

Grade 9 Music Theory Workbook

Name _____

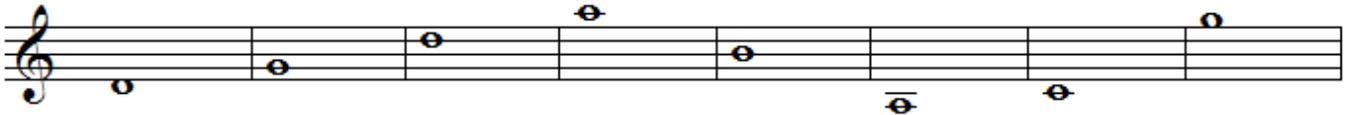
Grade 9 Theory
Activity 1 – Note Naming

*I am responsible for knowing all the notes in the treble and bass clefs, including ledger lines.

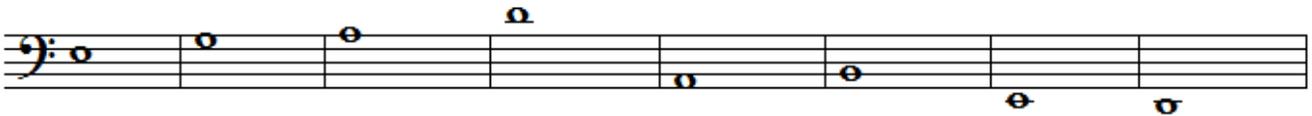
1. Identify all notes on this grand staff (Use capital letters only).



2. Name these notes.



3. Name these notes.

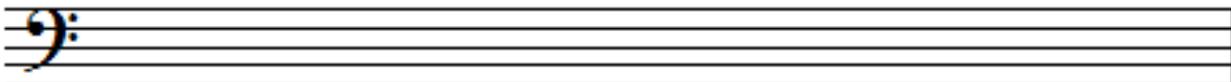


4. Place these notes on the treble clef. Make 2 of them on ledger lines.



A G C F E B

5. Place these notes on the bass clef. Make 2 of them on ledger lines.



G C D A B F

Grade 9 Theory
Activity 2 – Flats and Sharps

* I am responsible for knowing flats, sharps and naturals and how they function in music.

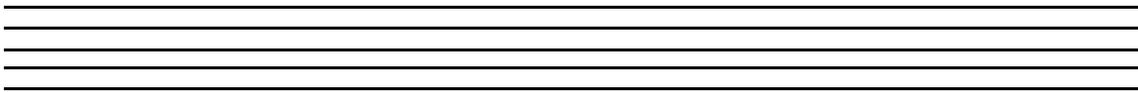
1. Definitions:

 Sharp: _____

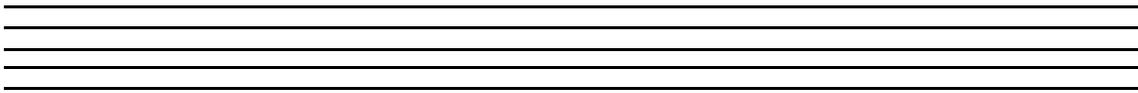
 Flat: _____

 Natural: _____

2. Draw at least 8 flats in the staff below. Place each one on a different line or space.



3. Draw at least 8 sharps in the staff below. Place each one on a different line or space.



4. Name these notes:



5. Place these notes on the treble clef. Make 2 of them on ledger lines.



C#

Eb

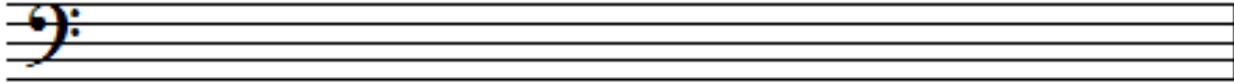
Db

Ab

F#

G#

6. Place these notes on the bass clef. Make 2 of them on ledger lines.



Ab

G#

Eb

Bb

A#

D#

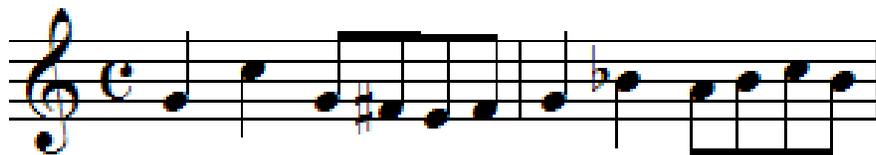
Key Signatures

The key signature (group of flats or sharps at the beginning of a piece of music) tells us which notes are to be raised or lowered **throughout the piece**. Name all of the notes in the examples below.



Accidentals

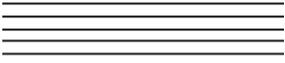
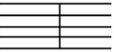
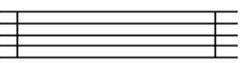
Sharps, flats and naturals can be used within a piece of music to alter the pitch of a note. The rule is that the pitch remains altered throughout the entire bar. With this rule in mind, name all of the notes in the following example.



Grade 9 Theory
Activity 3 – Symbols and Rests

* I am responsible for recognizing the musical symbols we have used in performance and knowing their function.

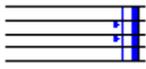
Music Symbols

Staff		Sign used for repeat (as in D.S.)	
Treble Clef		The end	<i>Fine</i>
Bass Clef		Coda Mark	
Bar Line		Tie	
Double Bar		Slur	
Measure		Fermata (hold)	
Sharp		Tenuto	<i>ten. -or-</i> 
Flat		Breath mark	
Natural		Accent	
Repeat		Sforzando	<i>sfz.</i>
Da Capo	<i>D.C.</i>	Staccato	
(from the beginning)			

Notes and Rests

Whole Note		
Whole Rest		
Half Notes		
Half Rests		
Quarter Notes		
Quarter Rests		
Eighth Notes		
Eighth Rests		
Sixteenth Notes		
Sixteenth Rests		

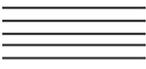
a) Identify the following symbols:

a)  _____

b)  _____

c)  _____

d)  _____

e)  _____

f)  _____

g)  _____

h) *sfz* _____

b) Give the function for each:

a) *D.C.* _____

b)  _____

c)  _____

d)  _____

e)  _____

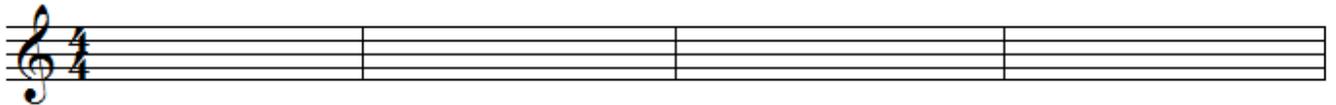
f)  _____

Composition

Write an 8 bar composition in the space below using the following criteria:

- a) Make sure each bar has the correct number of beats
- b) Use half notes, quarter notes and eighth notes
- c) Use at least two accidentals (This may include natural signs)

(Use the first two lines for your rough work. Your final work will appear on the last two lines.)



Grade 9 Theory
Activity 4 – Italian Terms

* I am responsible for knowing all the Italian terms we have used in performance.

TEMPO

<i>adagio</i>	very slow	<i>accelerando</i>	gradually getting faster
<i>andante</i>	moderately slow	<i>ritardando</i>	gradually getting slower
<i>moderato</i>	moderate	<i>a tempo</i>	return to the original tempo
<i>allegro</i>	fast		
<i>presto</i>	very fast		

DYNAMICS

<i>pp</i>	pianissimo	<i>crescendo</i>	gradually getting louder
<i>p</i>	piano	<i>decrescendo</i>	gradually getting softer
<i>mp</i>	mezzo piano		
<i>mf</i>	mezzo forte		
<i>f</i>	forte		
<i>ff</i>	fortissimo		

ARTICULATION

<i>legato</i>	smoothly, gliding
<i>staccato</i>	detached

OTHER

<i>coda</i>	closing section
<i>Da Capo</i>	from the beginning
<i>fine</i>	the end
<i>poco</i>	a little
<i>molto</i>	a lot
<i>tutti</i>	all
<i>solo</i>	one player
<i>solì</i>	one section or group

1. Write all five tempo indications in order from slowest to fastest:

2. Write all six dynamic indications in order from softest to loudest:

3. Identify the following:

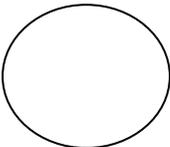
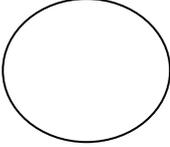
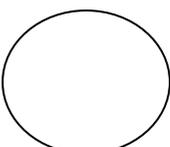
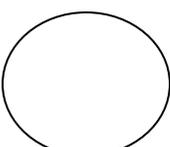
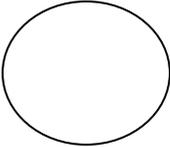
- | | |
|-----------------------|----------------------|
| a) <i>mf</i> _____ | c) <i>fine</i> _____ |
| b) <i>tutti</i> _____ | d) <i>pp</i> _____ |

4. Give the function for the following:

- | | |
|-------------------------|-----------------------------|
| a) <i>Da Capo</i> _____ | b) <i>accelerando</i> _____ |
|-------------------------|-----------------------------|

Grade 9 Theory
Activity 5 – Note Values

* I am responsible for knowing all note values from the whole note to the sixteenth note.

Pie Picture	Note Name	Note	Value
			
			
			
			
			

1. Write one note equal to the following:

a)  = _____

b)  = _____

c)  = _____

d)  = _____

e)  = _____

f)  = _____

g)  = _____

h)  = _____