano) marking. The fifth staff also begins with a double bar line and a 'p' marking. The music consists of eighth and sixteenth notes with various accidentals (sharps and naturals).

The musical score on page 25 consists of six systems, each with a treble and bass staff. The notation includes various musical elements:

- System 1:** Treble staff starts with a treble clef and a key signature of one sharp (F#). It features a triplet of eighth notes (labeled '3', 'a', 'a'), followed by a quarter note (labeled 'm', 'i'), and then a series of eighth notes with slurs and accidentals. The bass staff begins with a bass clef, a key signature of one sharp, and a dynamic marking 'p' (piano). It contains a half note and a whole note.
- System 2:** Treble staff continues the melodic line with eighth notes and slurs. The bass staff contains a half note and a whole note.
- System 3:** Treble staff includes a triplet of eighth notes (labeled '3', 'a', 'a'), followed by a quarter note (labeled 'm', 'i'), and then a series of eighth notes with slurs and accidentals. The bass staff begins with a bass clef, a key signature of one sharp, and a dynamic marking 'p'. It contains a half note and a whole note.
- System 4:** Treble staff continues the melodic line with eighth notes and slurs. The bass staff contains a half note and a whole note.
- System 5:** Treble staff includes a triplet of eighth notes (labeled '3', 'a', 'a'), followed by a quarter note (labeled 'm', 'i'), and then a series of eighth notes with slurs and accidentals. The bass staff begins with a bass clef, a key signature of one sharp, and a dynamic marking 'p'. It contains a half note and a whole note.
- System 6:** Treble staff continues the melodic line with eighth notes and slurs. The bass staff contains a half note and a whole note.

Ejercicio N° 10

El ligado es uno de los elementos técnico-expresivos más importantes y su ejecución clara y precisa reportará grandes beneficios en el desarrollo de un mecanismo brillante. La mano izquierda podrá alcanzar su correcta posición, así como el control de las distintas presiones. Es muy importante realizar estas secuencias ligadas con especial lentitud, que debe conservarse durante más tiempo que en los demás ejercicios.

Exercise N° 10

The "legato" or slur note is one of the most important elements of technical expression and its clear and precise execution will yield great benefits for the development of a brilliant mechanism. The left hand will be able to reach its correct position as well as a control of different pressures. It is very important to practice these slur note sequences with special slowness and this speed must be maintained for a longer time than in any other exercise.

I - M - A - M

The musical score for Exercise N° 10 consists of four staves of music, each containing a sequence of notes connected by slurs. The notes are primarily eighth and sixteenth notes, with some quarter notes. Fingerings are indicated by numbers 1 through 4 above the notes. The key signature is one sharp (F#), and the time signature is 4/4. The first staff is labeled with (1), (2), (3), and (4) above the slurs. The second staff is labeled with (5), (4), (3), (2), and (1) above the slurs. The third staff is labeled with (1) and (2) above the slurs. The fourth staff is labeled with (1) above the slur.



Ejercicio N° 11

La práctica de cuatro notas ligadas nos permitirá desarrollar fuerza tanto en el ligado ascendente como en el descendente. Por supuesto que el maestro habrá explicado el mecanismo del ligado al alumno, antes de emprender estos ejercicios.

La digitación de la mano derecha puede simplificarse si el maestro así lo cree prudente, pues el ligado está enfocado principalmente a la mano izquierda.

Exercise N° 11

The practice of four slur notes will enable the development of strength both in the ascending and descending notes. Of course the instructor should explain the slur note mechanism to the student before starting these exercises.

The right hand fingering can be simplified if the instructor thinks it is advisable since the slur note is principally focused on the left hand.

The musical score for Exercise N° 11 consists of five staves of music, each in 2/4 time. Each staff contains four measures of music, each measure featuring a slur over four notes. The notes are: (1) D4, E4, F#4, G4; (2) E4, F#4, G4, A4; (3) F#4, G4, A4, B4; (4) G4, F#4, E4, D4. The first staff has a treble clef and a key signature of one sharp (F#). The second staff has a treble clef and a key signature of one sharp (F#). The third staff has a treble clef and a key signature of one sharp (F#). The fourth staff has a treble clef and a key signature of one sharp (F#). The fifth staff has a treble clef and a key signature of one sharp (F#).



Ejercicio N° 12

La misma fórmula del ejercicio No. 10, pero siempre con distintas secuencias.

Exercise N° 12

Same formula as exercise No. 10 but with different sequences.





Ejercicio N° 13

Secuencias destinadas al desplazamiento de la mano izquierda por el diapasón, iniciándolas en primera posición, hasta llegar a la undécima.

Conviene trabajar estos tres últimos ejercicios (13, 14 y 15) sin que el alumno vea la mano izquierda, para que pueda ir desarrollando el sentido de la distancia.

Exercise N° 13

These sequences are designed to exercise the displacement of the left hand over the fingerboard starting in the first position up to the eleventh.

It is advisable to work on these last three exercises (13, 14 and 15) without the student looking at his left hand in order that a sense of distance can be developed.

I – M – A – M

I

The musical notation for Exercise N° 13 is presented in five staves, each containing a sequence of notes with specific fingerings and accidentals. The notation is as follows:

- Staff 1:** (1) 3 *i* 1 *m* #4 *a* #2 *m* (2) #3 #1 4 2 (3) 3 #1 #4 2 (4) #3 1 #4 2
- Staff 2:** (5) 3 1 4 #2 (6) 3 1 #4 2 (5) #3 1 4 2 (4) 3 #1 #4 2
- Staff 3:** (3) #3 1 4 2 (2) 3 1 4 *b*2 (1) 3 #1 #4 2 (2) 3 1 4 *b*2
- Staff 4:** (3) #3 1 4 2 (4) 3 1 #4 2 (5) #3 1 4 2 (6) 3 1 #4 2
- Staff 5:** (5) 3 1 4 #2 (4) #3 #1 4 2 (3) 3 #1 #4 2 (2) #3 #4 1 2 (1) 3 1 #4 #2

II

Section II consists of four staves of music in 2/4 time. The first staff contains measures 1 through 5, with fingerings (1) through (5) indicated above the notes. The second staff contains measures 6 through 10, with fingerings (6) through (2) indicated. The third staff contains measures 11 through 15, with fingerings (1) through (5) indicated. The fourth staff contains measures 16 through 20, with fingerings (6) through (1) indicated. The key signature has one sharp (F#), and the time signature is 2/4.

III

Section III consists of four staves of music in 2/4 time. The first staff contains measures 1 through 5, with fingerings (1) through (5) indicated above the notes. The second staff contains measures 6 through 10, with fingerings (6) through (2) indicated. The third staff contains measures 11 through 15, with fingerings (1) through (5) indicated. The fourth staff contains measures 16 through 20, with fingerings (6) through (1) indicated. The key signature has one sharp (F#), and the time signature is 2/4.

IV

Exercise IV consists of four staves of music in 2/4 time. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. It contains six measures, each labeled with a number in parentheses above the staff: (1), (2), (3), (4), (5), and (6). The second staff continues the exercise with six measures labeled (6), (5), (4), (3), (2), and (1). The third staff contains six measures labeled (1), (2), (3), (4), (5), and (6). The fourth staff contains six measures labeled (6), (5), (4), (3), (2), and (1). The notation includes various musical symbols such as notes, rests, and accidentals (sharps and flats).

V

Exercise V consists of four staves of music in 2/4 time. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. It contains six measures, each labeled with a number in parentheses above the staff: (1), (2), (3), (4), (5), and (6). The second staff continues the exercise with six measures labeled (6), (5), (4), (3), (2), and (1). The third staff contains six measures labeled (1), (2), (3), (4), (5), and (6). The fourth staff contains six measures labeled (6), (5), (4), (3), (2), and (1). The notation includes various musical symbols such as notes, rests, and accidentals (sharps and flats).

Ejercicios N° 14 y 15

Observaremos las mismas disciplinas que en los ejercicios anteriores.

Exercises N° 14 and 15

The same discipline will be followed as in the previous exercise.

M – A – M – I

I

The musical exercises are written on five staves in 2/4 time. The notation includes various notes, rests, and accidentals, with fingerings indicated by numbers in parentheses above the notes.

Staff 1: (1) 4, 1, 2, 3, (2) 4, 1, 2, 3, (3) 1, 2, 3, (4) 1, 2, 3, 4.

Staff 2: (5) 1, 2, 3, 4, (6) 1, 2, 3, 4, (5) 1, 2, 3, 4, (4) 1, 2, 3, 4.

Staff 3: (3) 1, 2, 3, (2) 1, 2, 3, (1) 1, 2, 3, (2) 1, 2, 3.

Staff 4: (3) 1, 2, 3, (4) 1, 2, 3, (5) 1, 2, 3, (6) 1, 2, 3, 4.

Staff 5: (5) 1, 2, 3, (4) 1, 2, 3, (3) 1, 2, 3, (2) 1, 2, 3, (1) 1, 2, 3.

II

Section II consists of six measures of music in 2/4 time, written on a single staff. The key signature has one sharp (F#). The notes and fingerings are as follows:

- Measure 1: (1) F#4, 0, #2, 3
- Measure 2: (2) F#4, 0, #2, 3
- Measure 3: (3) F#4, 0, #2, 3
- Measure 4: (4) F#4, 0, #2, 3
- Measure 5: (5) F#4, 0, #2, 3
- Measure 6: (6) F#4, 0, #2, 3

III

Section III consists of six measures of music in 2/4 time, written on a single staff. The key signature has one sharp (F#). The notes and fingerings are as follows:

- Measure 1: (1) F#4, 1, 0, 3, (2) F#4, 1, 0, 3
- Measure 2: (3) F#4, 1, 0, 3, (4) F#4, 1, 0, 3
- Measure 3: (5) F#4, 1, 0, 3, (6) F#4, 1, 0, 3
- Measure 4: (1) F#4, 1, 0, 3, (2) F#4, 1, 0, 3
- Measure 5: (3) F#4, 1, 0, 3, (4) F#4, 1, 0, 3
- Measure 6: (5) F#4, 1, 0, 3, (6) F#4, 1, 0, 3

IV

Exercise IV is a melodic piece in 2/4 time, one sharp (F#). It consists of four staves of music. The first staff begins with a treble clef and a 2/4 time signature. The key signature is one sharp (F#). The melody is written in a single line. The first staff contains measures 1 through 5, with fingerings (1) through (5) indicated above the notes. The second staff contains measures 6 through 10, with fingerings (6) through (2) indicated. The third staff contains measures 11 through 15, with fingerings (1) through (5) indicated. The fourth staff contains measures 16 through 20, with fingerings (6) through (1) indicated. The exercise concludes with a double bar line.

V

Exercise V is a melodic piece in 2/4 time, one sharp (F#). It consists of four staves of music. The first staff begins with a treble clef and a 2/4 time signature. The key signature is one sharp (F#). The melody is written in a single line. The first staff contains measures 1 through 5, with fingerings (1) through (5) indicated above the notes. The second staff contains measures 6 through 10, with fingerings (6) through (2) indicated. The third staff contains measures 11 through 15, with fingerings (1) through (5) indicated. The fourth staff contains measures 16 through 20, with fingerings (6) through (1) indicated. The exercise concludes with a double bar line.

A - M - I - M

I

Musical notation for section I, measures 1-6. The notation is in 2/4 time, treble clef, and key of D major. Fingerings are indicated by numbers 1-5 in parentheses. Accents are marked with 'a' and 'm'. A 3rd finger accent is marked with '3ⁱ'. Measure 1 includes a 4th finger accent '4^a' and a 2nd finger accent '2^m'. Measure 2 includes a 4th finger accent '4^m'. Measure 3 includes a 3rd finger accent '3ⁱ'. Measure 4 includes a 2nd finger accent '2^m'. Measure 5 includes a 3rd finger accent '3ⁱ'. Measure 6 includes a 2nd finger accent '2^m'. The notes are: (1) D4, E4, F#4, G4, A4, B4, C5, D5; (2) D5, C5, B4, A4, G4, F#4, E4, D4; (3) D4, E4, F#4, G4, A4, B4, C5, D5; (4) D5, C5, B4, A4, G4, F#4, E4, D4; (5) D4, E4, F#4, G4, A4, B4, C5, D5; (6) D5, C5, B4, A4, G4, F#4, E4, D4.

II

Musical notation for section II, measures 1-6. The notation is in 2/4 time, treble clef, and key of D major. Fingerings are indicated by numbers 1-5 in parentheses. Measure 1 includes a 4th finger accent '4^a' and a 2nd finger accent '2^m'. Measure 2 includes a 4th finger accent '4^m'. Measure 3 includes a 3rd finger accent '3ⁱ'. Measure 4 includes a 2nd finger accent '2^m'. Measure 5 includes a 3rd finger accent '3ⁱ'. Measure 6 includes a 2nd finger accent '2^m'. The notes are: (1) D4, E4, F#4, G4, A4, B4, C5, D5; (2) D5, C5, B4, A4, G4, F#4, E4, D4; (3) D4, E4, F#4, G4, A4, B4, C5, D5; (4) D5, C5, B4, A4, G4, F#4, E4, D4; (5) D4, E4, F#4, G4, A4, B4, C5, D5; (6) D5, C5, B4, A4, G4, F#4, E4, D4.



III



IV

Exercise IV is a melodic exercise in 2/4 time, one sharp (F#). It consists of four staves of music. The first staff begins with a treble clef and a 2/4 time signature. The key signature has one sharp (F#). The melody is written in a single line with various intervals and slurs. Fingering numbers (1-5) are indicated above the notes. The second staff continues the melody, also with slurs and fingering. The third staff shows a change in the melodic line, with slurs and fingering. The fourth staff concludes the exercise with a final melodic phrase, including slurs and fingering.

V

Exercise V is a melodic exercise in 2/4 time, one sharp (F#). It consists of four staves of music. The first staff begins with a treble clef and a 2/4 time signature. The key signature has one sharp (F#). The melody is written in a single line with various intervals and slurs. Fingering numbers (1-5) are indicated above the notes. The second staff continues the melody, also with slurs and fingering. The third staff shows a change in the melodic line, with slurs and fingering. The fourth staff concludes the exercise with a final melodic phrase, including slurs and fingering.

Rotación

Para rotar, procédase de la siguiente manera: practíquese el ejercicio No. 2 con la fórmula y digitación de mano derecha que pertenece al Ej. No. 1; (éste no se tocará momentáneamente). El Ej. No. 3 se hará con fórmula que pertenece al Ej. No. 2 y de esta manera se continuará usando las distintas fórmulas y digitaciones de ambas manos que están detalladas en los 15 primeros ejercicios.

Al llegar al ejercicio No. 15, notaremos que estamos aplicando la fórmula y digitación correspondiente al Ej. No. 14, por lo tanto procederemos a agregar el Ej. No. 16, para completar las combinaciones dadas.

Practicaremos los 15 ejercicios (del No. 2 al No. 16) durante dos o tres semanas (hasta tocarlos con fluidez). Una vez que el maestro ha observado el total dominio de los cambios que se producen al trabajar las secuencias de mano izquierda con las fórmulas y digitaciones de mano derecha, se procederá a rotar nuevamente, comenzando los ejercicios por el No. 3 (el No. 1 y el No. 2 no se tocarán momentáneamente) con la fórmula y digitación perteneciente al Ej. No. 1, etc.

De esta manera abarcaremos las 120 secuencias con las fórmulas y digitaciones dadas para la mano derecha.

La rotación no debe comenzar hasta que el alumno haya dominado los 15 primeros ejercicios a una velocidad mínima de $\text{♩} = 160$ y haberlos practicado no menos de un año.

La rotación puede continuar el tiempo que se desee, pues lógicamente se regresará al punto de partida pudiéndose reiniciar el mismo proceso las veces que se considere necesario, incrementando la velocidad metronómica hasta alcanzar $\text{♩} = 120$, lo que correspondería a una velocidad profesional.

Rotation

Proceed in the following manner to rotate: practice exercise No. 2 with the formula and fingering for the right hand pertaining to Exercise No. 1 (this will not be played momentarily). Exercise No. 3 will be performed with the formula pertaining to Exercise No. 2 and in this manner the use of the different formulas and fingerings for both hands, which are detailed in the first 15 exercises, will be continued.

When arriving at exercise No. 15 you will notice that you are applying the formula and fingering corresponding to Exercise No. 14, therefore you will proceed to add Exercise No. 16 to complete the given combinations.

The 15 exercises (from No. 2 to No. 16) will be practiced during two or three weeks until they are played fluently. Once the instructor has observed that the changes which are produced when working the sequences for the left hand with the formulas and fingerings of the right hand have been mastered, he will proceed to rotate again, beginning the exercises with No. 3 (No. 1 and No. 2 will not be played momentarily) with the formula and fingering pertaining to Exercise No. 1, etc.

In this manner the 120 sequences with formulas and fingerings given for the right hand will be covered.

The rotation must not begin until the student has mastered the first 15 exercises at a minimum speed of $\text{♩} = 160$ and has practiced them for no less than a year.

The rotation can continue for any desired time because logically it will return to the same starting point, and it permits reinitiating the same process the number of times that are considered necessary. The metronomic velocity can be increased until $\text{♩} = 120$ is reached, which would correspond to a professional speed.

(A) (B) (C) (D) (E)

16

17

18

(A) (B) (C) (D) (E)

19

20

21

22

23

24

The image displays six lines of musical notation for guitar exercises, numbered 19 through 24. Each line is written on a single staff in 2/4 time. The notation includes various fretted notes (indicated by numbers 0-4 above the notes) and fingerings (indicated by numbers 1-4 above the notes). The exercises are organized into five groups labeled (A) through (E) at the top. Exercise 19 is the only one with a label (A) above it. Exercises 20 through 24 are grouped under the labels (B), (C), (D), and (E) respectively. The notation is in treble clef and includes various rhythmic values such as eighth and sixteenth notes, as well as rests. The exercises are designed to be played in a continuous sequence.