



Shelly Hamilton | Tuesday, June 14, 2016

**Message Title:** Accompanying Made Simple

1. \_\_\_\_\_

Apply what you do know to what you don't know!

2. \_\_\_\_\_

A. To enhance the \_\_\_\_\_ by:

SUPPORTING, BUT NOT GETTING IN THE WAY  
BEING A FOLLOWER

B. To enhance the \_\_\_\_\_ by:

WORD PAINTING THE LYRICS WITH STYLE  
WORD PAINTING THE LYRICS WITH CHORD PATTERNS

3. \_\_\_\_\_

A. Follow the \_\_\_\_\_ indicated by the  
song's 4-part-writing.

B. \_\_\_\_\_ out the chords by using your ear.

C. Plan an \_\_\_\_\_ of the accompaniment and  
a mood setting introduction.

D. Choose appropriate accompanying \_\_\_\_\_.

E. Determine if a \_\_\_\_\_ would be beneficial.

4. \_\_\_\_\_

- A. Let the \_\_\_\_\_ take pick-up notes by himself.
- B. Seldom play the \_\_\_\_\_.
- C. Set a comfortable \_\_\_\_\_ for the singer, appropriate to the song.
- D. When the singer has a lot of \_\_\_\_\_, stay simple—when the singer is \_\_\_\_\_, provide motion.

5. \_\_\_\_\_

- A. Blocked chords
- B. Arpeggiated and rolled chords
- C. Horn fifths
- D. Pedal tone octaves – LH and RH
- E. Scales
- F. Arpeggios

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

