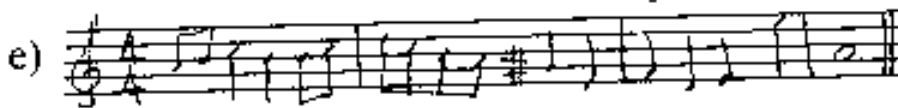


## **Theory - Instructions for Use Advanced Level**

Below are two worksheets I use for 15 - 17 years. Music is a chosen optional for students so classes, naturally, are small (circa 10 people - or less!), with 3 X 45min lessons per week mixing singing/keyboard/own instrument (+ supporting theory for both activities), listening (repertoire), discussion and composition. Students are also expected to musically contribute to the chamber choir or orchestra once a week hence theory, again, is reinforced through practical tasks.

The following two worksheets have specific focuses as indicated on the sheet: However the 'Tune Spotting' exercise tries to get students thinking about bar balance, interval usage, tonality, rhythm and other theoretical concepts in relation to a 'pleasant' melody.

## TUNE SPOTTING



1. Play all the melodies many times.
2. Which melodies are good? Why?
3. Which melodies are bad? Why?

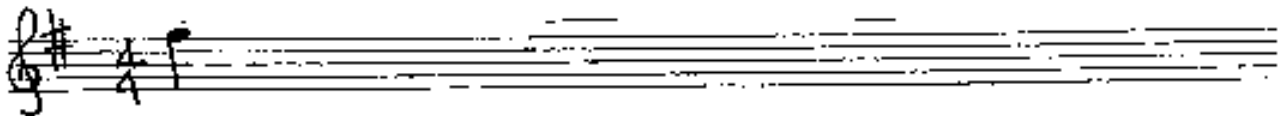
## REVISION (1 Page Only)

- key signatures
- transposition

1. Play this short melody.



Transpose the melody into G major. The key signature and first note are given.



2. Look at the following major key signatures. Write their key names below.  
e.g.



Bflat maj

3. Play this tune in A minor. It starts on the first degree of the scale. Transpose it into D minor & add the key signature.

