

# Chi vuol la zingarella

(from opera *Zingari in Fiera*)

Giovanni Paisiello  
(1740-1816)

Moderato (♩=70)

Intro

*p*

4

Verse

Chi vuol la zin - ga -

10

rel - la gra - zio - sa ac - cor - ta e bel - la? Si -

13

gno - ri, ec - co - la qua si - gno - ri, ec - co - la

16

qua. Le don - ne sul bal - co - ne



37

gno - ri, ec - co - la - qua, si - gno - ri, ec - co - la -

40

qua. le don - ne sul bal - co - ne

43

so be - ne in - do - vi - nar I gio - va - ni al can -

46

to - ne so me - glio stuz - zi - car A

49

vec - chi in - na - mo - ra - ti, a vec - chi in - na - mo -

52

ra - ti scal - dar fo - le cer - vel - la Chi



Coda

73

gno - ri, si - gno - rīec - co - la qua.

75

$\frac{4}{6}$  CII

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Intro

Chords: A, E, F#

Chord diagrams:  $\frac{5}{6}$  CII,  $\frac{5}{6}$  CIV

Tablature (T, A, B strings):

2	0	2	1	2	2	3	2	0	3
2	0	2	1	2	2	3	4	2	0
2	0	4	2	4	2	4	2	0	4
		0		5	4	5			2

Chords: Bm, A

Chord diagrams:  $\frac{5}{6}$  CIV

Tablature (T, A, B strings):

0	3	0	1	0	1	0	3	2	2
0	4	1	0	1	2	0	0	0	2
0	4	5	0	0	0	0	0	4	0
	6	7	0	0					

Verse

Chords: D, B7, E

Lyrics: Chi vuol la zin - ga -

Tablature (T, A, B strings):

3	2	0	2	5	4	0	2	0	1
4	2	0	2	1	0	2	0	4	2
				0					0

Chords: A, F#, Bm, F#

Lyrics: rel - la gra - zio - sa ac - cor - ta e bel - la? Si -

Chord diagrams:  $\frac{5}{6}$  CII,  $\frac{5}{6}$  CIV

Tablature (T, A, B strings):

2	2	3	3	2	0	3	0	3	0
4	2	4	4	4	2	0	0	4	0
5	4	5	4	2	4	4	5	6	7

13 E A D B7

gno - ri, ec - co - la qua si - gno - ri, ec - co - la

16 E B7 E

qua. Le don - ne sul bal - co - ne

19 B7 E B7

so be - ne in - do - vi - nar, i gio - va - ni al can -

22 E B7 E

to - ne so me - glio stuz - zi - car A

25 E B7 E E

vec - chi in - na - mo - ra - ti scal - dar fo le cer -

TAB: 2 2 2 2 | 2 0 0 | 4 2 1 4 | 2 2 2 2 | 0 0 0

28 B7 E E B7 E

vel - la, scal - dar fo le cer - vel - la a

TAB: 2 0 | 2 0 | 4 2 1 4 | 2 4 2 1 | 2 0 | 2 0 | 2 1 4 2 1 | 2 2 4 2 1 | 2 2 0

31 E rit. B7 E Verse A E

vec - chi in - na - mo - ra - ti Chi vuol la zin - ga -

TAB: 2 2 2 2 | 2 1-2-5-4 0 | 2 1 | 2 0 2 1 | 2 0 4 2 | 2 0

34 A F# Bm F# Bm

rel - la, chi vuol la zin - ga - rel - la? Si -

TAB: 2 3 2 0 | 2 3 0 | 0 3 0 | 4 2 0 3 | 0 4 4 5 | 5 4 5 6 7

37 E A E7

gno - ri, ec - co - la qua, si - gno - ri, ec - co - la -

TAB: 1 0 1 2 3 3 2 2 2 0 3 0 0 2 2 1

B: 0 0 0 0 4 0 0 0

40 A E7 A  $\frac{2}{6}$  CV

qua. le don - ne sul bal - co - ne

TAB: 2 2 2 2 1 0 5 5 6 6 7 7 7

B: 0 0 0 0 0 0 0 7 7 7

43 E7 A CII E7

so be - ne in - do - vi - nar I gio - va - ni al can -

TAB: 3 3 3 3 3 2 2 2 2 1 0 0 0 0 0

B: 6 0 2 2 2 0 0

46 A  $\frac{2}{6}$  CV E7 A CII A

to - ne so me - glio stuz - zi - car

TAB: 0 5 5 6 6 3 3 3 3 3 2 2 2 2 2

B: 0 7 7 7 0 2 2 2 2

49

F# Bm  $\frac{5}{6}$  CII E  $\frac{4}{6}$  CII

vec - chi in - na - mo - ra - ti, a vec - chi in - na - mo -

TAB: 4 4 4 4 | 3 2 4 3 | 2 2 2 2

52

A  $\frac{4}{6}$  CII A<sup>6</sup> B<sup>7</sup>  $\frac{5}{6}$  CII E

*rit.* *p* *a tempo* Verse

ra - ti scal - dar fo - le cer - vel - la Chi

TAB: 2 4 2 2 4 | 2 2 4 2 4 | 2 0 | 1 2

55

A E<sup>7</sup> A  $\frac{5}{6}$  CII F# Bm F#

vuol la zin - ga - rel - la? gra - zio - sa ac - cor - ta e

TAB: 2 0 2 1 | 2 2 3 4 | 3 2 0 3 | 2 2 0 4

58

Bm  $\frac{5}{6}$  CIV E A

bel - la? Si - gno - ri, ec - co - la qua - si -

TAB: 0 3 0 | 1 0 1 3 | 3 2 2

61

E7 A A

gno - ri, ec - co - la - qua, gra - zi - o - sa ac - cor - ta e bel - la gra - zi - o - sa ac - cor - ta e

T 2 0 3 0 0 2 2 1 2 2 0 0 2 3 2 2 0 0 3 3 2 2 0

A

B 0 0 0 0 0 0 0 0

64

A Bm E A

*f* bel - la *p* Si - gno - ri, ec - co - la qua, gra - zi - o - sa ac - cor - ta e

T 0 5 2 2 0 2 3 1 2 2 0 0 2 3 2

A

B 0 0 0 4 1 2 0 0 2 3 2 0 0

67

A A Bm E

bel - la gra - zi - o - sa ac - cor - ta e *f* bel - la *p* Si - gno - ri, ec - co - la

T 2 0 0 3 3 2 2 0 0 5 2 2 0 2 3 1

A

B 0 0 0 0 0 0 4 1 0

70

*A animando sempre e crescendo* A D E7 A

qua, si - gno - ri, si - gno - ri, si - gno - ri ec - co - la qua, si - gno - ri, si -

T 2 2 0 2 2 2 2 2 2 2 0

A 2 2 2 2 1 1 2 2 2

B 0 0 0 0 0 0 0 0 0

73

A D E7 Coda

gno - ri, si - gno - ri ec - co - la qua.

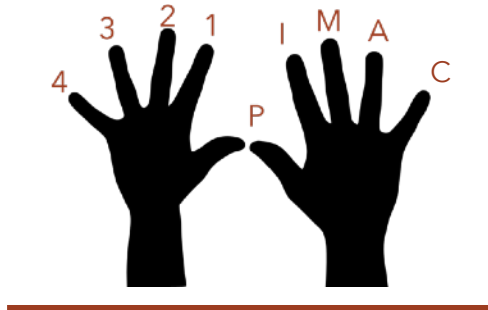
T	2	2	2	2	2	0	5	0
A			2		1	1		
B	0	0	0				6	

75

A  $\frac{4}{6}$  CII A

T	9	10	2	2	2	5	2	5	2
A	9		2		2			2	2
B	0		2					0	0

# Fingering Notations



## Practice Tips

### The 7 Steps to Learn Any Piece:

1. Make small sections
2. Know all the notes and musical markings
3. Clap and count the rhythm aloud
4. Play the right hand alone, counting aloud
5. Play the left hand alone, counting aloud
6. Play hands together, taking corrective pauses (no mistakes! Count aloud.)
7. Play hands together in rhythm, with a slow metronome, counting aloud.

### Musical Starting Points:

1. Know which notes are melody (probably stems up), and play the others quieter
2. Connect all melody notes smoothly (no gaps)
3. When a musical line or melody goes up in pitch, get quieter
4. When a musical line or melody goes down in pitch, get louder
5. Don't let the high notes stand out (any note higher than those before and after)
6. Repeated notes get louder (start quiet if you need to)

### Practice Tips:

1. Before slowing down or speeding up (rubato) master it at a steady pace.
2. For problem spots, state the problem out: where, what, how. ("What's going on here?")
3. Memorize every piece (even if you don't, you'll learn it faster if you try)
4. Have a purpose behind each repetition (blind repetitions are lazy practice).
5. Record yourself frequently. Listen or watch to decide what to practice next.

If you're planning on playing guitar for years to come, it pays to shore up your basics. We'd love to help. The Woodshed® Classical Guitar Program is a step-by-step method that guarantees flowing music. Train great habits of form, positioning and movement so your hands move freely and you play beautifully.

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