

# MUSIC REVIEW LESSONS



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

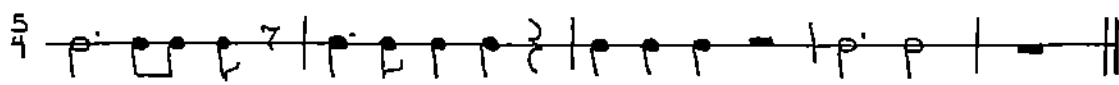
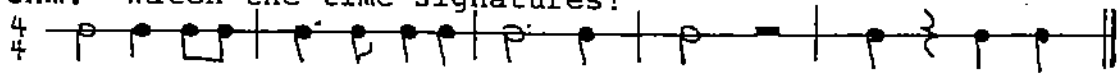
For classroom or studio use

designed and prepared by  
Dr. Susan M. Tusing

<input type="checkbox"/> Preparatory A	<input type="checkbox"/> Level 5
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<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 7
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LESSON ONE

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



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

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

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



Name the notes of the pentascales listed below.

- |               |               |
|---------------|---------------|
| C MINOR _____ | G MAJOR _____ |
| F MINOR _____ | F MAJOR _____ |
| G MINOR _____ |               |

Write the correct pentascales on the staves below. Use quarter notes.


2

Arrange the following dynamic signs from loudest to softest.

pp f ff mp p mf

\_\_\_\_\_

Name the key signatures below.



A musical staff with five measures. The first measure has a treble clef and a sharp sign (#) above the staff. The second measure has a flat sign (b) below the staff. The third measure has a bass clef and a colon (:). The fourth measure has a flat sign (b) below the staff. The fifth measure has a sharp sign (#) above the staff.

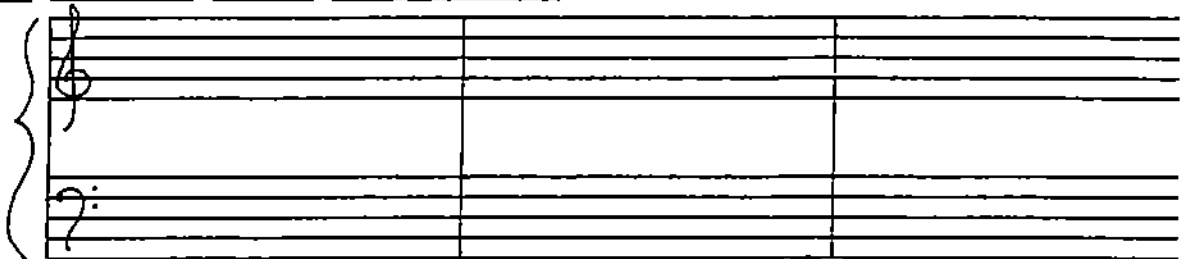
\_\_\_\_\_

Identify the chord progressions written on the staves below.  
(C major, F minor, etc.)



Two musical staves. The first staff is in treble clef and contains four measures of chords: C major (C-E-G), F# minor (F#-A-C), C major (C-E-G), and F# minor (F#-A-C). The second staff is in bass clef and contains four measures of chords: C major (C-E-G), F# minor (F#-A-C), C major (C-E-G), and F# minor (F#-A-C).

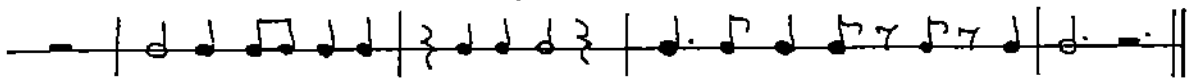
Write the correct chord progressions in whole notes on the staff below.



An empty musical staff with a treble clef and a bass clef, divided into three measures.

G: i V<sub>7</sub> i F: I V<sub>7</sub> I c: i V<sub>7</sub> i

Add the time signatures to the rhythmic examples below.



A rhythmic example on a staff. The first measure has a quarter rest. The second measure has four eighth notes. The third measure has a quarter note followed by a quarter rest. The fourth measure has a quarter note followed by a quarter rest. The fifth measure has a quarter note followed by a quarter rest. The sixth measure has a quarter note followed by a quarter rest. The seventh measure has a quarter note followed by a quarter rest. The eighth measure has a quarter note followed by a quarter rest. The ninth measure has a quarter note followed by a quarter rest. The tenth measure has a quarter note followed by a quarter rest. The eleventh measure has a quarter note followed by a quarter rest. The twelfth measure has a quarter note followed by a quarter rest. The thirteenth measure has a quarter note followed by a quarter rest. The fourteenth measure has a quarter note followed by a quarter rest. The fifteenth measure has a quarter note followed by a quarter rest. The sixteenth measure has a quarter note followed by a quarter rest. The staff ends with a double bar line.



A rhythmic example on a staff. The first measure has a quarter note followed by a quarter rest. The second measure has a quarter note followed by a quarter rest. The third measure has a quarter note followed by a quarter rest. The fourth measure has a quarter note followed by a quarter rest. The fifth measure has a quarter note followed by a quarter rest. The sixth measure has a quarter note followed by a quarter rest. The seventh measure has a quarter note followed by a quarter rest. The eighth measure has a quarter note followed by a quarter rest. The ninth measure has a quarter note followed by a quarter rest. The tenth measure has a quarter note followed by a quarter rest. The eleventh measure has a quarter note followed by a quarter rest. The twelfth measure has a quarter note followed by a quarter rest. The thirteenth measure has a quarter note followed by a quarter rest. The fourteenth measure has a quarter note followed by a quarter rest. The fifteenth measure has a quarter note followed by a quarter rest. The sixteenth measure has a quarter note followed by a quarter rest. The staff ends with a double bar line.



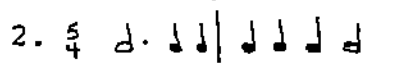
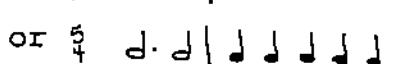

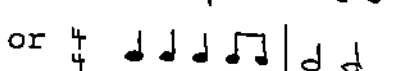
60

Match the definition with the correct term.

- |  |       |             |
|--|-------|-------------|
| <u>A</u> ff, a dynamic marking indicating to play "very loud." | _____ | BINARY FORM |
| <u>B</u> pp, a dynamic marking indicating to play "very soft." | _____ | FORM        |
| <u>C</u> the rate of speed of a composition                    | _____ | FORTISSIMO  |
| <u>D</u> a composition in two sections                         | _____ | PIANISSIMO  |
| <u>E</u> the structure/design of a piece.                      | _____ | TEMPO       |

Ear Training

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



1. 	or	
2. 	or	
3. 	or	

Ear Training

In each example, two notes will be played. Circle the interval you hear.

- |        |     |        |     |        |     |
|--------|-----|--------|-----|--------|-----|
| 1. 2nd | 3rd | 2. 3rd | 5th | 3. 3rd | 4th |
|--------|-----|--------|-----|--------|-----|

Ear Training

For each example, a short musical example will be played. Do you hear the music crescendo () or decrescendo ()?

- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|



Name the notes of the triads listed below.

C MINOR \_\_\_\_\_

G MAJOR \_\_\_\_\_

F MINOR \_\_\_\_\_

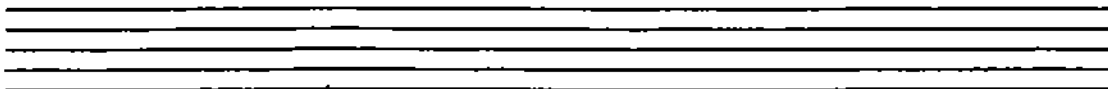
F MAJOR \_\_\_\_\_

G MINOR \_\_\_\_\_

Add the time signatures to the rhythmic examples below.



On the staff below, write 4 sets of triplet eighth notes. Watch the direction of the stems!



What do each of the following musical terms tell you to do? Be careful! Their meanings are very similar!

D.C. al Fine \_\_\_\_\_

D.S. al Fine \_\_\_\_\_

D.C. al Coda \_\_\_\_\_

D.S. al Coda \_\_\_\_\_




Arrange the following dynamic signs from softest to loudest.

pp f ff mp p mf

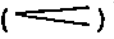
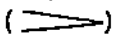


6

Match the definition with the correct term.

- A allegro, andante, and moderato. \_\_\_\_\_ ROOT POSITION TRIAD
- B the fourth degree of the scale \_\_\_\_\_ SUBDOMINANT
- C a composition in three sections of which the third is an exact (ABA) or varied (ABA') repetition of the first. \_\_\_\_\_ TEMPOS
- D a triad build in 3rds, with its name on bottom (lowest note) \_\_\_\_\_ TERNARY FORM
- E () , a group of 3 notes to be performed in place of 2 of the same kind. \_\_\_\_\_ TRIPLET  
( =  ).

Ear Training

For each example, a short musical example will be played. Do you hear the music crescendo () or decrescendo ()?

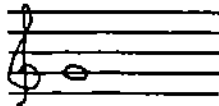
1.

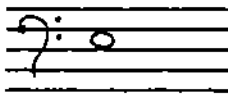
2.

3.

Ear Training

In each example, two notes will be played. The 1st note is given. Write a whole note for the 2nd note.

1. 

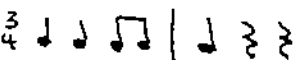
2. 


3. 

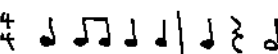
Ear Training

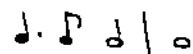
In each example, your teacher will play two rhythmic patterns. Circle the pattern you hear.

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

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

2.  $\frac{4}{4}$   |  $\frac{4}{4}$

or  $\frac{4}{4}$   |  $\frac{4}{4}$   $\frac{4}{4}$

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

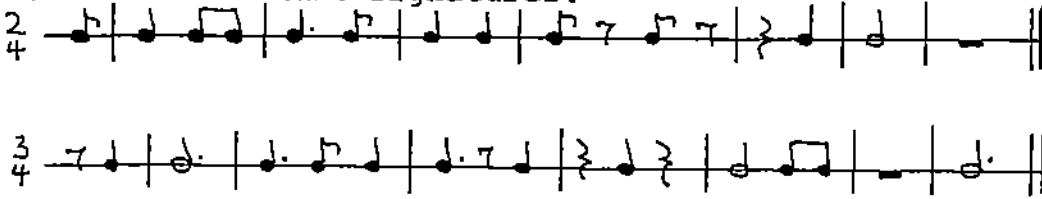
or  $\frac{4}{4}$   |  $\frac{4}{4}$

LESSON THREE

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!



Write a note for the answer of each addition or subtraction problem. (For example,  $d + d = o$  )

$o + d =$	$\} + r =$
$d + d =$	$o - d =$

Identify each interval below (harmonic M3, melodic P1, etc.)



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



M2                  P4                  P5                  P5                  P1                  M3



Identify the pentascales below (G minor, F major, etc.).



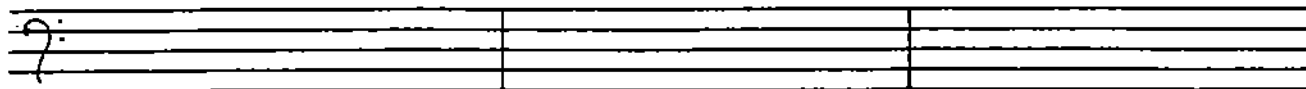
Name the key signatures below.



Below each chord progression, write the correct Roman numerals.



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



C: I V<sub>7</sub> I f: i V<sub>7</sub> i G: I V<sub>7</sub> I

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



Identify the triads written on the staves below.  
 (C major, F minor, etc.)

Write a brief definition for each of the following terms.

- allegro \_\_\_\_\_
- andante \_\_\_\_\_
- fortissimo \_\_\_\_\_
- moderato \_\_\_\_\_
- pianissimo \_\_\_\_\_

Ear Training

Circle the chord progression below that is played.

Ear Training

Two pentascales will be played in each example. Which one is MAJOR?

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

Ear Training

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

- 1.  $\frac{6}{4}$  ♩ ♩ ♩ ♩ | ♩. ♩.      or       $\frac{6}{4}$  ♩ ♩ ♩ ♩ | ♩. ♩.
- 2.  $\frac{4}{4}$  ♩ } ♩ | 0                  or       $\frac{4}{4}$  ♩. ♩ | 0
- 3.  $\frac{3}{4}$  ♩ ♩ ♩ | ♩.                  or       $\frac{3}{4}$  ♩ ♩ ♩ | ♩.

LESSON FOUR

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

A musical staff with two clefs: a treble clef on the left and a bass clef on the right. The staff contains several whole notes on both staves.

-----

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

Two musical staves showing rhythmic patterns with time signatures 4/4 and 5/4.

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

A musical staff in 4/4 time with four measures, each containing a partial measure of notes.

Write a note for the answer of each addition or subtraction problem. (For example,  $d \cdot + d = o$  )

$d \cdot + \{ =$                        $d \cdot - d =$   
 $\{ \cdot + d \cdot =$                        $o - d =$

Identify the pentascales below (G minor, F major, etc.).

A musical staff with a bass clef and a pentascale of notes.

-----

Name the notes of the triads listed below.

C MAJOR \_\_\_\_\_ F MAJOR \_\_\_\_\_  
 F MINOR \_\_\_\_\_ G MAJOR \_\_\_\_\_  
 G MINOR \_\_\_\_\_

Write the correct triads on the staff. Use whole notes.

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

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

C: I V<sub>7</sub> I      f: i V<sub>7</sub> i      F: I V<sub>7</sub> I

Match the definition with the correct term.

- A closing section of a piece; a few measures added at the end of a piece to give it a more final ending. \_\_\_\_\_ ALLEGRO
- B song form, minuet and trio, scherzo, rondo, waltz, sonata-allegro (sonata, sonatina, symphony, concerto) \_\_\_\_\_ ANDANTE
- C a happy, fast speed \_\_\_\_\_ CODA
- D a moderate (medium) speed \_\_\_\_\_ MODERATO
- E a comfortable walking speed \_\_\_\_\_ TERNARY FORM TYPES

Write a brief definition for each of the following terms.

triplet \_\_\_\_\_  
\_\_\_\_\_

root position triad \_\_\_\_\_  
\_\_\_\_\_

subdominant \_\_\_\_\_  
\_\_\_\_\_

tempo \_\_\_\_\_  
\_\_\_\_\_

tempo (examples) \_\_\_\_\_  
\_\_\_\_\_

Ear Training

In each example, two notes will be played.  
Circle the interval you hear.

- |        |     |        |     |        |     |
|--------|-----|--------|-----|--------|-----|
| 1. 2nd | 5th | 2. 4th | 5th | 3. 2nd | 4th |
|--------|-----|--------|-----|--------|-----|

Ear Training

In each example, your teacher will play a rhythmic pattern.  
On the staff write the rhythm you hear.

1. _____ _____	2. _____ _____
3. _____ _____	

Ear Training

Circle the chord progression below that is played.

- |           |           |           |
|-----------|-----------|-----------|
| 1. I V7 I | 2. I V7 I | 3. I V7 I |
| or        | or        | or        |
| i V7 i    | i V7 i    | i V7 i    |

LESSON FIVE

Draw the symbol for each item below.

\_\_\_\_\_ triplet (eighth notes)      \_\_\_\_\_ dotted half rest  
 \_\_\_\_\_ fortissimo                      \_\_\_\_\_ pianissimo

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

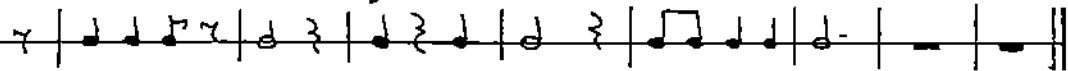
$\frac{6}{4}$   =


$\frac{4}{4}$   =

$\frac{4}{4}$   =


$\frac{3}{4}$   =

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

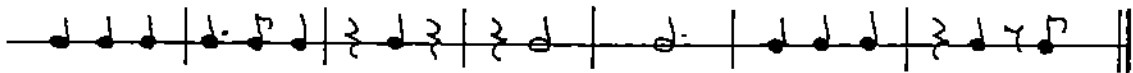
$\frac{3}{4}$  

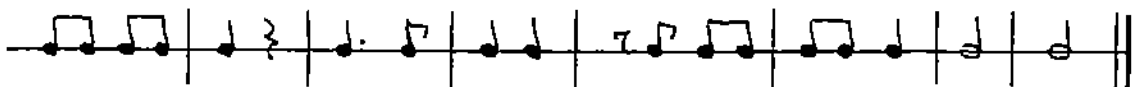
$\frac{4}{4}$  

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

$\frac{5}{4}$  

Add the time signatures to the rhythmic examples below.





Write the correct triads on each staff. Use quarter notes.

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

14

Identify the chord progressions written on the staves below.  
(C major, F minor, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do each of the following musical terms tell you to do?  
Be careful! Their meanings are very similar!

D.C. al Fine \_\_\_\_\_

D.C. al Coda \_\_\_\_\_


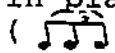
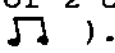
Identify each interval below (harmonic M3, melodic P1 etc.).

\_\_\_\_\_

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

On the staff below, write 4 sets of triplet eighth notes.  
Be careful with the direction of the stems!

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

- \_\_\_\_\_ the rate of speed of a composition
- \_\_\_\_\_ a composition in two sections
- \_\_\_\_\_ a happy, fast speed
- \_\_\_\_\_ a comfortable walking speed
- \_\_\_\_\_ a moderate (medium) speed
- \_\_\_\_\_ ( , a group of 3 notes to be performed in place of 2 of the same kind. (  =  ).
- \_\_\_\_\_ ABA, song form, minuet and trio, scherzo, rondo, waltz, sonata-allegro (sonata, sonatina, symphony, concerto)

Analysis

Your teacher will give you a short piece to analyse.  
 The piece will be in a three-part form and may include an introduction and a coda.  
List the measure numbers for all the sections of the piece.

introduction: measures \_\_\_\_\_ - \_\_\_\_\_  
 section "A": measures \_\_\_\_\_ - \_\_\_\_\_  
 section "B": measures \_\_\_\_\_ - \_\_\_\_\_  
 section "A": measures \_\_\_\_\_ - \_\_\_\_\_  
 coda: measures \_\_\_\_\_ - \_\_\_\_\_

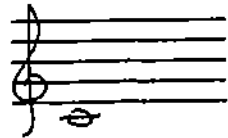
Ear Training

Two pentascales will be played in each example. Which one is MINOR?

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

Ear Training

In each example, two notes will be played. The 1st note is given. Write a whole note for the 2nd note.

1.       2.       3. 



LESSON SIX

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

A musical staff with two clefs. The first clef is a soprano clef (C1) on the first line. The second clef is an alto clef (C3) on the third line. Notes are placed on various lines and spaces across the staff.

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

A musical staff with five measures. The first measure has a 5/4 time signature and four eighth notes. The second measure has a quarter note. The third measure has a 7/8 time signature and two eighth notes followed by a quarter note. The fourth measure has a quarter note. The fifth measure has four eighth notes.

Add the time signatures to the rhythmic examples below.

Two musical staves with rhythmic patterns. The first staff has a sequence of notes with question marks above them. The second staff has a sequence of notes with question marks above them.

Write the number of beats for each dotted note below.

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

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

A musical staff with six notes. Below the staff are interval labels: ↓P4, ↑M2, ↓P4, ↓P5, ↓M3, ↓P4.

What do each of the following musical terms tell you to do?  
 Be careful! Their meanings are very similar!

D.C. al Coda \_\_\_\_\_  
 \_\_\_\_\_

D.S. al Coda \_\_\_\_\_  
 \_\_\_\_\_

Identify the triads written on the staff below.  
 (C major, F minor, etc.)

\_\_\_\_\_

Identify the chord progressions written on the staff below.  
 (C major, F minor, etc.)

\_\_\_\_\_

Write the correct pentascales on the staff below.  
 Use half notes.

C minor

G major

F minor

Write the key signatures on the staff below.

C major

G major

F major

F major

G major

C major

18

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

\_\_\_\_\_ a composition in three sections. The third section is an exact (ABA) or varied (ABA') repetition of the first.

\_\_\_\_\_ closing section of a piece; a few measures added at the end of a piece to give it a more final ending.

\_\_\_\_\_ the structure/design of a piece.

\_\_\_\_\_ ff, a dynamic marking indicating to play "very loud."

\_\_\_\_\_ pp, a dynamic marking indicating to play "very soft."

\_\_\_\_\_ a triad built in 3rds, with its name on bottom (lowest note)

\_\_\_\_\_ the fourth degree of the scale.

Ear Training

Is the pentascale that is being played MAJOR or MINOR?

- |          |       |          |       |          |       |
|----------|-------|----------|-------|----------|-------|
| 1. major | minor | 2. major | minor | 3. major | minor |
|----------|-------|----------|-------|----------|-------|

Ear Training

Circle the chord progression below that is played.

- |           |           |           |
|-----------|-----------|-----------|
| 1. I V7 I | 2. I V7 I | 3. I V7 I |
| or        | or        | or        |
| i V7 i    | i V7 i    | i V7 i    |

Ear Training

For each example, a short musical example will be played. Do you hear the music crescendo ( < ) or decrescendo ( > )?

- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|

LESSON SEVEN

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

Write the number of beats for each dotted note below.

$\frac{5}{4}$   $\text{d.} =$

$\frac{3}{4}$   $\text{d.} =$

$\frac{2}{4}$   $\text{d.} =$

$\frac{6}{4}$   $\text{o.} =$

Identify the pentascales below (G minor, F major, etc.).

\_\_\_\_\_

Write the correct triads on the staff. Use half notes.

Identify the triads written on the staves below.  
(C major, F minor, etc.)

\_\_\_\_\_

\_\_\_\_\_

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Identify each interval below (harmonic M3, melodic P1, etc.).

\_\_\_\_\_

Name the key signatures below.

\_\_\_\_\_

Write the key signatures on the staff below.

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

Below each chord progression, write the correct Roman numerals.

\_\_\_\_\_

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

C: I V<sub>7</sub> I      f: i V<sub>7</sub> i      c: i V<sub>7</sub> i

Write a brief definition for each of the following terms.

binary form \_\_\_\_\_  
\_\_\_\_\_

coda \_\_\_\_\_  
\_\_\_\_\_

form \_\_\_\_\_  
\_\_\_\_\_

ternary form \_\_\_\_\_  
\_\_\_\_\_

ternary forms (examples) \_\_\_\_\_  
\_\_\_\_\_

Analysis

Your teacher will give you a short piece to analyse. The piece will be in a three-part form and may include an introduction and a coda.

List the measure numbers for all the sections of the piece.

introduction: measures \_\_\_\_\_ - \_\_\_\_\_  
section "A": measures \_\_\_\_\_ - \_\_\_\_\_  
section "B": measures \_\_\_\_\_ - \_\_\_\_\_  
section "A": measures \_\_\_\_\_ - \_\_\_\_\_  
coda: measures \_\_\_\_\_ - \_\_\_\_\_

Ear Training

In each example, your teacher will play a rhythmic pattern. On the staff write the rhythm you hear.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_




3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ear Training

Circle the chord progression below that is played.

1. I V7 I                      2. I V7 I                      3. I V7 I  
    or                                      or                                      or  
    i V7 i                                  i V7 i                                  i V7 i

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<p>a moderate (medium) speed</p>	<p>a comfortable walking speed</p>
<p>song form, minuet and trio, scherzo, rondo, waltz, sonata-allegro (sonata, sonatina, symphony, concerto)</p>	<p>, a group of 3 notes to be performed in place of 2 of the same kind. ( =  ). Indicated by a 3 and, usually, a slur</p>



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andante

moderato

triplet

ternary form  
(types)

<p>closing section of a piece; a few measures added at the end of a piece to give it a more final ending.</p>	<p>a composition in three sections of which the third is an exact (ABA) or varied (ABA') repetition of the first.</p>
<p>ff, a dynamic marking indicating to play "very loud."</p>	<p>the structure/design of a piece. Examples include binary and ternary form.</p>
<p>a triad build in 3rds, with its name on bottom (lowest note)</p>	<p>pp, a dynamic marking indicating to play "very soft."</p>
<p>the rate of speed of a composition Examples include allegro, andante, and moderato.</p>	<p>the fourth degree of the scale, so called because it is a 5th below the tonic</p>
<p>a happy, fast speed</p>	<p>a composition in two sections</p>

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ternary form

coda

form

fortissimo

pianissimo

root position triad

subdominant

tempo

binary form

allegro