

Reflections About Teaching V-2 Chord Groups

Ted Greene, 1985-05-18

Reflections after a year or two of trying both:

- 1) V-2 one set at a time,
- 2) V-2 all sets at once.

Why teach “one string set” at a time when you actually use crossovers more?

- 1) The crossovers feel so good that the student may never learn to go up and down each set, one at a time, which he or she will need at the top and bottom of the board.
- 2) You can't give *most* students all the chord forms at once of any one type (say, V-2 dominant 7) since they can't process this much information for quite a long time (and it may drain a sizeable portion of them emotionally and enthusiasm-wise).
- 2a) The other alternative is to give them small *sections* of the neck *with* crossovers, *but* many will feel less responsive to the *seeming* lack of an overall system to this. At least with one set at a time there is general acceptance and good feeling and results. (But even then, they need lots of review, application, and the like for real long-term absorption.)

REFLECTIONS AFTER A YEAR OR 2 OF TRYING BOTH: ① V-1 ONE SET AT A TIME
② V-2 ALL SETS AT ONCE 5-18-85
WHY TEACH ONE SET "AT A TIME" when
you actually use crossovers more?
^{STRONG}

* ① The crossovers feel so good that the student may never learn to go up & down each set, one at a time, which he or she will need at the top of the ^{land} and bottom board.

② You can't give most students all the chord forms at once of any one type (say ^{V-2} Dom. 7) since they can't process this much information for quite a long time (and it may drain a sizeable portion of them emotionally). ^{not enthusiasm-wise} ②a The other alternative is to give them small sections of the neck w/ crossovers, BUT many will feel less responsive to the SEEMING lack of ^{an overall} system to this. At least w/ one set at a time, there is a general acceptance and good feeling about AND results. (But even then, they need lots of review, application and the like for real ^{LONG-TERM} absorption).