

Всем привет!



Как дела с домашкой?

Проверим, как у вас с боями





1



2



3



4



и



1



2



и

3



и



4



и



1



2



и

3



и



4



и

Упражнение на беглость пальцев

Упражнение “1-3-2-4”

The image shows a musical exercise on a five-line staff. The time signature is 4/4, indicated by a large '4' over a smaller '4' on the left. The exercise is divided into three measures by vertical bar lines, labeled with red numbers 1, 2, and 3 above the staff. Each measure contains the sequence of numbers 1-3-2-4, with horizontal lines connecting the numbers to show they are played in sequence. Below the staff, there are four square brackets in each measure, each with a vertical line pointing up to a specific note position, indicating where to place the fingers. The sequence 1-3-2-4 is repeated in each measure, with the third measure showing the sequence continuing across the measure lines.

- По одному пальцу на лад

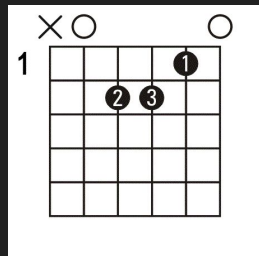
Попрактикуемся с аккордами

- Переставляем аккорды под метроном.
- Один квадрат держим аккорд, один квадрат переставляем.
- Играем в темпе 60 ударов в минуту

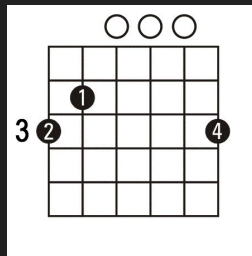
Если получается уверенно, пробуем переставлять, без паузы

Попрактикуемся с аккордами

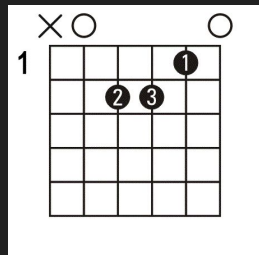
Am



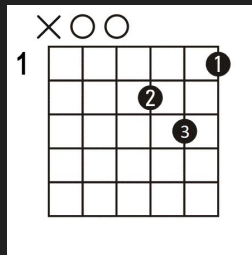
G



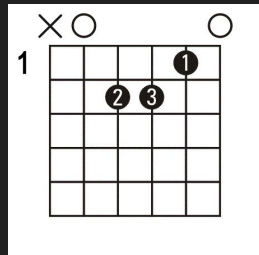
Am



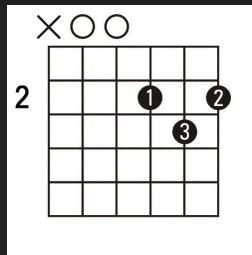
Dm



Am

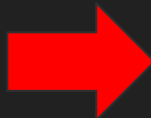
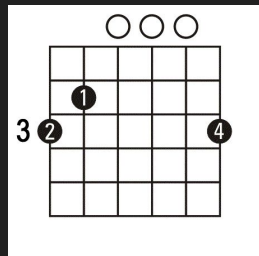


D

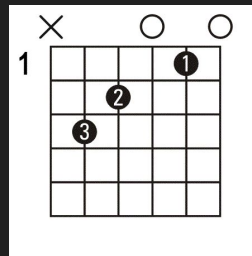


Попрактикуемся с аккордами

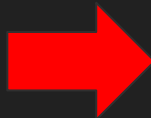
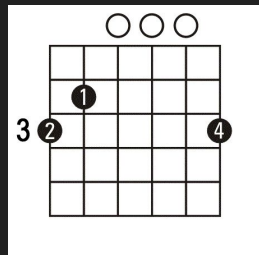
G



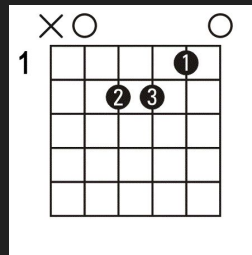
C



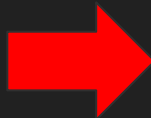
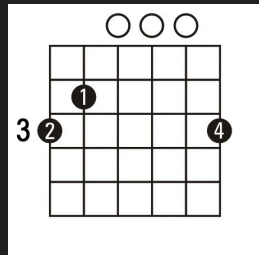
G



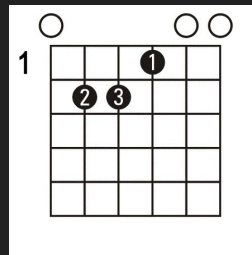
Am



G

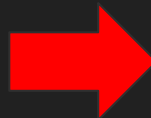
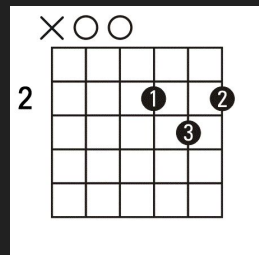


E

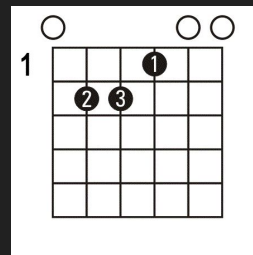


Попрактикуемся с аккордами

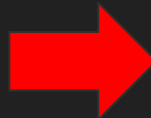
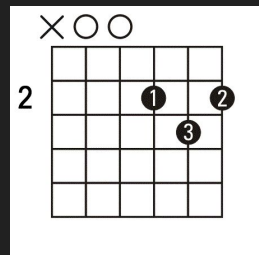
D



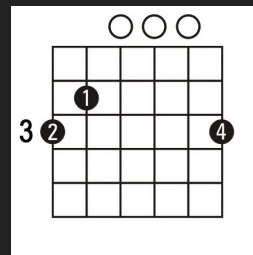
E



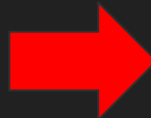
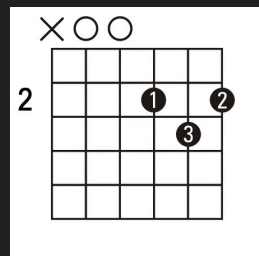
D



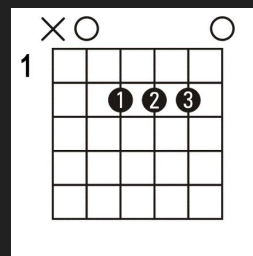
G



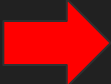
D



A



Попробуем по памяти?

Dm  **C**

Попробуем по памяти?

G → A7

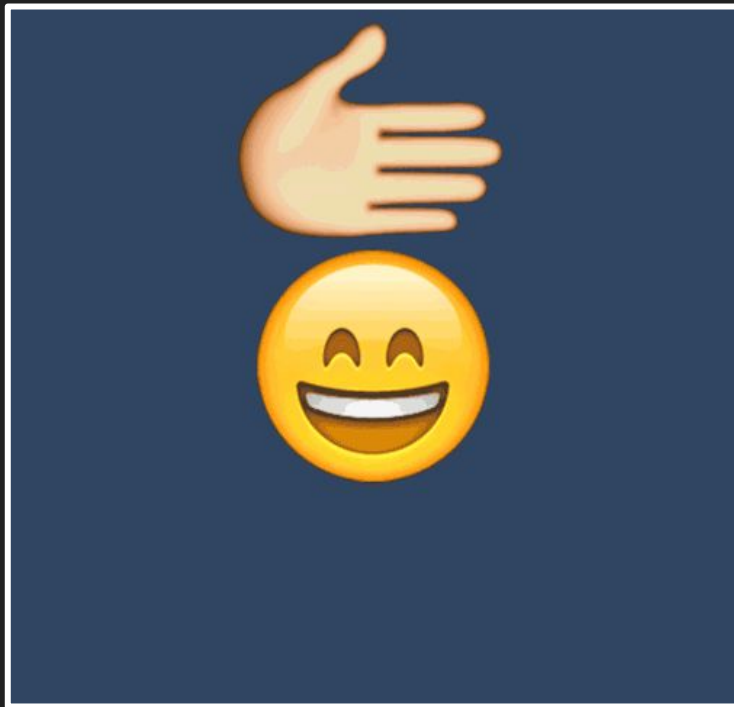
Закончили упражнение!



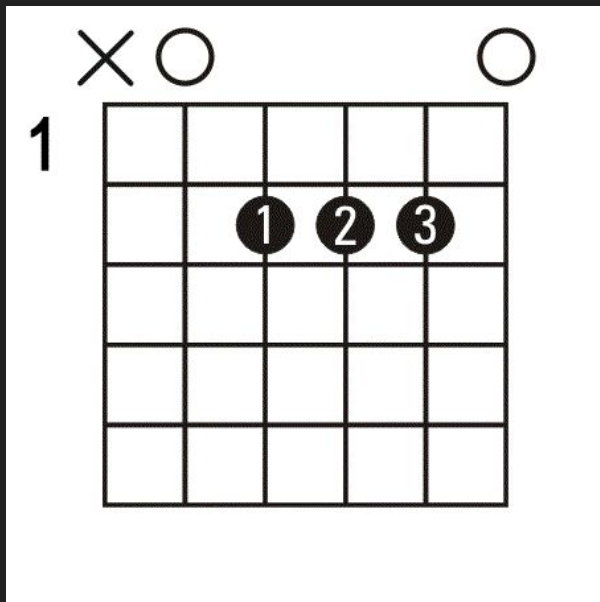
Почему одни песни весёлые, а
другие - грустные?



У каждого аккорда есть две
стороны - весёлая и грустная



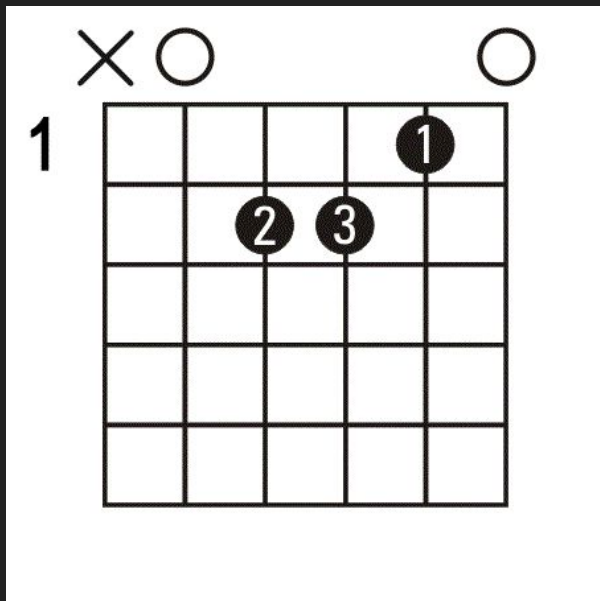
Мажор - весёлая сторона



- Звучат тепло, позитивно
- Из мажорных аккордов состоит большинство кантри-музыки, колыбельных и т.п.

А - ля-мажор

Минор - грустная сторона

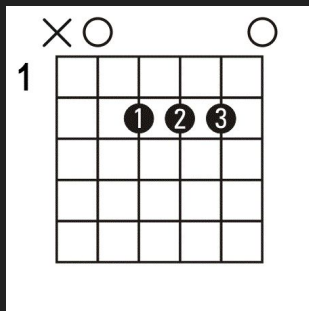


- Звучат задумчиво, хмуро
- Из минорных аккордов строится большинство роковых, дворовых песен и т.п.

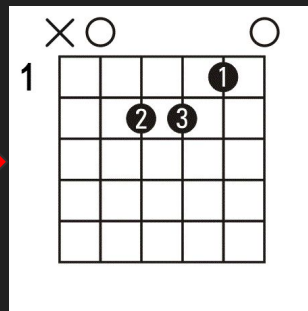
Am - ля-минор

Какой аккорд под знаком вопроса?

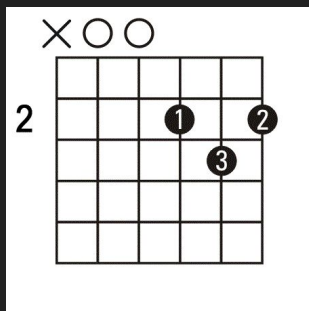
A



Am



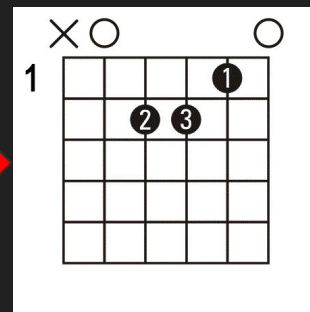
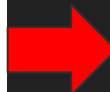
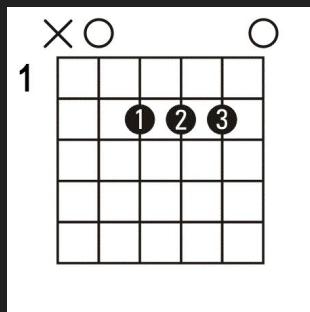
D



- Если у аккорда добавляется буква “m” - он становится минорным

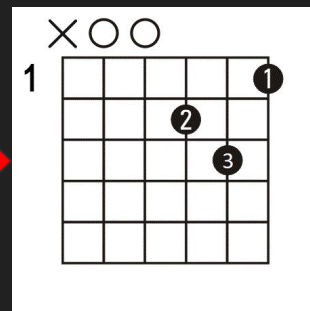
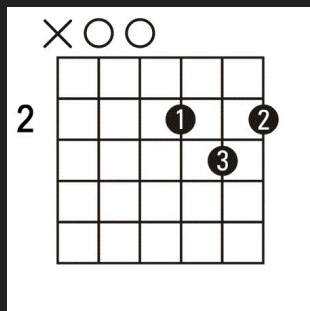
Правильно!

A



Am

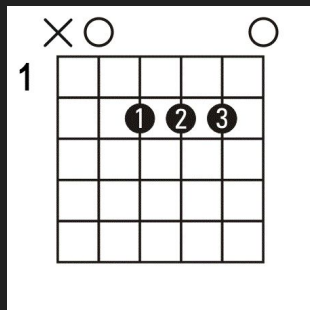
D



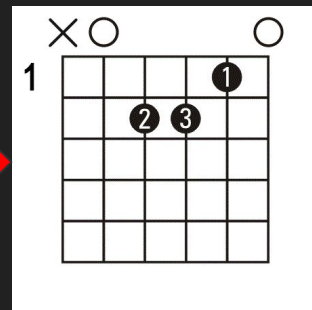
Dm

Мажор отличается от минора всего лишь одной нотой

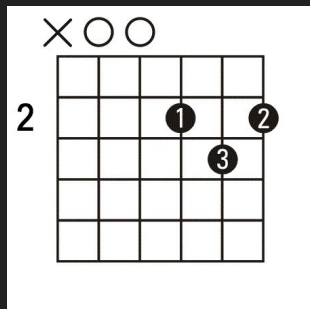
A



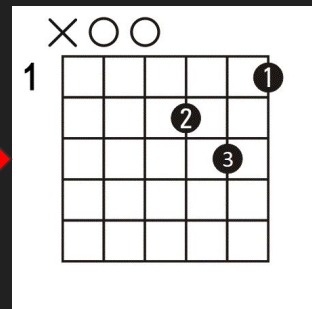
A^m



D



D^m



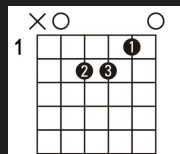
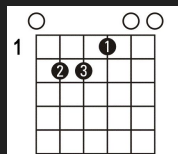
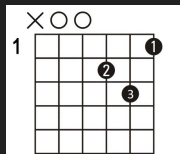
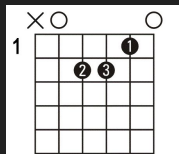
Послушайте, как изменение минора на мажор меняет песню

Am

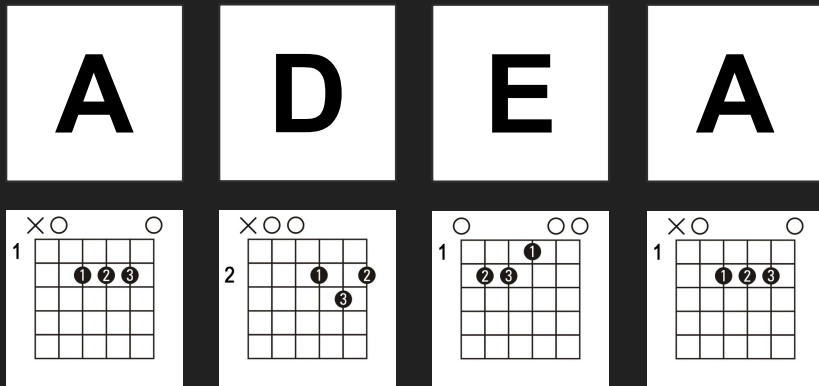
Dm

E

Am



А вот так?



А за что отвечает цифра 7 в
аккордах?

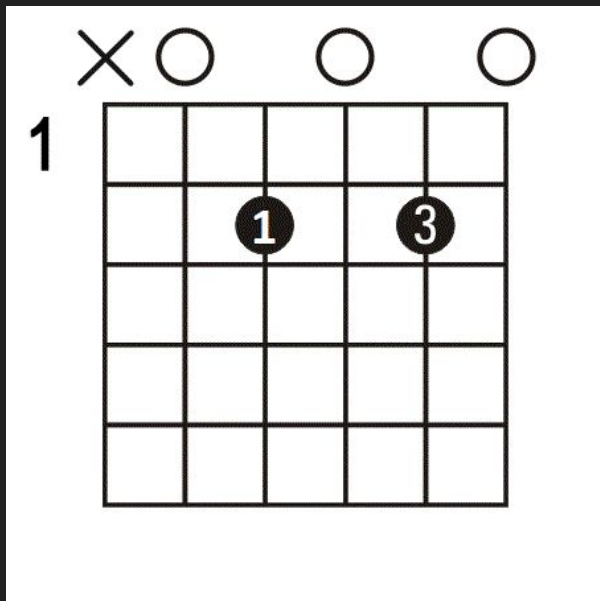


За джазовое звучание!



Цифру “7” удобно ассоциировать с саксофоном - они
визуально похожи

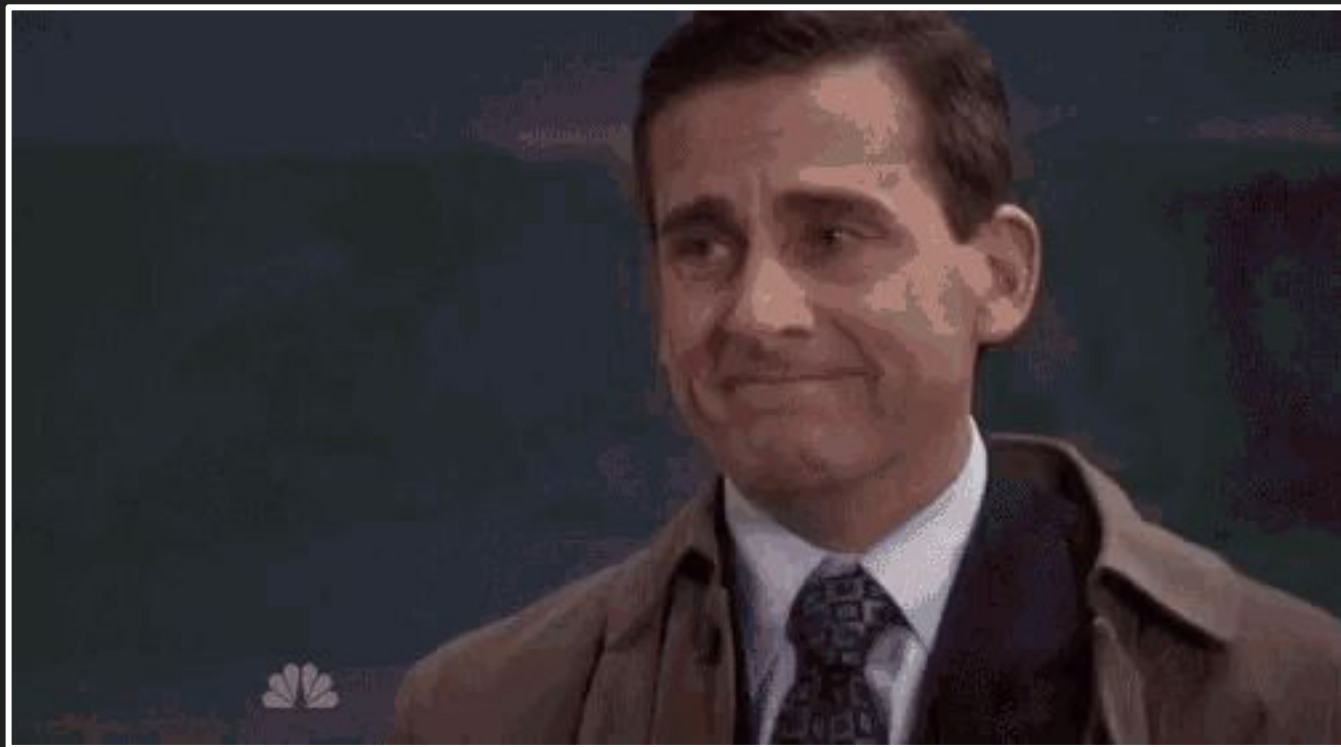
7 - (септ-аккорд)



- Придаёт звучанию джазовый характер
- Септ-аккорды используются в джазе и блюзе, но часто встречаются и в обычных песнях

A7 - ля-мажор-септ

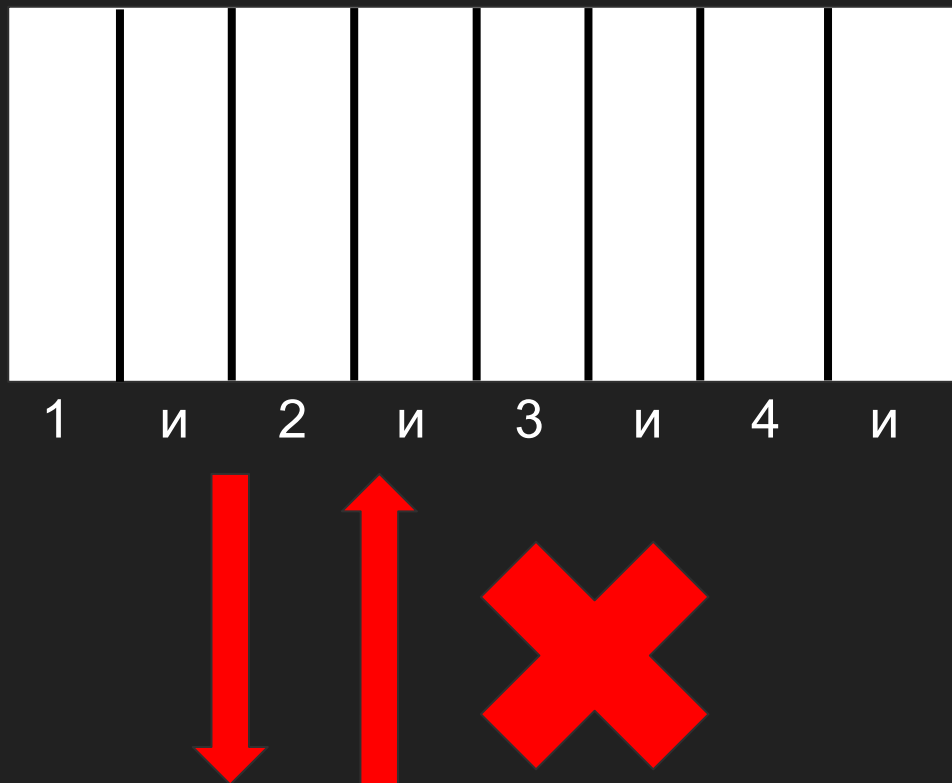
Понятно?



Конструктор боёв

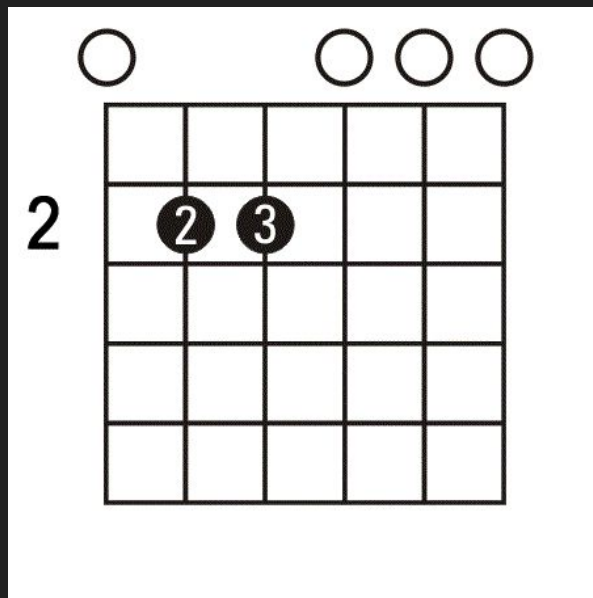


Давайте поиграем!



- Заполняем 8 ячеек любыми из 3-х элементов боя - “вверх”, “вниз” и “чпок”
- Можно делать пропуски
- Пробуем сыграть с аккордом!

Новые аккорды

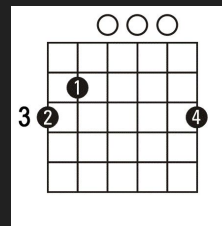
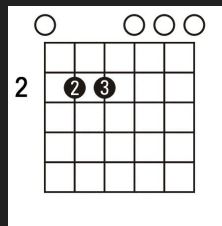
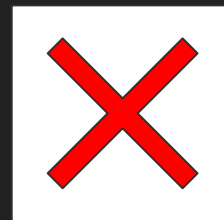
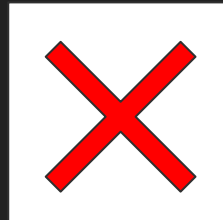
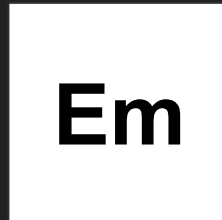


Em

Cranberries - Zombie



Cranberries - Zombie



1

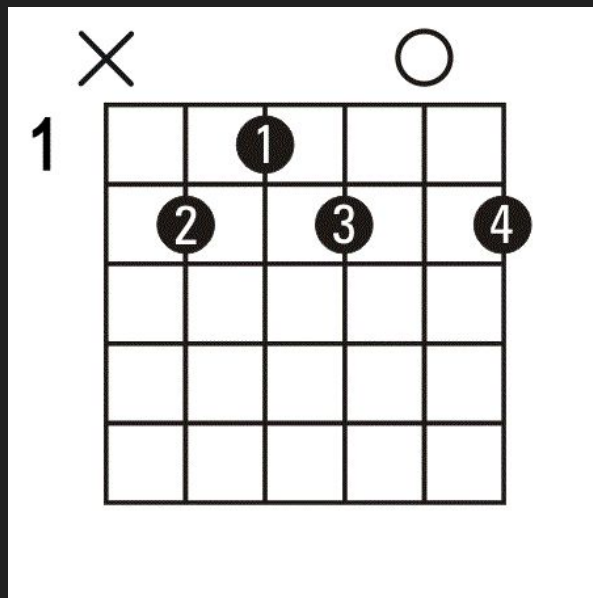
2

и

3

4

Новые аккорды

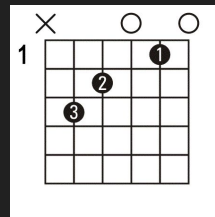
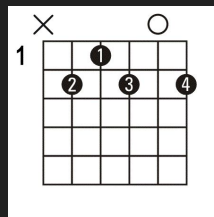
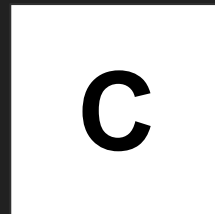
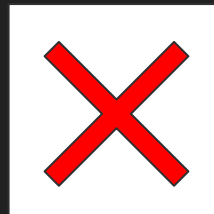
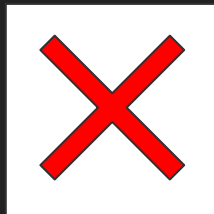


B7

Чиж и Ко - О Любви



ЧиЖ и Ко - О Любви



1

2

3

4

и

А попробуем песню без пустых
квадратов?

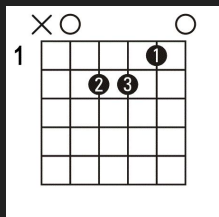


ДДТ - Дождь

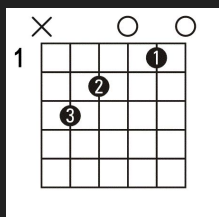


ДДТ - Дождь

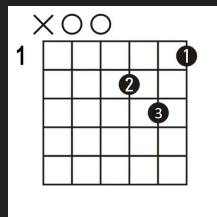
Am



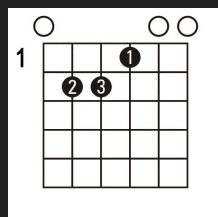
C



Dm



E



1 и 2 и



3 и 4 и

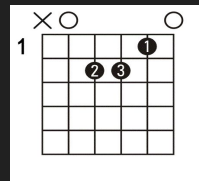
Домашнее задание

1. Упражнение на беглость пальцев

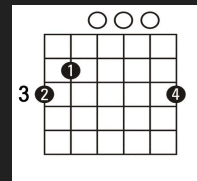
The exercise is written on a five-line staff in 4/4 time. It is divided into three measures by vertical bar lines. Red numbers 1, 2, and 3 are placed above the first, second, and third measures respectively. The first measure contains two stacked '4' time signatures on the left. Below the staff, there are four groups of two vertical lines forming a 'U' shape, representing finger positions. The second measure contains two groups of two 'U' shapes. The third measure contains four groups of two 'U' shapes. Fingerings are indicated by numbers 1, 3, 2, 4 above the notes. In the first measure, the first group of 'U' shapes is aligned with the first and second beats, and the second group with the third and fourth beats. In the second measure, the first group is aligned with the first and second beats, and the second group with the third and fourth beats. In the third measure, the first group is aligned with the first and second beats, the second group with the second and third beats, and the third group with the third and fourth beats. The fourth group of 'U' shapes is aligned with the first and second beats.

2. Аккордовая практика (новые цепочки смотри на онлайн платформе)

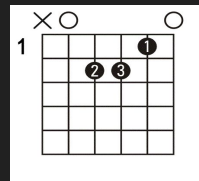
Am



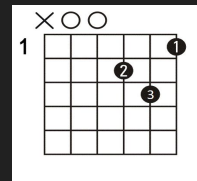
G



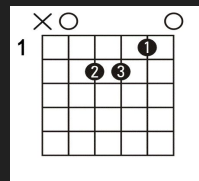
Am



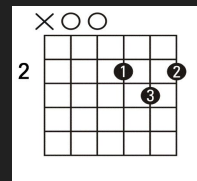
Dm



Am



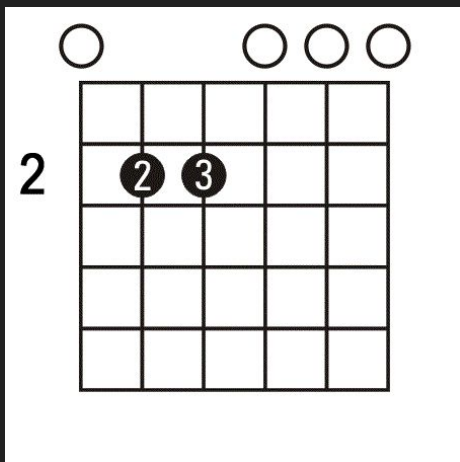
D



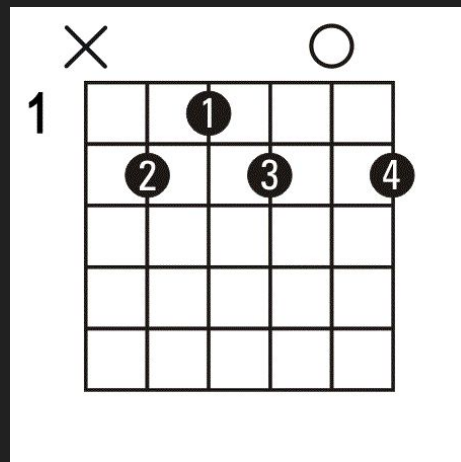
3. Песни которые проходили на уроке



4. Цепочки с новыми аккордами

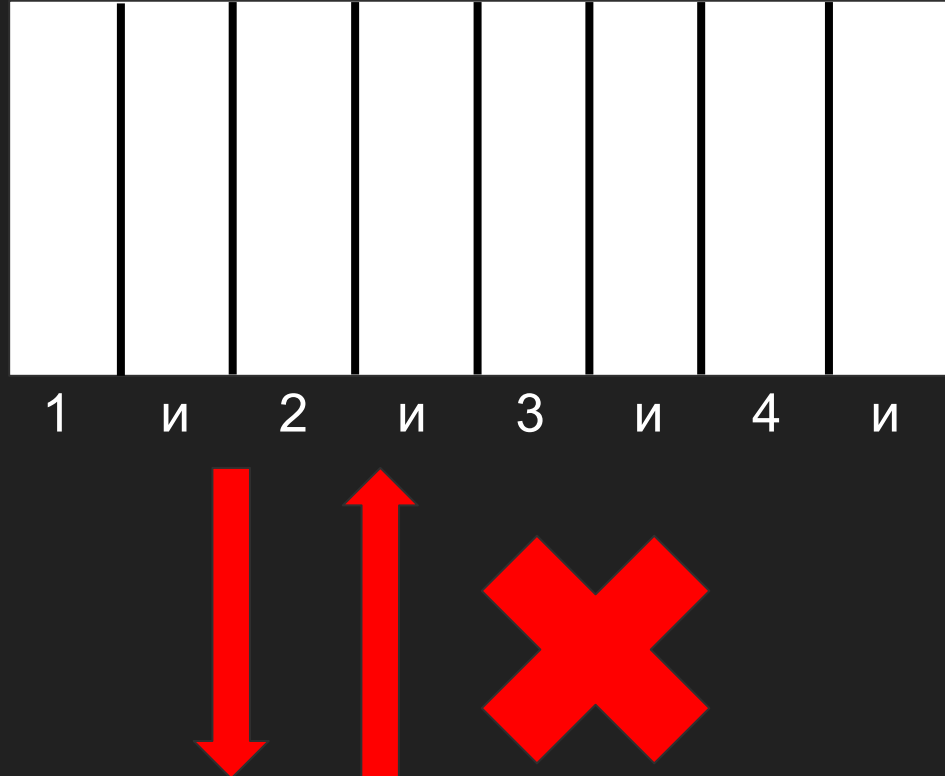


Em



B7

5. Придумать собственный бой



На следующем уроке...



Узнаем зачем нам большой палец на правой руке!

Всем спасибо за внимание!



Идём записываться к админам!