

## Lesson 22

# 8th + Dotted Quarter

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## LESSON 22: 8TH + DOTTED QUARTER

# MUSIC THEORY

## BUILD YOUR KNOWLEDGE

In the last lesson, we learned to read and play this rhythm:



This is called a dotted rhythm.

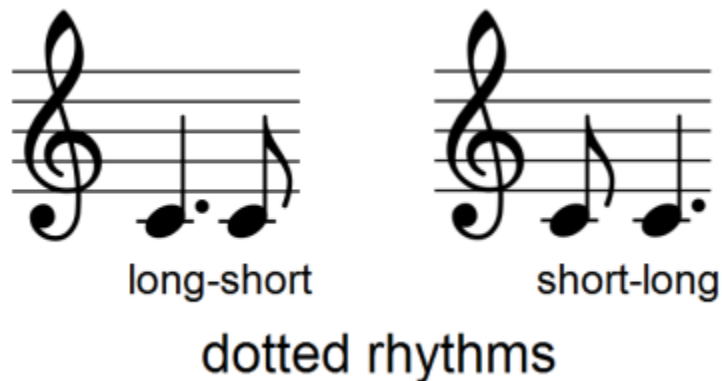
What if we reverse those two notes. How does that sound?

# 1



Let's find out by doing some exercises and playing some tunes.

By the way, I'm calling this a short-long dotted rhythm, because it's a short note followed by a long note. It's not a recognized musical term, but it seems useful to give it that name.



'short-long dotted rhythm' and '8th + dotted quarter' ?

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# PRACTICAL

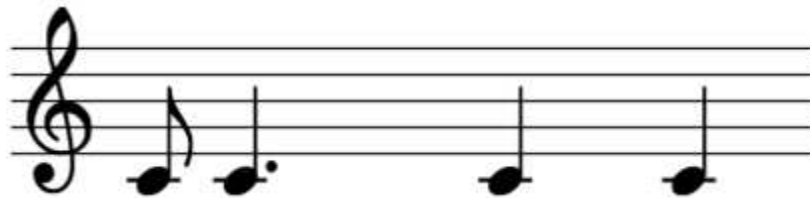
## BUILD YOUR SKILL

You may find this rhythm, short-long dotted rhythm, quite a bit trickier to read and play than the one in the previous lesson, the long-short dotted rhythm.

### Exercise 1:

### 8th + dotted quarter

Here is the music for this exercise:



Let's see which of the 4 steps of the Learning Procedure are needed.

1. **Step 2:** Know-Before-You-Go.
2. **Step 3:** Break-the-Beat. The whole point of this exercise is to learn to play the subdivisions accurately with speed.

# 3

- a. Set metronome to 50 BPM to tick the beat:

metronome speed  
50 BPM

ticks: ↑            ↑            ↑            ↑

the beats: 1            2            3            4

- Play the music, making the 8th note as accurate as you can.
- If you find this pretty difficult, well, *maybe that's because it is difficult!* That's why I've given you the Learning Procedure, and in particular this step of the procedure, Break-the-Beat. I've given it to you to help you master these tricky rhythms.

- b. Set metronome to 100 BPM to tick the half beats:

## 4

metronome speed  
**100 BPM**

ticks: ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑

the beats: 1 2 3 4

- Play the music, repeating as needed until you're playing the 8th note exactly with the ticks.

c. Set metronome back to 50 BPM to tick the beat:

metronome speed  
**50 BPM**

ticks: ↑ ↑ ↑ ↑

the beats: 1 2 3 4

- Play the music, repeating as needed until your 8th note is as accurate as they were when the metronome was ticking the half beats.

## 5



- If necessary, you can go back and forth with the metronome ticking the beats and then ticking the half beats, until your playing sounds the same either way.

### 3. **Step 4:** Speed-Up-Slowly.

- a. Choose your **starting speed**: a speed at which you can play the music accurately.
- b. **Gradually increase** the metronome speed, being sure to play accurately at each speed before you move up.
- c. When you simply cannot play accurately at a speed no matter what you do, turn the speed down several notches and play the music accurately. That is your **top speed** for now.

## Exercise 2: Left hand, 2 measures

Here is the music for this exercise:

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Apply the Learning Procedure (only the steps you need). (See Lesson 13)

**Step 1:** Practise-in-Sections.

**Step 2:** Know-Before-You-Go.

**Step 3:** Break-the-Beat. The whole point of this exercise is to learn to play these challenging subdivisions accurately at speed. Break-the-Beat helps you achieve that.

**Step 4:** Speed-Up-Slowly. Learn to play the subdivisions accurately with speed.

## Exercise 3: Different pitches

Apply the Learning Procedure. (See Lesson 13)



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## Exercise 4:

### 3/4, mixed with 8th pair

Apply the Learning Procedure.



## Exercise 5:

### Long-short dotted rhythm

Apply the Learning Procedure.



## Exercise 6:

### Rhythm occurring on beat 2

In measure 2, the short-long dotted rhythm occurs on beat 2. That gives it a different feel from when it occurs on beat 1 (in measure 1) or beat 3 (in measure 3). Just apply the Learning Procedure carefully and it will all work out..



## Exercise 7:

### Pickup measure

Apply the Learning Procedure.



## Exercise 8:

### 3/4 time

Apply the Learning Procedure.



## Chat with David

### Precision

How are you doing counting and playing precisely?

While you're playing, assess how precisely you are doing it. Are the ticks of the metronome disappearing because you are playing notes at precisely the same time as the ticks? If so, very well done, you are playing like a professional.

If not, please do a bit more work on counting and playing precisely using the above exercises. I want you to sound like a professional!

# 10

This is very important. It's a bit like building a brick wall. If you lay each brick just right, the wall will look great. If you lay each brick a little bit out of alignment, the wall will look sloppy.

If you play each note precisely on time, your music will sound very pleasing. And that's what I want for you.

See if you can make the ticks of the metronome disappear by playing precisely at the same time as the ticks. It's quite a thrill when that happens! ■

## Tune 1:

### Traditional Irish song

Molly Malone is a fictional character – a fishmonger who walked the streets of Dublin (capital city of the Republic of Ireland) selling her wares. Here is one of the statues of her in Dublin:

11



Apply the Learning Procedure. (See Lesson 13)

## *Molly Malone*



## Tune 2:

## Another Irish song

Apply the Learning Procedure. (See Lesson 13)

<sup>12</sup>  
**12**



# 13