Music Appreciation

2011-2012 Blizzard Bag Assignments

Day 1: Writing Assignment

List your 5 favorite songs and in one paragraph each, describe in detail what it is that you like about them.

Day 2: Listening Assignment / Writing Assignment

Search through your house and find some music recording......mp3, CD, tape, record, etc. of a song that you have never heard and probably didn’t realize you had. Listen to it and write a paragraph about your reaction to it. For additional credit, if you have access to the internet, research the song/singer/group and record 10 facts that you discovered about them.

Day 3: Writing Assignment

Interview someone that you live with. Find out what/who their favorite song/singer/group is. Have them explain to you why they like this song/singer/group, what they know about it/them, experiences they may have had and listen to an example if possible. Write a ½-1 page paper that contains the information that you learned and that describes the experience you had with the interview.
5-12 Band/Choir

2011-2012 Blizzard Bag Assignments

Day 1: Complete Lessons 1-5 and Review Lesson 6

Day 2: Complete Lessons 7-9 and Review Lesson 10

Day 3: Complete Lessons 11-15 and Review Lesson 16
Lesson 1

The Staff

Music is written on a staff. A staff consists of five lines equally spaced.

This is a staff

The distance between any two lines of the staff is called a space. There are four spaces in a staff.

<table>
<thead>
<tr>
<th>Line</th>
<th>Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Lines and spaces are numbered

In numbering the lines and spaces, always begin with the lowest line or space and count up.

StUDENT ASSIGNMENT

Date
Grade

1. Draw a staff using the dots below for guides. (Use your pencil and a ruler.)

   \[ \ldots \ldots \ldots \ldots \] \[ \ldots \ldots \ldots \ldots \] \[ \ldots \ldots \ldots \ldots \]

   (From this dot \( \rightarrow \) \( \ldots \ldots \ldots \ldots \) \( \leftarrow \) to this dot first.)

2. How many lines are there in a music staff?

3. How many spaces are there in a music staff?

4. The top line of the staff is line number?

5. The middle line of the staff is line number?

6. The top space of the staff is space number?

MEMORIZE: A music staff has five lines and four spaces.
Lesson 2

THE CLEF SIGNS

At the beginning of every staff you will find a clef sign which gives a letter name to a definite line or space.

This is a TREBLE, or G clef sign.

The treble, or G clef sign, gives the letter name G to the second line of the staff.

This is a BASS, or F clef sign.

The bass, or F clef sign, gives the letter name F to the fourth line of the staff.

In this Music Theory book we will use both the treble, or G clef sign, and the bass, or F clef sign.

STUDENT ASSIGNMENT

Date ______

Grade ______

1. Draw four treble (or G) clef signs here. ____________________________________________

2. Draw four bass (or F) clef signs here. ____________________________________________

3. The treble (or G) clef sign circles staff line number? ______

4. What is the letter name of line two in the treble clef? ______

5. In the bass (or F) clef sign, what staff line lies between the two dots? ______

6. What is the letter name of line four in the bass clef? ______

MEMORIZE: The treble, or G, clef names the second line of the staff - G.

The bass, or F, clef names the fourth line of the staff - F.

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Lesson 3

LINE and SPACE NAMES

Each line and space of a staff has a letter name in relation to its clef sign.

The first seven letters of the alphabet are used in naming the lines and spaces of both clefs,

A - B - C - D - E - F - G.

The names of the four spaces in the treble clef spell F A C E.

In the bass clef they spell A C E - G.

You can remember the names of the five lines in the treble clef by "Every Good Boy Does Fine".

In the bass clef remember "Good Boys Do Fine Always".

STUDENT ASSIGNMENT

Date ________
Grade ________

1. How many letters of the alphabet are used in naming the lines and spaces of a staff? ________

2. Write the letter names of the spaces in the treble clef. ________________________________

3. Write the letter names of the lines in the bass clef. ________________________________

4. Write the letter names of the lines in the treble clef. ________________________________

5. Write the letter names of the spaces in the bass clef. ________________________________

6. Write the letter names of all the lines and spaces from line one to line five on both clefs.
   Treble clef ________________________________ Bass clef ________________________________

MEMORIZE: The letter names of the lines and spaces of both the treble clef staff and bass clef staff.
Lesson 4

NOTATION

Notes are the symbols placed on the lines and in the spaces of the staff to make music.

This is a line whole note — a space whole note

Treble Clef: space whole notes — line whole notes

F A C E

Bass Clef: space whole notes — line whole notes

A C E G

G B D F A

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

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

STUDENT ASSIGNMENT

1. Write six line whole notes. _______________________

2. Write six space whole notes. _______________________

3. Draw the treble clef sign and write the letter name under each whole note.

4. Draw the bass clef sign and write the letter name under each whole note.

MEMORIZE: A B C D E F G backwards G F E D C B A - say it over and over.

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Lesson 5

WHOLE - HALF - QUARTER NOTES

A whole note (○) can be changed into other kinds of notes. Add a stem to the whole note and it becomes a half note (♩). Fill in the whole note and add a stem and it becomes a quarter note (♩). In either clef, stems go up for all notes below the third line and stems go down for all notes on the third line or above. Stems going up are attached to the right side of all notes ♩ ♩ ♩ and stems going down are attached to the left side of all notes ♩ ♩.

STUDENT ASSIGNMENT

Date __________
Grade __________

1. Write four half notes. _______________________________________

2. Write six quarter notes. _______________________________________

3. Which direction will the stem go for treble clef B? ____________

4. Which direction will the stem go for bass clef C? ______________

MEMORIZE: All notes below the third line - stems up! All notes on or above the third line - stems down!
Lesson 6 (Review)

STUDENT ASSIGNMENT

Write the letter name under each whole note.

A

Write the letter name under each half note.

G

Write the letter name under each quarter note.

D

Write the letter name under these mixed notes. Sing - using letter names or Loo or La.

A

Write the letter name under these mixed notes (sing).

A

Write these whole notes

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

Write these half notes (watch the stems).

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

Write these quarter notes (watch the stems).

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

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Lesson 7

THE MEASURE

Music is divided into measures by using bar lines.

These are bar lines.  

The distance between any two bar lines is called a measure.

These are measures.  

When any part of the music is completed, we use a double bar.

This is a double bar indicating the end.

STUDENT ASSIGNMENT

1. How many bar lines are there in the staff above?

2. How many measures are there in the staff above?

3. Draw the treble clef sign on the staff below and divide it into four equal measures.
   Place a double bar at the end.

4. Below: Draw a treble clef sign - divide the staff into eight measures.
   Place a double bar at the end - place one whole note in each measure.

5. Below: Draw a bass clef sign - divide the staff into eight measures.
   Place a double bar at the end - place two half notes in each measure.

MEMORIZE: The distance between two bar lines is called a measure.
Lesson 8

TIME SIGNATURES

At the beginning of every piece of music there is a time signature. It is made up of two numbers placed one above the other like this:—

\[
\begin{align*}
\text{\(\frac{2}{4}\)} & \quad \text{or} \quad \text{\(\frac{3}{4}\)} & \quad \text{or} \quad \text{\(\frac{4}{4}\)} & \quad \text{etc.}
\end{align*}
\]

The upper number tells us the number of beats in a measure.

\[
\begin{align*}
\text{\(\frac{2}{4}\)} & \quad \text{This means there are two beats in each measure.}
\end{align*}
\]

\[
\begin{align*}
\text{\(\frac{3}{4}\)} & \quad \text{This means there are three beats in each measure.}
\end{align*}
\]

\[
\begin{align*}
\text{\(\frac{4}{4}\)} & \quad \text{This means there are four beats in each measure.}
\end{align*}
\]

The lower number tells us the kind of a note that gets one beat.

\[
\begin{align*}
\text{\(\frac{4}{4}\)} & \quad \text{This means that a quarter note (\(\frac{1}{4}\)) gets one beat.}
\end{align*}
\]

STUDENT ASSIGNMENT

Date ________
Grade ________

1. How many beats are there in each measure of \(\frac{4}{4}\) ? ________

2. How many beats are there in each measure of \(\frac{3}{4}\) ? ________

3. How many beats are there in each measure of \(\frac{2}{4}\) ? ________

4. What note receives one beat in \(\frac{4}{4}\) ? ________

5. What note receives one beat in \(\frac{3}{4}\) ? ________

6. What note receives one beat in \(\frac{2}{4}\) ? ________

MEMORIZE: The top number always tells the number of beats in a measure. The bottom number always tells the kind of note that gets one beat.
Lesson 9

NOTE VALUES

Every note in music receives a certain number of beats. The lower number in the time signature determines the value of each note.

When the lower number of the time signature is 4 the quarter note (\(\frac{1}{4}\)) receives one beat, the half note (\(\frac{1}{2}\)) receives two beats, and the whole note (\(\frac{1}{4}\)) receives four beats.

The beats may be written under the notes like this:

\[
\begin{align*}
\text{\(\frac{1}{4}\)} & \quad 1 \quad 2 \quad 3 \quad 4 \\
\text{\(\frac{1}{2}\)} & \quad 1 - 2 \quad 3 - 4 \\
\text{\(\frac{1}{4}\)} & \quad 1 - 2 - 3 - 4
\end{align*}
\]

The numbers connected by a dash apply to the same note and should be counted in a continuous sound.

STUDENT ASSIGNMENT

1. Practice counting the following exercise aloud while tapping each beat with your foot evenly and steadily. Don't forget about the dash between numbers.

\[
\begin{align*}
\text{\(\frac{1}{4}\)} & \quad 1 \quad 2 \quad 3 \quad 4 \\
\text{\(\frac{1}{2}\)} & \quad 1 - 2 \quad 3 - 4 \\
\text{\(\frac{1}{4}\)} & \quad 1 - 2 - 3 - 4
\end{align*}
\]

2. Write the beats under each note in the following exercise.

\[
\begin{align*}
\text{\(\frac{1}{4}\)} & \quad 1 \quad 2 \quad 3 \quad 4 \\
\text{\(\frac{1}{2}\)} & \quad 1 - 2 \quad 3 - 4 \\
\text{\(\frac{1}{4}\)} & \quad 1 - 2 - 3 - 4
\end{align*}
\]

3. Draw the missing bar lines in the following exercise and write the beats.

\[
\begin{align*}
\text{\(\frac{1}{4}\)} & \quad 1 \quad 2 \quad 3 \quad 4 \\
\text{\(\frac{1}{2}\)} & \quad 1 - 2 \quad 3 - 4 \\
\text{\(\frac{1}{4}\)} & \quad 1 - 2 - 3 - 4
\end{align*}
\]

MEMORIZE: When the lower number of the time signature is 4,
the note values are: \(\frac{1}{4}\) = 1 beat; \(\frac{1}{2}\) = 2 beats; \(\frac{1}{4}\) = 4 beats.
Lesson 10 (Review)

STUDENT ASSIGNMENT

Write the beats under each note in Ex.1 & 2.
Count aloud as you tap your foot for each beat, then sing with letter names or syllables.

Draw in the missing bar lines in Ex.3 & 4. Then write the beats - Count - Tap - Sing.

Place the correct time signature in Ex.5 & 6. Then write the beats - Count - Tap - Sing.

Using ♦ or ♦ fill in each measure in Ex.7 & 8. Then write the beats and count the time.

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Lesson 11

REST VALUES

For each note value in music there is an equal rest value. The time signature determines the value of each note or rest.

When the lower number of the time signature is "4", the quarter rest (\(\frac{1}{4}\)) receives one beat, the half rest (\(\frac{1}{2}\)) receives two beats and the whole rest (\(\frac{1}{4}\)) receives four beats. Notice that the half rest (\(\frac{1}{2}\)) is above the line and the whole rest (\(\frac{1}{4}\)) is below it.

The beats may be written under the rests like this: (R = rest)

\[
\begin{align*}
\frac{1}{4} & \quad \frac{1}{4} \quad \frac{1}{4} \\
R & \quad R \quad R \quad R
\end{align*}
\]

or

\[
\begin{align*}
\frac{1}{2} & \quad \frac{1}{2} \\
R - R & \quad R - R
\end{align*}
\]

or

\[
\begin{align*}
\frac{1}{4} & \quad \frac{1}{4} \\
R - R - R - R
\end{align*}
\]

The R's connected by a dash apply to the same rest and should be counted in a continuous sound.

STUDENT ASSIGNMENT

Date ______

Grade ______

1. Practice counting the following exercise aloud while tapping your foot evenly and steadily. Don't forget about the dash between the R's.

\[
\begin{align*}
\frac{1}{4} \quad \frac{1}{4} \\
1 - 2 - 3 - 4 \quad R - R - R - R \quad 1 - 2 \quad R - R \quad R \quad 2 \quad R \quad 4
\end{align*}
\]

2. Write the beats under each note and rest in the following exercise.

\[
\begin{align*}
\frac{1}{4} \quad \frac{1}{4} \\
R - R - R - R - R - R
\end{align*}
\]

3. How many half rests equal a whole rest? ______

4. How many quarter rests equal a whole rest? ______

5. How many quarter rests equal a half rest? ______

MEMORIZE: A whole rest equals a whole note. A half rest equals a half note. A quarter rest equals a quarter note.
Lesson 12 (Review)

STUDENT ASSIGNMENT

Write the beats under each note and rest in Ex. 1 & 2. Count aloud as you tap your foot for each beat - then sing with letter names or syllables.

Draw in the missing bar lines in Ex. 3 & 4. Then write the beats. Count - Tap - Sing

Place the correct time signature in Ex. 5 & 6. Then write the beats. Count - Tap - Sing

Using fill in Ex. 7 & 8. Then write the beats and count time.
Lesson 13

DOTTED NOTES

A Dot (•) may be added to any note used in music. The Dot (•) is equal to one-half the value of the note it follows.

Example:-

A whole note (Ø) receives 4 beats. The dot (•) half of this or 2 beats.
The two together receive 6 beats (Ø• = 1-2-3-4-5-6).

A half note (½) receives 2 beats. The dot (•) half of this or 1 beat.
The two together receive 3 beats (½• = 1-2-3).

The beats under the dotted notes may be written like this:

\[
\begin{array}{c}
\text{\(\frac{1}{8}\) } \\
1-2-3-4-5-6 \\
\end{array}
\quad
\begin{array}{c}
\text{\(\frac{3}{8}\) } \\
1-2-3 \\
\end{array}
\quad
\begin{array}{c}
\text{\(\frac{5}{8}\) } \\
1-2-3-4 \\
\end{array}
\]

STUDENT ASSIGNMENT

1. How many half notes equal one dotted whole note? 
   
2. How many quarter notes equal one dotted half note? 
   
3. Practice counting the following exercise aloud while tapping your foot evenly and steadily. Don't forget the dash between the numbers and rests.

\[
\begin{array}{c}
\text{\(\frac{1}{8}\) } \\
1-2-3-4-5-6 \\
\end{array}
\quad
\begin{array}{c}
\text{\(\frac{3}{8}\) } \\
1-2-3-4-5-6 \\
\end{array}
\quad
\begin{array}{c}
\text{\(\frac{5}{8}\) } \\
1-2-3-4-5-6 \\
\end{array}
\]

4. Write the beats under each note and rest in the following exercise.

MEMORIZE: A dot after any note is equal to one half the value of the note it follows.
Lesson 14 (Review)

STUDENT ASSIGNMENT

Date ________
Grade ________

Write the beats under each note and rest in Ex.1 & 2.
Count aloud as you tap your foot for each beat—then sing with letter names or syllables.

1

Draw in the missing bar lines in Ex.3 & 4. Then write the beats – Count and Sing.

3

Place the correct time signature in Ex.5 & 6. Then write the beats – Count and Sing.

5

Using fill in Ex.7 & 8. Then write the beats below and count time.

7
Lesson 15

LEGER LINES

Leger lines are very short lines added above or below the staff. Notes may be written on these leger lines or in the spaces between the lines.

This note is one leger line above the staff

This note is one space above the staff

This note is one leger line below the staff

This note is one space below the staff

The names of these added lines and spaces are:

Below are all the notes that you have learned so far.

STUDENT ASSIGNMENT

Date __________
Grade __________

1. What are the letter names of the first four notes above the \( \text{\textg clef} \) staff? ____________

2. What are the letter names of the first four notes below the \( \text{\textg clef} \) staff? ____________

3. What are the letter names of the first four notes above the \( \text{\textf clef} \) staff? ____________

4. What are the letter names of the first four notes below the \( \text{\textf clef} \) staff? ____________

MEMORIZE: The names of all leger lines and spaces above and below the staff as shown here in both treble clef and bass clef.
Lesson 16 (Review)

STUDENT ASSIGNMENT

Write the letter names under each note in Ex. 1-2-3-4.

1: C

2: B

3: G

4: F

Write the letter names under each note and draw the missing bar lines in Ex. 5-6-7-8. Count and sing.

5: A

6: C

7: A

8: D