



# PIANO THEORY

## ANSWER KEY

Student answers are in **red**.  
Teacher examples are in **blue**.

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## To the Student

I wrote these books with you in mind. As a young student I often wondered how completing theory workbooks would make me a better musician. The theory work often seemed separate from the music I was playing. My goal in *Essential Elements Piano Theory* is to provide you with the tools you will need to compose, improvise, play classical and popular music, or to better understand any other musical pursuit you might enjoy. In each “Musical Mastery” section of this book you will experience creative applications of the theory you have learned. The “Ear Training” pages will be completed with your teacher at the lesson. In this series you will begin to learn the building blocks of music, which make it possible for you to have fun at the piano. A practical understanding of theory enables you to see what is possible in music. I wish you all the best on your journey as you learn the language of music!

Sincerely,  
Mona Rejino

## To the Teacher

I believe that knowledge of theory is most beneficial when a concept is followed directly by a musical application. In *Essential Elements Piano Theory*, learning theory becomes far more than completing worksheets. Students have the opportunity to see why learning a particular concept can help them become a better pianist right away. They can also see how the knowledge of musical patterns and chord progressions will enable them to be creative in their own musical pursuits: composing, arranging, improvising, playing classical and popular music, accompanying, or any other.

A free download of the *Teacher’s Answer Key* is available at [www.halleonard.com/eeptheory1answer](http://www.halleonard.com/eeptheory1answer).

## Acknowledgements



I would like to thank Hal Leonard Corporation for providing me the opportunity to put these theoretical thoughts down on paper and share them with others. I owe a debt of gratitude to Jennifer Linn, who has helped with this project every step of the way. These books would not have been possible without the support of my family: To my husband, Richard, for his wisdom and amazing ability to solve dilemmas; to my children, Maggie and Adam, for helping me think outside the box.

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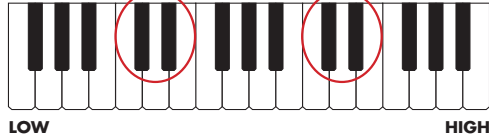
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# UNIT 1

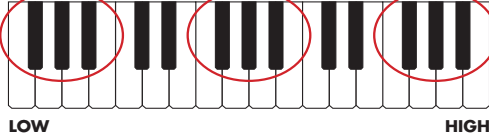
## Introduction to the Keyboard

The black keys are in groups of  and 

1. Circle the groups of **2 BLACK KEYS** on the keyboard below.



2. Circle the groups of **3 BLACK KEYS** on the keyboard below.



Seven letters make up the **MUSIC ALPHABET: A B C D E F G**. These letters are used over and over to name the **WHITE KEYS** on the keyboard.

3. Write the music alphabet.

A B C D E F G

4. Write the music alphabet 2 times going up the keyboard.



4

5. Write the music alphabet 2 times going down the keyboard.



C is to the left of the 2 black key groups.



6. Write the C D E letter names on the white keys below.



F is to the left of the 3 black key groups.



7. Write the F G A B letter names on the white keys below.

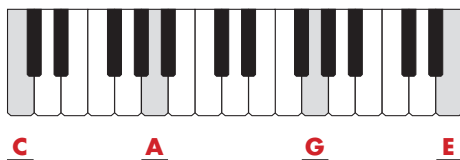
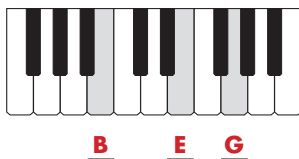
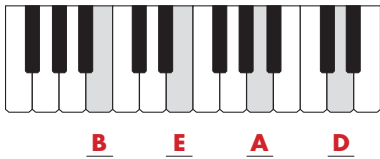
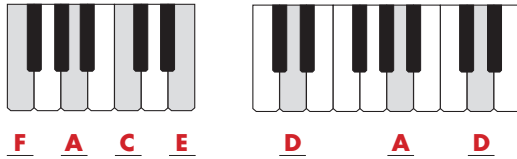


8. Fill in the missing letters from the music alphabet.

A B C D E F G A B C D E  
C D E F G A B C D E F

5

9. Name the shaded keys in the blanks below. Each keyboard spells a word.

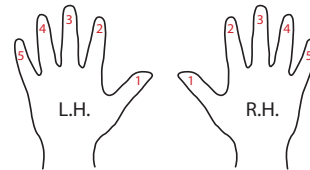


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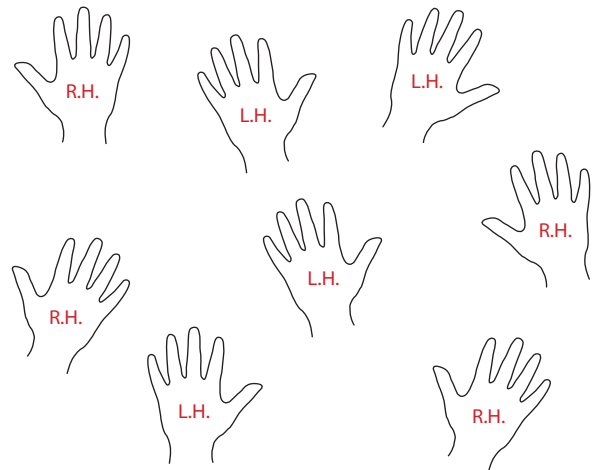
# UNIT 3

## Directional Reading

1. Write the **FINGER NUMBERS** on each hand below. Begin with number "1" on the thumbs and end with number "5" on the pinkies.



2. Write "L.H." inside each left hand and "R.H." inside each right hand.



10

**STEM DIRECTION:** Stems Up = Right Hand



Stems Down = Left Hand



3. Trace these right hand notes.



4. Draw 5 right hand quarter notes in the box below.



5. Draw 5 right hand half notes in the box below.



6. Trace these left hand notes



7. Draw 5 left hand quarter notes in the box below.



8. Draw 5 left hand half notes in the box below.



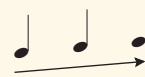
11

**NOTES MOVE IN THREE WAYS:**

Repeat



Up



Down



9. In the blanks below, label how each group of notes moves: Repeat, Up or Down



12

**MUSICAL MASTERY**

**Ear Training**

1. You will hear **LOW** notes and **HIGH** notes. Circle **LOW** if the note sounds low. Circle **HIGH** if the note sounds high.

1. **LOW** **HIGH**

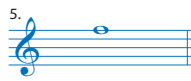
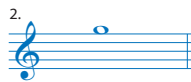
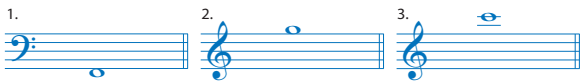
2. **LOW** **HIGH**

3. **LOW** **HIGH**

4. **LOW** **HIGH**

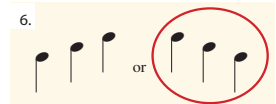
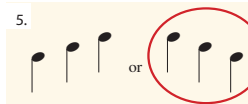
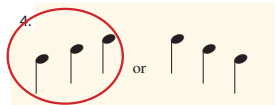
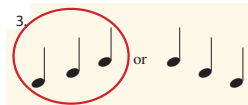
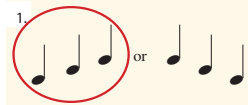
5. **LOW** **HIGH**

6. **LOW** **HIGH**



13a

2. You will hear groups of 3 notes. The notes will move UP or DOWN. Circle the pattern you hear.



13b

## Symbol Mastery

1. Draw a line connecting each musical symbol to its name.

Symbol	Name
	Quarter Note
	Group of 2 Black Keys
	Whole Rest
	Half Note
	Double Bar Line
ABCDEFG	Quarter Rest
	Group of 3 Black Keys
	Music Alphabet
	Whole Note
	Repeat Sign
	Half Rest

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## UNIT 4

### The Staff

Music is written on a **STAFF**. The staff has 5 lines and 4 spaces.

5 Lines

4 Spaces

1. Number the lines.

2. Number the spaces.

Notes are written on lines or in spaces of the staff.

Line Note



Space Note



3. Write L under the line notes and S under the space notes.

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4. Draw whole notes on these lines.

5. Draw whole notes in these spaces.

**STEPS** on the staff move from a *space to the next line*, or from a *line to the next space*.

6. Circle the answer that shows the direction of these notes.

Step Up	Step Up	Step Up	Step Up
Step Down	Step Down	Step Down	Step Down
Repeat	Repeat	Repeat	Repeat

7. Follow the directions and draw two more whole notes in each measure. *The first one is done for you.*

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## UNIT 5

### Treble Clef, Bass Clef and Grand Staff



This is a **TREBLE CLEF**. Higher notes are written in the treble clef. The right hand usually plays notes in the treble clef.



This is a **BASS CLEF**. Lower notes are written in the bass clef. The left hand usually plays notes in the bass clef.

1. Follow the steps to make a treble clef.

2. Now draw four of your own treble clefs.

3. Follow the steps to make a bass clef.

4. Now draw four of your own bass clefs.

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This is a **GRAND STAFF**. It is formed by joining the treble staff and bass staff with a bar line and a brace.

Below are 3 important **GUIDE NOTES** that will help you read music on the staff.

**TREBLE G** is on line 2 of the treble staff.  
**BASS F** is on line 4 of the bass staff.  
**MIDDLE C** is in the middle of the grand staff.

On your keyboard, place both thumbs on Middle C. You can play Treble G with your R.H. 5th finger and Bass F with your L.H. 5th finger.

5. Draw 5 more whole note G's on the G Line in the treble clef.

6. Draw 5 more whole note F's on the F Line in the bass clef.

7. Draw 5 more whole note Middle C's on the treble staff.

8. Draw 5 more whole note Middle C's on the bass staff.

Since Middle C's are located between the Treble Staff and Bass Staff, they are written on short lines called **LEDGER LINES**.

9. Name each note below, either G or C.

10. Name each note below, either F or C.

## UNIT 6

### Time Signatures, Rhythm and Dynamics

A **TIME SIGNATURE** at the beginning of the piece tells two things:  
 Top number = How many beats (or counts) are in each measure  
 Bottom number = What kind of note gets one beat (or count)

$\frac{4}{4}$  = 4 beats in a measure  
 $\frac{4}{4}$  = quarter note (♩) gets one beat

- Draw bar lines after every 4 beats in the rhythms below. Add a double bar line at the end of each example.
- Clap and count the rhythms.

$\frac{4}{4}$  ♩ ♩ ♩ ♩ | ♩ ♩ | ♩ ♩ ♩ | ♩

Count: 1 2 3 4 | 1 - 2 3 - 4 | 1 2 3 - 4 | 1 - 2 - 3 - 4

$\frac{4}{4}$  ♩ ♩ | ♩ - | ♩ ♩ ♩ ♩ | ♩

Count: 1 - 2 3 4 | 1 - 2 3 - 4 | 1 2 3 4 | 1 - 2 - 3 - 4

$\frac{4}{4}$  ♩ ♩ ♩ | ♩ - | ♩ ♩ ♩ ♩ | ♩ - | ♩

Count: 1 2 3 - 4 | 1 - 2 - 3 - 4 | 1 2 3 4 | 1 - 2 3 - 4

A **DOTTED HALF NOTE** = 3 beats of sound

Count: 1 - 2 - 3  
 clap - hold - hold

$\frac{3}{4}$  = 3 beats in a measure  
 $\frac{4}{4}$  = quarter note (♩) gets one beat

- Draw bar lines after every 3 beats in the rhythm below. Add a double bar line at the end.
- Clap and count the rhythm.

$\frac{3}{4}$  ♩ | ♩ ♩ ♩ | ♩ | ♩ | ♩

Count: 1 - 2 - 3 | 1 2 3 | 1 - 2 3 | 1 - 2 - 3

$\frac{2}{4}$  = 2 beats in a measure  
 $\frac{4}{4}$  = quarter note (♩) gets one beat

- Draw bar lines after every 2 beats in the rhythm below. Add a double bar line at the end.
- Clap and count the rhythm.

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

Count: 1 - 2 | 1 2 | 1 2 | 1 - 2

A **WHOLE REST** means to rest for a whole measure *in any time signature*.

- Add the correct time signature in the boxes for the rhythms below.
- Write the counts below each measure.

**4** 1 - 2 3 4 1 - 2 3 - 4 1 2 3 4 1 - 2 - 3 - 4

**2** 1 2 1 - 2 1 2 1 - 2

**3** 1 - 2 3 1 2 3 1 - 2 - 3 1 - 2 - 3

**DYNAMIC SIGNS** tell how soft or loud to play the music.

Italian Name	Sign (Symbol)	Meaning
piano	<i>p</i>	soft
forte	<i>f</i>	loud

- Draw four more *piano* signs.



- Draw four more *forte* signs.



## MUSICAL MASTERY

### Ear Training

- You will hear 4 groups of rhythms. Circle the correct pattern.

1. 2. 3. 4.

- You will hear 4 groups of melodies. Circle the pattern that matches what you hear.

1. 2. 3. 4.

### Symbol Mastery

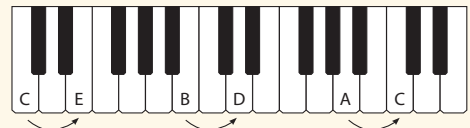
- Match the music symbol to its name by writing the correct number in the blank.

Symbol	Name
<b>4.</b>	1. Treble Clef
<b>1.</b>	2. F
<b>3.</b>	3. Line Note
<b>2.</b>	4. C
<b>5.</b>	5. Staff
<b>8.</b>	6. Time Signature
<b>9.</b>	7. Soft
<b>7.</b>	8. Space Note
<b>6.</b>	9. Bass Clef
<b>11.</b>	10. Loud
<b>10.</b>	11. Dotted Half Note

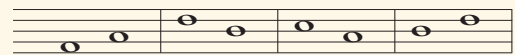
## UNIT 7

### Steps and Skips

**SKIPS** on the keyboard skip one key and one letter name.



**SKIPS** on the staff move from *line to line* or *space to space*.



- Circle either **STEP** or **SKIP** for each example.

step skip step skip step skip step skip step skip

- Draw steps or skips from the given notes.

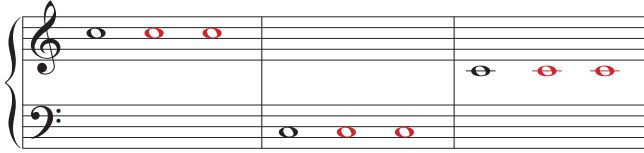
step down skip up step up skip down step down skip up



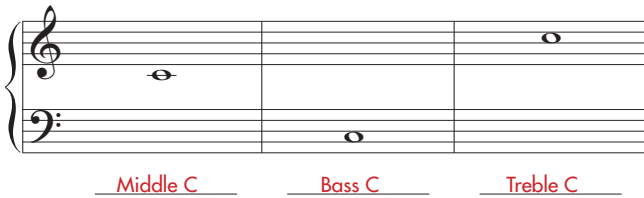
**TREBLE C** is located 3 spaces up from the middle of the grand staff.  
**BASS C** is located 3 spaces down from the middle of the grand staff.  
**MIDDLE C** is located in the middle of the grand staff.



3. Draw 2 more Treble C's, 2 more Bass C's and 2 more Middle C's on the grand staff below.



4. Label each note below: Treble C, Middle C or Bass C.



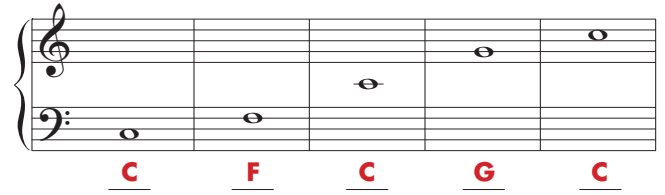
Middle C      Bass C      Treble C

Play Treble C, Bass C and Middle C on the keyboard.

Now you know **5 GUIDE NOTES** that will help you find other notes on the staff.

The Guide notes are: Bass C, Bass F, Middle C, Treble G and Treble C

5. Fill in each blank with the letter name of the note shown.

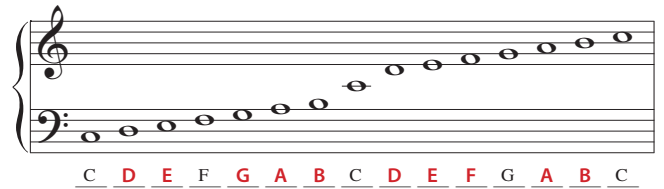


C      F      C      G      C

6. Fill in the missing letters using the Music Alphabet.

C D E F G A B C D E F G A B C

7. On the grand staff below, notes are stepping up the staff. Fill in the blanks for the new notes using the Music Alphabet.



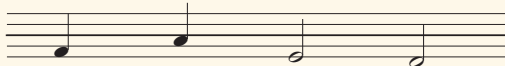
C D E F G A B C D E F G A B C

## UNIT 8

### Stem Rule, 5-Finger Patterns and Review

#### Stem Rule

Stems go UP for notes below the middle line.  
 Up stems attach to the *right* side of the note head.



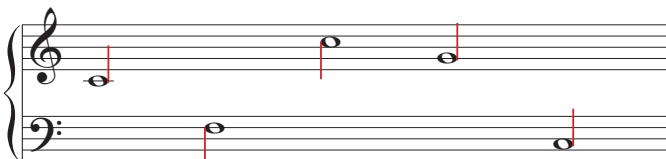
Stems go DOWN for notes on or above the middle line.  
 Down stems attach to the *left* side of the note head.



1. Add stems to the following notes. Follow the Stem Rule.



2. Name the following Guide Notes. Turn the whole notes into half notes by adding a stem to each note head.



C      F      C      G      C

3. Write the Music Alphabet going forward.

A B C D E F G

4. Write the Music Alphabet going backward.

A B C D E F G

Practice saying the Music Alphabet forward and backward.  
 Mastering this skill will make reading music easier.

5. Name the following notes. Each set steps up or down from Guide Notes you have learned.



C D E C D E G A B G F E C B A



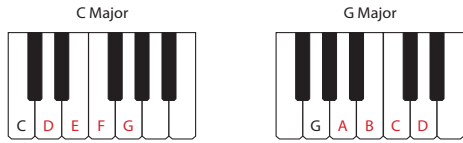
F G A C D E C B A F E D C B A

6. Turn the whole notes into half notes. Add a stem to each note head above.

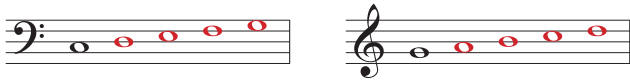
7. Play each set of notes above.

To create a **5-FINGER PATTERN**, begin with the given note and name the next 4 notes stepping up. The lowest note names the pattern.

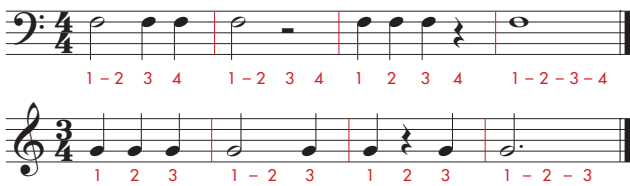
8. Write letter names to form 5-finger patterns on the keyboards below.



9. Draw the 5-finger patterns on the staff using whole notes. Notice the clef signs.



10. Add the missing Bar Lines to each staff below. Notice the time signature.



11. Write the correct counts under each measure above.

Remember:  $\frac{4}{4}$  = 1 2 3 4       $\frac{3}{4}$  = 1 2 3

## MUSICAL MASTERY

### Ear Training

1. You will hear four sets of two notes. If the two notes sound the same, circle SAME. If the two notes sound different, circle DIFFERENT.

1. same different      2. same different      3. same different      4. same different

2. You will hear four different notes. Circle LOW if the note sounds low. Circle HIGH if the note sounds high.

1. high low      2. high low      3. high low      4. high low

3. You will hear four groups of notes. The notes will move up or down. Circle UP if the notes move up. Circle DOWN if the notes move down.

1. up down      2. up down      3. up down      4. up down

### Musical Puzzle

Complete this crossword puzzle by writing the correct note names in the blanks. Then fill in the puzzle squares with the correct musical term.

#### Across

3. music alpha bet



4. me as ure



7. re pe at



8. sp ac e



10. fo rte



#### Down

1. qu ar ter note



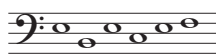
2. line



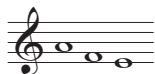
5. bar line



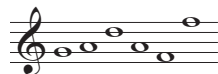
6. treble clef



9. half note



11. grand staff



### Musical Crossword Puzzle

## Analysis

Study this folk tune, then answer the questions about it.

### Yankee Doodle

- How many beats are in each measure? 4
- What kind of note gets one beat? quarter note
- How many half notes are in the piece? 5
- Which measures have skips in them? 2 and 7
- What does the "f" mean in measure 1? loud
- Which measures have the exact same notes and rhythms? 1, 3 and 5.

**BONUS:** Play "Yankee Doodle" and demonstrate your musical mastery!

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## THEORY MASTERY

### Review Test

- Complete the music alphabet by filling in the blanks.

A B C D E F G

- Print the letter names of all the white keys on the keyboard below.



- Fill in the blanks with the correct number.

The music staff has 5 lines and 4 spaces.

- Name the following guide notes on the treble staff and bass staff by filling in the blanks.

- Write the music alphabet 2 times going up the keyboard. The first letter is printed for you.



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- Circle the clef sign. Name the following notes.

- Circle the clef sign. Name the following notes.

- Circle the music symbol that matches the name given.

Quarter Rest		<input type="checkbox"/>	Time Signature		<input type="checkbox"/>
Bass Clef		<input checked="" type="checkbox"/>	Dotted Half Note		<input type="checkbox"/>
Half Note		<input type="checkbox"/>	Double Bar Line		<input checked="" type="checkbox"/>
Piano		<input checked="" type="checkbox"/>	Line Note		<input checked="" type="checkbox"/>

- Draw whole notes on the staff for each letter given. Notice the clef sign.

- Draw whole notes on the staff for each letter given. Notice the clef sign.

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- Draw the type of note named in each measure. Choose any line or space you wish, but remember the stem rule.

- The following pairs of notes move by step or skip. Circle the correct answer.

- Write the number of beats each note or rest receives in  $\frac{4}{4}$  time.

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

- Add the missing bar lines on the staff below.

- Write the counts below each note or rest.

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

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# Ear Training

1. You will hear low notes and high notes played one at a time. Circle the word that matches what you hear.

1. high <u>low</u>	2. high <u>low</u>	3. <u>high</u> low	4. high <u>low</u>	5. high <u>low</u>
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2. You will hear groups of notes moving up or down. Circle the word that matches what you hear.

1. <u>up</u> down	2. up <u>down</u>	3. up <u>down</u>	4. up <u>down</u>	5. <u>up</u> down
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3. Circle the music example you hear.

1.	or		2.	or	
3.	or		4.	or	

4. Circle the rhythm you hear.

1.	or		2.	or	
3.	or		4.	or	