

## **MUSIC BOOK EIGHT**

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# MUSIC BOOK EIGHT



Find Colossians 3:16 and answer the questions.

1. What is to dwell in us? \_\_\_\_\_
2. To what extent is it to dwell in us? \_\_\_\_\_
3. What two verbs (action words) are used to show how the rich Word finds expression?  
a. \_\_\_\_\_ b. \_\_\_\_\_
4. What three nouns are used to show how the rich Word finds expression?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
5. According to the dictionary, what does the word *teaching* mean?  
\_\_\_\_\_
6. What does the word *admonishing* mean?  
\_\_\_\_\_
7. How are we to sing?
8. Where is the grace of God operating? \_\_\_\_\_
9. To whom are we to sing? \_\_\_\_\_

Singing is a delight for a Christian. We can sing to one another, and we can sing to the Lord. Singing one to another is for instruction and encouragement, whereas singing to the Lord is to express our gratitude and praise to Him.

Singing is not just a Christian pastime. It is both a duty and a privilege. God requires us to sing, and we can find much joy in obeying this command.

This workbook is to help you understand more about music and to help your singing to be both enjoyable and God-honoring.

## I. Rudiments of Music

The most basic things we learn about music are called rudiments of music. Many of the rudiments of music in this first section will be simple to you. But some things may be new. The simple will help you to understand the more difficult.

Notes make up the scale. They go by shapes, names, and numbers.

Shapes:	
Names:	DO RE MI FA SO LA TI DO
Numbers:	1 2 3 4 5 6 7 8



Under each note write the name and then the number.

1. 2. 3. 4. 5. (low) 6.   
a. \_\_\_\_ b. \_\_\_\_ a. \_\_\_\_ b. \_\_\_\_ a. \_\_\_\_ b. \_\_\_\_ a. \_\_\_\_ b. \_\_\_\_ a. \_\_\_\_ b. \_\_\_\_

7. (high) 8. 9. 10. 11. 12.   
a. \_\_\_\_ b. \_\_\_\_ a. \_\_\_\_ b. \_\_\_\_ a. \_\_\_\_ b. \_\_\_\_ a. \_\_\_\_ b. \_\_\_\_ a. \_\_\_\_ b. \_\_\_\_

The notes of the scale go on a staff. A staff has five lines which are numbered from bottom to top. Between the lines are four spaces also numbered from the bottom. Small lines, called *ledger lines*, may be added to the staff for more notes. Adding a line also adds a space.



Study this example and answer the questions.



- On which line of the staff is MI? \_\_\_\_\_
- Which note is on a ledger line? \_\_\_\_\_
- What are the names of these note numbers? a. 6 \_\_\_\_\_ b. 4 \_\_\_\_\_  
c. 7 \_\_\_\_\_
- Is note number five on a line or on a space? \_\_\_\_\_
- If low DO were on a space, would MI be on a line or on a space? \_\_\_\_\_
- If low DO were on a space, would SO be on a line or on a space? \_\_\_\_\_
- If low DO were on a space, would high DO be on a line or a space? \_\_\_\_\_



Write Colossians 3:16.

"Let \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_."

The lines and spaces of the staff are called degrees. These degrees are lettered. A clef sign on the staff gives the letter of one degree and then we can letter the other degrees. The G clef names the second line G. The F clef names the fourth line F. The two staves with the G clef and the F clef make the grand staff.



Study this example and answer the questions.

**Grand Staff**

SOPRANO  
ALTO  
TENOR  
BASS

1. Which clef is on the upper staff? \_\_\_\_\_
2. Which clef has a dot on each side of the F line? \_\_\_\_\_
3. On which line is G in the G staff? \_\_\_\_\_
4. On which line is F in the F staff? \_\_\_\_\_
5. Which clef is on the staff where alto notes appear? \_\_\_\_\_
6. Which clef is on the staff where bass notes appear? \_\_\_\_\_
7. Which notes are higher, alto or soprano? \_\_\_\_\_
8. What is the letter of the line between the two staves? \_\_\_\_\_
9. How many staves make the grand staff? \_\_\_\_\_



Under each note write the letter of the degree.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

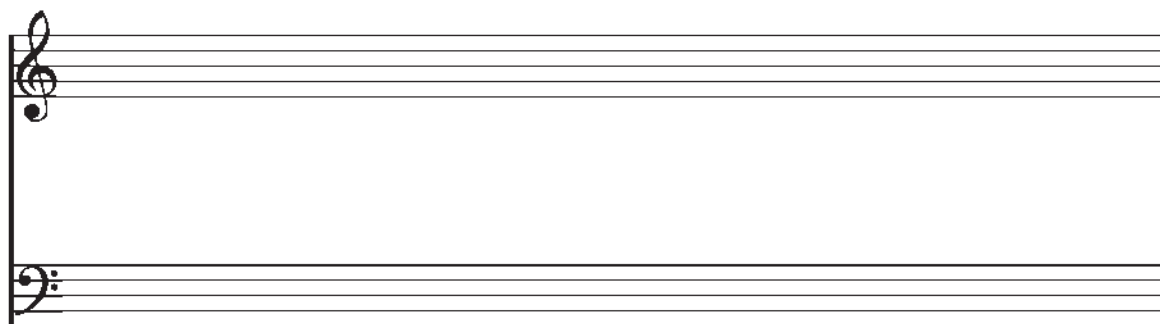
11. \_\_\_\_\_ 12. \_\_\_\_\_ 13. \_\_\_\_\_ 14. \_\_\_\_\_ 15. \_\_\_\_\_ 16. \_\_\_\_\_ 17. \_\_\_\_\_ 18. \_\_\_\_\_ 19. \_\_\_\_\_ 20. \_\_\_\_\_

21. \_\_\_\_\_ 22. \_\_\_\_\_ 23. \_\_\_\_\_ 24. \_\_\_\_\_ 25. \_\_\_\_\_ 26. \_\_\_\_\_ 27. \_\_\_\_\_ 28. \_\_\_\_\_ 29. \_\_\_\_\_ 30. \_\_\_\_\_

31. \_\_\_\_\_ 32. \_\_\_\_\_ 33. \_\_\_\_\_ 34. \_\_\_\_\_ 35. \_\_\_\_\_ 36. \_\_\_\_\_ 37. \_\_\_\_\_ 38. \_\_\_\_\_ 39. \_\_\_\_\_ 40. \_\_\_\_\_



**Draw the scale on each staff.** On the G staff, start low DO on middle C. On the F staff, start low DO on the second space. (Remember, always count from the bottom up.)



Key signatures are made with flats or sharps and appear right after the clef sign. Key signatures tell us the pitch and position of DO. For example, the Key of F means DO appears on the degree F and its pitch is also F. Or the Key of B $\flat$  means DO appears on the degree B and its pitch is B $\flat$ . When there are no flats or sharps, we have the Key of C.

Here are the key signatures with flats.



Here are the key signatures made with sharps.



**Answer these questions.**

1. What is the position of DO in the Key of C? \_\_\_\_\_
2. What is the pitch of DO in the Key of A $\flat$ ? \_\_\_\_\_
3. How many sharps are used to make the Key of D? \_\_\_\_\_
4. When low DO is on a line, is high DO on a line or space? \_\_\_\_\_
5. The G clef places G on which line of the staff? \_\_\_\_\_
6. Which clef is used on the staff with tenor and bass notes? \_\_\_\_\_



Name each key signature and draw DO where it belongs.



1. Key of \_\_\_\_\_



2. Key of \_\_\_\_\_



3. Key of \_\_\_\_\_



4. Key of \_\_\_\_\_



5. Key of \_\_\_\_\_



6. Key of \_\_\_\_\_



7. Key of \_\_\_\_\_



8. Key of \_\_\_\_\_



9. Key of \_\_\_\_\_



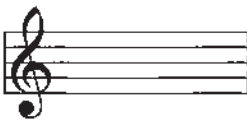
10. Key of \_\_\_\_\_



11. Key of \_\_\_\_\_



12. Key of \_\_\_\_\_



13. Key of \_\_\_\_\_



14. Key of \_\_\_\_\_



15. Key of \_\_\_\_\_



16. Key of \_\_\_\_\_



Fill in the blanks.

"Let the \_\_\_\_\_ of \_\_\_\_\_ in you \_\_\_\_\_ in all \_\_\_\_\_; teaching and \_\_\_\_\_ one \_\_\_\_\_ in \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_, singing with \_\_\_\_\_ in your \_\_\_\_\_ to the \_\_\_\_\_" (Colossians 3:16).