

Prep Course

FOR THE YOUNG BEGINNER



Theory Book • Level A

Willard A. Palmer • Morton Manus • Amanda Vick Lethco

Alfred's Basic Piano Library

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INSTRUCTIONS FOR USE

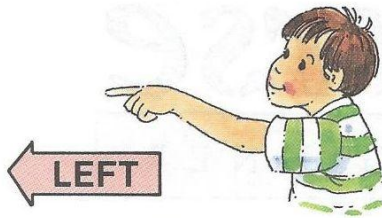
1. This THEORY BOOK is designed to be used with Alfred's PREP COURSE for the YOUNG BEGINNER, LESSON BOOK A, and the first assignment should be made at the student's first Lesson.
2. This book is coordinated page-by-page with the LESSON BOOK, and assignments are ideally made according to the instructions in the upper right corner of each page of the THEORY BOOK. Very young students may require a little more time to complete the assignments near the beginning of the book, and these pages may be completed over a period of several lessons, at the discretion of the teacher.
3. Many students enjoy filling in these pages so much that they will want to go beyond the assigned material. It is best, however, for the student to wait until the indicated pages in the LESSON BOOK have been covered before the corresponding material in this book is studied.
4. Although theory pages are usually best completed at home, some very young students may require the supervision and help of an older child or an adult to read the assignments. In some cases the teacher may prefer to supervise the study and filling in of this material at the lesson.
5. Pre-school classes customarily do the theory work at the beginning of each lesson, seated in small groups at tables. After completing the theory assignment they proceed to the lesson material, at the piano.

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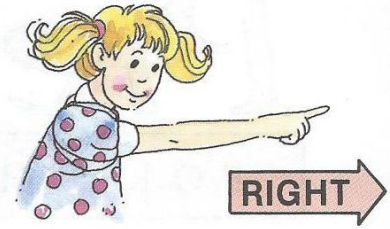
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Layout by Linda Lusk • Illustrations by Christine Finn • Art Direction by Ted Engelbart

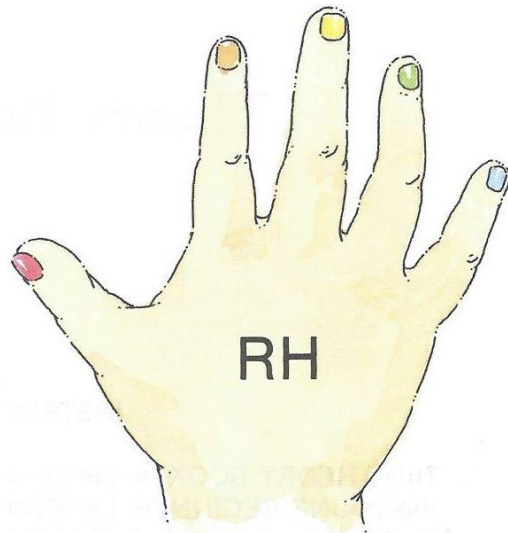
Left Hand and Right Hand



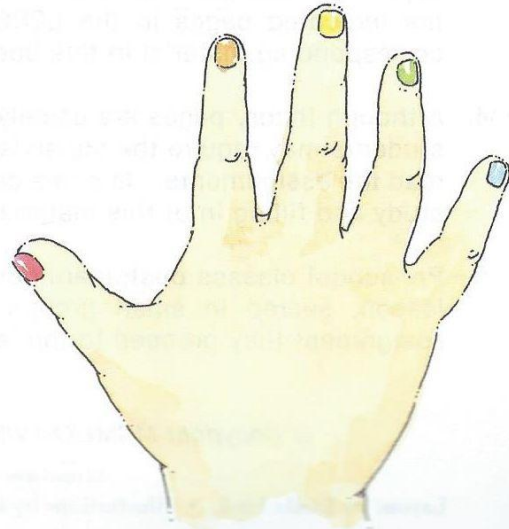
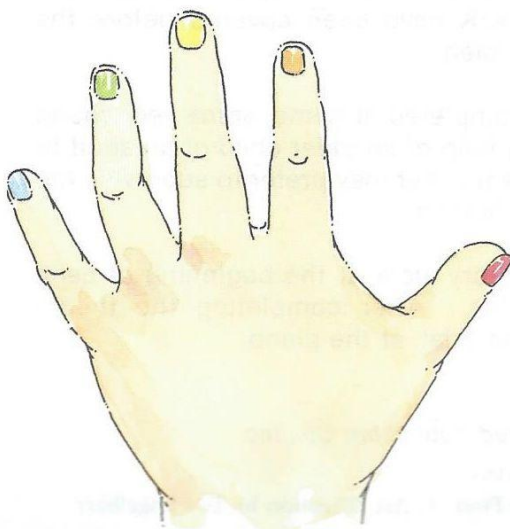
LH = Left Hand



RH = Right Hand

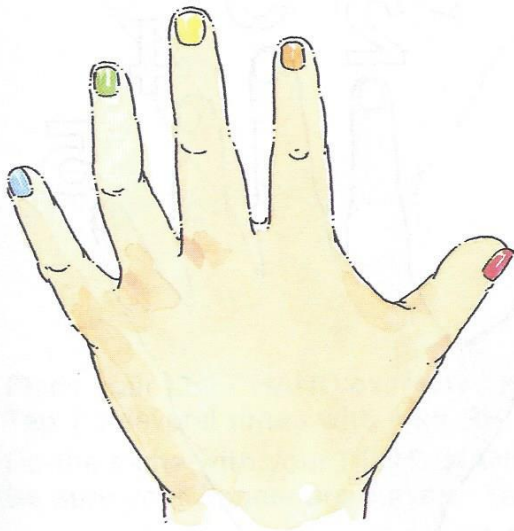


1. Draw LH on the back of each LEFT HAND and RH on the back of each RIGHT HAND below and on the next page.
2. Place your LEFT HAND over each LH and say "LEFT."
3. Place your RIGHT HAND over each RH and say "RIGHT."



Finger Numbers

The fingers are numbered from the 2. Do you know these numbers?



Finger Numbers

Use with page 5.

The fingers are numbered from 1 to 5. Do you know these numbers?

1

2

3

4

5

1. Color the 1's RED, then color the 2's ORANGE, the 3's YELLOW, the 4's GREEN, and the 5's BLUE.

5

4

3

2

1

1

2

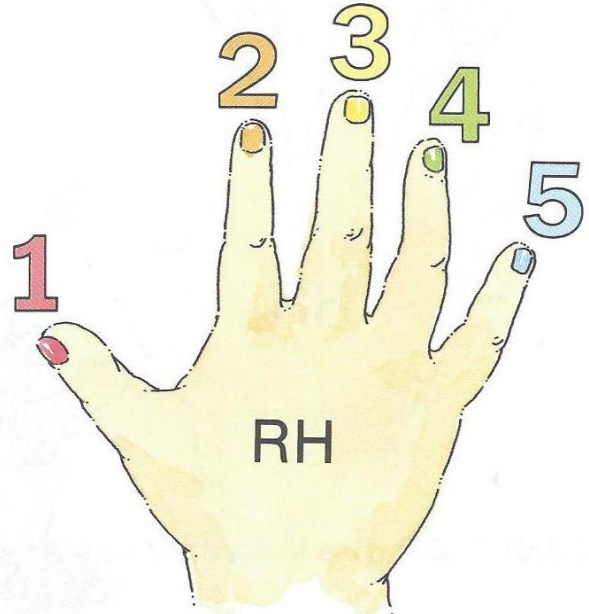
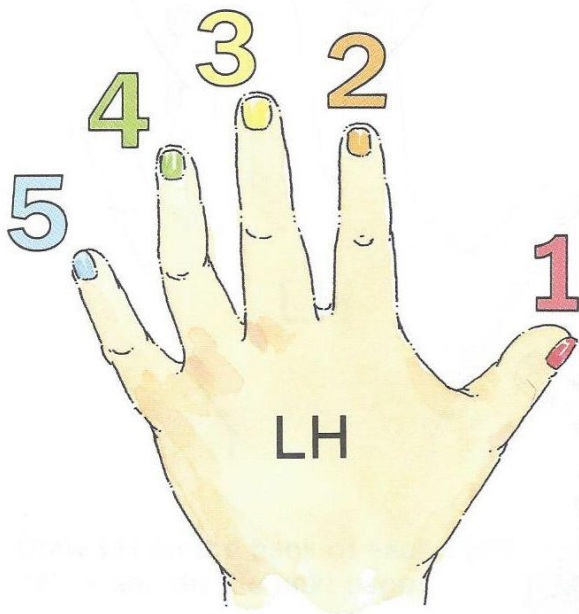
3

4

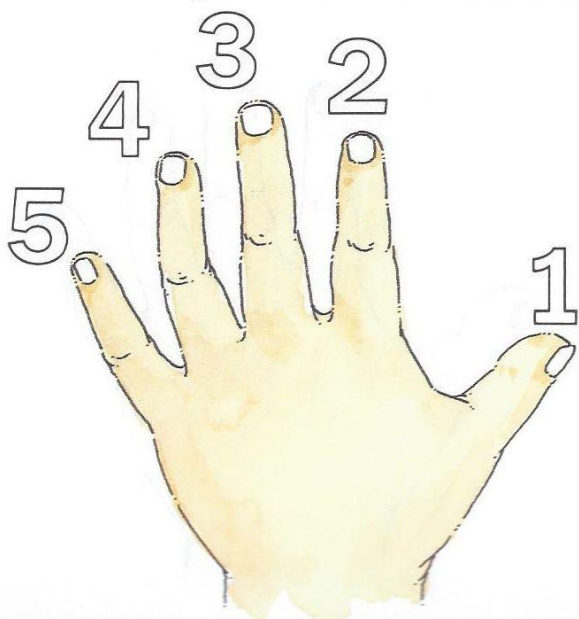
5

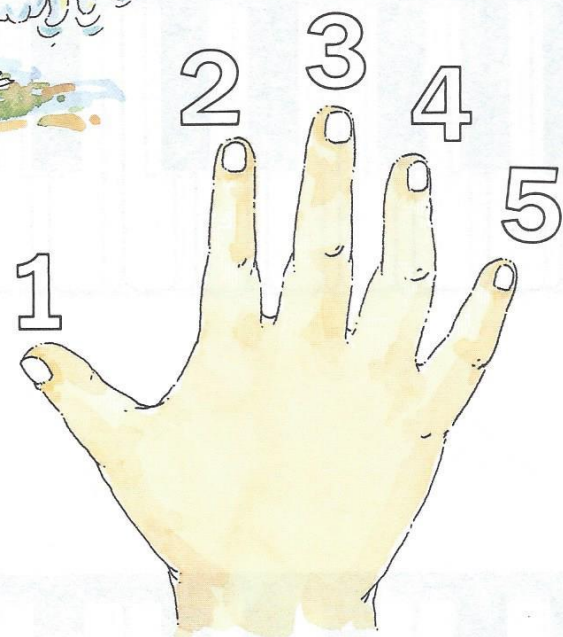
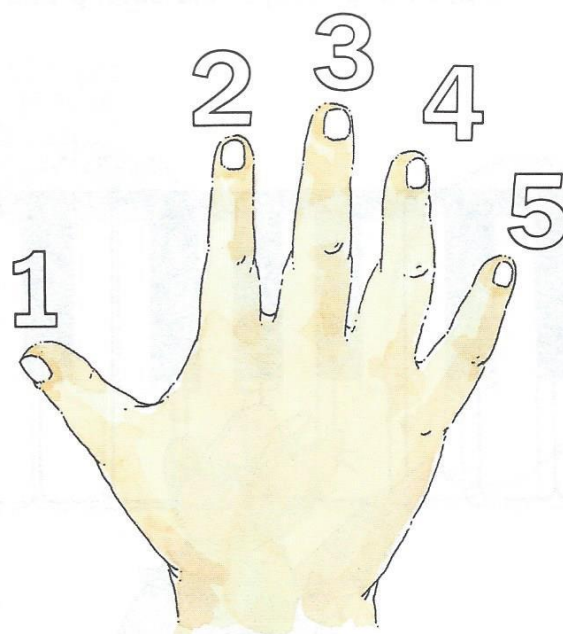
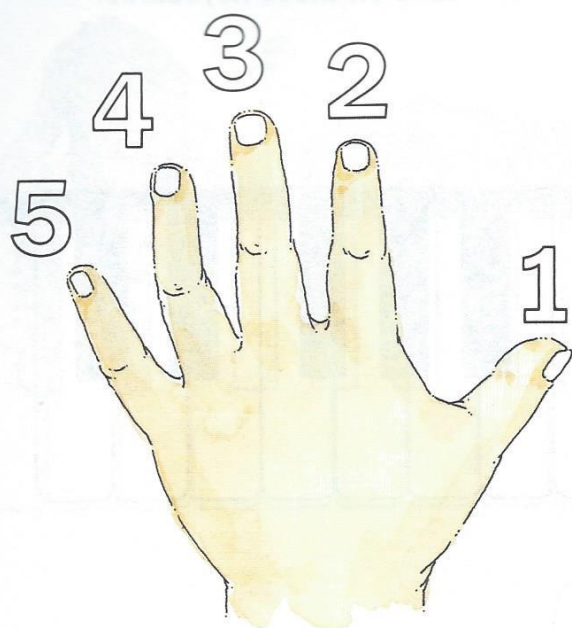
The THUMBS are number 1.

The other fingers are numbered 2, 3, 4 and 5, moving AWAY from the thumb.



2. Draw LH on each LEFT HAND and RH on each RIGHT HAND below and on the next page.
3. Color the numbers. Color the 1's RED, 2's ORANGE, 3's YELLOW, 4's GREEN, 5's BLUE.
4. Color the fingernails to match their numbers.

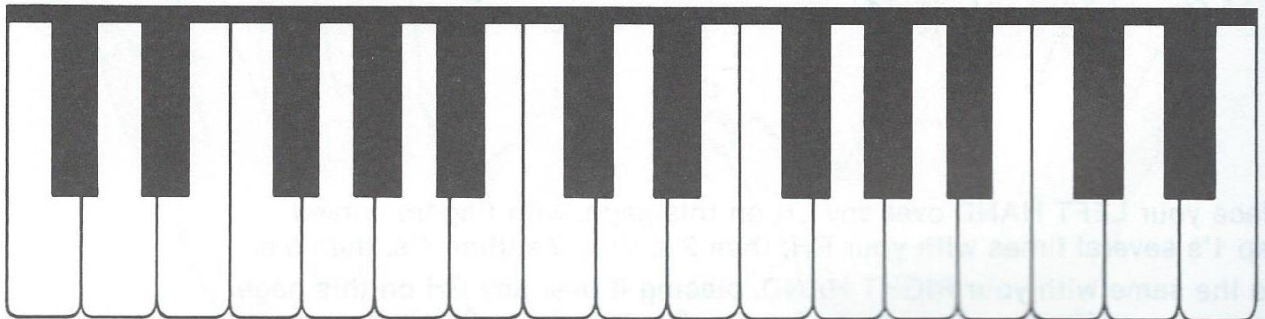
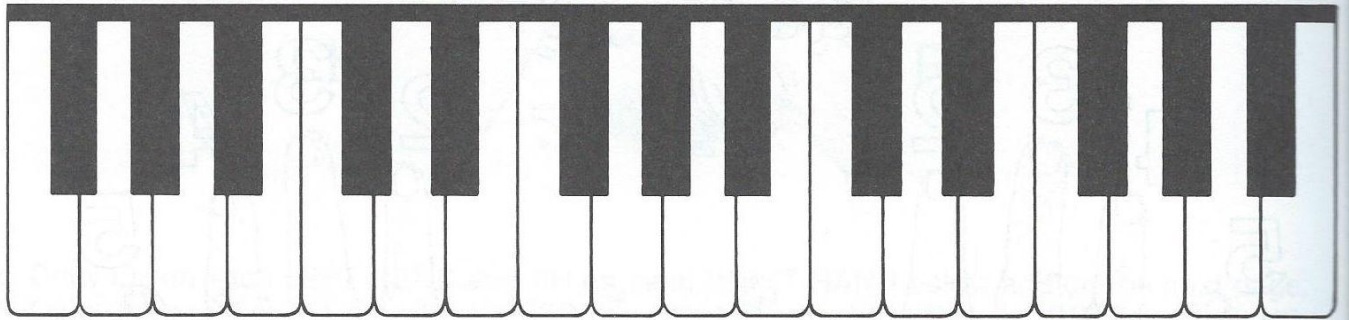
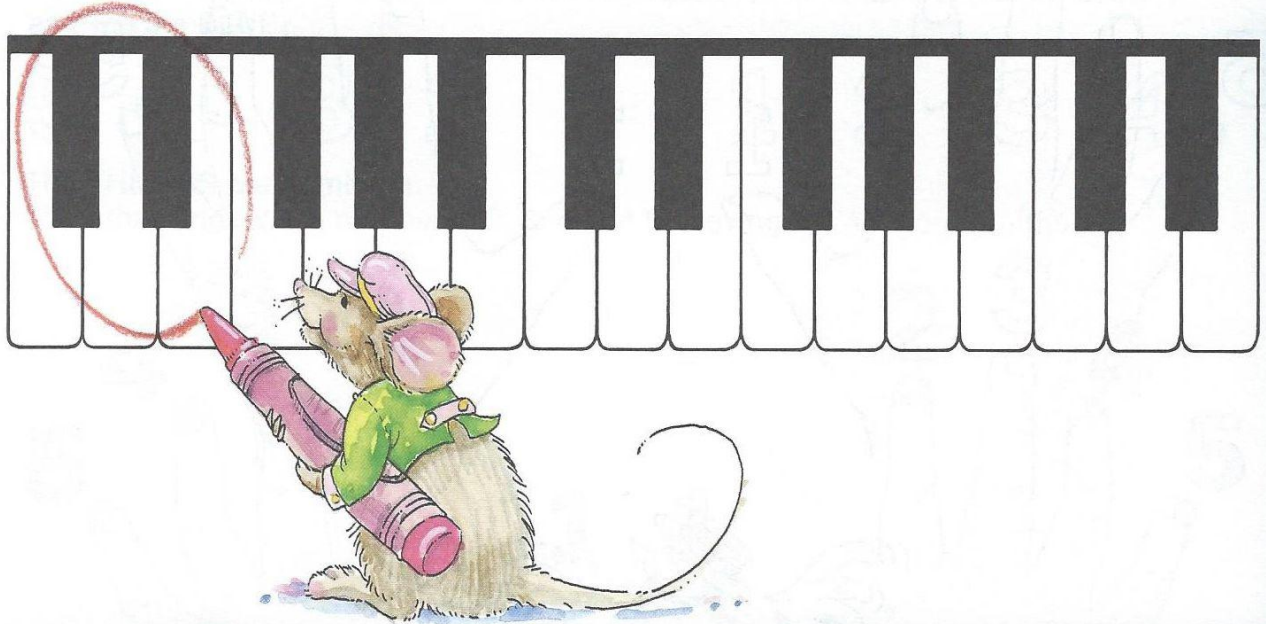




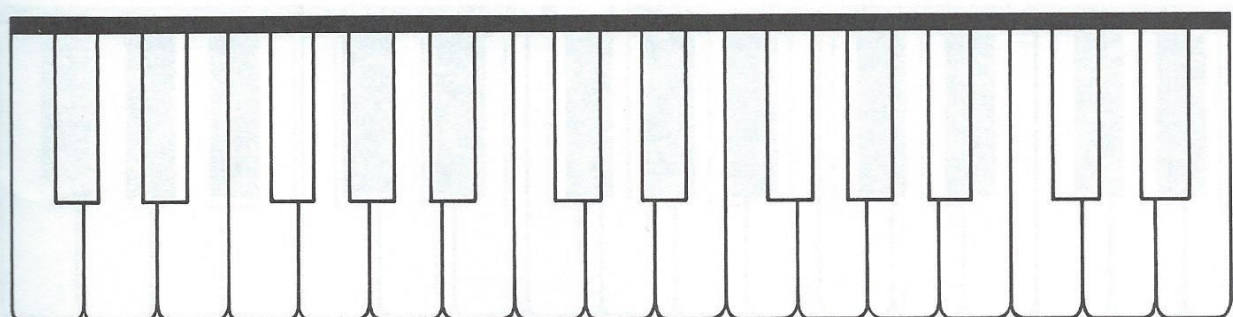
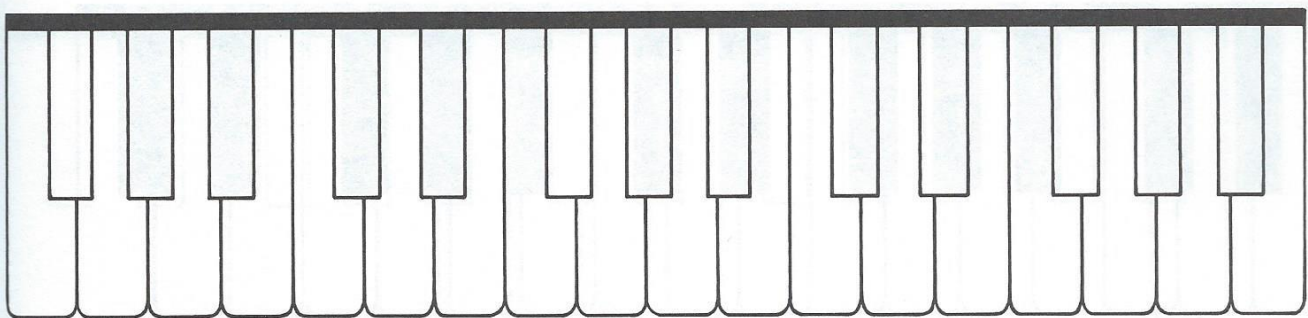
5. Place your **LEFT HAND** over any LH on this page, with fingers curved. Tap 1's several times with your RH, then 2's, then 3's, then 4's, then 5's.
6. Do the same with your **RIGHT HAND**, placing it over any RH on this page. Be sure your fingers are curved. Tap 1's, 2's, 3's, 4's and 5's with your LH.
7. If you wish, add numbers above all the fingers on pages 2 & 3, using a black pencil or crayon.

2 Black Keys

1. With crayon or pencil, circle each group of 2 BLACK KEYS on these keyboards.



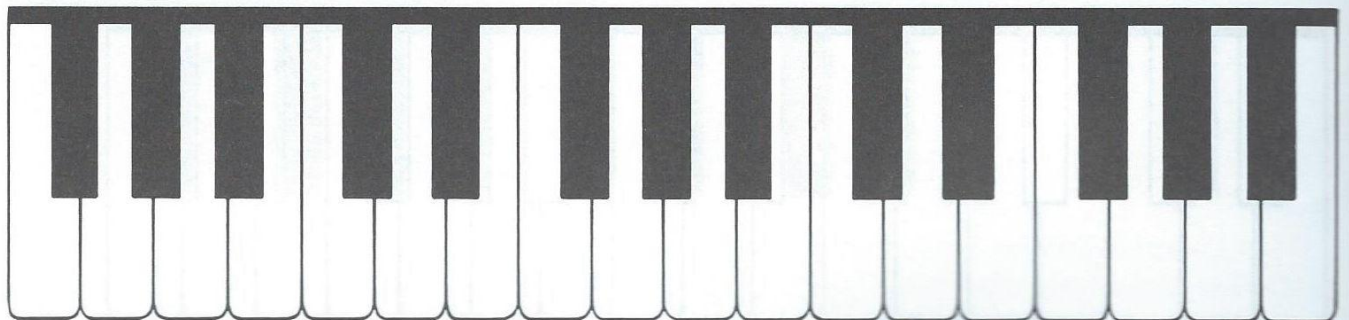
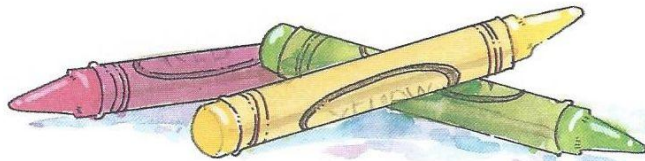
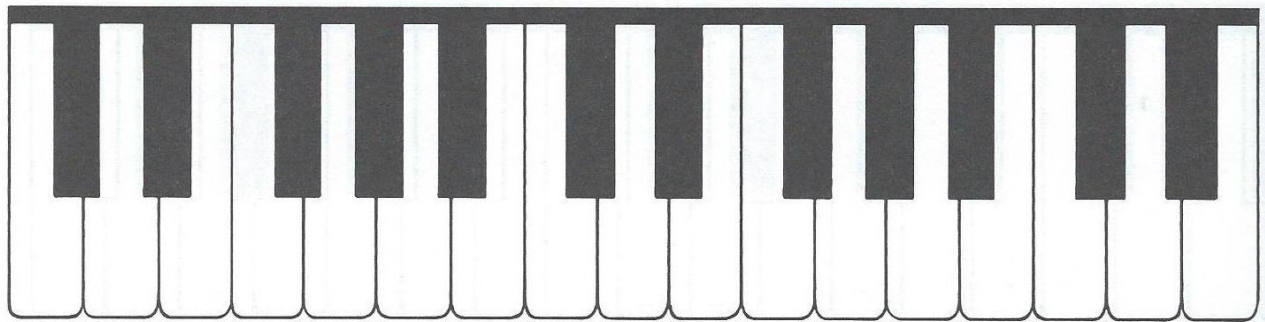
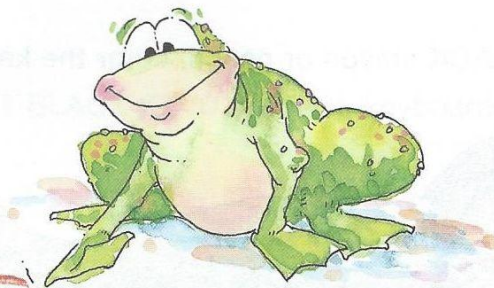
2. With BLACK crayon or pencil, color the keys of each 2 BLACK-KEY GROUP.



3 Black Keys

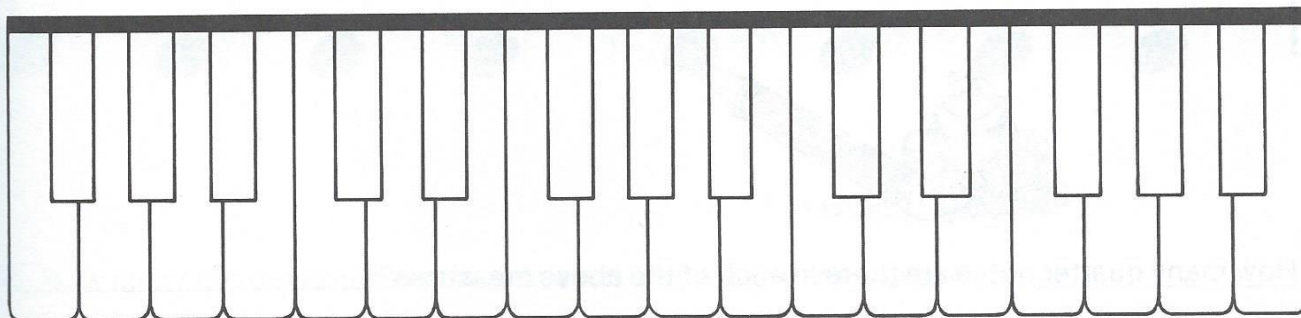
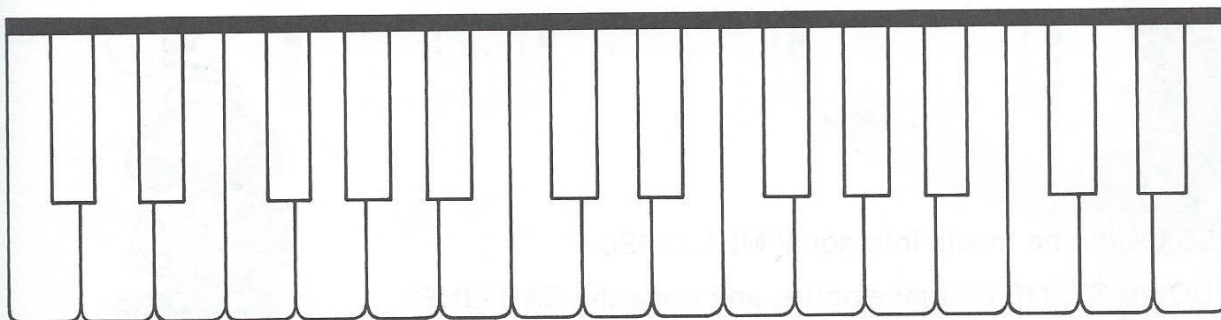
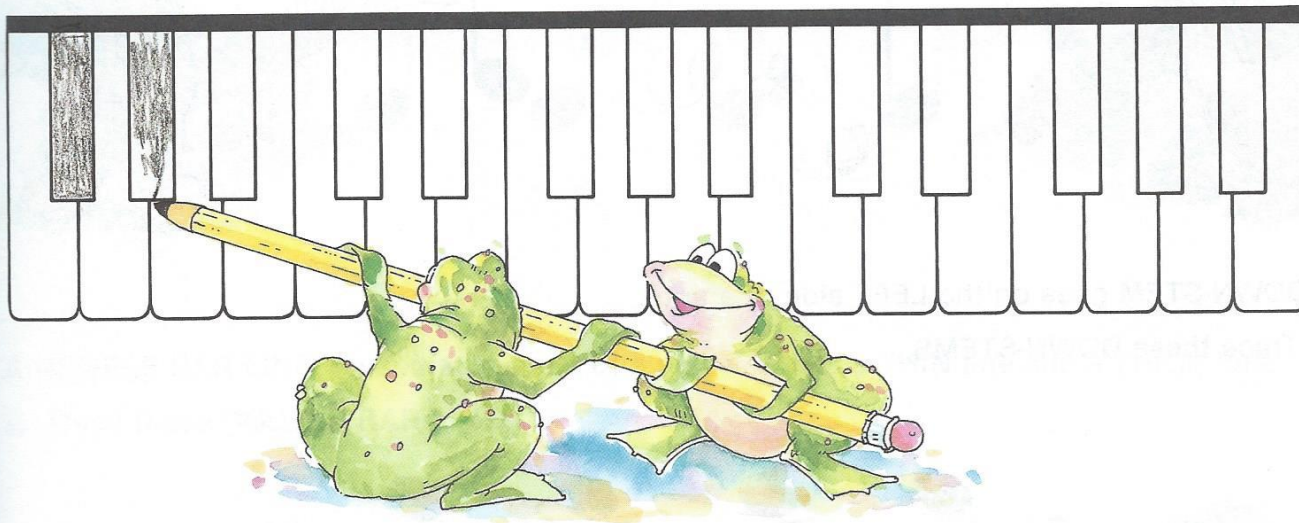
Use with page 7.

1. Circle each group of 3 BLACK KEYS.



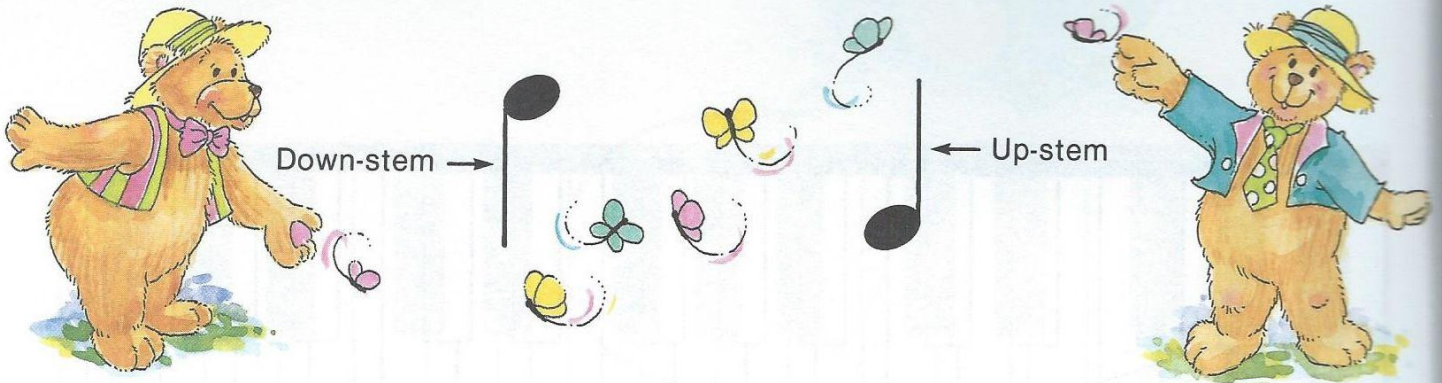
Quarter Notes

2. With BLACK crayon or pencil, color the keys of each 3 BLACK-KEY GROUP.



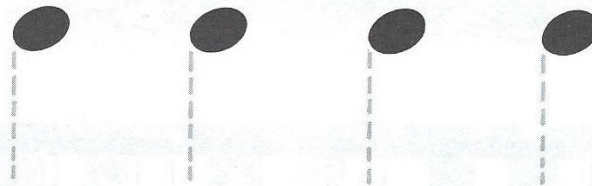
Quarter Notes

A QUARTER NOTE is BLACK and has a STEM. STEMS may point DOWN or UP.



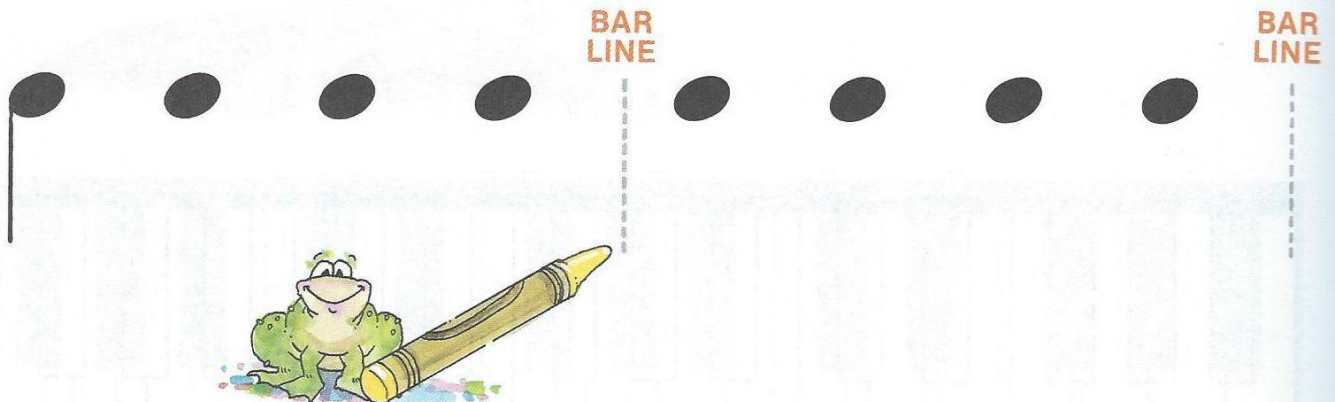
A DOWN-STEM goes on the LEFT side of a note.

1. Trace these DOWN-STEMS.



BAR-LINES divide the music into equal MEASURES.

2. Draw DOWN-STEMS on these notes, and trace the BAR LINES.



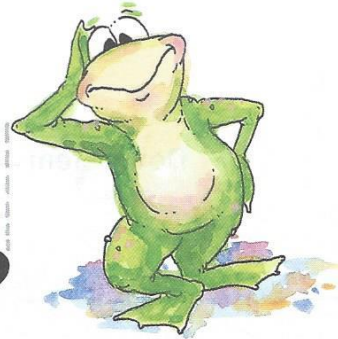
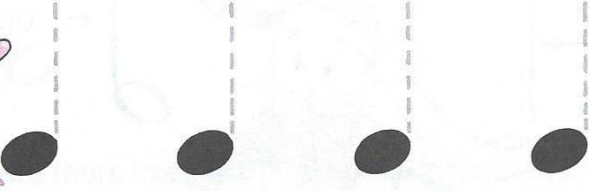
3. How many quarter notes are there in each of the above measures? _____

4. Clap (or tap) ONCE for each of the above notes, counting "ONE" or "QUARTER" for each note.

More Quarter Notes

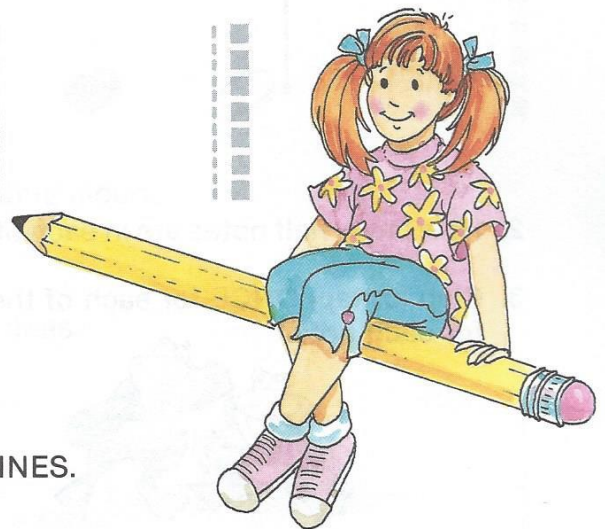
An UP-STEM goes on the RIGHT side of a note.

1. Trace these UP-STEMS.

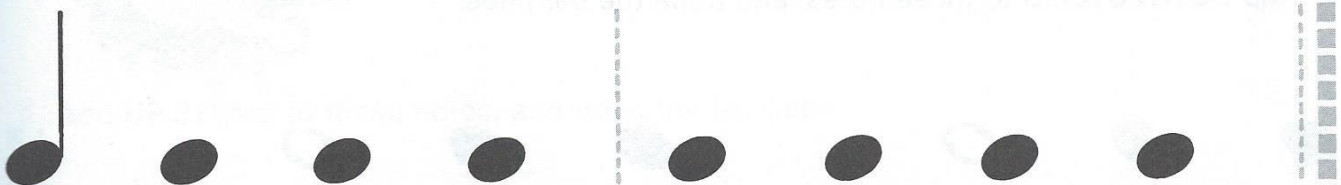


A DOUBLE BAR LINE is used at the end of a piece. It has a THIN line and a THICK line.

2. Trace these DOUBLE BAR LINES.



3. Draw UP-STEMS on these notes, and trace the BAR LINES.
Use a DOUBLE BAR LINE at the end.



4. How many quarter notes are there in each of the above measures? _____

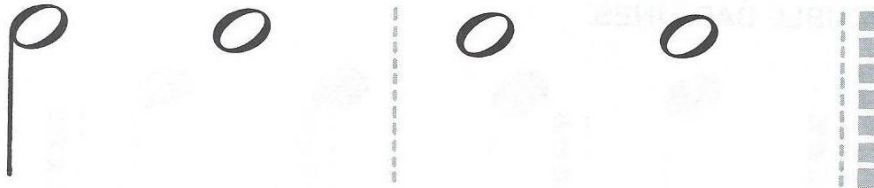
5. Clap (or tap) ONCE for each of the above notes, counting "ONE" or "QUARTER" for each note.

Half Notes

A HALF NOTE is a WHITE note with a STEM.



1. Add DOWN-STEMS to make these HALF NOTES, and trace the bar lines.

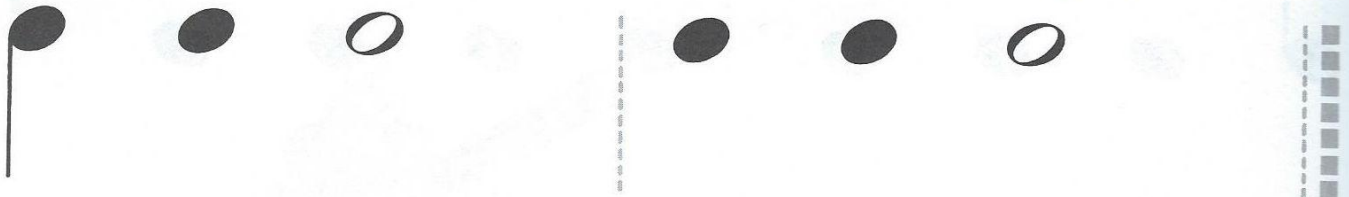


2. How many half notes are in each of the above measures? _____

3. Clap (or tap) ONCE for each of the above notes, counting "ONE-TWO" or "HALF-NOTE" for each note.



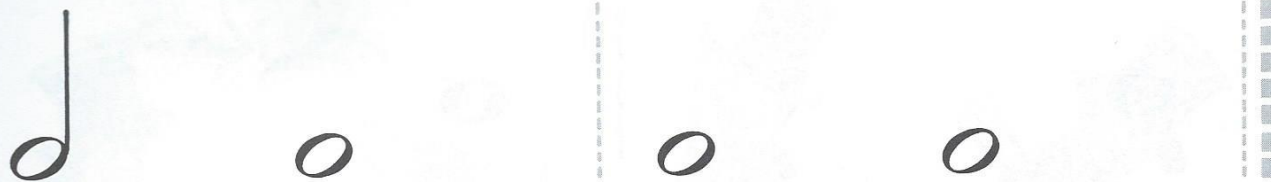
4. Add DOWN-STEMS to these notes, and trace the bar lines.



5. Clap (or tap) ONCE for each of the above notes, counting "ONE" or "QUARTER" for each quarter note, and "ONE-TWO" or "HALF-NOTE" for each half note.

More Half Notes

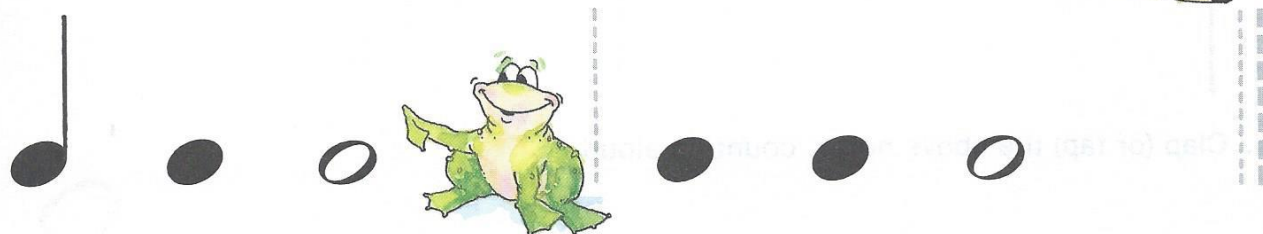
1. Add UP-STEMS to make these notes HALF NOTES, and trace the bar lines.



2. How many half notes are there in each of the above measures? _____

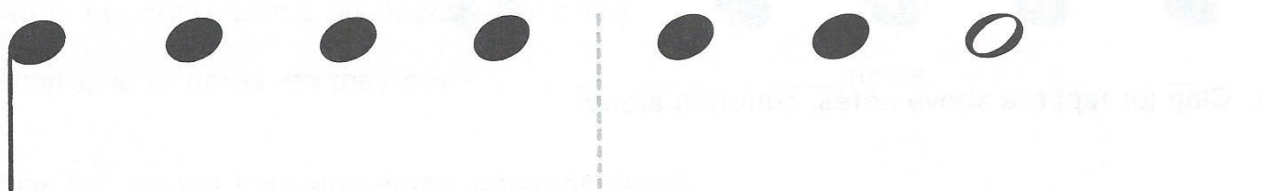
3. Clap (or tap) ONCE for each of the above notes, counting "ONE-TWO" or "HALF-NOTE" for each note.

4. Add UP-STEMS to these notes, and trace the bar lines.



5. Clap (or tap) ONCE for each of the above notes, counting aloud.

6. Add DOWN-STEMS to these notes, and trace the bar lines.



7. Add UP-STEMS to these notes, and trace the bar lines.



8. Clap (or tap) ONCE for each note in 6 & 7 above, counting aloud.

Whole Notes

Use with page 13.



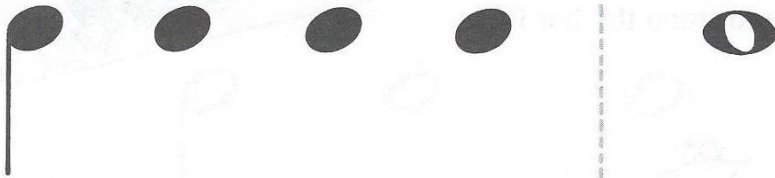
A WHOLE NOTE is a WHITE note WITHOUT a stem.



1. How many WHOLE NOTES are in each of the above measures? _____

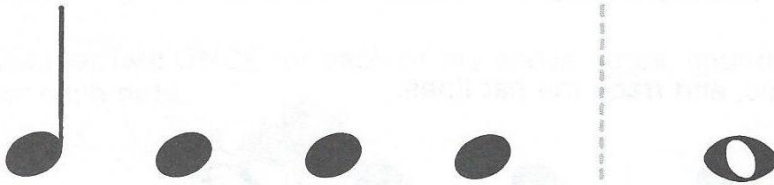
2. Clap (or tap) ONCE for each of the above notes. Count "ONE-TWO-THREE-FOUR" or "WHOLE-NOTE-HOLD-DOWN" for each note.

3. Add DOWN-STEMS to the BLACK notes below. Do not add a stem to the white note.



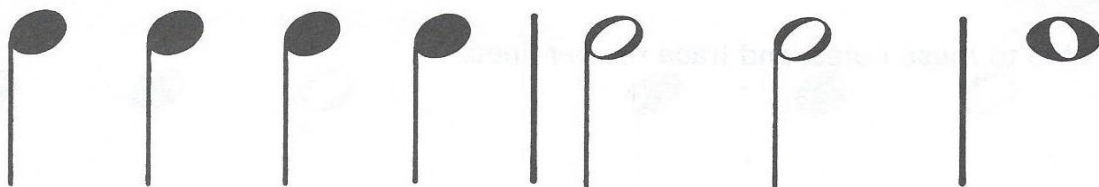
4. Clap (or tap) the above notes, counting aloud.

5. Add UP-STEMS to the BLACK notes below. Do not add a stem to the white note.



6. Clap (or tap) the above notes, counting aloud.

7. Clap (or tap) the following notes, counting aloud.



8. The notes in the first measure above are _____ notes.

The notes in the second measure are _____ notes.

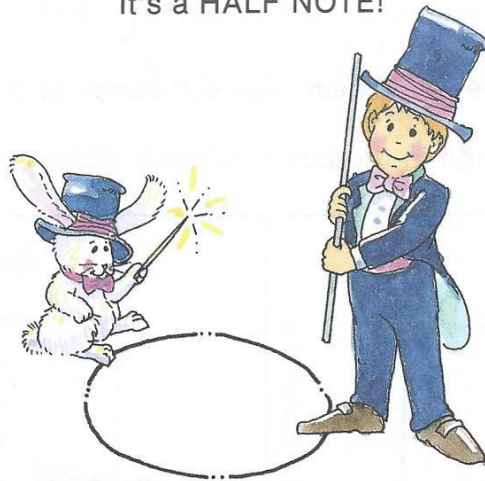
The note in the third measure is a _____ note.

Note Magic!

Draw an oval.
It's a WHOLE NOTE!

Add a stem.
It's a HALF NOTE!

Fill it in.
It's a QUARTER NOTE!



1. Draw three more WHOLE NOTES in the space below.



2. Add an UP-STEM to each of the above notes.

What kind of notes are they now? _____ notes.

3. Fill in the notes with a black crayon or pencil.

What kind of notes are they now? _____ notes.

4. Clap (or tap) the following notes, counting aloud.



5. The note in the first measure above is a _____ note.

The notes in the second measure are _____ notes.

The notes in the third measure are _____ notes.

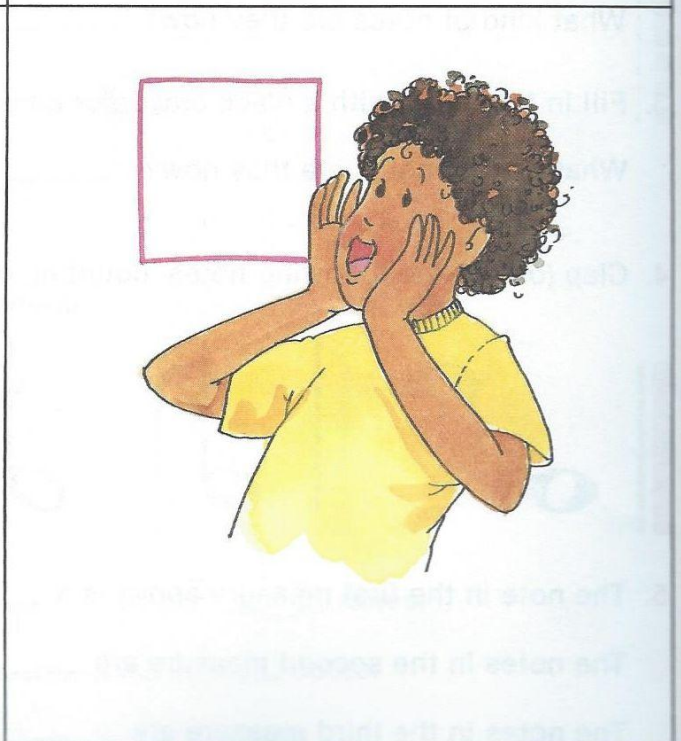
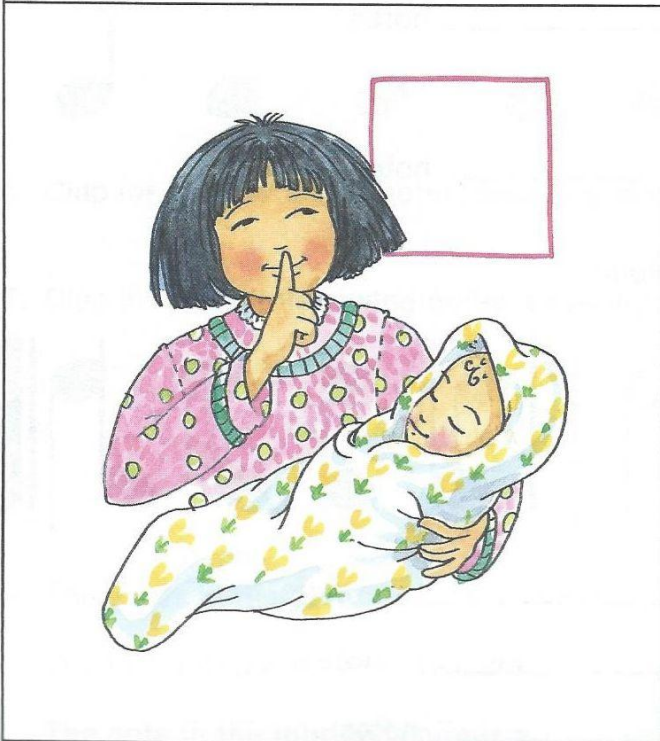
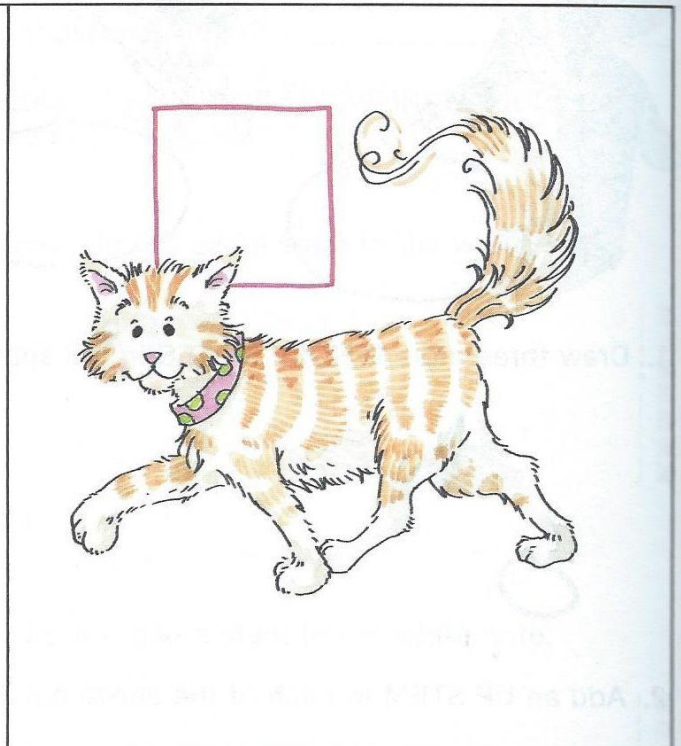
Dynamic Signs are signs showing how **LOUD** or **SOFT** to play.

p (PIANO) = SOFT

f (FORTE) = LOUD

1. Some things sound *p*, some *f*. Which sign suits each of these pictures best?

Write the correct dynamic sign in the box near each picture.



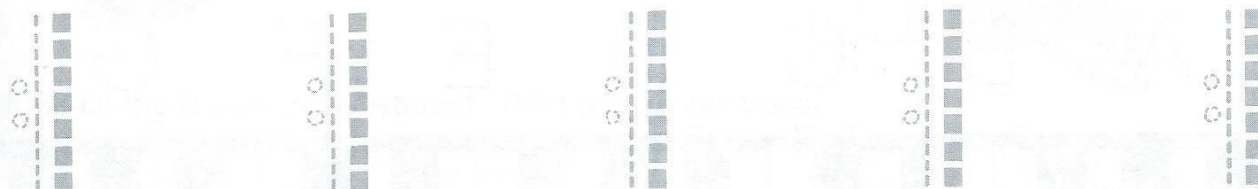
Please Play Two Times!!



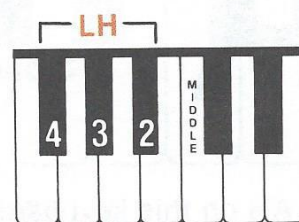
TWO DOTS before a **DOUBLE BAR** means the music before the double bar must be played **TWO TIMES!!**

So . . . go back to the beginning and **repeat!**

1. Trace these REPEAT SIGNS.



Pierrot A PIECE FOR LEFT HAND

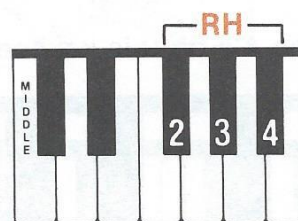


2. Add a DOWN-STEM to each note except the last.
3. Clap (or tap) and count.
4. Play with LH.

p

- | | | | | | | | | | |
|---------|------|------|-------|-----------|------|------|------|------|---------|
| 1. When | you | play | this | mu - sic, | Pier | rot, | my | dear | friend, |
| 2. Two | dots | mean | start | o - ver, | Play | it | once | a | gain! |

A Riddle A PIECE FOR RIGHT HAND



5. Add an UP-STEM to each note except the last.
6. Clap (or tap) and count.
7. Play with RH.

f

- | | | | | | | | | | |
|-----------|-----|----------|------------|--------------|----------|------|-------|------|-------|
| 1. Here's | a | fun - ny | rid - dle, | it's | a - bout | this | song. | | |
| 2. What | has | just | four | meas - ures, | But | is | twice | that | long? |

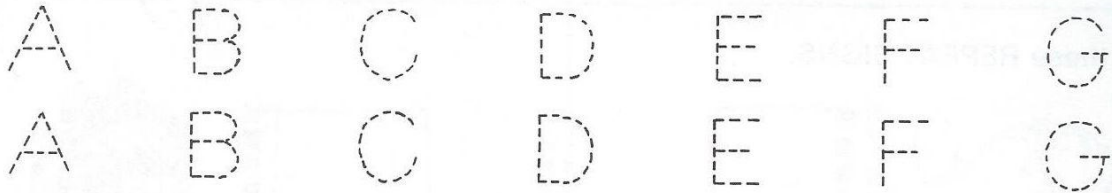
The Musical Alphabet

Use with page 16.

The MUSICAL ALPHABET has only 7 letters:

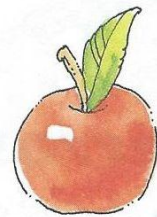
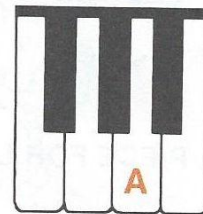
A B C D E F G

1. Trace these letters.

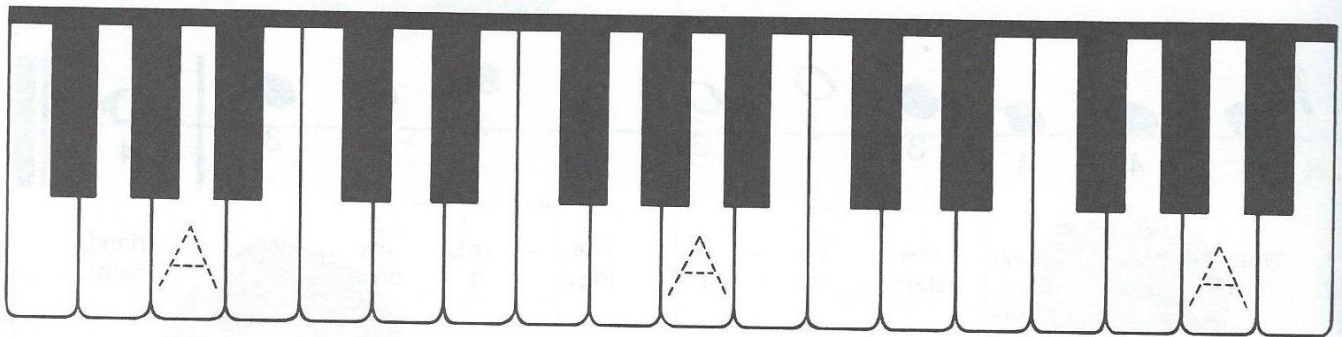


A

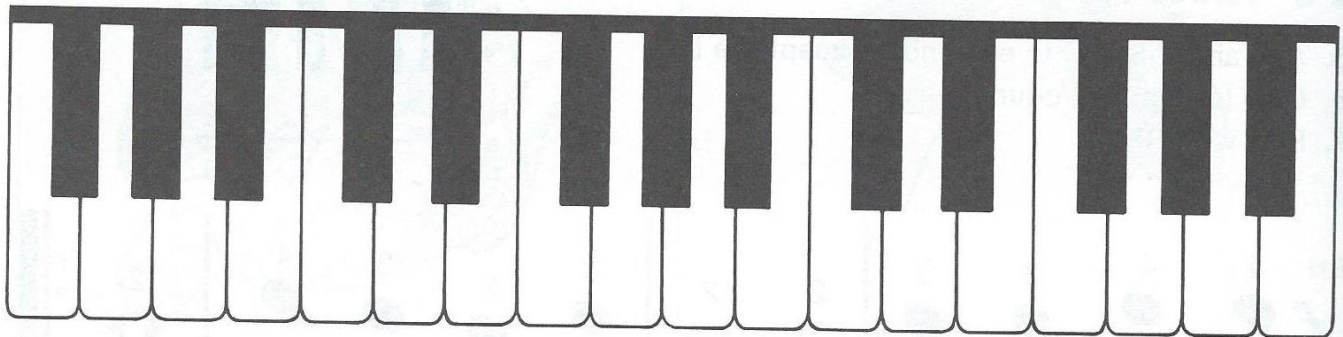
**A is BETWEEN
the 2nd & 3rd
keys of any
3 black-key group!**



2. Trace the A's on this keyboard.



3. Find all the A's on this keyboard. Print an A on each one.



4. Play all the A's on your piano. Say "A" as you play each one.

B's & C's

1. Trace these B's.

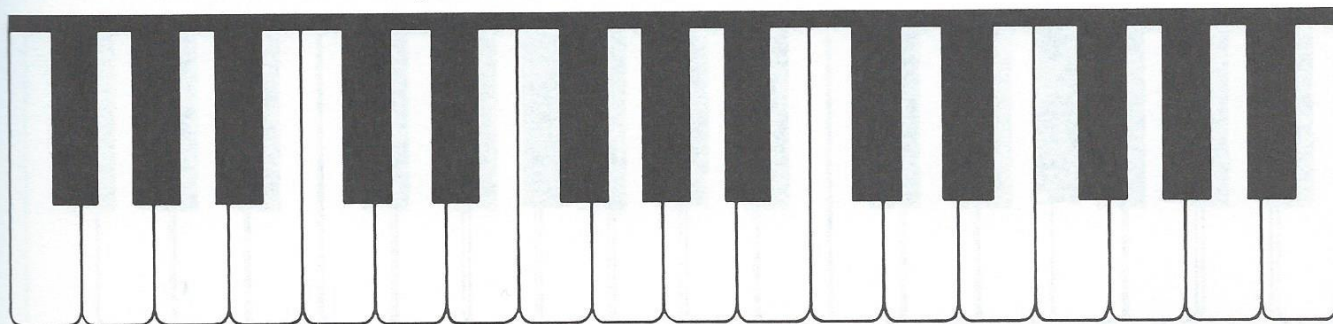
B B B B B B B

B

**B is on the RIGHT
of any
3 black-key group!**



2. Find all the B's on this keyboard. Print a B on each one.



3. Play all the B's on your piano. Say "B" as you play each one.

4. Trace these C's.

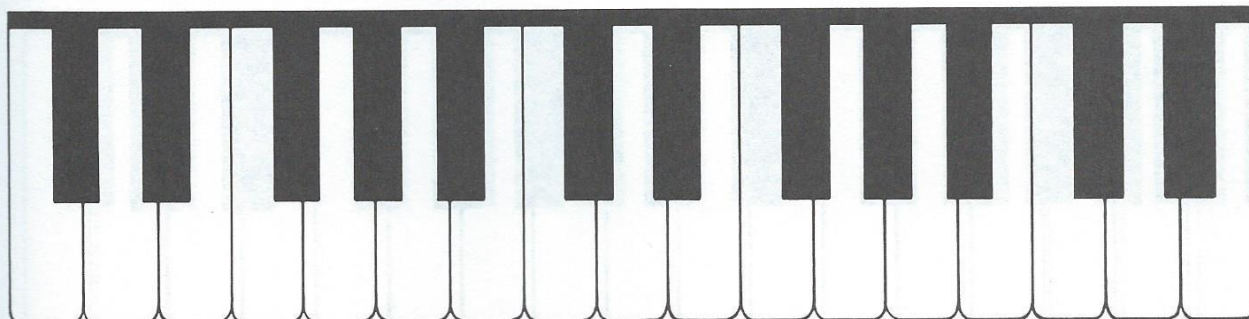
C C C C C C C

C

**C is on the LEFT
of any
2 black-key group!**



5. Find all the C's on this keyboard. Print a C on each one.



6. Play all the C's on your piano. Say "C" as you play each one.

D's & E's

Use with pages 19-21.

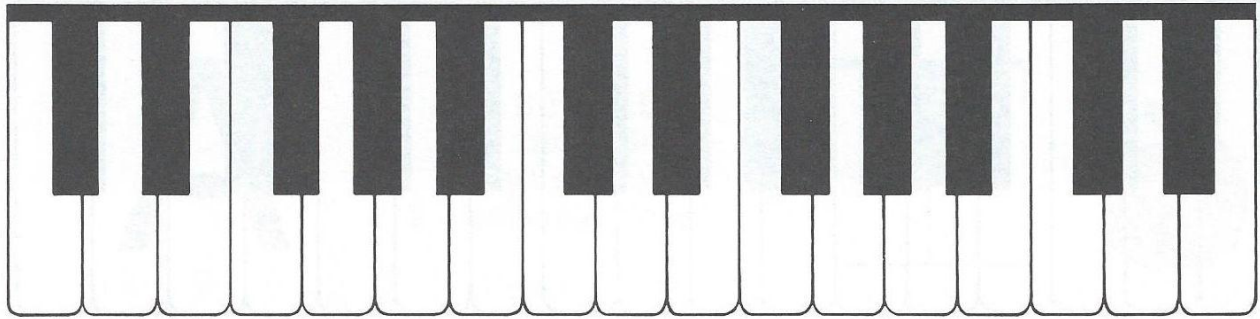
1. Trace these D's.



**D is in the MIDDLE
of any
2 black-key group!**



2. Find all the D's on this keyboard. Print a D on each one.



3. Play all the D's on your piano. Say "D" as you play each one.

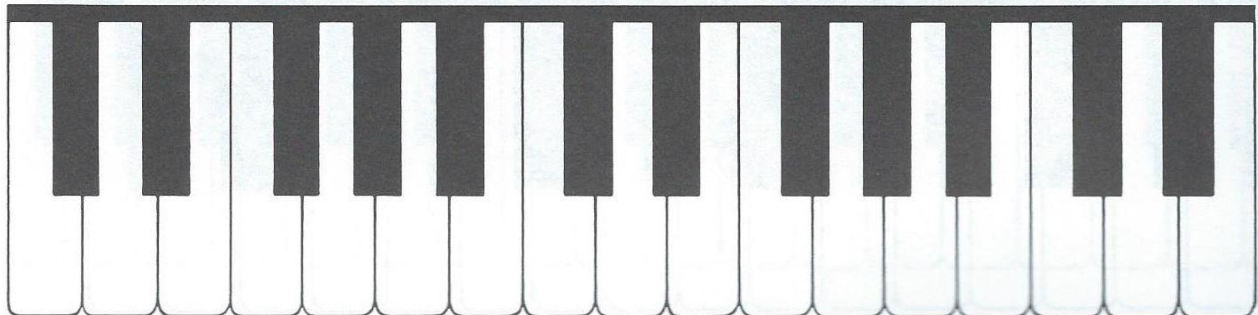
4. Trace these E's.



**E is on the RIGHT
of any
2 black-key group!**



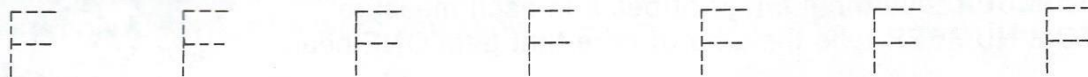
5. Find all the E's on this keyboard. Print an E on each one.



6. Play all the E's on your piano. Say "E" as you play each one.

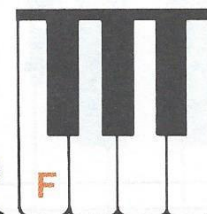
F's & G's

1. Trace these F's.

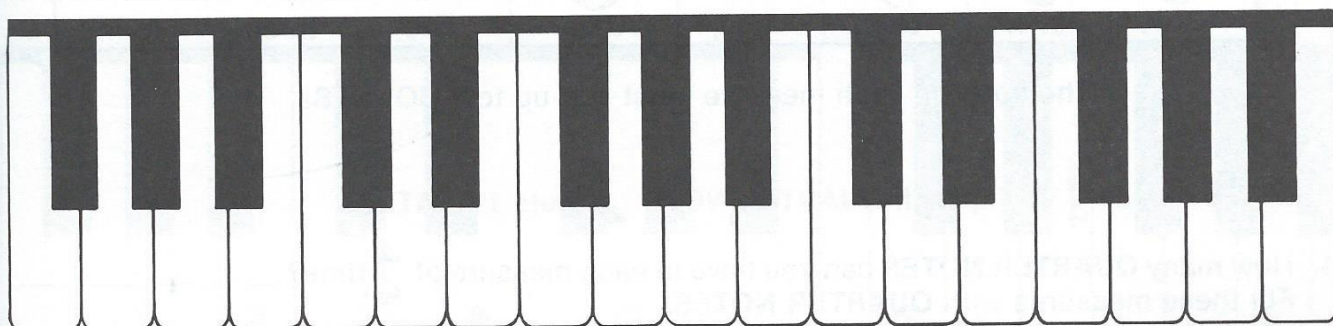


F

**F is on the LEFT
of any
3 black-key group!**



2. Find all the F's on this keyboard. Print an F on each one.



3. Play all the F's on your piano. Say "F" as you play each one.

4. Trace these G's.

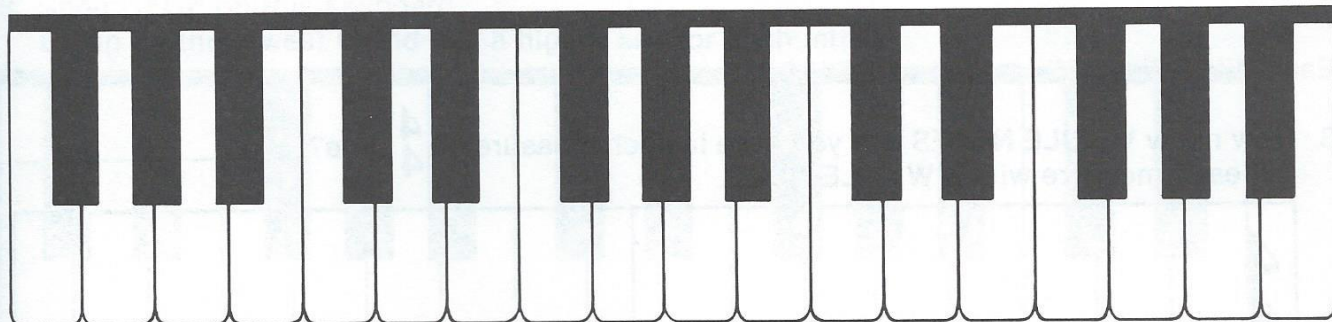


G

**G is BETWEEN
the 1st & 2nd
keys of any
3 black-key group!**



5. Find all the G's on this keyboard. Print a G on each one.



6. Play all the G's on your piano. Say "G" as you play each one.

D's & E's

Use with pages 19-21.

1. Trace these D's.

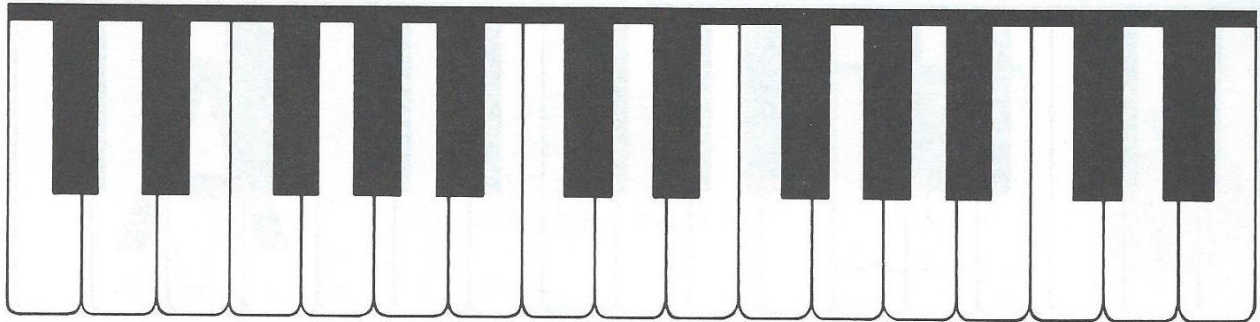


D

**D is in the MIDDLE
of any
2 black-key group!**

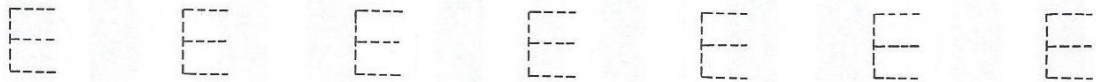


2. Find all the D's on this keyboard. Print a D on each one.



3. Play all the D's on your piano. Say "D" as you play each one.

4. Trace these E's.

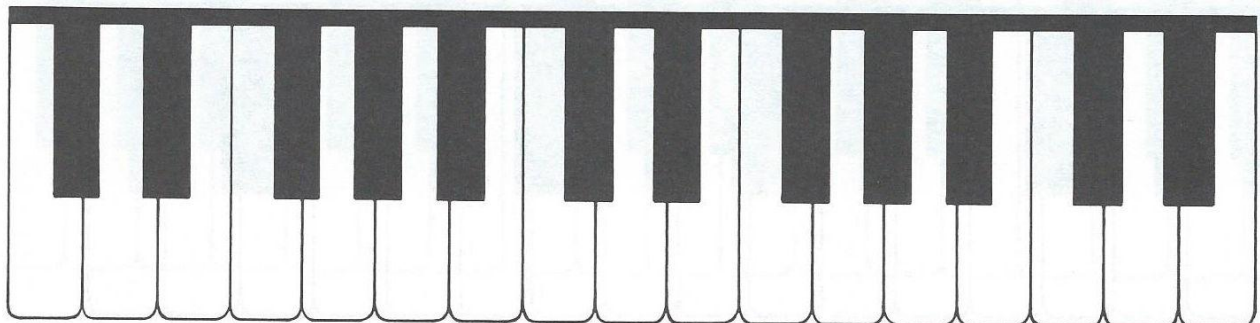


E

**E is on the RIGHT
of any
2 black-key group!**



5. Find all the E's on this keyboard. Print an E on each one.



6. Play all the E's on your piano. Say "E" as you play each one.

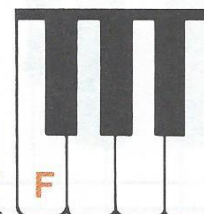
F's & G's

1. Trace these F's.

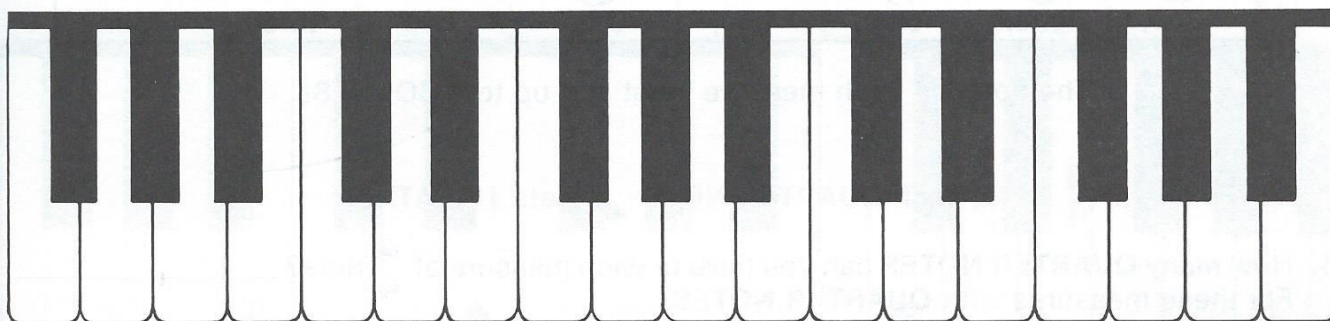


F

**F is on the LEFT
of any
3 black-key group!**



2. Find all the F's on this keyboard. Print an F on each one.



3. Play all the F's on your piano. Say "F" as you play each one.

4. Trace these G's.

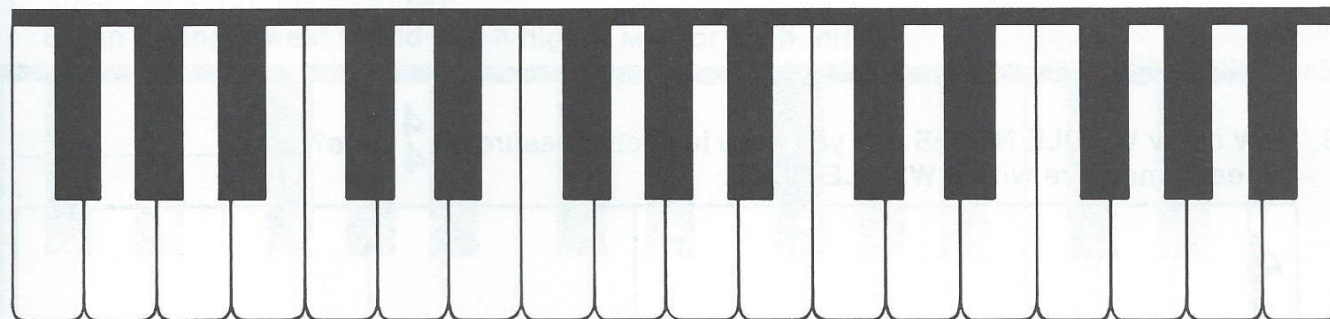


G

**G is BETWEEN
the 1st & 2nd
keys of any
3 black-key group!**



5. Find all the G's on this keyboard. Print a G on each one.



6. Play all the G's on your piano. Say "G" as you play each one.

The Time Signature

Music has numbers at the beginning called the **TIME SIGNATURE**.

The **TOP NUMBER** tells the number of beats in each measure.

The **BOTTOM NUMBER** tells the kind of note that gets ONE beat.

4 means 4 beats to each measure.

4 a quarter note  gets ONE beat.

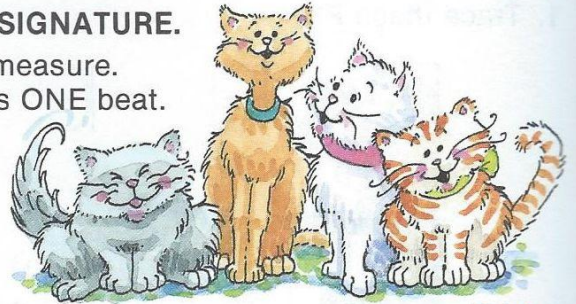



Diagram illustrating two measures of 4/4 time. Each measure is divided into four beats by vertical dashed lines. The first measure contains four quarter notes, labeled "One, one, one, two,". The second measure contains a whole note, labeled "One two three four.".

Labels: MEASURE, BAR LINE, MEASURE, BAR LINE.

The notes in each measure must add up to 4 COUNTS!

REMEMBER: In $\frac{4}{4}$ TIME, each **QUARTER NOTE**  gets 1 BEAT.

1. How many **QUARTER NOTES** can you have in each measure of $\frac{4}{4}$ time? _____
Fill these measures with **QUARTER NOTES**.

$\frac{4}{4}$	
---------------	--

Each **HALF NOTE**  gets 2 BEATS.

2. How many **HALF NOTES** can you have in each measure of $\frac{4}{4}$ time? _____
Fill these measures with **HALF NOTES**.

$\frac{4}{4}$	
---------------	--

Each **WHOLE NOTE**  gets 4 BEATS.

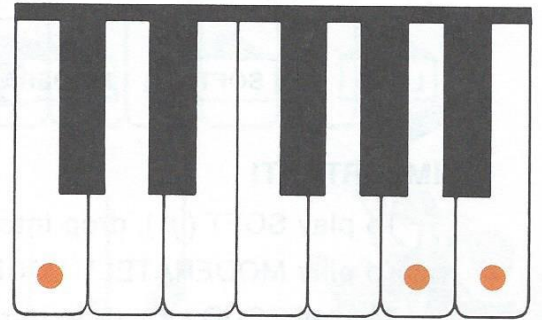
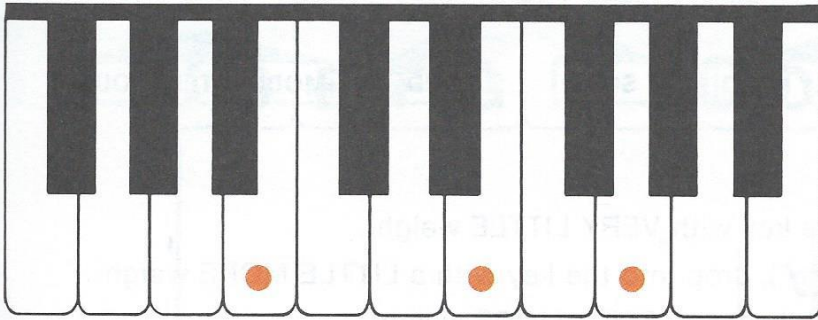
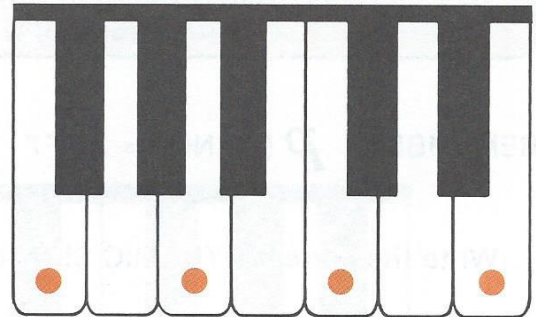
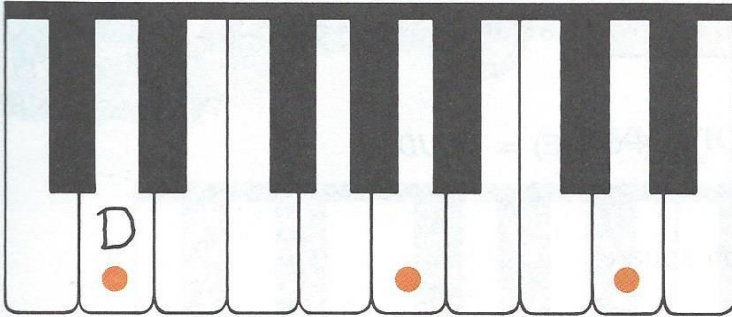
3. How many **WHOLE NOTES** can you have in each measure of $\frac{4}{4}$ time? _____
Fill each measure with a **WHOLE NOTE**.

$\frac{4}{4}$	
---------------	--

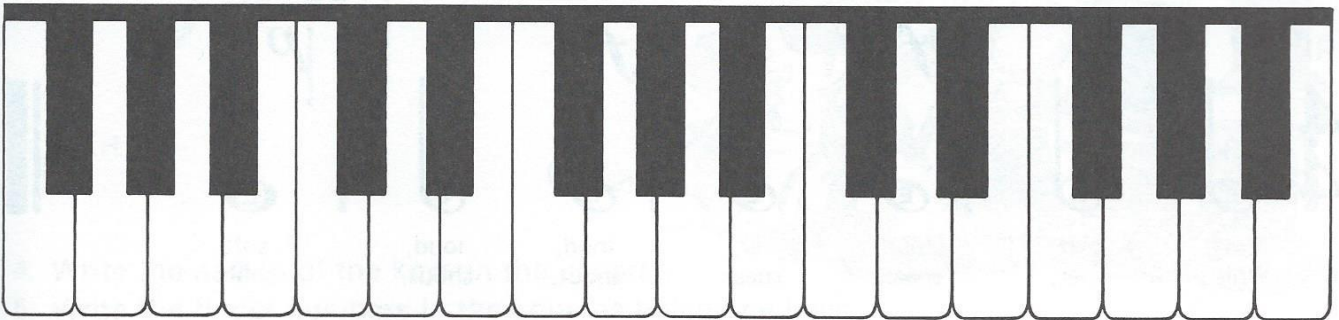
Spelling Games



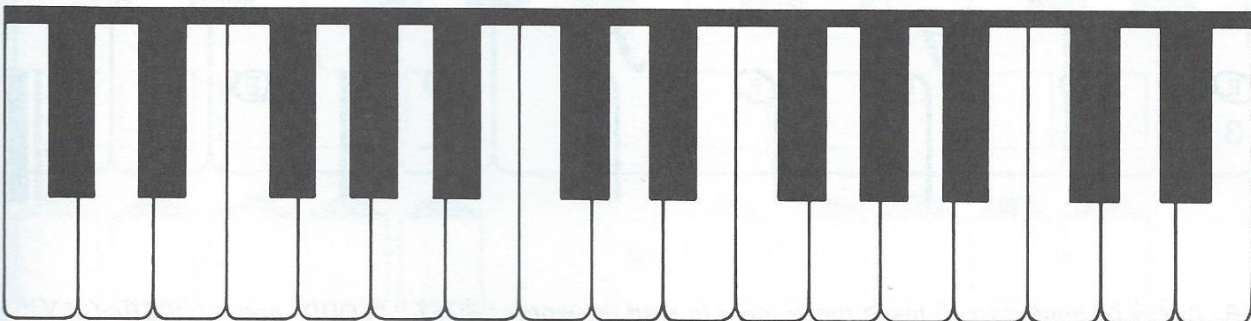
1. Write the letter name on each key marked with a dot.
Each keyboard will spell a word you know.



2. Spell FED on this keyboard.
Begin on the lowest F and use a higher key for each letter.



3. Spell CAGE on this keyboard.
Begin on the lowest C and use a higher key for each letter.



Dynamic Signs

Use with page 25.



NEW DYNAMIC SIGN

mf (MEZZO FORTE) = MODERATELY LOUD

REMEMBER: ***p*** (PIANO) = SOFT ***f*** (FORTE) = LOUD

1. Write the correct DYNAMIC SIGN in each square.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
LOUD	SOFT	MODERATELY LOUD	SOFT	LOUD	MODERATELY LOUD

IMPORTANT!

To play SOFT (*p*), drop into the key with VERY LITTLE weight.

To play MODERATELY LOUD (*mf*), drop into the key with a LITTLE MORE weight.

To play LOUD (*f*), drop into the key with STILL MORE weight.

2. Play the following. Use RH 3 on each note. Carefully observe the DYNAMIC SIGNS.

RH	<i>p</i>		<i>mf</i>		<i>f</i>		<i>p</i>	
4 4	3							
1. Soft,	soft,	loud	er,	loud,	loud,	soft.		
2. Whis	per,	speak,	speak,	shout,	shout,	shhh.		

3. Play the following. Use LH 3 on each note. Carefully observe the dynamics.

	<i>p</i>		<i>mf</i>		<i>f</i>		<i>p</i>	
4 4	3							
LH								

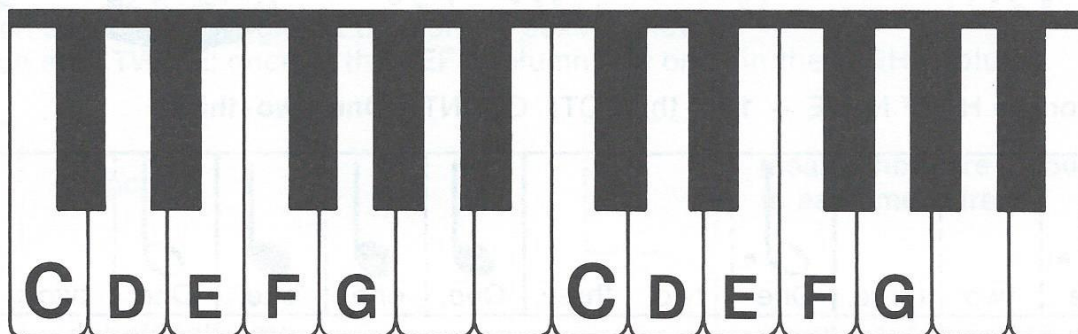
TEACHER: It may be necessary to teach the student to read the words "SOFT," "LOUD" and "MODERATELY."

Playing in a New Position

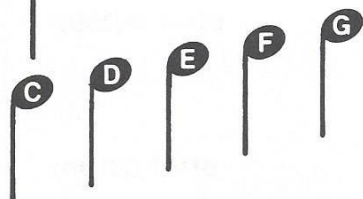
The position shown below, with each hand playing C D E F G, is called **C POSITION**.

1. Draw a line from each note, straight up to the key it indicates.
2. Add the correct LH finger numbers under the notes with STEMS DOWN.
3. Add the correct RH finger numbers above the notes with STEMS UP.

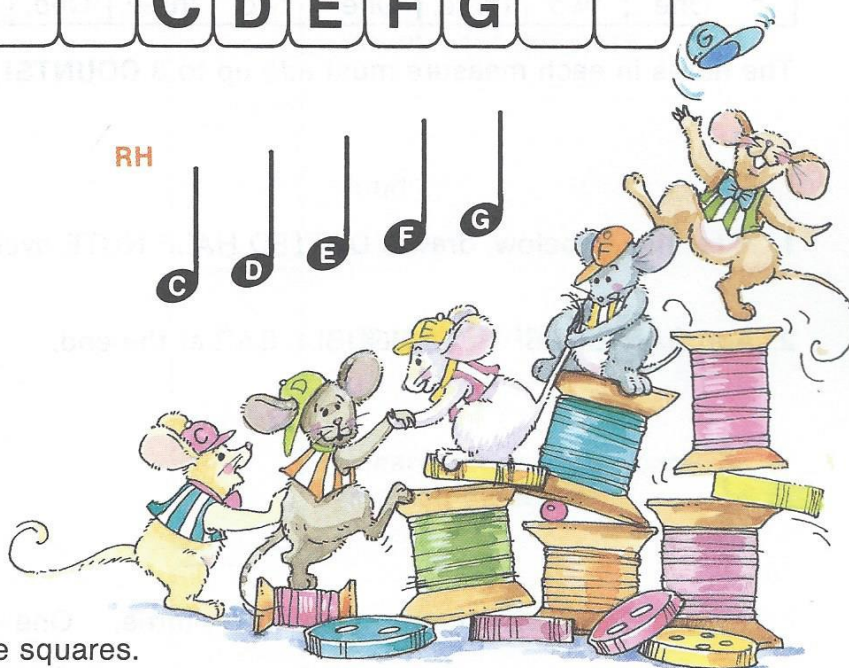
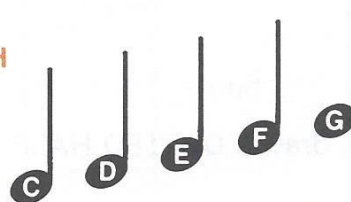
C POSITION



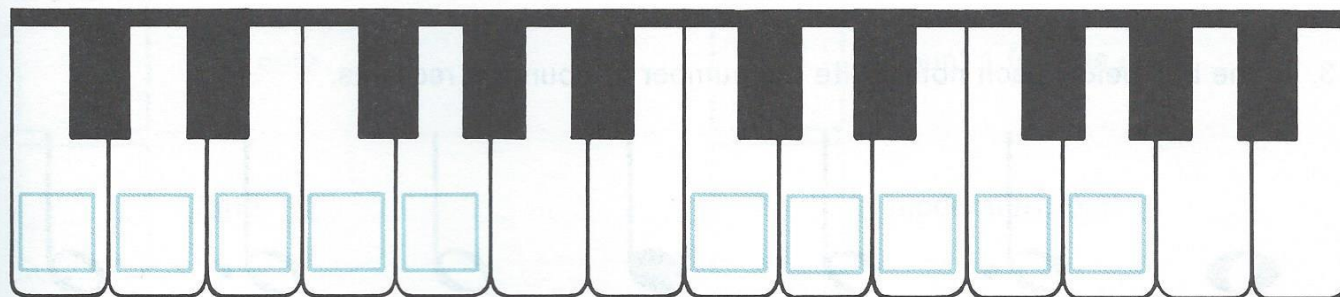
LH



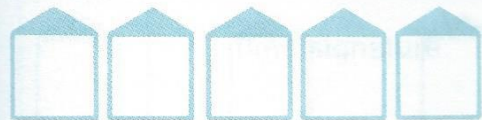
RH



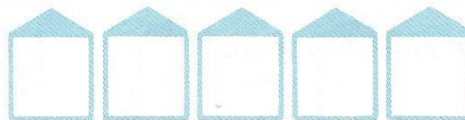
4. Write the names of the keys in the squares.
5. Write the finger numbers in the squares below the keys.



LH



RH










A New Time Signature

3 means 3 beats to each measure.
4 a quarter note gets ONE beat.



The Dotted Half-Note

Count 2 for the HALF NOTE + 1 for the DOT! COUNT: "One - two - three"

3 4												
	One	two	three,	One	two	three,	One,	one,	one,	One	two,	one.















The notes in each measure must add up to **3 COUNTS!!!**

- After the **3** below, draw a DOTTED HALF NOTE over each "one".
- Add BAR LINES. Put a DOUBLE BAR at the end.

3
4

One - two - three, One - two - three, One - two - three, One - two - three.

- In the box below each note, write the number of counts it receives.

Review

Musical Matching



<i>mf</i>		$\frac{3}{4}$	<i>p</i>		<i>f</i>			$\frac{4}{4}$
-----------	--	---------------	----------	--	----------	--	--	---------------

Draw each of the above signs in the correct boxes below.
 Draw each sign TWICE; once in the LEFT column and once in the RIGHT column.

<input type="text"/>	piano	<input type="text"/>	means there are 4 counts in each measure.
<input type="text"/>	dotted half note	<input type="text"/>	count 4 for this note.
<input type="text"/>	$\frac{3}{4}$ time signature	<input type="text"/>	loud
<input type="text"/>	quarter note	<input type="text"/>	count 2 for this note.
<input type="text"/>	mezzo forte	<input type="text"/>	means there are 3 counts in each measure.
<input type="text"/>	whole note	<input type="text"/>	soft
<input type="text"/>	half note	<input type="text"/>	count 1 for this note.
<input type="text"/>	forte	<input type="text"/>	moderately loud
<input type="text"/>	$\frac{4}{4}$ time signature	<input type="text"/>	count 3 for this note.

The Staff

Use with page 31.



Music is written on a **STAFF** of 5 lines and 4 spaces.

LINES: 5 4 3 2 1

LINE NOTES: (Notes on lines 1-5)

SPACES: 4 3 2 1

SPACE NOTES: (Notes in spaces 1-4)

- Write numbers 1 to 5 on the 5 lines of the following staff. Begin on the bottom line.

- Draw a WHOLE NOTE on each LINE.

- Write numbers 1 to 4 in the 4 spaces of the following staff. Begin in the lowest space.

- Draw a WHOLE NOTE in each SPACE.

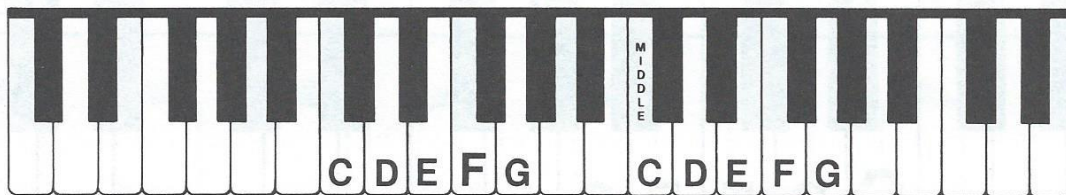
- Draw a whole note on a LINE above each L, and in a SPACE above each S. Use ALL the lines and spaces.

L S S L L S L S L

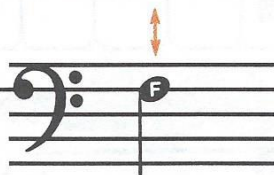
The Bass Clef Sign



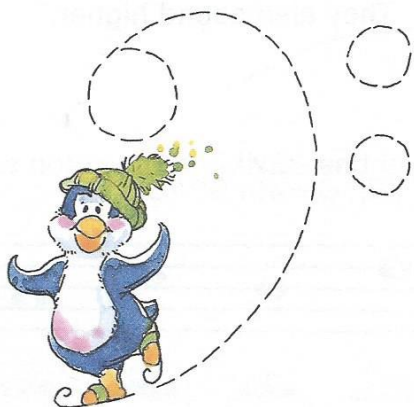
locates the **F** below the middle of the keyboard.



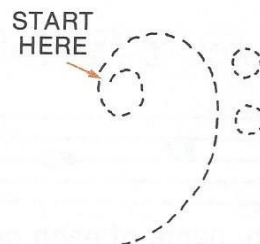
This is the F line.



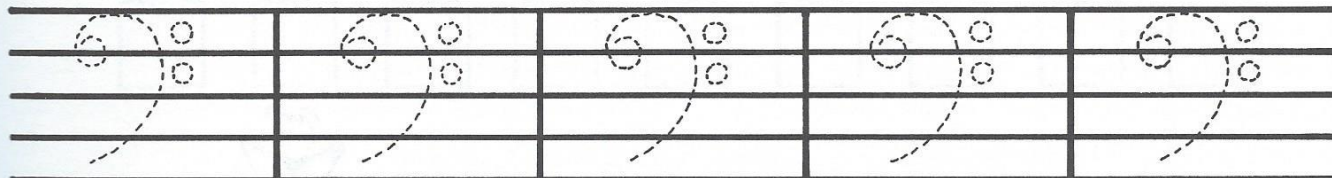
The F line passes between the two dots of the F clef sign!



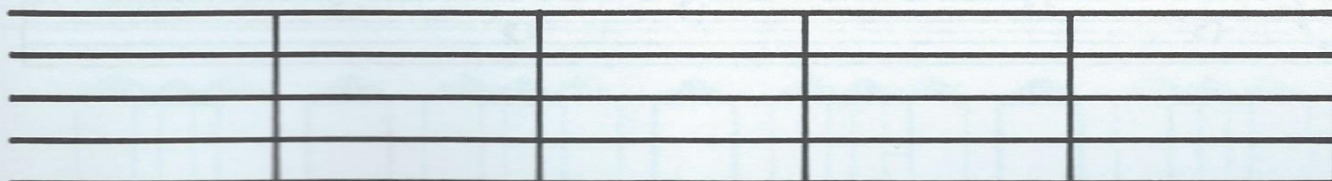
1. Trace this bass clef sign:



2. Trace these BASS CLEF signs. Always begin on the F line. The two dots are in the TOP TWO SPACES.

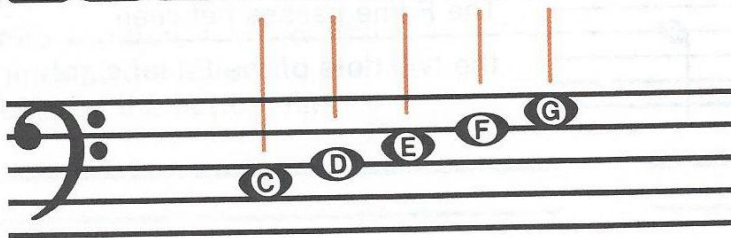
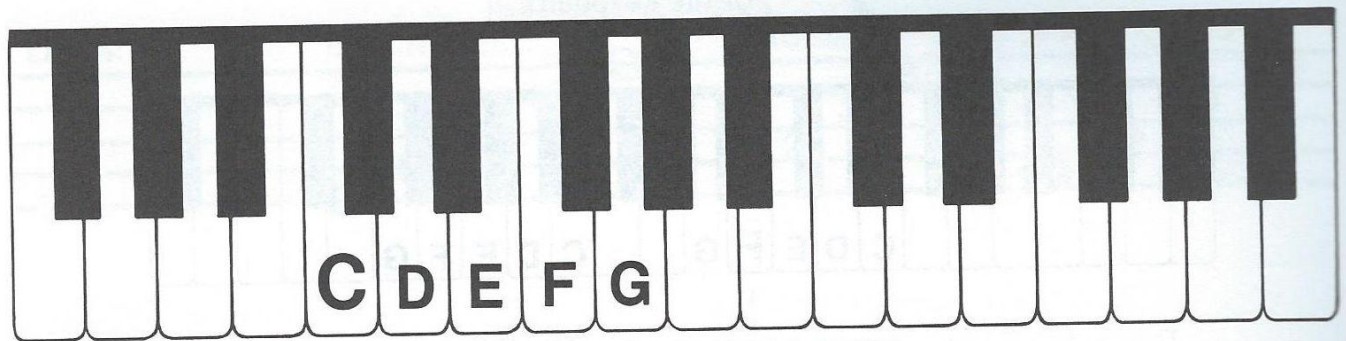


3. Draw 5 more BASS CLEF signs.



Bass Clef Notes—LH C Position

The notes of the LEFT HAND C POSITION are written on the BASS STAFF.

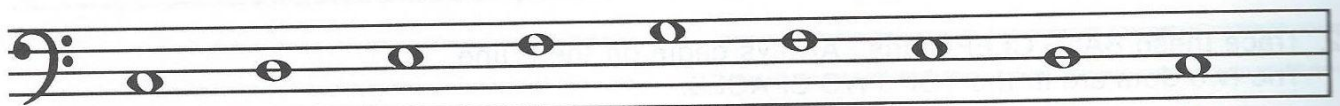


LH 5 4 3 2 1

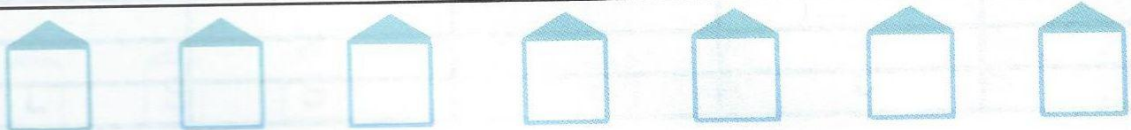
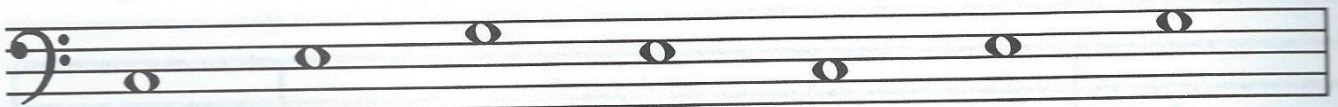
As the notes go higher on the staff, they go higher on the keyboard. They also sound higher.

C = 2nd SPACE, D = 3rd LINE, E = 3rd SPACE, F = 4th LINE, G = 4th SPACE.

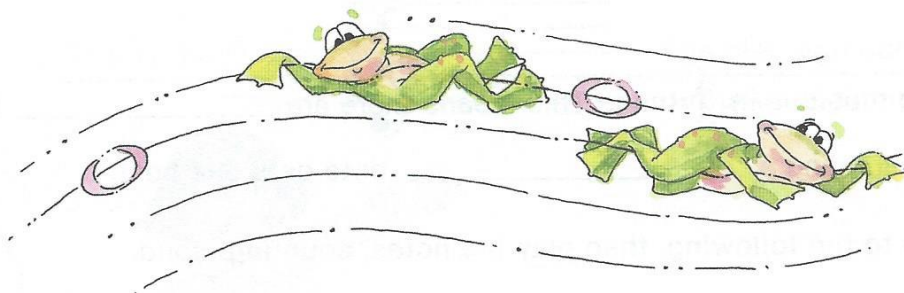
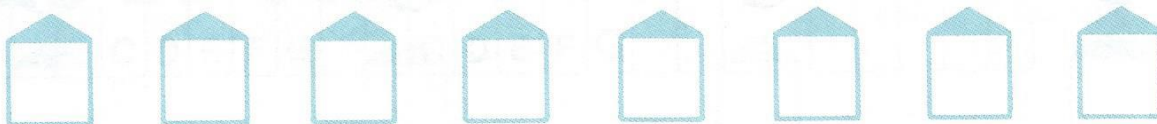
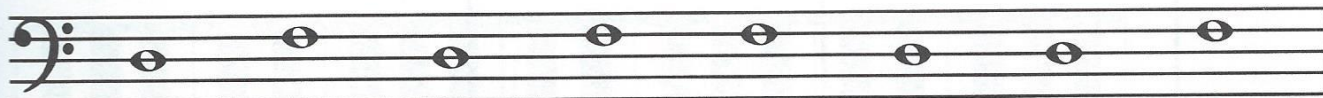
1. Write the name of each note in the box below it.



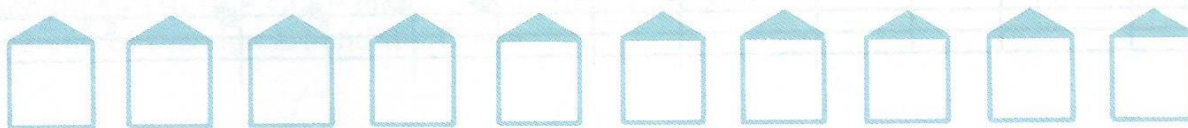
2. The notes in SPACES are C, E & G.
Write the name of each note in the box below it.



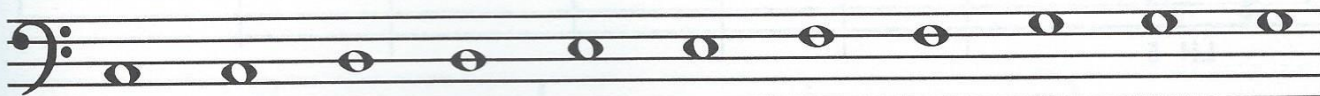
3. The notes on LINES are D & F.
Write the name of each note in the box below it.



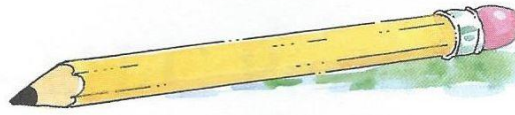
4. These notes are on LINES and in SPACES. Write the names in the boxes.



5. These are notes that REPEAT on the SAME LINE or SAME SPACE.
Write the names in the boxes.

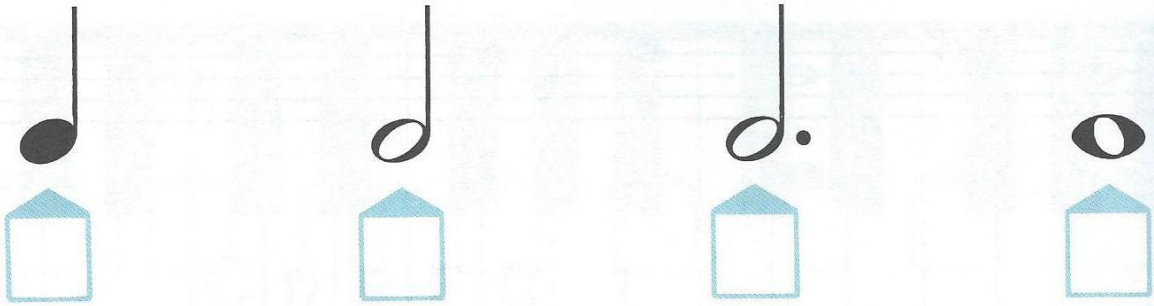


Rhythm Review



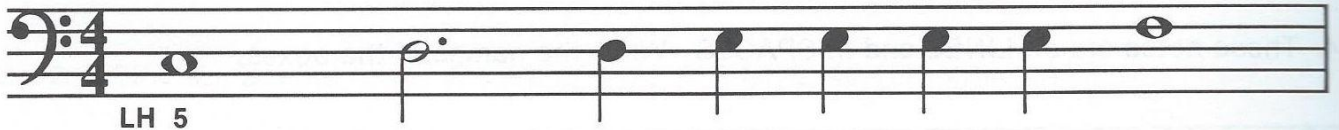
Use with page 35.

1. In the boxes below, write the number of beats each note receives when the bottom number of the time signature is a 4.



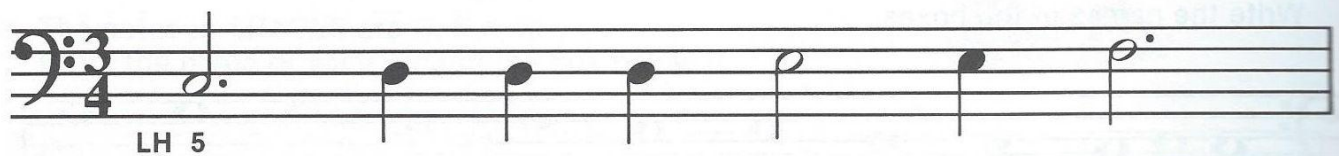
2. The following music is in $\frac{4}{4}$ time. This means there are _____ beats in each measure, and a _____ note gets one beat.

3. Add bar lines to the following, then play the notes, counting aloud.



4. The following music is in $\frac{3}{4}$ time. This means there are _____ beats in each measure, and a _____ note gets one beat.

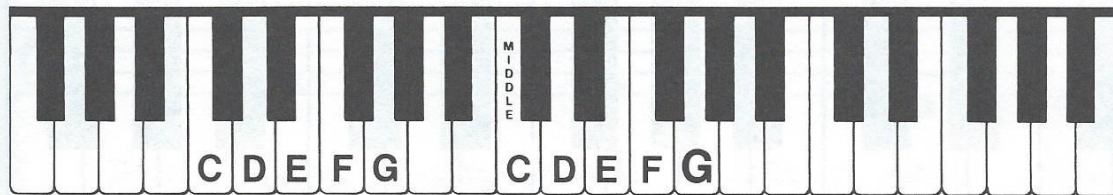
5. Add BAR LINES to the following, then play the notes, counting aloud.



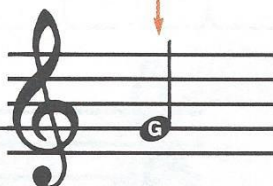
The Treble Clef Sign



locates the G above the middle of the keyboard.



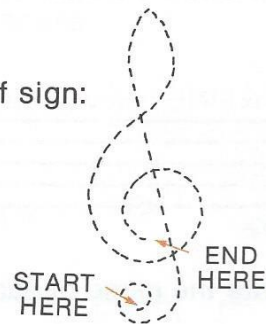
This is the G line.



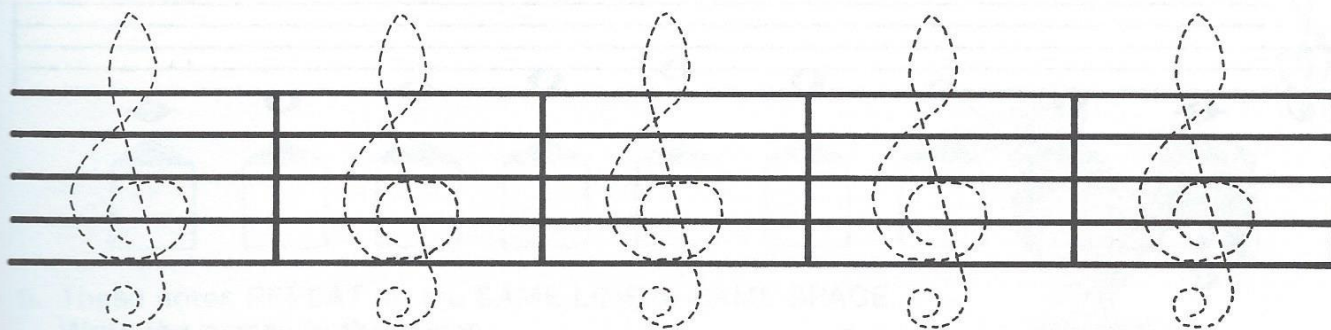
The clef sign curls around the G line.



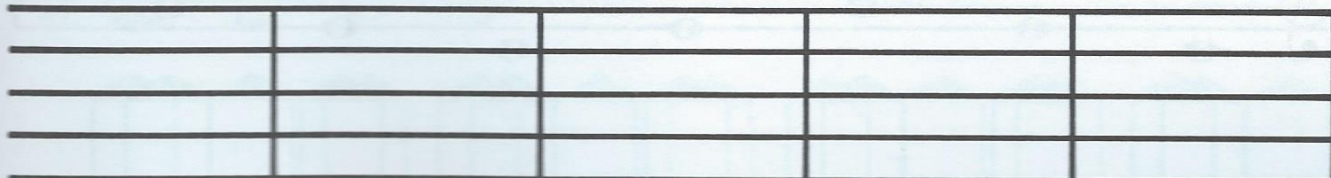
1. Trace this treble clef sign:



2. Trace these TREBLE CLEF signs. Begin below the staff. Curl the end of the sign around the G line.

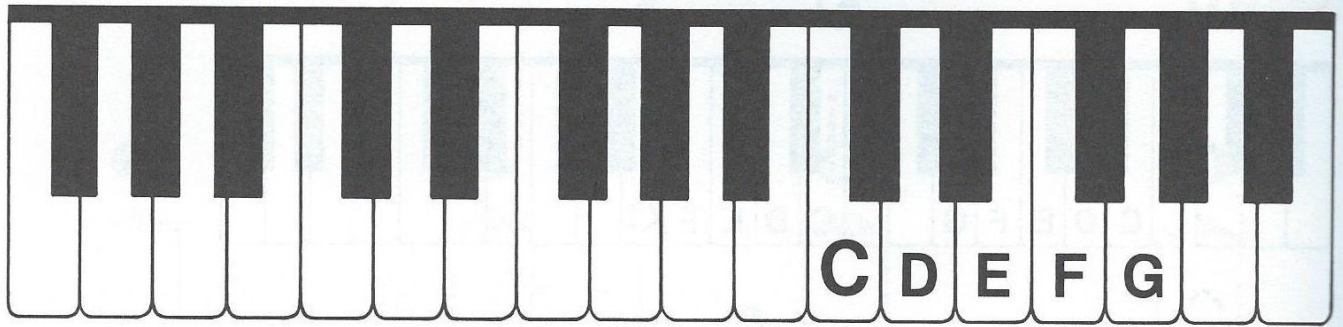


3. Draw 5 more TREBLE CLEF signs.



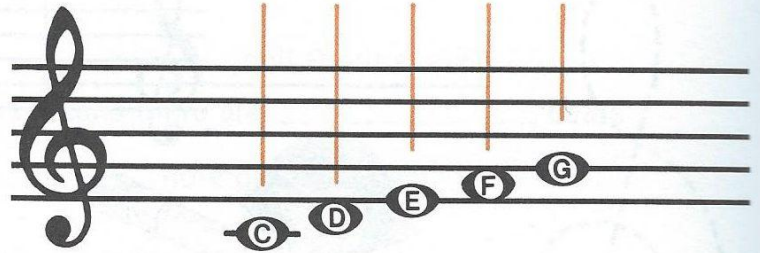
Treble Clef Notes—RH C Position

The notes of the RIGHT HAND C POSITION are written on the TREBLE STAFF.



As the notes go higher on the staff, they go higher on the keyboard. They also sound higher.

A short line, called a *leger* line, is added below the staff for Middle C.



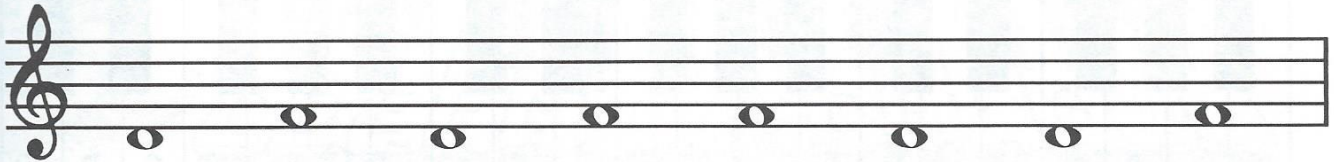
C = LINE below staff, D = SPACE below staff, E = 1st LINE, F = 1st SPACE, G = 2nd LINE.

1. Write the name of each note in the box below it.

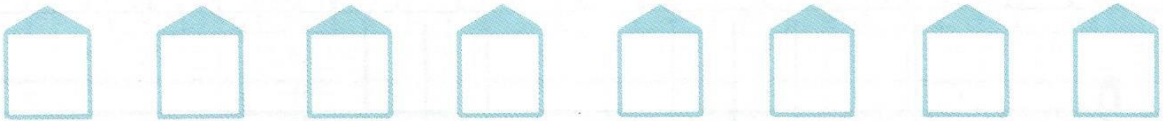


2. The notes on LINES are C, E & G.
Write the name of each note in the box below it.

3. The notes in SPACES are D & F.
Write the name of each note in the box below it.



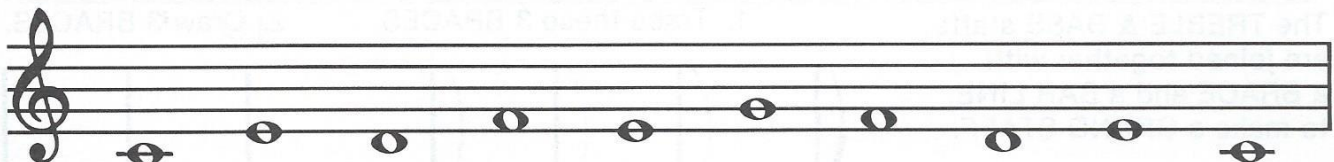
A musical staff with a treble clef. It contains eight quarter notes, each positioned in one of the spaces between the lines. From left to right, the notes are on the first, second, third, fourth, fifth, sixth, seventh, and eighth spaces.



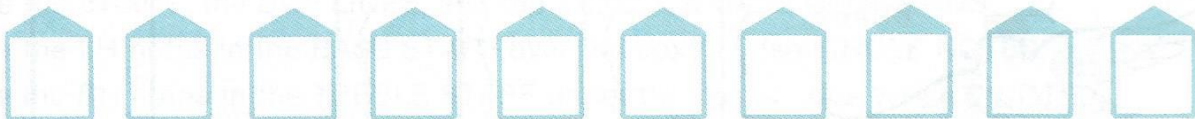
Eight empty rectangular boxes, each with a small blue house-shaped icon on top, aligned horizontally below the musical staff.



4. These notes are on LINES & in SPACES. Write the names in the boxes.



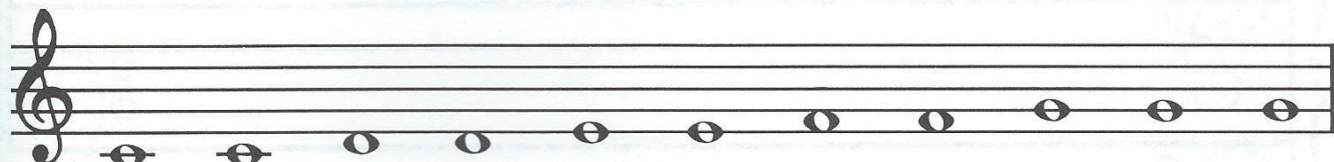
A musical staff with a treble clef. It contains ten quarter notes, each positioned on a line or in a space. From left to right, the notes are on the first line, first space, second line, second space, third line, third space, fourth line, fourth space, fifth line, and fifth space.




Ten empty rectangular boxes, each with a small blue house-shaped icon on top, aligned horizontally below the musical staff.



5. These notes REPEAT on the SAME LINE or SAME SPACE.
Write the names in the boxes.



A musical staff with a treble clef. It contains ten quarter notes, each positioned on the same line or space. From left to right, the notes are on the first line, first space, second line, second space, third line, third space, fourth line, fourth space, fifth line, and fifth space.



Ten empty rectangular boxes, each with a small blue house-shaped icon on top, aligned horizontally below the musical staff.

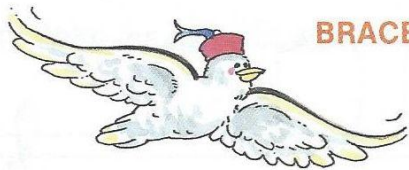
The Grand Staff

The BASS STAFF and TREBLE STAFF together make the GRAND STAFF.

The TREBLE & BASS staves are joined together with a BRACE and a BAR LINE to make a GRAND STAFF.

1. Trace these 3 BRACES.

2. Draw 3 BRACES.

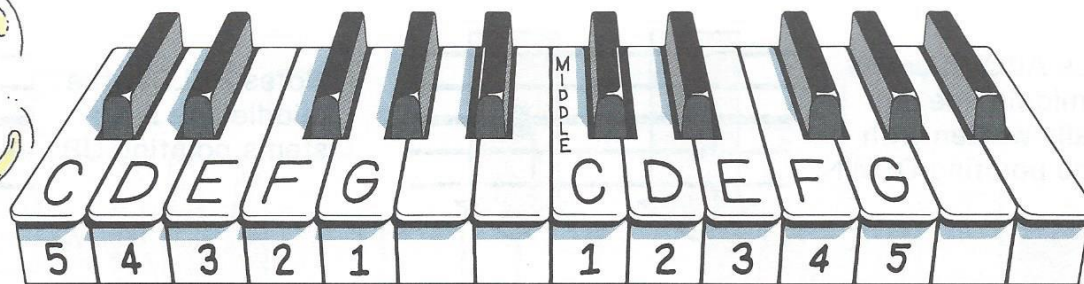


BRACE →

3. Trace the BRACE, the BAR LINES, and the TREBLE & BASS CLEF SIGNS to complete the following GRAND STAFF.

C Position on the Grand Staff

Use with pages 41-42.



LH

RH

1. Trace the BRACE, the BAR LINES, and the TREBLE & BASS CLEF SIGNS.
2. Write the LH notes in the BASS STAFF over the boxes. Use WHOLE NOTES.
3. Write the RH notes in the TREBLE STAFF under the boxes. Use WHOLE NOTES.

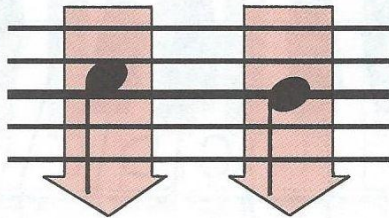
C D E F G

C D E F G

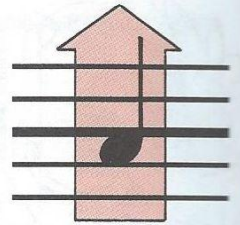
More About Note Stems

To make the music look neat on the staff:

Notes ABOVE or ON the middle line are usually written with stems pointing DOWN.



Notes BELOW the middle line have stems pointing UP.



REMEMBER: DOWN-STEMS are drawn on the LEFT side of the note.
UP-STEMS are drawn on the RIGHT side of the note.

Note-Stem Song

1. In the box at the beginning of the music below, draw a DYNAMIC SIGN that means MODERATELY LOUD.
2. Draw note stems on all the notes. Draw UP-STEMS on notes BELOW the middle line of either staff. Draw DOWN-STEMS on notes ON or ABOVE the middle line.
3. Play the music.

RH 1

Stems go up, Stems go down. If you draw them care - ful - ly;

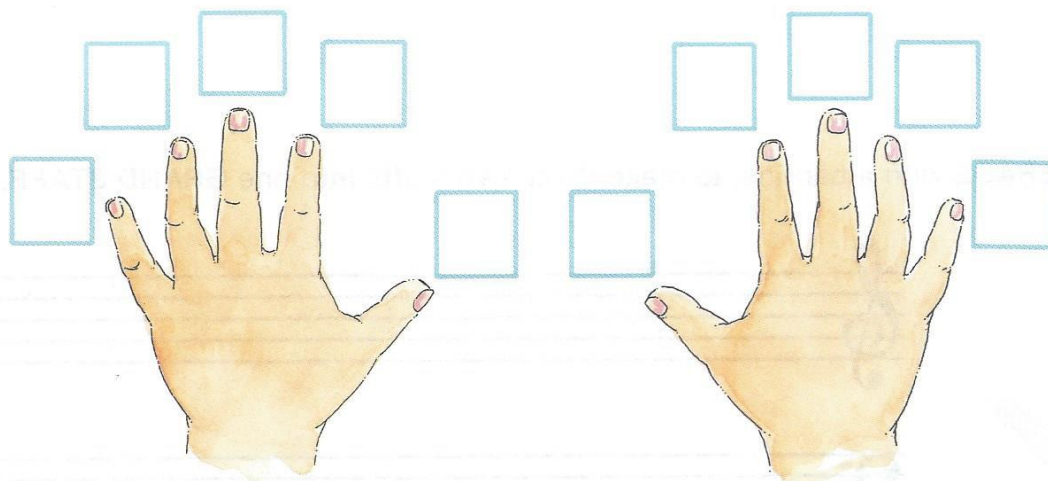
LH 5

5

Some stems up, Some stems down, Mu - sic will look neat, you see!

Review

1. Write the correct FINGER NUMBERS in the boxes.



2. Write the complete MUSICAL ALPHABET *TWICE* in the boxes below.

15 empty square boxes arranged in a single row, intended for writing the musical alphabet twice.

3. Draw the correct note in each large box. In the small box below it, write the number of counts each note receives in **4** time.

WHOLE NOTE



HALF NOTE



DOTTED HALF NOTE



QUARTER NOTE



4. Each of the following can be indicated by a DYNAMIC SIGN. Draw the correct signs in the boxes.

SOFT



MODERATELY LOUD



LOUD



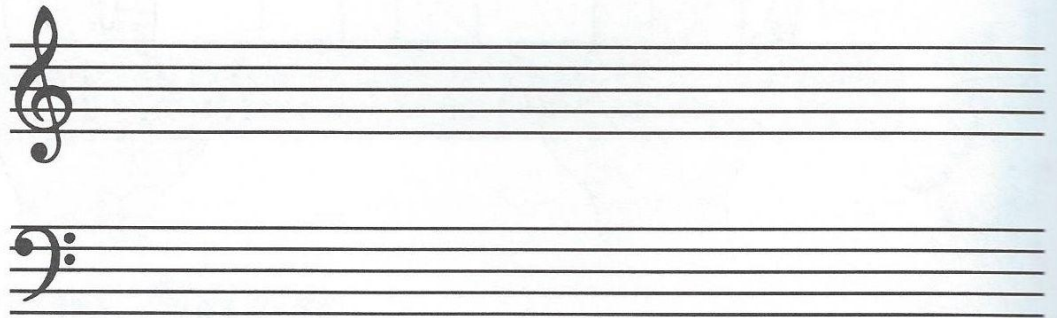
5. Add something to this DOUBLE BAR to make it into a REPEAT SIGN.



6. Draw a BASS CLEF SIGN.

7. Draw a TREBLE CLEF SIGN.

8. Add a BRACE with a bar line, to make these two staves into one GRAND STAFF.



9. Write the names of the notes in the boxes.

10. Draw two different TIME SIGNATURES and tell what the numbers mean.

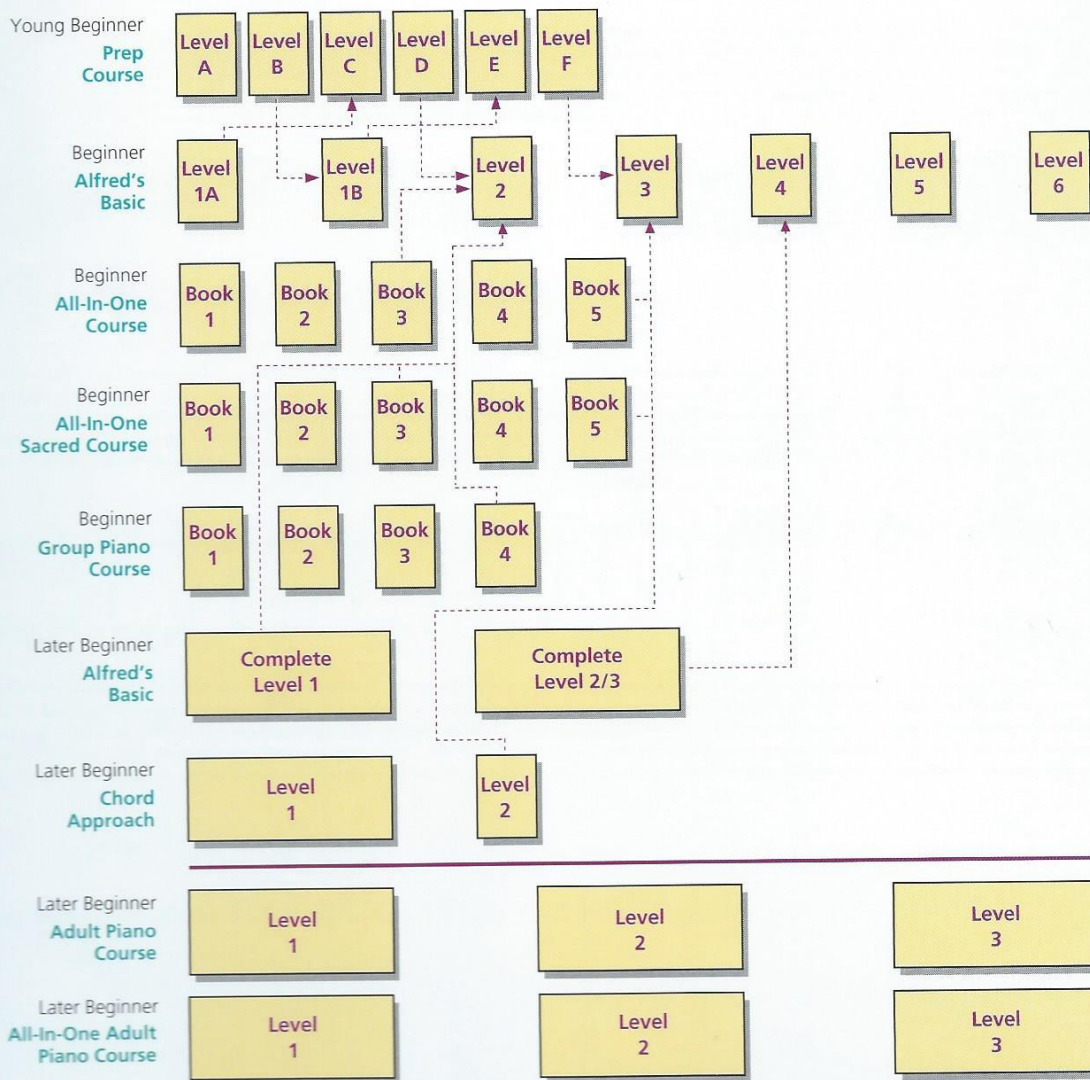
Score 10 points for each correct answer.
 PERFECT SCORE = 100. YOUR SCORE _____

Alfred's Basic Piano Library

Willard A. Palmer • Morton Manus • Amanda Vick Lethco

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