

Junior Grade

Contents

Notation and Duration - Notes	2
Notation and Duration - Rests	4
Musical Maths	5
Using the Stave	6
Middle C	8
The Grand Staff	8
Writing Notes	9
Stem/Stick Directions	10
Sharps, Flats and Naturals	12
Revision Test - Notation	14
C Major Scale	15
Intervals	18
Revision Test - Scales & Intervals	22
Time Signatures	23
Quaver Grouping	23
Timing	25
Circling Beats	26
Bar Lines	29
Revision Test - Timing	31
Terminology	32
Terminology Word Search	35
Slurs and Ties	36
Musical Crossword	38
1st and 2nd Time Bars	39
Sample Examination Paper 1	41
Sample Examination Paper 2	45

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 ABN 34 116 993 910

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 Printed in Australia by Nationwide Advertising Group, North Sydney
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Theory of Music - Junior Grade
 ISBN 978-1-921273-73-5
 First edition 2012

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Notation and Duration - Notes



These are **quavers**. A quaver is equal in length to half a crotchet beat.

Between the two lines practise drawing quavers with their stems pointing **up**. The quaver's tail must be on the right side of the note stem (*see the example*):

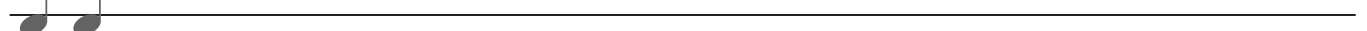


Practise drawing quavers with their stems pointing **down**. Once again, the quaver's tail must be on the right side of the note stem (*see the example*):

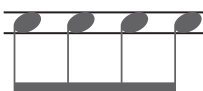


Quavers can also be grouped together, usually in groups of two or four.

Practise drawing quavers grouped in pairs with their stems pointing **up** (*see the example*):



Practise drawing quavers grouped in fours with their stems pointing **down** (*see the example*):





This is a **dotted crotchet**. A dotted crotchet is equal in length to one and a half a crotchet beats.

Practise drawing dotted crotchets with their stems pointing **up** (*see the example*):

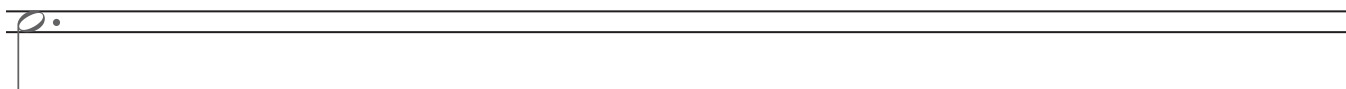


When a dotted note is written on a line rather than in a space, the dot is placed **above the line** so that the dot can be seen clearly. Practise drawing dotted crotchets **on the line** with their stems pointing **down** (*see the example*):



This is a **dotted minim**. A dotted minim is equal in length to three crotchet beats.

Practise drawing dotted minims with their stems pointing **down** (*see the example*):




Practise drawing dotted minims **on the line** with their stems pointing **up** (*see the example*):



Notation and Duration - Rests

7 This is a **quaver rest**. A quaver rest is **half a crotchet** beat of silence.

Draw a **quaver rest** in each box below (*see the example*):

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

Circle the correct answer for the following questions:

 - This note is a: minim dotted minim dotted crotchet

 - This note is a: quaver dotted minim dotted crotchet

 - This note is a: quaver crotchet dotted crotchet

A quaver is held for: 1 beat half a beat 1½ beats

A dotted crotchet is held for: 1 beat 1½ beats 2 beats

A dotted minim is held for: 2 beats 1½ beats 3 beats

7 - This rest is a: minim rest quaver rest crotchet rest

3 - This rest is a: minim rest quaver rest crotchet rest

A quaver rest is held for: 1 beat half a beat 1½ beats

Musical Maths

Answer the following questions by writing the correct **number** (see the example):

$$7 + \text{quarter note} = 1\frac{1}{2}$$

$$\text{half note} + 7 + 7 =$$

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

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

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

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

$$7 + 7 + \text{whole note} =$$

$$7 + \text{quarter note} =$$

$$7 + \text{quarter note} + \text{quarter note} =$$

$$\text{quarter note} + 7 =$$

Answer the following questions by writing the correct **note** (see the example). Be careful, as there are also some subtraction questions:

$$\text{quarter note} + 7 = \text{quarter note with a dot}$$

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

$$\text{quarter note with a dot} + 7 =$$

$$\text{quarter note} - \text{quarter note} =$$

$$\text{whole note} - \text{quarter note} =$$

$$7 + 7 =$$

$$\text{quarter note with a dot} - \text{quarter note} =$$

$$\text{quarter note with a dot} - \text{quarter rest} =$$

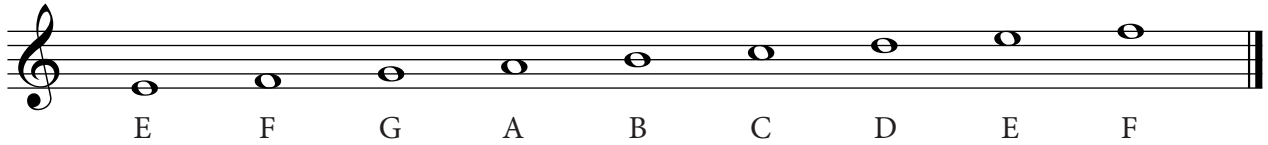
$$7 + \text{quarter note} =$$

$$\text{whole note} - \text{quarter rest} =$$

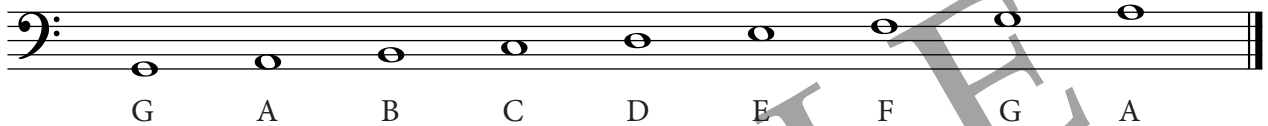
Using the Stave

In Beginner Grade you were introduced to the following **treble** and **bass** clef notes:

Treble Clef



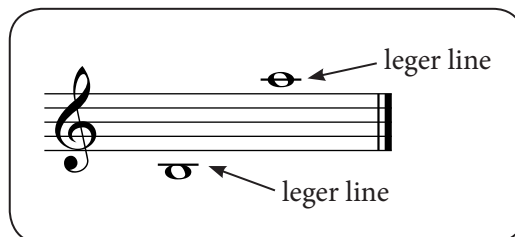
Bass Clef



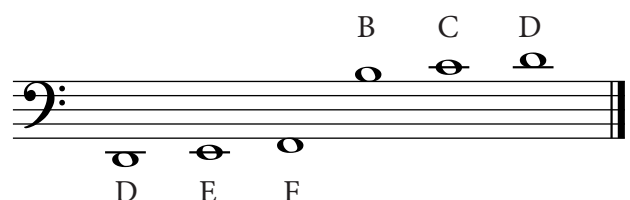
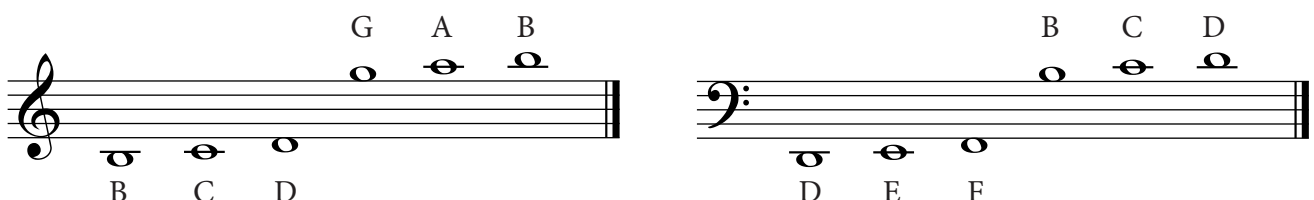
All of the notes you were required to know for Beginner Grade were notes written within the staff. In Junior Grade, you will also learn the letter names for some notes that are placed above or below the staff. In the example below, you will see that the last two notes are 'floating' above the staff.



Because these notes are not attached to the staff in any way, it is hard to know what the letter name of the note is. To overcome this problem we use **leger lines**.



The new notes for Junior Grade are:



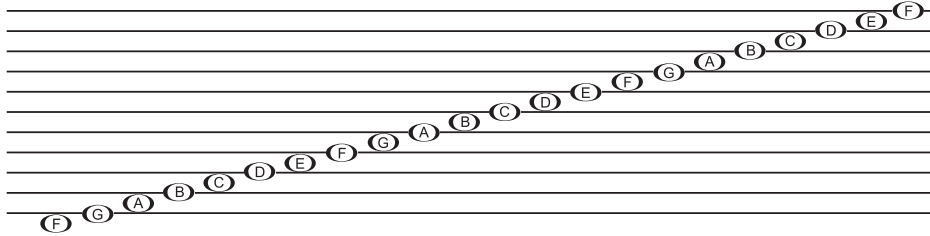
Name the following **treble clef** notes (*the first one has been completed as an example*):

C

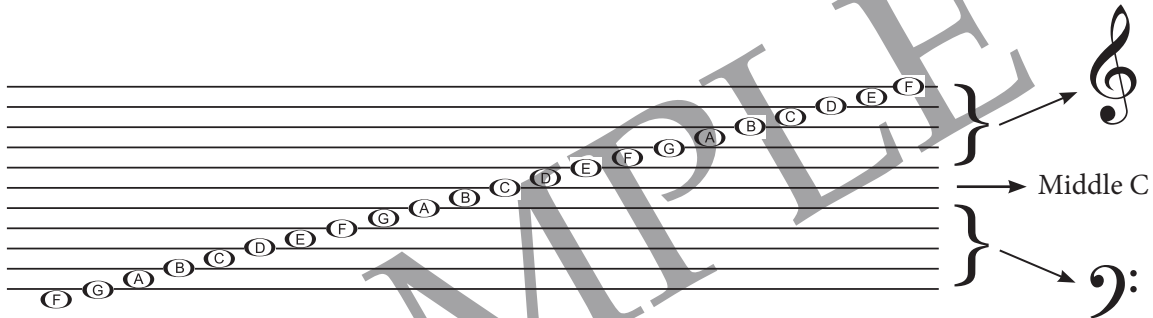
Name the following **bass clef** notes:

Middle C

Many years ago music was written on eleven lines. As there were so many lines, it was difficult to read the music quickly.

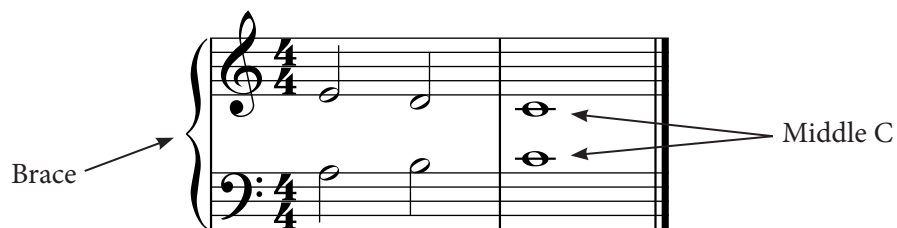


To make music easier to read, the **top five lines** were grouped together and assigned the **treble clef**, and the **bottom five lines** were grouped together and assigned the **bass clef**. The remaining middle line was the note 'C'. This note is often referred to as '**Middle C**' for this reason.



The Grand Staff

When both clefs are used at the same time (as is the case for piano), both the treble and bass clefs are joined together to form the **grand staff**. Bar lines join the top line of the treble clef to the bottom line of the bass clef. Double bar lines and repeat signs also connect all lines of the treble and bass clefs. To make it clear that both clefs are to be read at the same time, a **brace** joining the treble and bass clefs is written at the beginning of every grand staff.



Middle C is written using a leger line. In **treble clef**, middle C is one leger line **below** the staff. In **bass clef**, middle C is one leger line **above** the staff. They are the same note, even though they do not look like they are.

Writing Notes

When writing notes it is important to place the head of the note very carefully, and to be as neat as possible with your note drawing. Imagine that you have to play the note that you have written. Would you know exactly which note to play? *It is always best to use a sharp pencil, and even use a ruler when drawing the note stems.*

G on a line C in a space A above the stave

x ✓ 'G' x ✓ x ✓

Note is too low - it looks a bit like an 'F'. Note is too low - the note should fit between the lines of the stave. Leger line is too far away from the top of the stave.

Write the following **treble clef** notes as **semibreves**:



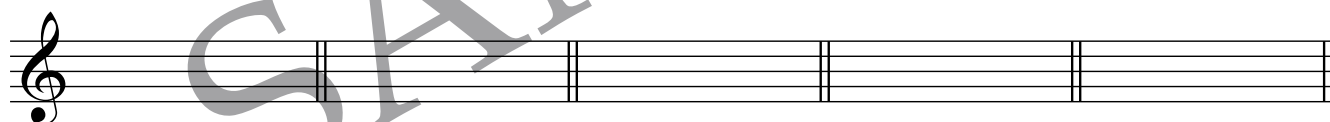
D below the stave

A in a space

B above the stave

F on a line

Middle C



B below the stave

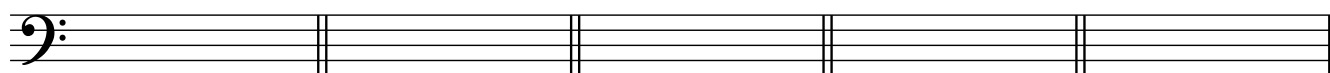
E on a line

E in a space

G above the stave

A above the stave

Write the following **bass clef** notes as **semibreves**:



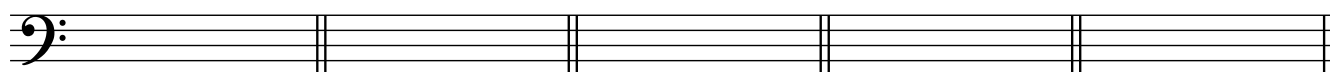
D above the stave

C in a space

A on a line

B above the stave

E below the stave



B on a line

Middle C

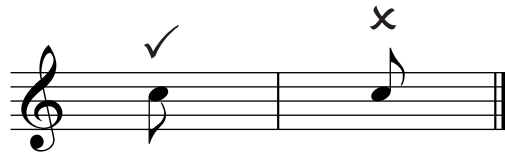
D below the stave

F below the stave

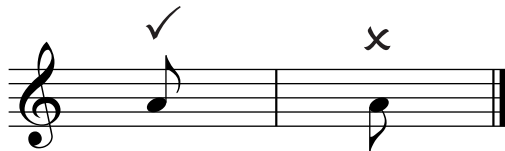
G on a line

Stem/Stick Directions

When drawing notes **above** the middle line of the stave, the stem should point **downwards**.



When drawing notes **below** the middle line of the stave, the stem should point **upwards**.



When drawing notes **on** the middle line of the stave, the stems can point **up or down** (*try to keep the stem direction consistent with the notes immediately before or after it*).



Write the following **treble clef** notes as **minims**:



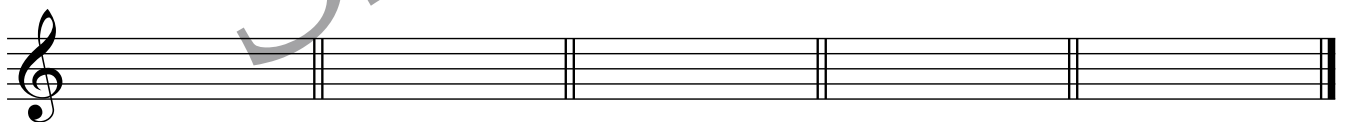
G above the stave

G on a line

B below the stave

D on a line

D below the stave



C in a space

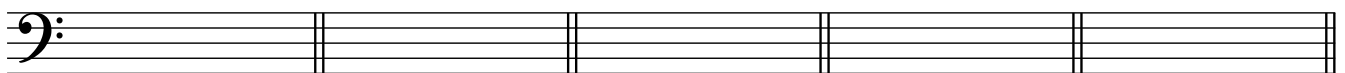
Middle C

A above the stave

F in a space

B above the stave

Write the following **bass clef** notes as **quavers**:



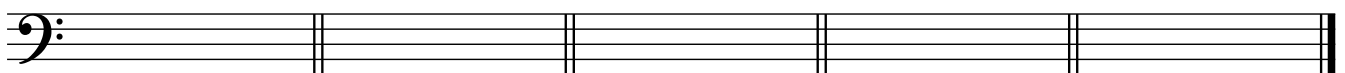
D below the stave

E in a space

B on a line

Middle C

B above the stave



C in a space

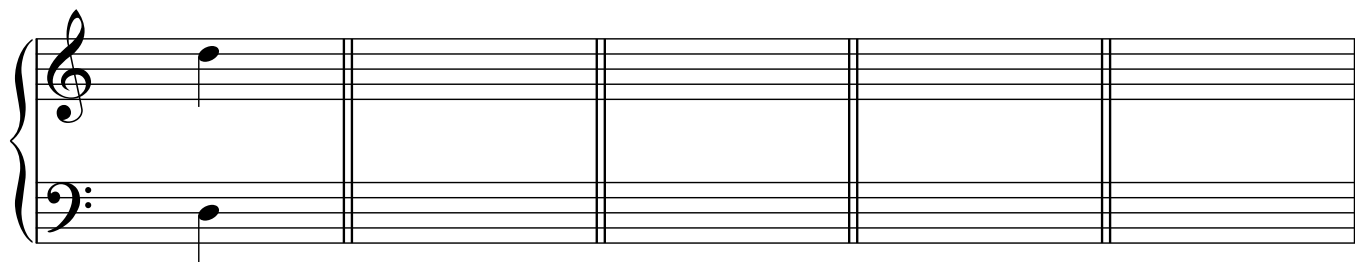
D above the stave

E below the stave

A on a line

F below the stave

On the grand staff below, write the following notes as **crotchets** (*see the example*):



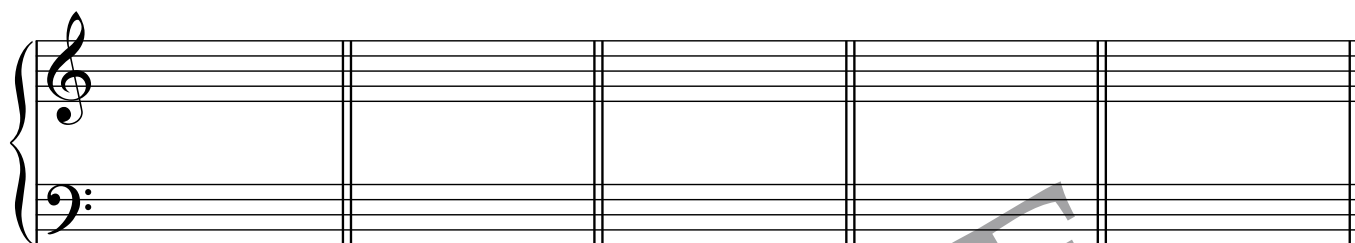
D on a line

G on a line

B above the stave

A in a space

D below the stave



E in a space

Middle C

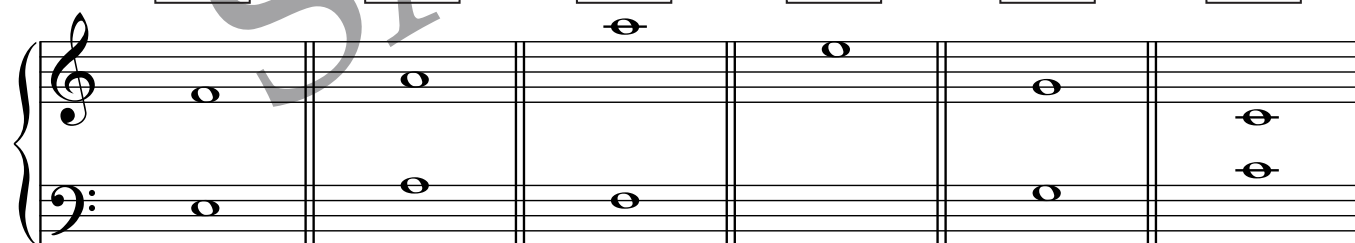
B on a line

C in a space

F on a line

Are both the treble and bass clef notes **placed correctly** in each bar of the grand staff below?
Answer 'Yes' or 'No' in the box provided (*see the example*):

 No



E

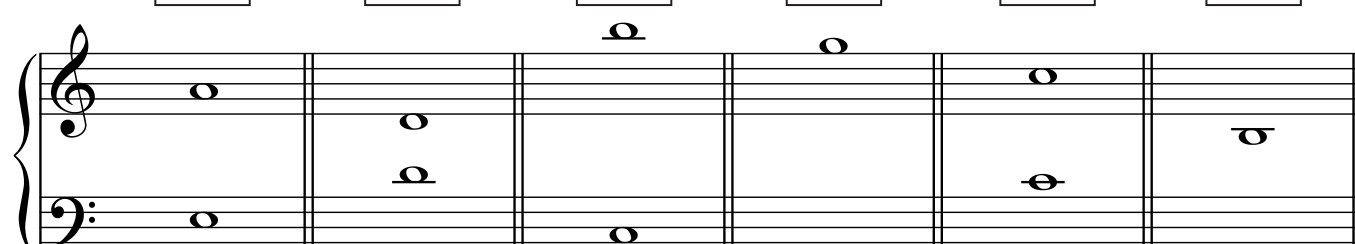
A

F

C

G

Middle C



A

D

B

G

C

B

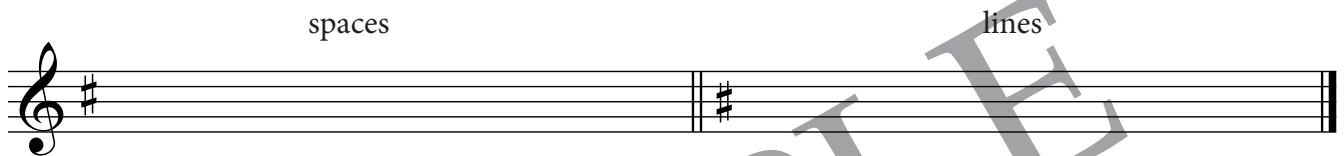
Sharps, Flats and Naturals

When writing a sharp, flat, or natural it is very important to place the accidental carefully in line with the note it is attached to (*see the examples below*):

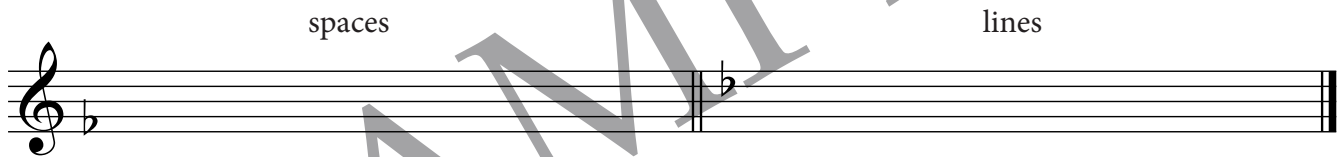


If the note is in a space, the accidental must be in a space. Likewise, if the note has a line through it, the accidental must also have a line through it. Accidentals are always written **before** the note.

Practise drawing **sharps** on the stave below (*see the examples*):



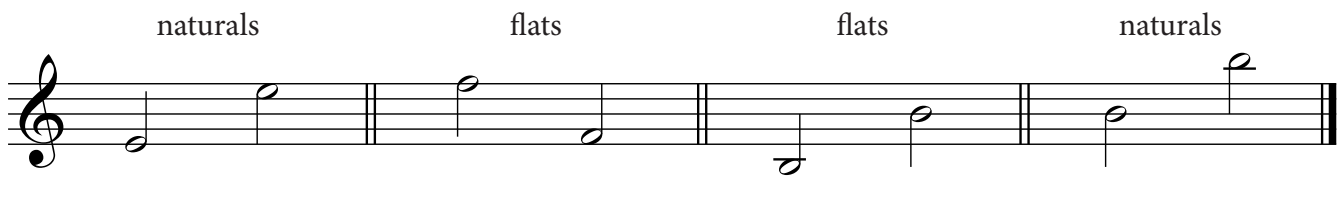
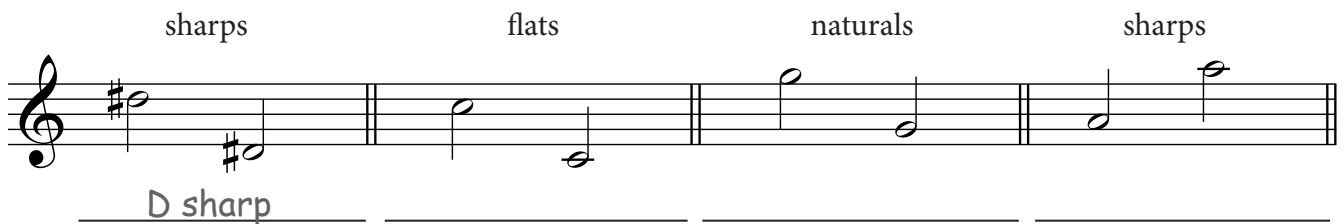
Practise drawing **flats** on the stave below (*see the examples*):



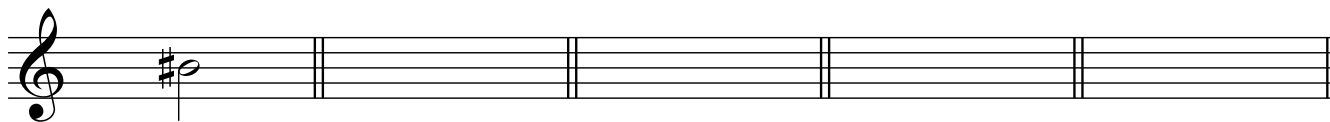
Practise drawing **naturals** on the stave below (*see the examples*):



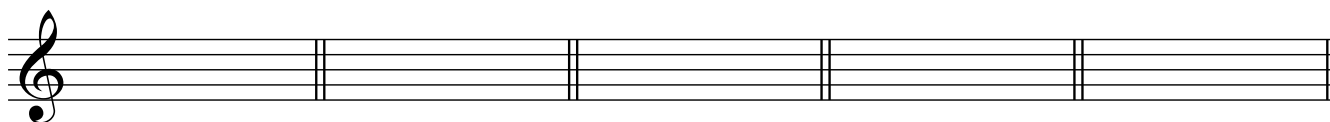
Place the required accidental before each note in the following bars, and write the letter name of each pair of notes on the line provided (*the first bar has been completed as an example*):



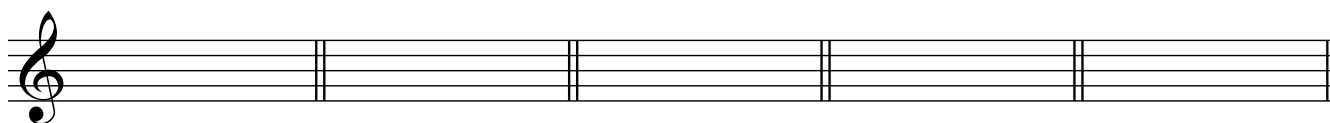
Write the following **treble clef** notes as **minims** (*see the example*):



B[#] on a line E^b in a space G[♯] above the staff D[#] below the staff G[♯] on a line



B^b below the staff B^b above the staff C[#] in a space A[#] above the staff D[♯] on a line

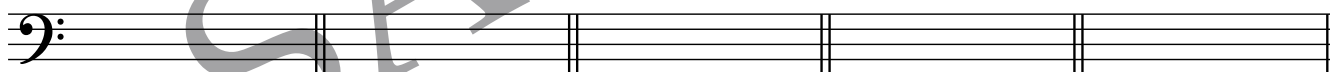


F^b in a space A[♯] above the staff A[#] in a space E^b on a line C[♯] below the staff

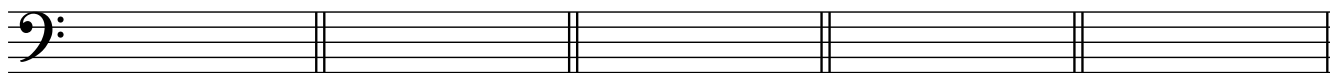


F^b on a line D^b below the staff A^b in a space G[#] above the staff C[♯] in a space

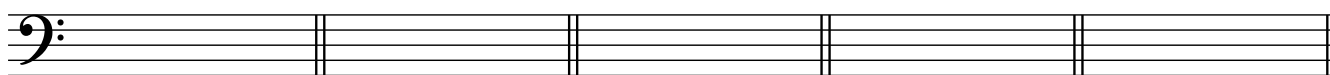
Write the following **bass clef** notes as **quavers**:



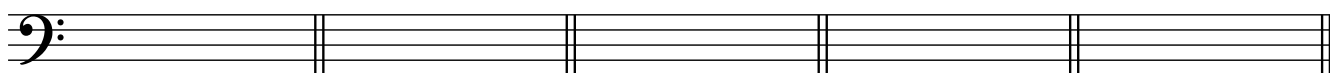
C[#] in a space D^b below the staff C^b above the staff G[♯] in a space D[♯] on a line



B[#] on a line E[#] below the staff F^b below the staff A[♯] in a space D[♯] above the staff



B^b above the staff C^b below the staff F[#] on a line C[♯] above the staff G[#] in a space

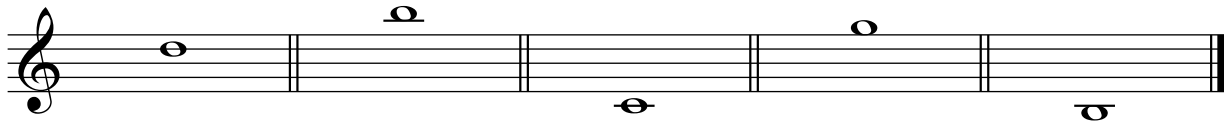


D[♯] below the staff D[#] above the staff G[#] on a line E^b below the staff A[♯] on a line

Revision Test - Notation

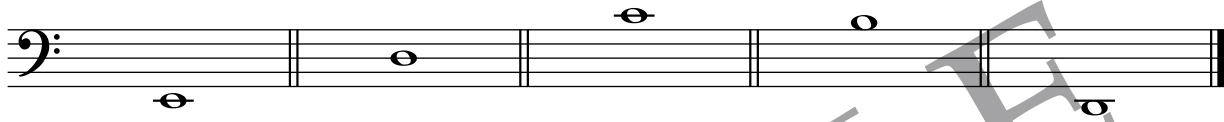
Complete this revision test at your lesson.

Name the following **treble clef** notes:



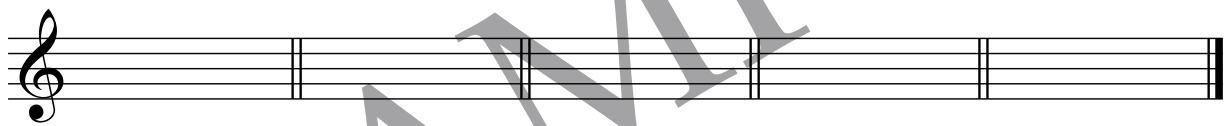
/5

Name the following **bass clef** notes:



/5

Write the following **treble clef** notes as **quavers**:



/5

D# below the staff Middle C A above the staff F# on a line B above the staff

Are both the treble and bass clef notes placed correctly in each bar of the grand staff below? Answer 'Yes' or 'No' in the box provided:

/5

A

E

D

C

F

Total: /20

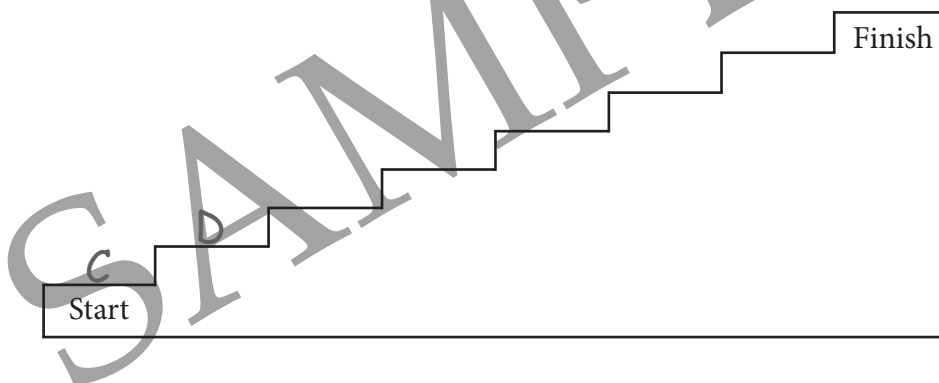
C Major Scale

In Junior Grade you will be required to write a **one octave C major scale**. There are **8 notes** in a **one octave** scale. Below are the letters of a C major scale. The one octave C major scale starts on a 'C', and then moves by step through the musical alphabet until it reaches the next 'C'.

C	D	E	F	G	A	B	C
1	2	3	4	5	6	7	8

When the notes are moving forwards in alphabetical order (*e.g. A B C D etc.*) the scale is said to be **ascending**.

Climb up the stairs from 'start' to 'finish' by writing the letters of the ascending C major scale (*the first two letters have been completed as an example*). The final letter should be 'C':



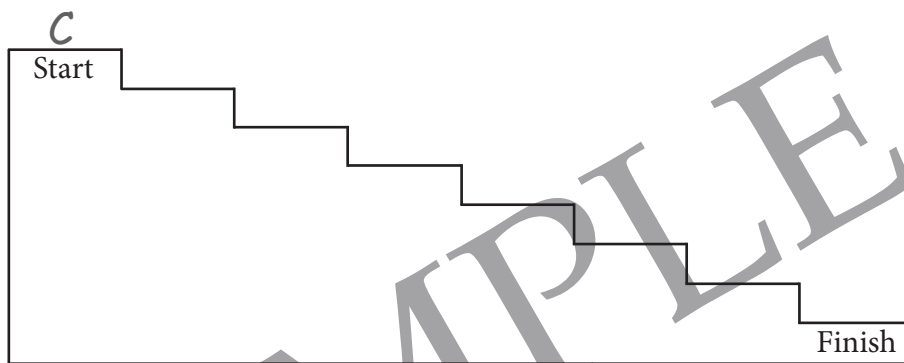
The ascending one octave C major scales below are missing some notes. Fill in the gaps beneath each asterisk '*' by writing the correct note:

Two musical staves are shown. The top staff is in treble clef and contains the notes C, D, *, *, *, E, F. The bottom staff is in bass clef and contains the notes C, *, *, *, *, G, A.

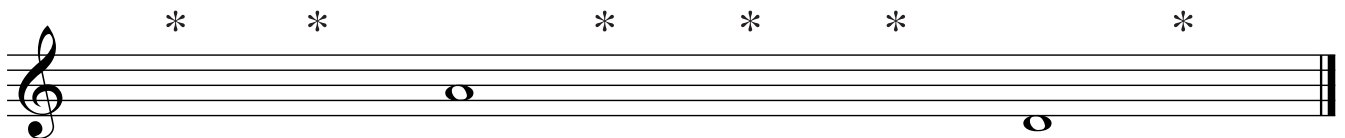
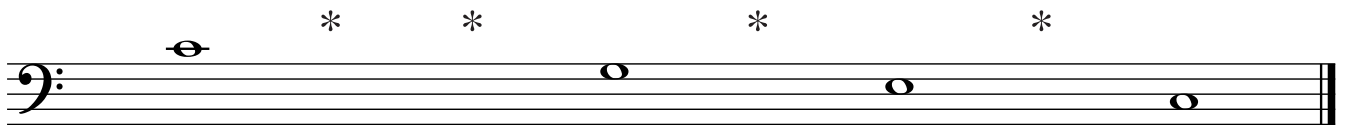
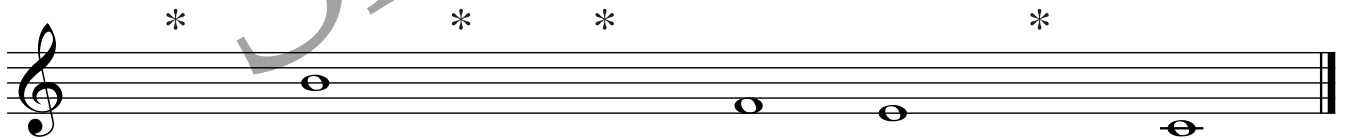
C	B	A	G	F	E	D	C
8	7	6	5	4	3	2	1

When the notes are moving backwards through the alphabet (*e.g. C B A G etc*) the scale is said to be **descending**.

Climb down the stairs from 'start' to 'finish' by writing the letters of the **descending** C major scale. The final letter should be 'C':

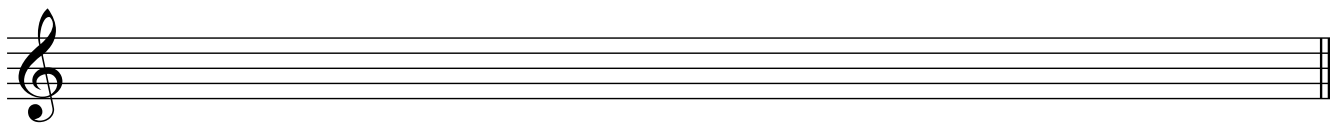


The descending one octave C major scales below are missing some notes. Fill in the gaps beneath each asterisk '*' by writing the correct note:

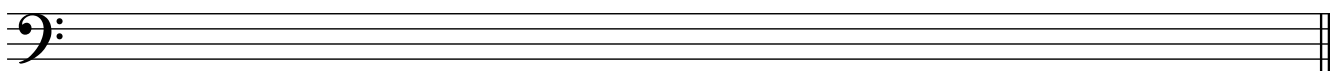


Write the following **one octave** C major scales:

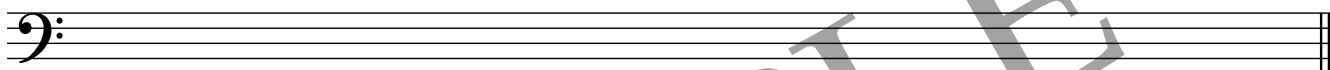
Ascending in semibreves:



Descending in dotted crotchets:



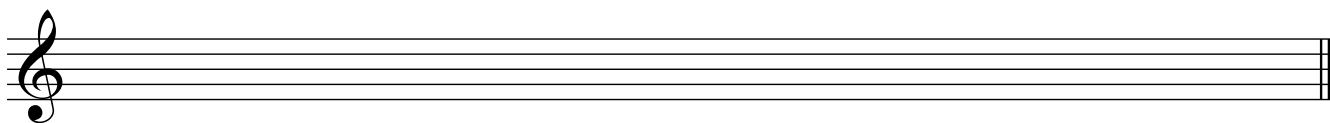
Descending in minims:



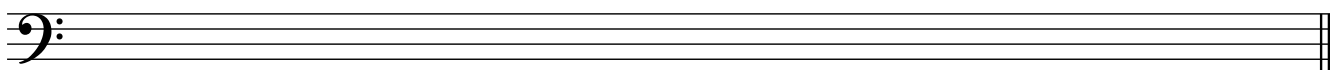
Ascending in dotted minims:



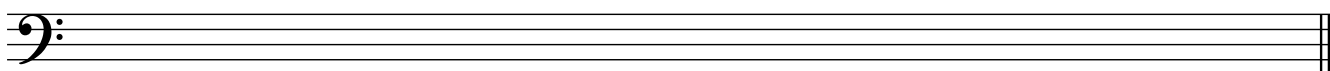
Descending in crotchets:



Ascending in semibreves:



Descending in dotted minims:



Intervals

The word **'interval'** is used to describe the number of notes from one given note to another.

A musical staff in treble clef showing the C major scale: C, D, E, F, G, A, B, C. A bracket above the staff spans from the first C (C4) to the F (F4). Below the staff, the notes are numbered 1 through 8. The notes C, D, E, and F are specifically labeled with '1', '2', '3', and '4' respectively, indicating the interval.

If you count the notes from **C** to **F** in the C major scale above, you will find that there are 4 notes. We identify the interval from C to F as a **4th**.

Name the note that is below each box, and then identify the interval as a **2nd**, **3rd**, **4th** or **5th** in the 'Interval number' circle:

A musical staff in treble clef showing the C major scale. Two empty boxes are placed above the notes D and E. A bracket below the staff spans from C to E. To the right of the staff is the text "Interval number:" followed by an empty circle.

A musical staff in treble clef showing the C major scale. Two empty boxes are placed above the notes D and E. A bracket below the staff spans from C to D. To the right of the staff is the text "Interval number:" followed by an empty circle.

A musical staff in treble clef showing the C major scale. Two empty boxes are placed above the notes C and G. A bracket below the staff spans from C to G. To the right of the staff is the text "Interval number:" followed by an empty circle.

A musical staff in treble clef showing the C major scale. Two empty boxes are placed above the notes C and F. A bracket below the staff spans from C to F. To the right of the staff is the text "Interval number:" followed by an empty circle.

In Junior Grade, you are required to identify the interval between two notes written on top of each other. When identifying intervals, you must remember to count the bottom note as '1'.

there are 5 notes from the bottom note to the top note

5th 1 2 3 4 5

The intervals you are required to identify for Junior Grade are as follows:

Unison (1st) 2nd 3rd 4th 5th

When both the notes in the interval are the same we use the word 'unison' instead of '1st'.

Name the following intervals (*the first has been completed as an example*):

4th

N. B. When you are asked to write the interval of a unison or 2nd **above** a given note, the note you write will actually be placed beside (to the right) of the given note.

Write the following intervals above the given note (*the first has been completed as an example*):

Treble clef

4th 3rd Unison 2nd 5th 3rd

2nd Unison 3rd 5th 3rd 2nd

3rd 2nd 5th Unison 4th 4th

5th 2nd 5th Unison 4th 4th

Bass clef

2nd Unison 4th 2nd 3rd 3rd

Unison 2nd 5th 3rd 2nd 4th

2nd 3rd Unison Unison 5th 4th

4th 3rd 2nd 3rd Unison 2nd

Write the following intervals above the given note, and then write the letter of the upper note in the box provided. Each bar should form a word (*the first bar has been completed as an example*):

4th 2nd Unison Unison 3rd 4th 5th 2nd 3rd 4th Unison

4th 3rd 2nd 5th 3rd Unison 3rd 2nd 4th 3rd 5th

3rd 2nd 5th Unison 3rd 4th 2nd 3rd 2nd 5th Unison

Find and circle all of the words you have written in the above exercise. The words have been written vertically and horizontally, not diagonally (*the first word has been completed*):

F	T	B	A	D	B	O	F	E	F	E	G	D
R	E	F	D	T	A	V	B	F	A	U	A	E
E	V	G	O	R	U	E	C	T	D	P	B	T
N	F	E	E	D	I	D	N	R	E	B	E	E
C	E	G	G	A	L	G	T	U	E	A	G	C
H	S	V	L	N	B	E	I	G	D	F	N	I
H	U	I	E	G	E	I	R	P	V	A	M	B
O	B	O	O	F	E	U	N	E	D	C	E	A
R	C	A	G	E	F	E	B	T	B	E	F	S

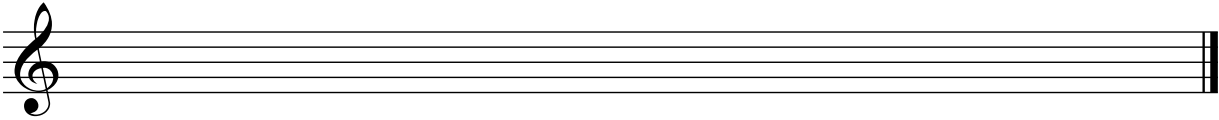
Revision Test - Scales & Intervals

Complete this revision test at your lesson.

Write the following **one octave** C major scales:

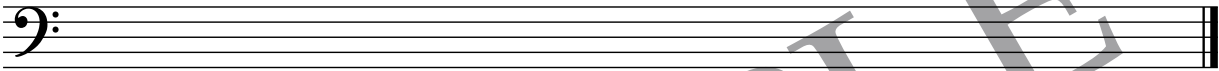
Descending in crotchets:

/10



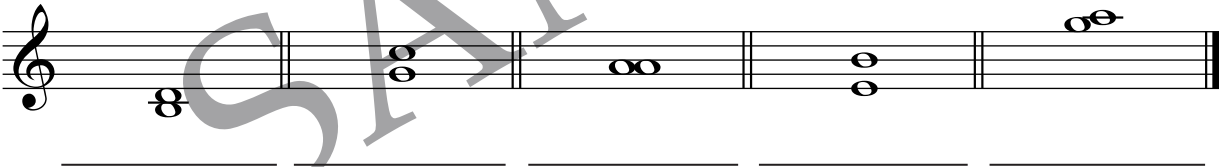
Ascending in dotted minims:

/10



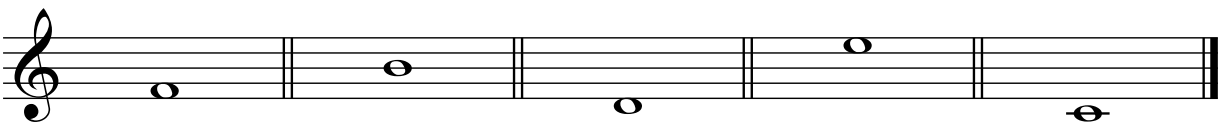
Name the following intervals:

/5



Write the following intervals above the given notes:

/5



2nd

4th

Unison

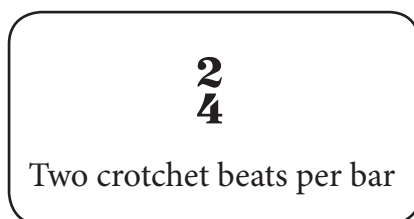
5th

3rd

Total: /20

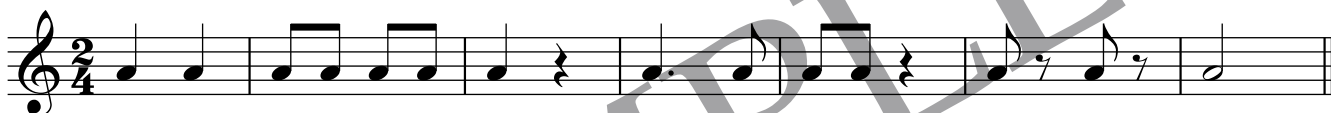
Time Signatures

In Beginner Grade, the $\frac{4}{4}$ time signature was introduced (four crotchet beats per bar). The new time signature for Junior Grade is:



Remember, every time signature is made up of two numbers. The top number tells you how many counts or beats are in every bar. The bottom number tells you what kind of note is equal to one count or beat for that particular time signature.

In $\frac{2}{4}$ time there are **two crotchet beats** in every bar. The two beats can be made up in many ways. Here are some examples:

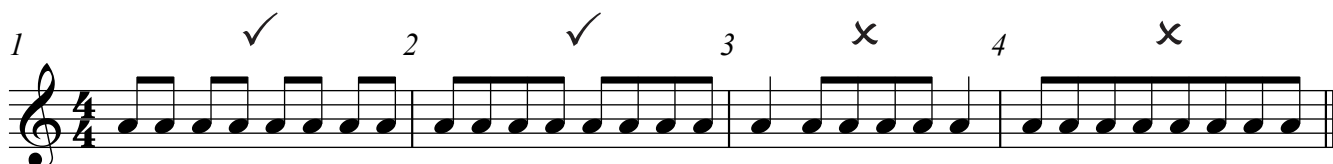


Quaver Grouping

If there is a full bar of quavers in $\frac{2}{4}$ time, the quavers can be grouped together in pairs to represent each beat of the bar (*see bar 1 below*). You can also group together all four quavers (*see bar 2*). You **cannot** join the 2nd and 3rd quavers of the bar together (*see bar 3*). Instead, a single quaver should be used to complete beat 1, and another single quaver used for the first half of beat 2 (*see bar 4*).



If there is a full bar of quavers in $\frac{4}{4}$ time, the quavers can be grouped together in pairs to represent each beat of the bar (*see bar 1 below*). You can also group together all four quavers for beats 1 and 2, and/or all four quavers for beats 3 and 4 (*see bar 2*). You **cannot** join the quavers for beats 2 and 3 together (*see bar 3*), or join all eight of the quavers (*see bar 4*).



Using the given time signature, complete each bar with correctly grouped quavers. Write your answer beneath the asterisk (*the first bar has been completed as an example*):

* * * *

* * * *

* * * *

* * * *

* * * *

Place a tick or a cross in each box to indicate whether the quavers have been correctly grouped (*the first box has been completed as an example*):

Timing

Place a tick or a cross in each box to indicate whether there is the correct number of beats in the bar according to the time signature (*the first box has been completed as an example*):

A musical staff in 2/4 time signature. The first bar contains a quarter note, a quarter note, and a quarter rest. The second bar contains a half note. The third bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fourth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fifth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest.

A musical staff in 4/4 time signature. The first bar contains a half note, a half note, and a half note. The second bar contains a half note and a half rest. The third bar contains a half note and a half rest. The fourth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fifth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest.

A musical staff in 2/4 time signature. The first bar contains a quarter note, a quarter note, and a quarter rest. The second bar contains a quarter note, an eighth note, an eighth note, and a quarter rest. The third bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fourth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fifth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest.

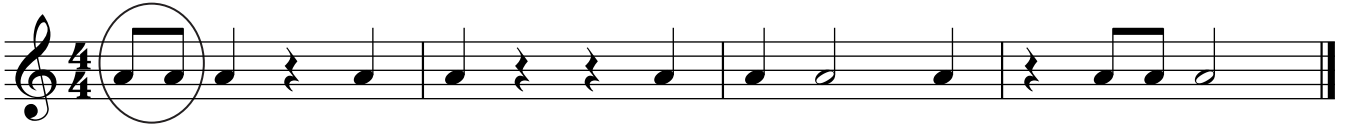
A musical staff in 2/4 time signature. The first bar contains a quarter note, a quarter note, and a quarter rest. The second bar contains a quarter note, an eighth note, an eighth note, and a quarter rest. The third bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fourth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fifth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest.

A musical staff in 4/4 time signature. The first bar contains a quarter note, a quarter note, a quarter note, and a quarter note. The second bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The third bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fourth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fifth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest.

A musical staff in 4/4 time signature. The first bar contains a quarter note, a quarter note, a quarter note, and a quarter note. The second bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The third bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fourth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest. The fifth bar contains a quarter note, an eighth note, an eighth note, a quarter note, and a quarter rest.

Circling Beats

Place a single circle around **beat 1** in each bar below (*see the example*):



Place a single circle around **beat 4** in each bar below:



Place a single circle around **beat 2** in each bar below:



Place a single circle around **beat 3** in each bar below:



Place a single circle around **beats 1 and 2** in each bar below (*see the example*):



Place a single circle around **beats 3 and 4** in each bar below:



Place a single circle around **beats 2 and 3** in each bar below:



Place a single circle around **beats 1, 2 and 3** in each bar below:



Place a circle around **beat 1** and a circle around **beat 4** in each bar below (*the first bar has been completed as an example*):

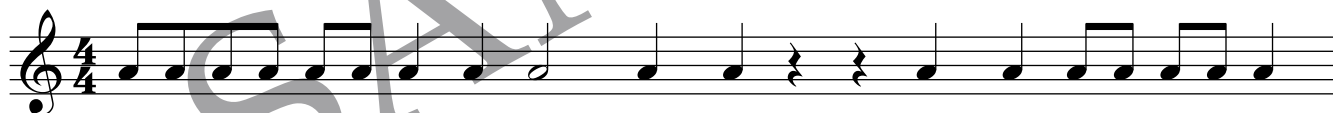


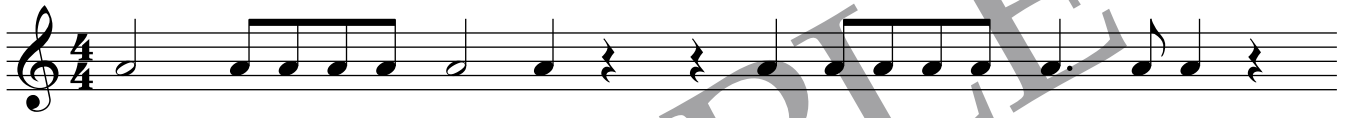
Place a circle around **beat 2** and a circle around **beat 4** in each bar below (*the first bar has been completed as an example*):



Bar Lines

Add bar lines and a double bar line to the following lines of music:





Revision Test - Timing

Complete this revision test at your lesson.

Place a tick or a cross in each box to indicate whether there is the correct number of beats in the bar according to the time signature:

 /4

Using the given time signature, complete each bar with correctly grouped quavers. Write your answer beneath the asterisk:

* * * * *

Place a single circle around **beats 1 and 2** in each bar below:

/4

Place a circle around **beat 1** and a circle around **beat 3** in each bar below:

/8

Add bar lines and a double bar line to the following line of music:

/5

Total: /25

Terminology

Understanding and following the terminology in your pieces will enable you to perform more musically. There are nine new terms to learn in Junior Grade, as well as the terms introduced in Beginner Grade. You will most likely have already come across most of the terms on this list in the pieces you play. Study them, and then have someone test you on them at home.

Junior Grade:

Fortissimo - very loud (*ff*)

Pianissimo - very soft (*pp*)

Accelerando - gradually becoming faster (*accel.*)

Ritenuito - held back, slower immediately (*rit.*)

Staccato - short and detached

Legato - smooth and connected

Slur - a curved line over or under two or more notes to indicate the notes are to be played *legato*.



Tie - a tie connects two notes of the same pitch. They are played as a single note with a duration equal to the sum of both notes.



Accent - make the note stand out stronger than the other notes (>)

You must also know:

Beginner Grade:


Forte - loud (*f*)

Piano - soft (*p*)

Mezzo forte - moderately loud (*mf*)

Mezzo piano - moderately soft (*mp*)

Crescendo - gradually becoming louder (*cresc.* or )

Decrescendo - gradually becoming softer (*decresc.* or )

- sharp

b - flat

♮ - natural

Answer each question regarding the **terminology** used in the following pieces:

1 2 3 4

ff *accel.*

Bar 1 should be played: _____

How should the 3rd note in **bar 2** be played? _____

In **bar 3** you should: _____

The accidental in **bar 4** is a: _____

1 2 3 4

pp *rit.*

Bar 1 should be played: _____

The first two notes in **bar 2** should be played: _____

The accidental in **bar 3** is a: _____

In **bar 4** you should: _____

1 2 3 4

p *mf*

Bar 1 should be played: _____

The accidental in **bar 2** is a: _____

Bar 3 should be played: _____

In **bar 4** you should: _____

Bar 1 should be played: _____

Should bar 2 be played softer or louder than bar 1? _____

In bar 3 you should: _____

In bar 4 you should: _____

Bar 1 should be played: _____

Should bar 2 be played softer or louder than bar 1? _____

The notes in bar 3 should be played: _____

The first two notes in bar 4 should be played: _____

Bar 2 should be played: _____

The loudest bar will be: _____

The softest bar will be: _____

In bar 3 you should: _____

Terminology Word Search

Find and circle the terminology words listed below. The words have been written vertically and horizontally, not diagonally (*see the example*):

- Accelerando
- Accent
- Crescendo
- Decrescendo
- Flat

- Forte
- Fortissimo
- Legato
- Mezzo Piano
- Mezzo Forte

- Natural
- Pianissimo
- Piano
- Ritenuto
- Sharp

- Slur
- Staccato
- Tie

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

Slurs and Ties

In Junior Grade you are required to draw **ties** between two notes, and **slurs** to connect 2, 3, or 4 notes together. Both the tie and slur should connect the note-heads together, not the note-stems.

Add a **single slur** or **tie** as requested to connect the notes within each of the following bars:

Complete the following by drawing a correctly placed slur, tie or accidental where required (*the first bar has been completed as an example*):

- Tie the last note of bar 1 with the first note of bar 2.
- Slur the quavers in bar 2.
- Place a sharp next to the 'G' in bar 3.
- Slur together all of the quavers in bar 4.

- Slur the last two notes in bar 1.
- Place a natural next to the 'F' in bar 2.
- Slur together all of the quavers in bar 3.
- Tie the last note of bar 3 with the first note of bar 4.



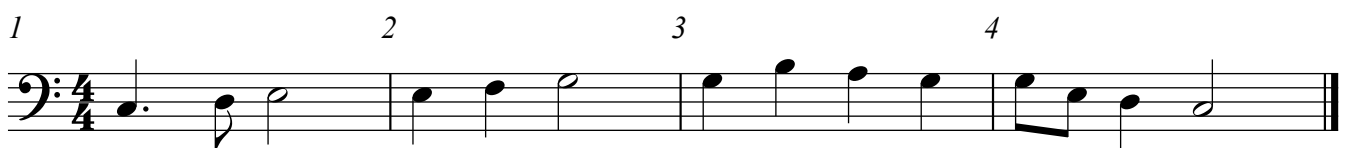
- Place a flat next to the last note in bar 1.
- Place a tie between the first two notes in bar 2.
- Slur together all of the quavers in bar 3.
- Place a sharp next to the second last note in bar 4.



- Slur together the first two crotchets in bar 1.
- Place a sharp next to the 'G' in bar 1.
- Slur together all of the quavers in bar 3.
- Tie the last note of bar 3 with the first note of bar 4.

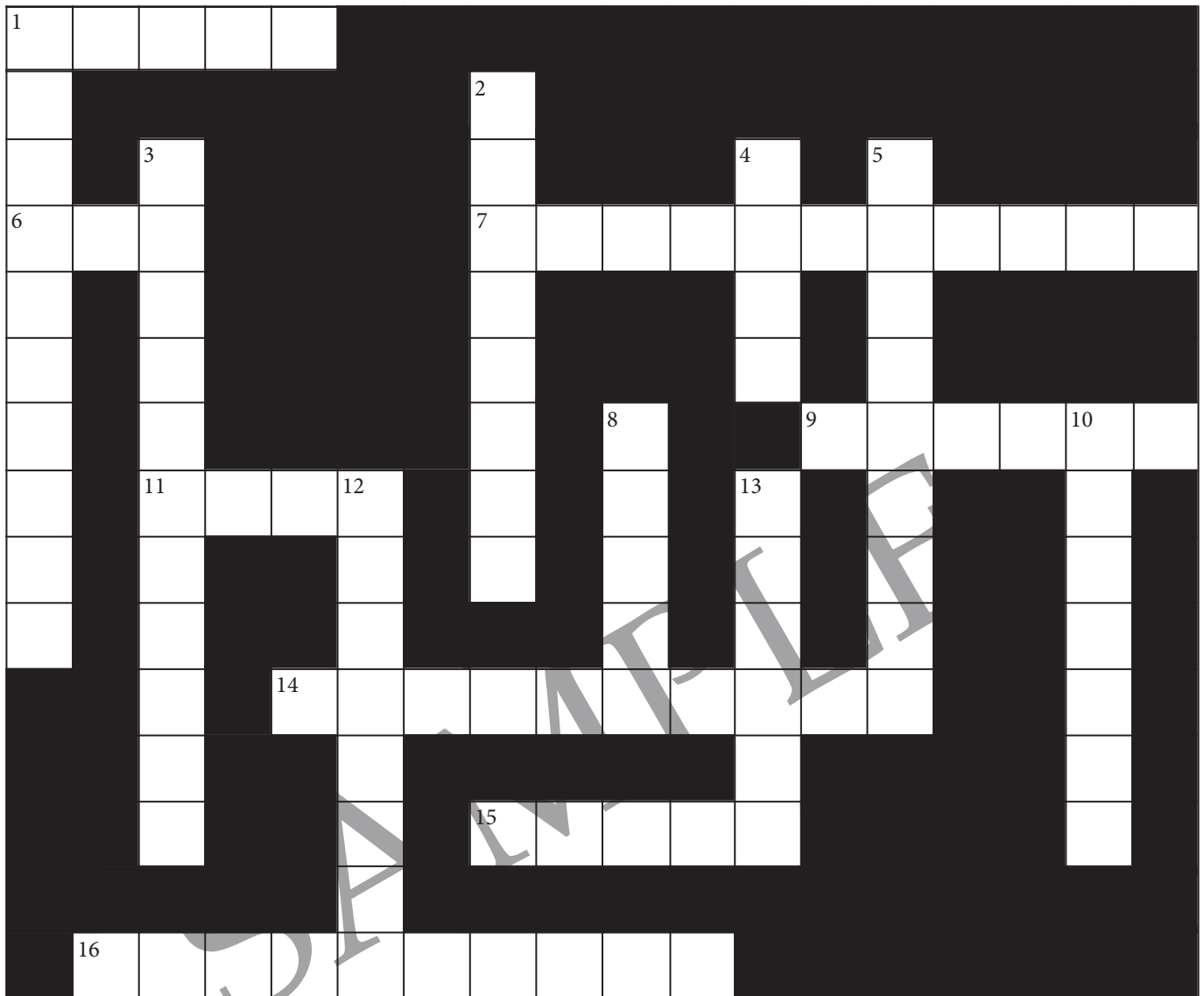


- Place a flat next to the 'D' in bar 1.
- Slur the first four quavers together, **and** the last four quavers together in bar 2.
- Place a sharp next to the 'F' in bar 3.
- Tie the last note of bar 3 with the first note of bar 4.



- Place a sharp next to the 'D' in bar 2.
- Tie the last note of bar 2 with the first note of bar 3.
- Slur together the second and third crotchets in bar 3.
- Tie the last note of bar 3 with the first note of bar 4.

Musical Crossword



Clues:

Across:


1. Loud
6. Two notes of the same pitch connected to sound as one note.
7. Gradually becoming faster
9. Make the note stand out stronger
11. A curved line connecting two or more notes to indicate they are to be played legato.
14. Moderately soft
15. Soft
16. Moderately loud

Down:

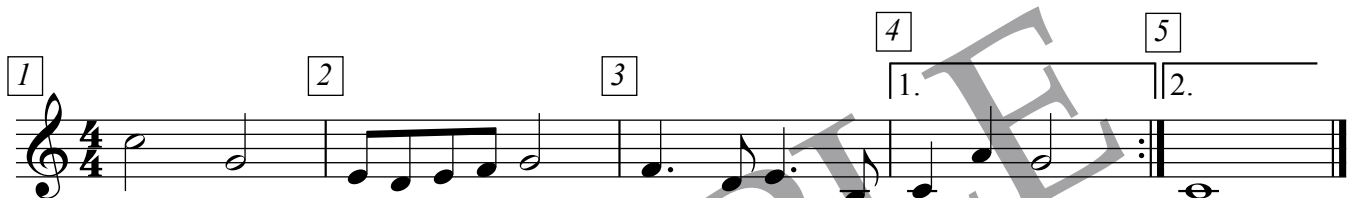
1. Very loud
2. Short and detached
3. Gradually becoming softer
4. ♭ - what is this sign?
5. Gradually becoming louder
8. ♯ - what is this sign?
10. ♮ - what is this sign?
12. Held back, slower immediately
13. Smooth and connected

1st and 2nd Time Bars

1.  1st time bar(s) - The first time through the piece you should play the music contained within the 1st time bar(s).

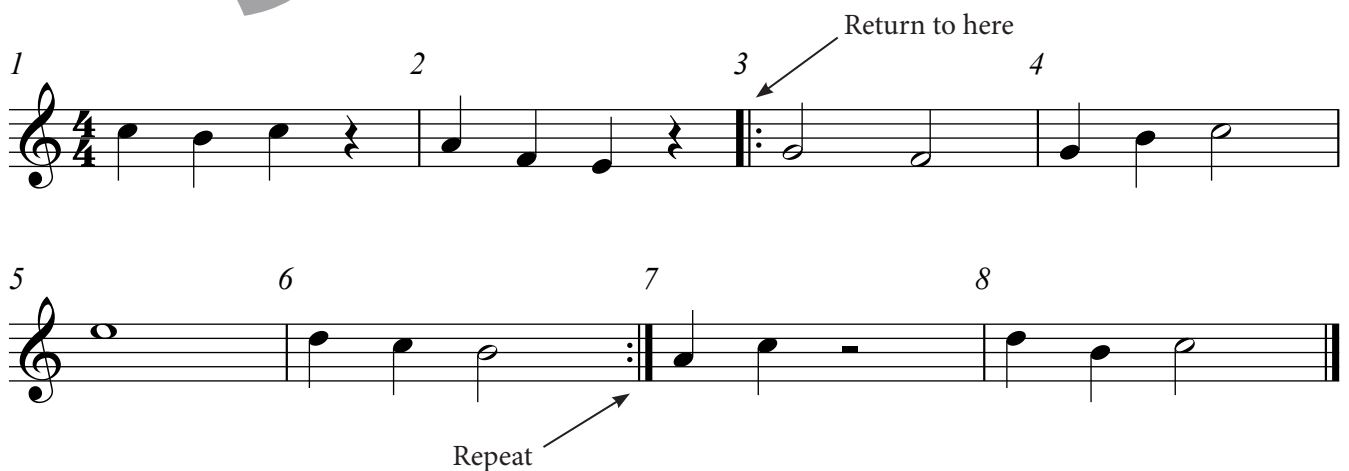
2.  2nd time bar(s) - Miss the 1st time bar(s) and skip to the 2nd time bar(s) after you have followed the instruction to repeat.

In the following exercises, the bar numbers will appear in a box, distinguishing them from the 1st and 2nd time bar numbers.



In the example above:

- Bar 4 should be played after bar 3 the **1st time through** the piece.
- After bar 4 you should repeat back to bar 1.
- Bar 5 should be played after bar 3 the **2nd time through** the piece.



In the example above, you repeat the section of music between bar 3 and the end of bar 6 before continuing on to bars 7 and 8.

Circle the correct answer for each of the questions below:

After **bar 3** (*the 1st time through*) you should play: bar 1 bar 4 bar 5

After **bar 4** you should play: bar 1 bar 5 bar 3

After **bar 3** (*the 2nd time through*) you should play: bar 4 bar 1 bar 5

After **bar 2** (*the 1st time through*) you should play: bar 3 bar 1 bar 5

After **bar 4** you should play: bar 1 bar 5 bar 3

After **bar 2** (*the 2nd time through*) you should play: bar 3 bar 5 bar 6

After **bar 5** you should play: bar 1 bar 6 bar 4

After **bar 9** you should play: bar 1 bar 6 bar 5

After **bar 1** (*the 1st time through*) you should play: bar 1 bar 2 bar 4

After **bar 3** you should play: bar 1 bar 2 bar 4

After **bar 2** (*the 2nd time through*) you should play: bar 4 bar 2 bar 5

Sample Examination Paper 1

Your name: _____

Teacher's name: _____

Exam centre: _____ Date: _____

Time allowed for this examination: 1 Hour
Please complete all questions in pencil or ink. Read all questions carefully.

Examiner's
use only

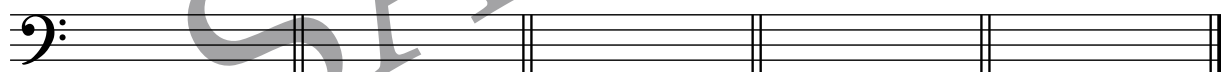
1. Notation (25 marks)

Name the following **treble clef** notes:



/5

Write the following **bass clef** notes as **quavers**:



/5

E^b below the staff

Middle C

B above the staff

D^{\sharp} on a line

E in a space

In the grand staff below, write the following notes as **crotchets**:



/8

B above the staff

B^{\sharp} on a line

D below the staff

Middle C

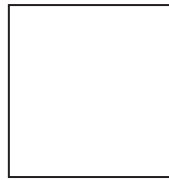
Sample Examination Paper - Junior Grade

In the box provided draw the following notes or rests:

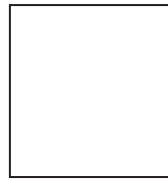
1. Crotchet rest



2. Quaver rest



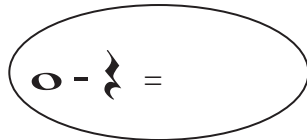
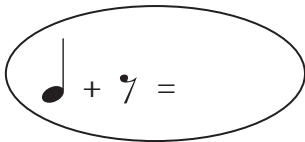
3. Dotted crotchet (stem down)



Examiner's use only

3

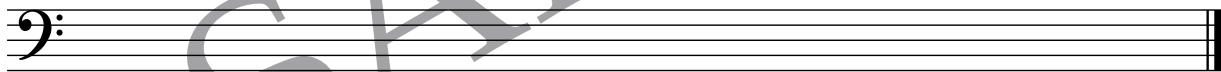
Answer the following questions by writing the correct **note**:



4

2. Scales(10 marks)

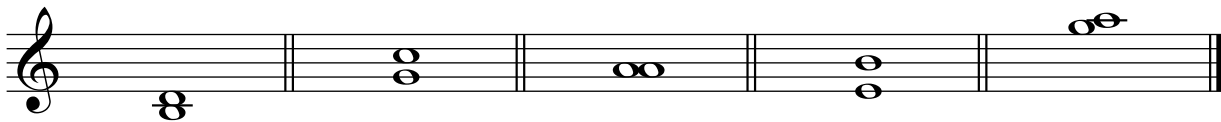
Write a one octave C major scale **descending** in dotted crotchets:



10

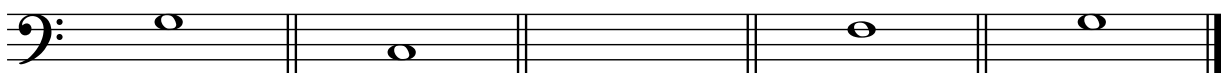
3. Intervals (20 marks)

Name the following intervals:



10

Write the following intervals above the given notes:



10

4th

Unison

2nd

3rd

5th

Sample Examination Paper - Junior Grade

Examiner's
use only

4. Timing (25 marks)

Place a tick or a cross in each box to indicate whether the correct number of beats are in each bar according to the time signature:

/4

Using the given time signature, complete each bar with correctly grouped quavers. Write your answer beneath the asterisk:

/4

Place a circle around **beat 3** in each bar below:

/4

Place a circle around **beat 2** and a circle around **beat 4** in each bar below:

/8

Add bar lines and a double bar line to the following line of music:

/5

5. Terminology (20 marks)

Examiner's use only

Complete each question and task below in reference to the following piece:

How should the last two notes in **bar 1** be played? _____

Bar 2 should be played: _____

Explain the term used in **bar 4**: _____

- Place a flat next to the 'B' in **bar 2**.
- Place a tie between the last note of **bar 2** and the first note of **bar 3**.
- Slur together the quavers in **bar 3**.

Circle the correct answer for each of the questions below:

After **bar 4** you should play: bar 5 bar 1 bar 7

After **bar 2** (the 2nd time through) you should play: bar 5 bar 1 bar 7

After **bar 6** you should play: bar 1 bar 5 bar 7

After **bar 10** (the 1st time through) you should play: bar 1 bar 5 bar 7

Total:

12

8

Sample Examination Paper 2

Your name: _____

Teacher's name: _____

Exam centre: _____ Date: _____

Time allowed for this examination: 1 Hour

Please complete all questions in pencil or ink. Read all questions carefully.

Examiner's
use only

1. Notation (25 marks)

Name the following **bass clef** notes:

/5

Write the following **treble clef** notes as **quavers**:

/5

B[#] below the staff

G on a line

F in a space

Middle C

A^b above the staff

In the grand staff below, write the following notes as **quavers**:

/8

Middle C

D[♯] on a line

C in a space

B[#] above the staff

Sample Examination Paper 2 - Junior Grade

In the box provided draw the following notes or rests:

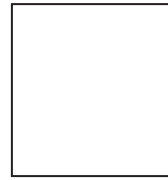
1. Quaver rest



2. Dotted minim (stem down)



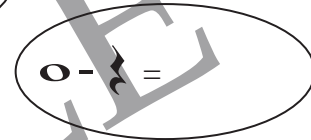
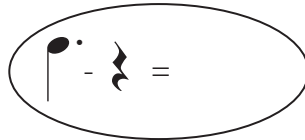
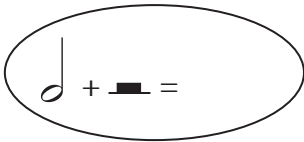
3. Dotted crotchet (stem up)



Examiner's use only

/3

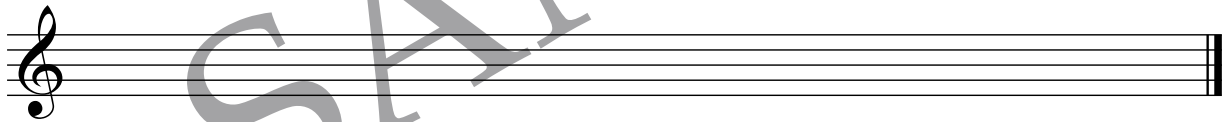
Answer the following questions by writing the correct **note**:



/4

2. Scales(10 marks)

Write a one octave C major scale **ascending** in dotted minims:



/10

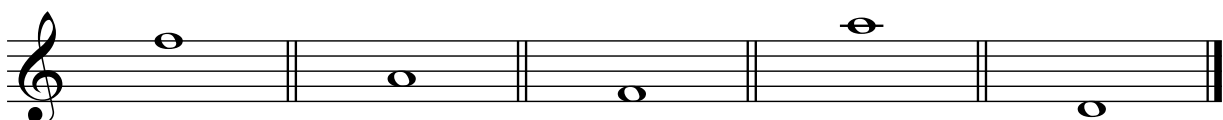
3. Intervals (20 marks)

Name the following intervals:



/10

Write the following intervals above the given notes:



4th

Unison

2nd

3rd

5th

/10

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4. Timing (25 marks)

Place a tick or a cross in each box to indicate whether the correct number of beats are in each bar according to the time signature:

/4

Using the given time signature, complete each bar with correctly grouped quavers. Write your answer beneath the asterisk:

* * * *

/4

Place a circle around **beat 2** in each bar below:

/4

Place a single circle around **beat 3 and 4** in each bar below:

/8

Add bar lines and a double bar line to the following line of music:

/5

Sample Examination Paper 2 - Junior Grade

5. Terminology (20 marks)

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Complete each question and task below in reference to the following piece:

Bar 1 should be played: _____

How should the last two notes in bar 2 be played? _____

Explain the term used in bar 3: _____

- Place a sharp next to the 'G' in bar 1.
- Place a tie between the first two notes of bar 2.
- Slur together the crotchets in bar 4.

Circle the correct answer for each of the questions below:

After bar 3 (the 1st time through) you should play: bar 4 bar 6 bar 1

After bar 2 (the 2nd time through) you should play: bar 4 bar 5 bar 6

After bar 7 (the 1st time through) you should play: bar 8 bar 6 bar 4

After bar 7 (the 2nd time through) you should play: bar 1 bar 5 bar 8

Total:

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12

8