Musicians Success Group

Workbook 1 Guítar Landscapes

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Upgrade your guitar skill set - and take your playing to the next level!

These time-tested and proven exercises will give you everything needed to navigate the entire fingerboard of your guitar, using easy to follow guitar tablature, grid diagrams and music notation.



Guitar Landscapes-Workbook 1

This is the free supplemental workbook that accompanies the first 60 pages of Guitar Landscapes by Wayne Cockfield. The explanations in the textbook are quite helpful. If you come across a section in the workbook that is causing you confusion usually rereading the chapter in the text will clear up the problem.

As you go through the main book fill in the workbook. Feel free to make as many copies as you would like. The exercises written here are intended for self study. This workbook is not copyrighted so make as many worksheets as you feel are necessary to master the material. The Guitar Landscapes is copyrighted and unauthorized copying is illegal and will be prosecuted.

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Memorizing the Notes on the Staff and the Fingerboard

Guitar strings are named and numbered. This is the standard tuning for guitar:

The highest pitched string (closest to the floor) is number 1 and is an E note on the top space of the staff. The second string is number 2 and is a B note on the middle line of the staff.

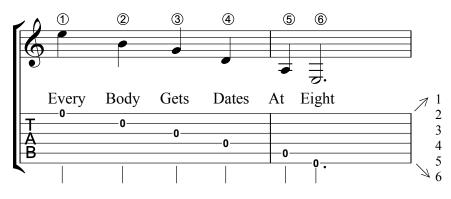
The third string is number 3 and is a G note on the 2nd line of the staff.

The fourth string is number 4 and is a D note hanging on the bottom of the staff.

The fifth string is number 5 and is an A note hanging on the 2nd line below the staff.

The sixth string is number 6 and is also an E note hanging below the 3rd line below the staff.

Use the sentence "Every Body Gets Dates At Eight" as a memory device.



Each line of the "TAB" represents a string number. The numbers on the lines represent fret numbers. In this case all the notes are open.

Fill in the notes on the fingerboard using A B C D E F G. Remember there is a half step (one fret) between B&C and E&F all other notes are a whole step (two frets) apart. If you are filling them in correctly they will line up with the notes that are already filled in.

| E B G D A E | A E C U D A | | $ \begin{array}{c c} E \\ B \\ G \\ \hline D \\ \hline A \\ E \end{array} $ |
|--|----------------------------|---------------------------------------|---|
| E B G D A E | | B B A E B | $ \begin{array}{c c} E \\ B \\ \hline C \\ \hline C \\ \hline D \\ \hline A \\ \hline E \\ \hline \end{array} $ |
| E B G D A E | | | $ \begin{array}{c ccccccccccccccccccccccccccccccccccc$ |
| E Contraction of the second se | | | $ \begin{array}{c ccccccccccccccccccccccccccccccccccc$ |
| E B G D A E | | ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ | $ \begin{array}{c ccccccccccccccccccccccccccccccccccc$ |

Fill in the interval numbers for the C major scale starting on C as number 1 and continuing up each string. I've filled in the second string and marked the number 1 on all the other strings in the first example. The pattern is 1(W)2(W)3(1/2)4(W)5(W)6(W)7(1/2)

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Fill in the remaining intervals on these strings.

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| 6 | | , J | | | | | | – | | | | |
| 3 | 1 | | 5 | | 6 | 7 | 1 | | | | | |
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Fill in all the natural notes on the fingerboard then write in the accidentals between them. I have done the 6th string as a guide.

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Write out the major scales with flat keys up each string starting on the first fret. Every letter of the music alphabet should be represented. Each string will represent a different flat key.

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| Key of | | | | • | DL | | | D | Б | Б | |
| Key of | F [| | i i | A | | | | | | T I | |

Write out the major scales with sharp keys up each string starting on the first fret. Every letter of the music alphabet should be represented. Each string will represent a different sharp key.

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| Key of | F // | | | | | | | | | | |
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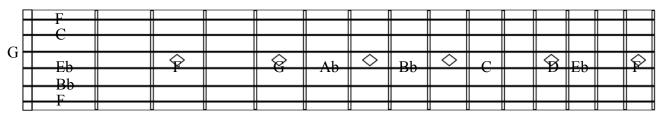
Write all the notes of the F major scale on all strings. I've done two strings for you.

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Write all the notes of the Bb major scale on all strings. I've done two strings for you.

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Write all the notes of the Eb major scale on all strings. I've done one string for you and the first note on the other strings.



Write all the notes of the Ab major scale on all strings. I've marked all the Ab notes.

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| \square | | | | | | 110 | | | Ah | | | |
| Π | | | | Ah | | | | | | | | |
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Write all the notes of the Db major scale on all strings. I've marked all the Db notes.

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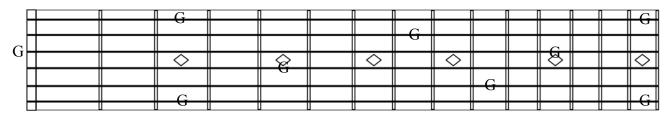
Write all the notes of the Gb major scale on all strings.

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Write all the notes of the Cb major scale on all strings.

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Write all the notes of the G major scale on all strings. This is a sharp key and there will be F# notes.



Write out the D major scale on all strings.

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Write out the A major scale on all strings.

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Write out the E major scale on all strings.

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Write out the B major scale on all strings.

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Write out the F# major scale on all strings.

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| | E# | | | | | 1 // | | | E# | |
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| | | | | | | C# | | | | 1 [|
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| | | \diamond | | \diamond | \diamond | \diamond | $C^{\#}$ | \diamond | | \diamond |
| Π | | | C# | | | | | | | |
| | | | | | | $C^{\#}$ | | | | |
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Using the interval shapes from pages 25-27 do the following exercises Write a major 2nd above each note.

| | E | | |] [| | | | | | | | | 1 1 |
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Write a major 3rd above each note.

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| C | | | | | Бþ | | Б# | | | |
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| | G | | | | | | | | | |
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Write a perfect 4th above each note.

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| Б | | | | | | | | | | |
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Write a perfect 5th above each note.

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Write a major 7th above each note.

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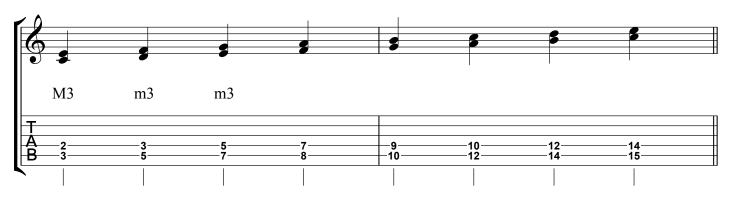
Write an octave above each note.

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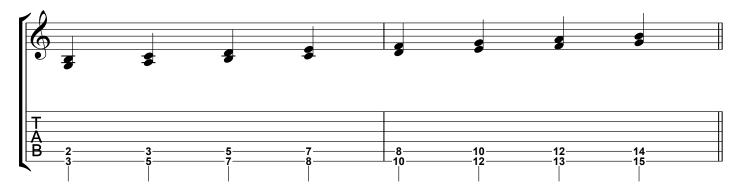
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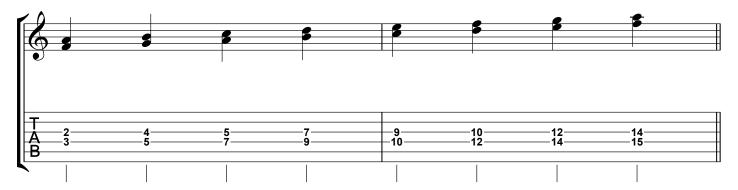
Use the music staff or the tab to write in the major and minor thirds.



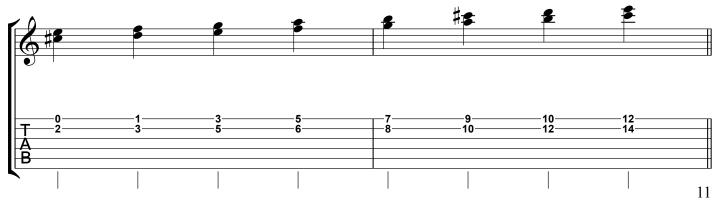
Use the music staff or the tab to write in the major and minor thirds.

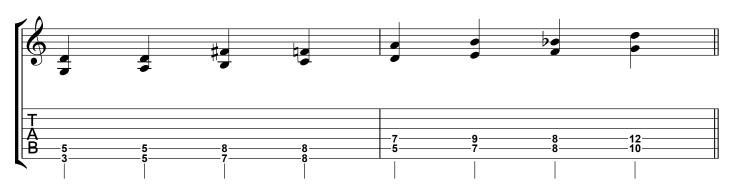


Use the music staff or the tab to write in the major and minor thirds.



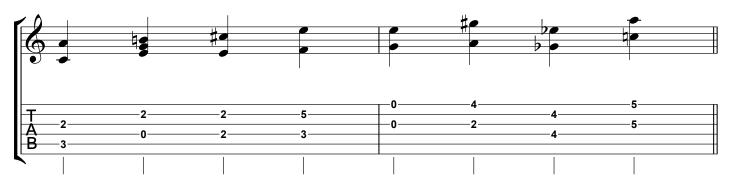
Use the music staff or the tab to write in the major and minor thirds.



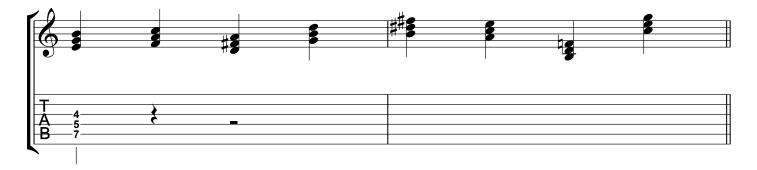


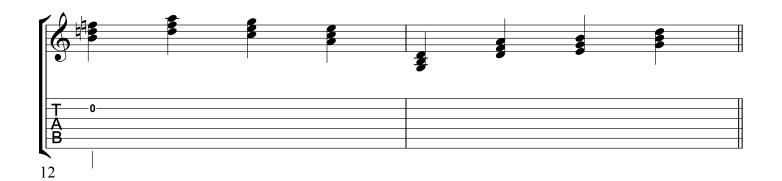
Use the music staff or the tab to write in the perfect fourths and perfect fifths.

Use the music staff or the tab to write in the major sixths and major sevenths.



Use the music staff or the tab to write in the major and minor chords. They can be identified by measuring the distance from the root to the third and the root to the fifth.

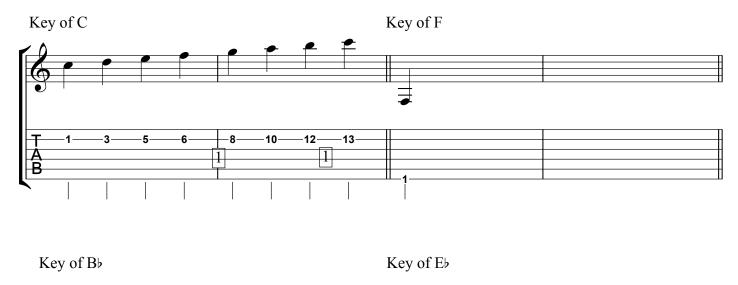


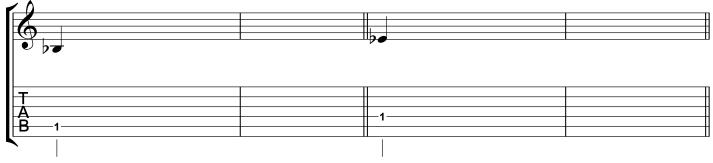


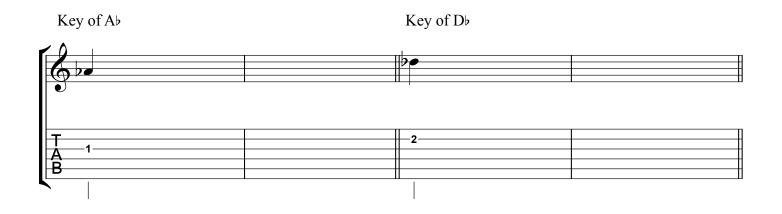
Fill in the following major scales in the staff and on the tab by going up one string as written in the first example. Write in the accidentals for the sharp keys to the left of the notes.

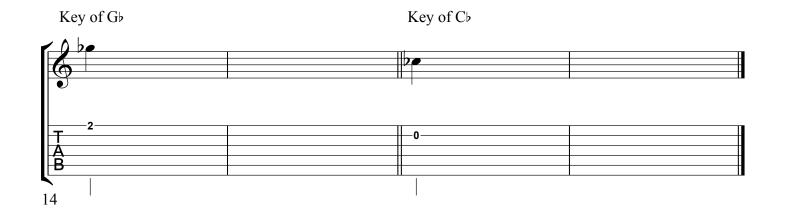


Fill in the following major scales in the staff and on the tab by going up one string as written in the first example. Write in the accidentals for the flat keys to the left of the notes.









BUILDING MAJOR 2ND AND 3RD INTERVALS ON THE FINGERBOARD These exercises are based on the intervals played as shapes on the fingerboard on page 25-28 of Guitar Landscapes.

Here is an example of playing a M2 and M3 in alternating shapes up the neck. 1 to 2 is a M2, 2 to 3 is a M3, 3 to 4 is a M2, 4 to 5 is a M3, etc. Notice how the shape changes when crossing string 2.

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| | | \diamond | | G | | Â | | \diamond | | \diamond | | \Diamond |
| | | | 2 | | | | | | | | | |
| | | | | | -4- | | | | | | | |
| | | | | | | | | | | | | |

Complete this exercise by alternating between M2 and M3. If done correctly you will end on 11.

| | | Π | | | | | | | 1 0 |
|--------------|---|------------|------------|------------|------------|--|------------|--|------------|
| | | | | | | | | | |
| | | | | | | | | | |
| | | \diamond | \diamond | \diamond | \diamond | | \diamond | | \diamond |
| \mathbf{r} | 4 | 2 | | | | | | | |
| 2 | 1 | <u> </u> | | | | | | | |
| | | | | | | | | | |

Here is an example of playing going up in M3 intervals. Once again notice the difference of the shape on the 2nd string.

| | | | 1 1 | | | | | | 1 0 |
|--|------------|---|-----|------------|------------|--|------------|--|------------|
| | | 5 | | | | | | | |
| | | | | | | | | | |
| | \diamond | 4 | | \diamond | \diamond | | \diamond | | \diamond |
| | | | | | | | | | |
| | | | | 1 | | | | | |
| | | | | | | | | | |

Complete this exercise by stacking M3 on top of M3. You should end on 6.

| | |] [| | | | | | |
|--|------------|------------|------------|------------|--|------------|--|------------|
| | | | | | | | | |
| | | | | | | | | |
| | \diamond | \diamond | \diamond | \diamond | | \diamond | | \diamond |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Complete this exercise by going down in M3. You should end on 6.

| 1 |] [| |] [| | | | | |] [| |
|---|-----|------------|-----|------------|------------|------------|--|------------|-----|------------|
| 1 | | | | | | | | | | |
| | | | | | | | | | | |
| | | \diamond | | \diamond | \diamond | \diamond | | \Diamond | | \Diamond |
| | | | | | | | | | | |
| | | | | 6 | | | | | | |
| | | | | | | | | | | |

BUILDING PERFECT 4TH AND PERFECT 5TH INTERVALS ON THE FINGERBOARD

Here is an example <u>of moving up the fingerboard in P4 intervals</u>. The shape is parallel to the next string until you cross the 2nd string then the shape has to move up on fret.

| Π | | Π | | | | | | | 1 0 |
|-----------------------|------------|---|------------|------------|------------|--|------------|--|------------|
| | | | | | | | | | |
| 4 | <u> </u> | | | | | | | | |
| 3 | \diamond | | \diamond | \diamond | \diamond | | \diamond | | \Diamond |
| $\square \frac{3}{2}$ | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Complete this exercise by stacking P4 on each starting point designated by the number 1. I've filled in a couple of numbers along the way to make sure you are on the right track.

| | | 6 | Π | |] [| | | |] [| 1 |
|--|------------|---|------------|------------|-----|------------|--|------------|-----|------------|
| | | | | | | | | | | |
| | | | | | | | | | ГЛ | |
| | \diamond | | \diamond | \diamond | | \diamond | | \diamond | | \Diamond |
| | | | | | Lol | | | | | |
| | 1 | | | | | | | | | |
| | | | | | | | | | | |

Here is a stack of P5 intervals. Every interval is up one string and up 2 frets except when the 2nd string is involved then it is necessary to go up one additional fret.

| \Box | | | | | | | | | 1 [|
|-----------|---|------------|--|--|------------|--|------------|--|------------|
| \square | | | | | | | | | |
| | | | | | | | | | |
| | | \diamond | | $\Box \stackrel{\text{\tiny 4}}{\longrightarrow} \Box$ | \diamond | | \diamond | | \Diamond |
| Π | | | | | | | | | |
| \Box | 1 | | | | | | | | |
| | | | | | | | | | |

Here is an example of alternating between P4 and P5 intervals.

| \Box | | | | $\Box 6 \Box$ | | | | | | 1 [|
|-----------|---|--|------------|---------------|------------|------------|--|------------|--|------------|
| \square | | | | | | | | | | |
| Π | | | | <u> </u> | | | | | | |
| | | | \diamond | | \diamond | \diamond | | \diamond | | \diamond |
| | 2 | | | | | | | | | |
| \Box | | | | | | | | | | |
| | | | | | | | | | | |

Complete this exercise by alternating between P5 and P4 beginning with the starting point designated by the number 1. You should end on the number 6.

| \Box | | Π | | | $\Box_6 \Box$ | | | | |
|--------|---|------------|------------|------------|---------------|--|------------|--|------------|
| | | | | | | | | | |
| Π | | | | | | | | | |
| | | \diamond | \diamond | \diamond | \diamond | | \diamond | | \diamond |
| | | | | | | | | | |
| | 1 | | | | | | | | |
| | | | | | | | | | |

BUILDING MAJOR 6TH AND MAJOR 7TH INTERVALS ON THE FINGERBOARD

Here is an example of moving up the fingerboard in M6 intervals. Notice the difference in the shape when landing or crossing the 2nd string. The distance from 3 to 4 is a M6 as well.

| | | |] [| | | | | | | | 1 [|
|--|---|------------|-----|------------|-----|------------|------------|--|------------|--|------------|
| | | | | | -4- | | | | | | |
| | 3 | | | | 5 | | | | | | |
| | | \diamond | | \diamond | | \diamond | \diamond | | \diamond | | \diamond |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

Add a M6 above each of the boxes labeled "1".

| | 1 | | | | | | | | | 1 0 |
|--|---|------------|---|------------|--|------------|--|------------|--|------------|
| | | | | | | | | | | |
| | | | 1 | | | | | | | |
| | | \diamond | 1 | \diamond | | \diamond | | \diamond | | \Diamond |
| | | | | | | | | | | |
| | 1 | | | | | | | | | |
| | | | | | | | | | | |

This is an example of M7 moving up the fingerboard. Notice the difference when landing on or crossing the 2nd string. The distance from 3 to 4 is a M7 as well.

| | | | | | | | | | | | | 1 0 |
|-----------|---|--|------------|---|------------|------------|---|------------|--|------------|--|------------|
| | | | | 3 | | | | | | | | |
| \square | | | | | | | 5 | | | | | |
| \square | | | \diamond | | \diamond | \diamond | | \diamond | | \diamond | | \diamond |
| Π | | | | | | 6 | | | | | | |
| | 1 | | | | | | | | | | | |
| | | | | | | | | | | | | |

BUILDING OCTAVE SHAPES UP THE FINGERBOARD

These are F notes using octave shapes up the fingerboard. Play these! The numbers are here to help identify the shapes.

| 1 | | | | | | | | | |
|---|---|------------|---|------------|------------|----|------------|-----|-----|
| 1 | | | 2 | | | | | | |
| | | | | | | | | | |
| | Ĺ | \diamond | | \diamond | \diamond | L7 | \diamond | | R |
| | | | | | | | | | ſĹη |
| 1 | | | | | | | | | |
| 1 | | | | | | | | ΠΙΠ | |

These are F[#] notes using the same shapes up the fingerboard.

| | 1 | | | |] [| | | | |
|--|---|------------|------------|------------|------------|-----|------------|--|------------|
| | | | | | | | | | |
| | | | | | | 5 | | | |
| | | \diamond | \diamond | \diamond | \diamond | ГIJ | \diamond | | \Diamond |
| | | | | | | | | | |
| | 1 | | | | | | | | |
| | | | | | | | | | |

These are G notes.

| ſ | | | | | | | | | |
|----------|--|------------|---|------------|------------|--|----|--|------------|
| L | | | | | | | | | |
| 5 | | | | | | | | | |
| <u> </u> | | \diamond | | \diamond | \diamond | | ΓΥ | | \diamond |
| [| | | 2 | | | | | | |
| [| | | | | | | | | |
| | | | | | | | | | |

These are G#, A^b notes.

| | | 1 [| $\Box 1 \Box$ | Π | | | | | | 1 [|
|-----------|---|------------|---------------|------------|------------|------------|-----|------------|----|------------|
| \square | | | | | | 2 | | | | |
| \Box | 5 | | | | | | | | | |
| \Box | | \diamond | | \diamond | \diamond | \diamond | | \diamond | ГЦ | \Diamond |
| | | | | | | | | | | |
| \Box | | | | | | | Г4Л | | | |
| | | | | | | | | | | |

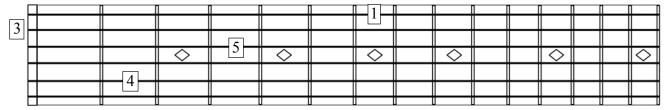
These are A notes.

| [| Τ | | |] | | |] [| | | | | |
|-----|---|---|------------|---|------------|--|-----|------------|---|------------|----|------------|
| [| | | | | | | | | 2 | | | |
| [| | 5 | | | | | | | | | | |
| [| | | \diamond | | \diamond | | | \diamond | | \Diamond | ГЦ | \Diamond |
| | | | | | | | | | | | | |
| ഥ[| | | | | 1 | | | | | | | |
| . [| | | | | | | | | | | | |

These are $A \sharp, B \flat\,$ notes. Finish the remaining notes.

| | | | | | | | | 1 0 |
|---|---|------------|------------|------------|--|------------|--|------------|
| | | | | | | | | |
| | 5 | | | | | | | |
| | | \diamond | \diamond | \diamond | | \diamond | | \Diamond |
| | | | | | | | | |
| 4 | | | | | | | | |
| | | | | | | | | |

These are B notes. Finish the remaining notes.



| These | are C notes | Finish the | remaining note | S |
|--------|--------------|----------------|----------------|----|
| 111000 | are c notes. | I IIIIoII tile | 10manning note | υ. |

| _ | | | | | | | | | |
|---|---|------------|------|------------|------------|------|------------|------|------------|
| | | | | | | | | | |
| | 3 | | | | | | | | |
| | | | 5 | | | | | | |
| | | \diamond | L?L | \diamond | \diamond | | \Diamond | | \Diamond |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

These are C♯, D♭ notes. Finish the remaining notes.

| | 1 |] [| | | | | | | 1 1 |
|--|------------|-----|------------|------------|------------|--|------------|--|------------|
| | | | | | | | | | |
| | | | | | | | | | |
| | \diamond | | \diamond | \diamond | \diamond | | \diamond | | \diamond |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

These are D notes. Finish the remaining notes.

| | | |] [| | | | | |] [| 1 |
|------------|--|------------|-----|------------|------------|------------|--|------------|-----|------------|
| | | 2 | | | | | | | | |
| | | | | | | | | | | |
| [] | | \diamond | | \diamond | \diamond | \diamond | | \Diamond | | \Diamond |
| | | | | | | | | | | |
| | | | | | | | | | | |
| C | | | | | | | | | | |

These are D[#], E^{\$} notes. Finish the remaining notes.

| $\overline{}$ | \diamond | \diamond | \diamond | \diamond | | \diamond | | \diamond |
|---------------|------------|------------|------------|------------|--|------------|--|------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

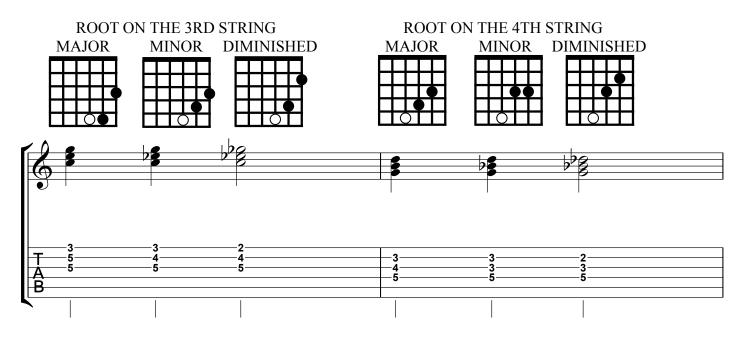
These are E notes. Finish the remaining notes.

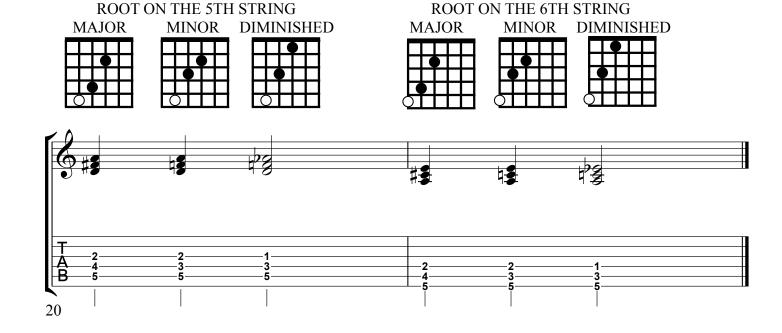
| | | | | | | | | | | 1 0 |
|---|---|----------|------------|------------|------------|------------|--|------------|--|------------|
| | | | | | | | | | | |
| | Γ | | | | | | | | | |
| | | $\Box 2$ | \diamond | \diamond | \diamond | \diamond | | \Diamond | | \diamond |
| | Γ | | | | | | | | | |
| 1 | | | | | | | | | | |
| | | | | | | | | | | |

MAJOR, MINOR, AND DIMINISHED TRIADS

Study the following chords based on the interval shapes.

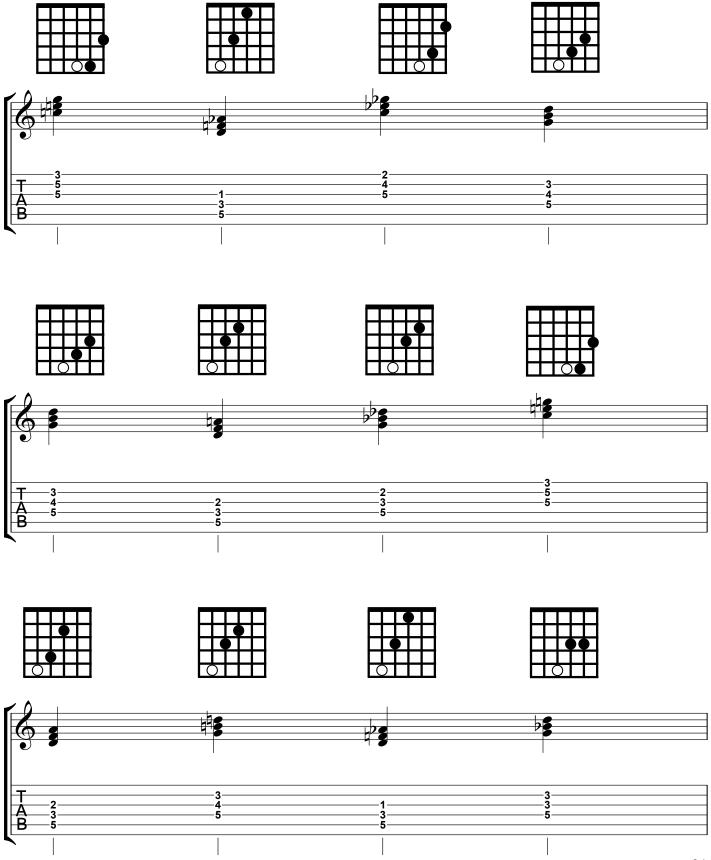
The Major Triad = Root, M3, P5 The Minor Triad = Root, m3, P5 The Diminished Triad = Root, m3, d5 (Diminished fifth is a P5 lowered one half step-abbreviated "d5")

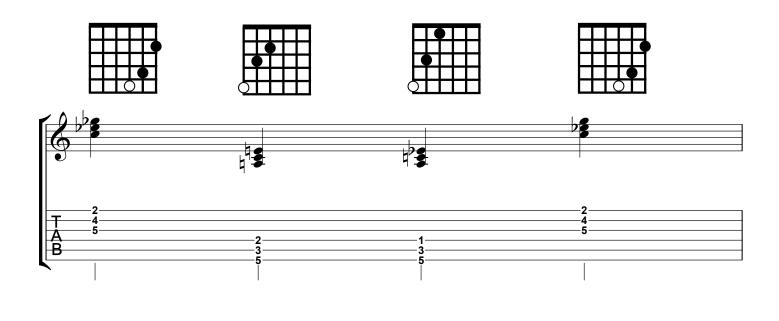




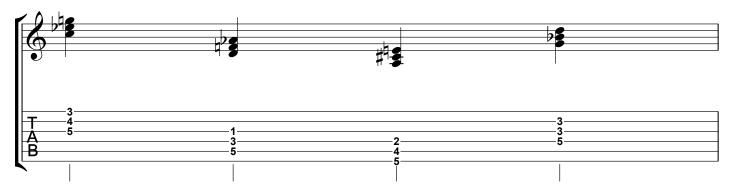
MAJOR, MINOR, AND DIMINISHED TRIADS

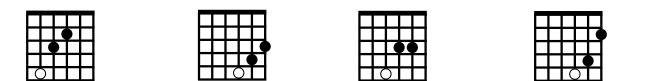
Identify the following chords based on the interval shapes. Use the shapes on the previous page to help. The answers are major, minor, or diminished. The open circle is always the root of the chord.

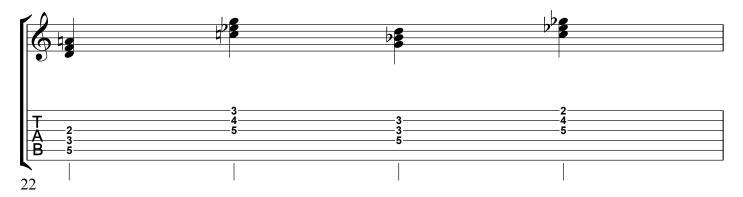






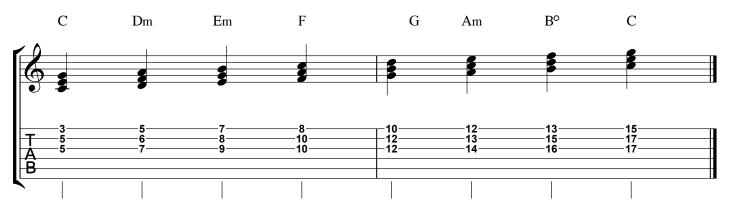






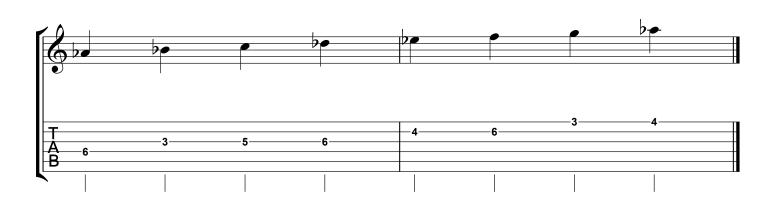
THE HARMONIZED MAJOR SCALE

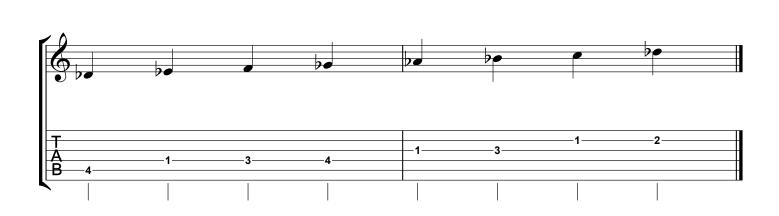
This is the C major scale harmonized in major, minor and diminished triads.

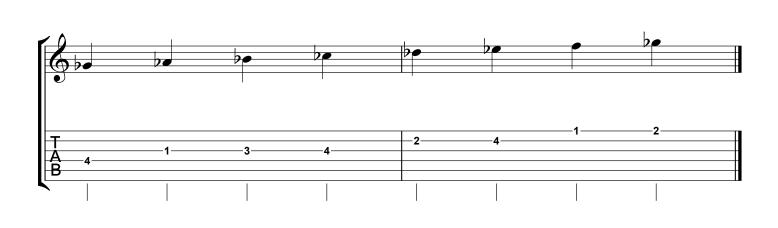


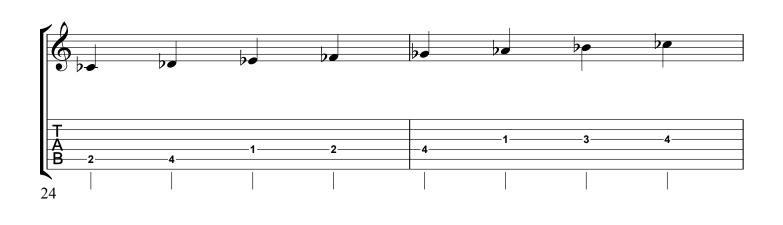
Write in the chord names for the following scales based on the root notes for each chord. Keep in mind that all I, IV, and V chords are major triads. All ii, iii, and vi chords are minor and all vii chords are diminished.

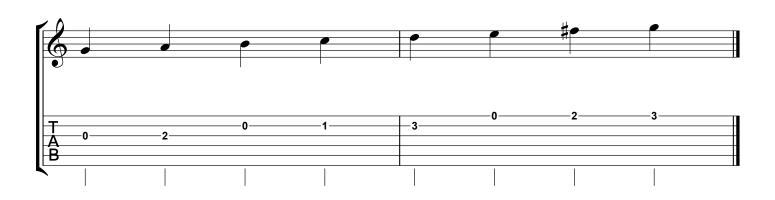


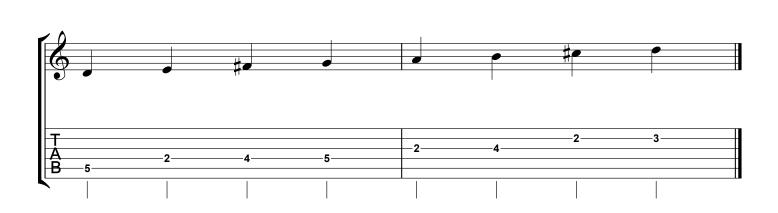


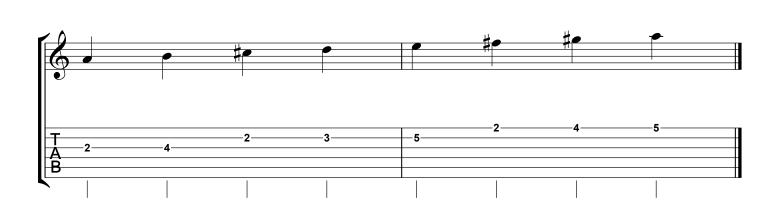




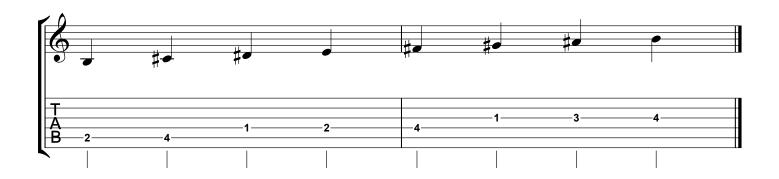


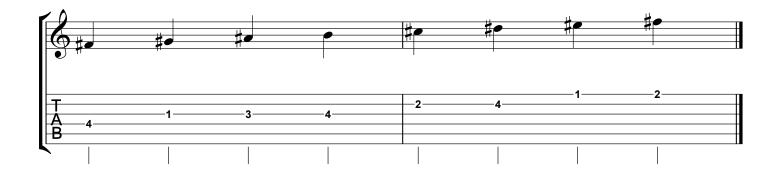


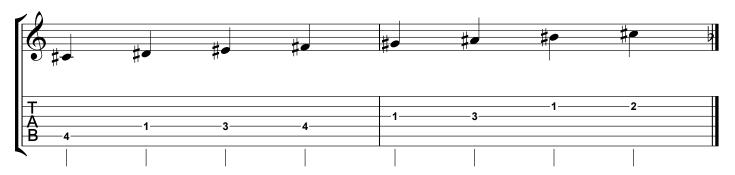






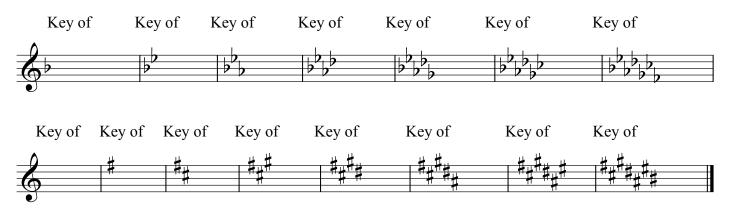






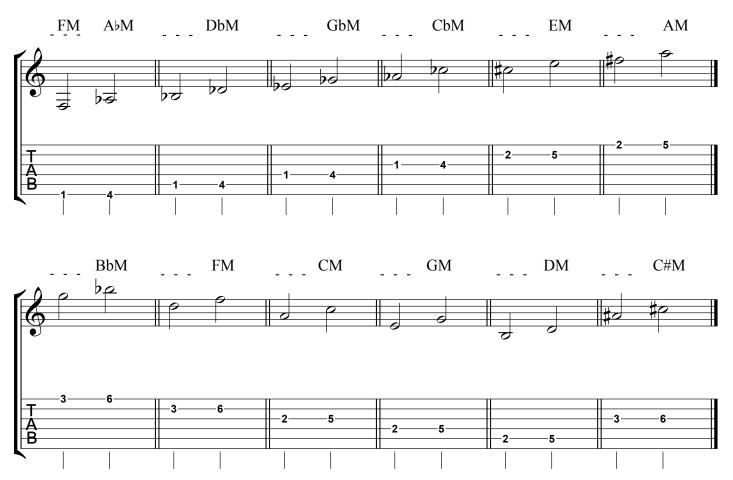
KEY SIGNATURES

Fill in the names of the following key signatures.



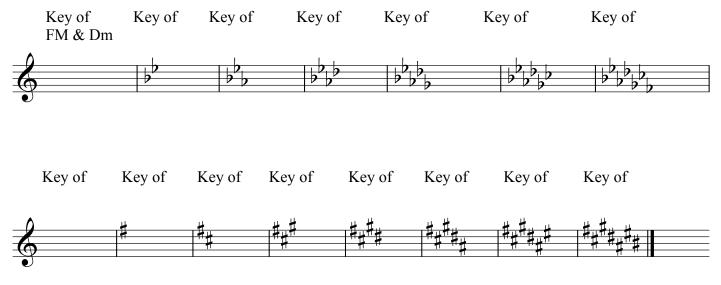
THE NATURAL (RELATIVE) MINOR SCALE

These are the major scale names based on the first note. As in the first example write in the relative minor in the space BEFORE the major.



KEY SIGNATURES

Fill in the names of the following key signatures for the major and relative minor keys.



HARMONIZED MINOR TRIADS IN ALL KEYS

The harmonized minor triads are identical to the major triads except the scale starts on the sixth degree. Fill in the chart below and write in the chord names based on the row at the top. Lowercase Roman numerals are minor chords and uppercase Roman numerals are major chords. The formula is W 1/2 W W 1/2 W W.

If you fill them in correctly you should have the proper number of sharps or flats depending on the key you are in.

| | im | iidim | III | ivm | vm | VI | VII | # or b |
|------------|----|-------|-----|-----|----|----|-----|----------|
| Key of Am | | | | | | | | |
| Key of Em | | | | | | | | # |
| Key of Bm | | | | | | | | ## |
| Key of F#m | | | | | | | | ### |
| Key of C#m | | | | | | | | #### |
| Key of G#m | | | | | | | | ##### |
| Key of D#m | | | | | | | | ###### |
| Key of A#m | | | | | | | | ######## |
| Key of Dm | | | | | | | | b |
| Key of Gm | | | | | | | | bb |
| Key of Cm | | | | | | | | bbb |
| Key of Fm | | | | | | | | bbbb |
| Key of Bbm | | | | | | | | bbbbb |
| Key of Ebm | | | | | | | | bbbbbb |
| Key of Abm | | | | | | | | bbbbbbb |

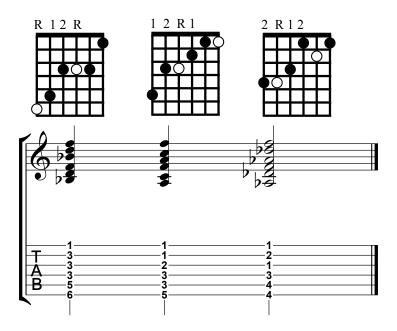
Sheet1

MAJOR, MINOR, AND DIMINISHED TRIAD INVERSIONS

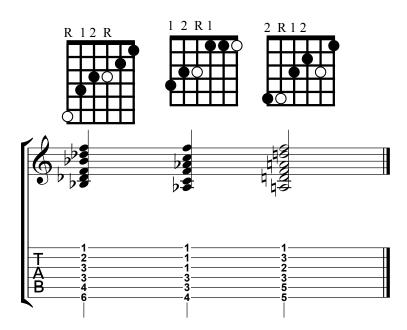
Study the following chord inversions. Play each inversion in sets of three strings. In other words, play strings 6,5,4 then, 5,4,3 then, 432, then, 321. Each set of three strings is an inversion. The inversion is labeled above the strings. R = Root Position, 1 = First Inversion, 2 = Second Inversion

Root Position = R, 3, 5 First Inversion = 3, 5, R Second Inversion = 5, 3, R

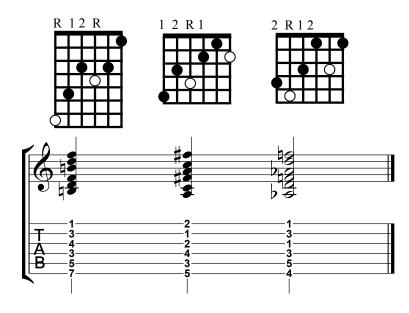
MAJOR INVERSIONS



MINOR INVERSIONS



DIMINISHED INVERSIONS



COMMON CHORD PROGRESSIONS

Fill in the common chord progression below based on the Roman numerals.

| Key of C C | Dm | Em | Dm |
|------------|----|----|-------------|
| Key of G | | | |
| Key of D | | | |
| Key of A | | | |
| Key of E | | | |
| Key of B | | | |
| Key of F# | | | |
| | | | ii ////: |



Key of F

Key of Bb

Key of Eb

Key of Ab

Key of Db

Key of Gb



This completes the workbook for Guitar Landscapes, pages 1-60. Please go to Guitar-Gps.com to download the second workbook to continue your study. Thank you for your interest in the book, and your study of the guitar and music!

Wayne Cockfield Musicians Success Group, Inc. Guitar-Gps.com