Island Rhythm and Blues
A Twin ‘T’ Island Adventure Workbook
Introduction

The Guitar Gym
The Guitar Gym is a family owned music school that caters to young musicians and emphasizes creativity. Lessons are offered in classes and private settings throughout the Central Coast. Gian Minardi, the owner, believes that music should be available for anyone who wants to learn, regardless of age or expertise. For this reason, Gian has developed a new teaching tool, called The Spinner, that brings music to a level that is understandable for all. The new method allows even ‘first timers’ the ability to play within minutes.

The Guitar Gym believes that it is important to get a child on an instrument to discover and create. The learning of sheet music, tablature, & chord boxes are important, but should compliment instruction and remain secondary. Another characteristic unique to the Guitar Gym is that they believe learning rhythm is paramount. All teachings begin with mastering a rhythm. This formula is key to stimulating proper skills and great learning habits for music.

Lessons
The Guitar Gym provides lessons for people of all ages and levels of capability. However, this specific lesson plan, ‘Island Rhythm and Blues’, is geared towards children ages 6-10 who prefer a visual technique and enjoy a storyline.

Rules and Expectations
It is expected that anyone who takes a lesson from The Guitar Gym is respectful, willing to learn, and prepared for each lesson. In order to be successful in music, practice is always the key. Success has a direct relation to the efforts invested.

Materials for Each Class
- Lesson Plan Workbook
- Guitar
- Pick
- Snack and Drink
Gian Minardi and student jammin’ on their guitars

Student walking song on big guitar neck

The drum quad that helps students learn rhythm

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Let’s Begin

Parts of the Guitar

- Frets are metal strips (usually nickel alloy or stainless steel) embedded along the fretboard. Pressing a string against a fret determines the pitch (specific sound).
- The nut is a fret made of a small strip of hard material. It is at the joint where the headstock meets the fretboard, its grooves guide the strings onto the fretboard. The nut is basically fret 0.

Instruction

In some of the lessons a diagram of a guitar neck is used to help with understanding musical concepts. To the right is an explanation of the diagram. Imagine holding your guitar, the string that is closest to your face (top string) is string 6. The string that is closest to the floor (bottom string) is string 1.

The diagram is viewed from the same perspective as when you are holding the guitar. If you hold this workbook parallel to the floor, string 6 is closest to your face and string 1 is the farthest away.
The Spinner

History of The Spinner
The Guitar Gym is in process of patenting a new tool designed to help people of all ages how to learn music. The tool being patented, shown below, is called The Spinner and it is the key to all our musical adventures. It is a unique form created with triangles and a clock laid over it. Each shape on The Spinner makes a sound and each space represents a distance between sounds. It may be hard to imagine but compare it to an overhead view of a drum kit.

What does The Spinner do?
The Spinner has several functions.

► The Spinner determines the mood of a song. The arrow on The Spinner gives the destination arrival time. The arrival time references the time of day and what mood is associated with that time. For example, the Spinner below shows 9pm. A song with a 9pm mood is going to sound dark and moody. What do you think a song with a 12pm mood sounds like?

► Also, The Spinner shows where to start playing on your guitar. Your teacher will tell you what fret the time on The Spinner represents, and the arrow on The Spinner will direct you to what shape to first play.

► Lastly, The Spinner displays what sounds to play and what sounds not to play. If the triangles are colored then those are the sounds required to play in the song. If the triangles are shaded with gray then those sounds are not to be played.

Play these sounds

Don’t play these sounds

On The Spinner below, what sounds will be played and what sounds will not?
Spinner notes

Movement around The Spinner
Again, it is important to keep in mind that each shape on The Spinner makes a sound, and each space represents distances between sounds. In order to use The Spinner it is crucial that its concept is understood.

**CLOCKWISE movement from the arrival time makes the pitch HIGHER**

For example:
- Place your finger at **9pm** on The Spinner. This space represents a sound.
- Move to **10pm**. This direction is clockwise. Moving that direction creates a higher pitched sound. **Now think of a number on The Spinner; Using that number and moving clockwise, what number would make a higher pitched sound?**

**COUNTER-CLOCKWISE movement from the arrival time makes the pitch LOWER**

For example:
- Place your finger at **9pm** on The Spinner. This space represents a sound.
- Move to **8pm**. This direction is counter-clockwise. Moving that direction creates a lower pitched sound. **Now think of a number on The Spinner; Using that number and moving counter-clockwise, what number would make a lower pitched sound?**
The Story

Many years ago, there was an island called the Twin ‘T’ Island. It was called that because it looked like two ‘T’s. This island was full of talented musicians and they loved to learn, create, and teach music. One dark night, the people of Twin ‘T’ had a massive concert. The music was said to have been so loud and powerful; it rocked like never before. The sounds were so thunderous, legend has it, that a great earthquake occurred and the island split into two ‘T’ islands. When the islands split, buildings fell and musical compositions, teaching books and many other musical treasures were buried. **We are going to travel in search of some of these lost treasures and use what we find to create our own music.**

The two separate islands are nearly identical in shape but we will find that each village has a different musical sound. There is so much we can learn from each one of them about music. We will gather our findings from each village and discover new things and old. So get your passport and let’s go!
Shuffle Rhythm

Rhythm
On our way to the islands we hear a song with a distinct rhythm. Do you know the definition of a rhythm? *A rhythm is a pattern of repetition.*

Shuffle Rhythm
The song we hear being played uses a rhythm pattern called a ‘shuffle’. A shuffle rhythm is sometimes called a ‘heartbeat’ rhythm because its beat mimics the pounding of a heart. *The shuffle rhythm is made up of two parts, a ‘shuf’ and a ‘fle’.*

**SHUF + FLE**

*heart + beat*

Practice
- Try playing the shuffle rhythm on a drum
- With your fingers on The Spinner below, play a ‘shuf’ on **9pm** and a ‘fle’ at **3pm**.
Lesson one
Welcome to Coconut Grove

Tour Guide: Ed
Island Time: 9 PM

Our first destination is going to be fun. We are going to learn a lot about the music from this village.

As we land on the beach we see Ed, playing the coconut rattles, and he seems to be giving us instructions!
On the map to the left, please **mark the location of Coconut Grove.**
(see page 5)
Clue

On our walk through Coconut Grove our guide, Ed, found an old bottle. Inside the bottle was a weathered piece of paper with part of a song called “Island Rhythm and Blues” and some scribbled notes:

Let’s Play

1. **Tune** your guitar.
2. With your teacher’s help translate the clue. **9pm is connected to the 6th string.**
3. **Play 9pm** *(6th string on Fret 0)*
   **Pause for 4 beats** Repeat four times.
4. Translate **7pm** by counting frets clockwise around the Spinner. You should arrive at the **10th fret**
   Play **5 6** on the **6th string** of your guitar.
5. Translate **6pm**. **What fret are you on?**
   Play **4 5**
6. Translate **4pm**. **What fret are you on?**
   Play **3 4**
7. Translate **2pm**. **What fret are you on?**
   Play **7**
8. Translate **4pm** again. Play **5 6**

Odd Numbers = Shuf
Even Numbers = Fle
triangle = Shhhhh!!
Lesson Summary

What did we learn today?

- *The Spinner is a tool that is used to learn music.*
  Each space on The Spinner represents a sound that relates to a specific instrument.
- *A rhythm is a pattern of repetition.*
- *A shuffle rhythm is a rhythm that sounds like a heart beat.*
  The shuffle rhythm is made up of two parts, *shuf* + *fle*.
  A ‘*shuf*’ is played on odd numbers on The Spinner, and is a downstroke.
  A ‘*fle*’ is played on even numbers on The Spinner, and is an upstroke.

Souvenirs and Notes

If you have any questions or need to write some notes, this is the place to do it!

<table>
<thead>
<tr>
<th>6th String</th>
<th>5th String</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Fret</td>
<td>5th Fret</td>
</tr>
<tr>
<td>9th Fret</td>
<td>4th Fret</td>
</tr>
<tr>
<td>7th Fret</td>
<td>2nd Fret</td>
</tr>
<tr>
<td>5th Fret</td>
<td>0 Fret</td>
</tr>
<tr>
<td>7th Fret</td>
<td>2nd Fret</td>
</tr>
</tbody>
</table>

1. In the back of the book on pg 31, there is the ‘Rhythm and Blues’ handout. Your teacher will show you how to use it. *Please practice* what we did in class today (steps 1-6), so you are well prepared for next class.

2. **Clone tones** are notes that have identical sounds but are located on different strings. Play the clone tones on string 5 based on the tones from string 6 provided below. These notes should sound the same! cool huh?

<table>
<thead>
<tr>
<th>6th String</th>
<th>5th String</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Fret</td>
<td>5th Fret</td>
</tr>
<tr>
<td>9th Fret</td>
<td>4th Fret</td>
</tr>
<tr>
<td>7th Fret</td>
<td>2nd Fret</td>
</tr>
<tr>
<td>5th Fret</td>
<td>0 Fret</td>
</tr>
<tr>
<td>7th Fret</td>
<td>2nd Fret</td>
</tr>
</tbody>
</table>

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Lesson two
Coconut Grove day two

Tour guide: ed
Island time: 9 PM

There is so much to learn at Coconut Grove that we are staying for another night!
CLUE
On our second day at Coconut Grove Ed meets us again and brings his Spinner. We have a lot to learn today so let’s get started!

Let’s Play

1. **Tune** Your guitar.
2. With your teacher’s help translate the clue to the 6th string of your guitar going clockwise using a shuffle rhythm.
3. Play counter-clockwise from 12th fret which is 9pm.
4. Play 8pm on the open 6th string. Move clockwise and play 12pm.
5. Return to 8pm and then Play 2pm. Return to 8pm and Play 3pm.
6. Continue this pattern but reverse it and move counter-clockwise. Start at 9pm and Play 7pm. Return to 9pm and Play 4pm. Return to 9pm and Play 3pm. Return to 9pm and Play 2pm.
7. We are now going to create our own drone patterns to add to our song from last week. **Fill out your drone in the homework area.**
Lesson Summary

What did we learn today?

- A drone is a pattern of playing and returning to a note.
- We learned how to compose our very own drone.

Souvenirs and Notes

If you have any questions or need to write some notes, this is the place to do it!

Homework

1. In the back of the book, on pg 31, there is the ‘Rhythm and Blues’ handout. Your teacher will show you how to use it. Please practice what we did in class today (steps 7-12), so you are well prepared for next class.

2. Fill out the spaces below with your very own drone pattern.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>9pm</td>
<td>9pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>9pm</td>
<td>9pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Lesson three
Welcome to Breakpoint

Tour guide: Alex
Island time: 9 PM

We have moved to another village on the island in hopes of getting different sounds and ideas to make our song more interesting.

As we land on the beach we see Alex, playing the ipu drum, and she seems to be giving us instructions!
On the map to the left, please mark the location of Breakpoint.
(see page 5)
Clue

Alex wants us to know that *Breakpoint is a special village*, they definitely have sounds that are different than Coconut Grove. But before the earthquake, they were a part of a much larger village. The earthquake split the land, and the village was cut in half. One half became part of the other ‘T’ island near The Blue Water Cove. That location also calls their village ‘Breakpoint’ and their sounds are identical. *The sounds at Breakpoint are different than what we are used to at Coconut Grove.*

Alex heard about our song and wanted to share her Breakpoint version with us. But before she shares it, she wants us to note that the *movements around The Spinner, the Shuffle Rhythm, and the spaces on The Spinner are the same* as at Coconut Grove. She says *only the sounds are different.*

Alex hands us a tool she found and uses to write her music. Do you recognize it?
Yes! It’s The Spinner. This time, it is a little different.

- There is an additional wheel added and it has the letter ‘A’ at 9pm that stands for the Key of A. This letter ‘A’ on the clue reminds us that this is a different sound, or mood, than we are used to from Coconut Grove.

We know what our version of the song sounds like, so now let’s hear what Alex’s version sounds like. It will be interesting to hear if we notice similarities and differences.

**Let’s Play**

1. You can see on the clue that we will be using Alex’s Spinner with the rhythm patterns from our old clue. But keep in mind that even though the rhythm patterns are the same, the sounds will be different.

2. The lines below represent a guitar neck (see pg 2). Write the times and frets on string 5 and discover what the song looks like when played at Breakpoint.

3. Walk this on the guitar neck on string 5

4. Play this on your guitar on string 5

5. To allow us to play 9pm we have to play all that we just played on another string. Play all those sounds on string 4 so that String 5 can be played open and ring out at 9pm. These are clone tones.

6. On the neck above write the clone tones (identical sounding notes) from string 5 onto string 4

7. Walk it on the big guitar neck.

8. Look at your Island Rhythm and Blues Steps on page 31. Play steps 13-17
9. Look on page 13 and copy your drone onto The Spinner below. **Play your drone on string 5**

10. Add your drone to step 18 on your Island Rhythm and Blues Steps, and **play steps 13-18**

Here at Breakpoint we have learned the same steps from Coconut Grove (key of E), except on a different string (key of A). Our song is coming together!

11. **Play it all together, steps 1-18**

Odd Numbers = Shuf
Even Numbers = fle
\[\text{△} = Shhhhh!!\]

String: ____
Fret: ____
Lesson Summary

What did we learn today?

- When there is an additional wheel added to The Spinner, it means that the type of music, or mood of music, is a different sound than other Spinners. The letter within the circle tells you what kind of mood will be played.

Souvenirs and Notes

If you have any questions or need to write some notes, this is the place to do it!

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Homework

1. At the back of the book on pg 31, there is the ‘Rhythm and Blues’ handout. Your teacher will show you how to use it. Please practice what we did in class today (steps 13-18), so you are well prepared for next class.
Lesson Four
Welcome to Pipeline

This is the last village on the island that we will be learning sounds from in this lesson. This village’s sound will make our song complete.

As we approach the beach we see Bob, catching a wave with his ukulele, and he seems to be giving us instructions!
On the map to the left, please mark the location of Pipeline. (see page 5)
Clue

The sounds at Pipeline are different than what we are used to at Coconut Grove and Breakpoint. Bob heard about our song and wanted to share his Pipeline version. But before he shares it, he hands us a tool he found and he uses to write his music. Bob wants us to note that some parts of the music are the same and others are different from our previous spinners.

Differences with Bob’s Spinner:

- *Inside the extra wheel is the letter ‘B’* that reminds us that this spinner makes a different sound than our previous spinners.
- We will be at 9pm on our clock, but Bob wants us to **make 9 pm fret 2 on string five**. Wow! That’s really going to be different. We always played fret 0 at 9pm. It’s fun to travel to new places because we are able to try new things.
- We will use the **same rhythm pattern**, except we had originally played 4 shuffles, and with this spinner we will **only use 2 shuffles**. Just for steps 1-4. This will make this new part of our song shorter than we are used to learning.

Odd Numbers = Shuf
Even Numbers = fle

△ = Shhhhh!!

String: ____
Fret: ____
Just as a reminder, the letter ‘B’ on the clue reminds us that this spinner has a different sound, or mood, than we are used to from Coconut Grove and from Breakpoint. We know what our version of the song sounds like, and we heard how it changed at Breakpoint with Alex’s version, now let’s hear what Bob’s version sounds like.

**Let’s Play**

1. We will be using Bob’s Spinner with the rhythm patterns from our old clue. Look back at the clue from Coconut Grove and copy the rhythm patterns from it onto Bob’s Spinner (1-4 only). But keep in mind that even thought the rhythm patterns are the same, the sounds will be different.

2. The lines below represent a guitar neck. Write the times and frets on string 5 and discover what the song looks like when played at Pipeline.

3. Walk this on the guitar neck on string 5 starting at 7pm.

4. Play this on your guitar on string 5.

5. Go to your Island Rhythm and Blues steps (page 31). Play step 25.

6. Copy your drone from the Breakpoint lesson (page 19) onto The Spinner.

7. Play your drone on string 5.

8. Add your drone now to step 26 and play it all together (step 25-26).
Let’s Play

9. Just for fun Bob has us try something, he hands us a spinner with some sounds and a fun rhythm.

10. The notes and rhythm on this new spinner are **Steps 31–35** on The Island Rhythm & Blues handout. **Play them on your guitar.**

Odd Numbers = Shuff
Even Numbers = Fle
△ = Shhhhh!!

String: _____
Fret: _____
Lesson Summary

What did we learn today?

1. Remember, we are not going to focus on memorizing notes, The Spinner, or how we decide what to play. We are just doing exercises that familiarize us with techniques, patterns, and sounds. The understanding will come later because we will go through these steps many times.

2. So far, we have completed:
   - Steps 1-12 at Coconut Grove in the Key of E including writing our own solo.
   - Steps 13-18 at Breakpoint in the Key of A and included our drone solo.
   - Steps 25-26 and 31-35 at Pipeline and included the first half of our drone.

Souvenirs and Notes

If you have any questions or need to write some notes, this is the place to do it!

Homework

1. At the back of the book on pg 31, there is the ‘Rhythm and Blues’ handout. Your teacher will show you how to use it. Please practice what we did in class today (steps 25-26, and 32-35), so you are well prepared for next class.
For our last lesson we are going start at Coconut Grove. All our tour guides will come with us as representatives of the sounds and moods we learned from their villages.

So far we have been learning the steps to our song out of order. Our song has 35 steps in total, and now we are going to arrange them in the right order and play it all together.
Although there are 35 steps to completing the song, we only make **7 stops** on our adventure. Each stop makes a certain sound and mood (key), depending on where it is. Below are the three locations we visited in this adventure represented by their tour guides:

- **Alex** Key of A
  - Coconut Grove
- **Ed** Key of E
  - Coconut Grove
- **Bob** Key of B
  - Pipeline

**Clue**

The sequence of steps:

1. **Ed** Key of E
   - Coconut Grove
2. **Alex** Key of A
   - Breakpoint
3. **Ed** Key of E
   - Coconut Grove
4. **Ed** Key of E
   - Coconut Grove
5. **Bob** Key of B
Let’s Play

I want you to imagine all of our tour guides sitting around a campfire, they are all ready to play our song, Island Rhythm and Blues. However, each tour guide has a specific sound and has to wait until it’s their turn to play.

» Below is the order of the seven stops we made on our adventure represented by our tour guides.

» Watch your teacher play our song and listen for the sounds to change as he moves from stop to stop.

» Let’s have a volunteer play the seven stops one at a time, just as your teacher did. Turn to page 31 for the whole song. Let’s all play!

Congratulations! You have completed the song ‘Island Rhythm and Blues’!
<table>
<thead>
<tr>
<th>Left hand</th>
<th>Right hand</th>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. String 5 / Fret 5</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>2. String 5 / Fret 4</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>3. String 5 / Fret 2</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>4. Open</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>5. String 5 / Fret 2</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>6. Mute - Drone</td>
<td>Chi-Ka</td>
<td>Shuffle x4</td>
</tr>
<tr>
<td>7. String 5 / Fret 5</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>8. String 5 / Fret 4</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>9. String 5 / Fret 2</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>10. Open</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>11. String 5 / Fret 2</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>12. Mute - Drone</td>
<td>Chi-Ka</td>
<td>Shuffle x4</td>
</tr>
<tr>
<td>13. String 4 / Fret 5</td>
<td>Strum 5 &amp; 4</td>
<td>Shuffle</td>
</tr>
<tr>
<td>14. String 4 / Fret 4</td>
<td>Strum 5 &amp; 4</td>
<td>Shuffle</td>
</tr>
<tr>
<td>15. String 4 / Fret 2</td>
<td>Strum 5 &amp; 4</td>
<td>Shuffle</td>
</tr>
<tr>
<td>16. Open</td>
<td>Strum 5 &amp; 4</td>
<td>Shuffle</td>
</tr>
<tr>
<td>17. String 4 / Fret 2</td>
<td>Strum 5 &amp; 4</td>
<td>Shuffle</td>
</tr>
<tr>
<td>18. Mute - Drone</td>
<td>Chi-Ka</td>
<td>Shuffle x4</td>
</tr>
<tr>
<td>19. String 5 / Fret 5</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>20. String 5 / Fret 4</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>21. String 5 / Fret 2</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>22. Open</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>23. String 5 / Fret 2</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle</td>
</tr>
<tr>
<td>24. Mute - Drone</td>
<td>Chi-Ka</td>
<td>Shuffle x4</td>
</tr>
<tr>
<td>25. String 5 / Fret 2</td>
<td>Strum 5 &amp; 4</td>
<td>Shuffle x2</td>
</tr>
<tr>
<td></td>
<td>String 4 / Fret 4</td>
<td></td>
</tr>
<tr>
<td>26. Mute - Drone</td>
<td>Chi-Ka</td>
<td>Shuffle x2</td>
</tr>
<tr>
<td>27. String 4 / Fret 2</td>
<td>Strum 5 &amp; 4</td>
<td>Shuffle x2</td>
</tr>
<tr>
<td>28. Mute - Drone</td>
<td>Chi-Ka</td>
<td>Shuffle x2</td>
</tr>
<tr>
<td>Left hand</td>
<td>Right hand</td>
<td>Rhythm</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>29. String 5 / Fret 2</td>
<td>Strum 6 &amp; 5</td>
<td>Shuffle x2</td>
</tr>
<tr>
<td>30. Mute</td>
<td>Chi-Ka</td>
<td>Shuffle x2</td>
</tr>
<tr>
<td>31.</td>
<td></td>
<td>Rest</td>
</tr>
<tr>
<td>32. Open</td>
<td>Strum 5</td>
<td>-fle</td>
</tr>
<tr>
<td>33. String 5 / Fret 1</td>
<td>Strum 5</td>
<td>Shuf-</td>
</tr>
<tr>
<td>34. String 5 / Fret 2</td>
<td>Strum 5</td>
<td>-fle</td>
</tr>
<tr>
<td>35.</td>
<td></td>
<td>Rest for 3, 4</td>
</tr>
</tbody>
</table>

**Key**
- Coconut Grove - **Key of E**
- Breakpoint - **Key of A**
- Pipeline - **Key of B**