

2ND EDITION

THEORY BOOK

LEVEL

1

# Theory Answer Keys

# PIANO

# Adventures® by Nancy and Randall Faber with Victoria McArthur

THE BASIC PIANO METHOD



WRITING

GAMES

EYE-TRAINING

EAR-TRAINING

FABER  
PIANO ADVENTURES®

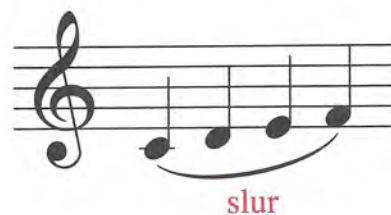
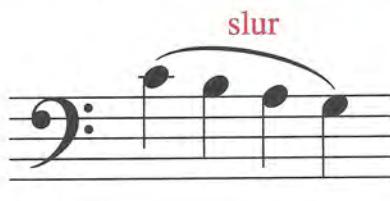
EXCLUSIVELY DISTRIBUTED BY  
**HAL•LEONARD®**



# The Slur

**Legato** means to play smoothly, connecting the notes.

A **slur** is a curved line placed by the noteheads (not the stem). It means to play legato.



## Legato River Melody

- Draw a **slur** from the *first* note to the *last* note for each line.  
 • Notice the time signature. Add a bar line after every **4** beats.  
 • Draw a “smiley face” above each measure with the **same melody** as *measure 1*.

**Smooth and flowing**

1

5

5

8

- Now play the music on the piano.

After playing, your teacher may ask you to write the **note names** beside each note.



**QUESTION:** How are a melody and a river alike?

**ANSWER:** They both twist and turn. Neither go in a straight line!

## Sailing Melodies

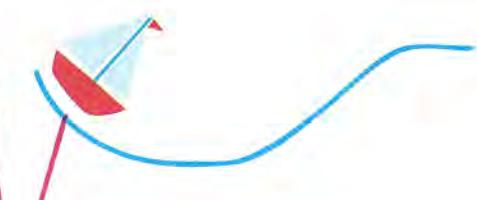
1. Connect each melody to the “river” that matches its shape.

Hint: It may help you to play the music first.



a.

1  
p



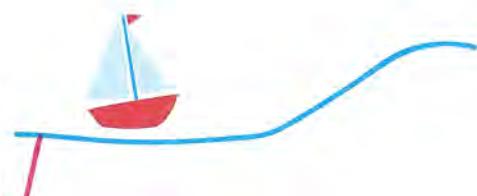
b.

5  
f



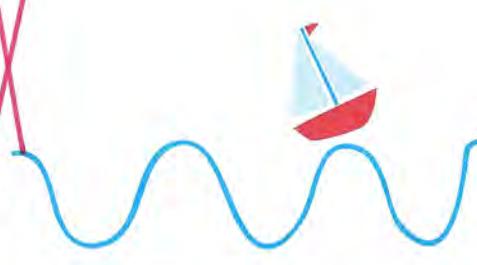
c.

mf  
1 3 5 3



d.

mf  
5



- e. Can YOU draw the shape for this melody?

1  
p



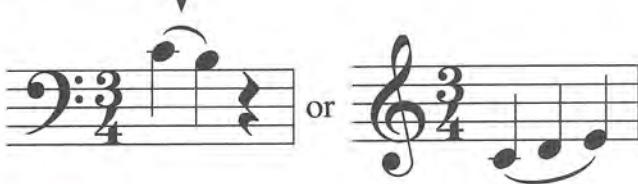
## Sailing Slurs



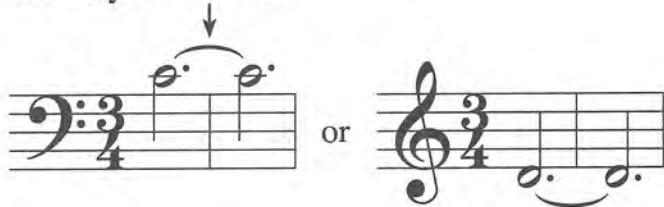
2. Now draw a **slur** from the *first note* to the *last note* for each melody above.

Play and listen for a smooth, legato sound.

A **slur** curves over or under a group of notes.



A **tie** connects one note to the very *same* note.



Write **slur** or **tie** under each example.



Ex. slur



slur



tie



slur



slur



tie

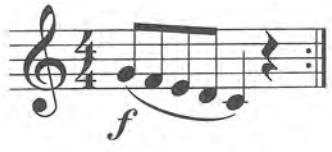


Listen: Your teacher will play a group of notes.

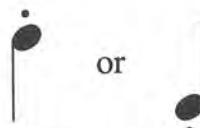
- Do you hear **steps** or **skips**? (circle)
- Was it **forte** or **piano**? (circle)



For Teacher Use Only: The examples may be played in any order. Ask students to close their eyes as you play.



# Playing Staccato



The **staccato mark** is a dot above or below the notehead.

Staccato means to let go of the key quickly for a crisp, separated sound. Think of jumping beans!

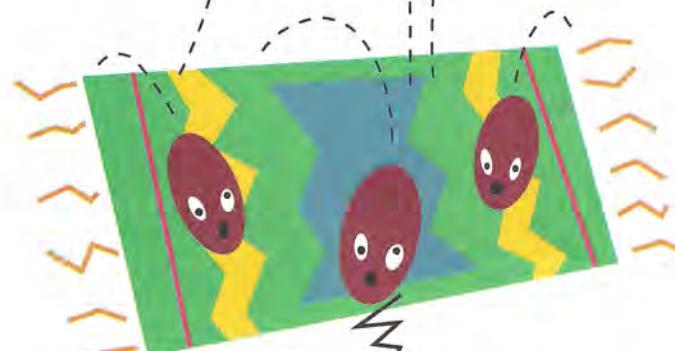
**Staccato** is the opposite of **legato**.

## What Is Jumping on the Rug?

1. Complete the following:

- Draw a staccato dot for each note.
- Draw bar lines after every **4 beats**.

2. Play the song and let your fingers hop!



**Jumpy**

1

Ex. *mf* What is jump-ing on the rug? Do you think that it's a bug?

5

5

Now I know what I have seen. It's a lit - tle jump-ing bean!

Ex. 1 on ?

1

3. Now play the song completely **legato**. Give it a new title:



MY TITLE

For staccato notes, the dot is placed **above** or **below** the notehead.



For dotted half notes, the dot is placed **beside** the half note.



## The Dotted Mouse in the Haunted House

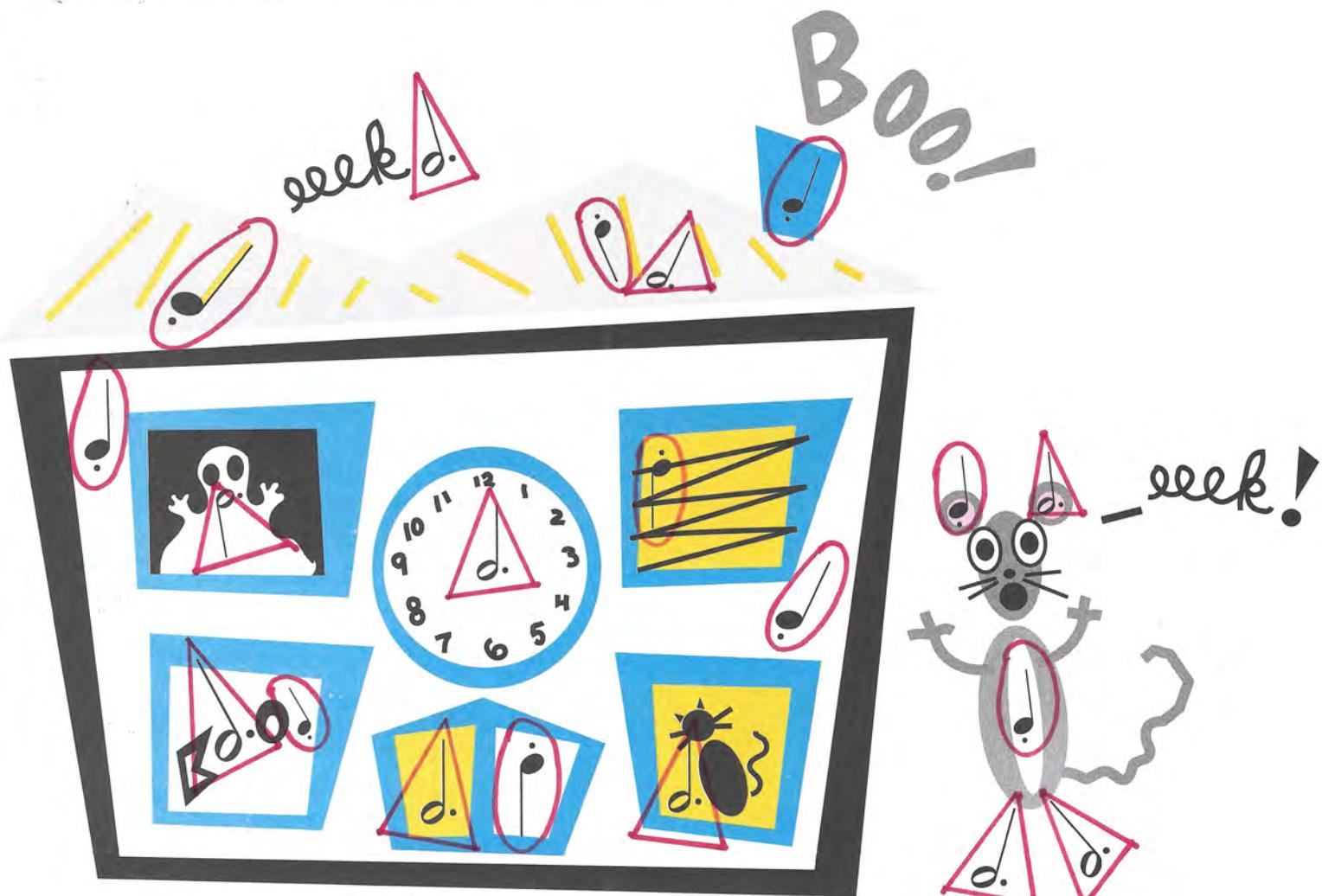
1. Circle each **staccato** note.

Hint: There are 10.



2. Draw a triangle around each **dotted half note**.

Hint: There are 10.





## Step and Skip Hunt



Write **step** or **skip** under each example.



Your teacher may ask you to write the note names above each example.



Ex. skip



step



skip



step



skip



step



skip



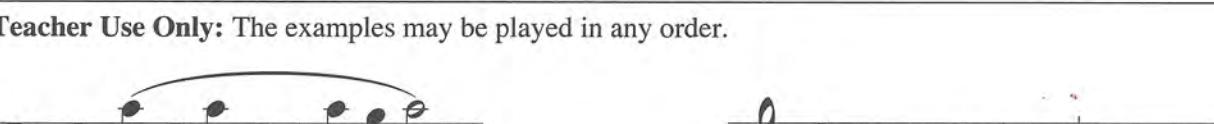
step



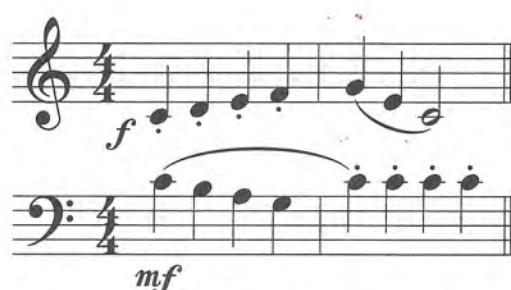
Your teacher will play a musical example.



- If you hear only *staccato* sounds, circle the box with only **staccato dots**.
- If you hear only *legato* sounds, circle the box with a **slur**.
- If you hear both *staccato* and *legato*, circle the box with **staccato dots and a slur**.

a.  b.  c.  d. 

**For Teacher Use Only:** The examples may be played in any order.

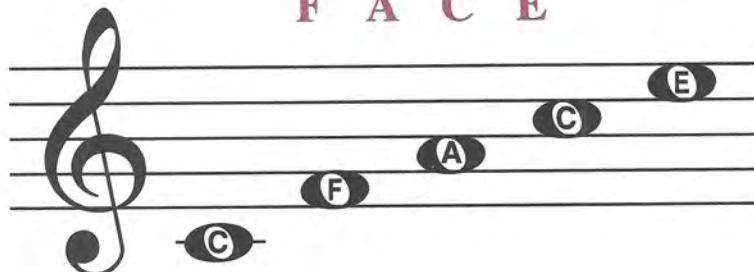




## Face the Treble Clef

Memorize: The spaces on the treble staff spell the word

F A C E

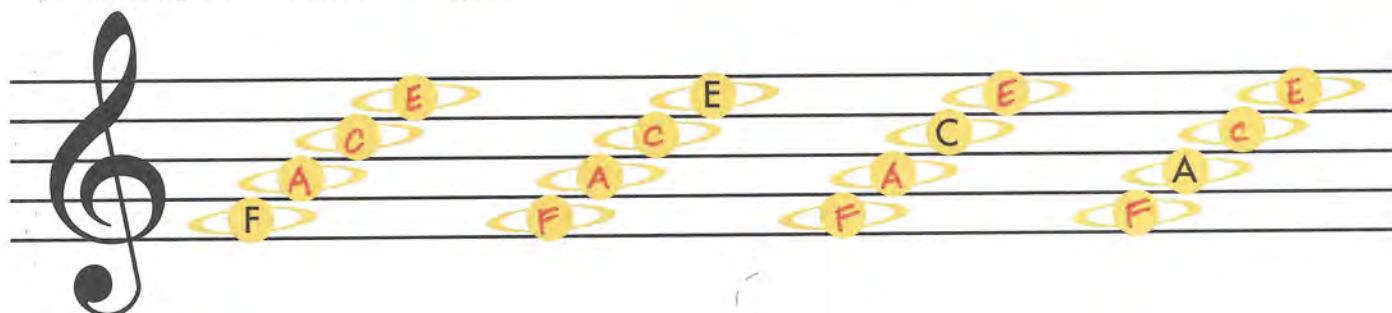


- Say and play F-A-C-E on the keys 4 times.

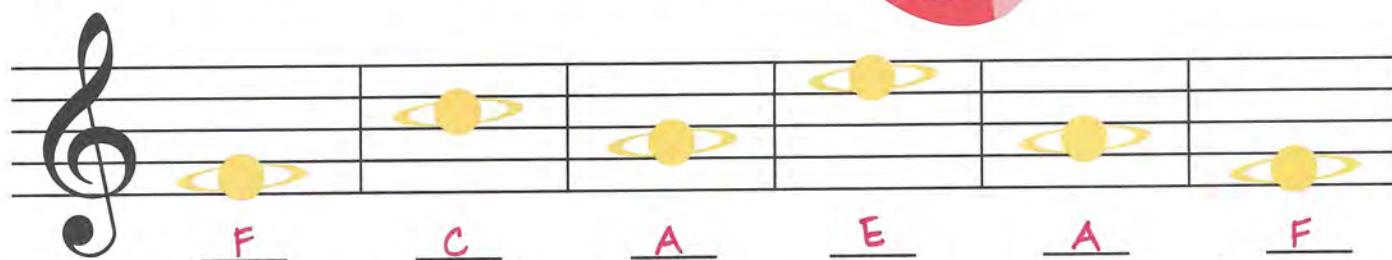


## Planets in Space

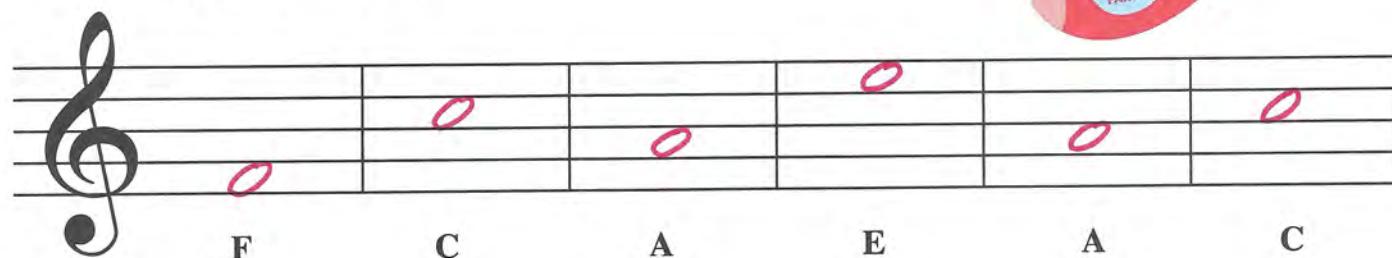
1. Cover up the staff above. Write the missing space letter names to complete the “planets.”



2. Name each “planet in space” in the blank below.



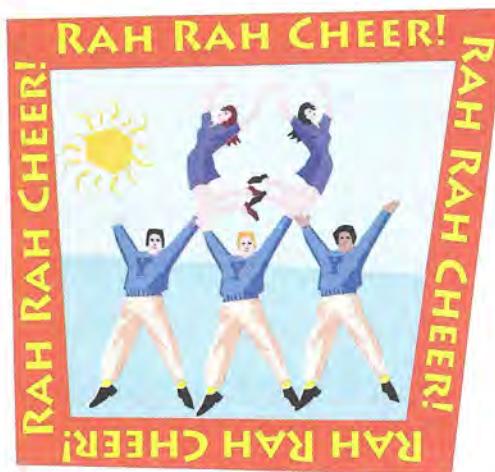
3. Using only **space notes**, draw a “whole note planet” for each letter name below.



# You Complete the Music!

Complete the music by doing the following:

- Draw measure bars to match the **time signature**.
- Draw *staccato* dots for each note in LINE 2.
- Write the letter names beside (or under) every note.
- Play *Rah Rah Cheer!*



## Rah Rah Cheer!

**With energy**

1                    3

Ex. F A                    F A                    F A C                    F A C

f Rah, rah,                    rah, rah,                    cheer for our team                    on the field!

4

4

5 (Draw *staccato* dots for this line of music.)

1

Ex. F F A                    F F A                    F A F A                    F F F

Rah, rah, rah,                    rah, rah, rah,                    we will win and                    nev - er yield!

4

4

9

3                    1                    5                    1

A A A                    home team,                    home team's                    the best!

C C C                    home team's                    the best!

F F F                    home team's                    the best!

3                    5                    1                    5



Can you transpose *Rah Rah Cheer!* to C and G 5-finger scales?



# Focus on Middle C and Treble C



**Treble C**

Middle C



*Answers vary*

1. Draw Middle C's or Treble C's for each measure.  
Use the rhythm given.

## Break-Out Boogie

Fast rock beat

2. Now play with the teacher duet. Use braced finger 3's.



Teacher Duet: (Student plays *as written*)

Play 4 times!      5      Play 2 times!

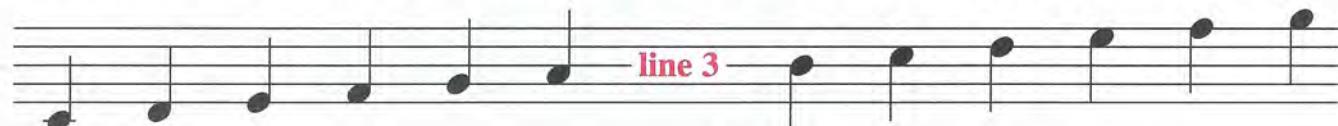
mf

5 1 4 3      2 1      5 1 4 3      2 1      5

8va lower throughout

# Rules for Stems

Notes below line 3 have UP stems.



Notes on or above line 3 have DOWN stems.

At line 3, change to down stems.

## Mozart's Story

- Draw stems correctly on the noteheads below.
- Name the notes to spell words and then read the story.

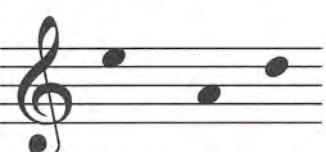


Ex.   

Mozart lov e d g A m E s and pr A C tical

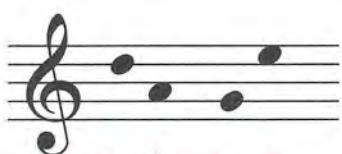
jok E s, but was also a k E E n stu D E nt. By the A G E of six,

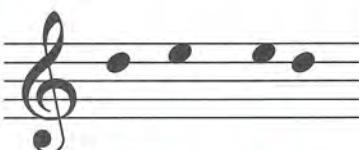
he C oul D play the violin and k E ybo A r D. His F A th E r

took youn G Mozart on G r A n D tours of Europe to show off his t A l E nt.

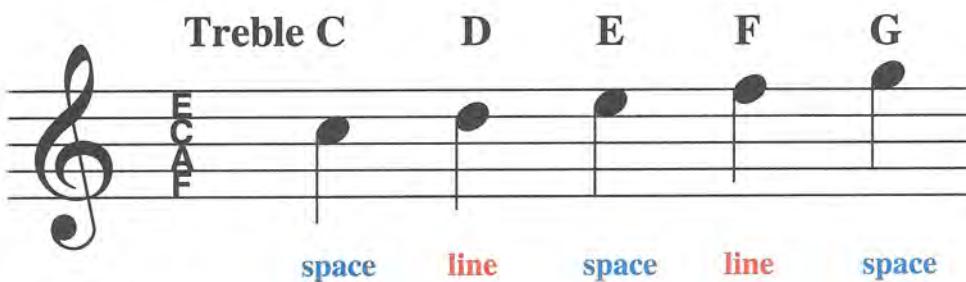
  

The ro A D s were bumpy and slow, with D A n G E rous b A n D its.

Mozart D r E ss E D as a little A D ult and played with a sword at his sidE!

# Treble C-D-E-F-G



## Paper Airplane Flight

- Answer the following for this paper airplane flight.

step or skip? (circle)

Draw Treble C D E F G.  
Use quarter notes as above.

note names E G

step or skip?

note names C D

step or skip?

note names G F

step or skip?

note names F D

step or skip?

note names F E

step or skip?

note names E C

**SAFE LANDING!**



## 2nd = Step

Remember, an **interval** is the distance between two notes.

### On the Keys



Count: 1 2 = 2nd

### On the Staff



or



## Traffic Jam 2nds!

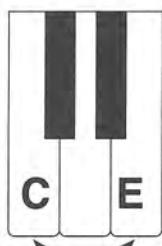
1. Draw an **X** a 2nd ABOVE each car. Then name both notes.

2. Draw a whole note a 2nd ABOVE each car on the staff.

3. Draw a whole note a 2nd BELOW each truck on the staff.

# 3rd = Skip

## On the Keys



A 3rd spans  
3 letter names.

Count: 1 2 3 = 3rd

## On the Staff



line to line



space to space



Write a big **2** on the kites that use 2nds. Write a big **3** on the kites that use 3rds.

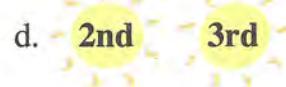
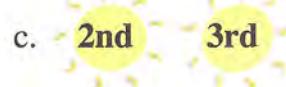
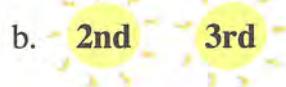
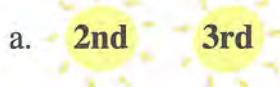


• Draw a 3rd higher.

• Draw a 3rd lower.



Close your eyes. Your teacher will play a 2nd or 3rd (notes separately, then together). Circle the interval you hear.

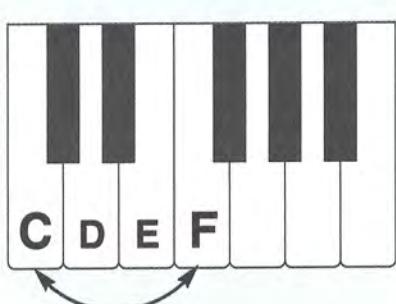


**For Teacher Use Only:** The examples may be played in any order. Create more examples of your own.

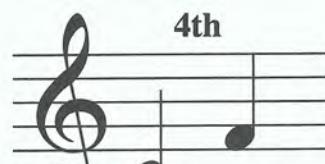


# 4th = a Skip Plus a Step

## On the Keys



## On the Staff



line to space

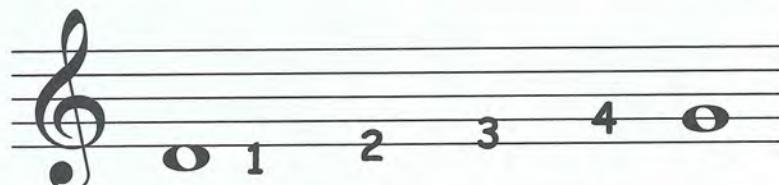
space to line

Count: 1 2 3 4 = 4th

A 4th spans 4 letters.

To identify a **4th**, count each line and space.

Be sure to count the **first** and **last** notes!



## Mixed-Up Intervals

1. Write a **3rd UP**, then a **4th UP** for each example.  
Write the letter names below the notes. 

3rd UP      4th UP

Ex. E G E A

3rd UP      4th UP

E G E A

3rd UP      4th UP

3rd UP      4th UP

3rd UP      4th UP

3rd UP      4th UP

2. Write a **3rd DOWN**, then a **4th DOWN** for each example.

Write the letter names below the notes.



3rd DOWN      4th DOWN

Treble clef staff with four notes. The second note from the left is circled in pink.

3rd DOWN      4th DOWN

Treble clef staff with four notes. The third note from the left is circled in pink.



3rd DOWN      4th DOWN

Bass clef staff with three notes. The second note from the left is circled in pink.

3rd DOWN      4th DOWN

Bass clef staff with three notes. The third note from the left is circled in pink.

3rd DOWN      4th DOWN

Treble clef staff with three notes. The second note from the left is circled in pink.



3rd DOWN      4th DOWN

Treble clef staff with four notes. The third note from the left is circled in pink.



Close your eyes. Your teacher will play a **2nd**, **3rd**, or **4th**. Listen for the notes played separately, then together.

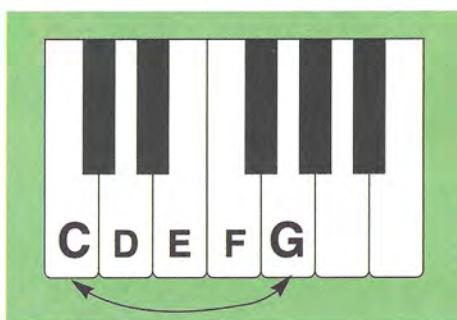
Circle the interval you hear.

- a. 2nd 3rd 4th      b. 2nd 3rd 4th      c. 2nd 3rd 4th
- d. 2nd 3rd 4th      e. 2nd 3rd 4th      f. 2nd 3rd 4th

**For Teacher Use Only:** The examples may be played in any order and repeated several times.  
Create additional intervals (2nd, 3rd, 4th) using this model.

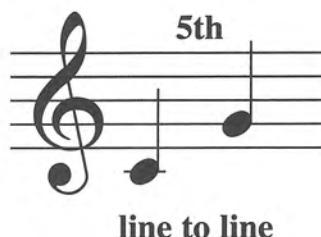
# 5th = a Skip Plus a Skip

## On the Keys



Count: 1 2 3 4 5 = 5th

## On the Staff

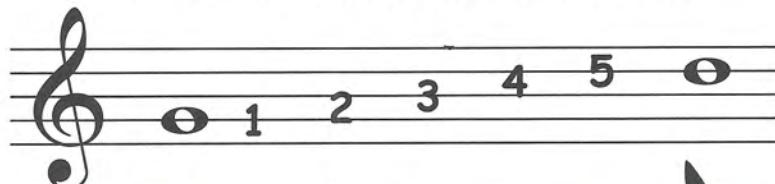


or



A 5th spans 5 letters.

To identify a **5th**, count each line and space.  
Be sure to count the **first** and **last** notes!



## Sounds from the Rain Forest

1. Write a **3rd UP**, then a **5th UP** for each sound from the rain forest.  
Your teacher may ask you to write the letter names below the notes.



3rd ↑      5th ↑  
Ex. E G

Hint: Think  
skip plus a skip.



3rd ↑      5th ↑  
...the toucan's call

D F D A



3rd ↑      5th ↑

...the lion's roar

C E C G



3rd ↑      5th ↑

...the parrot squawking

D F D A

# ... and More Sounds (2nds, 3rds, 4ths, 5ths)

2. Now draw 2nds, 3rds, 4ths, or 5ths for each example below.  
The arrows tell you UP or DOWN.



3rd ↑      5th ↑

...the frog's croak  
E G      E B



2nd ↑      3rd ↑

...the monkey's chatter  
F G      F A



2nd ↓      3rd ↓

...the drum beat  
F E      F D



3rd ↑      4th ↑

...the wild dog's bark  
C E      C F



2nd ↑      3rd ↑

...the raindrops  
C D      C E



3rd ↓      4th ↓

...the ape's call  
A F      A E



3rd ↑      5th ↑

...the snake's hiss  
A C      A E



3rd ↓      5th ↓

...the insect's buzz  
G E      G C



Close your eyes. Your teacher will play a 2nd, 3rd, 4th, or 5th.

Name aloud the interval you hear.

2nd

3rd

4th

5th

**For Teacher Use Only:** The examples may be played in any order and repeated several times.

Create additional intervals (2nd, 3rd, 4th, 5th) using this model.



# Lightly Snow

1. Complete the snowman by doing the following:

  - Turn your book to the side and draw **bar lines** to match the time signature.
  - Read the words and trace the **slurs** for each hand.

**Cheerfully**

***mf*** Light-ly snow,  
light-ly snow,  
in - to my back - yard I go.

***ff***

Build a snow-man, build a snow-man, make him big and round.

- 2.** Ask your teacher to hold the book for you and play *Lightly Snow* hands together!

9

Musical notation for measure 9. It consists of two staves. The top staff starts with a treble clef, a dynamic marking *p*, and a common time signature. The bottom staff starts with a bass clef and a common time signature. The music is in 2/4 time. The notes are quarter notes and eighth notes. The lyrics are: "Here's a pipe and scarf for fun, car - rot nose and now he's done." The measure ends with a double bar line.

13

Musical notation for measure 13. It consists of two staves. The top staff starts with a treble clef and a dynamic marking *f*. The bottom staff starts with a bass clef. The music is in 2/4 time. The notes are quarter notes and eighth notes. The lyrics are: "Snow-ing, snow-ing, wind is blow-ing, school is can - celled, Ho! Ho! Ho!" The measure ends with a double bar line.

Draw a  
Double Bar Line.  
(thin line, thick line)



# Half Rest

## **2 beats of silence**

A musical staff consisting of five horizontal lines. A treble clef is positioned at the top left. To its right is a time signature of 4/4. A single note is centered on the staff. A red arrow points upwards from the bottom of the note's stem towards its head.

The half rest sits  
above line 3.

## Whole Rest

4 beats of silence, or rest  
for any *whole* measure

The whole rest hangs  
**below** line 4.

# Forest Drum Rhythms

Your teacher will depress the damper pedal.

1. With your teacher, use your palms to tap the rhythm *on the wood underneath the keyboard*. Listen to the interesting sound!
  2. Now tap the rhythm while your teacher plays the duet.



A musical staff with two measures. The top measure (R.H.) starts with a quarter note, followed by a eighth note, another eighth note, a half rest, and then two eighth notes. The bottom measure (L.H.) starts with a half note, followed by a quarter note, another quarter note, a half rest, and then two quarter notes. Red arrows point from the text labels "half rest" to the rests in both measures.

**Teacher Duet:** (Student taps on a drum or on the wood underneath the keyboard)

Moving quickly

5

*f*      *p*      *cresc.*      *mf*

L.H. 8<sup>va</sup> throughout

# Drawing Rests

1. Draw a **half rest** in each measure for the R.H.
2. Draw a **whole rest** in each measure for the L.H.  
Then play this melody that “climbs up” to the moon.



## Climbing to the Moon

**Gently**

**half rest sits on line 3**

**draw**

**1 2 ↓ (1) 2 ↓ (1) ↓ (1) ↓**

**mf**

**Climb-ing, half rest, climb-ing, half rest, climb-ing, half rest, climb-ing, half rest,**

**whole rest hangs below line 4**

**draw**

**↑ ↑ ↑ ↑**

**5 (1) ↓ (1) ↓ (1) ↓ (1) ↓**

**climb - ing, half rest, climb - ing, half rest, climb - ing, half rest, high!**

**↑ ↑ ↑ ↑**

Musical notation: Two staves of music in 4/4 time. The top staff is in G clef and the bottom staff is in F clef. Measure 1: Treble clef note, bass clef note, half rest (red). Measure 2: Treble clef note, bass clef note, half rest (red). Measure 3: Treble clef note, bass clef note, half rest (red). Measure 4: Treble clef note, bass clef note, half rest (red). Measure 5: Treble clef note, bass clef note, half rest (red), bass clef note. Red arrows indicate where to draw rests: down for half rests, up for whole rests. Circled '1' indicates the first note of each measure.

3. Draw *one* rest to complete each measure.    quarter rest       half rest       whole rest

Ex.

Musical notation: A staff in 4/4 time with a treble clef. It shows a quarter note, a half note (red), a whole note (red), and another half note (red).

Notice the **time signature!**

Musical notation: A staff in 3/4 time with a bass clef. It shows a half note (red), a whole note (red), a half note (red), and a whole note (red).



# Grumpy Old Rests



Grumpy Old Troll has made mistakes on his theory work below.

- Put an X through the measures with **too many beats**.

- Put an X through the measures with **too few beats**.



Your teacher will set a steady beat for you to tap with your hand or foot.

- As you tap, listen to the musical example that your teacher plays.
- Circle the kind of rest you hear in each example.

1. (quarter)

(half)

(whole)

2. (quarter)

(half)

(whole)

3. (quarter)

(half)

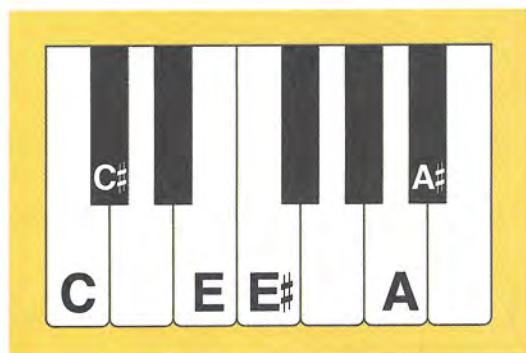
(whole)

**For Teacher Use Only:** The examples may be played in any order. Set a steady beat for the student to tap as you play. Count one measure aloud before each example.

# The Sharp

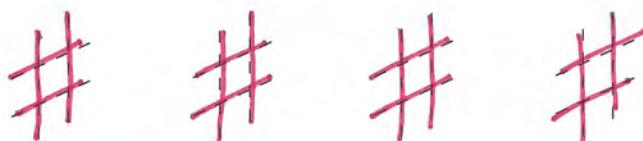


A **sharp** means to play the key a **half step higher** (the closest key to the right).



## Merlin's Sharps

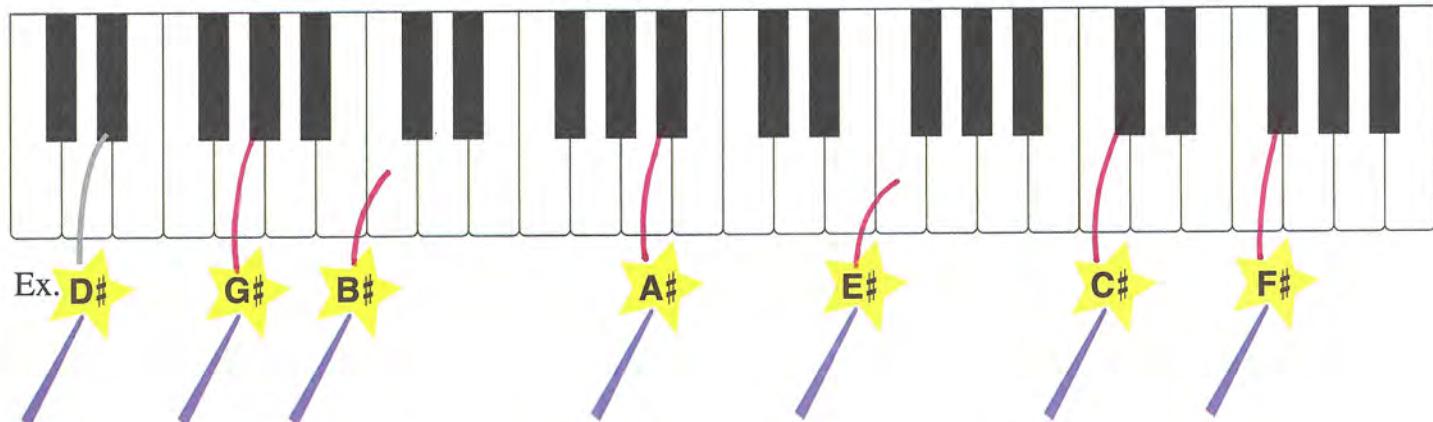
1. Trace these sharps.



Now draw your own # in each of Merlin's stars.



2. Connect the **sharp letter name** in Merlin's wands to the correct key.



3. In the blank, write the **sharp name** of the circled key on Merlin's robe.

C#

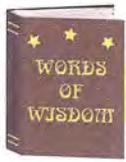
F#

A#

D#



# Merlin's School



"A sharp can be on a line or in a space."

1. Draw several sharps on the line below.

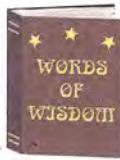


Hint: The line passes through the middle of the sharp.

- Draw several sharps in the space below.



Hint: The sharp "boxes in" the space.

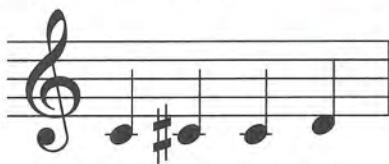


"A sharp carries through an entire measure but not past a bar line."

2. How many notes are played as F sharp? 3



- How many notes are played as C sharp? 2



- How many notes are played as G sharp? 2



"The sharp sign is always written in front of the note."

3. Draw a sharp in front of each note below. Write the note name inside Merlin's hat.

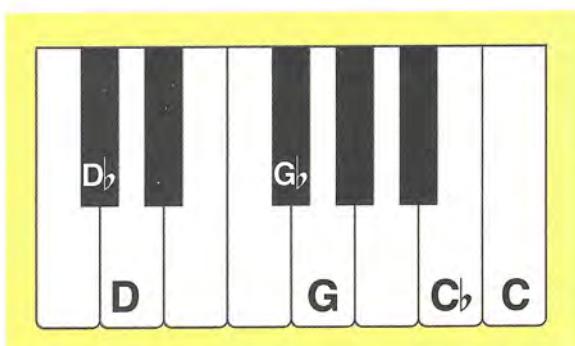
Ex. **F#**      **G#**      **D#**      **C#**      **F#**      **C#**

**F#**      **C#**      **G#**      **C#**      **A#**      **D#**

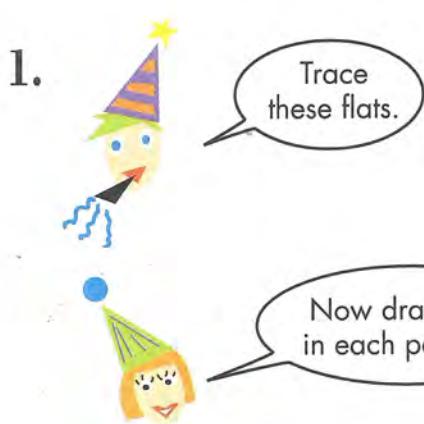
# The Flat



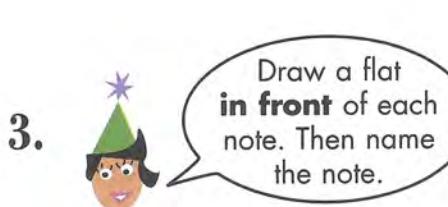
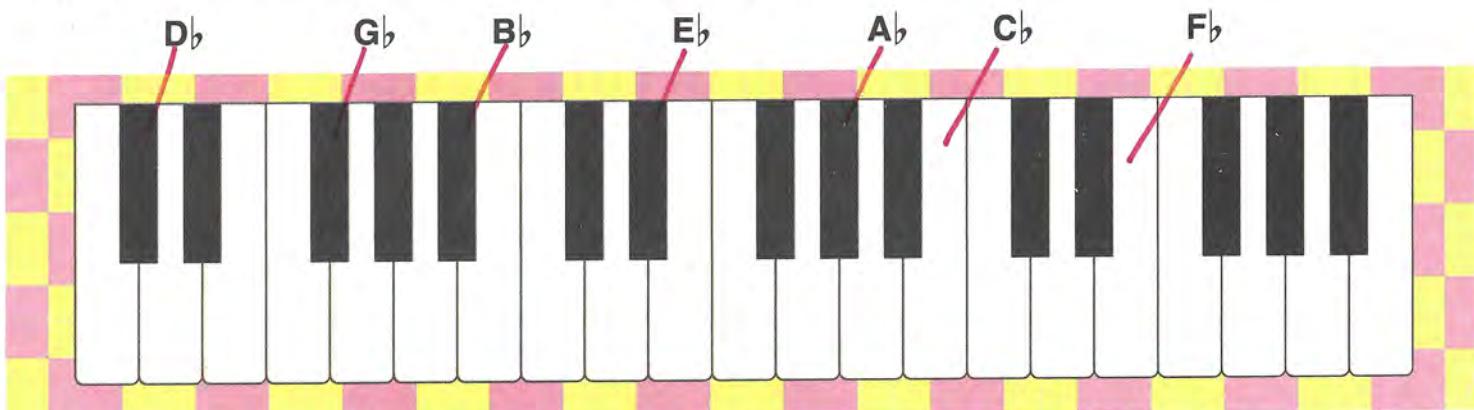
A **flat** means to play the key a **half step lower** (the closest key to the left).



## Party Game with Flats



2. Connect each **flat letter name** to the correct key on the keyboard.



A flat can be on a line or space.



On the staff, a flat is always written in front of the note.



# Tonic and Dominant Notes

In the C 5-finger scale and other 5-finger scales that you will learn:

The first note  
is called the  
**tonic**.

The fifth note  
is called the  
**dominant**.

scale steps: 1      2      3      4      5

## Bicycle Tune



Write a **tonic** or **dominant** whole note in each measure.

- If the melody is mostly scale steps 1-3-5, use the **tonic**.
- If the melody is mostly scale steps 2-4-5, use the **dominant**.

**Moderately**

Ex. 5

you write

5

9

3 1 3 5

Just a lit - tle far - ther now, I'll be at the top!

mf

13

5

s-l-o-w-i-n-g down

Com-ing down, I'm com-ing down, I'm brak - ing to a stop!

- Play your completed *Bicycle Tune*. You have **harmonized** the melody!



Your teacher will play a short example that will end on the **tonic** or **dominant**. Circle the bicycle wheel with the correct answer. (Each example begins on the tonic.)

a.



b.



c.



d.



**For Teacher Use Only:** The examples may be played in any order.

Create more examples of your own for the student to verbally answer.

*f*

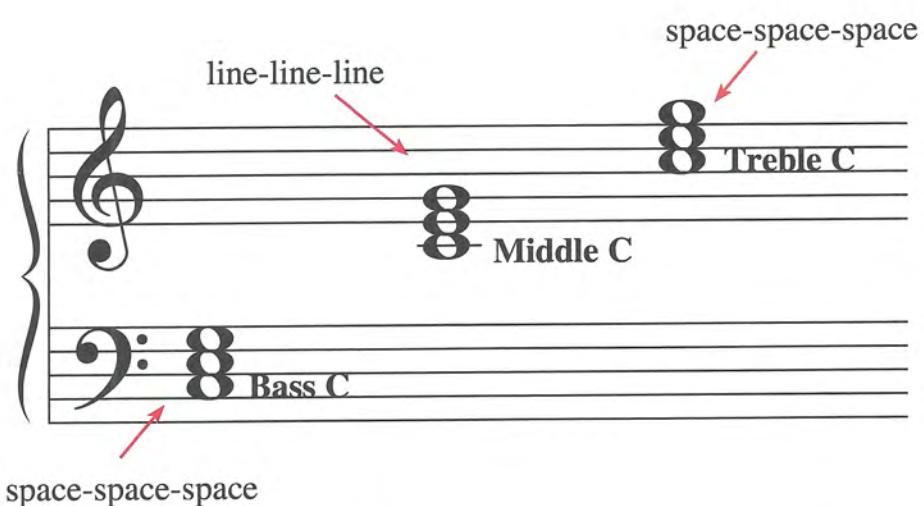
*mp*

*mf*

*f*

# The C Chord

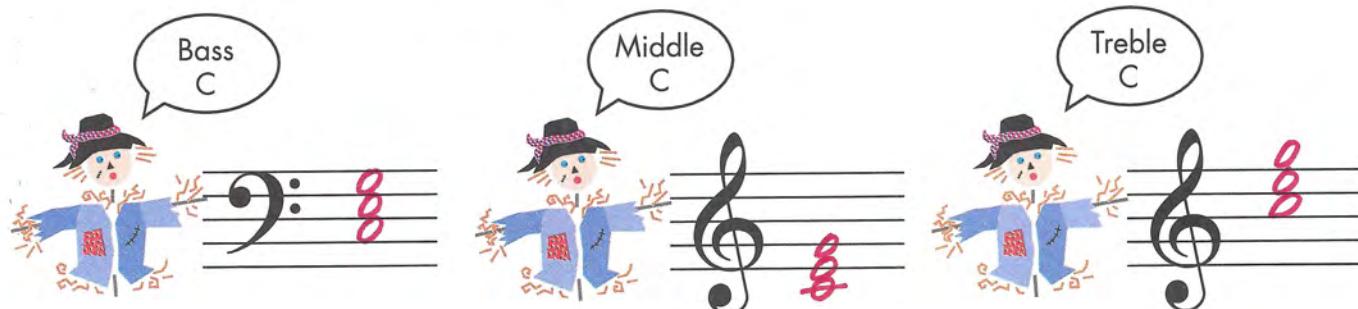
The C chord builds UP in **3rds** (thirds) from C.



## Chords for a Scarecrow

1. Write a **C chord** starting on each C below.

Hint: Refer to the chords above for help.



## Chords in the Cornfield

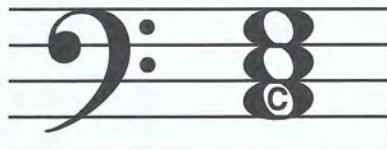
2. Add the missing notes *up* or *down* to form C chords.

Remember, **C** should be the bottom note of the chord.

Ex.

Notice the clef!

**I** is the  
Roman numeral  
for the number 1.



= I chord

In the C 5-finger scale, the C chord is called the **I chord** because it builds up from scale step 1.

## Row, Row, Row Your Chords



Circle each C chord, then write a **I** (Roman numeral) underneath.  
Remember, C should be the *bottom* note of each C chord.



Draw an X through the other chords.

Ex. I

Notice the **clef!**

I I



Your teacher will play either example **a** or **b**.  
Listen carefully and circle the one you hear.



1a.   
or

b.

2a.   
or

b.

3a.   
or

b.

4a.   
or

b.

5a.   
or

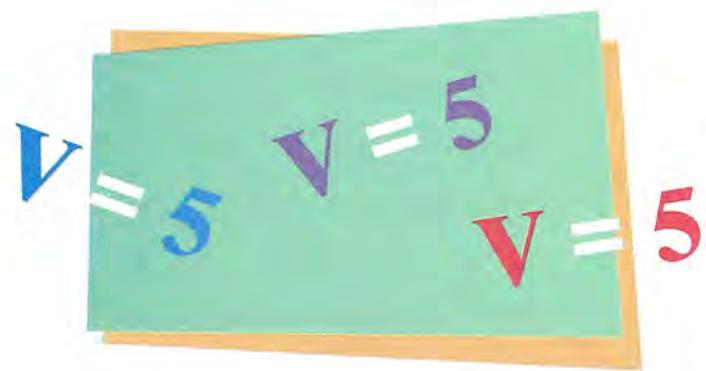
b.

6a.   
or

b.

# The V<sup>7</sup> Chord

(pronounced “five-seven”)



**V** is the Roman numeral for the number **5**.

The V<sup>7</sup> chord is formed by playing both the dominant note and the note below it in the 5-finger scale.

note below the dominant      dominant

Play together:

For more information on the V<sup>7</sup>, refer to Lesson Book p. 52.

## Mr. Haydn's Chords

- Write I or V<sup>7</sup> under each measure.
  - Play the chords as your teacher plays the *London Symphony Theme* high on the piano. (Lesson Book p. 52)

With spirit

5

Answers vary ↴

- Write I or V<sup>7</sup> in each of Mr. Haydn's wigs. Now play the chord pattern you wrote.



# Fun Facts for Mr. Haydn

1. Read the words, then play each melody.

2. Now write I or V<sup>7</sup> in each box to harmonize the melody.

- If the R.H. plays mostly scale steps 1-3-5, use the I chord.

- If the R.H. plays mostly scale steps 2-4-5, use the V<sup>7</sup> chord.

3. Play each melody with the chords.



Ex. I      I      V<sup>7</sup>      I

*f-p* Hay - dn was the sec - ond child of twelve chil - dren.  
Hay - dn's fa - ther worked as a wag - on mak - er.

V<sup>7</sup>      I      V<sup>7</sup>      I

*f-p* Aus - tri - a was Hay - dn's home, Hay - dn's home, Hay - dn's home.  
As a child he loved to sing, loved to sing, loved to sing, loved to sing.

V<sup>7</sup>      I      V<sup>7</sup>      I

*f-p* Hay - dn loved to hunt and Hay - dn was a fish - er - man.  
Hay - dn thought of na - ture. Na - ture helped him to com - pose.

I      I      V<sup>7</sup>      I

*f-p* Guess how man - y sym - pho - nies that Hay - dn wrote?  
Here's the an - swer: one hun - dred and four, he wrote!



- Your teacher will play each line of music and change the rhythm or notes of **one** measure.
- Look closely and point to the measure that was changed.

## ***rit.* = *ritardando***

means a gradual slowing down.

*Ritardando* is often shortened to *ritard.* or *rit.*



1. Add **bar lines** to match the time signature.  
Then sightread the music.
2. Now write **I** or **V<sup>7</sup>** in the boxes to harmonize each melody.  
Play the melodies again with the chords.

## **Fun Facts for Mr. Beethoven**

Ex. **I**      **I**      **V<sup>7</sup>**      **I**

**1**

**mp**

Lud - wig   Bee - tho - ven   was   born   in   De - cem - ber.  
 Lud - wig   is   Old   Ger - man   for   "fa - mous   war - rior."

**2nd time rit.**

**I**      **I**      **V<sup>7</sup>**      **I**      **V<sup>7</sup>**      **I**

**1**

**f**

Bee - tho - ven   played   the   vi - o - lin   and   or - gan.  
 When   he   com - posed   he   sat   at   the   pi - an - o.

**2nd time rit.**

**I**      **V<sup>7</sup>**      **I**      **V<sup>7</sup>**      **I**

**3**

**mf**

Guess   how   man - y   sym - pho - nies   he   wrote?  
 One,   two,   three,   four,   five,   six,   seven,   eight,   nine!

**2nd time rit.**

3. Can you answer these three questions? Hint: Refer to the lyrics to help you!

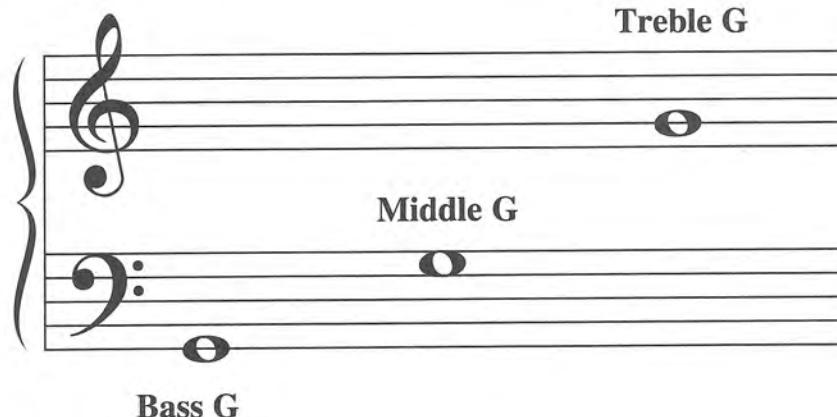
Question:  
What does the name  
Ludwig mean?

Question:  
Did Beethoven play  
other instruments?

Question:  
How many  
symphonies did  
Beethoven write?



# Three G's on the Grand Staff



## Bongo Drums Play G's

1. Draw a whole note on the correct G for each drum.



This G has a low,  
bass sound.



This G is a 5th  
ABOVE Bass C.



This G is a 5th  
ABOVE Middle C.



This G is an octave  
ABOVE Bass G.



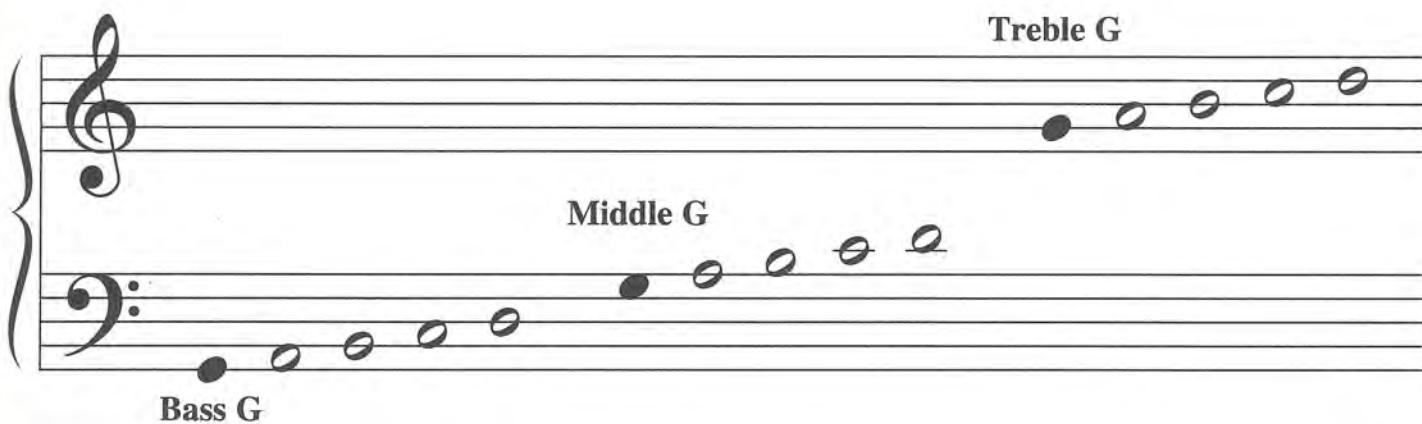
This G is known as  
Treble G.



This G is known as  
Bass G.

2. Your teacher will point to a drum above. Play that G on the piano.

# G 5-Finger Scales on the Grand Staff



## Chord Guy Is the Leader!

- Complete Chord Guy's instructions for each example.

Write a G 5-finger scale up from **Bass G**.

Write a G 5-finger scale up from **Treble G**.

Name these intervals.

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

Write I or V<sup>7</sup> in each box.

Hint: Look for broken chords, too!

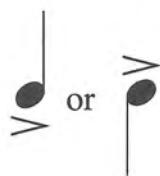
I      V<sup>7</sup>      I      V<sup>7</sup>      I      I

In the G scale, name the **tonic** and **dominant** notes.

**tonic**      **dominant**

G      D

## accent mark



means accent the note by playing it **louder** than the others around it.



## Dinosaur Tails Thump Accents!

1. Draw an accent mark **under beat 1** of each measure. Then play.

2. Draw an accent mark **above beat 2** of each measure. Then play.

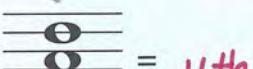
3. Draw an accent mark **under beat 4** of each measure. Then play.

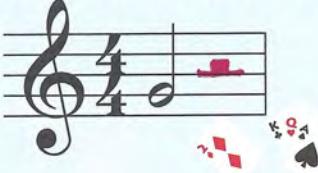
*Answers vary*

4. YOU choose where to draw accent marks. Then tap on the closed keyboard lid.

# Castle of Toys

1. Collect a toy by completing the challenge that is in each “room.”
2. Then circle the toy and follow the arrows through the castle.  
Your goal is to arrive at the tower where you can go down the water slide!

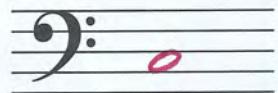
**Name the interval.**  
 = 4th  

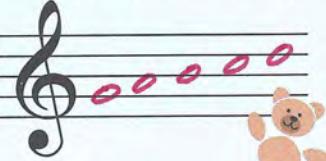

**Draw a half rest to complete the measure.**  


**Draw a whole rest to complete the measure.**  


**Write your initials here.  
YOU MADE IT!**

**This upbeat begins on beat 4?**  
  


**Draw a Bass C.**  
  


**Write the notes for the G 5-finger scale. (Use whole notes.)**  
  


**Draw a G chord.**  
  


**Draw two different whole note G's on the staff.**  
  


**Write in the letter names for the G 5-finger scale.**  
  


**Enter here!** 



Each example has one or more **upbeats**.  
Answer each question and then sightread the music.

# P P Tunes!

## Begins on beat 3 ?

a.

It went POP! It went POP! Did you hear my bubble POP?

## Begins on beat 3 ?

b.

I'll blow a big bubble and then watch it POP!

## Begins on beat 2 ?

c.

I blew a great big bubble, then it went POP!



Your teacher will play two melodies for each example.  
Circle **same** or **different**.

1. **same**

**diffErENT**

2. **same**

**diffErENT**

3. **same**

**diffErENT**

4. **same**

**diffErENT**

5. **same**

**diffErENT**

6. **same**

**diffErENT**

**For Teacher Use Only:** The examples may be played in any order. (Choose your own dynamics for each pair.)

a.

b.

a.

b.

a.

b.

a.

b.

a.

b.

a.

b.

# Final Review (UNITS 1-10)

## Trophy Time!

Connect each example on the left to the matching trophy on the right.

C D E F G

go up a half step

the tie

smooth and connected

2 beats of silence

go down a half step

whole rest

slow down

interval of a 3rd

slur



legato



rit.

