



# TONIC SOL-FA

4. Fill in the missing tonic sol-fa syllables and circle the correct arrow to show if they are ascending or descending.

- a) do re mi fa so la       ↑    ↓
- b) \_\_\_\_\_ fa so \_\_\_\_\_      ↑    ↓
- c) \_\_\_\_\_ \_\_\_\_\_ mi \_\_\_\_\_ do      ↑    ↓
- d) do' \_\_\_\_\_ la \_\_\_\_\_      ↑    ↓
- e) \_\_\_\_\_ mi \_\_\_\_\_ la \_\_\_\_\_      ↑    ↓
- f) \_\_\_\_\_ fa \_\_\_\_\_ do      ↑    ↓
- g) ti \_\_\_\_\_ \_\_\_\_\_ mi \_\_\_\_\_      ↑    ↓

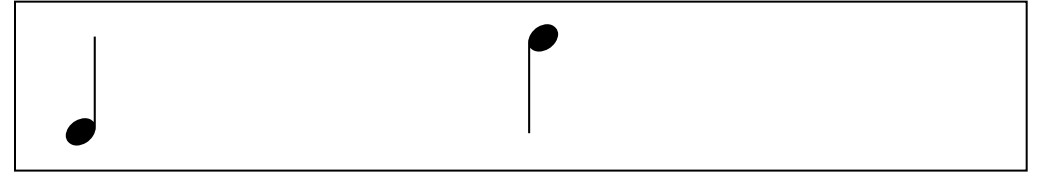
# LEARNING RHYTHM



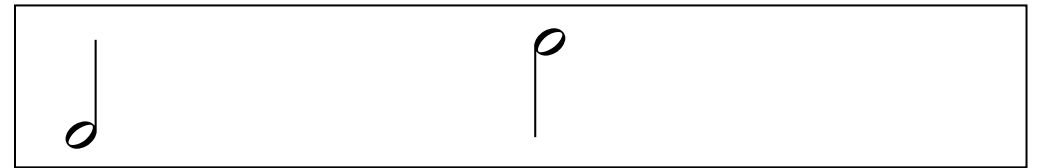
1. Write the number of beats each note receives.

- a) = \_\_\_\_\_
- b) = \_\_\_\_\_
- c) = \_\_\_\_\_
- d) = \_\_\_\_\_

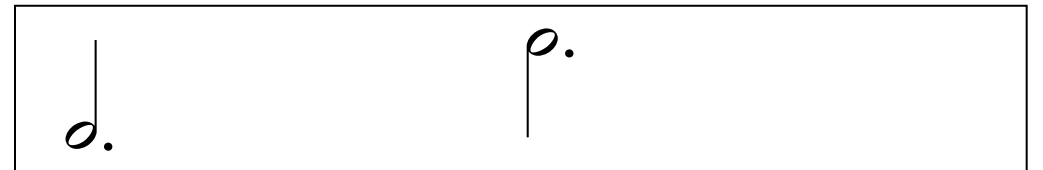
2. a) Practice drawing quarter notes.



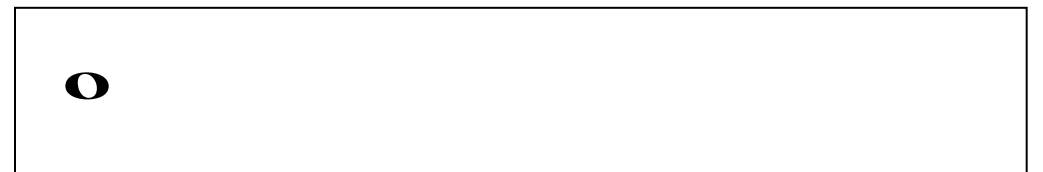
b) Practice drawing half notes.



c) Practice drawing dotted half notes.




d) Practice drawing whole notes.






# LEARNING RHYTHM

3. Write the counts below each note.

a)   
 1    1    1    1-2-3    1-2    1

b) 

4. Draw the correct notes above the counts.

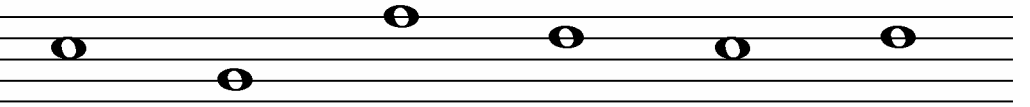
a)   
 1-2            1-2            1            1-2-3

b) 1-2-3-4            1            1            1-2

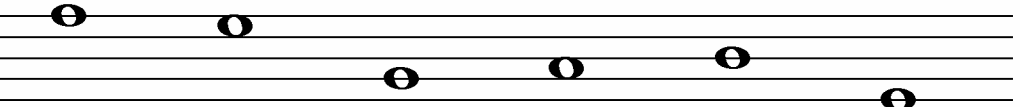
# THE STAFF



1. Identify each note as a line note (L) or a space note (S).

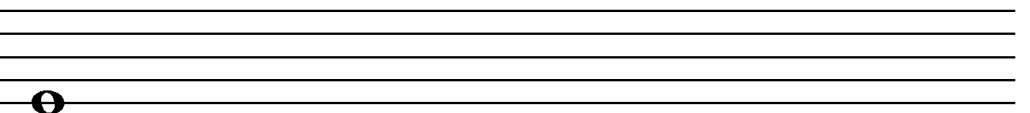


S    \_\_\_\_\_



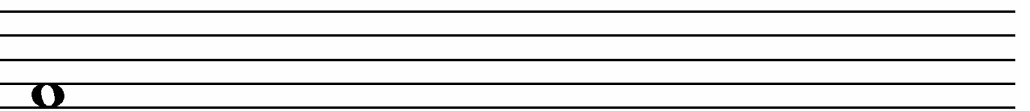
\_\_\_\_\_

2. a) Draw whole notes on the lines indicated.



1    5    3    4    2    5    1    3

b) Draw whole notes in the spaces indicated.



1    2    3    4    2    4    1    3