

# **BEGINNER CELLO THEORY FOR CHILDREN BOOK ONE**

**BY  
MELANIE SMITH**



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# FOREWORD

In creating this workbook, I have relied on my educational experience and many years of violin as a basis for this style of instruction. With a degree in psychology and an emphasis on early childhood development, I have used techniques to teach children effectively while still keeping it fun — the major emphasis of learning cello at an early age. This book is designed to teach theory at a level that is attainable, yet challenging. It is intended to build confidence and solidify the relationship between theory and playing. It is written so it can be used to teach beginners the basics of theory, or even to refresh musicians who might need a small review. No matter who uses this book, it will give a strong foundation to cello and, through this understanding, will foster a greater love of playing.

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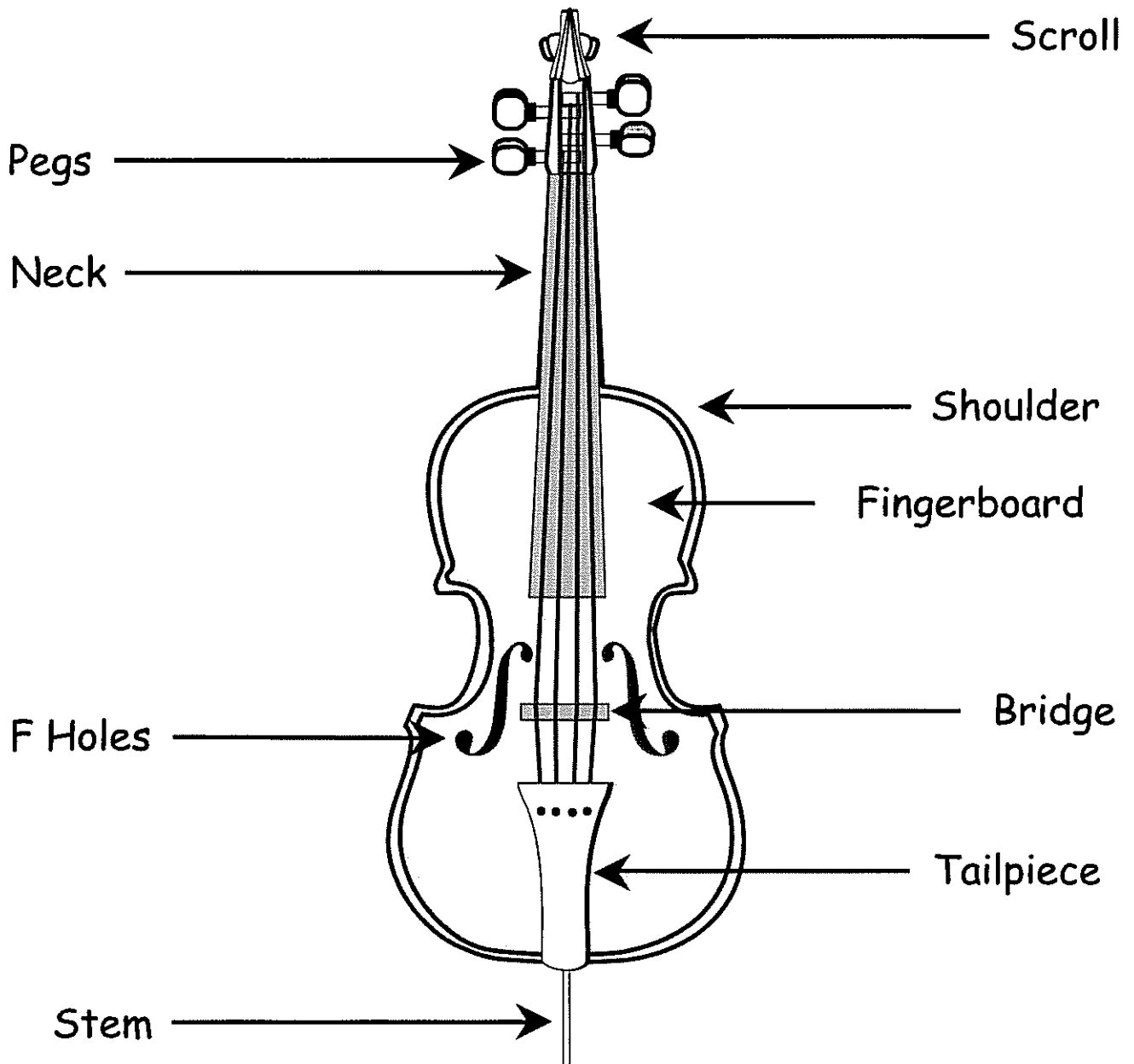
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# THE INSTRUMENT AND BOW

Cello



Bow  
Stick

Point or Tip

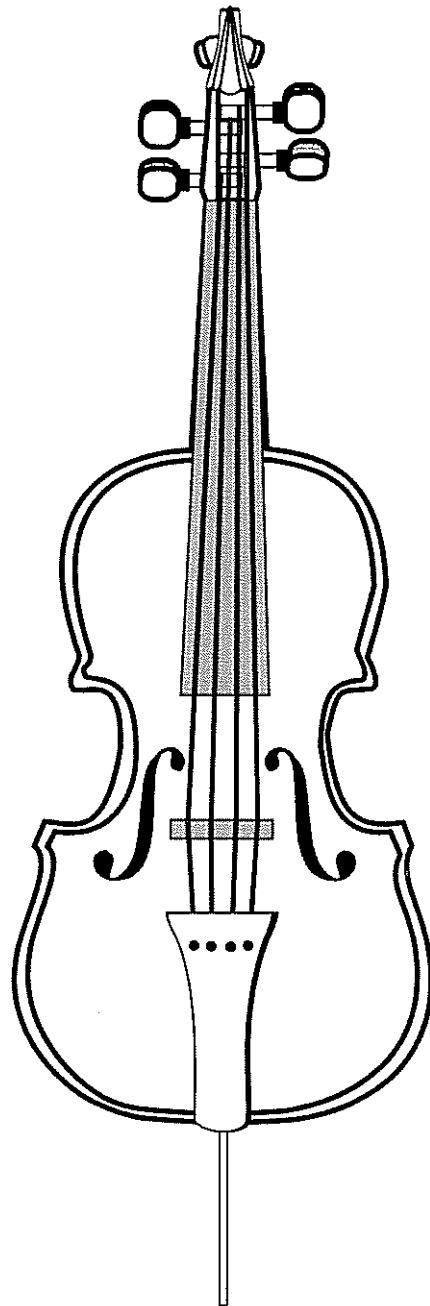
Screw

Horse Hair

Frog

# THE INSTRUMENT AND BOW

Cello



Scroll

F Holes

Stem

Fingerboard

End Pin

Pegs

Tailpiece

Neck

Bridge

Shoulder

Stick

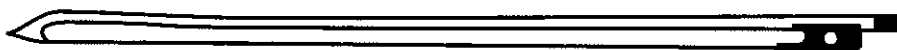
Point or Tip

Frog

Draw a line from each word  
to the correct part of the cello

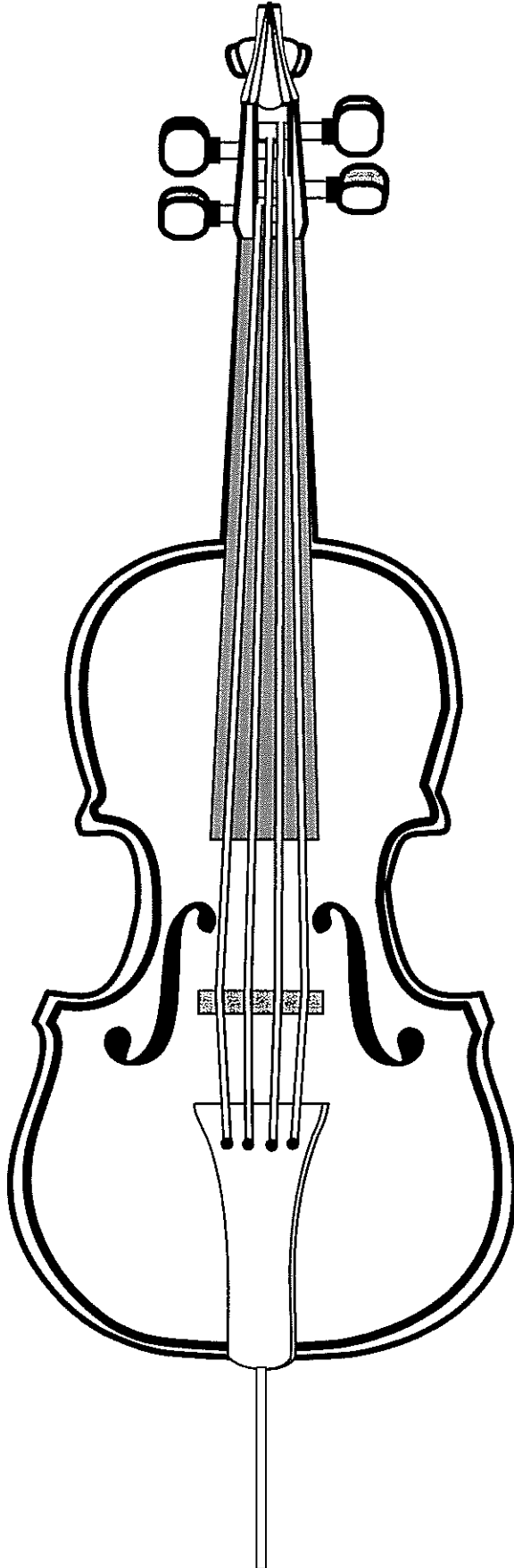
Screw

Horse Hair



Bow

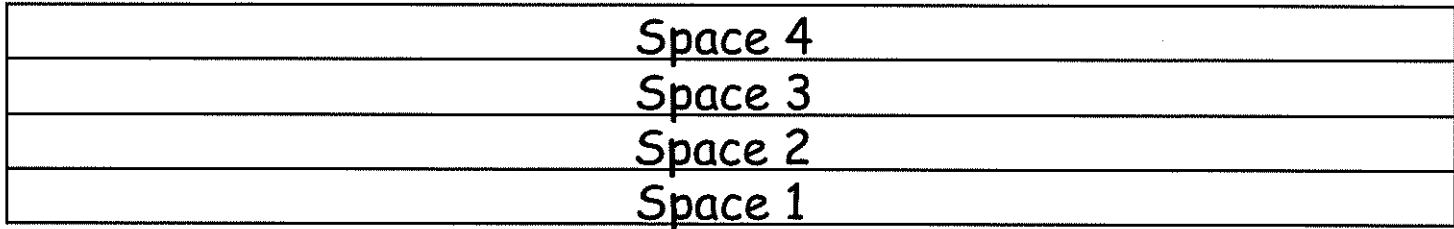
# CELLO



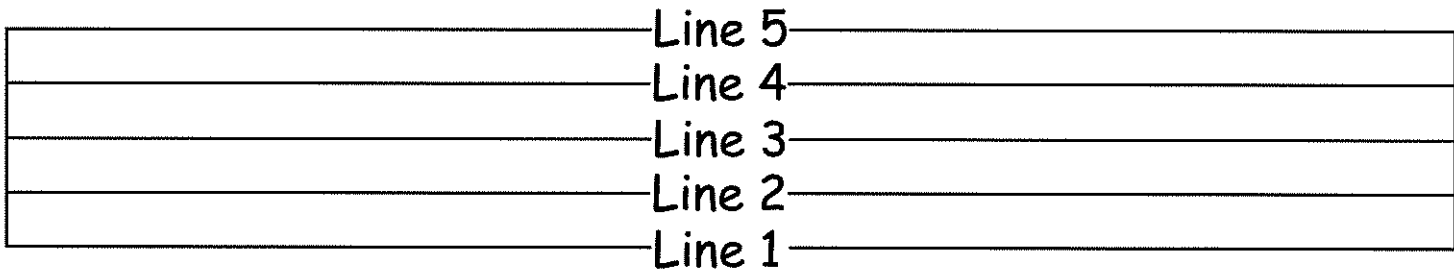
How many strings does the cello have?

# THE MUSIC STAFF

This is a music staff. It is used to tell musicians what notes to play. Notice it has 4 spaces.



Notice it has 5 lines.

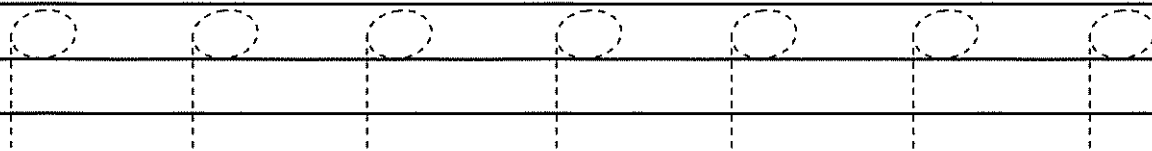
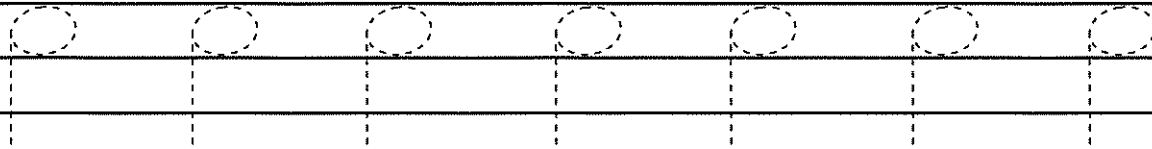
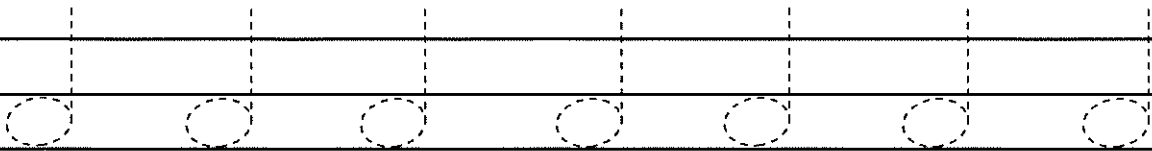
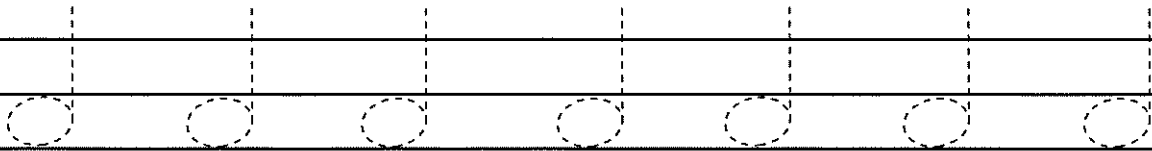


In this book we will be drawing and reading both space and line notes. It is important to know what these are. Refer to this page if you have any questions.

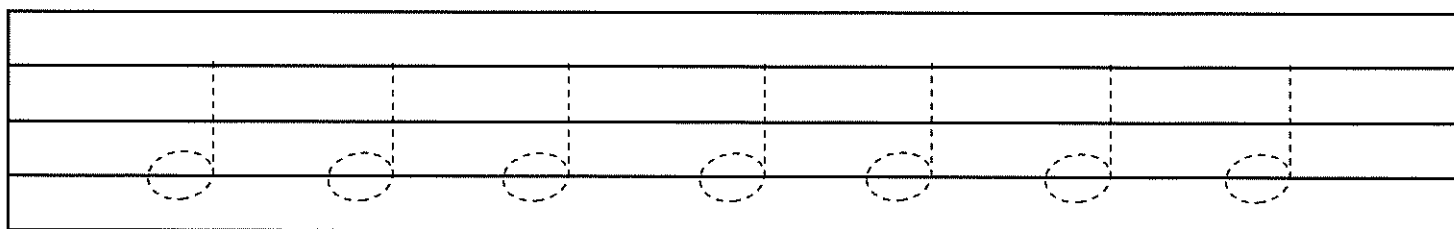
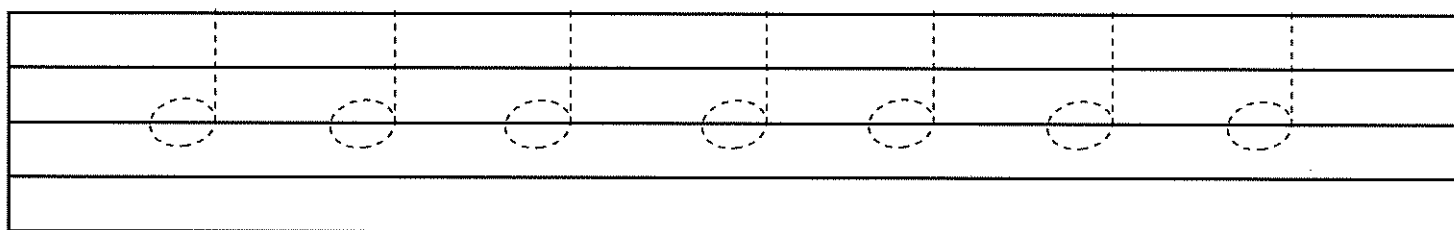
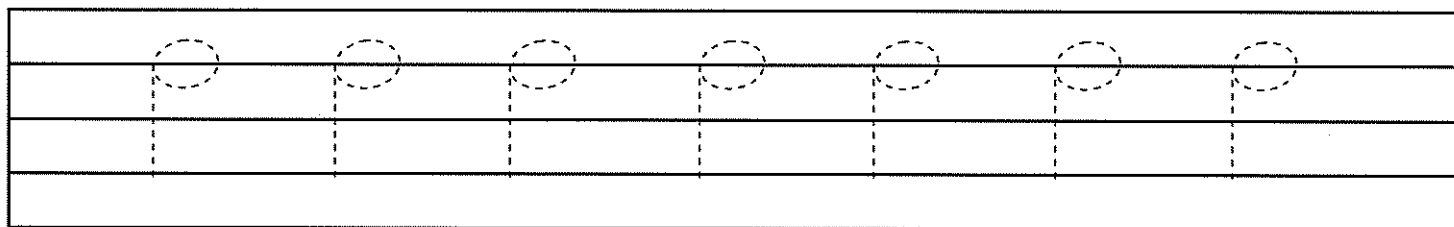
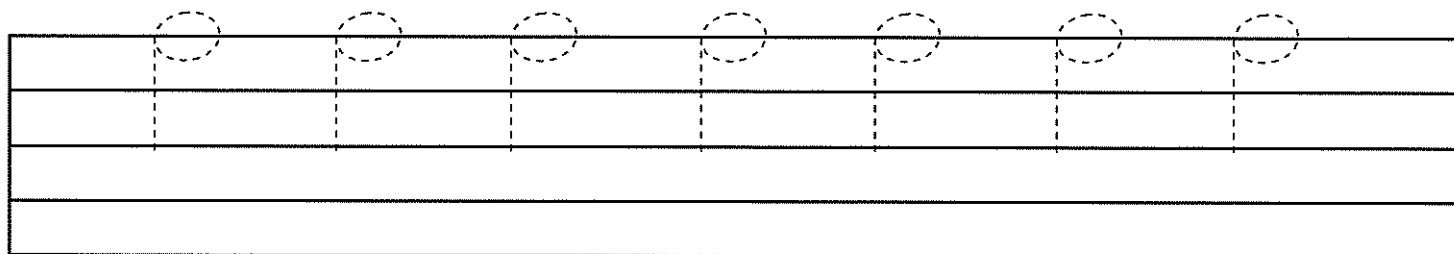


# DRAWING NOTES

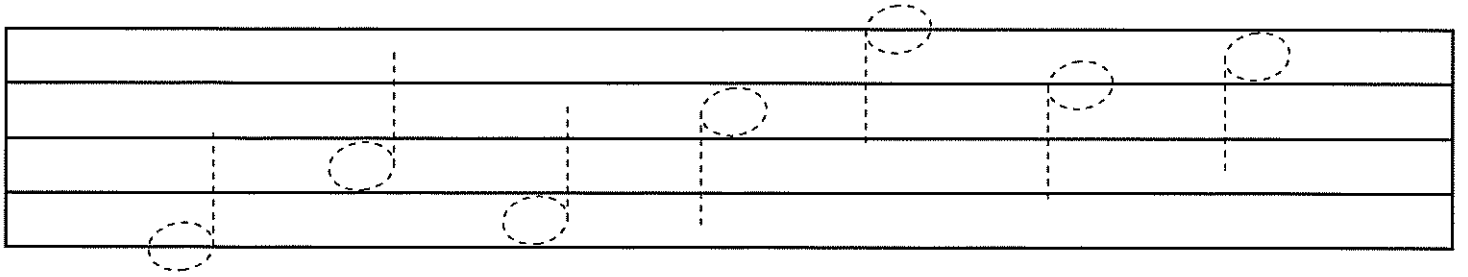
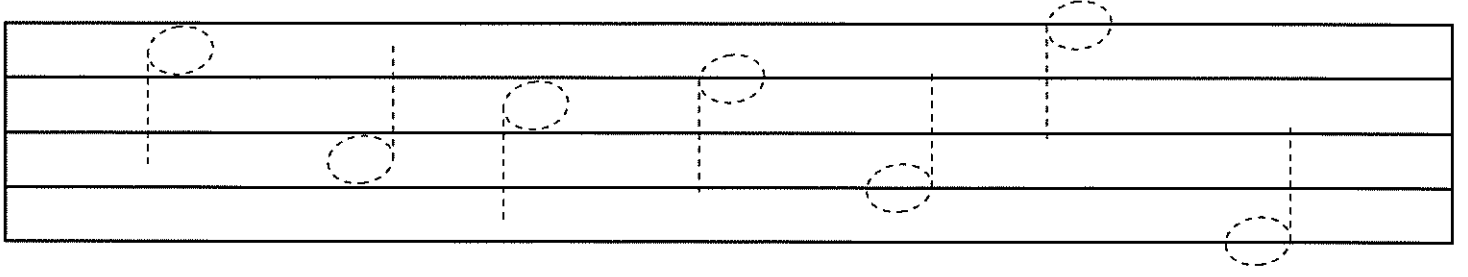
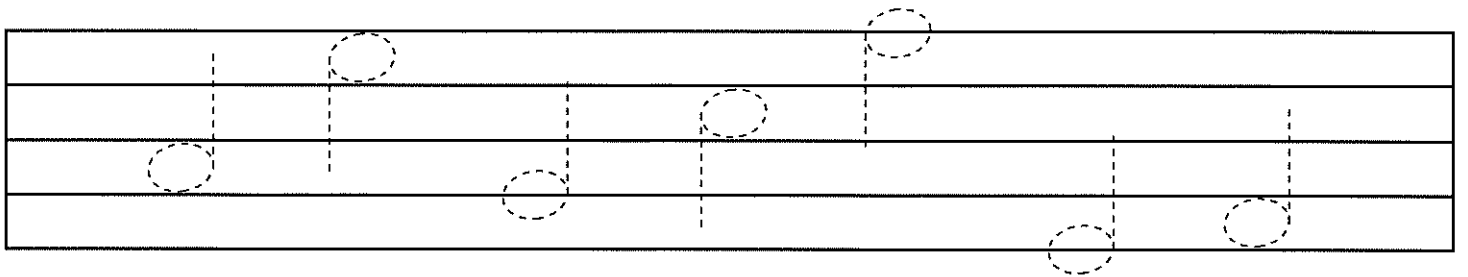
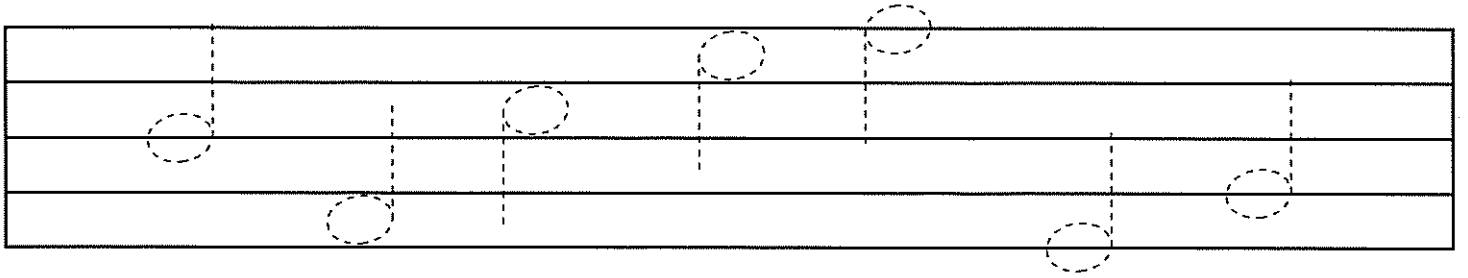
Trace these notes very neatly in the spaces, then colour them in. Try not to trace outside the lines.



Trace these notes very neatly over the line. Make sure the line is in the middle of the circle. Colour the notes in when you are done.

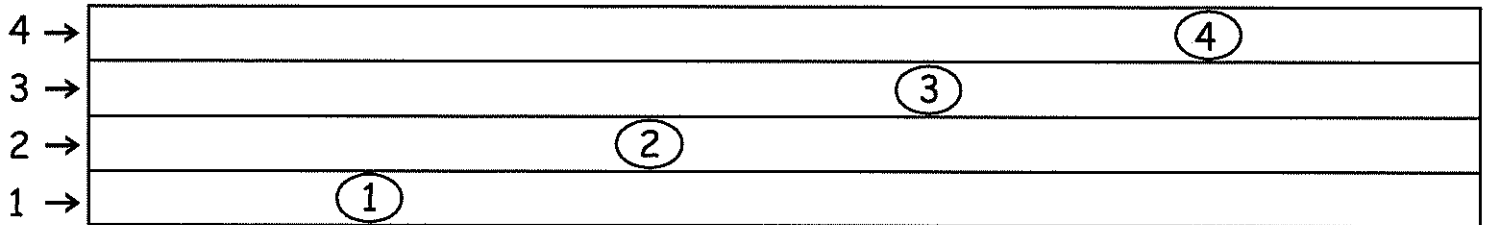


Let's mix the notes up! Trace the notes on the lines and spaces, then colour them in!

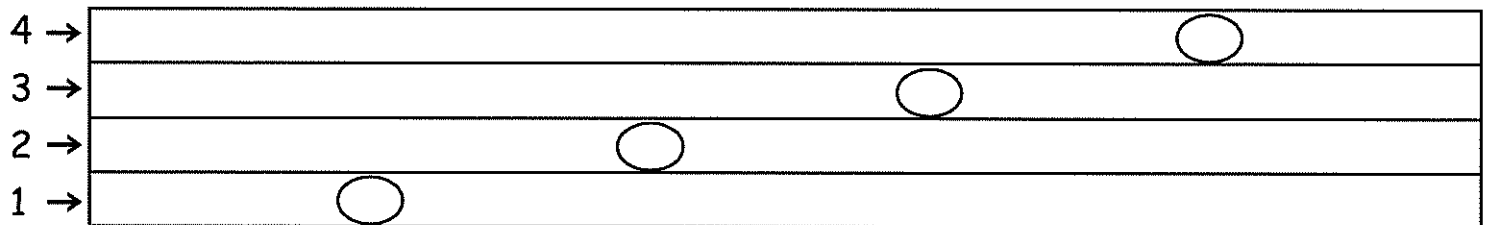


# LEARNING ABOUT SPACE NOTES

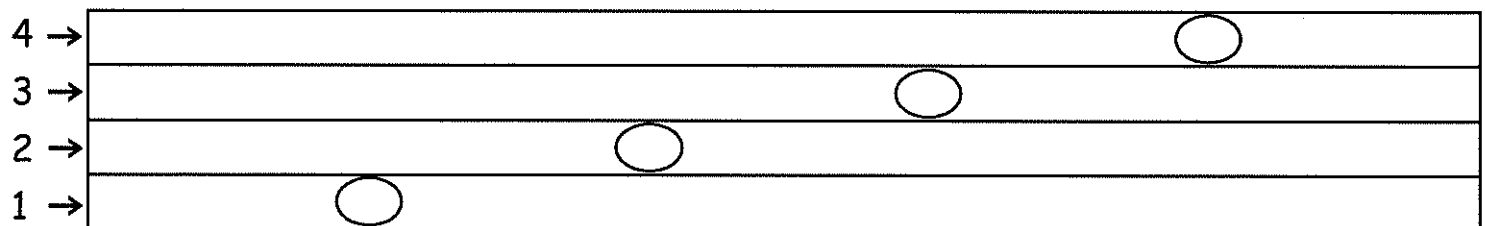
Now we'll learn what a space note is. We have 4 spaces and there is a note in every space. Try counting them.



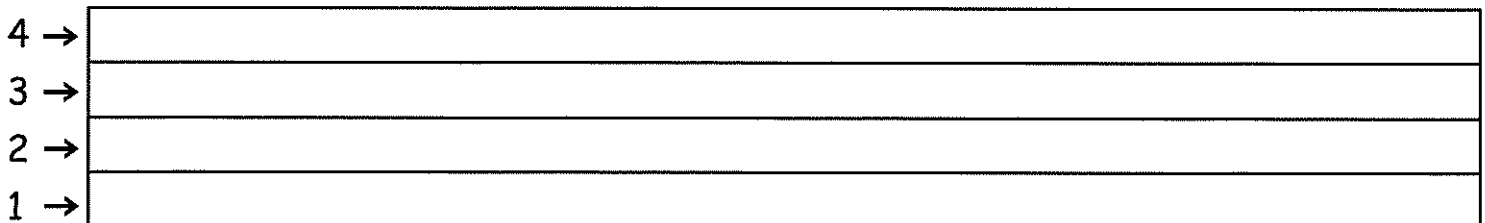
Colour the 4 space notes in!



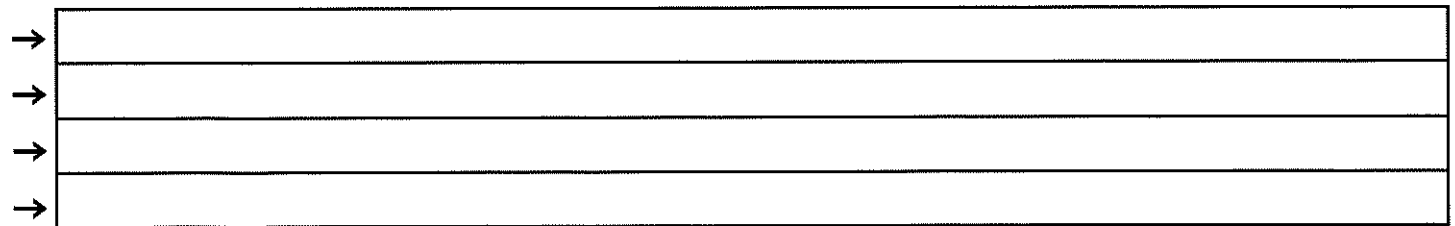
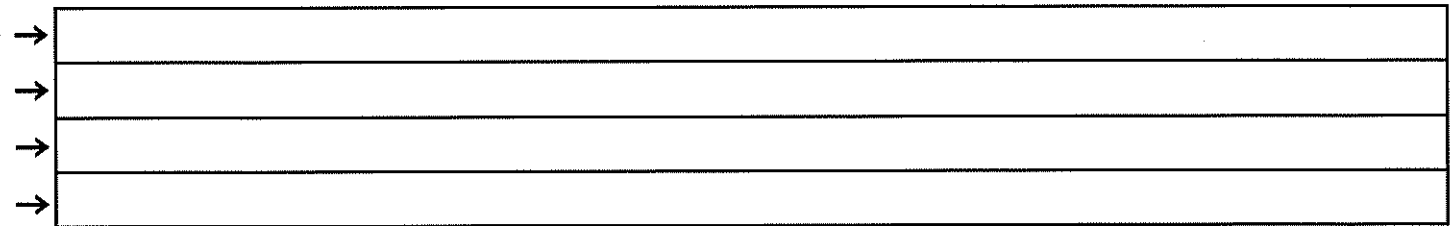
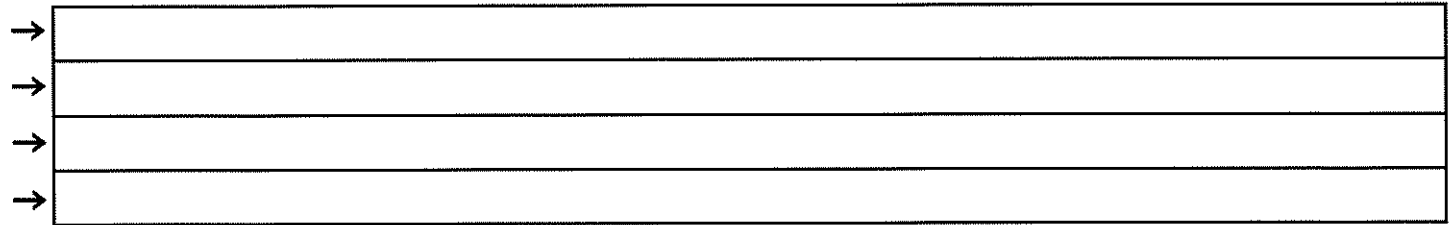
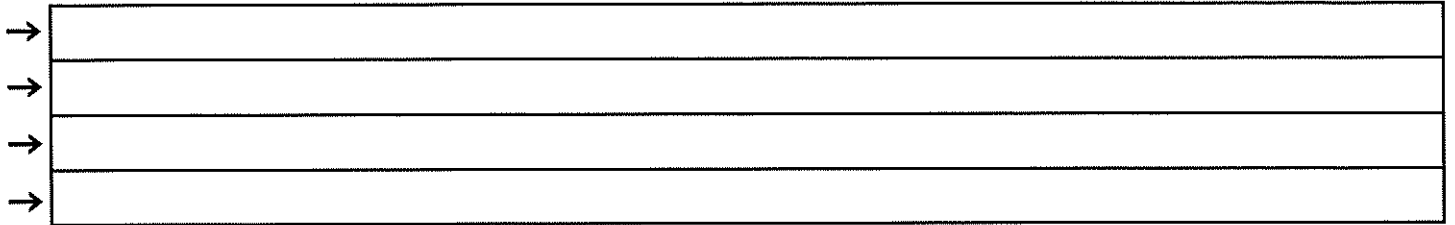
Colour the space notes in one more time!



Draw the space notes in the four spaces by yourself.  
Colour them in when you are done.

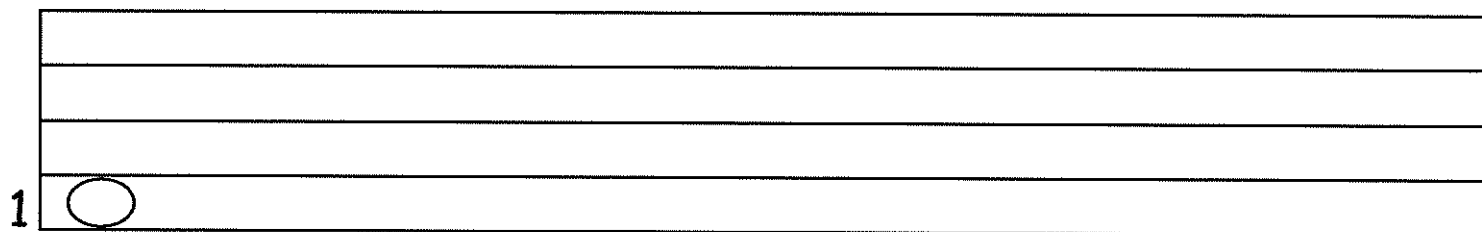


Draw the 4 space notes in the four spaces below, just like you did on the previous page. Remember to colour them in.



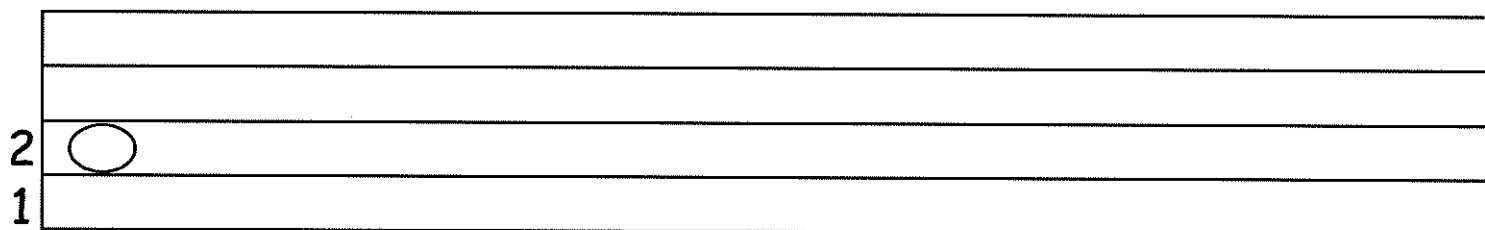
Now we will draw notes in the individual spaces.  
Draw the notes you see at the beginning across the space.  
Make sure the circles fit perfectly between the lines  
For extra practice, colour all these notes blue.

Draw notes across in space #1.



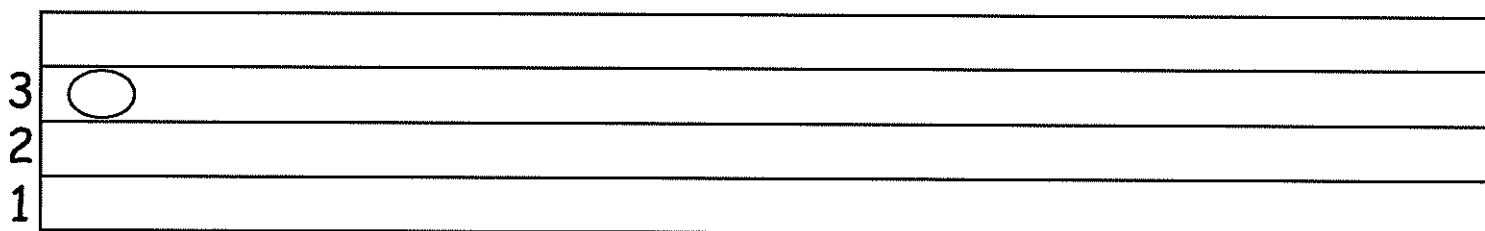
A musical staff with four horizontal lines. The bottom line is labeled '1' on the left. A single circle representing a note is drawn in the space between the bottom line and the second line from the bottom.

Draw notes across in space #2.



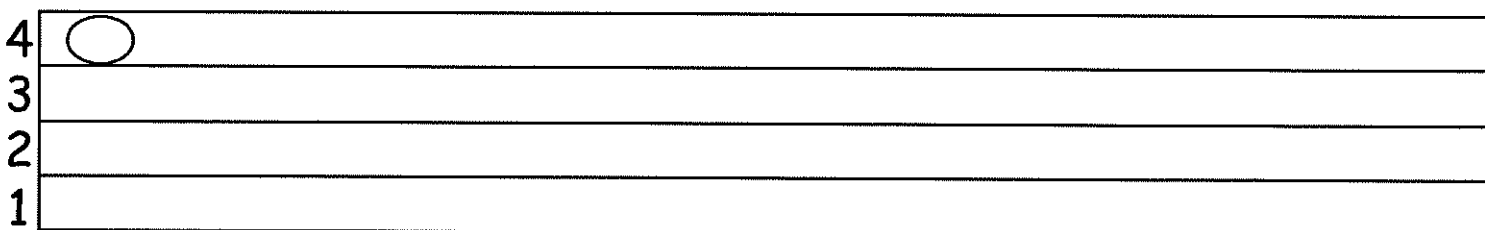
A musical staff with four horizontal lines. The bottom line is labeled '1' and the second line from the bottom is labeled '2' on the left. A single circle representing a note is drawn in the space between the second and third lines from the bottom.

Draw notes across in space #3.



A musical staff with four horizontal lines. The bottom line is labeled '1', the second line from the bottom is labeled '2', and the third line from the bottom is labeled '3' on the left. A single circle representing a note is drawn in the space between the third and fourth lines from the bottom.

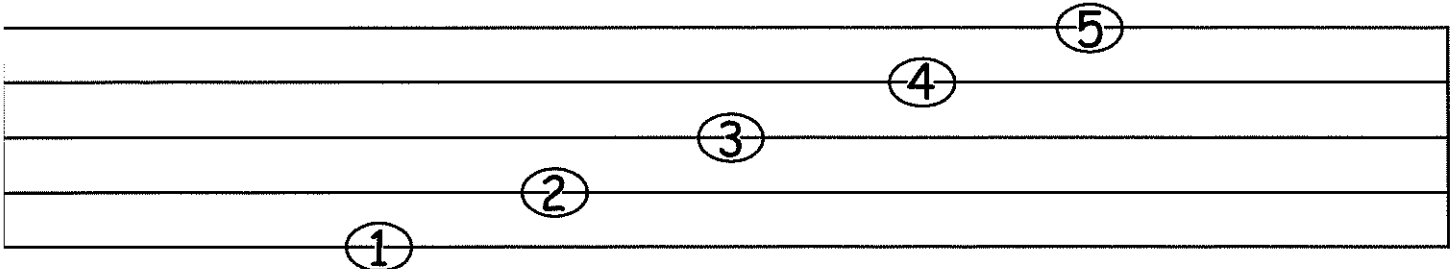
Draw notes across in space #4.



A musical staff with four horizontal lines. The bottom line is labeled '1', the second line from the bottom is labeled '2', the third line from the bottom is labeled '3', and the top line is labeled '4' on the left. A single circle representing a note is drawn in the space between the top line and the third line from the bottom.

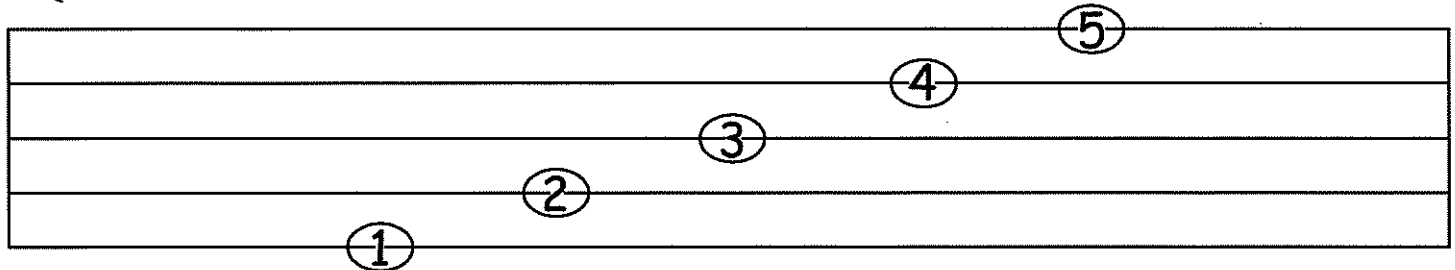
# LEARNING ABOUT LINE NOTES

We have 5 line notes.

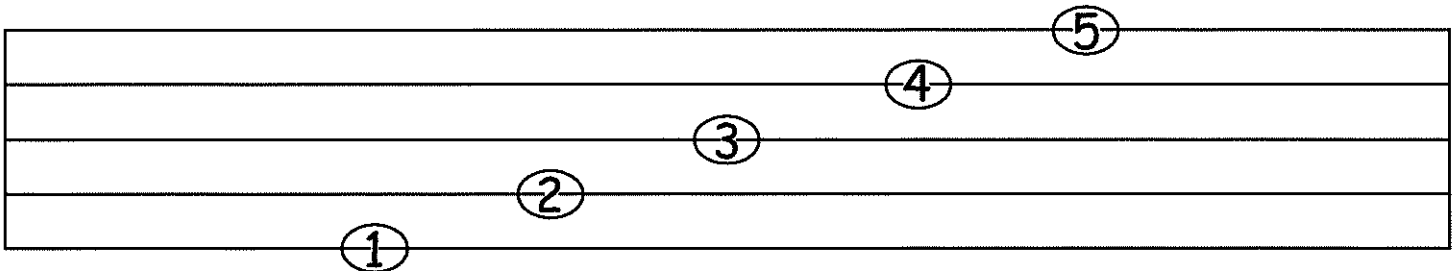


Colour in each note.

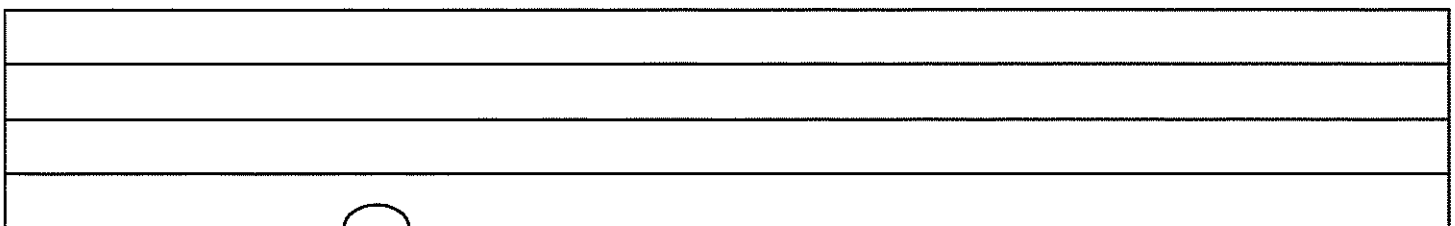
 Notice each note has a line going through the middle!



Colour in the 5 line notes one more time.

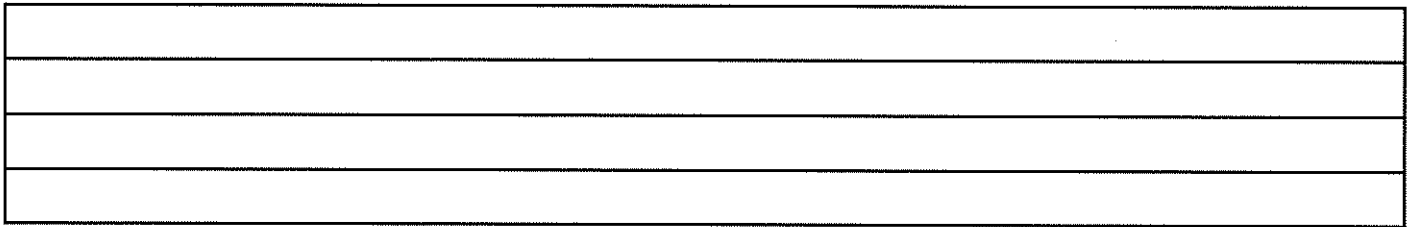


Now, try drawing these line notes on the music lines by yourself.

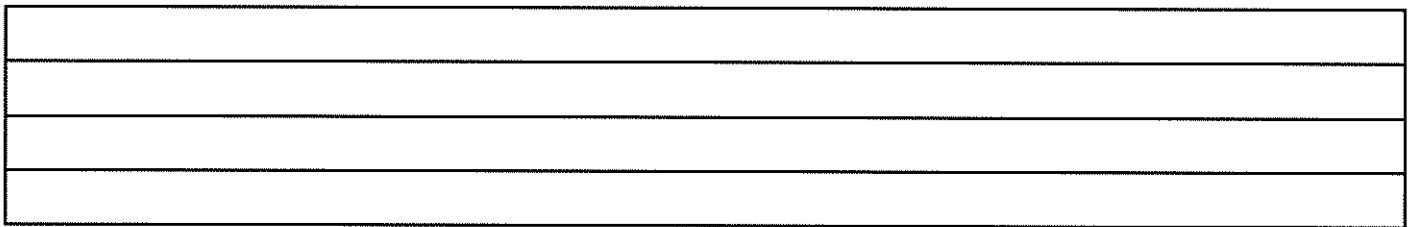


Start here

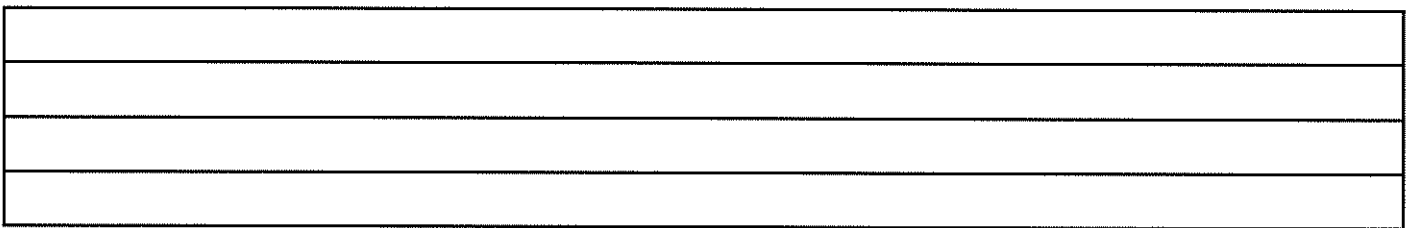
Draw the 5 line notes on the music lines by yourself.  
Don't forget to colour them in.



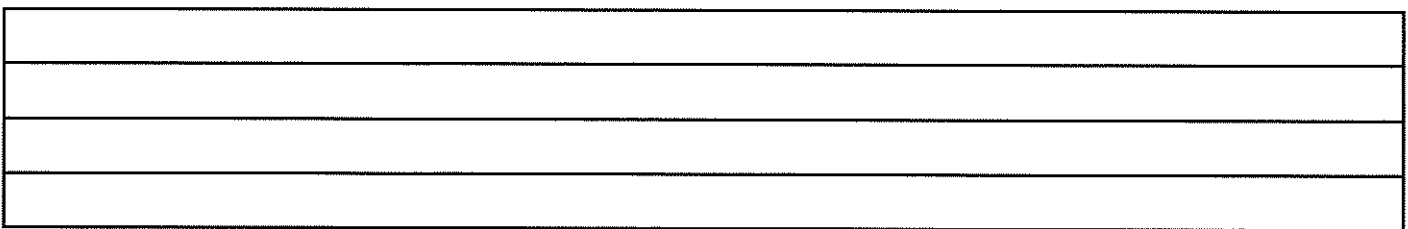
 Start here



 Start here



 Start here

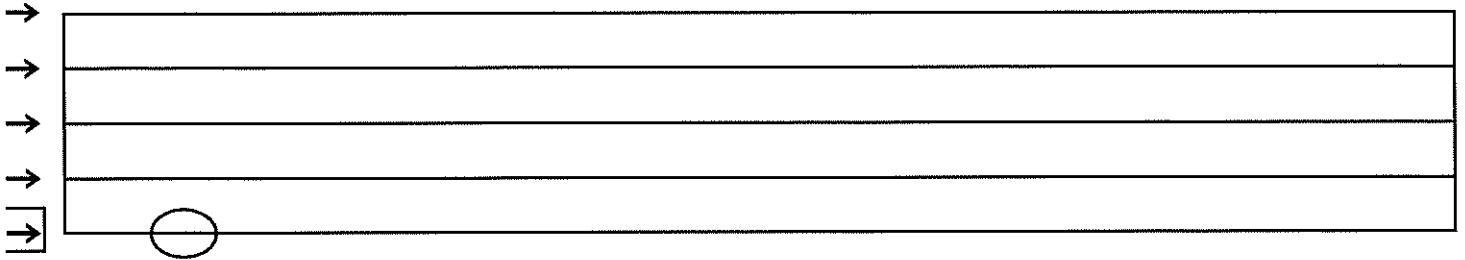


 Start here

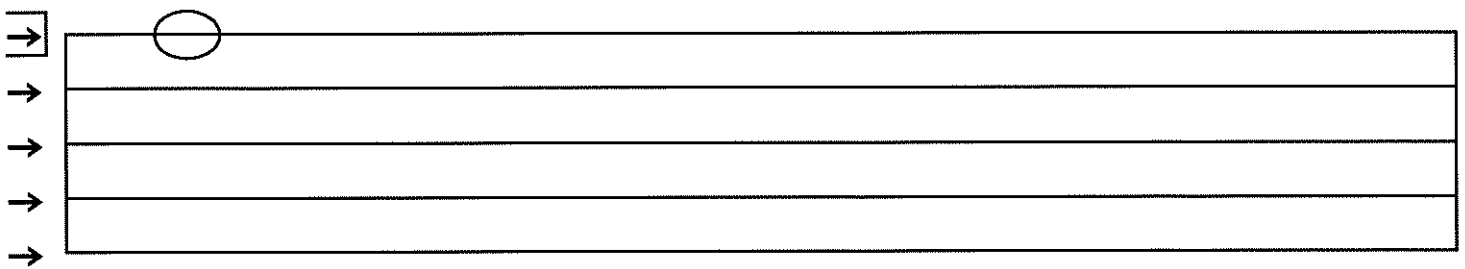


Draw the 5 line notes on the individual lines. Draw the notes you see at the beginning and copy them across the line.  
For extra practice, colour them in yellow.

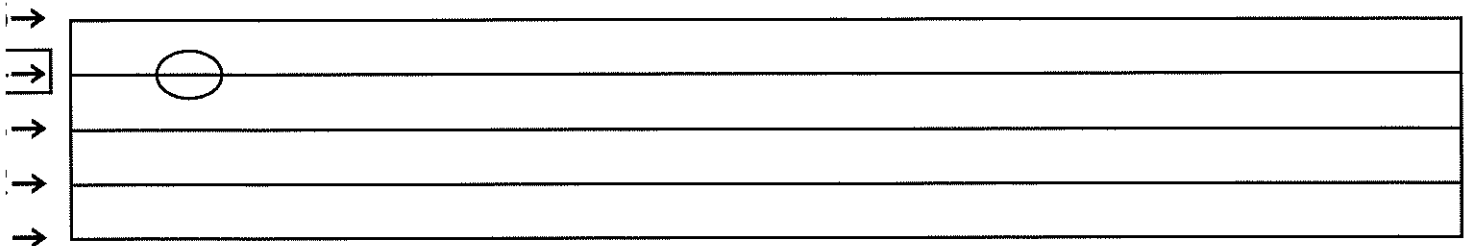
Draw line notes across line #1.



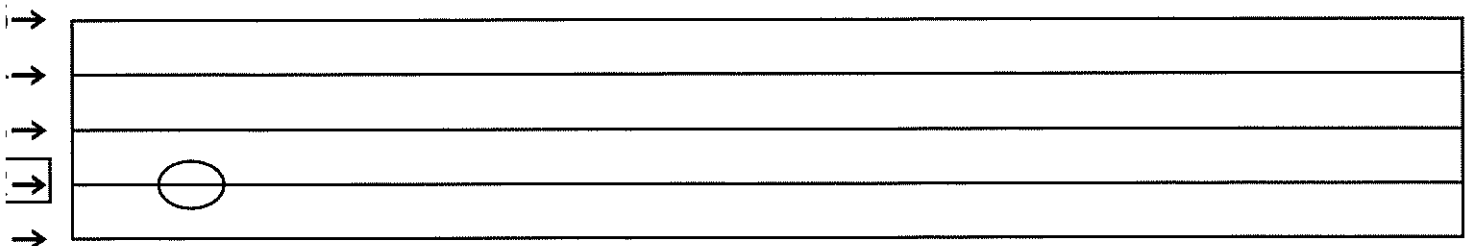
Draw line notes across line #5.



Draw line notes across line #4.



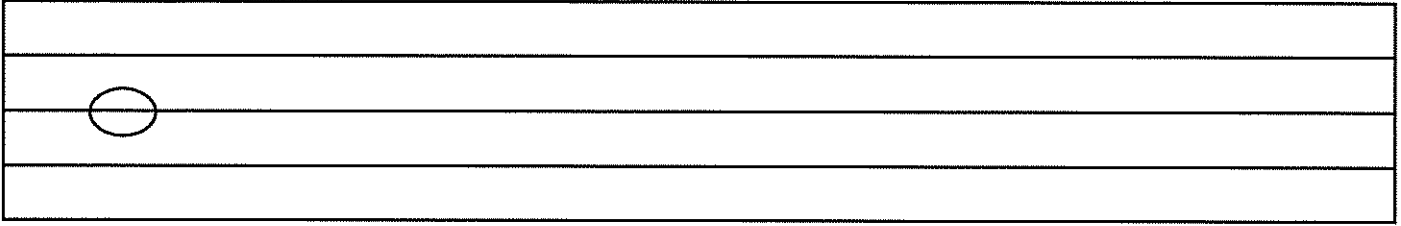
Draw line notes across line #2.



Draw the notes you see at the beginning and copy them across the line, For extra practice, colour them in yellow.

Draw line notes across line #3.

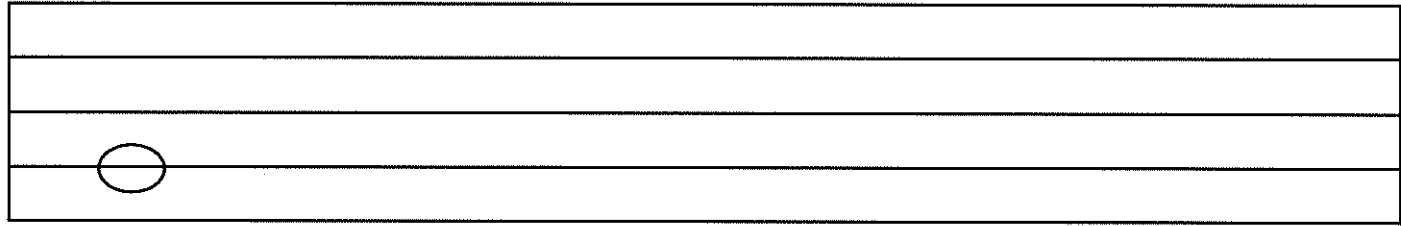
5→  
4→  
3→  
2→  
1→



A five-line musical staff. The third line from the bottom is circled. To the left of the staff, the numbers 5, 4, 3, 2, and 1 are listed with arrows pointing to their respective lines. The number 3 is enclosed in a box.

Draw line notes across line #2.


5→  
4→  
3→  
2→  
1→



A five-line musical staff. The second line from the bottom is circled. To the left of the staff, the numbers 5, 4, 3, 2, and 1 are listed with arrows pointing to their respective lines. The number 2 is enclosed in a box.

Draw line notes across line #4.

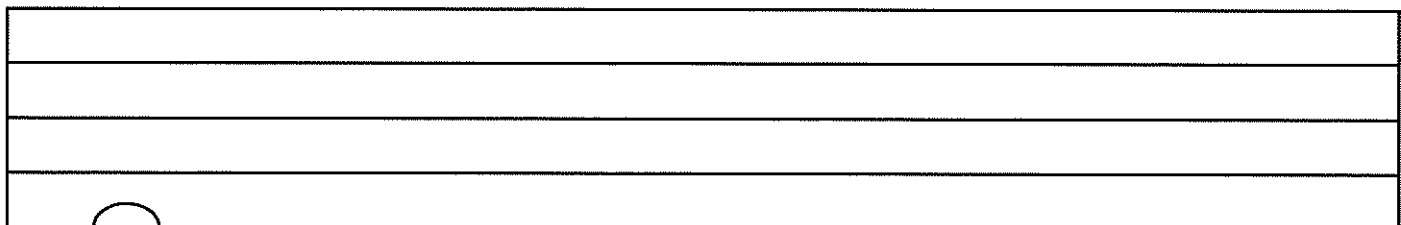
5→  
4→  
3→  
2→  
1→



A five-line musical staff. The fourth line from the bottom is circled. To the left of the staff, the numbers 5, 4, 3, 2, and 1 are listed with arrows pointing to their respective lines. The number 4 is enclosed in a box.

Draw line notes across line #1.

5→  
4→  
3→  
2→  
1→



A five-line musical staff. The first line from the bottom is circled. To the left of the staff, the numbers 5, 4, 3, 2, and 1 are listed with arrows pointing to their respective lines. The number 1 is enclosed in a box.

Let's mix up the line notes and space notes. Draw circles across the lines and spaces just like the ones you see.

Colour the line notes in yellow.

Colour the space notes in blue.

Two sets of four-line musical staves. The first set has a solid circle on the top line and a dashed circle in the space below it. The second set has a solid circle on the top line and a dashed circle in the space below it.

Two sets of four-line musical staves. The first set has a solid circle on the top line. The second set has a solid circle on the top line.

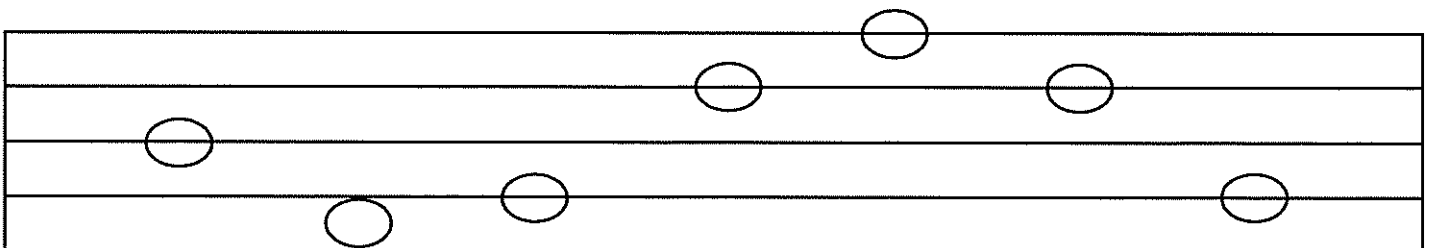
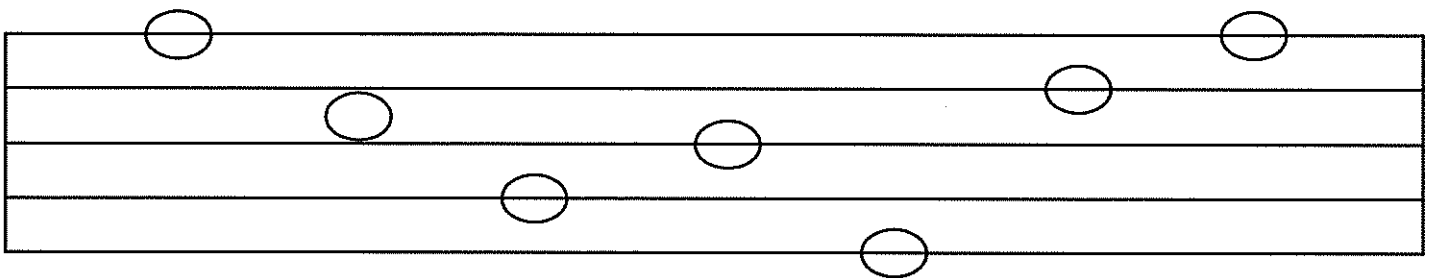
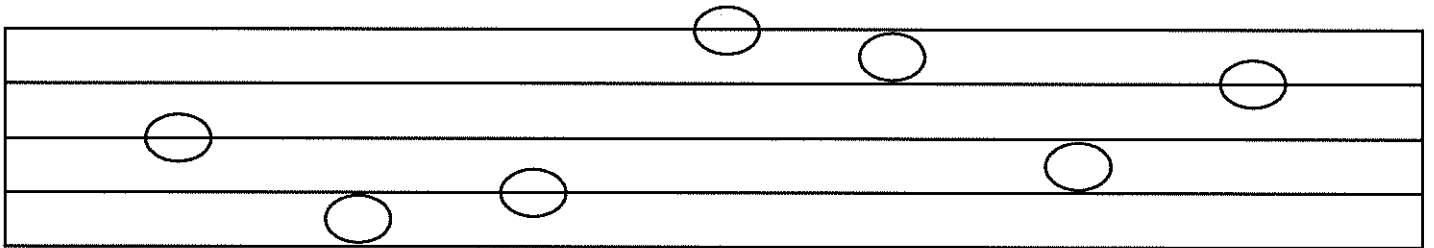
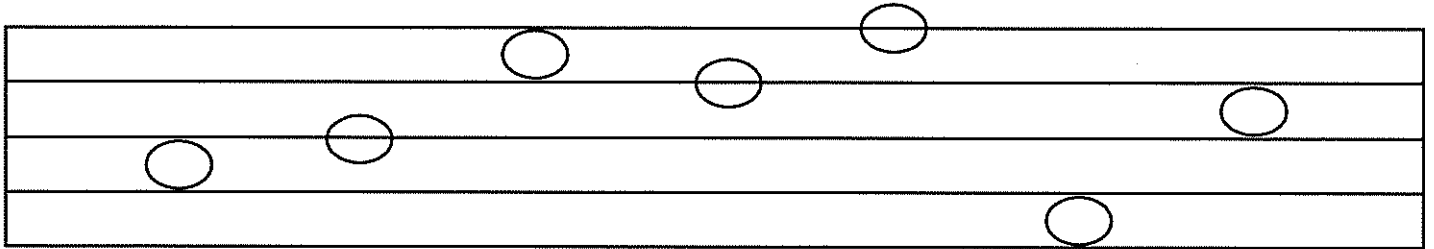
Two sets of four-line musical staves. The first set has a solid circle on the top line. The second set has a solid circle on the top line.

Two sets of four-line musical staves. The first set has a solid circle on the top line. The second set has a solid circle on the top line.

# REVIEW

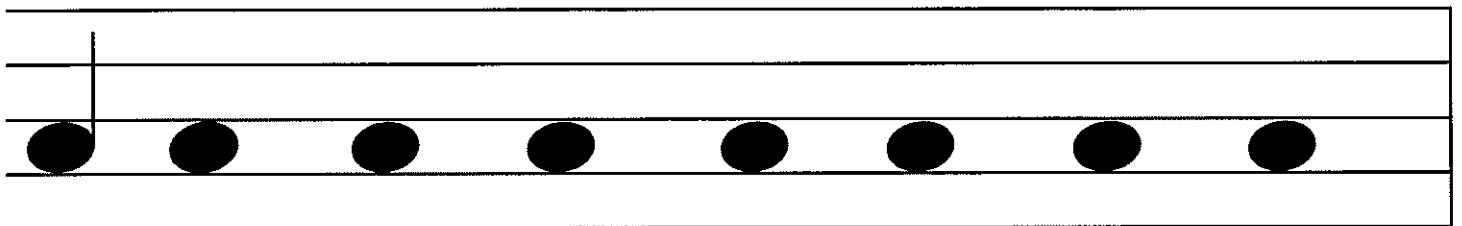
Colour Line notes in Red


Colour Space notes in Blue

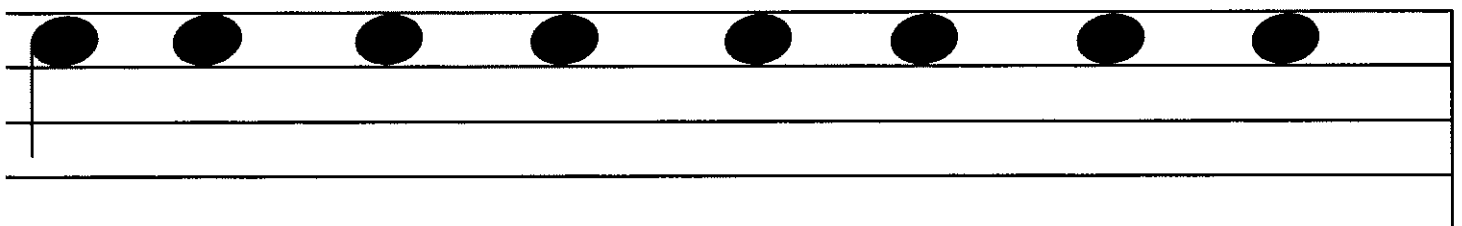
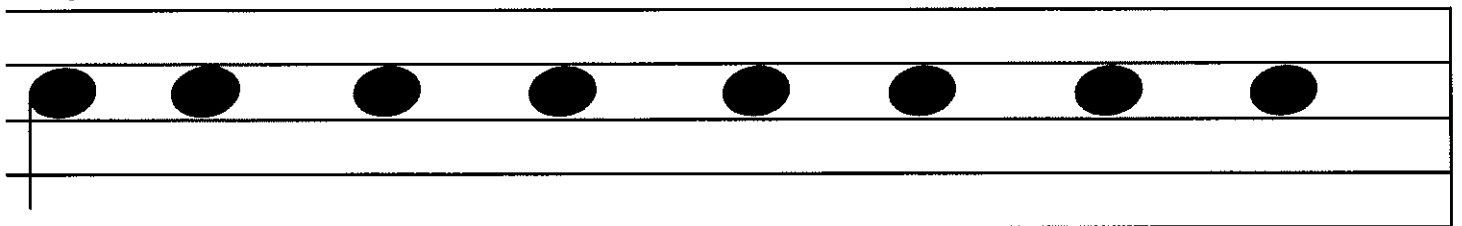


# ADDING STEMS TO NOTES

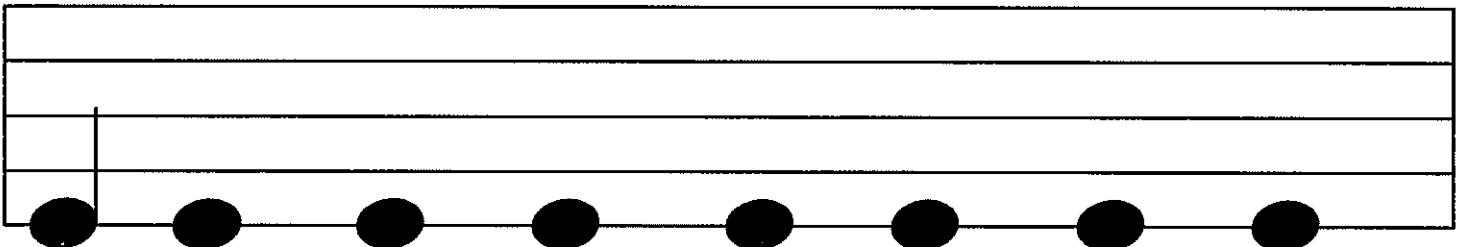
Stems are the up and down lines on the sides of the notes. For this page, add stems to the notes just like the first one you see below. Make sure they are straight and touch the side of the note.



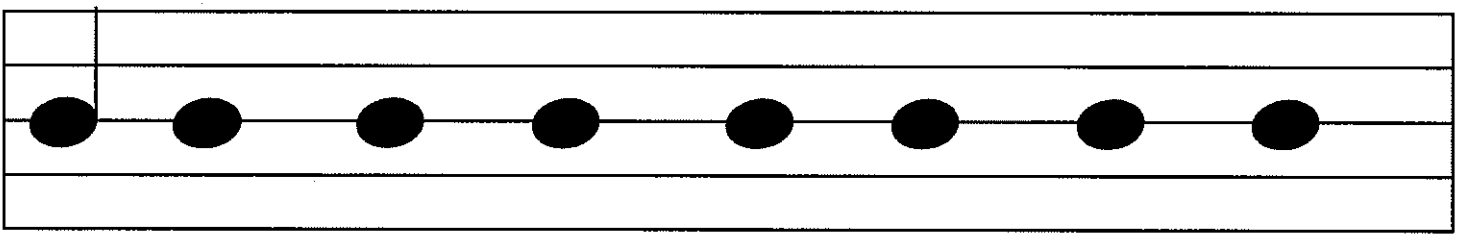
 These stems are pointing down.




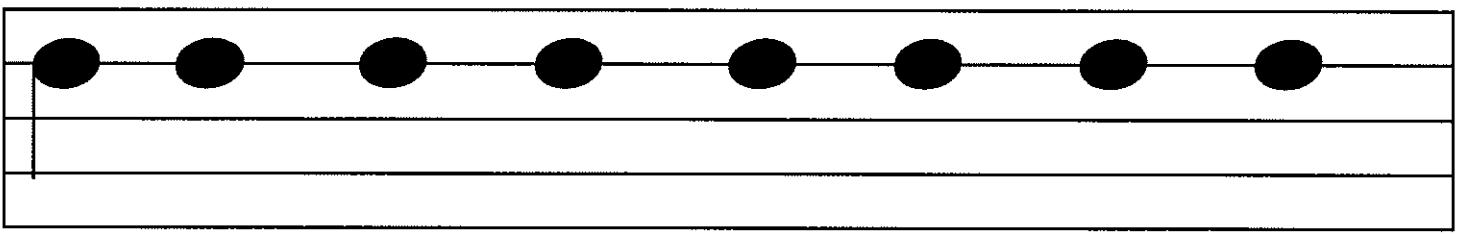
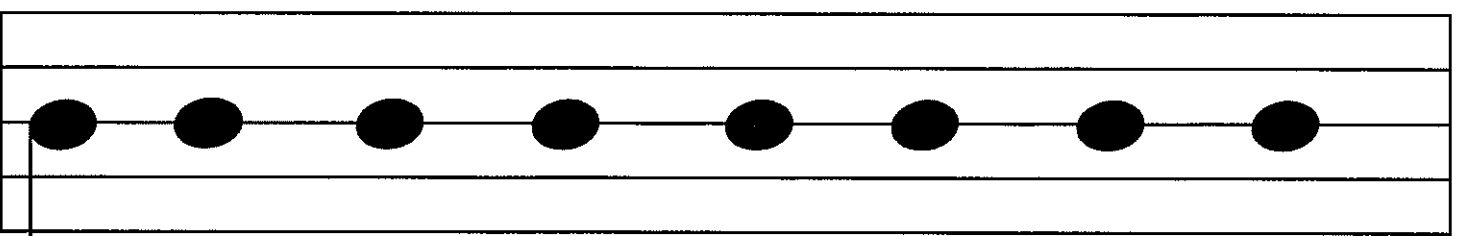
Add stems to these notes for practice. Remember these stems point up and are on the right side of the note.

A musical staff with five lines. Eight black dots are placed on the second line from the bottom. A vertical stem is drawn on the left side of the first dot, extending from the bottom line to the top line.

Let's add some more stems to the notes for extra practice.

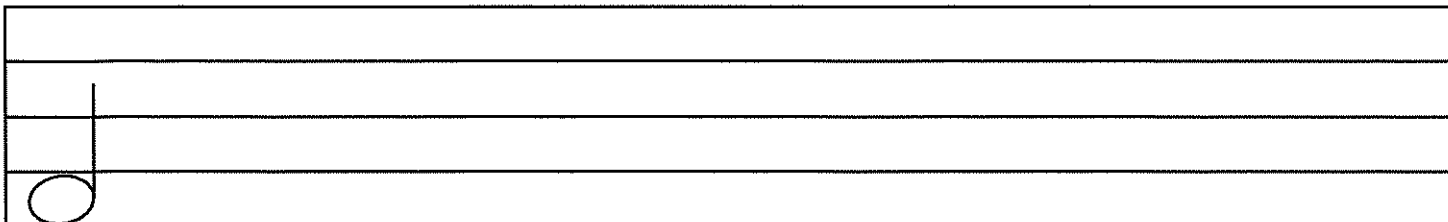
A musical staff with five lines. Eight black dots are placed on the second line from the bottom. A vertical stem is drawn on the left side of the first dot, extending from the bottom line to the top line.

 The stems are pointing down

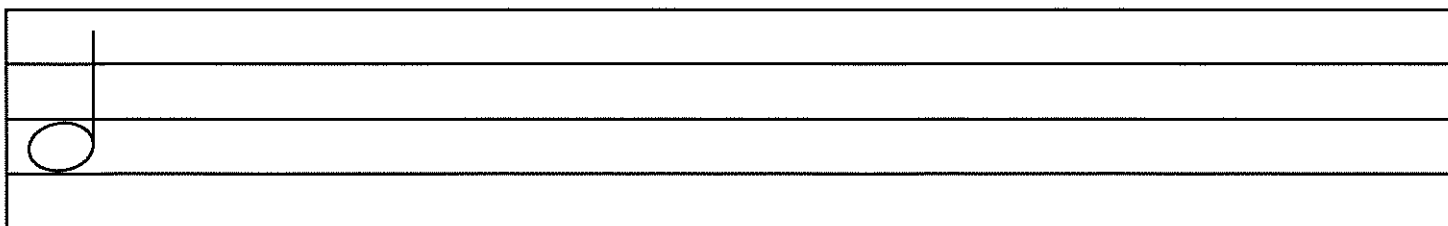
A musical staff with five lines. Eight black dots are placed on the second line from the bottom. A vertical stem is drawn on the left side of the first dot, extending from the top line to the bottom line.A musical staff with five lines. Eight black dots are placed on the second line from the bottom. A vertical stem is drawn on the left side of the first dot, extending from the top line to the bottom line.

Now let's put everything we've learned together. The secret to drawing the notes with a stem up is to think of the letter d.

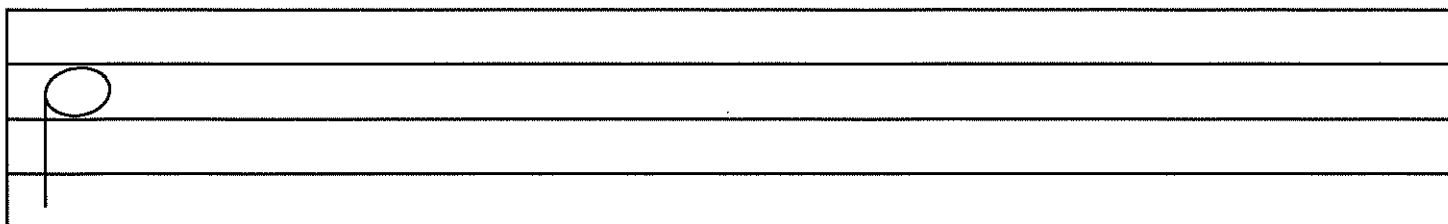
This note looks like a "d". A word with "d" is "dog"!



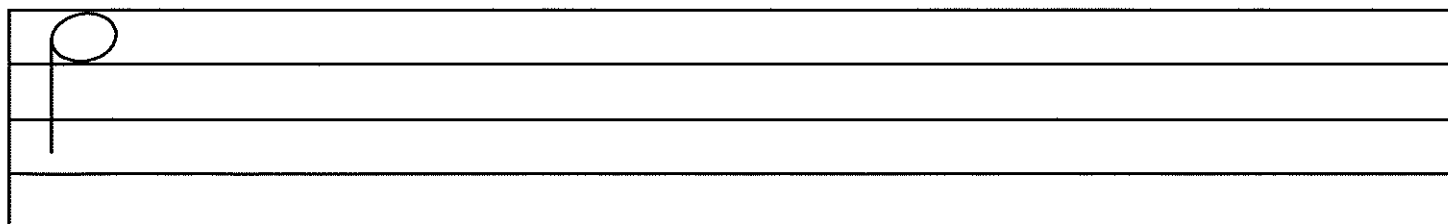
Draw these notes across the space by yourself



The secret to drawing the notes with a stem down is to think of the letter p. This looks like a "p". Let's practice drawing "p" notes.



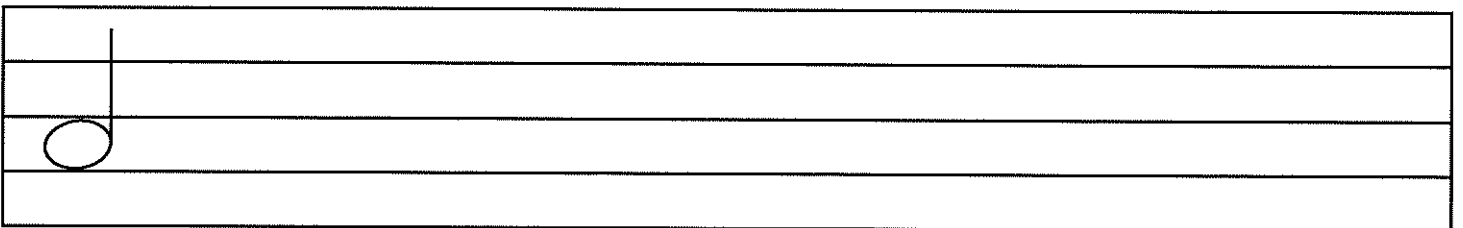
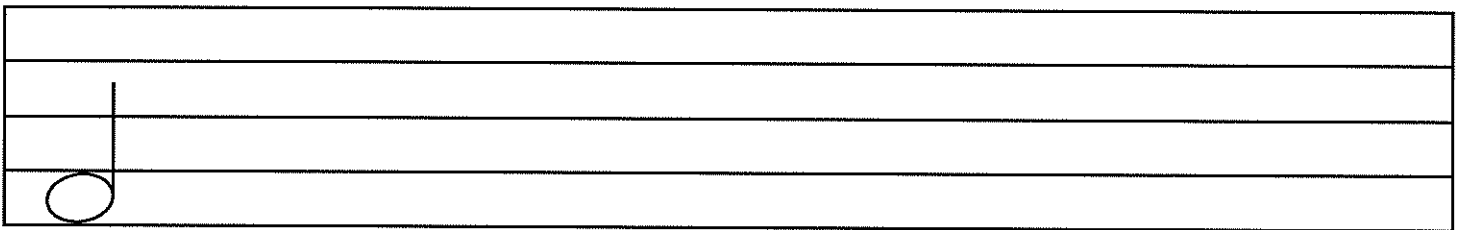
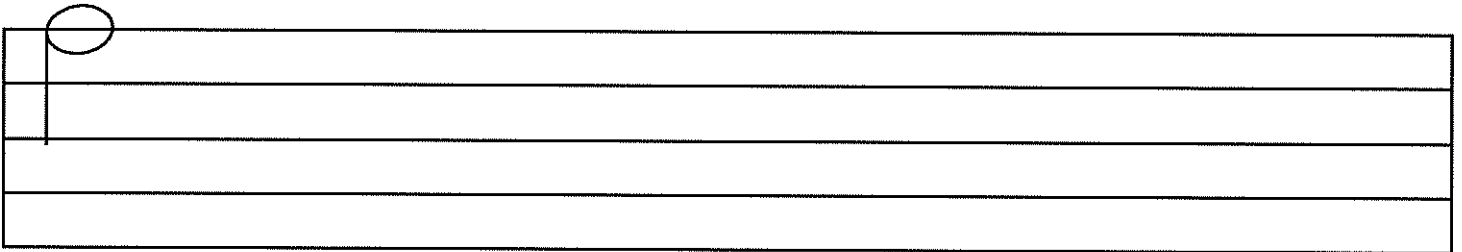
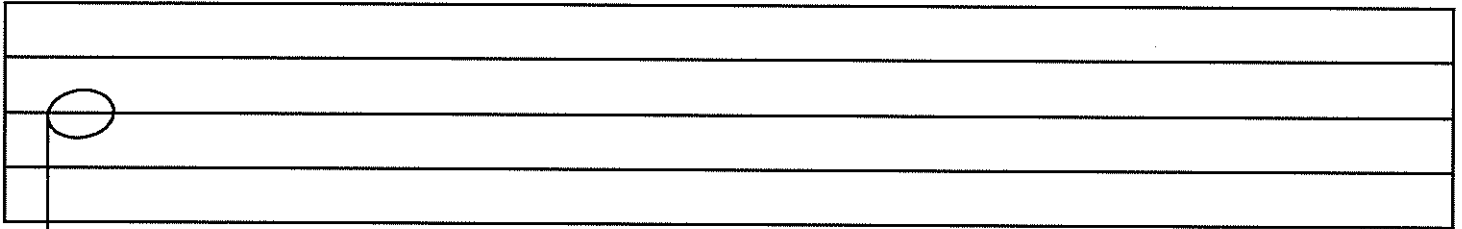
Draw these notes across the space by yourself



# DRAWING NOTES

Copy the notes exactly like the one you see.

 Watch for which side of the note the stem is on.

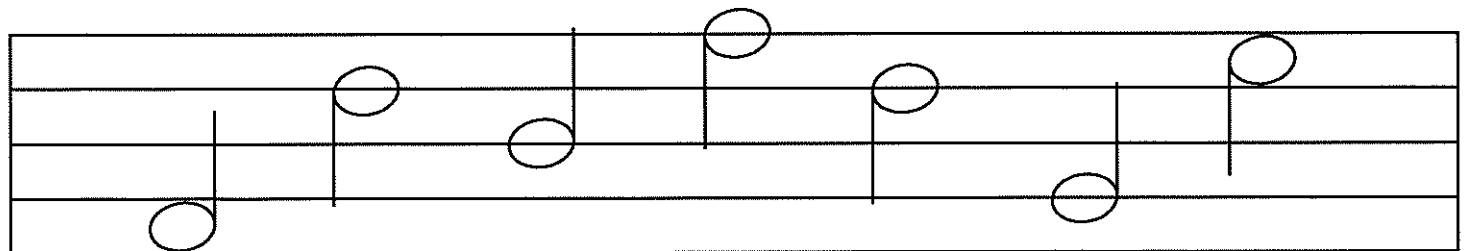
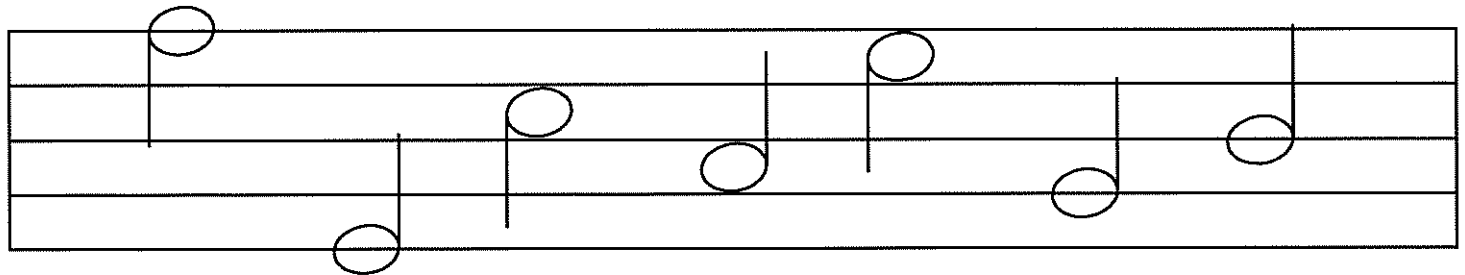
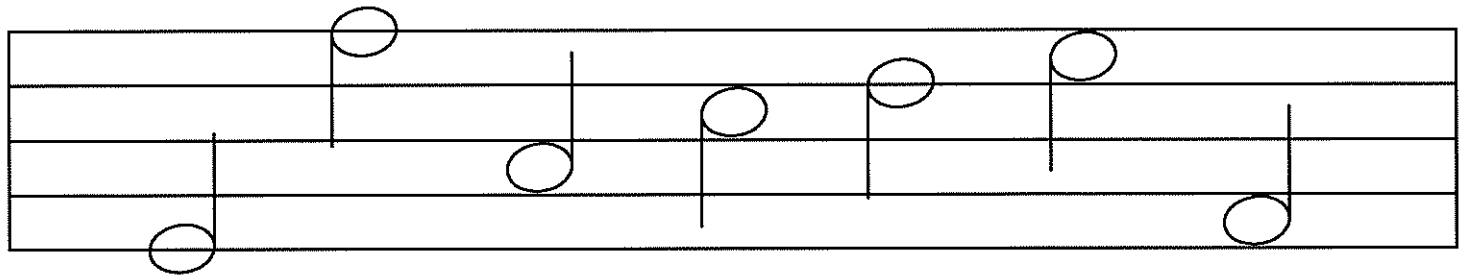
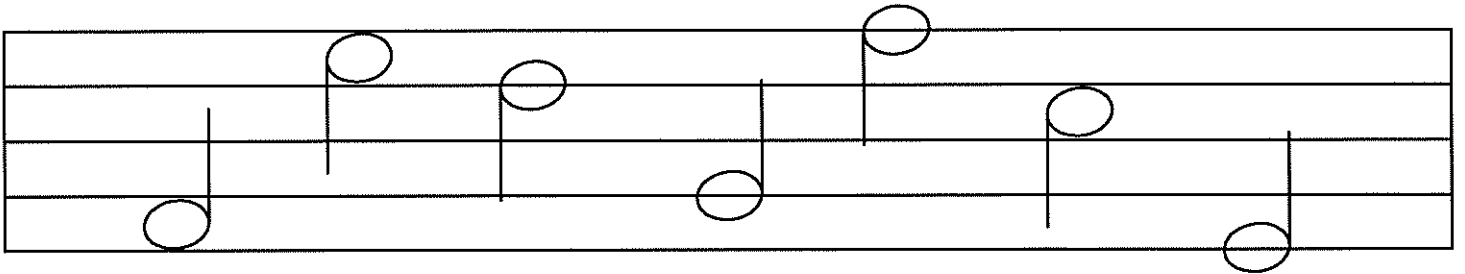


EXCELLENT JOB!!!



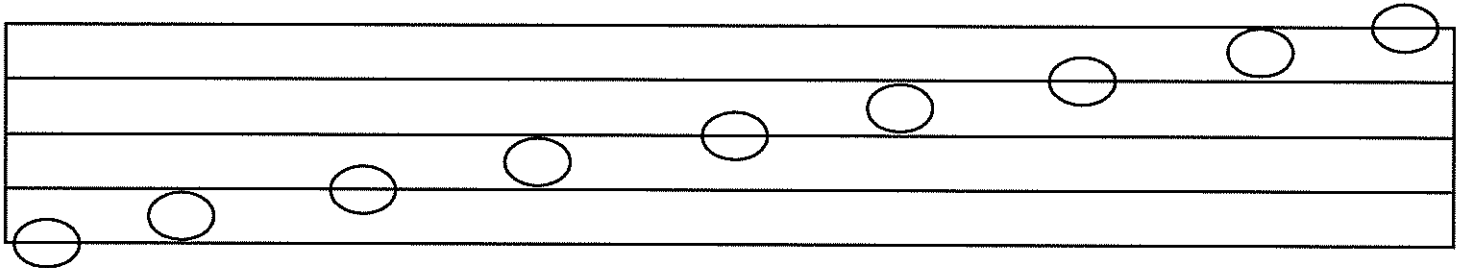
# REVIEW

Colour the notes with stems up in red  
Colour the notes with stems down in green

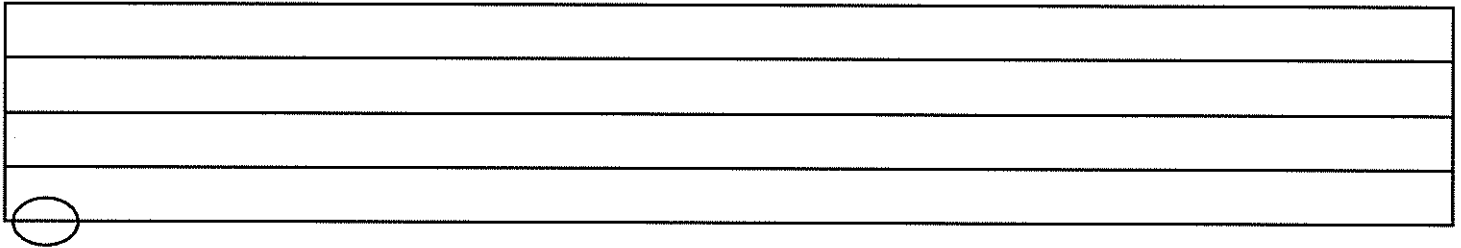


# DRAWING NOTES ON LINES AND SPACES

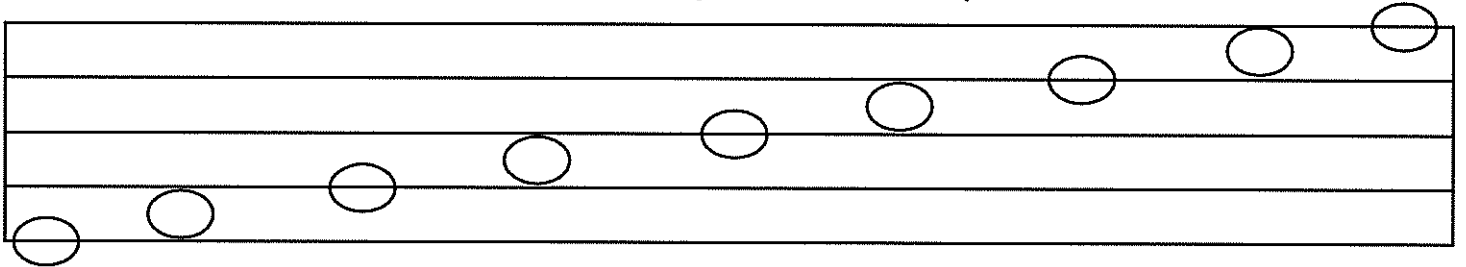
Now we are drawing a note on every line and space starting at line 1 and going up to line 5. Look at the example below.



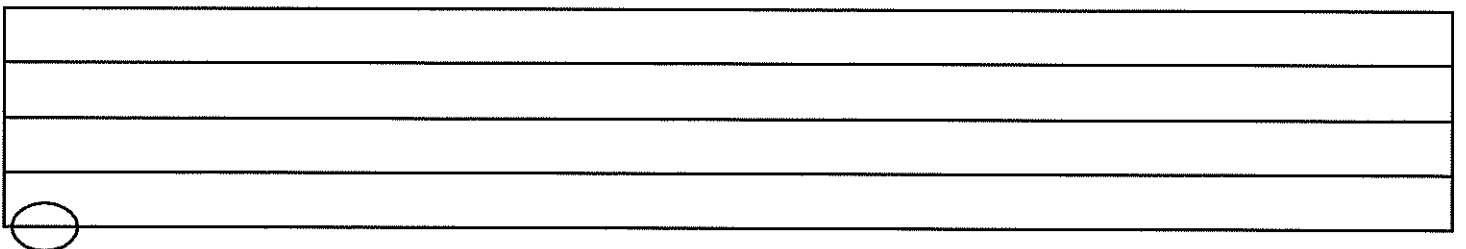
Now it's your turn. Start drawing every line note and space note beginning with the first note you see. Start at the bottom and put a note on every line and space.



Let's try again. Here is an example of what yours should look like.



Now draw every space and line note.

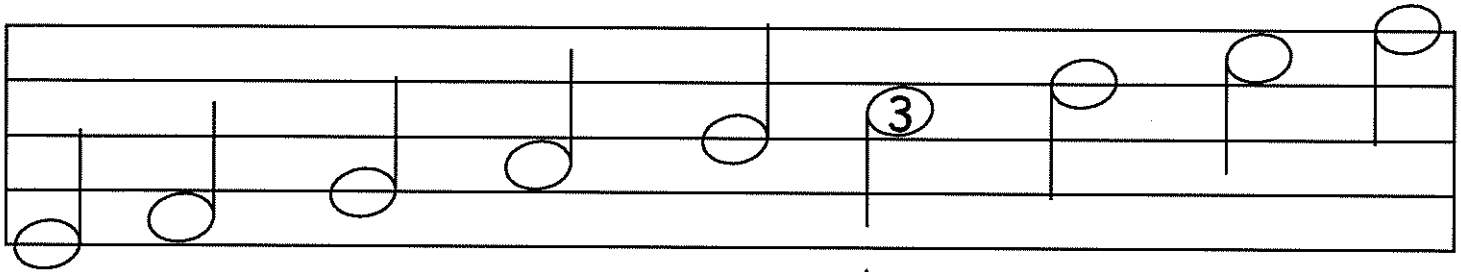


Draw some more notes for practice. Start from line 1 and draw a note on every line and space until you reach line 5.

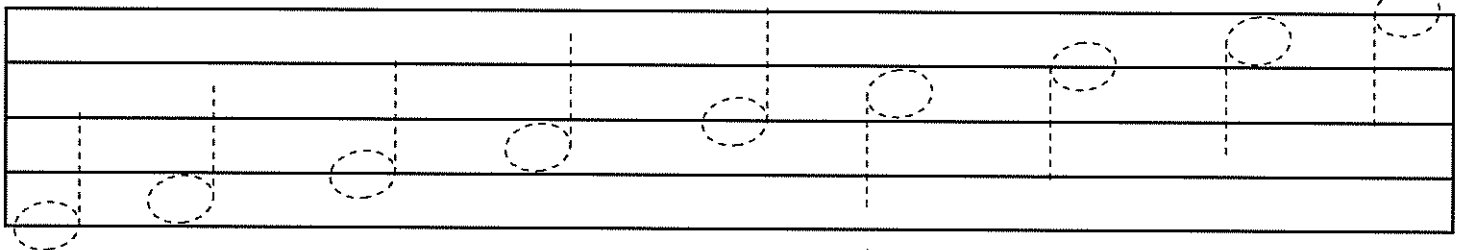




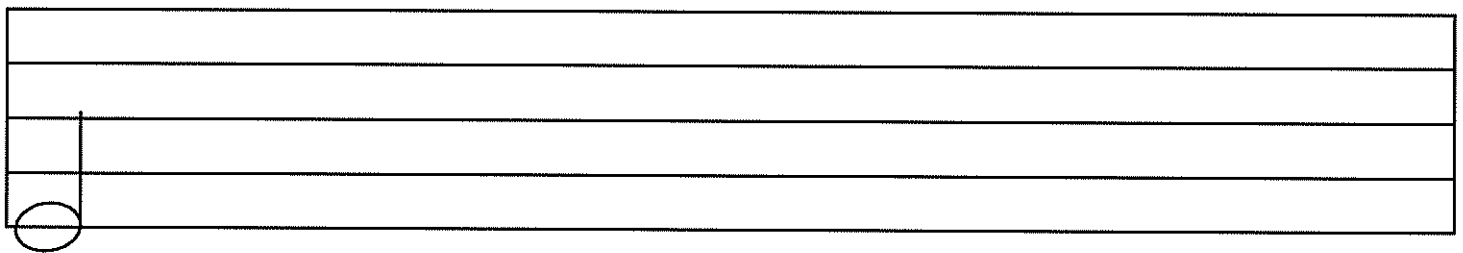
Now let's add stems to these notes. Remember stems make the notes look like d's and p's. Here is an example.



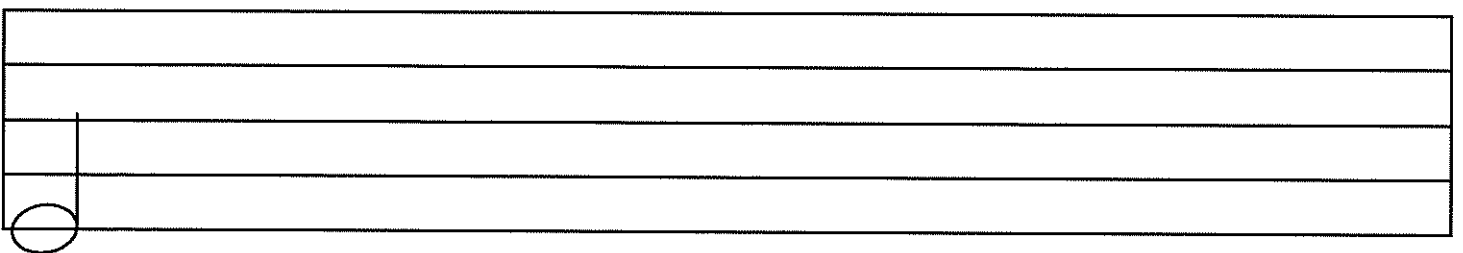
Space 3 is where the stems go down



Draw a stem on every line and space note beginning with line 1 and going to line 5. Look for the stems changing on space 3. Before space 3 they are "d". After space 3 they are "p."



Try drawing this again.



# DRAWING NOTES ON LINES AND SPACES

Let's do some more for practice.  
Start at line 1 and finish on line 5

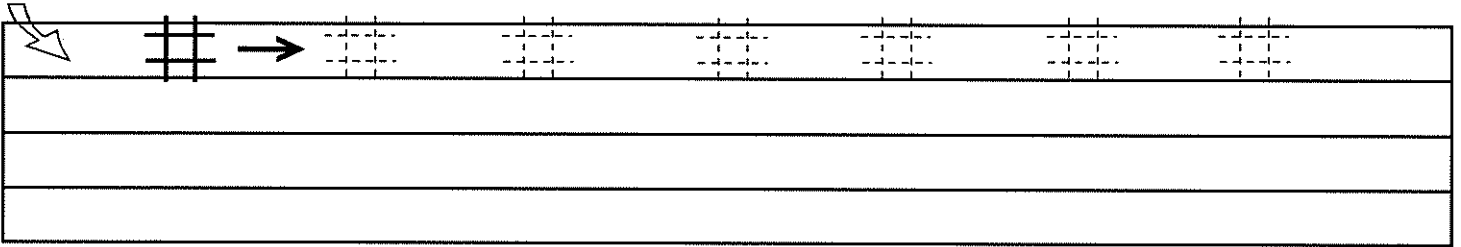

Try again


Try again

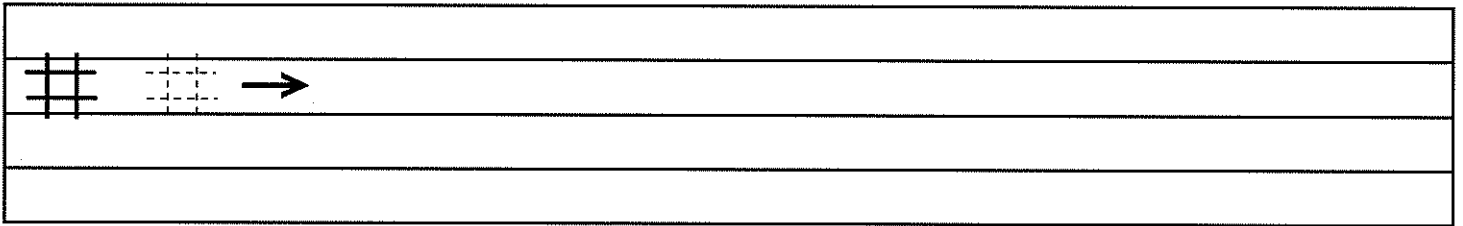

Try again


# LEARNING TO DRAW MUSIC SYMBOLS

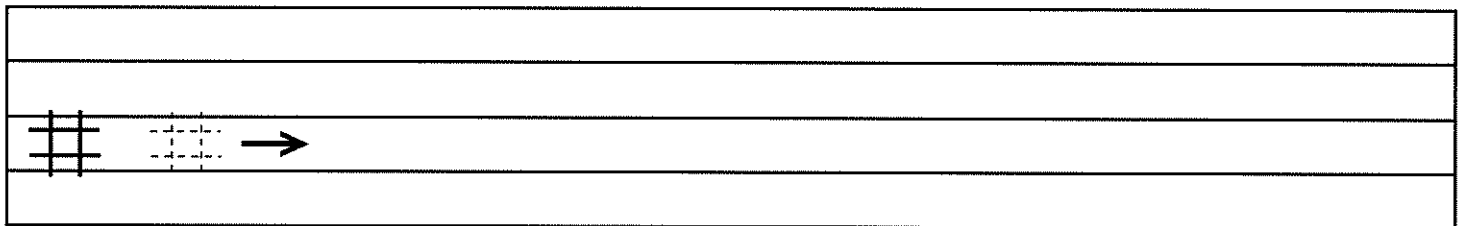
I am a sharp  $\sharp$ . I look like a tic tac toe. Practice tracing the sharps in this top space. Try to make them look exactly the same size. Trace the first sharp then draw the rest across the space of the sharps by yourself.



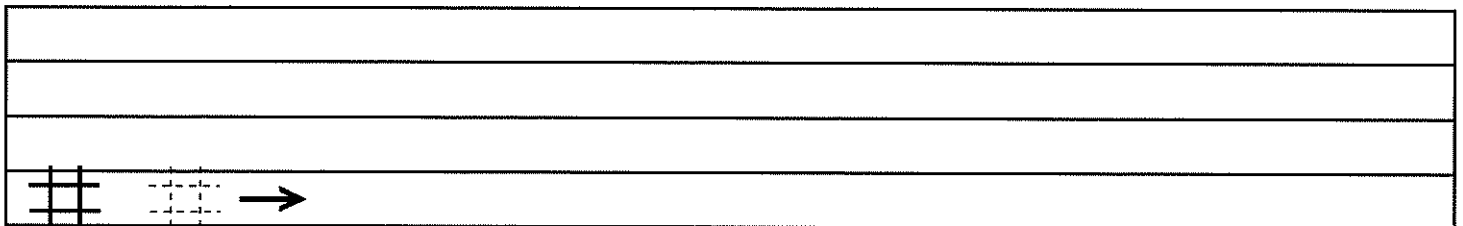
A musical staff with four lines. On the top line, there is a lightning bolt icon on the left, followed by a solid sharp symbol ( $\sharp$ ), an arrow pointing right, and six dashed sharp symbols for tracing.



A musical staff with four lines. On the top line, there is a solid sharp symbol ( $\sharp$ ), a dashed sharp symbol, and an arrow pointing right.



A musical staff with four lines. On the top line, there is a solid sharp symbol ( $\sharp$ ), a dashed sharp symbol, and an arrow pointing right.



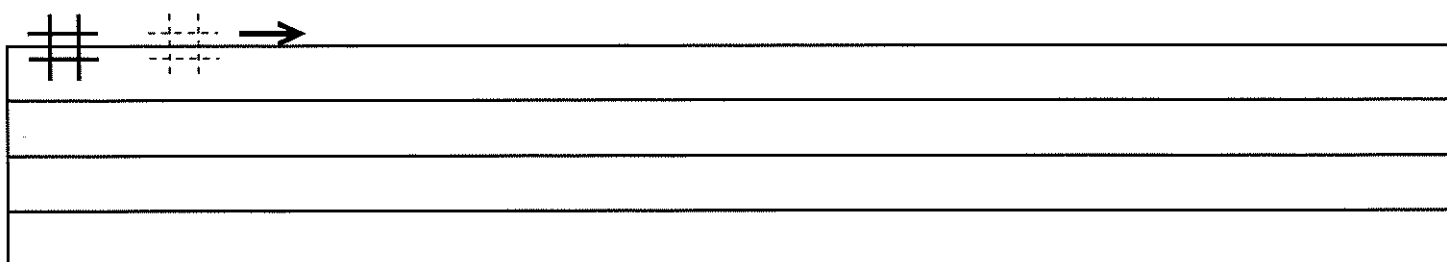
A musical staff with four lines. On the top line, there is a solid sharp symbol ( $\sharp$ ), a dashed sharp symbol, and an arrow pointing right.

# LEARNING TO DRAW MUSIC SYMBOLS

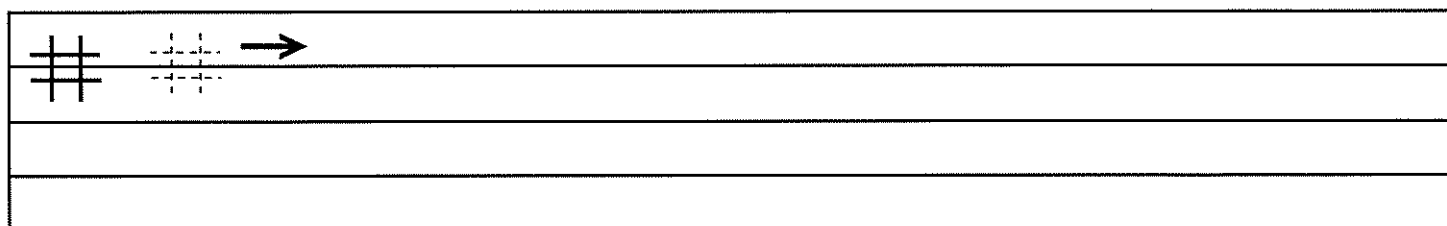
Now we will draw sharps on the lines. You should be able to see the line in the middle of the sharp

Draw across the lines.

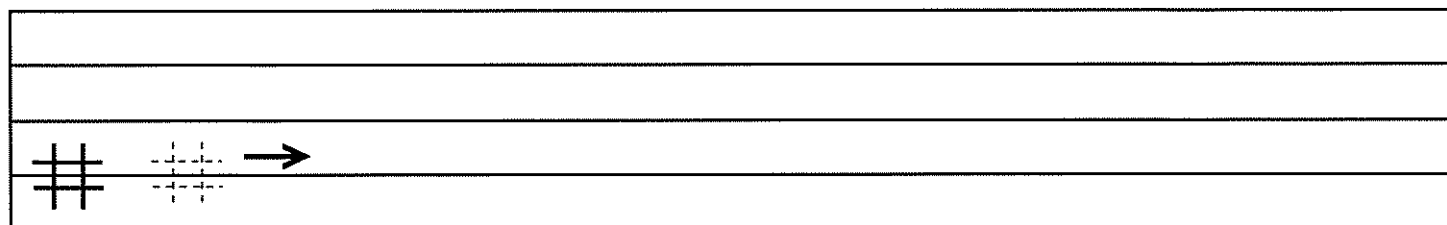
# # →



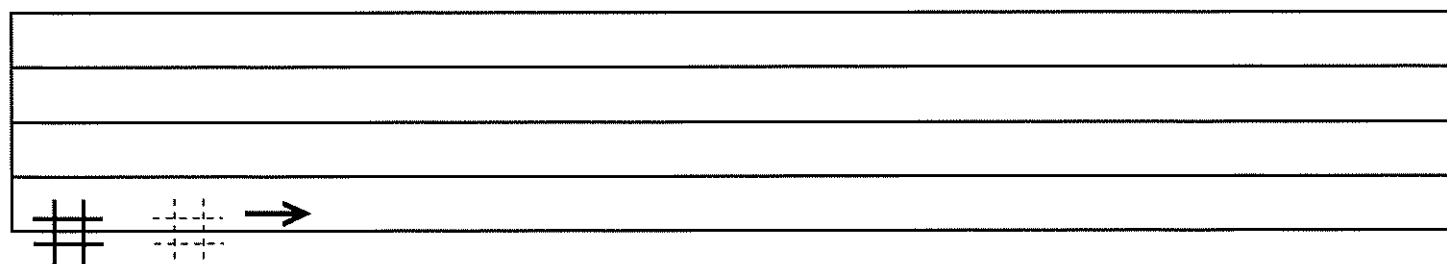
# # →




# # →

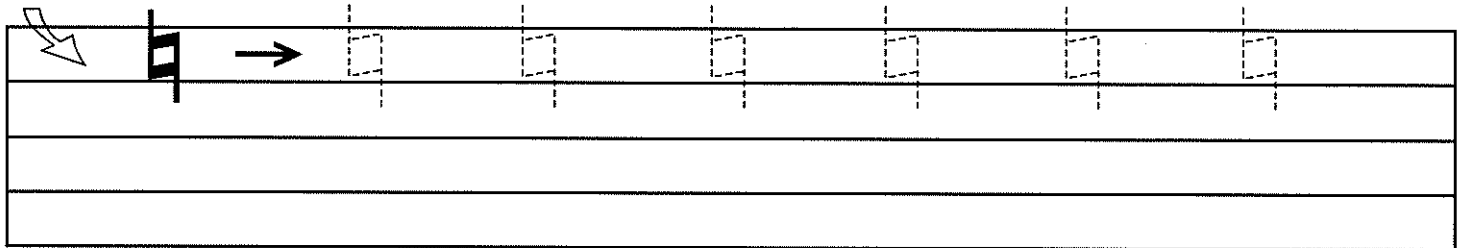


# # →



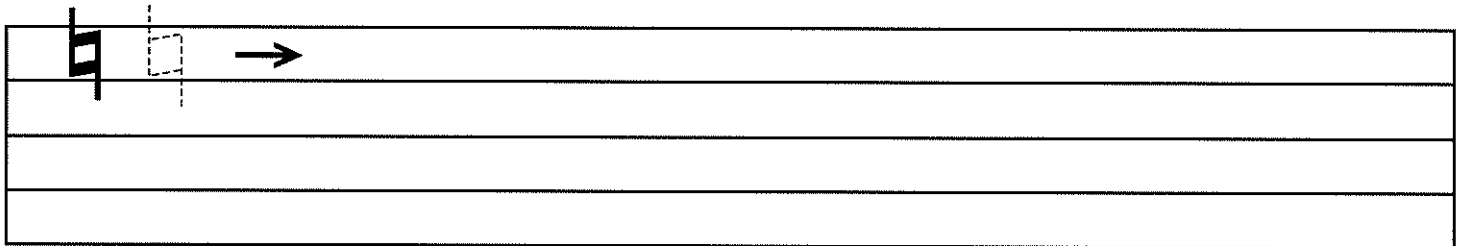
# LEARNING TO DRAW NATURAL SIGNS

I am a natural sign.  Think of an L and a 7, and put them together. Practice tracing naturals in the space. First trace the L, then trace the 7 for each natural.

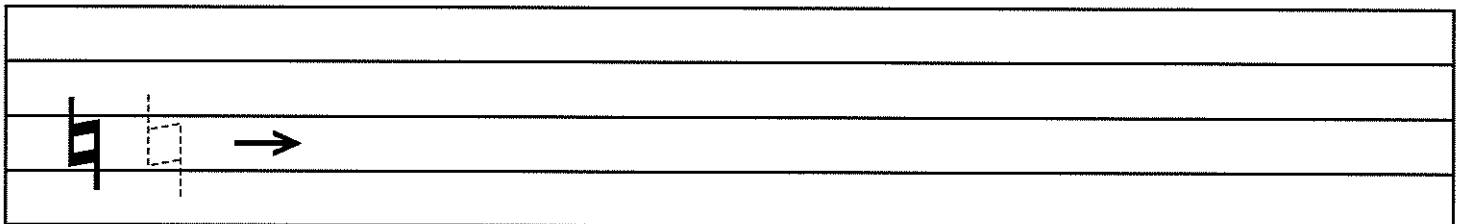


A row of handwriting lines with a lightning bolt icon on the left. It contains a solid natural sign, followed by an arrow pointing right, and then six dashed natural signs for tracing.

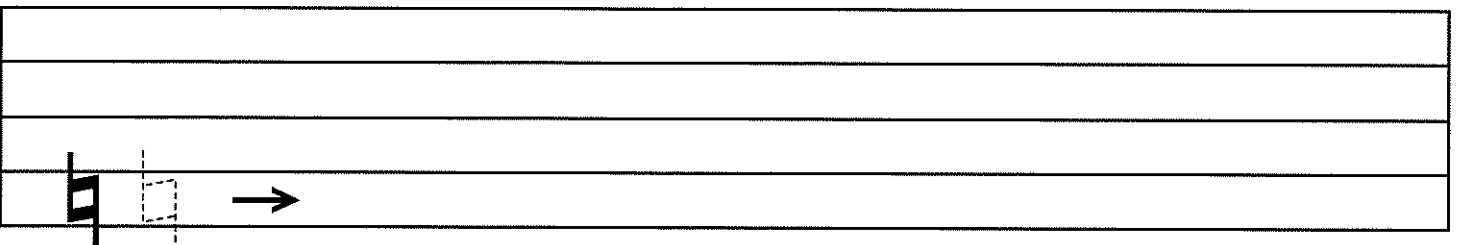
\*Make sure the naturals are in the spaces and look exactly like the first one. Trace the first natural sign then draw the rest of the natural signs by yourself across the space.



A row of handwriting lines with a solid natural sign, a dashed natural sign, and an arrow pointing right.



A row of handwriting lines with a solid natural sign, a dashed natural sign, and an arrow pointing right.



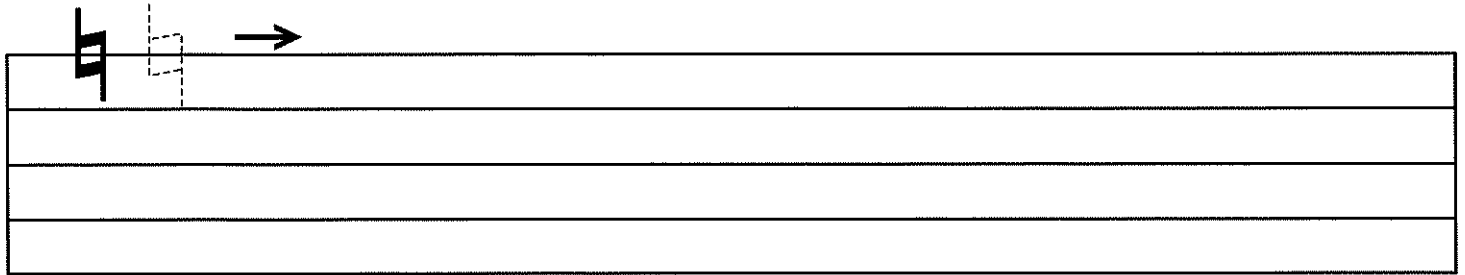
A row of handwriting lines with a solid natural sign, a dashed natural sign, and an arrow pointing right.



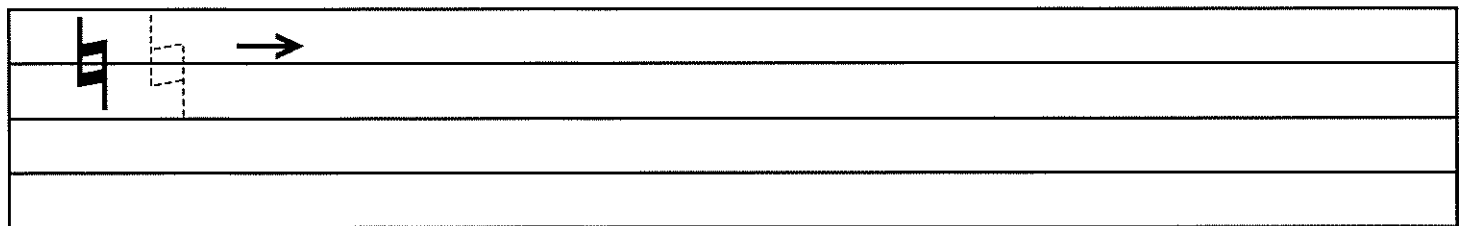
# LEARNING TO DRAW NATURAL SIGNS

Now we will draw natural signs on the music lines. You should be able to see the music line in the middle of the natural sign.

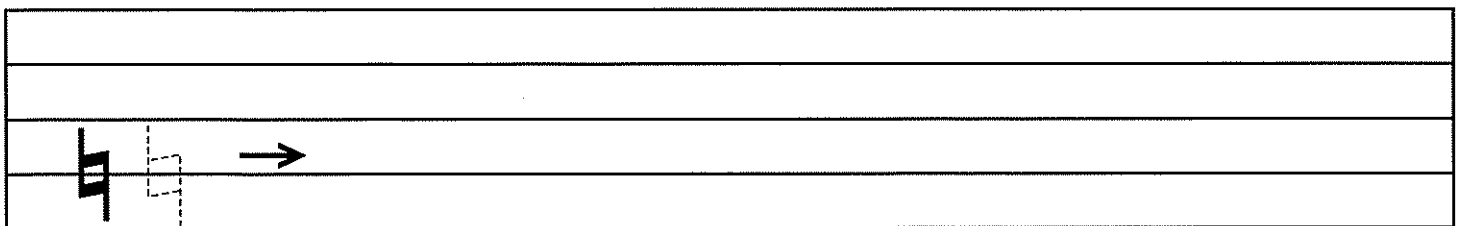
Remember L then 7. Trace the first natural sign then draw the rest of the natural signs by yourself on the lines.



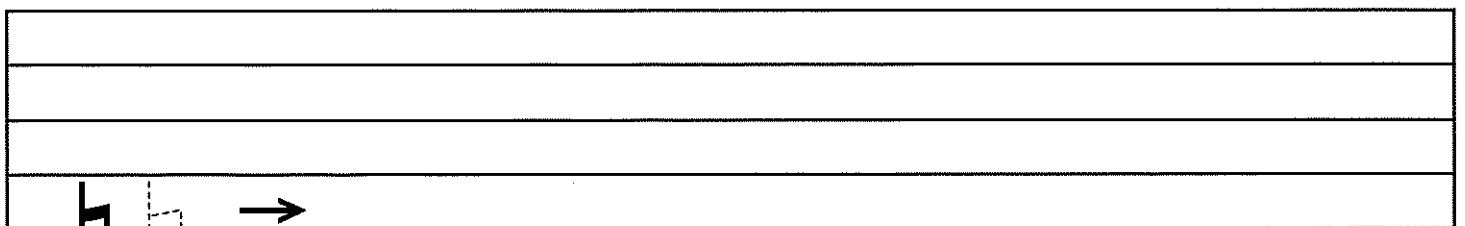
A musical staff with four lines. On the first line, there is a solid natural sign followed by a dashed natural sign for tracing. An arrow points to the right from the dashed sign.



A musical staff with four lines. On the first line, there is a solid natural sign followed by a dashed natural sign for tracing. An arrow points to the right from the dashed sign.




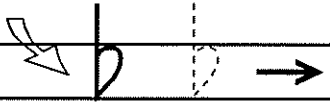
A musical staff with four lines. On the first line, there is a solid natural sign followed by a dashed natural sign for tracing. An arrow points to the right from the dashed sign.




A musical staff with four lines. On the first line, there is a solid natural sign followed by a dashed natural sign for tracing. An arrow points to the right from the dashed sign.

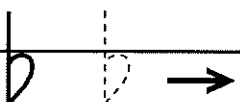
# LEARNING TO DRAW A FLAT

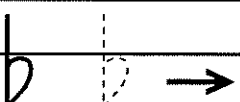
I am a flat.  I look like a funny shaped "b". Practice tracing flats in this space.



Trace the first natural flat then draw the rest of the flats by yourself across the space.

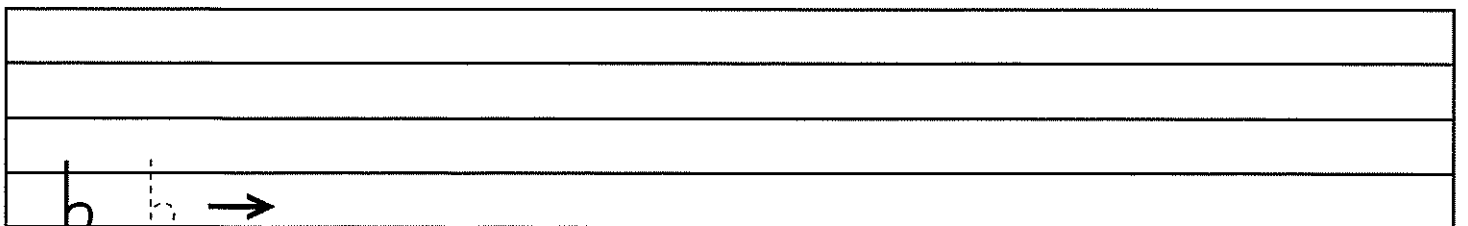
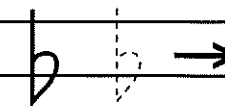
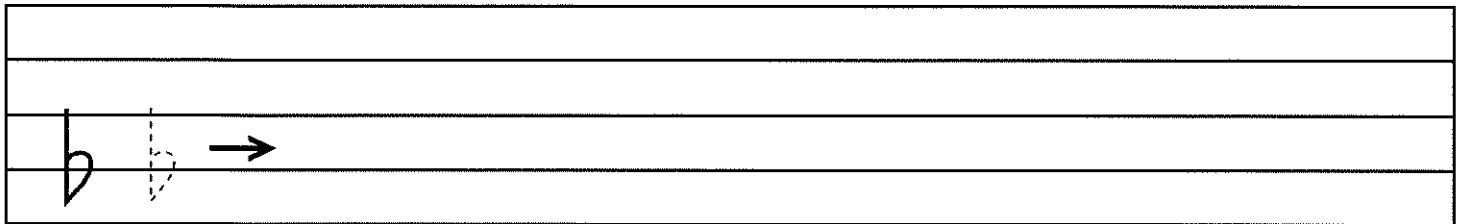
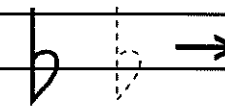
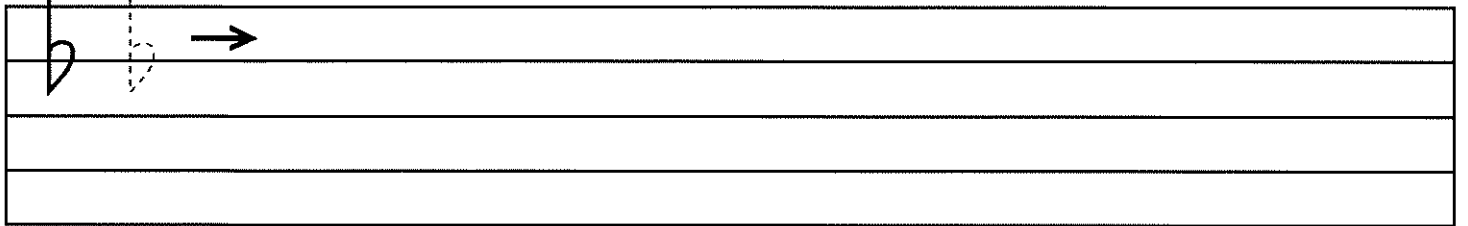
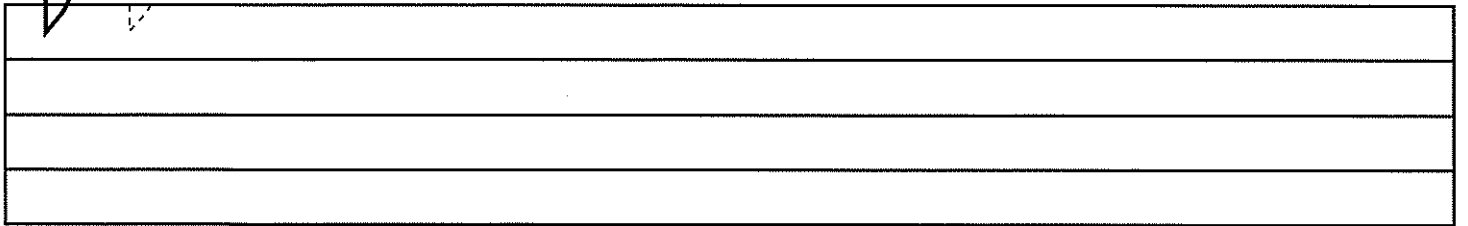
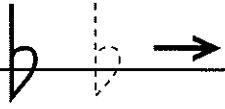






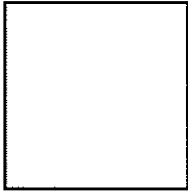
# LEARNING TO DRAW A FLAT

Let's draw flats on our music lines. Make sure the middle of the flat has the line going through it. Trace the first flat then draw the rest of the flats by yourself across the line.

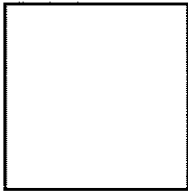


# CHECKPOINT #1

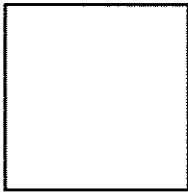
Inside the boxes:



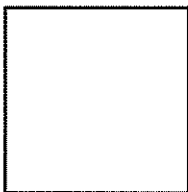
Draw a note with its stem up



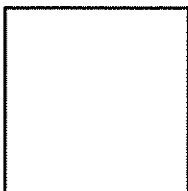
Draw a note with its stem down



Draw a sharp



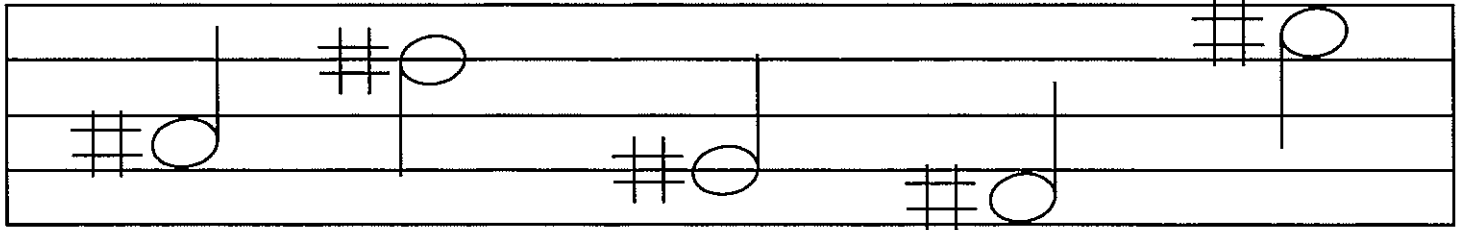
Draw a flat



Draw a natural sign

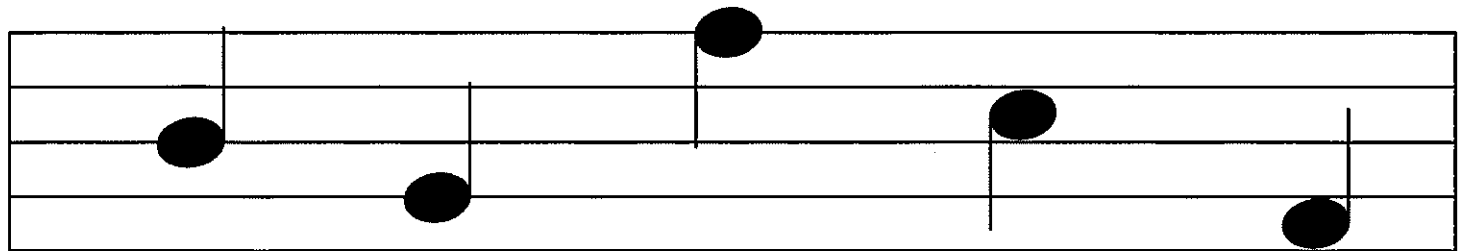
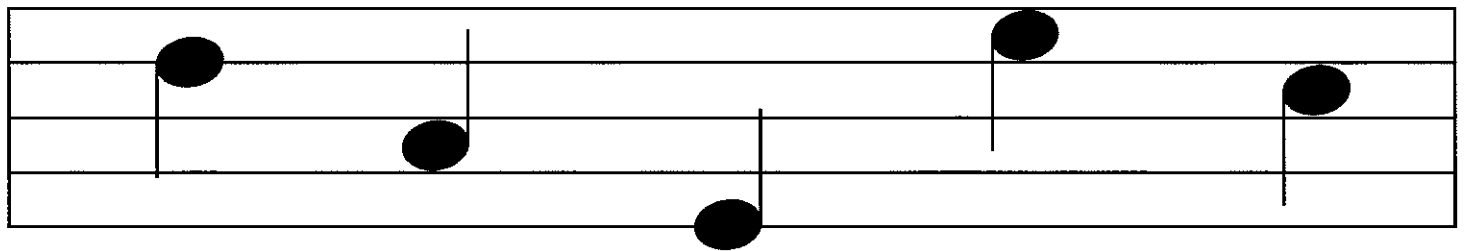
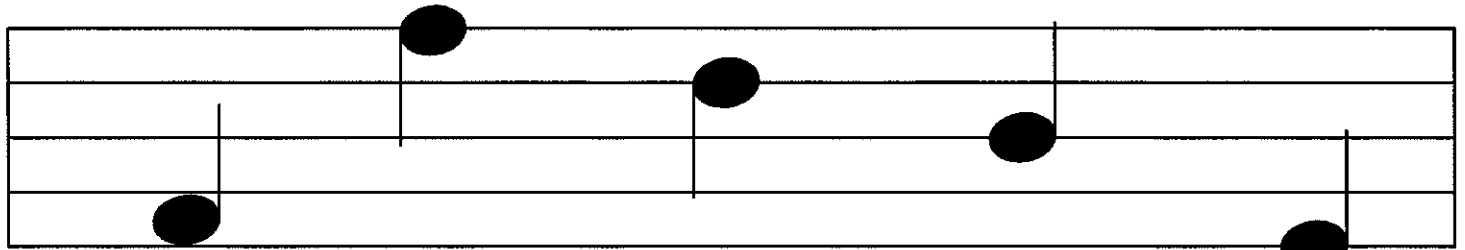
# DRAWING SHARPS IN FRONT OF NOTES

If we put a sharp in front of the note, that note sounds higher



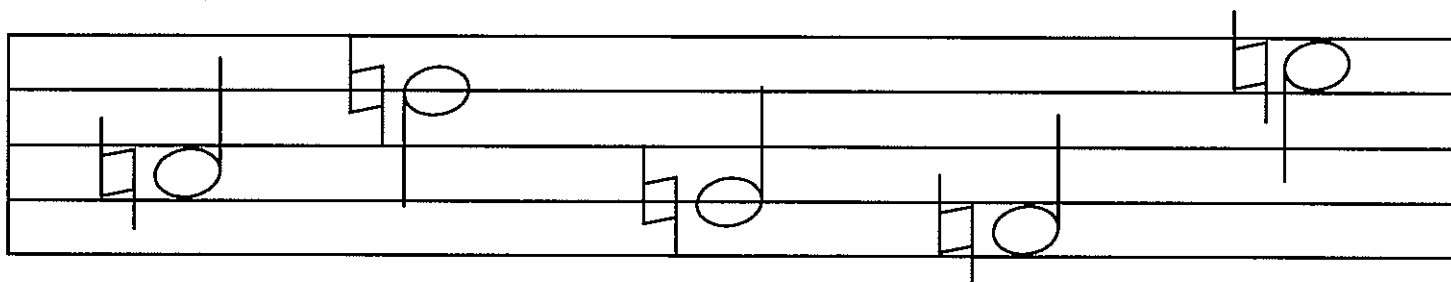
When you draw sharps in front of notes, make sure the sharp is on the same space or line that the note is on.

Add sharps in front of these notes.

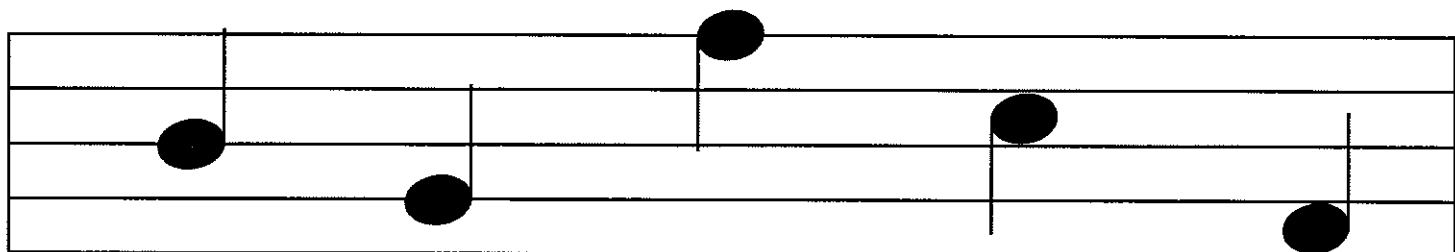
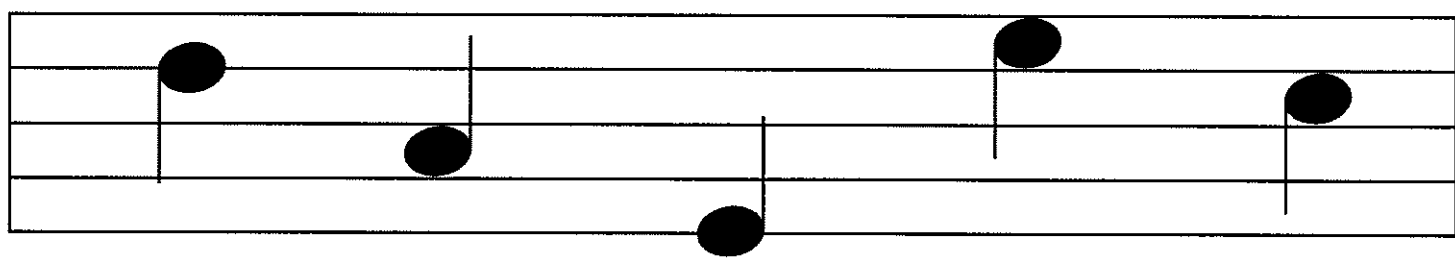
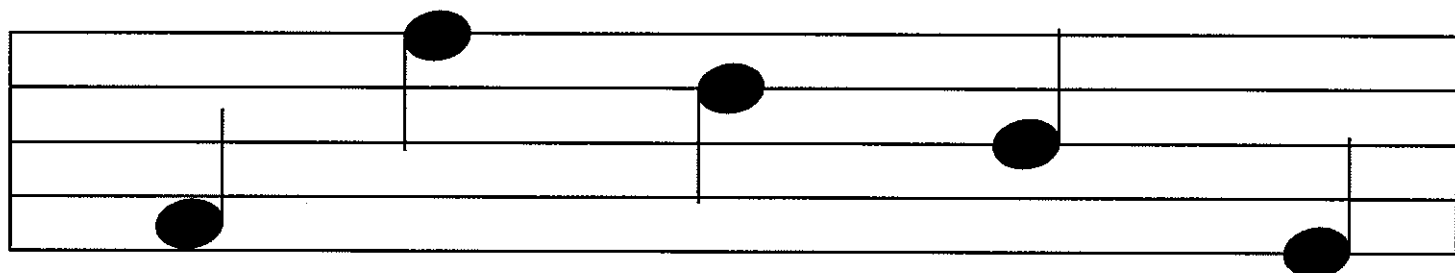


## DRAWING NATURAL SIGNS IN FRONT OF NOTES

We use naturals in music to let us know if a note sounds higher or lower.

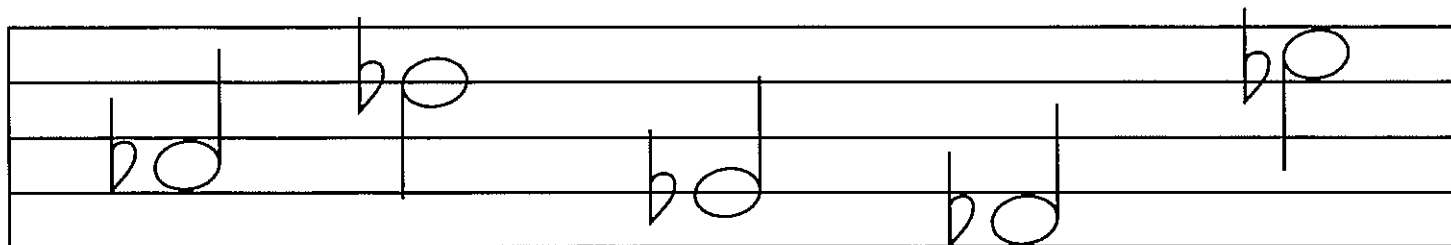


When you draw natural signs in front of notes, make sure the natural sign is on the space or line that the note is on. Add natural signs in front of these notes.



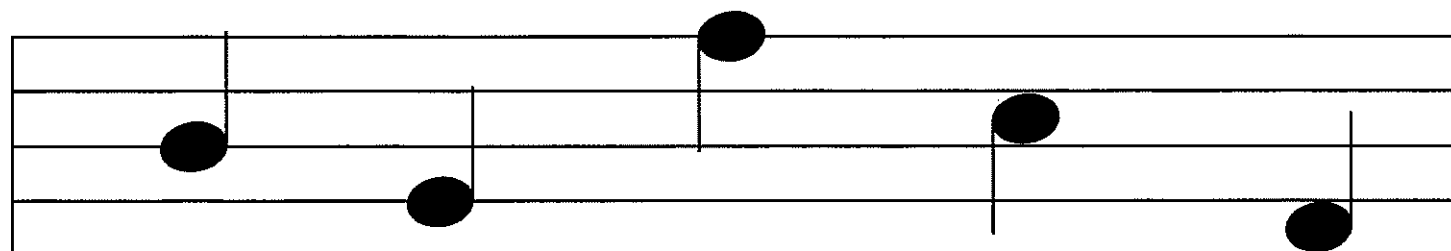
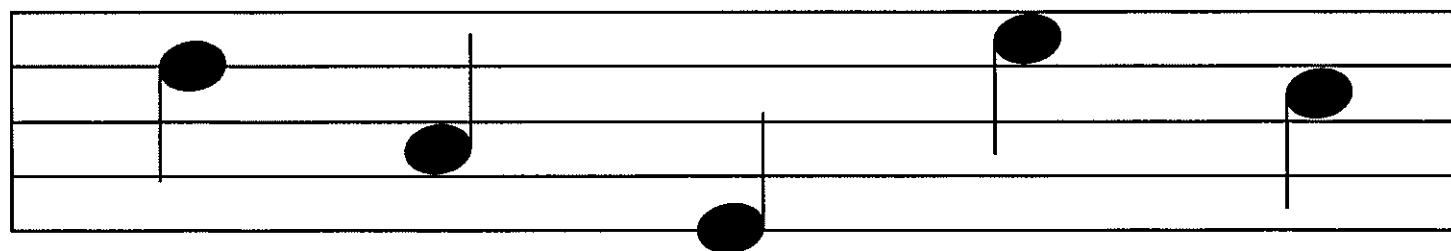
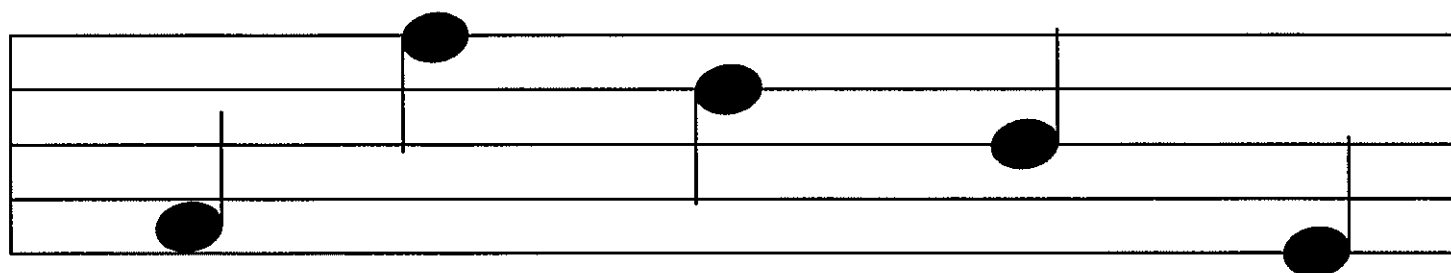
# DRAWING FLATS IN FRONT OF NOTES

If we put a flat in front of a note, that note sounds lower.



When you draw flats in front of notes, make sure the flat is on the space or line that the note is on.

Add flats in front of these notes.



Use this page for extra practice for anything you have learned so far.

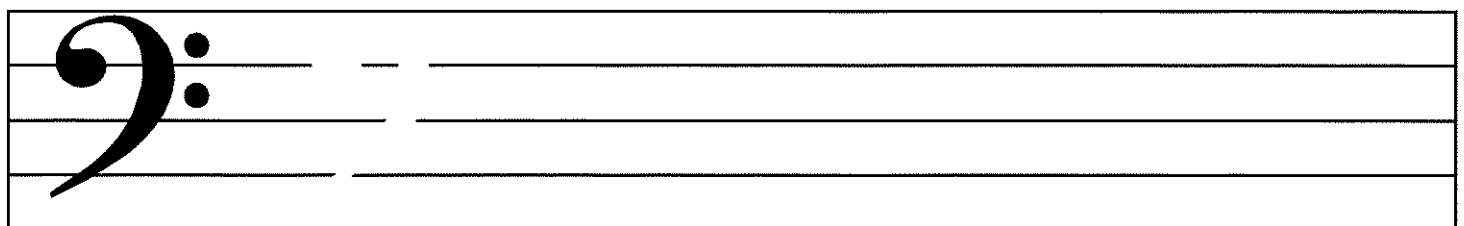
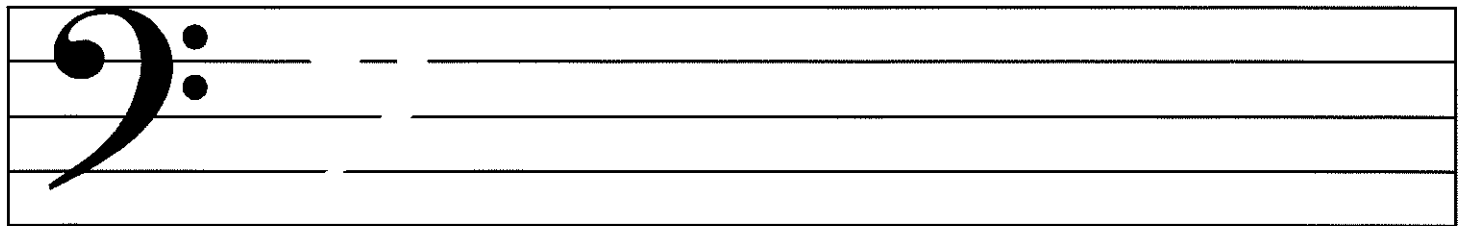
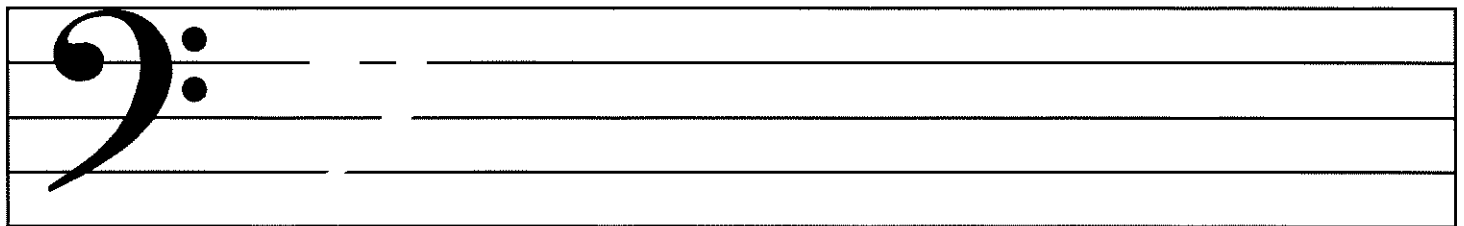
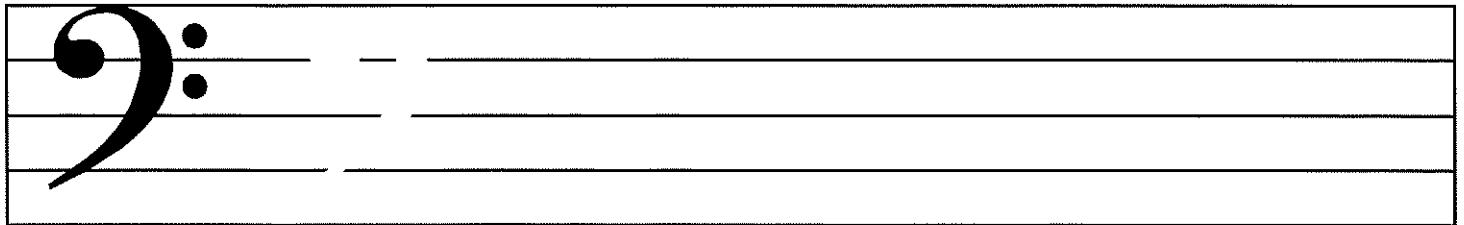




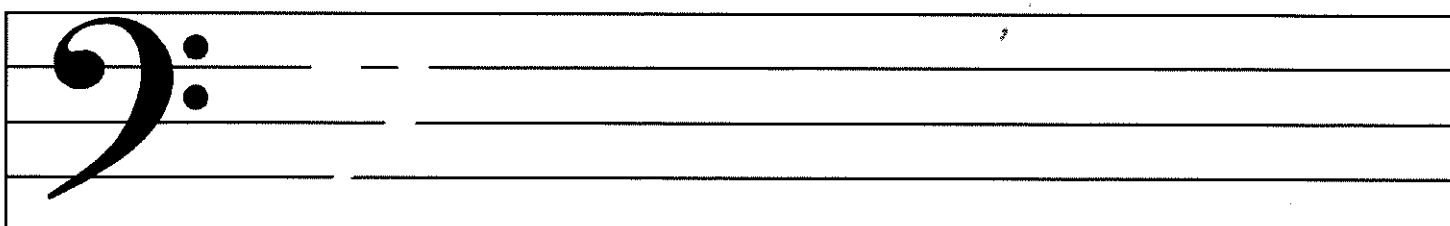
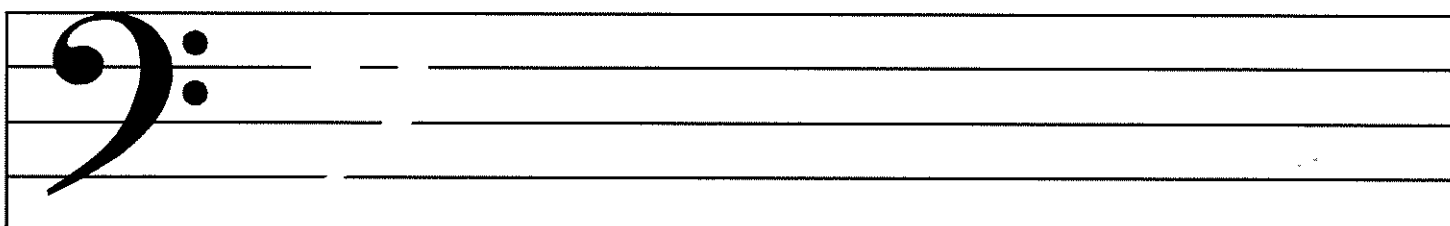
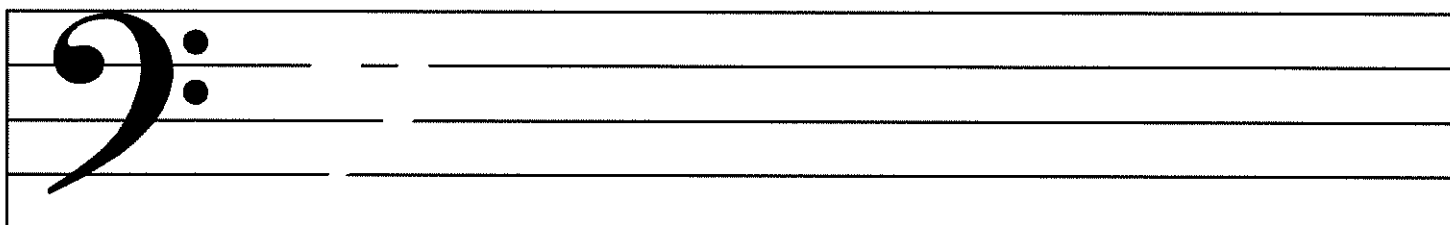
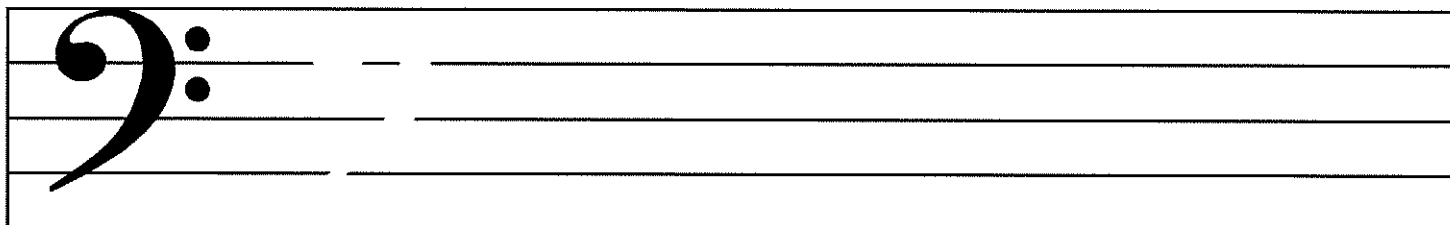


# LEARNING TO DRAW BASS CLEFS OR F CLEFS


Now we will learn to draw bass clefs. If we see a bass clef in music, we know that the music is for the cello. Draw a dot on the 4th line then make a curve up and to the right, then down to the second line, like half a heart. Draw two more dots, above and below the 4th line.




Now it's your turn. Draw the bass clefs by yourself.




# LEARNING WHAT NOTES LOOK LIKE

 I am a **whole note**.

 I am a **half note**.

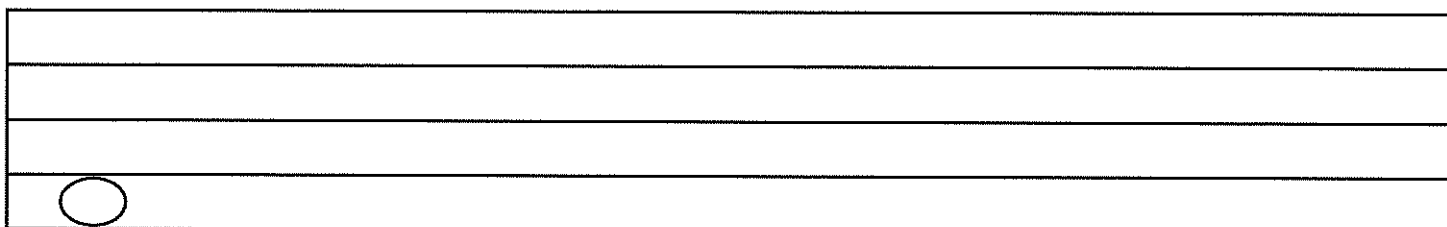
 I am a **dotted half note**.

 I am a **quarter note**.

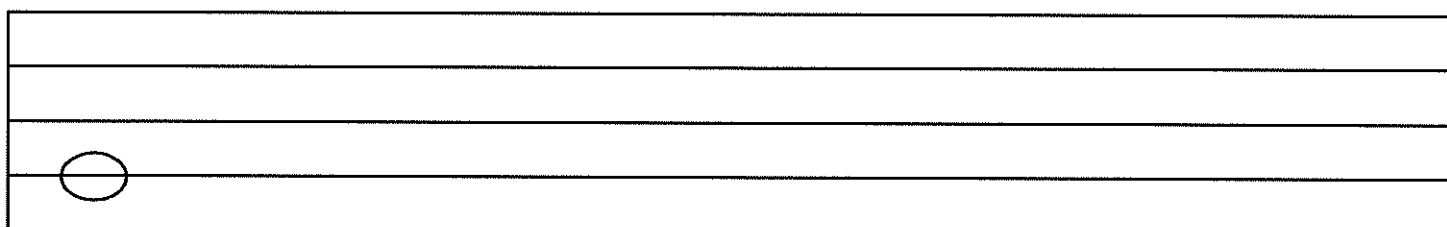
 I am a **eighth note**.

 I am a **sixteenth note**.

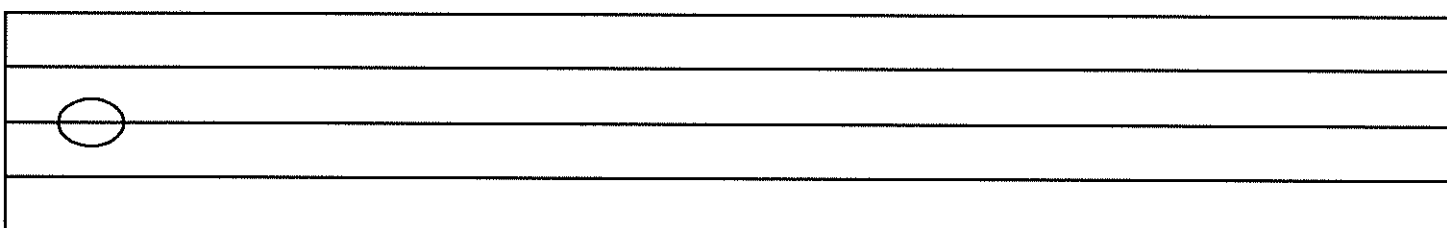
Draw whole notes across the music staff. Make sure you look carefully to see if the note is on a line or a space.



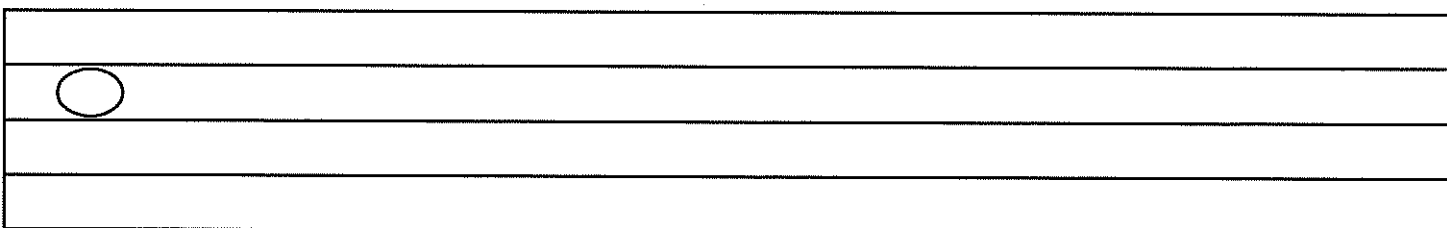
Draw whole notes across the line



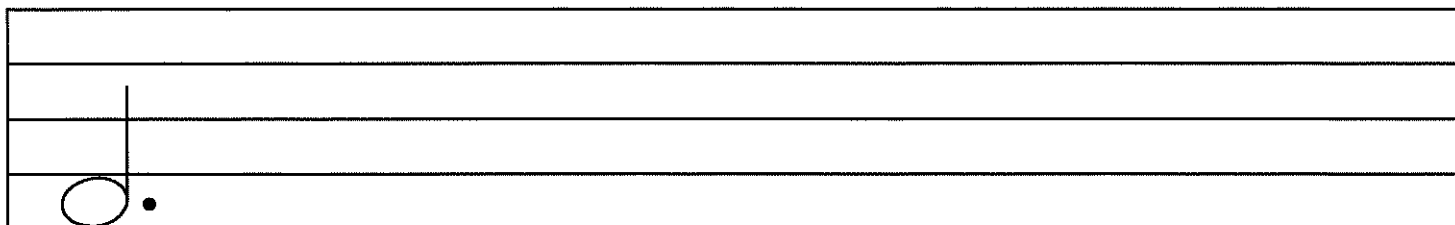
Draw whole notes across the line



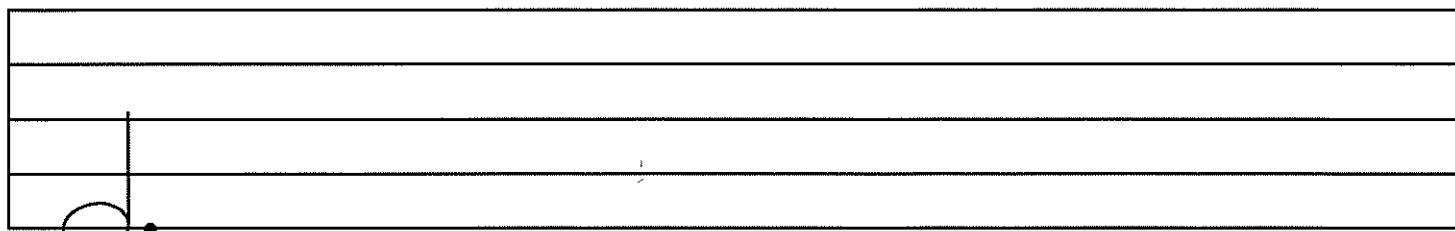
Draw whole notes across the space



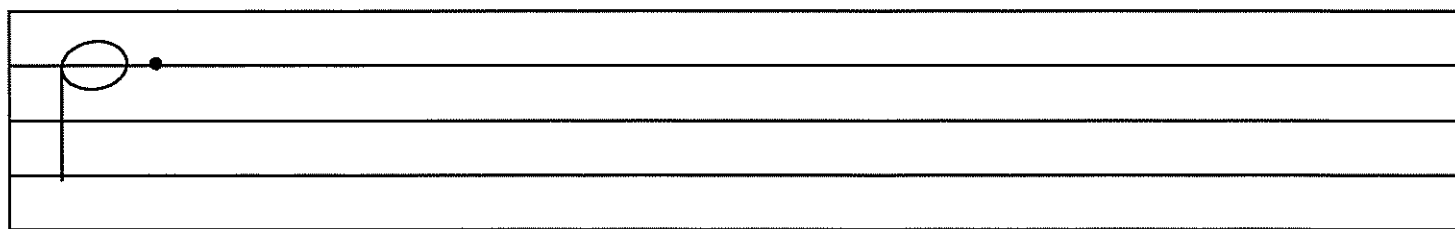
Now draw dotted half notes across the music staff. Make sure you look carefully to see if the note is on a line or a space.



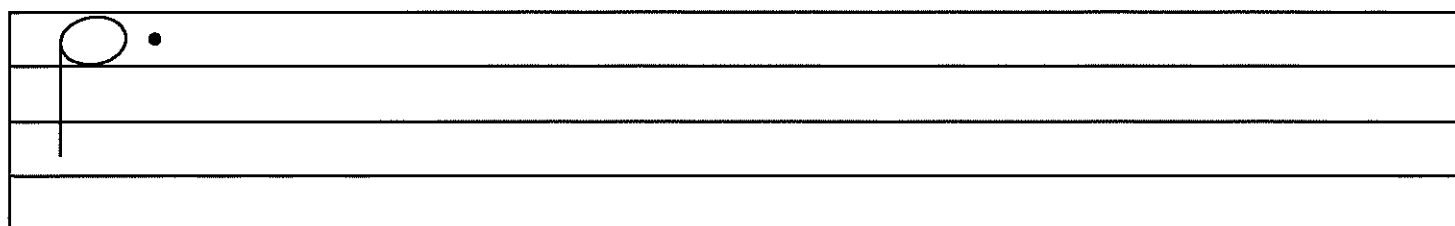
Draw dotted half notes across the line.



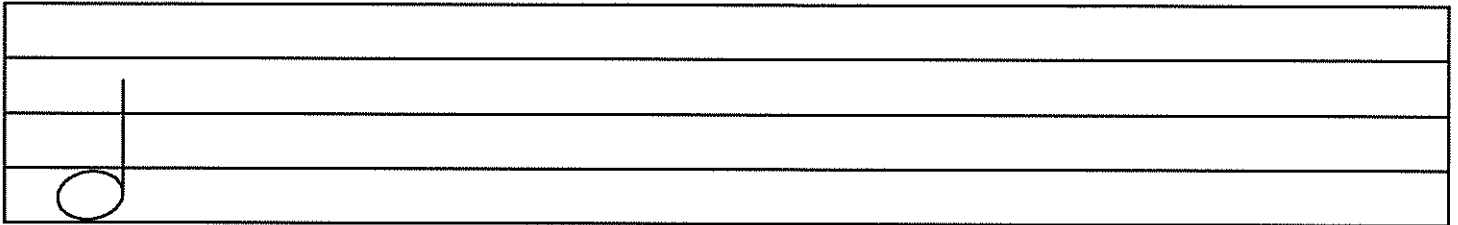
Draw dotted half notes across the line.



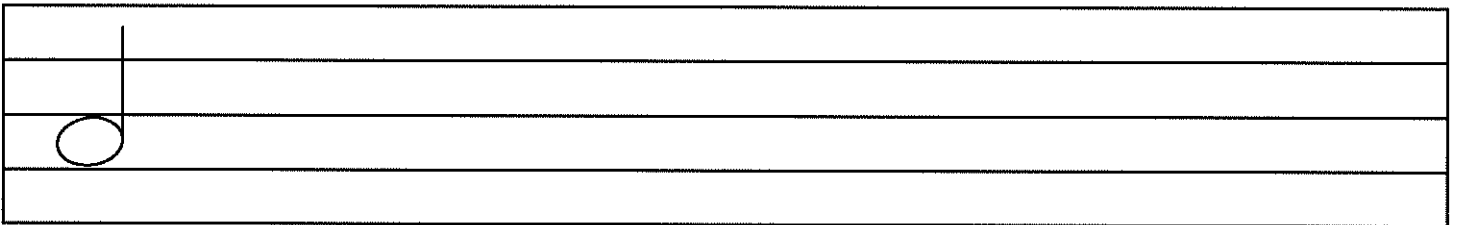
Draw dotted half notes across the space.



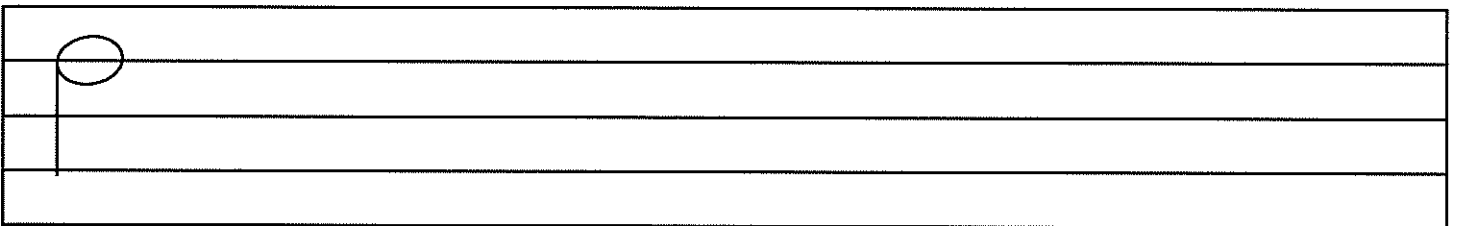
Now draw half notes across the music staff. Make sure you look carefully to see if the note is on a line or a space.



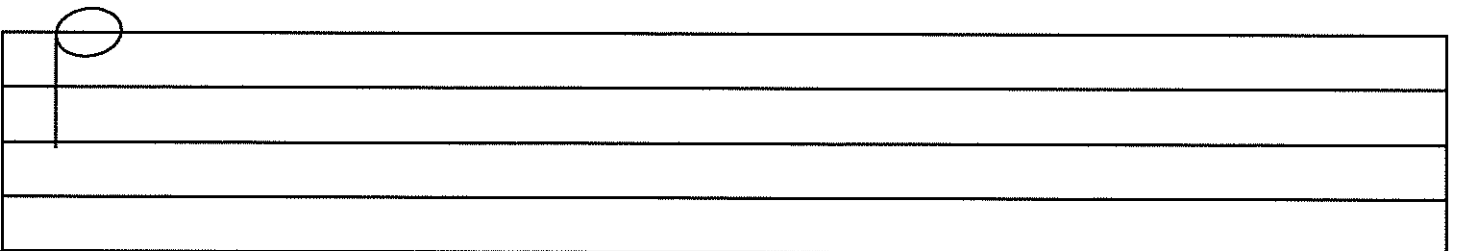
Draw half notes across the space.



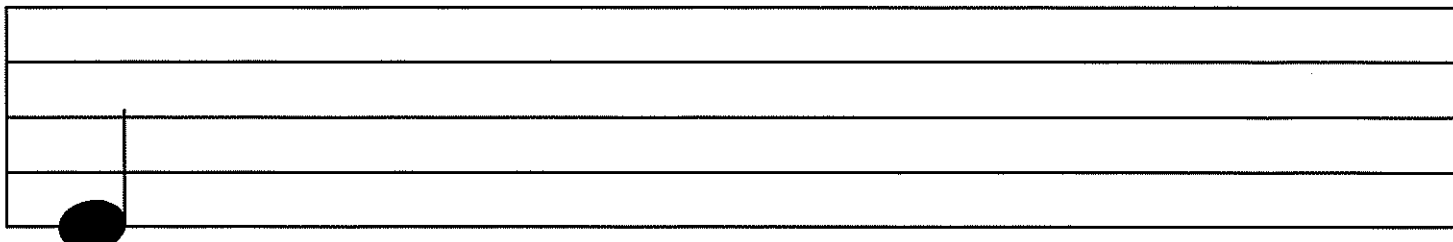
Draw half notes across the line.



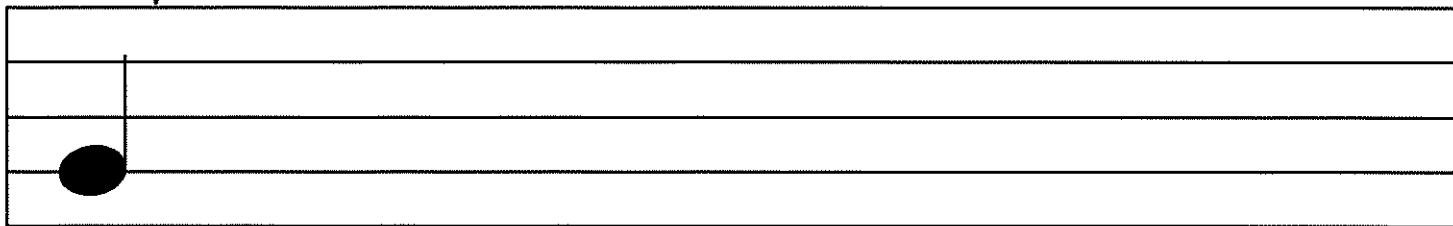
Draw half notes across the line.



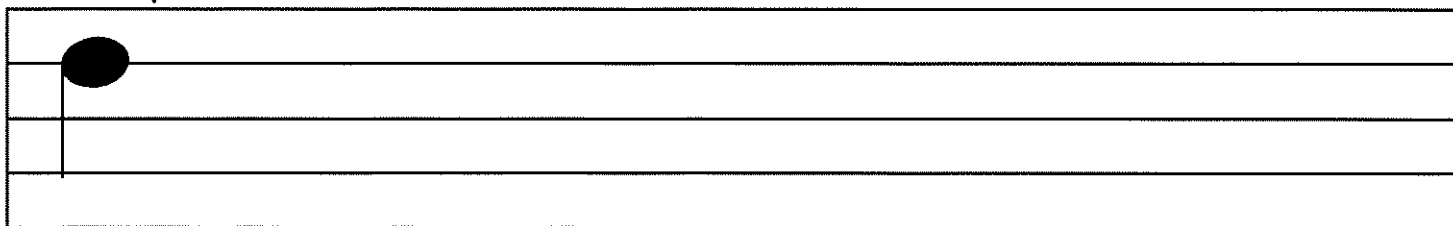
Now draw quarter notes across the music staff. Make sure you look carefully to see if the note is on a line or a space and each note in.



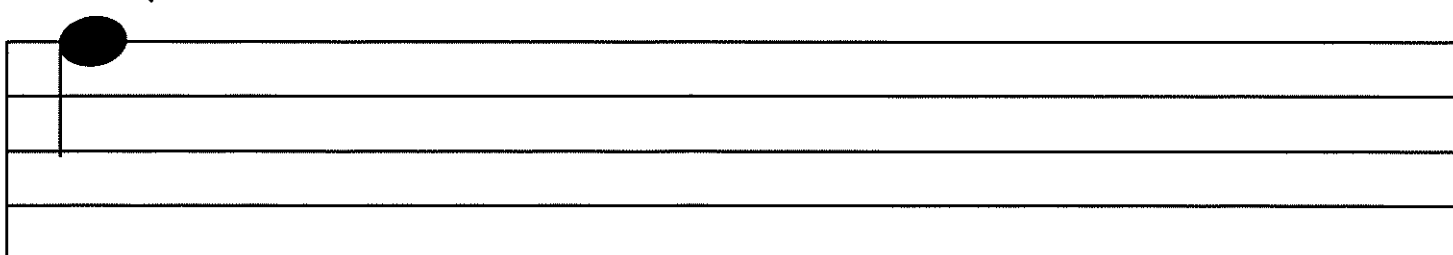
Draw quarter notes across the line.



Draw quarter notes across the line.

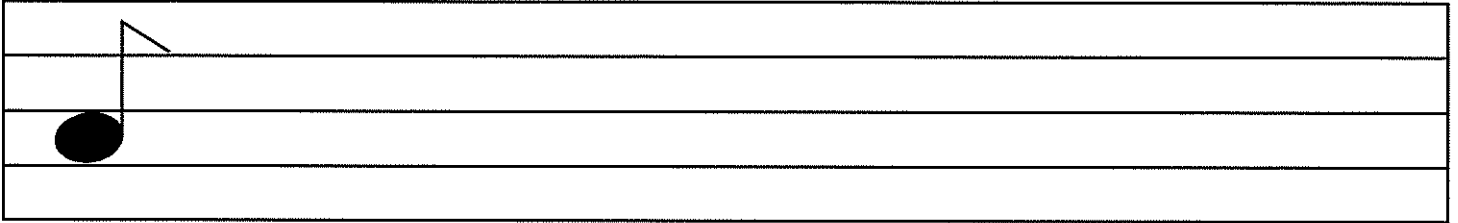


Draw quarter notes across the line.

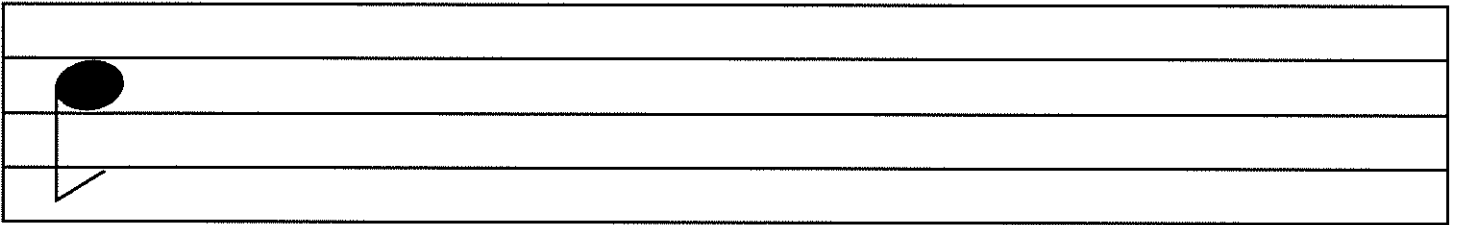


Now draw eighth notes across the music staff.  
Watch to see if the note is on a line or a space.

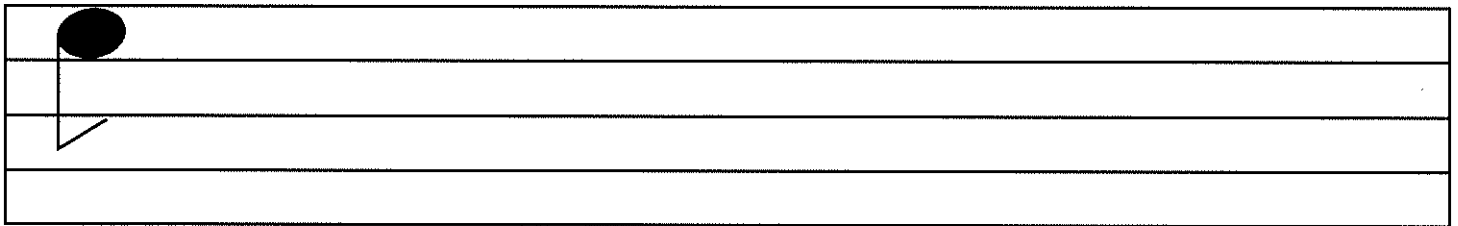
 Remember, I have a tail  and am dark in the middle.



Draw eighth notes across the space.



Draw eighth notes across the space.



Draw eighth notes across the space.

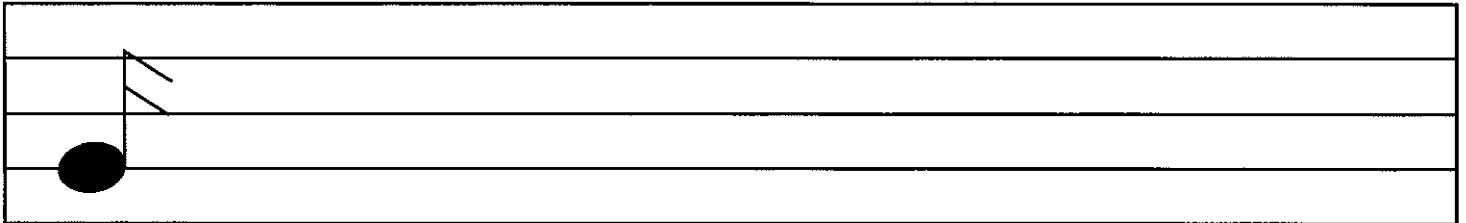




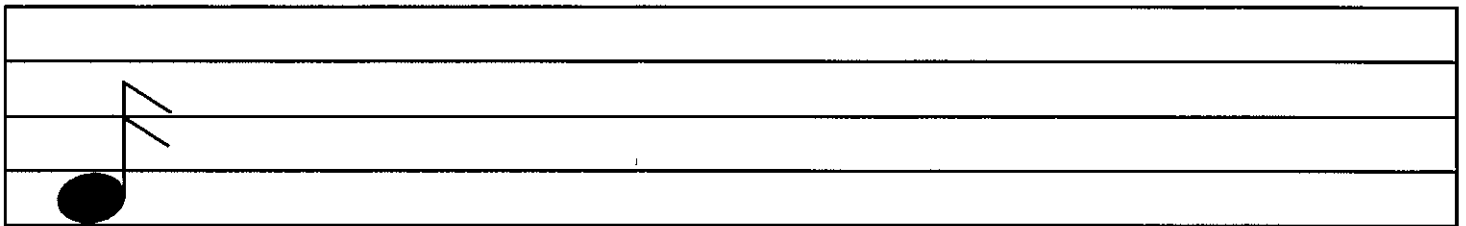
Now draw sixteenth notes across the music staff.  
Watch to see if the note is on a line or a space.



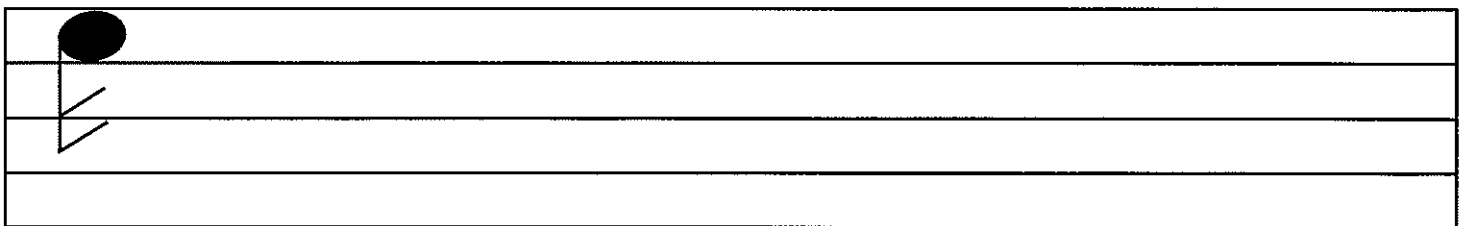
Remember, I have 2 tails  and am coloured in.



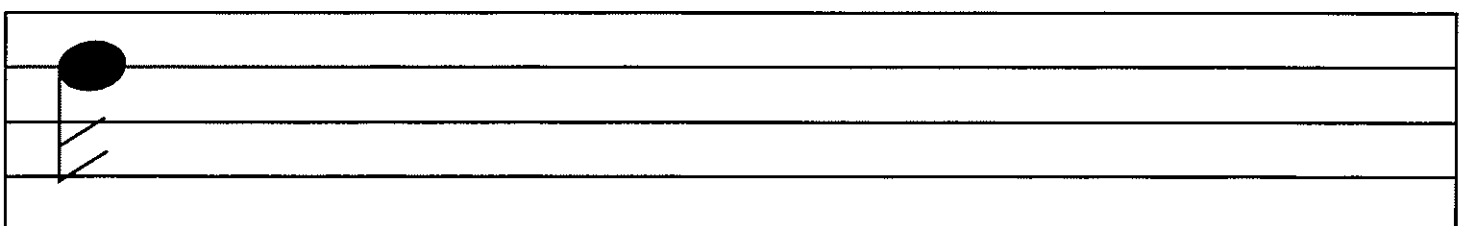
Draw sixteenth notes across the space.



Draw sixteenth notes across the space.




Draw sixteenth notes across the line.





# CHECKPOINT #2

Colour the shapes with the correct colour.  
Look to see what symbol they have and use  
the guide to the right.


 = purple

 = blue

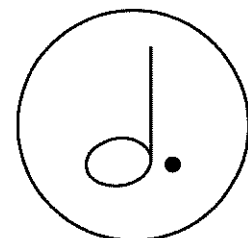
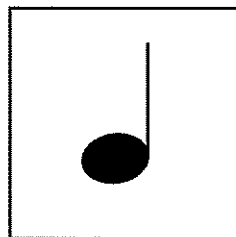
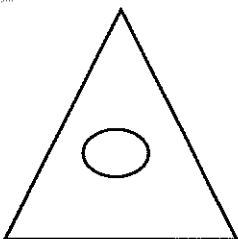
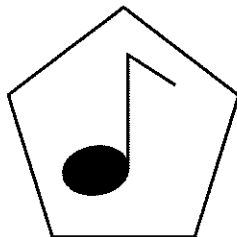
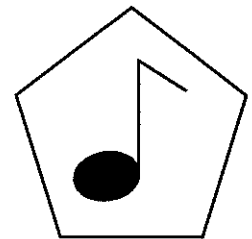
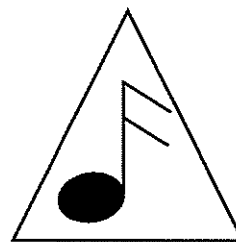
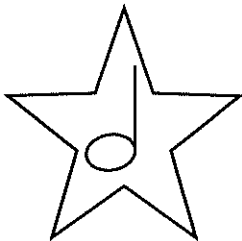
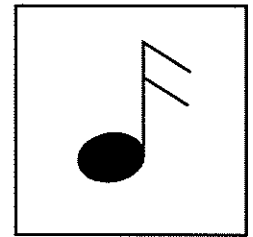
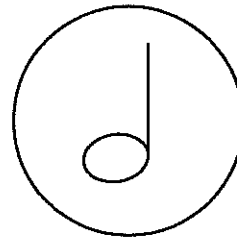
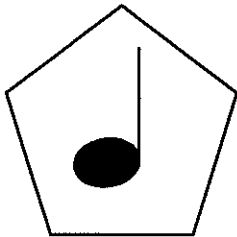
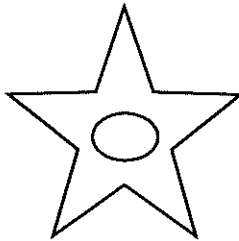
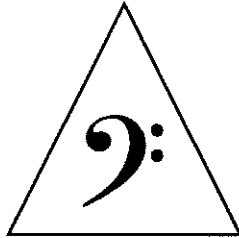
 = green

 = orange

 = yellow

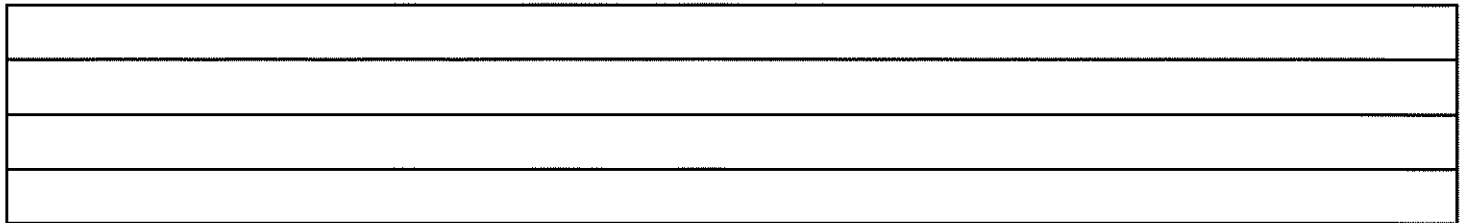
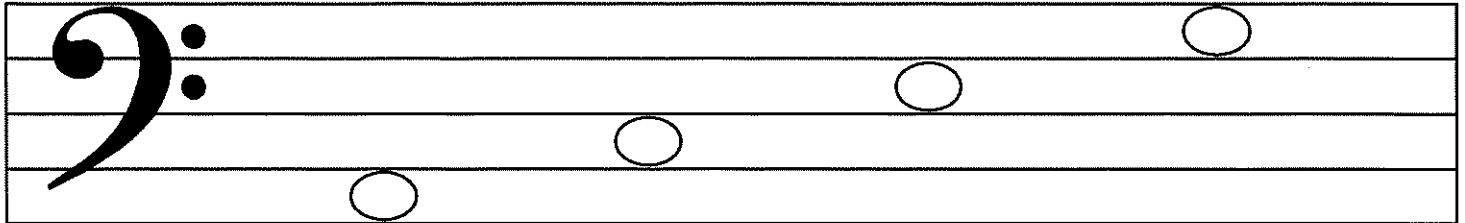
 = red

 = brown

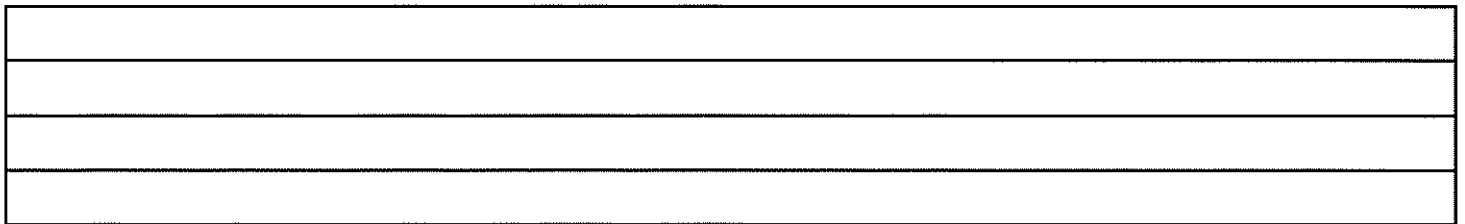


# WRITING MUSIC

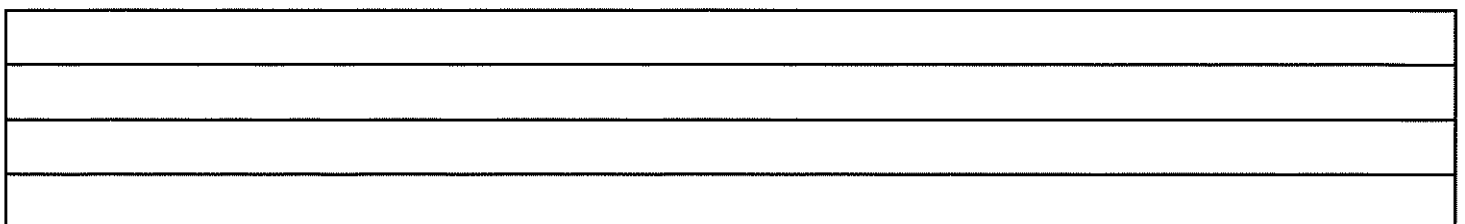
Start with a Bass Clef and draw 4 whole notes on each of the 4 spaces. Remember, music always starts with a bass clef and continues with notes.



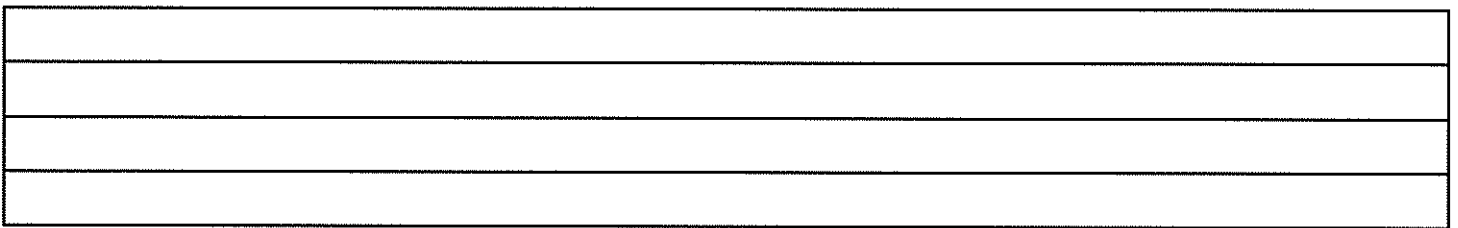
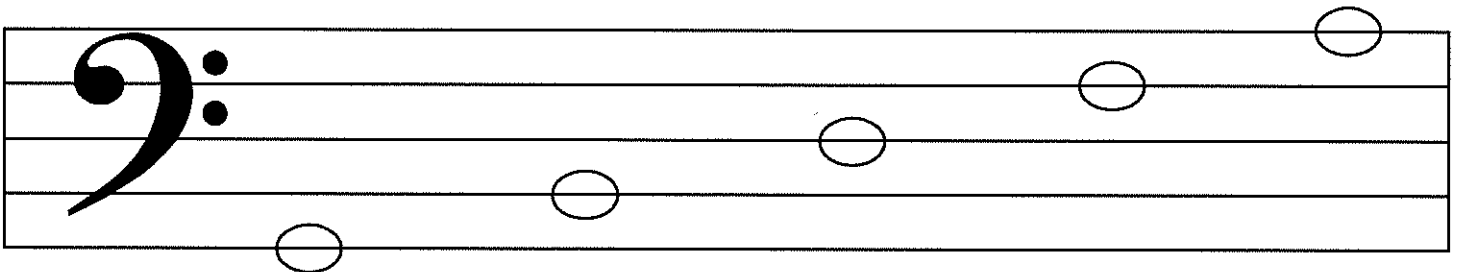
Try it again.



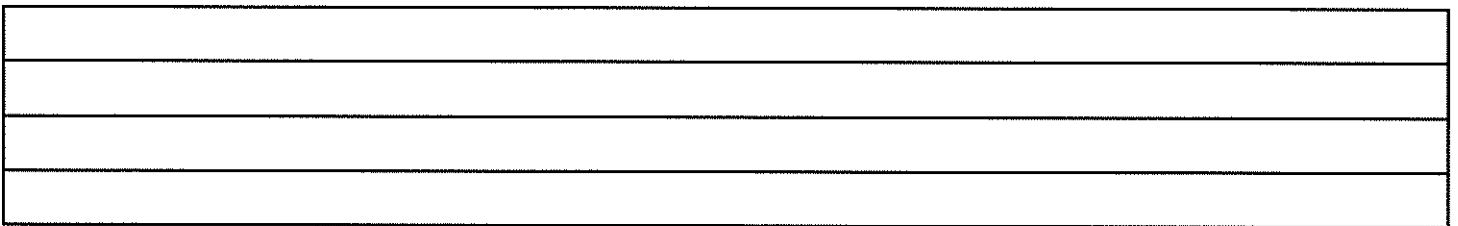
Try it again.



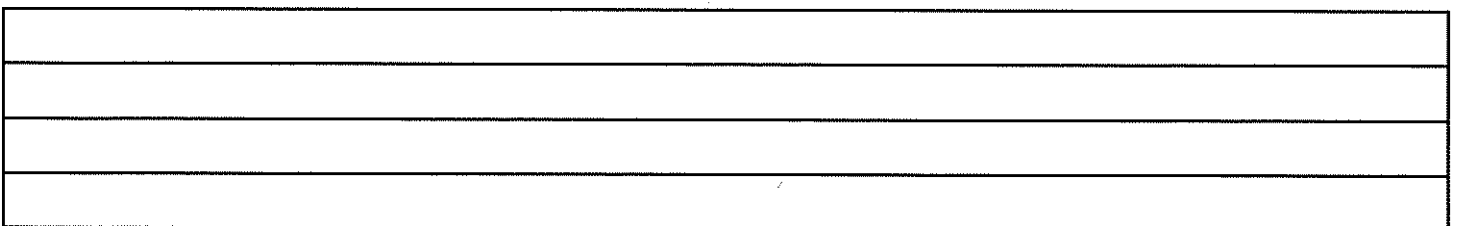
Copy exactly what is below on the blank music staff. Start with a Bass Clef and draw 5 whole notes on each of the 5 lines.




Try it again.

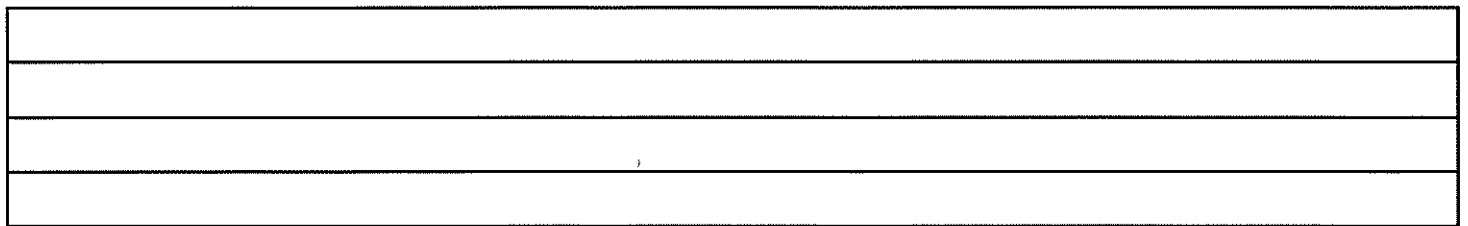
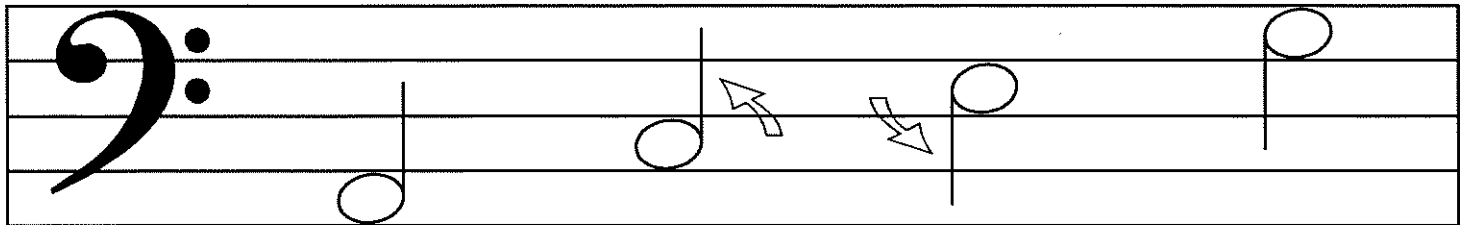


Try it again.

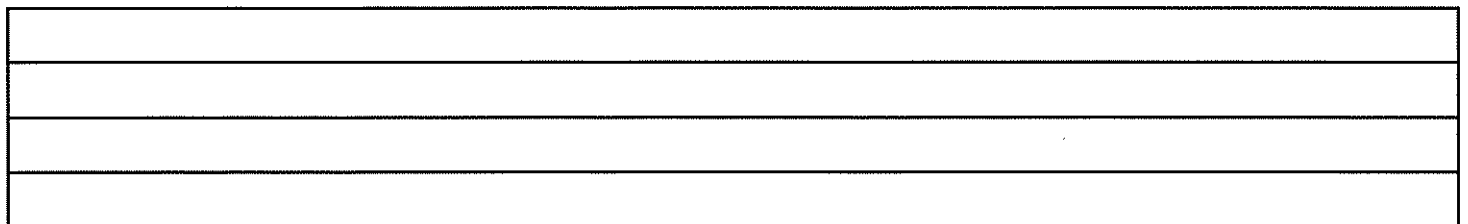


Copy exactly what is below on the blank music staff. Start with a Base Clef and draw the half notes on each of the 4 spaces.

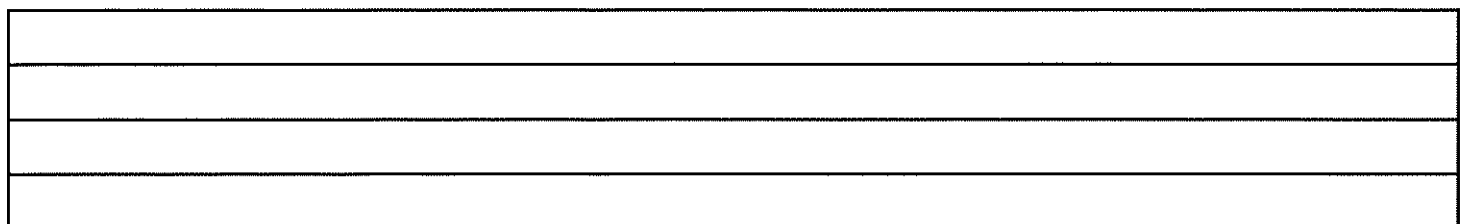
 Make sure to change your stem from up to down.




Try it again.

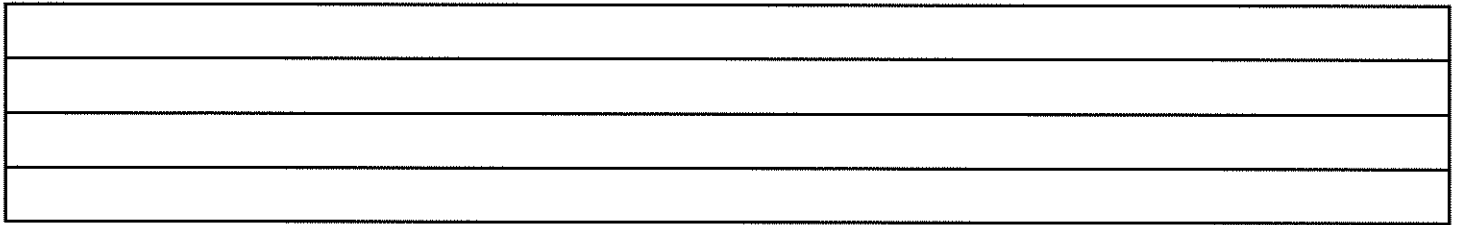
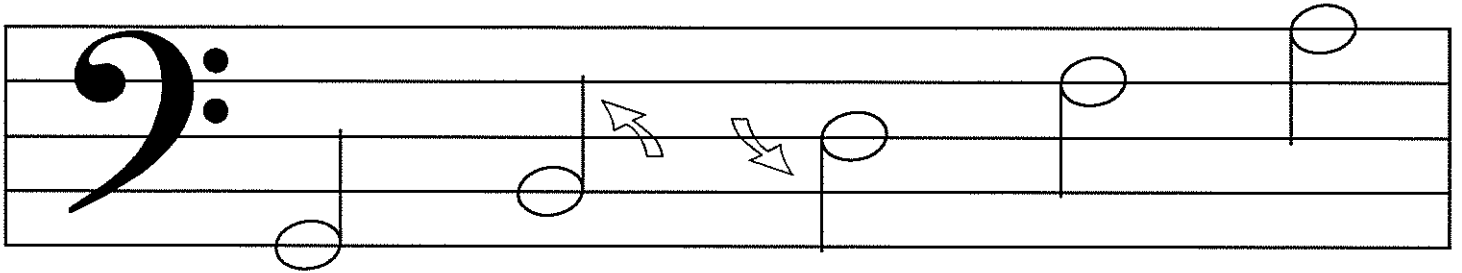


Try it again.

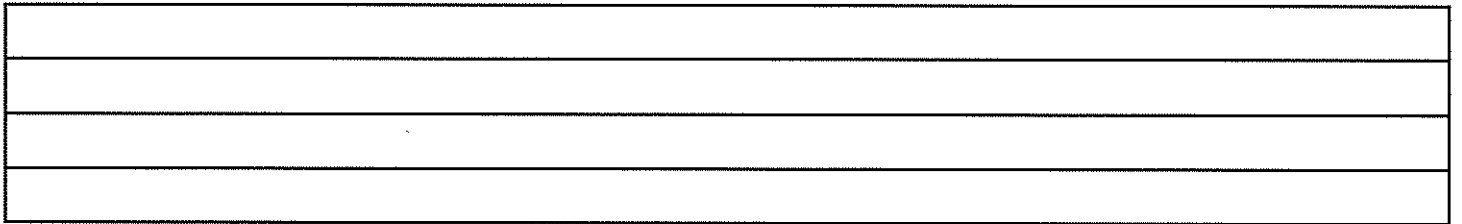


Copy exactly what is below on the blank music staff. Start with a Bass Clef and draw the 5 half notes on each of the 5 lines.

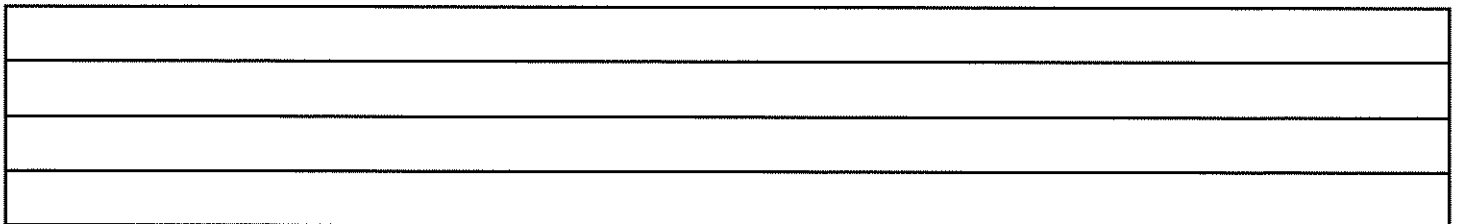
 Make sure to change your stem from up to down.




Try it again.

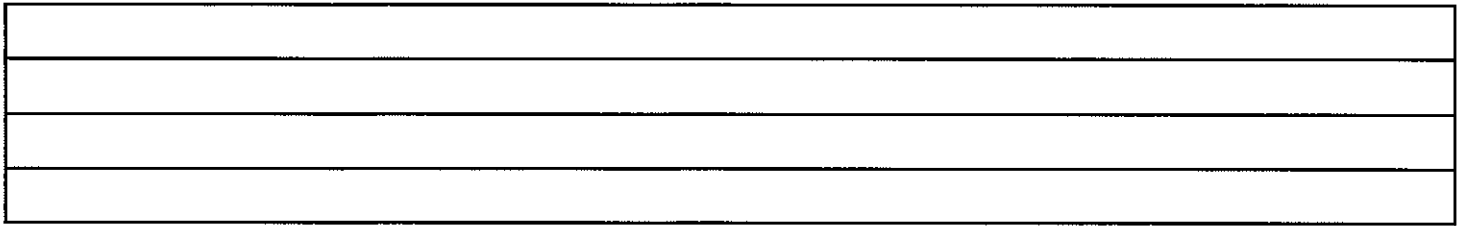
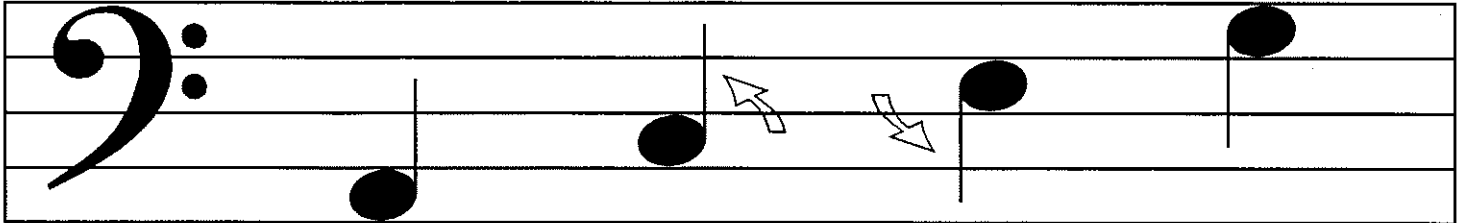


Try it again.

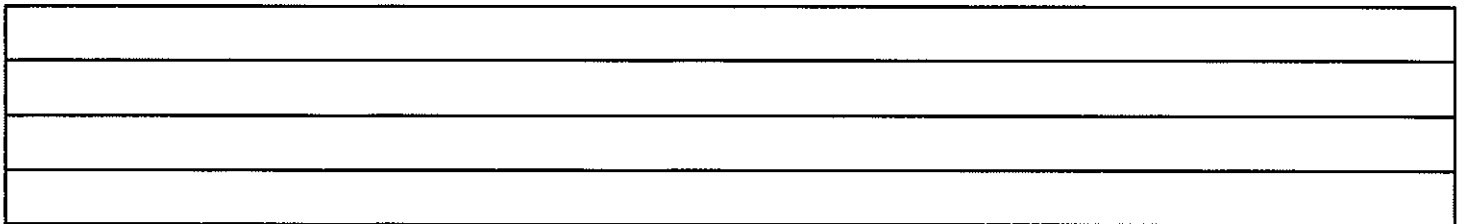


Copy exactly what is below on the blank music staff. Start with a Bass Clef and draw 4 quarter notes on each of the 4 spaces.

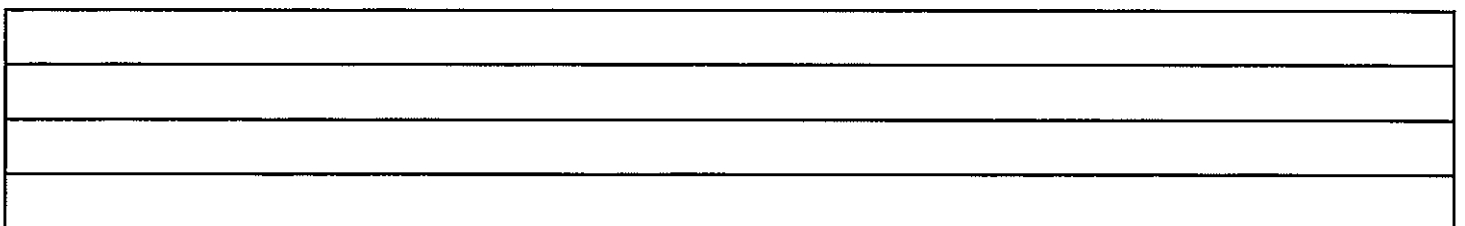
 Make sure to change your stem from up to down.




Try it again.

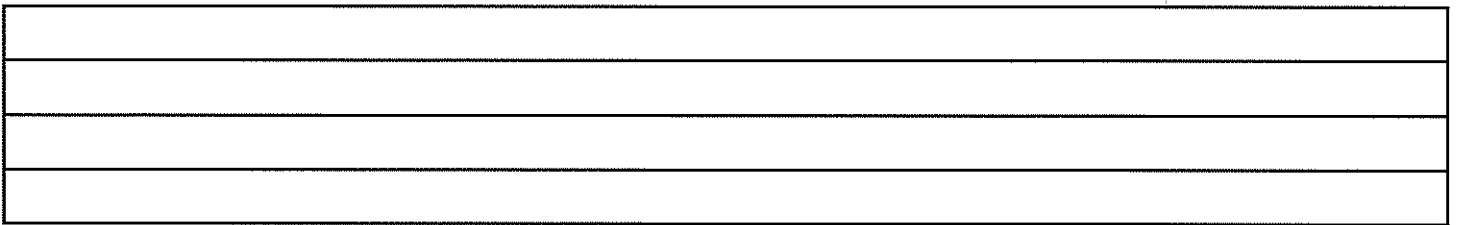
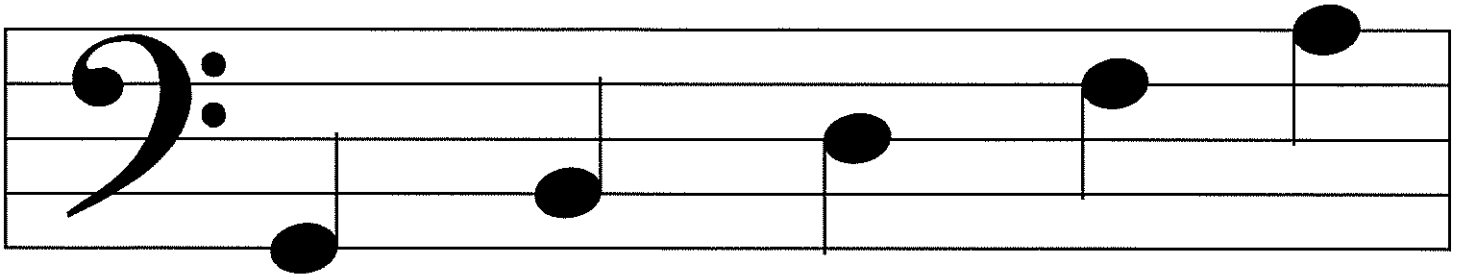


Try it again.

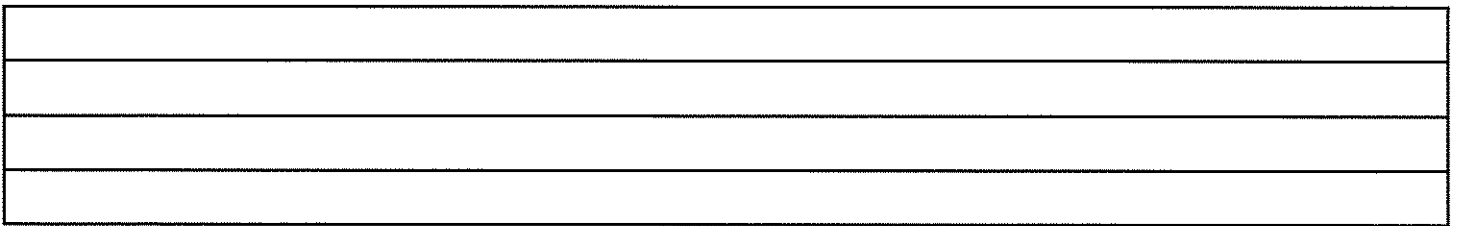


Copy exactly what is below on the blank music staff. Start with a Bass Clef and draw 5 quarter notes on each of the 5 lines.

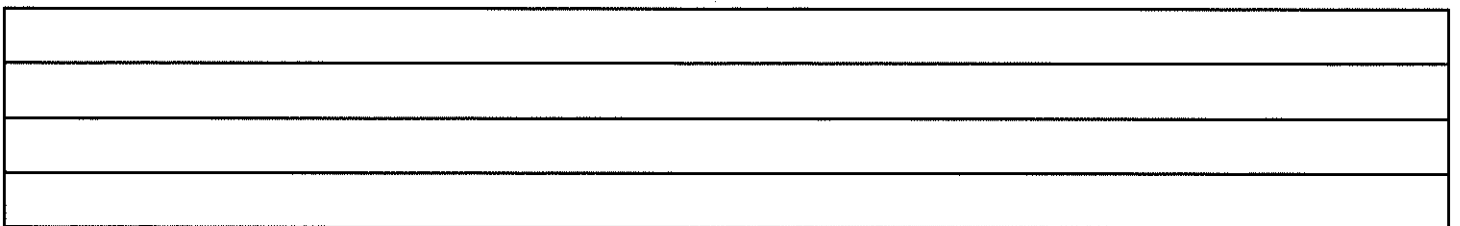
 Make sure to change your stem from up to down.



Try it again.



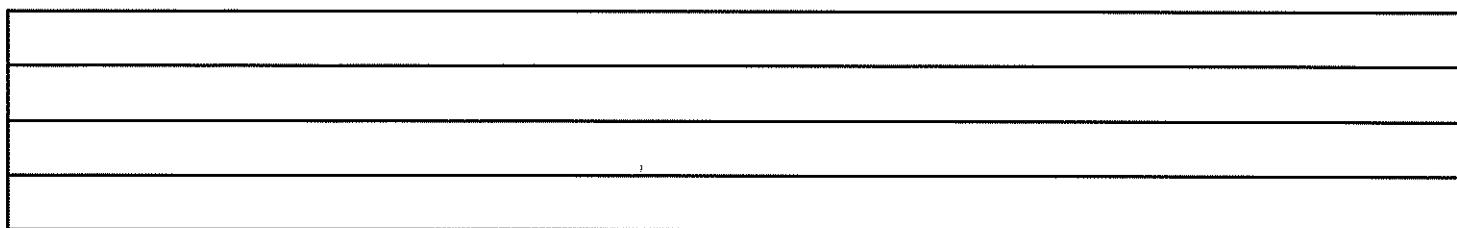
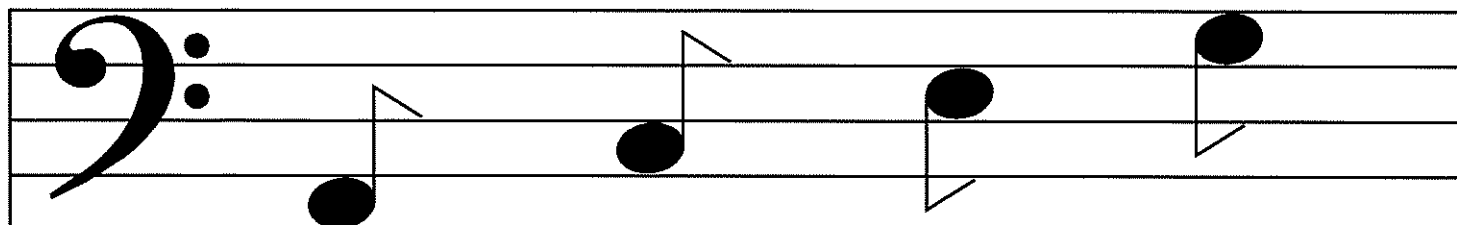
Try it again.



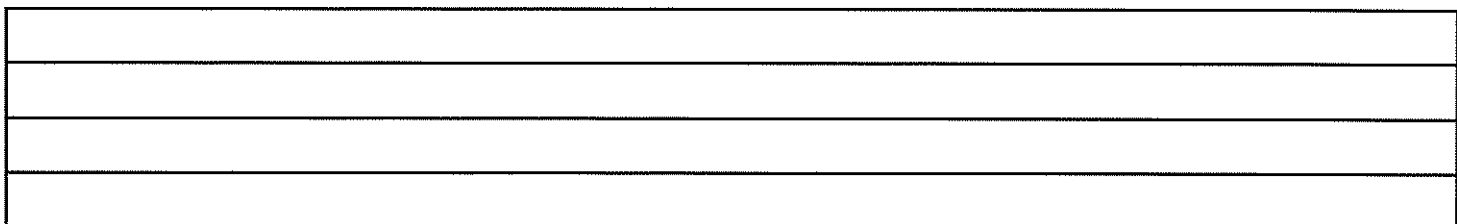


Copy exactly what is below on the blank music staff. Start with a Bass Clef and draw 4 eighth notes in each of the 4 spaces.

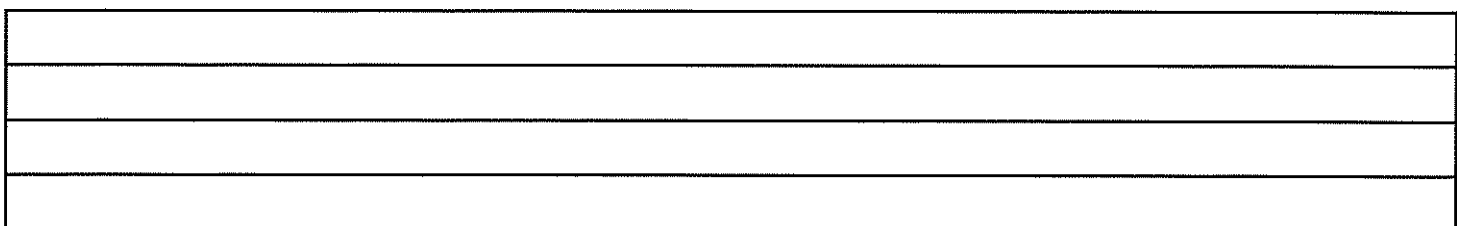
 Don't forget to add a tail!



Try it again.

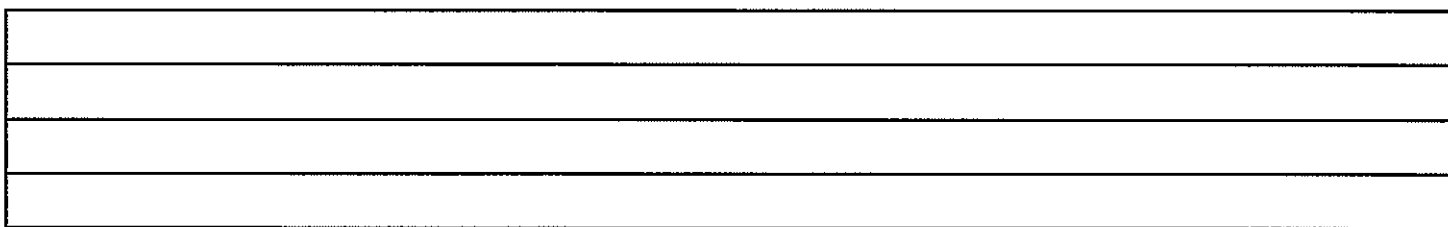
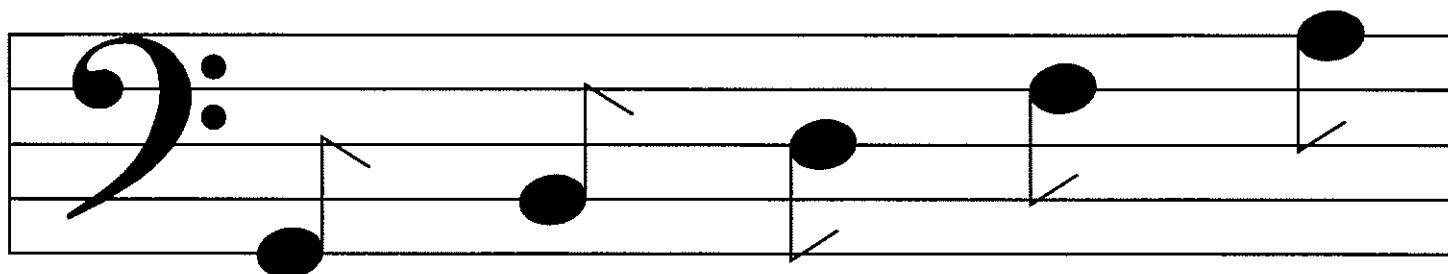


Try it again.

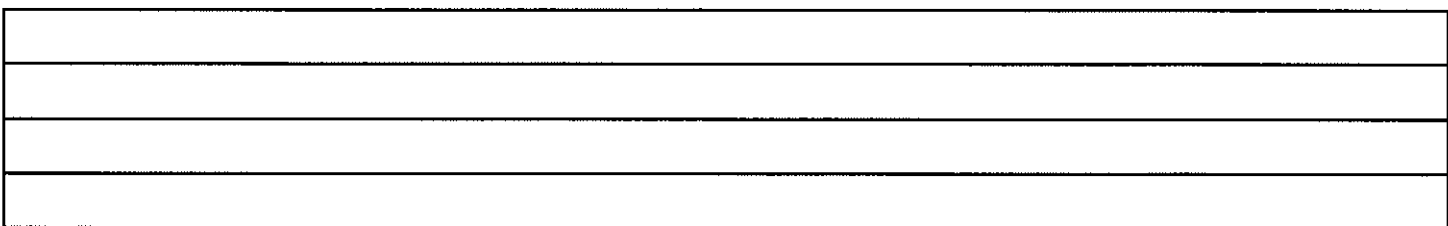


Copy exactly what is below on the blank music staff. Start with a Bass Clef and draw 5 eighth notes on each of the 5 lines.

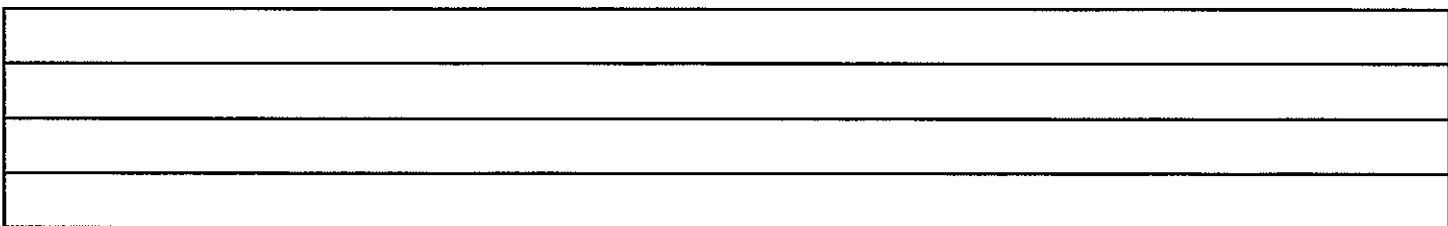
 Don't forget to add a tail!



Try it again.



Try it again.



# LEARNING NOTE TIMES

## WHOLE NOTE



I have 4 beats!

## DOTTED HALF NOTE



I have 3 beats

## HALF NOTE



I have 2 beats

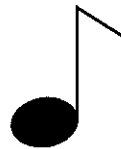
# LEARNING NOTE TIMES

## QUARTER NOTE



I have 1 beat

## EIGHTH NOTE



I am quick.  
I have  $\frac{1}{2}$  a beat!

## SIXTEENTH NOTE



I am really quick.  
I have  $\frac{1}{4}$  beat!

Draw a line of **Whole Notes**. They have \_\_\_ beats each.

○			

Draw a line of **Whole Notes**. They have \_\_\_ beats each.

○			

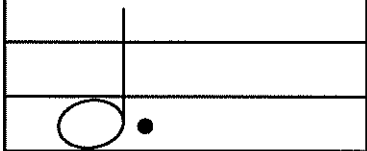
Draw a line of **Half Notes**. They have \_\_\_ beats each.

○ 			

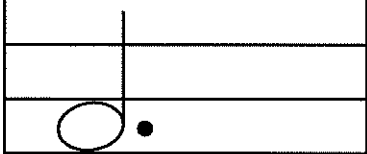
Draw a line of **Half Notes**. They have \_\_\_ beats each.

○ 			

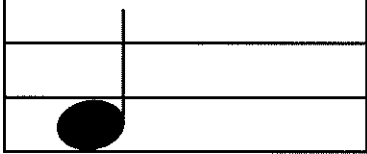
Draw a line of **Dotted Half Notes**. They have \_\_\_ beats each.

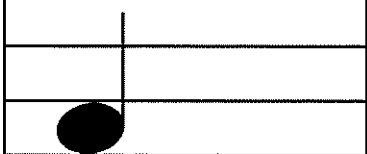
Draw a line of **Dotted Half Notes**. They have \_\_\_ beats each.

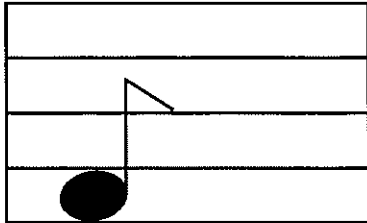
Draw a line of **Quarter Notes**. They have \_\_\_ beats each.

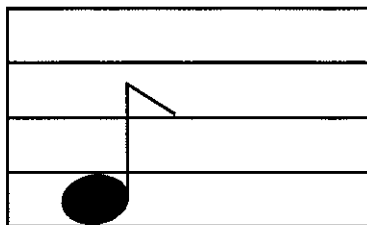
Draw a line of **Quarter Notes**. They have \_\_\_ beats each.

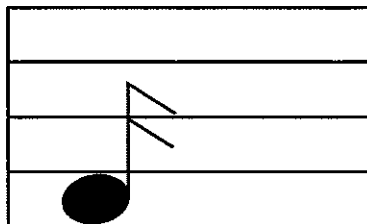
Draw a line of **Eighth Notes**. They have \_\_\_ beats each.


Draw a line of **Eighth Notes**. They have \_\_\_ beats each.

Draw a line of **Sixteenth Notes**. They have \_\_\_ beats each.

Draw a line of **Sixteenth Notes**. They have \_\_\_ beats each.

## 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 notes. The first note is a white circle with a vertical stem and a flag, labeled "eg." above it, with a box containing the number "2" to its right. The second note is a black circle with a vertical stem and a flag, with an empty box to its right. The third note is a white circle with a vertical stem, with an empty box to its right. The fourth note is a white circle with a vertical stem and a dot, with an empty box to its right. The fifth note is a black circle with a vertical stem, with an empty box to its right.

A musical staff with five notes. The first note is a white circle with a vertical stem, with an empty box to its right. The second note is a black circle with a vertical stem, with an empty box to its right. The third note is a white circle with a vertical stem and a dot, with an empty box to its right. The fourth note is a white circle with a vertical stem, with an empty box to its right. The fifth note is a black circle with a vertical stem and a flag, with an empty box to its right.

A musical staff with five notes. The first note is a white circle with a vertical stem, with an empty box to its right. The second note is a black circle with a vertical stem and a flag, with an empty box to its right. The third note is a black circle with a vertical stem and a flag, with an empty box to its right. The fourth note is a white circle with a vertical stem, with an empty box to its right. The fifth note is a black circle with a vertical stem, with an empty box to its right.

A musical staff with five notes. The first note is a black circle with a vertical stem and a flag, with an empty box to its right. The second note is a white circle with a vertical stem and a dot, with an empty box to its right. The third note is a black circle with a vertical stem, with an empty box to its right. The fourth note is a white circle with a vertical stem, with an empty box to its right. The fifth note is a white circle with a vertical stem, with an empty box to its right.

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







A musical staff with five lines. It contains five notes on the second line from the bottom. From left to right: a solid black circle with a stem and a flag; an open circle with a stem; a solid black circle with a stem and a flag; an open circle with a stem and a dot; and an open circle with a stem.

A musical staff with five lines. It contains five notes on the second line from the bottom. From left to right: a solid black circle with a stem and a flag; an open circle with a stem; an open circle with a stem and a dot; an open circle with a stem; and a solid black circle with a stem and a flag.

A musical staff with five lines. It contains five notes on the second line from the bottom. From left to right: an open circle with a stem; an open circle with a stem; a solid black circle with a stem and a flag; a solid black circle with a stem and a flag; and a solid black circle with a stem and a flag.

A musical staff with five lines. It contains five notes on the second line from the bottom. From left to right: an open circle with a stem; a solid black circle with a stem and a flag; an open circle with a stem; a solid black circle with a stem and a flag; and an open circle with a stem and a dot.







**Match the following note names with the correct note drawings.**

Quarter Note	
Whole Note	
Dotted Half Note	
Sixteenth Note	
Half Note	
Eighth Note	

**Match the following note names with the correct number of beats.**


Quarter Note	3
Whole Note	1/2
Dotted Half Note	1
Sixteenth Note	2
Half Note	4
Eighth Note	1/4

Match the following note times with the correct note drawings.

3	
4	
2	
1	
1/2	
1/4	


A diagonal line connects the number 3 to the sixteenth note drawing.

Fill in the blanks.

A \_\_\_\_\_ note has 4 beats. It looks like 

A half note has 2 beats. It looks like \_\_\_\_\_

A quarter note has \_\_\_\_\_ beats. It looks like 

An \_\_\_\_\_ note has 1/2 beats. It looks like 

A sixteenth note has 1/4 beats. It looks like \_\_\_\_\_

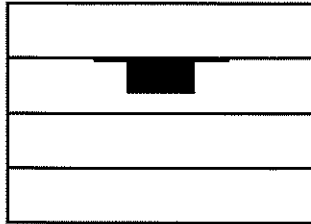
A dotted half note has \_\_\_\_\_ beats. It looks like 

# REST VALUES

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

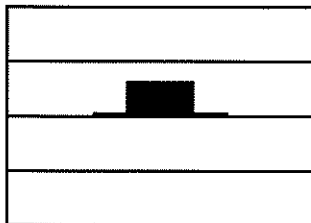
## Whole Rest

I look like an upside down hat. I have **4 beats** of quiet.



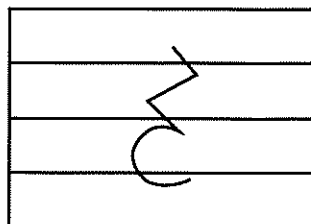
## Half Rest

I look like a hat. I have **2 beats** of quiet.



## Quarter Rest

I have **1 beat** of quiet.

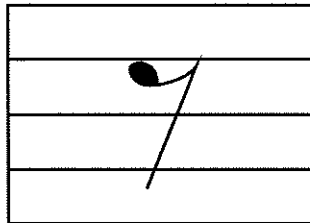


# REST VALUES

CONTINUED

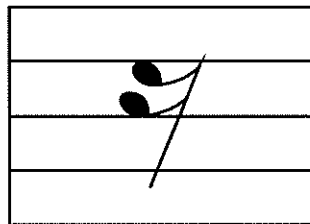
## Eighth Rest

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



## Sixteenth Rest



I have a really quick quiet time.  $\frac{1}{4}$  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. 

Draw a line of **Whole Rests**.

They look like upside down hats. They have \_\_\_\_\_ beats each.


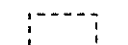
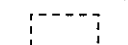
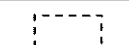
 The whole notes are below line 4


			

Draw a line of **Half Rests**.

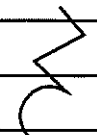
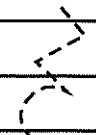
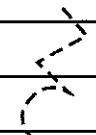
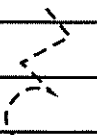
They look like hats. They have \_\_\_\_\_ beats each.

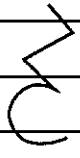
			

Draw a line of **Quarter Rests**.

They have \_\_\_\_\_ beats each.


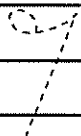
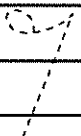
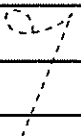
			


Draw another row of **Quarter Rests**.

5				
4				
3				
2				
1				

Draw a line of **Eighth Rests**.




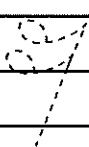
They have \_\_\_\_\_ beats each.


5				
4				
3				
2				
1				

5				
4				
3				
2				
1				

Draw a line of **Sixteenth Rests**.

They have \_\_\_\_\_ beats each.

5				
4				
3				
2				
1				

5				
4				
3				
2				
1				



# 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	






A diagonal line connects the text 'whole rest' to the drawing of a 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

# LET'S REVIEW

Match the following rest time with the correct drawing.

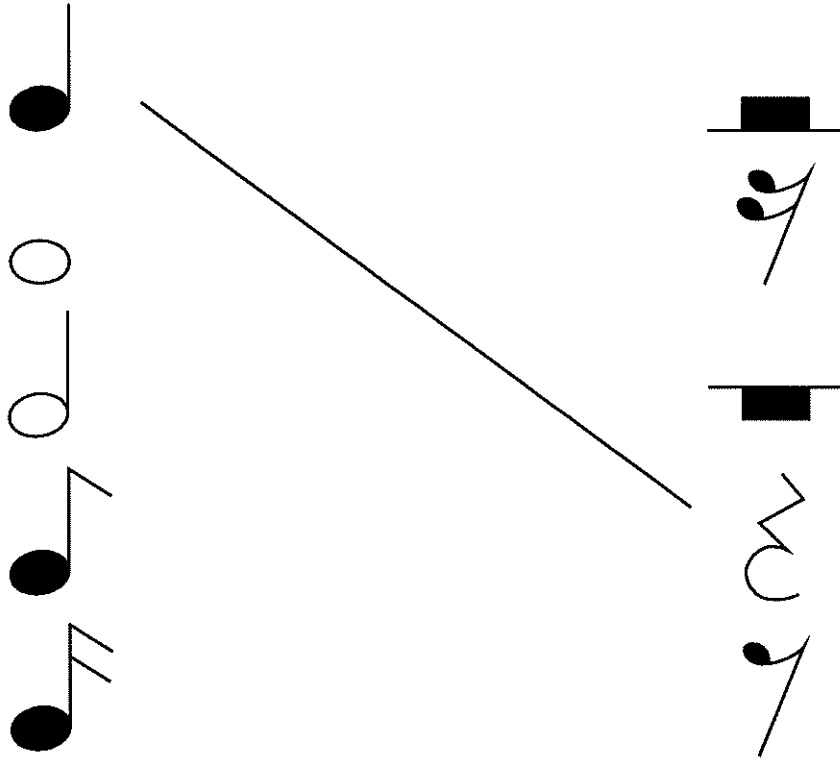
4	
2	
1	
1/2	
1/4	

Fill in the blanks.

- 1) A \_\_\_\_\_ rest has 4 beats. It looks like .
- 2) A half rest has 2 beats. It looks like \_\_\_\_\_.
- 3) A quarter rest has \_\_\_\_\_ beats. it looks like .
- 4) An eighth rest has 1/2 a beat. It looks like \_\_\_\_\_.
- 5) A sixteenth rest has 1/4 of a beat. It looks like \_\_\_\_\_.







# BIG REVIEW

Match the note with the rest of the same value.

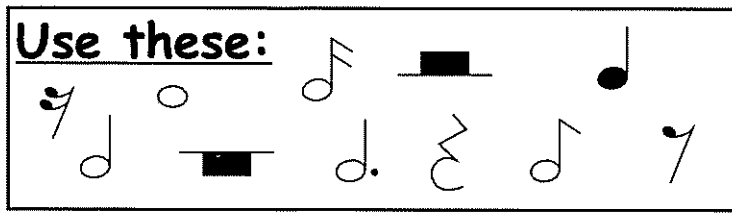


Match the note name with the rest name that has the same number of beats.

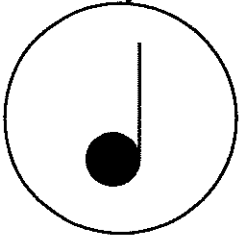
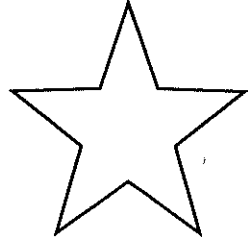
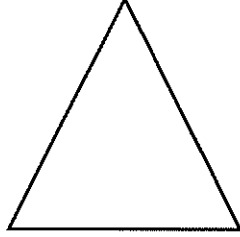
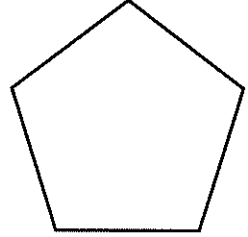
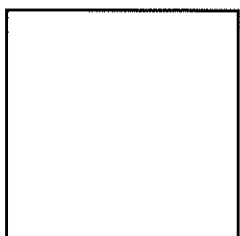

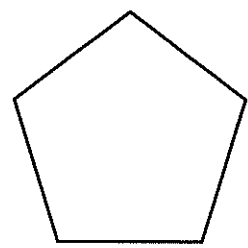
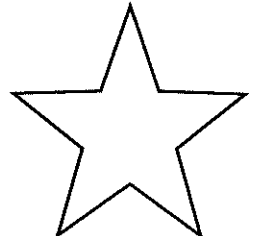
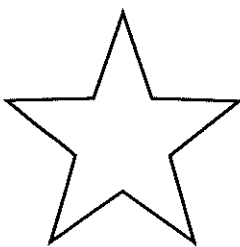
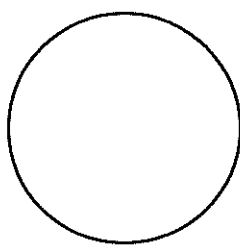

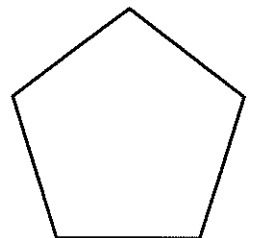

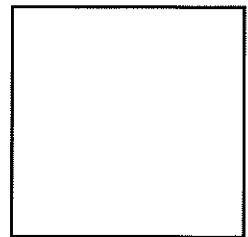
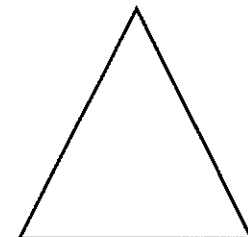
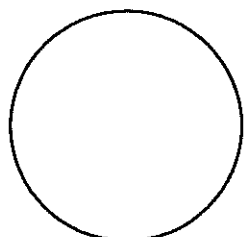
- |                |                |
|----------------|----------------|
| Whole Note     | Half Rest      |
| Half Note      | Eighth Rest    |
| Eighth Note    | Sixteenth Rest |
| Sixteenth Note | Quarter Rest   |
| Quarter Note   | Whole Rest     |
- A line connects 'Whole Note' to 'Whole Rest'.

- Draw notes & rests with 4 beats in the triangles. 
- Draw notes & rests with 2 beats in the squares. 
- Draw notes & rests with 1 beat in the circles. 
- Draw notes & rests with 1/2 beat in the stars. 
- Draw notes & rests with 1/4 beat in the pentagons. 
- Draw notes & rests with 3 beats in the rectangles. 

**Use these:**



**Example:**

# EASY MUSIC MATH

For this page, use all the notes and rests you know. Fill in the blanks using either a note or a rest. You get to choose.

Here are the notes and rests you know:



$$1 + 1 = 2$$

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

$$2 + 2 = 4$$

$$+ =$$

$$2 + 1 = 3$$

$$+ =$$

$$3 + 1 = 4$$

$$+ =$$

$$1 + 3 = 4$$

$$+ =$$

$$1 + 2 = 3$$

$$+ =$$

$$\frac{1}{2} + \frac{1}{2} + 2 = 3$$

$$+ + =$$

$$\frac{1}{4} + \frac{1}{2} + \frac{1}{4} + 1 = 2$$

$$+ + + =$$

$$4 - 1 = 3$$

$$- =$$

$$4 - 2 = 2$$

$$- =$$

$$3 - 1 = 2$$

$$- =$$

$$4 - 1 = 3$$

$$- =$$

$$2 + 2 = 4$$

$$+ =$$

$$4 - 2 = 2$$

$$- =$$

$$3 + 1 = 4$$

$$+ =$$

$$4 - 3 = 1$$

$$- =$$

$$2 + 1 = 3$$

$$+ =$$

$$3 - 1 = 2$$

$$- =$$

$$\frac{1}{2} + \frac{1}{2} + 1 = 2$$

$$+ + =$$

$$\frac{1}{4} + \frac{1}{2} + \frac{1}{4} = 1$$

$$+ + =$$

$$1 + 1 = 2$$

$$+ =$$

$$2 - 1 = 1$$

$$- =$$

# EASY MUSIC MATH

For this page, use the notes and rests below:



	+	1
	+	1
<hr/>		
		2

	+	
<hr/>		

	+	
<hr/>		

	+	
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	+	
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<hr/>		



# FOR OLDER CHILDREN - MUSIC MATH

Fill in the following note that makes the proper note values equal the total number of beats. 🐛 It helps if you write the note beat under the note.

Use these notes to do this exercise. 

1)  $\text{♩} + \text{♩} + \underline{\text{♩}} = 6 \text{ beats}$   
(1 + 2 + 3 = 6 beats)

11)  $\text{♩} + \text{♩} + \underline{\quad} = 5 \text{ beats}$

2)  $\text{♩} + \underline{\quad} = 5 \text{ beats}$

12)  $\text{♩} + \underline{\quad} = 4 \text{ beats}$

3)  $\text{♩} + \text{♩} + \underline{\quad} = 4 \text{ beats}$

13)  $\text{♩} + \text{♩} + \underline{\quad} = 7 \text{ beats}$

4)  $\text{♩} + \text{♩} + \underline{\quad} = 2 \text{ beats}$

14)  $\text{♩} + \text{♩} + \underline{\quad} = 6 \text{ beats}$

5)  $\text{♩} + \underline{\quad} = 3 \text{ beats}$

15)  $\text{♩} + \underline{\quad} = 3 \text{ beats}$

6)  $\text{♩} + \text{♩} + \underline{\quad} = 8 \text{ beats}$

16)  $\text{♩} + \text{♩} + \underline{\quad} = 4 \text{ beats}$

7)  $\text{♩} + \text{♩} + \underline{\quad} = 9 \text{ beats}$

17)  $\text{♩} + \text{♩} + \underline{\quad} = 5 \text{ beats}$

8)  $\text{♩} + \text{♩} + \underline{\quad} = 4 \text{ beats}$

18)  $\text{♩} + \text{♩} + \underline{\quad} = 6 \text{ beats}$

9)  $\text{♩} + \underline{\quad} = 4 \text{ beats}$

19)  $\text{♩} + \text{♩} + \underline{\quad} = 7 \text{ beats}$

10)  $\underline{\quad} + \text{♩} = 5 \text{ beats}$

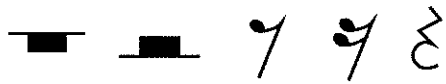
20)  $\text{♩} + \text{♩} + \text{♩} + \underline{\quad} = 4 \text{ beats}$

# FOR OLDER CHILDREN - MUSIC MATH

Fill in the missing rest that makes the final beat correct.

 It helps if you write the rest beat number under the note

Use these rests to do the exercise:



$$1) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 4$$

$$(2 + 2 = 4)$$

$$2) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 5$$

$$3) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 3$$

$$4) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 8$$

$$5) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 7$$

$$6) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 2$$

$$7) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 3$$

$$8) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 4$$

$$9) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 8$$

$$10) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 7$$

$$11) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 6$$

$$12) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 5$$

$$13) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 4$$

$$14) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 3$$

$$15) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 6$$

$$16) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 10$$

$$17) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 7$$

$$18) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 6$$

$$19) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 7$$

$$20) \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 5$$

# 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.

Melanie holds a degree in Psychology from the University of Alberta, and has an After Degree in elementary education. Melanie lives in Edmonton, Alberta, Canada.





# Certificate of Accomplishment

This certifies that

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has successfully completed Book One  
Beginner Cello Theory  
for Children workbook

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Teacher

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Date