

MUSIC REVIEW LESSONS



A comprehensive series of review lessons
in music theory, ear training, and music history
for the piano student

For classroom or studio use

designed and prepared by
Dr. Susan M. Tusing

| | |
|---|-----------------------------------|
| <input type="checkbox"/> Preparatory A | <input type="checkbox"/> Level 5 |
| <input type="checkbox"/> Preparatory B | <input type="checkbox"/> Level 6 |
| <input checked="" type="checkbox"/> Level 1 | <input type="checkbox"/> Level 7 |
| <input type="checkbox"/> Level 2 | <input type="checkbox"/> Level 8 |
| <input type="checkbox"/> Level 3 | <input type="checkbox"/> Level 9 |
| <input type="checkbox"/> Level 4 | <input type="checkbox"/> Level 10 |

LESSON ONE

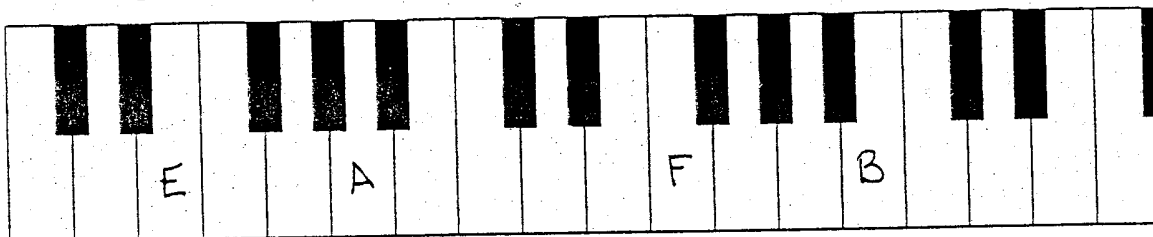
Fill in the blanks to complete the musical alphabet going up in thirds. Write one letter in each blank.

| | | | | | | |
|---|--|---|---|--|---|--|
| E | | | | | | |
| | | A | C | | | |
| | | E | | | D | |

Write the musical alphabet going down in thirds beginning with the given letter. Write one letter in each blank.

| | | | | | | |
|---|--|--|--|--|--|--|
| F | | | | | | |
| B | | | | | | |
| G | | | | | | |

Name the keys on the keyboard below that are a third above the given keys.



Write in the beats (such as 1 2 3 4, etc.) below the given rhythm. Watch the time signatures!

4/4

6/4

Write a rest for the answer of each addition or subtraction problem. (For example, $\text{quarter} + \text{quarter} = \text{half}$)

$$\text{quarter} + \text{quarter} =$$

$$\text{half} - \text{quarter} =$$

$$\text{quarter} + \text{half} =$$

$$\text{quarter} + \text{quarter} =$$

Add barlines correctly to each line of rhythm below.
Watch the time signatures!

Give the letter name of each note on the staff below.
Be sure to watch the clefs!

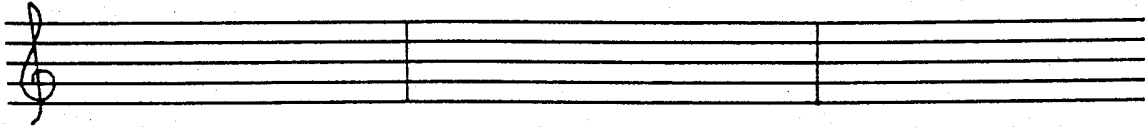
Name the notes in the C major pentascale. _____
Name the notes in the F major pentascale. _____
Name the notes in the G major pentascale. _____

Write the C major pentascale (5-note scale) in quarter notes.

Name the key signatures below.

Various chord progressions are written on the staves below.
Circle the I V7 I in C Major. Underline the I V7 I in F Major.
Check (✓) the I V7 I in G Major.

Write the correct chord progressions in whole notes on the staff below.



C: I V₇ I F: I V₇ I G: I V₇ I

Match the definition with the correct term.

- A the notes of a triad _____ ARPEGGIO
- B the notes of a chord played one after another instead of together _____ DOMINANT
- C an incomplete measure found at the beginning of a piece. The remaining beats of that measure are found at the end of the piece. _____ ROOT/THIRD/FIFTH
- D the 5th degree of the major or minor scale. _____ UPBEAT

Ear Training

For each example, your teacher will play two notes. Circle 1st or 2nd to show which note is lower.

1. 1st 2nd 2. 1st 2nd 3. 1st 2nd

Ear Training

For each example, your teacher will play two notes. Circle 2nd or 3rd to show which interval you hear.

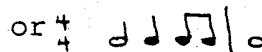
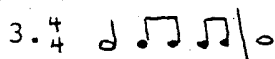
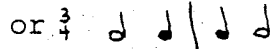
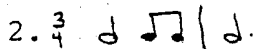
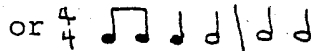
1. 2nd 3rd 2. 2nd 3rd 3. 2nd 3rd

Match the definition with the correct term.

- A (right) raises all dampers, allowing all strings to vibrate; sometimes called the loud pedal or sustaining pedal _____ BINARY FORM
- B (middle) it sustains only the tones whose dampers are already raised by the action of the keys. Allows sustaining of notes while both hands are occupied elsewhere. _____ DAMPER PEDAL
- C (left) also called soft pedal, it shifts keyboard to the right so that each hammer strikes fewer strings. It produces a softer sound and tone "color." _____ FORM
- D the structural design or pattern of a musical composition; "how it is constructed." _____ SOSTENUTO PEDAL
- E a two-part form of musical composition following the scheme--A B--with each section repeated. Section A usually ends in the dominant or relative key. The B section ends in the key in which the A section began. _____ UNA CORDA PEDAL

Ear Training

For each example, your teacher will play two rhythmic patterns. Circle the pattern you hear.



Ear Training

Your teacher will play 2 musical examples. Is the example legato (L) or staccato (S)?

1. L S

2. L S

3. L S

Draw the symbol for each item below.

_____ eighth note

_____ eighth rest

_____ dotted quarter note

_____ ottava

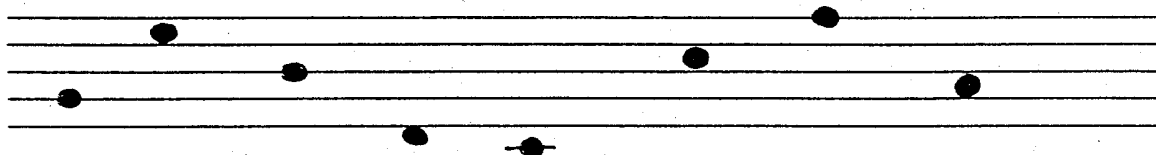
_____ crescendo

_____ decrescendo

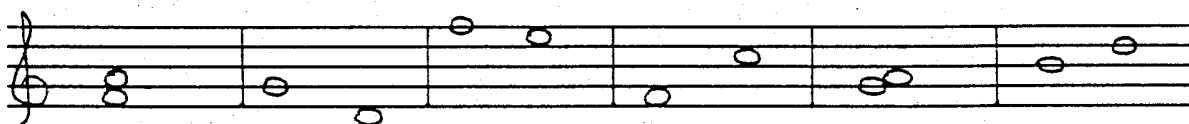
_____ Dal segno al Fine

_____ Dal segno

Add a stem and flag to each of the note heads on the staff below to make eighth notes.



Identify each interval below (harmonic 2nd, melodic 5th, etc.).

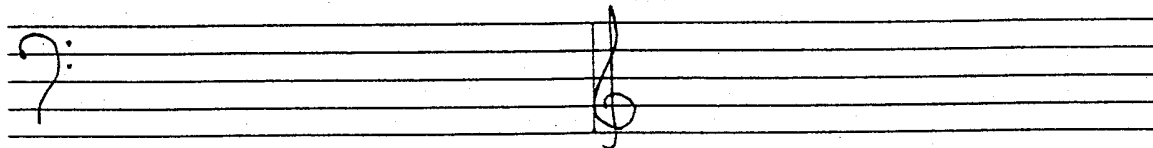


Name the notes in the F major pentascale. _____
Name the notes in the C major pentascale. _____
Name the notes in the G major pentascale. _____

Write the G major pentascale (5-note scale) in half notes.

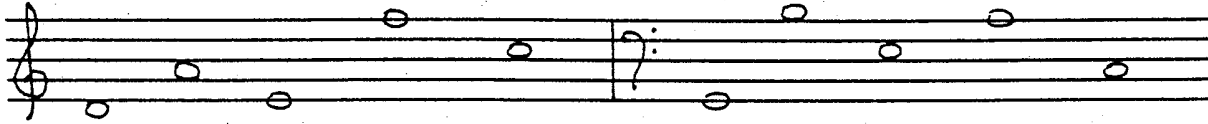


Write the F major pentascale (5-note scale) in whole notes.



LESSON FOUR

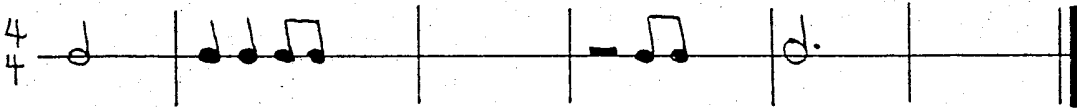
Give the letter name of each note on the staff below.
Be sure to watch the clefs!



Write in the beats (such as 1 2 3 4, etc.) below the given rhythm. Watch the time signatures!



Each of the measures below is incomplete.
Fill in one rest in each measure to make it complete.



Write a rest for the answer of each addition or subtraction problem. (For example, $\text{quarter note} + \text{quarter note} = \text{half note}$)

$$\text{half note} - \text{quarter note} =$$

$$\text{quarter note} + \text{quarter rest} =$$

$$\text{quarter note} - \text{quarter rest} =$$

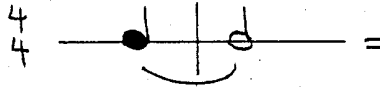
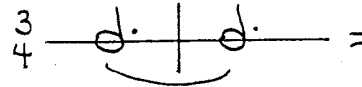
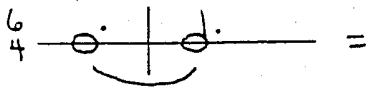
$$\text{quarter note} + \text{quarter note} =$$

Name the notes in a C Major triad. _____

Name the notes in a F Major triad. _____

Name the notes in a G Major triad. _____

Write the number of beats for each pair of tied notes below.



Write a brief definition for each of the following terms.

arpeggio _____

ottava _____

dominant _____

loco _____

leger lines _____

root/third/fifth _____

metronome _____

upbeat _____

Ear Training

For each example, your teacher will play two notes.
Circle 1st or 2nd to show which note is higher.

1. 1st 2nd 2. 1st 2nd 3. 1st 2nd

Ear Training

For each example, your teacher will play two rhythmic patterns.
Circle the pattern you hear.

- | | |
|----------------------------------|----------------------------------|
| 1. $\frac{3}{4}$ d. d d | or $\frac{3}{4}$ d d d d |
| 2. $\frac{6}{4}$ d d d d d. d. | or $\frac{6}{4}$ d d d d d. d. |
| 3. $\frac{4}{4}$ d. d d d | or $\frac{4}{4}$ d d d. d |

Write a brief definition for each of the following terms.

una corda pedal _____

damper pedal _____

sostenuto pedal _____

form _____

binary form _____

a tempo _____

D.S. _____

D.S. al Fine _____

ritardando _____

Ear Training

For each example, your teacher will play two rhythmic patterns.
Circle the pattern you hear.

1. $\frac{4}{4}$ ♩ ♩ ♩ ♩ | ♩ ♩

or $\frac{4}{4}$ ♩ ♩ ♩ ♩ | ♩ ♩

2. $\frac{4}{4}$ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

or $\frac{4}{4}$ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

3. $\frac{3}{4}$ ♩ ♩ ♩ | ♩ ♩

or $\frac{3}{4}$ ♩ ♩ ♩ | ♩ ♩

Ear Training

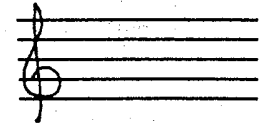
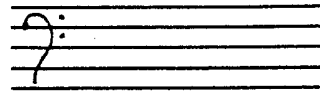
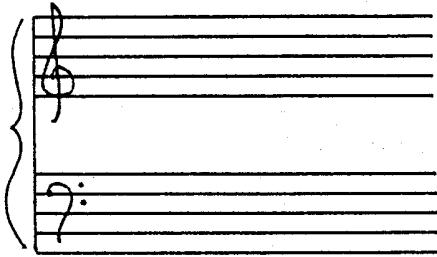
For each example, your teacher will play two notes.
Circle 2nd or 3rd to show which interval you hear.

1. 2nd 3rd

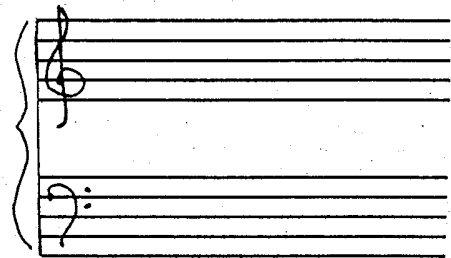
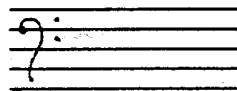
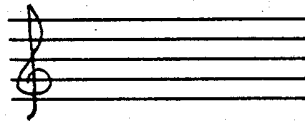
2. 2nd 3rd

3. 2nd 3rd

Write a G Major triad on each staff. Use whole notes.



Write a F Major triad on each staff. Use half notes.



Match the definition with the correct term.

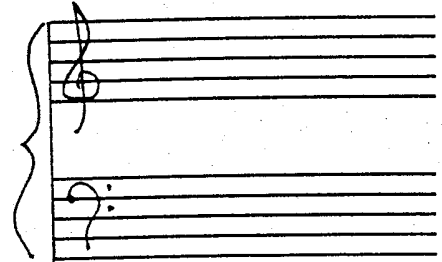
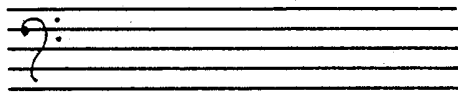
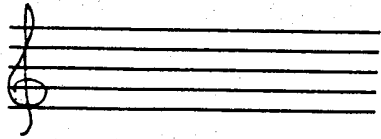
- | | |
|---|--------------------------|
| <p><u>A</u> short lines drawn above or below the staff to indicate notes which are too high or low to be written on that staff</p> | <p>_____ LEGER LINES</p> |
| <p><u>B</u> an apparatus that sounds steady beats at adjustable speeds and is used to indicate the exact tempo of a composition</p> | <p>_____ LOCO</p> |
| <p><u>C</u> (8, 8va); when it appears above note(s), play an octave higher; when it appears below note(s), play an octave lower</p> | <p>_____ METRONOME</p> |
| <p><u>D</u> (in place), play as written; return to normal octave</p> | <p>_____ OTTAVA</p> |

Name the notes in a F Major triad. _____

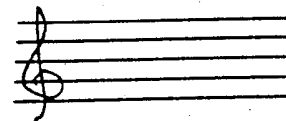
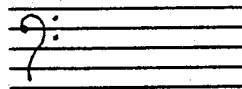
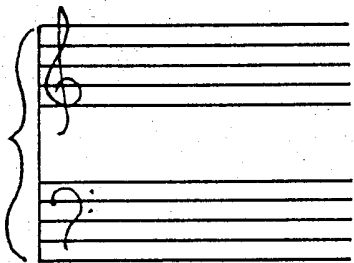
Name the notes in a G Major triad. _____

Name the notes in a C Major triad. _____

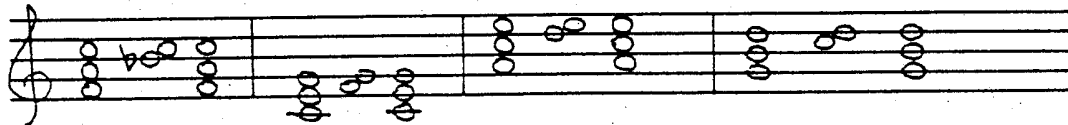
Write a F Major triad on each staff. Use quarter notes.



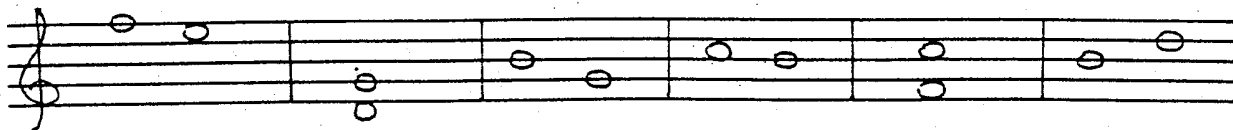
Write a C Major triad on each staff. Use half notes.



Various chord progressions are written on the staff below.
Circle the I V7 I in C Major. Underline the I V7 I in F Major.
Check (✓) the I V7 I in G Major.



Identify each interval below (harmonic 2nd, melodic 5th, etc.).



LESSON FIVE

Name the keys on the keyboard below that are a third above the given key.



Draw the symbol for each item below.

_____ crescendo

_____ decrescendo

_____ Dal segno al Fine

_____ Dal segno

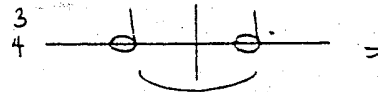
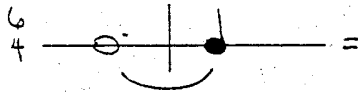
_____ forte

_____ mezzo forte

_____ mezzo piano

_____ piano

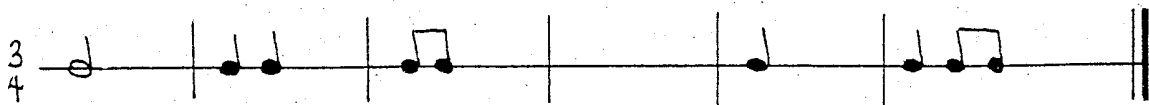
Write the number of beats for each pair of tied notes below.



Write in the beats (such as 1 2 3 4, etc.) below the given rhythm. Watch the time signatures!



Each of the measures below is incomplete.
Fill in one note or rest in each measure to make it complete.



LESSON SIX

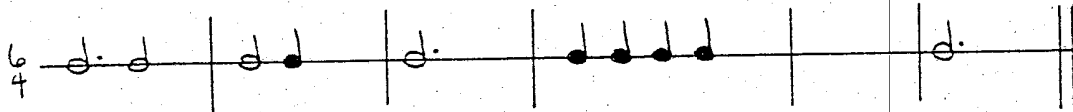
Give the letter name of each note on the staff below.
Be sure to watch the clefs!



Draw the symbol for each item below.

- | | |
|---------------------------|-------------------|
| _____ forte | _____ mezzo forte |
| _____ mezzo piano | _____ piano |
| _____ eighth note | _____ eighth rest |
| _____ dotted quarter note | _____ ottava |

Each of the measures below is incomplete.
Fill in one rest in each measure to make it complete.



Write the number of beats for each dotted note below.

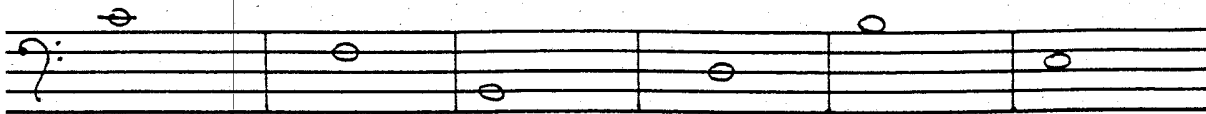
$$\frac{4}{4} \text{ d.} = \quad \frac{6}{4} \text{ o.} = \quad \frac{3}{4} \text{ d.} = \quad \frac{2}{4} \text{ d.} =$$

On the staff, write the note that is the correct interval above or below the given note.



↓ mel. 5th ↑ harm. 4th ↑ harm. 2nd ↓ mel. 3rd ↓ mel. 4th ↑ harm. 3rd

On the staff, write the note that is correct interval below the given note.



mel. 5th harm. 3rd mel. 2nd harm. 4th mel. 4th mel. 2nd

Match the definition with the correct term.

- | | | |
|----------|---|--------------------|
| <u>A</u> | return to the sign (♩) and play to Fine (the end) | _____ A TEMPO |
| <u>B</u> | (Dal segno), return to the sign (♩) | _____ D.S. |
| <u>C</u> | gradually slower | _____ D.S. AL FINE |
| <u>D</u> | indicates a return to the normal tempo of the composition (the original tempo) | _____ RITARDANDO |

Ear Training

For each example, your teacher will play two rhythmic patterns.
Circle the pattern you hear.

- | | | | |
|----|---------------|----|---------------|
| 1. | $\frac{4}{4}$ | or | $\frac{4}{4}$ |
| 2. | $\frac{6}{4}$ | or | $\frac{6}{4}$ |
| 3. | $\frac{3}{4}$ | or | $\frac{3}{4}$ |

Ear Training

Your teacher will play 2 musical examples.
Is the example legato (L) or staccato (S)?

1. L S 2. L S 3. L S

Fill in the blank the term that fits the definition given.

_____ (Dal segno), return to sign (♯)

_____ return to sign (♯) and play to Fine (the end)

_____ a machine that sounds steady beats at adjustable speeds, used to indicate the exact tempo of a piece; at "60" it beats 60 beats/minute (1 beat/second)

_____ raises all dampers, allowing all strings to vibrate; often called loud or sustaining pedal.

_____ pedal that sustains only those tones (notes) whose dampers are already raised by action of the keys. It allows the sustaining of single notes (e.g., a pedal point in bass) while both hands are occupied elsewhere.

_____ also called soft pedal, it shifts keyboard to the right so that each hammer strikes only 2 of the 3 unison strings for a note in treble and 1 of the 2 strings in lower register. Produces a softer sound and a different "color" in the sound.

_____ (or pick-up) an incomplete measure found at beginning of a piece. Remaining beats of measure are found at end of the piece.

_____ the structural design or pattern of a musical composition; "how it is constructed."

_____ a two-part form of musical composition following the plan--A B--with each section repeated. Section A usually ends in the dominant or in the relative key. The B section ends in key in which A section began.

Ear Training

For each example, your teacher will play two notes. Circle 1st or 2nd to show which note is lower.

1. 1st 2nd

2. 1st 2nd

3. 1st 2nd

Different triads are written on the staves below.
Circle the C Major triads. Underline the G Major triads.
 Put a check (✓) below the F Major triads.

Write the G major pentascale (5-note scale) in quarter notes.

Write the C major pentascale (5-note scale) in whole notes.

Write the F major pentascale (5-note scale) in half notes.

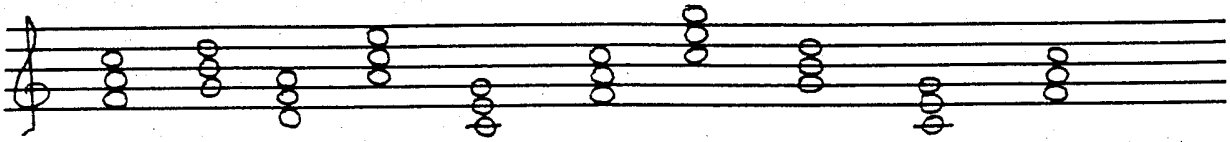
Write the key signatures on the staves below.

G major

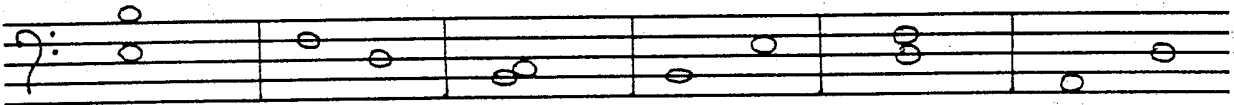
C major

F major

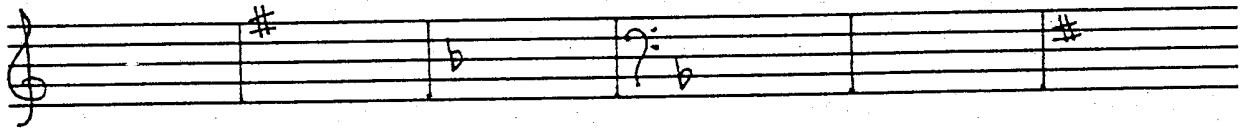
Different triads are written on the staff below.
Circle the C Major triads. Underline the G Major triads.
Put a check (✓) below the F Major triads.



Identify each interval below (harmonic 2nd, melodic 5th, etc.).



Name the key signatures below.

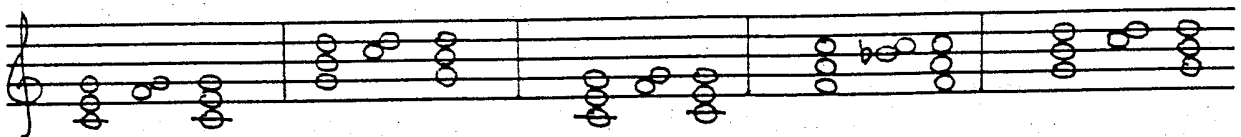


Write the key signatures on the staff below.



G major C major F major C major F major G major

Below each chord progression, write the correct Roman numerals.



| | |
|---|---|
| <p>the notes of a triad</p> | <p>gradually slower</p> |
| <p>(left) also called soft pedal, shifts keyboard to right so each hammer strikes 2 of the 3 unison strings for a note in treble and 1 of 2 strings in lower register. Produces softer sound and different sound "color."</p> | <p>(middle) optional pedal, sustains only tones whose dampers are already raised by action of keys. Allows sustaining of single notes (ie, pedal point in bass) while hands are occupied elsewhere.</p> |
| <p>the structural design or pattern of a musical composition; "how it is constructed."</p> | <p>(or pick-up) an incomplete measure found at the beginning of a piece. The remaining beats of that measure are found at the end of the piece.</p> |
| <p>two-part form of musical composition following the scheme--A B--with each section repeated. Section A usually ends in dominant or in relative key. The B section ends in the key in which the A section began.</p> | |
| | |

ritardando

root/third/fifth

sostenuto pedal

una corda pedal

upbeat

form

binary form



Fill in the blank the term that fits the definition given.

_____ lines above/below staff to indicate notes which are too high or low to be written on that staff

_____ 8, 8va, indicates to play note(s) an octave higher or lower

_____ gradually slower

_____ the notes of a triad

_____ indicates a return to the original tempo

_____ the 5th degree of the major or minor scale

_____ notes of a chord played separately, not together

_____ (in place), play as written; return to normal octave; found after 8va

Write a brief definition for each of the following terms.

root/third/fifth _____

arpeggio _____

dominant _____

leger lines _____

metronome _____

loco _____

upbeat _____

ottava _____

Ear Training

For each example, your teacher will play two notes.
Circle 2nd or 3rd to show which interval you hear.

1. 2nd 3rd 2. 2nd 3rd 3. 2nd 3rd

Ear Training

Your teacher will play 2 musical examples.
Is the example legato (L) or staccato (S)?

1. L S 2. L S 3. L S

| | |
|---|--|
| <p>(All' ottava), 8, 8va, when it appears above the note(s), play an octave higher; when it appears below note(s), play an octave lower</p> | <p>(right) raises all the dampers, allowing all the strings to vibrate; sometimes called the loud pedal or sustaining pedal</p> |
| <p>(in place), play as written; return to normal octave; found after 8va</p> | <p>an apparatus (machine) that sounds evenly spaced (steady) beats at adjustable speeds and is used to indicate the exact tempo of a composition; at "60" it beats 60 beats per minute (1 beat/second)</p> |
| <p>the 5th degree of the major or minor scale, so called because of its "dominating" position in harmony as well as melody</p> | <p>short lines drawn above or below the staff to indicate notes which are too high or low to be written on that staff</p> |
| <p>(Dal segno) return to the sign (♩) (the end)</p> | <p>return to the sign (♩) and play to Fine (the end)</p> |
| <p>the notes of a chord played one after another instead of together</p> | <p>indicates a return to the normal tempo of the composition (the original tempo)</p> |

ottava

damper pedal

loco

metronome

dominant

leger lines

D.S.

D.S. al Fine

arpeggio

a tempo