

MUSIC REVIEW LESSONS

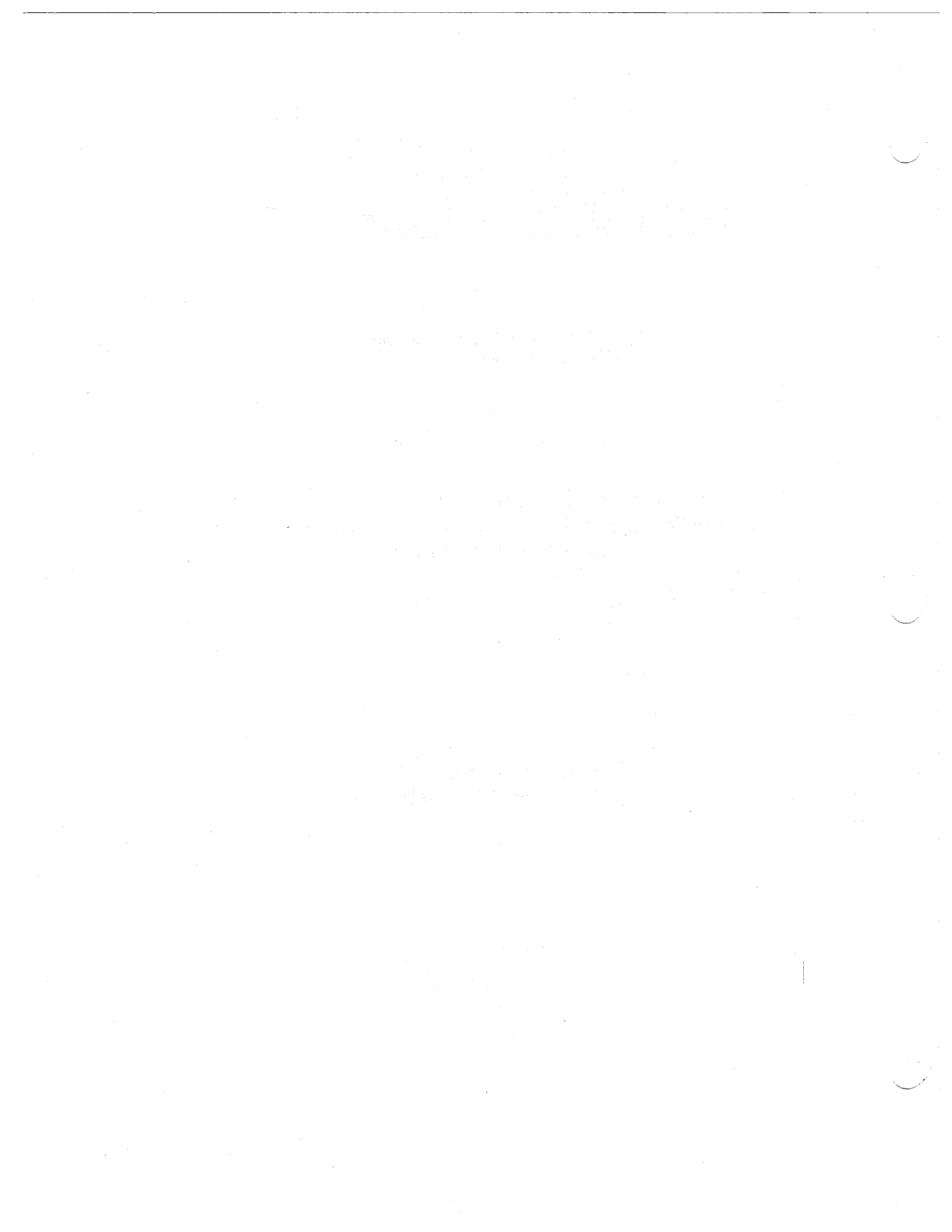


A comprehensive series of review lessons
in music theory, ear training, and music history
for the piano student

For classroom or studio use

designed and prepared by
Dr. Susan M. Tusing

<input checked="" type="checkbox"/>	Preparatory A	<input type="checkbox"/>	Level 5
<input type="checkbox"/>	Preparatory B	<input type="checkbox"/>	Level 6
<input type="checkbox"/>	Level 1	<input type="checkbox"/>	Level 7
<input type="checkbox"/>	Level 2	<input type="checkbox"/>	Level 8
<input type="checkbox"/>	Level 3	<input type="checkbox"/>	Level 9
<input type="checkbox"/>	Level 4	<input type="checkbox"/>	Level 10



LESSON ONE

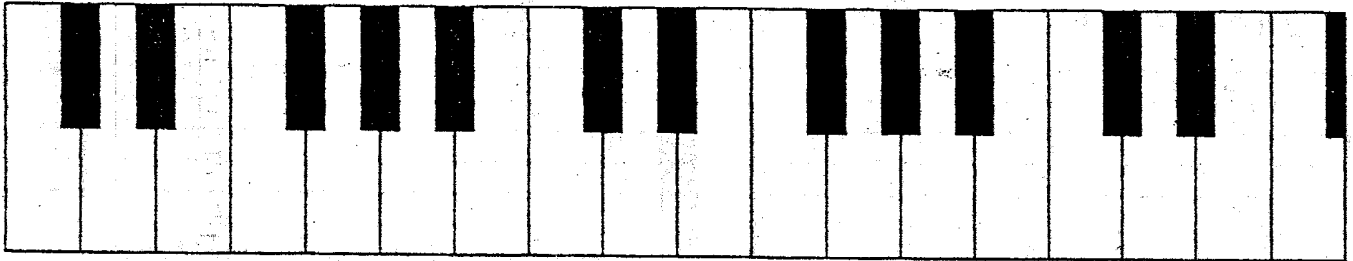
Fill in the blanks below to complete the musical alphabet.
Write one letter in each blank.

<u>E</u>	_____	_____	_____	<u>B</u>	_____	_____
_____	<u>A</u>	_____	_____	_____	<u>E</u>	_____
_____	_____	<u>C</u>	_____	_____	_____	<u>G</u>

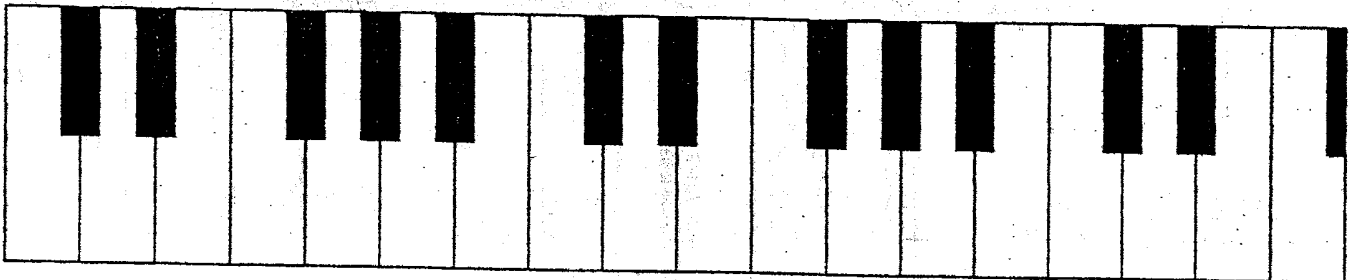
Write the musical alphabet beginning with the given letter.
Write one letter in each blank.

<u>A</u>	_____	_____	_____	_____	_____	_____
<u>D</u>	_____	_____	_____	_____	_____	_____
<u>F</u>	_____	_____	_____	_____	_____	_____

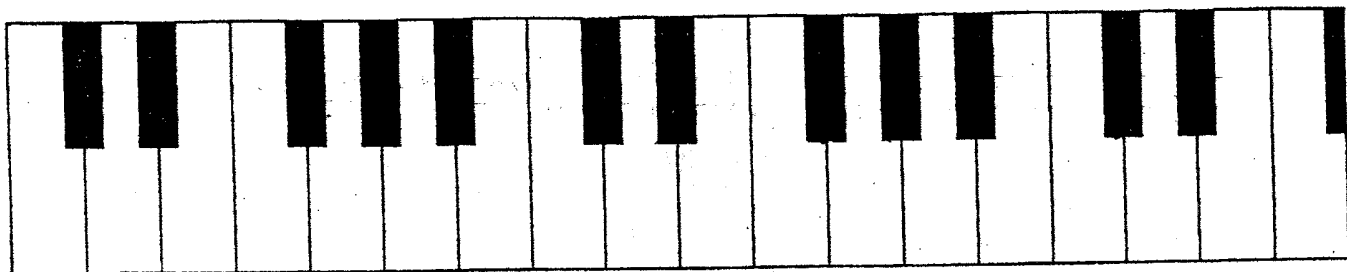
Write the letter C on each key C on the keyboard below.



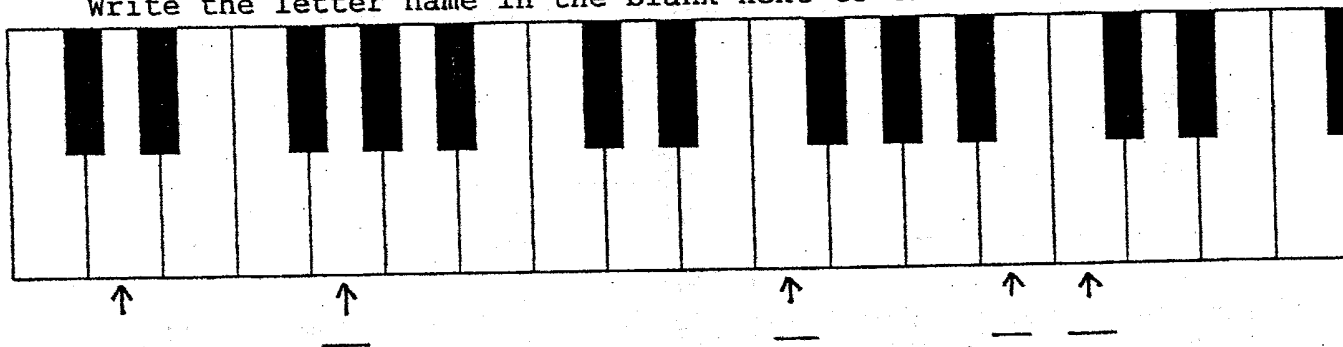
Write the letter A on each key A on the keyboard below.



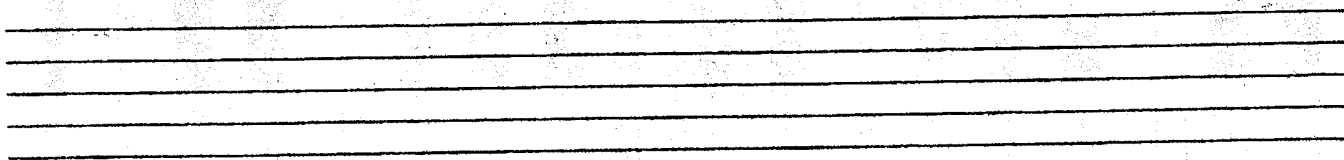
Write the letter E on each key E on the keyboard below.



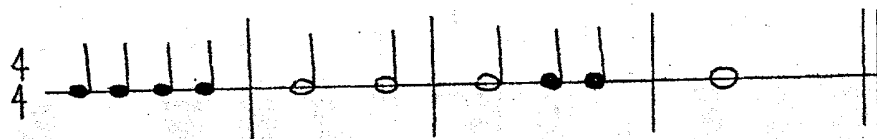
On the keyboard below, name the keys pointed out by the arrows.
Write the letter name in the blank next to the arrow.



Number the lines and spaces on the staff below.



Write in the beats (such as 1 2 3 4, etc.) below the given rhythm.



Write the note that equals the value of the two notes given in each problem. (For example, $\text{quarter} + \text{quarter} = \text{half}$.)

$$\text{quarter} + \text{quarter} =$$

$$\text{half} + \text{quarter} =$$

$$\text{quarter} + \text{half} =$$

$$\text{half} + \text{half} =$$

LESSON TWO

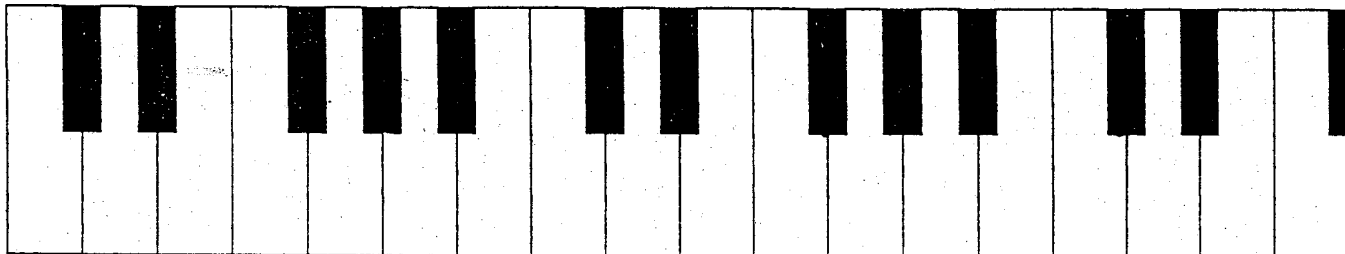
Fill in the blanks below to complete the musical alphabet.
Write one letter in each blank.

<u>F</u>	_____	<u>A</u>	_____	_____	_____	_____
_____	<u>B</u>	<u>C</u>	_____	_____	_____	_____
_____	_____	<u>D</u>	_____	_____	<u>G</u>	_____

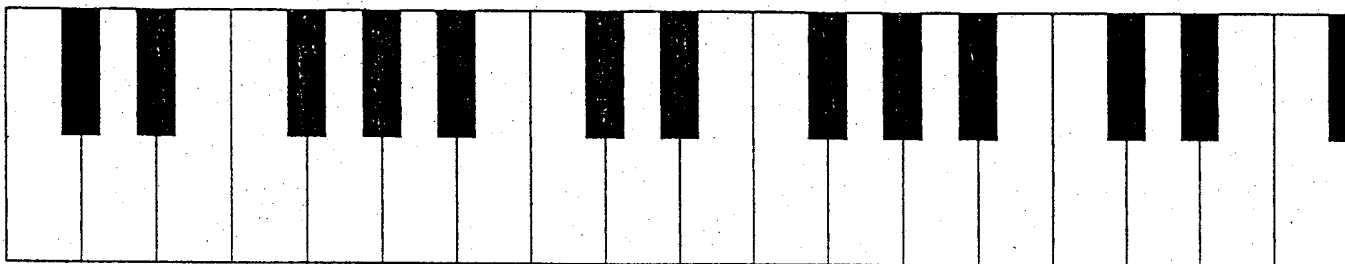
Write the musical alphabet beginning with the given letter.
Write one letter in each blank.

<u>C</u>	_____	_____	_____	_____	_____	_____
<u>B</u>	_____	_____	_____	_____	_____	_____
<u>G</u>	_____	_____	_____	_____	_____	_____

Write the letter B on each key B on the keyboard below.



Write the letter G on each key G on the keyboard below.



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Match the definition with the correct term.

- | | |
|--|----------------|
| <u>A</u> - a person who creates music and writes it down | _____ PIANO |
| <u>B</u> interval of a second (2nd) | _____ STEP |
| <u>C</u> (<) a sign meaning to play that note or chord louder than the notes around it | _____ BRACE |
| <u>D</u> invented by Bartolommeo Cristofori around 1709 | _____ COMPOSER |
| <u>E</u> the bracket connecting two or more staves of a musical score | _____ ACCENT |

Ear Training

For each example, your teacher will play a short piece of music. Circle p or f to show if the music is soft or loud.

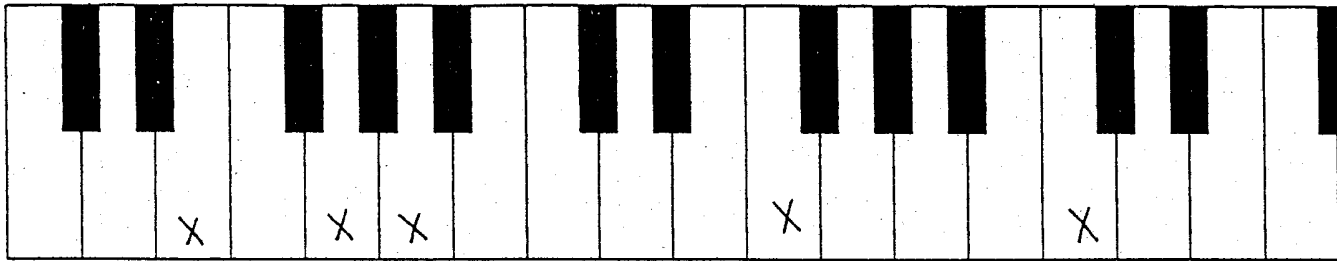
1. P F 2. P F 3. P F

Ear Training

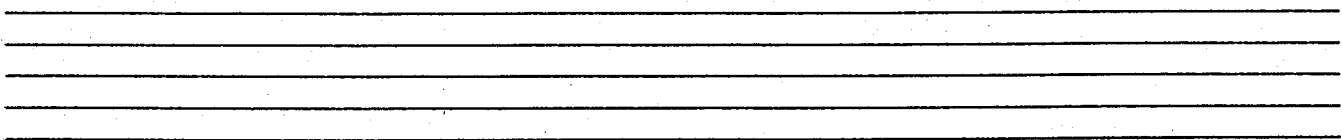
For each example, your teacher will play a several notes. Circle up or down to show the direction of notes.

1. up down 2. up down 3. up down

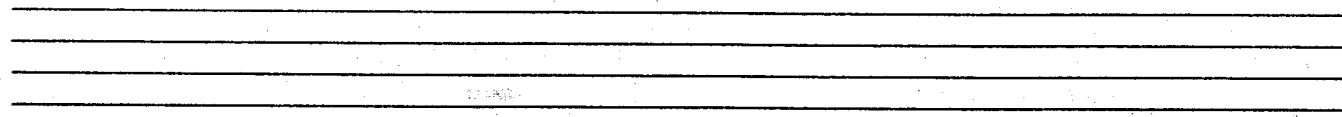
Some of the keys on the keyboard below have an X on them. Write the letter name of the key above each X.



Number the lines and spaces on the staff below.

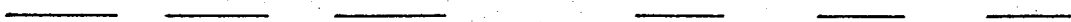
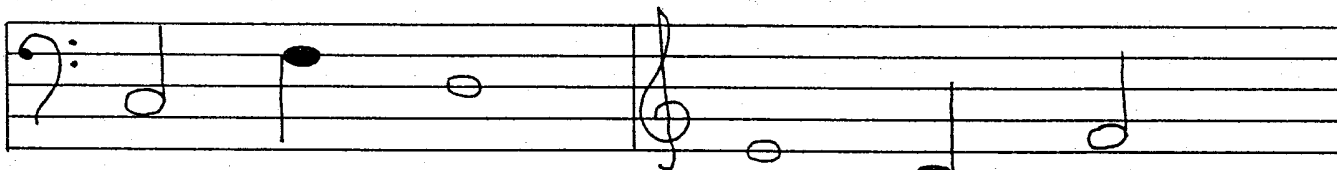


Draw quarter notes on the correct line or space on the staff below. (3L = 3rd line, 2S = 2nd space, etc.)



1S 4L 3L 3S 2S 5L 4S

Give the letter name of each note on the staff below. Be sure to watch the clefs!



Draw the symbol for each item below.

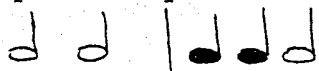

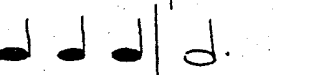

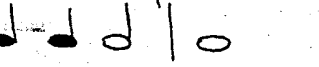

- | | | | |
|-------|------------|-------|-------------|
| _____ | forte | _____ | treble clef |
| _____ | accent | _____ | slur |
| _____ | brace | _____ | bar line |
| _____ | double bar | _____ | repeat sign |

Match the definition with the correct term.

- | | | | |
|----------|---|-------|----------|
| <u>A</u> | signs that tell how loud
or soft the notes should sound | _____ | BARLINE |
| <u>B</u> | a vertical line drawn through
the staff to divide the music
into measures | _____ | INTERVAL |
| <u>C</u> | two or more notes sounding
at the same time | _____ | HARMONY |
| <u>D</u> | to play smoothly,
connecting the notes | _____ | DYNAMICS |
| <u>E</u> | the distance (or difference
in pitch) between two notes | _____ | LEGATO |

Ear Training

For each example, your teacher will play two rhythmic patterns.
Circle the pattern you hear.

- | | | | |
|----|--|----|---|
| 1. |  | or |  |
| 2. |  | or |  |
| 3. |  | or |  |

Ear Training

For each example, your teacher will play a short piece of music.
Circle p or f to show if the music is soft or loud.

- | | | | | | | | | |
|----|---|---|----|---|---|----|---|---|
| 1. | P | F | 2. | P | F | 3. | P | F |
|----|---|---|----|---|---|----|---|---|

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LESSON THREE

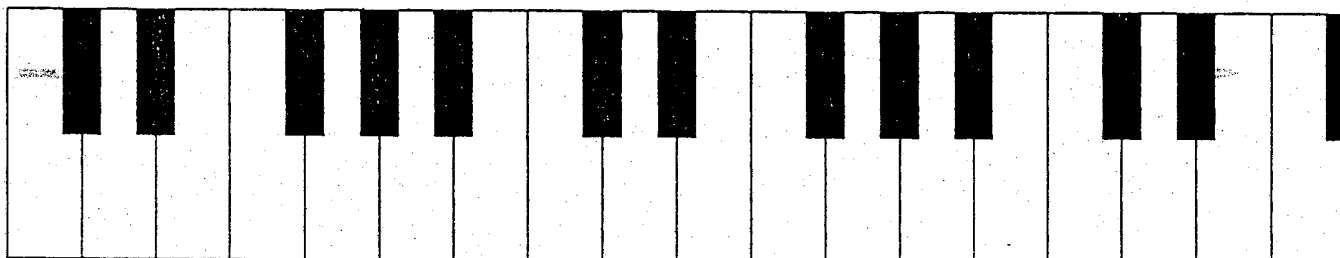
Fill in the blanks below to complete the musical alphabet.
Write one letter in each blank.

_____	<u>C</u>	_____	_____	_____	_____	<u>A</u>
_____	_____	_____	_____	<u>E</u>	_____	_____
_____	_____	<u>F</u>	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

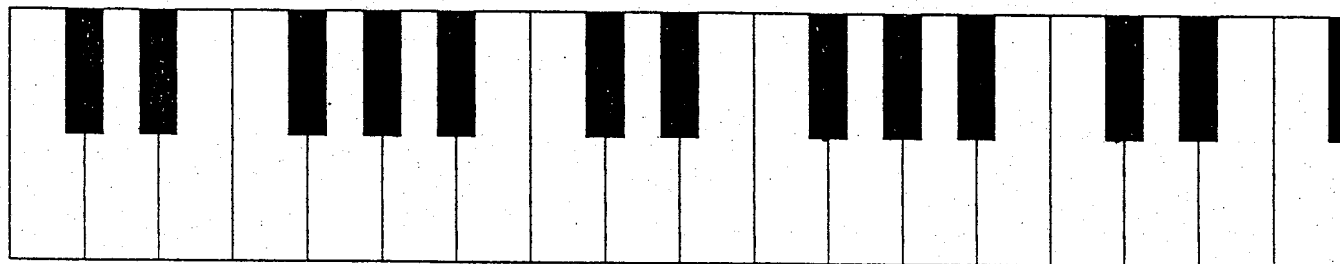
Write the musical alphabet beginning with the given letter.
Write one letter in each blank.

<u>A</u>	_____	_____	_____	_____	_____	_____
<u>E</u>	_____	_____	_____	_____	_____	_____
<u>F</u>	_____	_____	_____	_____	_____	_____

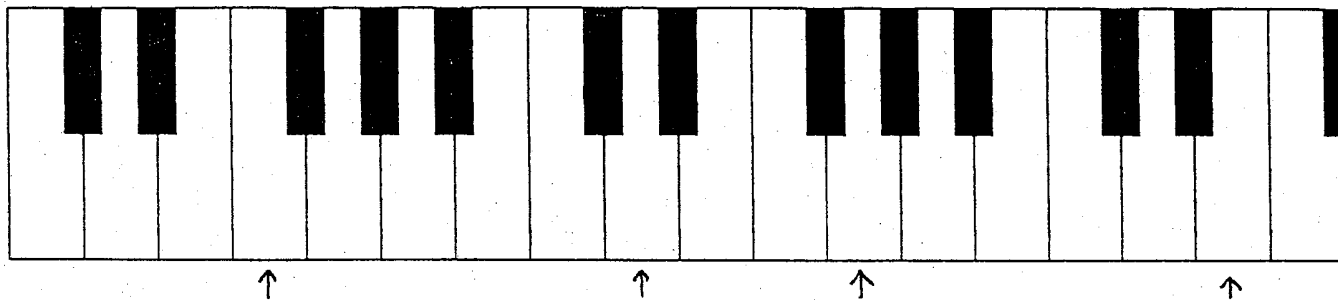
Write the letter D on each key D on the keyboard below.



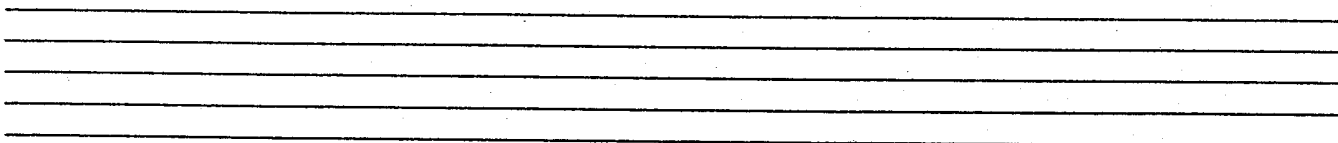
Write the letter F on each key F on the keyboard below.



On the keyboard below, name the keys pointed out by the arrows.
Write the letter name in the blank next to the arrow.

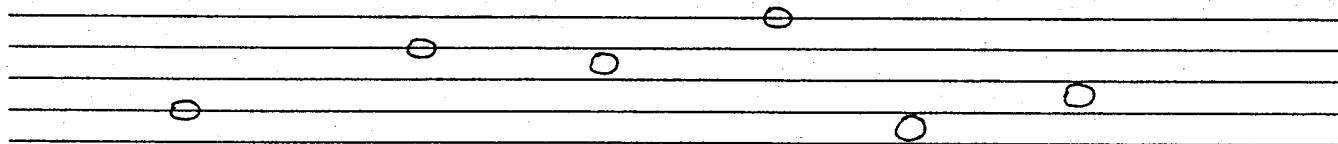


Draw whole notes on the correct line or space on the staff below.
(3L = 3rd line, 2S = 2nd space, etc.)

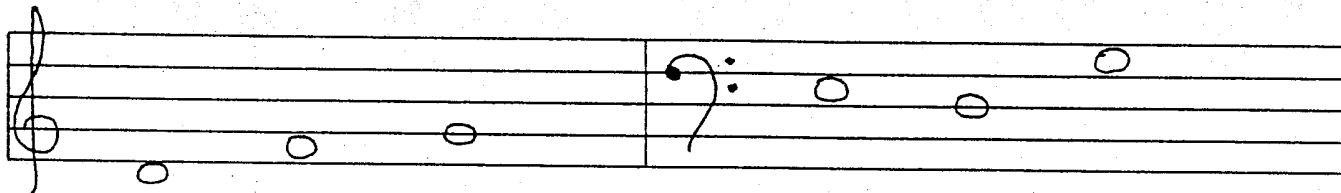


2L 4L 4S 1S 1L 3L

In the blank below each note on the staff, write which line or space the note is written.
(3L = 3rd line, 2S = 2nd space, etc.)



Give the letter name of each note on the staff below.
Be sure to watch the clefs!



Above each of the note names given below, write the note on the staff. Use half notes. Be sure to watch the clefs!

C F D D C G

Add a stem to each of the note heads on the staff below.

Make a grand staff by adding a brace, barline, treble clef, and bass clef to the staves below. Place a double bar at the end of the grand staff.

Write the note that equals the value of the two notes given in each problem. (For example, $d + d = d$)

$d + d =$

$d + d =$

$d + d =$

$d + d =$

Ear Training

For each example, your teacher will play a several notes. Circle up or down to show the direction of notes.

- 1. up down
- 2. up down
- 3. up down

LESSON FOUR

Give the letter name of each note on the staff below.
Be sure to watch the clefs!

A musical staff divided into two sections by a bar line. The left section has a bass clef and contains three whole notes: G2, F2, and E2. The right section has a treble clef and contains three whole notes: G4, F4, and E4. Below the staff are six horizontal lines for labeling: three under the first section and three under the second section.

Above each of the note names given below, write the note on the staff. Use whole notes. Be sure to watch the clefs!

A musical staff divided into two sections by a bar line. The left section has a treble clef and the right section has a bass clef. Below the staff are the note names: D, E, G, E, D, F. The first three names (D, E, G) are positioned under the treble clef section, and the last three (E, D, F) are under the bass clef section.

Add a stem to each of the note heads on the staff below.

A musical staff with six note heads. From left to right: an open circle on the first line, an open circle on the second line, an open circle on the third line, a solid black circle on the fourth line, a solid black circle on the fifth line, and an open circle on the sixth line.

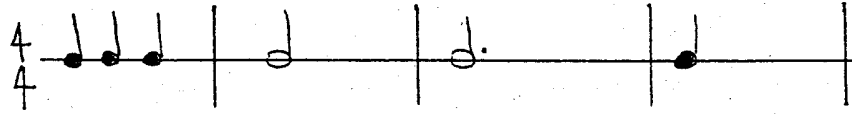
Draw 10 treble clefs on the staff.

A blank musical staff consisting of five horizontal lines.

Write in the beats (such as 1 2 3 4, etc.) below the given rhythm.

Rhythm notation on a staff. It consists of four measures separated by vertical bar lines. The first measure has a quarter note on the first line. The second measure has two quarter notes on the second and third lines. The third measure has three quarter notes on the third, fourth, and fifth lines. The fourth measure has a quarter note on the first line. A thick vertical bar at the end of the staff indicates the end of the piece.

Each of the measures below is incomplete.
Fill in one note in each measure to make it complete.



Write the note that equals the value of the two notes given in each problem. (For example, $\text{quarter} + \text{quarter} = \text{half}$)

$$\text{quarter} + \text{quarter} =$$

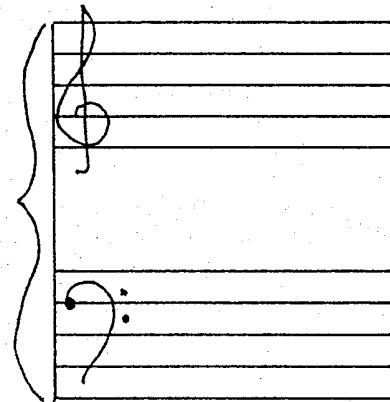
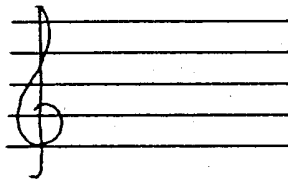
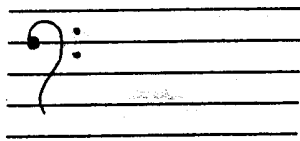
$$\text{quarter} + \text{quarter} =$$

$$\text{quarter} + \text{quarter} =$$

$$\text{quarter} + \text{quarter} =$$

Name the notes in a C Major triad. _____

Write a C Major triad on each staff. Watch the clefs!



Match the definition with the correct term.

A (repeat sign) a sign meaning to repeat a section of the music

_____ RHYTHM

B the double vertical lines that mark the end of a piece

_____ MEASURE

C the lasting time of musical sounds

_____ DOUBLE BAR

D several notes played or sung one after the other

_____ MELODY

E a group of beats, found between two barlines, that form a unit of musical time

_____ REPEAT SIGN

Write a brief definition for each of the following terms.

barline _____

double bar _____

harmony _____

melody _____

rhythm _____

legato _____


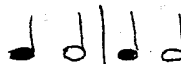




slur _____

triad _____

folk songs _____

Ear Training

For each example, your teacher will play two rhythmic patterns.
Circle the pattern you hear.

- | | | | |
|----|---|----|--|
| 1. |  | or |  |
| 2. |  | or |  |
| 3. |  | or |  |

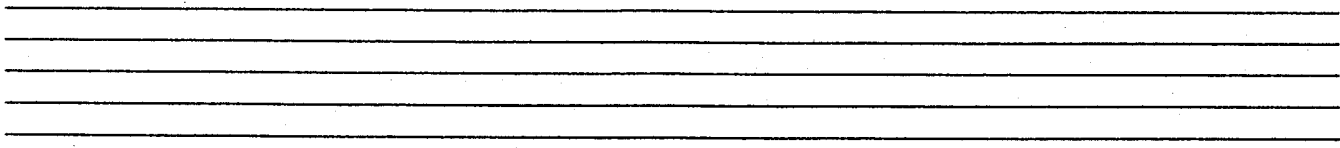
Ear Training

For each example, your teacher will play a short piece of music.
Circle p or f to show if the music is soft or loud.

1. P F 2. P F 3. P F

LESSON FIVE

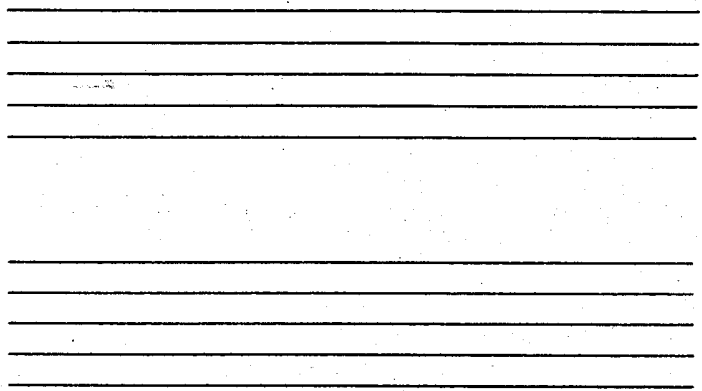
Draw 10 bass clefs on the staff.



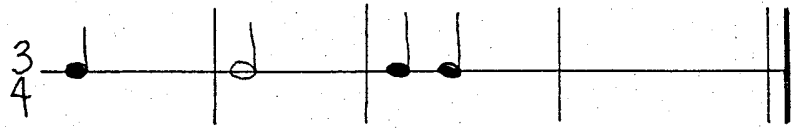
Draw the symbol for each item below.

- | | |
|------------------------|-------------------|
| _____ whole note | _____ half note |
| _____ quarter note | _____ piano |
| _____ dotted half note | _____ bass clef |
| _____ double bar | _____ repeat sign |

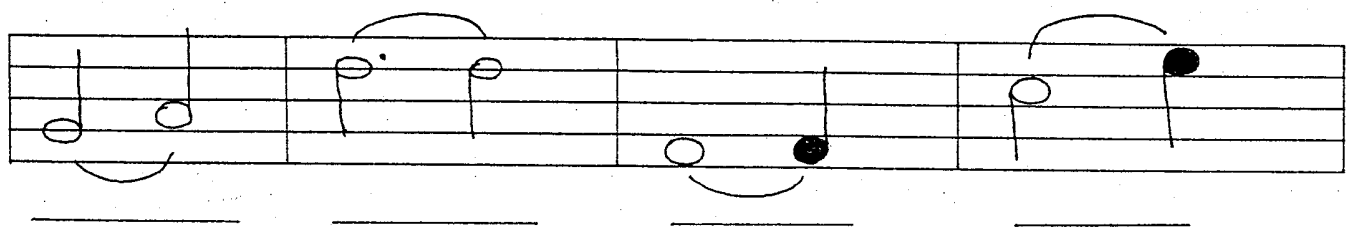
Add the correct symbols below to make a grand staff.



Each of the measures below is incomplete.
Fill in one note in each measure to make it complete.

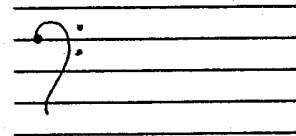
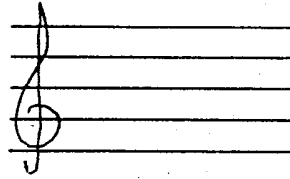
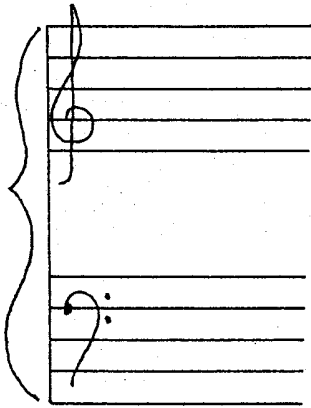


Each pair of notes below is either a slur or a tie.
Write the word slur or tie in the blank below each pair.



Name the notes in a C Major triad. _____

Write a C Major triad on each staff. Watch the clefs!



Match the definition with the correct term.

- | | |
|--|------------------|
| <u>A</u> a three-note chord | _____ PIANO |
| <u>B</u> interval of a third (3rd) | _____ SKIP |
| <u>C</u> a curved line over or under 2 or more notes, meaning play legato | _____ TRIAD |
| <u>D</u> songs that have been passed down for many generations before being written down | _____ SLUR |
| <u>E</u> the first keyboard instrument which could be played loud or soft by using a lighter or stronger touch of the fingers. | _____ FOLK SONGS |

Fill in the blank the term that fits the definition given.

- _____ interval of a second (2nd)
- _____ a person who creates music and writes it down
- _____ invented by Bartolommeo Cristofori around 1709
- _____ the bracket connecting two or more staves of the musical score

Fill in the blank. (continued)

- _____ (<) a sign meaning to play that note or chord louder than the notes around it
- _____ a vertical line drawn through the staff to divide the music into measures
- _____ to play smoothly, connecting the notes
- _____ signs that tell how loud or soft the notes should sound
- _____ two or more notes sounding at the same time
- _____ the distance (or difference in pitch) between two notes

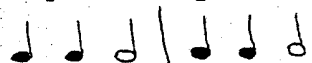
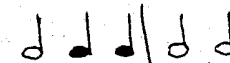
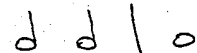



Ear Training

For each example, your teacher will play a several notes. Circle up or down to show the direction of notes.

- 1. up down 2. up down 3. up down

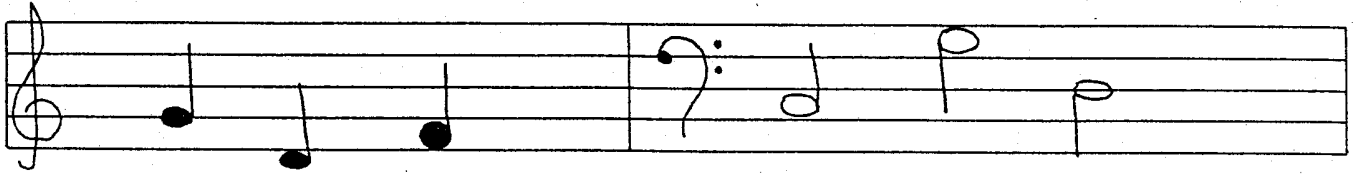
Ear Training

For each example, your teacher will play two rhythmic patterns. Circle the pattern you hear.

- 1.  or 
- 2.  or 
- 3.  or 

LESSON SIX

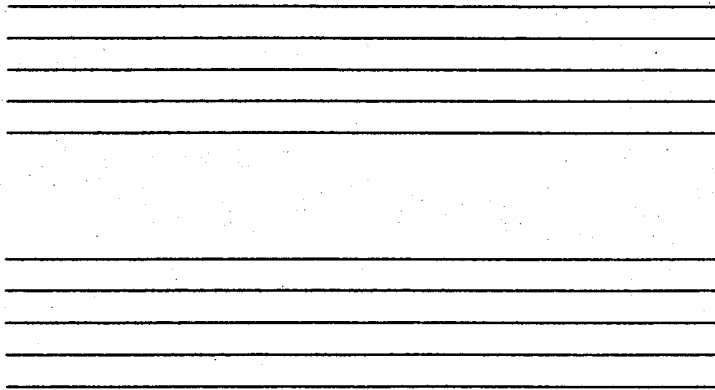
Give the letter name of each note on the staff below.
Be sure to watch the clefs!



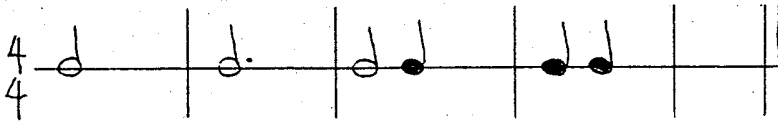
Draw the symbol for each item below.

- | | |
|------------------------|-------------------|
| _____ forte | _____ treble clef |
| _____ accent | _____ slur |
| _____ dotted half note | _____ bass clef |
| _____ brace | _____ bar line |

Add the correct symbols below to make a grand staff.



Each of the measures below is incomplete.
Fill in one note in each measure to make it complete.



Each pair of notes below is either a slur or a tie.
 Write the word slur or tie in the blank below each pair.

The image shows four musical staves, each with two notes. The first staff has a slur over two notes on the same line. The second staff has a tie between two notes on the same line. The third staff has a slur over two notes on the same line. The fourth staff has a slur over two notes on the same line.

Write the total number of beats for each pair of tied notes below.

Two notes on the same line are connected by a tie.

Two notes on the same line are connected by a tie. The second note has a dot above it.

Two notes on the same line are connected by a tie. The second note has a dot to its right.

Different triads are written on the staves below.
 Circle all the C Major triads.

Two staves of music showing various triads. The top staff is in treble clef and the bottom staff is in bass clef. Each staff contains six triads. Some triads are in C major (C-E-G), some are in other keys, and some are diminished or augmented.

A single staff of music in bass clef showing four triads.

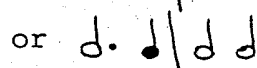
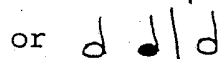
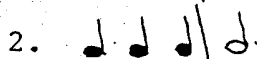
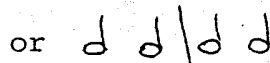
A single staff of music in treble clef showing four triads.

Fill in the blank the term that fits the definition given.

- _____ the lasting time of musical sounds
- _____ the double vertical lines that mark the end of a piece
- _____ (:||) a sign meaning to repeat a section of the music
- _____ the distance (or difference in pitch) between two notes
- _____ interval of a second (2nd)
- _____ several notes played or sung one after the other
- _____ a three-note chord
- _____ interval of a third (3rd)
- _____ a curved line over or under 2 or more notes, meaning play legato
- _____ songs that have been passed down for many generations before being written down

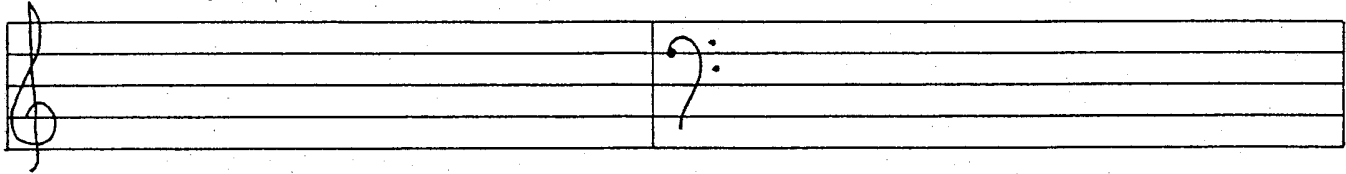
Ear Training

For each example, your teacher will play two rhythmic patterns. Circle the pattern you hear.



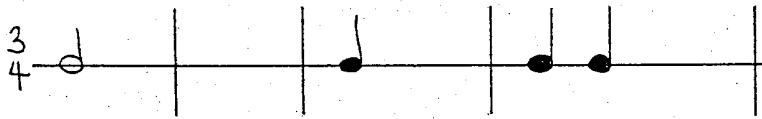
LESSON SEVEN

Above each of the note names given below, write the note on the staff. Use whole notes. Be sure to watch the clefs!

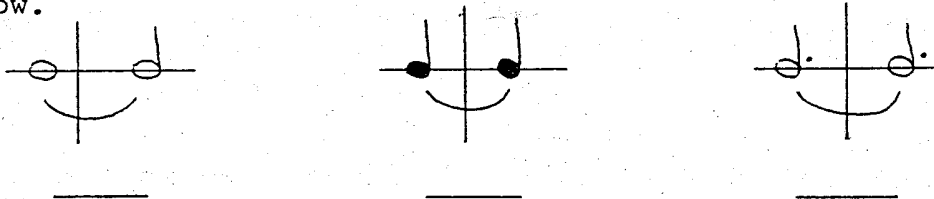


F C G E D F

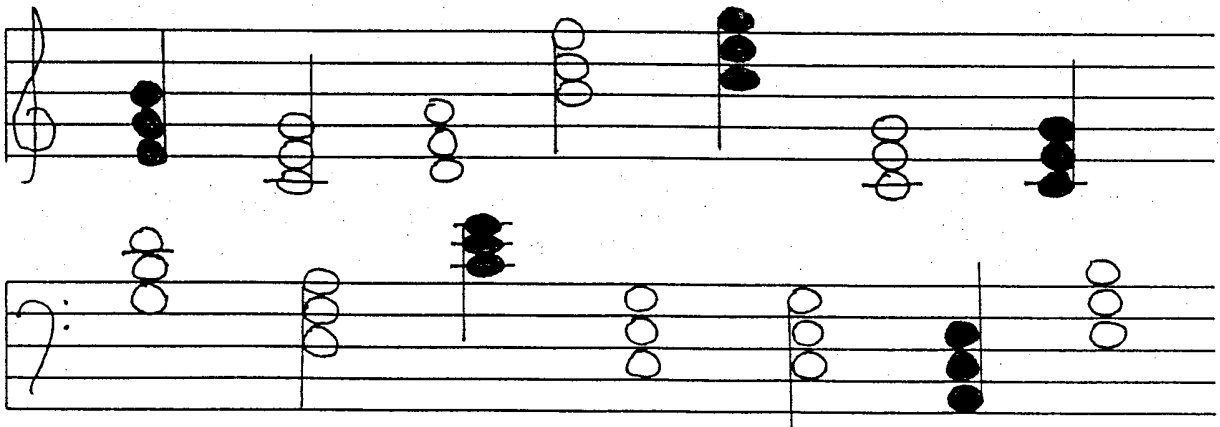
Each of the measures below is incomplete.
Fill in one note in each measure to make it complete.



Write the total number of beats for each pair of tied notes below.



Different triads are written on the staves below.
Circle all the C Major triads.



Fill in the blank the term that fits the definition given.

- _____ the double vertical lines that mark the end of a piece
- _____ a group of beats, found between two barlines, that form a unit of musical time
- _____ the lasting time of musical sounds
- _____ several notes played or sung one after the other
- _____ (:||) a sign meaning to repeat a section of the music
- _____ a three-note chord
- _____ interval of a third (3rd)
- _____ a curved line over or under 2 or more notes, meaning play legato
- _____ songs that have been passed down for many generations before being written down
- _____ the first keyboard instrument which could be played loud or soft by using a lighter or stronger touch of the fingers.

Name two composers with works in print (past or present).

Write a brief definition for each of the following terms.

- accent _____
- brace _____
- dynamics _____
- measure _____
- repeat sign _____
- interval _____
- skip _____
- step _____
- composer _____
- piano _____

Ear Training

For each example, your teacher will play a short piece of music. Circle p or f to show if the music is soft or loud.

- 1. P F 2. P F 3. P F

Ear Training

For each example, your teacher will play a several notes. Circle up or down to show the direction of notes.

- 1. up down 2. up down 3. up down

<p>(:) a sign meaning to repeat a section from the last repeat sign or from the beginning if there is no other repeat sign</p>	<p>the lasting time of musical sounds. The organized way the length of notes and rests are written</p>
<p>interval of a third (3rd)</p>	<p>a curved line over or under 2 or more notes, meaning play legato</p>
<p>interval of a second (2nd)</p>	<p>a three-note chord; a note with its 3rd and 5th above (e.g.: C-E-G)</p>
<p>a person who creates music and writes it down</p>	<p>songs that have been passed down for many generations before being written down. Usually tell a story. We usually do not know the composer.</p>
<p>1st keyboard instrument which could be played loud or soft by using different touches. Invented by B. Cristofori in 1709.</p>	

rhythm

repeat sign

slur

skip

triad

step

folk songs

composer

piano

<p>(\lt) a sign meaning to play that note or chord louder than the notes around it</p>	<p>a vertical line drawn through the staff to divide the music into measures</p>
<p>the bracket connecting two or more staves of the musical score</p>	<p>the double vertical lines that mark the end of the piece</p>
<p>signs that tell how loud or soft the notes should sound</p>	<p>two or more notes sounding at the same time</p>
<p>the distance (or difference in pitch) between two notes. e.g. 2nds, 3rds (steps, skips)</p>	<p>to play smoothly, connecting the notes</p>
<p>a group of beats (usually 2, 3, or 4) that form a unit of musical time. A measure is found between two barlines.</p>	<p>several notes (or tones) played or sung one after the other. They make musical sense and also have rhythm.</p>

barline

accent

double bar

brace

harmony

dynamics

legato

interval

melody

measure