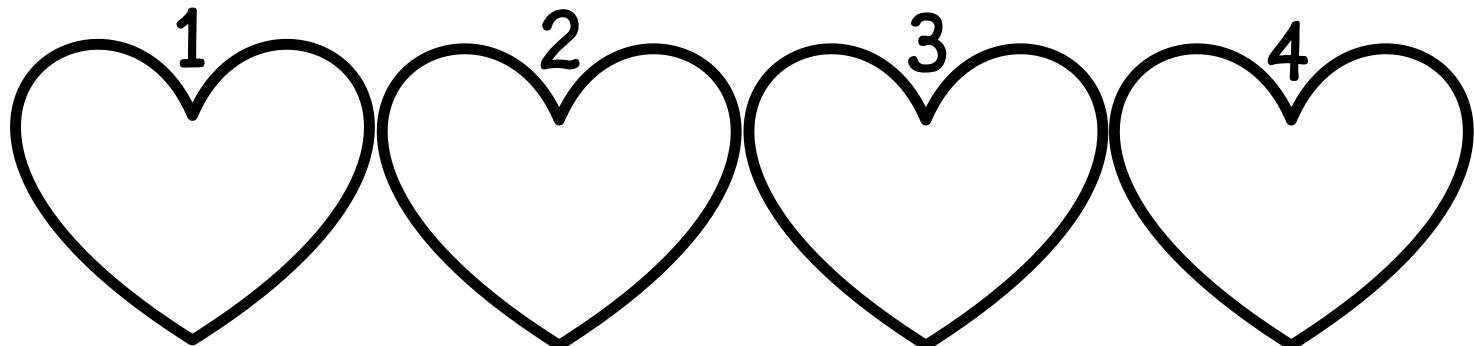
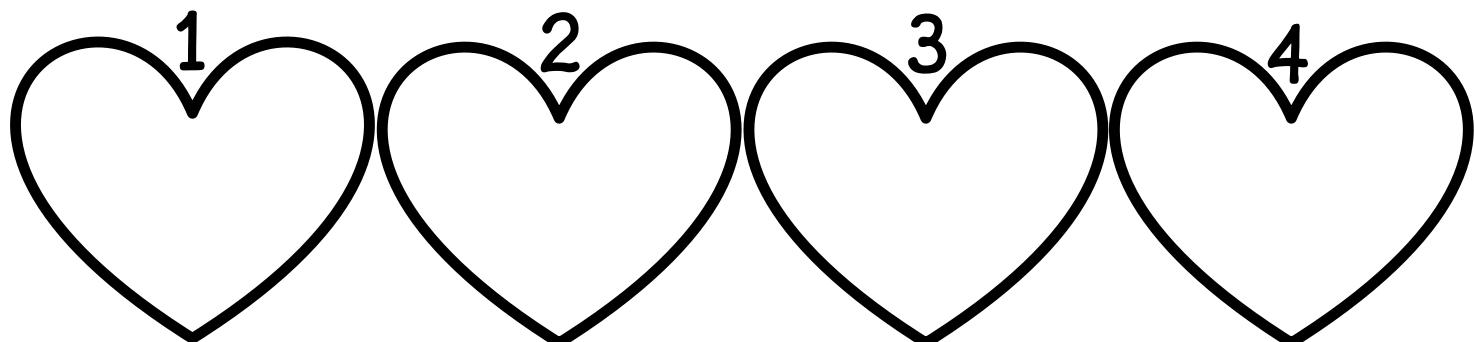
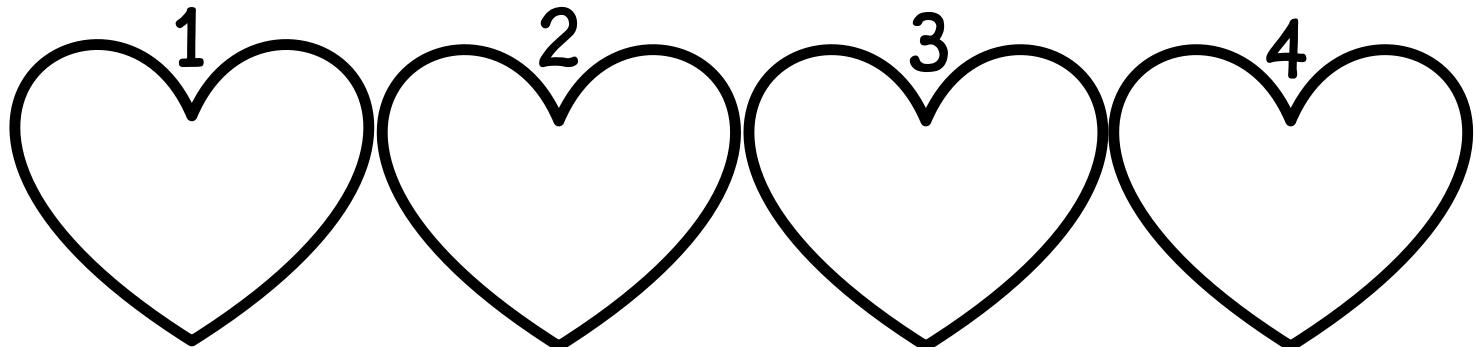


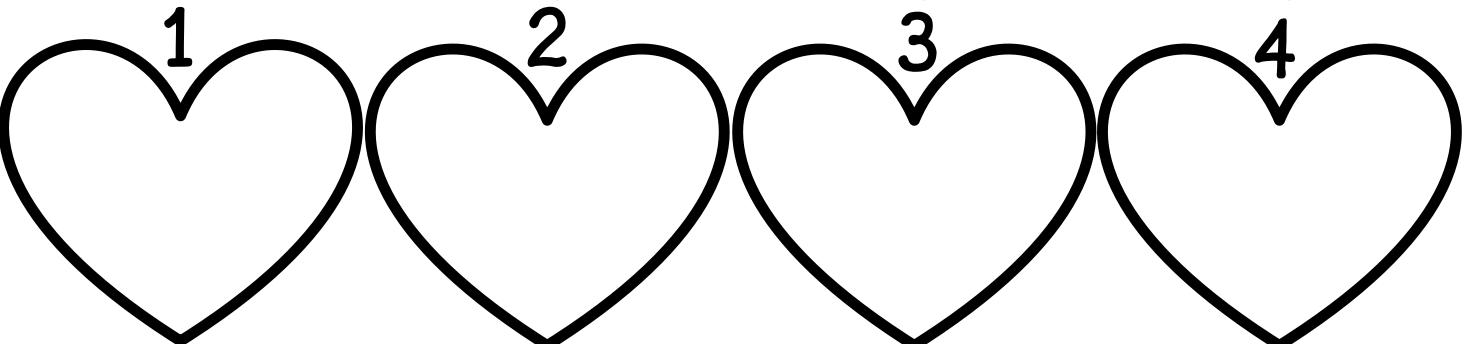
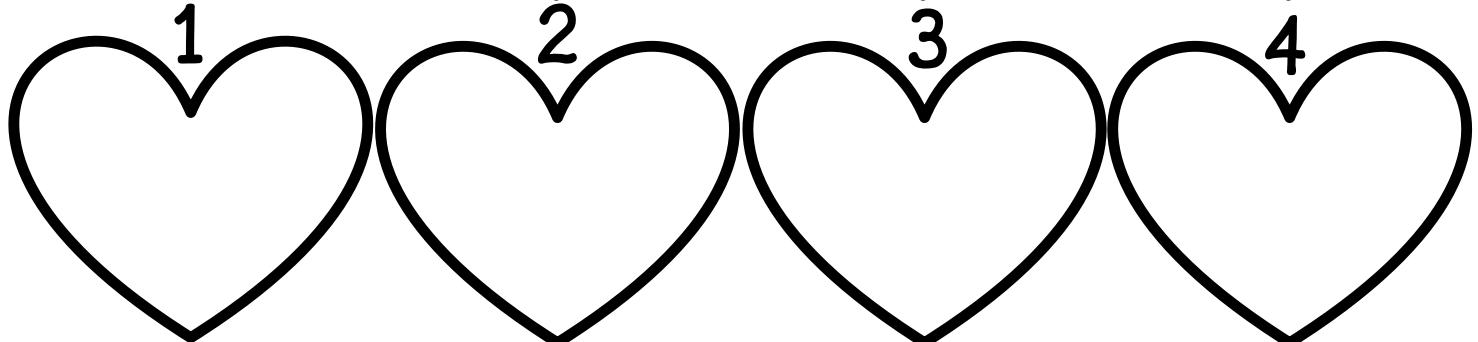
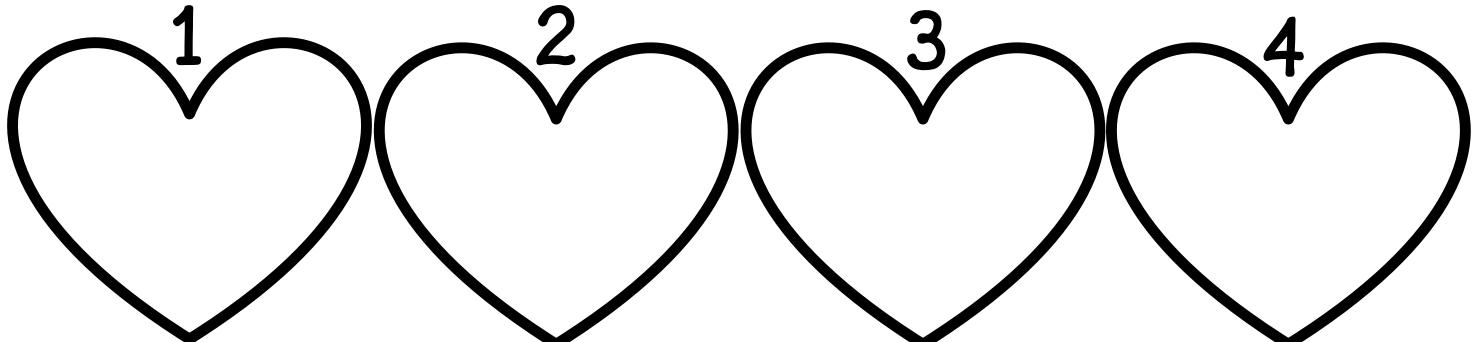
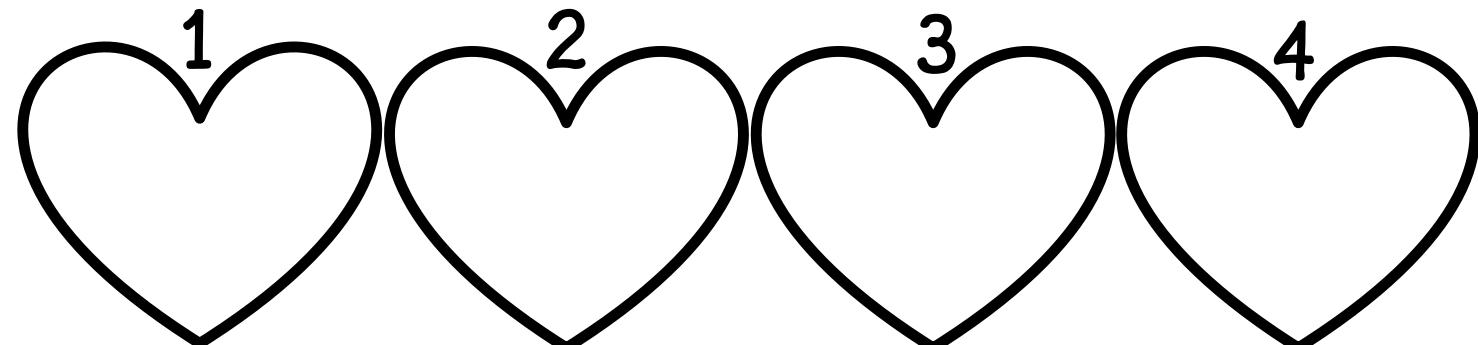
Name: _____

Choose your own Rhythms, and place them on each beat.



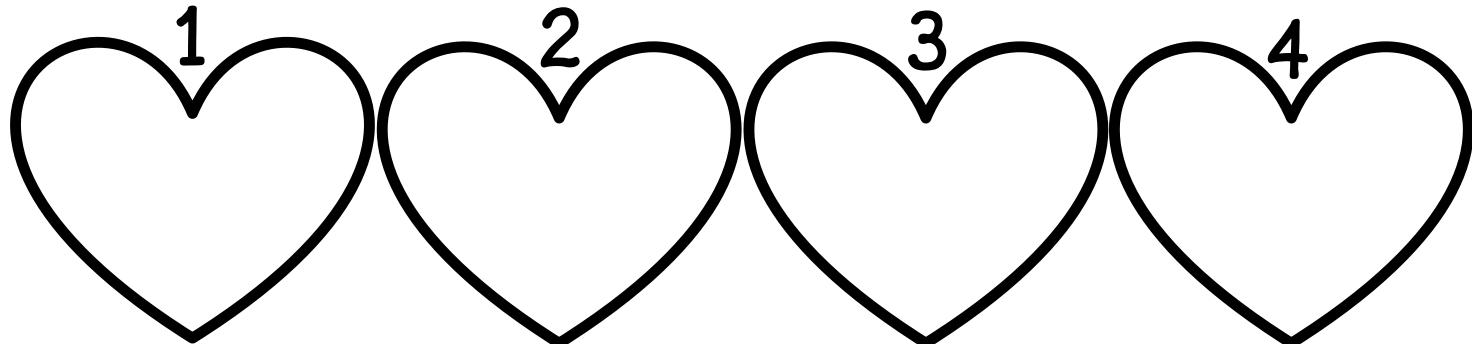
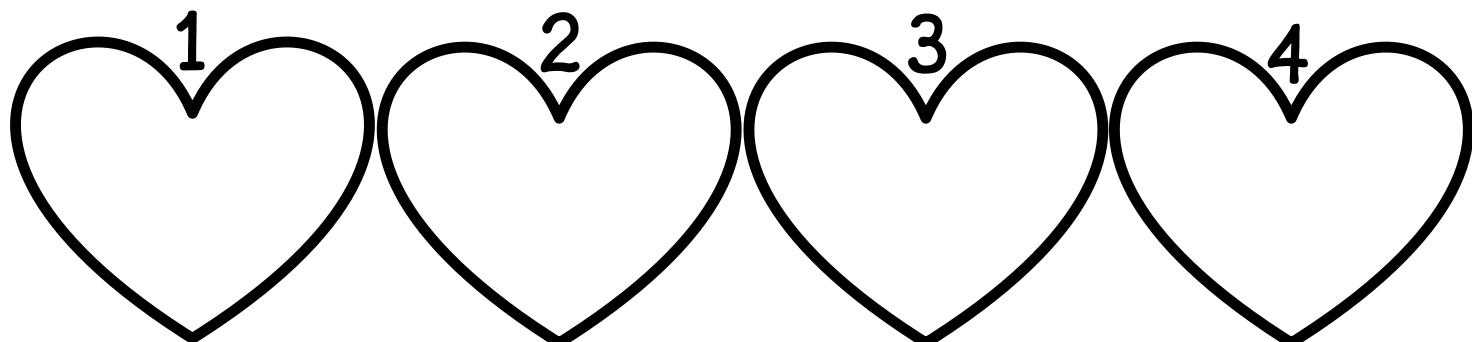
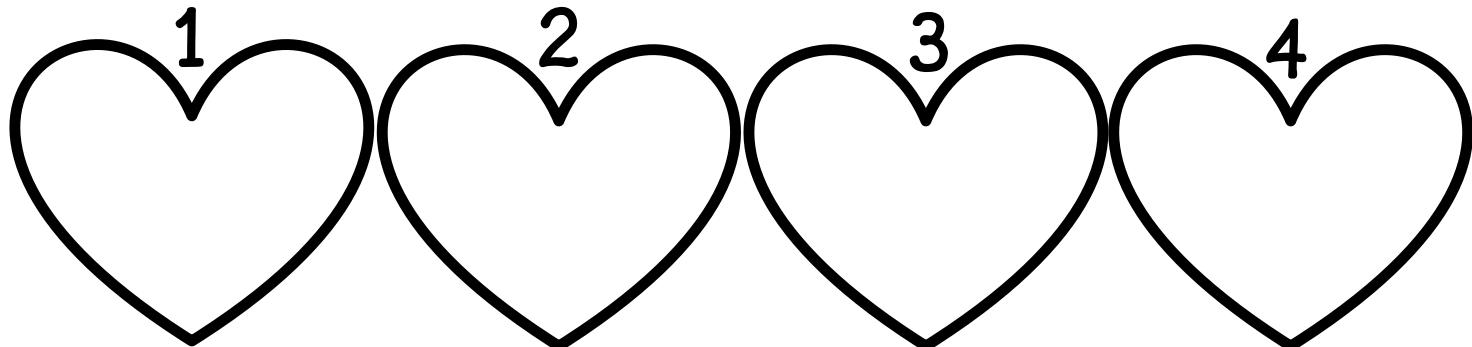
Name: _____

Choose your own Rhythms, and place them on each beat.



Name: _____

Choose your own Rhythms, and place them on each beat.



Name: _____

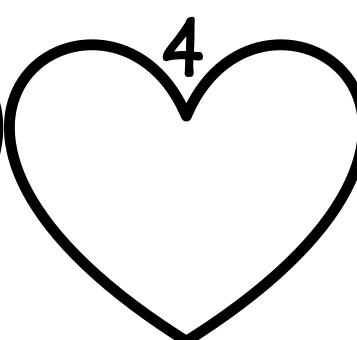
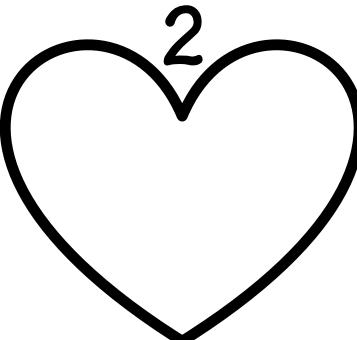
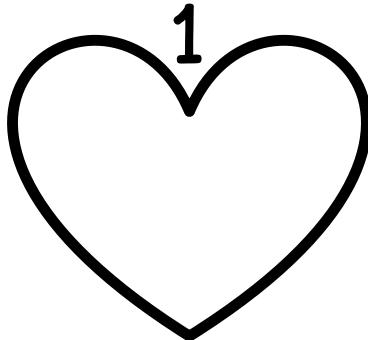
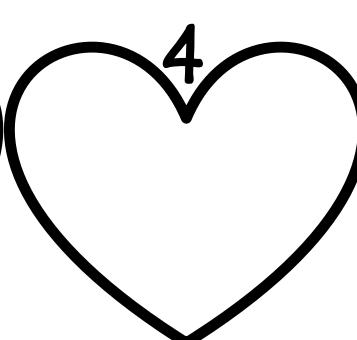
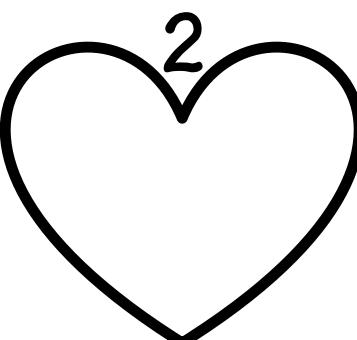
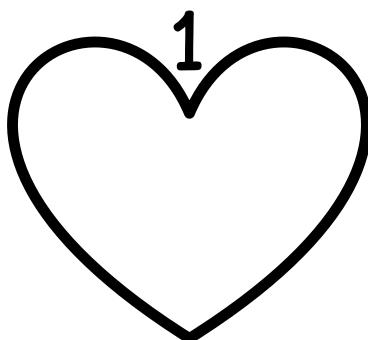
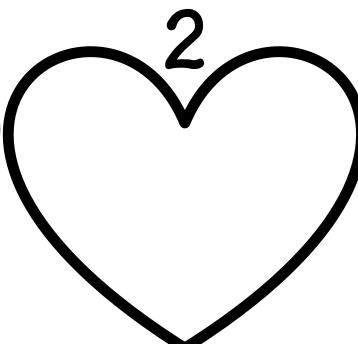
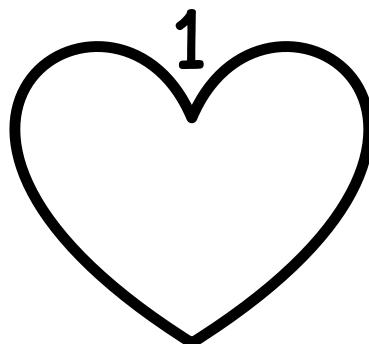
Choose your own Rhythms, and place them on each beat.



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

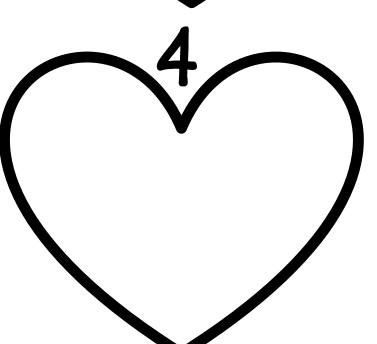
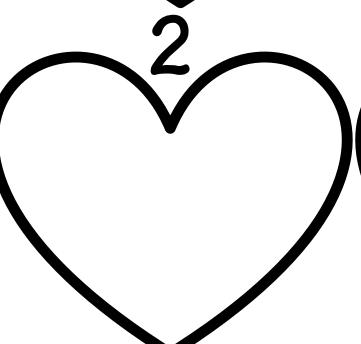
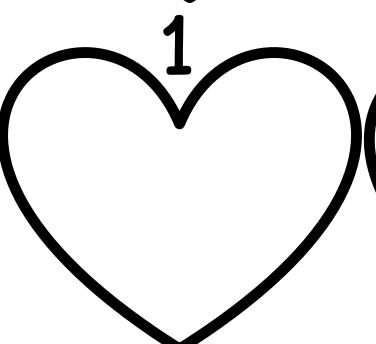
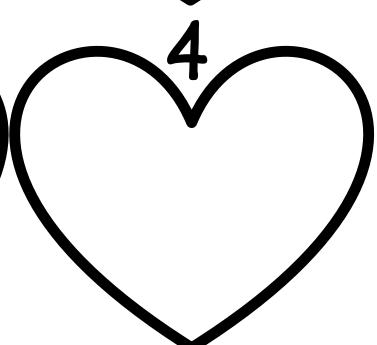
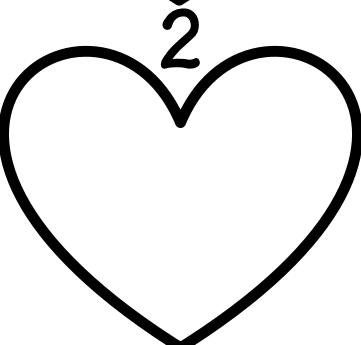
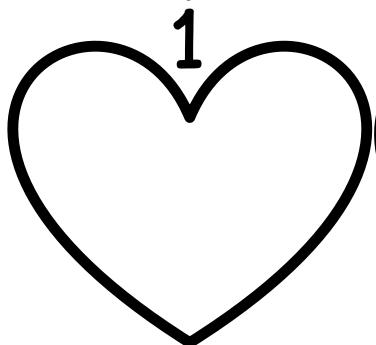
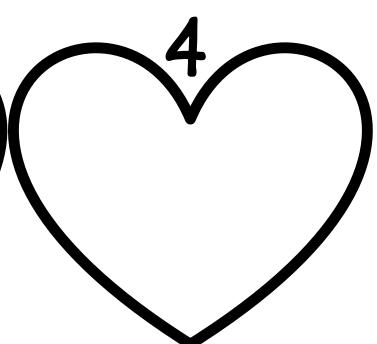
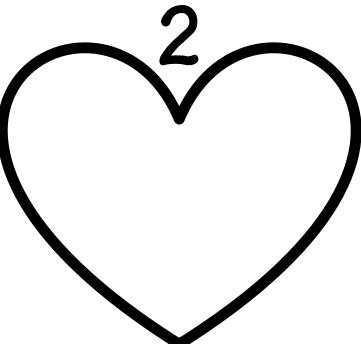
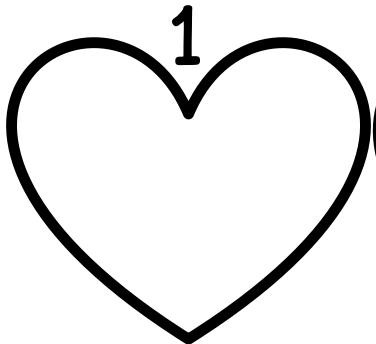
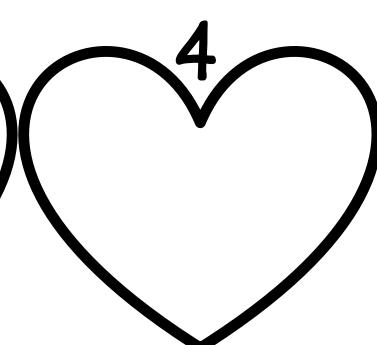
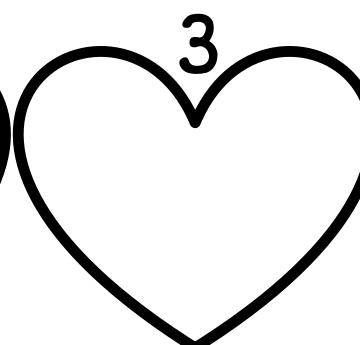
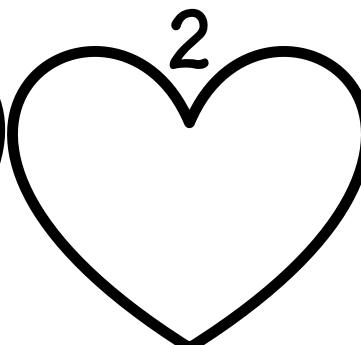
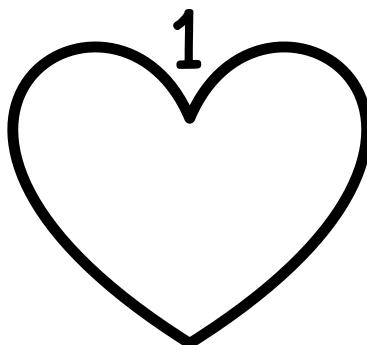
Name: _____

Choose your own Rhythms, and place them on each beat.



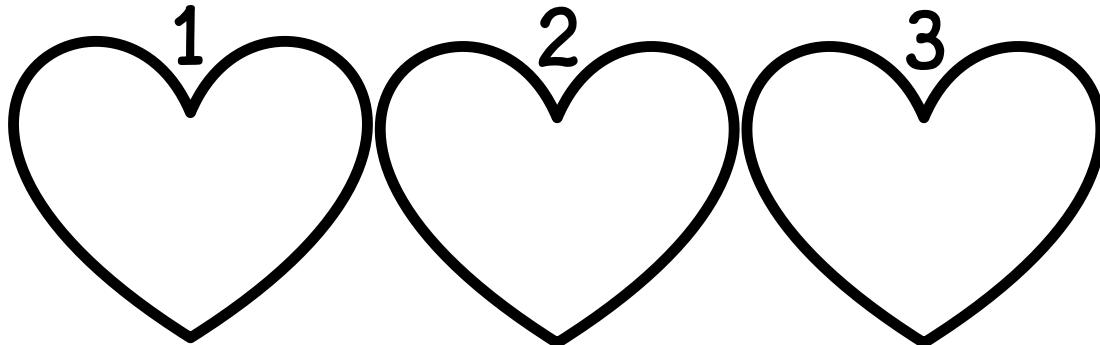
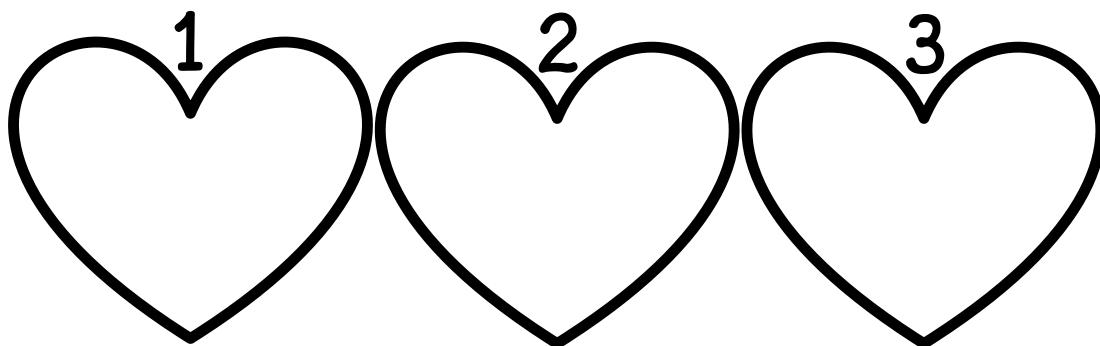
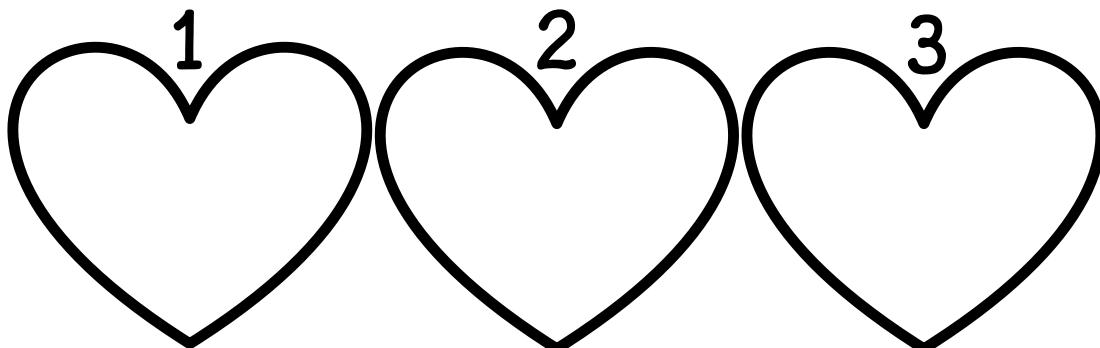
Name: _____

Choose your own Rhythms, and place them on each beat.



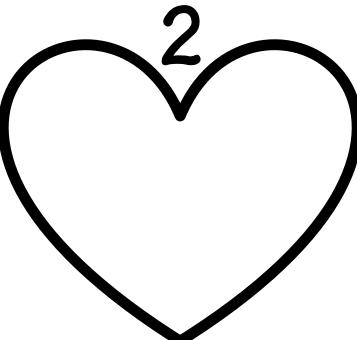
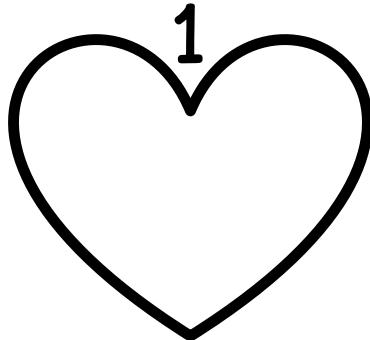
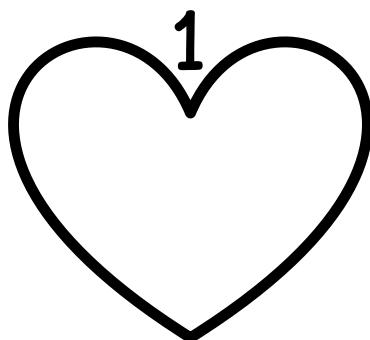
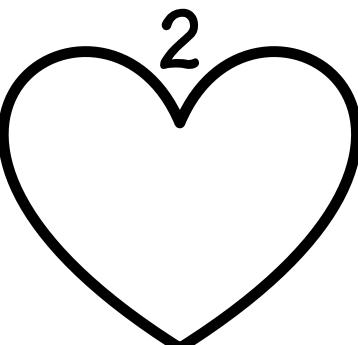
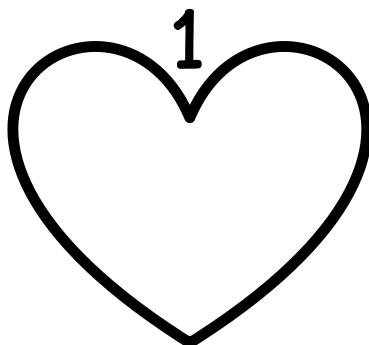
Name: _____

Choose your own Rhythms, and place them on each beat.



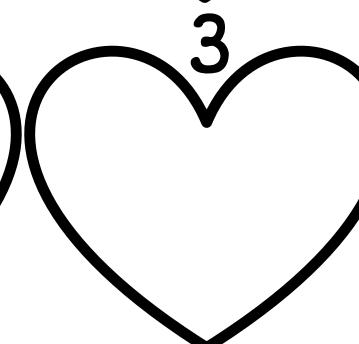
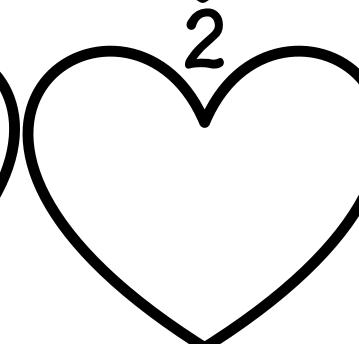
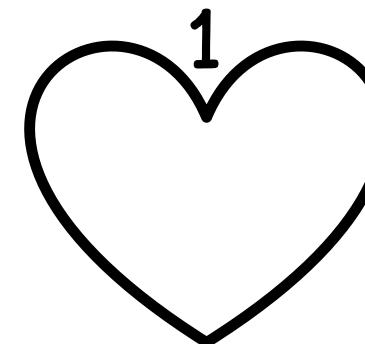
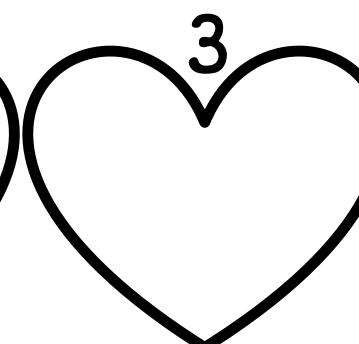
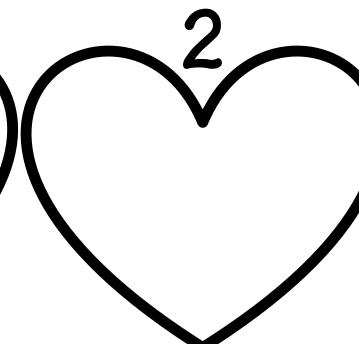
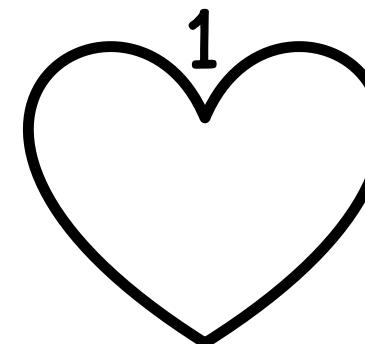
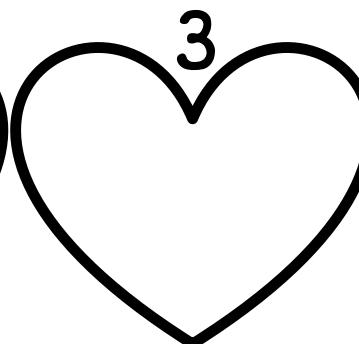
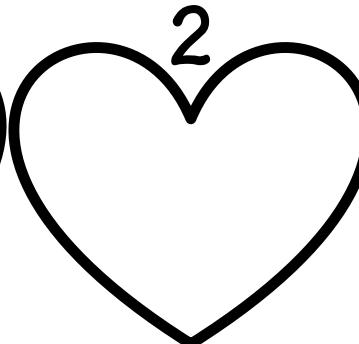
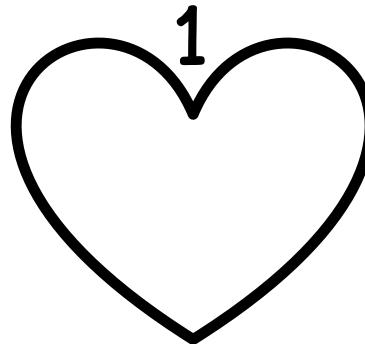
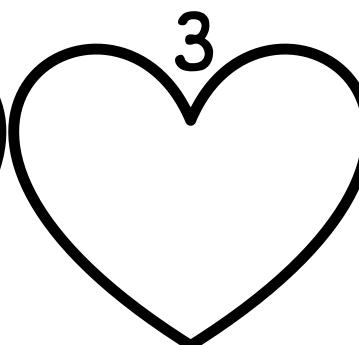
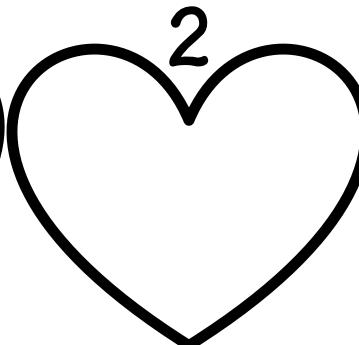
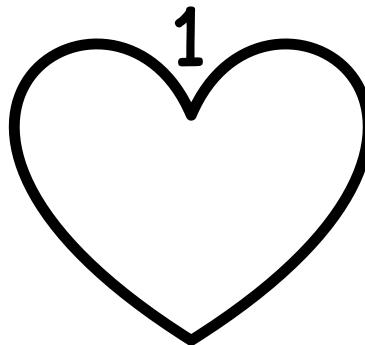
Name: _____

Choose your own Rhythms, and place them on each beat.



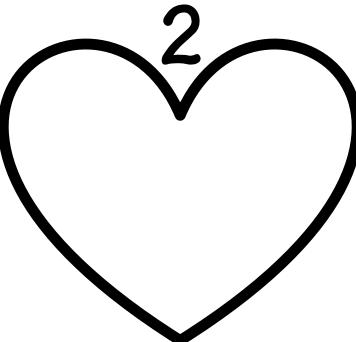
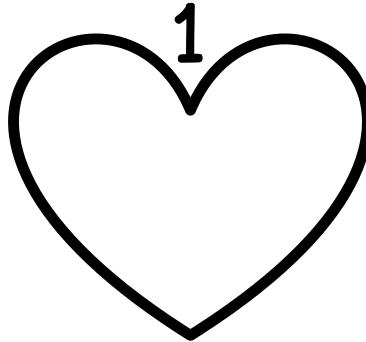
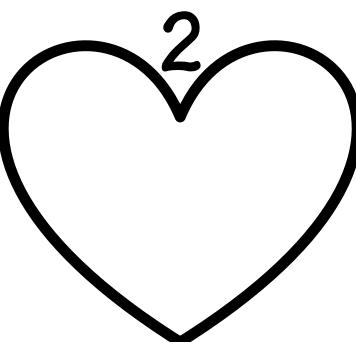
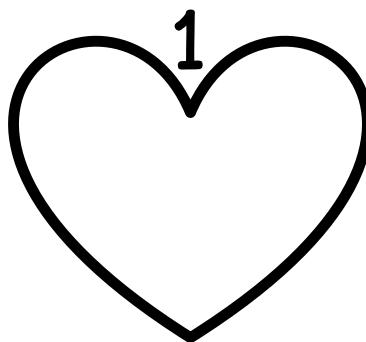
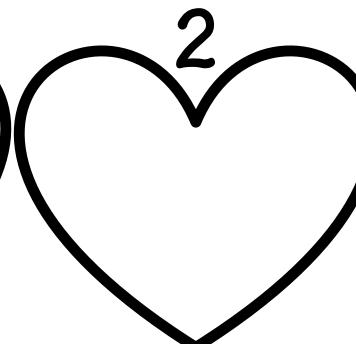
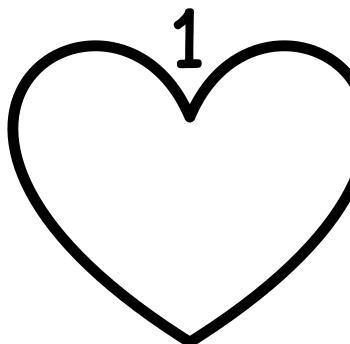
Name: _____

Choose your own Rhythms, and place them on each beat.



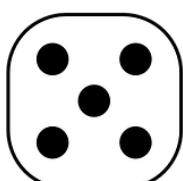
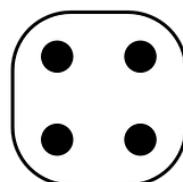
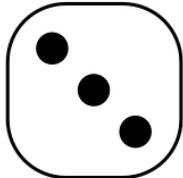
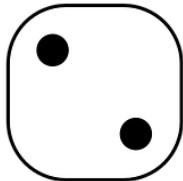
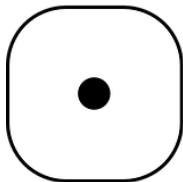
Name: _____

Choose your own Rhythms, and place them on each beat.



Name: _____

Record Your Rolls



Roll 1

Roll 2

Roll 3

Roll 4

Roll 1

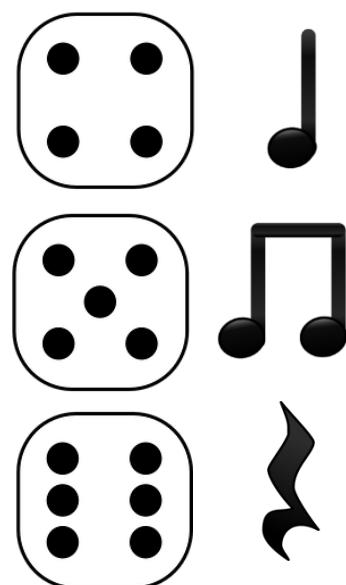
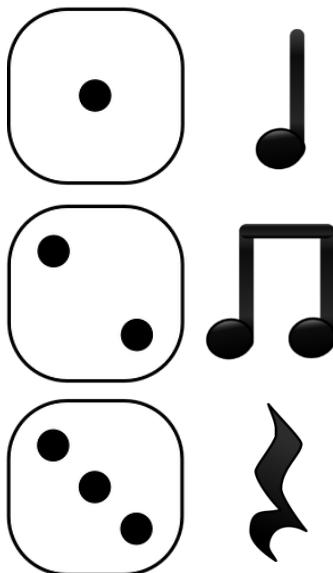
Roll 2

Roll 3

Roll 4

Name: _____

Rock & Roll



Roll 1

Roll 2

Roll 3

Roll 1

Roll 2

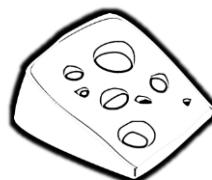
Roll 3

Name: _____

Circle the rhythm that matches the amount of syllables for each word.



Muffin



Cheese



Corn



Grapes



Hot dog



Lemon



Name: _____

Circle the rhythm that matches the amount of syllables for each word.



Popcorn



Pepperoni



Cherry



Fish



Egg

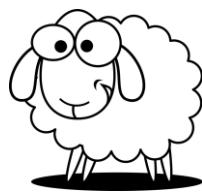


Watermelon



Name: _____

Circle the rhythm that matches the amount of syllables for each word.



Sheep



Sloth



Cow



Turkey



Turtle



Chicken



Name: _____

Circle the rhythm that matches the amount of syllables for each word.



Ant



Caterpillar



Zebra



Armadillo



Panda

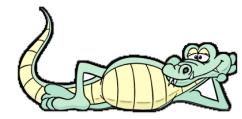
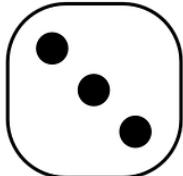
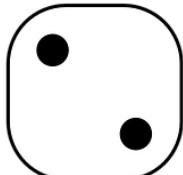
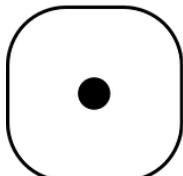


Crocodile



Name: _____

Record Your Rolls



Roll 1

Roll 2

Roll 3

Roll 4

Roll 1

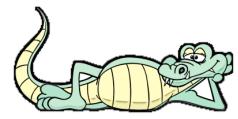
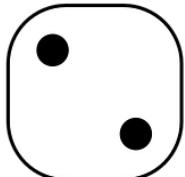
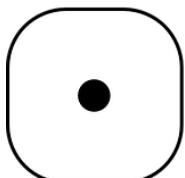
Roll 2

Roll 3

Roll 4

Name: _____

Rock & Roll



Roll 1

Roll 2

Roll 3

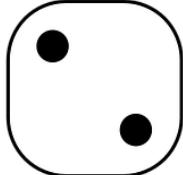
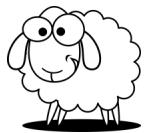
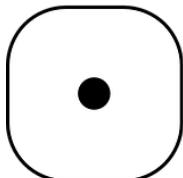
Roll 1

Roll 2

Roll 3

Name: _____

Record Your Rolls



Roll 1

Roll 2

Roll 3

Roll 4

Roll 1

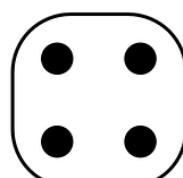
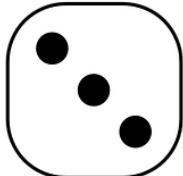
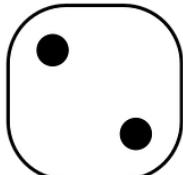
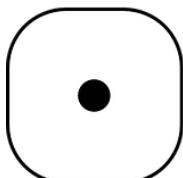
Roll 2

Roll 3

Roll 4

Name: _____

Rock & Roll



Roll 1

Roll 2

Roll 3

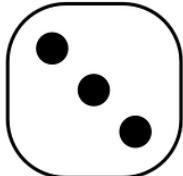
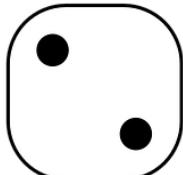
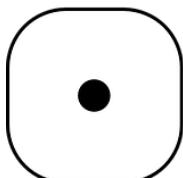
Roll 1

Roll 2

Roll 3

Name: _____

Record Your Rolls



Roll 1

Roll 2

Roll 3

Roll 4

Roll 1

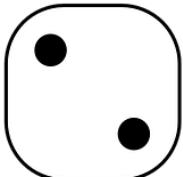
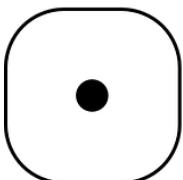
Roll 2

Roll 3

Roll 4

Name: _____

Rock & Roll



Roll 1

Roll 2

Roll 3

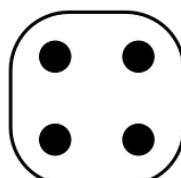
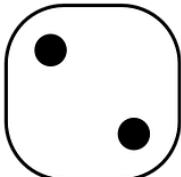
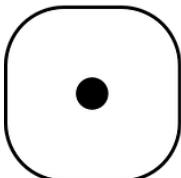
Roll 1

Roll 2

Roll 3

Name: _____

Record Your Rolls



Roll 1

Roll 2

Roll 3

Roll 4

Roll 1

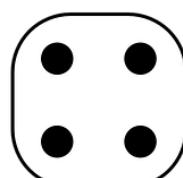
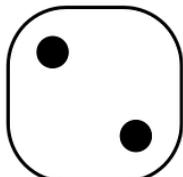
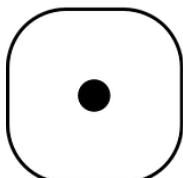
Roll 2

Roll 3

Roll 4

Name: _____

Rock & Roll



Roll 1

Roll 2

Roll 3

Roll 1

Roll 2

Roll 3

Name: _____

Solve The Addition Problems.

$$\text{♩} = 1$$

$$\text{♪} = 2$$

$$\text{o} = 4$$

$$\text{o} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♪} + \text{o} =$$

$$\text{♪} + \text{♩} =$$

$$\text{o} + \text{♪} =$$

$$\text{o} + \text{o} =$$

$$\text{♪} + \text{♪} =$$

Name: _____

Solve The Addition Problems.

$$\text{♩} = 1$$

$$\text{♪} = 2$$

$$\text{o} = 4$$

$$\text{♩} + \text{o} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{o} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{o} =$$

$$\text{o} + \text{o} =$$

$$\text{♩} + \text{♩} =$$

Name: _____

Solve The Addition Problems.

$$\text{♩} = 1$$

$$\text{♪} = 2$$

$$\text{o} = 4$$

$$\text{o} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♪} + \text{o} =$$

$$\text{♪} + \text{♩} =$$

$$\text{o} + \text{♪} =$$

$$\text{o} + \text{o} =$$

$$\text{♪} + \text{♪} =$$

Name: _____

Solve The Subtraction Problems.

$$\text{♩} = 1$$

$$\text{♪} = 2$$

$$\text{o} = 4$$

$$\text{o} - \text{♩} =$$

$$\text{♩} - \text{♩} =$$

$$\text{♩} - \text{♪} =$$

$$\text{o} - \text{♪} =$$

$$\text{♪} - \text{♪} =$$

$$\text{o} - \text{♩} =$$

$$\text{o} - \text{o} =$$

$$\text{♪} - \text{♪} =$$

Name: _____

Solve The Subtraction Problems.

$$\text{♩} = 1$$

$$\text{♪} = 2$$

$$\text{o} = 4$$

$$\text{o} - \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{o} - \text{♩} =$$

$$\text{♩} - \text{♩} =$$

$$\text{o} + \text{♩} =$$

$$\text{o} + \text{o} =$$

$$\text{♩} - \text{♩} =$$

Name: _____

Solve The Addition Problems.

$$\text{♩} = 1$$

$$\text{♪} = 2$$

$$\text{o} = 4$$

$$\text{o} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♪} + \text{o} =$$

$$\text{♪} + \text{♩} =$$

$$\text{o} + \text{♪} =$$

$$\text{o} + \text{o} =$$

$$\text{♪} + \text{♪} =$$

Name: _____

Solve The Subtraction Problems.

$$\text{♩} = 1$$

$$\text{♪} = 2$$

$$\text{o} = 4$$

$$\text{o} + \text{♩} =$$

$$\text{♩} - \text{♩} =$$

$$\text{♩} - \text{♩} =$$

$$\text{o} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{o} - \text{♩} =$$

$$\text{o} - \text{o} =$$

$$\text{♩} + \text{♪} =$$

Name: _____

Solve The Addition Problems.

$$\text{♩} = 1$$

$$\text{♪} = 2$$

$$\text{o} = 4$$

$$\text{o} - \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} - \text{♩} =$$

$$\text{♩} + \text{o} =$$

$$\text{♩} - \text{♩} =$$

$$\text{o} - \text{♩} =$$

$$\text{o} + \text{o} =$$

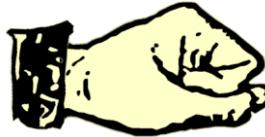
$$\text{♩} + \text{♩} =$$

Name: _____

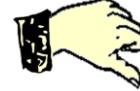
Date: _____

Solfege Worksheet

Write the name of each hand sign under each solfege on the line below.



Write the name of each hand sign under each solfege on the line below.



Write the name of each hand sign under each solfege on the line below.



Name: _____

Line or Space?

Check the box below each note.

A musical note (an oval with a vertical stem) positioned on the third line of a five-line staff.

Line Space

A musical note (an oval with a vertical stem) positioned in the first space of a five-line staff.

Line Space

A musical note (an oval with a vertical stem) positioned on the third line of a five-line staff.

Line Space

A musical note (an oval with a vertical stem) positioned in the first space of a five-line staff.

Line Space

A musical note (an oval with a vertical stem) positioned on the third line of a five-line staff.

Line Space

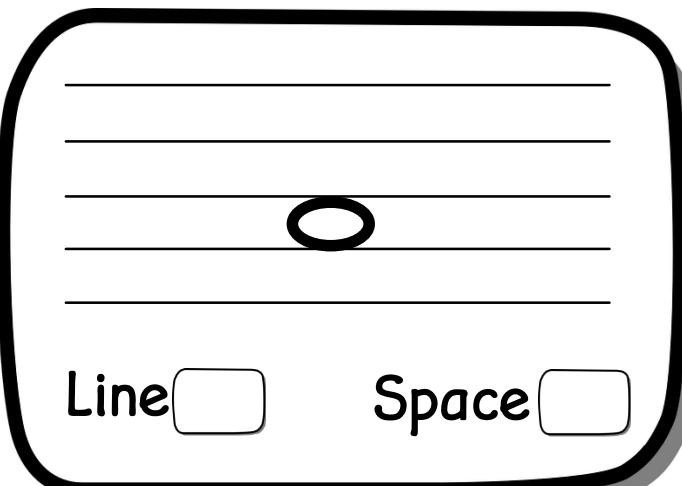
A musical note (an oval with a vertical stem) positioned in the first space of a five-line staff.

Line Space

Name: _____

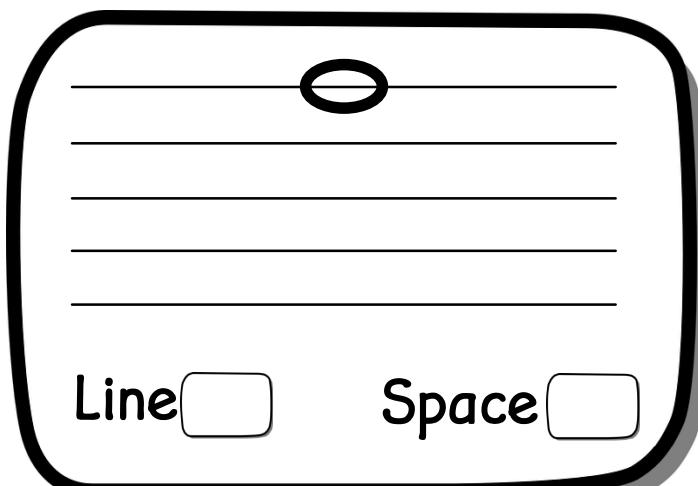
Line or Space?

Check the box below each note.



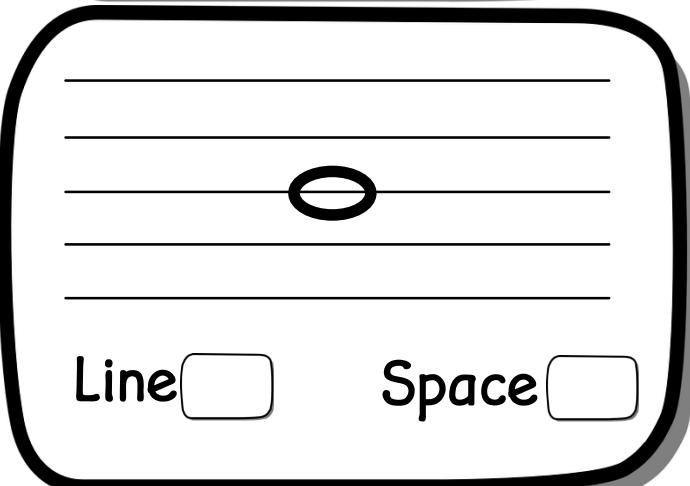
A musical note consisting of a vertical stem with a horizontal oval loop attached to it, positioned on a four-line staff.

Line Space



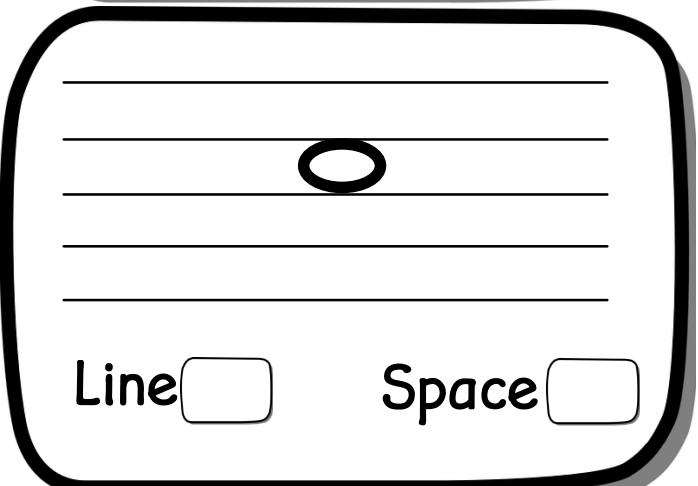
A musical note consisting of a vertical stem with a horizontal oval loop attached to it, positioned on a four-line staff.

Line Space



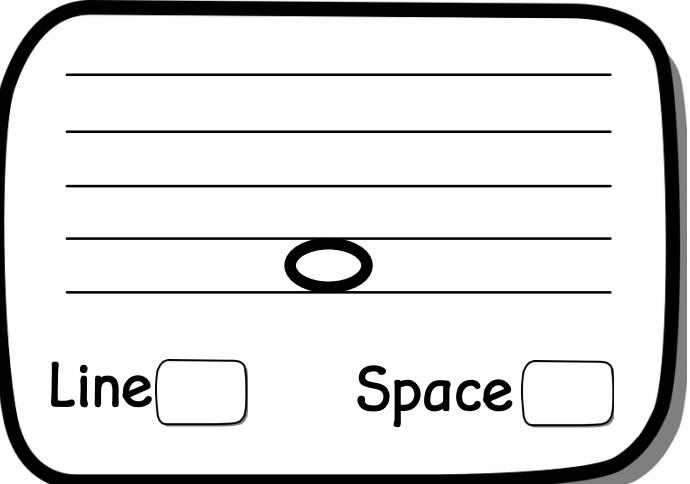
A musical note consisting of a vertical stem with a horizontal oval loop attached to it, positioned on a four-line staff.

Line Space



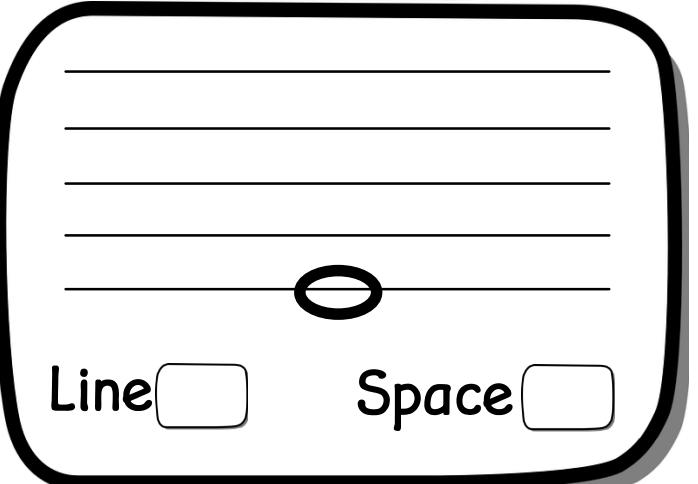
A musical note consisting of a vertical stem with a horizontal oval loop attached to it, positioned on a four-line staff.

Line Space



A musical note consisting of a vertical stem with a horizontal oval loop attached to it, positioned on a four-line staff.

Line Space



A musical note consisting of a vertical stem with a horizontal oval loop attached to it, positioned on a four-line staff.

Line Space

Name: _____

Line or Space?

Check the box below each note.



A musical note (an oval) positioned on the middle line of a four-line staff.

Line Space



A musical note (an oval) positioned on the middle line of a five-line staff.

Line Space



A musical note (an oval) positioned on the middle line of a four-line staff.

Line Space



A musical note (an oval) positioned on the middle line of a five-line staff.

Line Space



A musical note (an oval) positioned on the middle line of a four-line staff.

Line Space



A musical note (an oval) positioned on the middle line of a five-line staff.

Line Space

Name: _____

Line or Space?

Check the box below each note.

A musical note (an oval) is positioned on the third line of a four-line staff. The staff consists of five horizontal lines with vertical bar lines at the ends.

Line Space

A musical note (an oval) is positioned on the fourth line of a five-line staff. The staff consists of six horizontal lines with vertical bar lines at the ends.

Line Space

A musical note (an oval) is positioned on the second line of a four-line staff. The staff consists of five horizontal lines with vertical bar lines at the ends.

Line Space

A musical note (an oval) is positioned on the third line of a five-line staff. The staff consists of six horizontal lines with vertical bar lines at the ends.

Line Space

A musical note (an oval) is positioned on the fourth line of a four-line staff. The staff consists of five horizontal lines with vertical bar lines at the ends.

Line Space

A musical note (an oval) is positioned on the second line of a five-line staff. The staff consists of six horizontal lines with vertical bar lines at the ends.

Line Space

Name: _____

Line or Space?

Check the box below each note.

A musical note (an oval with a stem) positioned on the third line of a five-line staff.

Line Space

A musical note (an oval with a stem) positioned in the fourth space of a five-line staff.

Line Space

A musical note (an oval with a stem) positioned on the third line of a five-line staff.

Line Space

A musical note (an oval with a stem) positioned in the fourth space of a five-line staff.

Line Space

A musical note (an oval with a stem) positioned on the third line of a five-line staff.

Line Space

A musical note (an oval with a stem) positioned in the fourth space of a five-line staff.

Line Space

Name: _____

What Note?

Circle the name of each note.



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G

Name: _____

What Note?

Circle the name of each note.

Note: A B C D E F G

Name: _____

What Note?

Circle the name of each note.



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G

Name: _____

What Note?

Circle the name of each note.



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G

Name: _____

What Note?

Circle the name of each note.



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G



Note: A B C D E F G

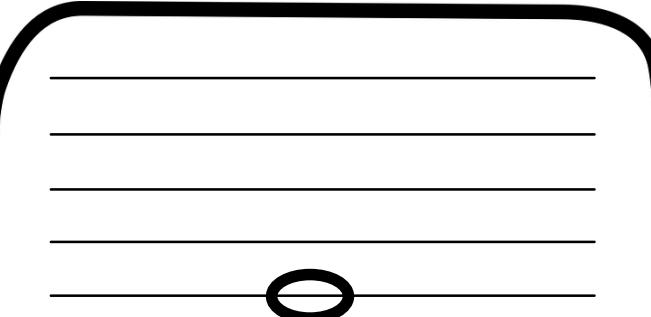


Note: A B C D E F G

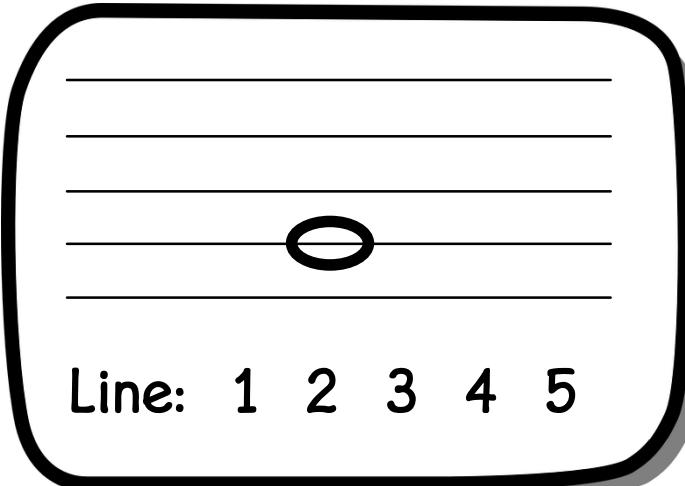
Name: _____

Which Line?

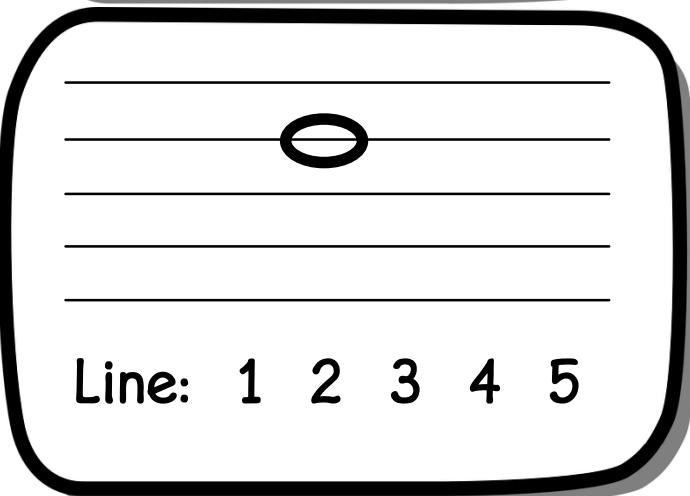
Circle which line each note is on.



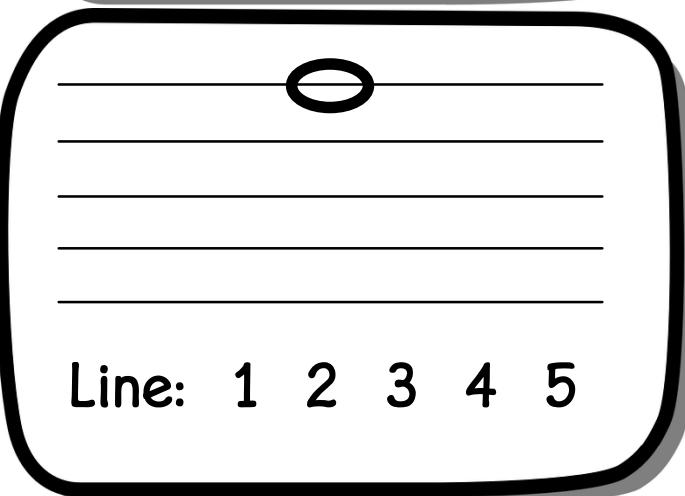
Line: 1 2 3 4 5



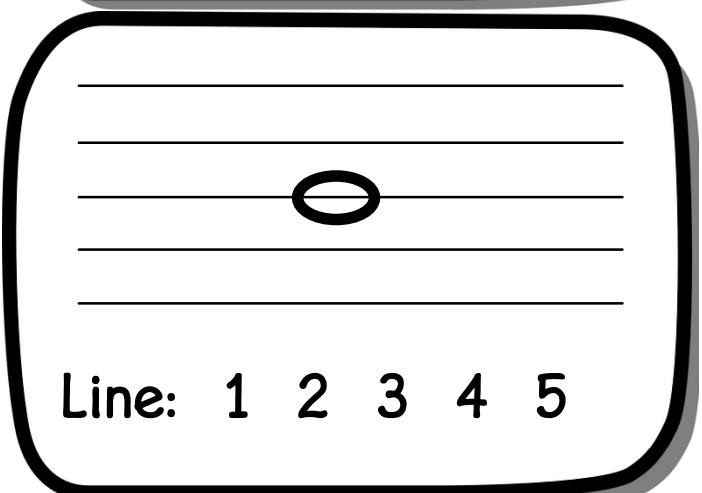
Line: 1 2 3 4 5



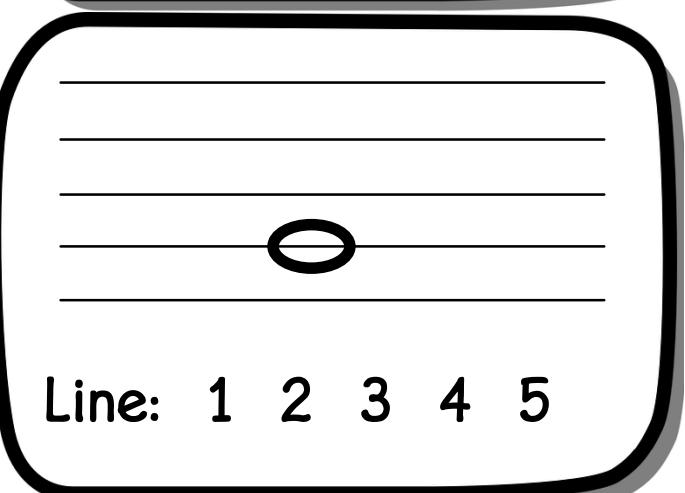
Line: 1 2 3 4 5



Line: 1 2 3 4 5



Line: 1 2 3 4 5

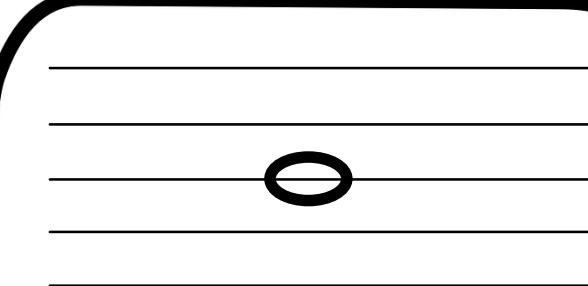


Line: 1 2 3 4 5

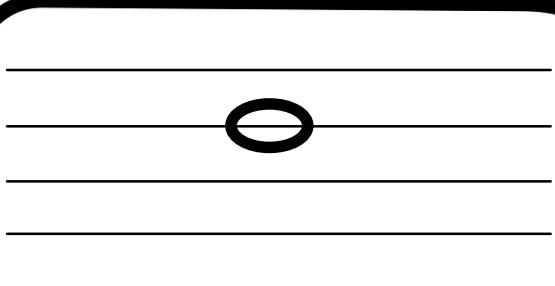
Name: _____

Which Line?

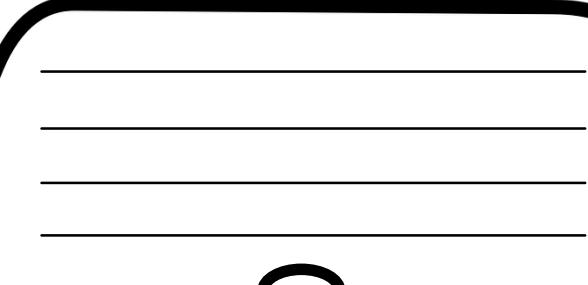
Circle which line each note is on.



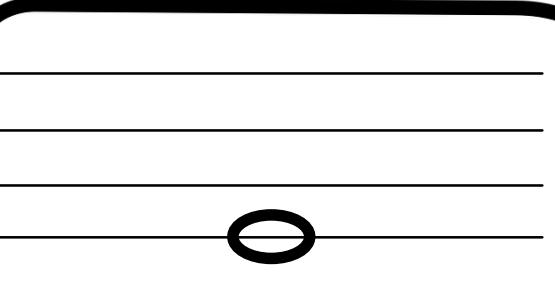
Line: 1 2 3 4 5



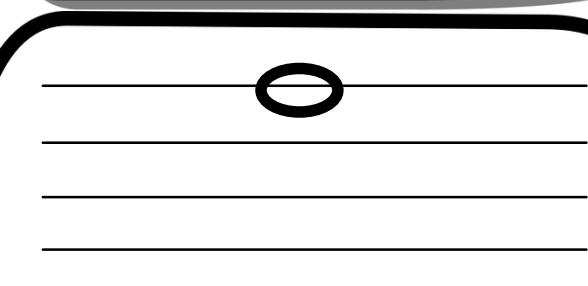
Line: 1 2 3 4 5



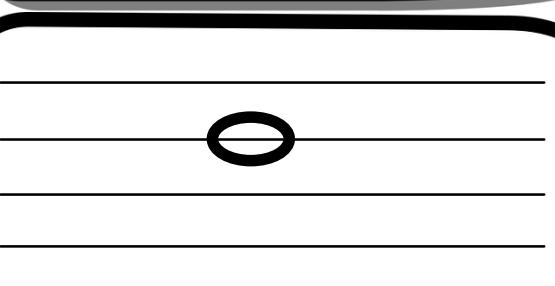
Line: 1 2 3 4 5



Line: 1 2 3 4 5



Line: 1 2 3 4 5

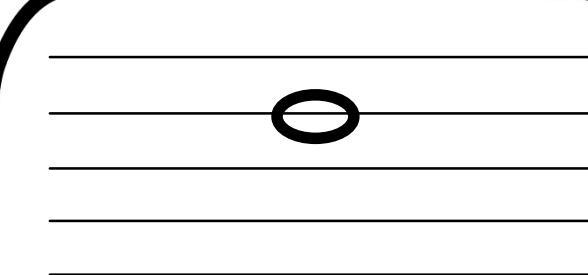


Line: 1 2 3 4 5

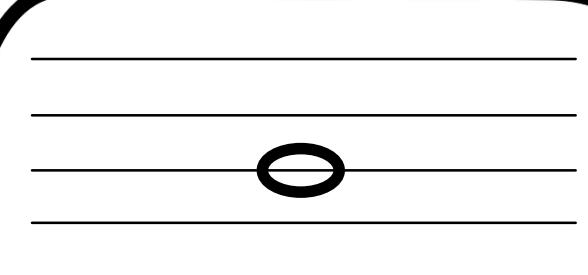
Name: _____

Which Line?

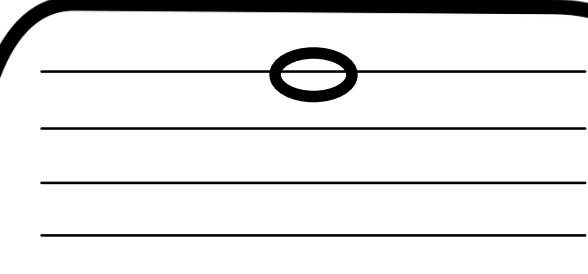
Circle which line each note is on.



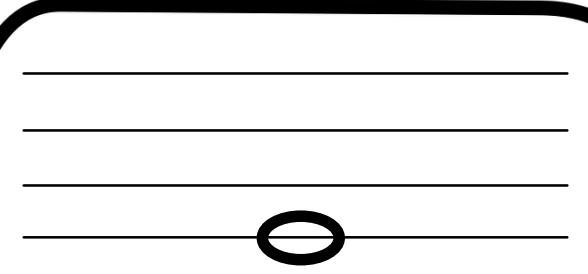
Line: 1 2 3 4 5



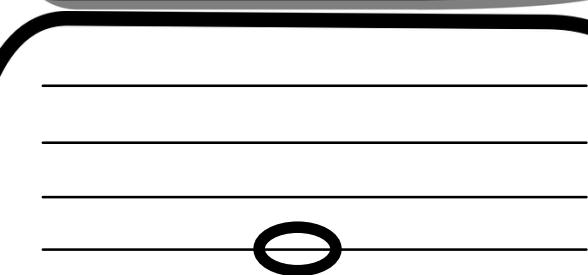
Line: 1 2 3 4 5



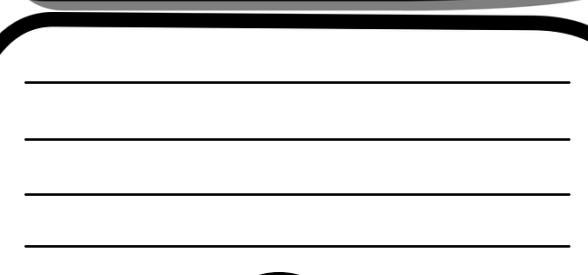
Line: 1 2 3 4 5



Line: 1 2 3 4 5



Line: 1 2 3 4 5

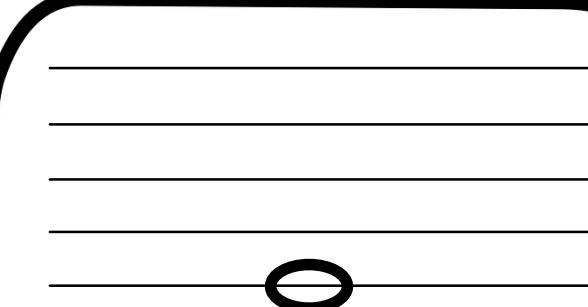


Line: 1 2 3 4 5

Name: _____

Which Line?

Circle which line each note is on.



Line: 1 2 3 4 5



Line: 1 2 3 4 5



Line: 1 2 3 4 5

Line: 1 2 3 4 5



Line: 1 2 3 4 5

Line: 1 2 3 4 5

Name: _____

Which Line?

Circle which line each note is on.

A musical note is positioned on the fourth line of a five-line staff.

Line: 1 2 3 4 5

A musical note is positioned on the third line of a five-line staff.

Line: 1 2 3 4 5

A musical note is positioned on the second line of a five-line staff.

Line: 1 2 3 4 5

A musical note is positioned on the fourth line of a five-line staff.

Line: 1 2 3 4 5

A musical note is positioned on the first line of a five-line staff.

Line: 1 2 3 4 5

A musical note is positioned on the third line of a five-line staff.

Line: 1 2 3 4 5

Name: _____

Which Space?

Circle which space each note is on.



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4

Name: _____

Which Space?

Circle which space each note is on.



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4

Name: _____

Which Space?

Circle which space each note is on.



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4

Name: _____

Which Space?

Circle which space each note is on.



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4

Name: _____

Line or Space?

Check the box below each note if it's on a line or space.

Then circle which line or space the note is on.

A rectangular frame containing five horizontal lines for note placement. A black oval note is positioned on the third line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A black oval note is positioned on the fourth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A black oval note is positioned on the second line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A black oval note is positioned on the fifth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A black oval note is positioned on the first line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A black oval note is positioned on the fourth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

Name: _____

Line or Space?

Check the box below each note if it's on a line or space.

Then circle which line or space the note is on.

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the third line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fourth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the second line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fifth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the first line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fourth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

Name: _____

Line or Space?

Check the box below each note if it's on a line or space.

Then circle which line or space the note is on.

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the third line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fourth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the second line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fifth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the first line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fourth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line Space
1 2 3 4 5

Name: _____

Line or Space?

Check the box below each note if it's on a line or space.

Then circle which line or space the note is on.

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the third line from the top. Below the frame are two sets of response boxes: "Line" and "Space" each followed by a small square checkbox, and the numbers 1 through 5 below each set.

Line Space
1 2 3 4 1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fourth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" each followed by a small square checkbox, and the numbers 1 through 5 below each set.

Line Space
1 2 3 4 1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the second line from the top. Below the frame are two sets of response boxes: "Line" and "Space" each followed by a small square checkbox, and the numbers 1 through 5 below each set.

Line Space
1 2 3 4 1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fifth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" each followed by a small square checkbox, and the numbers 1 through 5 below each set.

Line Space
1 2 3 4 1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the first line from the top. Below the frame are two sets of response boxes: "Line" and "Space" each followed by a small square checkbox, and the numbers 1 through 5 below each set.

Line Space
1 2 3 4 1 2 3 4 5

A rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the third line from the top. Below the frame are two sets of response boxes: "Line" and "Space" each followed by a small square checkbox, and the numbers 1 through 5 below each set.

Line Space
1 2 3 4 1 2 3 4 5

Name: _____

Line or Space?

Check the box below each note if it's on a line or space.

Then circle which line or space the note is on.

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the third line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line	<input type="checkbox"/>	Space	<input type="checkbox"/>	
1	2	3	4	5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fourth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line	<input type="checkbox"/>	Space	<input type="checkbox"/>	
1	2	3	4	5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the second line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line	<input type="checkbox"/>	Space	<input type="checkbox"/>	
1	2	3	4	5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the fifth line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line	<input type="checkbox"/>	Space	<input type="checkbox"/>	
1	2	3	4	5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the first line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line	<input type="checkbox"/>	Space	<input type="checkbox"/>	
1	2	3	4	5

A large rectangular frame containing five horizontal lines for note placement. A single black oval note is positioned on the third line from the top. Below the frame are two sets of response boxes: "Line" and "Space" followed by a row of numbers 1 through 5.

Line	<input type="checkbox"/>	Space	<input type="checkbox"/>	
1	2	3	4	5

Name: _____

Which Space?

Circle which space each note is on.



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4



Space: 1 2 3 4

Name: _____

Check the box below each note if it's on a line or space.

Then circle which line or space the note is on.

Last, circle the name of that note.

A blank five-line staff with a single note on the fourth line.

Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

A blank five-line staff with a single note on the second line.

Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

A blank five-line staff with a single note on the third line.

Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

A blank five-line staff with a single note on the first line.

Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

A blank five-line staff with a single note on the fifth line.

Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

A blank five-line staff with a single note on the fourth line.

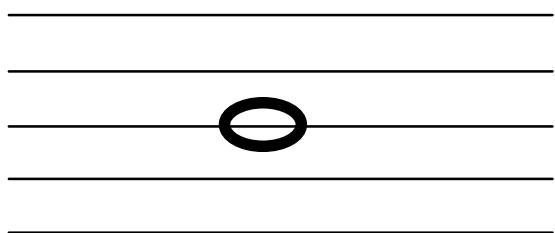
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

Name: _____

Line or Space?

Check the box below each note if it's on a line or space.

Then circle which line or space the note is on.



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



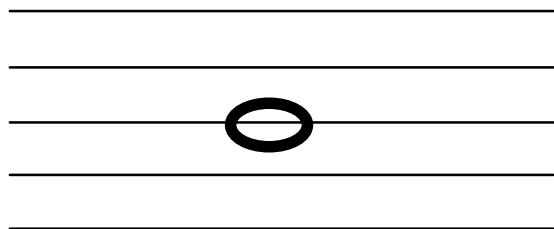
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

Name: _____

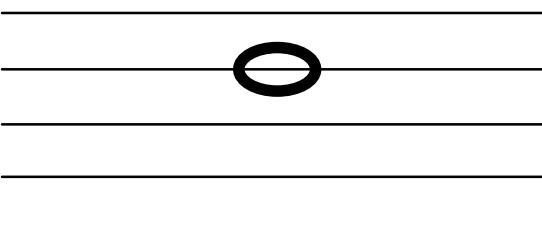
Line or Space?

Check the box below each note if it's on a line or space.

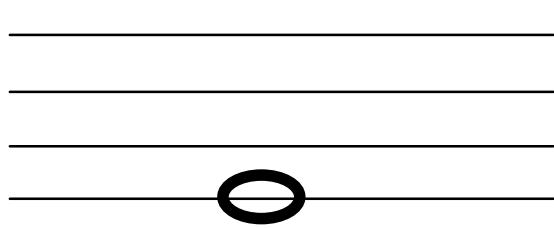
Then circle which line or space the note is on.



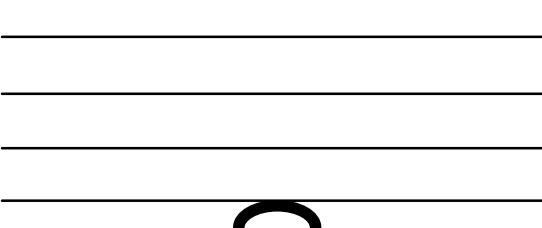
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



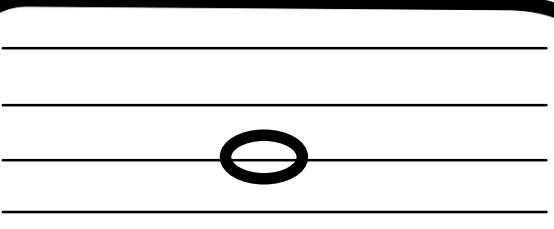
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



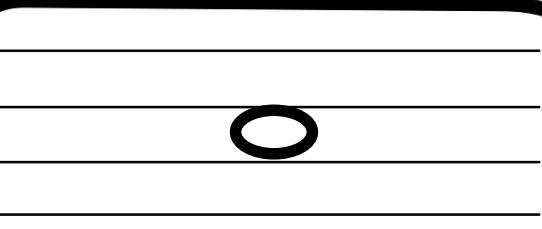
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



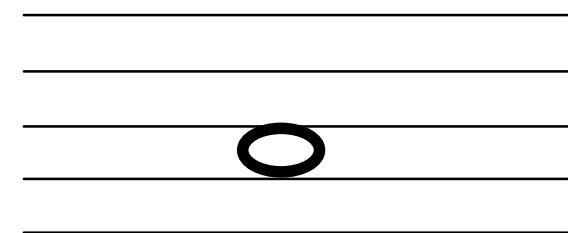
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

Name: _____

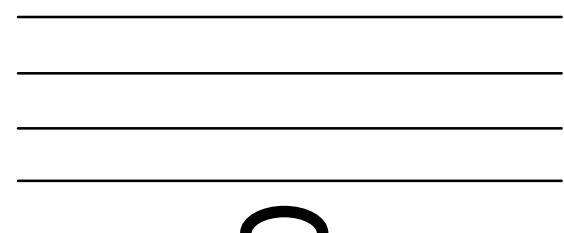
Line or Space?

Check the box below each note if it's on a line or space.

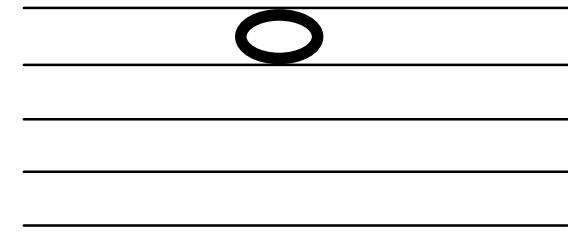
Then circle which line or space the note is on.



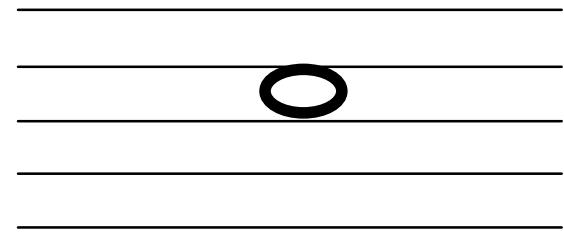
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



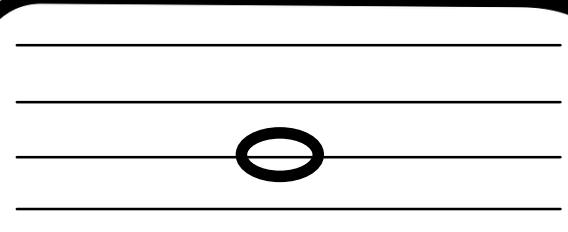
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



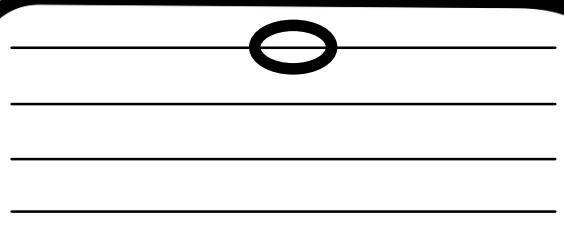
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



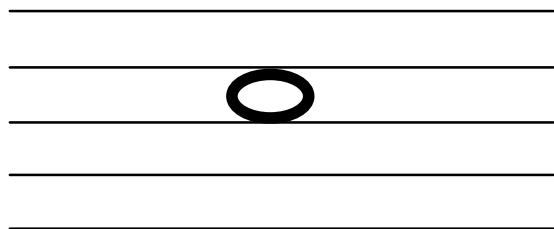
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

Name: _____

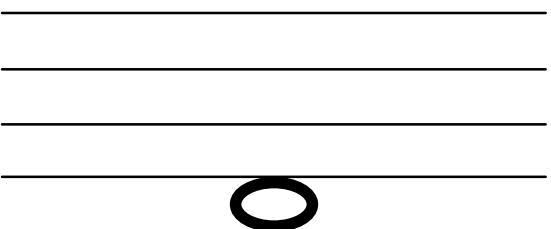
Line or Space?

Check the box below each note if it's on a line or space.

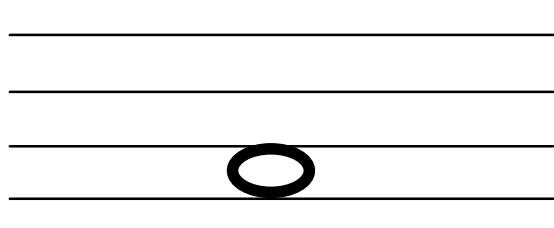
Then circle which line or space the note is on.



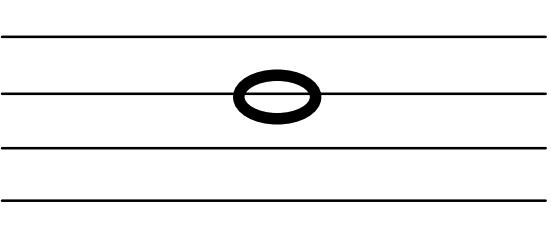
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



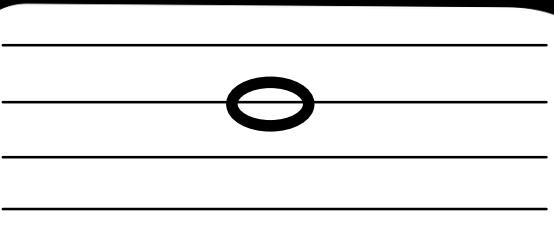
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



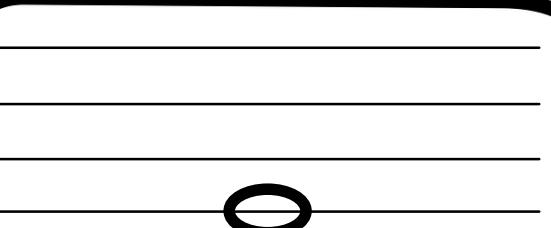
Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G



Line 1 2 3 4 Space 1 2 3 4 5
A B C D E F G

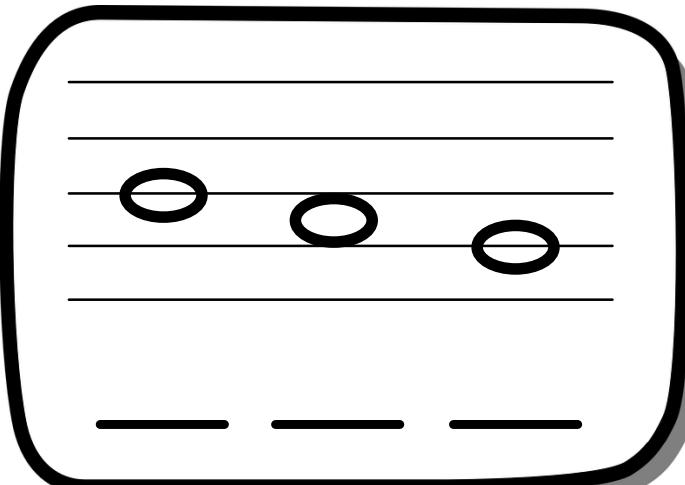
Name: _____



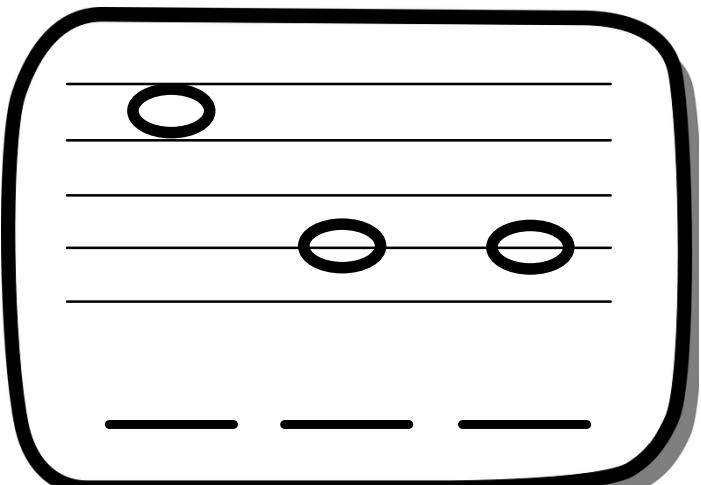
What Does That Spell?



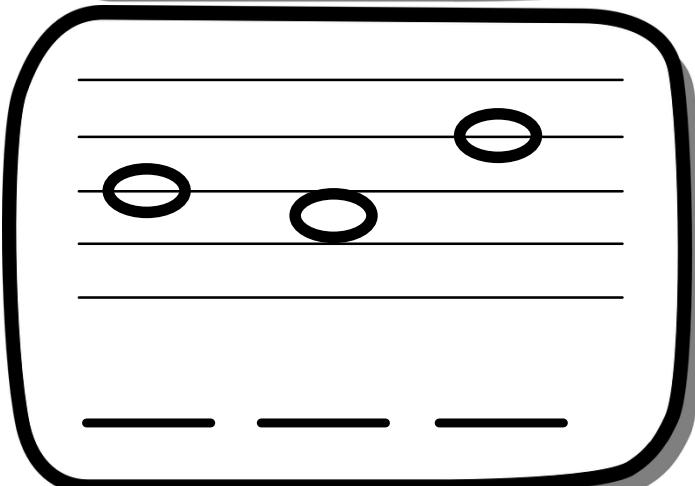
Write the name each note below, and sound out the word.



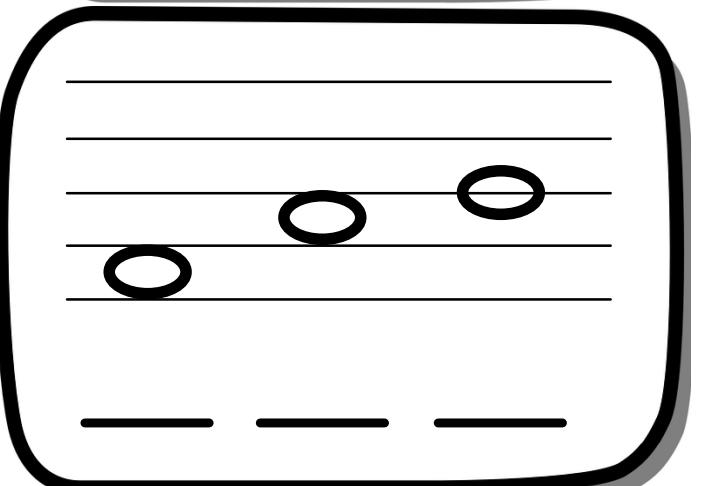
A rectangular handwriting practice box with rounded corners, containing five horizontal lines for writing. It features a decorative border and a drop shadow. Three black oval musical notes are placed on the first, third, and fifth lines from the top.



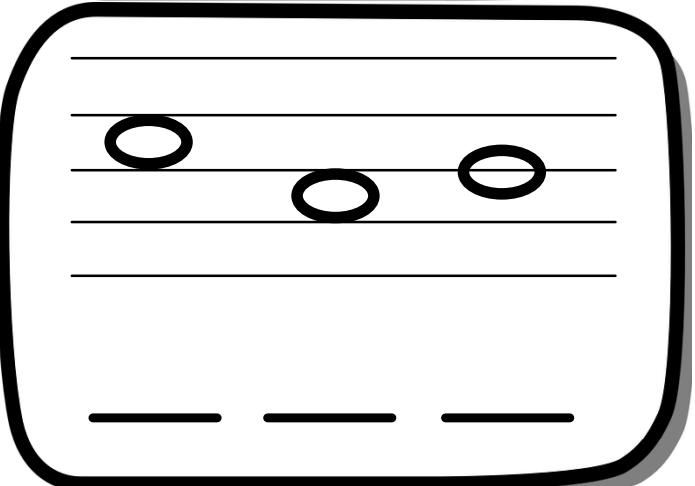
A rectangular handwriting practice box with rounded corners, containing five horizontal lines for writing. It features a decorative border and a drop shadow. Three black oval musical notes are placed on the first, third, and fifth lines from the top.



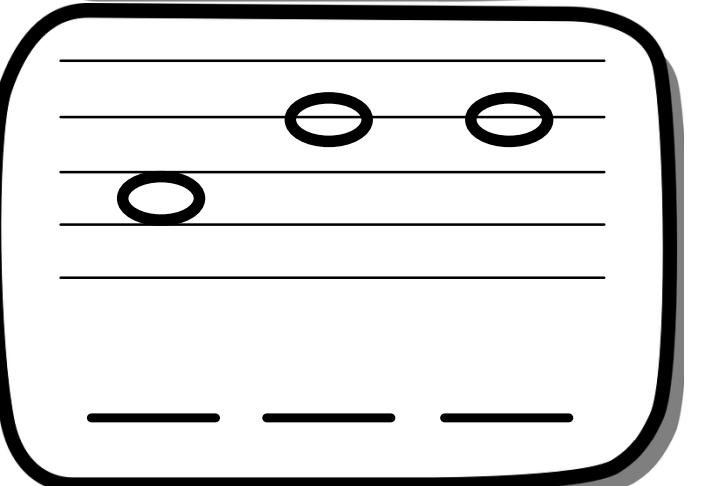
A rectangular handwriting practice box with rounded corners, containing five horizontal lines for writing. It features a decorative border and a drop shadow. Three black oval musical notes are placed on the first, third, and fifth lines from the top.



A rectangular handwriting practice box with rounded corners, containing five horizontal lines for writing. It features a decorative border and a drop shadow. Three black oval musical notes are placed on the first, third, and fifth lines from the top.



A rectangular handwriting practice box with rounded corners, containing five horizontal lines for writing. It features a decorative border and a drop shadow. Three black oval musical notes are placed on the first, third, and fifth lines from the top.



A rectangular handwriting practice box with rounded corners, containing five horizontal lines for writing. It features a decorative border and a drop shadow. Three black oval musical notes are placed on the first, third, and fifth lines from the top.

Name: _____



What Does That Spell?



Write the name each note below, and sound out the word.

A rectangular handwriting practice box with a thick black border. It features five horizontal lines for writing. Inside, there are four black oval musical notes: one on the top line, one on the middle line, one on the bottom line, and one on the dash line.

A rectangular handwriting practice box with a thick black border. It features five horizontal lines for writing. Inside, there are four black oval musical notes: one on the top line, one on the middle line, one on the bottom line, and one on the dash line.

A rectangular handwriting practice box with a thick black border. It features five horizontal lines for writing. Inside, there are four black oval musical notes: one on the top line, one on the middle line, one on the bottom line, and one on the dash line.

A rectangular handwriting practice box with a thick black border. It features five horizontal lines for writing. Inside, there are four black oval musical notes: one on the top line, one on the middle line, one on the bottom line, and one on the dash line.

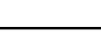
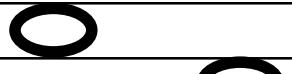
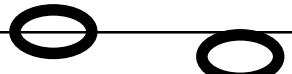
A rectangular handwriting practice box with a thick black border. It features five horizontal lines for writing. Inside, there are four black oval musical notes: one on the top line, one on the middle line, one on the bottom line, and one on the dash line.

A rectangular handwriting practice box with a thick black border. It features five horizontal lines for writing. Inside, there are four black oval musical notes: one on the top line, one on the middle line, one on the bottom line, and one on the dash line.

Name: _____

Up or Down?

Circle whether the notes have moved up or down.



Name: _____

Up or Down?

Circle whether the notes have moved up or down.

A treble clef musical staff with two notes. The first note is on the second line, and the second note is on the third line. Below the staff are two arrows: one pointing upwards and one pointing downwards.

A treble clef musical staff with two notes. The first note is on the third line, and the second note is on the fourth line. Below the staff are two arrows: one pointing upwards and one pointing downwards.

A treble clef musical staff with two notes. The first note is on the fourth line, and the second note is on the fifth line. Below the staff are two arrows: one pointing upwards and one pointing downwards.

A treble clef musical staff with two notes. The first note is on the fifth line, and the second note is on the sixth line. Below the staff are two arrows: one pointing upwards and one pointing downwards.

A treble clef musical staff with two notes. The first note is on the second line, and the second note is on the third line. Below the staff are two arrows: one pointing upwards and one pointing downwards.

A treble clef musical staff with two notes. The first note is on the third line, and the second note is on the fourth line. Below the staff are two arrows: one pointing upwards and one pointing downwards.

Name: _____

Up or Down?

Circle whether the notes have moved up or down.

A treble clef musical staff with two notes on the second line. Below the staff are two arrows: an upward-pointing arrow on the left and a downward-pointing arrow on the right.

A treble clef musical staff with two notes on the third line. Below the staff are two arrows: an upward-pointing arrow on the left and a downward-pointing arrow on the right.

A treble clef musical staff with two notes on the fourth line. Below the staff are two arrows: an upward-pointing arrow on the left and a downward-pointing arrow on the right.

A treble clef musical staff with one note on the fifth line and one note on the fourth line. Below the staff are two arrows: an upward-pointing arrow on the left and a downward-pointing arrow on the right.

A treble clef musical staff with one note on the fourth line and one note on the third line. Below the staff are two arrows: an upward-pointing arrow on the left and a downward-pointing arrow on the right.

A treble clef musical staff with one note on the third line and one note on the second line. Below the staff are two arrows: an upward-pointing arrow on the left and a downward-pointing arrow on the right.

NAME:

DATE:

MUSICAL SYMBOLS

MATCH THE NAMES WITH THE CORRECT RHYTHMS

WHOLE NOTE



HALF NOTE



QUARTER NOTE



SIXTEENTH NOTE



QUARTER REST



EIGHTH NOTE



NAME:

DATE:

MUSICAL SYMBOLS

MATCH THE MUSICAL SYMBOLS WITH THE CORRECT DEFINITIONS

ACCENT



DECRESCEENDO



FORTE



CRESCEENDO



STACCATO



PIANO

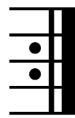


NAME:

DATE:

MUSICAL SYMBOLS

WRITE THE NAME UNDER EACH MUSICAL SYMBOL.

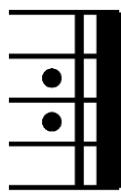


NAME:

DATE:

MUSICAL SYMBOLS

DRAW EACH OF THE RHYTHMS THREE TIMES EACH IN THE BLANK SPACES.



NAME:

DATE:

MUSICAL SYMBOLS

DRAW EACH OF THE RHYTHMS THREE TIMES EACH IN THE BLANK SPACES.

A large rectangular outline for drawing a musical symbol.A large rectangular outline for drawing a musical symbol.

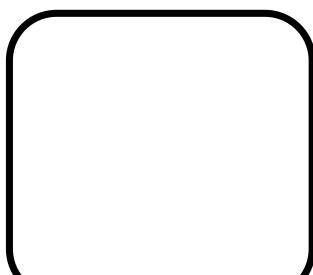
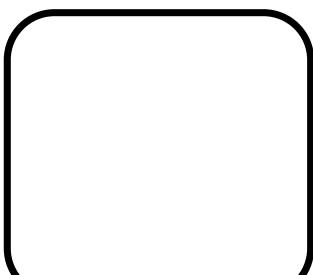
NAME:

DATE:

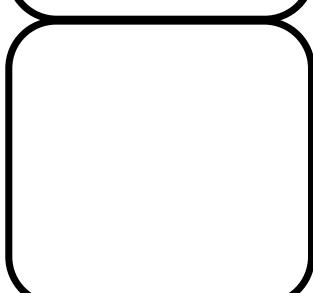
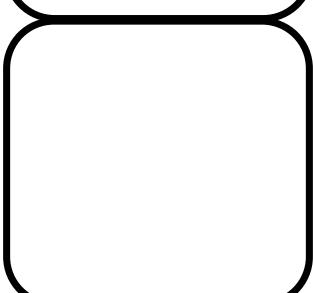
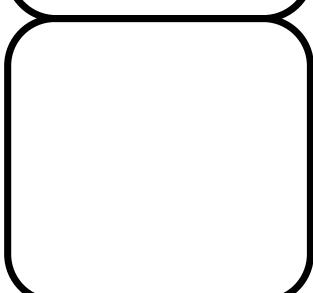
MUSICAL SYMBOLS

DRAW EACH OF THE MUSICAL SYMBOLS THREE TIMES EACH IN THE BLANK SPACES.

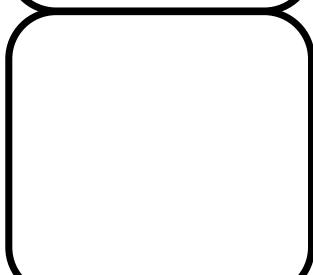
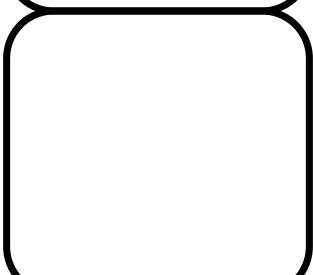
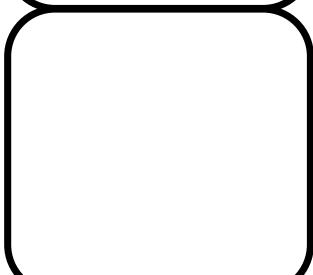
REPEAT
SIGN



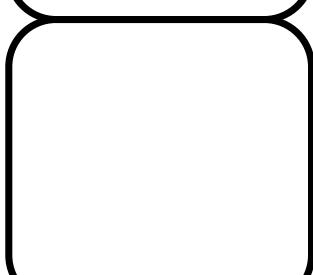
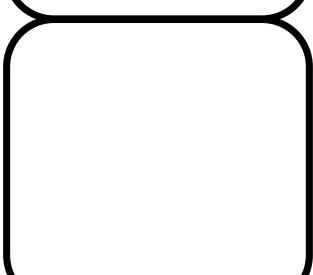
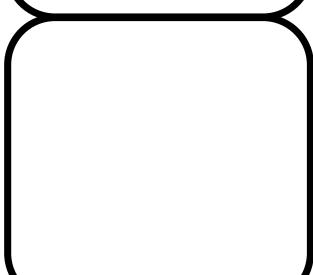
FERMATA



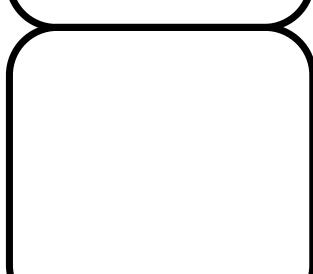
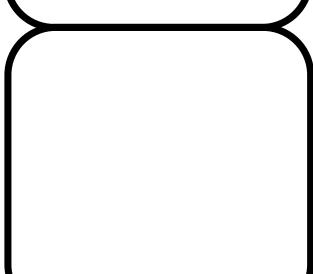
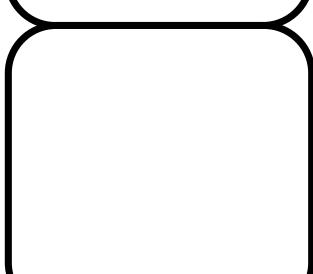
TREBLE
CLEFT



BASS
CLEFT



4/4 TIME
SIGNATURE



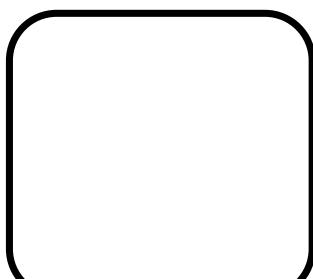
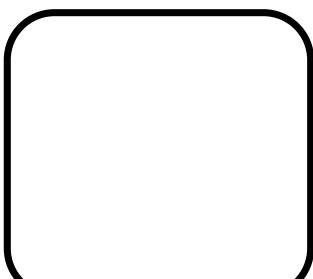
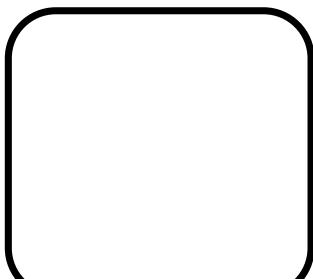
NAME:

DATE:

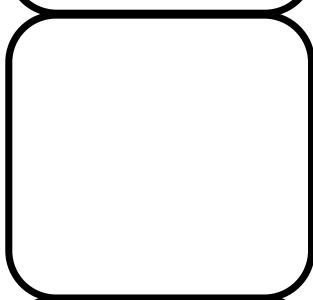
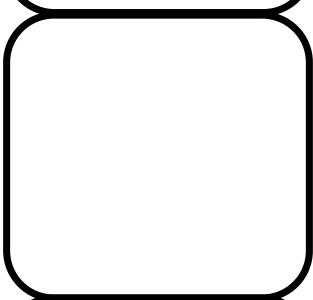
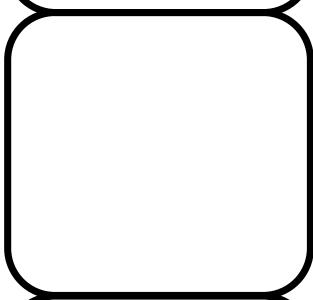
MUSICAL SYMBOLS

DRAW EACH OF THE MUSICAL SYMBOLS THREE TIMES EACH IN THE BLANK SPACES.

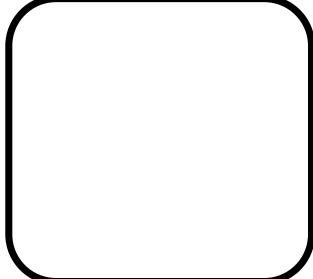
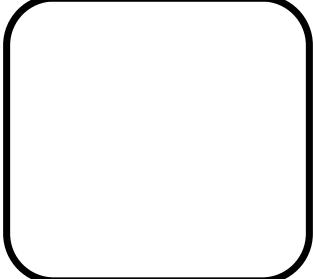
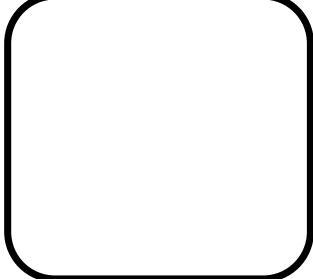
QUARTER
NOTE



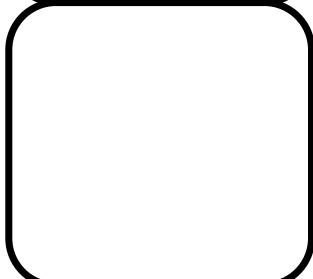
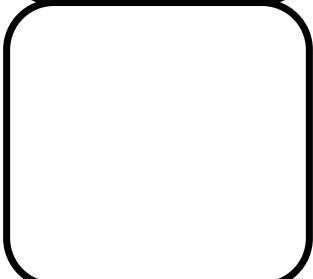
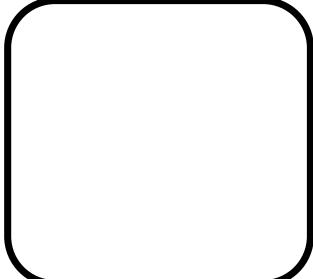
HALF
NOTE



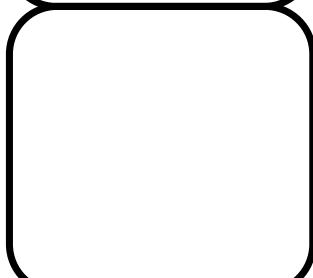
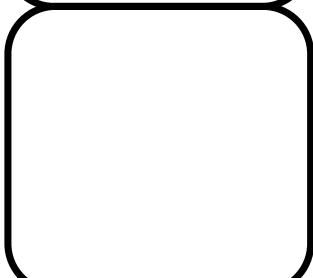
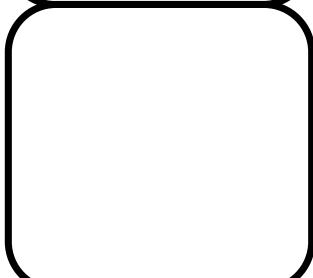
EIGHTH
NOTE



SIXTEENTH
NOTE



WHOLE
NOTE



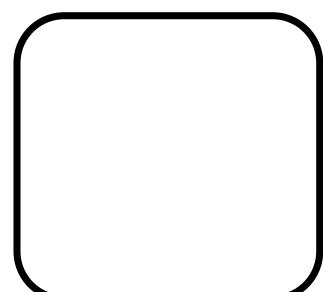
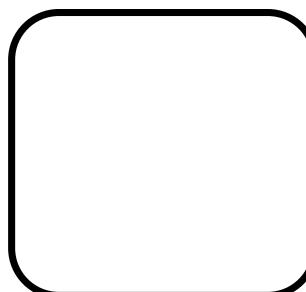
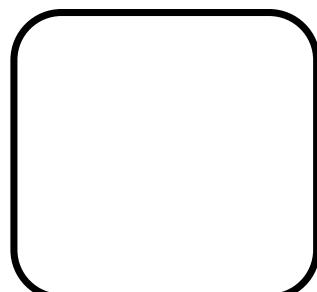
NAME:

DATE:

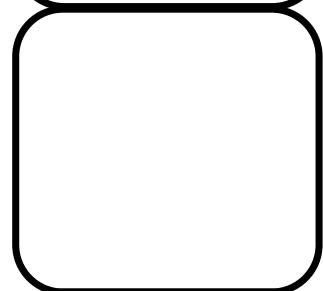
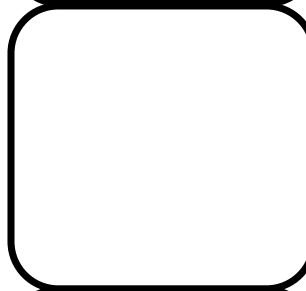
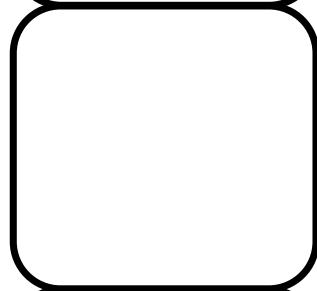
MUSICAL SYMBOLS

DRAW EACH OF THE MUSICAL SYMBOLS THREE TIMES EACH IN THE BLANK SPACES.

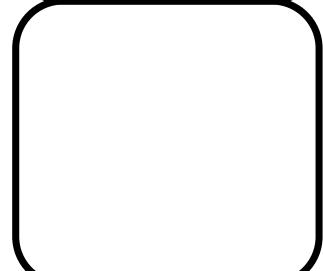
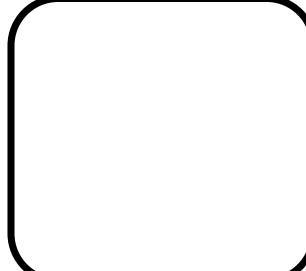
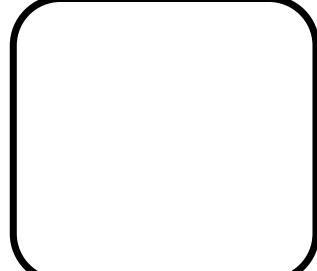
PIANO



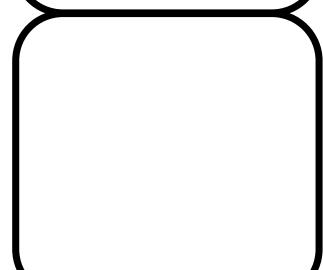
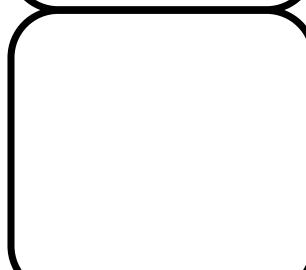
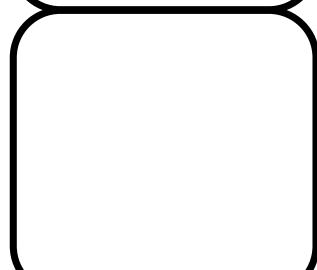
FORTE



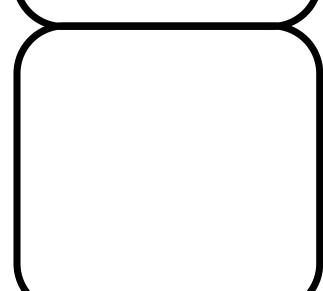
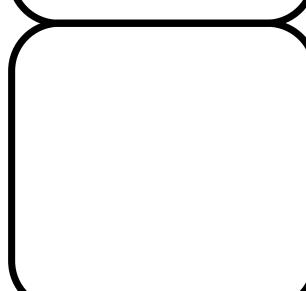
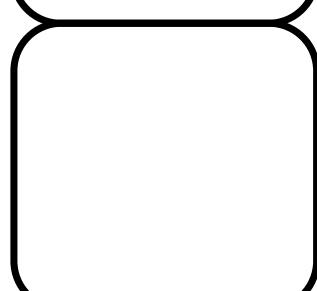
DECRESCENDO



CRESCEENDO



STACCATO



NAME:

DATE:

MUSICAL SYMBOLS

MUSICAL RHYTHMS WORD SEARCH



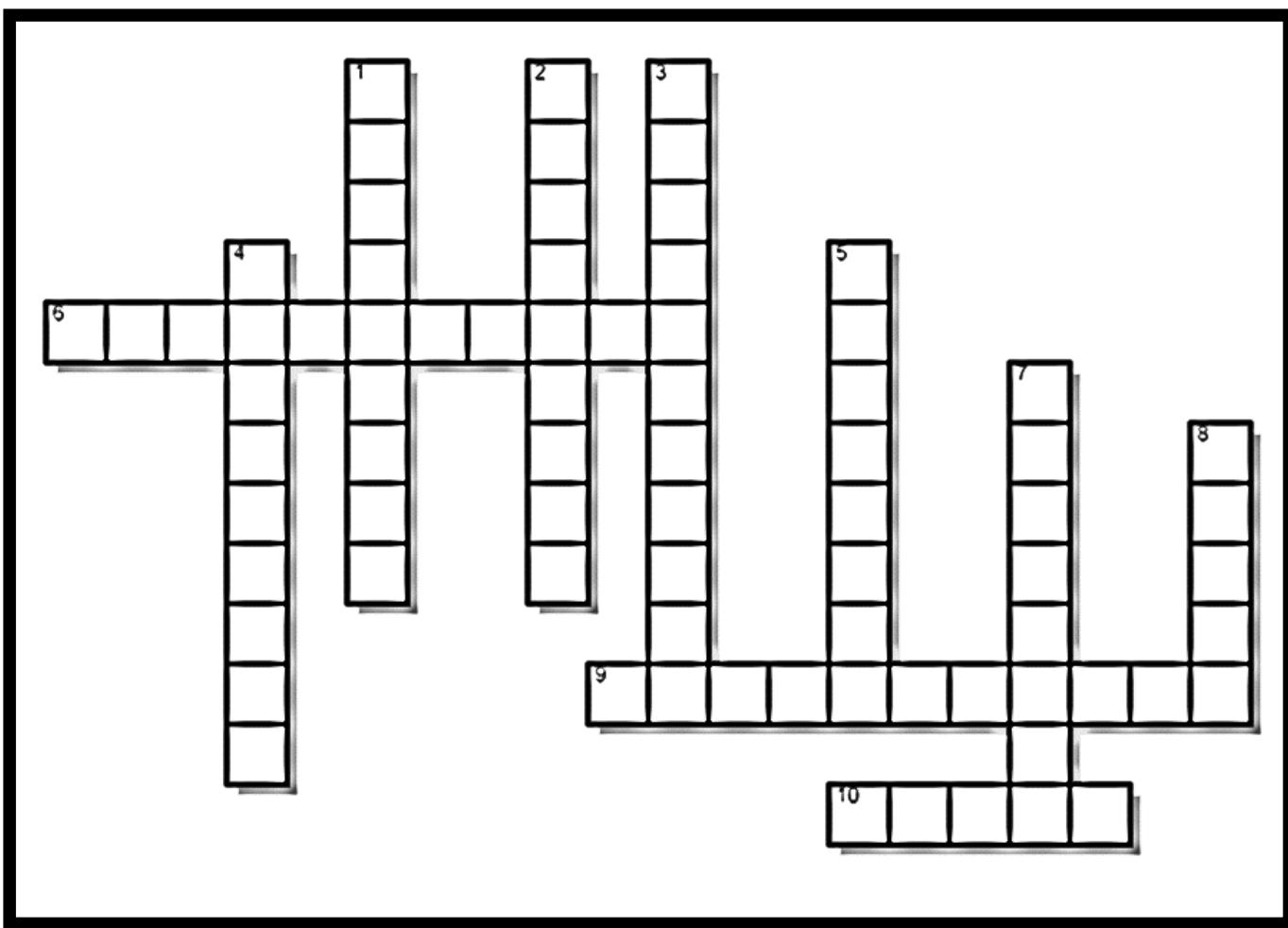
EIGHTH NOTE HALF NOTE HALF REST QUARTER NOTE
QUARTER REST RHYTHM SIXTEENTH NOTE
WHOLE NOTE WHOLE REST

NAME:

DATE:

MUSICIANS WORD SEARCH

RHYTHM & DYNAMICS



ACROSS

- 6 Rest that gets one beat
- 9 Gradually getting quieter
- 10 Playing Loudly

DOWN

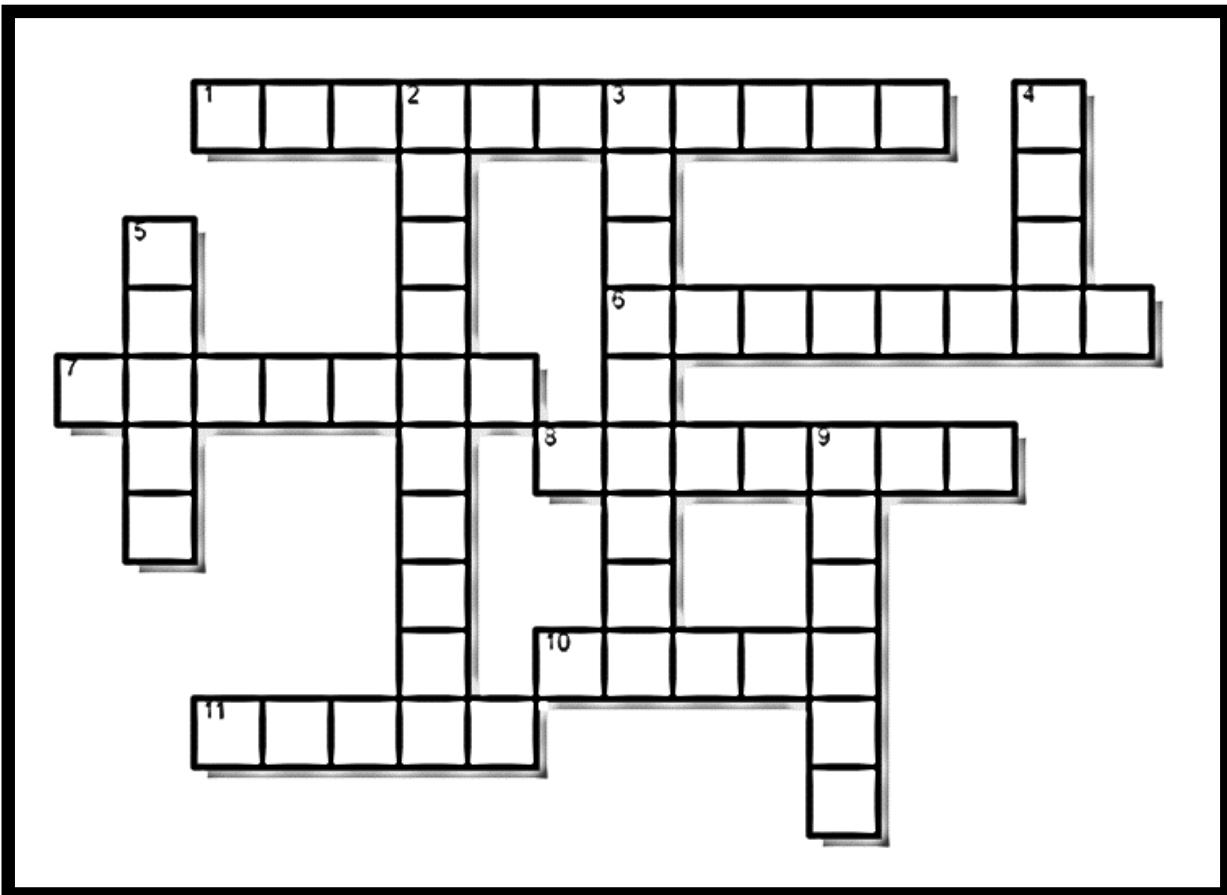
- 1 Rest that gets four beats
- 2 Note that gets four beats
- 3 Note that gets one beat
- 4 Gradually getting louder
- 5 Note that gets two beats
- 7 Rest that gets two beats
- 8 Playing Softly

NAME:

DATE:

MUSICIANS WORD SEARCH

THE MUSICAL SYMBOLS



ACROSS

- 1 When we gradually play our instrument quieter and quieter.
- 6 When we play notes on our instrument short and quickly.
- 7 An accidental that tells us that a sharp or flat note is no longer sharp or flat.
- 8 When we stop playing, and watch for when the conductor tells us to continue.
- 10 When we play our instrument loudly
- 11 When we play our instrument softly

DOWN

- 2 The symbol that tells us to go back to the beginning of the song.
- 3 When we gradually play our instrument louder and louder.
- 4 An accidental that tells us to move a note down one half step.
- 5 An accidental that tells us to move a note up one half step.
- 9 The symbol we see over one individual note that we play loudly.

NAME:

DATE:

TREBLE CLEF WORKSHEET

NAME THAT TREBLE CLEF NOTE



NAME:

DATE:

TREBLE CLEF WORKSHEET

WRITE UNDER EACH NOTE IF IT IS ON A LINE OR A SPACE.



NAME:

DATE:

BASS CLEF WORKSHEET

NAME THAT BASS CLEF NOTE



NAME:

DATE:

BASS CLEF WORKSHEET

WRITE UNDER EACH NOTE IF IT IS ON A LINE OR A SPACE.



NAME: _____

DATE: _____

NOTE VALUE WORKSHEET

USE WHAT YOU KNOW ABOUT NOTE VALUES TO SOLVE THE FOLLOWING
MATH PROBLEMS BELOW:

ADDITION

$$\textcircled{O} + \textcircled{\text{quarter note}} = \boxed{}$$

$$\textcircled{\text{quarter note}} + \textcircled{\text{eighth note}} = \boxed{}$$

$$\textcircled{O} + \textcircled{\text{half note}} = \boxed{}$$

$$\textcircled{\text{eighth note}} + \textcircled{\text{half note}} = \boxed{}$$

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

$$\textcircled{\text{half note}} + \textcircled{O} = \boxed{}$$

SUBTRACTION

$$\textcircled{\text{half note}} - \textcircled{\text{quarter note}} = \boxed{}$$

$$\textcircled{O} - \textcircled{\text{eighth note}} = \boxed{}$$

$$\textcircled{\text{half note}} - \textcircled{\text{half note}} = \boxed{}$$

$$\textcircled{\text{half note}} - \textcircled{\text{quarter note}} = \boxed{}$$

$$\textcircled{\text{half note}} - \textcircled{\text{quarter note}} = \boxed{}$$

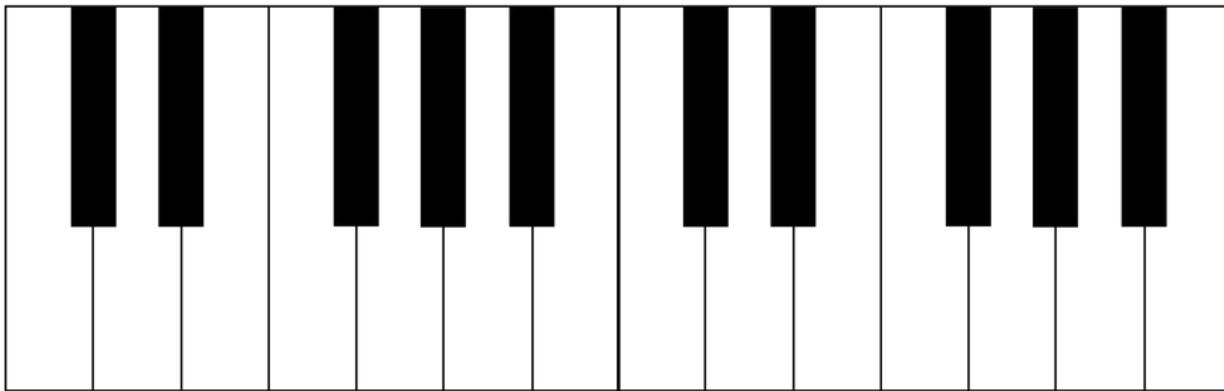
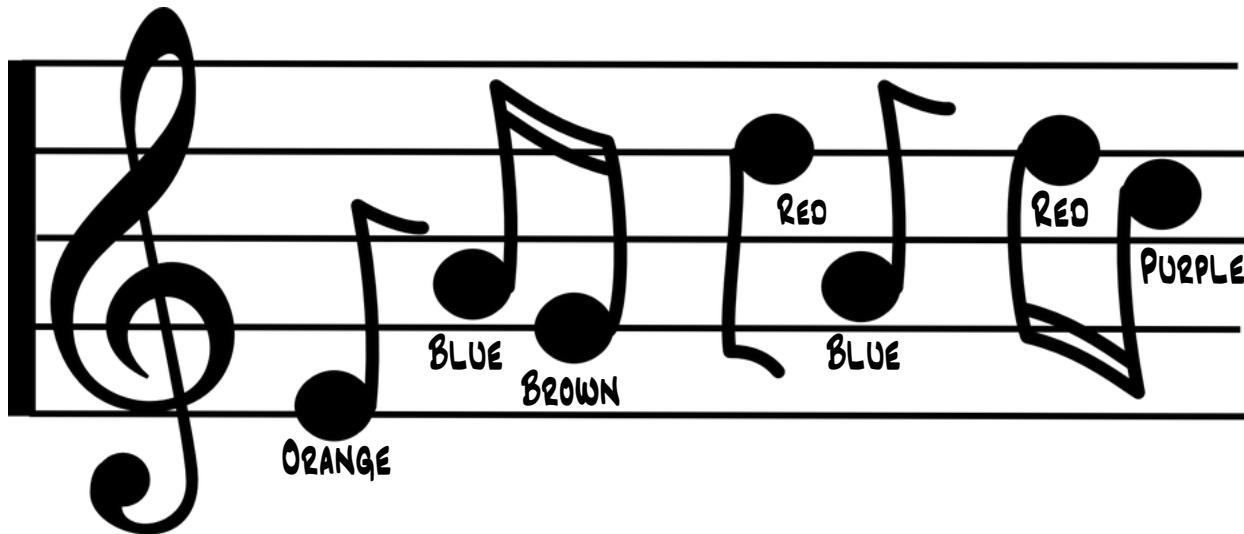
$$\textcircled{\text{quarter note}} - \textcircled{\text{quarter note}} = \boxed{}$$

NAME:

DATE:

MUSICAL SYMBOLS

EACH NOTE HAS A COLOR. FOR THAT NOTE, COLOR EACH PIANO KEY BELOW ACCORDINGLY.



NAME:

DATE:

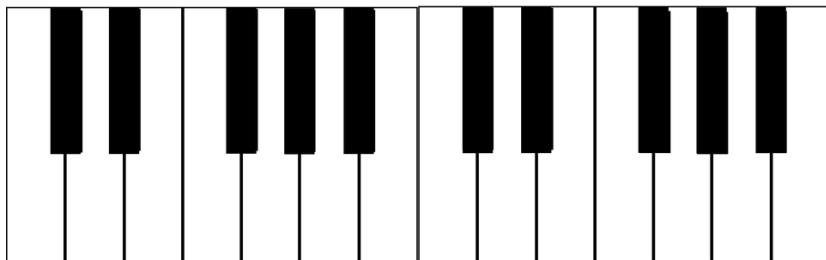
MUSICAL SYMBOLS

DRAW THE THREE NOTES TO EACH PIANO CHORD ON
THE STAFF BELOW.

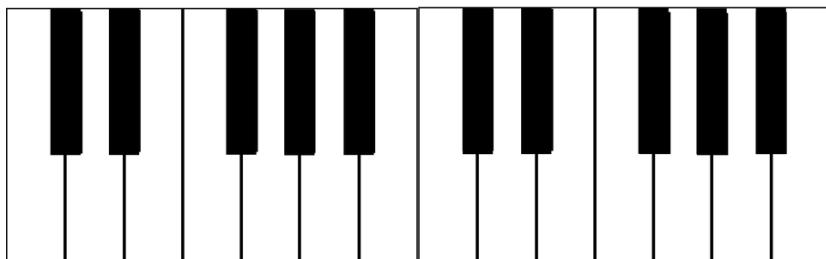


DRAW STARS ON THE KEYS FOR EACH CHORD

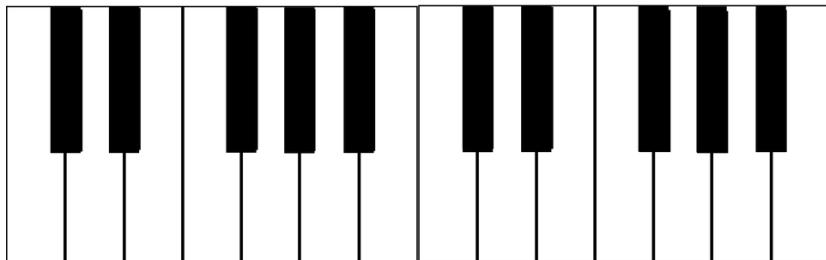
C MAJOR:



F MAJOR:



G7:



NAME:

DATE:

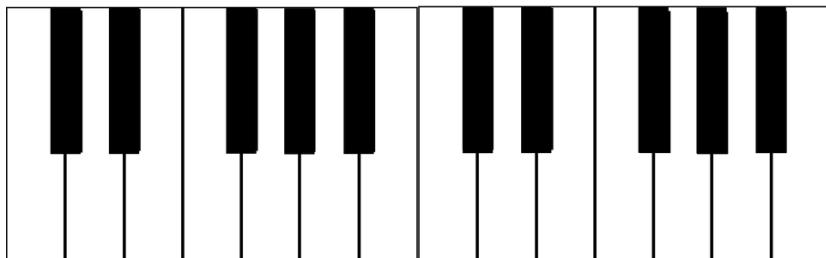
MUSICAL SYMBOLS

DRAW THE THREE NOTES TO EACH PIANO CHORD ON
THE STAFF BELOW.

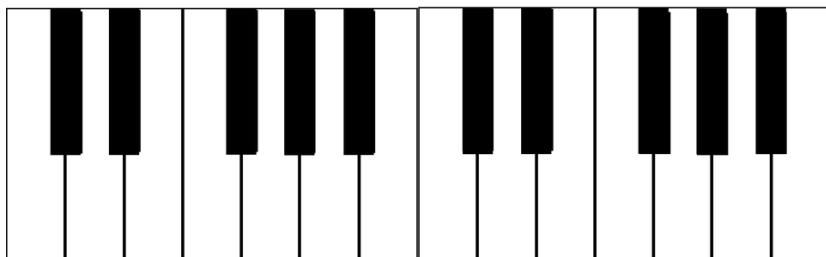


DRAW STARS ON THE KEYS FOR EACH CHORD

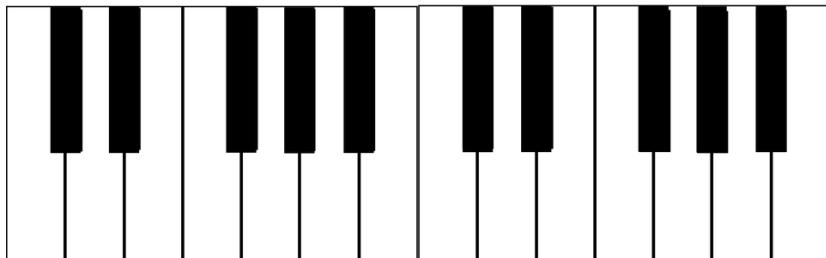
C MAJOR:



F MAJOR:



G7:



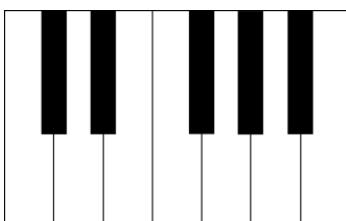
NAME:

DATE:

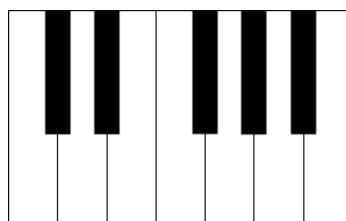
PIANO KEYS & NOTES

DRAW A STAR ON EACH KEY FOR THE NOTE WRITTEN ABOVE EACH KEYBOARD.

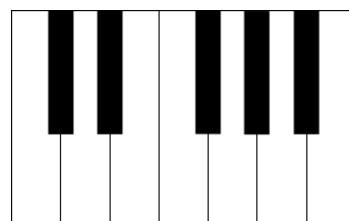
C



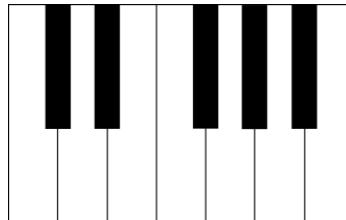
A



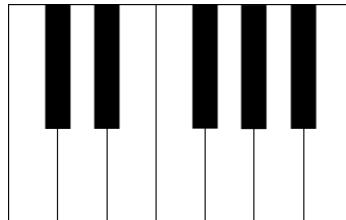
B



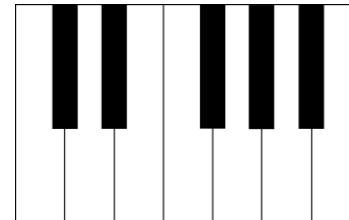
F



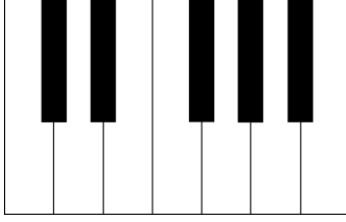
E



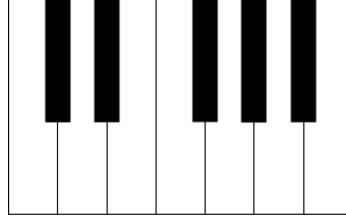
D



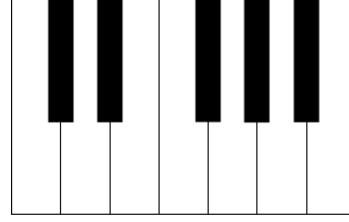
C



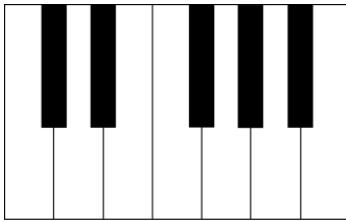
D



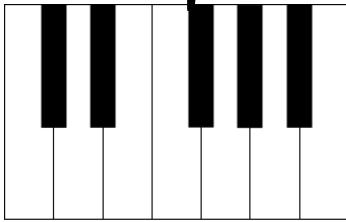
E



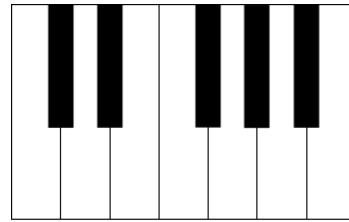
F



G



C

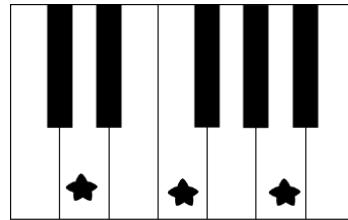
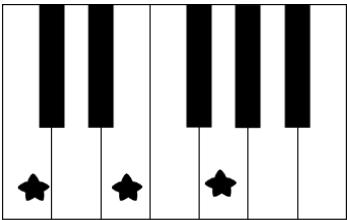
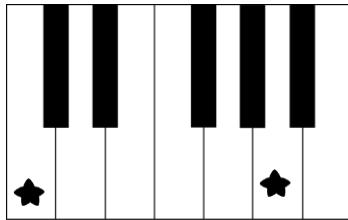
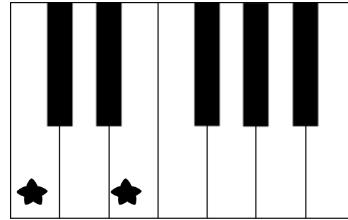
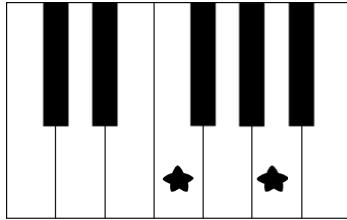
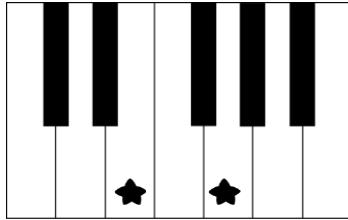
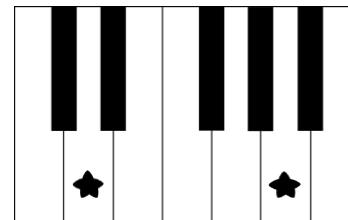
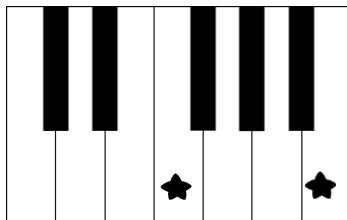
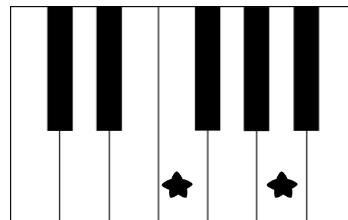
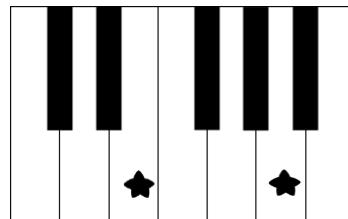
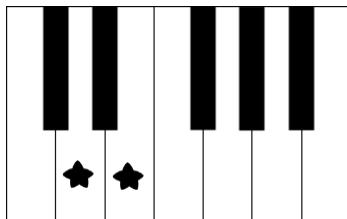
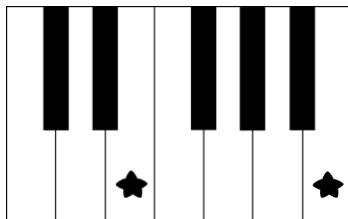


NAME:

DATE:

PIANO KEYS & NOTES

ABOVE EACH KEYBOARD, WRITE THE NOTES THAT HAVE STARS PLACED ON THE KEYS.



NAME:

DATE:

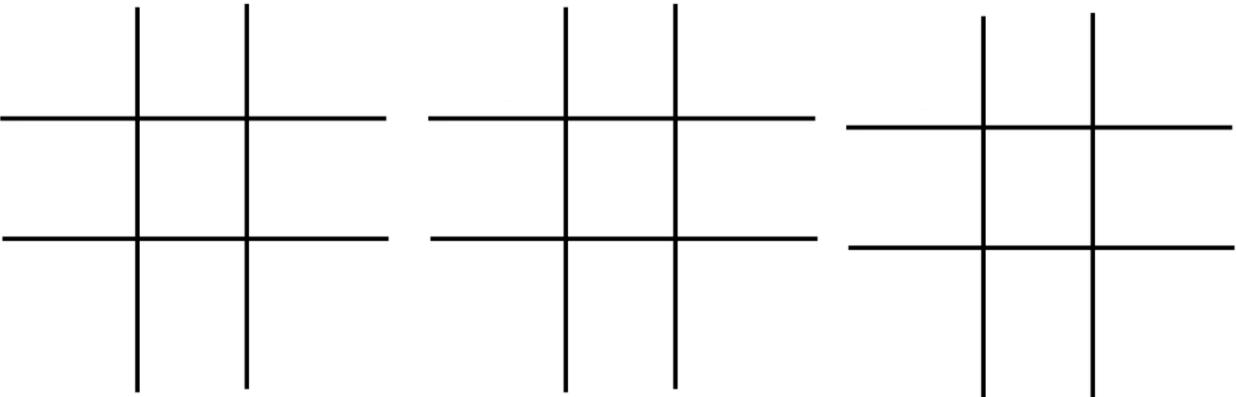
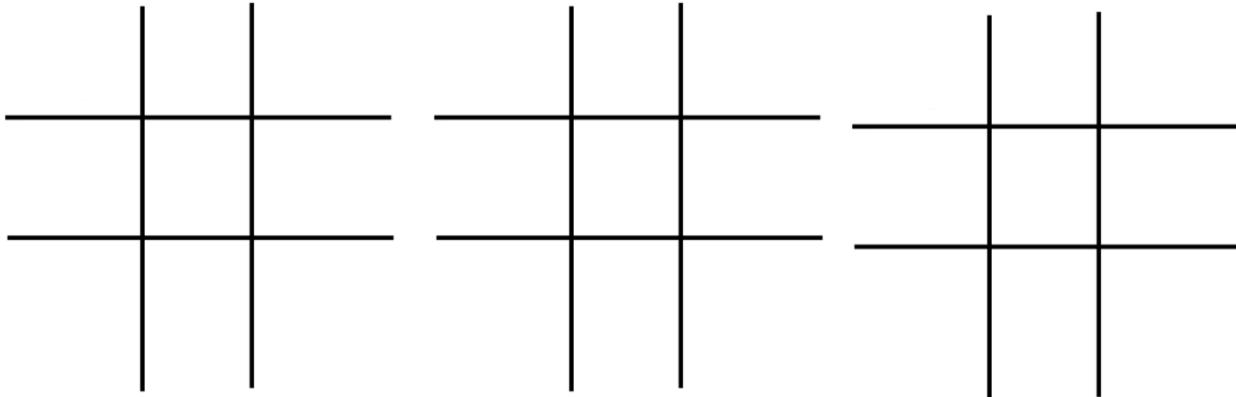
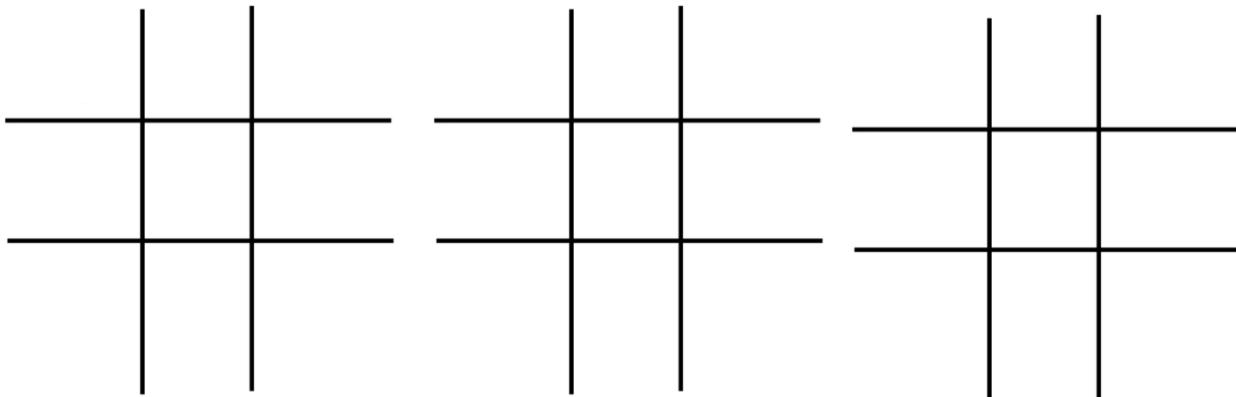
Sharp Sign

Flat Sign



MUSICAL SYMBOLS

PLAY TIC TAC TOE WITH A PARTNER
USING SHARP OR FLAT SIGNS ONLY!



NAME:

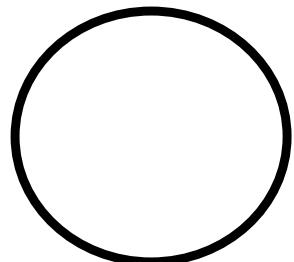
DATE:

LISTENING ACTIVITY

AS YOU LISTEN TO EACH SONG, WRITE DOWN ALL THE DIFFERENT INSTRUMENTS YOU HEAR. IN THE CIRCLE, DRAW A FACE THAT DESCRIBES THE MOOD OF THE MUSIC.

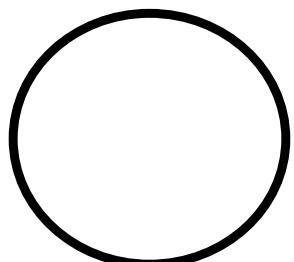
SONG 1

INSTRUMENTS:



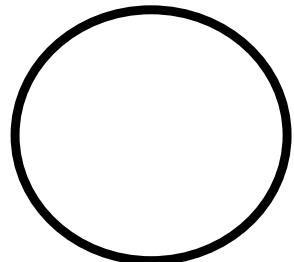
SONG 2

INSTRUMENTS:



SONG 3

INSTRUMENTS:

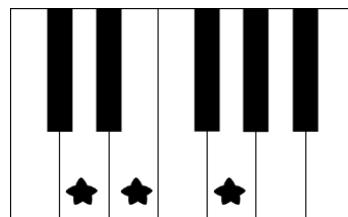
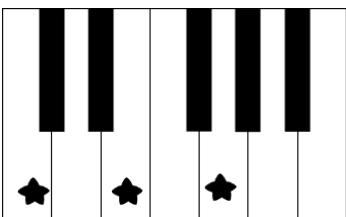
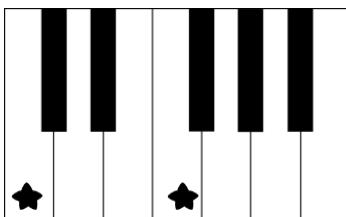
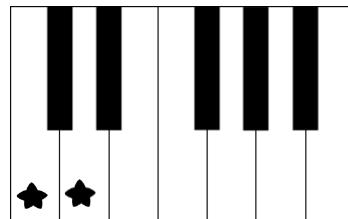
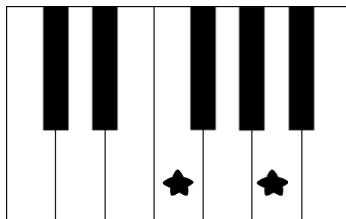
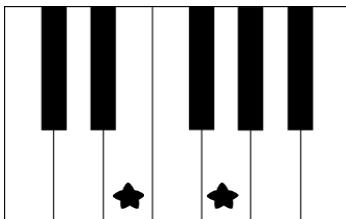
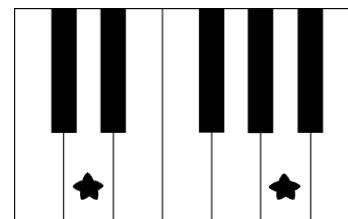
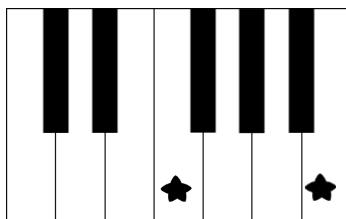
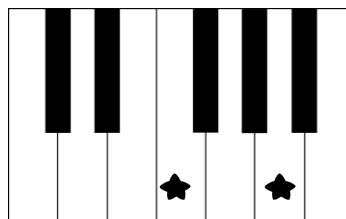
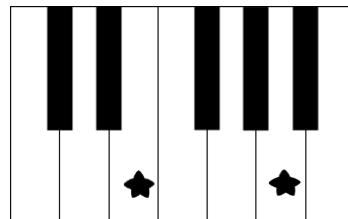
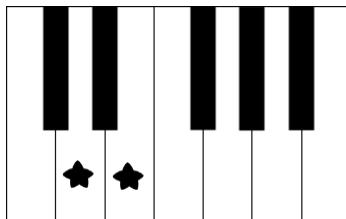
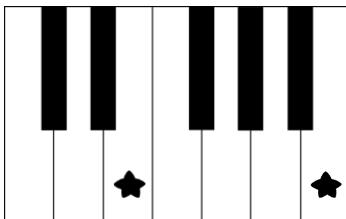


NAME:

DATE:

PIANO KEYS & NOTES

ABOVE EACH KEYBOARD, WRITE WHETHER THE TWO STARS ARE A 2ND, 3RD, 4TH, OR 5TH APART.



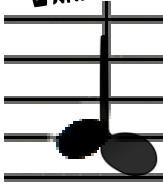
NAME:

DATE:

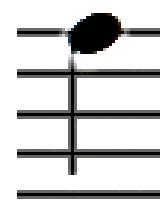
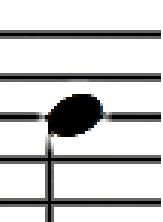
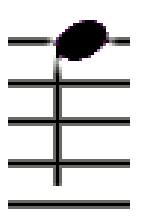
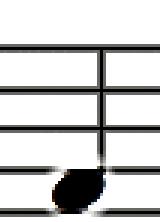
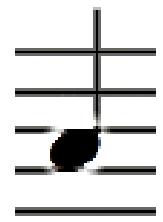
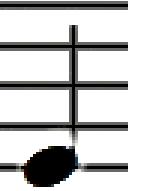
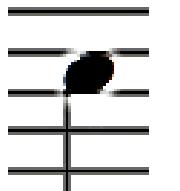
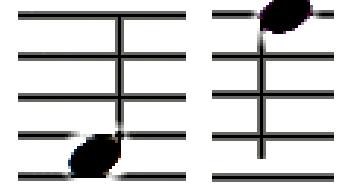
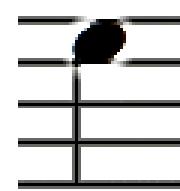
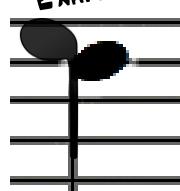
INTERVALS - 2NDS & 3RDS

WRITE A NOTE THAT IS EITHER A 2ND ABOVE OR A 2ND BELOW.

EXAMPLE

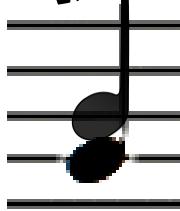


EXAMPLE

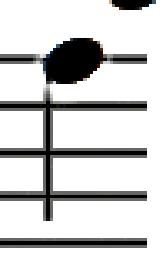
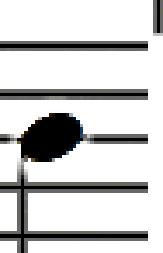
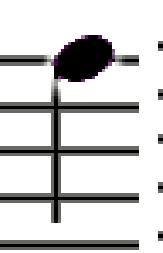
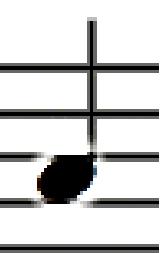
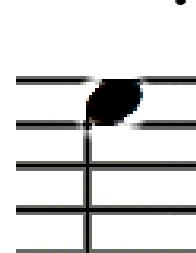
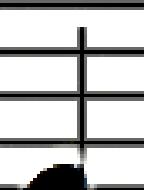
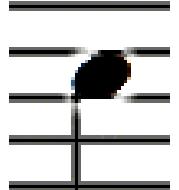
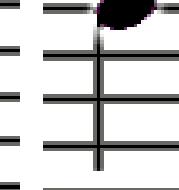
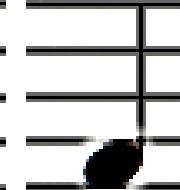
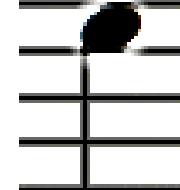
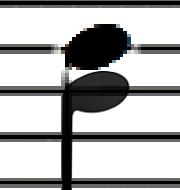


FOR EACH NOTE, WRITE ANOTHER NOTE THAT IS EITHER A 3RD ABOVE OR A 3RD BELOW.

EXAMPLE



EXAMPLE



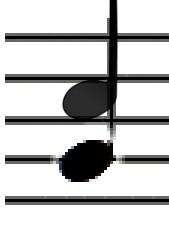
NAME:

DATE:

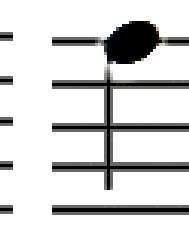
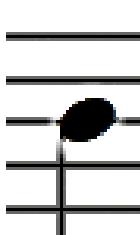
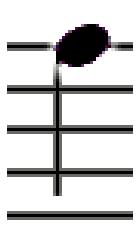
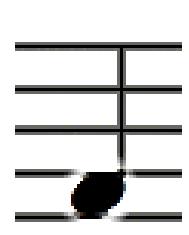
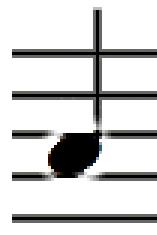
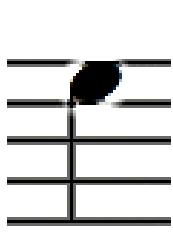
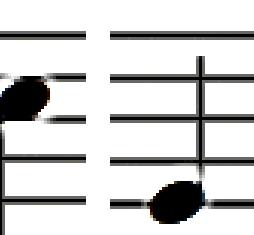
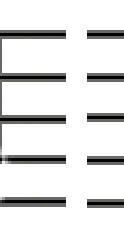
INTERVALS 4THS & 5THS

WRITE A NOTE THAT IS EITHER A 4TH ABOVE OR A 4TH BELOW.

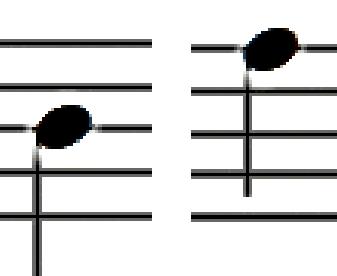
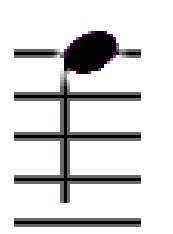
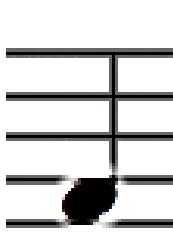
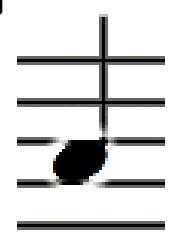
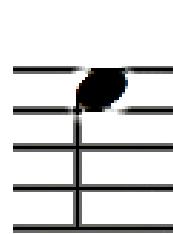
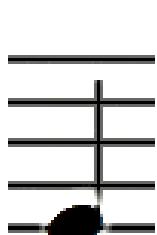
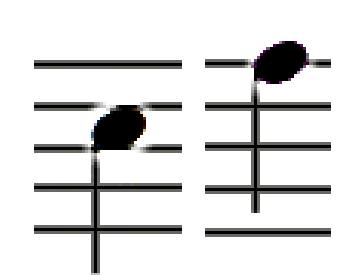
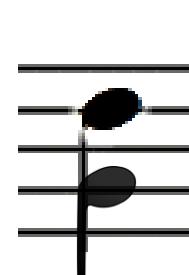
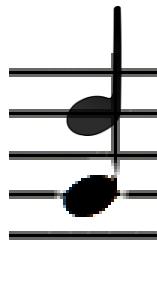
EXAMPLE



EXAMPLE



FOR EACH NOTE, WRITE ANOTHER NOTE THAT IS EITHER A 5TH ABOVE OR A 5TH BELOW.

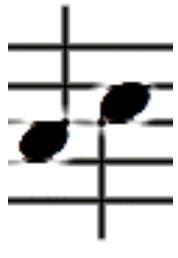
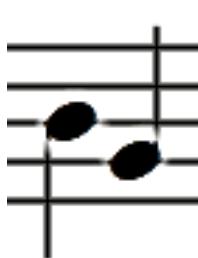


NAME:

DATE:

INTERVALS

BELOW EACH TWO NOTES, WRITE WHETHER THEY ARE A 2ND, 3RD, 4TH OR 5TH APART.



1:

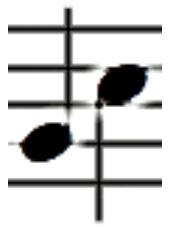
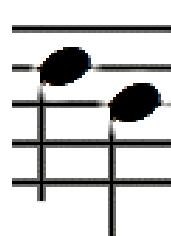
2:

3:

4:

5:

6:



7:

8:

9:

10:

11:

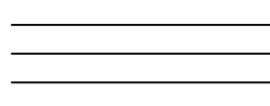
12:

DRAW THE INTERVALS THAT ARE WRITTEN ABOVE THE BLANK STAFF LINES.

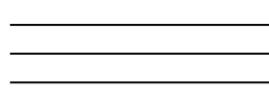
3RDS EXAMPLE



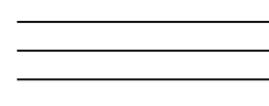
2NDS



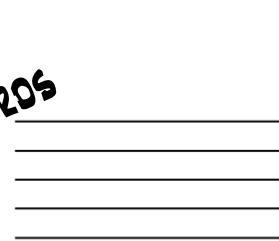
5THS



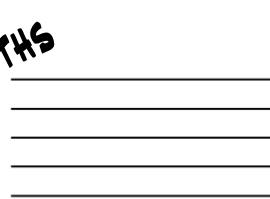
3RDS



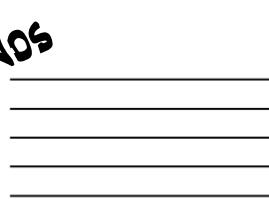
3RDS



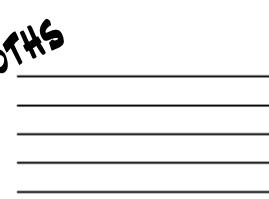
4THS



2NDS



5THS



NAME:

DATE:

SCALE SHEET

C MAJOR SCALE

Musical notation for the C Major scale. The treble staff starts with a G clef and a common time signature (4/4). The notes are: 1, 2, 3, 1, 2, 3, 4, 5. The bass staff starts with a F clef and a common time signature (4/4). The notes are: 5, 4, 3, 2, 1, 3, 2, 1.

G MAJOR SCALE

Musical notation for the G Major scale. The treble staff starts with a G clef and a common time signature (4/4). The notes are: 1, 2, 3, 1, 2, 3, 4, 5. The bass staff starts with a F clef and a common time signature (4/4). The notes are: 5, 4, 3, 2, 1, 3, 2, 1.

NAME:

DATE:

SCALE SHEET

D MAJOR SCALE

The image shows two staves of musical notation for the D Major scale. The top staff is in treble clef and the bottom staff is in bass clef. Both staves have a common time signature (indicated by a '4'). The notes are represented by solid black dots. The first staff starts with a quarter note (D) followed by eighth notes (E, F#, G, A, B, C#). The second staff starts with a quarter note (B) followed by eighth notes (A, G, F#, E, D, C#). Below each staff, the notes are labeled with their corresponding numbers: 1, 2, 3, 1, 2, 3, 4, 5 for the first staff, and 5, 4, 3, 2, 1, 3, 2, 1 for the second staff.

A MAJOR SCALE

The image shows two staves of musical notation for the A Major scale. The top staff is in treble clef and the bottom staff is in bass clef. Both staves have a common time signature (indicated by a '4'). The notes are represented by solid black dots. The first staff starts with a quarter note (A) followed by eighth notes (B, C#, D, E, F#, G, A). The second staff starts with a quarter note (F#) followed by eighth notes (G, A, B, C#, D, E, F#). Below each staff, the notes are labeled with their corresponding numbers: 1, 2, 3, 1, 2, 3, 4, 5 for the first staff, and 5, 4, 3, 2, 1, 3, 2, 1 for the second staff.

NAME:

DATE:

SCALE SHEET

A MAJOR SCALE

The image shows two staves of musical notation for the A Major scale. The top staff uses a treble clef and the bottom staff uses a bass clef. Both staves are in common time (indicated by a '4'). The notes are represented by solid black dots. The first staff has note heads labeled 1, 2, 3, 1, 2, 3, 4, 5 below them. The second staff has note heads labeled 5, 4, 3, 2, 1, 3, 2, 1 below them. The scale consists of the notes A, B, C#, D, E, F#, G#.

E MAJOR SCALE

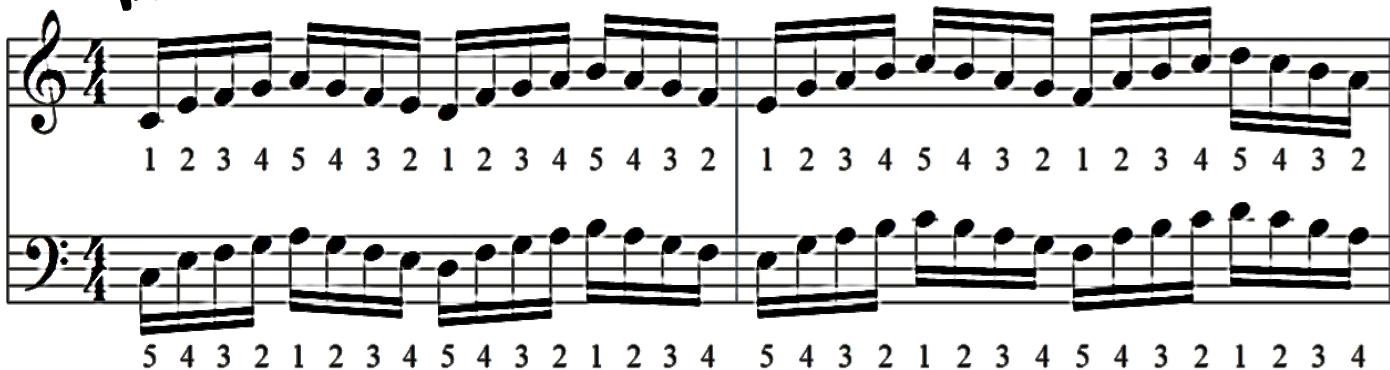
The image shows two staves of musical notation for the E Major scale. The top staff uses a treble clef and the bottom staff uses a bass clef. Both staves are in common time (indicated by a '4'). The notes are represented by solid black dots. The first staff has note heads labeled 1, 2, 3, 1, 2, 3, 4, 5 below them. The second staff has note heads labeled 5, 4, 3, 2, 1, 3, 2, 1 below them. The scale consists of the notes E, F#, G#, A, B, C#, D#.

NAME:

DATE:

FINGER EXERCISES

#1



Musical score for Finger Exercise #1. It consists of two staves: Treble clef and Bass clef. Both staves are in common time (indicated by a '4'). The music is divided into measures by vertical bar lines. The first measure of each staff contains six eighth notes. The second measure contains five eighth notes. The third measure contains four eighth notes. The fourth measure contains three eighth notes. The fifth measure contains two eighth notes. The sixth measure contains one eighth note. Below the notes, fingerings are indicated: the first measure shows 1, 2, 3, 4, 5, 4, 3, 2; the second measure shows 1, 2, 3, 4, 5, 4, 3, 2; the third measure shows 1, 2, 3, 4, 5, 4, 3, 2; the fourth measure shows 1, 2, 3, 4, 5, 4, 3, 2; the fifth measure shows 1, 2, 3, 4, 5, 4, 3, 2; the sixth measure shows 1, 2, 3, 4, 5, 4, 3, 2.

#2



Musical score for Finger Exercise #2. It consists of two staves: Treble clef and Bass clef. Both staves are in common time (indicated by a '4'). The music is divided into measures by vertical bar lines. The first measure of each staff contains six eighth notes. The second measure contains five eighth notes. The third measure contains four eighth notes. The fourth measure contains three eighth notes. The fifth measure contains two eighth notes. The sixth measure contains one eighth note. Below the notes, fingerings are indicated: the first measure shows 1, 3, 2, 4, 3, 5, 4, 3, 1, 3, 2, 4, 3, 5, 4, 3; the second measure shows 1, 3, 2, 4, 3, 5, 4, 3, 1, 3, 2, 4, 3, 5, 4, 3; the third measure shows 1, 3, 2, 4, 3, 5, 4, 3, 1, 3, 2, 4, 3, 5, 4, 3; the fourth measure shows 1, 3, 2, 4, 3, 5, 4, 3, 1, 3, 2, 4, 3, 5, 4, 3; the fifth measure shows 1, 3, 2, 4, 3, 5, 4, 3, 1, 3, 2, 4, 3, 5, 4, 3; the sixth measure shows 1, 3, 2, 4, 3, 5, 4, 3, 1, 3, 2, 4, 3, 5, 4, 3.

#3



Musical score for Finger Exercise #3. It consists of two staves: Treble clef and Bass clef. Both staves are in common time (indicated by a '4'). The music is divided into measures by vertical bar lines. The first measure of each staff contains six eighth notes. The second measure contains five eighth notes. The third measure contains four eighth notes. The fourth measure contains three eighth notes. The fifth measure contains two eighth notes. The sixth measure contains one eighth note. Below the notes, fingerings are indicated: the first measure shows 1, 5, 4, 3, 2, 4, 3, 2, 1, 5, 4, 3, 2, 4, 3, 2; the second measure shows 1, 5, 4, 3, 2, 4, 3, 2, 1, 5, 4, 3, 2, 4, 3, 2; the third measure shows 1, 5, 4, 3, 2, 4, 3, 2, 1, 5, 4, 3, 2, 4, 3, 2; the fourth measure shows 1, 5, 4, 3, 2, 4, 3, 2, 1, 5, 4, 3, 2, 4, 3, 2; the fifth measure shows 1, 5, 4, 3, 2, 4, 3, 2, 1, 5, 4, 3, 2, 4, 3, 2; the sixth measure shows 1, 5, 4, 3, 2, 4, 3, 2, 1, 5, 4, 3, 2, 4, 3, 2.

Name: _____

Date: _____

Music Theory - Note Value

Based off what you know about note values, complete the following math equations below by Adding or Subtracting their values.

$$\text{Whole Note} + \text{Quarter Note} = \boxed{\quad}$$

$$\text{Quarter Note} - \text{Quarter Note} = \boxed{\quad}$$

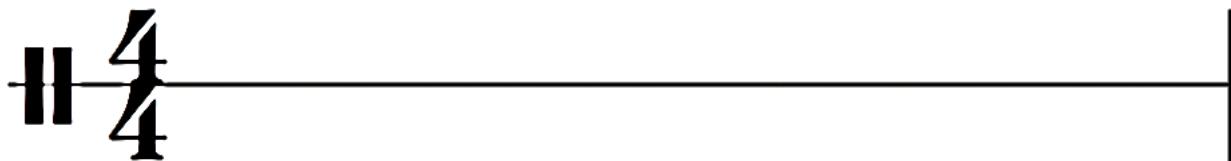
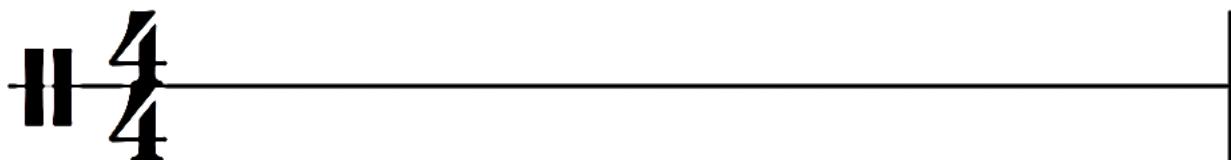
$$\text{Half Note} - \text{Quarter Note} = \boxed{\quad}$$

$$\text{Quarter Note} + \text{Whole Note} = \boxed{\quad}$$

$$\text{Half Note} + \text{Quarter Note} = \boxed{\quad}$$

$$\text{Whole Note} + \text{Quarter Note} = \boxed{\quad}$$

Compose a rhythm for the two measures in 4/4 Time signature below using Quarter, Half, or Whole notes.



Name: _____

Date: _____

Music Theory - Note Value

Based off what you know about note values, complete the following math equations below by Adding or Subtracting their values.

$$\text{Whole Note} + \text{Quarter Note} = \boxed{\quad}$$

$$\text{Quarter Note} - \text{Quarter Note} = \boxed{\quad}$$

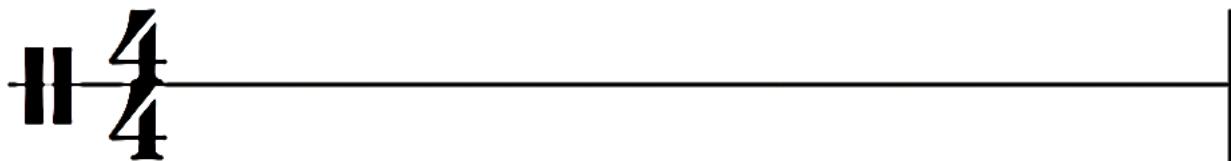
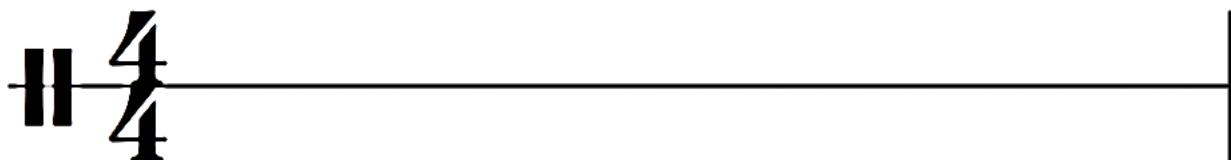
$$\text{Quarter Note} - \text{Eighth Note} = \boxed{\quad}$$

$$\text{Quarter Note} + \text{Whole Note} = \boxed{\quad}$$

$$\text{Quarter Note} + \text{Quarter Note} = \boxed{\quad}$$

$$\text{Whole Note} + \text{Quarter Note} = \boxed{\quad}$$

Compose a rhythm for the two measures in 4/4 Time signature below using Quarter, Half, or Whole notes.



Name: _____

Date: _____

Music Theory - Note Value

Based off what you know about note values, complete the following math equations below by Adding or Subtracting their values.

$$\text{Whole Note} + \text{Sixteenth Note} = \boxed{\quad}$$

$$\text{Sixteenth Note} - \text{Quarter Note} = \boxed{\quad}$$

$$\text{Quarter Note} - \text{Sixteenth Note} = \boxed{\quad}$$

$$\text{Quarter Note} + \text{Whole Note} = \boxed{\quad}$$

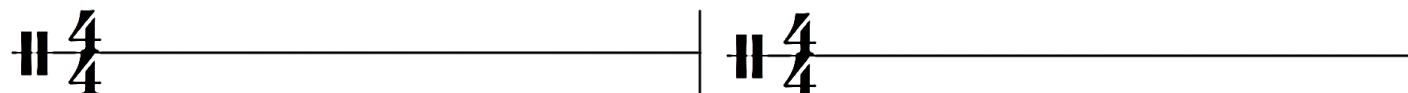
$$\text{Sixteenth Note} + \text{Quarter Note} = \boxed{\quad}$$

$$\text{Quarter Note} + \text{Quarter Note} = \boxed{\quad}$$

$$\text{Quarter Note} + \text{Half Note} = \boxed{\quad}$$

$$\text{Quarter Note} + \text{Half Note} = \boxed{\quad}$$

Compose a rhythm for the two measures in 4/4 Time signature below using combinations of Eighth Notes, Rests, Quarter, Half, or Whole notes.



Name: _____

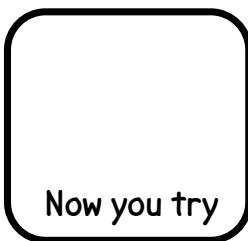
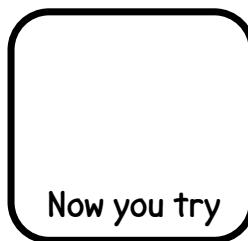
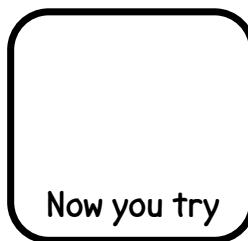
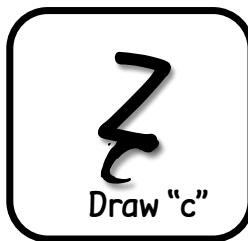
Date: _____

Music Theory - Note Value

What are the values of each of the following rhythms? Write the number of beats in the empty box next to each rhythm.



Rest Sign Practice: in the empty boxes below, practice drawing the Quarter Rest Sign. First draw a letter "Z", then a lower-case letter "c" under:



Each measure has notes that do NOT equal up to 4 beats total. Add rhythms of your choice to complete each measure.

REMEMBER: Half Notes carry over two beats!

A musical staff in 4/4 time. Measure 1: A half note at beat 1, a quarter note at beat 2, another quarter note at beat 3, and a half note at beat 4. Measure 2: An empty measure. Measure 3: An empty measure. Measure 4: An empty measure.

A musical staff in 4/4 time. Measure 1: A half note at beat 1, a quarter note at beat 2, another quarter note at beat 3, and a half note at beat 4. Measure 2: An empty measure. Measure 3: An empty measure. Measure 4: An empty measure.

A musical staff in 4/4 time. Measure 1: A half note at beat 1, a quarter note at beat 2, another quarter note at beat 3, and a half note at beat 4. Measure 2: An empty measure. Measure 3: An empty measure. Measure 4: An empty measure.

A musical staff in 4/4 time. Measure 1: A half note at beat 1, a quarter note at beat 2, another quarter note at beat 3, and a half note at beat 4. Measure 2: An empty measure. Measure 3: An empty measure. Measure 4: An empty measure.

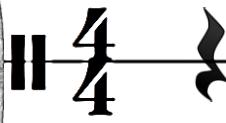
Name: _____

Date: _____

Music Theory - Note/Rest Values

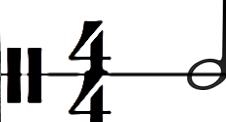
Compose Rhythms & Rests in each empty measure, only using the Rhythms & Rests that are provided next to each example.

Only Use:



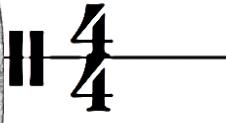
1 2 3 4

Only Use:



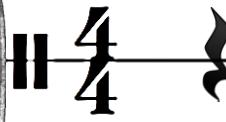
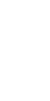
1 2 3 4

Only Use:



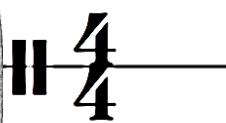
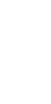
1 2 3 4

Only Use:



1 2 3 4

Only Use:



1 2 3 4

Only Use:



1 2 3 4

Name: _____

Date: _____

Music Theory - Note/Rest Values

Compose Rhythms & Rests in each empty measure, only using the Rhythms & Rests that are provided next to each example.

Only Use:



|| 4
1 2 3 4

A common time signature (two vertical bars followed by a 'C') is followed by a horizontal line divided into four equal segments labeled 1, 2, 3, and 4. A small square box is positioned on the second segment from the left.

Only Use:



|| 4
1 2 3 4

A common time signature (two vertical bars followed by a 'C') is followed by a horizontal line divided into four equal segments labeled 1, 2, 3, and 4. A small square box is positioned on the first segment from the left.

Only Use:



|| 4
1 2 3 4

A common time signature (two vertical bars followed by a 'C') is followed by a horizontal line divided into four equal segments labeled 1, 2, 3, and 4. A small square box is positioned on the second segment from the left.

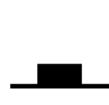
Only Use:



|| 4
1 2 3 4

A common time signature (two vertical bars followed by a 'C') is followed by a horizontal line divided into four equal segments labeled 1, 2, 3, and 4. A black quarter note head is placed on the third segment from the left, and a black half note head is placed on the fourth segment from the left.

Only Use:



|| 4
1 2 3 4

A common time signature (two vertical bars followed by a 'C') is followed by a horizontal line divided into four equal segments labeled 1, 2, 3, and 4. A black half rest is placed on the first segment from the left, and a black eighth note head is placed on the fourth segment from the left.

Only Use:



|| 4
1 2 3 4

A common time signature (two vertical bars followed by a 'C') is followed by a horizontal line divided into four equal segments labeled 1, 2, 3, and 4. A black half rest is placed on the first segment from the left, and a black eighth note head is placed on the second segment from the left.

Name: _____

Date: _____

Music Theory - Note/Rest Values

Compose Rhythms & Rests in each empty measure, only using the Rhythms & Rests that are provided next to each example.

Only Use:



1 2 3 4

Only Use:



1 2 3 4

Only Use:



1 2 3 4

Only Use:



1 2 3 4

Only Use:



1 2 3 4

Only Use:



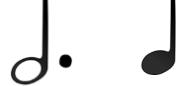
1 2 3 4

Only Use:



1 2 3 4

Only Use:



1 2 3 4

Name: _____

Date: _____

Music Theory - Note/Rest Values

Only Use:



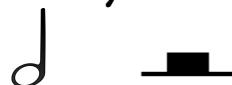
1 2 3 4

Only Use:



1 2 3 4

Only Use:



1 2 3 4

Only Use:



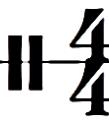
1 2 3 4

Only Use:



1 2 3 4

Only Use:



1 2 3 4

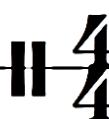
BONUS: (1 Point Each)

Only Use:



1 & 2 & 3 & 4 &

Only Use:



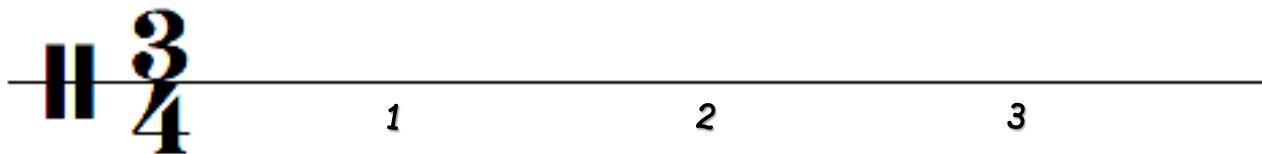
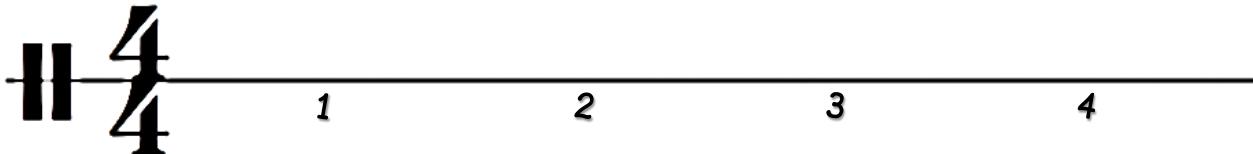
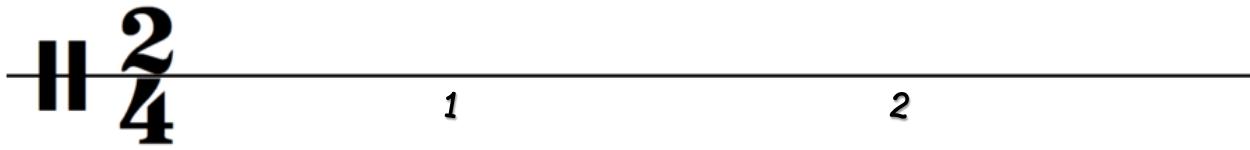
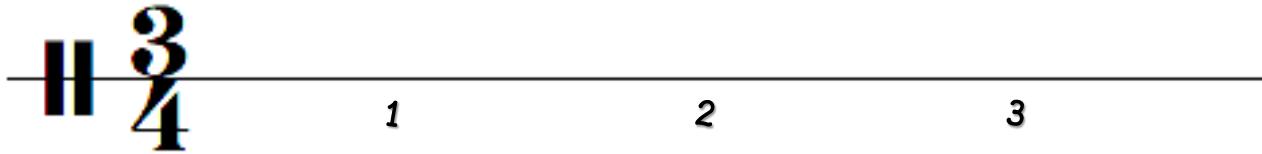
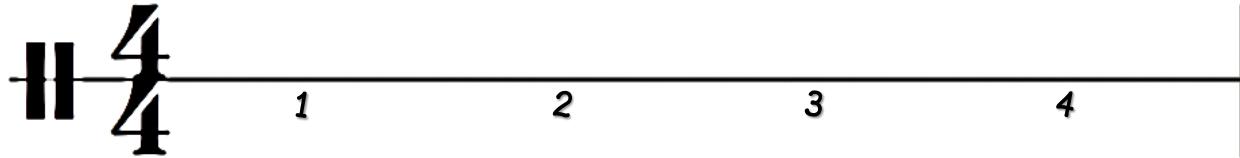
1 & 2 & 3 & 4 &

Name: _____

Date: _____

Music Theory - 2/4 3/4 & 4/4 Time Signatures

Compose rhythms of your choice to complete each example below. Be sure to check the time signature before composing!





|| 3

1

2

3

|| 2

1

2

|| 4

1

2

3

4

|| 3

1

2

3

|| 2

1

2

|| 4

1

2

3

4

|| 3

1

2

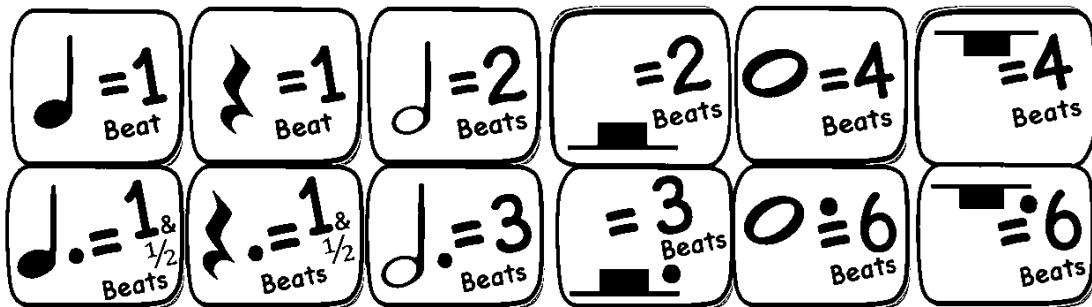
3

Name: _____

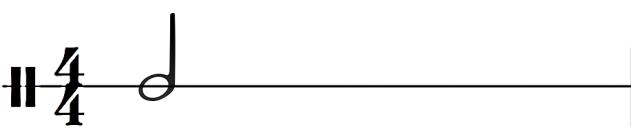
Date: _____

Music Theory - Rhythm & Beat Placements

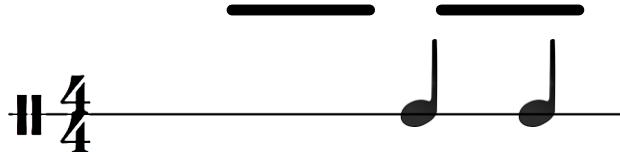
Underneath each example, write what beat(s) the notes are on.



Beat(s): _____



Beat(s): _____



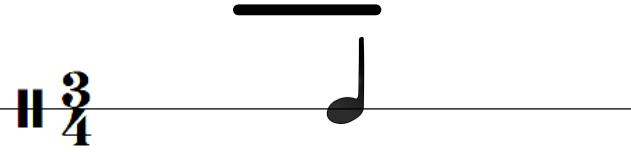
Beat(s): _____



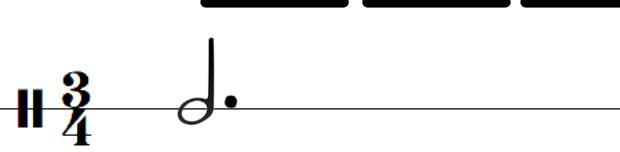
Beat(s): _____



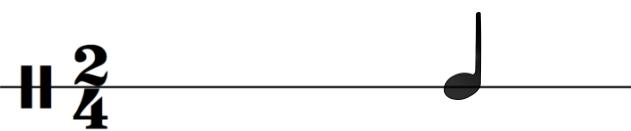
Beat(s): _____



Beat(s): _____



Beat(s): _____



Beat(s): _____



Music Theory - Rhythm & Beat Placements

Compose two pieces of music using rhythms of your choice in the empty measures below. Do not write the same combination of rhythms more than once.

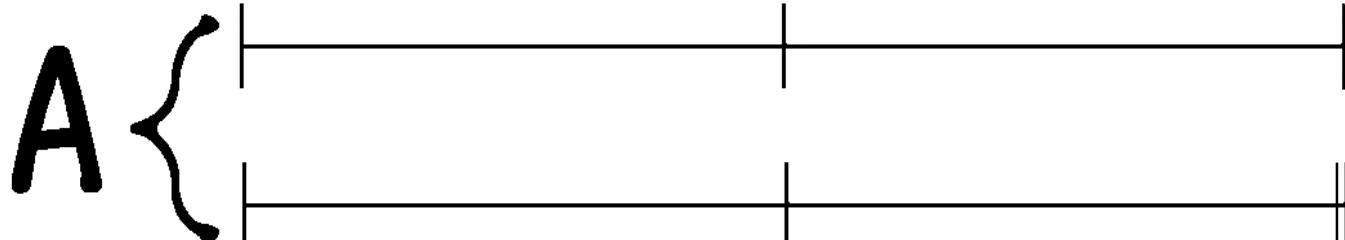
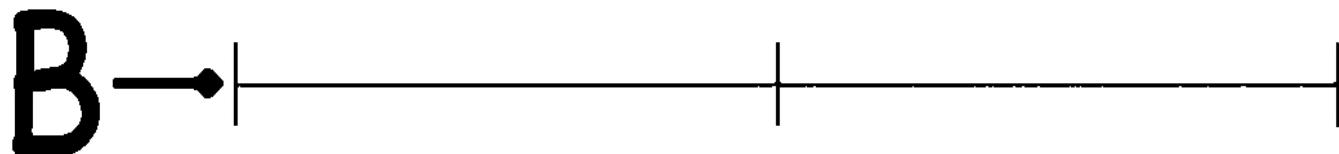
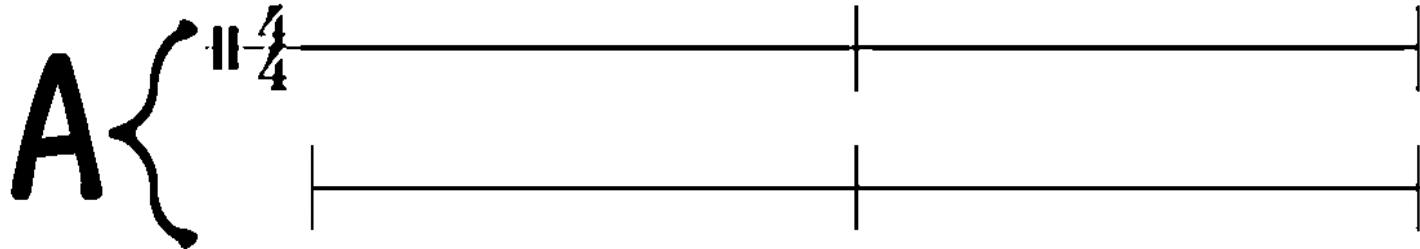
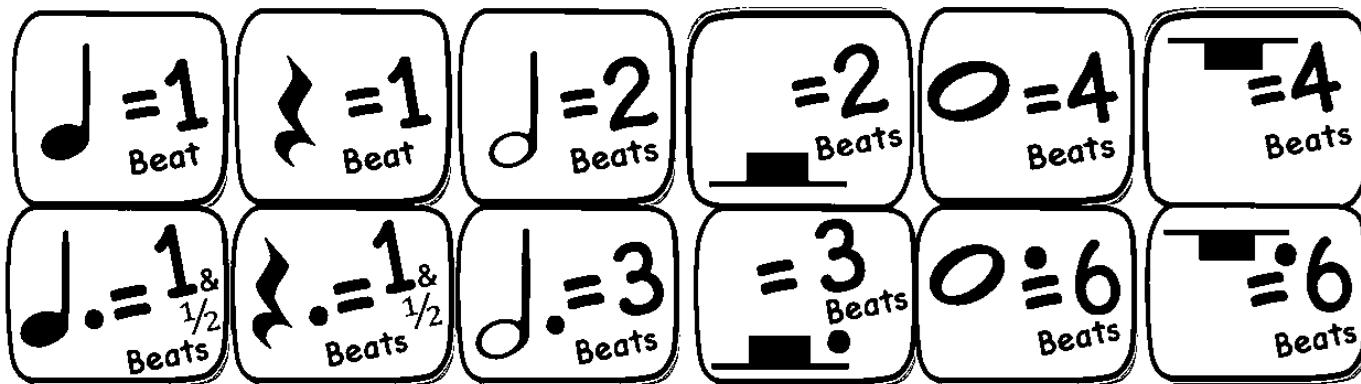


Name: _____

Date: _____

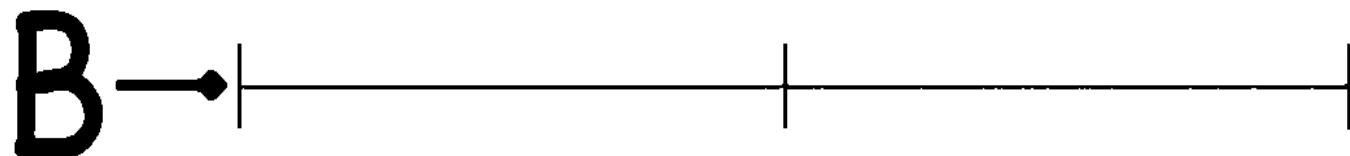
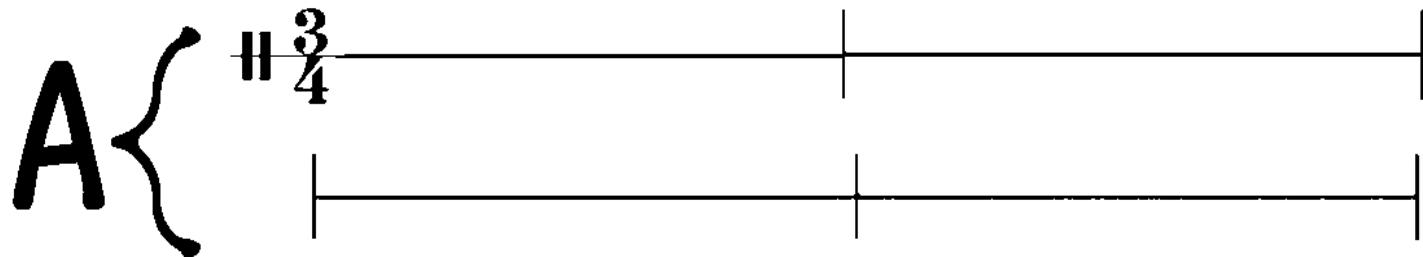
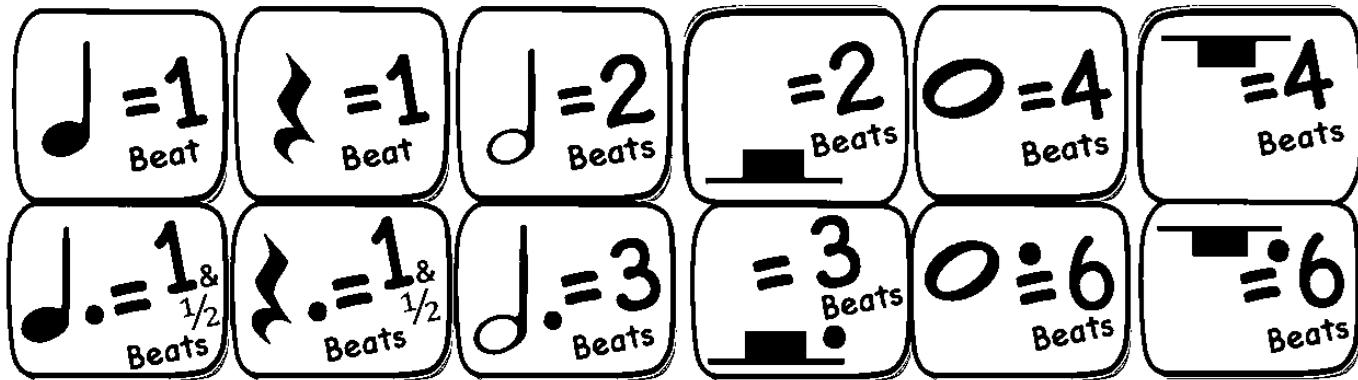
Music Theory - Ternary Song Form Composition

Write a piece of music in Ternary Form. Be sure to check the time signature and remember both A Sections should be the same!



Music Theory - Ternary Song Form Composition

Write a piece of music in Ternary Form. Be sure to check the time signature, and remember both A Sections should be the same!

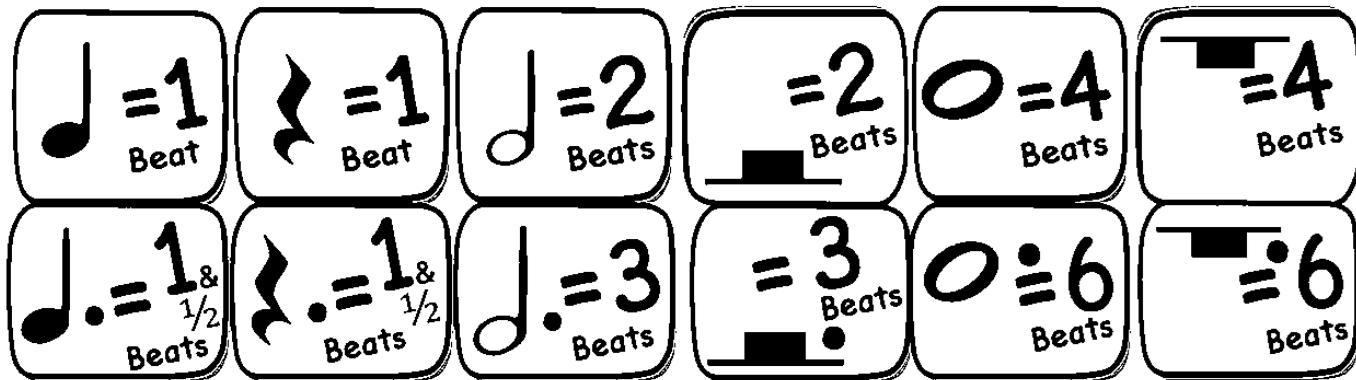


Name: _____

Date: _____

Music Theory - Binary Form Composition

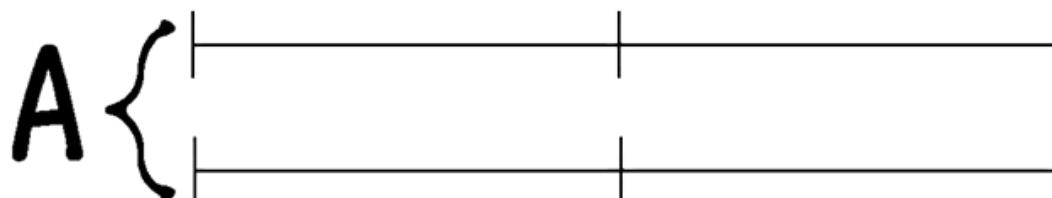
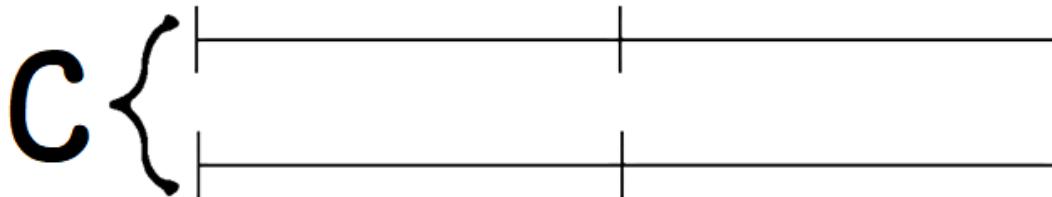
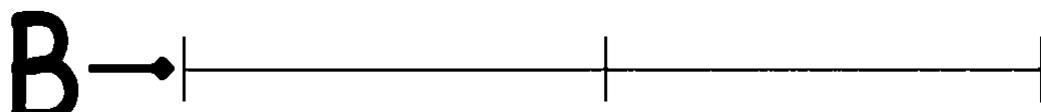
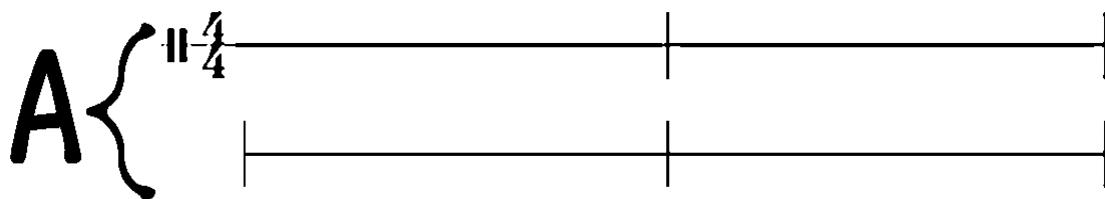
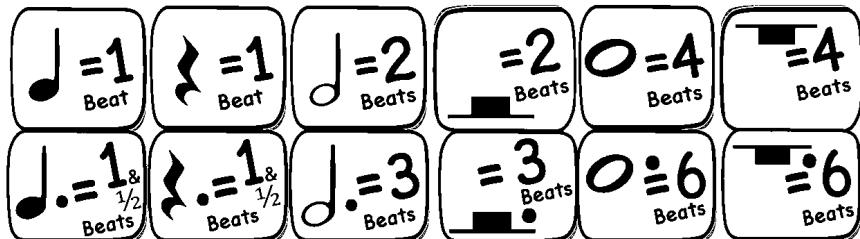
Reading instructions is extremely important while doing any activity. To prove it, if you're reading these instructions I'll give you 1 Bonus Point if you write "I read this" at the bottom of this page. Great job! Don't forget to also write a quick song in Binary Form in $\frac{3}{4}$ too ☺!



The image shows a musical staff divided into two sections, A and B, indicated by curly braces. The key signature is F major (F major), and the time signature is $\frac{3}{4}$. Section A consists of three measures, and section B consists of four measures. The staff ends with a vertical bar line.

Music Theory - Rondo Form Composition

Write a piece of music in Rondo Form. Be sure to check the time signature, and remember all three A Sections should be the same!



Name: _____

Date: _____

Exit Ticket - Rhythm Names

Each note is asking you "What is my name?". Write the name of each of the following notes on the blank space above.

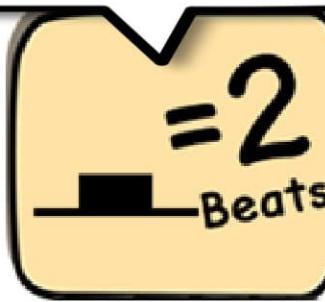
What's my name?

What's my name?



What's my name?

What's my name?



What's my name?

What's my name?



Name: _____

Date: _____

Exit Ticket - Rhythm Names

Each note is asking you "What is my name?". Write the name of each of the following notes on the blank space below.

What's my name?

What's my name?



What's my name?

What's my name?



What's my name?

What's my name?



Name: _____

Date: _____

Music Theory - Treble Clef

Notation

These notes need stems. Remember notes that are below the middle line have stems that rise up. Notes that are above the middle line the stems fall down. Notes that are on the middle line can go either way.

1. 2. 3. 4.
5. 6. 7. 8.

Write which Space each note is on. Check the example to check your understanding.

Example:



1. 2. 3. 4.
5. 6. 7. 8.

Compose a short section of music below in 4/4 and 3/4 time signature. Be sure to experiment placing rhythms on different spaces.

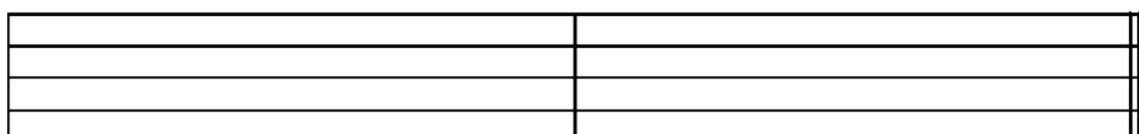
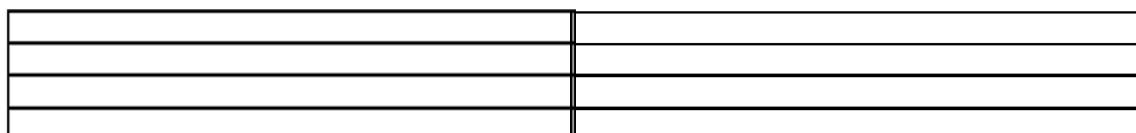
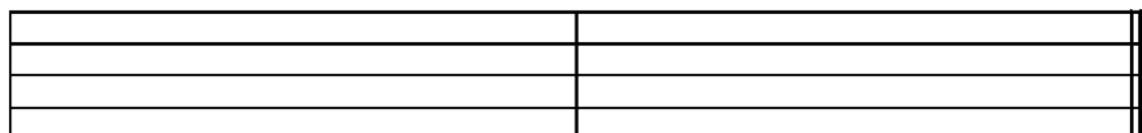
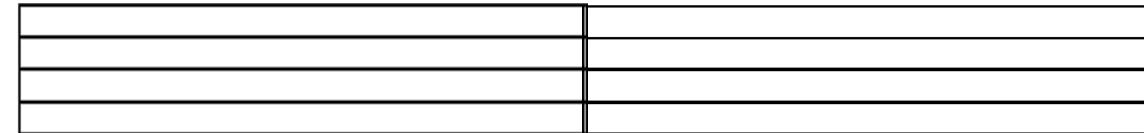


Example:

1 2 3 4 1 2 3 4



ONLY USE:



Name: _____

Date: _____

Music Theory - Treble Clef

Notation

These notes need stems. Remember notes that are below the middle line have stems that rise up. Notes that are above the middle line the stems fall down. Notes that are on the middle line can go either way.

1. ? 2. ? 3. ? 4. ?
5. ? 6. ? 7. ? 8. ?

Write which Line or each note is on. Check the example to check your understanding.

Example:



1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

Compose a short section of music below in 4/4 and 3/4 time signature. Be sure to experiment placing rhythms on different lines & different lines.

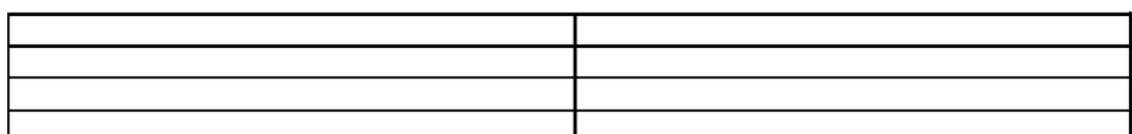
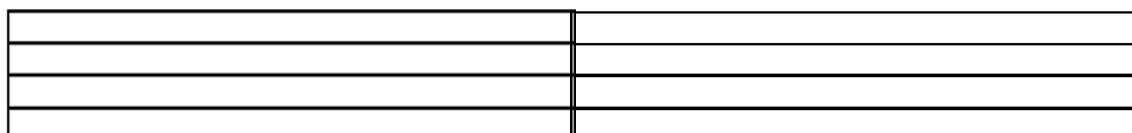
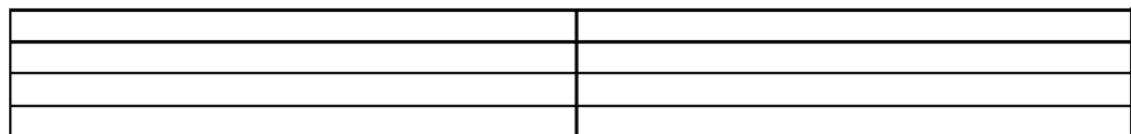
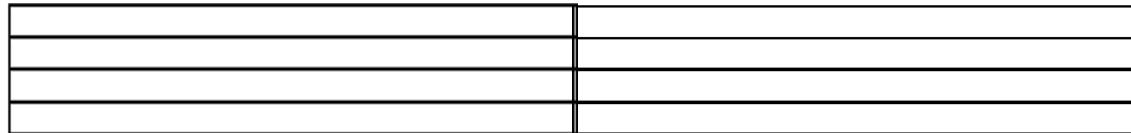


Example:

1 2 3 4 1 2 3 4



ONLY USE:



Name: _____

Date: _____

Music Theory - Treble Clef

Notation

These notes need stems. Remember notes that are below the middle line have stems that rise up. Notes that are above the middle line the stems fall down. Notes that are on the middle line can go either way.

1. ? 2. ? 3. ? 4. ?
5. ? 6. ? 7. ? 8. ?

Write which Line or Space each note is on. Check
the example to check your understanding.

Example:



1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

Compose a short section of music below in 4/4 and 3/4 time signature. Be sure to experiment placing rhythms on different lines & different spaces.

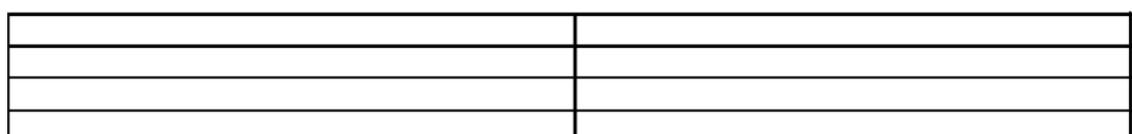
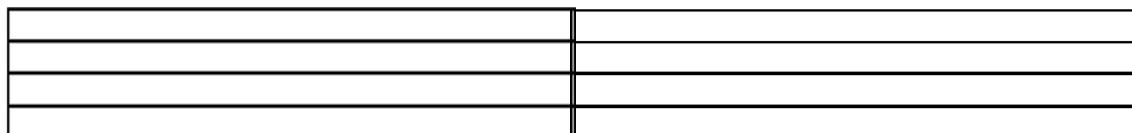
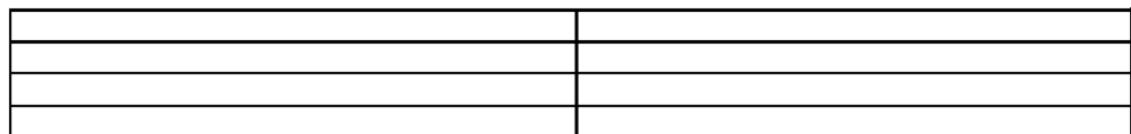
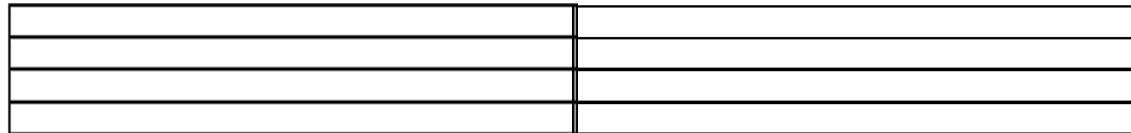


Example:

1 2 3 4 1 2 3 4



ONLY USE:



Name: _____

Date: _____

Music Theory - Treble Clef

Draw a Quarter Note  Notation prompted below each Staff.

Remember which notes go on the Spaces, and which notes go on the Lines. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example: A



C



A



E



F



C



E



F

Figure out what note you see, and write what note it is on the space below. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example:
1. F



2.



3.



4.



5.



6.



7.



8.

Compose a short section of music below in 4/4 time Signature. Be sure to experiment placing rhythms on different Spaces (F A C or E)



Name: _____

Date: _____

Music Theory - Treble Clef

Draw a Quarter Note  Notation prompted below each Staff.

Remember which notes go on the Spaces, and which notes go on the Lines. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example: E



D



B



G



G



B



D



E

Figure out what note you see, and write what note it is on the space below. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example:
1. E



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Compose a short section of music below in 4/4 Time Signature. Be sure to experiment placing rhythms on different notes (E G B D or F).



Name: _____

Date: _____

Music Theory - Treble Clef

Draw a Quarter Note  Notation prompted below each Staff.

Remember which notes go on the Spaces, and which notes go on the Lines. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example: A



C



D



B



G



E



F



A

Figure out what note you see, and write what note it is on the space below. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example:
1. F



2.



3.



4.



5.



6.



7.



8.

Compose a short section of music below in 4/4 Time Signature. Be sure to experiment placing rhythms on different notes (A B C D E F or G).



A musical staff with a treble clef and a 4/4 time signature. It consists of five empty measures for composing music.

Name: _____

Date: _____

Music Theory - Bass Clef

Draw a Quarter Note  Notation prompted below each Staff.
Remember which notes go on the Spaces. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example: C



A



C



E



G



E



A



G

Figure out what note you see, and write what note it is on the space below.
Remember to refer to a sentence, or a word/picture to figure out the notes.



Example:
1. A



2.



3.



4.



5.



6.



7.



8.

Compose a short section of music below in 4/4 time signature. Be sure to experiment placing rhythms on different Spaces (A C E or G).

Example:

1 2 3 4 1 2 3 4



Name: _____

Date: _____

Music Theory - Bass Clef

Draw a Quarter Note  prompted below each Staff.
Remember which notes go on the Lines. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example: G



D



F



B



D



F



B



G

Figure out what note you see, and write what note it is on the space below.
Remember to refer to a sentence, or a word/picture to figure out the notes.



Example: G



2.



3.



4.



5.



6.



7.



8.

Compose a short section of music below in 4/4 time signature. Be sure to experiment placing rhythms on different Lines (G, B, D, F, or A)

Example:

1 2 3 4

1 2 3 4



Name: _____

Date: _____

Music Theory - Bass Clef

Draw a Quarter Note  Notation prompted below each Staff.
Remember which notes go on the Spaces & Lines. Remember to refer to a sentence, or a word/picture to figure out the notes.



Example: G



A



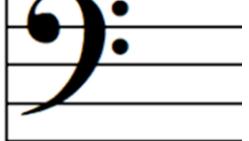
F



B



D



C



G



E

Figure out what note you see, and write what note it is on the space below.
Remember to refer to a sentence, or a word/picture to figure out the notes.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Compose a short section of music below in 4/4 time signature. Be sure to experiment placing rhythms on different Lines & Spaces (A, B, C, D, E, F, or G)

Example:

1 2 3 4 1 2 3 4



Name: _____

Date: _____

Music Theory - Bass Clef

Draw a Quarter Note  **Notification** prompted below each Staff.
Remember which notes go on the Spaces & Lines. Remember to refer to a sentence, or a word/picture to figure out the notes.



G



A



F



B



D



C



G



E

Figure out what note you see, and write what note it is on the space below.
Remember to refer to a sentence, or a word/picture to figure out the notes.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Compose a short section of music below in
4/4 time signature. Be sure to experiment
placing rhythms on different Lines &
Spaces (A, B, C, D, E, F, or G)



A musical staff with a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. It consists of five horizontal lines and four spaces for writing music.

A musical staff with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. It consists of five horizontal lines and four spaces for writing music.

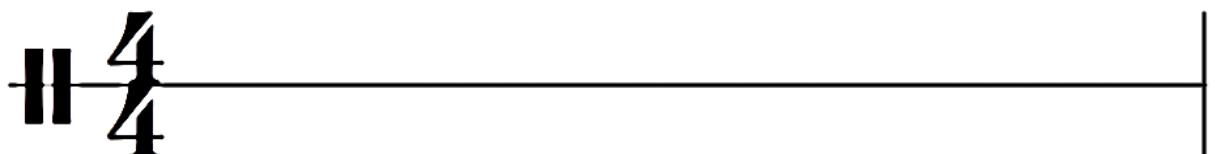
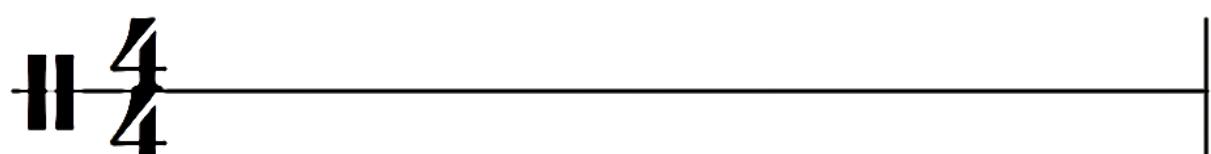
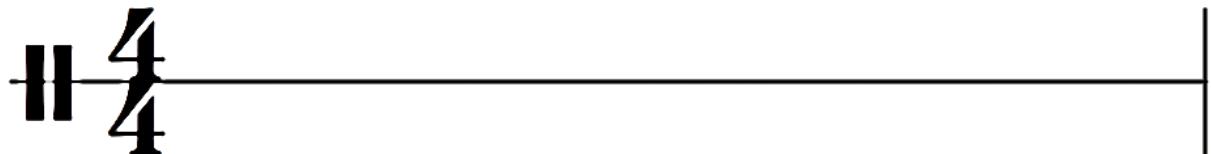
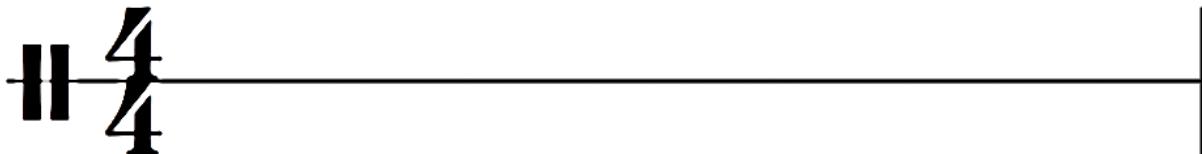
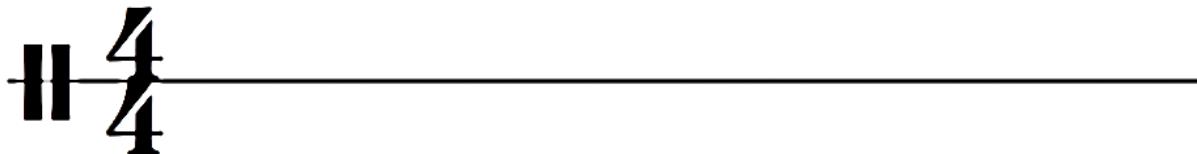
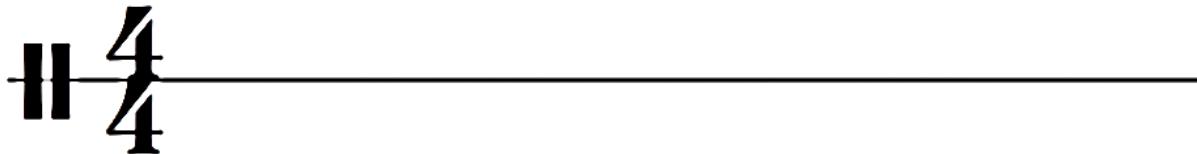
A musical staff with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. It consists of five horizontal lines and four spaces for writing music.

NAME:

DATE:

RHYTHM REVIEW

Write your own rhythms using quarter, eighth, and sixteenth notes for each measure. Make sure all rhythms add up to four beats.



Name:

Date:

LUDWIG VAN BEETHOVEN

Family & Childhood

Fun Facts

Birth Place

Year of
Birth & Death

Era

Main Instrument

Famous Works



Name: _____

Date: _____

Ludwig Van Beethoven Listening Journal

We Listened to:

By: _____

The Mood Was:

- | | | | |
|-------|--------------------------|----------|--------------------------|
| Happy | <input type="checkbox"/> | Excited | <input type="checkbox"/> |
| Sad | <input type="checkbox"/> | Confused | <input type="checkbox"/> |
| Angry | <input type="checkbox"/> | Peaceful | <input type="checkbox"/> |

CAN CHOOSE MORE THAN ONE!

Instruments
Used:

This song was:

- Loud Both
(It changed)
- Soft

The Tempo Was:

- Fast Both
(It changed)
- Slow



This song made me think of:

Name:

Date:

FREDERIC CHOPIN

Family & Childhood

Fun Facts

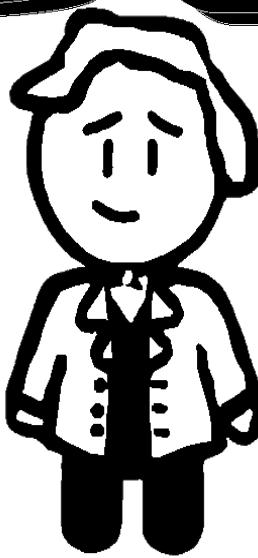
Birth Place

Year of
Birth & Death

Era

Main Instrument

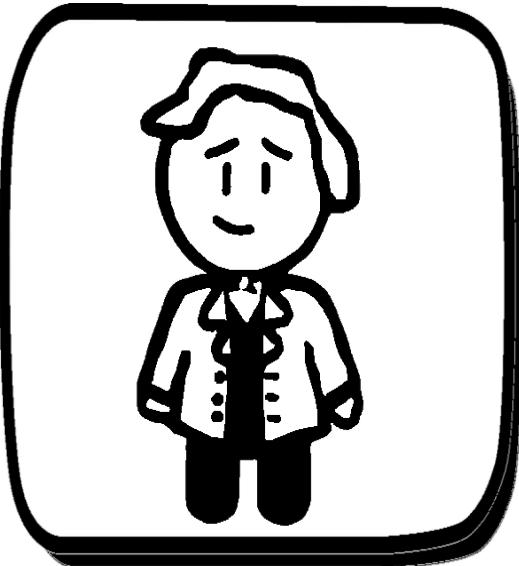
Famous Works



Name: _____

Date: _____

FREDERIC CHOPIN SOCIAL MEDIA PROFILE



FREDERIC CHOPIN

FREDERIC CHOPIN
1 MONTH AGO

BIRTHDAY: _____

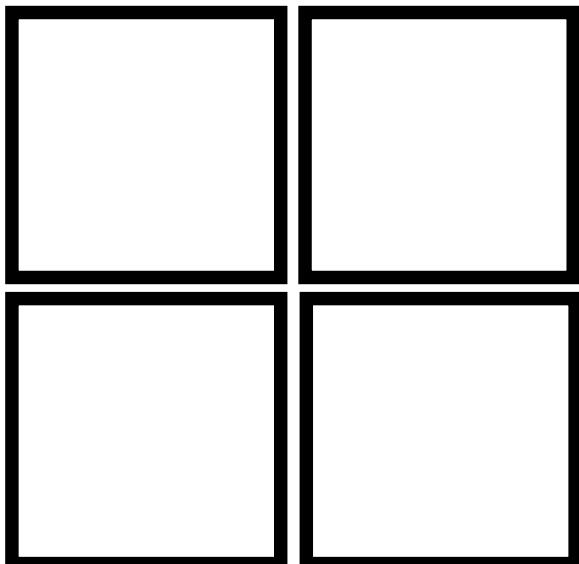
LIVES IN: _____

PROFESSION: _____

ERA: _____

FREDERIC CHOPIN
2 MONTHS AGO

INTERESTS:



FREDERIC CHOPIN
1 YEAR AGO

Name: _____

Date: _____

Frederic Chopin Listening Journal

We Listened to:

By: _____

The Mood Was:

- | | | | |
|-------|--------------------------|----------|--------------------------|
| Happy | <input type="checkbox"/> | Excited | <input type="checkbox"/> |
| Sad | <input type="checkbox"/> | Confused | <input type="checkbox"/> |
| Angry | <input type="checkbox"/> | Peaceful | <input type="checkbox"/> |

CAN CHOOSE MORE THAN ONE!

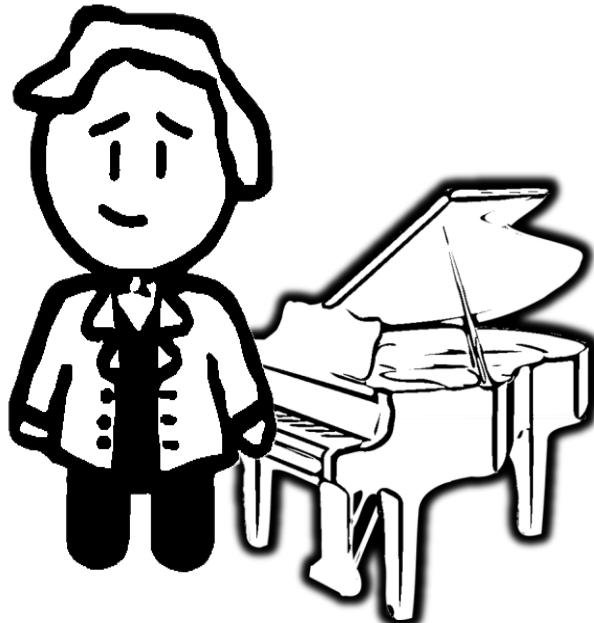
Instruments
Used:

This song was:

- Loud Both
(It changed)
- Soft

The Tempo Was:

- Fast Both
(It changed)
- Slow



This song made me think of:

Name: _____

Date: _____

Joseph Haydn Listening Journal

We Listened to:

By: _____

The Mood Was:

- | | | | |
|-------|--------------------------|----------|--------------------------|
| Happy | <input type="checkbox"/> | Excited | <input type="checkbox"/> |
| Sad | <input type="checkbox"/> | Confused | <input type="checkbox"/> |
| Angry | <input type="checkbox"/> | Peaceful | <input type="checkbox"/> |

CAN CHOOSE MORE THAN ONE!

Instruments
Used:

This song was:

- Loud Both
(It changed)
- Soft

The Tempo Was:

- Fast Both
(It changed)
- Slow



This song made me think of:

Name: _____

Date: _____

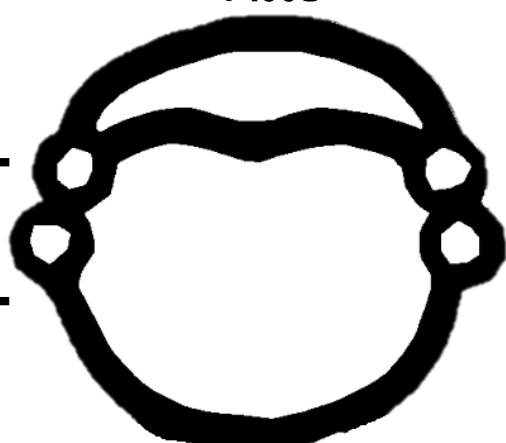
Haydn Listening Activity

As you listen to each song, write down all the different instruments you hear. Then in the circle, draw a face that describes the mood of the music.

'Surprise'
Symphony (No. 94)

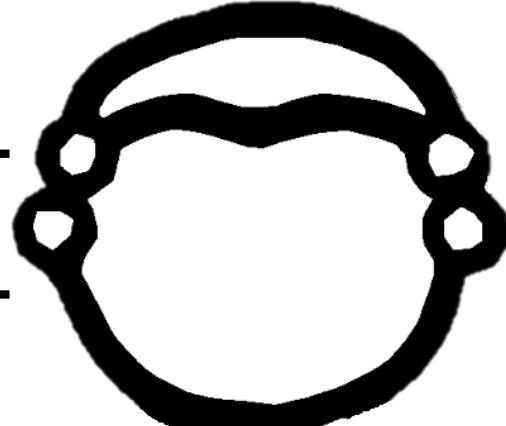
INSTRUMENTS:

Mood:



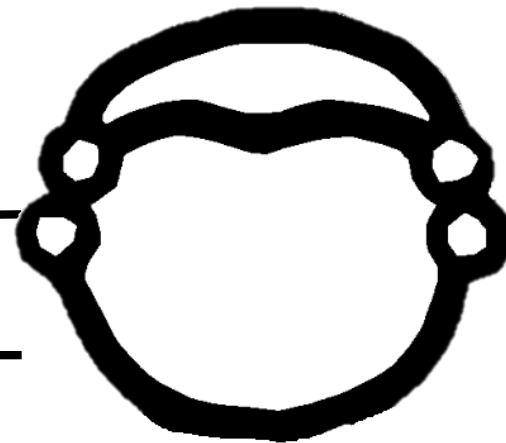
'London' Symphony
(No. 104)

INSTRUMENTS:



'Military' Symphony
(No. 100)

INSTRUMENTS:



Name:

Date:

WOLFGANG AMADEUS MOZART

Family & Childhood

Fun Facts

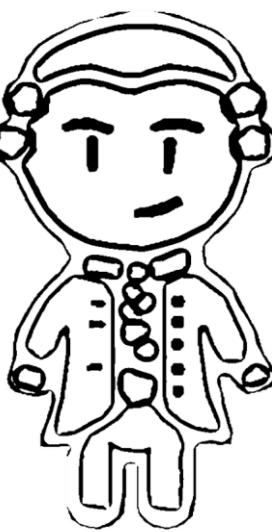
Birth Place

Year of
Birth & Death

Era

Main Instrument

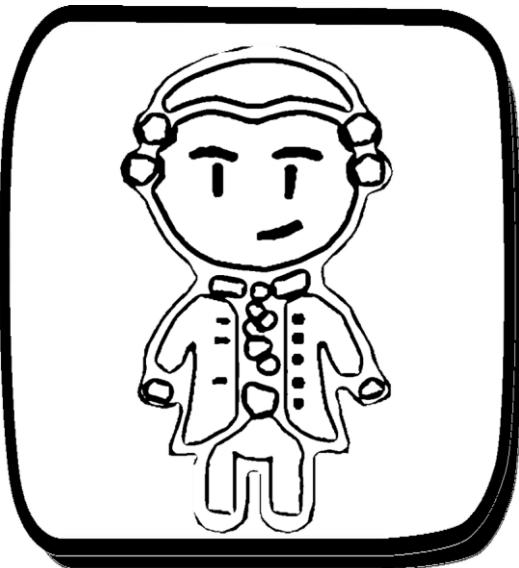
Famous Works



Name: _____

Date: _____

WOLFGANG AMADEUS MOZART SOCIAL MEDIA PROFILE



WOLFGANG AMADEUS MOZART

WOLFGANG MOZART
JUST NOW!

BIRTHDAY: _____

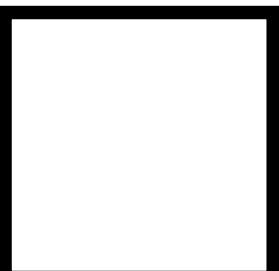
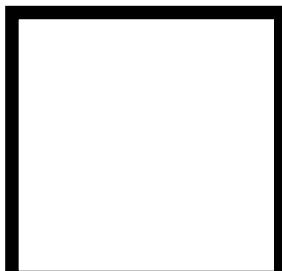
LIVES IN: _____

PROFESSION: _____

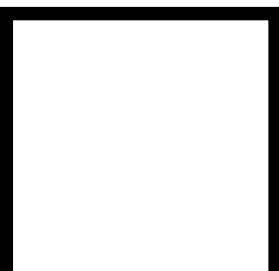
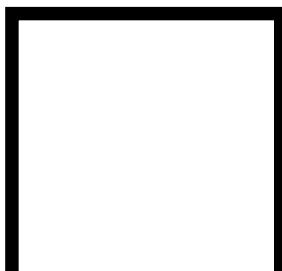
ERA: _____

WOLFGANG MOZART
2 MINUTES AGO

INTERESTS:



WOLFGANG MOZART
3 WEEKS AGO



Name: _____

Date: _____

Wolfgang Amadeus Mozart Listening Journal

We Listened to:

By: _____

The Mood Was:

- | | | | |
|-------|--------------------------|----------|--------------------------|
| Happy | <input type="checkbox"/> | Excited | <input type="checkbox"/> |
| Sad | <input type="checkbox"/> | Confused | <input type="checkbox"/> |
| Angry | <input type="checkbox"/> | Peaceful | <input type="checkbox"/> |

CAN CHOOSE MORE THAN ONE!

Instruments
Used:

This song was:

- Loud Both
(It changed)
- Soft

The Tempo Was:

- Fast Both
(It changed)
- Slow



This song made me think of:

Name: _____

Date: _____

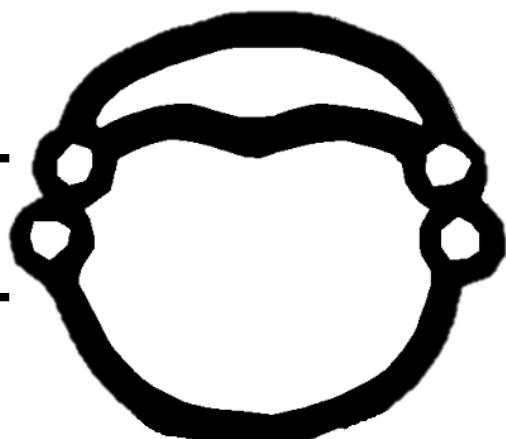
Mozart Listening Activity

As you listen to each song, write down all the different instruments you hear. Then in the circle, draw a face that describes the mood of the music.

LACRIMOSA

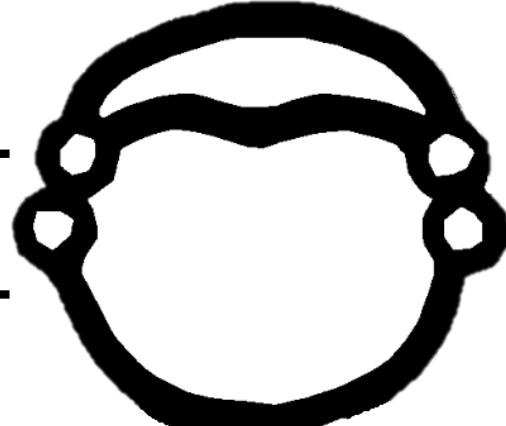
INSTRUMENTS:

MOOD:



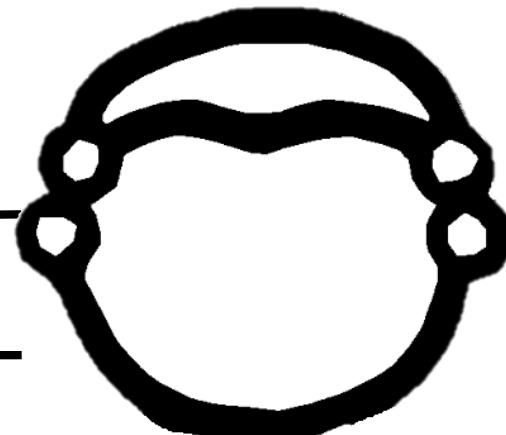
SYMPHONY # 40

INSTRUMENTS:



PIANO CONCERT
#21

INSTRUMENTS:



Name:

Date:

SCOTT JOPLIN

Family & Childhood

Fun Facts

Birth Place

Year of
Birth & Death

Era

Main Instrument

Famous Works

