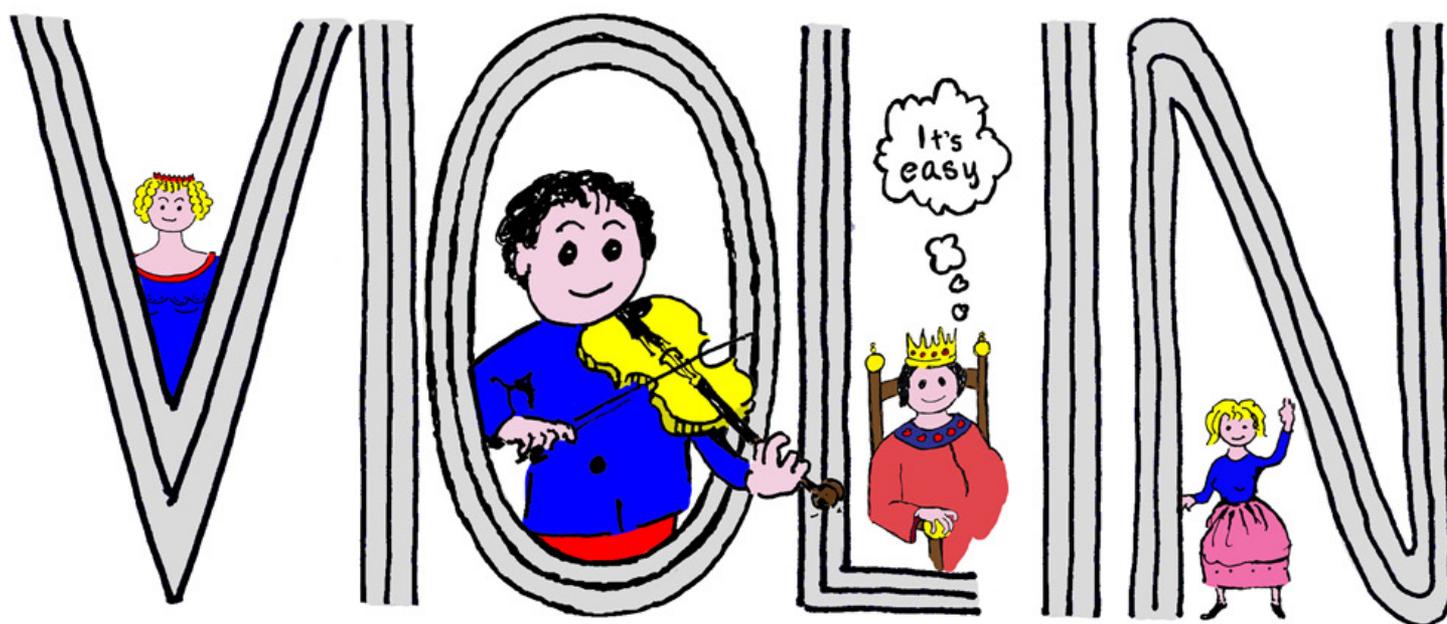


Teach
Yourself



Book 1

Theory for young



players

Bill
Davie



I wish to thank my friend
Kevin Stent
for his wonderful support
and inspired computer work.

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Picolo Publishing

Easy for children Time saving for the teacher Fun for the parent

1

Time saving for the teacher

The lessons are presented in student, rather than teacher language, so you need only spend three to five minutes on theory during a practical lesson.

Only one concept is presented in each theory lesson so the books can be used for reference. Say you find, during a practical lesson, that a student has forgotten a note name that has previously been covered in a theory lesson, you can refer the student back to that lesson for further study during the week. This is made easy through the reference index on the last page of each book.

The system is based on child learning rather than teacher training so you need to remind the student, weekly, that the specified lesson should be read and understood each night.

Easy for children

Because the lessons are single concept, entertaining and easy to understand, children can teach themselves the theory. But to do this successfully they must read the lessons several times. Preferably nightly.

The theory is enjoyed by children aged eight (sometimes younger) to eighteen. Amazingly, my adolescent students tell me they think the stories 'cool' and the books far easier to learn from than other theory books I have inflicted on them.

Fun for the parent

Parents love reading the lessons. Encourage them to read through the lessons with their young violinists. Endorse their help in ensuring nightly study of the theory.

Important aspects of the system

- The system is designed specifically for young violinists.
- The system reduces theory teaching to three to five minutes per practical lesson.
- Because of this, students should read and/or play through the prescribed lesson every night.
- Parents should be encouraged to become involved with the student in theory learning if their violinist is young.
- The volumes can be used as reference books. Students can be referred back to forgotten concepts.
- The back page of each volume contains an indexed reference list.
- All volumes should therefore be retained. There is no doubt they will be used for reference in the future.
- Back pages of each volume contain manuscript for corrections or for additional homework.



About the author

Bill Davie lives in Auckland, New Zealand. He is a violin teacher and maker. He is a graduate of Dunedin Teachers' College and spent thirty years of his life as a professional violinist. The drawings are his.

THEORY LESSON 1



When you play your violin
you are speaking to people
with music.

Just as there are special
ways to write
our talking
language,
so there are
special ways to
write music ~



For instance when we want
to write one in music, we
write  or .

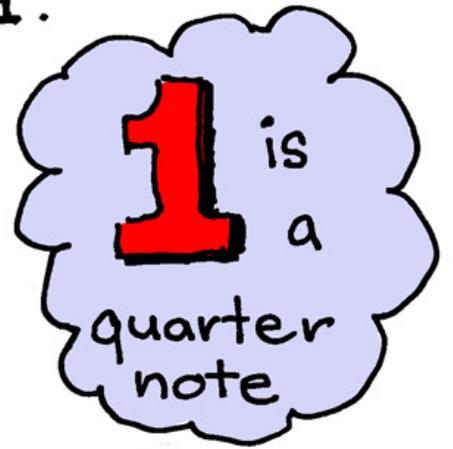
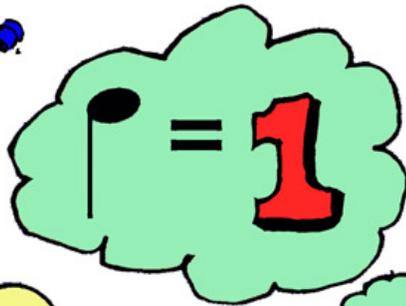
HOMWORK LESSON 1



Write the musical sign for one in this thought cloud.



Every night before you go to sleep think - a quarter note = 1.



THEORY

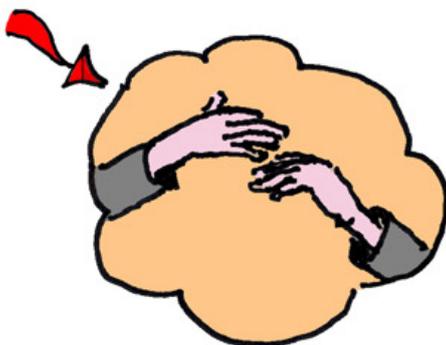
LESSON 2



Once upon a time
hundreds of years ago
there was no written
music.

People sang to others
to teach them a song.

If a choir master wanted
to let his singers know
whether the sound went
up or down,
he made hand signs
like this.



THEORY

LESSON 2

Choir masters drew symbols like hands under the words of the songs to show the boys (girls weren't allowed in these choirs) whether the sounds were to be up or down.

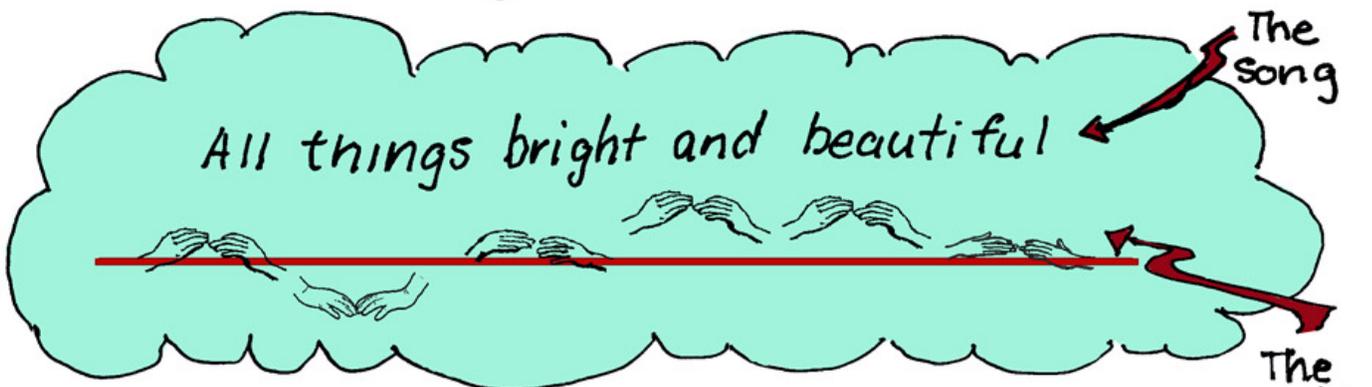
The music looked like this



It wasn't a good way to do it !!



But one choir master had a good idea. He put a line through the hands on the music so the choir knew when to sing high or low.



THEORY LESSON 2



Gradually the choir master improved on his first idea.

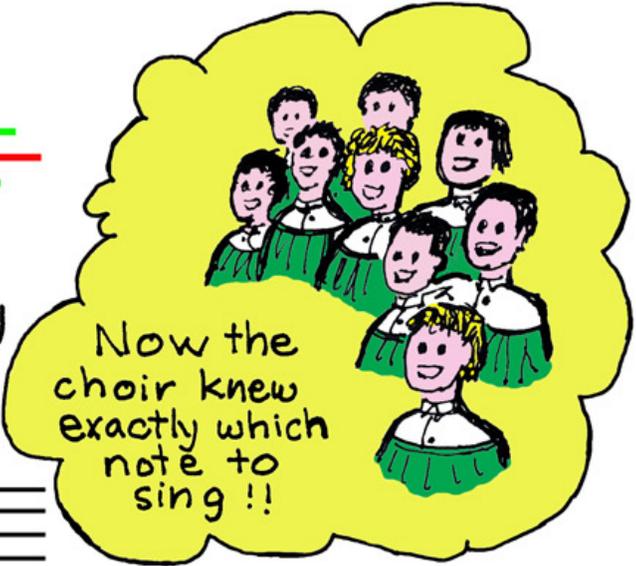
He decided to increase the number of lines to three



and then five

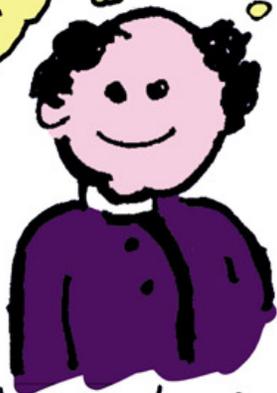


So his music finally looked like this

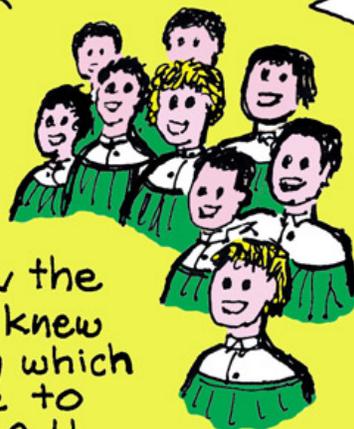


THEORY LESSON 2

5
lines is
the
answer



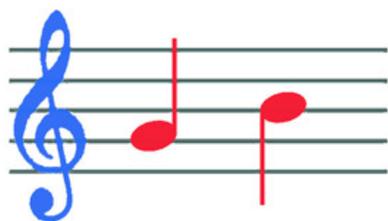
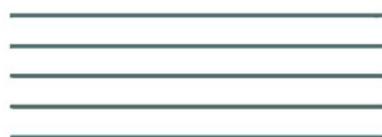
Now the
choir knew
exactly which
note to
sing !!



From the choiv master's
idea of five lines has
grown a wonderful
written language for music.

We still use five lines.
Now we call them the stave.

The
stave



TREBLE CLEF

Violin music has a
treble clef G at the beginning
of the stave.

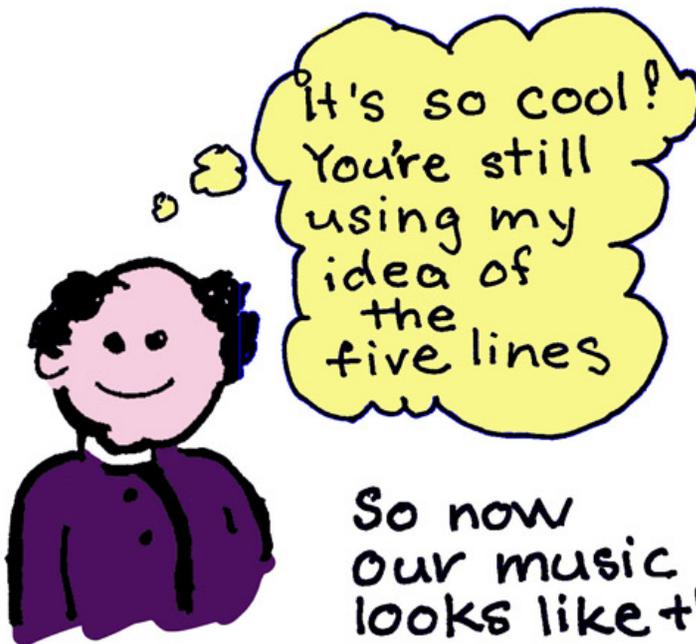
And our notes are more
round than
diamond
shape.



NOTES

THEORY

LESSON 2



So now
our music
looks like this



↪
Staff

and has many other
signs and symbols we
will enjoy learning about.

HOMework

LESSON 2

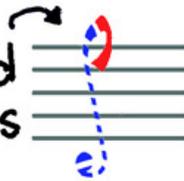
Here is how you draw a treble clef.



First
draw
this



Add
this



Curl
a cat's
tail



G
Line

around the G line

Draw
some
treble clefs
along this
staff.



THEORY LESSON 3



I'm playing on the A string

Get your violin out.

Play your A string.
Do not use any fingers.

The note you have just played is called 'A' ~

A

We show it on the stave like this



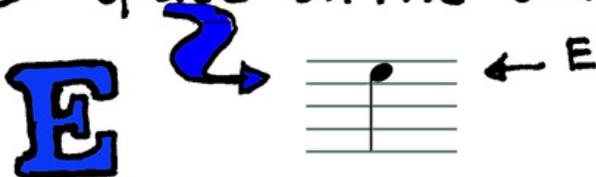
It is two spaces up the stave.

The A note is 2 spaces up the stave

The E note is in the top space

Now play your E string.

The sound you have played is called E. It lives in the top space on the stave.



HOMWORK

LESSON 3

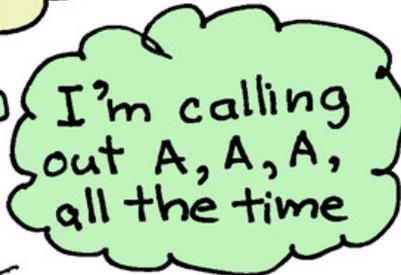


Pick up your violin.
Play E, E, E, E, E,
while you

call out E, E, E, E, E
and watch the
E note on this staff



Notice that E is
in the top space of
the staff.



Pick up your violin.
Play A, A, A, A, A
while you call out
A, A, A, A, A
and watch the 'A' note
on the music.



Notice
that 'A'
is the second
space up the staff.

IMPORTANT: Do the 'A' and 'E' calling every morning and night until your next lesson.



Get out your violin.

Play on your A string.

- ✿ First without any fingers.
- ✿ Next play using one finger.
- ✿ Now play using two fingers.
- ✿ Now play using three fingers.

MAKE SURE THE SECOND FINGER IS CLOSE TO THE THIRD



GREAT !! You have just played ~

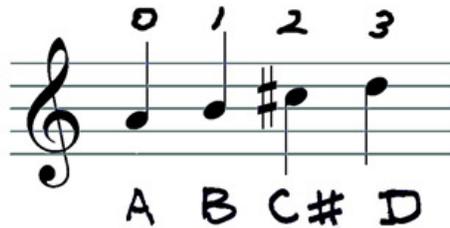
A B C sharp D

HOMEWORK LESSON 4

What does this sign # mean?

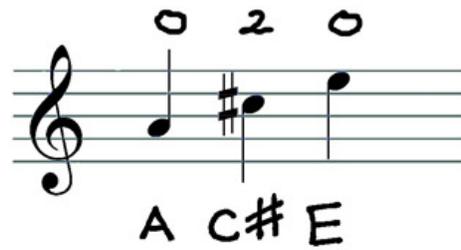
It must be a sharp sign

We can write the notes you have just played on the staff to look like this.



I'm playing while I watch the notes

I'm playing A, C#, E, A, C#, E, A, C#, E,



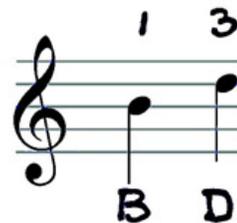
Get out your violin
Play A, C#, E, A, C#, E,
over and over while
you watch the notes
on the staff.

I'm playing B, D B, D B, D

I'm calling out B, D while I watch the notes

Now play the first and third finger notes.

Look carefully at the lines where they live.



Play them over and over.



Copy the poem onto a piece of paper.

Put the copy on the refrigerator or your bedroom wall or mirror.

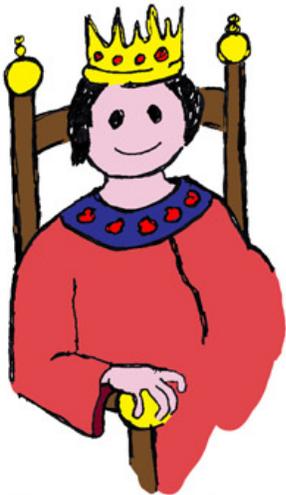
Read the poem over and over every day.
Try to learn it before your next violin lesson.

The A to E poem

On two lines below E
Live the notes B and D
So the note in between
must be C you see

THEORY

LESSON 5



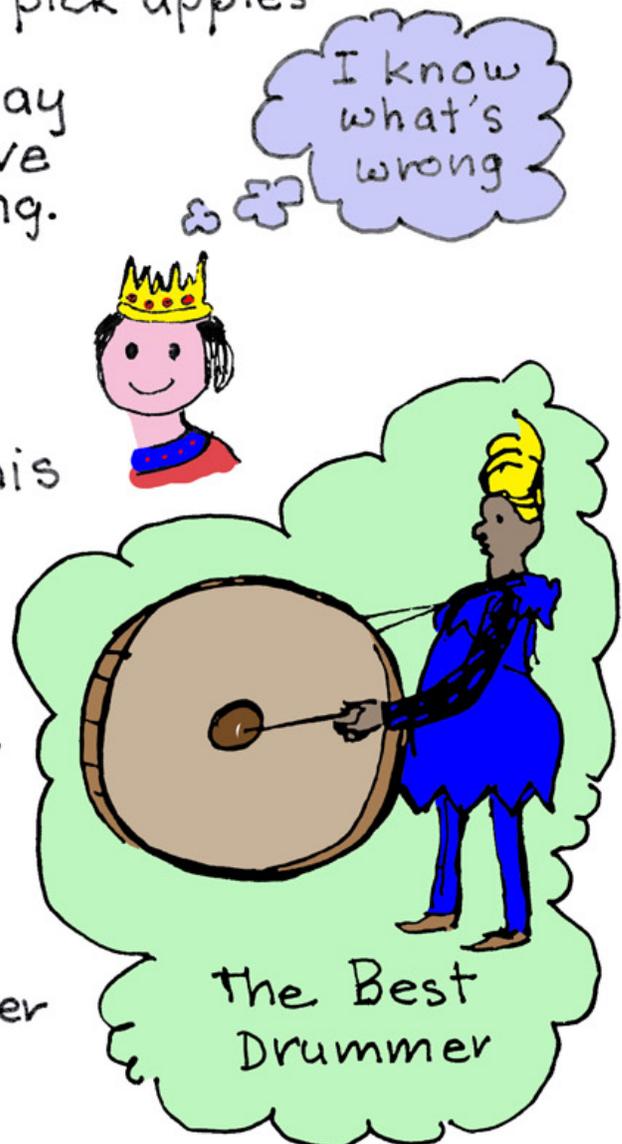
Once upon a time, long before there were any violins there was a happy King. There was only one thing that worried him ~

When he sent his apple pickers to Red Apple Hill to pick apples for his kitchen, some arrived there on Monday but some didn't arrive until Tuesday morning. This caused all sorts of problems.

He thought about this for two weeks and decided that some must be walking faster and some walking a lot slower. But what to do?



He decided to get a drummer with a really big drum.



THEORY

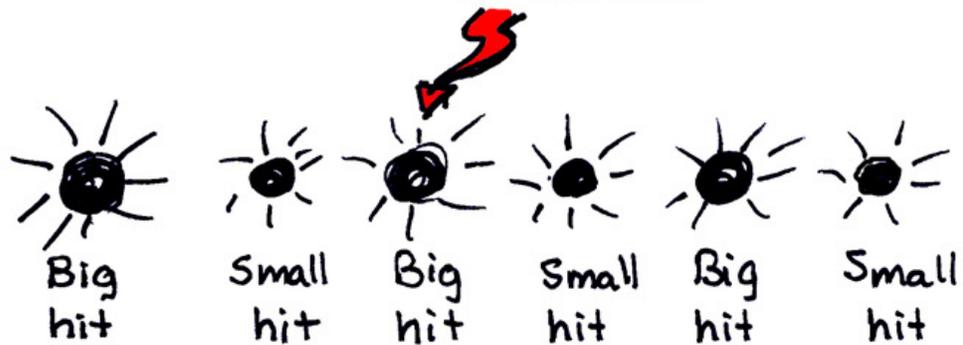
LESSON 5

The King asked the drummer to stand at the front of the apple pickers and beat his drum as they walked to Red Apple Hill.



The drummer and the apple pickers walk to Red Apple Hill

The King asked the drummer to beat the drum a special way – loud then soft.



And the hits on the drum had to be even like a clock ticking —



Tick tock Tick tock Tick tock
1 2 1 2 1 2

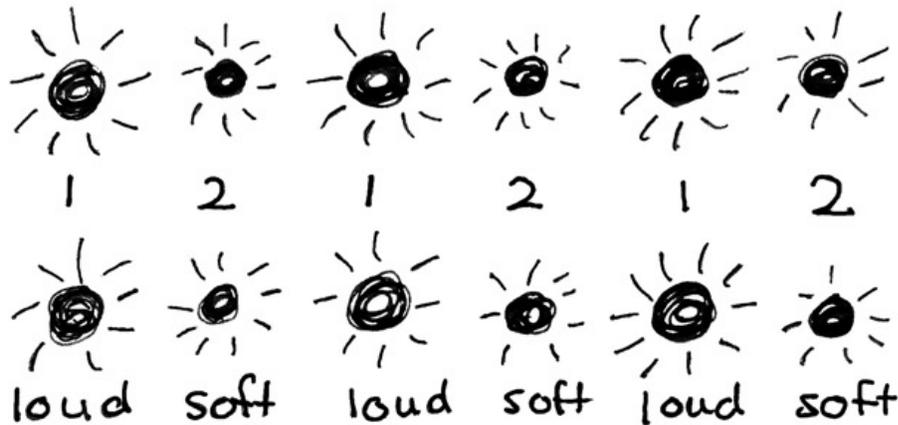
THEORY

LESSON 5



Clap your hands together like a clock ticking. Count the claps

like this ↷



Each of the apple pickers had to put their left foot down on the loud hit and their right foot down on the soft hit.



So all the apple pickers got to Red Apple Hill together.



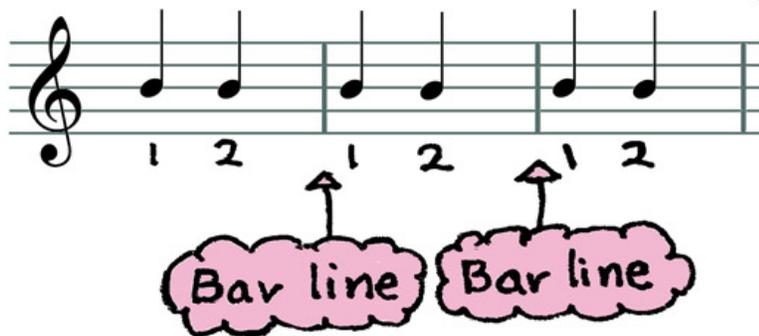
We can write the drummer's music like this ↷



THEORY

LESSON 5

Notice that our music for the drummer has a line before each number one count.

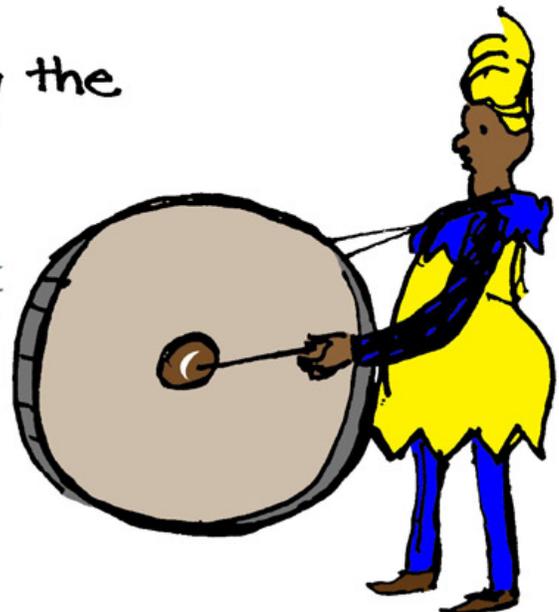
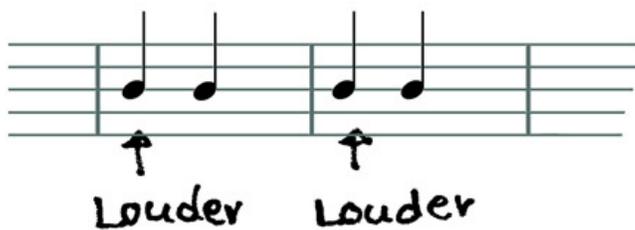


 The bar line helps us to see clearly where the first count is.

 The name of the space between the bar lines is called a measure.



 The first note in a measure is usually the loudest.



HOMWORK LESSON 5



What do we call the space between the two bar lines?



Answer



Write the names under these notes



Write the names under these notes



E



Write the names under these notes and put in the bar lines



HOMEWORK LESSON 5

 What is the name of these five lines?

Answer.....

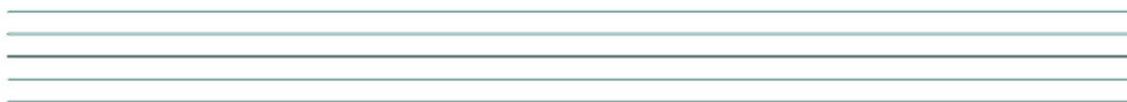


 Put a treble clef at the beginning of the stave.

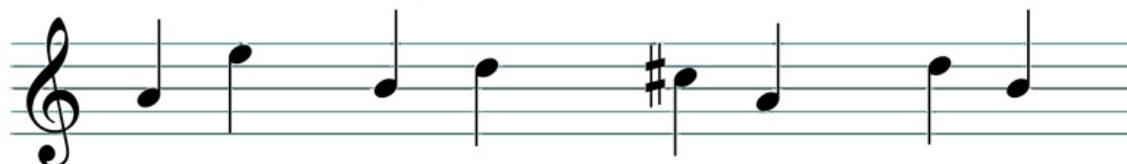
 Write these notes on the stave ~

A D E B C# D B A E D B C#

 Put in the bar lines.



 Write the names under these notes and put in the bar lines.



THEORY

LESSON 6



Get out your violin.

Play on your D string.

- 🌸 First without any fingers.
- 🌸 Next play using one finger.
- 🌸 Now play using two fingers.
- 🌸 Now play using three fingers.

MAKE SURE THE SECOND FINGER
IS CLOSE TO THE THIRD



GREAT !! You have just
played ~

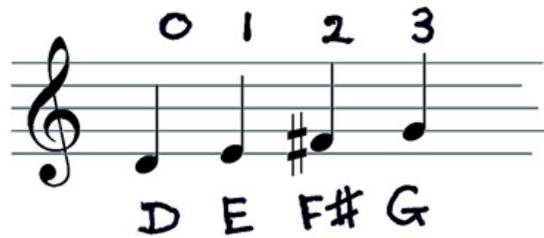


THEORY

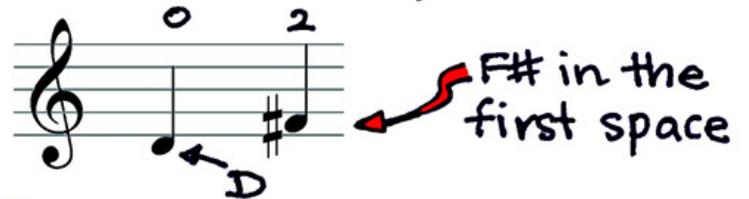
LESSON 6



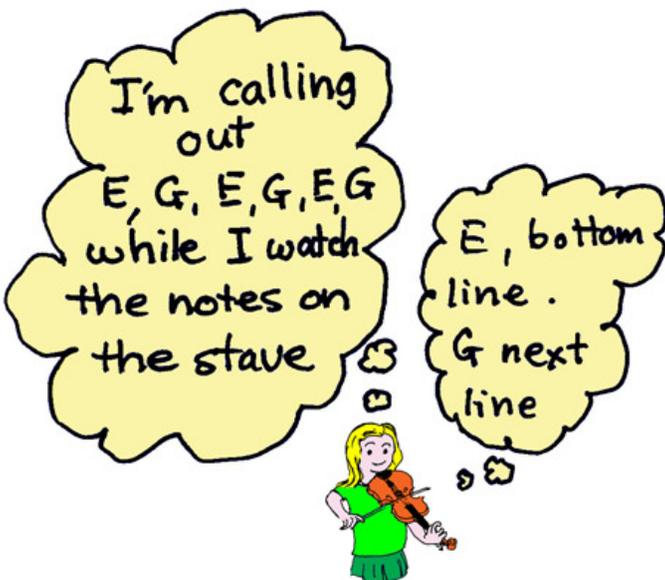
We can write the notes you have just played on the staff to look like this.



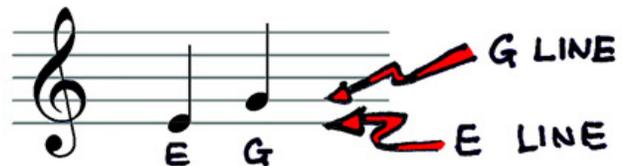
Notice that D sits just under the staff and F# is in the first space.



Get out your violin. Play D. F#. D. F# over and over while you watch the notes on the staff.



Notice that E is the note on the bottom line G is the next line up.



Play the notes on the E and G lines over and over. Call them out.

HOMWORK LESSON 6



Now put your violin away
in its case and get a pencil.

Write the names under these notes.



Write the names under these notes.
Put a treble clef at the beginning of each
line. Put in the bar lines.



HOMWORK LESSON 6



Copy the poem onto a piece of paper.

Put the copy on the refrigerator or your bedroom wall or mirror.

Read the poem over and over every day.
Try to learn it before your next violin lesson.

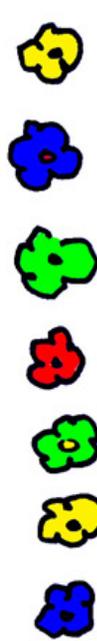
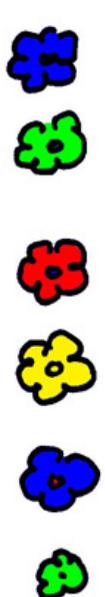


The D to A poem

On two lines above D

Live the notes E and G

So the note in between
must be F you see



THEORY

LESSON 7



The happy  King was happier than ever — All the apple pickers had got to Red Apple Hill and back to the castle at the same time.

He decided to have a party at the castle and invite all the apple pickers.

He would give them lots of cakes and sweets and they would have apple juice to drink and they would be allowed to dance.



Then the happy King had another very good idea.

He would get the Best Drummer to come to the party with his really big drum.

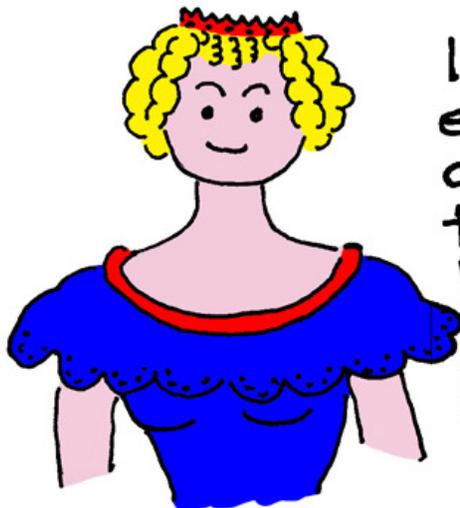


The King also decided to invite some recorder players to make their music with the Best Drummer.



The Recorder Players

On the night of the dance, the musicians were on a high stage where every one could see them. There were colored streamers and balloons and the largest, brightest candles you can imagine.



The Queen

It all seemed so exciting that the Queen decided to go to the dance and enjoy herself.

She had never seen the Best Drummer or heard recorder players before.

She wondered how they would all keep in time.

THEORY

LESSON 7



When it was time for the first dance the happy King said to the drummer.

'Please make the first dance lento (slow) tempo (speed).'



'Or adagio tempo' (slow speed) said the queen.

So the drummer and the recorder players started a lento (slow) dance.



At first their music looked like this ~

Recorders 

Drummer 

with the recorder players playing a quarter note on every beat of the drum.

THEORY LESSON 7

The apple pickers also put a foot down and counted the drum beats as they danced.



Recorders 

Drummer 

Counting 1 2 1 2 1 2

This piece of music has the numbers $\frac{2}{4}$ at the beginning. This means that there are two quarter notes in each measure. So the ~



apple pickers recorder players Best Drummer

all counted 1, 2, 1, 2, 1, 2 during the dance.

The King  insisted that the next dance should be lento. So again the musicians played a slow tempo.

THEORY

LESSON 7

This time the music looked like this

three quarter notes

Lento

Drummer

Apple picker counting 1 2 3 | 1 2 3

The numbers at the beginning of the staff say $\frac{3}{4}$. This means there are 3 quarter notes in a measure.

So everybody, the apple pickers, the recorder players and Best Drummer counted 1, 2, 3 in each measure.

This gave the recorder players a good idea. They would play the next piece in $\frac{3}{4}$ time but in each measure they would only play two notes.



So one note would need to be longer than the other.

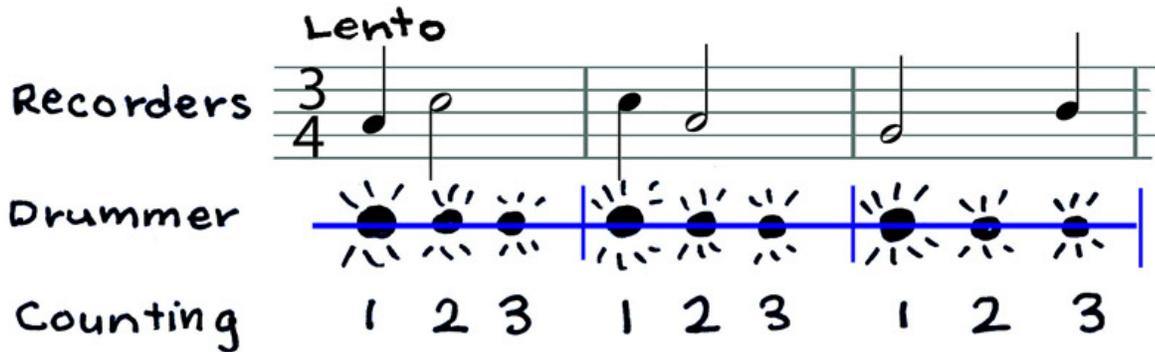
THEORY

LESSON 7

The new music looked like this ~

Lento

Recorders $\frac{3}{4}$



Drummer

Counting 1 2 3 1 2 3 1 2 3

These new white notes the recorder players were playing, are called half notes.

You can see from the music that the half notes have two drum beats on them.

But everybody is counting 1, 2, 3 in each measure.

So sometimes they say ~



1 2 3 1 2 3 1 2 3

2, 3 on the half notes and sometimes 1, 2.

The dance will be continued



HOMWORK LESSON 7

 What speed is Adagio music?
Answer

 What speed is Lento music?
Answer

 What does the Italian word Tempo mean?
Answer

 What is the name of white note ρ ?
Answer

 How many (drum) beats on this ρ note?
Answer

 What does this mean $\sim \frac{3}{4}$?
Answer

 What does this mean $\sim \frac{2}{4}$?
Answer

 Write the counting under this music ~



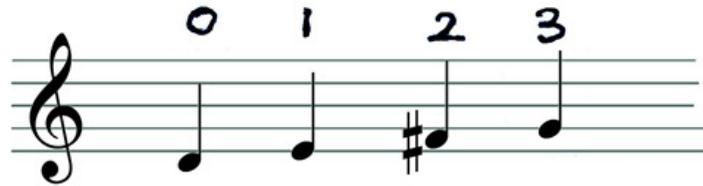
THEORY LESSON 8

I'm playing the notes over and over



Get out your violin.

Play these notes which you learned in lesson six.



I'm saying the note names out loud



Watch the notes while you play them.

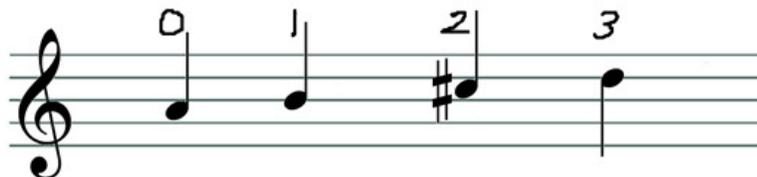
See where they are on the stave while you play.

Call out the note names while you play them and watch where they are on the stave.

I'm watching where the notes are on the stave



Do the same with these notes which you learned in lesson four.



Do this page every day until your next lesson

THEORY

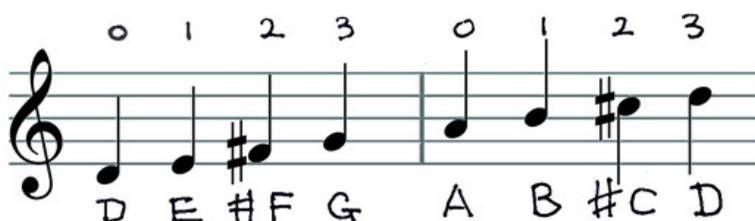
LESSON 8



I'm joining
the two
sets of notes



Now, let's join the two sets of notes together and play that.

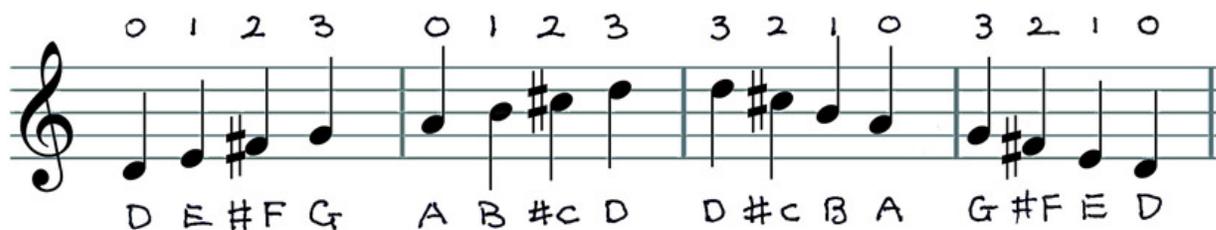


wow!



We've just played the scale of D major going up.

Let's play it going up and down.



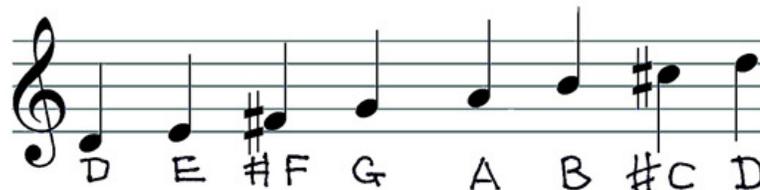
If you look carefully you will see that the notes going up are the same as the ones going down.

All major scales are like that.

I'm counting
the number
of notes going up



Now, play the D major scale
going up.
As you play, count the number
of notes from the bottom D
to the top D.



If you counted eight notes
you were right. If you didn't,
try again.

Eight notes
in a scale is
an octave.



When we play eight notes
going up or down a scale
it is called an octave.

So from the
lower D to
the higher D
is an octave



HOMWORK LESSON 8



If
OCT means
eight,
what is my
name?

Answer

.....

 What note does the scale of D major start on?

Answer.....

 What note does the scale of D major finish on?

Answer.....

 The space from one E to the next E up is called?

Answer.....

 What do the Italian words Lento and Adagio mean?

Answer.....

 What is the Italian word for speed?

Answer.....

 Write the names under these notes.





The First Game

-  Try to play the game at least twice each day until your next lesson.
-  Play the game with your Mother or some other member of your family.
-  All the answers are on page 37. So if you want to win, learn the note names before you play the First Game.

THEORY

LESSON 9



The First Game



The game is played by two or more people using dice and counters. 



You take turns at throwing the dice to see which square your counter will go to.



If a player lands on a note square, they must say the name of the note correctly. If they do, they go forward one square. If they don't, they go back two squares.



If a player lands on the happy King  or the Best Drummer  they get a free throw. If a player throws a 6,  they get a free throw.

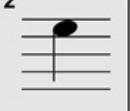
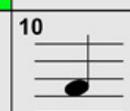
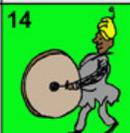
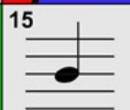
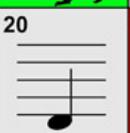
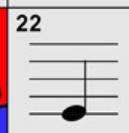


If you are playing with Mom or someone who doesn't know the names of the notes, they can look at the answers. When you land on a note square they can check your answer. When they land on a note square they can look for the answer and move forward one square. If, however you can say the note name before Mom or the other person, they go back one square.

THEORY

LESSON 9

The First Game and the answers

Start here 	1 	2 	3 
4 	5 	6 	7 
8 	9 	10 	11 
12 	13 	14 	15 
16 	17 	18 	19 
20 	21 	22 	



You will find the game board in the appendix. Cut it out, so you can use it for playing.

Answers

 (A)	 (B)	 (C#)	 (D)	 (E)
 (F#)	 (G)	 (E)	 (D)	

THEORY

LESSON 10



Get out your violin.

Play the scale of D major going up.

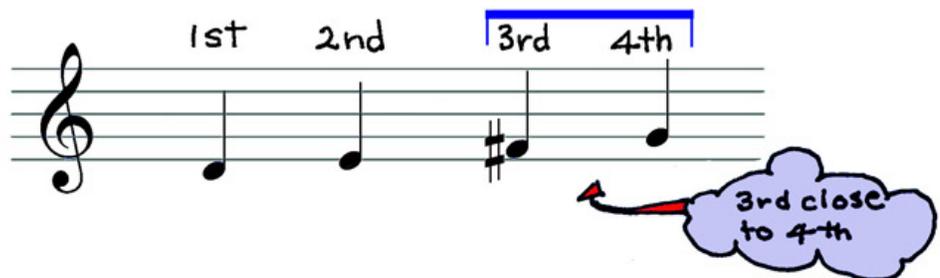


GOOD !

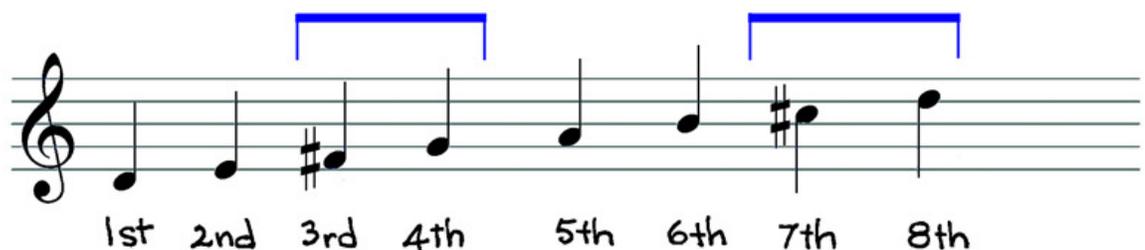
You remembered that the second finger has to be close to the third on both strings.

THAT'S IMPORTANT !

To play a major scale correctly we need to make the third note close to the fourth.



And the seventh close to the eighth



THEORY

LESSON 10



Remember when you started this book, the first page said that music was a special language. It's true!

The third degree is close to the fourth degree

So the correct way to talk about the third note being close to the fourth is to say,



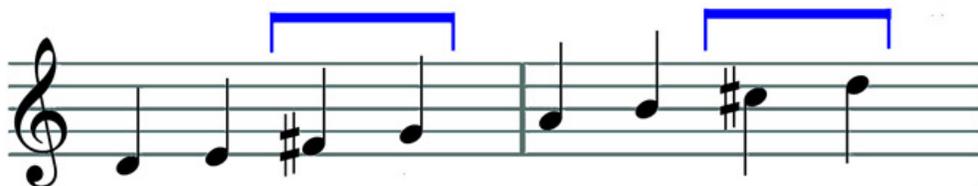
'The third degree of the scale is close to the fourth degree'



1st degree 2nd degree 3rd degree 4th degree

The seventh degree is close to the eighth degree

and 'The seventh degree is close to the eighth degree'



1st degree 2nd degree 3rd degree 4th degree 5th degree 6th degree 7th degree 8th degree

THEORY

LESSON 10

Because it's a major scale it's the same going up and going down

And of course, because it's a major scale it's the same ascending (going up) as it is descending (going down).



8th degree 7th degree 6th degree 5th degree 4th degree 3rd degree 2nd degree 1st degree

If you move the sharps to the beginning of the line, it will look better

Now you know everything about the D major scale.

There's only one other thing we need to do.



To make it easier to read, we will move the sharps to the beginning of the staff to form a key signature.

key signature

Now play D Major scale

HOMWORK LESSON 10

If I can't remember some of these, I'll need to go back, read some of the lessons again and find the answers



What degree of the scale is the first note of the scale?

Answer

If the scale is D major, what degree is F sharp?

Answer

Which degrees of a major scale are close?

Answer

How many sharps are there in a D major scale?

Answer

The first note of a scale is called the keynote. What is the keynote of D Major scale?

Answer

What is the word for eight notes going from D to D (or G to G or A to A)?

Answer

HOMEWORK LESSON 10

If I've forgotten something I should find the answer and then say it over and over



How many beats did the Best Drummer make for a half note?

Answer

How many beats did the Best Drummer make for a quarter note?

Answer

Put a tie mark like this  over the close degrees of this scale



Are all major scales the same going up and coming down?

Answer

Should counting be evenly spaced like a clock ticking?

Answer

HOMWORK LESSON 10

Now I can
play a few notes
and write them down,
then a few more
to build up a
tune



How many beats on this p
half note?

Answer

How many beats on this p
quarter note?

Answer

Write the beats (counting) under this
music ↴



Now with the help of your violin write
some music. It's easy to do. You just
play two or three notes on your
violin then write them down. On the
stave below the time is $\frac{3}{4}$ so you will
need a bar line every three beats.



I've started the tune. Now you carry on.

THEORY

LESSON 11

(REVIEW LESSONS 1 to 10)



You will find this lesson very easy as you have already learned all the answers in previous lessons.

If there are any answers you don't know, go back and read through the book until you find the answer you are looking for.

What is the name we give to the five lines on which our music is written?  Answer.

What does **adagio** mean? Answer.

What is the name of this symbol ? Answer.

THEORY

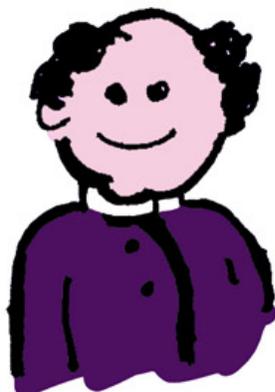
LESSON 11

(REVIEW LESSONS 1 to 10)



Key note is the name for what?

Answer



Play the First Game with someone. Play it at least five times.

Before you play, write the note names under this D major scale. Learn them well, to make sure you win.



How many quarter notes are there in a $\frac{2}{4}$ measure?

Answer



How many beats in a half note?

Answer



How many half notes in a $\frac{4}{4}$ measure?

Answer

THEORY LESSON 11

(REVIEW LESSONS 1 to 10)

What speed is **lento** music?

Answer

What does the word **tempo** mean?

Answer

How many notes in an **octave**?

Answer

Are the notes going up, the same as those going down in a **major scale**?

Answer

Do all **major scales** sound the same?

Answer

Put the **bar lines** in this music.



THEORY LESSON 11

(REVIEW LESSONS 1 to 10)



Which degrees of a major scale are close together?

Answers
.

What degree of the scale is F# in the scale of D Major?

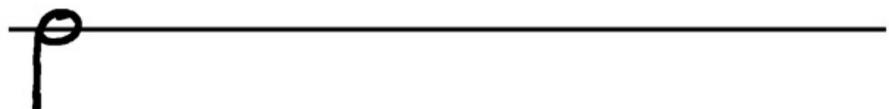
Answer



What degree of the scale is C# in the scale of D Major?

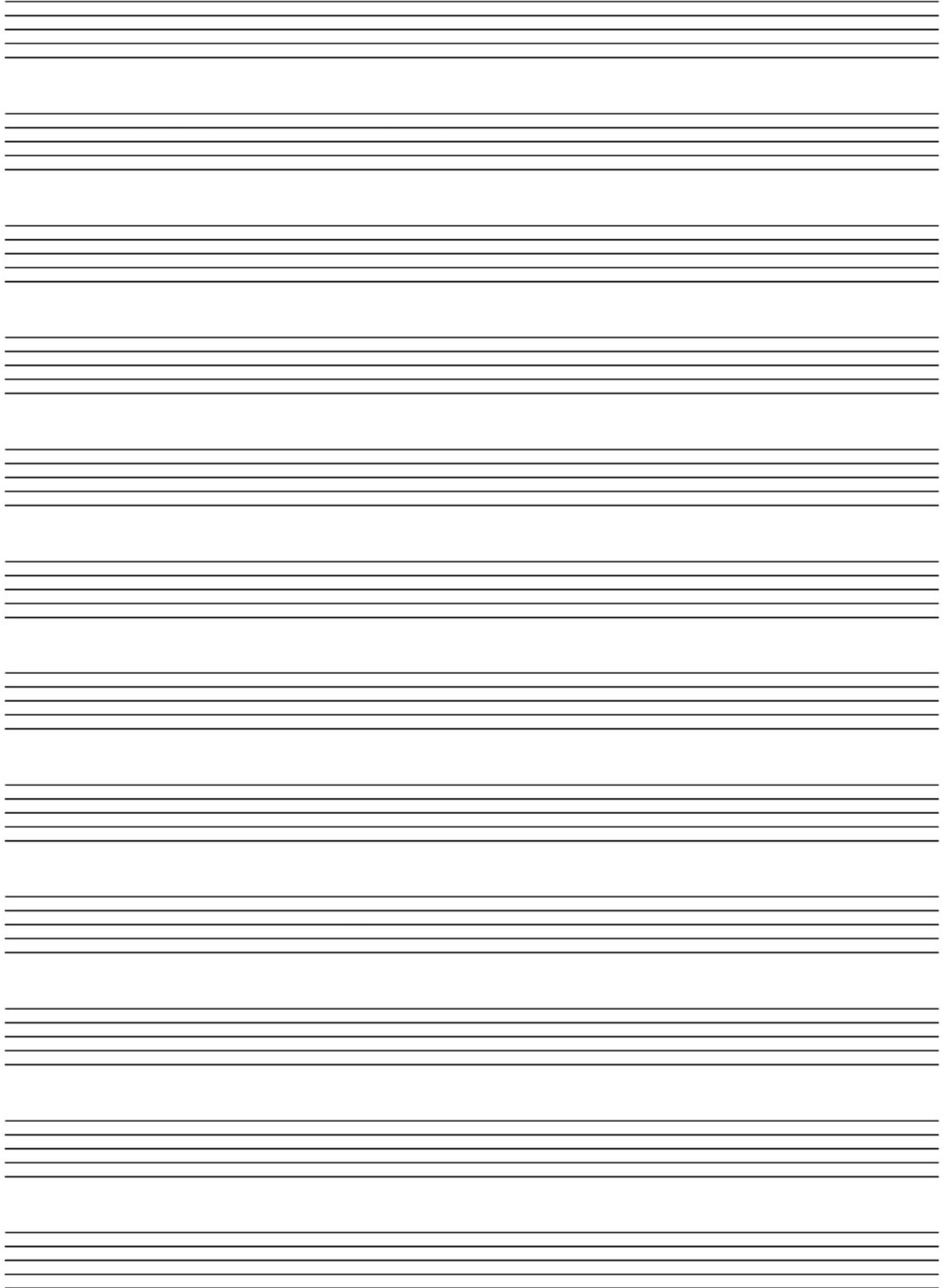
Answer

Draw some half notes along this line



Write two bars of music on this staff. Use half notes and quarter notes. Notice that the time signature is $\frac{3}{4}$.





The third degree
of a major
scale is close
to the fourth
degree

The seventh
degree is close
to the
eight degree



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Cut this out and put on your wall.

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The stave
lines say

EGB
DF



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The stave
spaces say
FACE



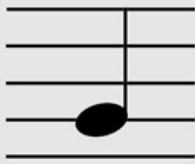
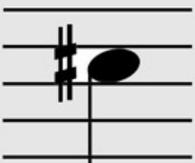
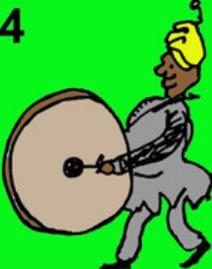
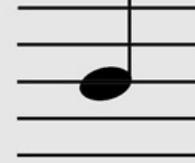
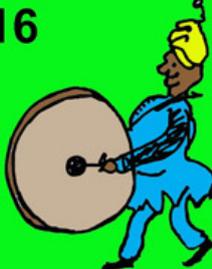
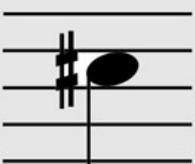
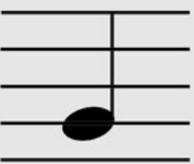
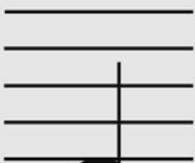
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Cut this out and put on your wall.

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The First Game

<p>Start here</p> 	<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>4</p> 	<p>5</p> 	<p>6</p> 	<p>7</p> 
<p>8</p> 	<p>9</p> 	<p>10</p> 	<p>11</p> 
<p>12</p> 	<p>13</p> 	<p>14</p> 	<p>15</p> 
<p>16</p> 	<p>17</p> 	<p>18</p> 	<p>19</p> 
<p>20</p> 	<p>21</p> 	<p>22</p> 	



Cut this out. Keep in a folder for future use.
 Instructions for playing this game are on page 36.

Index Book 1

A and E strings_____	Lesson 3
A string notes_____	Lesson 4
Adagio_____	Lesson 7
Bar lines_____	Lesson 5
Beats_____	Lesson 5
Counting_____	Lesson 7
D major scale_____	Lesson 8
	Lesson 10
D string notes_____	Lesson 6
Degrees of scale_____	Lesson 10
Half notes_____	Lesson 7
Key note_____	Lesson 10
Key signature_____	Lesson 10
Lento_____	Lesson 7
Major scales_____	Lesson 10
Octave_____	Lesson 8
Quarter note_____	Lesson 1
Quarter notes_____	Lesson 7
Sharps_____	Lesson 4
	Lesson 6
	Lesson 10
Stave_____	Lesson 2
Tempo_____	Lesson 7
Three-four time_____	Lesson 7
Time signature_____	Lesson 7
Treble clef_____	Lesson 2
Two-four time_____	Lesson 7

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