

9 (i) 6th 3rd (ii) 3rd 6th (iii) 4th 5th

(iv) 5th 4th (v) 1 8ve

- 10 (i) D (ii) C (iii) C (iv) D (v) D (vi) D

11 *Andante*

- 12 CD 2 40 *Sleep, baby, sleep*, flute 41 *Botany Bay*, oboe
- 13 (a) F major (b) 6th (c) Simple duple metre
- 14 (a) A repeated section (b) *Mezzo forte* (c) To be played moderately quietly
- 15 (a) Slur (b) Tie (c) Slowly (d) Gradually slow the tempo

16

wrong note value

TG/Book B/L38/Q16/p54
Grade 1

Question Map

Aural	2, 3, 5
Rhythm and metre	1
Terms	4
Triads and Intervals	6

Answer Key

1

2 CD 2 29

3 CD 2 30

4 (a)

(b) Very fast (c) Lively, fast (d) Lively, faster than *Allegro* but not as fast as *Presto*

5 CD 2 31

faster than

7 than / than

6 (i)
G major
V I

(ii)
D minor
i V

(iii)
D major
V I

(iv)
G minor
V i

*TG Book B/L34/p 46
spelling error*

Grade 1

The dotted rhythms ending before rests give this piece the *Moderate swing* style indicated at the head of the work. In bars 4, 12, and 20 the dotted rhythm is tied into the following crotchet (quarter note) with an accent on the weak, short note that begins each tie. These are good examples of syncopation, even if the semiquavers (sixteenth notes) have not yet been touched upon in *Music Craft*.

The constant mixing of major and minor thirds in *Scoobie du wup* generates tonal interest in this short piece, although the student may encounter difficulties in explaining the presence of $E\flat$ in C major at this stage. In the first eight bars the melody moves within the tonic triad, but the quality of the third – E versus $E\flat$ – changes in each bar. The next eight bars then proceed to do the same thing at the subdominant – that is, with the F triad alternating between A and $A\flat$. The last eight bars are like the first, but an octave higher and with a more ornate flourish near the end. The 'bluesy' $F\sharp$ at the end (perhaps standing in for the flatted fifth $G\flat$) is related to the alternation of major and minor thirds.

Summary

- The term 'syncopation' refers to rhythmic techniques that contradict the expected regularity of stressed and unstressed beats within a metre.
- Syncopation results in the rhythmic emphasis of a weak beat at the expense of a strong beat, or of a point within a beat rather than the beginning of a beat.
- Syncopation is often achieved by tying a rhythmically weak note to one that is normally stronger.
- The striking contrast in sound between the minor third and the major third is the source of the very different character of the minor triads and the minor keys, compared to major triads and keys.
- Sometimes the major third and the minor third are contrasted directly, from the same root note, within a single major key or minor key. This can even become a source of motion from an initial point to something contrasting, and back again.

Question Map

Aural	3, 8
Pitches, scales and keys	1, 2
Set Work	9
Terms	4, 5
Triads and intervals	6, 7

Answer Key

1 (a) G major (b) One sharp ($F\sharp$) (c) $D\sharp$ (d) B, $D\sharp$, $F\sharp$



3 CD 1 6 H 7 L

4 (a) Fast and lively (b) Quick, very fast

5 Presto Allegro Moderato Andante Adagio Lento

Fastest Slowest

TG Book B / Lesson 22 / page 13

Sharp music Q2

Grade 1

Answer Key

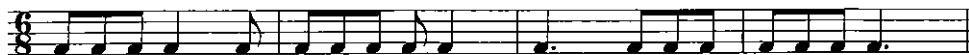
1 (i)



(ii)



2



3 (a) Once
(b) Twice

4 CD 2 33 Higher

5 CD 2 34



6 Repeat the section within the bar lines

7



OR




note both on the 3rd line as in the SWB

Teacher's Guide / Grade 1 / Book B / Lesson 36 / page 51



- 2 (a) A moderate walking pace
- (b) A moderate pace, faster than *Andante*
- (c) At ease, slowly
- (d) Fast and lively
- (e) Quick, very fast
- (f) Slow
- (g) Moderately lively
- (h) Vivacious, lively

3 CD 2 32 

4 (i) 

(ii) 

5 

6 (i) 

(ii) 

- 7 (a) *Sleep, baby, sleep*
- (b) Simple duple metre
- (c) Soft

8 (i) 




(ii) 


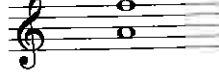
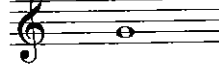
9 (i) 


(ii) 

notate
both
rhythms
on 3rd
line as
shown
in
student
workbook



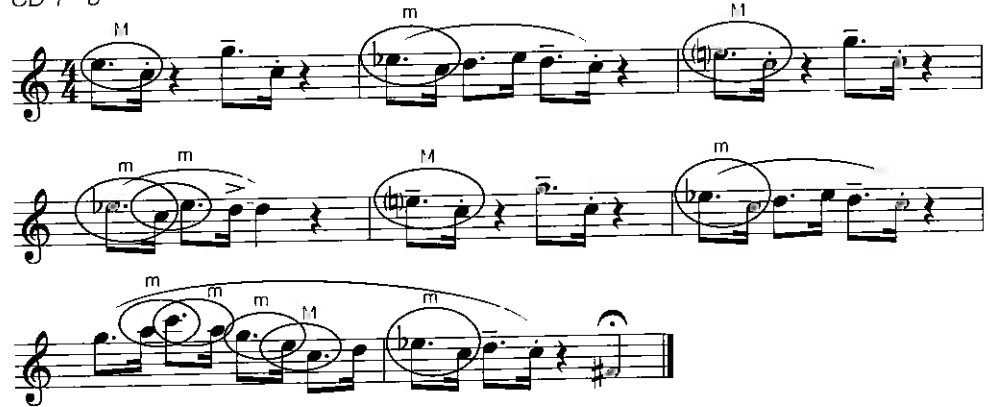
6 (i)  (ii)  (iii) 

(iv)  (v)  (vi) 

(vii) 

7 (i) 5th (ii) 3rd (iii) 4th (iv) 6th

8 CD 1 8



9



Answer Key

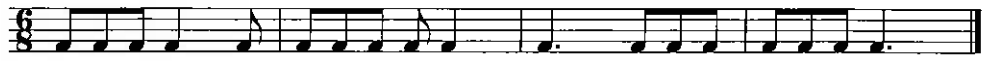
1 (i)



(ii)



2



3 (a) Once
(b) Twice

4 CD 2 33 Higher **H**

Correct answer

5 CD 2 34

6 Repeat the section within the bar lines



OR



*Teacher's Guide / Grade 1 / Book B /
Lesson 36 / page 51*



	Pitches, scales and keys	Rhythm and metre	Triads and intervals	Instruments	Aural	Terms	Set Works
1	Treble clef		Skip, step and leap				
2	Specific pitch naming; Leger lines; C major scale	Beats, bars and bar lines					
3		Note values	C major triad				
4				Keyboard instruments			
5	Revision						
6	Naming scale degrees						
7		$\frac{2}{4}$ metre					
8			Triads				
9				Stringed instruments: violin and viola			
10	Revision						
11	G major scale						
12		$\frac{3}{4}$ metre				Tempo, Andante	
13	Scale degrees in G major					Piano, forte	
14				Stringed instruments: cello and double bass			
15	Revision						
16			Triads: Perfect fourth; Intervallic inversion				
17		Rests				Legato, staccato	
18	Scale degrees in C major melodies					Moderato	
19				Woodwind instruments: flute and clarinet			
20	Revision						
21	F major scale						
22		Quavers (eighth notes) in $\frac{2}{4}$ metre		Woodwind instruments: oboe and bassoon			
23			F major triad; Minor third			Mezzo forte	
24				Brass instruments: trumpet and horn			
25	Revision						
26	Scale degrees in F major melodies					Allegro	
27		Quavers (eighth notes) in $\frac{3}{4}$ metre					
28	Identification of melodic similarity and difference		Root position triads				
29	Scale degrees in G major melodies					Pianissimo	
30				Brass instruments: trombone and tuba			
31	Revision						
32	Scale degrees in melodies					Adagio	
33		Rhythms in $\frac{2}{4}$ and $\frac{3}{4}$ metre					
34			Descending triadic intervals				
35				Percussion instruments			
36			Root position triads				
37	Revision						
38	Test (Lessons 1-5)						
39	Test (Lessons 16-25)						
40	Test (Lessons 26-37)						

38 should be: (Lessons 1-15)

NB: This is a global error. All pages of the Thematic Outlines in each of the '8' volumes of the Teacher's Guides contain this error.