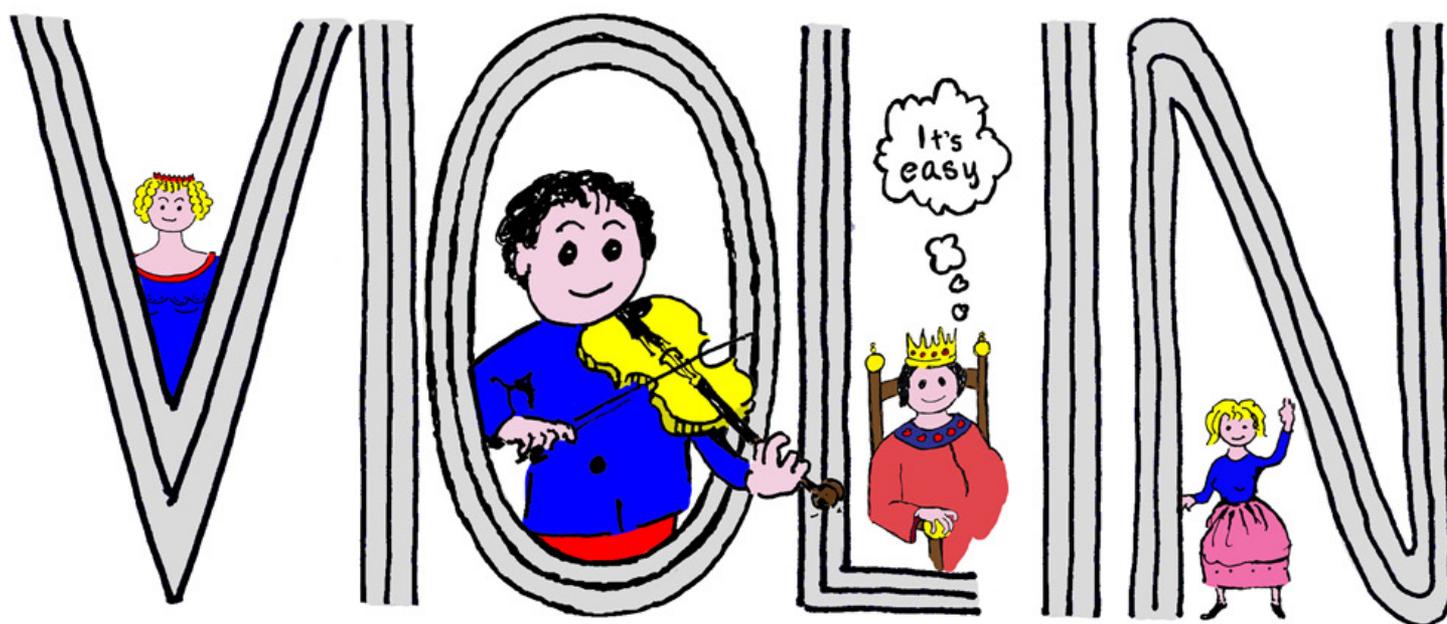


Teach Yourself



Book 2

Theory for young



players

Bill
Davie



I wish to thank my friend
Kevin Stent
for his wonderful support
and inspired computer work.

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Picolo Publishing

Easy for children Time saving for the teacher Fun for the parent

1

Time saving for the teacher

The lessons are presented in pupil, rather than teacher language, so you need only spend three to five minutes on theory during a practical lesson.

Only one concept is presented in each theory lesson so the books can be used for reference. Say you find, during a practical lesson, that a pupil has forgotten a note name that has previously been covered in a theory lesson, you can refer the pupil back to that lesson for further study during the week. This is made easy through the reference index on the last page of each book.

The system is based on child learning rather than teacher training so you need to remind the pupil, weekly, that the specified lesson should be read and understood each night.

Easy for children

Because the lessons are single concept, entertaining and easy to understand, children can teach themselves the theory. But to do this successfully they must read the lessons several times. Preferably nightly.

The theory is enjoyed by children aged eight (sometimes younger) to eighteen. Amazingly, my adolescent pupils tell me they think the stories 'cool' and the books far easier to learn from than other theory books I have inflicted on them.

Fun for the parent

Parents love reading the lessons. Encourage them to read through the lessons with their young violinists. Endorse their help in ensuring nightly study of the theory.

Important aspects of the system

- The system is designed specifically for young violinists.
- The system reduces theory teaching to three to five minutes per practical lesson.
- Because of this, pupils should read and/or play through the prescribed lesson every night.
- Parents should be encouraged to become involved with the pupil in theory learning if their violinist is young.
- The volumes can be used as reference books. Pupils can be referred back to forgotten concepts.
- The back page of each volume contains an indexed reference list.
- All volumes should therefore be retained. There is no doubt they will be used for reference in the future.
- Back pages of each volume contain manuscript for corrections or for additional homework.



About the author

Bill Davie lives in Auckland, New Zealand. He is a violin teacher and maker. He is a graduate of Dunedin Teachers' College and spent thirty years of his life as a professional violinist. The drawings are his.

THEORY

LESSON 12



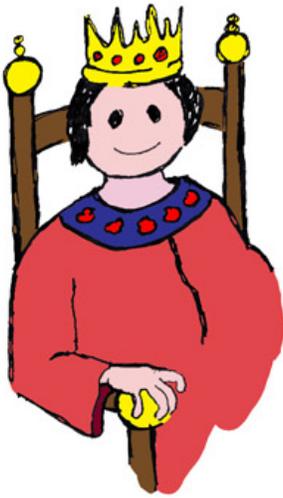
Message to the Teacher ~

In lesson 12 and in subsequent ones I use the sounds Wu-un, Two-oo, Three-ee, Four-or for counting eighth notes.

In practice, this method ties the two sounds together to form one beat, better than the traditional method of saying "one and".

THEORY

LESSON 12



Let's go back to the castle and see what is happening to the happy King, the Queen and everybody else.

There are the musicians,
They are still playing
for a dance in $\frac{3}{4}$ time.

Everybody is counting
1, 2, 3, in every bar.

The Best Drummer is
hitting his drum 3 times
in each bar.



The recorder players are counting
1, 2, 3, in every bar. But sometimes
they are playing crotchets and
sometimes minims (half notes).

Recorders	
Counting	1 2 3 1 2 3 1 2 3
Drummer	

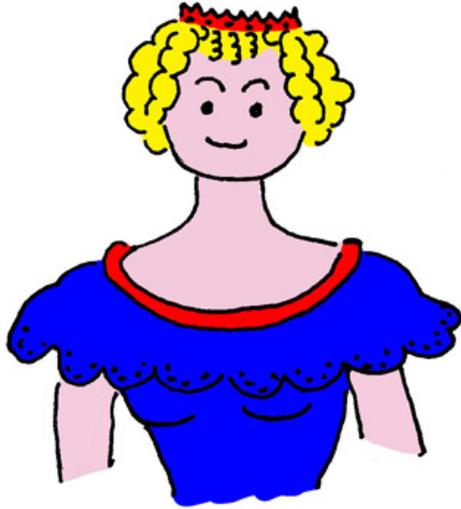
THEORY LESSON 12



Why don't you play two notes to every drum beat?

But now the music is slowing down (Rallentando) as it begins to stop.

Everybody is so happy. The apple pickers all clap the musicians.



But the Queen says to the recorder players, 'I would like some faster notes.'

'Couldn't you play two notes to every drum beat?'

So they did. The drummer kept hitting his drum in the same way beating crotchets (1, 2, 3). But the recorder players played two notes to every drumbeat.

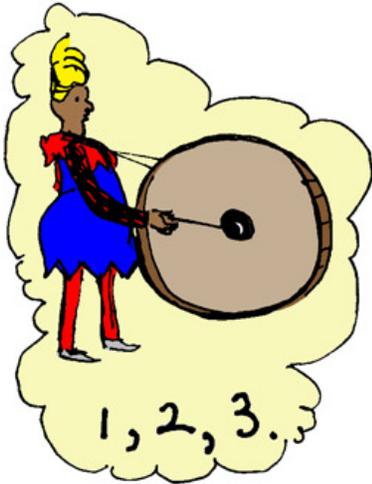


Recorders $\frac{3}{4}$

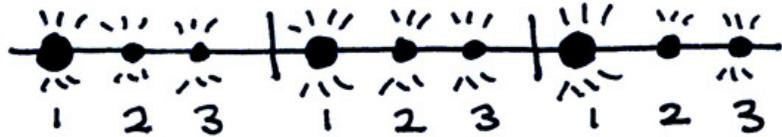
Drummer $\frac{3}{4}$

THEORY

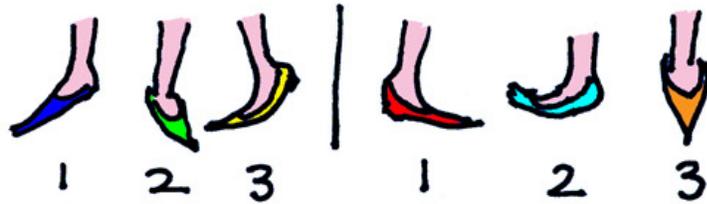
LESSON 12



To keep in time the drummer had to keep saying 1, 2, 3, as he beat his drum.

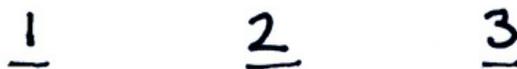


The apple pickers put their feet down, 1, 2, 3, in time with the drum beats.



But the recorder players had to count by saying a sound on each of the small notes so they said,

'Wu-un, two-oo, three-ee'
in time with the drummers,



So you see the recorders made two sounds to every drum beat.

THEORY

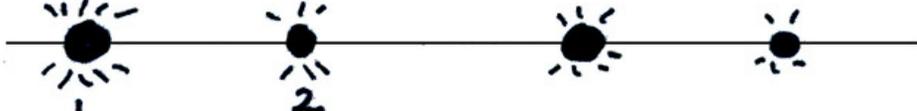
LESSON 12

When you see notes like this  you are looking at two eighth notes (or quavers) joined together by a beam.



This shows us that the two quavers must be played in the same time as one drummer's beat.

If the time is $\frac{2}{4}$ the music looks like this ~

Recorder	$\frac{2}{4}$	
		Wu un two-oo Wu-un two
Drummer		
		1 2

If the time is $\frac{3}{4}$ the music looks like this ~

Recorder	$\frac{3}{4}$	
		Wu-un two-oo three-ee Wu-un two three
Drummer		
		1 2 3 1 2 3

The dance will be continued.

HOMWORK LESSON 12



Play the First game three times this week. Make sure you win!



How many beats in a minim? Answer



What is the other name for a minim?

Answer



What is the musical word that means slowing down?

Answer



What is the name for the line joining two notes like this

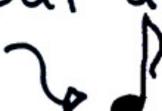
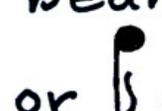
Answer



How many crotchets are there in a $\frac{3}{4}$ bar?

Answer



A quaver without a beam looks like this  or .

How many of them are in a crotchet beat?

Answer



HOMWORK LESSON 12

How many crotchets are there in a $\frac{2}{4}$ bar?

Answer

How many crotchets are there in a $\frac{3}{4}$ bar?

Answer

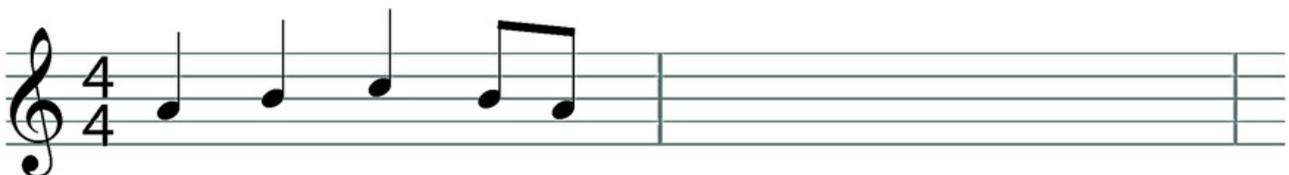
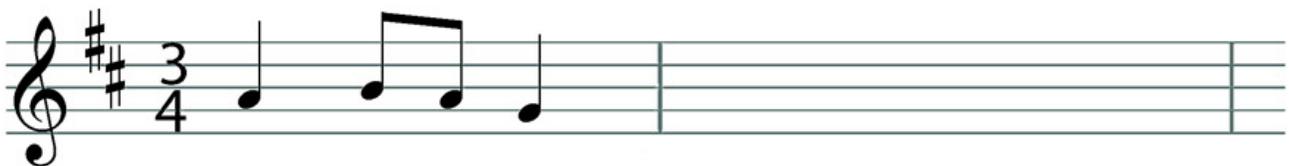
How many crotchets are there in a $\frac{4}{4}$ bar?

Answer

This sign stands for two quavers or eighth notes



Write the correct number of eighth notes in the empty bars on these staves. Make sure you join them into pairs with a beam.





Get out your violin.

Play on your G string.

🌸 First without any fingers.

🌸 Next play using one finger.

🌸 Now play using two fingers.

🌸 Now play using three fingers.

Make sure your second finger
is close to your third



GREAT !! You have just
played

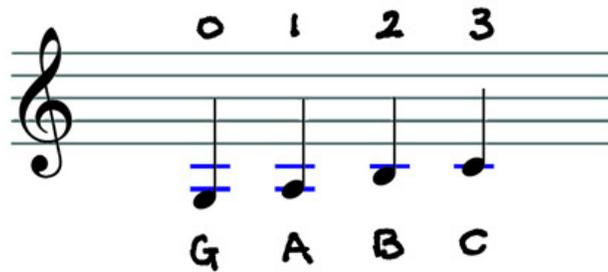
G A B C

THEORY

LESSON 13

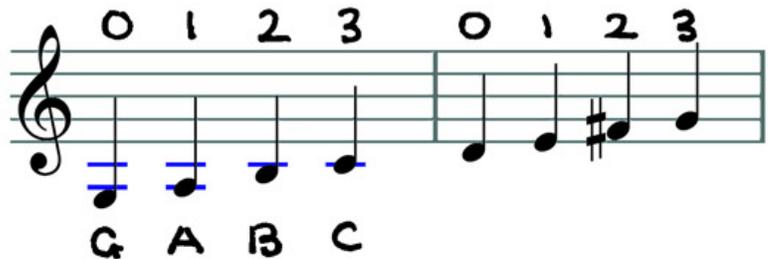


We have to write the notes you have just played below the staff on little lines called ledger lines.



And just as we did in lesson 8 (Book one), we can join these notes to four on the next string (D) to form a scale.

let's play that,



does it sound the same as the D major scale?



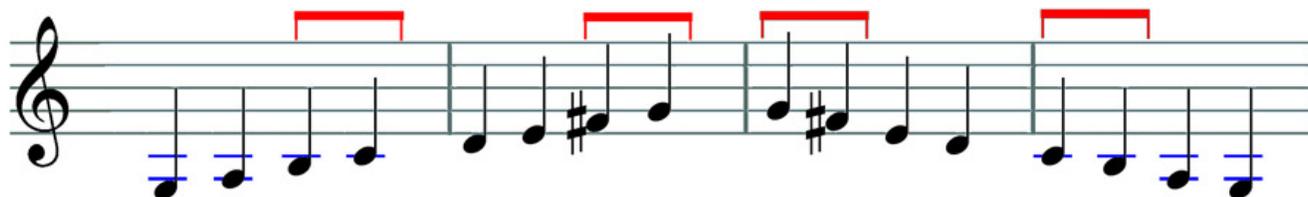
D major





wow!

It does sound the same!
Let's play it going up and down.



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

Yes that's right.
The third and fourth degree and the seventh and eighth degree are close, ascending and descending.

So it must be a major scale.

It starts on G and goes up an octave to G.

So the scale must be G major.

It must be a major scale

look at the degrees of the scale



Notice that it has one sharp F sharp. You met F sharp in the scale of D major.

Let's shift the sharp sign (#) to the beginning of the line.

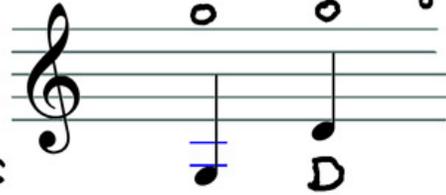


and play the G major scale.

HOMWORK LESSON 13



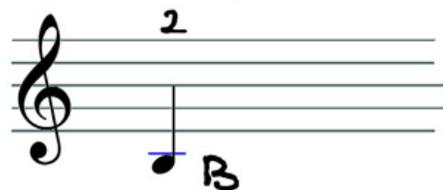
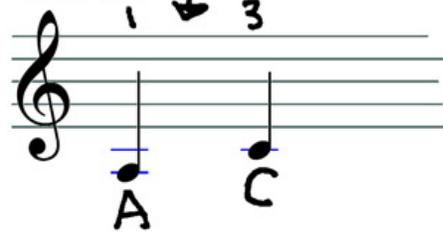
Get out your violin.
Play G with no fingers.



Notice it is two spaces below D. Play G over and over while you look at it. → G



Now play A and C on the G string. Play them over and over while watching this music ↓ 3



PLAY B over and over. Watch this → music and notice where B lives.

HOMework LESSON 13



Now put your violin away in its case and get a pencil.

 What is the name given to the little  lines beneath the staff?

Answer

 What is the name of the lowest note you can play on the violin?

Answer

 What note did your second finger play on the G string?

Answer

HOMWORK LESSON 13



Copy the poem onto a piece of paper.

Put the copy on the fridge or your bedroom wall or mirror.

Read the poem over and over every day.
Try to learn it before your next violin lesson.

The G to D poem

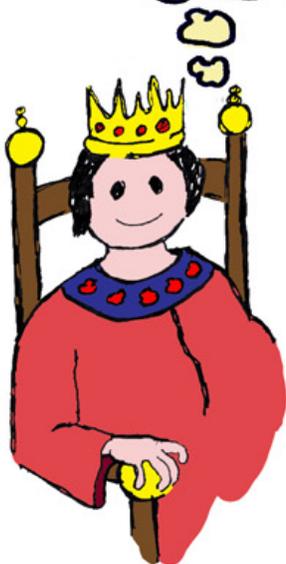
On two lines above G
 Live the notes A and C
 So the note in between
 must be B you see

THEORY

LESSON 14

Go back to lesson twelve and read that again before starting this lesson.

Perhaps four notes to a beat



‘How clever,’ said the Queen ‘playing two notes to every one by the drummer.’

‘Yes,’ said the King. ‘Perhaps you could play two notes or even four notes to a beat.’

1, 2, 3, 4



The recorder players nodded ‘Yes, we could.’

So when the next dance started, the drummer beat his drum counting 1, 2, 3, 4, (four quarter notes in each bar).

1, 2, 3, 4



The apple pickers danced, putting their feet down 1, 2, 3, 4 in time with the beats of the Best Drummer.

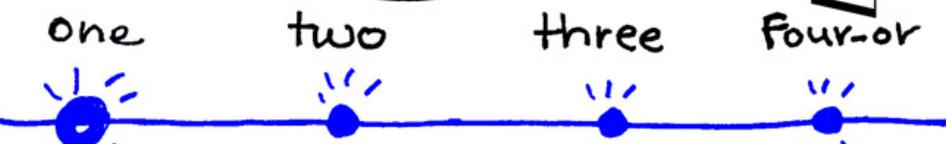
THEORY LESSON 14



But the recorder players played four notes and sometimes two notes to every beat on the drum.

We can show what everybody was doing, like this ~

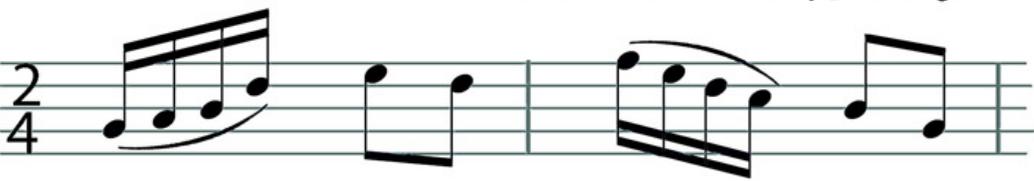
Recorders 

Drummer 

Apple picker 

one two three four-or

Or in the second dance which went like this ~

Recorders 

Drummer 

Apple picker 

one two-oo one two-oo

THEORY LESSON 14

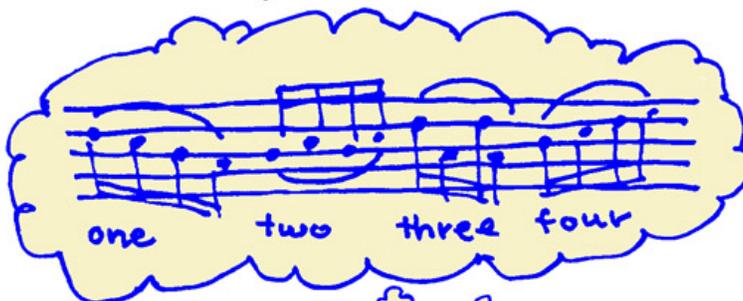
The recorder players were playing most of the notes so fast that they could only count 1, 2, 3, 4. like the dancers and the drummer.



So the recorder players made sure they played the four notes before the drummer hit the next beat.

When we play four notes  in the time of a quarter  note, the four  notes are called sixteenth notes. That's because there are sixteen of them in a $\frac{4}{4}$ bar. ( $\times 4 = 16$)

Sixteenth Notes are also called Semiquavers 



There are four Semiquavers in a crotchet  

The dance will continue.



THEORY

LESSON 14

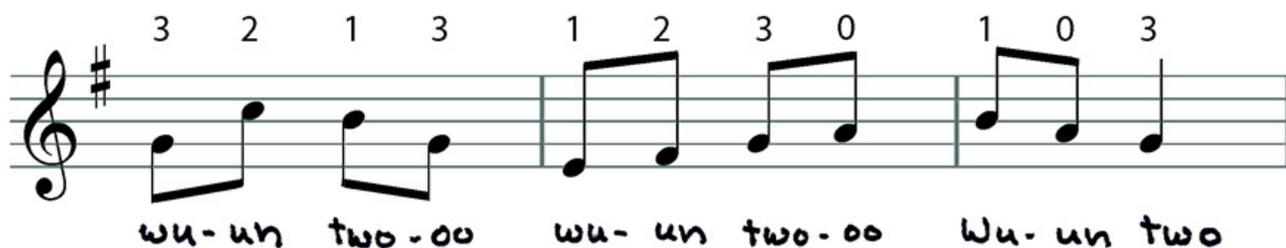
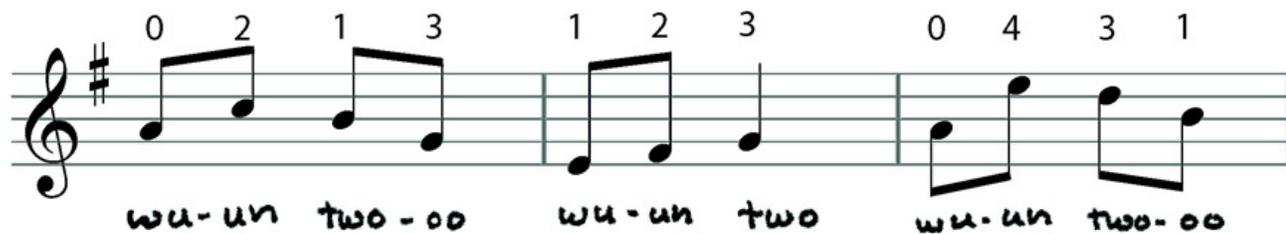
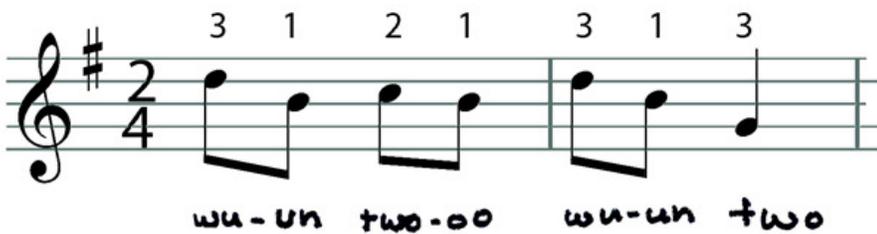
 Go back and read lesson twelve again.

Read the page about beaming.

Read it several times.

 Now get your violin and play this music while you count, just the way the recorder players did in lesson eleven.

wu-un two-oo
wu-un two-oo
wu-un two-oo



THEORY LESSON 14

Hey,
the beam
shows
me which
eighth or
sixteenth notes
tie together
to make
a beat



How did you get on?

Was it clear to you?
Did the beam show you
which two notes go
together to form a beat?

Play the music again
saying wu-un two-oo
to help you get the
eighth notes in time.

Practice doing that
every day until your
next lesson.

Now we are going to play some
music which has four sixteenth notes
to each beat. The sixteenth notes are
too fast to count. Just fit them into
the beat.

0 1 2 1 0 1 2 1 0 3 2 1 0 1 0 3

one two three four

2 3 0 1 2 3 0 1 2 0 2 0 .

one two three four

HOMWORK LESSON 14



Doesn't the beaming help us to fit the notes to the beats (counting)?

Practice that piece with the  sixteenth notes. Practice counting it every day until you find it easy to fit the sixteenth notes with your counting.



Now put your violin away. Let's do some drawing.

 Draw some beamed eighth  notes in the spaces to make four counts in each bar.



one two-oo three four-or One two three-ee four-or

 And draw some beamed sixteenth notes where needed in these bars.

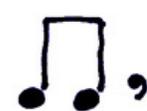


one two one two one two

HOMWORK LESSON 14

I'm playing
the piece
I wrote
myself



Now you know about
half notes ,
quarter notes ,
beamed eighth notes ,
and beamed  sixteenth
notes and how to count
them.

So, what about writing
some music of your very own?

I have written the first line so you can see
how easy it is. Just play along my line.
Then play one, two, or three notes on your violin.
Then write them down.
Make sure your notes add up to three beats
in a bar.
Put in the bar lines.

A musical staff in treble clef with a key signature of one sharp (F#) and a 3/4 time signature. The staff contains three measures of music. Above the notes are fingerings: 3, 1 2 0, 2 3 0, 2 1 0 3 2. Below the staff are the lyrics: 'one two three', 'wa-un two three one', 'two three'. The first measure has a quarter note on G4. The second measure has a quarter note on A4, a beamed eighth note on B4, and a quarter note on C5. The third measure has a beamed eighth note on B4, a beamed eighth note on A4, a quarter note on G4, and a quarter note on F#4.

A blank musical staff in treble clef with a key signature of one sharp (F#) and a 3/4 time signature, intended for the student to write their own music.

HOMWORK LESSON 14

Like me,
all of
these notes
have got
two
names!



Four notes
to a
beat

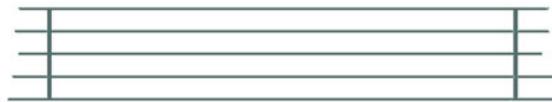


What is the other name for quarter note?

Answer



Draw four quarter notes in this bar~



Draw the right number of quarter notes in these bars~



What is the other name for half note?

Answer



Draw the right number of half notes to complete this bar~



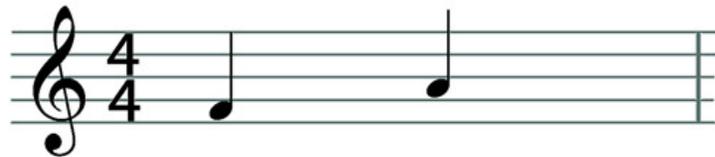
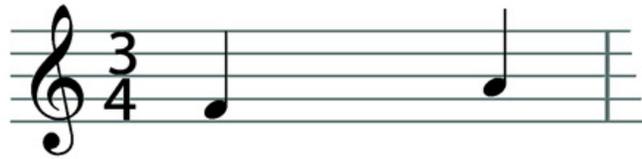
HOMWORK LESSON 14



What is the other name for an eighth note?

Answer

Put beamed eighth notes in these bars where needed.



What is the other name for a sixteenth note?

Answer

Draw the right number of sixteenth notes to complete these bars. Beam them into groups of four. ()



What are the other notes called?

However, there's something else that some of us have been wondering about.

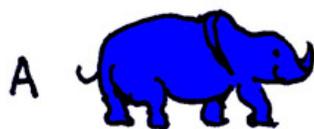
It's this.

When we say F sharp we are giving that note its full name, like saying Bella Jones or Jack Jones.

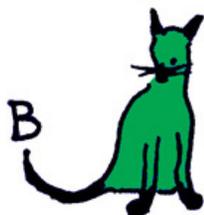
Do you know the full names of the other notes in this scale?



Are they called G hedgehog, A rhinoceros, B cat?



No they are not called any of these.



They are called naturals.

G natural, A natural, B natural and so on.

THEORY

LESSON 15



All the notes in the G major scale are naturals except for F sharp.

We have a natural sign. It looks like this →



But if we used the natural sign on every natural note our music would look like this ~



It's really hard to read isn't it?

So we usually leave the natural signs out and the music looks like this ~



Whew, that's better!

HOMWORK LESSON 15



Play the First Game five times (at least) this week. Make sure you win.



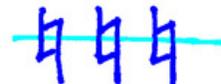
Here are some natural signs drawn along a line.



You draw them by first drawing two up and down lines.



And then joining them with angled lines.



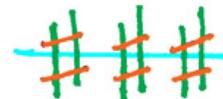
Try drawing some natural signs along this line ~ _____



Sharps are drawn a similar way. First draw two up and down lines ~



Then add two angled lines.

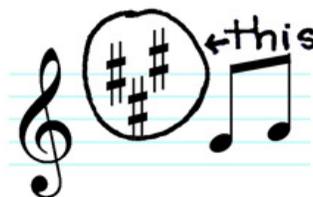


Try drawing sharps along this line. _____



What do we call this?

Answer



THEORY LESSON 16



1, 2, 3, 4



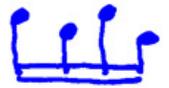
I think
I'll
Accelerando



Meanwhile back at the castle, the Best Drummer is beating his drum 1, 2, 3, 4 and the recorder players are playing a very exciting tune which is full of sixteenth notes.



And they are counting 1, 2, 3, 4. They can't count anything else because the sixteenth notes are too fast.



And the apple pickers are counting 1, 2, 3, 4 and bringing their feet down on each count.

Gradually the drummer beats his drum **quicker and quicker (accelerando)**. The dancers' feet go faster and faster.

And the recorder players make their sixteenth notes very fast indeed to keep up with the quicker drum beats.

Suddenly, the music stops.

THEORY

LESSON 16

the little notes were so presto (fast)

and fortissimo



Yes, my head's aching



'That was so exciting' said the Queen,
'The little notes were so presto' (presto means fast).

'Yes' said the King,
'Presto, Presto'.

'And so forte' (loud) said the King.

'Even fortissimo' (very loud) said the Queen.

'Yes' said the King
'My head's aching a little. I wonder if they could play the next piece piano' (quiet)

'Or pianissimo' (very quiet) said the Queen.

'Or even mezzo (half) forte (loud) wouldn't be quite so bad' said the King.

'Mezzo (half) piano (quiet) would be even better.' said the Queen.

The dance will be continued.

HOMWORK

LESSON 16

 Read through lesson 16 several times each night this week.

 Copy the words in the panel below, onto a piece of paper.

Put the copy on the fridge and say the words and their meaning every time you go near the fridge.

I'm learning the meaning of these Italian words. It's easy!

I've copied them and put them on the fridge



These are Italian words that mean fast or slow, loud or soft ~

Presto means **fast**.
 Lento means **slow**.
 Adagio means **slow**.
 Rallentando means **getting slower**.
 Forte means **loud**.
 Fortissimo means **very loud**.
 Piano means **quiet**.
 Pianissimo means **very quiet**.
 Mezzo means **half**.
 Mezzo forte means **half loud** or **moderately loud**.
 Mezzo piano means **half quiet** or **moderately quiet**.



Get out your violin.

Play on your E string.

🌸 First without any fingers.

🌸 Next play using one finger.

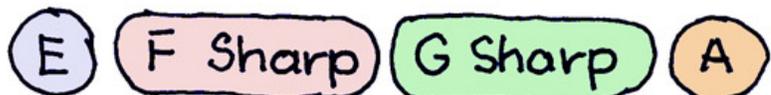
🌸 Now play using two fingers.

🌸 Now play using three fingers.

Make sure your second finger
is close to your third



GREAT !! You have just
played



THEORY

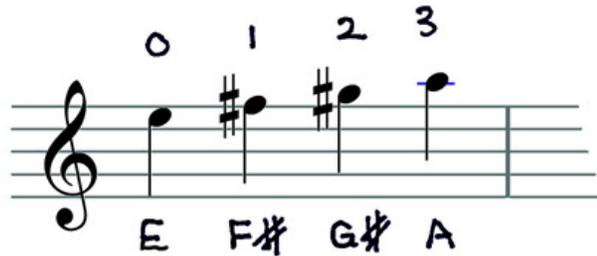
LESSON 17

I'm playing E, F#, G#, A over and over.

At the same time I'm watching where they live



We can write the notes you have just played, on the staff to look like this.



Play these notes over and over watching where F#, G# and A live on or above the staff.



I've got it. There's another 'A' on the ledger line above the staff



Now play the two notes on the E string that live on lines. Notice that A is on a ledger line.

Play them over and over while you watch them on their lines.

I'm reading and playing through lesson 4

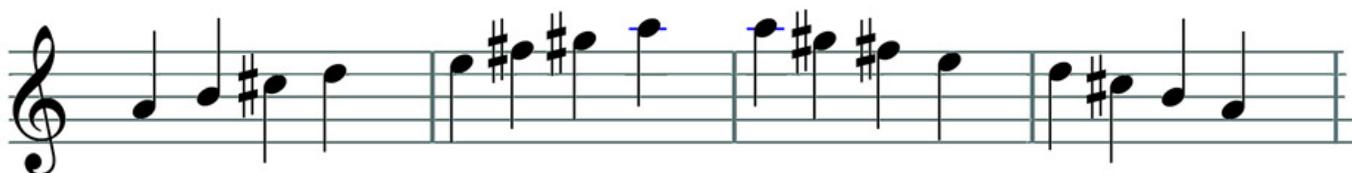


Now go back to lesson 4 (book one). Read and play through it again.

Play the notes you learnt there.



Join them up to the E string notes.



You have just played the scale of A major.

I'm making sure my second and third fingers are close



Did you make sure the second finger was close to the third finger on both strings?

That's important because those close fingers make a semitone sound.

And semitones are needed at those places in a major scale.

THEORY

LESSON 17

I'm having fun playing semitones

Try to remember this.

The sound of a semitone is made by playing one finger close to another. Such as ↘

Semitone

C# D

or

G# A

I'm playing two notes with close fingers

Play these examples over and over so you can learn the sound of a semitone.



Now there's still one thing we need to do to our A major scale. We need to move the sharps to the beginning of the staff to form a key signature.

A major scale

Key Signature

Play it now and listen for the semitones

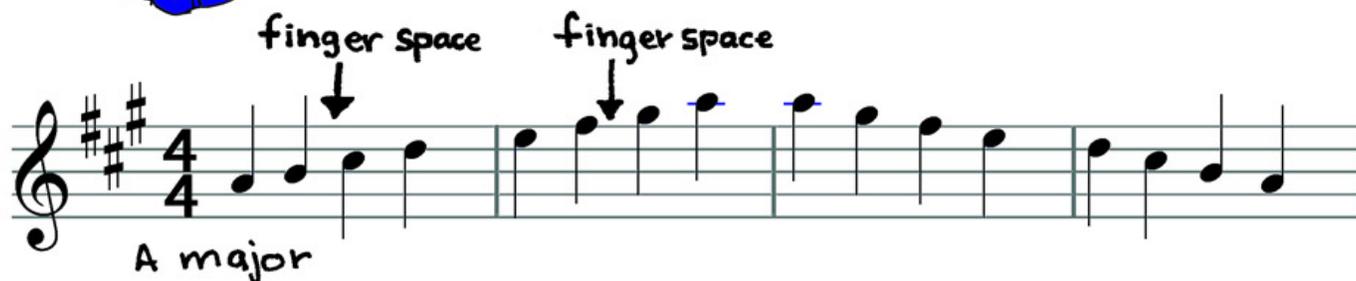
THEORY

LESSON 17



Play the A major scale again.

This time, notice where your first and second fingers come down on the fingerboard.



On both strings there is a space between the first and second fingers.

The difference in sound when the fingers are apart is called a tone.

Play the first bar of the A major scale. Between the first and second notes and second and third notes are tones (spaces on the fingerboard).

Is that clear?

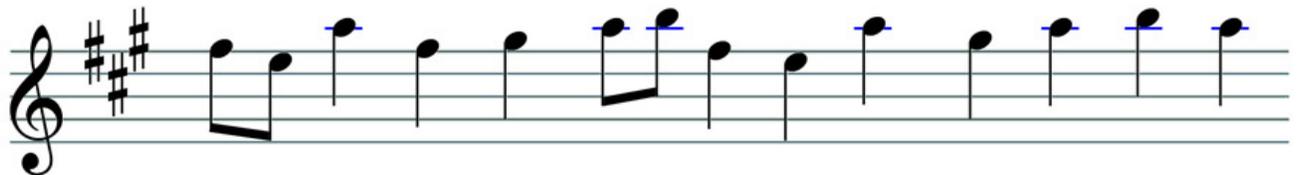
When fingers are close it's a semitone.
When fingers are apart it's a tone.



HOMWORK LESSON 17



Put in bar lines and write note names under these notes. Make sure you use # signs where necessary.



 How many sharps in the key of A major?

Answer

 Fill in the missing words

When fingers are close the space between the notes is a

When fingers are apart the space between the notes is a

HOMWORK LESSON 17



Copy the poem onto a piece of paper.

Put the copy on the fridge or your bedroom wall or mirror.

Read the poem over and over every day.
Try to learn it before your next violin lesson.

The E to B poem

F and A are the lines above E

So the note between must be G

And by the way, above A is B

THEORY

LESSON 18



'I'm tired,' said the Queen.

'Yes,' said the King,

'So am I

'Let's have one more dance with long notes which won't make us so excited.'



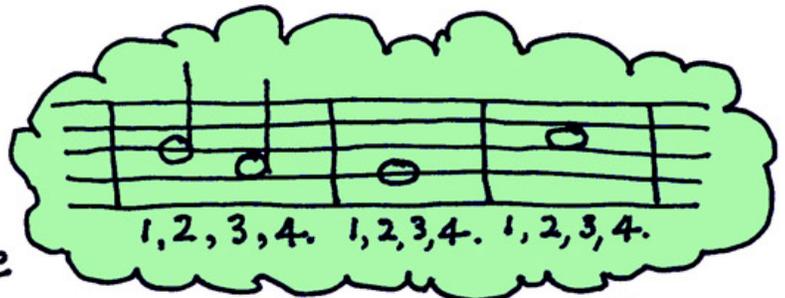
So the Queen said to the recorder players,

'Please play a tune we can dance to, that has long notes.'



'Yes,' said the King,
'long notes and lento tempo.'
(slow speed)

So the Best Drummer and the recorder players played a lento piece



with long notes for the recorder players.

And because the King still had a slight headache they played quietly (piano).



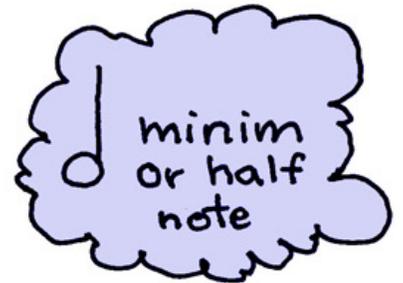
Even the Best Drummer played piano. But he hit his drum evenly counting 1, 2, 3, 4, to himself, making sure the recorder players and the dancers were keeping in time during the long notes.



We can write the music they played like this~

And of course the dancers put a foot down on each drum beat.

You have met a minim before.

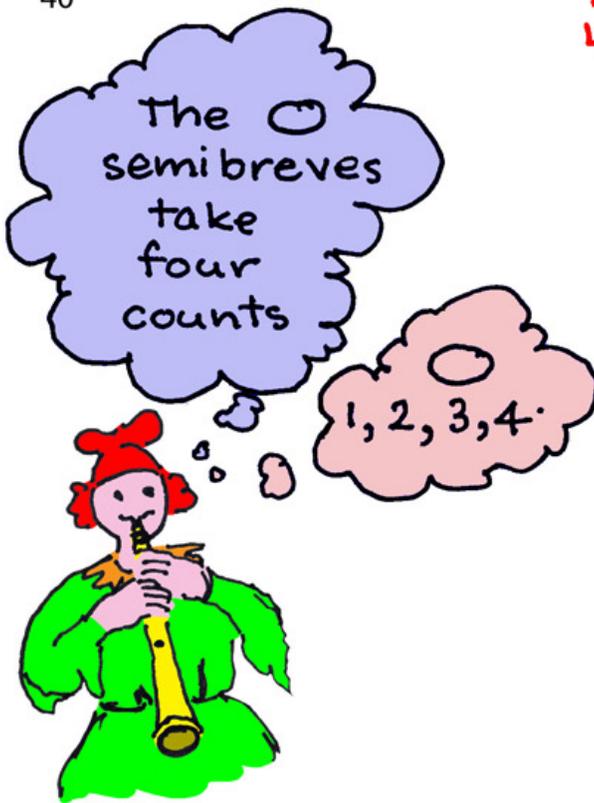


But not the note without a stem that looks like an egg. It is called a semibreve or whole note.



THEORY

LESSON 18



The whole notes or semibreves take four counts and fill a whole $\frac{4}{4}$ bar.

So when they played semibreves, the recorder players had to count four drum beats before they moved to the next note.

You know how many beats there are in a minim or half note.

That's right there are two beats. So there are two minims in a semibreve. You can see that easily in the music on the previous page.



Did you notice the repeat sign at the end of the stave?

That sign means play it again.

They played the dance music several times until the King said, 'Time for bed.'

HOMWORK LESSON 18



This is a **semibreve**.



Its other name is



This is a **minim**.



Its other name is



This is a **crotchet**.



Its other name is



This is a **quaver**.



Its other name is



This is a **semiquaver**.



Its other name is



What does **accelerando** mean?

Answer



What does **rallentando** mean?

Answer



How many beats in a **semibreve**?

Answer

HOMework

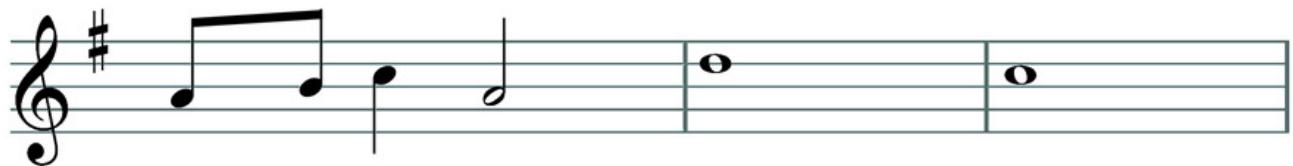
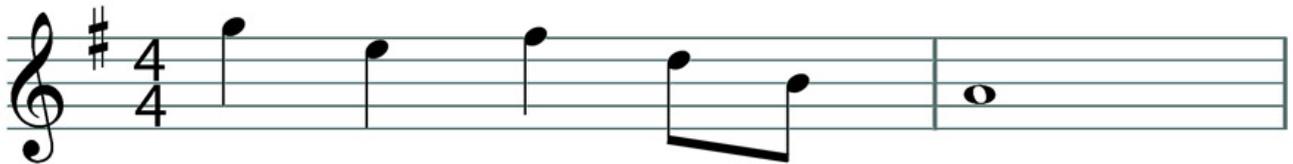
LESSON 18

-  What does **lento** mean?
Answer
-  What does **piano** mean?
Answer
-  What does **pianissimo** mean?
Answer
-  What does **mezzo piano** mean?
Answer
-  What does **forte** mean?
Answer
-  What does **fortissimo** mean?
Answer
-  What does **presto** mean?
Answer
-  Is C# to D  a tone or a semitone?
Answer
-  Is B to C#  a tone or a semitone?
Answer
-  How many **beats** in this  note?
Answer

HOMWORK LESSON 18



Write the counting under the notes in this music. Don't forget to write wu-un, two-oo, three-ee, four-or under beamed quavers.





The Note Game

-  Try to play the game at least twice each day until your next lesson.
-  Play the game with your Mother or some other member of your family.
-  All the answers are on page 46. So if you want to win, learn the note names before you play.



The Note Game - the rules.



The rules of the Note Game are the same as those for the First Game which you played in Book One.



The Note Game is played by two or more people using dice and counters. 



You take turns at throwing the dice to see which square your counter will go to.



If a player lands on a note square, they must say the name of the note correctly. If they do, they go forward one square. If they don't, they go back two squares.



If a player lands on the happy King  or the Best Drummer  they get a free throw. If a player throws a 6,  they get a free throw.



If you are playing with Mum or someone who doesn't know the names of the notes, they can look at the answers. When you land on a note square they can check your answer. When they land on a note square they can look for the answer and move forward one square. If, however, you can say the note name before Mum or the other person, they go back one square.

THEORY LESSON 19



The Note Game and the answers

The Note Game

start here →	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30	31	32	33	34
35	36	37	38	The Winner

 You will find the game board in the appendix. Cut it out, so you can use it for playing.

 Answers.

G A B C D E F G
 A B C D E F G A B

THEORY

LESSON 20

Revision lessons 1 to 19

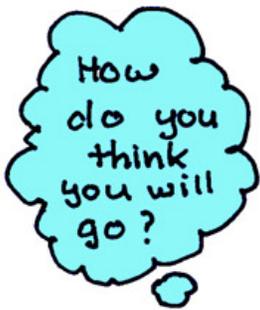
Try to answer all the questions without going back to find the answers.

Write down the answers that you know. For these answers put a 5 in the first box.

Example

What is the name of these 5 lines? _____

Answer the stave



When you don't know the answer, go back through book 1 and book 2 until you find the answer.

Then write down the answer and give yourself one point in the second box.

Example

Answer the stave

When you have finished add your scores.

THEORY LESSON 20

Revision lessons 1 to 19



 What is the name of this  sign?

Answer

 What do we call these lines?



this and this

Answer



 What is the name of this  sign?

Answer

 What is the meaning of *lento*?

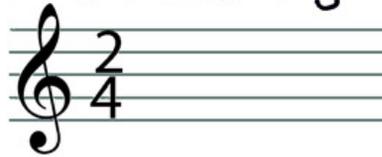
Answer

THEORY LESSON 20

(REVISION LESSONS 1 to 19)



Numbers at the beginning of the staff are called a time signature. What does this time signature mean?



Answer



Are these notes half notes, eighth notes, or quarter notes?



Answer



Give one name for this type of note ρ

Answer

How many beats on this type of note ρ ?

Answer

THEORY LESSON 20 (REVISION LESSONS 1 TO 19)



A group of four notes with two beams is called a group of semiquavers. What is the other name for this type of note?



Answer



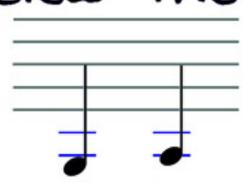
This note is called a semibreve or ?

Answer



What are the little lines called, which are added for notes above or below the staff?

Example



Answer



What does Accelerando mean ?

Answer

THEORY LESSON 20 (REVISION LESSONS 1 to 19)

What is that?

How many counts on this group of notes?



Answer



Write the counting under these notes.



.....

Put in the bar lines.



What is the name of this ♯ sign?

Answer



THEORY LESSON 20

(REVISION LESSONS 1 to 19)

The third degree is close to the fourth degree



Which degree of the scale is the third note?

Answer



In a major scale the third degree is close to the fourth. What is the seventh degree close to?

Answer

What do I know about the seventh degree?



How many sharps are there in the key of D major?

Answer



How many sharps are there in the key of G major?

Answer

Wow! I've just played the scale



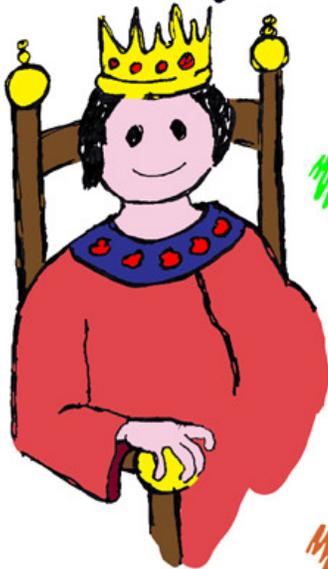
How many notes in an octave?

Answer



THEORY
LESSON 20
(REVISION LESSONS 1 TO 19)

Yes my head's aching



What is the meaning of mezzo piano?
Answer.....

What is the name of this :|| sign?
Answer.....

What do we call a group of sharps at the beginning of the staff?
Answer.....

Add up the points you have scored.

If you scored over 90 you did well. Just check over the questions which were problem ones.

If you scored under 90 you should make a list of questions which scored only one point. Then hunt out the lessons where the correct answers live. Read these lessons until you understand and remember them.

Two
eighth notes



Four
sixteenth
notes



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Whole notes
take
4 counts

Half notes
take
2 counts



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The Note Game

	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>5</p>	<p>6</p>	<p>7</p>	<p>8</p>	<p>9</p>
<p>10</p>	<p>11</p>	<p>12</p>	<p>13</p>	<p>14</p>
<p>15</p>	<p>16</p>	<p>17</p>	<p>18</p>	<p>19</p>
<p>20</p>	<p>21</p>	<p>22</p>	<p>23</p>	<p>24</p>
<p>25</p>	<p>26</p>	<p>27</p>	<p>28</p>	<p>29</p>
<p>30</p>	<p>31</p>	<p>32</p>	<p>33</p>	<p>34</p>
<p>35</p>	<p>36</p>	<p>37</p>	<p>38</p>	

Cut this out. Keep in a folder for future use.
 Instructions for playing this game are on page 45.



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