UNIT 1  LESSON 4

The Grand Staff

When the bass and treble staffs 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 staffs.

These notes are written differently but sound the same.

Exercises

1 Trace these three braces. Then, using the staffs 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.
Dinner for Two

Spell words by writing the note names to complete the sentences below.

One day, _______ met her old friend _______ at a _______.

for dinner. _______ hostess led them through the _______.

their table. _______ ordered the corn _______.

while _______ ordered an _______ salad sandwich.

and lemon _______. They ate and chatted about musical _______ s and their _______.

favorite composers. Finally, _______ called for a doggy _______.

The waiter _______ up their _______ and brought it to the table.

_______ said, “I’ve decided to order co _______.”

“I’ll have some, too,” said _______, “but make mine _______.”
Repeat Sign, 1st and 2nd Endings

Two dots placed before the double bar \( \vdash \) indicates a REPEAT SIGN. It means to go back to the beginning and play or sing the music again.

Repeat signs sometimes appear in pairs within a piece of music. \( \vdash \vdash \) The first repeat sign will then have the two dots placed after the double bar. When this occurs, return to the first repeat sign at the beginning of the section.

Another way of indicating a repeat is with 1st and 2nd endings. Play or sing through the 1st ending to the repeat sign, then go back to the beginning. When repeating, skip the 1st ending and play the 2nd.

Exercises

1. Rewrite the following example using a repeat sign.

2. Rewrite the following example using a pair of repeat signs.

3. Rewrite the following example using 1st and 2nd endings.

Camptown Races

Stephen Foster (1826–1864)
**Unit 4 Activity 3** Name/Class ______________________

**Repeat Signs, 1st and 2nd Endings**

1. **Play It Again** Indicate the total number of beats, including repeats, in each example.
   
   a. \[ \frac{2}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   b. \[ \frac{3}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   c. \[ \frac{3}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   d. \[ \frac{4}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   e. \[ \frac{3}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   f. \[ \frac{2}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   g. \[ \frac{4}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   h. \[ \frac{3}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   i. \[ \frac{3}{4} \] \[ \text{\_\_\_\_ \_\_\_} \]

2. **Tic Tac Toe**

   Complete the measures with one note or rest as indicated.

   **Column 1**
   
   a. \[ \frac{2}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
     Note
   b. \[ \frac{4}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
     Rest
   c. \[ \frac{3}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
     Note

   **Column 2**
   
   a. \[ \frac{2}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   b. \[ \frac{4}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 
   c. \[ \frac{3}{4} \] \[ \text{\_\_\_\_ \_\_\_} \] 

   Fill in the center square with the answer from column 1. Draw a vertical, horizontal or diagonal line through the notes and/or rests that add up to the time signature.

   +1 if all correct

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Dynamic Signs

DYNAMIC SIGNS indicate the volume, or how soft or loud the music should be played. Most musical terms are written in Italian since Italian composers were among the first to write such instructions in their manuscripts.

The word piano in Italian means soft; the word forte means loud.

The most commonly used dynamic signs are:

<table>
<thead>
<tr>
<th>ITALIAN</th>
<th>SIGN</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>piano</td>
<td>p</td>
<td>soft</td>
</tr>
<tr>
<td>forte</td>
<td>f</td>
<td>loud</td>
</tr>
<tr>
<td>mezzo piano</td>
<td>mp</td>
<td>moderately soft</td>
</tr>
<tr>
<td>mezzo forte</td>
<td>mf</td>
<td>moderately loud</td>
</tr>
<tr>
<td>pianissimo</td>
<td>pp</td>
<td>very soft</td>
</tr>
<tr>
<td>fortissimo</td>
<td>ff</td>
<td>very loud</td>
</tr>
</tbody>
</table>

Mezzo means moderately; issimo means very.

Dynamic signs arranged in order from very soft to very loud, are:  \( pp, p, mp, mf, f, ff \)

A Gradual Change in Dynamics

Terms used to indicate a gradual change in volume, from soft to loud or loud to soft are:

<table>
<thead>
<tr>
<th>ITALIAN</th>
<th>SIGN</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>crescendo or cresc.</td>
<td></td>
<td>gradually louder</td>
</tr>
<tr>
<td>diminuendo or dim.</td>
<td></td>
<td>gradually softer</td>
</tr>
<tr>
<td>or decrescendo or decresc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercises

1. Write the Italian word for the following dynamic signs:
   - \( f \) __________
   - \( mp \) __________
   - \( ff \) __________
   - \( mf \) __________
   - \( p \) __________

2. Clap the following line, observing the dynamic signs indicated.

   - \( mf \)
   - \( \underline{f} \)
   - \( p \)

3. Use every dynamic sign learned above at least once to mark the appropriate dynamic signs on the lines beneath the following story.

   "Wake up!" whispered Ron to his brother Steven. The boys walked softly out the door. They heard
   a. __________
   b. __________
   the moderately soft sound of a distant airplane, which became gradually louder and roared very loudly as it
   c. __________
   d. __________
   e. __________
   flew over head, then faded away gradually. Steven said, "Let's play basketball," in a
   f. __________
   moderately loud voice. They shouted a loud "Yes!" as they ran to the park.
   g. __________
   h. __________
Dynamic Signs

1. Write the Italian word and musical sign for each of the following English definitions.

<table>
<thead>
<tr>
<th>Italian</th>
<th>Sign</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Very loud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moderately soft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moderately loud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very soft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loud</td>
</tr>
</tbody>
</table>

2. Arrange the dynamic signs above in order from loudest to softest.

3. Write the Italian word and musical sign for each of the following English definitions.

<table>
<thead>
<tr>
<th>Italian</th>
<th>Sign</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Gradually louder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gradually softer</td>
</tr>
</tbody>
</table>

4. Name two things that might have the dynamic marking of piano:
   (Example: leaves moving in a breeze)
   a. 
   b. 

5. Name two things that might have the dynamic marking of forte:
   (Example: a roaring lion)
   a. 
   b. 

6. What nationality of composers was among the first to use dynamic signs in their manuscripts?
Tempo Marks

TEMPO is an Italian word meaning “rate of speed.” Tempo marks tell how fast or slow the music should be played. Tempo marks are also written in Italian.

<table>
<thead>
<tr>
<th>ITALIAN</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Largo</td>
<td>Very slow</td>
</tr>
<tr>
<td>Adagio</td>
<td>Slow</td>
</tr>
<tr>
<td>Andante</td>
<td>Moving along (walking speed)</td>
</tr>
<tr>
<td>Moderato</td>
<td>Moderately</td>
</tr>
<tr>
<td>Allegro</td>
<td>Quickly, cheerfully</td>
</tr>
<tr>
<td>Vivace</td>
<td>Lively and fast</td>
</tr>
</tbody>
</table>

Moderato may be combined with other words:

Allegro moderato = slightly slower than Allegro but quicker than Moderato

A Gradual Change of Tempo

Terms used to indicate a gradual change in tempo are:

<table>
<thead>
<tr>
<th>ITALIAN</th>
<th>TERM</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ritardando</td>
<td>ritard. or rit.</td>
<td>gradually slower</td>
</tr>
<tr>
<td>accelerando</td>
<td>accel.</td>
<td>gradually faster</td>
</tr>
</tbody>
</table>

Exercises

1. In writing music, tempo marks tell the ___________ ___________ ___________.

2. A very slow tempo marking is ___________.

3. A lively and fast tempo marking is ___________.

4. Match the Italian term to its English meaning by writing the correct letter in each blank.
   
   _____ Quickly, cheerfully    a. Moderato
   _____ Gradually slower       b. Vivace
   _____ Lively and fast        c. Adagio
   _____ Moderately             d. Ritardando
   _____ Moving along (walking speed) e. Accelerando
   _____ Very slow              f. Largo
   _____ Gradually faster       g. Andante
   _____ Slow                  h. Allegro
**Tempo Marks on Safari**

1. On each line, write the Italian translation of the tempo mark indicated below the line. Use the following tempo marks:

   *Accelerando, Adagio, Allegro, Andante, Largo, Moderato, Ritardando, Vivace*

In deepest Africa a jeep moves at a ______________ pace. Through the trees, a giraffe moves ________________ at ________________ . A bird flies past the adventurers ________________ . Turning, they ________________ . Spot an elephant herd lumbering ________________ toward them. Later, the passengers ________________ of the jeep are startled when a lion runs past, ________________ . A hippo and her ________________ baby move ________________ across the road and the jeep ________________ to a stop. As the sun sets over the plain, the jeep goes ________________ , headed back to camp.

2. Number the pictures below from 1 (slowest) to 6 (fastest) and write the appropriate tempo marking for each on the line.

   **Slower**

   **Faster**

   ![Picture 1]

   No. ______

   ![Picture 2]

   No. ______

   ![Picture 3]

   No. ______

   ![Picture 4]

   No. ______

   ![Picture 5]

   No. ______

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