

Easy Music Theory

for Middle School

Answer Key Index

Note Names & Ledger Lines	2 - 7, 23
Measures & Bar Lines	8
Rhythms & Note Values	9-12, 18, 21-25, 40
Time Signatures	13, 20, 44
Conducting Patterns	14
Dynamics Terms	15, 26, 39
Tempo Terms	16, 26, 29, 39
Instrument Fingerings	17
Repeats	27, 28
Sharps/Flats/Naturals	30, 31, 37, 39
Articulation	19, 32, 33, 39
Music Notation	34
Whole & Half Steps	35
Scales	36, 41
Expression Terms	38, 39
Key Signatures	42, 43



Themes & Variations

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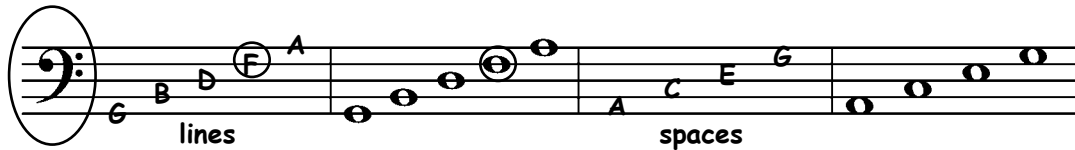
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THE BASS CLEF

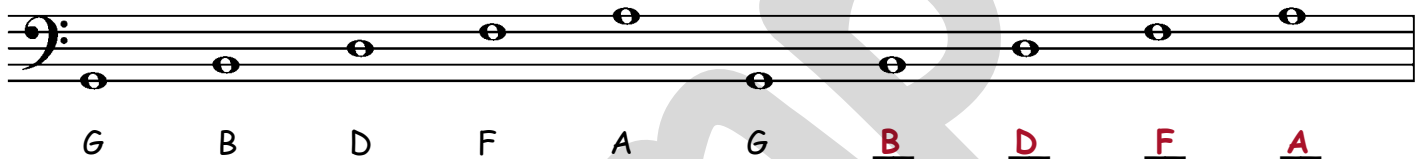
Bass Clef: The bass clef is used for lower notes.
The note **F** is found on the staff between the two dots.



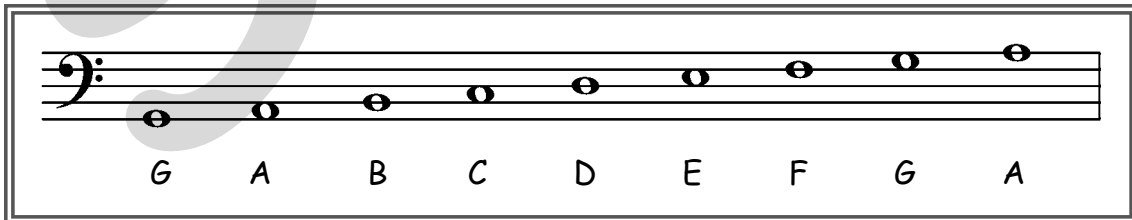
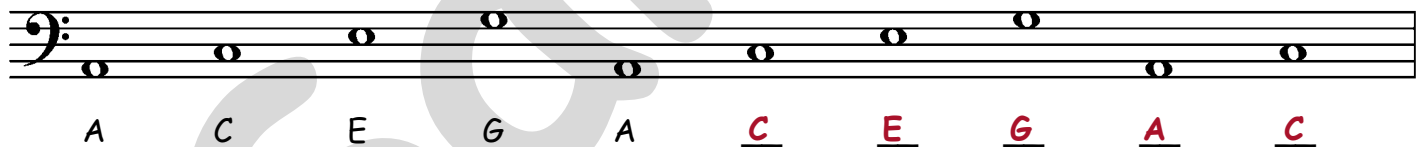
Draw a row of bass clefs:



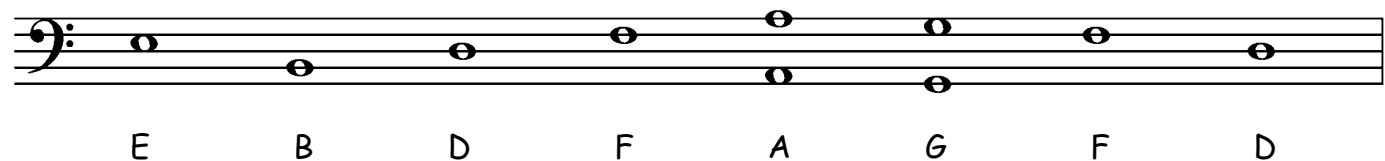
Part A: The notes on the lines can be remembered with Good Boys Deserve Fudge Always.
Name the notes on lines.



Part B: The notes in the spaces can be remembered with All Cows Eat Grass.
Name the notes in spaces.



Part C: Let's *mix* it up! Draw these notes on the staff that are found on **lines** and in **spaces**.



TREBLE AND BASS CLEF NOTE NAMES



The first seven letters of the alphabet are used to name notes in order:

A B C D E F G

After G is named, the letters are used again beginning with A.

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

Part A: Let's mix it up! Draw your clef. Name these notes found on lines and in spaces.

1. C D E F G A B C E

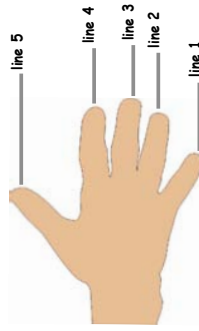
2. A C G F C D A B G C

Part B: Draw your clef and the following notes on the staff using whole notes.

1. A D E G C F A B

2. C E B A G C B F

Make a Hand Staff: Hold your hand in front of you with your fingers spread apart. Number your fingers 1-2-3-4-5 from the bottom to the top. That creates five lines, just as there are five lines on the staff. The spaces are found in between your fingers. Practice naming notes on your hand staff.



_____ line 5
 _____ line 4
 _____ line 3
 _____ line 2
 _____ line 1

TREBLE AND BASS CLEF NOTE NAMES



The first seven letters of the alphabet are used to name notes in order:

A B C D E F G

After G is named, the letters are used again beginning with A.

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

Part A: Let's mix it up! Draw your clef. Name these notes found on lines and in spaces.

1. E F E A A D B F E G

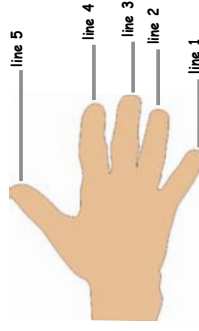
2. C E B A E F C D B E

Part B: Draw your clef and the following notes on the staff using whole notes.

1. A D E G C F A B

2. C E B A G C B F

Make a Hand Staff: Hold your hand in front of you with your fingers spread apart. Number your fingers 1-2-3-4-5 from the bottom to the top. That creates five lines, just as there are five lines on the staff. The spaces are found in between your fingers. Practice naming notes on your hand staff.



_____ line 5
 _____ line 4
 _____ line 3
 _____ line 2
 _____ line 1



TEMPO AND DYNAMICS PRACTICE

The **tempo** tells us whether the beat of the music is fast or slow. Terms and symbols can be used to indicate a change in the tempo. **Accelerando** (accel.) means gradually get faster. **Ritardando** (rit.) means gradually get slower.

Part A: Write the letter of the definition that matches one of the tempo terms on the left.

- | | |
|----------------------------------|---|
| 1. allegro <u>e</u> | a. quickly |
| 2. vivace <u>b</u> | b. fast and lively |
| 3. accelerando (accel.) <u>d</u> | c. very quickly (as fast as you can go) |
| 4. prestissimo <u>c</u> | d. gradually get faster |
| 5. presto <u>a</u> | e. quickly, lively and bright |
| 6. andante <u>g</u> | f. moderately, medium speed |
| 7. adagio <u>i</u> | g. slow, at a walking pace |
| 8. ritardando (rit.) <u>j</u> | h. very slow and broad |
| 9. largo <u>h</u> | i. slowly |
| 10. moderato <u>f</u> | j. gradually get slower |

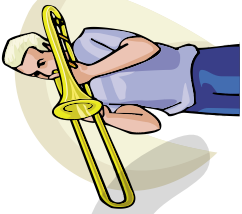
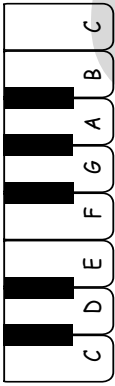
Part B: Fill in the blanks for these dynamics terms:

decrecendo mezzo piano fortissimo dynamics piano crescendo forte mezzo forte

- c r e s c e n d o means gradually louder. Draw its symbol:
- p i a n o means soft.
- f o r t e means loud.
- d e c r e s c e n d o means gradually softer. Draw its symbol:
- m e z z o p i a n o means medium soft.
- f o r t i s s i m o means very loud.
- m e z z o f o r t e means medium loud.
- d y n a m i c s in music refer to how loud or soft the music is.



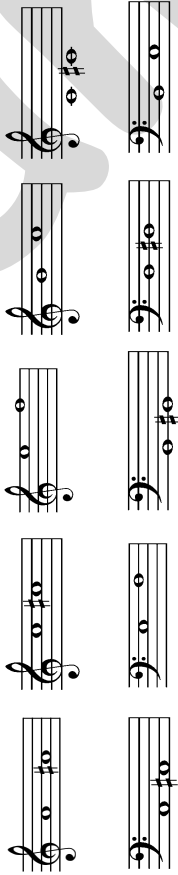
CHROMATIC SCALES



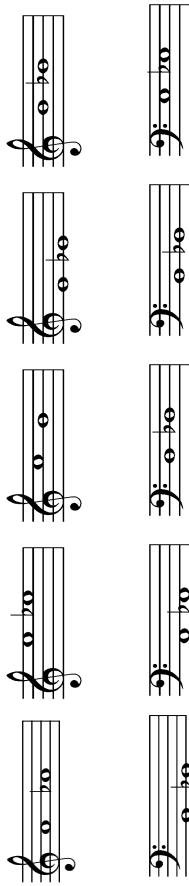
A chromatic scale is made up of tones that are half steps apart. When the chromatic scale is going up (ascending), we add sharps to raise each note a half step.

When the chromatic scale is going down (descending), flats lower each note a half step.

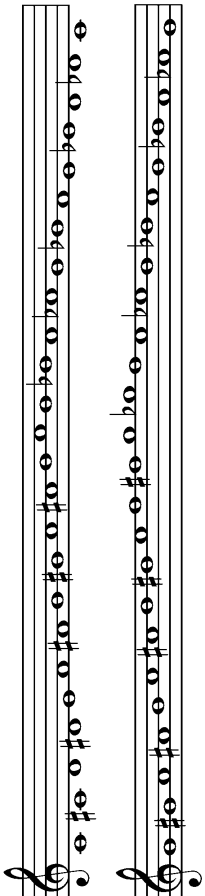
Part A: Raise the note one half step (in your clef). The first example has been completed for you.



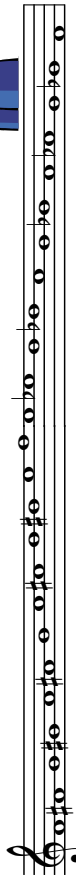
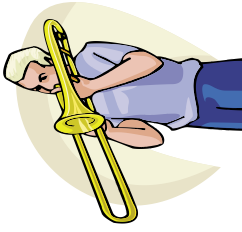
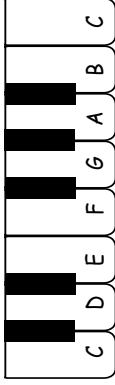
Part B: Lower the note one half step.



Part C: Draw your clef and write a chromatic scale on the staff.



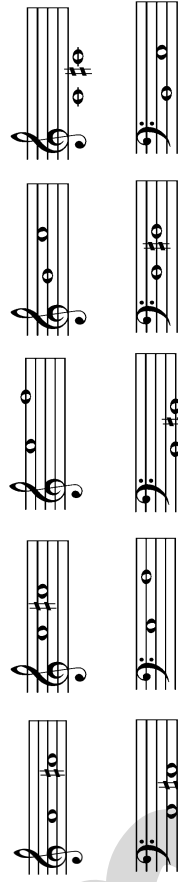
CHROMATIC SCALES



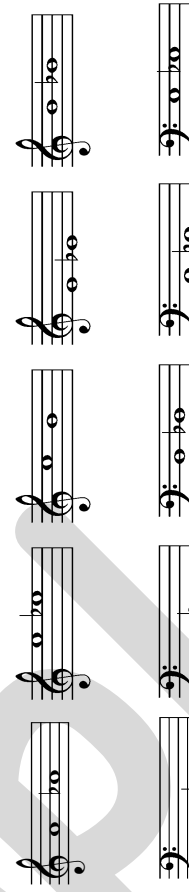
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When the chromatic scale is going down (descending), flats lower each note a half step.

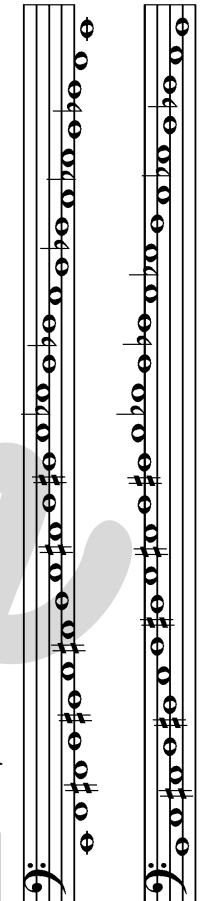
Part A: Raise the note one half step (in your clef). The first example has been completed for you.



Part B: Lower the note one half step.



Part C: Draw your clef and write a chromatic scale on the staff.





ASSESSMENT 2A

Name: _____ Date: _____ Class: _____

Instructions: Choose the letter that best answers the question.

1. A bar line is found _____ an accented beat.

- a. above
- b. beneath
- c. after
- d. before

2. A measure is the

- a. accented beat before a bar line
- b. distance between bar lines
- c. five lines upon which music is written
- d. single bar line at the end of a piece

3. Why is a final double bar line used?

- a. to show you are nearing the end of a note
- b. to emphasize the measure
- c. to show you are at the end of a piece
- d. to show a section that should be repeated

4. A whole note \circ receives _____ beat(s) in $\frac{4}{4}$ time.

- a. three
- b. four
- c. two
- d. one

5. A quarter note \downarrow receives _____ beat(s) in $\frac{4}{4}$ time.

- a. four
- b. two
- c. one
- d. three

6. What is a rest in music?

- a. notes that are played as fast as possible
- b. a note that is played quietly
- c. notes that are doubled in value
- d. an interval of silence

7. Choose the note(s) or rest value that correctly completes the measure.



- a. \downarrow
- b. \downarrow
- c. \circ
- d. \downarrow

8. Choose the note(s) or rest value that correctly completes the measure.



- a. \downarrow
- b. \downarrow
- c. \circ
- d. \downarrow

9. Choose the note(s) or rest value that correctly completes the measure.



- a. \downarrow
- b. -
- c. \circ
- d. \downarrow

10. Which note's stem is drawn correctly?

- a. \downarrow
- b. \downarrow
- c. \downarrow
- d. \downarrow



ASSESSMENT 5A

Name: _____ Date: _____ Class: _____

Instructions: Choose the letter that best answers the question.

1. A repeat sign looks like this:

- a.
- b.
- c.
- d. *Fine*

7. D.S. means to go back and repeat from this sign:

- a.
- b.
- c.
- d. *Fine*

2. The abbreviation _____ indicates to repeat from the sign.

- a. D.C.
- b. D.S.
- c. D.K.
- d. D.B.

8. Fine means

- a. the end
- b. stop at the coda
- c. start at the beginning
- d. play the music faster

3. An accidental is:

- a. a mistake in the music
- b. a sharp or flat that is not in the key signature
- c. the speed of the music
- d. the time signature

9. A repeat sign means to

- a. play every second note
- b. play the music backwards
- c. play part or all of the music again
- d. play the music louder the second time

4. Which answer lists the steps for playing the music in the correct order?



- a. Play to D.C. al Fine, repeat from the sign.
- b. Play to the second measure, repeat from the key signature.
- c. Play to D.C. al Fine, repeat from Fine, play to end.
- d. Play to D.C. al Fine, repeat from beginning, end at Fine.

10. Tonguing the note on an instrument is a technique to

- a. evenly space the notes on the staff
- b. slur the note
- c. smoothly connect the notes
- d. enunciate the notes using the tongue

5. A coda sign looks like this:

- a.
- b.
- c.
- d. *Fine*

11. A flat:

- a. slows down the tempo
- b. cancels a sharp or flat
- c. raises the pitch of the note one half step
- d. lowers the pitch of the note one half step

12. When two repeat signs are used as a pair () what part of the music should be repeated?

- a. the last measure of music
- b. the first measure of music
- c. only the even numbered measures
- d. the music between the two repeat signs

Sample

6. The term marcato means:

- a. marked, each note is emphasized
- b. hold or sustain the note for its full value
- c. smoothly connect the notes
- d. play the note in a short, detached style