

# READING MUSIC – SPACE NOTES

There are \_\_\_\_ notes in the spaces.

4			(G)
3		(E)	
2	(C)		
1	(A)		

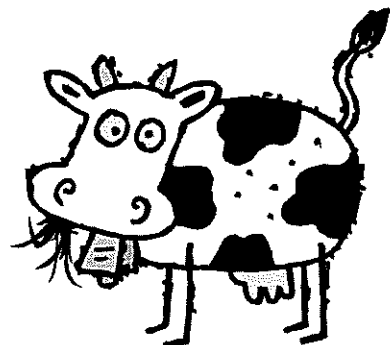
Each note in the space, has a letter inside it.

Try to sound out the letters.



We can remember these space notes by using a sentence that begins with each letter.

All Cows Eat Grass



Try it for yourself.

\*Always use  
CAPITAL  
letters.

Start counting from the bottom space.  
What are the notes?

1 space is \_\_\_\_\_

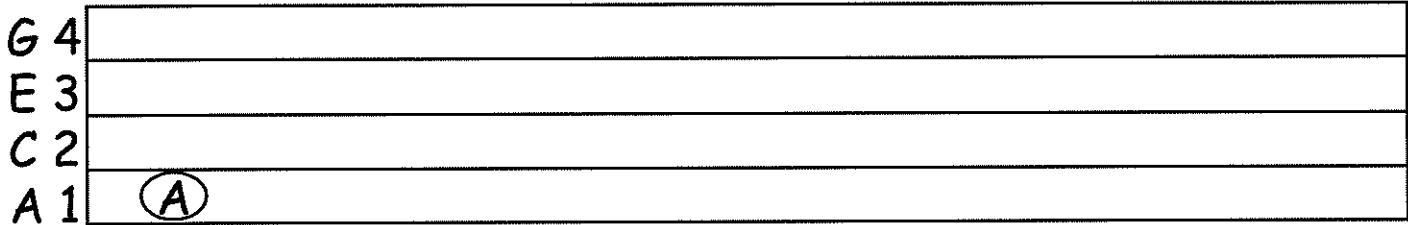
2 space is \_\_\_\_\_

3 space is \_\_\_\_\_

4 space is \_\_\_\_\_

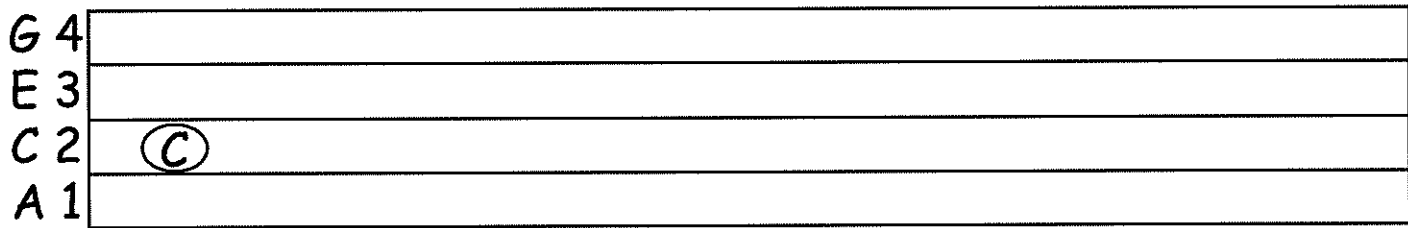
# DRAWING SPACE NOTES

Draw the "A" note in space 1.



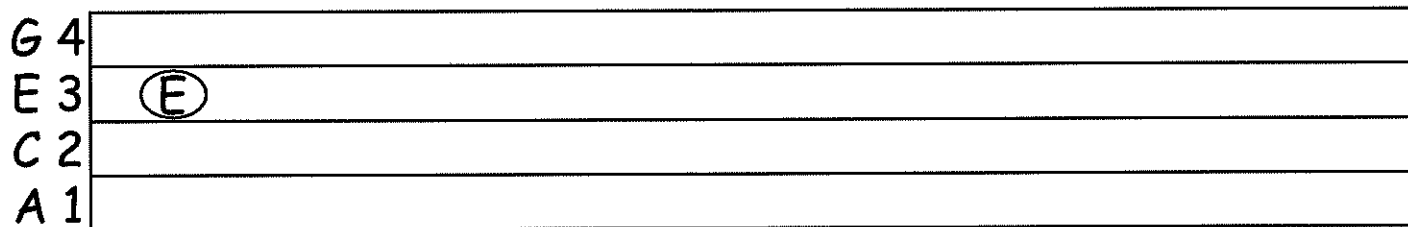
A musical staff with four lines. The lines are labeled on the left as G 4, E 3, C 2, and A 1 from top to bottom. A circled letter 'A' is drawn in the space between the first and second lines.

Draw the "C" note in space 2.



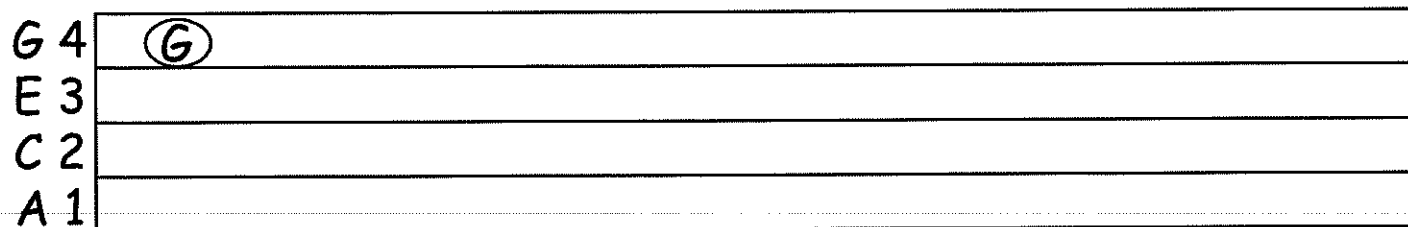
A musical staff with four lines. The lines are labeled on the left as G 4, E 3, C 2, and A 1 from top to bottom. A circled letter 'C' is drawn in the space between the second and third lines.

Draw the "E" note in space 3.



A musical staff with four lines. The lines are labeled on the left as G 4, E 3, C 2, and A 1 from top to bottom. A circled letter 'E' is drawn in the space between the third and fourth lines.

Draw the "G" note in space 4.



A musical staff with four lines. The lines are labeled on the left as G 4, E 3, C 2, and A 1 from top to bottom. A circled letter 'G' is drawn in the space above the top line.

# IDENTIFYING SPACE NOTES

Write the note name inside each note below.

\* Remember All Cows Eat Grass

1 2 3 4



G 4										(G)
E 3									(E)	
C 2					(C)					
A 1	(A)									

G 4										(O)
E 3								(O)		
C 2					(O)					
A 1	(O)									

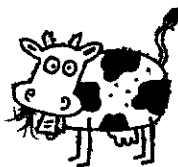
G 4										(O)
E 3								(O)		
C 2					(O)					
A 1	(O)									

G 4										(O)
E 3								(O)		
C 2					(O)					
A 1	(O)									

Write the note name inside each note below.

\* Remember All Cows Eat Grass

1 2 3 4



G 4

E 3

C 2

A 1

(A)

A musical staff with four lines. The notes are: A1 (circled), C2, E3, G4.

G 4

E 3

C 2

A 1

A musical staff with four lines. The notes are: G4, E3, C2, A1.

G 4

E 3

C 2

A 1

A musical staff with four lines. The notes are: A1, C2, E3, G4.

G 4

E 3

C 2

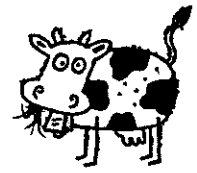
A 1

A musical staff with four lines. The notes are: G4, E3, C2, A1.

Let's mix up the notes. Write the note name inside each note below

\* Remember All Cows Eat Grass

1 2 3 4



G 4

E 3

C 2

A 1

G 4

E 3

C 2

A 1

G 4

E 3

C 2

A 1

G 4

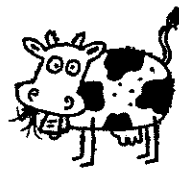
E 3

C 2

A 1

\* Remember All Cows Eat Grass

1 2 3 4



G 4		○				○	
E 3			○				○
C 2				○			○
A 1	○						

G 4		○					
E 3	○			○			○
C 2					○		
A 1			○			○	

G 4	○						○
E 3			○				
C 2		○		○		○	
A 1					○		

G 4		○					
E 3	○				○		○
C 2				○			
A 1			○			○	

Use this page for extra practice.

G 4	
E 3	
C 2	
A 1	

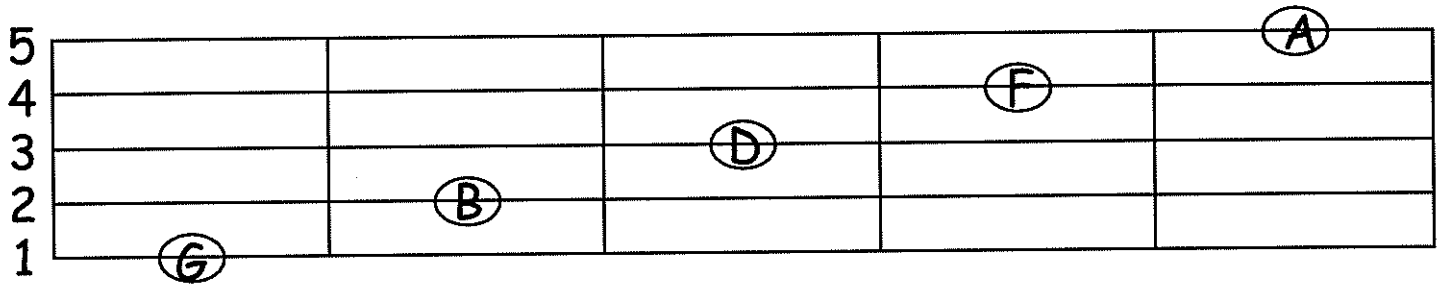
G 4	
E 3	
C 2	
A 1	

G 4	
E 3	
C 2	
A 1	

G 4	
E 3	
C 2	
A 1	

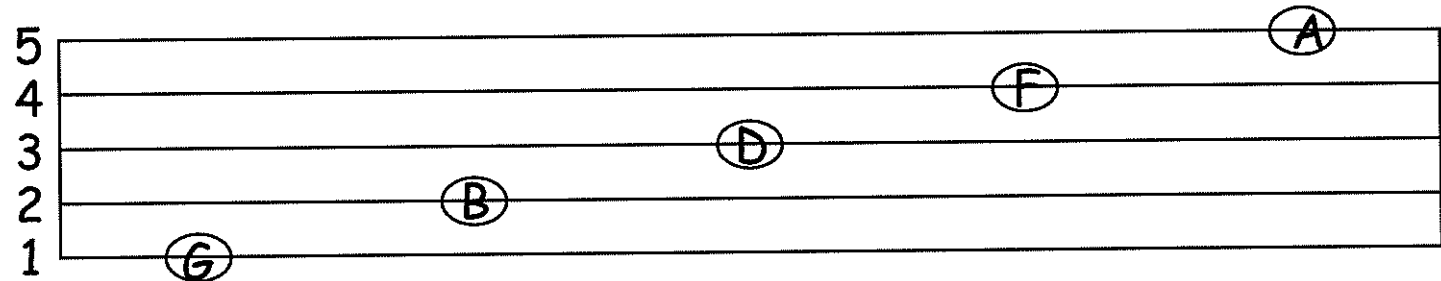
# READING MUSIC - LINE NOTES

There are \_\_\_ notes on the lines.



Unfortunately putting line notes together does not spell a word, but there is a saying we can use to help us remember.

The first letter in every word is the note name.



Good

1

Boys

2

Dio

3

Fine

4

Always

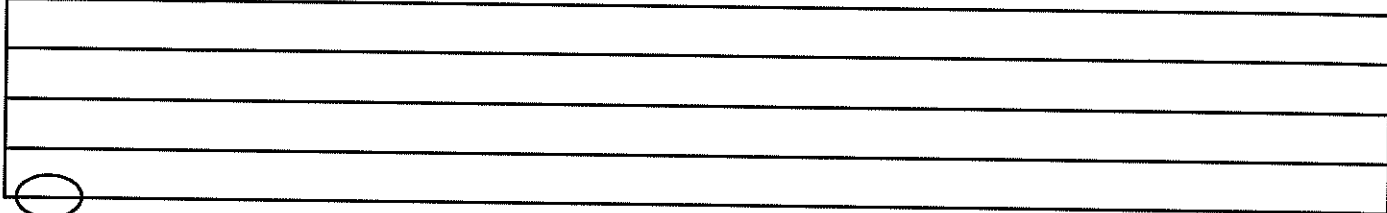
5



# DRAWING LINE NOTES

Draw a line across of the 'G' line note. **G** is for **Good**.

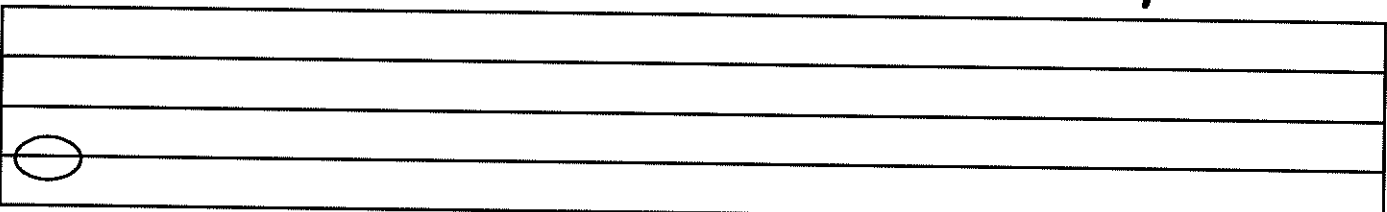
5  
4  
3  
2  
1



G

Draw a line across of the 'B' line note. **B** is for **Boys**.

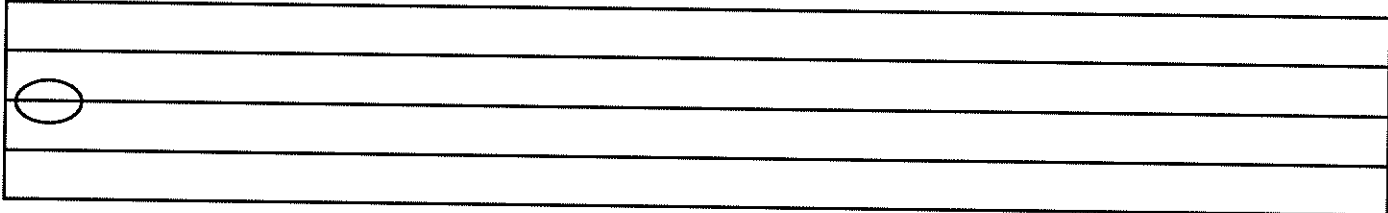
5  
4  
3  
2  
1



B

Draw a line across of the 'D' line note. **D** is for **Deserves**.

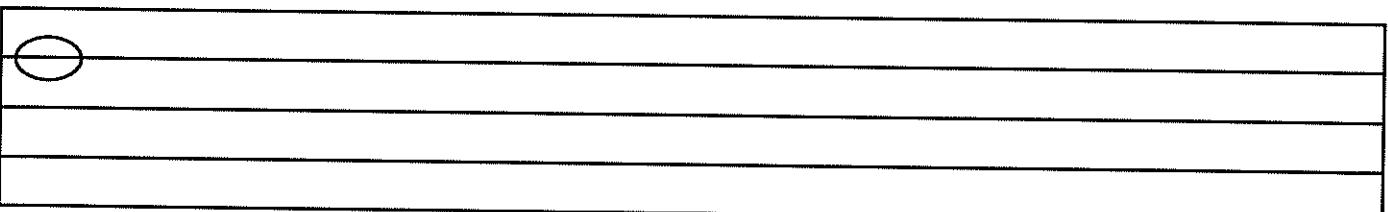
5  
4  
3  
2  
1



D

Draw a line across of the 'F' line note. **F** is for **Fun**.

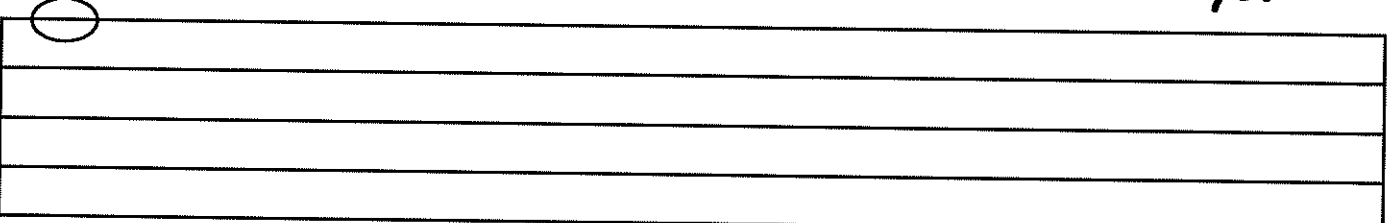
5  
4  
3  
2  
1



F

Draw a line across of the 'A' line note. **A** is for **Always**.

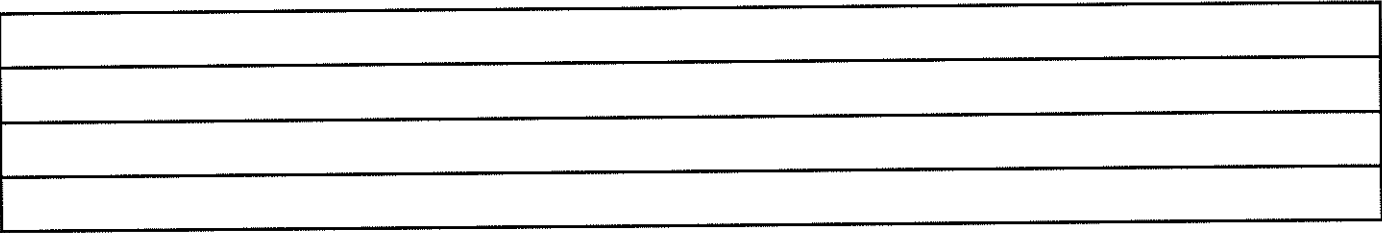
5  
4  
3  
2  
1



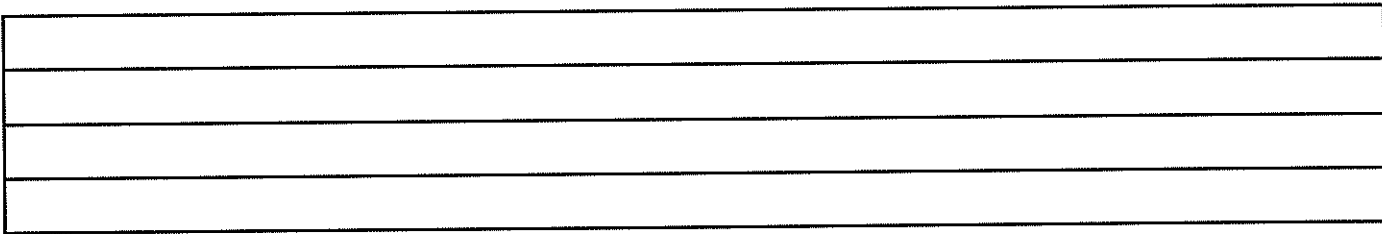
A

Use these for extra practice.

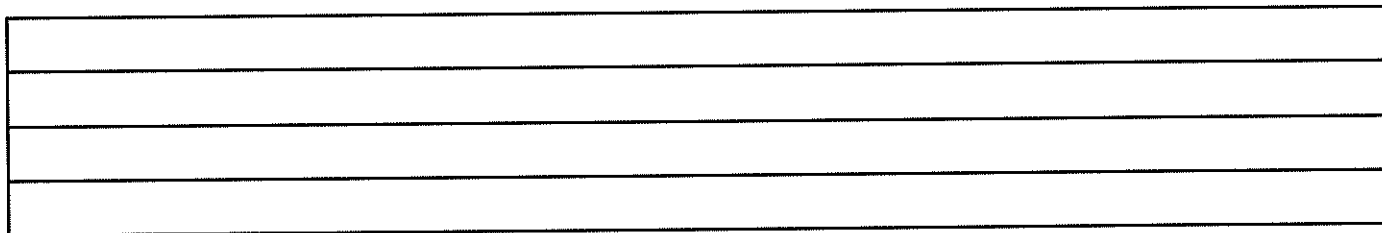
5  
4  
3  
2  
1



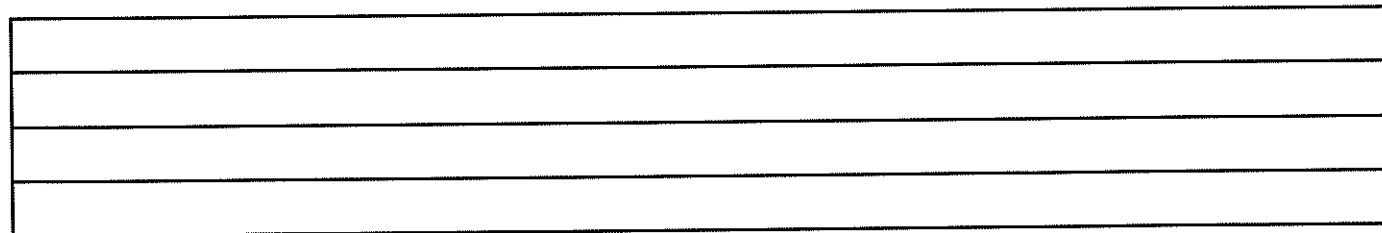
5  
4  
3  
2  
1



5  
4  
3  
2  
1



5  
4  
3  
2  
1



# IDENTIFYING LINE NOTES

Here are the music line notes.

A 5  
F 4  
D 3  
B 2  
G 1

G      B      D      F      A

Write each note name under the line notes just like the example above. Begin with G.

A 5  
F 4  
D 3  
B 2  
G 1

G      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

A 5  
F 4  
D 3  
B 2  
G 1

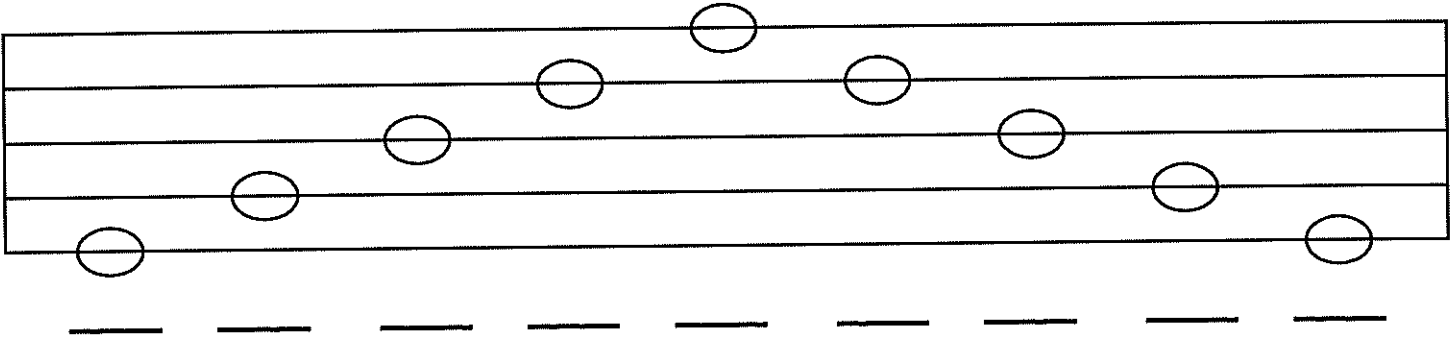
G      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

A 5  
F 4  
D 3  
B 2  
G 1

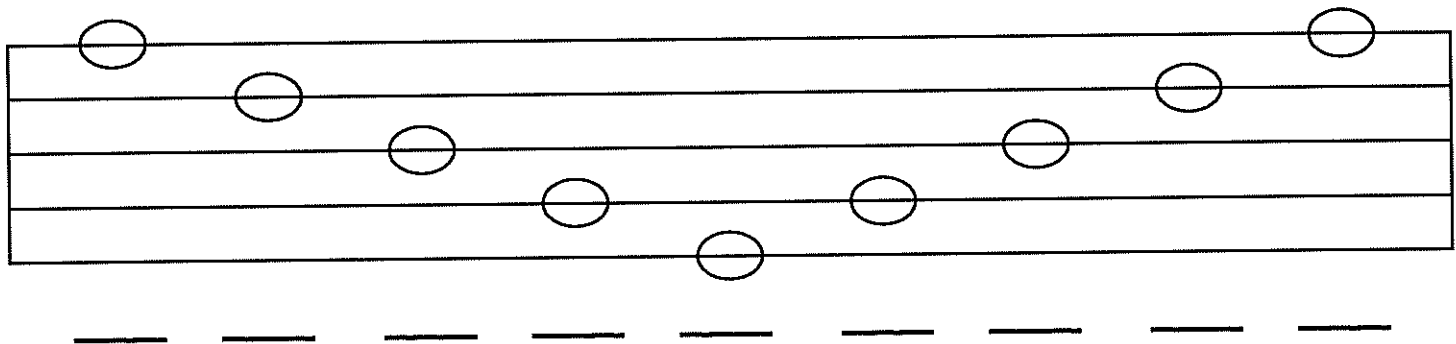
G      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Write the note name under each line note below.

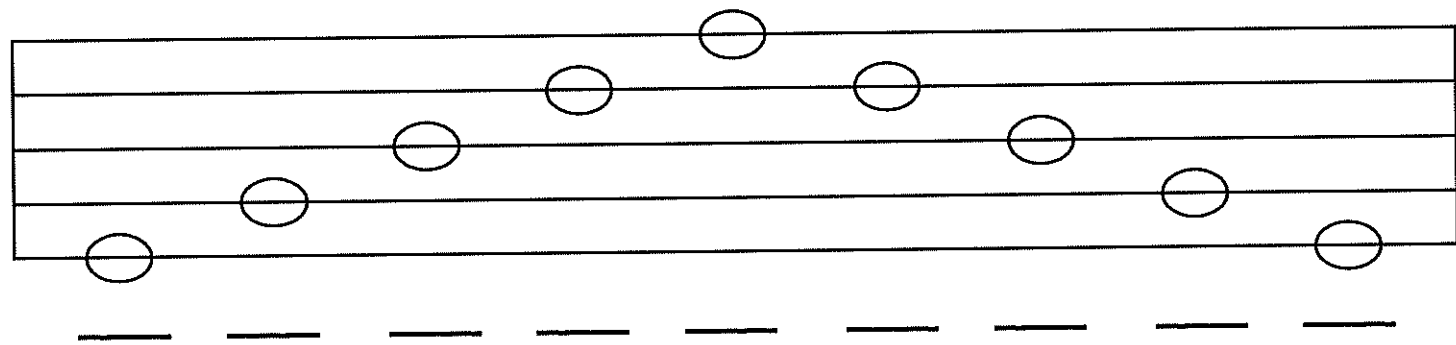
Remember: Good      Boys      Deserve      Fun      Always  
                  1            2            3            4            5



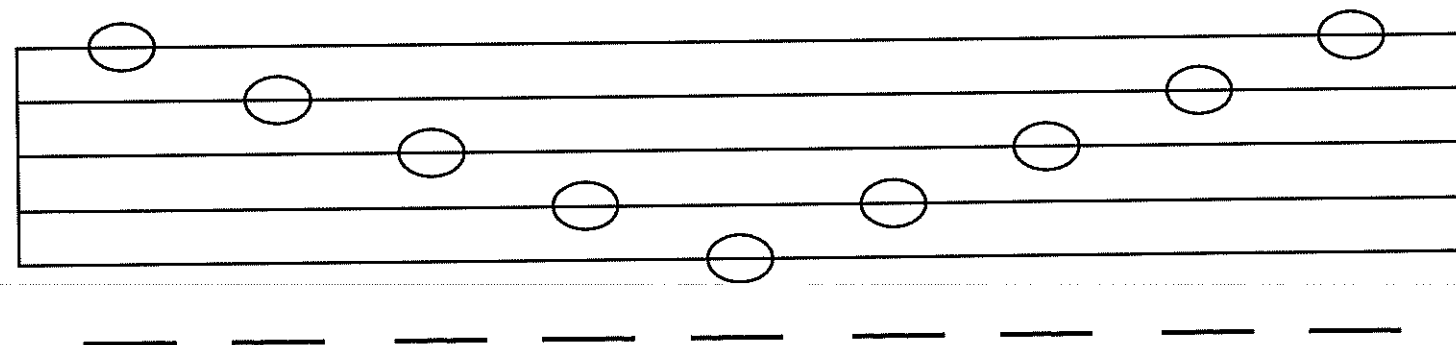
A musical staff with five lines. Notes are placed on the lines from bottom to top: 1st line (bottom), 2nd line, 3rd line, 4th line, and 5th line (top). Below the staff is a dashed line.



A musical staff with five lines. Notes are placed on the lines from bottom to top: 1st line (bottom), 2nd line, 3rd line, 4th line, and 5th line (top). Below the staff is a dashed line.



A musical staff with five lines. Notes are placed on the lines from bottom to top: 1st line (bottom), 2nd line, 3rd line, 4th line, and 5th line (top). Below the staff is a dashed line.



A musical staff with five lines. Notes are placed on the lines from bottom to top: 1st line (bottom), 2nd line, 3rd line, 4th line, and 5th line (top). Below the staff is a dashed line.

Write the note names below.

A musical staff with four lines. The notes are placed on the following lines from top to bottom: 4th line, 3rd line, 2nd line, 1st line, 4th line, 3rd line, 2nd line, 1st line. Below each note is a short horizontal dashed line for labeling.

A musical staff with four lines. The notes are placed on the following lines from top to bottom: 1st line, 2nd line, 3rd line, 4th line, 1st line, 2nd line, 3rd line, 4th line. Below each note is a short horizontal dashed line for labeling.

A musical staff with four lines. The notes are placed on the following lines from top to bottom: 3rd line, 4th line, 1st line, 2nd line, 3rd line, 4th line, 1st line, 2nd line. Below each note is a short horizontal dashed line for labeling.

A musical staff with four lines. The notes are placed on the following lines from top to bottom: 2nd line, 1st line, 3rd line, 4th line, 2nd line, 1st line, 3rd line, 4th line. Below each note is a short horizontal dashed line for labeling.

Use this page for extra practice.





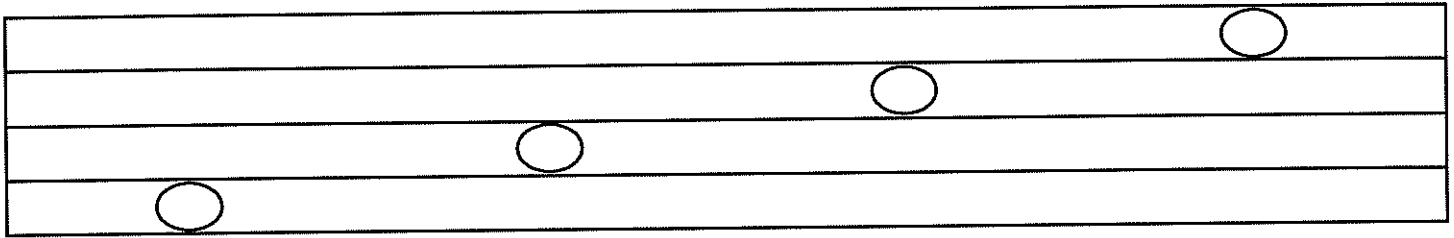
Use this page for extra practice.



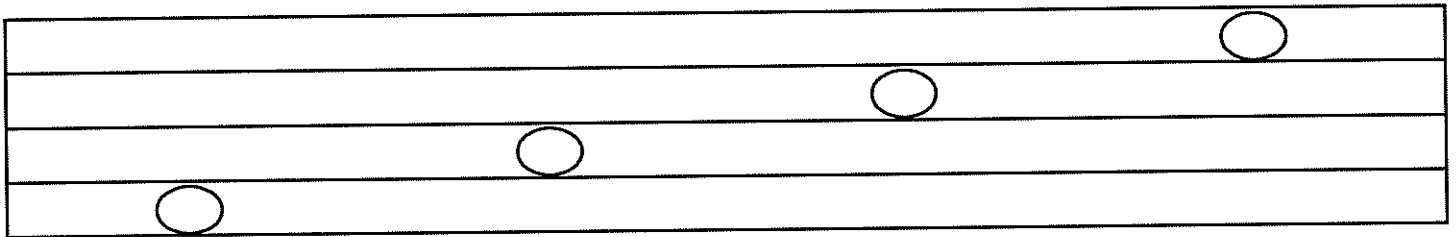


# SPACE NOTE AND LINE NOTE REVIEW

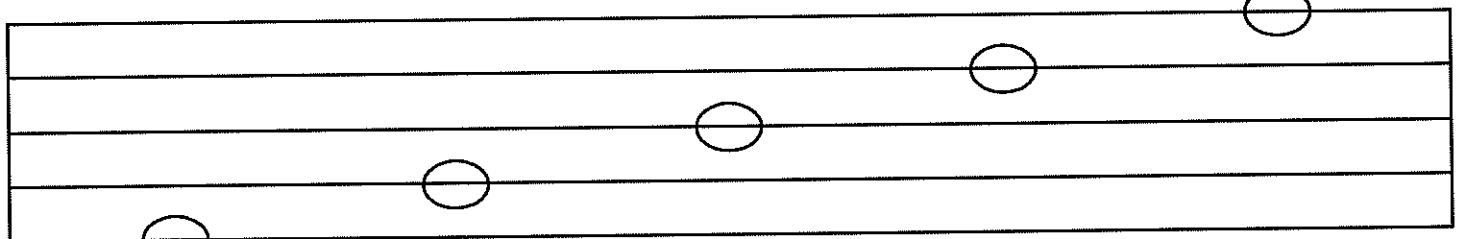
What are these notes? Write their names below.



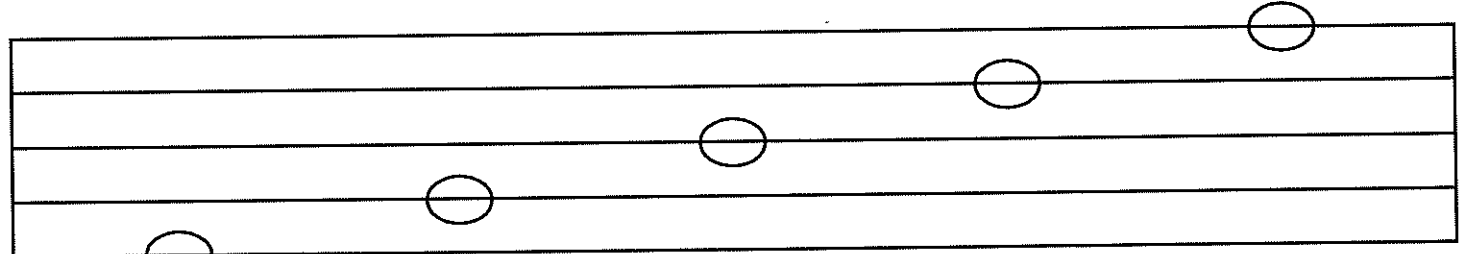
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— — — —



— — — — —

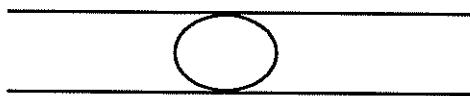


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For this page, the space notes and the line notes are mixed up. Use the sayings you learned to find out what note name is and then write the note name below.



A C E G  
1 2 3 4



G B D F A  
1 2 3 4 5

— — — — — — —

— — — — — — —

— — — — — — —

What are these notes? Write the note names below.

A musical staff with four lines. The notes are placed on the following lines from top to bottom: the second line (G4), the first line (E4), the first space (D4), the first line (C4), the first space (B3), the first line (A3), and the first space (G3).

\_\_\_\_\_

A musical staff with four lines. The notes are placed on the following lines from top to bottom: the first space (F4), the first line (E4), the first space (D4), the first line (C4), the first space (B3), the first line (A3), and the first space (G3).

\_\_\_\_\_

A musical staff with four lines. The notes are placed on the following lines from top to bottom: the first space (F4), the first line (E4), the first space (D4), the first line (C4), the first space (B3), the first line (A3), and the first space (G3).

\_\_\_\_\_

A musical staff with four lines. The notes are placed on the following lines from top to bottom: the first space (F4), the first line (E4), the first space (D4), the first line (C4), the first space (B3), the first line (A3), and the first space (G3).

\_\_\_\_\_

What are these notes? Write the note names below.

A musical staff with five lines. Notes are placed on the following lines from left to right: 1, 2, 3, 4, and 5.

\_\_\_\_\_

A musical staff with five lines. Notes are placed on the following lines from left to right: 1, 2, 3, 4, and 5.

\_\_\_\_\_

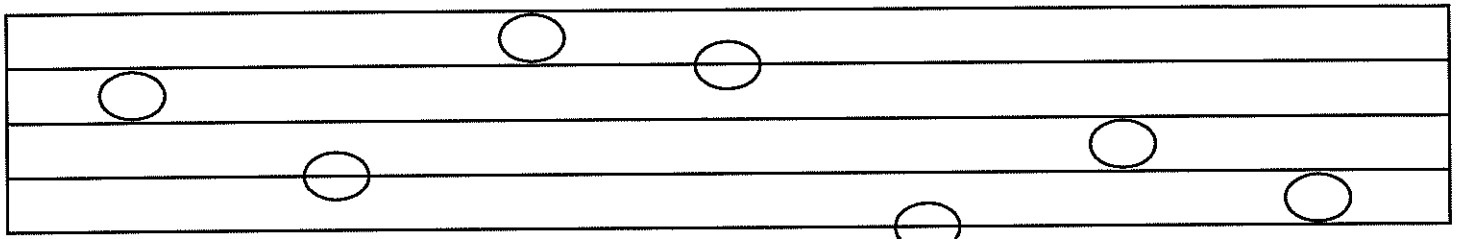
A musical staff with five lines. Notes are placed on the following lines from left to right: 1, 2, 3, 4, and 5.

\_\_\_\_\_

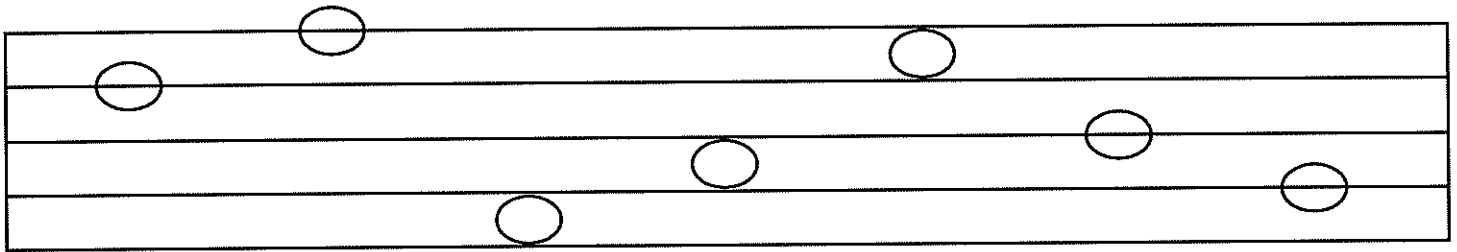
A musical staff with five lines. Notes are placed on the following lines from left to right: 1, 2, 3, 4, and 5.

\_\_\_\_\_

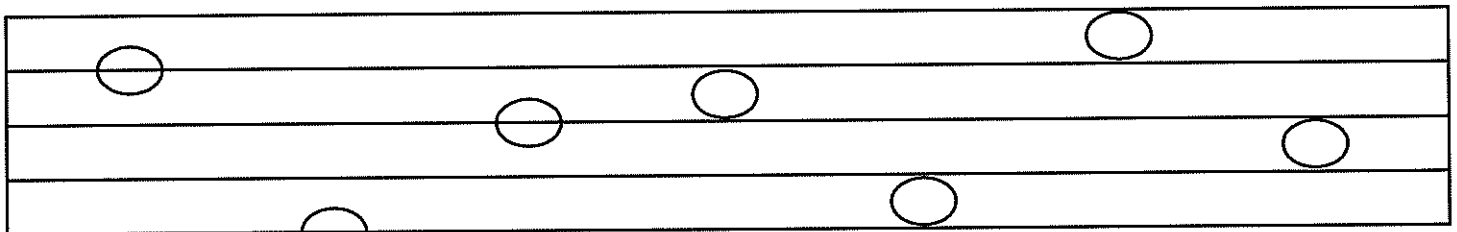
What are these notes? Write the note names below.



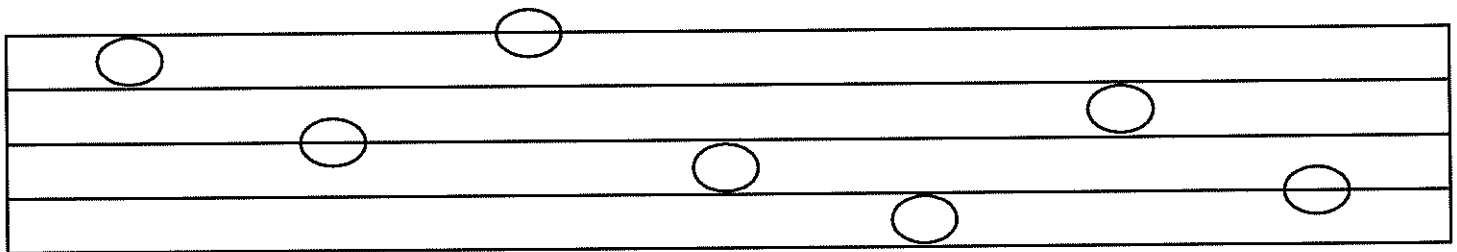
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— — — — — — —



— — — — — — —

# SPACE NOTE AND LINE NOTE REVIEW

Use the note names below to draw a note on the line or space where it belongs.



Four horizontal lines for drawing musical notes.

A<sup>(line)</sup>   C   E   F   G<sup>(space)</sup>   B   C

Four horizontal lines for drawing musical notes.

B   D   F   E   A<sup>(space)</sup>   G<sup>(space)</sup>   D

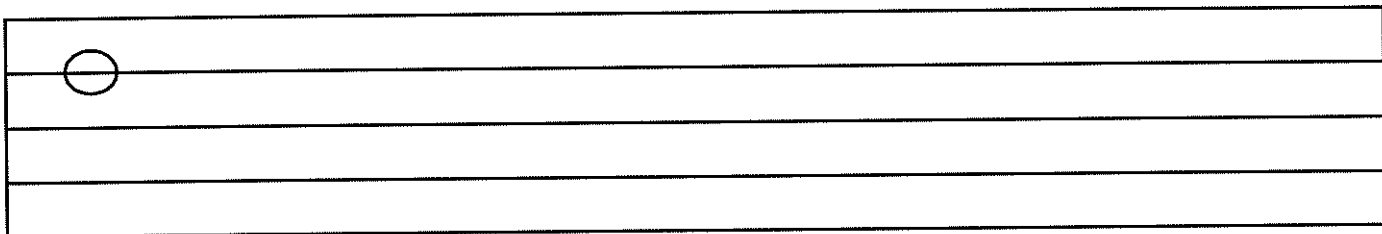
Four horizontal lines for drawing musical notes.

C   B   A<sup>(line)</sup>   D   G<sup>(space)</sup>   F   E

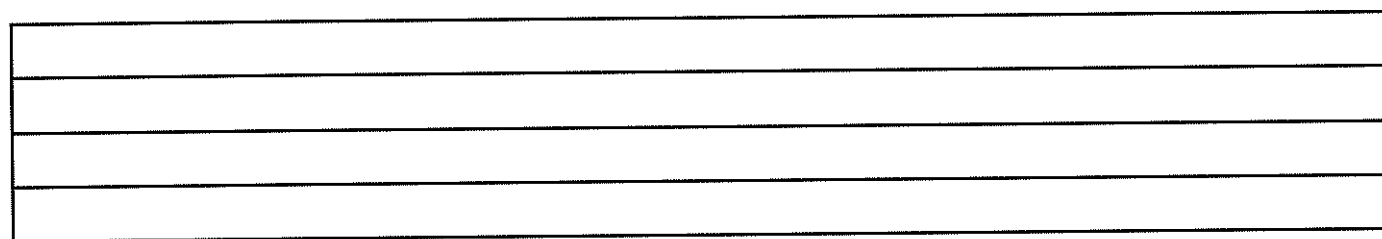
Four horizontal lines for drawing musical notes.

B   D   A<sup>(space)</sup>   C   G<sup>(line)</sup>   F   E

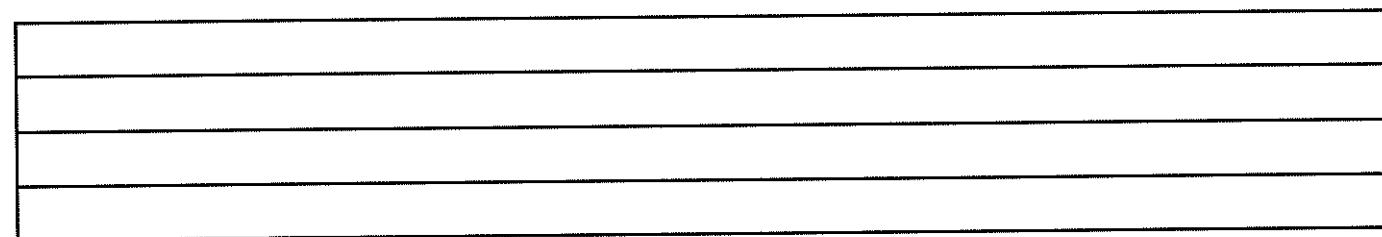
Use the note names below to draw a note on the line or space where it belongs.



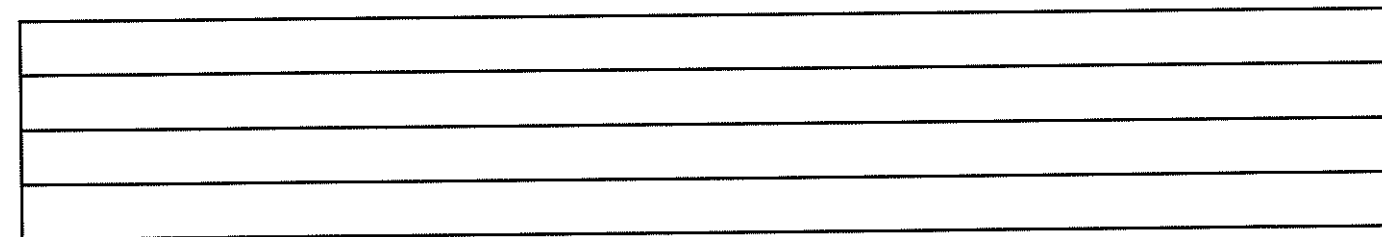
F   A(line)   B   F   G(space)   D   C



B   A(space)   G(line)   E   C   G(space)   D



C   B   C   D   F   A(line)   E



D   A(line)   B   C   G(line)   F   E

Use the note names below to draw a note on the line or space where it belongs.

A four-line musical staff. A single note is drawn on the first line from the bottom.

D   C   E   F   G<sub>(space)</sub>   A<sub>(line)</sub>   C

An empty four-line musical staff.

F   D   C   E   A<sub>(line)</sub>   G<sub>(space)</sub>   D

An empty four-line musical staff.

B   A<sub>(line)</sub>   C   D   G<sub>(space)</sub>   F   A<sub>(line)</sub>

An empty four-line musical staff.

C   D   A<sub>(space)</sub>   C   B   F   E

Use the note name to draw the note on the line or space.

A musical staff consisting of four horizontal lines. A single circle, representing a whole note, is drawn on the bottom-most line.

A (space) C E F G (line) B C

An empty musical staff consisting of four horizontal lines.

B D F E A (line) G (space) D

An empty musical staff consisting of four horizontal lines.

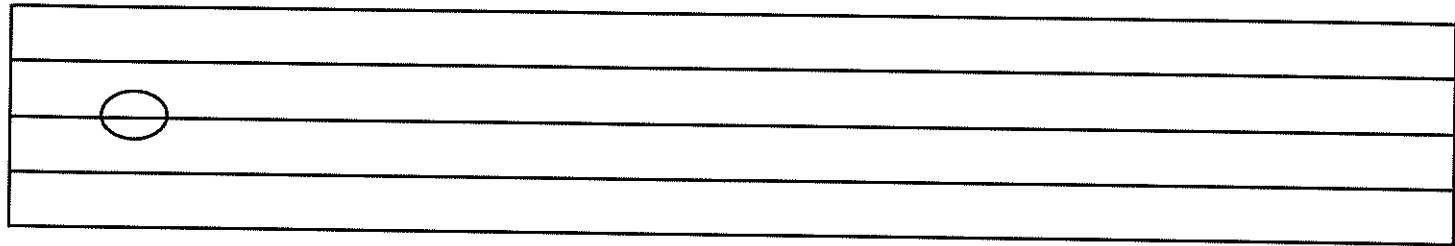
C B A (line) D G (space) F E

An empty musical staff consisting of four horizontal lines.

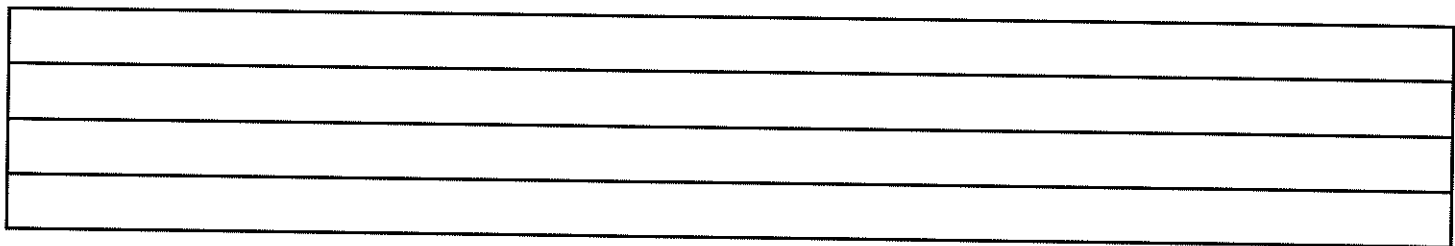
B D A (space) C G (line) F E



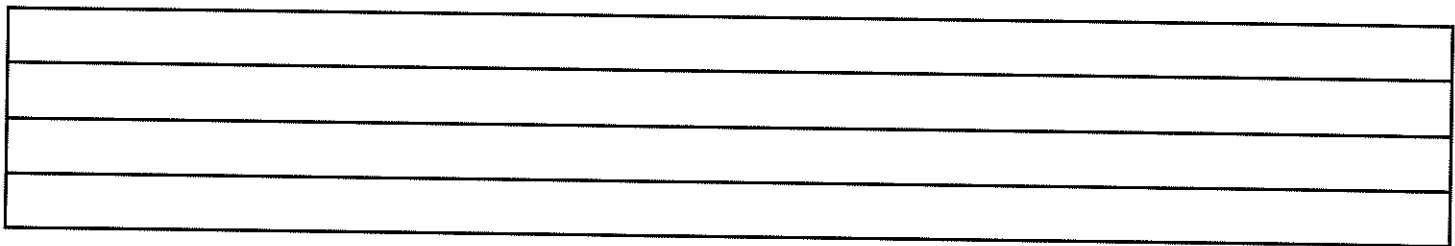
Use the note name to draw the note on the line or space.



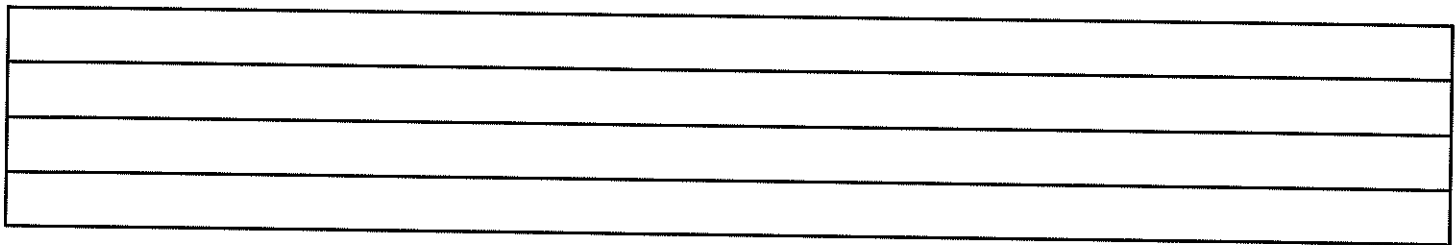
D     F     G  
(space)     B     C     E     A  
(line)



C     G  
(line)     D     F     B     A  
(space)     E

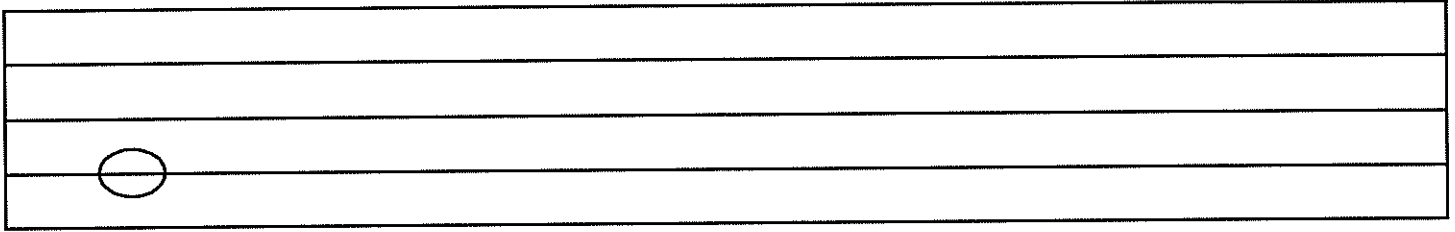


E     D     B     C     E     G  
(space)     F



C     E     G  
(space)     B     A  
(line)     F     D

Use the note name to draw the note on the line or space.



B

A  
(line)

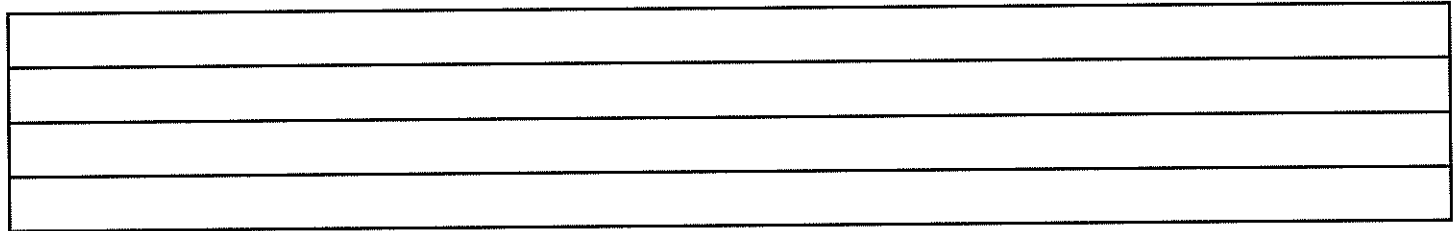
C

D

E

G  
(space)

F



A  
(space)

C

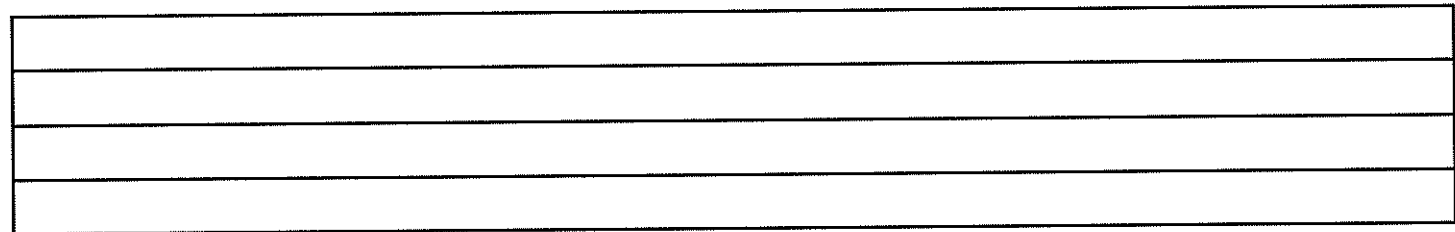
F

B

G  
(line)

D

F



G  
(space)

F

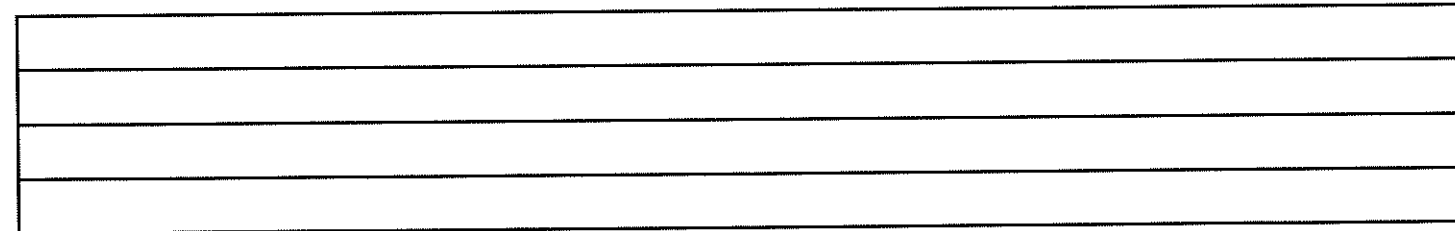
A  
(line)

E

D

B

C



F

B

E

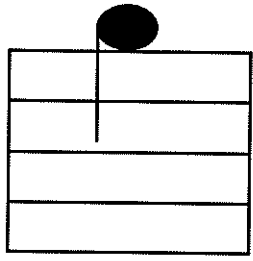
G  
(space)

C

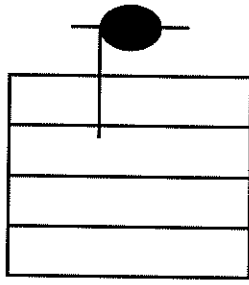
D

A  
(line)

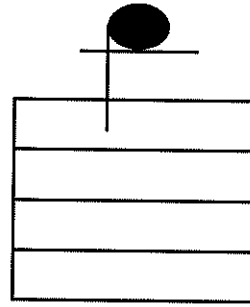
# LEARNING HIGH NOTES



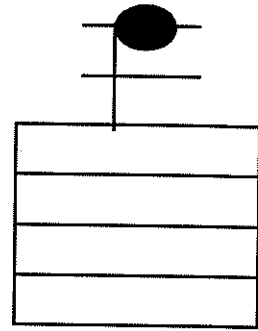
B



C



D



E

These notes are different than the ones we've seen before.  
They are above the music staff.

B is on a space above the staff

C is on a ledger line above the staff

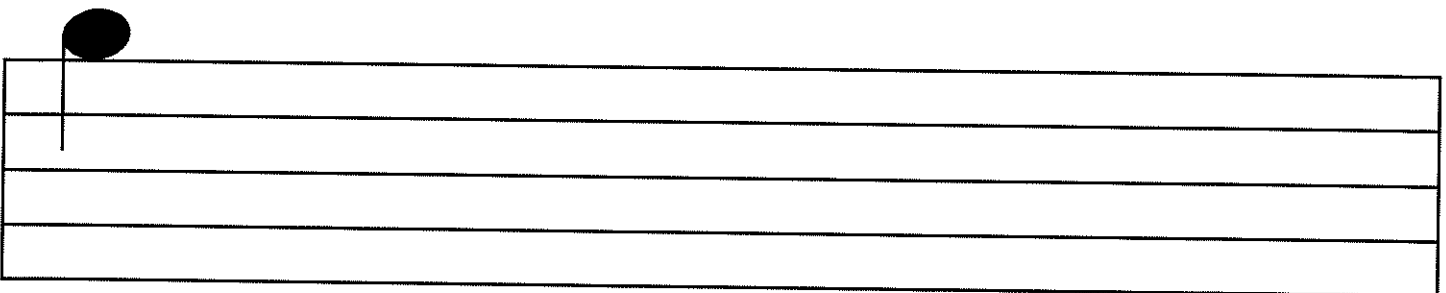
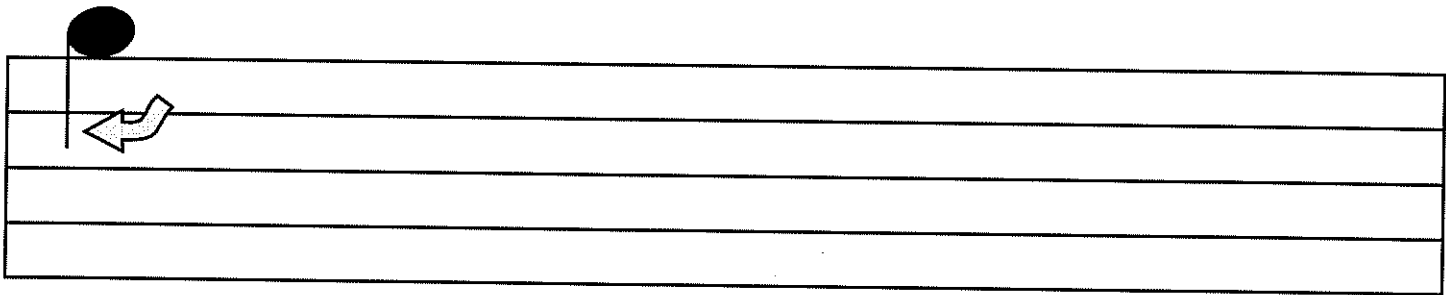
D is on top of the ledger line

E is on the second ledger line above the staff

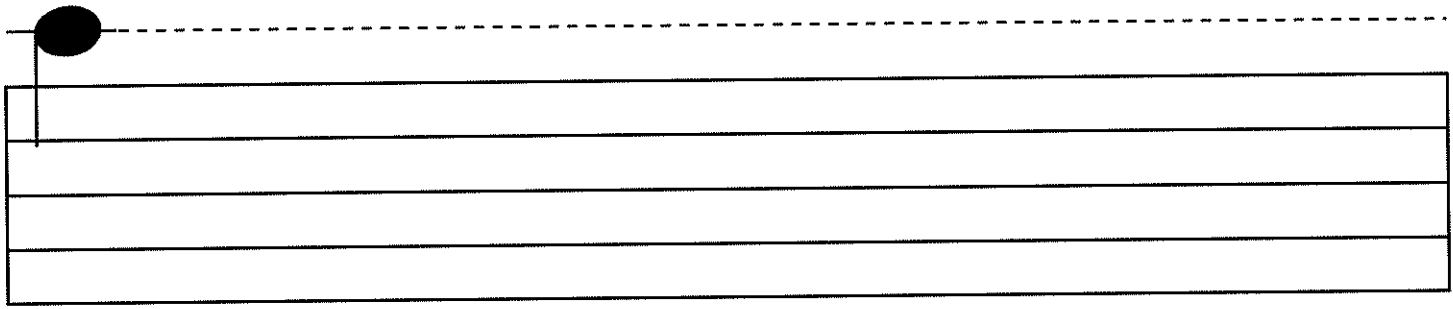
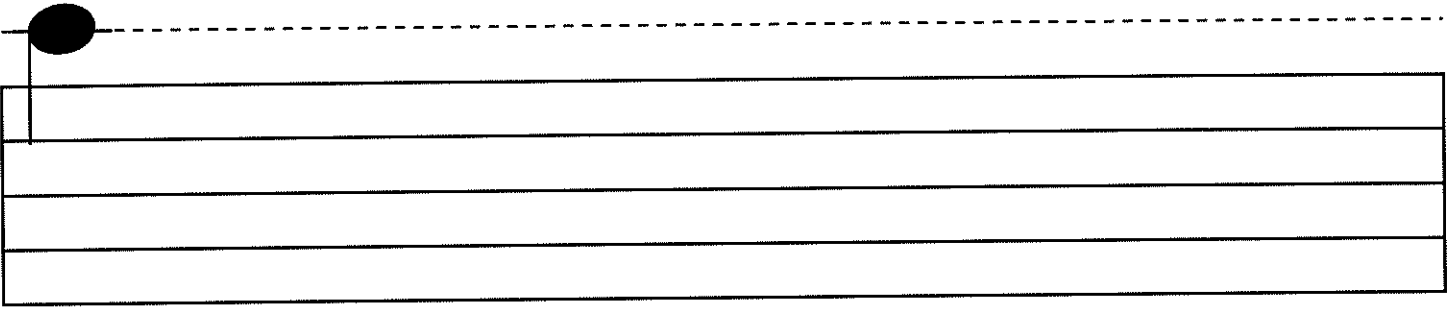
Draw a high 'B' note. Make sure it's on the first space above the staff.



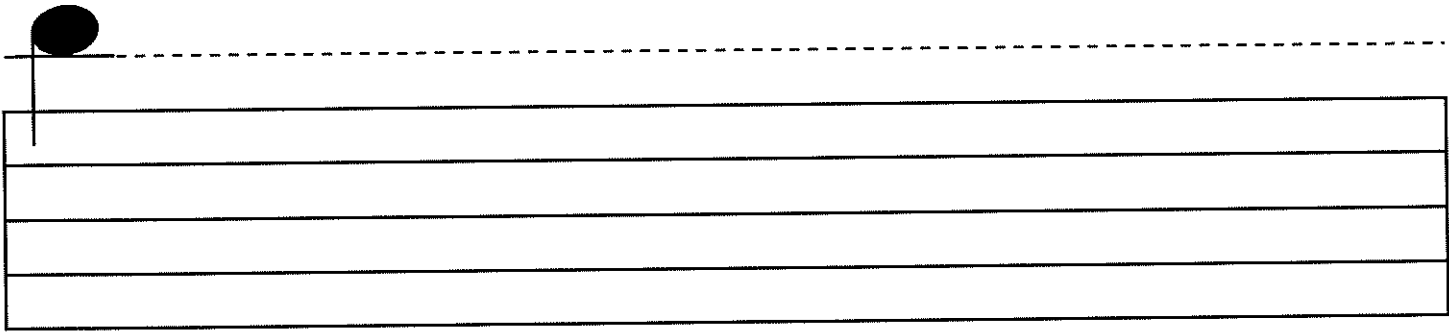
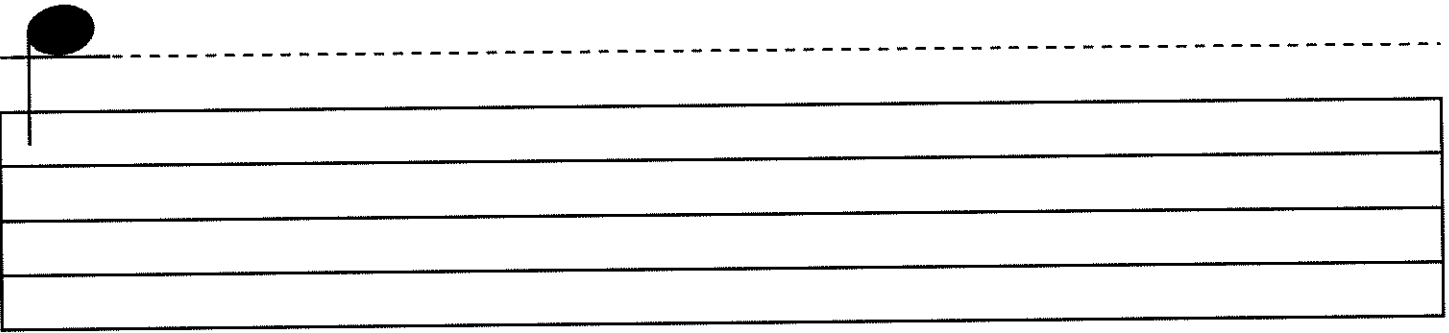
Notice that the stem is facing down.



Draw a high 'C' note. Remember to draw a leger line and draw the note on the leger line.

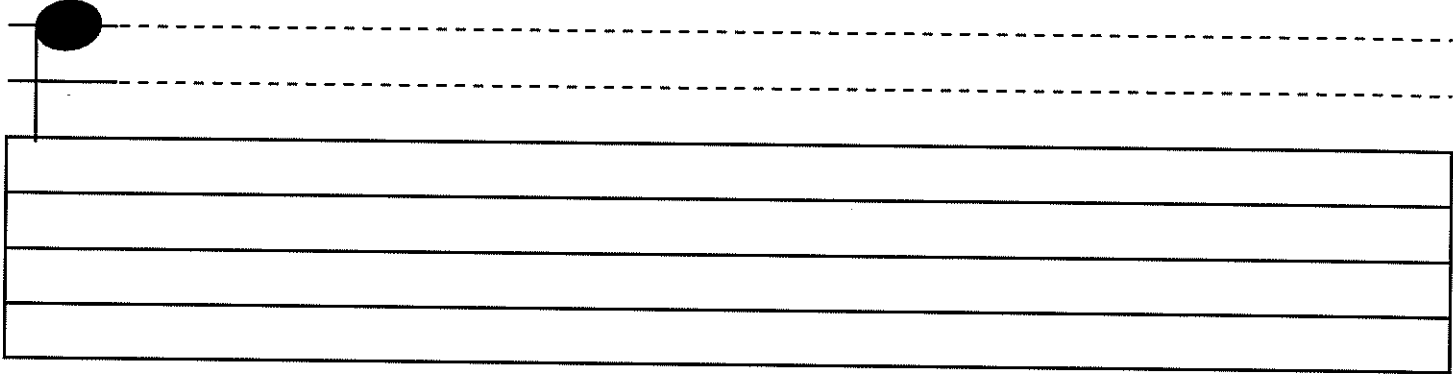


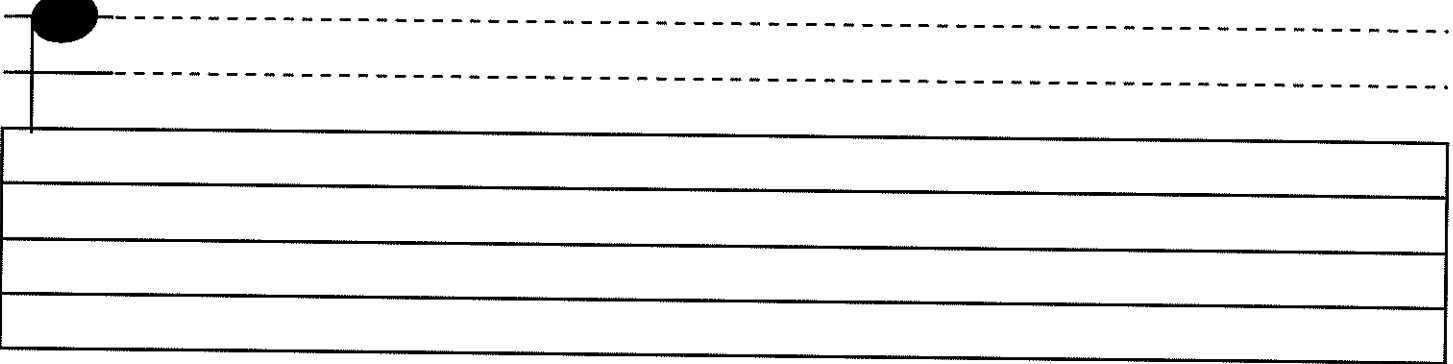
Draw a high 'D' note. Remember to draw a leger line and draw the note above the leger line.



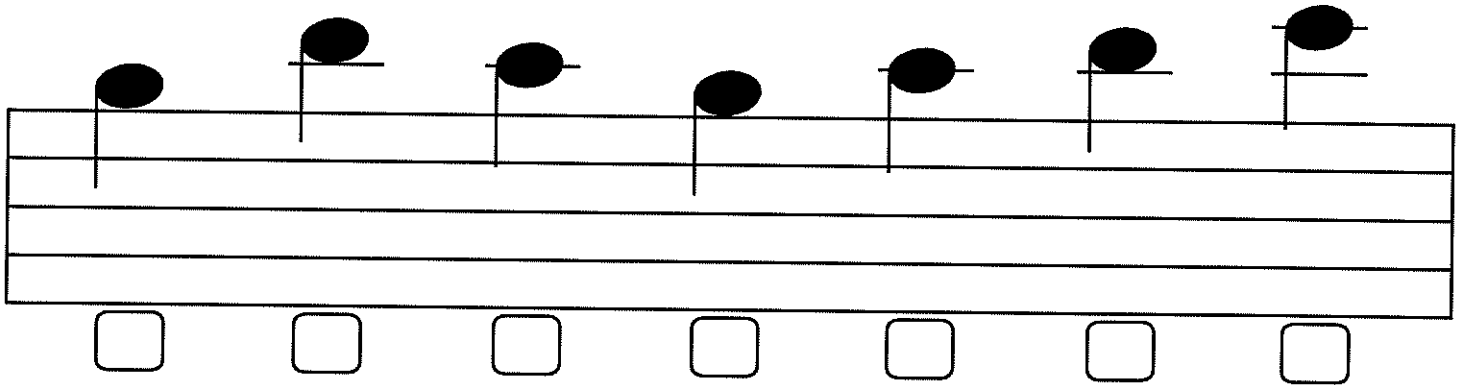
Excellent Job!

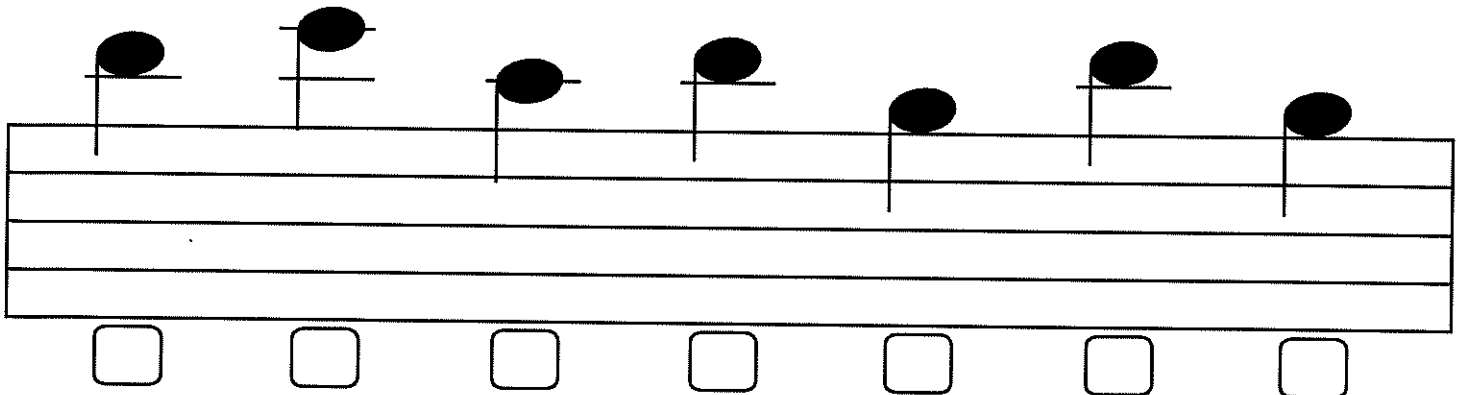
Draw a high 'E' note. Remember to draw two leger lines and draw the note on the top leger line.

●  A musical staff with five lines and two leger lines above. A high E note is drawn on the top leger line. The note consists of a solid black oval with a vertical stem and a horizontal bar.

●  A musical staff with five lines and two leger lines above. A high E note is drawn on the top leger line. The note consists of a solid black oval with a vertical stem and a horizontal bar.

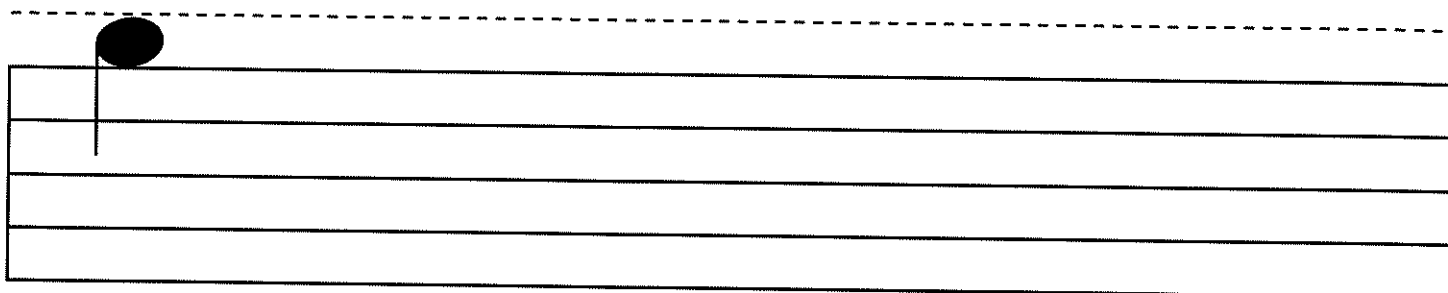
● Now let's practice what we've learned. Write the note names in the boxes below. Remember the notes are B, C, D and E.

 A musical staff with five lines and two leger lines above. Seven notes are drawn on the staff, each with a solid black oval and a vertical stem. Below the staff are seven empty square boxes for writing the note names.

●  A musical staff with five lines and two leger lines above. Seven notes are drawn on the staff, each with a solid black oval and a vertical stem. Below the staff are seven empty square boxes for writing the note names.

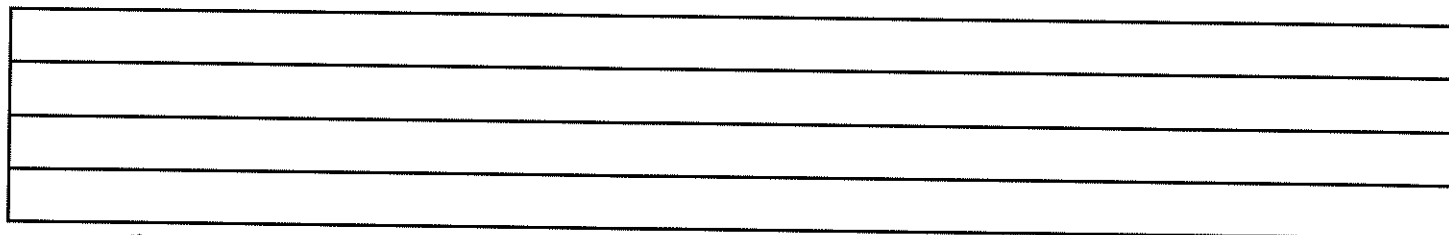


Draw the high notes (B, C, D, E) using the note names below.  
If the note is a High C, D or E, you will need to draw a leger line for the note to go on.



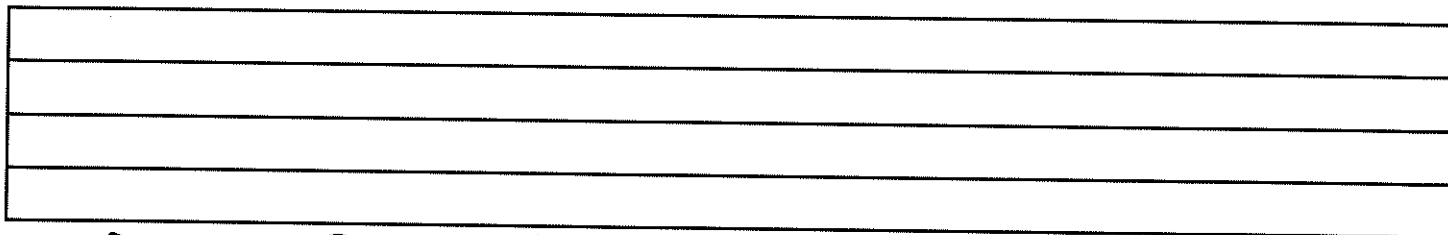
A musical staff with five lines. A dashed line is drawn above the top line. A black dot is placed on the dashed line, with a vertical stem extending down to the top line.

B    A    B    A    D    B    A



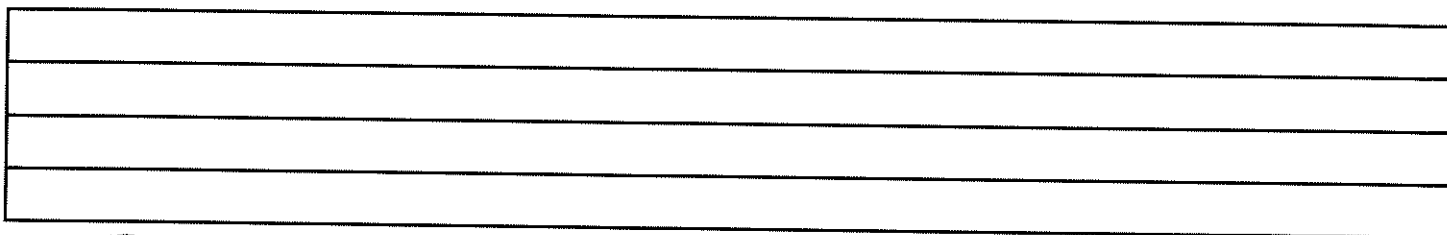
An empty musical staff with five lines and a dashed line above the top line.

C    A    D    A    E    B    A



An empty musical staff with five lines and a dashed line above the top line.

D    B    E    B    A    D    B

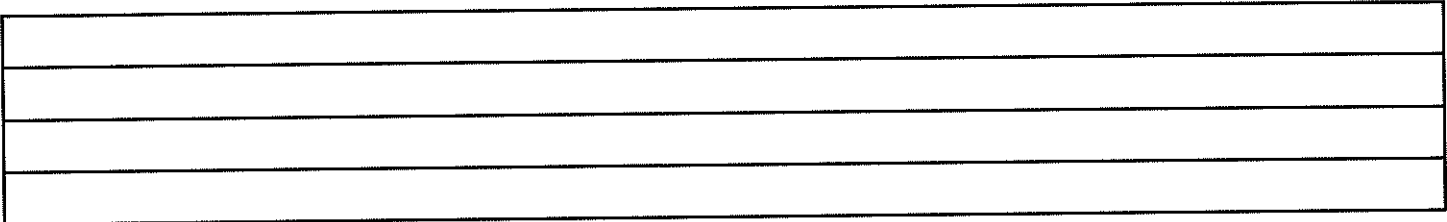


An empty musical staff with five lines and a dashed line above the top line.

E    A    B    D    B    A    B

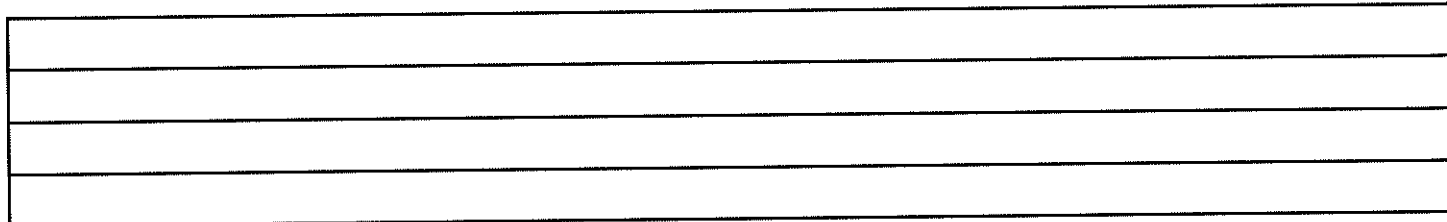
Draw the high notes using the note names below.  
If the note is a High C, D, or E, you will need to  
draw a leger line for the note to go on.

---



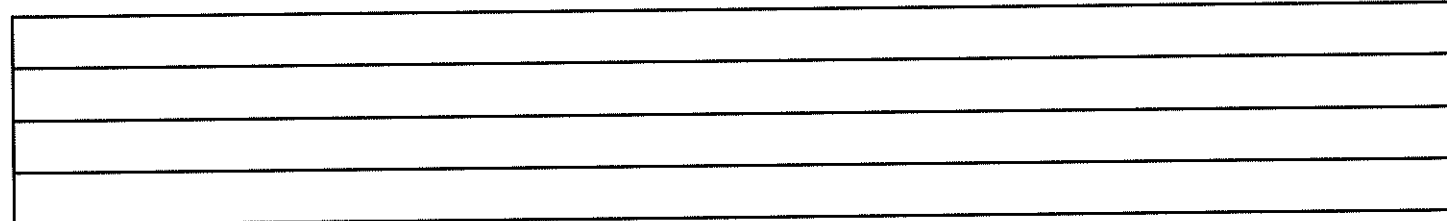
D   B   A   B   A   E   B

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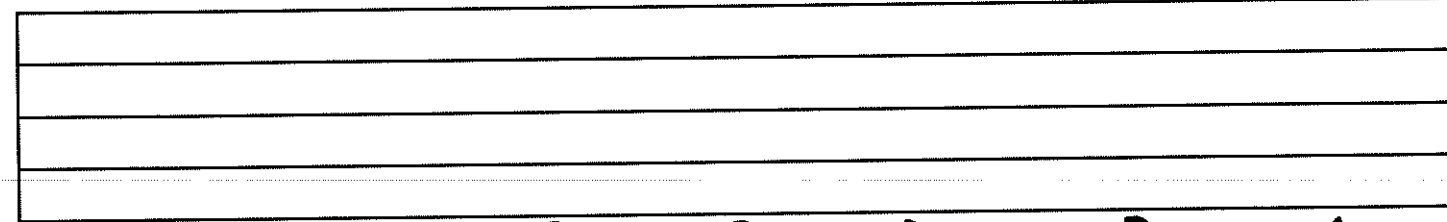
E   A   B   D   B   A   E

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B   E   A   B   D   A   B

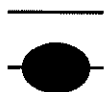
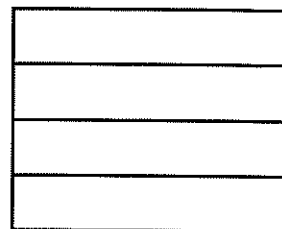
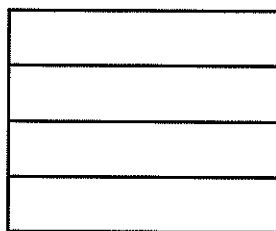
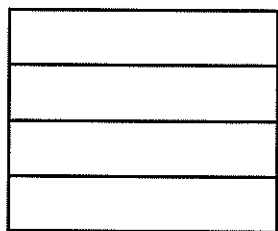
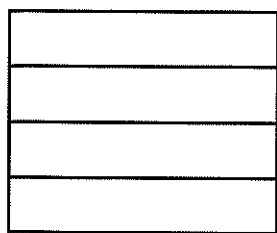
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A   B   E   B   D   B   A



# LEARNING LOW NOTES



C



D



E



F

These notes are different because they are below the music staff.



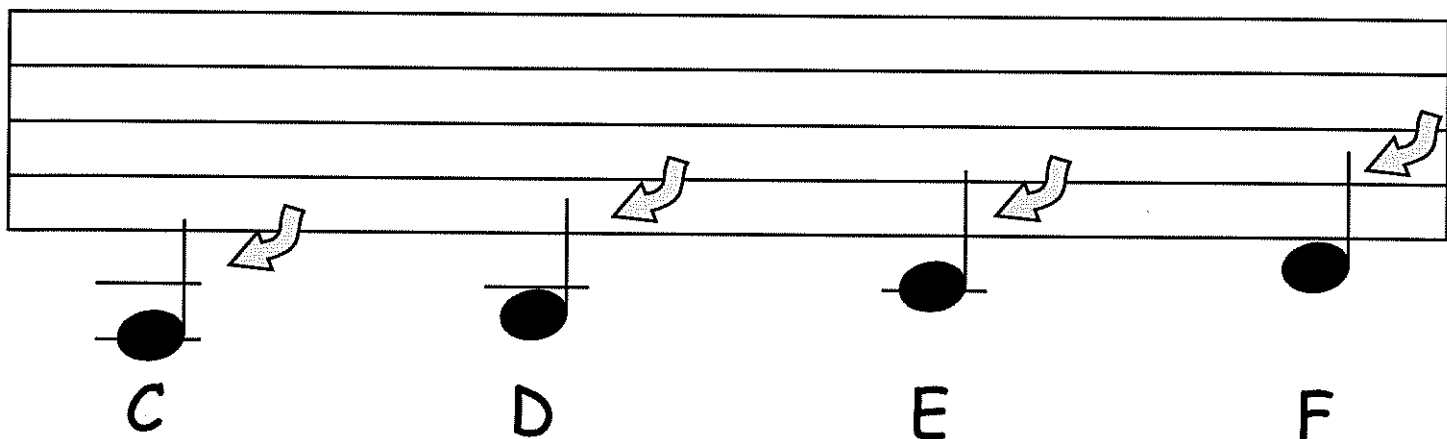
Low C is on a line - 2 leger lines below the staff

Low D is on a space - 1 leger line below the staff

Low E is on a line - 1 leger line below the staff

Low F is on a space - below the staff

These are the low notes.  Notice that the stems are facing up.



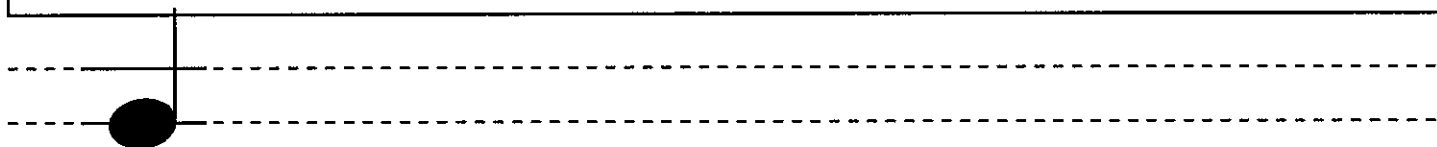
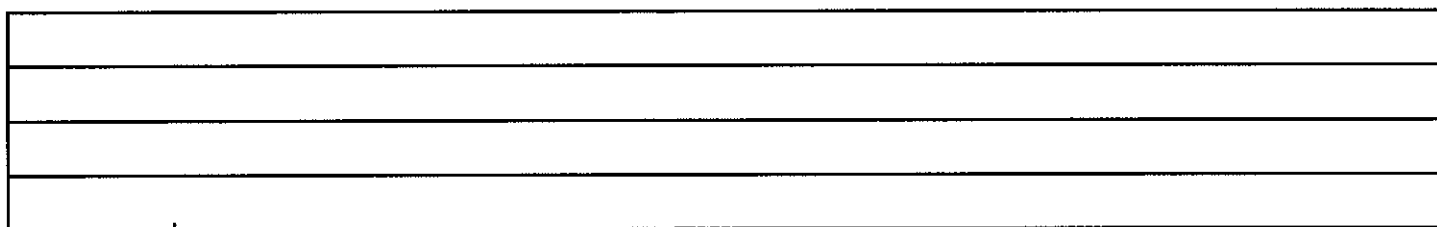
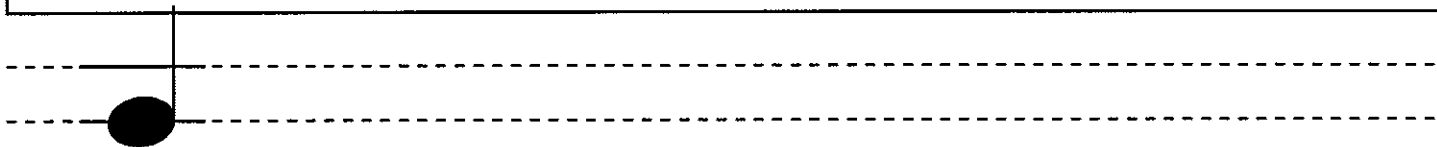
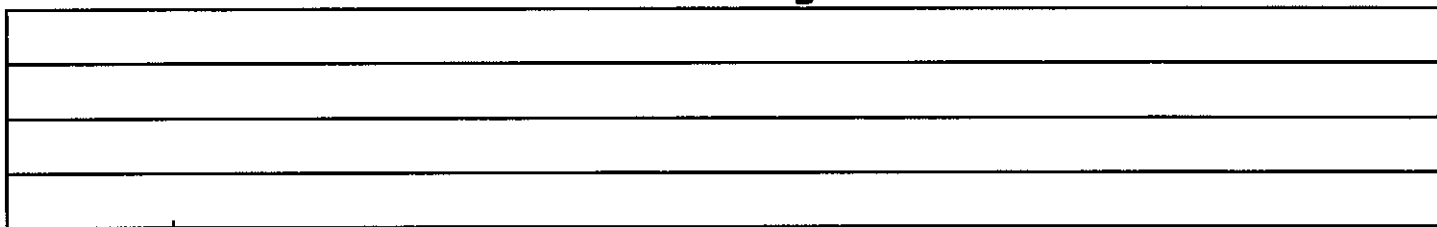
C

D

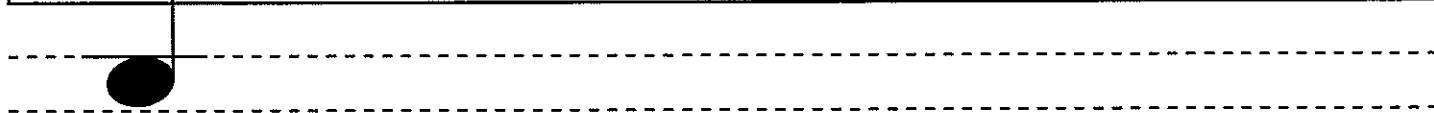
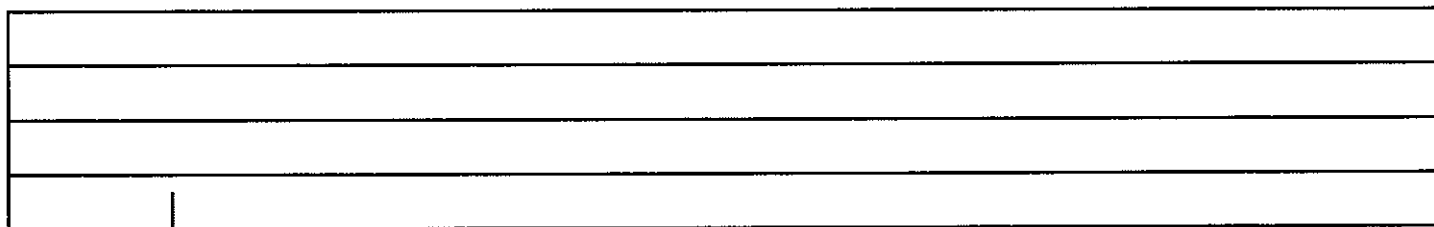
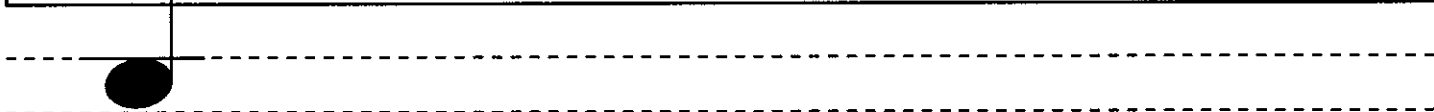
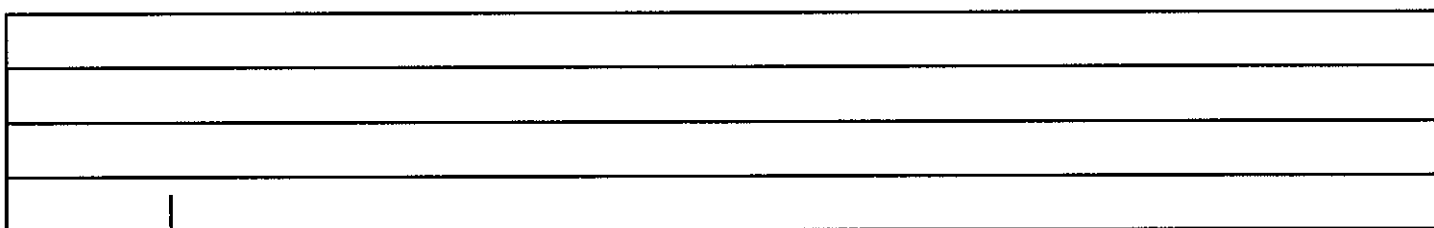
E

F

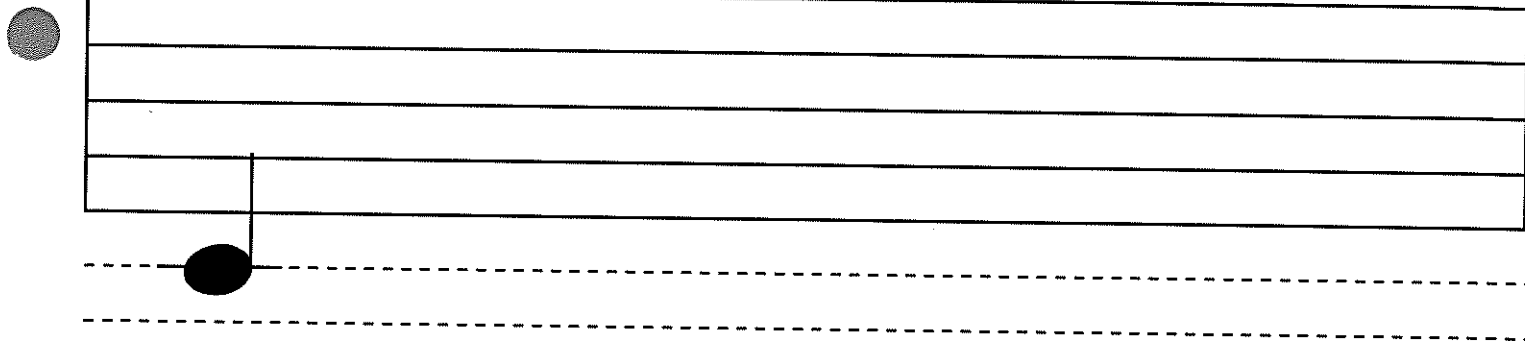
Draw the low 'C' note. Draw 2 leger lines below the staff and draw the note on the bottom leger line.



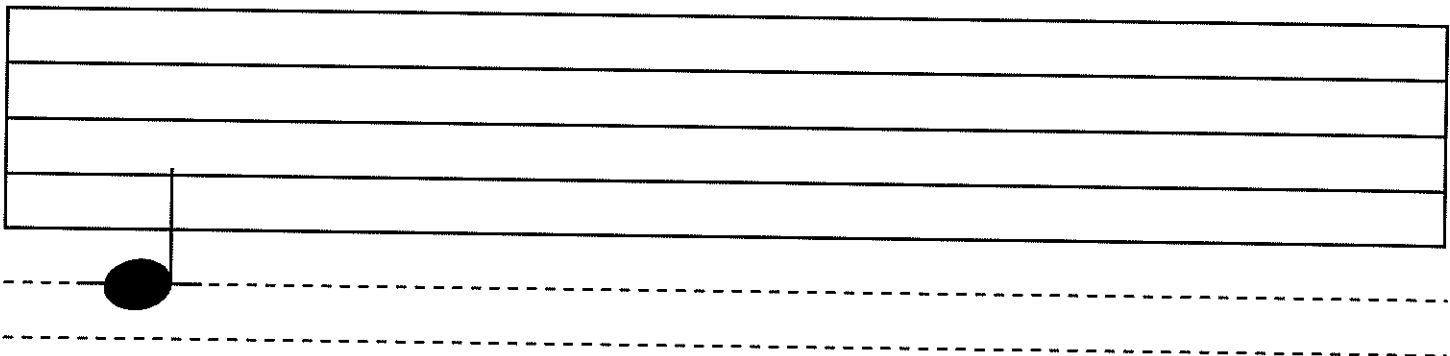
Draw the low 'D' note. Draw 1 leger line below the staff and draw the note below the bottom leger line.



Draw the low 'E' note. Draw 1 leger line below the staff and draw the note on the bottom leger line.

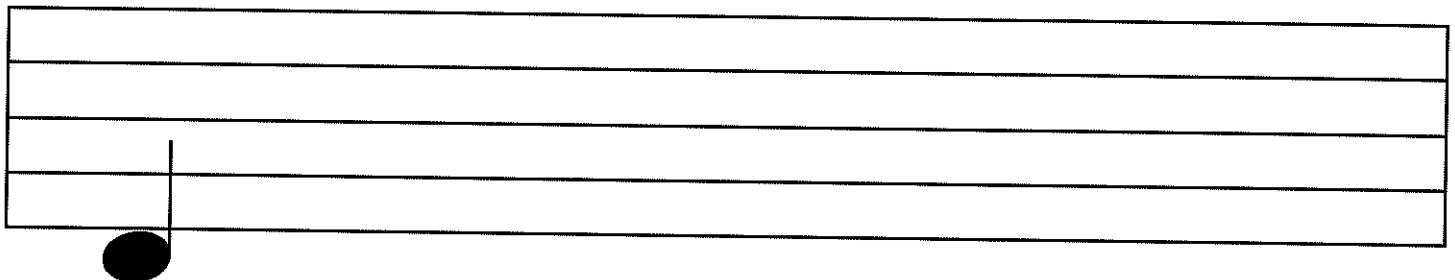


A musical staff with five lines. A dashed line is drawn below the bottom line, representing a leger line. A black dot representing a note is placed on this dashed line, with a vertical stem extending upwards to the bottom line of the staff.

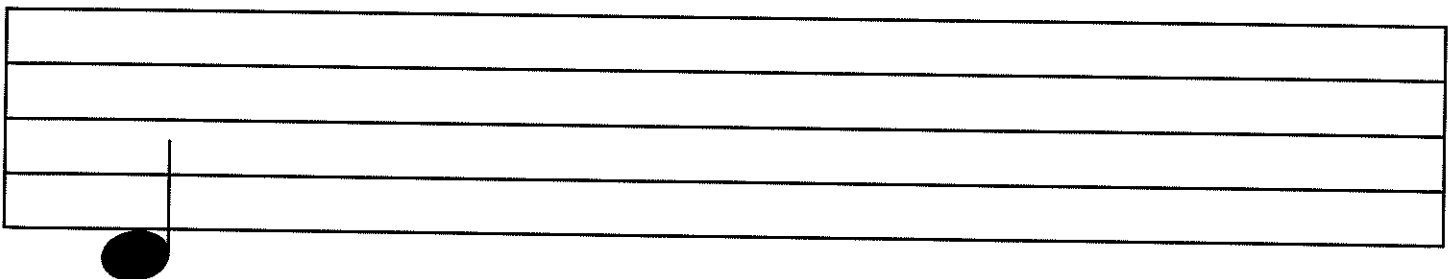


A musical staff with five lines. A dashed line is drawn below the bottom line, representing a leger line. A black dot representing a note is placed on this dashed line, with a vertical stem extending upwards to the bottom line of the staff.

Draw the low 'F' note on the space below the staff.

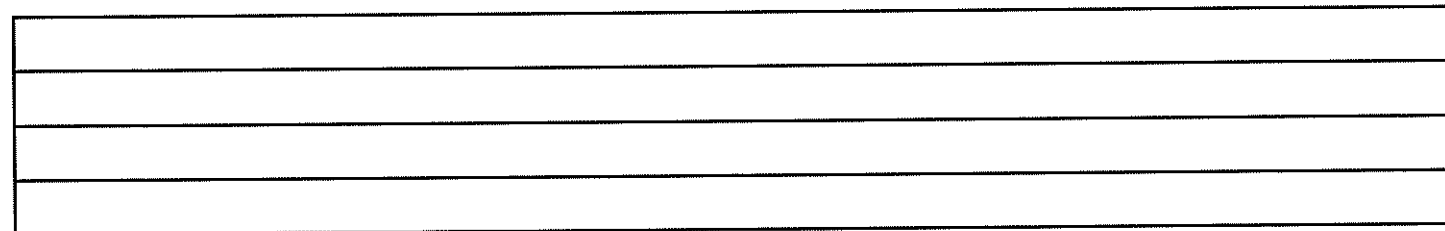
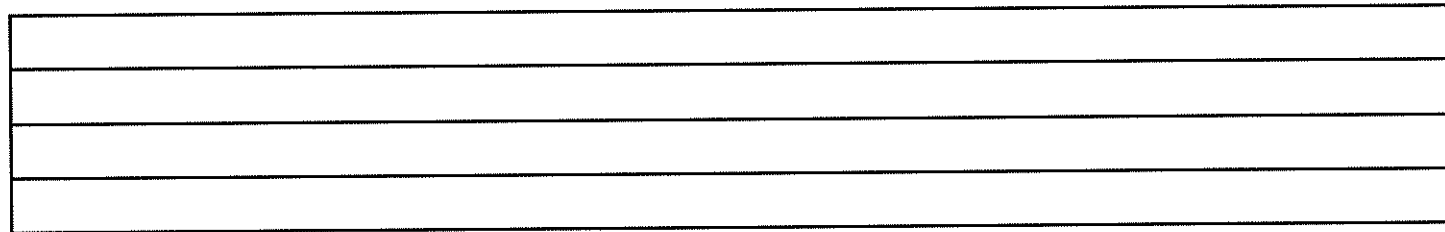
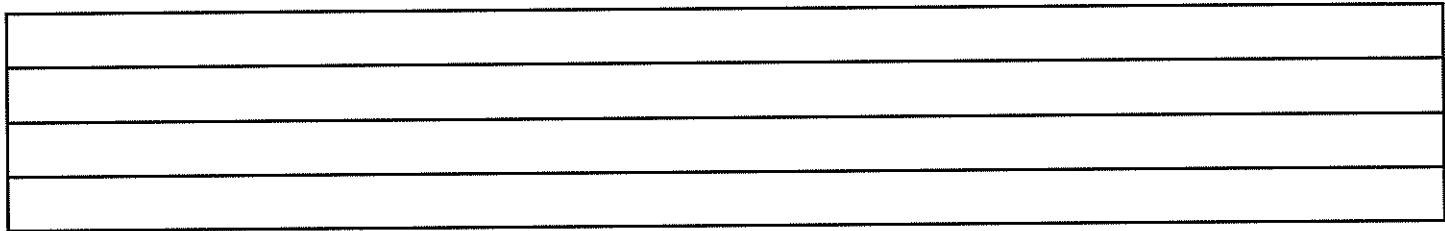
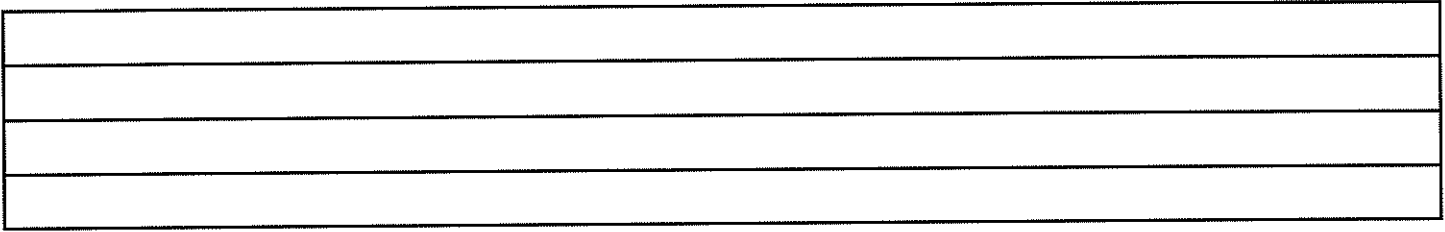


A musical staff with five lines. A black dot representing a note is placed in the space between the bottom line and the first dashed line below it, with a vertical stem extending upwards to the bottom line of the staff.

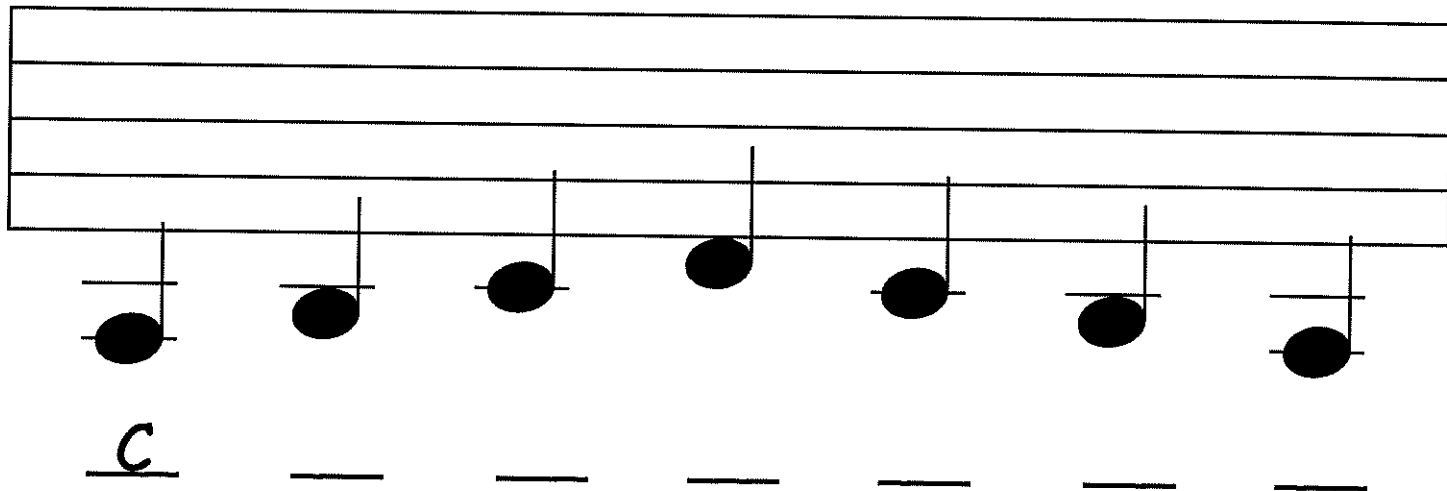


A musical staff with five lines. A black dot representing a note is placed in the space between the bottom line and the first dashed line below it, with a vertical stem extending upwards to the bottom line of the staff.

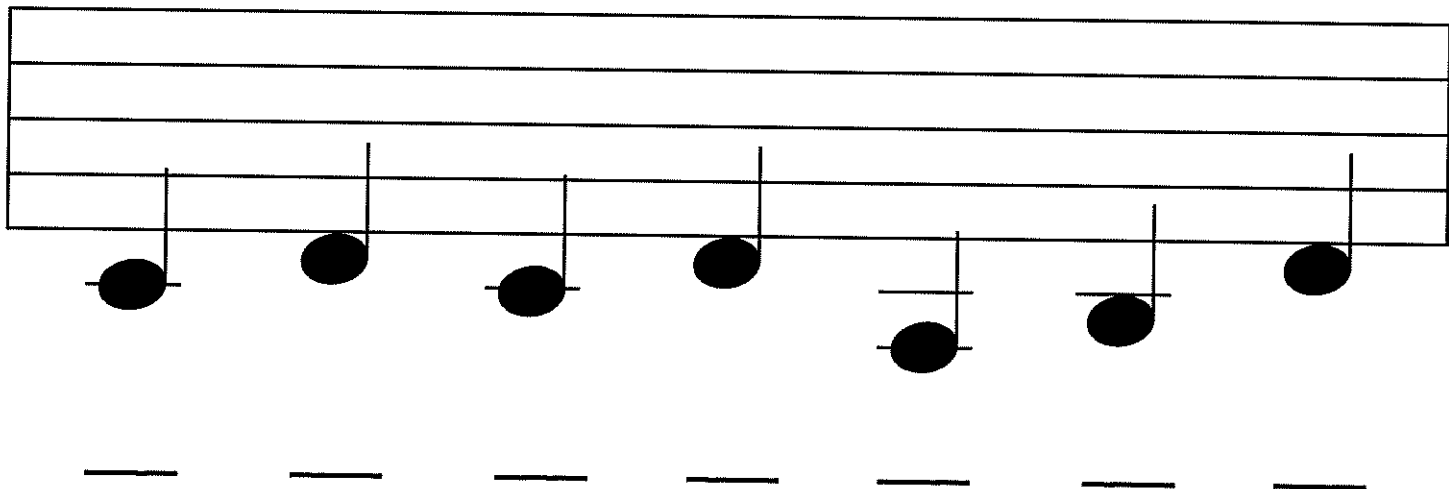
Use these blank staves for practice.



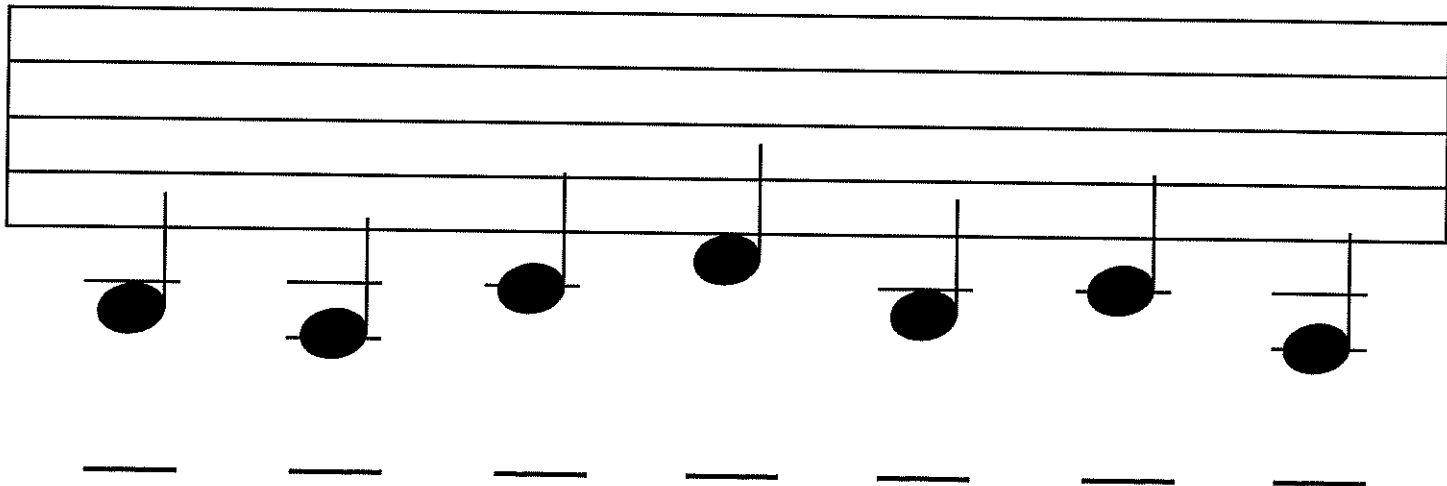
Let's practice what you have learned. Write the note names below.



A musical staff with seven notes. The notes are: C4 (middle C), D4, E4, F4, G4, A4, and B4. Below the staff, there are seven horizontal lines for writing the note names. The first line has a handwritten 'C' written below it.



A musical staff with seven notes: C4, D4, E4, F4, G4, A4, and B4. Below the staff, there are seven horizontal lines for writing the note names.



A musical staff with seven notes: C4, D4, E4, F4, G4, A4, and B4. Below the staff, there are seven horizontal lines for writing the note names.

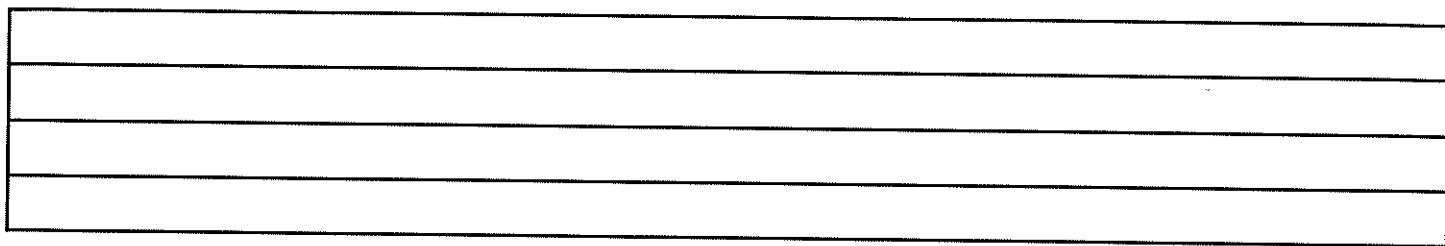
Write the note names below.

A musical staff with seven notes. The notes are positioned on the following lines from bottom to top: 1st line, 2nd space, 3rd line, 4th space, 5th line, 6th space, and 7th line. Below each note is a short horizontal dashed line for writing the note name.

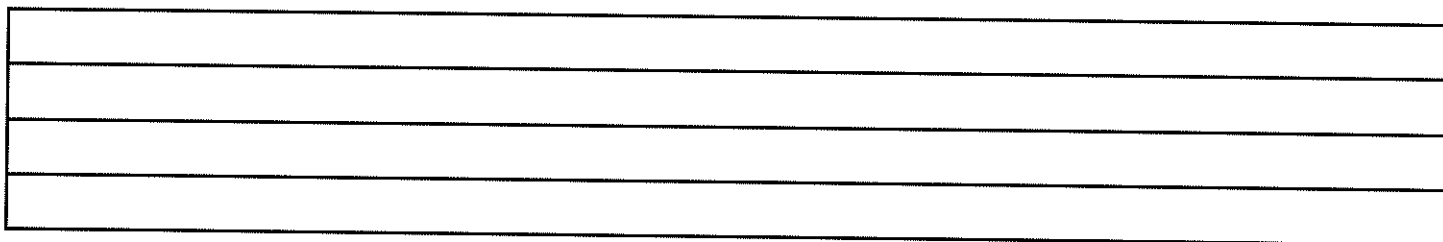
A musical staff with seven notes. The notes are positioned on the following lines from bottom to top: 1st line, 2nd space, 3rd line, 4th space, 5th line, 6th space, and 7th line. Below each note is a short horizontal dashed line for writing the note name.

A musical staff with seven notes. The notes are positioned on the following lines from bottom to top: 1st line, 2nd space, 3rd line, 4th space, 5th line, 6th space, and 7th line. Below each note is a short horizontal dashed line for writing the note name.

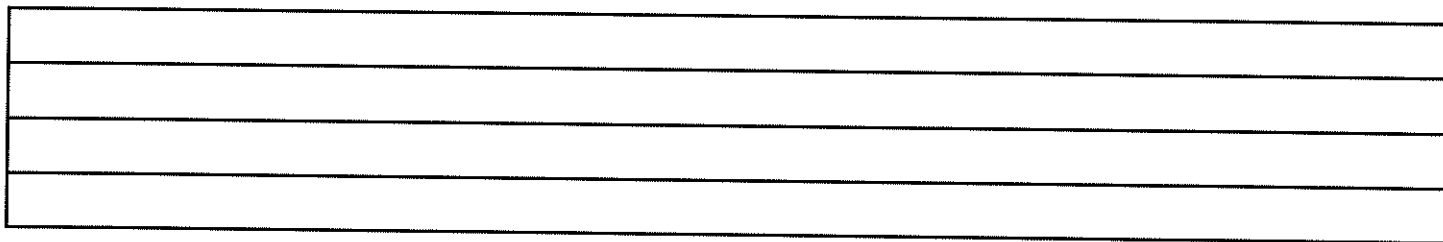
Draw the low note above each note name. If the note is a low C, D, or E, you'll need to draw a ledger line for the low note to go on.



C   D   E   F   D   E   F

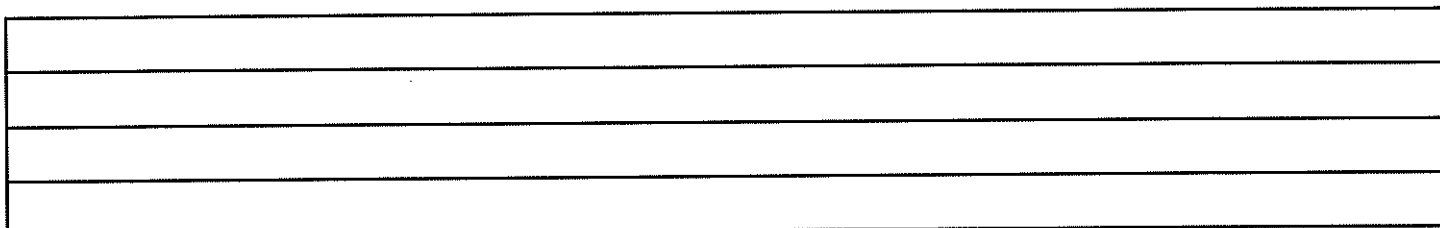


D   E   F   C   D   F   D

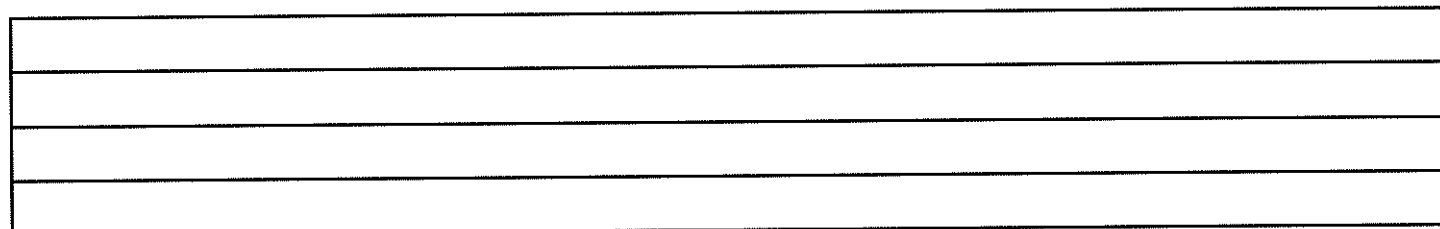


E   D   F   D   C   F   E

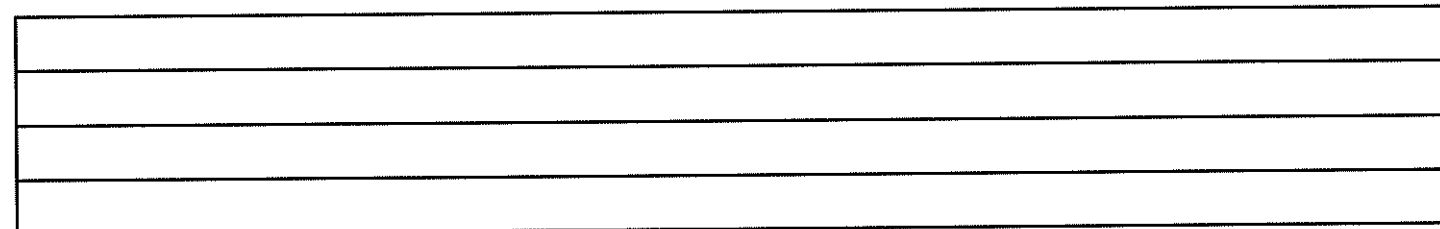
Draw the low note above each note name. If the note is a low C, D, or E, you'll need to draw a leger line for the low note to go on.



F   D   C   F   D   C   F



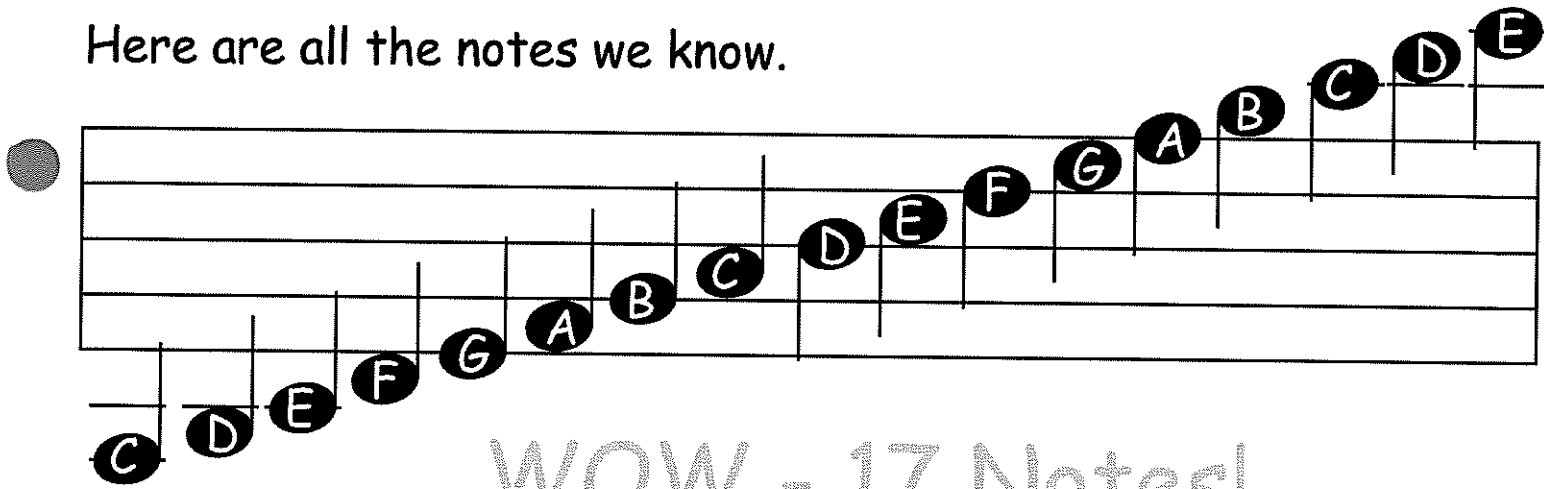
D   F   E   C   F   C   D



E   F   E   D   C   D   E



Here are all the notes we know.



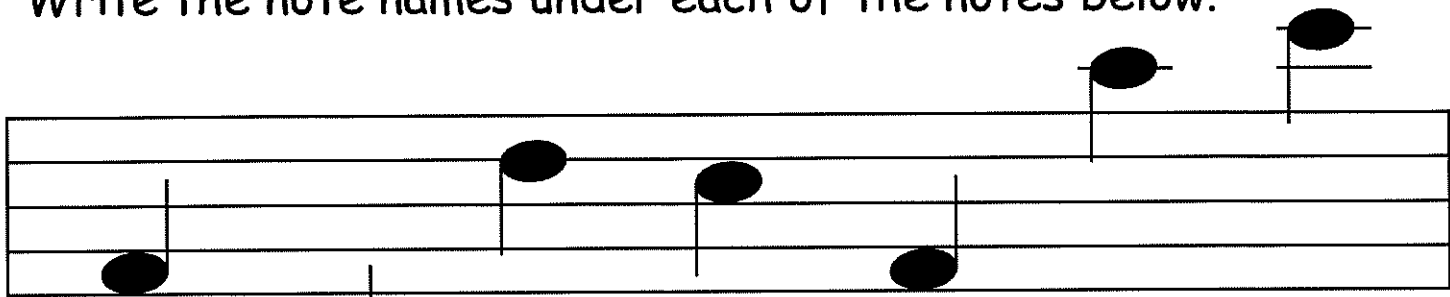
WOW - 17 Notes!

## REVIEW OF ALL 17 NOTES

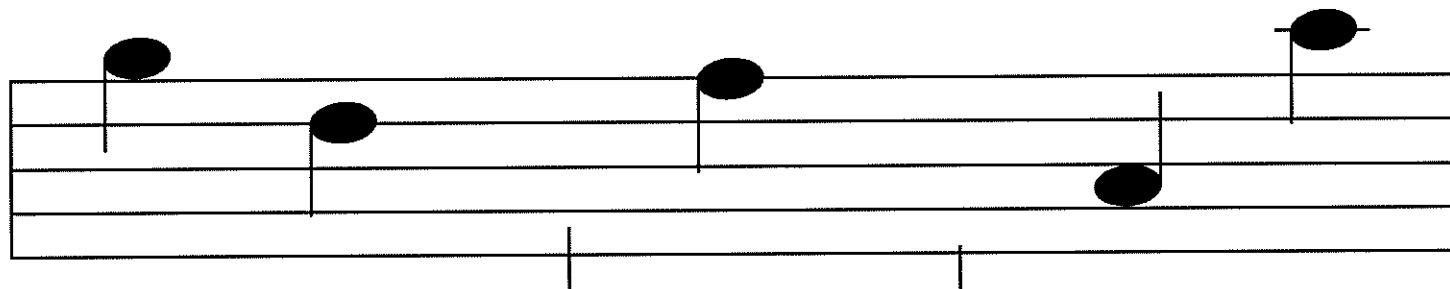
Write the note names under each of the notes below.

A musical staff with five lines. Below the staff, 8 notes are written. The first note is on the second line (B). The second note is on the first space (C). The third note is on the first line (D). The fourth note is on the first space (E). The fifth note is on the first line (F). The sixth note is on the first space (G). The seventh note is on the second line (A). The eighth note is on the second line (B). Below each note is a square box for writing the note name. The first box contains the letter 'B'.A musical staff with five lines. Below the staff, 8 notes are written. The first note is on the first space (C). The second note is on the first line (D). The third note is on the first space (E). The fourth note is on the first line (F). The fifth note is on the first space (G). The sixth note is on the second line (A). The seventh note is on the second line (B). The eighth note is on the second line (C). Below each note is a square box for writing the note name.

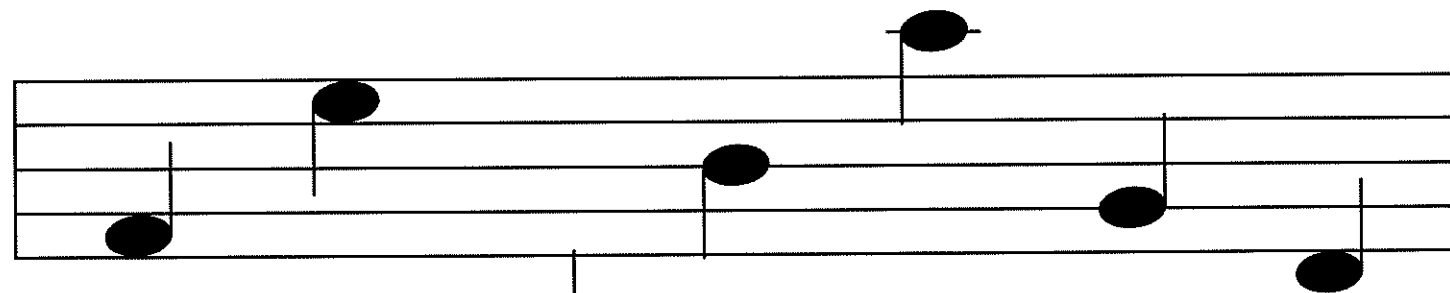
Write the note names under each of the notes below.



A musical staff with seven notes. From left to right: a quarter note on the first space (F), a quarter note on the second space (G), a quarter note on the third space (A), a quarter note on the second space (G), a quarter note on the first space (F), a quarter note on the fourth space (C), and a quarter note on the fifth space (D).

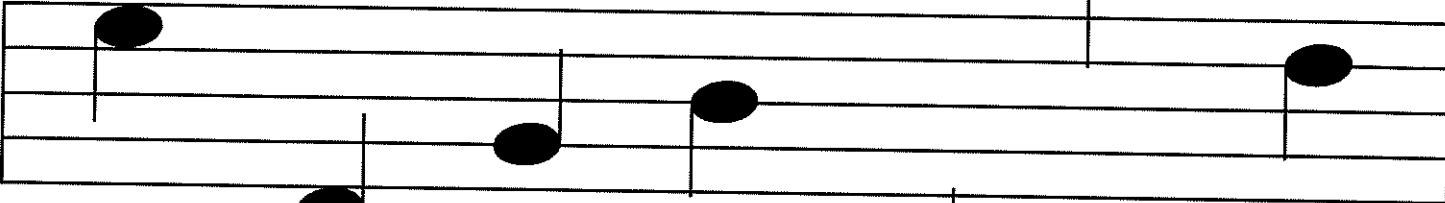


A musical staff with seven notes. From left to right: a quarter note on the first space (F), a quarter note on the second space (G), a quarter note on the third space (A), a quarter note on the second space (G), a quarter note on the first space (F), a quarter note on the fourth space (C), and a quarter note on the fifth space (D).



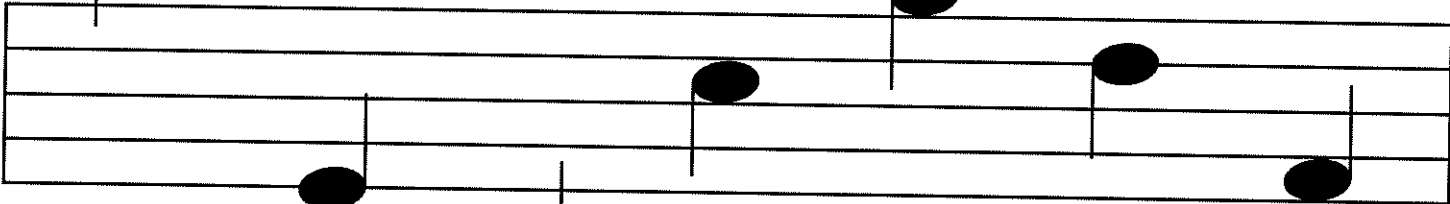
A musical staff with seven notes. From left to right: a quarter note on the first space (F), a quarter note on the second space (G), a quarter note on the third space (A), a quarter note on the second space (G), a quarter note on the first space (F), a quarter note on the fourth space (C), and a quarter note on the fifth space (D).

Write the note names under each of the notes below.



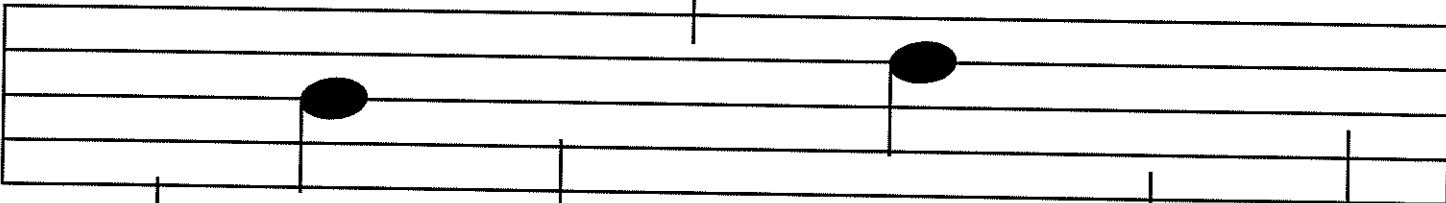
A musical staff with seven notes. From left to right: a note on the first space (F), a note on the second space (G), a note on the second line (E), a note on the first space (F), a note on the first line (D), a note on the first space (F), and a note on the second space (G).



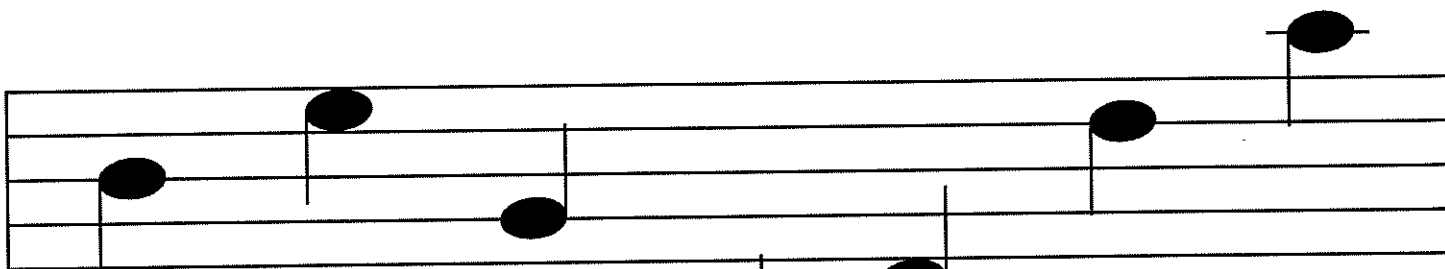
A musical staff with seven notes. From left to right: a note on the second space (G), a note on the second line (E), a note on the first space (F), a note on the first line (D), a note on the second space (G), a note on the second space (G), and a note on the first space (F).



A musical staff with seven notes. From left to right: a note on the first space (F), a note on the second space (G), a note on the first space (F), a note on the second space (G), a note on the second space (G), a note on the first space (F), and a note on the first space (F).

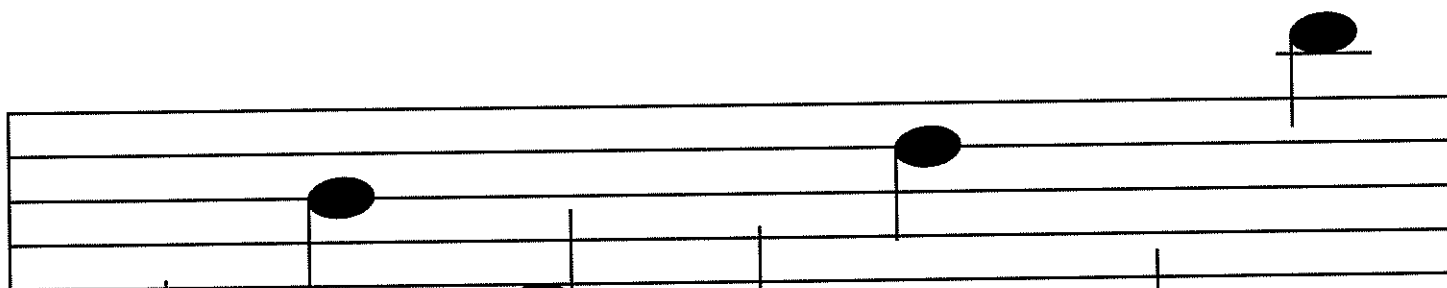
Write the note names under each of the notes below.







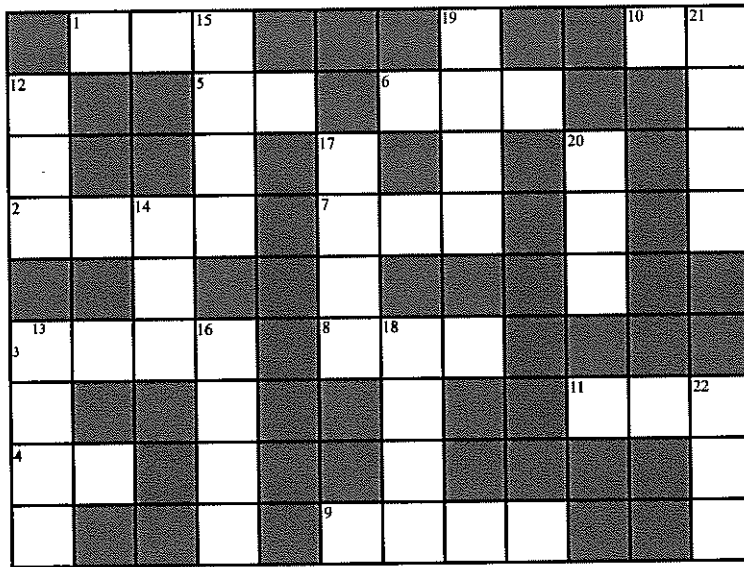
Write the note names under each of the notes below.

A musical staff with seven notes. From left to right, the notes are: a half note on the first space (F), a half note on the second line (G), a half note on the second space (A), a half note on the third line (B), a half note on the third space (C), a half note on the fourth line (D), and a half note on the fourth space (E). Below each note is an empty square box for labeling.

A musical staff with seven notes. From left to right, the notes are: a half note on the first space (F), a half note on the second line (G), a half note on the second space (A), a half note on the third line (B), a half note on the third space (C), a half note on the fourth line (D), and a half note on the fourth space (E). Below each note is an empty square box for labeling.

A musical staff with seven notes. From left to right, the notes are: a half note on the first space (F), a half note on the second line (G), a half note on the second space (A), a half note on the third line (B), a half note on the third space (C), a half note on the fourth line (D), and a half note on the fourth space (E). Below each note is an empty square box for labeling.

# CROSSWORD PUZZLE



## Across

1) 7)

2) 8)

3) 9)

4) 10)

5) 11)

6)

## Down

12) 18)

13) 19)

14) 20)

15) 21)

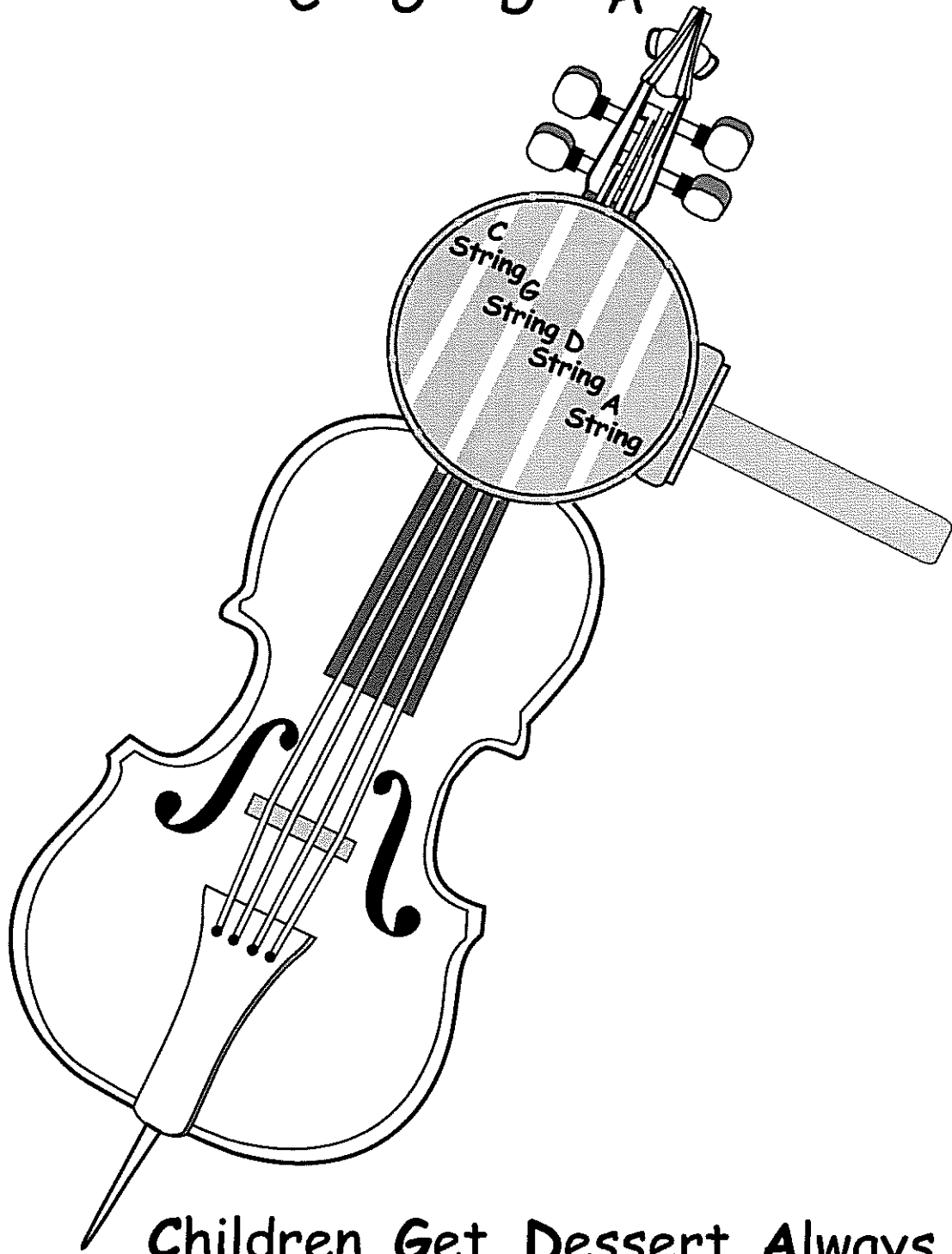
16) 22)

17)

# HOW OUR FINGERS PLAY NOTES ON THE CELLO

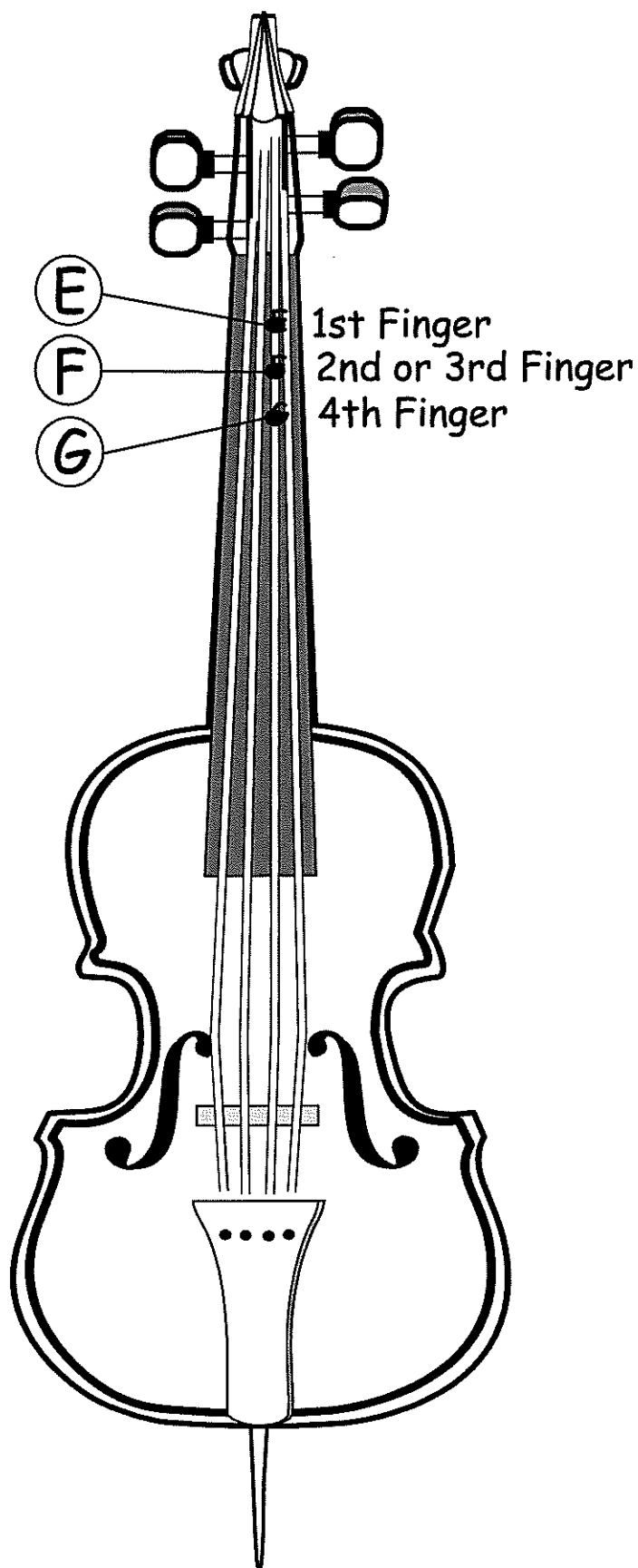
The cello has 4 strings

C G D A



Children Get Dessert Always  
1 2 3 4

# FINGER PLACEMENT ON THE 'D' STRING

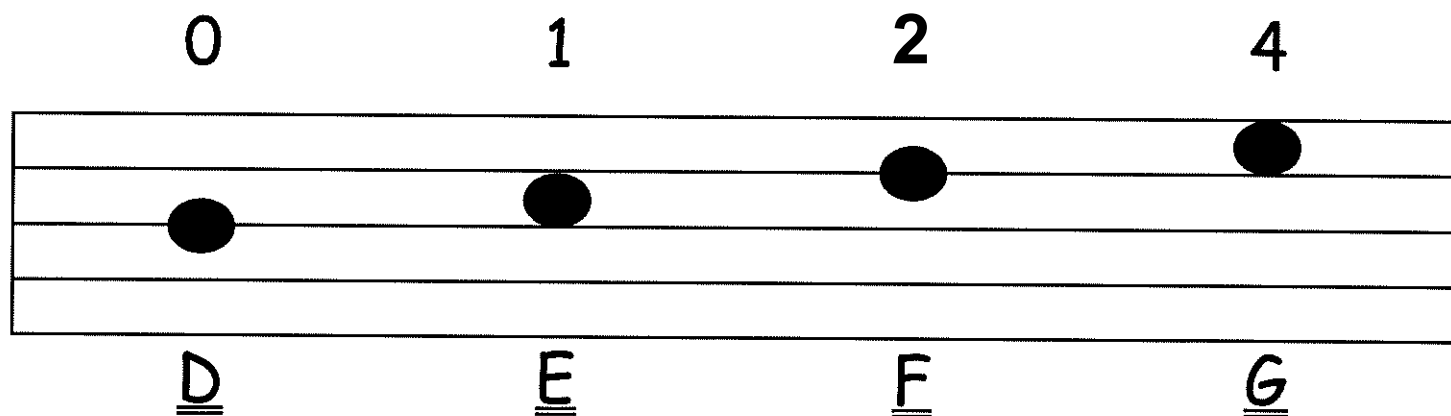




# NOTES ON THE 'D' STRING

Now that we know all the notes, we can learn where our fingers go when we read music.

Let's start with notes on the 'D' string.



We play the 'D' with no fingers.

'D' is the open D string

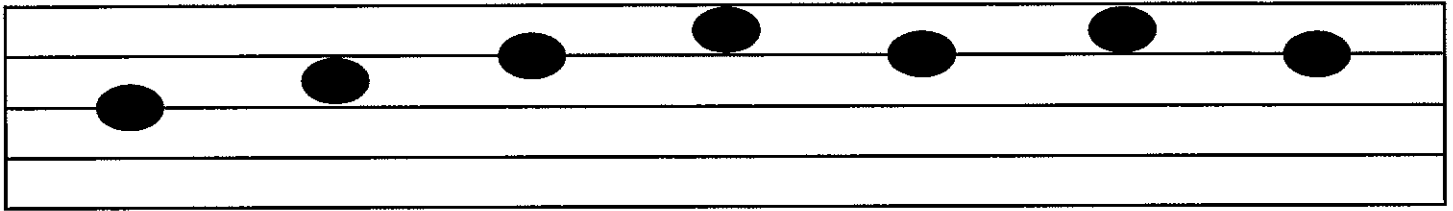
We play the 'E' with our 1st finger (index).

We play the 'F' with our 2nd finger (middle)

We play the 'G' with our 4th finger (pinky).

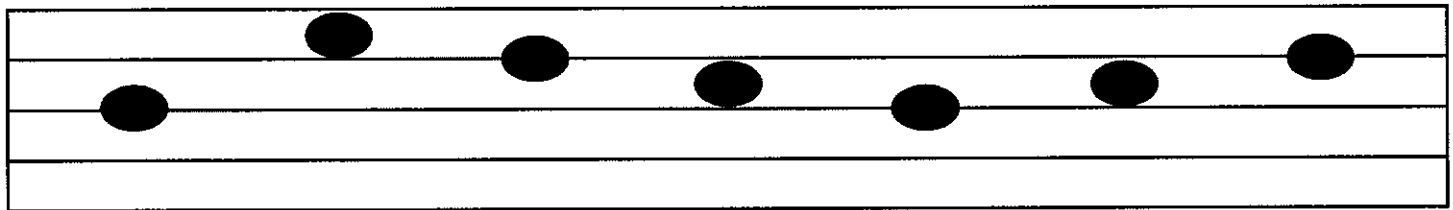
Write the note names below the notes and the finger for those notes on the top.

O                       



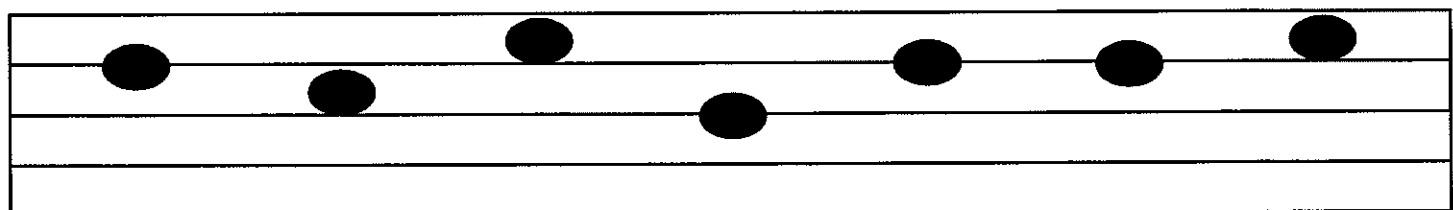
D                       



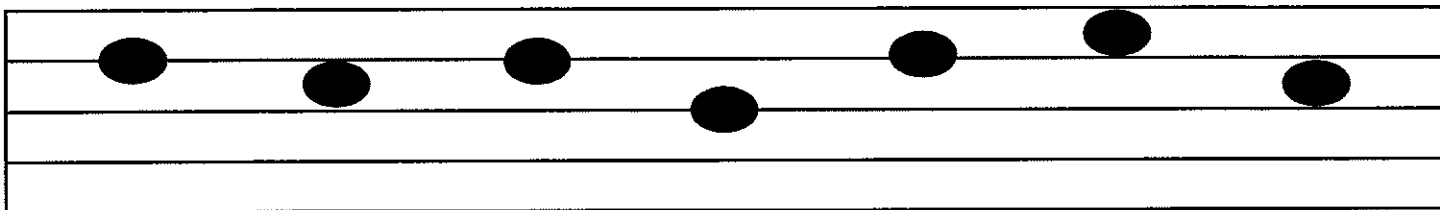
                      





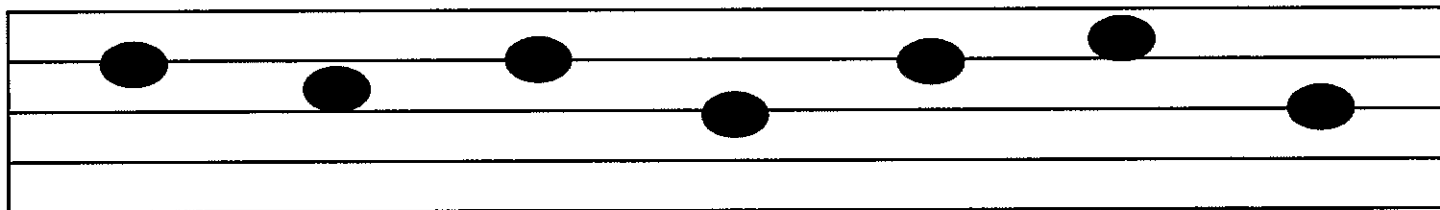
Write the note names below the notes and the finger for those notes on the top.



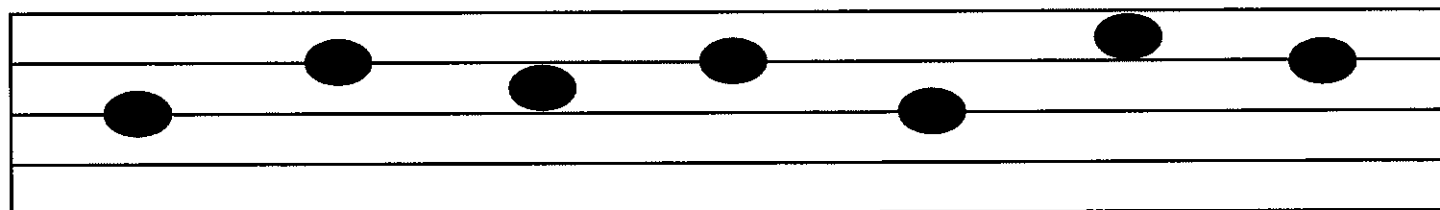
                

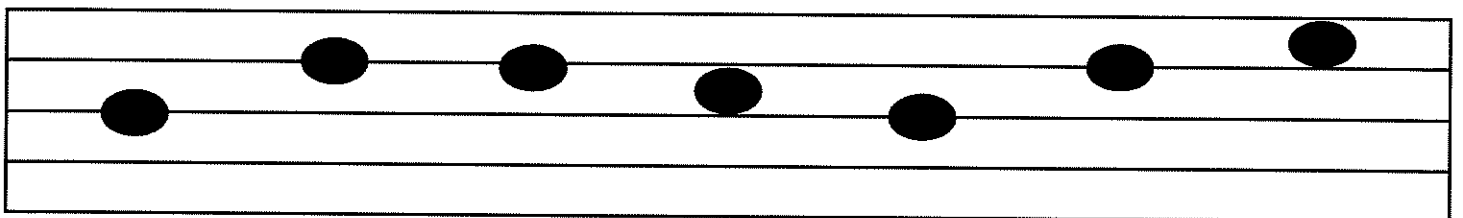
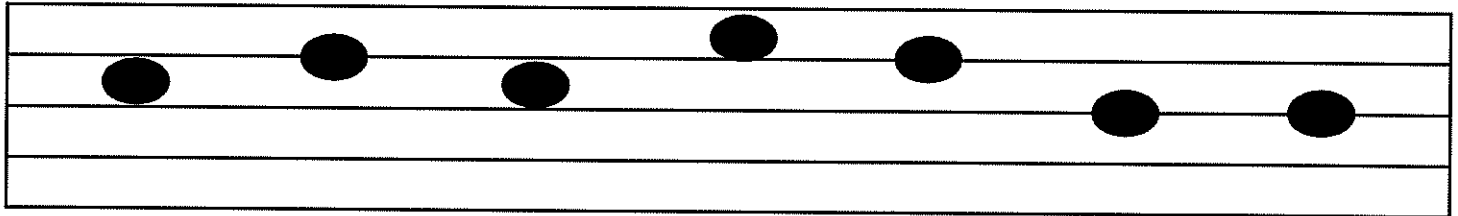
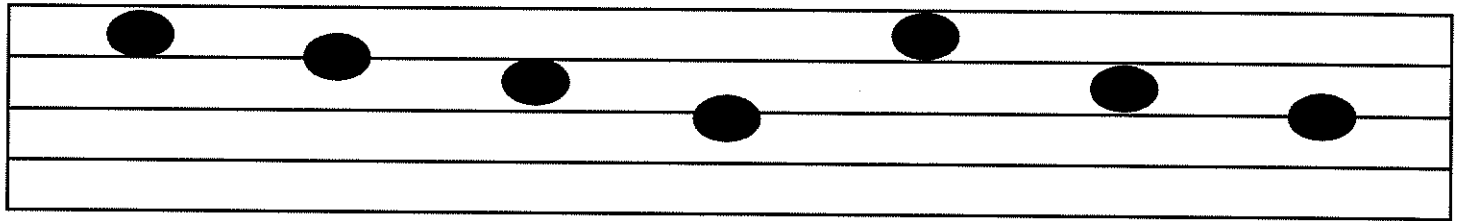


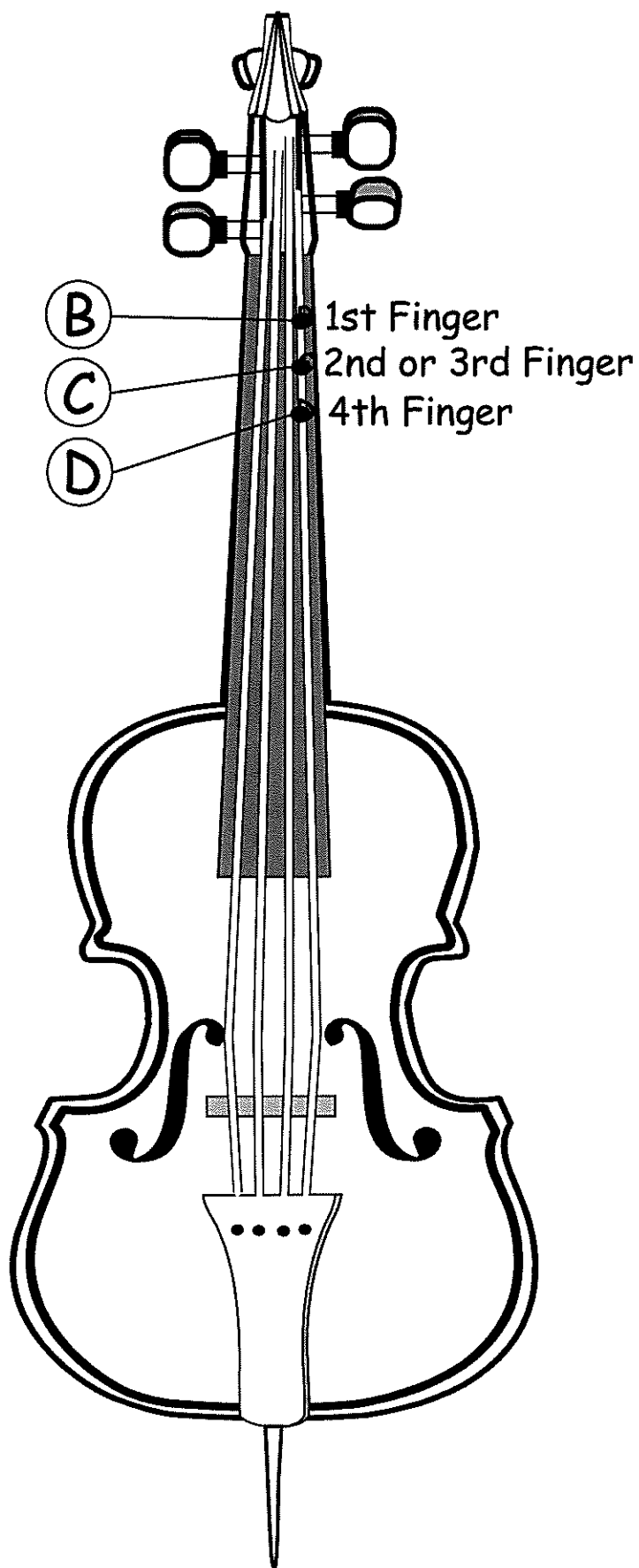
                



Write the note names below the notes and the finger for those notes on the top.

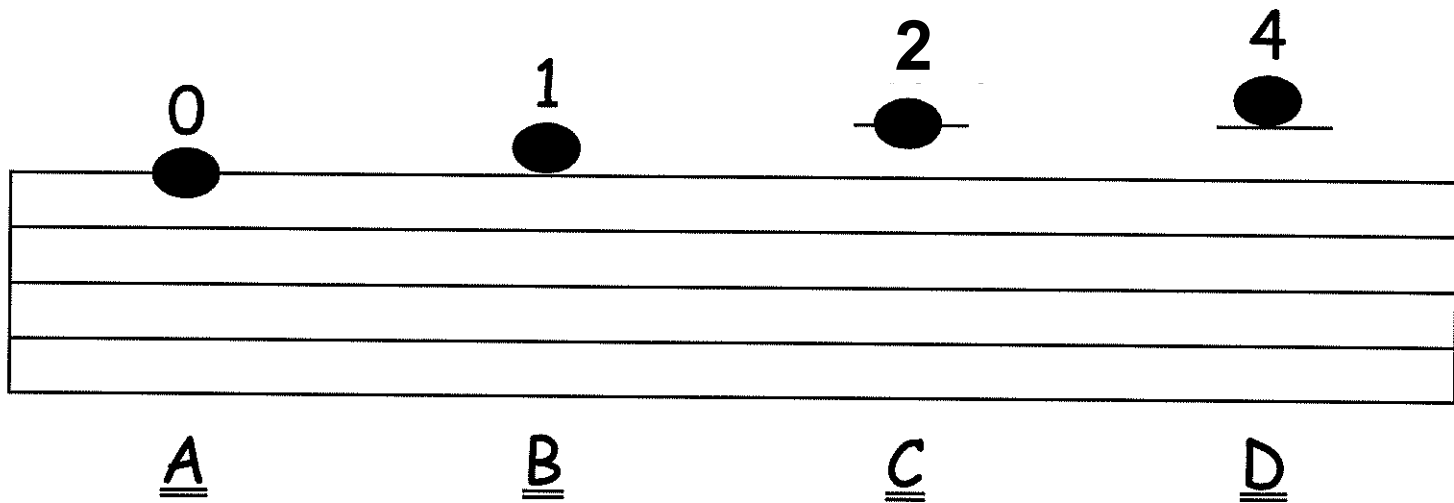


# FINGER PLACEMENT ON THE 'A' STRING



# NOTES ON THE 'A' STRING

Let's continue with the 'A' string.



We play the 'A' with no fingers,  
therefore 'A' is the open A string

We play the 'B' with our 1st finger (index).

We play the 'C' with our 2nd finger (middle).

We play the 'D' with our 4th finger (pinky).

Write the note names below the notes and the finger for those notes on the top.

O

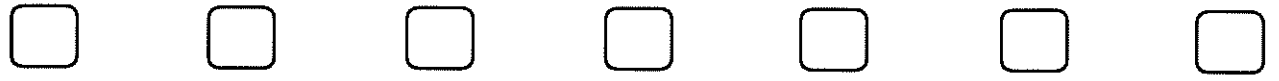


A

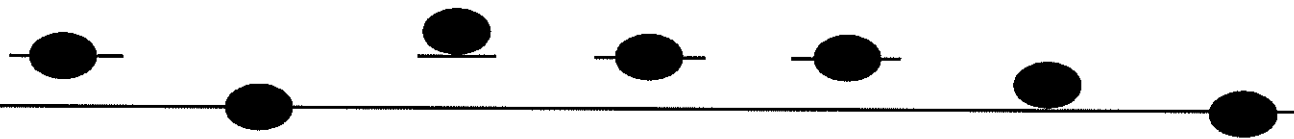




Write the note names below the notes and the finger for those notes on the top.



Blank staff lines for writing note names and fingerings.



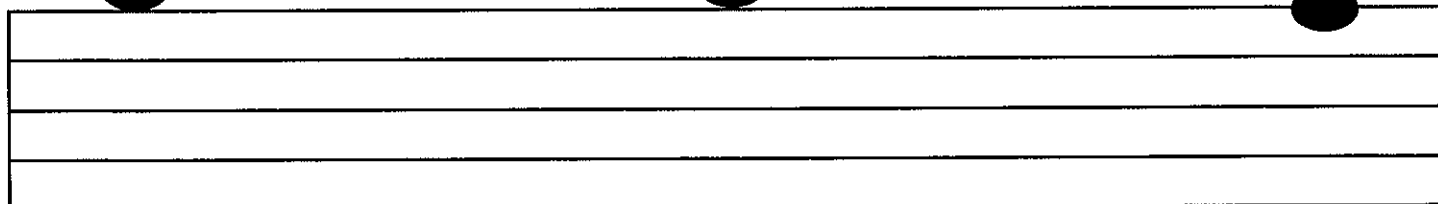
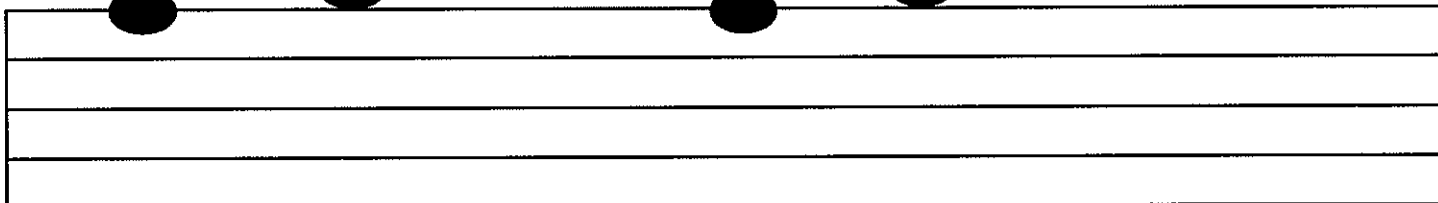
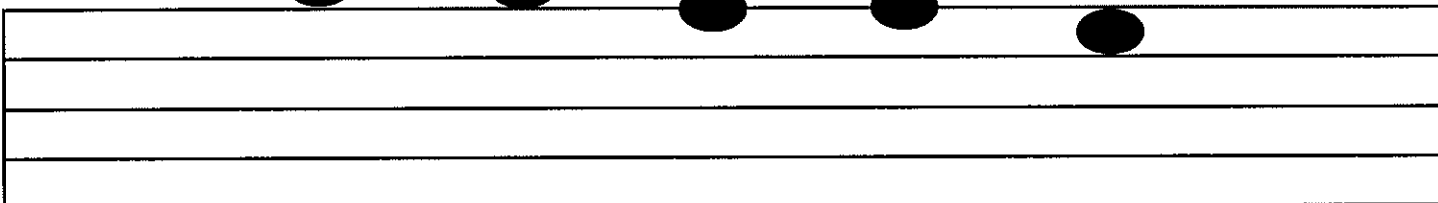
Blank staff lines for writing note names and fingerings.



Blank staff lines for writing note names and fingerings.



Write the note names below the notes and the finger for those notes on the top.



Write the note names below the notes and the finger for those notes on the top.

●

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
●	●	●	●	●	●	●	●

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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●

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
●	●	●	●	●	●	●	●

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# D AND A STRING NOTES COMBINED

Write the note names underneath and the fingers you use on top.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A musical staff with four lines. The first line (D string) has notes on the 1st, 2nd, 3rd, 4th, and 5th frets. The second line (A string) has notes on the 1st, 2nd, and 3rd frets. The notes are represented by black dots with stems pointing downwards.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A musical staff with four lines. The first line (D string) has notes on the 1st, 3rd, 5th, and 7th frets. The second line (A string) has notes on the 1st, 2nd, and 4th frets. The notes are represented by black dots with stems pointing downwards.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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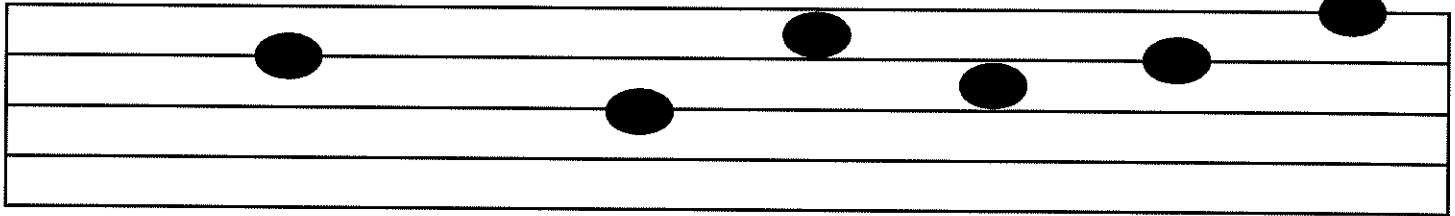
A musical staff with four lines. The first line (D string) has notes on the 1st, 2nd, 4th, 5th, and 7th frets. The second line (A string) has notes on the 3rd, 4th, and 7th frets. The notes are represented by black dots with stems pointing downwards.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# D AND A STRING NOTES COMBINED

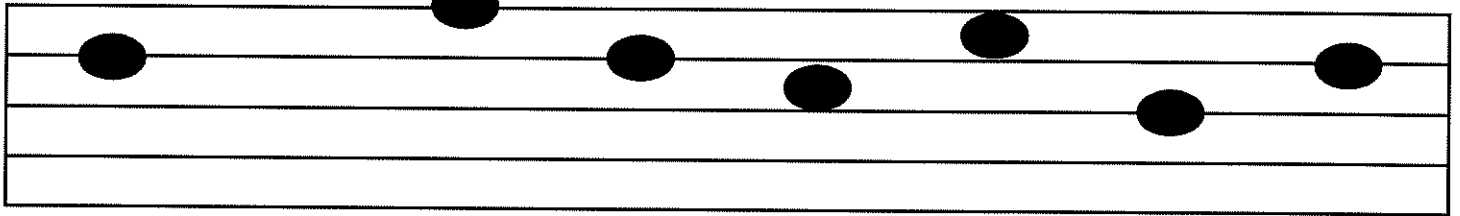
Write the note names underneath and the fingers you use on top.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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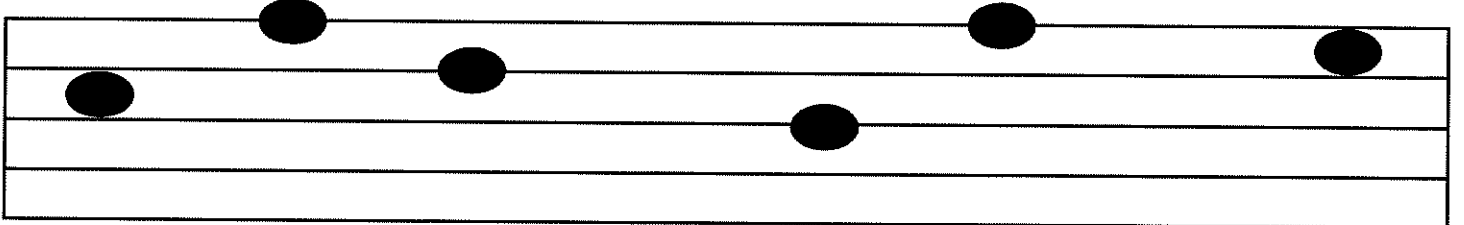
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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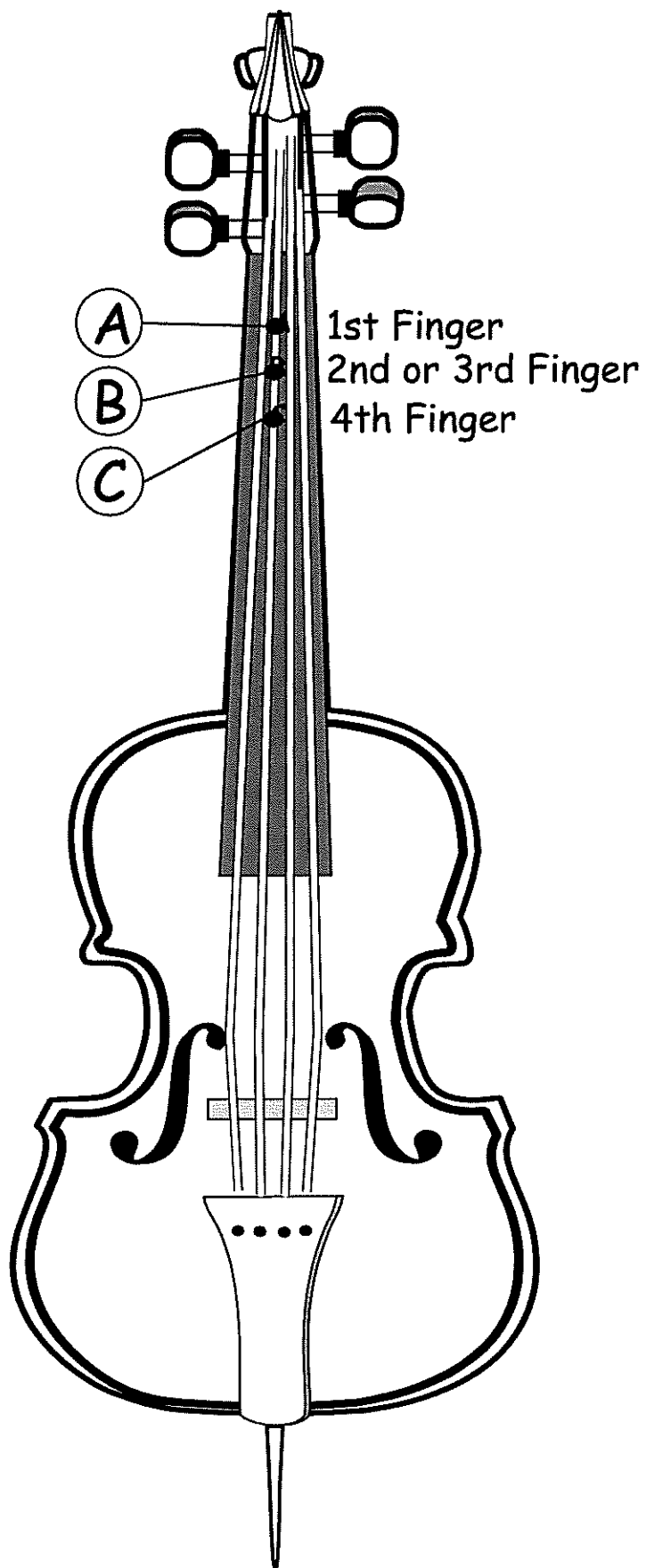
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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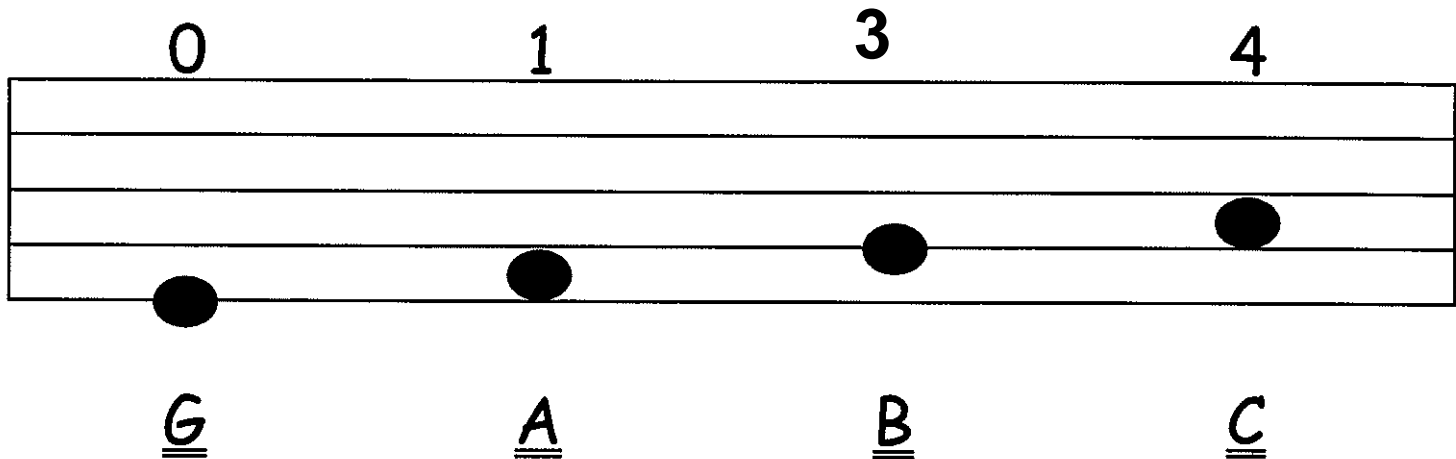
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# FINGER PLACEMENT ON THE 'G' STRING



# NOTES ON THE 'G' STRING

Let's continue with the 'G' string.



We play the 'G' with no fingers, therefore 'G' is the open G string

We play the 'A' with our 1st finger (index).

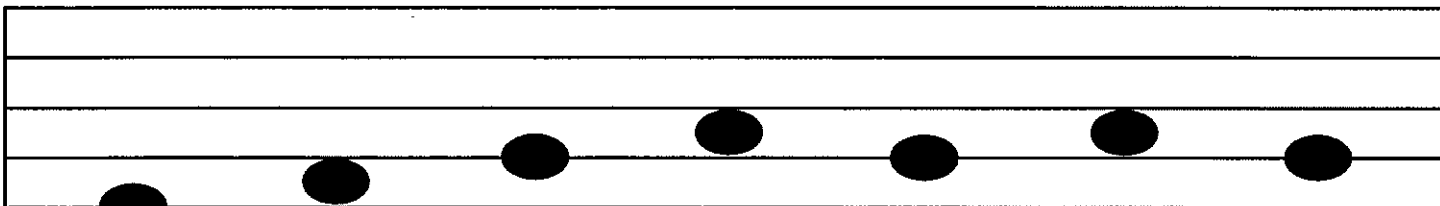
We play the 'B' with our

3rd finger (ring).

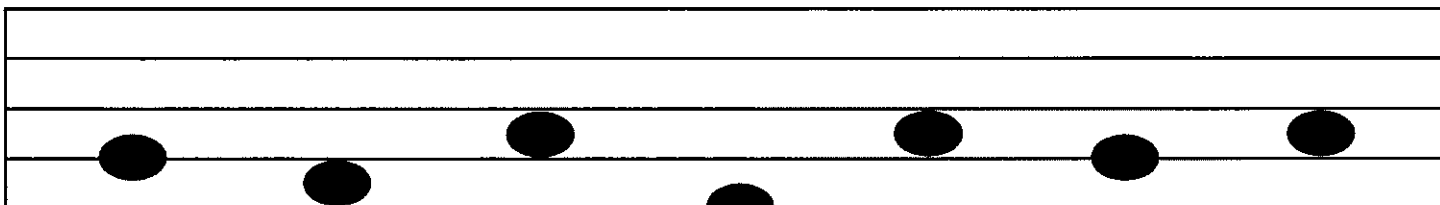
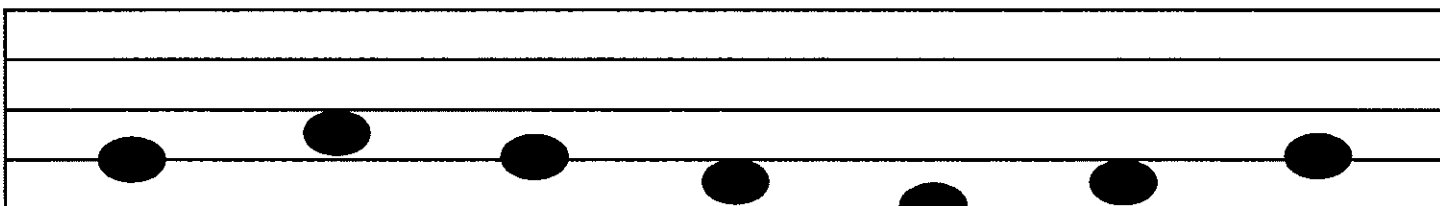
We play the 'C' with our 4th finger (pinky).

Write the note names below the notes and the finger for those notes on the top.

O



G

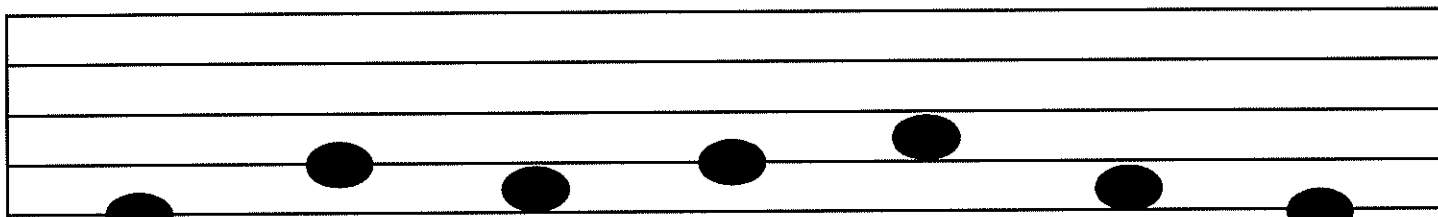






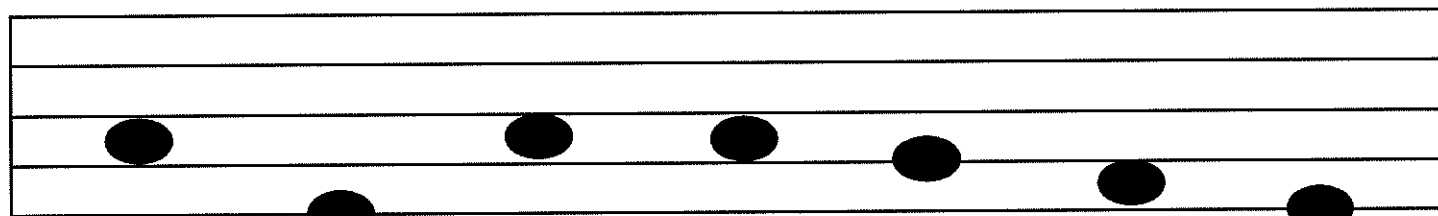
Write the note names below the notes and the finger for those notes on the top.



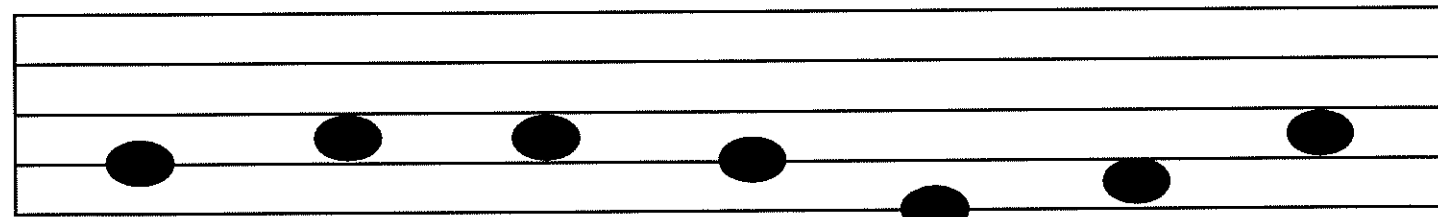
                



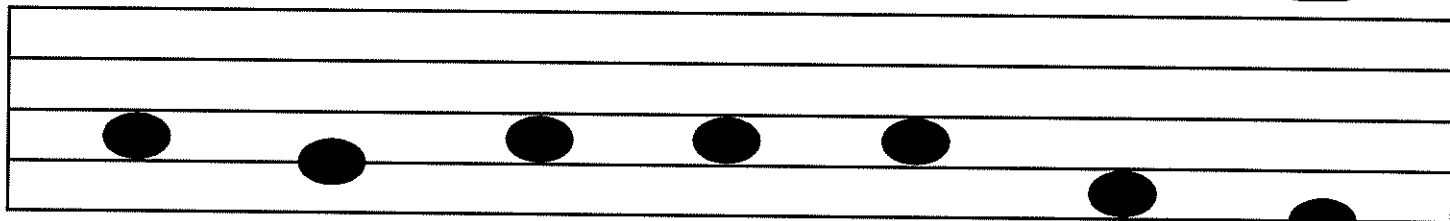
                



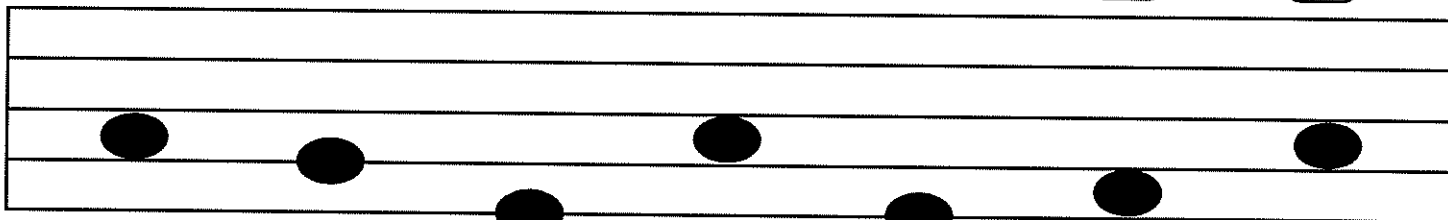
Write the note names below the notes and the finger for those notes on the top.



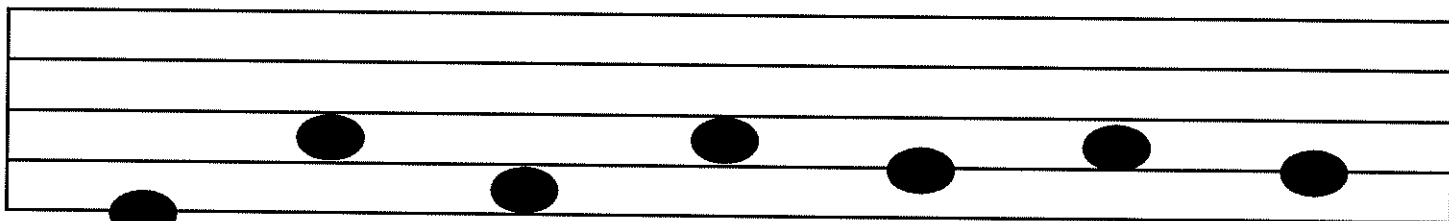
                   

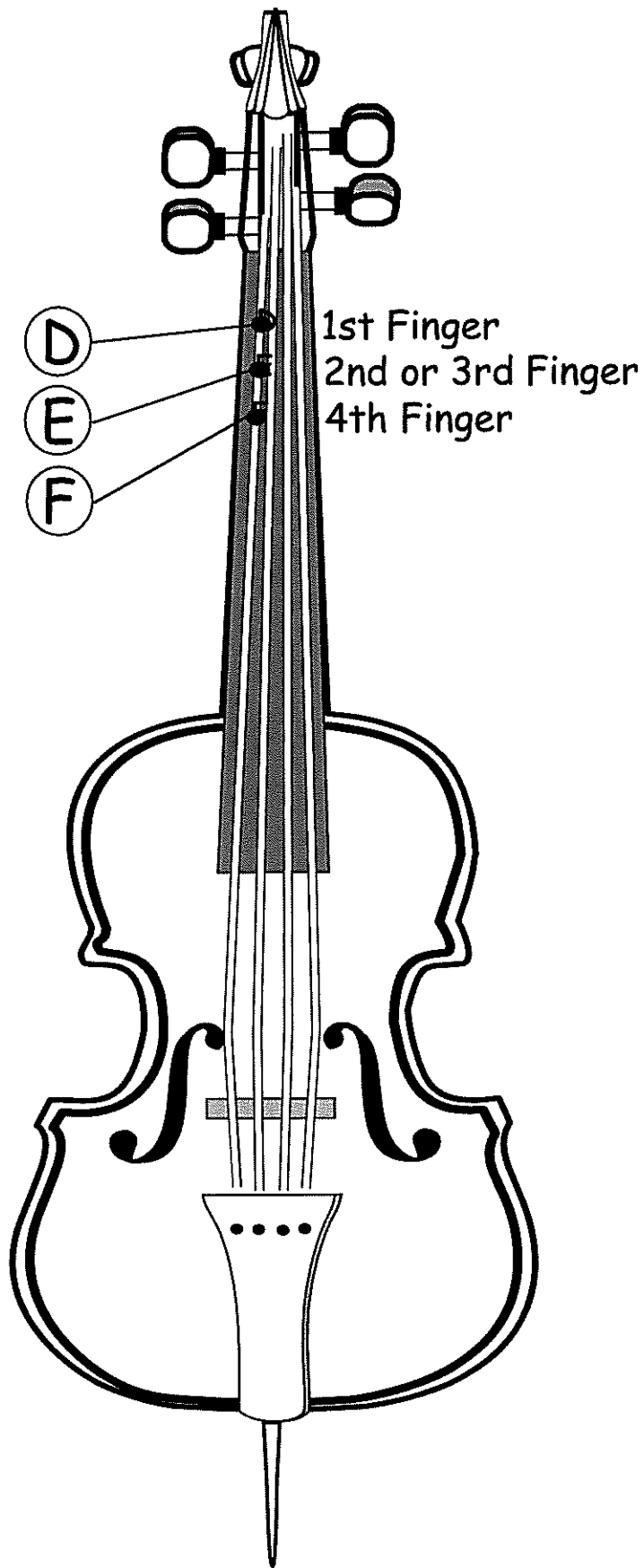




# FINGER PLACEMENT ON THE 'C' STRING



# NOTES ON THE 'C' STRING

0

1

3

4



C



D



E



F



We play the 'C' with no fingers,  
therefore 'C' is the open C string

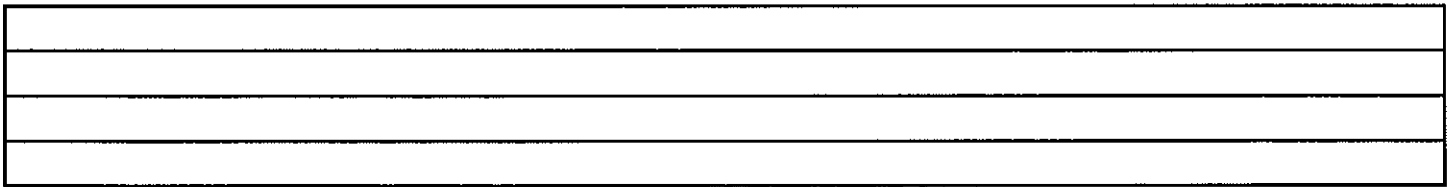
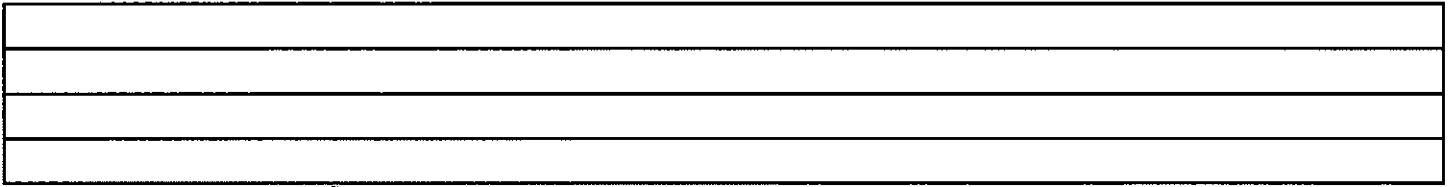
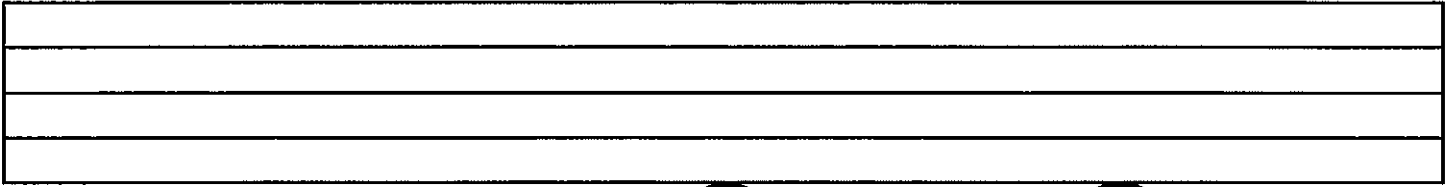
We play the 'D' with our 1st finger (index).

We play the 'E' with our

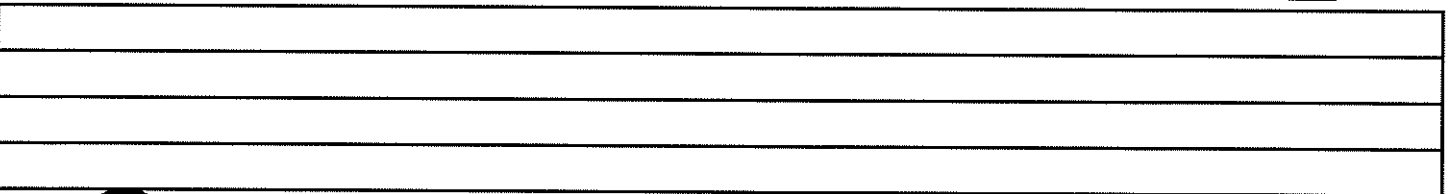
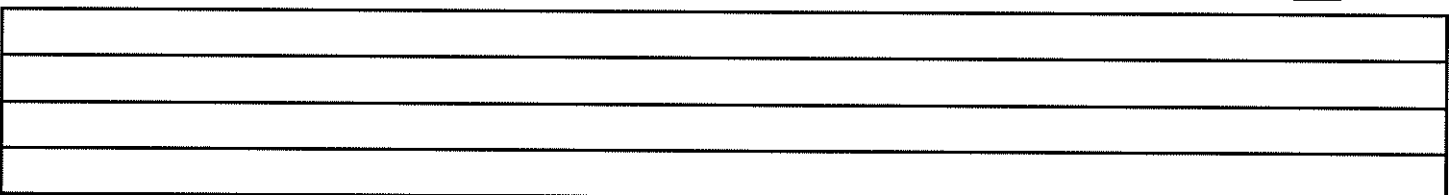
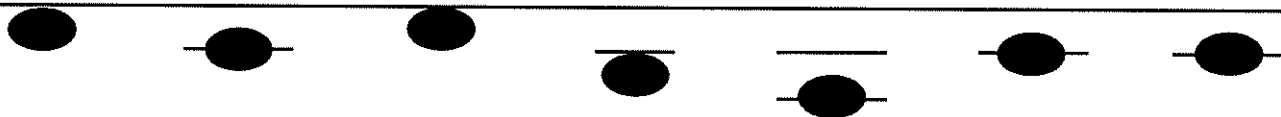
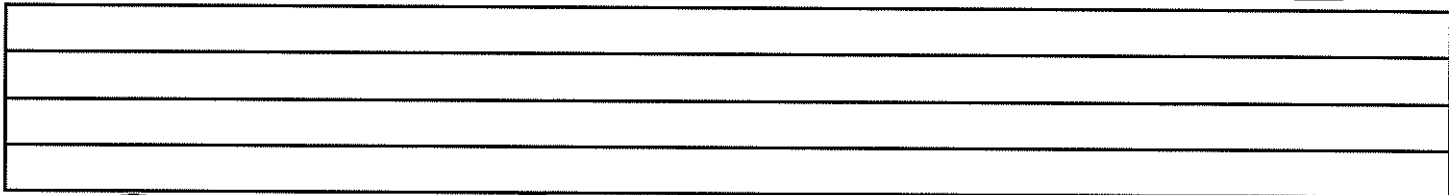
3rd finger (ring).

We play the 'F' with our 4th finger (pinky).

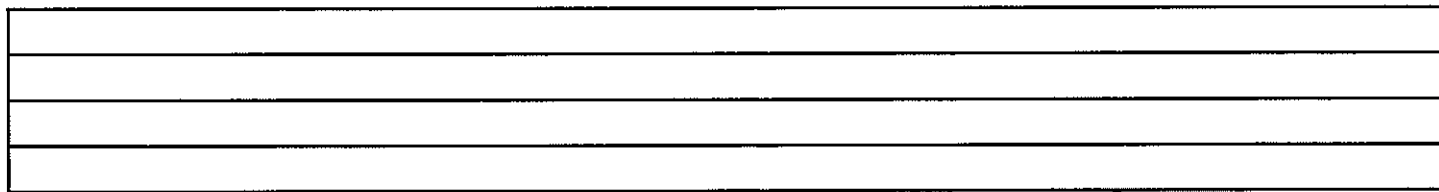
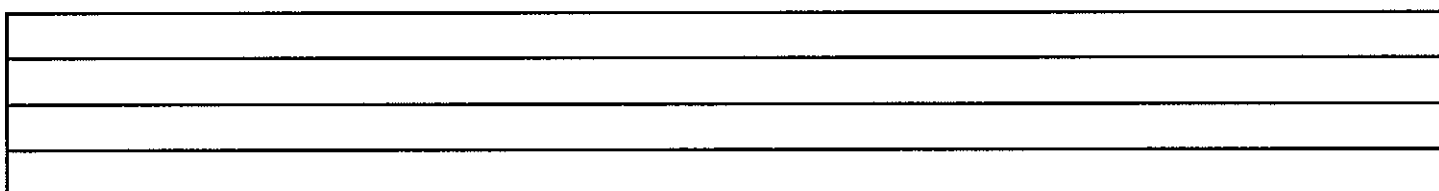
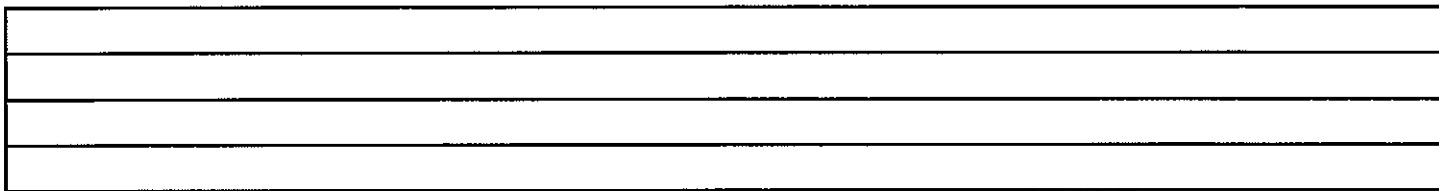
Write the note names below the notes and the finger for those notes on the top.



Write the note names below the notes and the finger for those notes on the top.

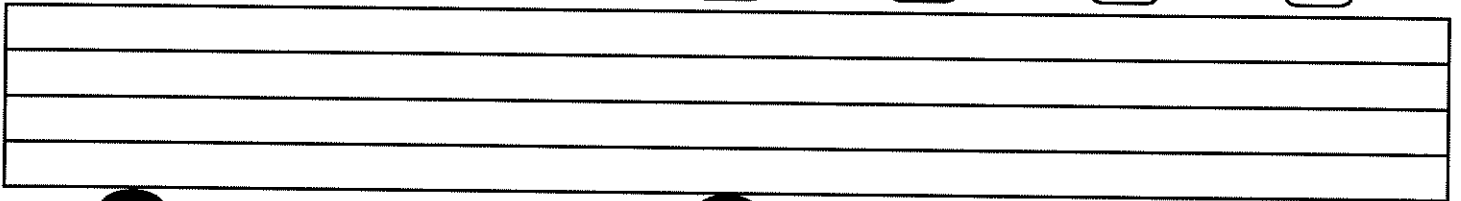
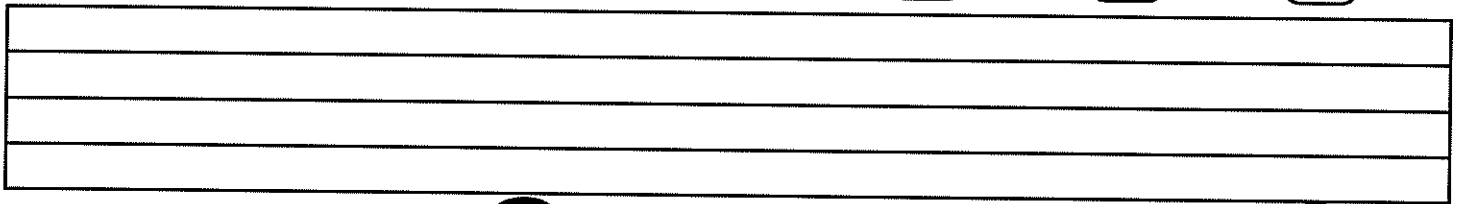
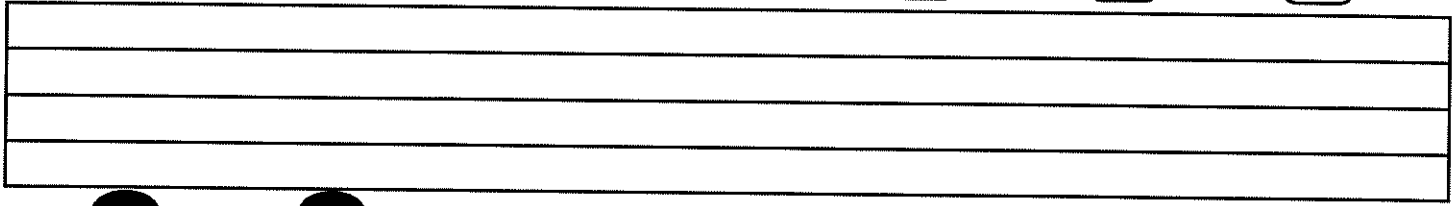


Write the note names below the notes and the finger for those notes on the top.





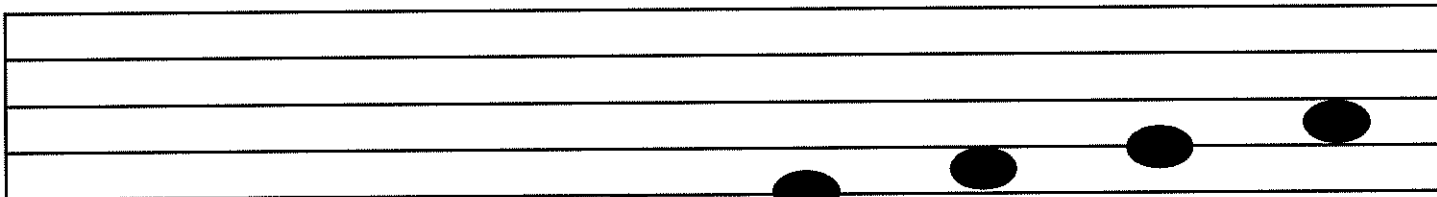
Write the note names below the notes and the finger for those notes on the top.



# G AND C STRING NOTES COMBINED

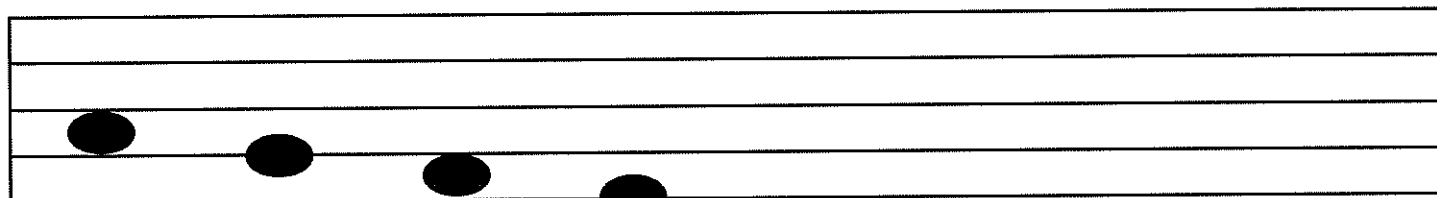
Write the note names below the notes and the finger for those notes on the top.

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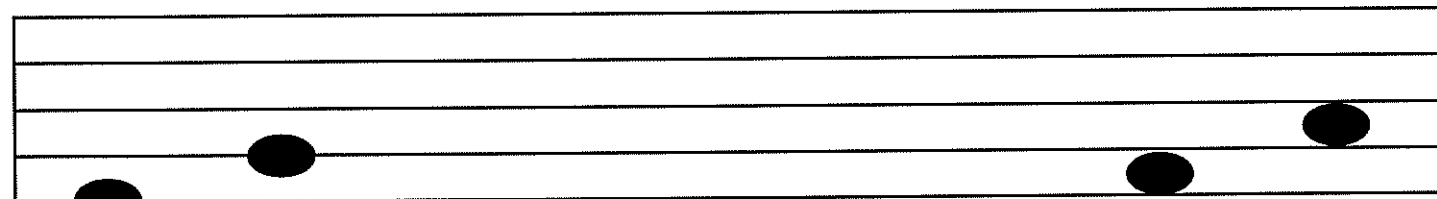
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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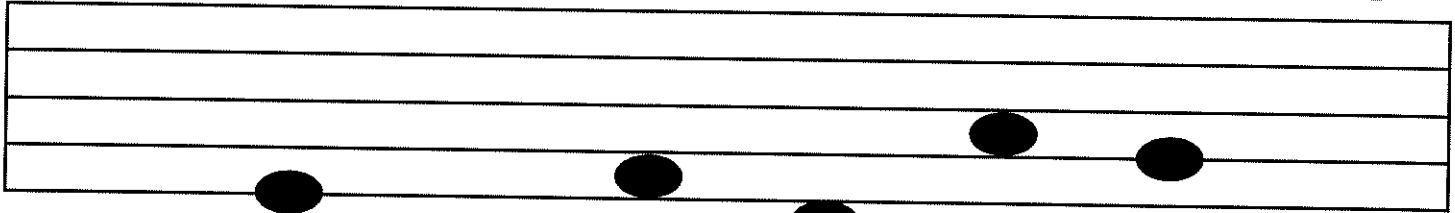


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# C AND G STRING NOTES COMBINED

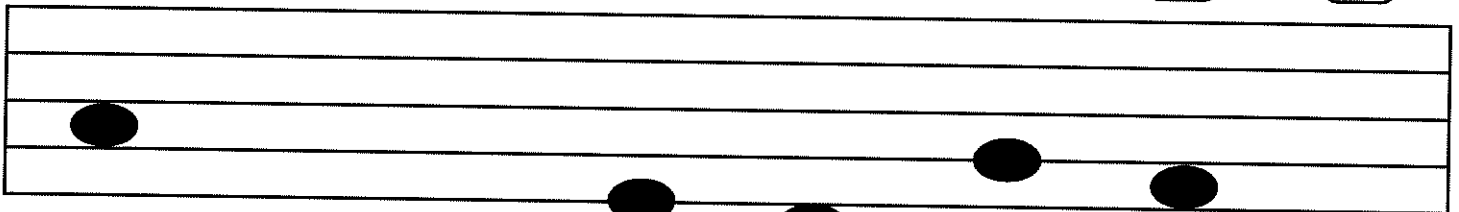
Write the note names below the notes and the finger for those notes on the top.

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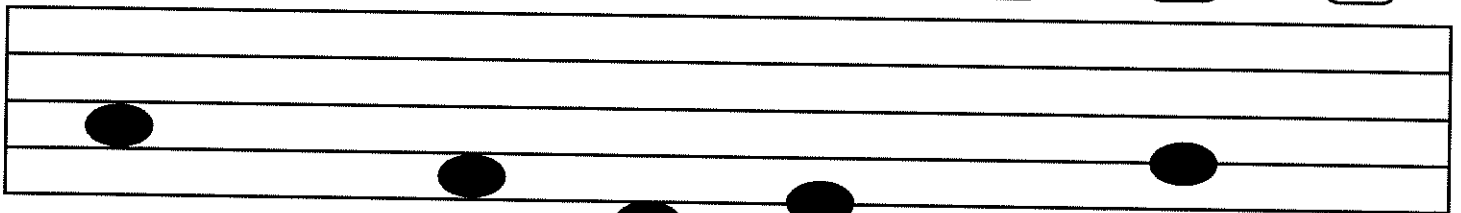
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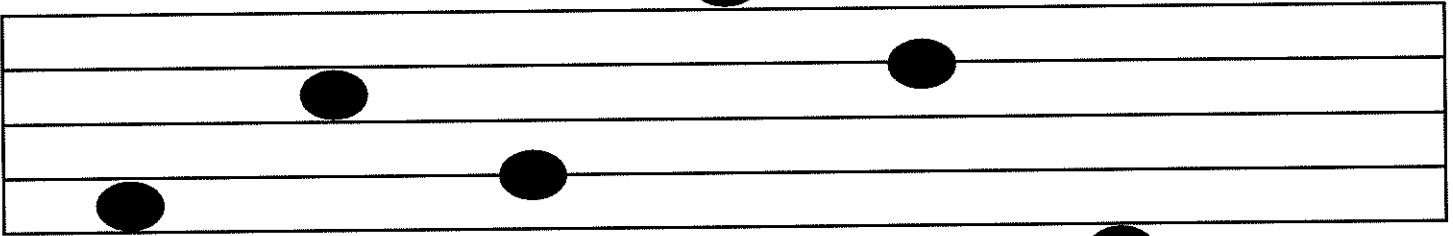


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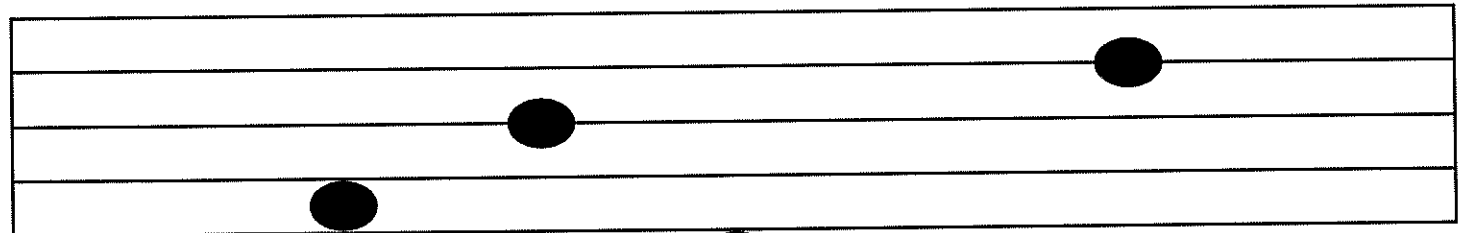
# USING ALL THE STRINGS

Write the note names on the bottom and the fingers you would use on the top. Be careful. These notes are on all of the strings!

1



A





Write the note names on the bottom and the fingers you use on the top.

●

A musical staff with five lines. The notes are placed on the following lines from top to bottom: 1st line, 4th line, 3rd line, and 5th line.

●   ●

●

A musical staff with five lines. The notes are placed on the following lines from top to bottom: 1st line, 3rd line, 2nd line, 4th line, and 5th line.

Write the note names on the bottom and the fingers you use on the top.

A musical staff with four lines. Notes are placed on the lines from top to bottom: G4 (top line), E4 (second line), C4 (third line), A3 (second space), and F3 (first space). A black dot is placed above the G4 note, and another black dot is placed above the E4 note.

—  
●

●  
—

A musical staff with four lines. Notes are placed on the lines from top to bottom: G4 (top line), E4 (second line), C4 (third line), A3 (second space), and F3 (first space). A black dot is placed above the G4 note, and another black dot is placed above the E4 note.

—  
●

Write the note names on the bottom and the fingers you use on the top.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
●				●		

A musical staff with five lines. Notes are placed on the lines from bottom to top: the first space (F), the second line (G), the third space (A), the fourth line (B), and the fifth line (C).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		●				

A musical staff with five lines. Notes are placed on the lines from bottom to top: the first space (F), the second line (G), the third space (A), the fourth line (B), and the fifth line (C).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Write the note names on the bottom and the fingers you use on the top.

A musical staff with four lines. Notes are placed on the lines: the first line has a note, the second line has a note, the third line has a note, and the fourth line has a note.

      
●

●  
    

A musical staff with four lines. Notes are placed on the lines: the first line has a note, the second line has a note, the third line has a note, and the fourth line has a note.

      
●

# LEARNING NOTE TIMES

## WHOLE NOTE



I have 4 beats!

## QUARTER NOTE



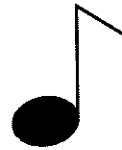
I have 1 beat

## DOTTED HALF NOTE



I have 3 beats

## EIGHTH NOTE



I am quick.  
I have <sup>^</sup>  
 $\frac{1}{2}$  a beat!

## HALF NOTE



I have 2 beats

## SIXTEENTH NOTE



I am really quick.  
I have <sup>^</sup>  
 $\frac{1}{4}$  beat!

# LET'S REVIEW

A Whole Note gets \_\_\_ beats.

A Half Note gets \_\_\_ beats.

A Dotted Half Note gets \_\_\_ beats.

A Quarter Note gets \_\_\_ beats.

A Eighth Note gets \_\_\_ beats.

A Sixteenth Note gets \_\_\_ beats.

Draw a:

Whole Note \_\_\_\_\_

Half Note \_\_\_\_\_

Dotted Half Note \_\_\_\_\_

Quarter Note \_\_\_\_\_

Eighth Note \_\_\_\_\_

Sixteenth Note \_\_\_\_\_

How many beats  
does each note have?

 = \_\_\_ beats.

 = \_\_\_ beats.

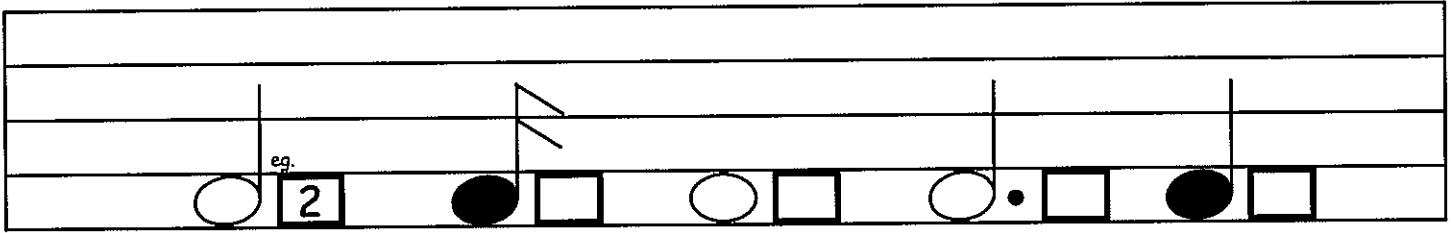
 = \_\_\_ beats.

 = \_\_\_ beats.

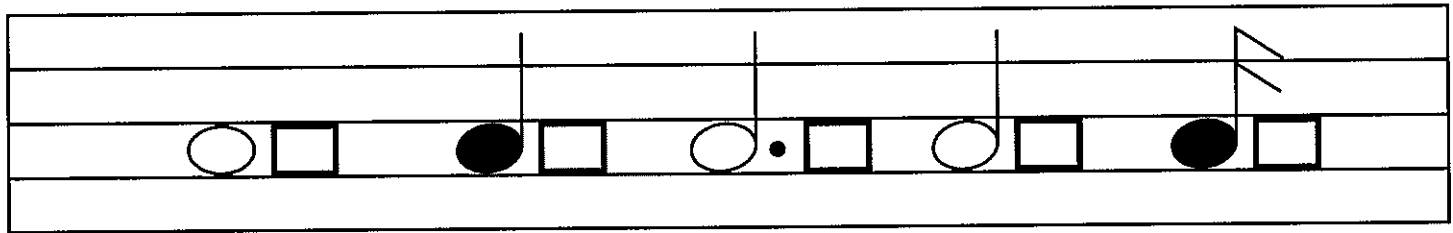
 = \_\_\_ beats.

 = \_\_\_ beats.

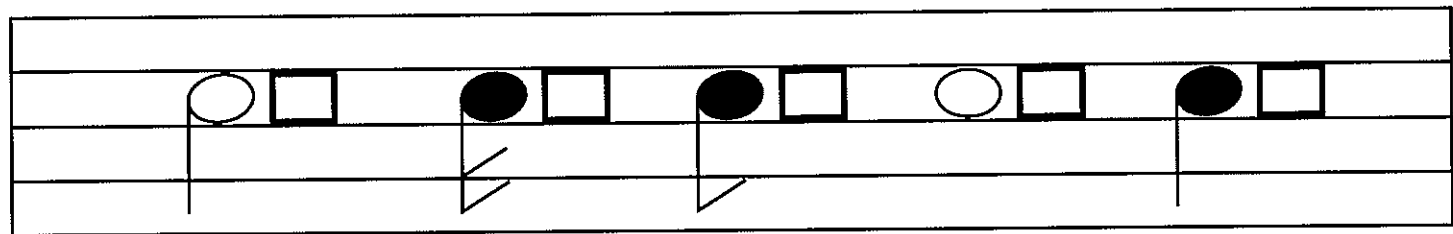
In the box beside each note, write how many beats that note has.



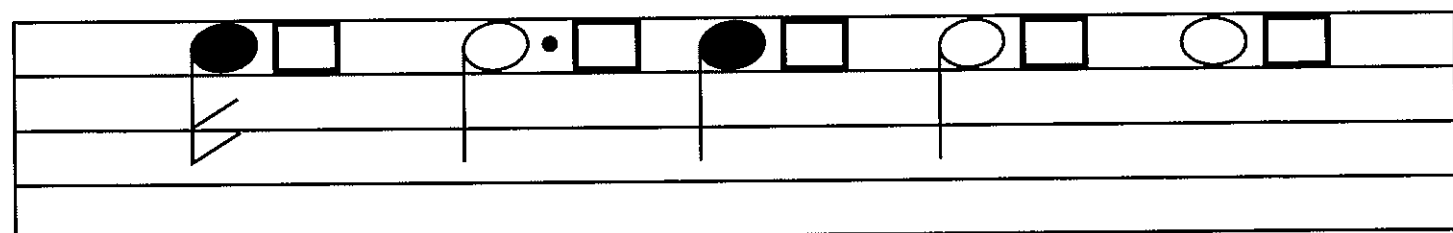
A musical staff with five lines. It contains five notes: a white circle with a vertical stem and a box containing the number '2' (labeled 'eg.' above it), a black circle with a vertical stem and a box, a white circle with a vertical stem and a box, a white circle with a vertical stem, a dot, and a box, and a black circle with a vertical stem and a box.



A musical staff with five lines. It contains five notes: a white circle with a vertical stem and a box, a black circle with a vertical stem and a box, a white circle with a vertical stem, a dot, and a box, a white circle with a vertical stem and a box, and a black circle with a vertical stem and a box.



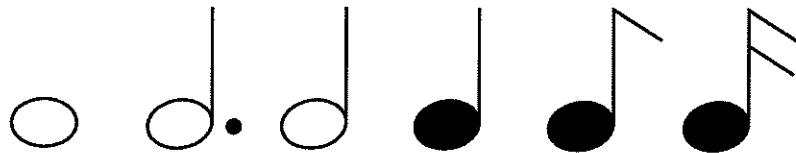
A musical staff with five lines. It contains five notes: a white circle with a vertical stem and a box, a black circle with a vertical stem, a slash, and a box, a black circle with a vertical stem, a slash, and a box, a white circle with a vertical stem and a box, and a black circle with a vertical stem and a box.



A musical staff with five lines. It contains five notes: a black circle with a vertical stem, a slash, and a box, a white circle with a vertical stem, a dot, and a box, a black circle with a vertical stem and a box, a white circle with a vertical stem and a box, and a white circle with a vertical stem and a box.

# LEARNING TO COMBINE NOTES

The notes we know so far are

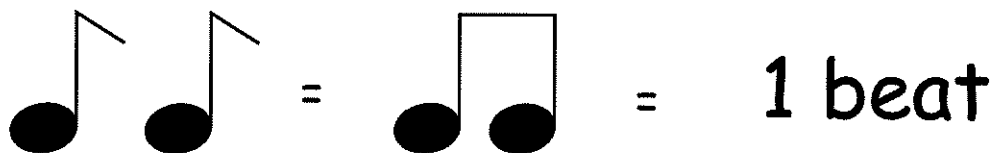


Before we start the next section there are 2 new combinations of notes we must learn:



## EIGHTH NOTES

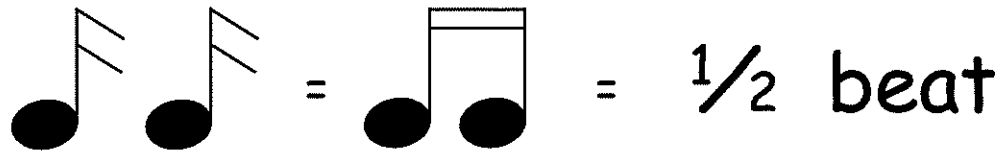
When we put 2 eighth notes together, we join them with a line.



These notes are fast and equal 1 beat.

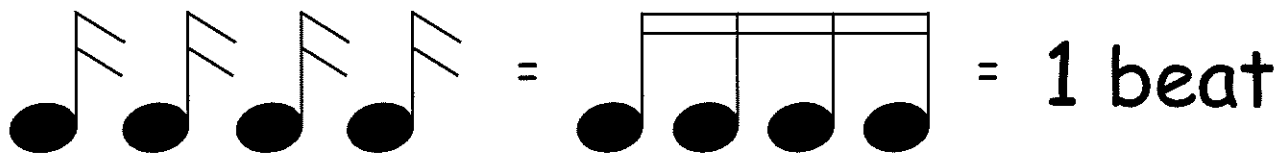
# SIXTEENTH NOTES

When we put 2 sixteenth notes together, we join them with 2 lines.



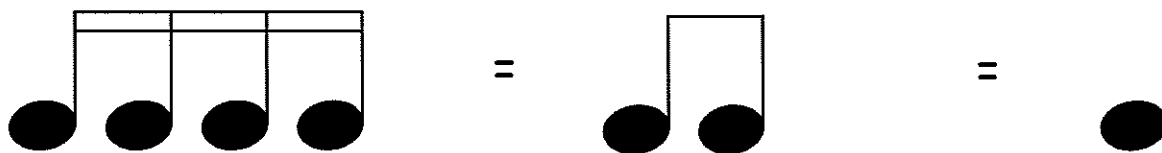
These notes are fast and equal a 1/2 beat.

When we put 4 sixteenth notes together, we join them with 2 lines.



## A NEW CONCEPT

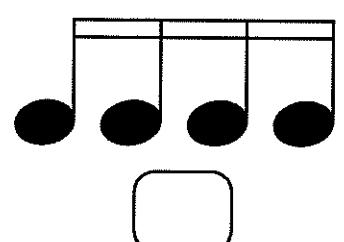
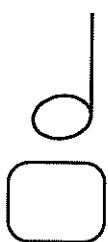
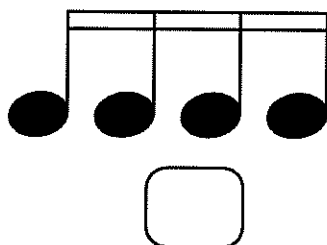
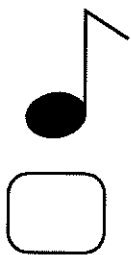
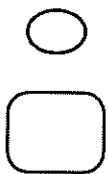
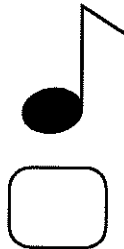
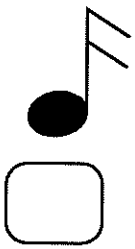
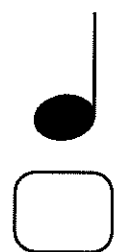
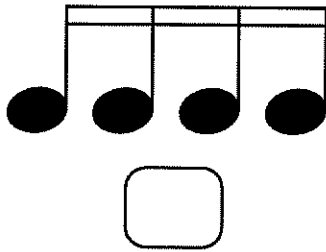
4 sixteenth notes are the same as 2 eighth notes or 1 quarter note.



 These all have 1 beat.


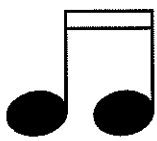
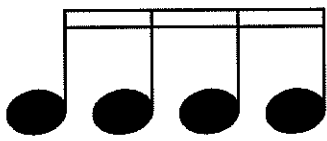



# NOTE COMBINATION PRACTICE

Write under each example how many beats it has.



# NOTE COMBINATION PRACTICE

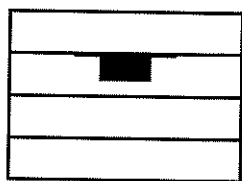
Write under each example how many beats it has.




# LEARNING REST VALUES

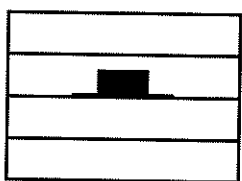
A rest is a pause where you are quiet just like a mouse.



## Whole Rest

I look like an upside down hat.

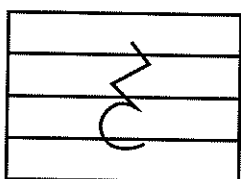
I have 4 beats of quiet.



## Half Rest

I look like a hat.

I have 2 beats of quiet.



## Quarter Rest

I have 1 beat of quiet.



## Eighth Rest

I have  $\frac{1}{2}$  a beat of quiet.




## Sixteenth Rest


I have a really quick quiet time.



I have  $\frac{1}{4}$  of a beat.



Here is an easy way to remember which is a half rest and which is a whole rest:

A half rest =  = 2 beats. It looks like a hat.

A whole rest =  = 4 beats. It looks like an upside down hat.

An upside down hat  can fit more candy into it than a normal hat can. 

# LET'S REVIEW

A Whole Rest gets \_\_\_\_ beats.

A Half Rest gets \_\_\_\_ beats.

A Quarter Rest gets \_\_\_\_ beats.

A Eighth Rest gets \_\_\_\_ beats.

A Sixteenth Rest gets \_\_\_\_ beats.

Draw a:

Whole Rest \_\_\_\_\_

Half Rest \_\_\_\_\_

Quarter Rest \_\_\_\_\_

Eighth Rest \_\_\_\_\_

Sixteenth Rest \_\_\_\_\_

How many beats  
does each rest have?

 = \_\_\_\_ beats.

 = \_\_\_\_ beats.

 = \_\_\_\_ beats.

 = \_\_\_\_ beats.

 = \_\_\_\_ beats.

# LET'S REVIEW

Match the following rest names with the correct drawing.

whole rest

half rest

quarter rest

eighth rest

sixteenth rest



Match the following rest names with their correct beats of quiet.

whole rest

2

half rest

1/2

quarter rest

4

eighth rest

1

sixteenth rest

1/4

# USING YOUR MIND

Now we'll put together everything we know

- Note Names
- Note Times
- Note Fingers

Write the note name below, the finger you use on the top, and write how many beats the note has in the box beside it.

Example:

1	2	1	0	0
FINGER				
1	2	1/2	4	1
BEAT				

A	F	A	D	A
NOTE				

--	--	--	--	--

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Write the note name below, the finger you use on the top, and write how many beats the note has in the box beside it.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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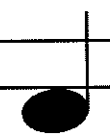
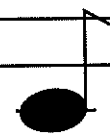
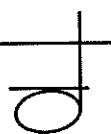
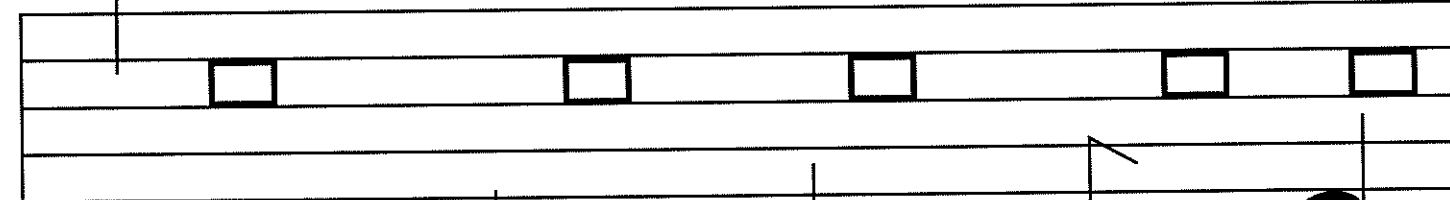
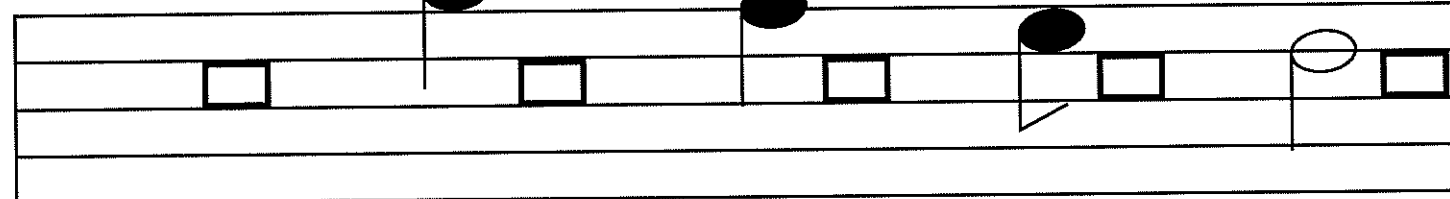
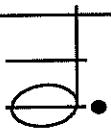
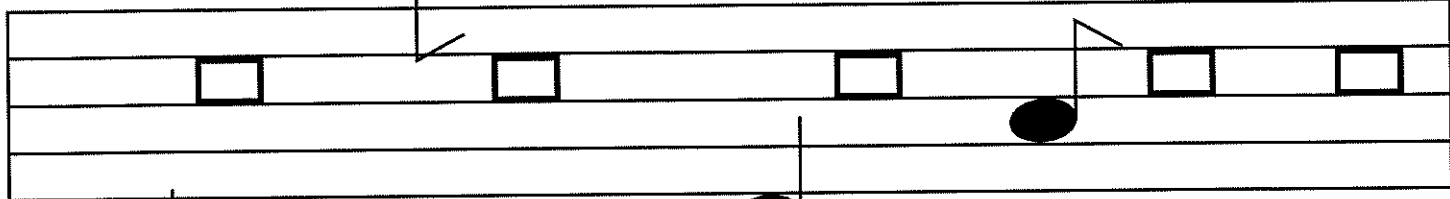
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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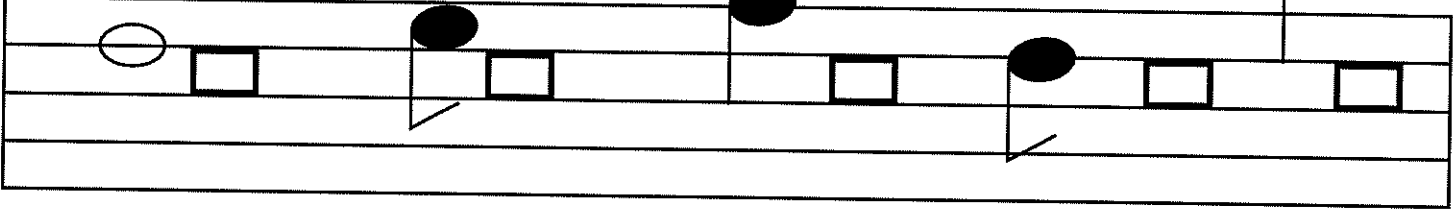
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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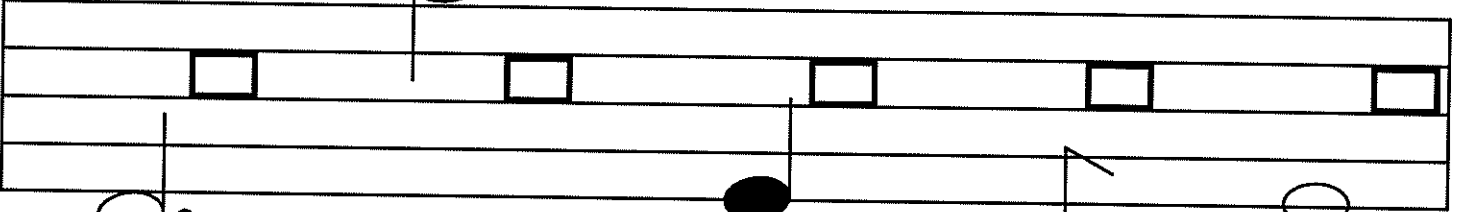
○ ○ ○ ○ ○



A musical staff with five lines. The top line has five empty circles. The staff contains a sequence of notes and squares: a circle on the first line, a square on the second line, a solid black circle on the second line with a stem, a square on the second line, a solid black circle on the third line with a stem, a square on the second line, a solid black circle on the second line with a stem, a square on the second line, and a circle on the first line with a stem. There are two downward-pointing arrows on the staff.

○ ○ ○ ○ ○

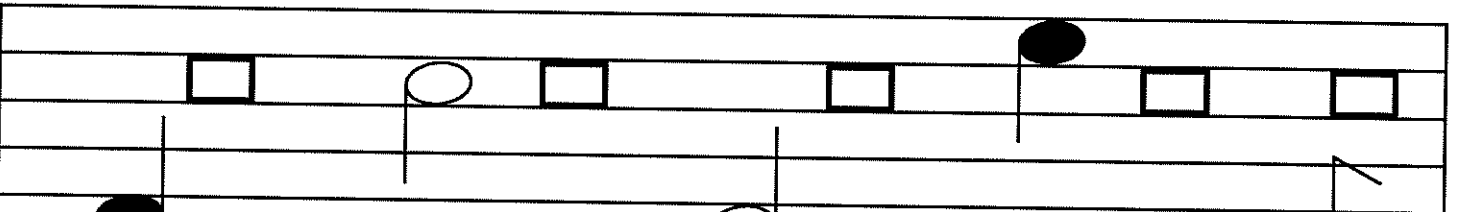
○ ○ ○ ○ ○



A musical staff with five lines. The top line has five empty circles. The staff contains a sequence of notes and squares: a circle on the first line with a stem, a solid black circle on the second line with a stem, a square on the second line, a solid black circle on the second line with a stem, a square on the second line, a solid black circle on the second line with a stem, a square on the second line, a solid black circle on the second line with a stem, a square on the second line, and a circle on the first line with a stem.

○ ○ ○ ○ ○

○ ○ ○ ○ ○

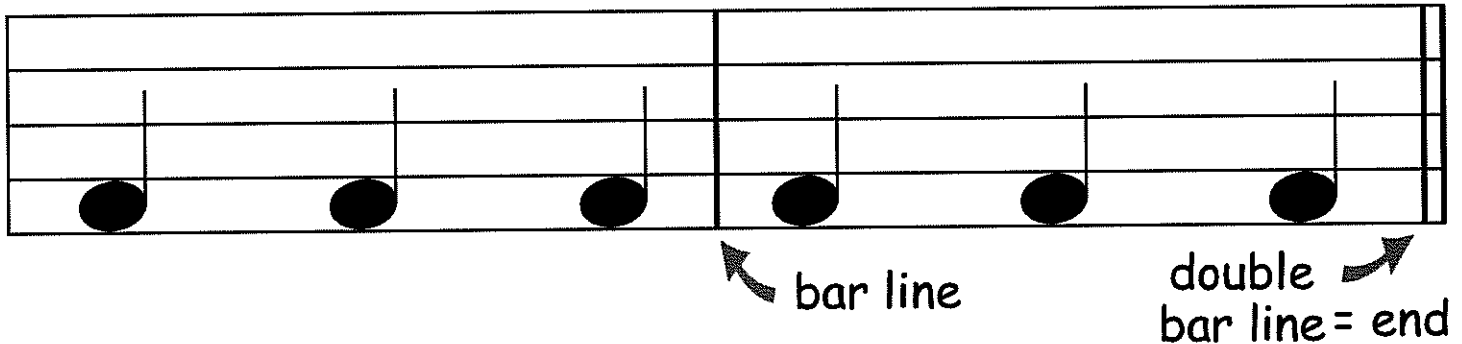


A musical staff with five lines. The top line has five empty circles. The staff contains a sequence of notes and squares: a solid black circle on the first line with a stem, a square on the second line, a circle on the second line with a stem, a square on the second line, a solid black circle on the second line with a stem, a square on the second line, a solid black circle on the second line with a stem, a square on the second line, and a solid black circle on the second line with a stem.

○ ○ ○ ○ ○

# LEARNING ABOUT TIME SIGNATURES

In music, some notes sound strong and others sound weak. These strong and weak sounds are called beats. A bar line separates the beats. A double bar line at the end of the music tells us the song is over.

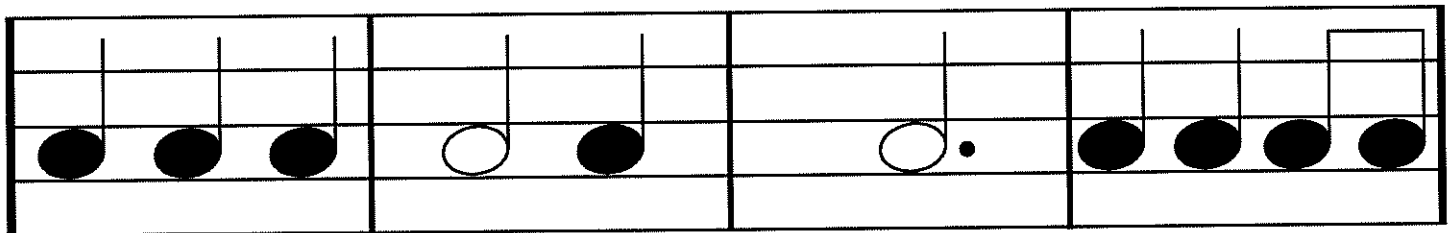


The notes and rests in between each set of bar lines are called a **measure** or **bar**.

Under each bar, write how many beats there are in total.



Remember - each bar will have a different combination of notes but they should all have the same number of beats.



1+1+1

2+1



How many beats are in each bar? Write the total in the box underneath each bar.

A musical staff divided into four bars. The first bar contains four quarter notes (black circles). The second bar contains a half note (white circle) followed by two quarter notes (black circles). The third bar contains a dotted half note (white circle with a dot) followed by a quarter note (black circle). The fourth bar contains a single whole note (white circle).





A musical staff divided into four bars. The first bar contains five quarter notes (black circles). The second bar contains a half note (white circle), a quarter note (black circle), and another half note (white circle). The third bar contains a dotted half note (white circle with a dot) followed by two quarter notes (black circles). The fourth bar contains a half note (white circle) and a quarter note (black circle).





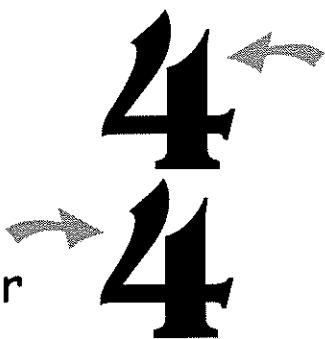
Let's make it tricky. Each bar can have both notes and rests. Count how many beats there are in each bar and write your answer in the box below.

A musical staff divided into four bars. The first bar contains a quarter rest (zigzag), a quarter note (black circle), and another quarter rest (zigzag). The second bar contains a half rest (black rectangle) and a quarter note (black circle). The third bar contains a half note (white circle) and a quarter rest (zigzag). The fourth bar contains three quarter rests (zigzag).

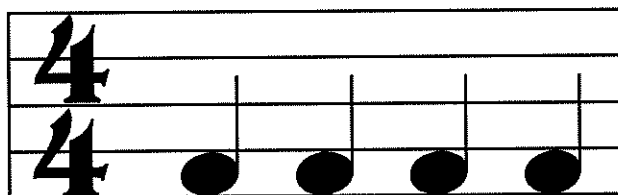
1+1+1

## Example #1

This means that the combination of beats must be equal to quarter notes (1 beat each).



This means that there are 4 beats in each bar.

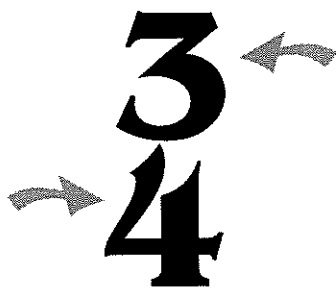


4 beats using 4 quarter notes

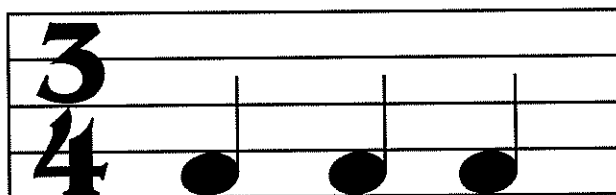
Note:  $\frac{4}{4}$  time is called **quadruple time** or **common time (C)**.

## Example #2

This means the combinations of notes must be equal to the quarter notes.



This means that there are 3 beats in each bar.



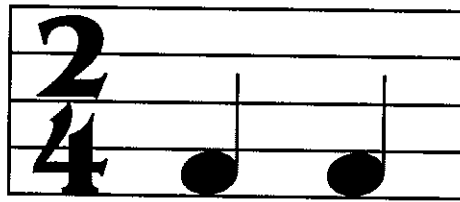
Note:  $\frac{3}{4}$  time is called **triple time**.

### Example #3

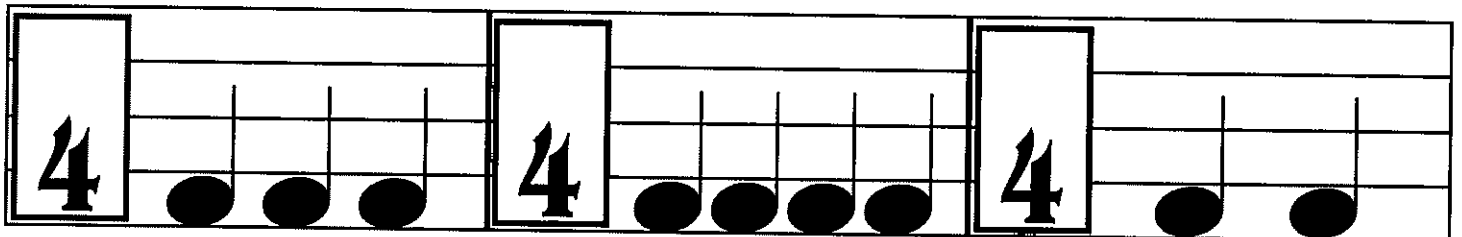
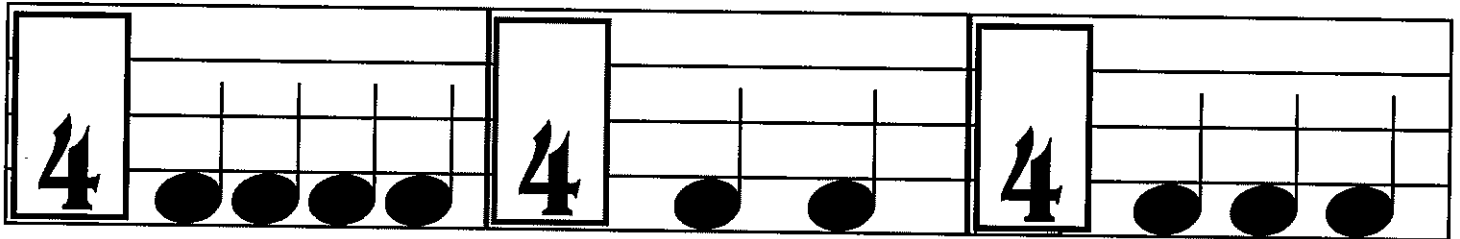
This means the combination of notes must be equal to quarter notes.



This means that there are 2 beats in each bar.



What is the time signature? Fill in the top blank space. Count the beats in each bar and this will give you the top number.



# WRITING TIME SIGNATURES

Recall these examples:



Using the above examples for help, fill in the top space with how many beats are in each bar. To help you, write the number of beats underneath each note then add them up.

<b>4</b> <b>4</b>		<b>3</b> <b>4</b>		<b>4</b>	
	$1+1+1+1=4$		$2+1=3$		

<b>4</b>		<b>4</b>		<b>4</b>	
----------	--	----------	--	----------	--

4

4

4

4

4

4

4

4

4

4

4

4

4

# ADDING BAR LINES

Here is a new exercise. Add bar lines so each bar will have a certain number of beats.

Example

**3**  
**4**

1 2 3 1 2,3 1,2,3 1 2 3

Notice how each bar line was drawn after 3 beats.

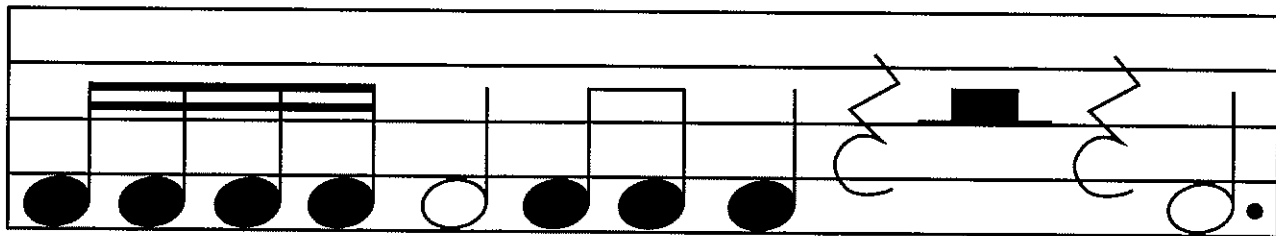
Try this on your own. If you do it correctly, each bar will equal 3 beats.

**3**  
**4**

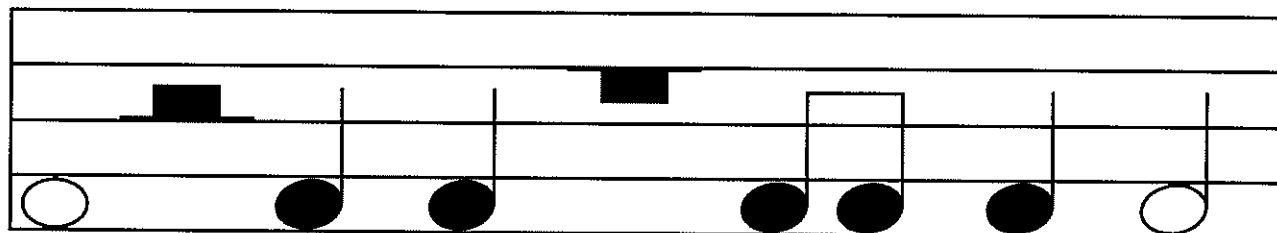
**3**  
**4**

Now try adding bar lines with a new time signature. Each bar should have 4 beats.

4  
4



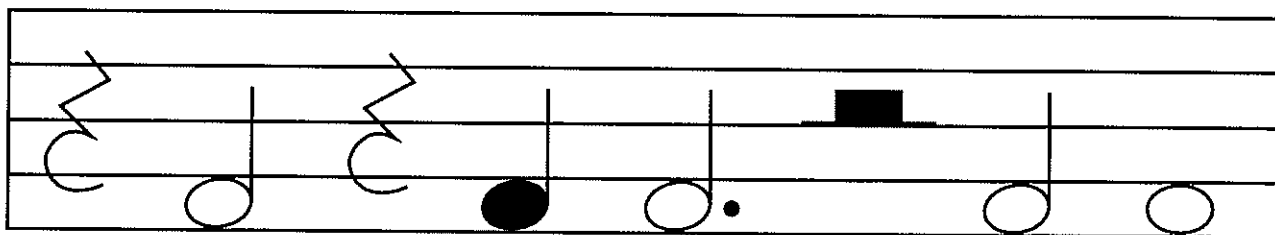
4  
4



4  
4



4  
4



# DRAWING YOUR OWN TIME SIGNATURES

Now it's your turn! Draw notes and rests in each bar.  
You can choose any combination of notes and rests as long as they equal the top number in the time signature.  
Be sure to use different combinations of notes & rests.

Example

<b>4</b> <b>4</b> ● ● ● ●	<b>4</b> <b>4</b> ⋈ ○ ⋈	<b>4</b> <b>4</b> ● ○.
---------------------------------	-------------------------------	------------------------------

<b>4</b>	<b>4</b>
<b>4</b>	<b>4</b>

<b>3</b>	<b>3</b>
<b>4</b>	<b>4</b>

<b>3</b>	<b>3</b>
<b>4</b>	<b>4</b>

<b>3</b>	<b>3</b>
<b>4</b>	<b>4</b>



Make up your own combinations of notes and rests to fill each time signature.

<b>2</b>	<b>2</b>
<b>4</b>	<b>4</b>

<b>2</b>	<b>2</b>
<b>4</b>	<b>4</b>

<b>2</b>	<b>2</b>
<b>4</b>	<b>4</b>

<b>3</b>	<b>4</b>
<b>4</b>	<b>4</b>

<b>2</b>	<b>4</b>
<b>4</b>	<b>4</b>

<b>3</b>	<b>2</b>
<b>4</b>	<b>4</b>

Make up your own combinations of notes and rests to fill each time signature.

<b>2</b>	<b>2</b>
<b>4</b>	<b>4</b>

<b>2</b>	<b>2</b>
<b>4</b>	<b>4</b>

<b>2</b>	<b>2</b>
<b>4</b>	<b>4</b>

<b>3</b>	<b>4</b>
<b>4</b>	<b>4</b>

<b>2</b>	<b>4</b>
<b>4</b>	<b>4</b>

<b>3</b>	<b>2</b>
<b>4</b>	<b>4</b>

Use this page for extra practice. Make up your own time signatures.

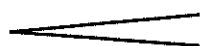






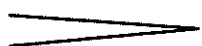
# LEARNING MUSICAL TERMS

To play cello, there are some musical terms and signs that you must know. Here are a few of them.



crescendo

gradually louder



decrescendo

gradually softer



fermata

hold the note or rest longer



tie

connects 2 notes of the same pitch



slur

connects 2 notes of a different pitch



flat

lowers the note a semitone or a half step



sharp

raises the note a semitone or a half step



natural sign

cancels out a sharp and flat



bar line

vertical line separating the staff into measures



repeat sign

go back to the beginning and play again

*p*







piano

play softly

*f*

forte

play loudly

	staccato	short and detached note
<i>mp</i>	mezzopiano	medium or moderately soft
<i>mf</i>	mezzoforté	medium or moderately loud
	bass clef	at the beginning of each line of music
	down bow	move your bow from the frog to the tip in a downward motion
	up bow	move your bow from the tip to the frog in a upward motion
<i>ff</i>	fortissimo	very loud
<i>pp</i>	pianissimo	very soft
<i>rit.</i>	ritardando	gradually slow down
	music staff	the lines and spaces where the music notes are written
	Tenuto	Hold note for full value

Beside the description, write the name of the musical term that is being described.

Natural Sign

\_\_\_\_\_ cancels out a sharp and flat

\_\_\_\_\_ gradually louder

\_\_\_\_\_ vertical line separating the staff into measures

\_\_\_\_\_ hold the note or rest longer

\_\_\_\_\_ connecting 2 or more notes of different pitches

\_\_\_\_\_ play loudly

\_\_\_\_\_ connecting 2 notes of the same pitch

\_\_\_\_\_ lowers the note a semitone or half step

\_\_\_\_\_ gradually softer

\_\_\_\_\_ go back to the beginning and play again

\_\_\_\_\_ play softly

\_\_\_\_\_ raises the note a semitone or half step

Beside the description, write the name of the musical term that is being described.

\_\_\_\_\_ short and detached note

\_\_\_\_\_ medium or moderately soft

\_\_\_\_\_ medium or moderately loud

\_\_\_\_\_ at the beginning of each line of music

\_\_\_\_\_ move your bow from the frog to the tip in a downward motion

\_\_\_\_\_ move your bow from the tip to the frog in an upward motion

\_\_\_\_\_ very loud

\_\_\_\_\_ very soft

\_\_\_\_\_ gradually slow down

\_\_\_\_\_ the lines and spaces where the music notes are written

# BOOK REVIEW

How many music spaces are there on the music staff? \_\_\_\_\_

How many lines are there on the music staff? \_\_\_\_\_

What is the 4 word saying to remember our space notes?

\_\_\_\_\_

What is the 5 word saying to remember our line notes?

\_\_\_\_\_

Follow the instructions for each box:

Draw a note with a stem that is down




Draw a note with a stem that is up



Draw a sharp.



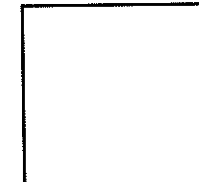
Draw a flat.



Draw a natural sign



Draw a bass clef.





Circle the bass clef that is in the right place on the music staff.



Follow the instructions for each box:

Draw a quarter note


Draw an eighth note

Draw a half note

Draw a whole note


Draw a dotted half note


Draw a sixteenth note

How many beats does a  note have? \_\_\_\_\_

How many beats does a  note have? \_\_\_\_\_

How many beats does a  note have? \_\_\_\_\_

How many beats does a  note have? \_\_\_\_\_

How many beats does a  note have? \_\_\_\_\_


How many beats does a  note have? \_\_\_\_\_

What is the name of this rest?  \_\_\_\_\_

What is the name of this rest?  \_\_\_\_\_

What is the name of this rest?  \_\_\_\_\_

What is the name of this rest?  \_\_\_\_\_

What is the name of this rest?  \_\_\_\_\_

How many beats does a half rest have? \_\_\_\_\_

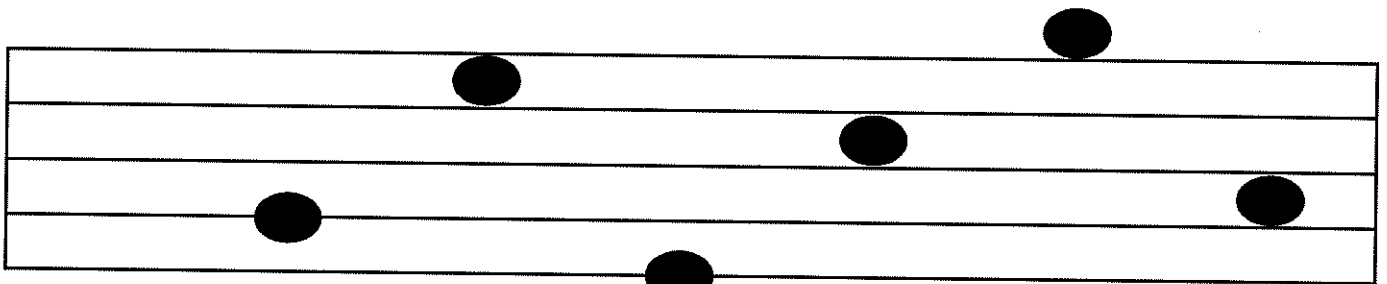
How many beats does a quarter note have? \_\_\_\_\_

How many beats does a whole rest have? \_\_\_\_\_

How many beats does a eighth note have? \_\_\_\_\_

How many beats does a sixteenth rest have? \_\_\_\_\_

Write the names of these notes on the line underneath.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

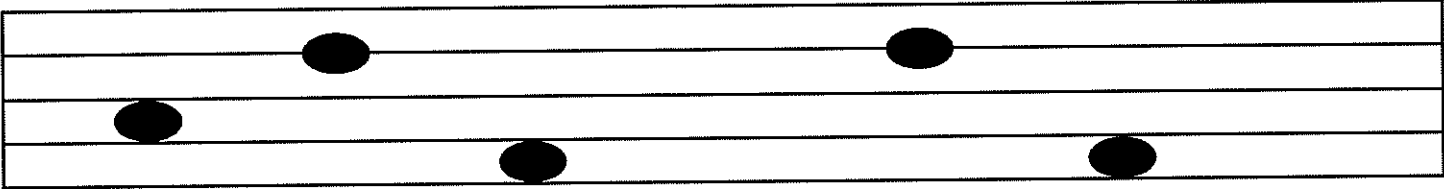
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write which fingers you would use for each note on the top and the name of the note underneath.

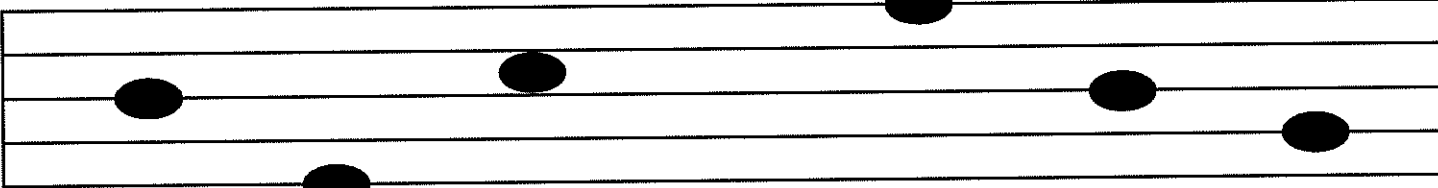
                



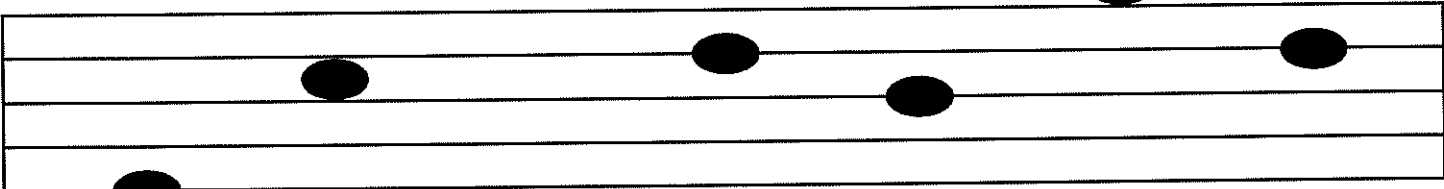








Draw the 4 notes that can be played on the A string.

Write the name of the note underneath with the finger you use on top.






Draw the 4 notes that can be played on the D string.

Write the name of the note underneath with the finger you use on top.






Draw the 4 notes that can be played on the G string.  
Write the name of the note underneath with the finger  
you use on top.






Draw the 4 notes that can be played on the C string.  
Write the name of the note underneath with the finger  
you use on top.






Write the note name below, the finger you use on the top, and write how many beats the note has in the box beside it.

A musical staff with five measures. The notes and their positions are:
 

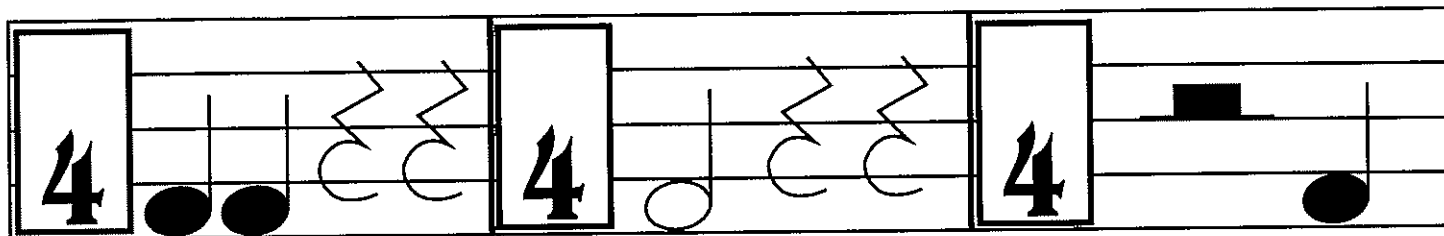
- Measure 1: Quarter note on the first line (F4), with a box on the second line (G4).
- Measure 2: Quarter note on the second line (G4), with a box on the second line (G4).
- Measure 3: Half note on the second line (G4), with a box on the second line (G4).
- Measure 4: Quarter note on the first space (F4), with a box on the second line (G4).
- Measure 5: Quarter note on the first space (F4), with a box on the second line (G4).

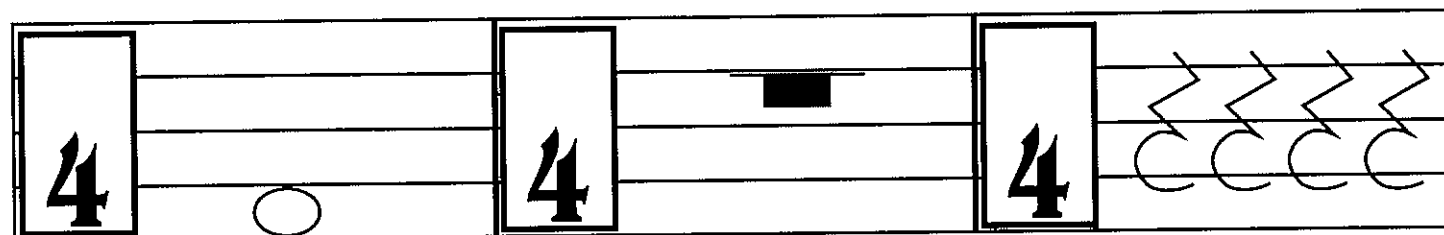
A musical staff with five measures. The notes and their positions are:
 

- Measure 1: Quarter note on the first space (F4), with a box on the second line (G4).
- Measure 2: Quarter note on the second line (G4), with a box on the second line (G4).
- Measure 3: Quarter note on the second space (A4), with a box on the second line (G4).
- Measure 4: Half note on the second space (A4), with a box on the second line (G4).
- Measure 5: Quarter note on the first space (F4), with a box on the second line (G4).

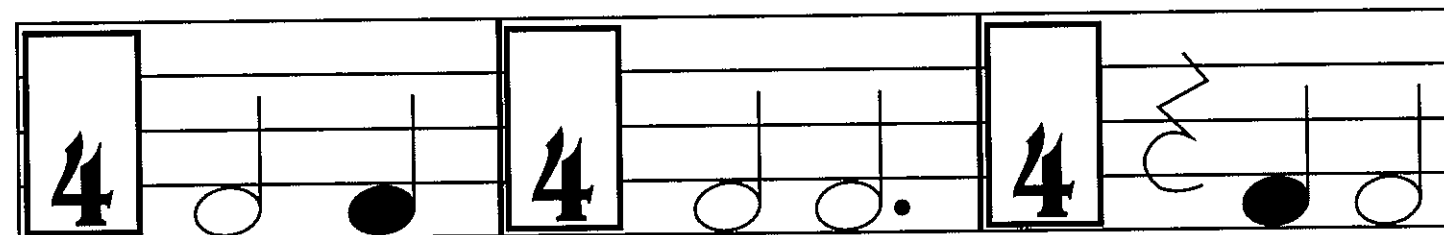
What is the time signature?



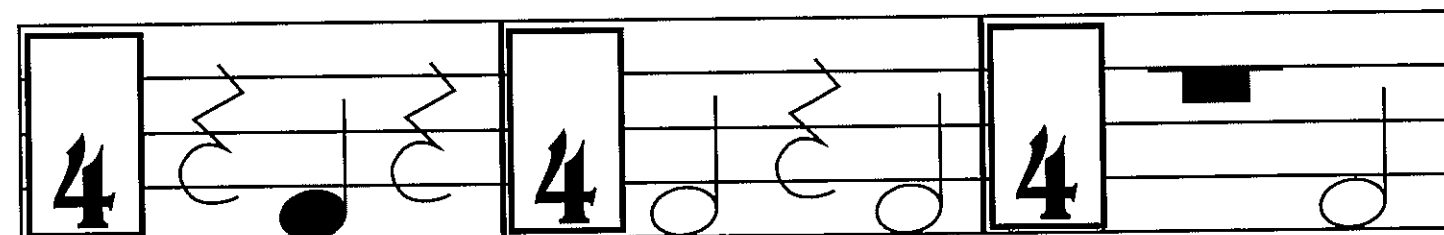
Row 1: Three measures, each starting with a boxed '4'. Measure 1: Two quarter notes (black), two eighth notes (white). Measure 2: Quarter note (white), eighth note (white), eighth note (white). Measure 3: Whole note (black).



Row 2: Three measures, each starting with a boxed '4'. Measure 1: Quarter note (white). Measure 2: Whole note (black). Measure 3: Eighth note (white), eighth note (white), eighth note (white), eighth note (white).



Row 3: Three measures, each starting with a boxed '4'. Measure 1: Quarter note (white), quarter note (black). Measure 2: Quarter note (white), quarter note (white), quarter note (white). Measure 3: Eighth note (white), quarter note (black), quarter note (white).



Row 4: Three measures, each starting with a boxed '4'. Measure 1: Eighth note (white), quarter note (black), eighth note (white). Measure 2: Quarter note (white), eighth note (white), quarter note (white). Measure 3: Whole note (black), quarter note (white).



Fill in the time signatures using a combination of notes and rests that equal the time signature you see.

<b>3</b>	<b>3</b>
<b>4</b>	<b>4</b>

<b>4</b>	<b>4</b>
<b>4</b>	<b>4</b>

<b>2</b>	<b>2</b>
<b>4</b>	<b>4</b>

<b>4</b>	<b>5</b>
<b>4</b>	<b>4</b>

# MUSIC WORD SEARCH

BASS CLEF  
 WHOLE REST  
 MEZZOFORTE  
 NOTES  
 HALF REST  
 SHARP  
 CRESCENDO  
 FERMATA  
 NATURAL SIGN  
 HALF NOTE  
 STACCATO  
 WHOLE NOTE  
 BAR LINE  
 MUSIC  
 SPACE  
 FLAT  
 LINE  
 THEORY  
 FROG  
 TIP  
 SCROLL

H	O	R	S	E	H	A	I	R	T	U	N	E	R	S
N	A	C	R	E	S	C	E	N	D	O	K	A	S	C
A	H	B	O	W	L	E	L	E	E	T	H	A	C	E
T	F	R	O	G	U	H	O	M	C	H	G	L	R	L
U	I	S	H	A	R	P	S	U	R	E	E	F	O	L
R	S	P	A	C	E	A	F	S	E	O	I	R	L	O
A	H	U	L	I	N	E	L	I	S	R	G	E	L	N
L	F	E	R	M	A	T	A	C	C	Y	H	S	O	A
S	O	H	H	O	T	A	T	H	E	N	T	T	W	H
I	R	U	P	B	O	W	H	O	N	G	H	E	H	T
G	T	P	A	R	I	T	A	R	D	A	N	D	O	R
N	E	A	S	T	R	I	N	G	O	V	O	N	L	B
U	Q	U	A	R	T	E	R	R	E	S	T	O	E	A
H	A	L	F	N	O	T	E	H	H	C	E	T	R	S
A	S	T	A	C	C	A	T	O	T	I	P	E	E	S
W	H	O	L	E	N	O	T	E	B	I	N	S	S	C
A	L	M	E	Z	Z	O	P	I	A	N	O	R	T	L
B	E	V	Q	U	A	R	T	E	R	N	O	T	E	E
T	D	O	W	N	B	O	W	H	L	S	T	A	F	F
H	A	L	U	E	F	O	R	T	I	S	S	I	M	O
R	E	P	E	A	T	S	I	G	N	A	M	T	U	T
M	E	Z	Z	O	F	O	R	T	E	H	A	H	R	H

HORSEHAIR  
 STRING  
 TUNERS  
 BOW  
 QUARTER REST  
 DECRESCENDO  
 SLUR  
 EIGHTH NOTE  
 FORTE  
 PIANO  
 MEZZOPIANO  
 DOWN BOW  
 QUARTER NOTE  
 STAFF  
 CELLO  
 REPEAT SIGN  
 RITARDANDO  
 FORTISSIMO  
 UP BOW  
 TIE

# MELANIE SMITH

Melanie Smith has studied music since the age of three. Her training has been predominately on the violin and piano, however, she also plays the viola, cello and guitar. Throughout her violin career, Melanie studied classical, fiddle and jazz violin, as well as performed with the Edmonton Youth Orchestra, as a member of a quartet, and as a soloist.

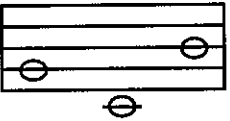
The idea for this book arose from Melanie's experience as a violin teacher for young children. She found she needed a theory book that was specifically designed to complement violin instruction, while still allowing theory to be engaging and fun for her students.




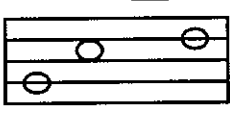
# CROSSWORD PUZZLE ANSWER KEY

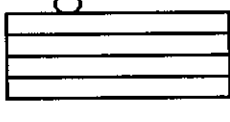
	<sup>1</sup> B	E	<sup>15</sup> D				<sup>19</sup> F			<sup>10</sup> A	<sup>21</sup> D
<sup>12</sup> D			<sup>5</sup> E	D		<sup>6</sup> D	A	D			E
A			E		<sup>17</sup> C		C		<sup>20</sup> B		A
<sup>2</sup> B	E	<sup>14</sup> A	D		<sup>7</sup> A	G	E		E		D
		C			F				G		
<sup>13</sup> B	E	E	<sup>16</sup> F		<sup>8</sup> E	<sup>18</sup> G	G				
A			E			A			<sup>11</sup> C	A	<sup>22</sup> B
<sup>4</sup> B	E		E			G					A
E			D		<sup>9</sup> D	E	A	F			D

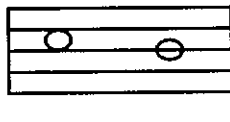
## Across

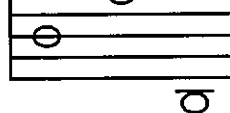
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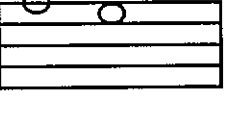
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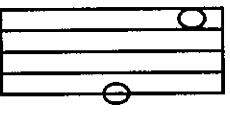
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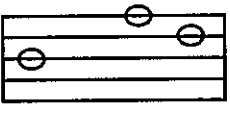
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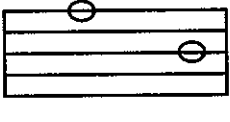
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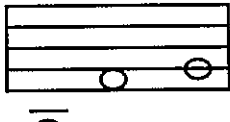
6) 

7) 

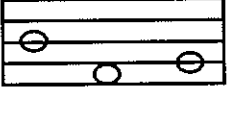
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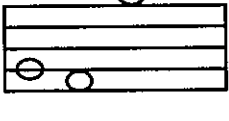
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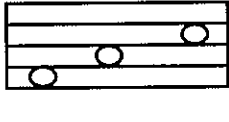
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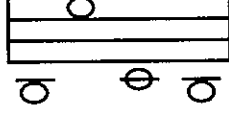
11) 

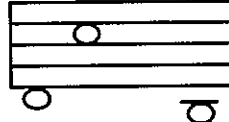
## Down

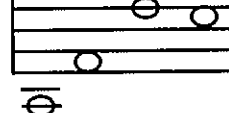
12) 

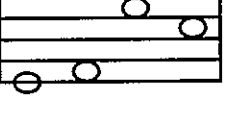
13) 

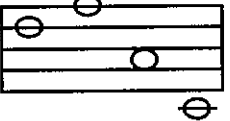
14) 


15) 

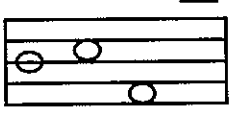
16) 


17) 

18) 

19) 

20) 

21) 

22) 

# MUSIC WORD SEARCH

## ANSWER KEY

BASS CLEF  
 WHOLE REST  
 MEZZOFORTE  
 NOTES  
 HALF REST  
 SHARP  
 CRESCENDO  
 FERMATA  
 NATURAL SIGN  
 HALF NOTE  
 STACCATO  
 WHOLE NOTE  
 BAR LINE  
 MUSIC  
 SPACE  
 FLAT  
 LINE  
 THEORY  
 FROG  
 TIP  
 SCROLL

H	O	R	S	E	H	A	I	R	T	U	N	E	R	S
N	A	C	R	E	S	C	E	N	D	O	K	H	S	C
A	H	B	O	W	L	E	L	E	E	T	H	A	C	E
T	F	R	O	G	U	H	O	M	C	H	G	L	R	L
U	I	S	H	A	R	P	S	U	R	E	E	F	O	L
R	S	P	A	C	E	A	F	S	E	O	I	R	L	O
A	H	U	L	I	N	E	L	I	S	R	G	E	L	N
L	F	E	R	M	A	T	A	C	C	Y	H	S	O	A
S	O	H	H	O	T	A	T	H	E	N	T	T	W	H
I	R	U	P	B	O	W	H	O	N	G	H	E	H	T
G	T	P	A	R	I	T	A	R	D	A	N	D	O	R
N	E	A	S	T	R	I	N	G	O	V	O	N	L	B
U	Q	U	A	R	T	E	R	R	E	S	T	O	E	A
H	A	L	F	N	O	T	E	H	C	E	T	R	S	
A	S	T	A	C	C	A	T	O	T	I	P	E	E	S
W	H	O	L	E	N	O	T	E	B	I	N	S	S	C
A	L	M	E	Z	Z	O	P	I	A	N	O	R	T	L
B	E	V	Q	U	A	R	T	E	R	N	O	T	E	E
T	D	O	W	N	B	O	W	H	L	S	T	A	F	F
H	A	L	U	E	F	O	R	T	I	S	S	I	M	O
R	E	P	E	A	T	S	I	G	N	A	M	T	U	T
M	E	Z	Z	O	F	O	R	T	E	H	A	H	R	H

HORSEHAIR  
 STRING  
 TUNERS  
 BOW  
 QUARTER REST  
 DECRESCENDO  
 SLUR  
 EIGHTH NOTE  
 FORTE  
 PIANO  
 MEZZOPIANO  
 DOWN BOW  
 QUARTER NOTE  
 STAFF  
 CELLO  
 REPEAT SIGN  
 RITARDANDO  
 FORTISSIMO  
 UP BOW  
 TIE



# Certificate of Accomplishment

This certifies that

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has successfully completed Book Two  
Beginner Cello Theory  
for Children workbook

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Teacher

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Date