

2ND EDITION

THEORY BOOK • PRIMER LEVEL

*Theory Answer Key*

# PIANO

*Adventures*® by Nancy and Randall Faber  
with Victoria McArthur

THE BASIC PIANO METHOD

WRITING

GAMES

EYE-TRAINING

EAR-TRAINING



THEORY BOOK • PRIMER LEVEL

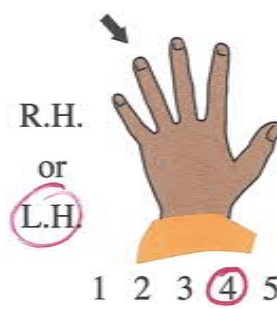
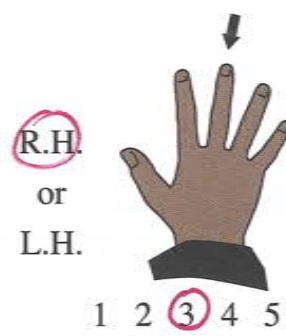
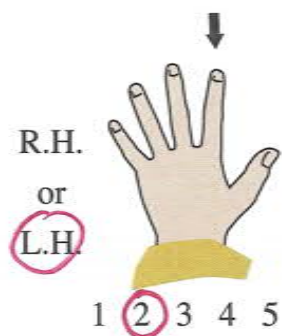
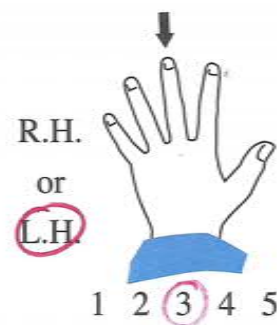
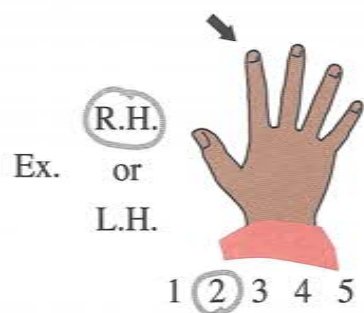
**FABER**  
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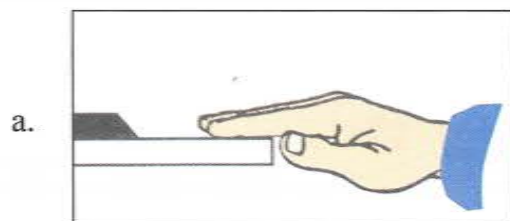


# Which Hand and Finger?

1. Circle the correct hand and finger number for each picture.

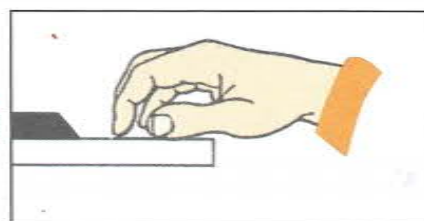


2. Circle the correct hand position.



or

☒ b.



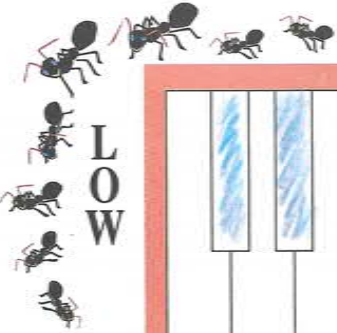
3. Place your own hands on the keyboard using a **round hand shape**.



# Low and High Sounds

Left is Lower

Right is Higher



LOW

HIGH

1. On the keyboard above, shade the groups of **2-black-keys** from *lowest to highest*.
2. Now shade the groups of **3-black-keys** from *lowest to highest*.
3. Shade the next white key *higher* or *lower* for each example.

Did you know that a blackbird's wings beat 6 times per second when they fly?



Ex. **lower** **higher** **lower** **higher**

The first example shows a keyboard segment with two black keys shaded grey. An ant icon is on the white key to the left, and the word 'lower' is above. The second example shows two black keys shaded orange. A bird icon is on the white key to the left, and the word 'higher' is above. The third example shows two black keys shaded orange. An ant icon is on the white key to the right, and the word 'lower' is above. The fourth example shows two black keys shaded orange. A bird icon is on the white key to the left, and the word 'higher' is above.

**lower** **higher** **lower**

The first example shows a keyboard segment with three black keys shaded orange. An ant icon is on the white key to the right, and the word 'lower' is above. The second example shows three black keys shaded orange. A bird icon is on the white key to the left, and the word 'higher' is above. The third example shows three black keys shaded orange. An ant icon is on the white key to the right, and the word 'lower' is above.

Did you know that ants can lift 20 times their body weight?





You will soon be reading music with notes that look like these.  
Look closely at the round noteheads. Is the music going UP or DOWN?

# Inspect the Notes!

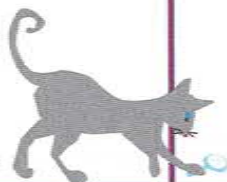
## Directional Reading



Ex.

going UP

going DOWN



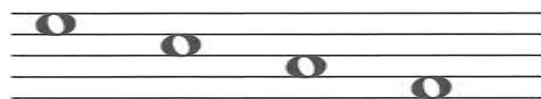
going UP

going DOWN



going UP

going DOWN



going UP

going DOWN



going UP

going DOWN



going UP

going DOWN

Now three choices!

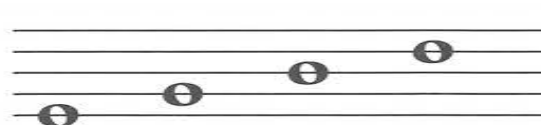


going UP

going DOWN

going UP and DOWN

Three choices!



going UP

going DOWN

going UP and DOWN

Three choices!



going UP

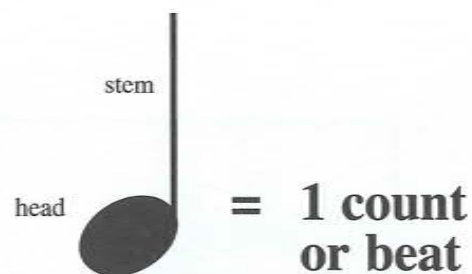
going DOWN

going UP and DOWN

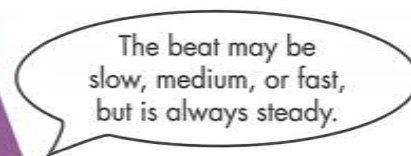
**Teacher Note:** It is easy to spot whether notes are going UP or DOWN.  
This builds confidence and prepares for note-reading to follow.



# The Quarter Note



Count: 1 or Ta

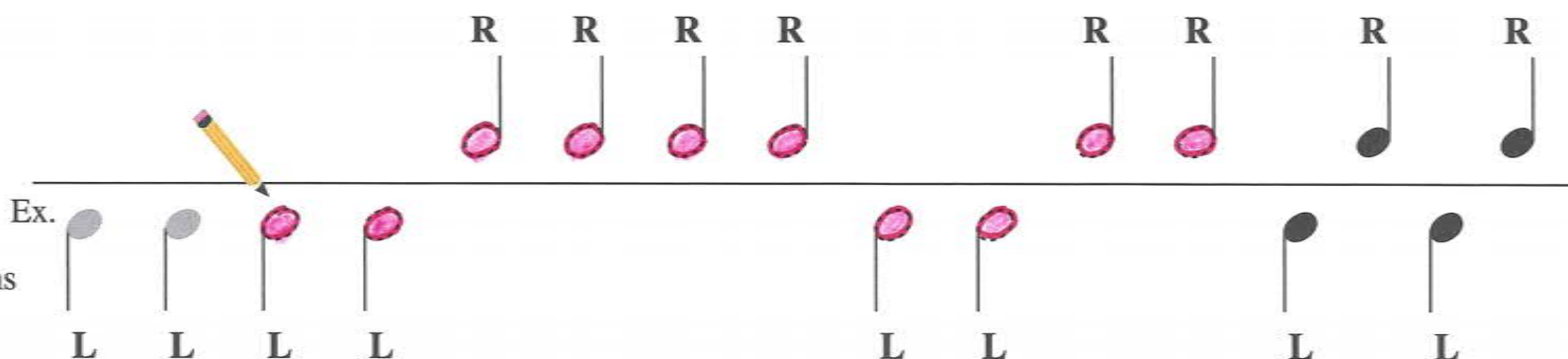


## Rhythm Call!

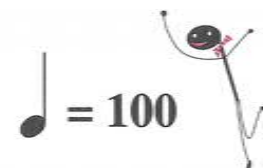
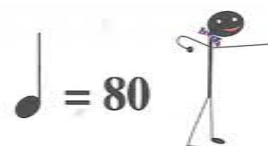
1. Shade in each empty note below to turn it into a **quarter note**.
2. Next, tap the rhythm on the closed keyboard lid. Chant "Left" or "Right" as you tap.

**R.H.**  
up-stems

**L.H.**  
down-stems



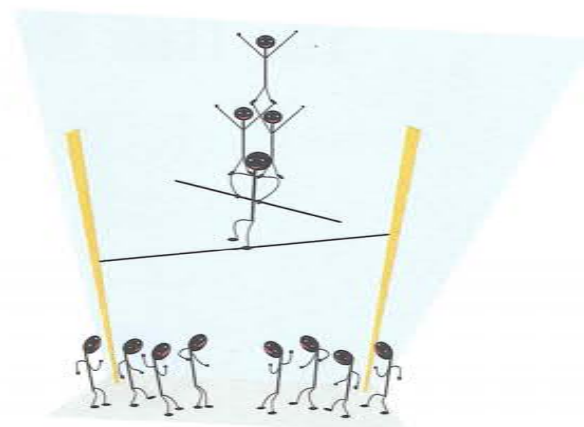
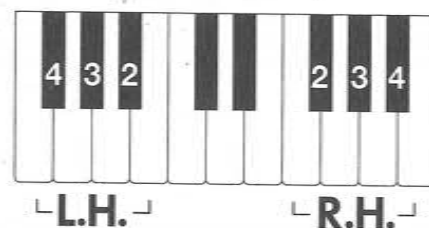
3. Your teacher may ask you to tap to the steady tick of the metronome. Circle the Quarter Note Guy when you complete each speed.





- Compose a tune by writing finger numbers **2, 3, or 4** inside each box. Remember, you can use **repeated notes**.
- Play your tune!

## Find the Keys



## Your High-Wire Tune

Answers vary

**R.H.**

Take one step and bal - ance, bal - ance,

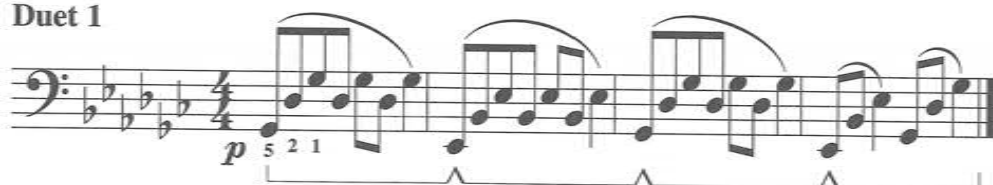
**L.H.**

Two steps, three steps, for - ward, for - ward.



Play **HIGH** on the keyboard for each duet. In which duet is the tightrope walker calm? In which is he a little dizzy?

Duet 1



Duet 2





# The Whole Note

**O** = 4 counts  
or beats







Count: 1 - 2 - 3 - 4



## Farmer, Count Your Bleats

### Rhythm Independence

- Write the counts under each note for the rhythms below.
- Now tap each rhythm, counting aloud.

		Ex. 1 - 2   1 - 2   1   1   1   1   1 - 2   1 - 2   1   1   1 - 2
		1 - 2 - 3 - 4   1 - 2   1 - 2   1 - 2 - 3 - 4   1   1   1   1
		1   1   1 - 2   1 - 2   1 - 2   1 - 2 - 3 - 4   1 - 2   1   1



Can you tap one rhythm while your teacher taps another?

# Review (Units 1-2)

# Hidden Music Words

## Review of Terms

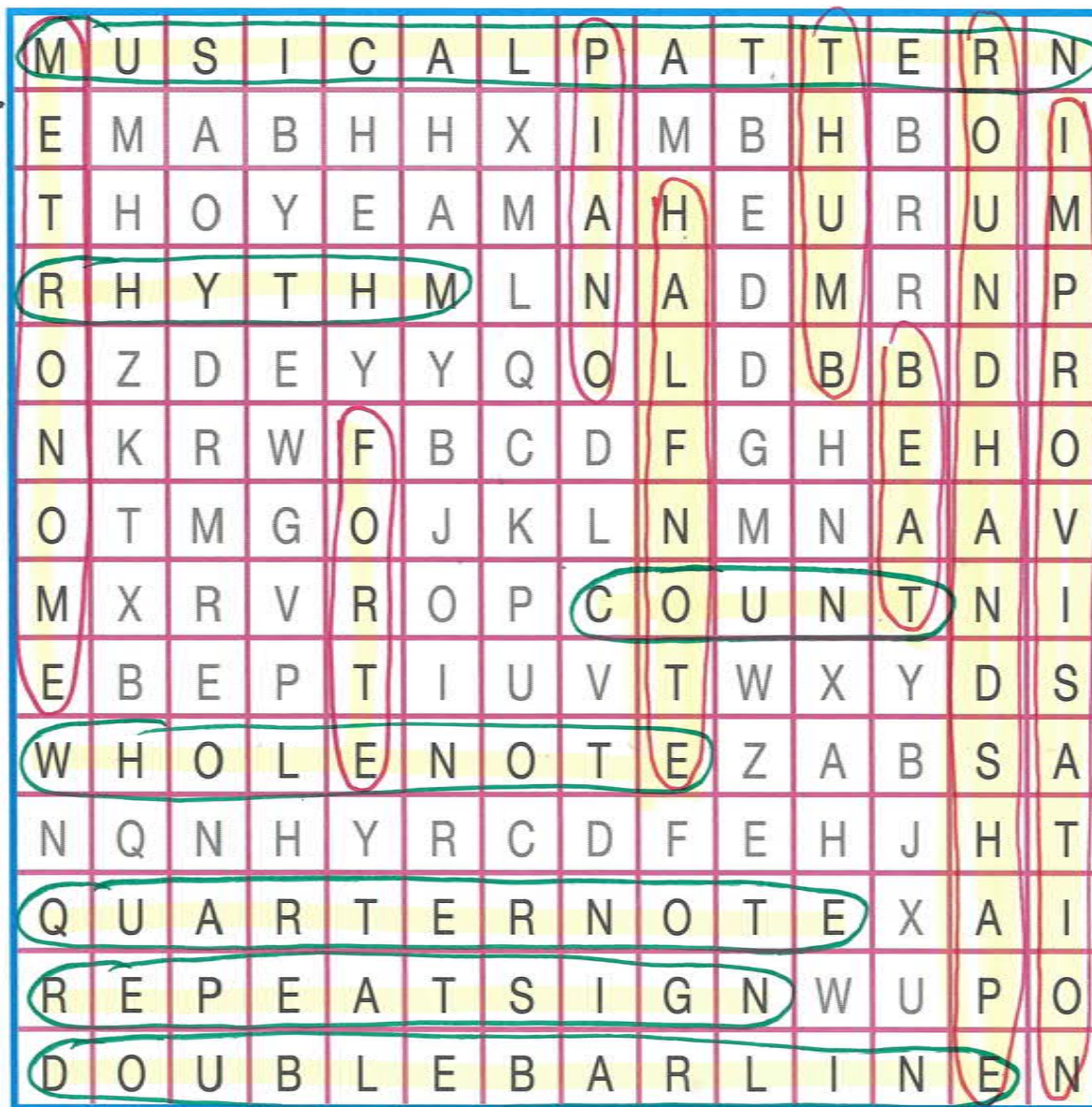
### WORDS TO FIND

#### Across

- count
- double bar line
- musical pattern
- quarter note
- repeat sign
- rhythm
- whole note

#### Down

- beat
- forte*
- half note
- improvisation
- metronome
- piano*
- round hand shape
- thumb



*piano*

*forte*

*rhythm*





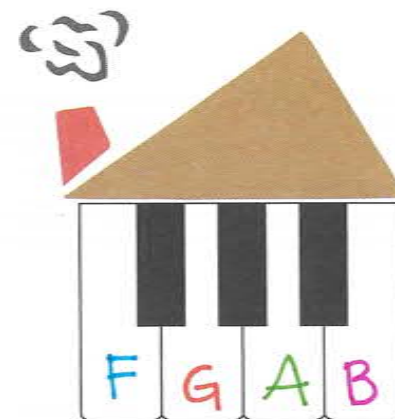
# A-MAZE-ING Keys — A B C D E F G

## Learning the White Keys

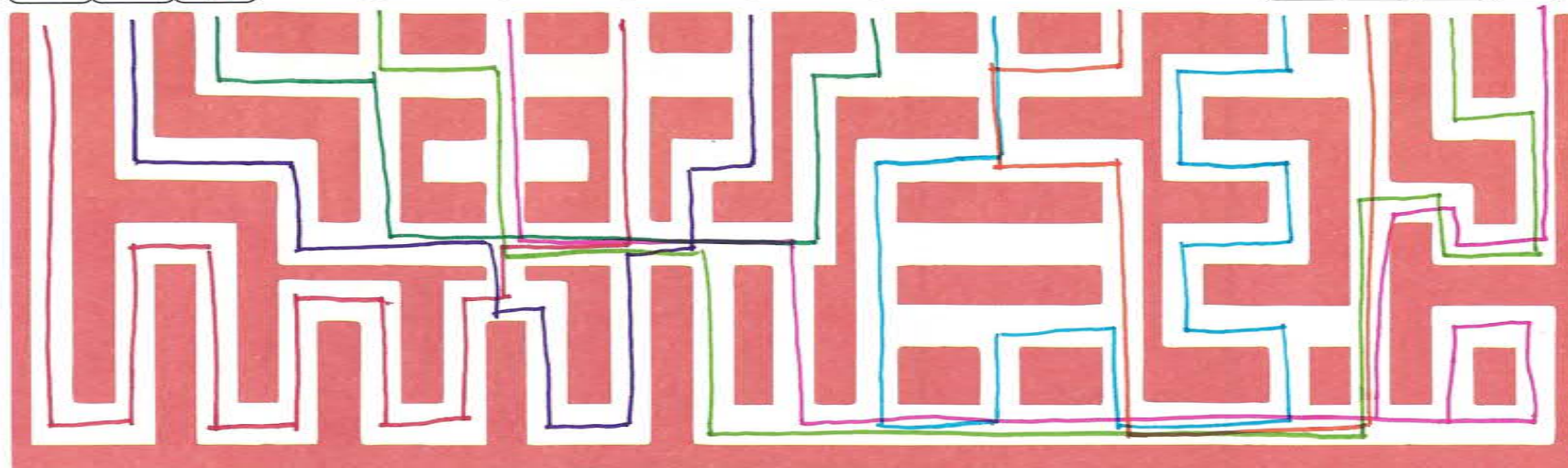


1. Find a home for these letter names!

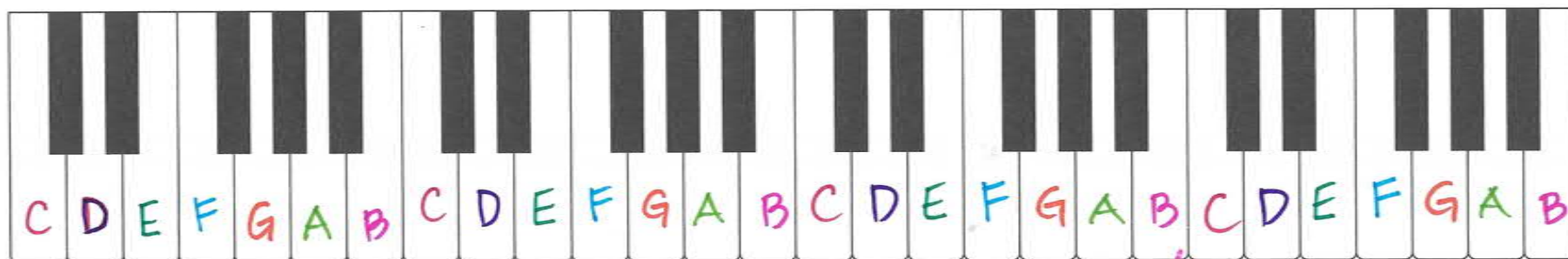
- Draw a line connecting each letter to the correct key.
- Then write the letter name on the keyboard “house.”



A B C D E F G



2. Label each C, D, E, F, G, A, and B on the keyboard below.



# Let's Make Alphabet Soup!

## Music Alphabet Steps

### Cookbook Steps

1. Fill in the blanks with the missing letters.
2. Next, start with A on the LEFT. Point to each letter and say the music alphabet going **UP** by **STEPS** from A to A. Then continue B to B, etc.
3. Now start with A on the RIGHT. Point to each letter and say the music alphabet going **DOWN** by **STEPS** from A to A. Then continue B down to B, etc.

A	B	C	<u>D</u>	<u>E</u>	<u>F</u>	G	A						
	B	<u>C</u>	D	E	F	<u>G</u>	<u>A</u>	B					
		C	<u>D</u>	E	<u>F</u>	G	<u>A</u>	B	C				
			D	<u>E</u>	F	G	A	<u>B</u>	<u>C</u>	D			
				E	<u>F</u>	<u>G</u>	<u>A</u>	B	C	<u>D</u>	E		
					F	G	<u>A</u>		C	D	E	<u>F</u>	
						G	<u>A</u>	B	<u>C</u>	D	<u>E</u>	F	G

STEPPING **UP**  
THE  
MUSIC ALPHABET

STEPPING **DOWN**  
THE  
MUSIC ALPHABET

Teacher Note: This page may be used for

4. Can you choose any letter and do this activity with your eyes closed?



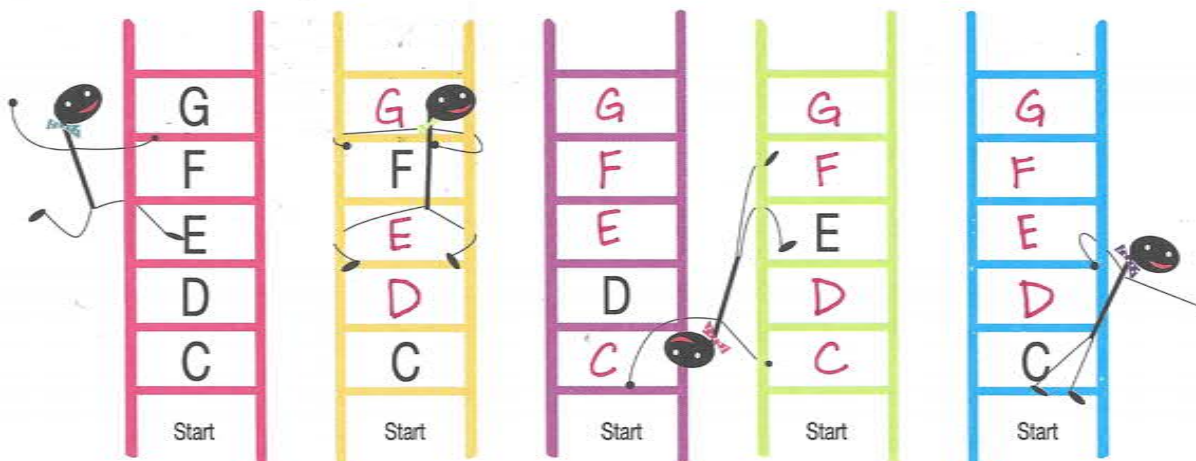
# C Scale Ladders

## The C 5-Finger Scale

1. Complete each C scale ladder.

Begin on C and step up.

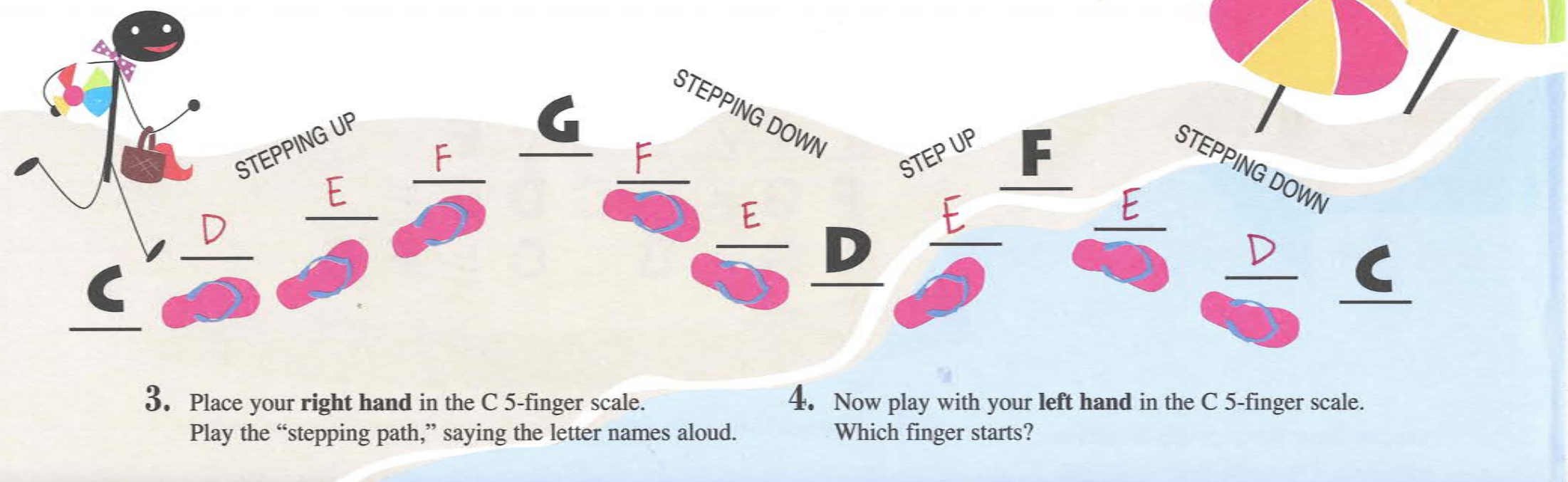
Cover up the red ladder as you write!



## Quarter Note Guy Heads to the Beach

2. Help Quarter Note Guy **step** to the beach.

Fill in the blanks with LETTER names in the C 5-finger scale.

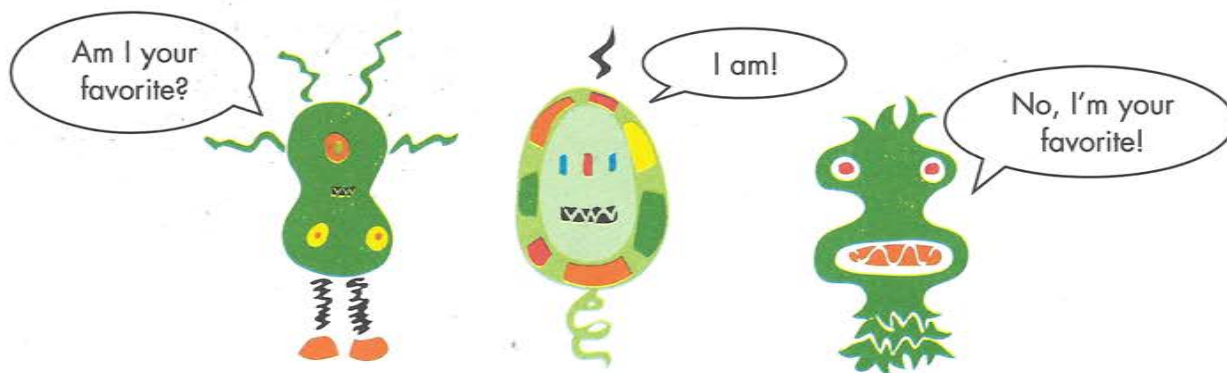


3. Place your **right hand** in the C 5-finger scale.  
Play the "stepping path," saying the letter names aloud.

4. Now play with your **left hand** in the C 5-finger scale.  
Which finger starts?



1. Divide the music into measures by drawing a **bar line** after every 4 beats.
2. Next, circle all the repeated notes.
3. Find the C 5-finger scale on the piano.  
Try out this Martian piece!



## Who's Your Favorite Martian?

### Marking the Measures

*trace*

**R.H. 1**

*f* C C C C | D D | C D E F | G

Who's your fav - 'rite Mar - tian? Me or me or me?

I'm the fav - 'rite! No, you're not. You're just full of cheese!

**L.H. 1**

G G G G | F F F | G F E D | G

Trace the repeat sign.  
(thin line, thick line, and two dots)



### Martian Musician

Can you make up your own Martian melody?

Use the same words and choose any notes from the C 5-finger scale.

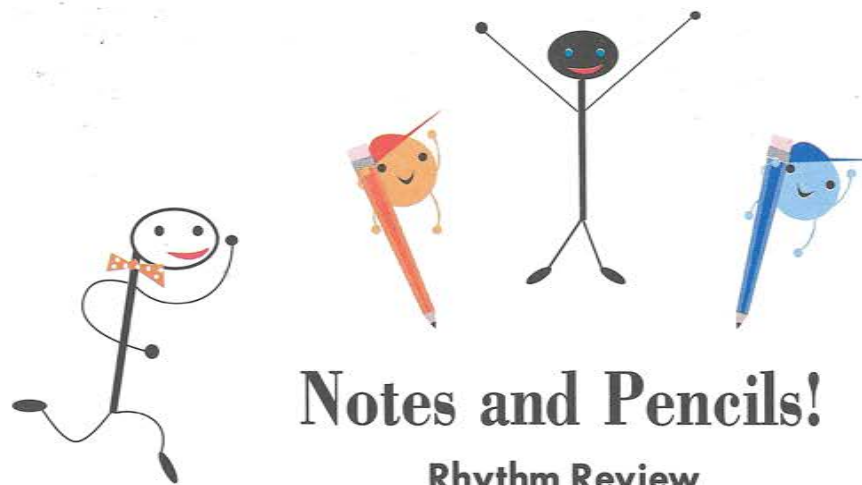
# The Dotted Half Note



= 3 counts  
or beats

Count: 1 - 2 - 3

or Ta - ah - ah



## Notes and Pencils!

### Rhythm Review

1. Draw a **quarter note** in each box.  
Write "1" below each note. Circle your best one!

1	1	1	1

2. Draw a **half note** in each box.  
Write "1-2" below each note. Circle your best one!

1-2	1-2	1-2	1-2

3. Draw a **dotted half note** in each box.  
Write "1-2-3" below each note. Circle your best one!

1-2-3	1-2-3	1-2-3	1-2-3

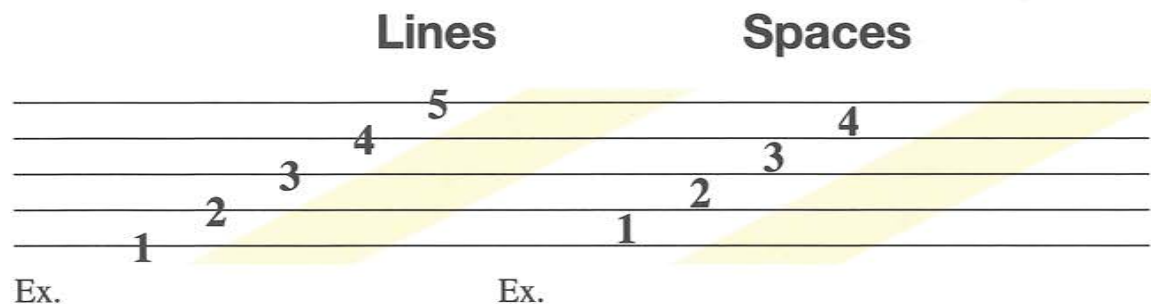
4. Draw a **whole note** in each box.  
Write "1-2-3-4" below each note. Circle your best one!

1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4

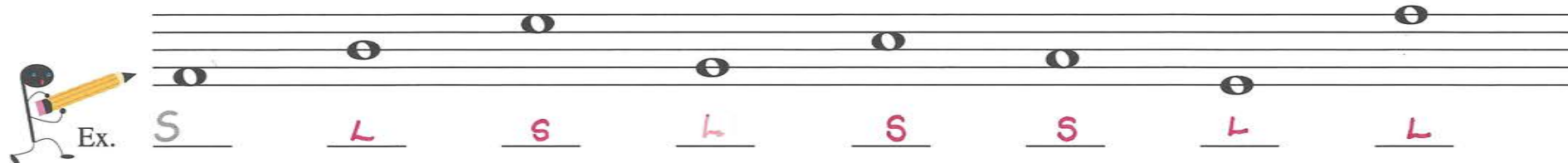


# The Staff

1. A staff has 5 LINES and 4 SPACES. Number each line and space in the shaded spotlight area.

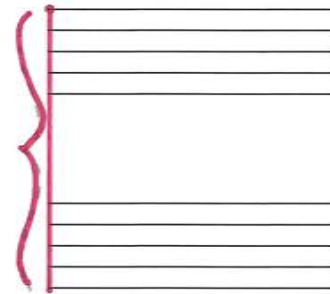
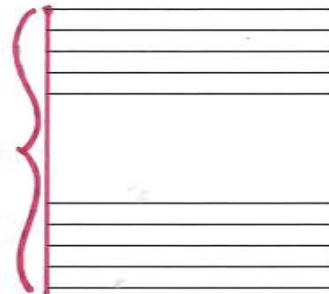
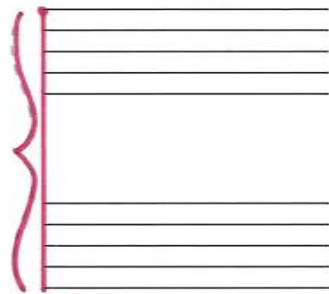
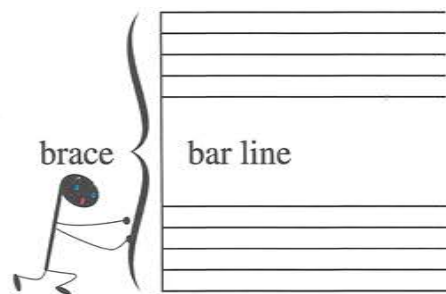


2. Notes can be written on the lines or in the spaces . Write L for **line** or S for **space** for each note below.



# The Grand Staff

3. Complete the grand staves by adding the bar line and tracing the brace.





## Middle C

is on a short line just below the treble staff.

- Draw a **Middle C**.



## Treble Clef G

is on LINE 2 of the treble clef.

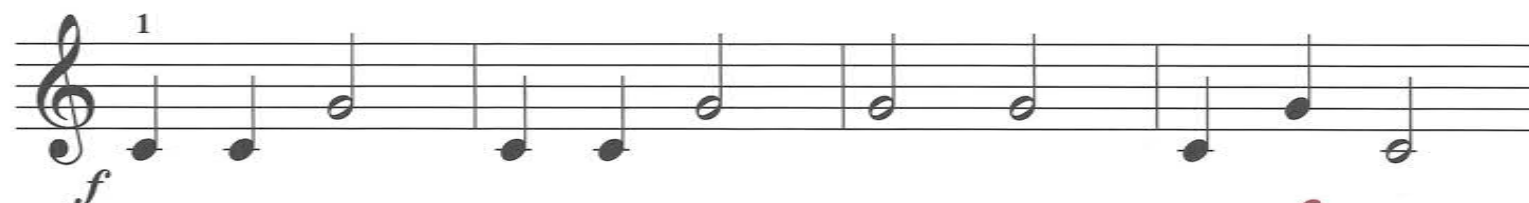
- Draw a **Treble G**.



# A Twenty-Second Royal Song

## Improvising with Middle C and Treble G

1. Write each note name in the clock.
2. Now create a twenty-second song with the teacher duet.
  - Play **measures 1-4** as shown.
  - Then *improvise* your own rhythms on **Middle C** and **Treble G**. End on C when your teacher tells you.



*improvise*

### Teacher Duet: (Student plays as written)



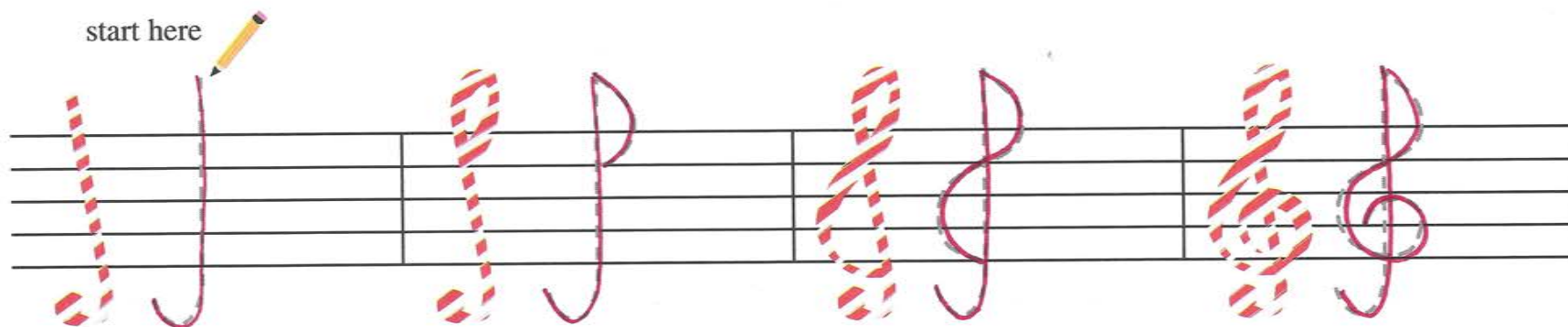
Now student improvises with Middle C and Treble G.



# The Treble Clef or G Clef



Treble clefs are fun to draw. Here is how.  
Trace the dotted lines.



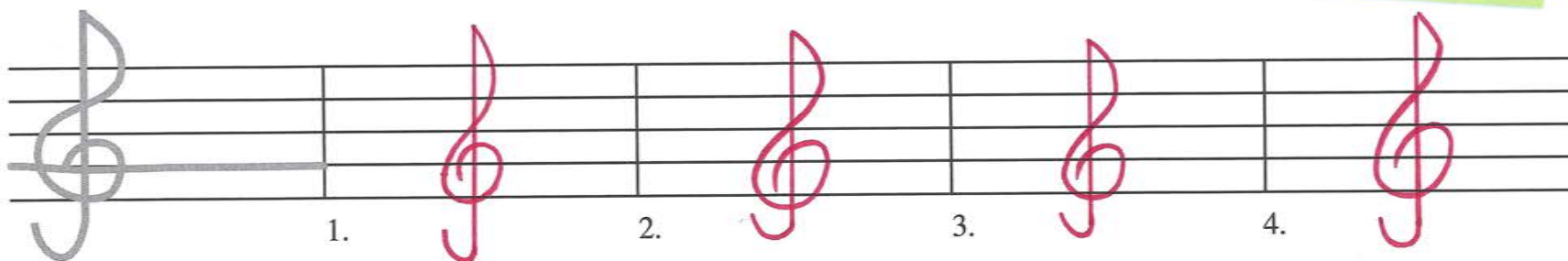
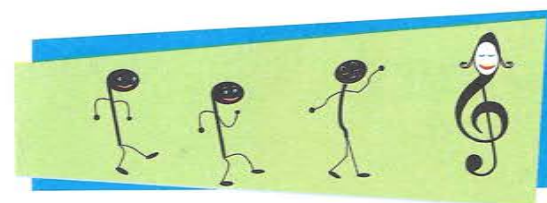
1. Draw a candy cane or "J." Make it begin above the staff and curve below line 1.

Draw a half-circle that crosses at line 4.

Swing to the left and curve down to line 1.

Curl around line 2 - the **G** line.

2. Now draw 9 **G** clefs on your own. Then trace over the **G** line for each example. Play this G on the piano.



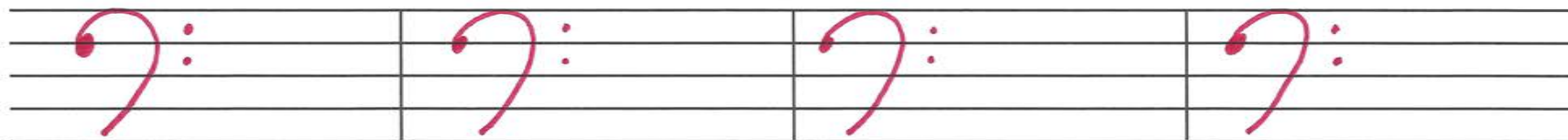
# The Bass Clef or F Clef

Bass clefs are also fun to draw.  
Imitate each step below.





1. Draw a large dot on **line 4**.  
(the second line from the top)
- Draw a curving line to the right.  
Go to the top of the staff and then  
down to the bottom.
- Draw 2 dots above and  
below line 4 - the **F line**.

2. Now draw 4 **F clefs** on your own. Then trace over the **F line** for each example. Play this F on the piano.



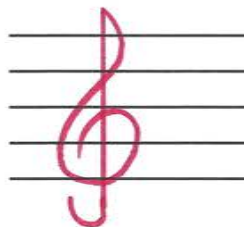
3. Draw a **bass clef** or **treble clef** to show how you think each animal would sing!

Hint:  = low sounds,  = high sounds.

a bluebird



a hummingbird



a gorilla



a lion



a horse



a kitten

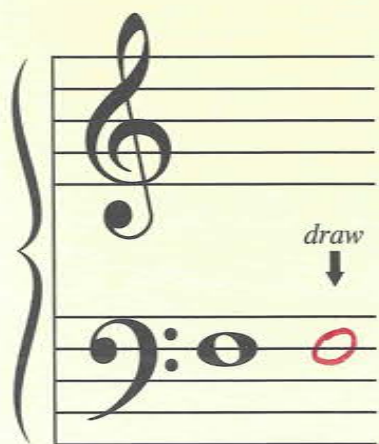




## Bass Clef F

is on LINE 4 of  
the bass staff  
(or Line 2 going down).

- Draw a Bass F.



## Treble G Middle C Bass F

- Copy each note below.



This story reviews the three notes you have learned.

- Fill in the blanks to complete the story.
- Your teacher may ask you to play the notes.

# The Greatest Gadget

Bass F, Middle C, Treble G

Words by Jennifer MacLean

My un C le G ave me a G ad G et that does C ountless Crazy things.

It can C at C h a F ish and F ry one, or cook F lapja C ks fit for kin G s.

It's even learned to mow the yard and Now I have more time to play

s C rub the kit C hen F loor. be C ause it does

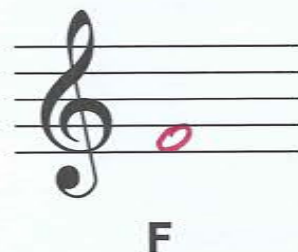
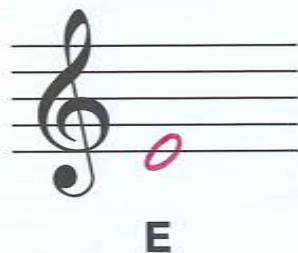
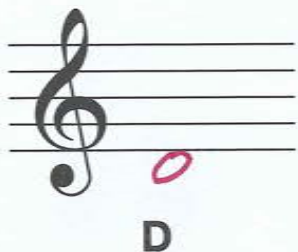
my C hores. We love this F unny "thin G y" but my story's F ar from over.

We just can't seem to turn it o F F and now its C hasin G Rover!



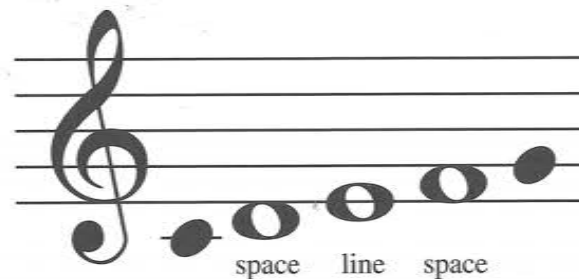
# D-E-F in the Treble Clef

- Draw each note below.  
Use whole notes.



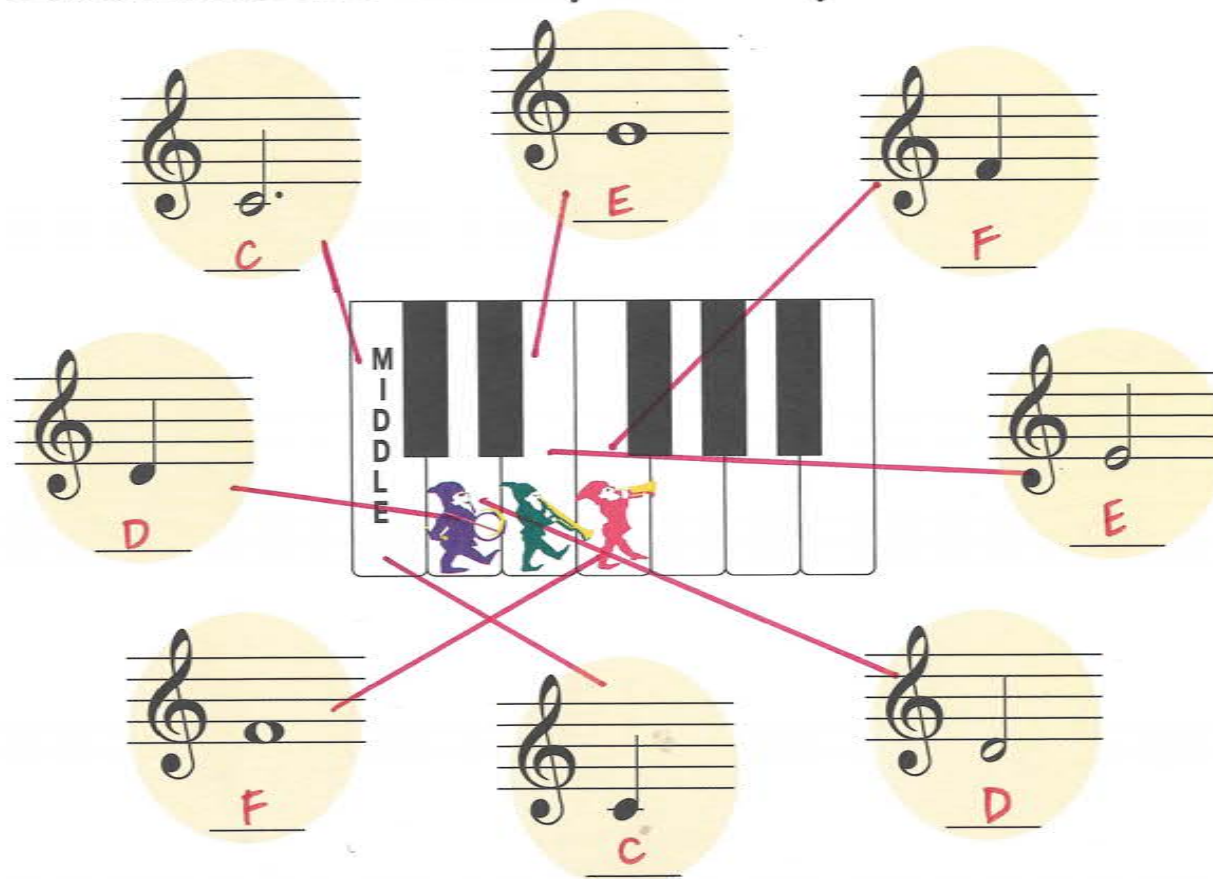
- Play each note above  
on the piano.

The 3 notes between  
Middle C and Treble G are:  
**D E F**



## Elves at Play

1. Name each note in the blank.
2. Then connect each note to the correct key on the elves' keyboard.



# Steps on the Staff

line-space	space-line
step up	step down

1. Connect each example.  
Go to the bluebird house for STEPPING UP.

Go to a cherry on the ground for STEPPING DOWN.

TUR - EE!

1

Ex. C D

5

G F

3

E D

1

C D

2

D E

3

E F

2

D C

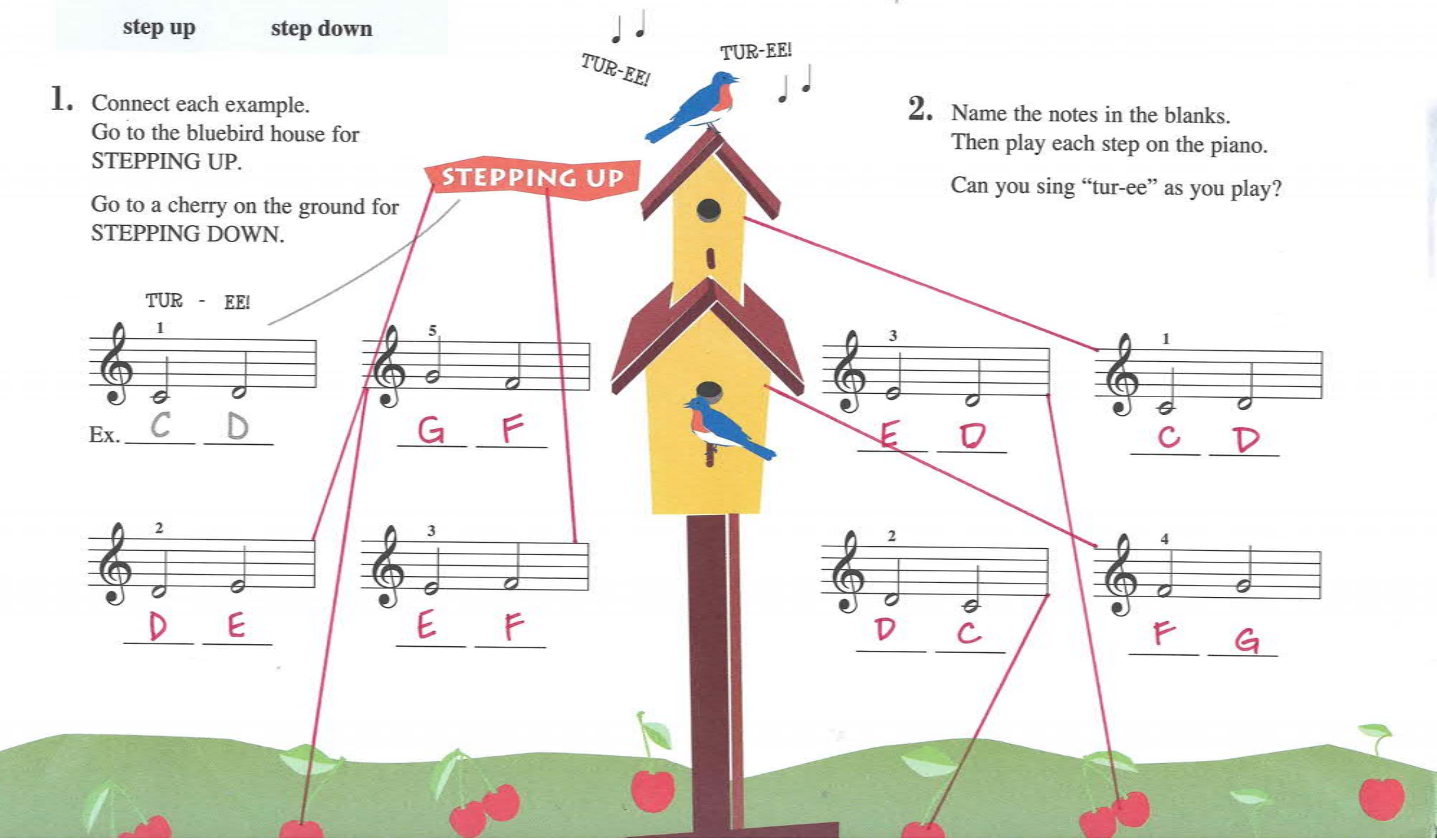
4

F G

## Bluebird Calls

### Reading Steps on the Staff


2. Name the notes in the blanks.  
Then play each step on the piano.  
Can you sing "tur-ee" as you play?





## Time Signature

**4** counts in  
a measure

**4** the quarter note   
gets 1 beat

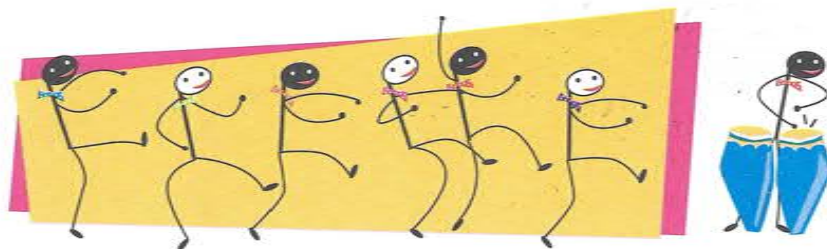
- Draw this **time signature** below.

**4**  
**4**

- Write your own **4/4** rhythm in this empty measure.



Hint: The notes in the measure must add up to a **total of 4 beats**.

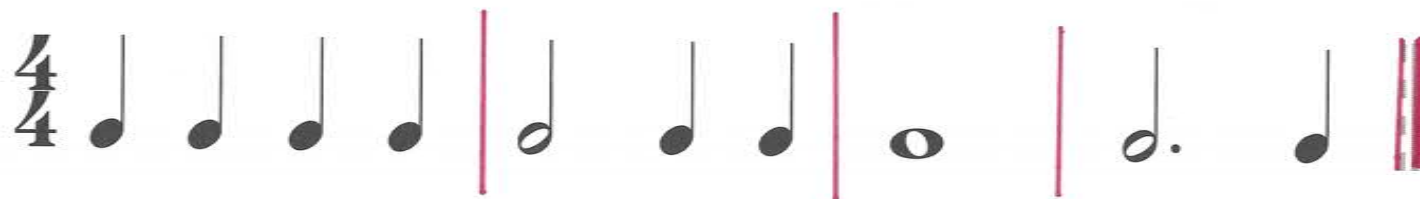


## Conga Line Rhythms




### 4/4 Rhythm Activity

1. Draw bar lines after every **4 counts** for the rhythm below.





Trace the double bar line at the end. Play the rhythm on any **C**—for CONGA!



2. Each measure is incomplete because there are **LESS** than 4 beats.

Complete each measure with a   or  note. Play the rhythm on a **D**—for DANCE!



3. These measures are also incomplete. Complete each measure with a    or  note. Play the rhythm on a **B**—for BEAT!





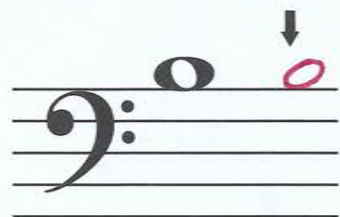


# Learning Bass Clef B

## Bass Clef B

is a SPACE note  
that sits on top  
of the bass staff.

- Draw a Bass B.



## Treble G Middle C Bass F

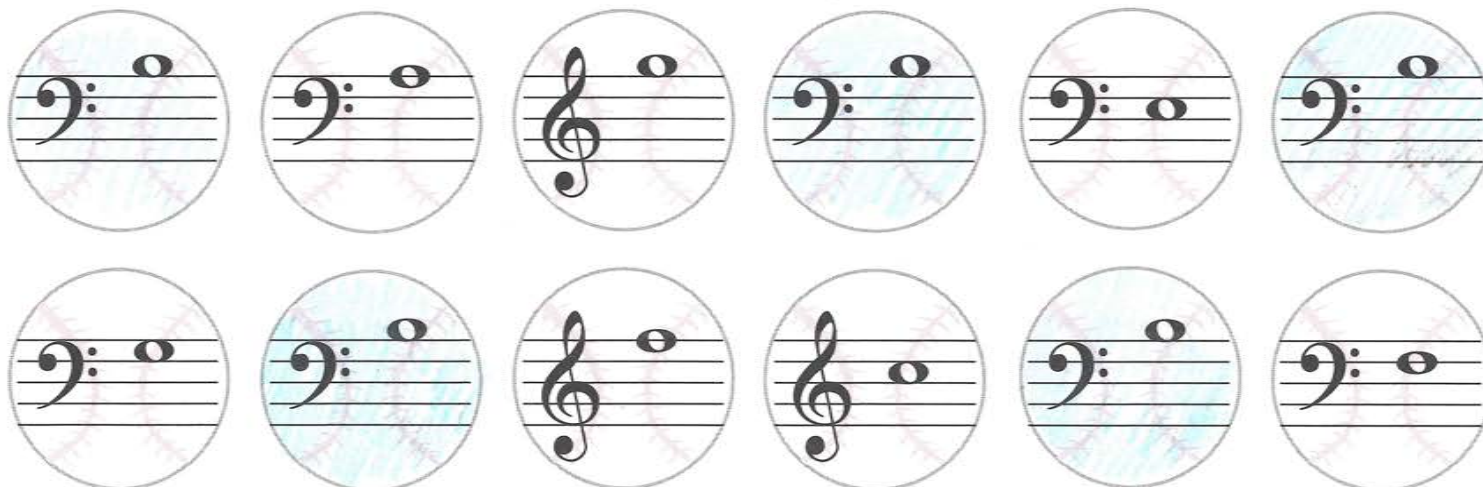
- Draw these 3 notes.  
(See p.25, if needed)



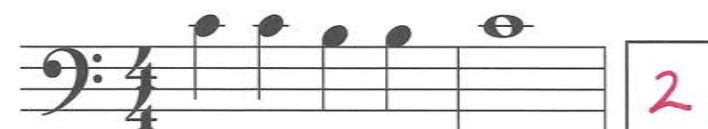
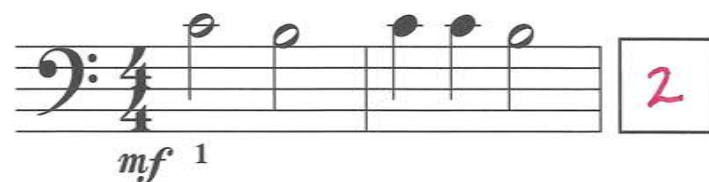
## Baseball B's!

### New Note Recognition

1. Shade the balls with **bass clef B's**.
2. How many baseballs do you have? 5



3. How many **bass clef B's** are in each short melody?



4. Sightread the music above. Create one long melody by linking one example to the next!



## A New Time Signature

**3** counts in a measure

**4** the quarter note gets 1 beat

- Draw this **time signature** below.

3  
4

- Write your own  $\frac{3}{4}$  rhythm in this empty measure.



Hint: The notes in the measure must add up to a **total of 3 beats**.



Write the correct **time signature** at the beginning of each example.

Then play each rhythm, counting aloud.



Your teacher will play a short example. Circle whether it is in  $\frac{3}{4}$  or  $\frac{4}{4}$ .  
Hint: Can you easily count 1 2 3, 1 2 3? Or, 1 2 3 4, 1 2 3 4?

1.  $\frac{3}{4}$  or  $\frac{4}{4}$

2.  $\frac{3}{4}$  or  $\frac{4}{4}$

3.  $\frac{3}{4}$  or  $\frac{4}{4}$

4.  $\frac{3}{4}$  or  $\frac{4}{4}$

**For Teacher Use Only:** The examples may be played in any order.



## Tricky Time Signatures

### Naming Time Signatures



I say 3/4!

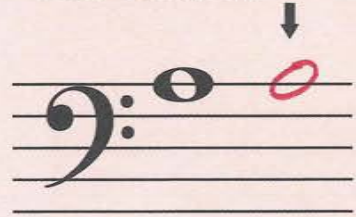


I say 4/4!

## Bass Clef A

is the TOP LINE  
of the bass staff.

- Draw a Bass A.



## Treble G Middle C Bass F

- Draw these 3 notes.  
(See p.25, if needed)



This story reviews the notes you have learned.

- Name the notes to complete the story.
- Then play each note on the keyboard.

# "A", You Are Awesome

## A Poem for a Rodeo Horse

Words by Crystal Bowman



A, you are A w E some, B, you're the B E st. C, you're a



C uti E, D, you're the D E A rest. E, you're so E x C E llent,



F you're F in F G you're the C r E A t E st!

# The Patterns of Russian Folk Song

## Copying Musical Patterns



This famous song has 2 main **melody patterns**.

1. Pattern 1 is shaded **BLUE**.  
Pattern 2 is shaded **GREEN**.
2. Copy each pattern as neatly as you can in the blank measures.

**Quickly**  
3 on \_\_\_?

**Pattern 1**

**4** Copy Pattern 1 into *measures 4-6*.

*f* Chil-dren danc-ing round and round the birch tree. Chil-dren danc-ing round and round the birch tree.

**7**

**Pattern 2**

**10** Copy Pattern 2 into *measures 10-12*.

1

1 - 2 - 3 - 4 danc-ers cir-cle, Clap! Clap! *p* 1 - 2 - 3 - 4 danc-ers cir-cle, Clap! Clap!

1

3. Your teacher may ask you to write the **letter names** below the notes.



# Bass Clef Parade

## Note Reinforcement



### Bass Clef G

is the TOP SPACE  
of the bass staff.

- Copy Bass G.



### Treble G Middle C Bass F

- Draw these 3 notes.  
(See p.25, if needed)



1. Draw a bass clef.  
Now draw a whole note  
on **bass clef G**.



2. Draw a bass clef.  
Draw a whole note  
on **bass clef A**.



3. Draw a bass clef.  
Draw a whole note  
on **bass clef F**.



4. Draw a bass clef.  
Draw two quarter  
notes on **bass clef B**.



5. Draw a bass clef.  
Draw three quarter  
notes on **bass clef A**.



6. Draw a bass clef.  
Draw two half notes  
on **bass clef B**.



7. Draw a bass clef.  
Draw a whole note  
on **bass clef B**.



Remember, sightreading means “reading music at first sight.” Follow these hints!

### CORRECT HAND PLACEMENT

Find the correct starting note.

### COUNT - OFF

Set a steady tempo before starting to play: “1 - 2 - ready - play.”

### CONCENTRATE

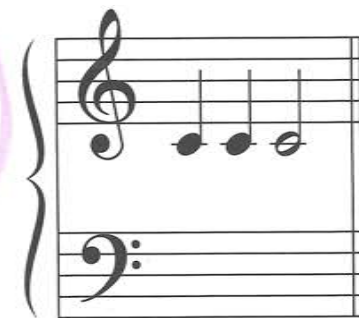
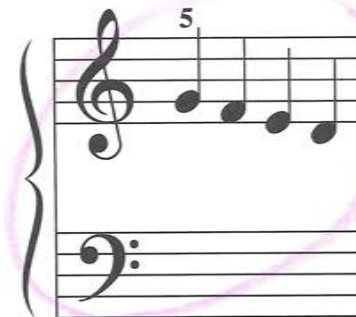
Focus your eyes on the noteheads.  
Feel a steady beat.



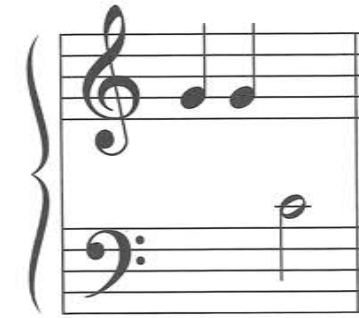
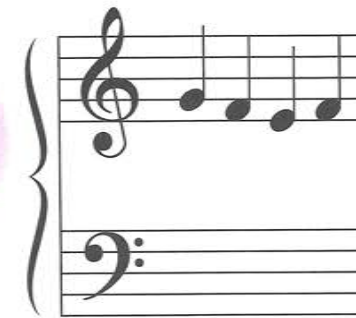
Circle the measure that matches the **alphabet letters on the left**.  
Sightread each row of measures going across to create a parade tune.

## Two Parade Tunes

**G F E D**



**C B A G**

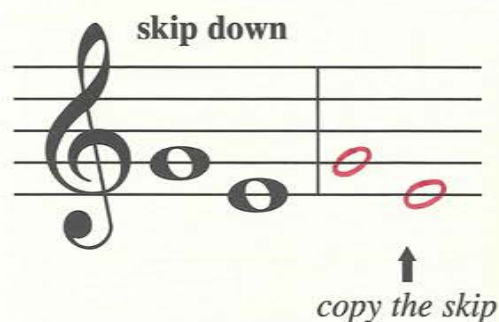
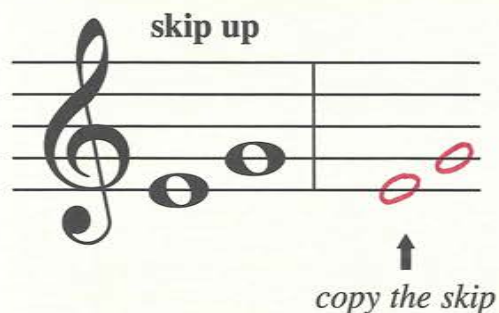


Your teacher will play one measure from each line. Listen carefully and circle the measure you hear.



## Skips on the Staff

### line to the next line



Remember:

skip a **key**

skip a **finger** (1-3)

skip a **letter name** (C-E)

- Can you close your eyes and recite this?

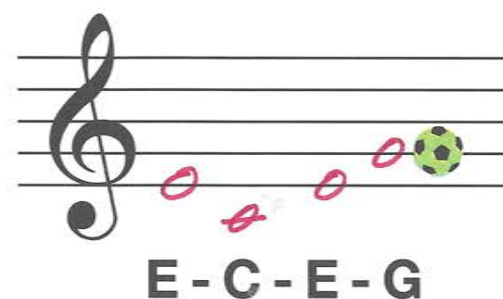
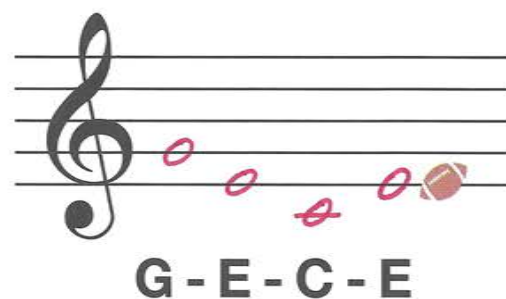
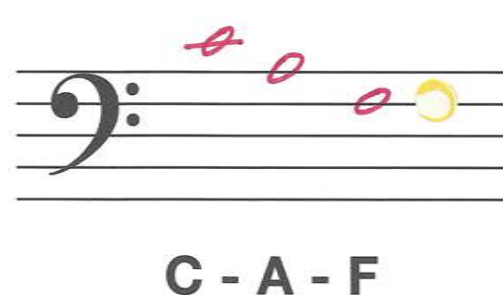
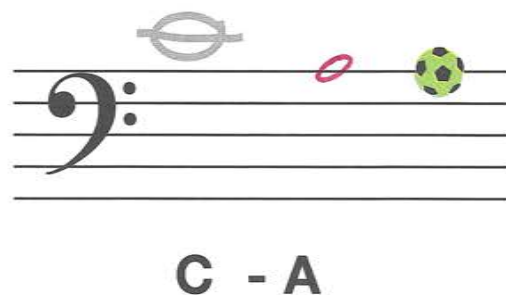
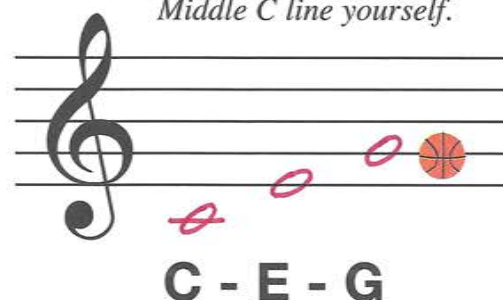
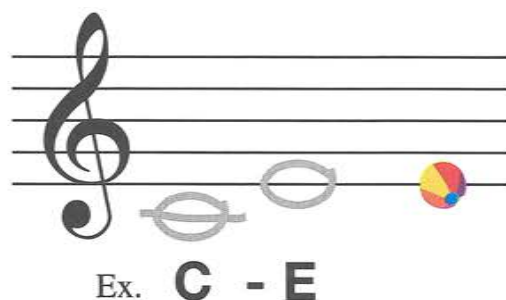
# Hey, Hey, Skip to the Ball!

Line-to-Line Skips



1. Draw **skips** to match the letter names.  
If they are all correct, you will land on the colorful ball!
2. Play the skips on the piano.

*Hint: Draw the short  
Middle C line yourself.*

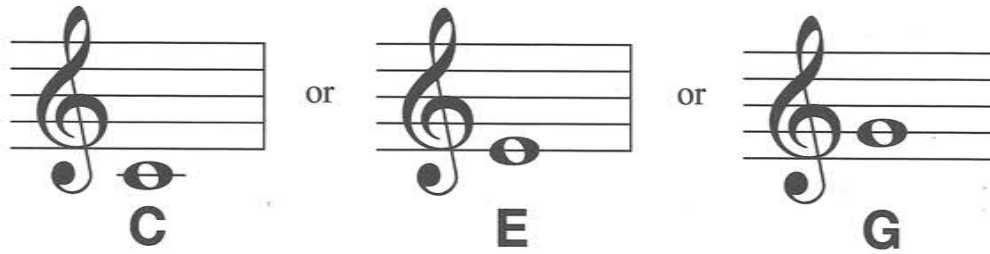




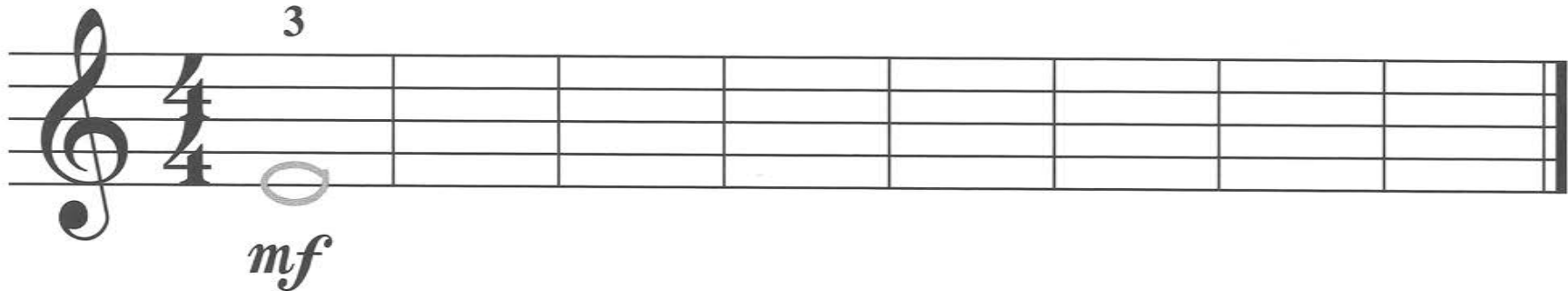


- Draw a WHOLE NOTE on Middle C, E, or G in each measure.
- Use fingers 1-3-5 and play your melody with the teacher duet.

You choose!



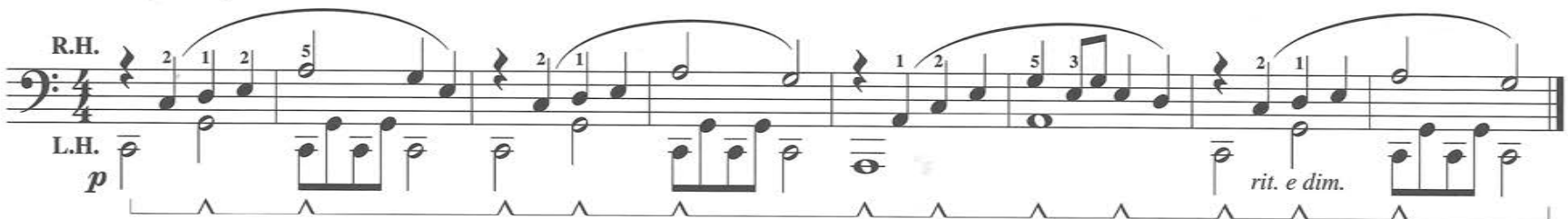
Allegro means Lively



### Half Note Variation

Play your music again with this rhythm change. Play **two half notes** instead of one whole note for each measure.

Teacher Duet for WHOLE NOTES and HALF NOTES: (Student plays *as written*)



# Allegro Ride of Pegasus

Composing with Skips



# More About Skips

space to the next space



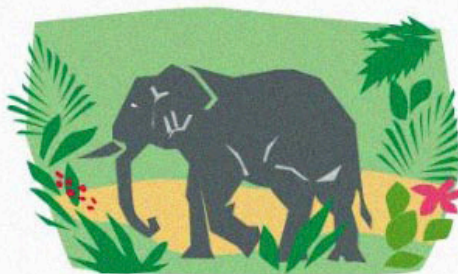
- Can you fill in the blanks?

skip a key

skip a finger  
(Ex. 1-3)

skip a letter  
(Ex. C-E)

(The answers are on p.36)



# An Elephant Joke

Reading Space-to-Space Skips

1. Circle the **skips** in each melody. Write the note name in each elephant.

2. Sightread both melodies.

R.H. *f* What is gray, has four legs, and a trunk?

L.H. *p* Lit - tle mouse go - ing on va - ca - tion. Ha!

3. Draw a **skip** from the elephant notes below. Use a whole note.

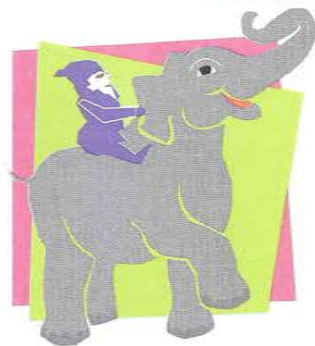
skip up      skip down      skip down      skip down      skip up





- Place your R.H. on the **C 5-finger scale** (thumb on Middle C). Close your eyes and LISTEN!
- Your teacher will play an example on a lower C scale that uses **skips**. Play back what you hear!
- Each time you finish *four* examples, circle one musical character.  
(Teacher Note: This activity may be repeated over several lessons.)

riding on an elephant



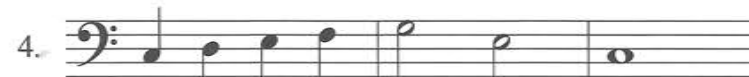
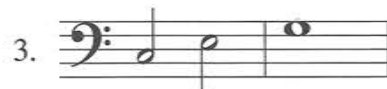
riding on a motorcycle



riding on a pony



**For Teacher Use Only:** The examples may be repeated several times. The teacher may create more examples on their own.







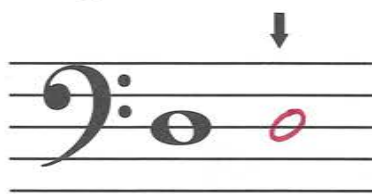
# Keychain Notes

## New Note Recognition

### Bass Clef D

is on LINE 3  
of the bass staff.

- Copy Bass D.

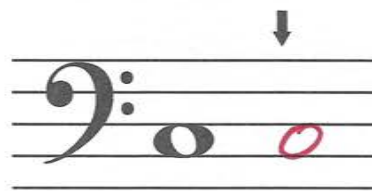


*Hey, diddle, diddle,  
D's in the middle.*

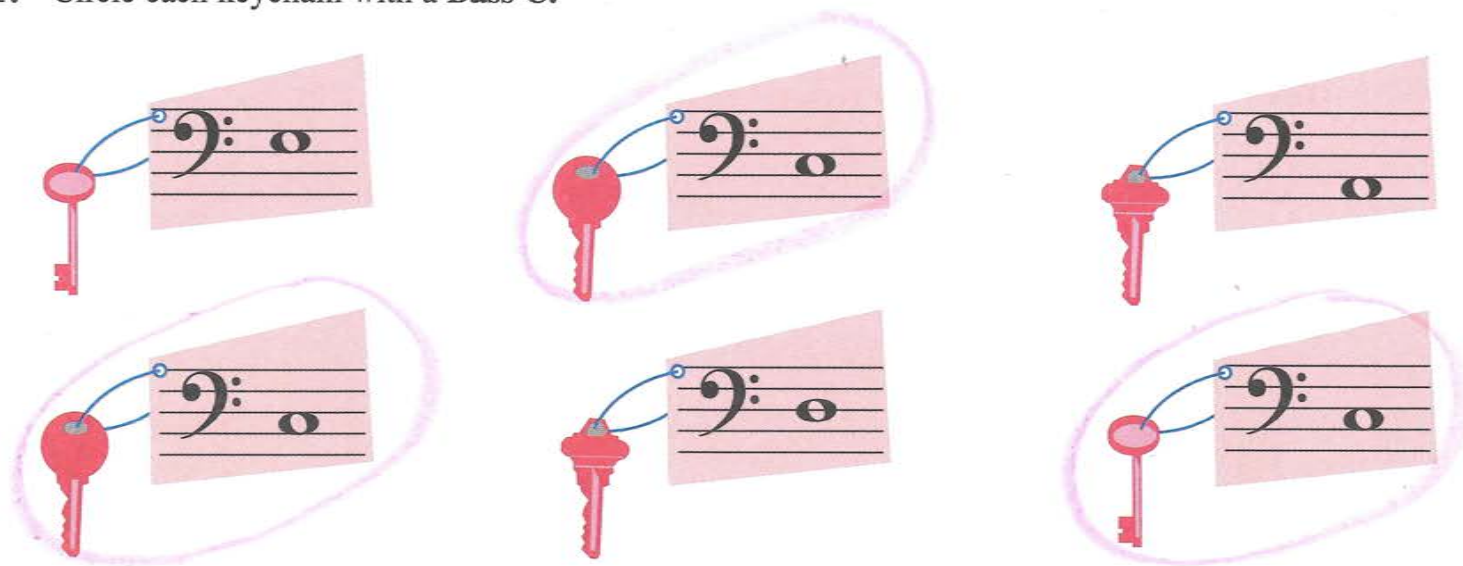
### Bass Clef C

is on SPACE 2,  
a step below Bass D.

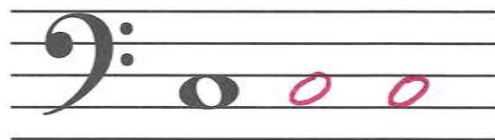
- Copy Bass C.



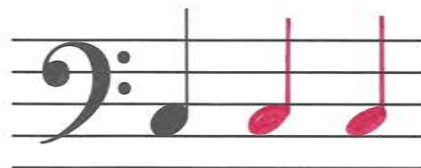
1. Circle each keychain with a Bass C.



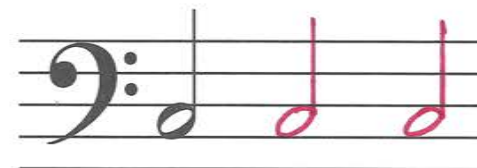
2. Draw two 's on Bass C.



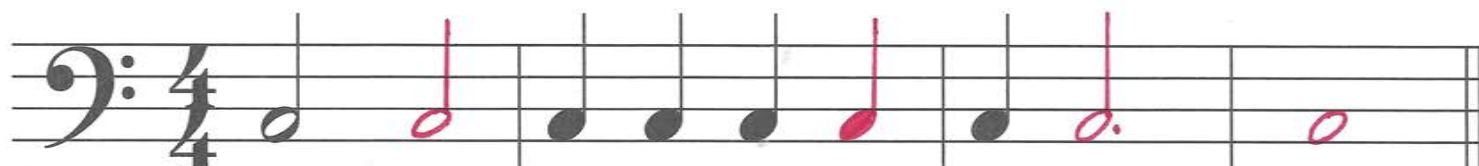
Draw two 's on Bass C.



Draw two 's on Bass C.



3. Notice the time signature. Use one Bass C to complete each measure below.



## C 5-Finger Scale in the Bass Clef



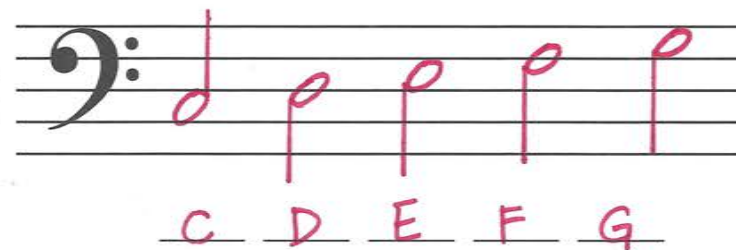
1. Use the example above to help you write the **C 5-finger scale in the bass staff.**

Notice the stem on Bass C goes UP.  
The stems on D E F G go DOWN.

You write:



Try it again!



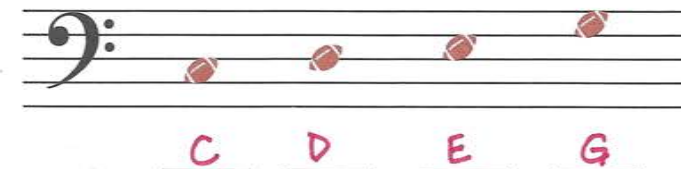
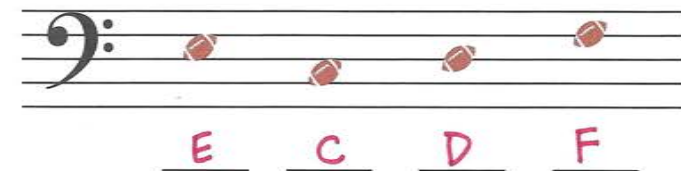
## Score a Touchdown!

### New Note Recognition

Use this winning strategy for notes in the bass clef:

*Hey, diddle, diddle, D's in the middle. E's a step ABOVE.*  
*Hey, diddle, diddle, D's in the middle. C's a step BELOW.*

2. Write the letter name of each football on the staff.  
Name them all to score a touchdown!



1. Circle **step** or **skip** for each cat "me-ow."
2. Copy each example as neatly as you can.
3. Write the note names in the colorful balls of yarn.



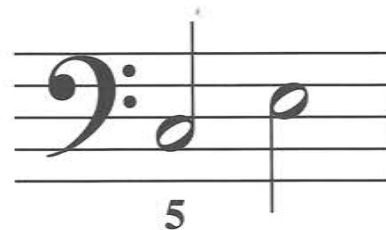
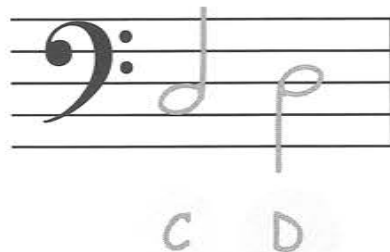
# Copycat Meows!

## Steps and Skips in the C Scale

ME - OW!



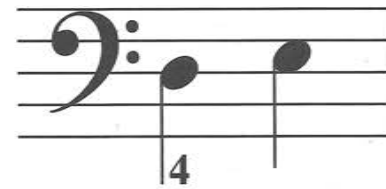
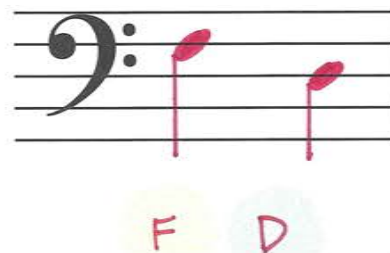
Ex. step or skip



step or skip



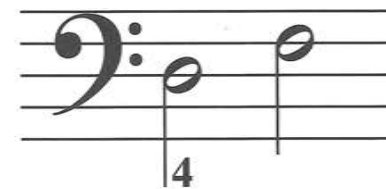
step or skip



step or skip



step or skip



step or skip



4. Your teacher may ask you to play these steps and skips on the piano.





Play each musical question and answer.  
Then circle **parallel** or **contrasting** for each answer.

# Questions and Answers

## Musical Questions

1

*mf* Here is a ques- tion for you?

## Musical Answers

**parallel** / **contrasting**

Here is an an- swer for you.

*f* 1

**parallel** / **contrasting**

5

*p* 1

**parallel** / **contrasting**



Your teacher will play a question followed by an answer.  
Listen carefully and circle **parallel** or **contrasting** for the music you hear.

1. **parallel** / **contrasting**

2. **parallel** / **contrasting**

3. **parallel** / **contrasting**

**For Teacher Use Only:** Play the questions below and create your own parallel or contrasting answers.



# Let's Buy Lemonade

## Counting the Tie

### The Tie

A tie is a curved line connecting two notes on the *same* line or space.



A tie means the note will be played *once* but held for the length of both notes combined.



count: 1 - 2 - 3    1 - 2 - 3

Pretend you are buying a glass of lemonade. **Each beat = one penny.**

1. Connect these notes with a **tie**. Write the total number of beats for each tie.
2. Now connect each glass of lemonade to the matching number of pennies below.

Ex. 2 beats

3 beats

6 beats

8 beats

4 beats

7 beats

5 beats

9 beats

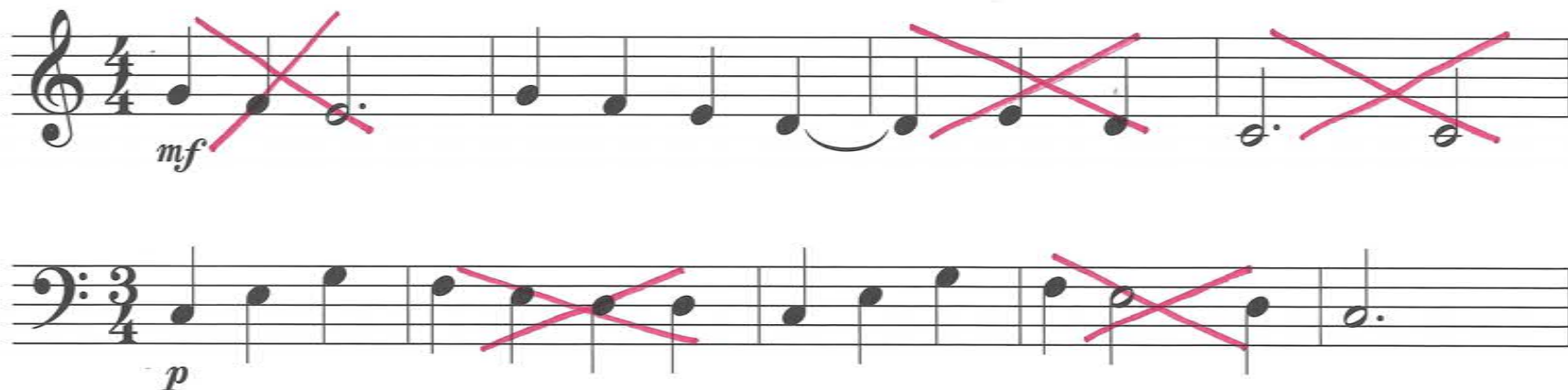


Spot the measures that are “lemons” (incorrect) and draw a big X through each.

Hint: There may be *too many* or *too few* beats.

## Tricky Measures

Counting the Beats

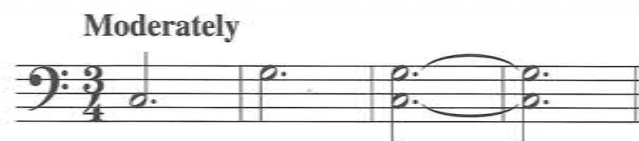


1. Place your L.H. on the **C 5-finger scale** on the piano. Close your eyes. Your teacher will play a set of notes on a lower C scale.
2. *Feel* the rhythm and play back what you hear.

## All Ears!

Ear-training with the Tie

**For Teacher Use Only:** Play an octave lower. The examples may be repeated several times.  
The teacher may create more examples on his/her own.




Tell student to begin with the thumb.





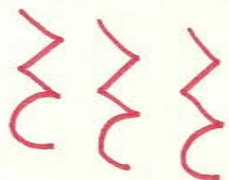
## Quarter Rest

 = 1 count or  
beat of  
silence

1. Trace these rests.



2. Draw three rests  
of your own.



## Tiger Cheer

Rhythm with Quarter Rests

**R.H.**

$\frac{4}{4}$  Come on, Ti - gers! You can do it. RAH! RAH! Ti - gers, go!

**L.H.**

**R.H.**

Give a scream for our great team now. RAH! RAH! Ti - gers go!

**L.H.**

# Final Review

## The Bugle Boys Quiz

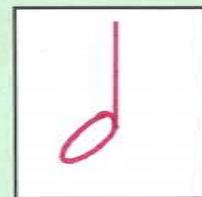


1. Number the fingers.



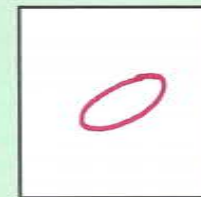
1  
beat

2. Can you draw a quarter note?



2  
beats

3. Can you draw a half note?



4  
beats

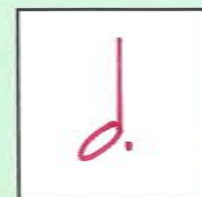
4. Can you draw a whole note?



5. Can you put these marks in order from softest to loudest?  
*mf f p*

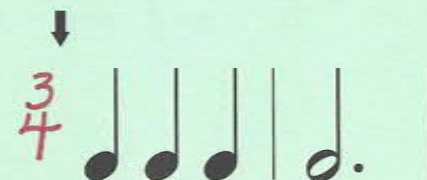


6. Can you name the white keys?

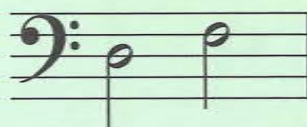


3  
beats

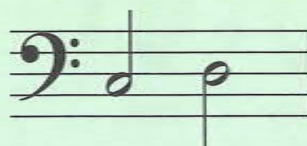
7. Can you draw a dotted half note?



8. Can you write the time signature?



9. Step or skip? (circle)



10. Step or skip? (circle)



11. How many beats?  
6 beats



12. Write a measure of  $\frac{4}{4}$  time.  
Include a quarter rest!

**Congratulations! You have finished your Theory Book!**