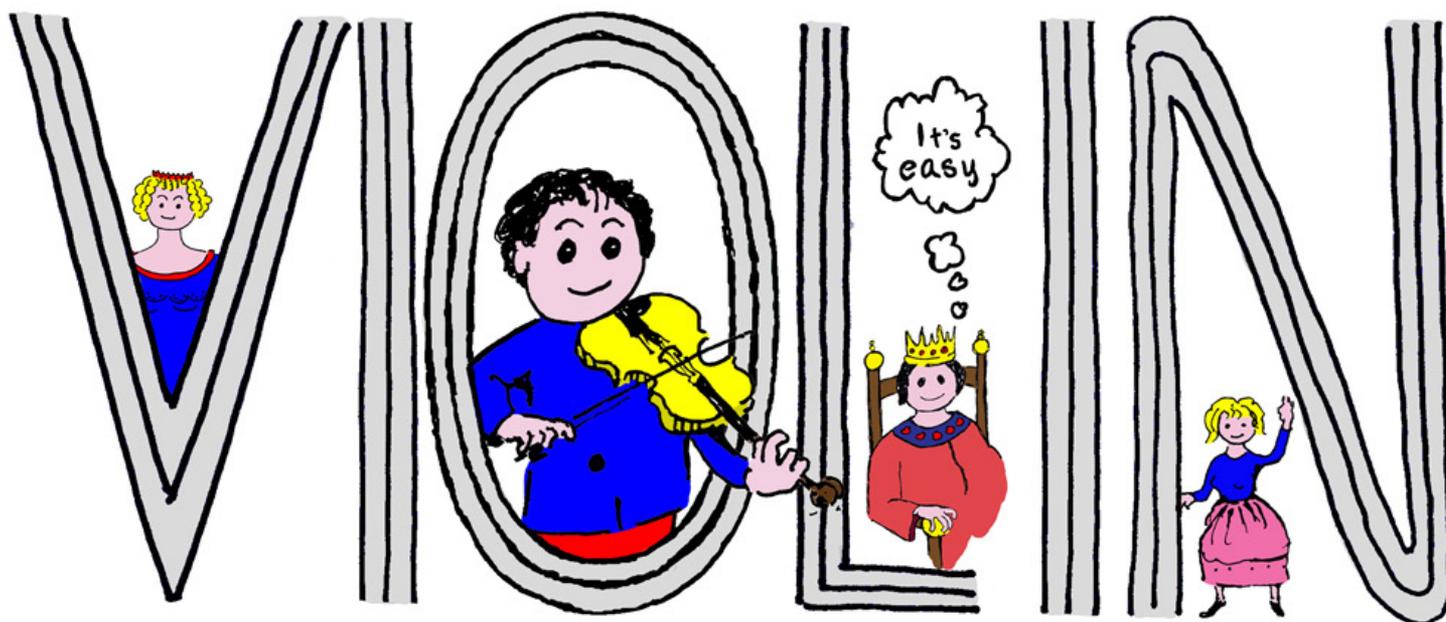


Teach  
Yourself



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

## Time saving for the teacher

The lessons are presented in student, 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 student has forgotten a note name that has previously been covered in a theory lesson, you can refer the student 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 student, 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 students 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, students should read and/or play through the prescribed lesson every night.
- Parents should be encouraged to become involved with the student in theory learning if their violinist is young.
- The volumes can be used as reference books. Students 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



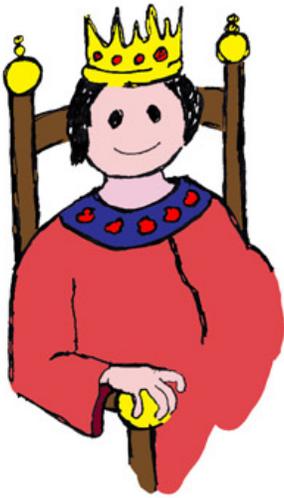
### Message to the Teacher ~

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 measure.

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

The recorder players are counting  
1, 2, 3, in every measure. But sometimes  
they are playing quarter notes and  
sometimes half notes.



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

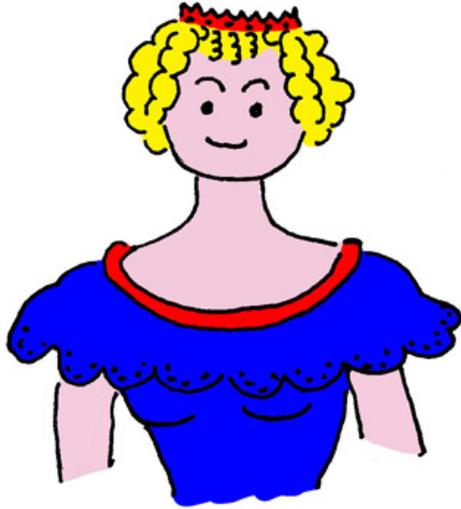
# THEORY LESSON 12



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 quarter notes. But the recorder players played two notes to every drum beat.

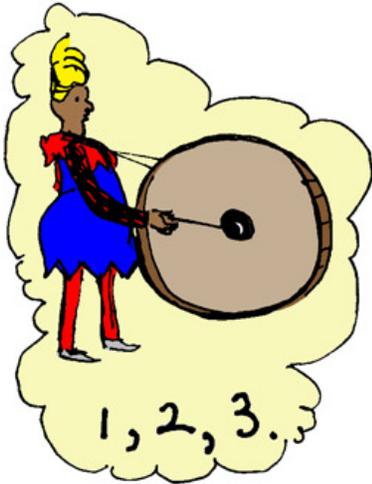


Recorders  $\frac{3}{4}$

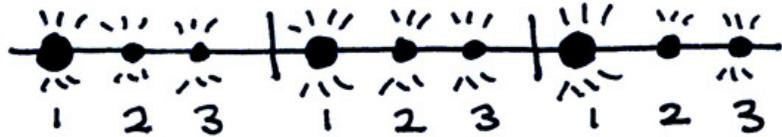
Drummer  $\frac{3}{4}$

# THEORY

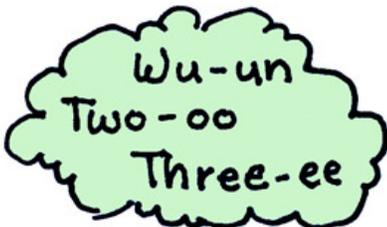
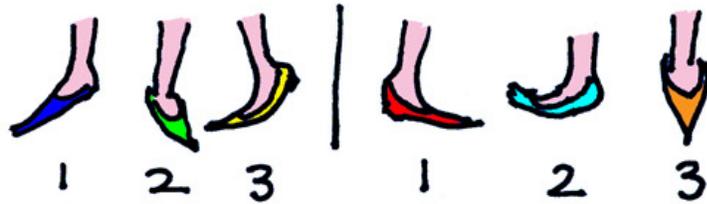
## LESSON 12



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

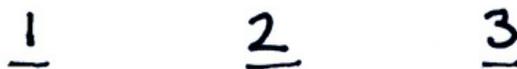


The apple pickers put their feet down, 1, 2, 3, in time with the drum beats.



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 joined together by a beam.



This shows us that the eighth notes 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 this note  $\rho$ ?

Answer . . . . .

What do you call this note  $\downarrow$ ?

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 quarter notes are there in a  $\frac{3}{4}$  measure?

Answer . . . . .

An eighth note without a beam looks like this  $\curvearrowright$  or  $\downarrow$ .

How many eighth notes in a quarter note?

Answer . . . . .

# HOMWORK LESSON 12

How many quarter notes are there in a  $\frac{2}{4}$  measure?  
Answer .....

How many quarter notes are there in a  $\frac{3}{4}$  measure?  
Answer .....

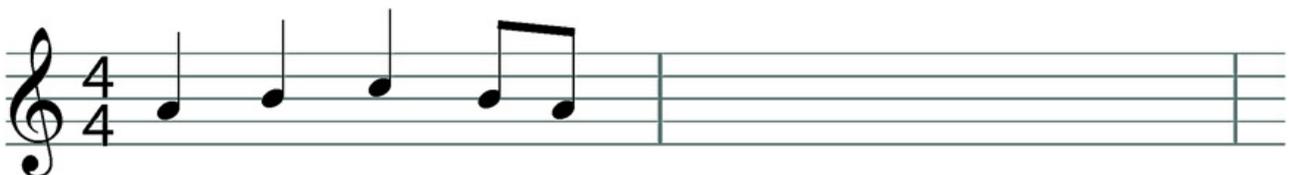
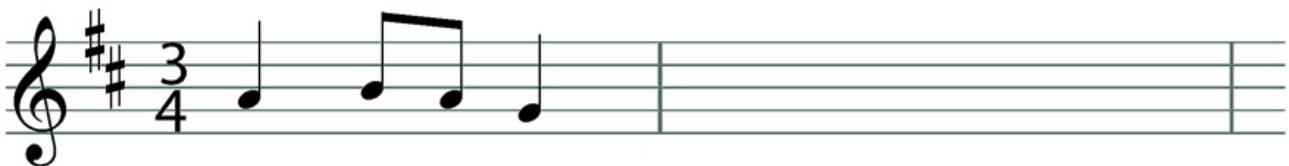
How many quarter notes are there in a  $\frac{4}{4}$  measure?  
Answer .....



This sign stands for two eighth notes.



Write the correct number of eighth notes in the empty measures 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

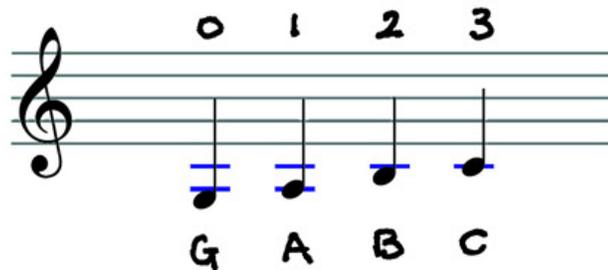
G A B C

# THEORY

## LESSON 13

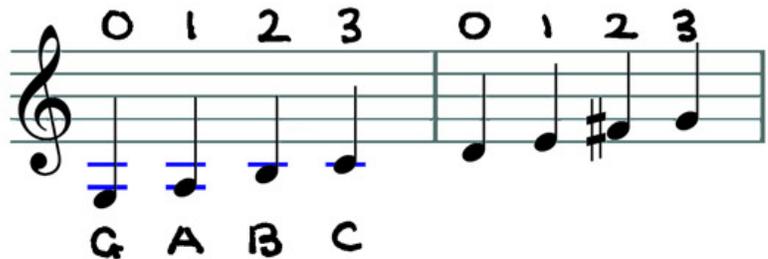


We have to write the notes you have just played below the staff on little lines called ledger lines.



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,



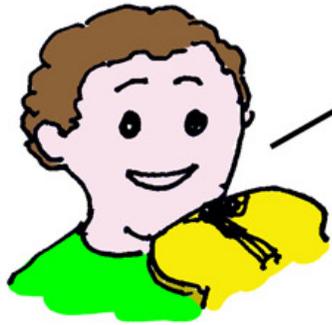
does it sound the same as the D major scale?



D major

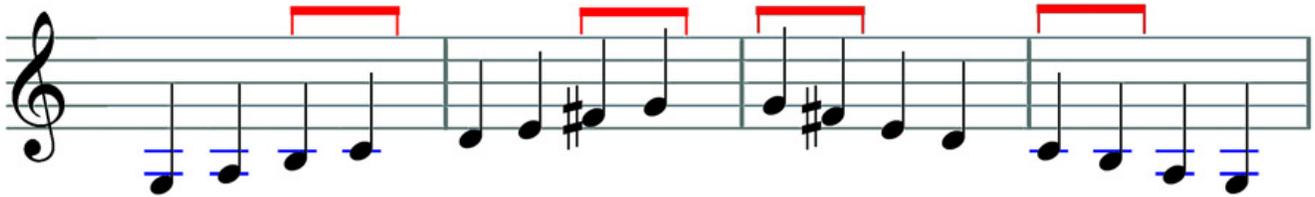


# THEORY LESSON 13



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.

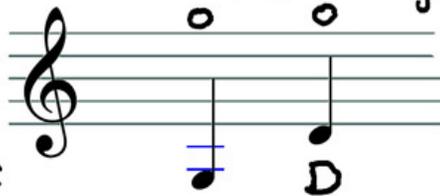


and play the G major scale.

# HOMWORK LESSON 13



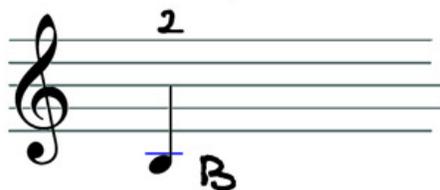
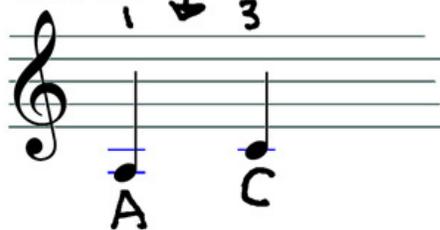
Get out your violin.  
Play G with no fingers.



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 . . . . .

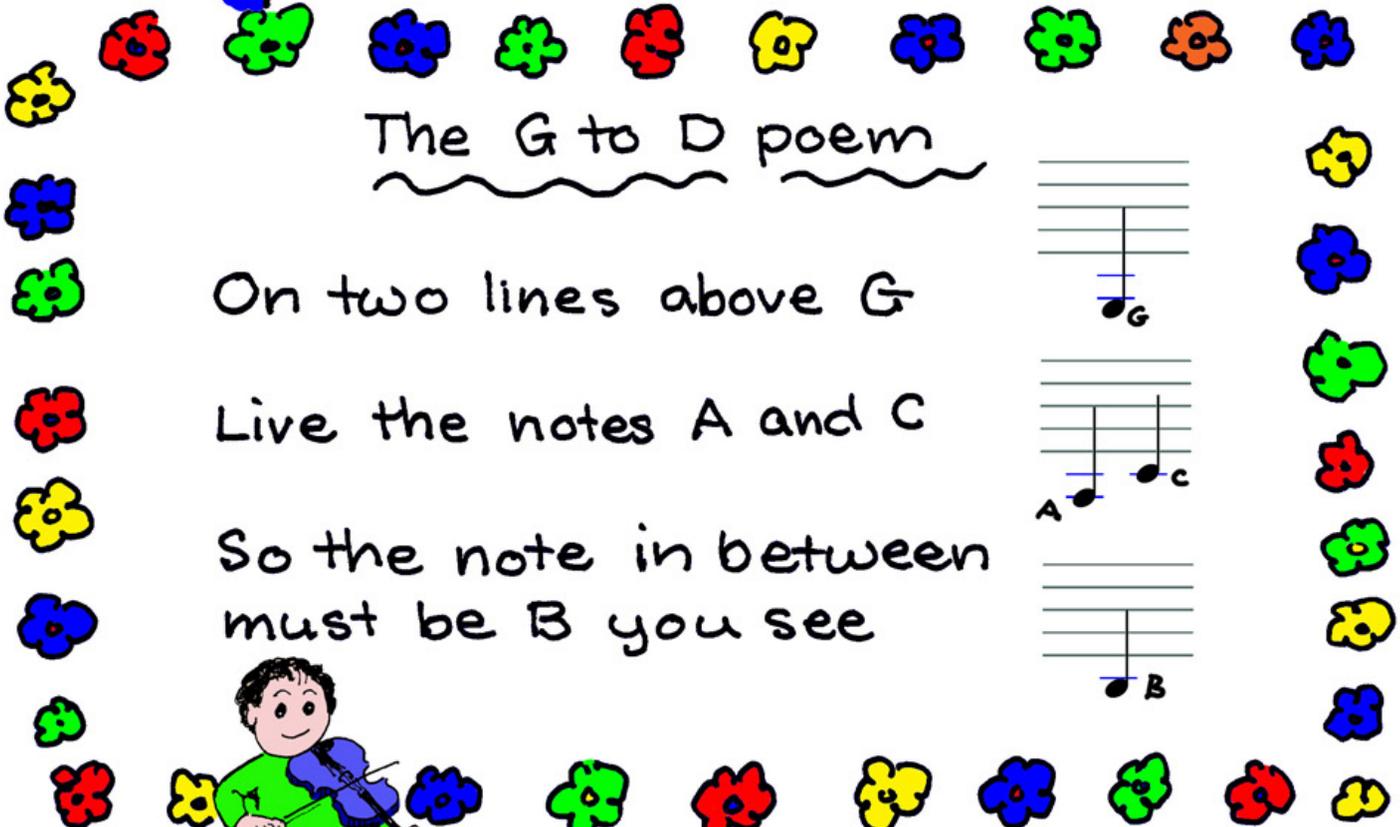
# HOMWORK LESSON 13



Copy the poem onto a piece of paper.

Put the copy on the refrigerator 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

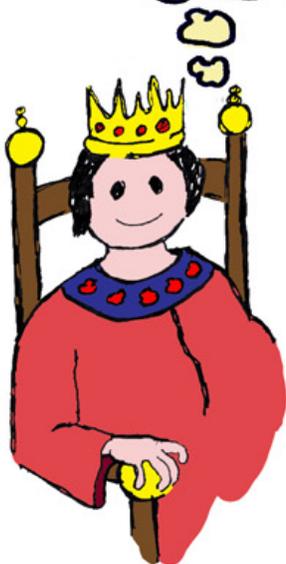


# THEORY

## 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 measure).

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 ~

Recorder's part: A musical staff in 4/4 time with four measures. Each measure contains four eighth notes. The notes are: (G4, A4, B4, C5), (A4, G4, F4, E4), (C5, B4, A4, G4), and (E4, D4, C4, B3).

Drummer part: A blue horizontal line with four blue dots representing beats. Each dot has radiating lines above it. Below each dot is a shoe: green, grey, cyan, and red.

Apple picker part: A pink dress icon next to the text 'Apple picker'.

Labels: Recorder's, Drummer, Apple picker.

Or in the second dance which went like this ~

Recorder's part: A musical staff in 2/4 time with four measures. The notes are: (G4, A4, B4, C5), (A4, G4), (C5, B4, A4, G4), and (E4, D4, C4, B3).

Drummer part: An orange horizontal line with four orange dots representing beats. Each dot has radiating lines above it. Below each dot is a shoe: green, grey, cyan, and red.

Apple picker part: A pink dress icon next to the text 'Apple picker'.

Labels: Recorder's, Drummer, Apple picker.

# 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.

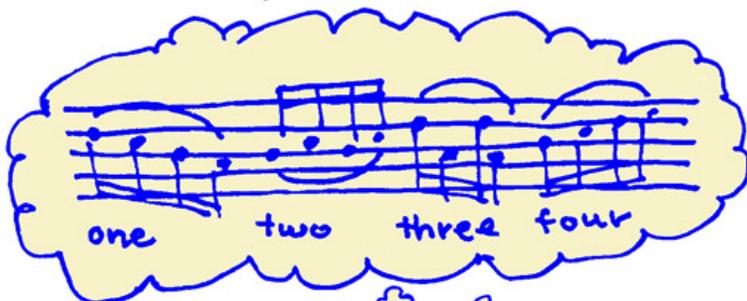


So the recorder players made sure they played the four notes before the drummer hit the next beat.

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  $\frac{4}{4}$  measure. (   $\times 4 = 16$  )

Sixteen sixteenth notes in a  $\frac{4}{4}$  bar  $\longrightarrow$



There are four sixteenth notes in a quarter note 

the dance will continue



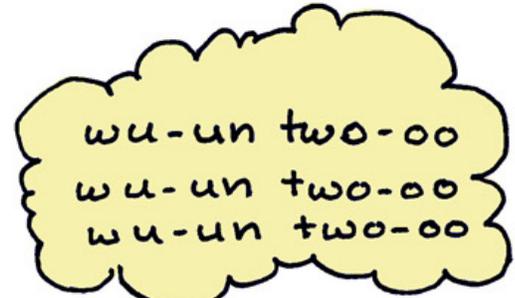
# THEORY LESSON 14

 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.



3 1 2 1 3 1 3

wu-un two-oo    wu-un two

0 2 1 3 1 2 3 0 4 3 1

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

3 2 1 3 1 2 3 0 1 0 3

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

# 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    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 measure.



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

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

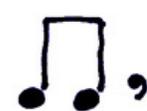


one two one two one two

# 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 measure.  
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, an eighth note on B4, and a quarter rest. The third measure has a quarter note on C5, an eighth note on B4, an eighth note on A4, and a quarter rest.

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

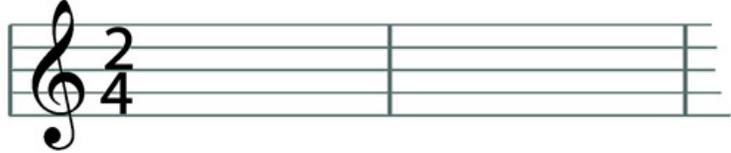
I'm enjoying playing music I have written.



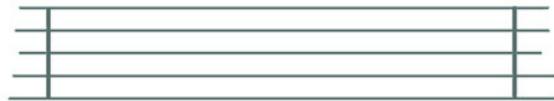
Four notes to a beat



Draw quarter notes in these measures ~



Draw four quarter notes in this measure ~



Draw the right number of quarter notes in these measures ~



Draw half notes in this measure.



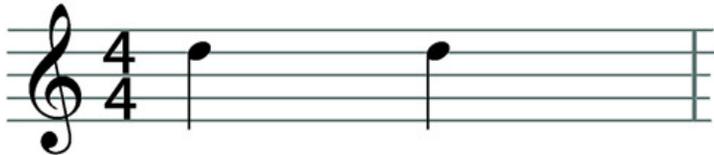
Draw the right number of half notes to complete this measure ~



# HOMWORK LESSON 14



Put beamed eighth notes in these measures where needed.

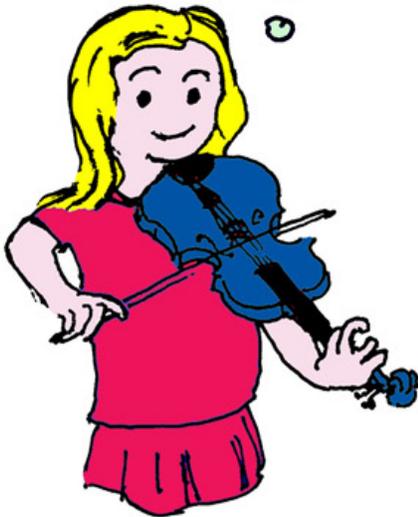


Draw the right number of sixteenth notes to complete these measures. Beam them into groups of four. (  )



# THEORY LESSON 15

I'm reading lesson thirteen again



- Go back to lesson thirteen.
- Play and read through it to refresh your memory

Now you have done that you will remember that we moved the sharp (F sharp) to the beginning of the stave



the F# is the key signature



A sharp or group of sharps at the beginning of the stave is called a key signature.

key signature



What  
are the  
other notes  
called?

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

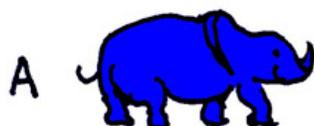
It's this.

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

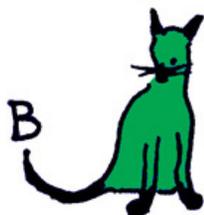
Do you know the full names of the other notes in this scale?



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



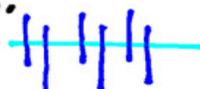
Play the First Game five times (at least) this week. Make sure you win.



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.



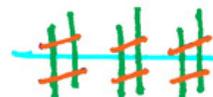
Try drawing some natural signs along this line ~ \_\_\_\_\_



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



Then add two angled lines.

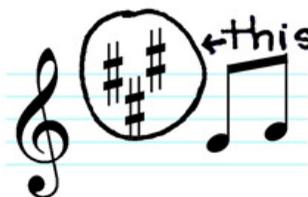


Try drawing sharps along this line. \_\_\_\_\_



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.

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 refrigerator and say the words and their meaning every time you go near the refrigerator.

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

I've copied them and put them on the refrigerator



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.

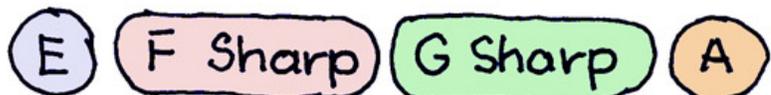
🌸 Now play using two fingers.

🌸 Now play using three fingers.

Make sure your second finger  
is close to your third



GREAT !! You have just  
played



# THEORY

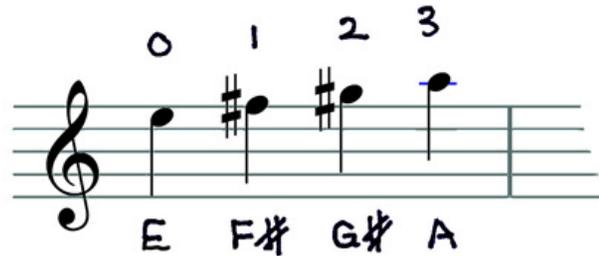
## LESSON 17

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

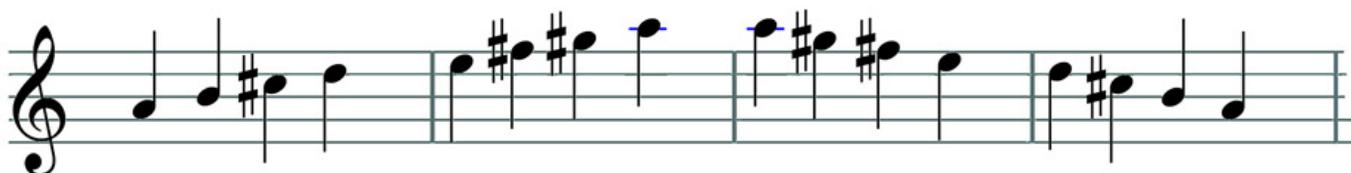


Now go back to lesson 4 (book one). Read and play through it again.

Play the notes you learned 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

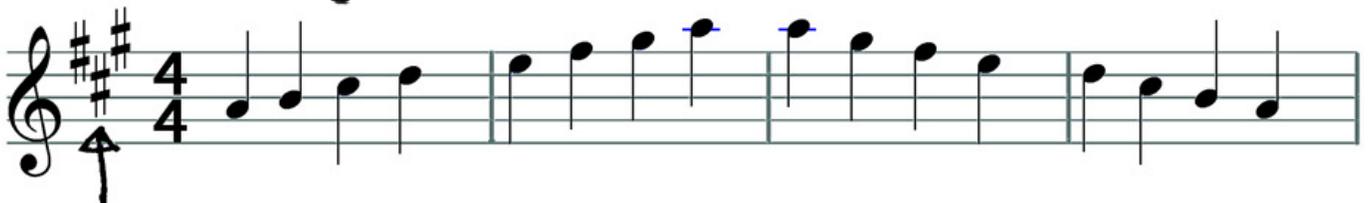
I'm playing two notes with close fingers

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

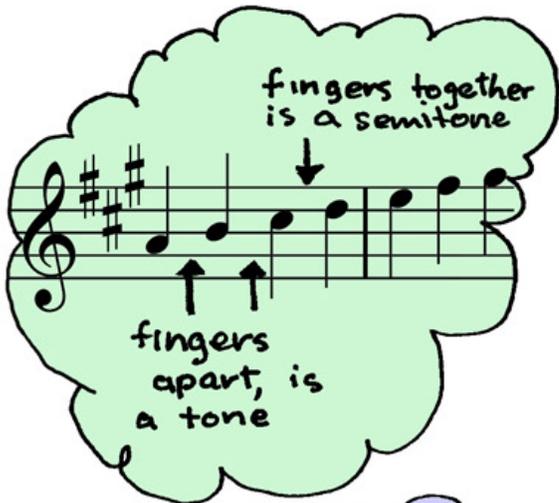
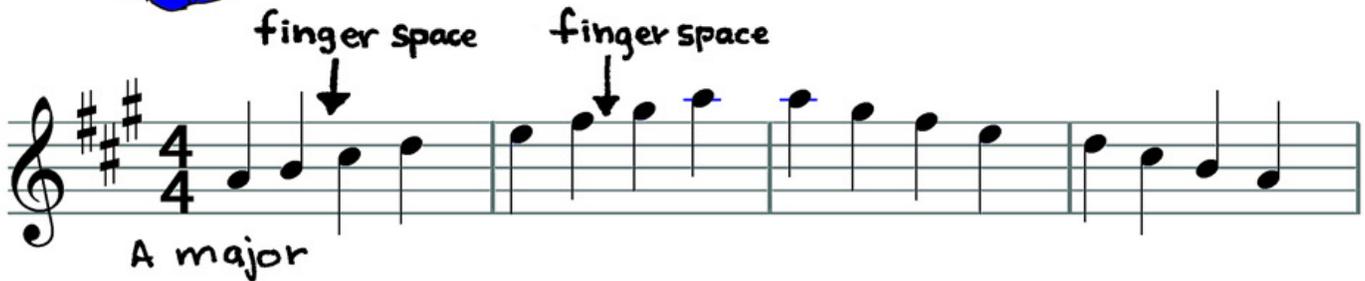
# THEORY

## 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 measure 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?

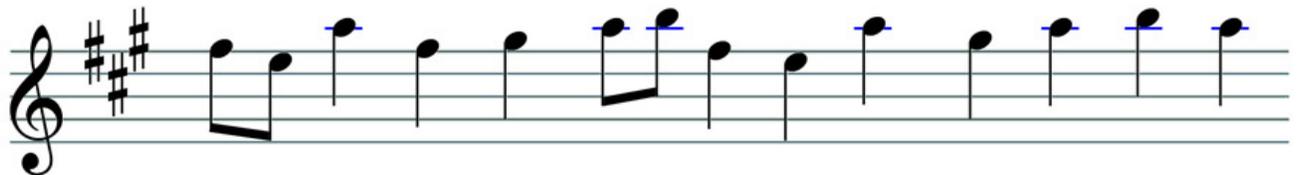
When fingers are close it's a semitone.  
When fingers are apart it's a tone.



# 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 refrigerator 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.'



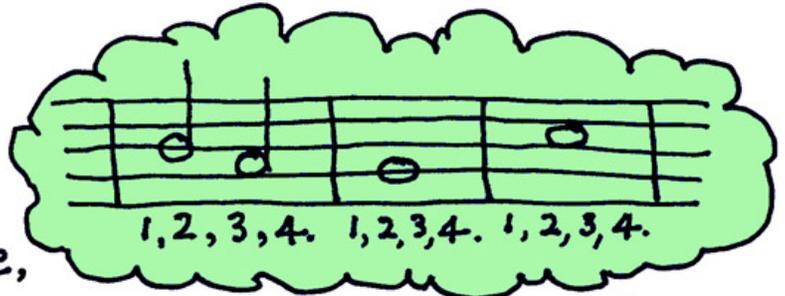
So the Queen said to the recorder players,

'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).

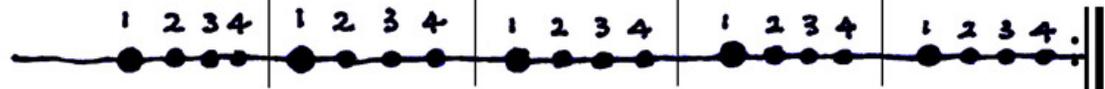


 Even the Best Drummer played piano. But he hit his drum evenly counting 1, 2, 3, 4, to himself, making sure the recorder players and the dancers were keeping in time during the long notes.



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 half note before~  

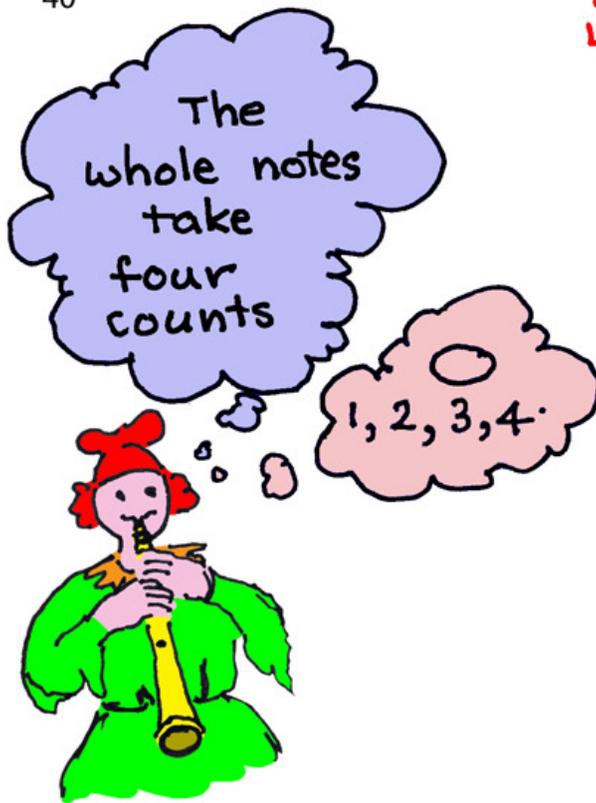
But not the note without a stem that looks like an egg.

It is called a whole note.



# THEORY

## LESSON 18



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

So when they played whole notes, 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 half note.



That's right. There are two beats. So there are two half notes in a whole note. You can see that easily in the music on the previous page.

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

That sign means play it again.

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

# HOMWORK LESSON 18

 How many beats in this whole note? 

Answer . . . . .

 How many beats in this half note? 

Answer . . . . .

 How many beats in this quarter note? 

Answer . . . . .

 This  is an eighth note.

How many eighth notes in a quarter note?

Answer . . . . .

 This  is a sixteenth note.

How many sixteenth notes in a quarter note?

Answer . . . . .

 What does accelerando mean?

Answer . . . . .

 What does rallentando mean?

Answer . . . . .

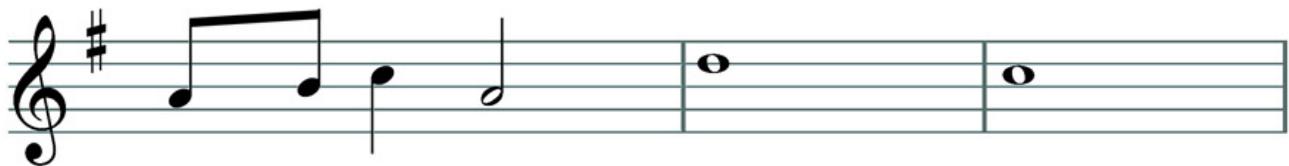
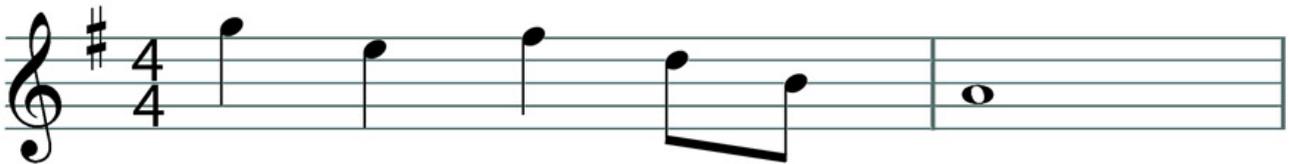
# HOMework

## 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 eighth notes.



# THEORY

## LESSON 19



### 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 Mom 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 Mom 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

### (REVIEW LESSONS 1 to 19)

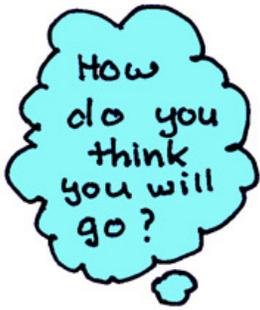
Try to answer all the questions without going back to find the answers.

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

## (REVIEW 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*?

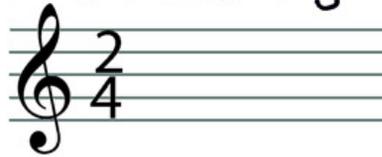
Answer .....

# THEORY LESSON 20

## (REVIEW 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 . . . . .



Write the name of this type of note  $\rho$

Answer . . . . .

How many beats on this type of note  $\rho$  ?

Answer . . . . .

# THEORY LESSON 20 (REVIEW LESSONS 1 to 19)



A group of four notes with two beams is called a group of sixteenth notes. What is the name of the notes in this group? →



Answer . . . . .


What is the name of this type of note?

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 (REVIEW 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  $\sharp$  sign?

Answer . . . . .



# THEORY LESSON 20

## (REVIEW LESSONS 1 to 19)

The third degree is close to the fourth degree



Which degree of the scale is the third note?

Answer . . . . .

What do I know about the seventh degree?



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

Answer . . . . .

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

Answer . . . . .

Wow! I've just played the scale

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

Answer . . . . .



How many notes in an octave?

Answer . . . . .

**THEORY**  
**LESSON 20**  
**(REVIEW 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



to a  
beat



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Cut this out and put on your wall.

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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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