

# Primo Theory

---

**Level 2 Revised Edition**

by

Robert Centeno

Primo Publishing

Copyright © 2016 by Robert Centeno

All rights reserved. Printed in the U.S.A.

[www.primopublishing.com](http://www.primopublishing.com)

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.

# Contents

---

<b>Section 1</b>	The Alphabet and Keyboard	page 4
<b>Section 2</b>	Notes on the Staff	8
<b>Section 3</b>	The Treble and Bass Clef	10
<b>Section 4</b>	Rhythm	12
<b>Section 5</b>	Drawing Notes	16
<b>Section 6</b>	Middle C	20
<b>Section 7</b>	Drawing Notes	26
<b>Section 8</b>	Rests	28
<b>Section 9</b>	Intervals: 2nds and 3rds	30
<b>Section 10</b>	Half and Whole Steps	34
<b>Section 11</b>	Sharps and Flats	37
<b>Section 12</b>	Level 2 Review	40
<b>Appendix I</b>	Ear-Training Exercises	46
<b>Appendix II</b>	Online Ear-Training Assignments	50
<b>Appendix III</b>	Study Materials	55
<b>Appendix IV</b>	Rhythm Exercises	61

## Section 1 The Alphabet and Keyboard

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

**A B C D E F G**

The letters represent different musical sounds, or tones.

The music alphabet repeats itself over and over.

A B C D E F G A B C D E F G 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 two times. The first and last letters are given.

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

③ Fill in the missing letters.

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

(In the following examples, the music alphabet starts over.)

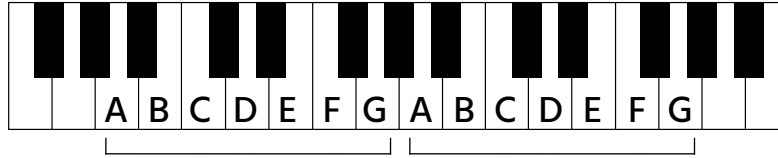
E F G \_\_\_ B C D            F G \_\_\_ \_\_\_ C D E  
D E F G \_\_\_ \_\_\_ C \_\_\_ E            D E \_\_\_ \_\_\_ \_\_\_ C

④ Practice saying the music alphabet backwards starting on G. Repeat until it becomes easy.

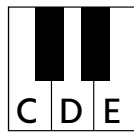


## The Keyboard

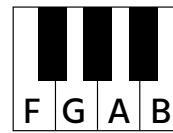
This is the music alphabet displayed on the keyboard.



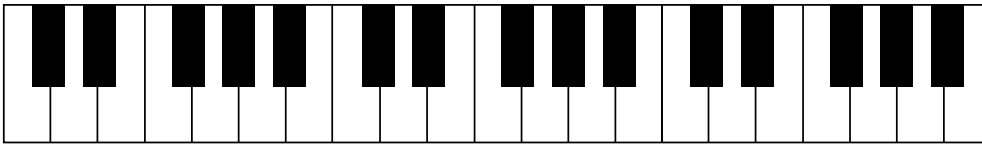
The group of two black keys  
can be used to find **C D E**.



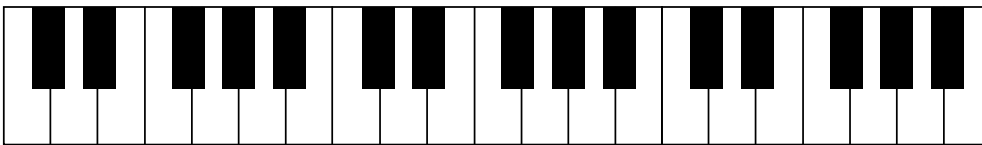
The group of three black keys  
can be used to find **F G A B**.



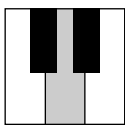
- ⑥ Circle all the **2-black-key** groups. Write **C D E** on the correct white keys.



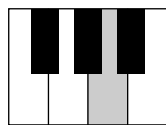
- ⑦ Circle all the **3-black-key** groups. Write **F G A B** on the correct white keys.



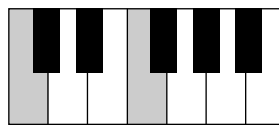
- ⑧ Name the shaded keys.



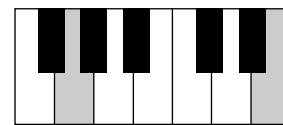
\_\_\_\_\_



\_\_\_\_\_

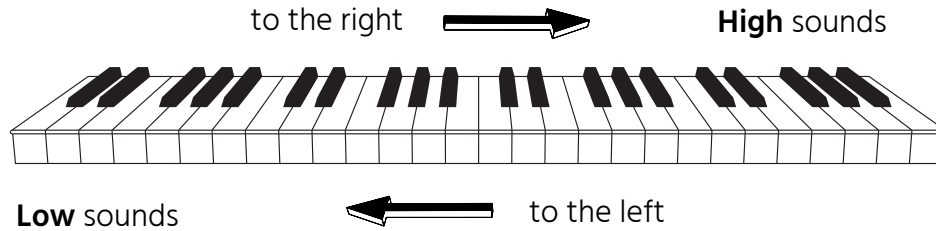


\_\_\_\_\_

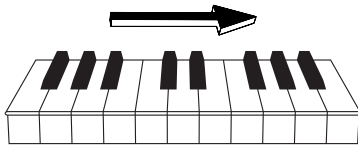


\_\_\_\_\_

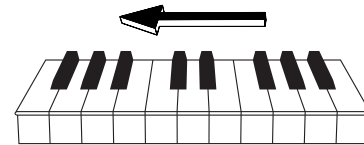
On the keyboard, the sound goes **UP** as you move **to the RIGHT**;  
the sound goes **DOWN** as you move **to the LEFT**.



- ⑨ An arrow is pointing up or down on each keyboard. Circle the correct choice.



**Down** or **Up**

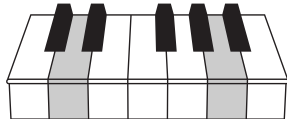


**Down** or **Up**

- ⑩ For each keyboard below:  
a) Circle the **lower** shaded key.  
b) Name the keys.

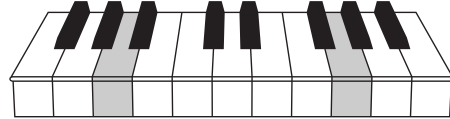


\_\_\_\_\_



\_\_\_\_\_

- ⑪ Two keys are shaded below:  
a) Circle the **higher** shaded key.  
b) Name the keys.



\_\_\_\_\_

- ⑫ Complete the following statements by writing the correct letter name.



The **lowest** key on this keyboard is \_\_\_\_\_.

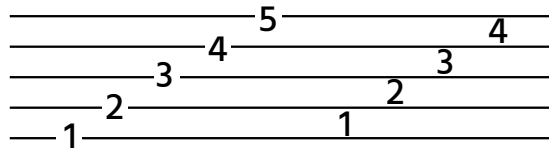


The **highest** key on this keyboard is \_\_\_\_\_.

## Section 2

## Notes on the Staff

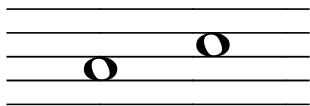
A **staff** has five lines and four spaces.



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.



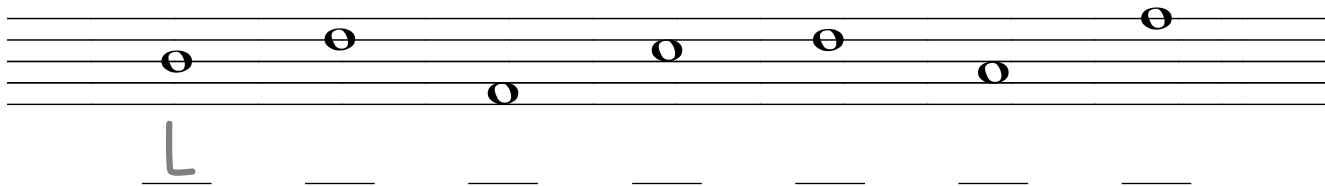
**Space notes**

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

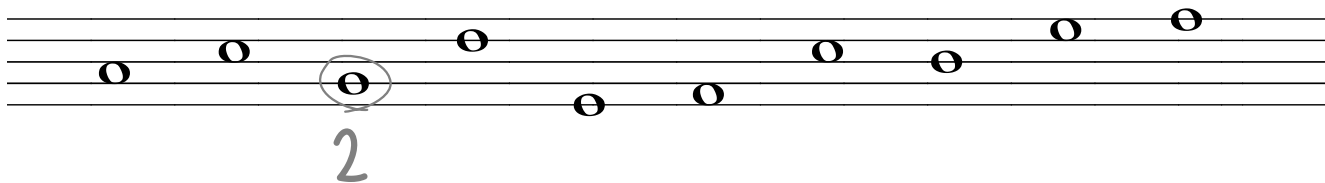


**Line notes**

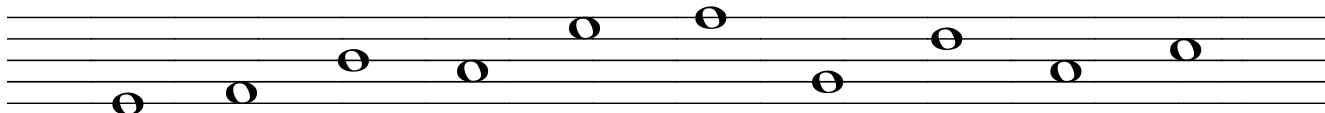
① Write **L** under each line note and **S** under each space note.



② Circle all the **line notes**. Write the line number under each line note.



③ Circle all the **space notes**. Write the space number under each space note.





## Drawing Space Notes

A whole note in a space should fill up the space but not go beyond the lines.

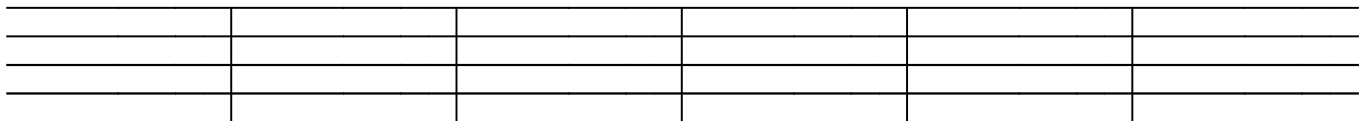


Good



Wrong: too small    too big

- ④ Draw **whole notes** on the spaces indicated.



space 1

space 3

space 2

space 4

space 1

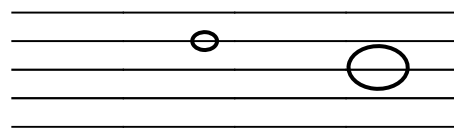
space 3

## Drawing Line Notes

A whole note on a line should be the same size as a whole note in a space.

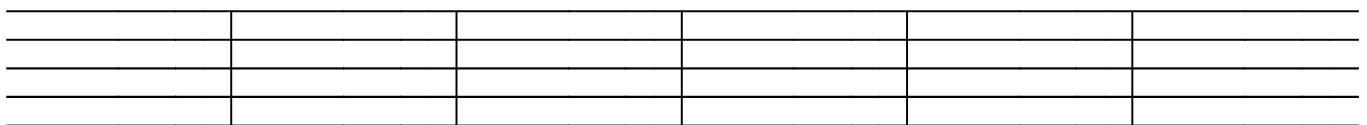


Good



Wrong: too small    too big

- ⑤ Draw **whole notes** on the lines indicated.



line 1

line 3

line 2

line 5

line 4

line 2

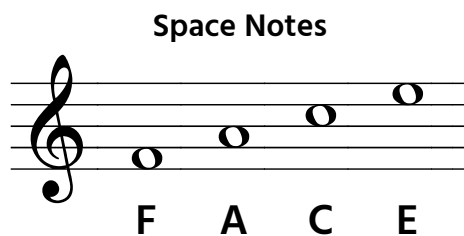
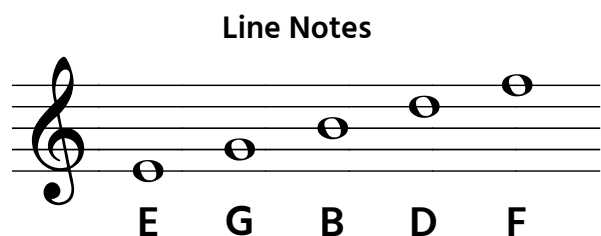
## Section 3 The Treble and Bass Clef

### The Treble Clef

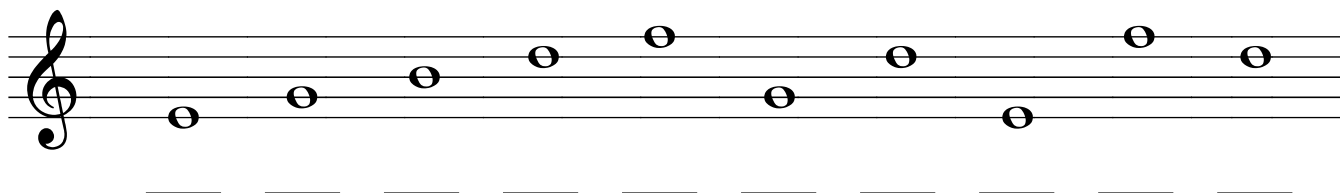
The treble clef, also called the **G clef**, marks the G line on the staff.



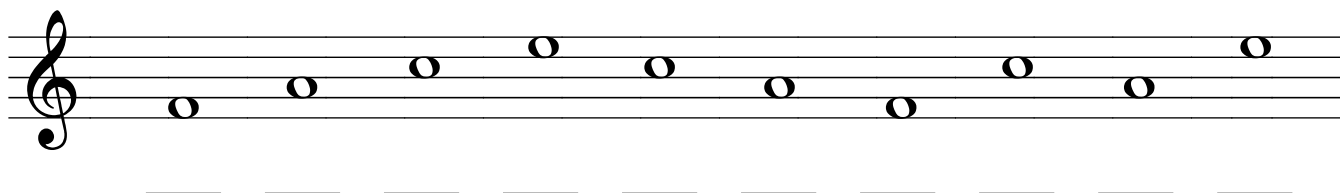
The names of the line and space notes of the treble staff:



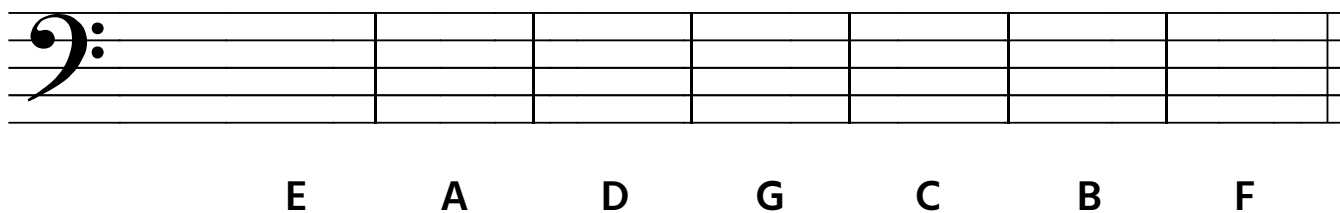
① Name the **line** notes.



② Name the **space** notes.

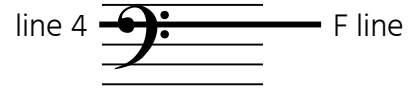


③ Draw a **whole note** above each letter name. Use line or space notes.



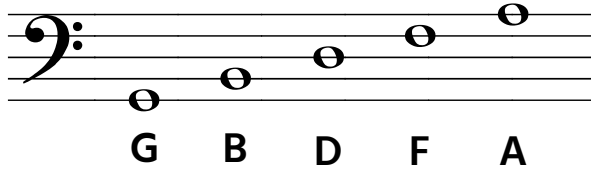
## The Bass Clef

The bass clef, also called the **F clef**, marks the F line on the staff.

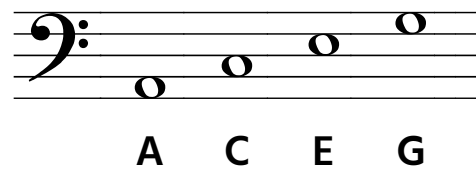


The names of the line and space notes of the bass clef:

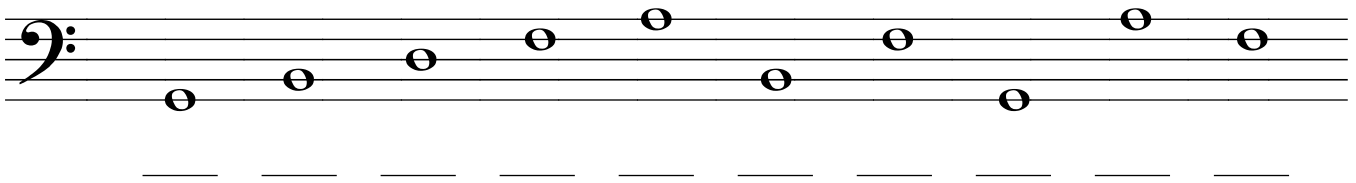
### Line Notes



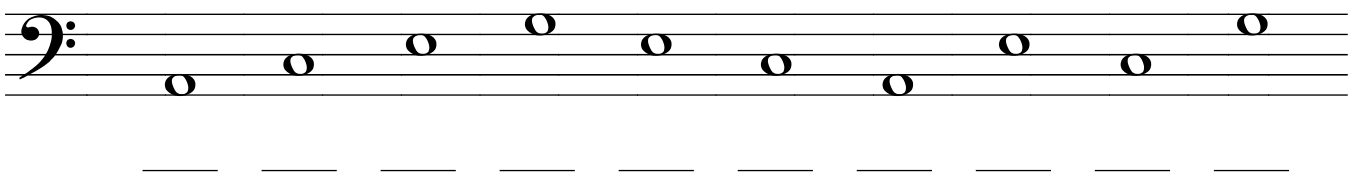
### Space Notes



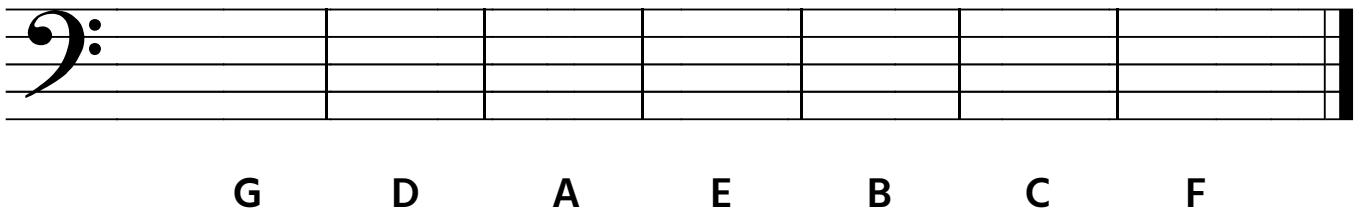
④ Name the **line** notes. Circle the bass F's.



⑤ Name the **space** notes.



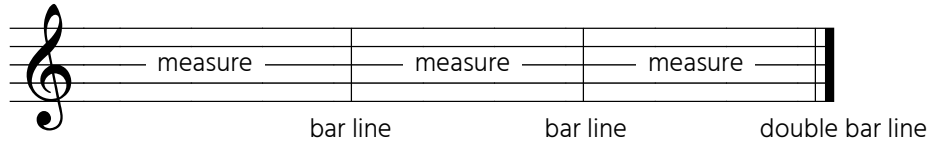
⑥ Draw a **whole note** above each letter name. Use line or space notes.



Section **4****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.

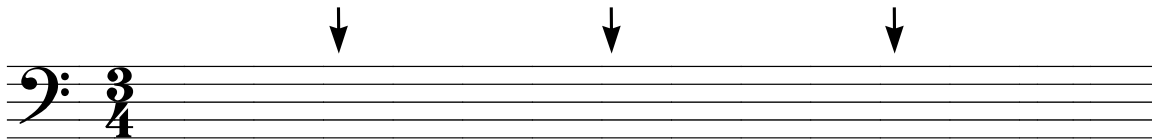


**4**  
**4**

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

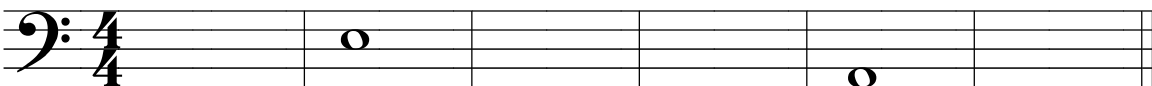
The bottom number **4** means a quarter note (♩) gets one beat.

- ① Draw a **bar line** under each arrow. Draw a **double bar line** at the end of the staff.  
Complete the statements below.



- a) There are (how many) \_\_\_\_\_ measures on the staff.  
b) There are (how many) \_\_\_\_\_ beats per measure?

- ② Complete the statements below.



- a) There are (how many) \_\_\_\_\_ measures on the staff.  
b) There are (how many) \_\_\_\_\_ beats per measure?  
c) A whole note appears in measures (number) \_\_\_\_\_ and \_\_\_\_\_.

## Note Values

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

Whole Note



4 beats

Dotted Half Note



3 beats

Half Note



2 beats

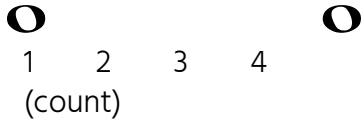
Quarter Note



1 beat

③ Clap the rhythms as you count aloud.

### Whole Notes



### Half Notes



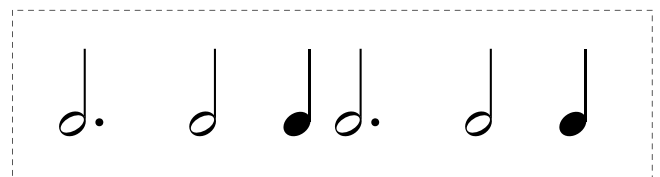
### Quarter Notes



### Dotted Half Notes



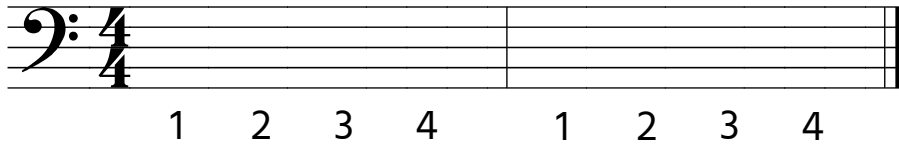
④ Clap the rhythms as you count aloud.



## Counting Rhythms in $\frac{4}{4}$ Time

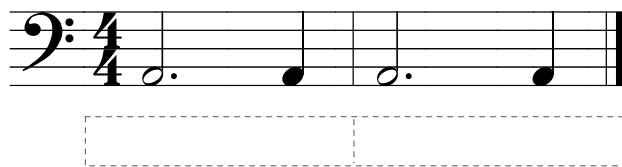
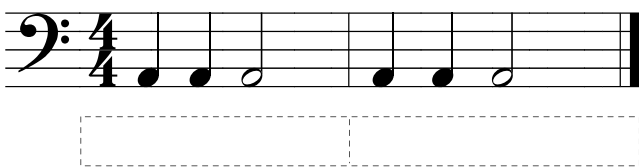
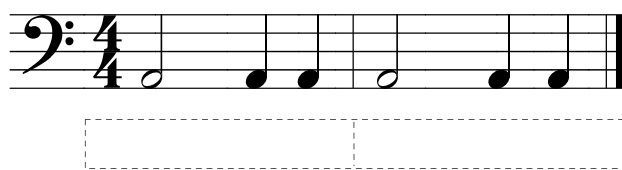
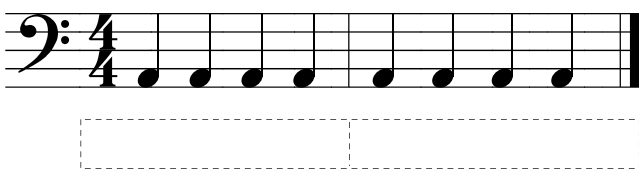
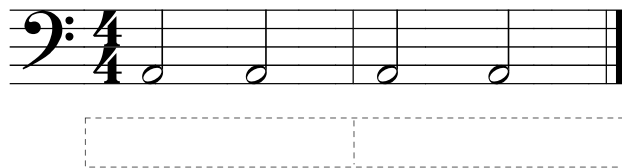
When counting notes under a time signature, you must give every beat a place in the measure.

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

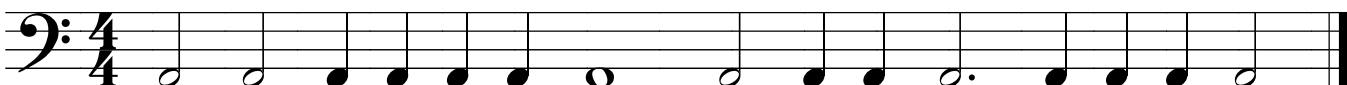


⑤ For each exercise below:

- Write counts of the measure under the notes.
- Clap the rhythms as you count aloud. Repeat each exercise until you can clap and count at a steady pace.



⑥ Draw bar lines where they are needed.



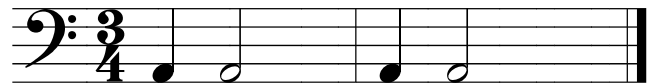
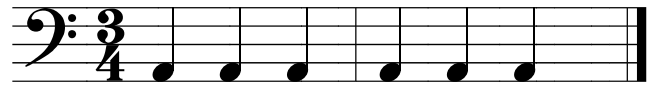
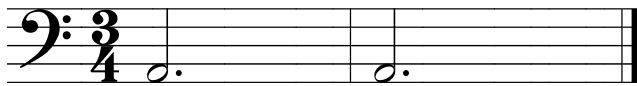
## Counting Rhythms in $\frac{3}{4}$ Time

There are three beats in every measure in  $\frac{3}{4}$  time.



⑦ For each exercise below:

- Write counts of the measure under the notes.
- Clap the rhythms as you count aloud. Repeat each exercise until you can clap and count at a steady pace.

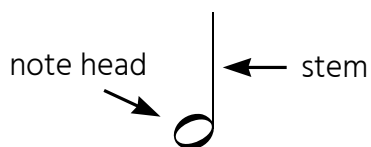


⑧ Draw bar lines where they are needed. (Check the time signature.)

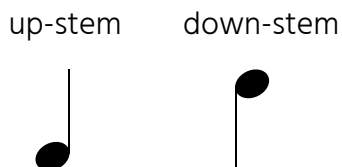


Section **5****Drawing Notes**

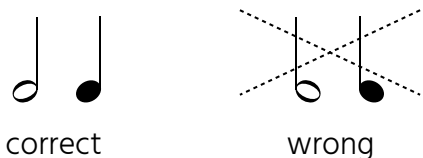
The quarter note and half note consist of a **note head** and **stem**.



The stem may go up or down.

**Stem Placement: UP-Stems**

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



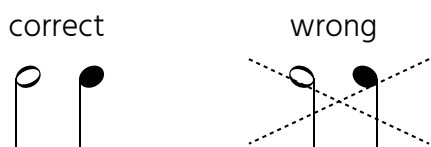
A note with an up-stem resembles the letter "d."



- ① Draw a **half note** with an up-stem in each box.

**Stem Placement: DOWN-Stems**

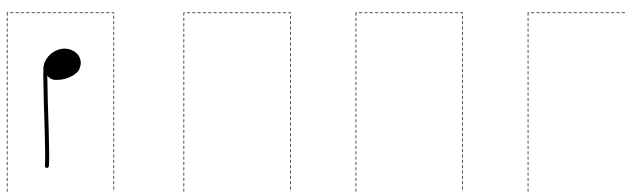
When a stem goes down, it is placed on the left side of the note head.



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



- ② Draw a **quarter note** with a down-stem in each box.



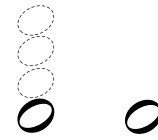


**Stem Length**

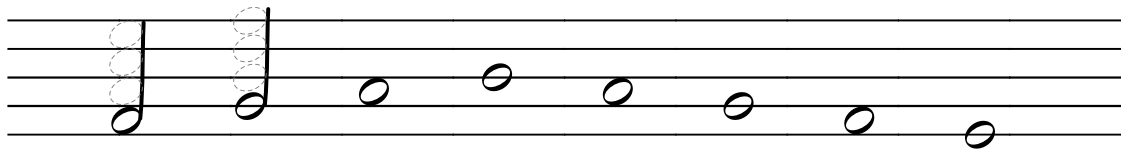
The stem should extend three more lines or spaces from the note head.



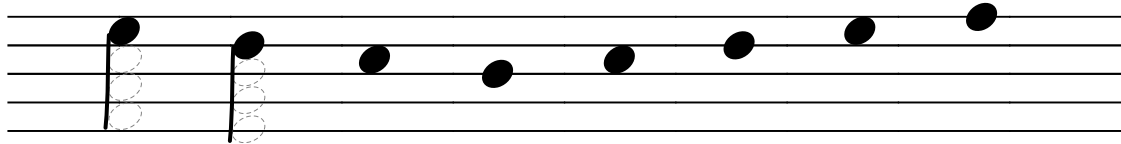
The length of the stem should equal the length of three more note heads.



- ③ For each note head: a) Lightly draw three note heads stacked above it, and b) draw an **up-stem** reaching to the top of the stack.



- ④ For each note head: a) Lightly draw three note heads stacked below it, and b) draw a **down-stem** reaching to the bottom of the stack.



**Memory aid:**

Replace the lowercase "d" and "p" in "doctor pepper" with half notes:

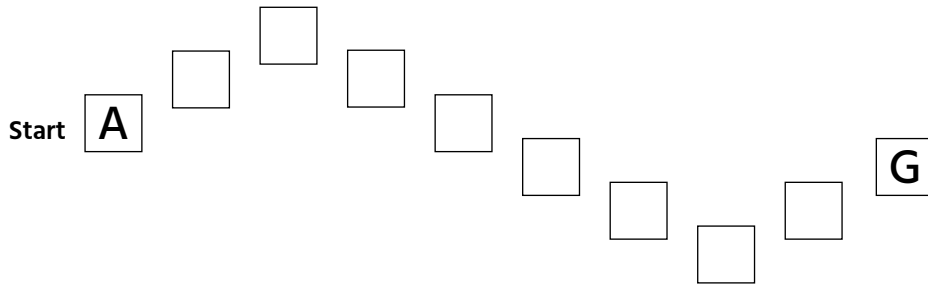


- ⑤ Some of the stems are placed on the wrong side of the note head. Draw an **X** across each note with incorrect stem placement.

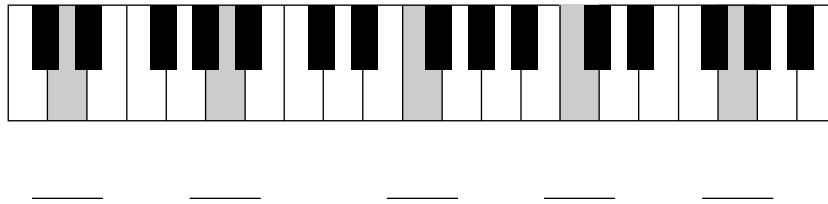


# REVIEW: Sections 1 - 5

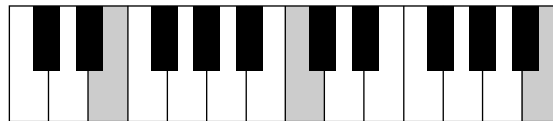
- ① Write a letter of the music alphabet in each box.  
 When the boxes go up, move up the alphabet.  
 When the boxes go down, move down the alphabet.



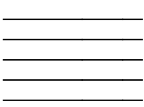
- ② Name the shaded keys.



- ③ Circle the shaded key that sounds the **lowest**.

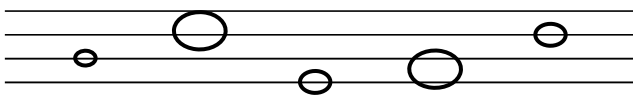


- ④ Complete each statement by circling the correct choice or filling in the blanks.

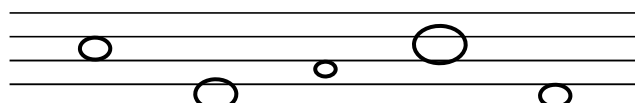
a)  This is a (circle one) **alphabet** **keyboard** **staff**  
 It has (how many) \_\_\_\_\_ lines and \_\_\_\_\_ spaces.

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

- ⑤ Draw an **X** across the **line notes** that are drawn or placed incorrectly.



- ⑥ Draw an **X** across the **space notes** that are drawn or placed incorrectly.



⑦ Draw **whole notes** on the lines and spaces indicated.

space 1      line 3      space 4      line 1      space 3      line 4

⑧ Name the notes of the treble staff.

\_\_\_\_\_

⑨ Name the notes of the bass staff.

\_\_\_\_\_

⑩ Draw a **whole note** above each letter name. Use line or space notes.

G      D      A                      E      B      F

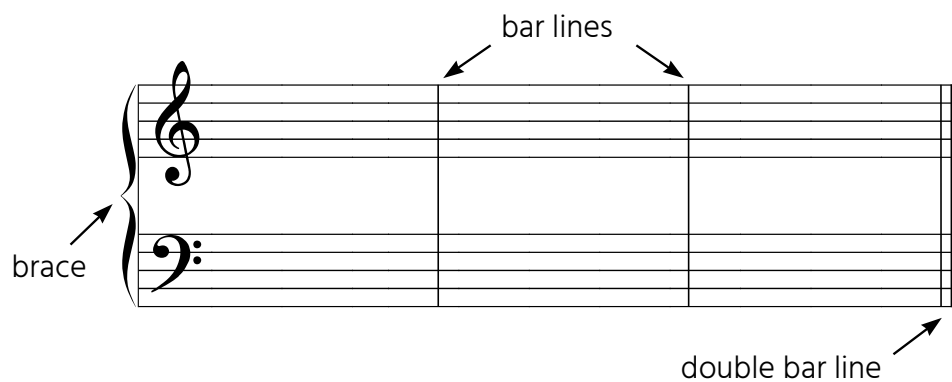
⑪ Add a stem to each note head (remember the stem rules!):

a) Draw **up-stems**.

b) Draw **down-stems**.

Section **6****Middle C****The Grand Staff**

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



① Name the notes. **Notice the clef signs!**

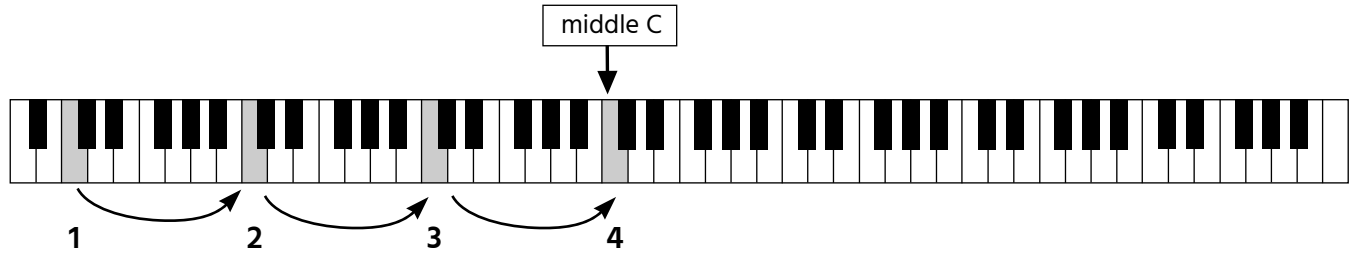
The first exercise is written on a grand staff. The treble staff contains four notes: a half note on middle C (C4), a quarter note on D4, a quarter note on E4, and a half note on F4. The bass staff contains four notes: a half note on G3, a quarter note on F3, a quarter note on E3, and a half note on D3. Below the staves are eight horizontal dashed lines for labeling the notes.

The second exercise is written on a grand staff. The treble staff contains four notes: a quarter note on D4, a half note on E4, a quarter note on F4, and a quarter note on G4. The bass staff contains four notes: a half note on F3, a quarter note on E3, a half note on D3, and a quarter note on C3. Below the staves are eight horizontal dashed lines for labeling the notes.

## Middle C on the Keyboard

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

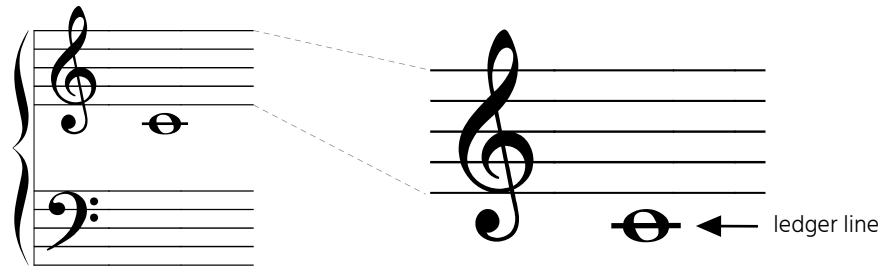
On a full 88-key keyboard, middle C is the fourth C from the left.



## Middle C on the Staff

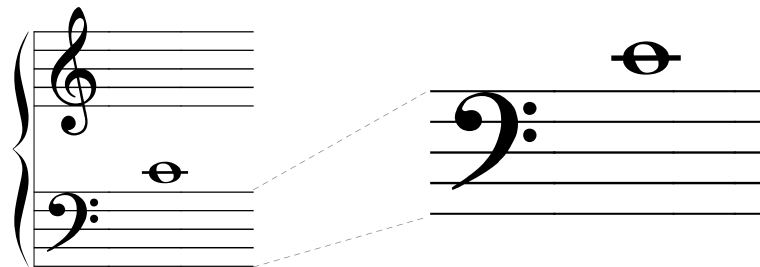
On the grand staff, middle C is found on a ledger line between the treble and bass staff.

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



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

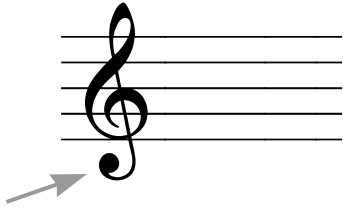
Middle C is sometimes placed near the **bass staff**.



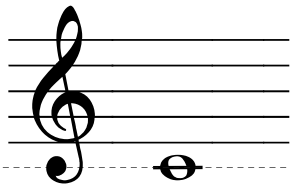
Middle C is **above** the bass staff.

## Middle C on the Treble and Bass Staves

A feature of the **treble clef** is the little hook that goes under the staff and curls into a little ball.



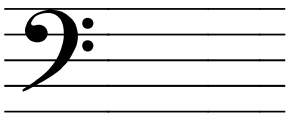
The center of this ball shape marks where the middle C ledger line is placed.



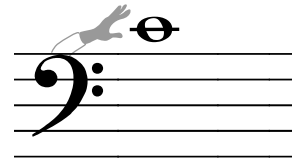
Middle C

An (imaginary) extra staff line.

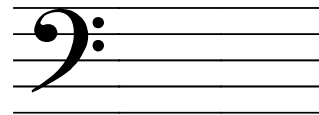
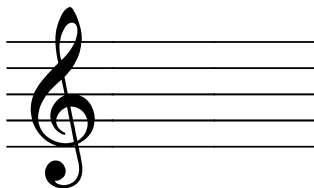
Notice how the **bass clef** seems to hang from the top line of the staff,



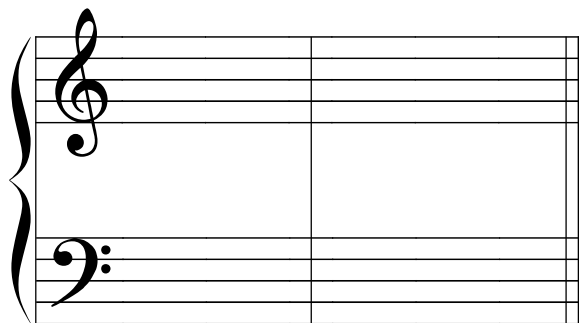
almost as if it were reaching up to grab middle C!



- ② Draw a **Middle C** on each staff.  
Use whole notes.



- ③ Draw a **Middle C** on each staff as directed.  
Use whole notes.

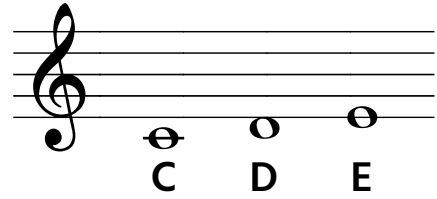


treble clef

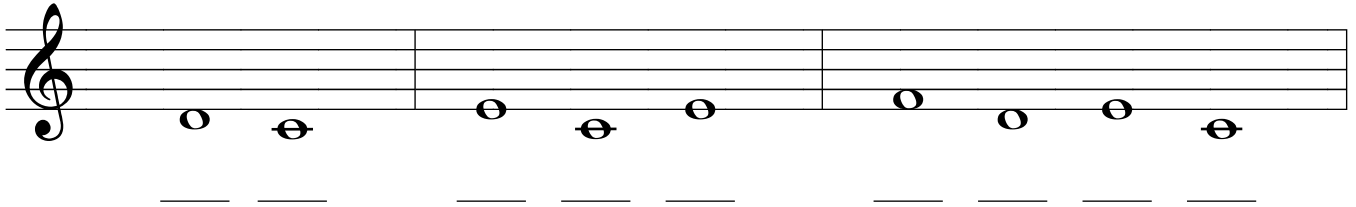
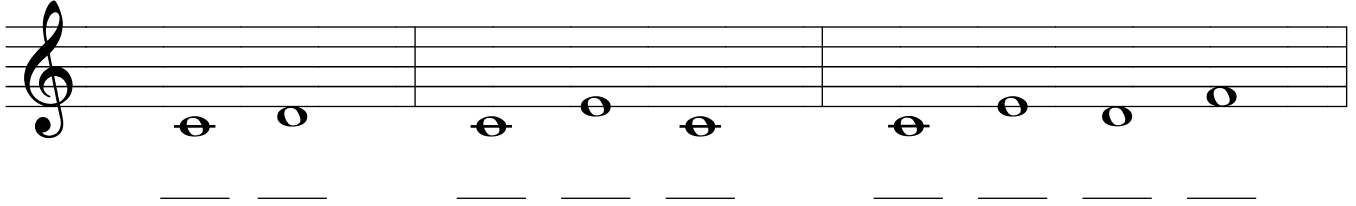
bass clef

**The Notes Above Middle C**

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

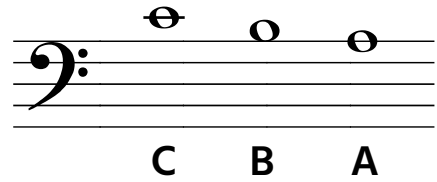


④ Name the notes.

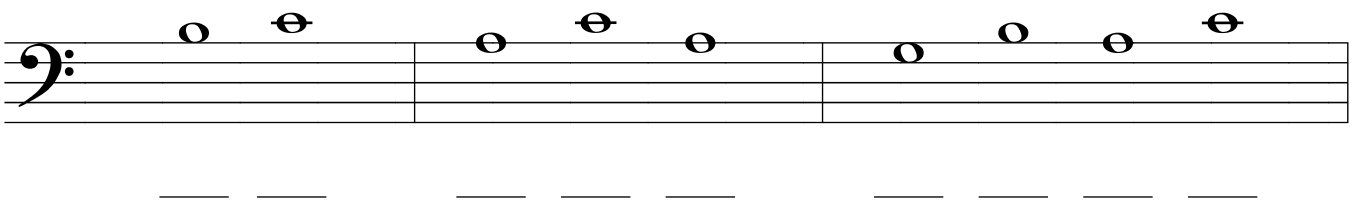
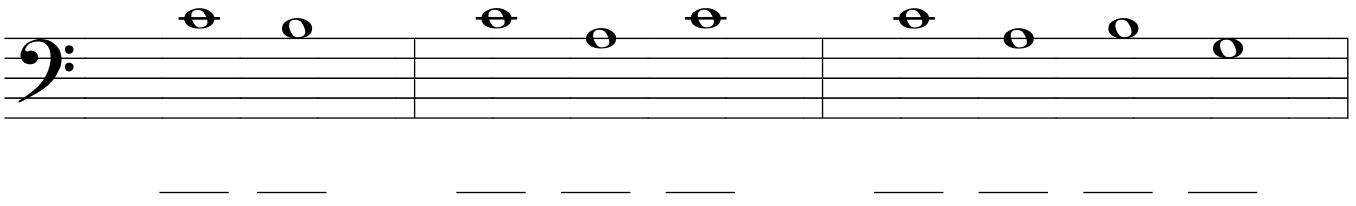


**The Notes Below Middle C**

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



⑤ Name the notes.



# REVIEW: Sections 4 - 6

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

\_\_\_\_\_

② Name the notes.

\_\_\_\_\_

③ Find and color the middle C key on the full 88-key keyboard below.





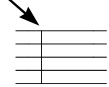
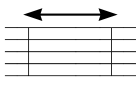














④ Draw a **middle C** on each staff.  
Use half notes.

⑤ Name the notes.

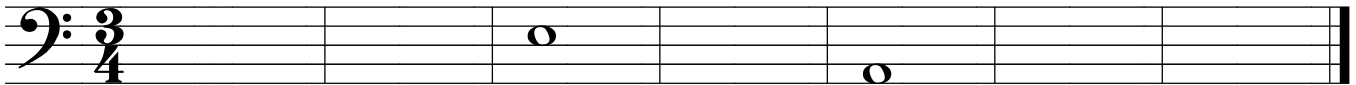
\_\_\_\_\_



⑥ Circle the correct symbol for each term.

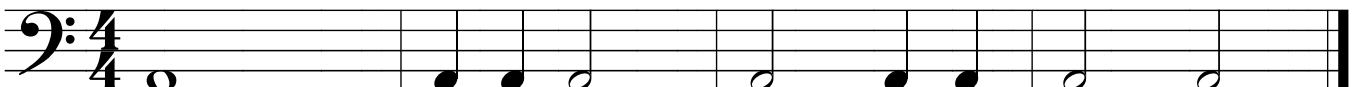
Bar Line				Measure			
Time Signature				Double Bar Line			
Treble Clef				Bass Clef			

⑦ Complete the statements below.



- a) There are (how many) \_\_\_\_\_ measures on the staff.
- b) There are (how many) \_\_\_\_\_ beats per measure?
- c) A whole note appears in measures (number) \_\_\_\_\_ and \_\_\_\_\_.

⑧ Write the counts of the measure below the notes. Clap the rhythms as you count aloud.



1 2 3 4



⑨ Draw bar lines where they are needed. (Check the time signature.)



## Section 7

## Drawing Notes

**Stem Direction**

Notes below the middle line (line 3)  
have up-stems:

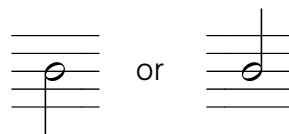


middle line

Notes above the middle line  
have down-stems:



Stems of notes on the 3rd line can go up or down.



- ① If a stem were added to each note head, should the stem go **up** or **down**?

Circle the correct choice.

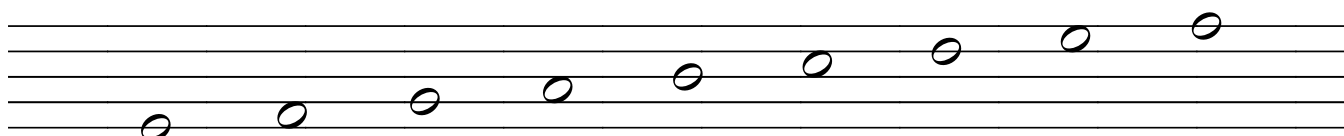


Up	Up	Up	Up	Up	Up	Up
or	or	or	or	or	or	or
Down	Down	Down	Down	Down	Down	Down

- ② Draw an **X** across each note with incorrect stem direction.



- ③ Add a stem to each note head.



**Placement of Dots**

For dotted notes, the dot is always placed to the right of the note head:



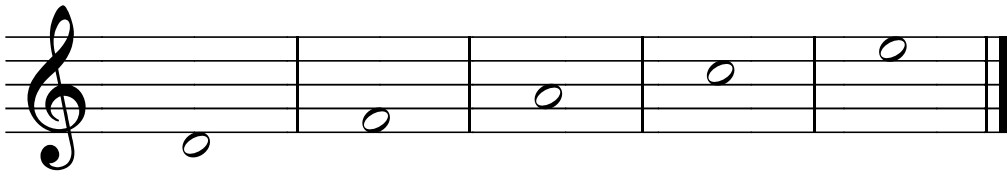
For **space** notes, place the dot on the same space as the note.



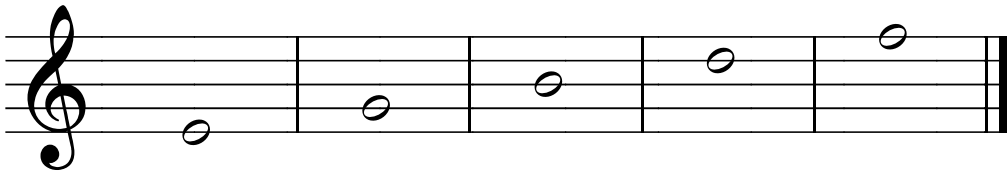
For **line** notes, place the dot on the next space above the note, regardless of stem direction.



- ④ In each measure, a note head is placed in a space or on a line:
- a) Name the note. Write the letter name below the note head.
  - b) Add a stem to the note head.
  - c) Add a dot to the note head to make a dotted half note.

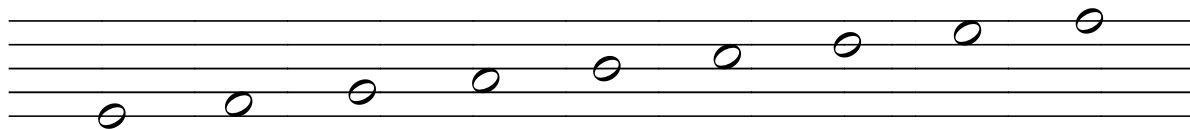


\_\_\_\_\_



\_\_\_\_\_

- ⑤ Add a stem and dot to each note head to create dotted half notes.



## Section 8

## Rests

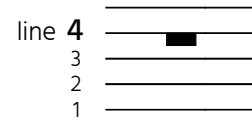
A **rest** is a symbol used to indicate silence for a certain length of time.

## The Whole Rest



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

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

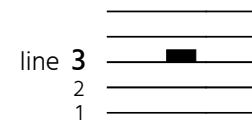


## The Half Rest



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

It is shaped like a solid rectangle and **sits on line 3** of the staff.



## The Quarter Rest




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


It is placed in the middle of the staff, between the top and bottom staff lines.



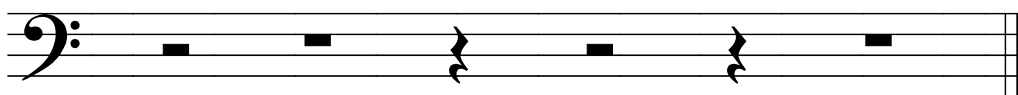
① Write the number of beats each note or rest gets in  $\frac{4}{4}$  time.

 gets \_\_\_\_\_ beats.

 gets \_\_\_\_\_ beat.

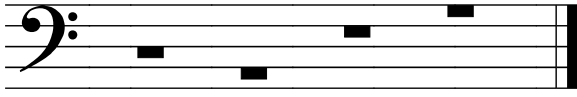
 gets \_\_\_\_\_ beats.

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

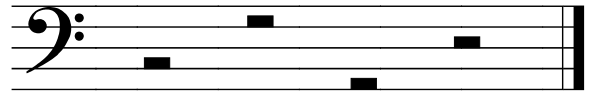


\_\_\_\_\_

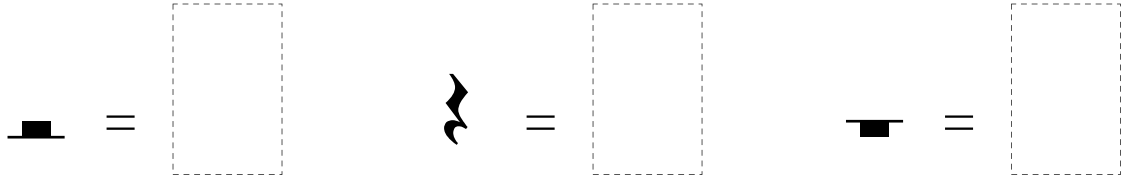
- ③ Circle the **whole rest** that hangs from the correct staff line.



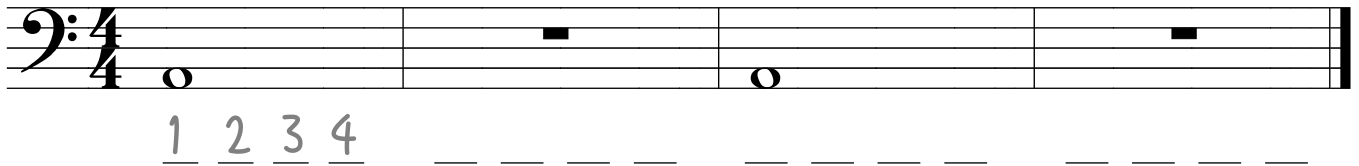
- ④ Circle the **half rest** that sits on the correct staff line.



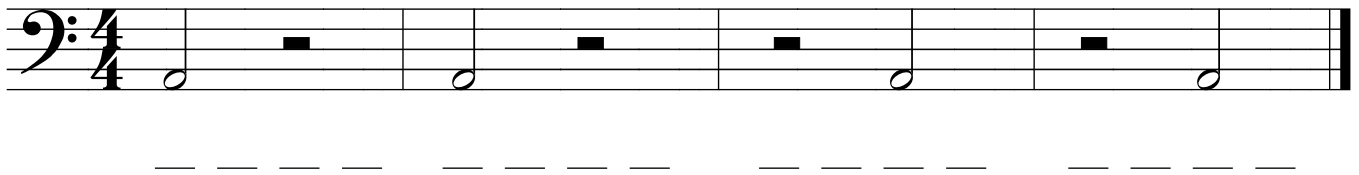
- ⑤ For each rest, draw the note that has the same value.



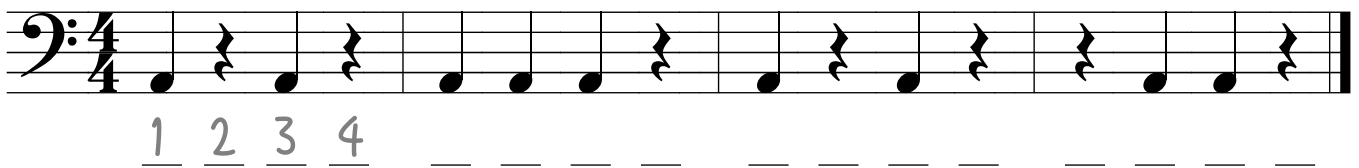
- ⑥ Write the counts of the measure below the whole notes and rests.  
Clap the rhythms as you count aloud.



- ⑦ Write the counts of the measure below the half notes and rests.  
Clap the rhythms as you count aloud.



- ⑧ Write the counts of the measure below the quarter notes and rests.  
Clap the rhythms as you count aloud.



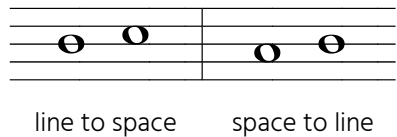
## Section 9 Intervals: 2nds and 3rds

An **interval** is the distance in pitch between two tones.

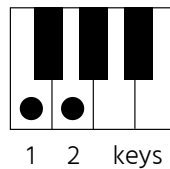
The term **pitch** is used to describe how high or low a note (or tone) sounds.

A **step** is called a **2nd**.

A 2nd on the staff:

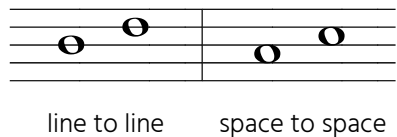


A 2nd on the keyboard:

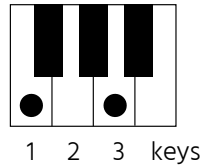


A **skip** is called a **3rd**.

A 3rd on the staff:



A 3rd on the keyboard:



① Each pair of notes is a **2nd** (step) or **3rd** (skip) apart. Circle the correct choice.

2nd	2nd	2nd	2nd	2nd	2nd
3rd	3rd	3rd	3rd	3rd	3rd

② Each pair of marked keys is a **2nd** (step) or **3rd** (skip) apart. Circle the correct choice.

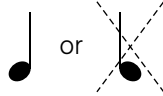
2nd	2nd	2nd	2nd	2nd	2nd
3rd	3rd	3rd	3rd	3rd	3rd

**Checklist for Drawing Notes:**

Do the stems go  
**up or down?**



Is the stem on the  
**left or right?**



(dr. pepper)

**How long**  
is the stem?



Where is the  
**dot** placed?



**Moving by 2nds (steps)**

③ Draw a whole note a **2nd up** from each given note. Name the notes.

④ Draw a half note a **2nd down** from each given note. Name the notes.

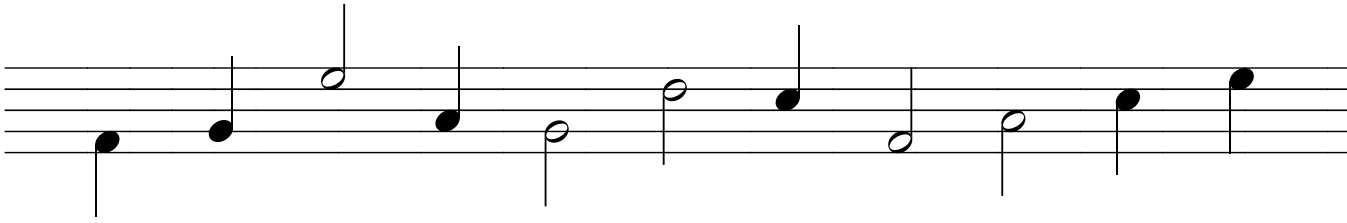
**Moving by 3rds (skips)**

⑤ Draw a quarter note a **3rd up** from each given note. Name the notes.

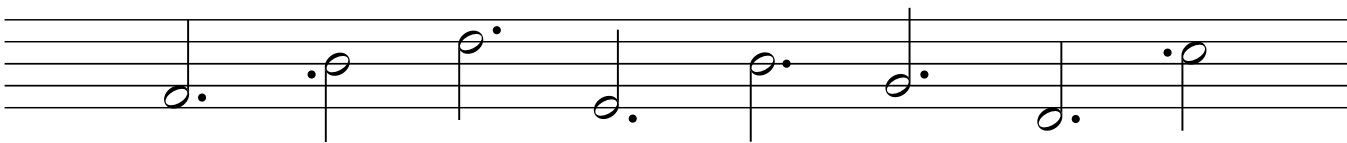
⑥ Draw a dotted half note a **3rd down** from each given note. Name the notes.

## REVIEW: Sections 7 - 9

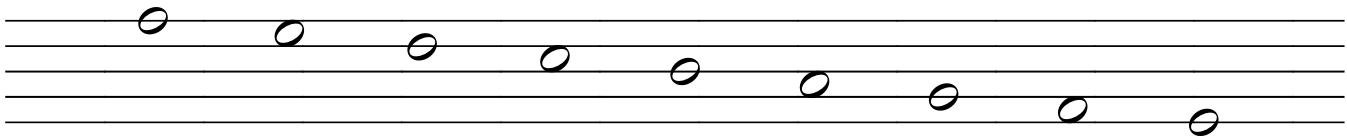
- ① Draw an **X** across each note with incorrect stem direction.



- ② Draw an **X** across the dotted half notes with incorrect dot placement.



- ③ Add a stem and dot to each note head to create dotted half notes.

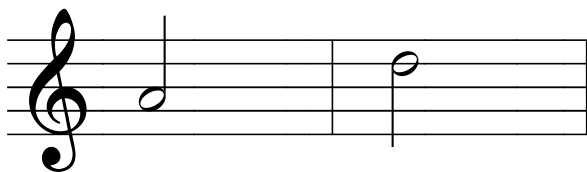


- ④ The notes and keys are a **2nd** (step) or **3rd** (skip) apart. Write the correct answer.

_____	_____	_____	_____	_____	_____

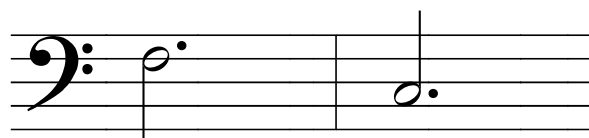
- ⑤ A note is given in each measure: a) Draw another note of the same value (♩ or ♪.).  
b) Name the notes.

Draw a half note a **2nd up**.



\_\_\_\_\_

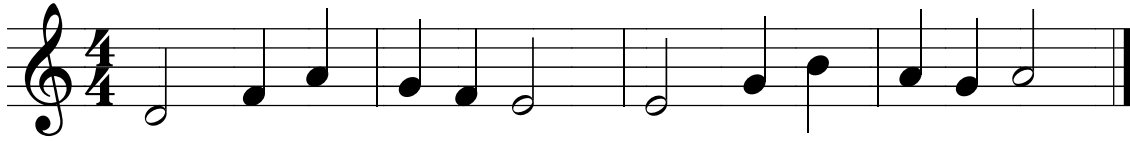
Draw a dotted half note a **3rd down**.



\_\_\_\_\_



- ⑥ In the musical example below, the notes in each measure move by 2nds or 3rds.  
Circle the correct choice.



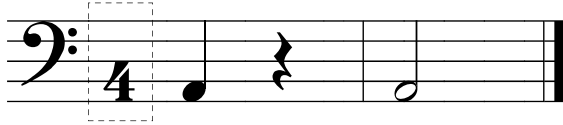
- a) first measure: **2nds** or **3rds**                      c) third measure: **2nds** or **3rds**  
b) second measure: **2nds** or **3rds**                      d) last measure: **2nds** or **3rds**

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

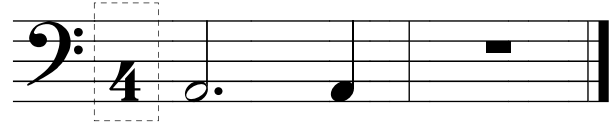
= _____ beats	= _____ beats	= _____ beats
= _____ beats	= _____ beat	= _____ beat

- ⑧ Write the correct top number for each time signature.

a)



b)



- ⑨ Draw bar lines where they are needed. (Check the time signature.)



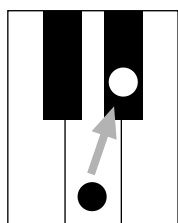
- ⑩ Write the counts of the measure below the notes and rests.  
Clap the rhythms as you count aloud.



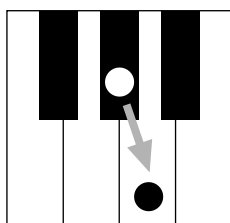
## Section 10 Half Steps and Whole Steps

### Half Steps

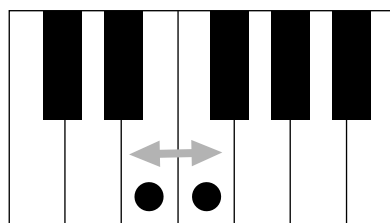
On the keyboard, a **half step** is the distance from one key to the very next key.



white to black

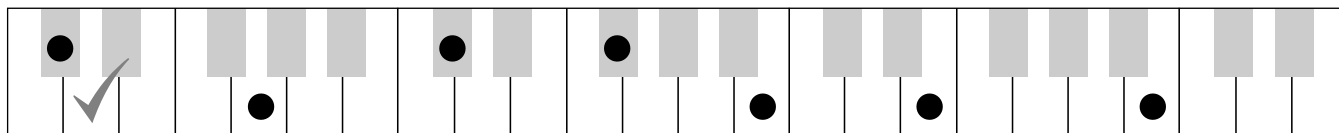


black to white

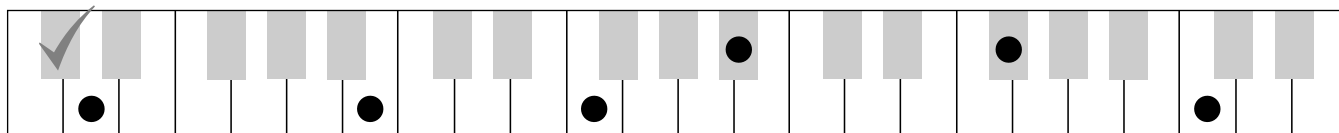


white to white

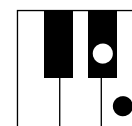
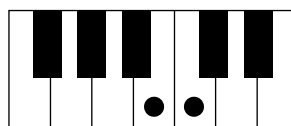
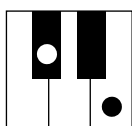
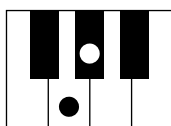
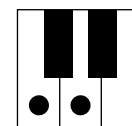
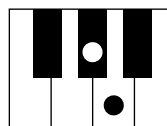
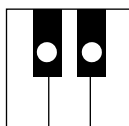
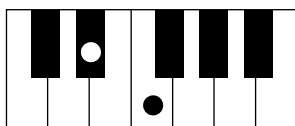
- ① Draw a ✓ on the key a half step **up** from each marked key.



- ② Draw a ✓ on the key a half step **down** from each marked key.

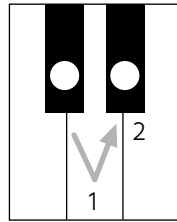


- ③ Two keys are marked on each keyboard below. Circle the keyboards that show half steps.

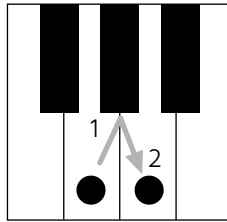


## Whole Steps

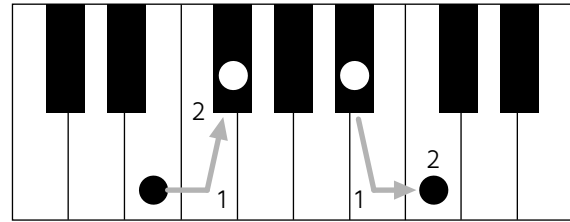
A **whole step** is made up of two half steps. On the keyboard, count two half steps from the starting note.



black to black

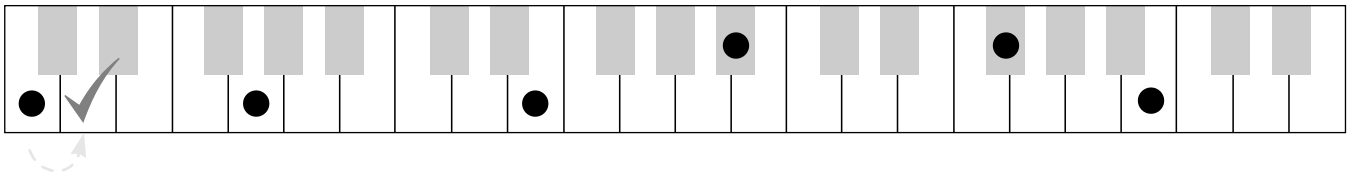


white to white

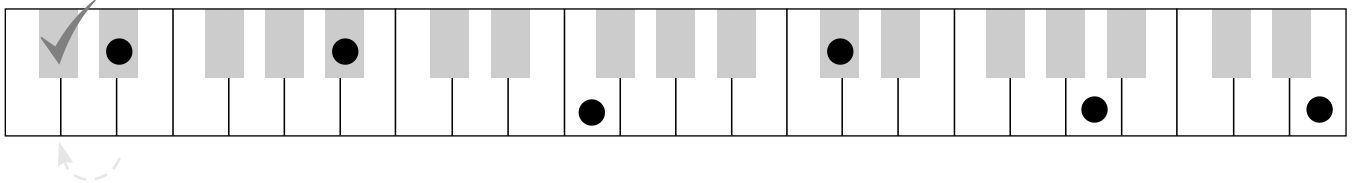


white and black keys

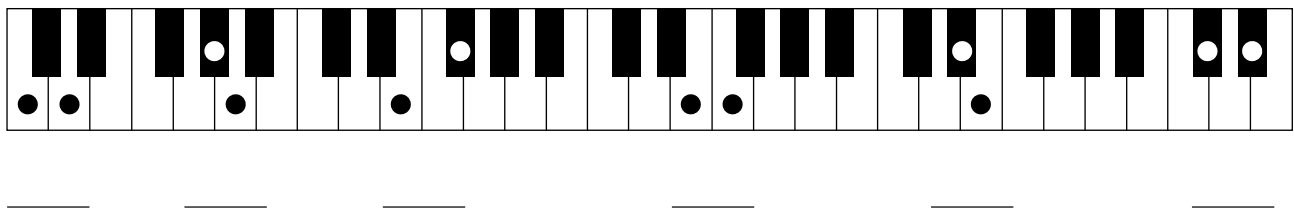
- ④ Draw a ✓ on the key a half step **up** from each marked key.



- ⑤ Draw a ✓ on the key a half step **down** from each marked key.



- ⑥ There are pairs of keys marked with dots on the keyboard below.  
Write **H** if the pair is a half step apart. Write **W** if the pair is a whole step apart.



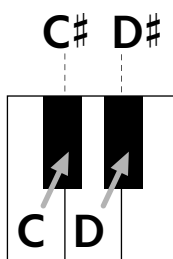
## Section 11 Sharps and Flats

The pitch of notes can be altered by using a **sharp sign** ( $\sharp$ ) or **flat sign** ( $b$ ).  
Sharp signs and flat signs are called **accidentals**.

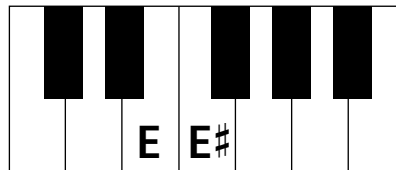
**Sharp Sign**  $\sharp$

A sharp sign **raises** the pitch of a note by **one half step**.

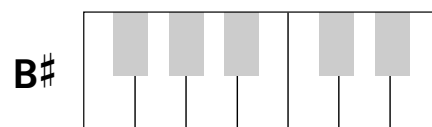
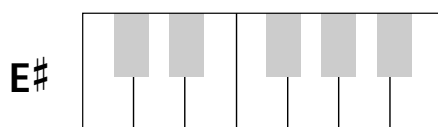
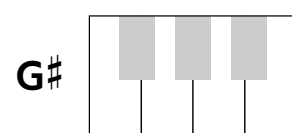
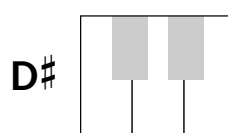
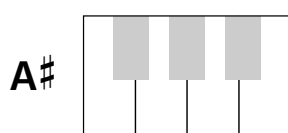
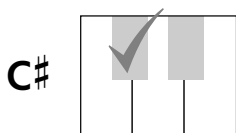
On the keyboard, a sharped note is played on the **very next key to the right**.



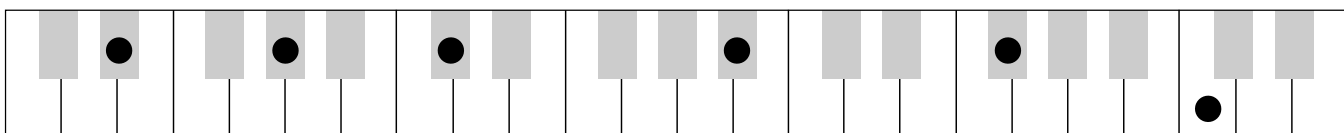
A sharped note can also be played on a white key.



① On each keyboard, draw a  $\checkmark$  on the key that is named.



② Use sharps to name the keys marked with dots.

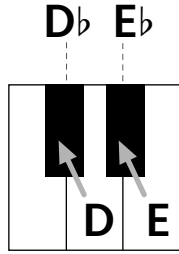


D#    \_\_\_\_\_

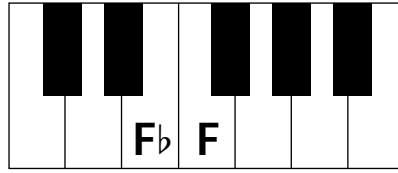
**Flat Sign**  $\flat$

A flat sign **lowers** the pitch of a note by **one half step**.

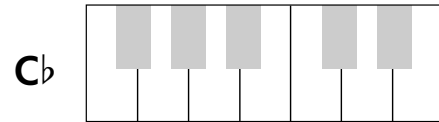
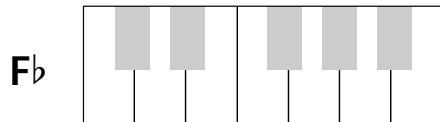
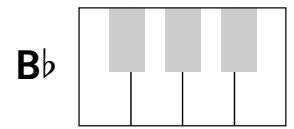
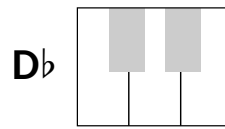
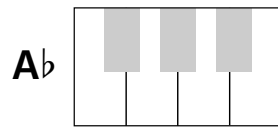
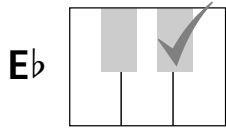
On the keyboard, a flatted note is played on the very next key **to the left**.



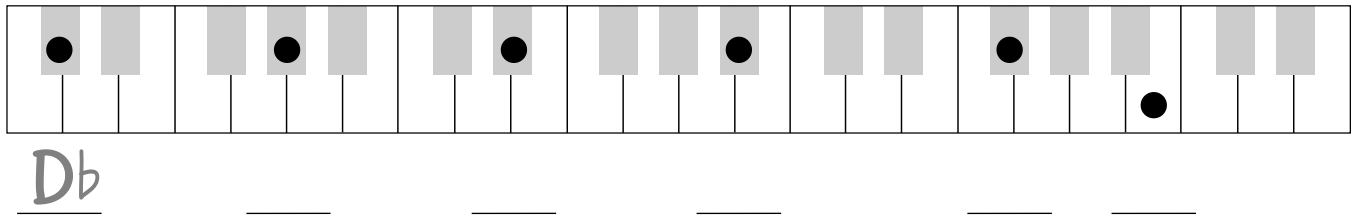
A flatted note can also be played on a white key.



③ On each keyboard, draw a ✓ on the key that is named.



④ Use flats to name the keys marked with dots.



## REVIEW: Sections 9 - 11

### 2nds and 3rds

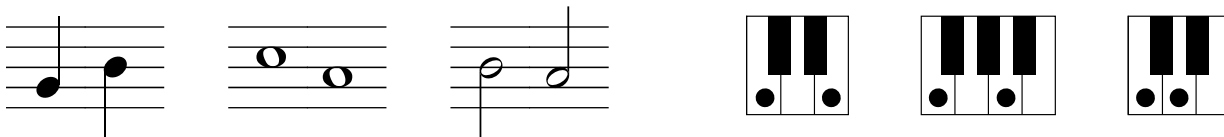
① a) The term “**step**” means the same as a (circle one)      **2nd**      **3rd**      **4th**      **5th**

b) The term “**skip**” means the same as a (circle one)      **2nd**      **3rd**      **4th**      **5th**

② Circle the pairs of notes or keys that are a **2nd** (step) apart.

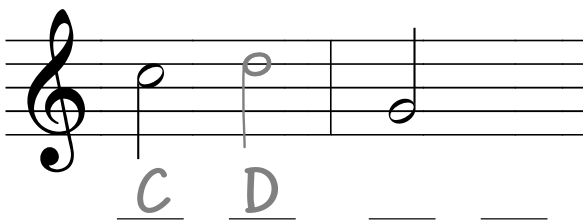


③ Circle the pairs of notes or keys that are a **3rd** (skip) apart.

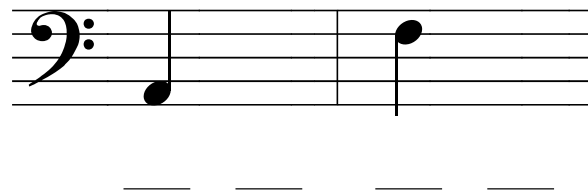


④ A note is given in each measure: a) Draw another note of the same value (♩, ♪, or ♩.).  
b) Name the notes.

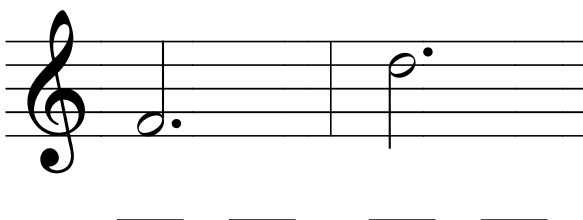
Draw a half note a **2nd up**.



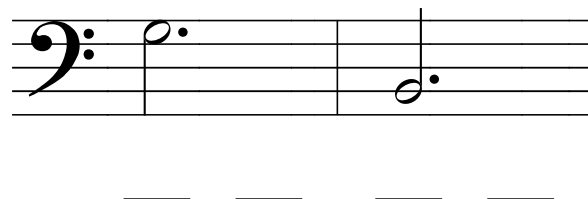
Draw a quarter note a **2nd down**.



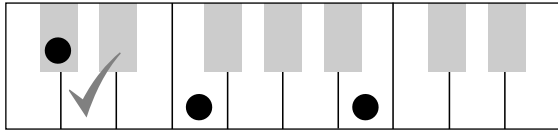
Draw a dotted half note a **3rd up**.



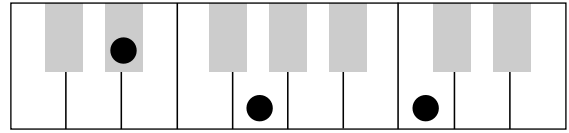
Draw a dotted half note a **3rd down**.



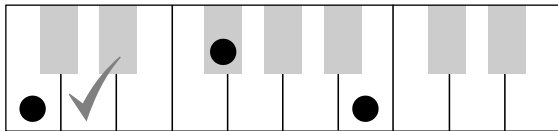
⑤ a) Draw a ✓ on the key a **half step UP** from each marked key.



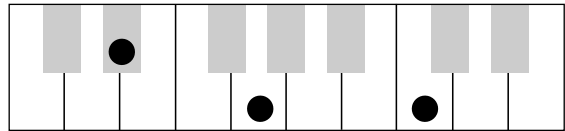
b) Draw a ✓ on the key a **half step DOWN** from each marked key.



c) Draw a ✓ on the key a **whole step UP** from each marked key.



d) Draw a ✓ on the key a **whole step DOWN** from each marked key.



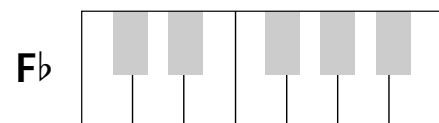
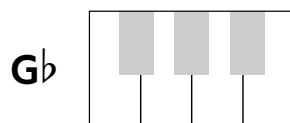
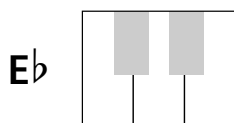
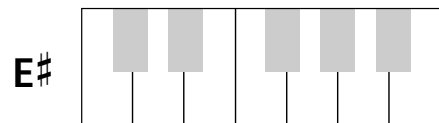
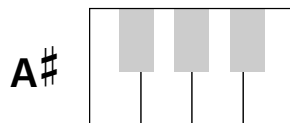
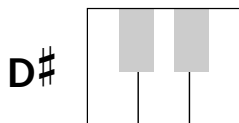
⑥ a) Circle the **sharp sign**:  $\frac{3}{4}$   $b$   $\{$   $\text{bass clef}$   $\#$   $\text{treble clef}$

b) This sign \_\_\_\_\_ a tone by a \_\_\_\_\_.  
(raises or lowers) (half step or whole step)

⑦ a) Circle the **flat sign**:  $\frac{3}{4}$   $b$   $\{$   $\text{bass clef}$   $\#$   $\text{treble clef}$

b) This sign \_\_\_\_\_ a tone by a \_\_\_\_\_.  
(raises or lowers) (half step or whole step)



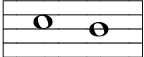
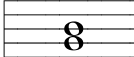




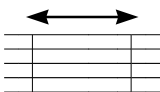
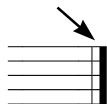










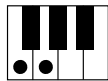
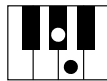

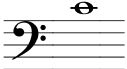










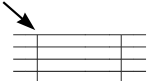






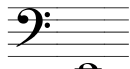
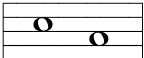
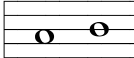
⑧ Draw a ✓ on each key that is named.



# Section 12 Level 2 Review

## Terms and Symbols

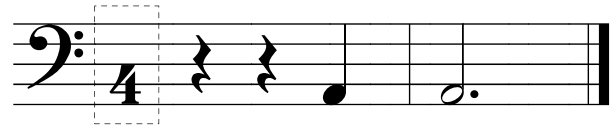
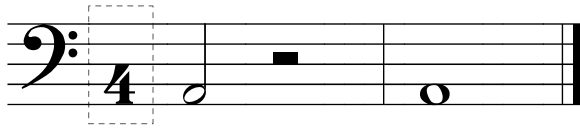
① For each term, there are two choices. Circle the symbol that matches the term.

Dotted Half Note			2nd		
Flat Sign			Treble Clef		
Measure			Sharp Sign		
Half Note			Whole Step		
G Clef			Half Rest		
Half Step			Middle C		
Whole Note			Quarter Note		
Time Signature			Bass Clef		
Quarter Rest			Bar Line		
Double Bar Line			Whole Rest		
Middle C			3rd		

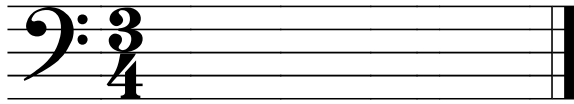


# Rhythm

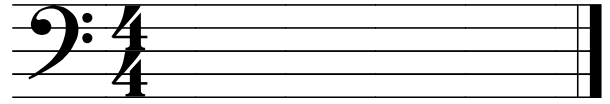
② Write the correct top number for each time signature.



③ Write exactly enough of each type of note to fill one measure. Use any line or space.

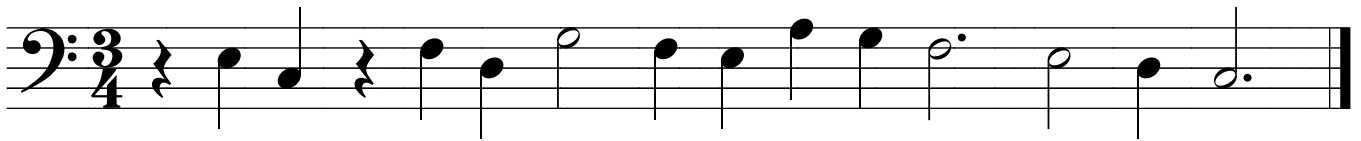


quarter notes



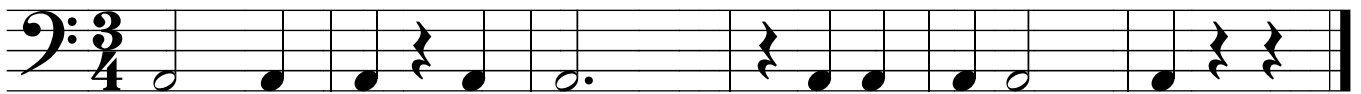
half notes

④ Draw **bar lines** where they are needed. (Check the time signature.)



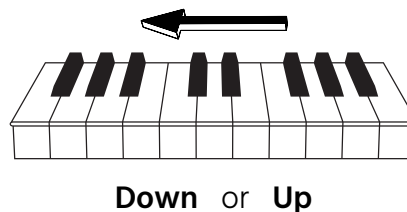
⑤ Write the counts of the measure below the notes and rests.

Clap the rhythms as you count aloud.



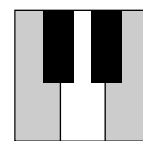
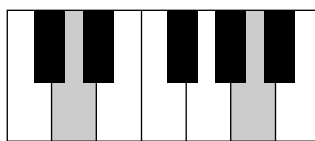
## Note and Key Names

- ⑥ The arrow is pointing up or down along the keyboard.  
Circle the correct choice.



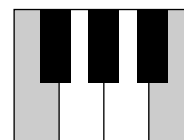
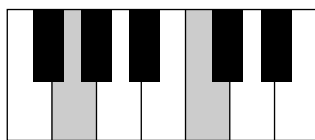
- ⑦ Two keys are shaded on each keyboard:

- a) Circle the **higher** shaded key.  
b) Name the keys.



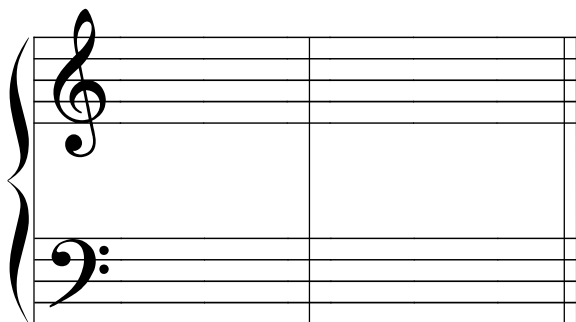
\_\_\_\_\_

- c) Circle the **lower** shaded key.  
d) Name the keys.



\_\_\_\_\_

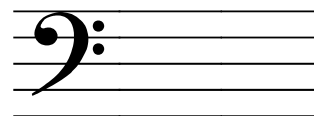
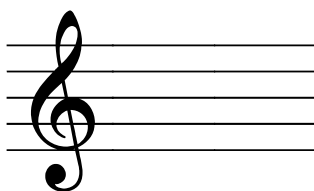
- ⑧ Draw a **middle C** for each clef as directed.  
Use whole notes.



treble clef

bass clef

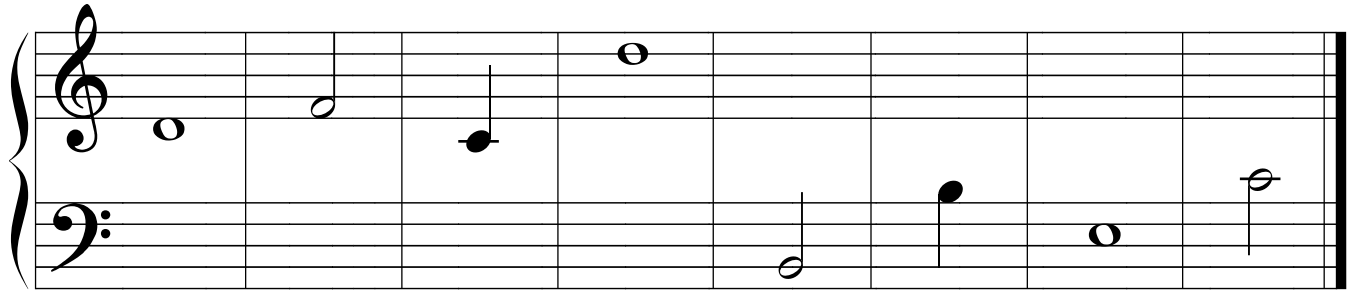
- ⑨ Draw a **middle C** for each clef.  
Use whole notes.



- ⑩ Find and color the middle C key on the full 88-key keyboard below.

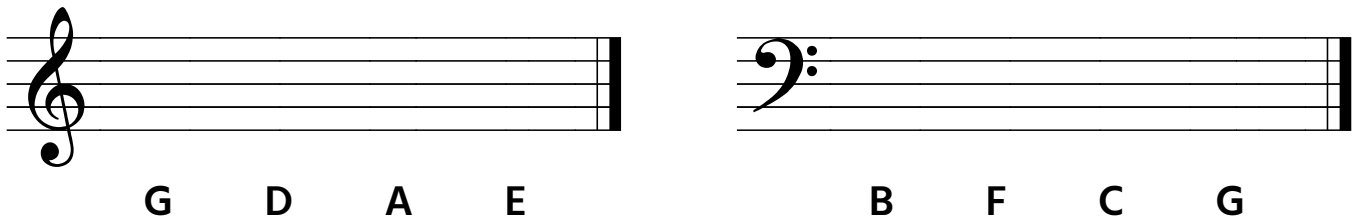


⑪ Name the notes.



\_\_\_\_\_

⑫ Draw a **half note** above each letter name. Use line or space notes.

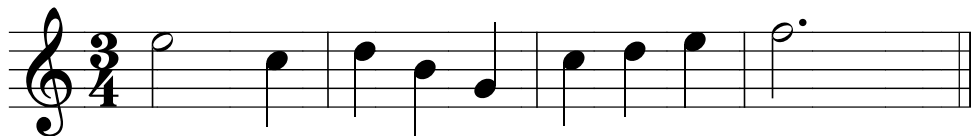


⑬ For each staff, name the note in the box provided.

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

## 2nds and 3rds

- ⑭ Look at the musical example below and follow the directions.



- How many beats are in each measure? \_\_\_\_\_
- How many measures are there? \_\_\_\_\_
- The notes in measure 2 move by **2nd** or **3rd** (circle one)
- The notes in measure 2 move **up** or **down**
- The notes in measure 3 move by **2nd** or **3rd**
- 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.

- ⑮ For each example, circle the three notes that form the following sequence:  
**UP a 2nd, DOWN a 3rd.**

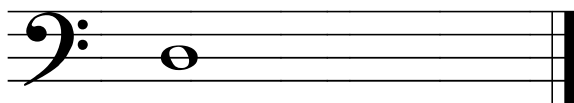


- ⑯ For each example, circle the three notes that form the following sequence:  
**UP a 3rd, DOWN a 2nd.**

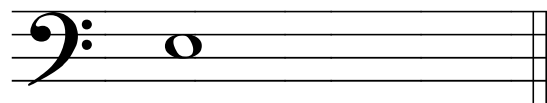


- ⑰ From each given note, draw two more whole notes that form the sequence described.

- a) **DOWN a 2nd, UP a 3rd.**



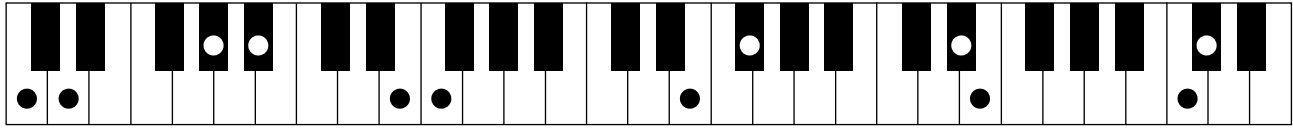
- b) **DOWN a 3rd, UP a 2nd.**



## Half Steps and Whole Steps

⑱ There are pairs of keys marked with dots on the keyboard below.

Write **H** if the pair is a half step apart. Write **W** if the pair is a whole step apart.



\_\_\_\_\_

## Sharps and Flats

⑲ On each keyboard, a key is marked with a dot. Draw a line connecting each keyboard to the matching letter name.

**G#**      **F<sub>b</sub>**  
**B#**      **C#**  
**E<sub>b</sub>**      **A#**  
**G<sub>b</sub>**

# APPENDIX I

## Ear-Training Exercises

The following exercises in this section may be practiced with the teacher or by the student alone. When singing the tones, the student can use any comfortable syllable or solfège. The teacher should first work with the student on these exercises until they can be practiced by the student alone.

### Singing and Matching Tones

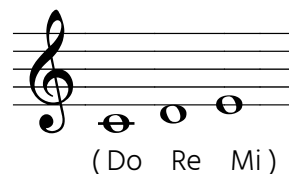
- ① Start on any key near middle C.
  - a) Play the starting key. Sing and match the tone.
  - b) Play another key a **3rd** (skip) above or below the first key.  
Sing and match the second tone.
  - c) Sing both tones with the piano.  
Sing both tones without the piano.  
Check for accuracy.

Continue this exercise using different starting tones.

When assignment 1 can be done easily, the student is ready to move on to assignment 2.

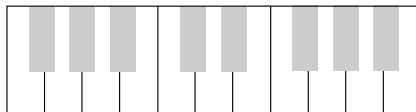
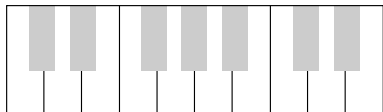
### Singing 2nds and 3rds

- ② The student is to sing any combination of the following three tones:



The pitches may be transposed to a singing range that is comfortable to the student.

The teacher may indicate the tones to be played by marking the keyboards below.



- a) Play the starting key. Sing and match the tone.
- b) Play the three prepared tones in any order.
- c) Sing the pattern as it is played.  
Sing the pattern without the piano.  
Check for accuracy.

### Singing 3rds

- ③ From time to time during the practice of the following melodic patterns, a chord or scale pattern should be played in order to maintain a strong sense of the key center. The student should use solfège.

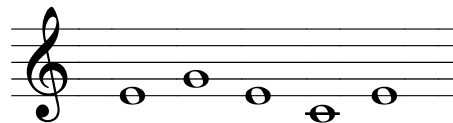
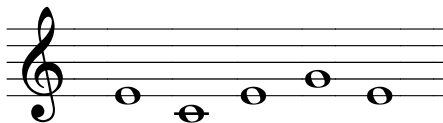
Use the following procedure as a starting point in practicing the melodic patterns.

- a) Play the melodic pattern, then play the starting tone.
- b) Sing and match the starting tone.
- c) Sing the pattern as it is played.  
Sing the pattern without the piano.  
Check for accuracy.

Use the following patterns:

 solfège: Do Mi So	 So Mi Do	 Do Mi So Mi Do
--	--	---

 Do Mi Do	 Mi Do Mi	 Mi So Mi	 So Mi So
---	---	--	---

 Mi So Mi Do Mi	 Mi Do Mi So Mi
---	--

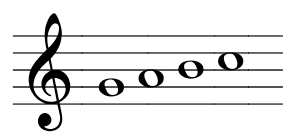
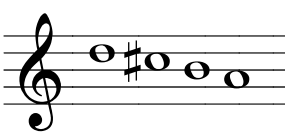
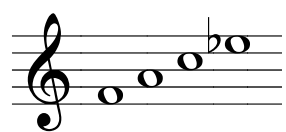
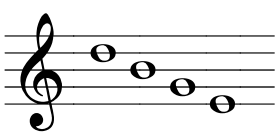
### Listening Exercise: Ascending and Descending Patterns

- ④ The teacher will play groups of tones that move up or down. The student answers “up” or “down.”



Online resources

The teacher will play patterns such as the following:

 ascending 2nds	 descending 2nds	 ascending 3rds	 descending 3rds
--	---	---	---

## Listening Exercise: Filling in Missing Notes

The exercises in the following section may be practiced by the student alone using the online tools provided, or the teacher may play the examples.

The user can directly access the online interactive tool by scanning this code:



Desktop users should take the following route to access the exercises:

primotheory.com → Level 2 → p. 48 – Listening Exercise: Filling in Missing Notes

- ⑤ The teacher will play three tones for every measure.  
Two of the notes are given. **Write the missing note.**  
The third note will step up, step down, or repeat the second note given.

A

B

C

D

E



## Listening Exercise: Hearing Rhythms

The exercises in the following section may be practiced by the student alone using the online tools provided, or the teacher may play the examples.

The online interactive tool can be directly accessed by scanning this code:



Desktop users should take the following route to access the exercises:

primotheory.com → Level 2 → p. 49 – Listening Exercise: Hearing Rhythms

The teacher, if playing the rhythms, should follow these guidelines:

- Keep the tempo at about MM  $\text{♩} = 60$ .
- Establish the tempo by tapping and counting aloud two measures before playing each example.

⑥ The student will hear a series of one-measure rhythms:

a) If what is played matches the rhythm given on the staff, circle “**same.**”

b) If what is played does not match the rhythm given on the staff, circle “**different.**”

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

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

# 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 2 → 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 move **up** or **down**? Circle the correct choice.

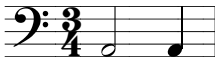



- |      |      |      |      |      |
|------|------|------|------|------|
| 1.   | 2.   | 3.   | 4.   | 5.   |
| up   | up   | up   | up   | up   |
| down | down | down | down | down |



② You will hear a series of one-measure rhythms.

Circle **same** if the rhythm you hear is the same as the example shown below.

Circle **different** if the rhythm is different than the rhythm shown below.

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

## Assignment 2

① Do the tones move **up** or **down**? Circle the correct choice.

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



② You will hear a series of one-measure rhythms.

Circle **same** if the rhythm you hear is the same as the example shown below.

Circle **different** if the rhythm is different than the rhythm shown below.

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

## Assignment 3

① Do the tones move **up** or **down**? Circle the correct choice.

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



② You will hear a series of one-measure rhythms.

Circle **same** if the rhythm you hear is the same as the example shown below.

Circle **different** if the rhythm is different than the rhythm shown below.

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

## Assignment 4

① Do the tones move **up** or **down**? Circle the correct choice.





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



② You will hear a series of one-measure rhythms.

Circle **same** if the rhythm you hear is the same as the example shown below.

Circle **different** if the rhythm is different than the rhythm shown below.

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

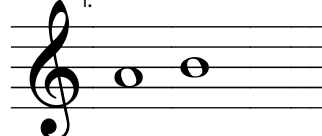
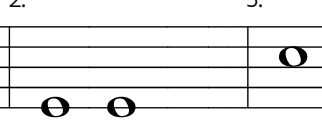
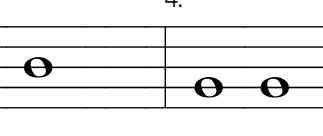
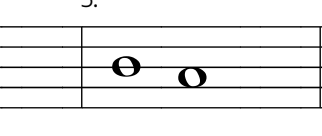

## Assignment 5

① You will hear three tones for each example.

Two of the notes are given. **Write the missing note.**

The missing note will step up, step down, or repeat the second note given.







1.	2.	3.	4.	5.
				

② You will hear a series of one-measure rhythms.

Circle **same** if the rhythm you hear is the same as the example shown below.

Circle **different** if the rhythm is different than the rhythm shown below.

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

## Assignment 6



- ① You will hear three tones for each example.  
 Two of the notes are given. **Write the missing note.**  
 The missing note will step up, step down, or repeat the second note given.

1.                      2.                      3.                      4.                      5.

- ② You will hear a series of one-measure rhythms.  
 Circle **same** if the rhythm you hear is the same as the example shown below.  
 Circle **different** if the rhythm is different than the rhythm shown below.

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

## Assignment 7



- ① You will hear three tones for each example.  
 Two of the notes are given. **Write the missing note.**  
 The missing note will step up, step down, or repeat the second note given.

1.                      2.                      3.                      4.                      5.

- ② You will hear a series of one-measure rhythms.  
 Circle **same** if the rhythm you hear is the same as the example shown below.  
 Circle **different** if the rhythm is different than the rhythm shown below.

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

## Assignment 8



- ① You will hear three tones for each example.

Two of the notes are given. **Write the missing note.**

The missing note will step up, step down, or repeat the second note given.

1.                      2.                      3.                      4.                      5.

- ② You will hear a series of one-measure rhythms.

Circle **same** if the rhythm you hear is the same as the example shown below.

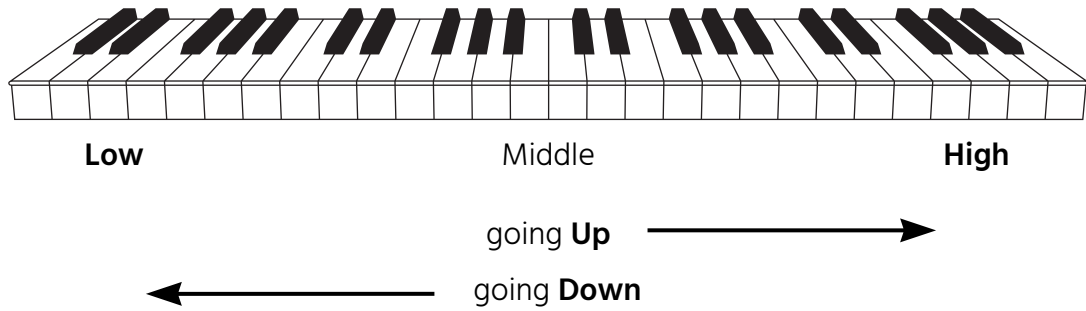
Circle **different** if the rhythm is different than the rhythm shown below.

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

# APPENDIX III

## Study Materials

### High and Low Sounds

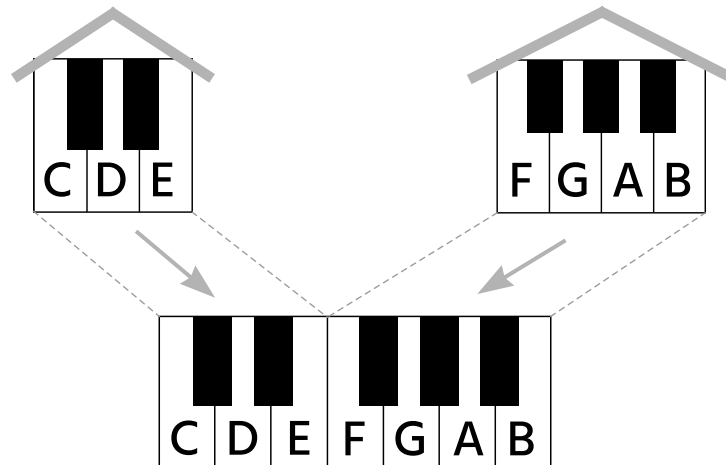


The 7 letters of the **music alphabet**

**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** are also called **2nds**

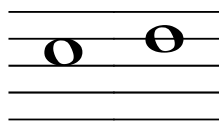
**Stepping UP** on the staff

line to space



or

space to line



**Stepping DOWN** on the staff

line to space

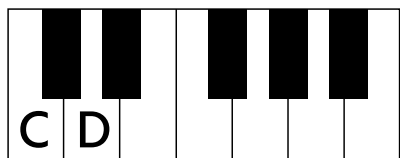


or

space to line

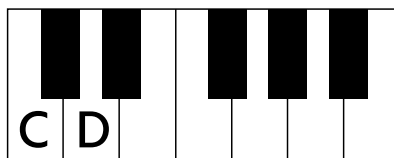


**Stepping UP** on the Keyboard



Next key to the **RIGHT**

**Stepping DOWN** on the Keyboard

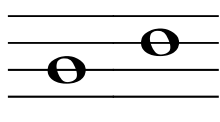


Next key to the **LEFT**

**SKIPS** are also called **3rds**

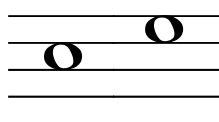
**Skipping UP** on the staff

line to line



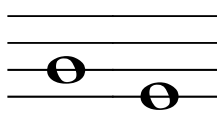
or

space to space



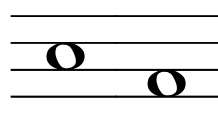
**Skipping DOWN** on the staff

line to line



or

space to space



**Skipping UP** on the Keyboard



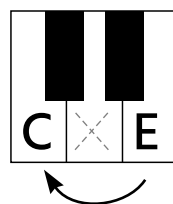
Two steps to the **RIGHT**

**Skipping DOWN** on the Keyboard



Two steps to the **LEFT**

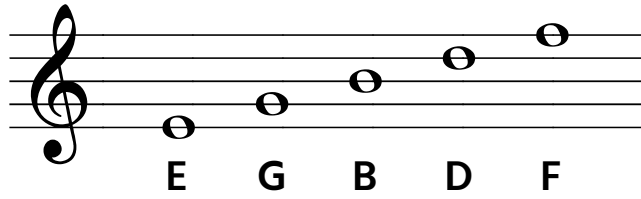
There is one white key between two white keys that are skipping.  
The skipped key is marked with an "X."



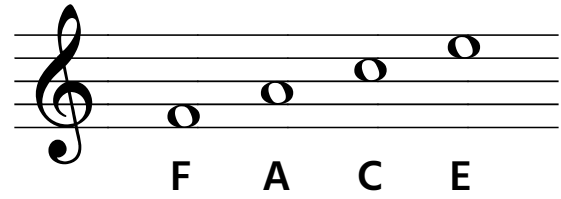


### Treble Clef

Line notes

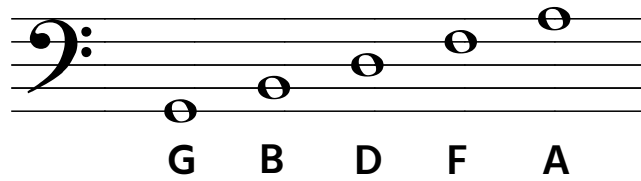


Space notes

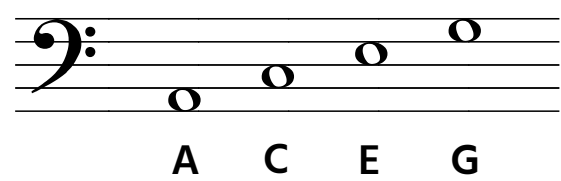


### Bass Clef

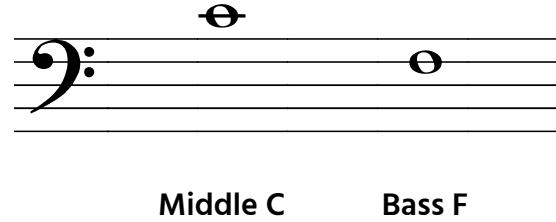
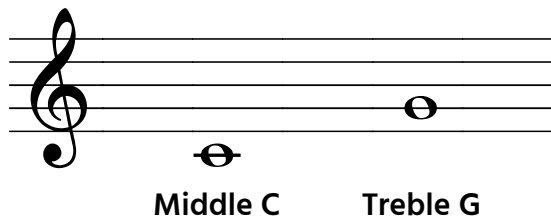
Line notes



Space notes

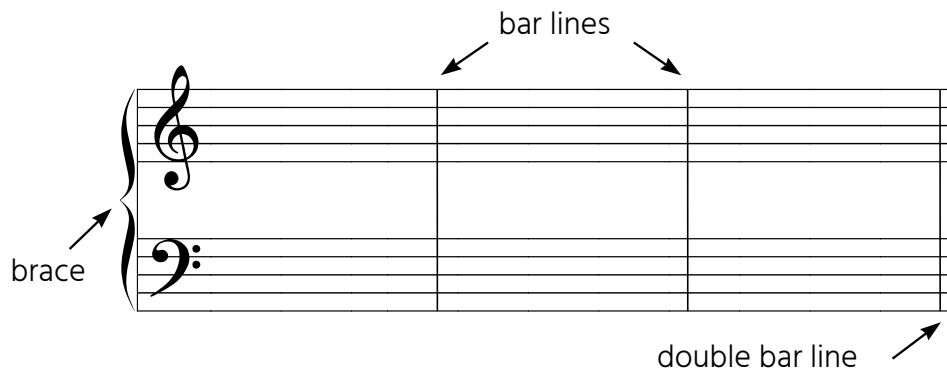


These notes are important landmarks for the treble and bass staff.



### The Grand Staff

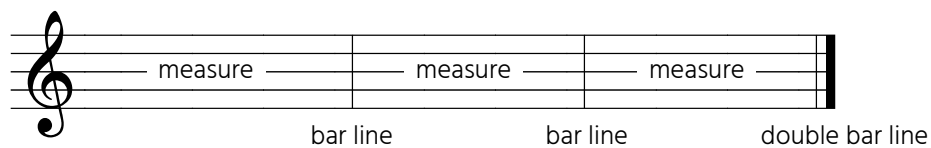
The treble staff (top) and bass staff (bottom) are joined by a brace to form the **grand staff**.



## 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:



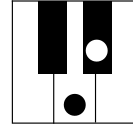
There are four beats per measure.

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

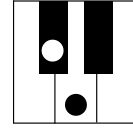
<p><b>Whole Note</b></p>  <p>4 beats</p>	<p><b>Dotted Half Note</b></p>  <p>3 beats</p>	<p><b>Half Note</b></p>  <p>2 beats</p>	<p><b>Quarter Note</b></p>  <p>1 beat</p>
<p><b>Whole Rest</b></p>  <p>4 beats</p>		<p><b>Half Rest</b></p>  <p>2 beats</p>	<p><b>Quarter Rest</b></p>  <p>1 beat</p>

## Half Steps

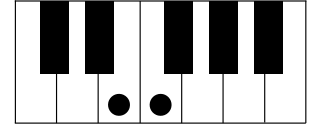
On the keyboard, a half step is the distance from one key to the very next key.



white to black



black to white

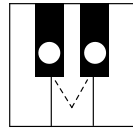


white to white

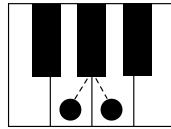
## Whole Steps

A whole step is made up of two half steps.

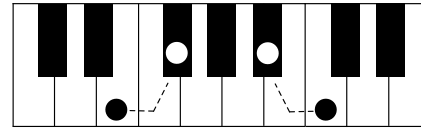
On the keyboard, count two half steps from the starting note.



black to black



white to white

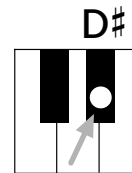
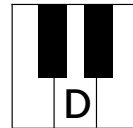


white and black keys

Sharp signs and flat signs are called **accidentals**.

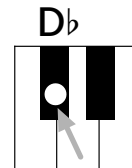
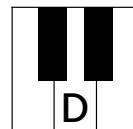
**Sharp Sign**  $\sharp$  A sharp sign raises the pitch one half step.

On the keyboard, a sharped note is played on the very next key to the **right**.



**Flat Sign**  $\flat$  A flat sign lowers the pitch one half step.

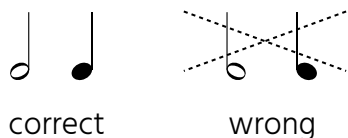
On the keyboard, a flatted note is played on the very next key to the **left**.



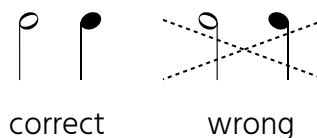
## Writing Practice

### Stem Placement

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



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



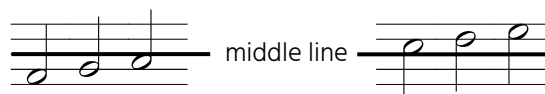
Memory aid:

Replace the lowercase "d" and "p" in "doctor pepper" with half notes: *doctor pepper*

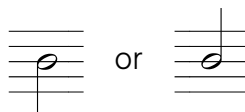
### Stem Direction

Notes below the middle line have up-stems.

Notes above the middle line have down-stems.



Stems of notes on the 3rd line can go up or down.



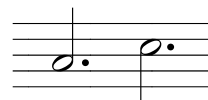
### Stem Length

The stem should extend three more lines or spaces from the note head:

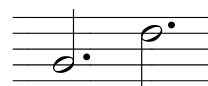


### Dotted Half Notes

For space notes, place the dot on the same space as the note and always to the right of the note head.

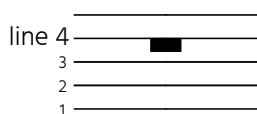


For line notes, place the dot on the next space above the note, regardless of stem direction.



### Drawing Rests

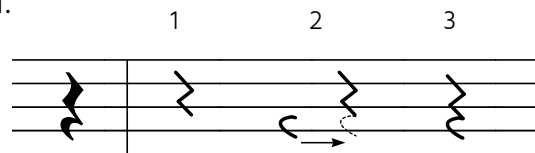
Take care to place the rests on the correct lines of the staff.



The **whole rest** hangs from line 4



The **half rest** sits on line 3



The **quarter rest**

# APPENDIX IV

## Rhythm Exercises

### Rhythm Exercises: Notes and Rests in $\frac{2}{4}$ Time

① Clap the rhythms as you count aloud.

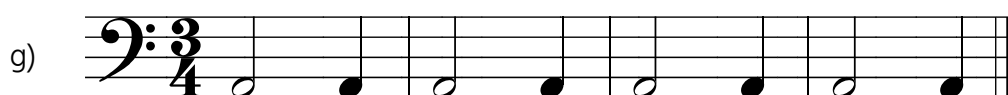
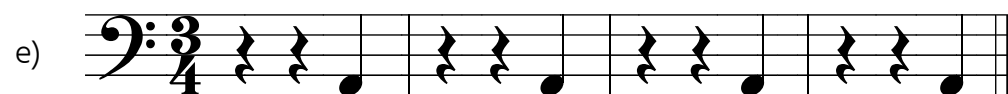
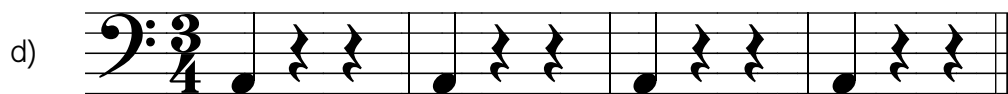
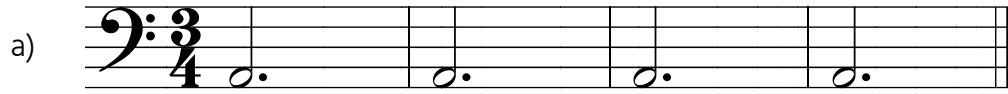
Repeat each exercise until you can clap and count at a steady pace.



**Rhythm Exercises: Notes and Rests in  $\frac{3}{4}$  Time**

② Clap the rhythms as you count aloud.

Repeat each exercise until you can clap and count at a steady pace.

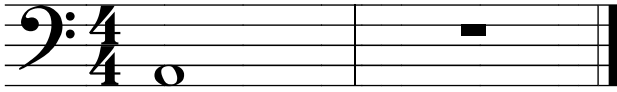


### Rhythm Exercises: Notes and Rests in $\frac{4}{4}$ Time

③ Clap the rhythms as you count aloud.

Repeat each exercise until you can clap and count at a steady pace.

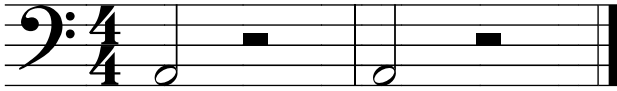
a)



d)



b)



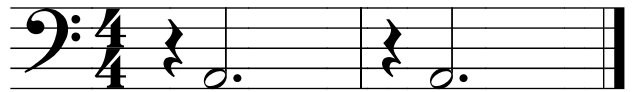
e)



c)



f)

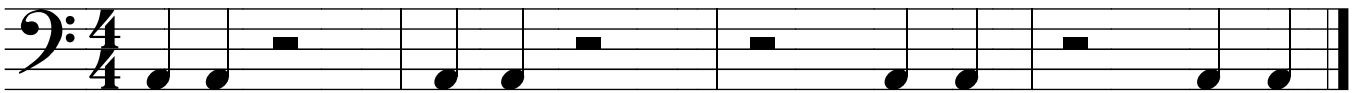


### Rhythm Exercises: Notes and Rests in $\frac{4}{4}$ Time

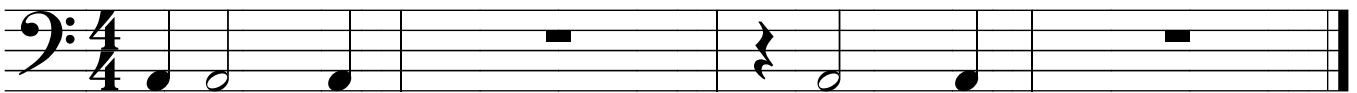
④ Clap the rhythms as you count aloud.

Repeat each exercise until you can clap and count at a steady pace.

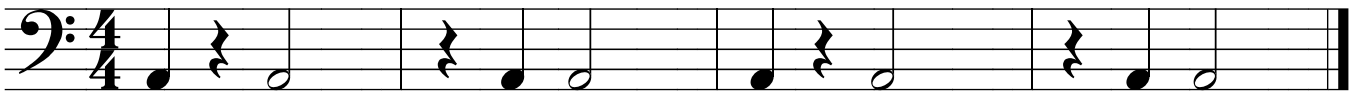
a)



b)



c)



d)

