Table of contents: **All Understand Bass - Reading And Non-Diatonic Concepts**

Reading section:

- Introduction: Page 5
- Pitch, rhythm, staff: Page 9
- Notation symbols: Page 11
- Key signature, pulse, and meter: Page 13
- Reading rhythms: Page 15
- Notes on staff: Page 17
- Dotted notes: Page 19
- Tied Rhythms: Page 21
- Eighth notes: Page 23
- Syncopation: Page 25
- Chart reading: Page 27
- Sixteenth note rhythms: Page 35
- Accidentals and Ledger lines: Page 37
- 3/4 Time: Page 39
- 6/8 Time: Page 41
- Reading melodies: Page 43

Non-diatonic concepts:

- Diatonic concepts: Page 49
- Harmonic minor: Page 51
- The altered scale: Page 53

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All Understand Bass-
Music reading
And
Non-Diatonic Concepts

Introduction
These books are designed to give you solid musical training while you **LEARN SONGS**.

- Our books support 3 different steps in your musical journey, first you **PLAY** music, then you **UNDERSTAND** music, finally you **CREATE** your own music. This book is the **FOURTH BOOK** in the **UNDERSTAND** section.

- At the back of this book is the "**NOTES**" section. At the end of each lesson your teacher should write a brief description in the "notes" section, of the things you should work on in between lessons. This gives you a clear outline of what to work on, as well as how far you have come.

- At the very back of each book is a checklist of information that you should understand before moving on to the next book. And the **COMPLETION** page, stating that you learned all of the info on the checklist.

- Upon completing each level/book you instructor will notify the office and we will send you a **CERTIFICATE OF COMPLETION** and the book for the **NEXT LEVEL**.

What you should expect when your teacher gets to your house.

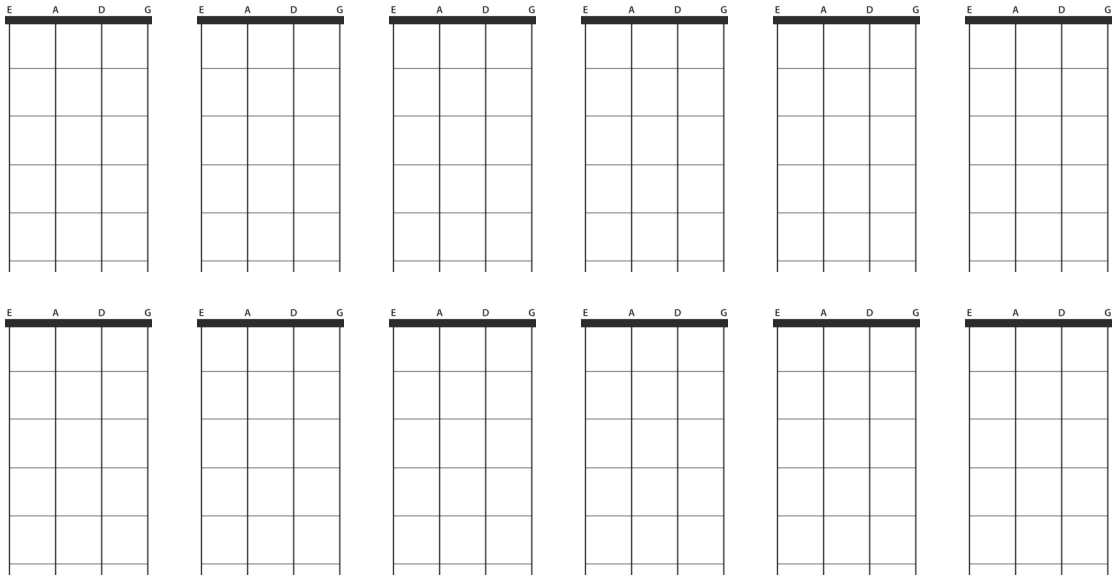
- There must be **ADULT SUPERVISION** other than the instructor in the home while the lesson is conducted.
- Your teacher should **ARRIVE ON TIME**, and should leave on time.
- Your teacher should have a bass, amp, tuner, and a way to play recordings.
- Your teacher should set up for the lesson in a **PUBLIC PLACE** in the house, preferably the living room or den. This location should have good lightning, chairs that support good posture (like dining chairs), and a power outlet.
- Your teacher should always encourage and facilitate the learning of **SONGS.**
- If you have questions or concerns about your lessons please call our office at: (310) 745-4007

In the ALL UNDERSTAND workbooks, there is not a designated SONG section.

But your teacher should continue teaching you songs, and applying the concepts in each workbook to those songs.

There are a variety of song charts at: www.allplaymusic.com

This is the reading section of this book.



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Staff

PAGE GOAL: To define, **PITCH, RHYTHM,** and the roll of **STAFF.**

ACTION!

Your teacher should explain the difference between **pitch and rhythm**. And should also explain the roll of the **LINES, SPACES,** and how to use **BAR LINES** to create **MEASURES** on the staff below.

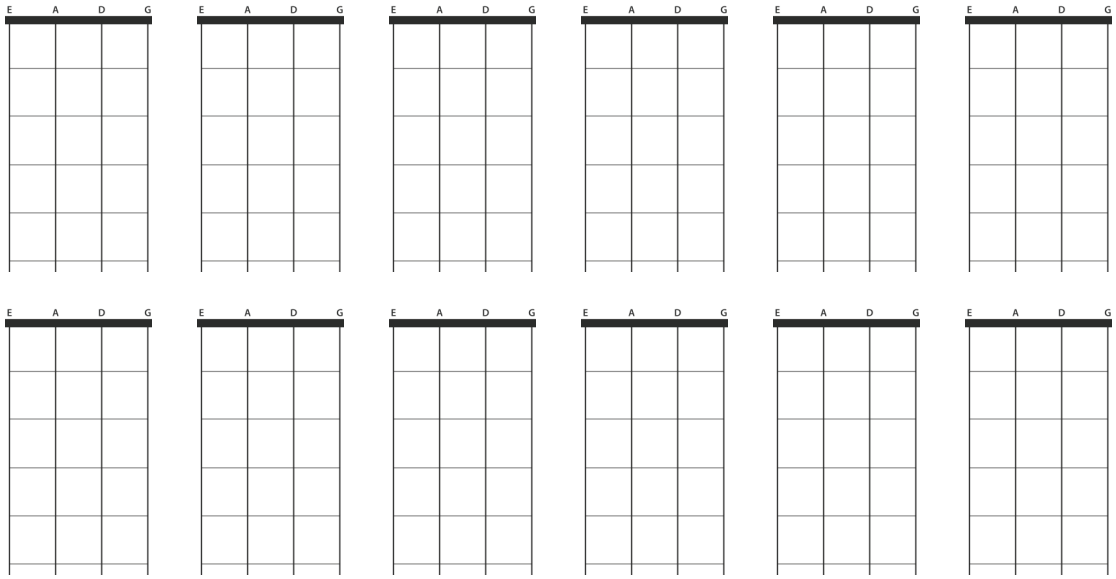
UNDERSTANDING TIP:

Music consists of two basic elements, PITCH, and RHYTHM. These two elements are written on STAFF as a way of remembering and sharing music.

Explain Lines and Spaces here.

Create measures here.

CHECK BOX when task is complete ☐



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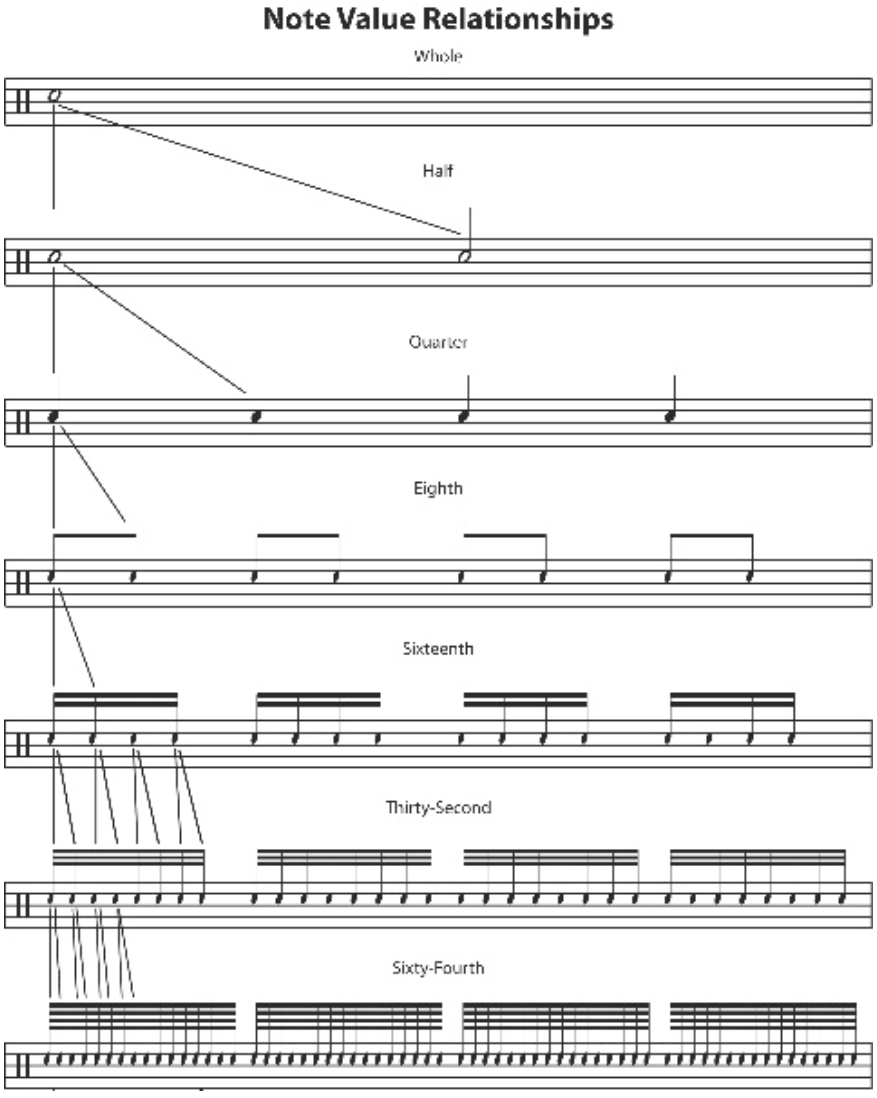
Staff

PAGE GOAL: Understand **NOTATION SYMBOLS,** and **RYHTHMIC NOTATION.**

ACTION!

Your teacher should explain the function of the **HEAD, FLAG,** and **BEAM,** and write examples on staff. Then your teacher should explain the **WHOLE, HALF, QUARTER,** and **EIGHTH NOTES,** and **RESTS** below.



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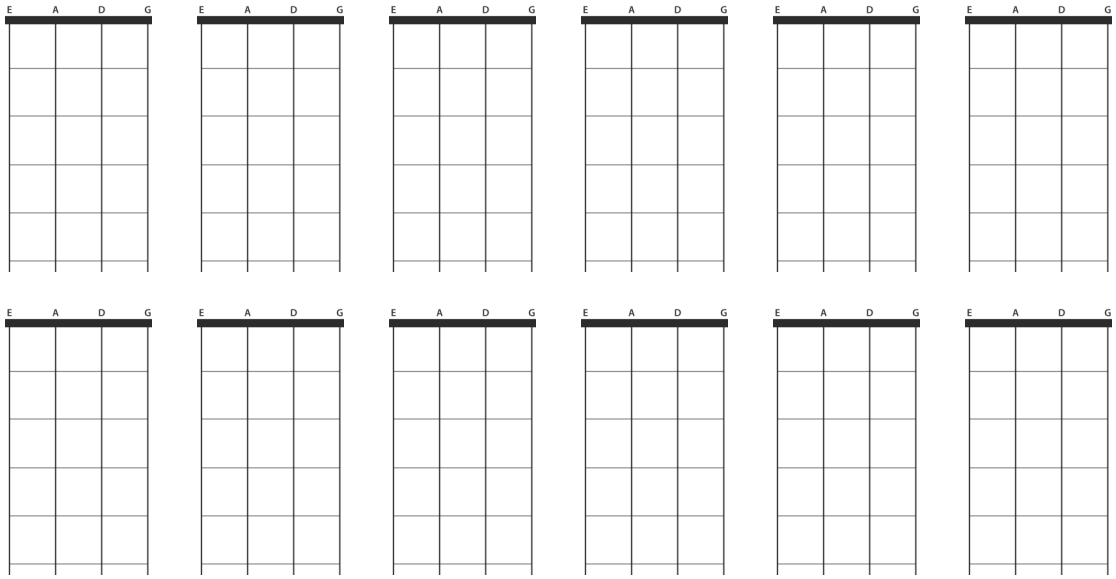

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Staff

PAGE GOAL: Be able to understand and recognize the **BASS CLEF, KEY SIGNATURES, PULSE,** and **METER.**

ACTION!

Your teacher should explain the function of the bass clef, and help you **write bass clefs** on staff below.

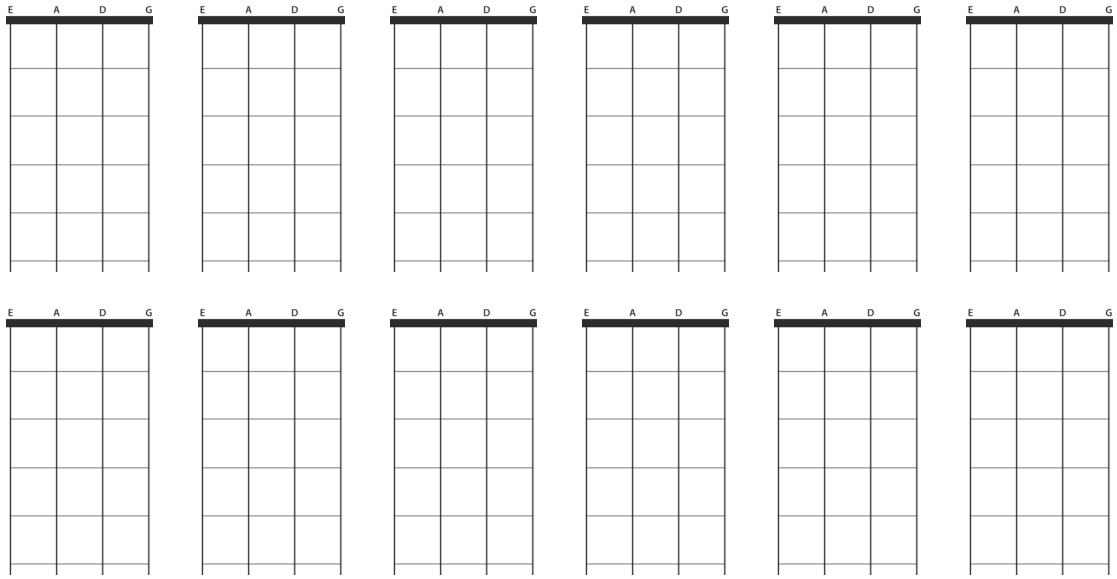
Then your teacher should explain how to write and recognize key signatures, and you should **write the key signatures for G, D, F, and E**.

Finally your teacher should explain what **pulse,** and **meter** mean, you should **create a pulse by clapping,** and your teacher should direct you on how to **change the meter.**

Write bass clefs here.

Write Key signatures here.

CHECK BOX when task is complete ☐



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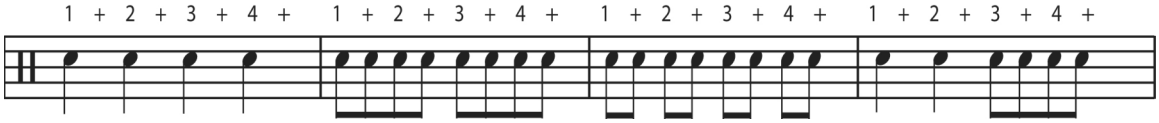
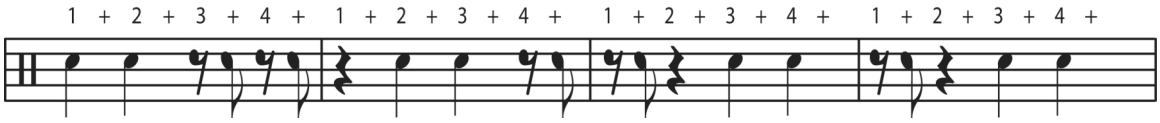
Staff

PAGE GOAL: Be able to **READ RHYTHMS** and understand the **BACK BEAT.**

ACTION!

Your teacher should help you **count out loud and clap** the rhythms below. Then your teacher should explain the **back beat,** and help you **say the rhythms** by number and **clap the backbeat.**

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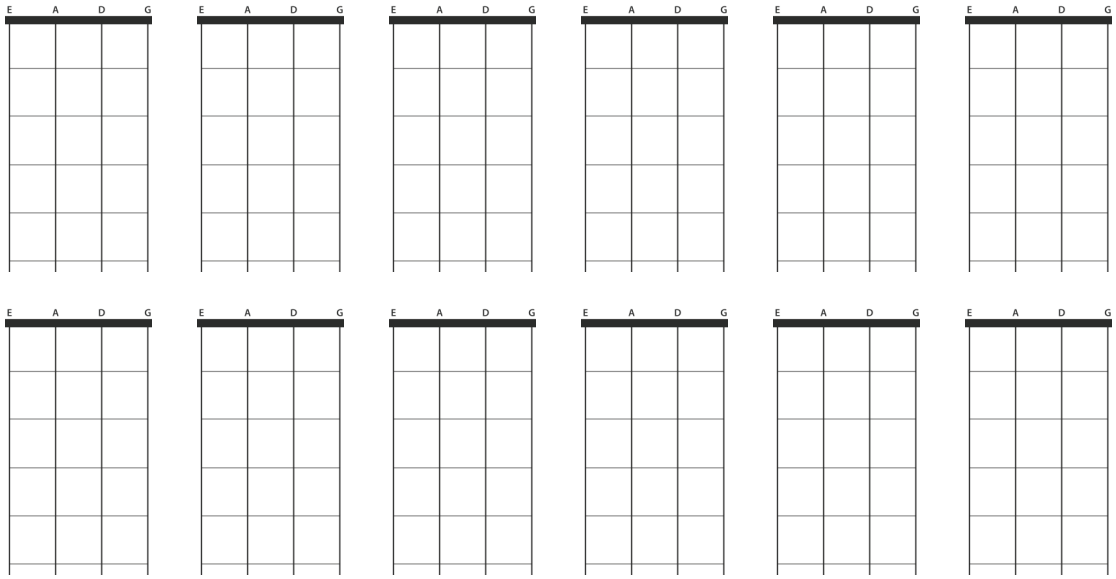

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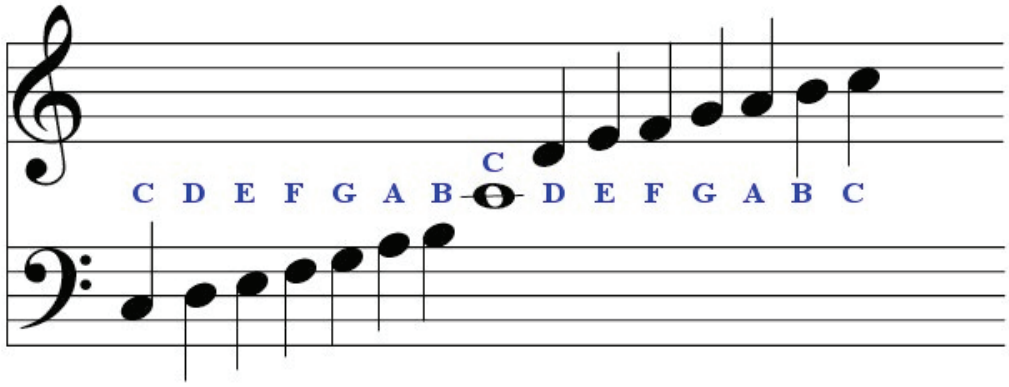
Staff

PAGE GOAL: Be able to understand **PITCH**, and recognize **NOTES ON STAFF.**

ACTION!

Your teacher should explain the concept of **pitch,** and should help you find the notes on the diagram below on your instrument. Then your teacher should play a note on his/her instrument and you should write the note on the staff provided.



Write the notes that your teacher plays on the staff below, you should do at least 10 different notes.

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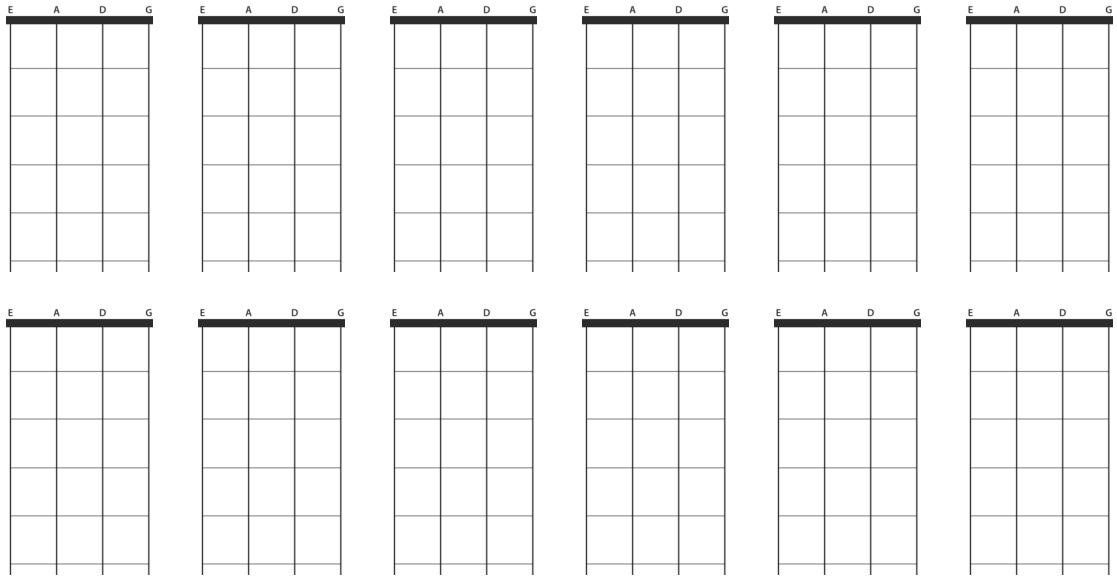

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Staff

PAGE GOAL: Understand the **DOTTED HALF NOTE,** and be **READ A BASS LINE.**

ACTION!

Your teacher should explain and demonstrate what a dotted half note is**.** Then your teacher should write a Bass line on the staff below that features the dotted half note. And your teacher should help you read it.

UNDERSTANDING TIP:

By adding a dot to a note you increase the time you sustain that note by one half of the notes original value. Example, a half note is held for two beats, if you ad a dot to it, it is held for three beats.

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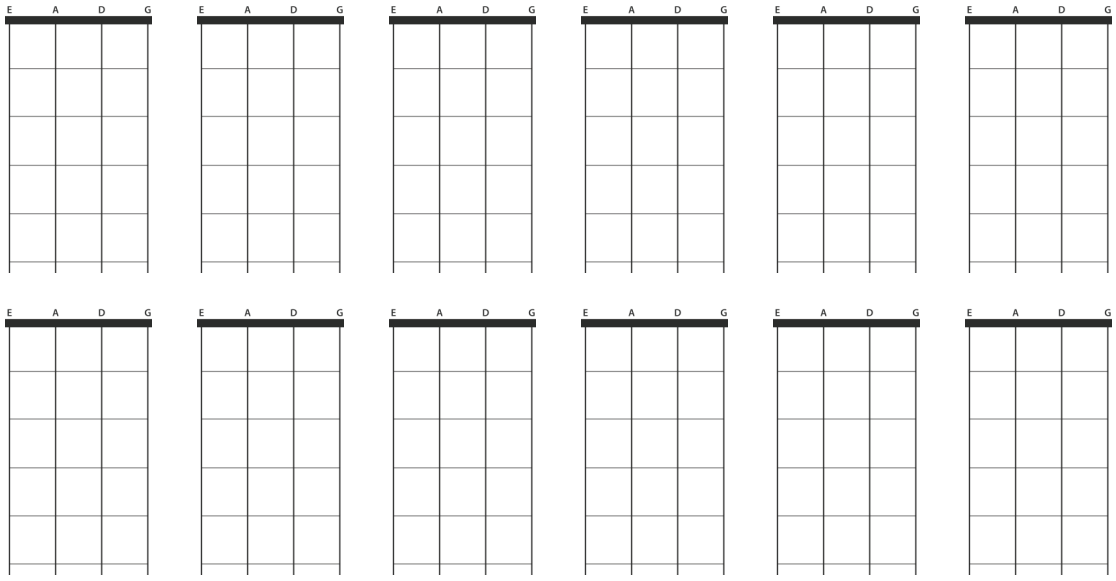

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Staff

PAGE GOAL: Understand and be able to read **TIED RHYTHMS.**

ACTION!

Your teacher should explain what **tied rhythms** are. Then your teacher should write a bass line on the staff below that features TIED RHYTHMS. And your teacher should help you read it.

UNDERSTANDING TIP:

Tied rhythms allow notes to be sustained across a measure line, as well as show how beats 1 and 2 can be connected to beats 3 and 4. **(Your teachers should explain this concept.)**

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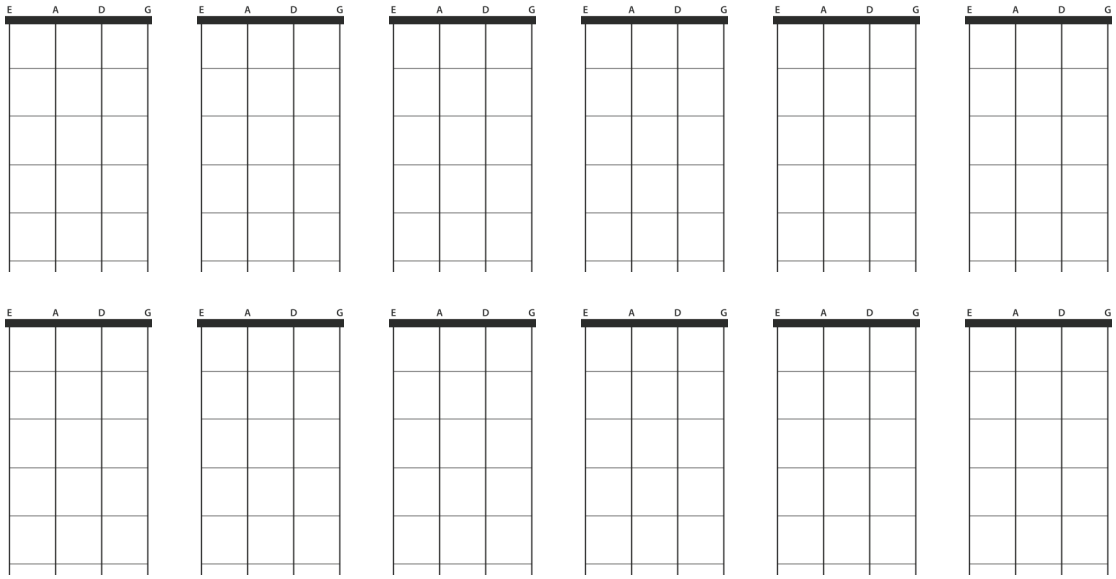

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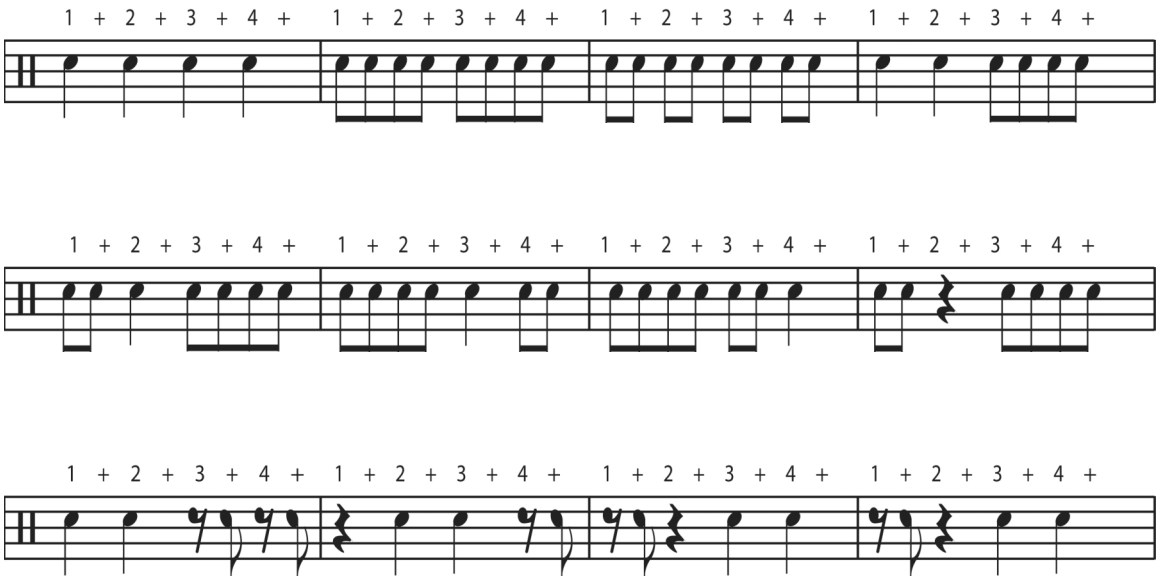
Staff

PAGE GOAL: Understand **THE UPBEAT** and be able to read **EIGHTH NOTES.**

ACTION!
Your teacher should explain what **the up beat** is, and help you play the eighth note rhythms below while accenting the UP BEAT.

UNDERSTANDING TIP:
When you are counting eighth notes, the up beat is on the "and", also seen as a **"+"**.



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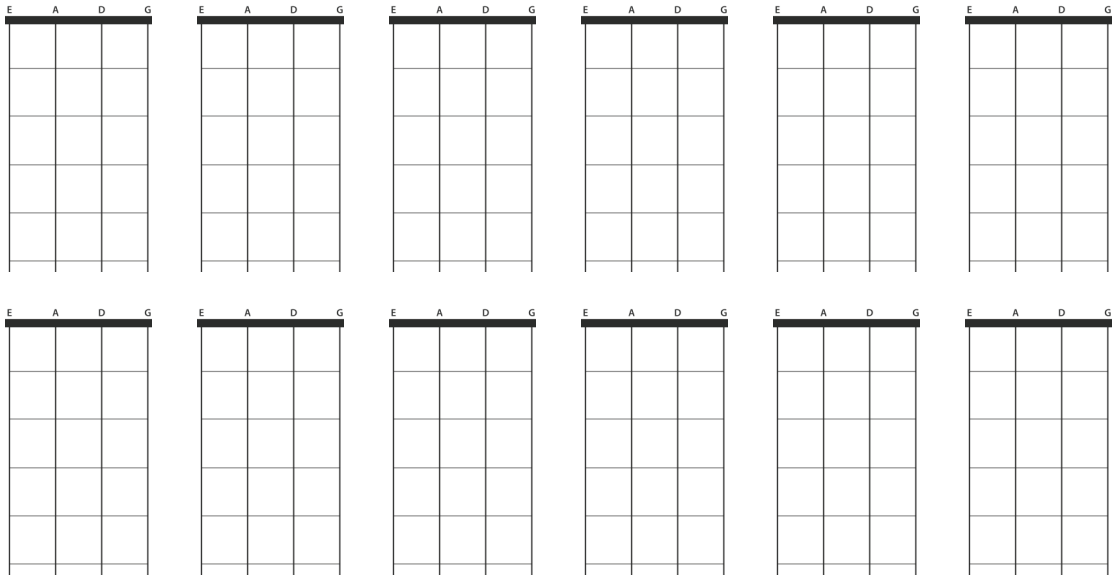

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Staff

PAGE GOAL: Understand and be able to play **EIGHTH NOTE SYNCAPATION,** and **DOTTED QUARTER NOTES.**

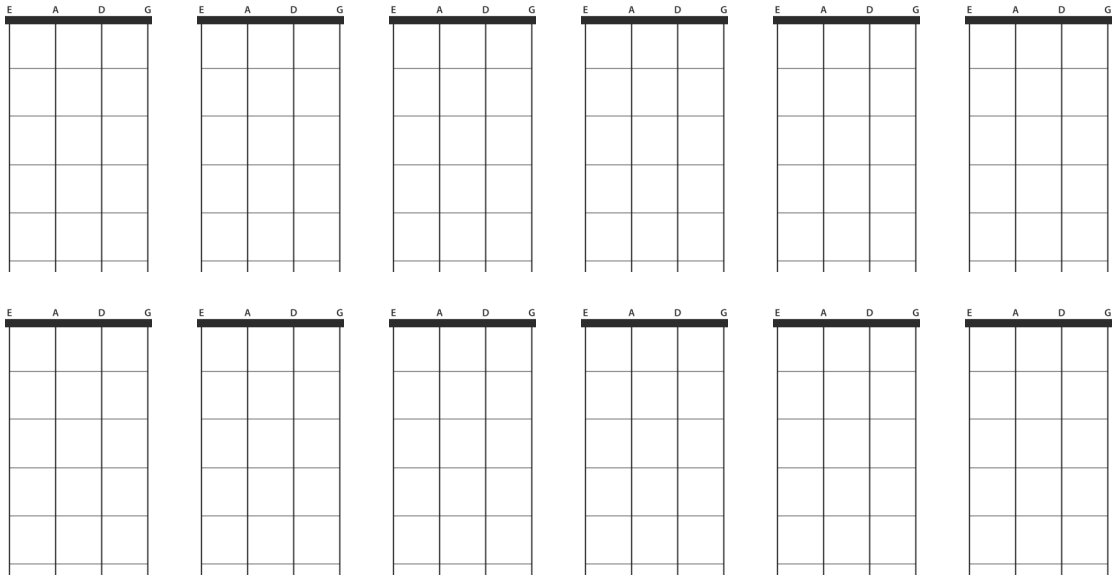
ACTION!

Your teacher should explain the concept of **syncopation,** and the **dotted quarter note.** Then your teacher should write rhythms on the staff below that feature EIGHTH NOTE SYNCOPATION, and DOTTED QUARTER NOTE RHYTHMS. And your teacher should help you read it.

UNDERSTANDING TIP:

Syncopation occurs when you play rhythms that don't land on the pulse/beat.

CHECK BOX when task is complete ☐



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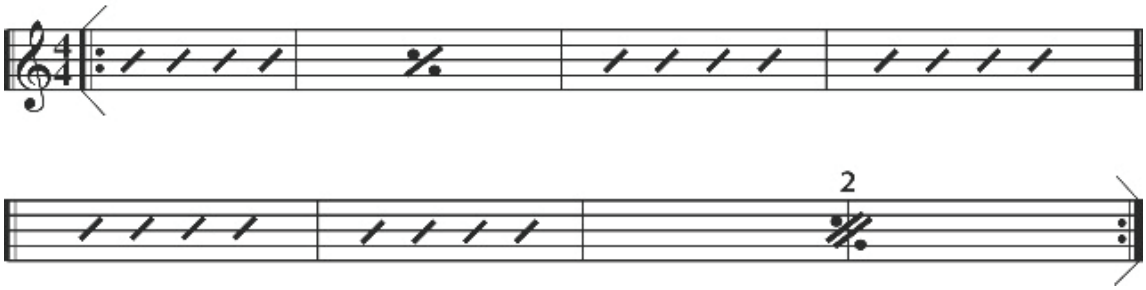
Staff

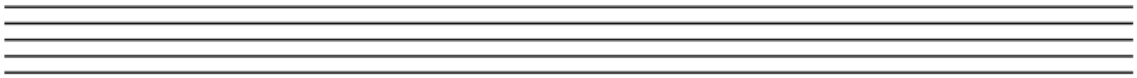
PAGE GOAL: Know **CHART READING** symbols like **REPEAT SIGNS, HASH MARKS, SINGLE MEASURE REPEATS,** and **DOUBLE MEASURE REPEATS.**

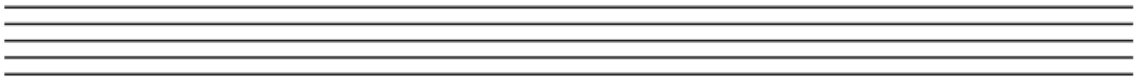
ACTION!

Your teacher should point out and **explain the function** of each of the **symbols for chart reading** that are in the example below. Then your teacher should help you **write each of the symbols** on the blank staff provided.

UNDERSTANDING TIP:

Reading a chart is like following a road map. All of the symbols are there to give you direction on where to go.

Write the symbols in the above example on the staff below.





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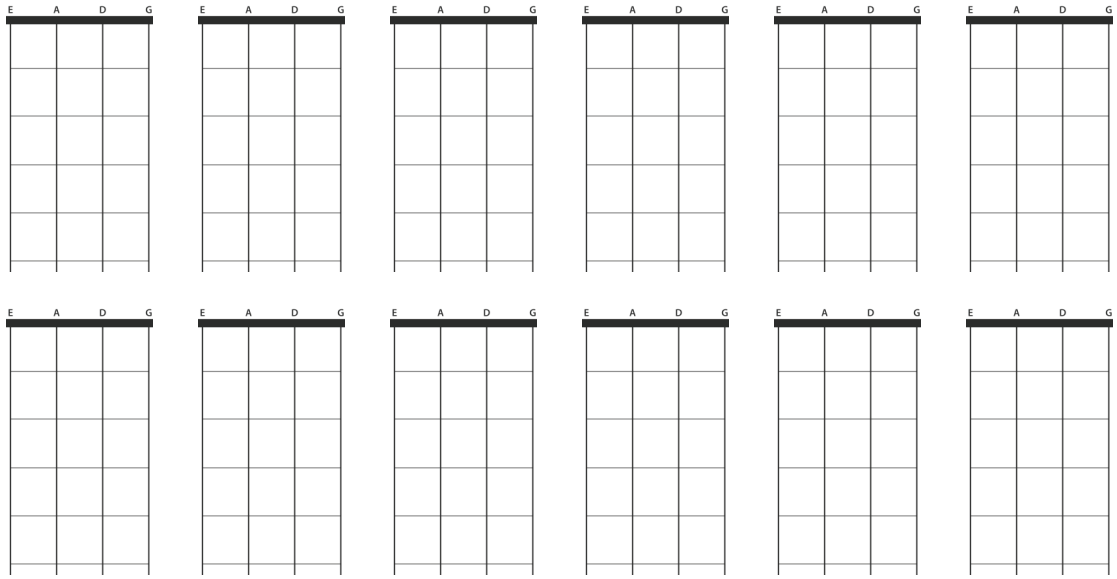

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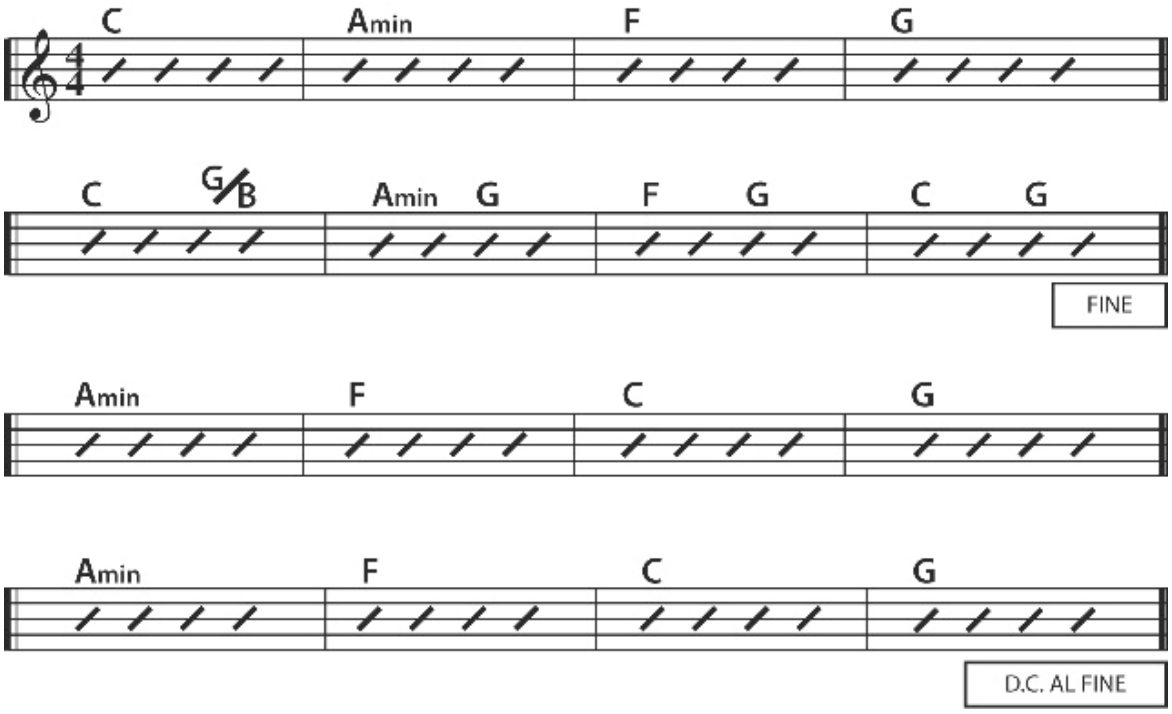
Staff

PAGE GOAL: Know **CHART READING** symbols like **DE CAPO,** and **FINE.**

ACTION!
Your teacher should explain what "De capo" and "Fine" mean, and then help you read the chart below.

UNDERSTANDING TIP:
De capo, means "the head", when you see "D.C." you should return to the beginning of the piece.



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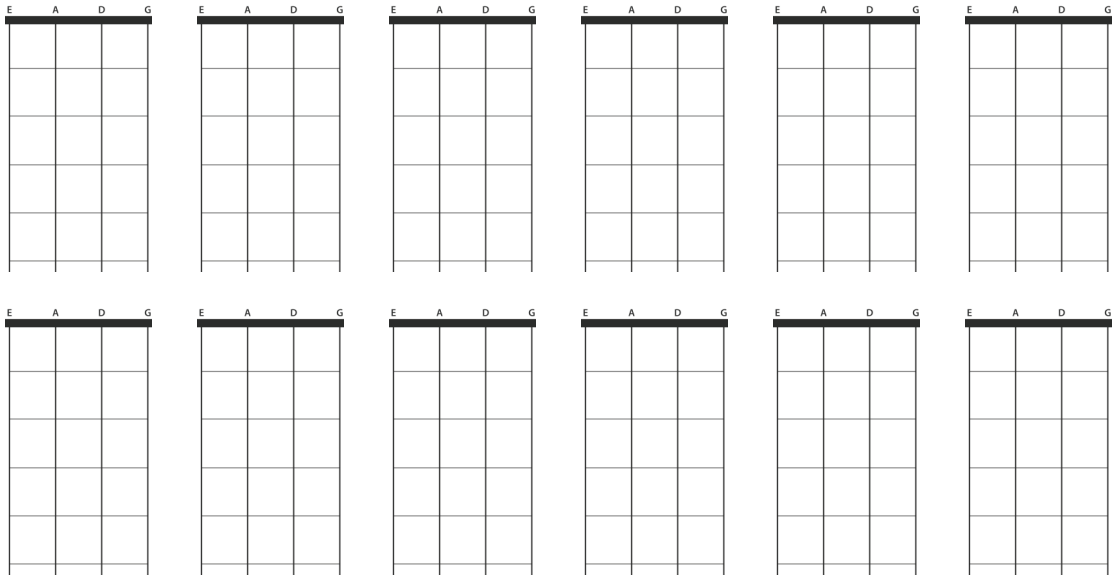

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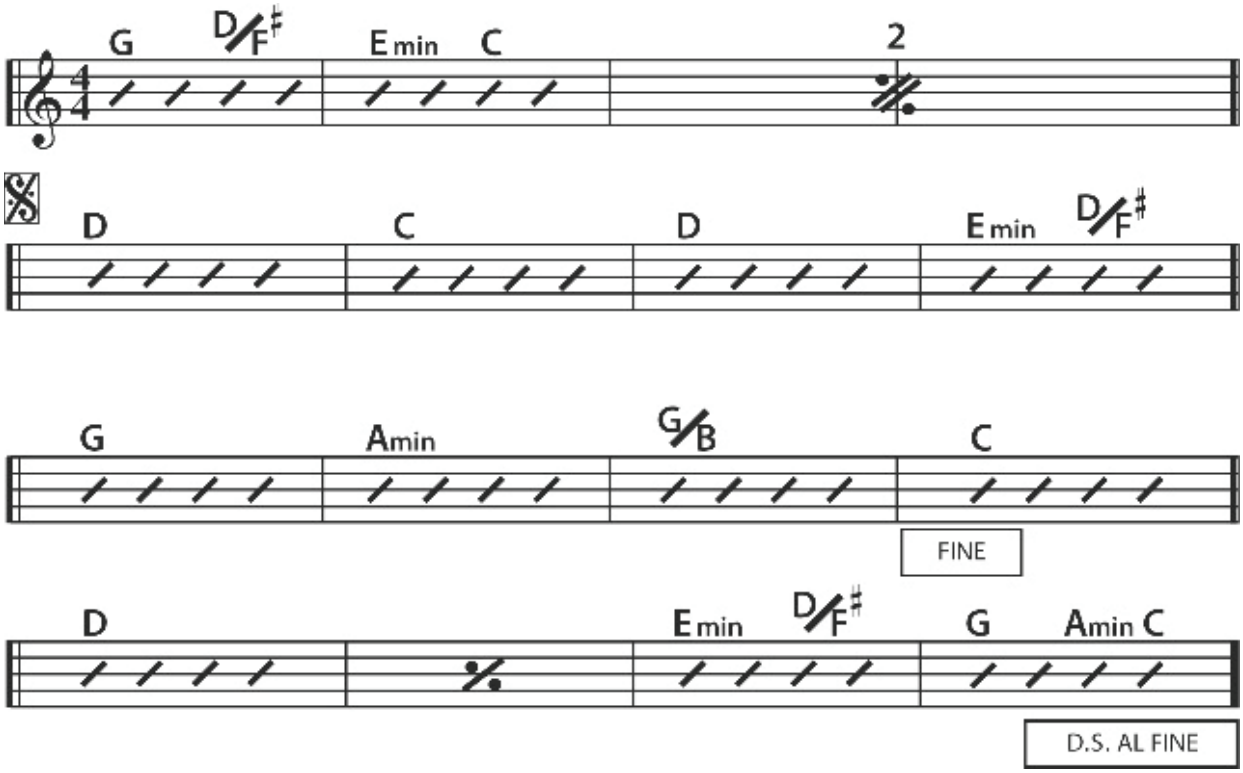
Staff

PAGE GOAL: Know **CHART READING** symbols like **DEL SEGNO.**

ACTION!
Your teacher should explain what "Del Segno" means, and then help you read the chart below.

UNDERSTANDING TIP:
Del Segno, means "from the sign", when you see "D.S." you should jump to where you see the "sign".



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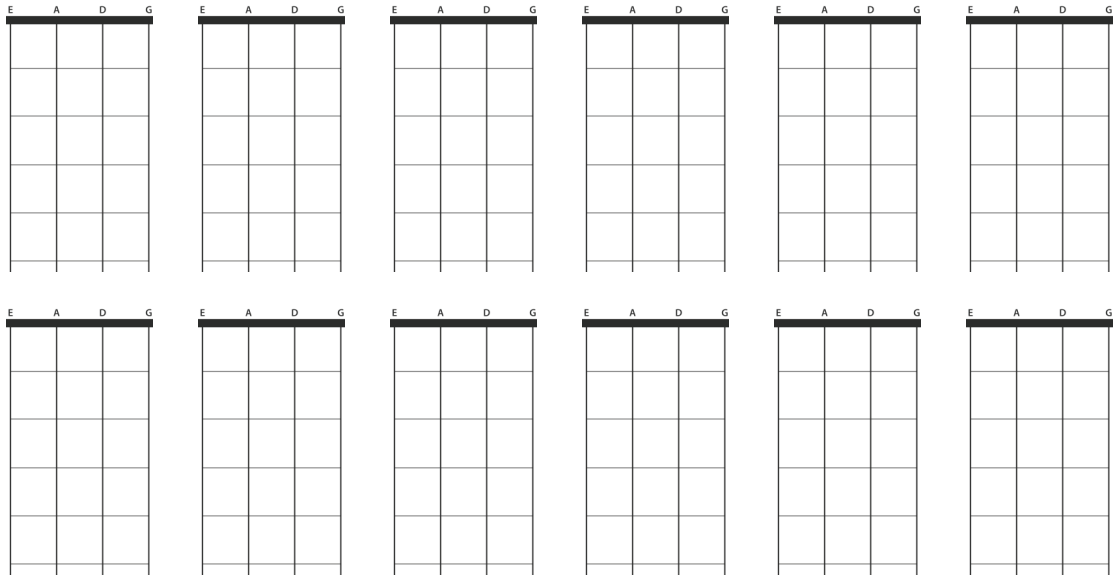

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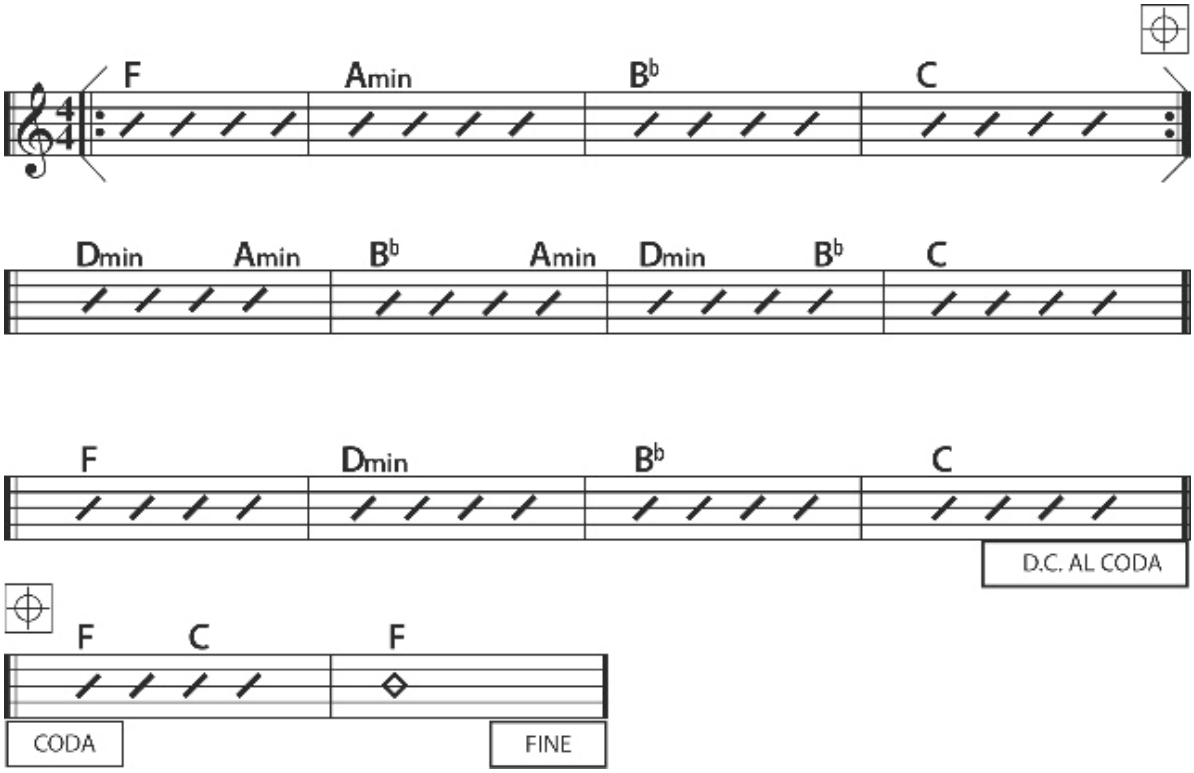
Staff

PAGE GOAL: Know **CHART READING** symbols like **CODA.**

ACTION!
Your teacher should explain what "Coda" means, and then help you read the chart below.

UNDERSTANDING TIP:
The "coda" is a section of music at the end of a chart. You are sent to the coda by an earlier placed "coda" marker.



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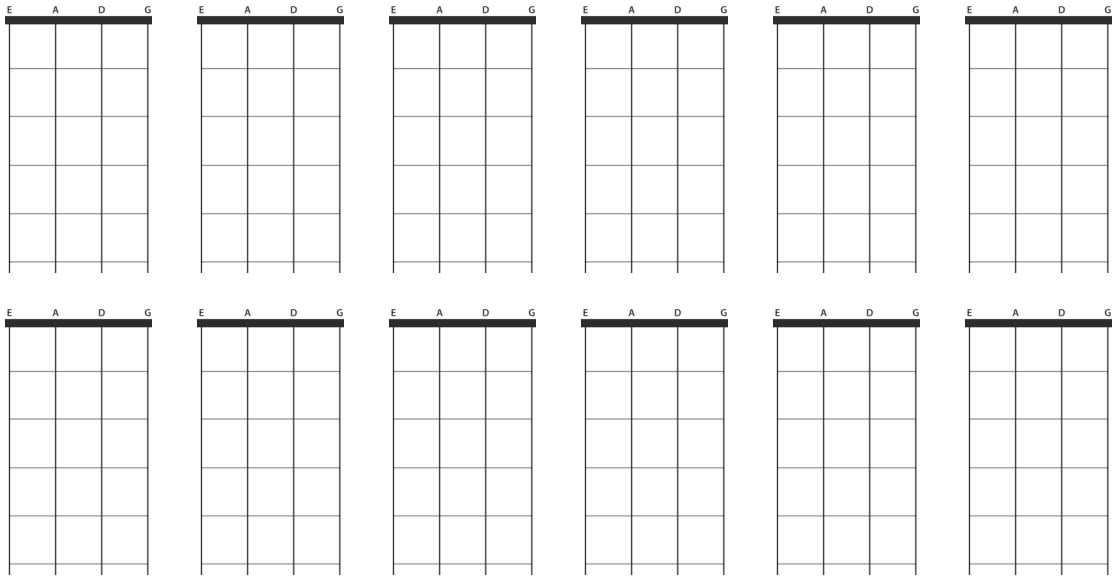

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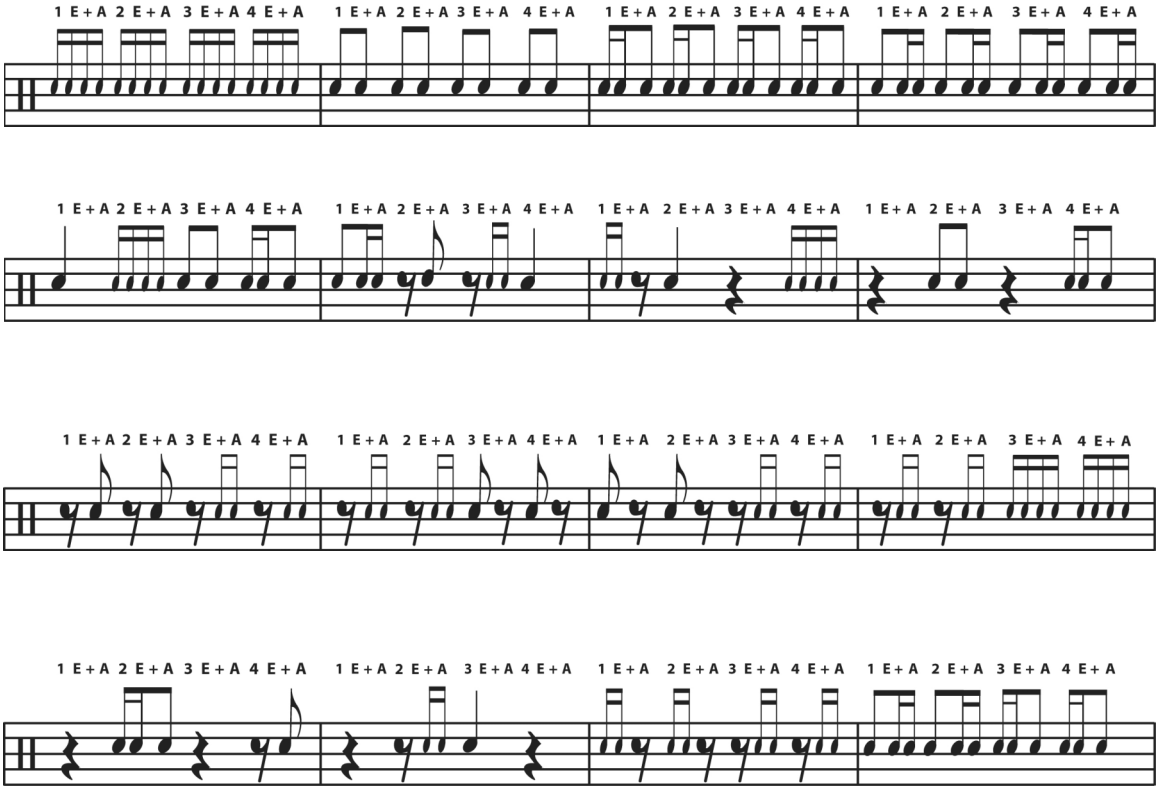
Staff

PAGE GOAL: Be able to play **16TH NOTE RHYTHMS.**

ACTION!
Your teacher should explain how to count 16th notes, and help you read the rhythms below.

UNDERSTANDING TIP:
A 16th note is just one beat divided into 4 notes.

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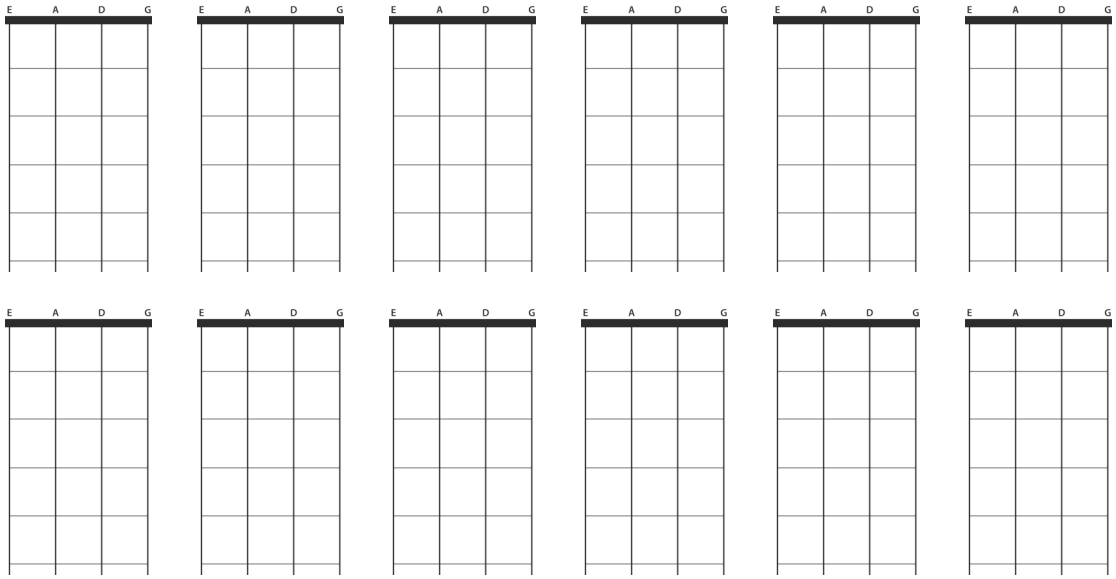

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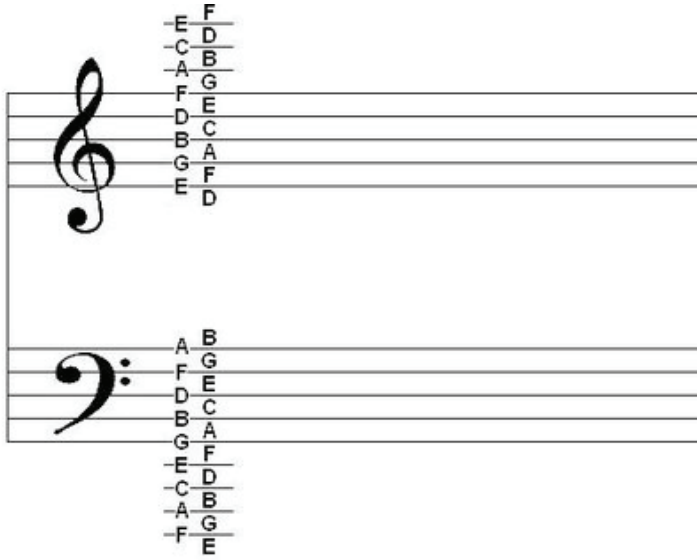
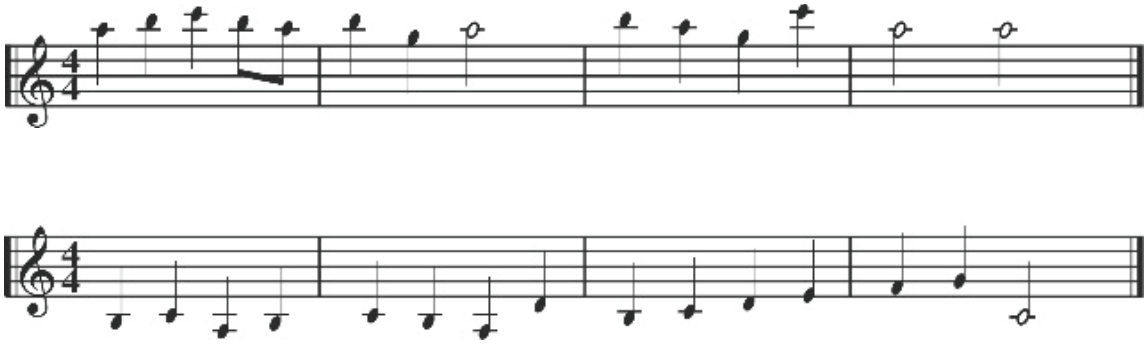
Staff

PAGE GOAL: Understand and be able to read **ACCIDENTALS** and **LEDGER LINES.**

ACTION!

Your teacher should explain **accidentals** and **ledger lines** to you, and help you read the chart below.





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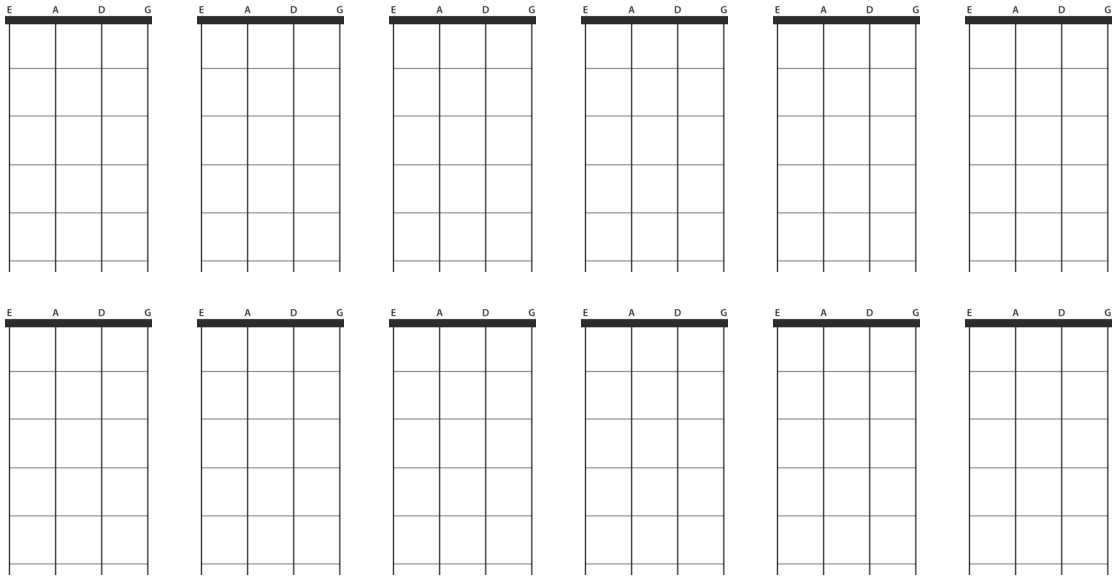

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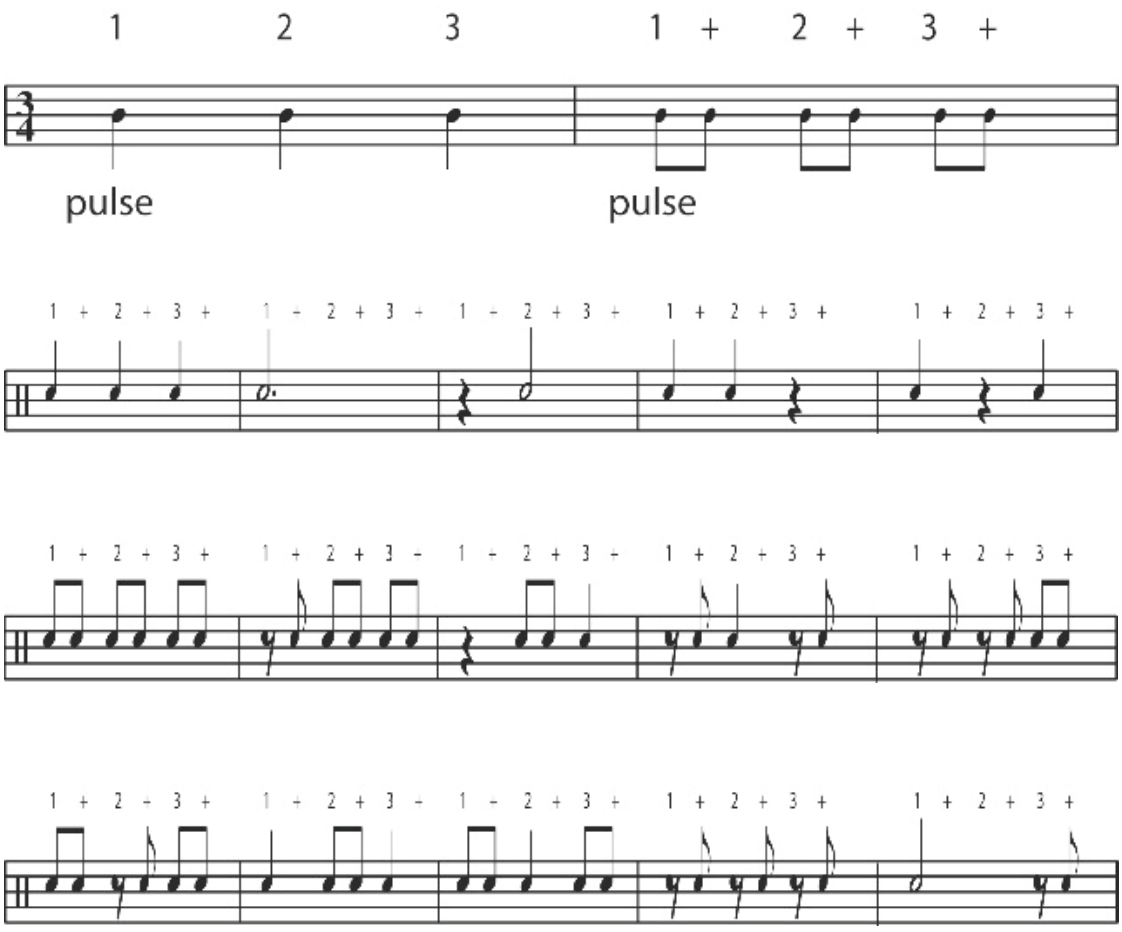
Staff

PAGE GOAL: <u>To be able to understand and be able to play in **3/4 TIME**.</u>

ACTION!

Your teacher should explain **3/4 time** and help you play the rhythms below.

In 3/4 time there are 3 beats per measure, and a quarter notes represent 1 beat. But the main pulse of the measure is on BEAT ONE. Play the following rhythms while counting out loud.



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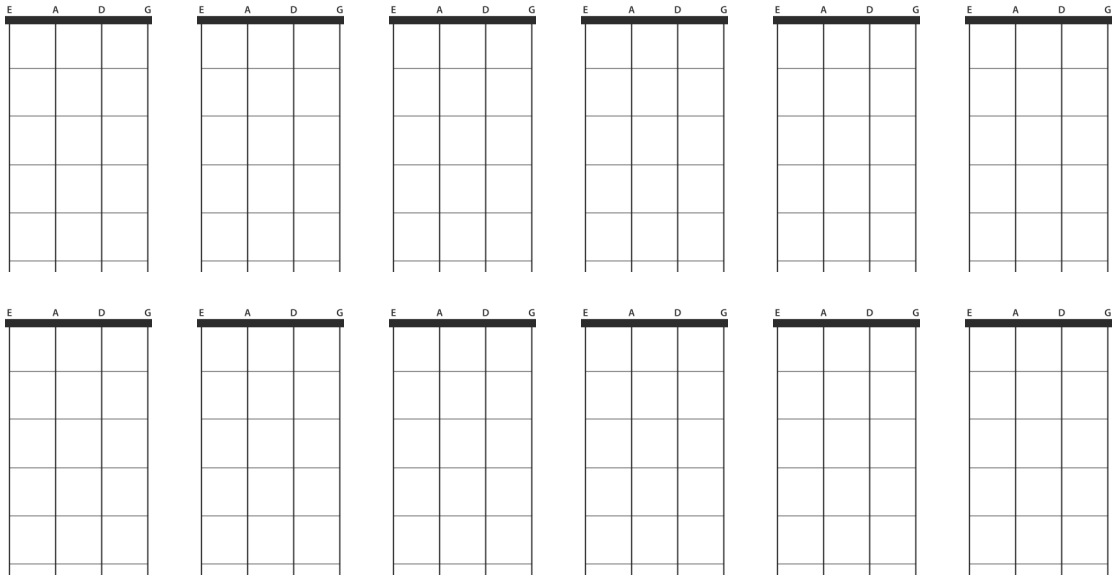

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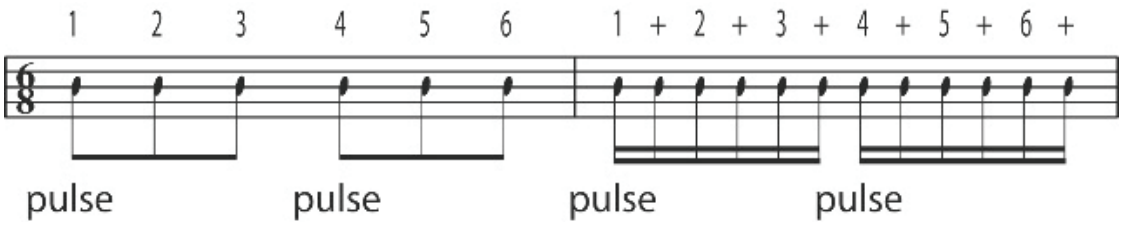
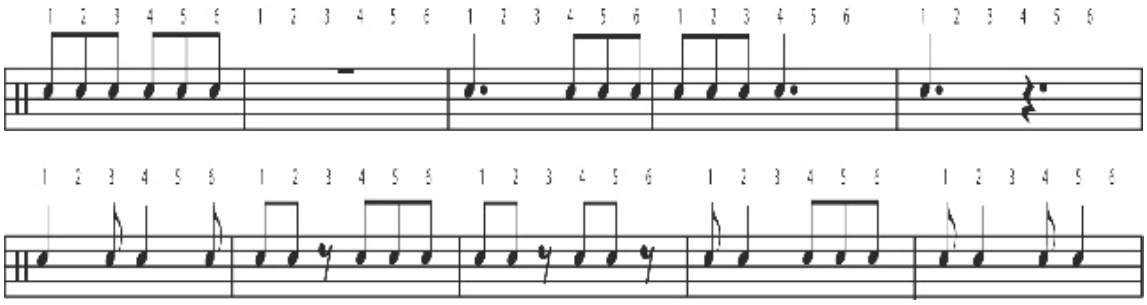
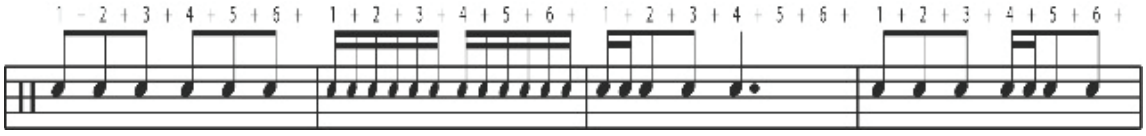
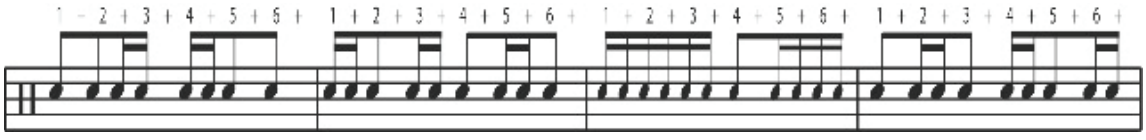
Staff

ACTION!

Your teacher should explain **6/8 time** and help you play the rhythms below.

PLAYING TIP:

In 6/8 time there are 6 beats per measure, and a eighth note represents 1 beat. There are two prominent pulses per measure, YOU FEEL A PULSE ON BEAT ONE AND BEAT FOUR. Play the following rhythms while counting out loud.



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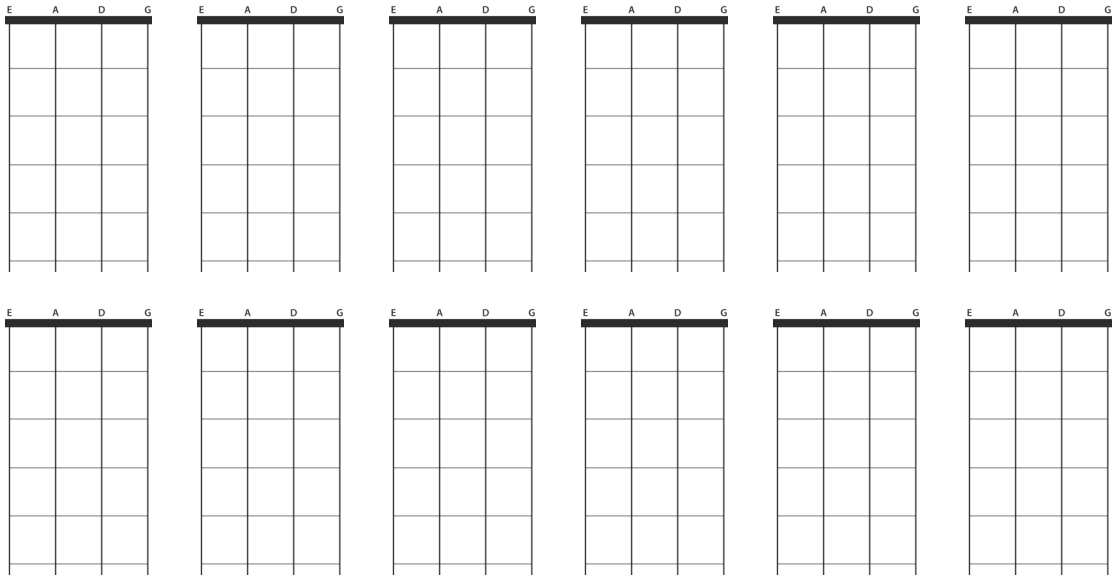

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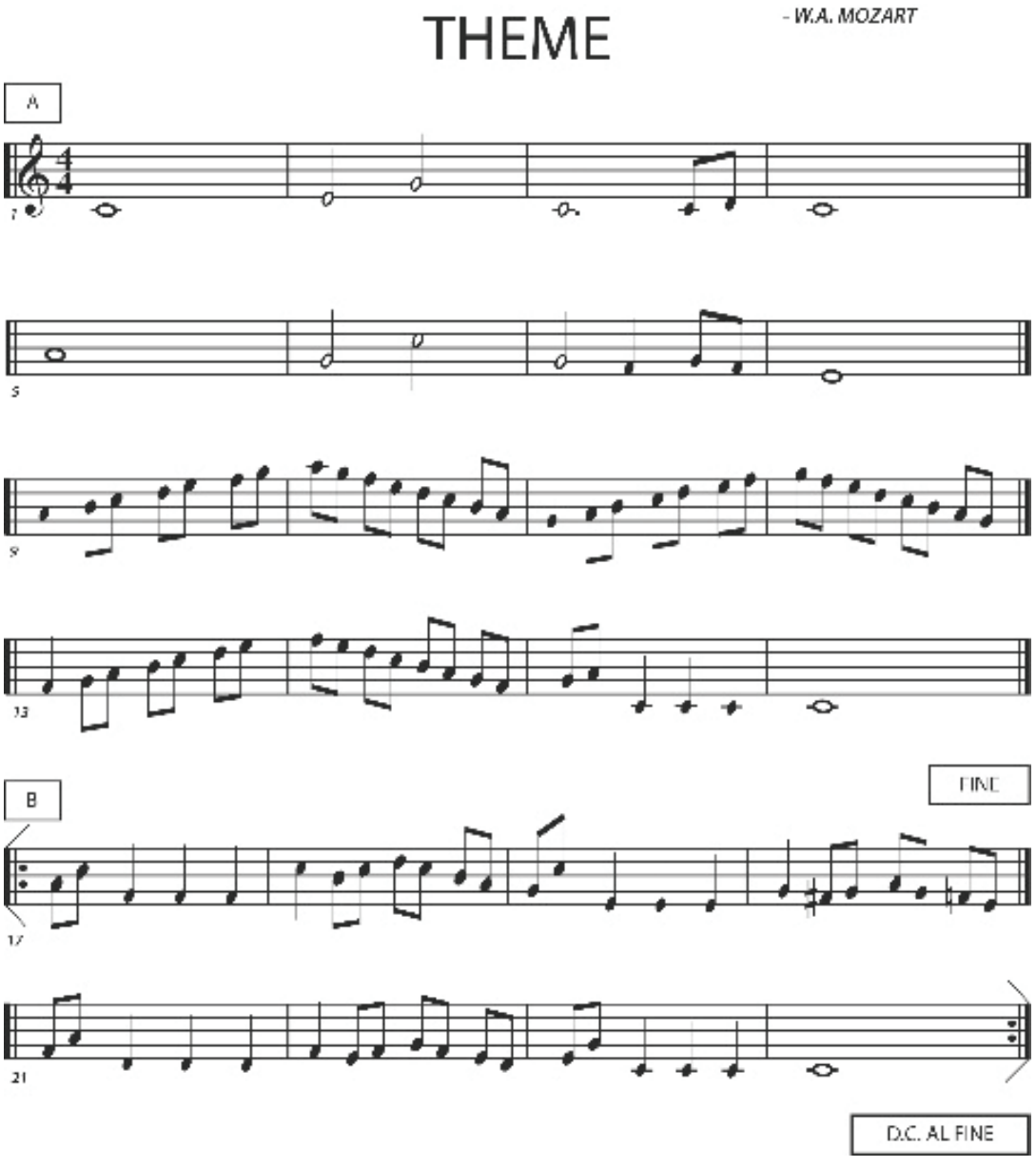
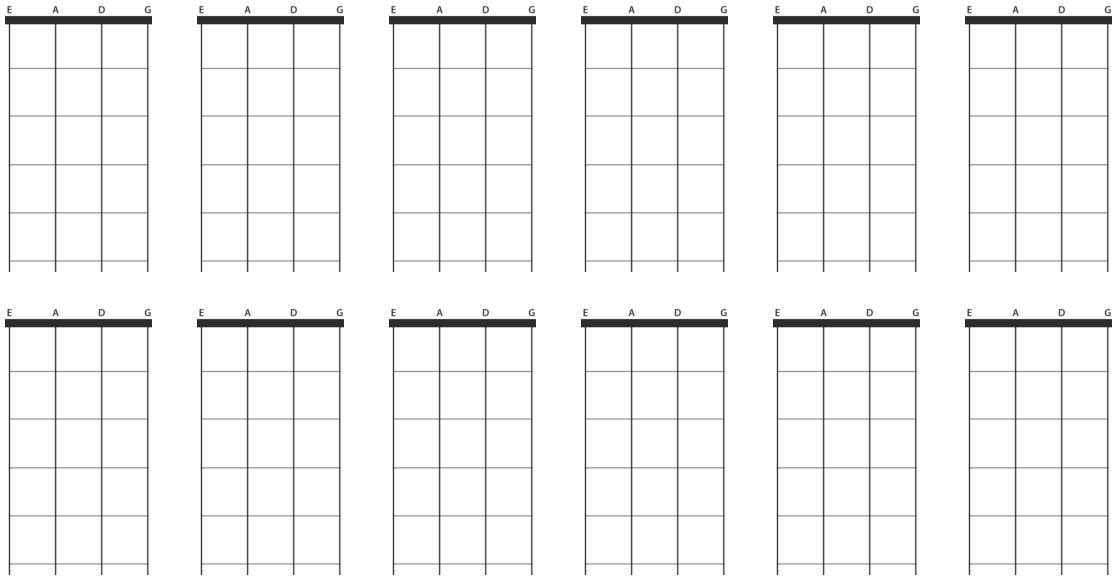
Staff

PAGE GOAL: Be able to read the **MELODY** on this page.

ACTION!

Your teacher should help you read the chart on this page.

CHECK BOX when task is complete ☐



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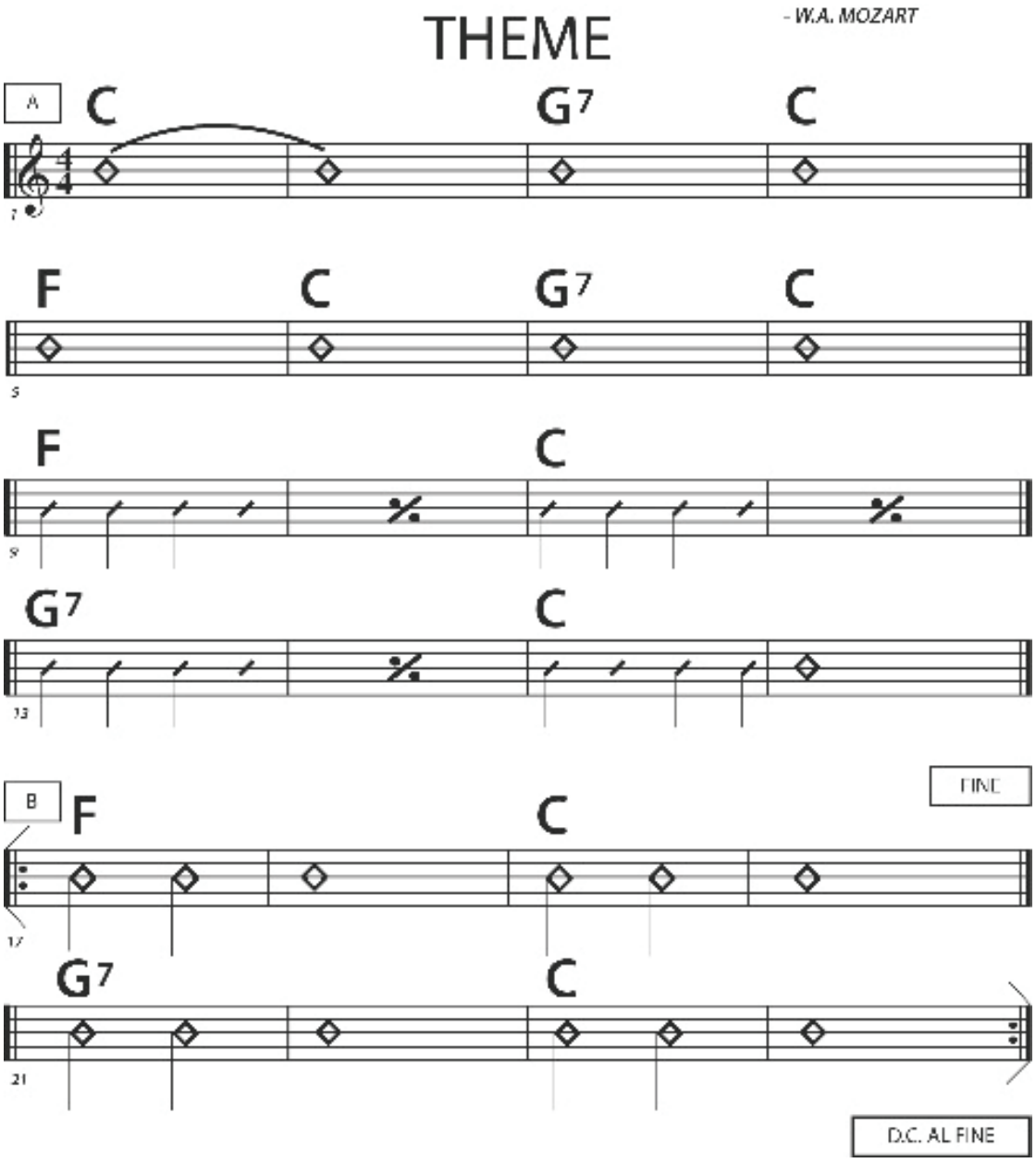
Staff

PAGE GOAL: Be able to read the **RHYTHM CHART** on this page.

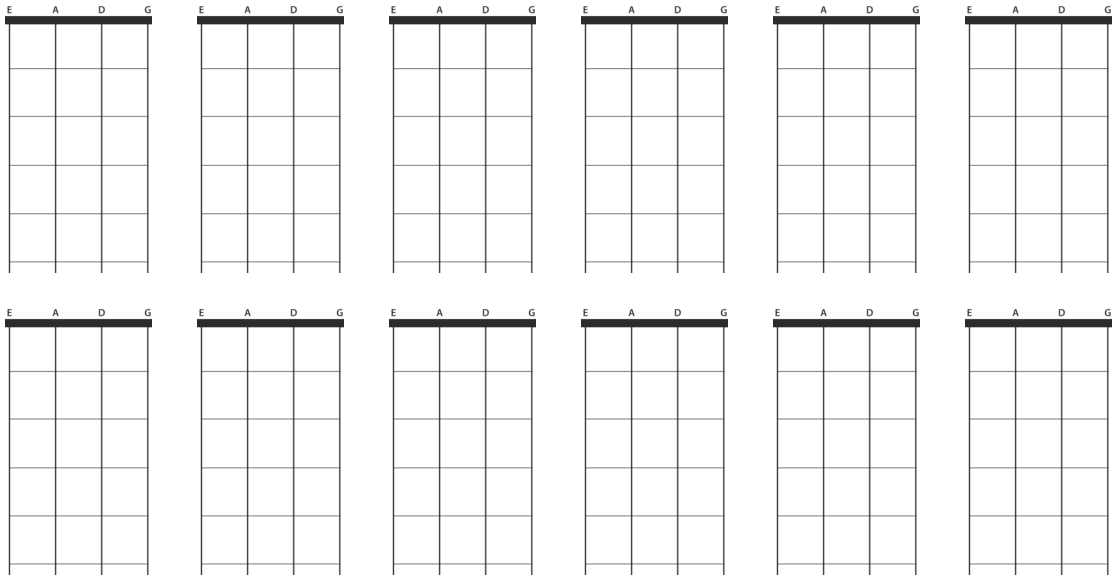
ACTION!

Your teacher should help you read the chart on this page.



CHECK BOX when task is complete ☐

The next part of this book is about
NON- DIATONIC CONCEPTS



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Staff

PAGE GOAL: <u>Be able to understand **DIATONIC and NON-DIATONIC CONCEPTS.**</u>

ACTION!
Your teacher should explain what DIATONIC means. Then you should **PLAY** the chord progressions below and **CIRCLE** the chord that is **NON DIATONIC**.

UNDERSTANDING TIP:
Diatonic notes are only the notes inside a given key, non-diatonic notes step outside of the key. For example, if I play the chords C, Amin, F, and G, these chords all fit inside the key of C. But then if I play a Bb chord, or change the G to a Gmin, these chords are Non Diatonic, or out side of the key.

Play these progressions and cirle the chord that is Non Diatonic.

||:C |Amin |Bb |F G :||

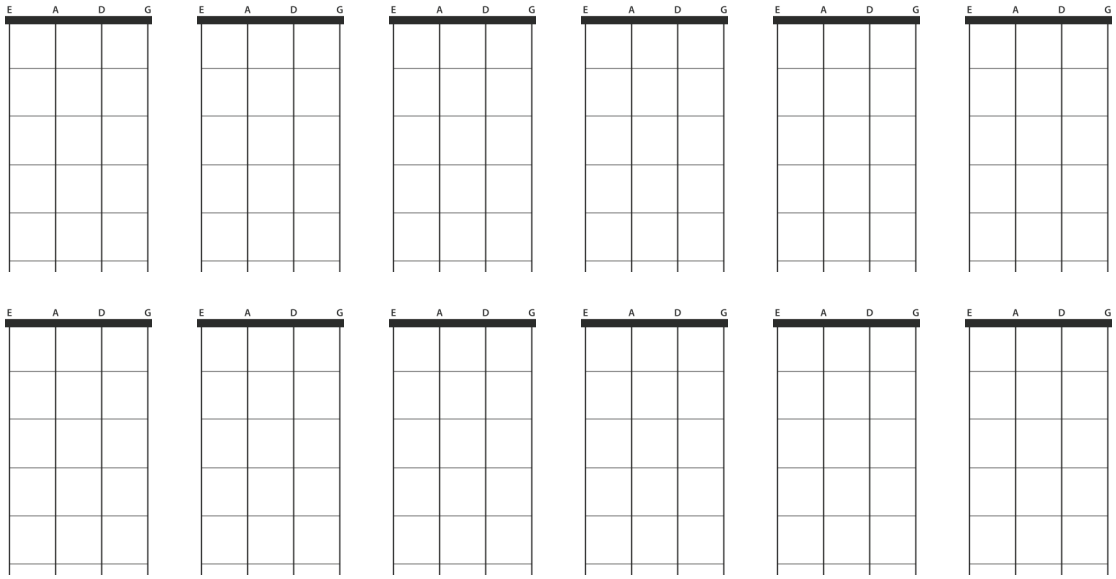
||:G |D/F# |F |C/E D/F# :||

||:F |C | Bb | Bbmin :||

||:D |F#min |G |Bmin C :||

||:A D |G D/F# |Bmin |E :||

CHECK BOX when task is complete ☐



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Staff

PAGE GOAL: <u>Be able to understand and play the **HARMONIC MINOR SCALE.**</u>

ACTION!

Your teacher should explain the functionality of the HARMONIC MINOR SCALE, and you should play the chord progressions below and circle the measure/s where you would play a Harmonic Minor Scale.

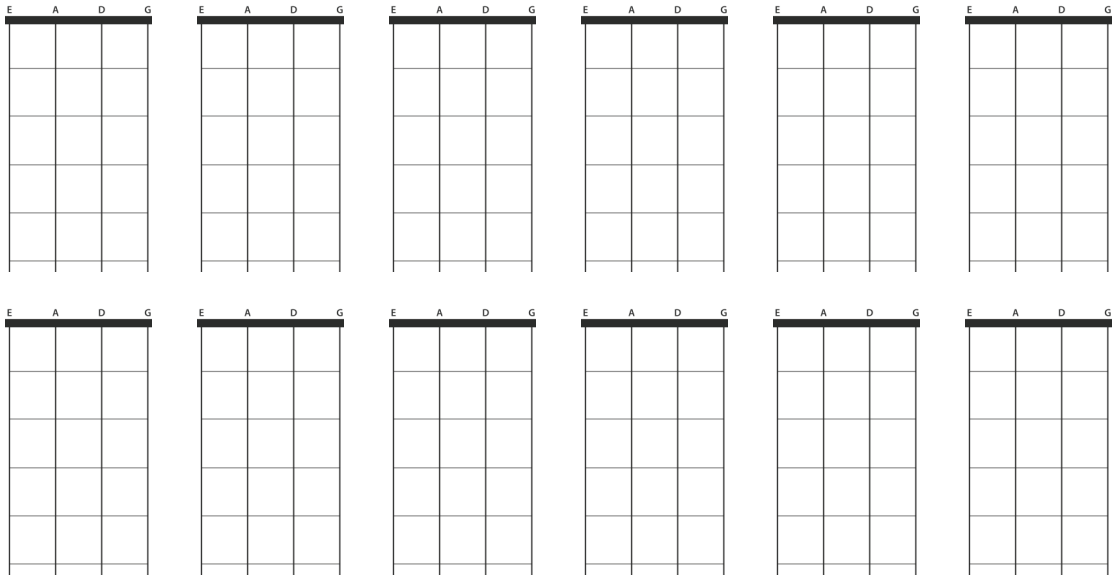
UNDERSTANDING TIP :

In natural minor keys the "5th" is Diatonically a minor chord, but if you change the "5th" to a major chord the result is a greater sense of urgency to return to the "1" chord. When this change occurs it is appropriate to play the HARMONIC MINOR SCALE.

PLAY THESE PROGRESSIONS and CIRCLE THE MEASURE where you can use the Harmonic Minor Scale. Then use the Natural minor scale and harmonic minor scale to SOLO OVER EACH PROGRESSION.

‖:Amin	|G	|F	|E	:‖
‖:Gmin7	|Cmi	|Aminb5	|D7	:‖
‖:F#min	|A	|D	| C#7	:‖
‖:G	|B7	|Emin	|Emin Amin	:‖
‖:Cmin	|Cmin/Bb	|G	| %	:‖

CHECK BOX when task is complete ☐



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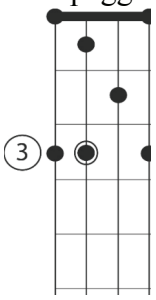
Staff

PAGE GOAL: Be able to play **THE ALTERED SCALE for each of the five octive patterns.**

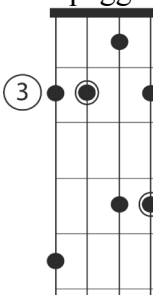
ACTION!

Your teacher should help you play the Altered scale shape that fits with each of the dominant arpeggio shapes below.

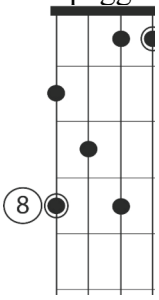
Pattern 1 Dominant Arpeggio



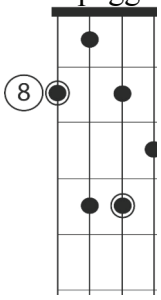
Pattern 2 Dominant Arpeggio



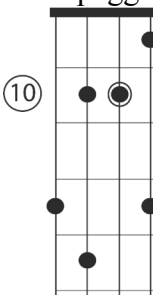
Pattern 3 Dominant Arpeggio



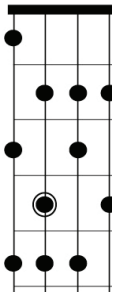
Pattern 4 Dominant Arpeggio



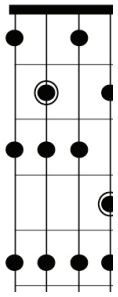
Pattern 5 Dominant Arpeggio



Pattern 1 Altered Scale



Pattern 2 Altered Scale



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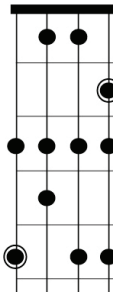

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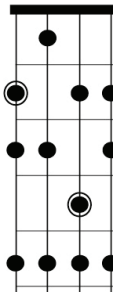
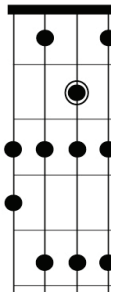


Pattern 5 Altered Scale



CHECK BOX when task is complete ☐

Steps to achieving your musical goals!

1. With your teachers help, select a target date to complete this book.
Workbook target completion date:_____

2. Each week your teacher will make sure you have material to focus on for each subject, and will write what to practice in the space provided next to each subject.

The teacher will check the box next to each subject confirming that they taught you the information listed during that weeks class.

Then the teacher and the student will briefly share what is being taught with the parent.

The teacher will also write the lesson date, and sign their initials showing that weeks lesson is completed.

3. In the days between lessons the student must practice a minimum of 3 times, for a minimum of 10 minutes each time.

The parent must write their initials and the date on the practice page for each of the 3 required practices.

LOOK HERE FOR WHAT TO PRACTICE

PRACTICE SUBJECTS

☐ SONGS

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☐ RHYTHM

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☐ RHYTHM

_____
_____

☐ THEORY

_____
_____

☐ PLAY ALONG WITH RECORDING (Package permitting)

☐ PARENTAL INVOLVEMENT. Student plays for the parent, and the teacher informs the parent what the student is learning.

Teachers initials_____ Lesson Date_____

PRACTICE CONFIRMATION

The above subjects were practiced for a minimum of 10 minutes.
Parents initials_____ Practice Date_____

The above subjects were practiced for a minimum of 10 minutes.
Parents initials_____ Practice Date_____

The above subjects were practiced for a minimum of 10 minutes.
Parents initials_____ Practice Date_____

The Level 9 COMPLETION PAGE

So now you have completed the subjects of this workbook. Listed below are some topics that you should understand and be able to play before moving on to the next workbook.

Your teacher should go through the following subjects with you and make sure that you understand them and or can play them. If you are struggling with a subject you should refer back to the workbook and your teacher should work with you on that subject. Check off the completed subjects once you are confident with it.

Be able to read notated bass lines.

Be able to charts, including road map symbols.

Understand how to use the harmonic minor scale, and be able to play it.

Understand how to use the altered scale, and be able to play it.

Understand how to use altered chords, and be able to play them.

CHECK BOX when task is complete ☐

Congratulations! You have completed the ALL UNDERSTAND READING AND NON DIATONIC CONCEPTS workbook.
Your teacher SHOULD ALERT ALL PLAY MUSIC office of your achievement so we can mail you your certificate of achievement, and the book for your next level.

www.allplaymusic.com

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or

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By Tim Guille

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