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The **Staff** (plural: staves) is a set of lines and spaces on which music is written.

The lines and spaces are numbered from bottom (lowest) to top (highest).

A **Note** is a symbol used to represent the duration and pitch of a sound. Notes appear on the lines and in the spaces of the staff.

The higher a note on the staff, the higher it sounds. The lower a note on the staff, the lower it sounds.

Notes on the staff correspond with keys on a piano keyboard, where lower notes are to the left and higher notes are to the right.

---

**STUDENT ASSIGNMENT**

1. Draw a staff by connecting the dots provided. Number the lines from lowest to highest, then number the spaces.

2. Draw notes on the lines and spaces as indicated below the staff. The first one has been done for you.

3. Circle the higher of the two notes in each exercise. Indicate on which line or in which space each note appears. For example: L2=Line 2, S3=Space 3. The first one has been done for you.
UNIT 1
Staff, Clefs, Notes

LESSON 1

The Staff

Before you learned to read, you learned the letters of the alphabet. Letters are the symbols that make up words.

Learning to read music is the same. Before you can read music you must learn the symbols of music. Just as the letters of the alphabet can be combined to form words and sentences, the symbols of music can be combined to form music. When you have learned the symbols of music, you will see how they are combined to form music.

The symbols of music are placed on, or between, or near a group of five lines and four spaces called a staff. A staff usually runs all the way across a page, like this:

The lines of a staff and the spaces between the lines are numbered, like this:

Write an x on the correct line, or in the correct space.

Write an x on the 3rd line
Write an x in the 4th space
Write an x on the 1st line
Write an x in the 2nd space
Write an x on the 3rd line

The x is on which line or in which space?
**Lesson 2**  
**Treble Clef**

Just as we read words and sentences from left to right, we read the symbols of music from left to right on a staff.

The first musical symbol placed at the left of a staff is called a clef sign. This clef sign is called a treble clef (pronounced TREH-bul clef).

The treble clef is also known as the G clef.

Here's how to draw a treble clef on a staff:

Trace the first treble clef, then draw five more treble clefs to the right of the first one.
A Clef is a symbol at the beginning of the staff that assigns letter names to the individual lines and spaces of the staff. The first seven letters of the alphabet (A through G) are used to name these lines and spaces.

The Treble Clef (also known as the “G” clef) encircles the second line of the staff and names it “G.” This G is above the middle C on a piano keyboard.

### Treble Clef Lines

```
F E D C B A
```

“Every Good Bird Does Fly”

### Treble Clef Spaces

```
F E C A G
```

“FACE”

#### STUDENT ASSIGNMENT

1. Trace the treble clef and draw four more in the staff provided.

2. Write the letter name of each note in the blank provided below it. The first one has been done for you.

3. On the staff, draw the notes indicated by the letters below. There may be more than one correct answer for some. The first one has been done for you.

4. Write the name of the lower note in the blank provided beneath each exercise. The first one has been done for you.
Note Names—Treble Clef

The first seven letters of the alphabet are used to name the lines and spaces of the staff:

Remember the word: FACE

Remember: Every Good Boy Does Fine

Some tones are too high or too low to be placed on the staff. Short lines called leger lines are added to the staff for these notes:

A. Write the names of these notes on the line below. Each measure will spell a word.

B. Using only the first seven letters of the alphabet, make up as many new words as you can and then spell them on the staff using notes. Be sure to draw the treble clef at the beginning of each staff!

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Theory Worksheets for Beginning Bands
Another clef sign which can be placed at the beginning of the staff is called the bass clef (pronounced the same as the word “base”). The bass clef looks like this.

The bass clef is also known as the F clef.

Here’s how to draw a bass clef on a staff.

The starting dot goes on the 4th line.
The two finishing dots go above and below the 4th line.

Trace the first bass clef, then draw five more bass clefs to the right of the first one.
The Bass Clef (also known as the “F” clef) indicates the fourth line of the staff with a dot and a colon and names it “F.” This F is below the middle C on a piano keyboard.

**STUDENT ASSIGNMENT**

1. Trace the bass clef and draw four more in the staff provided.

2. Write the letter name of each note in the blank provided below it.

3. On the staff, draw the notes indicated by the letters below. There may be more than one correct answer for some.

4. Write the word spelled by the notes in the blank provided for each exercise.
Note Names—Bass Clef

The first seven letters of the alphabet are used to name the lines and spaces of the staff:

\[ \text{Note Names—Bass Clef} \]

Remember the phrase:

All Cows Eat Grass

Some tones are too high or too low to be placed on the staff. Short lines called leger lines are added to the staff for these notes:

Remember the phrase:

Good Boys Do Fine Always

A. Write the names of these notes on the lines below. Each measure will spell a word.

B. Using only the first seven letters of the alphabet, make up as many new words as you can and then spell them on the staff. Be sure to draw the bass clef at the beginning of each staff!

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Theory Worksheets for Beginning Bands
Treble Clef Review

1. Write the note name in the blank provided. For notes you have not yet learned, use what you know to determine the answer.

2. Draw the note on the appropriate line or space. Draw a treble clef if one is not given.

Bass Clef Review

1. Write the note name in the blank provided. For notes you have not yet learned, use what you know to determine the answer.

2. Draw the note on the appropriate line or space. Draw a bass clef if one is not given.
Ear Training Part 1

Audio files can be found in the Kjos Multimedia Library at www.kjos.com.

1. Listen to the two pitches performed in each listening exercise. If the second pitch is lower than the first pitch, circle Lower. If the second pitch is higher than the first pitch, circle Higher.

   a) Higher Lower  
   b) Higher Lower  
   c) Higher Lower  
   d) Higher Lower  
   e) Higher Lower  
   f) Higher Lower

2. Listen to the pitch performed in each listening exercise. Determine if the pitch should be notated in the treble or bass clef. Circle your response.

   a)  
   b)  
   c)  
   d)  
   e)  
   f)  

3. Listen to the two pitches performed in each listening exercise. If the second pitch is lower than the first pitch, circle Lower. If the second pitch is higher than the first pitch, circle Higher.

   a) Higher Lower  
   b) Higher Lower  
   c) Higher Lower  
   d) Higher Lower  
   e) Higher Lower  
   f) Higher Lower
Note Values

The Note Value is the duration or length of a note.

- **Whole Note**
  - Two half notes equal the length of a whole note.
  - Two quarter notes equal the length of a half note.
  - Four quarter notes equal the length of a whole note.

- **Half Note**

- **Quarter Note**

Stems extend upward on the right side when the note is below the third line on the staff. The length of a stem is about 3 1/2 spaces.

Stems extend downward on the left side when the note is on or above the third line on the staff. The length of a stem is about 3 1/2 spaces.

Note: Whole notes do not have stems.

**STUDENT ASSIGNMENT**

1. Fill in the blanks with the correct number.
   a) It takes ____ quarter notes ( ) to equal the length of one half note ( ).
   b) It takes ____ half notes ( ) to equal the length of one whole note ( ).
   c) It takes ____ quarter notes ( ) to equal the length of one whole note ( ).

2. Add stems to the following note heads. Write the note name in the blank provided. The first one has been done for you.

3. Spell each word using the note value indicated. Be sure to check the clef and stem direction. The first one has been done for you.
This is a whole note. A whole note is the longest note we learned in the last lesson.

The whole note is the easiest to draw. Just draw an oval, like this.

Trace the whole note shown below. Then draw five whole notes to the right of the note you traced.

Whole notes look like this on a staff:

When a whole note is in a space, it fills the space from top to bottom, like this:

When it's on a line, it is centered on the line, like this:

Trace the first whole note below. Then draw five more whole notes anywhere on the staff.
Circle all the **whole notes** in the staff below:

\[ \text{Diagram of whole notes} \]

Draw a **whole note** on the line or in the space shown below.

\[ \text{Diagram of whole note} \]

In the 1st space  | On the 3rd line | In the 2nd space | On the 5th line | In the 4th space

On which line or in which space have these **whole notes** been placed?

\[ \text{Diagram of whole notes} \]

2nd space

Are these **whole notes** in the **treble clef** or the **bass clef**? Circle the correct answer.

\[ \text{Diagram of whole notes} \]

A. Treble clef  | B. Bass clef
Half Note

A half note looks like this:

Two half notes equal one whole note. A half note lasts half as long as a whole note.

To draw a half note, begin by drawing an oval, like a whole note. This part of the note is called the notehead.

Then add a line on the right side of the notehead, like this. The line is called a stem.

Sometimes the stem goes down, like this. If the stem goes down, it's on the left side of the notehead. If the stem goes up, it's on the right side of the notehead.

Trace each half note shown below. Then draw three more half notes to the right of each one you traced.

Half notes look like this on a staff:

All half notes below the 3rd line have the stem going up. All half notes on or above the 3rd line have the stem going down.
**Half Note**

Draw a **half note** on the line or in the space shown below. Make sure the **stems** go in the correct direction.

On which line or in which space have these **half notes** been placed?

Are these **half notes** in the **treble clef** or the **bass clef**? Circle the correct answer.

**MusicMath**

In each of the pairs of examples below, one example is correct and one is incorrect. Circle each example that is correct.

1. A. \( \cdot + \cdot = \cdot \) OR B. \( \cdot + \cdot = \cdot \)

2. A. \[\text{Staff Clef, Note:}\] OR B. \[\text{Staff Clef, Note:}\]
A quarter note looks like this:

Two quarter notes equal one half note.
A quarter note lasts half as long as a half note.

To draw a quarter note, begin by drawing an oval, which is the notehead.

Now, fill in the notehead, then add a stem.

Sometimes the stem goes down, just like on a half note.

Trace each quarter note shown below. Then draw three more quarter notes to the right of each one you traced.

Quarter notes look like this on a staff:

Like half notes, all quarter notes below the 3rd line have the stem going up.
All quarter notes on or above the 3rd line have the stem going down.
Quarter Note

Draw a quarter note on the line or in the space shown below. Make sure the stems go in the correct direction.

In the 2nd space  On the 2nd line  On the 3rd line  On the 5th line  in the 3rd space

On which line or in which space have these quarter notes been placed?

Are there more quarter notes or half notes on this staff? Circle the correct answer.

A. More quarter notes  B. More half notes

MusicMath

Circle the example that is correct.

A. \( \text{\textbullet} + \text{\textbullet} = \text{\textbullet} \)  OR  B. \( \text{\textbullet} + \text{\textbullet} = \text{\textbullet} \)

True or false? Circle the correct answer for each.

\( \text{\textbullet} + \text{\textbullet} = \text{\textbullet} \)  True  False

\( \text{\textbullet} + \text{\textbullet} = \text{\textbullet} \)  True  False
Eighth Note

An eighth note looks like this:

Two eighth notes equal one quarter note.
An eighth note lasts half as long as a quarter note.

To draw an eighth note, begin by drawing a quarter note.

Then add a curved line to the top of the stem, like this. This curved line is called a flag.
(It looks a little like a flag hanging on a flagpole, don't you think?)

Sometimes, like half notes and quarter notes, the stem goes down.

Notice the stem is now on the left, but the flag is still on the right side of the stem.

Trace each eighth note shown below. Then draw three more eighth notes to the right of each one you traced.

Eighth notes look like this on a staff.

Like half notes and quarter notes, all eighth notes below the 3rd line have the stem going up.
All eighth notes on or above the 3rd line have the stem going down.

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**Eighth Note**

Draw an *eighth note* on the line or in the space shown below. Make sure the *stems* go in the correct direction.

In the 4th space  On the 3rd line  On the 1st line  On the 2nd line  in the 3rd space

On which line or in which space have these *eighth notes* been placed?

Sometimes, two, three, or four *eighth notes* are written together like this.

The line that connects the *eighth notes* is called a *beam*.

Add the *stems* to these *eighth notes* and connect them with a *beam*. Make sure the *stems* go in the correct direction.

Connect these 3  Connect these 2  Connect these 4  Connect these 2  Connect these 3
Measures & Bar Lines

Music on the staff is divided using **Bar Lines**. The space between two bar lines is called a **Measure** or a **Bar**.

The end of a piece of music is indicated by a **Final Bar Line**. It is made up of one thin and one thick bar line. This is sometimes called a final double bar line.

**STUDENT ASSIGNMENT**

1. Follow the instructions below to complete this exercise.

![Staff with notes](image)

   a) How many measures are there in this staff? ________________

   b) How many bar lines are there in this staff, including the final bar line? ________________

   c) Draw two half notes on C in the 1st and 3rd measures.

   d) Draw four quarter notes on G in the 2nd and 4th measures.

   e) Circle the final bar line.

2. Follow the instructions below to complete this exercise.

![Staff with bass clef](image)

   a) Draw a bass clef at the beginning of the staff above.

   b) Divide the staff into four measures. Include a final bar line at the end.

   c) In each measure, draw four different quarter note pitches. (Double check the stem direction!)

   d) Write the letter name of each pitch below the staff.

   e) Draw a circle around the highest pitch you wrote.

   f) Draw a square around the lowest pitch you wrote.
How do music readers know how many beats there are in a measure? They know because at the beginning of a piece of music, to the right of the clef sign, are two numbers, one above the other, like this:

These two numbers are called a time signature. (It's also called a meter signature, but we'll call it a time signature.)

The top number of the time signature tells us how many beats there are in each measure.

The bottom number of the time signature tells us which note gets one beat.

Here's how to know which note gets one beat:

• if the bottom number is a 2, a half note gets one beat.
• if the bottom number is a 4, a quarter note gets one beat.
• if the bottom number is an 8, an eighth note gets one beat.

Circle the note which gets one beat in each of the following examples.
The last note is missing in each measure. Write one note in each box to complete each measure. Put the note on any line or in any space. (Remember, the time signature will tell you how many beats are in each measure, and what note gets a beat.)

Write one rest in each box to complete each measure.

On the staff below, one measure has too many beats. Circle the measure with too many beats.

On the staff below, one measure doesn't have enough beats. Circle that measure.

Write the correct time signature in the box for each of the following examples.
The **Time Signature** is a symbol that appears at the beginning of the staff just after the clef. It is made up of two numbers placed one above the other.

The upper number indicates how many beats are allowed in each measure.

The lower number indicates what type of note receives one beat. For now, the bottom number will be 4, indicating that a quarter note (\(\frac{1}{4}\)) receives one beat.

**STUDENT ASSIGNMENT**

1. In this time signature:
   a) How many beats are allowed in each measure? _________
   b) What type of note receives one beat? _________

2. In this time signature:
   a) How many beats does one quarter note get? _________
   b) How many beats does one half note get? _________
   c) How many beats does one whole note get? _________

3. Fill in both measures with the correct number of quarter notes in the bottom space.

4. Fill in both measures with the correct number of half notes in the bottom space.

5. Draw bar lines on the following staff so that there are the correct number of beats in each measure. Be sure to draw a final bar line at the end of the music.
Rhythm & Counting in Time Signatures

Rhythm is the controlled movement of music in time.

In $\frac{4}{4}$ time:

A quarter note ($\frac{1}{4}$) receives one beat. Four quarter notes can fit into one measure of $\frac{4}{4}$ time. Clap the rhythm with a steady beat.

A half note ($\frac{1}{2}$) receives two beats. Two half notes can fit into one measure of $\frac{4}{4}$ time. Clap the rhythm with a steady beat.

A whole note ( $\circ$ ) receives four beats. One whole note can fit into one measure of $\frac{4}{4}$ time. Clap the rhythm with a steady beat.

Note: Only clap on beats 1 and 3. Keep your hands together on beats 2 and 4. The sound of the half note will fill both beats.

Note: Only clap on beat 1. Keep your hands together on beats 2, 3, and 4. The sound of the whole note will fill all four beats.

STUDENT ASSIGNMENT

1. Add each set of note values to calculate the total number of beats. (The quarter note gets one beat.)

   a) $\frac{1}{4} + \frac{1}{4} = \underline{\text{______}}$

   b) $\circ + \frac{1}{4} = \underline{\text{______}}$

   c) $\frac{1}{4} + \frac{1}{2} + \circ = \underline{\text{______}}$

   d) $\frac{1}{4} + \frac{1}{2} + \frac{1}{4} = \underline{\text{______}}$

2. Draw bar lines in the following music. Write in the counting below the staff. Clap the rhythm.

3. There is only one note missing from each measure below. Draw the note on the appropriate beat. Clap the rhythm.
Rest Values

For each note value in music, there is an equivalent Rest Value. The time signature determines the value of each note and rest. A rest indicates silence, while a note indicates sound.

**Whole Rest**: Hangs down from the 4th line; the rest equivalent of a whole note

**Half Rest**: Sits on top of the 3rd line; the rest equivalent of a half note

**Quarter Rest**: The rest equivalent of a quarter note

In \( \frac{3}{4} \) time:

- Quarter rests (\( \cdot \)) and quarter notes (\( \frac{1}{4} \)) receive one beat.
- Half rests (\( \cdot \)) and half notes (\( \frac{1}{2} \)) receive two beats.
- Whole rests (\( \cdot \)) and whole notes (\( \cdot \)) receive four beats.

**(STUDENT ASSIGNMENT)**

1. Add each set of note values to calculate the total number of beats. (The quarter note gets one beat.)

   a) \( \cdot + \cdot + \cdot = \)  
   b) \( \cdot + \cdot + \cdot = \)

   c) \( \cdot + \cdot = \)  
   d) \( \cdot + \cdot = \)

2. Trace each rest and draw four more of the same in each staff.

3. There is only one rest missing from each measure below. Draw the rest on the appropriate beat. Clap the rhythm.

4. Draw bar lines in the following music. Write in the counting below the staff. Place the counting of rests in parentheses. For notes longer than one beat, place brackets around the first and last beats in that note (see examples above). Clap the rhythm.
Time Signature, Note Values, & Rest Values Review

1. There is only one note missing from each measure below. Draw the note in the bottom space on the appropriate beat.

2. There is only one rest missing from each measure below. Draw the rest on the appropriate beat.

3. Circle the measures below with the incorrect number of beats.

4. Matching: Identify the symbol by writing the letter of the corresponding answer in the space provided.

5. Draw the missing bar lines in the music below. Draw a final bar line at the end of the last measure.

6. In your own words:
   a) What does the top number of the time signature indicate?
   b) What does the bottom number of the time signature indicate?
   c) What is a measure?
Ear Training Part 2

Audio files can be found in the Kjos Multimedia Library at www.kjos.com.

Listen to the following note values.

a) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

b) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

c) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

1. Listen to each rhythmic exercise. Circle the rhythm that was performed.

a) \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \] ~ or ~ \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \]

b) \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \] ~ or ~ \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \]

c) \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \] ~ or ~ \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \]

2. Listen to each one-measure exercise. Notate (write using musical notes) the rhythm on the 2nd space of the staves below.

a) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

b) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

c) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

d) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

Listen to the following note and rest values.

a) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

b) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

c) \[ \begin{array}{c}
\text{\texttt{-}}
\end{array} \]

3. Listen to each rhythmic exercise. Circle the rhythm that was performed.

a) \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \] ~ or ~ \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \]

b) \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \] ~ or ~ \[ \begin{array}{c}
\text{\texttt{-}} \\
\text{\texttt{\texttt{-}}} \\
\text{\texttt{\texttt{-}}}
\end{array} \]