

Student Name _____ Date Submitted _____

INSTRUMENTAL MUSIC 1 2: GUITAR (online)

Section 1.0 Send-In

Complete this send-in as part of your course enrollment. This will be your first mark entered for the course. When this assignment has been received by SCIDES, your course materials will be sent to you.

This send-in consists of:

- Instrumental Music 11 Course Planner _____ / 5 marks
 - Review of Lessons 1-5 _____ /14 marks
 - Review of Lessons 6-9 _____ /14 marks
 - Review of Lessons 10-13 _____ /17 marks
- TOTAL: _____ / 50 marks _____ %



Mail:

- 1) This **Cover Sheet**
- 2) **Return Address** (page 2 or Comment Sheet) – Fill out with your complete name and address.
- 3) **Send-In Assignments** – Completed above noted assignments.

*Be sure to put proper **postage** on the envelope (if necessary) and add your **return address**.*

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Is this a change of address?

Yes

No

Please print in pencil

NAME
ADDRESS
CITY / TOWN, PROVINCE / COUNTRY, POSTAL CODE

Use this address box
if you are mailing
a **TEST**

Please print

NAME
ADDRESS
CITY / TOWN
PROVINCE / COUNTRY
POSTAL CODE

Is this a change of address?

Yes

No

Use this address box
if mailing a
SEND-IN ACTIVITY

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Name: _____

___ / 5 marks

Instrumental Music 12: Guitar Course Planner

Complete all the following contact information that applies to you and check the one that is the best way to contact you during the day:

Home Phone: _____ Work Phone: _____ Cell: _____

Email: _____

other way to contact you (explain) _____

When is the best time for your teacher or tutor/marker to contact you? ___:___ AM PM

Check your Grade: Grade 10 Grade 11 Grade 12 Graduated

Timetable Options/Course Plan

One of the keys to being successful in anything that you do is to take the time to plan carefully. The objective of this section is to help you create a timetable for managing your schoolwork and enable you to set goals for finishing all of your courses by your desired completion date. **Most full-time students complete 3 to 5 assignments each week.**

The flexibility of our distributed learning program offers you many choices but a plan for completion is essential to success. Most full-time students complete 8 courses in a school year (10 months). The most common timetables are "semestered" (4 courses at a time) or "linear" (8 courses at a time).

What is your planned schedule? Semester System (22 weeks) Linear System (44 weeks)

other: (*explain*) _____

What is your intended **start** date for this course? Now Other date: _____

What is your intended **completion** date for this course? _____ (month) _____ (year)

How many courses are you taking with us this year? _____ How many with other schools/programs? _____

Instrumental Music 12: Guitar (online) consists of 3 midterms. How many assignments/tests per week must you do to complete this course as planned? _____



- *Mark target submission dates on a calendar.*
- *Add this same information from other courses to help you create a schedule for completion.*
- *Record the actual dates you submit work so you can track your progress.*



Delivery Method

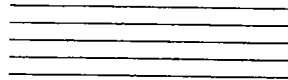
Instrumental Music 12: Guitar is delivered entirely online through SCIDES with Music Educator's Institute (MEI) in Vernon, BC. Once you have completed this assignment and the registration process, SCIDES will provide MEI with your name and email address. You will then receive an email message from MEI on how to get started with your lessons.

Anything else?

Is there anything else you would like us to know about you or your education plans that will help us provide you with better service?

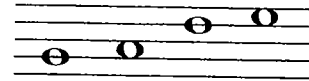
The Staff, Notes and Pitches

Music is written on a STAFF of five lines and the four spaces between.

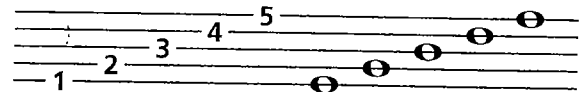


The STAFF

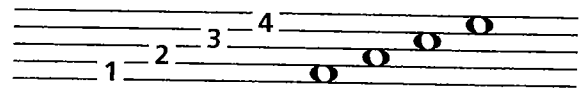
Music NOTES are oval-shaped symbols that are placed *on* the lines and *in* the spaces. They represent musical sounds, called PITCHES.



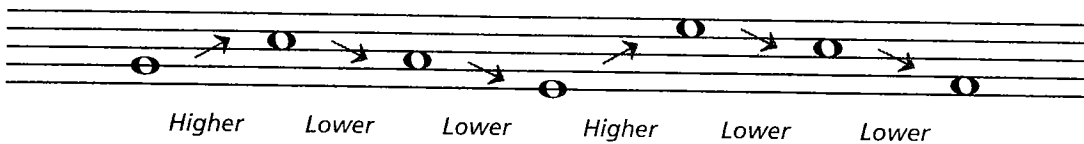
The lines of the staff are numbered from bottom to top.



The spaces between the lines are also numbered from bottom to top.



If the notes appear *higher* on the staff, they sound *higher* in pitch.
If the notes appear *lower* on the staff, they sound *lower* in pitch.

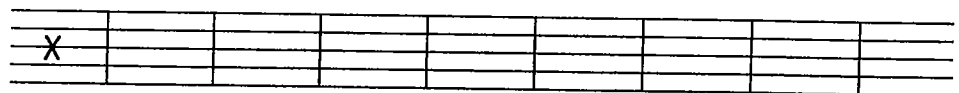


Exercises


- 1 Draw a staff by connecting the dots. Use a ruler or straight edge. Number the lines, then the spaces from low to high.

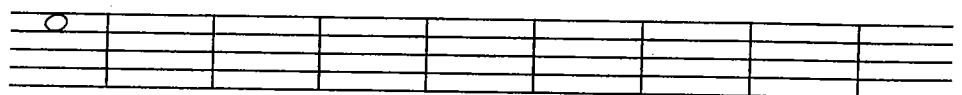


- 2 On the staff, mark an X in the following locations:



Line 3 Space 2 Line 1 Space 4 Line 5 Space 1 Line 4 Space 3 Line 2

- 3 Write notes like this  on the following lines and spaces:



Space 4 Line 1 Space 2 Line 3 Space 1 Line 5 Space 3 Line 2 Line 4

- 4 Indicate whether the 2nd note is higher or lower than the 1st note by using an H (higher) or L (lower).

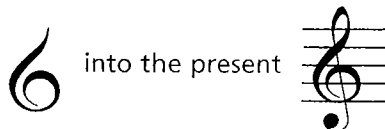


Treble Clef and Staff

Music notes are named after the first seven letters of the alphabet, from A to G. By their position on the staff, they can represent the entire range of musical sound.

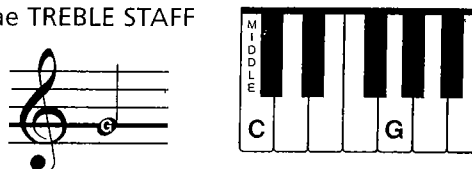
CLEF signs help to organize the staff so notes can easily be read.

The TREBLE CLEF is used for notes in the higher pitch ranges. The treble (or G) clef has evolved from a stylized letter G:

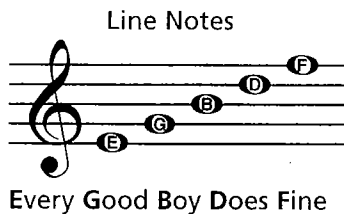


The curl of the treble clef circles the line on which the note G is placed. This G is above MIDDLE C (the C nearest the middle of the keyboard).

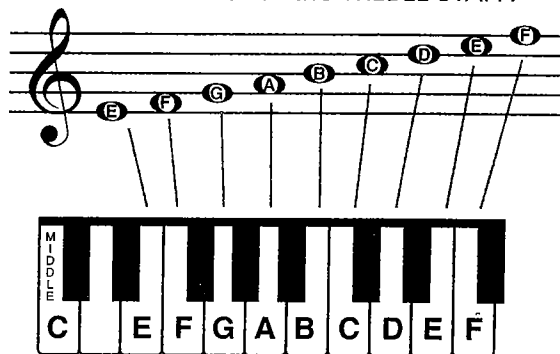
The TREBLE STAFF



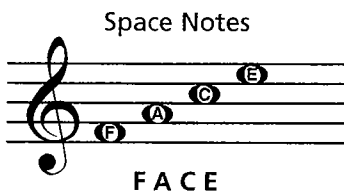
In the treble staff, the names of the notes on the lines from bottom to top are E, G, B, D, F.



All the notes of the TREBLE STAFF:

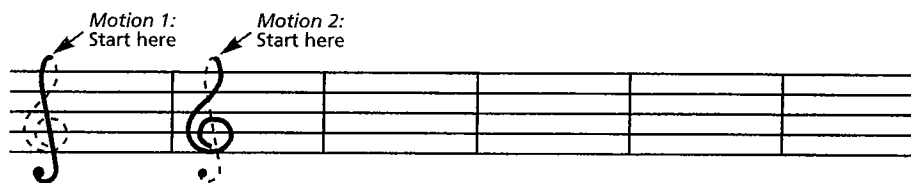


The names of the notes in the spaces from bottom to top spell FACE.

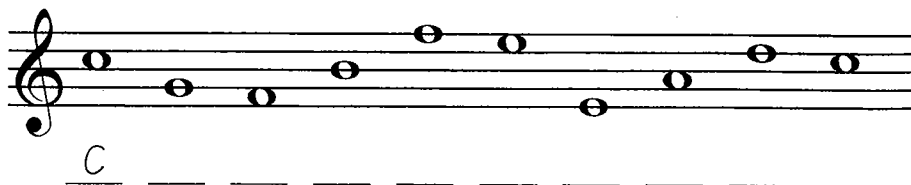


Exercises

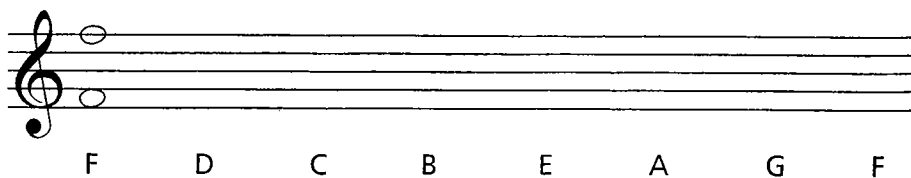
- The treble clef is written in two motions. Trace along the dotted lines as indicated, then draw four more.



- Write the letter names of the following notes. Use capital letters.

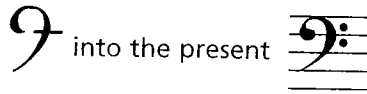


- Write the notes on the staff indicated by the letters. If the notes can be written in two places, write one above the other.



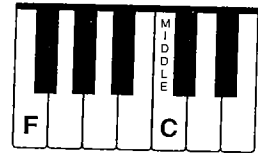
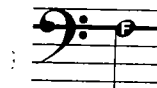
Bass Clef and Staff

The BASS CLEF (pronounced "base") is used for notes in the lower pitch ranges. The bass (or F) clef has evolved from a stylized letter F:



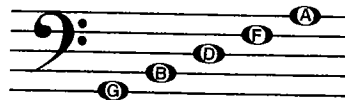
The two dots of the bass clef surround the line on which the note F is placed. This F is below middle C.

The BASS STAFF



In the bass staff, the names of the notes on the lines from bottom to top are G, B, D, F, A.

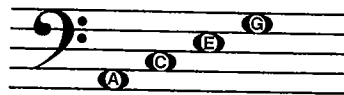
Line Notes



Good Boys Do Fine Always

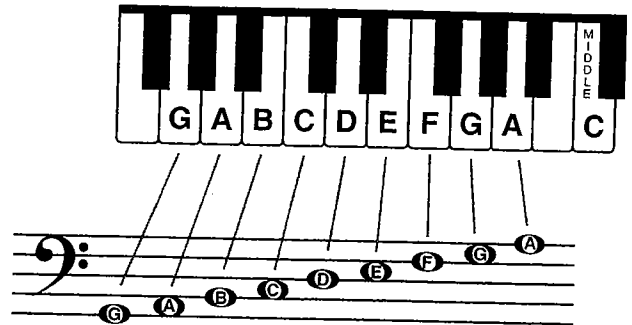
The names of the notes in the spaces from bottom to top are A, C, E, G.

Space Notes



All Cows Eat Grass

All the notes of the BASS STAFF:



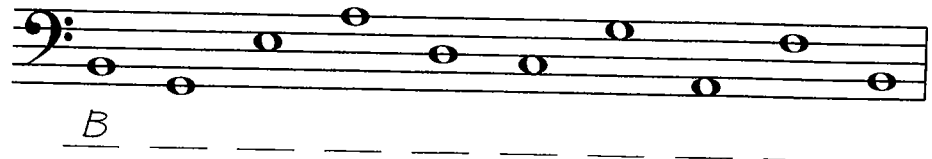
Exercises

- The bass clef is written in four motions. Trace along the dotted lines as indicated, then draw four more.

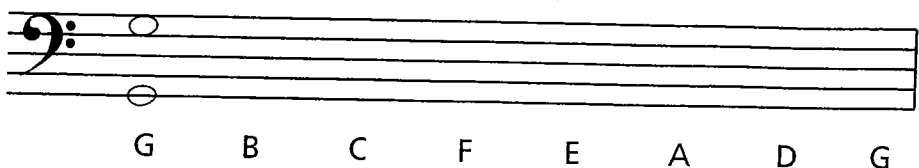
Motion 1: Dot on 4th line
Motion 2: Curved line
Motions 3 & 4: Dots surrounding 4th line



- Write the letter names of the following notes.

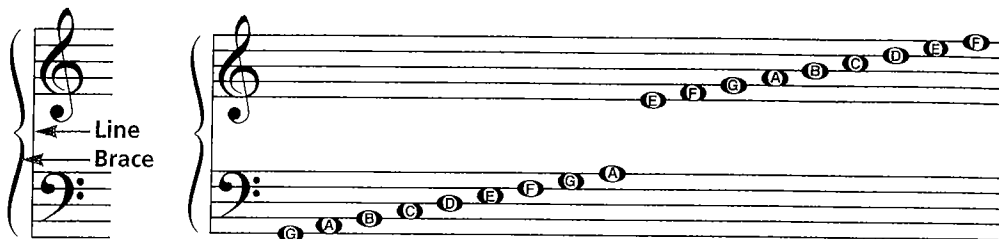


- Write the notes on the staff indicated by the letters. If the notes can be written in two places, write one above the other.



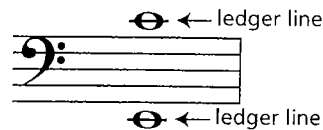
The Grand Staff

When the bass and treble staves are connected by a brace and a line, they combine to form the GRAND STAFF.

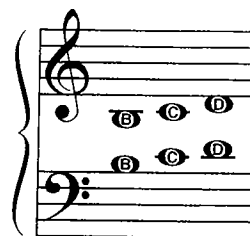
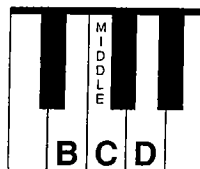
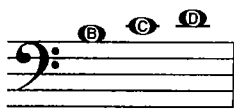


Ledger Lines — The Middle Notes

LEDGER LINES are short lines which are added to extend the range of the staff when the notes are too low or too high to be written on the staff.



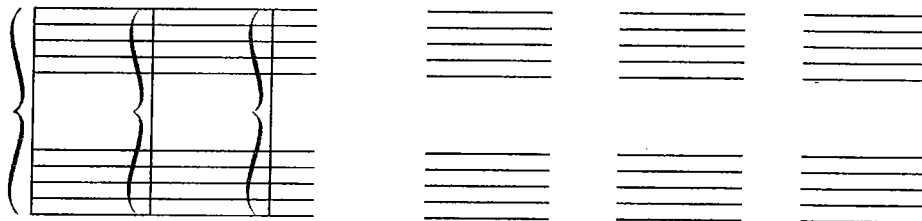
The notes in the middle range of the grand staff are B, C and D. They can be written on ledger lines in both the bass and treble staves.



These notes are written differently but sound the same.

Exercises

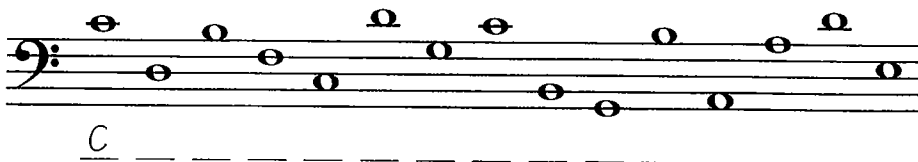
- 1 Trace these three braces. Then, using the staves provided, draw the grand staff three times. Include the brace, line and both clef signs.



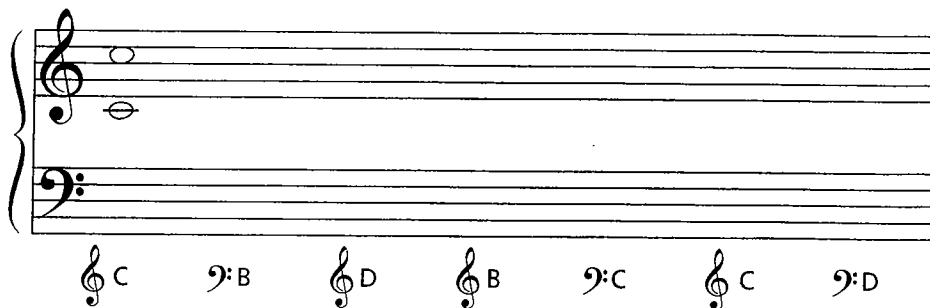
- 2 Write the letter names of the notes from the treble staff.



- 3 Write the letter names of the notes from the bass staff.



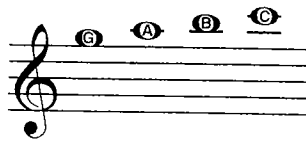
- 4 Write the notes indicated by the clefs and letter names in two places on the grand staff. Add ledger lines where necessary.



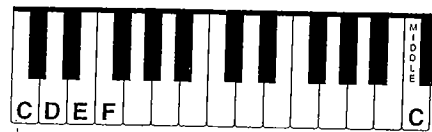
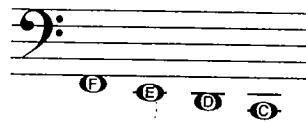
Ledger Lines

Low and High Notes

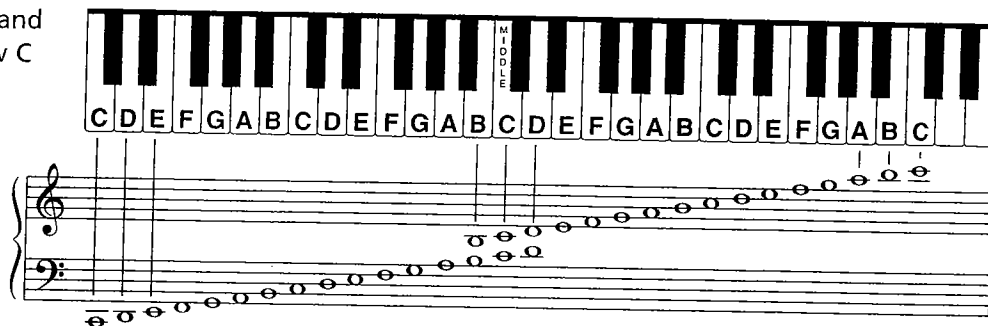
More than one ledger line may be added to extend the lower and upper ranges of the grand staff. The next higher notes of the treble staff are G, A, B and C.



The next lower notes of the bass staff are F, E, D and C.



All the notes on the grand staff from bass clef Low C to treble clef High C:

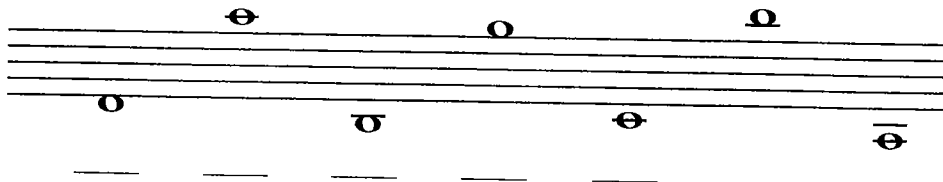


Exercises

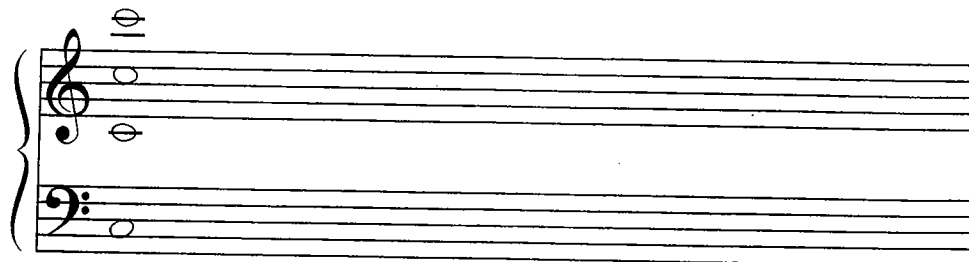
- 1 Draw a treble clef and name the notes.



- 2 Draw a bass clef and name the notes.



- 3 Write each of the indicated notes in four places on the grand staff.



C D E F G A B

1 How many lines are on a single staff? _____

2 How many spaces are on a single staff? _____

3 Is the 5th line at the bottom or top of the staff?

4 Which clef is also known as the G clef? _____

5 The note names of the five lines in the treble clef from bottom to top are:

6 The note names of the four spaces in the treble clef from bottom to top are:

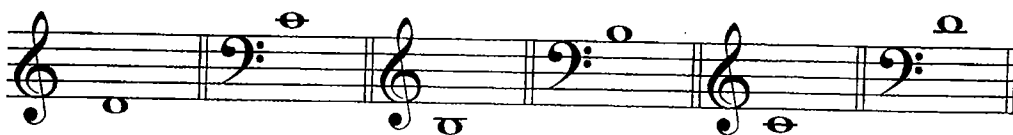
7 The line through middle C is called a _____ line.

8 Which clef is also known as the F clef? _____

9 The note names of the five lines in the bass clef from bottom to top are:

10 The note names of the four spaces in the bass clef from bottom to top are:

11 Write the letter names of the notes.



a. _____ b. _____ c. _____ d. _____ e. _____ f. _____

12 Write the letter names of the notes.



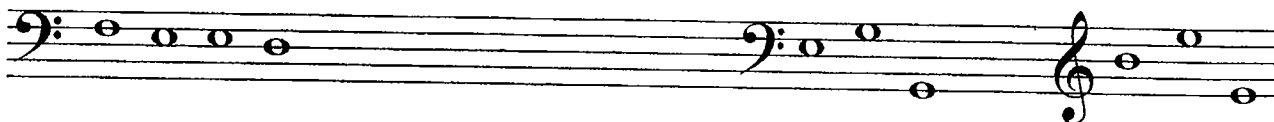
13 Draw the grand staff and name the notes.



14 Spell the words to complete the sentences below.



_____ took his lunch _____ and went downtown in a _____ to



_____ the pigeons in the park. While eating his _____ sandwich, a _____

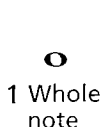
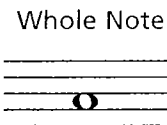


flew by and barely missed his _____ decided to go home.

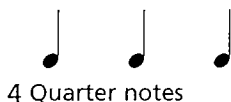
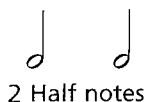
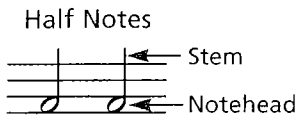
Note Values

While the placement of notes on the staff indicates the pitch, the duration of the note (how long the note is held) is determined by the note value.

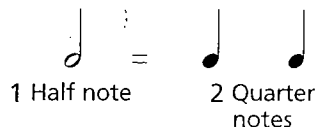
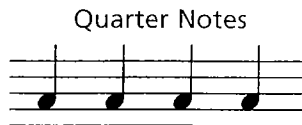
A **WHOLE NOTE** is drawn as an open oval.



Two **HALF NOTES** equal the duration of one whole note.



Four **QUARTER NOTES** equal the duration of one whole note.



Stems extend *downward* on the left side when the note appears *on or above* the 3rd line of the staff.



Stems extend *upward* on the right side when the note appears *below* the 3rd line of the staff.



The stem length should continue to the space or line with the same letter name, above or below.

Stem extends to F above.

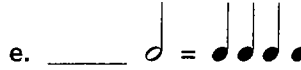
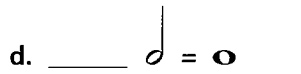
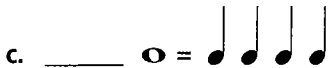
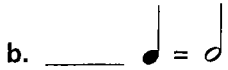
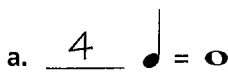


Stem extends to F below.



Exercises

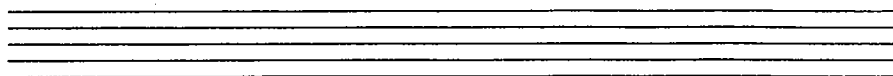
1 Fill in the blanks with the correct number:



2 Draw the stems in the correct direction with the correct length. Write the names of the notes between the staff.

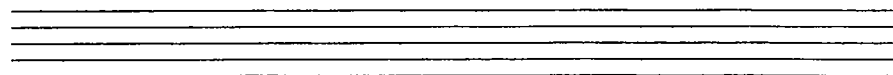


3 Draw the treble clef and write the indicated notes. Use only notes within the staff.



C whole A quarter E half F whole B quarter D quarter G half

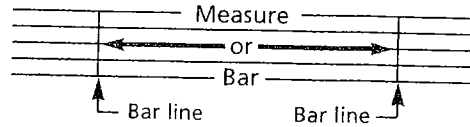
4 Draw the bass clef and write the indicated notes. Use only notes within the staff.



E half D quarter A whole C quarter F half B whole G half

Measure, Bar Line and Double Bar

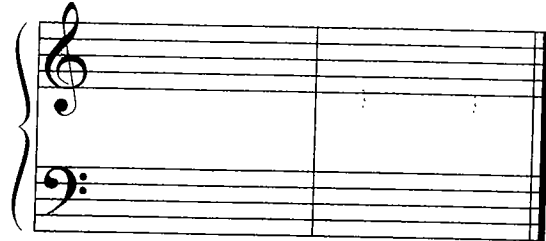
Music is divided into equal parts by BAR LINES. The area between the two bar lines is called a MEASURE or BAR.



A DOUBLE BAR is written at the end of a piece of music. It is made up of one thin and one thick line, with the thick line always on the outside.

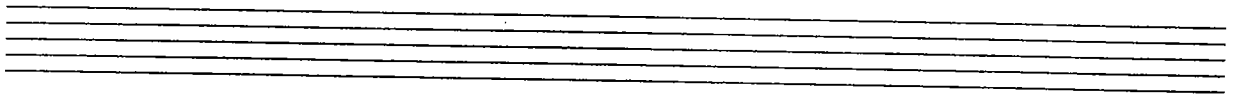


On a grand staff, the bar lines and double bar pass through the entire staff.

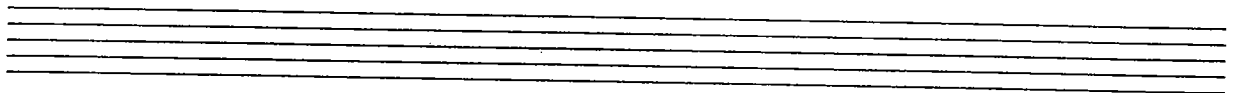


Exercises

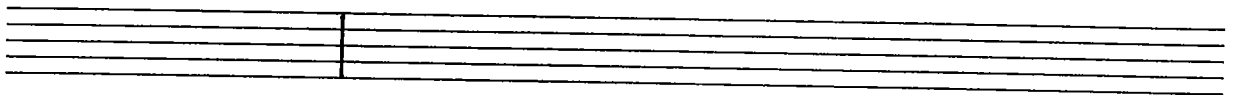
- 1 Divide the staff below into 4 measures with a double bar at the end. A single staff does not begin with a bar line.



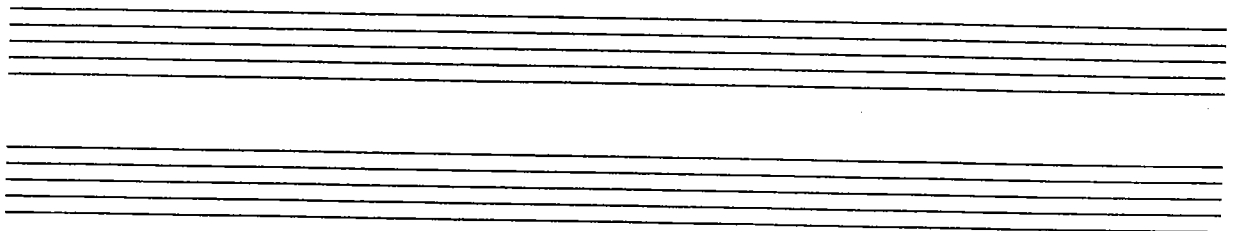
- 2 Draw a treble clef. Divide the staff below into 4 measures with a double bar at the end. Write any whole note in each measure. Name the notes on the lines below the staff.



- 3 Draw a bass clef. Divide the staff below into 4 measures with a double bar at the end. Write any 4 quarter notes (alternate stem direction) in each measure. Name the notes on the lines below the staff.



- 4 Draw a grand staff. Divide the staff below into 4 measures with a double bar at the end. Write any two half notes in each measure (alternate stem direction and staves). Name the notes on the lines below the staff. Begin with a bar line (before the clef signs) when there is a grand staff.



4 Time Signature and Note Values

The TIME SIGNATURE appears at the beginning of the music after the clef sign. It contains two numbers, one above the other.

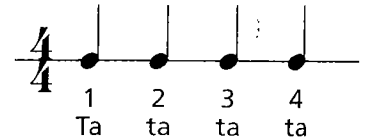


4 The upper number tells how many beats (or counts) are in each measure. In this case, 4.

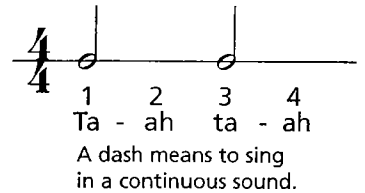
4 The lower number indicates what type of note receives 1 beat. In this case, a quarter note.

In $\frac{4}{4}$ time:

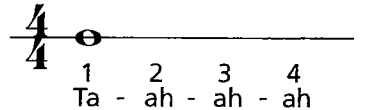
A quarter note (♩) is equal to one count (or beat). Count (1, 2, 3, 4) and clap the rhythm evenly (once per beat). The beat numbers are written under the notes. Also, say "ta" and clap.



A half note (♮) is equal to two counts (or beats). Count and clap the rhythm evenly (holding your hands together for 2 beats). The beat numbers are written under the notes. Also, say "ta-ah" (in a continuous sound) and clap.



A whole note (♯) is equal to four counts (or beats). Count and clap the rhythm evenly (hands together for 4 beats). The beat numbers are written under the notes. Also, say "ta-ah-ah-ah" (in a continuous sound) and clap.



Exercises

1 Add the following notes to get the total number of beats:

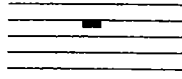
2 Draw bar lines, a double bar at the end, and stems on the appropriate notes in the following example so that there are 4 beats in each measure. Count and clap; say (using "ta", etc.) and clap.

3 Write the $\frac{4}{4}$ time signature and fill in the missing beats (if any) by adding only one note per measure. Count and clap; say and clap.

Whole, Half and Quarter Rests

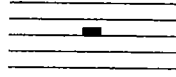
Music is not only made up of sounds, but also the silence between sounds. The duration of musical silence is determined by the value of the REST.

A WHOLE REST means to rest for a whole measure.



It hangs down from the 4th line.

A HALF REST is equal to half of a whole rest.



It sits on the 3rd line.

A QUARTER REST is equal to one quarter of a whole rest.



1 Whole rest = 2 Half rests = 4 Quarter rests

1 Half rest = 2 Quarter rests

Notes	=	Rests
	=	
	=	
	=	

In $\frac{4}{4}$ time:

Quarter rests are equal to 1 beat.



Half rests are equal to 2 beats.



Whole rests are equal to 4 beats.



Exercises

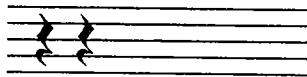
1 Fill in the correct number:

- 2 =
- =
- =
- =

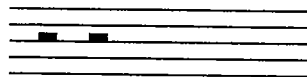
2 Fill in the correct number:

- =
- =
- =
- =

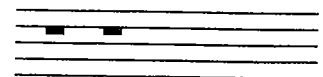
3 Trace the 2nd quarter rest, then draw 4 more.



4 Fill in the 2nd half rest, then draw 4 more.



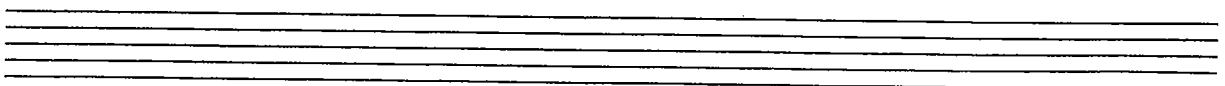
5 Fill in the 2nd whole rest, then draw 4 more.



6 a. Divide the staff below into 4 measures with a double bar at the end.

b. Add a $\frac{4}{4}$ time signature.

c. Fill in the 1st bar with a whole rest, the 2nd bar with 2 half rests, the 3rd bar with 4 quarter rests, the 4th bar with 1 half rest and 2 quarter rests.

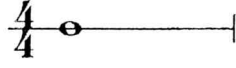


Track 7

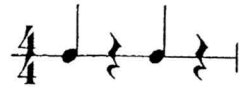
1

Listen to the following notes and rests in $\frac{4}{4}$ time. You will hear a one measure COUNT-OFF (introduction) to indicate the TEMPO (speed) of the beat.

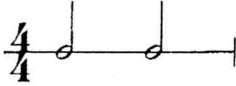
a. A whole note sounds like this:



d. Quarter notes followed by quarter rests sound like this:



b. Half notes sound like this:



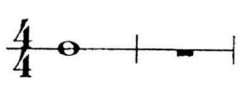
e. A half note followed by a half rest sounds like this:



c. Quarter notes sound like this:



f. A whole note followed by a whole rest sounds like this:



Track 8

2

Listen to the following example in $\frac{4}{4}$ time. There will be a 4-beat count-off.

Dreydl, Dreydl

Traditional Hanukkah Song

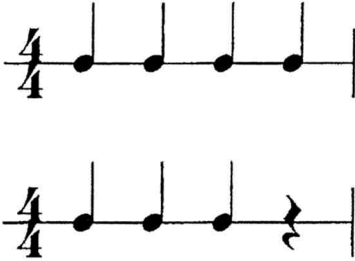


Track 9

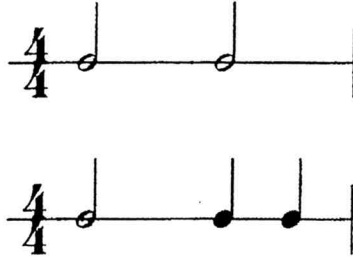
3

One example will be played for each exercise. Circle the example played.

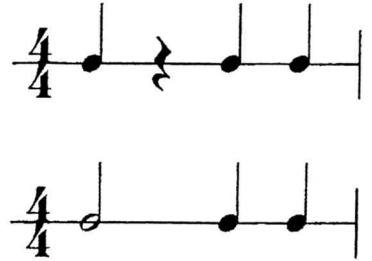
a.



b.



c.



Track 10

4

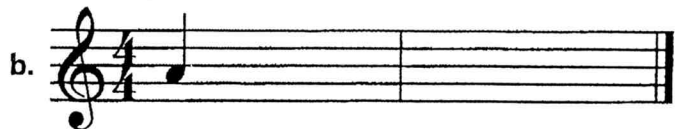
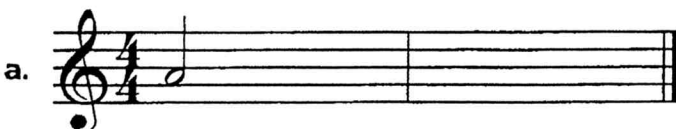
You will hear two examples played for each exercise. Determine which rhythm played matches the one written. Circle the number to the right of the staff.



Track 11

5

Write the rhythm of the following two bar examples using the note A. Each example will be played twice.



14 marks

REVIEW OF LESSONS 6-9



UNIT 2

Fill in the correct number:

1 

2 

3 

4 The duration of a  is (circle one) longer or shorter than a .

5 When the notes are written on or above the 3rd line of the staff, stems extend (circle one) upward or downward on the left side of the notehead.

6 Music is divided into equal parts by _____.

7 A _____ is written at the end of a piece of music.


8 The upper number of the time signature indicates how many _____ are in each measure.

The bottom number of the time signature indicates what type of note receives _____ beat.

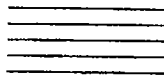
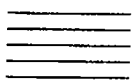
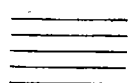
9 When a time signature contains a 4 as the top number, it means _____ beats in each measure.

When a time signature contains a 4 as the bottom number, it means a _____ note receives _____ beat.

10  is called a _____. In $\frac{4}{4}$ time, rest for _____ beats.

 is called a _____. In $\frac{4}{4}$ time, rest for _____ beats.

 is called a _____. In $\frac{4}{4}$ time, rest for _____ beat.

11 Draw 4 quarter rests on the staff:  Draw 2 half rests on the staff:  Draw 1 whole rest on the staff: 

12 In the example below, draw a treble clef and $\frac{4}{4}$ time signature. Add the stems where necessary and write the beats under the notes.

Au Claire de la Lune

French Folk Song



13 Add bar lines and a double bar to the example below. Count and clap; say and clap. Write the names of the notes below the staff.

Hatikvah

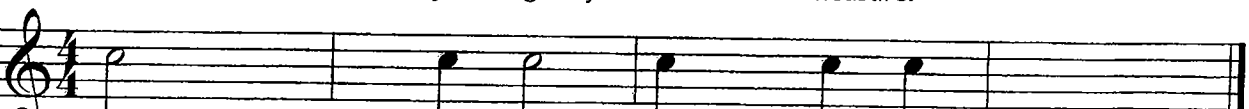
Israeli National Anthem



14 Fill in the missing beats with notes in the 2nd space by adding only one note in each measure.

a. 

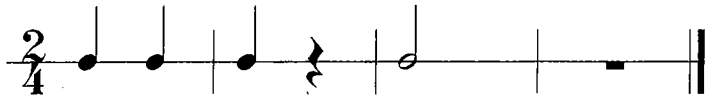
Fill in the missing beats with rests by adding only one rest in each measure.

b. 

$\frac{2}{4}$ Time Signature

In $\frac{2}{4}$ time: $\frac{2}{4}$ means there are 2 beats per measure.
 $\frac{4}{4}$ means the quarter note \bullet receives 1 beat.

$\frac{2}{4}$ and $\frac{4}{4}$ both have 4 as the bottom number, meaning a quarter note \bullet receives 1 beat.
 The difference is that $\frac{2}{4}$ has 2 beats per measure while $\frac{4}{4}$ has 4.

In $\frac{2}{4}$ time: \bullet or z = 1 beat $\frac{2}{4}$ 

— or — = 2 beats* Count: 1 2 1 2 1 2 1 2 1 2 1 2 1 2

*A whole rest — is used for a full measure of rest, even if there are only 2 beats in each measure.
 In writing music, a half rest and a whole note are never used in $\frac{2}{4}$ time.

Exercises

- 1** Complete the measures using notes and rests.
 Count and clap.



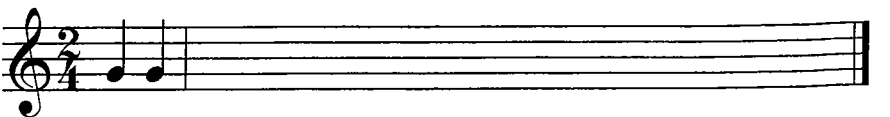
- 2** Circle the measures with the incorrect number of beats.




- 3** Draw bar lines and a double bar in the correct places. Count and clap.



- 4** Rewrite the $\frac{4}{4}$ music line in $\frac{2}{4}$ on the staff below.
 Write the names of the notes below the staff.

Dotted Half Note

A dot after a note increases its duration by half the original value: 
 Count: 1 2 1 2 3
 Say: Ta-ah ta-ah-ah

In $\frac{3}{4}$ and $\frac{4}{4}$, a half note receives two beats.
 Because a dot following a half note increases its duration by 1 beat, a dotted half note has a value of 3 beats.

$$\overset{\cdot}{\text{d}} = \text{d} + \text{h}$$

3 2 1









Count and clap the rhythm:
 Say and clap the rhythm:

1 2 3 1 2 3 1 2 3 1 2 3









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

Exercises

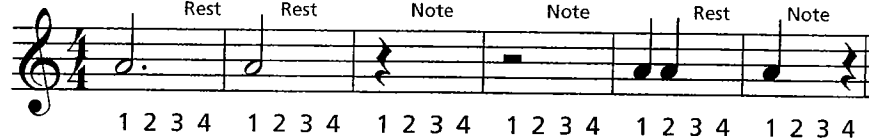
1 Write one note equal in value to the sum of the notes or rests.

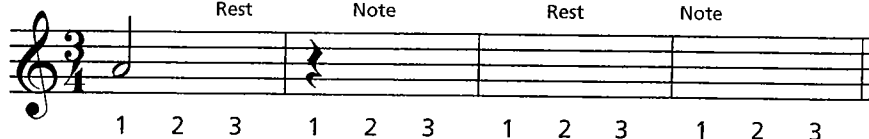
- a.  +  =
- b.  +  =
- c.  +  =
- d.  +  =

2 Write the number of beats remaining for each example.

- a.  -  =
- b.  -  =
- c.  -  =
- d.  -  =

3 Complete the measures using one note or rest. Count and clap.

a. 

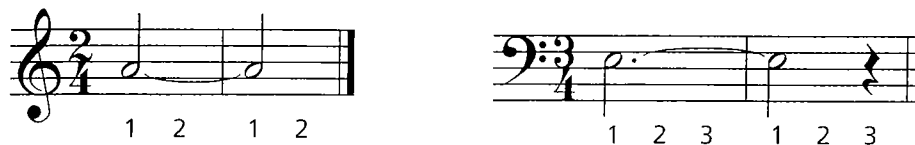
b. 

4 In the example below:

- a. Draw the grand staff.
- b. Add the note stems, bar lines and a double bar.
- c. Write the names of the notes below the grand staff.

Ties and Slurs

A TIE joins two notes of the same pitch by a curved line over or under the notes. Each note joined by a tie is held for its full value but only the first note is played or sung. The tied note's value is added to the value of the first note.



The TIE should always be written on the opposite side from the note stems.

A SLUR smoothly connects two or more notes of different pitches by a curved line over or under the notes. There is no break in sound between pitches. This is also referred to as LEGATO playing or singing.

Aura Lee

American Folk Song



On wind instruments, only the first note of a group of slurred notes should be tongued.

On string instruments, a slur indicates a group of notes to be played in one bow.

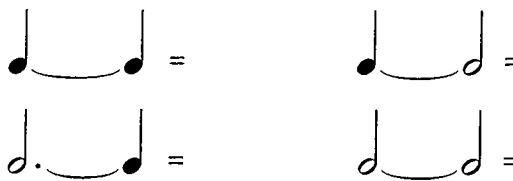
On keyboard instruments, slurs indicate when to lift the hands.



When all of the stems are in the same direction, the slur is written on the side opposite from that of the stems. When stem direction is mixed, the slur is written above the notes.

Exercises

1 Write the note that equals the tied notes.



2 Write the number of beats in each example.



3 In each example, mark an "S" or "T" to indicate whether the musical passage is made up of tied or slurred notes.



4 Write a slur or tie in each example and mark an "S" or "T" below.



Fill in the blanks:

- 1 In $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ time, the _____ note receives one beat.
- 2 In $\frac{2}{4}$ time, there are _____ beats per measure.
- 3 In $\frac{3}{4}$ time, there are _____ beats per measure.
- 4 In $\frac{3}{4}$ time, a dotted half note receives _____ beats.
- 5 In $\frac{4}{4}$ time, a dotted half note receives _____ beats.
- 6 In $\frac{2}{4}$ time, a whole rest receives _____ beats.
- 7 In $\frac{3}{4}$ time, a whole rest receives _____ beats.
- 8 In $\frac{4}{4}$ time, a whole rest receives _____ beats.
- 9 Legato singing or playing means to play the music _____.
- 10 On wind instruments, only the first note of a group of _____ notes should be tongued.
- 11 A slur occurs when 2 or more notes of (circle one) **the same** or **different** pitch(es) are joined by a curved line.
- 12 A tie occurs when 2 notes of (circle one) **the same** or **different** pitch(es) are joined by a curved line.

- 13 Draw an X above the note where you would change direction of the bow on a string instrument. Write the names of the notes below the staff.



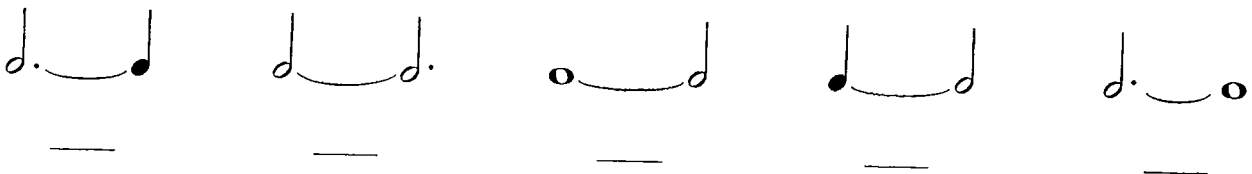
- 14 Draw an X above the notes where you would tongue on a wind instrument. Write the names of the notes below the staff.



- 15 Draw an X before the notes where you would lift the hand on a keyboard instrument. Write the names of the notes below the staff.



- 16 Write the number of beats in each example on the line.



- 17 Write the correct time signature in the appropriate place and the beats below the staff.

