

Finger Manipulation: Co-ordination:

(Book2 ) Lesson 9a.

Reading:

The image displays ten musical staves, each containing a sequence of notes with fingerings indicated by numbers 1-4 and accidentals. The exercises progress from simple patterns to more complex ones involving chromaticism and intervallic relationships.

Staff 1: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 2: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 3: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 4: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 5: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 6: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 7: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 8: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 9: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

Staff 10: C4 (0), C#4 (1), D4 (2), D#4 (3), E4 (4), E#4 (-1), F4 (-2), F#4 (-3), G4 (-2), G#4 (-1), A4 (1), A#4 (2), B4 (3), B#4 (4), C5 (-1), C#5 (-2), D5 (-3), D#5 (-2), E5 (-1), F5 (1), F#5 (2), G5 (3), G#5 (4), A5 (-1), A#5 (2), B5 (3), B#5 (4), C6 (0).

The fingering pattern is a result of the notes!!!! The notes are not the result of the fingering pattern. Don't allow yourself to be tempted into totally brainless playing. It is very easy to get trapped into that format when there is an obvious pattern to the fingering.