

Star 1



THEORY

TREBLE CLEF

Croydon Music and Arts, Oasis Academy Shirley Park,
Shirley Road, Croydon CR9 7AL

Tel: 020 8681 0909

Email: musicandarts.education@croydon.gov.uk

Web: croydonmusicandarts.co.uk

Star One Treble Clef

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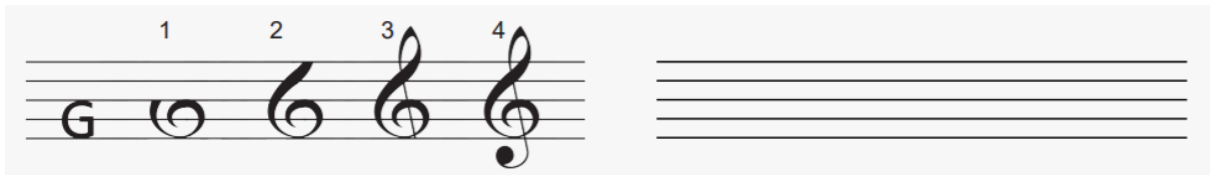
1. Treble clef, stave, bars, bar lines
2. Lines and spaces
3. WORKSHEET: note naming
4. Types of note and rest (inc. WORKSHEET)
5. WORKSHEET: Drawing notes
6. WORKSHEET: Putting bar lines in
7. Composition Project

Clef, Stave Bars, Bar lines, Double Bar, Repeat

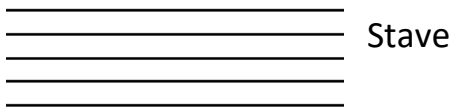


Treble Clef (G clef because middle curly section winds around G line)

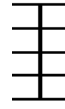
How to draw the treble clef



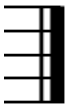
Bass Clef (used by lower pitched instruments)



Staff



Bar line



Double Bar line



Repeat



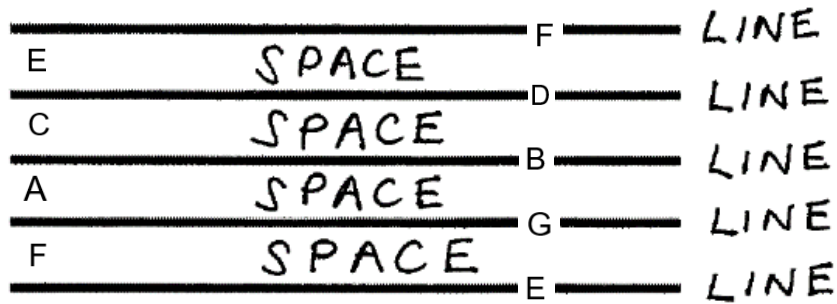
Time Signature (this one means 4 beats per bar)

This is a two bar example of what it looks like all put together:

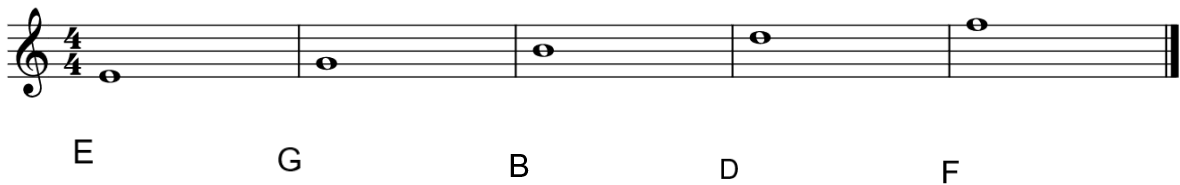


Lines and Spaces

This is how to name notes on the staff. There are 5 lines and 4 spaces.



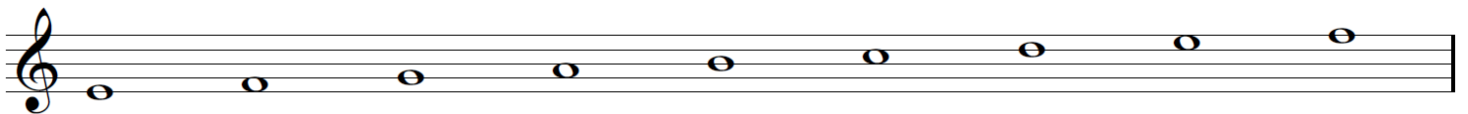
LINES: Every Good Boy Deserves Food (bottom to top)



SPACES: F A C E (bottom to top)

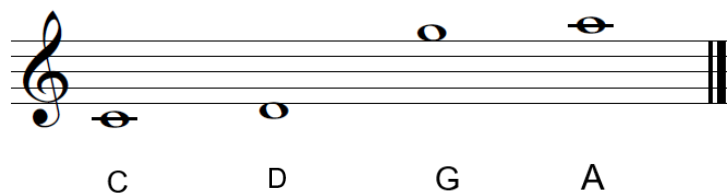


Here are all the lines and spaces in order. Write their names on the dotted line (remember to always use CAPITAL letters for note names)



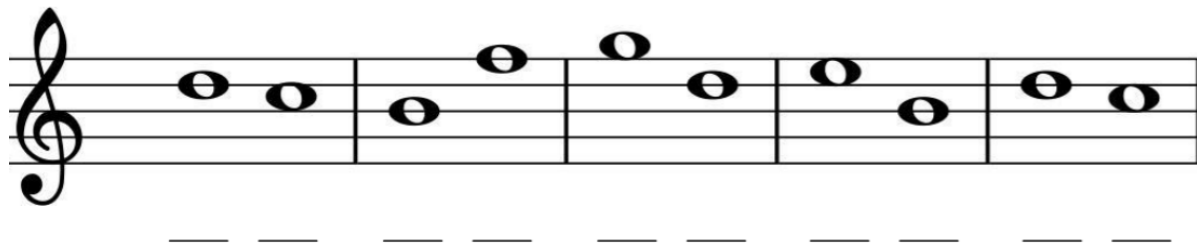
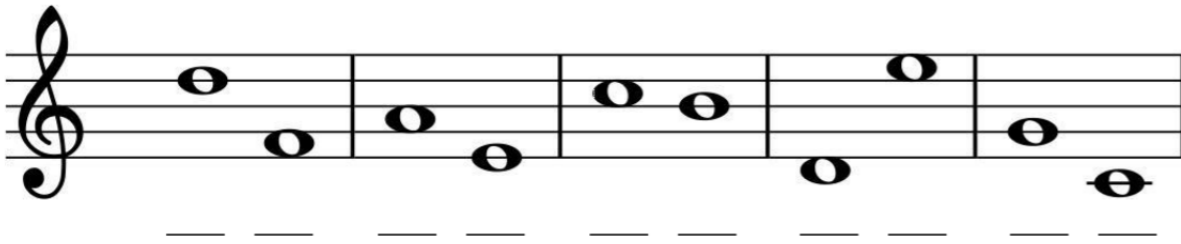
Have you noticed that the notes are in alphabetical order from A – G?
When we reach G we restart at A again.

For Star 1 we may need to know a few notes above and below the staff. These follow the same lines/spaces/alphabet pattern

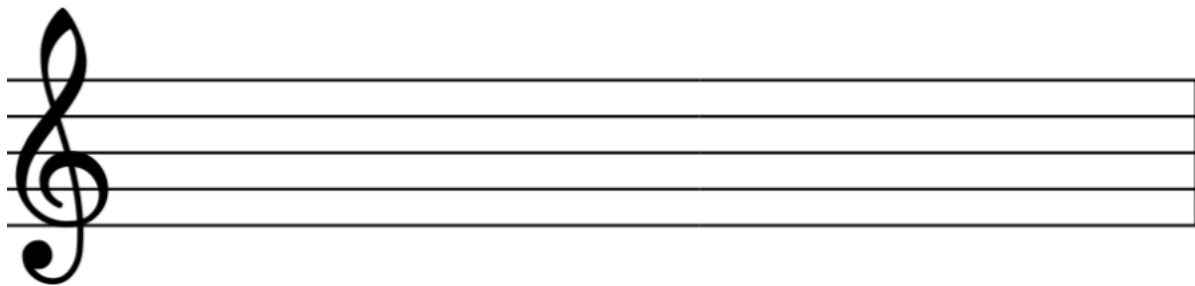


Note naming quiz

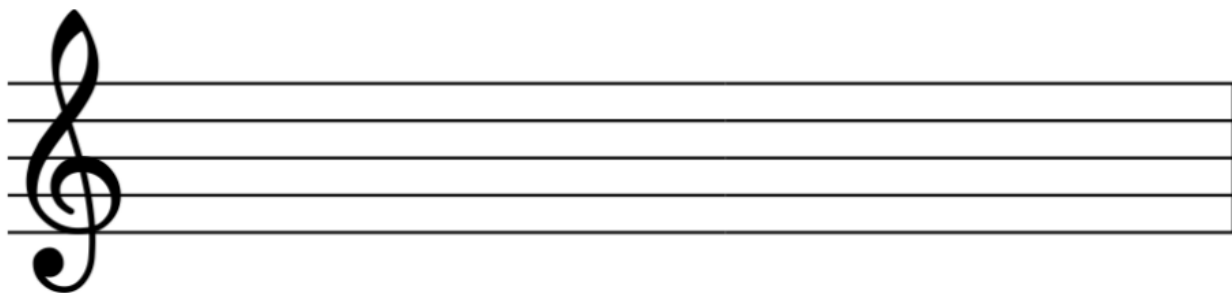
Can you name these notes?



Now can you draw in the missing notes?



E C A G F E



A B F D E C

Types of note and rest

Minim note and rest (2 counts). A minim rest looks like a Top Hat!



Crotchet note and rest (1 count)



Quavers (0.5 counts each). Often written in pairs.



All notes have a letter name and a time name. Can you give both for the notes below?
(The answer to the first one is given).



Minim C



.....



.....



.....

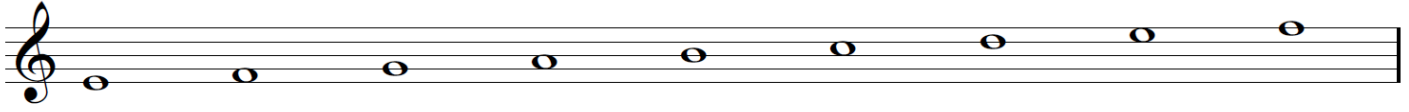


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Drawing notes and rests



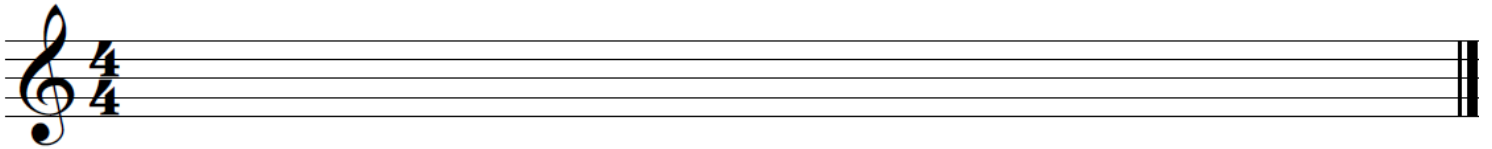
On the blank staves below, copy the notes above as minims and crotchets.

Minims

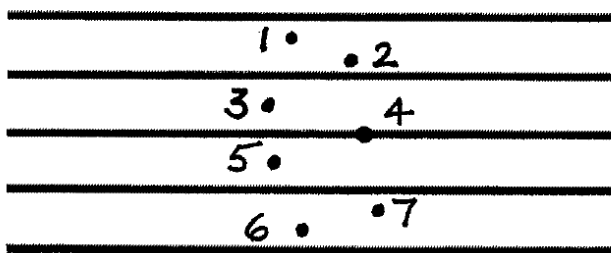
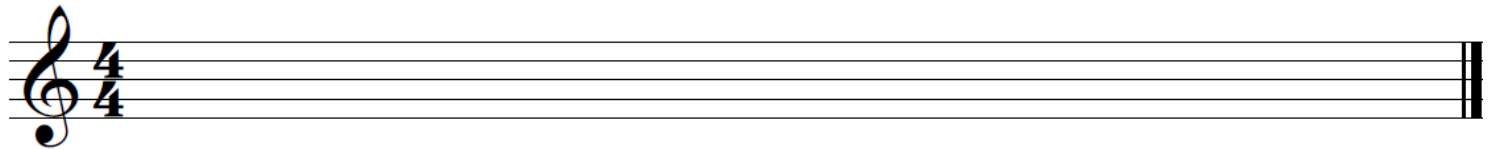
Draw the note head first, then the stalk.

Below the middle line stalks go up, above the middle line stalks go down.

The middle line can choose.



Crotchets

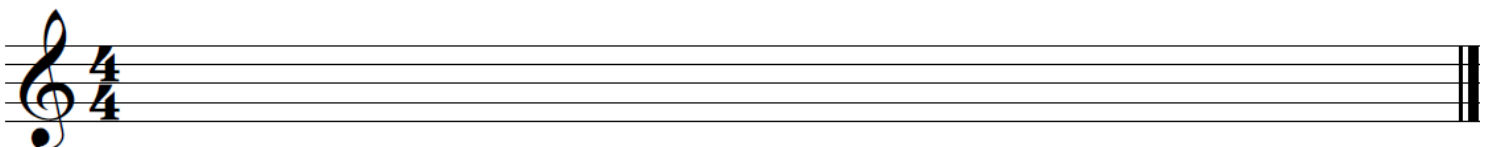


Dot to dot: what is it?



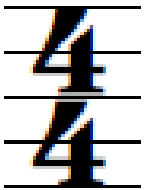
Top Hat

Now here is a blank staff to practice writing minim and crotchet rests:



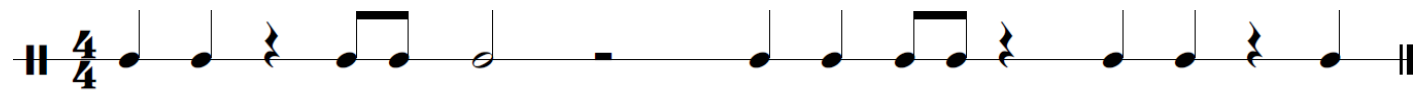
Bar lines

Put bar lines in each of the following passages. Remember what the TIME SIGNATURE of 4/4 means:



Top numbers tells us how many beats per bar (4 beats)

Bottom number tells us what type of beat (4 = crotchets)



Star One Composition Project.

Here are some four beat (one bar) rhythms. Try clapping them and then playing them with your instrument on a repeated note:

The image shows four musical staves, each with a 4/4 time signature. The first staff contains a quarter note, another quarter note, and a half note. The second staff contains a quarter note, an eighth note, another eighth note, and a quarter note. The third staff contains a quarter note, a quarter note with a squiggle, and a quarter note with a squiggle. The fourth staff contains a quarter note, an eighth note, another eighth note, a third eighth note, a fourth eighth note, and a quarter note.

Now here are some four bar phrases with two bars supplied and two bars blank. Choose a note on your instrument and play the two opening bars, then make up an answering rhythm for the two empty bars. Now can you write down your rhythm in the blank bars?

The image shows three musical staves for a composition project. Each staff begins with a 4/4 time signature and a double bar line. The first two bars of each staff contain specific rhythms, followed by two blank bars for the student to complete. The first staff has a quarter note, a quarter note, and a half note in the first bar, and an eighth note, eighth note, quarter note, and quarter note in the second bar. The second staff has a quarter note, quarter note, and half note in the first bar, and a quarter note, quarter note, and half note in the second bar. The third staff has a quarter note, quarter note, eighth note, eighth note, quarter note, and quarter note in the first bar, and a quarter note, eighth note, eighth note, quarter note, and quarter note in the second bar.

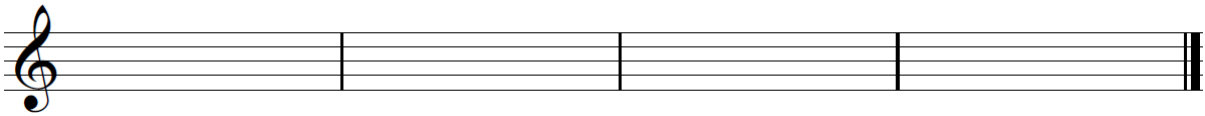
Here is a line for you to write down the letter names of the five notes you know:

.....

Now it's time to start composing! With your teacher's help, choose a starting note and a series of four notes in sequence (alphabetical order) up from that note.

Use one of the rhythms you have completed and create a tune starting and finishing on the home note. Try playing it and then notate it on the blank staves below.

Top tips: start and end your melody on the home note (your teacher will help you if you are not sure which this is). End your melody on a long note.



Choose an imaginary occasion for which you are composing: for example to announce the arrival of a guest, to sooth a crying baby, to get everyone's attention, or your own idea.

Finally: adding dynamics. To complete your composition, decide whether the piece should be loud or soft, or half loud and half soft.