

CELLO

PRIMER

THE MAGIC *of music theory*



Kristin Campbell

Cello

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Primer

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Horsehair Music
Navarre, Florida
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This book is dedicated to my mom and dad, Dr. Fred and Ruth Coleman who were the best practice partners I could have had. They sat through countless lessons, practice sessions, recitals and were my biggest cheerleaders. Without their sacrifice and commitment, I would not be the musician or teacher I am today. Thank you, Mom and Dad!

Thank you to my students who have tested these pages, found my mistakes and typos, and made these pages better. Thank you to Felipe Deakins who recorded all the cello examples for the What Do You Hear? pages. Thank you to my cousin and fellow Suzuki teacher, Ashley Poppe, who spent some late nights and lots of messaging helping me think through these pages. Thank you also to my mom who has helped craft sentences and edited each draft. Lastly, thanks to my husband, Matt, who has encouraged me and supported me when I was ready to give up on this big project.

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Aural Skills recordings: Felipe Deakins, cello

To the student:

Welcome to the Magic of Music Theory! Did you know that when you write things on paper it helps you remember them? This book is to help you remember things that you have learned in your lesson about your cello. This book will help you learn how to read and write music. Your practice partner will help you to read and do each lesson. If you have any questions, be sure to ask your teacher. When you finish this book, you will know and understand more about your cello and playing music. It's like magic, the magic of music theory!

To the practice partner:

You are the cello hero. Practicing isn't always fun, and it's not always easy. But in this journey of learning to play the cello, you get to walk alongside a child and give them the gift of music that will last for a lifetime.

My hope with this series is that it creates happy memories as you work through the book together. Playing games, reading stories, coloring, listening to music, learning how to draw and write music. Depending on age and reading ability, you may need to read the pages to the student. You can learn along with them. Don't be afraid to help and lead the student to the answer. These might new concepts and your child may not grasp it the first time it is introduced. That's ok! You will find a lot of review built in through out the book and they will begin to understand and remember. This is the process of learning.

Keep theory time short! You can choose to do the lesson at the end of one practice session, or you could choose to divide it up with just a little bit each day. It's up to you. Ask your teacher if they would like to do the "What Do You Hear?" pages in the lesson or if you should do them at home. You can access videos online or download free mp3 tracks with each question played on a cello. The answers for each question are given on the video/ track, so that the student gets immediate feedback in the learning process. I hope you enjoy the magic of learning music theory.

To the teacher:

I created this series because I realized that my students needed some basic skills before starting note reading. I needed something they could do at home, so I wasn't giving up valuable lesson time. By writing and drawing, I wanted to engage a different part of their thinking in the music learning process. This series teaches students recognize, draw music notation, symbols, reading notes on the staff and relates it to the fingerboard. The aural skills pages, "What Do You Hear?" can be done in the lesson, through online videos or using free mp3 tracks. The QR code will take you to the online video. To download the mp3 tracks visit horsehairmusic.com. Suggested recordings are linked to online videos to listen to while doing the coloring pages, but feel free to select your favorite artist or recording to share with your student.

You can also find the games and flashcards as a pdf download at horsehairmusic.com. This allows you to download and print the games in color or print the flashcards on heavier cardstock.

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Lesson 1

There are 4 different instruments in the **string family**: the violin, viola, cello, and bass.

The **violin** is the smallest member of the string family and plays the highest notes. People who play the violin are called violinists.



The **viola** [vee-oh-la] is a little bigger than the violin and can play notes lower than the violin. The player rests the instrument on their shoulder for both the violin and viola. People who play the viola, are called violists [vee-oh-lists].



The **cello** [chel-lo] plays lower notes than the violin or viola. A person who plays the cello is called a cellist [chel-ist]. The cellist sits down to play. A long necked stick, called an endpin, rests on the floor allowing the cello to rest between the player's knees.



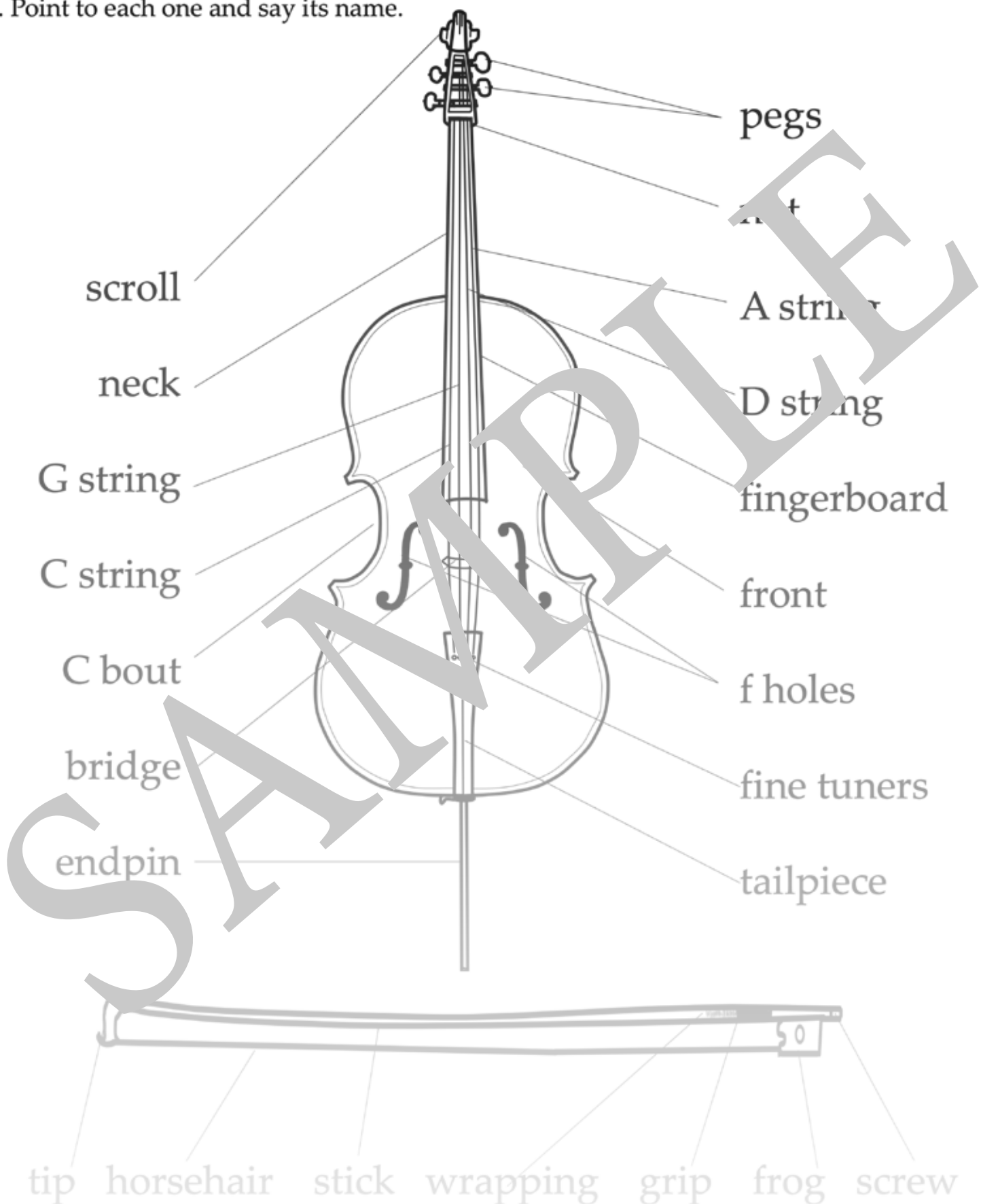
The **double bass** is the largest member of the string family and plays the lowest notes. Sometimes we call it "bass" for short. We pronounce the word "base," like baseball, not "bass" like the fish. The player stands or sits on a tall stool to play. People who play the bass are called bassists [base-ists].



The string family spends a lot of time playing together. It is important that we get to know and understand the other instruments in our string family. When a group is made up of only stringed instruments, it is called a **string orchestra**. When the string family plays with brass instruments (trumpets, trombones, French horns, tubas), woodwind instruments (flutes, oboes, clarinets, bassoons), and percussion instruments (drums, triangle, xylophones, cymbals, piano) it is called a **symphony [sim-phone-ee] orchestra**.

Here are the parts of the cello and the bow.

1. Point to each one and say its name.



Here are the parts of the cello and the bow.

1. Point to each one and say its name.

scroll

neck

G string

C string

C bout

bridge

endpin

pegs

nut

A string

D string

fingerboard

front

f holes

fine tuners

tailpiece



tip horsehair stick wrapping grip frog screw

Lesson 2

What makes music? There are four elements that make music.

1. **Pitch** is the sound of each note. A group of pitches makes a **melody**.
Pitches can move up, down, or stay the same in a melody.
2. **Rhythm** is how long or short each pitch in the melody is held.
3. **Dynamics** means volume. It is how loud or soft to play the notes.
4. **Harmony** is when two or more notes sounds together.

To identify pitches, we use the first seven letters of the English alphabet.

1. Write the first seven letters of the alphabet in the circles to see the music alphabet.



There is NO H in the the music alphabet! We stop at G. When you get to G, start over at the letter A. We keep repeating the first seven letters.

2. Point to each letter and say the music alphabet out loud 2 times.

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

3. Who is missing? Fill in the missing letters.

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

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

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

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

Fingerboard Power!

Each string on a stringed instrument sounds a pitch which has a letter name. When we play these strings with no fingers on the string, they are called **open strings**. Look at the open strings for each instrument in the string family.

Violin



Viola



Cello



Bass



4. There are three open strings that are the same letter on each instrument. What are the open string letters that all stringed instruments have in common?

5. Draw a line from the word to the correct part of the cello.

scroll

G string

C string

neck

body

bridge

fine tuners

endpin

D string

pegs

nut

A string

fingerboard

front

f holes

tailpiece



Lesson 3

To play the cello, the left hand touches the neck of the cello, and the right hand holds the bow.

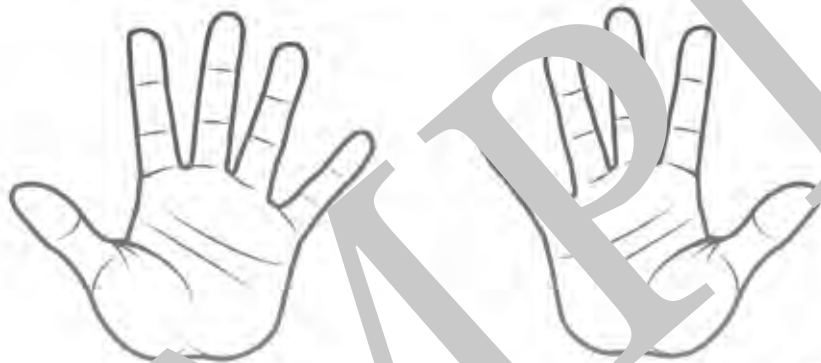


Left Hand



Right Hand

1. Write an "L" on the left hand. Write an "R" on the right hand.



Each finger on the left hand has a number. The circle beside each horizontal line on the fingerboard shows where each finger is placed on the fingerboard.

2. Draw a line matching the finger number to the circle.



C G D A

1

3

4

3. Write the finger number in each circle by the fingerboard. Write the correct finger number on each finger. Draw a line from the finger to the matching finger number by the fingerboard.



4. Color the left hands green and the right hands purple.

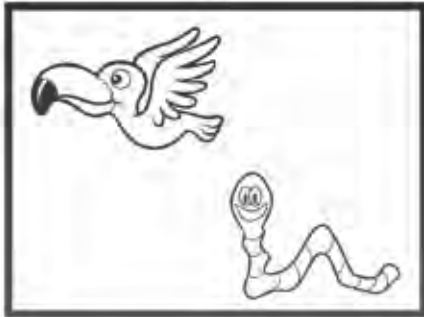




What do you hear? #1

You will hear 3 notes. If the notes you hear are high, color the bird. If the notes you hear are low, color the worm.

1.



2.



3.

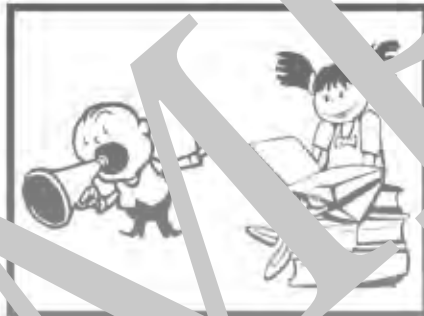


You will hear 3 notes. If the notes you hear are low, color the boy yelling. If the notes you hear are soft, color the girl reading.

4.



5.



6.



You will hear a rhythm pattern on an open string. Color the house of the open string that you hear.

7.



8.



9.

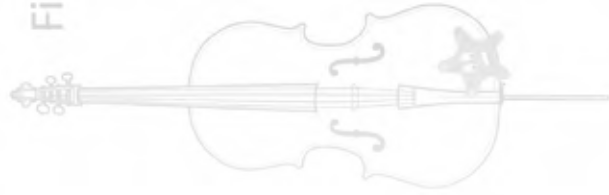


* Additional ear training exercises can be found on p. 92 and 93.

Choose from these examples. For questions 4 - 6, add a dynamic *f* or *p*. For questions 7 - 9, choose a rhythm pattern to play on an open string.

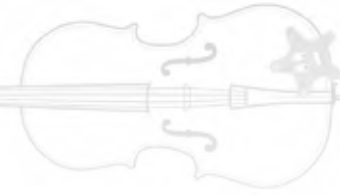


Fingerboard



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Tailpiece



Strings

F Holes



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Pegs



C Bout

Bridge



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Pegs

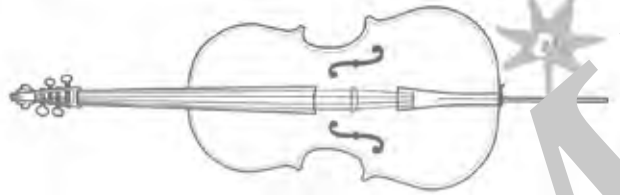
Scroll



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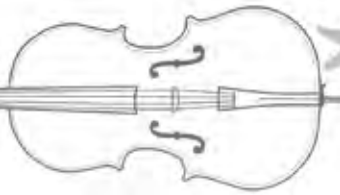
Nut

Endpin



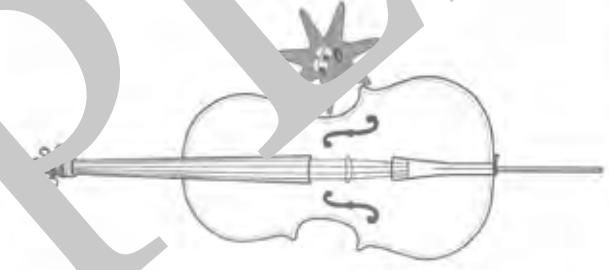
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F Holes



Neck

Scroll



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C Bout

- Cut out each card along the dotted lines.
- Place a paper clip on the right side of each card.
- Have the student slide the center of the paper clip to circle the term that the star is touching on the cello.

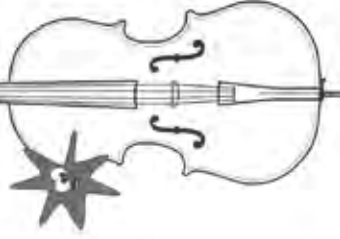
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Pegs



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Tailpiece

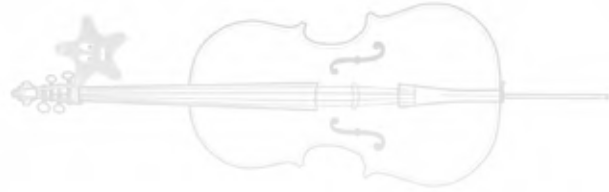


Front

Parts of the Cello Clip Cards







Back

Scroll

Nut

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Fine Tuners

F Holes

Pegs

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Fine Tuners

Bridge

Scroll

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Neck

Pegs

Bridge

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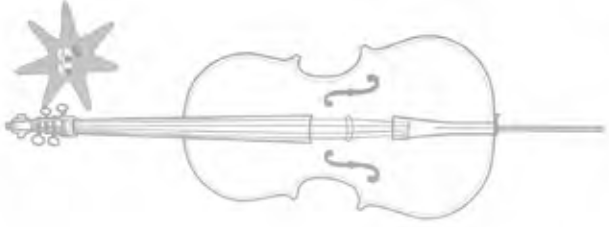


Fingerboard

Nut

Endpin

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Bridge

Pegs

Strings

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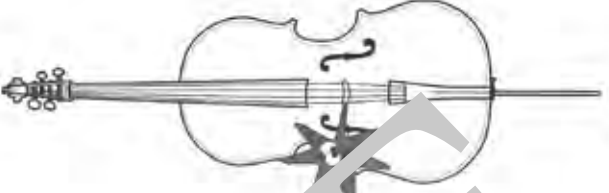


Tailpiece

Front

Holes

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Neck

Tailpiece

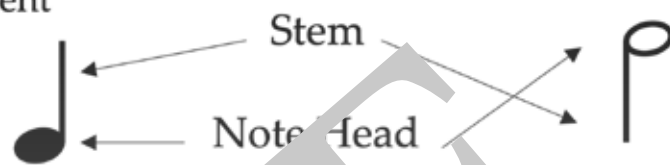
Bridge

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Lesson 4

Rhythm is how long or short we hold a pitch. Music notes show the player how long or short to hold a note. Each part of the note has a name. The round part is the **note head**. The **stem** is the straight line. Rhythm is measured in beats. Just like your body has a beat, a heartbeat, music also has a beat. Different notes show us how long or short to hold each note. Each note is held a specific number of beats.



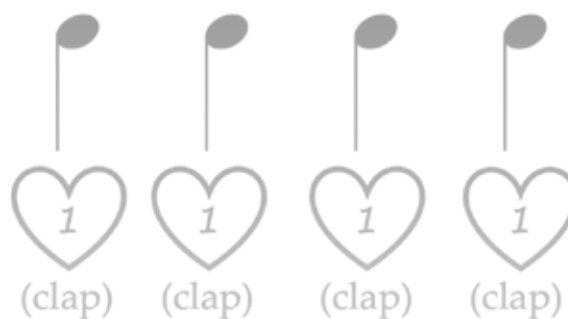
This is a **quarter note**.
A quarter note gets
1 beat.



1. Trace the dots. Color in each note head to make it a quarter note. Write a 1 in the heart under each quarter note.



2. Clap each note and say its name, "quarter." 3. Clap on each note and say its beat, "1."



How to draw a quarter note:

Step 1: Draw a circle.



Step 2: Color the circle.



Step 3: Draw a stem going up on the right side of the note head or down on the left side of the note head.

"stems go up on the right" or "down on the left"



4. Draw one quarter note in each box. Draw a circle and color it in. Add a stem going up on the right or down on the left.



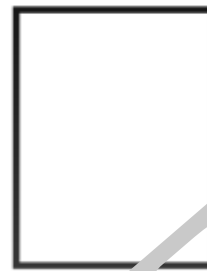
Up Stem



Up Stem



Down Stem



Down Stem



This is a **half note**.
A half note gets 2 beats.
The half note's note head **NOT** colored in.

5. Use your pencil to trace the dots, but do **NOT** color in the note head. Write its beats "1-2" in the heart.



6. Clap 1 time and hold your hands together for each half note and say the name, "half-note."



half-note
(clap-hold)



half-note
(clap-hold)



half-note
(clap-hold)

7. Clap 1 time and hold your hands together for each half note and say the beats, "1-2."



(clap-hold)



(clap-hold)



(clap-hold)

8. Draw a half note in each box. Do **NOT** color in the note head.



Up Stem



Up Stem



Down Stem



Down Stem







Lesson 5

Dynamics means volume. We use Italian words to show what dynamic to play. **Forte** [for-tay] means loud. **Piano** [pee-an-oh] means soft. Only the first letter of each word written in a fancy script is used to show the dynamic.

f = *forte* = loud

p = *piano* = soft

Circle the dynamic that describes the picture, ***f*** for loud or ***p*** for soft.

<p>1.</p>  <p><i>f</i> or <i>p</i></p>	<p>2.</p>  <p><i>f</i> or <i>p</i></p>
<p>3.</p>  <p><i>f</i> or <i>p</i></p>	<p>4.</p>  <p><i>f</i> or <i>p</i></p>
<p>5.</p>  <p><i>f</i> or <i>p</i></p>	<p>6.</p>  <p><i>f</i> or <i>p</i></p>

7. What is an activity you do that is *forte*? _____

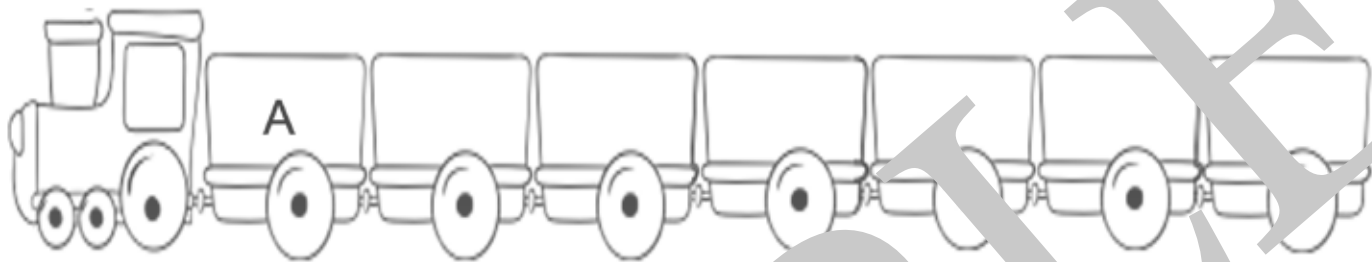
8. What is an activity you do that is *piano*? _____

9. Draw a line from the term to the correct part of the bow.



stick horsehair frog wrapping screw grip tip

10. Write one letter of the music alphabet in each train car. Then read the music alphabet out loud 1 time.



11. Write one letter in each train car of the music alphabet going backwards. Then, read it out loud 3 times.



12. Draw a circle around the notes with correct stems. Draw an X through the notes with incorrect stems.



13. The music alphabet can begin on any letter in the music alphabet. Read out loud the following music alphabets that go up beginning on a letter other than A.

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

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

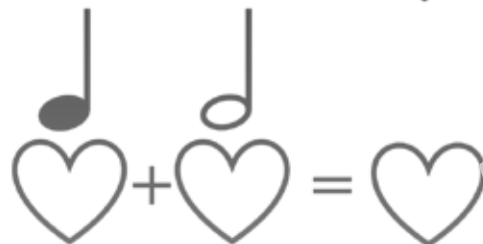
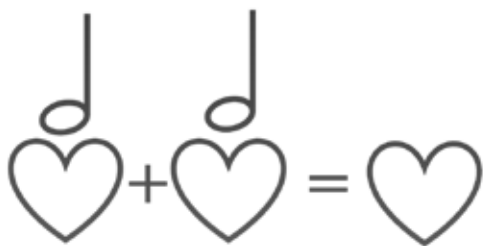
14. Write the music alphabet going up beginning on E.

Lesson 6

1. Write the number of beats for each note in the heart.



2. Write the number of beats for each note in the hearts, then add them together.



3. Clap the notes and say their beats. Then clap and say their names.



4. Draw the note that matches the number of beats. 5. Fill in the blanks.



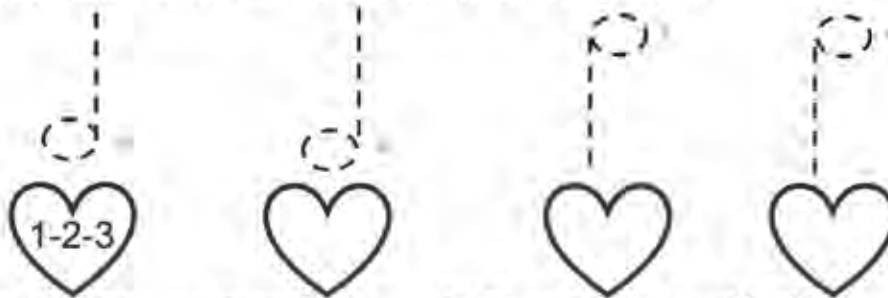
Stems go _____ on the right,

or _____ on the left.

This is a **dotted half note**. It is a half note followed by a dot.
It gets 3 beats. The dot ALWAYS goes on
the right side of the note head.



6. Trace the dotted half notes. Write the beats in the hearts.

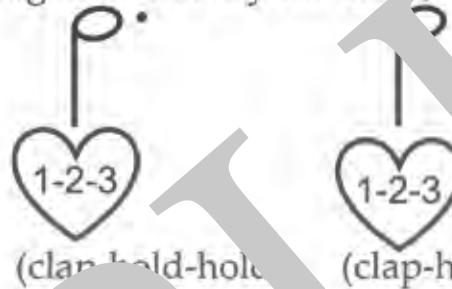


7. Clap 1 time and hold your hands together and say "half-note-dot."



half - note - dot half - note - dot
(clap-hold-hold) (clap-hold-hold)

8. Clap 1 time and hold your hands together and say the beats "1-2-3."



(clap-hold-hold) (clap-hold-hold)

9. Draw a dotted half note in each box. Remember, the dot is ALWAYS on the right.



This is a **whole note**.
A whole note gets 4 beats.
A whole note does not have a stem.

10. Draw a whole note and write the beats in the blank under each note.



11. Clap 1 time and hold your hands together and say, "whole-note-4-beats."



whole - note - 4 - beats
(clap - hold - hold - hold)

12. Clap 1 time and hold your hands together and say the beats, "1-2-3-4"



(clap - hold - hold - hold)

What do you hear? #2



You will hear several notes for each box. When you hear a long note, draw a line. When you hear a short note, draw a dot. Draw all the notes that you hear, in the order that you hear them.

Long Note = _____

Short Note = •

1.

2.

3.

4.

* Additional ear training exercises can be found on p. 94.

Choose from these examples.



Lesson 7



In music, the speed of the music is called the **tempo**. Like dynamics, Italian words are used for tempo markings.

Adagio [a-da-shgee-oh] – slow

Andante [ahn-don-teh] – a walking pace

Allegro [a-leg-row] – fast, happy with energy

1. Draw a line from the term to the animal that matches the tempo mark.

Adagio

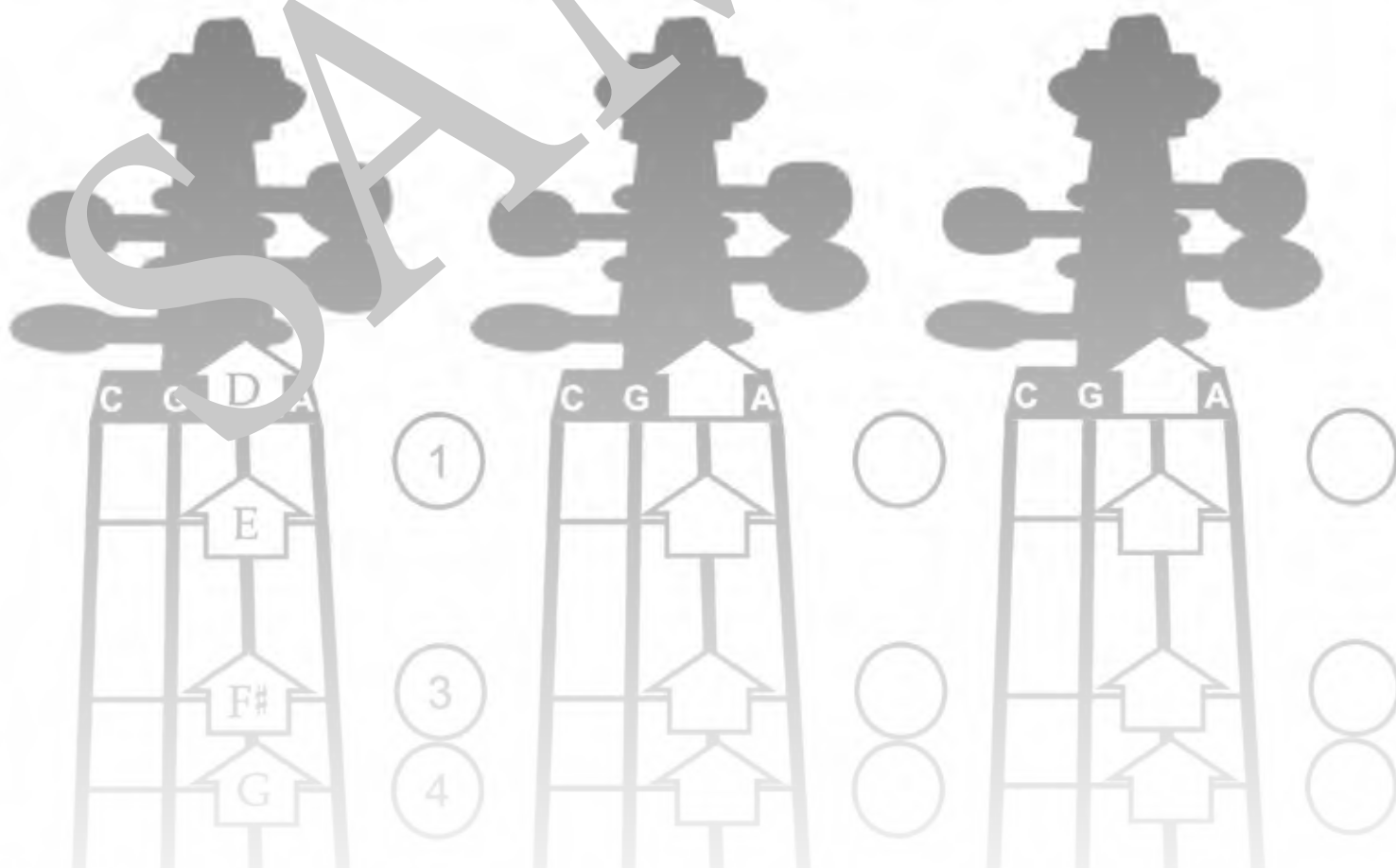
Andante

Allegro



Fingerboard Power! Each place we set our fingers on the D string is a pitch and has a letter name. As we set fingers onto the fingerboard, we go forward through the music alphabet. The letter "F" has a # by it. This is called a **sharp**. Third finger on the D string plays "F-sharp."

2. Write the D string letters in each house and the finger number in the circle.



What do you hear? #3



You will hear 4 notes. If the 4 notes you hear are fast, circle Allegro. If the 4 notes you hear are slow, circle Adagio.

1

2

3

SPEED LIMIT
ADAGIO

SPEED LIMIT
ALLEGRO

SPEED LIMIT
ADAGIO

SPEED LIMIT
ALLEGRO

SPEED LIMIT
ADAGIO

SPEED LIMIT
ALLEGRO

You will hear 4 notes. If the 4 notes you hear are loud, circle *f* for forte. If the 4 notes you hear are soft, circle *p* for piano.

4

5

6

f or *p*

f or *p*

f or *p*

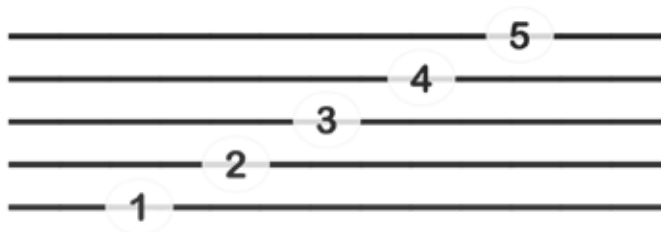
* Additional ear training exercises can be found on p. 95 & 97.

Choose from these examples for #1-3 and play it fast, or slow. For #4-6 add forte or piano to an example below.



Lesson 8

This is a **staff**. The staff is made up of **5 lines and 4 spaces**. We start numbering the lines and the spaces on the lowest line or the lowest space and count up.



1. Write the numbers on the lines.



2. Write the numbers in the spaces.



A **space note** sits between two lines. A **line note** has a line through the middle of the note head.

Space Note



Line Note



3. Draw 3 space notes between the lines.



4. Draw 3 line notes on the line.



5. Color the space notes green and the line notes blue.



6. Write the line or space number for each note in the blank.



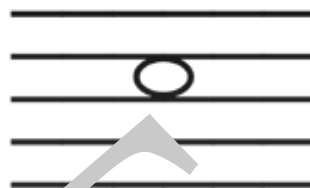
Line ____



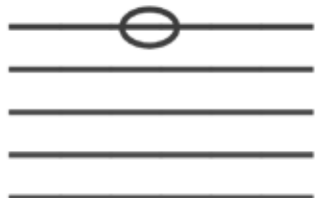
Space ____



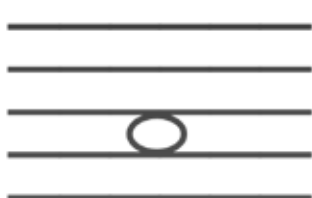
Line ____



Space ____



Line ____



Space ____



Line ____

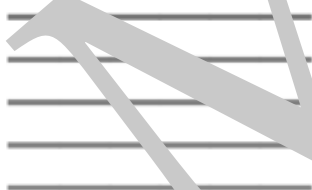


Space ____

7. Draw the note on the correct line.



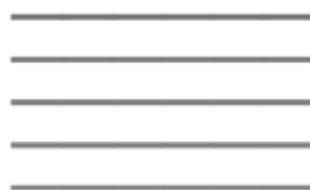
Line 3



Line 1



Line 5



Line 2

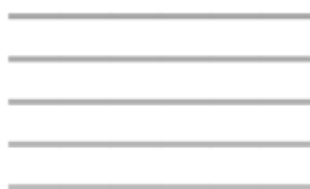
8. Draw the note in the correct space.



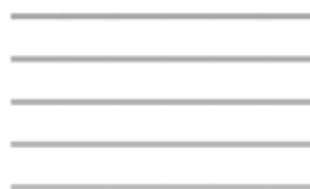
Space 2



Space 4



Space 3



Space 1

9. Write the total number of beats for each note in the heart.



Lesson 9

The violin, viola, and cello all use a different clef to read music. Violinists use the treble clef. Violists use the alto clef. Cellists and bassists use the bass clef.



Treble Clef



Alto Clef



Bass Clef

This is the **treble clef**. Treble means high. The treble clef shows the high notes on the staff. It is also called the “**G clef**” because it wraps around the “**G**” line on the staff. Violinists read music using the treble clef.



This is the **alto clef**. The alto clef shows the middle notes on the staff. It is also called the “**C clef**” because it points to the “**C**” line on the staff where “**C**” lines. Violists read music using the alto clef.



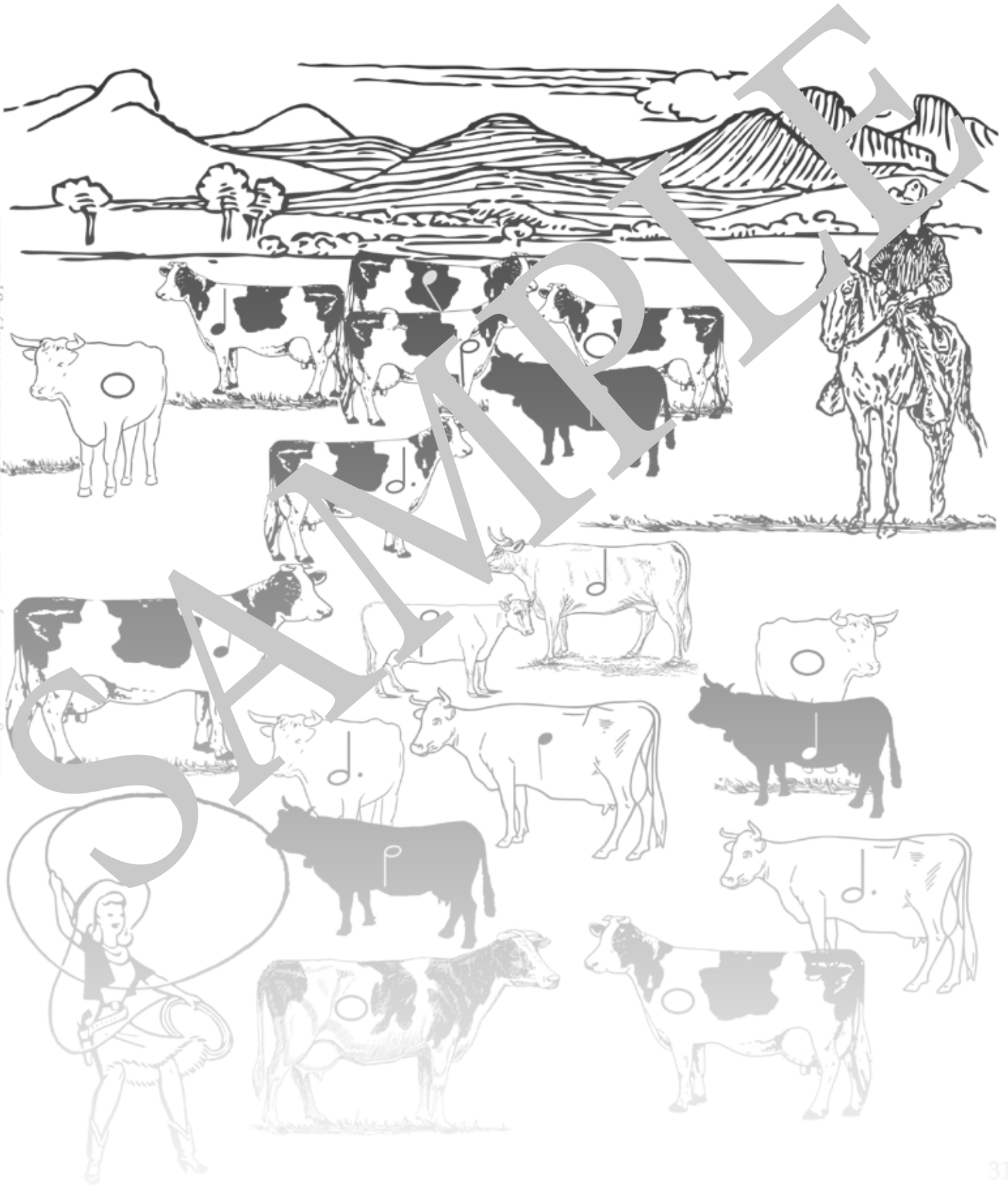
This is the **bass clef**. The bass clef shows the low notes on the staff. We pronounce the name, bass like “base” in baseball, or the double bass. Sometimes it is called the “**F clef**” because it shows note “**F**” on the staff. Cellists and double bassists read music using this clef.



1. Color the treble clef blue, the alto clef green, and the bass clef purple.

2. Help the ranch hands round up the cows.

- Draw a square around the quarter note cows.
- Draw a triangle around the half note cows.
- Draw a heart around the dotted half note cows.
- Draw a circle around the whole note cows.



Lesson 10

How to draw a bass clef.

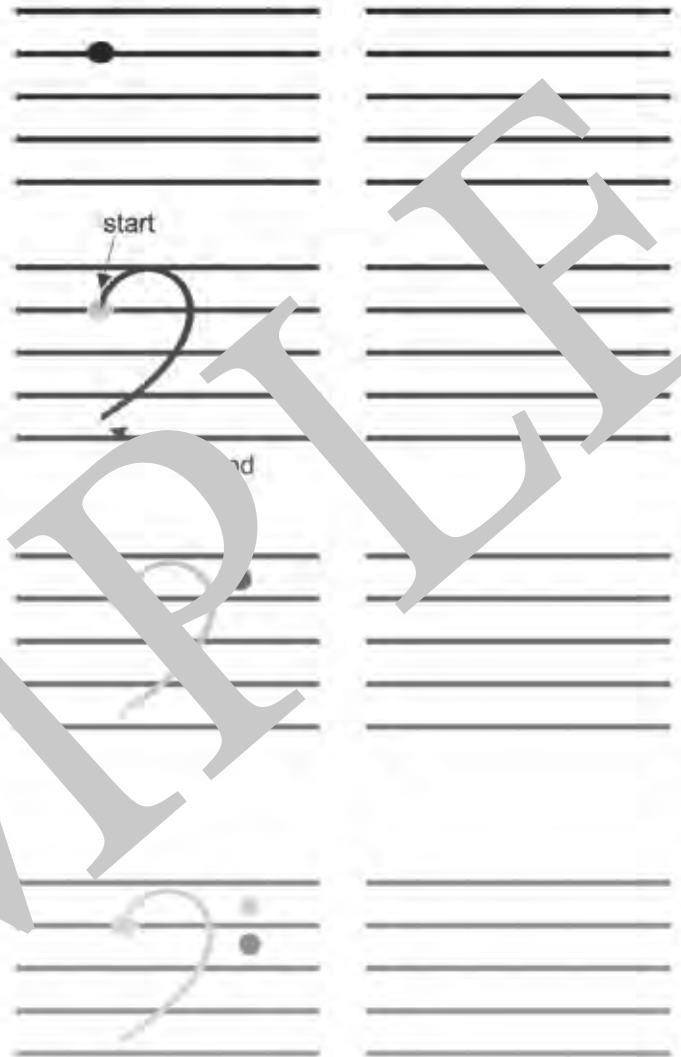
Step 1: Draw a big dot on line 4.

Step 2: Draw half of a heart starting on the dot, ending in space 1, but but not touching line 1.

Step 3: Draw a dot on the right side in space 4.

Step 3: Draw a dot on the right side in space 3.

1. Draw each step on the empty staff.



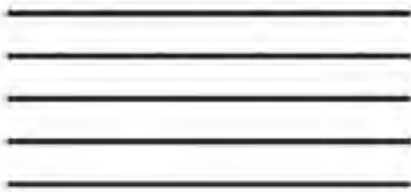
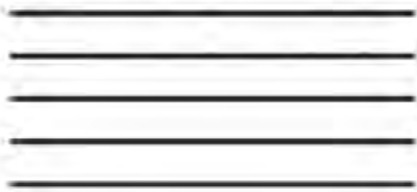
2. Following the steps above, trace the bass clefs on each staff below.



3. Following the steps above, draw a bass clef on each staff below.



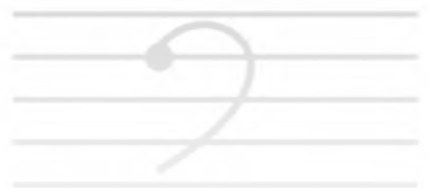
3. Following the steps on p. 32, draw a bass clef on each staff.



4. Draw a line matching the clef to the instrument that reads music using that clef.



5. Circle the bass clefs that are drawn correctly. Draw an X through the bass clefs that are incorrect.





What do you hear? #4

You will hear 3 notes. If you hear the same note 3 times, circle "SAME." If you hear 3 notes that are different, circle "DIFFERENT."

1. SAME DIFFERENT

2. SAME DIFFERENT

3. SAME DIFFERENT

4. SAME DIFFERENT

Circle the dynamic you hear. If the music you hear is loud, circle *f* for forte. If the music you hear is soft, circle *p* for piano.

6 7

f *p* *f* or *p* *f* or *p*

* Additional ear training exercises can be found on p.96 & 97.

Choose from these examples for #1-4. For #5-7 add forte or piano to an example below.



Lesson 11

1. Write one letter of the music alphabet in each leaf.



2. Draw a line from the name to the correct clef.

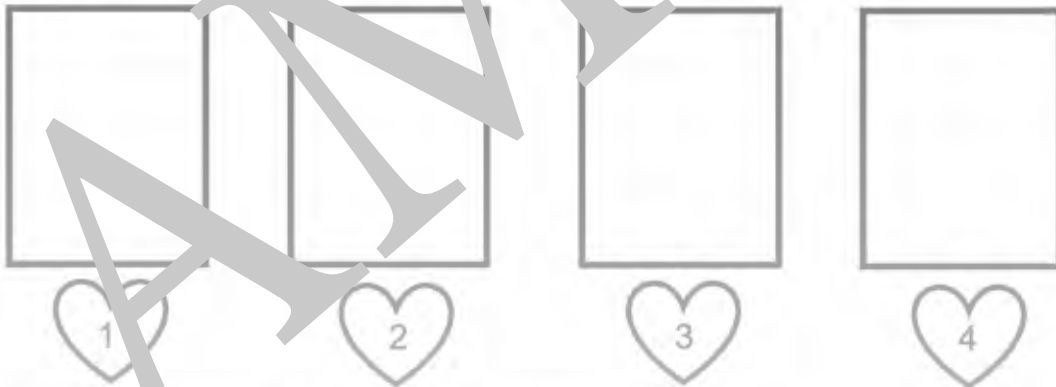


Alto Clef

Bass Clef

Treble Clef

3. Draw the note in the box that matches the number of beats.



4. Write the line or space number for each note.



Line ____

Line ____

Space ____

Line ____

5. Forte means _____

6. Piano means _____



Did you know?

??

Before computers were invented, music was written by hand. Composers gave their music to a **copyist** who would neatly write out the music. The pens that were used to write music had a wide tip called a nib. These pens are sort of like calligraphy pens today. When composers drew a curved line with a wide nib, the thickness of the line would change. Composers never picked up their pen and colored the sides of the notes. It was just how the pen worked. When the typewriter and computer were invented, font designers kept the look of how copyists drew music notes and symbols with the old pens. Can you see how the thickness of the line changes with the wide nibbed pen?



Because your pencil has a sharp point and not a wide nib, the line for the notes you draw will not change thickness. You should not color in the sides of the notes to make them thicker. With a pencil, only draw music notes with a thin line.

Music Font



Handwritten

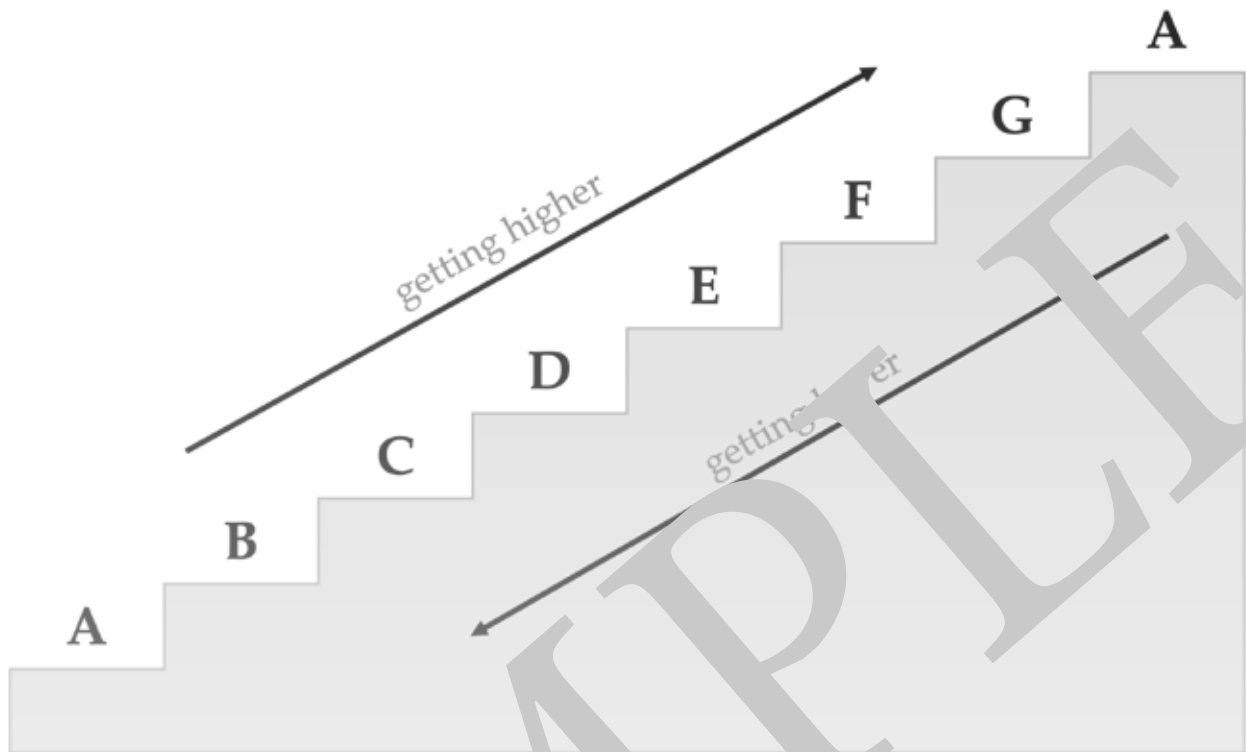


1. Draw the symbol in each box with a pencil using a thin line.

Lesson 12

When we step up in the music alphabet, we move forward through the music alphabet. As we step up, the pitch moves higher. When we step down in the music alphabet, we move **backwards** through the music alphabet and the pitch goes down.



1. Fill in the blanks with the correct letter.

A – step up – land on _____

F – step down – land on _____

C – step up – land on _____

B – step down – land on _____

E – step up – land on _____

F – step down – land on _____

B – step up – land on _____

A – step down – land on _____

_____ – step up – land on _____

C – step down – land on _____

2. When we step up, we move _____ through the music alphabet
(forward / backward)

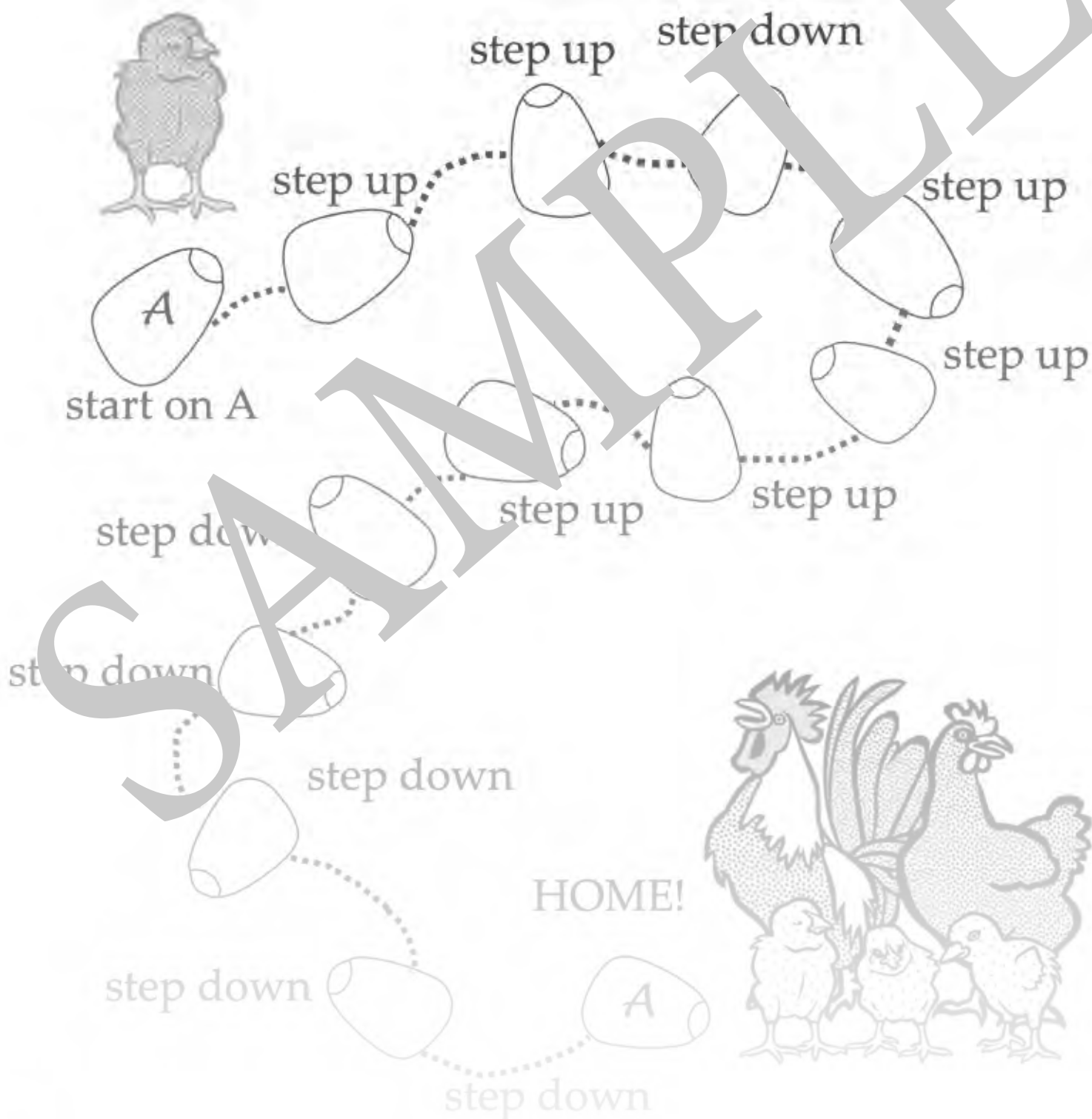
and the pitch goes _____. When we step down, we move _____
(up / down) (forward / backward)

through the music alphabet and the pitch goes _____.
(up / down)

3. This little chirpy chick got lost. Can you help her find her way back to her family?
Following the directions, write in the letter in each corn kernel to step up or down.

4. What letter finally got the chick home? _____

BONUS: Using your instrument, play the baby chick's path.



Lesson 13

1. Circle if the two letters are stepping up or stepping down.

D to E = step up or step down

G to F# = step up or step down

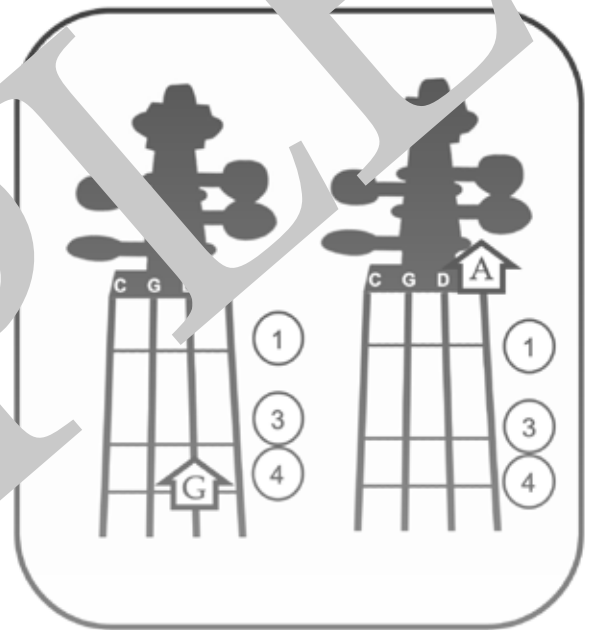
B to A = step up or step down

C# to D = step up or step down

G to A = step up or step down

A to B = step up or step down

To step up from G we land on _____. You will have to lift up fingers and move to the next string to step up from 4th finger G.

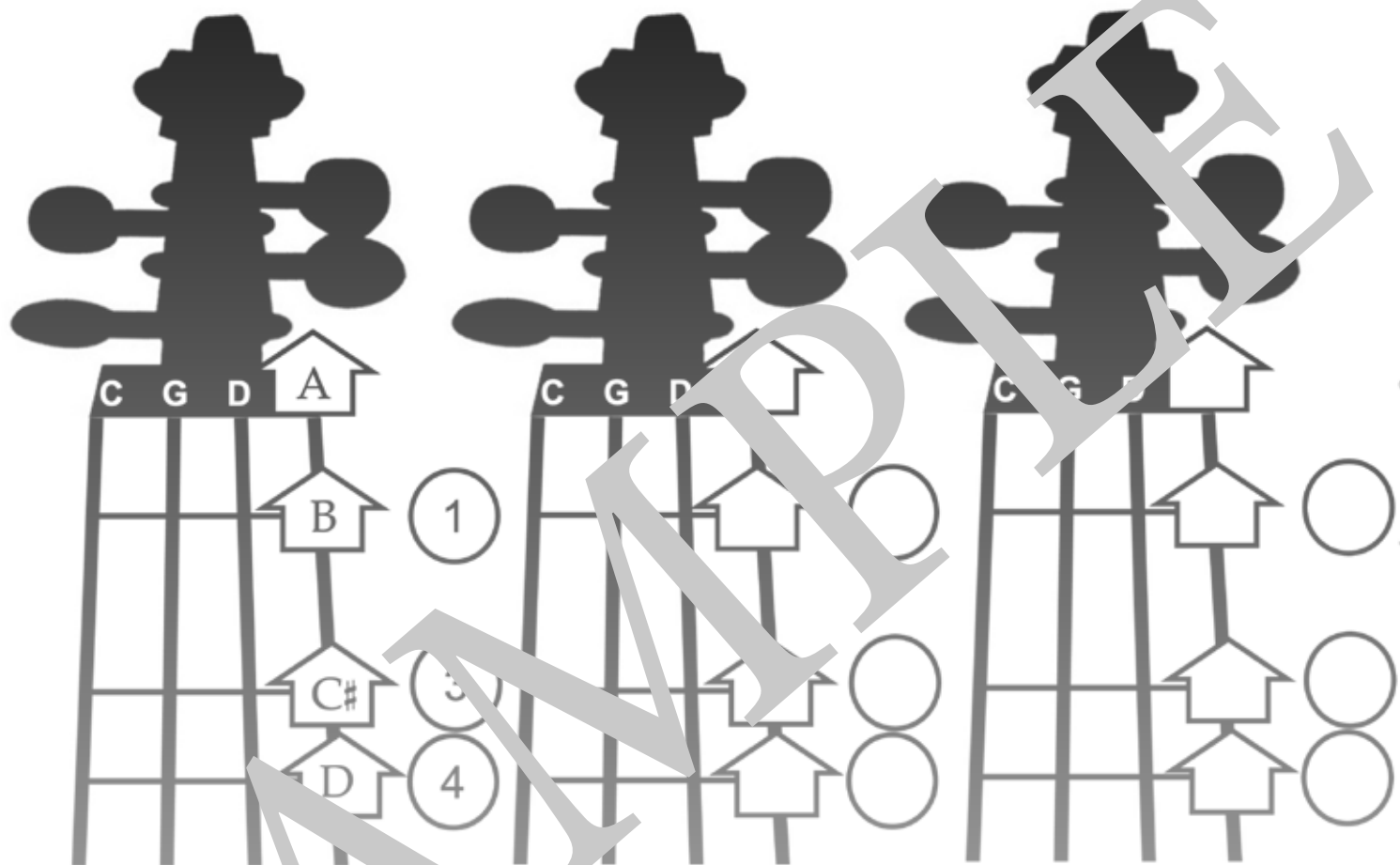


2. Draw a line from the finger number on the basketball to the letter that finger plays on the D string.

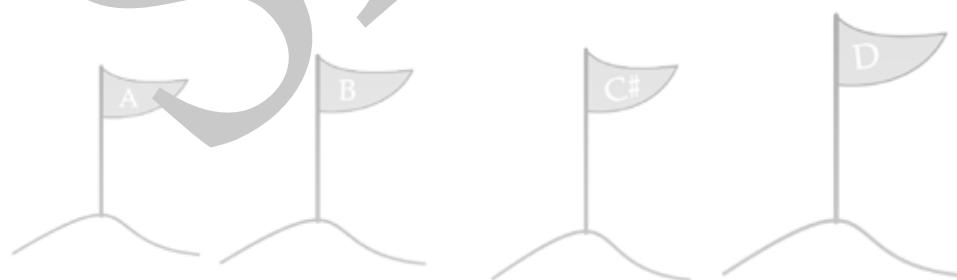


Fingerboard Power! The fingers on the A string each have a letter name. As we set fingers onto the fingerboard, we go forward through the music alphabet starting on A. One letter has a sharp (#) on the A string, C#.

3. Write the A string letters in each house. Write the finger number in the circle.



4. Help Alexander Alligator play golf. Match the golf ball with the A string finger number to the flag with the E string letter.

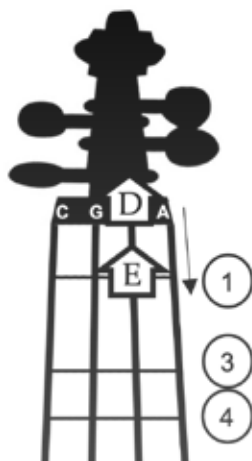


Lesson 14

Fingerboard Power!

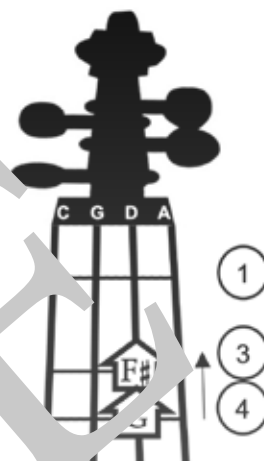
Stepping Up

To **step up** on the fingerboard, place the next finger onto the fingerboard.

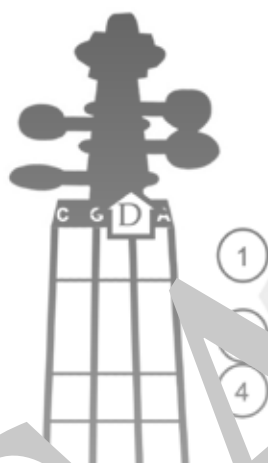


Stepping Down

To **step down** on the fingerboard, place a finger off the fingerboard.



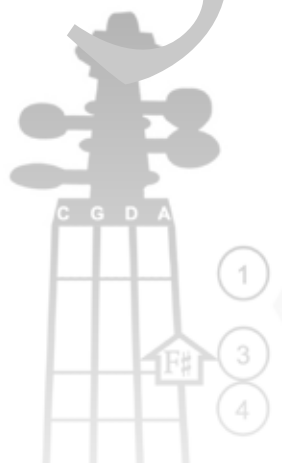
1. On the fingerboard, draw a circle that is a **step up** from the letter in the house. Then, write the letter name in the circle. Finally, fill in the blanks in the gray box.



Letter: D – step up – land on _____
Finger: 0 – step up – play finger ____.

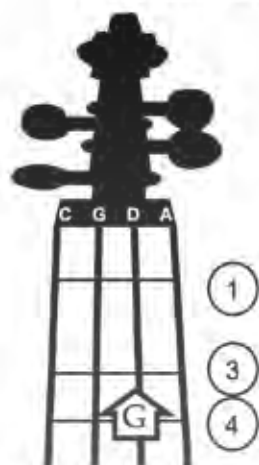


Letter: E – step up – land on _____
Finger: ____ – step up – play finger ____.



Letter: F# – step up – land on _____
Finger: ____ – step up – play finger ____.

2. On the fingerboard, draw a circle that is a *step down* from the letter in the house. Then, write the letter name in the circle. Finally, fill in the blanks in the gray box.

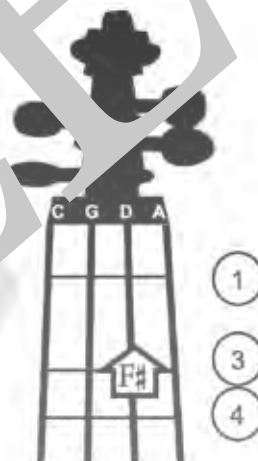


Letter: G – step down – land on _____

Finger: 4 – step down – play finger _____

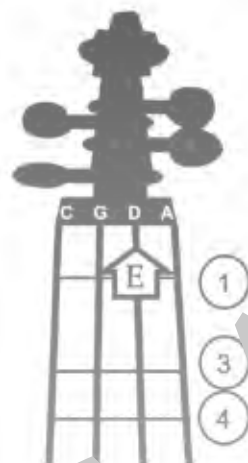
Letter: F# – step down – land on _____

Finger: _____ – step down – play finger _____



Letter: E – step down – land on _____

Finger: _____ – step down – play finger _____

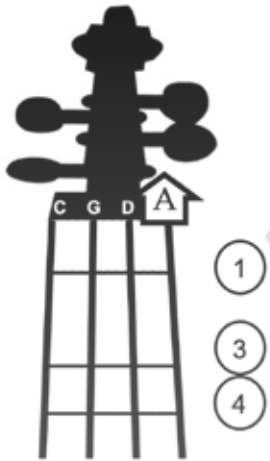


3. Draw a step! Fill in the missing letters.



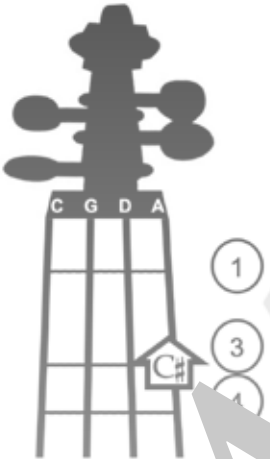
Lesson 15

1. Fill in the gray box. Then, on the fingerboard draw a circle that is a *step up* or a *step down* from the letter in the house. Finally, write the letter name in the circle.



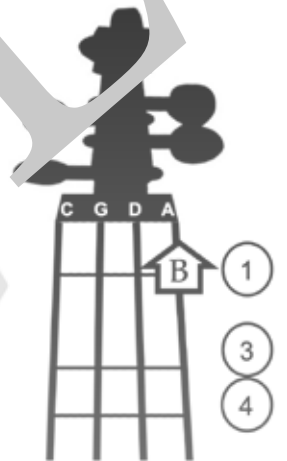
Letter: A – step up – land on _____

Finger: 0 – step up – play finger ____.



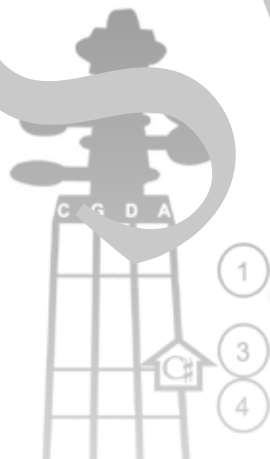
Letter: B – step up – land on _____

Finger: ____ – step up – play finger ____.



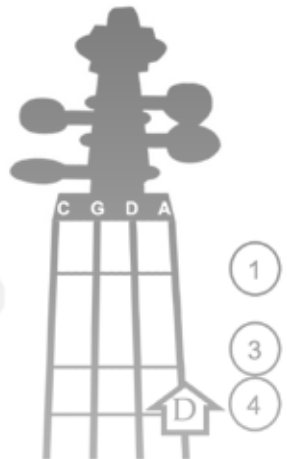
Letter: C# – step up – land on _____

Finger: ____ – step up – play finger ____.



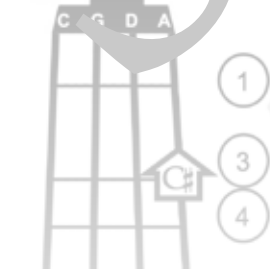
Letter: D – step down – land on _____

Finger: ____ – step down – play finger ____.



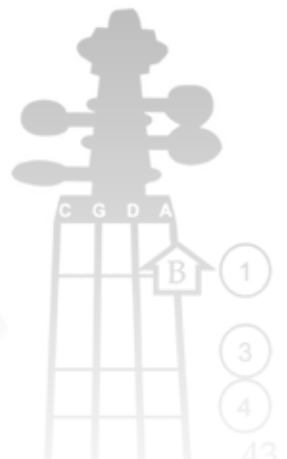
Letter: C# – step down – land on _____

Finger: ____ – step down – play finger ____.

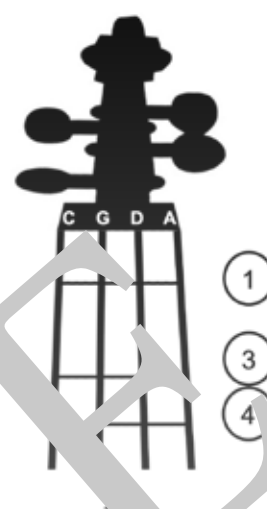
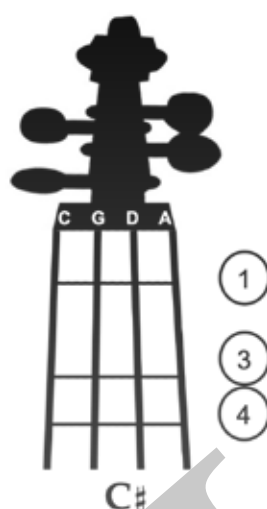
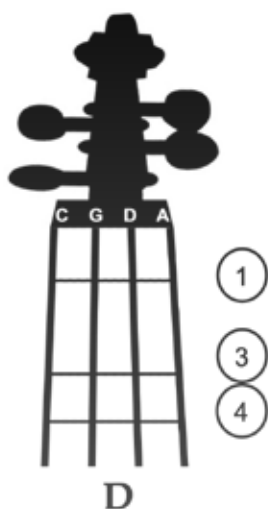
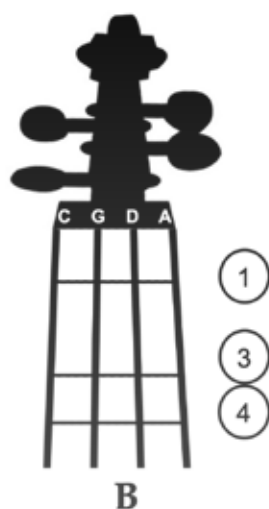


Letter: B – step down – land on _____

Finger: ____ – step down – play finger ____.



2. Draw a circle on the fingerboard showing where each letter is on the A string.

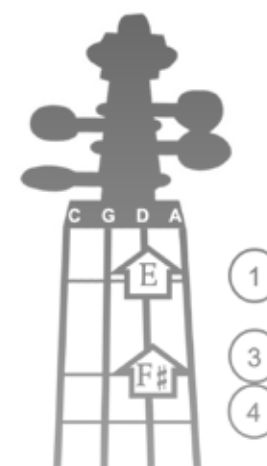


Steps are always one finger to the next finger. There are 2 kinds of steps, a **half step** and a **whole step**. A half step is the smallest step. It is when the fingers are close together. A whole step is 2 half steps together and there is space between the fingers.

Half Step
A half step is when your fingers are close together. It is the closest that two notes can be.



Whole Step
A whole step is 2 half steps together. There is a space between your fingers.



2. Circle the finger numbers that are a half step on the fingerboard picture.

1 & 3

3 & 4

3. Circle the finger numbers that are a whole step on the fingerboard picture.

1 & 3

3 & 4



??

Did you know?

An open string up to the 1st finger tape is also a whole step, even though it only uses 1 finger!

Lesson 16

Stepping on the staff

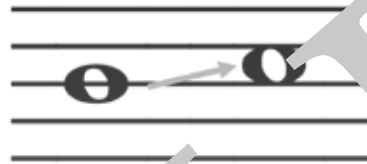
Notes can step up and down on the staff. When a note steps up on the staff, it moves from a space to the next line, or from a line to the next space.

step up
space note to line note



(space 3, step up, line 4)

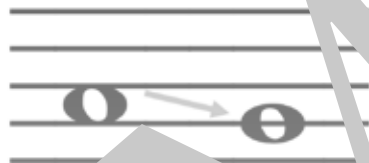
step up
line note to space note



(line 3, step up, space 3)

When a note steps down on the staff, it moves from a space to the next line, or a line to the next space.

step down
space note to line note



(space 2, step down, line 2)

step down
line note to space note



(line 2, step down, space 1)

1. Draw a note below that steps UP from the given note.



2. Draw a note below that steps DOWN from the given note.



A **repeated note** stays on the same line or space.

same space



same line



3. Following the directions at the top of each box, draw a circle on the fingerboard that steps up or steps down from the house. Then write the letter for the printed house in the first blank. Write the letter for the circle in the second blank.

Step Up	Step Up	Step Down	Step Down
___ step up, land on ___	___ step up, land on ___	___ step down, land on ___	___ step down, land on ___

4. Draw a whole note on the line or space listed under each staff. Then, draw another whole note that steps up, steps down, or repeats.

Line 3 Step Up	Space 1 Step Down	Space 3 Step Up	Line 1 Repeating
Line 4 Step Up	Line 2 Step Down	Space 4 Step Up	Space 3 Repeating

What do you hear? #5



Place a coin in each circle. You will hear 4 notes for each question. If the notes you hear step up, push the coin up to the sky. If the notes you hear step down, push the coin down to the ground.



Choose from these examples:



Lesson 17

1. Write the letter for each house on the D string and A string. Then, write the finger number in the circle.

Half Step
Fingers are close together.

Whole Step
Space between fingers.

2. Write W if distance between the notes is a whole step. Write H if the distance between the notes is a half step.

Open D to 1st finger E = _____

1st finger E to 3rd finger F# = _____

3rd finger F# to 4th finger G = _____

Open A to 1st finger B = _____

1st finger B to 3rd finger C# = _____

3rd finger C# to 4th finger D = _____

3. Draw the note in each box. Write the total number of beats for each note in the heart.

Quarter Note
Stem Up



Quarter Note
Stem Down



Half Note
Stem Up



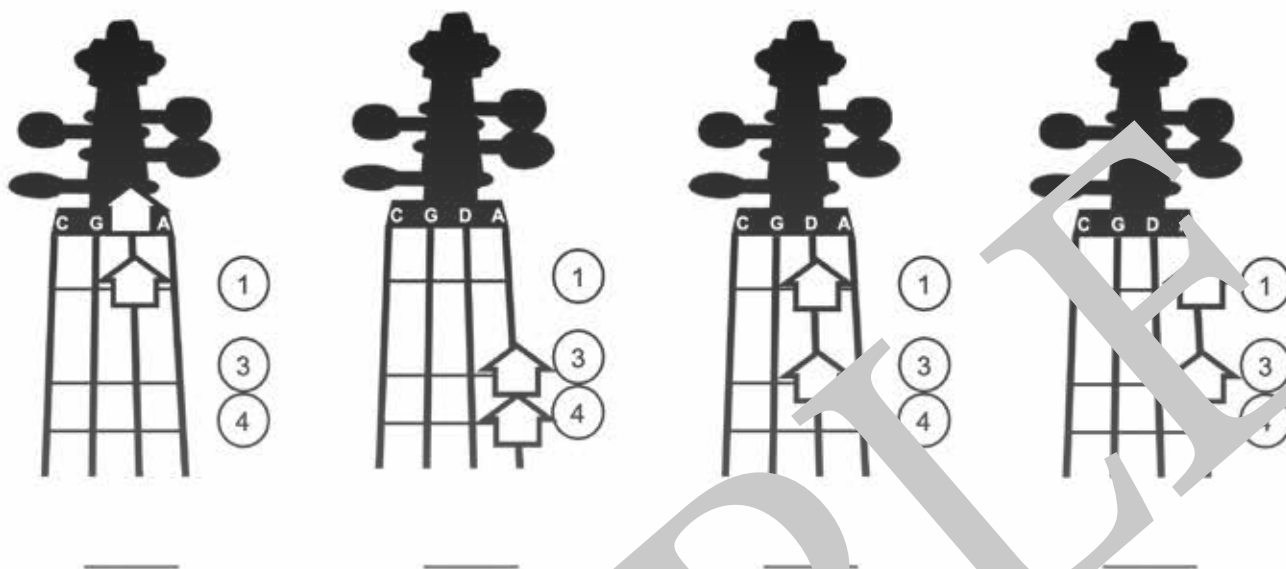
Half Note
Stem Down



Whole Note



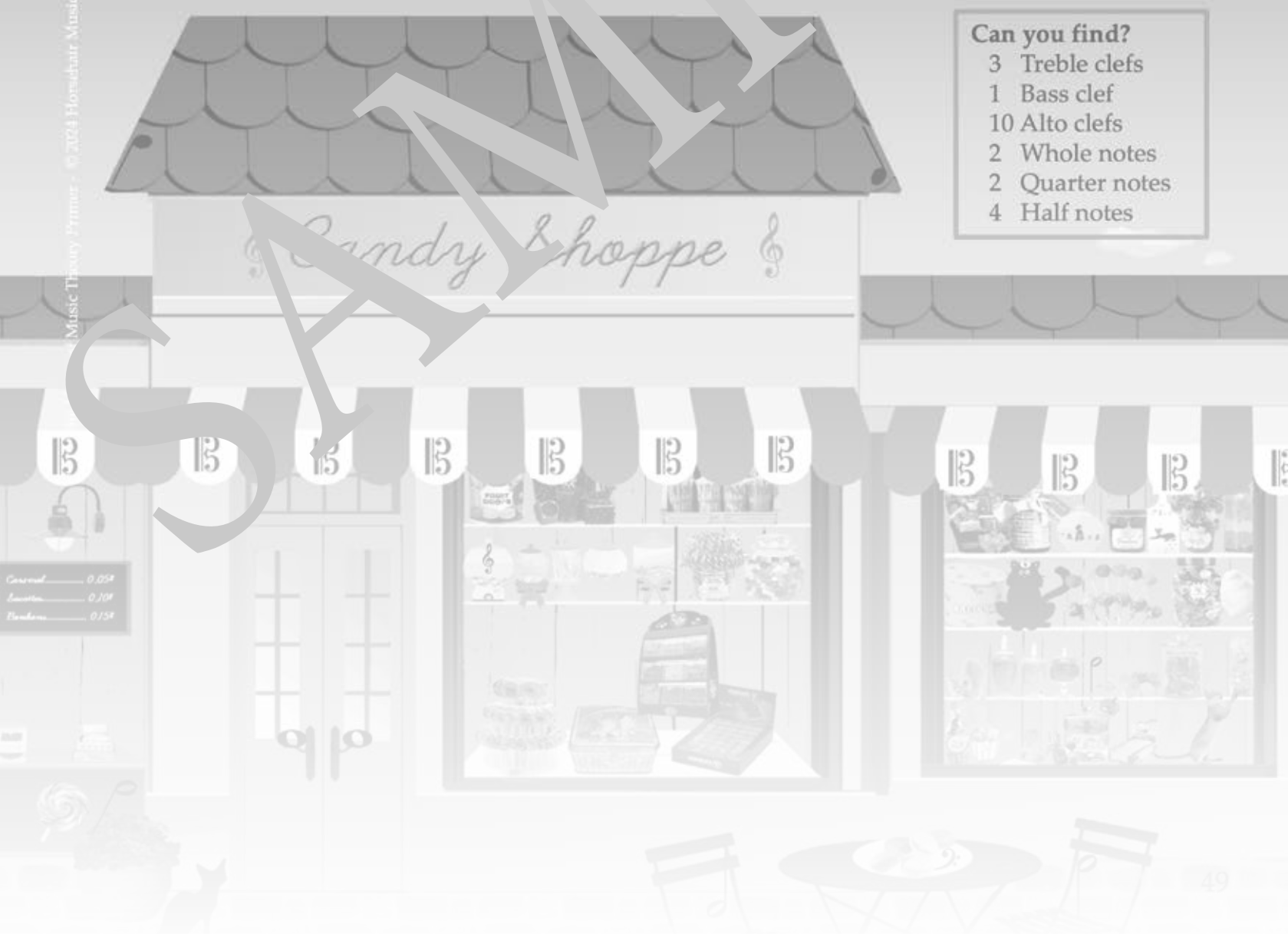
4. If the houses on the fingerboard are a half step, write "H" in the blank. If the houses are a whole step write, "W" in the blank.



5. Circle the hidden music notes and clefs in the picture.

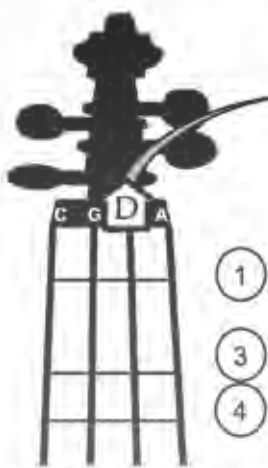
Can you find?

- 3 Treble clefs
- 1 Bass clef
- 10 Alto clefs
- 2 Whole notes
- 2 Quarter notes
- 4 Half notes



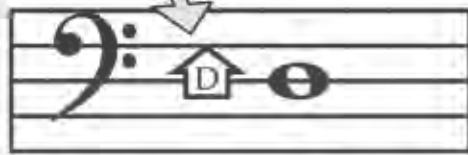
Lesson 18

Each pitch has a house on the fingerboard and a matching house on the staff. We use notes to show the staff house of each pitch.



Open D is a space note and lives on the staff in line 3.

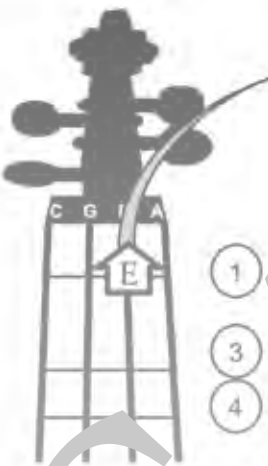
1. Trace the bass clef. Draw 3 "D" whole notes on the staff. Write the letter below.



Line 3 = Open D

D (line 3) – step up – land on E (space 3).

2. Trace the bass clef. Draw 3 "E" whole notes on the staff. Write the letter below.



Space 3 = E



Did you know?

?? Always draw a sharp (#) on the *left* side of the note. A sharp looks like a tic-tac-toe board and the middle square is on the same line or space as the note.

E (space 3) – step up – land on F# (line 4).

3. Trace the bass clef. Draw 3 "F#" whole notes on the staff. Write the letter below.



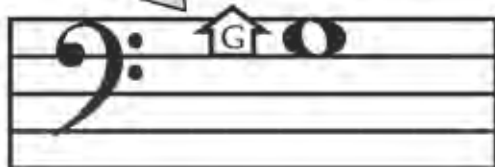
Line 4 = F#



F# (line 4) – step up – land on G (space 4).

4. Trace the bass clef. Draw 3 "G" whole notes on the staff. Write the letter below.

①
③
④



Space 4 = G



5. Trace the bass clef. Draw the 4 D string notes on the staff. Write the finger number on the line under each note. Then draw a circle on the fingerboard under each note, showing where that note lives on the cello fingerboard.



Letter Name: D E F# G

Finger Number:



①
③
④



①
③
④



①
③
④



①
③
④

Discover the Composers

7. Fill in the letter of each note to learn about the life of a great composer.

***Hint: if there is no sharp by the note, write the letter alone.

Johann S____bastian Bach was a ____r____nt

compos____r. H____b____n writ____music

wh____n n____was ____hte____n y____ars ol____.

Bach ha____o chil____r____n. B____caus____th____y

can l____arn____to play a musical instrum____nt,

the Bachs ha____a ____amily orch____stra!

The Magic of Music Theory - Primer © 2024 Horseshair Music. Photocopying prohibited.

8. Name a piece you have played by this composer: _____

9. Follow the color code and color Patricia Panda while you listen to Johann Sebastian Bach's Cello Suite No. 6 in D Major, III. Courante, BWV 1012.



Color Code:

D = Pink

E = Gray

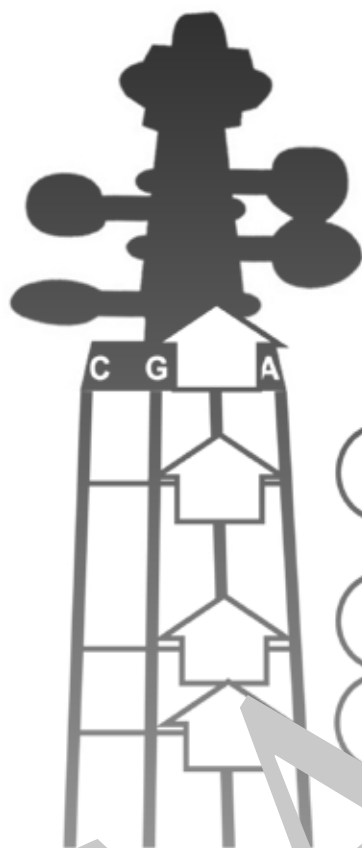
F# = Brown

G = Black



Lesson 19

1. Write in the letters for each D string house.
2. Write the finger in each circle.
3. Fill in the blanks under each note.



Space Number _____

Letter _____

Finger Number _____



Line Number _____

Letter _____

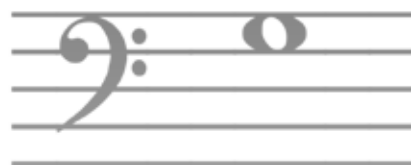
Finger Number _____



Line Number _____

Letter _____

Finger Number _____



Space Number _____

Letter _____

Finger Number _____

True or False

4. A half step is when your fingers are far apart.

True or False

5. A whole step is when your fingers are far apart.

True or False

6. On the D string - D up to E is a whole step.

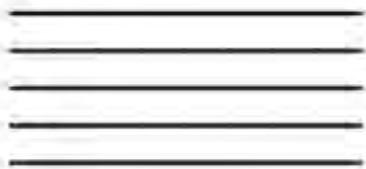
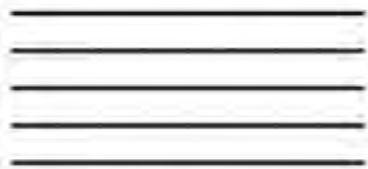
True or False

7. On the D string - E up to F# is a whole step.

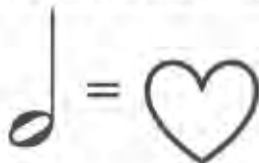
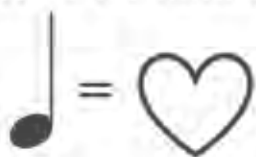
True or False

8. On the D string - F# up to G is a whole step.

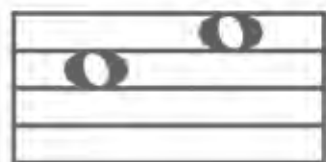
9. Draw a bass clef on each blank staff.



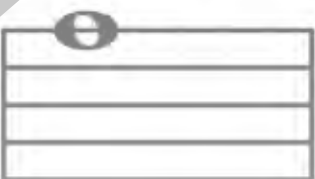
10. Write the number of beats in each heart.



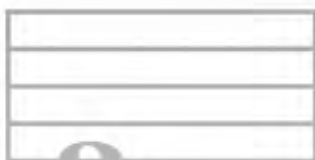
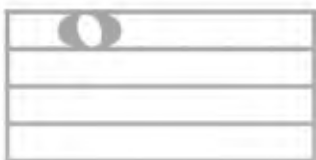
11. Circle the pairs of stepping notes. Draw an X on the pairs that do not step.



12. Draw a whole note that goes **down** from the given note.



13. Draw a whole note that **steps up** from the given note.



14. Trace the bass clef. Draw a whole note on the staff on the correct line or space above each letter.



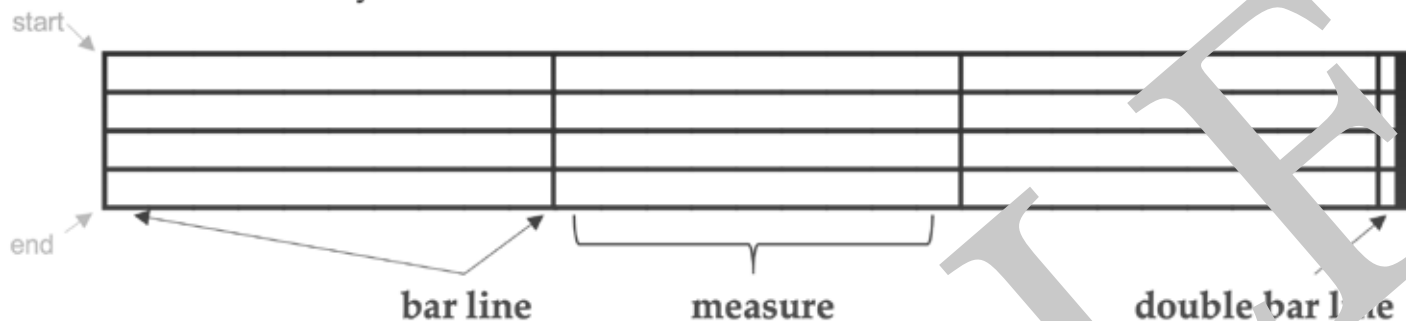
D

F#

A

Lesson 20

The staff lines are divided by **bar lines**. The space between the bar lines is called a **measure**. Bar lines start at line 5 and end at line 1. There is a bar line at the beginning of each staff. At the end of a piece, you will see a **double bar line**. A **double bar line** is a thin line followed by a thick line.



1. Trace the dots to draw bar lines and create measures.



2. On the staff below draw in 3 bar lines and a double bar line at the end.



3. On the staff below, draw an arrow pointing to each bar line. Draw a box around the double bar line.



4. On the staff below, draw a circle around each measure.



5. How many measures did you circle? _____

6. Draw a circle on the fingerboard that matches the note on the staff.

Four fingerboard diagrams are shown, each with a house shape on the D string. The notes C, G, D, and A are labeled above the strings. To the right of each fingerboard are three circles containing the numbers 1, 3, and 4. Below each fingerboard is a musical staff with a bass clef. The notes on the staves are: 1. G (second line), 2. D (third space), 3. A (third space with a sharp sign), 4. G (second line).

7. Circle the fingerboards whose houses are a half step apart. Draw an X over the fingerboards whose houses are a whole step apart.

Four fingerboard diagrams are shown, each with a house shape on the D string. The notes C, G, D, and A are labeled above the strings. To the right of each fingerboard are three circles containing the numbers 1, 3, and 4. The house shapes are positioned on the D string at the following frets: 1. 1st fret, 2. 2nd fret, 3. 3rd fret, 4. 4th fret.

8. On the D string, the half step is between finger numbers _____ and _____.

The letters for these fingers are _____ and _____.

Lesson 21

A **time signature** is the two numbers stacked on top of each other. The time signature is printed on the first line of a piece immediately after the clef sign. The top number of a time signature tells us how many beats are in each measure. The bottom number of the time signature tells us what kind of note gets one beat. A **4 on the bottom means the quarter note gets 1 beat**.

$$\begin{array}{c} 4 \\ 4 \end{array} = \begin{array}{l} \text{4 quarter} \\ \text{notes in} \\ \text{each} \\ \text{measure} \\ \text{1 quarter} \\ \text{note gets 1 beat} \end{array}$$

1. Circle the top number of the time signatures. Draw a square around the bottom number of the time signature. Fill in the blanks for each time signature.

_____ quarter notes in each measure

6

4

_____ note gets 1 beat

_____ quarter notes in each measure

2

4

_____ note gets 1 beat

_____ quarter notes in each measure

5

4

_____ note gets 1 beat

_____ quarter notes in each measure

3

4

_____ note gets 1 beat

2. Count the notes in each measure and fill in the top number of the time signature.

4

_____ quarter notes in each measure

4

4

_____ note gets 1 beat

4

_____ quarter notes in each measure

4

4

_____ note gets 1 beat

4

_____ quarter notes in each measure

4

4

_____ note gets 1 beat

4

_____ quarter notes in each measure

4

4

_____ note gets 1 beat

3. Write the number of beats for each note in the heart.

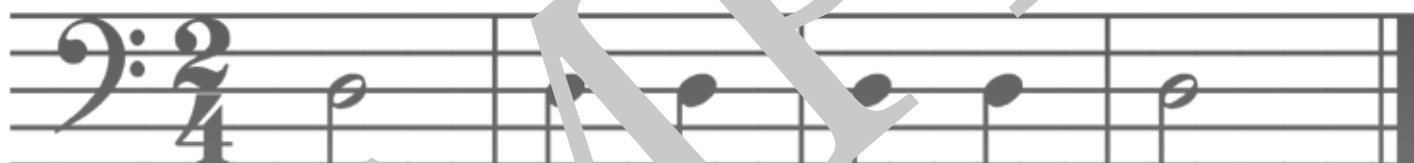


Beats:



4. Since the time signature is 4/4 in question 3, there should be a total of 4 beats in each measure. Look at each measure above and add up the number of beats in each measure. Does each measure equal 4 beats? Circle the answer: YES NO

5. Write the number beats for each note in the heart.



Beats:



6. This time signature is 2/4. There should be a total of 2 beats in each measure. Add up the number of beats in each measure above. Does each measure have 2 beats? Circle the answer: YES NO

We count the beats in each measure! Each beat gets one number. We start our counting over at the beginning of the next measure. Do you see how each measure has 4 counts? Now point to each note and say the *counts* out loud.



Beats:



Counts:



Lesson 22

Fill in the blanks. Then, write the number of beats for each note in the hearts. Write the counts for each measure in the blanks.

1. Time Signature: There are _____ beats in each measure. The _____ gets 1 beat.



Beats:



Counts:

2. Time Signature: There are _____ beats in each measure. The _____ gets 1 beat.



Beats:



Counts:

3. Time Signature: There are _____ beats in each measure. The _____ gets 1 beat.



Beats:



Counts:

4. Draw in the missing bar lines. Remember the beats in each measure should add up to the top number of the time signature.

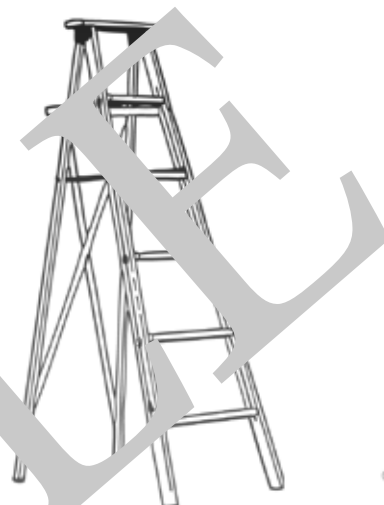
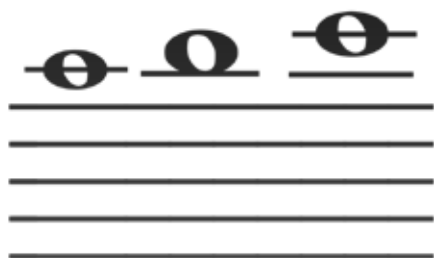


5. Write the top number of the time signature in the box.

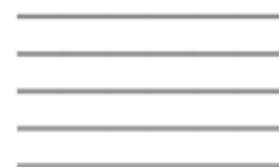
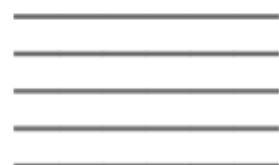
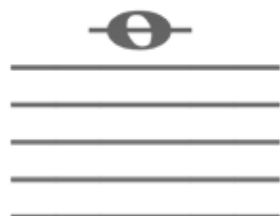


Lesson 23

To show the notes that are higher or lower than the 5 lines on the staff, we can extend the staff up and down using little lines that look like ladders. These little lines are called **ledger lines**.



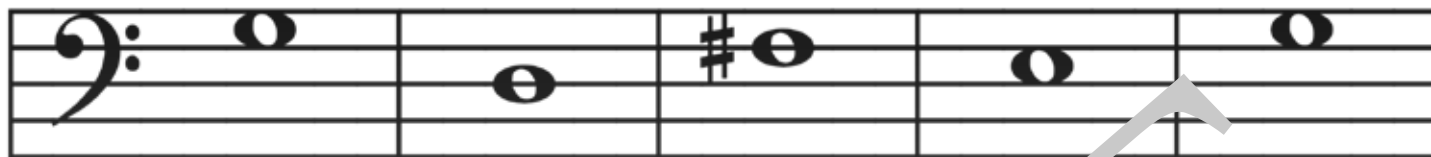
1. Draw the ledger line note on the empty staff next to each note.



2. I have 6 quarter notes in each measure. What is my time signature? _____

3. I have 2 quarter notes in each measure. What is my time signature? _____

4. Write the letter names under each note.





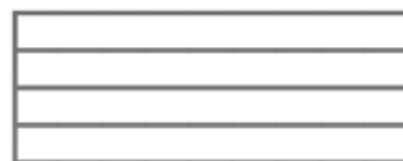
5. Draw a bass clef on each staff. Then draw a whole note for the letter on the staff.



F#



E



G



D



F#



E

6. Write the top number of the time signature in the box.





What do you hear? #6

Place a coin on each coconut. If the notes you hear step up, push a coin up to the top of the tree. If the notes you hear step down, push a coin down to the ground.



Choose from these examples:



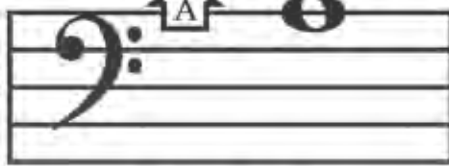
Lesson 24

Open A is a space note and lives on top of the staff.

1. Trace the bass clef. Draw 3 "A" whole notes on the staff.
Write the letter below.



1
3
4

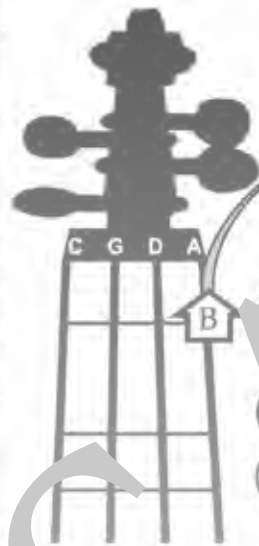


Line 5 = A



A (space 4) – step up – land on B (ledger line 1).

2. Trace the bass clef. Draw 3 "B" whole notes on the staff.
Write the letter below.



1
3
4



Top of the staff = B



?? **Remember!!!** Always draw a sharp (#) on the left side of the note head. It looks like a tic-tac-toe board. Draw the middle square of the sharp on the same line or space as the note.

B (on top of the staff) – step up – land on C# (ledger line 1).

3. Trace the bass clef. Draw 3 "C#" whole notes on the staff.
Write the letter below.



1
3
4



Sits on top
of ledger line 1 = C#





C# (ledger line 1) – step up – land on D (space above ledger line 1).

4. Trace the bass clef. Draw 2 ledger lines and 3 "D" whole notes on ledger line 2. Write the letter below.



Space above ledger line 1 = D



5. Trace the bass clef. Draw the 4 A string notes on the staff. Write the finger number on the line under each note. Then draw a circle on the fingerboard under each note, showing where that note lives on the fingerboard.



Letter Name:

A B C# D

Finger Number:



1
3
4



1
3
4



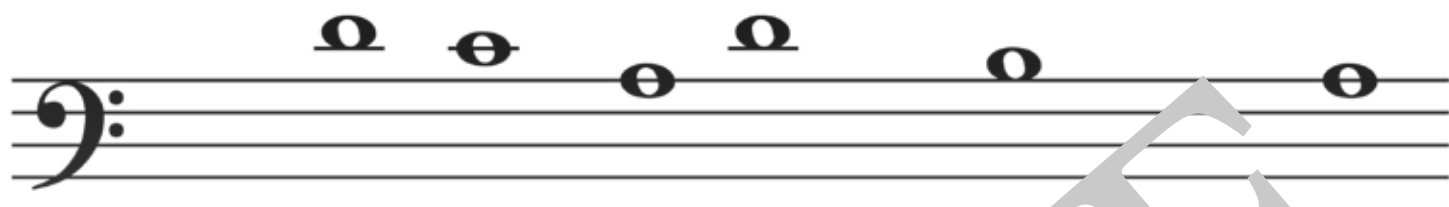
1
3
4



1
3
4

Discover the Composers

7. Fill in the letter of the note to learn about the life of a great composer.



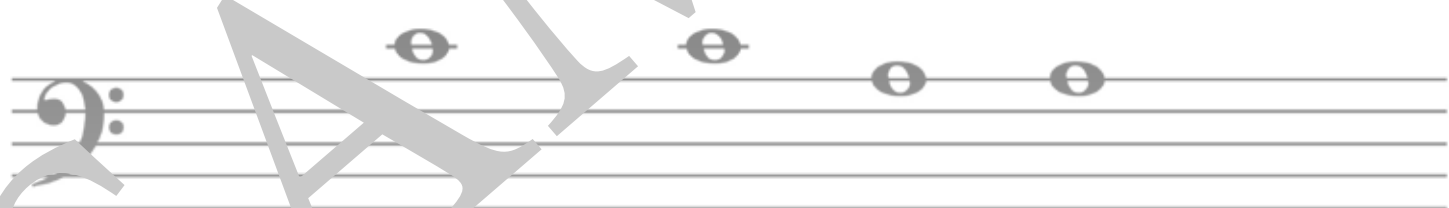
George Fre____eri____ H____n____el was ____orn in Germ____ny



in 1685. He pl____ye____ both violin ____n____ org____n.



He ____ompose____ musi____ for the King of Engl____n____. He



wrote one pie____e for the or____hestr____ to pl____y from a



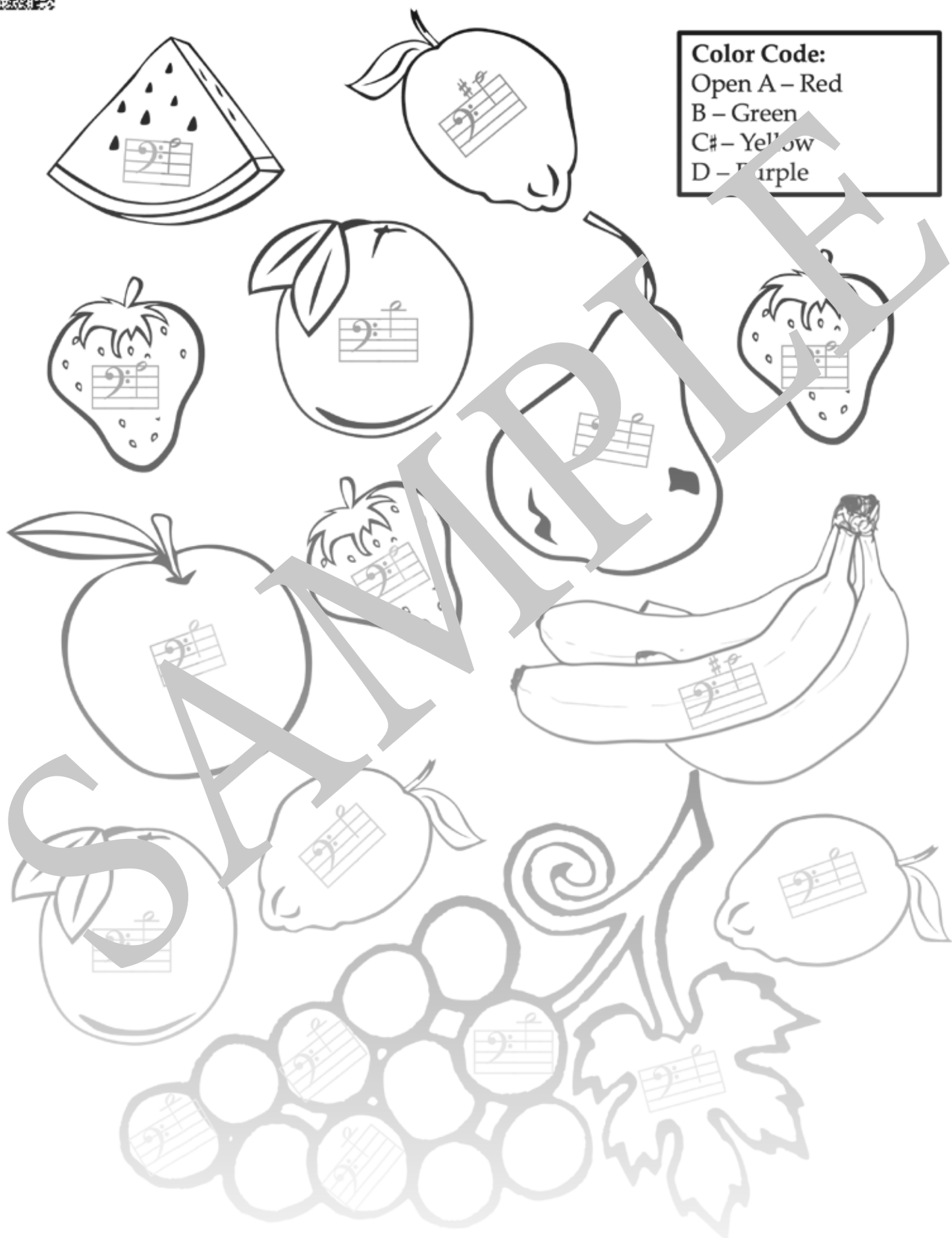
____rge on the river. He ____lled it W____ter musi____.

8. Name a piece you have played by this composer:_____



9. Color by Note: Color the treble clef and notes as you listen to George Fredric Handel's Sonata for Two Cellos in G Minor, Op. 2, No. 8, I. Andante, HWV 393.

Color Code:
Open A – Red
B – Green
C# – Yellow
D – Purple

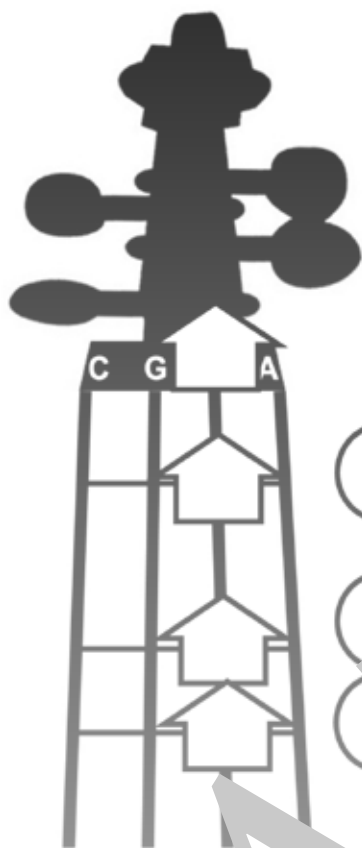


Lesson 25

1. Write in the letters for each A string house.

2. Write the finger in each circle.

3. Fill in the blanks under each note.



Letter _____

Finger Number _____



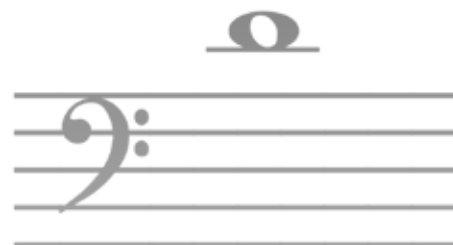
Letter _____

Finger Number _____



Letter _____

Finger Number _____



Letter _____

Finger Number _____

True or False

4. A ledger line extends the staff up or down.

True or False

5. On the A string, B up to C# is a half step.

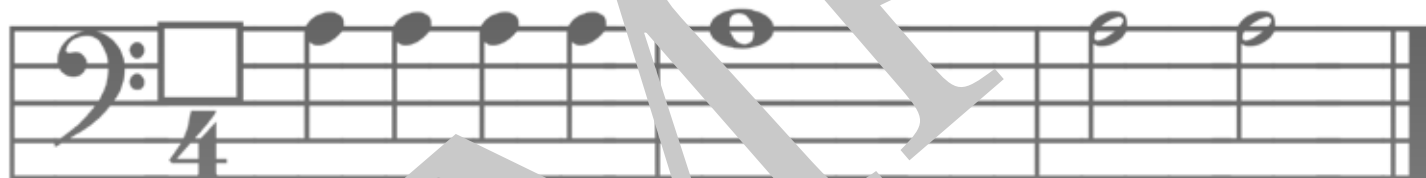
True or False

6. On the A string, C# up to D is a half step.

7. Draw in the missing bar lines.



8. Write the time signature at the beginning of each staff.



9. Write the number of beats each note gets in the hearts. Write the counts for each measure in the blanks.

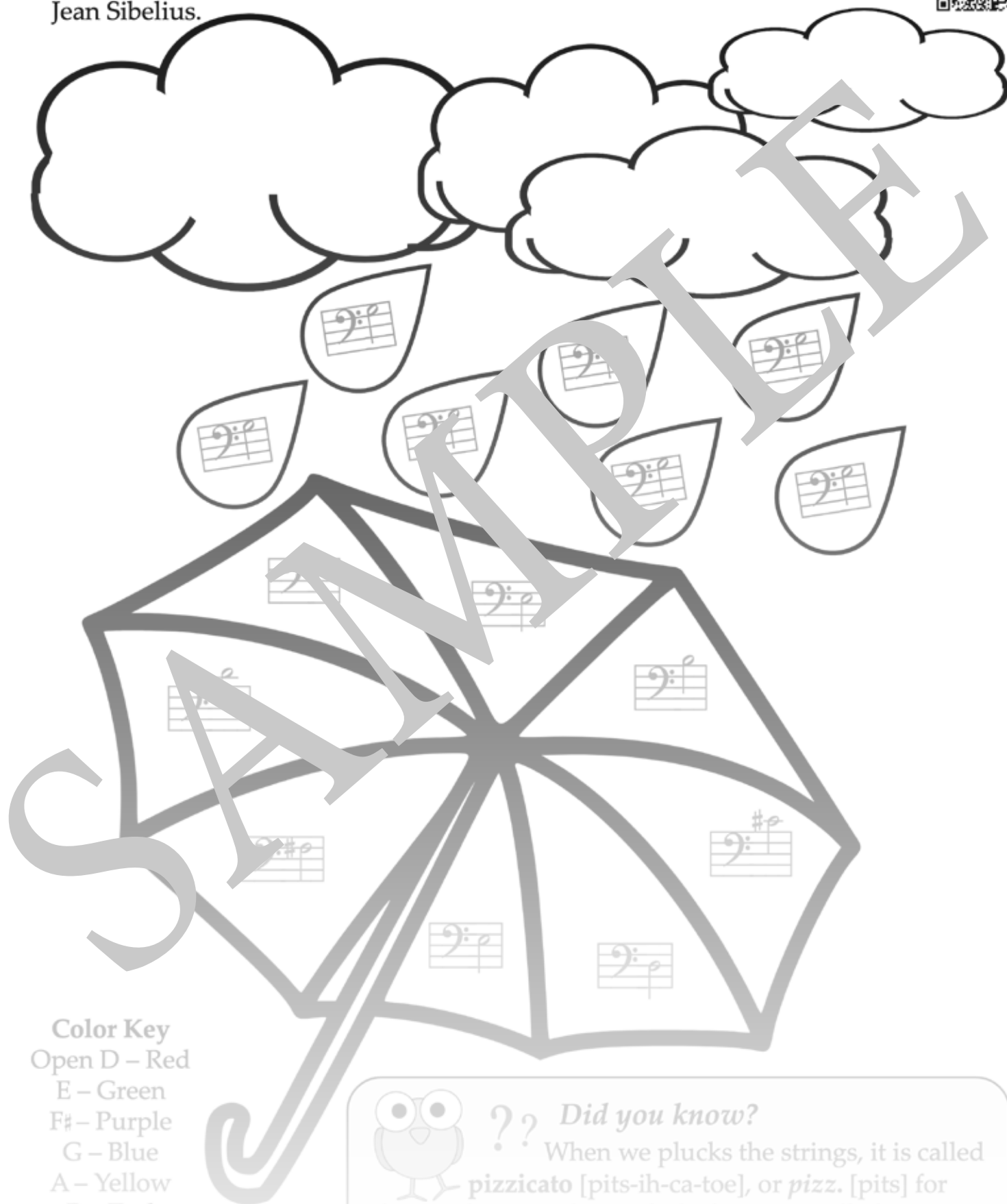


Beats:



Counts:

10. Color by Note: Color the picture below following the color code for the the D and A string notes. Listen to “Water Droplets” by a composer from Finland, Jean Sibelius.



Color Key
Open D – Red
E – Green
F# – Purple
G – Blue
A – Yellow
B – Teal
C# – Orange
High D – Pink



?? *Did you know?*

When we plucks the strings, it is called **pizzicato** [pits-ih-ca-toe], or *pizz.* [pits] for short. When we play with the bow it is called **arco** [ahr-co]. “Water Droplets” is all pizzicato!

Lesson 26

1. Draw a line to the correct part of the bow.



screw frog grip wrapping stick horse hair tip

Bowing Symbols

Tone is the sound that the cello makes when it plays. Every note starts and ends is called **articulation**. For stringed instruments, the bow does most of the articulation work. **Detaché** [day-ta-shay] means separated. Detaché is the basic bow stroke we use to play our instrument. In the detaché bow stroke the bow alternates between down bows and up bows. Sometimes we refer to this as "separate bows."



This symbol means to use a down bow. A down bow pulls the bow from frog to toward the tip.



This symbol means to use an up bow. An up bow pushes the bow from tip to toward the frog.



2. *Twinkle, Twinkle Little Star* begins with a _____ (draw the bow mark) and uses detaché bow strokes.

Practice drawing the down bow and up bow symbols by write the correct bow symbol above each note. The first one is done for you.



You should NOT write a bow symbol above every note in your music. This exercise is only practice for writing bow markings. The first note of a piece will usually have a bowing symbol telling you how to begin. Bow marks are only written over a few notes in a piece. If there is no bow marking, play detaché bows. If there is a change in the down up pattern, a bow marking will be added.

4. Circle whether the action in the picture is moving up or down.



☐ or ☐



☐ or ☐



☐ or ☐



☐ or ☐

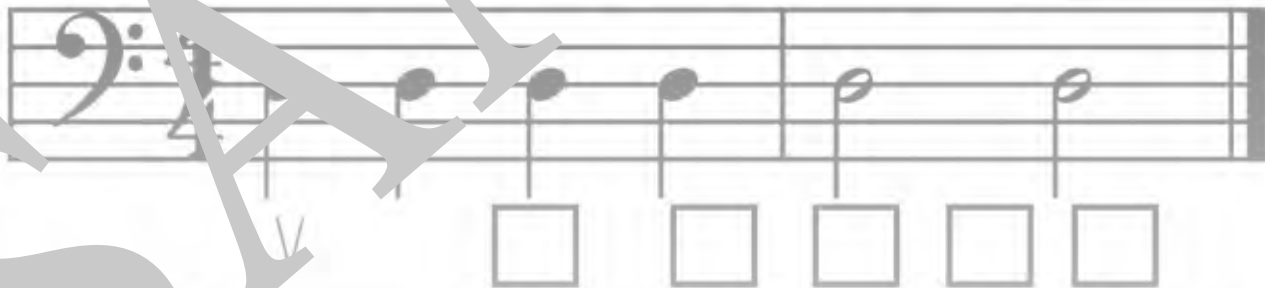


☐ or ☐



☐ or ☐

5. In each box fill in how direction the bow is playing.



6. Write the term next to the definition. (*articulation, détaché, tone*)

_____ - the sound that the cello makes when it plays.

_____ - how a note starts or ends.

_____ - separate bows.



?? *Did you know?*

- ☐ Did you know that bows used to look like this? The stick of the bow curved up, rather than down like the modern bow.
- ☐ There are about 150 horsehairs on a violin bow, and about 200 horsehairs on a cello bow.
- ☐ Horsehair comes from horses that live in very cold climates like Mongolia, Siberia, and Canada. The hair they grow is strong and thick. It's just what is needed for bow hair.
- ☐ Bleaching horsehair weakens it so bow hair comes from white horses that have white hair. Some bass players like to play with black horsehair. Black horsehair is thicker and grips the thick strings of a bass better.
- ☐ Bow makers clean and sort the horsehair. They call this "dressing" the hair. In dressing the hair, they discard hairs that are not perfect or that are too short.
- ☐ Why is it called a frog? No one is really sure. One theory is that the friction of the bow is also known as the "heel" of the bow, and the soft portion of a horse's hoof or heel is called the frog. Maybe they decided the heel of the horse, and the heel of the bow could both be called the frog. We will never know!
- ☐ Rosin is made from pine sap. Each rosin maker has his own "secret recipe."
- ☐ Wipe the rosin off your instrument after you play as the small particles can damage and dull the shiny surface of your instrument.
- ☐ The oils on your fingers stick to the horsehair. When the oil is on the horsehair it attracts dirt. To keep the horsehair on your bow clean and working well. Do not touch the horsehair with your fingers!



Music Note Bowling



Preparing to play:

1. Cut out each card and cut down the center on the dotted line.
2. Group the cards with staff notes in one pile, and the cards with bowling balls in another pile.
3. Take the staff note cards and spread them out face down.
4. Take the bowling ball cards and spread them out face down.

How to play with one player:

1. Turn one card over in each group. If the letter on the bowling ball does not match the staff note, turn both cards back over, face down.
2. Continue turning one card over in each group until you find a match.
3. Your goal is to match all the staff cards to the correct letter on the bowling ball card.

How to play with two or more players:

1. The first player turns over one bowling ball card and one staff card. If the cards match, that player takes both the cards and sets them aside. If the cards do not match, the player turns both cards over.
2. If the player has a match, he takes another turn. If the player does not have a match, the next player takes a turn looking to find a match.
3. Continue until all the cards in both piles have been matched.





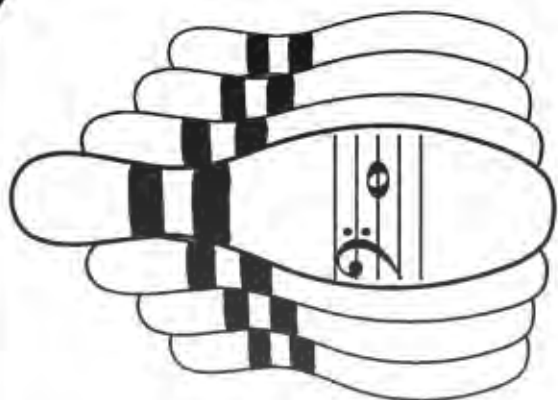
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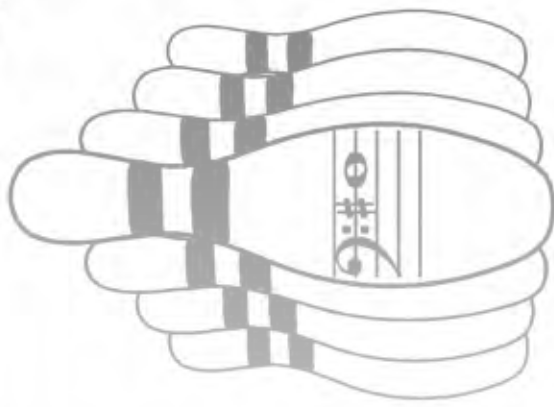
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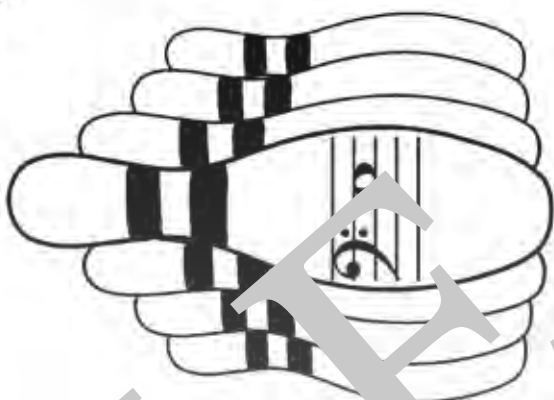
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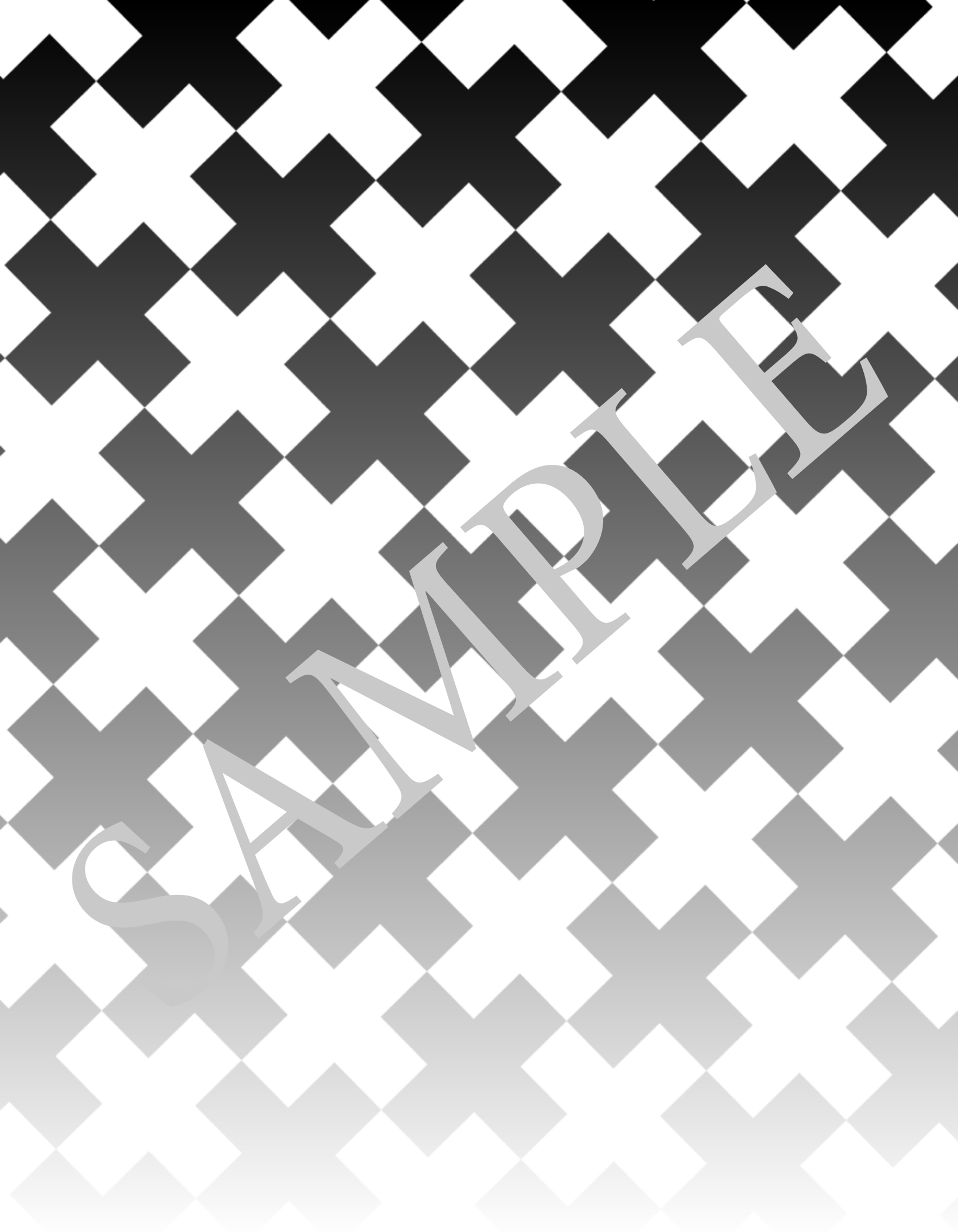
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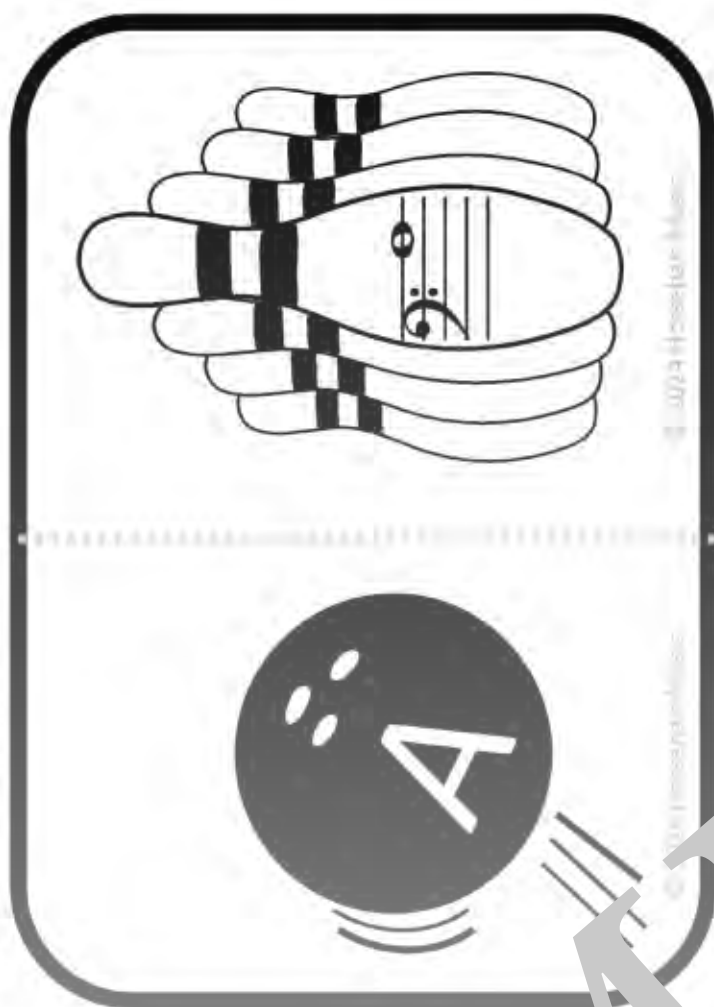


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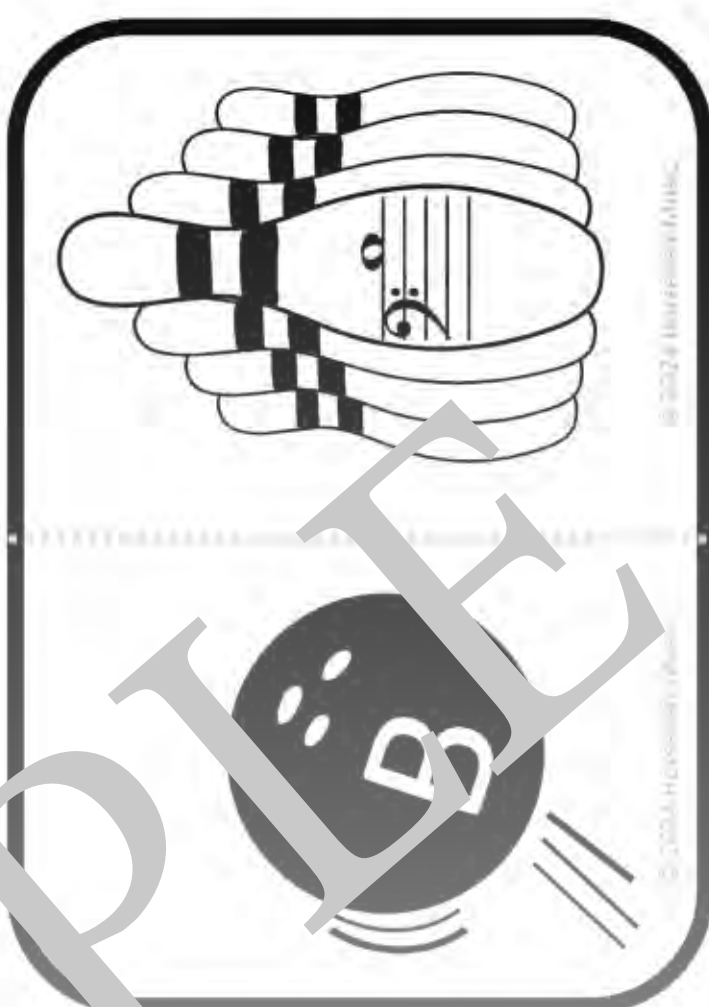


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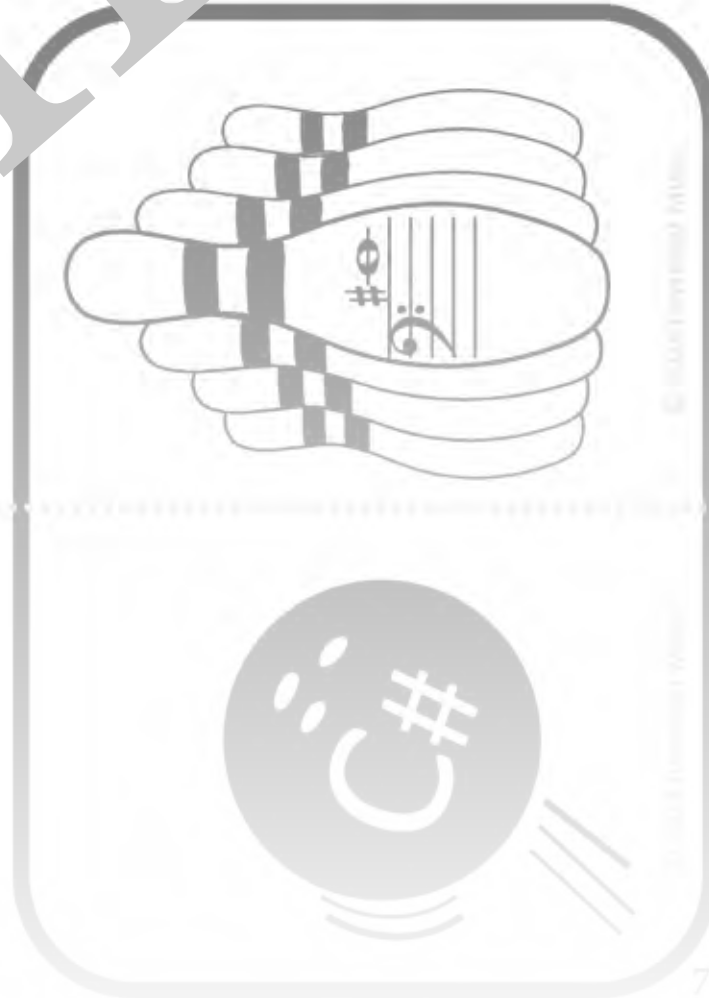
A card for the musical note A. The top half features a black circle with a white letter 'A' and three white dots above it, with three curved lines below. The bottom half features a hand with a checkered sleeve holding a musical staff with a treble clef and a whole note A on the second line. The card is divided by a dashed line.



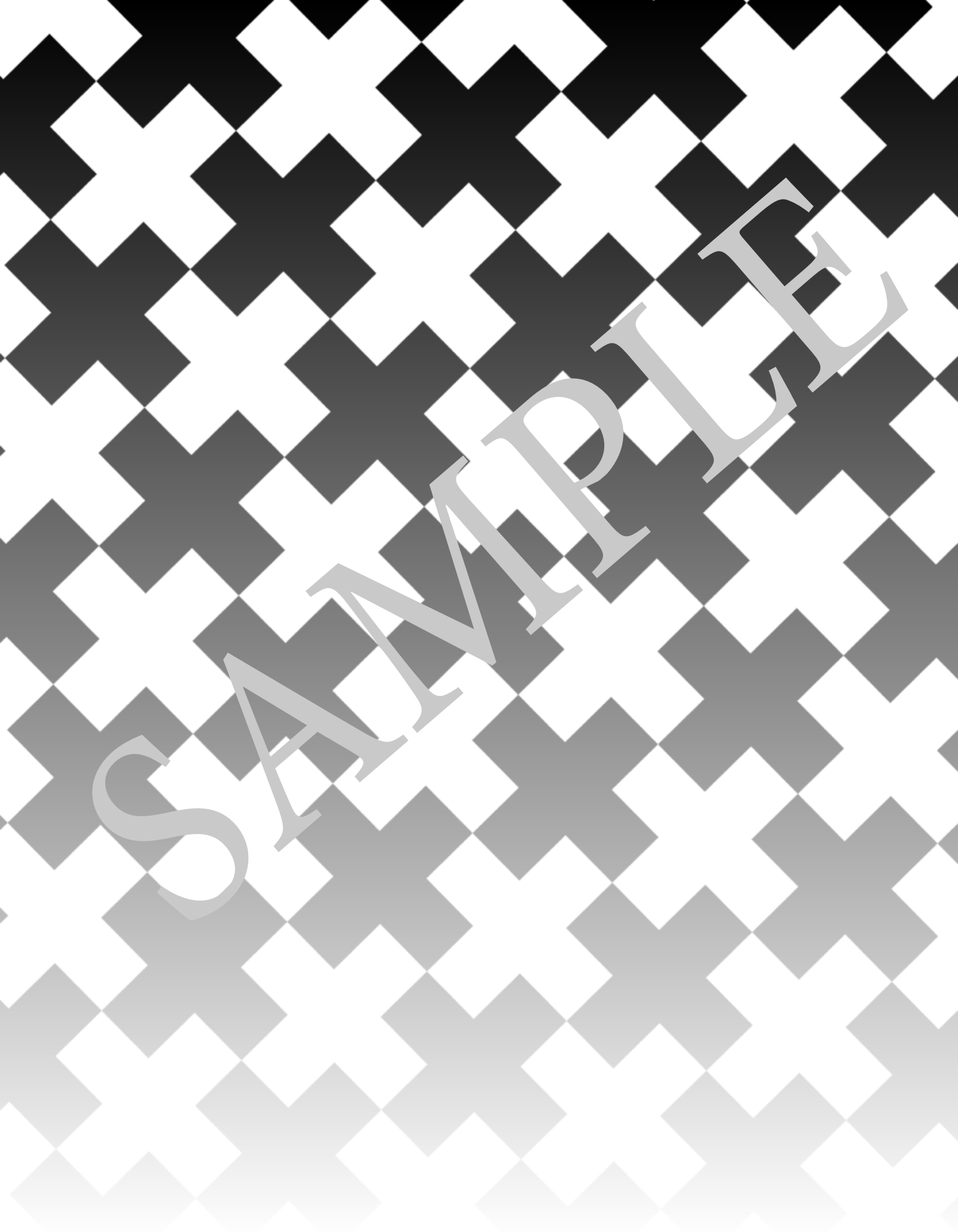
A card for the musical note B. The top half features a black circle with a white letter 'B' and three white dots above it, with three curved lines below. The bottom half features a hand with a checkered sleeve holding a musical staff with a treble clef and a whole note B on the third line. The card is divided by a dashed line.



A card for the musical note D. The top half features a black circle with a white letter 'D' and three white dots above it, with three curved lines below. The bottom half features a hand with a checkered sleeve holding a musical staff with a treble clef and a whole note D on the fourth line. The card is divided by a dashed line.



A card for the musical note C#. The top half features a black circle with a white letter 'C#' and three white dots above it, with three curved lines below. The bottom half features a hand with a checkered sleeve holding a musical staff with a treble clef and a whole note C# on the first line. The card is divided by a dashed line.



Lesson 27

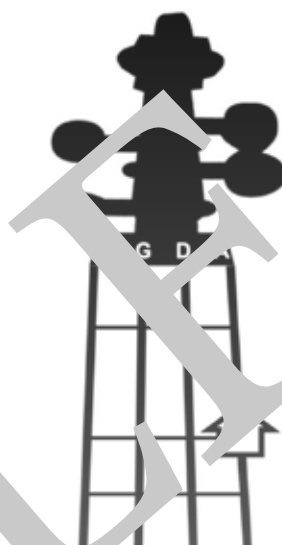
1. Draw a line matching the fingerboard house to the staff note.



1

3

4



1

3

4



1

3

4



1

3

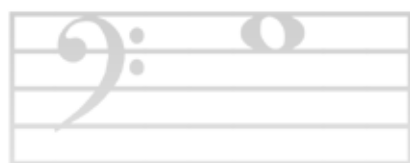
4



1

3

4

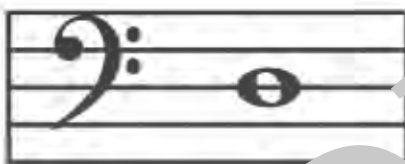
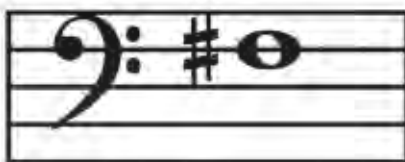


1

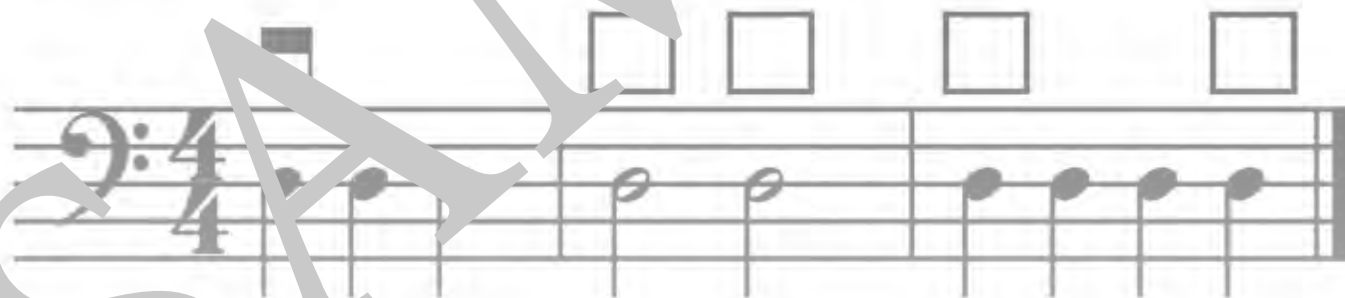
3

4

2. Draw a line matching the fingerboard to the staff note.



3. To know what bow direction to use for each note, put your finger on the first note and say, "down." Then move your finger to the next note and say, "up." Move to the next note and say, "down." Move from one note to the next switch between saying "down" or "up" for each note. If there is a box, write the bow direction in that box.

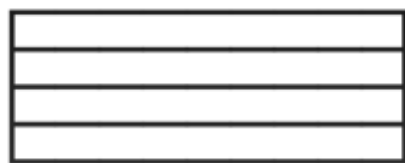


4. Draw a line from the term to the correct part of the bow.

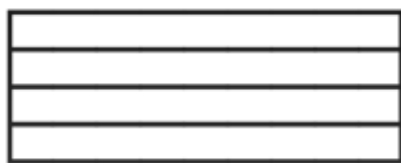


tip frog stick wrapping horsehair grip screw

5. Draw a bass clef on each empty staff. Draw a whole note on the correct place on the staff.



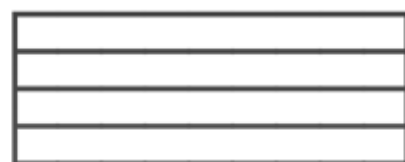
F#



B



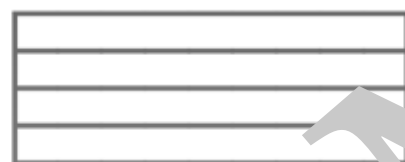
G



G



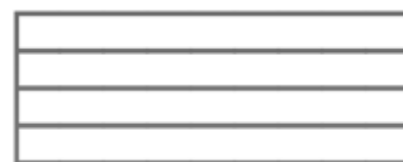
D
(A string)



D
(D string)



C#












A

6. Draw the bar line on the staff.



Lesson 28

Match the symbol or definition to the word.

- | | | | |
|-----------|------------------|----|---|
| 1. _____ | Whole Note | A. | <i>f</i> |
| 2. _____ | Dotted Half Note | B. | <i>p</i> |
| 3. _____ | Half Note | C. |  |
| 4. _____ | Quarter Note | D. |  |
| 5. _____ | Adagio | E. | <i>o</i> |
| 6. _____ | Allegro | F. |  |
| 7. _____ | Forte | G. |  |
| 8. _____ | Piano | H. |  |
| 9. _____ | Down Bow | I. |  |
| 10. _____ | Up Bow | J. |  |
| 11. _____ | Double Bar Line | K. |  |
| 12. _____ | Alto Clef | L. |  |
| 13. _____ | Treble Clef | M. | Fast and Lively |
| 14. _____ | Bass Clef | N. | Slow |

15. Write the number of beats each note gets in the hearts. Write the counts for each measure on the lines.



Beats:



Counts:

16. To discover the hidden picture color all the boxes that have a note.

		<i>p</i>						$\frac{4}{4}$
$\frac{3}{4}$								
<i>mp</i>		$\frac{4}{4}$	$\frac{2}{4}$	<i>p</i>				
			$\frac{3}{4}$			<i>f</i>		<i>mf</i>
						$\frac{2}{4}$		
	$\frac{3}{4}$			<i>mp</i>		$\frac{4}{4}$		<i>mp</i>

17. What music symbol did you discover? _____

18. _____ read music in this clef.
(instrument)

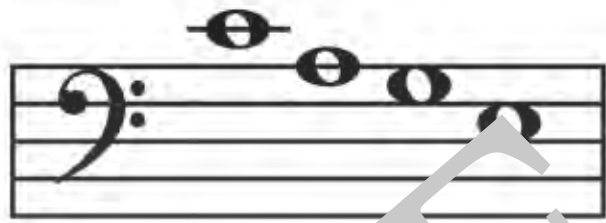
20. True or False A symphony orchestra has only stringed instruments. (p.7)

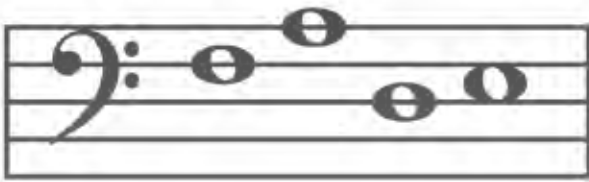
20. True or False A string orchestra has only stringed instruments.

Lesson 29

1. Write the letter name under each note and discover a word.









2. Draw the bowing symbol.

Down Bow _____ Up Bow = _____

3. Write one letter of the music alphabet in each octagon starting on D.



4. Circle if the notes are stepping up, stepping down, or repeating.



Step Up Step Down

Step Up Step Down

Step Up Step Down

Repeat

Repeat

Repeat

5. Write the number of beats each note receives in the hearts. Write the counts for each measure in the blanks.



Beats:



Counts:

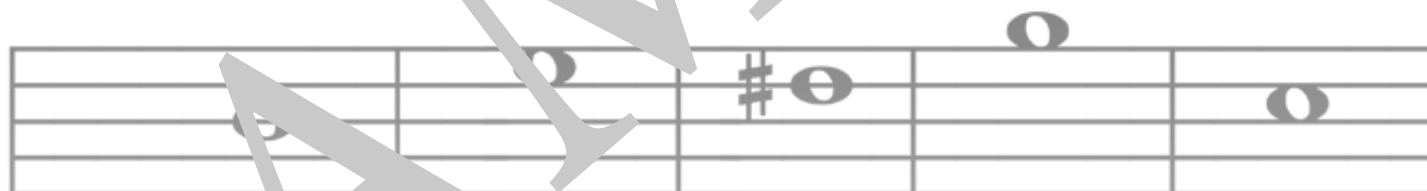


Beats:



Counts:

6. Draw a bass clef at the beginning of each line. Write the letter names under each note.





Lesson 30

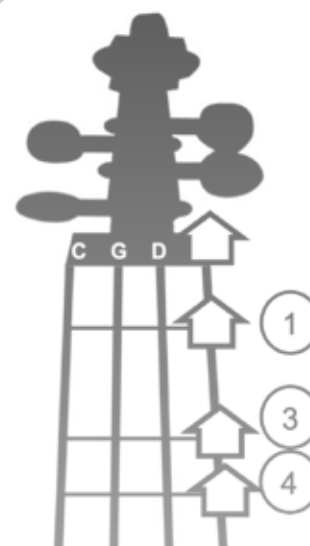
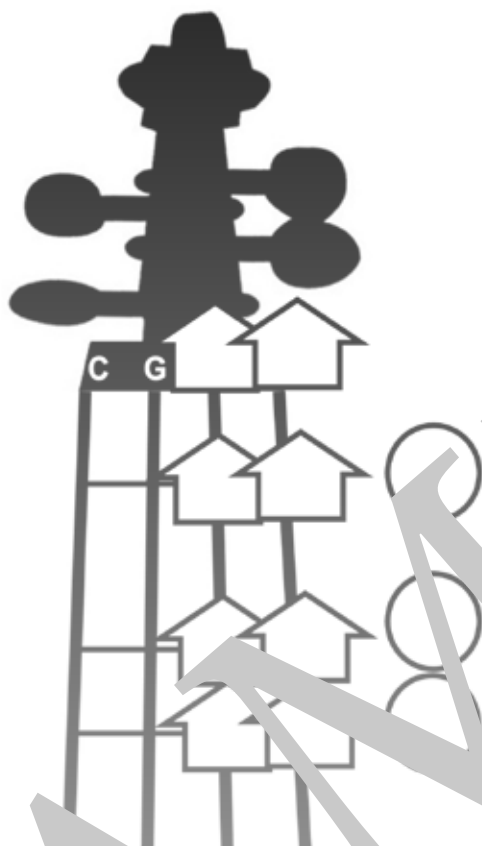
1. Write the letter name in each house on the D string and A string.

2. Write the finger numbers in each circle.

3. Draw a bass clef.



4. Color the houses that are a half step apart purple on the D string and A string.



5. Fill in the blank.

A _____ means your fingers are close together. (p. 44)

A _____ is when there is space between your fingers. (p. 44)

Treble Bass Alto 6. Means high. (p. 30)

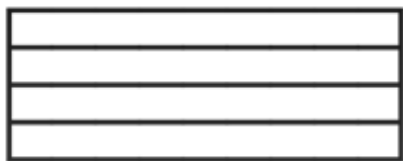
Treble Bass Alto 7. Means low.

Treble Bass Alto 8. Violinists read notes in this clef.

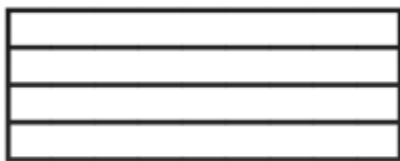
Treble Bass Alto 9. Double Bassists read notes in this clef.

Treble Bass Alto 10. Violists read notes in this clef.

11. Draw a bass clef on each empty staff. Draw a whole note on the correct place on the staff.



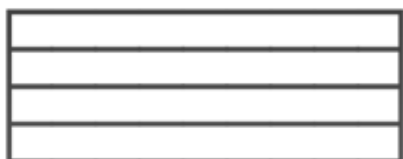
C#



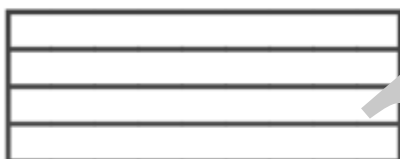
E



G



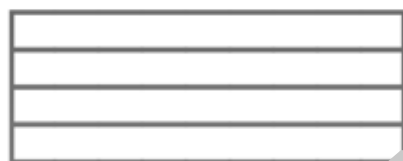
F#



A



B



D
(D string)



D
(A String)



E

12. Write the letter for each note in the blank.



13. Draw two more whole notes.



Stepping Down



Repeating



Stepping Up

Bonus: Unscramble the letters. What word do the letters spell?

Glossary

- Adagio** – [tempo] Italian word meaning slow. (p. 26)
- Allegro** – [tempo] Italian word meaning fast, happy with energy. (p. 26)
- Alto Clef** – Violas read music using the alto clef. Sometimes called the C clef because the clef points to C line on the staff. (p. 30)
- Andante** – [tempo] Italian word meaning walking speed. (p. 26)
- Arco** – Italian word meaning play with the bow. (p. 71)
- Articulation** – How a note begins and/or ends. (p. 70)
- Bar Line** – A vertical line that touches lines 1 and 5 to create measures. (p. 56)
- Bass Clef** – Cellos and basses read music using the bass clef. Sometimes called the F clef because the clef points to F line on the staff. (p. 30)
- Detaché** – [bowing] French word meaning detached. Each note is played with a separate bow stroke. (p. 70)
- Dotted Half Note** – Gets 3 beats in 4/4 time. (p. 23)
- Double Bar Line** – A thin line by a thick line. Signals the end of the piece. (p. 56)
- Down Bow** – [bowing] Moving the bow from frog toward the tip. (p. 70)
- Dynamics** – Volume; how loud or soft to play notes. (p. 21, 34)
- Forte** – [dynamic] Italian word meaning loud. (p. 21, 34)
- Half Note** – Gets 2 beats in 4/4 time. (p. 20)
- Half Step** – closest distance between two notes; fingers are close together on the fingerboard. (p. 48)
- Harmony** – When two or more notes sound together at the same time. (p. 10)
- Ledge Line** – A small line that extends the staff. It can be above or below the 5 staff lines. (p. 62)
- Measure** – The space in between bar lines. (p. 56)
- Music Alphabet** – First seven letters of the English alphabet. (p. 10, 22)
- Note Head** – The round part of a note. (p. 19)
- Open String** – Playing a string without fingers. (p. 11)
- Piano** – [dynamic] Italian word meaning soft. (p. 21, 34)
- Pitch** – the sound of each note. (p. 10)
- Pizzicato** – Italian word meaning pluck the string. Abbreviated *pizz.* (p. 71)
- Quarter Note** – Gets 1 beat in 4/4 time. (p. 19)
- Rhythm** – How long or short a pitch is held. (p. 10, 19)
- Staff** – 5 lines and 4 spaces that show pitches. (p. 28)
- Stem** – The line that goes up on the right or down on the left side of a note head. (p. 19)

Step – The letter before or after a letter in the music alphabet. The line or space above or below a note on the staff. The finger number before or after a finger on the fingerboard. (p. 37, 39, 41, 44, 45, 48)

String Orchestra – A group of musicians who only play stringed instruments. (p. 7)

Symphony Orchestra – A group of musicians who play woodwind, brass, percussion, and string instruments. (p. 7)

Tempo – Speed, how fast or slow music is played. (p. 26)

Time Signature – Found at the beginning of a piece. Top number tells the number of beats in each measure. The bottom number tells what kind of note gets 1 beat. A 4 on the bottom means the quarter note gets one beat. (p. 28)

Treble Clef – Violins read music using the treble clef. Sometimes called the C clef because the clef points to G line on the staff. (p. 29, 32)

Up Bow – Moving the bow from the tip toward the frog. (p. 70)

Whole Note – Gets 4 beats in 4/4 time. (p. 24)

Whole Step – 2 half steps together. Space between two fingers on the fingerboard. (p. 44, 48)

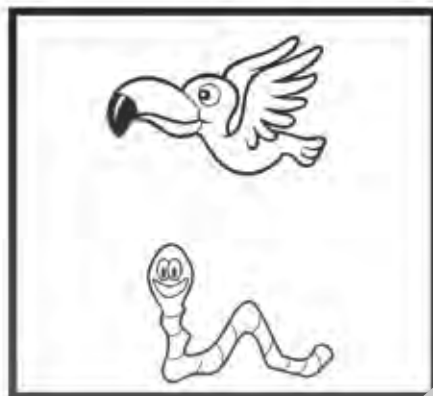
Extra Ear Training Practice A: High or Low & Open Strings

If you hear high notes, color the bird. If you hear low notes, color the worm.

1



2

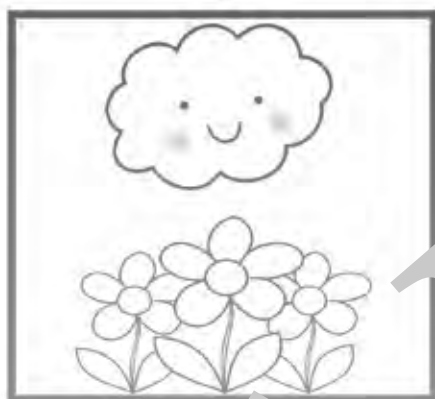


3



If you hear high notes, color the cloud. If you hear low notes, color the flowers.

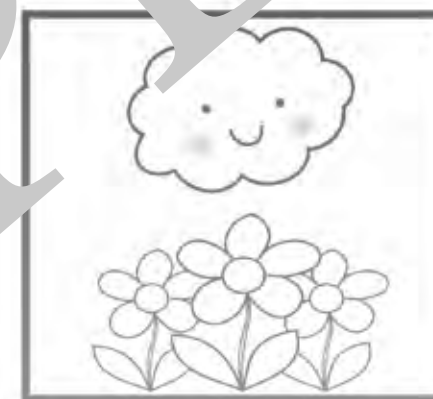
4



5



6



Color the house on an open string that you hear.

7.



8.



9.



Choose from these examples:

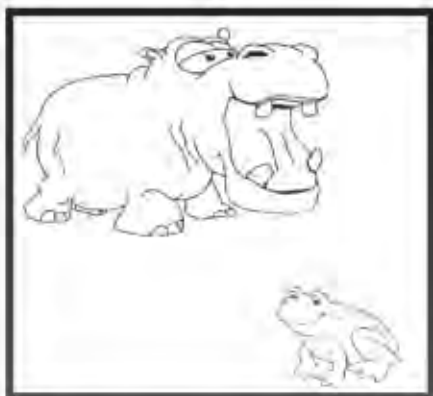


For questions 7-9 play a rhythm pattern on an open string.

Extra Ear Training Practice B: Loud or Soft & Open Strings

If you hear loud color the roaring hippo. If you hear soft notes, color the frog.

1



2



3



If you hear loud notes, color the boy yelling. If you hear soft notes, color the girl reading.

4



5



Color the house of the open string that you hear.

7.



8.



9.



The teacher may choose from these examples and add a dynamic *f* or *p*. For questions 7-9, choose a rhythm pattern to play on an open string.



Extra Ear Training Practice C: Long and Short Patterns

You will hear several notes for each box. When you hear a long note, draw a line. When you hear a short note, draw a dot. Draw all of the notes that you hear in the order that you hear them.

1.

2.

3.

4.

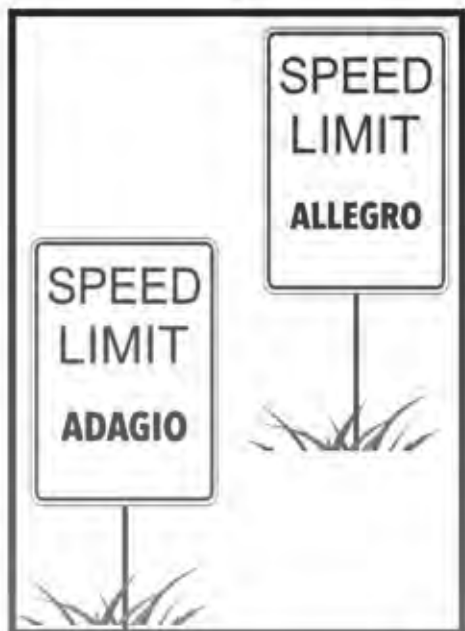
Choose from these examples:



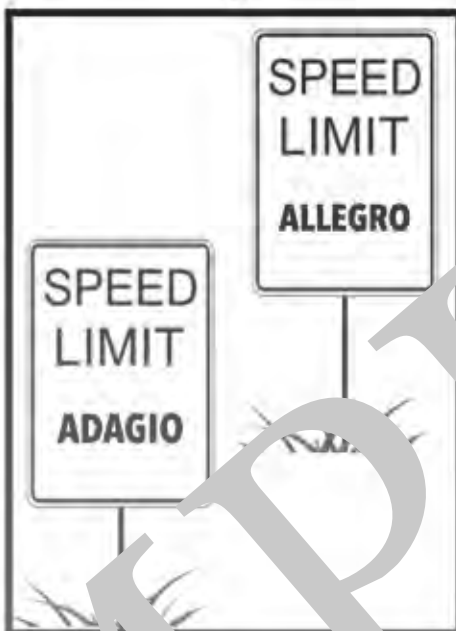
Extra Ear Training Practice D: Adagio or Allegro

If the music you hear is slow, circle Adagio. If the music you hear is fast, circle Allegro.

1



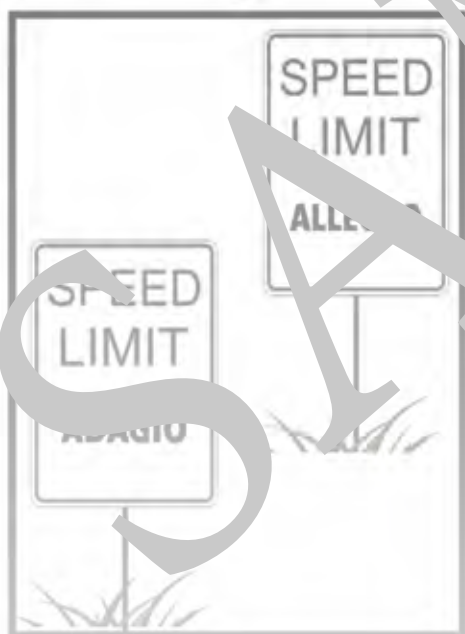
2



3



4



5



6



Choose from these examples and play it fast, or slow.



Extra Ear Training Practice E: Same or Different

If you hear the same note 3 times, circle the cupcakes that are the same. If you hear 3 notes that are different, circle the cupcakes that are different.

1.

SAME



DIFFERENT



2.

SAME



DIFFERENT



3.

SAME



DIFFERENT



4.

SAME



DIFFERENT



5.

SAME



DIFFERENT



Choose from these examples.



Extra Ear Training Practice F: Forte or Piano

Circle the dynamic you hear. If the music you hear is loud, circle *f* for forte. If the music you hear is soft, circle *p* for piano.

1.

f or *p*

2.

f or *p*

3.

f or *p*

4.

f or *p*

5.

f or *p*

Choose from these examples:



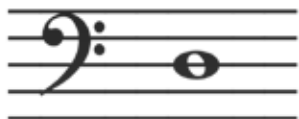


Hooray!

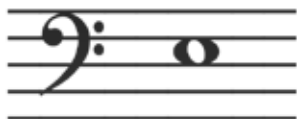
has completed
The Magic of Music Theory
Primer
and is now ready for Book 1

(Teacher)

(Date)



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F#

E

D

3rd finger on D

1st finger on D

Open D

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B

A

G

1st finger on A

Open A

4th finger on D

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D

C#

4th finger on A

3rd finger on A

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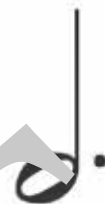
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Dotted Half
Note

3 beats

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Half Note

2 beats

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Quarter Note

1 beat

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Bass Clef
or
F Clef

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Treble Clef
or
C Clef

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Whole Note

4 beats

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Alto Clef
or
C Clef

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Up Bow

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Down Bow

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f

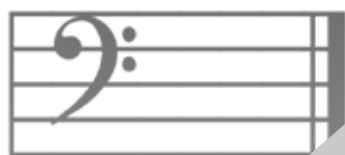
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p

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**3
4**

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**4
4**

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**2
4**

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these
flashcards
belong to

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Measure

Piano

Forte

soft

loud

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Time Signature

3 beats in each
measure; the
note gets 1 beat

Bar Line

Double Bar
Line

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Time Signature

Time Signature

2 beats in each
measure; the
note gets 1 beat

4 beats in each
measure; the
note gets 1 beat

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