NOTES ON THE GRAND STAFF

Notes are written on the grand staff in order to enable musicians to read the music they are learning. Singers need to be able to read music in order to learn their parts. It is important that singers are able to read not only the notes in the clef they are singing, but in the other clef as well. This is so they can follow along while they are singing with others.

The following staves contain notes in the Treble and Bass clefs. They are divided by notes that are on lines, and notes that are in between the lines, on spaces. There are some useful sayings that can help with remembering note names.

Lined Notes: Every Good Boy Does Fine

Spaced Notes: FACE

Lined Notes: Great Big Dreams For America

Spaced Notes: All Cows Eat Grass
CHAPTER REVIEW: LEVEL 2

Name the following note and rests and give their values in 4/4 time.

\[ \text{Name: } \quad \text{Value: } \]

Name the following notes. Remember to pay attention to the clefs.

\[ \text{___ } \quad \text{___ } \quad \text{___ } \quad \text{___ } \quad \text{___ } \quad \text{___ } \quad \text{___ } \quad \text{___ } \]

Write in the beats under these rhythms. The first measure is done for you.

\[ \begin{array}{ccc}
\text{1} & \text{2} & \text{3} \\
\end{array} \]

Add three more bar lines to these rhythms. The first bar line is done for you.

\[ \begin{array}{ccc}
\text{___ } & \text{___ } & \text{___ } & \text{___ } \\
\end{array} \]

Add the tied notes together and write their combined value below.

\[ \text{___ beats } \quad \text{___ beats } \quad \text{___ beats } \quad \text{___ beats } \quad \text{___ beats } \]

Write in the solfege underneath the notes.

\[ \begin{array}{ccc}
\text{___ } & \text{___ } & \text{___ } & \text{___ } \\
\end{array} \]
MORE PRACTICE WITH FLATS AND SHARPS

Circle the notes affected by the key signature in the following examples
(Hint: name the sharps in the key signature using the order of sharps (fat cats...) then circle those notes.)

Name the notes:

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SOLFEGE

In this level, you will add "Ti" to the scale as well as skipping notes and eighth notes. The examples in this level are in the keys of E Major (high voice) and D♭ Major (low voice). Now "Do" is the note E/D♭ instead of C. Look at the following examples.

Now you try- Write in the solfege underneath the notes, then try to sing the examples (make sure to check the key signature).
"Se Florindo è Fedele"

1. What Major key is this piece in? ____________________

2. What is the Major key's relative minor key? ___________

3. What language is the text in? _______________________

4. What notes are flatted in this song? ________________

5. Name and define the following tempos: Allegretto; Grazioso; Moderato ___________

________________________________________________________________________
________________________________________________________________________

6. Name the chord in the first measure, and label it with the Roman Numeral in relation to the key signature (ie. I, IV, V…).

\[ \text{\includegraphics[width=0.5\textwidth]{chord}} \]

Name _____  Roman Numeral _____

7. What does \textit{sf} (measure 2, 11) stand for and what does is mean? ______________

________________________________________________________________________

8. What period of music is Scarlatti from? _____________________

9. Name one more composer from this period of music ______________________

10. Write in the solfege for the circled section in the vocal line measures 10-11.

\[ \text{\includegraphics[width=0.8\textwidth]{solfege}} \]

Name _____   Roman Numeral _____

Name _____   Roman Numeral _____

Name _____   Roman Numeral _____

Name _____   Roman Numeral _____

Name _____   Roman Numeral _____

11. In which measure does an "accent sign" first appear? ____________

12. Name the lowest note in the Treble clef, measure 5 _____________

13. Which measure contains a diminuendo? ________________