Workbook to Accompany

Jazz Theory From Basic To Advanced Study

Jazz Theory From Basic To Advanced Study

WORKBOOK

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Preface

HOW TO USE THE COMPANION WEBSITE

www.routledge.com/textbooks/cw/terefenko

The companion website contains three large sections: WORKBOOK, RECORDINGS, and APPENDICES/ AUXILIARIES.

Workbook

The workbook sections closely follow the structure of the textbook; they are divided into three parts (Basic, Intermediate, and Advanced) along with the individual chapters. Such a user-friendly design enables easy access to all exercises and recordings. The WORKBOOK contains different types of written assignments, practice routines, play along sessions, keyboard realizations, play and sing tasks, and ear training drills; they are carefully designed to master the content of *Jazz Theory: From Basic To Advanced Study*. All the exercises and scores are downloadable as PDFs.

The choice of specific tasks in each chapter depends on the content of the individual chapters. For example, Chapter 13 includes various keyboard tasks and ear training drills, but contains no play along sessions; Chapter 10 features more play along tracks than any other types of exercises. The main objective of Chapter 10 of the book, for instance, is to put the content of Part I to practical use. You will quickly realize that to be successful at playing with the rhythm section (tracks 5–18), you will need a solid command of the modes in all 12 keys (Chapter 7). Since the primary goal of these play along sessions is to acquaint your ear with the sound of the fourteen modes and to find that sound on your instrument, start by playing the most important notes from the mode (guide tones and beauty marks) and negotiate them in some kind of rhythmic fashion. Having established the connection between theoretical concepts (guide tones and beauty marks in this particular instance) and practice (the ability to effortlessly play them on your instrument), you will begin to listen to your own playing and to interact with the rhythm section. Next, start using the motifs from the book (figure 10.10) and transpose them to 12 keys. With these motifs, focus on the techniques of motivic development (Chapter 10), select a single technique, and explore it in your playing. As you get more comfortable with handling one technique at a time, explore improvising with two (or more) techniques.

Finally, you are ready to compose your own motifs and use them in improvisation. As you see, tracks 5-18 (as well as other play along tracks) work just as well for advanced players as for beginners. The process described above illustrates how to use play along tracks; this process can be summarized as follows: 1) establish a connection between theory and practice, 2) practice on your instrument, 3) begin with the material that you can handle, 4) challenge yourself, and 5) be creative.

A measured approach to completing assignments, works for the majority of exercises included in the WORKBOOK. Take, for instance, Exercise 3.3. The exercise includes seven 4–bar progressions to be

realized at the keyboard in C major and/or A minor. The basic objective for all playing exercises is to be able to perform a given task at a steady tempo and without breaks. Start at a comfortable tempo $(\[] =50)$ and play the progressions from Exercise 3.3 from beginning to end without interruption. Using a metronome is highly recommended. Gradually increase the speed of your performance to $\[] =96$. The instructions for this and other keyboard exercises include the dreaded phrase: "transpose to all 12 keys." Playing in all 12 keys is an essential skill for the contemporary musician, yet learning to play in all keys is a long and arduous process. (In the book—especially in Chapters 6, 12, 13, and 15—the "12 key" icon is used as a reminder to perform the specific musical figures in all 12 keys.) To facilitate this process, learn a progression in the original key. Once you master the progression in a single key and explore different positions/inversions of chords, start transposing it to two or three different keys. Practice the progressions in two or three keys and then start adding more keys to your practice routines. You will notice that once you work diligently through six different transpositions, the remaining ones will be quite easy to realize. To master the skill of playing in 12 keys, you need to be consistent, succumb to daily practice routines, and allow the passing of time to see the results.

In studying jazz, it is imperative to develop an impeccable ear capable of identifying complex chord formations and harmonic progressions. The WORKBOOK also features different types of ear training activities: rhythmic dictations, harmonic dictations, chord recognition, singing, set–class identification, etc. To access them, click on the corresponding icon. I recommend that you complete each ear training drill *before* proceeding to the next one, no matter how trivial that drill might seem. Without internalizing the sound of individual intervals/triads in Chapter 1 or four–part chords in Chapter 4, for instance, the ability to hear more complex five–part chords in Chapter 5 or upper–structure triads in Chapter 14 may prove challenging. Furthermore, when individual chords or the II–V–I progressions from Part I begin to form four–bar progressions in Chapter 13 or eight–bar phrase models in Chapter 21, the ability to identify individual formations is of utmost importance to make tonal sense out of complete harmonic progressions. Since certain tracks for ear training drills contain multiple intervals, harmonic formations, chord progressions, or set classes, I recommend starting each track at a different location to avoid memorizing the sequence of events.

Recordings

In addition to various written and ear training exercises in the WORKBOOK, the companion website also contains the recordings of musical figures from the book. The Recordings section is also organized exactly as the textbook (three parts and individual chapters) and gives you immediate access to all audio files. By clicking on the figure, you will see the specific musical example and hear the recording. These recordings are quite useful when you are away from the keyboard (or have insufficient keyboard skills) and want to hear a particular musical illustration. By listening to these audio recordings you are mapping individual theoretical entities (chords, modes, progressions, scales, phrase modes, sets, etc.) with their sound and, thus, training and improving your ears.

Appendices/Auxiliaries

This section contains some useful material that complements the book. *Selected Discography* (Appendix F), for instance, contains the list of recordings for standard tunes discussed in the book. For each tune, there are representative recordings that show how the different jazz artists from different eras appropriated these tunes into their repertoire and how different these interpretations are; this

PREFACE

extraordinary interpretive diversity demonstrates the limitless potential of standard tunes. Listening to jazz goes hand in hand with learning how to improvise and how to find one's musical voice. Without exploring the rich canon of recorded jazz, one's quest for learning how to improvise might be deterred indefinitely. *Selected Discography* and *List of Solos to Transcribe* in Appendix E (as well as additional footnotes in the book) provide many valuable listening resources. In keeping with the study of repertory, *999 Standard Tunes-Composers and Lyricists* in Appendix G provides an alphabetical list of songs mentioned in chapters 21–24 of the book, while *200 Standard Tunes You Should Know* in Appendix H contains a list of essential tunes (out of the 999) that jazz musicians should be familiar with.

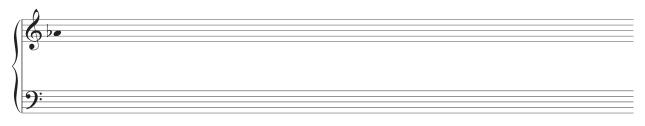
Finally, the WORKBOOK contains downloadable scores for ear training drills, extra scores for *Play Along DVD* in Appendix C (convenient to use with your iPad on the music stand), an *Answer Key for Written Exercises* (Appendix A), and *Answer Key for Ear Training Drills* in Appendix B (with a few exercises realized in full score so you can see what I played on the recording).

PART ONE **Basics**

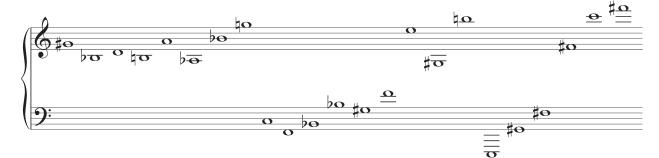
CHAPTER ONE Music Fundamentals

WRITTEN ASSIGNMENTS

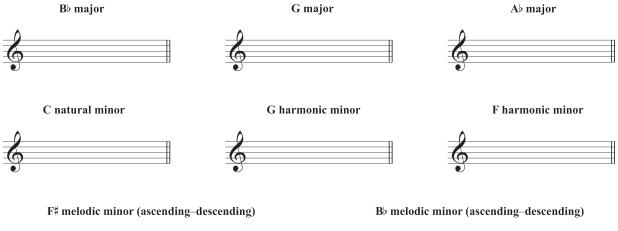
1. On the staff below, notate the following pitches.



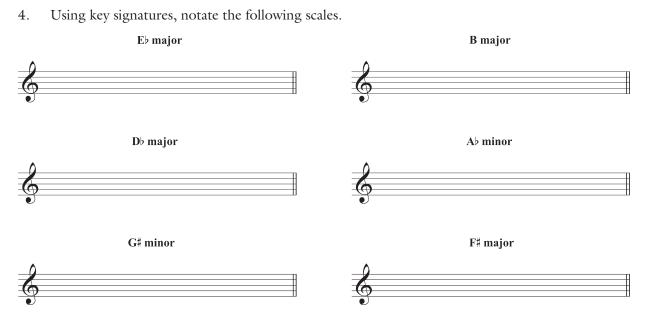
- Ab4 F6 D4 C#4 Bb3 A#0 Eb1 A2 F#6 D#4 C#5 Ab7 C4 D3 B5 Fb5 G6 F#4 Gb4 B#6
- 2. Using letters names and octave registers, identify the following notes.



3. Using accidentals, notate the following scales.







5. Rewrite the incorrect rhythms using correct rhythmic groupings that reflect the underlying beat.







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6. Using generic and complete interval names, identify the following intervals.



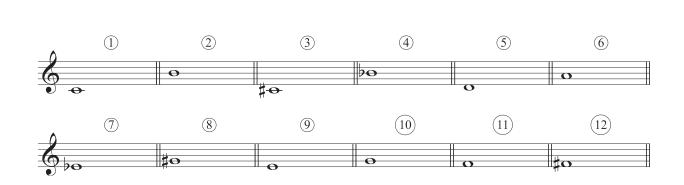
EAR TRAINING DRILLS

Instructions for Tracks 1–12

Each track contains <u>TWELVE</u> randomly chosen pitches. Sing and/or play on your instrument the assigned interval above the pitch you hear on the recording. After a brief pause, the answer is given.

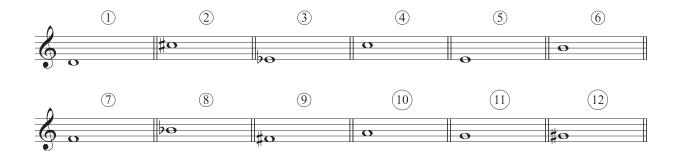
TRACK 1

Track 1: Sing/play a minor 2nd

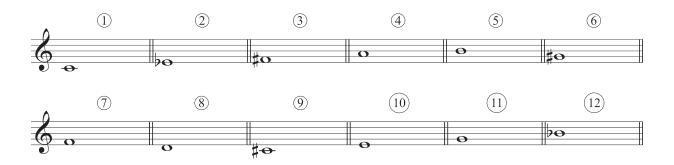


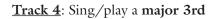
Track 2: Sing/play a major 2nd

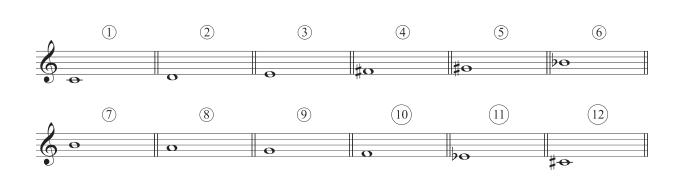
TRACK 2



Track 3: Sing/play a minor 3rd

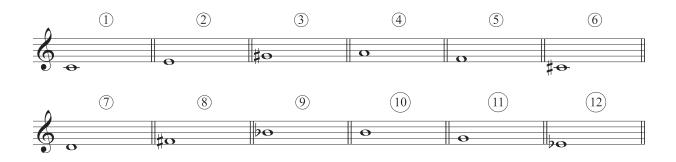


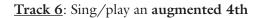




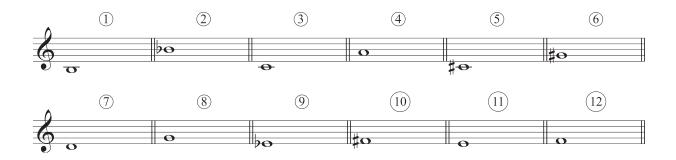
Track 5: Sing/play a perfect 4th







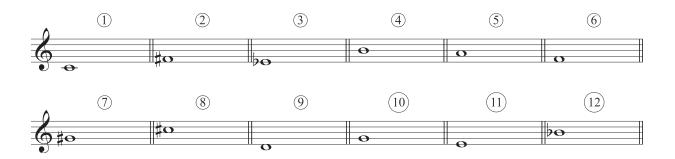
TRACK 6



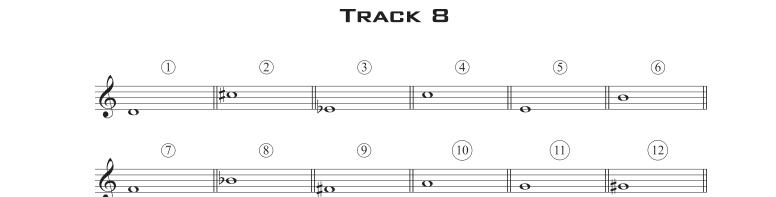


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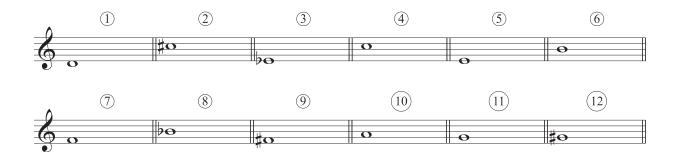
TRACK 7



Track 8: Sing/play a minor 6th

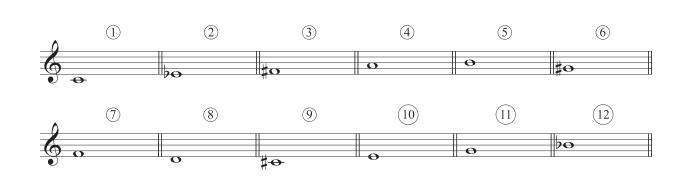


Track 9: Sing/play a major 6th



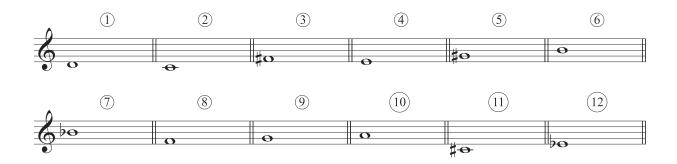
TRACK 10

Track 10: Sing/play a minor 7th



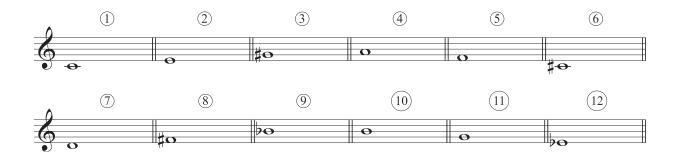
Track 11: Sing/play a major 7th

TRACK 11



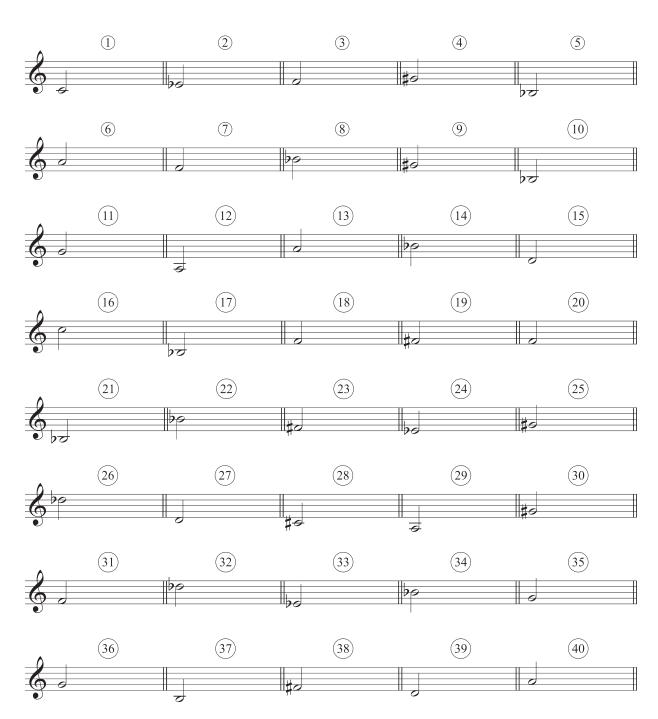
Track 12: Sing/play a perfect 8ve

TRACK 12



9

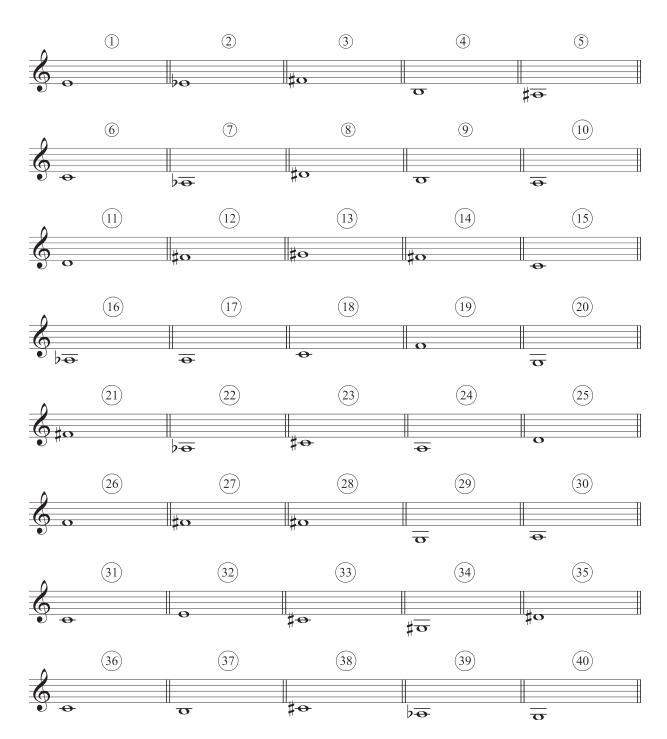
<u>Track 13</u> contains <u>FORTY</u> ascending and descending intervals. Identify the quality of each interval. (Answer Key)



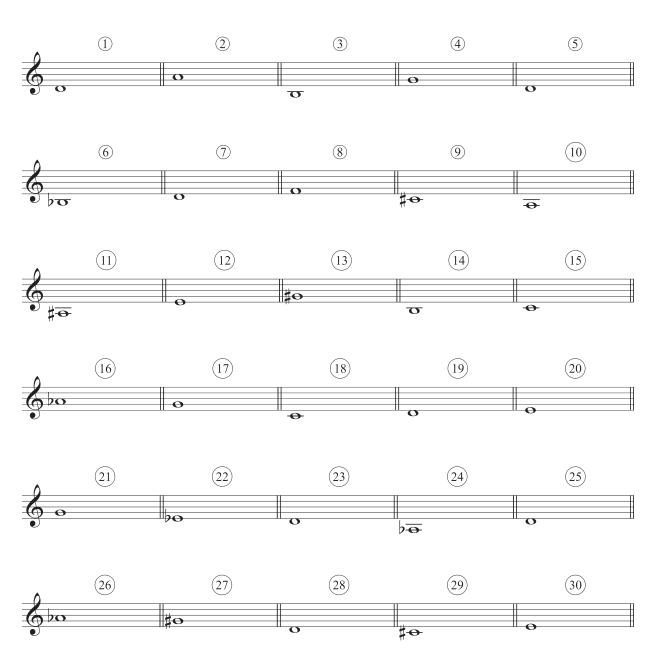


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 $\underline{\text{Track 14}}$ contains $\underline{\text{FORTY}}$ harmonic intervals. Identify. (Answer Key)



<u>Track 15</u> contains <u>THIRTY</u> triads in root position, first inversion or second inversion. Identify. (Answer Key)



TRACK 15

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CHAPTER TWO Jazz Rhythm

PRACTICING RHYTHM

- 1. Practice the rhythmic figures from figure 2.3 (TEXTBOOK) on a single pitch with a metronome on "2 and 4."
- 2. Practice constant swing 8th notes "behind," "in the middle," and "in front" of the beat, with a metronome on "2 and 4," using all major and minor scales. Use the following melodic patterns:

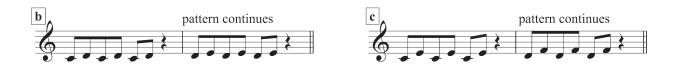
Swing

66=









EAR TRAINING DRILLS

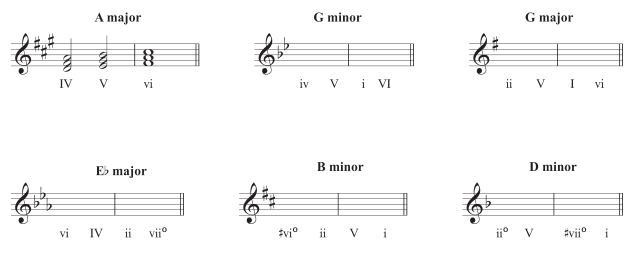
<u>Track 16</u> contains <u>NINE</u> four-bar phrases performed at a medium swing tempo. Transcribe the rhythm and notate it on the score provided below. The first phrase is transcribed and notated. (Answer Key)



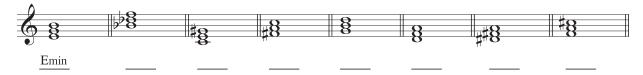
CHAPTER THREE Harmonic Function

WRITTEN ASSIGNMENTS

1. On the staff below, notate the following triads.



2. Analyze the following triads with lead-sheet symbols.



3. Realize the following harmonic progressions on the keyboard in the manner shown below. Begin each progression with 1, 3, or 5 in the soprano voice. Transpose these progressions to all 12 keys.



16



4. Analyze the following progression with lead-sheet symbols, Roman numerals, and function symbols in a manner similar to figure 3.12 (TEXTBOOK).



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EAR TRAINING DRILLS

Instructions for Tracks 17-18

Each track contains an 8-bar harmonic progression realized using keyboard style texture. On the staff below, notate the outer-voice counterpoint and analyze the progression with lead-sheet notation, Roman numerals, and function symbols. (Answer Key)

Track 17





Track 18



CHAPTER FOUR FOUR-Part Chords

WRITTEN ASSIGNMENTS

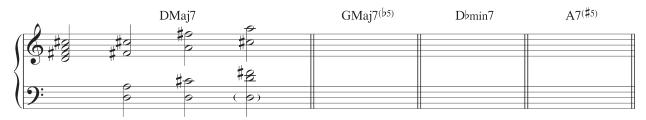
1. On the staff below, notate the following root position four-part chords.

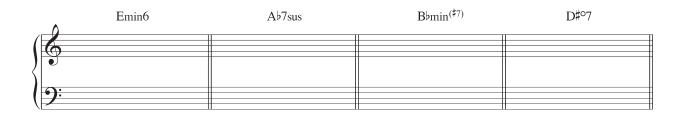


2. Analyze the following four-part chords with lead-sheet symbols.



3. Create three "drop 2" voicings for the following close position four-part chords.





٥	AbMaj7 ^(#5)	B ^{o(#7)}	Ebmin7	B♭6
(6				
$\langle $				

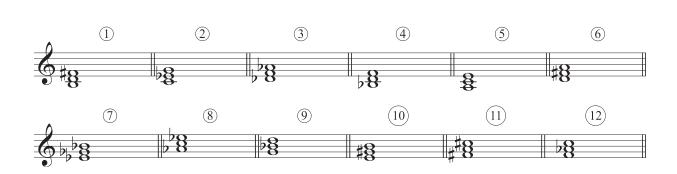
EAR TRAINING DRILLS

Instructions for Tracks 19-24

Each track contains <u>TWELVE</u> randomly chosen triads or incomplete 7th chords (without the fifth). Sing/play the assigned essential chord tone or pitch alteration. After a brief pause, the answer is given.

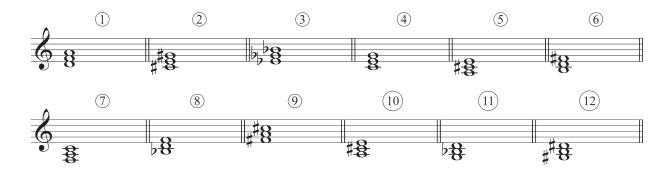
TRACK 19

Track 19: Sing/play a major 6th



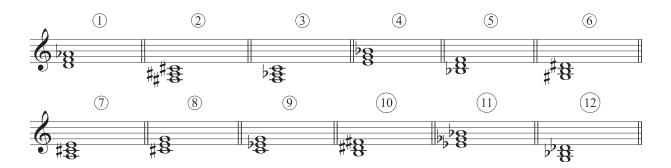
Track 20: Sing/play a minor 7th

TRACK 20

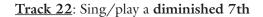


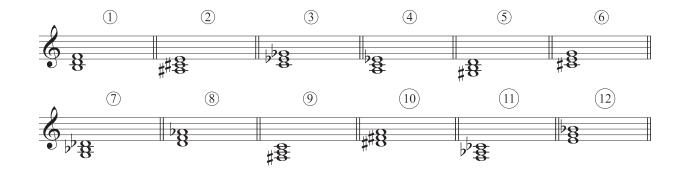
Track 21: Sing/play a major 7th

TRACK 21



20

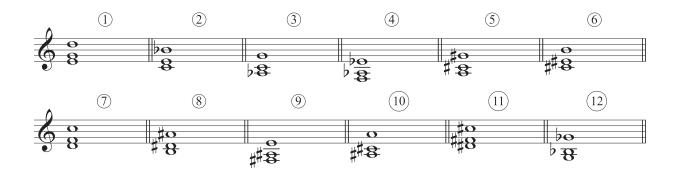




TRACK 22

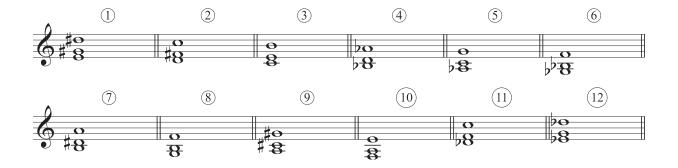
Track 23: Sing/play a 5th





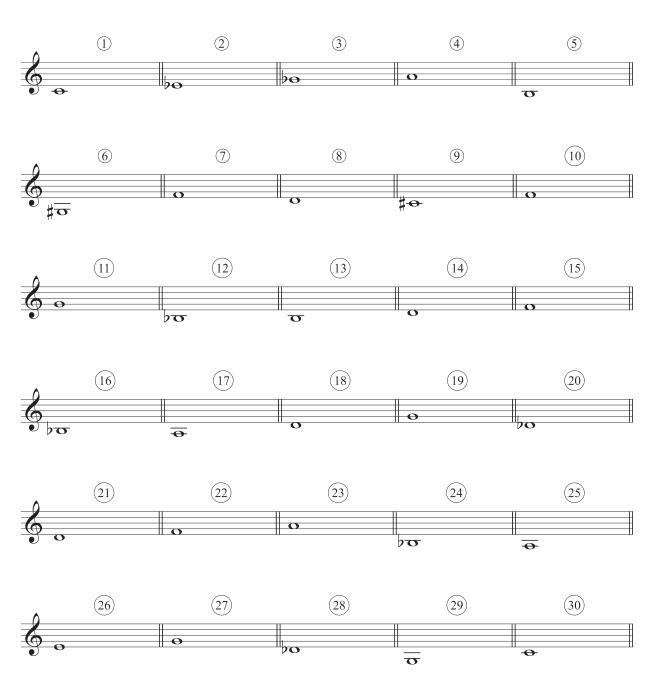
Track 24: Sing/play a #5th

TRACK 24



21

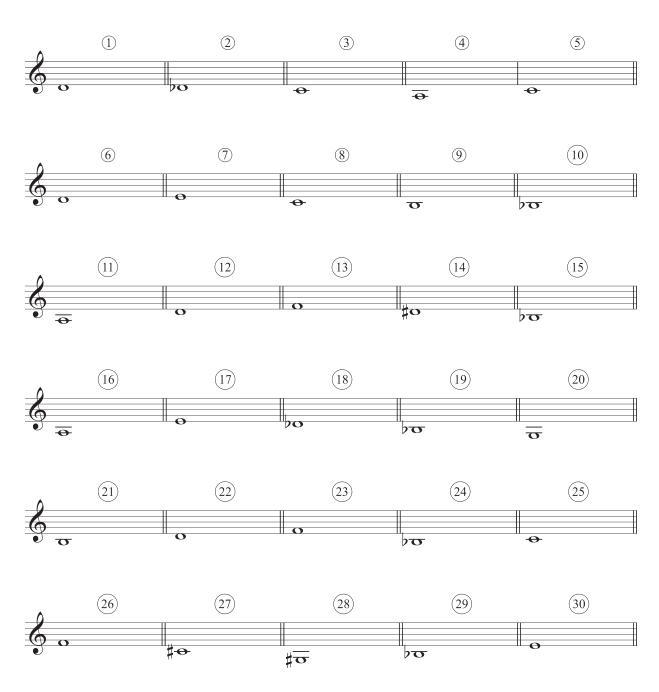
<u>**Track 25**</u> contains <u>**THIRTY**</u> randomly chosen major or minor four-part chords in root position. Identify the type of each chord. (Answer Key)



TRACK 25

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<u>**Track 26**</u> contains <u>**THIRTY**</u> randomly chosen dominant 7th or intermediary four-part chords in root position. Identify. (Answer Key)





<u>Track 27</u> contains <u>THIRTY</u> randomly chosen four-part chords orchestrated with various "drop 2" voicings. Identify. (Answer Key)



TRACK 27

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CHAPTER FIVE Five-Part Chords

WRITTEN ASSIGNMENTS

1. On the staff below, notate the following root position five-part chords.

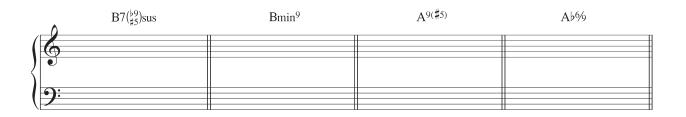


2. Analyze the following five-part chords with lead-sheet symbols.



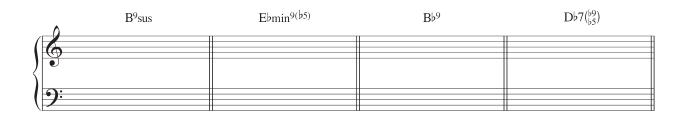
3. Create four "drop 2" voicings for the following close position five-part chords.





•	F#min ^{9(#7)}	GMaj ^{9(#5)}	D#09	$DbMaj^{9(b5)}$
)				

BASICS



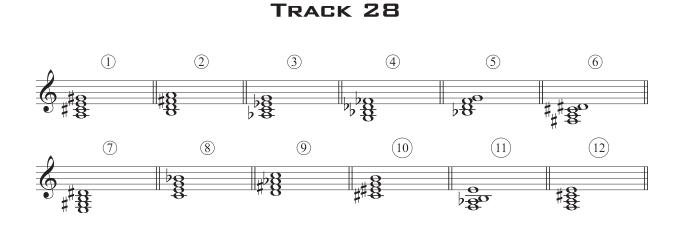


EAR TRAINING DRILLS

Instructions for Tracks 28-34

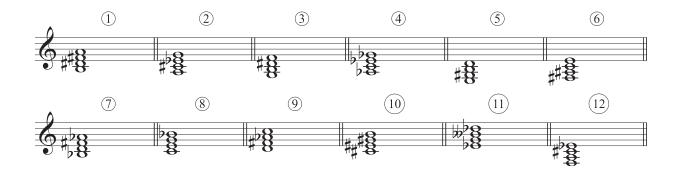
Each track contains <u>TWELVE</u> randomly chosen four-part chords or incomplete five-part chords (without the fifth or the major third). Sing/play the assigned extension. After a brief pause, the answer is given.

Track 28: Sing/play a major 9th



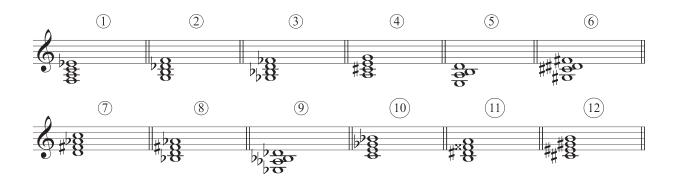
Track 29: Sing/play a 9th

TRACK 29



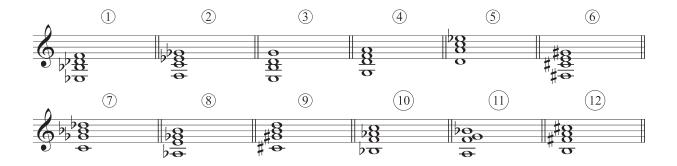
Track 30: Sing/play a #9th

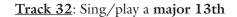




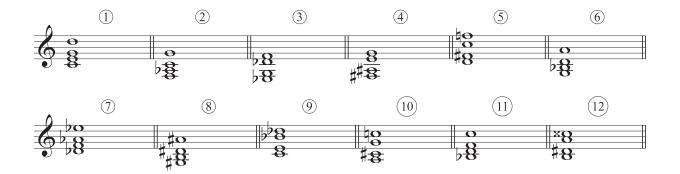
Track 31: Sing/play a perfect 11th

TRACK 31



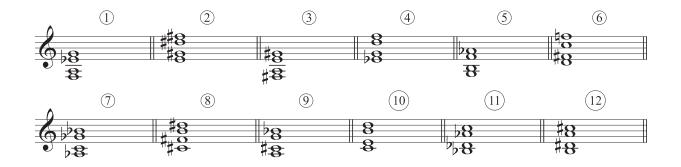


TRACK 32



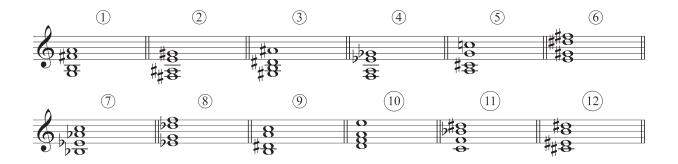
Track 33: Sing/play a 5th/#11th





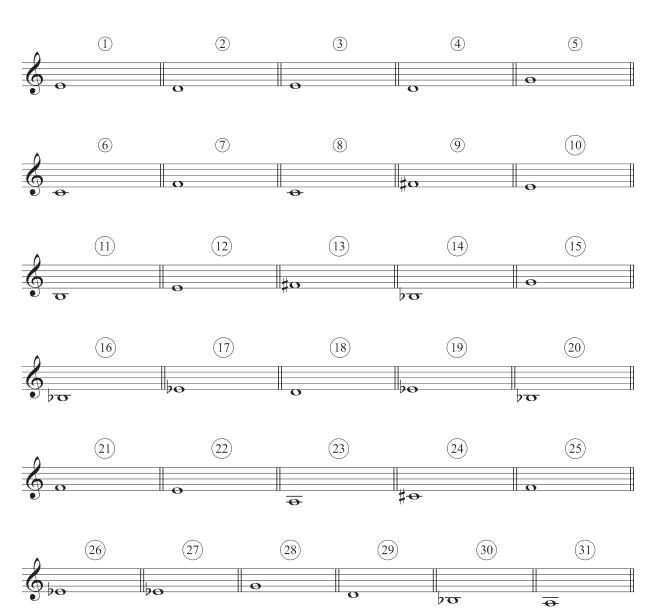
Track 34: Sing/play a #5th/>13th

TRACK 34



FIVE-PART CHORDS

<u>Track 35</u> contains <u>THIRTY-ONE</u> randomly chosen major, minor, or intermediary five-part chords in root position. Each chord is first played melodically and then harmonically. Identify the type of each chord. (Answer Key)

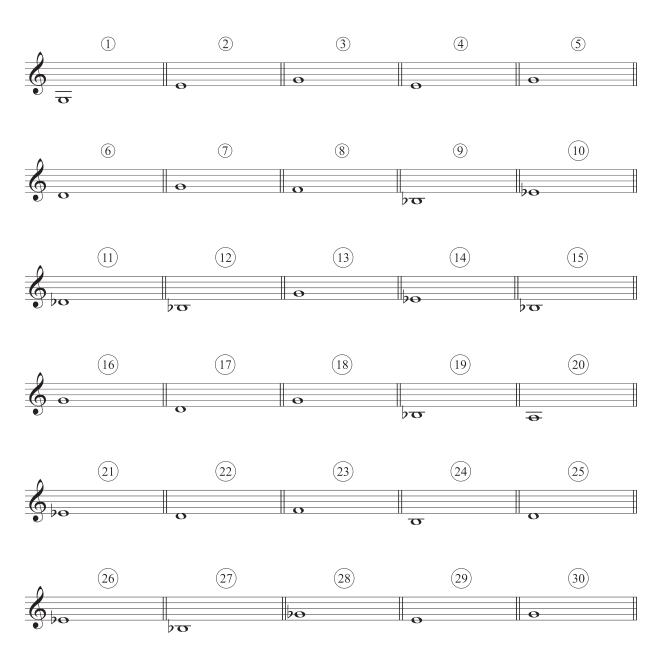


TRACK 35

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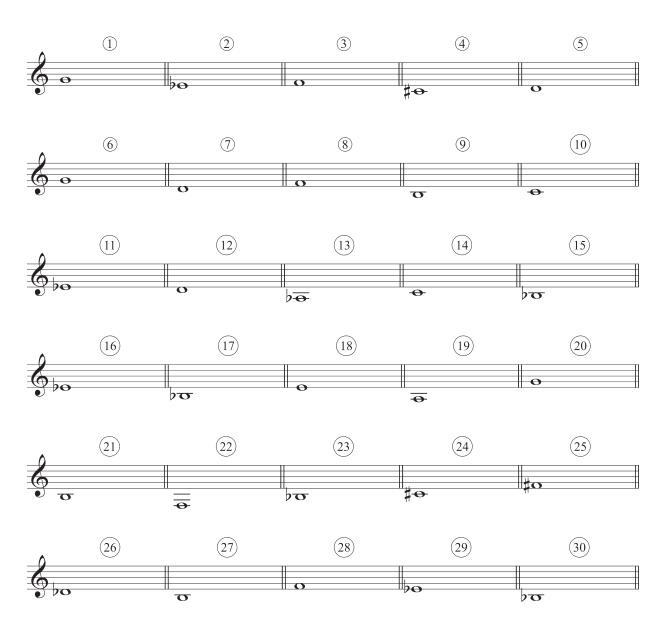
<u>**Track 36**</u> contains <u>**THIRTY**</u> randomly chosen dominant 7th five-part chords in root position. Identify. (Answer Key)



TRACK 36

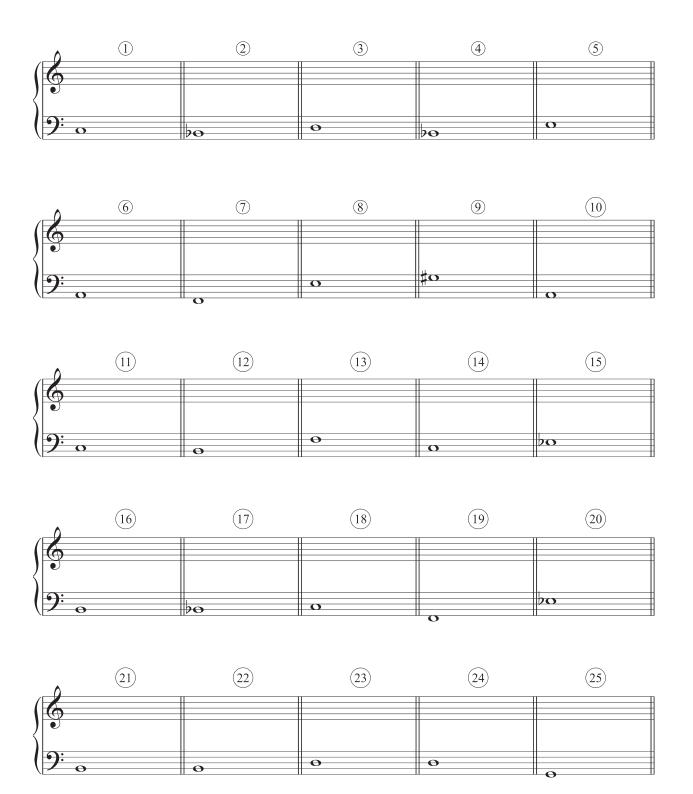
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<u>Track 37</u> contains <u>THIRTY</u> randomly chosen suspended dominant five-part chords in root position. Identify. (Answer Key)

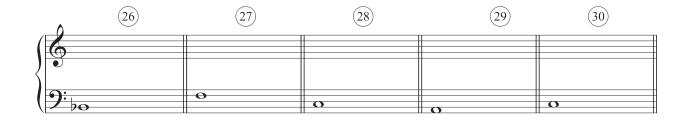


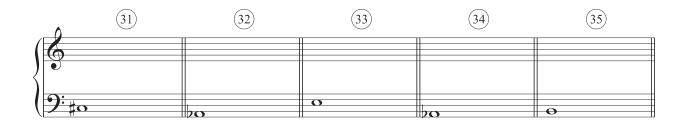
TRACK 37

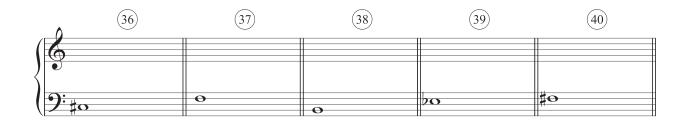
<u>Track 38</u> contains <u>FIFTY</u> randomly chosen five-part chords orchestrated with various "drop 2" voicings. Identity. (Answer Key)

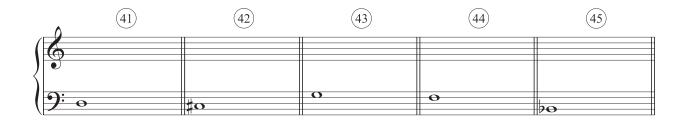


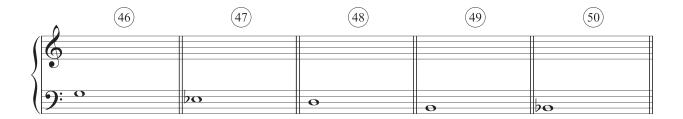
TRACK 38









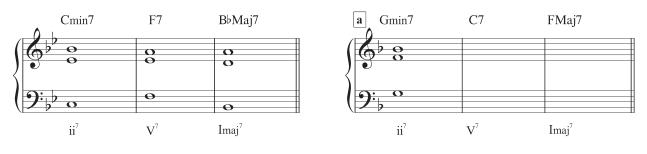


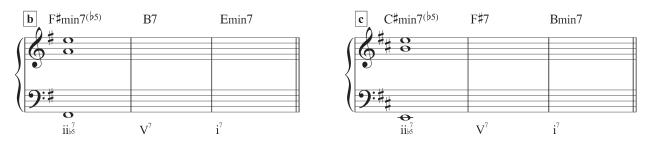
Book 1.indb 33

CHAPTER SIX The II–V–I Progression

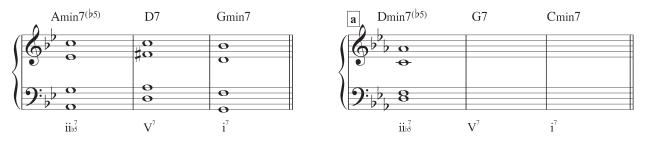
WRITTEN ASSIGNMENTS

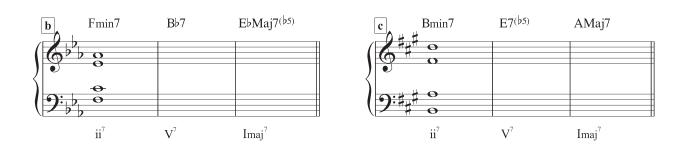
1. On the staff below, notate the following progressions using guide tones only.

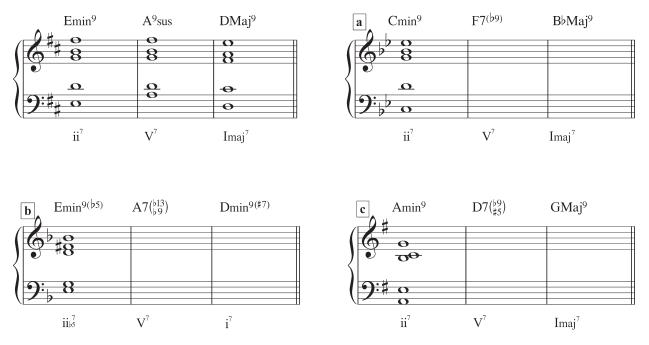




2. Notate the following progressions using "drop 2" four-part voicings.

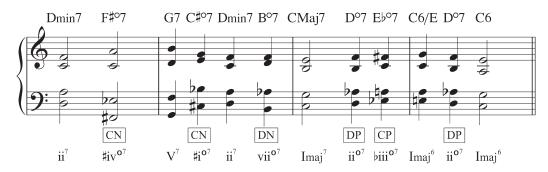






3. Notate the following progressions using "drop 2" five-part voicings.

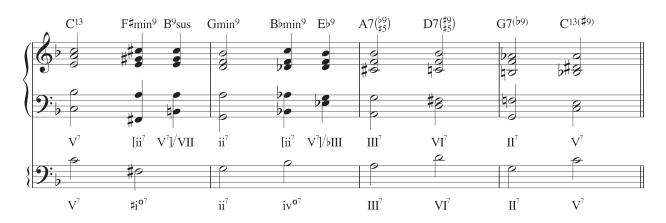
4. Each of the following progressions contains various types of the diminished 7th chord. Identify their function within the progression and analyze with lead-sheet notation and Roman numerals.

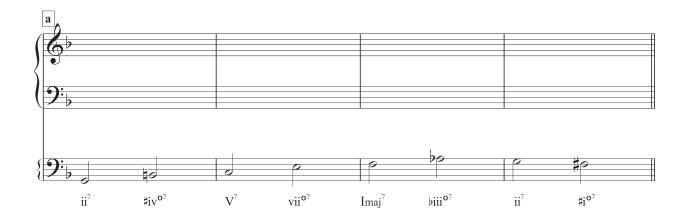






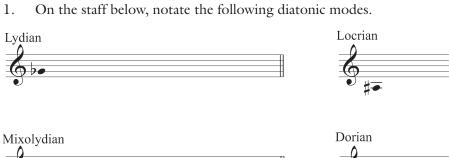
5. The following progression contains different diminished 7th chords. Transform the diminished 7ths into [ii⁷–V⁷]/X harmonic elisions and realize it with "drop 2" five-part voicings.





CHAPTER SEVEN MOdes

WRITTEN ASSIGNMENTS











2. On the staff below, notate the following chromatic modes.

Lydian Augmened



Locrian \2



Mixolydian #11





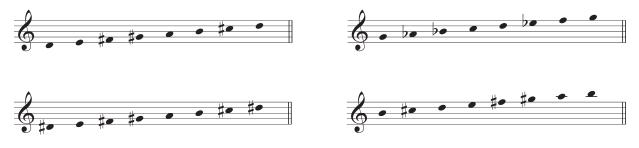




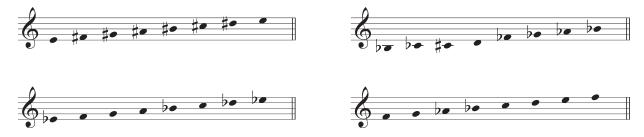
Mixolydian |13



3. Identify the following diatonic modes. Analyze their pitch content in terms of chord tones, beauty marks, and extensions.



4. Identify the following chromatic modes. Analyze their pitch content in terms of chord tones, beauty marks, and extensions.

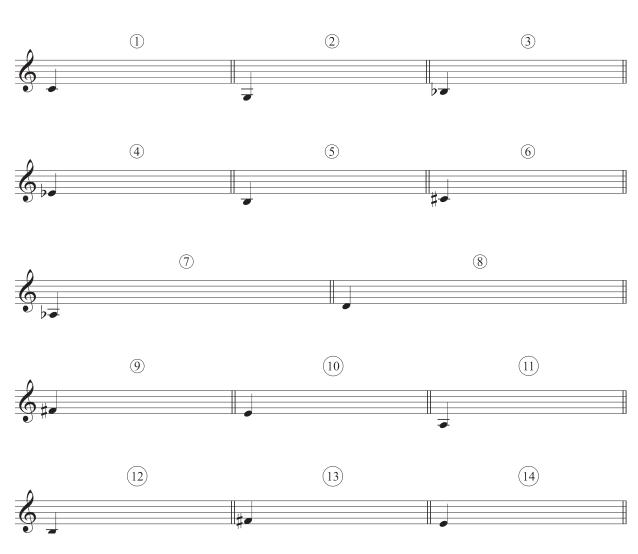


5. Compose an 8-bar modal phrase for each of the following modes: C Phrygian, G Lydian, D Melodic Minor, A Lydian Augmented, E Locrian, B Ionian, F# Dorian, D^b Altered, A^b Mixolydian, E^b Mixolydian #11, B^b Dorian ^b2, F Aeolian, G Locrian ^k2, and E^b Mixolydian ^b13. (Answer not provided)

39

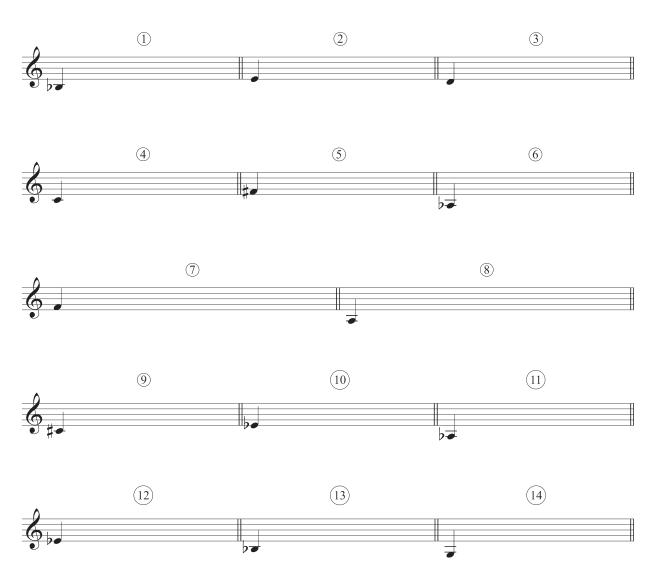
EAR TRAINING DRILLS

Track 39 contains FOURTEEN diatonic modes. Identify their names. (Answer Key)



TRACK 39

<u>Track 40</u> contains <u>FOURTEEN</u> chromatic modes. Identify. (Answer Key)

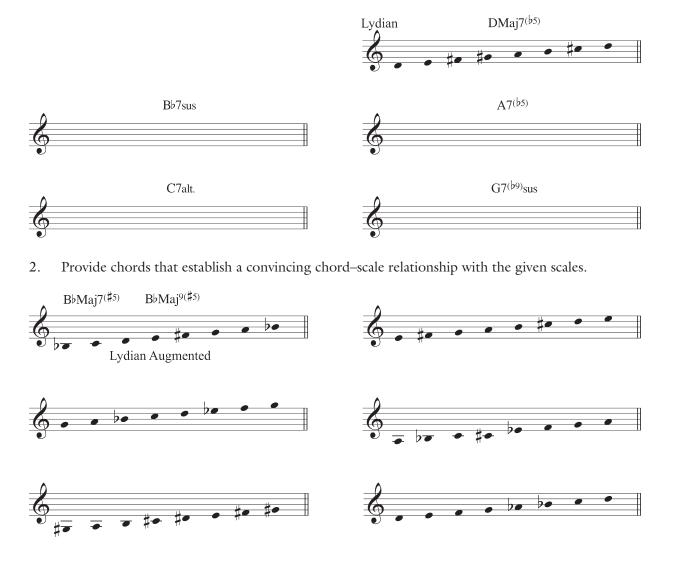


TRACK 40

CHAPTER EIGHT Chord–Scale Theory

WRITTEN ASSIGNMENTS

1. Notate a scale that establishes a convincing chord–scale relationship with the given chords.





3. Using modes, establish a chord–scale relationship for the following harmonic progressions.

- 5. Write a modal composition for your instrument based on the following form: **A** (C Ionian: 8 mm.)—**B** (A^b Mixolydian: 8 mm.)—**C** (B^b Ionian: 8 mm.)—**D** (D Dorian ^b2: 8 mm.)—**E** (G Altered: 8 mm.). (Answer not provided)
- 6. Write a modal composition for your instrument based on a 32-bar AABA form using modes from different categories. (Answer not provided)

CHAPTER NINE The Blues

WRITTEN ASSIGNMENTS

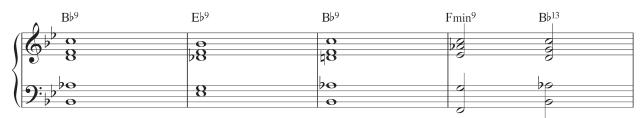
1. Provide guide tones and bass notes for the minor blues progression given below.

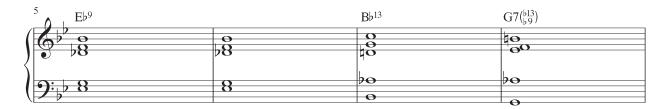
Cmin7	Fmin7	Cmin7	C7 ^(b5)
			11
	0		
$\langle \cdot \rangle$			
	0		

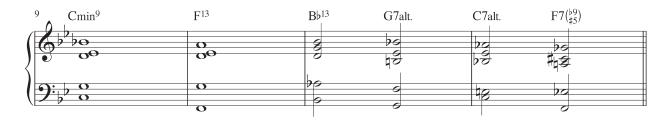
:	5	Fmin7	Fmin7	Cmin7	Cmin7
1					
	O^{\flat}				
2	●				
	0 : h				
	ノック				

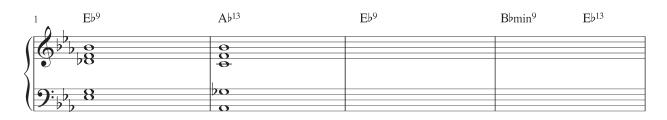
9	$Dmin7^{(b5)}$	$G7^{(b5)}$	Cmin6	Ab7(b5)	G7 ^(b5)
$\langle $	/				
19)•				

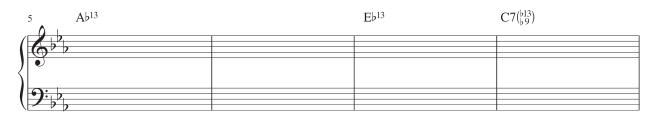
2. Analyze the chord structure and voice leading of the progression below. Realize the progression using "drop 2" five-part voicings.

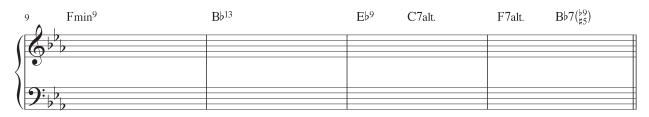






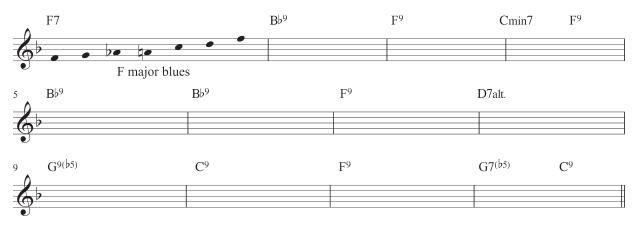


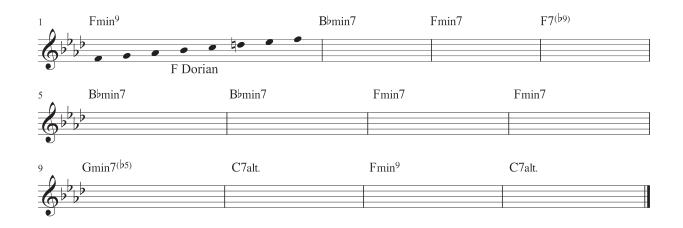




BASICS

3. Using different blues scales and modes provide chord–scale relationships for the following blues progressions.





CHAPTER TEN Improvisation

WRITTEN ASSIGNMENTS

1. Compose a blues solo using blues riffs *other* than those in figure 10.2 (TEXTBOOK). (Answer not provided)

Swing CHORUS 1 Eb7





BASICS

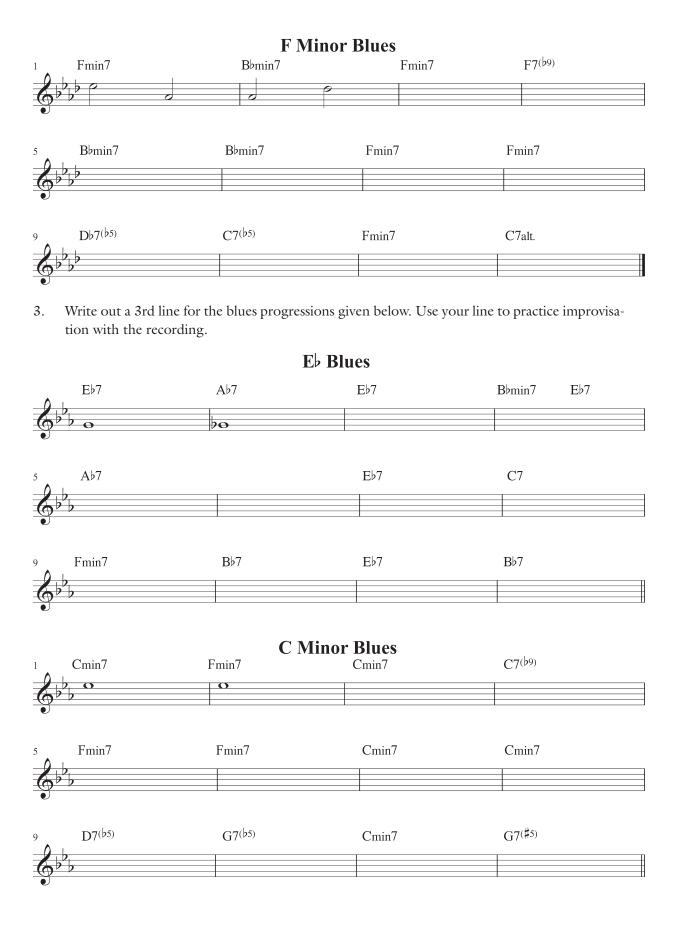


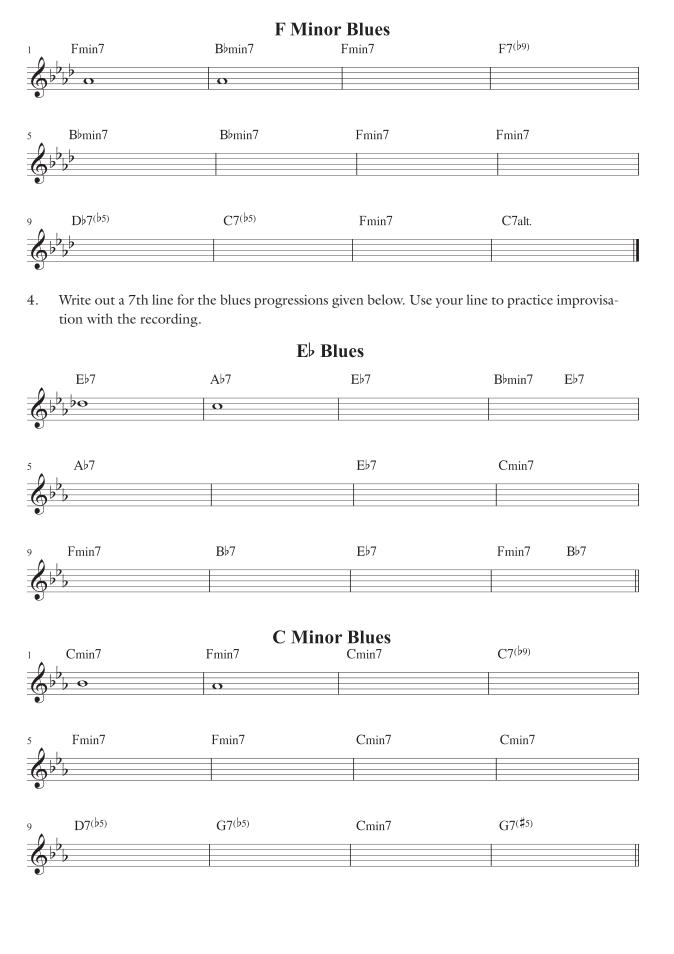
















F Minor Blues

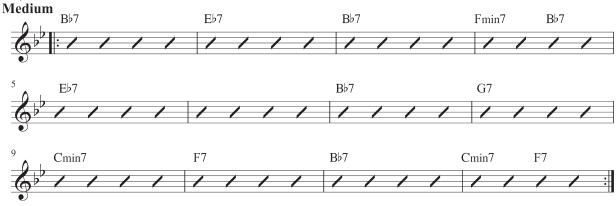
PLAY ALONG SESSIONS

Additional lead sheets in Appendix C.

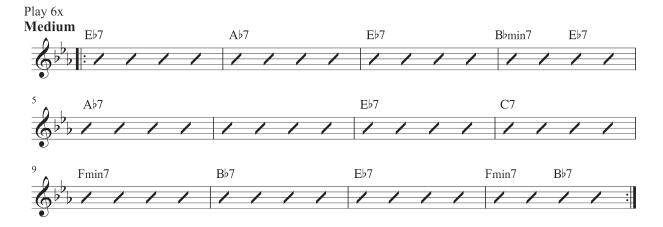
Track 1: B^b BLUES. Practice improvisation using the following concepts:

- a. Blues riffs.
- b. Guide-tone improvisation.

Play 10x

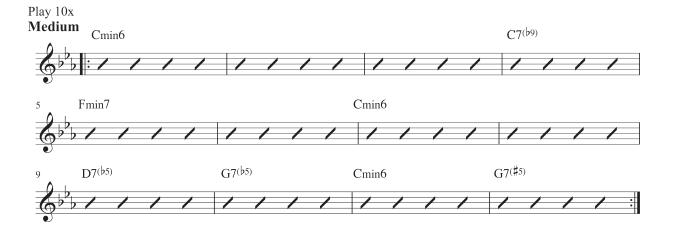


<u>Track 2</u>: E^b BLUES. Play along with the rhythm section using (transposed) chord–scale relationships from figure 9.8 (TEXTBOOK).



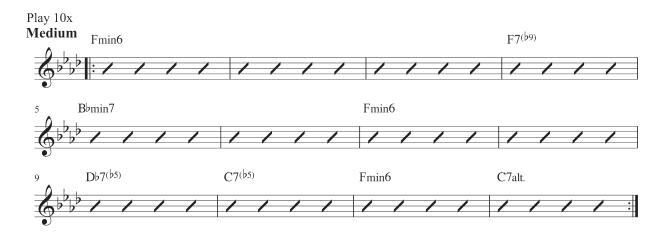
Book 1.indb 51

ock 3. C MINOR BLUE



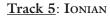
<u>Track 3</u>: C MINOR BLUES. Play along with the rhythm section using chord–scale relationship from figure 9.10.a (TEXTBOOK).

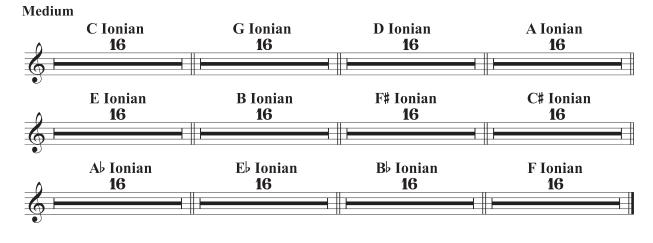
<u>**Track 4</u>**: **F MINOR BLUES.** Play along with the rhythm section using (transposed) chord–scale relationship from figure 9.10.b (TEXTBOOK).</u>

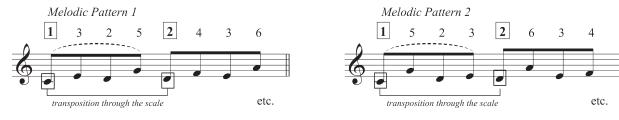


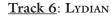
Instructions for Tracks 5-18

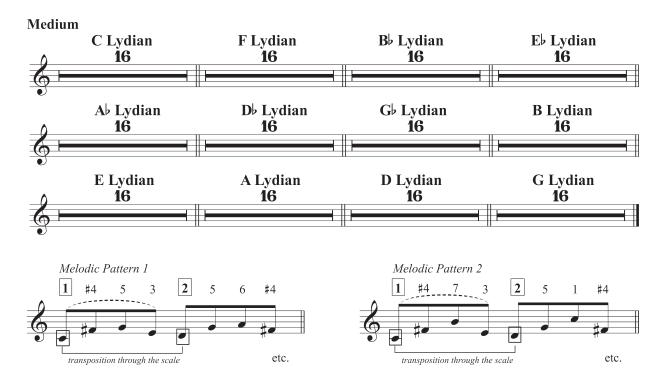
Each track below covers all diatonic modes in twelve keys. Before playing with the rhythm section, familiarize yourself with fourteen diatonic and chromatic modes in twelve keys. Although each track covers twelve keys, the distribution of keys differs from track to track. Follow the lead sheet provided with each track. Play along with the rhythm section using specific melodic patterns. Experiment with different rhythmic ideas from figure 2.3 (TEXTBOOK).



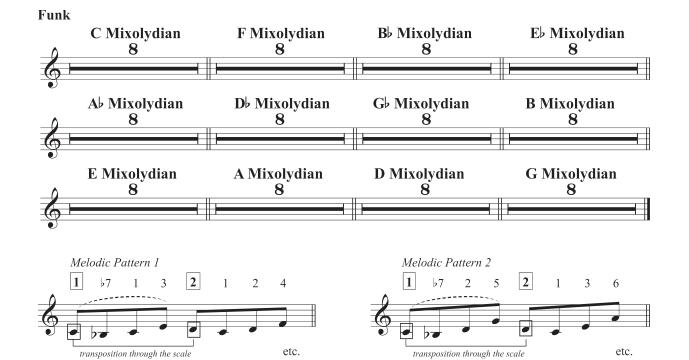




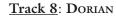


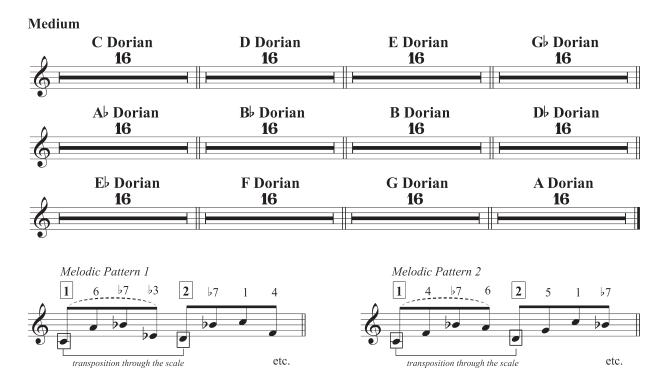


53

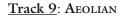


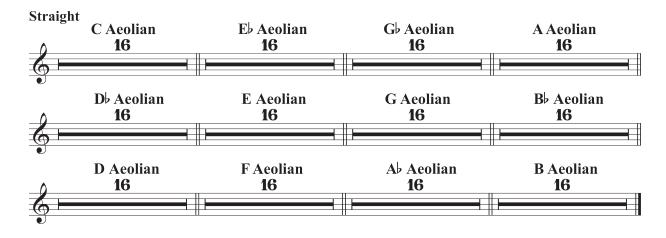


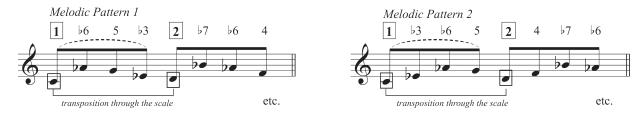


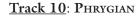


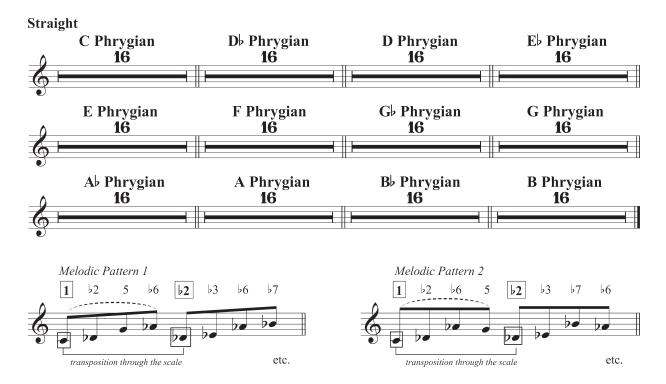


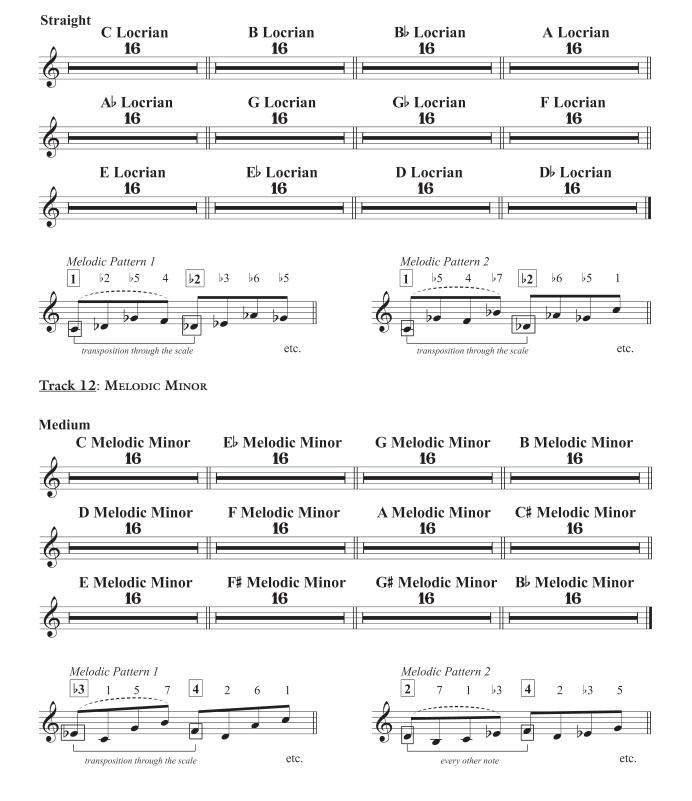








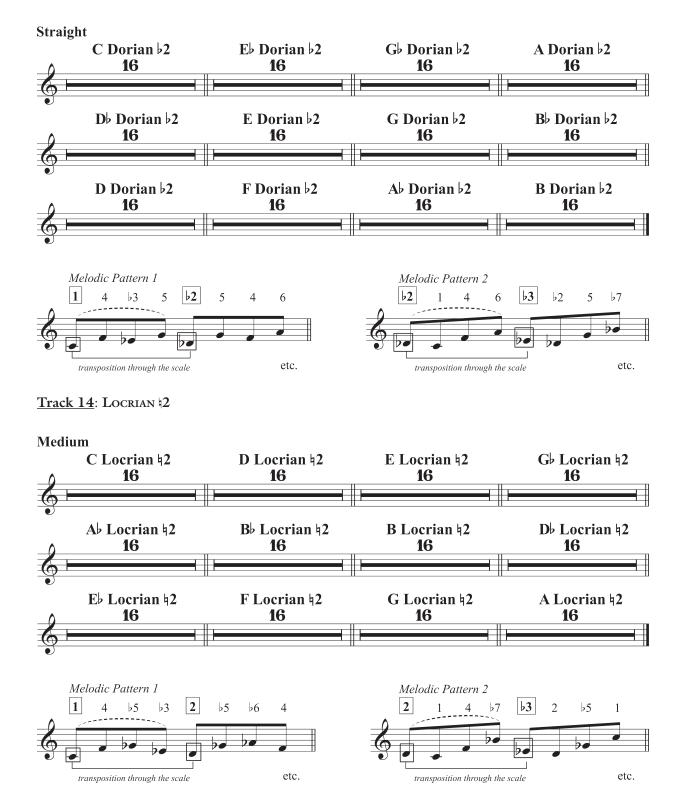




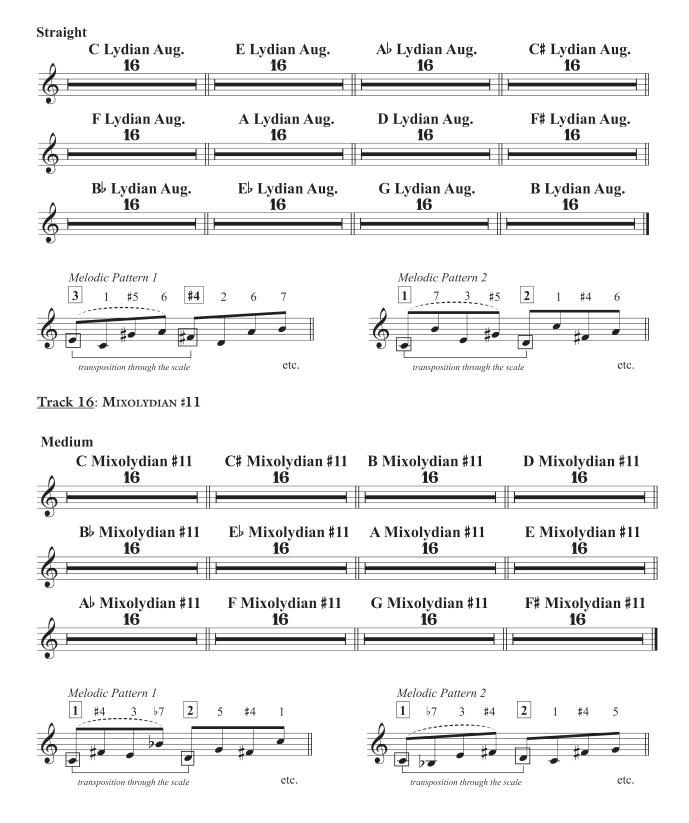
Track 11: LOCRIAN



Track 13: DORIAN \$2



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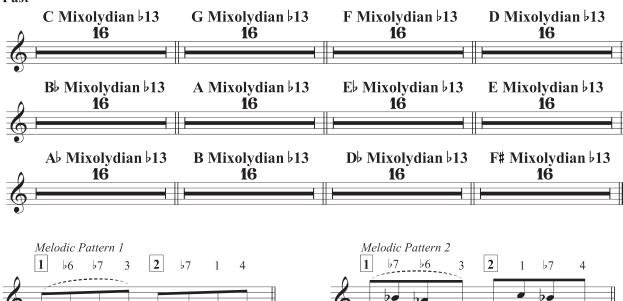


Track 15: LYDIAN AUGMENTED

etc.

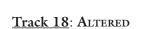
Track 17: MIXOLYDIAN 913





24

transposition through the scale

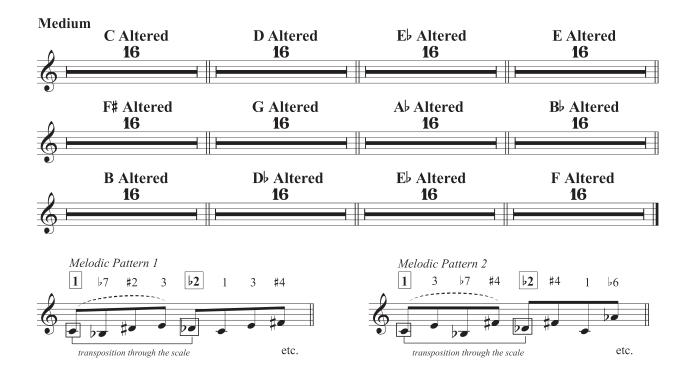


b

transposition through the scale

b

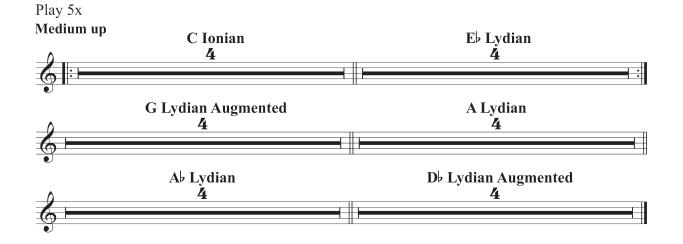
etc.



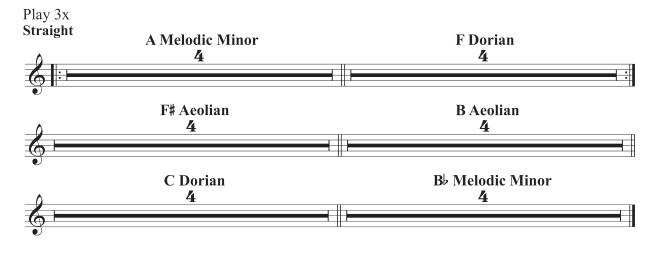
Instructions for Tracks 19-22

In your solo, try to convey the sound of each modal area.

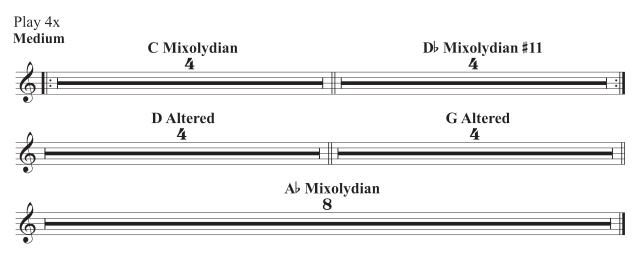
Track 19: MAJOR MODAL CATEGORY

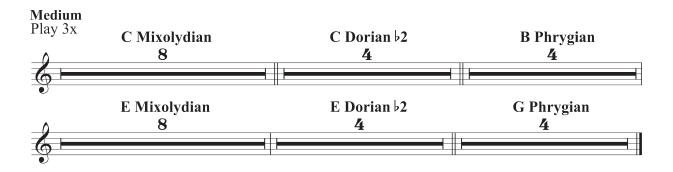






Track 21: DOMINANT MODAL CATEGORY





Track 22: SUSPENDED MODAL CATEGORY

With motifs from figure 10.10 (TEXTBOOK) and <u>Tracks 5–18</u>, practice improvisation using different techniques of motivic development: repetition, transposition, expansion, interpolation, contraction, fragmentation, and inversion. Concentrate on a single technique at the time. Make sure to use the correct play-along tracks (i.e. Dorian motifs with Dorian track, Phrygian motifs with Phrygian track, etc.).

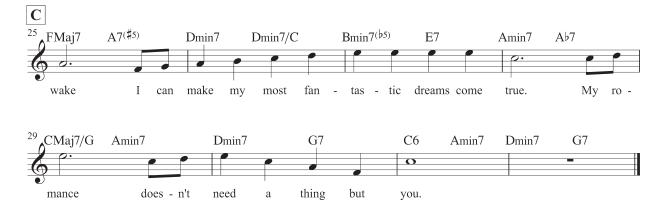
PART TWO Intermediate

CHAPTER ELEVEN Jazz Lead Sheets

WRITTEN ASSIGNMENTS

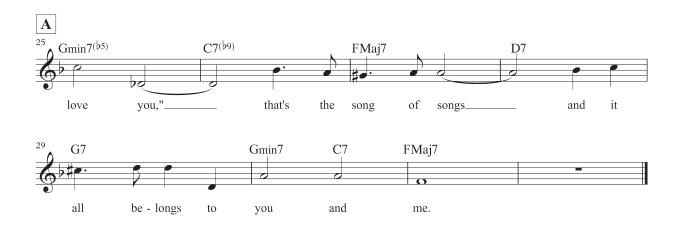
1. Rodgers and Hart, "My Romance." Analyze the second half of the tune (mm. 17–32) using a two-level analysis. How do you interpret mm. 27–28?





2. Cole Porter, "I Love You." Analyze the tune (lead sheet provided below) using a two-level analysis. How do you interpret mm. 13–16? (Answer not provided)

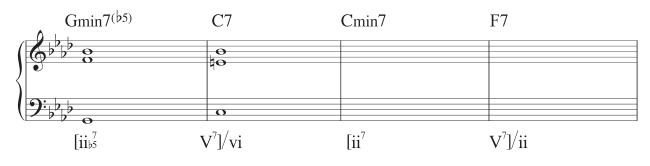


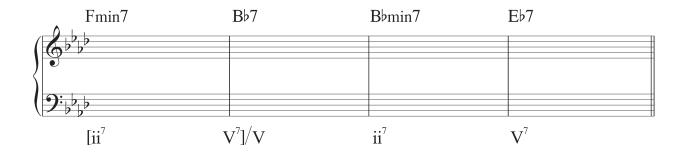


CHAPTER TWELVE Keyboard Textures

WRITTEN ASSIGNMENTS

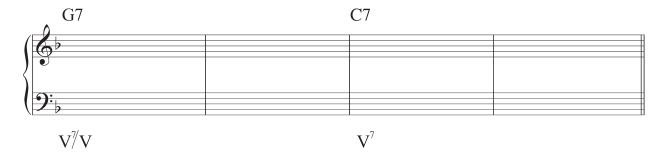
1. Complete the following progression using Model I.



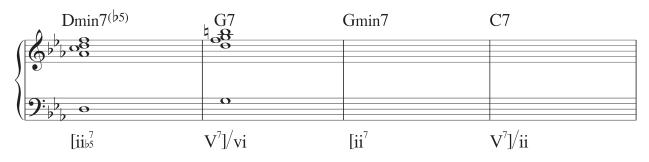


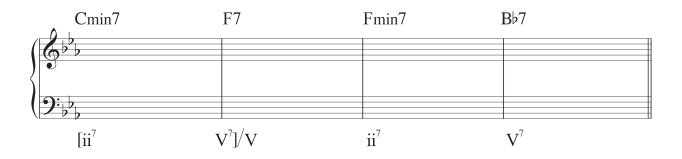


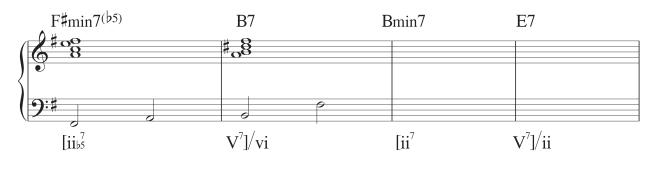
2. Complete the following progression using Model II.



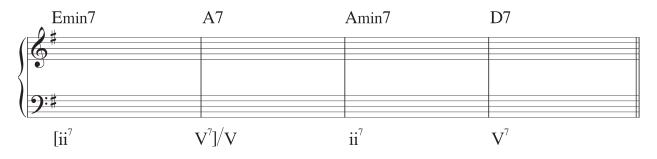
3. Complete the following progression using Model III.



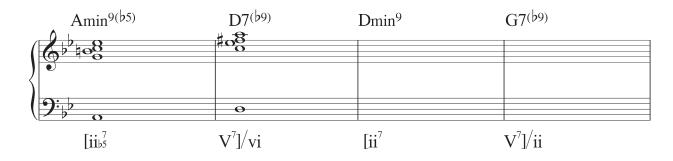


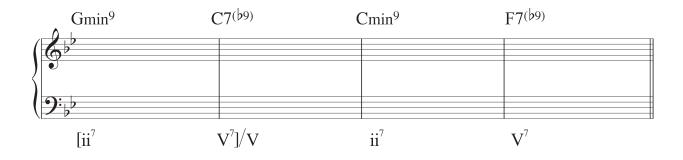




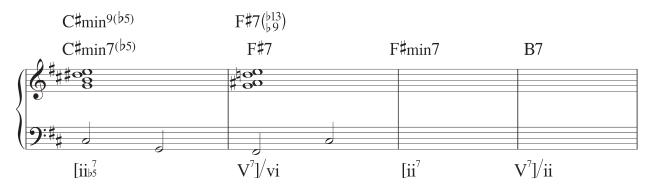


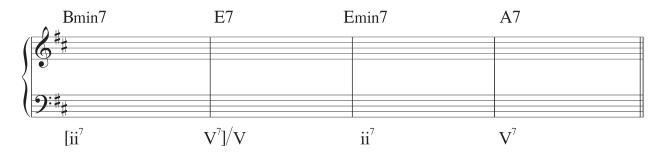
5. Complete the following progression using Model V.



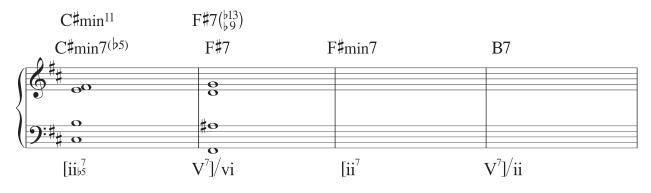


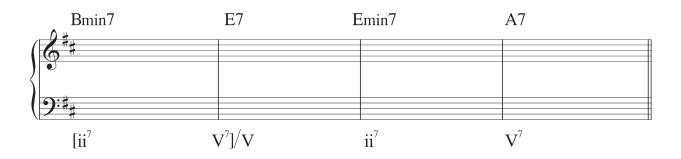
6. Complete the following progression using **Model VI.** Analyze your realization with lead-sheet symbols.





7. Complete the following progression using **Model VII.** Analyze your realization with lead-sheet symbols.





CHAPTER THIRTEEN

Idiomatic Jazz Progressions

WRITTEN ASSIGNMENTS

1. On the staff below, notate the following chord progressions. Make sure to implement good voice leading.



- Gmaj⁹ Em^9 000 Þ, 8 8 G major P B bB 8 0 vi⁷ Imaj⁷ 20 18 000 be <mark>۶ ه</mark> 9 Eb major 0 8 20 20 A major 18 280 280 B♭ minor bo 0 0
- 2. Analyze the following chord progression with lead-sheet symbols and Roman numerals.

KEYBOARD REALIZATION

Instructions for Exercises 1-5

Realize the harmonic progressions from the assigned figures (TEXTBOOK) using specific models of keyboard style playing. Play in all keys. (Answer not provided)

- 1. Figure 13.13: Models I and II
- 2. Figure 13.16: Models IV
- 3. Figure 13.19: Models IV
- 4. Figure 13.23: Models VI
- 5. Figure 13.24: Models VI

EAR TRAINING DRILLS

Instructions for Tracks 41-46

On the staff below, notate the bass line and analyze the progression with lead-sheet symbols and Roman numerals. (Answer Key)

<u>**Track 41**</u>: <u>**TEN**</u> four-bar progressions with a single $[ii^7-V^7]/X$ interpolation (TEXTBOOK: figure 13.13)

TRACK	4	1
-------	---	---

The tonic chord is: CMaj7
1

The tonic chord is: EMaj7 2		
0.		
•].		
<u> </u>		

The tonic chord is: A♭Maj7 3		
0.		
• .		
-	 	

The tonic chord is: GMaj	7		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>			
····			
/			

The tonic chord is: FMaj7 5	
A .	
y	

IDIOMATIC JAZZ PROGRESSIONS

The tonic chord is: DMaj7 6		
0.		
•].		
· · · · · · · · · · · · · · · · · · ·		

The tonic chord is: BbMaj7		
• :		
• .		
/		

The tonic chord is: GMaj7 8		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
•].		
·		

The tonic chord is: FMaj7 9		
0:		
•].		
	•	

The tonic chord is: AN	/laj /		
10			
<u>ิ ๅ:</u>			

Track 42: TEN four-bar modulations (TEXTBOOK: figure 13.16)

TRACK 42

The tonic chord is: CMaj7 1	
· · · · · · · · · · · · · · · · · · ·	

The tonic chord is: BMaj7 2		
•):		
1		

The tonic chord is: DbMaj7
3

The tonic chord is: E♭Maj7 4		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
•].		
·		

The tonic chord is: AMaj7 5		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
•].		
·		

The tonic chord is: GMaj7 6		
0 :		
•].		
,		





The tonic chord is: A♭Maj7 9		
<u>o</u> .		
•].		
-		

The tonic chord is: BbMaj7		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>	1	
•].		
/		

<u>**Track 43**</u>: <u>**TEN**</u> four-bar modulatory paths (TEXTBOOK: figure 13.19)</u>

TRACK 43



The tonic chord is: B♭Maj7 2		
0.		
• .		

The tonic chord is: Dmin7		
3		
<u>.</u>		
•].		

The tonic chord is: B♭min7 [4]		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
• .		

The tonic chord is: Emin7 5		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
•].		
·		

The tonic chord is: Abmin7		
6		
-•):		

The tonic chord is: B♭Maj7 7		
O :		
•.		
· ·		

The tonic chord is: Gmin7 $\boxed{8}$		
<u><u>o</u>.</u>		
• .		

The tonic chord is: Fmin7 9		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		n
•].		
-		



<u>**Track 44**</u>: <u>**TEN**</u> four-bar progressions with a single $[ii^{7(b_5)}-V^7]/X$ interpolation (TEXTBOOK: figure 13.21)





The tonic chord is: Bbmin7 2



The tonic chord is: Abmin7
3

The tonic chord is: Fmin7
5

The tonic chord is: Ebmin7		
6		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
•1.		

The tonic chord is: D♭min7 7		
•		
· · · · · · · · · · · · · · · · · · ·		

The tonic chord is: A♭min7 ⑧		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
•].		
-		

The tonic chord is: Gmin7 9		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
·)·		

The tonic chord is: Amin7 10		
<u>•</u>		
• .		
·		

<u>**Track 45**</u>: <u>**TEN**</u> four-bar progressions with two [ii⁷– V^7]/X interpolations (TEXTBOOK: figure 13.23)

TRACK 45

The tonic chord is: CMaj7		
A ·		
•		

The tonic chord is: DMaj7		
6:		
•].		
-		

The tonic chord is: B♭Maj7 3		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
•].		
/		

The 4	tonic chord is: A♭Maj7		
6.			
· ·			

The tonic chord is: GMaj7 5		
<u>.</u>		
• .		

The tonic chord is: FMaj7 6		
0 :	· · · · · · · · · · · · · · · · · · ·	
•].		
/		

The tonic chord is: E♭Maj7 7		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
• .		

The tonic chord is: D♭Maj7 8	
<u>.</u>	
•].	
·	

The tonic chord is: GMaj7		
9		
<u>0</u> .	1	
<u>-</u> J		

The tonic chord is: AMaj7		
<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
•].		

<u>**Track 46**</u>: <u>**TEN**</u> miscellaneous four-bar progressions (TEXTBOOK: figure 13.24)

TRACK 46



The tonic chord is: B♭maj7 2		
\mathbf{O}		
• • • • •		
- /		

The tonic chord is: AbMaj7		

The tonic chord is: GMaj7		
0.4		
•] • #		
·		







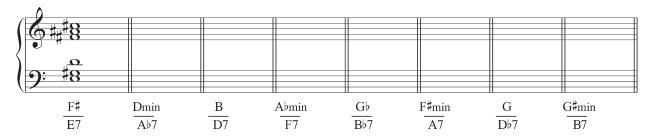
The tonic chord is: DMaj7 9		
0.4		
· /· # 11		
₽ ^{:‡}		

The tonic chord is: B♭Maj7 10		
9 : , ,		
• 1 • 1 0		

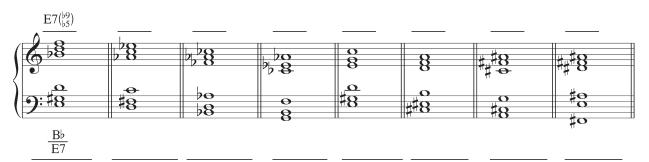
CHAPTER FOURTEEN **Voicings**

WRITTEN ASSIGNMENTS

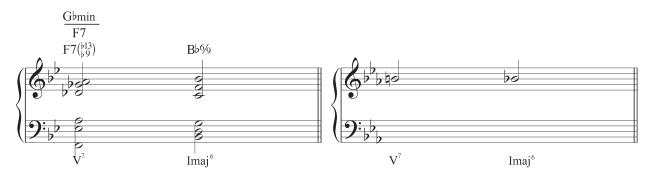
1. On the staff below, notate the following upper-structure formations.



2. Analyze the following upper-structure chords with lead-sheet symbols and slash notation.



3. Using upper-structure triads on the dominant 7th chord, provide a six-voice harmonization for the following two-note segments. Make sure that your harmonization follows the rules of good voice leading.





4. Analyze the following four-note rootless formations in the context of complete four-, five-part, and larger chord structures.





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5. Analyze the following three-note rootless formations in the context of complete four-, five-part, and larger chord structures.

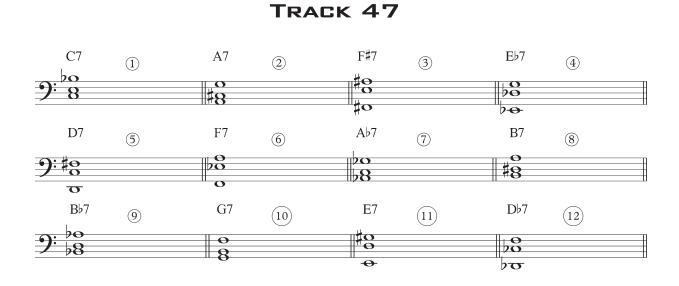


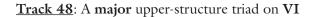
EAR TRAINING DRILLS

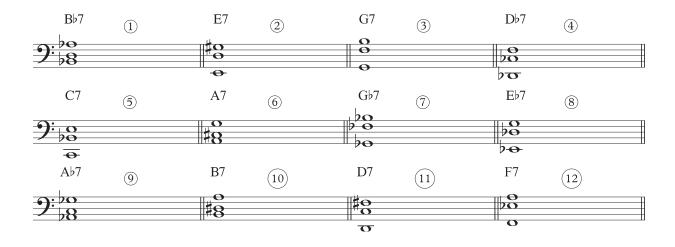
Instructions for Tracks 47-56

Each of the following exercises contains <u>TWELVE</u> L.H. dominant structures containing the root and the guide tones. After hearing each chord, sing/play the assigned upper structure. After a brief pause, the answer is given.

Track 47: A major upper-structure triad on II

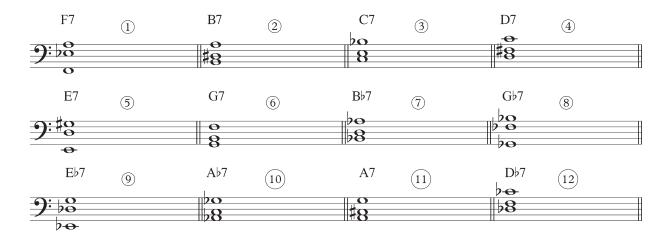




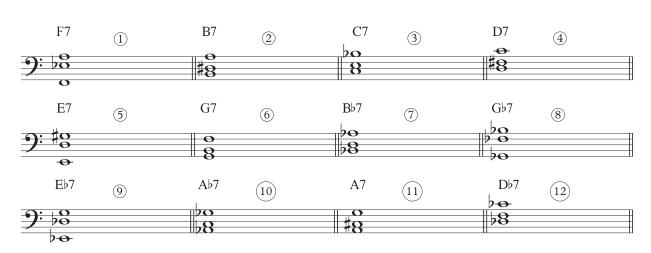


Track 49: A major upper-structure triad on V

TRACK 49



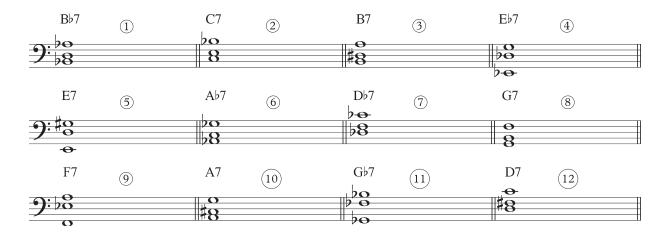
Track 50: A major upper-structure triad on HII



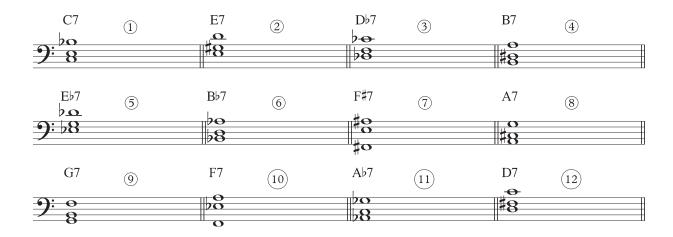
TRACK 50

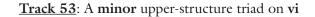
Track 51: A major upper-structure triad on VI

TRACK 51

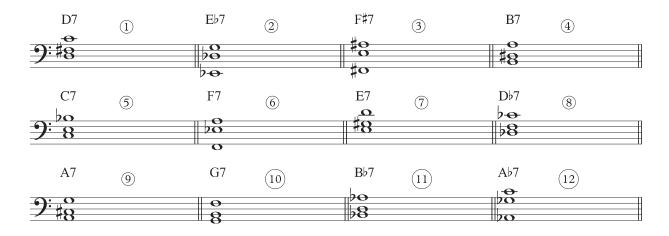


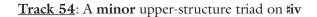


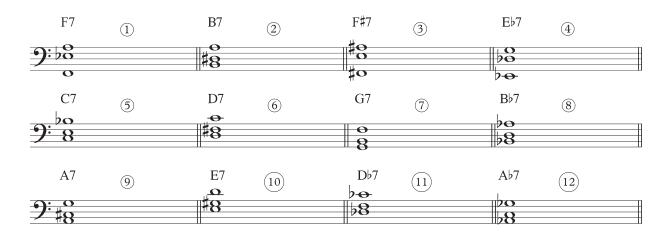


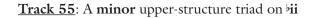


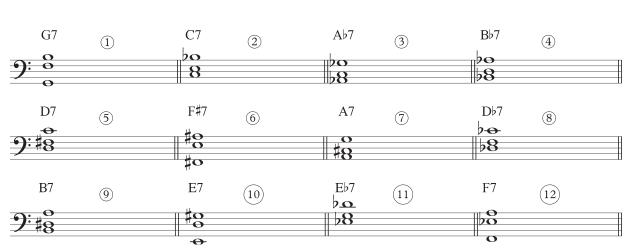




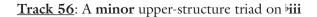


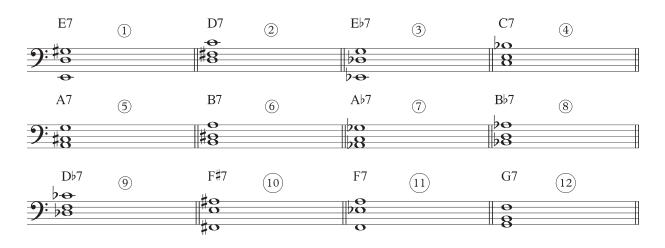






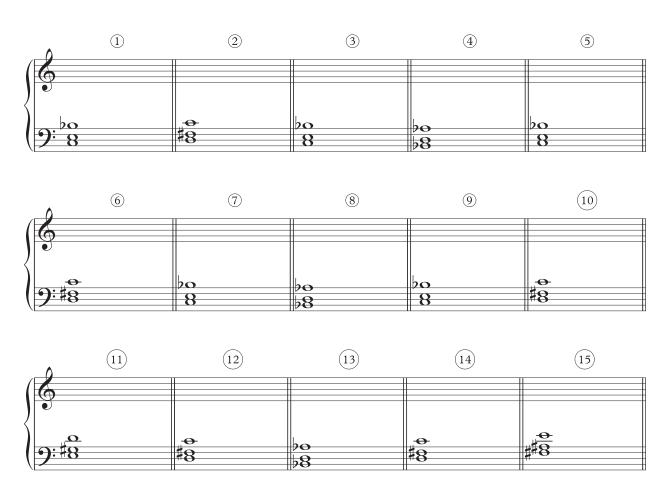
TRACK 55

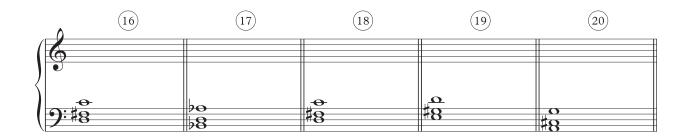


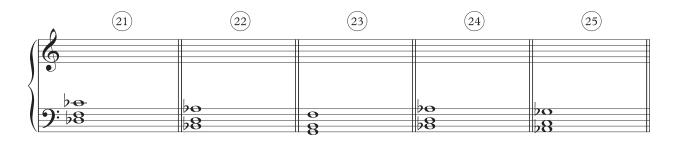


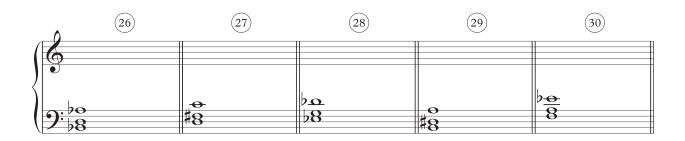
<u>Track 57</u> contains <u>FIFTY</u> dominant 7th formations with major and minor upper-structure triads. Identify the quality of each triad and its scale-degree position in relation to the root of the dominant 7th chord. (Answer Key)

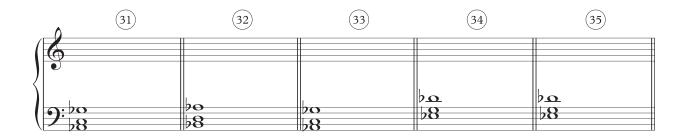


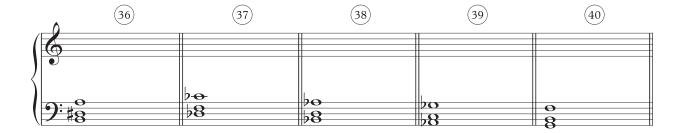


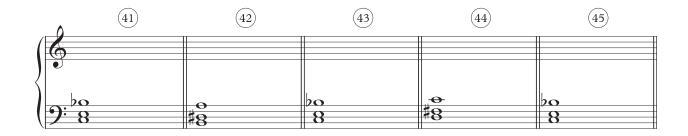


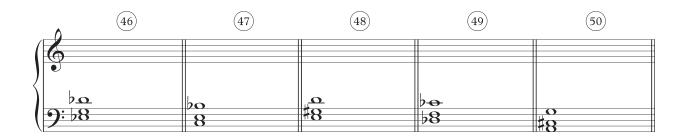












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CHAPTER FIFTEEN Bebop

WRITTEN ASSIGNMENTS

1. On the staff below, notate the following bebop scales.



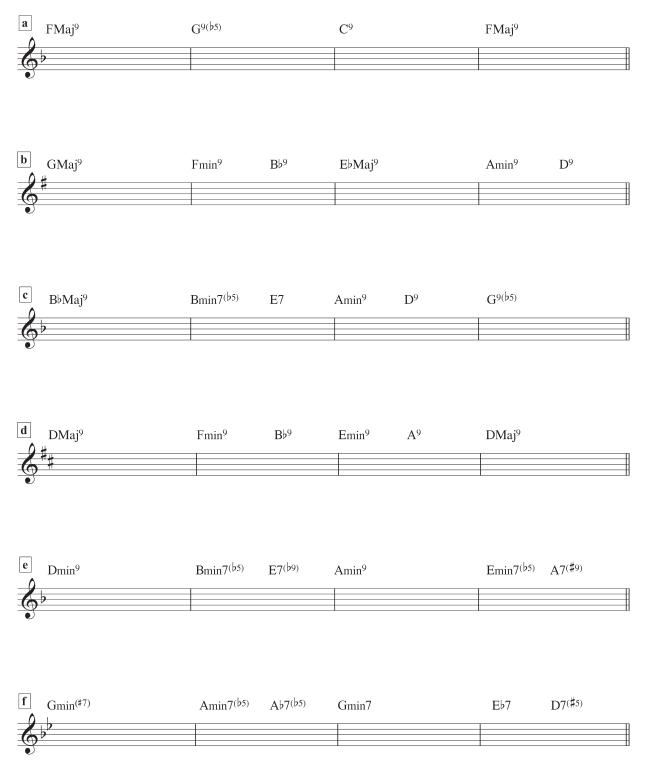


2. Identify the following bebop scales.

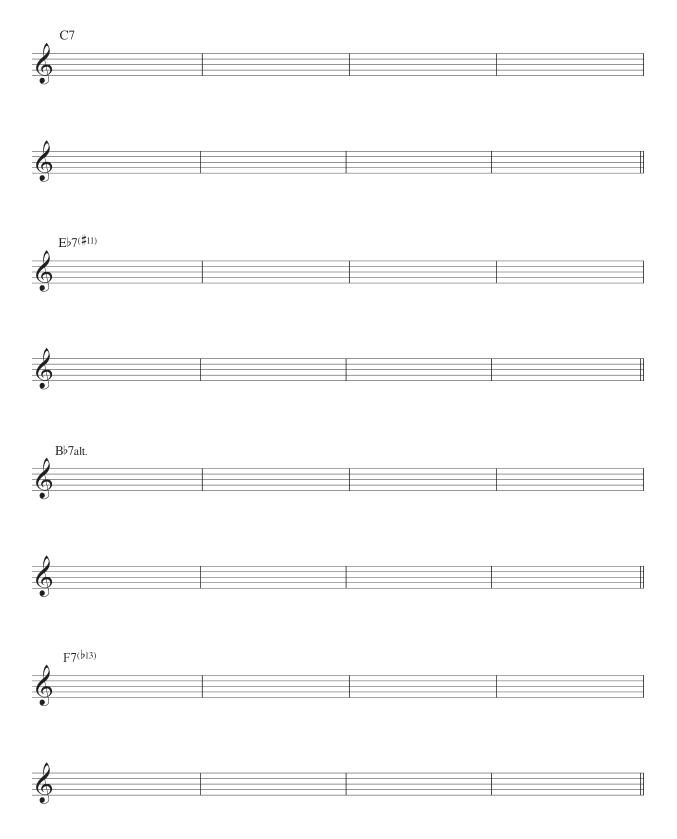




3. Notate bebop scales that establish a convincing chord–scale relationship for the following harmonic progressions.



4. Compose an 8-bar bebop line for each of the following chords: C7, E^b7^(#11), B^b7alt., and F7^(b13). (Answer not provided)



EAR TRAINING DRILLS

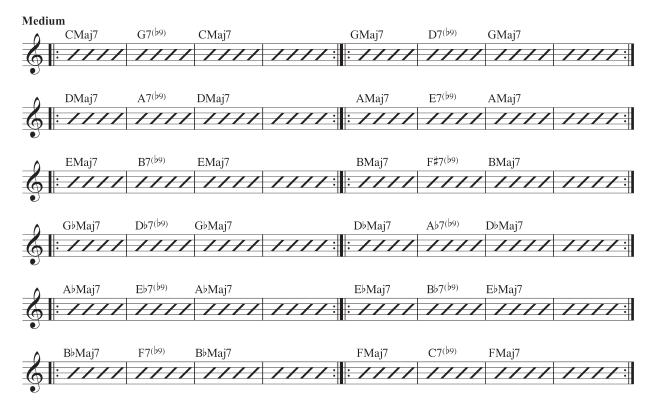
<u>**Track 58**</u> contains <u>**TWELVE**</u> randomly chosen bebop scales. Identify their names. (Answer Key)



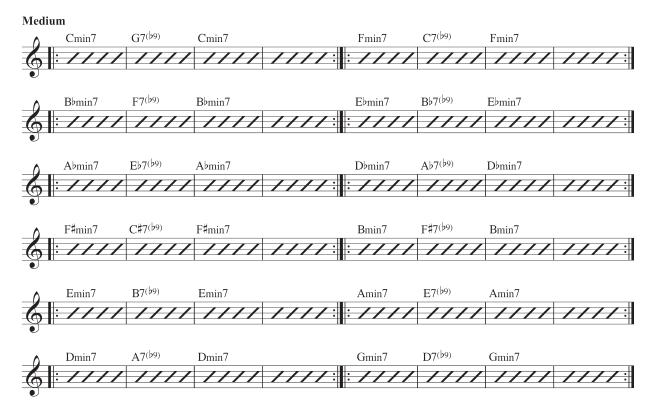
TRACK 58

PLAY ALONG SESSIONS

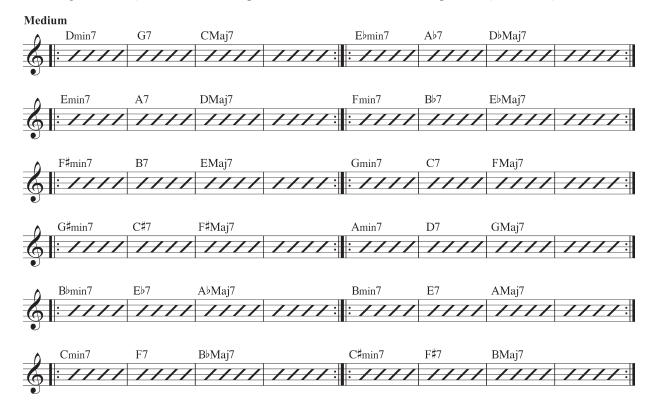
<u>Track 23</u>: Imaj⁷–V⁷–Imaj⁷ in twelve keys. Play along with the recording using routines from figures 15.13.c and 15.13.e in the TEXTBOOK.



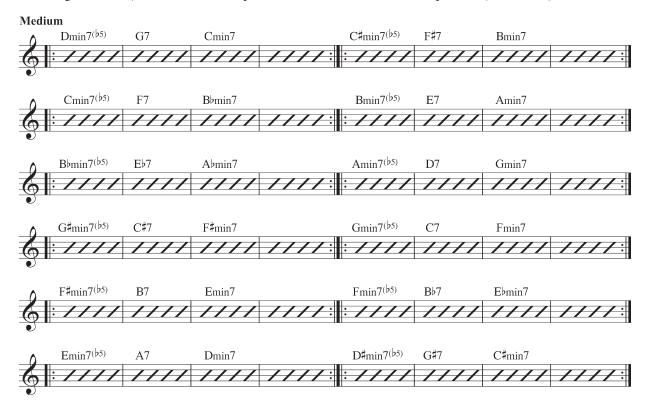
<u>Track 24</u>: $i^7 - V^7 - i^7$ in twelve keys. Play along with the recording using routines from figures 15.13.d and 15.13.f in the TEXTBOOK.



<u>Track 25</u>: ii^7 – V^7 –Imaj⁷ in twelve keys. Play along with the recording using the correct scales (TEXT-BOOK: figure 15.15) and the different practice routines covered in Chapter 15 (TEXTBOOK).



<u>Track 26</u>: $ii^{7(5)}-V^7-i^7$ in twelve keys. Play along with the recording using the correct scales (TEXT-BOOK: figure 15.17) and the different practice routines covered in Chapter 15 (TEXTBOOK).



CHAPTER SIXTEEN Octatonic Scales

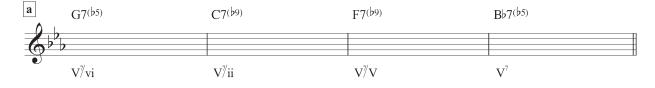
WRITTEN ASSIGNMENTS

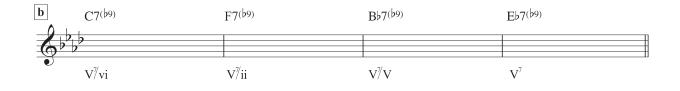
1. On the staff below, notate the following octatonic scales.





2. Using octatonic scales only, establish a chord–scale relationship for the following chord progressions. Notate the scales on the staff.

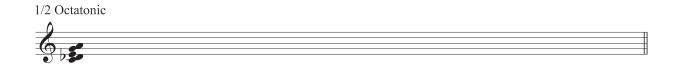




3. Transpose the following harmonic formations through the 1/2 or 2/1 octatonic scales.





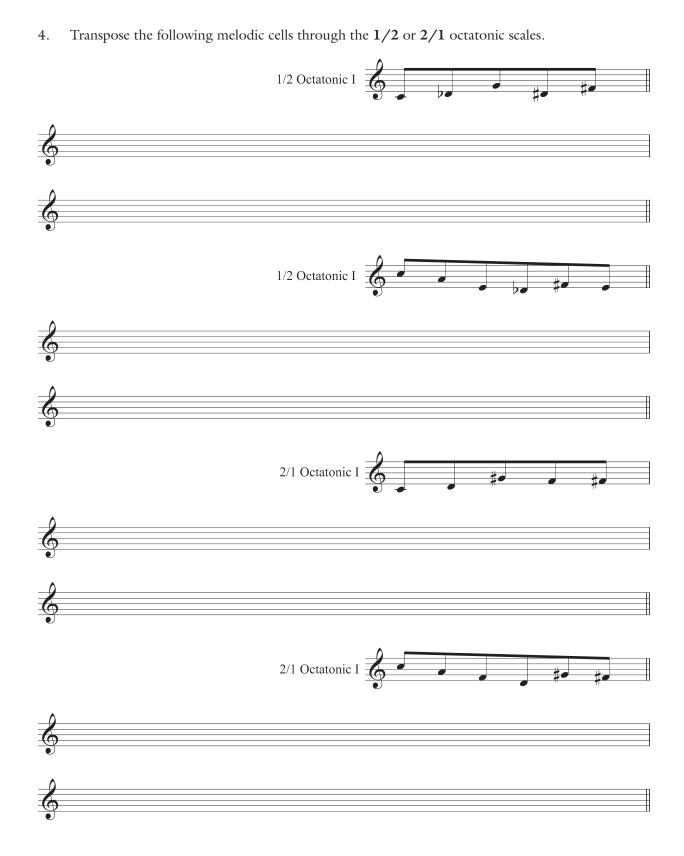


2/1 Octatonic









5. Compose a 16-bar octatonic line for each of the following chords: Db7, E°7, F#7, and A°7. (Answer not provided)

CHAPTER SEVENTEEN Bebop Blues

WRITTEN ASSIGNMENTS

1. On the staff below, complete the following background lines (top line) and embellish them with five-part rootless arpeggiations (bottom line). Make sure that the realization follows the rules of good voice leading. Analyze the resulting chords with lead-sheet symbols.



INTERMEDIATE



2. Based on the progression given below, notate the available entry windows between chords (top line) and provide a melodic realization (bottom line). (Answer not provided)



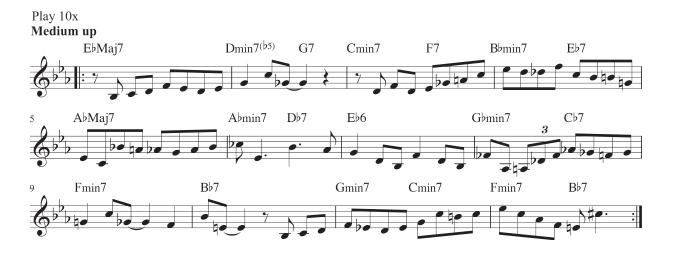


PLAY ALONG SESSIONS





<u>Track 28</u>: BIRDIE SONG. Play along with the recording using arpeggiation of rootless five-part chords over the structural line.





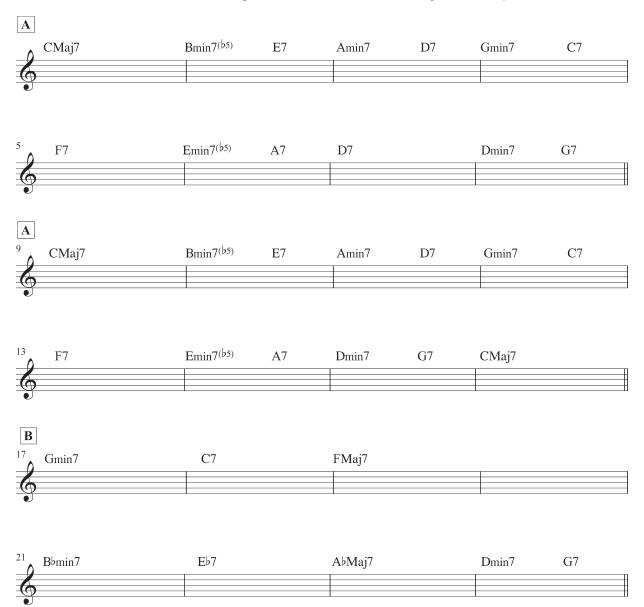
<u>Track 29</u>: INFIDELS BOUNCE. Play along with the recording and use different entry windows to connect chords.



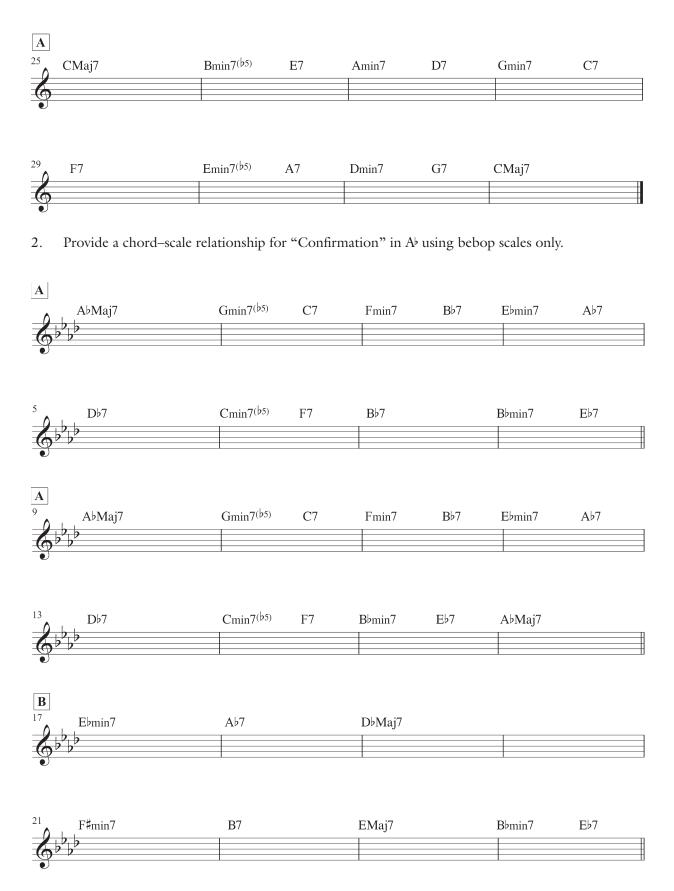
CHAPTER EIGHTEEN "Confirmation"

WRITTEN ASSIGNMENTS

1. Provide a chord–scale relationship for "Confirmation" in C using modes only.

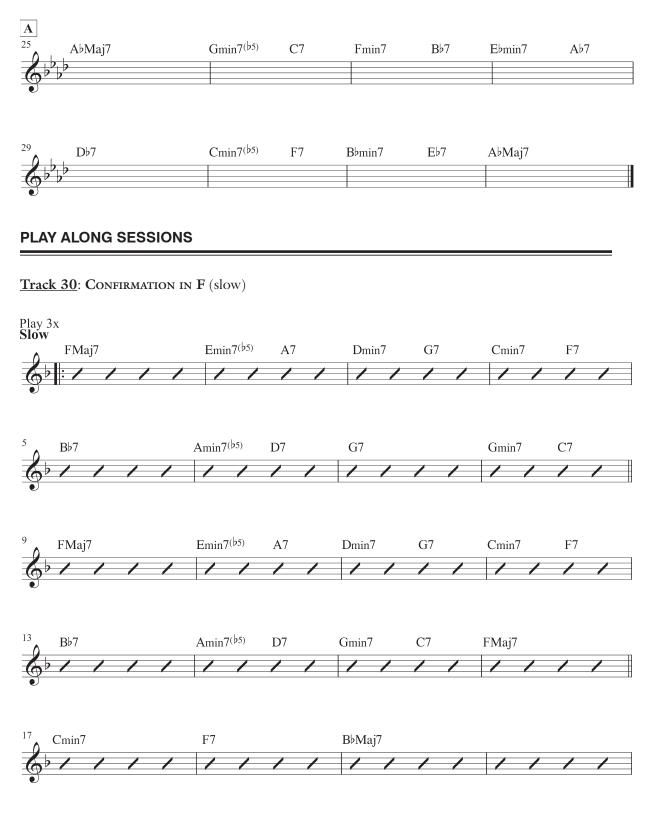


INTERMEDIATE



"CONFIRMATION"

109





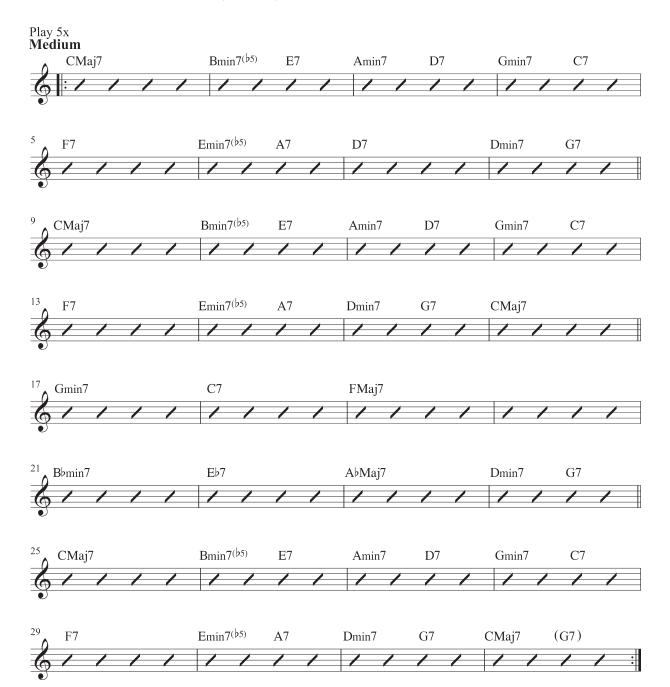
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CHAPTER NINETEEN

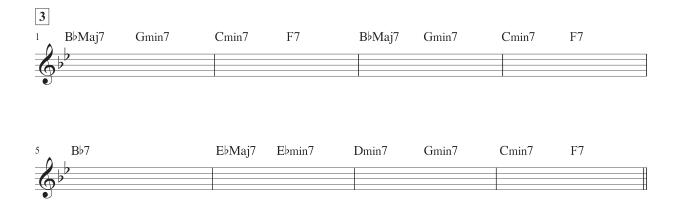
"Moose the Mooche"

WRITTEN ASSIGNMENTS

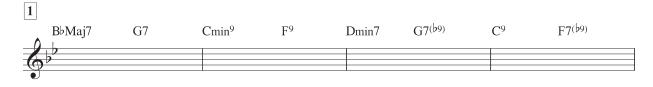
1. For each of the following chord progressions compose an 8-bar phrase using a single-scale approach to rhythm changes improvisation. (Answer not provided)



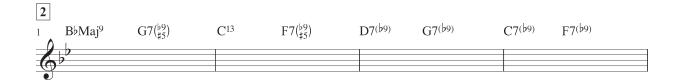
"MOOSE THE MOOCHE"



2. For each of the following chord progressions compose an 8-bar phrase using a two-scale approach to rhythm changes improvisation. (Answer not provided)



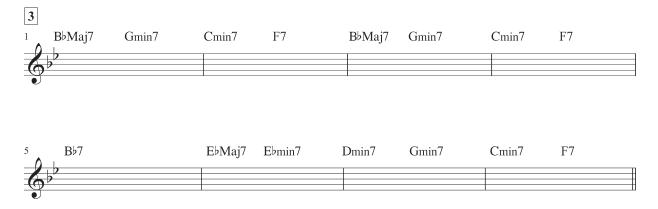




5	Fmin ⁹	$Bb7^{(\#5)}$	E♭Maj ⁹	Ab ¹³	D ⁹	G7alt.	C ^{9(#5)}	$F7(^{\flat 9}_{\#5})$
	2							
)							
W								
e e e e e e e e e e e e e e e e e e e								

Book 1.indb 113

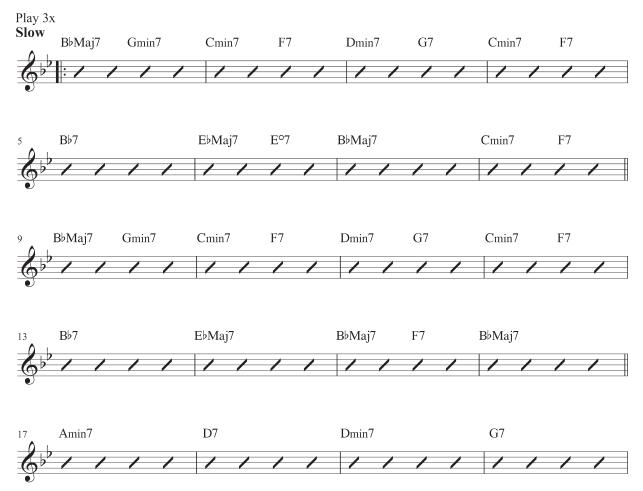
INTERMEDIATE

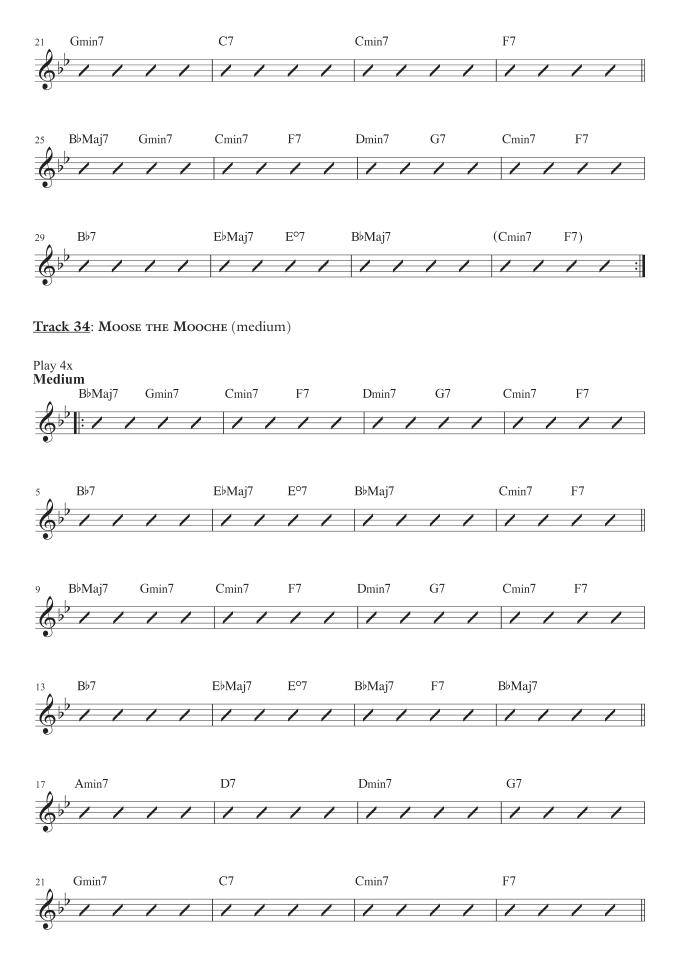


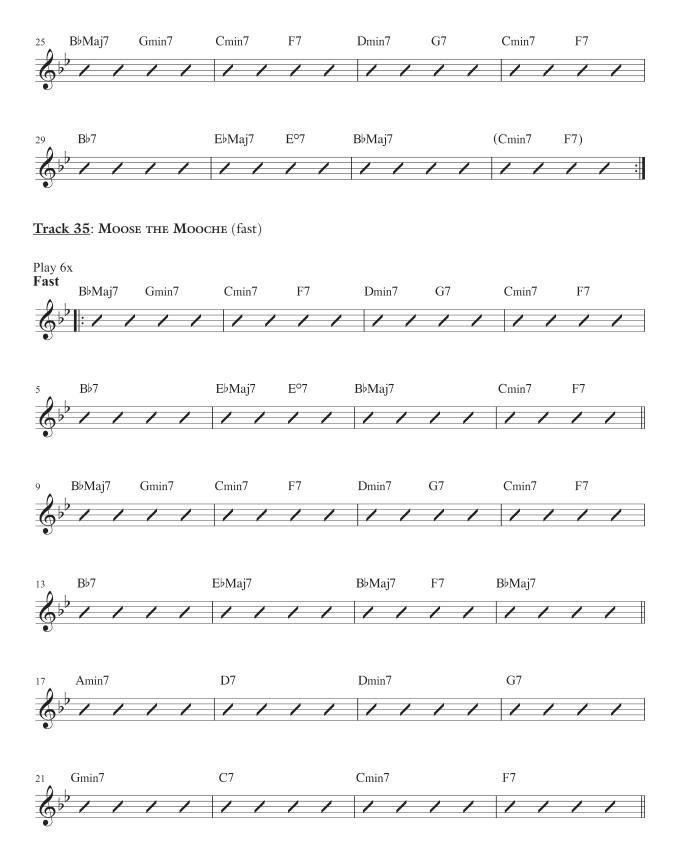
- 3. Compose a one-chorus solo on F rhythm changes using <u>**TWO**</u> (melodic, harmonic or rhythmic) ideas of your choice. (Answer not provided)
- 4. Compose a two-chorus solo on E^b rhythm changes using <u>TWO</u> (melodic, harmonic or rhythmic) ideas of your choice. (Answer not provided)

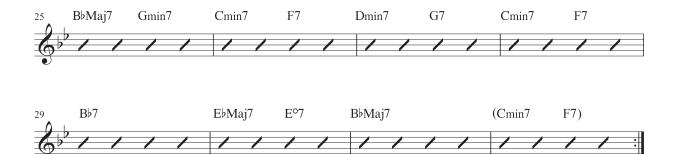
PLAY ALONG SESSIONS

Track 33: MOOSE THE MOOCHE (slow)









PART THREE Advanced

CHAPTER TWENTY

Pentatonics and Hexatonics

WRITTEN ASSIGNMENTS

1. On the staff below, notate the following pentatonic collections.

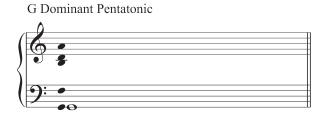


2. Identify the following pentatonic collections.

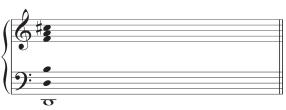


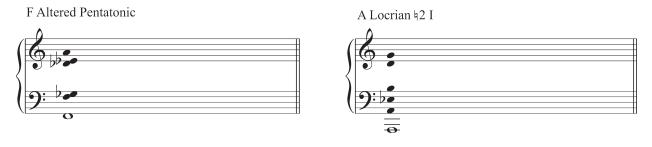


3. Transpose the given voicings to all the notes from the corresponding pentatonic collection (as in figure 20.16 in the TEXTBOOK).



D Melodic Minor Pentatonic

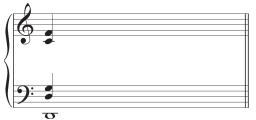


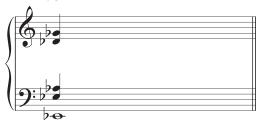


Using the procedures for generating pentatonic voicings, create four-part voicings for the fol-4. lowing pentatonics: D Dorian, E^b Phrygian, F Mixolydian #11, and A Dorian ^b2.

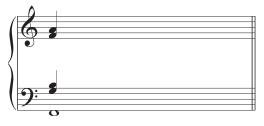


Eb Phrygian Pentatonic

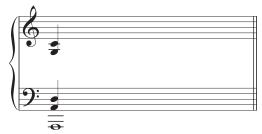




F Mixolydian #11 Pentatonic



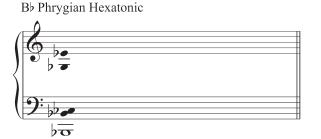
A Dorian b2 Pentatonic



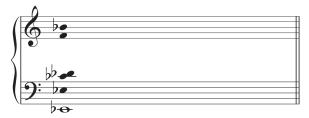
5. Transpose the following melodic cells to all the notes from the corresponding pentatonics.



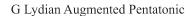
8. Transpose the given voicings to all the notes from the corresponding hexatonics.

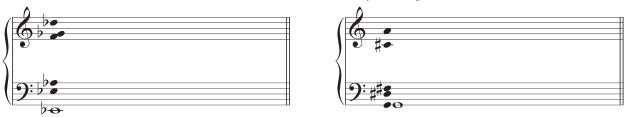


Eb Mixolydian b13 Hexatonic









- 9. Using the procedures for generating hexatonic voicings, create four-part voicings for the following hexatonics: F Majo.r Altered I, A Aeolian, and A^b Mixolydian ^b9. (Answer not provided)
- 10. Using the procedures for generating hexatonic voicings, create five-part voicings for the following hexatonics: A Altered, E Dorian ^b2, and B^b Locrian. (Answer not provided)
- 11. Compose an 8-bar modal line using D Dorian pentatonic, G Phrygian pentatonic, E^b Lydian pentatonic, B^b Mixolydian pentatonic, and A^b Suspended pentatonic. (Answer not provided)
- Compose an 8-bar modal line using E Major Altered II hexatonic, D^b Mixolydian ^b9 hexatonic, E^b Altered pentatonic, B Melodic Minor hexatonic, and A^b Dominant Altered IV hexatonic. (Answer not provided)
- Write a 32-bar AABA modal composition for your instrument using three pentatonics of your choice that establish a convincing chord–scale relationship with the following modal areas: A (mm. 1–16: C Mixolydian)—B (mm. 17–24: A Aeolian)—A (C Mixolydian). (Answer not provided)
- 14. Write a 32-bar AABA modal composition for your instrument using three different hexatonics of your choice that establish a convincing chord–scale relationship with the following modal areas: A (mm. 1–16: G Lydian)—B (mm. 17–24: B^b Dorian)—A (D Altered). (Answer not provided)

CHAPTER TWENTY-ONE Phrase Models

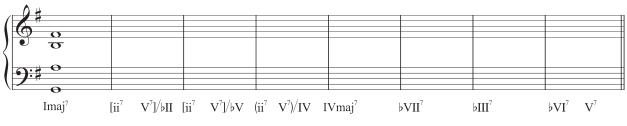
WRITTEN ASSIGNMENTS

1. Identify the phrase model of the following 8-bar phrases. Analyze with Roman numerals.



2. Complete the following progressions. Add applicable extensions and pitch alterations. Analyze your realizations with lead-sheet symbols and identify each phrase model.



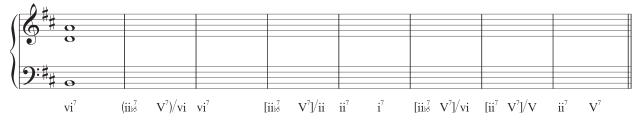


"Drop 2" Five-Part Voicings

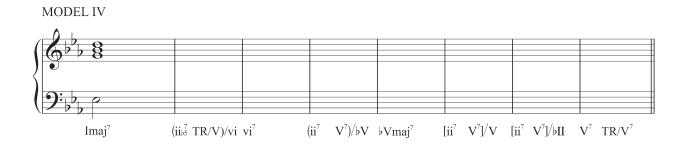


 $Imaj^7 \qquad [ii_{\flat 5}{}^7 V^7]/iii \qquad iii^7 \quad \flat iii^{0}{}^7 \qquad ii^7 V^7 \qquad \sharp iv^{\circ 7} \quad iv^7 \qquad iii^7 \quad \flat iii^{0}{}^7 \qquad II^7 \quad TR/II^7 \quad V^7 \quad TR/V^7 \qquad IIV^7 \quad IIV^7 \quad IV^7 \quad$

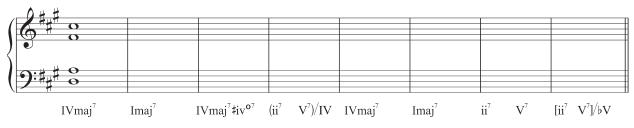
MODEL I



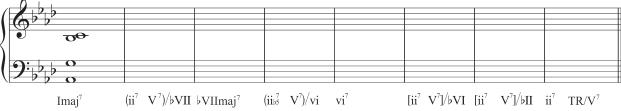
PHRASE MODELS

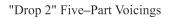


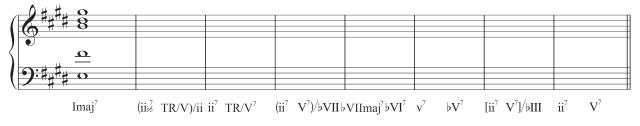












ADVANCED



- 1. Sing the roots of the diatonic phrase models (TEXTBOOK: figures 21.6, 21.7.c, 21.8.c, 21.9.c, 21.10.c) while playing the guide tones of the underlying chord progression.
- 2. Sing the roots of the chromatic phrase models (TEXTBOOK: figures 21.11.c, 21.12.c, 21.13.c, 21.14.c, 21.15.c. 21.16.c, 21.17.c, and 21.18.c) while playing the guide tones of the underlying chord progression.

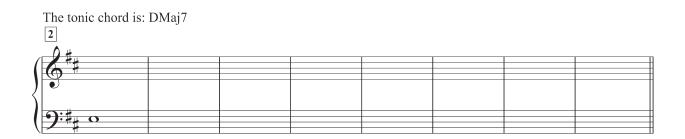
EAR TRAINING DRILLS

Instructions for Tracks 59-61

On the staff below, notate the bass line, identify the individual chords using lead-sheet notation, analyze the progression with Roman numerals, and determine the type of phrase model. (Answer Key)

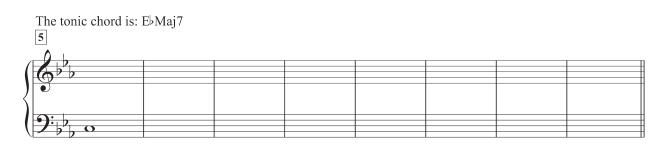
Track 59: FIVE diatonic phrase models





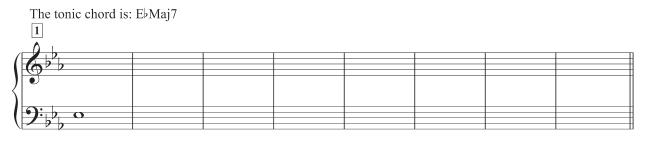




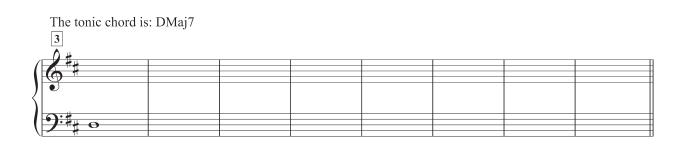


Track 60: FIVE chromatic phrase models



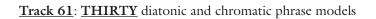


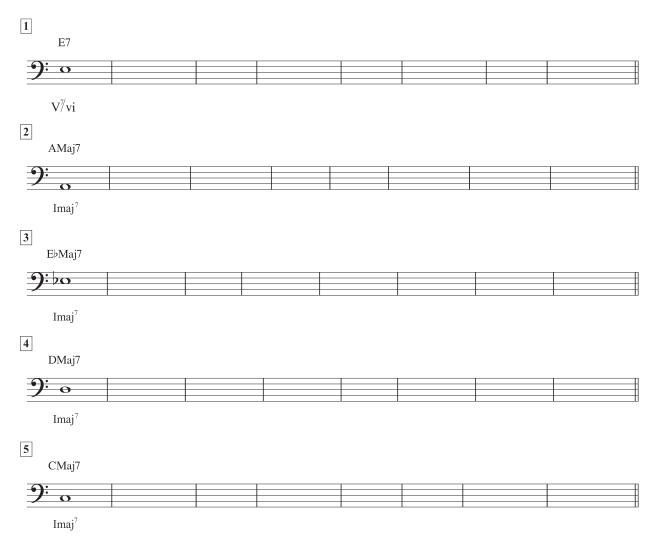




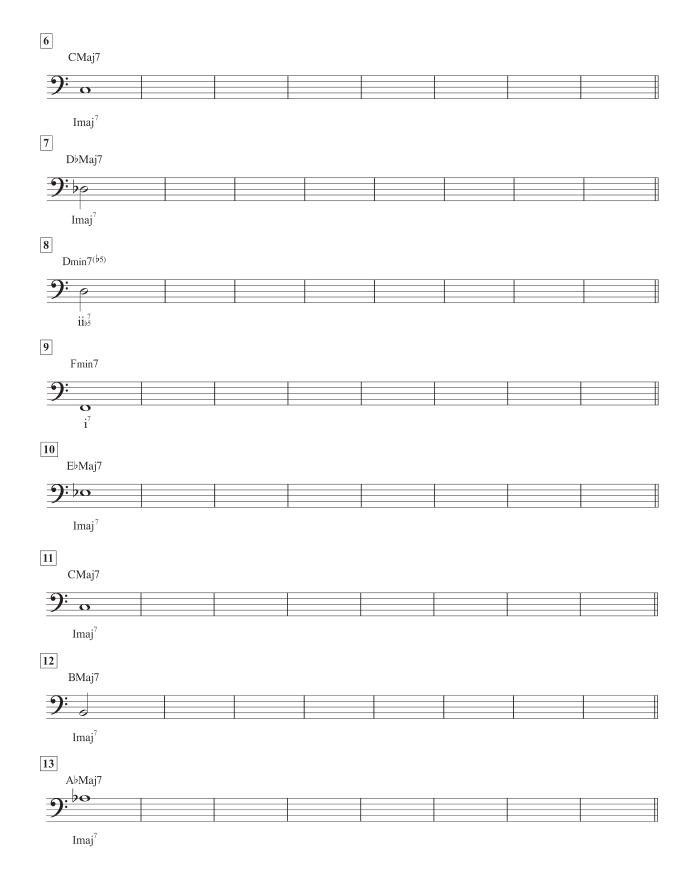


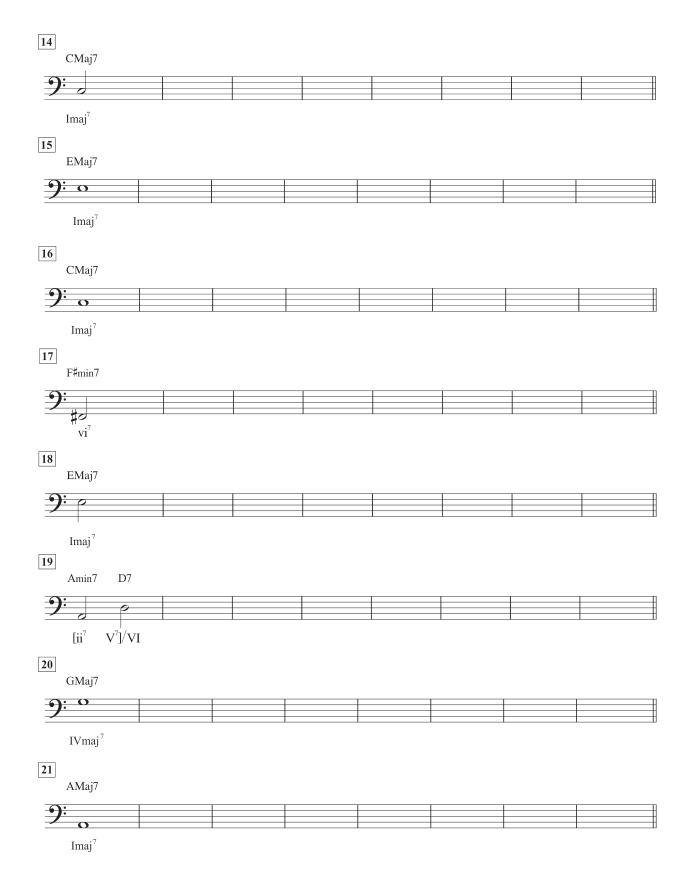






TRACK 61









KEYBOARD REALIZATION

Realize the harmonic progressions using the following models of keyboard playing: **Model I, Model II, Model IV, Model VI,** and **Model VII.** Transpose to all keys. (Answer not provided)





MODEL I of Keyboard Playing Fmin7 Bb7 B°7 CMaj7 Emin7 A7 FMaj7 Dmin7 E^b°7 Emin7 A7 Dmin7 G7 Gmin7 C7 \mathbf{O} 20 0 0 10 0 0 0 00 0 ð 10 0 റ: bp 40 P P 0 6 0 20 10 0 biii^{o7} ii⁷ [ii⁷ V⁷]/bIIIvii^{o7} Imaj⁷ (ii⁷ V7)/ii ii^7 \mathbf{V}^7 [ii⁷ V⁷]/IV IVmaj⁷ iii^7 VI^7 <u>): o</u> 00 20 0 TR/V^7 $[ii^7 V^7]/\flat VII [ii^7 V^7]/\flat II$ \mathbf{V}^7 $[ii^7 V^7]/VI [ii^7 V^7]/\flat VI [ii^7$ IVmaj⁷ $V^{7}]/V$ ii^7 ii⁷ 9: • 0 ‡P 20 0 0 Ø 0 IVmaj⁷ #iv^{o7} V^7 (ii^7) V^7)/IV IVmaj⁷ ii⁷ $[ii^7$ V^7]/bVIVmaj⁷ Imaj⁷ Imaj⁷ 9: 0 0 $[ii^7$ ii⁷ V^7 $VI^7 = bVI^7$ $[ii^7 V^7]/IV [ii^7 V^7]/bIII ii^7$ V^7 IVmaj⁷ V^7]/II Imaj⁷ bVII⁷



"Drop 2" Five-Part Voicings



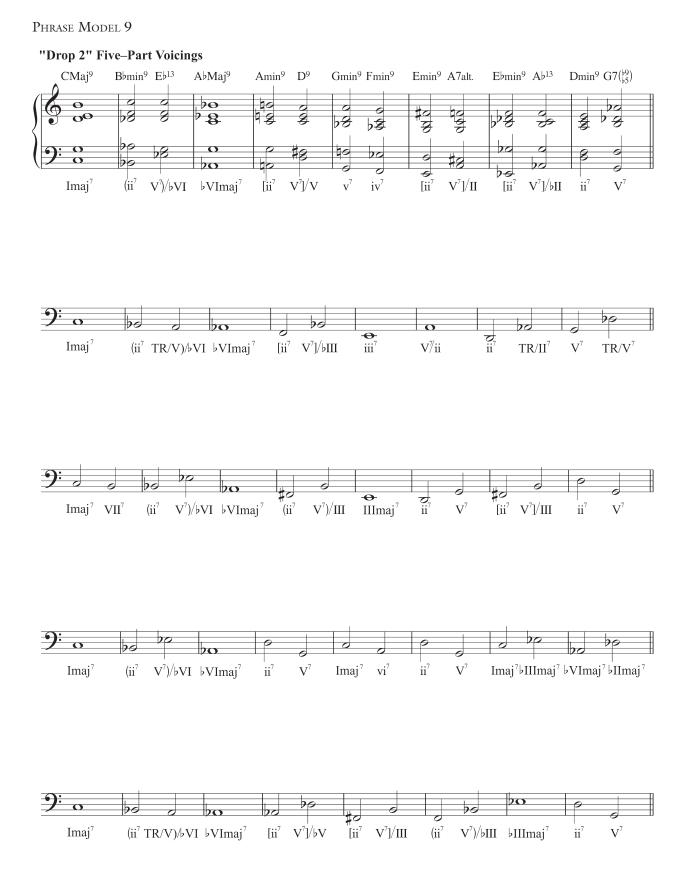
MODELS IV and VI of Keyboard Playing $F^{\# 07}$ Fmin7 Emin7 Eb¹³ Dmin⁹ G7($^{\# 9}_{\pm 5}$) C⁶/₉ $Bmin7^{(b5)}E7^{(\sharp9)}_{\pm5}$ Amin^9 G♯⁰7 Amin^9 8 8) Q 8 0 000 000 80 10 9 bS 8 Í #\$ 61 0 0 20 #iv^{°7} #vii^{o7}/vi iv^7 iii^7 ii⁷ vi^7 vi^7 $\mathfrak{b}\mathrm{III}^7$ V^7 Imaj⁷ [ii_{b5} V^7]/vi 9: 0 0 0 20 ba 0 24 $ii^7 V^7 [ii_{b5}^7 V^7]/vi$ vi^7 $(ii^7 V^7)/IV IVmaj^7$ iii^7 VI^7 $[ii^7 V^7]/bII$ $(ii_{b5}^{7} TR/V)/vi vi^{7} bVI^{7}$ 0 $\begin{bmatrix} \mathbf{v}^7 & \mathbf{v}^7 \end{bmatrix} / \mathbf{v}\mathbf{i}$ vi⁷ TR/VI⁷ ii⁷ \mathbf{V}^7 \mathbf{VI}^7 $[ii^7 V^7]/\flat V$ $[ii^7 V^7]/IV [ii_{b5}^7 V^7]/ii$ Imaj⁷ •VII⁷ 9 bp $\mathbf{vi}^7 \quad \mathbf{TR}/\mathbf{VI}^7 \quad \mathbf{ii}^7 \quad \mathbf{TR}/\mathbf{II}^7 \quad \mathbf{V}^7 \quad \mathbf{TR}/\mathbf{V}^7 \quad \mathbf{I}^7 \quad \mathbf{\flat} \mathbf{V}^7 \quad \mathbf{IVmaj}^7 \ \mathbf{\sharp iv}^{\mathbf{o}^7} \quad \mathbf{v}^7 \quad \mathbf{v}^$ $I_4^6 = VI^7 TR/VI^7 II^7 TR/II^7 = V^7 TR/V^7$ 9 0 0 0 4 ii⁷ vi^7 V^{7}/vi [ii⁷ V^{7}/V \mathbf{V}^7 (ii_{b5} V^7)/vi vi⁷ i^7 [ii_{b5} \mathbf{ii}^7 $[ii_{b5}^{7} V^{7}]/ii$

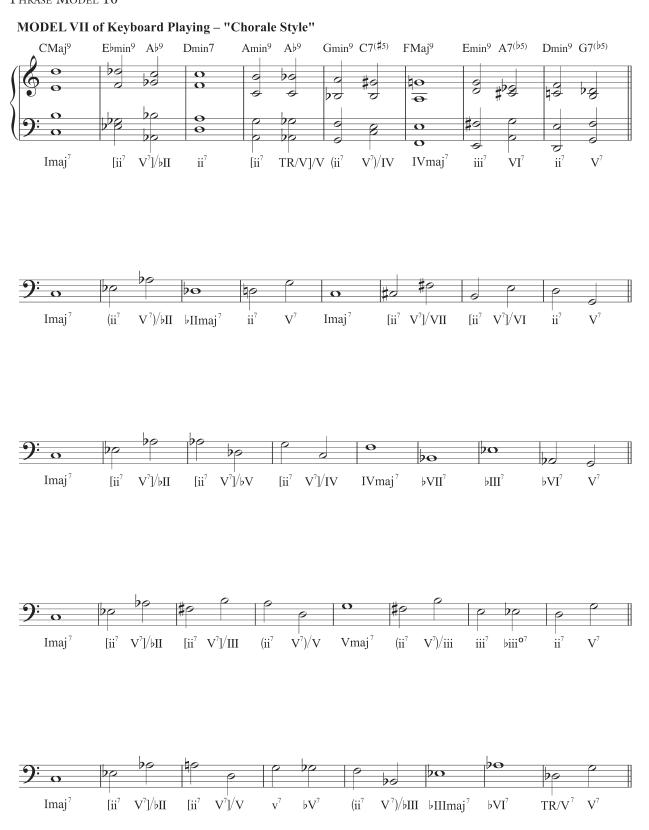


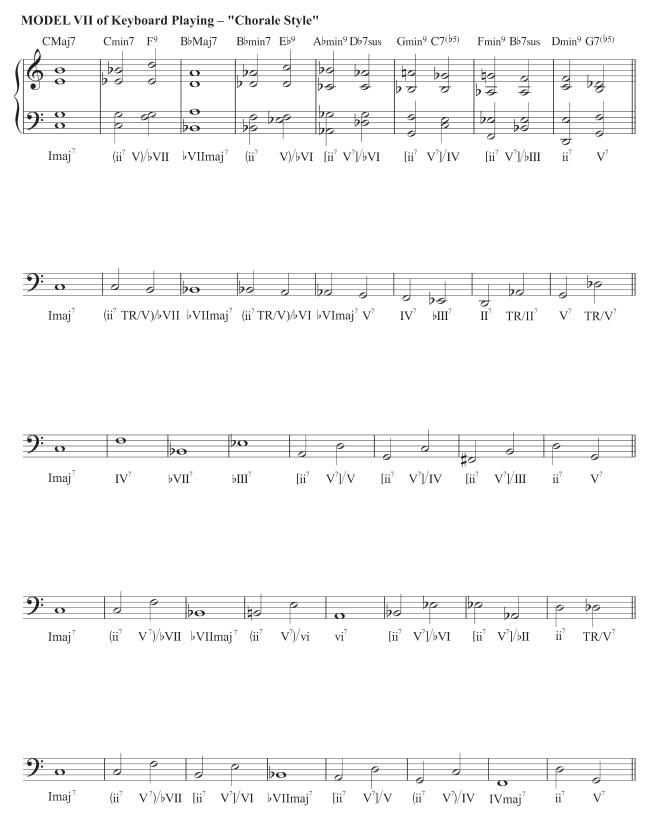


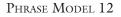


MODEL VI (modified with 3-note voicings) of Keyboard Playing

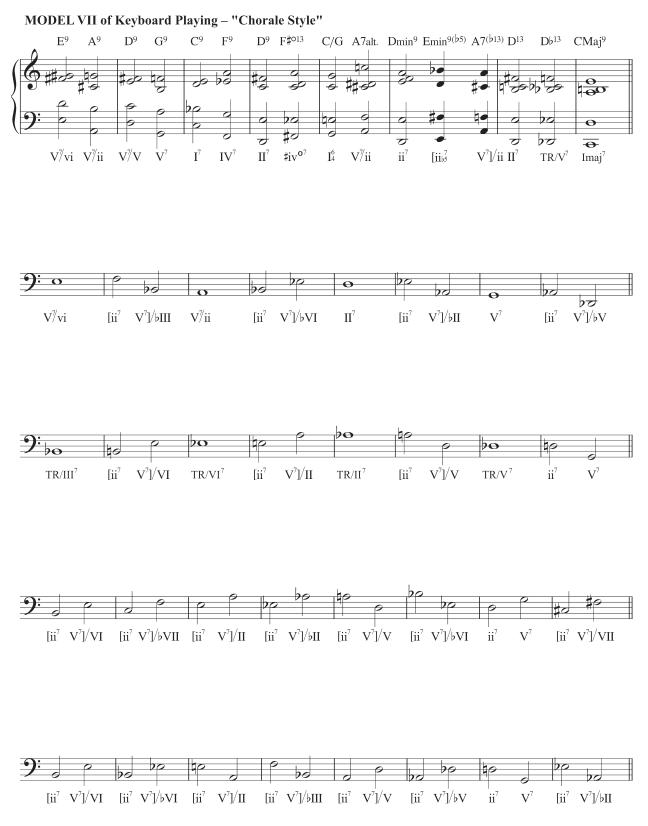








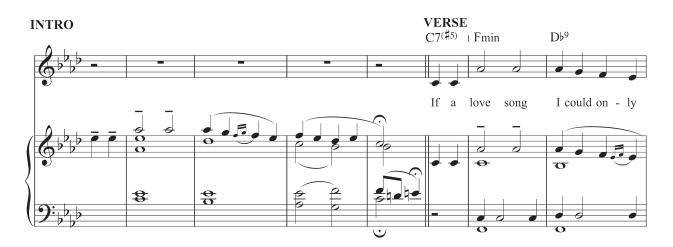


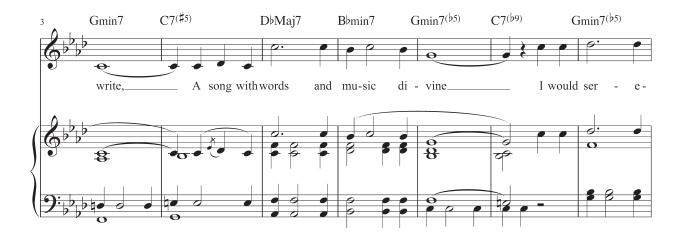


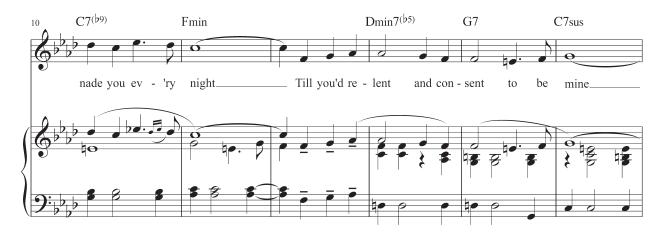
CHAPTER TWENTY-TWO The AABA Song Form

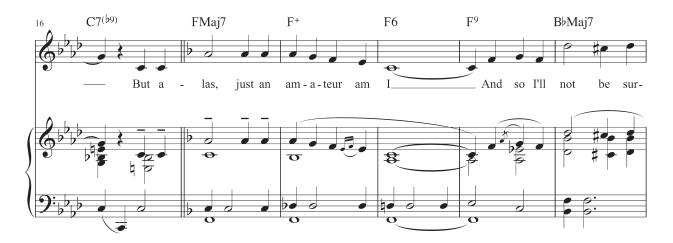
WRITTEN ASSIGNMENTS

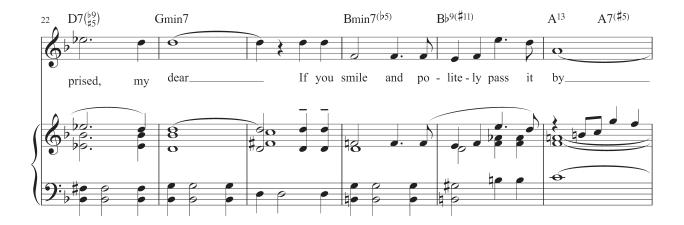
Cole Porter, "I Love You." This song features an AABA off-tonic design. Compare the chord changes from a published lead-sheet (written above the melody) with the composer's piano accompaniment. In what ways are the chord changes similar to, as well as different from, the composer's accompaniment? Summarize your analytical observations in point form using formal, tonal, melodic, and harmonic considerations that you can later explore during improvisation. (Answer not provided)

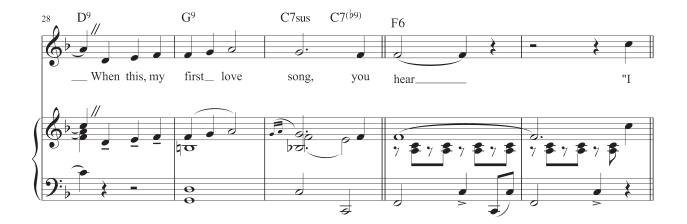


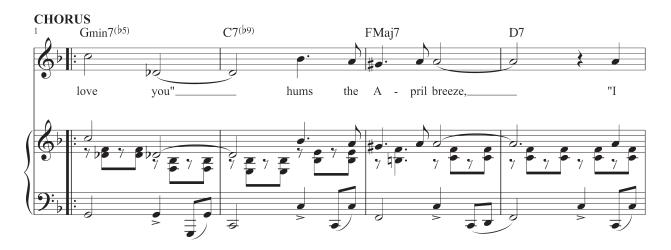


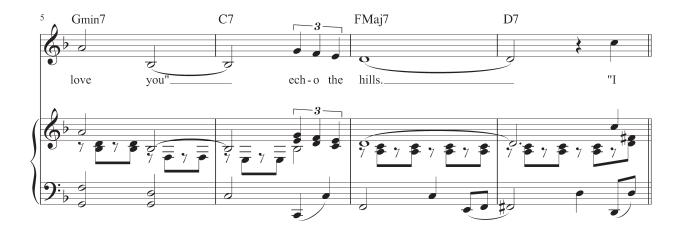


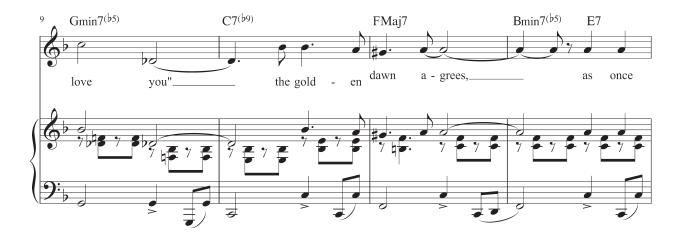


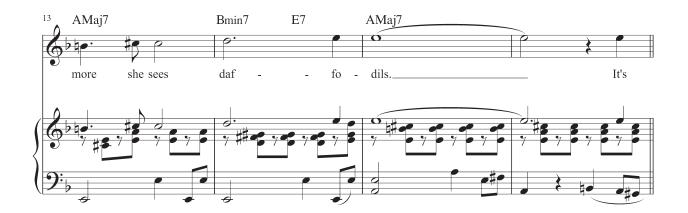


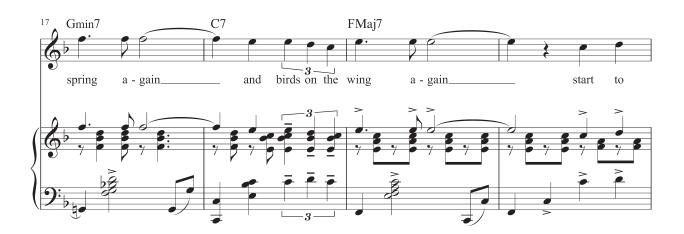




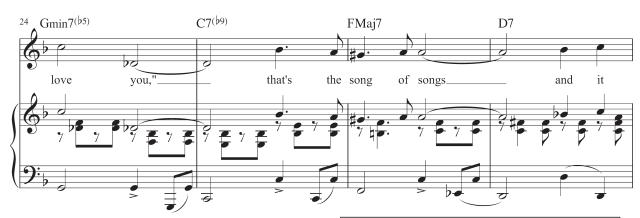




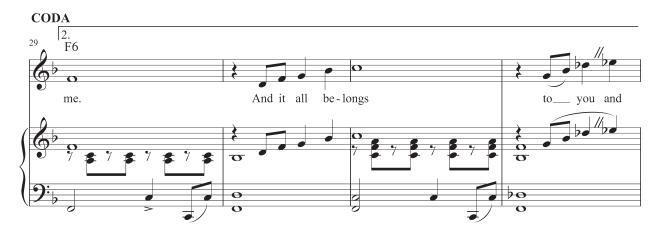


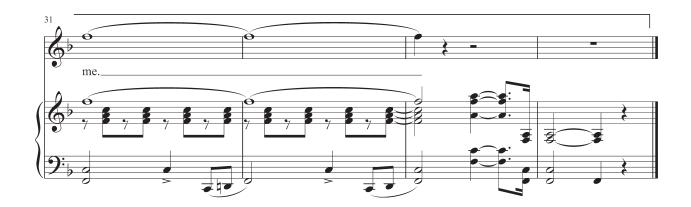






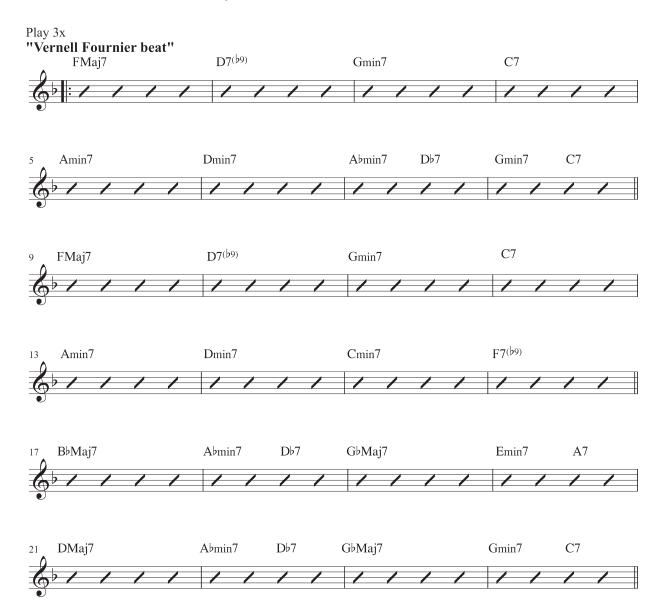


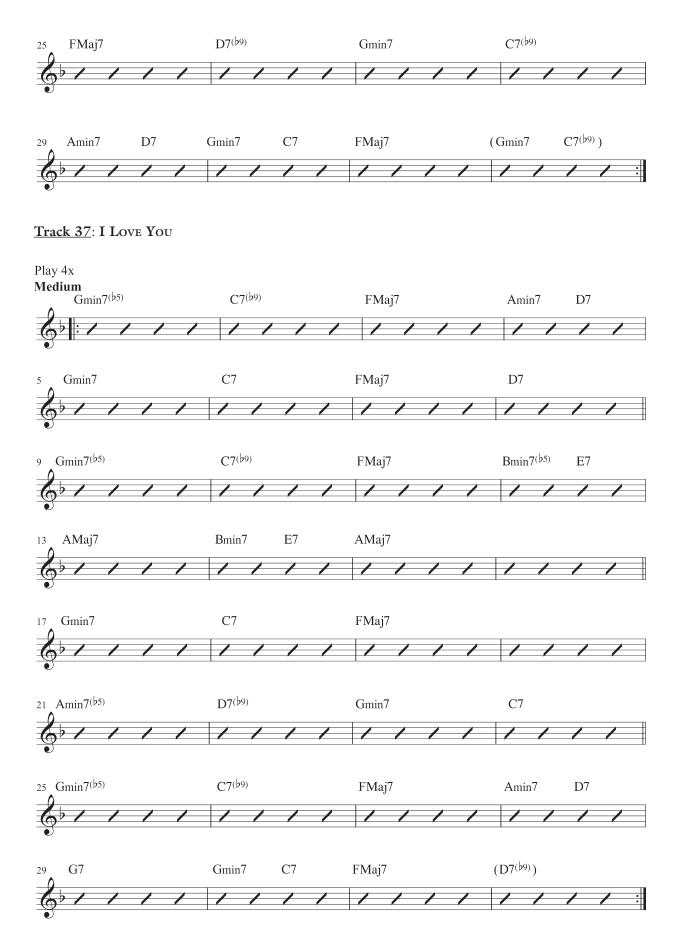




PLAY ALONG SESSIONS

Track 36: HAVE YOU MET MISS JONES?





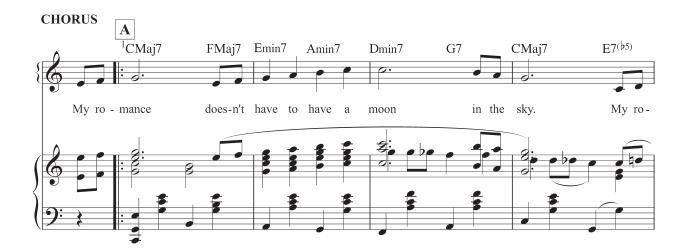
CHAPTER TWENTY-THREE The ABAC Song Form

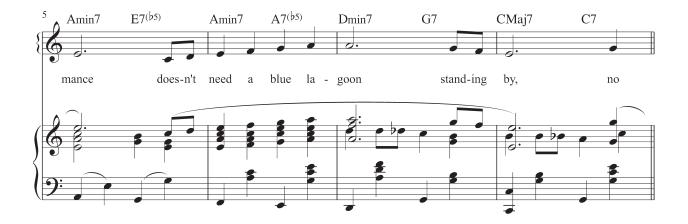
WRITTEN ASSIGNMENTS

Rodgers and Hart, "My Romance." This song features a 32-bar ABAC on-tonic design. Analyze the verse and chorus with Roman numerals and phrase models. Compare the chord changes from a published lead-sheet (written above the melody) with the composer's piano accompaniment. In what ways are the chord changes similar to, as well as different from, the composer's accompaniment? Summarize your analytical observations in point form using formal, tonal, melodic, and harmonic considerations that can be explored during improvisation. (Answer not provided)



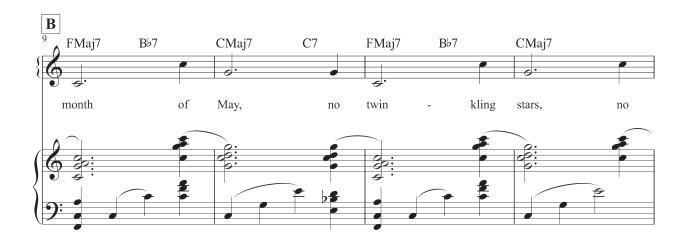


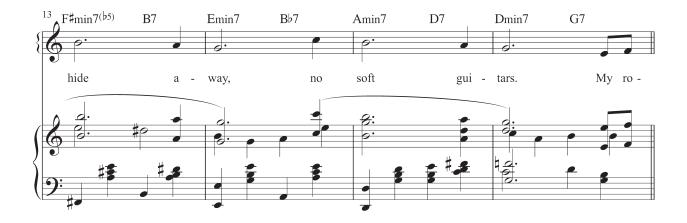


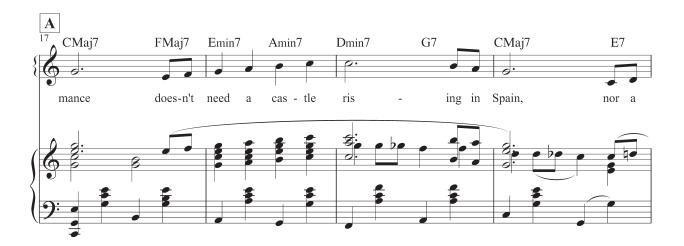




THE ABAC SONG FORM





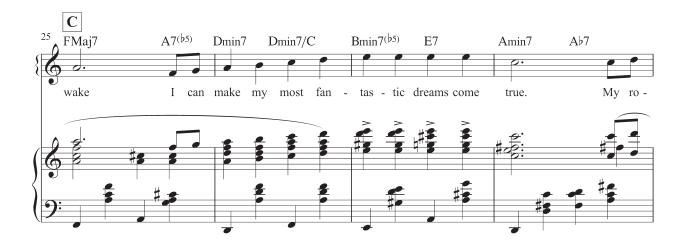


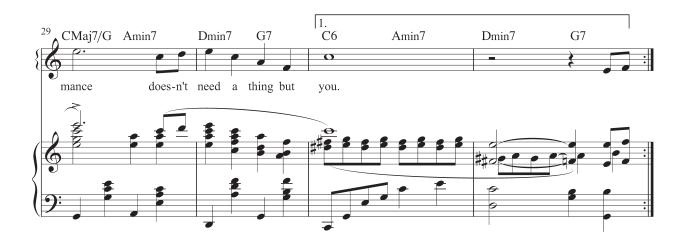
Book 1.indb 157

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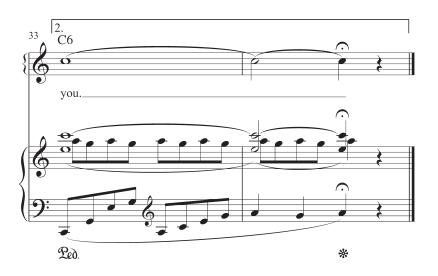
ADVANCED



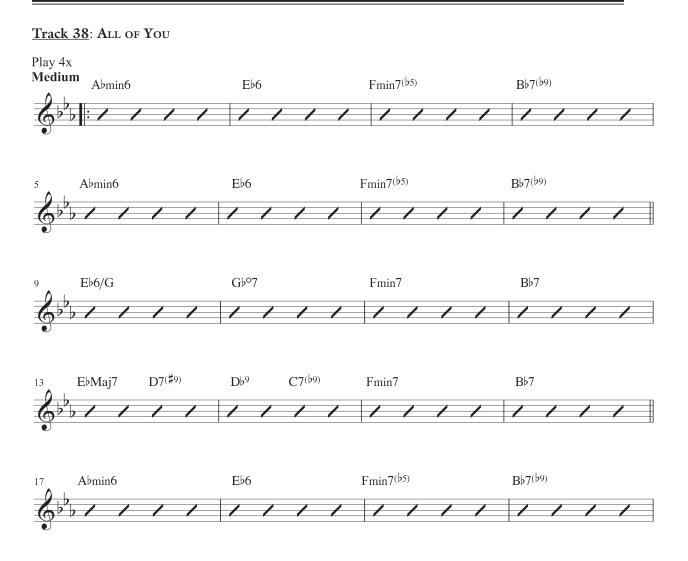




THE ABAC SONG FORM

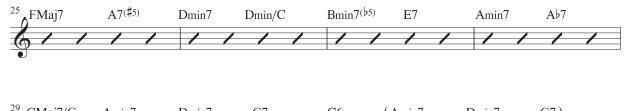


PLAY ALONG SESSIONS



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CHAPTER TWENTY-FOUR

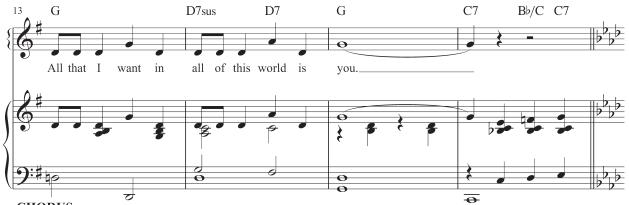
Extended and Unusual Song Forms

WRITTEN ASSIGNMENTS

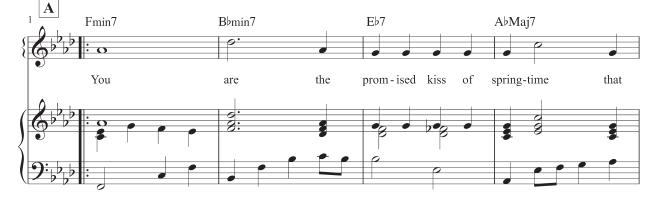
Kern and Hammerstein II, "All the Things You Are." This song features an extended 36-bar AABA formal design. Analyze the verse and chorus with Roman numerals and phrase models. Compare the chord changes from a published lead-sheet (written above the melody) with the composer's piano accompaniment. In what ways are the chord changes similar to, as well as different from, the composer's accompaniment? Summarize your analytical observations in point form using formal, tonal, melodic, and harmonic considerations that you can explore during improvisation. (Answer not provided)

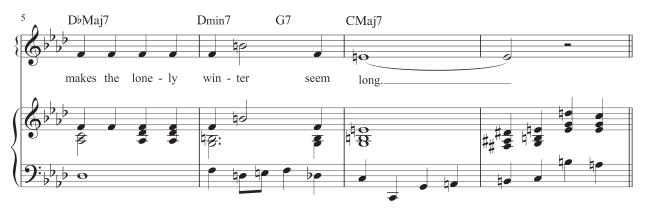






CHORUS



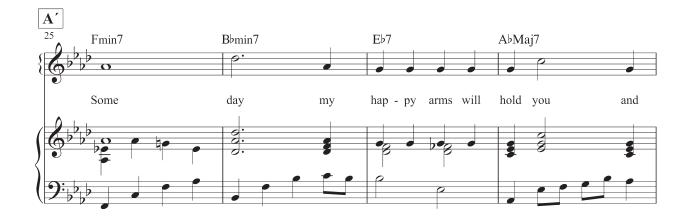


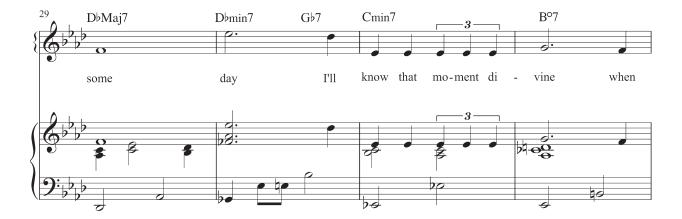
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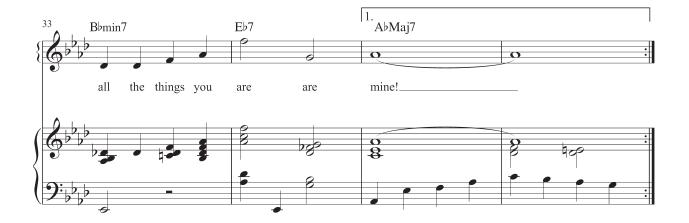


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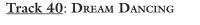


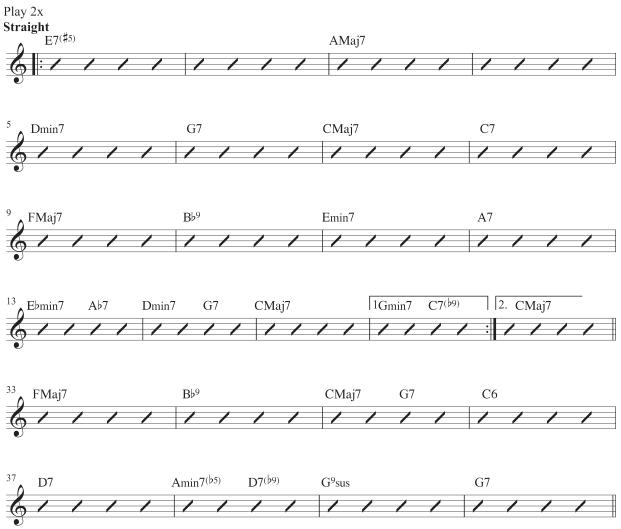


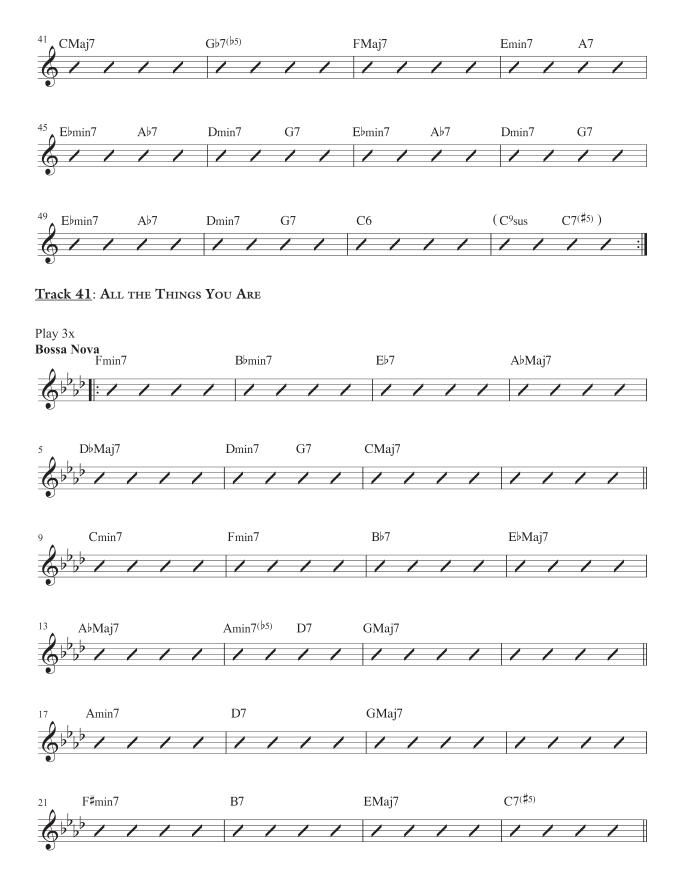
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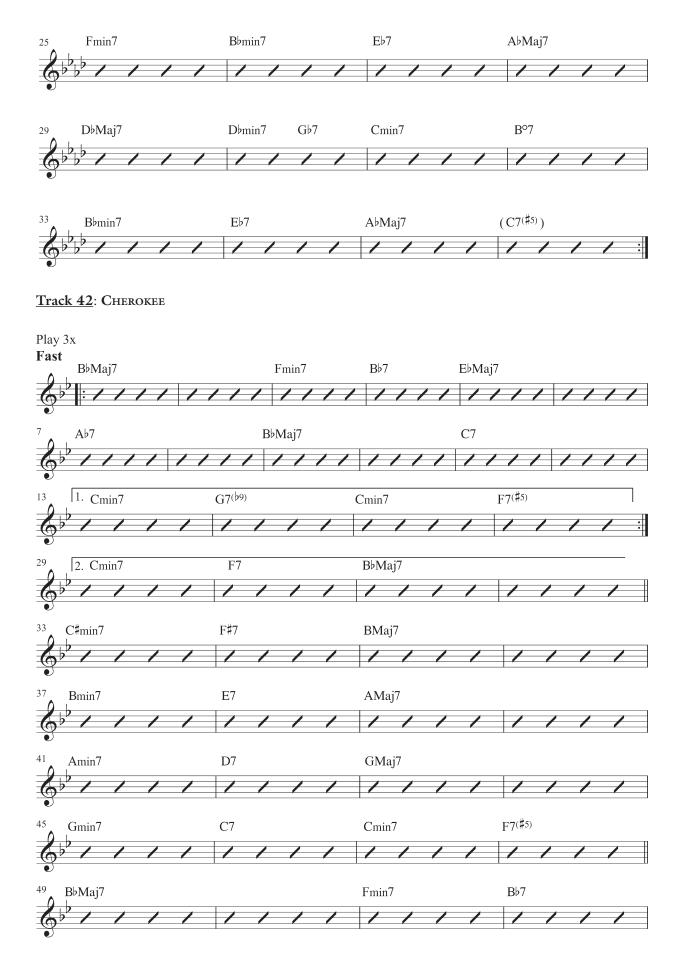


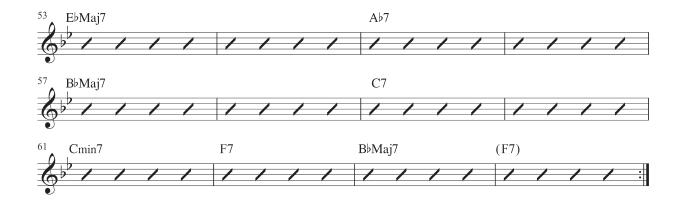
PLAY ALONG SESSIONS











CHAPTER TWENTY-FIVE

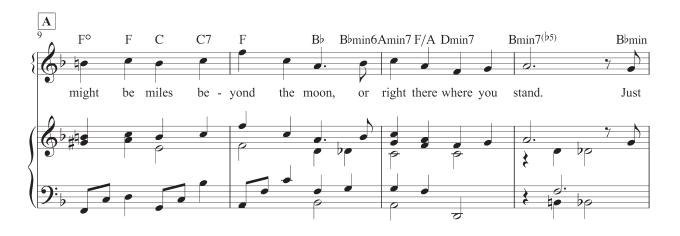
Jazz Reharmonization

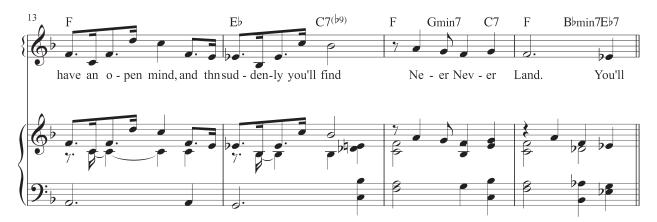
WRITTEN EXERCISES

1. **Jule Styne, "Never Never Land.**" Using basic techniques of jazz reharmonization provide a new harmonic setting of the song. (Answer not provided)



JAZZ REHARMONIZATION

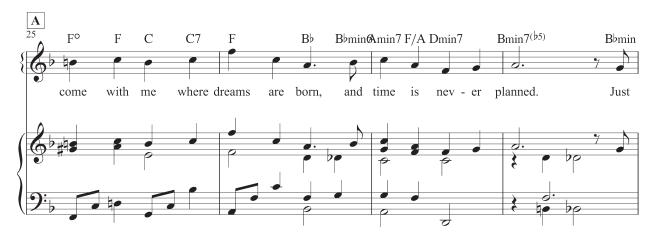




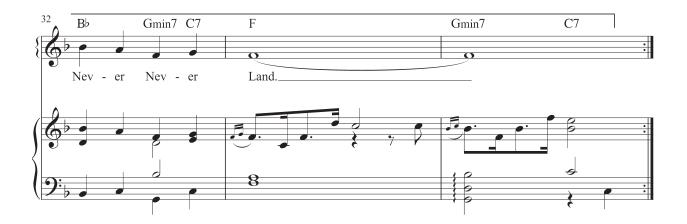


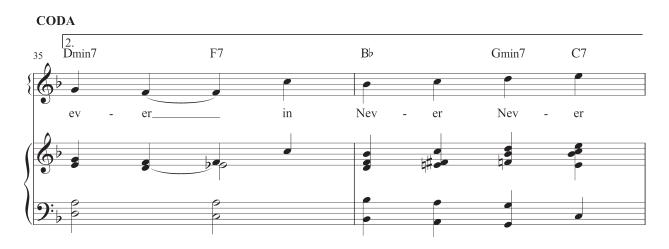
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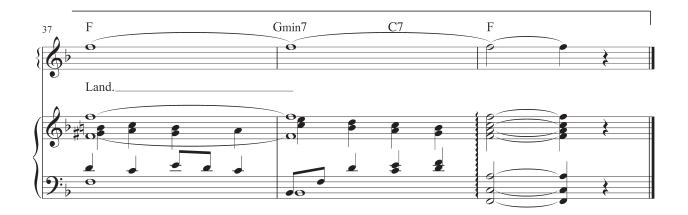




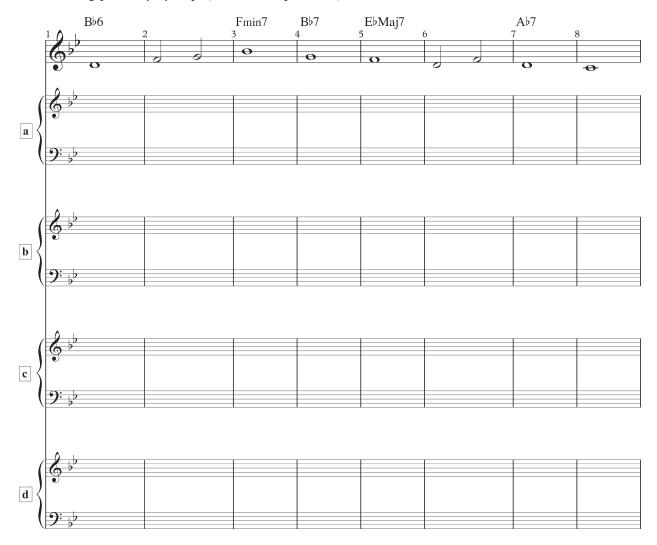




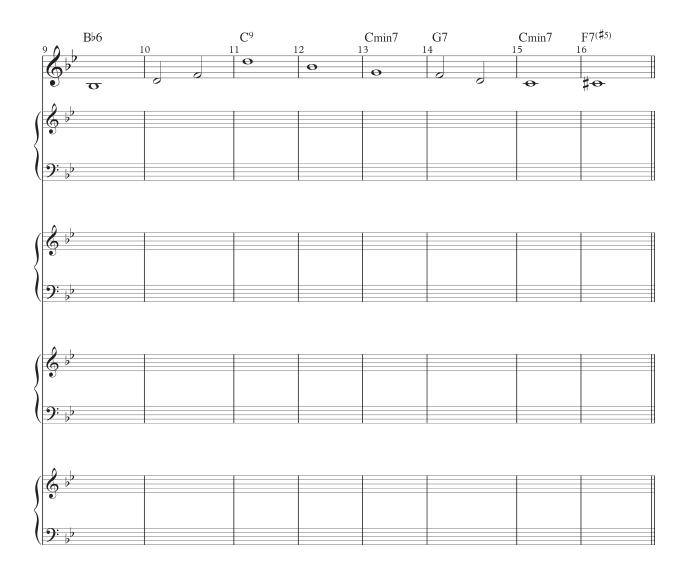




Ray Noble, "Cherokee." Using a linear approach to jazz reharmonization provide <u>FOUR</u> different harmonic settings for mm. 1–16 of the song. Follow the procedures I have established, first compose an outer-voice counterpoint, then "flesh out" the frameworks with inner voices moving primarily by step. (Answer not provided)

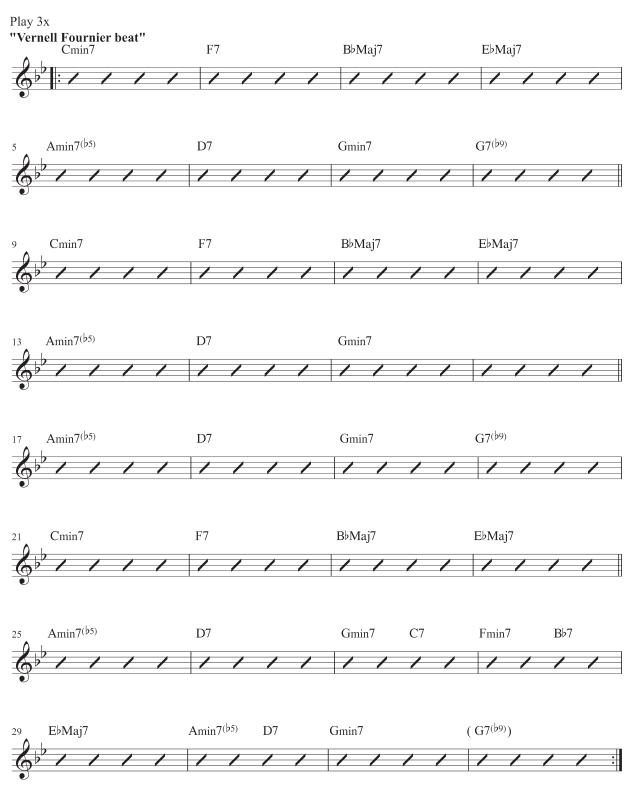


JAZZ REHARMONIZATION

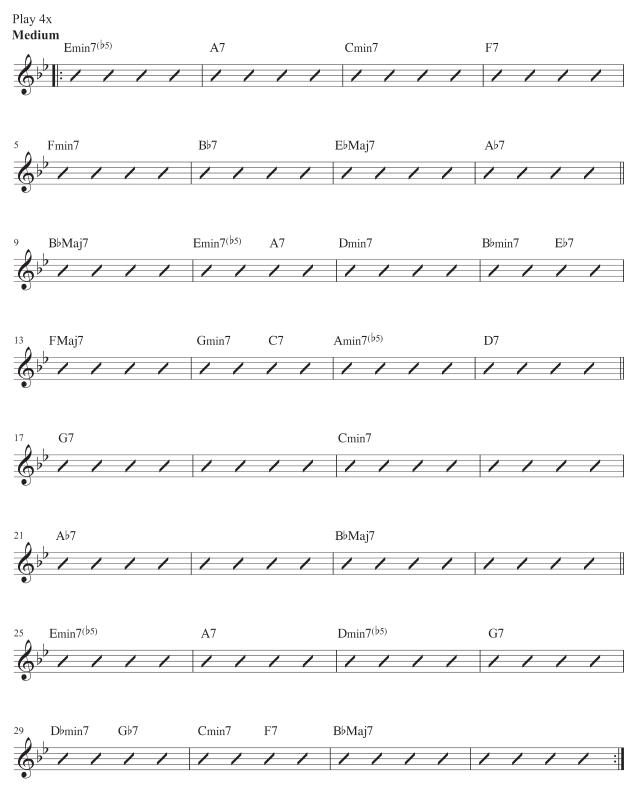


PLAY ALONG SESSIONS

Track 43: AUTUMN LEAVES







Track 45: NEVER NEVER LAND Play 2x Ballad B♭min6 Amin7 B♭min^(#7) FMaj7^(#11) Gmin7 F/A Dmin7 Bmin $7^{(b5)}$ 1111 11 11 A EbMaj7/G A7^(b9) Dmin7 5 FMaj7/A Dmin7 G7 C7sus 1 9 F/A Bbmin6 , FMaj7^(#11) Gmin7 Dmin7 Bmin7^(b5) B♭min^(#7) Amin7 / / / / 1 1 1
 EbMaj7/G
 A7^(b9)
 Dmin7

 Image: Comparison of the second 13 FMaj7/A G7 C7sus Bbmin7 Eb7 / 11 1 17 AbMaj7 Eb7^(b9) Fmin7 B♭min7 F7^(#9) Cmin7 Bbmin7 Abmin7 Gmin7 C7 / 1 1 1 1 ²¹ FMaj7 Gmin7 Amin7 B♭Maj7 Bmin7^(♭5) E7 Amin7 Dmin7 $Db7^{(b5)}$ C7sus 1 11 / / 11 25 FMaj7^(#11) Gmin7 F/A B♭min6 Amin7 Dmin7 Bmin7^(b5) Bbmin^(#7) / 1 / 1 ²⁹ FMaj7/A EbMaj7/G A7^(b9) Dmin7 G7 Gmin7 C7sus FMaj⁹ (Dmin7 ²⁹ FMaj7/A Gmin7 C7) 1111

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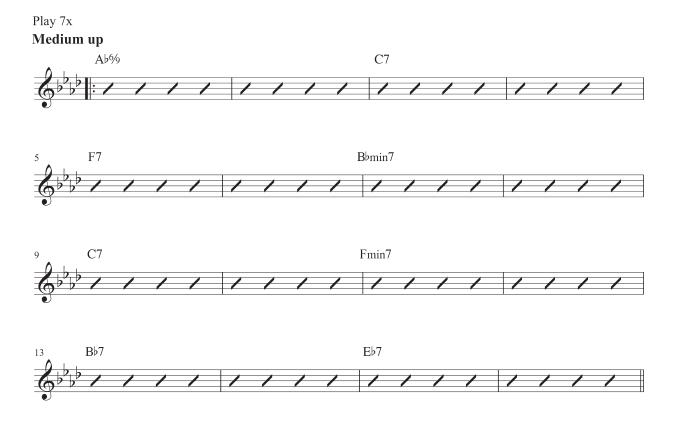
CHAPTER TWENTY-SIX **"Line Up"**

WRITTEN ASSIGNMENTS

- 1. From the list of suggested solos to transcribe (Appendix E), select a solo, transcribe it, and analyze it using a methodology similar to the analysis of "Line Up." (Answer not provided)
- 2. Using the chord progression from "Have You Met Miss Jones?" (TEXTBOOK: figure 22.3), compose a contrafact that utilizes different aspects of the "Tristano style." (Answer not provided)
- 3. Using the chord progression from "Autumn Leaves" (TEXTBOOK: figure 25.4), compose a contrafact that utilizes different aspects of the "Tristano style." (Answer not provided)

PLAY ALONG SESSIONS

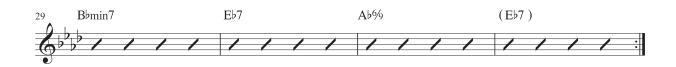
<u>Track 46</u>: LINE UP. First, play the transcription with the recording (TEXTBOOK: figure 26.1), and then improvise your own solo using different aspects of the "Tristano style" of improvisation.







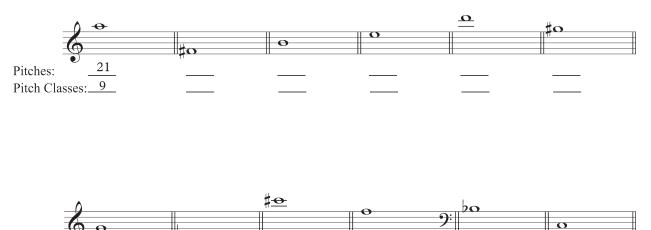




CHAPTER TWENTY-SEVEN Post-Tonal Jazz

WRITTEN ASSIGNMENTS

1. Using integers, notate the following pitches and pitch classes.



2. Identify the following ordered intervals in pitch-class space.



3. Identify the following unordered intervals in pitch-class space.



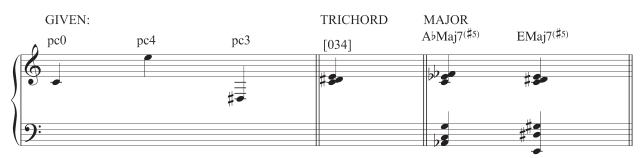


4. Calculate the normal form for the following sets of unordered pitches.

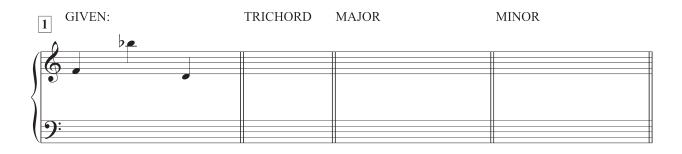
5. Calculate the prime form for the following unordered sets.

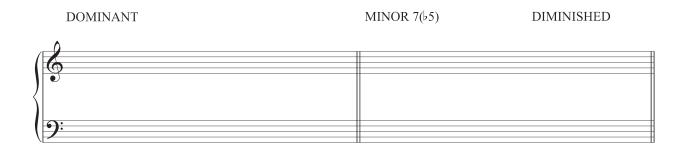


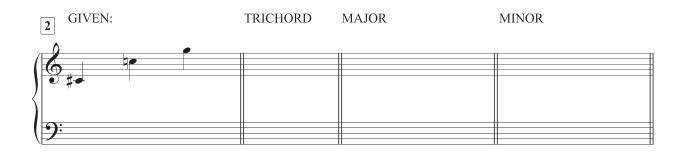
6. For the following unordered sets, calculate the normal and prime forms and reinterpret the pitch-class set in the context of a complete or incomplete jazz formation.

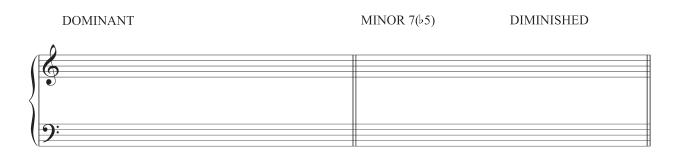


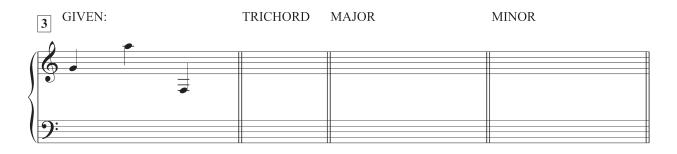


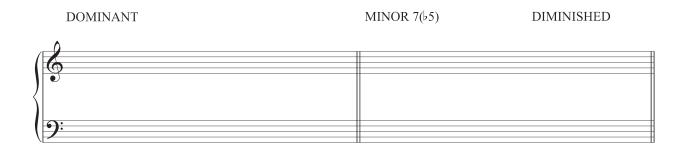


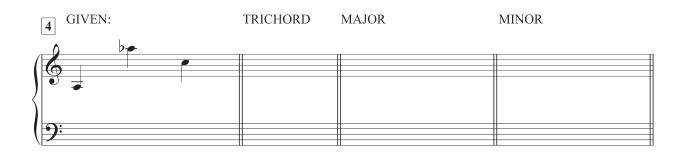










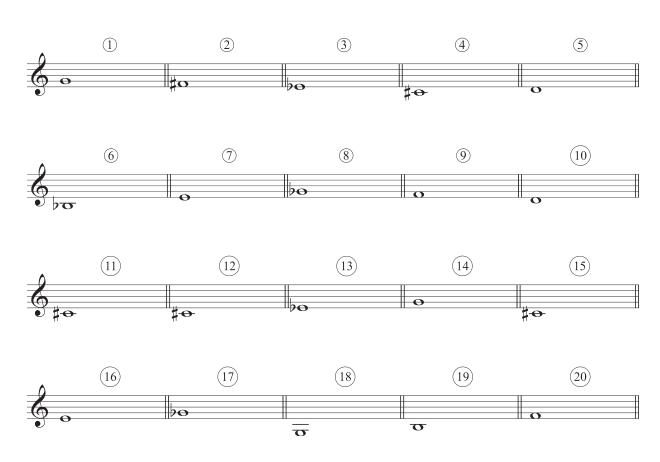


DOMINANT	MINOR 7(\>5)	DIMINISHED
	11	
6		
l - 0 :		

- 7. Compose a 64-bar AABA contrafact based on the chord changes from "Cherokee" according to the following guidelines:
 - a. A section—select a "diatonic" set complex and, using T_n and T_nI , compose a line that makes that set complex as audible as possible.
 - b. B section—select a "semitone" set complex and, using T_n and T_nI , compose a line that makes that set complex as audible as possible. (Answer not provided)

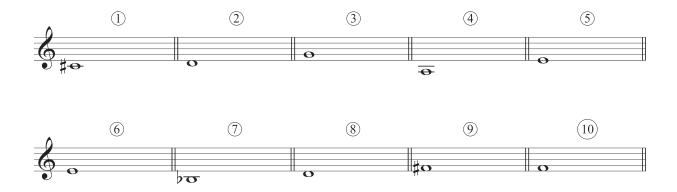
EAR TRAINING DRILLS

<u>**Track 62**</u> contains <u>**TWENTY**</u> ordered intervals. Identify them using integers. (Answer Key)



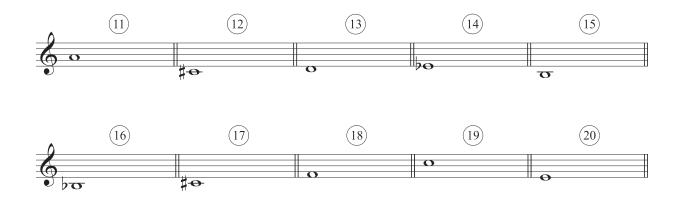
 $\underline{\text{Track 63}}$ contains $\underline{\text{TWENTY}}$ unordered intervals. Identify. (Answer Key)

TRACK 63



TRACK 62

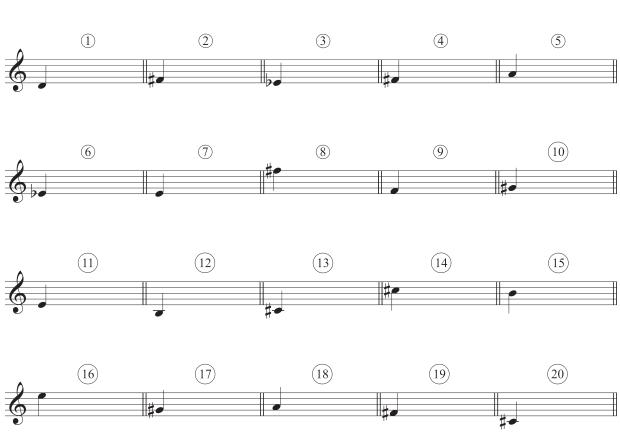
ADVANCED



Instructions for Tracks 64-68

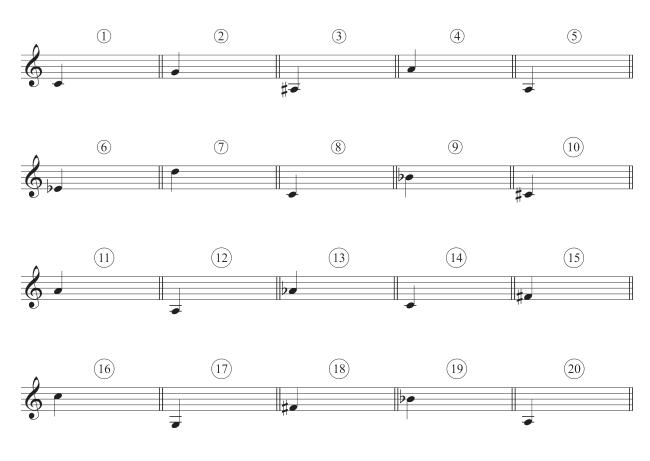
Each track contains a number of unordered *melodic trichords* from the specific family of trichords. Identify the normal and prime form of each set. For each set, the starting pitch is announced. (Answer Key)

Track 64: TWENTY trichords from the "diatonic" family



TRACK 64

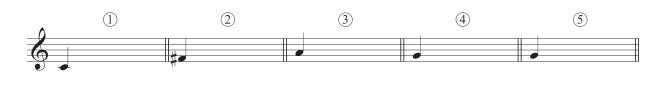
Track 65: TWENTY trichords from the "triadic" family



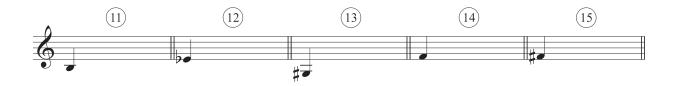
TRACK 65

Track 66: TWENTY trichords from the whole-tone family

TRACK 66









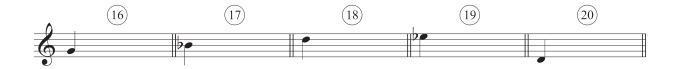
Track 67: THIRTY trichords from the semitone family















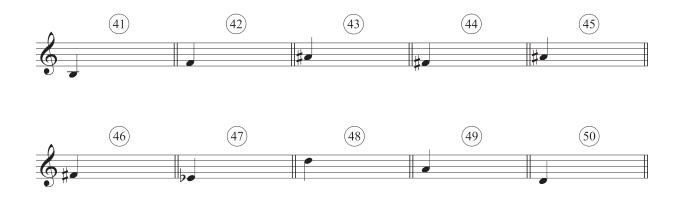
Track 68: FIFTY trichords

TRACK 68





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Instructions for Tracks 69-73

Each track contains a number of *harmonic trichords* from the specific family of trichords. Identify the set-class type of each verticality. For each set, the lowest pitch is written in the score. (Answer Key)

Track 69: TWENTY-ONE trichords from the "diatonic" family



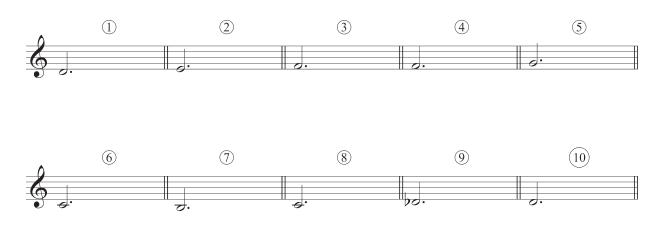
TRACK 69

Track 70: TWENTY trichords from the "triadic" family



Track 71: TWENTY trichords from the whole-tone family

TRACK 71



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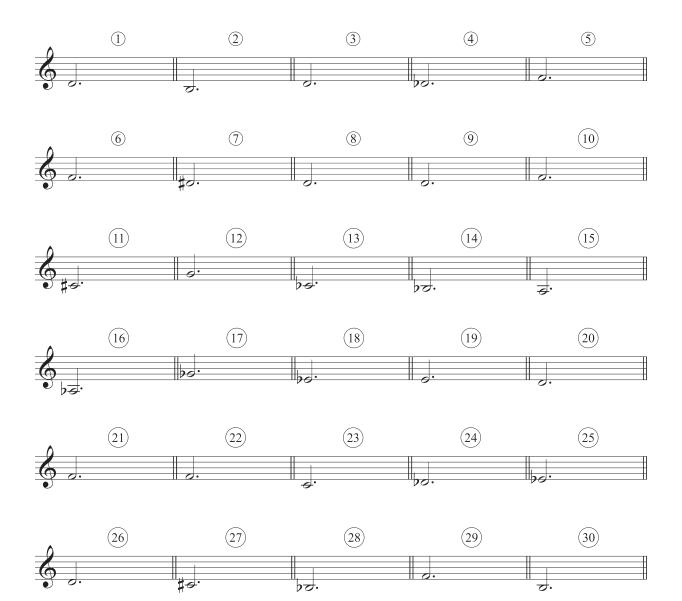
ADVANCED





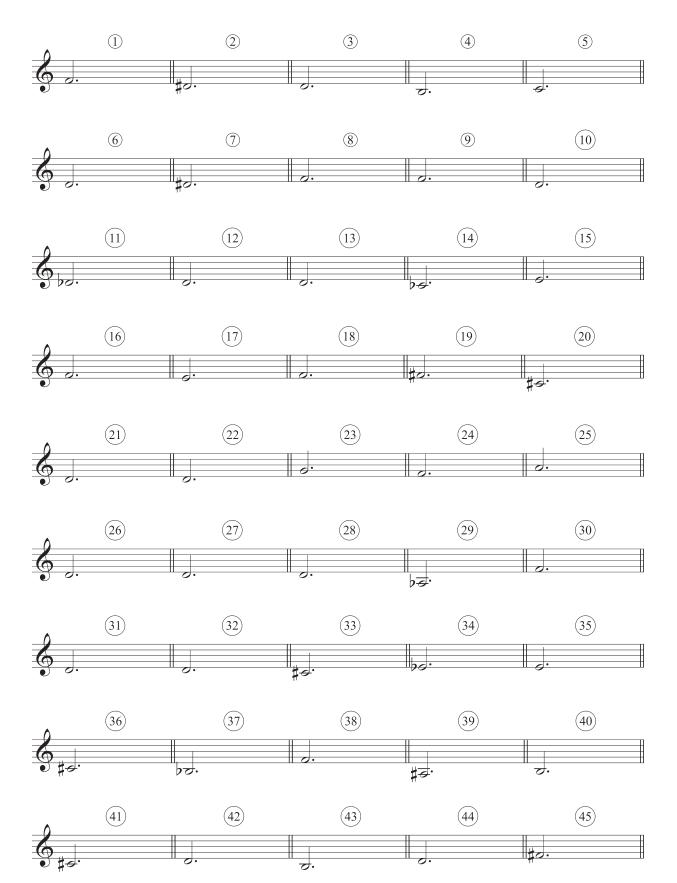
Track 72: THIRTY trichords from the semitone family

TRACK 72



Track 73: FIFTY trichords

TRACK 73

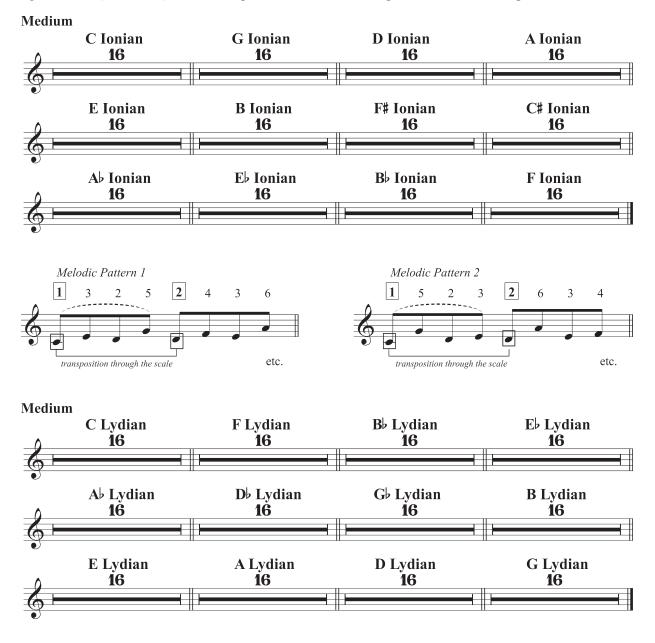


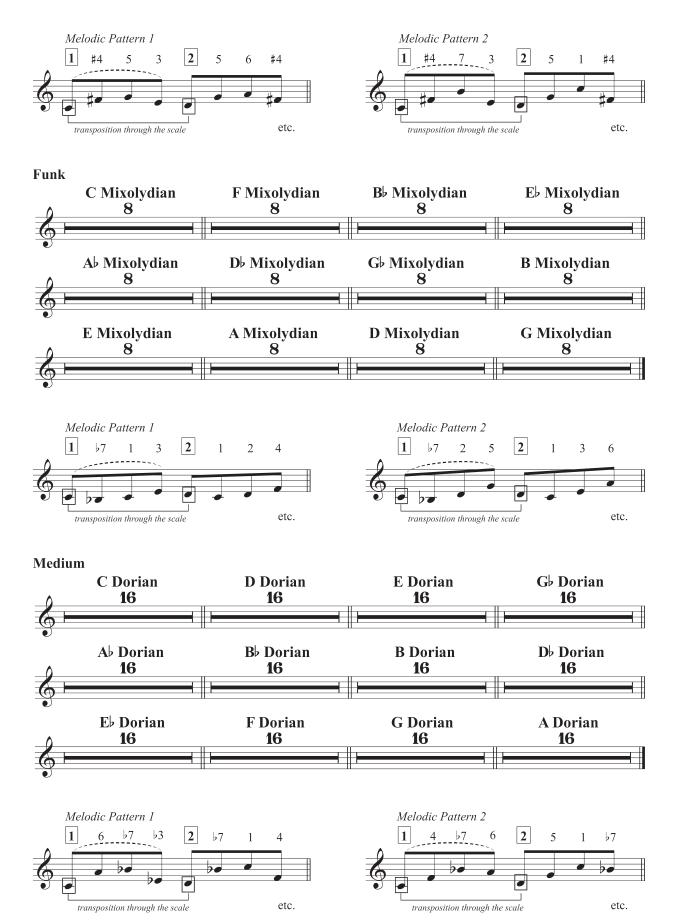


PLAY ALONG SESSIONS

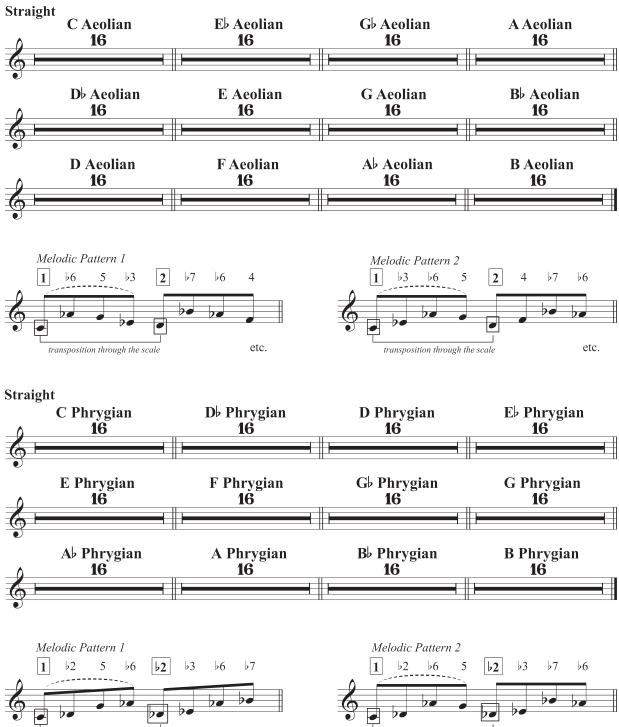
194

Tracks 5–18 include a rhythm section playing diatonic and chromatic modes. Using trichords from figure 27.13 (TEXTBOOK) as motives, practice different techniques of motivic development.





ADVANCED

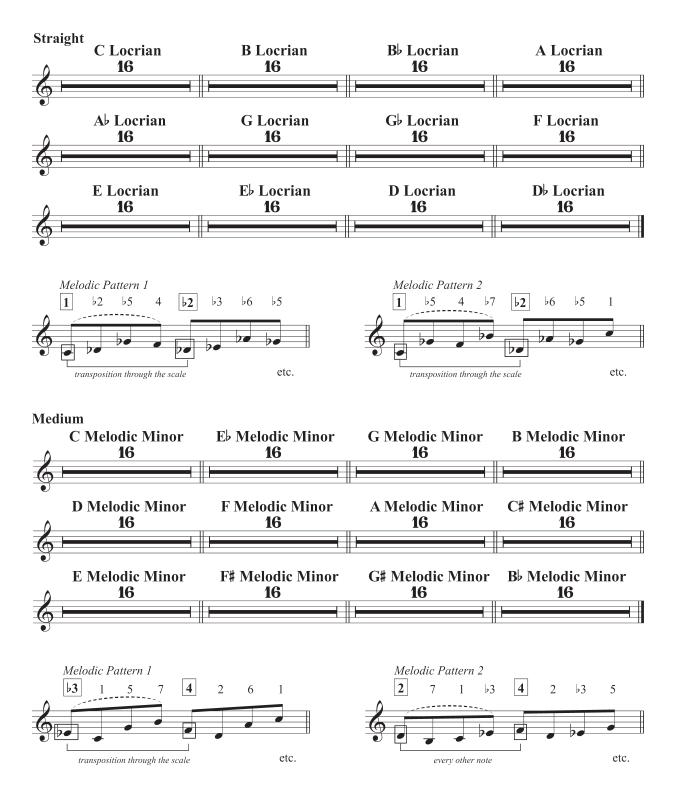


etc.

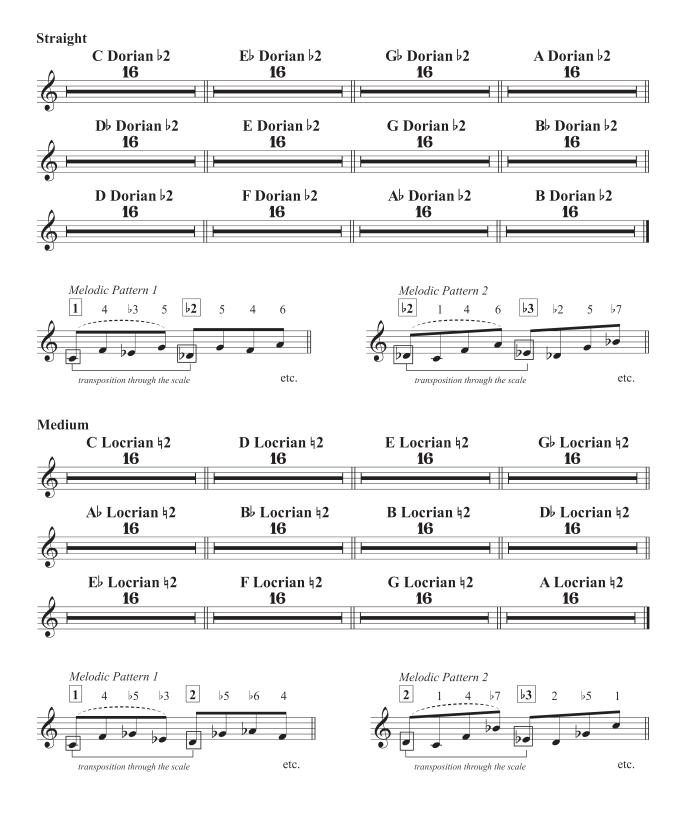
transposition through the scale

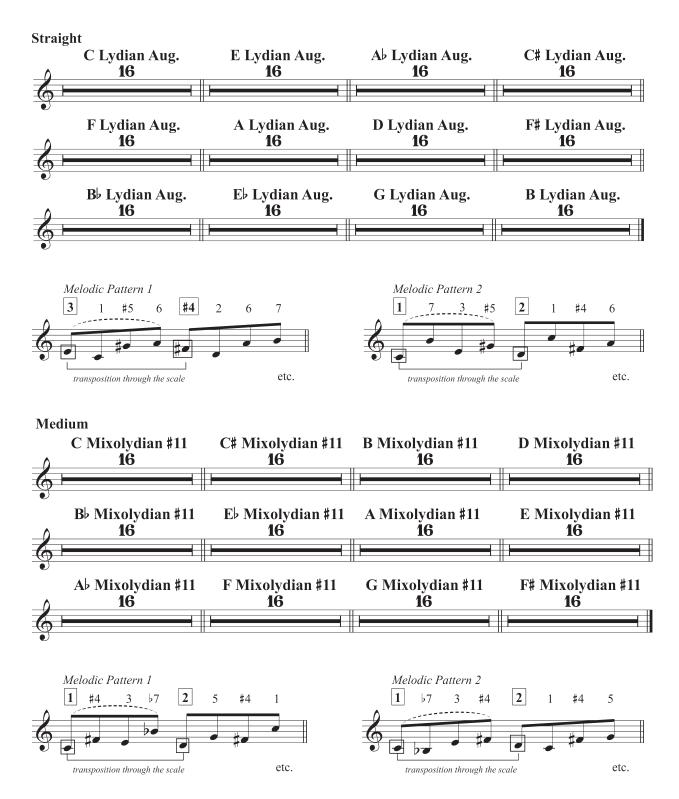
196

transposition through the scale

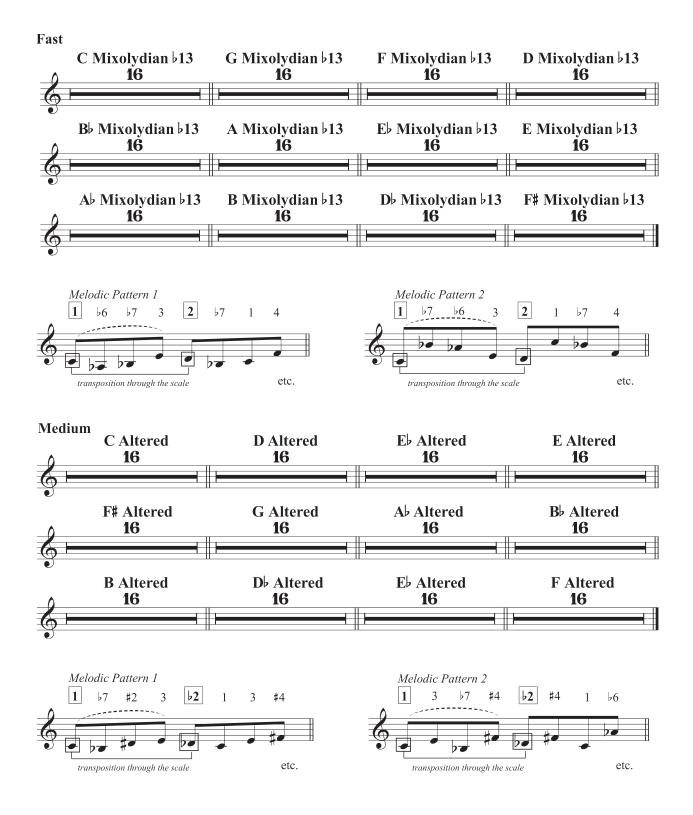


ADVANCED





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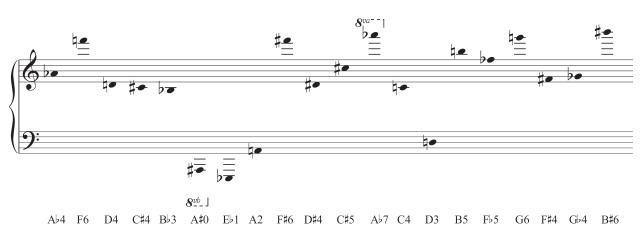
Appendices

APPENDIX A

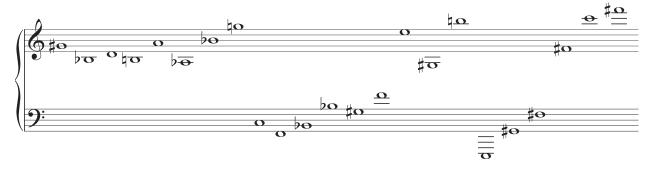
Answer Key for Written Exercises

CHAPTER 1 MUSIC FUNDAMENTALS

Exercise 1.1

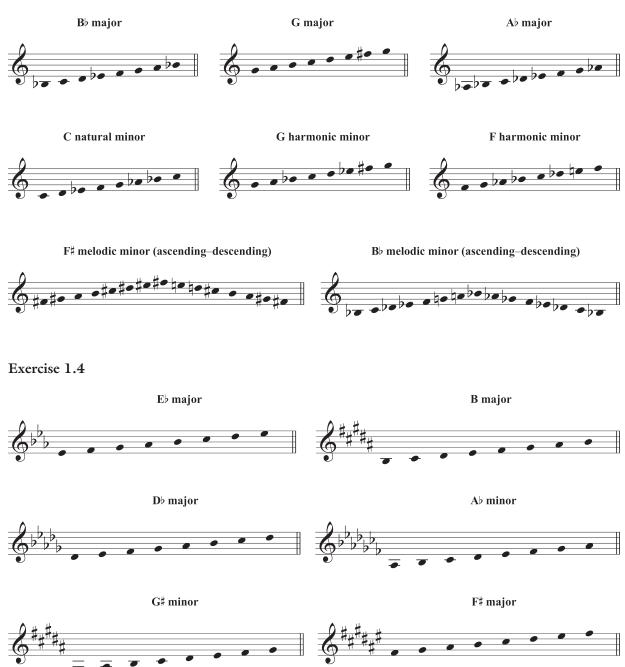


Exercise 1.2



G#4 Bb3 D4 B3 A4 Ab3 Bb4 G5 C3 F2 Bb2 Bb3 G#3 F4 E5 G#3 B5 E1 G#2 F#3 F#4 C6 F#6





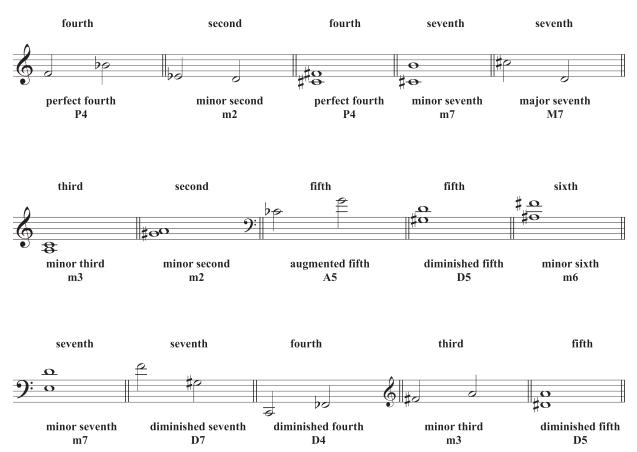
Exercise 1.5







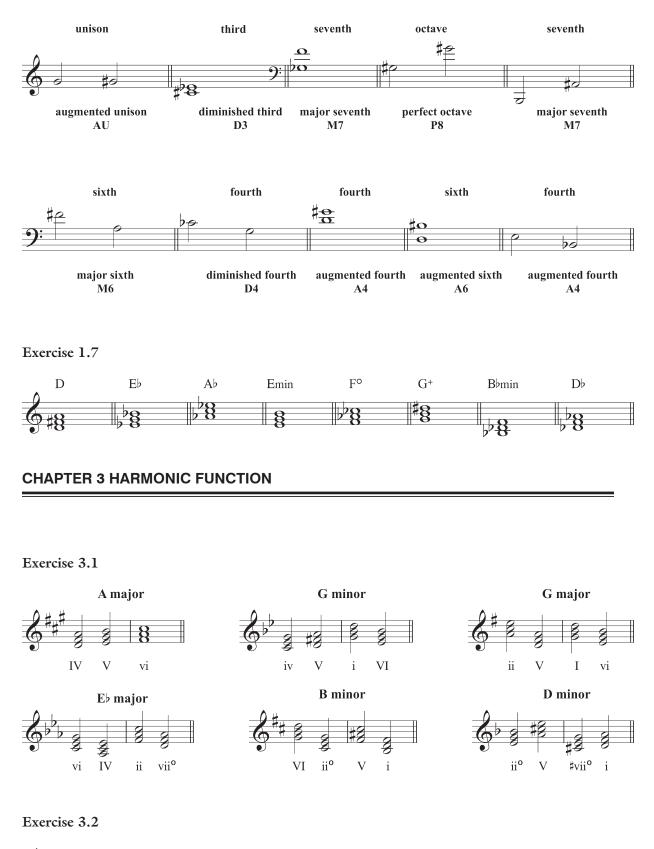
Exercise 1.6

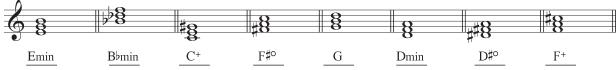


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2/10/2014 4:00:07 PM

APPENDICES





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2/10/2014 4:00:08 PM





APPENDICES



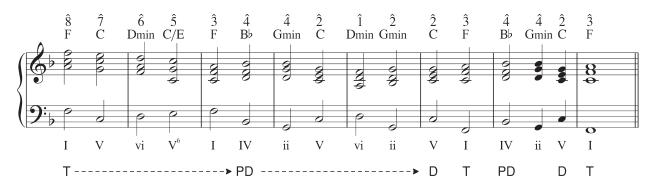
208

2/10/2014 4:00:10 PM



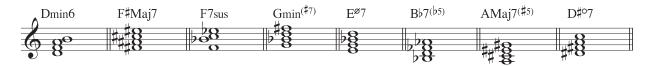


Exercise 3.4

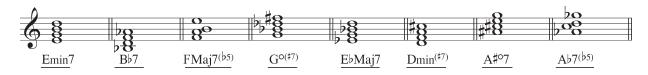


CHAPTER 4 FOUR-PART CHORDS

Exercise 4.1



Exercise 4.2



Exercise 4.3

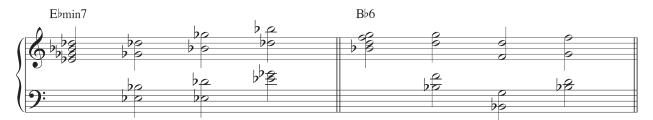










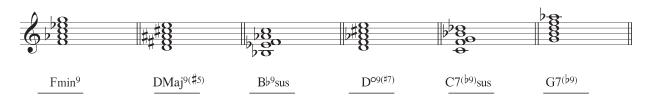


CHAPTER 5 FIVE-PART CHORDS

Exercise 5.1



Exercise 5.2



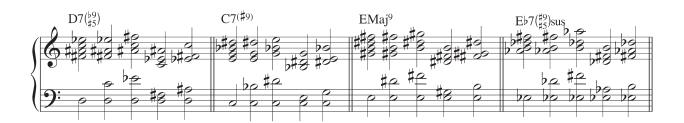
Exercise 5.3





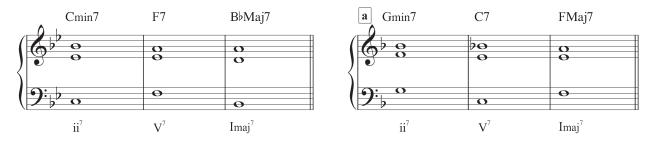


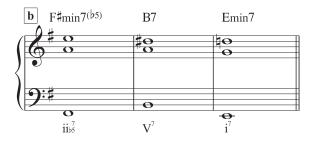


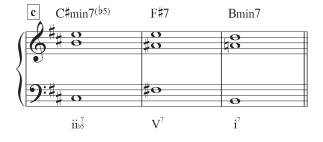


CHAPTER 6 THE II–V–I PROGRESSION

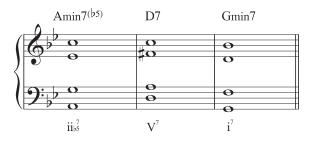
Exercise 6.1

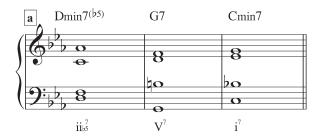


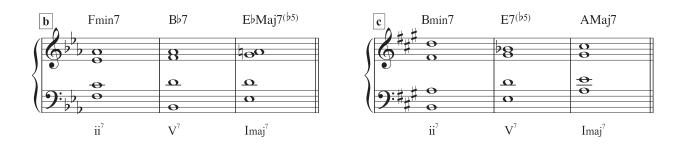




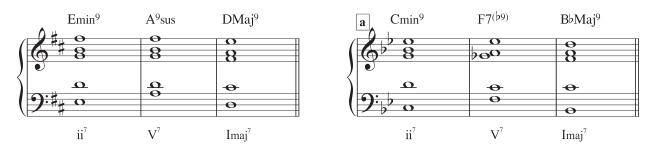
Exercise 6.2

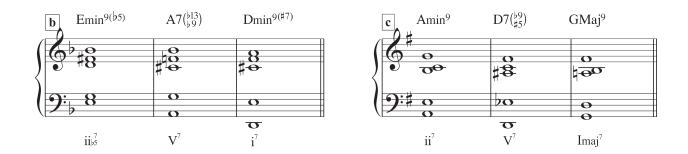




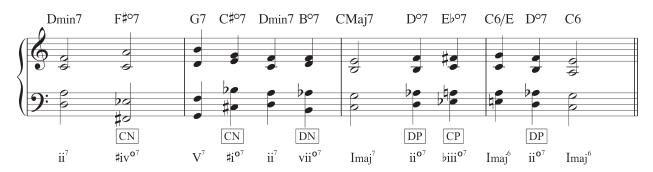


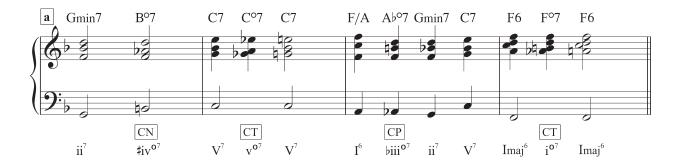




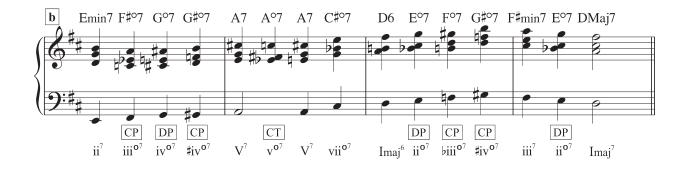


Exercise 6.4



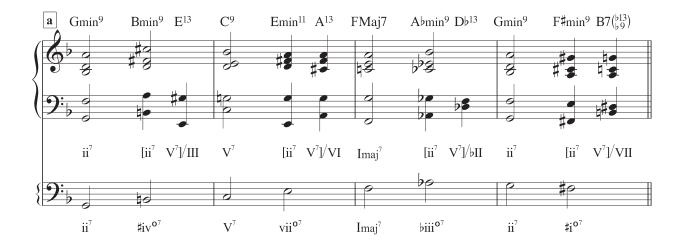


APPENDICES



Exercise 6.5





CHAPTER 7 MODES

Exercise 7.1

















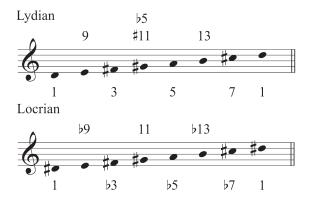




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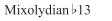
Exercise 7.3



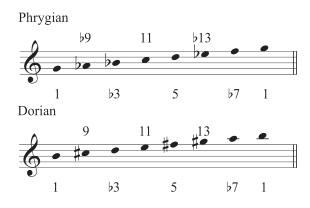


Dorian ♭2

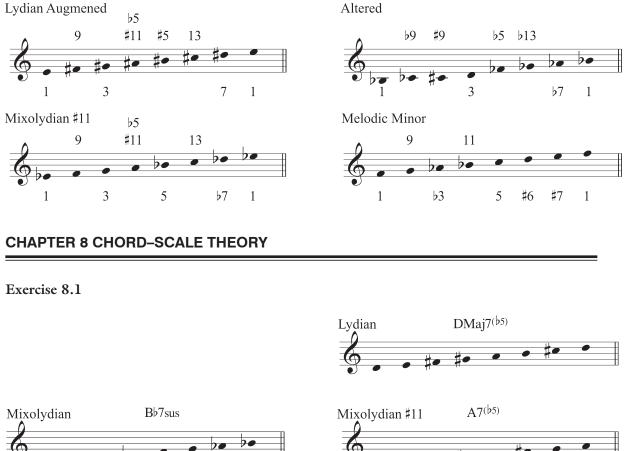








Exercise 7.4



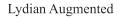






Exercise 8.2







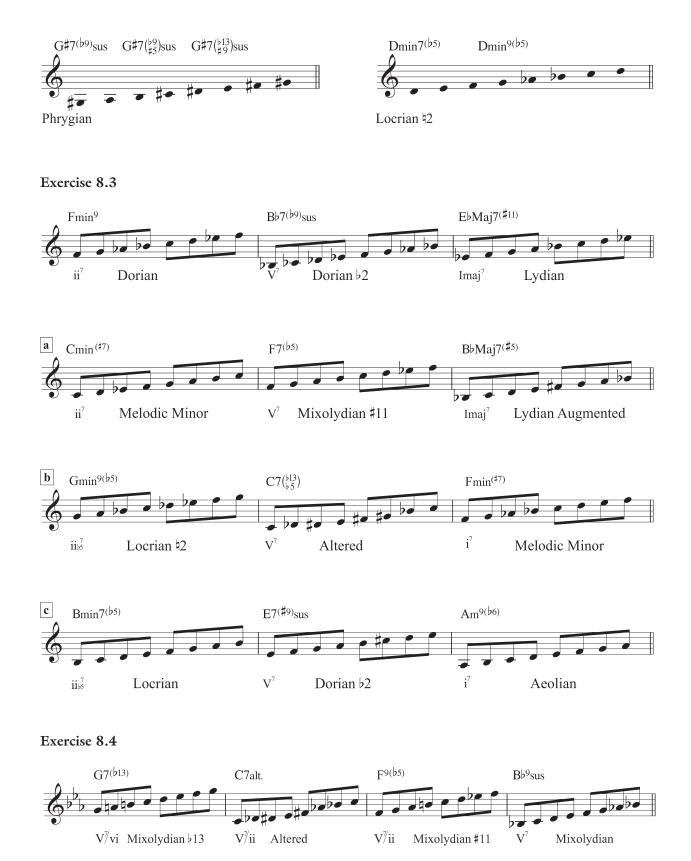




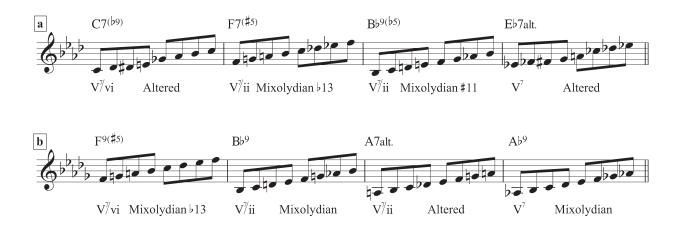
Dorian



Altered

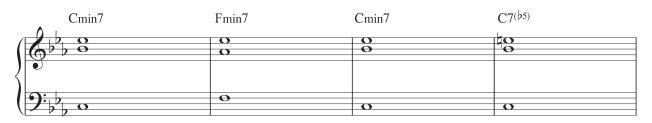


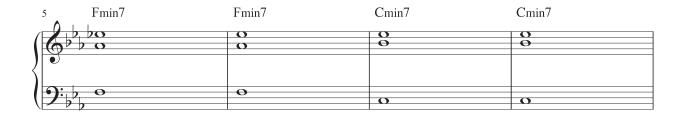
APPENDICES

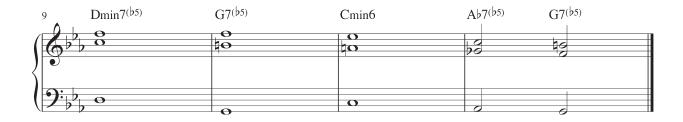


CHAPTER 9 THE BLUES

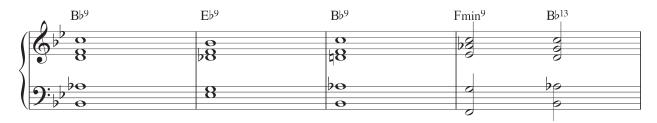
Exercise 9.1

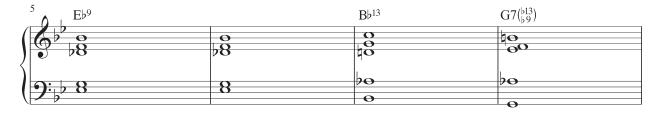


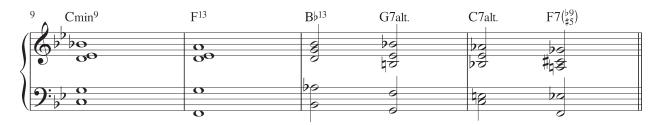


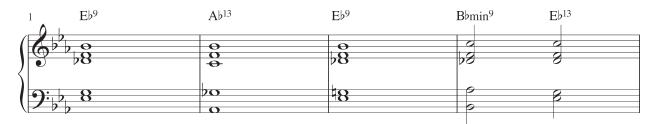


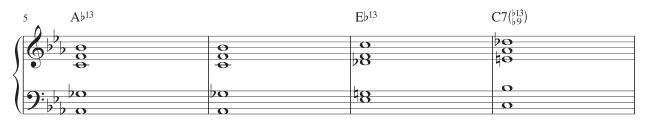
Exercise 9.2

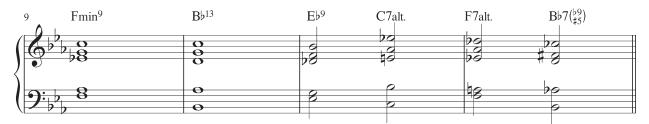




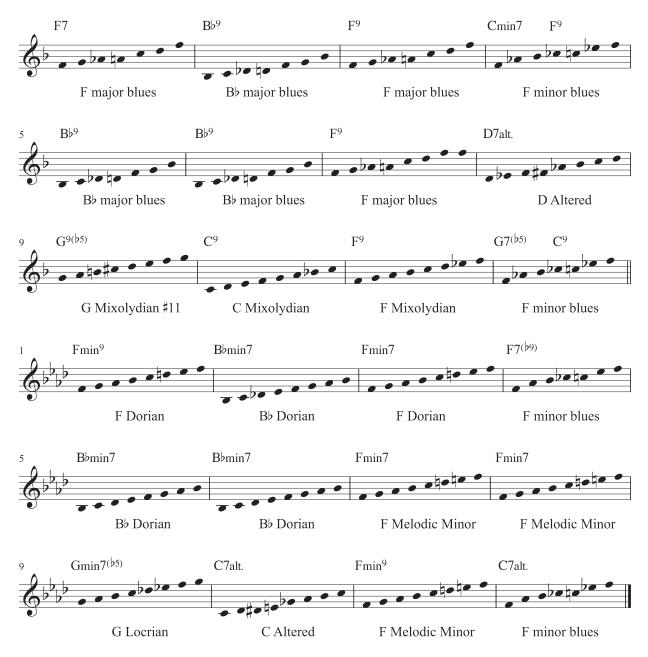








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Exercise 9.3

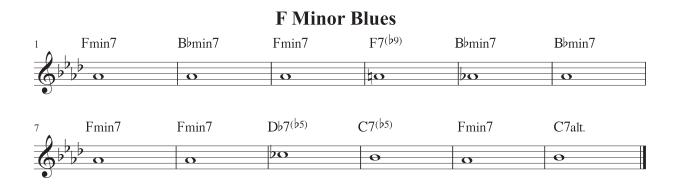
CHAPTER 10 IMPROVISATION

Exercise 10.2



E Blues E♭7 Aþ7 Eþ7 Bbmin7 Eb7 Aþ7 bo 10 0 20 20 0 E♭7 C7 Fmin7 Bþ7 Eþ7 Bþ7 10 10 60 20 10 Ο **C** Minor Blues $C7^{(b9)}$ Cmin7 Cmin7 Fmin7 Fmin7 Fmin7 1 0 0 0 0 20 0





Exercise 10.3

Exercise 10.4

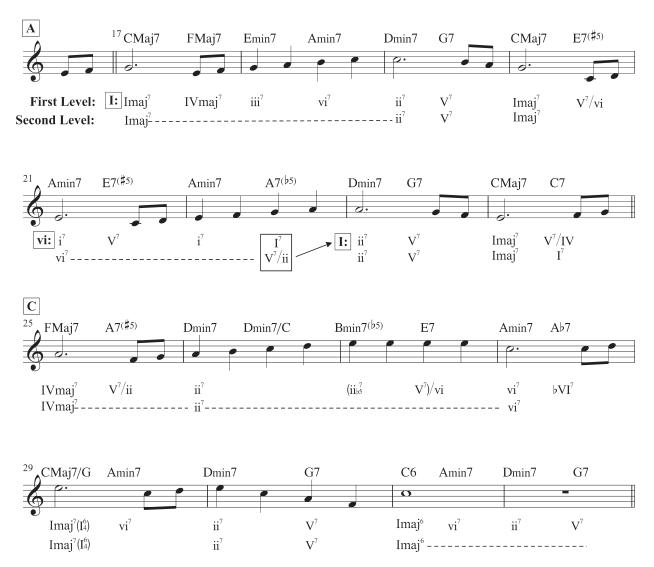




F Minor Blues						
1 Fmin7	Bbmin7	Fmin7	F7 ^(b9)	B♭min7	B♭min7	
	•	0	0	•	•	
J	I				I	
7 Fmin7	Fmin7	$D\flat7^{(b5)}$	C7 ^(b5)	Fmin7	C7alt.	
	0	• •	10	20	0	

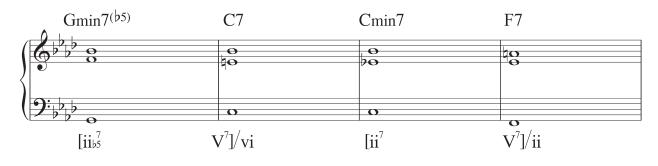
CHAPTER 11 JAZZ LEAD SHEETS

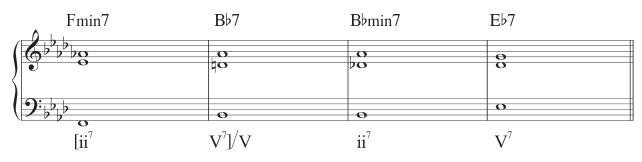
Exercise 11.1



CHAPTER 12 KEYBOARD TEXTURES

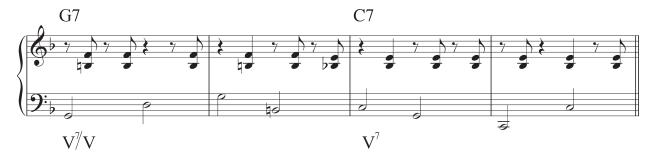
Exercise 12.1

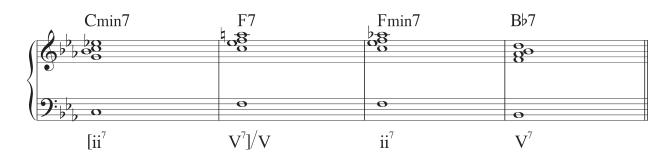




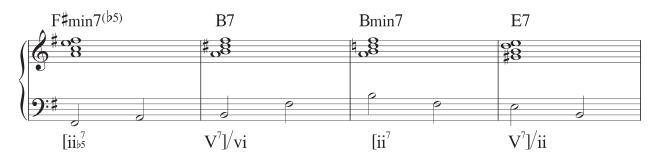
Exercise 12.2

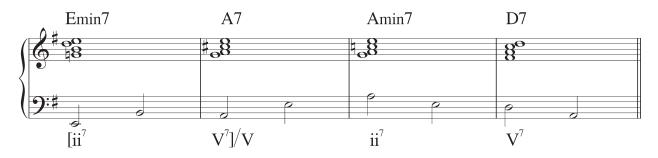




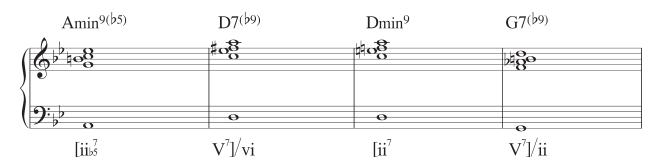


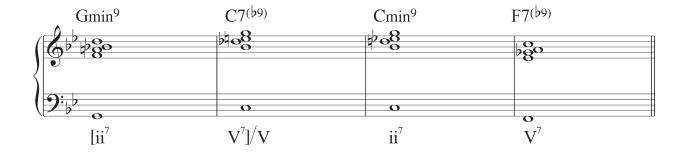
Exercise 12.4





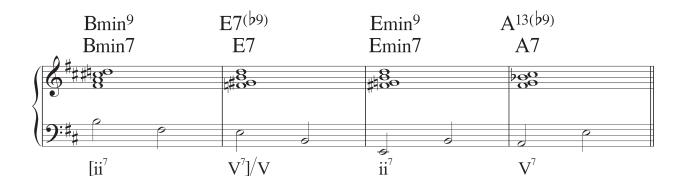
Exercise 12.3





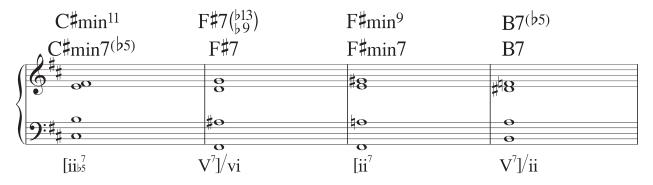
Exercise 12.6

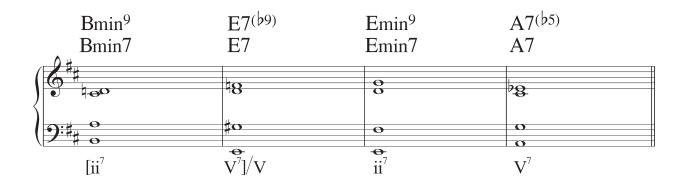




Exercise 12.5

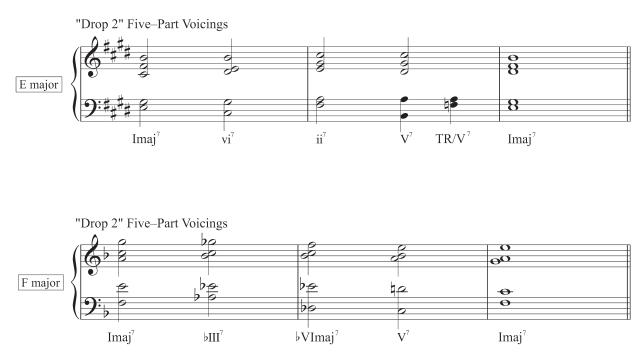
Exercise 12.7

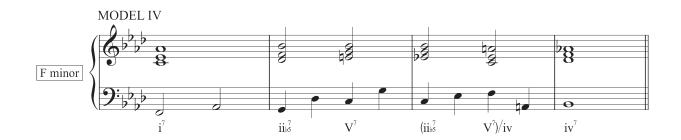




CHAPTER 13 IDIOMATIC JAZZ PROGRESSIONS

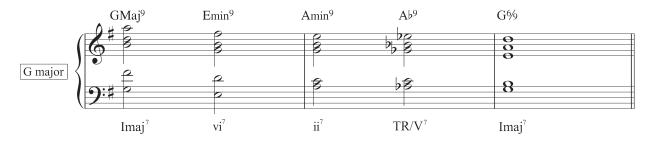
Exercise 13.1

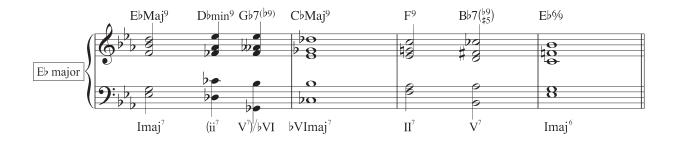






Exercise 13.2





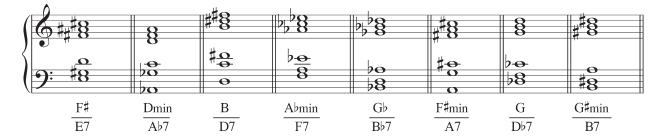
APPENDICES



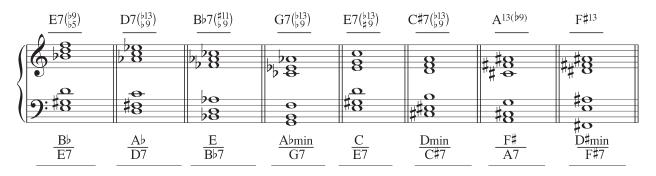


CHAPTER 14 VOICINGS

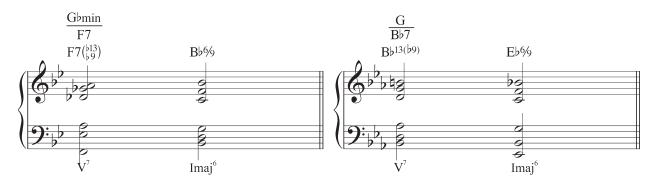
Exercise 14.1

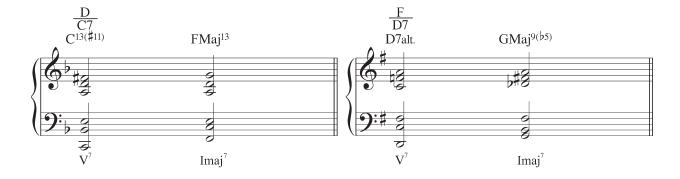


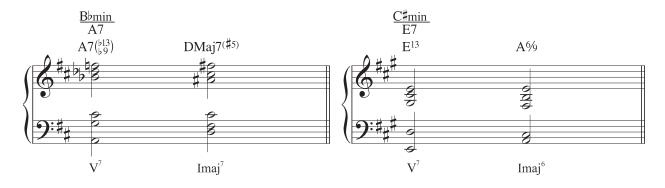
Exercise 14.2

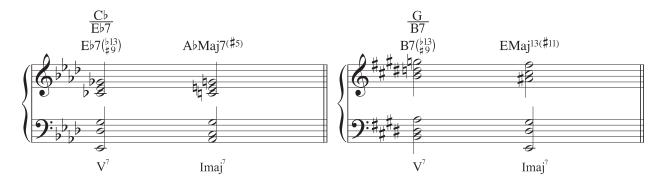


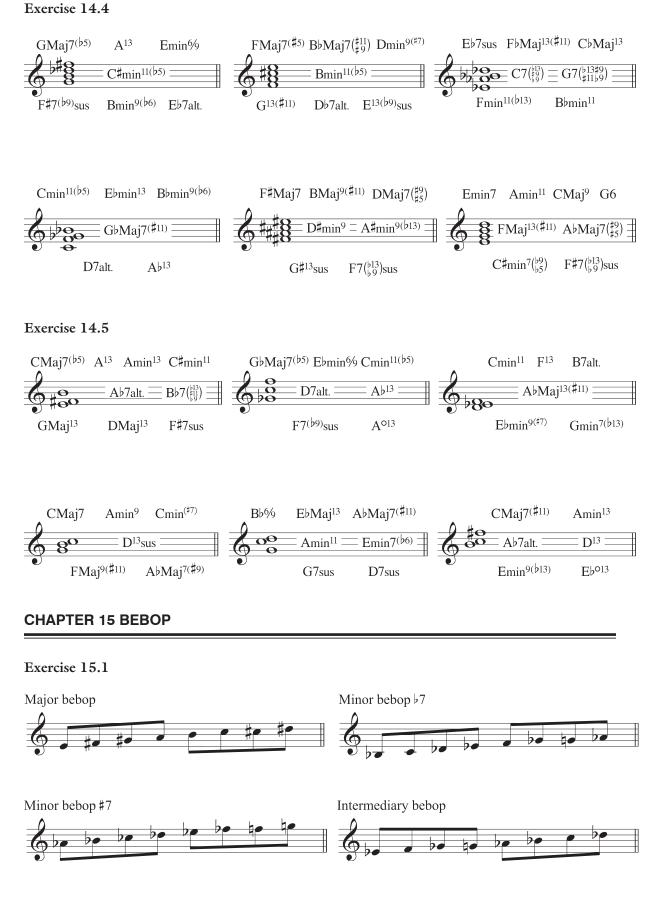
Exercise 14.3



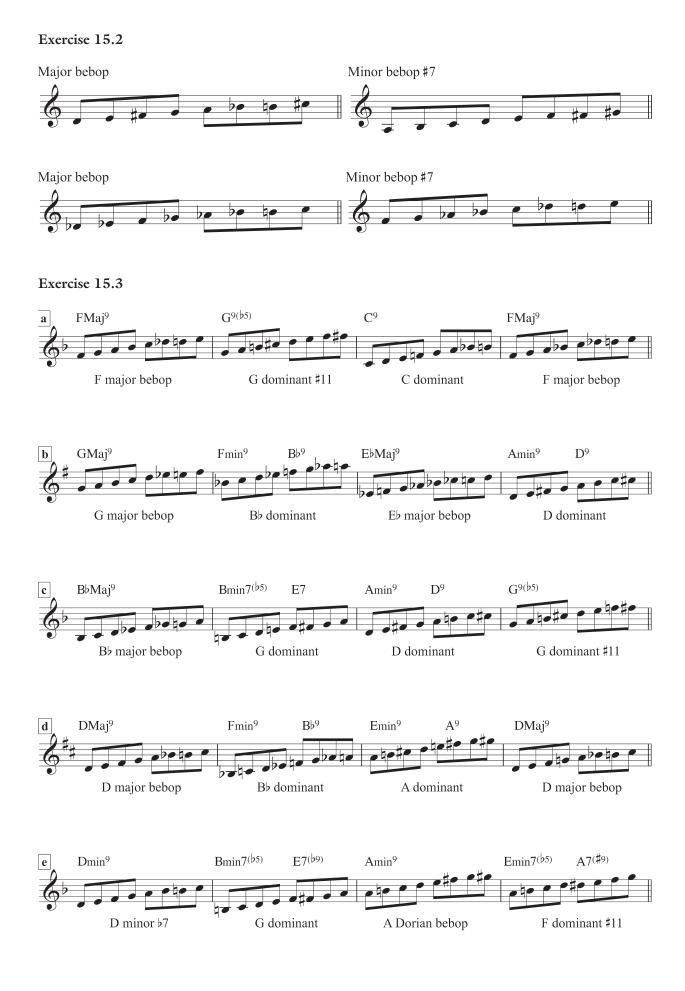








T • 14





CHAPTER 16 OCTATONIC SCALES

Exercise 16.1





Exercise 16.2





Exercise 16.3



1/2 Octatonic









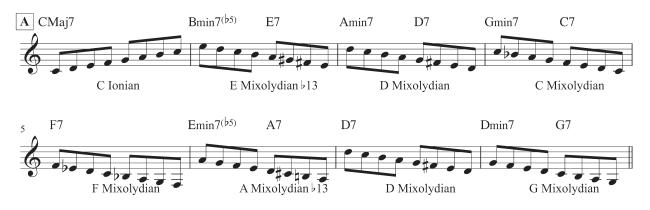




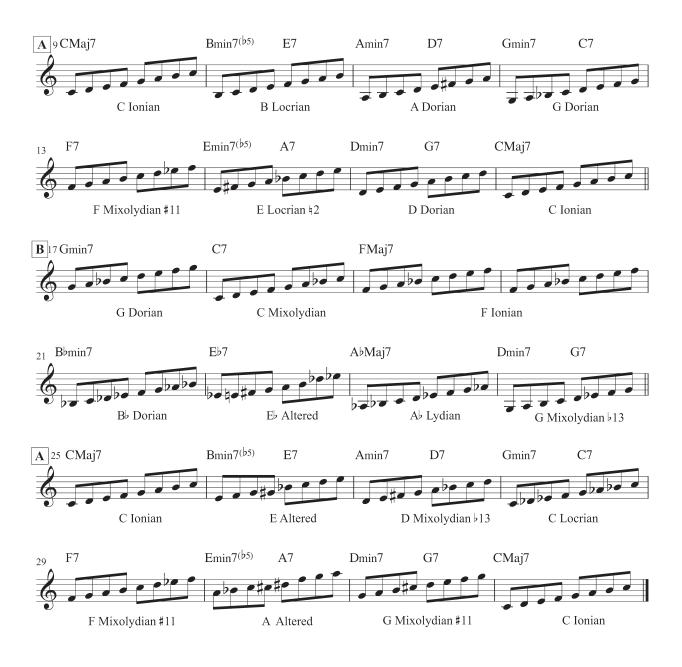


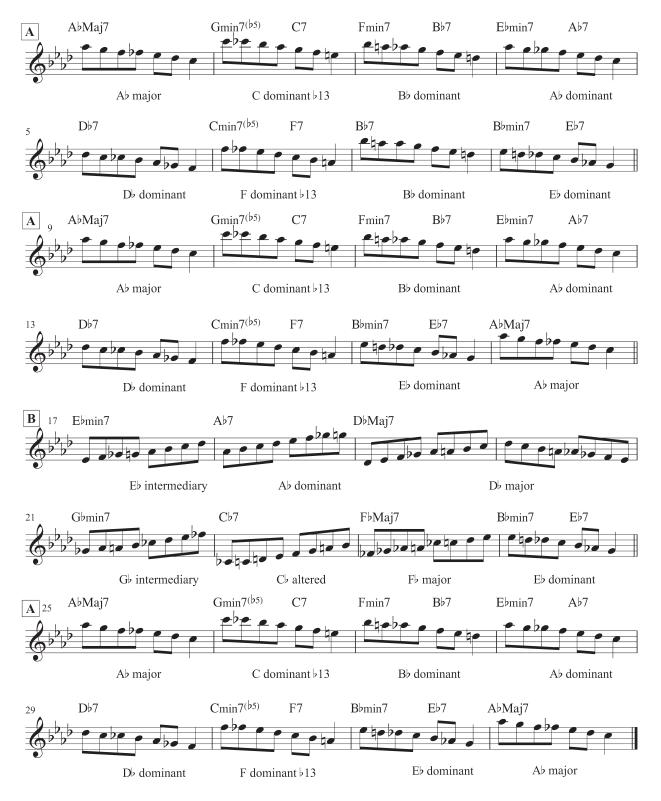
CHAPTER 18 "CONFIRMATION"

Exercise 18.1



APPENDICES

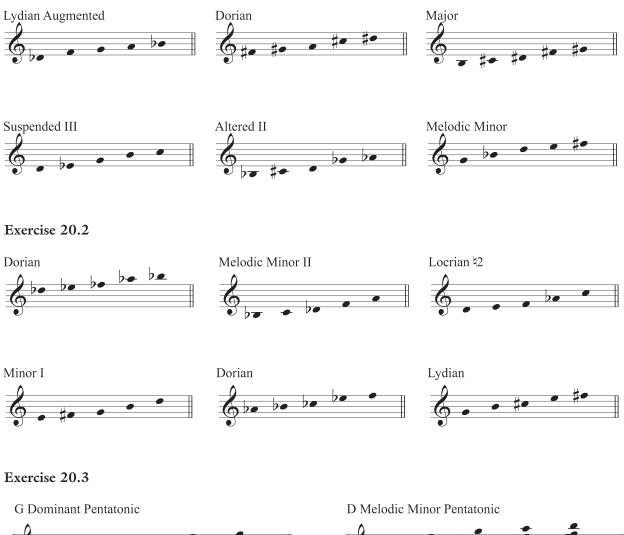




Exercise 18.2

CHAPTER 20 PENTATONICS AND HEXATONICS

Exercise 20.1















Exercise 20.4





F Mixolydian #11 Pentatonic

A Dorian b2 Pentatonic





Exercise 20.5



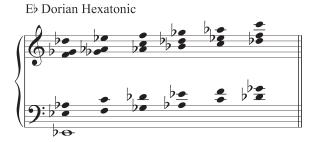
Dorian Hexatonic Dorian b2 Hexatonic Dorian b1 Hexatonic Dorian b1 Hexatonic Dorian b1 Hexatonic Dorian b1 Hexatonic Melodic Minor Hexatonic Dorian b1 Hexatonic Mixolydian Hexatonic Dorian b1 Hexatonic

Exercise 20.8



Eb Mixolydian b13 Hexatonic





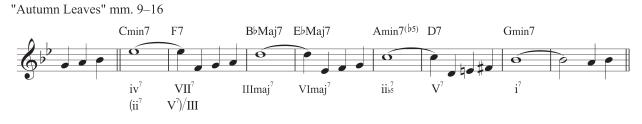
G Lydian Augmented Hexatonic



CHAPTER 21 PHRASE MODELS

Exercise 21.1

Phrase Model 3



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Exercise 20.7

Phrase Model 2



Phrase Model 3



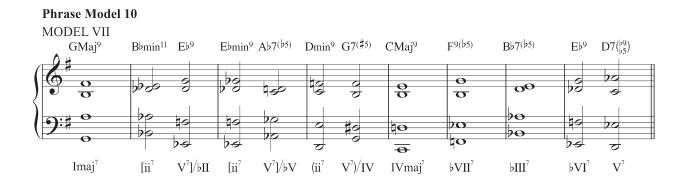
Phrase Model 3



Exercise 21.2



APPENDICES



Phrase Model 12



Phrase Model 5 MODEL I C#min7^(b5) F#7 Bmin7 $F \# min7^{(b5)} B7$ Emin7 Dmin7C[#]min7^(b5) F[#]7 Bmin7 Bmin7 E7 Emin7 A7 10 Ο 000 40 40 Ż #3 bð #7 0 0 Θ 0 \mathbf{V}^7 $V^7)/vi$ i^7 V^7]/vi V⁷]/ii V^{7}]/V ii⁷ vi⁷ (ii⁷ ii⁷ [iib5 $[ii^7$ vi [iib5

Phrase Model 7

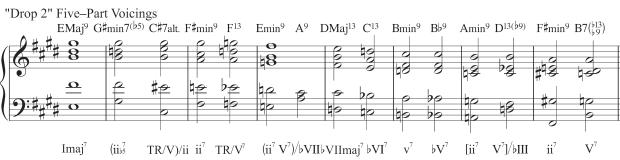
MODEL IV





Phrase Model 11 MODEL VII Bmin7 E7^(b5) Bbmin⁹ A7^(b5) AbMaj⁹ Abmin¹¹ Db7^(b9) GbMaj¹³ Gmin^{11(b5)} C7^(b5) Fmin¹¹ G♭min¹¹ C♭7 10 0 8 2-6 $\mathbf{\Theta}$ Ο Þρ Θ 6 20 20 0 10 10 10 20 0 1-6 (ii^7) $V^7)/bVIIbVIImaj^7$ (iib⁷ V^7)/vi V^7]/ $\flat VI$ [ii⁷ V^7]/bII ii⁷ TR/V⁷ vi⁷ Imaj⁷ [ii⁷

Phrase Model 6

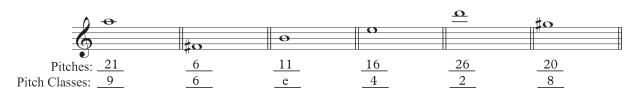


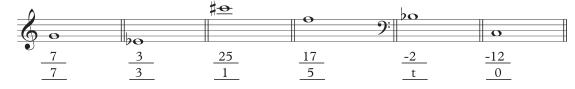
Phrase Model 8 MODEL VI A¹³ D¹³ D♭Maj⁹ G7^(♭9) G♭⁹ $Cb^{13} DbMaj^9 Cb^{13} Abmin^9 Db^{13} GbMaj^9$ B^{13} C°7 DbMaj⁹ B¹³ 6 20 0 bV^7 vii^{o7} Imaj⁷ Imaj⁷ IV^7 VII⁷ Imaj⁷ $\flat VI^7$ (ii⁷ TR/V)IVIVmaj⁷ $\flat VII^7$ $\flat \text{VII}^7$ $bVI^7 - bII^7$



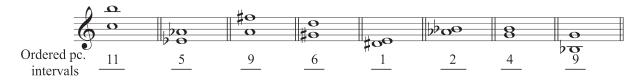
CHAPTER 27 POST-TONAL JAZZ

Exercise 27.1





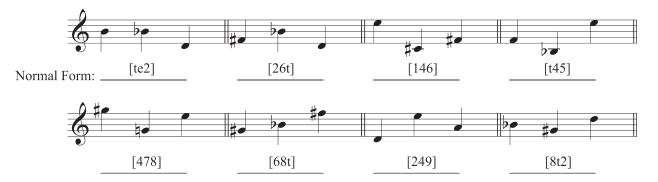
Exercise 27.2



Exercise 27.3



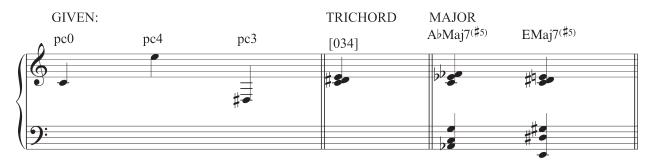
Exercise 27.4

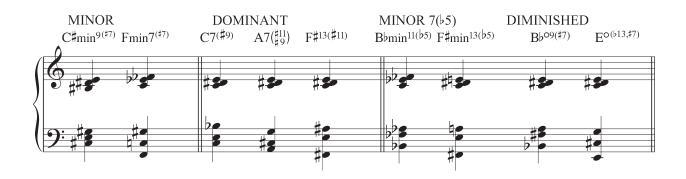


 Prime Form:
 (012)
 (027)
 (014)
 (016)

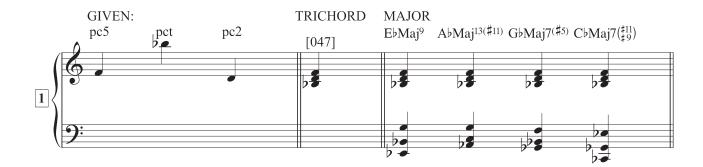
 (026) (015)
 (027)
 (027)

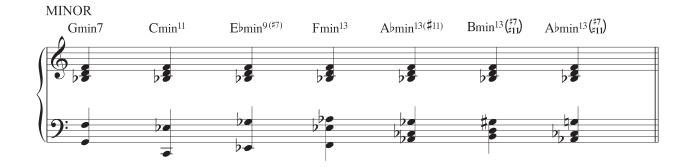
Exercise 27.6

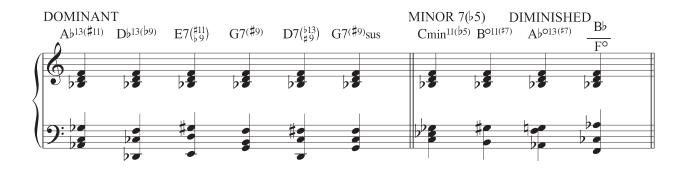




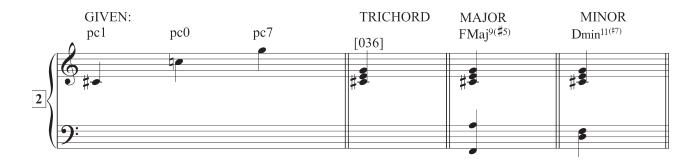
Exercise 27.5

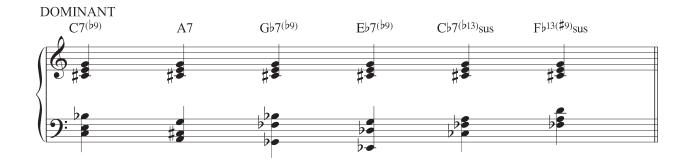


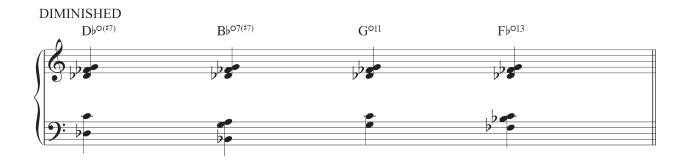




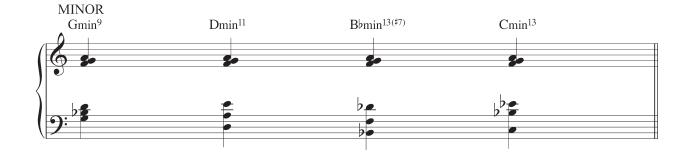
APPENDICES





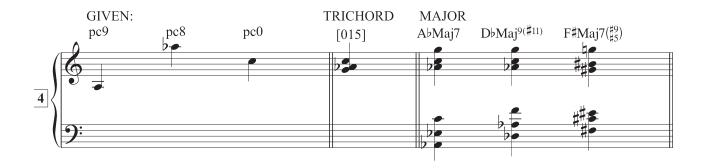


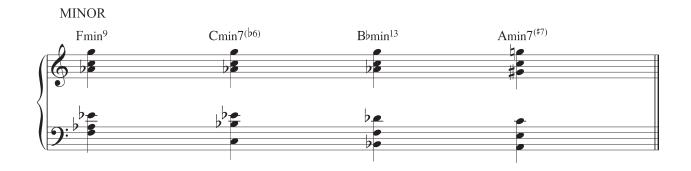






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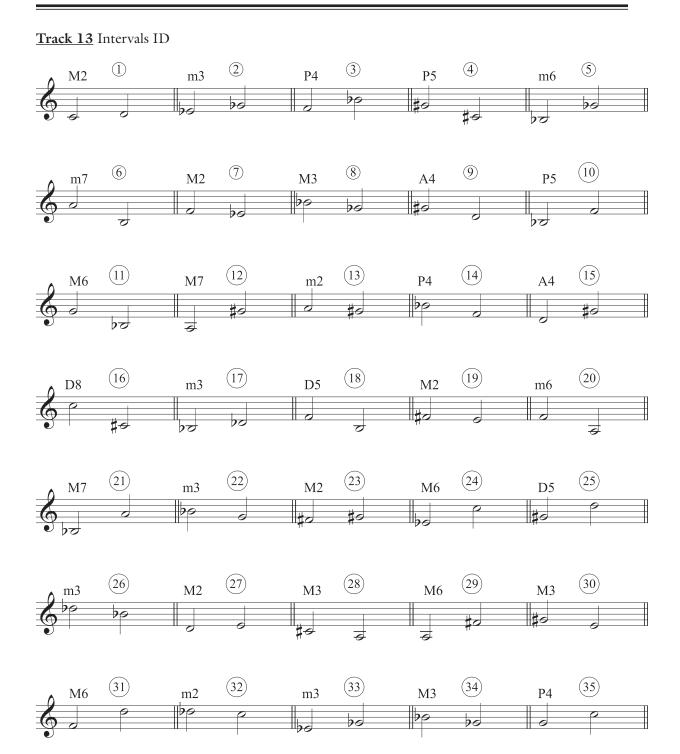




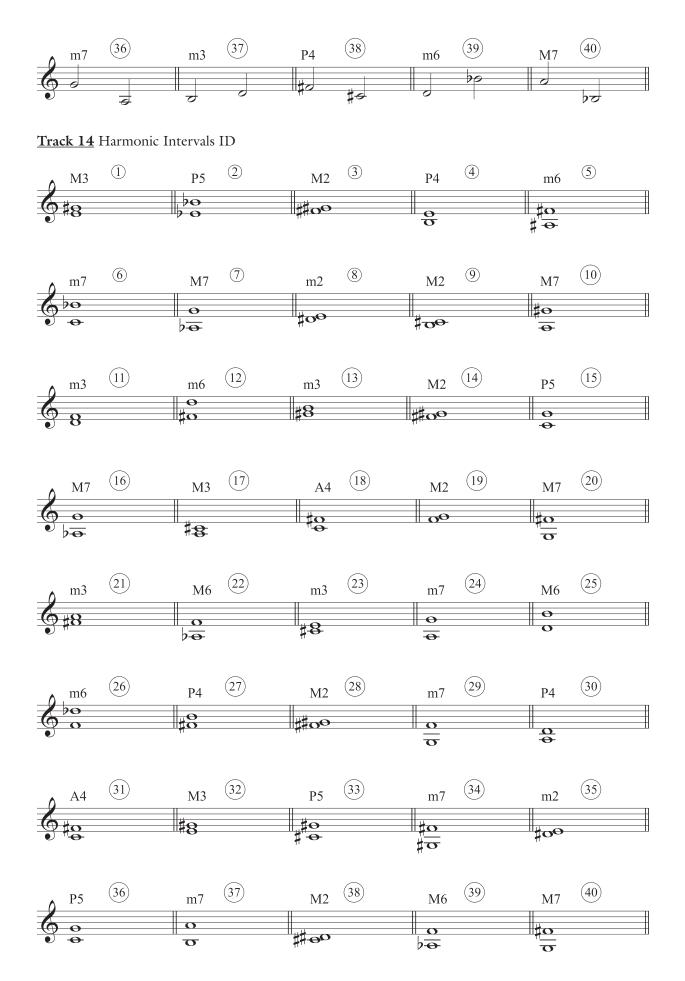
APPENDIX B

Answer Key for Ear Training Drills

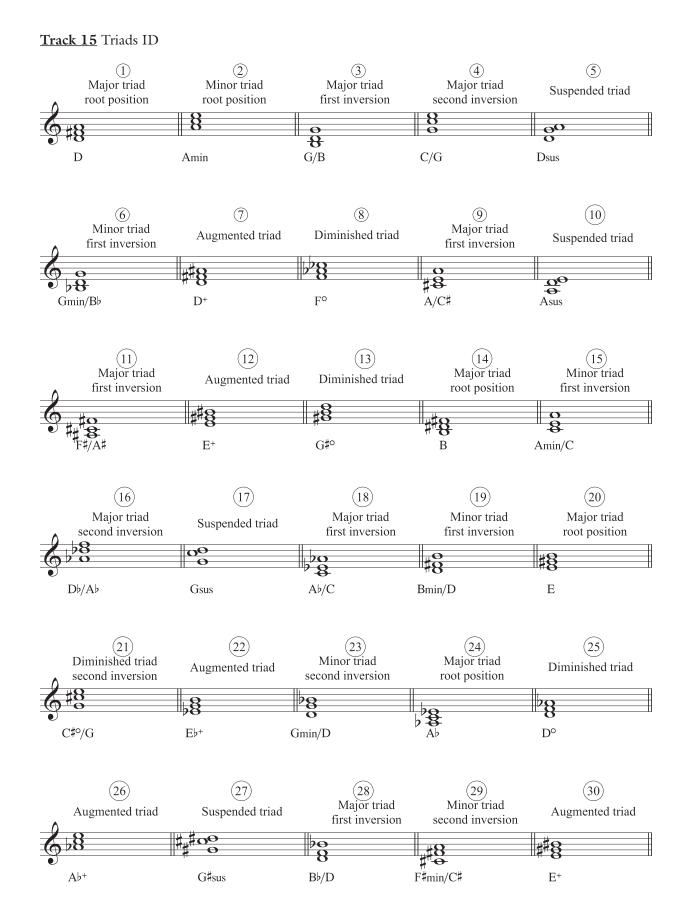
CHAPTER 1 MUSIC FUNDAMENTALS



APPENDICES



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CHAPTER 2 JAZZ RHYTHM

Track 16 Rhythmic Dictation

Swing

J=76











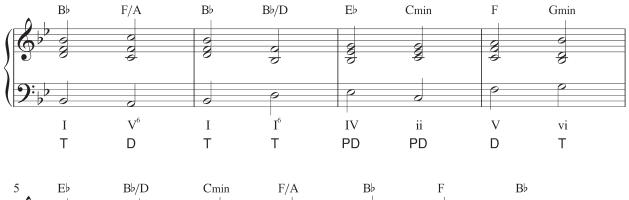




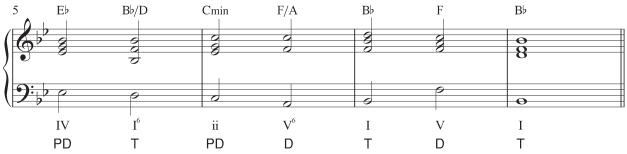




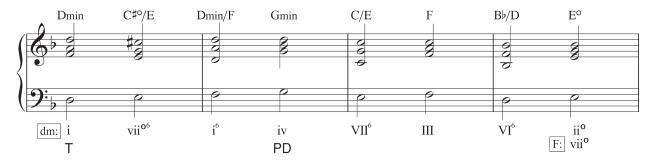
CHAPTER 3 HARMONIC FUNCTION

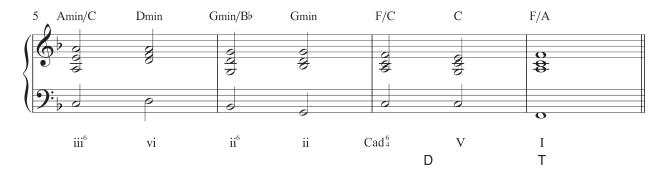


Track 17 Harmonic Dictation and Analysis

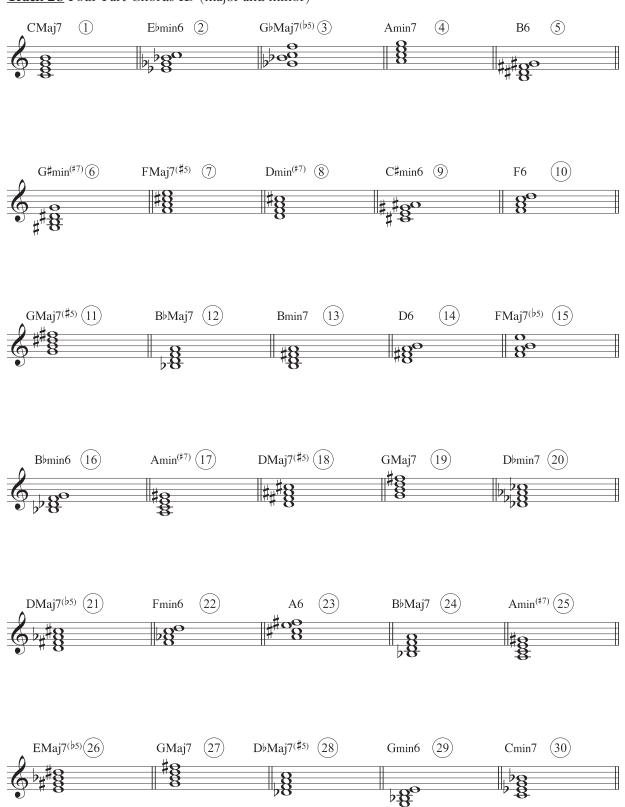


Track 18 Harmonic Dictation and Analysis

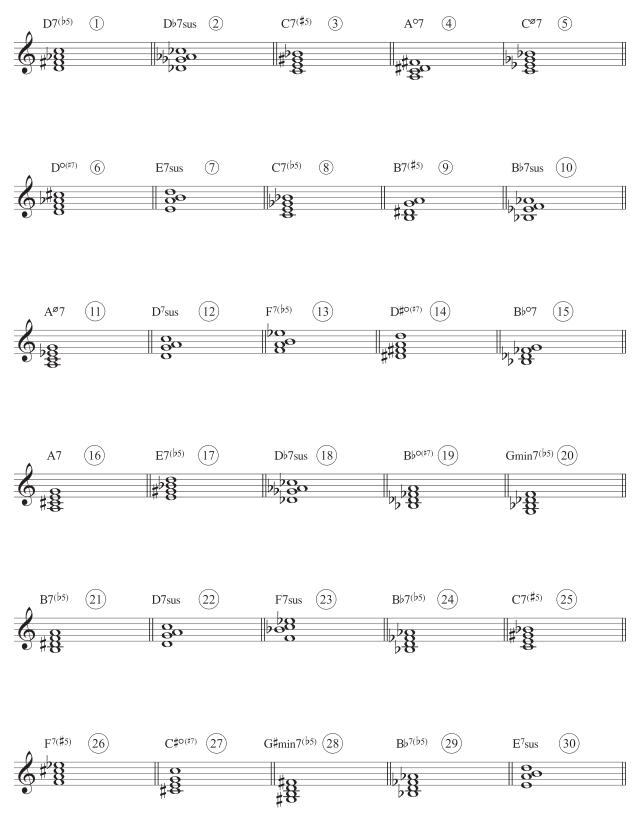




CHAPTER 4 FOUR-PART CHORDS



Track 25 Four-Part Chords ID (major and minor)

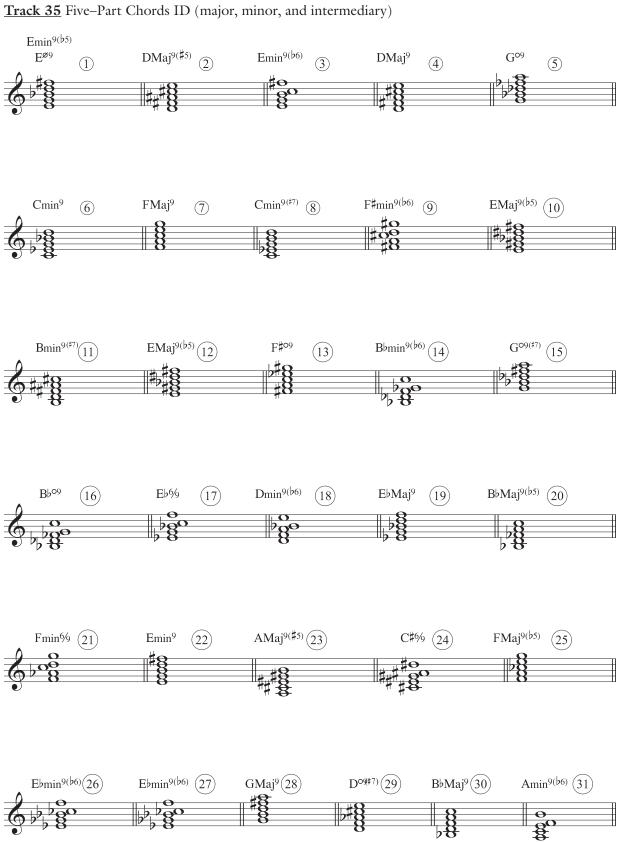


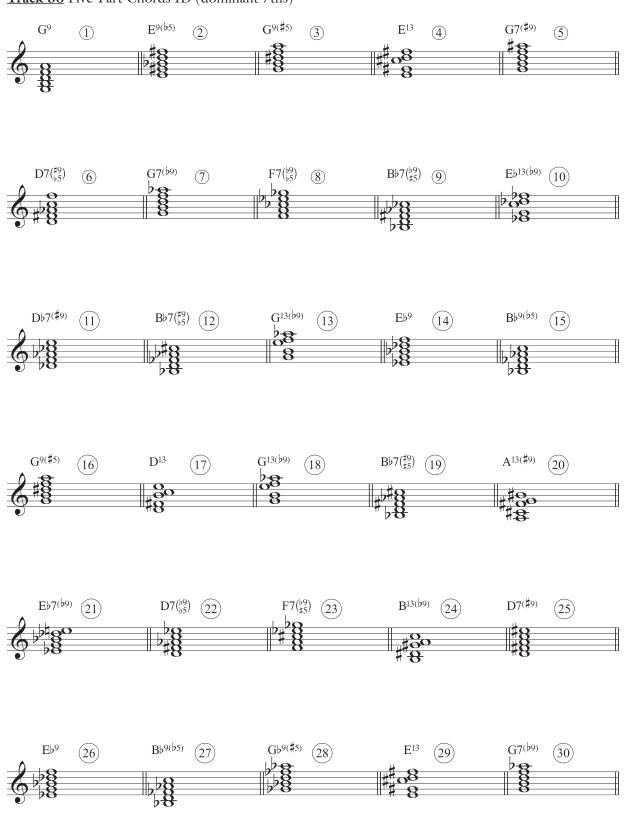
Track 26 Four-Part Chords ID (dominant and intermediary)



Track 27 Four-Part Chords ID ("drop 2" voicings)

CHAPTER 5 FIVE-PART CHORDS

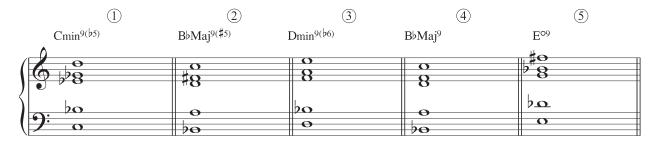




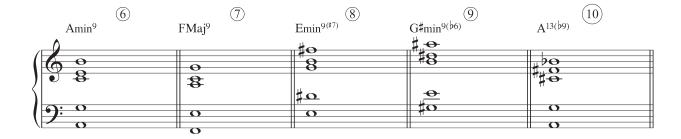
Track 36 Five-Part Chords ID (dominant 7ths)

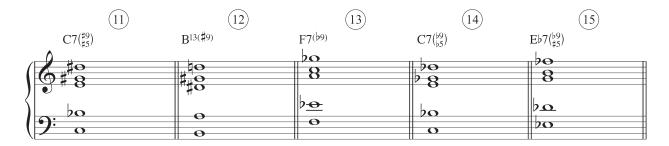


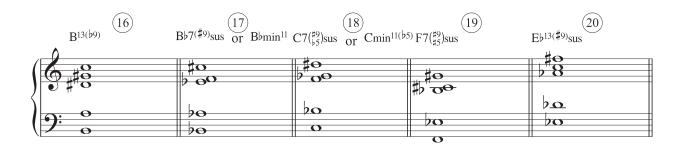


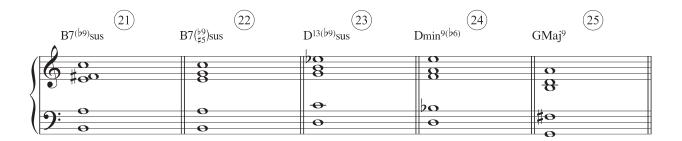


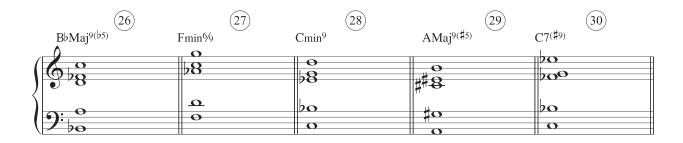
Track 38 Five-Part Chords ID ("drop 2" voicings)

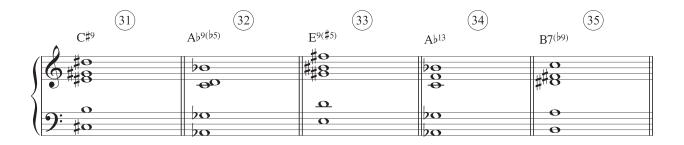


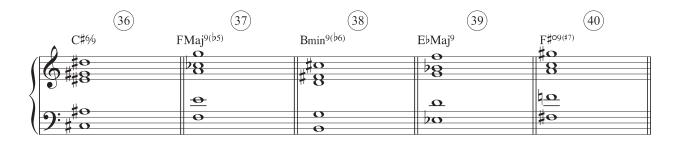


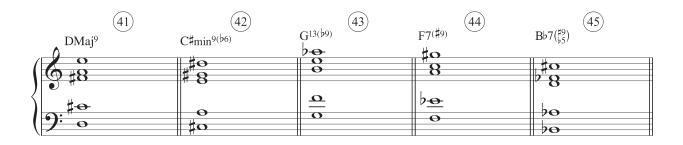


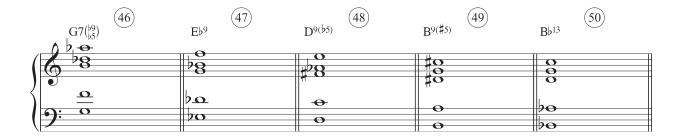








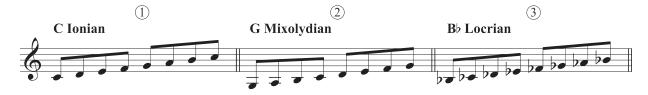




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CHAPTER 7 MODES

Track 39 Diatonic Modes ID

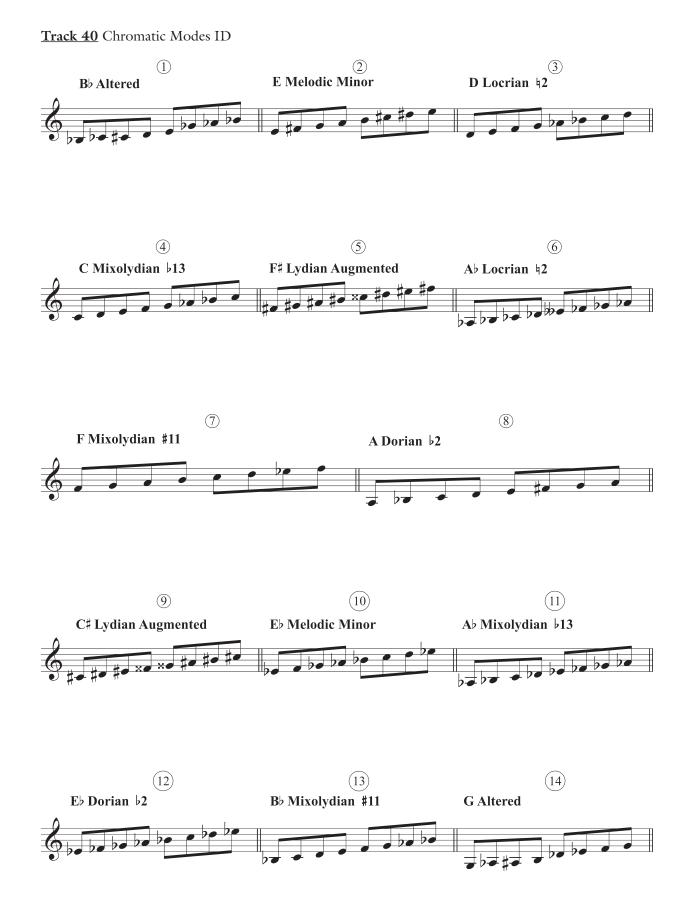












CHAPTER 13 IDIOMATIC JAZZ PROGRESSIONS

1 Dmin7	G7	Gmin7	C7	Dmin7	G7	CMaj7
) :			0	- P		0
	V^7	[ii ⁷	V ⁷]/IV		\mathbf{V}^7	Imaj ⁷
2 _{F[#]min7}	B7	Cmin7	F7	F#min7	B7	EMaj7
9	0	0			0	
	V^7	[ii ⁷	$V^7]/\flat V$	ii ⁷	V^7	- O Imaj ⁷
3 Bbmin7	E♭7	Dmin7	G7	Bbmin7	E♭7	AbMaj7
9 :	þp	<i>ρ</i>		60	20	
<u>- 70</u> ii ⁷	V^7	[ii ⁷	V ⁷]/III	ii ⁷	\mathbf{V}^7	Imaj ⁷
4 Amin7	D7	Emin7	A7	Amin7	D7	GMaj7
ソ		e	0			
ii ⁷	V^7	[ii ⁷	V ⁷]/V	ii ⁷	V^7	Imaj ⁷
5 Gmin7	C7	Bbmin7	Eb7	Gmin7	C7	FMaj7
<u> </u>	0	bo	00		0	
ii ⁷	\mathbf{V}^7	$[ii^7$	V^{7}]/ b III	ii^7	V^7	Imaj ⁷
6 Emin7	A7	Cmin7	F7	Emin7	A7	DMaj7
J . °		0				0
ii ⁷	V^7	[ii ⁷	V ⁷]/bVI	ii ⁷	V^7	Imaj ⁷
7 Cmin7	F7	Dmin7	G7	Cmin7	F7	B♭Maj7
ソ ・		0		0		20
ii ⁷	V^7	[ii ⁷	V ⁷]/II	ii ⁷	V^7	Imaj ⁷
8 Amin7	D7	Bbmin7	Eb7	Amin7	D7	GMaj7
<u> </u>	P	bo		0	^	- lo
ii ⁷	V^7	$[ii^7$	\mathbf{V}^{7}]/ \mathbf{b} II	ii^7	V^7	Imaj ⁷
9 Gmin7	C7	Emin7	A7	Gmin7	C7	FMaj7
ン	0				0	
	V^7	6 [ii ⁷	V ⁷]/VI	ii ⁷	V^7	Imaj ⁷
10 Bmin7	E7	Amin7	D7	Bmin7	E7	AMaj7
) :	0		P		P	0
ii ⁷	V^7	[ii ⁷	V ⁷]/bVII	ii ⁷	V^7	Imaj ⁷

Track 41 Harmonic Dictation: four-bar progressions I

1 _{CMaj7}	Dmin7	G7	Gmin7	C7	FMaj7
<u>)</u> : .	ρ			0	0
Imaj ⁷	ii ⁷	V^7	(ii ⁷	V^7)/IV	IVmaj ⁷
2 BMaj7	C#min7	F#7	D#min7	G#7	C#Maj7
9 [:] •	#0	# 0	#p	#0	
Imaj ⁷	ii ⁷	V^7	(ii ⁷	V ⁷)/II	IImaj ⁷
³ D♭Maj7	E♭min7	Ab7	F#min7	B7	EMaj7
9:00	20		# 0		0
Imaj ⁷	ii ⁷	V^7	(ii ⁷	V ⁷)∕♭III	♭IIImaj ⁷
[4] _E ♭Maj7	Fmin7	B⊳7	C#min7	F#7	BMaj7
9			#0		0
2-↔ Imaj ⁷	ii ⁷	V ⁷	(ii ⁷	‡ ⊘ V ⁷)∕♭VI	⊳VImaj ⁷
5 AMaj7	Bmin7	E7	Fmin7	B♭7	E♭Maj7
9:	0	0	0	b 0	
Imaj ⁷	ii ⁷	V ⁷	(ii ⁷	V ⁷)/bV	♭ ↔ ♭Vmaj ⁷
6 _{GMaj7}	Amin7	D7	Bbmin7	Eþ7	A♭Maj7
9:		ρ	b 0	20	20
Imaj ⁷	ii ⁷	\mathbf{V}^7	(ii ⁷	$\mathbf{V}^{7})/\flat\mathbf{II}$	⊳IImaj ⁷
7 FMaj7	Gmin7	C7	Bmin7	E7	AMaj7
?∺		0		P	0
Imaj ⁷	ii ⁷	V^7	(ii ⁷	V ⁷)/III	IIImaj ⁷
8 EMaj7	F#min7	B7	Fmin7	Bb7	EbMaj7
9 [:] 0	# 0		P		20
Imaj ⁷	ii ⁷	V^7	(ii ⁷	V ⁷)/VII	VIImaj ⁷
9 _{AbMaj7}	B♭min7	EÞ7	F#min7	B7	EMaj7
9 :	20	20		0	
Imaj ⁷	ii ⁷	V^7	#0 (ii ⁷	V ⁷)/bVI	▶ VImaj ⁷
10 _{BbMaj7}	Cmin7	F7	Amin7	D7	GMaj7
9: bo	0	<u> </u>		ρ	
-		7			O
Imaj ⁷	\mathbf{ii}^7	\mathbf{V}^7	(ii^7)	\mathbf{V}^{7})/ $\mathbf{V}\mathbf{I}$	VImaj ⁷

Track 42 Harmonic Dictation: four-bar progressions II

1 CMaj7	Dmin7	G7	Emin7 ^(b5)	A7	Dmin7	
<u>):</u>	ρ		P		0	
 Imaj ⁷	ii ⁷	\mathbf{V}^7	(iib5	V ⁷)/ii	ii ⁷	I
2 BbMaj7	Cmin7	F7	$Emin7^{(b5)}$	A7	Dmin7	
2°			P		•	
Imaj ⁷	ii ⁷	V^7	(ii _{b5}	V ⁷)/iii	iii ⁷	1
3 Dmin7	Emin7 ^(b5)	A7	Fmin7	B♭7	E♭Maj7	
-):-o	ρ		0		20	
i ⁷	iib ⁷	V^7	(ii ⁷	V ⁷)/þII	♭IImaj ⁷	1
4 Bbmin7	Cmin7 ^(b5)	F7	Gmin7	C7	FMaj7	
9 :	0	° C	l l	0	0	
.7 1	$11b_5^7$	V^7	(ii ⁷	V ⁷)/V	Vmaj ⁷	
5 Emin7	F#min7 ^(b5)	B7	Emin7 ^(b5)	A7	Dmin7	1
<u>)</u> : •	#P		P		0	
		\mathbf{V}^7	(11)5	V ⁷)/ v ii	vii ⁷	
6 Abmin7	Bbmin7 ^(b5)	Eþ7	Dbmin7 ^(b5)	Gþ7	Cbmin7	
7	60	20	bo		20	
i ⁷	iib ⁷ 5	V^7	(i1 _{b5} ⁷	\mathbf{V}^{7})/iii	iii ⁷	1
7 B♭Maj7	Cmin7	F7	Amin $7^{(b5)}$	D7	Gmin7	
7 .						
	0			P		
Imaj ⁷	ii ⁷	V ⁷	(ii _{b5}	V ⁷)/vi	e vi ⁷	
Imaj ⁷ 8 Gmin7					vi ⁷ Dmin7	
Imaj ⁷ 8 Gmin7 •••••	ii ⁷	\mathbf{V}^7	(ii_{b5}^{7})	V ⁷)/vi	vi^7	
Imaj ⁷ 8 Gmin7	ii ⁷	\mathbf{V}^7	(ii_{b5}^{7})	V ⁷)/vi	vi ⁷ Dmin7	
Imaj ⁷ 8 Gmin7 •••••	ii ⁷ Amin7 ^(b5)	V ⁷ D7	(ii, ⁷ Emin7 ^(b5)	V ⁷)/vi A7	vi ⁷ Dmin7	
Imaj ⁷ 8 Gmin7	ii ⁷ Amin7 ^(b5) ii ^{b5} Gmin7 ^(b5)	V ⁷ D7	(ii_{b5}^{7}) Emin7 ^(b5) (ii_{b5}^{7})	V ⁷)/vi A7 V ⁷)/v F7	vi^7 Dmin7 v^7 v^7	
Imaj ⁷ 8 Gmin7 9: i^7	ii ⁷ Amin7 ^(b5)	V ⁷ D7 V V 7 C7	(ii_{b5}^{7}) Emin7 ^(b5) (ii_{b5}^{7}) Cmin7 ^(b5)	V ⁷)/vi A7 V ⁷)/v	vi ⁷ Dmin7 o v ⁷ Bbmin7	
Imaj ⁷ 8 Gmin7	ii ⁷ Amin7 ^(b5) iib ⁵ Gmin7 ^(b5)	V ⁷ D7 V ⁷ C7 V ⁷ V ⁷ F7	(ii_{b5}) Emin7 ^(b5) (ii_{b5}) Cmin7 ^(b5)	V ⁷)/vi A7 V ⁷)/v F7	vi ⁷ Dmin7 v ⁷ V ⁷ Bbmin7 be	
Imaj ⁷ 8 Gmin7	ii^{7} Amin7 ^(b5) ii_{b5}^{7} Gmin7 ^(b5) ii_{b5}^{7} Gmin7 ^(b5)	V ⁷ D7 V ⁷ C7 V ⁷	(ii_{b5}) Emin7 ^(b5) (ii_{b5}) Cmin7 ^(b5) (ii_{b5}) (ii_{b5}) (ii_{b5})	V ⁷)/vi A7 V ⁷)/v F7 V ⁷)/iv	vi^7 Dmin7 v^7 Bbmin7 iv^7 GbMaj7	
Imaj ⁷ 8 Gmin7 9 Fmin7 9 Fmin7 10 Bbmin7 9:	ii^{7} $Amin7^{(b5)}$ iib_{5}^{7} $Gmin7^{(b5)}$ iib_{5}^{7} $Cmin7^{(b5)}$	V ⁷ D7 V ⁷ C7 V ⁷ V ⁷ F7	$(ii_{\flat 5}^{7})$ Emin7 ^(b5) $(ii_{\flat 5}^{7})$ Cmin7 ^(b5) $(ii_{\flat 5}^{8})$ $(ii_{\flat 5}^{7})$	V ⁷)/vi A7 V ⁷)/v F7 V ⁷)/iv Db7	vi ⁷ Dmin7 0 v ⁷ Bbmin7 0 iv ⁷	

Track 43 Harmonic Dictation: four-bar progressions III

$1 Dmin7^{(b5)}$	G7	Gmin7 ^(b5)	C7	$Dmin7^{(b5)}$	G7	Cmin7
): p	P	P		ρ	0	0
	V^7	F •• 7	x 71/·		V ⁷	i ⁷
iib5	V	[iib5	$V^{7}]/iv$	11 _{b5} ⁷	V	1
$2 \operatorname{Cmin}_{7(\flat 5)}$	F7	F#min7 ^(b5)	B7	$\operatorname{Cmin}_{7(b5)}$	F7	B♭min7
9:	-		0	0		20
iib5	V^7	[ii _{b5}	$V^7]/#iv$	iib5	V^7	i ⁷
$3_{Bbmin7^{(b5)}}$	E♭7	Gbmin7 ^(b5)	Cþ7	Bbmin7 ^(b5)	EÞ7	Abmin7
9:00	20		20	60	20	20
iib5	V^7	[ii _{b5}	V ⁷]/vi	iib5	\mathbf{V}^7	i ⁷
4 Amin7 ^(b5)	D7	F#min7 ^(b5)	B7	Amin7 ^(b5)	D7	Gmin7
<u>):</u>	0	14	0		0	0
iib ⁷	V^7	# 0 [ii _{b5}	V ⁷]/♯vi	iib5	V^7	i ⁷
5 Gmin7 ^(b5)	C7	Fmin7 ^(b5)	B♭7	Gmin7 ^(b5)	C7	Fmin7
ツ	0		60		0	
11b5	\mathbf{V}^7	$[ii_{b5}^{7}]$	V^{7}]/vii	iib5	\mathbf{V}^7	O 1 ⁷
$\frac{6}{\text{Fmin7}^{(\flat 5)}}$	Bþ7	Emin7 ^(b5)	A7	Fmin7 ^(b5)	Bþ7	Ebmin7
ソ	20		0		b 0	
iib5	V^7	iib5	$V^{7}]/$ #vii	$\ddot{\mathbf{u}}_{b5}^7$	\mathbf{V}^7	
$\boxed{7}_{\text{Ebmin}7^{(b5)}}$	Aþ7	Gmin7 ^(b5)	C7	Ebmin7 ^(b5)	Aþ7	Dbmin7
2:	20		0		20	
	V^7	[ii _{b5} ⁷	$V^{7}]/\#iii$	D- J iib5	V^7	
$8_{B\flat\min7^{(\flat5)}}$	Eþ7	Cmin ₇ (b5)	F7	Bbmin7 ^(b5)	Eþ7	Abmin7
9: be	20		0	6	20	20
iib ⁷ 5	V ⁷	[ii _{b5}	V ⁷]/ii	iib ⁷ 5	V ⁷	i ⁷
9 Amin7 ^(b5)	D7	Emin7 ^(b5)	A7	Amin7 ^(b5)	D7	Gmin7
9:	0	r (0	
iib5	V^7	[ii ⁷	$V^{7}]/v$	iiþ5	V^7	
10 Bmin7 ^(b5)	E7	Amin7 ^(b5)	D7	Bmin7 ^(b5)	E7	Amin7
9:			- P	0	0	0
iib5	V^7	[ii _{b5}	V ⁷]/vii	11b5	\mathbf{V}^7	i ⁷

Track 44 Harmonic Dictation: four-bar progressions IV

1 Dmin7	G7	Gmin7	C7	C#min7	F#7	BMaj7	
<u>):</u>			0	#0	#P	0	
	V^7	[ii ⁷	V ⁷]/IV	(ii ⁷	V ⁷)/VII	VIImaj ⁷	U
2 Emin7	A7	Bbmin7	Eþ7	C#min7	F#7	BMaj7	
9 : p) 0	# 0	te e	0	
	\mathbf{V}^7	[ii ⁷	$V^7]/\flat V$	(ii ⁷	V ⁷)/VI	VImaj ⁷	U
3 Cmin7	F7	Bbmin7	Eþ7	Gmin7	C7	FMaj7	
9:	- P		bp		0	0	
ii ⁷	V^7	[ii ⁷	V ⁷]/bVII	(ii ⁷	$V^7)/V$	Vmaj ⁷	1
4 Bbmin7	Eþ7	Emin7	A7	Dmin7	G7	CMaj7	
9:00	o	40		P		0	
ii ⁷	V ⁷	[ii ⁷	$V^7]/\flat V$	(ii ⁷	V ⁷)/III	IIImaj ⁷	U
5 Amin7	D7	C#min7	F#7	Bmin7	E7	AMaj7	
<u>9</u> :	ρ	#0	1 0	0	P	0	
ii ⁷	V^7	[ii ⁷	V ⁷]/III	(ii ⁷	V ⁷)/II	IImaj ⁷	1
6 Gmin7	C7	Amin7	D7	Abmin7	Dþ7	G♭Maj7	
2:			ρ	bo	bo		
ii ⁷	V^7	[ii ⁷	V ⁷]/II	(ii ⁷	$V^7)/bII$	bIImaj ⁷	11
7 Fmin7	Bþ7	Abmin7	Dþ7	Cmin7	F7	B♭Maj7	
2:	bo	00	bo	0	O	20	
ii ⁷	V^7	[ii ⁷	V ⁷]/bIII	(ii ⁷	V ⁷)/V	Vmaj ⁷	1
8 Ebmin7	Ab7	Dmin7	G7	F#min7	B7	EMaj7	
9 :	20				0		
D.G. ii	V ⁷	rii ⁷	V ⁷]/VII	#0 (ii ⁷	$\mathbf{V}^{7})/\mathbf{b}\mathbf{III}$	▶ O ▶ IIImaj ⁷	
9 Amin7	D7	Emin7	A7	Bbmin7	Eþ7	AbMaj7	
9:	- P	P	0	6	20	20	
<u>ii</u> 7	V ⁷	[ii ⁷	v ⁷]/v	(ii ⁷	V ⁷)∕♭II	⊳IImaj ⁷	U
10 Bmin7	E7	Gmin7	C7	G#min7	C#7	F#Maj7	
2:	0		0		# 0		
ii ⁷	V ⁷	[ii ⁷	V ⁷]/bVI	(ii ⁷	V ⁷)/VI	‡o VImaj ⁷	0

Track 45 Harmonic Dictation: four-bar progressions V

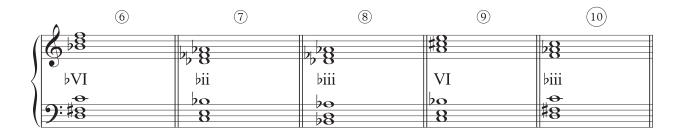
1 _{CN}	Maj7	C#°7	Dmin7	E♭°7	Dmin7	Ab7	Gmin7	C7
9:	0	# 0	P	20	P	20		0
Ir	maj ⁷	#i ⁰⁷	\mathbf{ii}^7	þiii ⁰⁷	ii ⁷	$\flat \text{VI}^7$	(ii ⁷	$\mathbf{V}^{7})/\mathbf{IV}$
2	B♭Maj7	E♭Maj7	Dmin7	Aþ7	Gmin7	C7	Cmin7	B7 ^(b5)
9 :,				20		0	0	10
	Imaj ⁷	IVmaj ⁷	iii ⁷	$\mathbf{P}\mathbf{VII}^{7}$	[ii ⁷	V^{7}]/V	ii ⁷	TR/V^7
3	B♭min7 ^(♭5)	Eþ7	A♭M	aj7	Dmin7	G7	Bbmin7	Eþ7
9:		P	0		40		0	
	ii, ⁷	V^7	Ima		[ii ⁷	V ⁷]/III	ii ⁷	V ⁷
4	GMaj7	В	bmin7	Eþ7	Amin7	D7	GMa	aj7
9:‡	~		<i>}0</i>	b 0		P		
	• Imaj ⁷		[ii ⁷	V ⁷]/þII	ii ⁷	V^7	Ima	
5 F	FMaj7	E	bmin7	Ab7	D♭Maj7		Gmin7	C7
25	0			20				
	Imaj ⁷	ţ) . (ii ⁷	$\mathbf{V}^{7})/\mathbf{b}\mathbf{V}\mathbf{I}$	⊳ VImaj ⁷		ii ⁷	V ⁷
6	Fmin7	B♭7	E♭Maj7	Cmin7	A♭min7	D♭7	Fmin7	E7 ^(b5)
ファ		0		0	0) 0		
	ii ⁷	V^7	Imaj ⁷	vi^7	[ii ⁷	$V^7]/bIII$	ii ⁷	
7	D♭Maj7		Dbmin7	G♭7	A♭Maj7		Bbmin7	A7 ^(b5)
シャ			0		0		0	10
	IVmaj ⁷		$[ii^7$	V^{7}]/ b III	Imaj ⁷		ii ⁷	TR/V^7
8	AMaj7	А	#min7 ^(b5)	D#7	G‡min7	C#7	F#min7	F7 ^(b5)
2	### <u></u>		110					
	IVmaj ⁷		[ii _{b5}	v ⁷]∕iii	iii ⁷		ii ⁷	TR/V^7
9	Bmin7		E7		Emin7		Eb7 ^(b5)	
9:#	‡ o		0		0		20	
	vi ⁷		II ⁷		ii ⁷		TR/V^7	
10	Gmin7	A	min7 ^(b5)	D7	Emin7 ^(b5)	A7	Dmi	in7
? ;				0			•	•
,	vi ⁷		iib5	\mathbf{V}^7	iibs	V ⁷)/v	v	,7

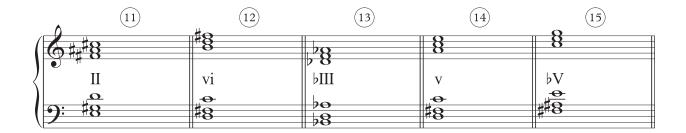
Track 46 Harmonic Dictation: four-bar progressions VI

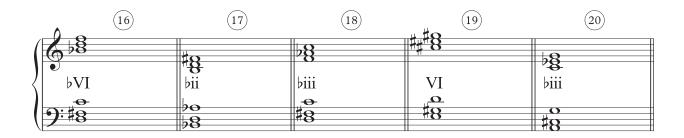
CHAPTER 14 VOICINGS

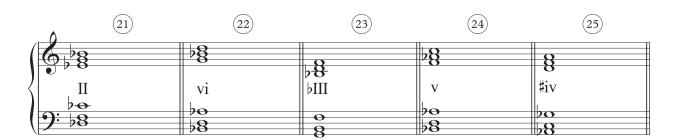
Track 57 Upper-Structure Triads ID

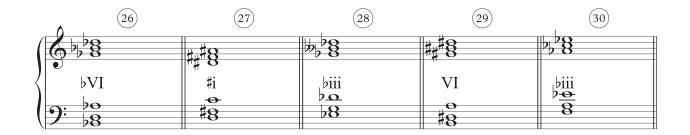
3 4 5 2 (1)**‡8 \$**8 **2**8 28 #8 þШ þV Π vi V -0 ≢8 bo 20 20 þo -8 8 **b**8 8

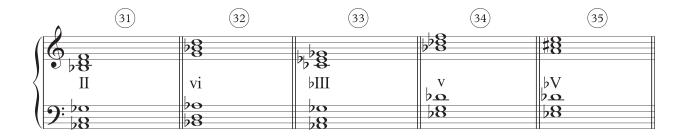


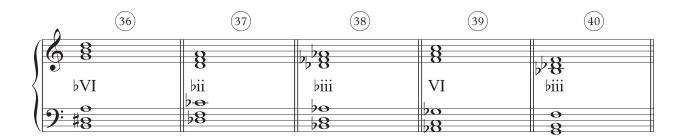


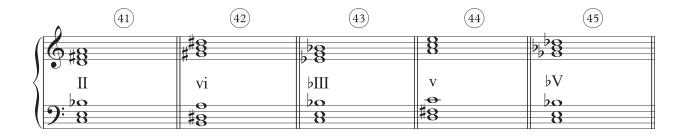


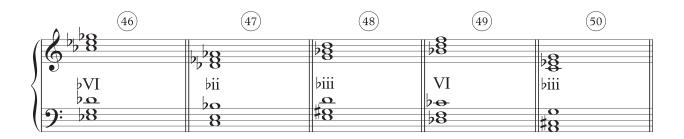




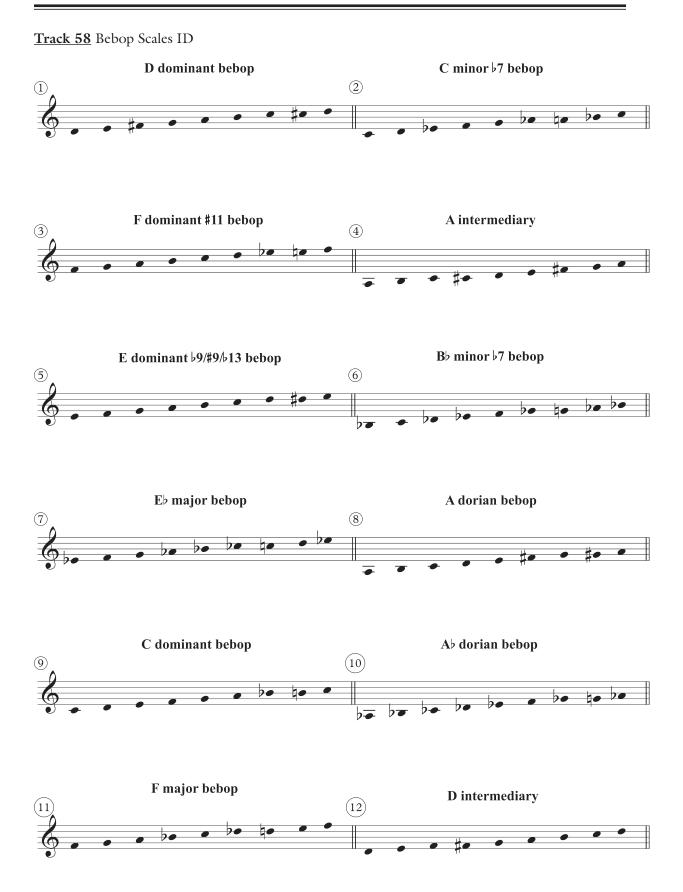








CHAPTER 15 BEBOP



CHAPTER 21 PHRASE MODELS



Track 59 Harmonic Dictation: diatonic phrase models



Track 60 Harmonic Dictation: chromatic phrase models

D7

Θ

 \mathbf{II}^7

B7



Track 61 Harmonic Dictation: diatonic and chromatic phrase models

B♭min7 E♭7

ba

20

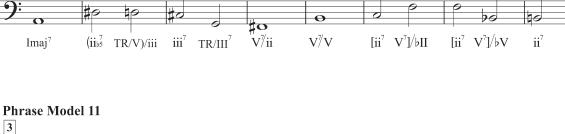
 $[ii^7 V^7]/\flat VI$

F#7

A7

V∛ii

C#min7 G7





Phrase Model 10

Phrase Model 13

Fmin7

Bþ7

60

 $[ii^7 V^7]/bIII$

D#min7^(b5) D7

E7

V″∕vi

AMaj7

Phrase Model 12

<u>): o</u>

1

2

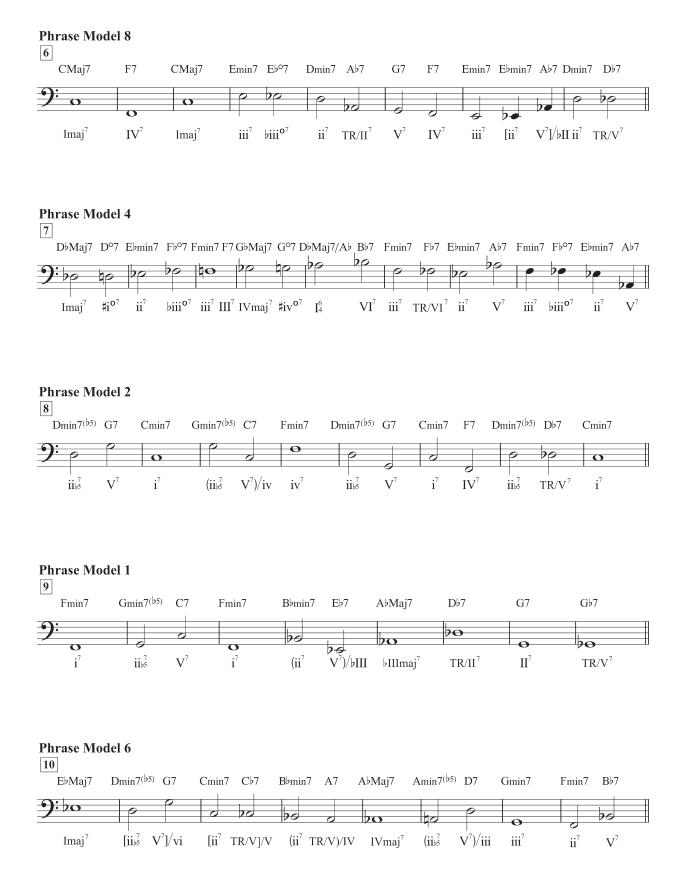


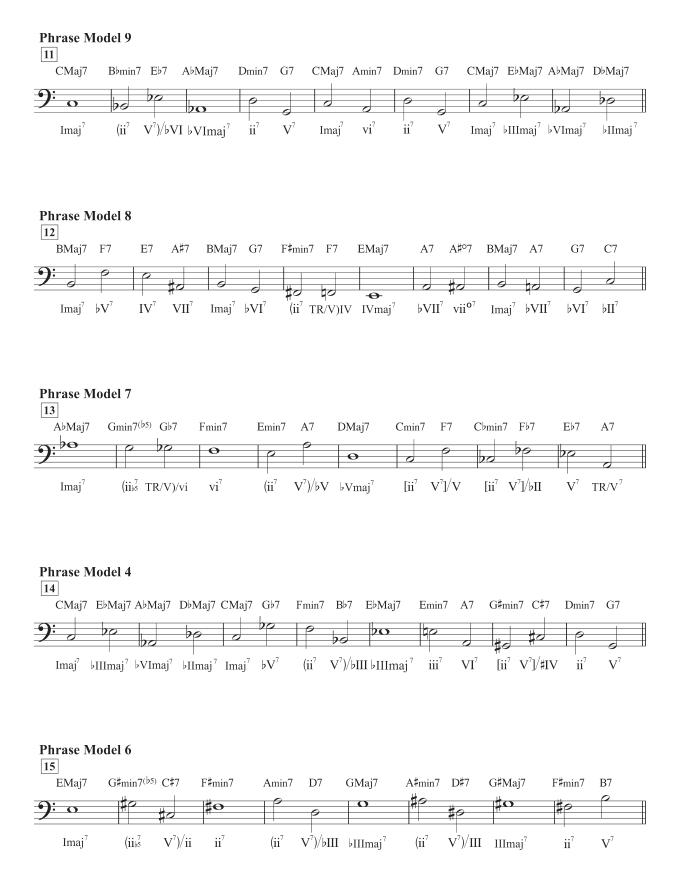
Phrase Model 9 5 CMaj7 Bbmin7 A7 A♭Maj7 Fmin7 B♭7 Emin7 A7 Dmin7 Aþ7 G7 Dþ7 **)**: bp 0 br 20 O 0 • o ii' $[ii^7 V^7]/bIII$ V∕″ii Imaj⁷ V^7 (ii⁷ TR/V)/VI VImaj⁷ iii⁷ TR/II^7 TR/V^7

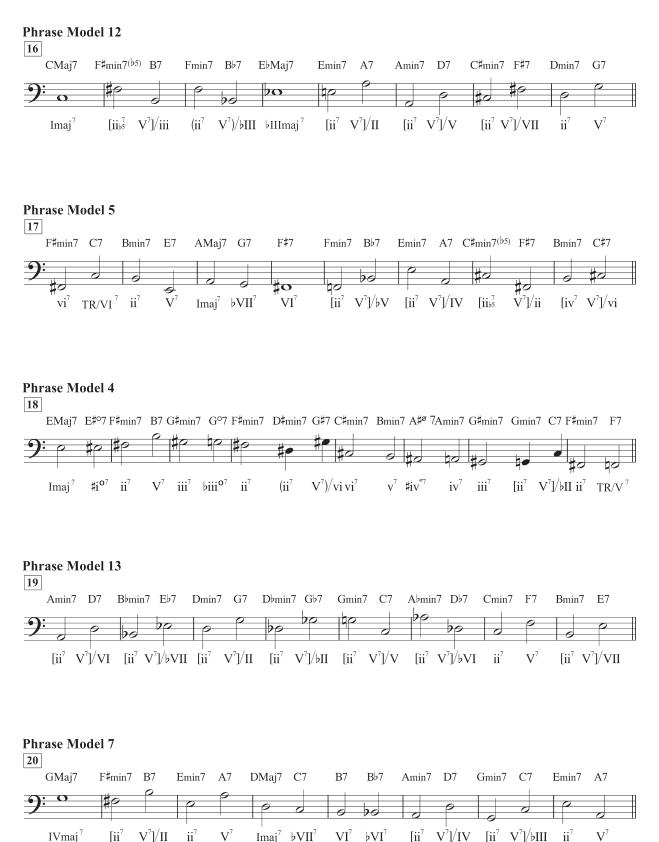
281

E7

 \mathbf{V}^7







 $VI^7 = bVI^7$

Imaj⁷ \flat VII⁷

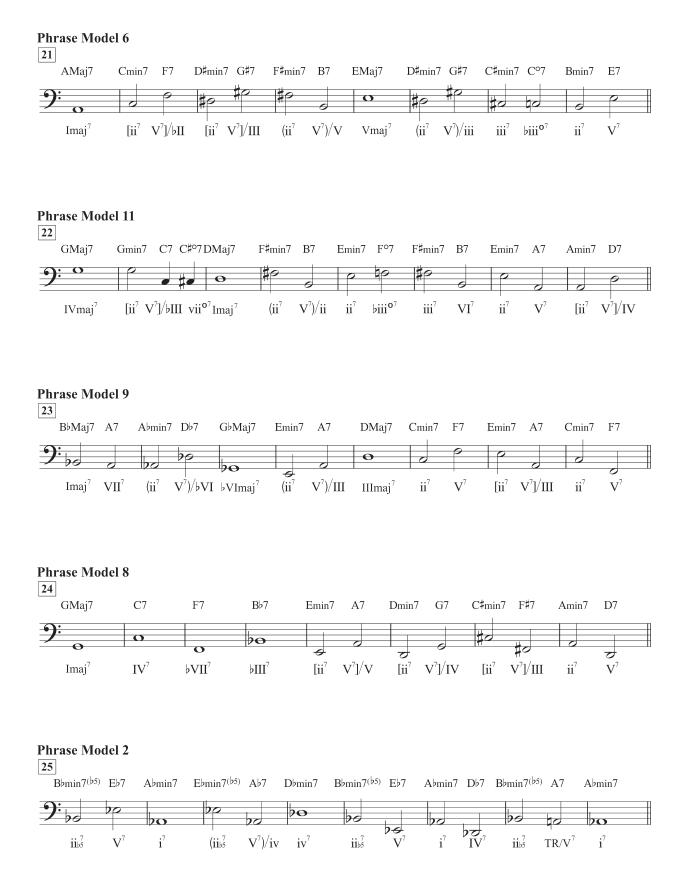
 $[ii^7 V^7]/IV [ii^7 V^7]/bIII ii^7$

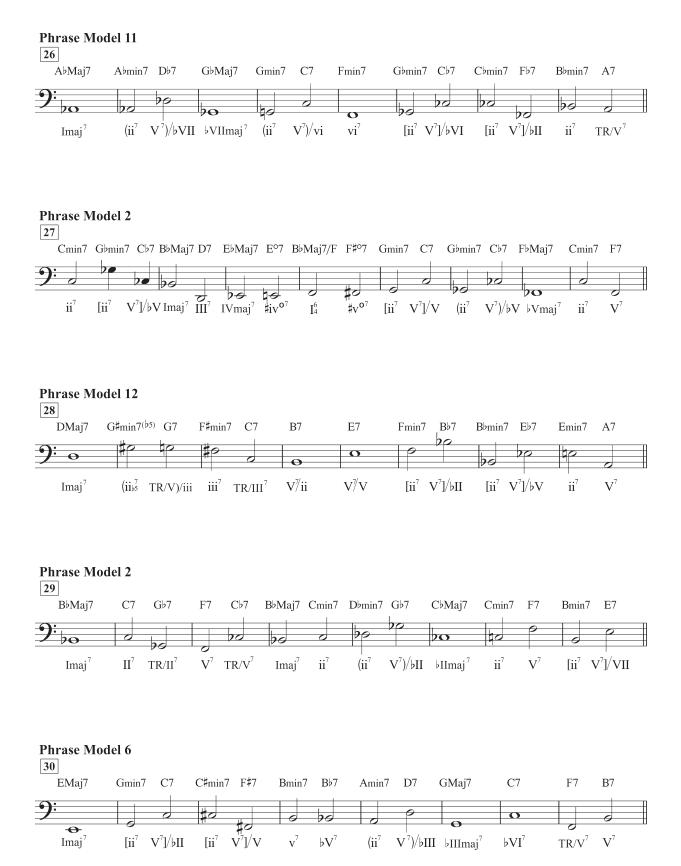
 V^7]/II

 $[ii^7]$

IVmaj⁷

 \mathbf{ii}^7

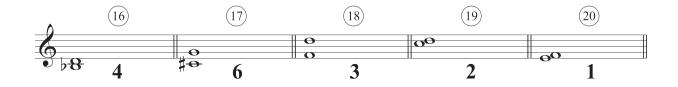




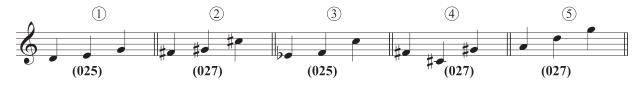
CHAPTER 27 POST-TONAL JAZZ



APPENDICES



Track 64 Melodic "Diatonic" Trichords ID



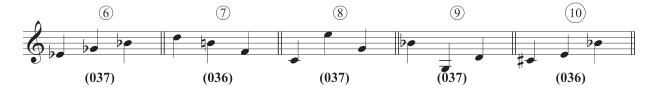


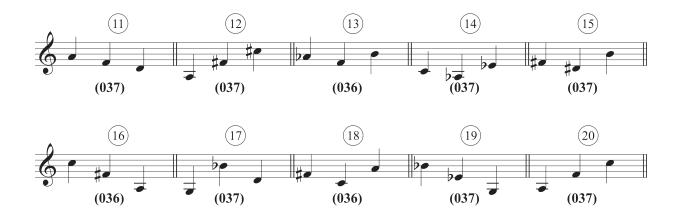




Track 65 Melodic "Triadic" Trichords ID

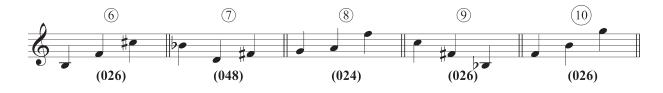




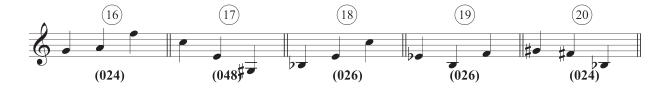


Track 66 Melodic Whole-Tone Trichords ID











(016)



290

Book 1.indb 290

(014)

2/10/2014 4:01:20 PM

(014)

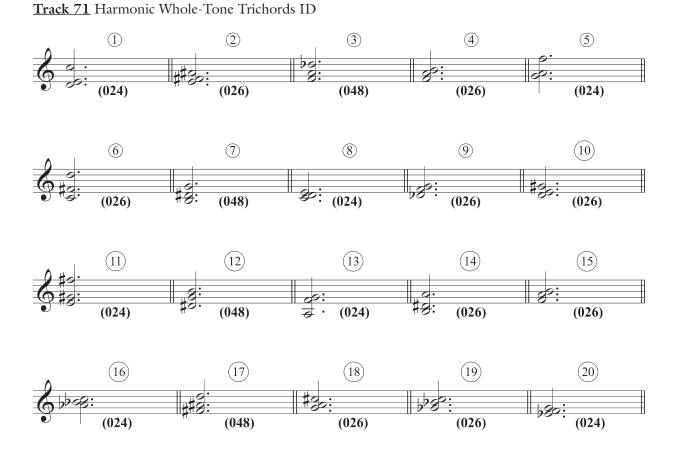
(013)



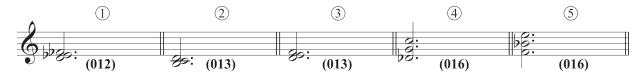
Track 68 Melodic Trichords ID



Track 69 Harmonic "Diatonic" Trichords ID

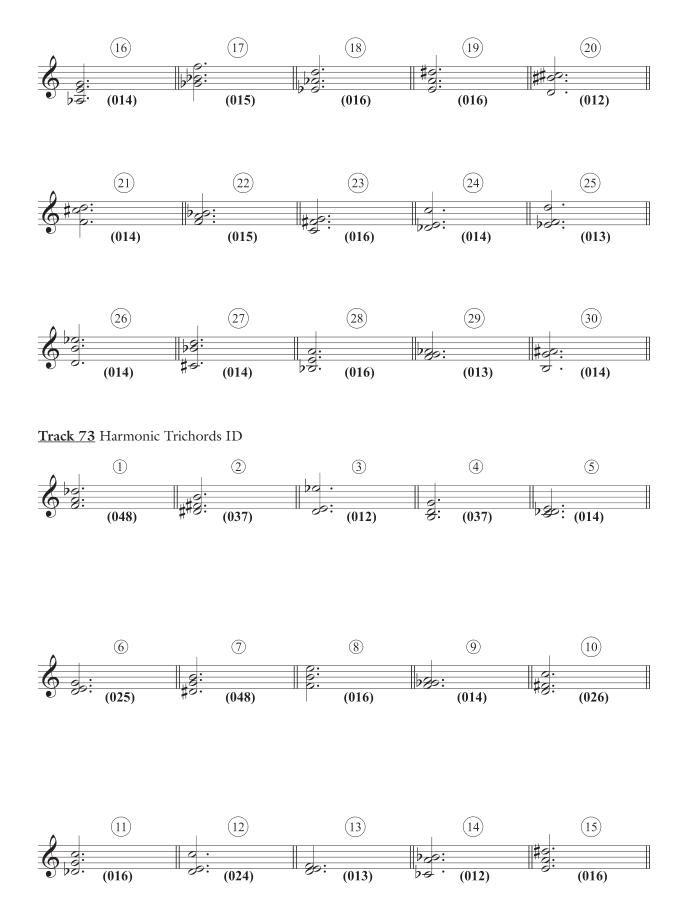


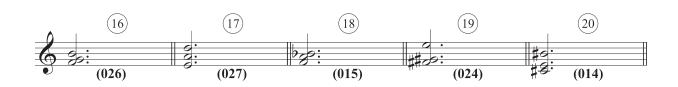
Track 72 Harmonic Semitone Trichords ID







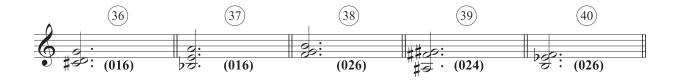






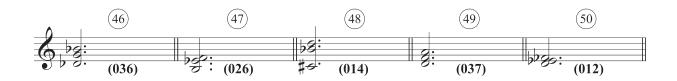






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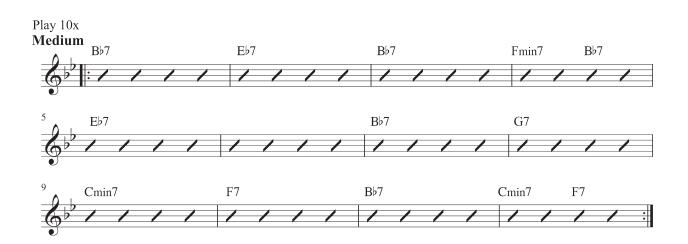




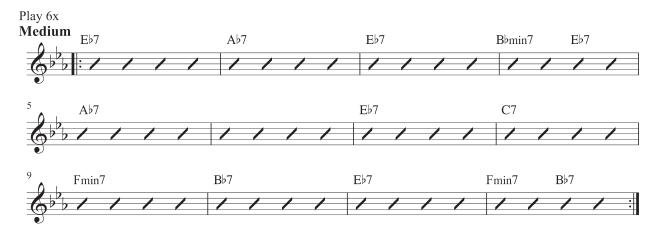
APPENDIX C Lead Sheets Play Along DVD

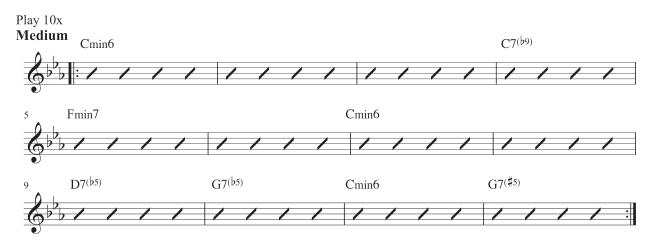
CHAPTER 10 IMPROVISATION

Track 1: B[,] BLUES—Piano Trio



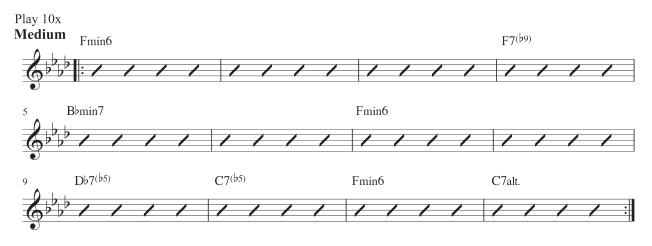
Track 2: E^b BLUES—Organ Trio



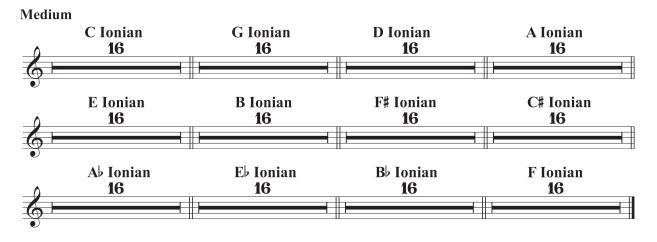


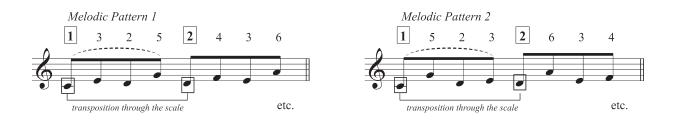
Track 3: C MINOR BLUES—Guitar Trio



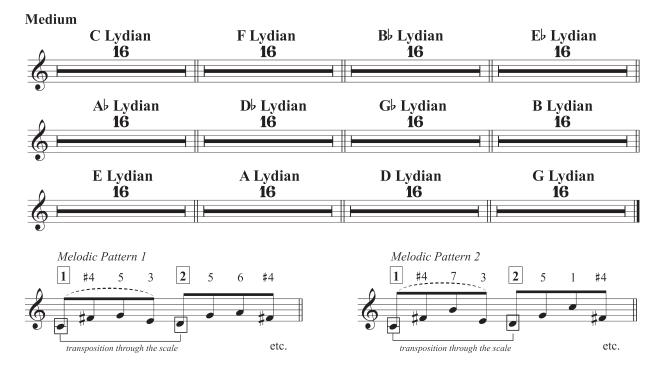




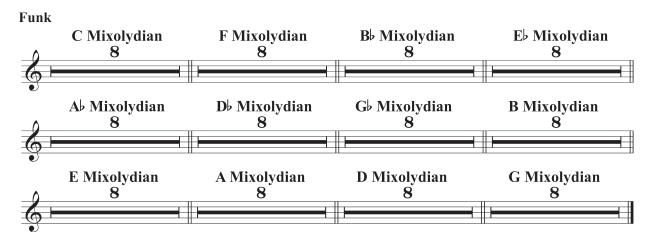


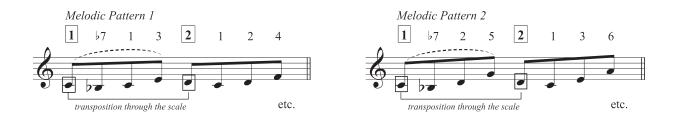


Track 6: LYDIAN—Piano Trio

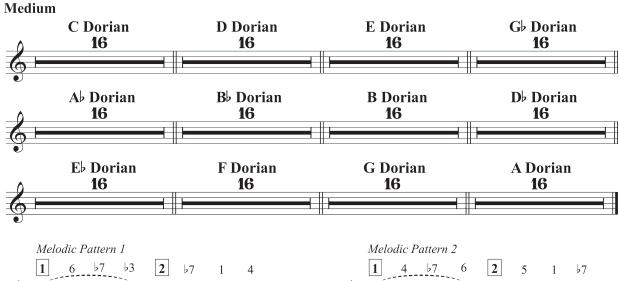






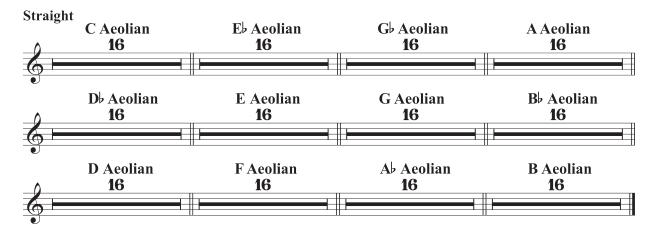


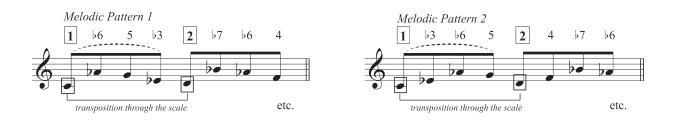
Track 8: DORIAN—Piano Trio



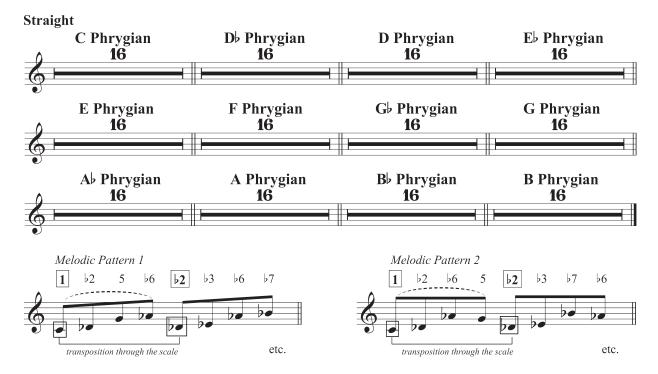




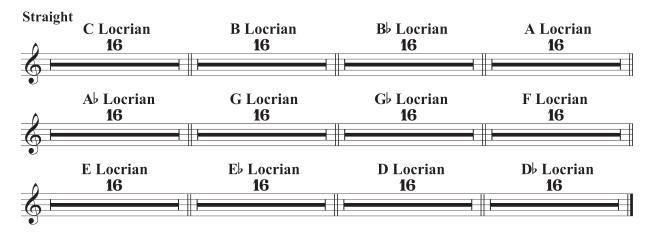


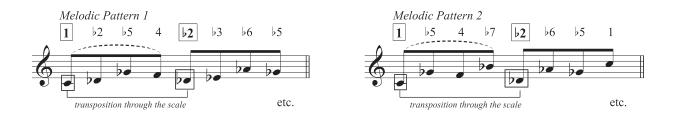


Track 10: PHRYGIAN—Guitar Trio

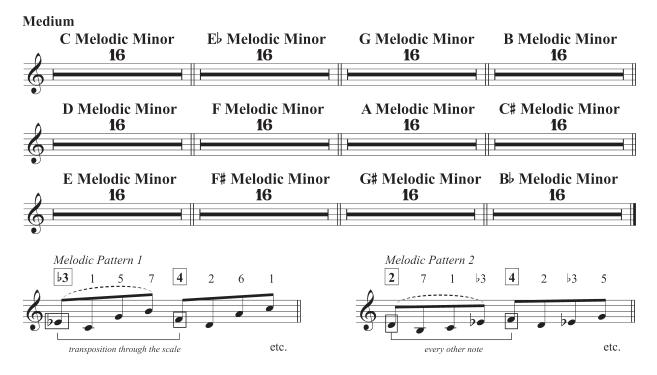




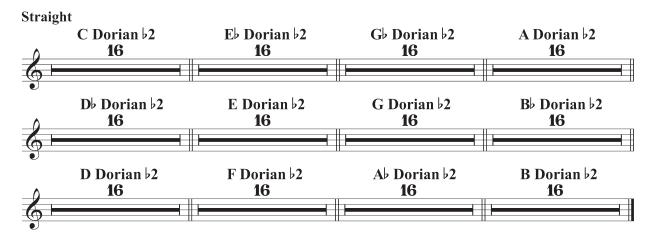


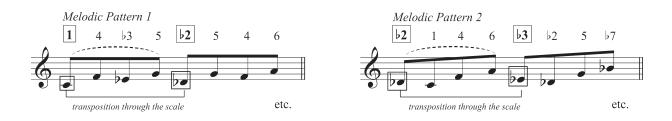


Track 12: MELODIC MINOR—Guitar Trio

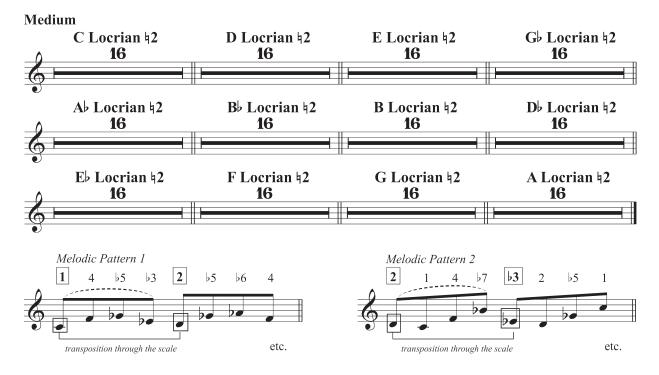




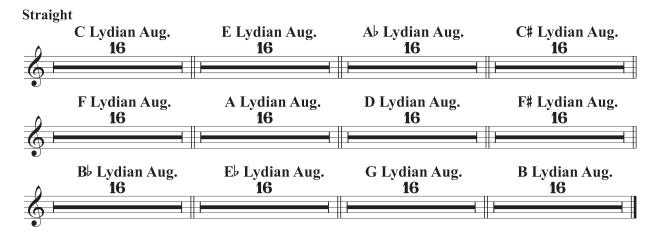




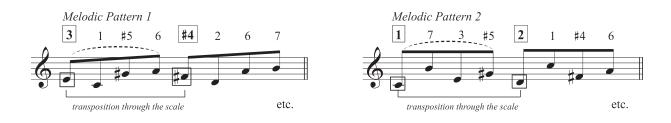
Track 14: LOCRIAN \$2—Piano Solo



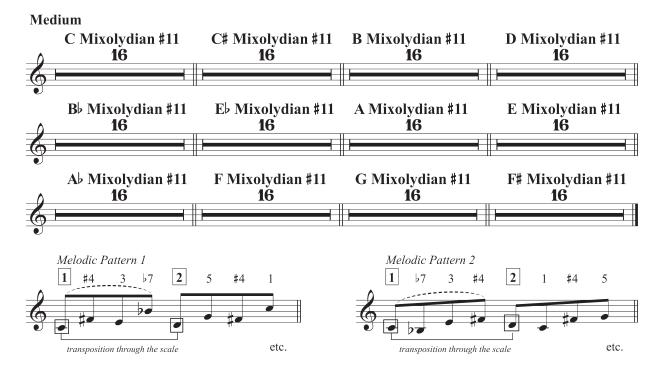
Track 15: LYDIAN AUGMENTED—Piano Trio



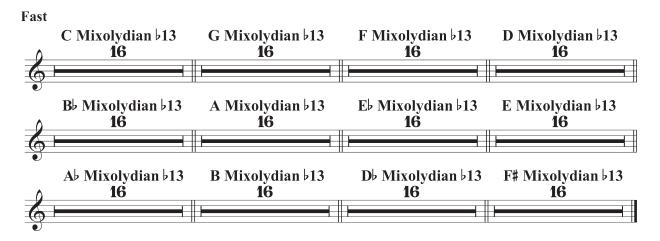
APPENDICES

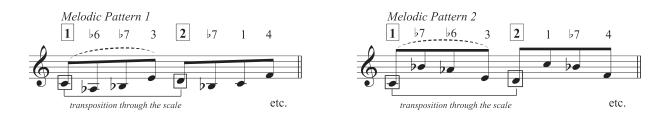


Track 16: MIXOLYDIAN #11—Piano Trio

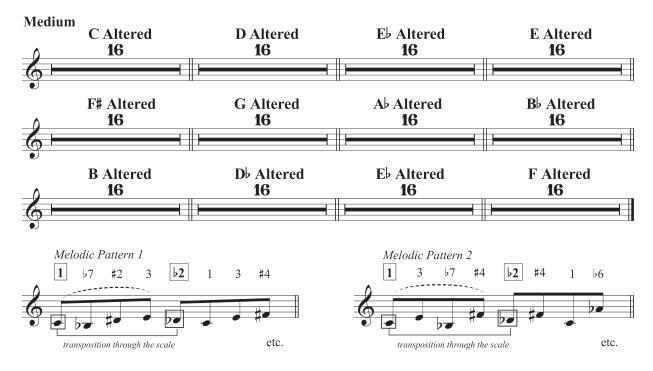


Track 17: MIXOLYDIAN 913—Piano Trio

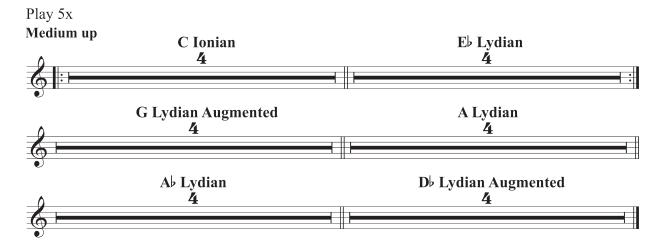


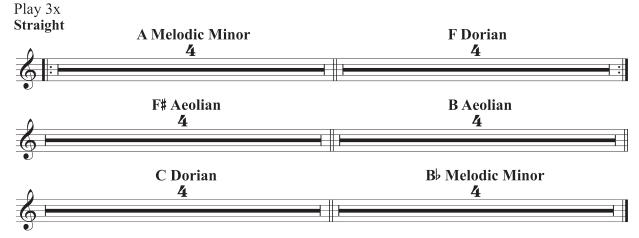


Track 18: ALTERED—Guitar Trio

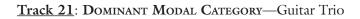


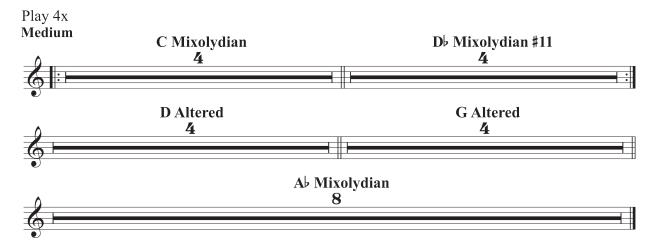
Track 19: MAJOR MODAL CATEGORY—Piano Trio



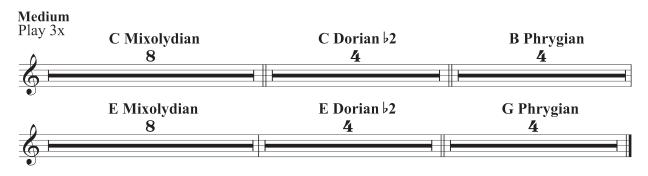


Track 20: MINOR MODAL CATEGORY—Organ Trio

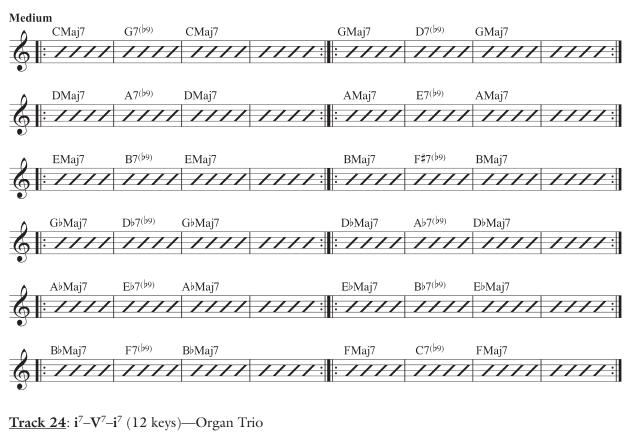




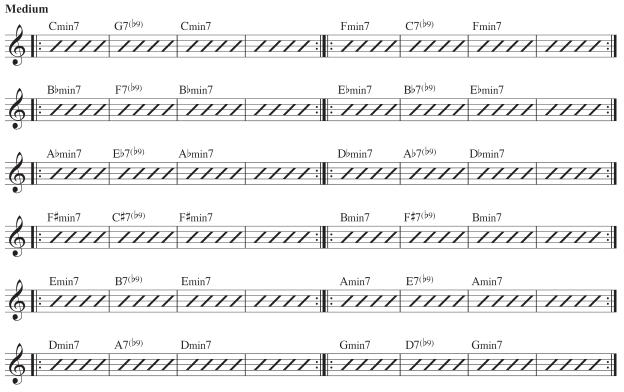
Track 22: SUSPENDED MODAL CATEGORY-Piano Trio



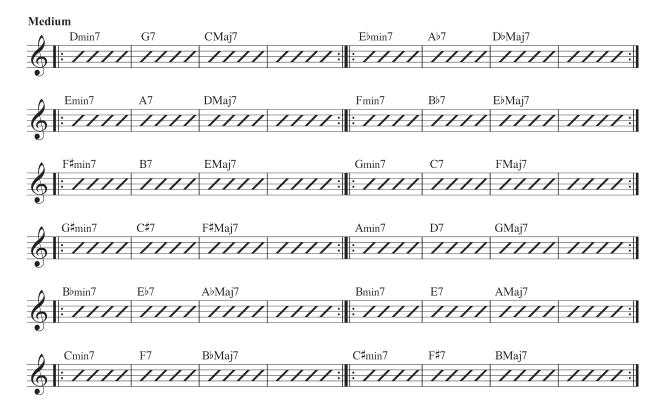
CHAPTER 15 BEBOP



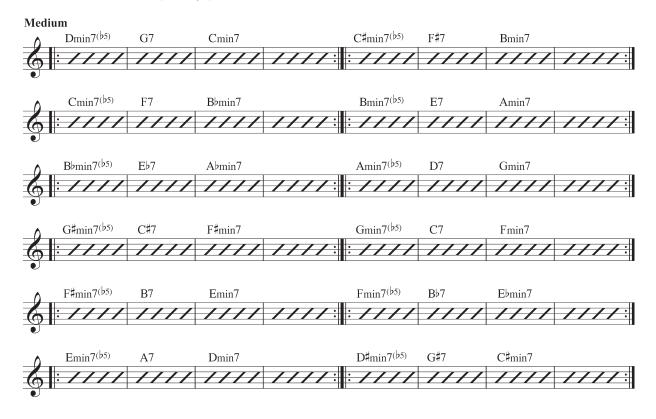
Track 23: Imaj⁷–V⁷–Imaj⁷ (12 keys)—Piano Trio



<u>Track 25</u>: ii^7 – V^7 –Imaj⁷ (12 keys)—Piano Trio



<u>Track 26</u>: $ii^{7(b5)}$ – V^7 – i^7 (12 keys)–Guitar Trio



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CHAPTER 17 BEBOP BLUES





Track 28: BIRDIE SONG—Organ Trio

Play 10x Medium up E♭Maj7 $Dmin7^{(b5)}$ G7 Cmin7 F7 B♭min7 E♭7 Db7 Eþ6 C♭7 AbMaj7 Abmin7 G♭min7 3 0 20 20 20 . B♭7 Cmin7 Bþ7 Fmin7 Gmin7 Fmin7 9

Track 29: INFIDELS BOUNCE—Piano Trio

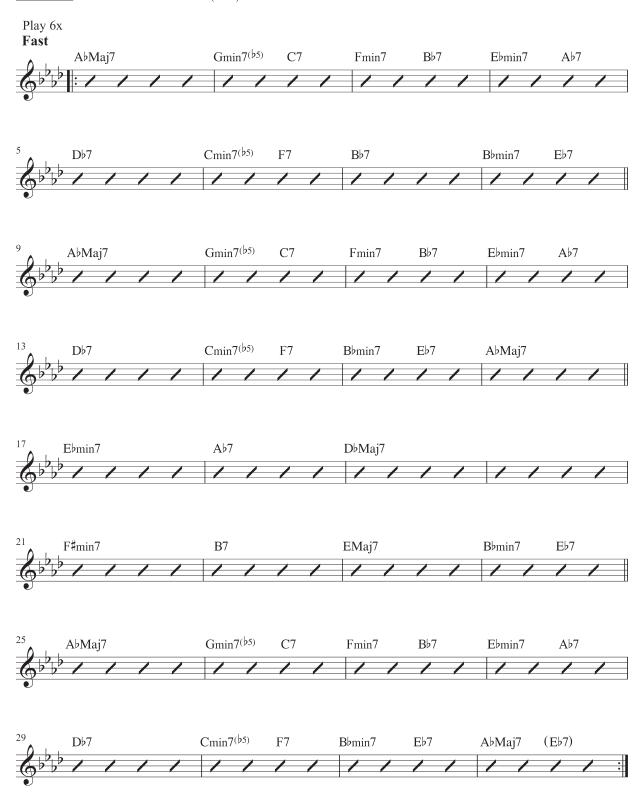


CHAPTER 18 "CONFIRMATION"



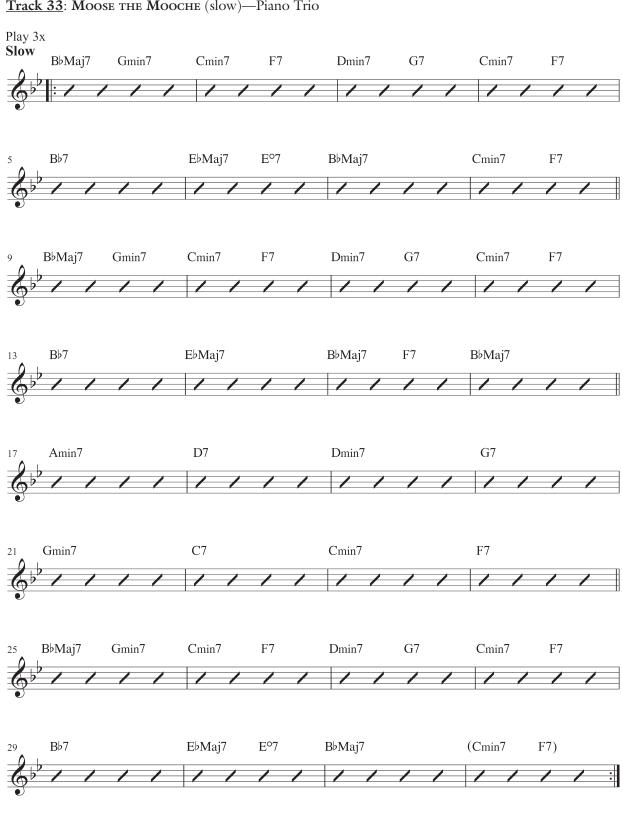
Track 30: CONFIRMATION IN F (slow)—Organ Trio

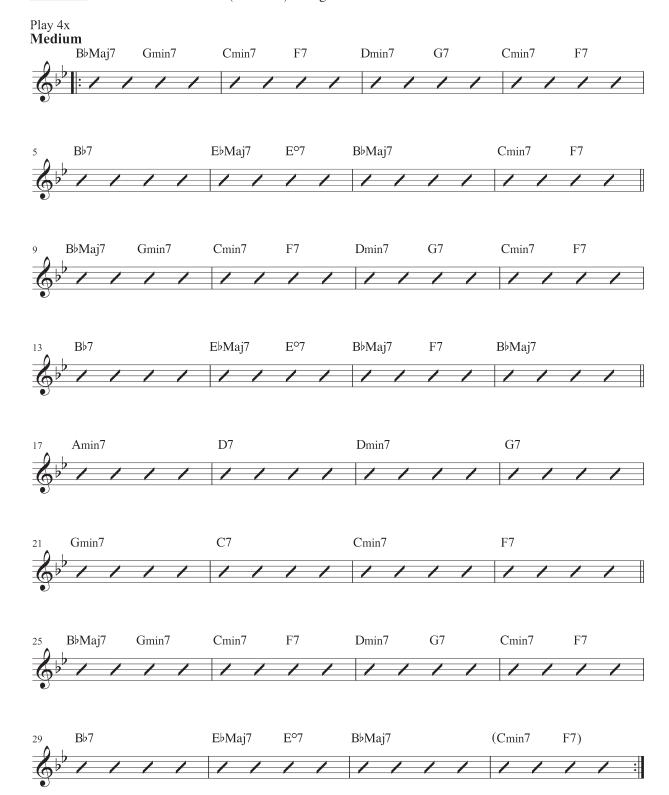




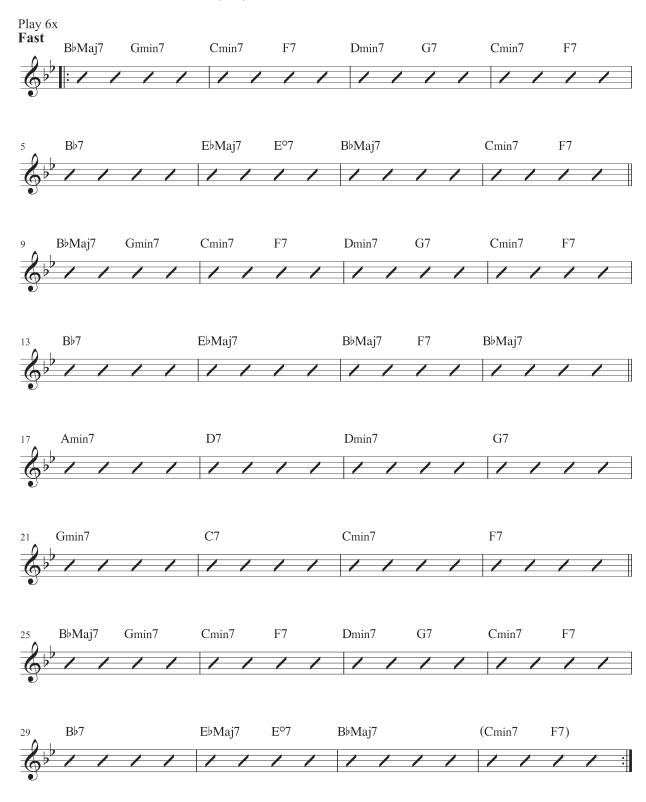


CHAPTER 19 "MOOSE THE MOOCHE"





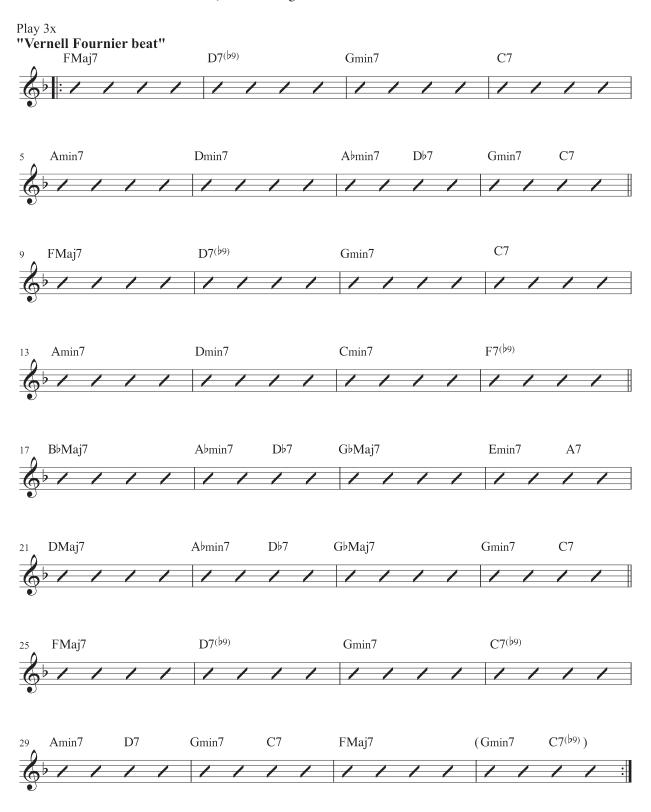
Track 34: MOOSE THE MOOCHE (medium)—Organ Trio



Track 35: MOOSE THE MOOCHE (fast)—Guitar Trio

CHAPTER 22 THE AABA SONG FORM

Track 36: HAVE YOU MET MISS JONES?-Organ Trio

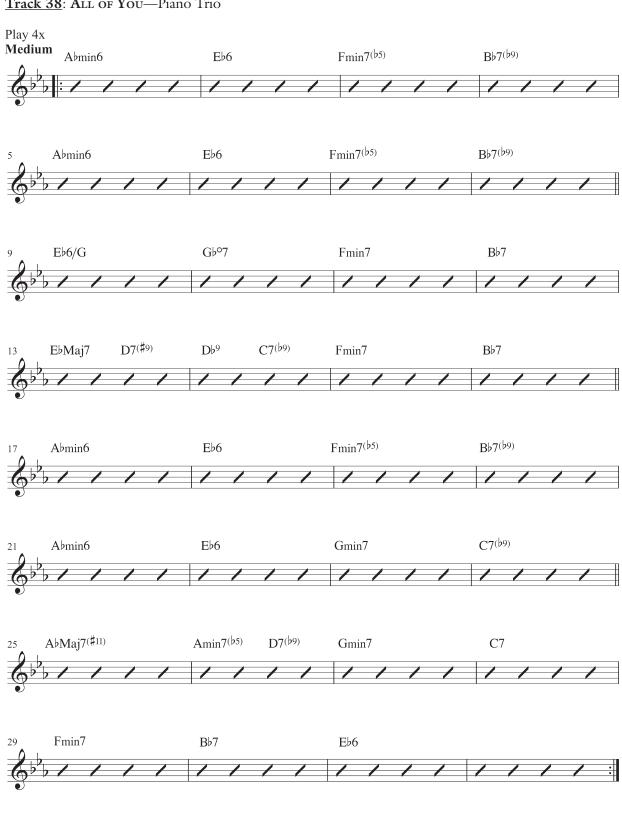


Play 4x Medium $Gmin7^{(b5)}$ C7^(b9) FMaj7 D7 Amin7 11 / / / / 1 / 1 1 1 / C7 Gmin7 FMaj7 D7 5 1 1 11 / 1 1 1 1 1 1 Gmin7^(b5) C7^(b9) Bmin7^(b5) 9 FMaj7 E7 Ź Ź / 1 / / 1 AMaj7 Bmin7 E7 AMaj7 13 1 / / / / 17 Gmin7 C7 FMaj7 1 21 Amin7^(b5) D7^(b9) C7 Gmin7 1 1 / 1 / / 1 1 1 1 1 25 Gmin7^(b5) $C7^{(b9)}$ FMaj7 D7 Amin7 1 1 1 1





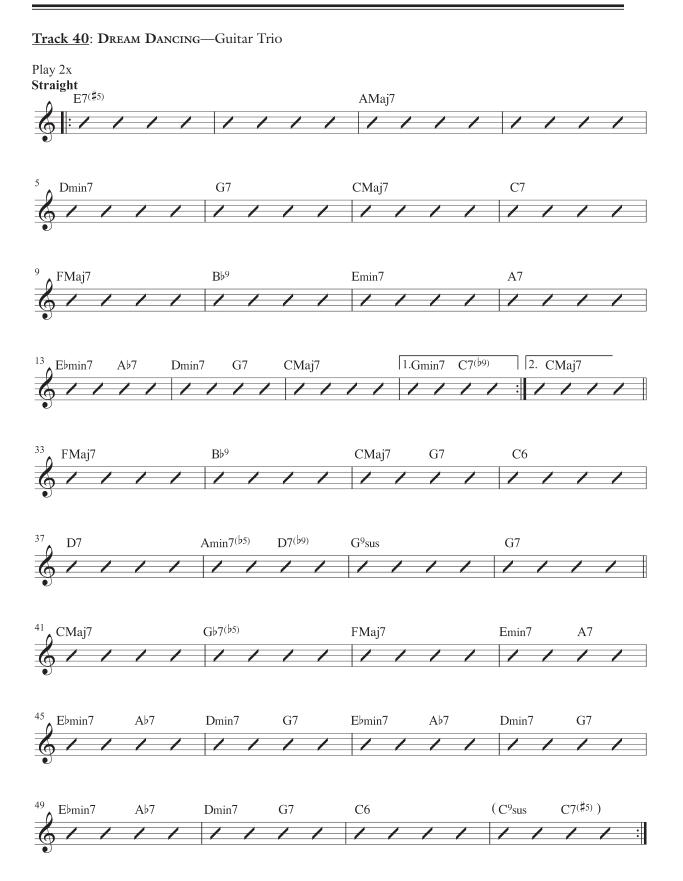
CHAPTER 23 THE ABAC SONG FORM





Track 39: My ROMANCE—Guitar Trio

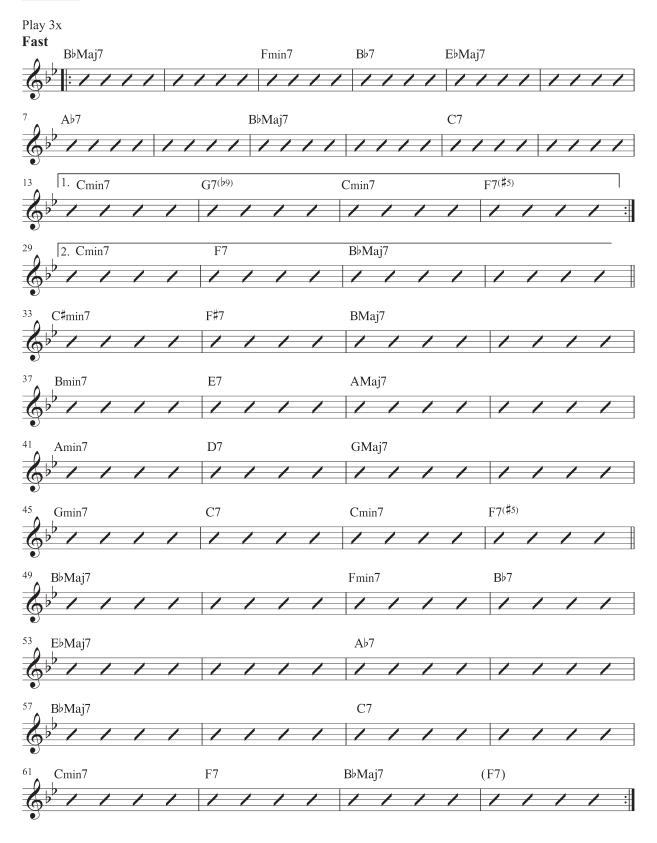
CHAPTER 24 EXTENDED AND UNUSUAL SONG FORMS



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Play 3x Bossa Nova Fmin7 Bbmin7 Eþ7 A♭Maj7 / 1 / 1 1 1 1 1 1 1 / 1 / DbMaj7 Dmin7 G7 CMaj7 5 1 Z / 1 / E♭Maj7 Cmin7 Fmin7 B♭7 9 / 1 1 1 / / / $Amin7^{(b5)}$ 13 D7 GMaj7 A♭Maj7 1 1 Z 1 1 / / / D7 17 Amin7 GMaj7 1 1 C7^(#5) F#min7 B7 EMaj7 21 1 B♭min7 E♭7 A♭Maj7 Fmin7 25 1 1 1 1 1 1 1 1 1 B°7 DbMaj7 D♭min7 G♭7 Cmin7 29 1 1 / / / / 33 $(C7^{(\sharp 5)})$ E♭7 A♭Maj7 B♭min7 Ē Ź 11 / 1 1111 / / 1 1 •

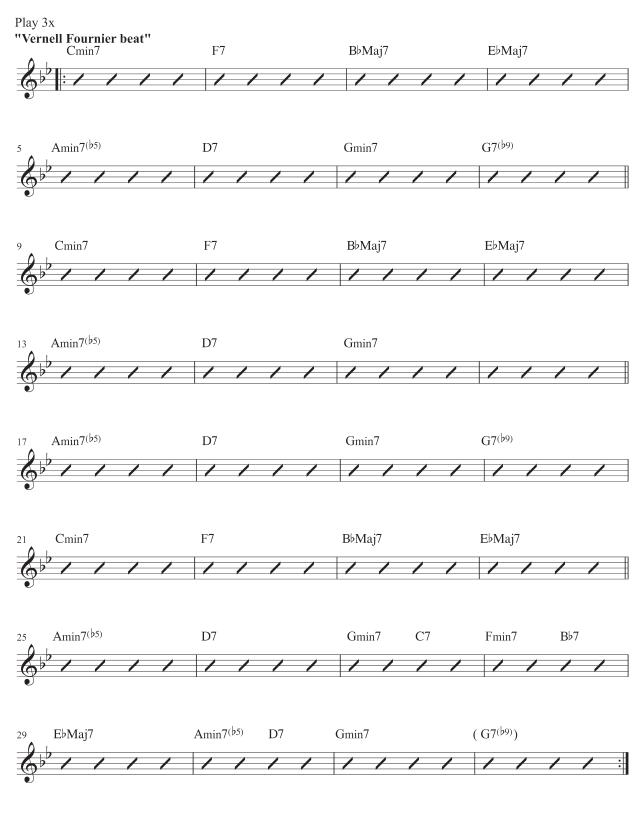
Track 41: ALL THE THINGS YOU ARE-Piano Trio



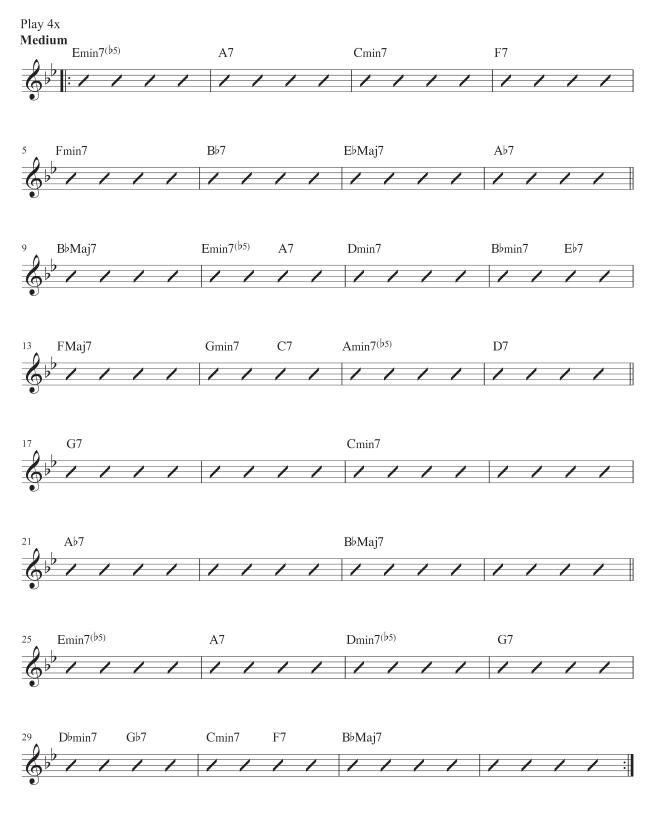
Track 42: CHEROKEE—Piano Trio

CHAPTER 25 JAZZ REHARMONIZATION





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Track 44: STELLA BY STARLIGHT—Guitar Trio



Track 45: NEVER NEVER LAND—Piano Trio



CHAPTER 26 "LINE UP"

Track 46: LINE UP-Bass and Drums Duo

Play 7x





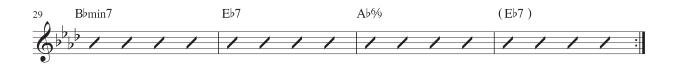












APPENDIX D

Guide to Making Transcriptions

Transcribing involves notating the music that you hear on paper. To facilitate the process, use the following steps:

- 1. Have manuscript paper, a pencil, and an eraser ready.
- 2. Prepare the manuscript paper by putting four measures in a single line.
- 3. Notate the original chord changes of the solo that you intend to transcribe.
- 4. Notate the rhythmic framework of the solo (beginnings and ends of phrases).
- 5. Notate pitches that you can easily transcribe.
- 6. Notate difficult passages (reference the chord progression).
- 7. Notate performance details (phrasing, articulation, dynamics).
- 8. Analyze the transcription using the following questions about the structure of the solo:
 - a) What is the overall form of the solo?
 - b) What is the role of the original material in shaping the structure of the solo?
 - c) How is the musical continuity of the solo articulated?
 - d) How is the idea of musical development realized?
- 9. Analyze the transcription using the following questions about the content of the solo:
 - a) What is the relationship between the melody and harmony?
 - b) What is the role of meter and rhythm?
 - c) What is the role of expressive devices in shaping the flow of the solo?
 - d) What is the role of articulation in controlling the ebb and flow of melodic ideas?
 - e) What kinds of improvisational techniques are utilized in the solo?
- 10. Memorize the transcription.
- 11. Sing the transcription.
- 12. Perform the transcription (at the original tempo using the same phrasing, articulation, dynamics, tone quality, time feel, and expressive devices).
- 13. Personalize and assimilate the transcription.
 - a) Select phrases that you like, practice in twelve keys, and use it in a different tune.
 - b) Improvise your own melodic content while retaining the rhythmic structure of the transcription.

APPENDIX E List of Solos to Transcribe

Struttin' With Some Barbecue-Louis Armstrong from Louis Armstrong and His Hot Fives, (1927) Potato Head Blues—Louis Armstrong from Louis Armstrong & His Hot Sevens, (1927) Singin' the Blues—Bix Beiderbecke from Bix & Tram, (1927) Lady Be Good—Lester Young from The Lester Young Story, (1936) Lester Leaps In—Lester Young from Ken Burns Jazz: Lester Young, (1939) Body and Soul-Coleman Hawkins from Body and Soul, (1939) Embraceable You—Charlie Parker from Best Of the Complete Savoy & Dial Studio Recordings, (1947) Celia—Bud Powell from Jazz Giants, (1950) Perdido—Oscar Pettiford from Great Times!, (1950) Body and Soul-Jack Teagarden from Louis Armstrong-The California Concerts, (1951) All the Things You Are—Lee Konitz from Lee Konitz & Gerry Mulligan, (1953) Rocky Scotch—Bob Brookmeyer from The Dual Role Of Bob Brookmeyer, (1954) Sandu—Clifford Brown from Study in Brown, (1955) A Gal In Calico—Isreal Crosby from Ahmad Jamal Trio, (1955) Ahmad's Blues—Red Garland from Workin', (1956) Caravan—Kenny Drew from Kenny Drew Trio, (1956) St. Thomas—Sonny Rollins from Saxophone Colossus, (1956) I Know That You Know—Sonny Rollins from Sonny Side Up, (1957) Dear Old Stockholm—Miles Davis from Round About Midnight, (1957) My Ideal—Kenny Dorham from *Quiet Kenny*, (1959) Freddie Freeloader-Wynton Kelly and Miles Davis from Kind Of Blue, (1959) So What—Miles Davis from Kind Of Blue, (1959) Gone With the Wind—Wes Montgomery from Incredible Jazz Guitar Of Wes Montgomery, (1960) **Remember**—Hank Mobley from *Soul Station*, (1960) I'll Close My Eves—Blue Mitchell from Blue's Moods, (1960) Autumn Leaves—Ron Carter from The Bobby Timmons Trio In Person, (1961) **Solar**—Bill Evans from *The Village Vanguard Sessions*, (1961) **Ceora**—Hank Mobley from *Cornbread*, (1965) Fly Little Bird Fly—McCoy Tyner from Mustang, (1966) Verse—Joe Henderson from *Stick–Up!*, (1966)

APPENDIX F Selected Discography

ALL OF YOU

Davis Miles, 'Round About Midnight (COLUMBIA, rec. 1955–56) Evans Bill, Live At the Village Vanguard (RIVERSIDE, rec. 1961) Tyner McCoy, Live At Newport (IMPULSE, rec. 1963) Peterson Oscar, Walking the Line (MPS, rec. 1970)

ALL THE THINGS YOU ARE

Konitz Lee/Mulligan Gerry, Konitz Meets Mulligan (PACIFIC, rec. 1953) Parker Charlie and Gillespie Dizzy, Jazz At Massey Hall (DEBUT, rec. 1953) Rollins Sonny, Night At the Village Vanguard (BLUE NOTE, rec. 1957) Griffin Johnny, A Blowing Session (BLUE NOTE, rec. 1957) Jamal Ahmad, Live At the Pershing (ARGO, rec. 1958) Desmond Paul, Two Of a Mind (BLUEBIRD, rec. 1962) Hawkins Coleman, Alive At the Village Gate (VERVE, rec. 1963) Byas Don, Walkin' (BLACK LION, rec. 1963) Rollins Sonny, Sonny Meets Hawk! (RCA/VICTOR, rec. 1963) Evans Bill, Alone (VERVE, rec. 1968) Pass Joe, Virtuoso (PABLO, rec. 1973) Jarrett Keith, Standards, Vol. 1 (ECM, rec. 1983) Henderson Joe, State Of the Tenor Vol. 2 (BLUE NOTE, rec. 1986) Hersch Fred, Dancing In the Dark (CHESKY, rec. 1992) Woods Phil, Alto Summits (MILESTONE, rec. 1995) Fischer Clare, Introspectivo (M&L MUSIC S.A. DE C.V., rec. 2005)

AUTUMN LEAVES

DeFranco Buddy, Jazz At the Philharmonic, Vol. 10 (VERVE, rec. 1954)
Jamal Ahmad, The Legendary Okey and Epic Recordings (EPIC LEGACY, rec. 1955)
Garner Error, Concert By the Sea (COLUMBIA, rec. 1955)
Adderley Cannonball, Somethin' Else (BLUE NOTE, rec. 1958)
Golson Benny, Gone With Golson (NEW JAZZ, rec. 1959)
Evans Bill, Portrait In Jazz (RIVERSIDE, rec. 1959)
Hodges Johnny, Johnny Hodges At Sportpalast (PABLO, rec. 1961)
Davis Miles, Miles Davis In Europe (COLUMBIA, rec. 1963)

Kelly Wynton, *Wynton Kelly!* (VEE JAY, rec. 1964) Clark Terry, *The Globetrotter* (UNIVERSE, rec. 1969) Vaughan Sarah, *Crazy and Mixed Up* (PABLO, rec. 1982) Farrell Rachell, *Farrell Rachell* (SOMETHIN' ELSE, rec. 1989) LaVerne Andy, *Standard Eyes* (STEEPLECHASE, rec. 1991)

CHEROKEE

Parker Charlie, *Early Bird* (EPM MUSIQUE, rec. 1942)
Powell Bud, *Jazz Giant* (POLYGRAM, rec. 1950)
Brown Clifford, *A Study In Brown* (POLYGRAM, rec. 1955)
Getz Stan, *Hamp and Getz* (EMI COLUMBIA, rec. 1955)
Vaughan Sarah, *Verve Jazz Masters 18* (POLYGRAM, rec. 1955)
Smith Jimmy, *The Sounds Of Jimmy Smith* (BLUE NOTE, rec. 1957)
Gordon Dexter, *Love For Sale* (STEEPLECHASE, rec. 1964)
Pass Joe, *Virtuoso* (PABLO, rec. 1973)
Konitz Lee, *Lone–Lee* (STEEPLECHASE, rec. 1974)
Garland Red, *Feelin' Red* (MUSE, rec. 1978)

CONFIRMATION

Parker Charlie, Now's the Time (VERVE, rec. 1946)
Blakey Art, A Night At Birdland Vol. 2 (BLUE NOTE, rec. 1954)
Gordon Dexter, Daddy Plays the Horn (BETHLEHEM ARICHEVES, rec. 1955)
Ammons Gene, Boss Tenor (PRESTIGE, rec. 1960)
Modern Jazz Quartet, The Last Concert (ATLANTIC, rec. 1974)
Gillespie Dizzy and Stitt Sonny, The Bop Session (SONET GRAMMOFON, rec. 1975)
Stitt Sonny, My Buddy: Sonny Stitt Plays For Gene Ammons (MUSE, rec. 1976)
Jones Hank, Bebop Redux (MUSE, rec. 1977)
Haig Al, Un Poco Loco (SPOTLITE, rec. 1978)
McLean Jackie, New Wine In Old Bottles (EAST WIND, rec. 1978)
Donaldson Lou, Forgotten Man (TIMELESS, rec. 1981)
Rodney Red, Then and Now (CHESKY, rec. 1992)

DREAM DANCING

Bennett Tony and Evans Bill, *Together Again* (IMPROV RECORDS, rec. 1977) Fitzgerald Ella, *Dream Dancing* (PABLO, rec. 1978) Hamilton Scott, *Scott Hamilton Plays Ballad* (CONCORD, rec. 1989)

HAVE YOU MET MISS JONES?

Tyner McCoy, *Reaching Fourth* (IMPULSE, rec. 1963) Peterson Oscar, *We Get Requests* (VERVE, rec. 1964) Haig Al, *Invitation* (SOMETHIN' ELSE, rec. 1974) Getz Stan, *The Artistry Of Stan Getz* (VERVE, rec. 1989) Coleman George, *I Could Write a Book* (TELARC, rec. 1998)

I LOVE YOU

Dorham Kenny, Kenny Dorham Quintet (ORIGINAL JAZZ CLASSICS, rec. 1953)
Evans Bill, New Jazz Conceptions (RIVERSIDE, rec. 1956)
Coltrane John, Lush Life (PRESTIGE, rec. 1957)
Farmer Art, Modern Art (BLUE NOTE, rec. 1958)
O'Day Anita, Anita O'Day Swings Cole Porter With Billy May (POLYGRAM, rec. 1959)
Hawes Hampton, For Real (CONTEMPORARY RECORDS, rec. 1958)
McLean Jackie, Swing, Swang, Swingin' (BLUE NOTE, rec. 1959)
Pepper Art, Intensity (CONTEMPORARY/OJC, rec. 1960)
Fischer Clare, First Time Out (PACIFIC, rec. 1962)
Raney Jimmy, The Influence (XANADU, rec. 1975)

LINE UP

Tristano Lennie, Lennie Tristano (ATLANTIC, rec. 1955)

MY ROMANCE

Garland Red, A Garland Of Red (PRESTIGE, rec. 1956)
Evans Bill, Waltz For Debby (RIVERSIDE/OJC, rec. 1961)
Webster Ben and Edison Harry, Ben and Sweets (COLUMBIA, rec. 1962)
Blakey Art, Get the Message (DRIVE ARCHIVE, rec. 1966)
Hawes Hampton, The Seance (ORIGINAL JAZZ CLASSICS, rec. 1966)
Blakey Art, Buttercorn Lady (MERCURY, rec. 1966)
Hanna Roland, This Must Be Love (PROGRESSIVE, rec. 1978)
Marsh Warne, A Ballad Album (CRISS CROSS JAZZ, rec. 1983)
Pass Joe, Unforgettable (PABLO, rec. 1992)

MOOSE THE MOOCHE

Parker Charlie, *The Complete Savoy and Dial Studio Recordings 1944–1948* (ATLANTIC, rec. 1946) Harris Barry, *At the Jazz Workshop* (RIVERSIDE, rec. 1960) Lewis Mel, *Starhighs* (CRISS CROSS JAZZ, rec. 1976) Jones Hank, *Bebop Redux* (MUSE, rec. 1977) Farmer Art, *Artistry* (CONCORD, rec. 1983)

STELLA BY STARLIGHT

Parker Charlie, *Charlie Parker With Strings; The Master Takes* (VERVE, rec. 1947–52) Getz Stan, *Stan Getz Plays* (VERVE, rec. 1954) Hall Jim, Jazz Guitar (PACIFIC, rec. 1957)

Davis Miles and Coltrane John, The Complete Columbia Recordings (COLUMBIA, rec. 1958)

Evans Bill, Conversations With Myself (POLYGRAM, rec. 1963)

Bennett Tony, Jazz (COLUMBIA, rec. 1964)

Johnson J.J., *Proof Positive* (IMPULSE, rec. 1964)

Green Grant, I Want To Hold Your Hand (BLUE NOTE, rec. 1965)

Turrentine Stanley, Another Story (BLUE NOTE, rec. 1969)

Fuller Curtis, Smokin' (MAINSTREAM, rec. 1972)

Getz Stan, Anniversary (POLYGRAM, rec. 1987)

Jones Hank, West Of 5th (CHESKY, rec. 2006)