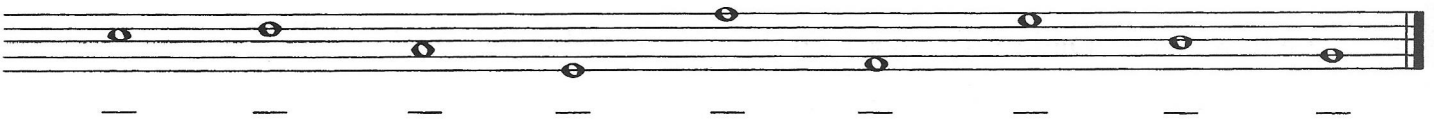


# LESSON 4

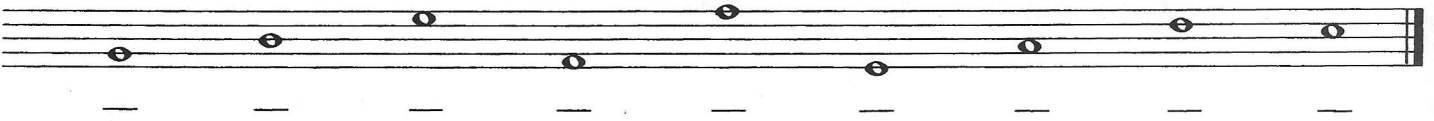
## REVIEW OF LESSONS 1-3

1. Music is written on a \_\_\_\_\_ line staff.
2. There are \_\_\_\_\_ spaces on the staff.
3. Notes on higher lines and/or spaces sound \_\_\_\_\_ than notes on lower lines and/or spaces.
4. The treble clef establishes the note \_\_\_\_\_ on the second \_\_\_\_\_.
5. The bass clef establishes the note \_\_\_\_\_ on the \_\_\_\_\_ line.
6. Notes are named after the first \_\_\_\_\_ letters of the alphabet (\_\_\_\_\_ through \_\_\_\_\_).

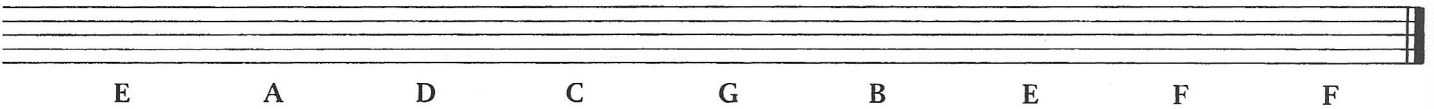
7. Draw the treble clef and name the notes indicated.



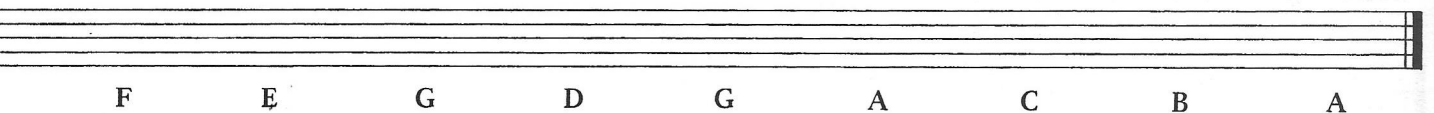
8. Draw the bass clef and name the notes indicated.



9. Draw the treble clef and write the notes indicated.



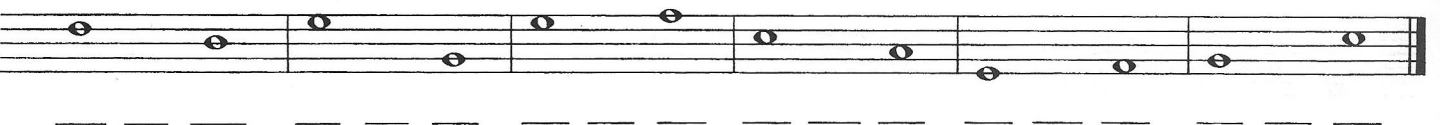
10. Draw the bass clef and write the notes indicated.



11. Draw the treble clef, name the notes and indicate if the first note sounds higher (H) or lower (L) than the second note.



12. Draw the bass clef, name the notes and indicate if the first note sounds higher (H) or lower (L) than the second note.

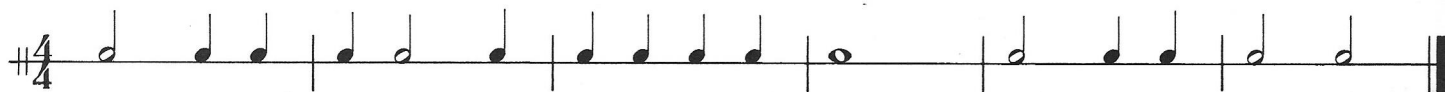


# LESSON 8

## REVIEW OF LESSONS 5-7

1. The duration of musical sound is indicated by different types of \_\_\_\_\_.
2. One whole note equals two \_\_\_\_\_ notes.
3. Two half notes equal \_\_\_\_\_ whole note.
4. Four quarter notes equal \_\_\_\_\_ half notes.
5. Two quarter notes equal one \_\_\_\_\_ note.
6. Stems go up if notes are below the \_\_\_\_\_ line.
7. Stems go down if the notes are on or above the \_\_\_\_\_ line.
8. Stems going up are attached to the \_\_\_\_\_ side of the note head.
9. Stems going down are attached to the \_\_\_\_\_ side of the note head.
10. Music is divided into \_\_\_\_\_ separated by \_\_\_\_\_ lines.
11. The end of a piece of music is indicated by a \_\_\_\_\_ line.
12. The top number of a \_\_\_\_\_ shows the number of beats in each measure.
13. The bottom number of a time signature shows what kind of note gets \_\_\_\_\_ beat.
14. In  $\frac{4}{4}$  time, there are \_\_\_\_\_ beats in each measure and a \_\_\_\_\_ note gets one beat.

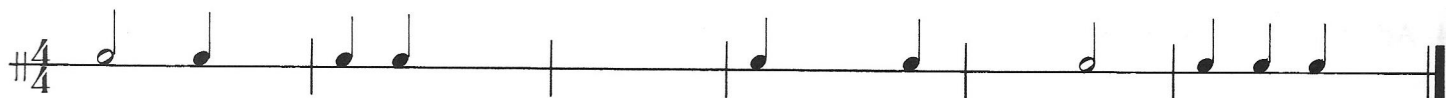
15. Write the beats under the notes below.



16. Add the bar lines in the following example.



17. Fill in the missing beats with the correct note values. Write only one note in each measure.



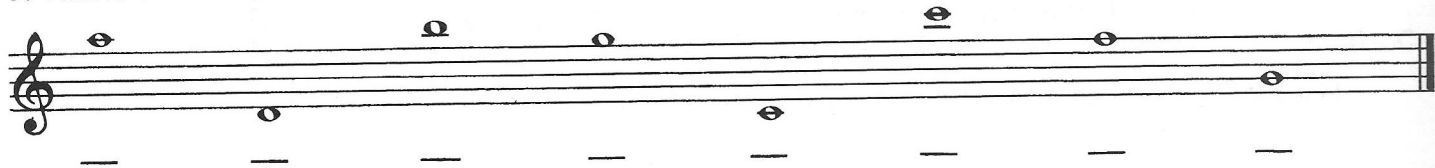
18. Count the beats and clap the rhythm of all the lines above.

# LESSON 12

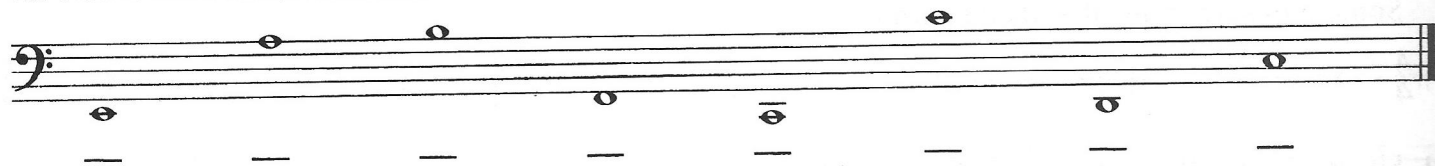
## REVIEW OF LESSONS 9-11

1. The treble clef and bass clef can be joined together by a \_\_\_\_\_.
2. When the treble clef and bass clef are combined, they form the \_\_\_\_\_.
3. A \_\_\_\_\_ line is added above or below either staff.
4. The duration of musical silence is indicated by different types of \_\_\_\_\_.
5. One whole rest equals two \_\_\_\_\_ rests.
6. Two half rests equal \_\_\_\_\_ whole rest.
7. Four quarter rests equal \_\_\_\_\_ half rests.
8. Two quarter rests equal one \_\_\_\_\_ rest.

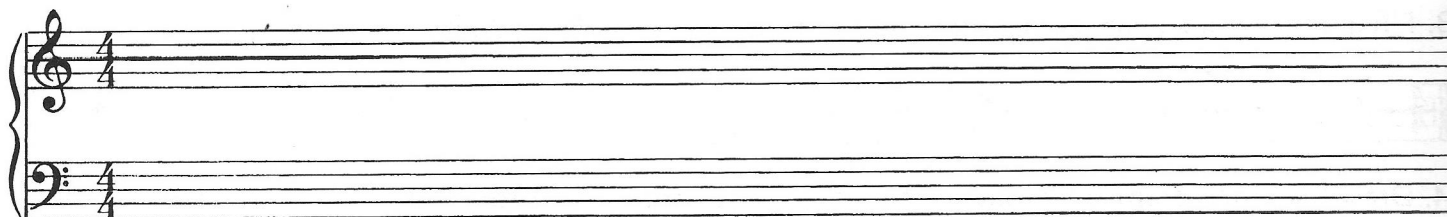
9. Name the notes indicated.



10. Name the notes indicated.



11. Draw the notes indicated. If one pitch can be drawn in more than one place on the staff, choose which one you wish to write. Add the bar lines and end the line with a double bar line.



A    B
E   B   G
C   E   D   G
F
D
A   C
F

[Half notes]
[Quarter notes]   Half note
[Quarter notes]
Whole note
Half note
[Quarter notes]
Whole note

12. Using all of the notes and rests you know (whole, half, quarter) write your own rhythm solo.



13. Add the counting under each measure of your solo, then clap the rhythm.

# LESSON 16

## REVIEW OF LESSONS 13-15

1. In  $\frac{2}{4}$  time, there are \_\_\_\_\_ beats in each measure. A quarter note receives \_\_\_\_\_ beat.
2. In  $\frac{3}{4}$  time, there are \_\_\_\_\_ beats in each measure. A \_\_\_\_\_ note receives one beat.
3. A dot placed after a note adds \_\_\_\_\_ the value of the original note.
4. Add the number of counts and write the sum under each line.

5. Add the number of counts and write one note equal in value to the sum.

6. On the following lines, draw the bar lines to complete each measure and write the counting under each measure.

7. Draw the brace, treble clef, bass clef, and name the notes indicated. Then add the bar lines and clap the rhythm.

8. Complete the following rhythmic line with notes and rests, then add the counting under each measure.

# LESSON 20

## REVIEW OF LESSONS 17-19

1. A tie is a curved line that connects two notes of the \_\_\_\_\_ pitch.
2. The tone is held as though the two notes were \_\_\_\_\_.
3. A slur is a curved line that connects two notes of \_\_\_\_\_ pitch.
4. A slur indicates that the music is to be sung or played as \_\_\_\_\_ as possible.
5. Two dots placed before a double bar is a \_\_\_\_\_ sign.
6. A repeat sign means go back to the \_\_\_\_\_ and play again.
7. Sometimes, you repeat back to another \_\_\_\_\_ sign.
8. If a piece has a first and second ending, you play the first ending the \_\_\_\_\_ time only. On the repeat you \_\_\_\_\_ the first ending and play the \_\_\_\_\_ ending.
9. Add the number of counts and write the sums.

$$\text{quarter} + \text{quarter} = 5$$

$$\text{quarter} + \text{quarter} =$$

$$\text{quarter} + \text{quarter} =$$

$$\text{quarter} + \text{quarter} =$$

$$\text{half} + \text{quarter} =$$

$$\text{half} + \text{quarter} =$$

$$\text{quarter} + \text{quarter} =$$

$$\text{quarter} + \text{quarter} =$$

10. Subtract the number of counts and write the remainder.

$$\text{quarter} - \text{quarter} = 2$$

$$\text{half} - \text{quarter} =$$

$$\text{quarter} - \text{quarter} =$$

$$\text{quarter} - \text{quarter} =$$

$$\text{half} - \text{quarter} =$$

$$\text{quarter} - \text{quarter} =$$

$$\text{quarter} - \text{quarter} =$$

$$\text{half} - \text{quarter} =$$

11. Write the word *tie* or *slur*, describing the curved line in each measure.

















12. Each measure has one mistake. Make changes or additions so each measure is correct.

# LESSON 24

## REVIEW OF LESSONS 21-23

1. An eighth note looks like a quarter note with a \_\_\_\_\_ added to its stem.
2. Two or more eighth notes are joined together by a \_\_\_\_\_.
3. Two eighth notes equal \_\_\_\_\_ quarter note.
4. Four eighth notes equal \_\_\_\_\_ quarter notes.
5. One whole note equals \_\_\_\_\_ half notes, or \_\_\_\_\_ quarter notes, or \_\_\_\_\_ eighth notes.
6. A dotted \_\_\_\_\_ note receives  $1\frac{1}{2}$  counts.

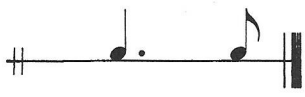



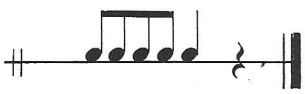



7. Answer each problem with only one note.

 +  =	 +  =
 +  =	 +  =
 +  =	 +  =
 +  =	 +  =

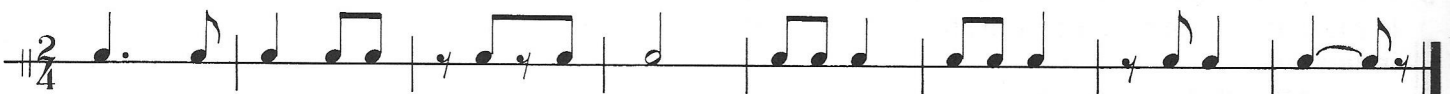
8. Answer each problem with only one note.

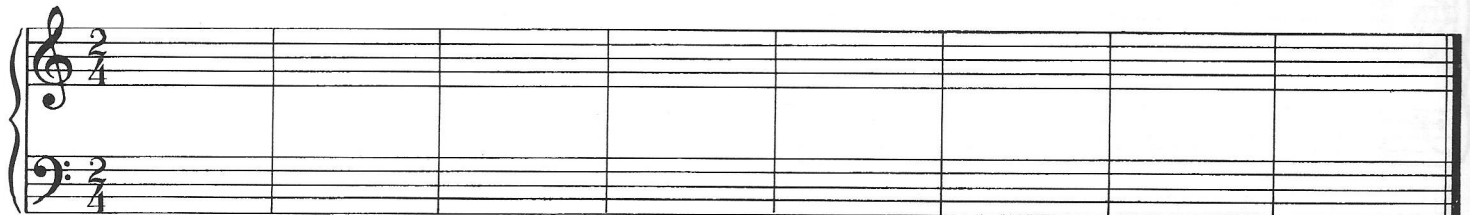
						
						

9. Write the correct time signature for each of the following measures.

10. Write the following rhythm on the blank staff using any notes you wish.





# LESSON 28

## REVIEW OF LESSONS 25-27

1. A flat sign (b) \_\_\_\_\_ the pitch of a note one half step.
2. A sharp sign (#) \_\_\_\_\_ the pitch of a note one half step.
3. A natural sign (♮) cancels the effect of a \_\_\_\_\_ or \_\_\_\_\_.
4. Flats, sharps and naturals are called \_\_\_\_\_.
5. Answer the following four questions true or false.
  - \_\_\_\_\_ A flat or sharp affects every note on the same line or space for an entire measure.
  - \_\_\_\_\_ A natural sign cancels a sharp or flat within the same measure.
  - \_\_\_\_\_ A bar line does not cancel an accidental.
  - \_\_\_\_\_ When a note is tied across the bar line, its accidental is cancelled.
6. On the blank staves below, write the following piece, using three repeat signs and 1st and 2nd endings. Then name the notes.

### CULMINATION COMPOSITION

### CULMINATION COMPOSITION WITH REPEATS

1.  2.

# LESSON 32

## REVIEW OF LESSONS 29-31

1. Tones of the scale are separated by \_\_\_\_\_ or \_\_\_\_\_ steps.
2. Each black key has \_\_\_\_\_ names.
3. The black keys get their names from the \_\_\_\_\_ keys.
4. When going up the keyboard, the black key names are \_\_\_\_\_ a half step by using the symbol \_\_\_\_\_ for sharp.
5. When going down the keyboard, the black key names are \_\_\_\_\_ a half step by using the symbol \_\_\_\_\_ for flat.
6. When two notes sound the same but have different letter names, they are called \_\_\_\_\_.
7. In the chromatic scale, each note is a \_\_\_\_\_ step apart.
8. The major scale is comprised of \_\_\_\_\_ consecutive tones.
9. The major scale is comprised of \_\_\_\_\_ tetrachords.
10. The formula of whole and half steps for a major scale is:

\_\_\_\_\_

11. Indicate whether the distance between each group of notes is a half step ( $\frac{1}{2}$ ) or a whole step (W).

A musical staff in treble clef containing the following notes from left to right: C4, D4, E4, F4, G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6. Below the staff, there are ten horizontal lines representing intervals between the notes: C-D, D-E, E-F, F-G, G-A, A-B, B-C, C-D, D-E, E-F.

12. Write an ascending chromatic scale beginning on the note C.

A musical staff in treble clef with a single note C4 on the first line. The rest of the staff is blank for writing the ascending chromatic scale.

13. Write a descending chromatic scale beginning on the note C.

A musical staff in bass clef with a single note C4 on the first space. The rest of the staff is blank for writing the descending chromatic scale.

14. Write a C major scale in the two octaves that are indicated by the starting and ending notes.

A grand staff (treble and bass clefs) with a C4 note on the first line of the bass clef and a C6 note on the first line of the treble clef. The rest of the staff is blank for writing the C major scale in two octaves.