



Write, Play, and Hear Your Theory Every Day®

Helen Marlais with Peggy O'Dell and Kristen Avila



Learn Your Theory

Count and Hear Your Theory

Write and Play Your Theory

Lesson Day

Write, play, and hear your theory ev-'ry day!

f

A musical staff in 4/4 time with a treble clef. The melody is: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), B4-A4 (beamed eighth notes), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter). A slur covers the last four notes (C5, B4, A4, G4). A fermata is placed over the final G4. The lyrics are written below the notes. A dynamic marking *f* is at the end.

ABOUT THE SERIES

This series is designed to help students learn their theory in the most beneficial way—by playing, writing, and combining it with ear training at the same time! Students are asked to write the answers to theory examples, play them, and then do ear training activities to reinforce each theory concept. The recordings can be used at the lesson or at home to further reinforce the student’s knowledge of theory and ear training.

Students will develop their skills with note and interval recognition, scales, triads, chords, key recognition, and other aspects of theory and ear training. Starting in Book 2, there is an entire unit on music analysis as well as a final test. It is here students synthesize everything they have learned throughout the book.

Throughout this series, new concepts are gradually introduced to provide adequate reinforcement of each concept. In every unit, a new theory concept is followed by ear training and rhythmic activities, entitled, “Count and Hear Your Theory,” as well as “Write and Play Your Theory” activities. The last activity, “Lesson Day,” is a good way for teachers to see the progress students are making. The manageable task size and carefully structured format of each unit make progress immediately noticeable, which helps to motivate students.

Students can use these books to prepare for:

- Theory and ear training, beginning to advanced levels
- MTNA curriculums throughout the country
- National Guild of Piano Teachers
- Certificate of Merit (Music Teachers Association of California)
- College entrance exams in music

There is an Answer Key book to correlate with each student book.

When using the recordings, students will hear two measures of metronome clicks before each example begins. Recorded by Dr. Kevin Olson.

Write, Play, and Hear Your Theory icons used in this book.

Learn Your Theory



Rhythm



Ear Training



Piano Playing



Writing



Write, Play, and Hear Your Theory Every Day[®]

Helen Marlais with Peggy O'Dell and Kristen Avila



T H E
F · J · H
M U S I C
C O M P A N Y
I N C.
Frank J. Hackinson

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ABOUT THE AUTHORS



Dr. Marlais is one of the most prolific authors in the field of educational piano books and an exclusive writer for The FJH Music Company Inc. The critically acclaimed and award-winning piano series, *Succeeding at the Piano® A Method for Everyone*, *Succeeding with the Masters®*, *The Festival Collection®*, *In Recital®*, *Sight Reading and Rhythm Every Day®*, *Write, Play, and Hear Your Theory Every Day®*, and *The FJH Contemporary Keyboard Editions*, among others, included in *The FJH Pianist's Curriculum®* by Helen Marlais, are designed to guide students from the beginner through advanced levels. Dr. Marlais has given pedagogical workshops in virtually every state in the country and is an FJH showcase presenter at the national piano teachers' conventions. As well as being the Director of Keyboard Publications for The FJH Music Company, Dr. Marlais is also an Associate Professor of Music at Grand Valley State University in Grand Rapids, Michigan, where she teaches piano majors, directs the piano pedagogy program, and coordinates the young beginner piano program. She also maintains an active piano studio of beginner through high school age award-winning students. Dr. Marlais has performed and presented throughout the U.S., Canada, South Korea, Italy, England, France, Hungary, Turkey, Germany, Lithuania, Estonia, China, Australia, New Zealand, and Russia. She has recorded on Gasparo, Centaur and Audite record labels with her husband, concert clarinetist Arthur Campbell. Their recording, *Music for Clarinet and Piano*, was nominated for the 2013 *International Classical Music Awards*, one of the most prestigious distinctions available to classical musicians today. She has also recorded numerous educational piano CD's for Stargrass Records®. She has performed with members of the Chicago, Pittsburgh, Minnesota, Grand Rapids, Des Moines, Cedar Rapids, and Beijing National Symphony Orchestras, and has premiered many new works by contemporary composers from the United States, Canada, and Europe.

Dr. Marlais received her DM in piano performance and pedagogy from Northwestern University, her MFA in piano performance from Carnegie Mellon University, and was awarded the Outstanding Alumna in the Arts from the University of Toledo, where she received her bachelor of music degree. Visit: www.helenmarlais.com



Peggy O'Dell has been a piano teacher for over 25 years, having taught students in her private music studio as well as classes at Diablo Valley College in Pleasant Hill, California. She received a bachelor of music education degree from the University of Kansas and holds a master's degree in music theory and composition from California State University in Hayward, California. Her piano instructors have included Hazel Troeger, a student of concert pianist Myra Hess, and Alexander Lieberman, a student of Egon Petri.

After teaching piano for over 15 years, she decided to pursue post-graduate studies in film scoring at the University of Southern California. While a student there, she received an award from B.M.I. for the most outstanding student film score, which was written for full orchestra. She was also a guest lecturer at UCLA on the subject of piano pedagogy. She is an active member and past president of the Contra Costa County branch of the California Music Teachers' Association. As a member of this association, she entered the state composition contest for teachers, won first place, and her winning two-piano work was performed at the annual state convention. Peggy currently resides in Alamo, California where she continues to teach piano to students of all ages and abilities.



Kristen Avila runs an active piano studio, and especially enjoys teaching her students through games and activities. She has received piano pedagogy certificates from Indiana-Purdue University in Fort Wayne, Indiana; and from Grand Valley State University in Grand Rapids, Michigan. She is active in her local chapter of GMMTA, and has recently earned MMTA certification for the state of Michigan. She studies piano with Dr. Helen Marlais, and has been a member of Sigma Alpha Iota and Phi Kappa Phi. Kristen lives in Muskegon, Michigan with her husband, Jim, and their six children. She enjoys scrapbooking, cross stitching, camping, and playing cards (especially euchre).

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Learn Your Theory

Staff Notes

The diagram shows a piano keyboard with notes labeled from F to G. Below the keyboard, a musical staff with treble and bass clefs shows a sequence of notes from low F to high G.

Play all of these notes, from low F to high G.



Learn Your Theory

Guide Notes

The musical staff shows guide notes: Low G, Bass C, Bass F, Middle C, Treble G, Treble C, High G.

Find and play each guide note.

Memory Helpers

LINE NOTES: Every Good Boy Does Fine
SPACE NOTES: F A C E
Grandmother Bakes Doughnuts For Alice
All Cars Eat Gas



Find and play these notes, hands separately.

Write and Play Your Theory



Staff Notes



A guide note is shown in each measure below. Using this guide note to help you, find the other note and play it. Then, write the letter name of each note.

A musical staff with a treble clef and a bass clef. The treble clef has a guide note on the second line (D4) and a note on the first space (C4). The bass clef has a guide note on the second space (F3) and a note on the first line (E3). There are six measures in total, each with a guide note and a target note.

— — — — — —

A musical staff with a treble clef and a bass clef. The treble clef has a guide note on the second space (F4) and a note on the first space (E4). The bass clef has a guide note on the first line (G2) and a note on the first space (F2). There are six measures in total, each with a guide note and a target note.

— — — — — —

A musical staff with a treble clef and a bass clef. The treble clef has a guide note on the first space (C4) and a note on the second line (D4). The bass clef has a guide note on the first line (G2) and a note on the first space (F2). There are six measures in total, each with a guide note and a target note.

— — — — — —



Play them on the piano.



Learn Your Theory

Note Values

New notes:

 = two eighth notes = 1 beat

Review of notes:

 = quarter note = 1 beat

 = half note = 2 beats

 = dotted half note = 3 beats

 = whole note = 4 beats



Rhythm



Add the note values and write in the total beats.

 = ___ beats

 = ___ beats

 = ___ beats

 = ___ beats

Review of Time Signature

4 = 4 beats in each measure.

4 = a quarter note (♩) gets 1 beat.

3 = 3 beats in each measure.

4 = a quarter note (♩) gets 1 beat.



Ear Training



First, play and count aloud. Then, play and sing or say the names of the notes.

1

Write and Play Your Theory



Staff Notes



What words do these notes spell? Play each note and then write down the letter name. The first one is done for you.

B E G _ _ _ _ _ _ _ _ _

Review of Rests

 = quarter rest = 1 beat

 = half rest = 2 beats

 = whole rest = 4 beats or the whole measure



Rhythm



Draw *one* note that has the same number of beats as the rest in $\frac{4}{4}$.

 =
note

 =
note

 =
note



Rhythm



Write the counting under these notes. The first measure is done for you. $\left(\begin{matrix} \text{♪} & \text{♪} \\ 1 + & 1 + \end{matrix} \right)$

1 + 2 + 3 + 4 +



Rhythm Clapback



Your teacher will clap *one* of the rhythms below.



2



Clap back the one you hear. Now, clap the other one.

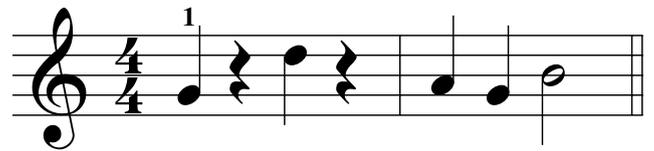


Keyboard Playback



Your teacher will play *one* of the musical examples below.

3



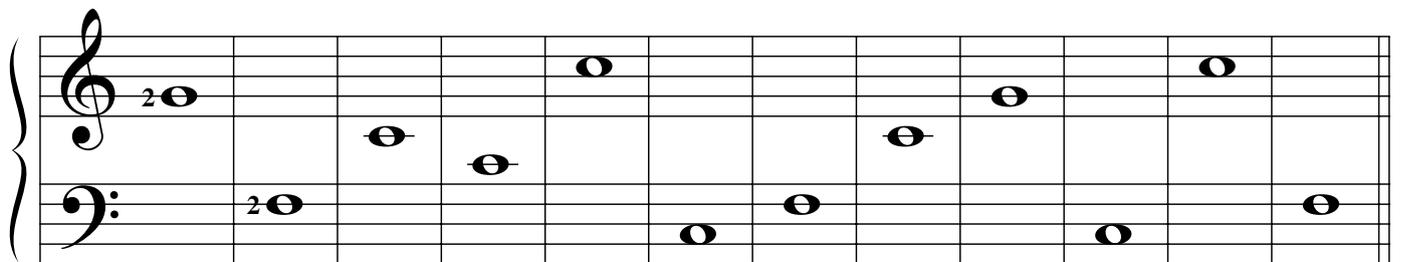
Play back the one you hear. Now, play the other one.



Staff Notes



Your teacher will point to the notes on the staff below in **RANDOM** order. Play *and* name each note as it is pointed to. Use **ONLY** finger number 2.





Intervals

Interval — the distance between two notes on the staff or the keyboard, such as 2nd, 3rd, 4th, or 5th.

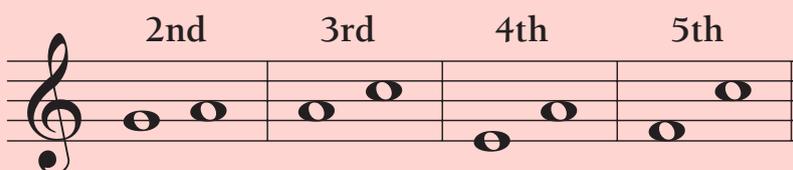
2nd — no notes are skipped.

3rd — one note is skipped.

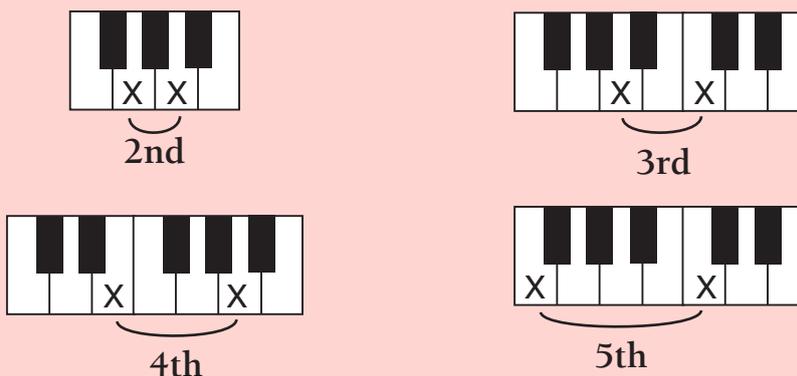
4th — two notes are skipped.

5th — three notes are skipped.

on the staff



on the keyboard



Intervals



Name each interval: 2nd, 3rd, 4th, or 5th. The first one is done for you. Then play them.

2nd _____

Write and Play Your Theory



Intervals



Name each interval: 2nd, 3rd, 4th, or 5th. Then play them.



Draw intervals above or below the given notes.

down a 5th

down a 2nd

up a 4th

down a 3rd



Staff Notes



First, play this piece. Second, write the letter name of each note.

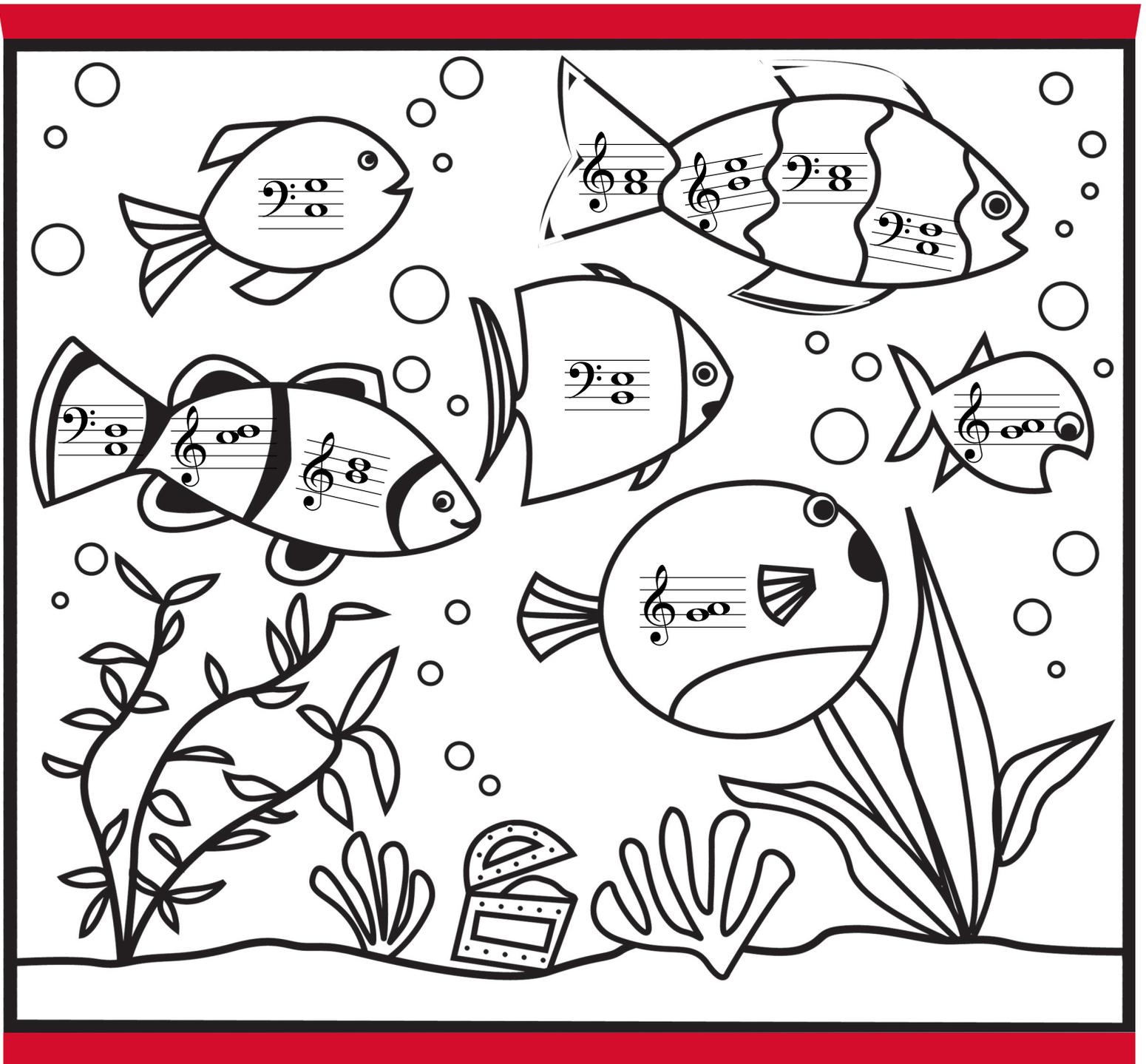
6

Colorful Aquarium

Below is supposed to be a beautiful fish tank filled with colorful fish, but where are all of the colors? Using the guide below, you can make the plain fish beautiful! When you are done with the fish, you can color the rest of the tank!

GUIDE

<u>Interval</u>	=	<u>Color</u>
2nd	=	red
3rd	=	orange
4th	=	yellow
5th	=	green





Rhythm Clapback



Your teacher will clap *one* of the rhythms below.

7

Clap back the one you hear. Now, clap the other one.



Ear Training



Your teacher will play *one* of the intervals in each musical example below. Which one did you hear, A or B? Circle it.

8



Keyboard Playback



Your teacher will play *one* of the musical examples below.

9

Play back the one you hear. Now, play the other one.



Staff Notes



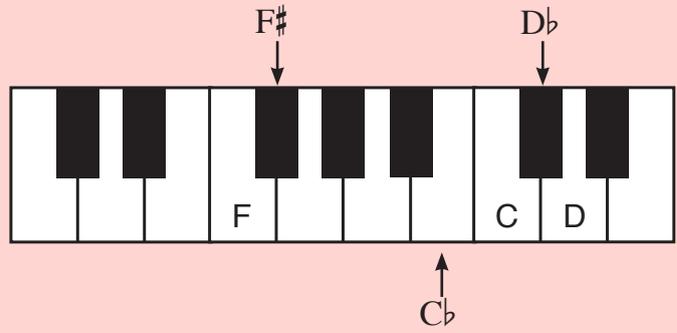
Your teacher will point to the notes on the staff below in RANDOM order. Play *and* name each note as your teacher points to it. Use finger number 2.



Sharps and Flats

sharp (#) — the closest key to the right.

flat (b) — the closest key to the left.

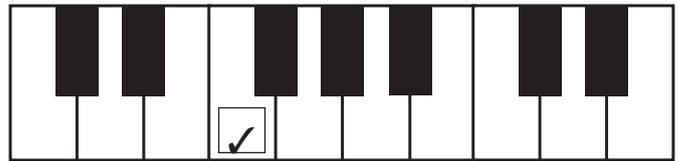


Staff Notes

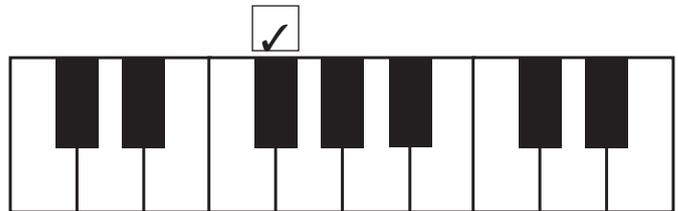


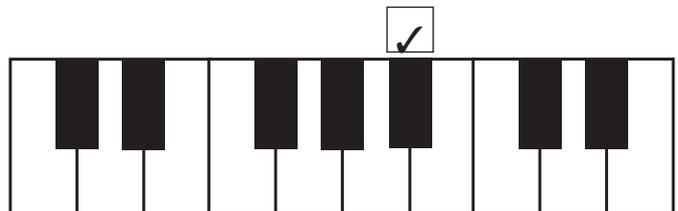
Match the notes on the left with the keys that are checked on the right. The first one is done for you.

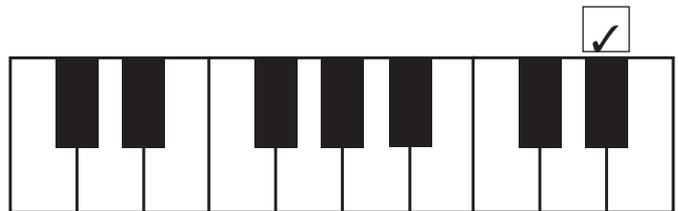




_____ **a.**





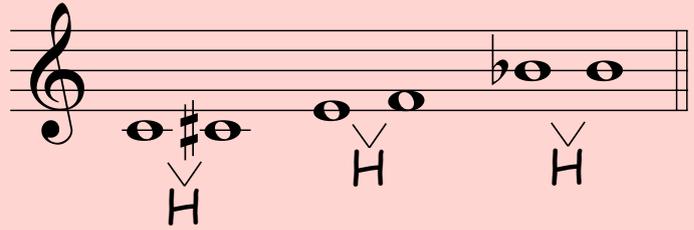
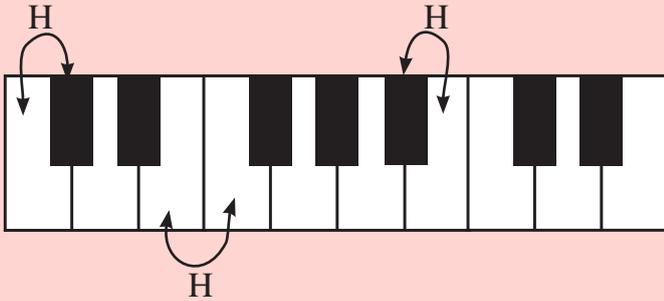




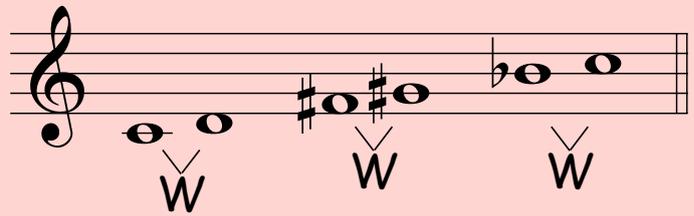
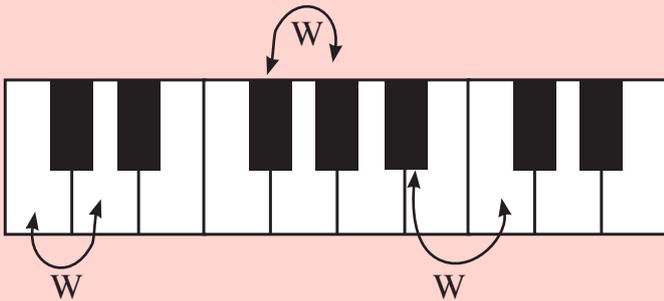
Learn Your Theory

Half Steps and Whole Steps

Half step — from one key to the very next key, white or black.



Whole step — two half steps combined.



Write and Play Your Theory

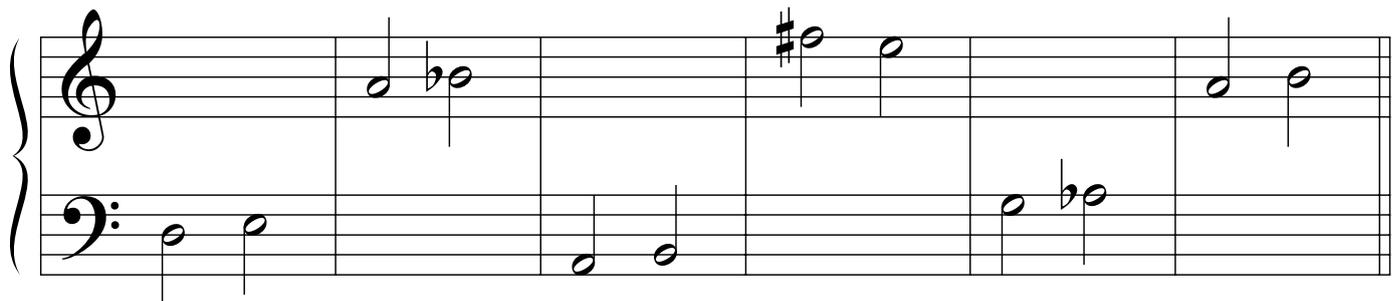


Half and Whole Steps



Write W for whole step and H for half step. Then play the intervals.





The Half Step and Whole Step Dance

The two dance instructors below need your help! One instructor teaches a dance called the half-step dance, and the other teaches a dance called the whole-step dance. They were in a hurry to get to class when they collided! All of their instructions flew into the air and became mixed-up. Please help them by matching the whole steps with the whole step dance instructor, and the half steps with the half step dance instructor.



Count and Hear Your Theory



Rhythm



Draw a line from each note to the correct name.

	two eighth notes
	dotted half note
	half note



Write the counting under these notes. Then add the bar lines.

$\frac{3}{4}$												
$\frac{4}{4}$												



Staff Notes



First, play and count aloud. Second, play and sing or say the notes.

10

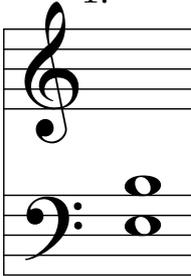
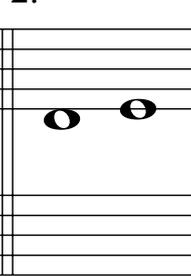
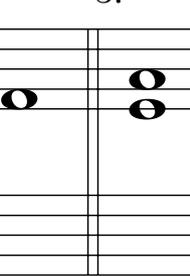
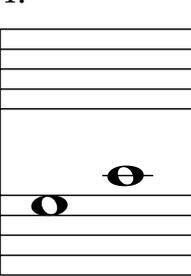


Ear Training



Your teacher will play *one* of the intervals in each musical example below. Which one did you hear, A or B? Circle it.

11

1.	2.	3.	4.
			
A B	A B	A B	A B

Write and Play Your Theory



Staff Notes



Write the letter name of each note. The first one is done for you. Then play each note.

A musical staff with two staves (treble and bass clef). The notes are: Treble clef: Gb, F, E, D, C, B, A, G. Bass clef: G, F, E, D, C, B, A, G. Below the staff is a line with eight blank spaces for writing the letter names. The first space contains 'Gb'.



Half and Whole Steps



Write W for whole step and H for half step. Then play them.

A musical staff with two staves (treble and bass clef). The notes are: Treble clef: G, A, B, C, D, E, F, G. Bass clef: G, F, E, D, C, B, A, G. Below the staff is a line with eight blank spaces for writing 'W' or 'H'.



Intervals



Draw intervals above or below the given note. Then play the intervals.

A musical staff with four notes: G, F, E, G. Below each note is a label: 'up a 4th', 'up a 2nd', 'down a 3rd', 'up a 5th'. Below these labels are blank lines for drawing intervals.



Rhythm Clapback



Your teacher will clap *one* of the rhythms below.



12



Clap back the one you hear. Now, clap the other one.



Ear Training



Your teacher will play *one* of the intervals in each musical example below. Name the one you hear. Example: 2nd, 3rd, 4th, or 5th. Circle it.

13

1.	2.	3.	4.
 5th	 3rd	 2nd	 4th
 4th	 5th	 3rd	 2nd



Staff Notes



Your teacher will point to the notes on the staff below in **RANDOM** order. Play *and* name each note as your teacher points to it. Use finger number 2.

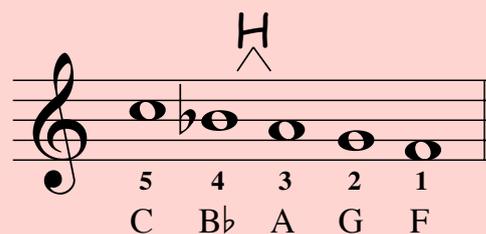
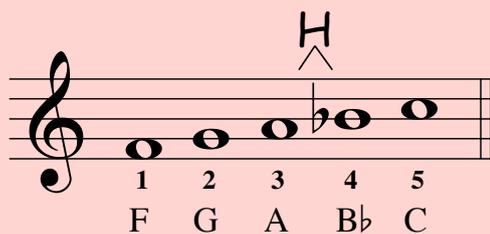
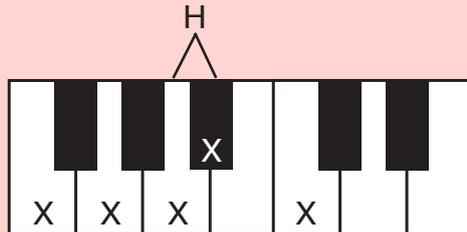


Learn Your Theory

Major Five-Finger Pattern

A *Major* five-finger pattern is made up of all whole steps except a half step between the 3rd and 4th keys.

F Major Five-Finger Pattern*

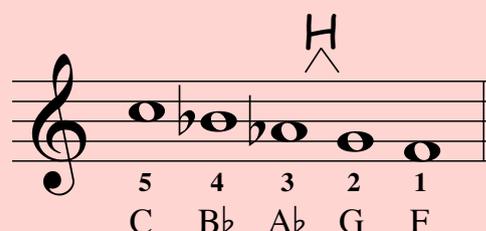
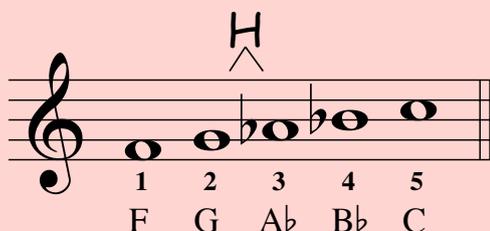
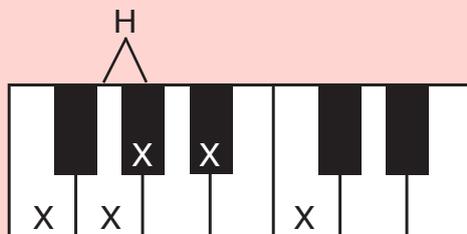


Learn Your Theory

Minor Five-Finger Pattern

A *minor* five-finger pattern is made up of all whole steps except a half step between the 2nd and 3rd keys.

f minor Five-Finger Pattern*



* Use upper case letters for Major and lower case letters for minor. Ex. F Major or f minor.

Write Your Theory



Major and Minor Five-Finger Patterns



Name each five-finger pattern. Mark the half step. Then, indicate if it is Major or minor. The first one is done for you.

Bass clef staff with notes: C2, D2, E2, F2, G2. A brace under the interval between F2 and G2 is labeled with the letter 'H'.

C Major

Treble clef staff with notes: C4, D4, E4, F4, G4.

Bass clef staff with notes: C2, D2, E2, F2, G2.

Treble clef staff with notes: C4, D4, E4, F4, G4.

Bass clef staff with notes: C2, D2, E2, F2, G2.

Treble clef staff with notes: C4, D4, E4, F4, G4.

Bass clef staff with notes: C2, D2, E2, F2, G2.

Treble clef staff with notes: C4, D4, E4, F4, G4.

Count and Hear Your Theory



Rhythm



Add the beats and give the total for the following time signatures.

$$\frac{4}{4} \text{ } \textcircled{\bullet} + \textcircled{\bullet\bullet} + \text{---} + \textcircled{\bullet} = \text{---} \text{ beats}$$

$$\frac{4}{4} \text{ } \textcircled{\bullet} + \textcircled{\bullet} + \textcircled{\text{Z}} + \text{---} = \text{---} \text{ beats}$$



Draw *one* note to complete each measure.

$\frac{4}{4}$

$\frac{3}{4}$



Ear Training



Your teacher will play *both* pitches in each musical example below. Which pitch do you hear *first*, A or B? Circle it.

14

1. 2. 3. 4. 5.

A B A B A B A B A B



Your teacher will play *one* of the five-finger patterns in each musical example below. Which one did you hear, Major or minor? Circle it.

15

1. 2.

Major minor Major minor

Write and Play Your Theory



Half and Whole Steps



Are these half steps or whole steps? Write W for whole step and H for half step. Then play the notes.



Staff Notes



Write the letter name of each note. The first one has been done for you. Then play the notes.



Major and Minor Five-Finger Patterns



Name each five-finger pattern. Indicate if it is Major or minor. Ex. C Major, f minor. Then play each pattern.

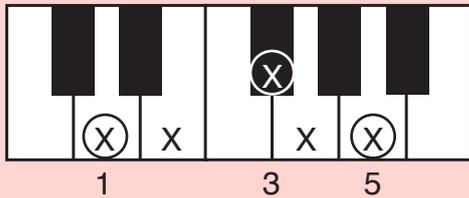


Learn Your Theory

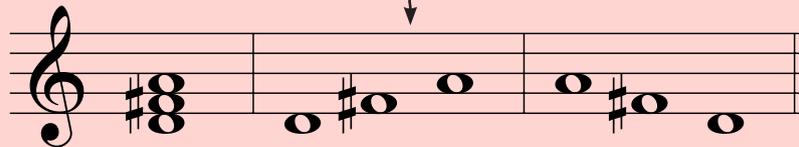
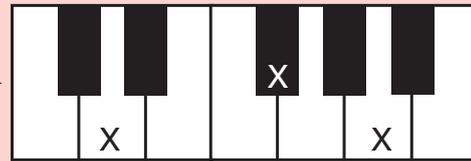
Major Triad

A *Major triad* is made up of the 1st, 3rd, and 5th notes of a Major five-finger pattern.

D Major five-finger pattern



D Major triad

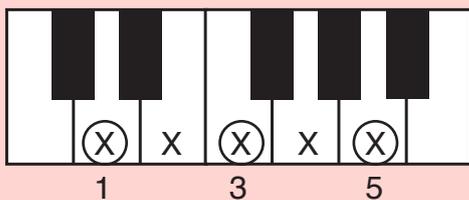


Learn Your Theory

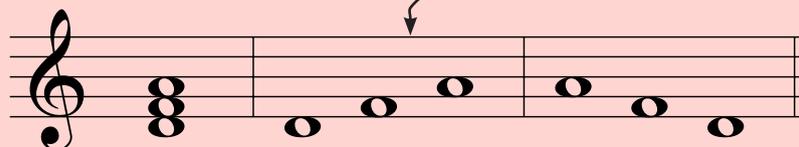
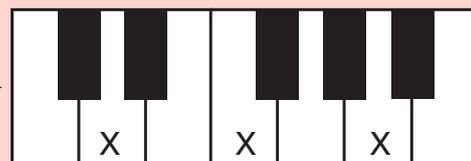
Minor Triad

A *minor triad* is made up of the 1st, 3rd, and 5th notes of a minor five-finger pattern.

d minor five-finger pattern



d minor triad



Write and Play Your Theory



Name each triad. Indicate if it is Major or minor. The first one has been done for you. Then play the triads.



Treble clef staff with three measures. The first measure contains a C Major triad (C4, E4, G4) and is labeled "C Major" in red. The second measure contains a Bb Major triad (Bb3, D4, F4). The third measure contains a C Major triad (C4, E4, G4). Below each measure is a dashed line for labeling.

Bass clef staff with three measures. The first measure contains a C Major triad (C3, E3, G3). The second measure contains a Bb Major triad (Bb2, D3, F3). The third measure contains a C Major triad (C3, E3, G3). Below each measure is a dashed line for labeling.

Treble clef staff with three measures. The first measure contains a Bb Major triad (Bb3, D4, F4). The second measure contains a C Major triad (C4, E4, G4). The third measure contains a C# Major triad (C#4, E4, G4). Below each measure is a dashed line for labeling.

Bass clef staff with three measures. The first measure contains a Bb Major triad (Bb2, D3, F3). The second measure contains a C# Major triad (C#3, E3, G3). The third measure contains a Bb Major triad (Bb2, D3, F3). Below each measure is a dashed line for labeling.



Learn Your Theory

Note Values

= eighth note = 1/2 beat

= eighth rest = 1/2 beat

Count and Hear Your Theory



Rhythm



Write the names of these notes and rests.

= _____

= _____

= _____

= _____

= _____

= _____



Add the notes and rests and give the total number of beats.

+ + + + + = ___ beats

+ + + + = ___ beats

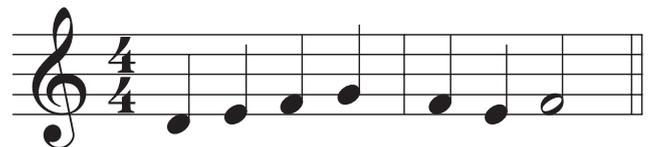


Ear Training



Your teacher will play *one* of the musical examples below. Which one do you hear? Circle it.

19



Your teacher will play *one* of the triads in each musical example below. Which one did you hear, Major or minor? Circle it.

20

1. G Major g minor

2. D Major d minor

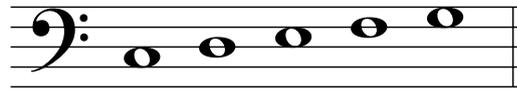
Write and Play Your Theory

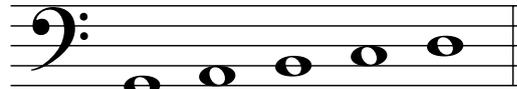
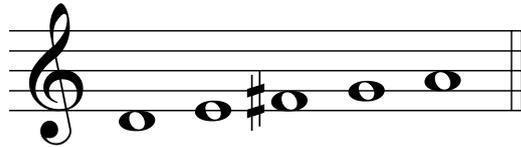


Major and Minor Five-Finger Patterns



Name each five-finger pattern. Indicate if it is Major or minor. Then play each pattern.



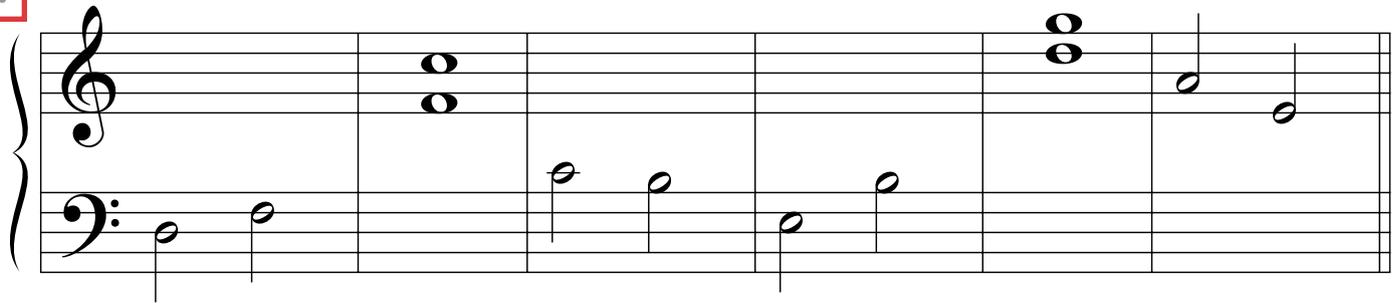




Intervals



Name each interval: 2nd, 3rd, 4th, or 5th. Then play them.

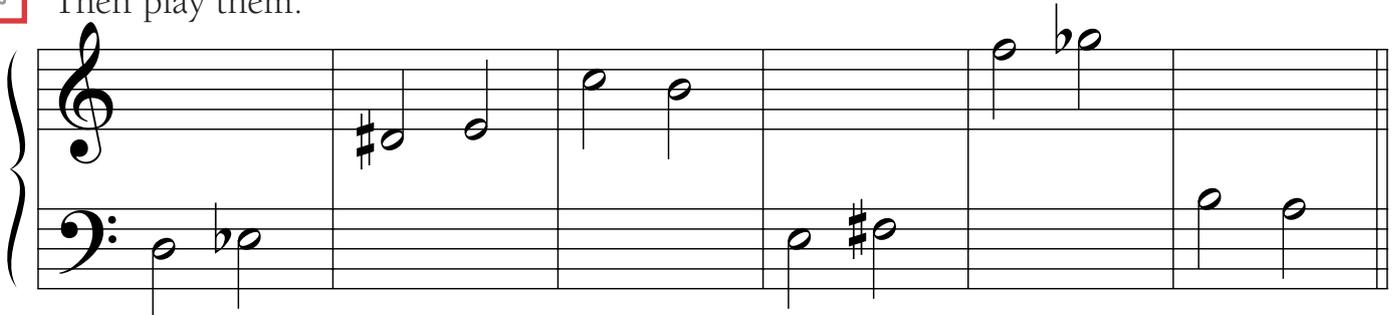




Half and Whole Steps



Are these half steps or whole steps? Write W for whole step and H for half step. Then play them.

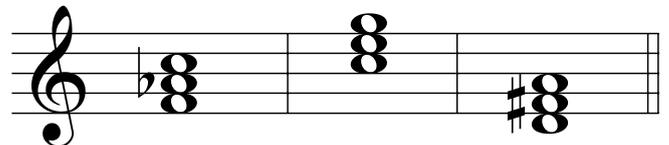
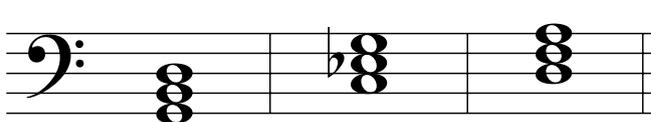




Major and Minor Triads



Name each triad. Indicate if it is Major or minor. Then play them.



□ □ □

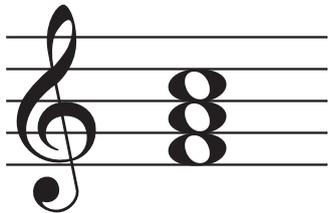
□ □ □

Major and Minor

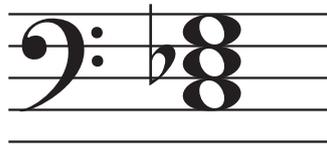
Each of the triads below need to be labeled and then filed in the correct box. Look at and play the following triads. Choose a word from the word list to describe that triad, and label it Major or minor so it can be filed in the correct box.

Word List

bright
dark
sad
cloudy
sunny
yellow
grey
laugh
cry



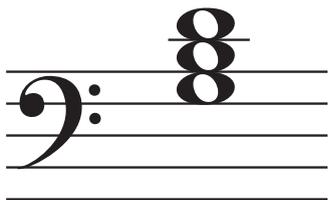
Word: _____
Circle: Major / minor



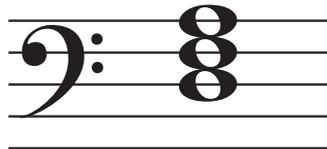
Word: _____
Circle: Major / minor



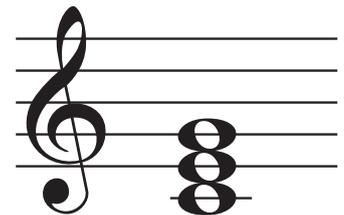
Word: _____
Circle: Major / minor



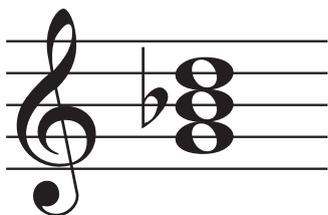
Word: _____
Circle: Major / minor



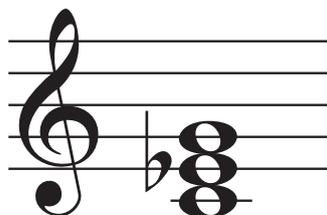
Word: _____
Circle: Major / minor



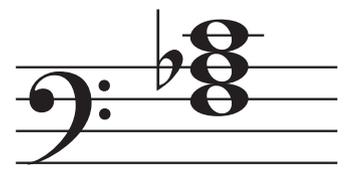
Word: _____
Circle: Major / minor



Word: _____
Circle: Major / minor



Word: _____
Circle: Major / minor



Word: _____
Circle: Major / minor



Rhythm Clapback



Your teacher will clap *one* of the rhythms below.

21

Clap back the one you hear. Now, clap the other one.



Ear Training



Your teacher will play *one* of the five-finger patterns in each musical example below. Which one did you hear? Major or minor? Circle it.

22



Keyboard Playback



Your teacher will play *one* of the musical examples below.

23

Play back the one you hear. Now, play the other one.



Staff Notes



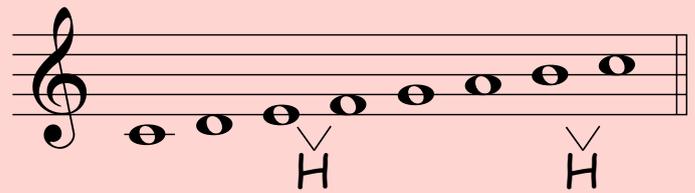
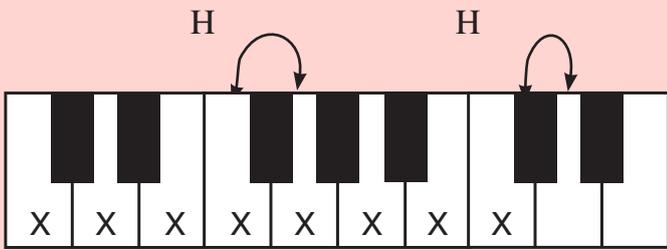
Your teacher will point to the notes on the staff below in RANDOM order. Play *and* name each note as your teacher points to it. Use finger number 2.



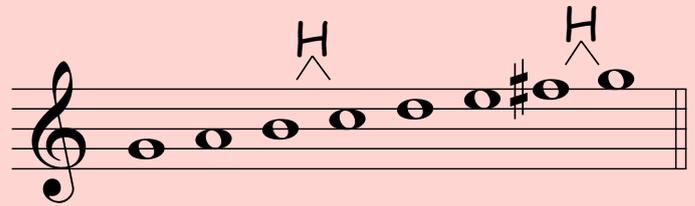
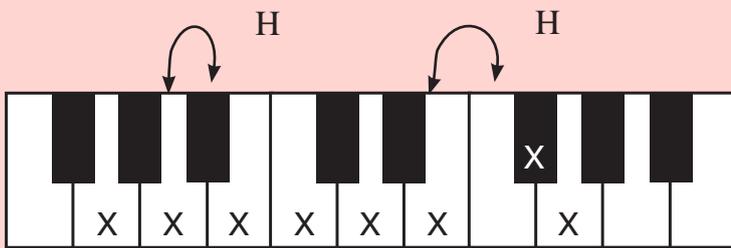
Scales — C, G, and F Major

A major scale consists of all whole steps, *except* there are half steps between the 3rd and 4th and the 7th and 8th degrees (notes).

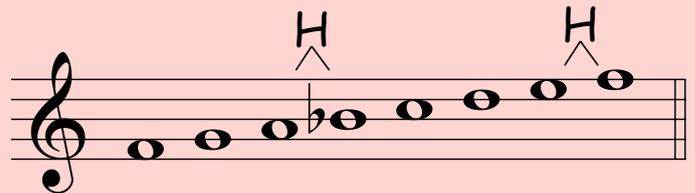
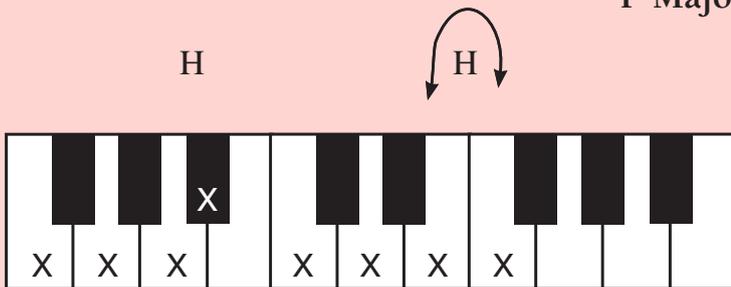
C Major scale



G Major scale



F Major scale



Write and Play Your Theory

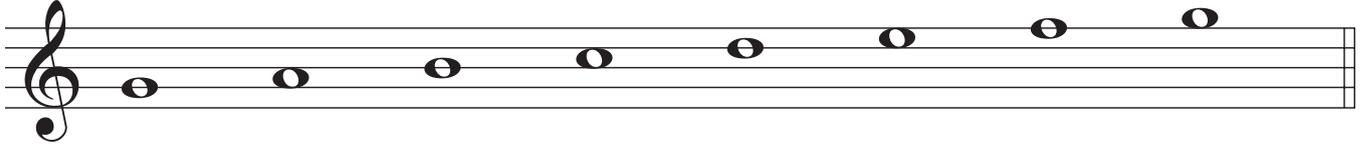


Scales

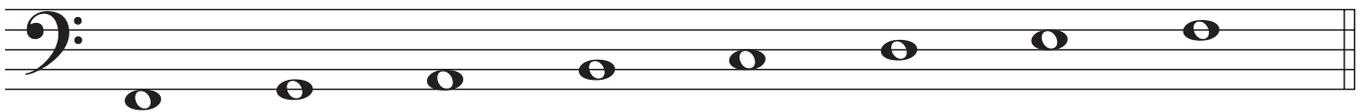


Add the correct sharp (#) or flat (b) to form these Major scales. Then play them.

G Major Scale



F Major Scale

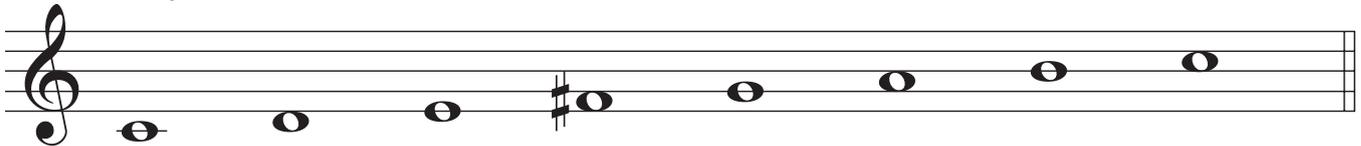


Scales

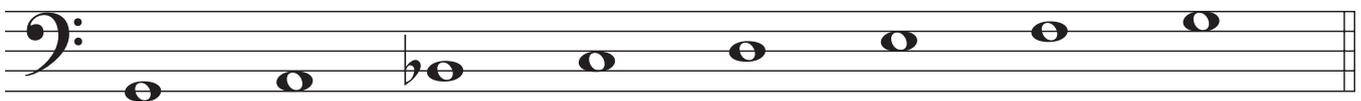


What is WRONG with the following scales? Fix them, and then play them.

C Major Scale



G Major Scale



Count and Hear Your Theory



Rhythm



Put a check (✓) by the correct time signature.

$\frac{3}{4}$

$\frac{3}{4}$



Ear Training



Your teacher will play the pitches below in *any* order.

Which one did you hear *first*, A or B? Circle it.

1. 2. 3. 4. 5.

A B A B A B A B A B

24



First, play and count aloud. Second, play and sing or name the notes.

$\frac{4}{4}$

1

25

Write and Play Your Theory



Scales



Fill in the blanks below.

The _____ Major scale has 1 flat. The name of the flat is _____ .

The _____ Major scale has 1 sharp. The name of the sharp is _____ .

The _____ Major scale has no sharps or flats.



Half and Whole Steps



Are these half steps or whole steps? Write W for whole step and H for half step. Then play them.

A grand staff with two staves. The top staff is treble clef and the bottom is bass clef. The notes are: Treble: G4, A4, B4, C5, D5, E5; Bass: C4, D4, E4, F4, G4, A4.



Five-Finger Patterns



Name these five-finger patterns. Indicate if it is Major or minor. Then play each pattern.

Treble clef, notes: C4, D4, E4, F#4, G4.

Bass clef, notes: G3, F3, E3, D3, C3.

Bass clef, notes: C3, D3, E3, F3, G3.

Treble clef, notes: C4, D4, E4, F4, G4.



Rhythm Clapback



Your teacher will clap *one* of the rhythms below.

26

Two musical staves in 4/4 time. The first staff shows two measures: the first has a quarter note followed by a whole rest; the second has a quarter note followed by a quarter rest. The second staff shows two measures: the first has a quarter note followed by a quarter note with a fermata; the second has a quarter note followed by a quarter note.

Clap back the one you hear. Now, clap the other one.



Ear Training



Your teacher will play *one* of the triads in each musical example below. Which one did you hear? Major or minor? Circle it.

27

Two musical examples. Example 1 is on a treble clef staff and shows two triads: a C major triad (C-E-G) and a C minor triad (C-Eb-G). Example 2 is on a bass clef staff and shows two triads: a C major triad (C-E-G) and a C minor triad (C-Eb-G).



Keyboard Playback



Your teacher will play *one* of the musical examples below.

28

Two musical staves in 4/4 time, both on bass clef. The first staff shows a sequence of notes: C2, D2, E2, F2, G2, A2, B2, C3. The second staff shows a sequence of notes: C2, D2, E2, F2, G2, A2, B2, C3.

Play back the one you hear. Now, play the other one.



Staff Notes



Your teacher will point to the notes on the staff below in RANDOM order. Play *and* name each note as your teacher points to it. Use finger number 2.

A grand staff with two staves. The treble clef staff contains notes: C4, D4, E4, F4, G4, A4, B4, C5. The bass clef staff contains notes: C2, D2, E2, F2, G2, A2, B2, C3.



Key Signatures — C, G, and F Major

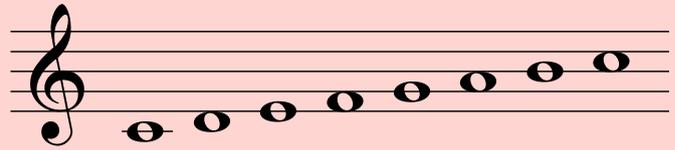
A key signature is the sharps (#) or flats (b) next to the treble and bass clef.

The C Major key signature with no # or b



means

the composer used the C Major scale, which has no # or b, to write the music.

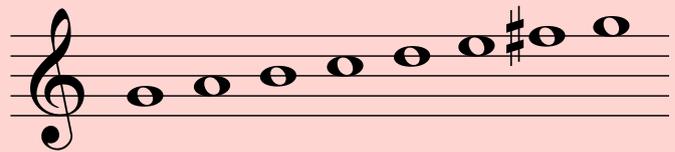


The G Major key signature with an F#



means

the composer used the G Major scale, which has an F#, to write the music.



The F Major key signature with a Bb



means

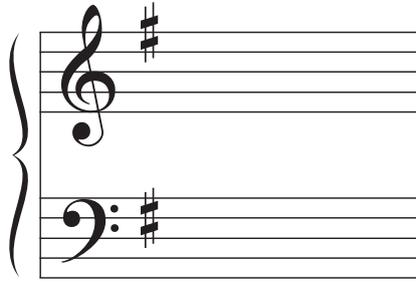
the composer used the F Major scale, which has a Bb, to write the music.



Write Your Theory



How quickly can you label these key signatures?



___ Major



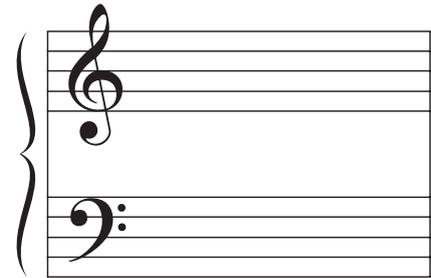
___ Major



___ Major



___ Major



___ Major



___ Major

Count and Hear Your Theory



Rhythm



Name these notes and rests.

○ = _____

♩ = _____

▬ = _____

▬ = _____

♩. = _____

⋈ = _____



Draw *one* rest to complete each measure.

4/4 | ♩ ♩ | | ♩ ♩ ♩ | | ♩ ♩ ♩ | |

3/4 | ♩ | | ♩ ♩ | | ♩ ⋈ ♩ | |



Ear Training



Your teacher will play *one* of the melodies below.
Which one did you hear? Circle it.

29



Your teacher will play the melodies below. Which one sounds minor? Circle it.

30

Radio Time

The workers at the radio factory need you to finish the job! They have been busy making radios, but forgot to paint them! They left instructions for you on how to color the radios:

Thank you for finishing the job.
Please paint the radios like this:

Middle panel reads:

C Major

G Major

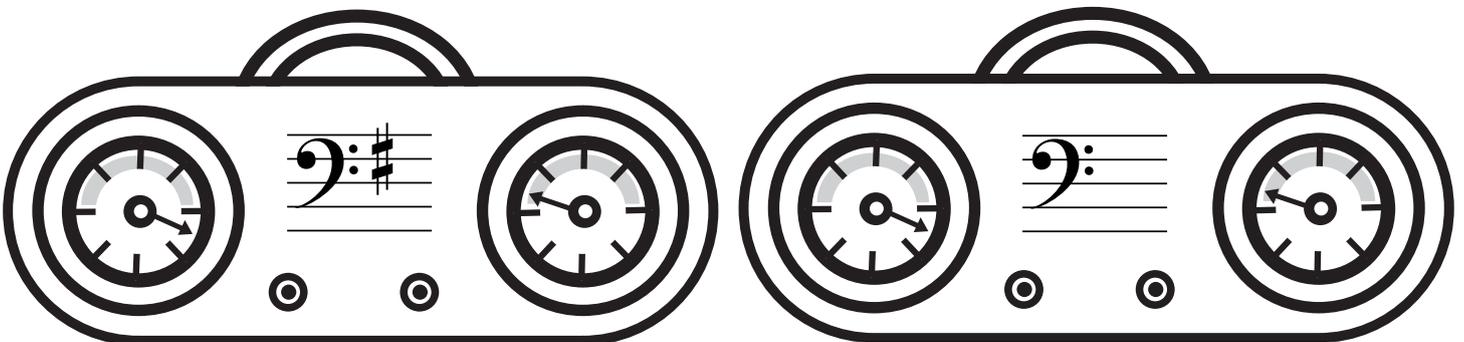
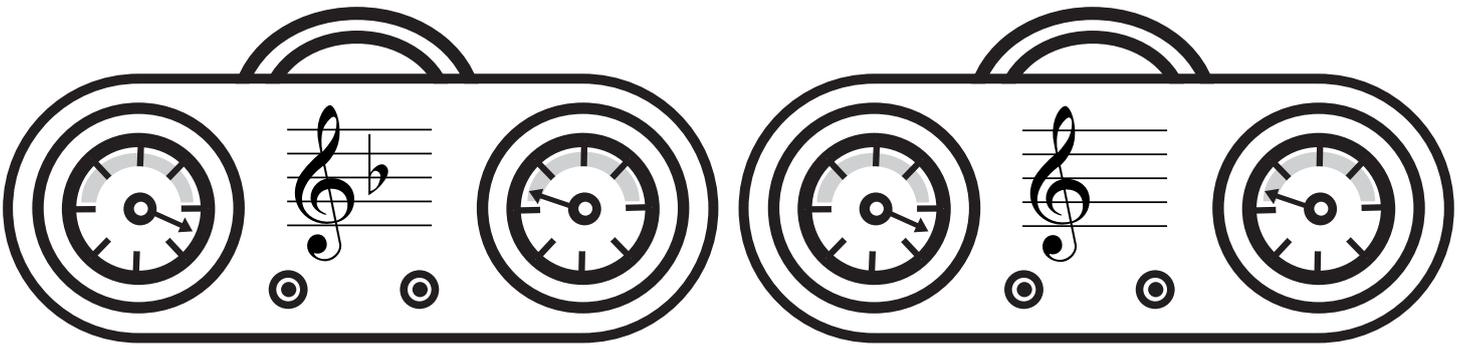
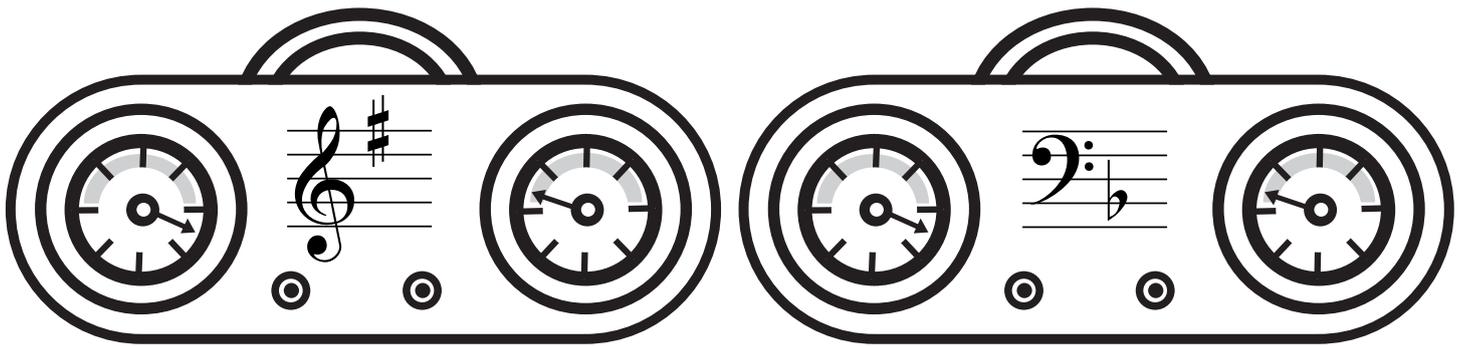
F Major

Color:

Red

Yellow

Blue



Write and Play Your Theory

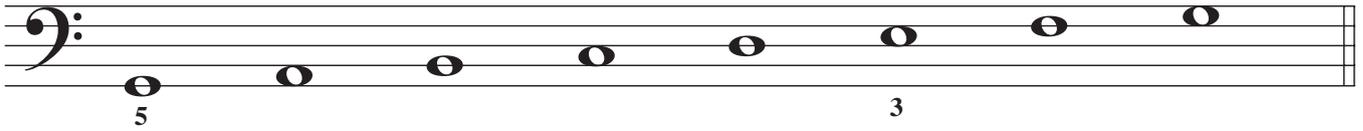


Scales

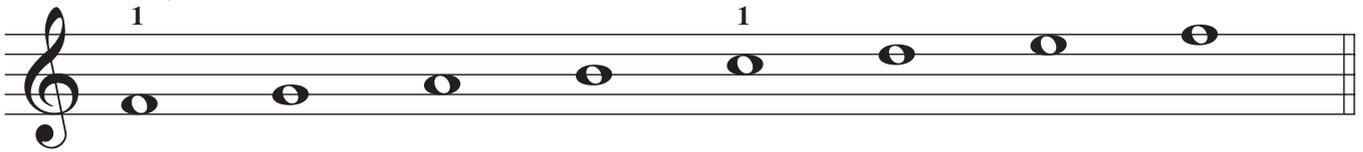


Add the sharp (#) or flat (b) to the correct note to form these Major scales. Then play them.

G Major Scale



F Major Scale



Key Signatures



Draw the key signature (# or b) for F Major.



Draw the key signature (# or b) for G Major.

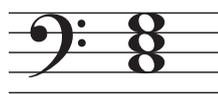


Major and Minor Triads



Add the sharps (#) or flats (b) to form these Major and minor triads. Then play them.

c minor



D Major

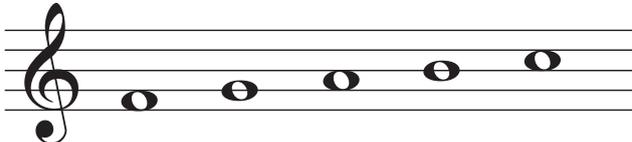


Major and Minor Five-Finger Patterns

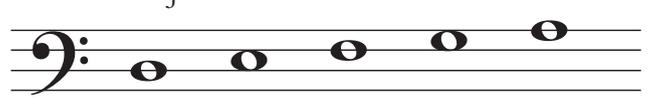


Add the sharps (#) or flats (b) to form these Major and minor five-finger patterns. Then play them.

f minor



D Major





Rhythm Clapback



Your teacher will clap *one* of the rhythms below.

31

Two musical staves in 4/4 time. The first staff shows a sequence of notes: quarter, quarter, quarter, quarter, followed by a whole rest, then quarter, quarter. The second staff shows a sequence of notes: quarter, quarter, quarter, quarter, followed by a whole rest, then quarter, quarter, quarter, quarter.

Clap back the one you hear. Now, clap the other one.



Ear Training



Your teacher will play *one* of the triads in each musical example below. Which one did you hear? Major or minor? Circle it.

32

Two musical examples, each with two triads. Example 1 shows a major triad (C-E-G) and a minor triad (C-Eb-G). Example 2 shows a major triad (C-E-G) and a minor triad (C-Eb-G).



Keyboard Playback



Your teacher will play *one* of the musical examples below.

33

Two musical staves in 3/4 time. Both start with a quarter note on G4 (labeled '5'). The first staff continues with quarter notes on A4, B4, and C5. The second staff continues with quarter notes on A4, B4, and G4.

Play back the one you hear. Now, play the other one.



Staff Notes



Your teacher will point to the notes on the staff below in RANDOM order. Play *and* name each note as your teacher points to it. Notice the key signature!

A grand staff in G major (one sharp). The treble clef staff contains notes: G4, A4, B4, C5, D5, E5, F5, G5. The bass clef staff contains notes: G2, A2, B2, C3, D3, E3, F3, G3.



Vocabulary

a tempo

return to the original tempo

clefs:

treble clef



play the notes above middle C

bass clef



play the notes below middle C

D.C. al fine
*da capo al fine*return to the beginning and play to *fine*

dynamics: the signs that indicate how loud or soft to play

forte

loud

mezzo forte

moderately loud

piano

soft

mezzo piano

moderately soft

crescendo

gradually louder

decrescendo
diminuendo

gradually softer

fine

the end

rit.
ritardando

gradually slower

signs:

accent



louder, stressed, marked

staccato



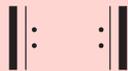
not connected (shorten the note), detached

fermata



hold longer

repeat sign



play the music inside the signs again

slur



a curved line that indicates to play smoothly

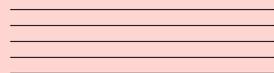
tie



a curved line connecting notes of the same pitch — extends the duration of the note

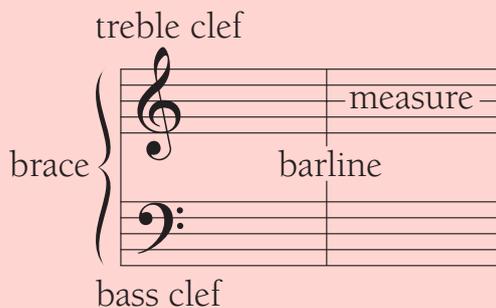
staff and grand staff:

staff



5 lines and 4 spaces

grand staff



treble clef

bass clef

Write Your Theory

Vocabulary



Match these items with the correct meaning or sign.

- | | | | |
|----|-----------------|-------|--------------------------------------|
| a. | | _____ | |
| b. | bass clef | _____ | |
| c. | tie | _____ | |
| d. | accent | _____ | |
| e. | treble clef | _____ | gradually softer — <i>diminuendo</i> |
| f. | <i>staccato</i> | _____ | |
| g. | slur | _____ | |
| h. | repeat sign | _____ | |

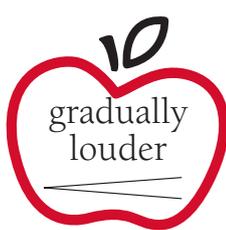
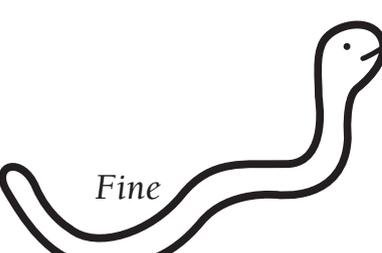
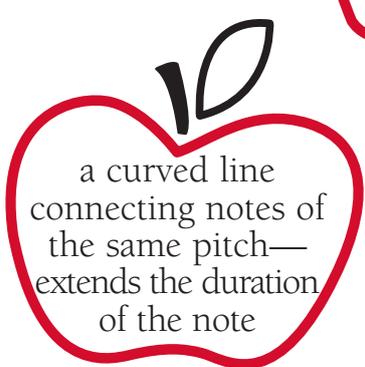
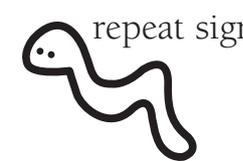


Match these items with the correct meaning or sign.

- | | | | |
|----|------------------------|-------|---|
| a. | fermata | _____ | gradually louder — <i>crescendo</i> |
| b. | grand staff with brace | _____ | loud |
| c. | staff | _____ | |
| d. | <i>piano (p)</i> | _____ | gradually slower |
| e. | <i>al tempo</i> | _____ | return to the beginning and play to <i>fine</i> |
| f. | <i>ritardando</i> | _____ | soft |
| g. | <i>forte (f)</i> | _____ | |
| h. | <i>D.C. al fine</i> | _____ | return to the original tempo |
| i. | | _____ | |

It's Matching Time!

The worms on the sides of the page are very hungry, and they want to eat through some apples! Connect them to the correct apple so they can be full! When you are done, you can color the page.

<i>a tempo</i> 				
<i>D.C. al Fine</i> 				
<i>slur</i> 				
<i>dynamics</i> 				
<i>Fine</i> 				
<i>mezzo piano</i> 				
<i>ritardando</i> 				
				

Write and Play Your Theory



Signs and Terms



Match these signs with the correct meaning.

- a.  _____ gradually slower
- b. *f* _____ play notes above middle C
- c.  _____ play the key one half step lower
- d. *b* _____ loud
- e. *rit.* _____ hold the note longer
- f.  _____ detached, shorten the note



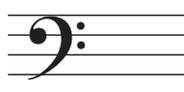
Key Signatures



Put a check (✓) next to the correct answer.

 _____ key of C Major
_____ key of F Major
_____ key of G Major

 _____ key of C Major
_____ key of F Major
_____ key of G Major

 _____ key of C Major
_____ key of F Major
_____ key of G Major



Scales



Add the sharp (#) or flat (b) to form these Major scales. Then play them.

F Major Scale

G Major Scale

39



Listen to track 39.



Answer these questions about the music above. Circle the correct answer.

1. This piece is in the key of F Major G Major
2. The clef that is circled in measure 1 is called a bass clef treble clef
3. The notes circled in measure 2 are called whole notes half notes
4. What triad is formed by the boxed notes in measure 5? C Major F Major
5. Name the rest that is circled in measure 6. half rest whole rest
6. Name the note circled in the left hand in measure 8. D F
7. Name the interval circled in measure 4. 4th 5th

Music Analysis

40

The musical score consists of two systems of two staves each. The first system contains measures 1 through 4, and the second system contains measures 5 through 8. Each measure is numbered in a box above it. In measure 6, two intervals in the right hand are circled in red. In measure 7, a curved line in the left hand is circled in red. In measure 8, a sign in the right hand is circled in red.



Listen to track 40.



Answer these questions about the music above. Circle the correct answer.

1. No time signature is given. What should it be? $\frac{3}{4}$ $\frac{4}{4}$
2. The two intervals circled in measure 6 are a 3rd and 2nd 4th and 3rd
3. The curved line in the left hand in measure 1 is called a slur tie
4. *Staccato* is found in which measures? 1, 2, 3, 4, 5, 6, 7 1, 2, 3, 4, 5, 6, 7, 8
5. This piece is in the key of F Major C Major
6. The sign that is circled in measure 7 means to play gradually louder gradually softer
7. What are the notes in measure 8 called? dotted half notes dotted quarter notes
8. What is the name of the triad in the left hand in measure 8? C Major G Major

Music Analysis

41



Listen to track 41.



Answer these questions about the music above. Circle the correct answer.

- | | | |
|--|---------------------|------------------|
| 1. No time signature is given. What should it be? | $\frac{4}{4}$ | $\frac{3}{4}$ |
| 2. This piece is in the key of | F Major | G Major |
| 3. The G Major scale is found in which measures? | 1, 2, 5, 6 | 1, 2, 6, 7 |
| 4. What is the name of the curved line that is circled between measures 1 and 2? | tie | slur |
| 5. The note that is circled in measure 4 is called a | dotted quarter note | dotted half note |
| 6. Name the interval circled in measure 3. | 3rd | 4th |
| 7. The rest circled in measure 7 is called a | quarter rest | half rest |

Music Analysis

42



Listen to track 42.



Answer these questions about the music above. Circle the correct answer.

- | | | |
|---|-----------------|-----------------|
| 1. This piece is in the key of | G Major | F Major |
| 2. No time signature is given. What should it be? | $\frac{4}{4}$ | $\frac{3}{4}$ |
| 3. What is the name of the boxed triad in measure 7? | F Major | C Major |
| 4. What is the name of the boxed five-finger pattern in measures 3 and 4? | F minor | F Major |
| 5. How many accents are in this piece? | seven | ten |
| 6. The dynamic marking in measure 1 means | moderately fast | moderately loud |
| 7. What is the name of the circled interval in measure 2? | 3rd | 2nd |



Name these notes on the staff.
Then play them.



A musical staff with a treble clef and a bass clef. The treble clef staff contains notes on G4, A4, B4, C5, D5, E5, F5, G5. The bass clef staff contains notes on G2, A2, B2, C3, D3, E3, F3, G3.



Name these intervals: 2nd, 3rd, 4th, or 5th.
Then play them.



A musical staff with a treble clef and a bass clef. The treble clef staff contains intervals: G4-A4, A4-B4, B4-C5, C5-D5, D5-E5, E5-F5, F5-G5. The bass clef staff contains intervals: G2-A2, A2-B2, B2-C3, C3-D3, D3-E3, E3-F3, F3-G3.



Indicate if these are whole steps or half steps.
Write W for whole step and H for half step.
Then play the notes.



A musical staff with a treble clef and a bass clef. The treble clef staff contains intervals: G4-A4, A4-B4, B4-C5, C5-D5, D5-E5, E5-F5, F5-G5. The bass clef staff contains intervals: G2-A2, A2-B2, B2-C3, C3-D3, D3-E3, E3-F3, F3-G3. There are accidentals: a sharp on C5 in the treble staff and a flat on C3 in the bass staff.



Name these Major or minor five-finger patterns. Ex. F Major, e minor.
The first one is done for you.

C Major _____ _____



Name these Major or minor triads. The first one has been done for you.

c minor _____ _____ _____



Put a check (✓) next to the correct answer.

A Major scale has all whole steps, _____ 2 & 3 and 7 & 8
except there are half steps between _____ 3 & 4 and 7 & 8

What # or b is in the F Major scale? _____ Bb
_____ F#
_____ no sharps or flats

What # or b is in the C Major scale? _____ Bb
_____ F#
_____ no sharps or flats



Put a check (✓) by the correct time signature.



$\frac{3}{4}$ $\frac{4}{4}$ $\frac{4}{4}$

$\frac{3}{4}$ $\frac{4}{4}$ $\frac{4}{4}$



Write the counting under these notes. Then add the bar lines.



$\frac{4}{4}$

$\frac{4}{4}$



Answer the following questions.

The name of this note (♩) is _____ and it gets _____ beat(s).

The name of this note (○) is _____ and it gets _____ beat(s).

The name of this note (♩.) is _____ and it gets _____ beat(s).

The name of this note (♩) is _____ and it gets _____ beat(s).

These notes (♩♩) are called _____ and they get _____ beat(s).

The name of this rest (7) is _____ and it gets _____ beat(s).

The name of this rest (⚡) is _____ and it gets _____ beat(s).



Put a check (✓) by the correct answer(s).

This rest (—) in $\frac{4}{4}$ _____ gets 2 beats
 _____ gets 4 beats

This rest (—) in $\frac{4}{4}$ _____ gets 2 beats
 _____ gets 4 beats

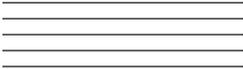


Match these terms and symbols with the correct meaning or sign.

- | | | |
|--|-------|---|
| a. <i>mezzo forte</i> | _____ | return to the beginning and play to the <i>Fine</i> |
| b. <i>Fine</i> | _____ | gradually louder |
| c. brace | _____ | the end |
| d.  | _____ | repeat sign |
| e.  | _____ | <i>mf</i> |
| f.  | _____ | bass clef |
| g. <i>D.C. al Fine</i> | _____ |  |



Match these terms and symbols with the correct meaning or sign.

- | | | |
|--|-------|---|
| a.  | _____ | soft |
| b. <i>f</i> | _____ | <i>rit.</i> |
| c. gradually slower | _____ | slur |
| d.  | _____ |  |
| e.  | _____ | treble clef |
| f.  | _____ | staff |
| g. hold longer | _____ | tie |
| h. <i>p</i> | _____ | <i>forte</i> |

43



Listen to track 43.



Answer these questions about the music above. Circle the correct answer.

- | | | |
|---|------------------|------------------|
| 1. No time signature is given. What should it be? | $\frac{3}{4}$ | $\frac{4}{4}$ |
| 2. Name the circled triad in measure 1. | F Major | C Major |
| 3. What is the name of the curved lines in measure 2? | slurs | ties |
| 4. What is the name of the circled rest in measure 6? | whole rest | half rest |
| 5. What is the name of the circled rest in measure 7? | whole rest | half rest |
| 6. What is the meaning of the <i>rit.</i> in measure 9? | gradually softer | gradually slower |
| 7. What is the meaning of the \blacktriangleright in measure 9? | accent the note | gradually softer |
| 8. What is the name of the circled triad in measure 9? | F Major | f minor |
| 9. What is the meaning of the symbol circled in measure 10? | play detached | hold longer |



Your teacher will clap *one* of the rhythms below.
Which one did you hear? Circle it.



44

Two musical examples in 4/4 time. Example 1: Quarter, quarter, eighth, eighth, quarter, quarter. Example 2: Quarter, quarter, eighth, eighth, quarter, quarter.



Your teacher will play *one* of the intervals in each musical example below.
Which one did you hear? Circle it.



45

Four musical examples (1-4) showing intervals in a grand staff. Example 1: A4, B4. Example 2: A4, B4. Example 3: A4, B4. Example 4: A4, B4.

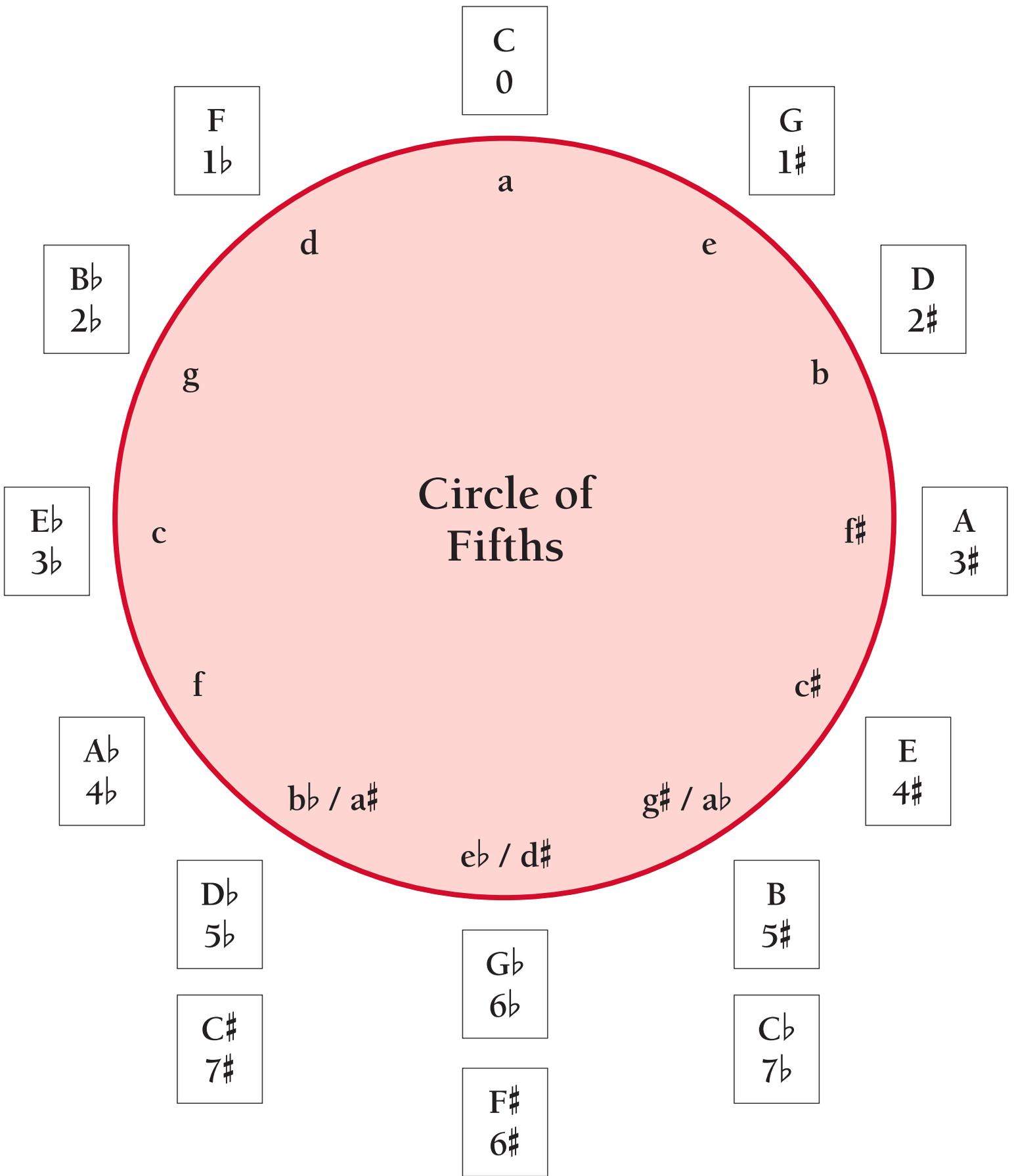


Your teacher will play *one* of the melodies below.
Which one did you hear? Circle it.



46

Two musical examples in 3/4 time, both in B-flat major. Example 1: Quarter, eighth, eighth, quarter, quarter, quarter. Example 2: Quarter, eighth, eighth, quarter, quarter, quarter.



enharmonic keys

Sharps → **Fat Cats Go Down Alleys Eating Bacon** ← Flats
Father Charles Goes Down And Ends Battle



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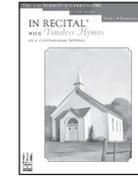
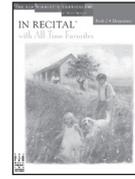
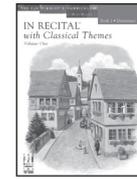
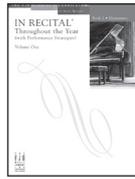
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