

# Primo Theory

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**Level 1 Revised Edition**

by

Robert Centeno

Primo Publishing

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version: 2.0

# How to Use This Book

This is a unique workbook. From these pages, the student can directly access learning materials available on the internet with the simple swipe of a mobile device. The revised Primo Music Theory Series now offers this interactive capability in all grade levels. These online supplementary materials include interactive web applications, walkthroughs, videos, and downloadable exercises. This workbook series utilizes the advantages of modern technology to enhance and accelerate the student's learning experience.

## The Ear-Training Exercises

There are various ear-training exercises provided in the appendix which can be practiced with the teacher or by the student alone. These exercises largely consist of singing drills aimed at sharpening the listening skills of the student. The teacher should first work with the student on these exercises until the student becomes familiar with the procedures. Afterward, the teacher should periodically observe as the student performs them to ensure that the student is maintaining correct practice. The student may discontinue any exercise that can be executed easily.

## The Dictation Exercises

The rhythmic and melodic dictation exercises are designed so that the student can work through them alone using interactive web applications or work through them with the teacher playing the dictation melodies. The teacher can fill in the missing measures with materials of his or her choice or use the materials provided at [www.primotheory.com](http://www.primotheory.com).

## The QR Codes

The QR codes found throughout this series can only be read using a smart mobile device which has a QR code reader app installed. If you don't have a QR code reader and don't know how to get one, follow these instructions:

Step 1: With your mobile device, open your app marketplace (App Store, Google Marketplace, etc.).

Step 2: Search for "QR reader" and download and install any one of the apps available. You can choose between free or paid versions. Do a bit of research to decide which app is best for you. Once installed, it's ready to go.

Step 3: To scan a QR code, activate the app and center the QR code in the viewfinder as if you are going to take a picture of it. Adjust the distance if necessary. Some code readers will scan the code automatically when it's in view.

If you are still unsure what to do, go to the [www.primotheory.com](http://www.primotheory.com) "Help" page or email [info@primopublishing.com](mailto:info@primopublishing.com).

## Online Resources

Throughout the text of this series you will find directions given as follows:

[primotheory.com](http://primotheory.com) → Resources → Level 7 → Page 10

This means to go to the website "[primotheory.com](http://primotheory.com)," where you will be taken to a page containing a "Resources" link. From there, follow the links—click on "Resources," which will take you to a menu with all the volume levels; click on "Level 7," which will take you to a page listing Level 7 resources by page number; finally, click on "Page 10" to find the desired resource. But please note that, while this workbook cannot continue to grow once printed, the resources found online will continue to grow. All added resources will be listed with references to the workbook page numbers.

Be sure to visit [www.primotheory.com](http://www.primotheory.com) to find links to an ever-growing list of supplemental materials for each level.

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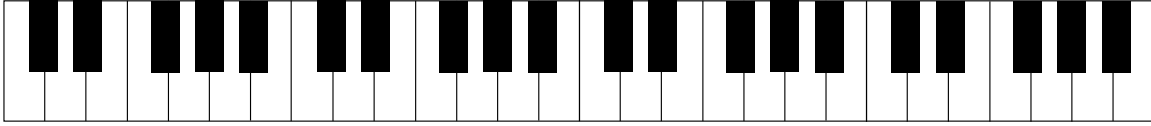
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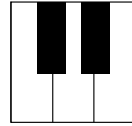
## Section 1

## The Keyboard

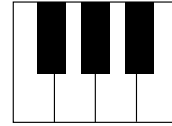
This is a **keyboard**. It is made up of white keys and black keys.



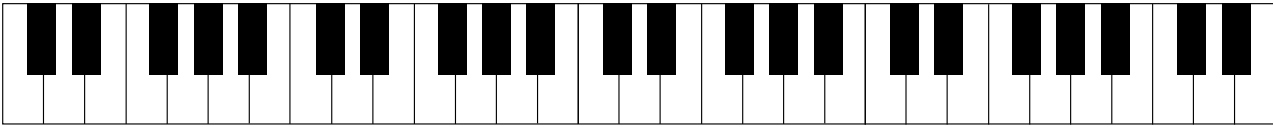
The black keys are arranged in groups of **2**



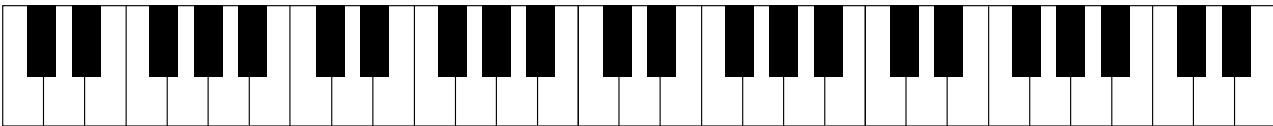
and **3.**



① Circle every group of **2** black keys.

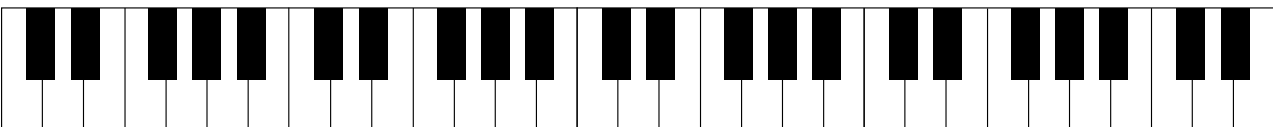


② Circle every group of **3** black keys.



③ Write a "**2**" above each group of 2 black keys.

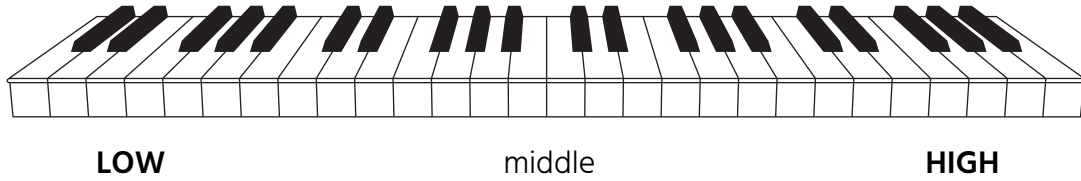
Write a "**3**" above each group of 3 black keys.



## High and Low Sounds

The keys on the **left side** of the keyboard sound **low**.

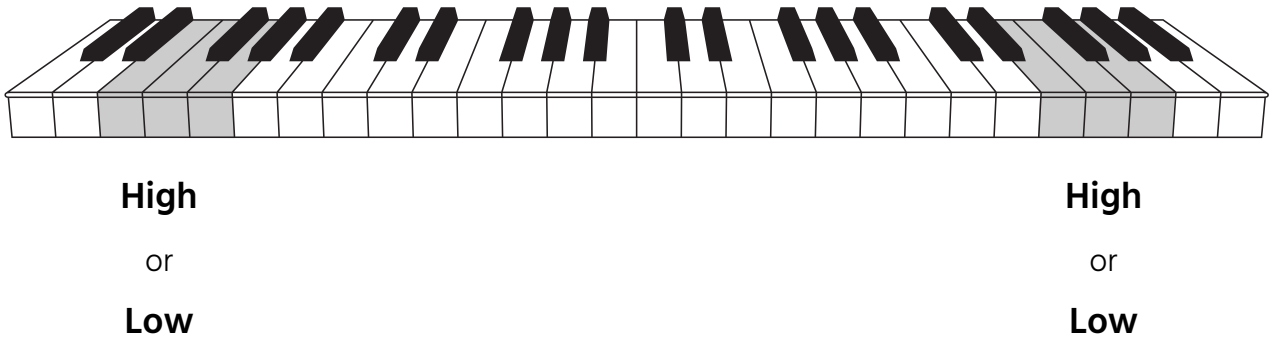
The keys on the **right side** of the keyboard sound **high**.



④ On the piano:

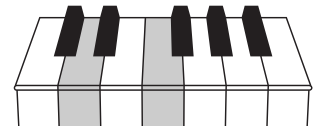
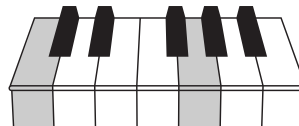
- a) With your left hand, play a 2-black-key group on the left side of the keyboard. These are LOW-sounding keys.
- b) With your right hand, play a 3-black-key group on the right side of the keyboard. These are HIGH-sounding keys.

⑤ Do the shaded keys sound high or low? Circle the correct answer.

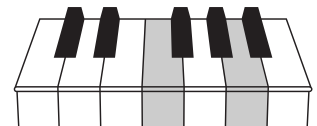
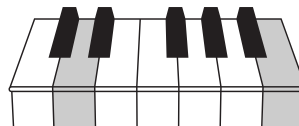


⑥ Two keys are shaded on each keyboard:

a) Circle the **higher** shaded key.

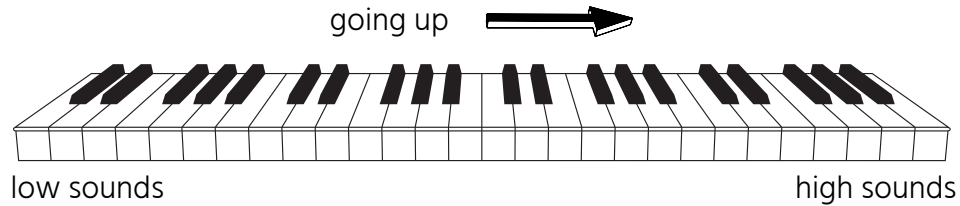


b) Circle the **lower** shaded key.

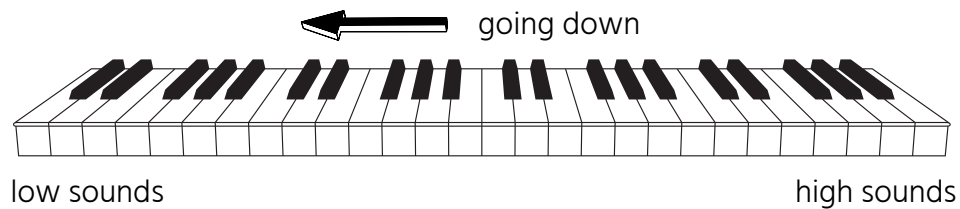


## Up and Down on the Keyboard

On the keyboard the sound goes **UP** as you move **to the RIGHT**.



The sound goes **DOWN** as you move **to the LEFT**.



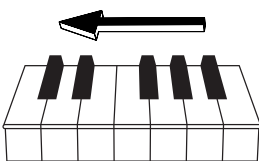
- ⑦ On the piano, play the lowest 2-black-key group (on the left side).  
From this group, play each 3-black-key group to the right (up) until you get to the highest 2-black-key group on the right.

Notice that the sounds get higher.

- ⑧ On the piano, play the highest 3-black-key group (on the right side).  
From this group, play each 3-black-key group to the left (down) until you get to the lowest 3-black-key group on the left.

Notice that the sounds get lower.

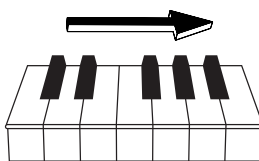
- ⑨ Which way is the arrow pointing? Circle **up** or **down** under each keyboard.



**Up**

or

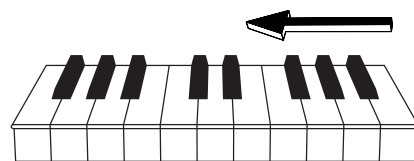
**Down**



**Up**

or

**Down**



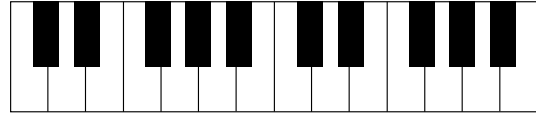
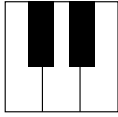
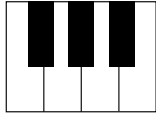
**Up**

or

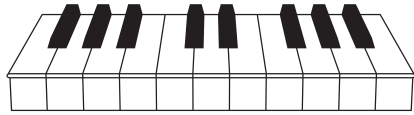
**Down**

# REVIEW: Section 1

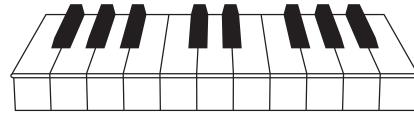
- ① Draw a ○ around each **2-black-key** group. Draw a △ around each **3-black-key** group.



- ② Above each keyboard draw an arrow that points the correct direction. Example: 

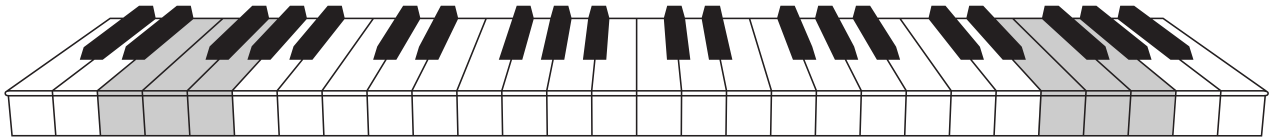


Down



Up

- ③ Do the shaded keys sound high or low? Circle the correct choice.



High

or

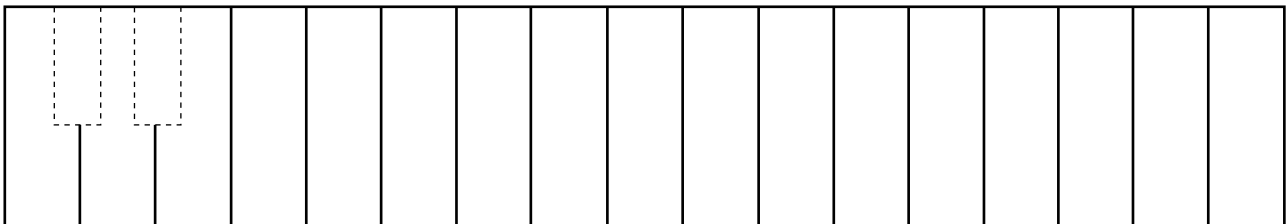
Low

High

or

Low

- ④ Complete the keyboard by adding the **2-black-key** and **3-black-key** groups.  
The outline of a 2-black-key group is given to get you started.



## Section 2

## The Music Alphabet

There are 7 letters in the **music alphabet**:

**A B C D E F G**

① How many letters are there in the music alphabet? \_\_\_\_\_

② Write the letters of the music alphabet.  
The first letter is given.

**A** \_\_\_\_\_

③ Fill in the missing letters. The letters should be in alphabetical order.

**A B C D** \_\_\_ **F G**

**A B** \_\_\_ **D E** \_\_\_ **G**

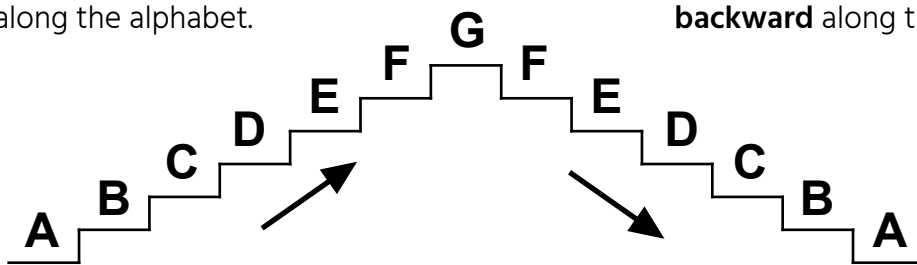
**A B** \_\_\_ **D E F G**

**F G A** \_\_\_ \_\_\_ **D** \_\_\_ **F G**

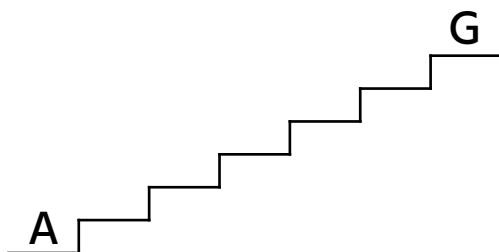
### Up and Down Along the Music Alphabet

The sound goes **UP** when moving  
**forward** along the alphabet.

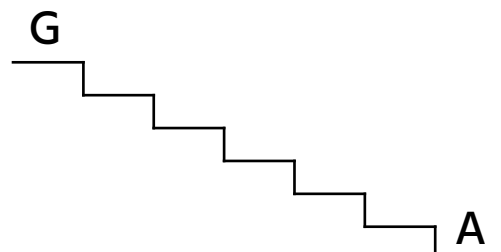
The sound goes **DOWN** when moving  
**backward** along the alphabet.



④ Complete the music alphabet going **UP**.

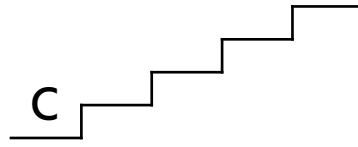
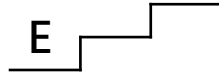
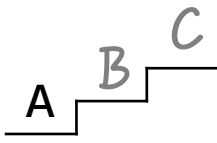


⑤ Complete the music alphabet going **DOWN**.

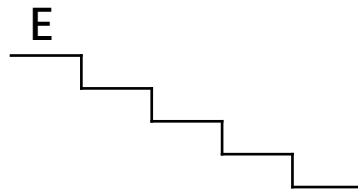
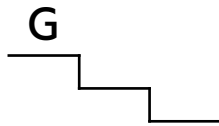
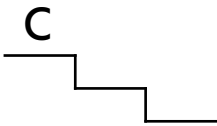




⑥ For each example, add to the music alphabet going **UP**.



⑦ For each example, add to the music alphabet going **DOWN**.

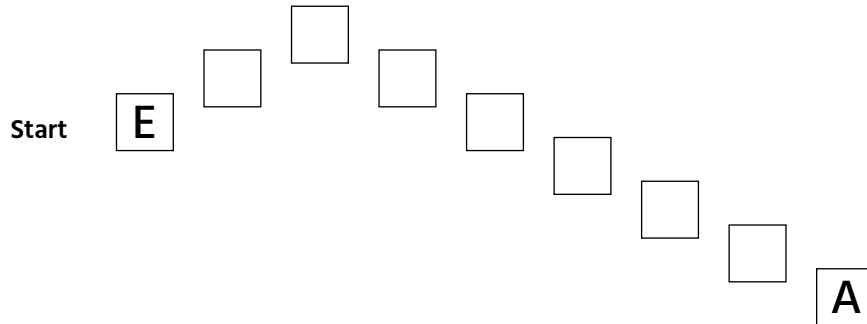
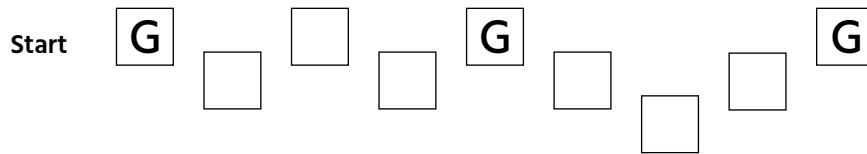
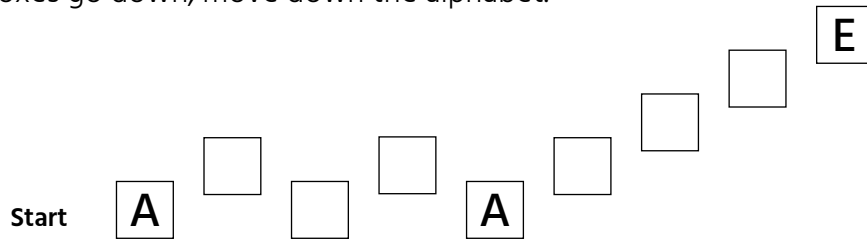


### Going Up and Down

⑧ Write a letter of the music alphabet in each box.

When the boxes go up, move up the alphabet.

When the boxes go down, move down the alphabet.



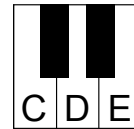
## Section 3 White Key Names

The white keys are named after the 7 letters of the music alphabet.

The group of three black keys can be used to find **F G A B**.



The group of two black keys can be used to find **C D E**.



Think of the F G A B group as a **big house**.



The **F**ront of  
the big house.

The **B**ack of  
the big house.

Think of the C D E group as a **small house**.



At the keyboard, the teacher may introduce the key names to the student using the following story or a variation thereof:

### The F G A B group

Walking forward (to the right), you approach grandma's house—the **big house**.

(Show the F G A B keys surrounding the 3-black-key group.)

You get to the **F**ront door (play the F key and explain that "front" starts with "F").

**G**randma greets you as you enter (play the G key—"Grandma" starts with "G").

She takes you to the kitchen for some of her **A**pple pie (demonstrate "A").

After you finish the pie, you stand looking out the **B**ack door (demonstrate "B").

### The C D E group

Looking out at the backyard, you see a dog house—the **small house**.

(Show the C D E keys surrounding the 2-black-key group.)

The **C**at (demonstrate "C") is sitting just outside the back door smelling that apple pie!

The **D**og is sleeping in his house (show that the "D" key is in the middle of the 2-black-key group).

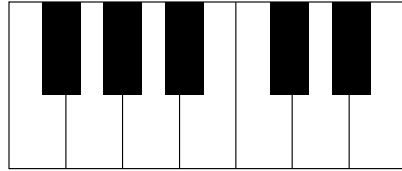
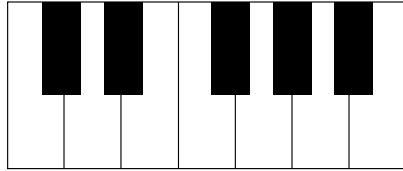
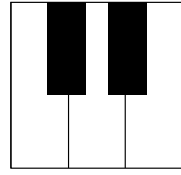
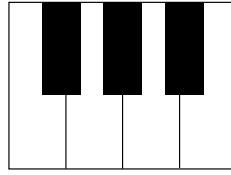
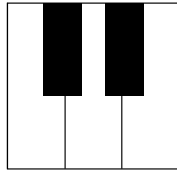
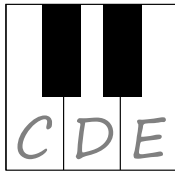
But the big surprise—you see an **E**lephant (show "E") at the edge of the yard!

### Assignment

- ① Have the student recite the story (or a variation thereof) in his or her own words, playing the appropriate keys to demonstrate the story elements.

② Write the letters **C**, **D**, and **E** on the correct keys.

Those keys that are not named C, D, or E should be left blank.



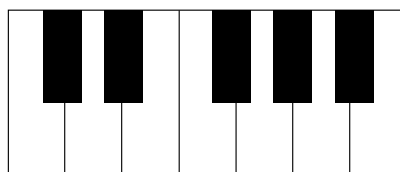
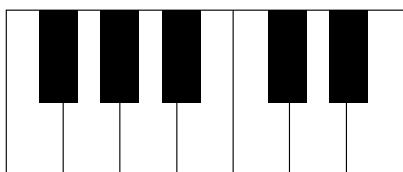
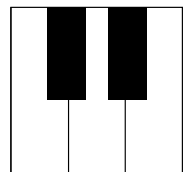
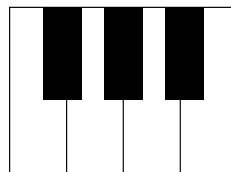
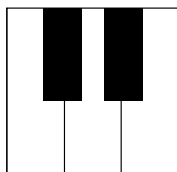
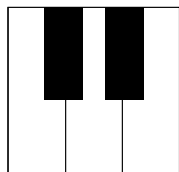
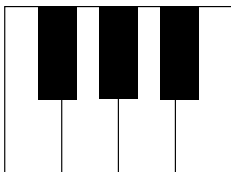
Notice that the white keys surrounding the 3-black-key group are named using the last two letters and first two letters of the music alphabet.



ABCDEF G ABCDEF G

③ Write the letters **F**, **G**, **A**, and **B** on the correct keys.

Those keys that are not named F, G, A, or B should be left blank.



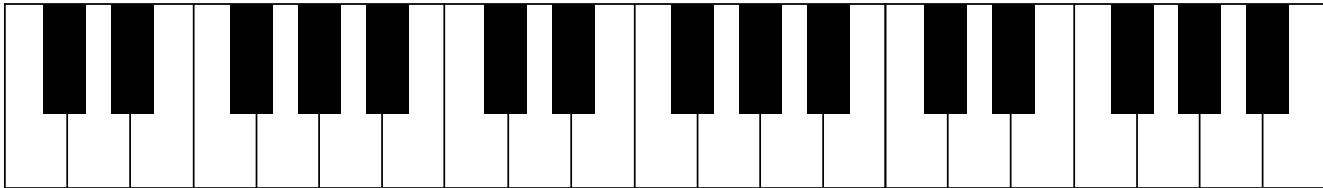
## Color the Keys

- ④ Circle all the 2-black-key groups. Write **C D E** on the correct white keys.

Color all C's blue.

Color all D's purple.

Color all E's red.



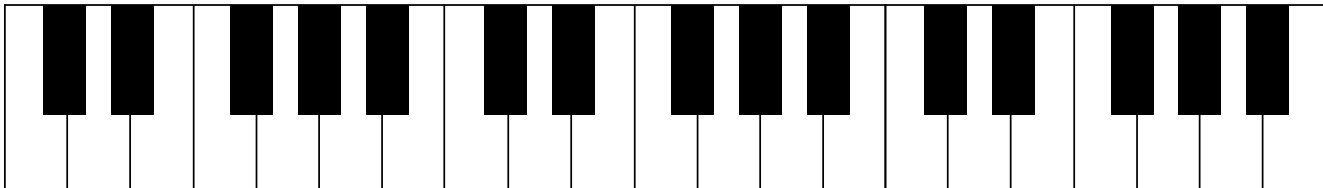
- ⑤ Circle all the 3-black-key groups. Write **F G A B** on the correct white keys.

Color all F's orange.

Color all G's yellow.

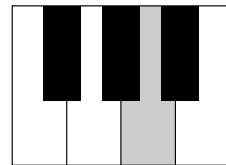
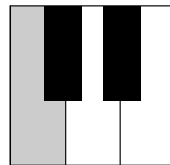
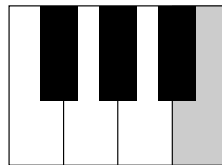
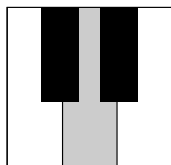
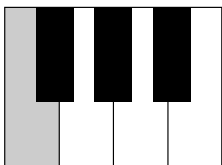
Color all A's green.

Color all B's light blue.



## Name the Keys

- ⑥ Name the shaded keys.



F

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# REVIEW: Sections 1 - 3

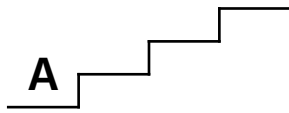
① How many letters are there in the music alphabet? \_\_\_\_\_

② Fill in the missing letters. The letters should be in alphabetical order.

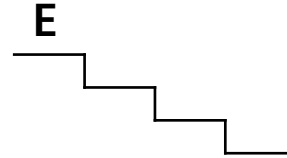
A B C D \_\_\_ F G  
 \_\_\_ B C

F G A \_\_\_ \_\_\_ D \_\_\_ F G  
 \_\_\_ \_\_\_ E F G

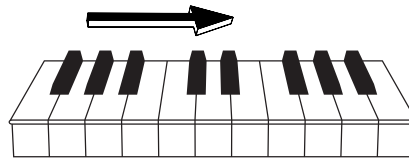
③ Add to the music alphabet going **up**.



④ Add to the music alphabet going **down**.  
 (Go backward along the alphabet.)



⑤ Which way is the arrow pointing?  
 Circle **up** or **down**.

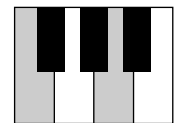
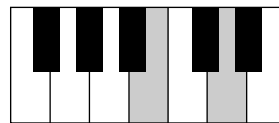
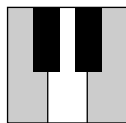
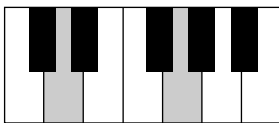


Up  
 or  
 Down

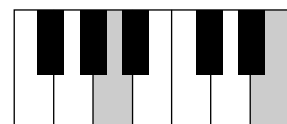
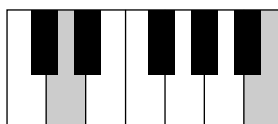
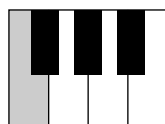
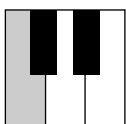
⑥ Two keys are shaded on each keyboard:

a) Circle the **lower** shaded key.

b) Circle the **higher** shaded key.



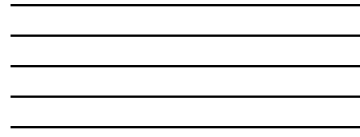
⑦ Name the shaded keys.



\_\_\_\_\_

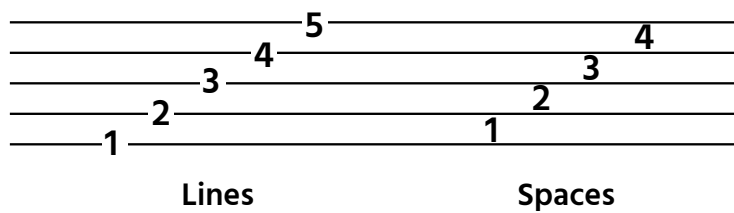
Section **4****The Staff**

This is a **staff**.

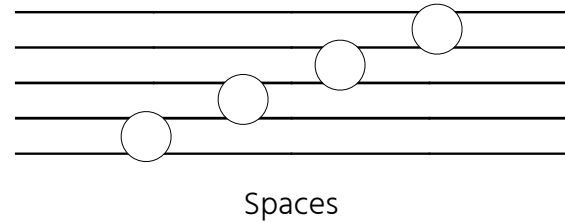
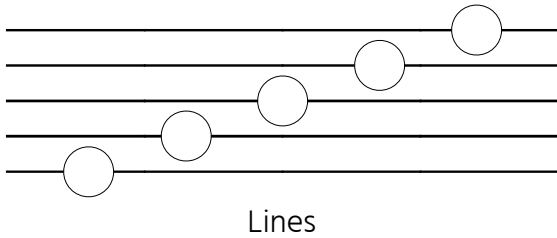


A staff has five lines and four spaces.

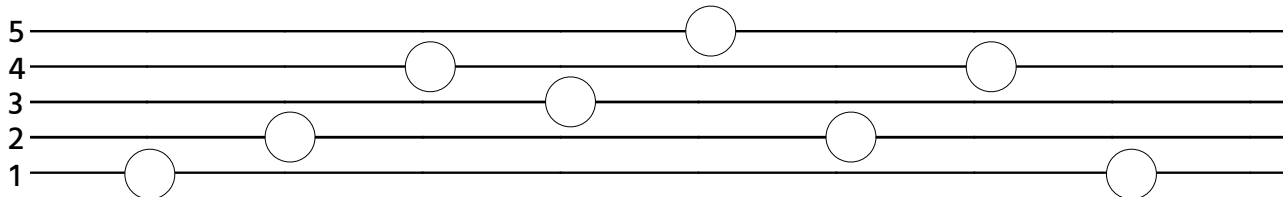
The lines and spaces are numbered from bottom to top.



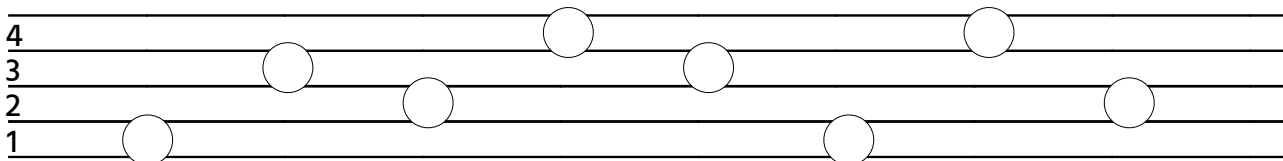
- ① Number the lines and spaces on the staff. Start at the bottom.



- ② The circles are placed on lines. Write the correct line number in each circle.



- ③ The circles are placed in spaces. Write the correct space number in each circle.



## Notes on the Staff

A **note** is a symbol that represents a musical sound, or **tone**.

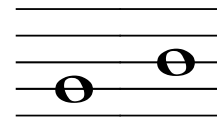
This is a **Whole Note**: 

When a note appears between the lines of the staff, it is called a space note.



**Space** notes

When a note appears on a line, it is called a line note.



**Line** notes

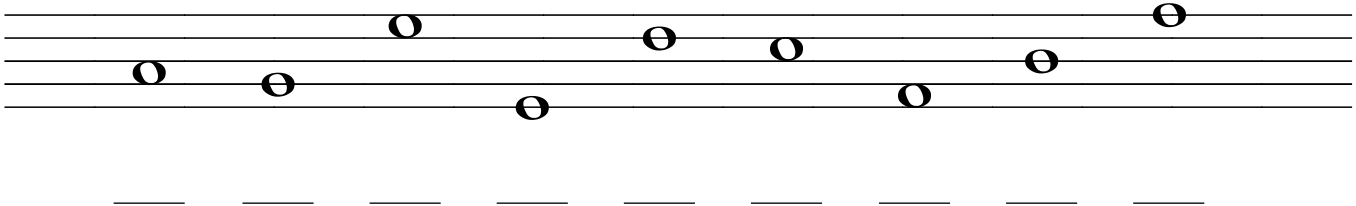
④ Circle all the **line notes**.



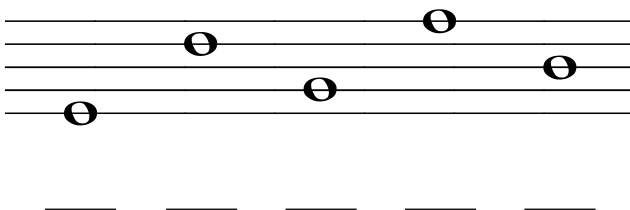
⑤ Circle all the **space notes**.



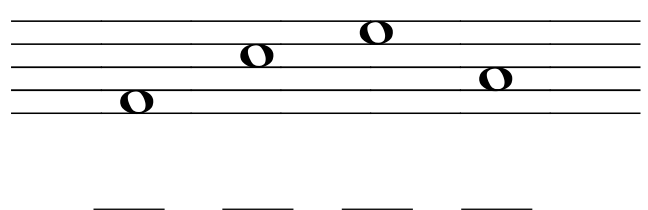
⑥ Write **L** under each line note and **S** under each space note.



⑦ Write the correct **line number** under each note.



⑧ Write the correct **space number** under each note.



Section **5****The Treble Clef**

This is a **Treble Clef**.

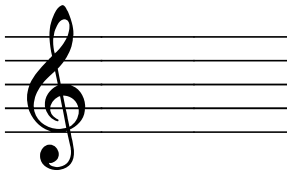


It is also called the **G clef**.

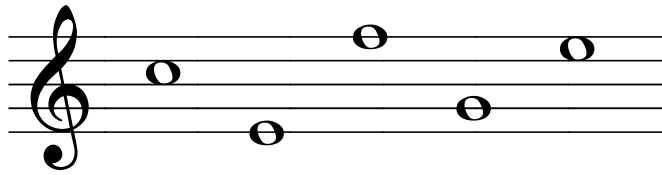
The treble clef marks the G line on the staff.



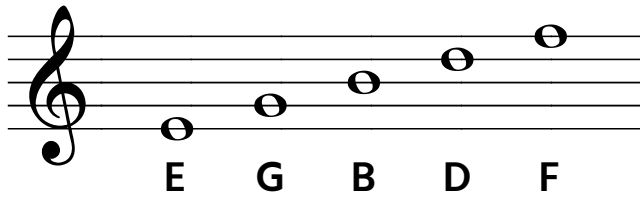
① Trace over the G line to make it darker.



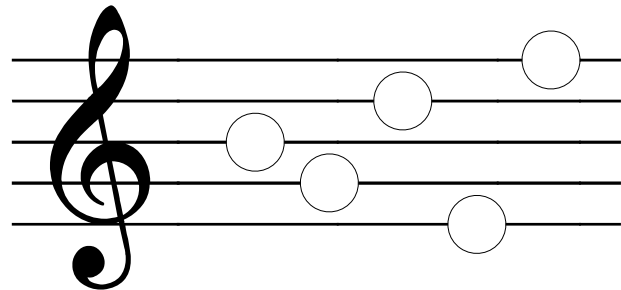
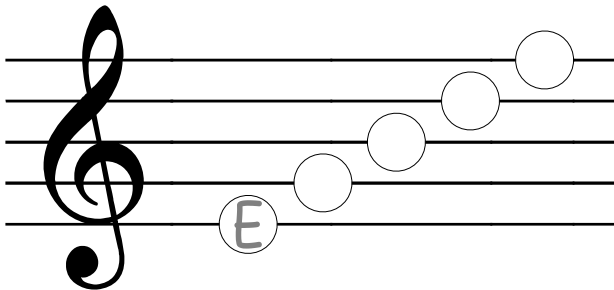
② Circle the whole note that is on the G line.



The **LINE** notes of the treble staff.

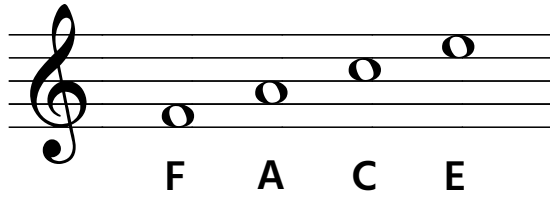


③ Write the correct letter name of each line.

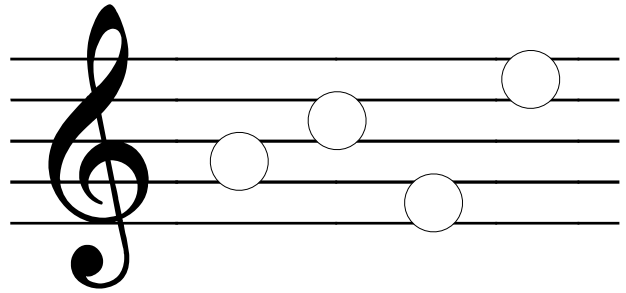
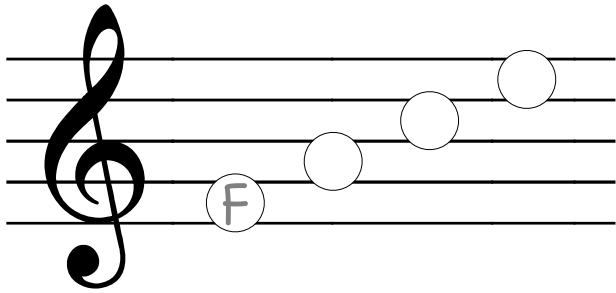




The **SPACE** notes of the treble staff.

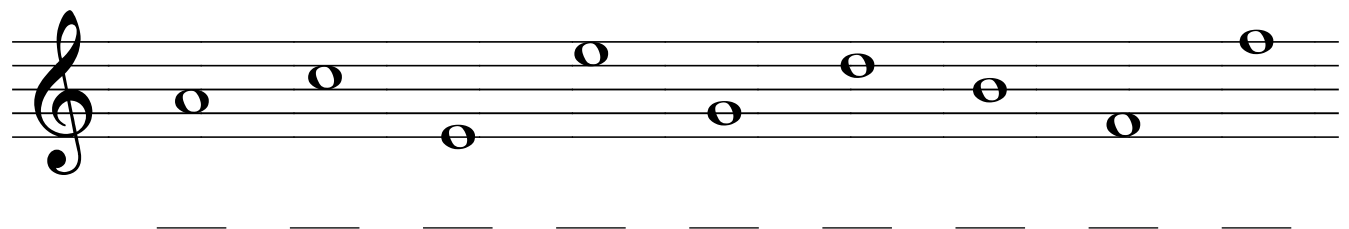
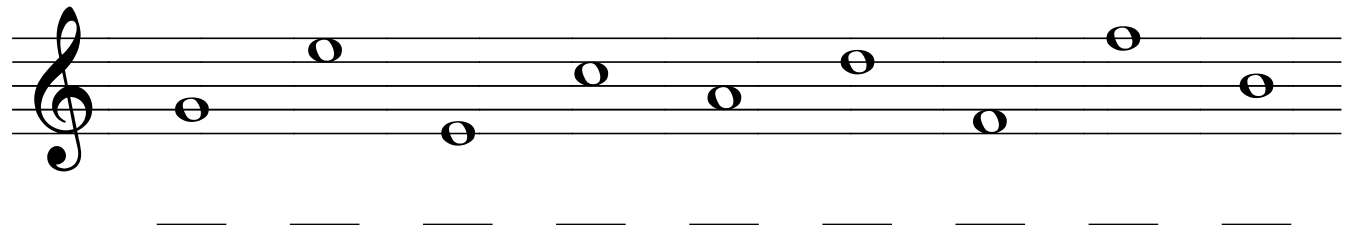
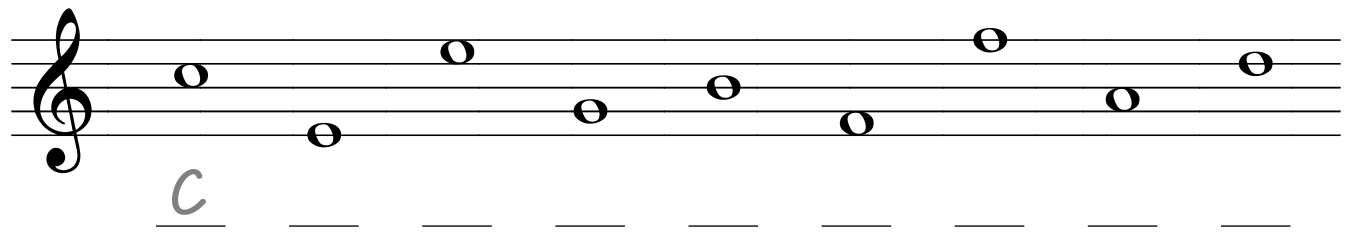


④ Write the correct letter name of each space.



### Treble Clef Line and Space Notes

⑤ Name the line and space notes.



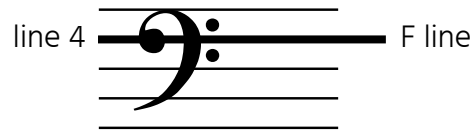
Section **6****The Bass Clef**

This is a **Bass Clef**.

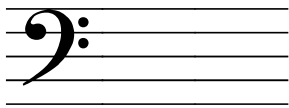


It is also called the **F clef**.

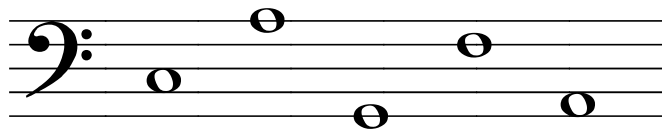
The bass clef marks the F line on the staff.



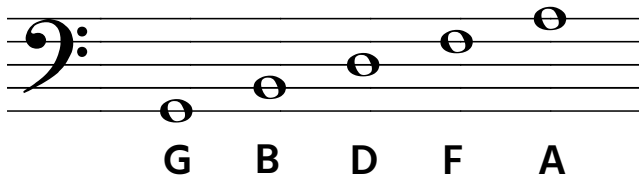
① Trace over the F line to make it darker.



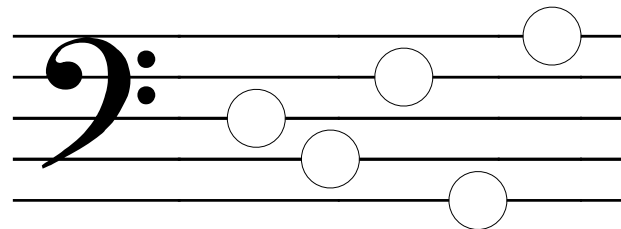
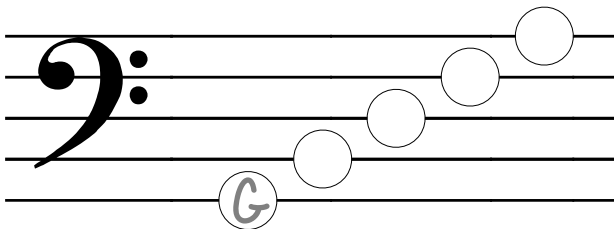
② Circle the whole note that is on the F line.



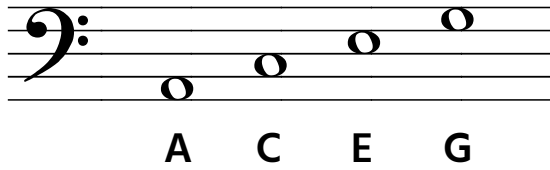
The **LINE** notes of the bass staff.



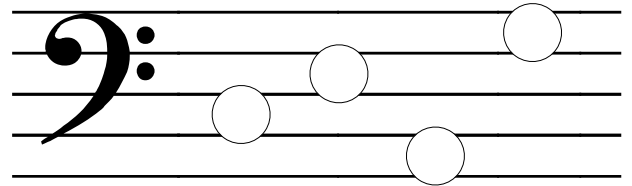
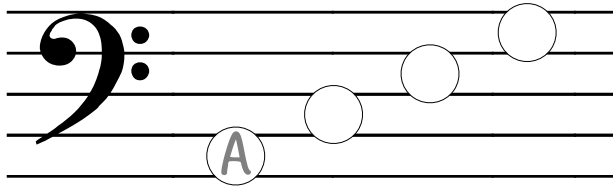
③ Write the correct letter name of each line.



The **SPACE** notes of the bass staff.

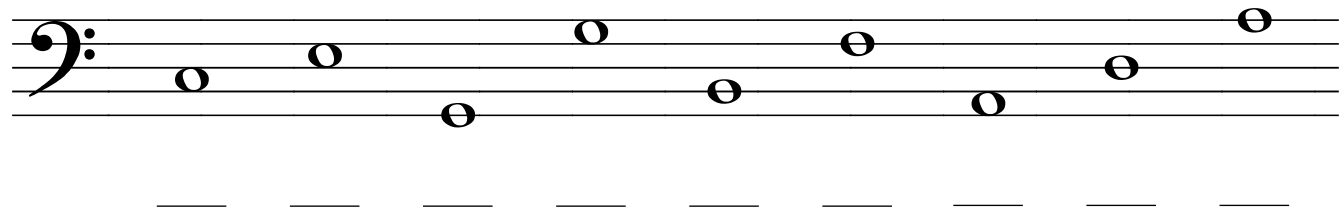
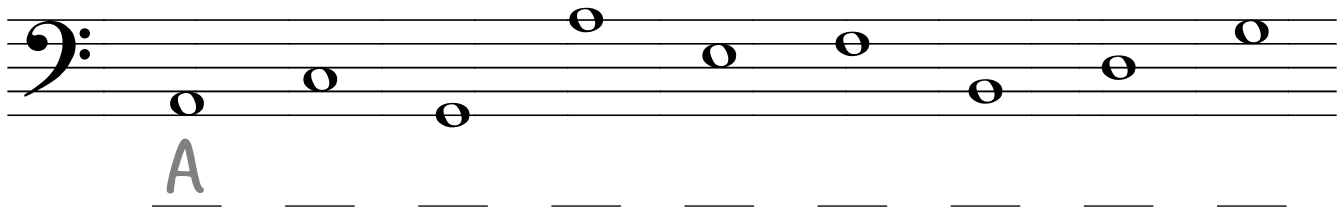


④ Write the correct letter name of each space.



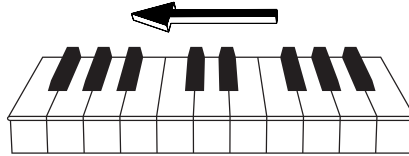
### Bass Clef Line and Space Notes

⑤ Name the line and space notes.



## REVIEW: Sections 1 - 6

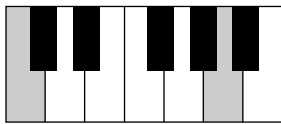
- ① Which way is the arrow pointing?  
Circle **up** or **down**.



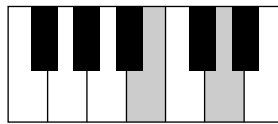
Up  
or  
Down

- ② Two keys are shaded on each keyboard:

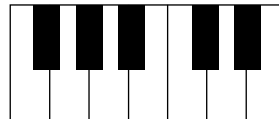
a) Circle the **lower** shaded key.



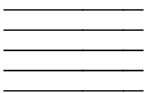
b) Circle the **higher** shaded key.





- ③ Write an **X** on the **lowest** key of this keyboard:




- ④ Complete each statement by circling the correct choice or filling in the blanks.

a)  This is a (circle one) **keyboard** **staff** **alphabet**  
It has (how many) \_\_\_\_\_ lines and \_\_\_\_\_ spaces.

b)  This is a (circle one) **bass clef** **staff** **whole note**

c)  This is a (circle one) **bass clef** **staff** **treble clef**  
It is also called (circle one) **G clef** **F clef** **note**

d)  This is a (circle one) **keyboard** **bass clef** **treble clef**  
It is also called (circle one) **F clef** **whole note** **G clef**

- ⑤ On each keyboard, a key is marked with a dot. On each staff, there is a note on a line or space. Draw a line connecting each marked key to the staff note that shares the same letter name.

The exercise consists of several musical staves and keyboard diagrams. A line connects the 'A' on the keyboard to the 'A' on the staff. The items are as follows:

- Top left: Treble clef staff with a note on the second space (F).
- Top middle: Keyboard with a dot on the C key.
- Top right: Treble clef staff with a note on the second space (F), labeled "A" on the staff.
- Middle left: Keyboard with a dot on the G key.
- Middle left (lower): Bass clef staff with a note on the second space (F).
- Middle right: Keyboard with a dot on the C key.
- Middle right (lower): Treble clef staff with a note on the second space (F).
- Bottom left: Keyboard with a dot on the A key, labeled "A" on the keyboard.
- Bottom left (lower): Bass clef staff with a note on the second space (F).
- Bottom right: Keyboard with a dot on the G key.
- Bottom right (lower): Treble clef staff with a note on the second space (F).
- Bottom center: Bass clef staff with a note on the second space (F).
- Bottom center (right): Keyboard with a dot on the C key.

### Challenge

- ⑥ A note is shown and named on each staff, but the clef is missing! Draw a line connecting each staff to the clef that would make the note name true.

The challenge consists of two rows of musical staves and clefs. Each staff has a note on the second space (F) and a question mark on the first space (C).

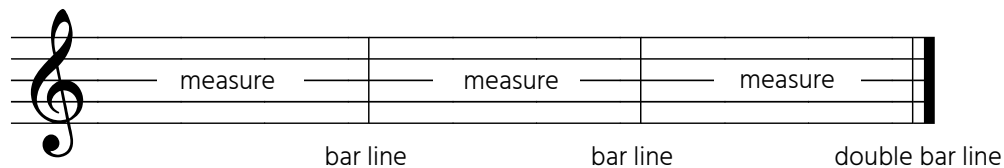
- Row 1: Staff with note F and question mark C, followed by a treble clef, followed by staff with note F and question mark A, followed by the letter A.
- Row 2: Staff with note F and question mark C, followed by a bass clef, followed by staff with note F and question mark G, followed by the letter G.

## Section 7

## Rhythm

**Bar lines** are used to form **measures**.

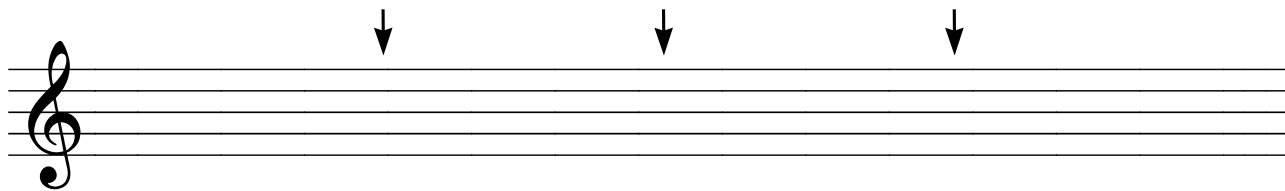
A **double bar line** is used to mark the end of a piece or section.



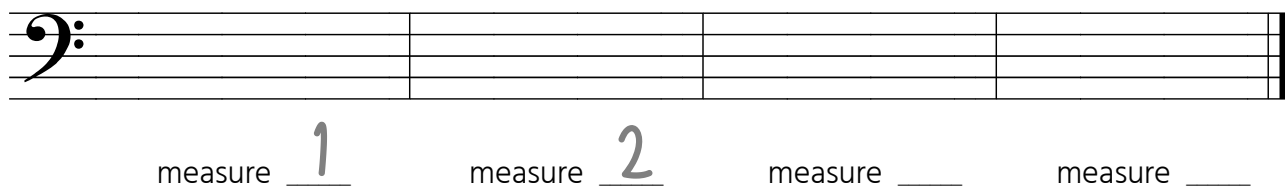
① Draw a **bar line** under each arrow.

Draw a **double bar line** at the end of the staff.

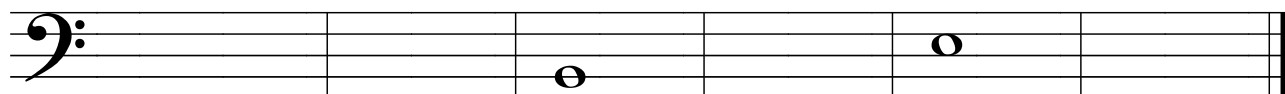
How many **measures** are there on the staff below? \_\_\_\_\_



② Some of the measures below have been numbered. Fill in the rest of the blanks.



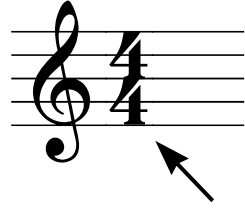
③ Complete the statements below.



There are (how many) \_\_\_\_\_ **measures** on the staff.

A whole note appears in measures (number) \_\_\_\_\_ and \_\_\_\_\_.

A **time signature** is placed at the beginning of a piece of music, to the right of the clef sign.



**4**  
**4**

The top number shows how many beats are in each measure.

The bottom number **4** means a quarter note (♩) gets one beat.

- ④ How many beats are there in each measure according to the time signature?  
Write the correct number on each blank.

**4**  
**4**

\_\_\_ beats

**2**  
**4**

\_\_\_ beats

**3**  
**4**

\_\_\_ beats

- ⑤ Write the correct top number for each time signature.



Two beats  
per measure



Three beats  
per measure



Four beats  
per measure

- ⑥ Circle the top number of each time signature.  
Write the numbers representing the counts found in each measure.

**Bass clef, 3/4 time signature**

1 2 3    \_ \_ \_    \_ \_ \_    \_ \_ \_

**Bass clef, 4/4 time signature**

1 2 3 4    \_ \_ \_    \_ \_ \_    \_ \_ \_

## Note Values

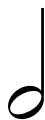
The note values for time signatures with 4 as the bottom number:

Whole Note



4 beats

Half Note



2 beats

Quarter Note



1 beat

⑦ Clap the rhythms as you count aloud.

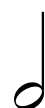
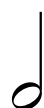
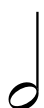
### Whole Notes



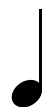
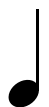
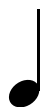
1 2 3 4

(count)

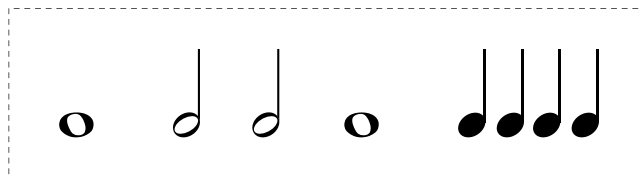
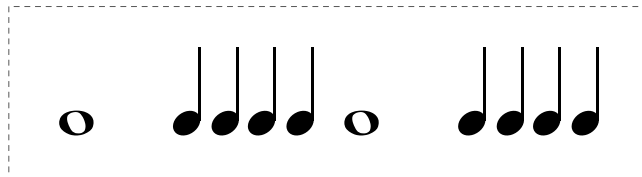
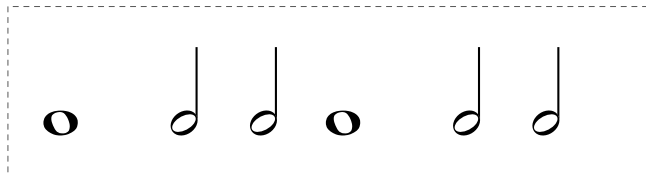
### Half Notes



### Quarter Notes



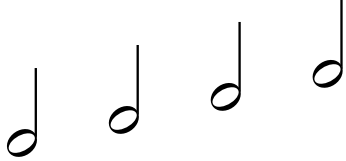
⑧ Clap the rhythms as you count aloud.



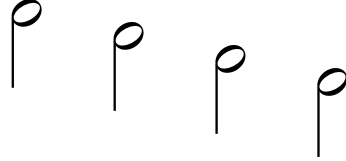


⑨ This note  is a (circle one) **quarter note** **half note** **whole note**

Do the following notes go up or down? Circle the correct choice in each box.



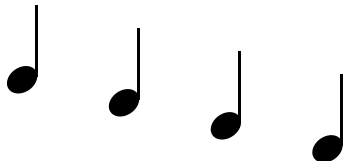
**Up** or **Down**



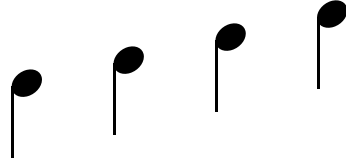
**Up** or **Down**

⑩ This note  is a (circle one) **quarter note** or **half note** or **whole note**

Do the following notes go up or down? Circle the correct choice in each box.



**Up** or **Down**



**Up** or **Down**

⑪ Can you draw whole notes going up?

Try again!



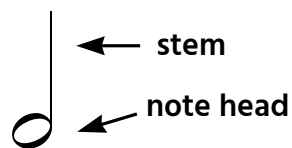
⑫ Can you draw whole notes going down?

Try again!

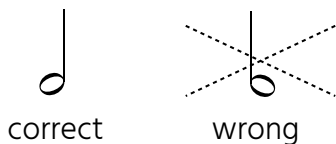


Section **8****Drawing Notes**

The **half note** consists of a **note head** and **stem**.  
The note head is not filled in.

**Stem Placement: UP-Stems**

When a stem goes up, it is placed on the right side of the note head.



A note with an up-stem resembles the letter "d."



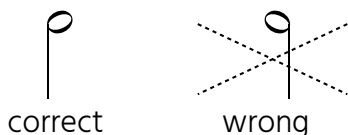
- ① Trace the note heads.  
Add up-stems to each note head.



- ② Draw a half note with an up-stem in each box.

**Stem Placement: DOWN-Stems**

When a stem goes down, it is placed on the left side of the note head.



A note with a down-stem resembles the letter "p."



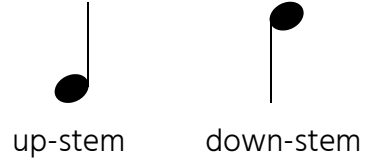
- ③ Trace the note heads.  
Add down-stems to each note head.



- ④ Draw a half note with a down-stem in each box.



The **quarter note** consists of a note head and stem.  
The note head is filled in.

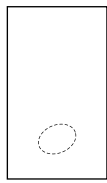


**Memory aid:**

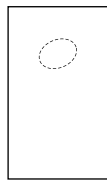
Use "doctor pepper" with notes replacing the "d" and "p" to remember on which side of the note head the stem should go:



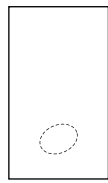
⑤ Draw a **quarter note** in each box.



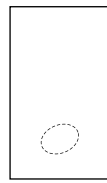
up-stem



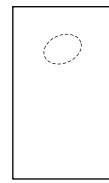
down-stem



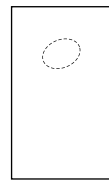
up-stem



up-stem

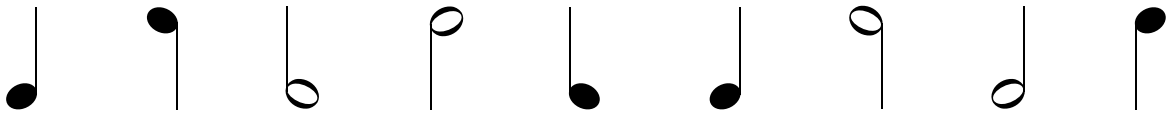


down-stem

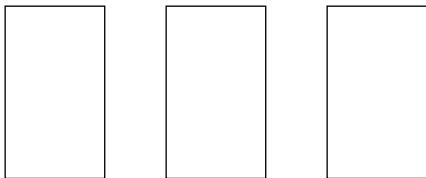


down-stem

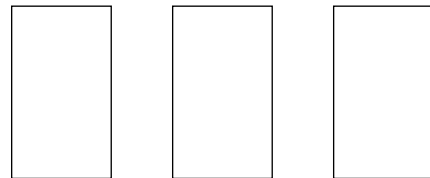
⑥ Some of the stems are placed on the wrong side of the note head.  
Draw an **X** across each note with incorrect stem placement.



⑦ Draw **half notes** with up-stems.



⑧ Draw **quarter notes** with down-stems.

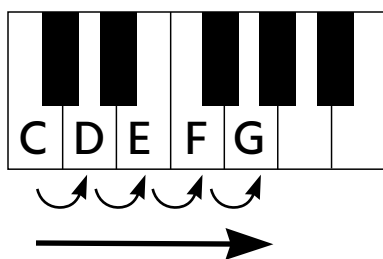


## Section 9 Steps and Skips on the Keyboard

### Stepping UP on the Keyboard

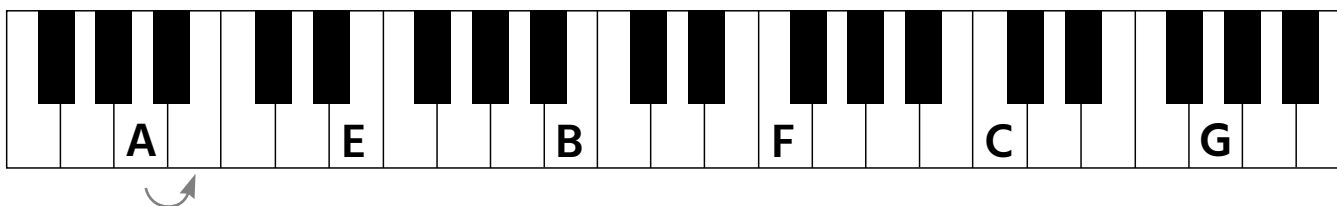
On the keyboard, a **STEP** is the distance from one white key to the very next white key.

On the keyboard, when you step **UP** you go **to the RIGHT**.



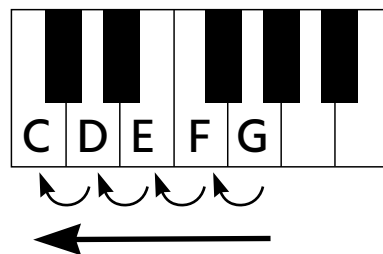
Going **UP** is **forward**  
in the music alphabet.

① Name the key a **step up** (to the right) from each labeled key.



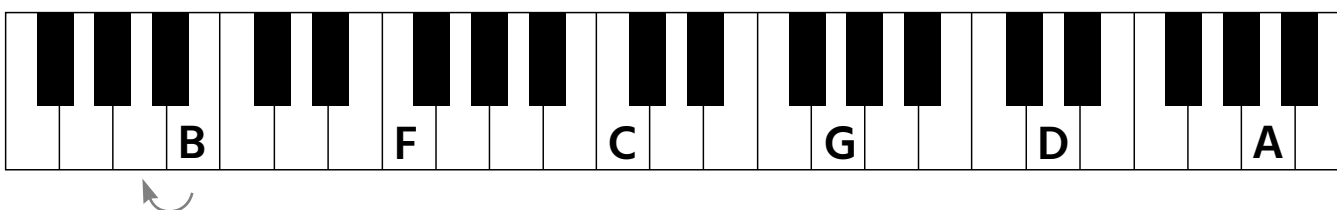
### Stepping DOWN on the Keyboard

On the keyboard, when you step **DOWN** you go **to the LEFT**.



Going **DOWN** is **backward**  
in the music alphabet.

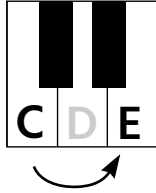
② Name the key a **step down** (to the left) from each labeled key.



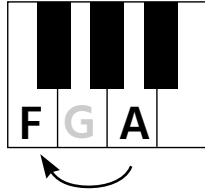
### SKIPS on the Keyboard

On the keyboard, two white keys that are a **SKIP** apart will have one white key between them.

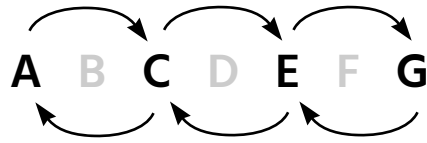
**UP** a skip



**DOWN** a skip



Skipping along the music alphabet:

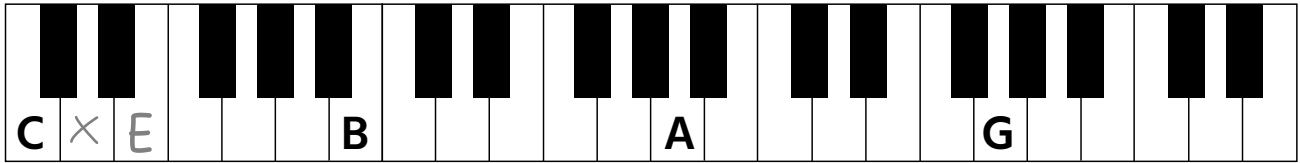


③ Circle the letter **A**, then circle the letters skipping up from it.

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

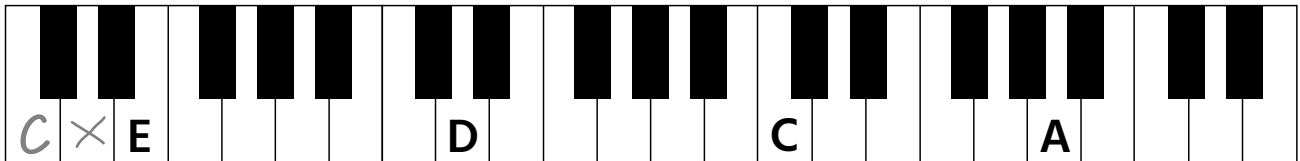
④ Name the key a **skip up** from each labeled key.

Draw an **X** on the keys you are skipping. The first example has been done for you.



⑤ Name the key a **skip down** from each labeled key.

Draw an **X** on the keys you are skipping. The first example has been done for you.



⑥ Write the letter name a skip **UP** from each given letter.

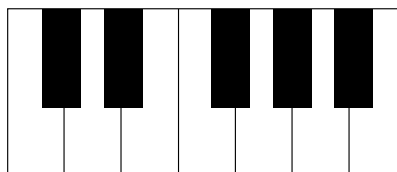
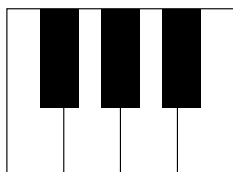
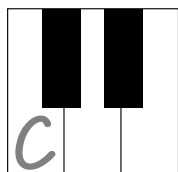
**A**    \_\_\_    **E**    \_\_\_

⑦ Write the letter name a skip **DOWN** from each given letter.

\_\_\_ **F**    \_\_\_ **E**

# REVIEW: Sections 3 - 9

① Write the correct letter name on each key.



② Circle the correct choice for the following symbol:



Time Signature

Treble Clef

Bass Clef

③ Circle the correct choice for the following symbol:

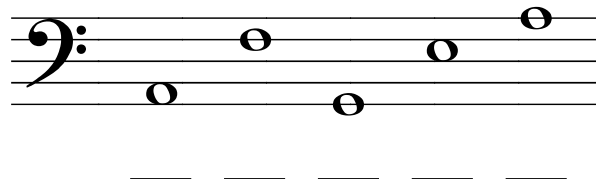
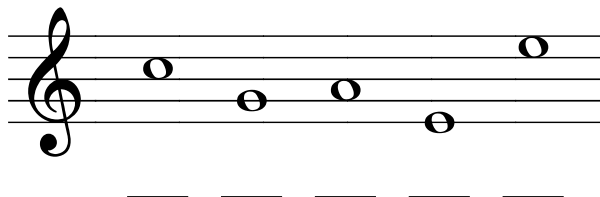


Treble Clef

Measure

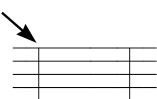
Bass Clef

④ Name the notes. **Notice the clef signs!**

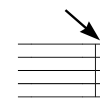
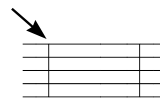


⑤ Circle the correct symbol for each term.

Measure



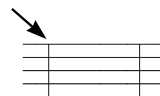
Double Bar Line



Time Signature



Bar Line



Quarter Note



Half Note



⑥ How many beats are there in each measure? Write the correct number on each blank.

**3**  
**4**

\_\_\_ beats

**4**  
**4**

\_\_\_ beats

**2**  
**4**

\_\_\_ beats

⑦ Write the correct number of beats each note gets in  $\frac{4}{4}$  time.

○ = \_\_\_ beats

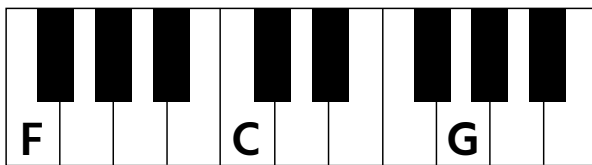
♩ = \_\_\_ beats

♪ = \_\_\_ beat

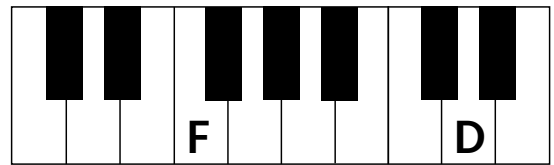
⑧ Clap the rhythms as you count aloud.



⑨ Name the key a **STEP up** (to the right) from each labeled key.



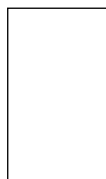
⑩ Name the key a **SKIP down** (to the left) from each labeled key.



⑪ Draw a note in each box according to the description. (Remember the stem rules!)



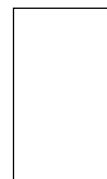
**half note**  
up-stem



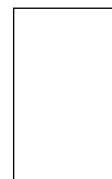
**quarter note**  
down-stem



**whole note**



**quarter note**  
up-stem

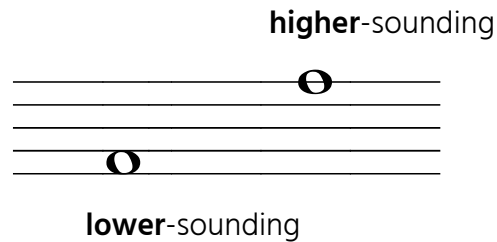


**half note**  
down-stem

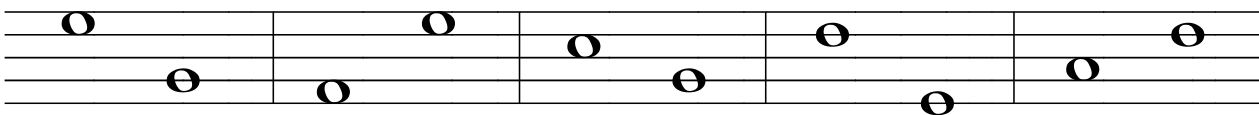
## Section 10 Note Direction on the Staff

### High and Low Notes on the Staff

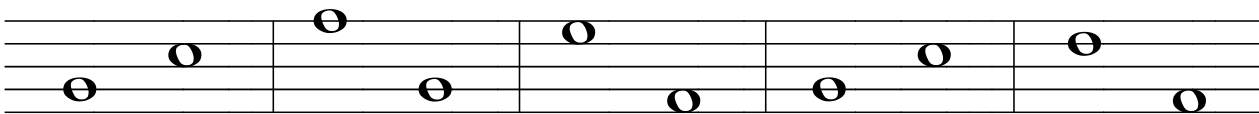
Notes that are high on the staff sound higher than notes that are low on the staff.



① Circle the **higher** note of each pair.

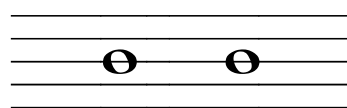


② Circle the **lower** note of each pair.



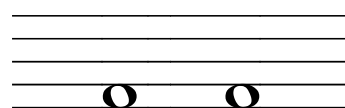
Notes that **sound the same** will appear on the same line or space on the staff.

The term **pitch** is used to describe how high or low a note sounds.



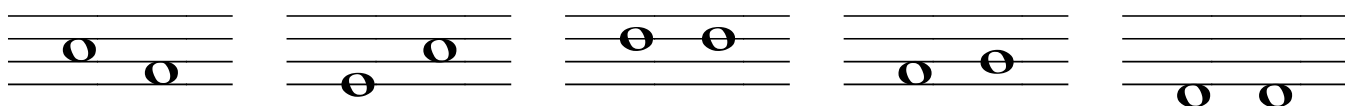
same line, same pitch

or



same space, same pitch

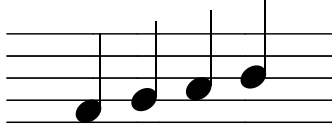
③ Circle the pairs of notes that **repeat** the same pitch.



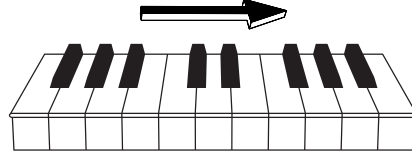


## Moving Up and Down on the Staff

Notes moving **UP** on the staff.



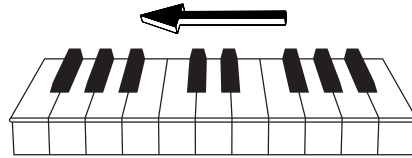
Moving up on the keyboard.



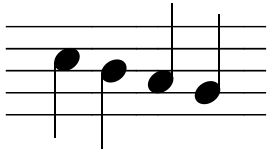
Notes moving **DOWN** on the staff.



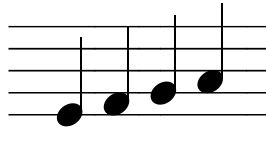
Moving down on the keyboard.



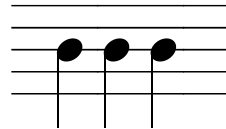
④ Do the notes move **up**, **down**, or **repeat**? Circle the correct choice for each example.



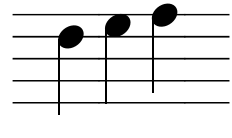
- Up
- Repeat
- Down



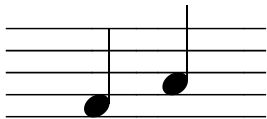
- Up
- Repeat
- Down



- Up
- Repeat
- Down



- Up
- Repeat
- Down



- Up
- Repeat
- Down



- Up
- Repeat
- Down



- Up
- Repeat
- Down

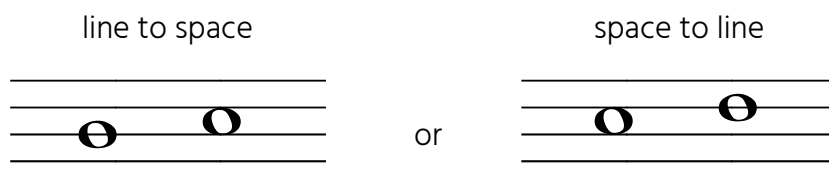


- Up
- Repeat
- Down

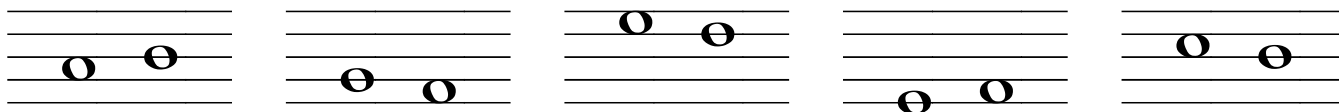
# STEPS

## Stepping Up on the Staff

On the staff, notes that step up move two ways:

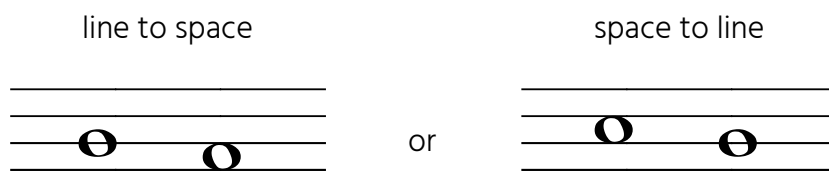


⑤ Circle the pairs of notes that step **up**.



## Stepping Down on the Staff

On the staff, notes that step down move two ways:



⑥ Circle the pairs of notes that step **down**.

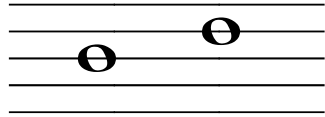


# SKIPS

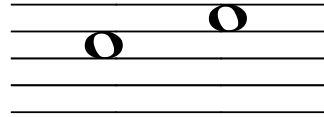
## Skipping Up on the Staff

On the staff, notes that skip up move two ways:

line to line

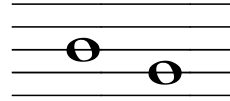
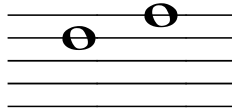


space to space



or

⑦ Circle the pairs of notes that skip **up**.



## Skipping Down on the Staff

On the staff, notes that skip down move two ways:

line to line

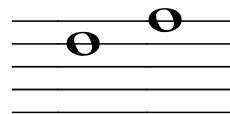
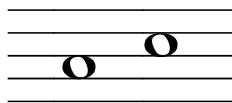
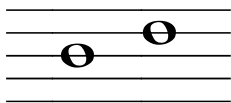


space to space



or

⑧ Circle the pairs of notes that skip **down**.



## REVIEW: Sections 9 - 10

- ① For each staff, write the name of the note in the box provided.

Draw a line connecting each letter name to the keyboard that has the shaded key of the same name.

The exercise consists of four rows of musical staves and five keyboard diagrams. Each staff has a box next to it for the note name. The keyboard diagrams show different keys shaded.

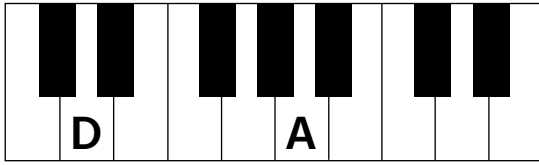
- Row 1: Treble clef staff with a whole note on the first line (F4). Box contains 'F'. A line connects 'F' to the keyboard where the F4 key is shaded.
- Row 2: Treble clef staff with a whole note on the second line (G4). Box is empty.
- Row 3: Treble clef staff with a whole note on the third space (A4). Box is empty.
- Row 4: Treble clef staff with a whole note on the third space (A4). Box is empty.
- Row 5: Bass clef staff with a whole note on the second space (F3). Box contains 'F'. A line connects 'F' to the keyboard where the F3 key is shaded.
- Row 6: Bass clef staff with a whole note on the second space (F3). Box is empty.
- Row 7: Bass clef staff with a whole note on the second space (F3). Box is empty.

- ② The notes of each staff go up or down. The arrow above each keyboard points up or down. Connect the up-arrow keyboard to the staves with notes that go up. Connect the down-arrow keyboard to the staves with notes that go down.

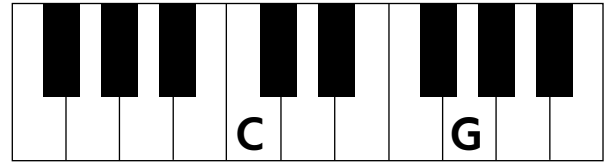
The exercise consists of six musical staves and two keyboard diagrams. The keyboard diagrams have arrows above them indicating the direction of the notes.

- Staff 1: Bass clef, notes G2, A2, B2 (upward). Connected to the keyboard with a left-pointing arrow.
- Staff 2: Bass clef, notes C3, D3, E3 (upward).
- Staff 3: Bass clef, notes F2, G2 (upward).
- Staff 4: Bass clef, notes F2, G2 (downward).
- Staff 5: Bass clef, notes G2, F2, E2 (downward).
- Staff 6: Bass clef, notes D3, C3, B2 (downward).

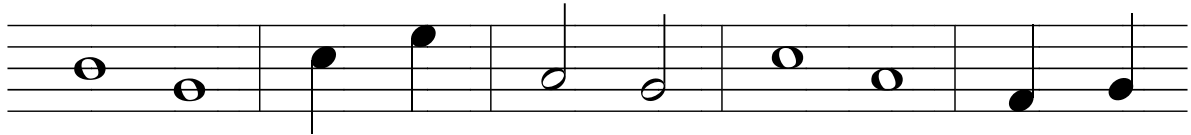
③ Name the key a **STEP up** from each labeled key.





④ Name the key a **SKIP down** from each labeled key.

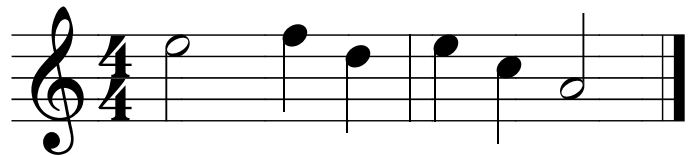
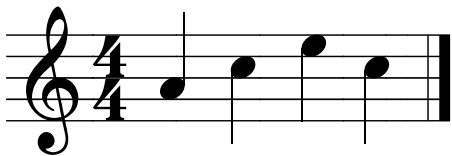


⑤ The notes of each pair move by **step** or **skip**. Circle the correct answer.



skip                  skip                  skip                  skip                  skip  
 step                  step                  step                  step                  step

⑥ Draw a  around the **highest** note of each staff.  
 Draw a  around the **lowest** note of each staff.



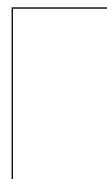
⑦ Draw a note in each box according to the description. (Remember the stem rules!)



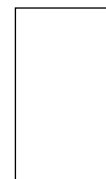
**half note**  
down-stem



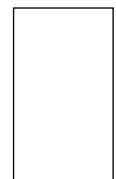
**quarter note**  
up-stem



**whole note**



**half note**  
up-stem



**quarter note**  
down-stem

Section **11****Rhythmic Notation****Counting Rhythms in  $\frac{4}{4}$  Time**

When counting notes under a time signature, you must give every beat a place in the measure.

Counting the beats in  $\frac{4}{4}$  time.



- ① In each measure, write the counts under the notes. The first measure of each staff is given. Clap the rhythms as you count aloud.

(Line up the numbers carefully!)

(Line up the numbers carefully!)

- ② In each measure, write the counts under the notes. The first measure of each staff is given. Clap the rhythms as you count aloud.

1 2 3 4

1 2 3 4

- ③ In each measure, write the counts under the notes. Clap the rhythms as you count aloud.

- ④ The first measure below has been numbered. Fill in the rest of the blanks.

measure 1    measure \_\_\_\_    measure \_\_\_\_    measure \_\_\_\_    measure \_\_\_\_

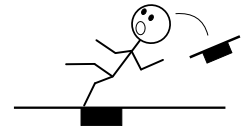
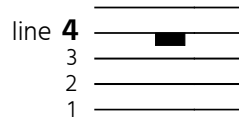
Section **12****Rests**

A **rest** is a symbol used to indicate silence for a certain length of time.

**The Whole Rest**

The whole rest gets **four beats** in  $\frac{4}{4}$  time.

The whole rest is shaped like a solid rectangle.  
It **hangs from line 4** of the staff.



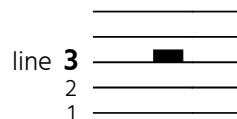
The **whole rest** looks like a (w)hole in the ground.

- ① Write the counts of the measure below the whole notes and rests.  
Clap the rhythms as you count aloud.

**The Half Rest**

The half rest gets **two beats** in  $\frac{4}{4}$  time.

The half rest is also shaped like a solid rectangle.  
It **sits on line 3** of the staff.



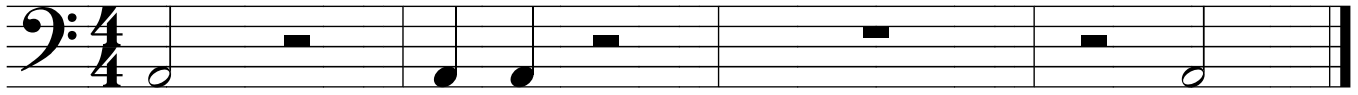
Think of two eyes (counts) under a **half (hat) rest**.

- ② Write the counts of the measure below the half notes and rests.  
Clap the rhythms as you count aloud.



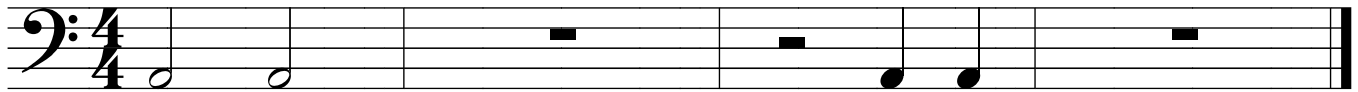
## Whole and Half Rests

③ Write the counts of the measure below the notes and rests. Clap the rhythms as you count aloud.



Four dashed rectangular boxes, each corresponding to one of the four measures in the staff above, for writing the counts.

(Line up the numbers carefully!)



Four dashed rectangular boxes, each corresponding to one of the four measures in the staff above, for writing the counts.

(Line up the numbers carefully!)

### The Quarter Rest



The quarter rest gets **one beat** in  $\frac{4}{4}$  time.

The quarter rest is placed in the middle of the staff, between the top and bottom staff lines.



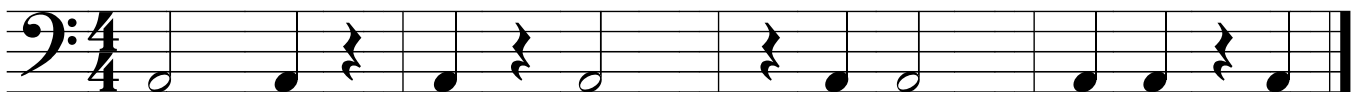
④ Write the counts of the measure below the notes and rests. Clap the rhythms as you count aloud.

Clap the rhythms as you count aloud.



1 2 3 4

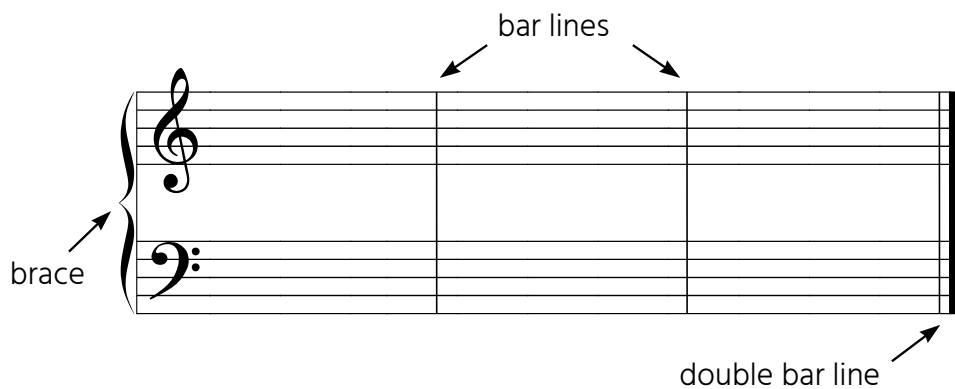
Four dashed lines, each corresponding to one of the four measures in the staff above, for writing the counts.



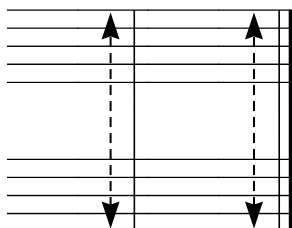
Four dashed rectangular boxes, each corresponding to one of the four measures in the staff above, for writing the counts.

Section **13****The Grand Staff****The Grand Staff**

The treble staff (on the top) and bass staff (on the bottom) are joined by a brace to form the **grand staff**.



The bar lines extend through both staves of the grand staff.



- ① Write the correct letter names for the lines and spaces.

A grand staff with two staves. The top staff has five circles on its lines and four circles in its spaces. The bottom staff has four circles in its spaces and five circles on its lines. The top staff is labeled "Line Names" and the bottom staff is labeled "Space Names". A double bar line is at the end of the second measure.

② Name the notes. **Notice the clef signs!**

A musical staff with a treble clef. The notes are: G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), B3 (quarter), and A3 (quarter).

\_\_\_\_\_

A musical staff with a bass clef. The notes are: G3 (quarter), F3 (quarter), E3 (quarter), D3 (quarter), C3 (quarter), B2 (quarter), and A2 (quarter).

\_\_\_\_\_

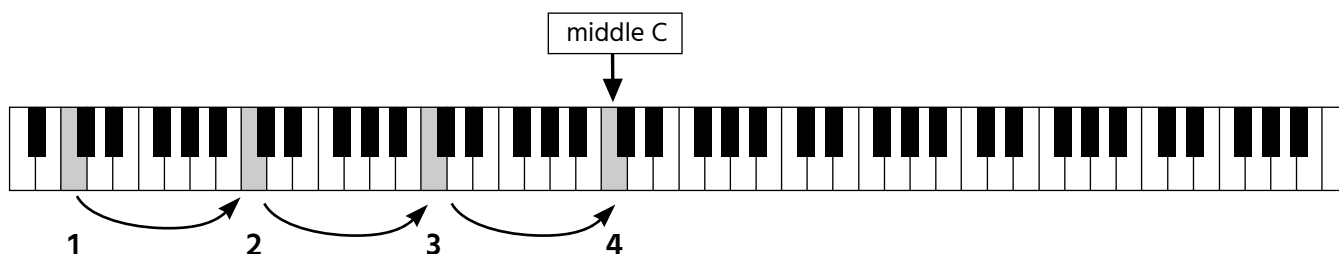
A musical staff with a treble clef. The notes are: G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), B3 (quarter), and A3 (quarter).

\_\_\_\_\_

Section **14****Middle C****Middle C on the Keyboard**

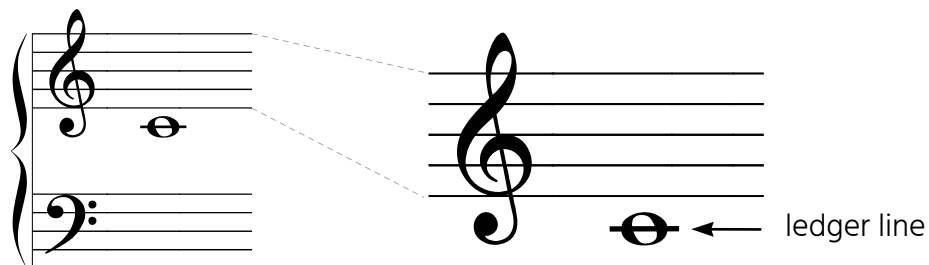
On the keyboard, **middle C** is the C located closest to the middle of the keyboard.

On a full 88-key keyboard, middle C is the fourth C from the left.

**Middle C on the Staff**

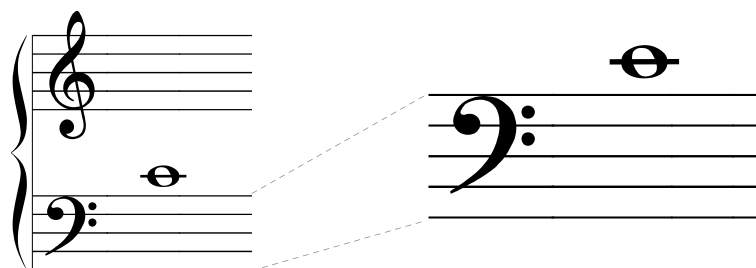
On the grand staff, middle C is found on a ledger line between the treble and bass staff.

Middle C is sometimes placed near the **treble staff**.



Middle C is **below** the treble staff.

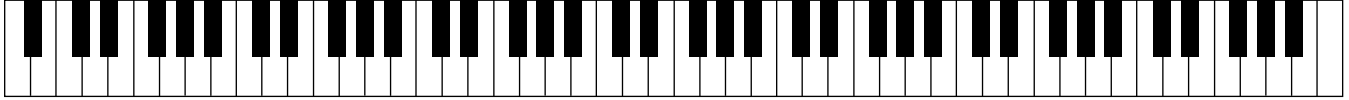
Middle C is sometimes placed near the **bass staff**.



Middle C is **above** the bass staff.

① The keyboard below is a full 88-key keyboard.  
Find and color the middle C key by taking the following steps:

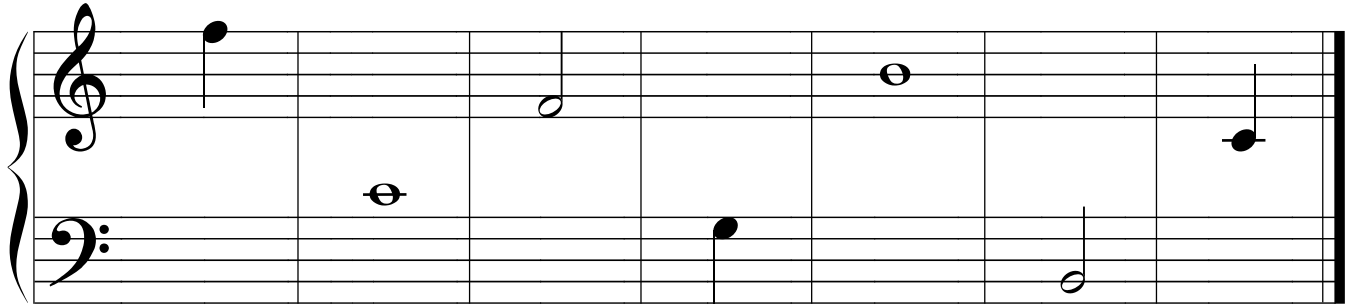
- a) Find the lowest C and write the number "1" under it.
- b) Find the next C going up and write "2" under it.
- c) Find the next C going up and write "3" under it.
- d) Find the next C going up and write "4" under it. **This is middle C.**
- e) Color in the middle C key with your pencil.



② Find and circle all the middle C's on the staves below.

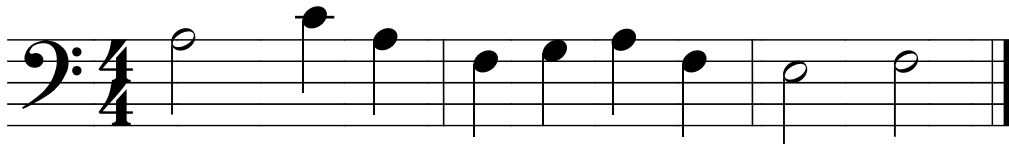


③ Name the notes. Circle the middle C's.



\_\_\_\_\_

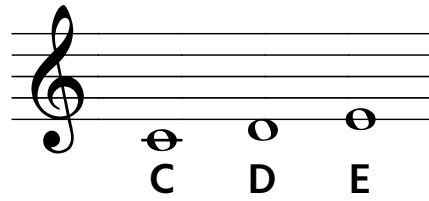
④ **Challenge:** Study the musical example below and answer the questions.



- a) How many **measures** are there? \_\_\_\_\_
- b) Do the notes in the first measure move by **step** or **skip**? \_\_\_\_\_
- c) Do the notes in the last measure move by **step** or **skip**? \_\_\_\_\_

### The Notes Above Middle C

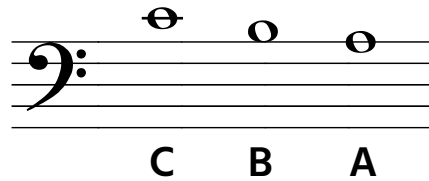
The notes stepping up from middle C on the treble staff are as follows:



⑤ Name the notes.

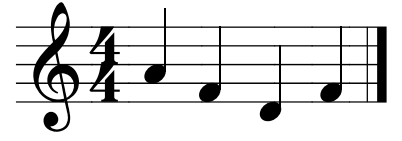
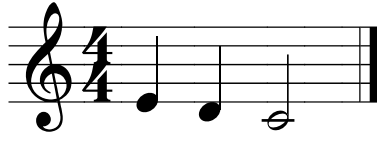
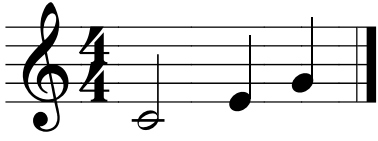
### The Notes Below Middle C

The notes stepping down from middle C on the bass staff are as follows:

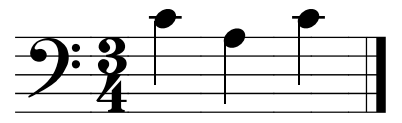
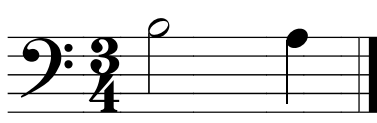
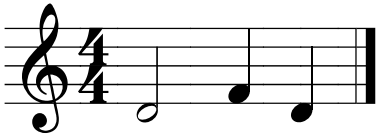


⑥ Name the notes.

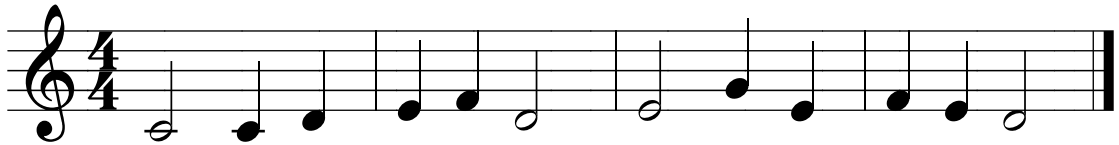
⑦ Circle the groups of notes that are a **STEP** apart. Write the letter names under those notes.



⑧ Circle the groups of notes that are a **SKIP** apart. Write the letter names under those notes.






⑨ Study the musical example below and answer the questions or follow the directions.






- How many **measures** are there? \_\_\_\_\_
- In the first measure, circle the two notes that move by **step**.
- In the second measure, circle the two notes that move by **skip**.
- Do the notes in the last measure move **up** or **down**? \_\_\_\_\_
- How many **middle C's** are there? \_\_\_\_\_
- Look at all the measures and draw a  $\triangle$  around the **highest note** of all.

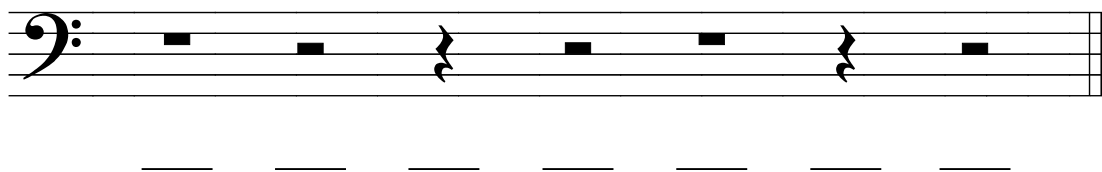
Section **15****Rhythm Review**

- ① Write the correct number of beats each note or rest gets in  $\frac{4}{4}$  time.

 = \_\_\_\_\_ beats     
  = \_\_\_\_\_ beats     
  = \_\_\_\_\_ beat

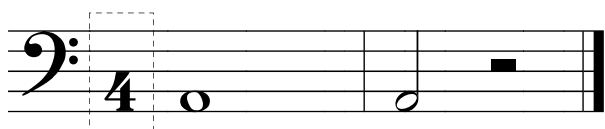
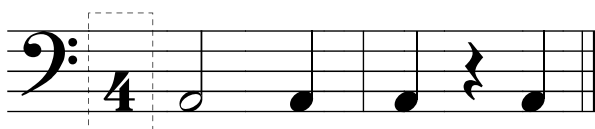
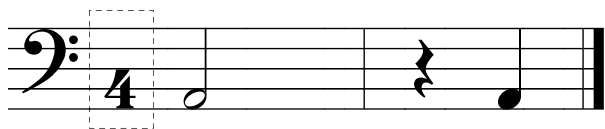
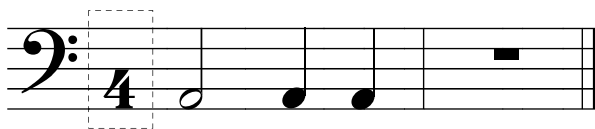
 = \_\_\_\_\_ beat     
  = \_\_\_\_\_ beats     
  = \_\_\_\_\_ beats

- ② Label each rest below: **W** for whole rest, **H** for half rest, and **Q** for quarter rest.

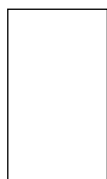


\_\_\_\_\_

- ③ For each staff, count the number of beats per measure and **write the correct top number** for each time signature.

- ④ Draw a note in each box according to the description. (Remember the stem rules!)



**half note**  
up-stem



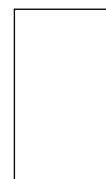
**quarter note**  
down-stem



**whole note**



**half note**  
down-stem



**quarter note**  
up-stem



### Whole Rests and Half Rests

- ⑤ Write the counts of the measure below the notes and rests.  
Clap the rhythms as you count aloud.

A musical staff in 4/4 time signature. The notes and rests are: Measure 1: quarter note G4, quarter note A4, quarter note B4, quarter note C5. Measure 2: quarter rest, quarter note B4, quarter rest, quarter note A4. Measure 3: quarter note G4, quarter note F4, quarter note E4, quarter note D4. Measure 4: whole note C4.

1 2 3 4

(Line up the numbers carefully!)

A musical staff in 4/4 time signature. The notes and rests are: Measure 1: quarter note G4, quarter rest, quarter rest, quarter note F4. Measure 2: whole note E4, whole rest. Measure 3: quarter rest, quarter note D4, quarter note C4, quarter note B3. Measure 4: quarter note A3, quarter note G3, quarter note F3, quarter note E3.

- ⑥ Draw bar lines where they are needed. (Check the time signature!)

A musical staff in 4/4 time signature. The notes and rests are: Measure 1: quarter note G4, quarter note A4, quarter note B4, quarter note C5. Measure 2: whole note B4, whole rest. Measure 3: quarter note A4, quarter rest, quarter note G4, quarter rest. Measure 4: whole note F4.

A musical staff in 3/4 time signature. The notes and rests are: Measure 1: quarter note G4, quarter rest, quarter note F4. Measure 2: quarter note E4, quarter note D4, quarter note C4. Measure 3: quarter note B3, quarter note A3, quarter note G3. Measure 4: quarter note F3, quarter note E3, quarter note D3.

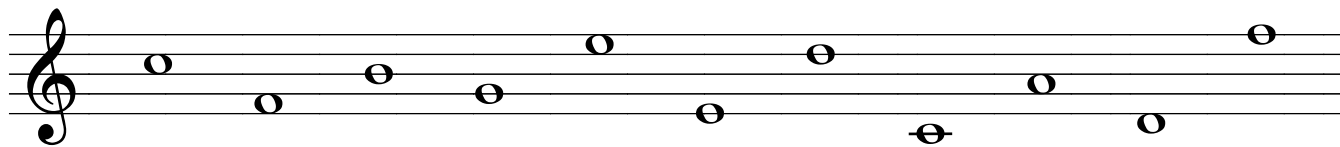
- ⑦ Study the musical example below and answer the questions.

A musical staff in 2/4 time signature. The notes are: Measure 1: half note G4. Measure 2: quarter note A4, quarter note B4. Measure 3: half note C5. Measure 4: quarter note B4, quarter note A4. Measure 5: quarter note G4, quarter note F4. Measure 6: quarter note E4, quarter note D4.

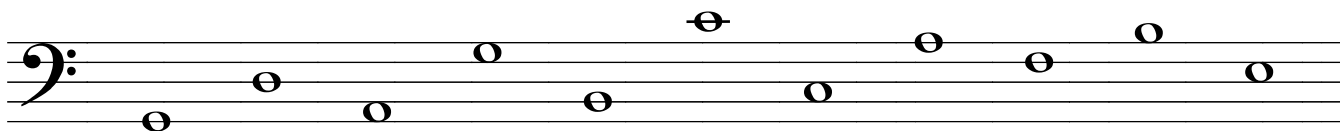
- a) How many beats are in each measure? \_\_\_\_\_
- b) How many measures are there? \_\_\_\_\_
- c) Do the notes in the fourth measure move by step or skip? \_\_\_\_\_

Section **16****Level 1 Review**

① Name the line and space notes.

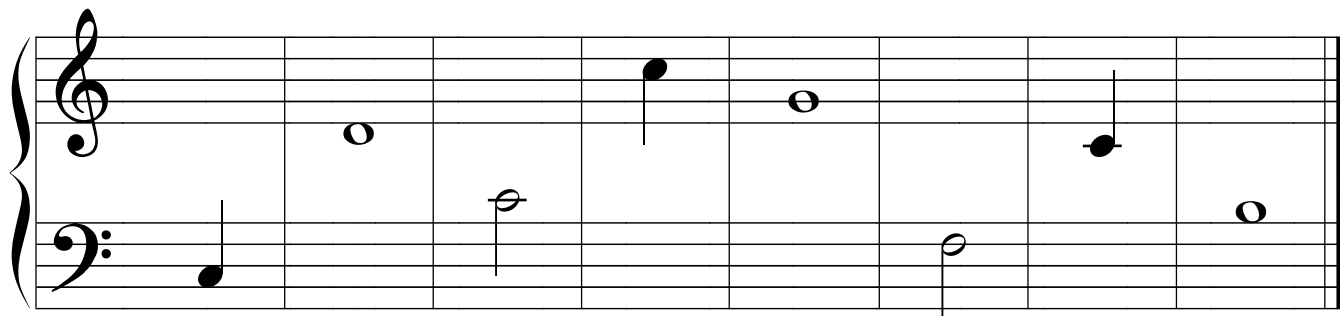


\_\_\_\_\_



\_\_\_\_\_

② Name the notes. Circle the middle C's.



\_\_\_\_\_

**Be careful here!** Keep in mind the clefs being used.

③ Find and circle only the middle C's found on the staves below.



④ For each staff, write the name of the note in the box provided.

Draw a line connecting each letter name to the keyboard that has the shaded key of the same name.

Exercise 4 consists of four treble clef staves on the left, each with a note and an empty box to its right. A line connects the letter 'E' in the first box to a keyboard diagram where the E key is shaded. In the center are four keyboard diagrams with different keys shaded. To the right are four bass clef staves, each with a note and an empty box to its left.

⑤ On each staff the notes move **up**, **down**, or **repeat**. Circle the correct choice.

Exercise 5 shows three bass clef staves with note movement examples. Each staff has three options: Up, Repeat, and Down.

- Staff 1: 4/4 time signature. Notes: G2 (quarter), A2 (quarter), B2 (half). Options: Up, Repeat, Down.
- Staff 2: 3/4 time signature. Notes: G2 (quarter), A2 (quarter), B2 (quarter). Options: Up, Repeat, Down.
- Staff 3: 2/4 time signature. Notes: G2 (quarter), A2 (quarter), B2 (half). Options: Up, Repeat, Down.

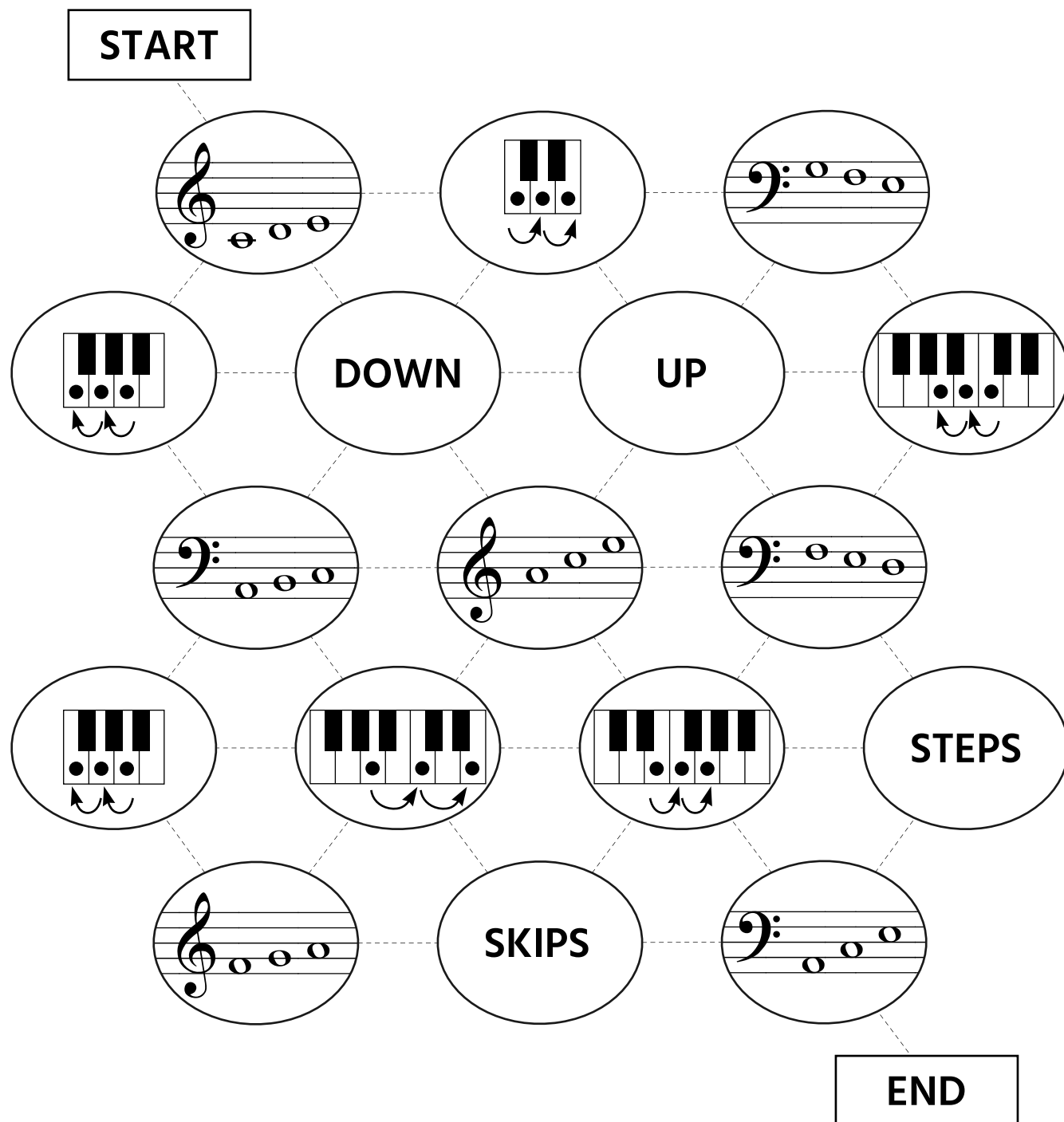
⑥ In the musical example below, the notes in each box move **up**, **down**, or **repeat**.

Write the correct choice on the line provided under the notes.

Exercise 6 shows a single bass clef staff in 4/4 time with a sequence of notes. Three groups of notes are enclosed in dashed boxes. Lines are provided below each box for the answer.

## Puzzle Challenge

- ⑦ Find your way through the maze. From the starting bubble, look at each bubble connected by the dotted lines. Connect to the bubbles that agree by tracing over the dotted line.



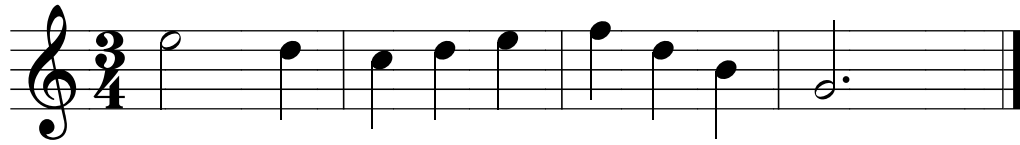
Having trouble with this maze?

Just scan this code for help or go to the following:

[primotheory.com](http://primotheory.com) → Level 1 → Page 52

## Challenge: Music Analysis

⑧ Look at the musical example below and answer the questions or follow the directions.



- How many beats are in each measure? \_\_\_\_\_
- How many measures are there? \_\_\_\_\_
- The notes in measure 2 move by **step** or **skip** (circle one)
- The notes in measure 2 move **up** or **down**
- The notes in measure 3 move by **step** or **skip**
- The notes in measure 3 move **up** or **down**
- Look at all the measures and draw a  $\triangle$  around the **highest note** of all.
- Look at all the measures and draw a  $\square$  around the **lowest note** of all.

⑨ Look at the musical example below and answer the questions or follow the directions.



- How many beats are in each measure? \_\_\_\_\_
- How many **measures** are there? \_\_\_\_\_
- The notes in measure 1 move by **step** or **skip** or **repeat** (circle one)
- In measure 2, circle the two notes that **skip**.
- The notes in measure 3 move by **step** or **skip** or **repeat**
- The notes in measure 3 move **up** or **down**
- Look at all the measures and draw a  $\triangle$  around the **highest note** of all.
- Look at all the measures and draw a  $\square$  around the **lowest note** of all.

# APPENDIX I

## Ear-Training Exercises

The following exercises should be administered by the teacher.

The exercises should be transposed to accommodate the student's natural singing range.

### Singing and Matching Pitches

- ① The teacher plays a tone; the student sings and matches the pitch.  
When singing the tones, the student can use any comfortable syllable such as "la."  
The exercise should be continued until the student can match the pitches easily.

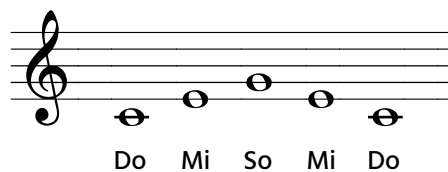
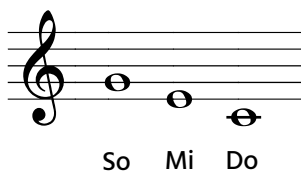
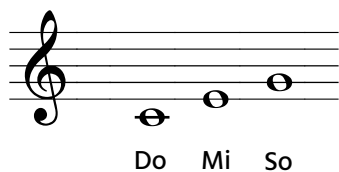
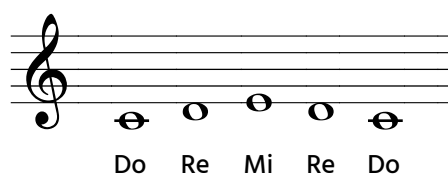
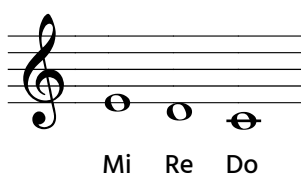
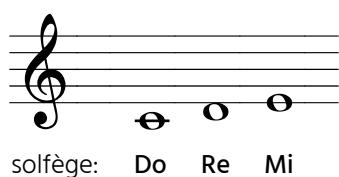
### Singing Basic Melodic Patterns

- ② From time to time during the practice of the following melodic patterns, the teacher should play a chord or scale pattern in order to maintain the key center in the student's ear. The student should use movable-*Do* solfège.

Use the following procedure as a starting point in practicing the melodic patterns.

- a) The teacher plays the melodic pattern, then the starting tone.
- b) The student sings and matches the starting pitch.
- c) The student sings the pattern as the teacher plays along.

Use the following patterns:



## Listening: Single Tones and Melodic Patterns

In the following exercises, the teacher plays and the student listens.

- ③ The teacher plays two tones that are the same pitch or two different pitches.  
The student answers “**same**” or “**different.**”
  
- ④ The teacher plays tones that sound either high or low.  
The student answers “**high**” or “**low.**”
  
- ⑤ The teacher play groups of tones that move up or down.  
The teacher should use stepwise patterns of 3 to 5 tones or a skipping pattern of 3 tones.  
The student answers “**up**” or “**down.**”



Go here to practice these exercises online:

[primotheory.com](https://primotheory.com) → Level 1 → Listening Practice



# APPENDIX II

## Online Ear-Training Assignments

### Note to Teachers

The following assignments may be completed by the student alone using the online tools provided. Each assignment can be accessed directly with a mobile device using the QR codes provided for each assignment.

Those students using a desktop computer should take the following route to access the menu for these online assignments:

primotheory.com → Level 1 → Appendix II: Ear-Training Assignments

The answers to the ear-training assignments are accessible only to the purchaser of this book. Email [info@primotheory.com](mailto:info@primotheory.com) to request the password or printable PDF file.

### Assignment 1



① Do the tones sound **high** or **low**? Circle the correct answer.

1.	2.	3.	4.	5.
high	high	high	high	high
low	low	low	low	low

② Do the tones sound the **same** or **different**? Circle the correct answer.

1.	2.	3.	4.	5.
same	same	same	same	same
different	different	different	different	different

③ Do the tones move **up** or **down**? Circle the correct answer.

1.	2.	3.	4.	5.
up	up	up	up	up
down	down	down	down	down



## Assignment 2



① Do the tones sound **high** or **low**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| high | high | high | high | high |
| low  | low  | low  | low  | low  |

② Do the tones sound the **same** or **different**? Circle the correct answer.

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 1.        | 2.        | 3.        | 4.        | 5.        |
| same      | same      | same      | same      | same      |
| different | different | different | different | different |

③ Do the tones move **up** or **down**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| up   | up   | up   | up   | up   |
| down | down | down | down | down |

## Assignment 3



① Do the tones sound **high** or **low**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| high | high | high | high | high |
| low  | low  | low  | low  | low  |

② Do the tones sound the **same** or **different**? Circle the correct answer.

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 1.        | 2.        | 3.        | 4.        | 5.        |
| same      | same      | same      | same      | same      |
| different | different | different | different | different |

③ Do the tones move **up** or **down**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| up   | up   | up   | up   | up   |
| down | down | down | down | down |

## Assignment 4



① Do the tones sound **high** or **low**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| high | high | high | high | high |
| low  | low  | low  | low  | low  |

② Do the tones sound the **same** or **different**? Circle the correct answer.

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 1.        | 2.        | 3.        | 4.        | 5.        |
| same      | same      | same      | same      | same      |
| different | different | different | different | different |

③ Do the tones move **up** or **down**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| up   | up   | up   | up   | up   |
| down | down | down | down | down |

## Assignment 5



① Do the tones sound **high** or **low**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| high | high | high | high | high |
| low  | low  | low  | low  | low  |

② Do the tones sound the **same** or **different**? Circle the correct answer.

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 1.        | 2.        | 3.        | 4.        | 5.        |
| same      | same      | same      | same      | same      |
| different | different | different | different | different |

③ Do the tones move **up** or **down**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| up   | up   | up   | up   | up   |
| down | down | down | down | down |

## Assignment 6



① Do the tones sound **high** or **low**? Circle the correct answer.

1.	2.	3.	4.	5.
high	high	high	high	high
low	low	low	low	low

② Do the tones sound the **same** or **different**? Circle the correct answer.

1.	2.	3.	4.	5.
same	same	same	same	same
different	different	different	different	different

③ Do the tones move **up** or **down**? Circle the correct answer.

1.	2.	3.	4.	5.
up	up	up	up	up
down	down	down	down	down

## Assignment 7



① Do the tones sound **high** or **low**? Circle the correct answer.

1.	2.	3.	4.	5.
high	high	high	high	high
low	low	low	low	low

② Do the tones sound the **same** or **different**? Circle the correct answer.

1.	2.	3.	4.	5.
same	same	same	same	same
different	different	different	different	different

③ Do the tones move **up** or **down**? Circle the correct answer.

1.	2.	3.	4.	5.
up	up	up	up	up
down	down	down	down	down

## Assignment 8



① Do the tones sound **high** or **low**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| high | high | high | high | high |
| low  | low  | low  | low  | low  |

② Do the tones sound the **same** or **different**? Circle the correct answer.

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 1.        | 2.        | 3.        | 4.        | 5.        |
| same      | same      | same      | same      | same      |
| different | different | different | different | different |

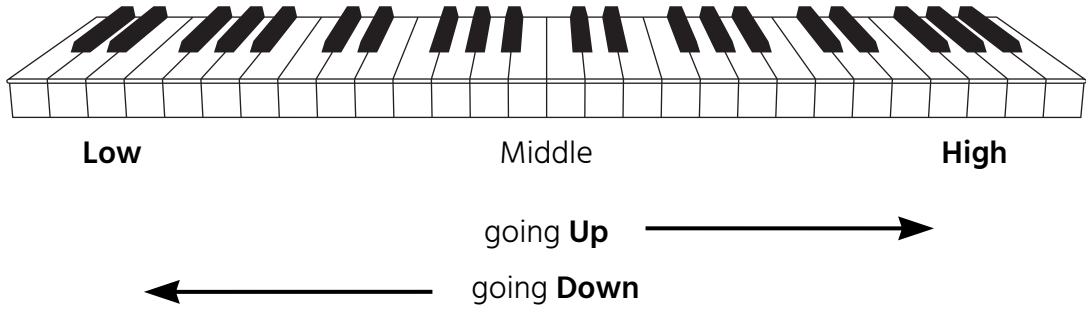
③ Do the tones move **up** or **down**? Circle the correct answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| up   | up   | up   | up   | up   |
| down | down | down | down | down |

# APPENDIX III

## Study Materials

### High and Low Sounds

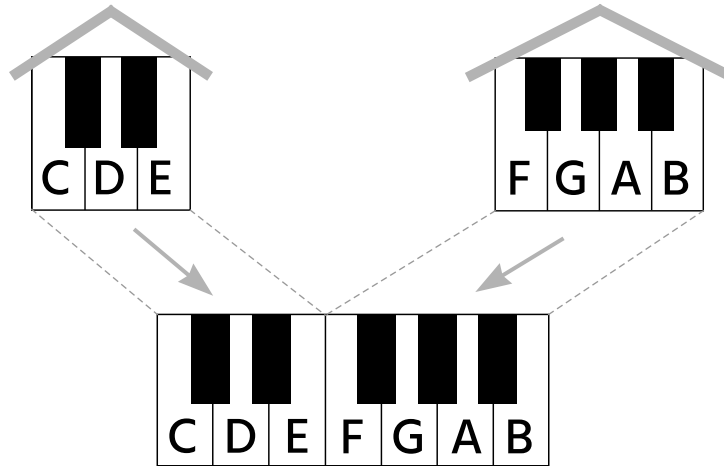


The 7 letters of the **music alphabet**

**A B C D E F G**

Think of the C D E group as a small house.

Think of the F G A B group as a big house.



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

The music alphabet **given twice**

## STEPS

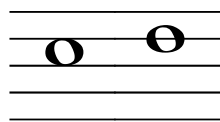
### Stepping UP on the staff

line to space



or

space to line



### Stepping DOWN on the staff

line to space

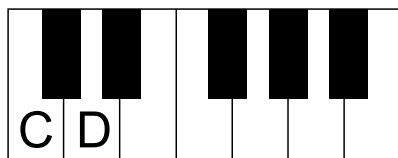


or

space to line

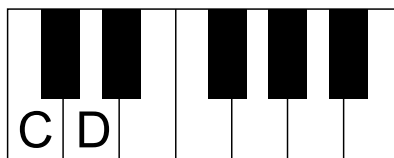


### Stepping UP on the Keyboard



Next key to the **RIGHT**

### Stepping DOWN on the Keyboard

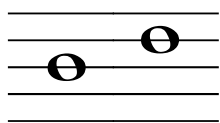


Next key to the **LEFT**

## SKIPS

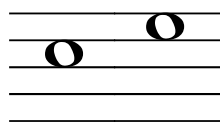
### Skipping UP on the staff

line to line



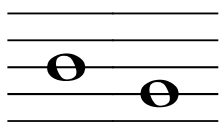
or

space to space



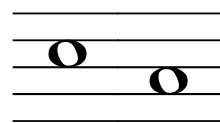
### Skipping DOWN on the staff

line to line

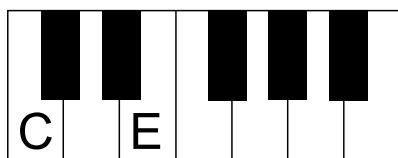


or

space to space



### Skipping UP on the Keyboard



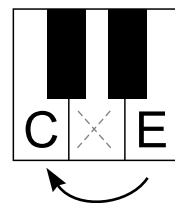
Two steps to the **RIGHT**

### Skipping DOWN on the Keyboard



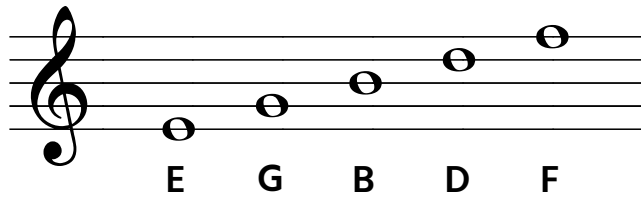
Two steps to the **LEFT**

There is one white key between two white keys that are skipping.  
The skipped key is marked with an "X."

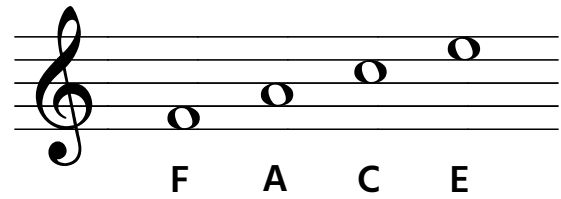


**Treble Clef**

Line notes

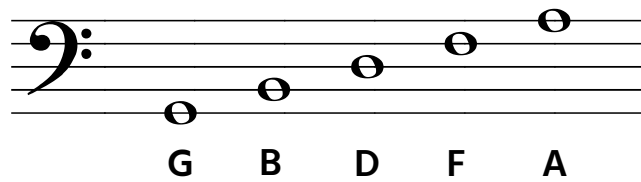


Space notes

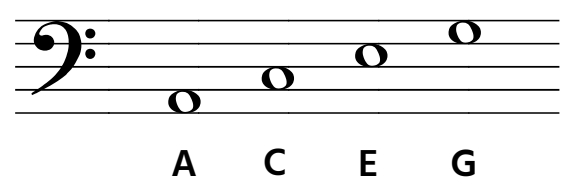


**Bass Clef**

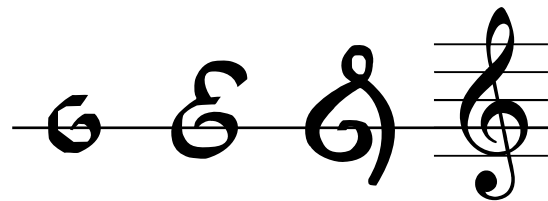
Line notes



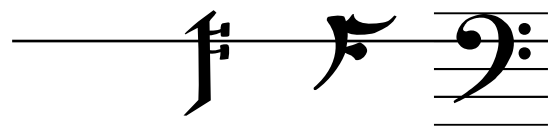
Space notes



The **Treble Clef** is also called the **G Clef** because it marks the G line, line 2. To the right are some examples of G Clefs used hundreds of years ago. Notice how the treble clef is really a fancy letter G.

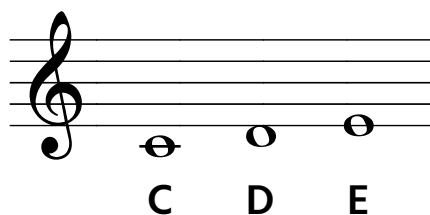


The **Bass Clef** is also called the **F Clef** because it marks the F line, line 4. Some old F Clefs are illustrated here. Can you see their resemblance to the modern F Clef?



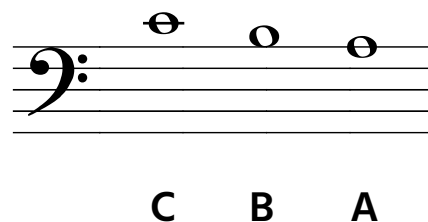
**The Notes Above Middle C**

The notes stepping up from middle C in the treble staff are as follows:



**The Notes Below Middle C**

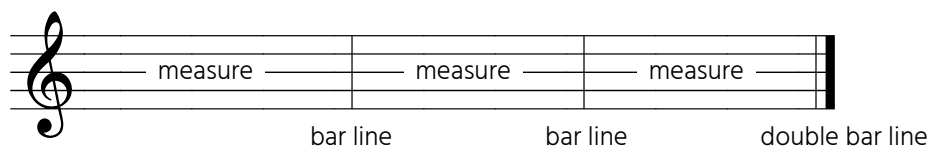
The notes stepping down from middle C in the bass staff are as follows:



## Rhythm

**Bar lines** are used to form **measures**.

A **double bar line** is used to mark the end of a piece or section.



A **time signature** is placed at the beginning of a piece of music, to the right of the clef sign.



**4**  
**4**

The top number shows how many beats are in each measure.








The bottom number shows the number of beats a whole note gets.

Example:



There are four beats per measure.

The quarter note (♩) gets one beat (because the whole note gets four beats).

<p><b>Whole Note</b></p>  <p>4 beats</p>	<p><b>Dotted Half Note</b></p>  <p>3 beats</p>	<p><b>Half Note</b></p>  <p>2 beats</p>	<p><b>Quarter Note</b></p>  <p>1 beat</p>
<p><b>Whole Rest</b></p>  <p>4 beats</p>		<p><b>Half Rest</b></p>  <p>2 beats</p>	<p><b>Quarter Rest</b></p>  <p>1 beat</p>