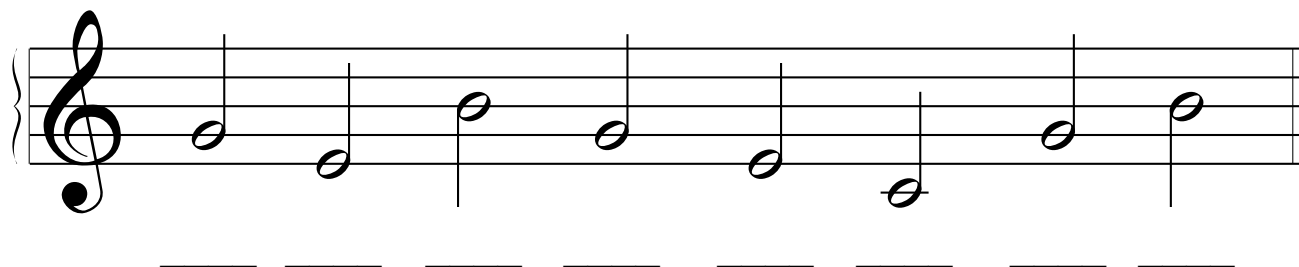
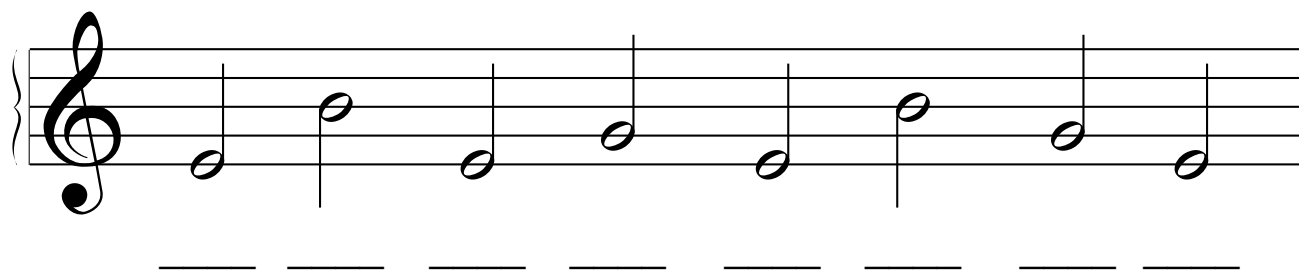
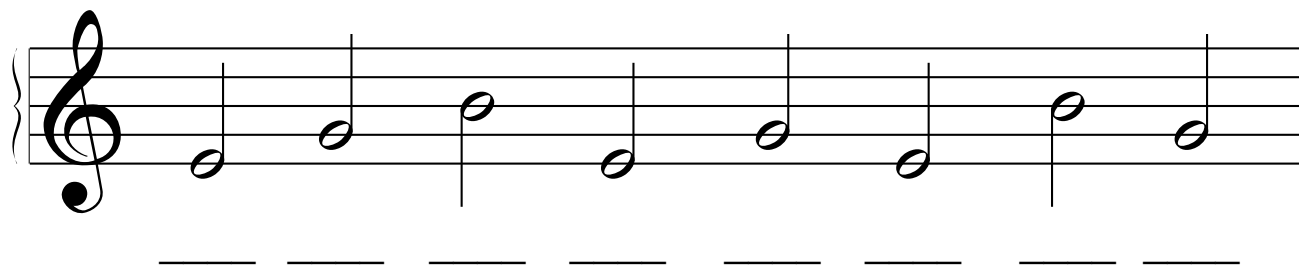
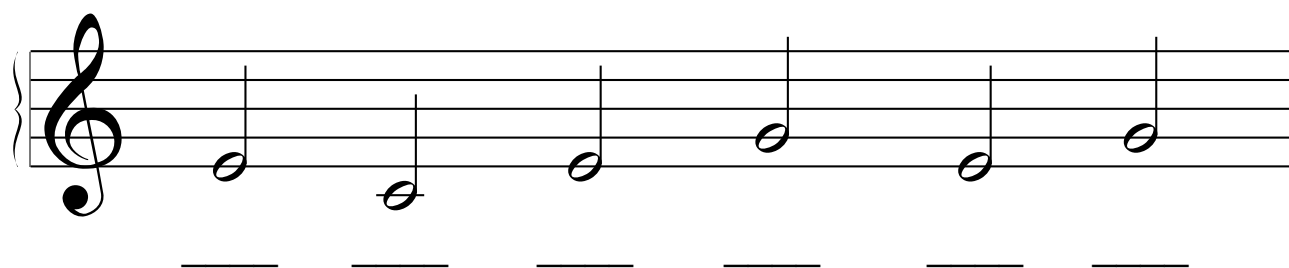
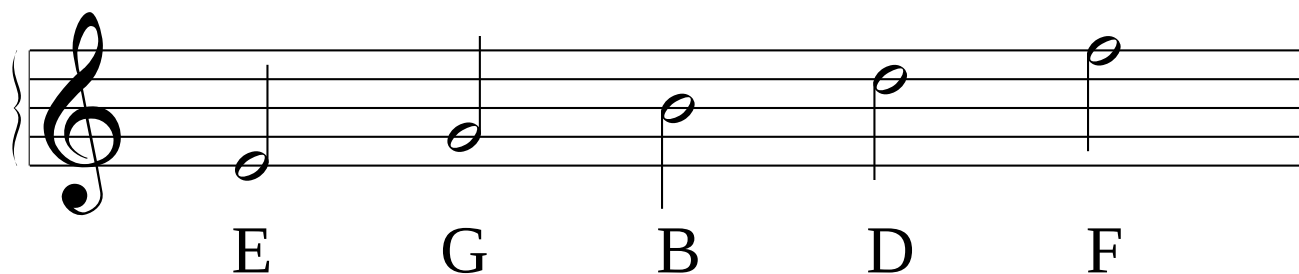


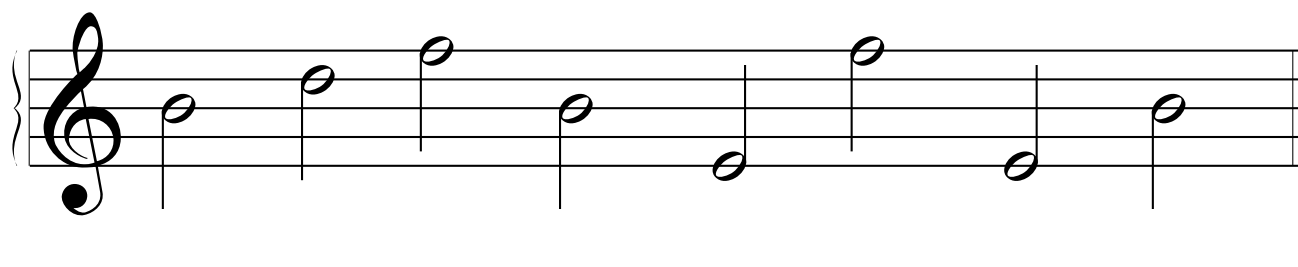
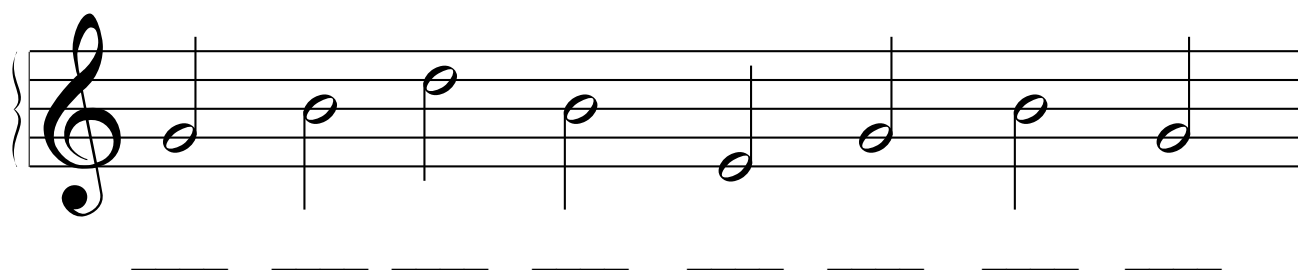
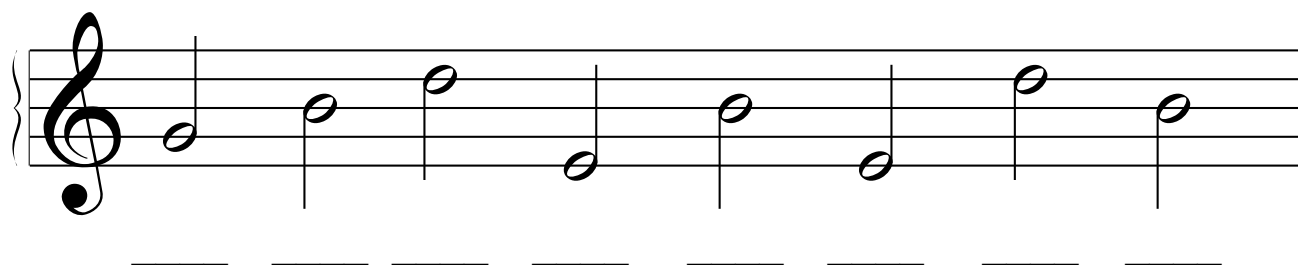
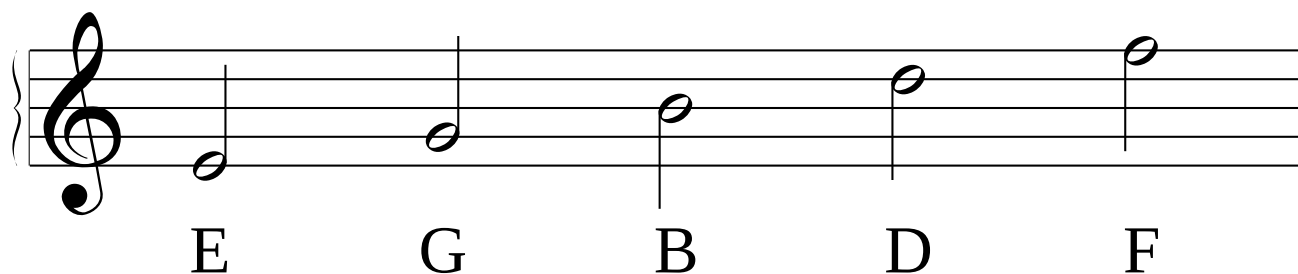
Treble Clef Lines - 1

Name _____



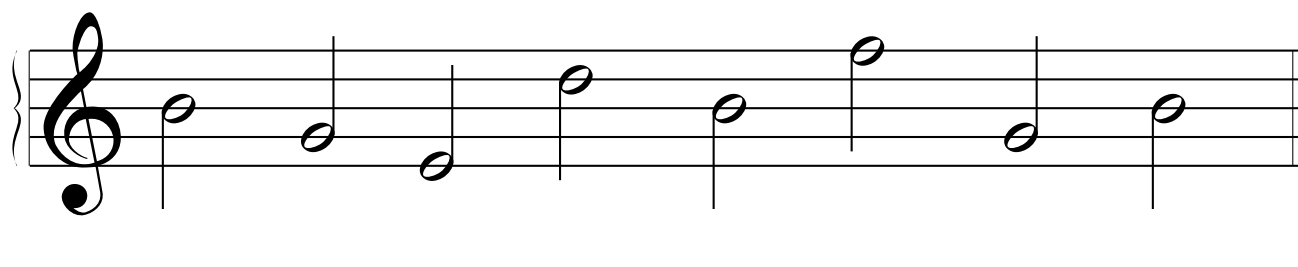
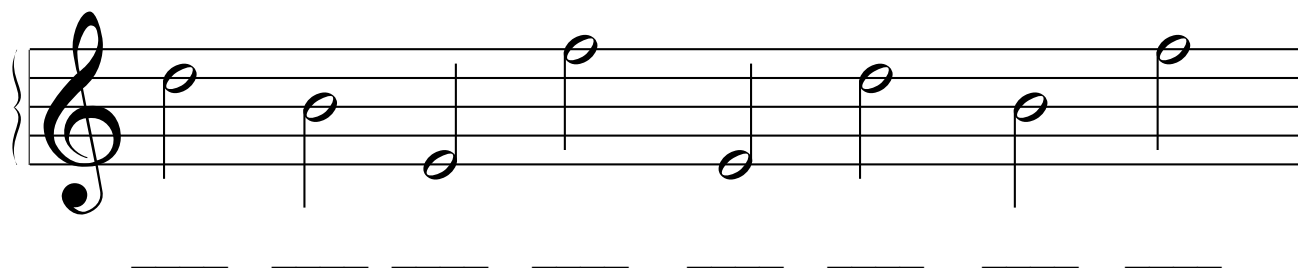
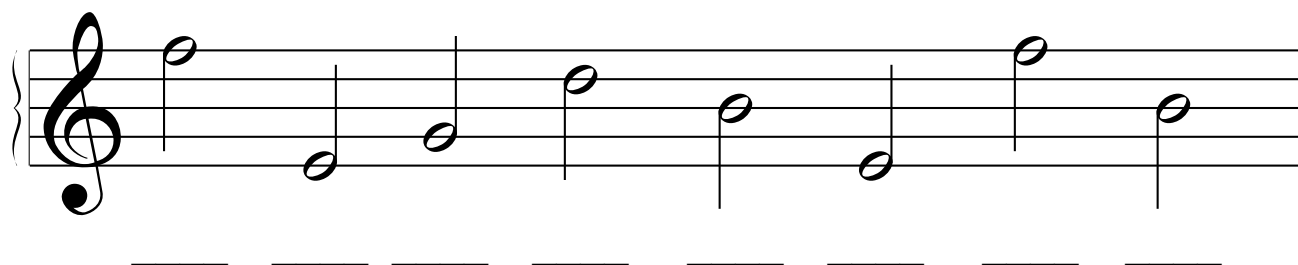
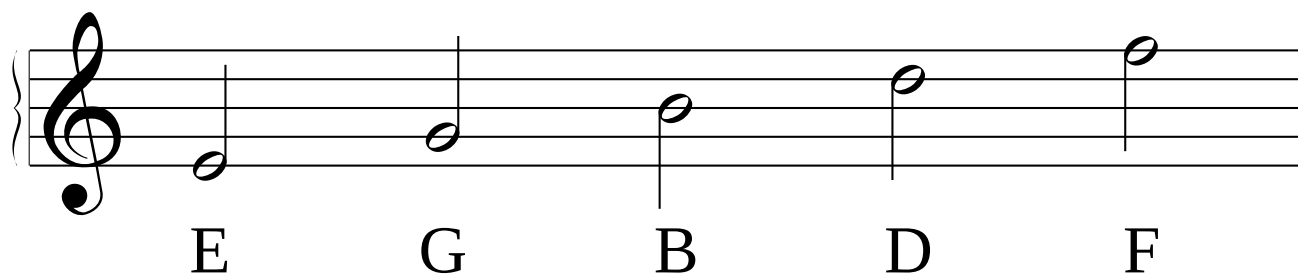
Treble Clef Lines - 2

Name _____



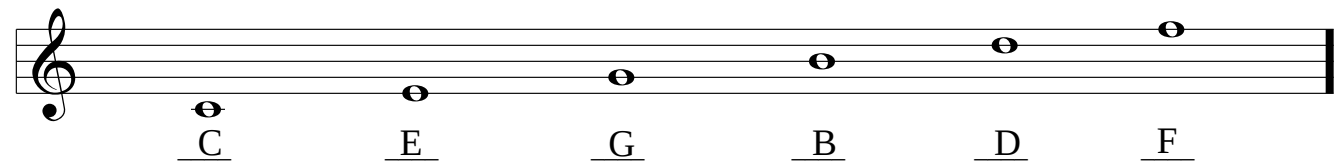
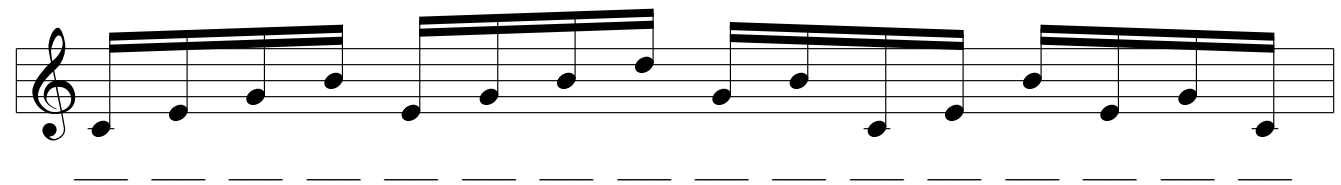
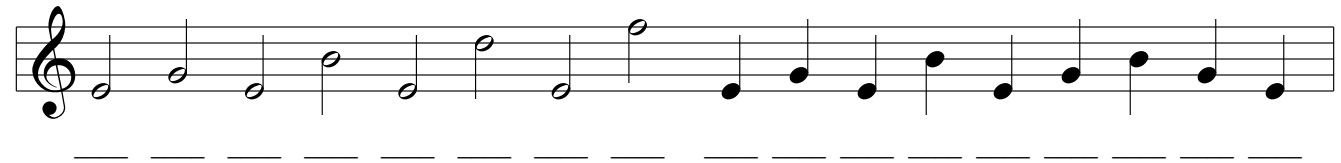
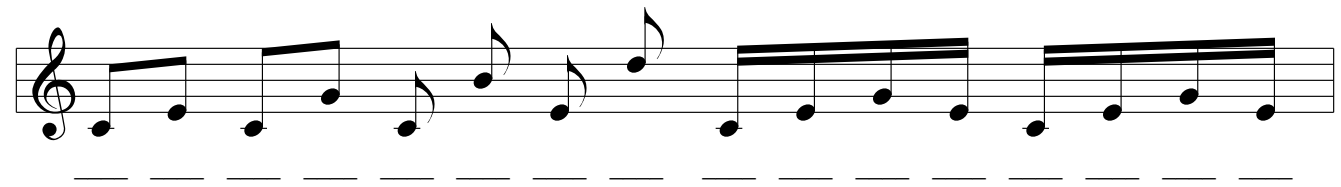
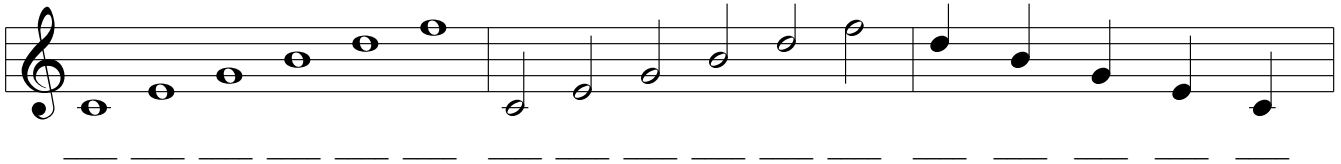
Treble Clef Lines - 3

Name _____



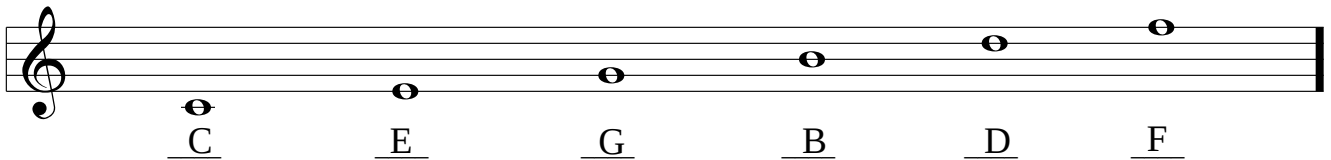
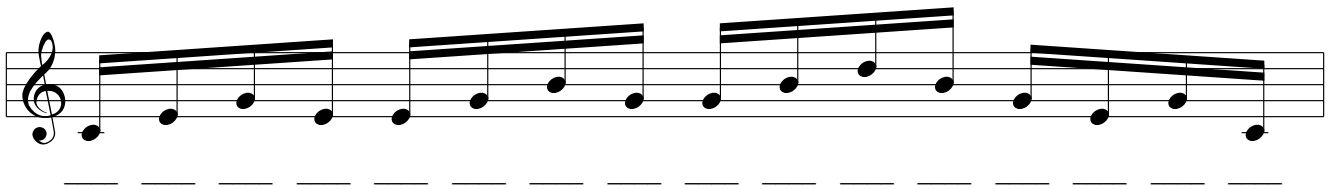
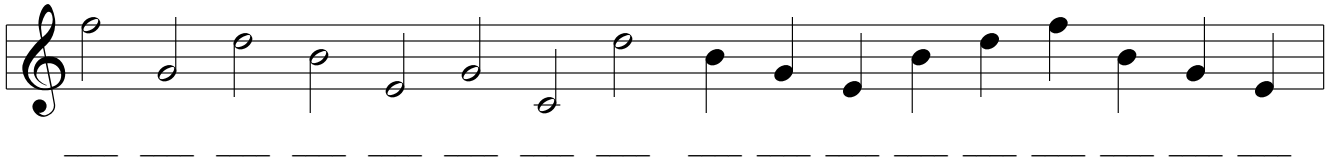
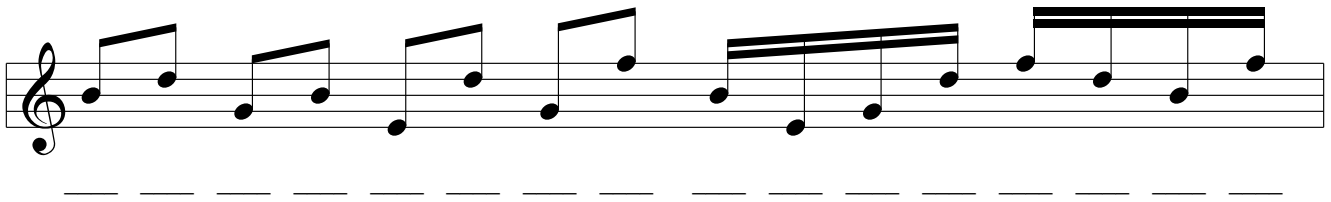
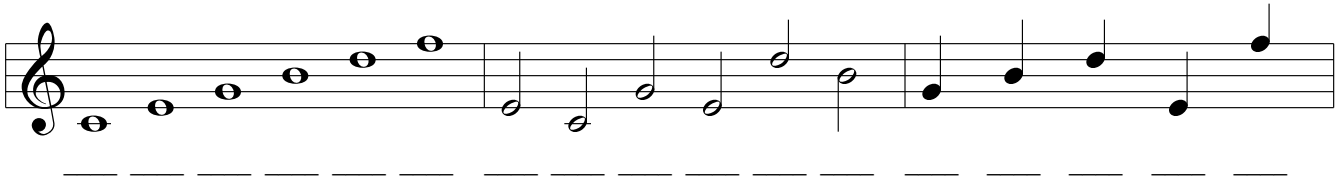
Treble Clef Lines-1

Name _____



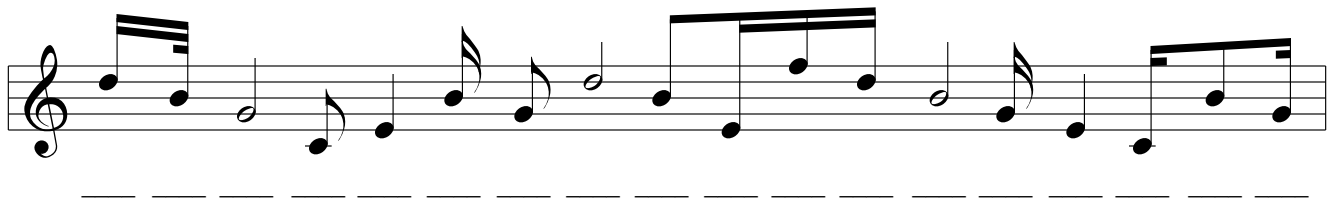
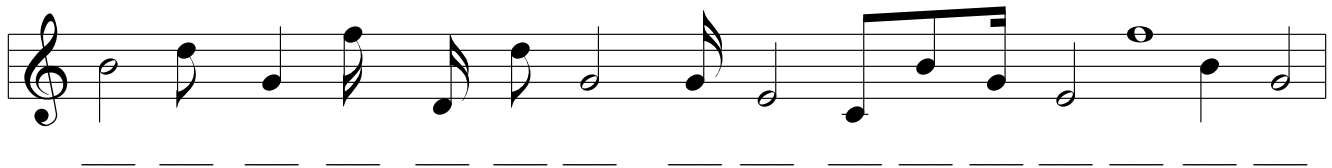
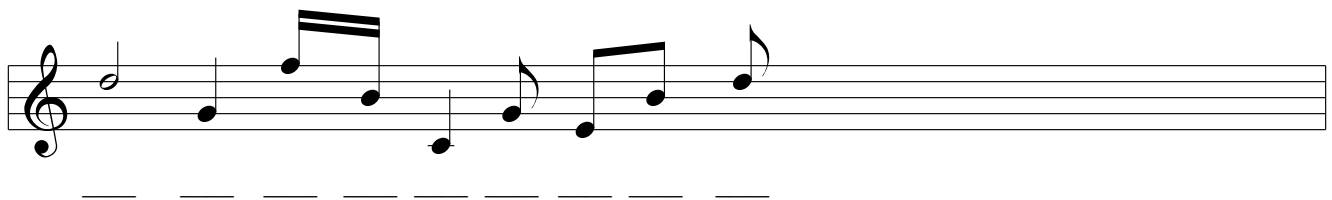
Treble Clef Lines-2

Name _____



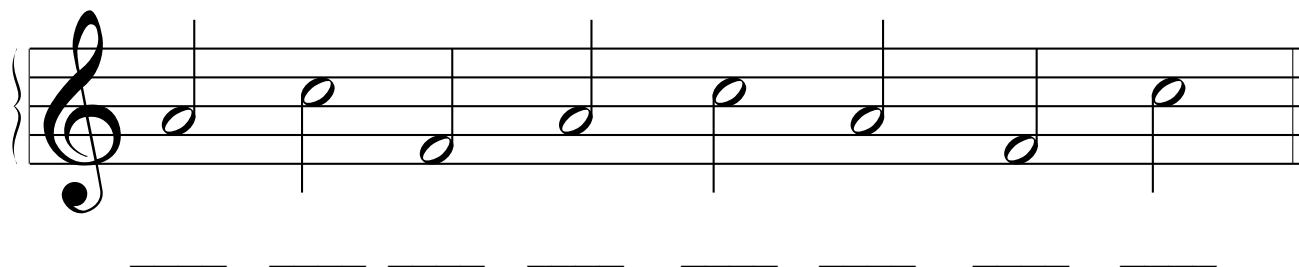
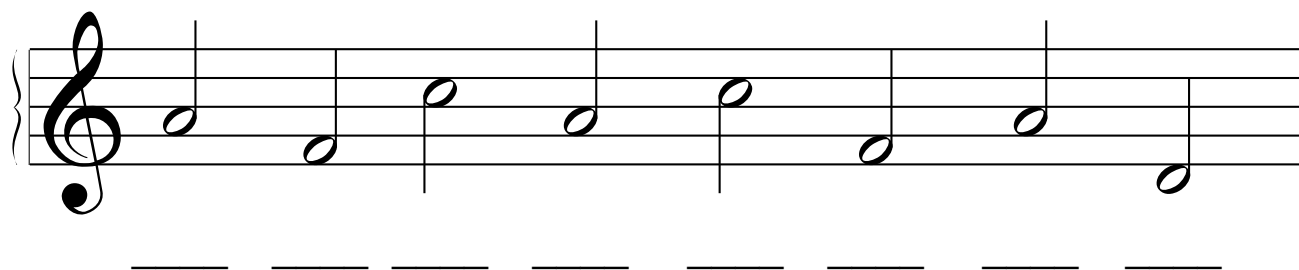
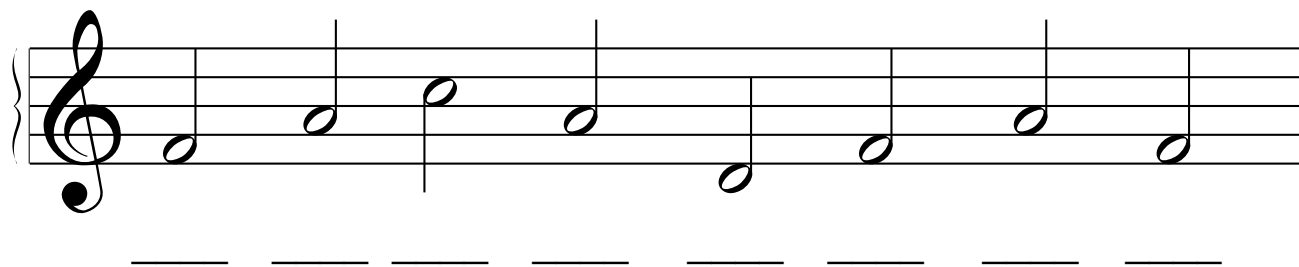
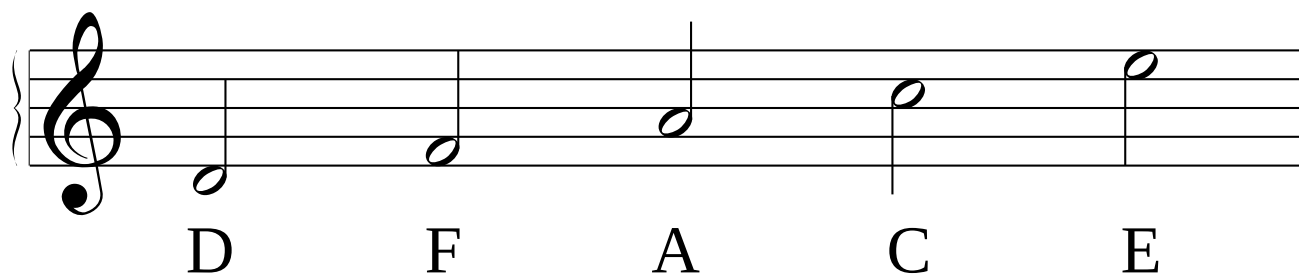
Treble Clef Lines-3

Name_____



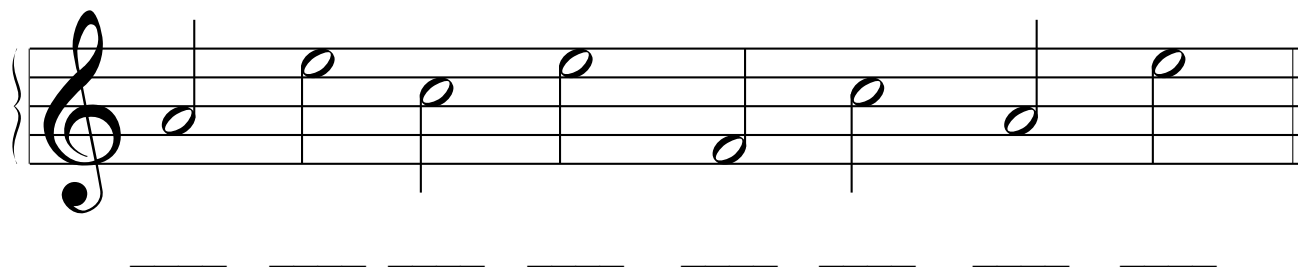
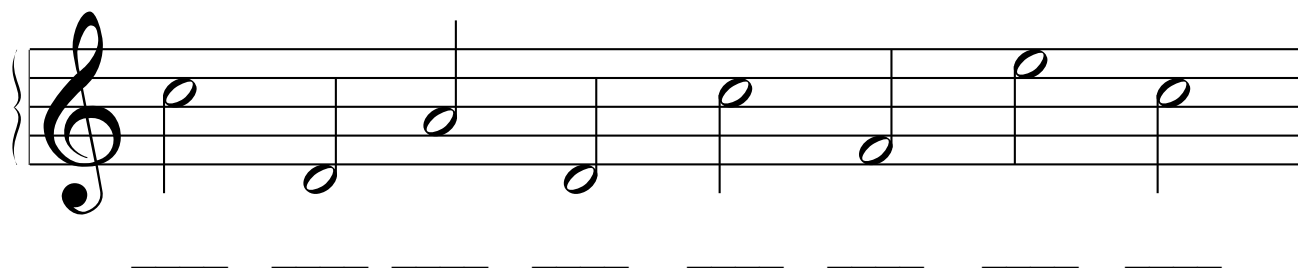
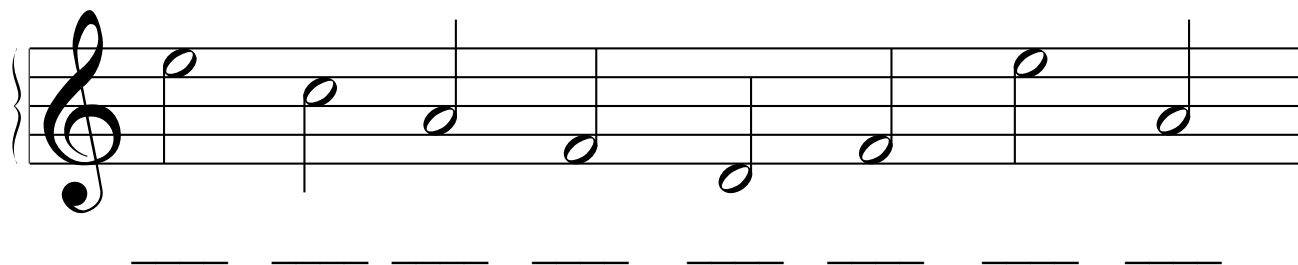
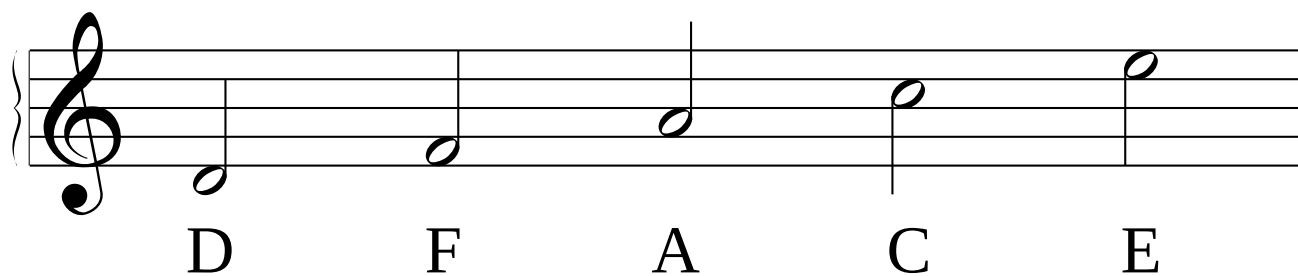
Treble Clef Spaces - 1

Name _____



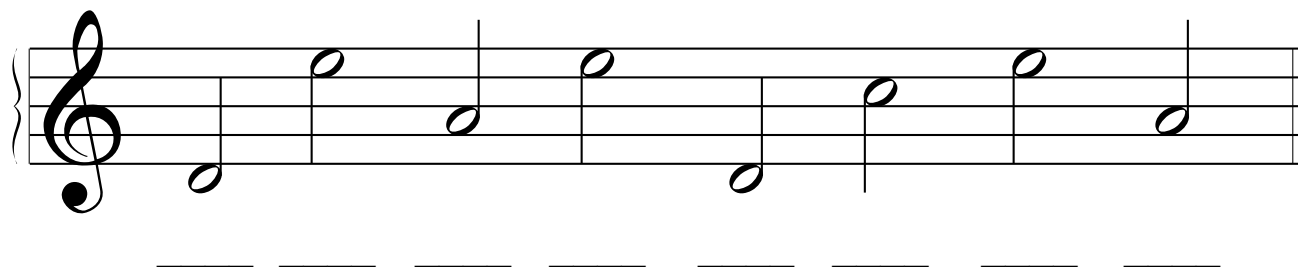
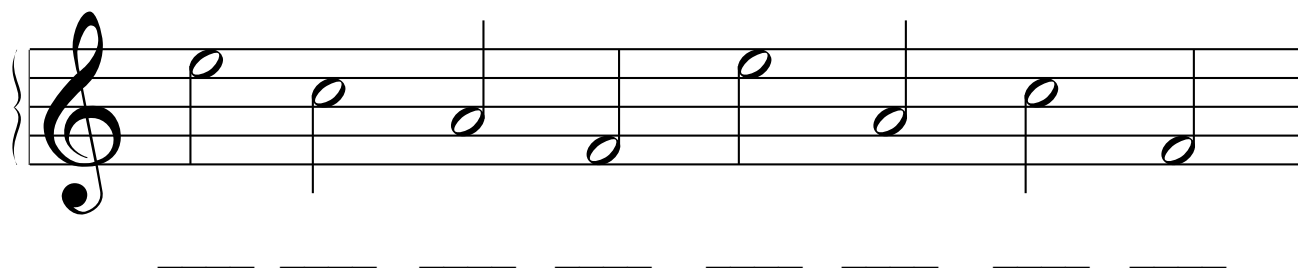
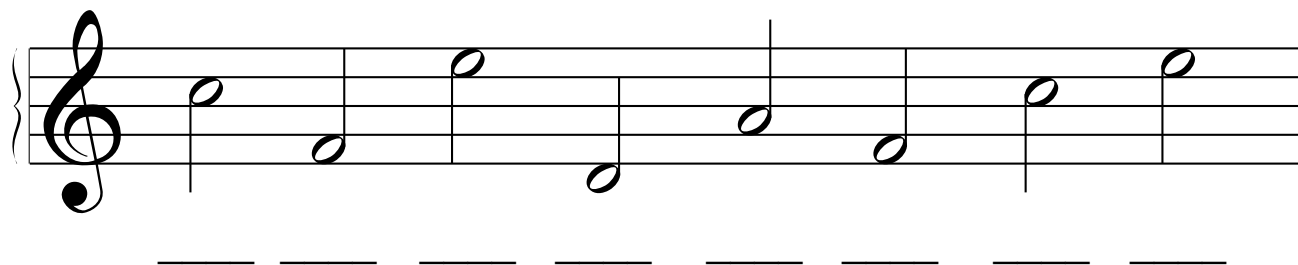
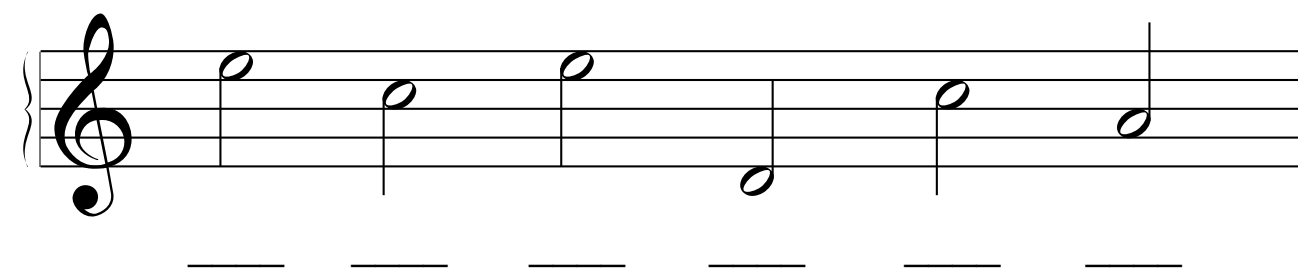
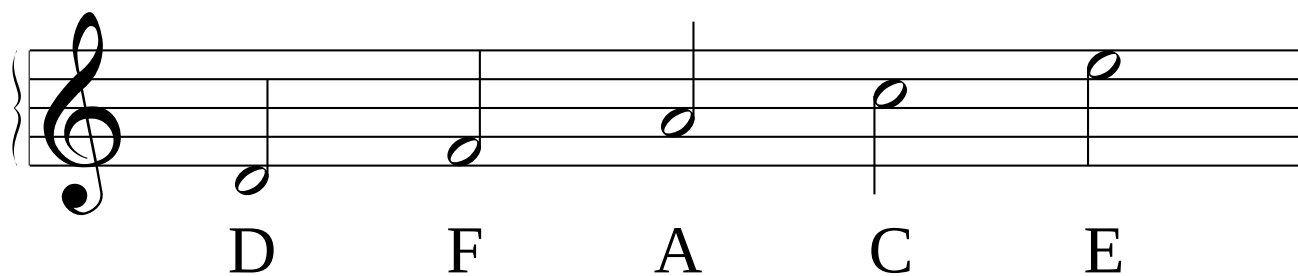
Treble Clef Spaces - 2

Name _____



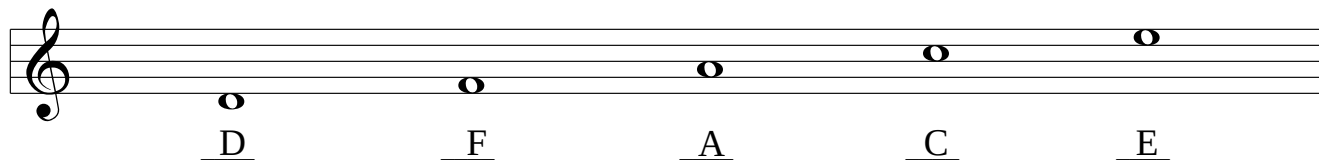
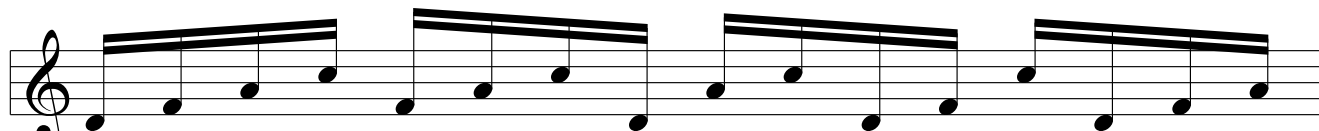
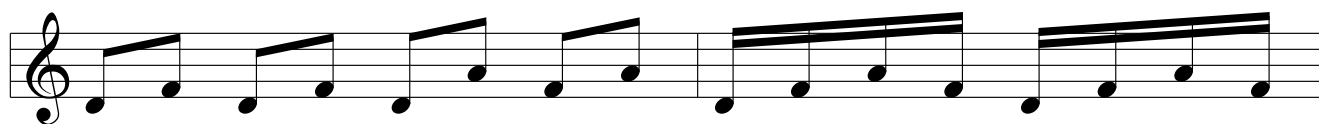
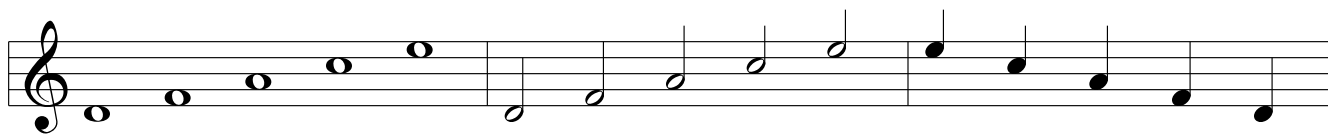
Treble Clef Spaces - 3

Name _____



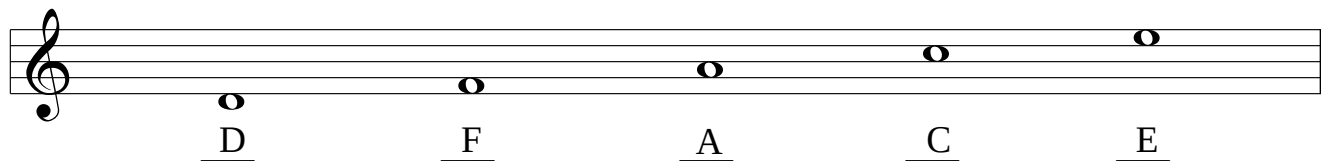
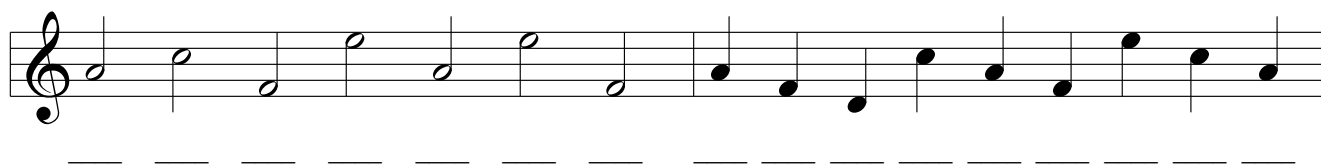
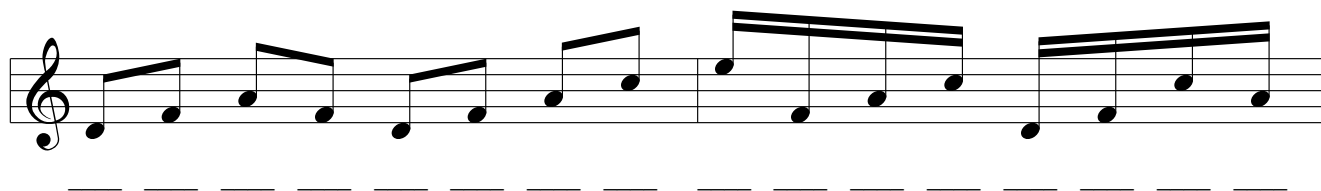
Treble Clef Spaces-1

Name _____



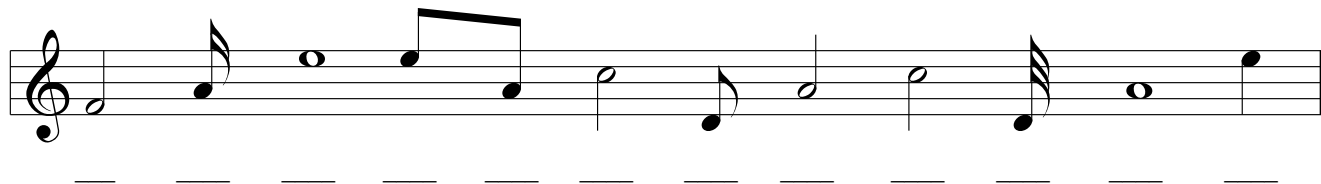
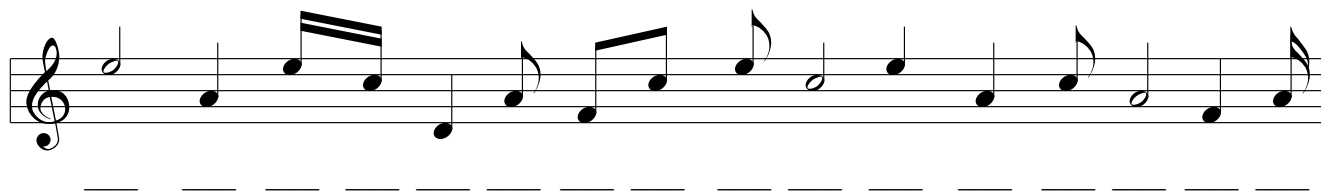
Treble Clef Spaces-2

Name _____



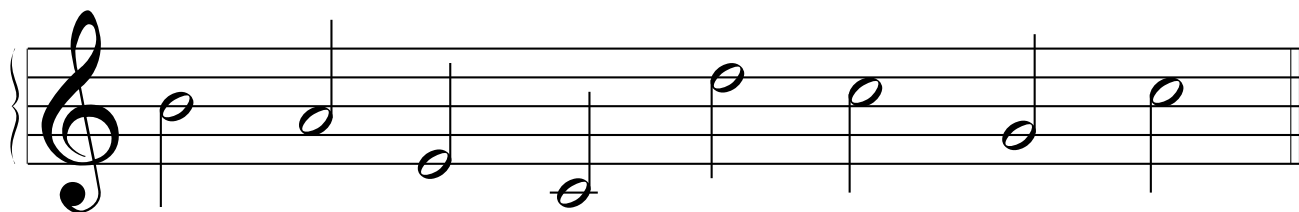
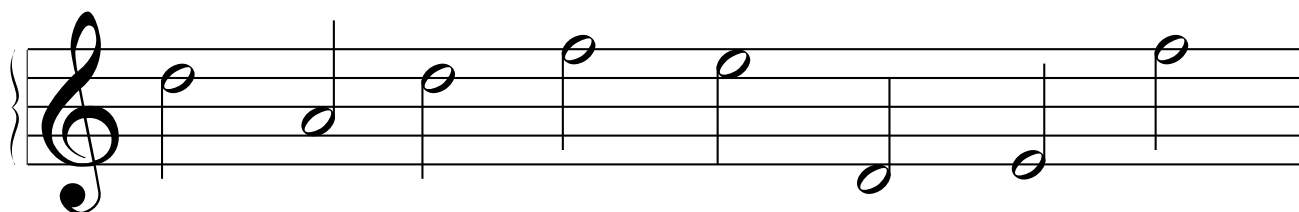
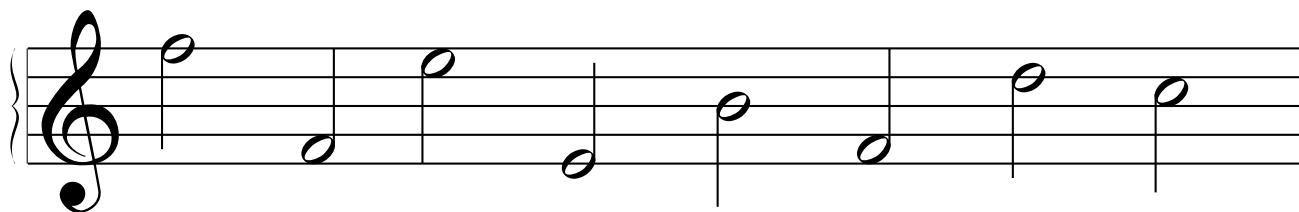
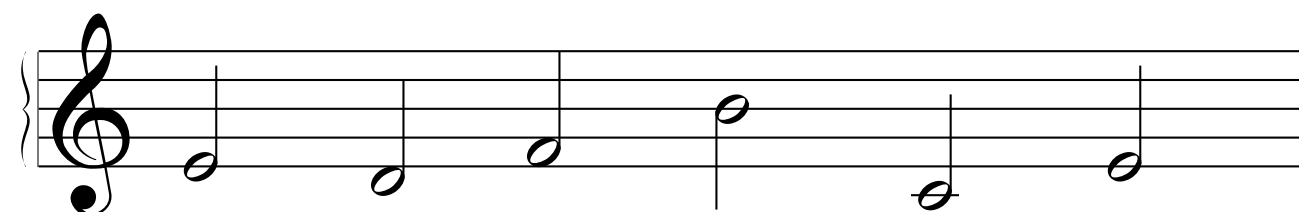
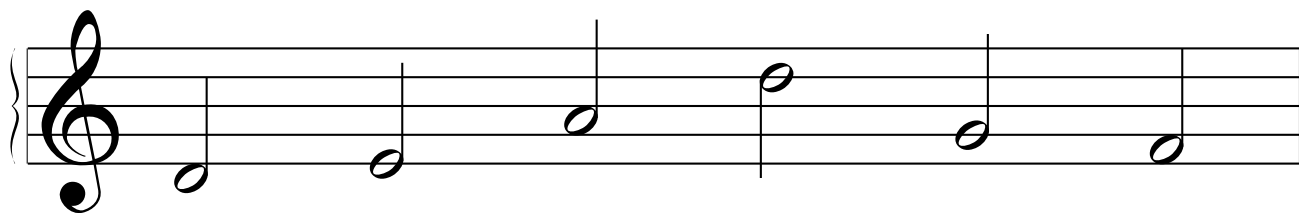
Treble Clef Spaces-3

Name_____



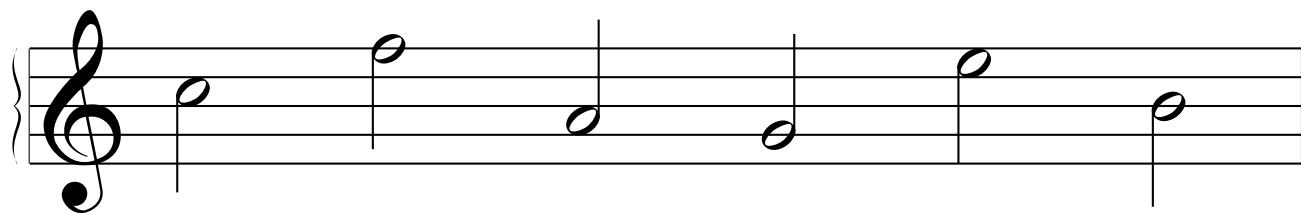
Treble Clef Lines and Spaces - 1

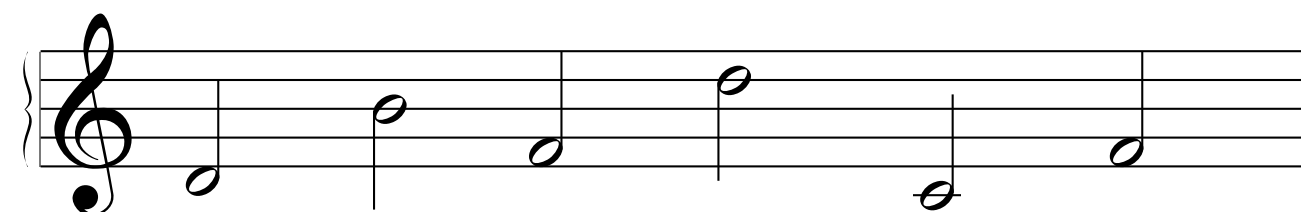
Name _____

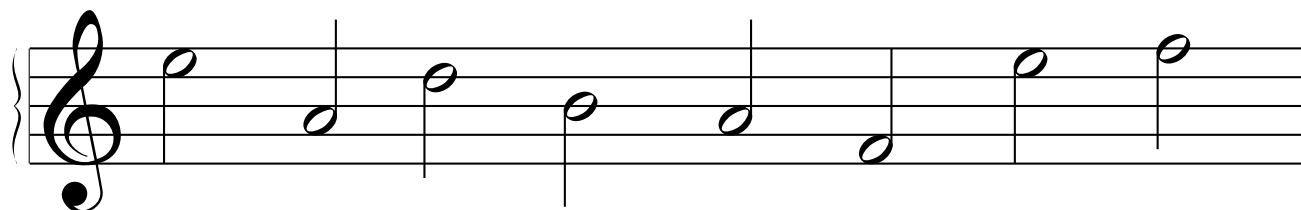


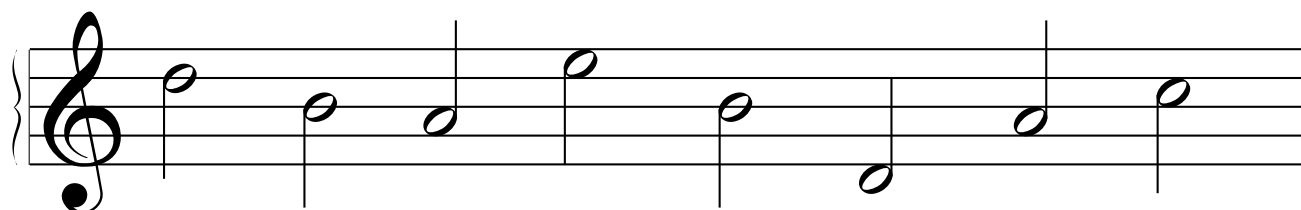
Treble Clef Lines and Spaces - 2

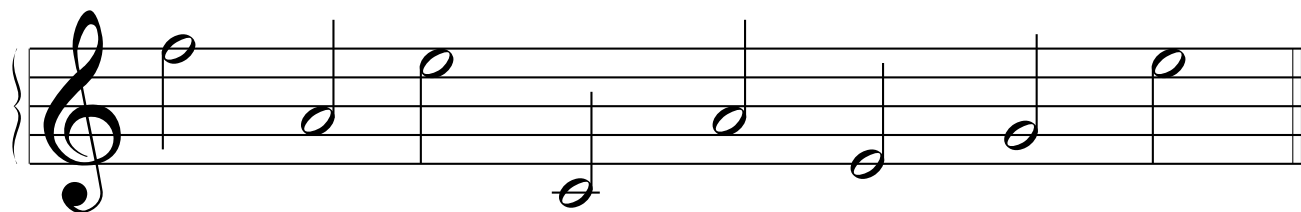
Name _____





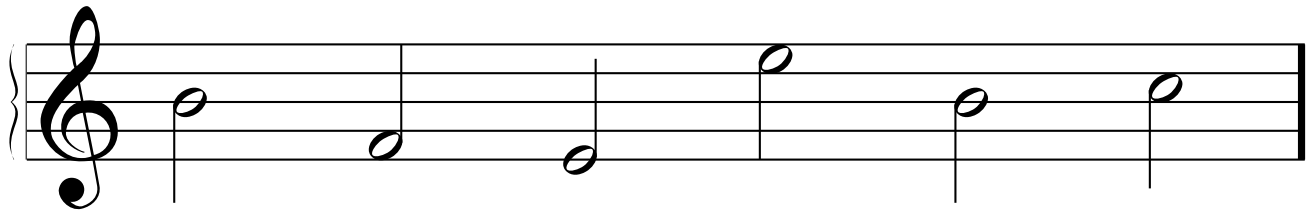




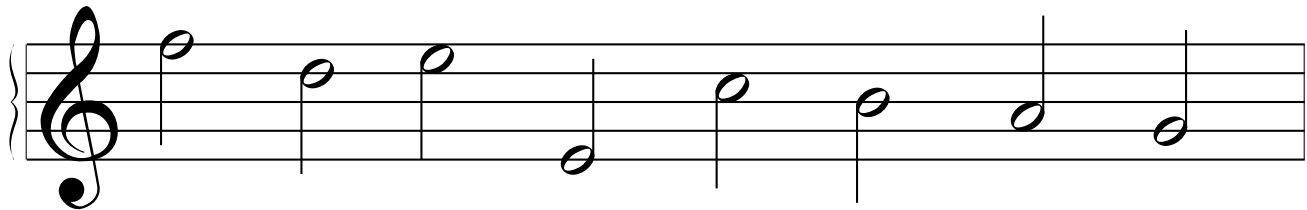


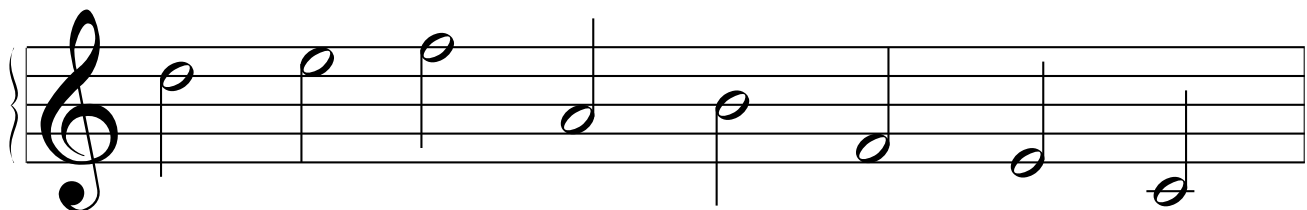
Treble Clef Lines and Spaces - 3

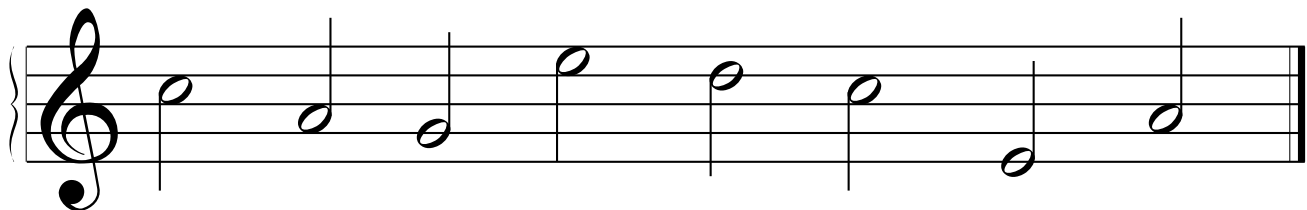
Name _____





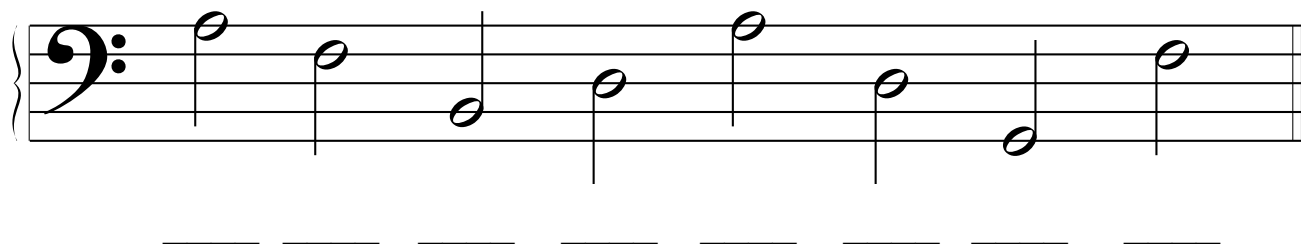
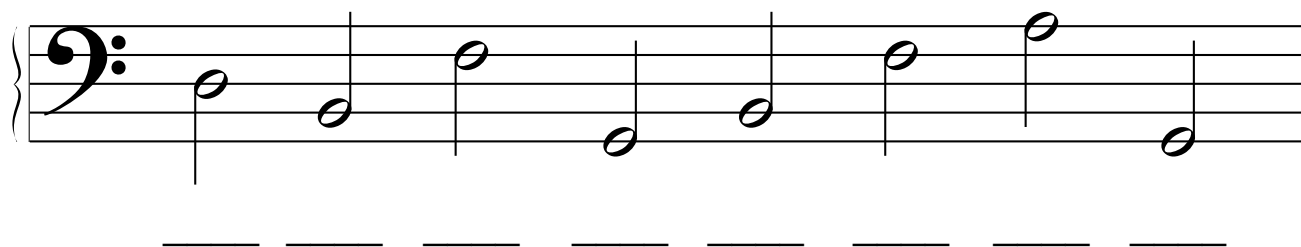
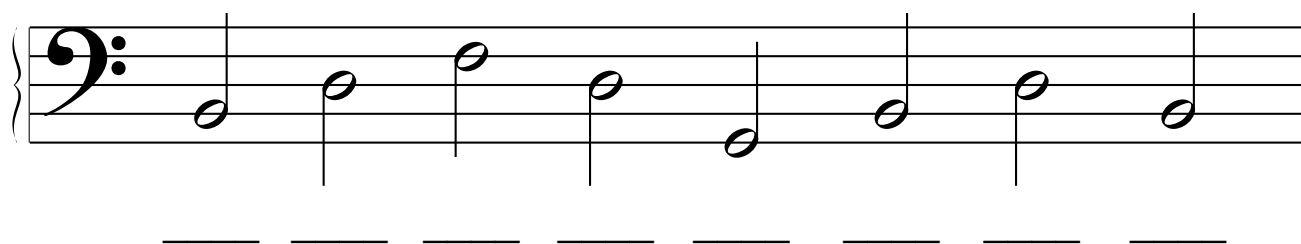
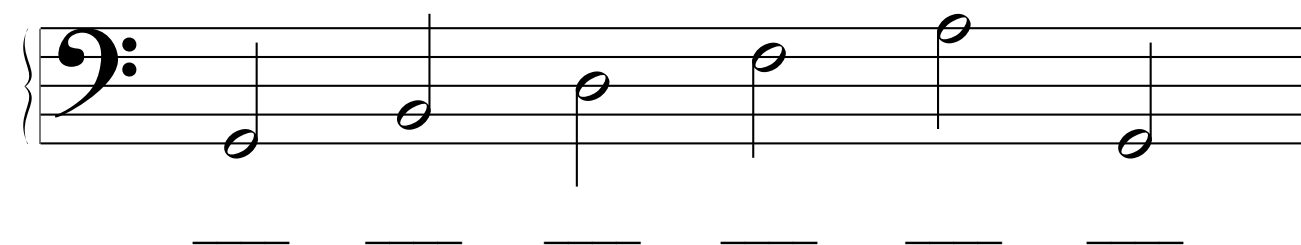
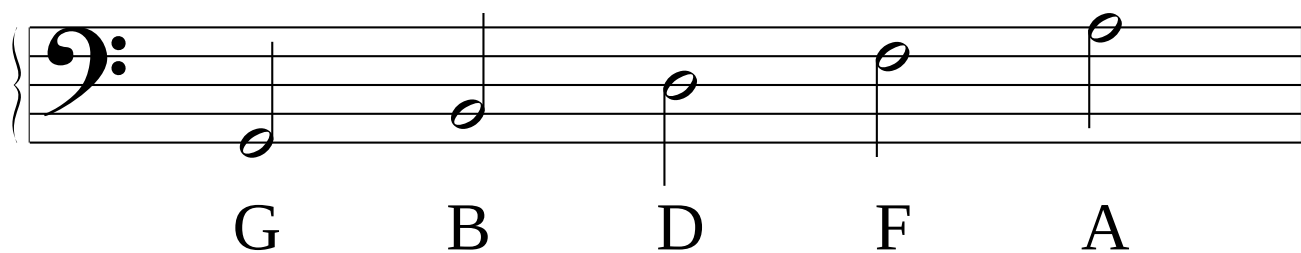






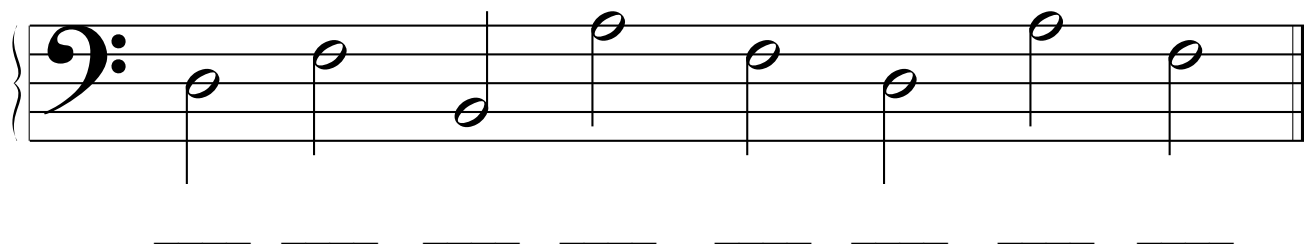
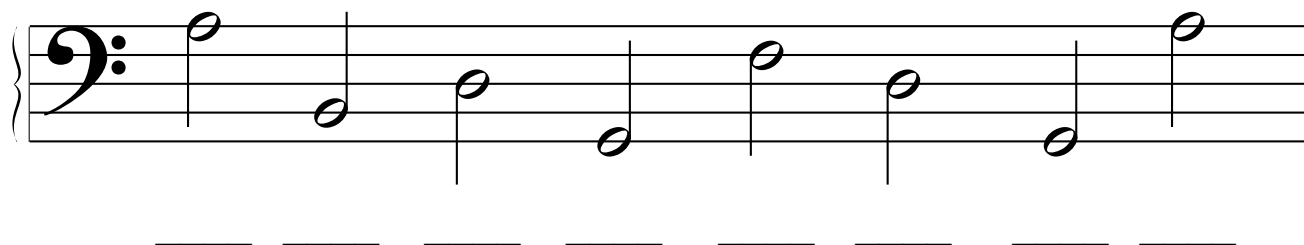
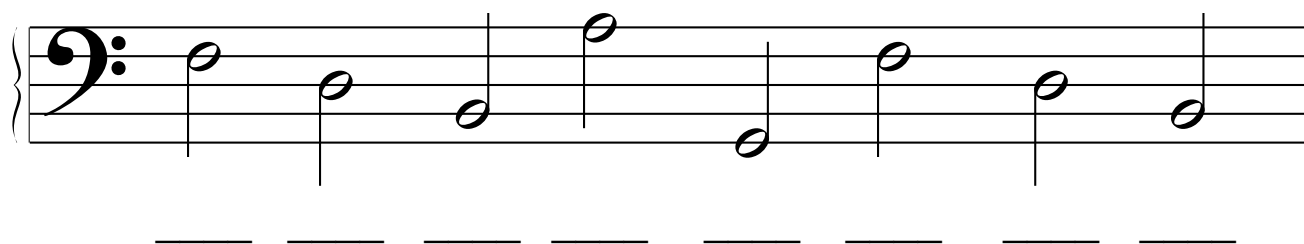
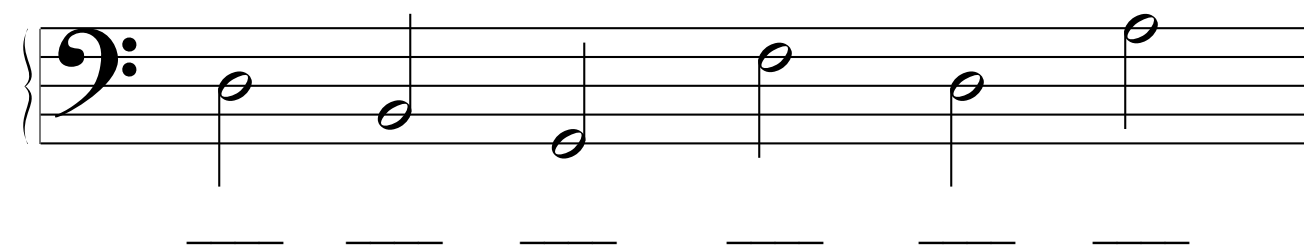
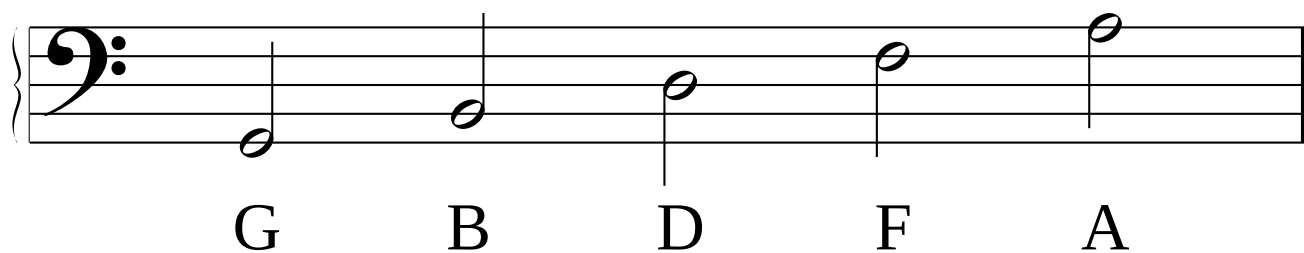
Bass Clef Lines - 1

Name _____



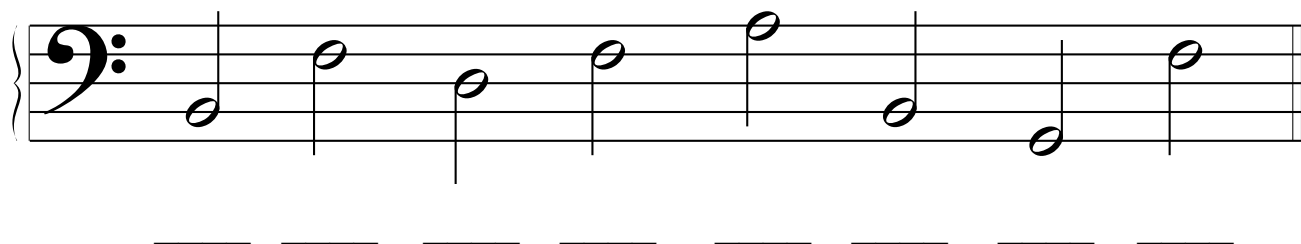
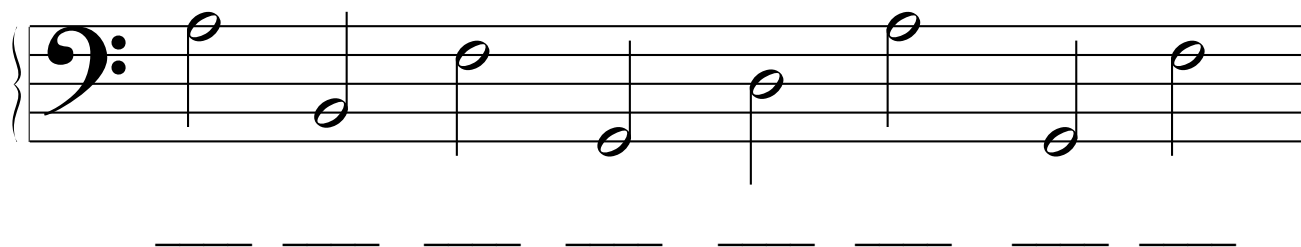
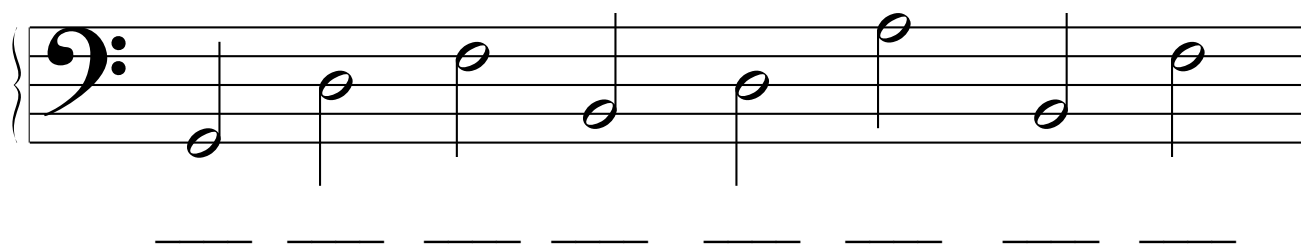
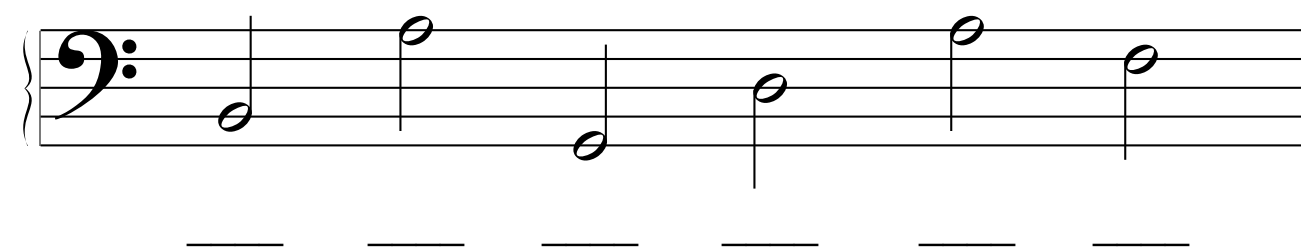
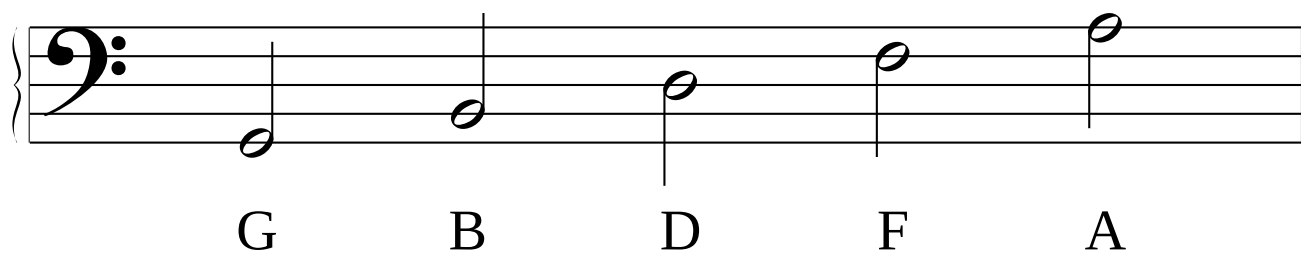
Bass Clef Lines - 2

Name _____



Bass Clef Lines - 3

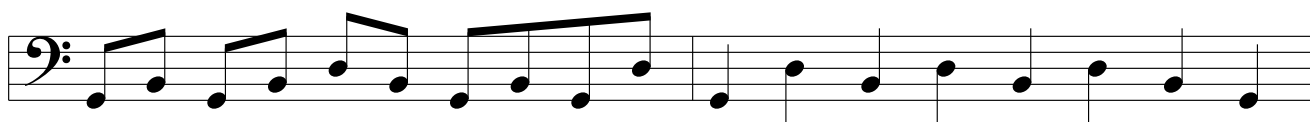
Name _____



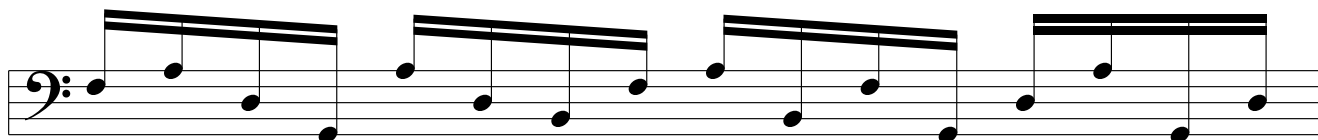
Bass Clef Lines-1

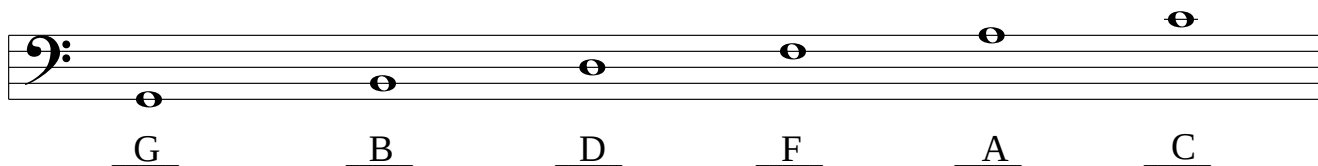
Name _____





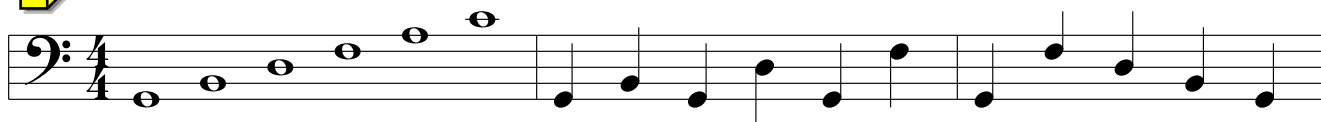


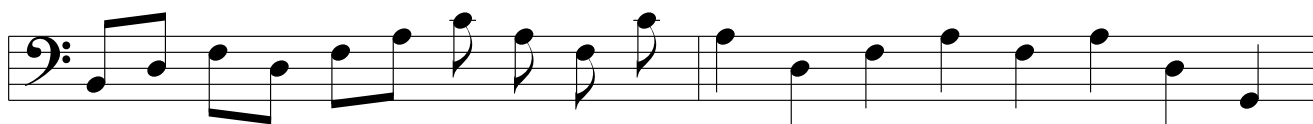




Bass Clef Lines-2

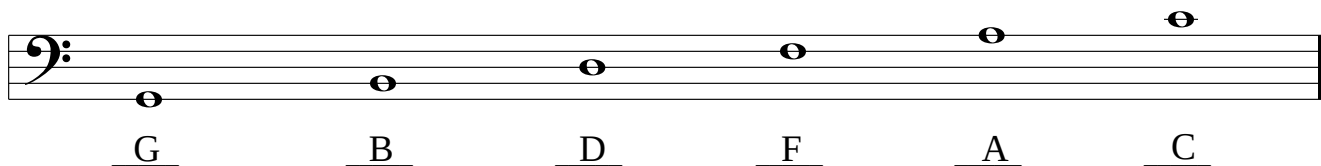
Name _____









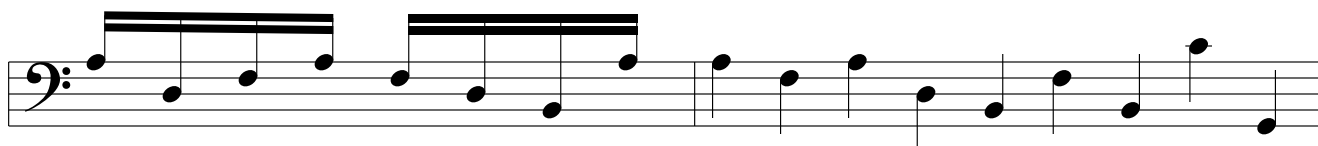


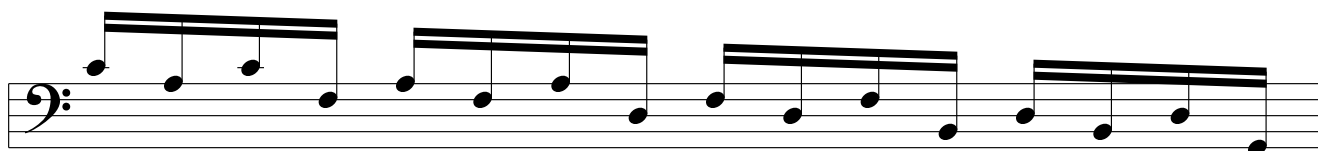
Bass Clef Lines-3

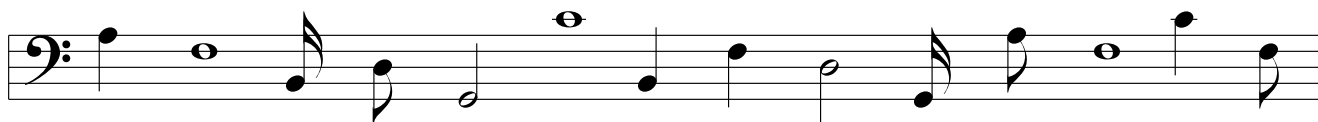
Name _____











Bass Clef Spaces - 1

Name _____



A

C

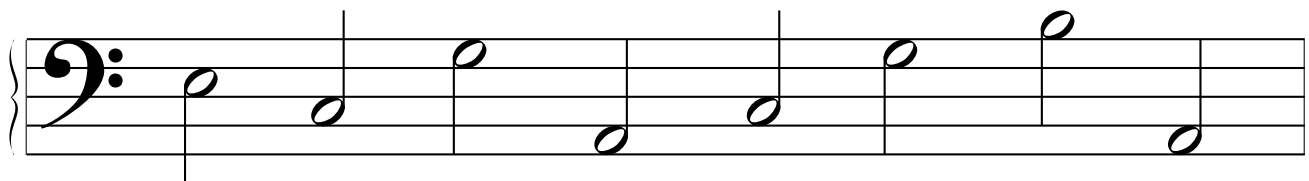
E

G

B



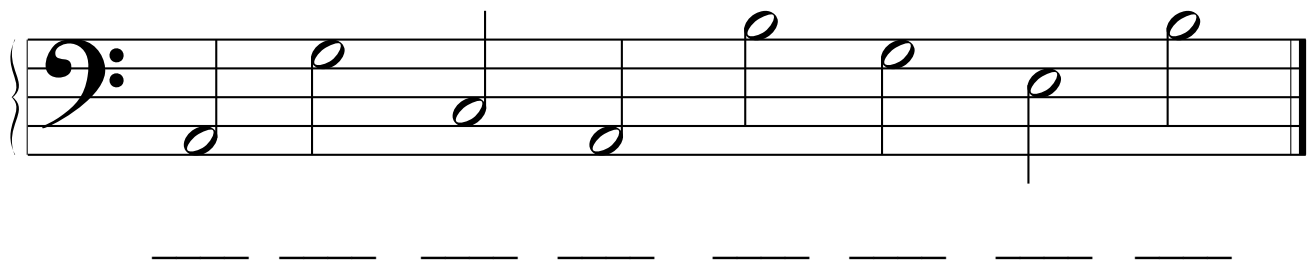
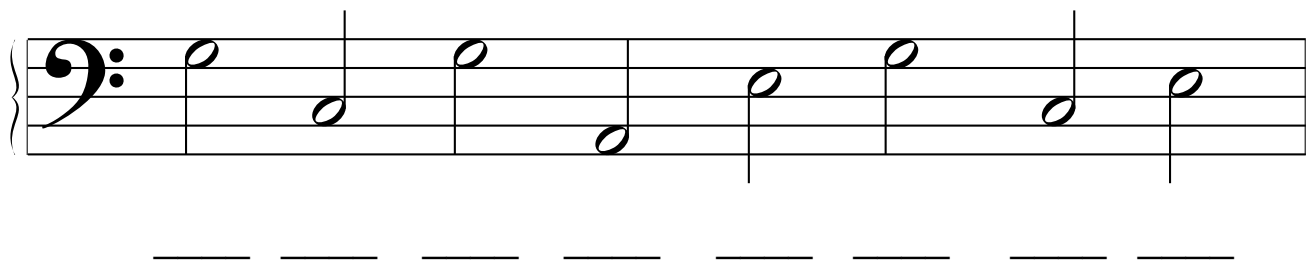
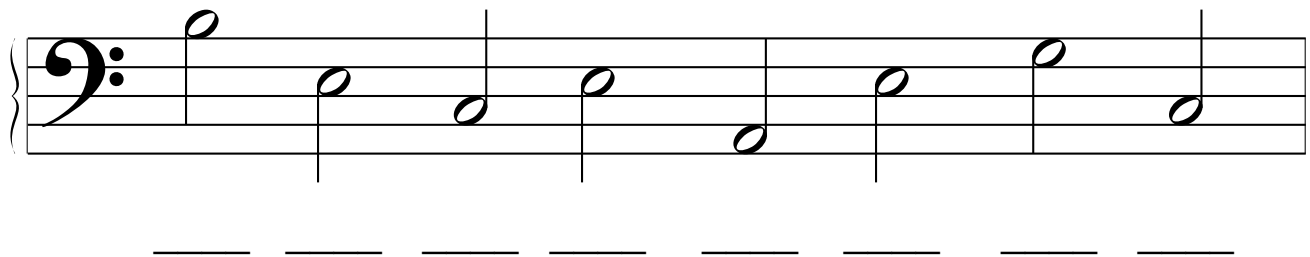
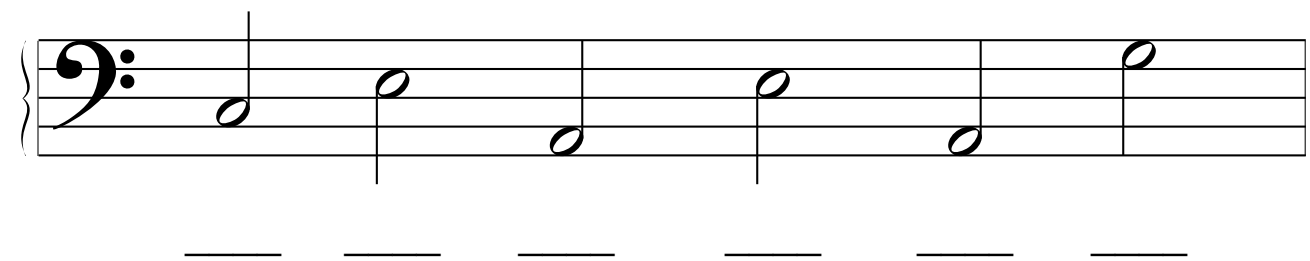
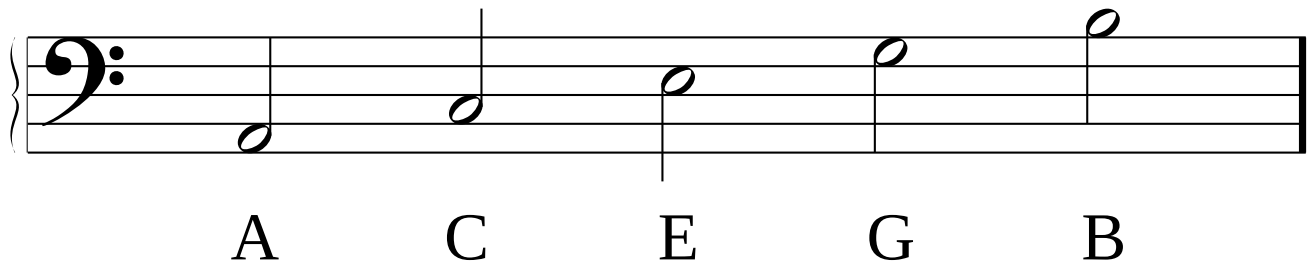






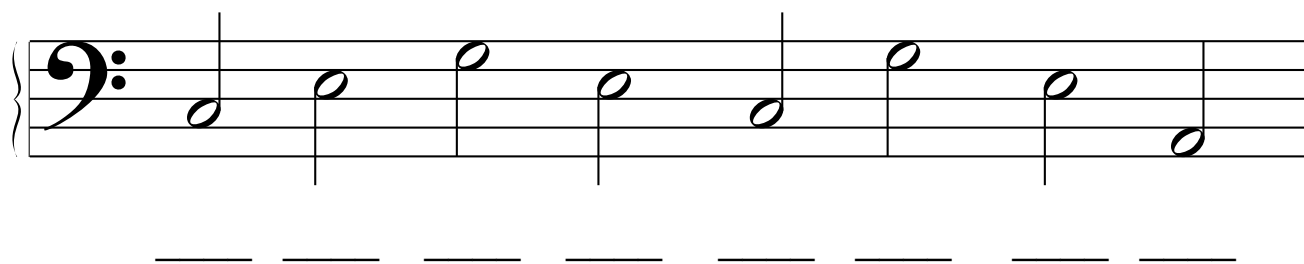
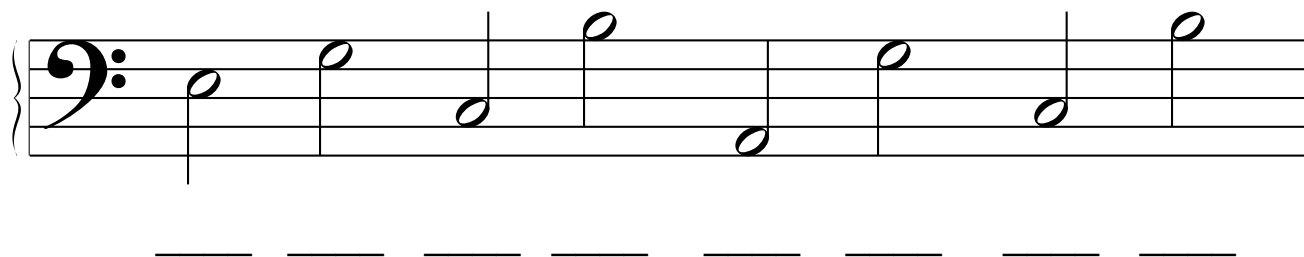
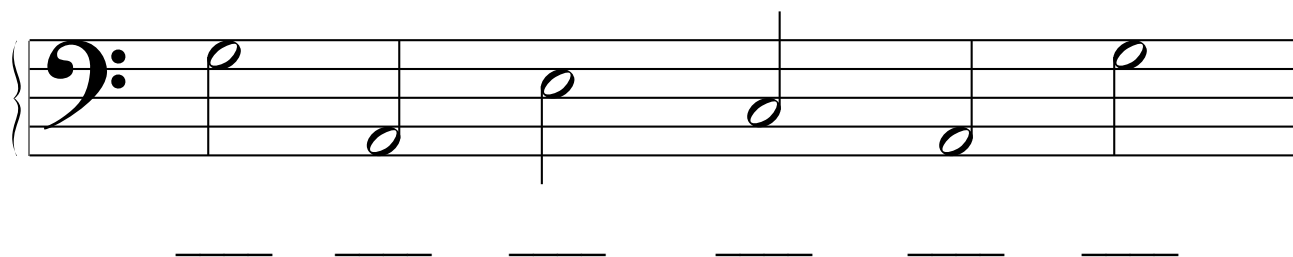
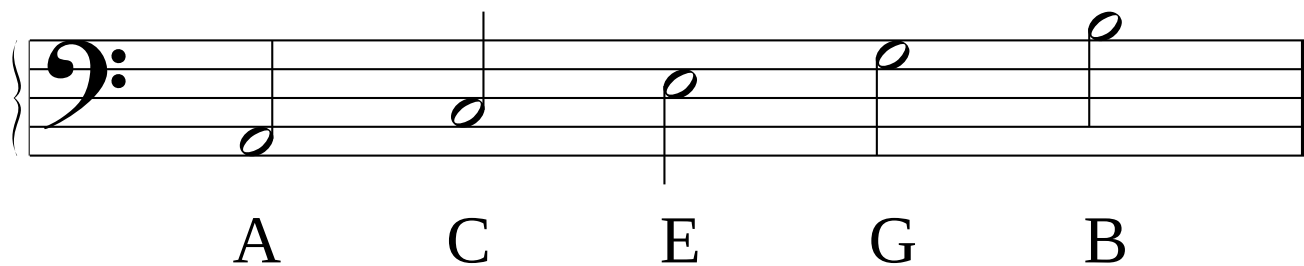
Bass Clef Spaces - 2

Name _____



Bass Clef Spaces - 3

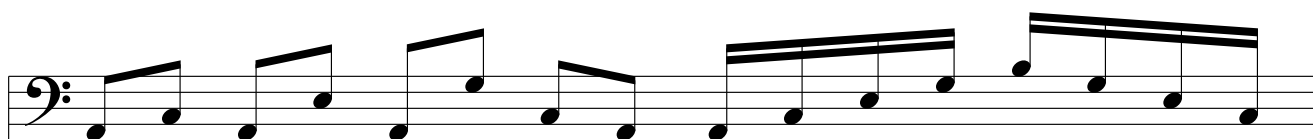
Name _____



Bass Clef Spaces-1

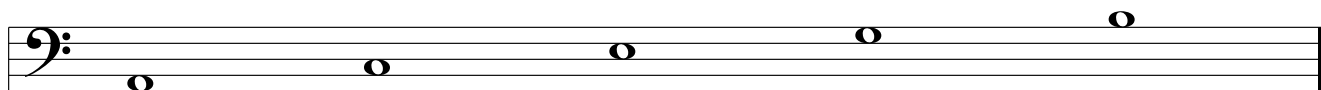
Name _____











A

C

E

G

B

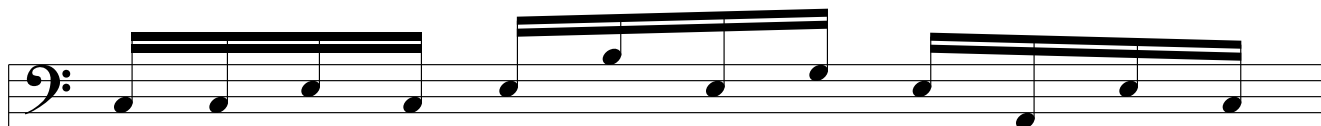
Bass Clef Spaces-2

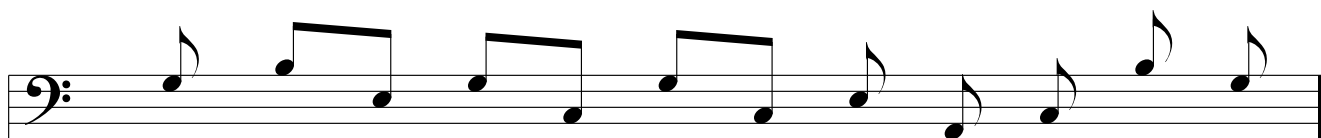
Name_____





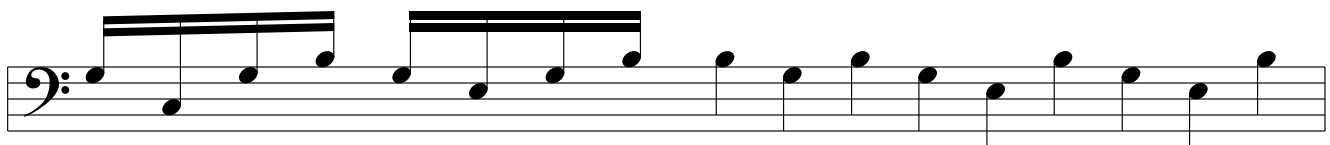
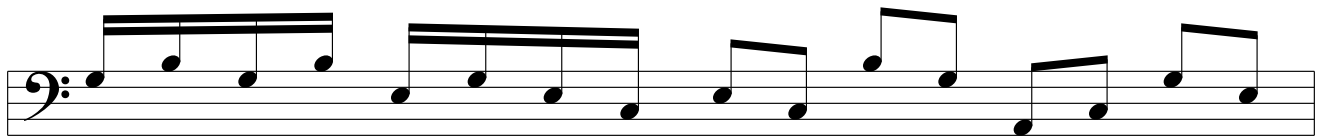
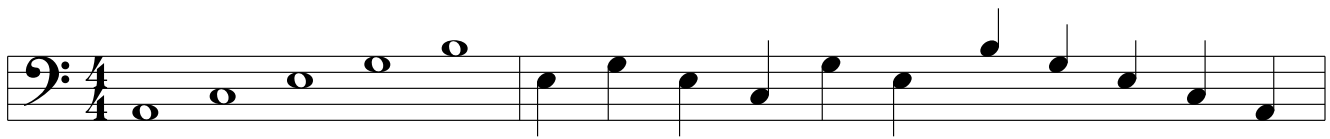






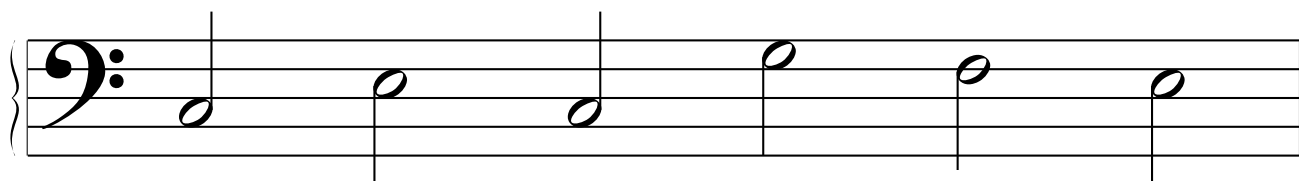
Bass Clef Spaces-3

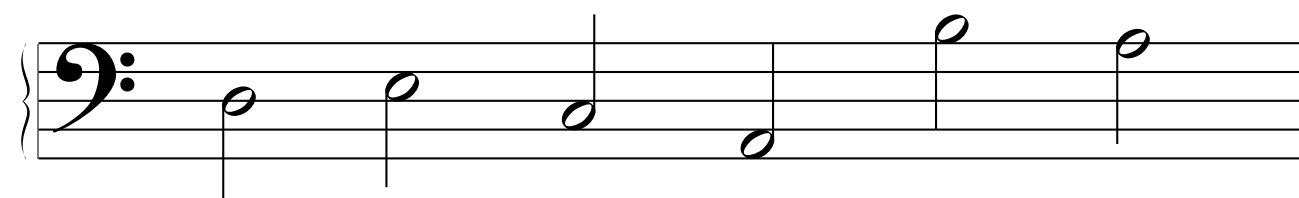
Name _____

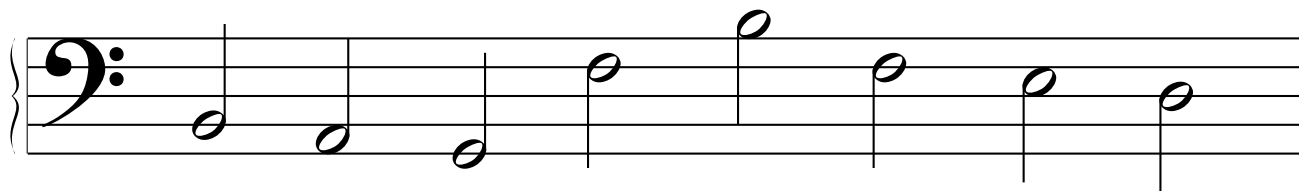


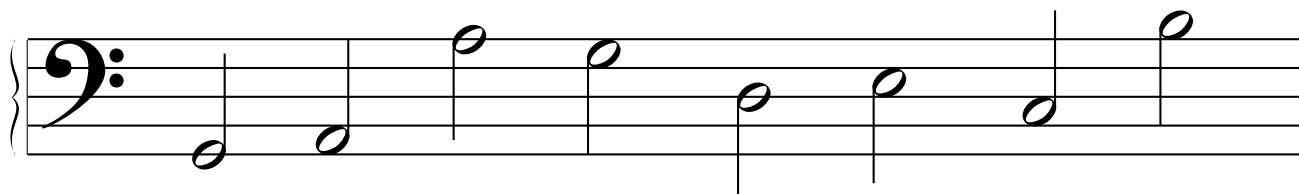
Bass Clef Lines and Spaces - 1

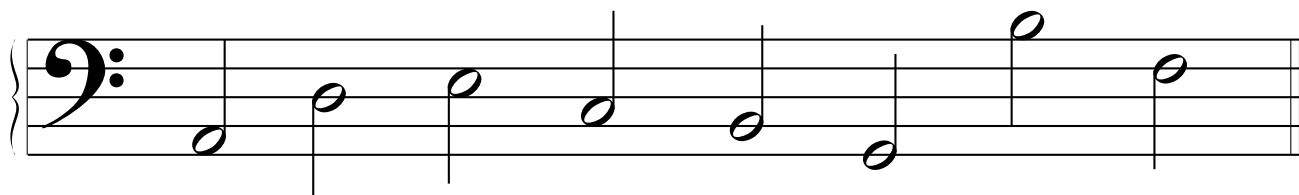
Name _____





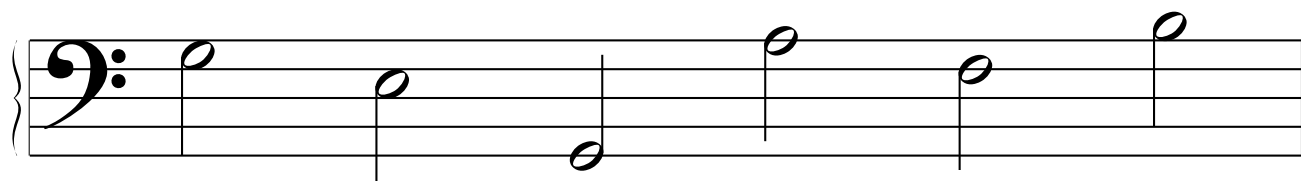


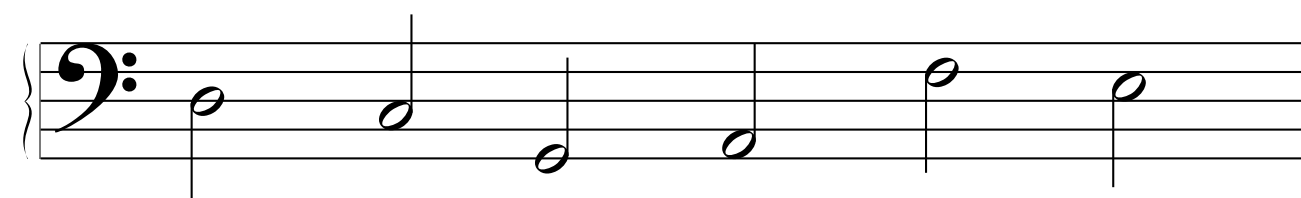


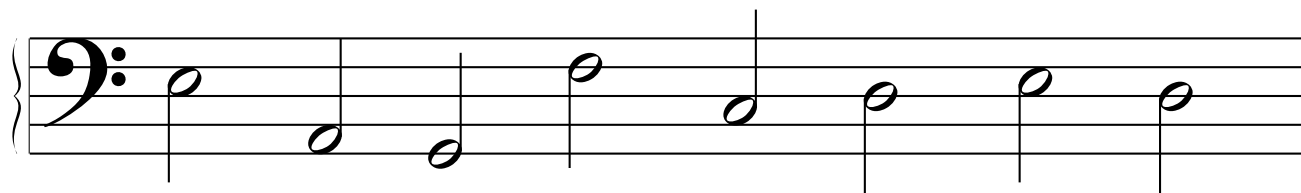


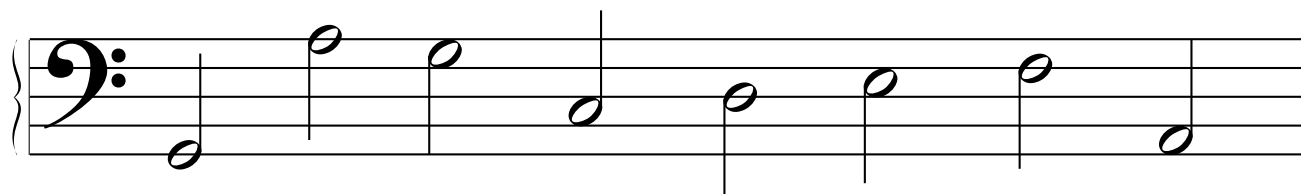
Bass Clef Lines and Spaces - 2

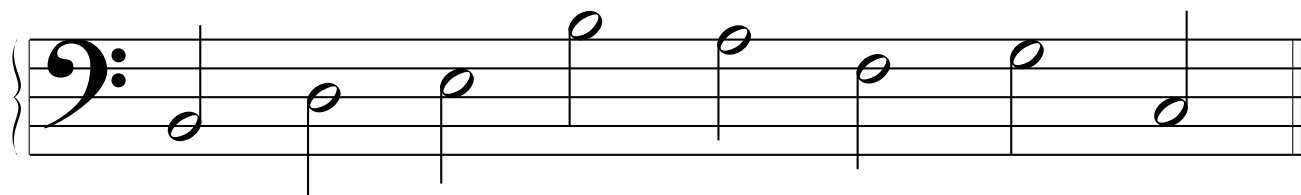
Name _____





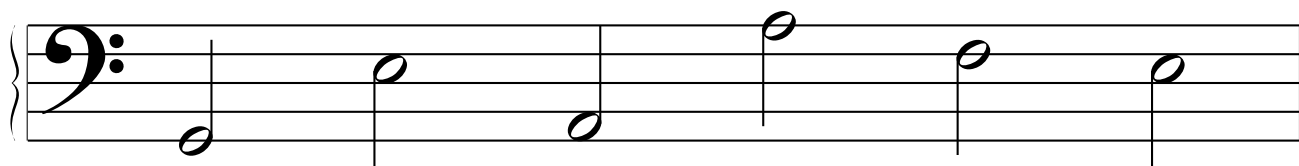


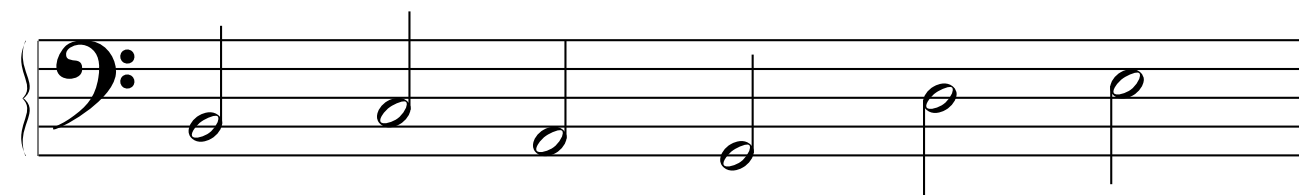


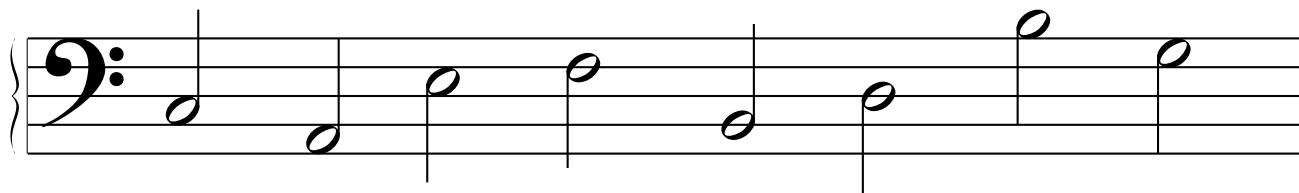


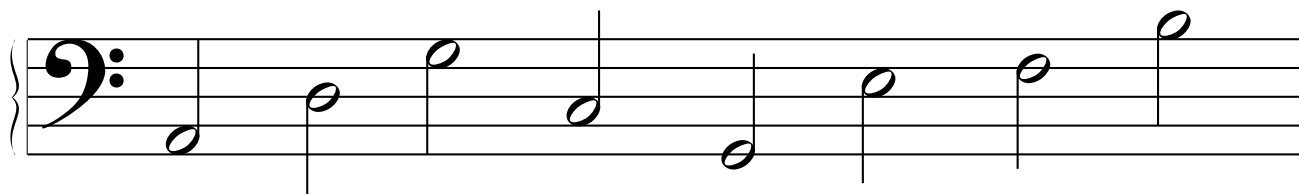
Bass Clef Lines and Spaces - 3

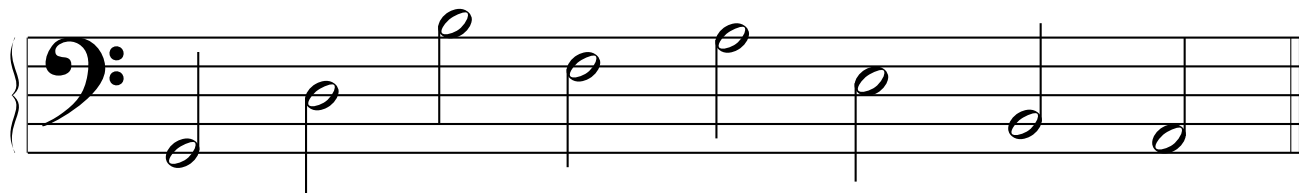
Name_____











Grand Staff - 1



Name _____

Grand Staff - 2



Name _____

Grand Staff - 3



Name _____

The first system of a grand staff. The treble staff contains a melody starting on middle C, moving up stepwise to G4, then down to E4, and finally up to G4. The bass staff contains a bass line starting on G2, moving up stepwise to C3, then down to B2, and finally up to C3. Both staves have empty lines below them for practice.

The second system of a grand staff. The treble staff continues the melody from the first system, moving up to A4, then down to G4, and finally up to A4. The bass staff continues the bass line, moving up to D3, then down to C3, and finally up to D3. Both staves have empty lines below them for practice.

The third system of a grand staff. The treble staff continues the melody, moving up to B4, then down to A4, and finally up to B4. The bass staff continues the bass line, moving up to E3, then down to D3, and finally up to E3. Both staves have empty lines below them for practice.

Grand Staff - 4



Name _____

The first system of a grand staff, consisting of a treble and bass clef joined by a brace. The treble staff contains a melody of eighth and sixteenth notes, while the bass staff provides a harmonic accompaniment with similar rhythmic values. Below the staves are four dashed lines for handwriting practice.

The second system of a grand staff, continuing the musical piece. It features more complex rhythmic patterns, including beamed sixteenth notes in both staves. Below the staves are four dashed lines for handwriting practice.

The third system of a grand staff, concluding the piece with a double bar line. The notation includes various note values and rests, with a final cadence in both staves. Below the staves are four dashed lines for handwriting practice.

Grand Staff - 5

Name _____



The first system of a grand staff, consisting of a treble and bass staff joined by a brace. The treble staff contains a melody starting on middle C, moving up stepwise to G4, then down to E4, and finally up to G4. The bass staff contains a bass line starting on G2, moving up stepwise to D3, then down to B2, and finally up to D3. Below each staff are five dashed lines for practice.

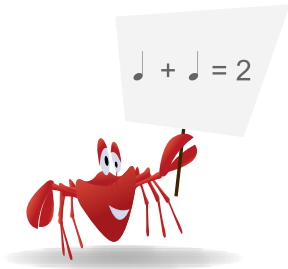
The second system of a grand staff, consisting of a treble and bass staff joined by a brace. The treble staff contains a melody starting on middle C, moving up stepwise to G4, then down to E4, and finally up to G4. The bass staff contains a bass line starting on G2, moving up stepwise to D3, then down to B2, and finally up to D3. Below each staff are five dashed lines for practice.

The third system of a grand staff, consisting of a treble and bass staff joined by a brace. The treble staff contains a melody starting on middle C, moving up stepwise to G4, then down to E4, and finally up to G4. The bass staff contains a bass line starting on G2, moving up stepwise to D3, then down to B2, and finally up to D3. Below each staff are five dashed lines for practice.

About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet One/Whole, Half and Quarter Notes



It All Adds Up!

$$\text{♪} + \text{♪} =$$

$$\text{♩} + \text{♪} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

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$$\text{♪} + \text{♪} =$$

$$\text{♩} + \text{♩} =$$

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$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

Score: _____ of 10

Score: _____ of 10

Score: _____ of 10

Bonus Question:

$$\text{♩} + \text{♪} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} + \text{♩} =$$



About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Two/Half, Quarter and Eighth Notes



It All Adds Up!

$$\text{♪} + \text{♪} =$$

$$\text{♩} + \text{♪} =$$

$$\text{♪♪} + \text{♪} =$$

$$\text{♪} + \text{♪} =$$

$$\text{♪} + \text{♪♪} =$$

$$\text{♪♪} + \text{♪♪} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♪} + \text{♩} =$$

$$\text{♪♪} + \text{♩} =$$

$$\text{♩} + \text{♪} =$$

$$\text{♪} + \text{♪} =$$

$$\text{♪} + \text{♪♪} =$$

$$\text{♪♪} + \text{♪♪} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♪} + \text{♩} =$$

$$\text{♪♪} + \text{♩} =$$

$$\text{♩} + \text{♪} =$$

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$$\text{♩} + \text{♪} =$$

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$$\text{♪♪} + \text{♪♪} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♪} + \text{♩} =$$

$$\text{♪♪} + \text{♩} =$$

$$\text{♩} + \text{♪} =$$

$$\text{♩} + \text{♪} =$$

$$\text{♪♪} + \text{♪} =$$

$$\text{♪} + \text{♪} =$$

$$\text{♪} + \text{♪♪} =$$

Score: _____ of 10

Score: _____ of 10

Score: _____ of 10

Bonus Question:

$$\text{♪} + \text{♪} + \text{♩} + \text{♪} + \text{♪♪} + \text{♪} + \text{♪} + \text{♪♪} + \text{♪} + \text{♩} =$$



About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Three/Whole, Dotted Half and Half Notes



It All Adds Up!

$$\text{♪} + \text{♪} =$$

$$\text{♪} + \text{♪.} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♪.} + \text{♪.} =$$

$$\text{♩} + \text{♪.} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♪.} =$$

$$\text{♪} + \text{♩} =$$

$$\text{♩} + \text{♪} =$$

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$$\text{♩} + \text{♪.} =$$

$$\text{♪} + \text{♩} =$$

$$\text{♪.} + \text{♩} =$$

$$\text{♩} + \text{♪} =$$

Score: _____ of 10

Score: _____ of 10

Score: _____ of 10

Bonus Question:

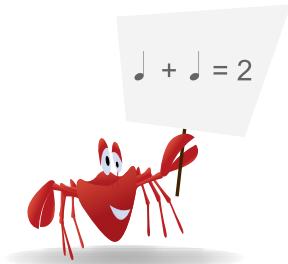
$$\text{♩} + \text{♪.} + \text{♪} + \text{♪.} + \text{♪.} + \text{♩} + \text{♪.} + \text{♩} + \text{♪} + \text{♪.} =$$



About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Four/Dotted Quarter, Quarter, and Eighth Notes



It All Adds Up!

$$\text{♪} + \text{♪} =$$

$$\text{♪} + \text{♪♪} =$$

$$\text{♪.} + \text{♪} =$$

$$\text{♪.} + \text{♪.} =$$

$$\text{♪} + \text{♪} =$$

$$\text{♪♪} + \text{♪} =$$

$$\text{♪} + \text{♪.} =$$

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$$\text{♪} + \text{♪} =$$

Score: _____ of 10

Score: _____ of 10

Score: _____ of 10

Bonus Question:

$$\text{♪} + \text{♪.} + \text{♪♪} + \text{♪} + \text{♪.} + \text{♪} + \text{♪} + \text{♪.} + \text{♪♪} + \text{♪} =$$



About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Five/Quarter, Eighth and Sixteenth Notes

$$\text{♪} + \text{♪} = 2$$



It All Adds Up!

$$\text{♩} + \text{♪} =$$

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$$\text{♪} + \text{♪} =$$

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$$\text{♪} + \text{♩} =$$

Score: _____ of 10

Score: _____ of 10

Score: _____ of 10

Bonus Question:

$$\text{♪} + \text{♪} + \text{♪} + \text{♪} + \text{♪} + \text{♩} + \text{♩} + \text{♪} + \text{♪} + \text{♩} =$$

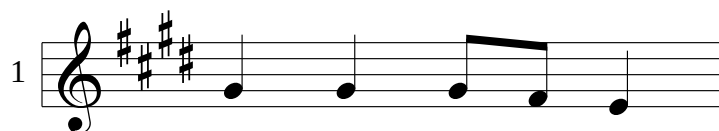


Identify Time Signatures

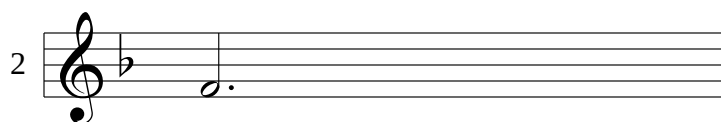
Name _____

Date _____

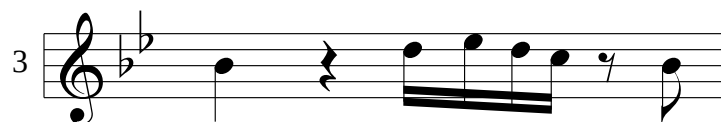
Circle the correct meter signature:



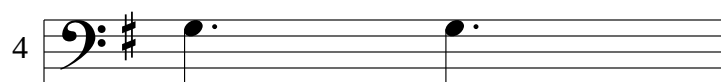
4 6 3 4 2 9 5
8 8 4 4 4 8 4



4 6 3 4 2 9 5
8 8 4 4 4 8 4



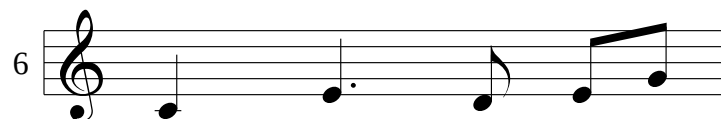
4 6 3 4 2 9 5
8 8 4 4 4 8 4



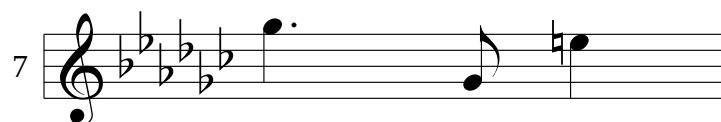
4 6 3 4 2 9 5
8 8 4 4 4 8 4



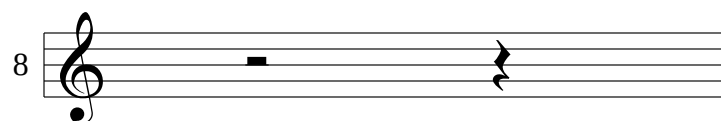
4 6 3 4 2 9 5
8 8 4 4 4 8 4



4 6 3 4 2 9 5
8 8 4 4 4 8 4



4 6 3 4 2 9 5
8 8 4 4 4 8 4



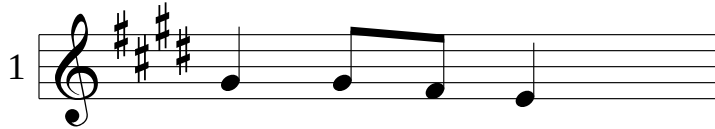
4 6 3 4 2 9 5
8 8 4 4 4 8 4

Identify Time Signatures - 2

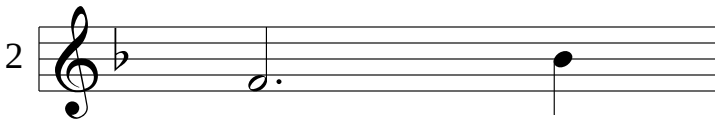
Name _____

Date _____

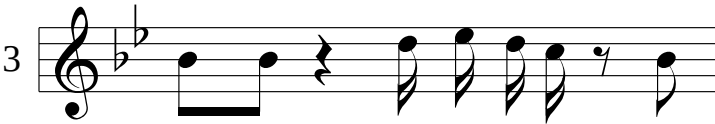
Determine the correct meter signature:



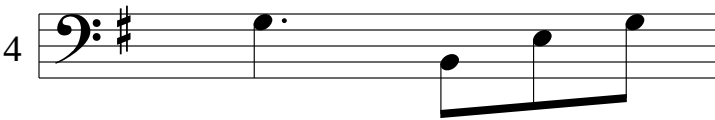
4	6	3	4	2	9	5
8	8	4	4	4	8	4



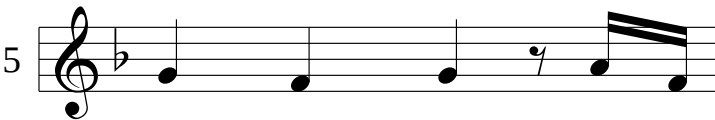
4	6	3	4	2	9	5
8	8	4	4	4	8	4



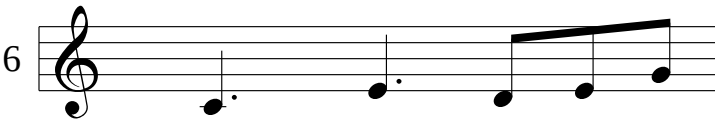
4	6	3	4	2	9	5
8	8	4	4	4	8	4



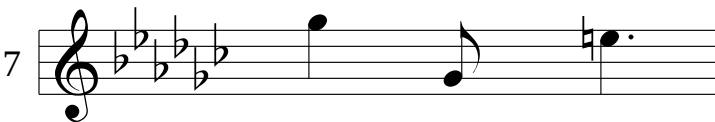
4	6	3	4	2	9	5
8	8	4	4	4	8	4



4	6	3	4	2	9	5
8	8	4	4	4	8	4



4	6	3	4	2	9	5
8	8	4	4	4	8	4



4	6	3	4	2	9	5
8	8	4	4	4	8	4

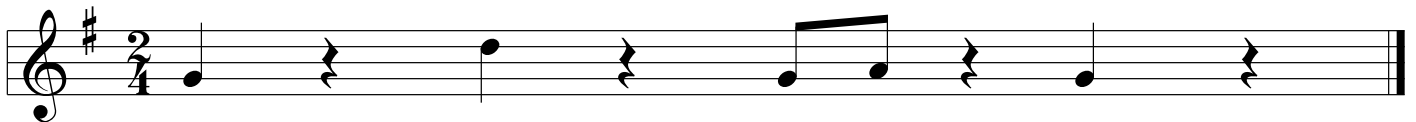
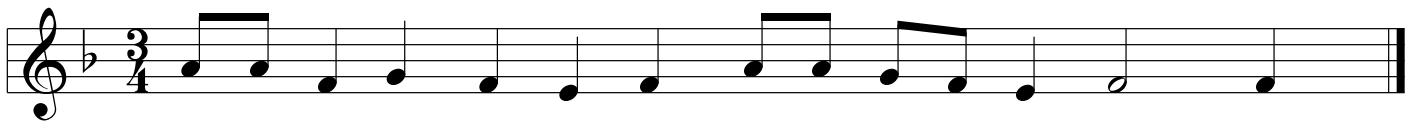


4	6	3	4	2	9	5
8	8	4	4	4	8	4

Draw the Bar Lines

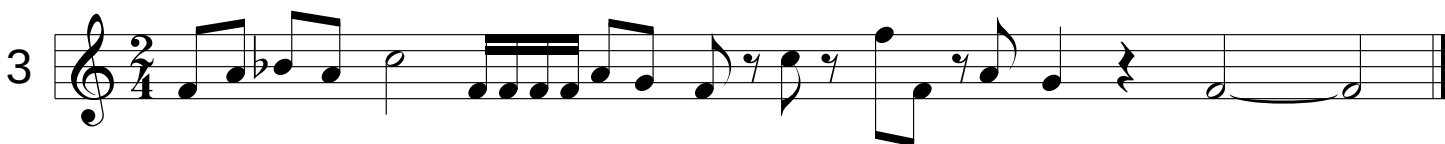
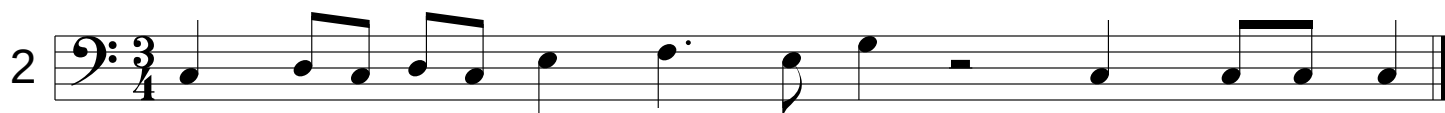
For each line of music, draw the bar lines.

Name _____



Draw the Bar Lines

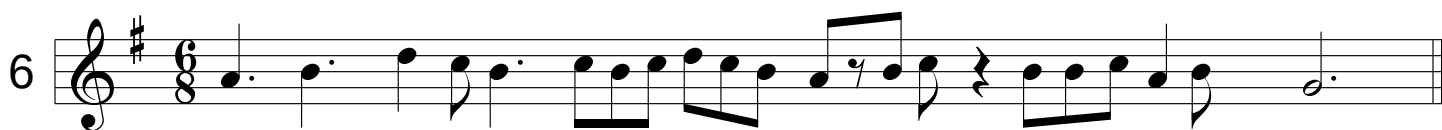
Name _____



Draw the Bar Lines

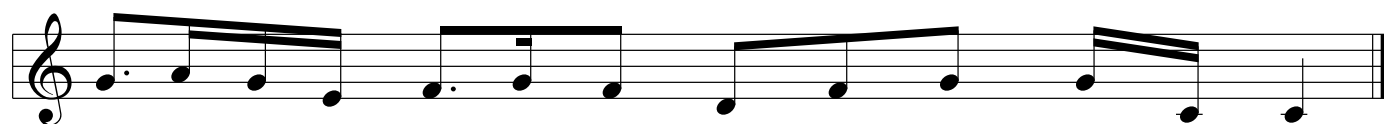
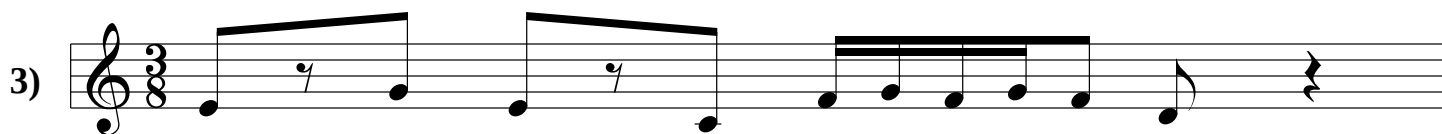
Name _____

Date _____



Draw the Bar lines:

Name _____



Draw the Bar Lines

Decide on the meter signature (if missing)

Draw the bar lines

Name _____

Is it $\frac{3}{4}$ or $\frac{6}{8}$?

