

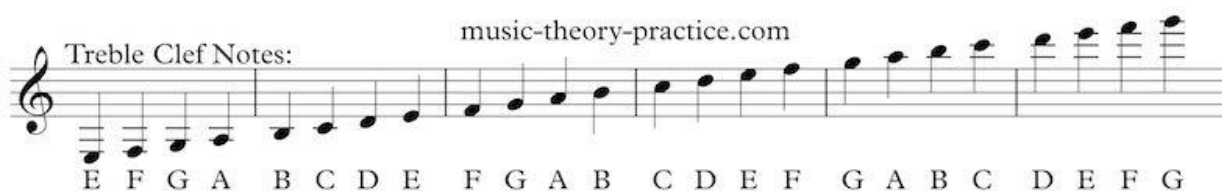
Reading Staff Notation

The Treble Clef

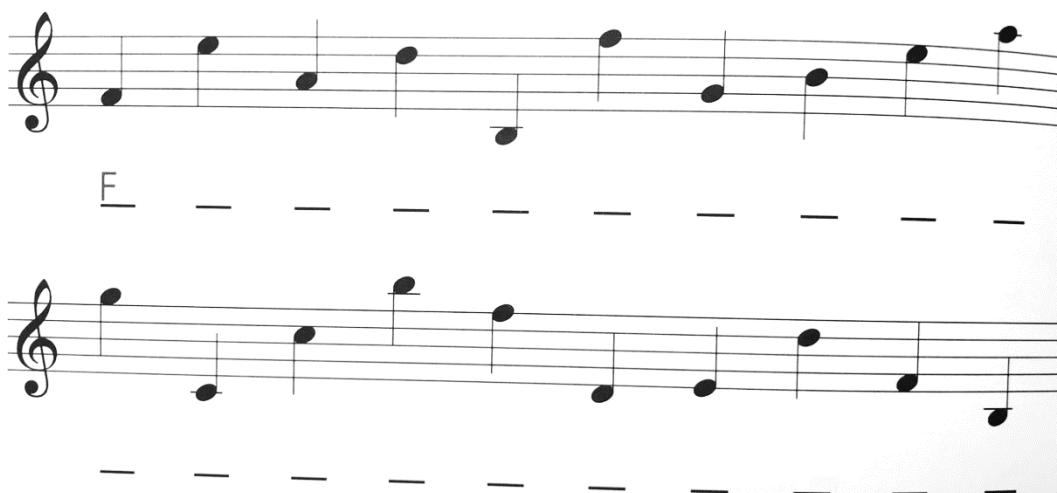
Often used for high notes. The little curved line in the middle of the clef curls around the second line where the note **G** sits.



Notes of the treble clef:

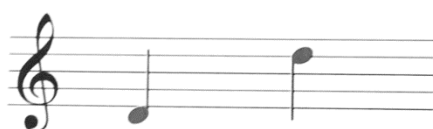


TASK 1: Name these notes.

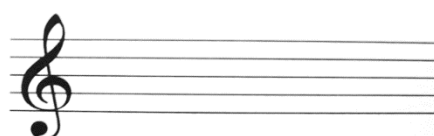


TASK 2:

2 Write two different Ds.



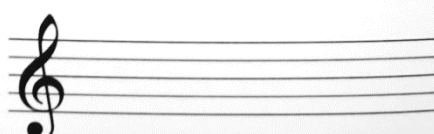
3 Write two different Bs.



4 Write two different Cs.

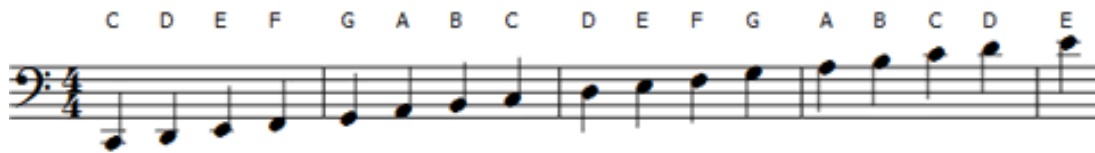
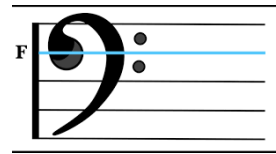


5 Write two different Es.



The Bass Clef

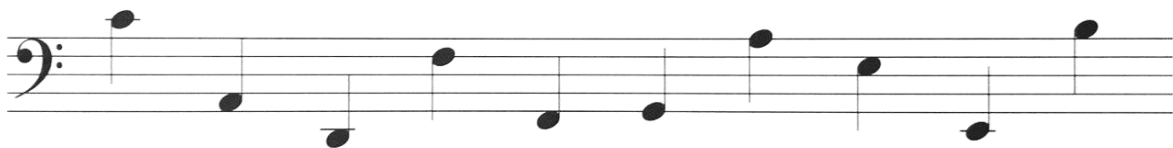
Often used for low notes. The little dots go on either side of the line where the note **F** sits.



TASK 3: Name these notes.



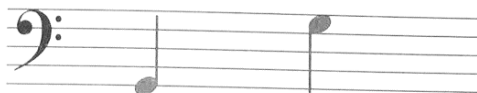
A _ _ _ _ _



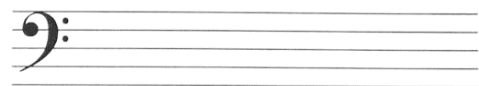
_ _ _ _ _

TASK 4:

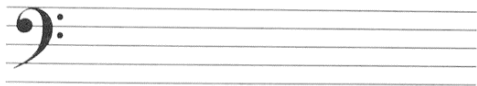
2 Write two different Gs.



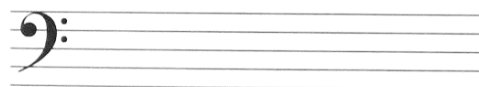
3 Write two different Cs.



4 Write two different As.



5 Write two different Fs.



The image shows a page of musical notation for a piano exercise. It is organized into two columns, each containing three staves. The left column starts with a treble clef staff showing the notes B, E, and D, with the letters 'B', 'E', and 'D' written below each note. Below this is another treble clef staff with a sequence of notes, and then a bass clef staff with a sequence of notes. The right column also starts with a treble clef staff showing a sequence of notes, followed by another treble clef staff with a sequence of notes, and then a bass clef staff with a sequence of notes. All staves include dashed lines for practice.

Worksheet for musical notation practice, showing six staves with notes and letter labels.

Staff 1 (Treble Clef): C, A, B

Staff 2 (Treble Clef): D, E, E, D

Staff 3 (Treble Clef): B, E, A, D

Staff 4 (Treble Clef): F, A, C, E

Staff 5 (Bass Clef): A, G, E

Staff 6 (Bass Clef): B, E, E, F

Note Values and Rests

Activity 1 – Create your own 8-beat rhythm using a combination of crotchets and crotchet rests in the grid below

1	2	3	4	5	6	7	8



Activity 2 – Write out your rhythm from Activity 1 using crotchets and crotchet rests in the space below into two separate bars of 4 beats each. We have added the **TIME SIGNATURE** for you but remember to add a **BARLINE** and **DOUBLE BARLINE** into your rhythm.



Activity 3 – Look back at the rhythm that you created in activities 1 and 2.

Change some of the crotchets or crotchet rests into different note values (*e.g. pairs of quavers or a minim*), but keeping the total number of beats, notes and rests, in each bar to just 4.

Write out your new rhythm pattern in the space below adding a 4_4 **TIME SIGNATURE** and **BARLINES** at suitable points (*each bar should add up to 4 beats only!*)

You are probably best completing this activity with a pencil and rubber and feel free to change, adapt, and alter your rhythm pattern until you are happy with the result – even great composers and songwriters change their ideas!



Stretch and Challenge – How could you **EXTEND** your rhythm pattern from activity 3 to make a total of four bars?



Rhythm

TASK 1: Write the name of each note value using the box below.

CROTCHET	MINIM	SEMIBREVE	SEMIQUAVER
	QUAVER	REST	DOTTED MINIM

1.



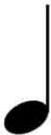
2.



3.



4.



5.



6.



7.




TASK 2: How long is each note? Complete the following sentences with the right number.

Example

- | | | | | |
|---|--|------------------|-------|--|
| A | | lasts as long as | 2 | |
| A | | lasts as long as | _____ | |
| A | | lasts as long as | _____ | |
| A | | lasts as long as | _____ | |
| A | | lasts as long as | _____ | |


TASK 3: Add the total number of crotchet beats in these note values.

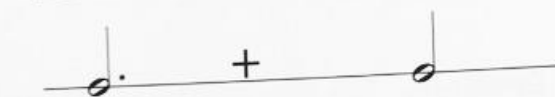
1. 
 $\frac{1}{2} + \frac{1}{2} + 1 + 2 = 4 \text{ crotchet beats}$

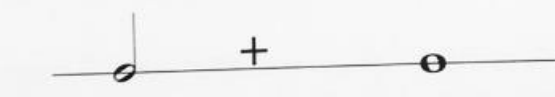
2. 
 =

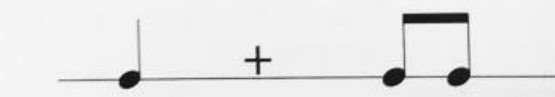
3. 
 =

4. 
 =

5. 
 =


6. 
 =


7. 
 =

8. 
 =

Melody

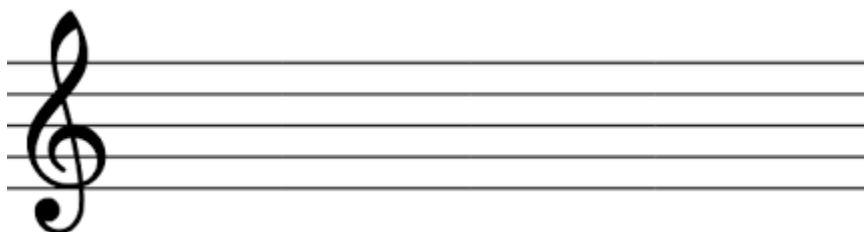
A **melody** is a tune or succession of notes, varying in highness or lowness, that have an organised and recognisable shape. This shape can be described as **conjunct** or **disjunct**.

Conjunct	A melody that moves mainly by step between notes. Can also be described as stepwise .	
-----------------	--	--

Disjunct	A melody that moves mainly in leaps between notes.	
-----------------	--	--

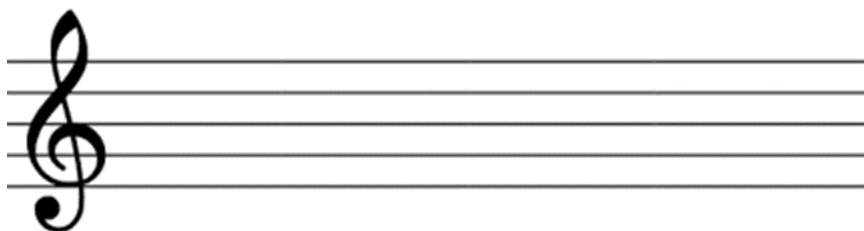
TASK 1: Using the empty stave below, compose a **conjunct** melody using crotchet notes.

Challenge: Use a mix of crotchet, quaver and semiquaver notes.





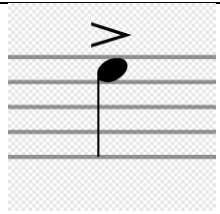
TASK 2: Using the empty stave below, compose a **disjunct** melody using crotchet notes.

Challenge: Use a mix of crotchet, quaver and semiquaver notes.



Articulation

Articulation tells the performer how they are to play or sing a note. It is an important part of performing music expressively. Read the table below and complete the tasks.

	Staccato	Played in a detached fashion. Short and spikey.
	Legato	Played in a smooth fashion (opposite to staccato).
	Accent	An emphasis or 'attack' on a particular note.
<i>sfz</i>	Sforzando	An accent showing that a note or chord should be played with greater force than any other notes surrounding it.

TASK 1: You are writing a piece of music with the theme 'Stormy'. What articulation might you use in your piece and why?

Pizzicato and Arco

String instruments (such as the violin and cello) are often given additional articulation.

- **Pizzicato** tells the performers to **pluck** the string with their fingers.
- **Arco** instructs the performers to play the strings using their bow.



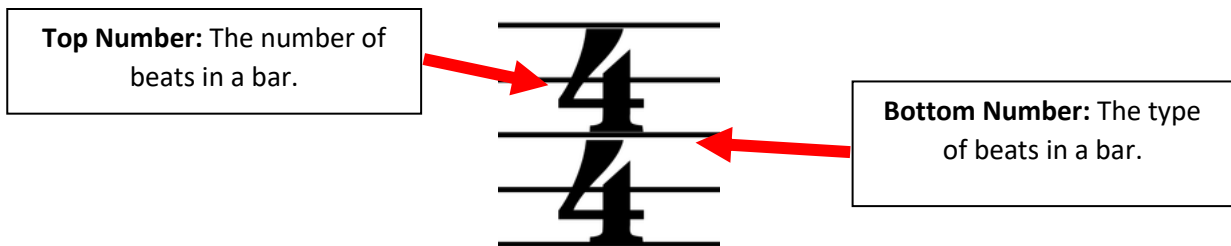
TASK 2: Listen to following extracts – what articulation are the strings using?

1. _____
2. _____
3. _____

CHALLENGE: How else would you describe the **articulation** in the third extract?

Time Signatures

A time signature is found at the start of every piece of music and tells you **how many** and **what type** of beats there are in a bar.



Bottom Numbers

2 Minims

4 Crotchets

8 Quavers

Example:

2 = 2

4 = crotchets

TASK 1: Label these time signatures.

4 = _____

4 = _____

6 = _____

8 = _____

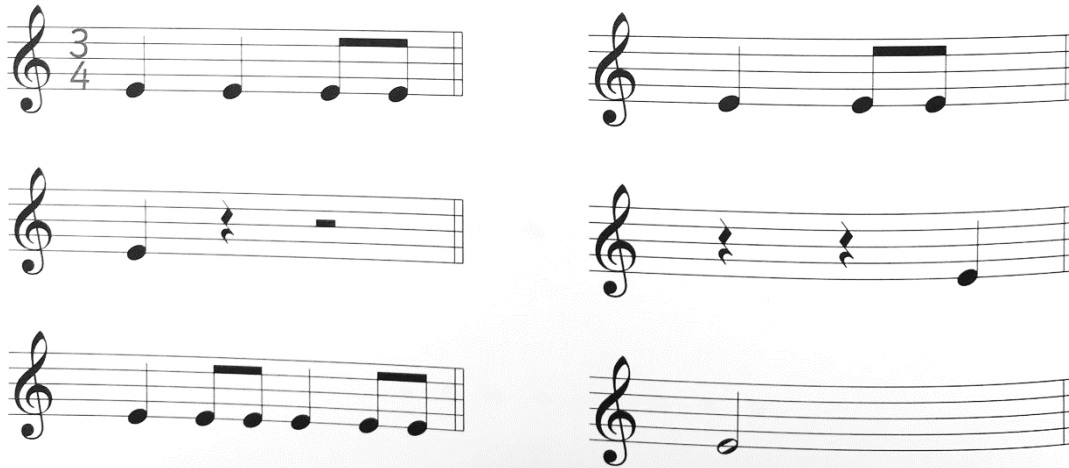
4 = _____

8 = _____

2 = _____

2 = _____

TASK 2: Write the correct time signatures. The first one has been done for you.



Simple and Compound Time Signatures

Simple	The top number is divisible by 2 or 4.
Compound	The top number is divisible by 3 (with the exception of time signatures where the top number is already 3).

TASK 3: Label the time signatures in Task 1 as 'simple' or 'compound'.

Activity 3 - Listening to music with different time signatures and metres.

This activity requires you to listen to a selection of music from different times and places which you should access from a separate video file.

Complete the table below by choosing a time signature from those given underneath that best matches the music that you hear in each extract.

2
4

3
4

4
4

6
8

Extract	I think that this music is in....
1	
2	
3	
4	
5	



Dynamics

1. 'Dynamics' means: _____

2. Put the following dynamics in order from softest to loudest:



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

3. What does a **crescendo** mean? _____

4. Draw a **crescendo**:

5. What does a **diminuendo** mean? _____

6. Draw a **diminuendo**:

7. Write the definitions of the following terms:

sfz: _____

Accent: _____

Tempo

1. Tempo is: _____

2. Draw a line to match these **tempi** to their definitions:

Allegro

At a moderate pace

Andante

At a walking pace

Adagio

Fast

Moderato

Slow

3. Tempo can also be expressed as **beats per minute** at the beginning of a piece of music.

♪ = 60 60 crotchets per minute / one beat per second

♪ = 120 _____

♪ = 90 _____

Keys and Key Signatures

A key signature is a collection of sharps or flats on the stave that tell the performer which notes will be sharpened or flattened. For example, the key signature below tells the performer there is one sharp.



You can work out what notes will be sharpened/flattened by using a rhyme.

Sharp Rhyme

Father Christmas Gave Dad An Electric Blanket

If key signature has 3 sharps, the notes that have been sharpened are the first three in the rhyme (F#, C#, G#).

Flat Rhyme

Blanket Exploded And Dad Got Cold Feet

If key signature has 2 flats, the notes that have been flattened are the first two in the rhyme (Bb, Eb).

TASK 1: Name the sharps/flats in each key. E.g. 2 sharps = F#, C#

4. 1 Sharp = _____

5. 3 Flats = _____

6. 1 Flat = _____

7. 5 Sharps = _____

1. 6 Flats = _____

2. 4 Sharps = _____

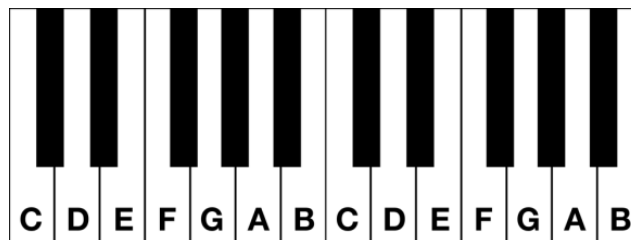
3. 3 Sharps = _____

Working out Key Signatures - Sharps

Rule: The note **after** the last sharp is the name of the key.

E.g. A key signature of F# and C# is D major because C# is the note before D

TASK 2: Work out the key signatures below. Use the keyboard to help you.



1.

2.

3.

Working out Key Signatures – Flats

Rule: The flat **before** the last flat is the name of the key.

E.g. A key signature of Bb, Eb and Ab is Eb major because Eb is the flat before the last flat.

TASK 3: Work out the key signatures below.

1.

2.

3.

Minor Keys

All minor keys have a **relative** major key. This means they **share a key signature**. The only difference is that the **7th note** in the **minor** key will be **sharpened**.

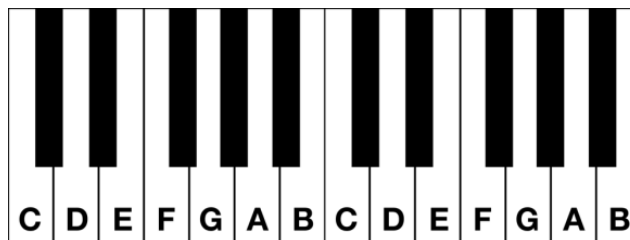
For example, the relative minor of C major is A minor. This means they have the same key signature (no sharps or flats), however A minor will have a sharpened 7th note – G#.

Rule: To find the relative minor, count **down 3 semi-tones** and sharpen the 7th note.

E.g. To find the relative minor of C major, move down 3 semi-tones to A. The key signature is the same (no sharps or flats). however all Gs will be turned into G#s as it is the 7th note.

TOP TIP: The sharpened 7th note **will not** be added to the key signature. Instead, it will be added using **accidentals** later in the music.

TASK 4: Fill in the table below. Use the blank keyboard to help you work out the semi-tones.



Key signature	Major key	Minor Key = Down 3 semitones`	7 th note is sharpened (not in key signature)
Nothing	C	A	G#
F#, C#	D		
Bb, Eb	Bb	G	
	A		
F#			

CHALLENGE:

	E		
	Db		

General Exercises

This is the beginning of a melody. Look at it, and then answer the questions below.

Andante Tchaikovsky, *Album for the Young* ('Morning Prayer')

- (a) What does **Andante** mean? _____
- (b) What is the time signature of the melody? _____
Explain what it means _____
- (c) Why is there a dot after the notes in bars 4 and 8? _____

- (d) What is **p** short for? _____
What does it mean? _____
- (e) The key of the melody is G major. Which degree of the scale does the melody start on? _____

- (f) What is the letter name of the highest note? _____
What is the letter name of the lowest note? _____
- (g) What is the value of the shortest note? _____
- (h) How many times is this rhythm used? _____
Tick the box: 1 2 3 4
 ☐ ☐ ☐ ☐
- (i) How many bars contain only crotchets (quarter notes)? _____
Tick the box: 1 2 3 4
 ☐ ☐ ☐ ☐
- (j) Answer true or false to the following sentence: _____
The melody uses all the notes of the scale of G major.
Tick the box: True False
 ☐ ☐
- (k) In bar 7, what does the > above the note mean? _____
- (l) Copy out the first four bars. Remember to put in the clef, key signature, time signature, tempo, dynamics and articulation.



This is the beginning of a melody. Look at it, and then answer the questions below.

Poco adagio, M.M. ♩ = 56 Dvořák, Symphony No. 7 (2nd mvmt)

- (a) **Poco** means 'a little'. What does **adagio** mean? _____
- (b) What is *dim.* short for? _____
 What does it mean? _____
- (c) The key of the melody is F major. In which bars is the key-note *not* used? _____
- (d) What does 'M.M. ♩ = 56' tell you? _____
- (e) Give the meaning of *legato*. _____
- (f) Which is the quieter: **p** or **pp**? _____
- (g) Which bars contain the first four notes of the scale of F major? _____
- (h) Which bar has the same rhythm as bar 1? _____
- (i) What do the signs < and > mean? _____
- (j) How many bars contain only crotchets (quarter notes)?
 Tick the box: 1 2 3 4 5
 ☐ ☐ ☐ ☐ ☐
- (k) Which is the *lowest* note in the melody?
 Tick the box: A B \flat C D E F
 ☐ ☐ ☐ ☐ ☐ ☐
- (l) Give the full name of the first note in bar 3. _____
- (m) Copy out the last four bars (5–8). Put in the clef, key signature, dynamics and articulation.

Yr10 – Term 4 Task 3 –Exam practice questions. Listen to the following film extract : <https://www.youtube.com/watch?v=6AicW3Xp9EM> following the lyrics as provided. Then answer the exam questions on the next page. You should aim to listen to the extract 3 times.

Area of Study 3: Film Music (I've Got A) Golden Ticket – Student Sheet

Taken from the film Willy Wonka & the Chocolate Factory
Words and Music by Leslie Bricusse and Anthony Newley

INTRO

Look at me. Look at me! Up and about.
I haven't done this in twenty years. Grandpa!

CHORUS 1

I never thought my life could be anything but catastrophe,
But suddenly I begin to see a bit of good luck for me.
'Cos I've got a golden ticket,
I've got a golden twinkle in my eye.

CHORUS 2

I never had a chance to shine, never a happy song to sing,
But suddenly half the world is mine, what an amazing thing!
'Cos I've got a golden ticket (it's ours Charlie),
I've got a golden sun up in the sky (slippers Charlie).

VERSE 1

I never thought I'd see the day when I would face the world and say
Good morning – look at the sun!
I never thought that I would be slap in the lap of luxury
'Cos I'd have said it couldn't be done. But it can be done!

BRIDGE 1

The cane Charlie. Ah – Here I go. Watch my speed.

CHORUS 3

I never dreamed that I would climb over the moon in ecstasy,
But nevertheless it's there that I'm shortly about to be.
'Cos I've got a golden ticket,
I've got a golden chance to make my way,
And with a golden ticket it's a golden day.

VERSE 2

Good morning – look at the sun!
'Cos I'd have said it couldn't be done. But it can be done!

CHORUS 4

I never dreamed that I would climb over the moon in ecstasy,
But nevertheless it's there that I'm shortly about to be.
'Cos I've got a golden ticket, I've got a golden ticket,
I've got a golden chance to make my way,
And with a golden ticket it's a golden day.



(I've Got A) Golden Ticket is taken from the 1971 film Willy Wonka & the Chocolate Factory. It is an adaptation of the 1964 novel Charlie and the Chocolate Factory by Roald Dahl and tells the story of Charlie Bucket as he receives a Golden Ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

At this point in the story, Charlie has just found the final Golden Ticket. He asks his Grandpa Joe to chaperone him for the visit to the factory and, despite the fact that Grandpa Joe has been bedridden for years, he is so elated for Charlie that he gets out of bed and discovers that he is able to walk!

Yr10 – Term 4 Task 3 cont...

1) During the first line of the Intro, which of the following woodwind instruments accompanies the singer? (Underline one).

Flute Oboe Clarinet Bassoon

2) How would you describe the tempo during Chorus 1?

Allegro (Quick) Andante (Walking Pace) Adagio (Slow)

3) The main pulse is established during Chorus 2. What is the time signature of this song?

4/4 (four crotchet beats per bar) 12/8 (twelve quaver beats per bar)
3/4 (three crotchet beats per bar) 9/8 (nine quaver beats per bar)

4) During the fourth line of Verse 1, which of the following brass instruments plays in dialogue (conversation) with the singer?

Trumpet French Horn Trombone Tuba

5) How many sections of the orchestra (Strings, Woodwind, Brass and Percussion) can be heard during Bridge 1?

1 2 3 4

6) Which of the final three sections of the song contains an example of dissonance (a lack of harmony)?

Chorus 3 Verse 2 Chorus 4

7) Verse 2 ends with a key change. Is this new key lower or higher than before?

Lower Higher

8) Identify the tonality of this song.

Minor Major

9) Which statement about the dynamic range of the song is most accurate?

The dynamic is generally quiet most of the time
A range of dynamics are presented during the song
The dynamic is generally loud most of the time

10) What type of voice sings the melody throughout this song?

Soprano (high female) Alto (low female) Tenor (high male) Bass (low male)

For the next
questions, please
click on this link
which will take you to
my onedrive where
the tracks can be
found.

[Yr10 Summer PREP 2024](#)

QUESTION 6

[5]

The following extract is taken from the 'Dies Irae' from the Requiem in D minor by WA Mozart. The words describe the terror of the Day of Judgement.

Day of wrath! Day of anger!

The world will dissolve into burning ashes

As foretold by David and the Sibyl.

There will be great terror

When the Judge descends from Heaven

To judge us all, closely.

- (a) Explain how the music describes terror, fear and anger. You should use musical vocabulary in your answer. There will be a **3-minute** silence after the final playing for you to complete your answer.

In your answer refer to:

- (i) musical elements
- (ii) how they are used to describe the emotions.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface. The overall appearance is that of a clean, unused piece of stationery.

QUESTION 7

[5]

You will hear two extracts from different versions of the same piece of music, both played **twice**, in the order shown below.

Extract 1

Extract 2

Extract 1

Extract 2

- (a) Identify one **similarity** and two **differences** between the two versions. [3]

Similarity: _____

Differences: _____

- (b) Underline the **period of music** in which this piece of music was composed. [1]

Baroque

Classical

Romantic

- (c) Underline the tempo of Extract 2. [1]

Allegro

Lento

Vivace

QUESTION 9

[5]

- (a) Complete the missing **pitches** of the melody, given below. (The rhythm is given for you.) [3]

Time
signature

Pitch

Cadence

- (b) Underline the cadence used at the end of the extract (bar 5). [1]

Perfect

Imperfect

Plagal

Interrupted

- (c) Insert the **time signature** in the correct place at the beginning of the music. [1]

QUESTION 12

[5]

- (a) Underline the word which best describes the **tonality** of the extract. [1]

Major

Minor

Pentatonic

- (b) Underline the musical **texture** used throughout the extract. [1]

Monophonic

Homophonic

Polyphonic

- (c) Describe a **musical feature** of the bass line. Do not comment on instrumentation. [1]

- (d) This extract represents a rural village dance. Describe **two musical features** of the extract, that makes it suitable for dancing to. Do not repeat any answers from previous questions. [2]

Musical features

1.

2.

QUESTION 13

[5]

- (a) Complete the missing **pitches** of the opening melody, on the stave below. (The rhythm is given for you.) [3]



- (b) Identify the solo **instrument** that plays the melody at the beginning of the extract. [1]

Instrument:

- (c) Underline the **period of music** in which this piece of music was composed. [1]

Baroque

Classical

Romantic