

ACTIVITIES FOR EXCELLENCE:

- ◆ Duplicate and distribute Music Theory Worksheet 3 below to help students compare and contrast natural, harmonic, and melodic minor scales. This worksheet may be briefly introduced in a rehearsal or sectional, then successfully completed by students outside of class. Correct the worksheet in class by displaying the answers on an overhead transparency, or collect the worksheets for review outside of class. It is important that students are provided with timely feedback. Develop strategies to assist students who are having trouble.

MUSIC THEORY WORKSHEET 3

Name _____

Instrument _____

Use the keyboard to help you determine the distance between notes of the scales.



There are three forms of the minor scale. Each scale form has a unique pattern of half steps (H) and whole steps (W):

NATURAL MINOR SCALE:

Scale Degree:

1 2 3 4 5 6 7 8
 W H W W H W W

Write the note names in a C natural minor scale.

Write the note names in a G natural minor scale.

HARMONIC MINOR SCALE:

Scale Degree:

1 2 3 4 5 6 7 8
 W H W W H W+H H

Write the note names in a C harmonic minor scale.

Write the note names in a G harmonic minor scale.

MELODIC MINOR SCALE:

(Note: The melodic minor scale has different ascending and descending patterns.)

Scale Degree:

1 2 3 4 5 6 7 8 7 6 5 4 3 2 1
 W H W W W W H W W H W W H W

Write the note names in a C melodic minor scale.

Write the note names in a G melodic minor scale.

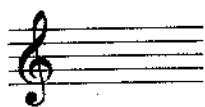
1. _____ The **descending** melodic minor scale uses the same arrangement of half steps and whole steps as which other minor scale?
2. _____ Which scale degrees determine if the minor scale is natural, harmonic, or melodic minor?
3. _____ Which scale degrees, other than 1 and 3, will sound the same in the G natural,

MUSIC THEORY WORKSHEET 5

Name _____

Instrument _____

A. In the blank provided, write the name of the major key associated with each key signature.



1. _____



2. _____



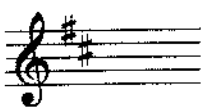
3. _____



4. _____



5. _____



6. _____



7. _____



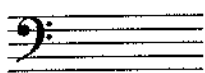
8. _____



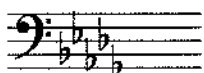
9. _____



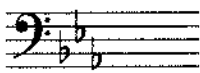
10. _____



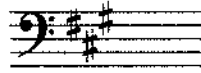
1. _____



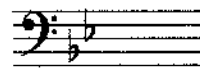
2. _____



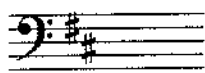
3. _____



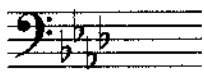
4. _____



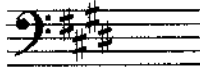
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

B. Write in the counting below each rhythm pattern, then count and clap them aloud. Next, your teacher will establish the pulse, and clap or play each rhythm pattern. Number the rhythm patterns in the order they are sounded for you.



a. _____



d. _____



b. _____



e. _____



c. _____



f. _____

C. On the lines below, create two rhythm compositions. No two measures may be alike. Be able to count and clap your rhythm compositions. Use at least one of the following rhythms in each measure:

 $\frac{3}{4}$ $\frac{2}{4}$