

SCUOLA DEL MANDOLINO

C. MUNIER

Metodo Pratico Completo

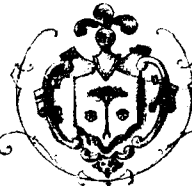
TESTO

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# Etudes élémentaires

# Studi elementari

# Elementary exercises

pour la lecture des notes per la lettura delle note for the reading of the notes



Cordes à vide Corde vuote Open strings

4<sup>a</sup> 3<sup>a</sup> 2<sup>a</sup> 4<sup>a</sup>

4<sup>me</sup> corde Quarta corda 4<sup>th</sup> string

touche tasto fret

1.

doigt dito finger

3<sup>me</sup> corde Terza corda 3<sup>rd</sup> string

touche tasto fret

2.

doigt dito finger

4<sup>me</sup> et 3<sup>me</sup> corde

Quarta e terza corda

4<sup>th</sup> and 3<sup>rd</sup> string

3.

4<sup>a</sup> corda ..... 5<sup>a</sup> corda .....

4<sup>a</sup>

4<sup>a</sup> 5<sup>a</sup> 4<sup>a</sup> 3<sup>a</sup> 4<sup>a</sup> 3<sup>a</sup>

3<sup>a</sup> 4<sup>a</sup>

4<sup>a</sup> 3<sup>a</sup> 4<sup>a</sup>

(a) Les croches avec le point demi-pennato en bas

le crome col punto mezza pennata in giù

The dotted quavers half a pennata downwards



1<sup>a</sup> 2<sup>a</sup> 3<sup>a</sup> 4<sup>a</sup> 3<sup>a</sup>

2<sup>a</sup> 4<sup>a</sup> 2<sup>a</sup> 3<sup>a</sup> 4<sup>a</sup>

4<sup>a</sup>

4<sup>a</sup> 3<sup>a</sup>

2<sup>a</sup> 1<sup>a</sup>

2<sup>a</sup> 1<sup>a</sup>

9. 4<sup>a</sup> 3<sup>a</sup> 2<sup>a</sup> 1<sup>a</sup> 2<sup>a</sup> 3<sup>a</sup> 2<sup>a</sup> 1<sup>a</sup> 3<sup>a</sup>

3<sup>a</sup> 4<sup>a</sup> 3<sup>a</sup> 2<sup>a</sup> 1<sup>a</sup>

1<sup>a</sup> 2<sup>a</sup> 3<sup>a</sup> 4<sup>a</sup>

3<sup>a</sup> 2<sup>a</sup> 1<sup>a</sup> 2<sup>a</sup> 3<sup>a</sup> 4<sup>a</sup>

Ici commence l'application du 4<sup>me</sup> doigt pour le Ré, 7<sup>me</sup> touche sur la 4<sup>me</sup> corde — pour le La, 7<sup>me</sup> touche sur la 3<sup>me</sup>, et pour le Mi, 7<sup>me</sup> touche sur la 2<sup>de</sup>.

Comincia qui l'applicazione del 4<sup>o</sup> dito pel Re, 7<sup>o</sup> tasto sulla 4<sup>a</sup> corda — per il La, 7<sup>o</sup> tasto sulla terza — e pel Mi, 7<sup>o</sup> tasto sulla seconda.

The application of the 4<sup>th</sup> finger for D, 7<sup>th</sup> fret on the 4<sup>th</sup> string — for A, 7<sup>th</sup> fret on the 3<sup>d</sup>, and for E, 7<sup>th</sup> fret on the 2<sup>nd</sup>, begins here.

10.

11.

(a) Les accords toujours en harpèges en faisant glisser délicatement le plectrum sur les cordes.

Gli accordi vanno arpeggiati facendo scivolare delicatamente la penna sulle corde.

The accords always in the arpeggio way, sliding the plectrum over the strings very lightly.



(Pennata entière et très lentement.) (Pennata intera e assai lento.) (Whole pennata and very slow.)

14.

Musical score for exercise 14, consisting of six staves of music in G major. The notation includes slurs, accents, and various fingerings (0-4) for each note. The exercise is titled 'Pennata entière et très lentement.' (Whole pennata and very slow.)

15.

Musical score for exercise 15, consisting of seven staves of music in G major. The notation includes slurs, accents, and various fingerings (0-4) for each note. The exercise is titled 'Pennata intera e assai lento.' (Pennata intera e assai lento.)

16. Musical staff 1 for exercise 16, featuring a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. The staff contains a sequence of eighth notes with corresponding fret numbers written below: 0, 2, 3, 4, 3, 2, 1, 3, 0, 1, 4, 3, 2, 0, 1, 2, 1, 0, 3, 1, 2.

Musical staff 2 for exercise 16, containing a sequence of eighth notes with fret numbers: 3, 2, 1, 0, 2, 3, 4, 3, 2, 1, 3, 0, 1, 4, 3, 2, 0, 1, 2, 1, 0.

Musical staff 3 for exercise 16, containing a sequence of eighth notes with fret numbers: 3, 1, 2, 3, 2, 1, 0, 2, 3, 4, 3, 2, 1, 3, 0, 1, 4, 3, 2, 0, 1.

Musical staff 4 for exercise 16, containing a sequence of eighth notes with fret numbers: 2, 1, 0, 3, 1, 2, 3, 2, 1, 0, 2, 3, 4, 3, 2, 1, 2, 3, 4, 3, 2, 1, 0.

Musical staff 5 for exercise 16, containing a sequence of eighth notes with fret numbers: 1, 2, 3, 2, 1, 4, 3, 0, 1, 2, 1, 0, 3, 2, 3, 0, 1, 4, 3, 2, 1, 2, 3, 4.

Musical staff 6 for exercise 16, containing a sequence of eighth notes with fret numbers: 3, 2, 1, 0, 1, 2, 3, 2, 1, 4, 3, 2, 1, 0, 1, 4, 3, 2, 3, 2, 1, 0. A circled '4' is written below the note on the 4th fret.

17. Musical staff 1 for exercise 17, featuring a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The staff contains a sequence of quarter notes with fret numbers: 1, 0, 3, 0, 0.

Musical staff 2 for exercise 17, containing a sequence of quarter notes with fret numbers: 0, 2, 4, 0, 2, 0, 1, 0, 3, 3, 2.

Musical staff 3 for exercise 17, containing a sequence of quarter notes with fret numbers: 0, 3, 1, 3, 2, 0, 1, 2, 0, 1, 4, 0, 0.

Musical staff 4 for exercise 17, containing a sequence of quarter notes with fret numbers: 1, 4, 0, 3, 4, 0, 0.

Musical staff 5 for exercise 17, containing a sequence of quarter notes with fret numbers: 2, 2, 0, 1, 0, 3, 0, 0, 3, 4, 0, 0, 1, 0, 2, 3.

Musical staff 6 for exercise 17, containing a sequence of quarter notes with fret numbers: 0, 4, 3, 1, 4, 3, 2, 3, 0, 4, 0, 2, 1, 0.



18.

The musical score for exercise 18 consists of 11 staves of music. It is written in G major (one sharp) and 2/4 time. The exercise is a single melodic line with various rhythmic patterns and fingerings. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. The music features a mix of eighth and sixteenth notes, often grouped with slurs. Fingerings are indicated by numbers 0-4 below the notes. Some notes have accents or slurs above them. The piece concludes with a final cadence in the 11th staff.

N. B. Toutes ces études élémentaires se répètent avec le redoublement des *pennate* et avec le développement graduel dont j'ai parlé dans mes règles.

N. B. Tutti questi studi elementari si replicano col raddoppio delle *pennate* e collo sviluppo graduale che ho accennato nelle mie regole.

N. B. All these elementary exercises are repeated with double *pennate* and with the gradual development that I explained in my rules.

Exercice journalier pour la préparation au *tremolo*, à exécuter avec 2, 4 et 8 *pennate* à chaque note.

Esercizio giornaliero per la preparazione al *tremolo*, da eseguirsi con 2, 4 e 8 *pennate* per ogni nota.

Daily exercise for the preparation of the *tremolo*, to be played with 2, 4 and 8 *pennate* for each note.

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