

# S2 Literacy Homework Booklet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_



**First rule of Literacy -  
ALWAYS USE PENCIL**

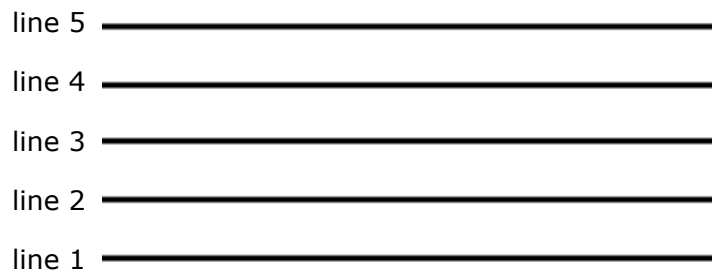


# CONTENTS

<b>ASSIGNMENT 1: Note Names</b>	<b><i>page 1</i></b>
<b>ASSIGNMENT 2: Moving by STEP or LEAP</b>	<b><i>page 9</i></b>
<b>S2 ASSESSMENT 1</b>	<b><i>page 11</i></b>
<b>ASSIGNMENT 4: Barlines</b>	<b><i>page 14</i></b>
<b>ASSIGNMENT 5: Dynamics</b>	<b><i>page 16</i></b>

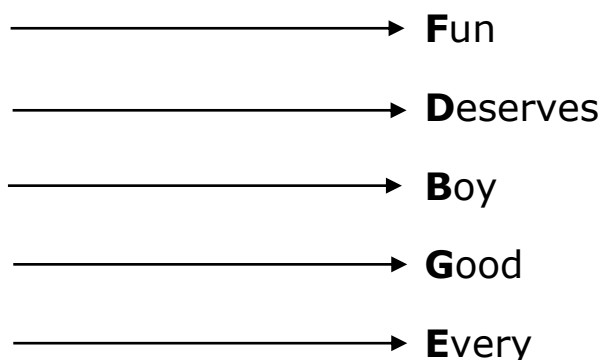
# ASSIGNMENT 1: Note Names

Music is written on 5 lines with 4 spaces between the lines like this:



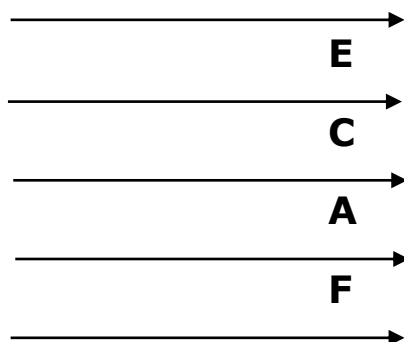
This is called a STAVE

Each line has a letter name:



Read from the bottom  
upwards – like climbing a  
ladder

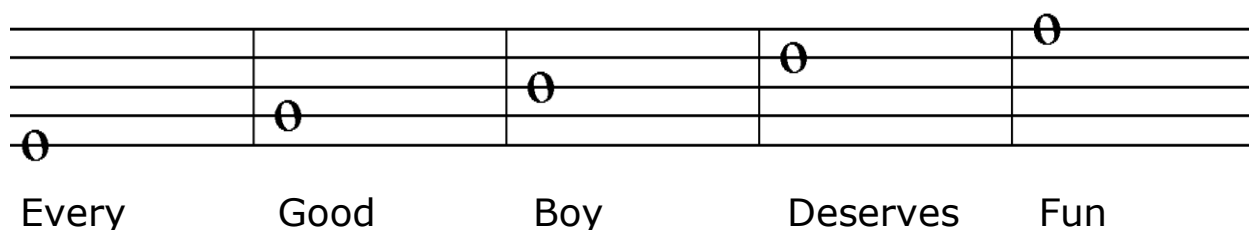
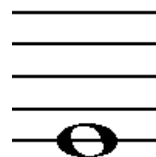
Each space has a letter name:



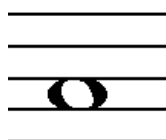
These lines and spaces will ALWAYS  
use these letter names whenever  
You see the sign for the TREBLE CLEF

## Notes 'On A Line'

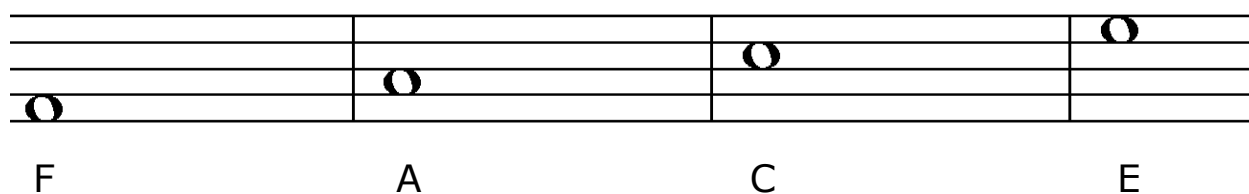
When a note is **ON A LINE** it means the line goes right through the note



## Notes 'In A Space'



When a note is **IN A SPACE** it means the note sits between the lines



## TASK 1

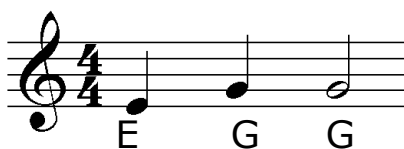
LINES – Every Good Boy Deserves Fun

SPACES – F A C E

Write the letter names of the notes on next page below each note.

Each BAR of notes spell a word.

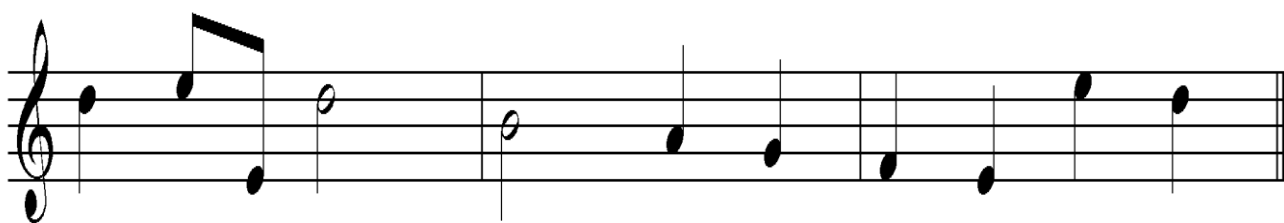
EXAMPLE:



It makes no difference if the note-head is filled in, like the first two in this example, or empty like the third note in the example.

### The Note-Stem Rule

- if the note-head is ABOVE the 3<sup>rd</sup> line, the tail goes DOWN.
- if the note-head is BELOW the 3<sup>rd</sup> line, the tail goes UP.
- if the note-head is ON the 3<sup>rd</sup> line, the tail goes either way depending on which other notes are in the bar

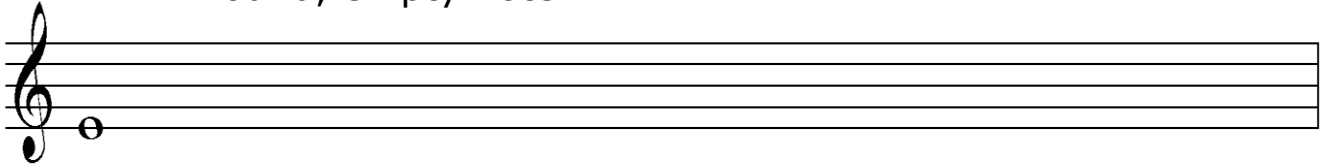


## TASK 2

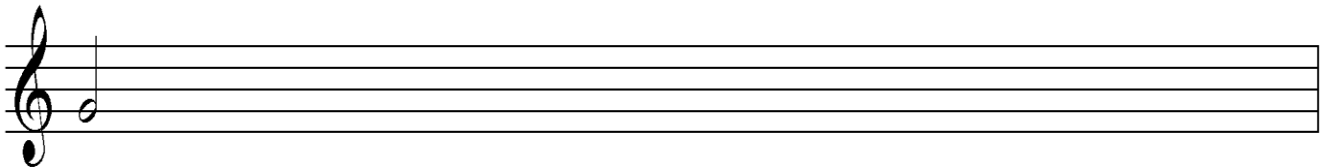
Practice drawing notes by copying the note at the start of each line at least **10 times**. Make sure the note heads are neatly on the line or in the space.

### NOTES ON LINES

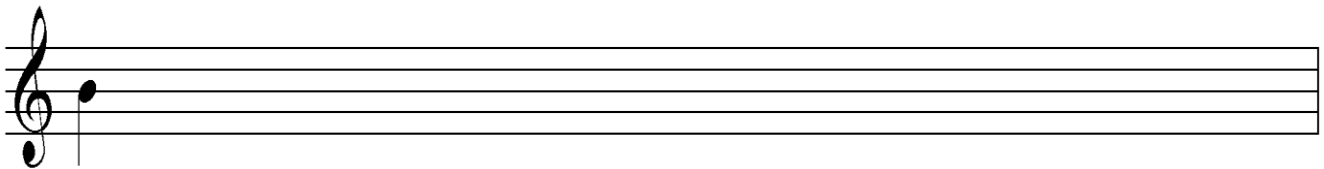
1. A round, empty note.



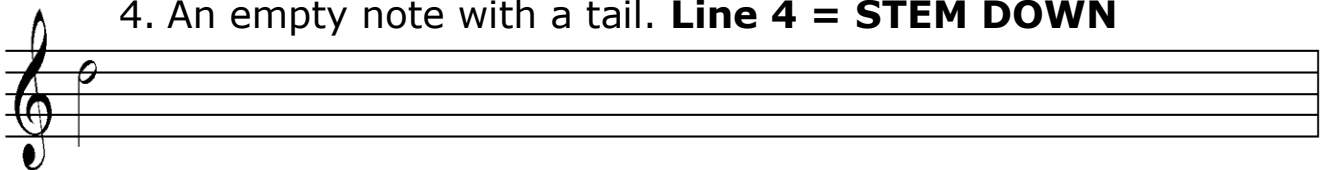
2. A round, empty note with a tail. **Line 2 = STEM UP.**



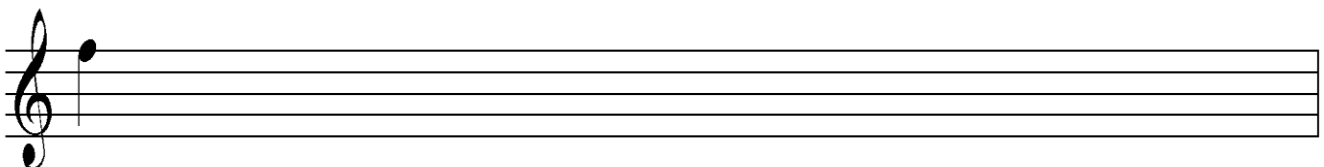
3. A filled –in note with a tail. **Line 3 = STEM UP or DOWN.**



4. An empty note with a tail. **Line 4 = STEM DOWN**



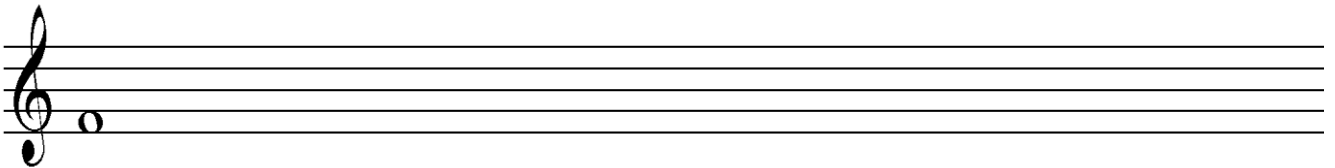
5. A filled in note with a tail. **Line 5 = STEM DOWN**



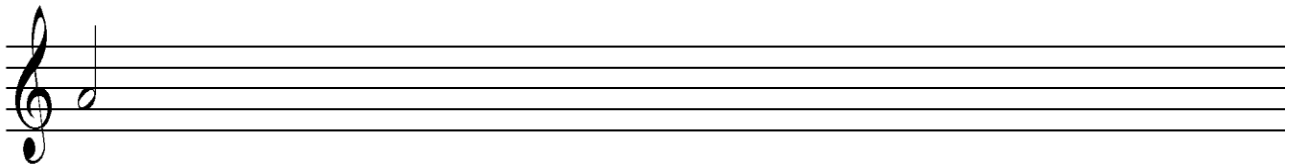
Practice drawing notes by copying the note at the start of each line at least **10 times**. Make sure the note heads are neatly on the line or in the space.

### NOTES IN SPACES

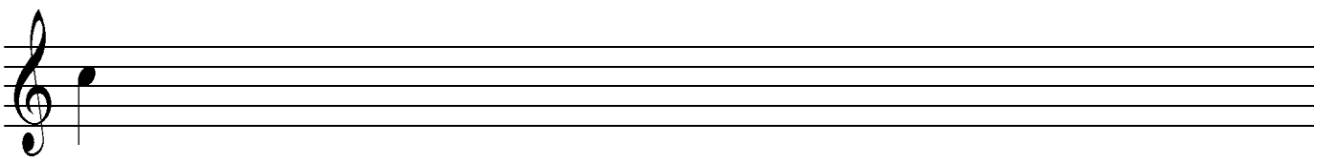
6. A round, empty note.



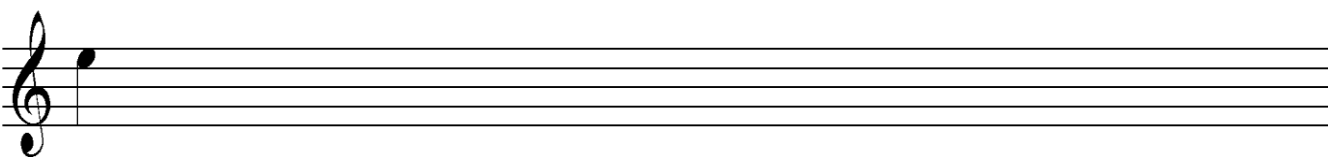
7. A round, empty note with a STEM. **Space 2 = STEM UP.**



8. A filled-in note with a STEM. **Space 3 = STEM DOWN.**



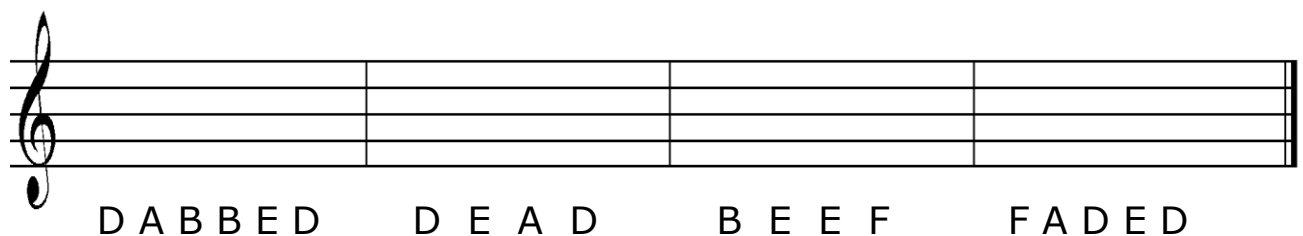
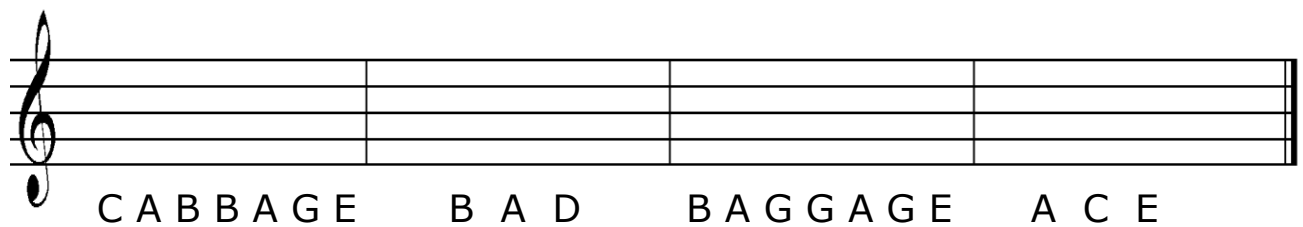
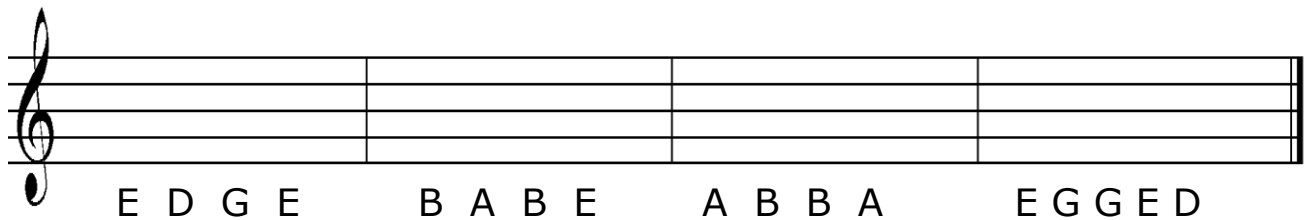
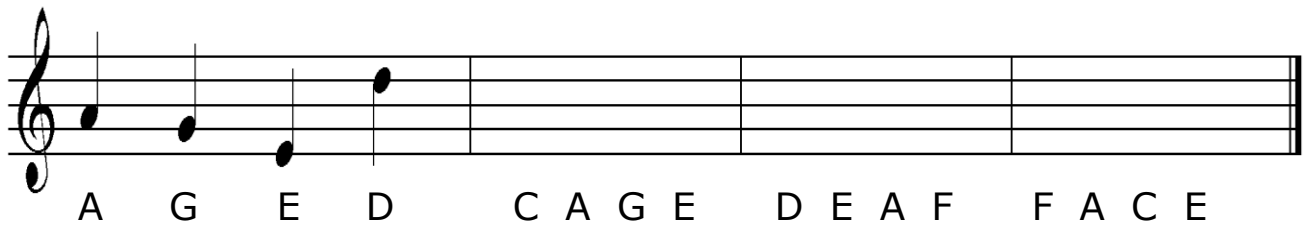
9. A filled-in note with a STEM. **Space 4 = STEM DOWN.**



### TASK 3

Write the following words using notes. The first one has been completed as an example. BE CAREFUL WITH THE STEMS!

EXAMPLE:



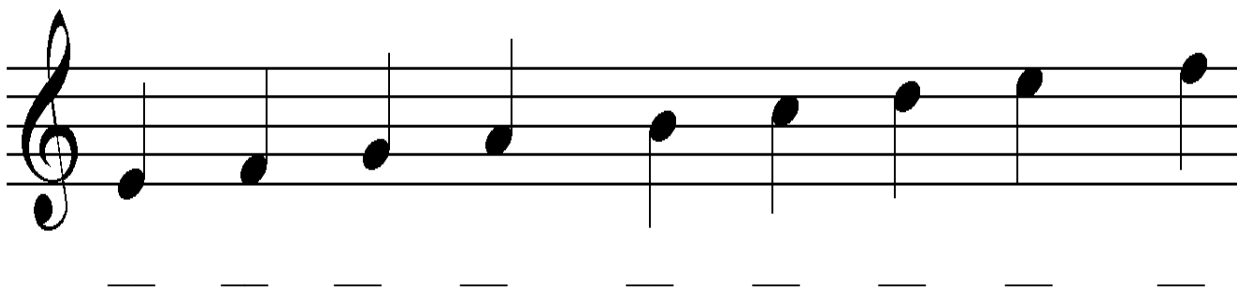


## ASSIGNMENT 2: Moving by STEP or LEAP

When the lines and spaces of the STAVE are used in a LINE-SPACE-LINE-SPACE order, the music is moving by STEP.

If one note is on a line, the next is in a space and so on.

These note are going UP the stave – **ASCENDING**.

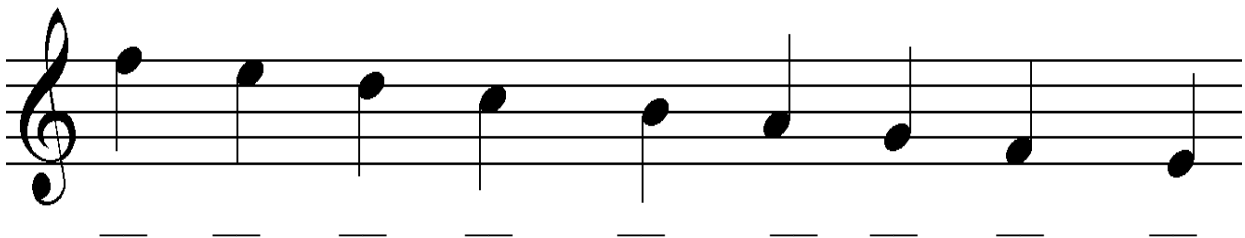


Write the letter name of each note above. Check each note first and decide whether it is on a line or in a space.

REMEMBER THE STEM RULE!

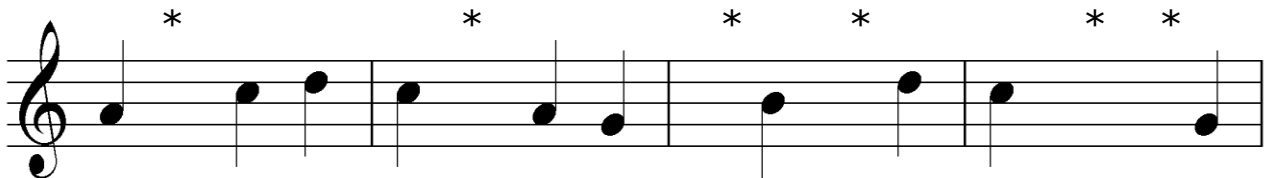
These notes are going DOWN the stave – **DESCENDING**.

Add the note names.



## TASK 4

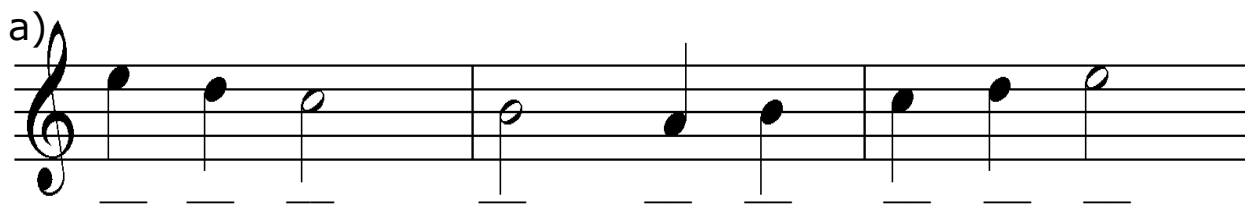
Fill in the missing notes marked \* in the music below to make the music move by STEP.



## S2 ASSESSMENT 1

### Note names and moving by step or leap.

In each of the following tasks, write in the note names and state whether the music is moving mainly by STEP or by LEAP.



In this task, write in the note names and fill in the missing notes to make the music move by STEP. There must be 4 beats per bar.

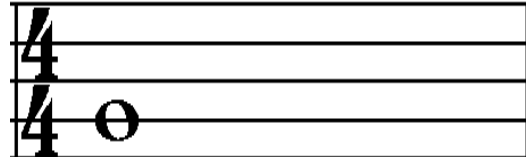


## ASSIGNMENT 3: Note Values

The way notes look tells us how long they should sound for.  
This is the NOTE VALUE.

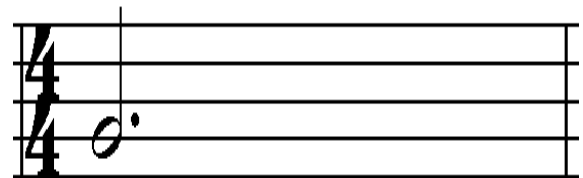
### SEMIBREVE

A round, empty note = **4** beats



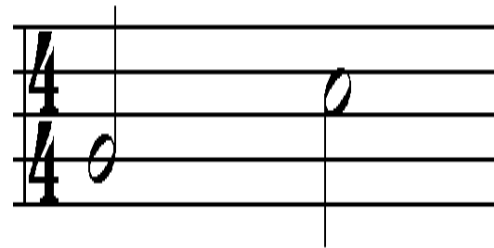
### DOTTED MINIM

An empty DOTTED note  
with a STEM = **3** beats



### MINIM

An empty note  
with a STEM = **2** beats



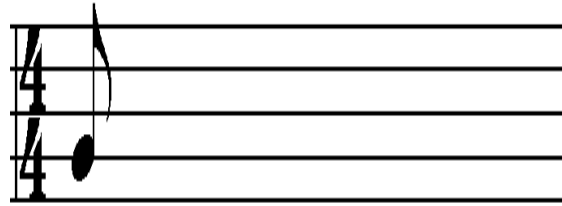
### CROTCHET

A filled-in note  
with a STEM = **1** beat



## QUAVER

A filled-in note with a STEM  
and a TAIL =  $\frac{1}{2}$  beat







When two quavers sit beside  
each other, their tails join  
together. THEY ARE STILL  $\frac{1}{2}$  A  
BEAT EACH.





## TASK 5

Work out the answer to these musical sums by adding and subtracting the note values.




Be sure to write the value below each note.

1.  +  +  +  =


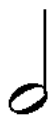


\_\_\_\_\_

2.  -  +  +  =





\_\_\_\_\_

3.  +  -  =

\_\_\_\_\_

4.  +  +  +  =

\_\_\_\_\_

5.  +  +  +  =

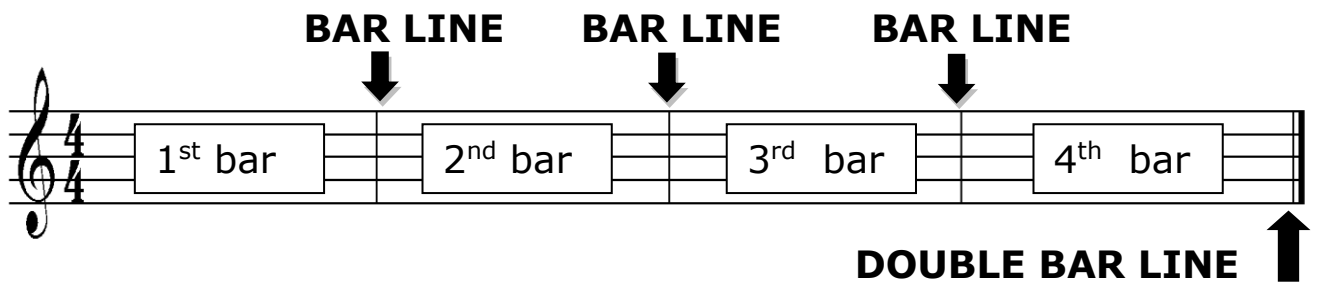
\_\_\_\_\_

## ASSIGNMENT 4: Barlines

Music is split into sections of equal numbers of beats.

These sections are called **BARS** and they are split up by **BAR LINES**.

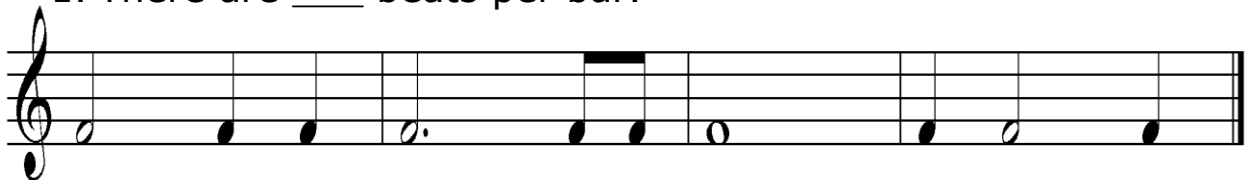
At the end of a piece of music, there is a **DOUBLE BAR LINE**.



### TASK 6

Add up the note values of each bar to find out how many beats are in each bar.

1. There are \_\_\_\_ beats per bar.



2. There are \_\_\_\_ beats per bar.

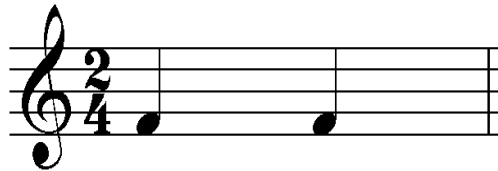


3. There are \_\_\_\_ beats per bar.



## ASSIGNMENT 5: Time Signatures

Look at the numbers which appear at the start of this example. It looks like a fraction, but it's not. It's called a **TIME SIGNATURE**.



TOP number exists to tell us the total number of beats are in each bar.

You need to know these TIME SIGNATURES:



2 beats per bar



3 beats per bar



4 beats per bar

### EXAMPLE 1 – 2 beats per bar



### EXAMPLE 2 – 3 beats per bar



### EXAMPLE 3 – 4 beats per bar





## TASK 7

Check the top number of the TIME SIGNATURE then add the missing barlines. Don't forget the DOUBLE BARLINE at the end.

1. 
2. 
3. 
4. 
5. 
6. 

## TASK 8


Add the note values that are missing where you see \*


Use any line or space to write the missing note but don't forget the direction of the stems!

Check the TIME SIGNATURE first.


2.

A treble clef staff in 2/4 time. The first measure contains a quarter note on G4. The second measure contains a quarter note on A4. The third measure contains a quarter note on B4. The fourth measure contains a quarter note on C5. There are asterisks above the second, third, and fourth measures.

3. 

4. 

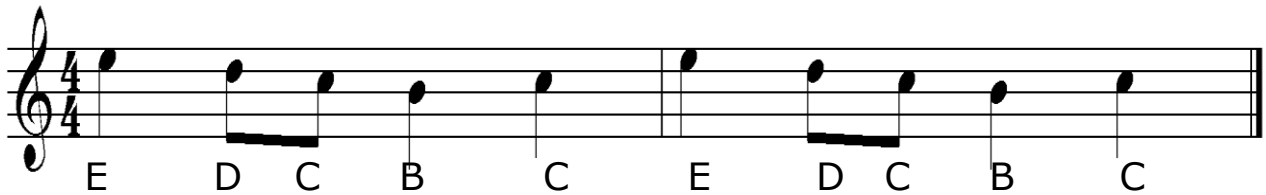
[illegible]

6. 

## ASSIGNMENT 4: Repetition

REPETITION in music means part of the music is repeated. This can happen just once, or many times.

EXAMPLE:



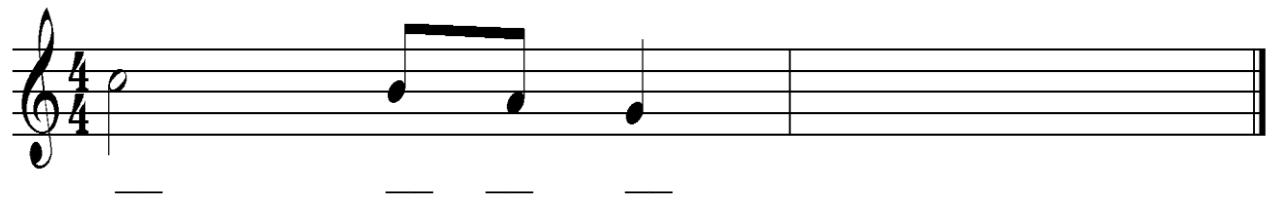
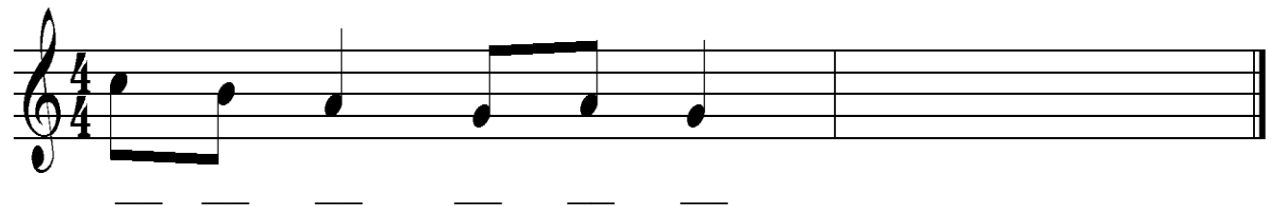
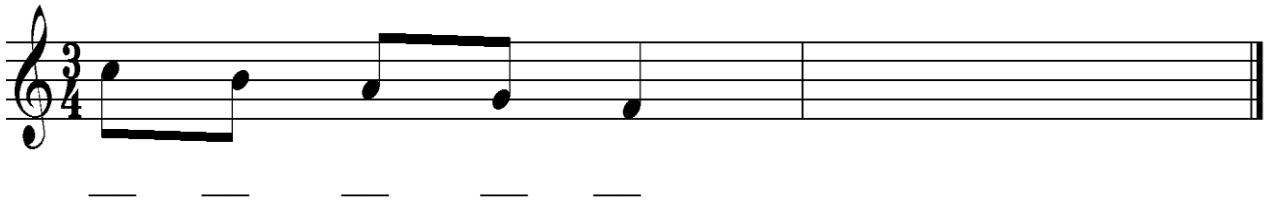
You can see both bars are exactly the same. They are REPEATED.

- Does this example move by STEP or LEAP? \_\_\_\_\_

## TASK 5

Turn each example into REPETITION by copying the bar exactly. Make sure notes are neat and tails point in the right direction.

ADD THE LETTER NAME OF EACH NOTE FIRST.



REPETITION can last for more than one bar. In the following exercises you have to copy BOTH bars.



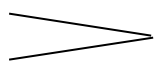
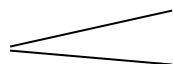
## ASSIGNMENT 5: Dynamics

Dynamics is a word used in music to describe the volume of music.

The volume of music is hardly ever the same all the way through. It usually changes as the music goes along, and musicians have to be able to follow the dynamic instructions as they play.

MEMORISE these words – you will need to know them for performing as well.

<b>ABBREVIATION</b> (initial letters)	<b>WORD</b>	<b>MEANING</b>
<b><i>f</i></b>	<b><i>Forte</i></b> ( <i>sounds like 'forty'</i> )	<b>loudly</b>
<b><i>p</i></b>	<b><i>Piano</i></b>	<b>Softly</b> (quietly)
<b><i>Cres</i></b> or	<b>Crescendo</b>	<b>Gradually getting louder</b>
<b><i>Dim</i></b> or	<b>Diminuendo</b>	<b>Gradually getting softer</b> (quieter)



# How Dynamics Are Used

The abbreviations (initials) are added to music where they need to be obeyed by the performer.

## EXAMPLE

The example shows two staves of music in treble clef with a common time signature (C). The first staff contains 8 measures of music. It begins with a dynamic marking of *p* (piano, softly). The notes are: C, D, E, E, E, D, C, E, E, E, A, G, E, E, D, C, E, D, D, C, D. The second staff begins at measure 5 and contains 8 measures. It starts with a *crescendo* mark (a wedge pointing right) over measures 5 and 6, followed by a dynamic marking of *f* (forte, loud) at the start of measure 7. The notes are: E, E, F, E, D, C, E, G, C', C' D', E' D' C' B, D' C' B, A, G, E, E. The staff ends with a *diminuendo* mark (a wedge pointing left) over the final two measures, followed by a dynamic marking of *p* (piano, softly) at the end. The music concludes with a double bar line and repeat dots (||).

- You can see the music begins ***p*** (softly).
- There are no instructions for the rest of line 1. This means that the ***p*** instruction carries on until a new one appears.
- On the second line (bar 5) there is a ***crescendo*** mark, and the performer should begin to get louder.
- By bar 6, the performer should be ***forte*** (loud).
- In bar 7 there is a ***diminuendo*** mark where the performer has to start getting quieter, ending up ***p*** (soft) at the end.

**NOTE:** what does the double bar-line and the dots mean at the end of this music?

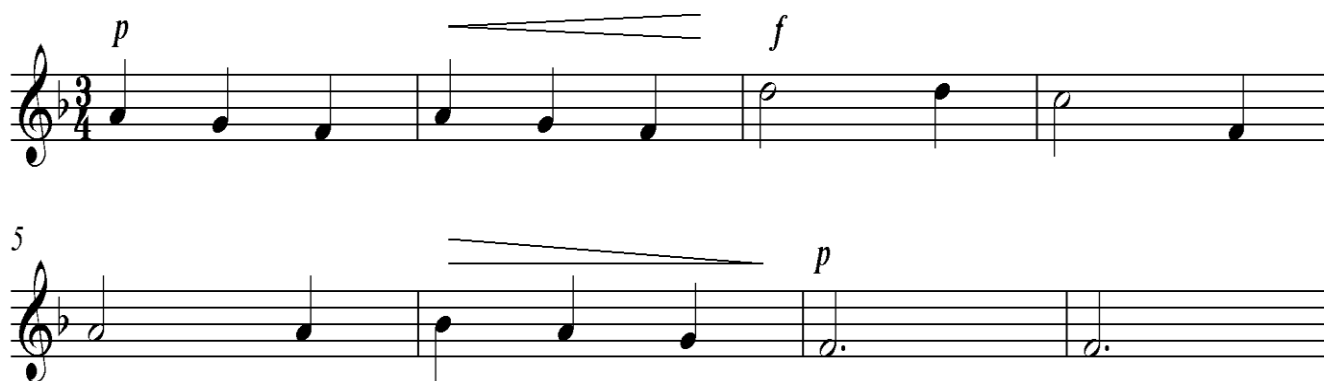
## TASK 6a

5

Add these **DYNAMICS** to the music above:

1. **Bar 1** – begin quietly
2. **Bar 1** – start getting gradually louder
3. **Bar 2** – the last note should be loud
4. **Bar 3** – start getting gradually softer
5. **Bar 5** – begin quietly
6. **Bar 5** – start getting gradually louder and carry this on over bars 6 and 7
7. **Bar 8** – play loudly

## TASK 6b



Answer these questions by studying the above music:

1. What bar numbers are asked to play softly?

Answer: \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_

2. What bar number is asked to gradually grow louder?

Answer: \_\_\_\_\_

3. What bar number is asked to gradually grow softer?

Answer: \_\_\_\_\_

4. Bar 5 has no marking. How should it be played?

Answer: \_\_\_\_\_

5. How many beats are in each bar? \_\_\_\_\_

6. Add note names below each note in the example.