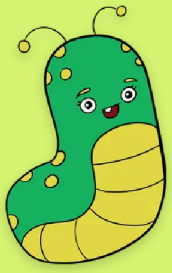
MUSIC THEORY · THE STAFF AND MUSIC SYMBOLS · GRADES K–1

Number the Lines and Spaces

A staff has five lines and four spaces. Number them from the bottom to the top, then fill in the facts.

Name: _____ **Date:** _____



Music is written on a **staff**. We count the lines and the spaces from the **bottom** to the top, like climbing a ladder.

Write 1, 2, 3, 4, 5 in the boxes for the lines. Write 1, 2, 3, 4 in the boxes for the spaces. Start at the bottom!

Lines		Spaces
☐		
☐		☐
☐		☐
☐		☐
☐		☐

Word bank

4 · 5 · bottom · top

Use the word bank to finish each sentence.

1. A staff has _____ lines.
2. A staff has _____ spaces.
3. Line 1 is at the _____ of the staff.
4. Line 5 is at the _____ of the staff.

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MUSIC THEORY · THE STAFF AND MUSIC SYMBOLS · GRADES K–2

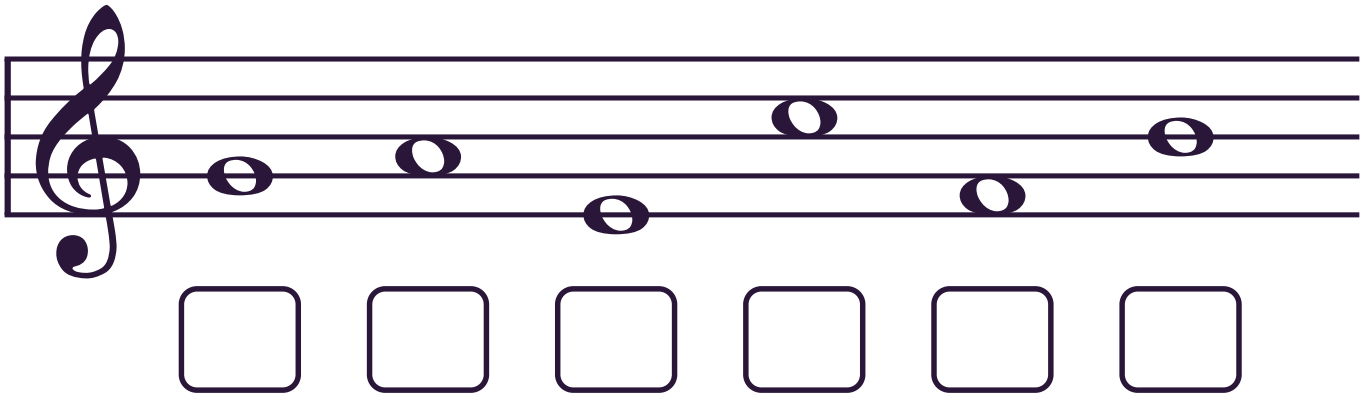
Line Note or Space Note?

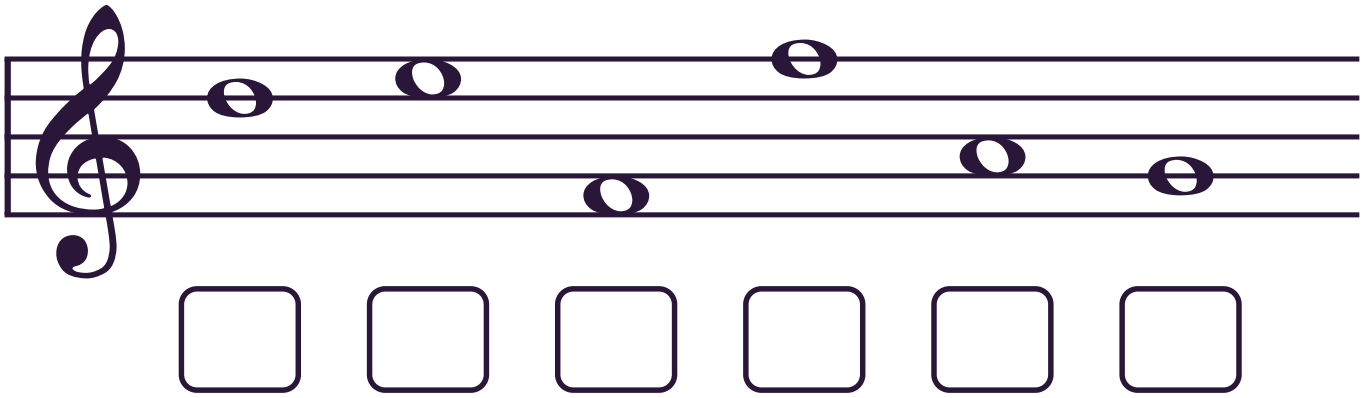
A line note has a line running through it. A space note sits between two lines. Write L or S under each note.

Name: _____ **Date:** _____



Write L for a line note or S for a space note.





Draw 3 line notes.

Draw 3 space notes.

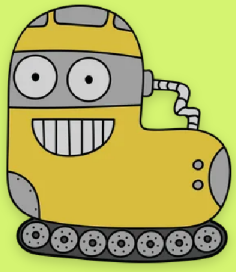
Art © Kevin Coulston

MUSIC THEORY · THE STAFF AND MUSIC SYMBOLS · GRADES 1–2

Label a Line of Music

Use the word bank to name six parts of a line of music, from the treble clef to the final bar line.
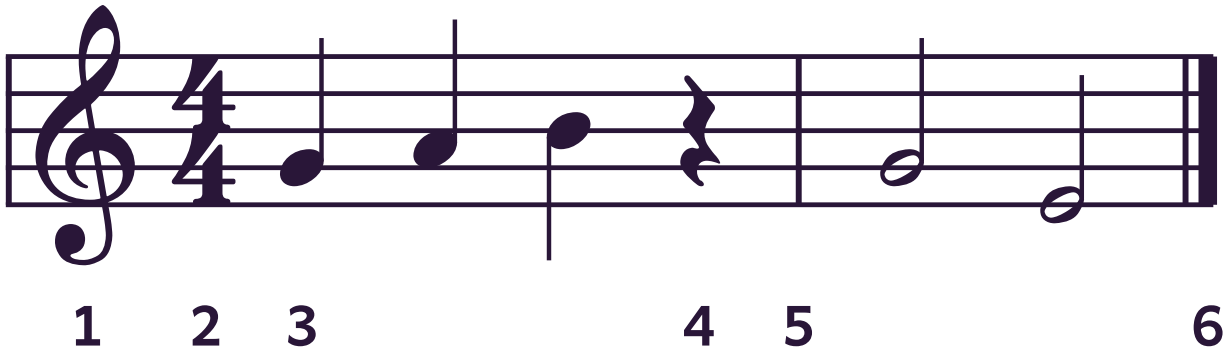
Name: _____ **Date:** _____



Word bank

bar line | quarter rest | treble clef | final bar line | quarter note | time signature

Each number points to one part of the music.



Write the name of each part.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

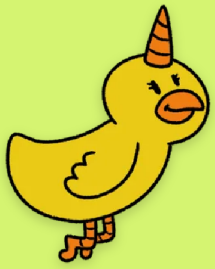
Art © Kevin Coulston

MUSIC THEORY · THE STAFF AND MUSIC SYMBOLS · GRADES 1–2

First Music Symbols Match

Draw a line from each music symbol to its name.

Name: _____ **Date:** _____



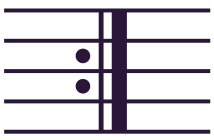












- bar line
- treble clef
- repeat sign
- bass clef
- time signature
- final bar line

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MUSIC THEORY · THE STAFF AND MUSIC SYMBOLS · GRADES 1–2

Count the Measures

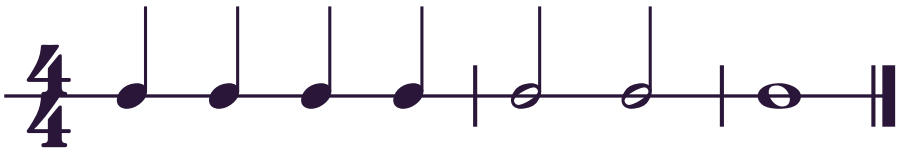
Bar lines split music into measures. Count the measures in each line and write the number.



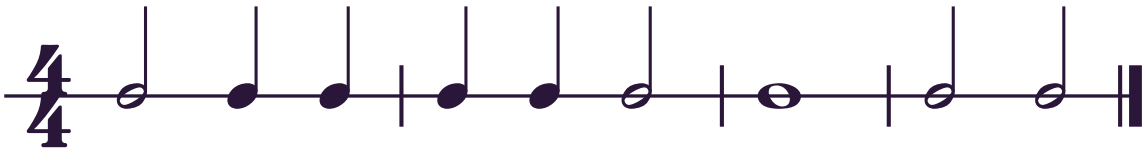
Name: _____ **Date:** _____

A **measure** is the space between two bar lines. The thick **final bar line** ends the last measure.

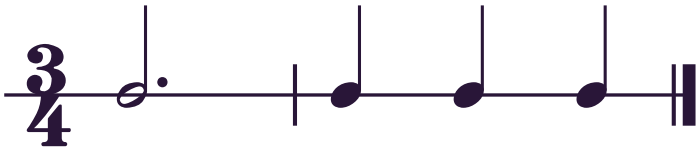
How many measures are in each line?



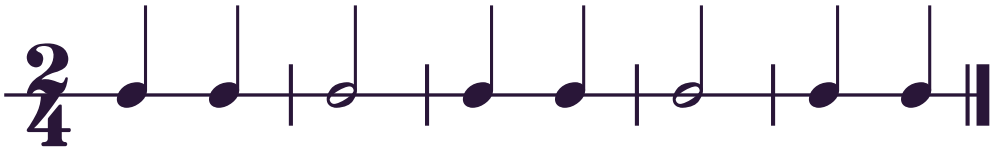
Measures ☐



Measures ☐



Measures ☐



Measures ☐

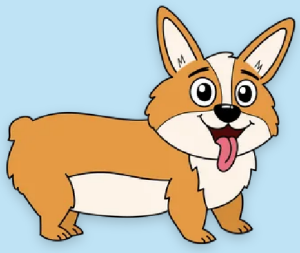
Art © Kevin Coulston

MUSIC THEORY · NOTE VALUES · GRADES K–1

Meet the Notes

Trace the name of each note, then clap and count its beats out loud.

Name: _____ **Date:** _____



Trace the name. Clap once and count the beats out loud.



whole note

4 beats: clap and count 1, 2, 3, 4



half note

2 beats: clap and count 1, 2



quarter note

1 beat: clap and say 1



eighth notes

Two eighth notes fit in 1 beat

Now draw each note yourself.

whole note | **half note** | **quarter note** | **eighth notes**

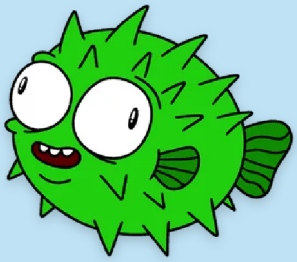
Art © Kevin Coulston

MUSIC THEORY · NOTE VALUES · GRADES K–2

Note Names Match

Draw a line from each note to its name.

Name: _____ **Date:** _____





- quarter note



- two eighth notes



- whole note



- dotted half note



- half note



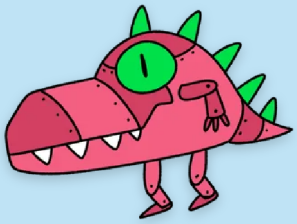
- eighth note

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MUSIC THEORY · NOTE VALUES · GRADES 1–3

How Many Beats?

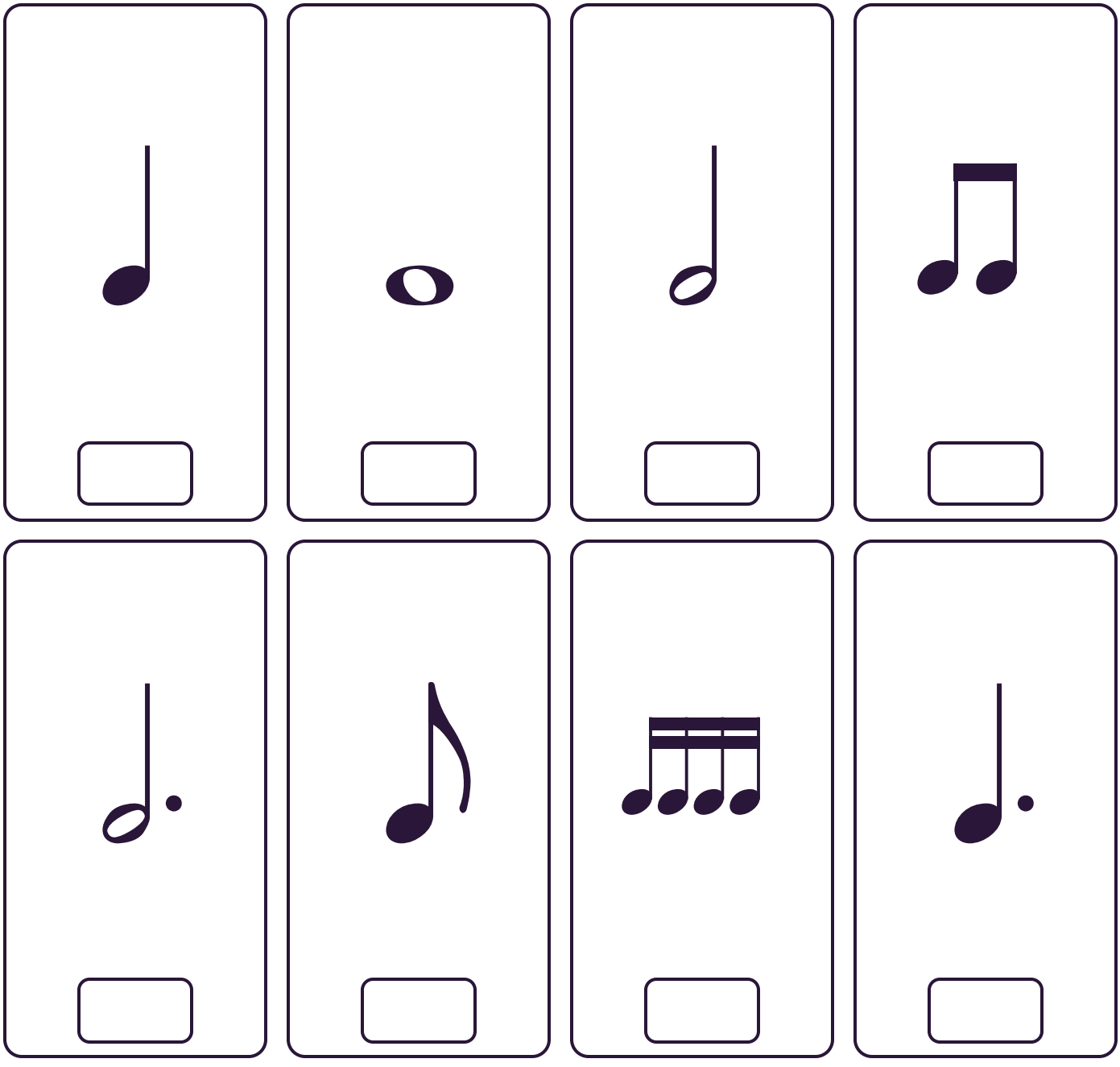
Write how many beats each note gets when a quarter note gets one beat.



Name: _____ **Date:** _____

A **dot** after a note adds half of the note's beats. A half note gets 2 beats, so a dotted half note gets 2 + 1 = 3 beats.

How many beats? Write the number in the box.



Art © Kevin Coulston

MUSIC THEORY · NOTE VALUES · GRADES 2–3

Note Math

Add the beats of the notes and write the total. A quarter note gets one beat.

Name: _____ **Date:** _____



Add the beats. Write the total number of beats in the box.

1. ♩ + ♩ = ☐

2. 𝅗𝅥 + ♩ = ☐

3. 𝅗𝅥 + 𝅗𝅥 = ☐

4. 𝅝 + 𝅗𝅥 = ☐

5. ♩ + ♩ + 𝅗𝅥 = ☐

6. ♫ + ♩ = ☐

7. 𝅗𝅥. + ♩ = ☐

8. 𝅝 + 𝅝 = ☐

9. 𝅗𝅥 + ♫ = ☐

10. 𝅗𝅥. + ♩ = ☐

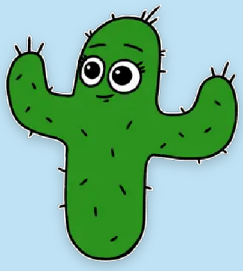
Art © Kevin Coulston

MUSIC THEORY · NOTE VALUES · GRADES 2–3

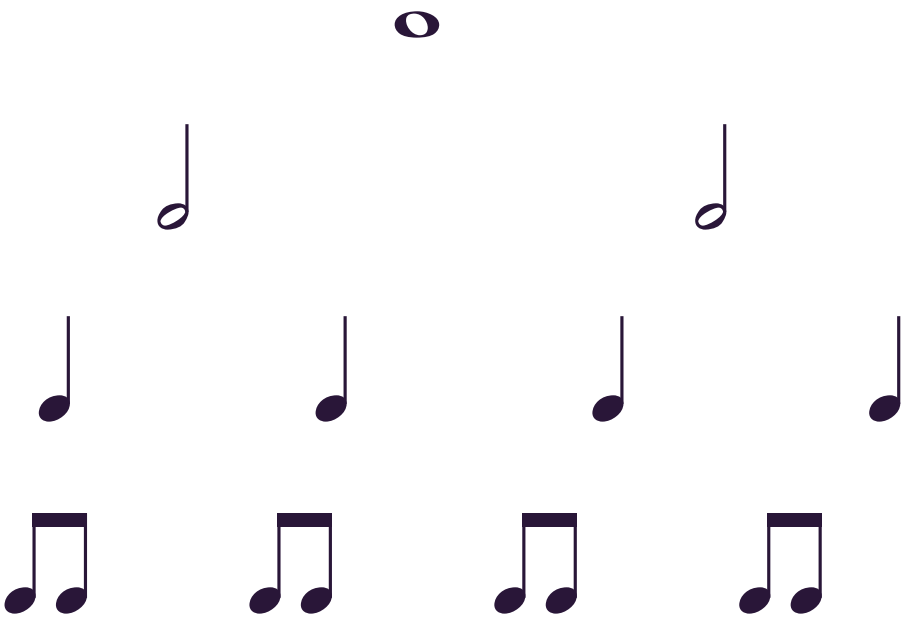
The Note Value Tree

Each row of the tree lasts four beats. Count the notes in every row, then finish the sentences.

Name: _____ **Date:** _____



How many notes are in each row? Every row lasts 4 beats.



Whole notes ☐

Half notes ☐

Quarter notes ☐

Eighth notes ☐

Use the tree to finish each sentence with a number.

1. 1 whole note lasts as long as _____ half notes.
2. 1 half note lasts as long as _____ quarter notes.
3. 1 quarter note lasts as long as _____ eighth notes.
4. 1 whole note lasts as long as _____ quarter notes.
5. 1 whole note lasts as long as _____ eighth notes.

Art © Kevin Coulston

MUSIC THEORY · RESTS · GRADES 1–2

Meet the Rests Match

A rest is a beat of silence. Draw a line from each rest to its name.

Name: _____ **Date:** _____



Tip: the **whole rest** hangs under a line. The **half rest** sits on top of a line.



quarter rest



whole rest



eighth rest



half rest

Art © Kevin Coulston

MUSIC THEORY · RESTS · GRADES 1–3

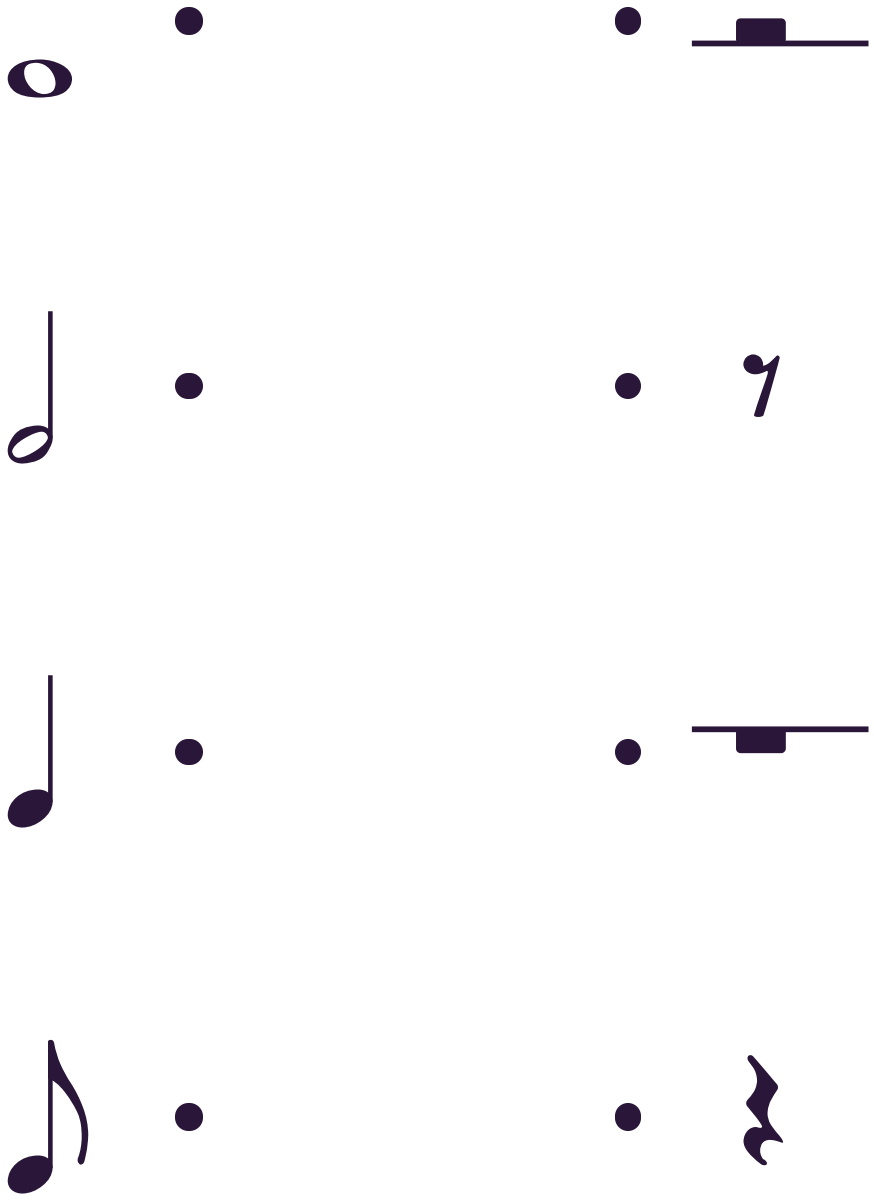
Note and Rest Partners

Every note has a rest that lasts just as long. Draw a line from each note to its partner rest.

Name: _____ **Date:** _____



A note and its partner rest last the same number of beats.



Art © Kevin Coulston

MUSIC THEORY · RESTS · GRADES 2–3

Beats of Silence

Write how many beats of silence each rest gets when a quarter rest gets one beat.



Name: _____ **Date:** _____

A dot works on rests too: it adds half of the rest's beats. Two rests side by side add together.

How many beats of silence? Write the number in the box.







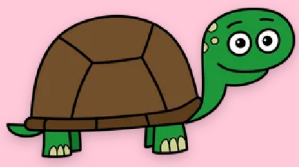



Art © Kevin Coulston

MUSIC THEORY · RESTS · GRADES 2–3

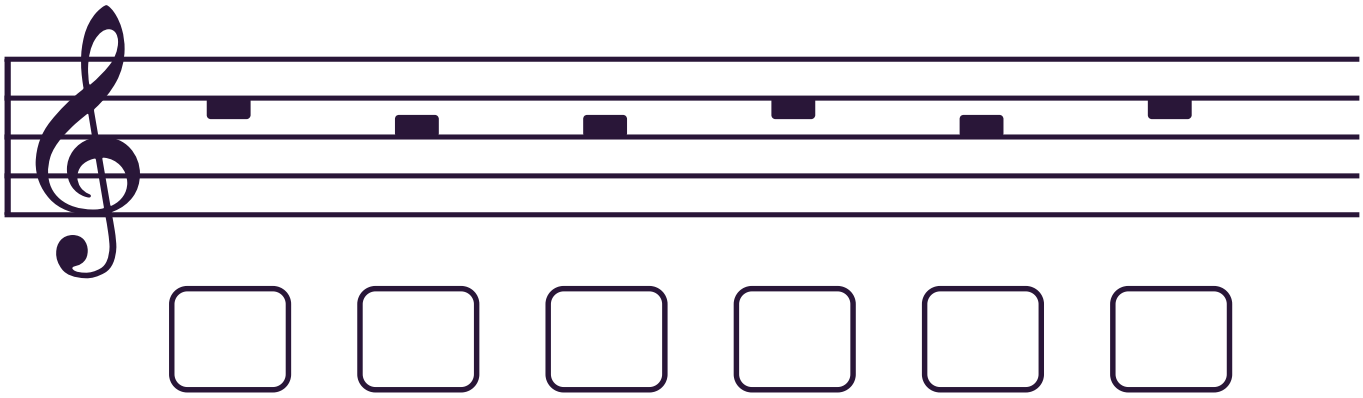
Whole Rest or Half Rest?

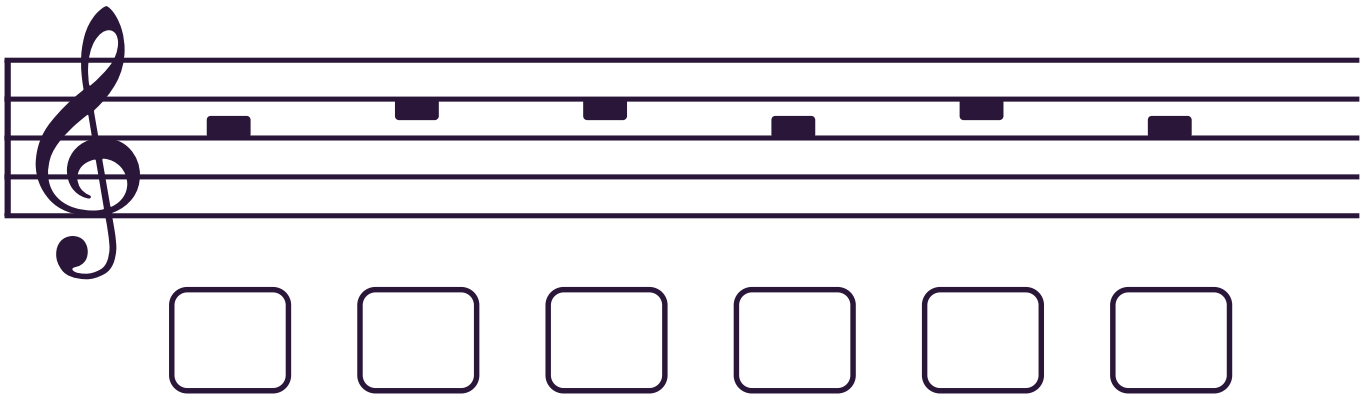
A whole rest hangs under the line like a hole. A half rest sits on the line like a hat. Write W or H under each rest.



Name: _____ **Date:** _____

Write W for a whole rest or H for a half rest.





Finish each sentence with a number.

1. A whole rest gets _____ beats of silence.

2. A half rest gets _____ beats of silence.

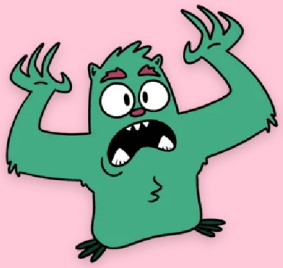
3. Two half rests last as long as _____ whole rest.

Art © Kevin Coulston

MUSIC THEORY · RESTS · GRADES 3–4

Note and Rest Math

Add the beats of the notes and the rests and write the total. A quarter note gets one beat.



Name: _____ **Date:** _____

Add the beats of sound and the beats of silence. Write the total number of beats in the box.

1. ♩ + 𝄽 = ☐

2. 𝅗𝅥 + 𝄻 = ☐

3. 𝄻 + ♩ = ☐

4. 𝅗𝅥 + 𝄽 + ♩ = ☐

5. 𝄻 + 𝄽 = ☐

6. ♫ + 𝄽 = ☐

7. 𝅗𝅥. + 𝄽 = ☐

8. 𝄻 + 𝄻 = ☐

9. ♪ + 𝄾 = ☐

10. 𝅝 + 𝄻 = ☐

Art © Kevin Coulston

MUSIC THEORY · RHYTHM AND COUNTING · GRADES K–1

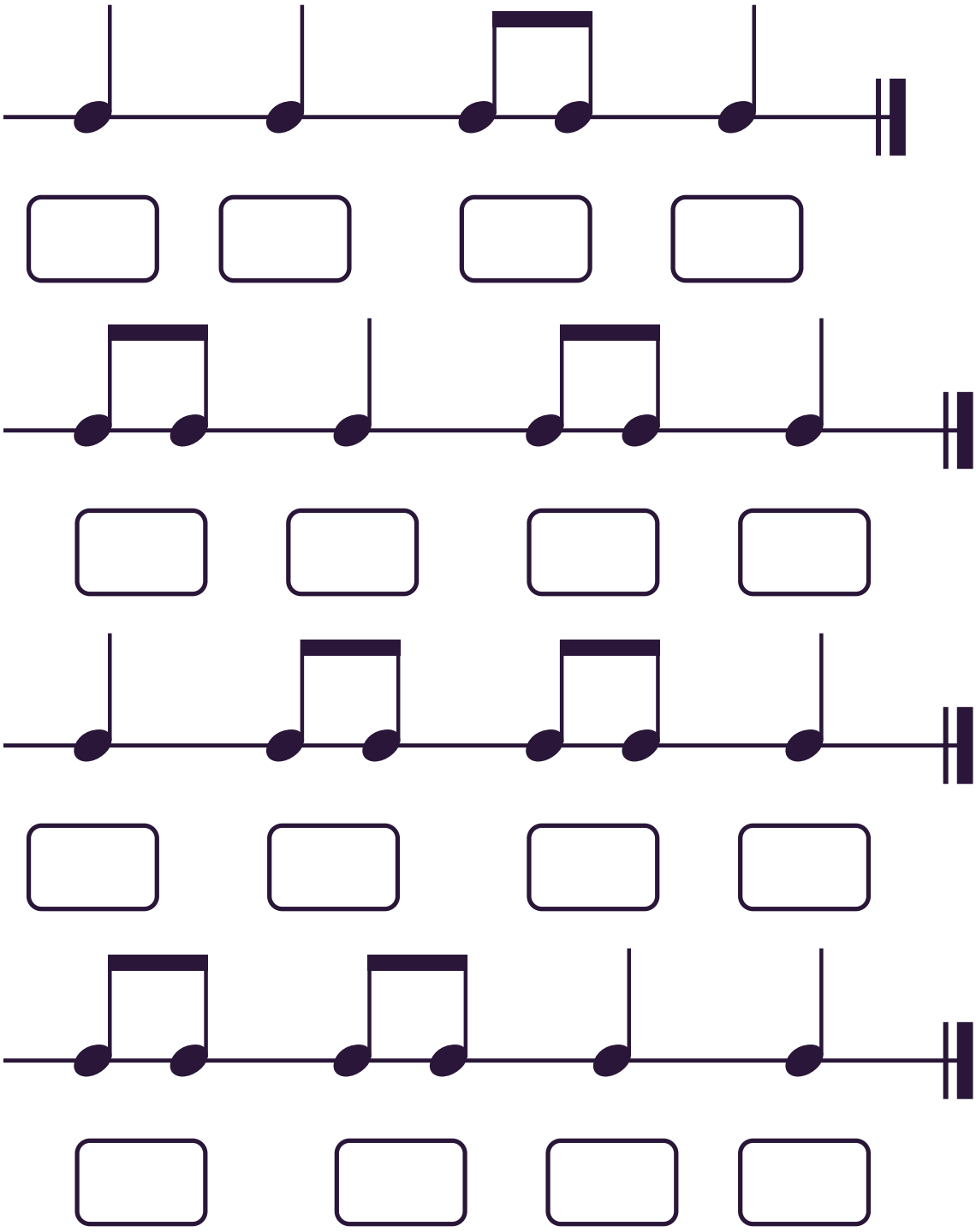
Clap and Say Ta and Ti-Ti

A quarter note says ta. Two eighth notes say ti-ti. Write ta or ti-ti under each beat, then clap the line.

Name: _____ **Date:** _____



Write ta or ti-ti in each box. Then clap and say the line.



Art © Kevin Coulston

MUSIC THEORY · RHYTHM AND COUNTING · GRADES 2–3

Count the Rhythm

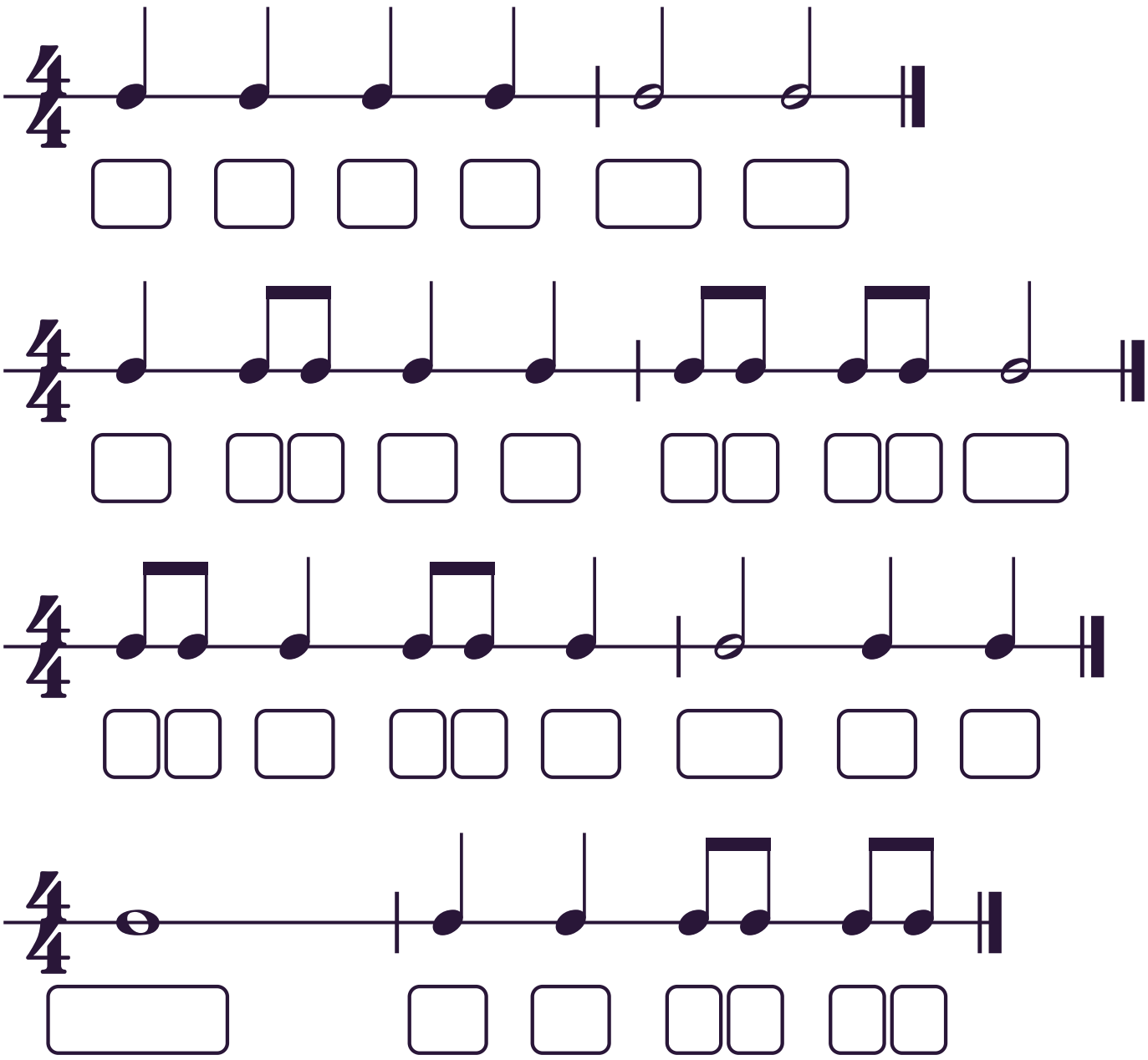
Write the counts under the notes. Use 1, 2, 3 and 4 for the beats and + for the eighth note in between.



Name: _____ **Date:** _____

In 4/4 time there are four beats in a measure: **1, 2, 3, 4**. Two eighth notes share one beat, so count them **1 +** (say "one and"). A half note gets two counts, like **1 2**.

Write the counts in the boxes.



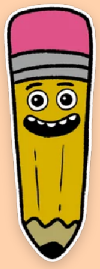
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MUSIC THEORY · RHYTHM AND COUNTING · GRADES 2–4

Draw the Bar Lines

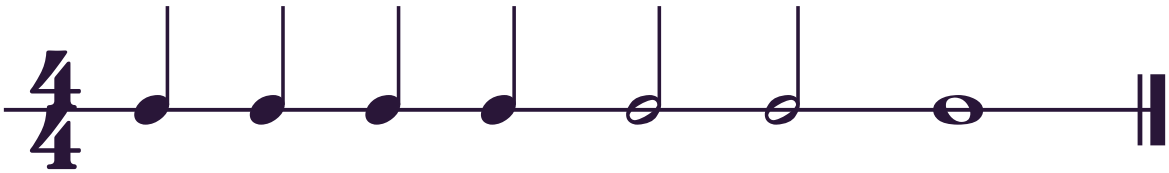
Look at the time signature. Draw a bar line every time a measure is full.

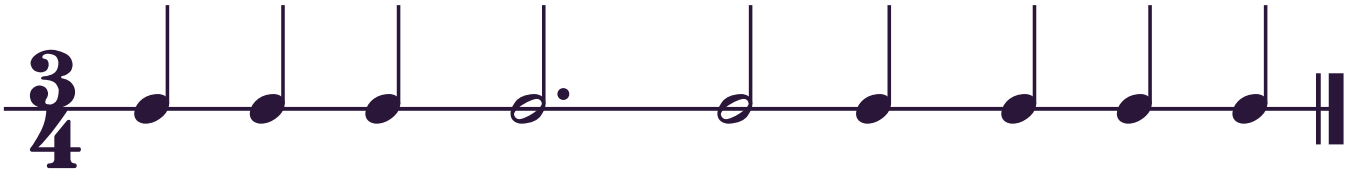
Name: _____ **Date:** _____

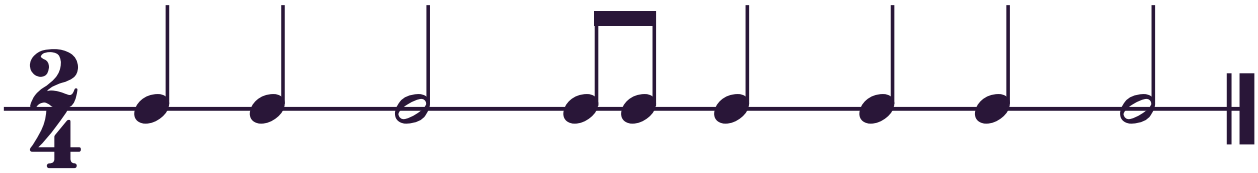


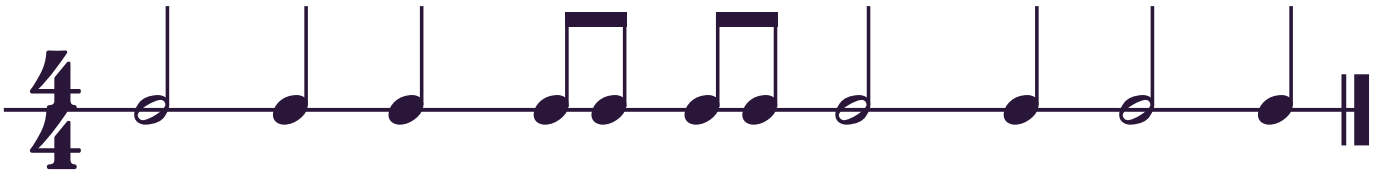
The **top number** of the time signature tells how many beats fill one measure. The final bar line is already drawn.

Count the beats and draw the missing bar lines.









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MUSIC THEORY · RHYTHM AND COUNTING · GRADES 2–4

Finish the Measure

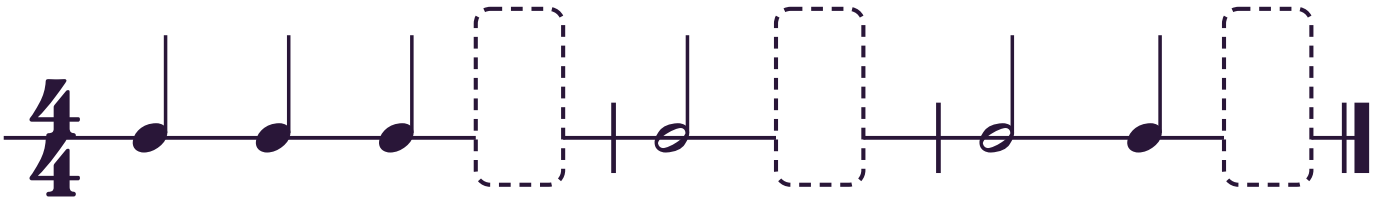


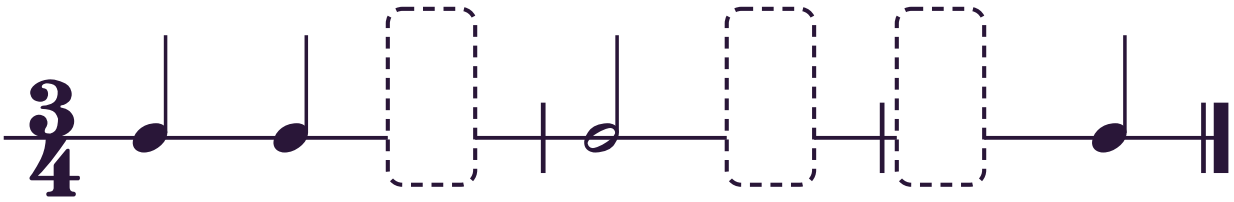
One note is missing from every measure. Draw one note in each box to fill the measure.

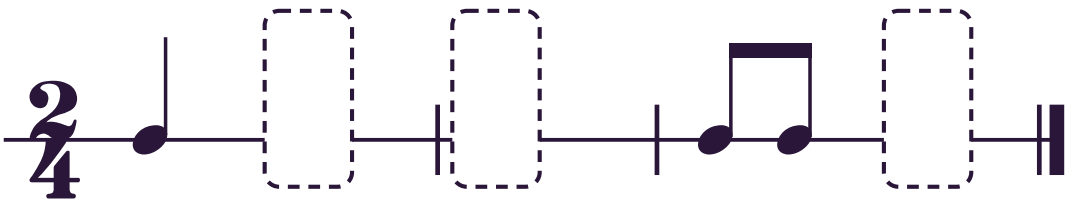
Name: _____ **Date:** _____

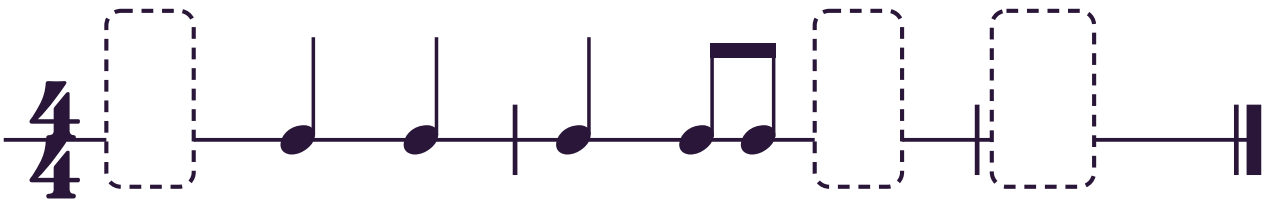
Choose from a **quarter note** (1 beat), a **half note** (2 beats) and a **whole note** (4 beats).

Draw one note in each box so the measure has the right number of beats.









Art © Kevin Coulston

MUSIC THEORY · RHYTHM AND COUNTING · GRADES 3–5

Time Signature Detective

Count the beats in each measure and write the missing top number of the time signature.

Name: _____ **Date:** _____



Each card is one measure. How many beats does it have? Write the top number.



? over 4 ☐



? over 4 ☐



? over 4 ☐



? over 4 ☐



? over 4 ☐



? over 4 ☐



? over 4 ☐



? over 4 ☐

Circle the right answer.

The top number of a time signature tells you

how many beats are in a measure **how fast to play**

A bottom number of 4 means that

there are four measures **a quarter note gets one beat**

A waltz has three beats in every measure. Its time signature is

2 over 4 **3 over 4**

Art © Kevin Coulston

MUSIC THEORY · TREBLE CLEF NOTE NAMES · GRADES 2–3

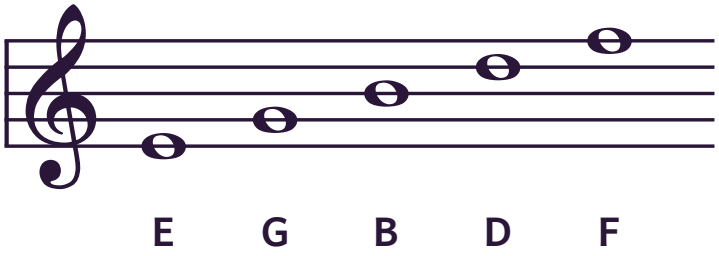
Treble Clef Line Notes

The five lines of the treble staff are E, G, B, D and F from the bottom up.
Write the name of each line note.

Name: _____ **Date:** _____



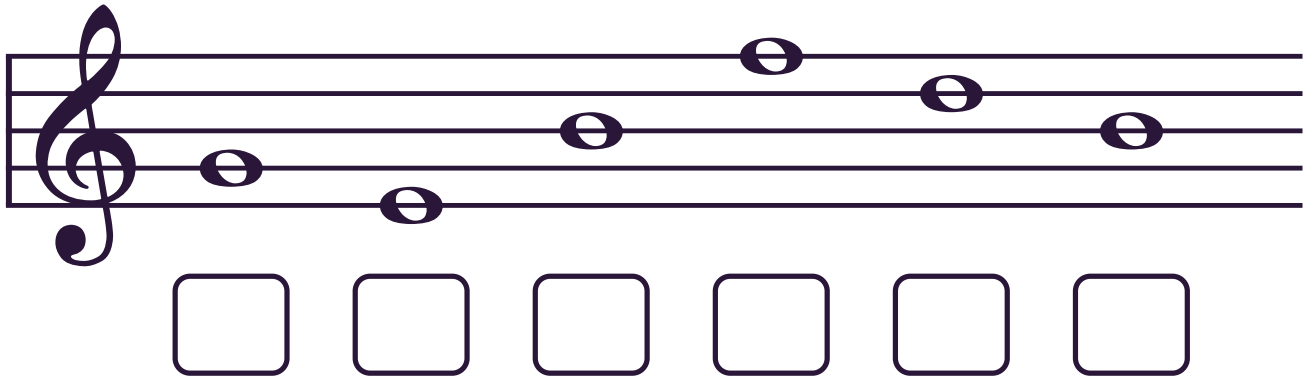
The line notes, from the bottom line up:

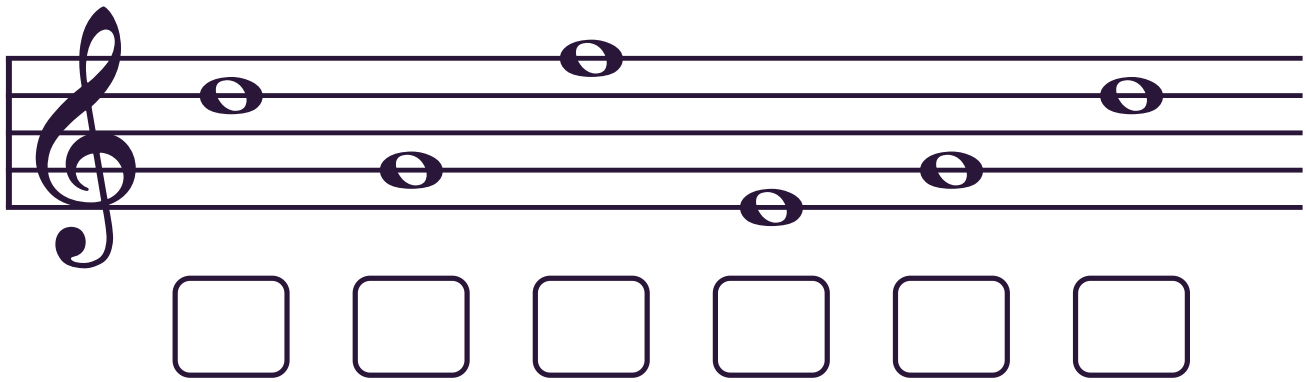


A saying helps you remember them:
Every **G**ood **B**ird **D**oes **F**ly.

Make up your own saying for E G B D F and write it on the back.

Write the letter name of each line note.





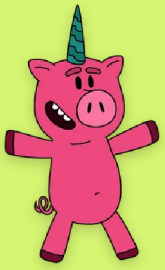
Art © Kevin Coulston

MUSIC THEORY · TREBLE CLEF NOTE NAMES · GRADES 2–3

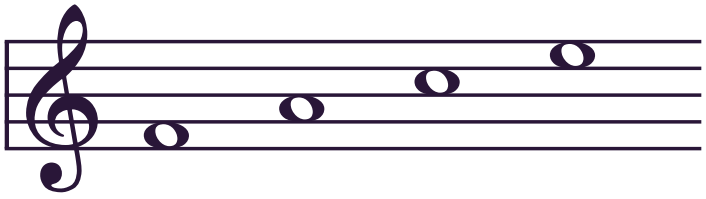
Treble Clef Space Notes

The four spaces of the treble staff spell F A C E from the bottom up. Write the name of each space note.

Name: _____ **Date:** _____



The space notes, from the bottom space up:

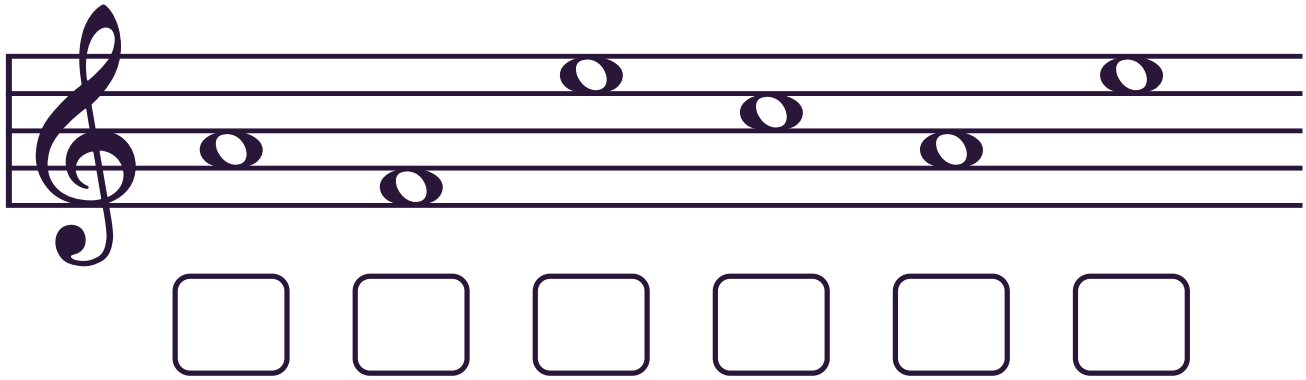


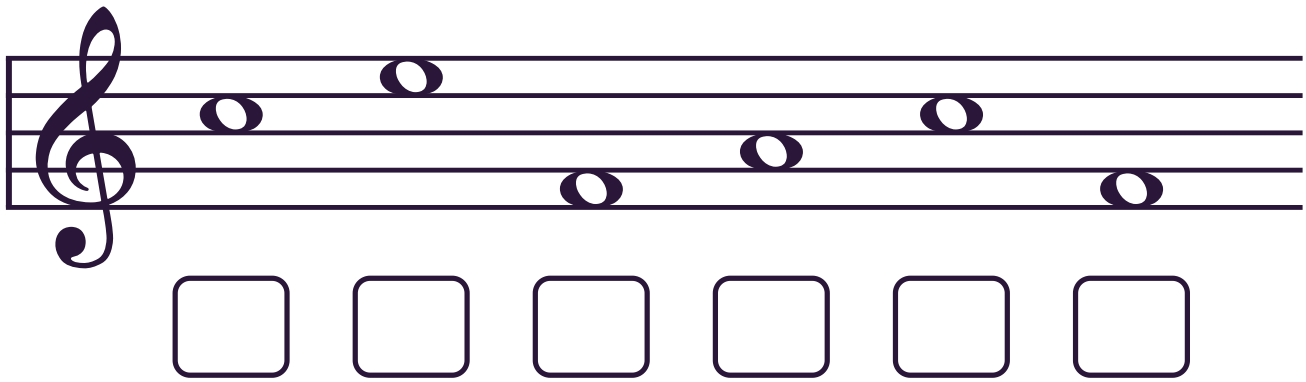
F A C E

The four spaces spell a word:
F A C E

Remember: the notes in the spaces spell FACE.

Write the letter name of each space note.



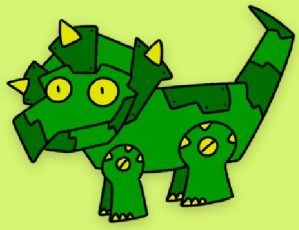


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MUSIC THEORY · TREBLE CLEF NOTE NAMES · GRADES 3–4

Name the Treble Clef Notes

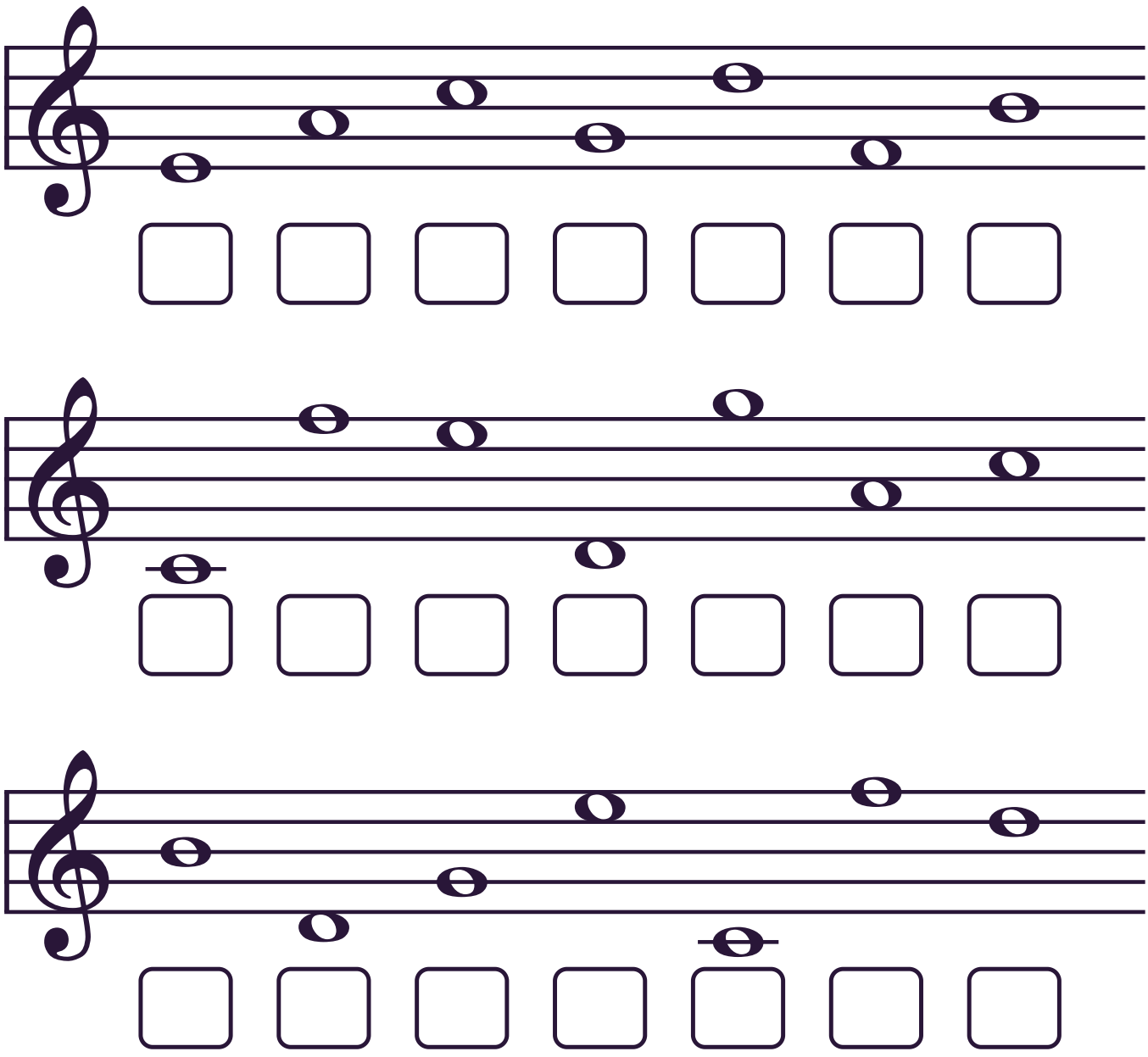
Line notes and space notes are mixed together. Write the letter name under each note.



Name: _____ **Date:** _____

Lines: **E G B D F**. Spaces: **F A C E**. The note on its own little line under the staff is **middle C**, the D just above it hangs under the bottom line, and G sits on top of the staff.

Write the letter name of each note.



Art © Kevin Coulston

MUSIC THEORY · TREBLE CLEF NOTE NAMES · GRADES 3–5

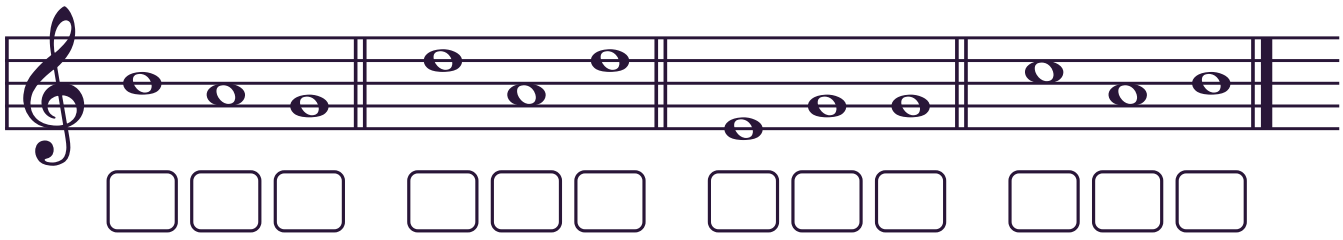
Spell Words with Notes

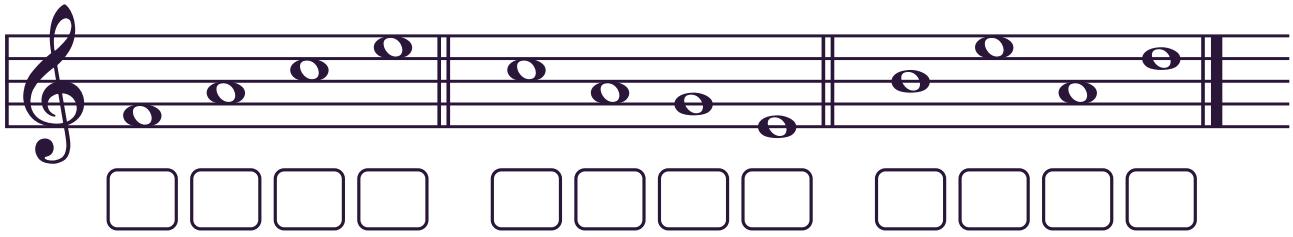
Each group of notes spells a word. Write the note names to read it.

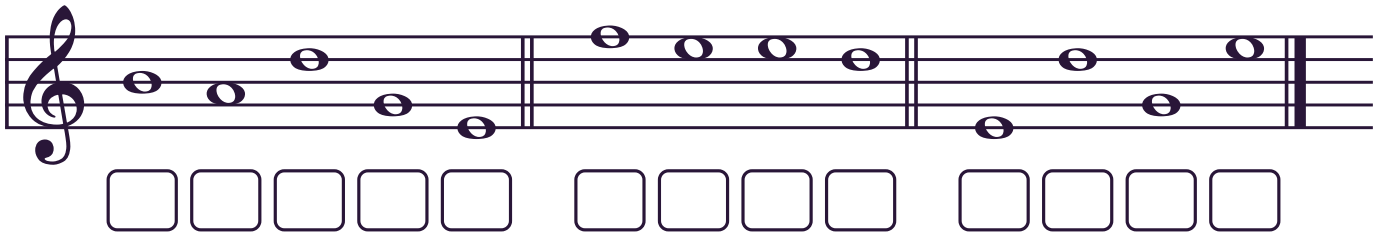
Name: _____ **Date:** _____

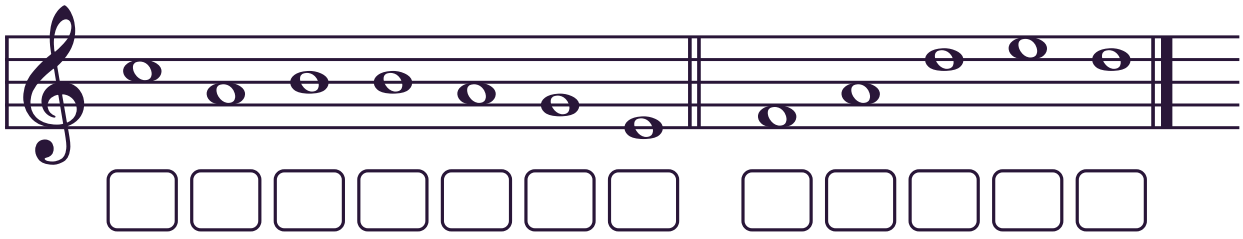


Write the letter name under each note. What words do the notes spell?









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MUSIC THEORY · TREBLE CLEF NOTE NAMES · GRADES 3–5

Draw the Treble Clef Notes

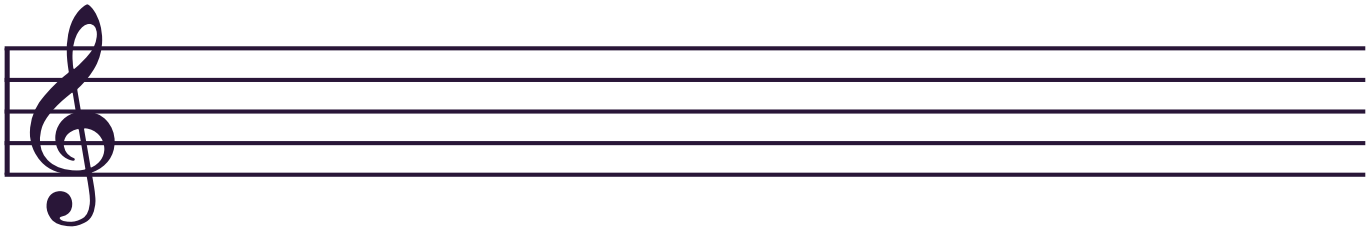
Draw a whole note on the staff above each letter. Check if it belongs on a line or in a space.

Name: _____ **Date:** _____



A **whole note** is an empty oval. Some letters have two places on the staff, so each box tells you to use a **line** or a **space**.

Draw a whole note for each letter.



G line A space B line C space E line F space



D line E space F line A space G line C space



B line F space E line D line E space F line

Art © Kevin Coulston

MUSIC THEORY · PIANO KEYS AND BASS CLEF · GRADES 3–4

Find Every C on the Piano

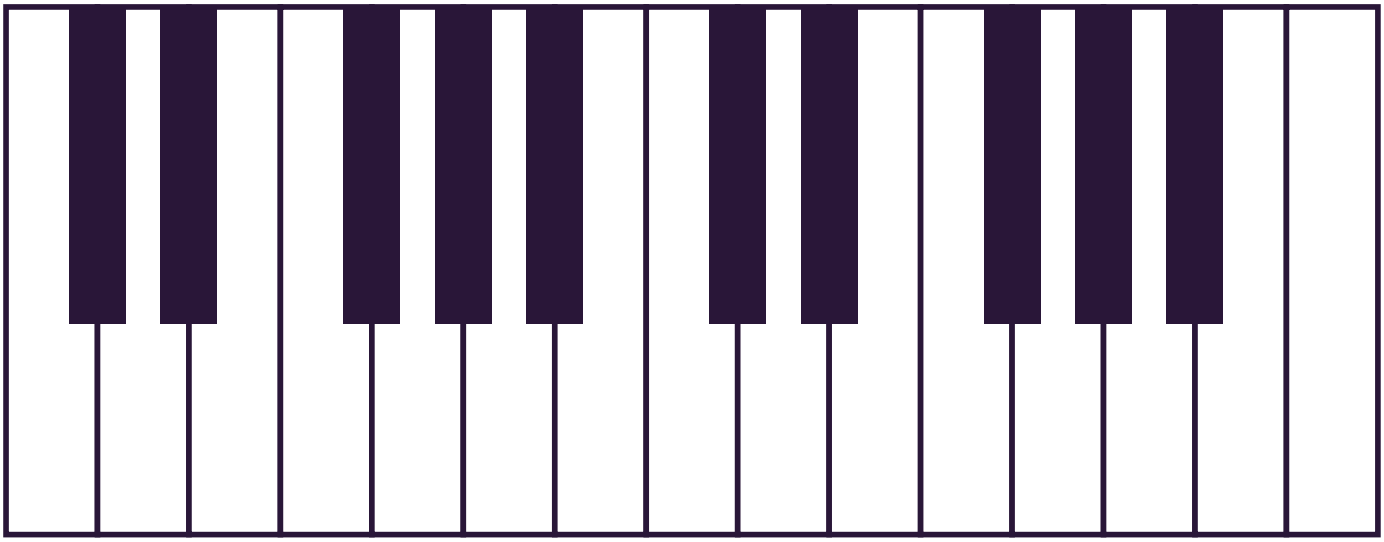
C is the white key just to the left of every group of two black keys. Write C on every C, then find D and E.

Name: _____ **Date:** _____

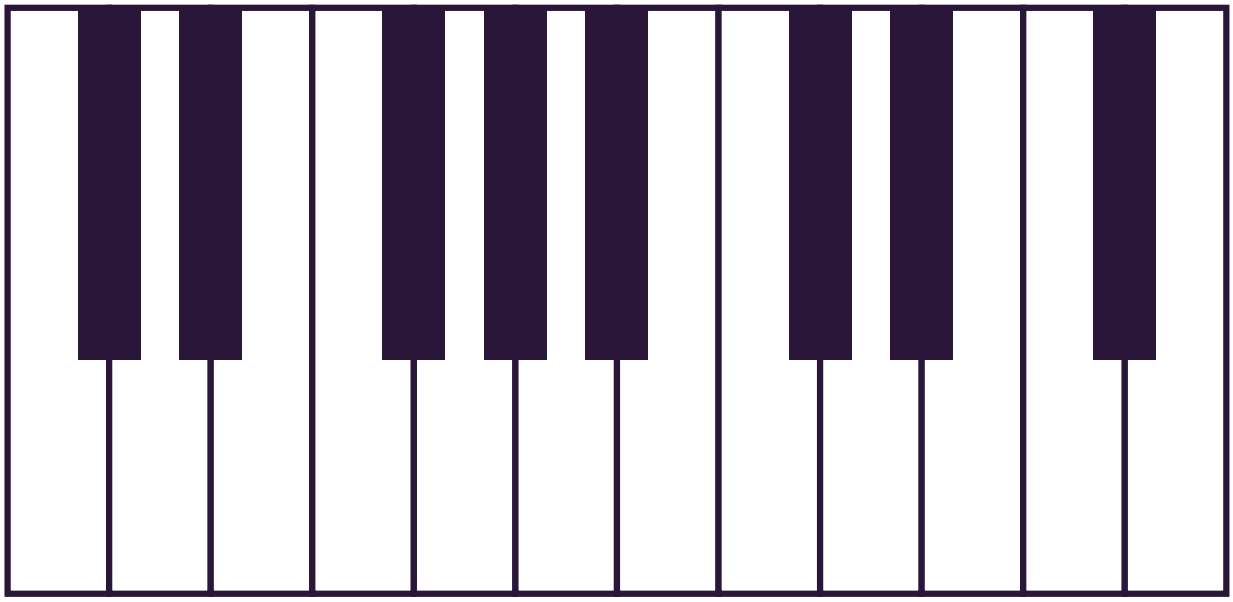


The black keys come in groups of **two** and **three**. Circle every group of two black keys. The white key just to the left of each group of two is **C**.

Write C on every C.



C, D and E sit around the two black keys. Write C, D and E on the right keys.



Art © Kevin Coulston

MUSIC THEORY · PIANO KEYS AND BASS CLEF · GRADES 3–4

Name the White Keys

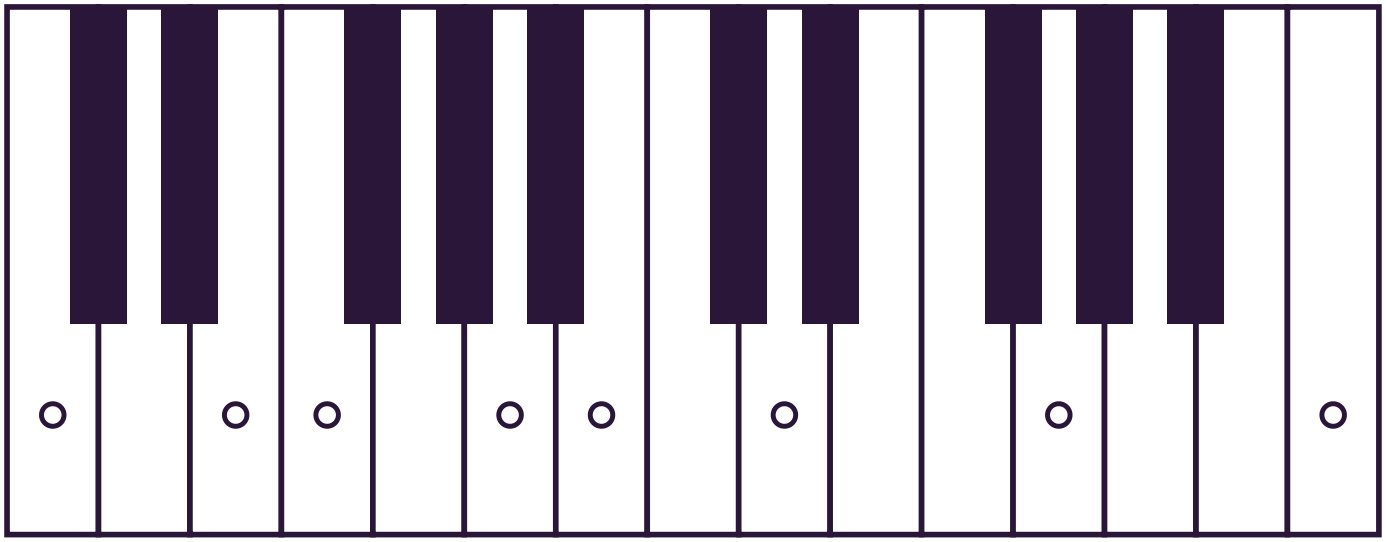


The white keys are named A B C D E F G, over and over. Write the letter name on each key that has a circle.

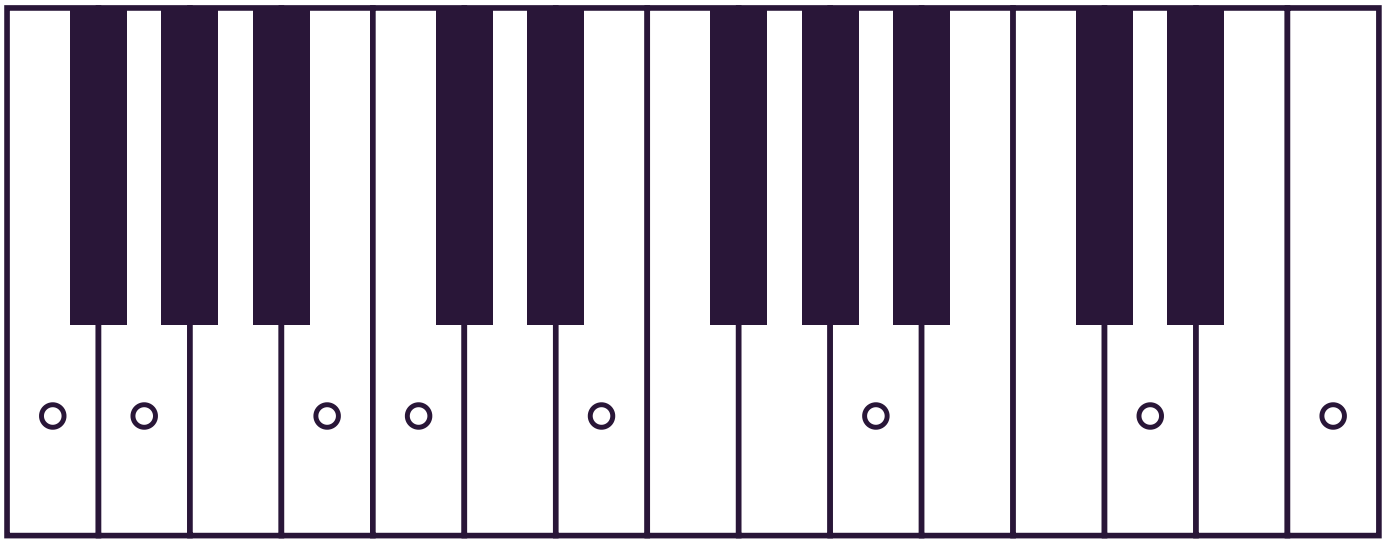
Name: _____ **Date:** _____

The musical alphabet has seven letters: **A B C D E F G**. After G it starts again at A. **C** is to the left of two black keys and **F** is to the left of three black keys.

Write the letter name on every key with a circle.



This keyboard starts on a different key. Use the black keys to find your place.



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MUSIC THEORY · PIANO KEYS AND BASS CLEF · GRADES 4–5

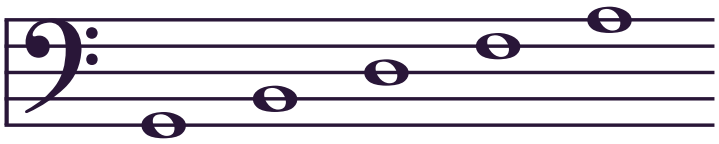
Bass Clef Line Notes

The five lines of the bass staff are G, B, D, F and A from the bottom up. Write the name of each line note.

Name: _____ **Date:** _____



The line notes, from the bottom line up:

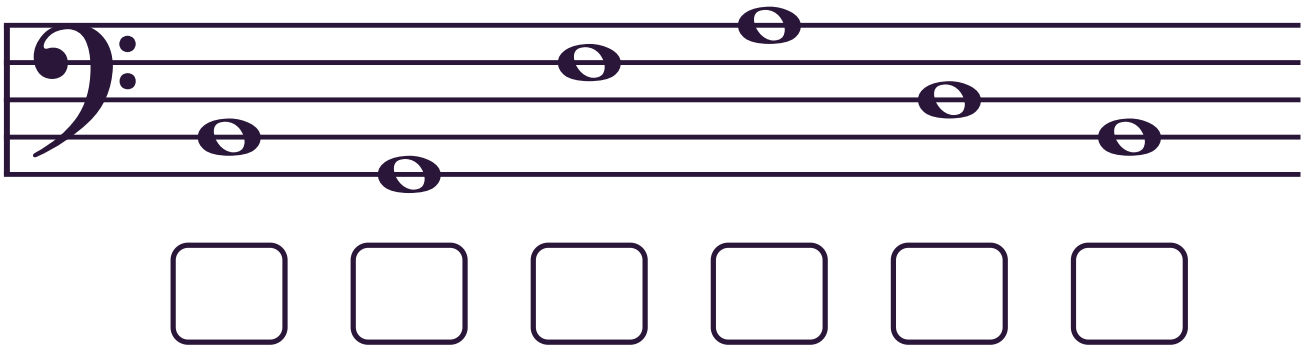


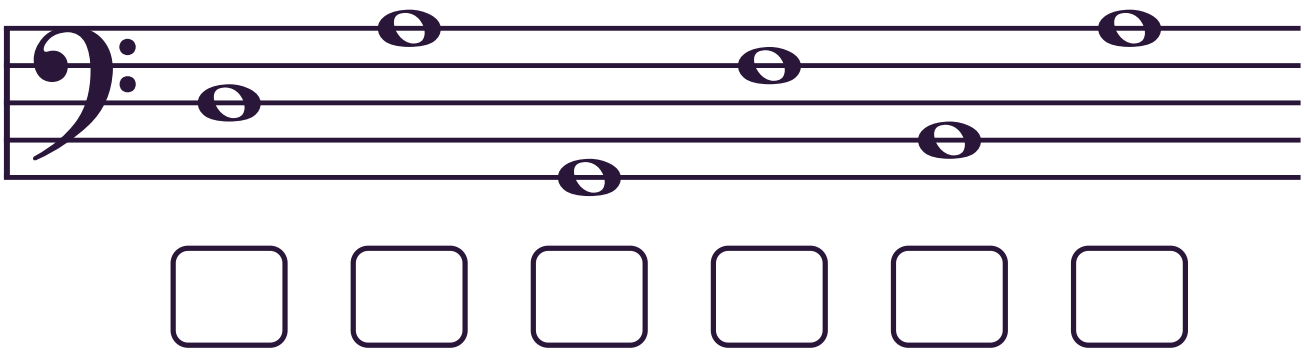
G B D F A

A saying helps you remember them: **G**reat **B**ig **D**ogs **F**etch **A**pples.

The bass clef is for low notes. Its two dots hug the F line.

Write the letter name of each line note.





Art © Kevin Coulston

MUSIC THEORY · PIANO KEYS AND BASS CLEF · GRADES 4–5

Bass Clef Space Notes

The four spaces of the bass staff are A, C, E and G from the bottom up. Write the name of each space note.



Name: _____ **Date:** _____

The space notes, from the bottom space up:

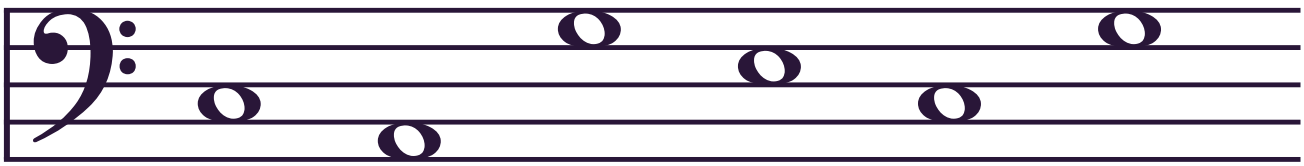


A C E G

A saying helps you remember them:
All **C**ats **E**at **G**rapes.

Make up your own saying for A C E G and write it on the back.

Write the letter name of each space note.

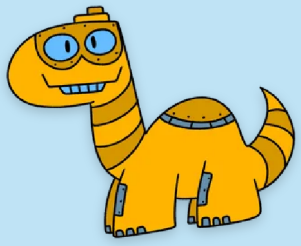




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MUSIC THEORY · PIANO KEYS AND BASS CLEF · GRADES 4–5

Name the Bass Clef Notes

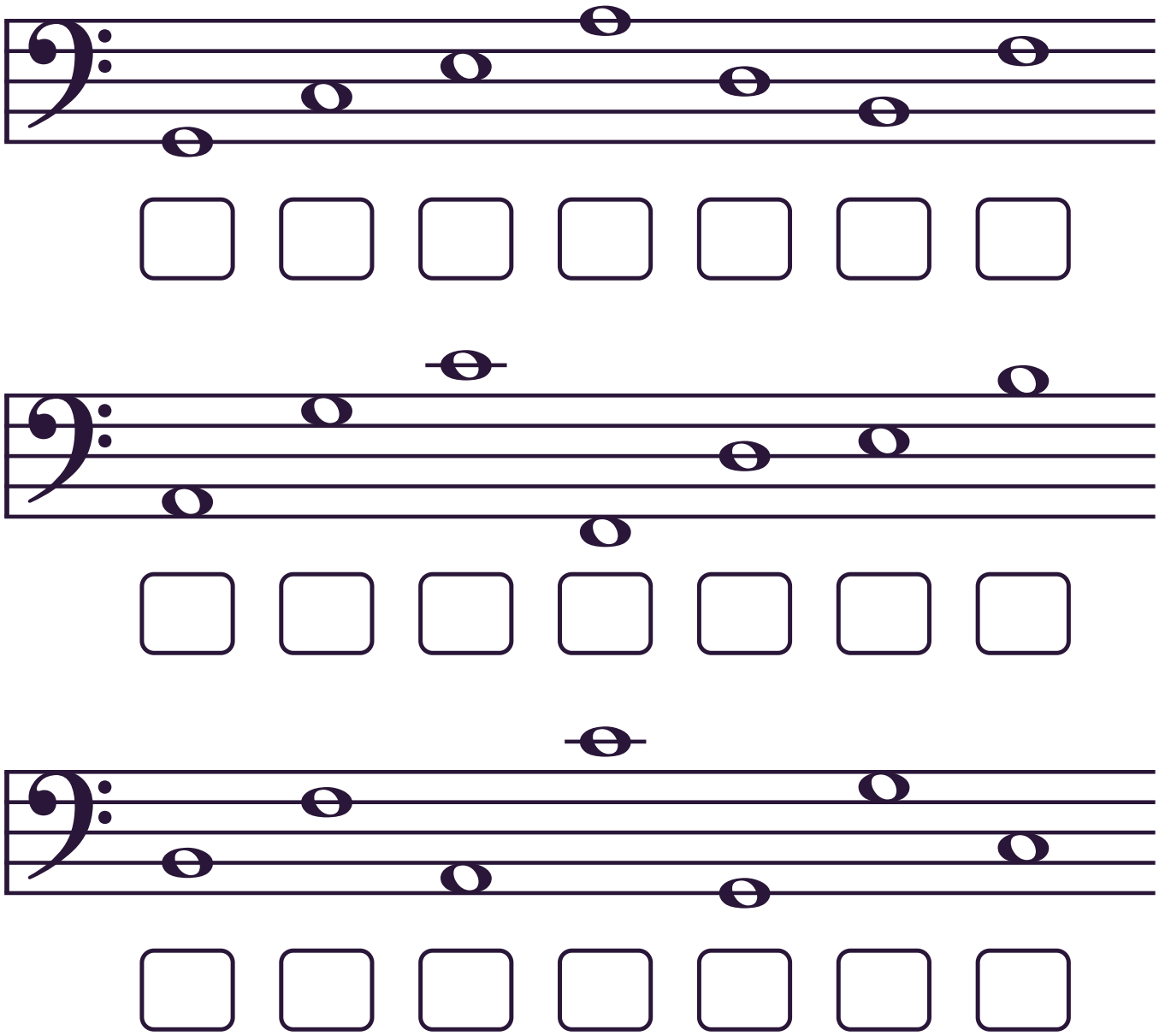


Line notes and space notes are mixed together. Write the letter name under each bass clef note.

Name: _____ **Date:** _____

Lines: **G B D F A**. Spaces: **A C E G**. The note on its own little line above the staff is **middle C**, the B just under it sits on top of the staff, and F hangs under the bottom line.

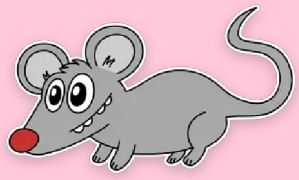
Write the letter name of each note.



Art © Kevin Coulston

MUSIC THEORY · DYNAMICS AND TEMPO · GRADES 1–2

Soft or Loud? Dynamics Match



Dynamics tell you how loud or soft to play. Draw a line from each sign to what it means.

Name: _____ **Date:** _____

The signs come from Italian words. **p** is for piano, which means soft. **f** is for forte, which means loud. **m** is for mezzo, which means medium.

p	medium loud
mp	soft
mf	loud
f	medium soft

Soft or loud? Circle the dynamic that fits best.

A lullaby for a sleepy baby	p (soft) f (loud)
A marching band in a parade	p (soft) f (loud)
A mouse tiptoeing across the floor	p (soft) f (loud)
A lion roaring	p (soft) f (loud)
Thunder booming in a storm	p (soft) f (loud)

Art © Kevin Coulston

MUSIC THEORY · DYNAMICS AND TEMPO · GRADES 2–4

Dynamics from Softest to Loudest

Number the six dynamics from 1, the softest, to 6, the loudest, then finish the sentences.

Name: _____ **Date:** _____



Number the dynamics from 1 (softest) to 6 (loudest).

f	*pp*	*mf*	*p*	*ff*	*mp*
☐	☐	☐	☐	☐	☐

Word bank

dynamics · loud · medium · soft

Use the word bank to finish each sentence.

1. The signs that tell how loud or soft to play are called _____.

2. Pianissimo (pp) means very _____.

3. Fortissimo (ff) means very _____.

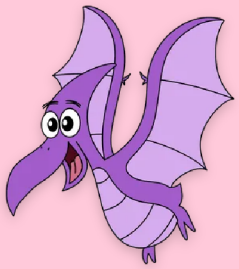
4. Mezzo, the m in mp and mf, means _____.

Art © Kevin Coulston

MUSIC THEORY · DYNAMICS AND TEMPO · GRADES 2–4

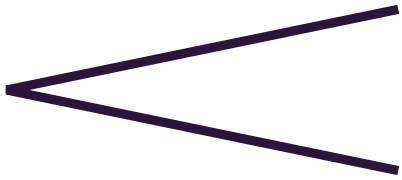
Getting Louder, Getting Softer

A crescendo gets louder little by little. A decrescendo gets softer. Circle the right word for each one.



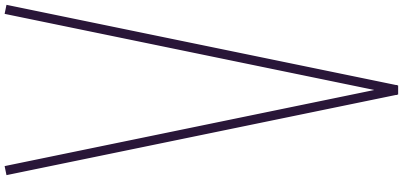
Name: _____ **Date:** _____

What does each sign tell you to do? Write "get louder" or "get softer".



crescendo: the sign opens up

_____



decrescendo: the sign closes

_____

Crescendo or decrescendo? Circle the one that fits.

A train comes closer and closer.	crescendo	decrescendo
A parade marches away down the street.	crescendo	decrescendo
A few raindrops turn into a storm.	crescendo	decrescendo
An echo fades away in a cave.	crescendo	decrescendo
A crowd starts to cheer as the runner nears the finish line.	crescendo	decrescendo
A music box slowly winds down.	crescendo	decrescendo

Draw each sign.

crescendo

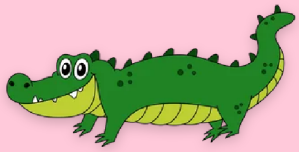
decrescendo

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MUSIC THEORY · DYNAMICS AND TEMPO · GRADES 3–5

Tempo Words: Slow to Fast

Tempo is the speed of the beat. Match each Italian tempo word to its meaning, then put them in order.



Name: _____ **Date:** _____

Match each tempo word to its meaning.

Largo ●	● fast and lively
Adagio ●	● slow and calm
Andante ●	● very fast
Moderato ●	● very slow and broad
Allegro ●	● at a medium speed
Presto ●	● at a walking speed

Which tempo fits best? Circle it.

A sleepy lullaby	(Presto) (Adagio)
A cheetah racing across the grass	(Presto) (Largo)
Walking to school with a friend	(Andante) (Presto)
An elephant taking slow, heavy steps	(Allegro) (Largo)

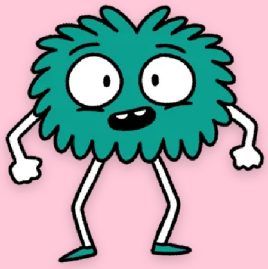
Art © Kevin Coulston

MUSIC THEORY · DYNAMICS AND TEMPO · GRADES 2–5

Dynamics and Tempo Word Search

Find twelve dynamics and tempo words. They go across, down and diagonally.

Name: _____ **Date:** _____



N	D	Y	N	A	M	I	C	S	N	U	P
S	F	M	T	P	R	E	L	O	S	M	S
C	I	O	K	A	N	P	Z	A	R	C	E
E	R	D	W	O	L	H	O	Z	R	Y	N
P	R	E	S	T	O	L	R	I	O	G	E
F	I	R	S	A	S	K	E	B	K	O	O
O	S	A	E	C	D	R	S	G	D	M	F
R	E	T	N	B	E	A	E	E	R	T	S
T	A	O	P	O	H	N	G	F	N	O	S
E	G	T	E	M	P	O	D	I	N	R	D
A	N	D	A	N	T	E	S	O	O	E	I
W	O	I	K	Y	N	L	W	I	U	N	R

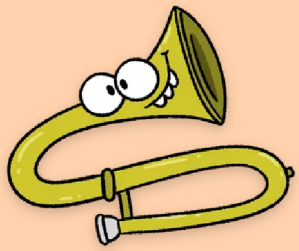
- ☐ piano
- ☐ forte
- ☐ mezzo
- ☐ crescendo
- ☐ allegro
- ☐ largo
- ☐ presto
- ☐ tempo
- ☐ adagio
- ☐ andante
- ☐ dynamics
- ☐ moderato

Art © Kevin Coulston

MUSIC THEORY · INSTRUMENT FAMILIES · GRADES 1–3

Instrument Families Sort

Write each instrument from the word bank under its family: strings, woodwinds, brass or percussion.



Name: _____ **Date:** _____

Word bank

trumpet · violin · flute · snare drum · cello · tuba · clarinet · xylophone · harp · trombone · oboe · triangle · guitar · French horn · saxophone · cymbals

Write four instruments in each family.

Strings	Woodwinds	Brass	Percussion

Surprise: the **saxophone** is made of metal, but it is a woodwind because you blow past a thin wooden reed to play it.

Art © Kevin Coulston

MUSIC THEORY · INSTRUMENT FAMILIES · GRADES 2–4

How Instruments Make Sound

Every sound starts with something that vibrates. Match each family to how it makes sound, then answer the questions.



Name: _____ **Date:** _____

Match each family to the way it makes sound.

Strings ●	● Your lips buzz into a metal mouthpiece.
Woodwinds ●	● A string shakes when you pluck it or pull a bow across it.
Brass ●	● You hit it, shake it or scrape it.
Percussion ●	● Air shakes when you blow across a hole or past a thin reed.

Circle the right answer.

A violin player pulls this across the strings. **a bow** **a reed**

A clarinet player blows past this thin piece of cane. **a slide** **a reed**

A trombone player changes notes by moving this. **a slide** **a bow**

Which one is a percussion instrument? **a flute** **a tambourine**

A short string makes a sound that is **higher** **lower**

A big, long tube makes a sound that is **higher** **lower**

Art © Kevin Coulston

MUSIC THEORY · INSTRUMENT FAMILIES · GRADES 2–5

Instrument Riddles

Read each riddle and write the instrument from the word bank.

Name: _____ **Date:** _____



Word bank

flute · harp · piano · triangle · trombone · tuba · violin · xylophone

Who am I? Write the instrument.

I have 88 black and white keys.

_____

I am made of brass. I change notes with a long slide.

_____

I am a woodwind with no reed. You hold me sideways and blow across a hole.

_____

I am tall and I have many strings. You pluck me with both hands.

_____

I am a metal bar bent into three sides. Tap me and I ring.

_____

I am the biggest brass instrument and I play the lowest notes.

_____

I am the smallest string instrument in the orchestra. You tuck me under your chin.

_____

My wooden bars are lined up like piano keys. You hit them with mallets.

_____

Art © Kevin Coulston

MUSIC THEORY · INSTRUMENT FAMILIES · GRADES 1–5

Instruments Word Search

Find twelve instruments. They go across, down and diagonally.

Name: _____ **Date:** _____



B	S	F	T	G	U	I	T	A	R	S	H
U	Y	K	U	W	O	E	N	E	Y	O	T
S	A	G	B	B	I	M	T	Y	O	O	G
Y	Y	D	A	S	B	F	C	E	L	L	O
R	T	P	R	E	F	L	U	T	E	A	C
U	A	R	I	U	O	B	O	E	V	T	L
I	C	N	O	A	M	M	A	S	I	R	A
Y	R	F	I	M	N	T	F	R	O	U	R
U	E	G	M	M	B	O	Y	I	L	M	I
O	C	R	N	P	P	O	K	T	I	P	N
R	B	T	W	W	F	A	N	S	N	E	E
H	A	R	P	R	I	R	S	E	R	T	T

- ☐ violin
- ☐ cello
- ☐ harp
- ☐ flute
- ☐ clarinet
- ☐ oboe
- ☐ trumpet
- ☐ trombone
- ☐ tuba
- ☐ drum
- ☐ piano
- ☐ guitar

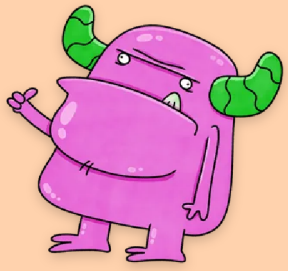
Art © Kevin Coulston

MUSIC THEORY · INSTRUMENT FAMILIES · GRADES K–5

Invent an Instrument

Draw a brand new instrument. Then tell how you play it, what family it is in and how it sounds.

Name: _____ **Date:** _____



Draw your instrument. Add labels for its parts.

My instrument is called _____

Its family (circle one): strings · woodwinds · brass · percussion

Its sound (circle): high · low · loud · soft · smooth · bumpy

How do you play it?

_____

What is it made of?

_____

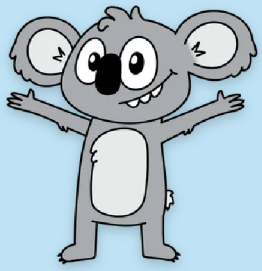
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MUSIC THEORY · COMPOSERS · GRADES 3–5

Meet Johann Sebastian Bach

Read about a composer who played the organ and wrote music every week, then answer the questions.

Name: _____ **Date:** _____



Johann Sebastian Bach was born in 1685 in Eisenach, Germany, into a big family of musicians. As a boy he learned the violin and the harpsichord, and he grew up to be one of the best organ players of his time. For many years he led the music at St. Thomas Church in the city of Leipzig, where he often wrote new music for the choir every week. Bach had twenty children, and several of them became composers too. He wrote more than a thousand pieces of music, including the Brandenburg Concertos. Bach died in 1750. His music is still played all over the world.

True or false?

Bach was born in Germany. True False

Bach was best known for playing the trumpet. True False

Bach had twenty children. True False

Bach wrote fewer than one hundred pieces of music. True False

Answer the questions.

In which city did Bach lead the church music for many years?

_____

Name one instrument Bach played.

_____

What would you ask Bach if you could meet him?

_____

Art © Kevin Coulston

MUSIC THEORY · COMPOSERS · GRADES 2–5

Meet Wolfgang Amadeus Mozart

Read about a composer who started writing music when he was five, then answer the questions.

Name: _____ **Date:** _____



Wolfgang Amadeus Mozart was born in 1756 in Salzburg, a city that is now part of Austria. His father, Leopold, was a musician and taught him to play. Wolfgang began writing music when he was only five years old. As a boy he traveled across Europe with his father and his sister, Nannerl, playing the keyboard and the violin for kings and queens. When he grew up he lived in Vienna and wrote operas, symphonies and concertos. One of his best-known operas is The Magic Flute. Mozart died in 1791 at the age of 35, but by then he had written more than 600 pieces of music.

True or false?

Mozart began writing music when he was five. True False

Mozart was born in Italy. True False

Mozart's sister was called Nannerl. True False

Mozart lived to be 90 years old. True False

Answer the questions.

Name an opera that Mozart wrote.

_____

About how many pieces of music did Mozart write?

_____

What were you learning to do when you were five?

_____

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MUSIC THEORY · COMPOSERS · GRADES 3–5

Meet Ludwig van Beethoven

Read about a composer who kept writing music after he lost his hearing, then answer the questions.

Name: _____ **Date:** _____



Ludwig van Beethoven was born in 1770 in Bonn, Germany. He was a gifted piano player as a boy, and as a young man he moved to Vienna, a city famous for its music. In his late twenties Beethoven began to lose his hearing. It got worse over the years until he was almost completely deaf, but he never stopped composing. He could hear the music in his mind. Beethoven wrote nine symphonies. His Fifth Symphony begins with four of the most famous notes in music: short, short, short, long. He also wrote a well-loved piano piece called Für Elise. Beethoven died in 1827.

True or false?

Beethoven was born in Bonn, Germany.	True	False
Beethoven stopped writing music when he lost his hearing.	True	False
Beethoven wrote nine symphonies.	True	False
Für Elise is a piece for the trumpet.	True	False

Answer the questions.

How does the Fifth Symphony begin?

_____

Which city did Beethoven move to as a young man?

_____

What does Beethoven's story teach you about not giving up?

_____

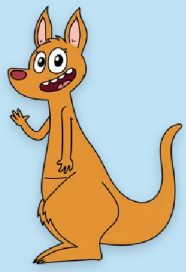
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MUSIC THEORY · COMPOSERS · GRADES 3–5

Meet Florence Price

Read about a composer who made history with her first symphony, then answer the questions.

Name: _____ **Date:** _____



Florence Price was born in 1887 in Little Rock, Arkansas. Her mother was a music teacher and gave Florence her first piano lessons. Florence played in her first recital when she was four years old. After high school she studied piano and organ at the New England Conservatory of Music in Boston. Later she moved to Chicago. In 1933 the Chicago Symphony Orchestra played her Symphony No. 1 in E minor. It was the first time a major American orchestra performed a symphony written by a Black woman. Florence Price wrote more than 300 pieces, including symphonies, songs and piano music. She died in 1953.

True or false?

Florence Price was born in Arkansas.	**True**	**False**
Her father gave her her first piano lessons.	**True**	**False**
She studied music in Boston.	**True**	**False**
She wrote only three pieces of music.	**True**	**False**

Answer the questions.

Which orchestra played her Symphony No. 1 in 1933?

_____

Why was that concert an important first?

_____

What is something you would like to be the first to do?

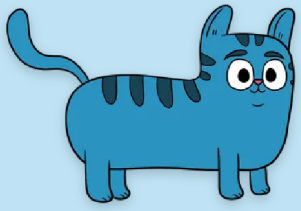
_____

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MUSIC THEORY · COMPOSERS · GRADES 2–5

Meet Scott Joplin

Read about the composer known as the King of Ragtime, then answer the questions.



Name: _____ **Date:** _____

Scott Joplin was born around 1868 and grew up in Texarkana, a town on the border of Texas and Arkansas. His family loved music, and he learned to play the piano as a boy. Joplin became famous for ragtime, a bouncy style of piano music with a steady beat in the left hand and a jumpy tune in the right hand. In 1899 he published the Maple Leaf Rag, which became a huge hit. He also wrote The Entertainer and an opera called Treemonisha. People called him the King of Ragtime. Joplin died in 1917. In 1976 he was honored with a special Pulitzer Prize for his music.

True or false?

Scott Joplin was called the King of Ragtime. True False

Ragtime is a slow and sleepy kind of music. True False

Joplin grew up in New York City. True False

Joplin wrote an opera called Treemonisha. True False

Answer the questions.

Name one piece of music that Scott Joplin wrote.

_____

What honor was he given in 1976?

_____

Ragtime is bouncy. What kind of music makes you want to move?

_____

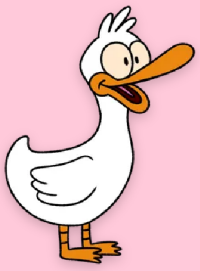
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MUSIC THEORY · LISTENING AND COMPOSING · GRADES K–2

Musical Opposites Match

Draw a line from each music word to its opposite.

Name: _____ **Date:** _____



loud •	• short
fast •	• soft
high •	• silence
long •	• low
smooth •	• slow
sound •	• bumpy

Art © Kevin Coulston

MUSIC THEORY · LISTENING AND COMPOSING · GRADES K–2

Listen and Draw

Listen to a song with your eyes closed. Draw what the music makes you picture, then circle the words that fit.

Name: _____ **Date:** _____



The song I heard: _____

Close your eyes and listen. What does the music make you picture? Draw it.

Circle the words that fit the music.

The music is fast slow loud soft high low

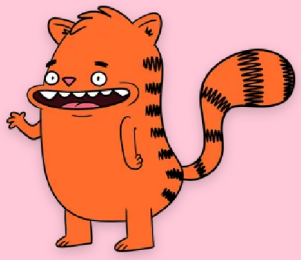
It makes me feel happy calm sleepy excited silly brave

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MUSIC THEORY · LISTENING AND COMPOSING · GRADES 2–5

My Listening Journal

Listen to a piece of music two times. Write what you hear, what it reminds you of and what you think of it.



Name: _____ **Date:** _____

Title: _____ **Composer or performer:** _____

First listen: circle what you hear.

Tempo (speed) slow · medium · fast · it changes

Dynamics (volume) soft · medium · loud · it changes

Instruments

strings · woodwinds · brass · percussion · piano · voices

Second listen: write about the music.

The mood of this music is...

_____

_____

It reminds me of...

_____

_____

My favorite part was...

_____

_____

One question I have about this music:

_____

_____

Color the stars to rate it: ☆ ☆ ☆ ☆ ☆

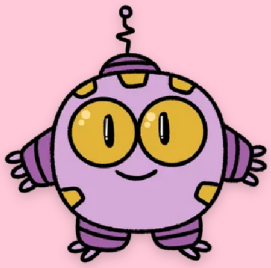
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MUSIC THEORY · LISTENING AND COMPOSING · GRADES 1–3

Compose a Four-Beat Rhythm

Pick notes and rests from the rhythm bank to fill four beats in every measure. Clap what you wrote.

Name: _____ **Date:** _____



Rhythm bank

1 beat	1 beat	1 beat of silence	2 beats	4 beats
				

Write a rhythm with four beats in every measure. The first measure is done for you.







Check your work.

Circle when done:

4 beats in every measure | I clapped it | I played it for a friend

Art © Kevin Coulston

MUSIC THEORY · LISTENING AND COMPOSING · GRADES 3–5

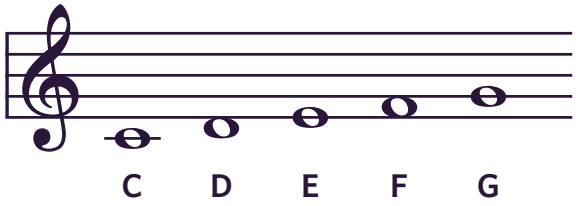
Write Your Own Melody

Write a melody of eight measures using the notes C, D, E, F and G, then give your song a name.



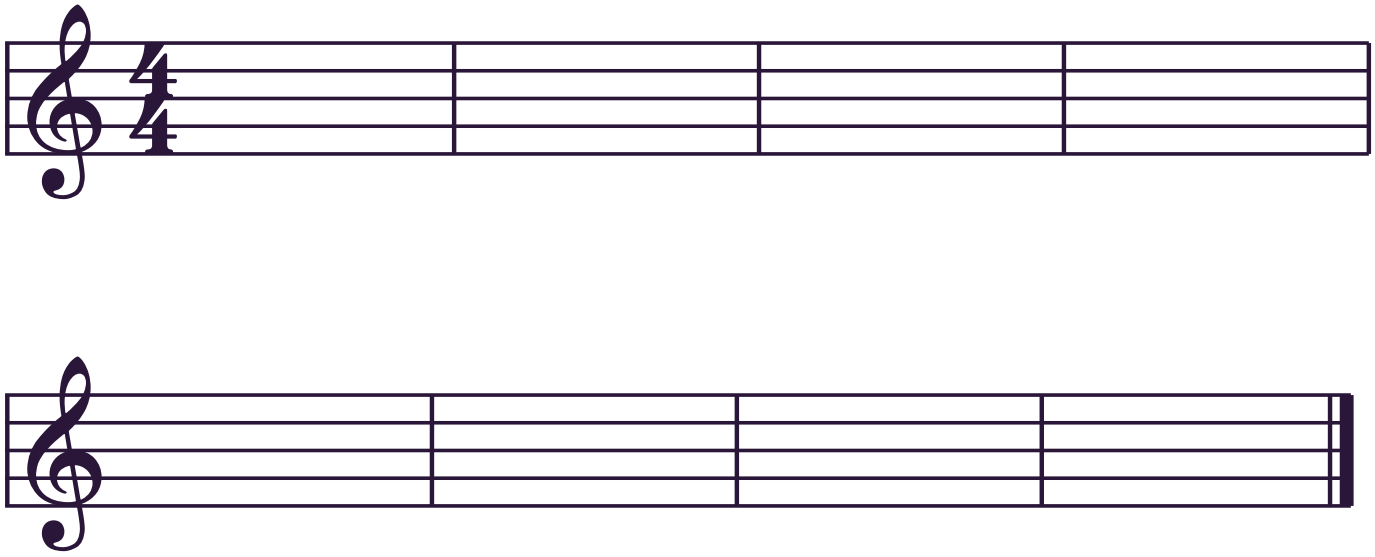
Name: _____ **Date:** _____

Your five notes:



Use quarter notes (1 beat), half notes (2 beats) and whole notes (4 beats). Every measure needs **4 beats**. Try ending on **C** so your song sounds finished.

Write your melody.



My song is called _____

Circle when done:

- 4 beats in every measure
- I used at least 3 different notes
- I sang or played it

Art © Kevin Coulston

ANSWER KEY · THE STAFF AND MUSIC SYMBOLS · GRADES K–1

Answer Key: Number the Lines and Spaces

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Music is written on a **staff**. We count the lines and the spaces from the **bottom** to the top, like climbing a ladder.

Write 1, 2, 3, 4, 5 in the boxes for the lines. Write 1, 2, 3, 4 in the boxes for the spaces. Start at the bottom!

Lines		Spaces
5		
		4
4		
		3
3		
		2
2		
		1
1		

Word bank

4 · 5 · bottom · top

Use the word bank to finish each sentence.

1. A staff has 5 lines.
2. A staff has 4 spaces.
3. Line 1 is at the bottom of the staff.
4. Line 5 is at the top of the staff.

Art © Kevin Coulston

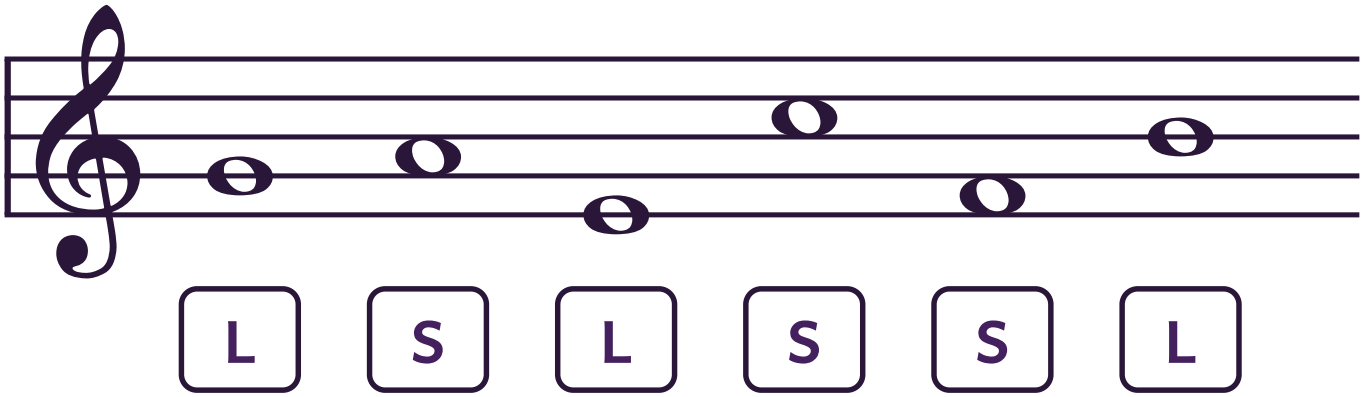
ANSWER KEY · THE STAFF AND MUSIC SYMBOLS · GRADES K–2

Answer Key: Line Note or Space Note?

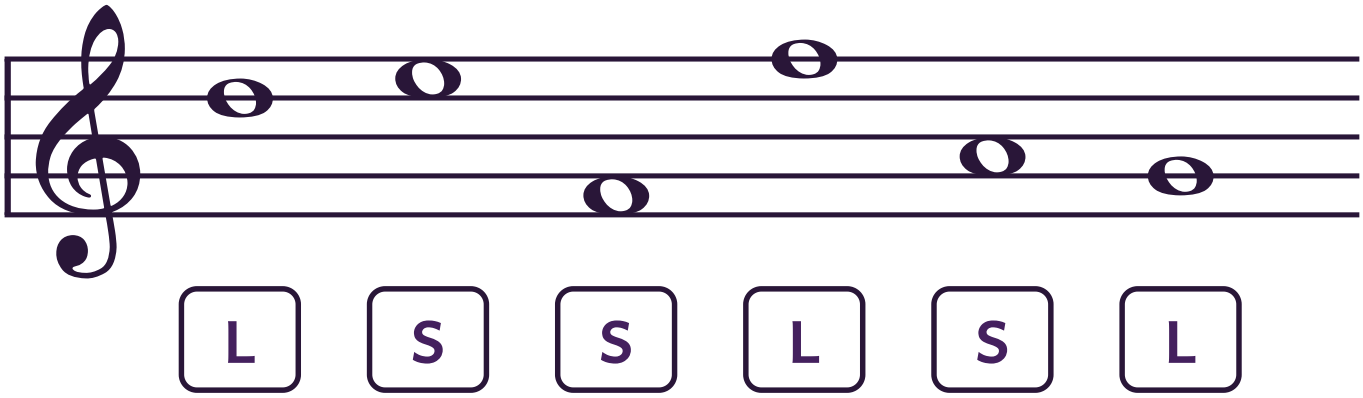
Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Write L for a line note or S for a space note.



L S L S S L



L S S L S L

Draw 3 line notes.

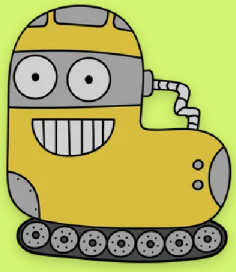
Draw 3 space notes.

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ANSWER KEY · THE STAFF AND MUSIC SYMBOLS · GRADES 1–2

Answer Key: Label a Line of Music
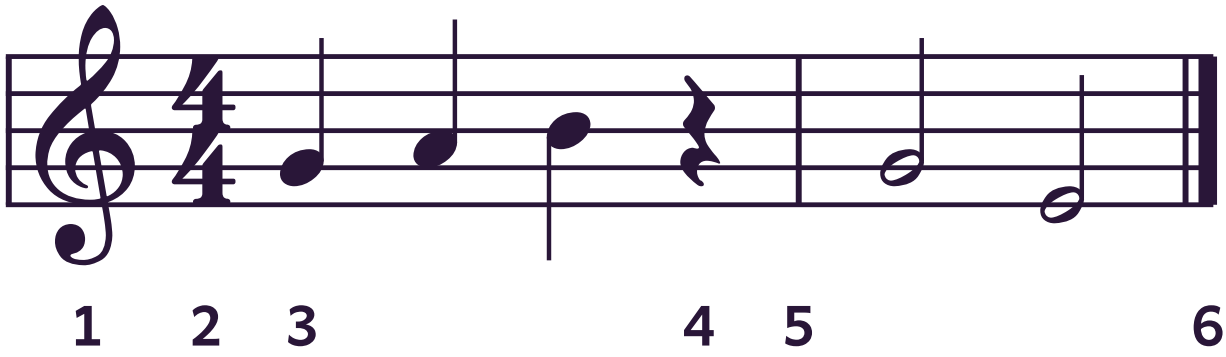
Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Word bank

bar line · quarter rest · treble clef · final bar line · quarter note · time signature

Each number points to one part of the music.



Write the name of each part.

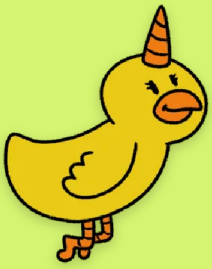
1. treble clef
2. time signature
3. quarter note
4. quarter rest
5. bar line
6. final bar line

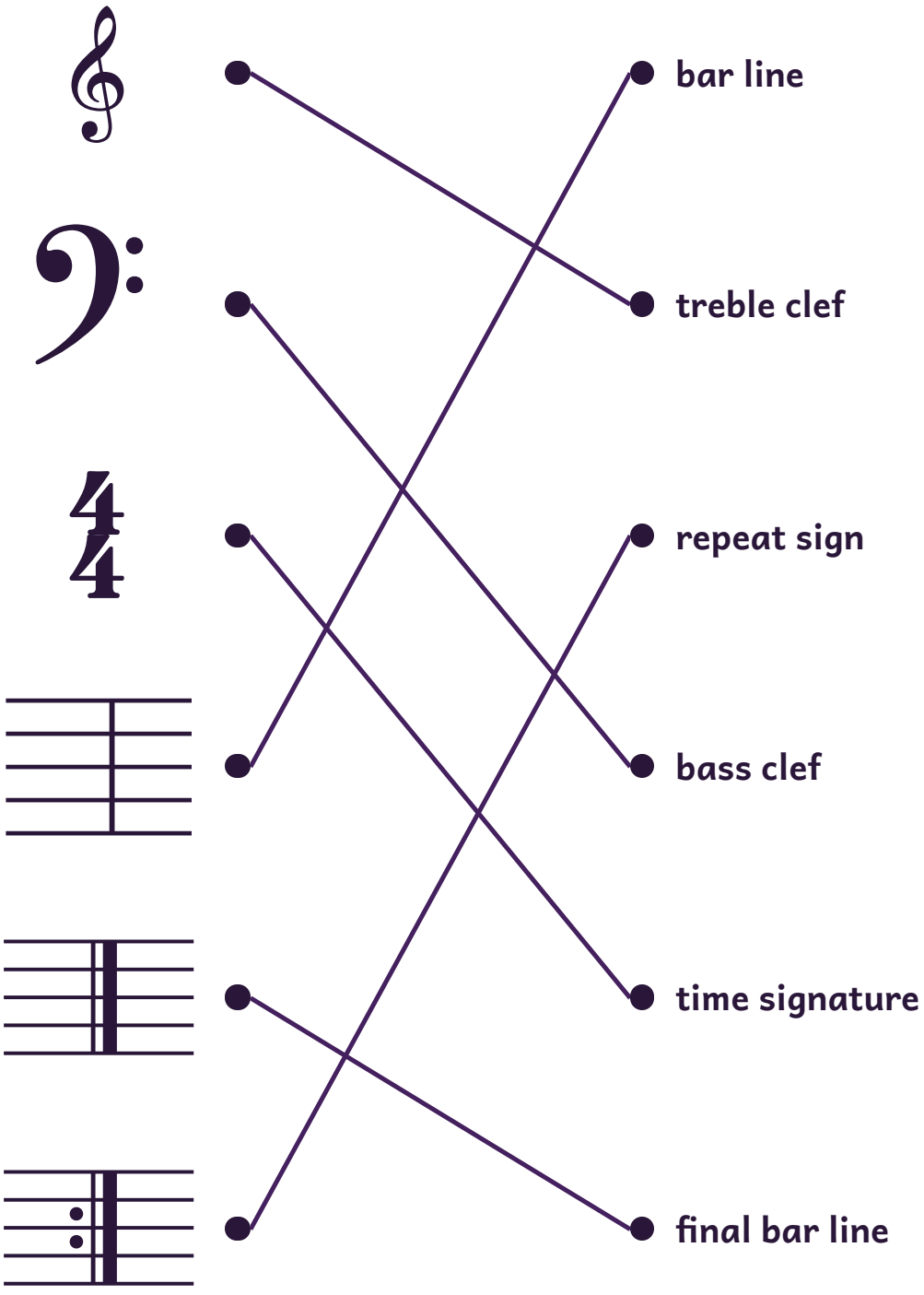
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ANSWER KEY · THE STAFF AND MUSIC SYMBOLS · GRADES 1–2

Answer Key: First Music Symbols Match

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.





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ANSWER KEY · THE STAFF AND MUSIC SYMBOLS · GRADES 1–2

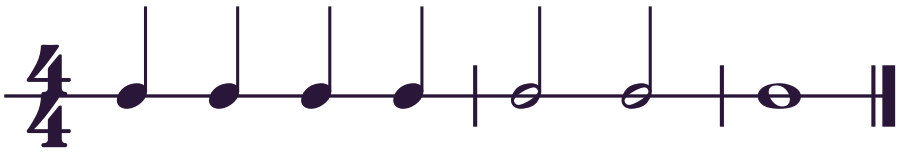
Answer Key: Count the Measures

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

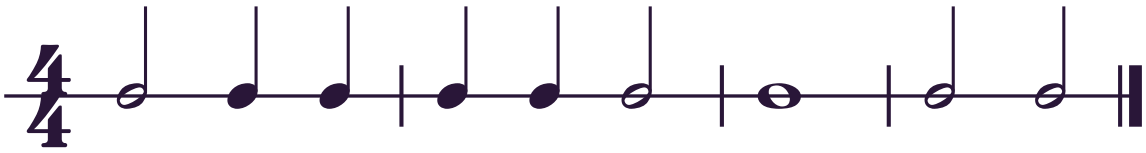


A **measure** is the space between two bar lines. The thick **final bar line** ends the last measure.

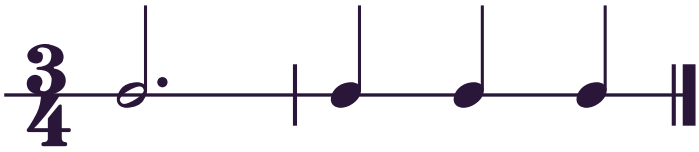
How many measures are in each line?



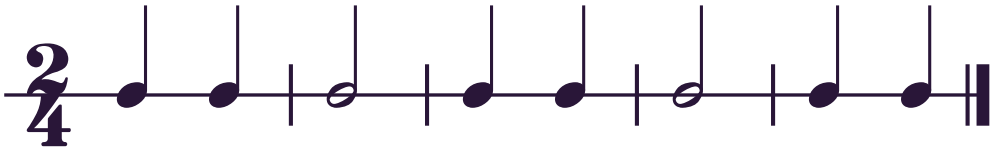
Measures 3



Measures 4



Measures 2



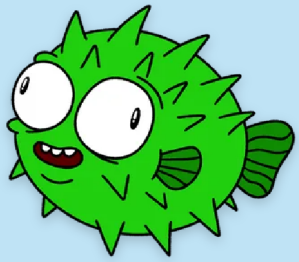
Measures 5

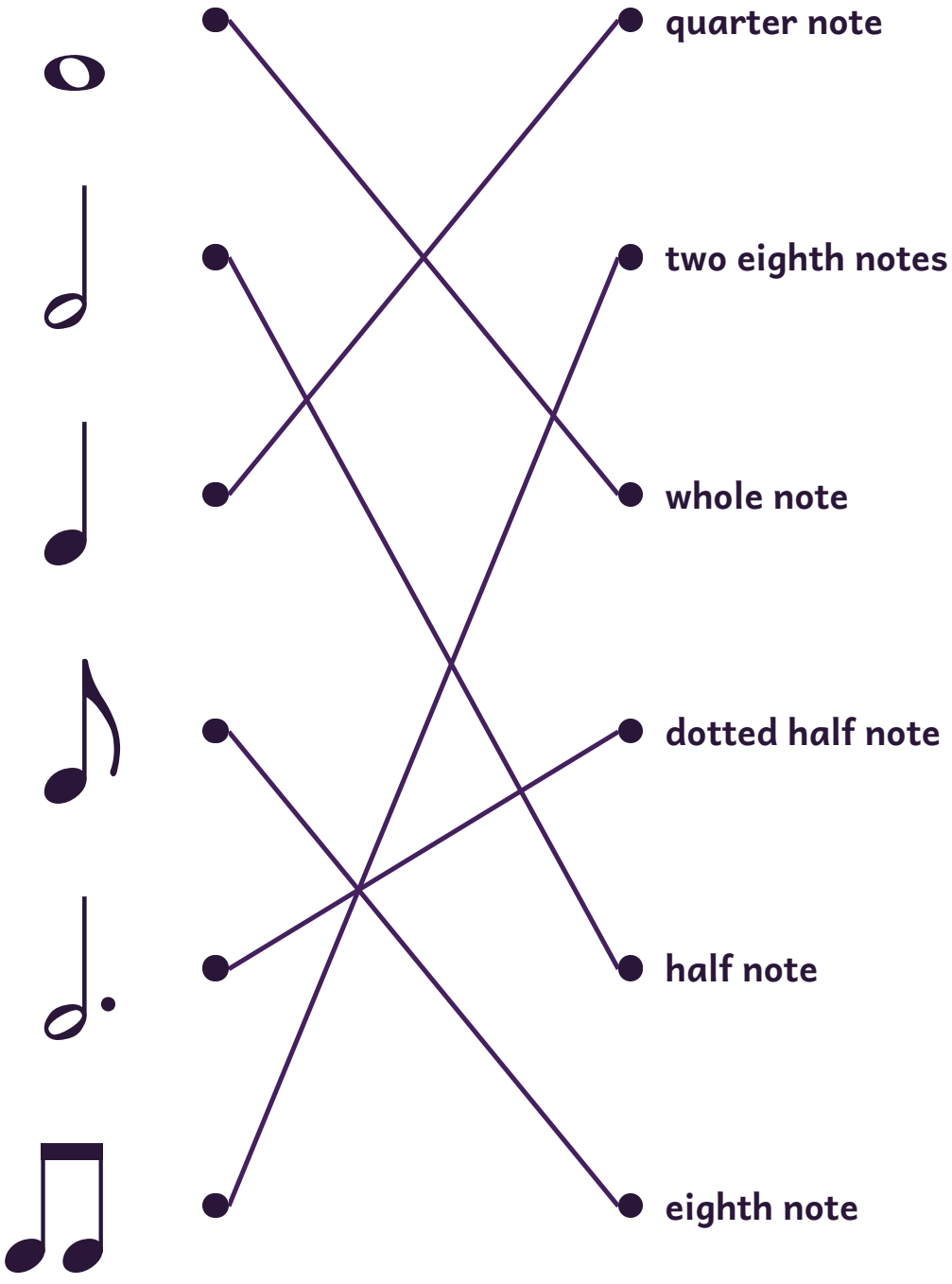
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ANSWER KEY · NOTE VALUES · GRADES K–2

Answer Key: Note Names Match

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



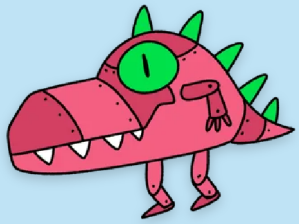


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ANSWER KEY · NOTE VALUES · GRADES 1–3

Answer Key: How Many Beats?

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



A **dot** after a note adds half of the note's beats. A half note gets 2 beats, so a dotted half note gets 2 + 1 = 3 beats.

How many beats? Write the number in the box.



1



4



2



1



3



½



1



1½

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ANSWER KEY · NOTE VALUES · GRADES 2–3

Answer Key: Note Math

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Add the beats. Write the total number of beats in the box.

1. ♩ + ♩ = **2**

2. 𝅗𝅥 + ♩ = **3**

3. 𝅗𝅥 + 𝅗𝅥 = **4**

4. 𝅝 + 𝅗𝅥 = **6**

5. ♩ + ♩ + 𝅗𝅥 = **4**

6. ♫ + ♩ = **2**

7. 𝅗𝅥. + ♩ = **4**

8. 𝅝 + 𝅝 = **8**

9. 𝅗𝅥 + ♫ = **3**

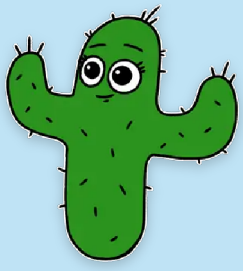
10. 𝅗𝅥. + ♩ = **5**

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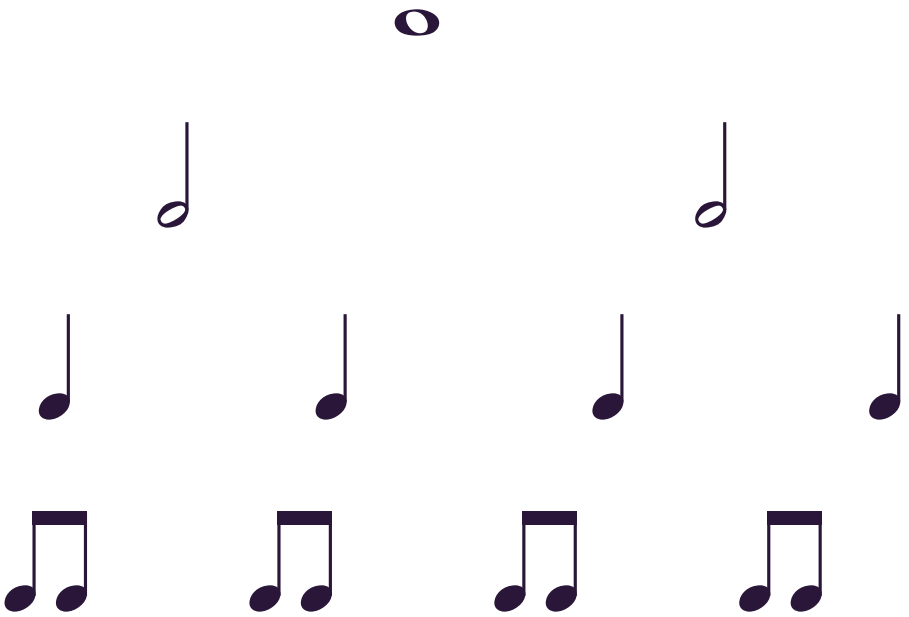
ANSWER KEY · NOTE VALUES · GRADES 2–3

Answer Key: The Note Value Tree

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



How many notes are in each row? Every row lasts 4 beats.



Whole notes: **1**

Half notes: **2**

Quarter notes: **4**

Eighth notes: **8**

Use the tree to finish each sentence with a number.

1. 1 whole note lasts as long as **2** half notes.
2. 1 half note lasts as long as **2** quarter notes.
3. 1 quarter note lasts as long as **2** eighth notes.
4. 1 whole note lasts as long as **4** quarter notes.
5. 1 whole note lasts as long as **8** eighth notes.

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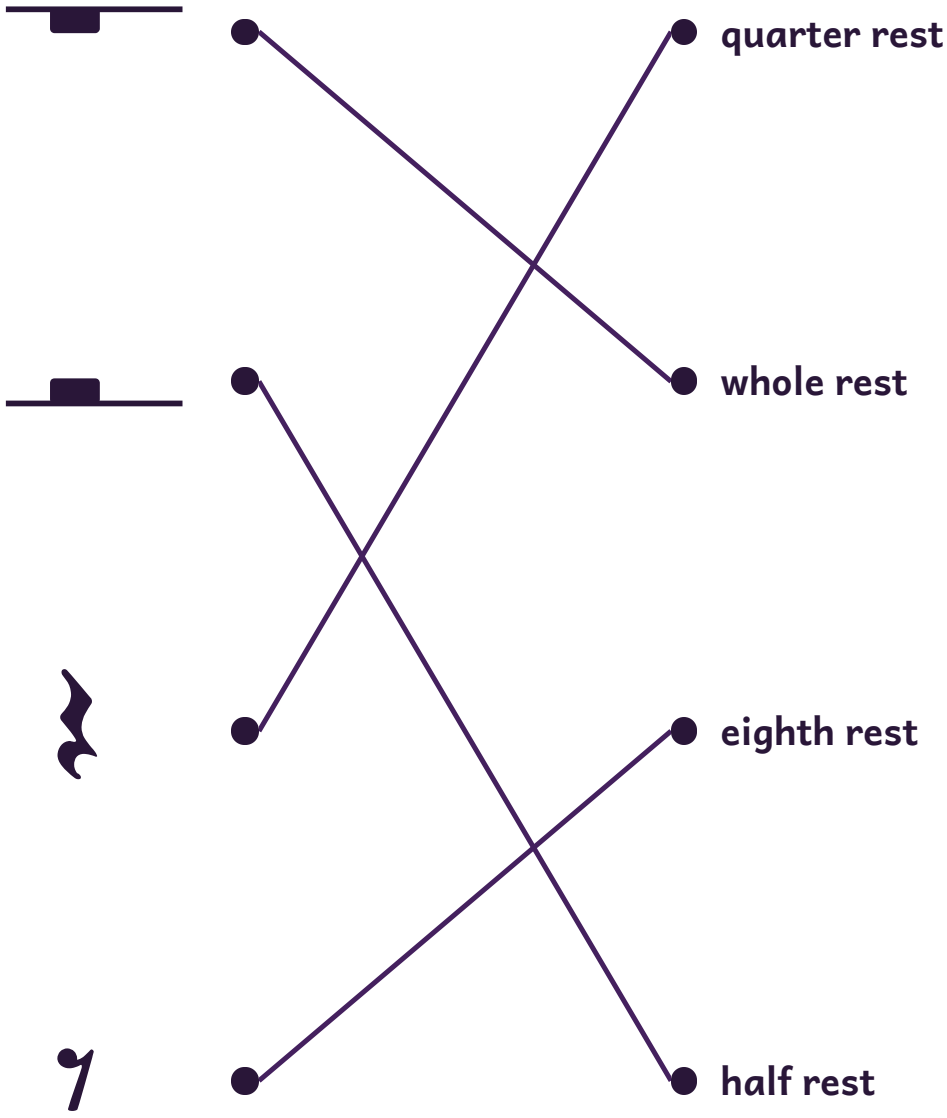
ANSWER KEY · RESTS · GRADES 1–2

Answer Key: Meet the Rests Match

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Tip: the **whole rest** hangs under a line. The **half rest** sits on top of a line.



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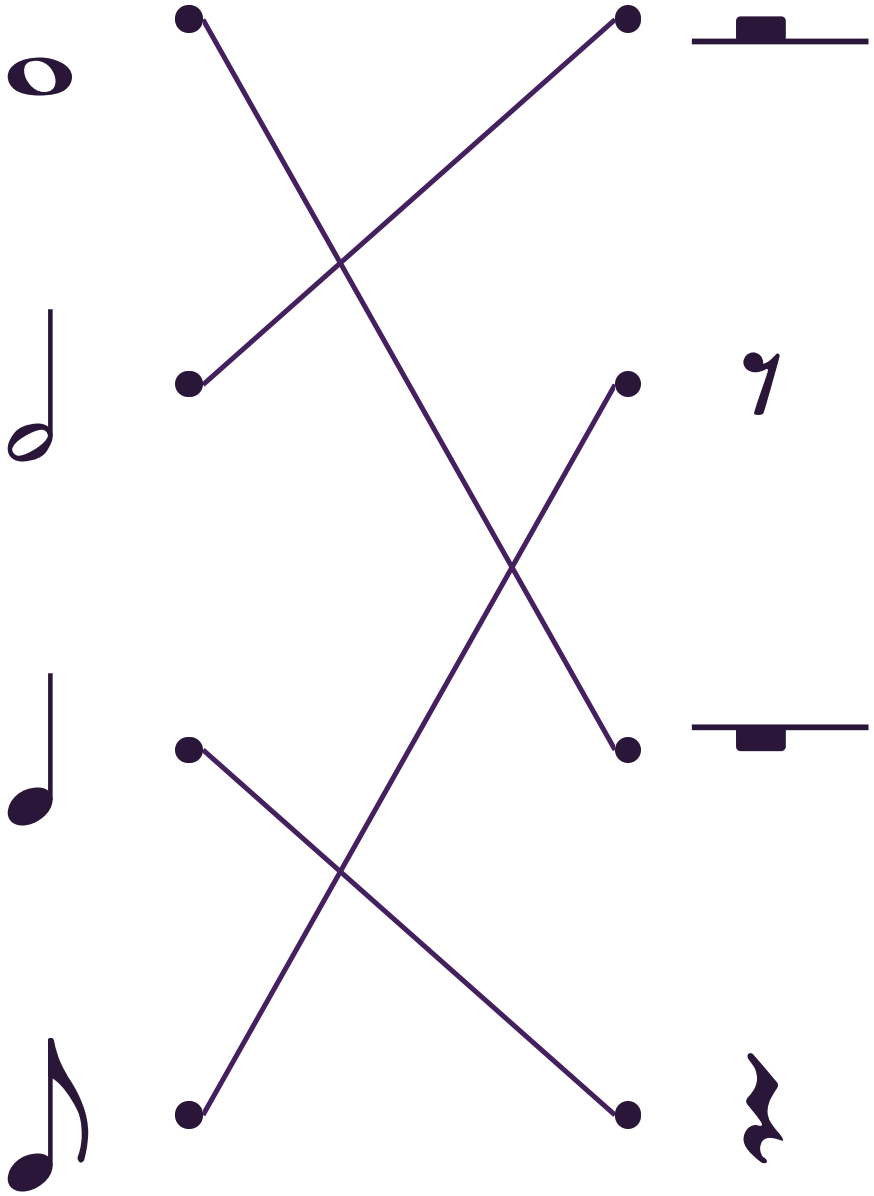
ANSWER KEY · RESTS · GRADES 1–3

Answer Key: Note and Rest Partners

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



A note and its partner rest last the same number of beats.



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ANSWER KEY · RESTS · GRADES 2–3

Answer Key: Beats of Silence

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



A dot works on rests too: it adds half of the rest's beats. Two rests side by side add together.

How many beats of silence? Write the number in the box.



1



2



4



½



2



3



3



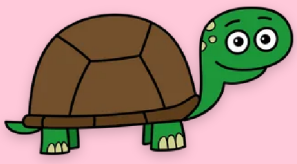
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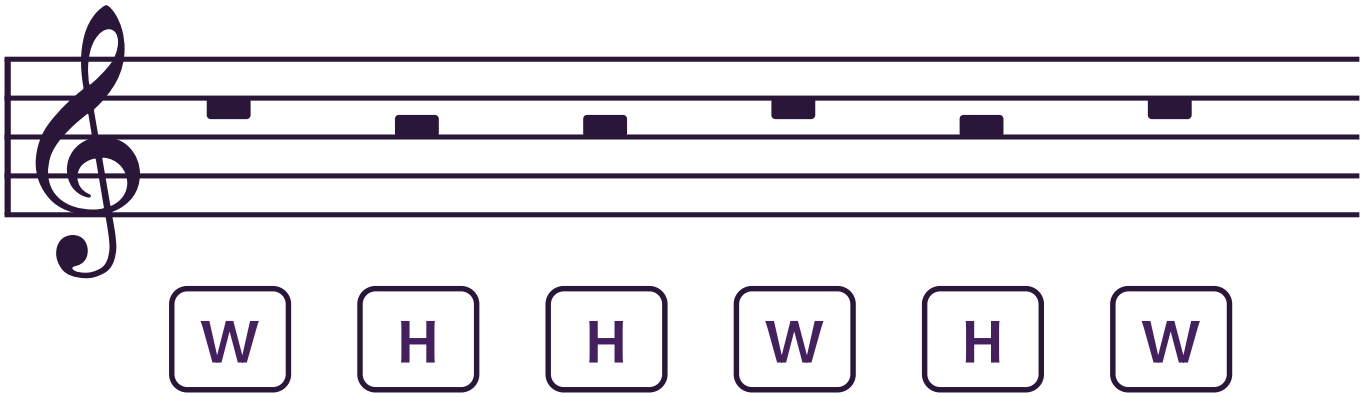
ANSWER KEY · RESTS · GRADES 2–3

Answer Key: Whole Rest or Half Rest?

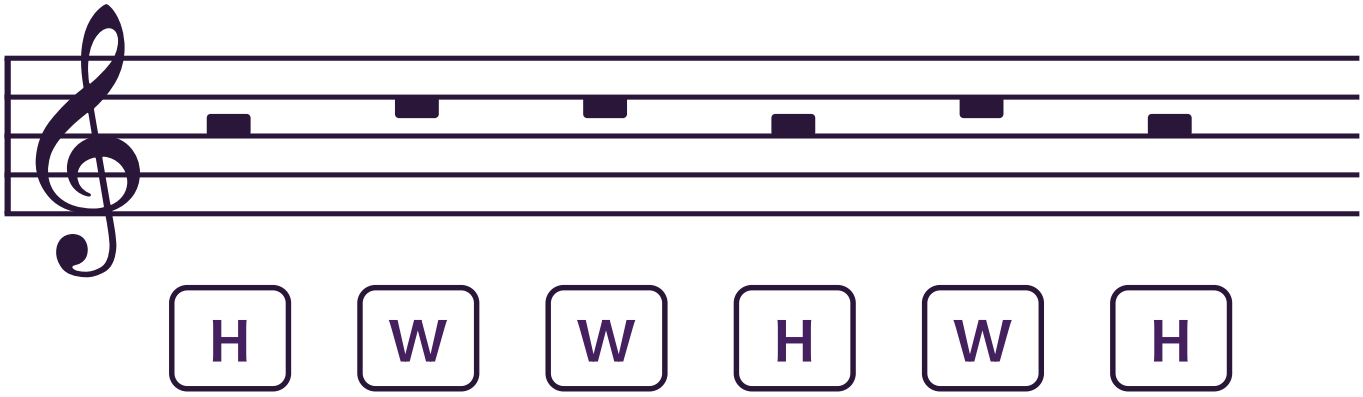
Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Write W for a whole rest or H for a half rest.



W H H W H W



H W W H W H

Finish each sentence with a number.

1. A whole rest gets 4 beats of silence.

2. A half rest gets 2 beats of silence.

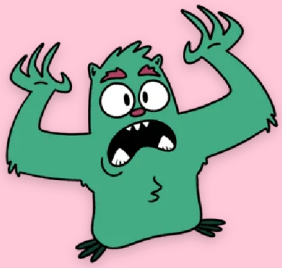
3. Two half rests last as long as 1 whole rest.

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ANSWER KEY · RESTS · GRADES 3–4

Answer Key: Note and Rest Math

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Add the beats of sound and the beats of silence. Write the total number of beats in the box.

1.  = **2**

2.  = **4**

3.  = **5**

4.  = **4**

5.  = **3**

6.  = **2**

7.  = **4**

8.  = **6**

9.  = **1**

10.  = **8**

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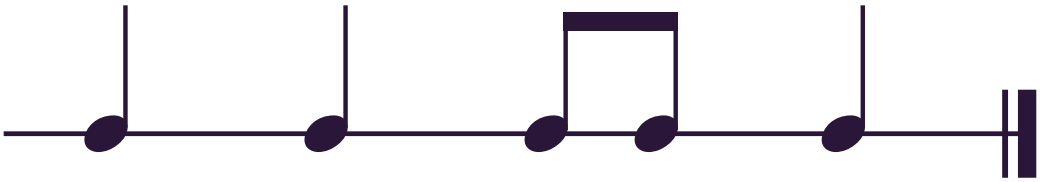
ANSWER KEY · RHYTHM AND COUNTING · GRADES K–1

Answer Key: Clap and Say Ta and Ti-Ti

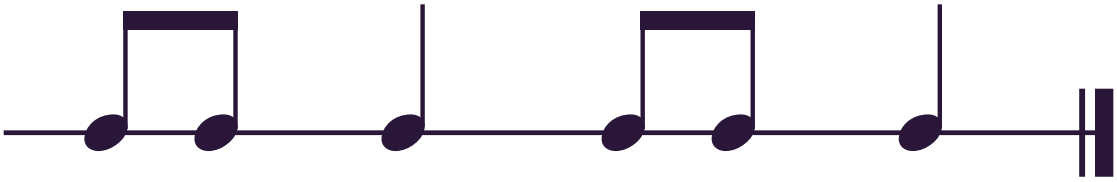
Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



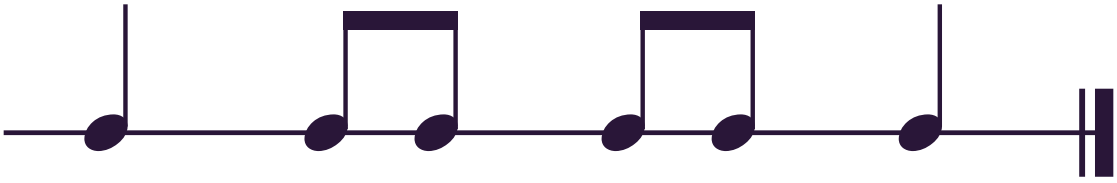
Write ta or ti-ti in each box. Then clap and say the line.



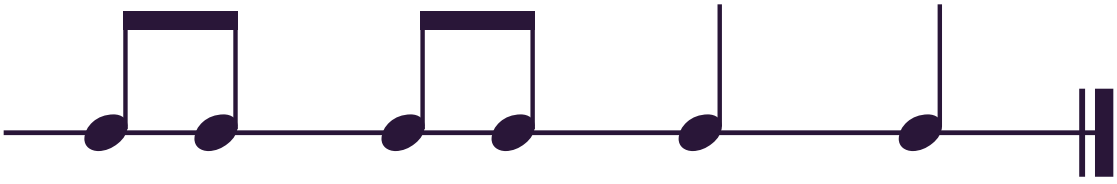
ta | ta | ti-ti | ta



ti-ti | ta | ti-ti | ta



ta | ti-ti | ti-ti | ta



ti-ti | ti-ti | ta | ta

Art © Kevin Coulston

ANSWER KEY · RHYTHM AND COUNTING · GRADES 2–3

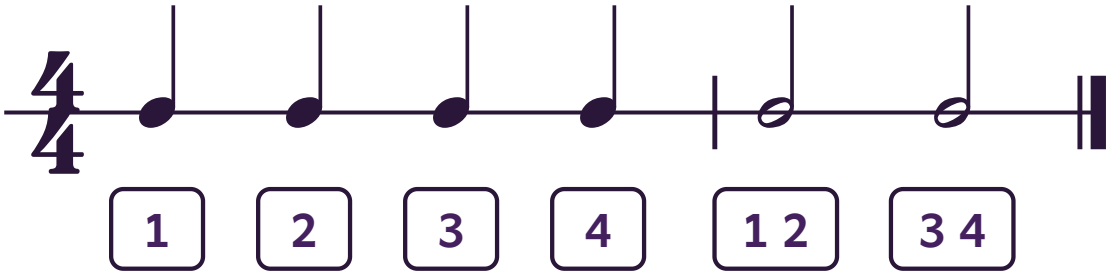
Answer Key: Count the Rhythm

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

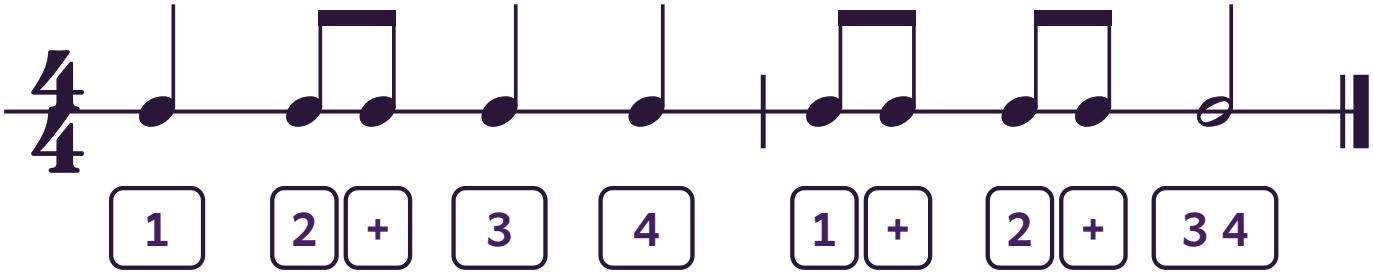


In 4/4 time there are four beats in a measure: **1, 2, 3, 4**. Two eighth notes share one beat, so count them **1 +** (say "one and"). A half note gets two counts, like **1 2**.

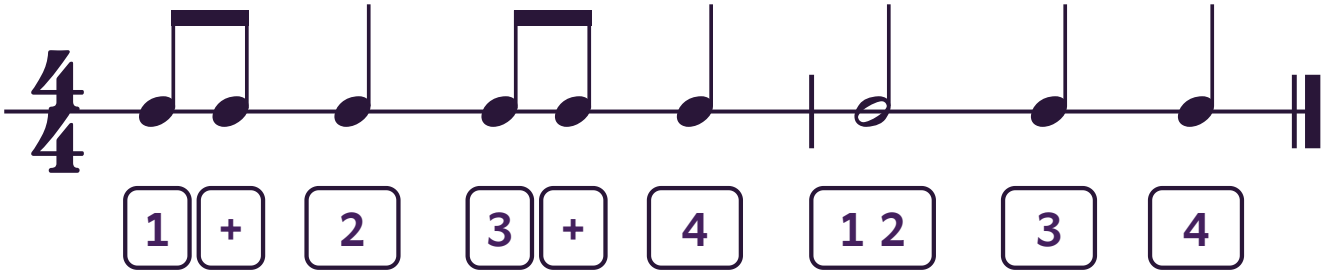
Write the counts in the boxes.



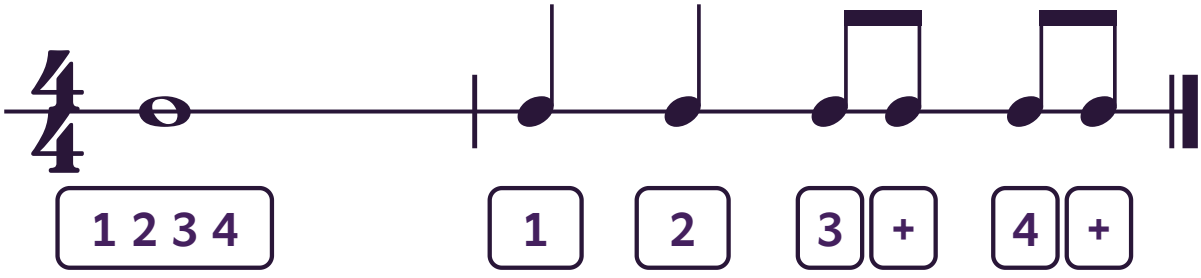
1 | 2 | 3 | 4 | 1 2 | 3 4



1 | 2 + | 3 | 4 | 1 + | 2 + | 3 4



1 + | 2 | 3 + | 4 | 1 2 | 3 | 4



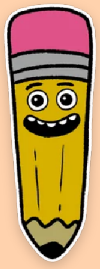
1 2 3 4 | 1 | 2 | 3 + | 4 +

Art © Kevin Coulston

ANSWER KEY · RHYTHM AND COUNTING · GRADES 2–4

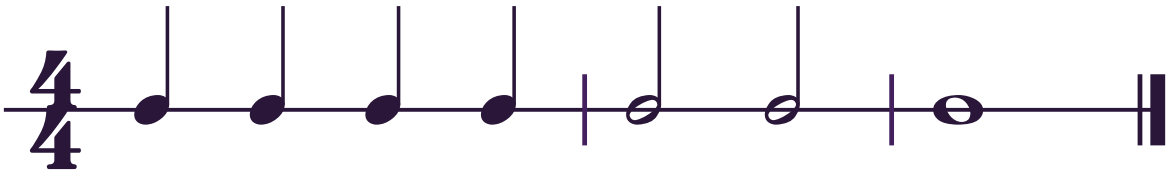
Answer Key: Draw the Bar Lines

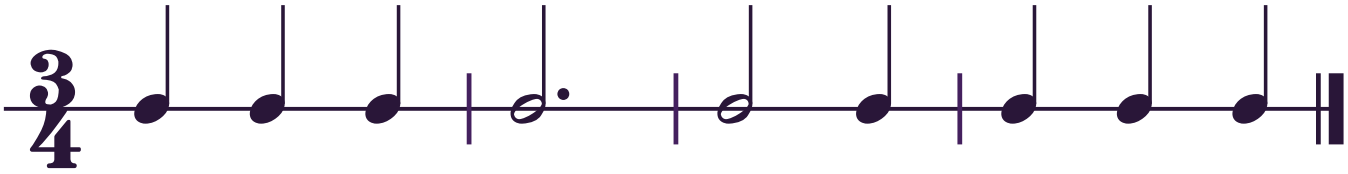
Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

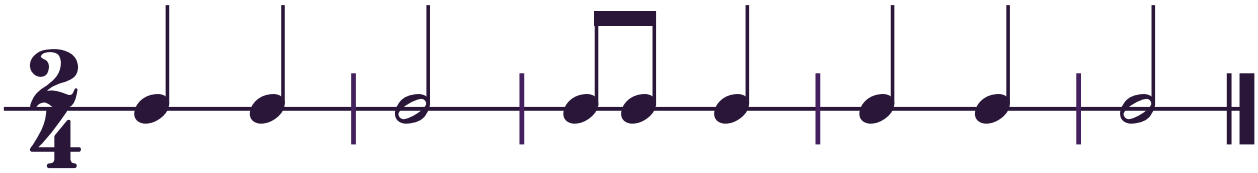


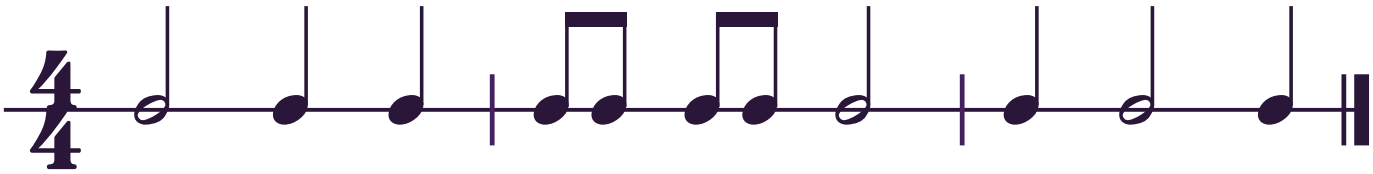
The **top number** of the time signature tells how many beats fill one measure. The final bar line is already drawn.

Count the beats and draw the missing bar lines.









Art © Kevin Coulston

ANSWER KEY · RHYTHM AND COUNTING · GRADES 2–4

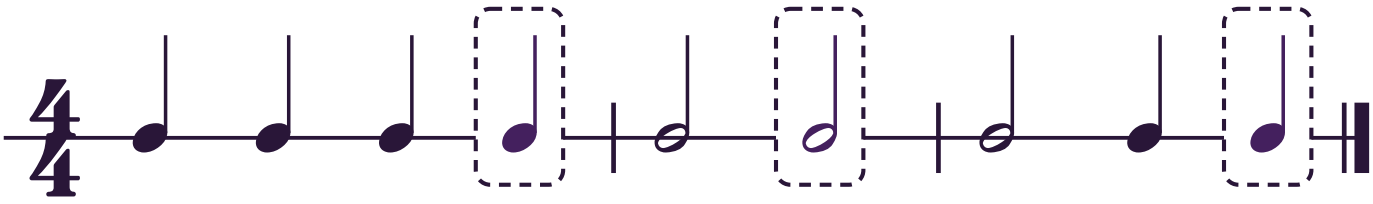
Answer Key: Finish the Measure

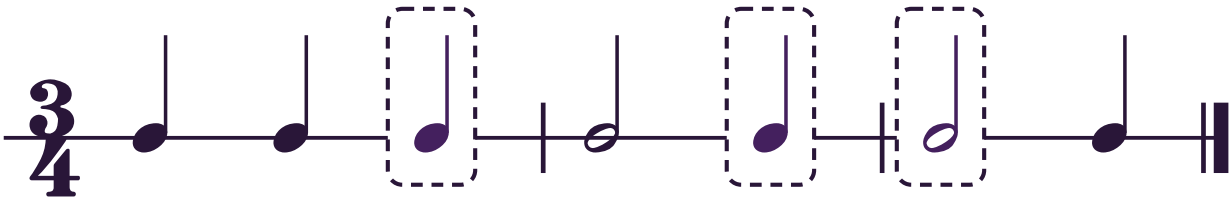
Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

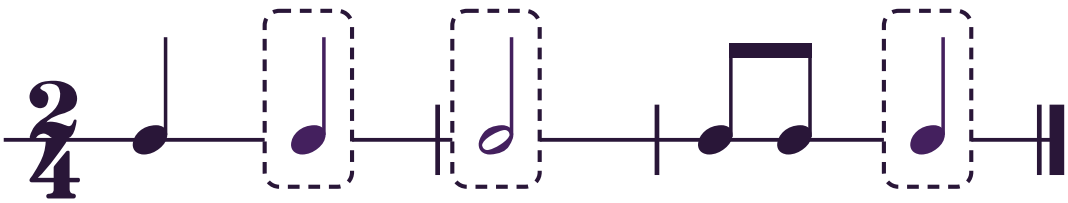


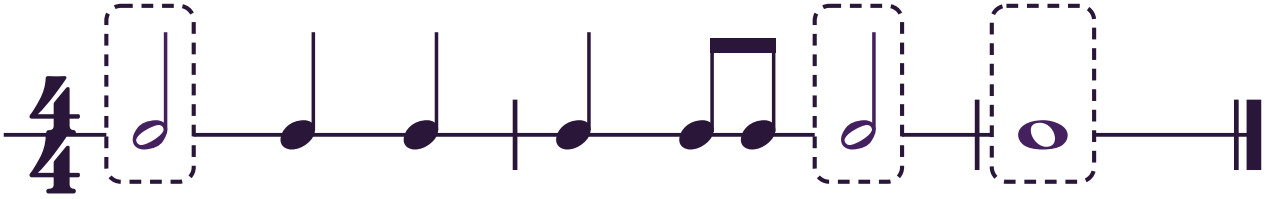
Choose from a **quarter note** (1 beat), a **half note** (2 beats) and a **whole note** (4 beats).

Draw one note in each box so the measure has the right number of beats.









Art © Kevin Coulston

ANSWER KEY · RHYTHM AND COUNTING · GRADES 3–5

Answer Key: Time Signature Detective

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Each card is one measure. How many beats does it have? Write the top number.



? over 4

3



? over 4

4



? over 4

2



? over 4

4



? over 4

2



? over 4

3



? over 4

4



? over 4

3

Circle the right answer.

The top number of a time signature tells you

how many beats are in a measure · how fast to play

A bottom number of 4 means that

there are four measures · **a quarter note gets one beat**

A waltz has three beats in every measure. Its time signature is

2 over 4 · **3 over 4**

Art © Kevin Coulston

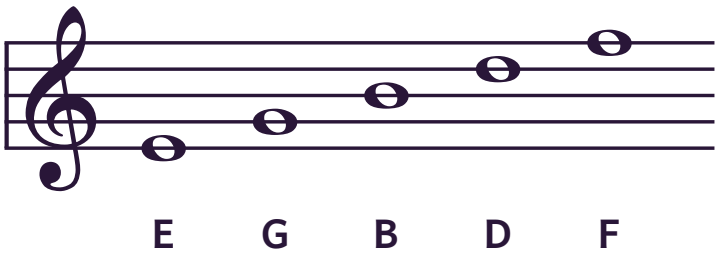
ANSWER KEY · TREBLE CLEF NOTE NAMES · GRADES 2–3

Answer Key: Treble Clef Line Notes

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



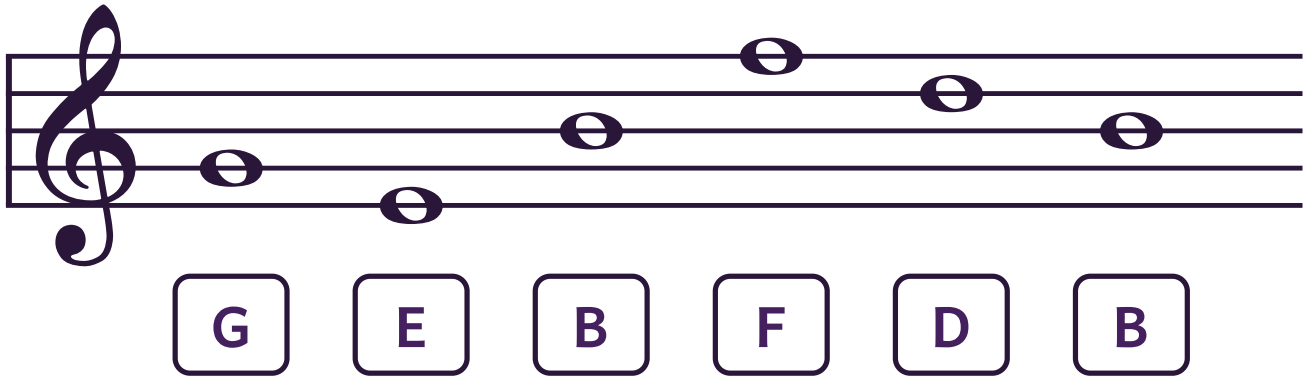
The line notes, from the bottom line up:

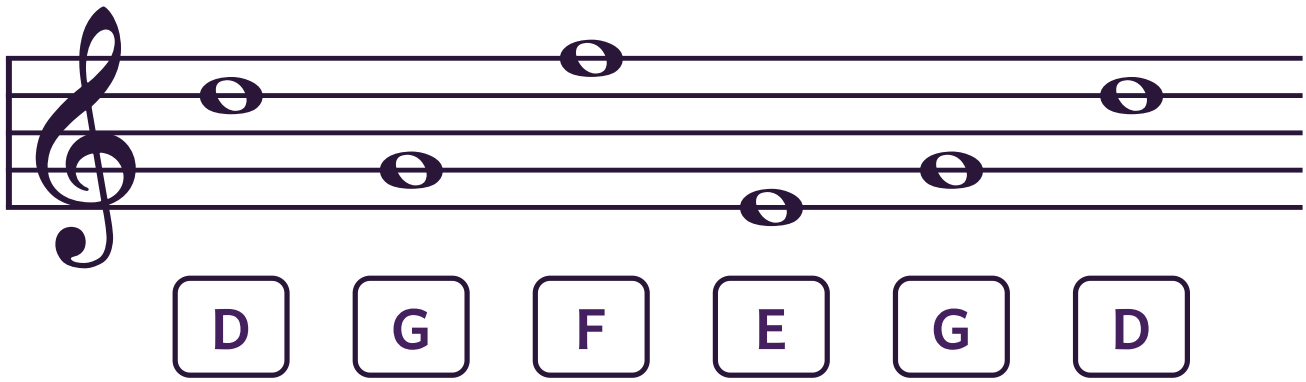


A saying helps you remember them:
Every **G**ood **B**ird **D**oes **F**ly.

Make up your own saying for E G B D F and write it on the back.

Write the letter name of each line note.



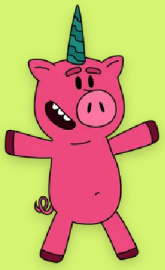


Art © Kevin Coulston

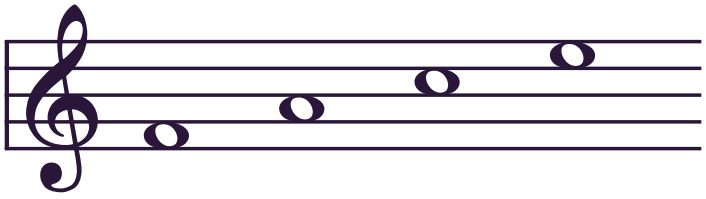
ANSWER KEY · TREBLE CLEF NOTE NAMES · GRADES 2–3

Answer Key: Treble Clef Space Notes

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



The space notes, from the bottom space up:

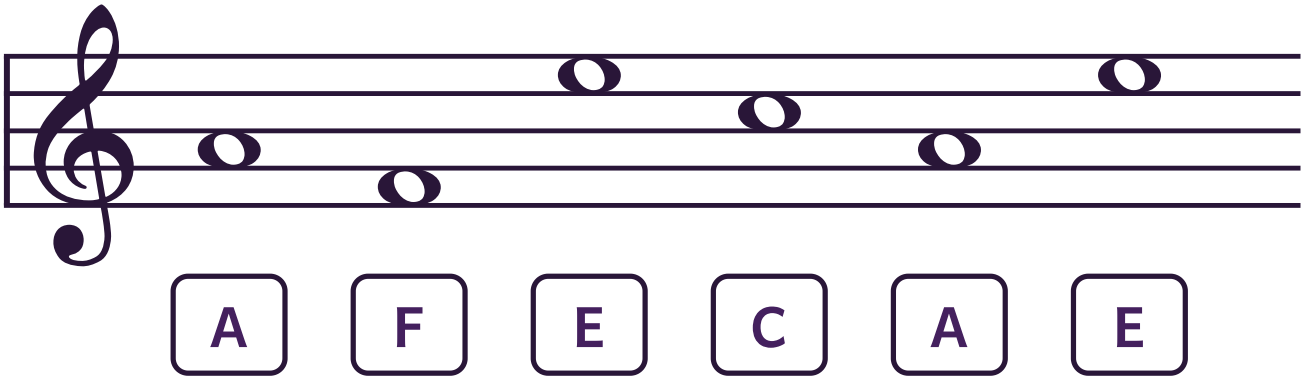


F A C E

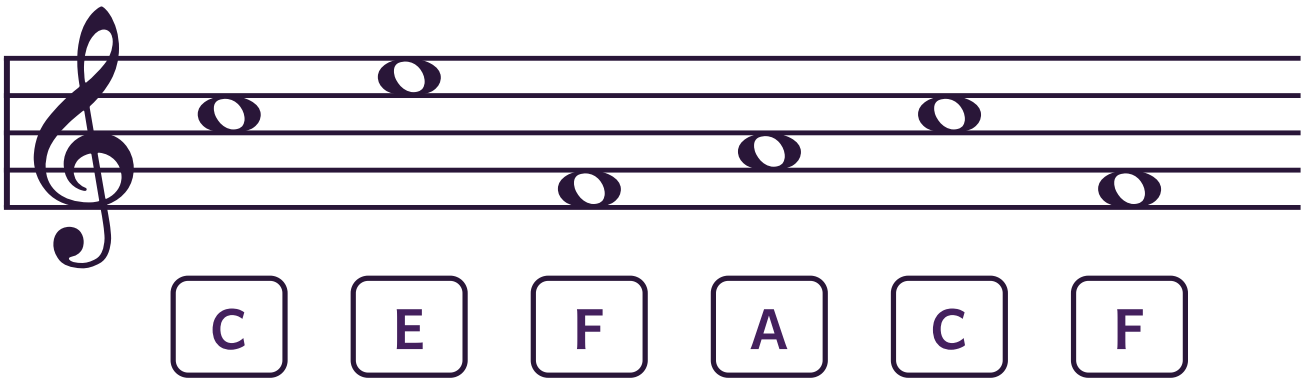
The four spaces spell a word:
F A C E

Remember: the notes in the spaces spell FACE.

Write the letter name of each space note.



A F E C A E



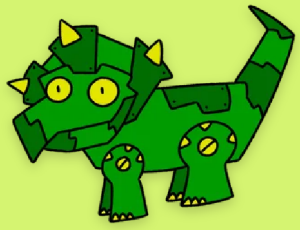
C E F A C F

Art © Kevin Coulston

ANSWER KEY · TREBLE CLEF NOTE NAMES · GRADES 3–4

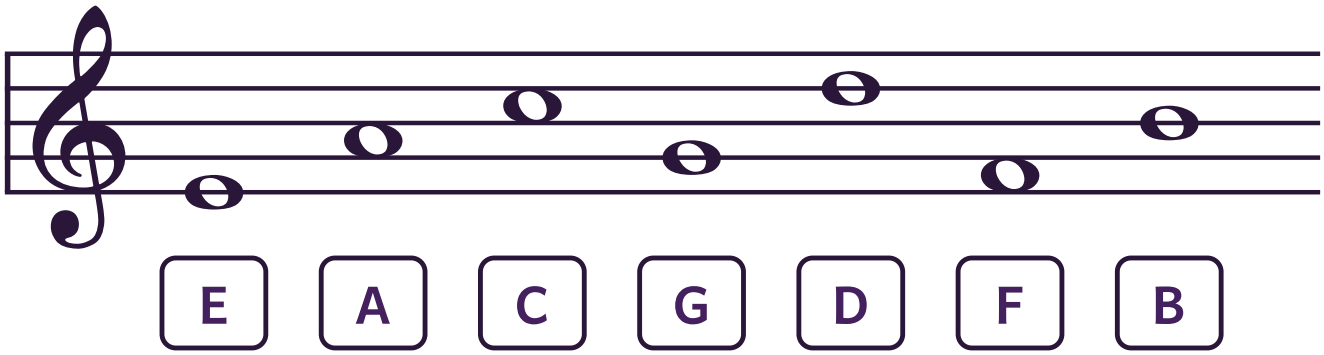
Answer Key: Name the Treble Clef Notes

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

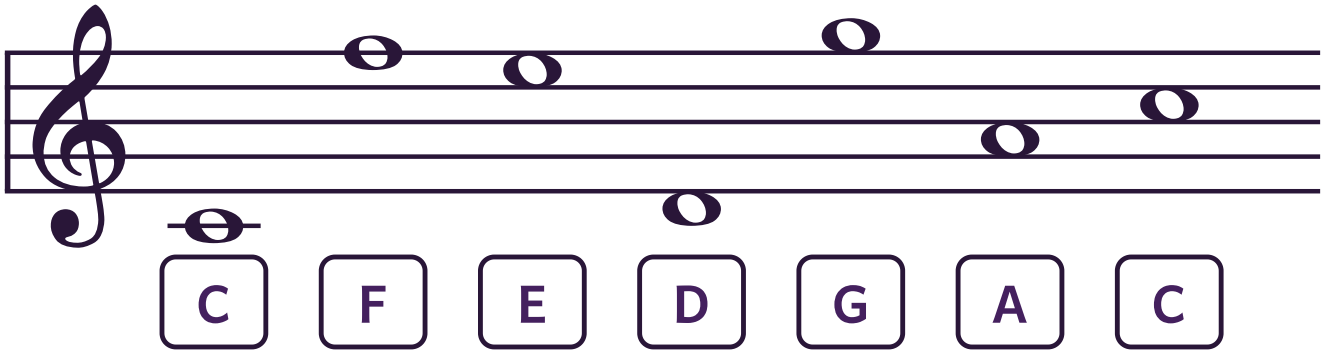


Lines: **E G B D F**. Spaces: **F A C E**. The note on its own little line under the staff is **middle C**, the D just above it hangs under the bottom line, and G sits on top of the staff.

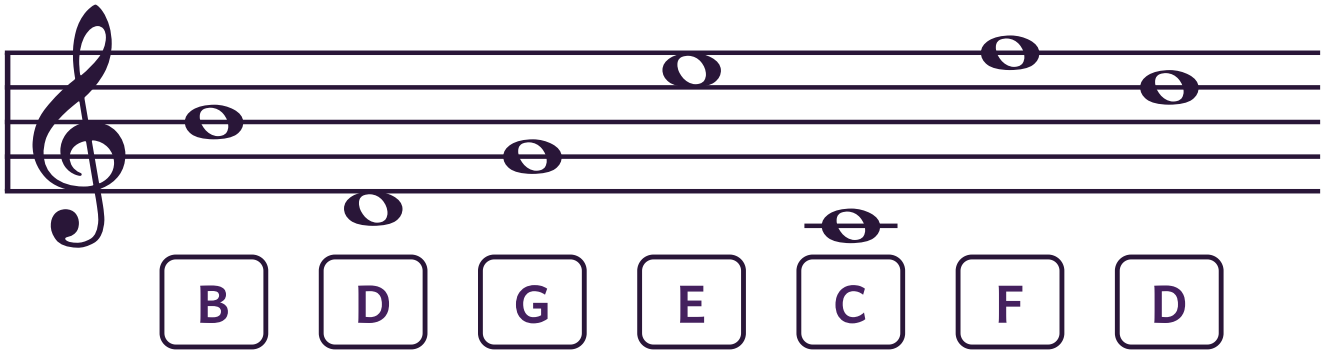
Write the letter name of each note.



E A C G D F B



C F E D G A C



B D G E C F D

Art © Kevin Coulston

ANSWER KEY · TREBLE CLEF NOTE NAMES · GRADES 3–5

Answer Key: Spell Words with Notes
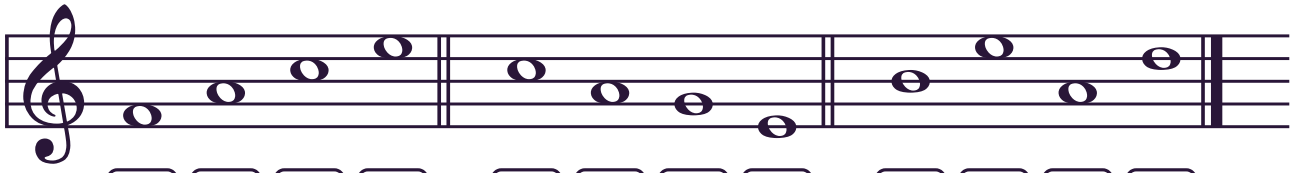
Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.
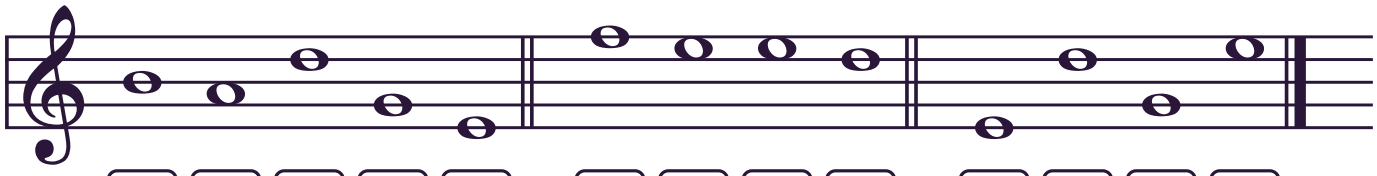


Write the letter name under each note. What words do the notes spell?



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



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



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



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

Art © Kevin Coulston

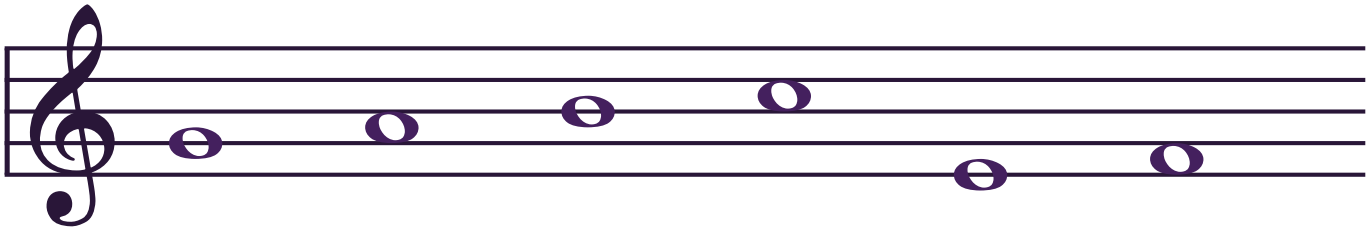
ANSWER KEY · TREBLE CLEF NOTE NAMES · GRADES 3–5

Answer Key: Draw the Treble Clef Notes

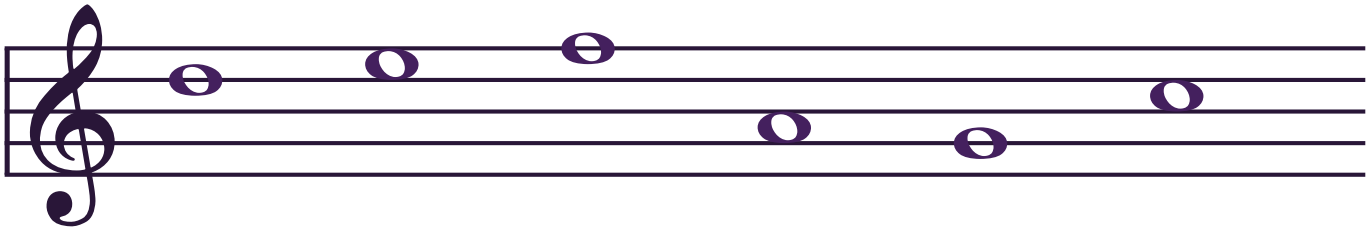
Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

A **whole note** is an empty oval. Some letters have two places on the staff, so each box tells you to use a **line** or a **space**.

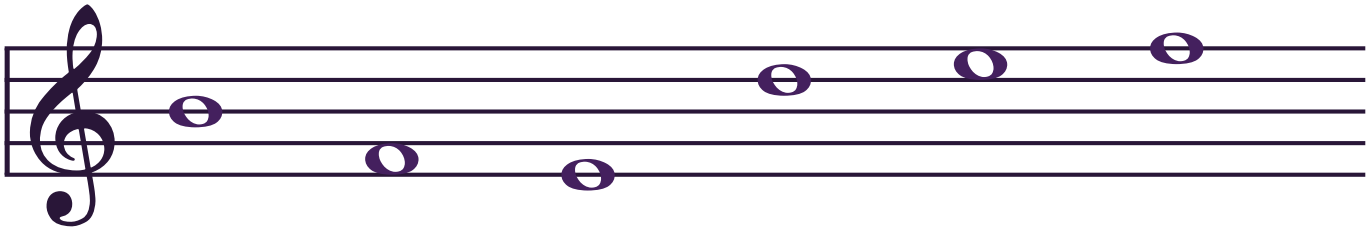
Draw a whole note for each letter.



G line A space B line C space E line F space



D line E space F line A space G line C space



B line F space E line D line E space F line

Art © Kevin Coulston

ANSWER KEY · PIANO KEYS AND BASS CLEF · GRADES 3–4

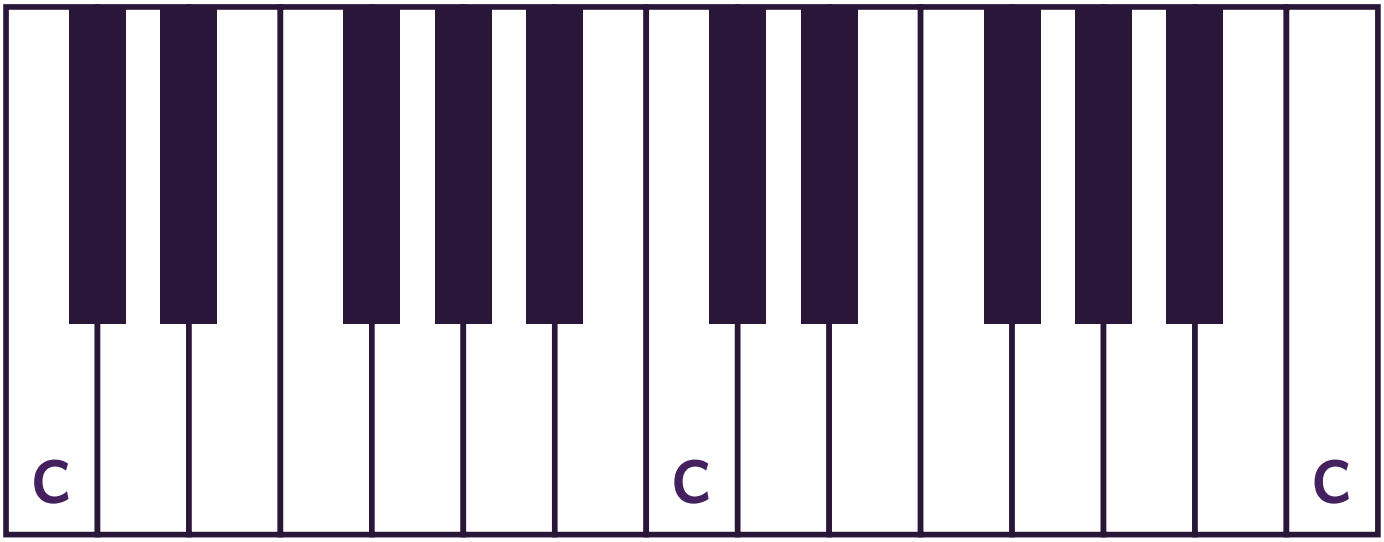
Answer Key: Find Every C on the Piano

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



The black keys come in groups of **two** and **three**. Circle every group of two black keys. The white key just to the left of each group of two is **C**.

Write C on every C.



C, D and E sit around the two black keys. Write C, D and E on the right keys.



Art © Kevin Coulston

ANSWER KEY · PIANO KEYS AND BASS CLEF · GRADES 3–4

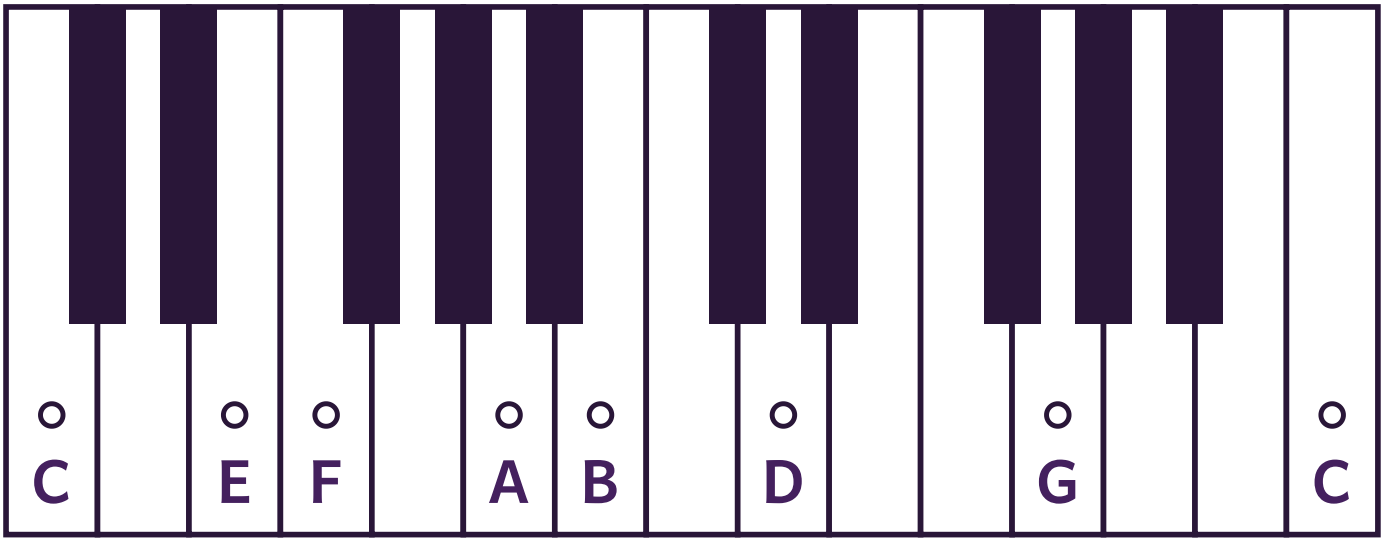
Answer Key: Name the White Keys

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

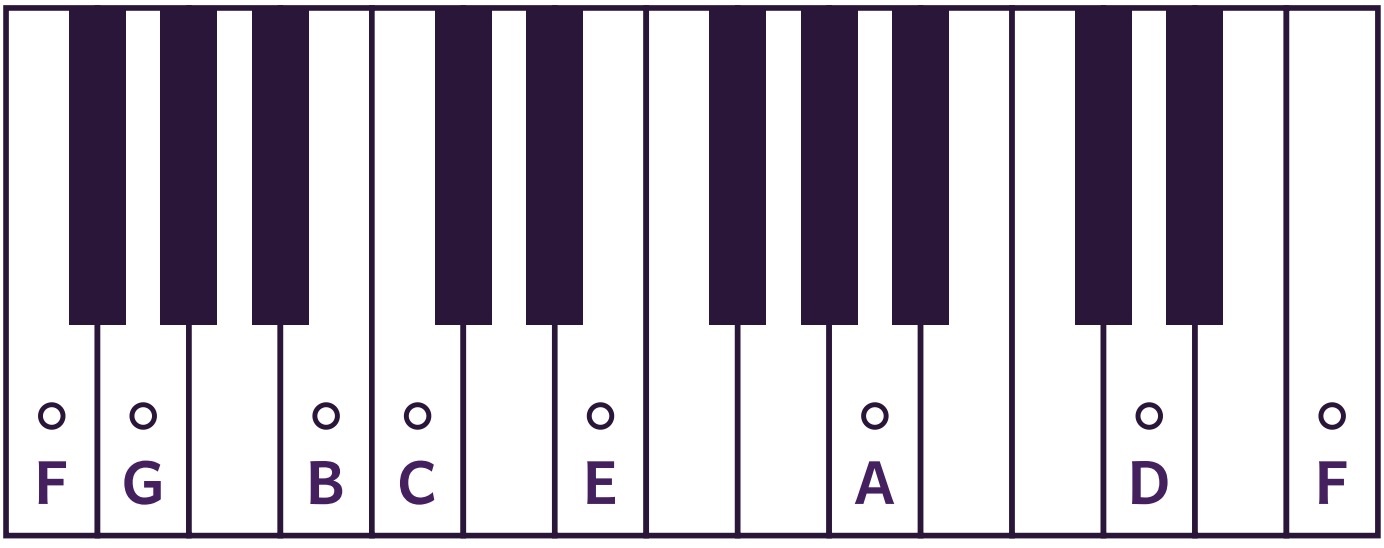


The musical alphabet has seven letters: **A B C D E F G**. After G it starts again at A. **C** is to the left of two black keys and **F** is to the left of three black keys.

Write the letter name on every key with a circle.



This keyboard starts on a different key. Use the black keys to find your place.



Art © Kevin Coulston

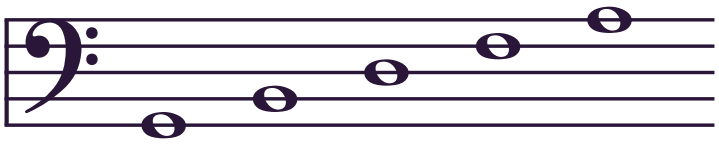
ANSWER KEY · PIANO KEYS AND BASS CLEF · GRADES 4–5

Answer Key: Bass Clef Line Notes

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



The line notes, from the bottom line up:

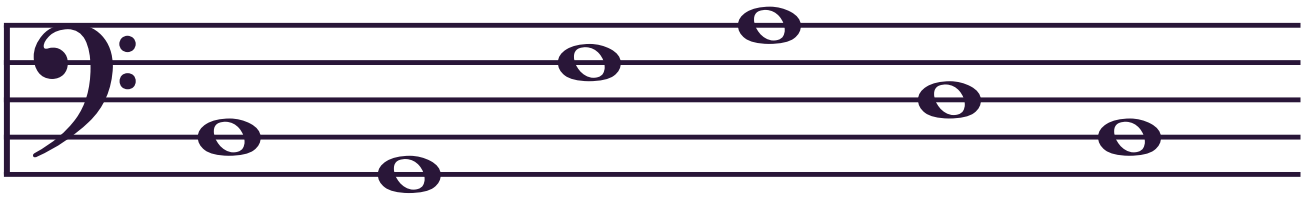


G B D F A

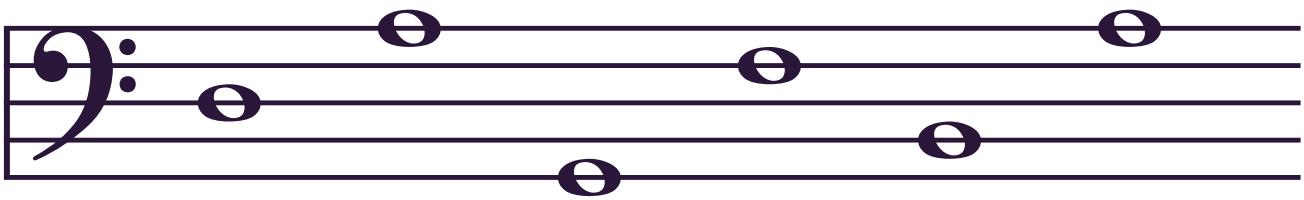
A saying helps you remember them: **G**reat **B**ig **D**ogs **F**etch **A**pples.

The bass clef is for low notes. Its two dots hug the F line.

Write the letter name of each line note.



B G F A D B



D A G F B A

Art © Kevin Coulston

ANSWER KEY · PIANO KEYS AND BASS CLEF · GRADES 4–5

Answer Key: Bass Clef Space Notes

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



The space notes, from the bottom space up:

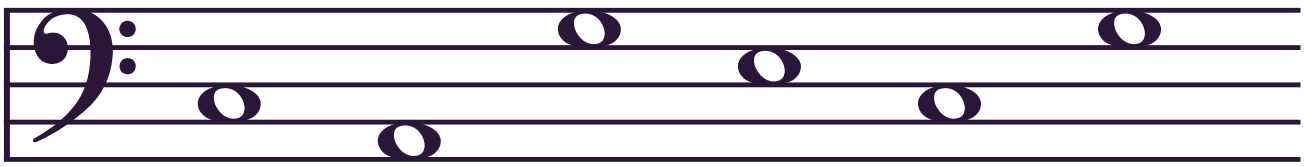


A C E G

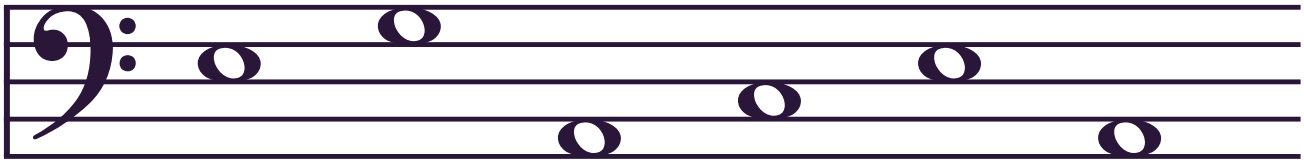
A saying helps you remember them: **A**ll **C**ats **E**at **G**rapes.

Make up your own saying for A C E G and write it on the back.

Write the letter name of each space note.



C A G E C G



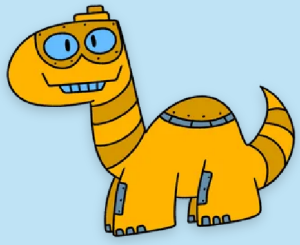
E G A C E A

Art © Kevin Coulston

ANSWER KEY · PIANO KEYS AND BASS CLEF · GRADES 4–5

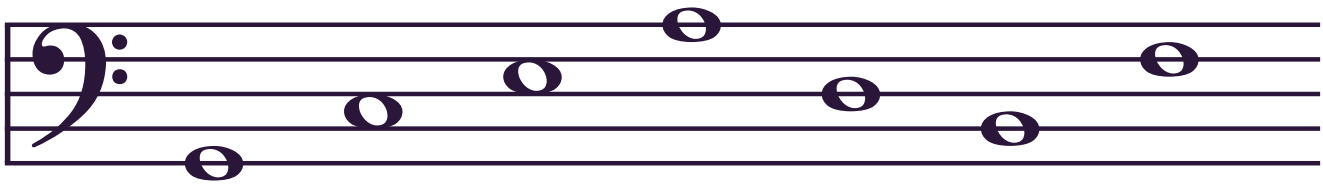
Answer Key: Name the Bass Clef Notes

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

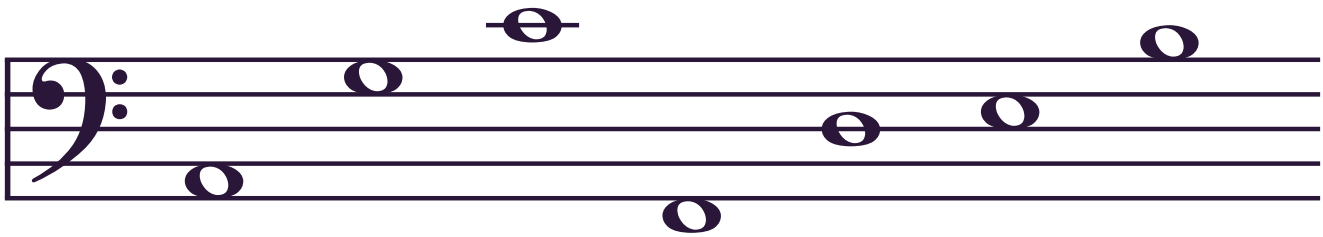


Lines: **G B D F A**. Spaces: **A C E G**. The note on its own little line above the staff is **middle C**, the B just under it sits on top of the staff, and F hangs under the bottom line.

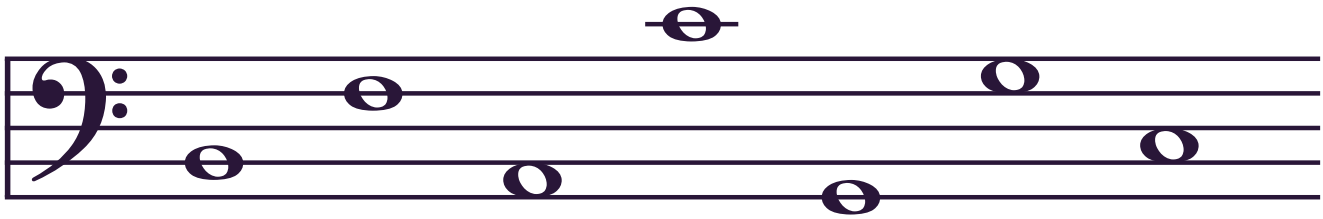
Write the letter name of each note.



G C E A D B F



A G C F D E B



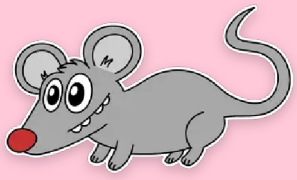
B F A C G G C

Art © Kevin Coulston

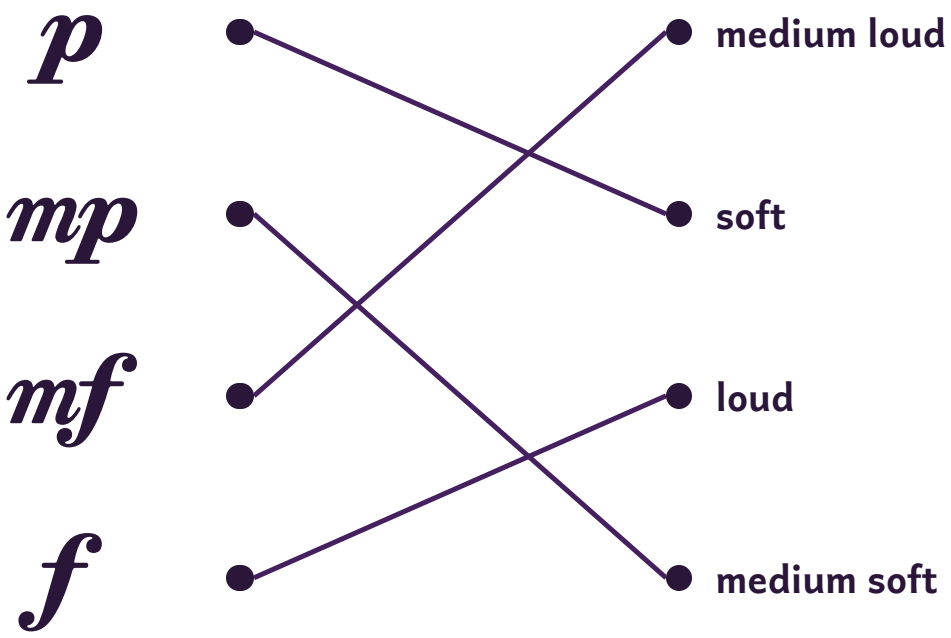
ANSWER KEY · DYNAMICS AND TEMPO · GRADES 1–2

Answer Key: Soft or Loud? Dynamics Match

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



The signs come from Italian words. **p** is for piano, which means soft. **f** is for forte, which means loud. **m** is for mezzo, which means medium.



Soft or loud? Circle the dynamic that fits best.

A lullaby for a sleepy baby	**p (soft)**	f (loud)
A marching band in a parade	p (soft)	**f (loud)**
A mouse tiptoeing across the floor	**p (soft)**	f (loud)
A lion roaring	p (soft)	**f (loud)**
Thunder booming in a storm	p (soft)	**f (loud)**

Art © Kevin Coulston

ANSWER KEY · DYNAMICS AND TEMPO · GRADES 2–4

Answer Key: Dynamics from Softest to Loudest

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Number the dynamics from 1 (softest) to 6 (loudest).

f	*pp*	*mf*	*p*	*ff*	*mp*
5	1	4	2	6	3

Word bank

dynamics · loud · medium · soft

Use the word bank to finish each sentence.

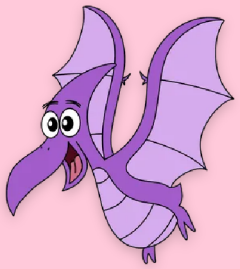
1. The signs that tell how loud or soft to play are called **dynamics**.
2. Pianissimo (pp) means very **soft**.
3. Fortissimo (ff) means very **loud**.
4. Mezzo, the m in mp and mf, means **medium**.

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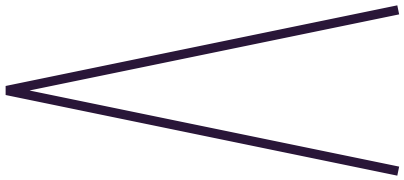
ANSWER KEY · DYNAMICS AND TEMPO · GRADES 2–4

Answer Key: Getting Louder, Getting Softer

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

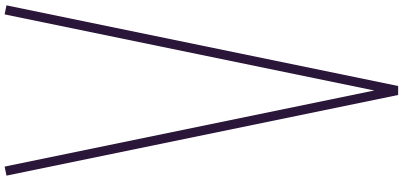


What does each sign tell you to do? Write "get louder" or "get softer".



crescendo: the sign opens up

get louder



decrescendo: the sign closes

get softer

Crescendo or decrescendo? Circle the one that fits.

A train comes closer and closer.	**crescendo**	decrescendo
A parade marches away down the street.	crescendo	**decrescendo**
A few raindrops turn into a storm.	**crescendo**	decrescendo
An echo fades away in a cave.	crescendo	**decrescendo**
A crowd starts to cheer as the runner nears the finish line.	**crescendo**	decrescendo
A music box slowly winds down.	crescendo	**decrescendo**

Draw each sign.

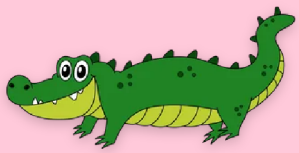
crescendo

decrescendo

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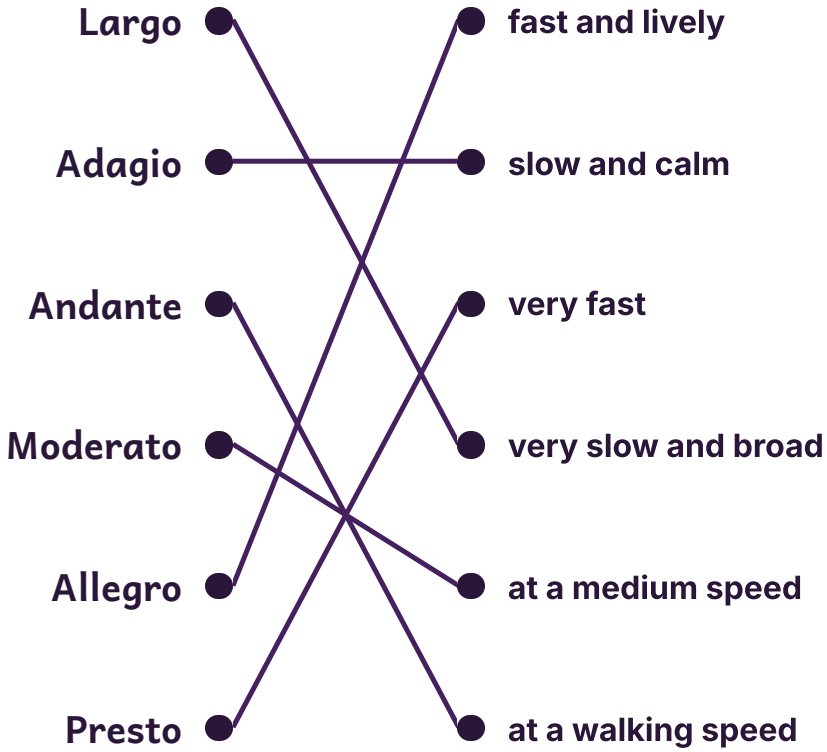
ANSWER KEY · DYNAMICS AND TEMPO · GRADES 3–5

Answer Key: Tempo Words: Slow to Fast



Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.

Match each tempo word to its meaning.



Which tempo fits best? Circle it.

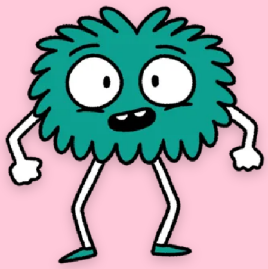
A sleepy lullaby	Presto	**Adagio**
A cheetah racing across the grass	**Presto**	Largo
Walking to school with a friend	**Andante**	Presto
An elephant taking slow, heavy steps	Allegro	**Largo**

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ANSWER KEY · DYNAMICS AND TEMPO · GRADES 2–5

Answer Key: Dynamics and Tempo Word Search

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



N	D	Y	N	A	M	I	C	S	N	U	P
S	F	M	T	P	R	E	L	O	S	M	S
C	I	O	K	A	N	P	Z	A	R	C	E
E	R	D	W	O	L	H	O	Z	R	Y	N
P	R	E	S	T	O	L	R	I	O	G	E
F	I	R	S	A	S	K	E	B	K	O	O
O	S	A	E	C	D	R	S	G	D	M	F
R	E	T	N	B	E	A	E	E	R	T	S
T	A	O	P	O	H	N	G	F	N	O	S
E	G	T	E	M	P	O	D	I	N	R	D
A	N	D	A	N	T	E	S	O	O	E	I
W	O	I	K	Y	N	L	W	I	U	N	R

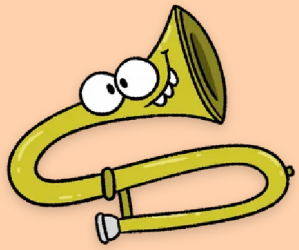
- ☐ piano
- ☐ forte
- ☐ mezzo
- ☐ crescendo
- ☐ allegro
- ☐ largo
- ☐ presto
- ☐ tempo
- ☐ adagio
- ☐ andante
- ☐ dynamics
- ☐ moderato

Art © Kevin Coulston

ANSWER KEY · INSTRUMENT FAMILIES · GRADES 1–3

Answer Key: Instrument Families Sort

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Word bank

trumpet · violin · flute · snare drum · cello · tuba · clarinet · xylophone · harp · trombone · oboe · triangle · guitar · French horn · saxophone · cymbals

Write four instruments in each family.

Strings	Woodwinds	Brass	Percussion
violin	flute	trumpet	snare drum
cello	clarinet	trombone	xylophone
harp	oboe	tuba	triangle
guitar	saxophone	French horn	cymbals

Surprise: the **saxophone** is made of metal, but it is a woodwind because you blow past a thin wooden reed to play it.

Art © Kevin Coulston

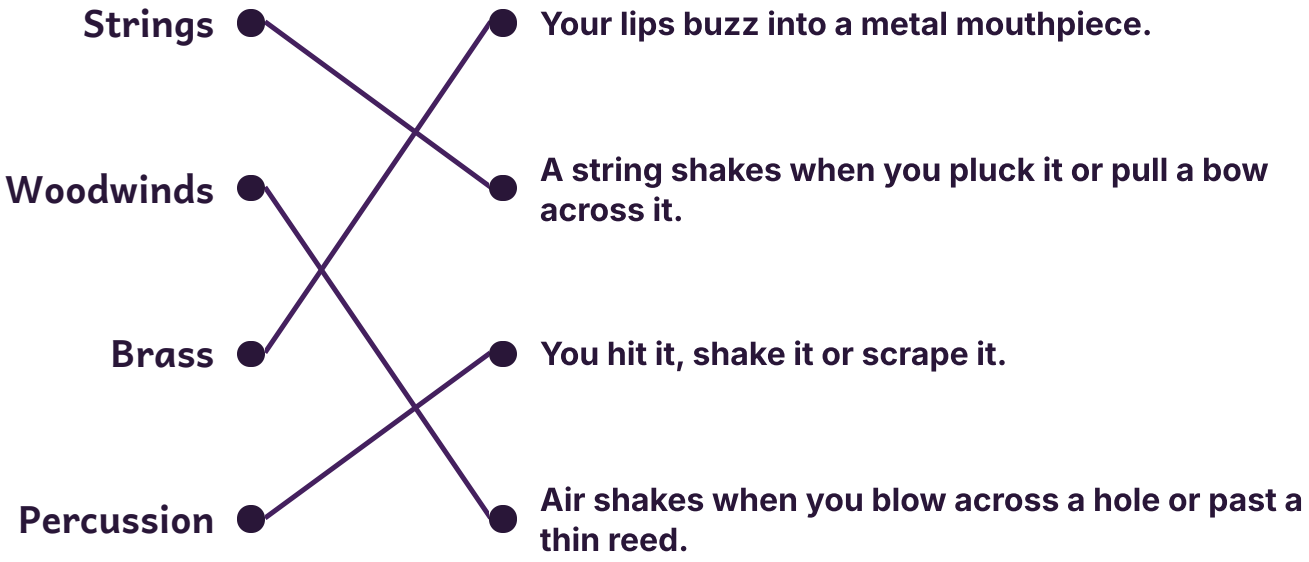
ANSWER KEY · INSTRUMENT FAMILIES · GRADES 2–4

Answer Key: How Instruments Make Sound

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Match each family to the way it makes sound.



Circle the right answer.

A violin player pulls this across the strings. **a bow** / a reed

A clarinet player blows past this thin piece of cane. a slide / **a reed**

A trombone player changes notes by moving this. **a slide** / a bow

Which one is a percussion instrument? a flute / **a tambourine**

A short string makes a sound that is **higher** / lower

A big, long tube makes a sound that is higher / **lower**

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ANSWER KEY · INSTRUMENT FAMILIES · GRADES 2–5

Answer Key: Instrument Riddles

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Word bank

flute · harp · piano · triangle · trombone · tuba · violin · xylophone

Who am I? Write the instrument.

I have 88 black and white keys.

piano

I am made of brass. I change notes with a long slide.

trombone

I am a woodwind with no reed. You hold me sideways and blow across a hole.

flute

I am tall and I have many strings. You pluck me with both hands.

harp

I am a metal bar bent into three sides. Tap me and I ring.

triangle

I am the biggest brass instrument and I play the lowest notes.

tuba

I am the smallest string instrument in the orchestra. You tuck me under your chin.

violin

My wooden bars are lined up like piano keys. You hit them with mallets.

xylophone

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ANSWER KEY · INSTRUMENT FAMILIES · GRADES 1–5

Answer Key: Instruments Word Search

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



B	S	F	T	G	U	I	T	A	R	S	H
U	Y	K	U	W	O	E	N	E	Y	O	T
S	A	G	B	B	I	M	T	Y	O	O	G
Y	Y	D	A	S	B	F	C	E	L	L	O
R	T	P	R	E	F	L	U	T	E	A	C
U	A	R	I	U	O	B	O	E	V	T	L
I	C	N	O	A	M	M	A	S	I	R	A
Y	R	F	I	M	N	T	F	R	O	U	R
U	E	G	M	M	B	O	Y	I	L	M	I
O	C	R	N	P	P	O	K	T	I	P	N
R	B	T	W	W	F	A	N	S	N	E	E
H	A	R	P	R	I	R	S	E	R	T	T

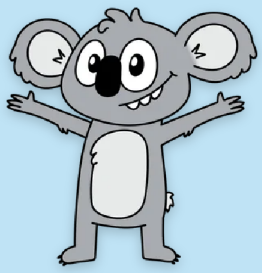
- ☐ violin
- ☐ cello
- ☐ harp
- ☐ flute
- ☐ clarinet
- ☐ oboe
- ☐ trumpet
- ☐ trombone
- ☐ tuba
- ☐ drum
- ☐ piano
- ☐ guitar

Art © Kevin Coulston

ANSWER KEY · COMPOSERS · GRADES 3–5

Answer Key: Meet Johann Sebastian Bach

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Johann Sebastian Bach was born in 1685 in Eisenach, Germany, into a big family of musicians. As a boy he learned the violin and the harpsichord, and he grew up to be one of the best organ players of his time. For many years he led the music at St. Thomas Church in the city of Leipzig, where he often wrote new music for the choir every week. Bach had twenty children, and several of them became composers too. He wrote more than a thousand pieces of music, including the Brandenburg Concertos. Bach died in 1750. His music is still played all over the world.

True or false?

Bach was born in Germany.	**True**	False
Bach was best known for playing the trumpet.	True	**False**
Bach had twenty children.	**True**	False
Bach wrote fewer than one hundred pieces of music.	True	**False**

Answer the questions.

In which city did Bach lead the church music for many years?

Leipzig

Name one instrument Bach played.

the organ, the violin or the harpsichord

What would you ask Bach if you could meet him?

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ANSWER KEY · COMPOSERS · GRADES 2–5

Answer Key: Meet Wolfgang Amadeus Mozart

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Wolfgang Amadeus Mozart was born in 1756 in Salzburg, a city that is now part of Austria. His father, Leopold, was a musician and taught him to play. Wolfgang began writing music when he was only five years old. As a boy he traveled across Europe with his father and his sister, Nannerl, playing the keyboard and the violin for kings and queens. When he grew up he lived in Vienna and wrote operas, symphonies and concertos. One of his best-known operas is The Magic Flute. Mozart died in 1791 at the age of 35, but by then he had written more than 600 pieces of music.

True or false?

Mozart began writing music when he was five.	**True**	False
Mozart was born in Italy.	True	**False**
Mozart's sister was called Nannerl.	**True**	False
Mozart lived to be 90 years old.	True	**False**

Answer the questions.

Name an opera that Mozart wrote.

The Magic Flute

About how many pieces of music did Mozart write?

more than 600

What were you learning to do when you were five?

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ANSWER KEY · COMPOSERS · GRADES 3–5

Answer Key: Meet Ludwig van Beethoven

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Ludwig van Beethoven was born in 1770 in Bonn, Germany. He was a gifted piano player as a boy, and as a young man he moved to Vienna, a city famous for its music. In his late twenties Beethoven began to lose his hearing. It got worse over the years until he was almost completely deaf, but he never stopped composing. He could hear the music in his mind. Beethoven wrote nine symphonies. His Fifth Symphony begins with four of the most famous notes in music: short, short, short, long. He also wrote a well-loved piano piece called Für Elise. Beethoven died in 1827.

True or false?

Beethoven was born in Bonn, Germany.	**True**	False
Beethoven stopped writing music when he lost his hearing.	True	**False**
Beethoven wrote nine symphonies.	**True**	False
Für Elise is a piece for the trumpet.	True	**False**

Answer the questions.

How does the Fifth Symphony begin?

with four notes: short, short, short, long

Which city did Beethoven move to as a young man?

Vienna

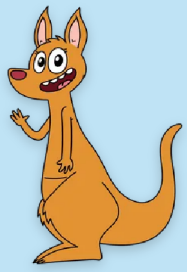
What does Beethoven's story teach you about not giving up?

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ANSWER KEY · COMPOSERS · GRADES 3–5

Answer Key: Meet Florence Price

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Florence Price was born in 1887 in Little Rock, Arkansas. Her mother was a music teacher and gave Florence her first piano lessons. Florence played in her first recital when she was four years old. After high school she studied piano and organ at the New England Conservatory of Music in Boston. Later she moved to Chicago. In 1933 the Chicago Symphony Orchestra played her Symphony No. 1 in E minor. It was the first time a major American orchestra performed a symphony written by a Black woman. Florence Price wrote more than 300 pieces, including symphonies, songs and piano music. She died in 1953.

True or false?

Florence Price was born in Arkansas.	**True**	False
Her father gave her her first piano lessons.	True	**False**
She studied music in Boston.	**True**	False
She wrote only three pieces of music.	True	**False**

Answer the questions.

Which orchestra played her Symphony No. 1 in 1933?

the Chicago Symphony Orchestra

Why was that concert an important first?

A major American orchestra played a symphony by a Black woman.

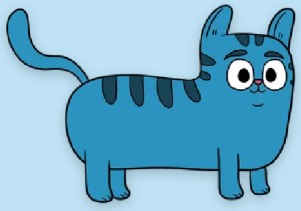
What is something you would like to be the first to do?

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ANSWER KEY · COMPOSERS · GRADES 2–5

Answer Key: Meet Scott Joplin

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.



Scott Joplin was born around 1868 and grew up in Texarkana, a town on the border of Texas and Arkansas. His family loved music, and he learned to play the piano as a boy. Joplin became famous for ragtime, a bouncy style of piano music with a steady beat in the left hand and a jumpy tune in the right hand. In 1899 he published the Maple Leaf Rag, which became a huge hit. He also wrote The Entertainer and an opera called Treemonisha. People called him the King of Ragtime. Joplin died in 1917. In 1976 he was honored with a special Pulitzer Prize for his music.

True or false?

Scott Joplin was called the King of Ragtime.	**True**	False
Ragtime is a slow and sleepy kind of music.	True	**False**
Joplin grew up in New York City.	True	**False**
Joplin wrote an opera called Treemonisha.	**True**	False

Answer the questions.

Name one piece of music that Scott Joplin wrote.

Maple Leaf Rag, The Entertainer or Treemonisha

What honor was he given in 1976?

a special Pulitzer Prize

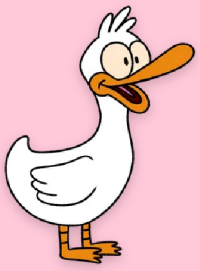
Ragtime is bouncy. What kind of music makes you want to move?

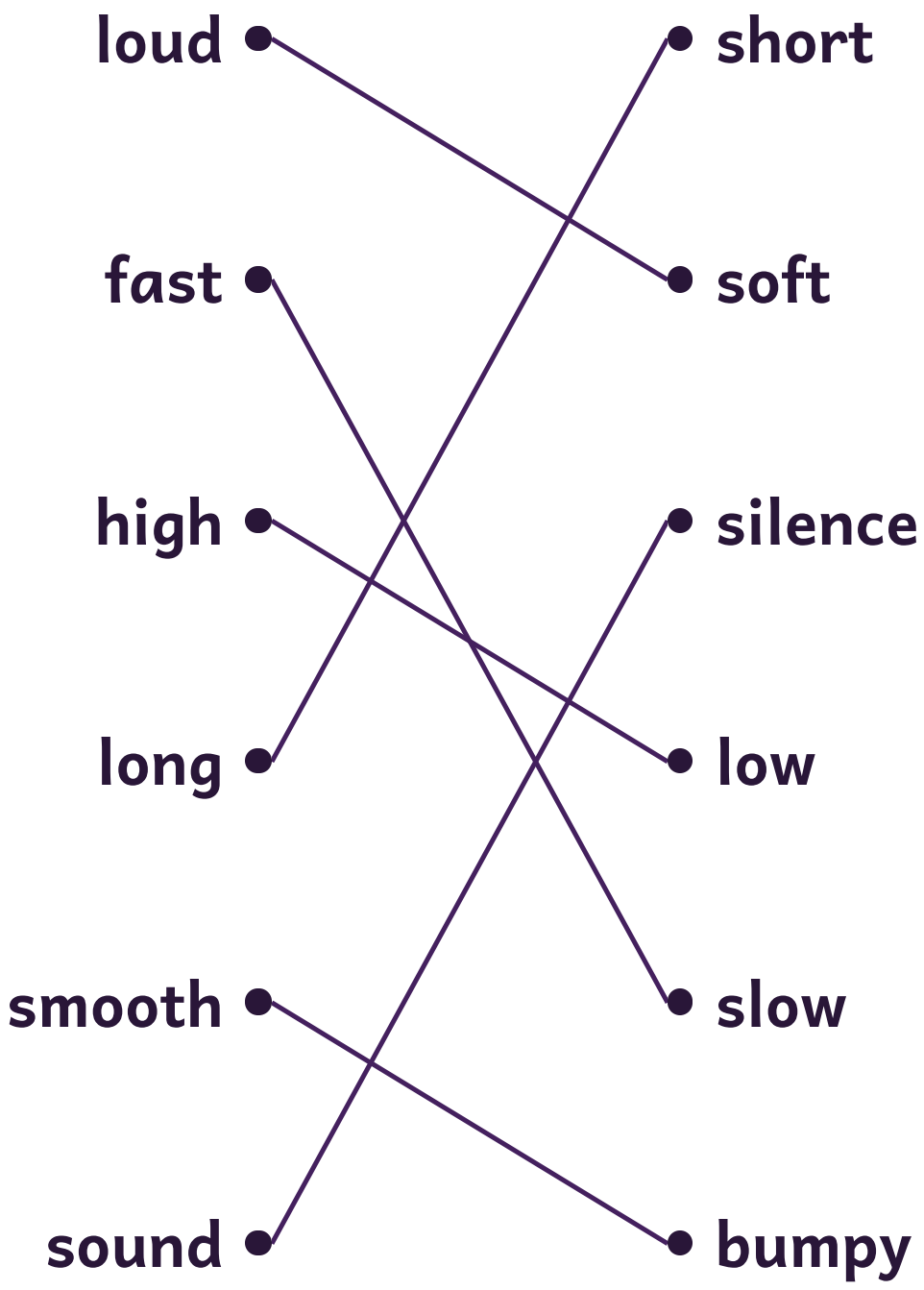
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ANSWER KEY · LISTENING AND COMPOSING · GRADES K–2

Answer Key: Musical Opposites Match

Answers for grown-ups. Where kids write or draw their own ideas, the key shows one example.





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