

# Music

## Listening: Literacy Workbook

[INTERMEDIATE 1]

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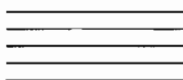
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# ***CONTENTS***

<b>Section 1: Note names</b>	1
<b>Section 2: Repetition and sequence</b>	5
<b>Section 3: Rhythm</b>	8
<b>Section 4: Writing an answering rhythm</b>	14
<b>Section 5: Italian terms and signs</b>	16
<b>Section 6: Pentatonic melody</b>	17
<b>Section 7: Practice questions</b>	19

# Section 1: Note Names

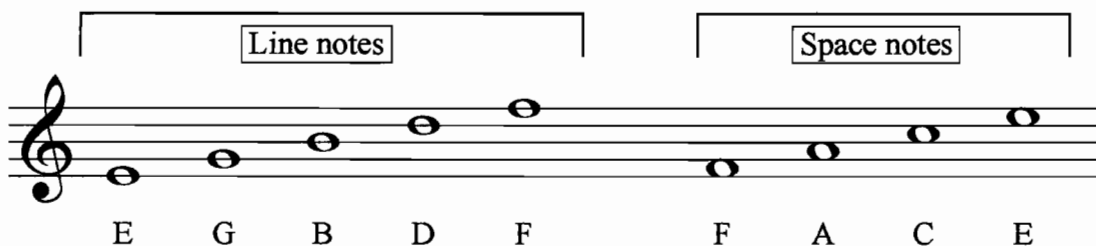
The STAVE is made up of five lines and four spaces and allows us to identify different notes.



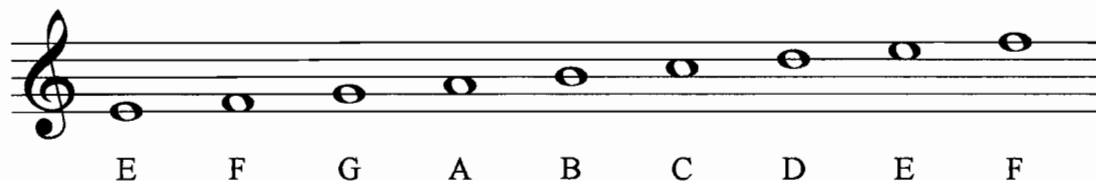
The **treble clef**, or G clef, is placed at the beginning of the staff.



Letter **names of notes** in the treble clef.



Here are all of the above notes in their ascending order.  
As the notes rise on the staff, they also rise in pitch.



MIDDLE  
C  
↓

E F G A B C D E F

Play this on a keyboard.  
Listen: as you move to the right, the pitch rises.

E F G A B C D E F

**EXERCISE 1**

Write the letter name of each of these notes. The first answer has been done for you.

Names G                                                        

Names

Sometimes musical notes are lower than the bottom line or higher than the top line of the staff. This means we need to add other lines. These are called **ledger lines**.

We are going to add one extra **ledger line** at the bottom and one extra at the top.

A musical staff with a treble clef. It features two ledger lines: one below the bottom line and one above the top line. The notes are: C (below the bottom ledger line), D (below the bottom line), E (below the bottom line), F (below the bottom line), G (below the bottom line), A (below the bottom line), B (below the bottom line), C (below the bottom line), D (below the bottom line), E (below the bottom line), F (below the bottom line), G (below the bottom line), and A (above the top ledger line). Arrows labeled "Ledger line" point to the top and bottom ledger lines.

**EXERCISE 2**

Write the letter name of each of these notes. The first answer has been done for you.

A musical staff with a treble clef. The notes are: F (below the bottom line), G (below the bottom line), A (below the bottom line), B (below the bottom line), C (below the bottom line), D (below the bottom line), E (below the bottom line), and F (below the bottom line). The first note is labeled "Names F" with a line underneath.

A musical staff with a treble clef. The notes are: G (below the bottom line), A (below the bottom line), B (below the bottom line), C (below the bottom line), D (below the bottom line), E (below the bottom line), F (below the bottom line), and G (below the bottom line). The first note is labeled "Names" with a line underneath.

EXERCISE 3

The following notes spell words. Write the words in the boxes.

The first answer has been done for you.

(a) (b) (c)

Names

(d) (e)

Names

(f) (g) (h)

Names

EXERCISE 4

This time the words are given. Draw a correct note for each letter.

The first answer has been done for you.

(a) (b) (c)

B E E F E D G E A C E

(d) (e) (f)

D A D F A C E D E E D

(g) (h) (i)

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

## Section 2: Repetition and Sequence

To **repeat** a section of music means to play exactly the same thing again.  
Here is an example of **repetition**.

The diagram shows a musical staff with a treble clef. The first measure contains four notes: E (first line), G (second line), A (third space), and G (second line). The second measure contains the same four notes: E (first line), G (second line), A (third space), and G (second line). Brackets above the staff label the first measure as 'first pattern' and the second measure as 'second pattern'. Below the staff, the letters 'E G A G' are written under each note in the first measure, and 'E G A G' are written under each note in the second measure.

The second pattern of notes is exactly the same as the first.

### EXERCISE 5

Copy each group of notes into the space provided and also name the notes.

(a)

Names \_\_\_\_\_

(b)

Names \_\_\_\_\_

(c)

Names \_\_\_\_\_

(d)

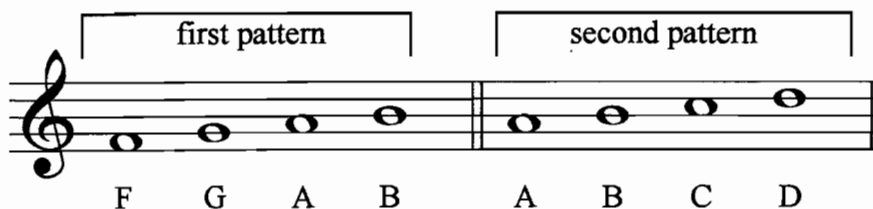
Names \_\_\_\_\_

(e)

Names \_\_\_\_\_

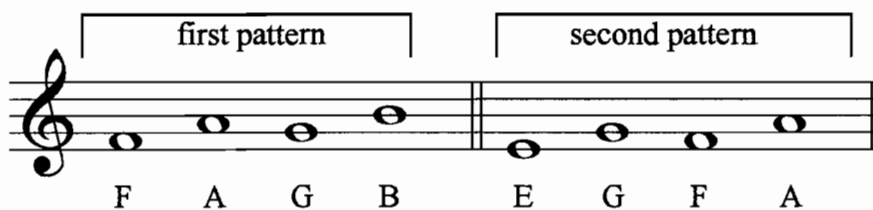


A **sequence** copies a pattern or shape at a different pitch.  
Here is an example of **sequence**.



The second pattern of notes is two notes higher than the first pattern.  
Play this on a keyboard and listen to how it sounds.

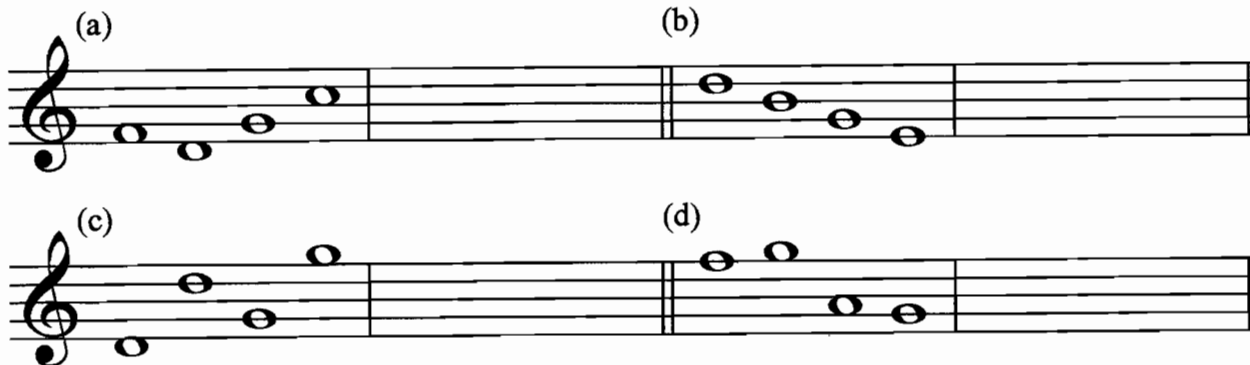
Here is another example. This time the **sequence** is lower.



The second pattern of notes is one note lower than the first pattern.



### EXERCISE 6

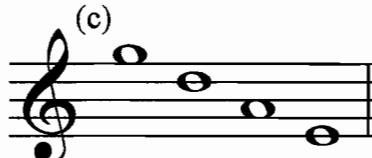

Write the following sequences one note **HIGHER**.



### EXERCISE 7

Write the following sequences one note LOWER.


(a)  (b) 


(c)  (d) 


### EXERCISE 8

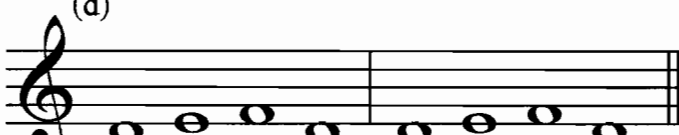
Look at each exercise and write down what you see.

Choose from **repetition** or **ascending sequence** or **descending sequence**.

(a)  This is \_\_\_\_\_

(b)  This is \_\_\_\_\_

(c)  This is \_\_\_\_\_






(d)  This is \_\_\_\_\_

(e)  This is \_\_\_\_\_

## Section 3: Rhythm

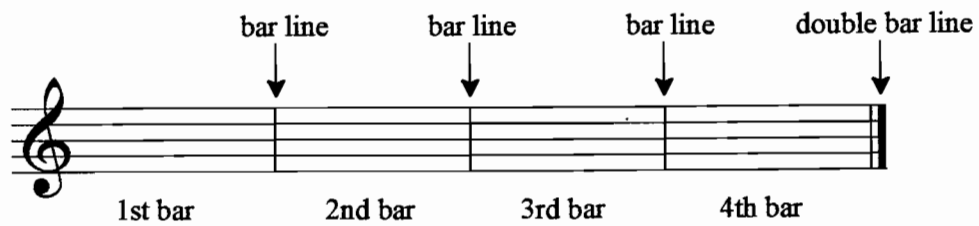
Notes can have different pitches and different lengths.  
The shape of the note shows how long it lasts.  
Every shape has a name.

Here are some common notes:

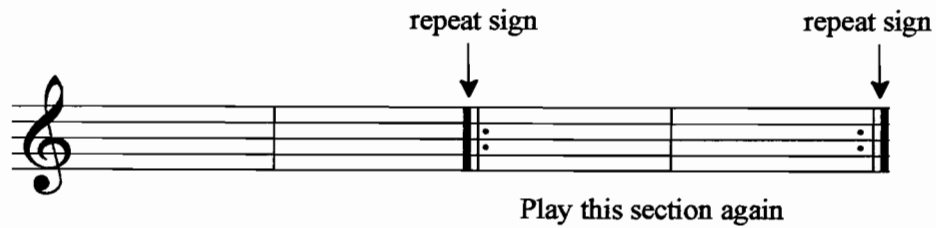
Note	Length	Name
	4 beats	semibreve
	3 beats	dotted minim
	2 beats	minim
	1 beat	crotchet
	1 beat	2 quavers

Music is usually split into sections of equal numbers of beats. These sections are called **bars** and are split by **bar lines**.

At the end of the music there is a **double bar line**.



A **repeat sign** means that a section of the music should be played again.



### EXERCISE 9

How many beats are in each bar? The first answer has been done for you.



There are   2   beats in a bar.



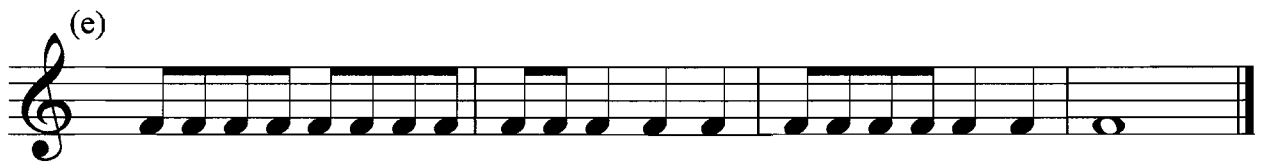
There are \_\_\_\_ beats in a bar.



There are \_\_\_\_ beats in a bar.



There are \_\_\_\_ beats in a bar.



There are \_\_\_\_ beats in a bar.

A **time signature** shows the total number of beats in a bar.

Here are the **time signatures** that you will use:

2	3	4
4	4	4

All of these **time signatures** are known as **SIMPLE TIME SIGNATURES**.

The **TOP** number of the **time signature** tells you how many beats are in a bar.

The number of beats in a bar = 2



The number of beats in a bar = 3



The number of beats in a bar = 4



EXERCISE 10

In each of the following examples, add ONE note at the places asterisked, to complete the bar. Make sure that the TOTAL NUMBER of beats in each bar matches the TOP number in the time signature.

(a)

2/4

(b)

3/4

(c)

4/4

(d)

4/4

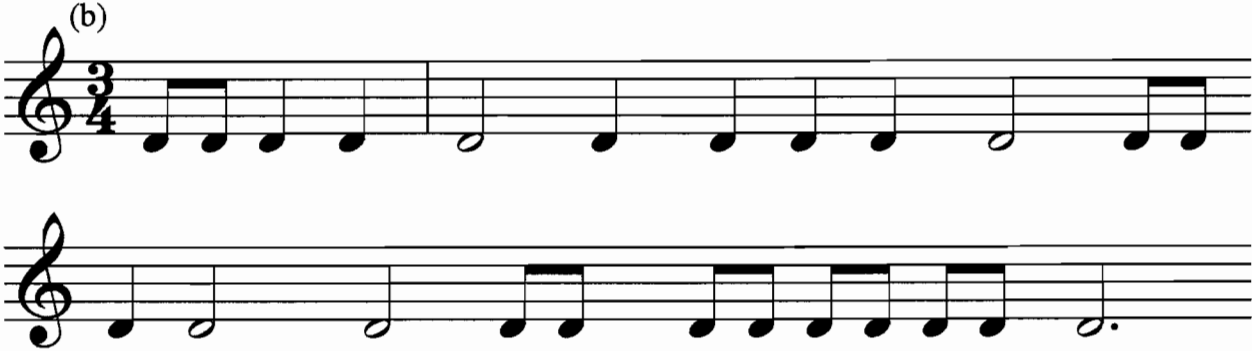
EXERCISE 11

Insert the bar lines and a double bar line in each of the following.  
The first bar line in each exercise has been done for you.

(a)



(b)

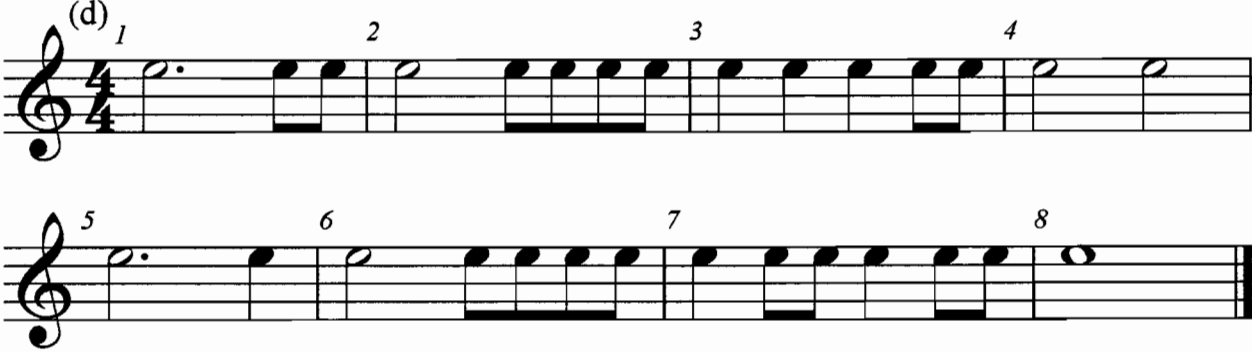


(c)



Add suitable signs to show that the 4 BAR SECTION from bars 3 - 6 is to be played TWICE.

(d)





## Section 4: Writing An Answering Rhythm

When writing an answering rhythm -

- check the time signature
- experiment with rhythm to write a two bar answering phrase

Things to check -

- the rhythm in each bar is accurate

And finally -

- try to hear what you writing
- remember that there is not just one 'correct' answer !

### EXERCISE 12

Complete the following phrases by writing a 2 bar answering rhythm.



(e)

Musical staff (e) in 3/4 time, starting with a treble clef. The melody consists of a quarter note followed by two eighth notes in each of the first two measures, and a quarter note in the third measure.

(f)

Musical staff (f) in 3/4 time, starting with a treble clef. The melody consists of a quarter note followed by two eighth notes in each of the first two measures, and a quarter note in the third measure.

(g)

Musical staff (g) in 3/4 time, starting with a treble clef. The melody consists of a quarter note followed by two eighth notes in each of the first two measures, and a quarter note in the third measure.

(h)

Musical staff (h) in 3/4 time, starting with a treble clef. The melody consists of a quarter note followed by two eighth notes in each of the first two measures, and a quarter note in the third measure.

(i)

Musical staff (i) in 4/4 time, starting with a treble clef. The melody consists of a quarter note followed by eighth notes in each of the first two measures, and a quarter note in the third measure.

(j)

Musical staff (j) in 4/4 time, starting with a treble clef. The melody consists of a quarter note followed by eighth notes in each of the first two measures, and a quarter note in the third measure.

(k)

Musical staff (k) in 4/4 time, starting with a treble clef. The melody consists of a dotted quarter note followed by eighth notes in each of the first two measures, and a dotted quarter note in the third measure.

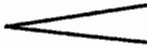
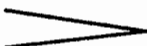
(l)

Musical staff (l) in 4/4 time, starting with a treble clef. The melody consists of a quarter note followed by eighth notes in each of the first two measures, and a quarter note in the third measure.

# Section 5: Italian Terms And Signs

Composers use words (often Italian) and signs to tell performers how to play their music.

Here are some examples:

<i>DYNAMICS</i> (= volume)	<i>ABBREVIATION</i>	<i>SIGN</i>	<i>MEANING</i>
<b>forte</b>	f		loud
<b>piano</b>	p		soft
<b>crescendo</b>	cresc.		getting gradually louder
<b>diminuendo</b>	dim.		getting gradually softer

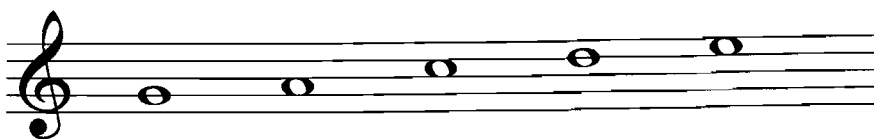
<i>TEMPO</i> (= speed)	<i>ABBREVIATION</i>	<i>MEANING</i>
<b>allegro</b>		fast
<b>andante</b>		moderate speed
<b>adagio</b>		slow
<b>accelerando</b>	accel.	getting gradually faster
<b>rallentando</b>	rall.	getting gradually slower

In this example, the music gets gradually louder then softer.



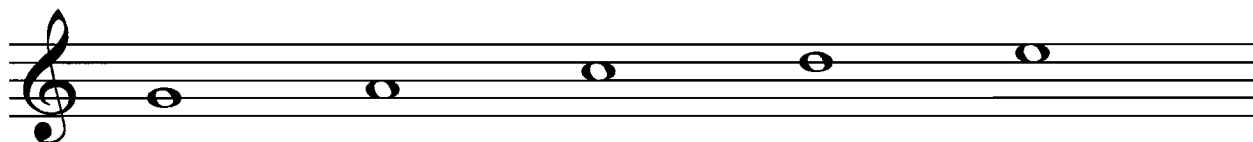
## Section 6: Pentatonic Melody

A **pentatonic** melody is based on a 5 note scale.  
Here are the notes:



### EXERCISE 13

Just to remind yourself, write the letter names of the notes:



Names    \_\_\_\_\_

### EXERCISE 14

Before you write a 16 bar melody let's try and complete the following 4 bar phrases.

(a)



(b)



(c)



(d)



Some hints for writing a 16 bar **pentatonic melody** below:

- the time signature has been given for you. There are 4 beats in each bar.
- the first 2 bars have been completed for you. You must create another 14 bars.
- use the rhythms you have learned. Try to use repetition and sequence.
- add dynamic markings at the places marked with an asterisk.
- add a crescendo or diminuendo wherever you think is appropriate.
- use an instrument to help you create your melody. It is important to listen to what you write.
- write the letter names of the notes below the staff as you go along if you think it will help.

EXERCISE 15

The exercise consists of four staves of music in 4/4 time. The first staff contains the first two bars of the melody. The first bar has an asterisk above the first note. The second bar is also pre-composed. The remaining 14 bars are blank for the student to write. The bars are numbered 1 through 16. Bars 3, 5, 7, 9, 11, 13, and 15 have numbers above them. Bars 9 and 13 have an asterisk above them.

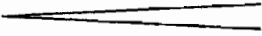

CONGRATULATIONS You have now created a pentatonic invention. Why not give it a name?  
My pentatonic melody is called \_\_\_\_\_

# Section 7: Practice Questions

## EXERCISE 16

Study the music and answer the questions.

The musical score is written on two staves in treble clef. The first staff begins with a box for a time signature, followed by a piano (*p*) dynamic marking. The tempo is marked **Adagio**. The music consists of eighth notes and quarter notes, with slurs and fingerings (2, 3, 4) indicated. The second staff starts with a forte (*f*) dynamic marking and continues with eighth notes and quarter notes, also with slurs and fingerings (5, 6, 7, 8). The piece ends with a repeat sign.

- Write the correct time signature in the box at the beginning of the staff.
- Give the meaning of *p* in bar 1. \_\_\_\_\_
- Give the meaning of *f* in bar 5. \_\_\_\_\_
- What does **Adagio** mean? \_\_\_\_\_
- What does this sign mean?  \_\_\_\_\_
- What does the sign  at the end of the extract mean? \_\_\_\_\_

EXERCISE 17

Study the music and answer the questions.

- (a) Draw the missing bar line in the first stave.
- (b) The speed is moderate. Write an appropriate Italian word above the first note to show this.
- (c) There is a sequence at the bracket . Write the two missing notes at \* \*.
- (d) What does *p* mean? \_\_\_\_\_
- (e) What does this sign mean? \_\_\_\_\_
- (f) What is the letter name of the last note in the excerpt? \_\_\_\_\_