

Grade 1

Improve your theory!

Paul Harris

ANSWER BOOK

Stage 1

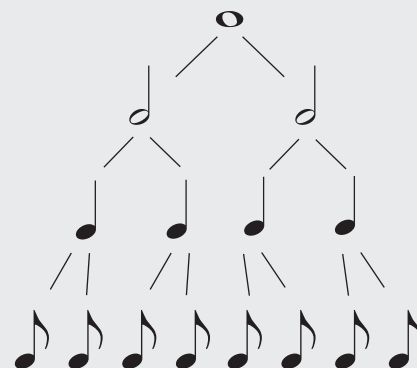
Notes and rests



FACTS

NAME	COUNTS	NOTES	RESTS
Semibreve	4		
Minim	2		
Crotchet	1		
Quaver	$\frac{1}{2}$ *		

* Two quavers fit into one count.



1 Write the correct name under each note.



.....crotchet.....



.....semibreve.....



.....quaver.....

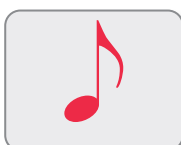


.....minim.....

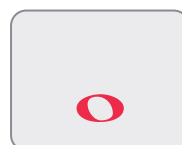
2 Draw the correct note over each name.



Minim



Quaver



Semibreve



Crotchet

3 Draw the correct rest over each name.



Crotchet



Quaver



Minim



Semibreve

- 4 Write the total number of counts under each of these.

2	1	1	4	4	2

Select one answer for each of the following questions:

- | | | | | |
|---|----------------------------|-------------------------------------|---------------------------------------|----------------------------|
| ● How many crotchet beats is worth? | 2 ☐ | 3 ☐ | 1 ☒ | 4 ☐ |
| ● Which of these notes has the shortest duration? | ☐ | ☒ | ☐ | ☐ |
| ● Which of these is shorter than a crotchet? | ☐ | ☐ | ☒ | ☐ |
| ● How many crotchet beats is worth? | 6 ☐ | 3 ☐ | 4 ☒ | 2 ☐ |

- 5 Let's do some musical maths! Work out the note values to complete the sums in the balloons. Each crotchet is worth 1.

	+		+		=	6
	+		+		=	4
	+		+		=	3
	+		+		=	9

- 6 Mark each rest with a ✓ or ✗ to show if they are right or wrong.

Theory isn't dreary!



Tick the box next to the correct answer:

● How many quavers in a ½ ?

2 ☒ 3 ☐ 4 ☐ 5 ☐

● How many crotchets in a ¼ ?

2 ☒ 3 ☐ 4 ☐ 6 ☐

● How many quavers in a 1 ?

4 ☐ 8 ☒ 12 ☐ 16 ☐

- 7 Have a look at this rhythm, then complete the questions below.



● Remembering that each crotchet is worth one count, what is the total number of counts made up from:

– all of the ½s? **8**

– all of the ¼s? **6**

– all of the ½s and ¼s combined? **10**

- 8 Which of the following correctly orders these notes from longest to shortest?



- 9 All words have rhythm. Let's explore names: here's my name in notes:



Paul



Har-ris

Your turn:

Making connections to your pieces

Look at any pieces you know and find examples of a semibreve, minim, crotchet and quaver. Then see how many semibreve, minim, crotchet and quaver rests you can spot.

4 Time signature quiz: true or false?

- A 'time signature' refers to the two numbers found at the start of the piece.
- The top number indicates how many beats you should count in each bar.
- The bottom number tells you how many bars are in the piece.
- **C** means 'count'.

☒ T	☐ F
☒ T	☐ F
☐ T	☒ F
☐ T	☒ F

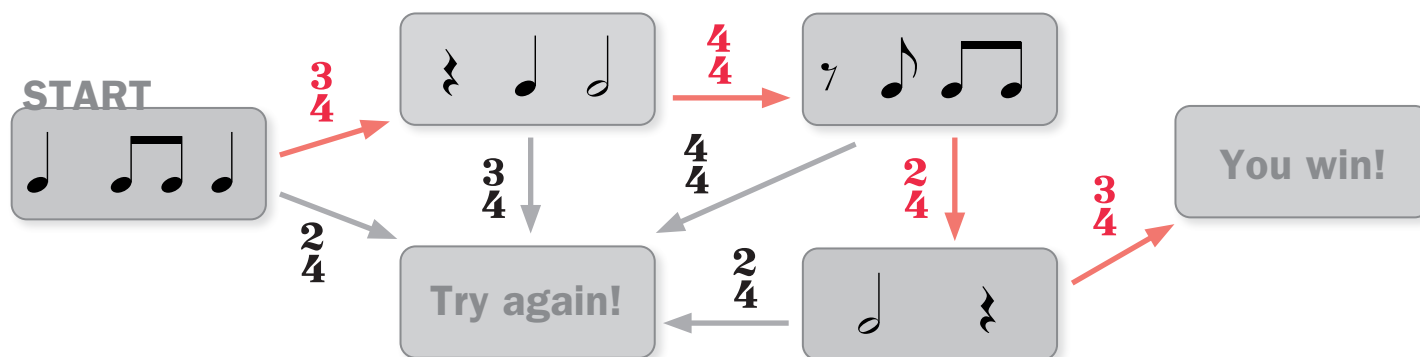
5 Have a look at this short piece and then answer the questions below.

Hucbald's one-legged dance



- How many bars are there in *Hucbald's one-legged dance*?..... **6**
- The $\frac{4}{4}$ at the beginning is called a **time signature**
- How many beats are there in each bar? **4**
- What type of beat is used? **crotchet**
- Tap the pulse and clap the rhythm, then play the rhythm to your own tune, using notes from one of your favourite scales.

6 Work your way through this rhythm maze by selecting the correct time signature for the previous rhythm at the junctions.



Making connections to your pieces

Find a piece or song you are currently learning that is either in $\frac{2}{4}$, $\frac{3}{4}$ or $\frac{4}{4}$

- What is the time signature? **the two numbers at the beginning of the music**
- What does the top number of the time signature mean? **the number of beats**
- What does the bottom number mean? **what type of beat to count**
- Are there any repeated rhythms?

Stage 3

Semiquavers and rests



How to group notes

FACTS

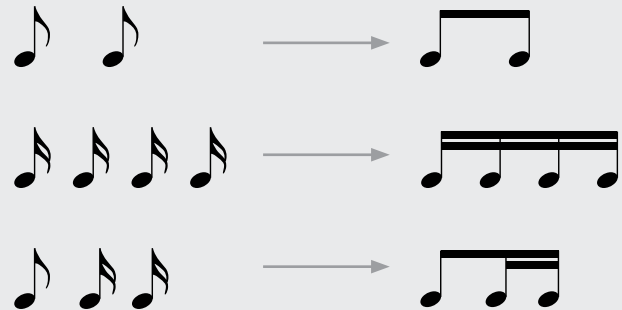
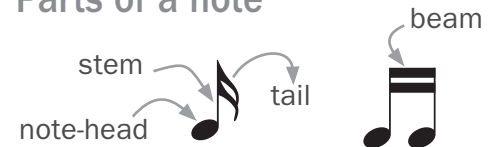
- This is a semiquaver fit in the time of a



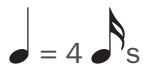
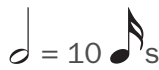
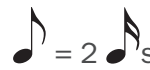
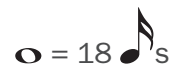
A rest that lasts for one is written as

- When two or more or are used in a row, they are **beamed** together. This makes rhythms easier to read by grouping notes into complete beats.
- We avoid beaming them together across beats 2 and 3 in $\frac{4}{4}$ time.

Parts of a note



1 True or false?


☐ T ☒ F

☐ T ☒ F

☒ T ☐ F

☐ T ☒ F

2 Add in the missing semiquavers to this $\frac{3}{4}$ rhythm.



3 Fill in the missing rests in this $\frac{2}{4}$ rhythm.



4 Rewrite this rhythm, grouping the quavers and semiquavers with beams and marking the counts (beat numbers) underneath.



- 5 Match the rhythm with the correct time signature.

Three musical staves are shown, each with a different rhythm. To the right are three boxes containing time signatures: C, 3/4, and 2/4. Colored lines connect the rhythms to the boxes: a red line from the first staff to C, a green line from the second staff to 3/4, and a blue line from the third staff to 2/4.

- 6 Number the beats in the melodies below. Then fill in the time



- 7 Look carefully at this piece. Tap a pulse with your foot and clap the rhythm (or use home percussion). Then answer the questions below.

Hum-drum



- Put the correct time signature at the start of this piece.
- Crotchets (♩) and **semiquavers** (♫) appear in every bar.
- In which bars does this rhythmic pattern appear and how many times?

	Bar 1 2 times
	Bar 2 1 times
- Tap a pulse with your foot and clap the rhythm backwards – beginning at the end!
- Make up your own four-bar rhythm, using the rhythm of the first two bars and then creating a new rhythm for the next two bars.

Making connections to your pieces

Find a piece or song you are currently learning that is either in $\frac{2}{4}$, $\frac{3}{4}$ or $\frac{4}{4}$

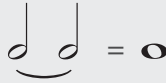
- What is the total number of bars in the piece?
- Do any of the bars have exactly the same rhythm? Write the details here:
.....
- Is the time signature: **duple** **triple** **quadruple** (circle)
- What does the bottom number of the time signature show?

Stage 4

Ties and dotted notes

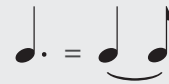
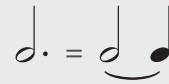
FACTS

A **tie** joins notes of the same pitch to form a longer note (which adds up to the two note values combined).



The tie is written either above or below the noteheads. Tied notes above the middle line (stems down) have the tie above the noteheads and those below the middle line (stems up) will have the tie below the noteheads.

A **dot** placed after a notehead adds half as much again to the original note value to form a longer note.



- 1 Join all the notes across the barlines with a tie, then clap and sing the new rhythms.



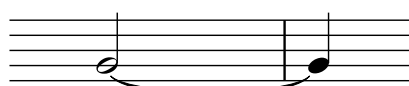
- 2 Join the notes with a tie and fill in the number of crotchet beats they add up to.



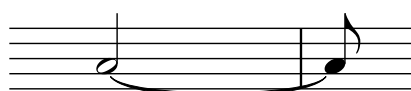
- 3 Fill in the total number of crotchet beats for the tied notes below.



4



3



2½



1½

- 4 True or false?

= 4 beats ☐ T ☒ F
 = 1 beat ☒ T ☐ F

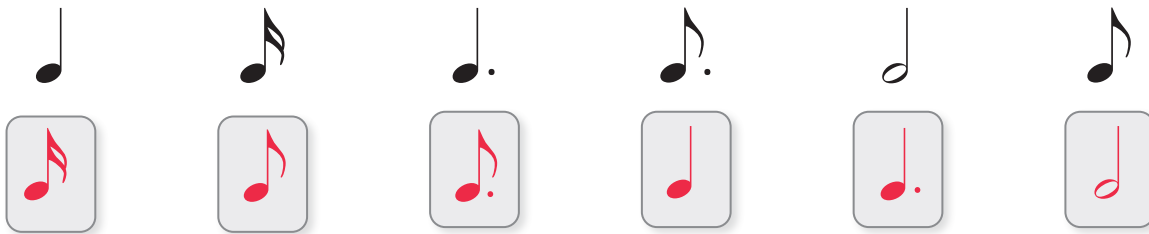
= 2 beats ☒ T ☐ F
 = 5 beats ☐ T ☒ F

= ☐ T ☒ F
 = ☒ T ☐ F

- 5 Add a dot to complete the bars with the correct number of beats.



- 6 Reorder these notes from shortest to longest in the boxes below.



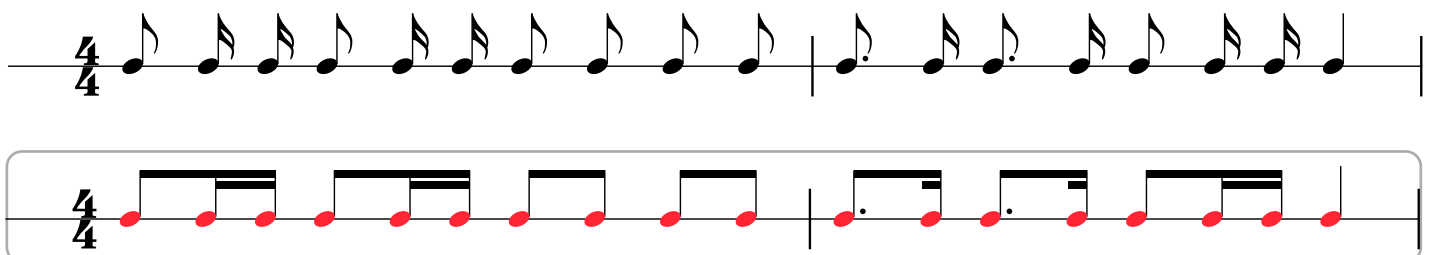
- 7 Tick the bar that shows the notes grouped correctly.

A

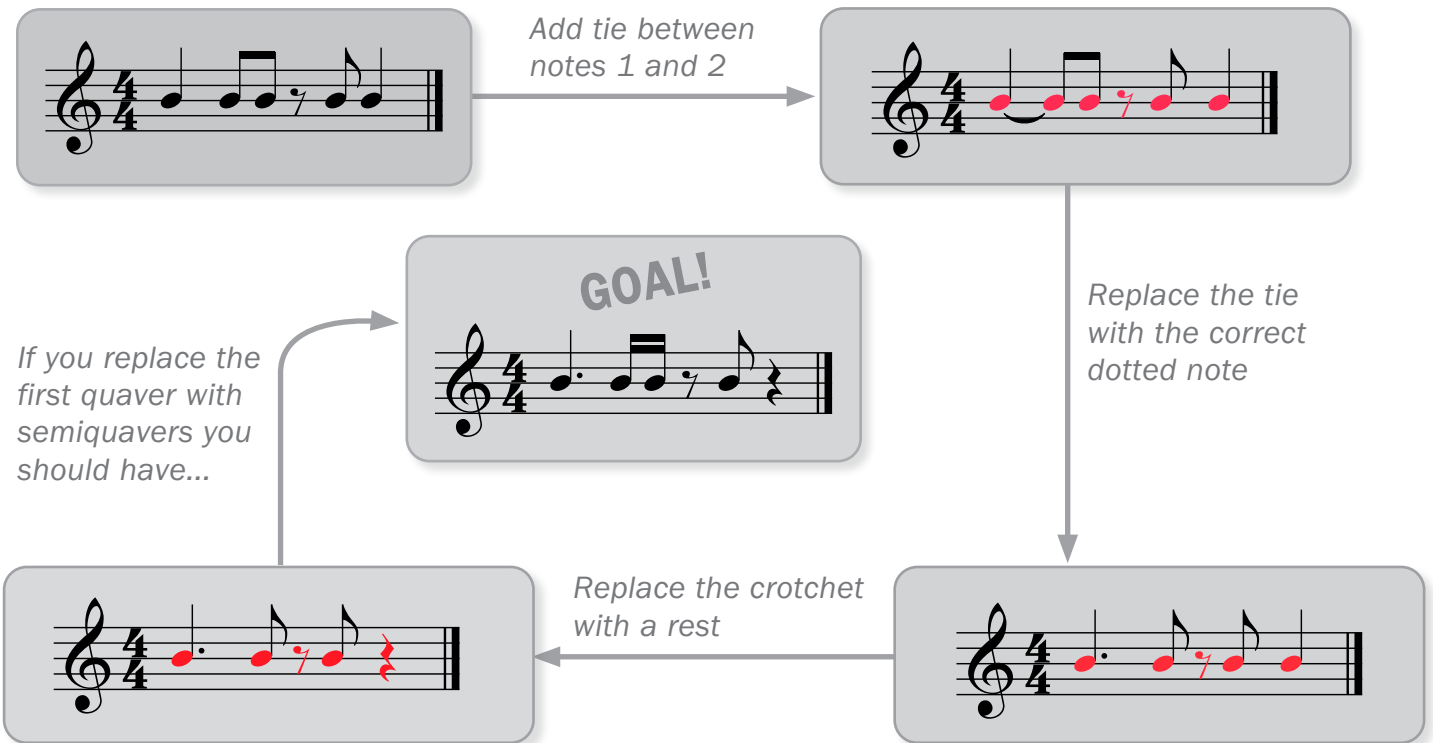
B

C

- 8 Rewrite the rhythm below grouping the notes into crotchet beats.

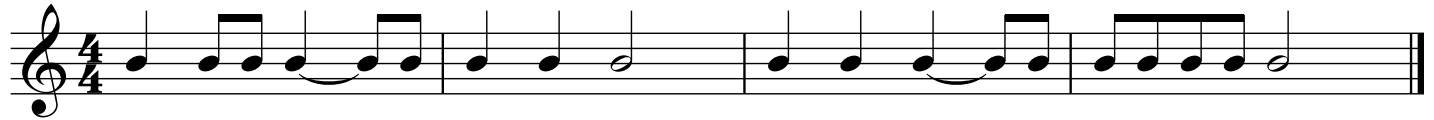


- 9 Transform this rhythm to reach the goal, clapping each rhythm as you go along.



- 10 Clap, play or sing these two rhythms, then take the quiz.

I'm all tied up



Beware of the dot



- How similar are these two rhythms?
☒ **exactly the same** ☐ slightly different ☐ very different (circle)
- How many bars are there in each piece? **4**
- What is the technical name for the two lines at the end of both pieces? **final barline**
- In the second piece, what effect does the dot have on the fourth note in bar 1?
 **Adds half the value (an extra quaver beat)**

Making connections to your pieces

Look through all the pieces you are currently learning and see if you can find some ties and dotted notes.

Stage 5

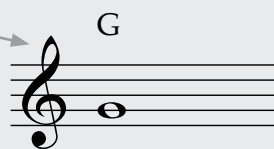
The stave
Treble clef
Bass clef

FACTS

The word **pitch** is used to describe how high or low a note is. In music, notes are placed in different positions on a five-lined **stave** to show their pitch. Each pitch is given a letter name from A to G of the alphabet.



A stave that has a **treble clef** shows notes of higher pitches. The centre of the treble clef wraps around the second line of the stave (the G line).



A stave that has a **bass clef** shows notes of lower pitches. The two dots are placed either side of the fourth line of the stave (the F line).

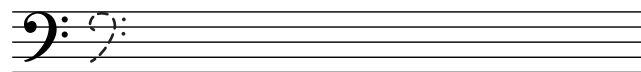
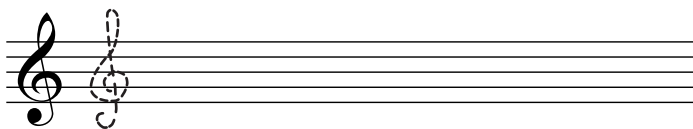


- 1 Fill in a semibreve on each line and space between those given. Can you find the note G in the treble stave and F in the bass stave? Mark these with *.

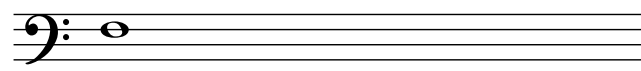
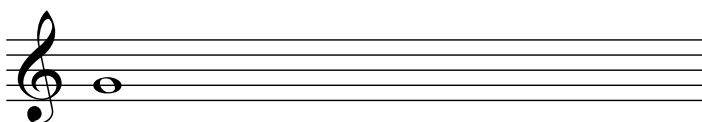


How many semibreves in total are there: on lines? **5** in spaces? **4**

- 2 Trace over the treble clef and then draw four more. Make sure they all wrap around the second (G) line. Draw a box around the best one. Do the same for the bass clef, making sure the two dots are either side of the fourth line.



- 3 Draw four more semibreves on the G line on the treble-clef stave and four more semibreves on the F line on the bass-clef stave. Try to draw the notes the same size as in the examples.



- 4 Tick the **higher** note of each pair below.

☐ ☒	☒ ☐	☒ ☐	☐ ☒
☐ ☒	☐ ☒	☒ ☐	☐ ☒

- 5 Write your own piece by answering the questions below.

I'm all tied up

(Can be on any line)	(Can be in any space)		

- How many lines make up each stave? **5**
- How many spaces are there between the lines? **4**
- Write a treble clef before the time signature on the top stave and a bass clef before the time signature on the bottom stave.
- Write a semibreve on a line in the first bar of the treble-clef stave.
- Write a semibreve in a space in the second bar of the bass-clef stave.
- Write any notes you like in the final two bars (but they must add up to the correct number of beats).

Making connections to your pieces

Find a piece or song you are currently learning.

- Which clef(s) is the piece written in?
- Choose the clef(s) that appear in your piece and count how many times you can find the following note(s):

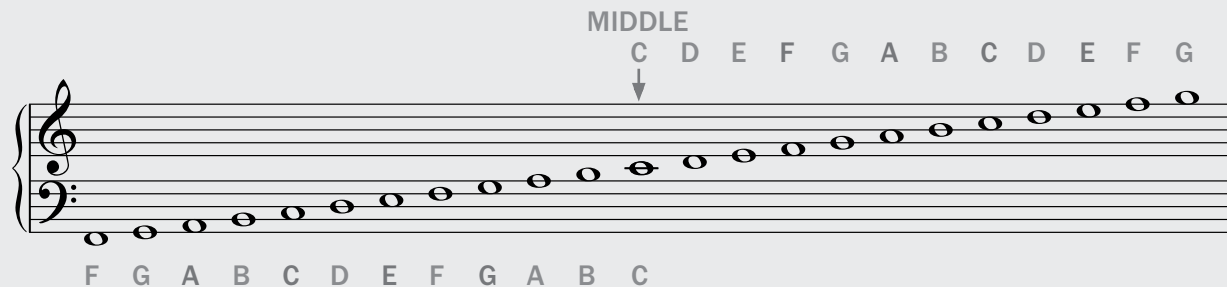
Treble clef: G Bass clef: F Alto or tenor clef: C

Stage 6

All notes on
the staff

FACTS

Where the treble and bass clef meet is the note called **Middle C**.



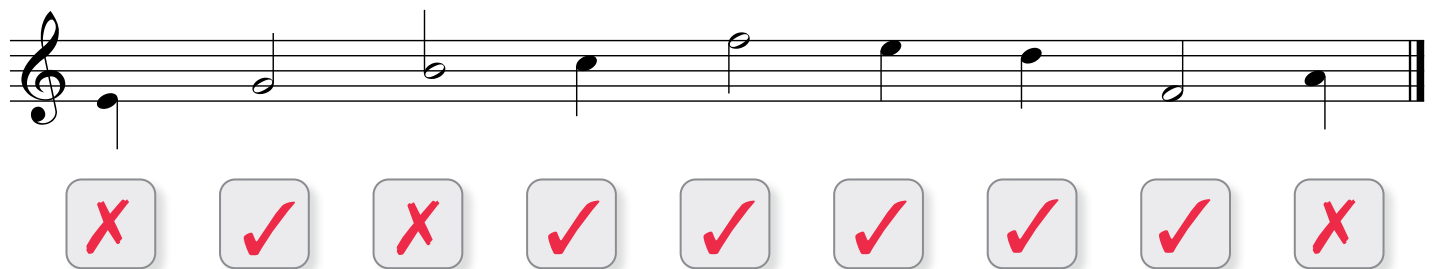
- Let's start with the first letter in the alphabet – A. In the treble clef, A lives in the second space up. If we fill in the other notes that live in spaces we can spell **FACE**.
- In the bass clef, A lives in the first space. **All Cows Eat Grass** helps us remember the notes that live in the spaces of the bass-clef staff.

Note stems go up or down depending on the position of the note on the staff:

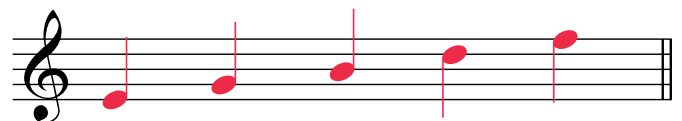
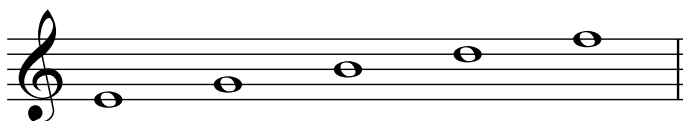
Stems for notes on the middle line can go up or down.



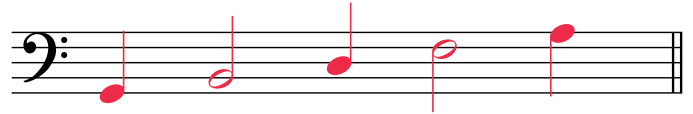
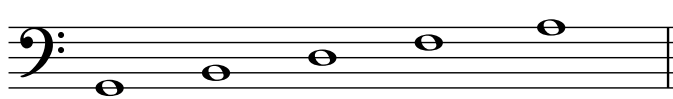
- 1** Tick the notes below with correct stems and cross the incorrect stems.



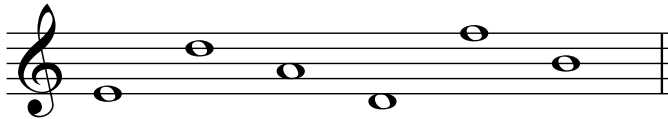
- 2** Here are the notes written on the lines of the treble-clef staff. Write out the notes again, this time in $\bullet$ s with the correct stem direction. Make up your own words to help you remember them.
For example: **Every Good Burger Deserves Fries**.



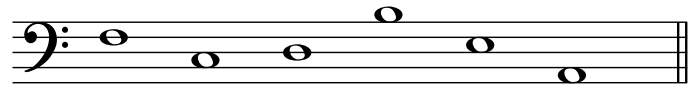
- 3 Here are the notes written on the lines of the bass-clef stave. Write them out again, this time alternating between s and s. Make up your own words to help you remember them. For example: **G**reat **B**ig **D**ragons **F**ly **A**round.



- 4 Name these notes:

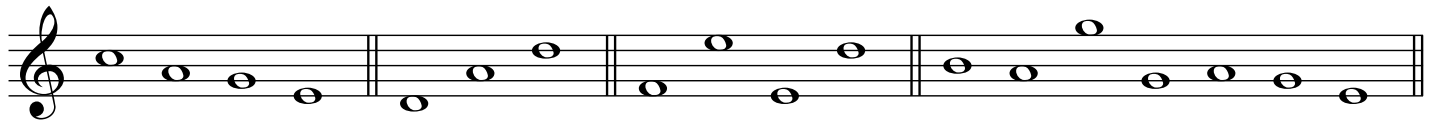


E D A D F B



F C D B E A

- 5 Name these notes to spell out words:



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



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

- 6 Tick the correct clef for each of the notes below.

F



B



A



C



G



middle C



E



G



- 7** Play or sing one or both lines of this piece and then answer the questions below.

Song of the humble bumble bee that sat on a little lettuce leaf



- True or false? In bars 1–4, both staves have the same melody.
- What is the name of the highest note in the treble-clef stave?
- What is the name of the lowest note in the bass-clef stave?
- How many times is the note E played in the treble-clef stave?
And in the bass-clef stave.

True

A

C

9

4

Making connections to your pieces

Find a piece or song you are currently learning.

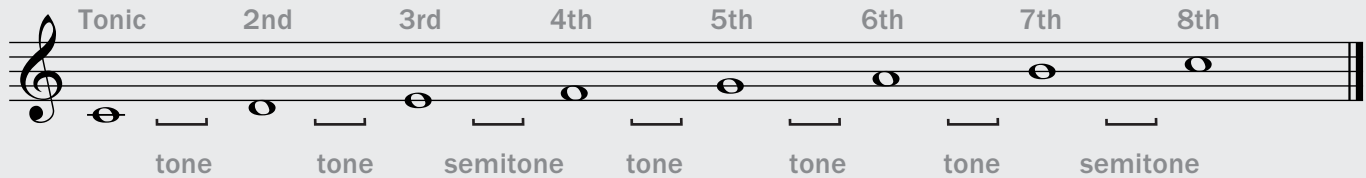
- Which clef (or clefs) does your chosen piece use?
- Can you find an example of every note name?
- Circle the letters of the notes that you find: **A B C D E F G**
- Which note appears most often? Play or sing it.
- What is the name of the first and the last notes in the piece? and
- Which of those notes is higher in your piece?

Stage 7

C major scale
Degrees of the scale
Tones and semitones

FACTS

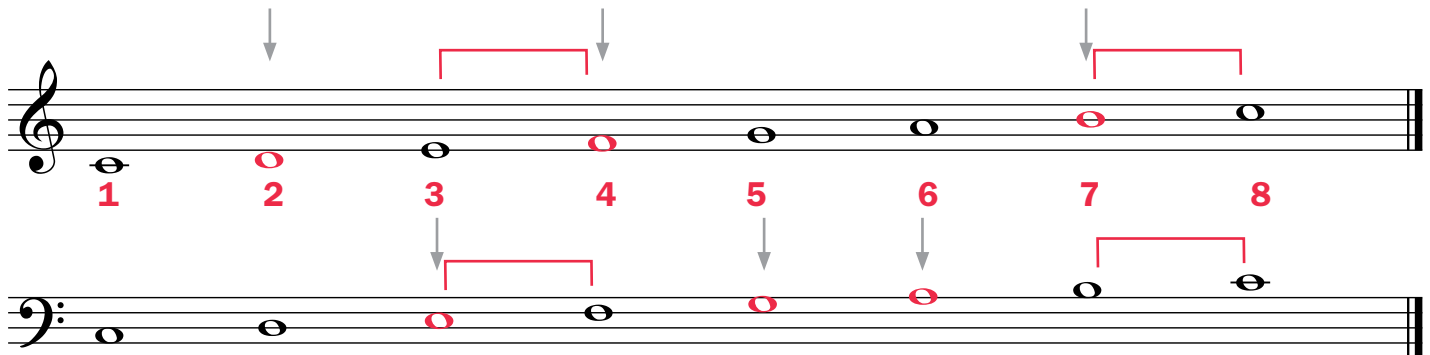
A scale is a series of notes in step order which can go up (ascending) or down (descending). Every note in a scale has a **degree**, ranging from 1 (the lowest note, also called the **tonic**) to 8 (the highest note). For example, in C major, G is the fifth degree:



We measure the distance between sounds (or pitch) with **tones** and **semitones**. The smallest distance is a semitone; two semitones make a tone. The word 'semi' means 'half' – like a **semi-detached** house or a **semicircle**.

All major scales are made up of the same pattern of tones and semitones.

- 1 Complete the missing notes from the C major scale.

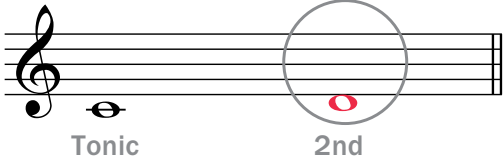
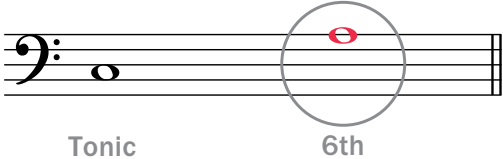
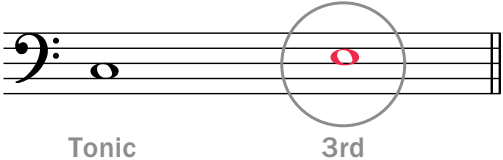
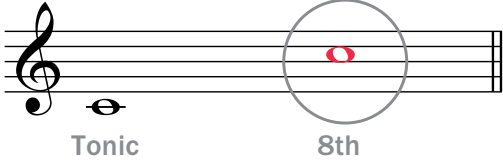
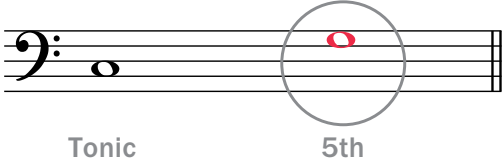
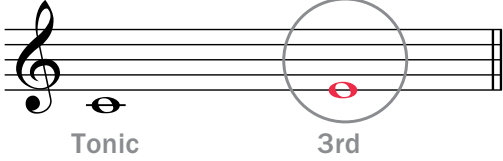
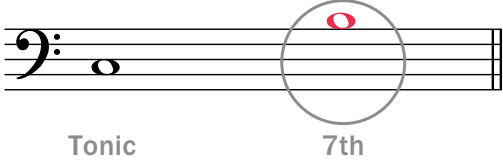


- 2 Now mark the semitones of the scale above the staff using a bracket (—) and write in the scale degrees underneath the notes.

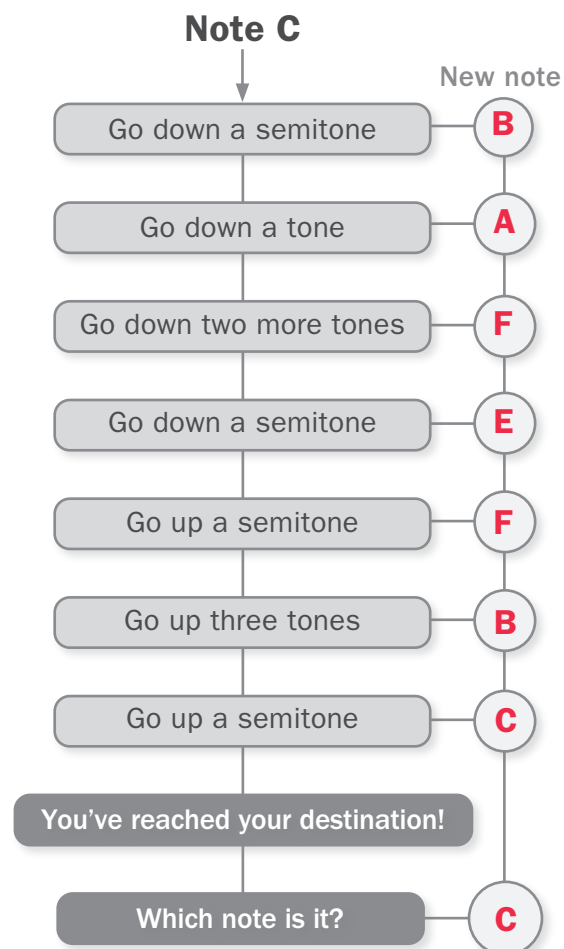
- 3 Label the distance between these pairs of notes as either a tone (T) or a semitone (S).



4 Fill in the degree of the scale.

 Tonic 2nd	 Tonic 6th
 Tonic 4th	 Tonic 3rd
 Tonic 8th	 Tonic 5th
 Tonic 3rd	 Tonic 7th

5 Here's a musical journey for you. Start on the note C and then follow the instructions.



Stage 8

G major and F major
Sharp, flat and natural signs
Key signatures

FACTS

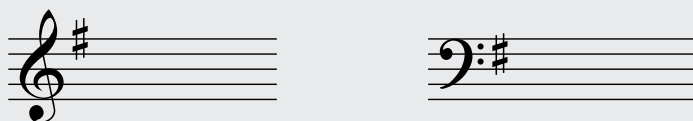
Signs called **accidentals** are used to change the pitch of a note.

Sharp signs (#) raise notes by a semitone.

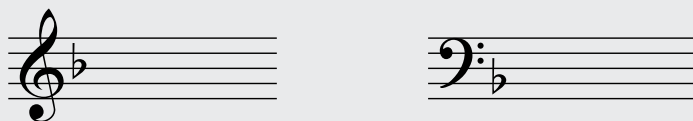
Flat signs (b) lower notes by a semitone.

Natural signs (♮) cancel a # or b.

- A key is made up of the notes in its scale. The **key signature** is the sharps or flats at the start of a piece that tell you the key. For example, **G major** is the key with one sharp. Any sharps and flats you might find during a piece are **accidentals**.
- To make a major scale beginning on G fit the **TTSTTTS** pattern, we have to *sharpen* the F to raise it by a semitone, making it F#, so the key signature is:



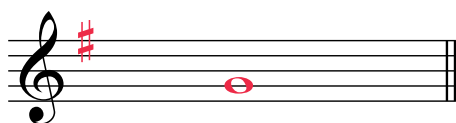
- To make a major scale beginning on F fit the **TTSTTTS** pattern, we have to *flatten* the B by a semitone, making it Bb, so the key signature is:



Finding the key:

If a piece has no key signature, it might not necessarily be in C major. Look at the accidentals used in the music and the final note or chord to help identify the key. Many pieces finish on the key note (the tonic).

- 1 Write out the key signature and the first note for these keys.



G major

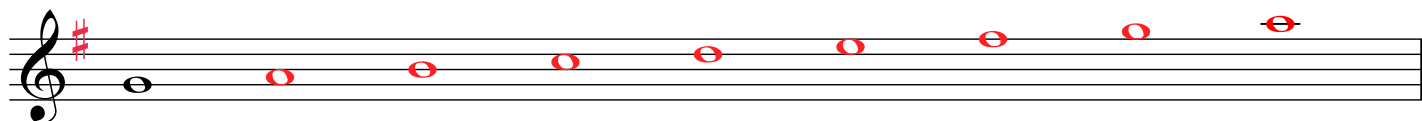


C major

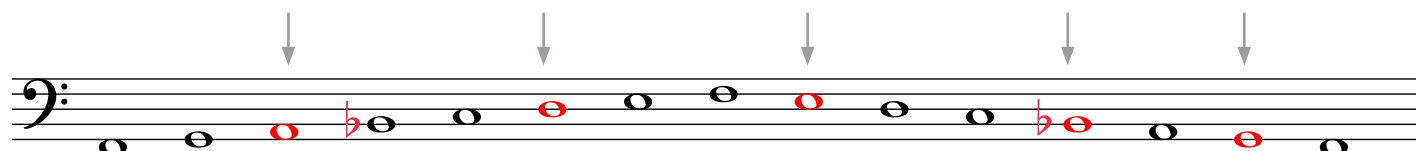


F major

- 2 Write out the scale of G major using a key signature (the first note has been given). Now number the degrees of the scale and mark in the tones and semitones with a 'T' or an 'S' between the notes (it will be the usual pattern!).

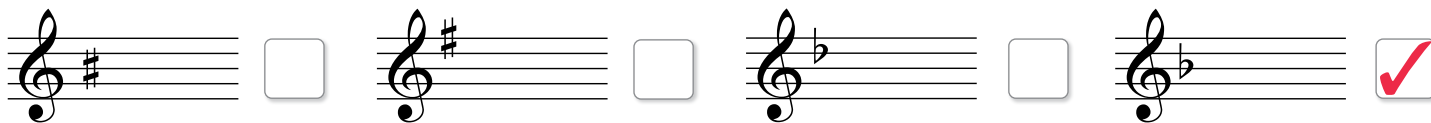


- 3 Add in the missing notes and accidentals to complete the F major scale.



- 4 Tick one box to show the correct key signature of F major / G major.

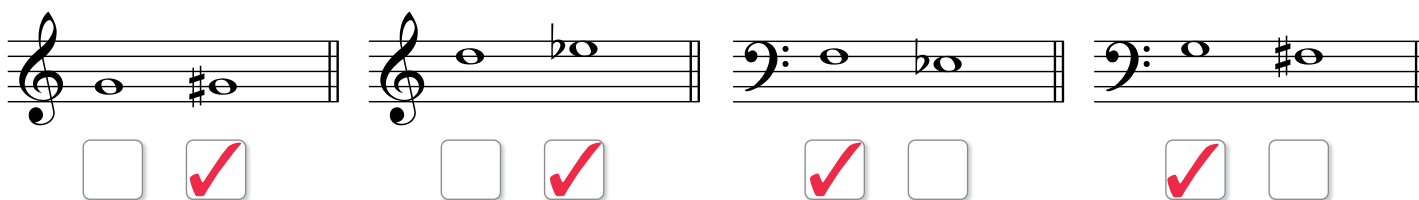
F major



G major



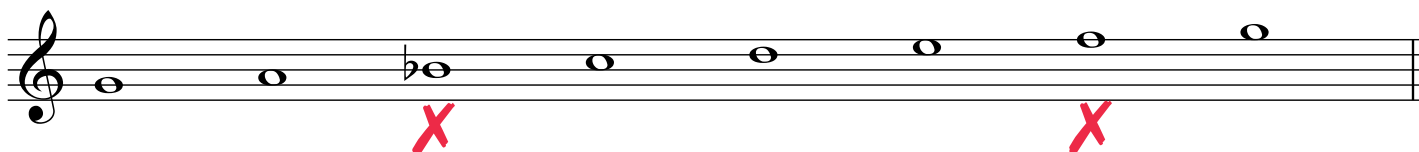
- 5 Tick the **higher** note of each of these pairs.



- 6 Draw sharp signs in front of all the Fs and flat signs in front of the Bs.



- 7 Mark the two incorrect notes with a cross in the following G major scale.



- 8 True or false?

- There is 1 flat in the key signature of G major

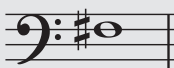
T ☒ F

-  This is the 3rd note of F major.

T ☒ F

- There are 2 sharps in the key signature of F major

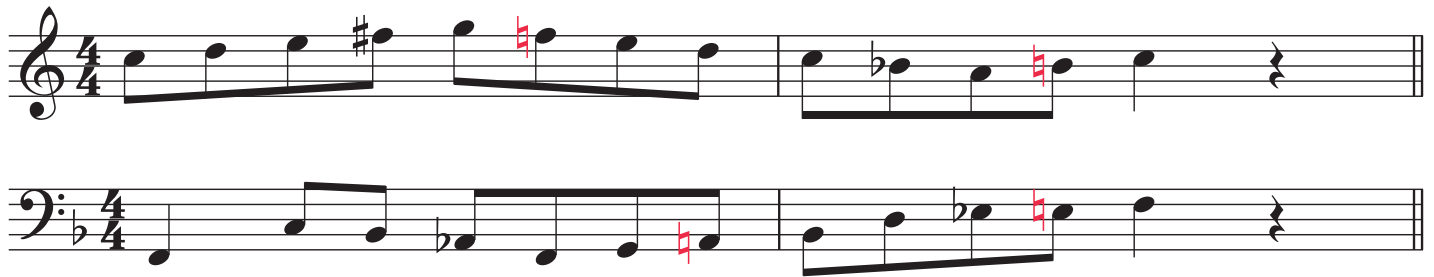
T ☒ F

-  This is the 6th degree of the scale in G major.

T ☒ F

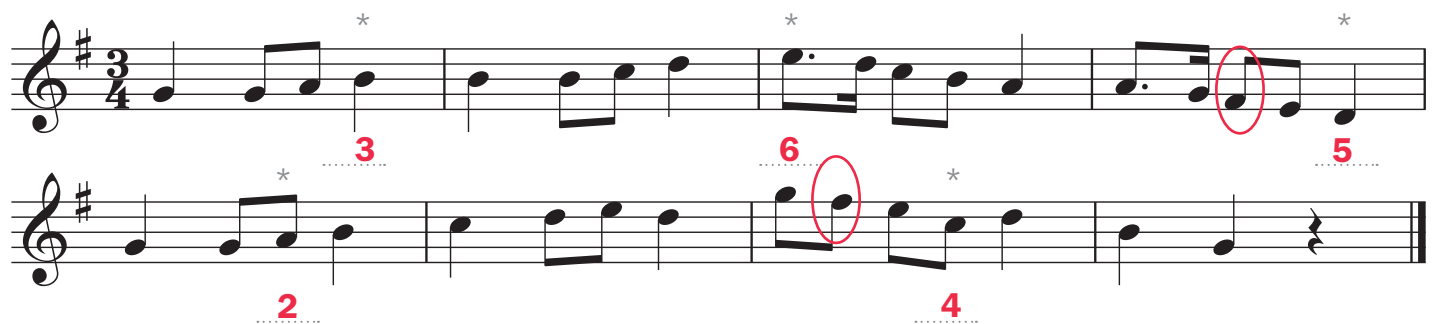
9

Add natural signs to cancel the previous accidentals.



10

Play or sing this piece and then answer the questions below.

Giant giraffes go gliding

- What is the key of this piece? **G major**.....
- Circle the notes that are affected by the key signature.
- Play the scales of F and G major. How do they differ? How are they the same?

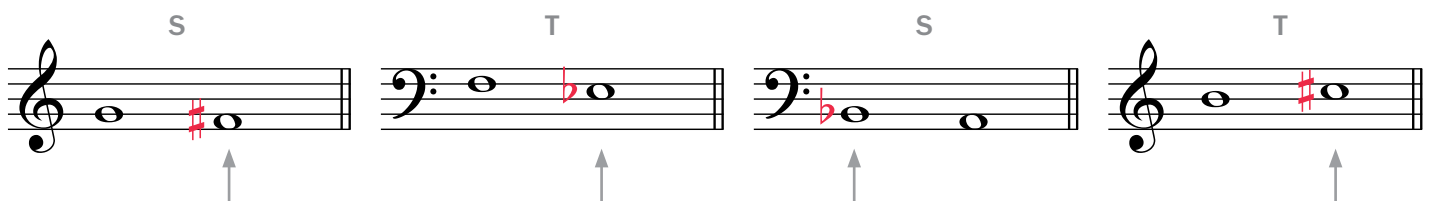
Different: starting notes (G starts a tone higher) G has a # and F has a b

Same: tone/semitone pattern,

- Name the degrees of the scale for the notes marked * on the lines below.

11

Add an accidental to the note indicated to make it a semitone or tone apart as shown.

**Making connections to your pieces**

Find a piece you are learning (or have learnt) in G or F major.

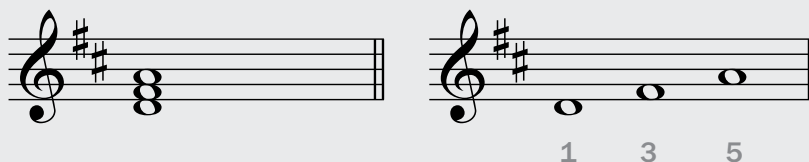
- Circle all of the notes in pencil that are affected by the key signature.
- Can you find any scale patterns? They could be as short as just three or four notes.
- Find examples of semitones and add a bracket above them in pencil.

Stage 9

D major
Tonic triads

FACTS

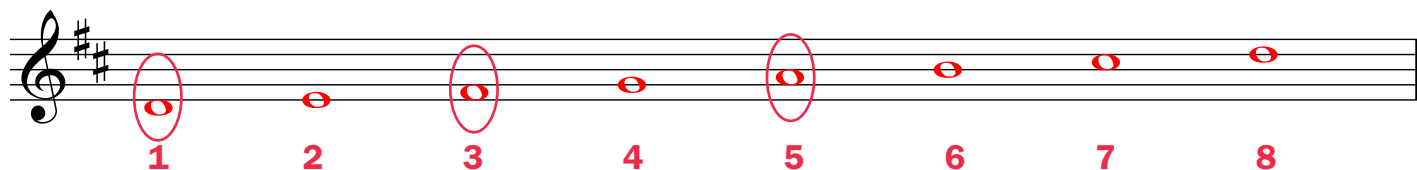
The notes of a scale can also be used to make **chords**. The most important chord in a key is made up of three notes called a **tonic triad** (like **triangle** or **tricycle**). It is made up of the first, third and fifth degrees of the scale. In D major, the tonic triad looks like this:



The tonic triads of C, G and F majors look like this:

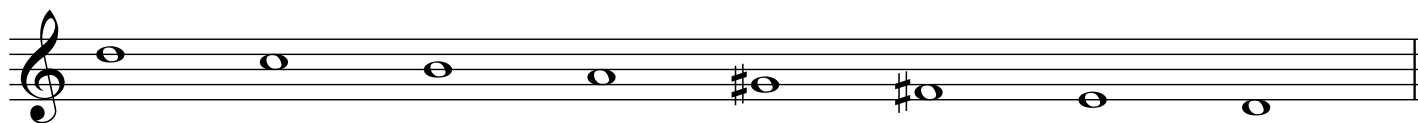


- 1 Write out the scale of D major and label the degrees. Remember to include the key signature.

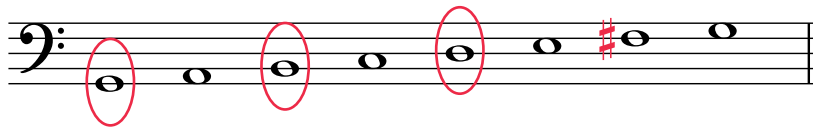


Circle the three notes in the scale that make the tonic triad.

- 2 Tick one box to show the correct version of D major descending.



- 3 This scale has been written without a key signature. Add accidentals to the correct note(s) and then name the scale. Circle the notes that make up the tonic triad.



Scale

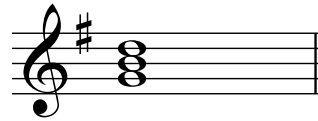
- 4 Name the key on which these patterns and triads are built.



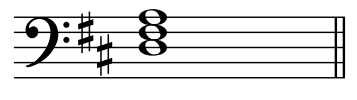
C major



F major



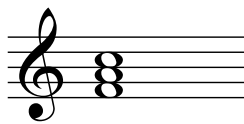
G major



D major

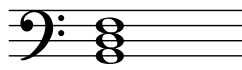
- 5 True or false?

This is the tonic triad of F major



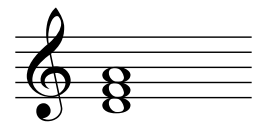
☒ T ☐ F

This is the tonic triad of G major



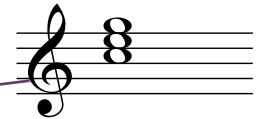
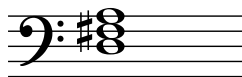
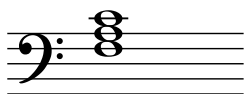
☐ T ☒ F

This is the tonic triad of D major



☐ T ☒ F

- 6 Match the tonic triad to the correct key.



C major

G major

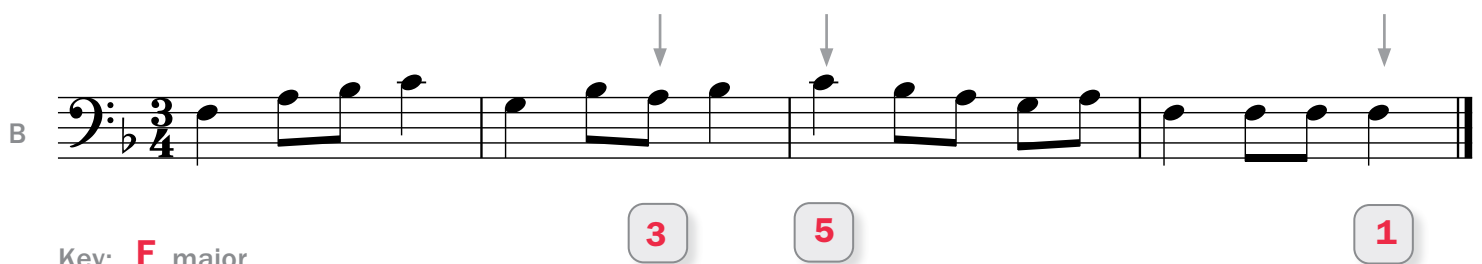
D major

F major

- 7 Name the key of each of these melodies and the degree of the scale where indicated.

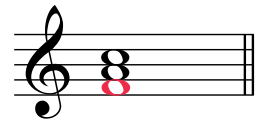
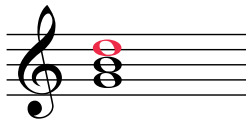


Key: **C** major

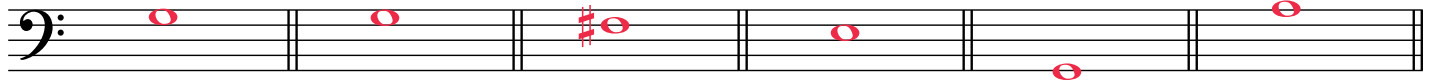


Key: **F** major

- 8 Add one missing note to complete each triad so that the tonic is at the bottom. Use accidentals where necessary.



- 9 Fill in the missing notes, adding accidentals where necessary:



5th degree
of C major

2nd degree
of F major

3rd degree
of D major

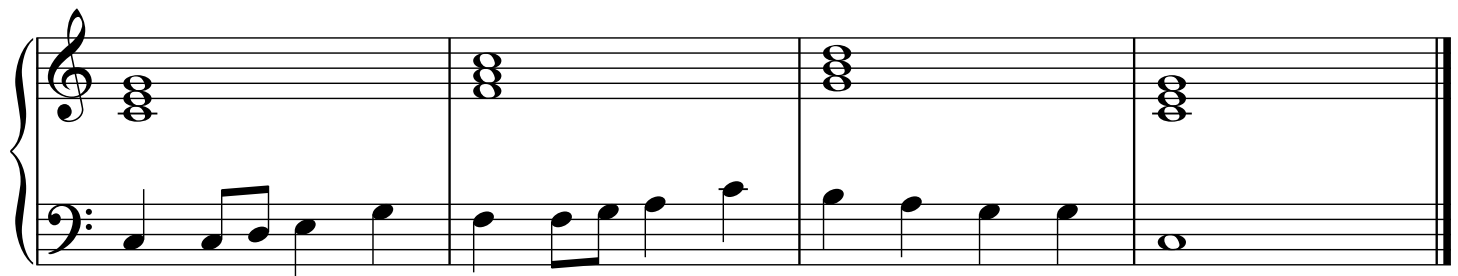
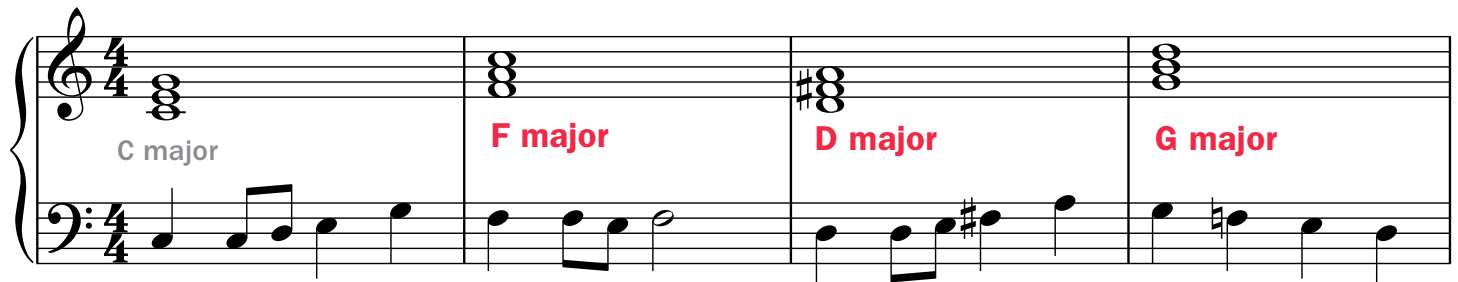
7th degree
of F major

1st degree
of G major

6th degree
of C major

- 10 Have a look (or play) through this triangular piece and answer the questions.

I tried a triad while tricycling round a triangle



- Name the tonic triads in bars 1–4. The first one is done for you.
- Which is the only tonic triad not repeated in this piece? **D major**
- What are the notes in the tonic triad of D major? **D, F#, A**
- Make up (improvise) your own piece using the notes of one triad of your choice.

Making connections to your pieces

Find a piece you are learning that contains triad patterns or chords.

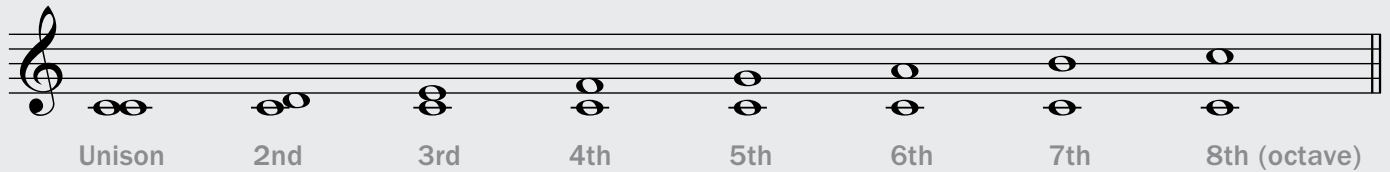
- How many different triads can you find?
- What is the full name of the tonic triad of your piece?
- Choose one triad from your piece and see how many different ways you can play it. Experiment with different rhythms, dynamics, articulation and the order of the notes.

Stage 10

Intervals

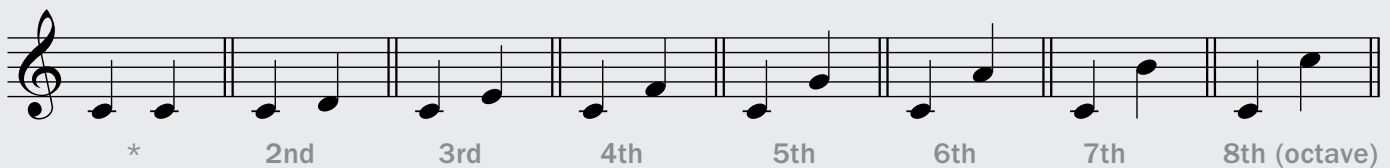
FACTS

An **interval** is the distance between any two notes:



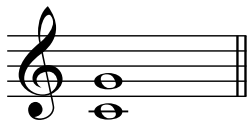
These are known as **harmonic** intervals.

If the notes are next-door neighbours, they are known as **melodic** intervals and can be **ascending** or **descending**:



* There's no official label for this. Can you think of your own?

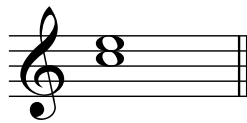
1 Name these harmonic intervals.



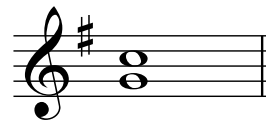
5th



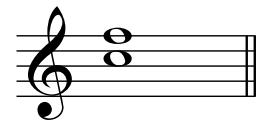
2nd



3rd



4th



4th

2 Name these melodic intervals.



3rd



4th



4th

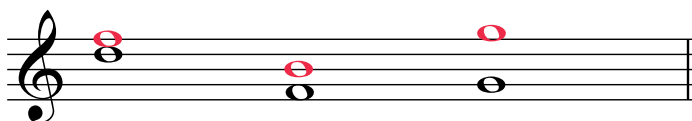


6th



5th

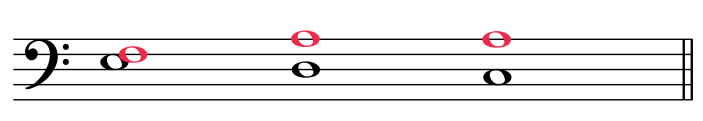
3 Write a note above each of these notes to make the interval described.



3rd

4th

Octave

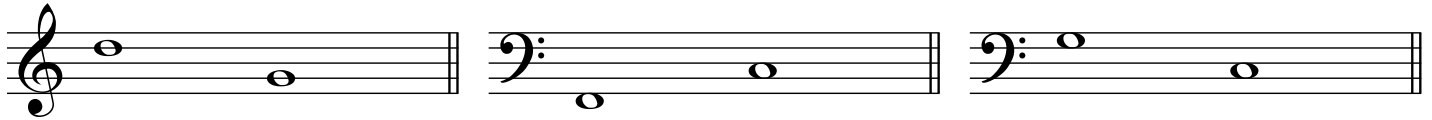


2nd

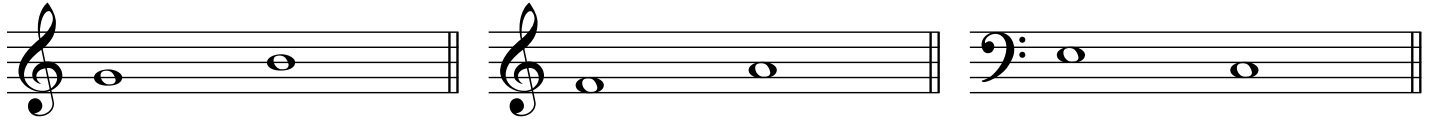
5th

6th

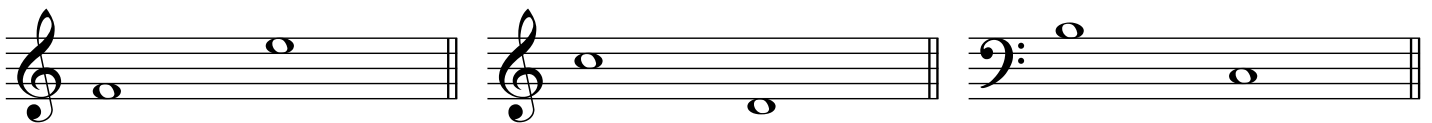
- 4 Select the name of the interval between the following notes.



These are all: 2nds ☐ 3rds ☐ 4ths ☐ 5ths ☒ 6ths ☐ 7ths ☐ 8ths ☐



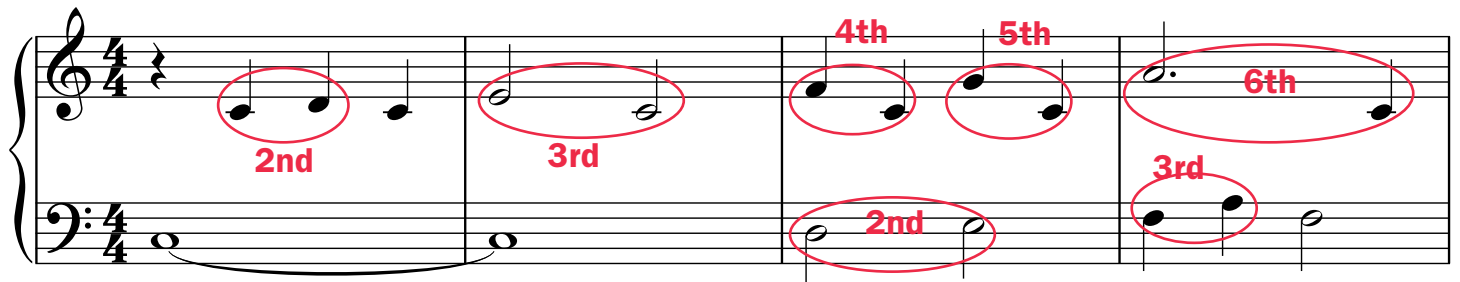
These are all: 2nds ☐ 3rds ☒ 4ths ☐ 5ths ☐ 6th ☐ 7ths ☐ 8ths ☐



These are all: 2nds ☐ 3rds ☐ 4ths ☐ 5ths ☐ 6ths ☐ 7ths ☒ 8ths ☐

- 5 Play or sing either part (treble or bass) of this piece and then answer the questions.

Is it the interval already? Ice cream, please



- In the treble-clef part, bracket and label one example of each of the following melodic intervals:
2nd 3rd 4th 5th 6th 7th 8th (or octave)
- In the bass-clef part, circle and label one example of each of the following melodic intervals:
2nd 3rd 5th
- What's your favourite interval? Make up a piece that uses that interval as many times as possible.

6

Match up these well-known tunes with the interval that they contain at the start.
(If you don't know any of them, see if you can listen to it online.)

7

Identify the intervals shown by the brackets:

Making connections to your pieces

Choose a piece you are learning and try to find an example in it of every interval (they could be melodic or harmonic intervals).

- What is the key of your piece?
- Circle any natural signs you can find. Why are they there?
- What is the first melodic interval in your piece? What is the last?
- Circle any of the following ingredients that you can find in your piece:

a melodic triad accidentals a descending melodic interval a harmonic interval

Stage 11

Terms and signs

FACTS

Dynamics (range of loudness)

pp (*pianissimo*) = very soft
p (*piano*) = soft
mp (*mezzo piano*) = quite soft
mf (*mezzo forte*) = quite loud
f (*forte*) = loud
ff (*fortissimo*) = very loud
m (*mezzo*) = moderately
crescendo (*cresc.*) =
 gradually get louder = <
diminuendo (*dim.*), *decrescendo*
 (*decresc.*) = gradually get softer = >

Speed or tempo

Adagio = slow
Lento = slow
Andante = walking pace
Allegretto = fairly fast
Moderato = at a moderate pace
Allegro = fast
Presto = very fast
Accelerando (*accel.*) = getting faster
Rallentando (*rall.*), *Ritardando* (*rit.*) =
 getting slower
A tempo = in time/original speed

Styles of playing or singing

Cantabile = in a singing style
Dolce = sweetly
Legato = smoothly
Leggiero (*legg.*) = lightly
Staccato (*stacc.*) = short/detached =  or 
> = accent the note  or 

Structure

Da capo (D.C.) = repeat from the beginning
Dal segno (D.S.) = repeat from the sign 
Fine = the end of the piece, used after
 a repeat (like *da capo*).

 = repeat section between dots

 = pause on the note

 8^{va} -----  8^{vb} -----  = play an octave
 higher/lower

 = slur the notes together

 = tie

 = 92 ,  = 120 = metronome marks indicate
 how many beats per minute

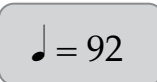
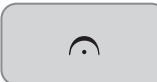
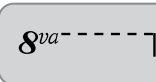
- 1 Number these dynamic markings in order, from soft to loud (softest = 1).

					
4	2	6	3	5	1

- 2 Number these tempo directions in order of speed, from slow to fast (slowest = 1).

				
1	2	4	3	5

- 3 Name these performance markings:

					
metronome mark	slur	accent	pause	octave higher	repeat

4 Write these instructions as performance markings.

play an octave higher



slur



crescendo



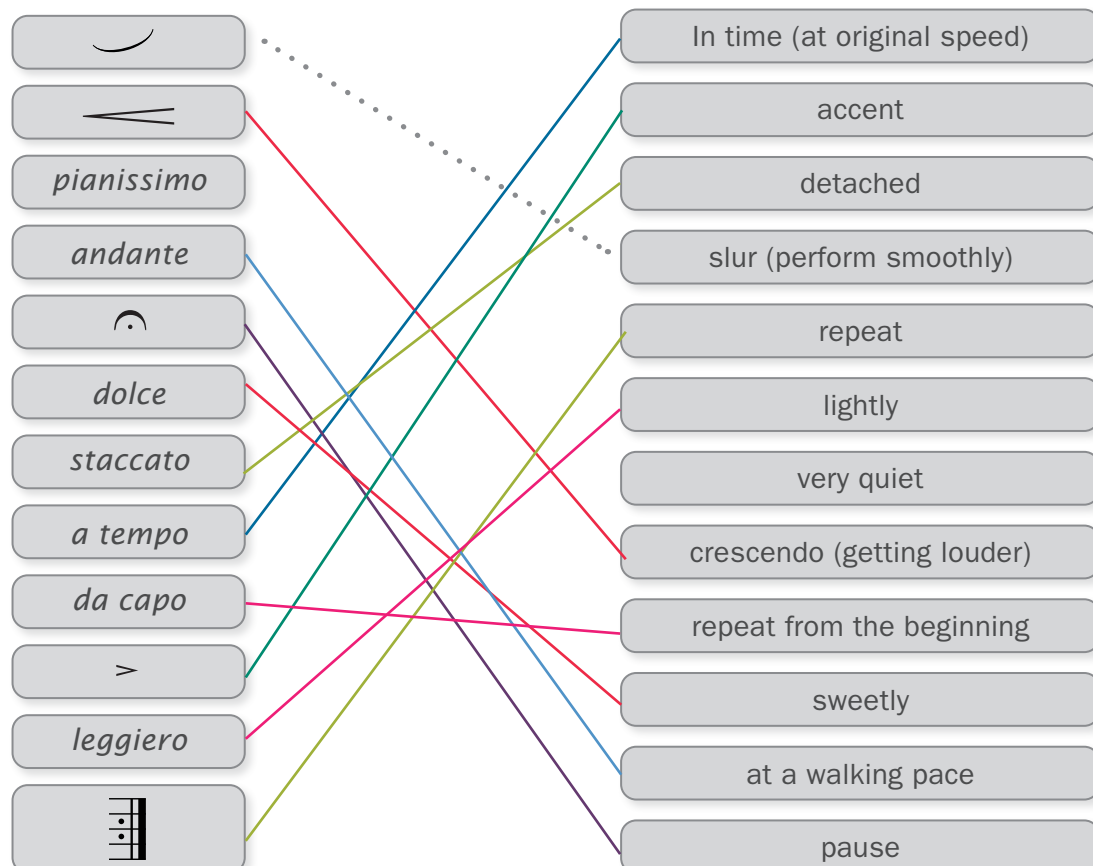
staccato



5 Circle the correct answer for each question.

• What does <i>crescendo</i> mean?	Gradually getting louder	Gradually quieter	Gradually speeding up
• What does <i>legato</i> mean	Sweetly	Smoothly	Detached
• What does <i>8va</i> mean?	Repeat the section	Play an octave higher	Play detached notes
• Does <i>Fine</i> mean	The end	The beginning	Repeat
• What does <i>allegro</i> mean?	Slow	At a moderate pace	Fast
• What does <i>accelerando</i> mean?	Get louder	Speed up	Put your instrument away
• What does <i>rit.</i> mean?	Getting slower	Getting quieter	Getting louder
• Does <i>staccato</i> make you play...	Quietly	Detached	Faster
• What does <i>ff</i> mean?	Very loud	Very quickly	Very soft
• What is the Italian expression for moderately quiet?	<i>fortissimo</i>	<i>piano</i>	<i>mezzo piano</i>

6 Match the term or symbol to the correct instruction.



- 7 Add your own terms and signs to the following melody.

Dancing dragons and dinosaurs



- 8 Play or sing either part (or both lines if you're a pianist) of this tune and then complete the sentences below.

Waltz of the happy theory teachers

Allegretto

A piano score for a waltz in D major (two sharps) and 3/4 time. The tempo marking 'Allegretto' is above the first staff. The first system has two staves: the treble staff starts with a treble clef, a key signature of two sharps, and a 3/4 time signature. The first measure has a whole rest, followed by a half note D4, a quarter note E4, and a quarter note F#4. The second measure has a half note G4, a quarter note A4, and a quarter note B4. The third measure has a half note A4, a quarter note G4, and a quarter note F#4. The fourth measure has a half note E4, a quarter note D4, and a quarter note C#4. The second system has two staves: the treble staff starts with a treble clef, a key signature of two sharps, and a 3/4 time signature. The first measure has a whole rest, followed by a half note D4, a quarter note E4, and a quarter note F#4. The second measure has a half note G4, a quarter note A4, and a quarter note B4. The third measure has a half note A4, a quarter note G4, and a quarter note F#4. The fourth measure has a half note E4, a quarter note D4, and a quarter note C#4. The third system has two staves: the treble staff starts with a treble clef, a key signature of two sharps, and a 3/4 time signature. The first measure has a whole rest, followed by a half note D4, a quarter note E4, and a quarter note F#4. The second measure has a half note G4, a quarter note A4, and a quarter note B4. The third measure has a half note A4, a quarter note G4, and a quarter note F#4. The fourth measure has a half note E4, a quarter note D4, and a quarter note C#4. The fourth system has two staves: the treble staff starts with a treble clef, a key signature of two sharps, and a 3/4 time signature. The first measure has a whole rest, followed by a half note D4, a quarter note E4, and a quarter note F#4. The second measure has a half note G4, a quarter note A4, and a quarter note B4. The third measure has a half note A4, a quarter note G4, and a quarter note F#4. The fourth measure has a half note E4, a quarter note D4, and a quarter note C#4. The piece ends with a double bar line. The dynamic marking 'mf' is below the first measure of the first system. The dynamic marking 'f' is below the first measure of the third system. The tempo marking 'rit.' is above the first measure of the fourth system.

- The time signature is **$\frac{3}{4}$** , which means there are **3 crotchet beats** in a bar.
- The key is **D major** and the key signature is made up of **F# and C#**.
- The highest note (treble clef) is **D** and the lowest note (bass clef) is **A**.
- The sign joining the A in bar 1 to the A in bar 2 is called a **tie**.

Making connections to your pieces

Choose a piece that you are learning that includes lots of different terms and signs.

- Write down all of the musical words and signs that are used and then give their meanings.
- Write out the first four bars and either change or add the following:
a tempo marking a dynamic marking a style of playing
- Which terms and signs have you used?
- Play this extract with the new ingredients and then with the original ones.
 How has the character and mood of the music changed?

Stage 12

Practice questions

- 1 Fill in the missing note or notes to complete these bars.

Two musical staves are shown. The first staff is in 4/4 time and contains four measures with missing notes marked by asterisks. The second staff is in 3/4 time and contains four measures with missing notes marked by asterisks.

Staff 1 (4/4):

- Measure 1: (note: F)
- Measure 2: (rest)
- Measure 3: (rest)
- Measure 4: (note: G)

Staff 2 (3/4):

- Measure 1: (note: C)
- Measure 2: (note: B)
- Measure 3: (note: D)
- Measure 4: (rest)

- 2 Fill in the missing barlines.

Two musical staves are shown. The first staff is in 4/4 time and the second is in 3/4 time. Both staves have missing barlines indicated by red vertical lines.

- 3 Select the correct answer for each of the following questions.

- Which of these notes lasts the longest?
- Which of these notes is the shortest in duration?
- Which of these is shorter than a quaver?
- How many counts is worth?
- How many counts is worth?

	☐		☒		☐
	☐		☒		☐
	☐		☒		☐
2 counts	☒	3 counts	☐	4 counts	☐
2 counts	☒	3 counts	☐	4 counts	☐

- 4 Next to each note, write a rest that has the same time value. The first answer is given.

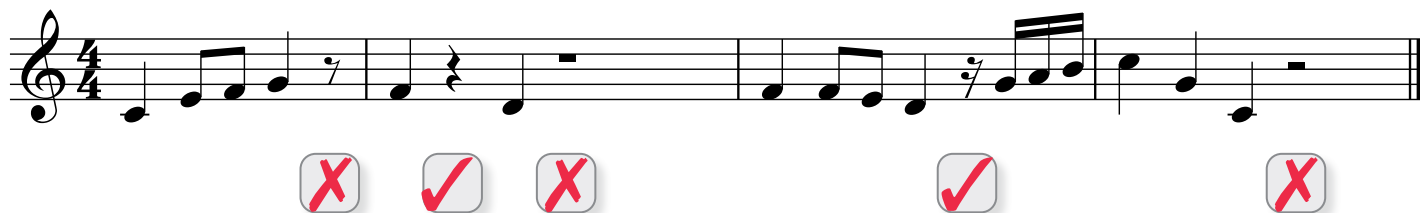
Top Tip: Adding a dot to a rest works exactly the same as adding a dot to a note.

Four musical staves are shown, each with a note and a dotted line for a rest. The first staff shows a half note and a dotted half rest. The second staff shows a quarter note and a dotted quarter rest. The third staff shows a whole note and a dotted whole rest. The fourth staff shows an eighth note and a dotted eighth rest.

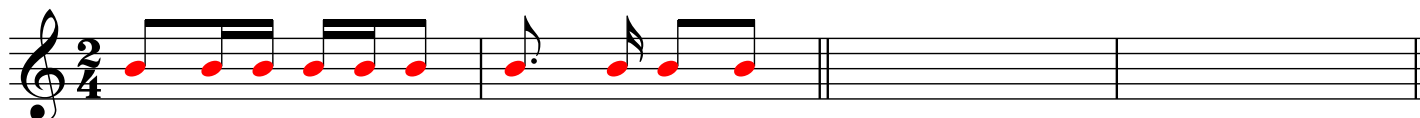
- 5 Which order of the notes correctly lists them from shortest to longest?



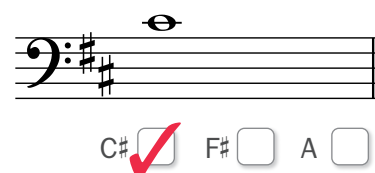
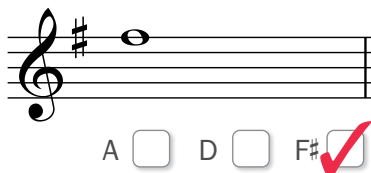
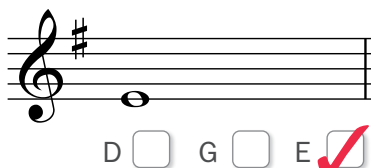
- 6 Tick or cross each rest to show if it is correct or incorrect.



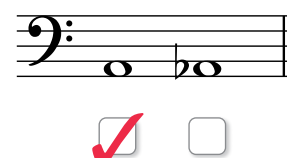
- 7 Rewrite the music on the staff below using correct beaming, ties and dots; then create a two-bar answering rhythm.



- 8 Tick the correct name of each note.



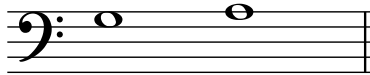
- 9 Tick the higher note of the following pairs.



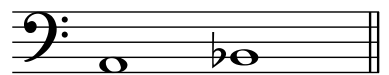
- 10** Write S or T below to indicate if each pair is a tone or semitone apart.



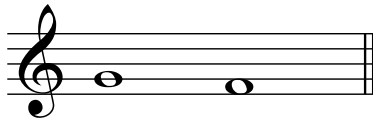
S



T



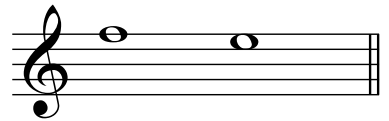
S



T



S



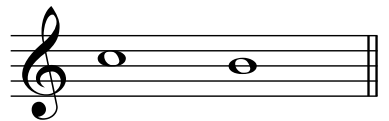
S



T



T



S

- 11** Name the key and fill in the degrees of the scale marked with a *, giving the letter name of the notes. The first answer is given.

Key: **G** major

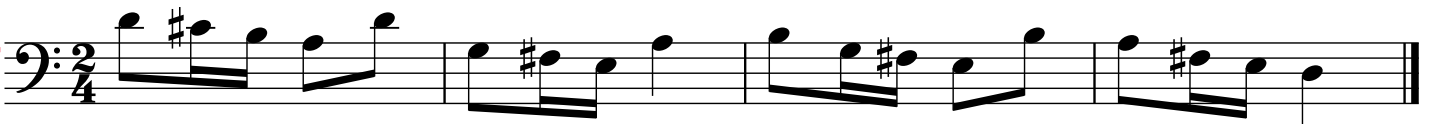


- 12** Name the key of each of these melodies, which have been written using accidentals instead of a key signature.

F major



D major



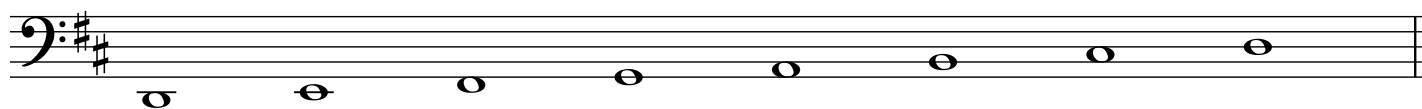
F major



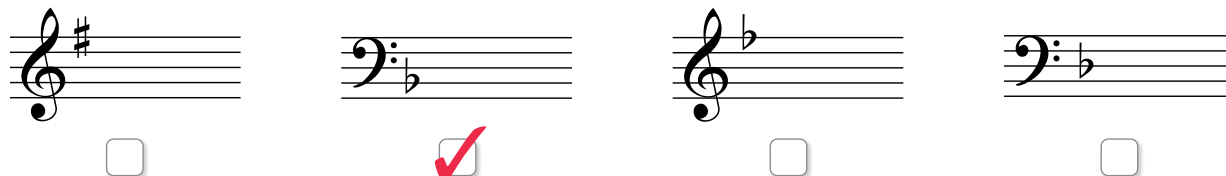
G major



- 13 True or false – this is the scale of G major ascending. ☐ ☒



- 14 Tick one box to show the correct key signature for F major.



- 15 Select the correct answer for the following questions about degrees of the scale.

● Which note is the 6th degree of C major?

A ☒

B ☐

C ☐

● Which note is the 4th degree of F major?

E ☐

B $\flat$ ☒

D ☐

● Which note is the 7th degree of D major?

C# ☒

F# ☐

G# ☐

● Which degree of C major is this?

3 ☒

6 ☐

7 ☐

● Which degree of G major is this?

4 ☐

5 ☐

7 ☒

● Which degree of F major is this?

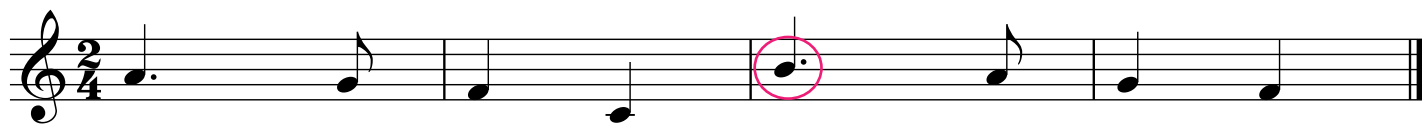
2 ☐

5 ☒

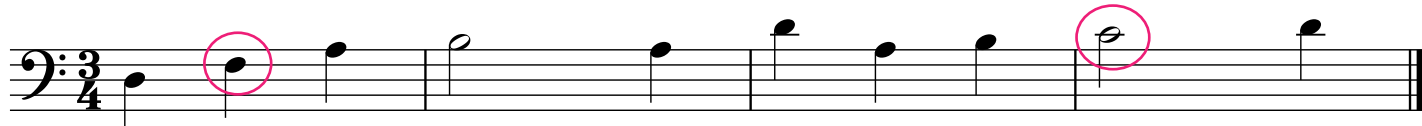
6 ☐

- 16 The following bars have been written without a key signature.
Circle the notes that need an accidental to create a melody in the given key.

F major:



D major:



G major:

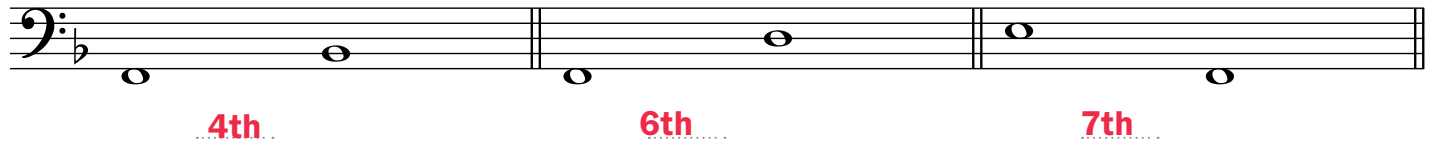


17 Name the intervals between the following pairs of notes:

G major:



F major:



D major:



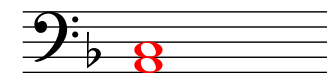
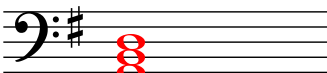
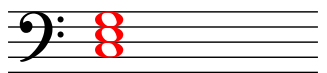
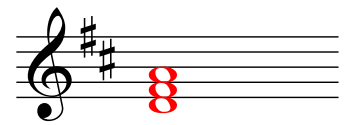
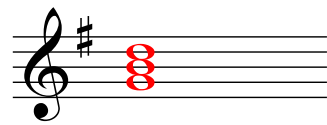
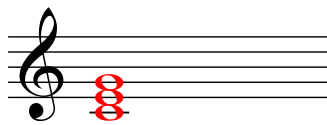
18 Write the key signature and tonic triad for these keys in both the treble and bass clef.

C major

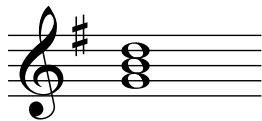
G major

F major

D major



19 Circle the correct key for the following tonic triads.



F major

G major

C major



C major

D major

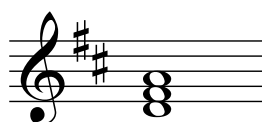
G major



D major

F major

C major

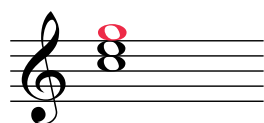


G major

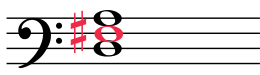
F major

D major

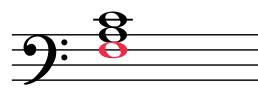
- 20 Add one note to complete each tonic triad (the tonic should be at the bottom). Use accidentals where necessary.



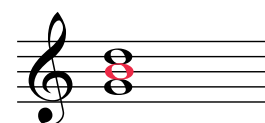
C major



D major



F major



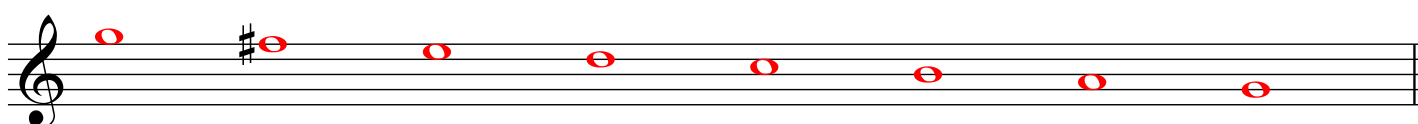
G major

- 21 Write these scales using semibreves. Don't use a key signature but add all the necessary accidentals. Draw a circle around the 5th and 7th degrees of each scale.

F major, ascending



G major, descending



- 22 Tick the correct meaning of each term.

Presto means:

Slow

☐

Pressing

☐

Fast

☒

Softly

☐

Rallentando means:

Very loud

☐

Slow

☐

Gradually get slower

☒

From the beginning

☐

$\text{♩} = 60$ means:

60 beats in the piece

☐

60 beats per minute

☒

60 beats in a bar

☐

60 beats per hour

☐

Legato means:

Quickly

☐

Loudly

☐

Getting slower

☐

Smoothly

☒

ff means:

Detached

☐

Get faster

☐

The end of the piece

☐

Very loud

☒

