

Preliminary Lesson 1. (pg2)

Tap your foot, count one; raise your foot, think two. Tap your foot, count two; raise your foot, think three.
Tap your foot, count three; raise your foot, think four. Tap your foot, count four; raise your foot, think five.
Tap your foot, count five; raise your foot, think six. Tap your foot, count six; raise your foot, think one.

You are now back to the beginning and should repeat this exercise until the coordination comes quite easily. The number of repetitions is unimportant. Your ability to think your way through the exercise and develop your coordination, however, is of paramount importance.

To continue the development of coordination, the last exercise will be done backwards. In music, backwards is called "retrograde." The procedure remains the same but instead of the numbers moving from one to six, they now move from six to one:

tap foot, count 6; raise foot, think 5. tap foot, count 5; raise foot, think 4. tap foot, count 4; raise foot, think 3.
tap foot, count 3, raise foot, think 2. tap foot, count 2; raise foot, think 1. tap foot, count 1; raise foot, think 6.

You are now on your way to the number of repetitions necessary for your coordination build up. Further use of the last two exercises may be gained by using permutations (changes of order). Each permutation should be repeated the necessary number of times to strengthen your coordination. As we shall eventually do with words and music, the number of permutations will be grouped in ones, twos, threes and fours. These procedures are not really difficult but in order to avoid confusion, they must be started slowly and gradually built up in speed.

Think fast and you will probably play fast. Think slowly and you will have to memorize everything fast----to the point of overtaxing you memory. (that is generally where the trouble starts)

Number of permutations (don't forget repeats)

A: 1-2-3-4-5-6 B: 6-5-4-3-2-1 C: 12-23-34-45-56 D: 65-54-43-32-21 E: 123-234-345-456 E: 654-543-432-321
G: 1234-2345-3456 H: 6543-5432-4321.

The practice routine for A and B have already been discussed. Continue to use these routines and add the following:

C: tap foot, count 1-2, raise foot, think 2-3. tap foot, count 2-3, raise foot, think 3-4.
tap foot, count 3-4, raise foot, think 4-5. tap foot, count 4-5; raise foot, think 5-6.
tap foot, count 5-6, raise foot, think 1-2. Continue and repeat as required.

D: Retrograde: tap foot, count 6-5; raise foot, think 5-4. tap foot, count 5-4; raise foot, think 4-3.
tap foot, count 4-3; raise foot, think 3-2. tap foot, count 3-2; raise foot, think 2-1.
tap foot, count 2-1; raise foot, think 6-5 etc. Repeat as required.

E: tap foot, count 1-2-3; raise foot, think 2-3-4. tap foot, count 2-3-4; raise foot, think 3-4-5.
tap foot, count 3-4-5; raise foot, think 4-5-6. tap foot, count 4-5-6; raise foot, think 1-2-3.
Continue to repeat as required.

E: Retrograde: tap foot, count 6-5-4; raise foot, think, 5-4-3. tap foot, count 5-4-3; raise foot, think 4-3-2.
tap foot, count 4-3-2; raise foot, think 3-2-1. tap foot, count 3-2-1; raise foot, think 6-5-4.
Continue and repeat as required.

G: tap foot, count 1-2-3-4; raise foot, think 2-3-4-5. tap foot, count 2-3-4-5; raise foot, think 3-4-5-6.
tap foot, count 3-4-5-6; raise foot, think 1-2-3-4. tap foot, count 1-2-3-4 etc. and continue to repeat as required.

H: Retrograde: tap foot, count 6-5-4-3; raise foot, think 5-4-3-2. tap foot, count 5-4-3-2; raise foot, think 4-3-2-1
tap foot, count, 4-3-2-1; raise foot, think 6-5-4-3. tap foot, count 8-5-4-3 etc. Continue and repeat as required.

These exercises must be practiced. This is not a method. This is a process. For the sake of a simple explanation, (open to countless arguments) I will define a "method" as a grouping together of any number of ideas in any number of books. A "process" on the other hand, is one idea constantly being expanded over a series of any number of books. You do not have to agree with these explanations, but to arrive at a "process" for playing the guitar you must practice them as indicated.

For the speed at which you proceed through the process, you will do well to rely on the experience of your surrogate teacher. He/She will be most qualified to judge your progress and to decide whether you should remain at the same level for further study or whether you should continue with new material.