

Grade One Theory of Music

Exercises & Answers



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Lesson 1: The Staff and Notes

वसंत-त्रिताल (मध्य लय)

स्थायी

-	म	नि	ध	सां	नि
S	व	व	न	कू	S
X					२
ग					
म	म	नि	नि	म	ग
अ	ति	म	न	ह	र
X					२

Note Names (Treble Clef)

1. Give the letter name of each of the notes marked *. The first answer is given.



Writing Notes (Treble Clef)

2. Write the notes which these letters represent. (Sometimes there are two possible positions, as in the first F.)





1. Give the letter name of each of the notes marked *. The first answer is given.



2. Write the notes which these letters represent. (Sometimes there are two possible positions, as in the first A.)



Writing Clefs - (Treble and Bass Clef)

3. Draw the correct clef for each of these notes.



Lesson 3: Accidentals



Higher or Lower?

1. For each pair of notes, circle the one which one is *higher*.



2. For each pair of notes, circle the one which one is *lower*.



Barlines and Accidentals

3. Circle every A flat in this piece.



4. Circle every C sharp in this piece.



Lesson 4: Note Names



Time Names

*You can use either the British or the American terms in all the exercises in this lesson.

1. Give the time name of each note marked with a star (e.g. "Semibreve" or "Whole Note"*)



2. Put these notes in order of length, starting with the longest.

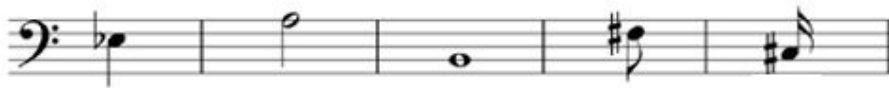


Note Names and Time Names

3. Give the note name and time name of each of the following notes.



4. Give the note name and time name of each of the following notes.



Lesson 5: Rests



Notes and Rests

1. Next to each note write a rest that has the same time value.



Adding Rests

2. Add the rests together, to make a new rest. The first one has been done for you.



Lesson 6: Dotted Notes



Dotted Notes Sums

1. Write *one* dotted note which is equal in length to the notes given.



More Dotted Notes Sums

2. Write *one* note (dotted or undotted) which is equal in length to the notes given.



Lesson 8: Tied Notes



Ties or Slurs?

1. For each pair of notes, say if there is a tie or a slur.



Good Ties

2. Correct the mistakes



Lesson 9: Time Signatures



Time Signature Meanings

1. Give the meaning of the 3 in 3/4 $\frac{3}{4}$
2. True or false? The time signature 4/4 means that there are four crotchet (quarter note) beats in a bar. $\frac{4}{4}$

Adding a Time Signature

Add the time signature to each of these three tunes.



6.



Musical notation for the bass line of 'The Rose Tree'. The key signature is one flat (B-flat), and the time signature is 4/4. The melody consists of the following notes: G2 (quarter), A2 (quarter), Bb2 (quarter), A2 (quarter), G2 (quarter), F2 (quarter), E2 (quarter), D2 (half). The final measure contains a whole note G2.

Lesson 10: Tones and Semitones



Tones and Semitones

Describe each pair of notes as either a *tone* or a *semitone*.

1.



2.



Tones and Semitones in Major Scales

3. How many semitones are there in one octave of a major scale?
4. What is the pattern of tones and semitones in ascending major scales?

Lesson 11: Major Scales



Degrees of the Scale

Name the degree of the scale (e.g. 2nd, 3rd, 4th) of the notes marked *.

1. The key is F major



2. The key is G major



Writing Scales

Write as semibreves (whole notes) the scales named below. Do *not* use a key signature, but remember to add any necessary sharp or flat signs.

3. C major descending



4. D major ascending



Naming Scales

Name the key of each of these scales. Draw a bracket over each pair of notes making a semitone.

5.



6.



Scales in Melodies

7. This melody uses all the notes of the scale of C major - true or false?



Lesson 12: Key Signatures



Naming Key Signatures

Name the major keys shown by these key signatures.

1.



2.



Writing Key Signatures

Add the correct key signatures to these bars.

3.



4.



5.

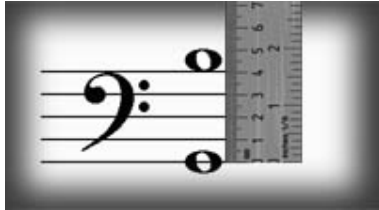


Reading Key Signatures

6. Give the letter name of each of the notes marked *, including the sharp or flat sign where necessary.



Lesson 13: Intervals



Naming Intervals

1. Give the number (e.g. 2nd, 3rd, 4th) of each of these harmonic intervals. The key is D major



2. Give the number (e.g. 2nd, 3rd, 4th) of these melodic intervals. The key is F major.



Writing Intervals

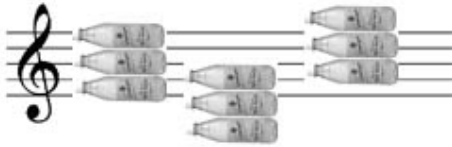
3. Above each note, write a higher note to make the named *harmonic* interval. The key is C major.



4. After each note, write another note to make the named *melodic* interval. The key is G major.



Lesson 14: Tonic Triads



Naming Tonic Triads

1. Name the keys of each of these tonic triads (e.g. C major).



Adding a Clef & Key Signature

2. Add the correct clef and key signature to each of these tonic triads.



Lesson 15: Rhythm



What's Wrong?

In each of the following rhythms the answering phrase (bars 3 & 4) is not very good, but why?

1.



2.



3.



Choose the Best Response

4. Choose the best 2-bar answer (a, b or c) to the given rhythm.



a)



b)



c)



Lesson 16: Dynamics



Order of Static Dynamics

1. Write the dynamics p mf ff pp f mp in the correct order, from the loudest to the quietist. The first answer is given.

ff _____

Changing Dynamics

What do the following mean?

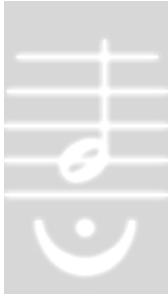
2.



3.



Lesson 17: Musical Symbols



Symbols

What do these symbols mean?

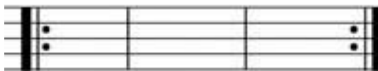
1.



2.



3.



4.



5.



6.



7.



8.



9.



Lesson 18: Foreign Terms



Foreign Musical Terms

What do these Italian terms mean in English?

- | | |
|---------------------|-----------------|
| 1. A tempo | 15. Fortissimo |
| 2. Cantabile | 16. Ritenuto |
| 3. Lento | 17. Mezzo piano |
| 4. Dal Segno | 18. Piano |
| 5. Allegro Moderato | 19. Fine |
| 6. Mezzo Forte | 20. Legato |
| 7. Poco | 21. Ritardando |
| 8. Rallentando | 22. Da capo |
| 9. Forte | 23. Accelerando |
| 10. Staccato | 24. Crescendo |
| 11. Allegretto | 25. Mezzo |
| 12. Decrescendo | 26. Moderato |
| 13. Diminuendo | 27. Adagio |
| 14. Andante | |

Lesson 19: Handwriting Music



Handwriting Music

This is something which is really easy to practise at home! Find any piece of music, take a piece of manuscript paper, (or [download](#) some for free), and copy *exactly* what you see. Choose music which has a lot of performance directions on it - dynamics, foreign terms and symbols, and choose music which has different rhythms, especially with beamed notes.

Use a well-sharpened pencil and a ruler.

When you've finished, look very carefully at your work for mistakes, or better still, ask somebody else to look at it for you.

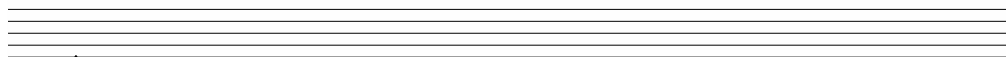
Keep practising!

Here are a couple of excerpts you can try to copy:

1.



2.



Answers

Lesson 1: The Staff and Notes

1.



2.



Lesson 2: Clefs

1.



2.



3.



1.

[illegible]

1.

Crotchet or Quarter note Minim or Half note Semibreve or Whole note Quaver or Eighth note Semiquaver or Sixteenth note



E flat A B F sharp A sharp



A musical staff with a treble clef showing five notes. Above the staff, labels indicate note values: 'Minim or Half note' for the first note, 'Quaver or Eighth note' for the second, 'Semiquaver or Sixteenth note' for the third, 'Semibreve or Whole note' for the fourth, and 'Crotchet or Quarter note' for the fifth. Below the staff, labels indicate the pitch and any accidentals: 'G' for the first, 'B flat' for the second, 'D sharp' for the third, 'C' for the fourth, and 'F sharp' for the fifth.

1.



The first system of musical notation for 'The Little Boat' consists of a single staff with a treble clef and a key signature of one flat (B-flat). The melody is written in 4/4 time. It begins with a quarter rest, followed by a quarter note G4, a quarter note A4, and a quarter note Bb4. This is followed by a double bar line. The second measure contains a quarter note G4, a quarter note A4, and a quarter note Bb4. This is followed by a double bar line. The third measure contains a quarter note G4, a quarter note A4, a quarter note Bb4, and a quarter note A4. This is followed by a double bar line. The fourth measure contains a quarter note G4, a quarter note A4, a quarter note Bb4, and a quarter note A4. The system ends with a double bar line.

Lesson 6: Dotted Notes

1.



2.



Lesson 7: Beaming

1.



2.



3.



Lesson 8: Tied Notes

1.



2.



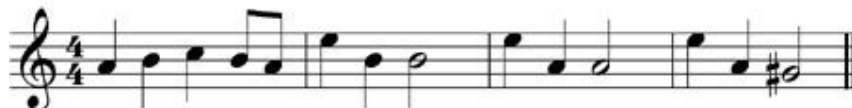
Lesson 9: Time Signatures

*1. Three crotchets (quarter notes) per bar.**2. True*

3.



4.



5.



6.



7.



8.



Lesson 10: Tones and Semitones

1.



2.



3. Two.

4. TTS TTTS

Lesson 11: Major Scales

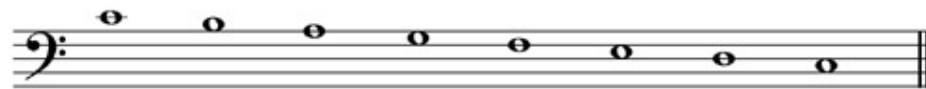
1.



2.



3.



4.



5.



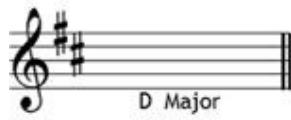
6.



7. False. The melody doesn't have an A.

Lesson 12: Key Signatures

1.



2.



3.



4.



5.



6.

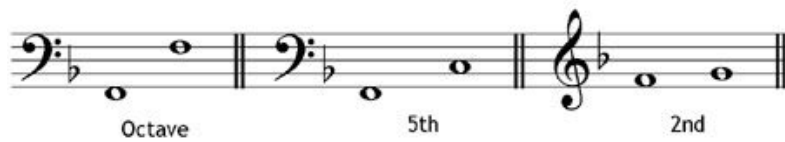


Lesson 13: Intervals

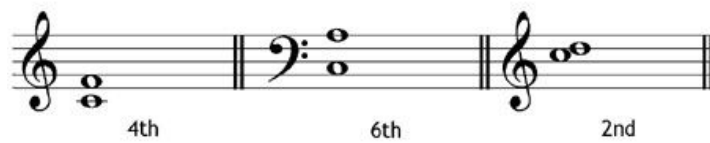
1.



2.



3.



4.



Lesson 14: Tonic Triads

1.



2.



Lesson 15: Rhythm

1. The last bar has the wrong number of beats.
2. No new rhythms have been created – they are exact copies.
3. The answering phrase has no rhythmic connection with the given phrase.
4. Correct! This answer is based on the given rhythm.
5. Wrong! This rhythm has no connection with the given rhythm.
6. Wrong! This rhythm is not connected with the given rhythm. Bar 3 also has the wrong number of beats in the bar.

Lesson 16: Dynamics

1.

ff *f* *mf* *mp* *p* *pp*

2. Gradually getting louder.

3. Gradually getting quieter.

Lesson 17: Musical Symbols

1. Tie.
2. Diminuendo/Decrescendo – gradually getting quieter/softer.
3. Repeat everything between the double bars.
4. Accent.
5. Crescendo – gradually getting louder.
6. Slur.
7. Repeat from the start.
8. Staccato – short and detached.
9. Pause.

Lesson 18: Foreign Terms

- | | |
|------------------------------|----------------------------|
| 1. In time | 15. Very loud |
| 2. In a singing style | 16. Held back |
| 3. Slowly | 17. Moderately soft |
| 4. From the sign | 18. Soft/quiet |
| 5. Moderately fast | 19. The end |
| 6. Moderately loud | 20. Smoothly |
| 7. A little | 21. Gradually slowing down |
| 8. Gradually slowing down | 22. From the beginning |
| 9. Loud | 23. Accelerando |
| 10. Short and detached | 24. Crescendo |
| 11. Fairly quick | 25. Half |
| 12. Gradually getting softer | 26. Moderately |
| 13. Gradually getting softer | 27. Slowly |
| 14. At a walking pace | |

Lesson 19: Handwriting Music

Compare your answers with the original. Make sure you haven't forgotten any details like dynamics or phrasing, that the spacing between the notes is similar to the original, and stems are pointing in the same direction.