

Cedarbank School

# *MUSIC*

CfE Music Theory Workbook



Name.....Class.....





What is music?

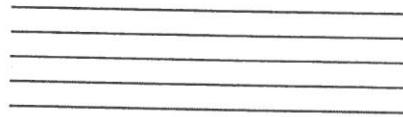


Music is a language made up of notes. In the next few pages you are going to learn what these notes are and how to use them.

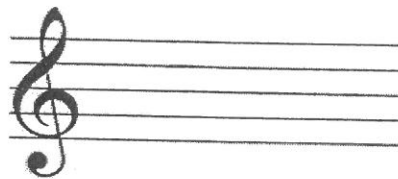
The first building block for learning to read music is the **stave**.

The stave is the set of lines and spaces on which we put notes.

Here is a stave:



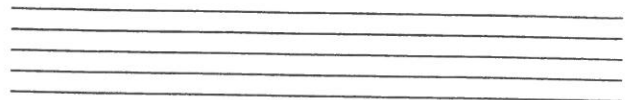
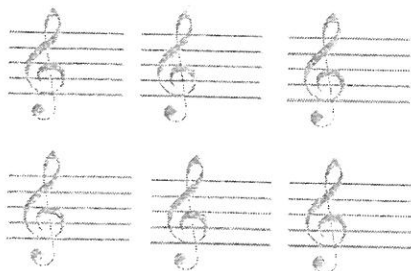
Before any notes can be placed on the stave you have to put a sign called a **treble clef** at the beginning. Like this:



This sign tells us that the music will sound high, like the right hand part on piano.

Draw over the treble clefs below.

Now try drawing your own treble clefs.

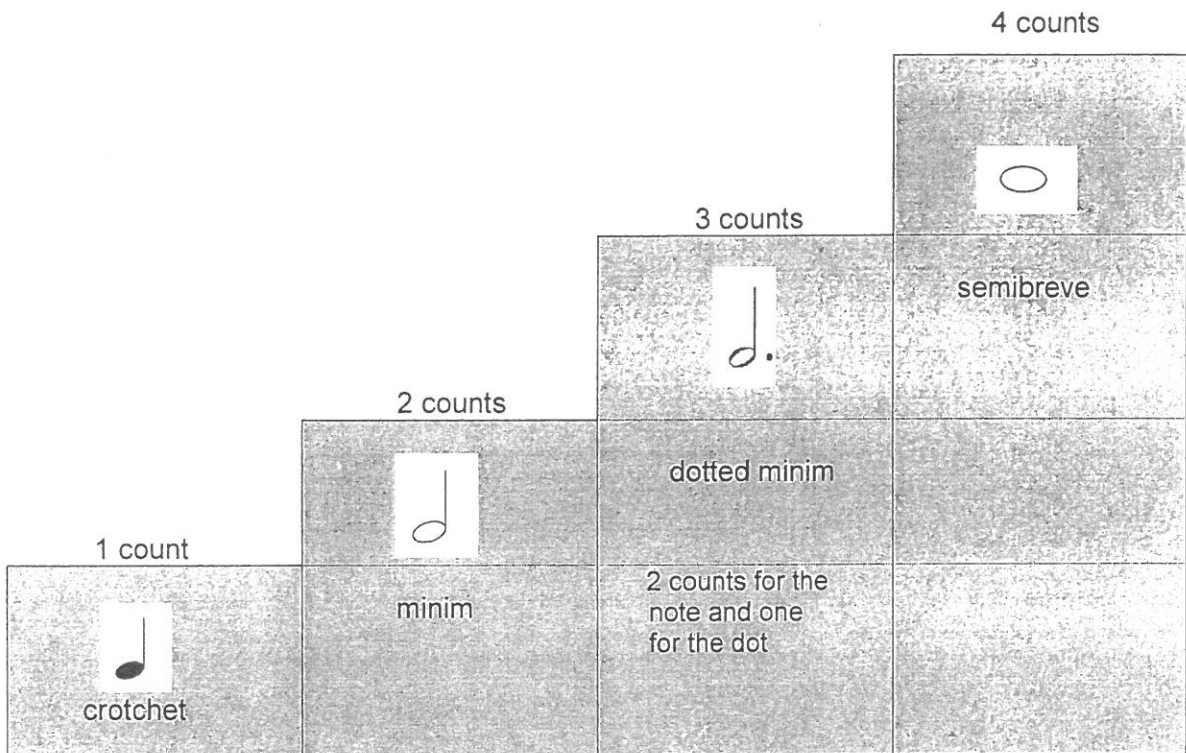














# NOTE VALUES



Look at the staircase and using the information on it, fill in the answers below.



1. Write underneath the notes the number of counts (or beats) each gets.

\_\_\_\_\_

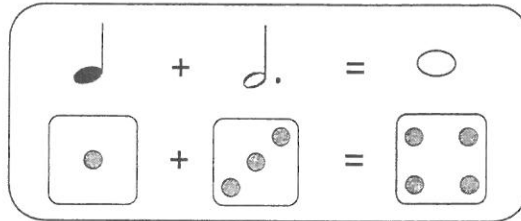
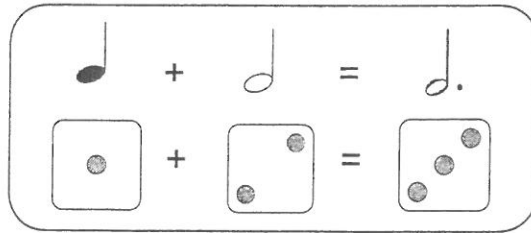
2. Draw a 4 count note      a one count note      a two count note      a three count note



3. Draw a crotchet      a minim      a dotted minim      a semibreve



# WHO'S COUNTING?



## Musical Maths

1.  $\text{Quarter note} + \text{Quarter note} = \underline{4}$        $\text{Quarter note} + \text{Quarter note} = \underline{\quad}$

$\text{Dotted quarter note} + \text{Quarter note} = \underline{\quad}$        $\text{Half note} + \text{Quarter note} + \text{Quarter note} = \underline{\quad}$

2.  $\text{Whole note} - \text{Quarter note} = \underline{\quad}$        $\text{Dotted quarter note} - \text{Quarter note} = \underline{\quad}$

$\text{Half note} - \text{Quarter note} = \underline{\quad}$        $\text{Whole note} - \text{Dotted quarter note} = \underline{\quad}$

3.  $\text{Quarter note} \times \text{Dotted quarter note} = \underline{\quad}$        $\text{Half note} \times \text{Half note} = \underline{\quad}$

4.  $\text{Whole note} \div \text{Quarter note} = \underline{\quad}$        $\text{Dotted quarter note} \div \text{Quarter note} = \underline{\quad}$

# LINES AND SPACES

We use the first seven letters of the alphabet to name the notes in music.

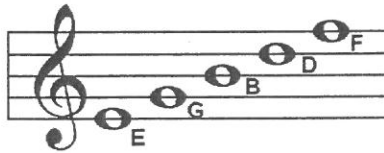
A B C D E F G

To help us remember the order of the lines we can say

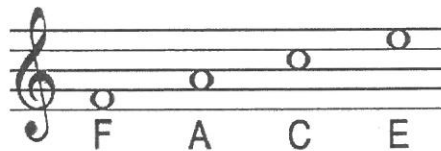
**Every Good Boy Deserves Football**



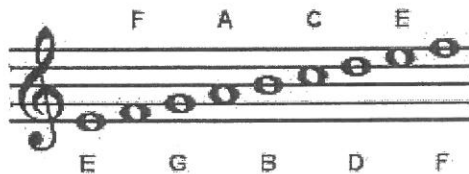
We take the first letter of each word to name the lines, starting from the bottom of the staff and working up to the top.



The order of the spaces make up the word FACE

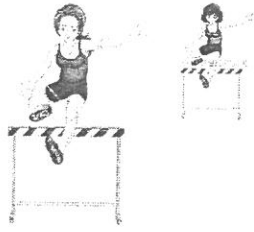


Put together the lines and spaces read like this:



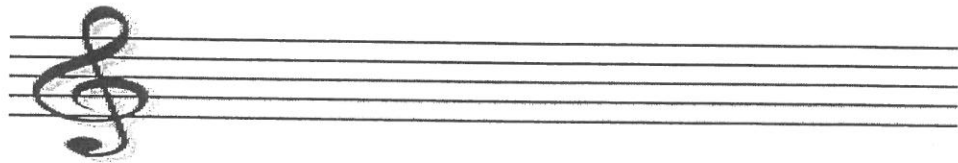
We can also place additional notes above and below the staff:





# MUSICAL HURDLES

Using pages 3 and 5 as a guide, write the following notes on the staff.



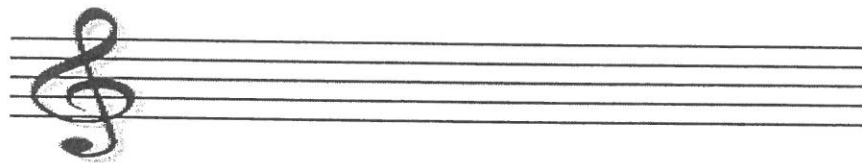
E as a semibreve

G as a minim

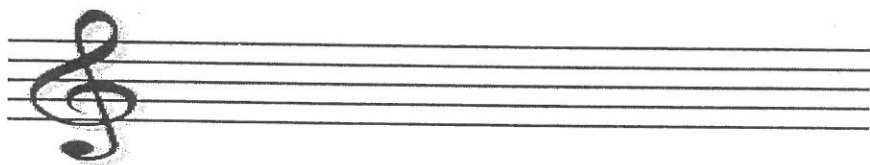
F as a crotchet

A as a dotted minim

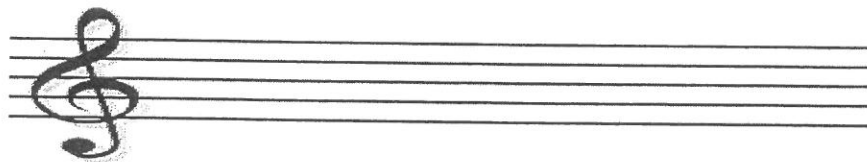
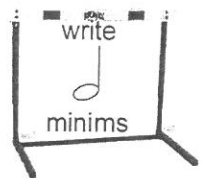
Now overcome the hurdles below.



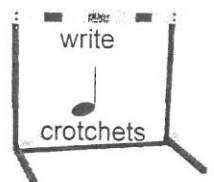
D A B C A G E D E A F



C A F E G A G B E A D



A D D E D G E F A B



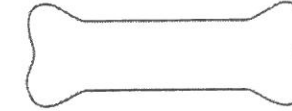
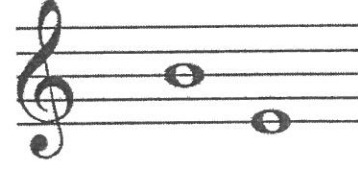
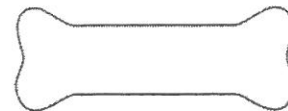
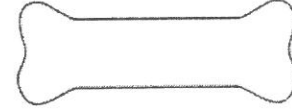
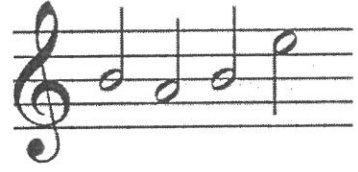
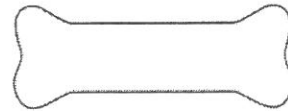
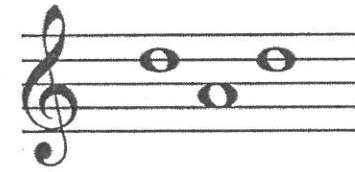
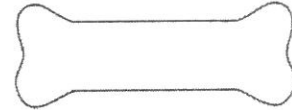
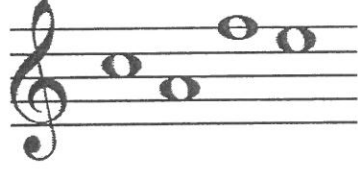
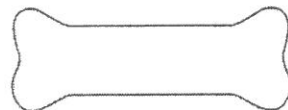
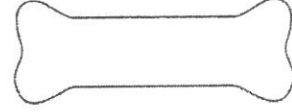
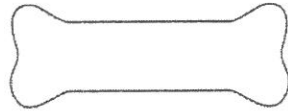
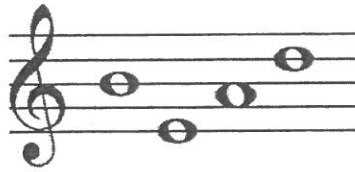
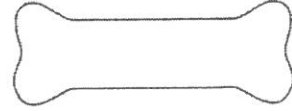
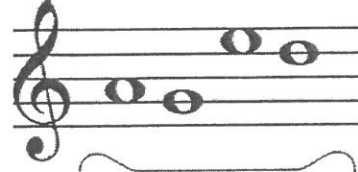
# Spelling Bees in Treble Clef



Work out the following words.



FEED



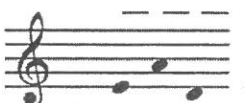


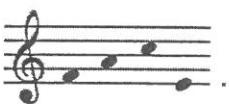
### About This Activity

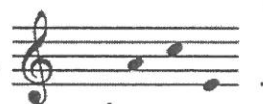
Here's a chance to read a funny poem and learn your note names at the same time. Some of the words in this poem are spelled out with music notes instead of alphabet letters. Figure out what the note names are and write them in the blanks below the notes to solve the puzzle.

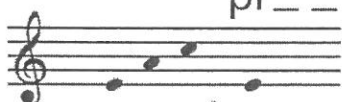
## I Thought That I Was Crazy


I woke up this morning, and jumped up out of 

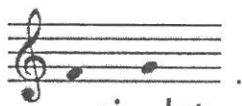
I thought that I was crazy, going out of my   
h \_ \_ \_

I'd been dreaming of my homework, with a smile on my 


And doing as I'm asked, and always in my   
pl \_ \_ \_


I loved to please my parents, and  alike.  
t \_ \_ \_ h \_ r s

I loved to pick my toys up,  I ride my bike.  
\_ \_ \_ or \_

The knocking at the door is what startled me from this   
\_ ri \_ ht

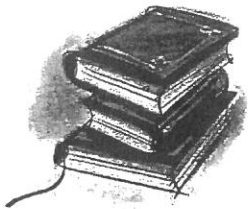
And saved me from this dream,   
\_ n \_ most certain plight.

Had my dream continued, I feared there'd come a   
\_ \_ y

The men in white would come for me, and carry me   
\_ w \_ y

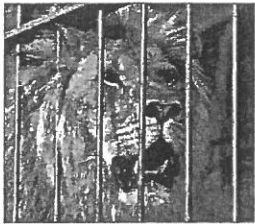


SHORT STORIES

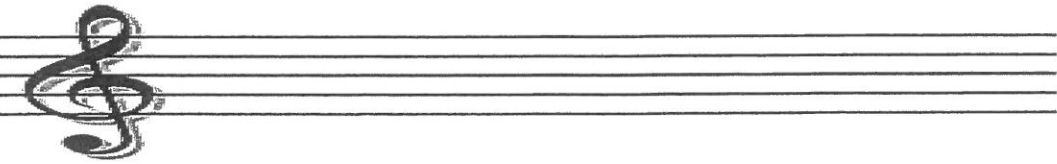
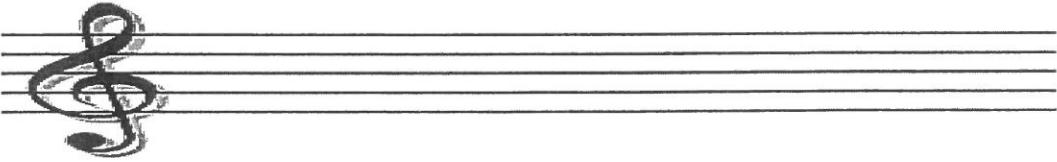
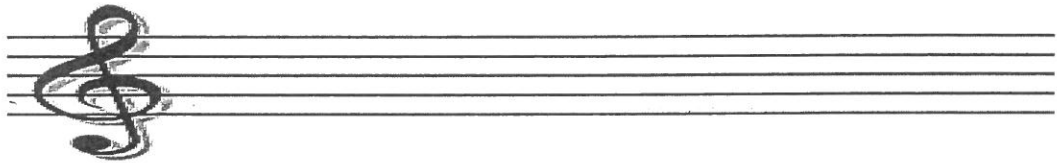


On the following pages are three short stories. For each story, take the words printed in capital letters and write them below the stave. Now draw a semibreve  $\bigcirc$  above each letter at the correct position on the stave.

AT THE ZOO



The lion was in his **CAGE**. It was almost time for him to be **FED**. He had a mean-looking **FACE**. "Careful", said **DAD**, "he looks hungry". "Does he like **CABBAGE**?" asked **ADA**. "No", said **ABE** the zoo-keeper, "He eats **BEEF** from this **BAG**". Suddenly the lion let out such a loud roar it almost made them **DEAF**.

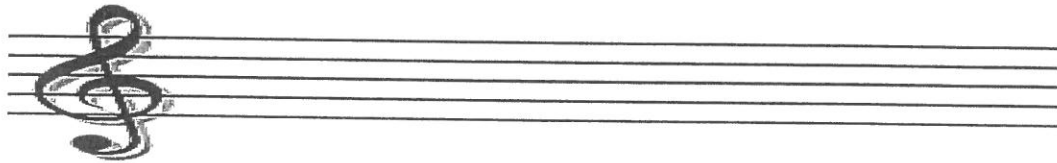
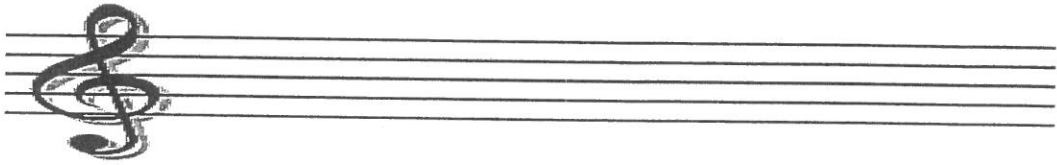


## THE TAXI-CAB



The **CAB** driver was a very **BAD** driver.

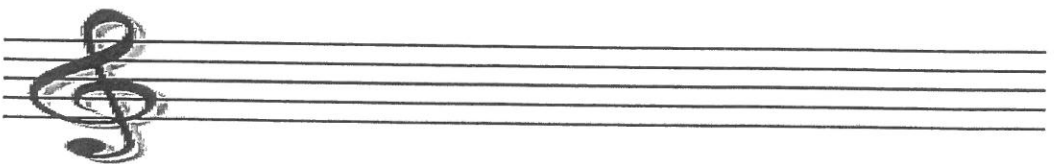
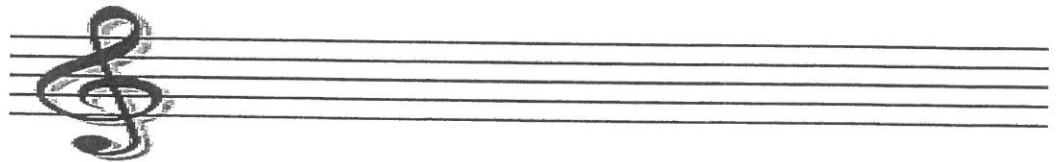
He drove too near the **EDGE** of the pavement. His passenger, big **ED**, told him to drive carefully. When they arrived at the **CAFE**, the driver **ADDED** up the fare and helped big **ED** with his **BAGGAGE**.



## THE INDIAN

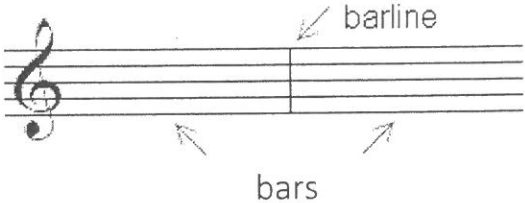
The Indian was almost fifty years old. He seemed to have

**AGED** a lot in the last year. He wore **FADED**, **BEADED** moccasins and had a worried frown on his **FACE**. Before he **BEDDED** down for the night he removed the war-paint that he had **DABBED** on that morning.

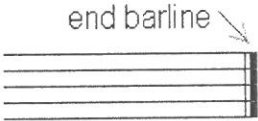


# BARS & BAR-LINES

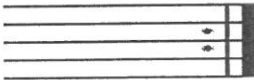
Music is divided into bars along the staff.  
Each dividing line is called a **bar-line**.



A **double** bar-line means you have come to the end of the music.



A double bar-line **with two dots** means you have to repeat the music.



Stave lines run horizontally



from side to side.

Bar-lines run vertically



up and down.

In order to put the bar-lines in the right place you will need to know the number of beats in each bar. This information is shown in the **time signature**.



# TIME SIGNATURES

How do you calculate time signatures? Easy!

A time signature has two numbers, one above the other, placed at the start of the music. The **top number** is more important at first because it tells you the **number of beats in each bar**.

Look at the following examples:

count **two** to each bar



count **three** to each bar



count **four** to each bar



A bar of music can contain notes of different values, as long as they add up to match the time signature!

count: 1 2 1 2 1 2 1 2

count: 1 2 3 1 2 3 1 2 3 1 2 3


count: 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4



## DRAWING BAR-LINES

Now that you know about time signatures you can draw in bar-lines.

If you look at the time signature you'll know just where to put them.

(These quavers are worth half a count each  so together they add up to one count.)





# WRITING TIME SIGNATURES

Count up the beats in each bar and put the correct time signature after the treble clef. Remember the bottom number is 4.

1.

2.

3.

4.

5.

6.



RESTS

Rests are signs of silence. Each note has its own rest.

For example, a silence lasting as long as a crotchet is shown by a **crotchet rest**.

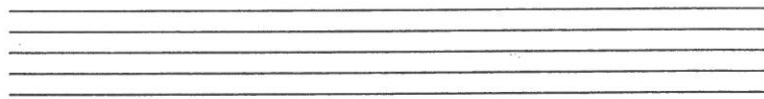
Here is a crotchet rest:



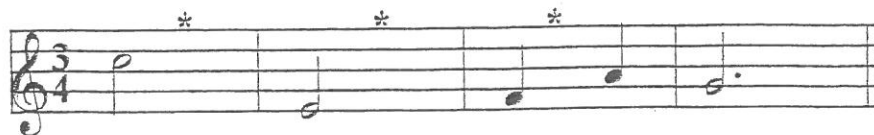
Draw over the rests below.



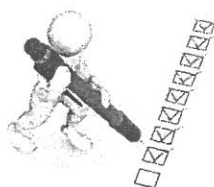
Now try drawing some crotchet rests of your own.



Add a crotchet rest at the places marked \* so as to make the bars complete.







# CHECKLIST

1 How many lines make up a staff?

2 Write a sentence that could help us remember the names of the lines.


3 In which direction do the staff lines run?


4 What is this sign called? 

5 How many different note values have you learned in this book?

6 Draw a note worth 3 beats.  Draw a note worth 4 beats.

7 Starting at A, name the letters of the musical alphabet.

8 Explain the meaning of a double bar-line 

9 What does a bar-line with two dots mean? 

10 What is this sign called? 

11 What is this sign called? 

12 In note values, what is another word for 'beat'?

# SQUARE DANCE

Always start on the shaded squares and go clockwise, finishing in the middle of the square. You can write your answer either as a note or as a number.

○	-	♪
=	?	+
♪	+	♪



♪	x	♪
=	?	x
♪	-	♪



-	♪	=
♪	?	♪
+	♪	+



♪	x	♪
+	?	-
♪	=	♪



♪	=	○
+	?	÷
♪	-	♪



# THE LAST LAP



Draw a line to each note and write its value in beats outside the wheel.

A large circular graphic resembling a clock face. The center has a black hand pointing to the 12 o'clock position. The numbers 4 and 2 are placed at the top. The circle is filled with various musical notes: quarter notes, eighth notes, and half notes, some with stems and some without. The notes are arranged in a circular pattern around the center.

When you have completed this exercise, add up the total number of beats around the wheel and write your answer on the finish line below.

