

Name: _____

Date: _____

The Staff

Music is written on a 5-line *staff*. Join the dots to make a staff:



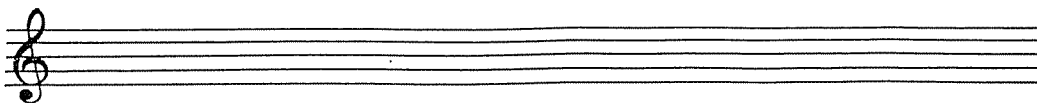
4

The lines and the spaces between the lines are counted from the bottom up. Number the lines and spaces in the staff below:



18

A sign called a *clef* is given at the beginning of every line of music. The *treble* clef establishes the note G on the second line of the staff. High instruments (and some low ones) read notes written in treble clef. Draw a row of treble clefs on the staff below:



10

The *bass* clef establishes the note F on the fourth line of the staff. Most low instruments read notes written in bass clef. Draw a row of bass clefs on the staff below:



10

A. List three band instruments that read music written in treble clef:

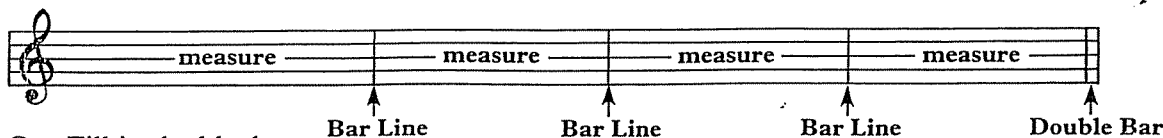
- 1. _____
- 2. _____
- 3. _____

B. List three band instruments that read music written in bass clef:

- 1. _____
- 2. _____
- 3. _____

16

Most music is divided into *measures* by using *bar lines*. The distance between two bar lines is called a *measure* or a *bar*. A *double bar* marks the end of a piece of music.



C. Fill in the blanks:

1. How many measures do you see? _____ .
2. A _____ is the space between two bar lines.
3. Most music is divided into _____ .
4. A _____ divides the staff into _____ measures.
5. A double _____ marks the end of a piece of music.

15

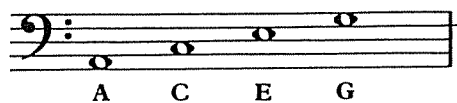
43

Name: _____

Date: _____ 2

Note Names—Bass Clef

The first seven letters of the alphabet are used to name the lines and spaces of the staff:



Remember the phrase:
All Cows Eat Grass



Remember the phrase:
Good Boys Do Fine Always

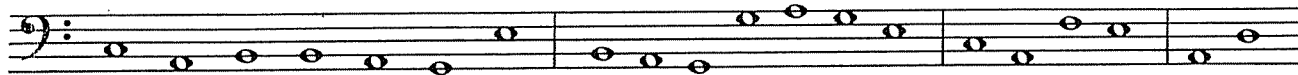
Some tones are too high or too low to be placed on the staff. Short lines called *leger lines* are added to the staff for these notes:



A. Write the names of these notes on the lines below. Each measure will spell a word.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



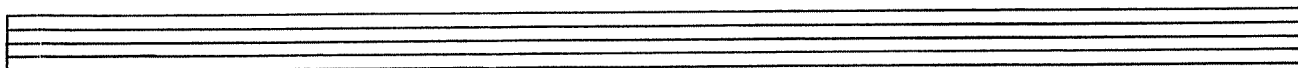
6. _____ 7. _____ 8. _____ 9. _____

B. Using only the first seven letters of the alphabet, make up as many new words as you can and then spell them on the staff. Be sure to draw the bass clef at the beginning of each staff!

1. _____ 4. _____ 7. _____

2. _____ 5. _____ 8. _____

3. _____ 6. _____ 9. _____



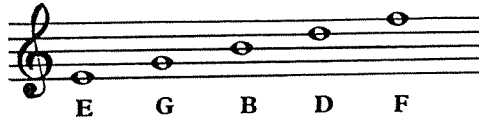
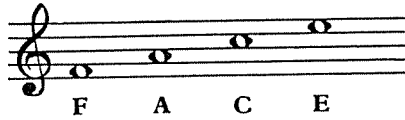
127

Name: _____

Date: _____ 3

Note Names—Treble Clef

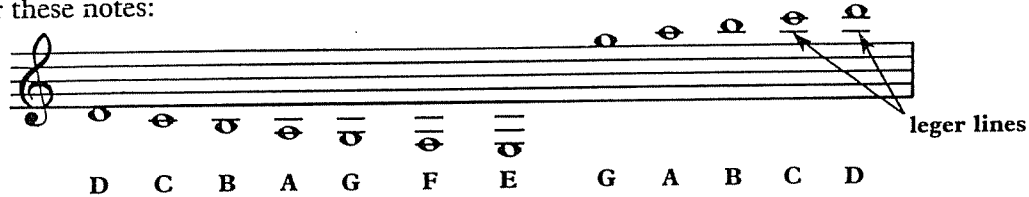
The first seven letters of the alphabet are used to name the lines and spaces of the staff:



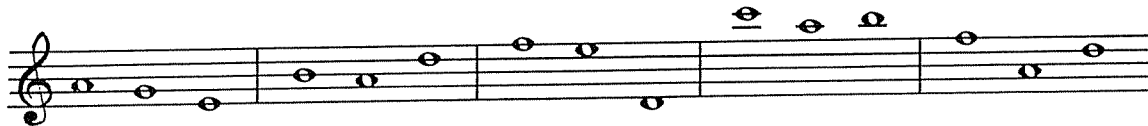
Remember the word: FACE

Remember: Every Good Boy Does Fine

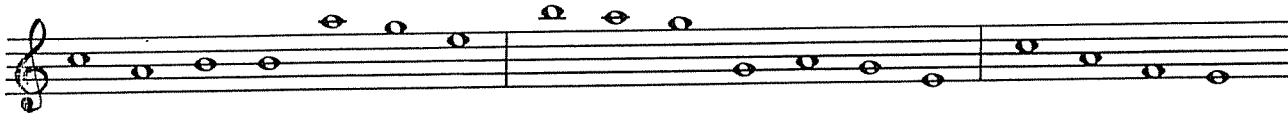
Some tones are too high or too low to be placed on the staff. Short lines called *leger lines* are added to the staff for these notes:



A. Write the names of these notes on the line below. Each measure will spell a word.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



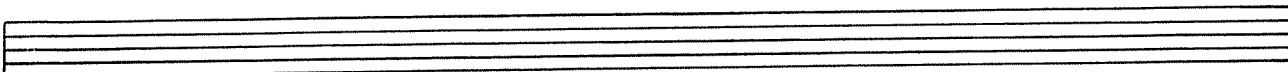
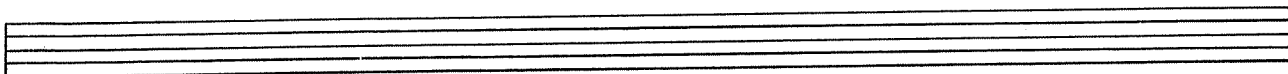
6. _____ 7. _____ 8. _____

B. Using only the first seven letters of the alphabet, make up as many new words as you can and then spell them on the staff using notes. Be sure to draw the treble clef at the beginning of each staff!











1. _____ 4. _____ 7. _____

2. _____ 5. _____ 8. _____







3. _____ 6. _____ 9. _____




Note and Rest Values

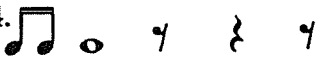
Whole note		4 counts	Whole rest		4 counts
Half note		2 counts	Half rest		2 counts
Quarter note		1 count	Quarter rest		1 count
Eighth note		$\frac{1}{2}$ count	Eighth rest		$\frac{1}{2}$ count
Pair of eighth notes		1 count			
Dotted half note		3 counts			


A. Use the table of note and rest values given above to help you fill in the blanks. The values shown in the table and examples are for $\frac{4}{4}$ time.


-  is a _____ rest.
-  is a _____ note.
- One _____ rest equals $\frac{1}{2}$ count.
- Two _____ notes equal 1 count.
- Hold a whole note for _____ count(s).
- A quarter note is held for _____ count(s).
-  is a _____ rest.
- A half rest is held for _____ counts.
- A  equals _____ count(s).
- A _____ half note is held for 3 counts.
- An _____ rest looks like the number seven.
-  is a _____ note..
- A half note is held for _____ counts.
- A whole rest is held for _____ counts.
-  is a _____ rest.


B. Musical Arithmetic: Fill the blank under the note or rest with the number of counts it should receive. If all the notes and rests are given the correct number of counts, they should add up to the given total. The note and rest values are for $\frac{4}{4}$ time.


1. 
 _ + _ + _ + _ + _ + _ = 10

4. 
 _ + _ + _ + _ + _ = 7

2. 
 _ + _ + _ + _ = 9

5. 
 _ + _ + _ + _ + _ + _ = 16

3. 
 _ + _ + _ + _ + _ = 9

6. 
 _ + _ + _ + _ + _ + _ = 7

Time Signatures


The *time signature* is indicated at the beginning of a piece of music by two numbers, one above the other.


②
4 The top number indicates how many beats are in the bar (2 beats)


A. In the examples given, tell how many beats are in each bar.


1. $\frac{4}{4}$ ___ beats in each bar 2. $\frac{6}{8}$ ___ beats in each bar
3. $\frac{7}{4}$ ___ beats in each bar 4. $\frac{9}{4}$ ___ beats in each bar

②
4 The bottom number tells what kind of note gets one beat.


A 4 on the bottom indicates that the quarter note () gets one beat.

A 2 on the bottom indicates that the half note () gets one beat.

An 8 on the bottom indicates that the eighth note () gets one beat.

A 16 on the bottom indicates that the sixteenth note () gets one beat.

B. In the examples below, tell what kind of note gets one beat and draw the note. The first example is done for you.

$\frac{3}{8}$ A(n) eighth note  gets one beat.

1. $\frac{2}{16}$ The _____ note _____ gets one beat.
2. $\frac{4}{4}$ The _____ note _____ gets one beat.
3. $\frac{2}{2}$ The _____ note _____ gets one beat.
4. $\frac{5}{4}$ The _____ note _____ gets one beat.

C. Write a bar of music in the time given.

1. $\frac{2}{4}$

4. $\frac{3}{2}$

2. $\frac{6}{8}$

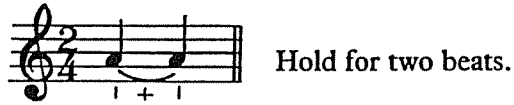
5. $\frac{4}{4}$

3. $\frac{3}{8}$

6. $\frac{3}{4}$

Tie, Tongue, and Slur

A *tie* is a curved line that connects two or more notes of the same pitch. When two notes are tied together, you hold the pitch for the length of both notes:



A. Add the beats to show how long each of these tied notes will be held for:

1. ___ + ___ = ___ 2. ___ + ___ = ___ 3. ___ + ___ = ___ 4. ___ + ___ = ___

5. ___ + ___ = ___ 6. ___ + ___ = ___ 7. ___ + ___ + ___ = ___ 8. ___ + ___ = ___

A *slur* is a curved line that connects different notes. Always tongue the first note, and play the other notes without tonguing.

B. In the examples below, write "T" under the note that is to be tongued, and "slur" under the notes that should not be tongued.

slur 1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____ 9. _____

Review:


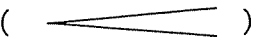
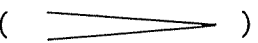
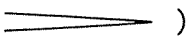
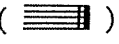

1. A _____ connects two or more notes of the same pitch.
2. A _____ connects different notes.
3. A slur means to play without _____.
4. Always _____ the first note of a slur.
5. A tie means to hold the pitch for the length of _____ notes.


Optional Activity:

1. Have a trumpet player play the slurring examples. Listen carefully to see if the tonguing and slurring are correct.

Musical Signs and Vocabulary

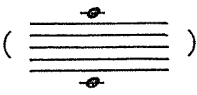


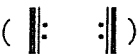




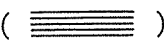

Use the Music Mini-Dictionary to help you fill in the blanks and draw the signs:

Accent	()	Play with force.
Accidentals	(b , \sharp , \natural)	Flats, sharps, and naturals that are not in the key signature
Adagio		Slow
Allegro		Fast and lively
Andante		Moderately slow, about walking speed
Crescendo	()	Gradually louder
Da Capo	(D.C.)	Go back to the beginning.
Dal Segno	(D.S.)	Go back to the sign.
Decrescendo	()	Gradually softer
Diminuendo	(dim. or )	Gradually softer
Double bar	()	Marks the end of the music
Fermata	()	Hold or pause
Fine		The finish or the end
Flat	(b)	Lowers a note one half step
Forte	(f)	Loud


1. To accent is to play with _____ .
2. The abbreviation for Dal Segno is _____ .
3. The word meaning "the end" is _____ .
4. This sign () is a _____ .
5. _____ means pause or hold.
6. _____ and _____ mean to become gradually softer.
7. A _____ lowers a note by one half step.
8. D.C. is the abbreviation for _____ .
9. _____ means moderately slow, about walking speed.
10. Adagio means _____ .
11. Accidentals are _____ , _____ , or _____ not in the key signature.
12. Allegro means _____ and lively.
13. _____ means gradually louder.
14. The sign for gradually louder is _____ .
15. The abbreviation for forte is _____ .
16. Da Capo means to go back to the _____ .
17. Dim. is the abbreviation for _____ .
18. Dal Segno means to go back to the _____ .
19. The sign for accent is _____ .
20. A double _____ ends the music.

More Musical Signs and Vocabulary Date: _____ 9

Use the Music Mini-Dictionary to help you fill in the blanks and draw the signs:

Key signature		Tells which notes to play flat or sharp
Largo		Very slow and dignified
Leger lines	()	Short lines added above or below the staff for notes too high or low to fit on
Measure repeat sign	()	Repeat the measure.
Natural	()	Cancels a flat or sharp
Piano	(<i>p</i>)	Soft
Presto		Very quickly
Repeat sign	()	Repeat the music between the signs.
Rest	()	A silent beat or beats
Sharp	()	Raises a note one half step
Slur	()	A curved line connecting different notes. It means to play without tonguing after the first note.
Solo		One person plays alone.
Staccato	()	Play in a detached style.
Staff	()	Five lines on which music is written
Tie	()	A curved line connecting two or more notes of the same pitch. Hold for the value of all the notes.
Vivace		Quick and lively

A detached playing style is called _____ .


 is called the _____ .

A _____ is a curved line connecting notes of the same pitch.

To slur is to play _____ .

A _____ raises a note one half step.

Presto means to play very _____ .

This sign () means to _____ the measure.

The _____ tells what notes to play flat or sharp.

Largo means to play _____ .

Draw a pair of repeat signs: _____

A rest is a _____ beat.

One person playing alone is a _____ .

_____ means to play softly.

Short lines added above or below the staff are called _____ lines.

The word meaning quick and lively is _____ .

When there is a _____ , you hold the value of all the notes.

Draw a sharp sign: _____ .

A _____ is a curved line connecting different notes.

The abbreviation for piano is _____ .

Name: _____

Date: _____ 10

Note Speller

Draw your clef sign and draw notes on the staff to spell the words. Use leger lines for at least ten of the words.

ACE

FACE

CAGE

BE

DEAF

DAB

BADE

DEED

BEEF

ADD

CABBAGE

BEAD

FEED

FADED

ADAGE

BAD

DAD

DAB

CAB

GAG

DEAD

FED

EBB

AGE

GAD

BED

ACED

BEE

FACED

BAGGAGE

EGAD

BAG

BEG

CAD

CEDE

ADDED

BAGGED

GAGE

CAGED

BEADED

BABE

ABE

FAB

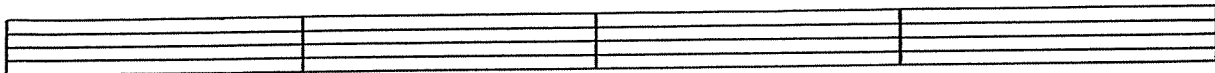
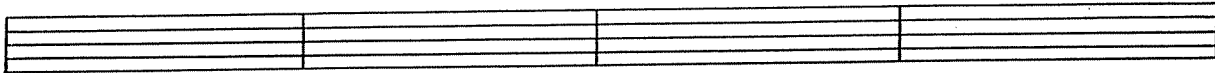
GAB

Name: _____

Know Your Fingerings

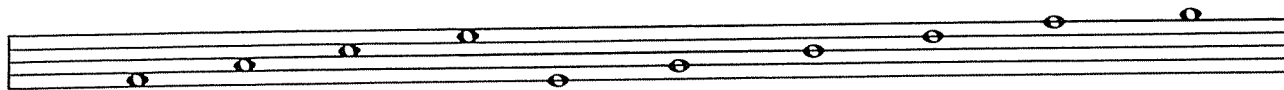
Date: _____ 11

Copy the concert B^b scale from your method book onto the staves below, using whole notes. Above each note make a chart showing the correct fingering for that note on your instrument. Use your band method book if you need to check a fingering.













Review: Worksheets 1-11

A. Draw your clef sign and name the notes:



B. Tell how many counts each note or rest should receive in $\frac{4}{4}$ time.

- | | |
|--|---|
| 1.  _____ | 6.  _____ |
| 2.  _____ | 7.  _____ |
| 3.  _____ | 8.  _____ |
| 4.  _____ | 9.  _____ |
| 5.  _____ | 10.  _____ |

C. Tell how many beats will be in the bar for each time signature:

- | | |
|------------------------|------------------------|
| 1. $\frac{3}{8}$ _____ | 4. $\frac{2}{2}$ _____ |
| 2. $\frac{7}{4}$ _____ | 5. $\frac{3}{4}$ _____ |
| 3. $\frac{6}{8}$ _____ | |

D. What kind of note gets one beat in each of these time signatures?

- | | |
|------------------------|-------------------------|
| 1. $\frac{2}{4}$ _____ | 3. $\frac{4}{16}$ _____ |
| 2. $\frac{3}{8}$ _____ | 4. $\frac{2}{2}$ _____ |

E. Tell whether the following are ties or slurs:



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

F. Choose the correct word or sign to match the definition and write it in the blank:

- | | |
|--|-------------|
| 1. Lowers a note one half step _____ | presto |
| 2. Go back to the sign _____ | staccato |
| 3. Loud _____ | ∕ |
| 4. Quick, lively _____ | piano |
| 5. Play in a detached style _____ | slur |
| 6. Raises a note one half step _____ | accidentals |
| 7. Repeat the measure _____ | forte |
| 8. Play without tonguing _____ | # |
| 9. Soft _____ | rest |
| 10. Very slow and dignified _____ | Dal Segno |
| 11. Hold or pause _____ | diminuendo |
| 12. Gradually softer _____ | double bar |
| 13. Flats, sharps, and naturals not in the key signature _____ | fine |
| 14. A silent beat or beats _____ | b |
| 15. Marks the end of the music _____ | staff |
| 16. The end _____ | vivace |
| 17. Cancels a flat or sharp _____ | largo |
| 18. Five lines on which music is written _____ | tie |
| 19. Hold for value of all the notes _____ | h |
| 20. Very quickly _____ | fermata |

Key Signatures

The *key signature* tells us which notes have sharps or flats in that key. A key is named for its starting note. The sharps and flats always appear in the key signature in the same order. The *name* of the key is determined by the number of sharps or flats. You will learn about this in greater detail on a later worksheet.

The order of sharps (\sharp): **F C G D A E B**

You can remember the order of sharps with this saying:

Father **C**harles **G**oes **D**own **A**nd **E**ats **B**reakfast.

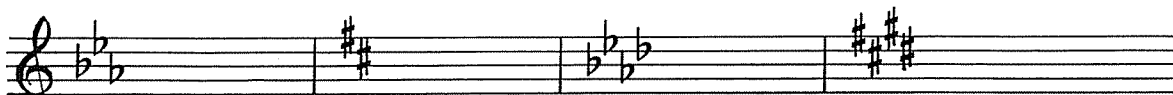
The order of flats (\flat): **B E A D G C F**

You can remember the order of flats with this saying:

Breakfast **E**nds **A**nd **D**own **G**oes **C**harles' **F**ather.

Remember: The order of sharps and flats is the same in both bass clef and treble clef.

Directions: Under each key signature write the letter names of the notes that are to be sharped or flatted, and the word "flat" or "sharp":



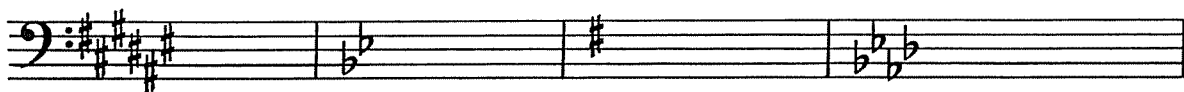
1. _____ 2. _____ 3. _____ 4. _____



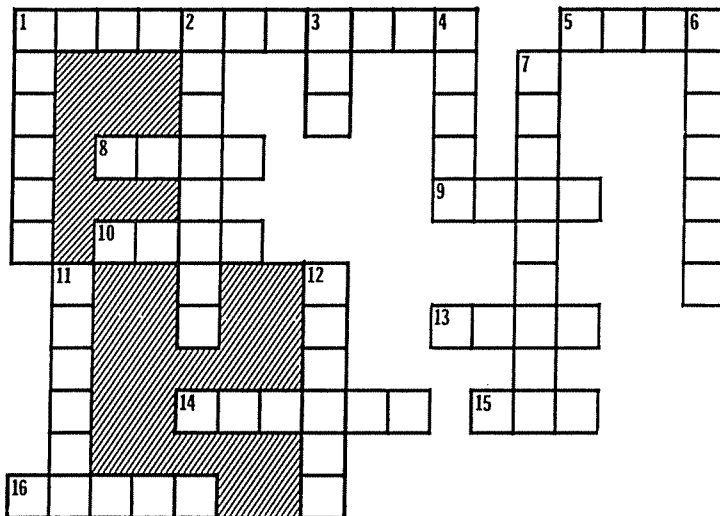
5. _____ 6. _____ 7. _____ 8. _____







9. _____ 10. _____ 11. _____ 12. _____




13. _____ 14. _____ 15. _____ 16. _____



Across:


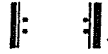








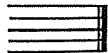

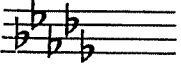


1. Sharps, flats, and naturals not in the key signature: _____
5.  treble _____
8. : _____ clef
9. The end _____
10.  measure repeat _____
13.  _____
14. Means to play quickly, with life
15. The _____ signature tells which notes to flat or sharp.
16. Short lines added above or below the staff: _____ lines

Down:

1. Play very slowly: _____
2. Repeat from the sign: _____
3. Connects notes that are the same; hold for value of both notes: _____
4. This is what music is written on: _____
6.  _____
7. Tells how many beats are in each bar: time _____
11. A _____ bar ends a piece of music.
12. D.C. stands for _____ .

Musical Vocabulary

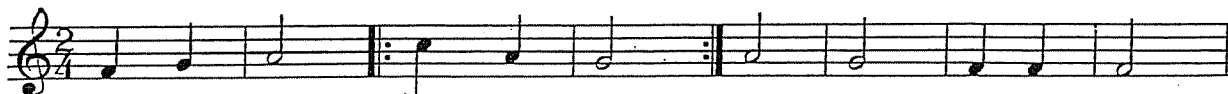
Fill in the blank with the correct definition:

- | | |
|---|--------------------------------------|
| 1.  _____ | treble clef |
| 2.  _____ | the end |
| 3. D.C. _____ | half rest |
| 4. fine _____ | one person plays alone |
| 5. solo _____ | bass clef |
| 6.  _____ | go back to the beginning |
| 7. piano _____ | play without tonguing |
| 8.  _____ | repeat |
| 9. slur _____ | natural |
| 10. BEADGCF _____ | quarter rest |
| 11.  _____ | flat |
| 12.  _____ | the order of flats |
| 13. andante _____ | sharp |
| 14.  _____ | loud |
| 15.  _____ | soft |
| 16.  _____ | moderately slow, about walking speed |
| 17.  _____ | the order or sharps |
| 18.  _____ | go back to the sign |
| 19.  _____ | key signature |
| 20.  _____ | double bar |
| 21. allegro _____ | repeat the measure |
| 22. Dal Segno _____ | fast and lively |
| 23. FCGDAEB _____ | time signature |
| 24.  _____ | whole rest |
| 25.  _____ | tie |

Repeat Signs

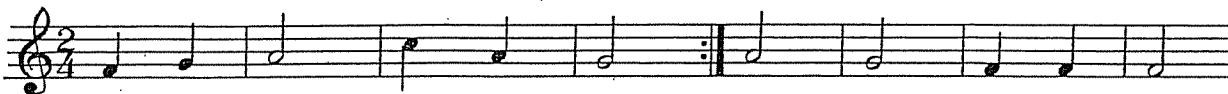
A repeat sign consists of two dots placed before or after a double bar. Music enclosed by these signs is to be repeated.

1. Underline the section that is to be repeated:



Sometimes the repeat sign means to go back to the beginning of the music.

2. Underline the section that is to be repeated:



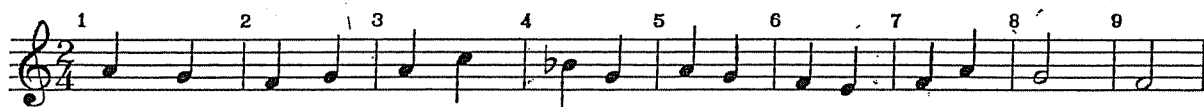
When there are first and second endings, play the first ending the first time, repeat the strain, then skip the first ending and play the second ending.

3. Underline with a solid line the music you play the first time. Underline with a dotted line the music you play the second time:

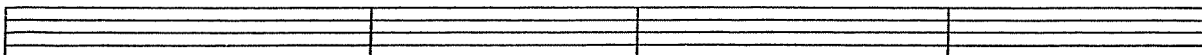
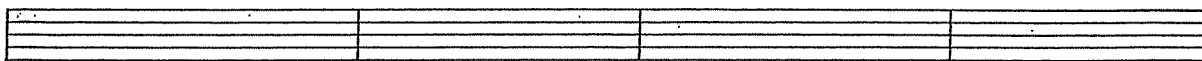


4. In the music below, draw repeat dots to show the following:

- After measure 3 is played, start the line again;
- Measures 6 and 7 are to be repeated;
- Draw first and second endings so measure 8 is played the first time through, but not the second, and measure 9 is played only the final time through the line.


























5. On the staves below, write the song as it would appear without a first and second ending:



Puzzle Page: Signs

Complete the word with the help of the sign:

1.  f _ _ _ _ t _
2.  m _ _ _ _ e _ e _ _ _ _
3.  w _ _ l _ _ o _ _ _
4.  t _ _ _ s _ _ _ _ _ r _ _
5.  _ _ l _ n _ _ _
6.  q _ _ _ _ r _ _ _ t
7.  h _ _ _ r _ _ t
8.  s _ _ _ p
9.  d _ _ _ e _ h _ _ f n _ _ e
10.  w _ _ _ _ _ t
11.  _ _ _ u r _ _ _
12.  _ l a _ _
13.  t _ _ _ _ e c _ _ _ _
14.  _ _ _ _ _ _ _ e
15.  _ l _ _ _
16.  b _ _ _ c _ _ _
17.  t _ _
18.  b _ _ l _ _ _
19.  r _ _ _ t s _ _ n
20.  d _ _ _ l _ b _ _ l _ _ e
21.  e _ _ t _ n _ _ s
22.  _ _ y s _ g _ _ _ _
23. D.C. _ _ _ p _
24.  s t _ _ _ t _
25. BEADGCF the o _ _ _ _ _ f f _ _ _ s

Name: _____

Know Your Instrument

Date: _____ 19

A. Use a music dictionary or a set of encyclopedias to help you find the answers to the questions given below. You may also use instrument catalogues or a guide to your instrument, or ask a musician who plays your instrument.

1. What instrument do you play? _____

2. To what family does it belong? _____

3. How many major parts does your instrument consist of? _____

Name them: _____

4. Of what materials is your instrument made? _____

5. How much does your instrument cost? _____

6. When was your instrument invented? _____

7. Who invented your instrument? _____

8. How do you clean your instrument? _____

9. Will it hurt a brass or woodwind instrument to eat candy or chew gum while playing? If so, why?

10. Why should you always remember your own instrument instead of borrowing a friend's?

11. How can you avoid getting dents in your instrument?

B. Circle the names of the instruments in the puzzle. Then list the instruments under their proper heading. Words may be horizontal, vertical, or diagonal.

Brass:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Woodwind:

1. _____

2. _____

3. _____

4. _____

5. _____

CYMBALPOITASPF
FTRI ANGLERQWIR
ALESAXOPHONECE
LWUASBVCTMPUCN
TYUTPQWTUBAPOC
OQBVEPLUIOTYLH
HTTRUMPETNASOH
OCBARITONEOAPO
RAABASSDRUMBTR
NSSNCLARINETON
UISNAREDRUMTYE
TENORSAXPTRUTU

Percussion:

1. _____

2. _____

3. _____

4. _____

D.C., D.S., Coda, and Fine

D.C. stands for *Da Capo*, which means: Go back to the beginning.

al Fine means: to the end

Fine means: the end.

Play through the Fine the first time; the second time you come to the Fine, stop playing.

A. Answer the questions using the musical example below:

1. The first time you play measure 8, it is followed by measure _____ .
2. The second time you play measure 8, you _____ .
3. After you play measure 16, you play measure _____ .

Coda means: closing section. Ignore the coda sign the first time through the piece. After *Da Capo* or *Dal Segno*, when you come to the coda sign, skip to the coda.

B. Fill in the blanks using the musical example below:

1. The first time you play measure 2, it is followed by measure _____ .
2. The second time you play measure 2, it is followed by measure _____ .
3. After you play measure 4, you play measure _____ .

D.S. stands for *Dal Segno*, which means: Go back to this sign: ♯

C. Fill in the blanks using the musical example below:

1. After you play measure 4, you are to play measure _____ .
2. After you play measure 6, you _____ .

D. Fill in the blanks.

1. D.C. stands for _____ .
2. Da Capo means _____ .
3. Play through the Fine the _____ time.
4. The second time you come to the Fine, _____ playing.
5. D.S. stands for _____ .
6. Dal Segno means: _____ .
7. Draw the sign that tells you to go to the coda: _____ .
8. Draw the sign that you go back to when you see D.S.: _____ .

Practice Counting Eighth Notes



Whole note = 2 half notes

= 4 quarter notes

= 8 eighth notes

This is a single eighth note: Draw a row of eighth notes:

This is an eighth rest: Draw a row of eighth rests:

Two or more eighth notes are joined by a *beam*:

Draw a row of beamed eighth notes:

A. For each of the following:

a. tell how many counts the given note or rest receives in $\frac{4}{4}$ time.

b. balance the scale with enough eighth notes or rest to equal the longer note(s). The first example is done for you.

1. = 4. = _____ 7. = _____

2. = _____ 5. = _____ 8. = _____

3. = _____ 6. = _____ 9. = _____

B. Complete the following measures using eighth notes:

1.

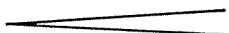
2.

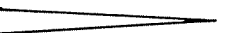
3.

Dynamics







Dynamic signs tell us how loudly or softly music is to be played. The musical signs are really the first letters of words. The words are Italian, because Italian is used as the language of music.

<i>pp</i>	pianissimo	very soft
<i>p</i>	piano	soft
<i>mp</i>	mezzo piano	moderately soft
<i>m</i>	mezzo	moderately
<i>mf</i>	mezzo forte	moderately loud
<i>f</i>	forte	loud
<i>ff</i>	fortissimo	very loud

A crescendo () means to gradually get louder.

A decrescendo or diminuendo () means to gradually get softer.

Circle the sign that means the same as the word:

- | | | | | |
|----------------------|---|---|---|--|
| 1. loud | <i>f</i> | <i>mp</i> | <i>mf</i> | <i>p</i> |
| 2. mezzo forte | <i>mf</i> | <i>p</i> | <i>f</i> | <i>pp</i> |
| 3. crescendo | <i>f</i> |  | <i>p</i> | <i>mf</i> |
| 4. very soft | <i>ff</i> | <i>f</i> | <i>mp</i> | <i>pp</i> |
| 5. moderately soft | <i>f</i> | <i>ff</i> | <i>mp</i> | <i>pp</i> |
| 6. mezzo | <i>f</i> | <i>pp</i> | <i>m</i> | <i>p</i> |
| 7. diminuendo | <i>p</i> | <i>ff</i> | <i>mp</i> |  |
| 8. forte | <i>p</i> | <i>f</i> | <i>mp</i> | <i>pp</i> |
| 9. gradually louder | <i>ff</i> | <i>pp</i> |  | <i>mf</i> |
| 10. soft | <i>mp</i> | <i>pp</i> | <i>p</i> |  |
| 11. moderately loud |  | <i>mp</i> | <i>mf</i> | <i>ff</i> |
| 12. gradually softer | <i>pp</i> | <i>mp</i> | <i>f</i> |  |

Optional Activity: Each instrument has a tendency to change pitch when changing dynamic levels and changing registers. Using a strobe tuner, test your instrument's tendency to change pitch in each of the following registers using the dynamics given. Record your results.

low register–piano: _____ low register–forte: _____

high register–piano: _____ high register–forte: _____

How can you compensate for this pitch tendency when performing?

Tempo Markings

Tempo markings tell how fast or slow to play music:

Largo	Very slow—broadly, dignified
Adagio	Slow, not so slow as largo
Andante	Moderately slow, about walking speed
Moderato	At a moderate speed
Allegro	Fast and lively
Presto	Quick
Vivace	Quick and lively
Accelerando	Gradually getting faster
Ritardando	Gradually getting slower

A. Unscramble the words to find the tempo markings for the following speeds:

1. OAECALCNEDR _____ Gradually getting faster
2. GERLOLA _____ Fast and lively
3. DOAGAI _____ Slow
4. ROTSEP _____ Quick
5. GALOR _____ Very slow—broadly
6. CIEVVA _____ Quick and lively
7. NOTRADDIRA _____ Gradually slow down
8. DETANNA _____ Moderately slow, about walking speed
9. ROTADEOM _____ At a moderate speed

B. Rewrite these tempo markings in order from slowest to fastest:

presto adagio allegro moderato largo andante

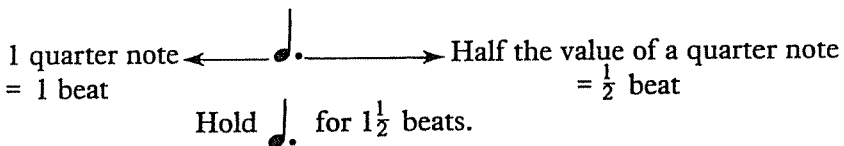
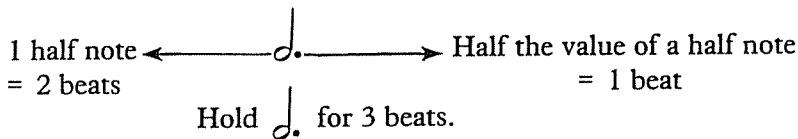
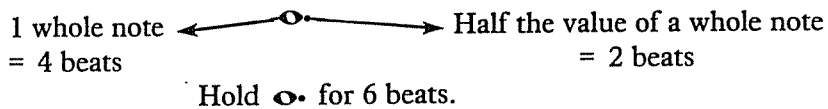
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C. 1. Who sets the tempo for the concert band? _____

2. Why is it important for all musicians to be watching the conductor?

Dotted Notes

A dot adds one half the value of the note to any note. In $\frac{4}{4}$ time, for example,



A. Write the counting under each note and add the beats. All examples are in $\frac{4}{4}$ time.

<p>1. $\frac{4}{4}$ q d q q o ζ</p> <p> ___ + ___ + ___ + ___ + ___ + ___ = 11</p>	<p>3. $\frac{4}{4}$ o — d q q</p> <p> ___ + ___ + ___ + ___ + ___ = 13</p>
<p>2. $\frac{4}{4}$ d q q — d</p> <p> ___ + ___ + ___ + ___ + ___ = 7</p>	<p>4. $\frac{4}{4}$ d q q q q q</p> <p> ___ + ___ + ___ + ___ + ___ = 4</p>

B. Complete the measures using notes:

1. $\frac{4}{4}$ d d	4. $\frac{4}{4}$ d d d
2. $\frac{4}{4}$ d	5. $\frac{2}{4}$ d
3. $\frac{3}{4}$ d d	

C. Complete the measures using rests:

1. $\frac{4}{4}$ d d ζ	4. $\frac{4}{4}$ d q q
2. $\frac{4}{4}$ — d	5. $\frac{2}{4}$ d
3. $\frac{3}{4}$ d q	

D. Add the bar lines in the following examples:

1. $\frac{4}{4}$ q q d d q q q d d q d q d q d d	
2. $\frac{4}{4}$ d d d q d d ζ q d d	
3. $\frac{3}{4}$ d q d d q d d d q d d d d	
4. $\frac{2}{4}$ d q d d d q d d q ζ d ζ d q d d	

E. Arrange the dynamics in order from softest to loudest:












mp *f* *mf* *pp* *ff* *p*

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

F. Choose the correct term and write it in the blank beside its definition:

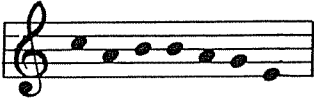
- | | |
|--|-------------|
| 1. very soft _____ | piano |
| 2. moderately slow, about walking speed
_____ | crescendo |
| 3. loud _____ | pianissimo |
| 4. quick _____ | largo |
| 5. gradually louder _____ | fortissimo |
| 6. very slow—broadly, dignified _____ | accelerando |
| 7. gradually faster _____ | forte |
| 8. very loud _____ | presto |
| 9. fast and lively _____ | allegro |
| 10. soft _____ | andante |



G. Tell how many counts each note or rest receives in $\frac{4}{4}$ time.

- | | | |
|--|--|---|
| 1.  _____ | 5.  _____ | 9.  _____ |
| 2.  _____ | 6.  _____ | 10.  _____ |
| 3.  _____ | 7.  _____ | 11.  _____ |
| 4.  _____ | 8.  _____ | |

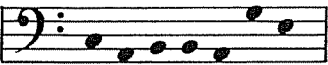
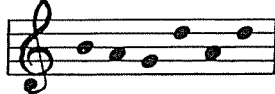
A Fractured Fairy Tale



Name the notes in the examples to complete the tale:

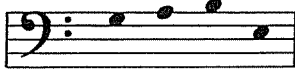
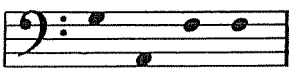
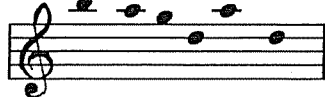
Once upon a time, in an abandoned  patch, lived an imaginary group of elves

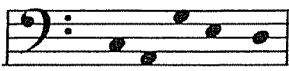

known as the  elves. The king elf, , had a lovely daughter

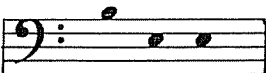
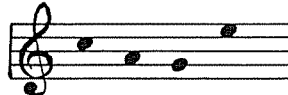
named , whose  was known throughout the



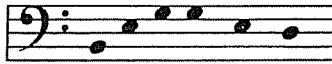
 patch for its beauty. All of the  elves loved to play


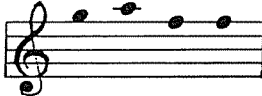
under the shade of the  leaves. But the  owner of the

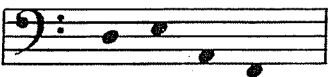
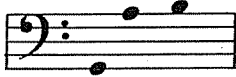
patch,  , wanted to see the 

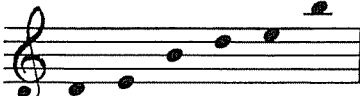
elves  up. He hid out until the beautiful  was out alone.

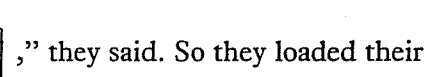

Then he sent his trained  to chase her into the . Once he

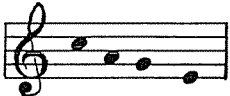

had  , the other elves  and


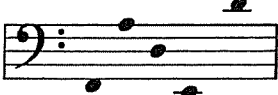
 to release her. But old  played



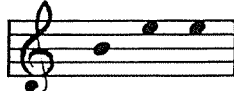
. The elves held a  session. "We cannot live without

,

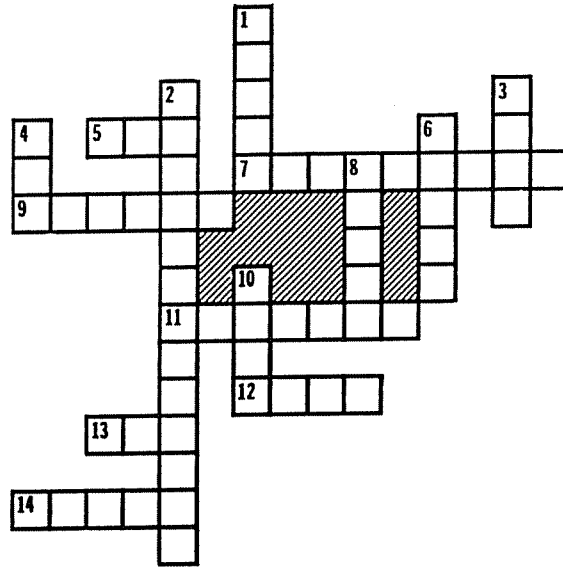
," they said. So they loaded their  and



went to live in the  with . The memory of the

 patch  with time and they all lived happily ever after. As for





 old  —he died of a  sting.

Counting Crossword

**Down:**

1. The top number of a time signature tells how many _____ there are in the bar.
2. This sign:  is a _____ note.
3. The bottom number of a time signature tells what kind of _____ gets one beat.
4. A quarter note receives _____ beat in $\frac{4}{4}$ time.
6. In $\frac{7}{4}$ time there are _____ beats to a bar.
8. A dotted half note receives _____ beats in $\frac{4}{4}$ time.
10. This sign:  is a _____ rest.

Across:



5. A half note receives _____ beats in $\frac{4}{4}$ time.
7. In $\frac{6}{16}$ a _____ receives one beat.
9. This:  is a(n) _____ note.
11. This:  is a _____ rest.
12. Hold this rest:  for _____ counts in $\frac{4}{4}$ time.
13. All music is divided into measures using _____ lines.
14. This:  is a(n) _____ note.

14

Counting Slow $\frac{3}{8}$ and $\frac{6}{8}$ Time

The *top* number of a time signature tells how many beats are in each bar. $\rightarrow \frac{3}{8}$

The *bottom* number of a time signature tells what kind of note gets one beat. When the bottom

number is an 8, an eighth note () or rest () receives one beat. $\rightarrow \frac{3}{8}$

$\frac{3}{8}$  || $\frac{6}{8}$  ||

1 2 3 1 2 3 4 5 6

In slow $\frac{3}{8}$ or $\frac{6}{8}$ time a quarter note or rest receives two beats:

$\frac{3}{8}$  || $\frac{6}{8}$  ||

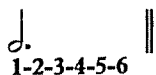
1-2 3 1-2 3 4-5 6

In slow $\frac{3}{8}$ or $\frac{6}{8}$ time a dotted quarter note or rest receives three beats:

$\frac{3}{8}$  || $\frac{6}{8}$  ||

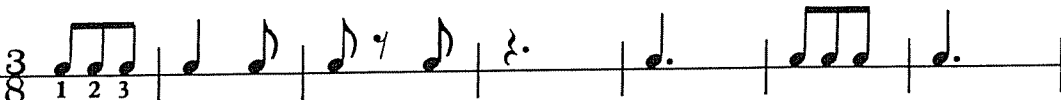
1-2-3 1-2-3 4-5-6

In slow $\frac{6}{8}$ a dotted half note or rest receives 6 beats:

$\frac{6}{8}$  ||

1-2-3-4-5-6

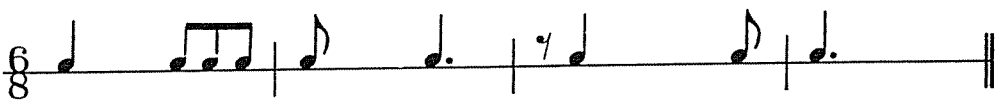
A. Write the beats under the notes. The first measure is done for you.

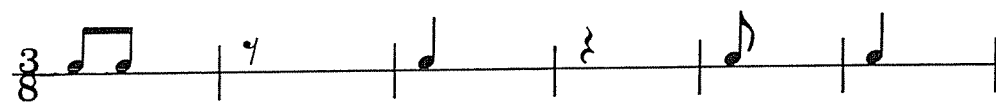
1. $\frac{3}{8}$  ||

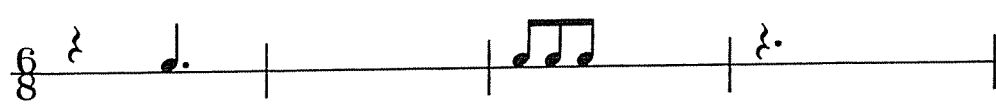
2. $\frac{6}{8}$  ||

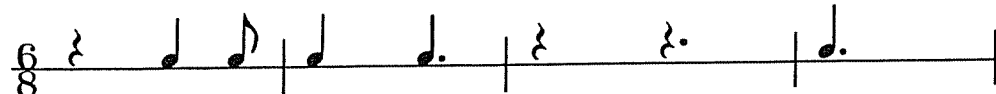
110

B. Fill in the missing beats with notes:

1. $\frac{6}{8}$  ||

2. $\frac{3}{8}$  ||

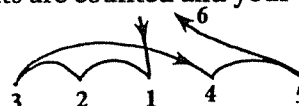
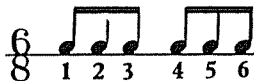
3. $\frac{6}{8}$  ||

4. $\frac{6}{8}$  ||

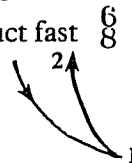
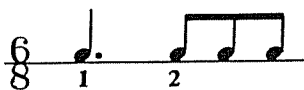
118

Counting Fast $\frac{3}{8}$ and $\frac{6}{8}$ Time

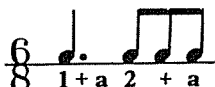
When music written in $\frac{6}{8}$ is played at a slow tempo, all six beats are counted and your conductor shows all six beats:



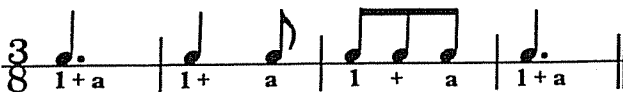
However, that is impossible at a fast tempo. We count and conduct fast $\frac{6}{8}$ with two large beats in each measure that can be subdivided into three:



Sometimes, to remember to subdivide the large beat, we say: "One and a" (1&a):



Fast $\frac{3}{8}$ is felt with only one large beat in the bar. Fast $\frac{3}{8}$ is conducted in 1:



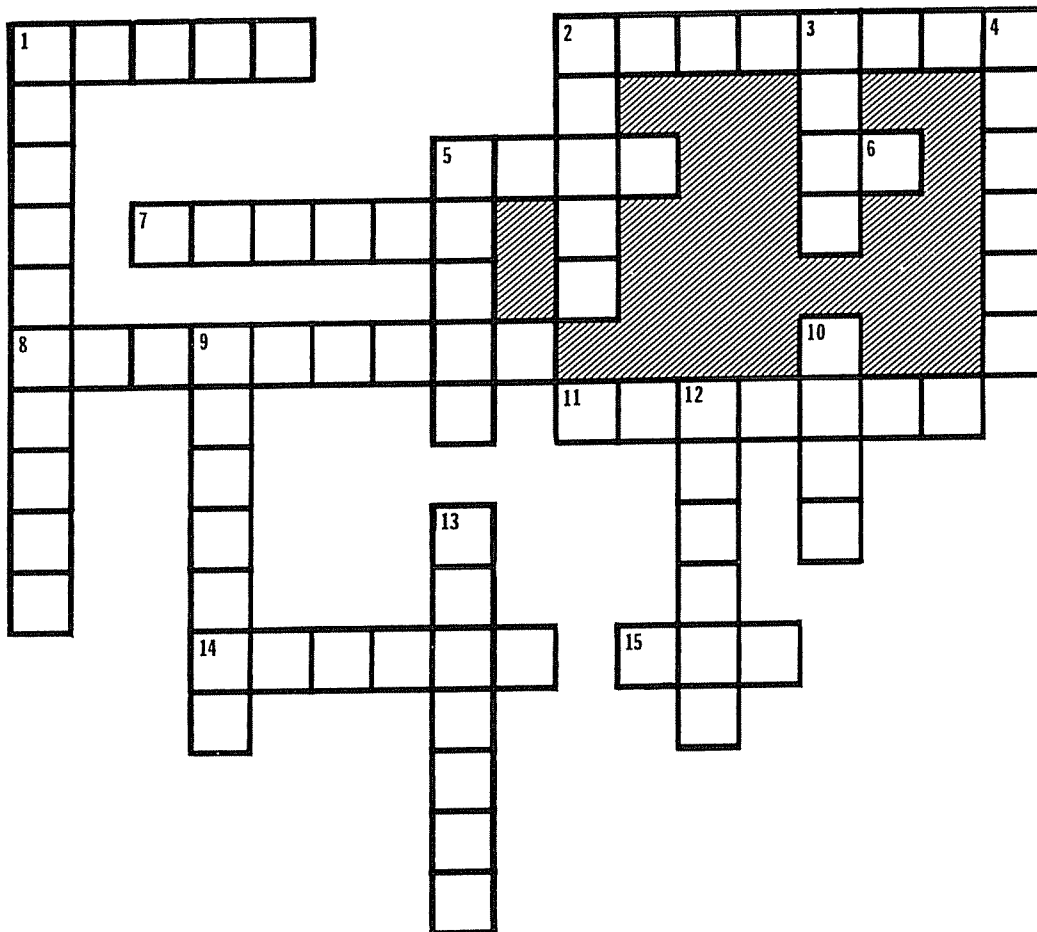
Notes and rest receive the following counts in fast $\frac{3}{8}$ or $\frac{6}{8}$:

	2 beats	
	2/3 beat	
	1 beat	
	1/3 beat	

Write the counting under the music and add the bar lines. The first measure is done for you.





1.											120
2.											127
3.											126
4.											137

Optional Activity: Clap and count the music above. Try playing it on your instrument.








18

Down:

1. *pp* _____
2. # _____
3.  _____
4. $\overline{8va}$ Play an _____ higher.
5. *f* is the abbreviation for _____
9.  _____
10.  _____ note
12. $\frac{\%}{\%}$ measure _____
13.  _____

Across:

1. *p* _____
2.  _____
5. *b* _____
6. Dal Segno (abbrev.) _____
7. D.C. _____
8.  _____ notes
11.  _____
14.  _____ notes
15.  double _____

Triplets

A triplet is a group of three notes that are performed in the time normally allotted for two of the same kind of note:

$$\text{Quarter note} = 1 \text{ count} \qquad \text{Triplet of quarter notes} = 1 \text{ count}$$

$$\text{Half note} = 2 \text{ counts} \qquad \text{Triplet of half notes} = 2 \text{ counts}$$

A. Add the bar lines to the following examples.

-
-
-
-

B. Under each note or group of notes write how many counts it should receive. All the examples are in $\frac{4}{4}$ time. To check your accuracy, add the beats.

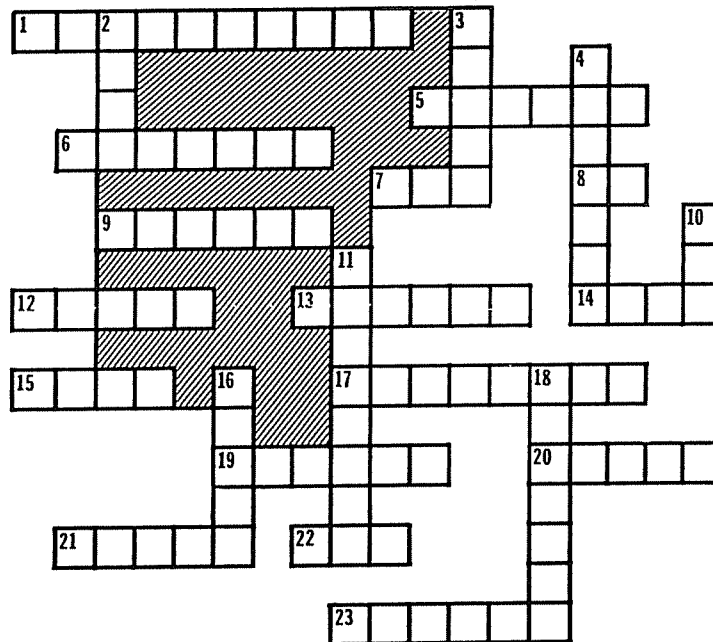
- _____ + _____ + _____ + _____ = 5
- _____ + _____ + _____ + _____ + _____ = 9


- _____ + _____ + _____ + _____ + _____ = 7
- _____ + _____ + _____ + _____ = 6

- _____ + _____ + _____ + _____ + _____ + _____ + _____ + _____ + _____ = 15

- _____ + _____ + _____ + _____ + _____ = 6
- _____ + _____ + _____ + _____ = 9

Optional Activity: Find several examples of triplets in your band music. Copy them in the space below (with some of the music before and after them, for context) and try clapping and playing them.

**Down:**

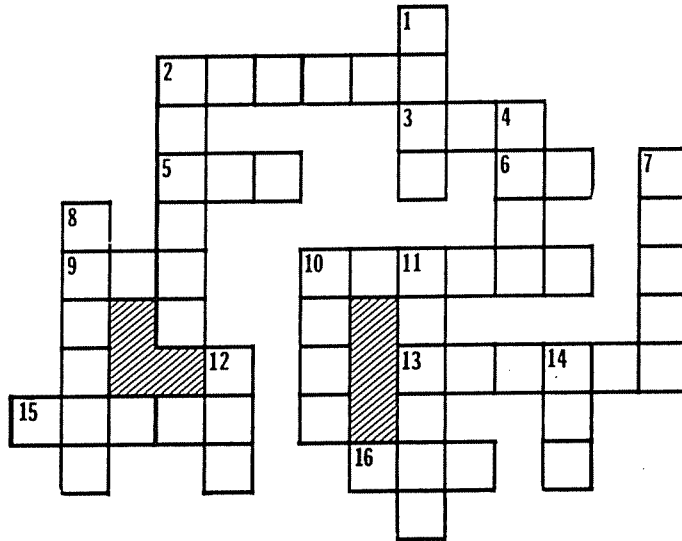
2. A closing section indicated by the sign: 
3. Raises a note one half step
4. The order of flats
10. Connects two notes of the same pitch; hold for the value of both notes
11. Go back to the sign.
16. Soft
18. Fast and lively

Across:

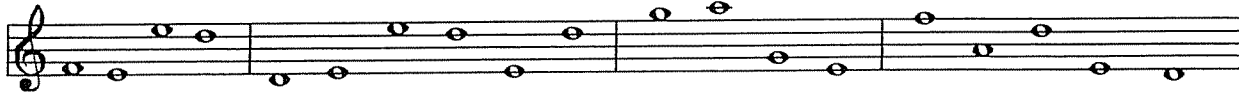
1. A flat, sharp, or natural not in the key signature
5. _____ Charles Goes Down And Eats Breakfast.
6. Cancels a flat or sharp
7. The _____ number of the time signature tells how many beats in each bar.
8. Da Capo (abbrev.)
9. Quick and lively
12. A _____ note or rest is held for 4 beats in $\frac{4}{4}$ time.
13. A sharp _____ a note one half step.
14. The end
15. Lowers a note one half step
17. Play in a detached style
19. Slow—not as slow as largo
20. Very slow—broadly
21. Medium
22. A _____ beside a note increases its value by one half.
23. Very quickly

Note Name Crossword #1

Name the notes in the staves below. Write the words in the crossword blanks as a check on your accuracy.



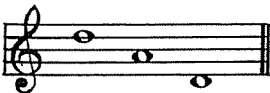
Down:



1. _____ 2. _____ 4. _____ 7. _____



8. _____ 10. _____ 11. _____ 12. _____

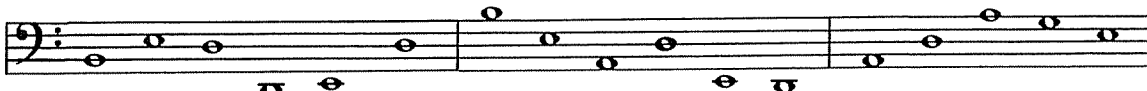


14. _____

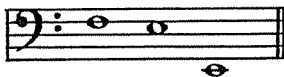
Across:



2. _____ 3. _____ 5. _____ 6. _____ 9. _____



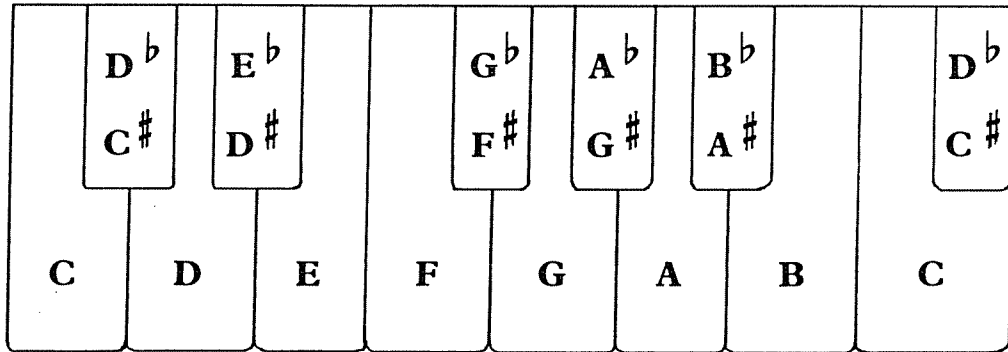
10. _____ 13. _____ 15. _____



16. _____

Whole and Half Steps

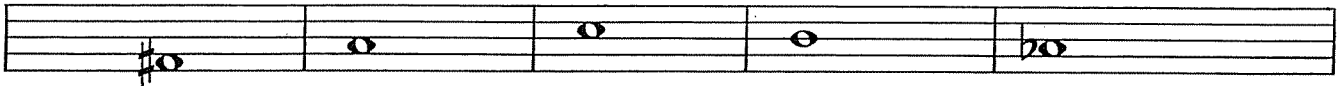
In music, a *step* is the distance from one note on the staff to the next note above or below. Whole and half steps are shown easily on a piano keyboard. A half step is the distance between any key and the key nearest to it (either two white keys that have no black key between them or a white key and the nearest black key). A whole step equals two half steps.

**A. Fill in the blanks with either "whole" or "half."**

- From C to D is a ____ step.
- From E to F is a ____ step.
- From B to C is a ____ step.
- From G to A is a ____ step.
- From A to B is a ____ step.
- From C to C[#] is a ____ step.
- From F to F[#] is a ____ step.
- From B to B^b is a ____ step.
- From E to F[#] is a ____ step.
- From B to C[#] is a ____ step.

B. a. Draw your clef sign and name the notes.

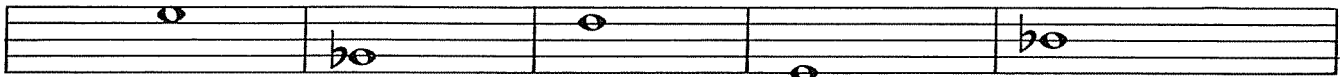
b. Draw and name the note that is one half step above the note given.



1. ____
2. ____
3. ____
4. ____
5. ____

C. a. Draw your clef sign and name the notes.

b. Draw and name the note that is one whole step above the note given.



1. ____
2. ____
3. ____
4. ____
5. ____

D. a. Draw your clef sign and name the notes.

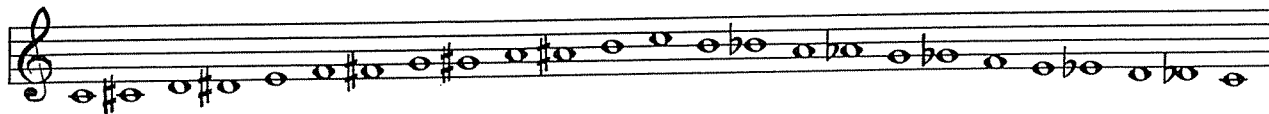
b. Draw and name the note that is one whole step above the note given.



1. ____
2. ____
3. ____
4. ____
5. ____

The Chromatic Scale

The chromatic scale consists of twelve tones, each a half step apart. The chromatic scale can begin on any note. The chromatic scale of C is given below:



Notice that when the chromatic scale is given in its ascending form (going up), sharps are used to raise each note a half step (except where the interval already *is* a half step: E to F and B to C). When given in its descending form (going down), flats are used to lower by a half step each note that requires lowering. The flat or sharp sign always comes before the note it is to affect.

A. Fill in the blanks:

1. When the chromatic scale is given in its ascending form, use _____ to raise by a half step each note that needs to be raised.
2. How many tones are in the chromatic scale? _____
3. Which sets of tones do not have a sharped or flatted note between them? _____ and _____, _____ and _____
4. What note does the chromatic scale begin on? _____
5. Flats are used to lower each tone that requires lowering when the chromatic scale is given in its _____ form.
6. When writing a scale, the flat or sharp sign is supposed to come _____ the note it affects.
7. The distance between any two tones in the chromatic scale is a _____ step.

B. Write chromatic scales on the tones given. Use either bass or treble clef. Give both ascending and descending forms.

1.

2.

3.

4.

A. Name the notes. Do both bass clef and treble clef.

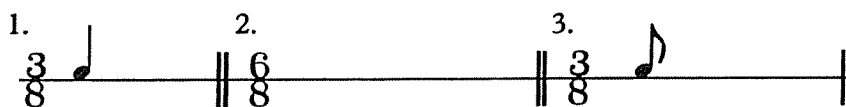


1. _____ 2. _____

B. Tell how many counts the notes receive in slow $\frac{3}{8}$ or $\frac{6}{8}$:

1. _____ 2. _____ 3. _____ 4. _____

C. Complete the measures using *one* of the notes in Question B:

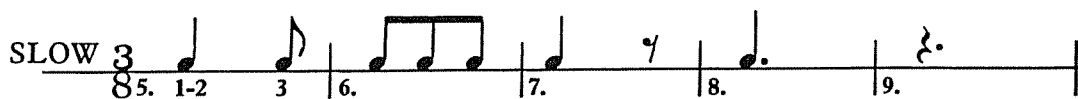
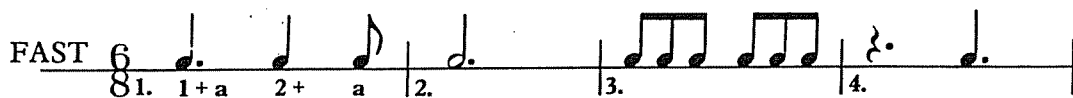


D. Fill in the blanks:

1. Fast $\frac{6}{8}$ is counted with _____ beats in each bar.




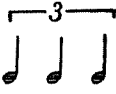
2. Fast $\frac{3}{8}$ is counted in _____ .

E. Write the counting under the music. The first measure is done for you.



F. A triplet is a group of ____ notes that are played in the time allotted for two of the same kind of note.

Tell how many counts each group of notes below receives. All examples are in $\frac{4}{4}$ time.

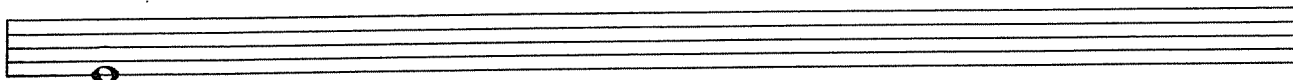
1.  = ____ 2.  = ____ 3.  = ____ 4.  = ____

G. Fill in the blank with either "whole" or "half."

1. From B to C is a ____ step.
2. From C to D is a ____ step.
3. From A to B is a ____ step.
4. From E to F is a ____ step.
5. From D to D \sharp is a ____ step.

H. Draw your clef sign and write chromatic scales in ascending form on the given notes:

1. 

2. 

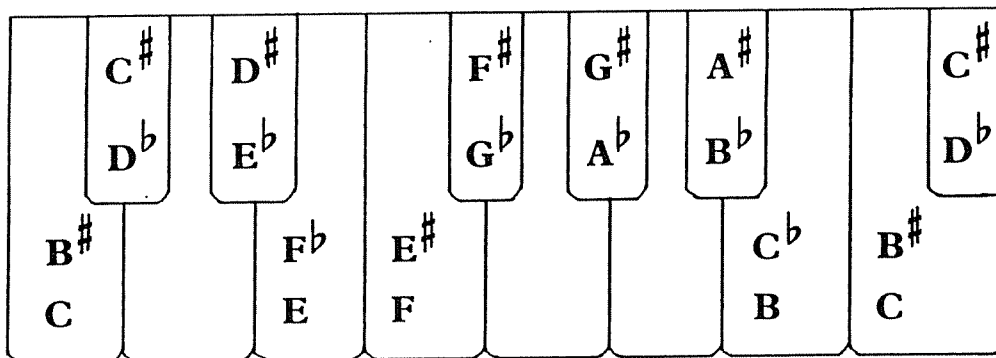
Enharmonic Tones

Enharmonic tones are tones that sound the same, but are written differently:

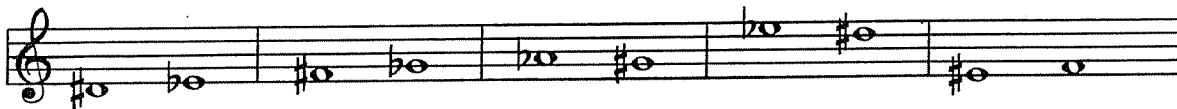


F# and G \flat look different, but sound the same.

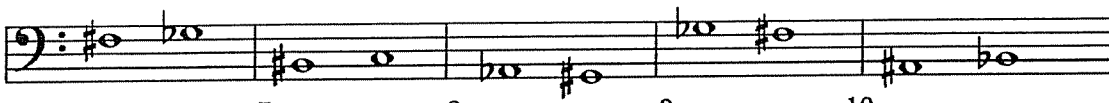
Enharmonic tones are shown easily on a piano keyboard:



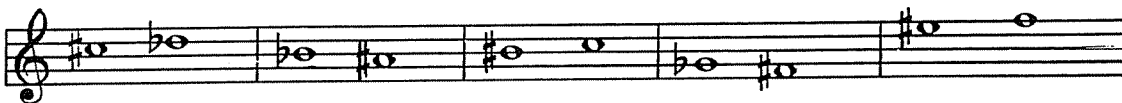
A. Give both names for the following notes:



1. _ _ 2. _ _ 3. _ _ 4. _ _ 5. _ _

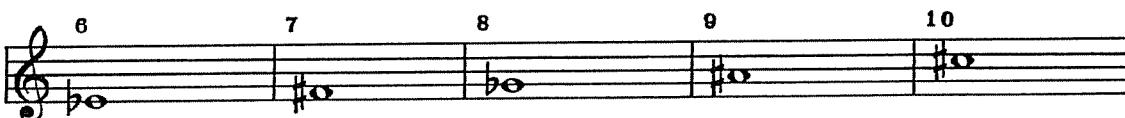
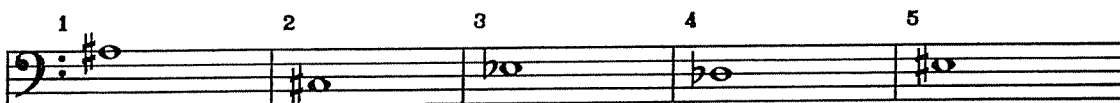


6. _ _ 7. _ _ 8. _ _ 9. _ _ 10. _ _





11. _ _ 12. _ _ 13. _ _ 14. _ _ 15. _ _


B. Rewrite the following notes so that they sound the same but look different:



Counting Sixteenth Notes


This is a sixteenth note:  Draw five sixteenth notes: _____

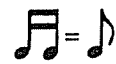
This is a sixteenth rest:  Draw five sixteenth rests: _____

Two or more sixteenth notes are usually "beamed," that is, joined by two lines across the top: 

Draw five groups of four sixteenth notes:

 _____

Four sixteenth notes equal a quarter note: 

Two sixteenth notes equal an eighth note: 



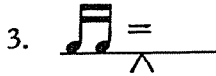



A. Complete the measures using sixteenth notes:

1. 
2. 
3. 

B. Complete the measures using sixteenth rests:

1. 
2. 
3. 

C. Balance the scales by placing one note on the empty side that is equivalent in value to the sixteenth notes. The first one is done for you.

1. 
2. 
3. 
4. 
5. 
6. 

Major Scales

A scale is a series of tones upon which music is built. The two scales used most often today are the major and minor scales. There are eight notes in the major scale. These eight notes make up an *octave*.

12

A. The pattern of whole and half steps used to build a scale is what gives it its unique sound. To find out what the pattern is, figure out the steps between the notes of the C scale, which has no sharps or flats:

- 1. C to D is a _____ step.
- 2. D to E is a _____ step.
- 3. E to F is a _____ step.
- 4. F to G is a _____ step.
- 5. G to A is a _____ step.
- 6. A to B is a _____ step.
- 7. B to C is a _____ step.

17

B. Using the abbreviations "W" for "Whole" and " $\frac{1}{2}$ " for "half," write the whole and half steps under the scales on the staff:

- 1. W _____
- 2. _____

27

- 3. _____
- 4. _____

C. Using the patterns given below, write major scales in the keys of G, D, and B \flat . Put in accidentals where needed to make the correct patterns of whole and half steps. Do both bass and treble clef.

- 1. _____
- 2. _____

- 3. _____
- 4. _____

42

- 5. _____
- 6. _____


78

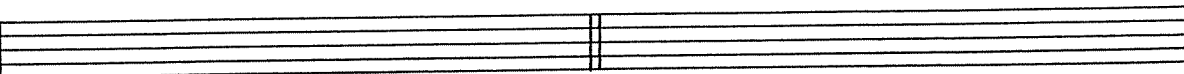
More Major Scales

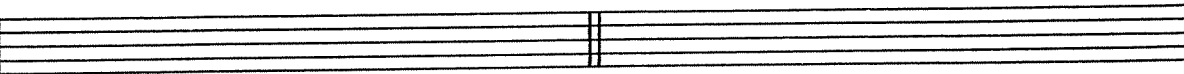
You learned how to write a major scale using the pattern of whole and half steps in Worksheet 42. You may have discovered that only one major scale has one sharp; only one major scale has two sharps, and so on. If you knew which major scale had which number of sharps or flats, you could write scales without figuring out the whole and half steps each time. All you would have to do is place the correct number of sharps or flats in the key signature and write eight notes beginning on the key note. Given below is a list of keys and the sharps or flats necessary for each one to be a major scale:


Key:	Sharps:	Key:	Flats:
C	none	C	none
G	F#	F	Bb
D	F# C#	Bb	Bb Eb
A	F# C# G#	Eb	Bb Eb Ab
E	F# C# G# D#	Ab	Bb Eb Ab Db
B	F# C# G# D# A#	Db	Bb Eb Ab Db Gb
F#	F# C# G# D# A# E#	Gb	Bb Eb Ab Db Gb Cb
C#	F# C# G# D# A# E# B#	Cb	Bb Eb Ab Db Gb Cb Fb

Use this chart to write scales in the following keys: Eb, A, Db, and B. Do both bass clef and treble clef. The scale of Eb in treble clef is done for you.

1. Eb 

2. A 

3. Db 

4. B 

56

Criss-Cross Puzzle: Scales

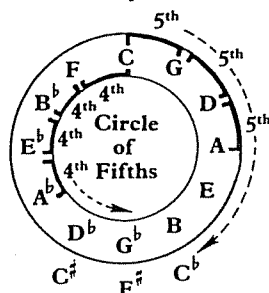
The answers to the questions are hidden in the criss-cross below. Fill in the blanks; then circle the words in the puzzle as a check on your accuracy:

1. The note that sounds the same as A \sharp : _____
2. On a piano keyboard, the distance between any key and the key nearest to it: _____
3. The _____ scale consists of twelve tones.
4. A _____ step equals two half steps.
5. Tones that sound the same but look different: _____
6. Sharps are used to raise notes when a scale is given in its _____ form.
7. A flat or sharp always comes _____ the note it affects.
8. Tones in the chromatic scale are a _____ step apart.
9. A _____ is a series of tones upon which music is built.
10. The two scales used most often today are the _____ and _____ .
11. There are _____ tones in the major scale.
12. WW $\frac{1}{2}$ WW $\frac{1}{2}$ is the _____ of whole and half steps used to build the major scale.

A B M A D F C Z Q R S T Y B V C
 W E R G H J H A L F R E O P M N
 H F W P O I R Q E P O S S D C H
 E N H A R M O N I C T O N E S P
 X V O T Y U M H Q P O I B E R B
 D K L B F L A T A W T Y R P U M
 Y B E N K L T S P L W O A E B V
 R M A J O R I E C P F E W M A N
 H G H Y M I C Q P E S S C A L E
 I I U J I M A J B C N R T Q W E
 O X C B N Y T E R I U D X E P O
 Q P U T O P A T T E R N I P P U
 L O T Y R U J K L F T R U N Y T
 O O P T R E B L U I T R Y N G U
 P T E I G H T U R E W B C V N M

Learning Key Signatures

In both playing and writing music a knowledge of key signatures is essential. One of the easiest ways to help you remember key signatures is to use the circle of fifths for sharp keys, and the inversion of the fifth, the fourth, for flat keys:



Beginning on C and going clockwise, we have the sharp keys, each a fifth apart. Counter-clockwise from C, we have the flat keys, each a fourth apart. The major scales of B and C^b sound the same and are played on the same keys of your instrument. This is also true of the major scales of G^b/F[♯] and D^b/C[♯].

Sharp Keys: The sharp keys are all a fifth, or five notes, apart. If you count C as the first sharp key and remember that C has *no* sharps, finding the next sharp key, or the key with one sharp, is simple.

Start at C and, including C as your first note, count up five notes: (C) D E F (G)

The key of C has no sharps; the key of G has one sharp. Now use G as your starting point. Count up five notes, including G as 1: (G) A B C (D)

The key of G has one sharp; the key of D has two sharps.

A. Use this method to fill in a key signature table of all the sharp keys:

Key of C	no sharps
Key of _____	F [♯]
Key of _____	F [♯] C [♯]
Key of _____	F [♯] C [♯] G [♯]
Key of _____	F [♯] C [♯] G [♯] D [♯]
Key of _____	F [♯] C [♯] G [♯] D [♯] A [♯]
Key of _____ [♯]	F [♯] C [♯] G [♯] D [♯] A [♯] E [♯]
Key of _____ [♯]	F [♯] C [♯] G [♯] D [♯] A [♯] E [♯] B [♯]

Flat keys: The pattern used to find the key of flat key signatures is similar, but uses the interval of a fourth. Start at C and count up four notes: (C) D E (F)

The key of C has no flats; the key of F has one flat.

Start at F and count up four notes: (F) G A (B^b)

The key of F has one flat; the key of B^b has two flats.

B. Use this method to fill in a key signature table of all the flat keys:













Key of C	no flats
Key of _____	B ^b
Key of _____ ^b	B ^b E ^b
Key of _____ ^b	B ^b E ^b A ^b
Key of _____ ^b	B ^b E ^b A ^b D ^b
Key of _____ ^b	B ^b E ^b A ^b D ^b G ^b
Key of _____ ^b	B ^b E ^b A ^b D ^b G ^b C ^b
Key of _____ ^b	B ^b E ^b A ^b D ^b G ^b C ^b F ^b

C. Helpful hint:

1. How many letters does the word *sharp* have? _____ How many notes do you count up to find the next sharp key? _____
2. How many letters does the word *flat* have? _____ How many notes do you count up to find the next flat key? _____

More Practice Counting

A. Give the name of each note and rest and tell how many counts it would receive in $\frac{4}{4}$ time:

- | | |
|--|--|
| 1.  _____ note = _____ counts | 7.  _____ rest = _____ counts |
| 2.  _____ note = _____ counts | 8.  _____ rest = _____ count |
| 3.  _____ note = _____ counts | 9.  _____ rest = _____ counts |
| 4.  _____ note = _____ count | 10.  _____ rest = _____ count |
| 5.  pair of _____ notes = _____ count | 11.  _____ rest = _____ counts |
| 6.  four _____ notes = _____ count | 12.  _____ note = _____ counts |

B. Complete the sentences:

- The top number of a time signature tells _____ .
- The bottom number of a time signature tells _____ .

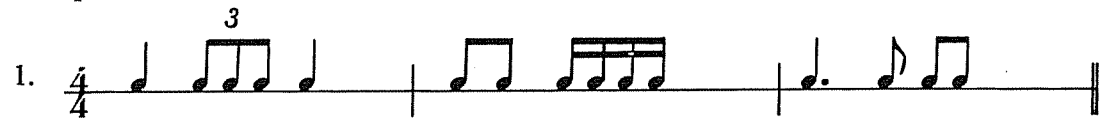
C. Write time signatures for the following measures:

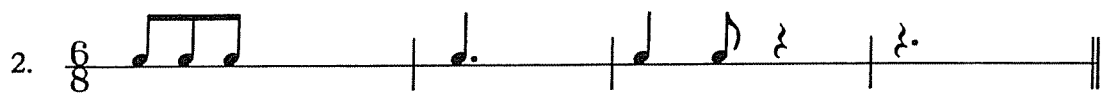
1.  2.  3. 

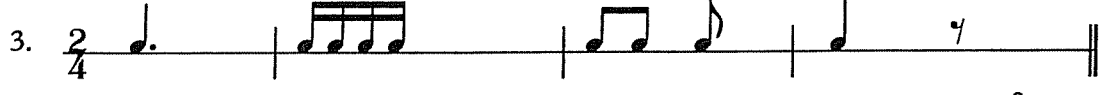
4.  5.  6. 

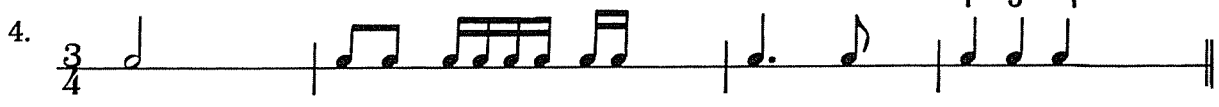
7.  8.  9.  10. 

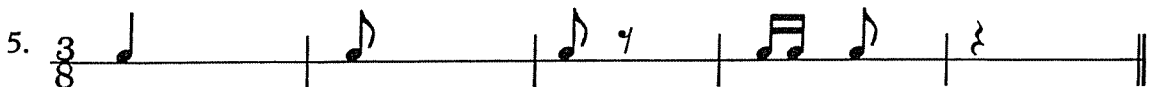
D. Complete the measures:

1. $\frac{4}{4}$ 

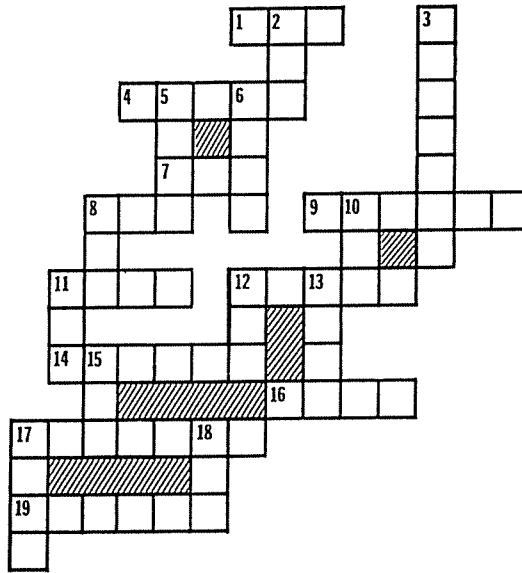
2. $\frac{6}{8}$ 

3. $\frac{2}{4}$ 

4. $\frac{3}{4}$ 

5. $\frac{3}{8}$ 

Note Name Crossword #2



Name the notes in the staffs below. Write the words in the crossword blanks as a check on your accuracy.

Across:

1. 4. 7. 8. 9.

1. _____ 4. _____ 7. _____ 8. _____ 9. _____

11. 12. 14. 16.

11. _____ 12. _____ 14. _____ 16. _____

17. 19.

17. _____ 19. _____

Down:

2. 3. 5. 6. 8.

2. _____ 3. _____ 5. _____ 6. _____ 8. _____

10. 11. 12. 13. 15. 17.

10. _____ 11. _____ 12. _____ 13. _____ 15. _____ 17. _____

18.

18. _____

Vocabulary Criss-Cross

Directions: Fill in the blanks with the correct term. Then find the term in the criss-cross and circle it.

X A H Z A D A G I O S B C S O L O D E D T
 F G A M D A C A P O H H I J C K L P M A R
 N O L E P Q R C O D A S T U T V W I X L I
 Y R F Z Z A B C C D R E F G A H I A J S P
 K I S Z L D M E N R P O S U V P T N Q E L
 V T T O W I A N D A N T E X E Y A I Z G E
 B A E P C M S T A C C A T O O D E S F N T
 G R P I H I I L J K L M N P P R E S T O O
 Q D R A E N H A R M O N I C C V X I T N U
 W A Y N Z U A R B J M P R R C Q S M D A E
 F N G O H E I G K L A L L E G R O O T T
 U D V X F N I O W A E J S S Y B J K N U Z
 C O D G I D H L M P T V S C A L E O Q R U
 S W A B N O X B D I L P R E Y C E J B A Z
 D E C R E S C E N D O F N N G O E L A L H
 K M G S A V Q D I H Q R U D F E R M A T A
 B X W T B S R C I O S T J O B F P M G X W

- | | |
|--|--|
| 1. Tones that sound the same
but look different: _____ | 16. Gradually softer: _____ or _____ |
| 2. Gradually louder: _____ | 17. Hold or pause: _____ |
| 3. Go back to the beginning: _____ | 18. Slow: _____ |
| 4. Play with force: _____ | 19. Very quickly: _____ |
| 5. Three notes in the time of two: _____ | 20. Very slow and dignified: _____ |
| 6. Gradually slow down: _____ | 21. Moderately soft: _____ |
| 7. A closing section: _____ | 22. Raises a note one half step: _____ |
| 8. In a detached style: _____ | 23. Go back to the sign: _____ |
| 9. One person plays alone: _____ | 24. Cancels a flat or sharp: _____ |
| 10. Fast and lively: _____ | 25. The end: _____ |
| 11. Eight notes: _____ | |
| 12. A series of notes: _____ | |
| 13. Distance between any piano key and the key nearest to it: _____
_____ | |
| 14. Very soft: _____ | |
| 15. Moderately slow, about walking speed: _____ | |

Notation

Using the notation rules given, rewrite the examples correcting the mistakes:

1. Keep the note heads squarely on the lines or centered in the spaces, and aim for consistency in size.



2. Stems that go up are found on the right side of the note. Stems that go down are found on the left side of the note. For notes up to and including the second space of the staff, the stem is drawn up from the note. From the third line upward, the stem is drawn down from the note.



3. When two parts are on one staff, notes for the upper part use ascending stems and notes for the lower part use descending stems. Two parts performing the same pitch use a single note head with two stems, one going up and one going down. For two whole notes in unison, use two overlapping whole notes.



4. Leger lines should be approximately $\frac{1}{4}$ of an inch long, parallel to the lines in the staff, and spaced the same as the lines of the staff. Do not write a line above the highest note or below the lowest note.



5. When writing dotted notes, the dot is found in the same space as the note. If the note is on a line, the dot is usually found in the space above. The dot always comes after the note to which it applies.



6. Practice drawing treble and bass clef signs. Aim for simplicity in your clef signs.



More Notation

Using the notation rules given, rewrite the examples correcting the mistakes.

1. When using more than one staff, notes that sound at the same time must be written so they line up vertically.

2. Space between notes should be in proportion to their time values.

3. Beams are usually used to connect two or more notes together, rather than using a series of separate flags. Use a straight edge to draw beams. Beams follow the direction of the notes within the group.

4. The whole rest is a thick horizontal line, drawn under and touching the fourth line of the staff. The half rest is a thick horizontal line drawn above and touching the third line of the staff. The hook of the eighth rest and the upper hook of the sixteenth rest are drawn in the third space. The quarter rest should be centered in the middle of the staff.

5. An accidental should be placed before the note it affects, and be on the same line or in the same space as the note.

Review: Worksheets 40-50

Name: _____

Date: _____ 51

12

A. Give the enharmonic tones for the following notes:

- 1.
- 2.
- 3.
- 4.
- 5.



15

B. Using the pattern $WW\frac{1}{2}WW\frac{1}{2}$, write major scales beginning on C, F, G, and D, ascending only:

C: F:

14

G: D:

C. Fill in the key signature table on the next sheet.

Remember:

- 1. How many letters does the word *sharp* have? _____ How many notes do you count up to find the next sharp key? _____
- 2. How many letters does the word *flat* have? _____ How many notes do you count up to find the next flat key? _____

14

Sharp Keys:

Key	Sharps
C	None
G	F#
—	— —
—	— — —
—	— — — —
B	— — — — —
— #	— — — — —
— #	— — — — —

Flat Keys:

Key	Flats
C	none
F	Bb
— b	— —
— b	— — —
— b	— — — —
D b	— — — — —
— b	— — — — —
— b	— — — — —

1/2

D. Use your key signature table to write ascending scales in the following keys: Eb, A. Do both bass and treble clefs.

Handwritten notes: Eb, A, B, Db

1/8

E. Rewrite the example, correcting the mistakes in notation:

1/6

41