



## John W. Schaum Theory Lessons Book Three

- EXPANDING MUSICAL KNOWLEDGE

Building on the foundations laid in books one and two of the *John W. Schaum Theory Lessons*, the student will now be introduced to more specific rules of music notation and interpretation.

Sections on dynamics, form, stems and beams, vocal and four-part choral notation, ornaments, and notation abbreviations are of great value to the student musician.

- PERFORATED PAGES

Perforations allow the teacher to remove the lesson pages and assign them individually; the student can be working on a new page at the same time as the teacher is correcting the old page.

- SAVES TIME

The student learns theory with a minimum of the teacher's time. Adequate explanatory remarks precede each new step so that the student can do the assignment without lengthy explanation by the teacher. The teacher can then devote the majority of lesson time to the student's piano playing.

- DEVELOPS STUDENT'S INITIATIVE

After reading the explanations given with each lesson, most students need no extra help from the teacher. The assignment can be prepared at home and left with the teacher for correction, thereby encouraging the student's initiative as well as conserving valuable lesson time.

- CLASS OR PRIVATE INSTRUCTION

The *John W. Schaum Theory Lessons* are suitable for class lessons as well as for private instruction.

- ANSWER KEY

The answers for each lesson are included at the end of the book.

# Lesson 1. Tempo Markings

Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Below is a list of words most commonly used to indicate the tempo (speed) of music. They are arranged in order from slowest to quickest.

Largo .....	Very slow
Larghetto .....	Less slow than Largo
Lento .....	Rather slow
Adagio .....	Slow and leisurely
Andante .....	Very moderate
Andantino .....	Less slow than Andante
Moderato .....	Moderate speed
Allegretto .....	Somewhat faster than Moderato
Allegro .....	Fast
Presto .....	Faster than Allegro

**\*DIRECTIONS:** Study the tempo chart above, then draw a circle around the tempo that best fits each of the following.

- |  |            |            |            |
|--|------------|------------|------------|
| 1. "Star-Spangled Banner" .....              | Moderato   | Andantino  | Presto     |
| 2. Snail .....                               | Lento      | Adagio     | Largo      |
| 3. Football march .....                      | Andante    | Largo      | Allegro    |
| 4. Funeral march .....                       | Largo      | Allegretto | Lento      |
| 5. Using a computer for the first time ..... | Adagio     | Largo      | Presto     |
| 6. Turtle .....                              | Larghetto  | Andantino  | Allegretto |
| 7. Fire engine .....                         | Presto     | Larghetto  | Andante    |
| 8. Riding a bicycle uphill .....             | Allegretto | Lento      | Andantino  |
| 9. "Yankee Doodle" .....                     | Allegro    | Lento      | Adagio     |
| 10. Soccer game .....                        | Moderato   | Allegro    | Presto     |
| 11. Jet plane in flight .....                | Presto     | Moderato   | Allegro    |
| 12. Congested traffic .....                  | Lento      | Moderato   | Allegretto |
| 13. Food processor .....                     | Presto     | Adagio     | Allegro    |
| 14. "America" .....                          | Andante    | Larghetto  | Moderato   |

**\*Teacher:** Make allowances for differences of opinion in the answers. For example, "Snail" could be correctly answered with either *Largo* or *Lento*, provided that the student can explain the answer.