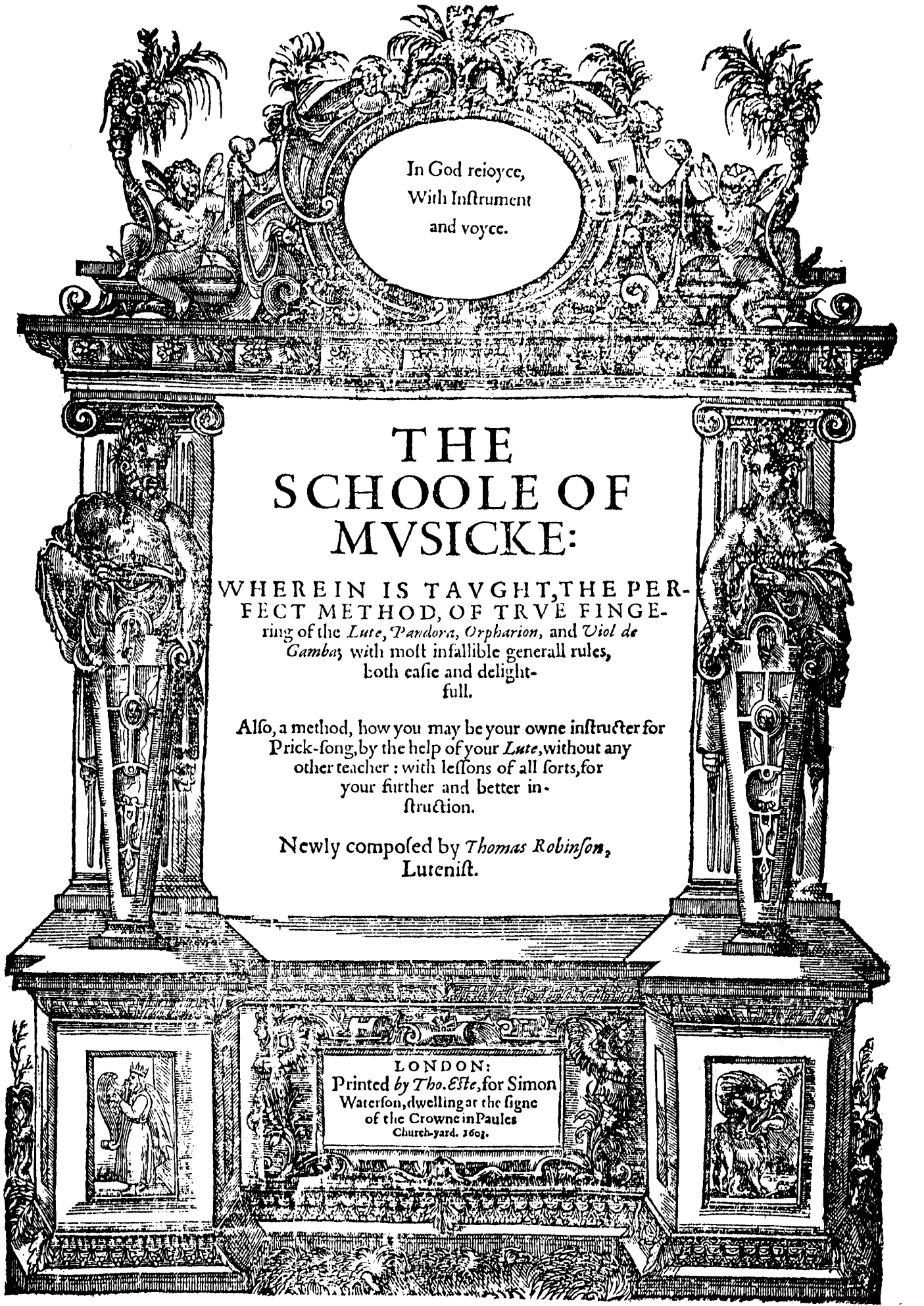




In God reioyce,
With Instrument
and voyce.

THE SCHOOLE OF MVSICKE:

WHEREIN IS TAUGHT, THE PERFECT METHOD, OF TRVE FINGERING of the *Lute*, *Pandora*, *Orpharion*, and *Viol de Gamba*; with most infallible generall rules, both easie and delightfull.

Also, a method, how you may be your owne instructor for Prick-song, by the help of your *Lute*, without any other teacher: with lessons of all sorts, for your further and better instruction.

Newly composed by *Thomas Robinson*,
Lutenist.

LONDON:
Printed by *Tho. Este*, for *Simon Waterson*, dwelling at the signe of the Crowne in *Paules Church-yard*. 1603.

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TO THE RIGHT VER- TVOVS,HIGH,AND MIGHTIE PRINCE KING IAMES,OVR DRED

SOVERAIGNE,BY THE GRACE OF GOD,KING

of England, Scotland, France, and Ireland, defender of the
Faith, &c. long life, happie daies, and
most prosperous raigne.



S there is not any thing in this world more acceptable vnto God, (most gracious Soueraigne) then a contrite heart: so I presume that there is not any thing in this world (next to the loue of God) more acceptable vnto your Majestie, then a true and loyall subject. Thus vsing this perswasion, for a sure argument of your Majesties gracious acceptance, I presume to manifest my selfe, a most true and loyall subject vnto your Majestie. In token whereof, I haue gathered the chiefe of my treasure, the which in most humble and obedient manner, I present vnto your Highnesse: beseeching your Highnesse not to mislike your subject, for the subject, sith it is for the good of all your Majesties louing subjects. The *Art* is deuine, the *Instrument* laudable, my *Meaning* good, my *Skill* drownde in the depth of *Catoes* wordes (who saith) *Nec te collaudes, nec te culpaueris ipse*. And yet I can say for my selfe, that once I was thought (in *Denmarke* at *Elsanure*) the fittest to instruct your Majesties Queene, our most gracious Ladie and Mistres.

Thus prostrating my selfe at your Majesties feet, incessantlie crauing pardon for my bold attempt, I rest. Restles in praier, for your Graces welfare, both now and euer.

Your Majesties

most loyall and

obedient subject,

Thomas Robinson.



To the Reader.



Ight courteous Gentlemen, and gentle Readers, your fauourable acceptance of my first fruits from idlenesse, hath eccited mee further to congratulate your Musicall endeaouers. And in my conceit, I can no way better fit your good and willing mindes, then in shewing you how you may very soone, and very perfectly instruct your selues to play (vpon your best beloued instrument) the *Lute*, also the *Orpharion*, *Pandora*, and *Viol de Gamba*, any lesson (if it bee not too too trickified) at the first sight. But bee it as it bee may, you shall haue rules of reason, to ouer-rule vnreasonable odd Cratchets, giueing you to vnderstand, that what is beyond the true course of Nature, must needes bee without all compasse of Art; and withall, nothing out-runne Nature but Follie : so much for that.

Also (for example sake) I haue set some lessons of all sorts : whereof some being old, I was requested to set them new after my fashion, some new out of the fat, some neither very new, nor very old, but yet all mine owne setting, and the most of them, mine owne inuention.

But Gentlemen, once more I will make you promise, that if these Masterlike rules, and Scholerlike lessons, doe but any whit content you, I will come forth, *With Cracke mee this Nut*, (I meane) onely lessons for one, two, and three Lutes, and some with ditties, wherein I will striue either (for euer) to winne your fauours, or starue in the dole of your disgrace. *vale.*

More for you, than for him-selſe,

Thomas Robinson.

The Schoole of Musicke, perfectly teaching the true fingering of the Lute, Pandora, Orpharion,

and Violl de Gamba, Dialogue wise, betwixt a Knight, (who
hath children to be taught) and *Timotheus*,
that should teach them.

KNIGHT.



YO V are hartelie welcome into the countrie, and the better welcome, for that you come at the first sending for, for it is an old saying, that cunning men are curious, especially Musitions.

TIMOTHEVS.

Sir, if I had thought I should not haue beene welcome, you might haue thought me vnwise to haue taken all this paines: againe, it was my promise to instruct your children, and am readie at your pleasure; but I pray you, why should Musitions bee more curious then others.

Kni. In keeping your promise, you haue done well, and so well as I can, I will answere your demand: in mine opinion, I think it impossible to be a good Musition, except a man be scene in all the seauen liberall Sciences, for I know many great clarkes in Diuinitie, Philosophie, Law, Philosophie, &c. that haue small, or no knowledge at all in Musick; nay, some that quite reiect it. Now sith it behoueth a good Musition to bee somewhat scene in all Arts, I conclude, that this all (with the help of an od crotchet) is the reason why Musitions are so curious.

Tim. Trulie sir, your concluding all, is both short & sharp, how be it I must graunt you this, that it is behouefull a Musition that would bee excellent, to be scene in all or the most part of the seauen liberall Arts, and so neere as I can, I will shew you which, and how necessarie those are, that a Musition ought not to be ignorant off. First hee must be a diuine, that is, he must be diuinelie giuen, he must aboue all things serue God, that God may blesse him, in all his good indeuoures; hee must read the scriptures, for it is the fountaine of all knowledge, & it teacheth the diuine harmonie of the soule of man: for Musicke is none other then a perfect harmonie, whose diuinitie is scene in the perfectnesse of his proportions, as, his vnison sheweth the vnitie, from whence all other, (concordes, discordes, consonancies, or others whatsoeuer) springeth, next his vnitie, his third: (which is the perfectest concord that is in all Musicke) representeth the perfect, & most holie Trinitie; his fift, (the most perfect consonance in all Musicke, for that it is the verie essence of all concord) representeth the perfection of that most perfect number of fife, which made the perfect atonement, betweene God, and man; His eight, (which as it is, but as his vnison,) representeth his *Alpha* and *Omega*: & as what is aboue his eight, is but as a repetition, as from his vnison, as it were a new beginning; so it sheweth our returne from whence we came, as it were, in notes of Musicke, in a long or short time, sweet or sowre composition, and thus, (I hope, without offence to that most holie *Alpha* and *Omega*) I conclude, the necessitie of diuinitie in a Musition. Now that a Musition should bee a Phisition, I see no such necessitie, But that Musicke is Phisical, it is plainlie scene by those maladies it cureth. As it cureth melancholies, it much preuaileth against madnesse; If a man be in paines of the gout, of any wound, or of the head, it much mittigateth the furie therof; and it is said, that Musicke hath a salue for euerie sore. But of necessitie, a Musition must be a perfect Arithmatition, for that Musicke consisteth altogether of true number, and proportion, and thus, at this so cheefe, and necessarie science of Arithmaticke, I should it best to stay the processe of Musicke, as touching the necessitie of other than these, which I haue mentioned to bee fit in a good Musition.

Kni. I like you wel, & loue your Musicke the better, for your good discourse therof, and my hope is (in a maner) already satisfied, but notwithstanding, there remaineth in mee, a little spark of feare of an euell that may happen, after all your paines taken, and my cost bestowed.

Tim. Why sir, it may bee you feare least your children should die, when you haue brought them vp well, and bestowed great cost vpon them, or if they should proue vnkinde hereafter, or if they should set light by that good qualitie, which cost them so little, and you so much.

Kni. You say well good *Timotheus*, all this is to be doubted, but I feare none so much as the last, which is, that they will be carelesse and forgetfull, of so excellent a qualitie as is playing vpon the Lute; and my feare is the greater, for that it was mine owne fault, that in my youth could haue played so well, as any in those daies, and now it is as cleane forgotten, and which is more, I haue no willing mind in the world, either to practise (to recouer that I lost,) or to learne a new: for the play that is now, and the lessons (that are now a daies) are so curiously set, that we of the olde mine, are smokt vp like to sea-cole, and this age, hath the golden ore, and sparkling diamondes of diuine Musitions, that for mine owne part, I am content, to giue place both to youth, and the time, onely content to be an auditors, and louer of the best,

B

Tim.

The Schoole of Musicke.

Tim. Sir, it is verie true, that manie, both men and women, that in their youth could haue played (for that kinde of play) pasing well, in their age, or when they once haue beene married, haue forgotten all, as if they had neuer knowne what a Lute had ment: and the reason I finde to proceed (in the beginning of their learning) from the ignorance of their teachers, for in older times they stroue (onelic) to haue a quick hand vpon the Lute, to runne hurrie hurrie, keeping a Catt in the gutter vpon the ground, now true then false, now vp now downe, with such painfull play, mocking, mowing, gripeing, grinning, sighing, supping, heauing, shouldring, labouring, and sweating, like cart Iades, without any skill in the world, or rule, or reason to play a lesson, or finger the Lute, or guide the bodie, or know any thing, that belongeth, either to skill or reason.

Kni. Now truly *Timothens*, I am perswaded you haue hit the marke, and when it went so hard with them in such easie, and simple stuff, as then they vsed, what shift would they make to play at the first sight (in these daies) an indifferent lesson set, if they were now liuing, but I pray you can you play any lesson at the first sight, and also teach others to doe the same.

Tim. Yea Sir, that I can, or else I were not worthy to be a teacher, for it hath ben the most part of my studie to bring the Lute, Citharen, (and other instruments of Musick) into a method by generall rules, most perfect and easie, so that with my instructions, one (that cannot vse the Lute, or other instrument) may verie readilie attaine to a good habit therof.

Kni. Well *Timothens*, the verie truth is, I haue hard so much as you say, & therefore in the name of God, begin with my children when you please, and God willing) you shall bee pleased for your paines, but I will make this condition with you (good *Timothens*) that you shall giue me leaue to aske you some questions, by the way, in your instructions, for it doth me good to heare your reason, how say you *Timothens*, are you content it shall bee so?

Tim. With all my hart Sir, for by so doing, I shall daylie injoy your good companie, and with all, it will greatlie further the profit of your children, and with the more ease, and comfort passe ouer the tediousnes of teaching.

Kni. I thanke you *Timothens*, but what if you did first write downe all such rules (as you vse for instruction) that they may from the beginning, (hauing them by hart) do nothing but that they may haue it in memorie and grounded by reason.

Tim. You say well it shall bee so, and at your pleasure aske what questions you please, and I will shew you the reason for it to the full, and I hope such as shall satisfie you fullie, wherefore in the name of God I thus begin. First it behoueth a scholer to haue a verie good instrument verie well strung, faire to the eie, and easie to reach any stop whatsoever, and verie well founding.

Kni. Why, mee thinks it were no great matter what instrument a beginner hath, considering that for the most part, young beginners, soone make old instruments, as young scholers soone make old bookes.

Tim. Indeepe to haue a good instrument lieth as much in the habilitie of the parents or friends, as also in their good wils to haue it for, but why I think it good to haue (if it were possible) euen the verie best instrument for a learner at the first, is this: a good instrument will please a learner euery way, for it delighteth them to looke and behold it now & then, likewise they loue easie and smooth instruments, and although they can do but little, yet it will sound well, and so incourage them to learne with delight, whereas contrariwise, a bad or dull instrument will quell their spirits quite, so that in a long time, or neuer, will they profit in their forced labours.

Kni. I promise you, it now seemeth to mee verie good reason that it should bee so, and againe it is an old and true saying, that one good thing is euer worth ten bad, also there is small losse in a good thing, it euer yeldeth monie with profit: well here is a Lute according to your desire in all points, I pray you goe forward good *Timothens*.

Tim. Now you haue a good Lute, it behoueth you to loue it and vse it well, for by the vsage you shall shew your loue, therefore marke how you ought to vse your Lute, about all things, keepe it from wet, for wet will spoile the strings and make loose the ribs, and when you haue done playing vpon it, put it vp into the case, putting the *Trebles* a little down, but first you shall learne to handle your Lute with a comelie grace, readie to play with delight, and to this purpose in the name of God, doe as I shall instruct you.

GENERALL RVLES.

First sitting vpright with your bodie, leane the edge of the Lute against the table, and your bodie against the Lute, not too hard for hurting your Lute, neither to soflie for letting of it fall, for the table, your bodie, and your right arme, must so poyes the Lute, that you may haue your left hand at libertie to carie to, and fro, at your pleasure, letting the middle part of the neck of the Lute, slide vp and downe the brawne of the thumb which is against the nayle of the said thumb, houlding out the wrest of the hand, and alwaies carrying your thumb against your forefinger in any stop whatsoever, for so shall your hand be the more comelie, the more readie, and with the more ease, stop any stop the cleaner, now for your right hand, called the striking hand leane vpon the bellie of the Lute with your little finger onelic, & that, neither too far from the *Treble* strings, neither too neere, and although you ought to leane lightlie, yet carie your hand steddie, not sliding out of his place, also remembring, to leane lightlie vpon your arme vpon your Lute, for otherwise it wil

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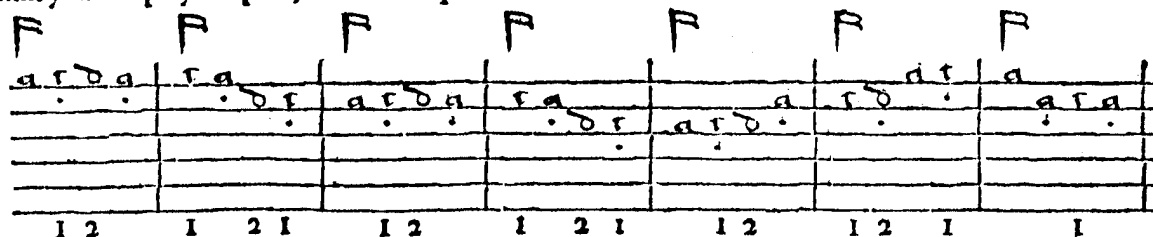
it will paine the sinewes and hinder your play. All the aforesaid had, both in memorie and practises (the houlding of your Lute, carrying of your hand, and sitting vpright with your bodie, I mean) then (in the name of God) houlding the Lute (as is aforesaid) comelic with your thumb against your forefinger (as it were readie to stop, yet but onelic houlding your Lute then with the thumb of your right hand (houlding the rest of the fingers straight forth before your thumb (neither to neere the strings nor too farre off, begin to strik the first string downward with the thumb onelic, and also striking with your thumb behind your fingers lay: *Base, Tenor, Contra-tenor, Great Meanes, Small meanes Treble*. This done: then begin at the *Trebles* and so goe vpward viz. backward, striking them string by string with your forefinger before your thumb, that is, houlding downe your thumb behind your fingers, and name them in order saying, *Treble Small Meanes, Great Meanes, Contra-tenor, Tenor, Base*, this doing so oft, downward and vpward, naming them, and also striking them with the thumb behind the fingers, that you haue it most perfect and readie both in mind & fingers. This perfectie had: learne to know your frets in order, and in stopping them comelic, cleanlie, & stronglie, the first string or *Treble*, stopped in the first fret, by the head of the Lute with the forefinger, is *b*. in the *Treble*, and so stopped in the small meanes, great meanes &c. The first fret is *b*. the second fret is *r* the third fret is *d* and so forth vntill you come to *i* which is the last fret about the neck of the Lute, but you may glue on more frets in fit place and space (vntill you come to *a*). Againe if you haue 14. 16. or 18. strings, those bases are called *Diapasones*, now hauing the names & knowledge of the strings and stops perfectly by roate, you shall also learne to know them by booke (called *Tableture*.)

Kni. Now truly *Timoth:* I like this method verie well, for I perceiue, great reason in it: But we (in old time) haue bene taught with rigour, not by reason, & that made vs the run, now vnregarded; for I see, that the houlding of the thombe alwaies against the fore-finger, giueth (not onely a great ease, & grace to the player) but also, it determineth a certain limitation to the hand, as of necessitie it must be so: proceed good *Timothens*.

Tim. Sir, by this you see, how necessarie a thing it is, to know how to hould an instrument, before it is to know how to stop it, and likewise, how fit it is to know (both how to hould, & what to stop, first by roate, before it were fit to learne by the booke: for quell the spirits, & quail delight. Now you know how to hold your Lute; also, what the strings and stops are, without booke: Now you shall learne vwhat they be by the booke; look how you name them vpon the Lute in order, vpward, and downward, so these lines, by the like denomination, shall signifie vnto you what strings they be by *Tableture* Example:

Treble.	b	r	d	e	f	g	h	i
Small Meanes.	b	r	d	e	f	g	h	i
Great Meanes.	b	r	d	e	f	g	h	i
Contra-tenor.	b	r	d	e	f	g	h	i
Tenor.	b	r	d	e	f	g	h	i
Base.	b	r	d	e	f	g	h	i

Some in the steed of (i) put (y) and although you, heere see but six single lines, and vpon the Lute eues Srie string double, you shall vnderstand, that two strings are in one tune, & also beare the name but of one string: as *Base*, not *Bases*. *Tenor*, not *Tenors*. Now let vs proccede, to learne a lesson by the booke. But first take this lesson by the way, offer not rashly to stop or strike, but be well aduised, with what finger to stop, & with what to strike, and for that purpose, mark what figure standeth vnder the letter, whether the figure of 1. 2. 3. or 4. for these figures represent the 4. fingers of the left or stop ping hand. The figure of 1. representeth the first or fore-finger. 2. the second. 3. the third, and 4. the little finger. Also that letter which is to be striken downward, and if there be a prick vnder the letter, that letter must be striken vpward: this well noted, begin to play these stops and strokes following, striking them by 4. and 4. all in one length of time, vntill you can play it a pace, or runne it quick.



Doe these points perfectly, not struing at it, but with such ease, as if you did it carelesly, obseruing the carriage both of hand & body; & when you are weary, leaue it, and to it againe, but go to it with a willing minde.

Kni. How would you haue them learne this lesson, not knowing the tymes ouer head? were it not necessarie to teach them that first?

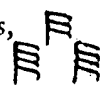
Tim. No, for the time without stops or tune, is but an abstract, & my purpose is, first to teach the the stops, & then the times with all afterwards: & therefore, I haue set it with all one tune ouer head, as you see, vntill the lesson be perfectly had, & both the name & nature of that time well comitted to memory, and this lesson had, than will I instruct them in all the varieties of tymes: as followeth.

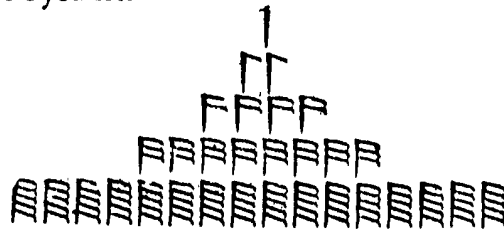
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A young beginner (although this were *Semiquauer* tyme) shall in the despight of his hart, make every stroke a *Semibrese*, & then as he multiplyeth in perfectnes, so he shall multiply in fastnesse of tyme, wherby is to be noted, that from one time all other are multiplied & doubled, as for example. This long stroke here  is in *Tableture*, a *Semibrese*, which by adding of one dash to the top, as thus,  maketh it double his tyme, that is twice as fast a tyme as it was before. And by adding one dash more to that dash thus,  maketh it yet as fast againe as the second: & by adding a third dash thus,  maketh it yet as fast againe as the same. And by adding the fourth dash thus,  doubleth the time before him: whose names are as followeth.



A *Semibrese*. A *Minim*. A *Cratchet*. A *Quaver*. A *Semiquaver*.

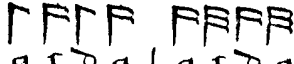
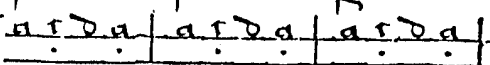
So that you see two *Minims* go to a *Semibrese*, as thus,  two *Cratchets* to a *Minim*, as thus, 
two *quavers* to a *Cratchet*, as thus,  And two *Semiquavers* to a *Quaver*, as thus,  All which multiply the *Semibrese*, as heere you see.



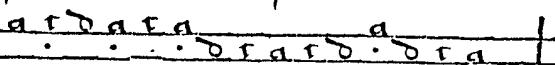
Heere you see, two *Minims* make a *Semibrese*. Likewise, foure *Cratches* make a *Semibrese*. Also, eight *Quavers* go to a *Semibrese*. And lastly, sixtene *Semiquavers* go to a *Semibrese*. This is sufficient for the knowing of the tymes, onely, that if there be a little prick, beside any one of them, thus,     that then that prick doth make the tyme he standeth by, half so long againe as it was before, as a prick by a *Semibrese* maketh it a *Semibrese* & half a *Semibrese*: & so of all the rest, & this learne by hart.

Kni. Well when they can run this point or treble (as you call it) by 4. and 4. together in order, a *Quaver* or *Semiquaver* time, what is therby to be noted, or learned, as a profit attained towards the readie playing of a lesson at the first sight, which they neuer see before.

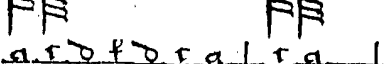
Tim. It is a verie necessarie question which you demaund, and you shall vnderstand, how necessarie, true, and perfect a rule it is, which not knowne, it is impossible that euer one should play a lesson, either at the first sight, or cunningly: For first, where you see a letter or stop without any prick vnder it, you shall for euer in the like stop, strike it downward, for two reasons, the first is, if it stand alone, that is, if it be a  and the next a  or the first a  and the second a  the first a  the next a  going so in se-

uerall times,  These are said to stand alone, that is, not being accompanied with fellows, all of one time, either     *Cratches*, *Quavers*, or *Semiquavers*: as thus, 

And also being of a long tyme, as *Semibreses* and *Minims*, for it is a generall rule, that euerie stroke, is more naturall to be striken downward, than vpward; but the swiftnesse of tyme, is the cause of striking vpw-

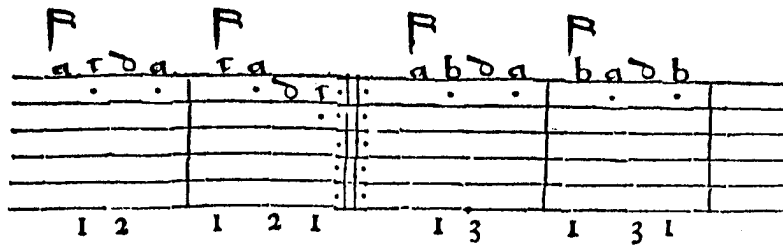
ward, and the fastnesse off, of following a point, as thus:  for heere  in the treble  being the first of a point, is striken vpward, which if the point were all of one string, or still the next vnto it, thus: 

Going in 4. and 4. then for euer, the first is downe, the second is vp; so that if the pricks were away, this is a generall rule. Now by this rule, you may by occasion, strike twice down together, as if you haue a point be-

gin thus,  Heere the first is downeward, because it stands alone; And the second, is striken downeward, because it is the first of a point; this is one necessarie rule, and also profitable. The second rule is, you see in the first point, how you vse but two fingers in all the whole lesson, that is, the fore-finger & the second alwaies holding your thomb against your fore-finger. Now, it is a generall rule, that where you leaue no stop, leaue no finger; and where you leaue a stop, leaue a finger, as this example following sheweth.

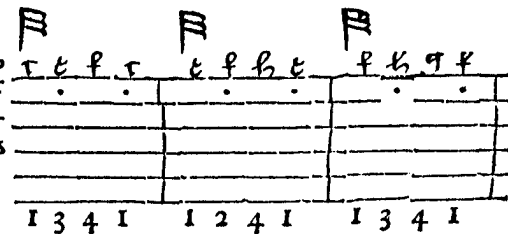
Heere

The Schoole of Musicke.

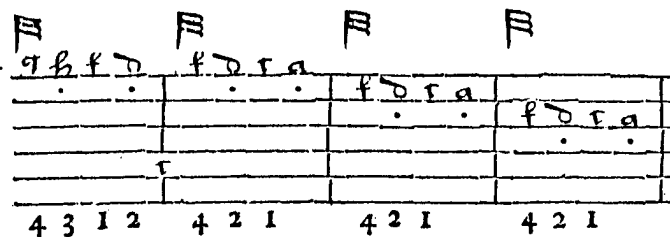


Heere you see betwixt $\underline{r}$ and $\underline{d}$ no stop betweene, therefore you leaue no finger betweene; againe you see, that in the next stop where you haue $\underline{1}$ and $\underline{2}$ you leaue a stop which is $\underline{r}$, and consequently you leaue a finger betweene the first and the third, which is the second, and this is ingenerall, in playing of any *Treble* whatsoeuer. Now you haue a generall rule for striking, downward and vppward, and also for leauing a finger and no finger. Now you shall haue a generall rule to grace it, as with passionate play, and relishing it: and note that the longer the time is of a single stroke, that the more neede it hath of a relith, for a relith will help, both to grace it, and also it helps to continue the sound of the note his full time: but in a quicke time a little touch or jerke will serue, and that onely with the most strongest finger. Passionate play is to runne some part of the squares in a *Treble* (that is foure and foure) first loud, then soft, and so in a decorum, now louder, now softer, (not in extremitie of either) but as companie of other instruments, or farnesse off giueth occasion. And to the better instruction of all scholers for the Lute, I will (God willing) set downe some, *Trebles*, which shall containe all manner and kinde of points for the fingering, in their due place of my booke, and the grounds also to be playd with them, when they please, (and can haue the ground plaid to them.) And now (God willing) I will proceed to instruct my scholer how to play, a full lesson, what strange inuention soeuer it shall seeme to haue in it. Notwithstanding, I haue knowne some (which haue bene more curious, than either cunning, or wise,) who haue striuen to finde out stops, both vnnatural, vnpleasant, and vnusuall, (forsooth to be thought great bugges) that haue in all their liues, not bene able to play euen but an easie lesson (in comparison) at the first sight. But rob, and run by guesse, seeme gaye, & goodly &c. But let such looke heere, and they shall finde reason to guide them, and truth in Arte. And to let them take heede of should saying, *Art hath no enemy but Ignorance*. Now to the purpose, before: I haue taught you, how to behaue your selfe in all single stops, now be as diligent in all sorts of full stops: for in this lyeth all the whole skill: for that in a full lesson, all manner of stops, full or single, swift or slow, are contained; therefore know this, and know all, all which I will shew you in breecfe and generall rules (God willing,) with all such examples as shall seeme fit.

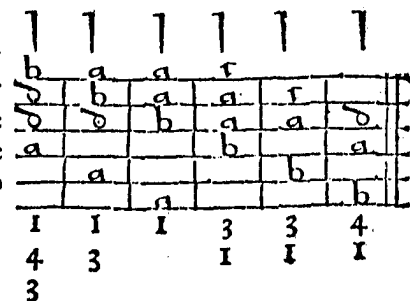
First, you shall vnderstand, that wee terme the fore-finger, and the little finger (of the stopping hand) two extreames: for that they be the outmost parts thereof, & that in going downward with a point, (frō the head of the Lute) the point is alwaies begun with the forefinger, as thus:



But contrariwise, from the bodie of the Lute, to the head, the point must be begun, with the other extreame, as this example sheweth.

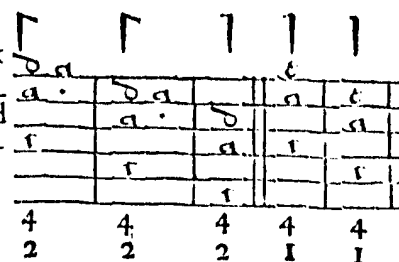


All such points, I will set downe in a fit place by themselves, but by this example of the two extreames, you see the first gouerneth the vpper part or frets, and the other, the nether part, or next lowest: and thus the forefinger alwaies, in any stop wher (b) is, full, or single, except there bee in one stop, 2. (bees,) and an (a) betweene) is to possesse the stop (b) as this example maketh plaine:

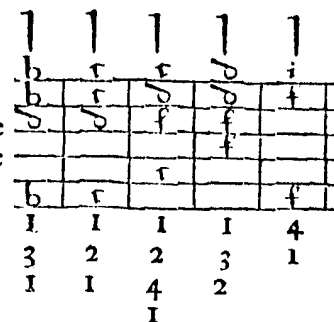


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Note also, that τ in any of the Bases in a full stop, wherein is an a (& in the more Treble strings $\mathcal{D}$ is the lowest of the stop) that that τ is to be stopped with the second finger alwaies: but if there be (in sted of $\mathcal{D}$ with τ in one of the Bases) an ϵ than τ must bee stopped with the fore-finger, as thus:



But in any full stop whatsoeuer, wherein ther is neuer an a there lay your fore-finger along in the highest of the stop, flat vpon the neck of the Lute; as thus:

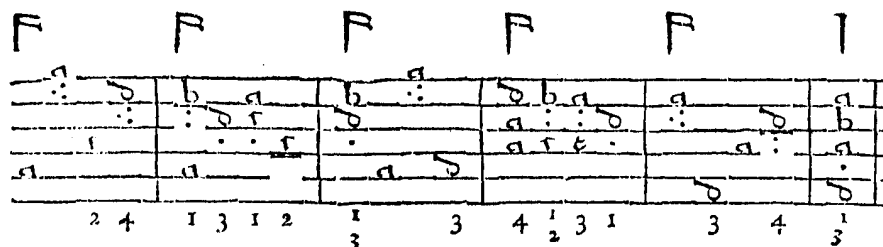


Heere lay your fore-finger along, in the first stop, in b in the next, in c in the next, in d in the next, in e &c. Alwaies noting this, that in any stop whatsoeuer, that you pluck away no finger, vntill you needes must. And as before I haue taught you how to relysh in a single stop, with that finger which is the strongest, so take this for a generall rule, that you relysh in a full stop, with that finger which is most ideleft, in any string whatsoeuer: either a strong relysh for loudnesse, or a milde relysh for passionate attencion.

Kni. In mine opinion, you haue spoke so much as may be spoken, for the left hand in all points: but I pray you, are there not the like rules for the right hand, called the striking hand.

Tim. Yes Sir, that there be: for what auaieth it to stop neuer so neate, fine and cleane, and if it be flubberd with a bad touch, or stroke: therefore, let these rules following, be obserued diligently, without the which, all fine play of the Lute is spoild, and nothing worth. Note, that you strike cleane, plump together in a full stroke of many parts or strings, sometimes loude, sometimes soft, letting your right hand, answere the left hand at the instant, striuing with no stroke: and to conclude, the touch of the one hand, to answere the stop of the other hand, in the full harmony of consent, (called a *Simpatie*,) and then to know what strings to strike, with what fingers, mark all these rules following, and let them not be forgotten.

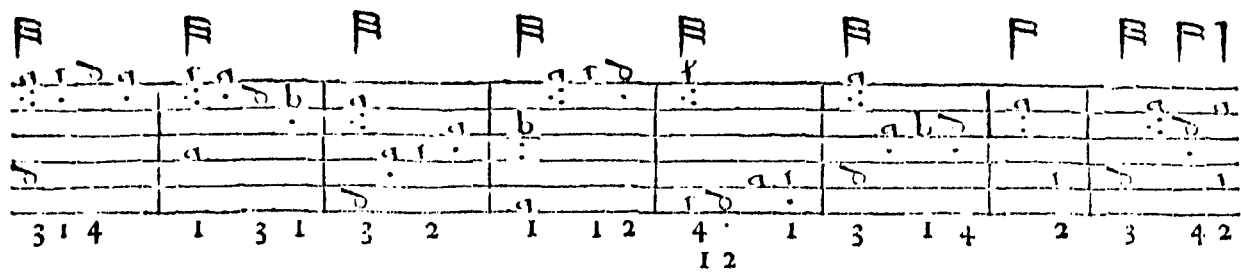
You haue heard, that euery strok is more naturally to be striken downeward then vpward, which is very true, but aboue all, the *Bases* are to be striken downeward, and for the same purpose, you see how aptly the thumb fitteth that office, and likewise the fingers remaine as readie to strike vpward and meet the thumbe with their troupes of notes, as who should say the one were readie to aid the other; and so they bee, yet sometimes seuerall, one afore the other, as sometimes first the thumbe, and the fingers after, sometimes the fingers first, and the thumbe after, and sometimes both together, as heere vnderneath you see.



Heere, the *Tenor* beginneth the point with a open striken downeward with the thumbe, and a in the *Treble* followes striken vpward with the third finger, next τ in the *Contratenor* striken downeward with the thumbe, & last of the 4 followes $\mathcal{D}$ in the small *Meanes*, striken vpward with the second finger. And now the reason why a in the *Treble* and $\mathcal{D}$ in the small *Meanes*, are striken vpward with the third and second fingers, is this, the more strings are betweene the *Base* and *Trebles*, the more fingers are left betweene the the thumbe and little finger, and likewise the fewer strings the fewer fingers, as you see aboue mentioned.

Again where you see three prickes vnder any letter as thus α you shall strike that letter vpward with the third finger, and so when you see two prickes thus α vpward with the second, and one pricke with the fore finger as thus α . It skils not what letter, or strng it is, but if a point begin with two letters together, although it follow the point either in the *Trebles*, *Meanes*, or *Bases*, yet shall the second of the point be striken vpward as for example.

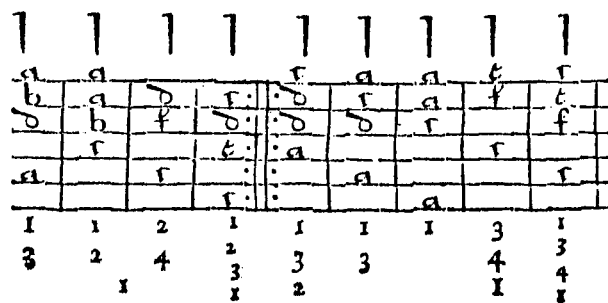
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Heere you see the forefinger possesse his due place, as is aboue mentioned, alwaies obseruing the distance of strings, and this is sufficient for all such points or places whatsoeuer.

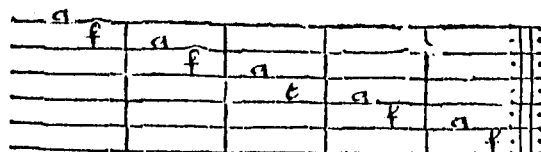
Kn. Although this at the first, seeme hard to vnderstand, yet it standeth with very good reason, and it must be wonne with labour and diligence, and when a man hath said neuer so much, or all that hee can say, yet there will somewhat remaine for a learner to finde out and consider vpon by himselfe. Yet is there remaining (to speake of two especiall points behind, which is, when and how to vse a fall with a relish, and also a rule to tune the Lute.

Tim. You say very true Sir, and one more then you thinke off, not lesse needefull then any of the rest, and that is this: remember alwaies to keepe your hands cleane, and your nailes short, and also carely and late to practise, *Quia Labor vincet omnia.* Now to your fall with a relish, or a fall without a relish: take this for a generall rule, that all falls in what stop soeuer, in a flat note, must be performed with the neereft finger to the halfe notes, and in a sharp note or stop, with the neereft and strongest finger to a full note. As heere you see vnderneath for example.



Heere the stops where *b* is placed, must haue his fall from *a* in the same string where *D* is placed, (the finger laid along in *E*.) must haue his fall from *E* in the same strings, in the next where *F* is in the Treble, because *F* is sharp, must haue his fall from the full note *a*, and *F* hauing had his fall, may so be held still without moving the forefinger, and the relish continued (with the little finger) in *D* which is vnder halfe note, and so of all the rest.

Now you shall learne to tune your Lute, and for a generall rule, first set vp the Treble, so high as you dare venter for breaking, setting them both in one tune or sound called an vnison, then in the like sort set vp the small Meanes, stopping them in *F*, and making them in *F* agree with the Trebles in *a*, which is likewise an vnison. Likewise make the great Meanes in *F* an vnison with the small Meanes in *a*, the Contra-tenor in *E* an vnison with the great Meanes in *a*, the Tenor in *F* with the Contra-tenor in *a*, and likewise the Base being stopped in *F* to agree with the Tenor in *a* in the vnison, as appeareth in the forme following.



Kn. Now I thanke you *Timothess*, for all your paines, I like it passing well. Now set downe some lessons, for now there remaineth onely them behind.

Tim. I hope I haue not erred verie much in my indeauours, and for lessons, you shall haue some of all sorts, but yet (besides lessons) there is this that followeth remaining, to be spoken off.

When you haue learned all the rules spoken off before perfectly, and can giue a good essay of any lesson at the first sight. Yet this one rule more, shall fullie conclude, what hath or can be said concerning the playing of a lesson at the first sight. Therefore whensoeuer there is a lesson giuen you to play at the first sight. First looke it ouer before you offer to play it, for these reasons following.

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First see what manner of lesson it is, whether it bee a *set Song*, *Innomine*, *Pauen*, *Galiard*, *Almaine*, *Figure*, *Leuolia*, *Coranta*, *Country dance*, or *Toy*, whatsoeuer, according to the nature of the lesson, to giue it his grace with grauitie or quicknes. Secondly by looking it ouer, you shall see the fastest time in all the lesson contained, that accordingly you may so begin as you may goe through without check. Thirdly by looking it ouer first, you shall see whether it be faire & true prickt, without blots. Lastly, by hauing once seene it, you may the better remember it when you see it againe. All these reasons well considered, you shall finde in them such necessitie, such truth, such ease, with such content & delight, as you will confesse, that it were impossible to play well without the knowledge therof: For true Art maketh hard things easie, labour maketh hard things perfect, or (to speake more truly) ready. Now, when you can play vpon the Lute, I will (God willing) shew you how your Lute shall instruct you to sing, in so much that you may be your owne teacher, and saue the charge of a singing man, and then what by your skill in playing vpon the Lute, and the knowledge you haue in the prick-song, you may verie easilie attaine to play vpon the *Viol de Gambo*, either by *Tabliture* or by prick-song notes. For the carriage of your left hand vpon the Lute, is likewise iustly to be obserued vpon the base Viol, as shall bee more plainly declared in his due place after the Lute lessons.

And thus for a last farewell (for this time) I giue you in general charge, to vse all instruments with a good grace, comelie play, without anticke faces, or shouldrings, except such (which of necessitie) the nature of the instrument doth require; as, reaching stops vpon the Lute, when you lay your finger along & stretch out your little finger along at length, as from *D* to *A*, and in comming from the *Trebles* of the Viol, to the *Base*, when of necessitie you must, somewhat thrust the neck of the Viol from you, and shrink in the bow hand, to come fitly vnto it.

And now it makes mee somewhat shrinke, to thinke that :

P Arhaps, there may some *Chriticke* Satire sad,
(Fraught with the Froth of vulgars excellent)
Hunt for a praise, and say how that is bad,
Which hee doth know so much as *Iacke a Lent*,
Such *Hounds* I say, when they their mouths haue spent,
Let them take heed their hunting be not spide,
Least that the *Glower* hang them for their hide.

I know, the *Enuious*, *Idle*, *Ignorant*,
Will spit at mee the poyson of their splene,
Again, I know the *Skilfull Laborant*,
Will not mislike, when they my works haue seene,
An *Honest* minde will soone know what I meane.
For *Countries* cause a *Souldiour* spends his *Blood*,
And I my *Talent* for my *Countries* good.

Now I haue led the *Way* and broke the *Ice*,
Cast out the *Lumps* and left the *Water* cleere:
If any one to follow make it nice,
And yet that they can *Better* it will sweare,
To such I speake *Aloud* that they may heare,
Except they *Doe't* they will not be *Beleeu'd*,
And being *Cast*, tis hard to bee *Repreu'd*.

I doe not *Rob* the *Skilfull* of their due,
Nor *Patch* my *Bad*, with other *Good* inuention,
For if *Old* grounds *False* set, I doe make *True*,
Therein I shew of *Art* the true intention,
And this (*I hope*) deserues no reprehension.
But yet I know, how *Well* I ere intend it,
Some will far sooner finde a *Fault* then mend it.

Some *Mandrake Mome*, dispose to pick a *Quarrell*,
(*Ass*. if hee doe, it is a thing that dreemt I on)
Will say I speake too much vpon the *Barrell*,
And so I doe, but yet it is an emptie one,
How ere it is, yet so it is that tempt I on,
The *Wise*, to worke his euerlasting *Fame*,
The *Foole*, to worke his euerlasting *Shame*.

FINIS. T.R.

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T

Hee Queenes
good Night.

The main musical score consists of ten staves of music. Each staff begins with a treble clef and a key signature of one flat (B-flat). The notation includes various note values (quarter, eighth, and sixteenth notes), rests, and accidentals. Fingerings are indicated by numbers 1-3 above the notes. The piece concludes with a double bar line and repeat dots.

Heere followeth the Ground.

The 'Ground' section consists of two parts. The first part is a short piece on a single staff, starting with a treble clef and a key signature of one flat. It includes fingerings and ends with a double bar line. The second part is a longer piece on a single staff, also starting with a treble clef and a key signature of one flat. It includes fingerings and ends with a double bar line. Below the second staff, there is a large letter 'D'.

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T

Wenty waies
vpon the bells

This block contains the main musical score for 'Wenty waies vpon the bells'. It consists of ten systems of music, each with a treble clef and a single staff. The notation includes various rhythmic values (minims, crotchets, quavers) and accidentals (sharps, flats). Above the staves, there are numerous fingerings and lute tablature letters (a, b, c, d, e, f, g). The systems are numbered 1 through 19, with the final system being the 20th. The music is written in a style characteristic of early 17th-century English lute tablature.

Heere followeth the ground.

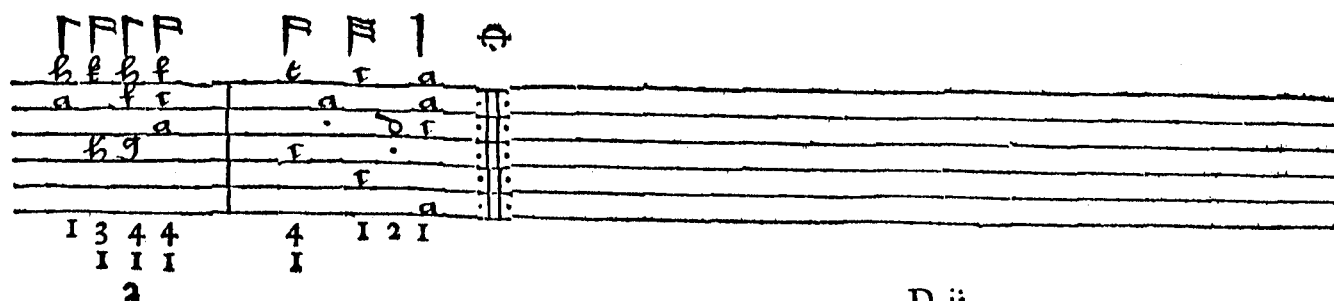
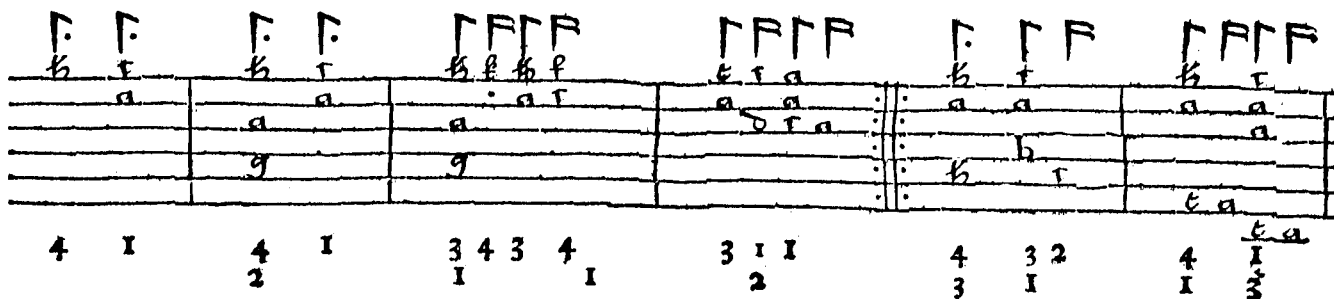
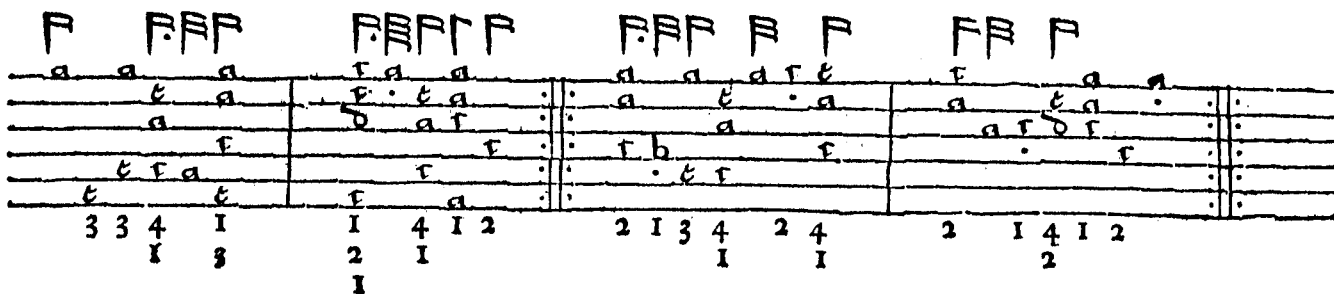
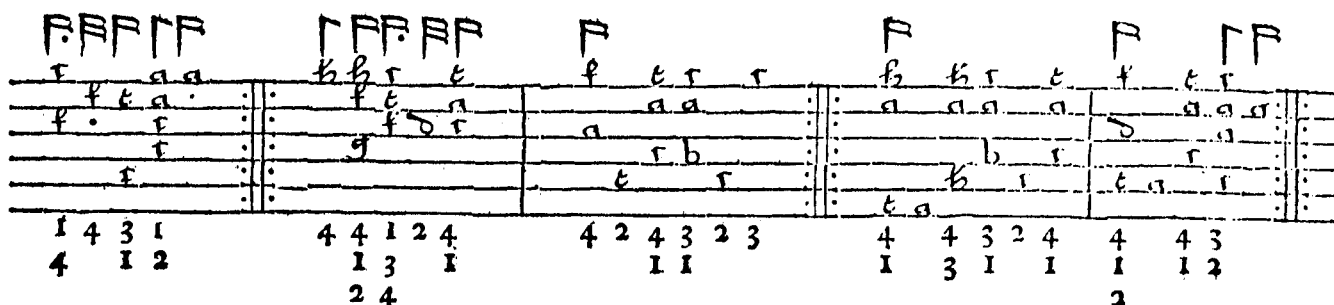
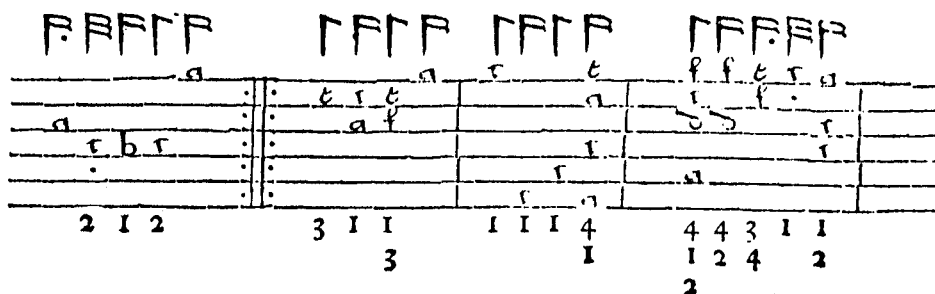
This block contains the musical score for 'Heere followeth the ground'. It consists of a single system of music with a treble clef and a single staff. The notation includes various rhythmic values and accidentals. Below the staff, there are fingerings and lute tablature letters (a, b, c, d, e, f, g). The music is written in a style characteristic of early 17th-century English lute tablature.

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Ow well you Marriners.

Heere keepe your fore-finger
along in *r*



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A

Galliard.

First system of musical notation. It consists of a treble and bass staff with a key signature of one flat (B-flat). The melody is written in a lute tablature style using letters (a, b, c, d, e, f, g) and rhythmic values (minims, crotchets). Below the staff is a sequence of numbers: 1 4 4 4 4 1 1 3 1 4 1 4 1 1 1 2 4 1 1 3 1 4 3 1.

Second system of musical notation. It continues the melody from the first system. Below the staff is a sequence of numbers: 4 1 1 3 1 4 1 3 1 3 4 1 3 4 3 1 2 1 4 4 4 1 1 1 4 1 1 2 2 2 2 2 1.

Third system of musical notation. It continues the melody. Below the staff is a sequence of numbers: 1 3 4 4 4 1 1 4 4 1 3 4 1 4 4 2 3 1 4 4 1 2 3 1 3 2 1 3 2 1.

Fourth system of musical notation. It continues the melody. Below the staff is a sequence of numbers: 1 2 4 1 3 3 2 1 3 1 1 3 4 1 4 1 1 2 3 1.

Fifth system of musical notation. It concludes the piece. Below the staff is a sequence of numbers: 3 1 3 1 4 4 1 3 1 4 2 1 1 4 1 1 4 3 1 2 1 3 1 2.

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Plaine song for two Lutes.

First system of musical notation for two lutes, featuring a treble and bass staff with notes and lute tablature below.

Second system of musical notation for two lutes, continuing the piece with notes and lute tablature below.

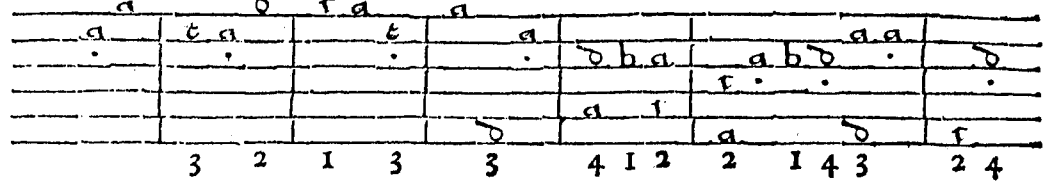
Third system of musical notation for two lutes, featuring a treble and bass staff with notes and lute tablature below.

Fourth system of musical notation for two lutes, featuring a treble and bass staff with notes and lute tablature below.

Fifth system of musical notation for two lutes, featuring a treble and bass staff with notes and lute tablature below.

Sixth system of musical notation for two lutes, featuring a treble and bass staff with notes and lute tablature below.

7 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1



Handwritten musical score for "The Rose Tree" on three staves. The notation includes notes, rests, and bar lines. Below the staves is a sequence of numbers: 1 4 2 4 1 3 1 4 1 2 1 2 1 3 1 3 2 1 1 3 1 1.

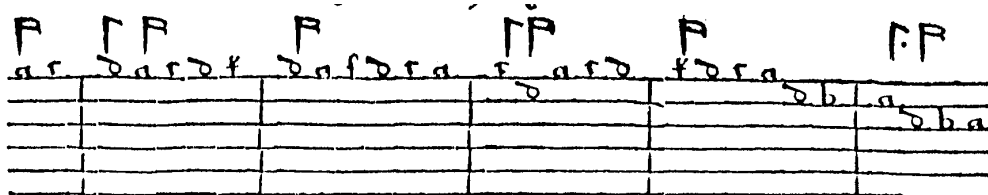
Handwritten musical score for 'The Rose Tree' on a five-line staff. The notation includes various note values (minims, crotchets, quavers) and rests. Above the staff are letters: M, P, P, P, P, P, P, P, P, P, P, P, P. Below the staff are fingerings: 1 3, 1 3, 4 1 2, 2 1 4 3, 2 4 1, 3 1 3, 1, 3 1 3, 1. The score is divided into measures by vertical bar lines, with repeat signs at the beginning and end of the first and second systems.

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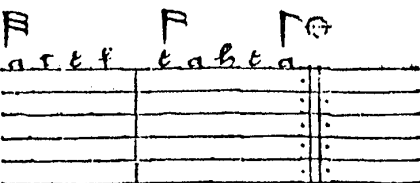
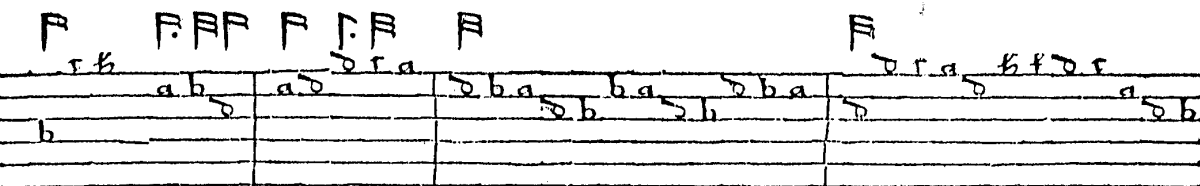
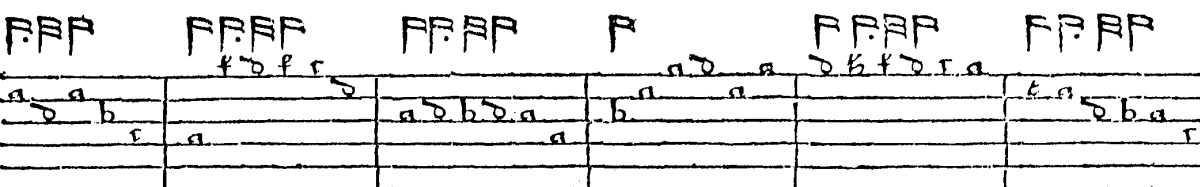
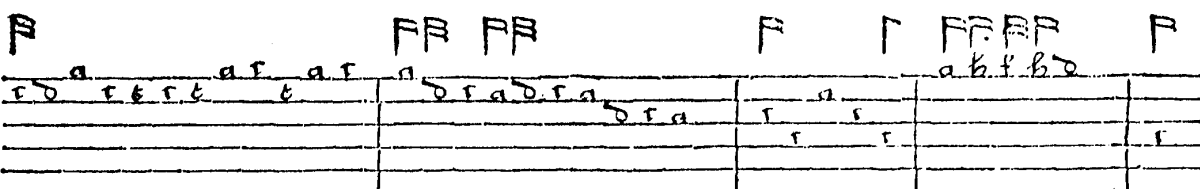
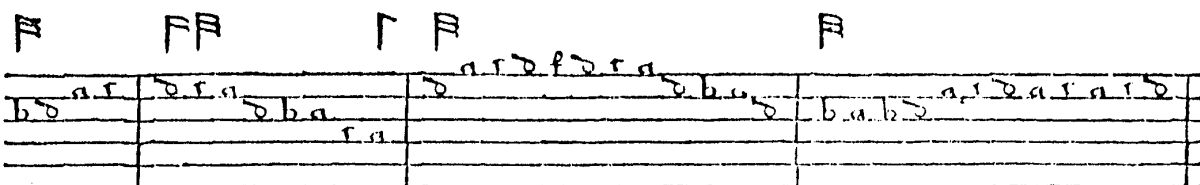
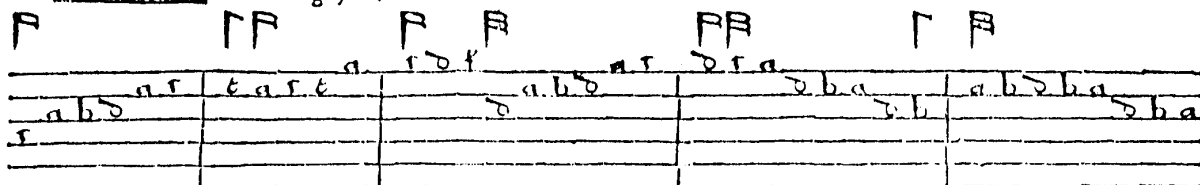


Risse his delight.

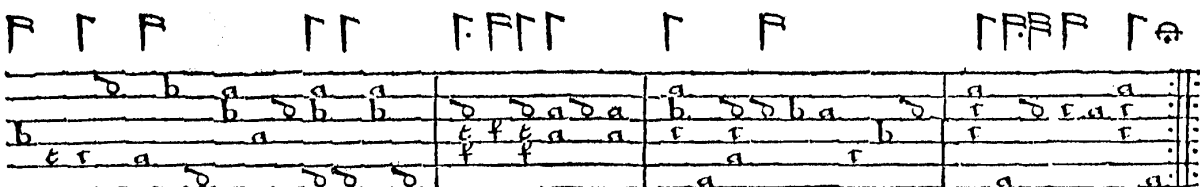
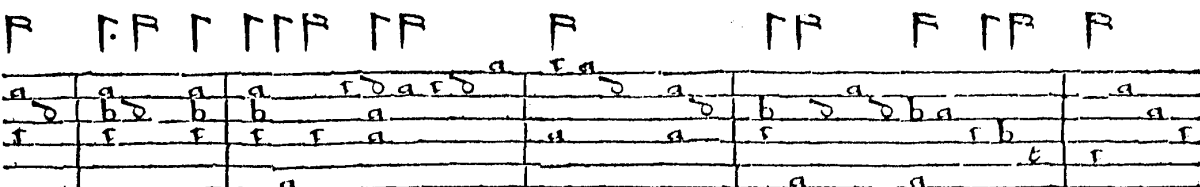
Handwritten musical notation on six staves, featuring various note values (minims, crotchets, quavers) and rests. The notation is written in a historical style, with some notes marked with 'a' or 'b' above them. The music is organized into measures by vertical bar lines, with repeat signs (double dots) appearing at the end of the first, second, and fifth staves. Above the staves, there are several groups of rhythmic symbols, including 'P' and 'F' with flags, which likely represent specific note values or rests. The notation is written in a historical style, with some notes marked with 'a' or 'b' above them.



Alfemezo galyard.

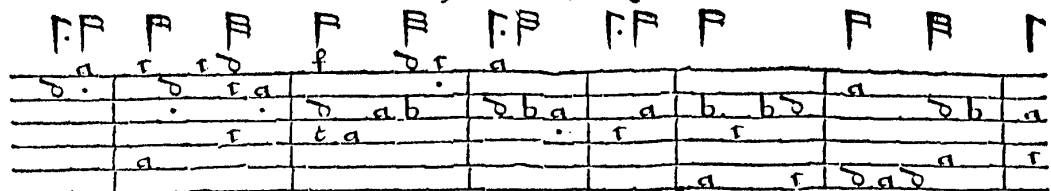


Heere followeth the ground
to this Treble.

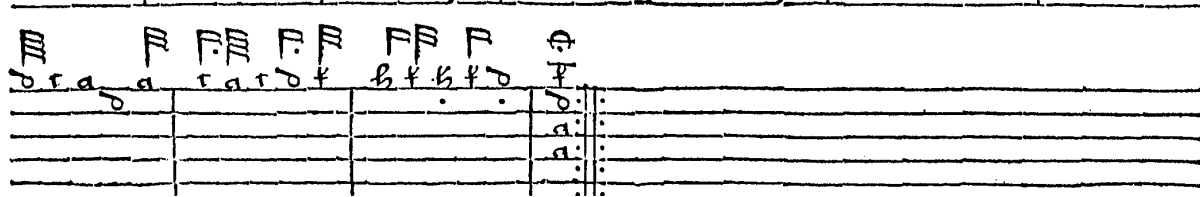
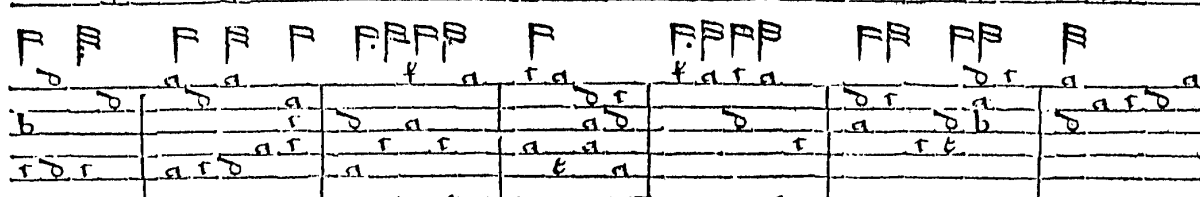
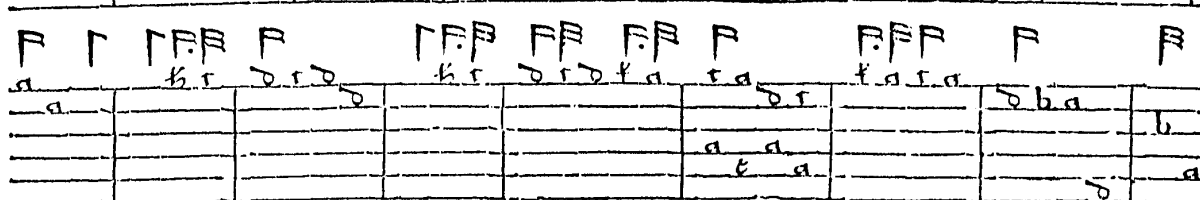
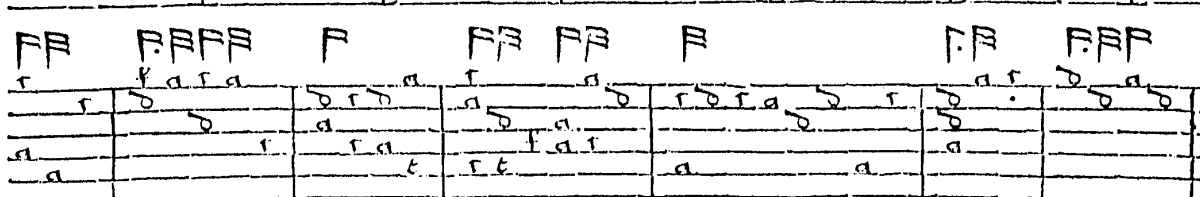
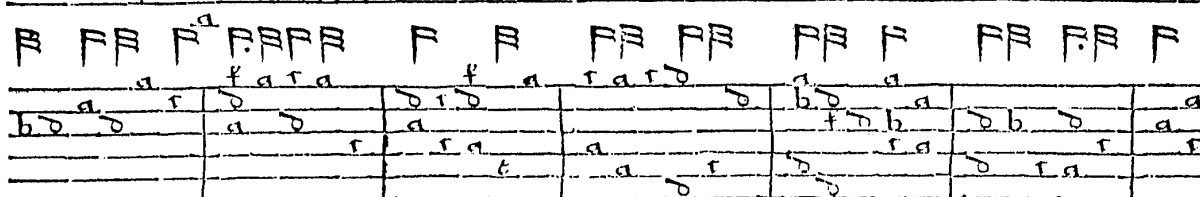
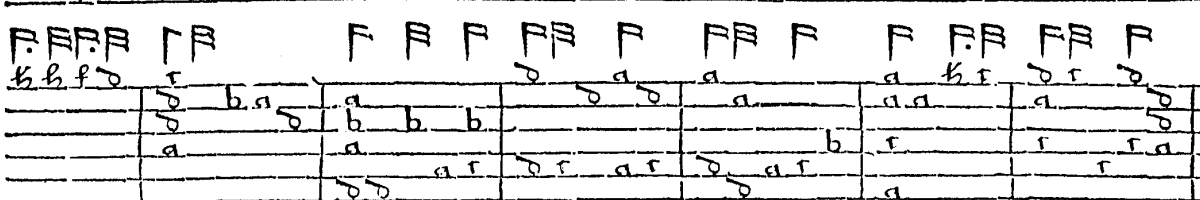
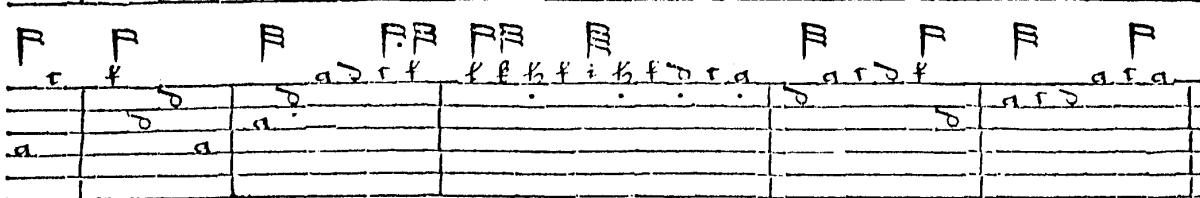
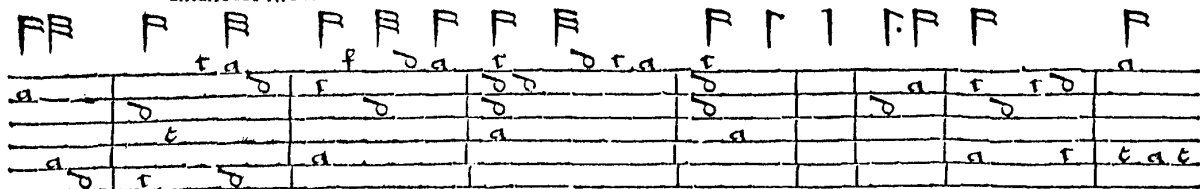


The Schoole of Musick.

A



Fantastic for two Lutes. All in Vnifons.





fantastic for two Lutes. All in Violons.

[illegible]

The Schoole of Musicke.

A

Toy for two Lutes.

Handwritten musical notation on a five-line staff. The notation consists of a series of vertical strokes (pedals) and horizontal lines (beams) connecting them. Above the staff, there are several groups of vertical strokes, some of which are grouped together. The notation is written in a cursive, handwritten style.

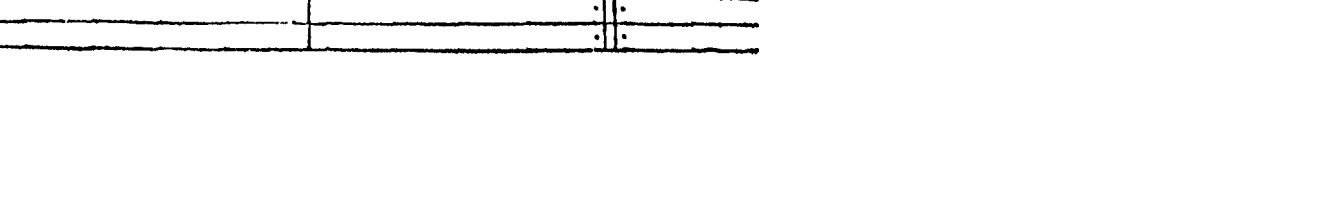
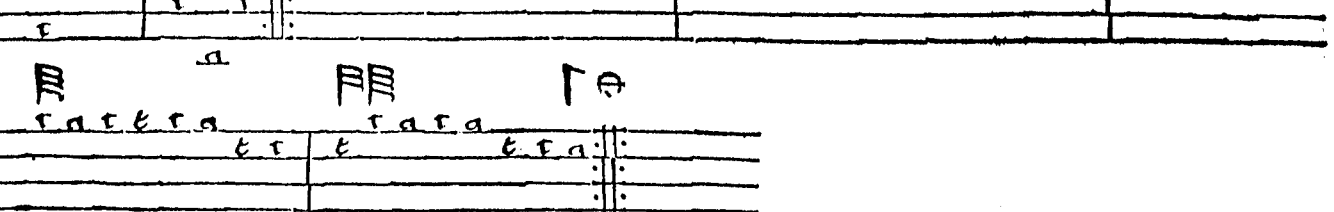
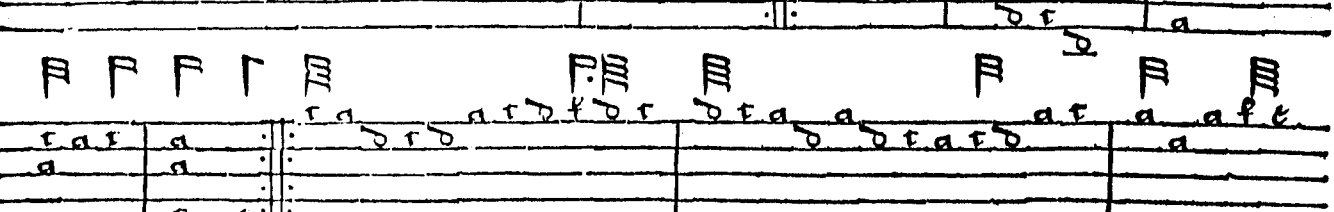
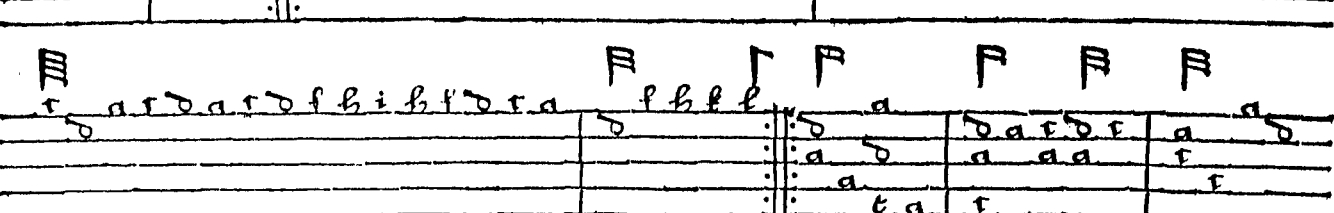
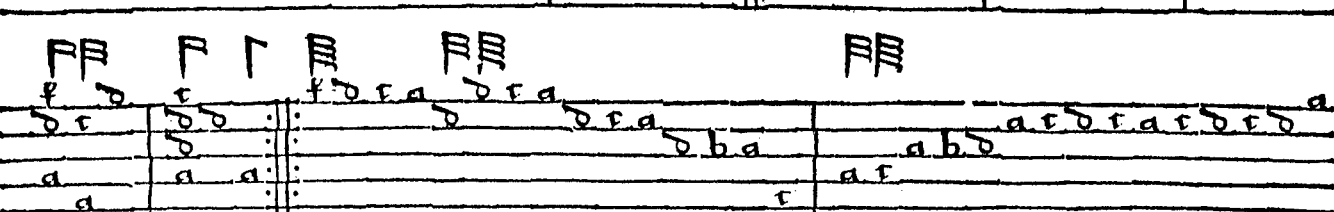
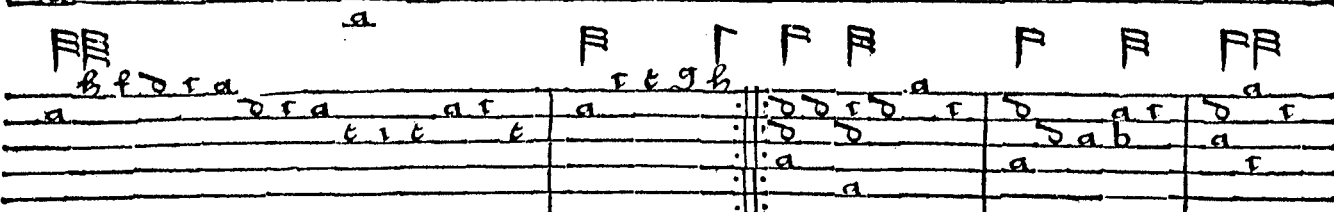
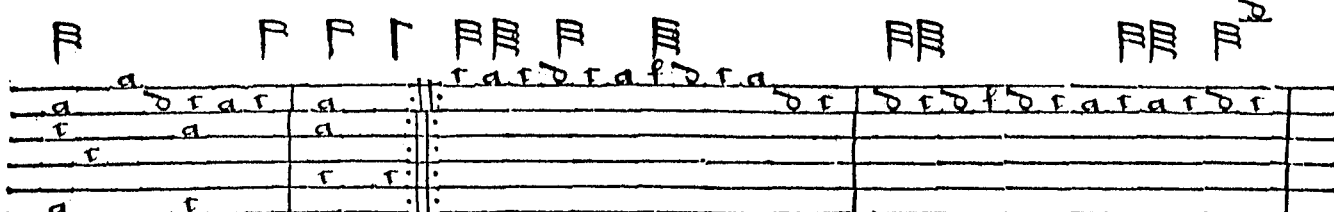
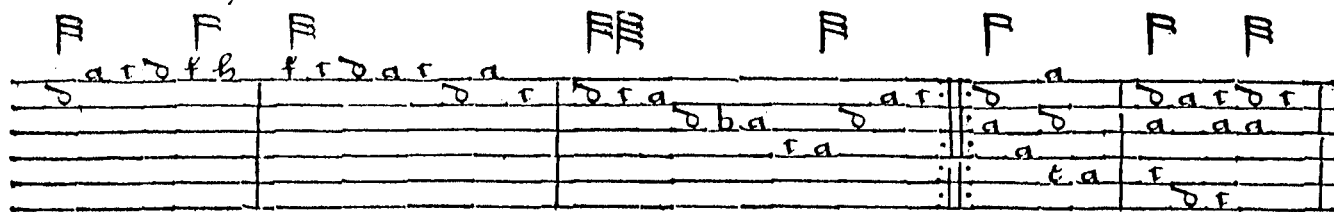
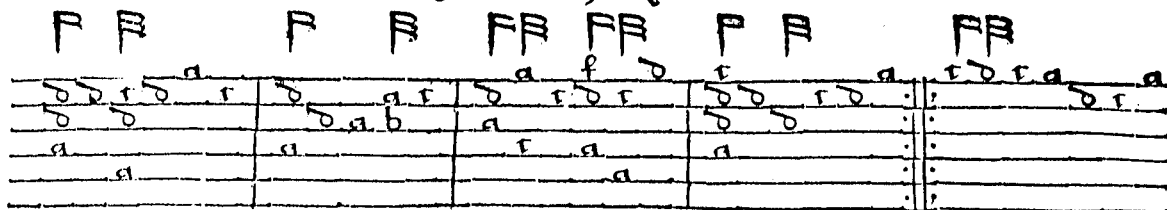
(Handwritten musical notation on five staves, featuring various notes and rests.)

Handwritten musical notation on a five-line staff. The notation includes various symbols, including a large 'M' at the beginning, and a series of notes and rests. The notes are written in a stylized, cursive script. The staff is divided into measures by vertical lines. The notation is written in black ink on a white background.

Handwritten musical notation on a five-line staff. The notation consists of a series of notes and rests, with some notes beamed together. Above the staff, there are several groups of symbols: a group of three 'P' symbols, a group of three 'P' symbols, a group of three 'P' symbols, a group of three 'P' symbols, a group of three 'P' symbols, a group of three 'P' symbols, and a group of three 'P' symbols. The notes are written in a cursive style, and the staff is divided into measures by vertical bar lines.

The Schoole of Musicke.

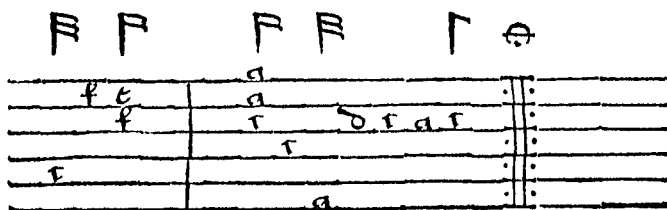
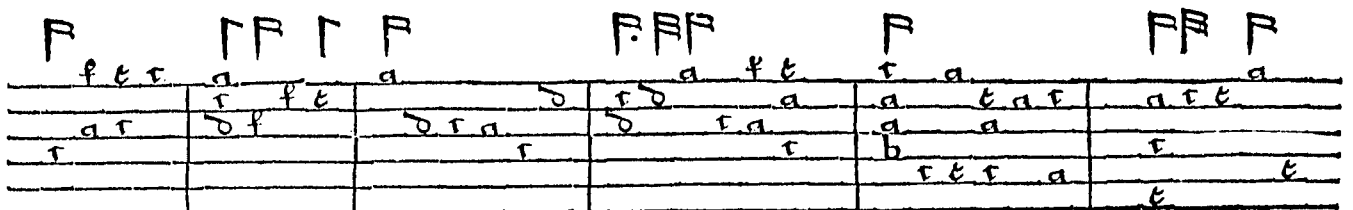
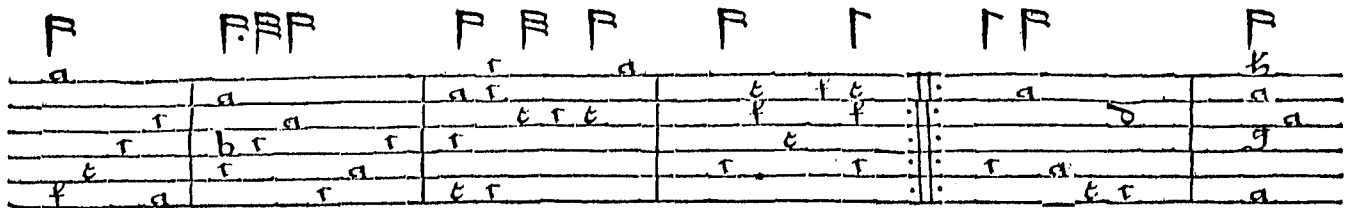
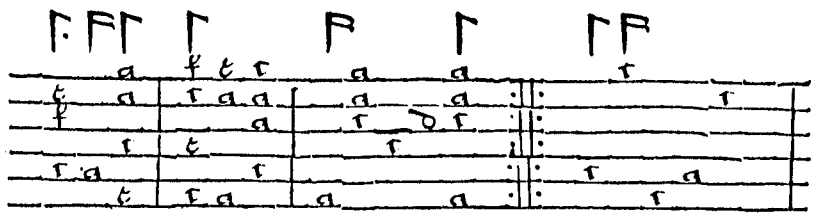
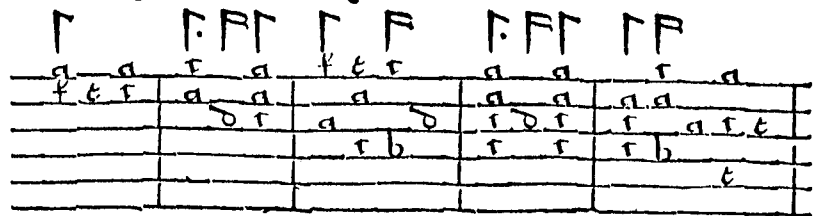
A



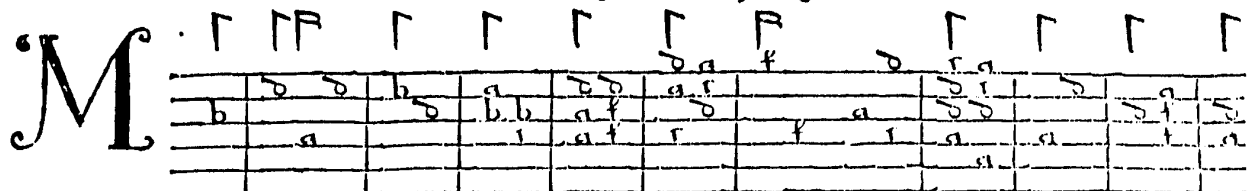
The Schoole of Musicke.



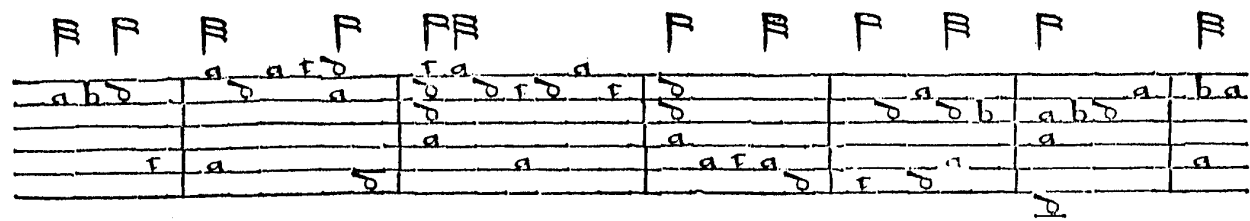
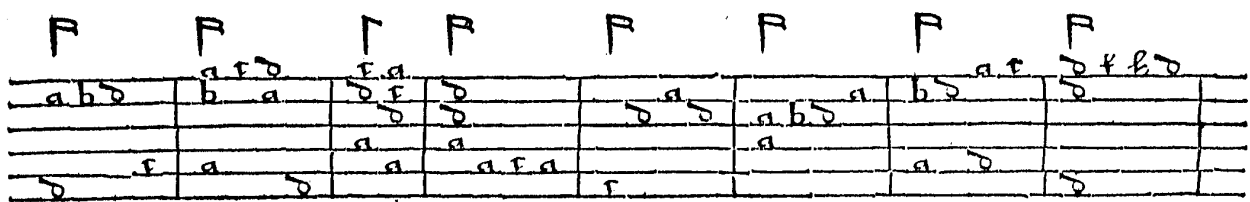
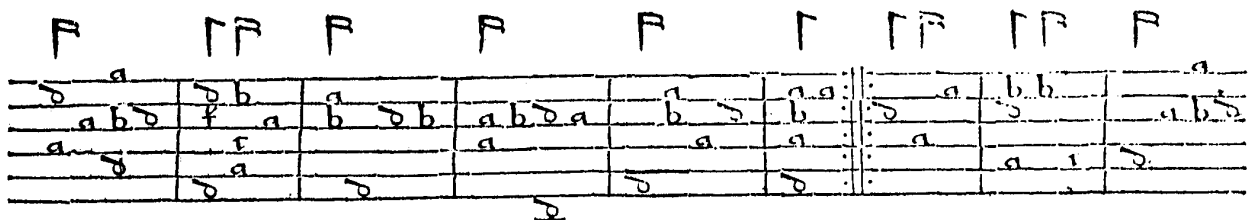
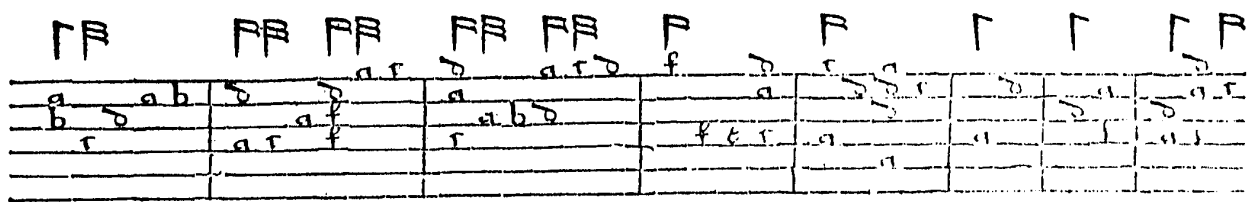
GALLIARD.



The Schoole of Musicke.



Erry Melancholic.



The Schoole of Musicke.



Obinfons Riddle.

Handwritten musical notation for the 'Obinfons Riddle' from 'The Schoole of Musicke'. The notation is written on six staves, each containing a single line of music. The notation is a form of early English lute tablature, using letters (a, b, c, d, e, f, g) and rhythmic symbols (vertical strokes with flags) to represent notes and their durations. The music is organized into measures by vertical bar lines. The notation is written in a cursive, handwritten style typical of the 16th century.

G

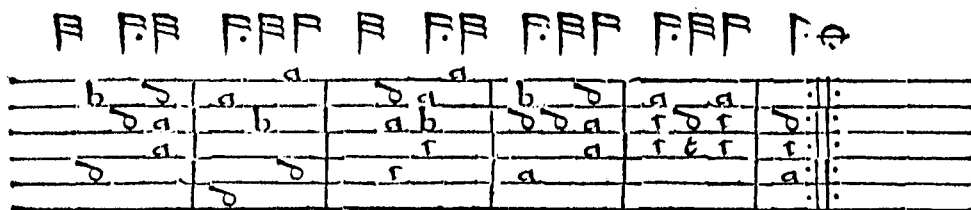
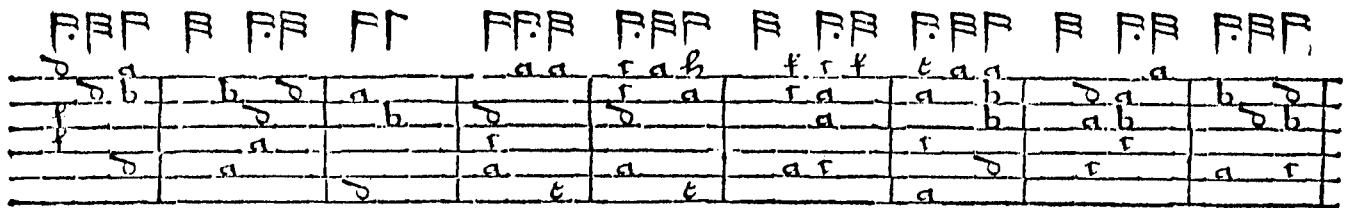
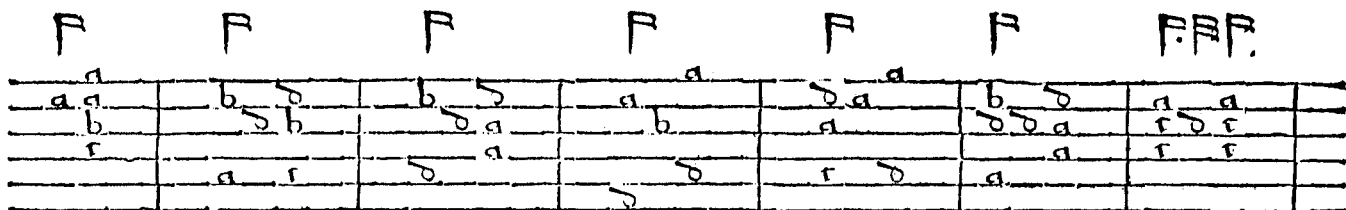
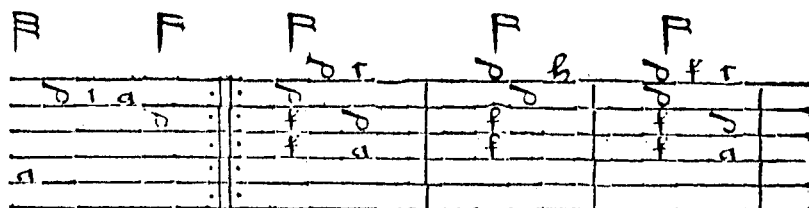
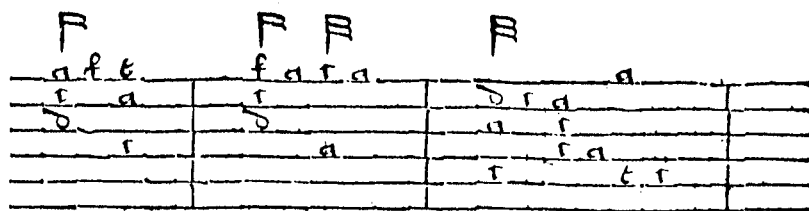
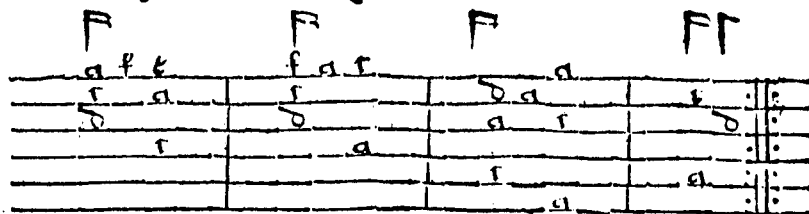
Of from my
Window.

The musical score is written on ten systems of three staves each. The notation is in a historical style, possibly from a 16th or 17th-century manuscript. The notes are often labeled with letters, and there are various rests and bar lines. The piece is titled 'G' and has the subtitle 'Of from my Window.'

The Schoole of Musicke.



TOY.



The Schoole of Musicke.



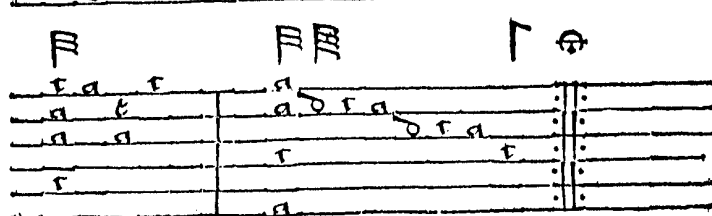
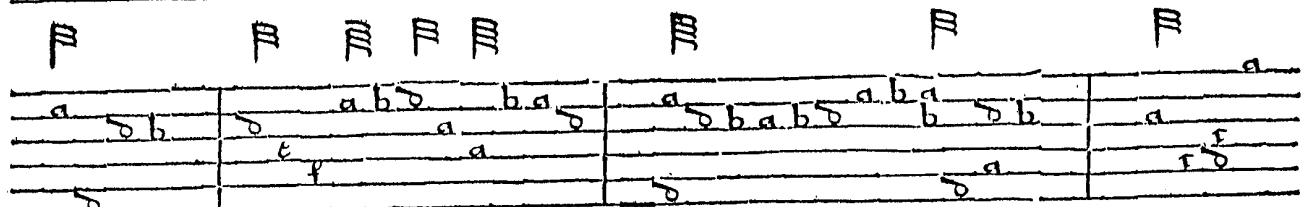
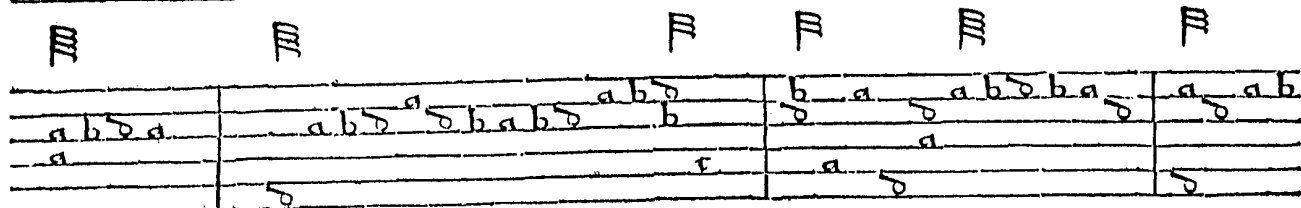
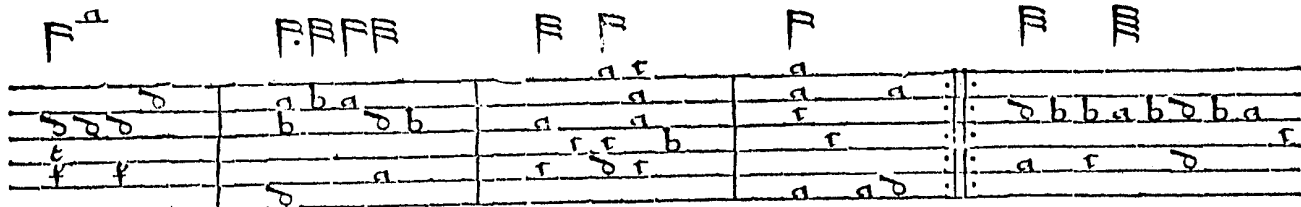
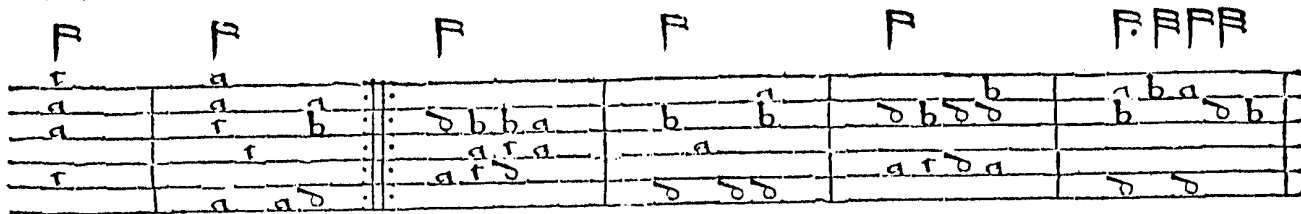
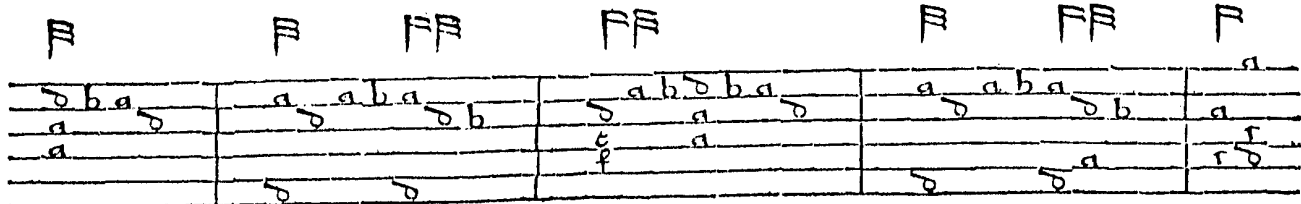
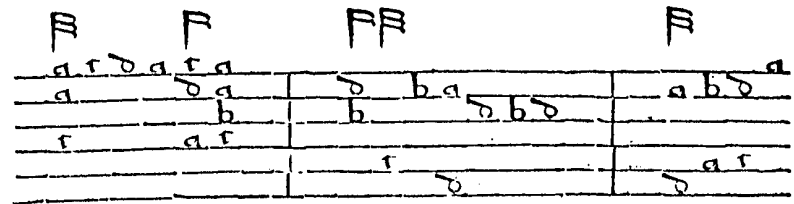
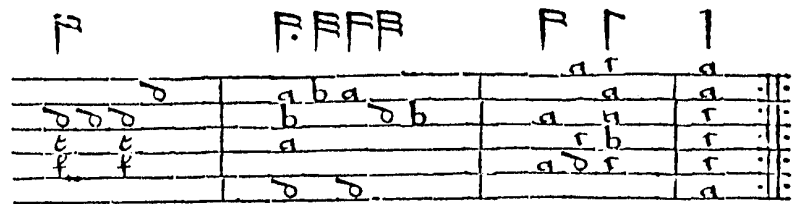
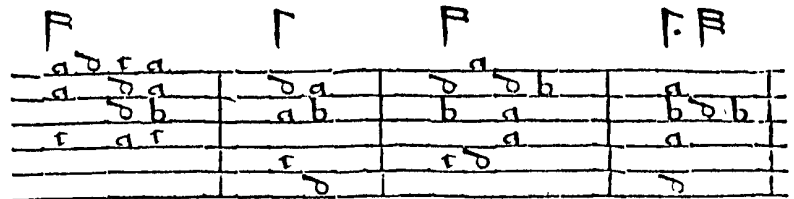
GIGVE.

Handwritten musical notation on ten staves, featuring various notes, rests, and clefs. The notation is written in a historical style, likely from a 16th-century manuscript. The first staff begins with a large, ornate initial 'A' and the word 'GIGVE.' below it. The notation includes various note values (minims, crotchets, quavers) and rests, with some notes marked with 'f' (forte) and 'p' (piano). The staves are arranged in a single column, with each staff containing a single line of music. The notation is written in a dark ink on aged paper.

The Schoole of Musicke.



N ALMAIGNE.



The Schoole of Musicke.



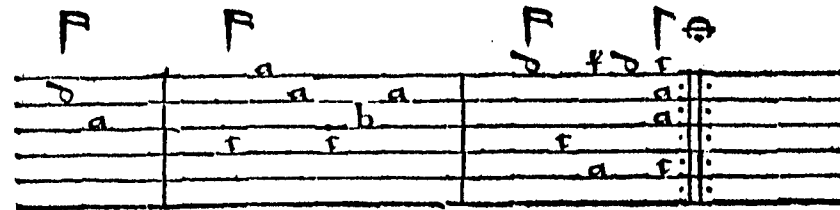
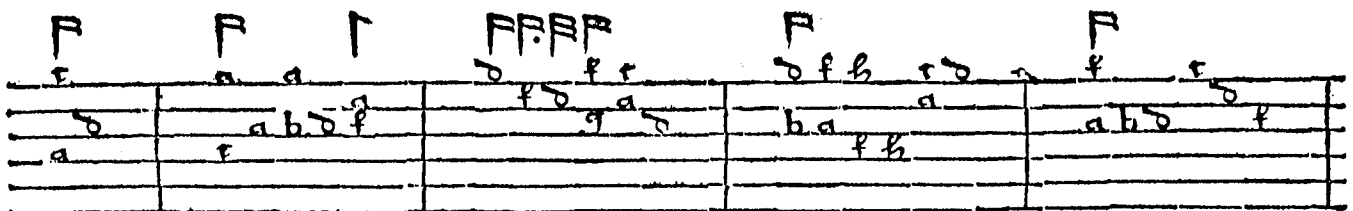
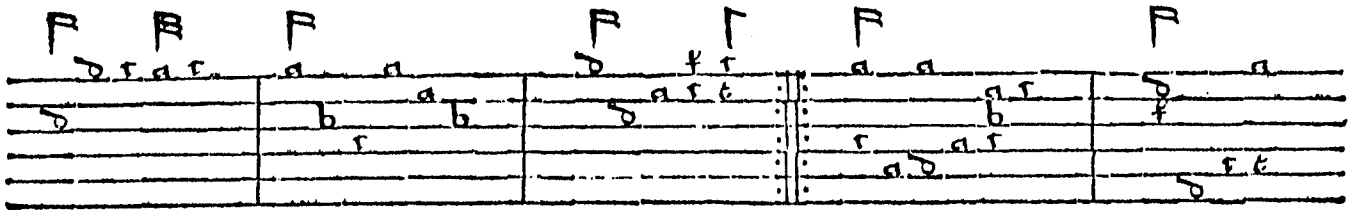
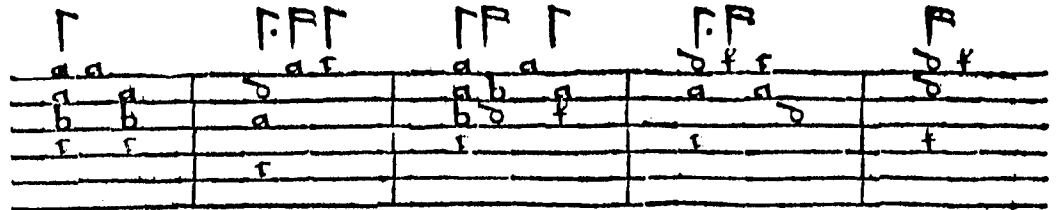
N ALMAIGNE.



The Schoole of Musicke.



TOY.



The Schoole of Musicke.



TOY.

First system of musical notation for the 'TOY' section, featuring a treble clef and a key signature of one flat (B-flat). The notation includes various note values (quarter, eighth, and sixteenth notes) and rests, with a repeat sign at the end of the first line.

Second system of musical notation, continuing the melody with a treble clef and a key signature of one flat. It includes a repeat sign at the end of the line.

Third system of musical notation, continuing the melody with a treble clef and a key signature of one flat. It includes a repeat sign at the end of the line.

Fourth system of musical notation, continuing the melody with a treble clef and a key signature of one flat. It includes a repeat sign at the end of the line.

Fifth system of musical notation, continuing the melody with a treble clef and a key signature of one flat. It includes a repeat sign at the end of the line.

Sixth system of musical notation, continuing the melody with a treble clef and a key signature of one flat. It includes a repeat sign at the end of the line.

The Schoole of Musicke.

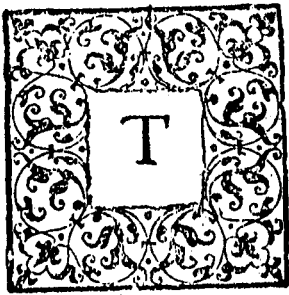


Okin is to the greenwood gone.

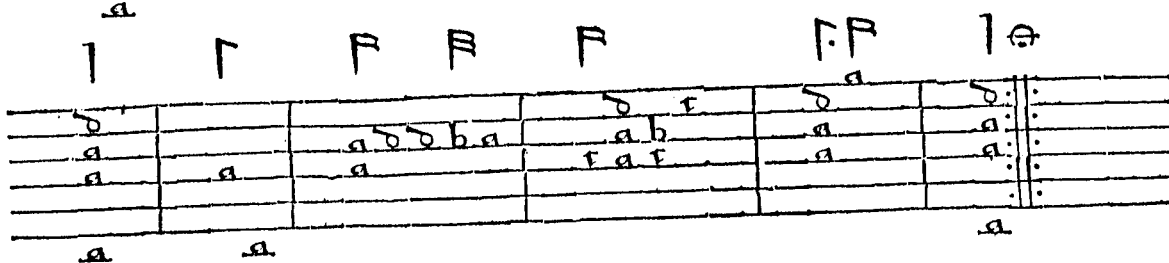
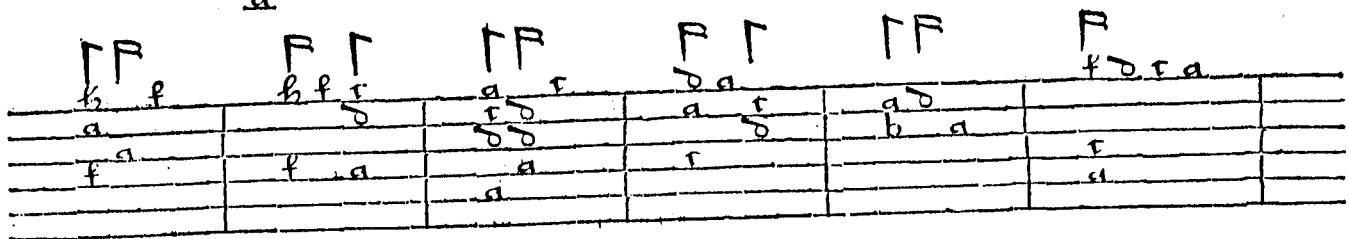
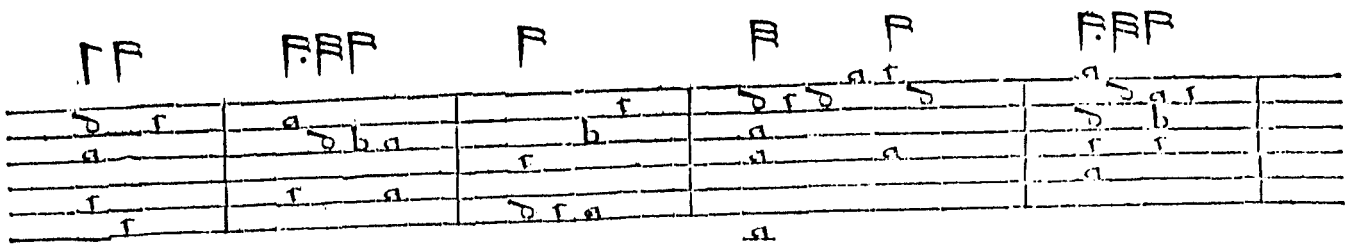
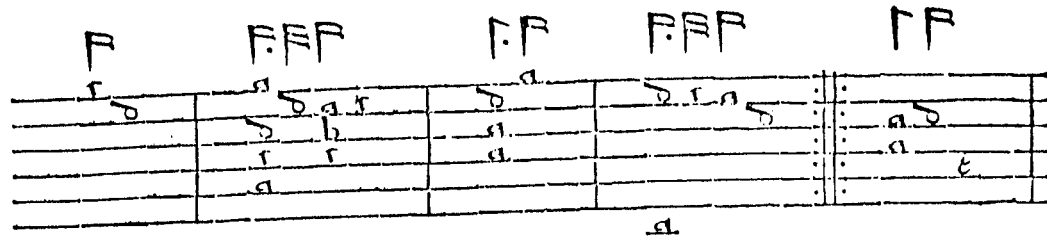
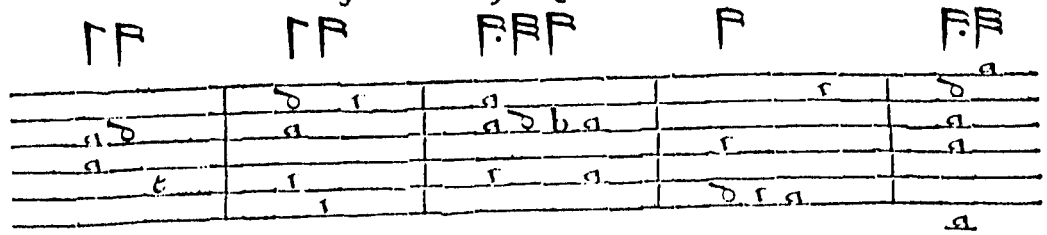
Handwritten musical notation for the piece "Okin is to the greenwood gone." The notation is written on five-line staves. Above the staves are various rhythmic symbols, including vertical lines with flags and beams, and some letters like 'F' and 'P'. The notes themselves are represented by letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', 'r', 's', 't', 'u', 'v', 'w', 'x', 'y', 'z' and some numbers. The piece is divided into several measures by vertical bar lines. The notation is a form of early printed musical notation, likely from a 16th-century manuscript.

Handwritten musical notation for the piece "TOY." The notation is written on five-line staves. Above the staves are various rhythmic symbols, including vertical lines with flags and beams, and some letters like 'F' and 'P'. The notes themselves are represented by letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', 'r', 's', 't', 'u', 'v', 'w', 'x', 'y', 'z' and some numbers. The piece is divided into several measures by vertical bar lines. The notation is a form of early printed musical notation, likely from a 16th-century manuscript.

The Schoole of Musicke.



He Queenes Gigue.



The Schoole of Musicke.



T Re Mi Fa Sol La
9 sundry waies: for one
Lute.

Handwritten musical notation for a lute piece, consisting of nine staves. The notation includes various rhythmic values (e.g., minims, crotchets, quavers) and accidentals (sharps, flats, naturals). The piece is divided into measures by vertical bar lines, with some measures containing repeat signs. The notation is written in a historical style, likely from a 16th-century manuscript.

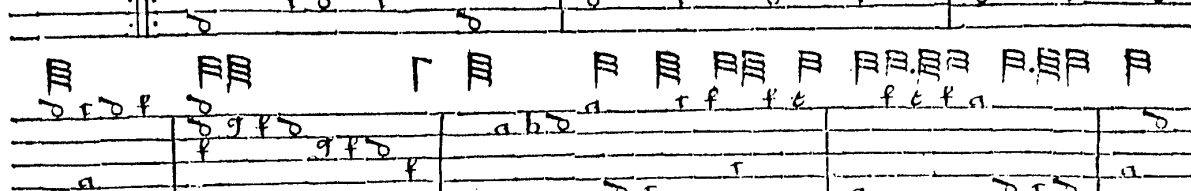
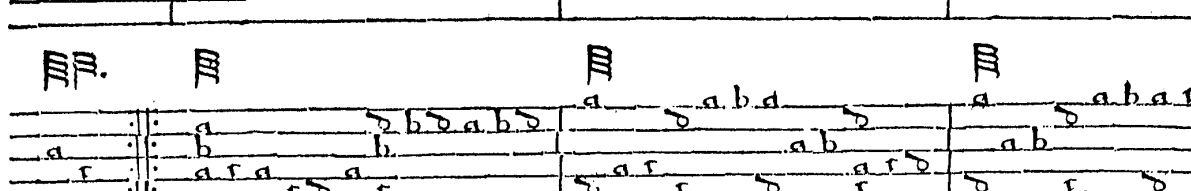
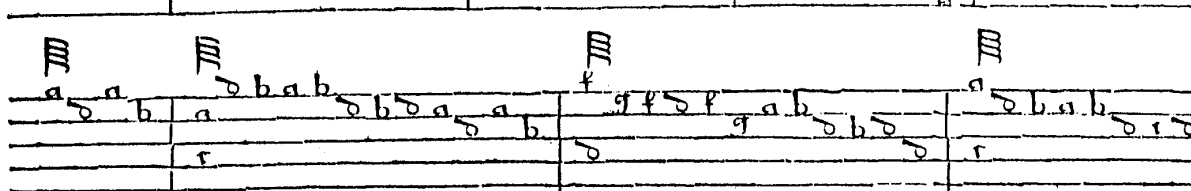
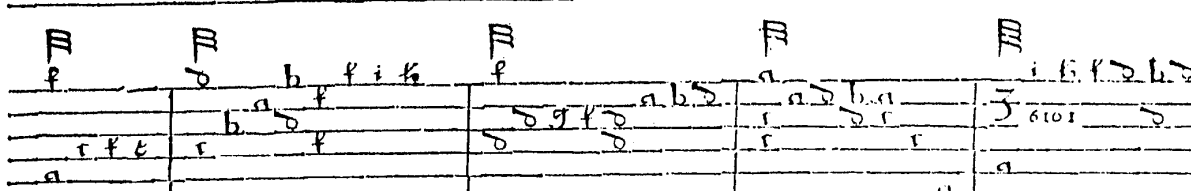
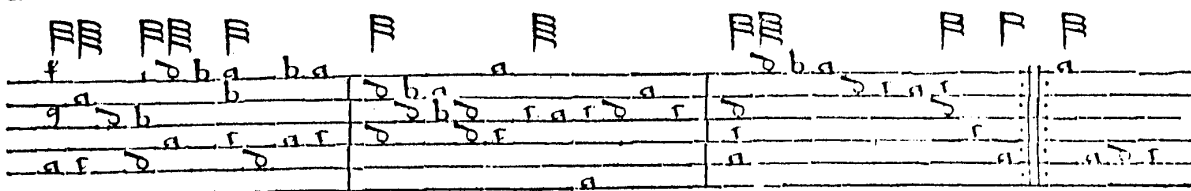
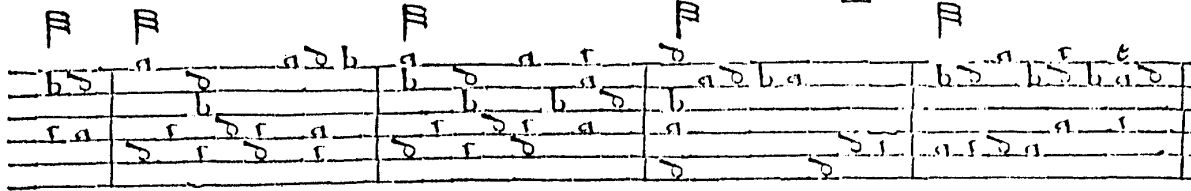
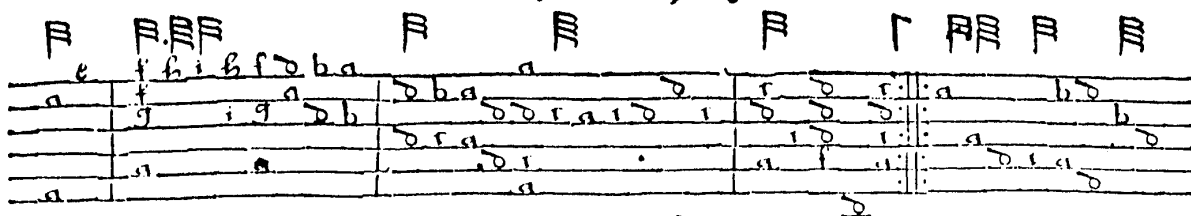
The Schoole of Musicke.

This image displays a handwritten musical score, likely a lute tablature, consisting of eight systems of staves. Each system typically contains two staves. The notation includes various musical symbols such as notes, rests, and accidentals (sharps, flats, naturals). Above the staves, there are numerous letters (a, b, c, d, e, f, g) and numbers (1-7) which serve as a shorthand for the fret positions on a lute. Some systems include repeat signs (double dots) and a 'C' time signature. The handwriting is in an old English script, and the ink is dark on a light-colored paper.



Y Lord Willobies
welcome home.

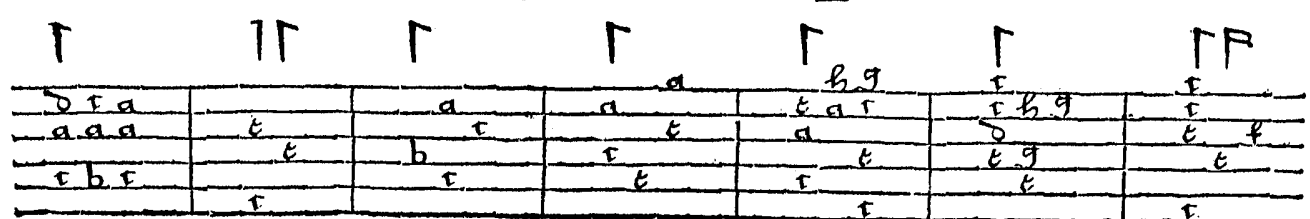
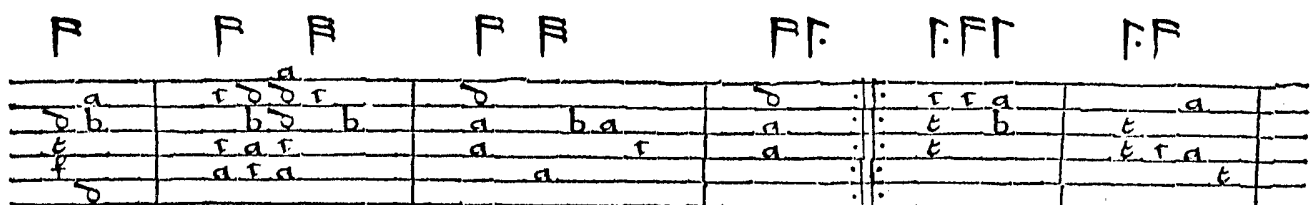
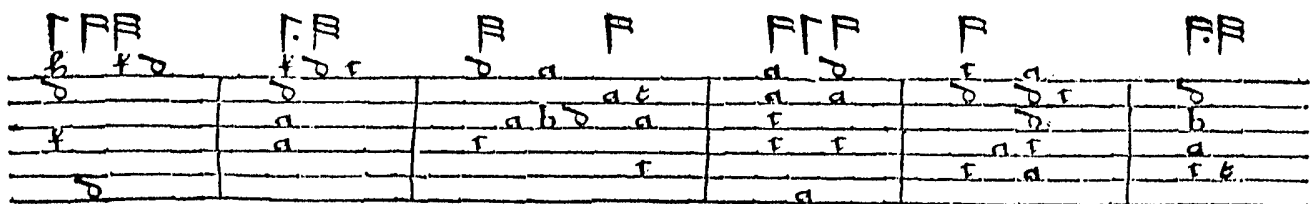
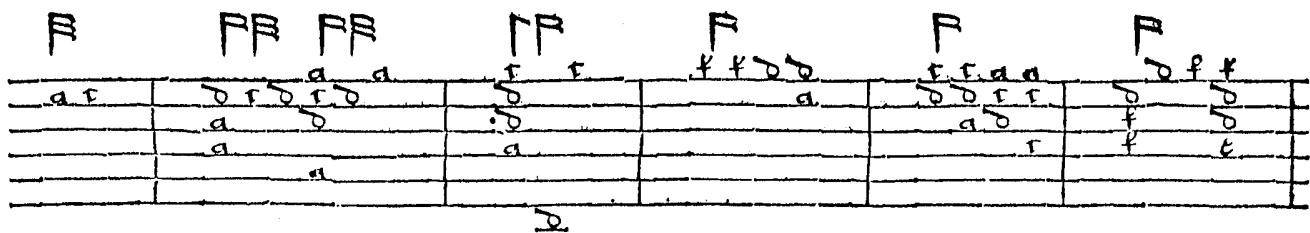
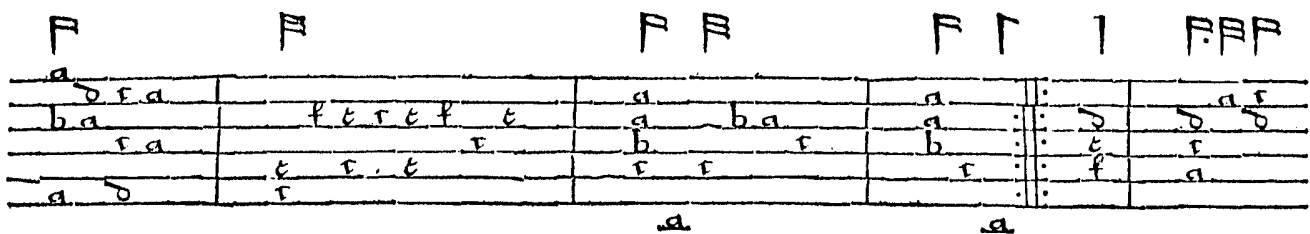
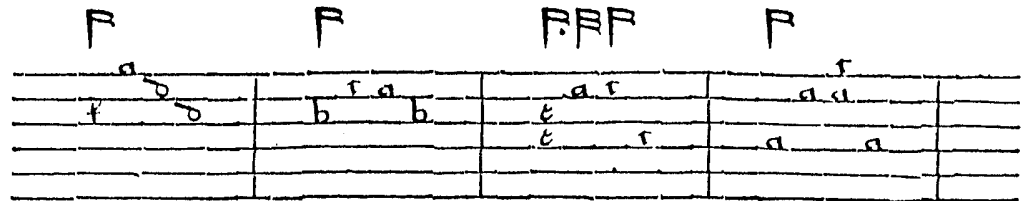
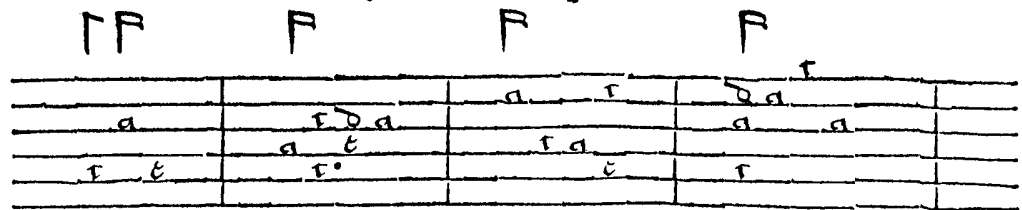
Handwritten musical score for a piece titled "Y Lord Willobies welcome home." The score is written on ten systems of three staves each. The notation is a form of early printed music, likely from a 16th-century manuscript. It features various note values (minims, crotchets, quavers), rests, and bar lines. The music is written in a single system, with the title and a large decorative initial 'M' at the beginning. The notation is in a form of early printed music, likely from a 16th-century manuscript. The score is written on ten systems of three staves each. The notation is a form of early printed music, likely from a 16th-century manuscript. It features various note values (minims, crotchets, quavers), rests, and bar lines. The music is written in a single system, with the title and a large decorative initial 'M' at the beginning.



The Schoole of Musicke.



ELL VEDERE.



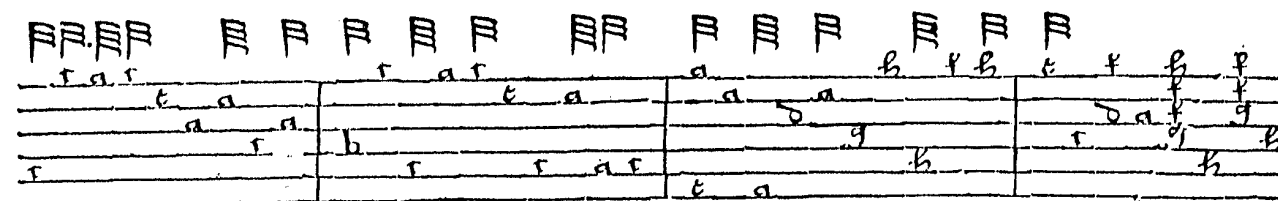
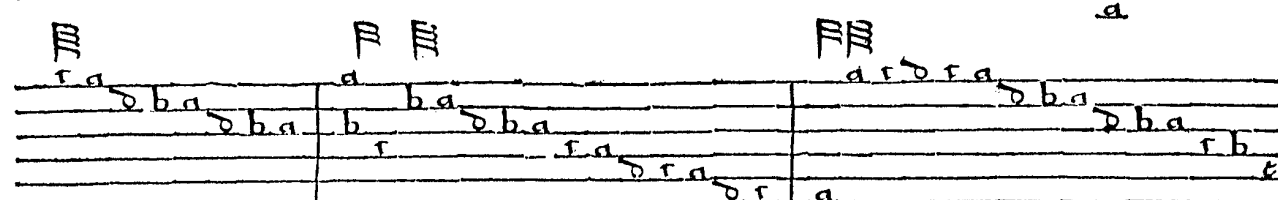
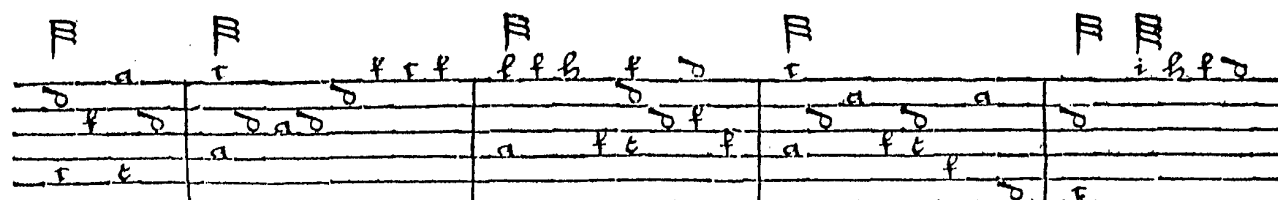
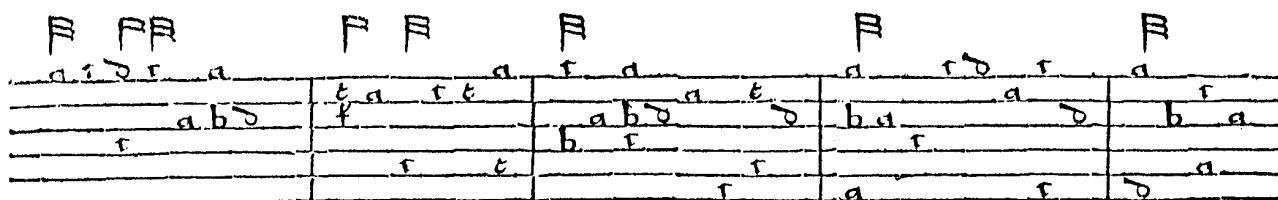
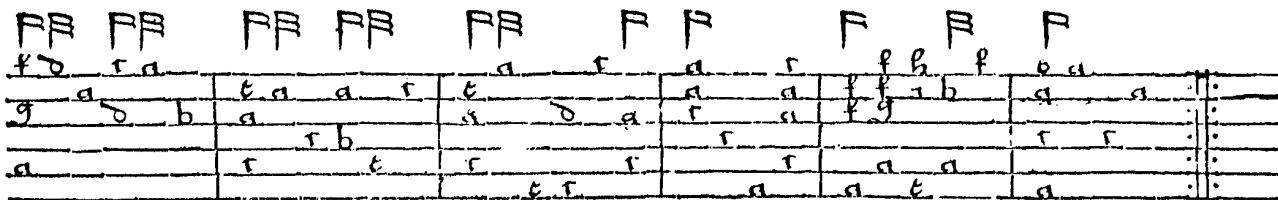
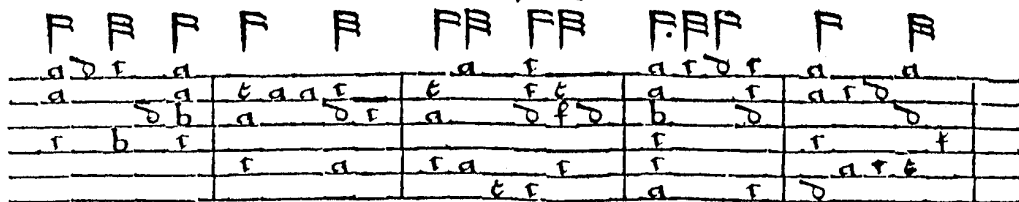
The Schoole of Musicke.

The image displays a handwritten musical score, likely for a lute, consisting of six systems of staves. Each system contains musical notation (notes and rests) and lute tablature (letters a, b, c, d, e, f, g). The notation is written in a historical style, with some systems featuring a double bar line and repeat signs. The tablature is written below the notes, often with a 'c' (cittern) or 'l' (lute) symbol. The score is arranged in a single column, with each system occupying a separate line of the page.

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He Spanish Pavin.



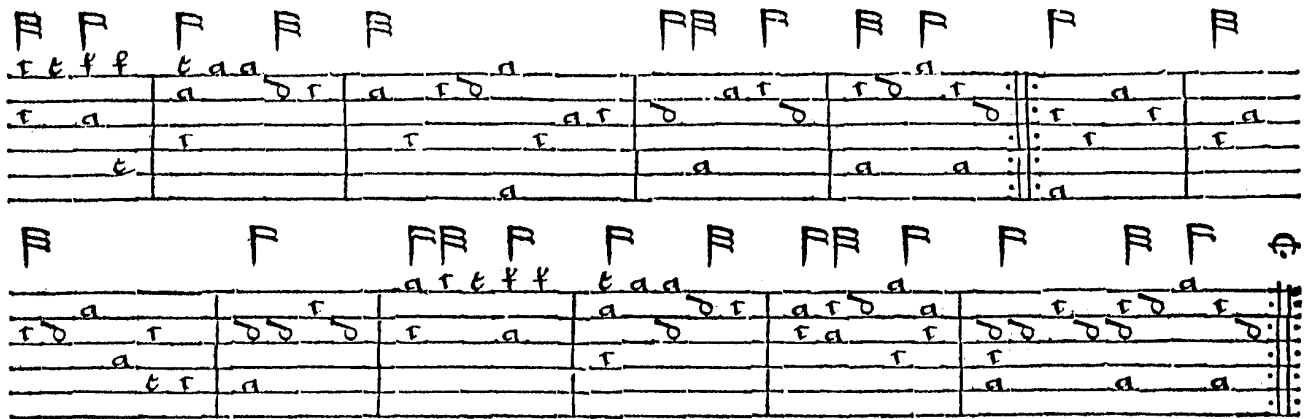
The Schoole of Musicke.

The image displays a handwritten musical score, likely a lute tablature, organized into seven systems. Each system consists of a single staff with a treble clef. The notation is a mix of letters (a, b, c, d, e, f, g) and rhythmic symbols (vertical strokes with flags, beams, and dots). The first system begins with a treble clef and a key signature of one flat (B-flat). The second system continues the piece. The third system features a repeat sign and a key signature change to one sharp (F#). The fourth system includes a key signature change to two sharps (F# and C#). The fifth system shows a key signature change to two flats (B-flat and E-flat). The sixth system features a key signature change to one sharp (F#) and includes a key signature change to one flat (B-flat) in the final measure. The seventh system concludes the piece with a key signature change to one sharp (F#) and a final key signature change to one flat (B-flat) in the final measure. The notation is dense and characteristic of early modern lute tablature.

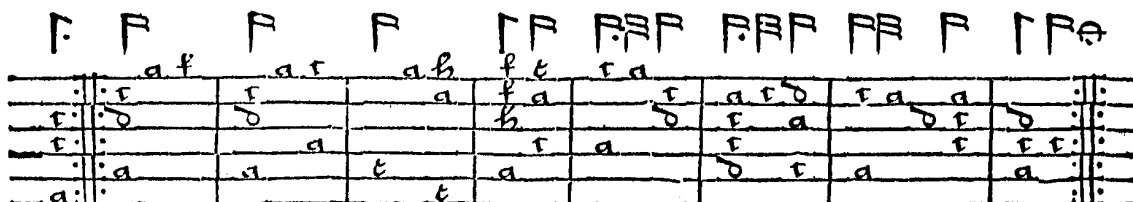
The Schoole of Musicke.



GIGVE.



GIGVE.



The Schoole of Musicke.



Alking in a country towne.

Musical notation for the first system, featuring a treble and bass staff with various notes and rests. The notation includes a large 'W' initial and a key signature of one flat (B-flat).



Ony sweet boy.

Musical notation for the second system, featuring a treble and bass staff with various notes and rests. The notation includes a large 'B' initial and a key signature of one flat (B-flat).

The Schoole of Musicke.



GIGVE.

Tablature for the Lute, GIGVE. The notation consists of two systems of three staves each. The first system has a treble clef and a key signature of one sharp (F#). The second system has a bass clef and a key signature of one sharp (F#). The notation includes various rhythmic values and accidentals.



ANTERO.

Tablature for the Lute, ANTERO. The notation consists of two systems of three staves each. The first system has a treble clef and a key signature of one sharp (F#). The second system has a bass clef and a key signature of one sharp (F#). The notation includes various rhythmic values and accidentals.



Three parts in one vpon
an old ground.

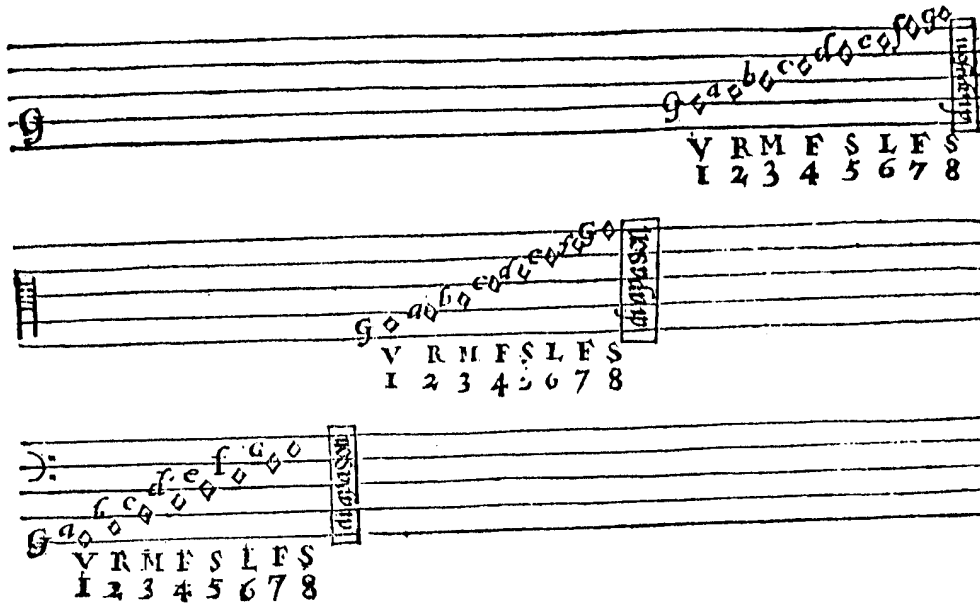
Tablature for the Lute, Three parts in one vpon an old ground. The notation consists of two systems of three staves each. The first system has a treble clef and a key signature of one sharp (F#). The second system has a bass clef and a key signature of one sharp (F#). The notation includes various rhythmic values and accidentals.

Heere endeth the Tabliture for the Lute.

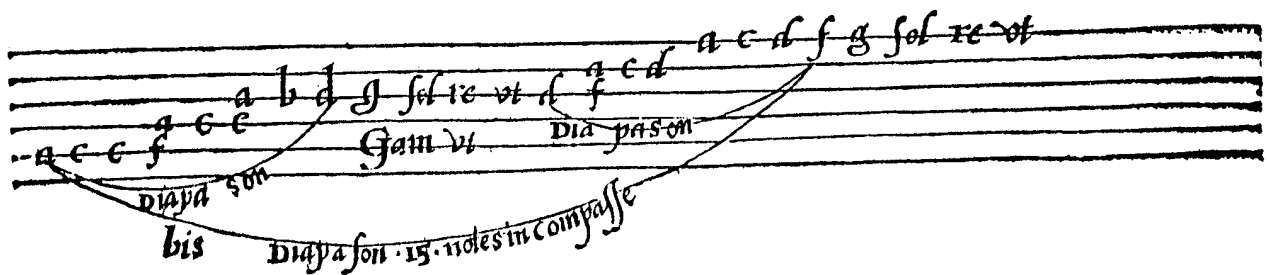
Rules to instruct you to Sing.

FIRST, you shall vnderstand, that all that is to be done in song, is within the compasse of an eight, called a *Diapason*, for what is about an eight, is but a repetition of the same notes which you vttered before, in the eight notes of your *Gam-vt*.

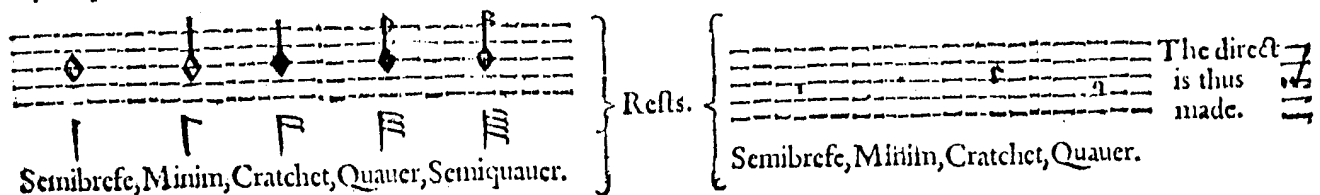
As for example.



Heere you see, that from Gam-vt to G-fol-re-vt in space, to G-fol-re-vt in rule aboue, are the same in number, quantitie and qualitie: which according to the Alphabet, from G.a.b.c.d.e.f. and then G. againe by rule and space, are expressed in the *Diapason*, by five termes, words, or notes, as thus. Vth for vt, re, mi fa, sol, la, and so still the higher you goe, fa, sol, la, mi, fa, sol, la, &c. which is thus expressed in tablature.



Now you haue gotten the way to tune your voice, (note for note) with the Lute in the vnison, (that is: all in one tune or sound, or eight vnder) then you may rule your voice to the Viol also: First knowing the quantitie of tymes, and their rests; for the which purpose I haue set out some Psalmes, both to the voice, and Lute, and voice & Viol, in the Vnison, for your sure guide. Also, I haue set them full to the Lute, so that you may vse which you please at your pleasure. The times of prickfong, you may know by the times of the Lute: as followeth.



Rules to instruct you to sing.

Hould your Viole somewhat strongly betwene your legs, and in all points, carrie your left hand vpon it, as you doe vpon the Lute.

Hould your bow or stick, hard by the Nut of it, with your forefinger, about the stick, your second and third finger (in the hollow of the Nut) betwene the heire and the stick, and your little finger beneath the heire, slack quite from it.

V A L E.

V

T Re Mi Fa Sol La La Sol Fa Mi Re Vt Re Vt.

2 1 2 1 1 2 1 2 2

vt mi re fa mi fol fa la la fa fol mi fa re mi vt.

2 1 2 1 2 1 1 2 1 2 1 2

vt fa re fol mi la fa fa fa fa la mi fol re fa vt.

2 2 1 1 2 2 2 2 1 1 2 2

vt fol re la mi mi fa fol fol fa mi mi la re fol vt.

2 1 1 3 2 4 4 2 3 1 1 2

Rules to instruct you to sing.

Handwritten musical notation on a single staff. The notes are diamond-shaped and placed on a five-line staff. Below the staff, there are vertical lines indicating fingerings: 1, 4, 4, 4, 4, 1, 4, 1, 3, 1. There are also some letters like 'v', 's', 'r', 'l', 'r', 's', 'v', 'f', 'f', 'l', 'l', 'f', 'l' written above the staff.

A

Pfalme.

Handwritten musical notation on a single staff. The notes are diamond-shaped and placed on a five-line staff. Below the staff, there are vertical lines indicating fingerings: 4, 1, 2, 2, 1, 4, 2, 1, 2, 2, 2, 1, 2, 4, 1, 2, 1, 4, 2, 1, 1. There are also some letters like 's', 'l', 's', 'f', 's', 'f', 'l', 's', 's', 'f', 'l', 's', 'f', 'f', 'f', 'l', 's', 's', 'f', 'l', 's', 's', 'f', 'l', 's', 's' written above the staff.

Handwritten musical notation on a single staff. The notes are diamond-shaped and placed on a five-line staff. Below the staff, there are vertical lines indicating fingerings: 2, 2, 1, 1, 4, 1, 2, 4, 4, 2, 2, 4, 4, 3, 4, 2, 1, 2, 2, 1, 1. There are also some letters like 's', 'f', 'f', 's', 'l', 'l', 's', 'l', 's', 'f', 's', 's', 'f', 'f', 'f', 'f', 'l', 's', 's', 'f', 'l', 'f', 's', 'f', 'l', 'l', 's' written above the staff.

A

Pfalme.

Handwritten musical notation on a single staff. The notes are diamond-shaped and placed on a five-line staff. Below the staff, there are vertical lines indicating fingerings: 3, 1, 3, 1, 3, 4, 4, 3, 2, 1, 1. There are also some letters like 's', 'm', 'l', 'm', 's', 'l', 'm', 'f', 'f', 'm', 'l', 's', 's', 'l', 'l' written above the staff.

Handwritten musical notation on a single staff. The notes are diamond-shaped and placed on a five-line staff. Below the staff, there are vertical lines indicating fingerings: 1, 3, 1, 3, 3, 1, 3. There are also some letters like 'l', 'm', 'l', 's', 's', 'f', 's', 'm', 'l', 's', 's', 'f', 's' written above the staff.

Rules to instruct you to sing.



Pfalme.

Musical score for "The Rose Tree" in G major, 2/4 time. The score is written on a grand staff with a treble and bass clef. The melody is in the treble clef, and the bass line is in the bass clef. The key signature has one sharp (F#). The time signature is 2/4. The score includes a key signature change from G major to F major (one flat) in the second system. The melody is written in a simple, folk-like style with many eighth and sixteenth notes. The bass line provides a simple accompaniment with eighth and sixteenth notes. The score is divided into two systems. The first system contains 12 measures, and the second system contains 12 measures. The score ends with a double bar line.

Musical score for "The Rose Tree" in G major, 2/4 time. The score is written on a grand staff with a treble and bass clef. The melody is in the treble clef, and the bass line is in the bass clef. The key signature has one sharp (F#). The time signature is 2/4. The score includes a key signature change from G major to F major (one flat) in the second system. The melody is written in a simple, folk-like style with many eighth and sixteenth notes. The bass line provides a simple accompaniment with eighth and sixteenth notes. The score is divided into two systems. The first system contains 12 measures, and the second system contains 12 measures. The score ends with a double bar line.

Musical score for "The Rose Tree" in G major, 2/4 time. The score is written on a grand staff with a treble and bass clef. The melody is in the treble clef, and the bass line is in the bass clef. The key signature has one sharp (F#). The time signature is 2/4. The score includes a key signature change from G major to F major (one flat) in the second system. The melody is written in a simple, folk-like style with many eighth and sixteenth notes. The bass line provides a simple accompaniment with eighth and sixteenth notes. The score is divided into two systems. The first system contains 12 measures, and the second system contains 12 measures. The score ends with a double bar line.

A musical score for the song "The Rose Tree". The score is written on a grand staff with a treble and bass clef. The melody is in the treble clef, and the bass line is in the bass clef. The key signature is one flat (B-flat), and the time signature is 3/4. The melody consists of a series of eighth and sixteenth notes, with some rests. The bass line consists of a series of eighth and sixteenth notes, with some rests. The lyrics are written below the bass line. The score ends with a double bar line and repeat dots.



Pfalme.

The musical score for 'The Rose Tree' is presented on five staves. The first staff is a vocal line in G major, featuring diamond-shaped notes and a treble clef. Below it are four staves of piano accompaniment. The second staff contains the lyrics 'L l l s l f s l l s f f s' aligned with the notes. The third staff contains the lyrics 'l l l b a b a a b b' aligned with the notes. The fourth and fifth staves contain the lyrics '3 1 3 3 1 1 3' aligned with the notes. The score is a single system with a key signature of one sharp (F#) and a common time signature (C).

The musical score for 'The Rose Tree' is presented on five staves. The first staff contains the melody in treble clef, with notes and rests corresponding to the lyrics. The second staff contains the lyrics: 'l l s l f l s f m l s f m r m r l s l'. The third staff contains the lyrics: 'l l s l f l s f m l s f m r m r l s l'. The fourth staff contains the lyrics: 'l l s l f l s f m l s f m r m r l s l'. The fifth staff contains the lyrics: 'l l s l f l s f m l s f m r m r l s l'. The score is a simple, one-measure-per-note melody.

f l s f m l s f m r m r.

1 3 1 3 1 2 2

Rules to instruct you to sing.

A

1 1 1 1 1 1 1 1 1 1 1 1 1 1

Pfalme.

1 1 1 2 2 2 1 2 1 2 2 2

1 1 1 2

1 1 1 1 1 1 1 1 1 1 1 1 1 1

A

1 1 1 1 1 1 1 1 1 1 1 1 1 1

Pfalme.

1 1 1 1 1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1 1 1 1 1

Rules to instruct you to sing.

For the Viol
by song.

F

L 1 s 1 f s 1 1 1 1 s s s r s s

Or the Viol
by Tableture

2 2 3 2 3 2 2 2 2

1 1 s f m 1 s 1 1 s 1 m m 1 1 s 1 f m m 1

2 3 1 2 3 2 2 2 2 2 2 2 3 2 3 2 2 2

f f s 1 s s f f s s 1 1 s 1 1 1 s f m r 1 1 r

1 3 2 3 1 3 3 2 2 2 2 2 3 2



Pfahme.

1 1 1 1 3 1 1 1 1 3 3 1

1 1 1 1 3 1 1 1 3 1 1

Rules to instruct you to sing.



Wcet I E S V who shall lend mee wings.

Handwritten musical notation for a three-part setting of "The Rose Tree". The score is written on three staves. The first staff has a treble clef and a key signature of one flat (B-flat). The second and third staves have bass clefs. The music is divided into three measures by vertical bar lines. The first measure contains three measures of music, the second measure contains two measures, and the third measure contains two measures. The notation includes various musical symbols such as notes, rests, and bar lines. Below the staves, there are numbers indicating fingerings or counts: 1 2, 1 3 2, 4 3, 1 3, 4, 3 4, 4 1, 3 1.

[illegible]

Handwritten musical notation on five-line staves, featuring various notes, rests, and bar lines. Below the staves, there are numerical sequences: 1 1 4 4, 3 2 1 3, 1, 1 2 3 4, 3 4, 2 3, 1, 1 4 1 4, 3 1 2, 1, 1, 4 4, 3 2 1 3.

The musical score for "The Rose Tree" is presented in two systems. The first system contains the vocal parts (Soprano, Alto, Tenor, and Bass) and the piano accompaniment. The second system continues the vocal parts and the piano accompaniment. The piano accompaniment is written for the right hand (RH) and left hand (LH). The key signature is one flat (B-flat), and the time signature is 3/4. The tempo is marked "Moderato". The score is in English and includes the lyrics "The Rose Tree".

Psalmc.

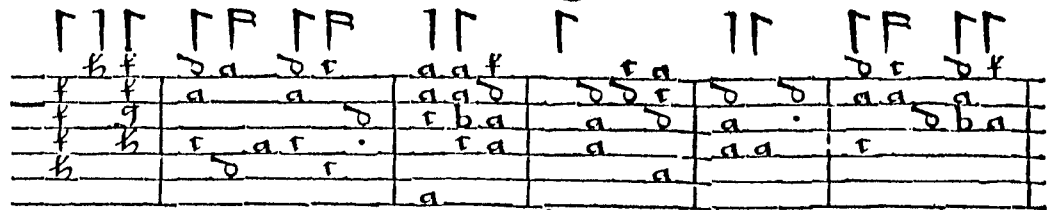
1	1	1			1	1	1	1	1	1		
e	e	e	a	a	f	f	f	e	e	a	f	
a	a	a	b	b	b	b	b	a	a	a	b	
f	f	f	f	f	a	a	a	f	f	f	a	
4	4	4	1	1	1			4		4	1	1
1	1	1	2	2	3			1		1	2	3
					2							2

Handwritten musical score for "The Rose Tree". The score is written on five-line staves. The key signature is one flat (B-flat) and the time signature is common time (C). The melody is written on the top staff, and the accompaniment is on the bottom staff. The lyrics "The Rose Tree" are written below the melody. The score is divided into measures by vertical bar lines. The final measure ends with a double bar line and repeat dots.

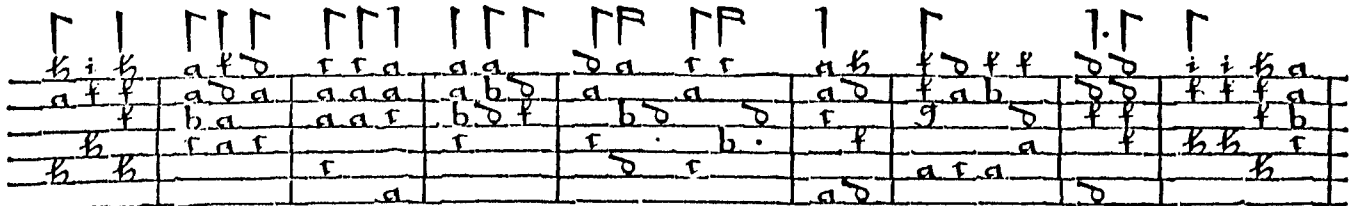
Rules to instruct you to sing.



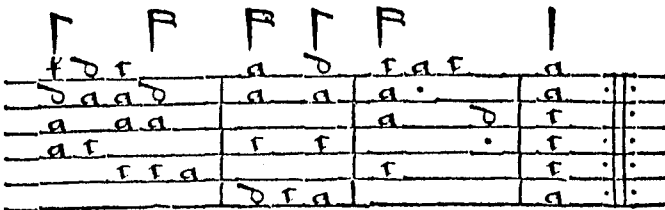
Lord of whom I doe
depend.



1 4 1 4 3 4 3 4 1 1 4 1 3 1 1 4 4 4 1 3 4 1
2 2 2 2 2 2 2 2 3 3 2 4 2 2 1



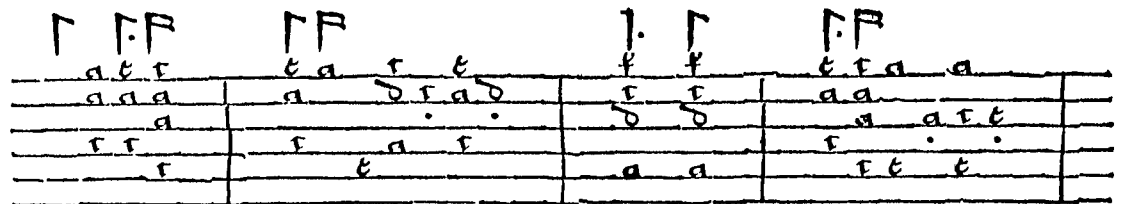
3 4 3 1 4 4 3 3 1 1 1 1 4 1 4 3 3 4 1 4 1 4 4 4 1 1 4 4 3 1
2 1 2 2 2 2 2 2 3 3 2 3 2 1 1 2 2 1 1 3 3 1 1 1 2
2 1



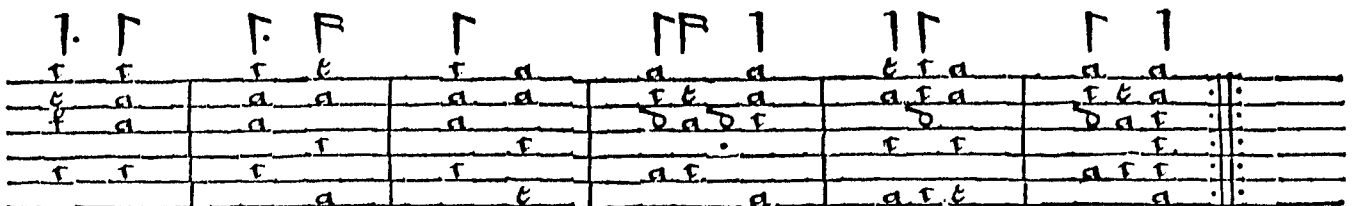
4 4 3 4 2 1 4 3 3 4 3
2 2 2 2 3 2 2 3 4 2
1



Lord that art my
righteousnesse.



1 4 3 4 3 1 1 4 2 4 4 4 3 3 1 4
1 2 1 3 1 1 1 1 2 3



1 3 3 4 3 1 1 4 2 1 4 1 1 1 4 3
3 2 2 1 2 3 2 1 1 2 3 2 1 2
4 1 1

Finis.