

# 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 checked="" type="checkbox"/>	Preparatory A	<input type="checkbox"/>	Level 5
<input type="checkbox"/>	Preparatory B	<input type="checkbox"/>	Level 6
<input 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

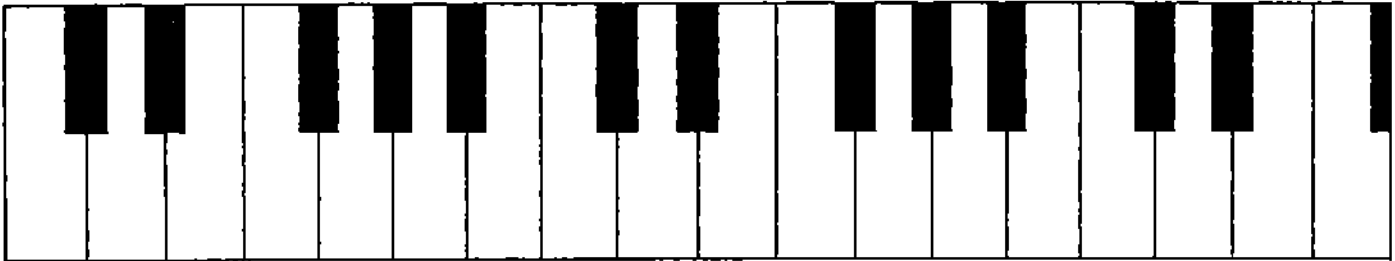
Fill in the blanks below to complete the musical alphabet.  
Write one letter in each blank.

<u>E</u>	_____	_____	_____	<u>B</u>	_____	_____
_____	<u>A</u>	_____	_____	_____	<u>E</u>	_____
_____	_____	<u>C</u>	_____	_____	_____	<u>G</u>

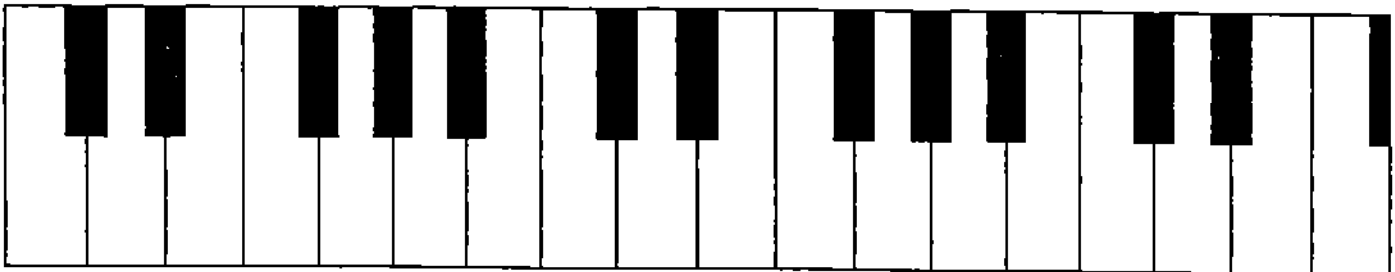
Write the musical alphabet beginning with the given letter.  
Write one letter in each blank.

<u>A</u>	_____	_____	_____	_____	_____	_____
<u>D</u>	_____	_____	_____	_____	_____	_____
<u>F</u>	_____	_____	_____	_____	_____	_____

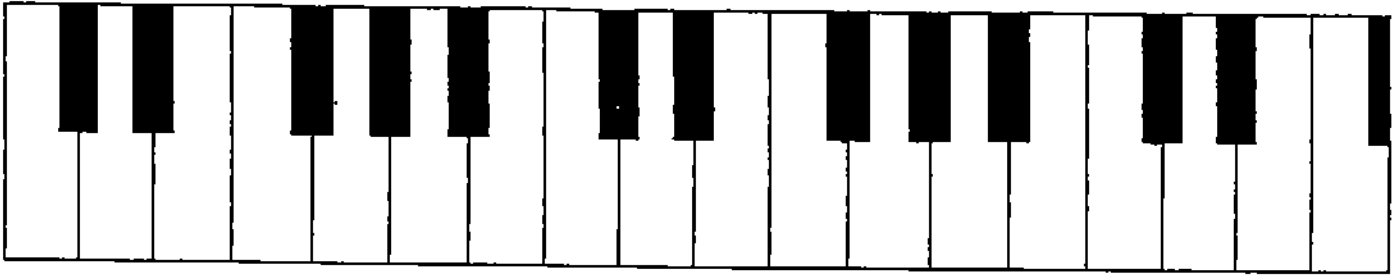
Write the letter C on each key C on the keyboard below.



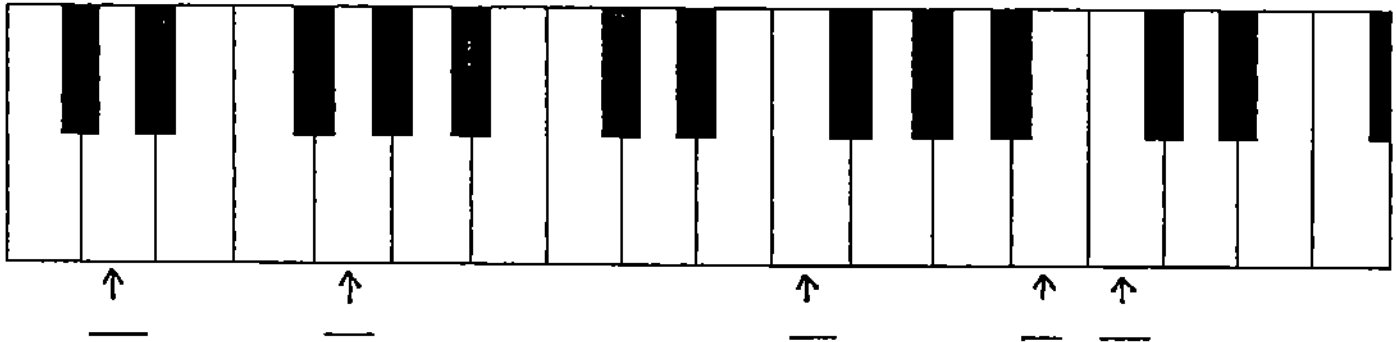
Write the letter A on each key A on the keyboard below.



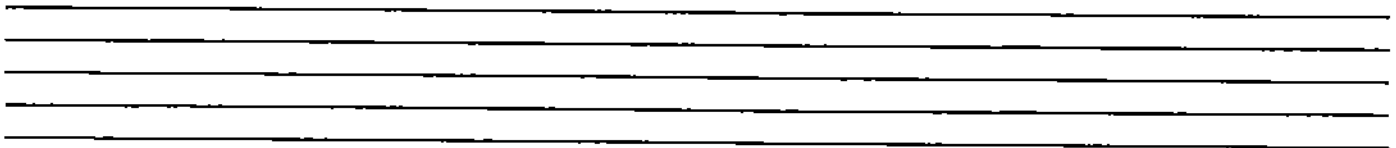
Write the letter E on each key E on the keyboard below.



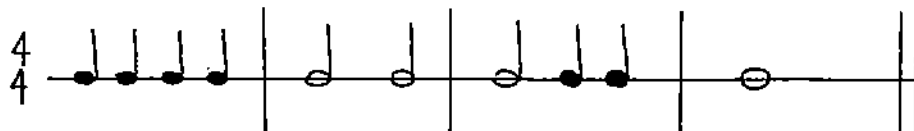
On the keyboard below, name the keys pointed out by the arrows.  
Write the letter name in the blank next to the arrow.



Number the lines and spaces on the staff below.



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



Write the note that equals the value of the two notes given in each problem. (For example,  $\text{d} + \text{d} = \text{d}\cdot$  )

$$\text{d} + \text{d} =$$

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

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

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

Write a brief definition for each of the following terms.

accent \_\_\_\_\_  
\_\_\_\_\_

brace \_\_\_\_\_  
\_\_\_\_\_

dynamics \_\_\_\_\_  
\_\_\_\_\_

measure \_\_\_\_\_  
\_\_\_\_\_

repeat sign \_\_\_\_\_  
\_\_\_\_\_

interval \_\_\_\_\_  
\_\_\_\_\_

skip \_\_\_\_\_  
\_\_\_\_\_

step \_\_\_\_\_  
\_\_\_\_\_

composer \_\_\_\_\_  
\_\_\_\_\_

piano \_\_\_\_\_  
\_\_\_\_\_

Ear Training

For each example, your teacher will play a short piece of music.  
Circle p or f to show if the music is soft or loud.

1. P F                      2. P F                      3. P F

Ear Training

For each example, your teacher will play a several notes.  
Circle up or down to show the direction of notes.

1. up down                      2. up down                      3. up down



LESSON TWO

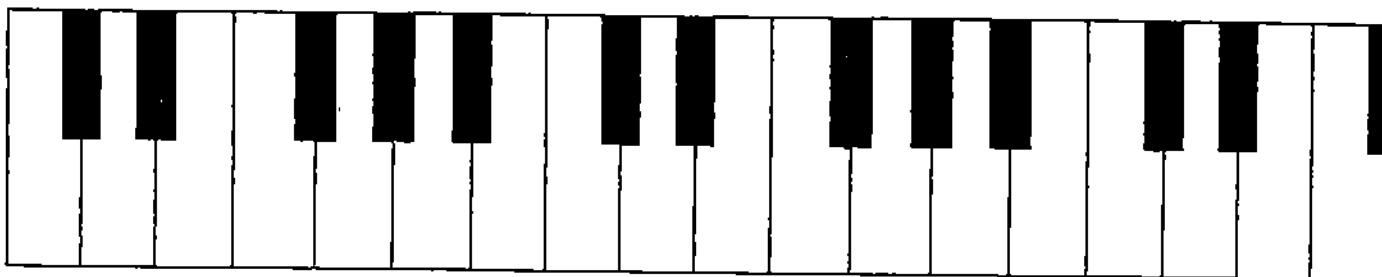
Fill in the blanks below to complete the musical alphabet.  
Write one letter in each blank.

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

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

<u>C</u>	_____	_____	_____	_____	_____	_____
<u>B</u>	_____	_____	_____	_____	_____	_____
<u>G</u>	_____	_____	_____	_____	_____	_____

Write the letter B on each key B on the keyboard below.



Write the letter G on each key G on the keyboard below.



Match the definition with the correct term.

- |  |                |
|--|----------------|
| <u>A</u> - a person who creates music and writes it down                                 | _____ PIANO    |
| <u>B</u> interval of a second (2nd)  | _____ STEP     |
| <u>C</u> ( < ) a sign meaning to play that note or chord louder than the notes around it | _____ BRACE    |
| <u>D</u> invented by Bartolommeo Cristofori around 1709                                  | _____ COMPOSER |
| <u>E</u> the bracket connecting two or more staves of a musical score                    | _____ ACCENT   |

Ear Training

For each example, your teacher will play a short piece of music. Circle p or f to show if the music is soft or loud.

1. P F                      2. P F                      3. P F

Ear Training

For each example, your teacher will play a several notes. Circle up or down to show the direction of notes.

1. up down                      2. up down                      3. up down

LESSON THREE

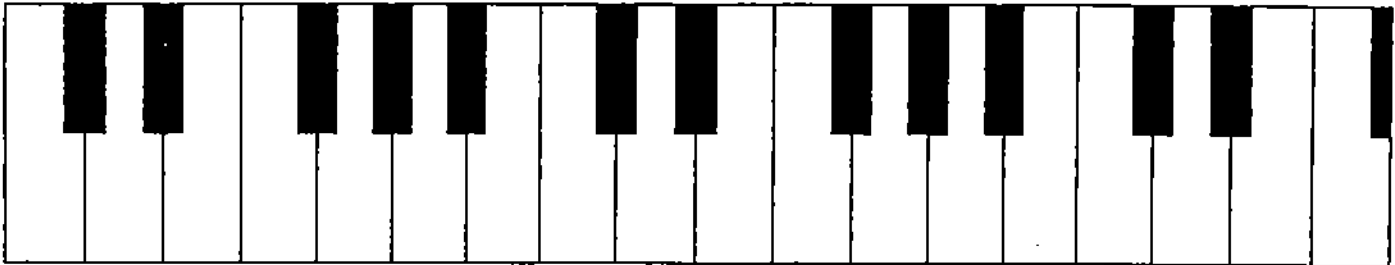
Fill in the blanks below to complete the musical alphabet.  
Write one letter in each blank.

_____	<u>C</u>	_____	_____	_____	_____	<u>A</u>
_____	_____	_____	_____	<u>E</u>	_____	_____
_____	_____	<u>F</u>	_____	_____	_____	_____

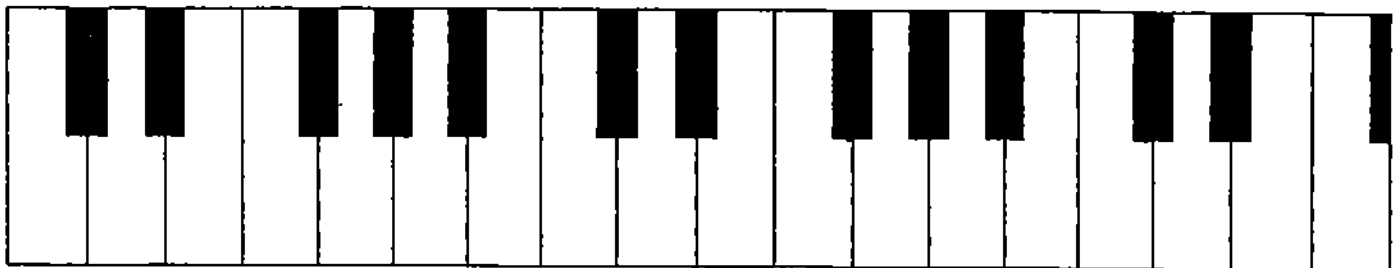
Write the musical alphabet beginning with the given letter.  
Write one letter in each blank.

<u>A</u>	_____	_____	_____	_____	_____	_____
<u>E</u>	_____	_____	_____	_____	_____	_____
<u>F</u>	_____	_____	_____	_____	_____	_____

Write the letter D on each key D on the keyboard below.

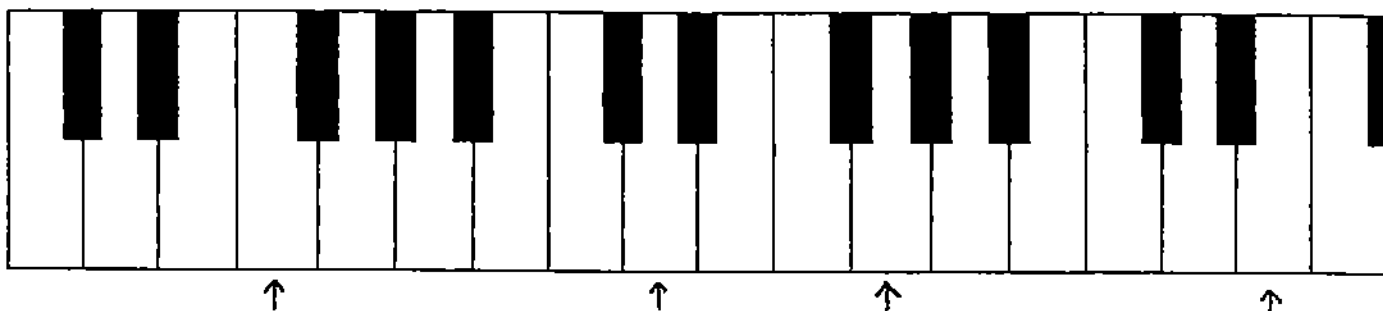


Write the letter F on each key F on the keyboard below.





On the keyboard below, name the keys pointed out by the arrows.  
 Write the letter name in the blank next to the arrow.



Draw whole notes on the correct line or space on the staff below.  
 (3L = 3rd line, 2S = 2nd space, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2L      4L      4S      1S      1L      3L

In the blank below each note on the staff, write which line  
or space the note is written.  
 (3L = 3rd line, 2S = 2nd space, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

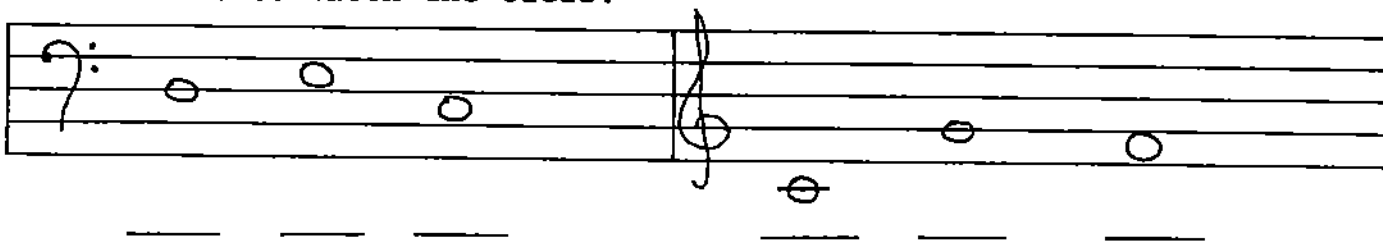
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LESSON FOUR

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



A musical staff divided into two sections. The left section has a bass clef and three whole notes on the lines G, A, and B. The right section has a treble clef and three whole notes on the lines C, D, and E. Below the staff are six horizontal lines for labeling.

Above each of the note names given below, write the note on the staff. Use whole notes. Be sure to watch the clefs!



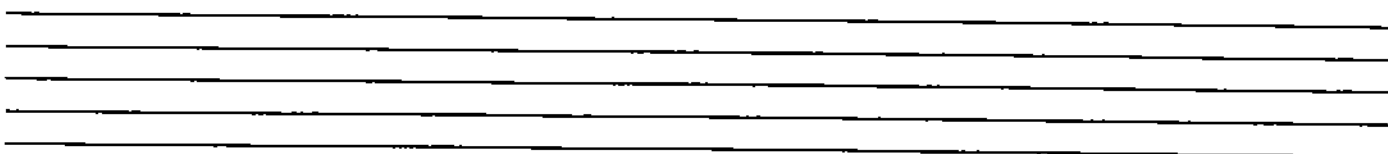
A musical staff divided into two sections. The left section has a treble clef and the note names D, E, G written below it. The right section has a bass clef and the note names E, D, F written below it.

Add a stem to each of the note heads on the staff below.



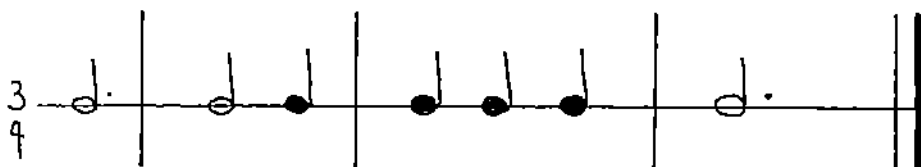
A musical staff with six note heads. The first, second, and third are open circles on the lines G, A, and B. The fourth is a solid black circle on the line C. The fifth is a solid black circle on the line D. The sixth is an open circle on the line E.

Draw 10 treble clefs on the staff.



A blank musical staff with five lines.

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



A musical staff with a 3/4 time signature. The rhythm consists of four measures: a quarter note, a quarter note followed by an eighth note, a quarter note followed by two eighth notes, and a quarter note. The staff ends with a double bar line.

Above each of the note names given below, write the note on the staff. Use half notes. Be sure to watch the clefs!

Add a stem to each of the note heads on the staff below.

Make a grand staff by adding a brace, barline, treble clef, and bass clef to the staves below. Place a double bar at the end of the grand staff.

Write the note that equals the value of the two notes given in each problem. (For example,  $\text{d} + \text{d} = \text{d}$  )

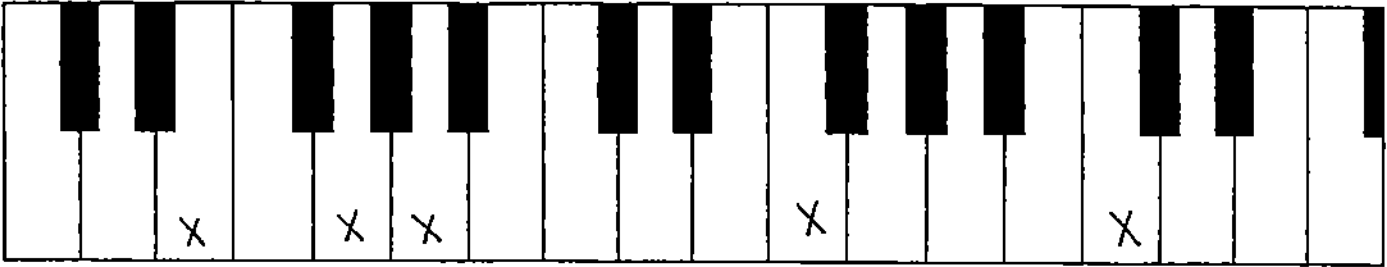
$\text{d} + \text{d} =$	$\text{d} + \text{d} =$
$\text{d} + \text{d} =$	$\text{d} + \text{d} =$

Ear Training

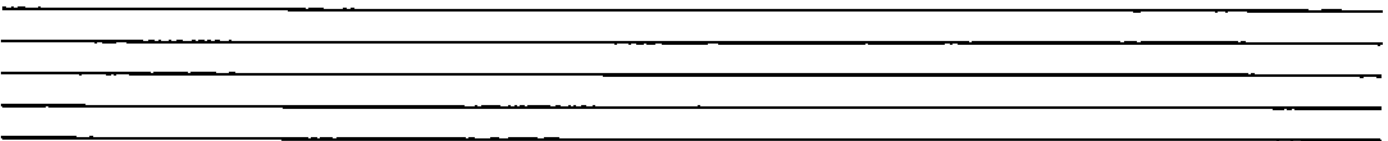
For each example, your teacher will play a several notes. Circle up or down to show the direction of notes.

1. up down      2. up down      3. up down

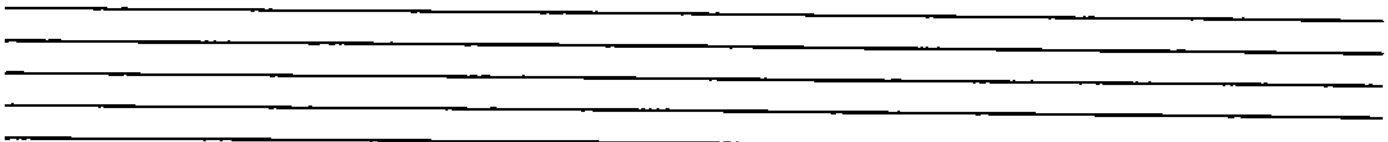
Some of the keys on the keyboard below have an X on them.  
 Write the letter name of the key above each X.



Number the lines and spaces on the staff below.



Draw quarter notes on the correct line or space on the staff below. (3L = 3rd line, 2S = 2nd space, etc.)



1S      4L      3L      3S      2S      5L      4S

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



Draw the symbol for each item below.

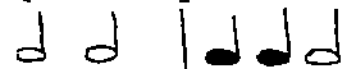





- |                  |                   |
|------------------|-------------------|
| _____ forte      | _____ treble clef |
| _____ accent     | _____ slur        |
| _____ brace      | _____ bar line    |
| _____ double bar | _____ repeat sign |

Match the definition with the correct term.

- |          |   |       |          |
|----------|---|-------|----------|
| <u>A</u> | signs that tell how loud or soft the notes should sound                   | _____ | BARLINE  |
| <u>B</u> | a vertical line drawn through the staff to divide the music into measures | _____ | INTERVAL |
| <u>C</u> | two or more notes sounding at the same time                               | _____ | HARMONY  |
| <u>D</u> | to play smoothly, connecting the notes                                    | _____ | DYNAMICS |
| <u>E</u> | the distance (or difference in pitch) between two notes                   | _____ | LEGATO   |

Ear Training

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

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

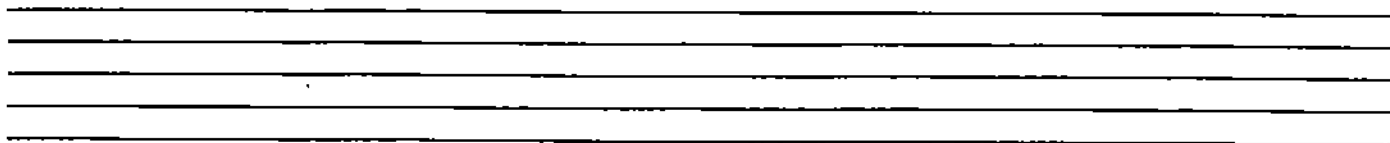
Ear Training

For each example, your teacher will play a short piece of music. Circle p or f to show if the music is soft or loud.

- |    |   |   |    |   |   |    |   |   |
|----|---|---|----|---|---|----|---|---|
| 1. | P | F | 2. | P | F | 3. | P | F |
|----|---|---|----|---|---|----|---|---|

LESSON FIVE

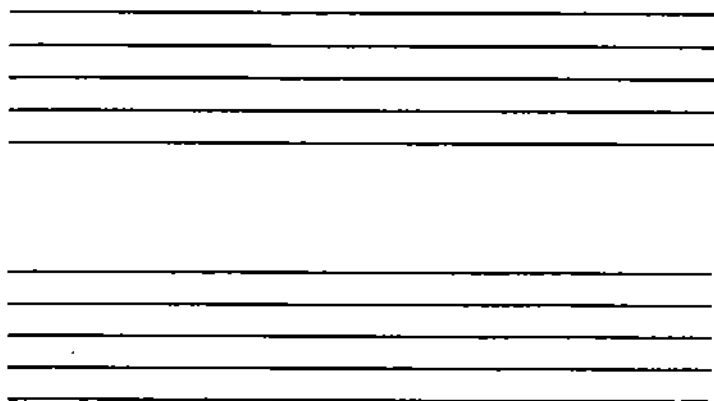
Draw 10 bass clefs on the staff.



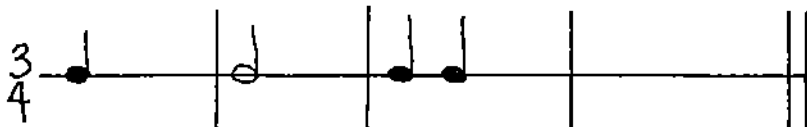
Draw the symbol for each item below.

- |                        |                   |
|------------------------|-------------------|
| _____ whole note       | _____ half note   |
| _____ quarter note     | _____ piano       |
| _____ dotted half note | _____ bass clef   |
| _____ double bar       | _____ repeat sign |

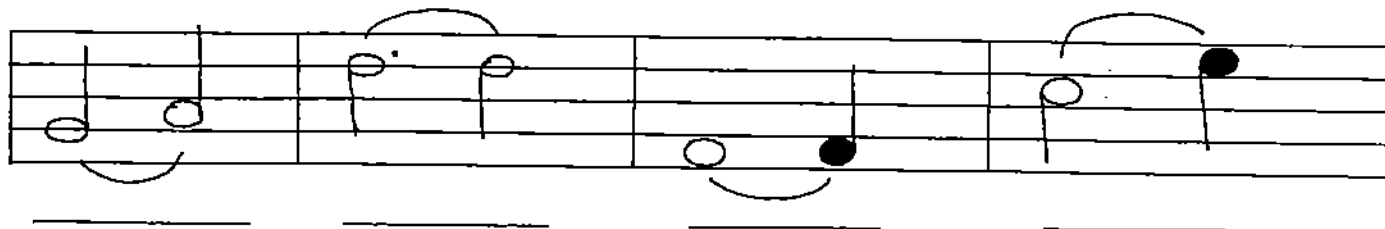
Add the correct symbols below to make a grand staff.



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

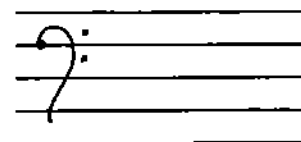
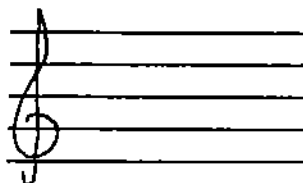
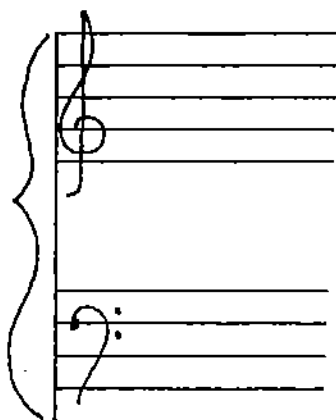


Each pair of notes below is either a slur or a tie.  
Write the word slur or tie in the blank below each pair.



Name the notes in a C Major triad. \_\_\_\_\_

Write a C Major triad on each staff. Watch the clefs!



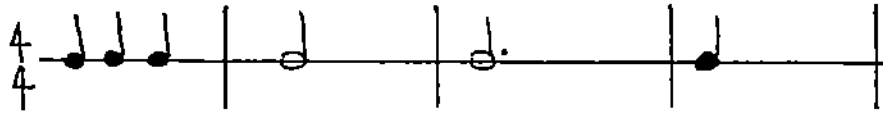
Match the definition with the correct term.

- |  |                  |
|--|------------------|
| <u>A</u> a three-note chord  | _____ PIANO      |
| <u>B</u> interval of a third (3rd)   | _____ SKIP       |
| <u>C</u> a curved line over or under 2 or more notes, meaning play legato  | _____ TRIAD      |
| <u>D</u> songs that have been passed down for many generations before being written down                                       | _____ SLUR       |
| <u>E</u> the first keyboard instrument which could be played loud or soft by using a lighter or stronger touch of the fingers. | _____ FOLK SONGS |

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

- \_\_\_\_\_ interval of a second (2nd)
- \_\_\_\_\_ a person who creates music and writes it down
- \_\_\_\_\_ invented by Bartolommeo Cristofori around 1709
- \_\_\_\_\_ the bracket connecting two or more staves of the musical score

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



Write the note that equals the value of the two notes given in each problem. (For example,  $\text{quarter} + \text{quarter} = \text{half}$  )

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

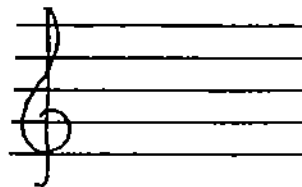
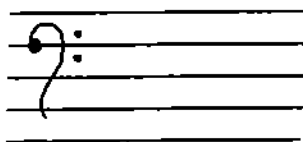
$$\text{quarter} + \text{quarter} =$$

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

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

Name the notes in a C Major triad. \_\_\_\_\_

Write a C Major triad on each staff. Watch the clefs!



Match the definition with the correct term.

A (  $\text{||:}$  ) a sign meaning to repeat a section of the music

\_\_\_\_\_ RHYTHM

B the double vertical lines that mark the end of a piece

\_\_\_\_\_ MEASURE

C the lasting time of musical sounds

\_\_\_\_\_ DOUBLE BAR

D several notes played or sung one after the other

\_\_\_\_\_ MELODY

E a group of beats, found between two barlines, that form a unit of musical time

\_\_\_\_\_ REPEAT SIGN



Write a brief definition for each of the following terms.

barline \_\_\_\_\_  
\_\_\_\_\_

double bar \_\_\_\_\_  
\_\_\_\_\_

harmony \_\_\_\_\_  
\_\_\_\_\_

melody \_\_\_\_\_  
\_\_\_\_\_

rhythm \_\_\_\_\_  
\_\_\_\_\_

legato \_\_\_\_\_  
\_\_\_\_\_





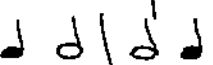

slur \_\_\_\_\_  
\_\_\_\_\_

triad \_\_\_\_\_  
\_\_\_\_\_

folk songs \_\_\_\_\_  
\_\_\_\_\_

Ear Training

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

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

Ear Training

For each example, your teacher will play a short piece of music.  
Circle p or f to show if the music is soft or loud.

1. P F                      2. P F                      3. P F

LESSON SIX

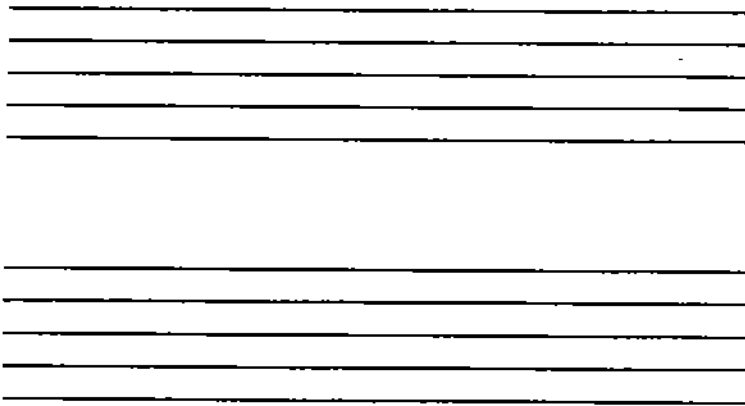
Give the letter name of each note on the staff below.  
Be sure to watch the clefs!



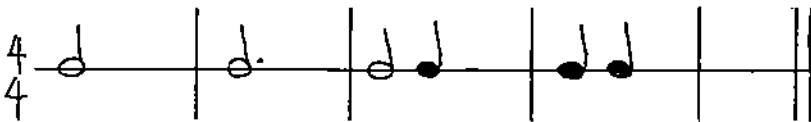
Draw the symbol for each item below.

- |                        |                   |
|------------------------|-------------------|
| _____ forte            | _____ treble clef |
| _____ accent           | _____ slur        |
| _____ dotted half note | _____ bass clef   |
| _____ brace            | _____ bar line    |

Add the correct symbols below to make a grand staff.



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



Fill in the blank. (continued)

- \_\_\_\_\_ ( < ) a sign meaning to play that note or chord louder than the notes around it
- \_\_\_\_\_ a vertical line drawn through the staff to divide the music into measures
- \_\_\_\_\_ to play smoothly, connecting the notes
- \_\_\_\_\_ signs that tell how loud or soft the notes should sound
- \_\_\_\_\_ two or more notes sounding at the same time
- \_\_\_\_\_ the distance (or difference in pitch) between two notes



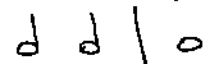



Ear Training

For each example, your teacher will play a several notes. Circle up or down to show the direction of notes.

1. up down      2. up down      3. up down

Ear Training

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

1.  or 
2.  or 
3.  or 

LESSON SEVEN

Above each of the note names given below, write the note on the staff. Use whole notes. Be sure to watch the clefs!

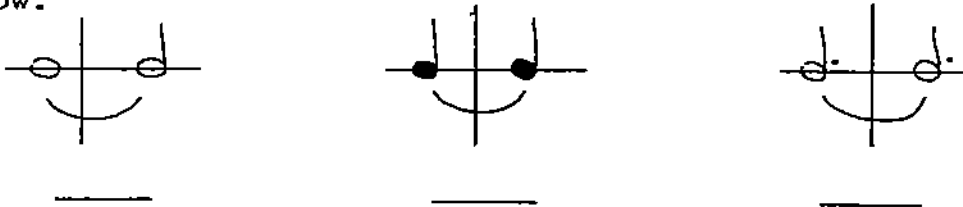


F            C            G                    E            D            F

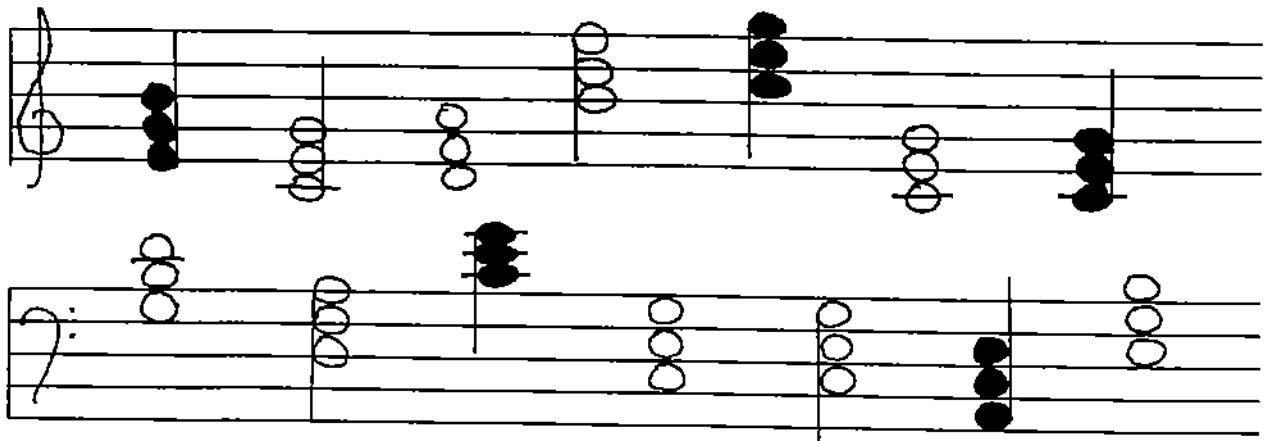
Each of the measures below is incomplete.  
Fill in one note in each measure to make it complete.



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



Different triads are written on the staves below.  
Circle all the C Major triads.



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

- \_\_\_\_\_ the double vertical lines that mark the end of a piece
- \_\_\_\_\_ a group of beats, found between two barlines, that form a unit of musical time
- \_\_\_\_\_ the lasting time of musical sounds
- \_\_\_\_\_ several notes played or sung one after the other
- \_\_\_\_\_ ( :|| ) a sign meaning to repeat a section of the music
- \_\_\_\_\_ a three-note chord
- \_\_\_\_\_ interval of a third (3rd)
- \_\_\_\_\_ a curved line over or under 2 or more notes, meaning play legato
- \_\_\_\_\_ songs that have been passed down for many generations before being written down
- \_\_\_\_\_ the first keyboard instrument which could be played loud or soft by using a lighter or stronger touch of the fingers.

Name two composers with works in print (past or present).

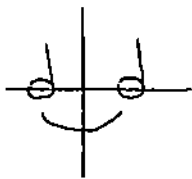
\_\_\_\_\_

Each pair of notes below is either a slur or a tie.  
 Write the word slur or tie in the blank below each pair.

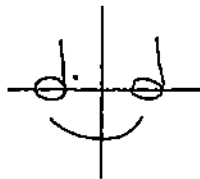


\_\_\_\_\_

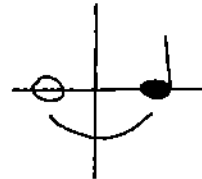
Write the total number of beats for each pair of tied notes below.



\_\_\_\_\_

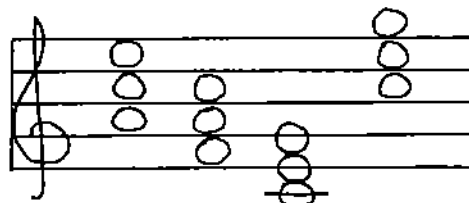
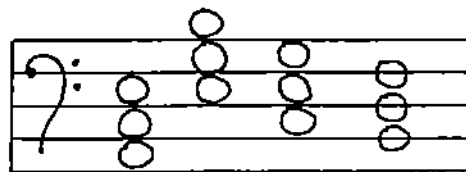
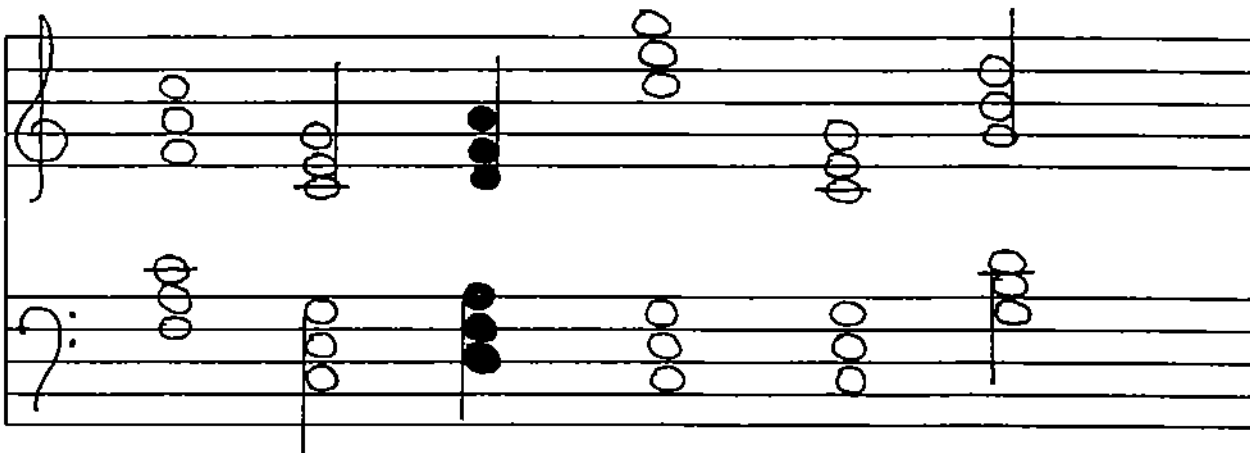


\_\_\_\_\_



\_\_\_\_\_

Different triads are written on the staves below.  
 Circle all the C Major triads.



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

- \_\_\_\_\_ the lasting time of musical sounds
- \_\_\_\_\_ the double vertical lines that mark the end of a piece
- \_\_\_\_\_ (:||) a sign meaning to repeat a section of the music
- \_\_\_\_\_ the distance (or difference in pitch) between two notes
- \_\_\_\_\_ interval of a second (2nd)
- \_\_\_\_\_ several notes played or sung one after the other
- \_\_\_\_\_ a three-note chord
- \_\_\_\_\_ interval of a third (3rd)
- \_\_\_\_\_ a curved line over or under 2 or more notes, meaning play legato
- \_\_\_\_\_ songs that have been passed down for many generations before being written down

Ear Training

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

1.  or 
2.  or 
3.  or 

<p>( &lt; ) a sign meaning to play that note or chord louder than the notes around it</p>	<p>a vertical line drawn through the staff to divide the music into measures</p>
<p>the bracket connecting two or more staves of the musical score</p>	<p>the double vertical lines that mark the end of the piece</p>
<p>signs that tell how loud or soft the notes should sound</p>	<p>two or more notes sounding at the same time</p>
<p>the distance (or difference in pitch) between two notes. e.g. 2nds, 3rds (steps, skips)</p>	<p>to play smoothly, connecting the notes</p>
<p>a group of beats (usually 2, 3, or 4) that form a unit of musical time. A measure is found between two barlines.</p>	<p>several notes (or tones) played or sung one after the other. They make musical sense and also have rhythm.</p>



barline

accent

double bar

brace

harmony

dynamics

legato

interval

melody

measure

<p>(:  ) a sign meaning to repeat a section from the last repeat sign or from the beginning if there is no other repeat sign</p>	<p>the lasting time of musical sounds. The organized way the length of notes and rests are written</p>
<p>interval of a third (3rd)</p>	<p>a curved line over or under 2 or more notes, meaning play legato</p>
<p>interval of a second (2nd)</p>	<p>a three-note chord; a note with its 3rd and 5th above (e.g.: C-E-G)</p>
<p>a person who creates music and writes it down</p>	<p>songs that have been passed down for many generations before being written down. Usually tell a story. We usually do not know the composer.</p>
<p>1st keyboard instrument which could be played loud or soft by using different touches. Invented by B. Cristofori in 1709.</p>	

rhythm

repeat sign

slur

skip

triad

step

folk songs

composer

piano