

# TABLE OF CONTENTS

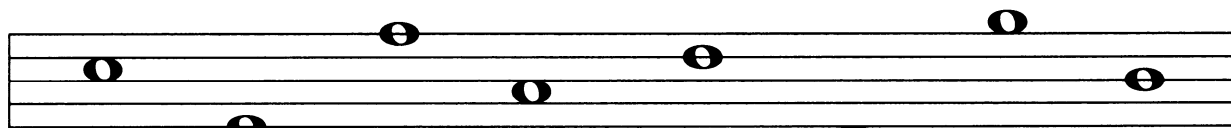
LESSON 1: 8TH NOTES .....	5
LESSON 2: NATURALS .....	11
LESSON 3: TRANSPOSITION .....	15
LESSON 4: WHOLE STEPS .....	19
LESSON 5: D MAJOR POSITION .....	23
LESSON 6: A MAJOR POSITION .....	25
LESSON 7: MAJOR AND MINOR .....	27
LESSON 8: COMPOSING .....	33
LESSON 9: OTHER THINGS TO KNOW .....	38
LESSON 10: MUSIC TERMS AND SYMBOLS .....	42
PRIMER – LEVEL 2A SUMMARY .....	46

# DO YOU REMEMBER?

## STEMS AND DOTS



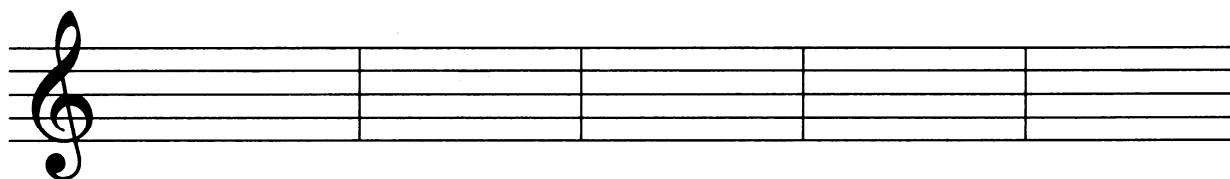
Turn each whole note into a quarter, half or dotted half note.



half      quarter      half      dotted half      quarter      half      quarter      dotted half

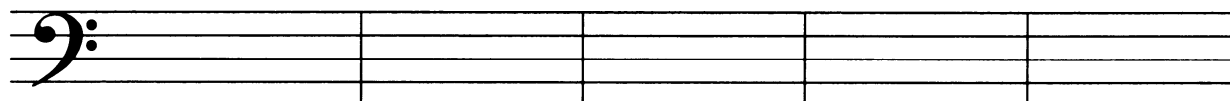


Draw a quarter, half or dotted half note on the correct line or space. Then name the note.



line 4      space 1      line 3      line 5      space 2  
dotted half      quarter      half      quarter      dotted half

name of note      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_



space 4      line 2      line 3      space 2      line 5  
dotted half      dotted half      quarter      half      quarter

name of note      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_



Circle the correct answers.

Notes below line 3 have stems that go up / down on the left / right side of the note head.

# LESSON 1: 8TH NOTES

Two eighth notes  = 1 beat. Each eighth note = one half of a beat.

Groups of eighth notes are often connected with a beam. 



Add beams to turn the following groups of quarter notes into eighth notes.



Count eighth notes by adding an “+” on the second half of each beat.

Example:   
1 + 2 + 3 + 4 +

When a song has many eighth notes, count all notes with the “+” on the second half of each beat.

Example:   
1 + 2 + 3 + 4 +



Find the total number of beats.



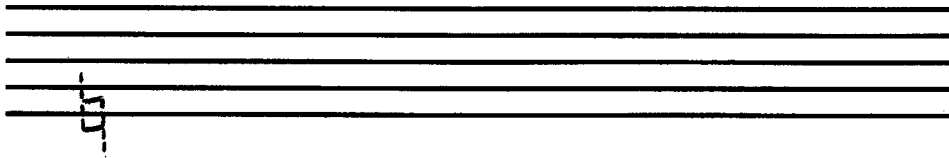
# LESSON 2: NATURALS

A natural  cancels a sharp or a flat. A natural will always be a white key.

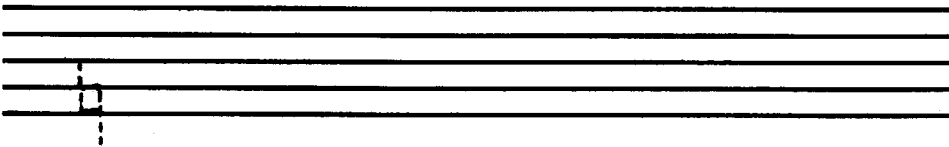
When writing a natural, the natural is always written in front of a note (on the left side). Naturals are written on the same line or space as the note. The natural will cover three spaces or three lines.



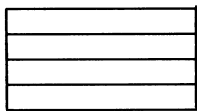
 Trace the first natural on line 1. Then draw a natural on lines 2, 3, 4 and 5.



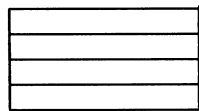
 Trace the first natural in space 1. Then draw a natural in spaces 2, 3 and 4.



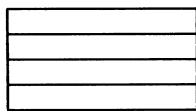
 Draw a whole note in each measure on the correct line or space. Then add a natural to each note.



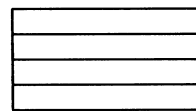
space 3



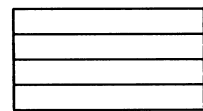
line 4



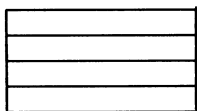
space 1



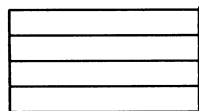
line 5



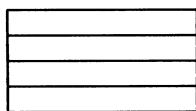
line 2



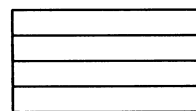
line 5



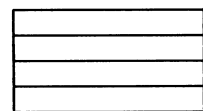
space 2



space 4



line 3



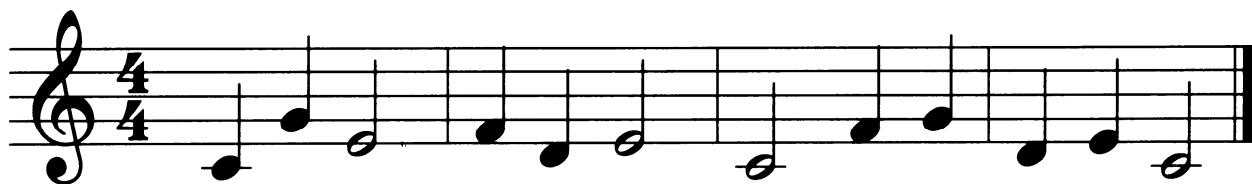
line 1

# LESSON 3: TRANSPOSITION

Playing a piece in a different position is called transposition. The note names will change but the intervals will stay the same.

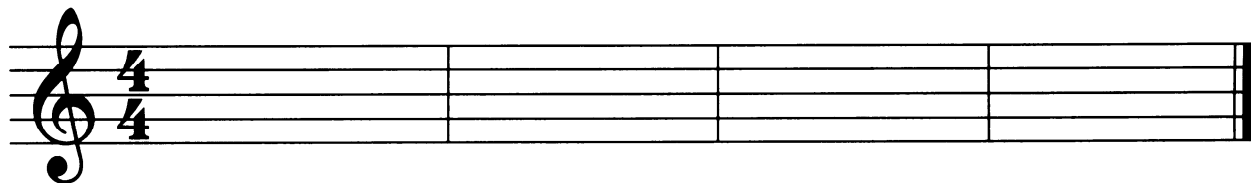


Name the intervals (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup>) between the notes of the following line of music in C position. Then, following the intervals, write the notes on the staff transposing to G position.



C position

intervals \_\_\_\_\_



G position



Write the names of the notes in the blanks.

The notes C and E in C position would be \_\_\_\_\_ and \_\_\_\_\_ in G position.

The notes F and G in C position would be \_\_\_\_\_ and \_\_\_\_\_ in G position.

G , F , E , D in C position would be \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ in G position.

E , D , C in C position would be \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ in G position.

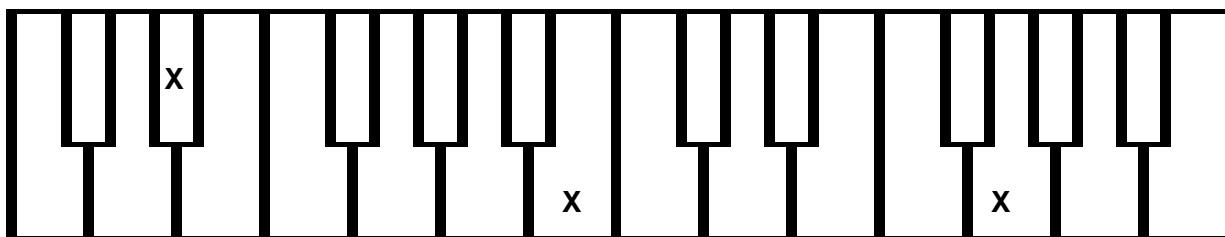
D , F , E , G in C position would be \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ in G position.

# LESSON 4: WHOLE STEPS

A whole step is the same as two half steps. It is the distance from one key to another with one key in between.



Write a H on the key that is a whole step higher than the marked keys. Write an L on the key that is a whole step lower than the marked keys.



Draw the whole note that is a whole step higher or lower than the notes given. Use sharps or flats as needed. Name the notes in the blanks.

lower                      higher                      lower                      higher                      higher

note    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

lower                      lower                      higher                      higher                      lower

note    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_



Write H for half step, W for whole step or N for neither in the blank.

- |                  |                    |                    |
|------------------|--------------------|--------------------|
| _____ A up to Bb | _____ C up to C#   | _____ E down to D# |
| _____ B# to C    | _____ G down to Eb | _____ F# up to G#  |