
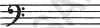
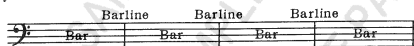


# RUDIMENTS OF MUSIC

Music is represented on paper by a combination of characters and signs, all of which it is necessary to learn in order to play the trombone or euphonium (baritone) intelligently. Symbols called notes are written upon and between five lines,  which is the staff.


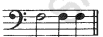
The sign  placed at the beginning of the staff is called the bass or F clef.

The staff is divided by barlines into bars as follows:



These bars, in turn, are equal in time value, according to the fractional numbers, (Time signature) placed at the beginning of the music.

The time signature indicates the number of notes of equal value in each bar. The upper figure gives the number of beats or counts in a bar, and the lower figure indicates what kind of a note has one beat. For example,  $\frac{4}{4}$  or  $\text{C}$  equals

 four crotchets or the equivalent  minim and two crotchets in each bar;  $\frac{2}{4}$  equals 2 crotchets in each bar;  $\frac{4}{8}$  equals 4 quavers in each bar, etc.

There are different kinds of notes, each variety representing a certain time value as follows:



Semibreve equals: Two Minims, Four Crotchets, or Eight Quavers.

The count for the above would be, four to the semibreves; two to each minim; one to each crotchet and one to each group of two quavers.

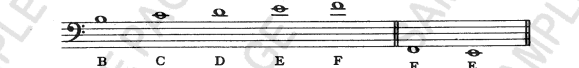
The notes are named after the first seven letters of the alphabet, i.e., (a, b, c, d, e, f, g), according to the line on, or space in which they are placed.

The Bass (F) clef  which starts on the fourth line, establishes the note F on this line, from which the

other lines and spaces are named as follows:



In addition notes are written upon and between short lines above and below the staff. These lines are called ledger lines.



LINE NOTES

SPACE NOTES



B. M. Co. 10451 (43055)

[iv]

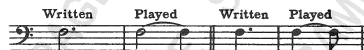
## LESSON 12

17

- OBJECTIVES: 1. Learning new rhythm— $\frac{3}{4}$  time—with emphasis on rhythm drills. (A-B-C etc.)  
2. Use of dotted crotchets and quavers. (E.x. F)  
3. The application of acquired knowledge.

### The Dotted Minim and the Dotted Crotchet

A dot is equal to one half the value of the note it follows. A dotted minim equals 3 beats, a dotted crotchet equals  $1\frac{1}{2}$  beats.



### Rhythm Drills

DRILL: Count aloud each variation, A-B-C etc. while clapping the hands once for each note until the rhythms are felt and memorized, then try to play them using any single note. When this can be done freely, play the exercises as written. REMEMBER—Rhythm must be felt before it can be played.

① 

② 

③ 

④ 

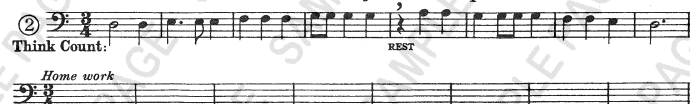
⑤ 

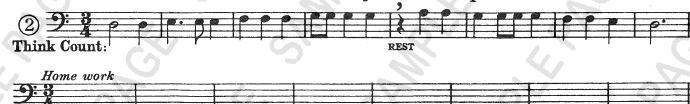
⑥ 

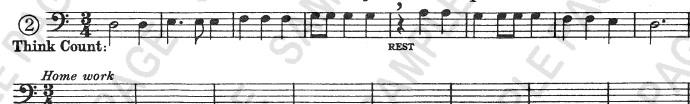
⑦ 

⑧ 

### Combination of Rhythms in $\frac{3}{4}$ time

② 

Think Count: 

Home work 

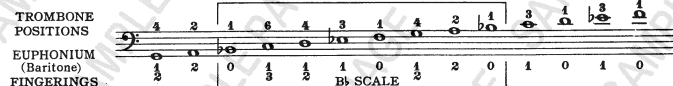
Home work: Write 8 bars of notes thus far studied, using different groupings of notes in  $\frac{3}{4}$  time. Mark positions (valves) and note names as before.

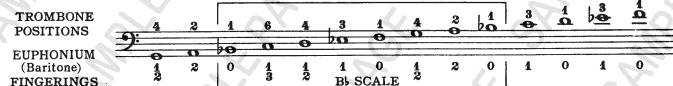
B. M. Co. 10451

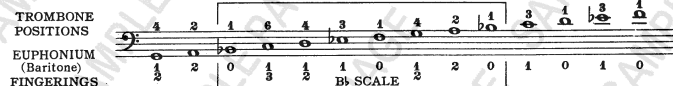
## Reference Position and Fingering Chart for \*Trombone or Euphonium (Baritone)

1

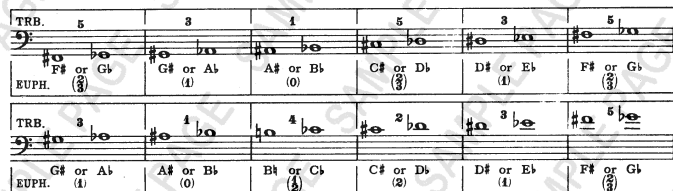
The Trombone and Euphonium are pitched in B flat. The following succession of notes in this key are given for quick reference.

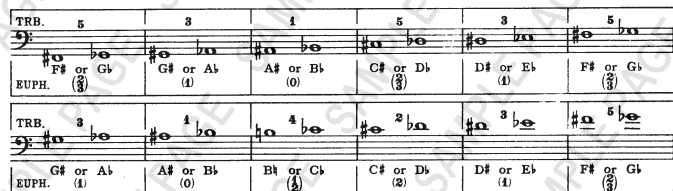
TROMBONE POSITIONS 

EUPHONIUM (Baritone) POSITIONS 

FINGERINGS 

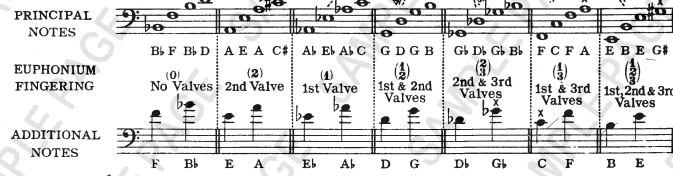
Enharmonic notes: Notes that sound the same, and for which the same positions and valve fingerings are used, but which are written differently are called enharmonic notes. Those most frequently used are the following:

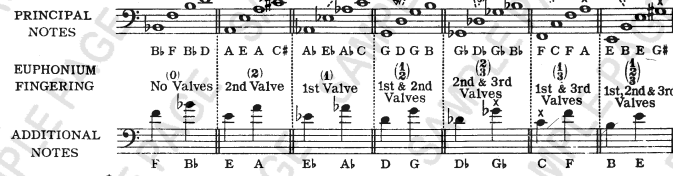
TRB. 

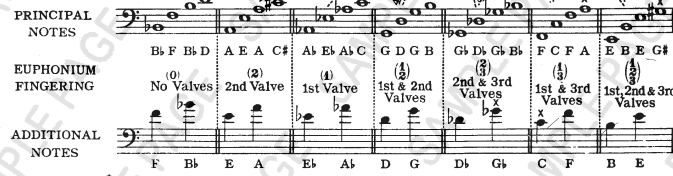
EUPH. 

Notice that there are seven positions for the Trombone and seven combinations of valve fingerings for the Euphonium. Notes marked (x) are playable but slightly out of tune.



PRINCIPAL NOTES 

EUPHONIUM FINGERING 

ADDITIONAL NOTES 

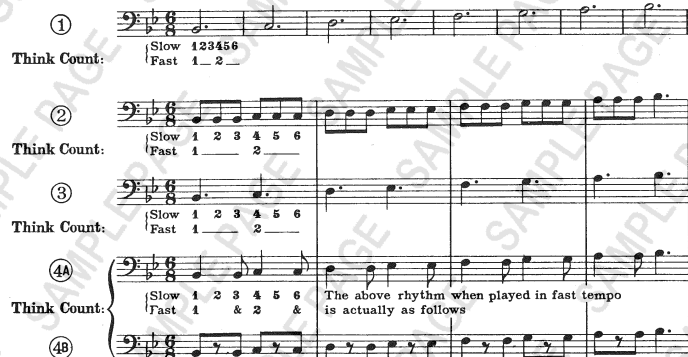
\*An alternative edition of this method is published for students who prefer reading from the treble clef.

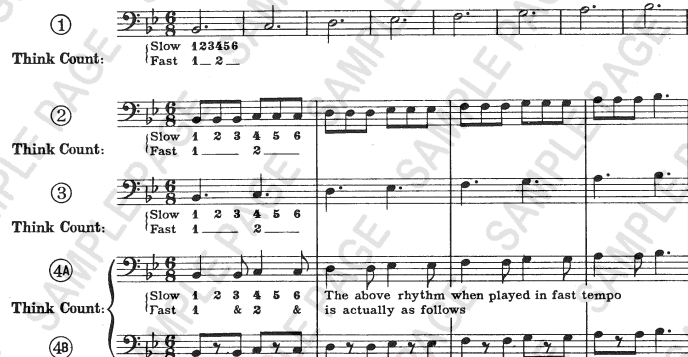
B. M. Co. 10451

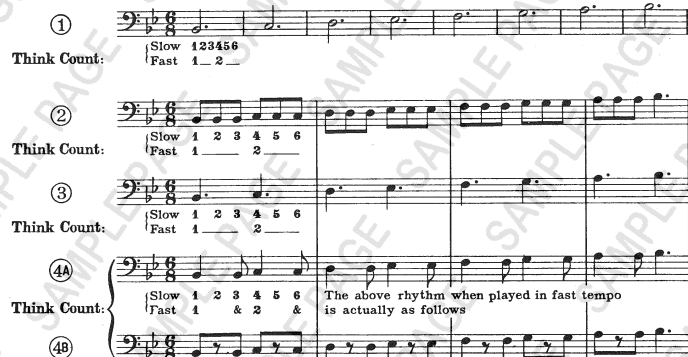
## LESSON 24

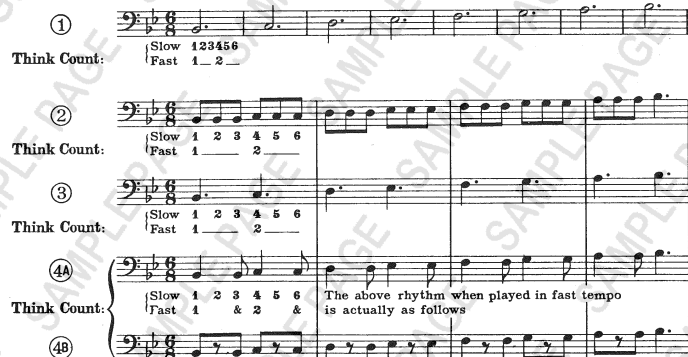
31

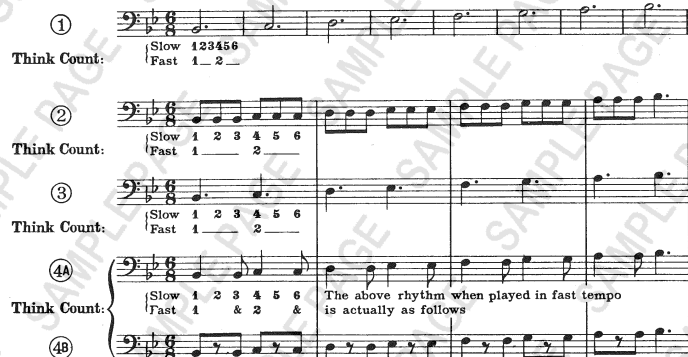
- OBJECTIVES: 1. Learning another new rhythm.  
2. Knowledge and use of the rhythm of  $\frac{8}{8}$  time.  
3. Counting 6 to a bar and 2 to a bar.  
4. Application of new rhythm in familiar melodies.

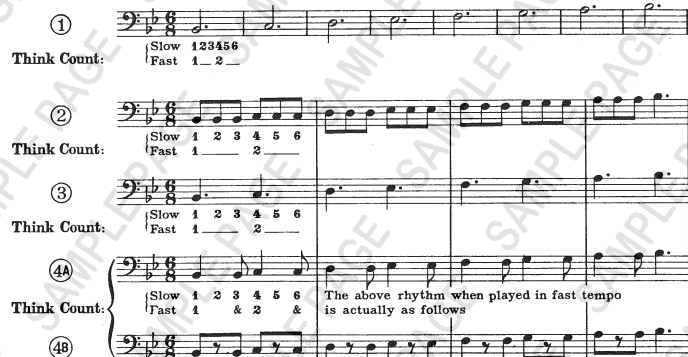
① 

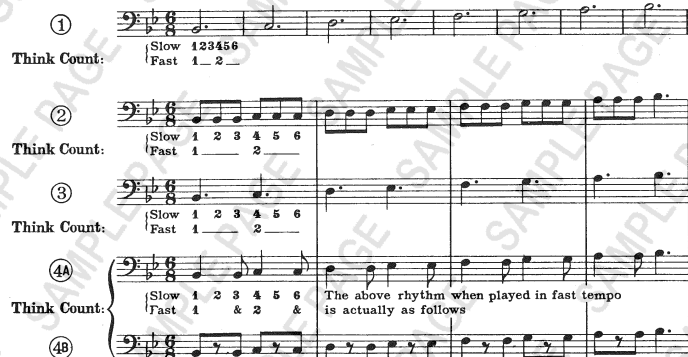
Think Count: 

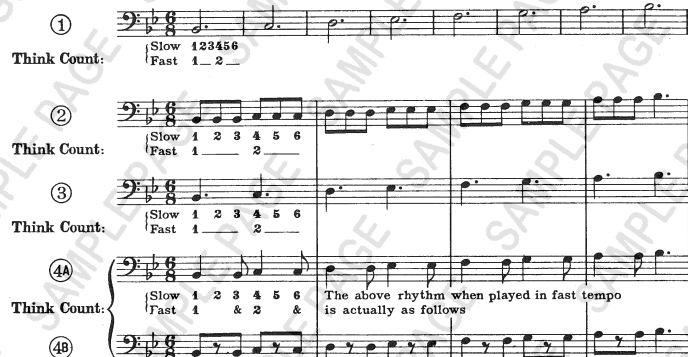
② 

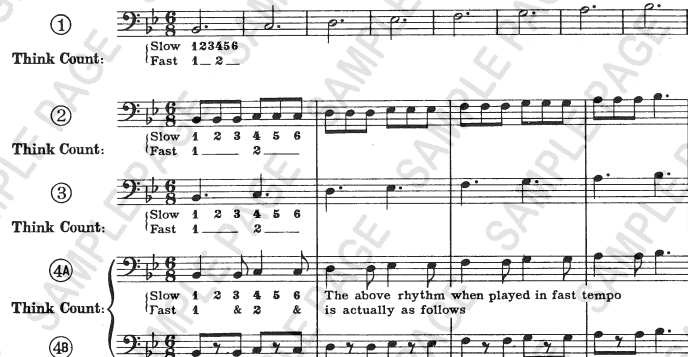
Think Count: 

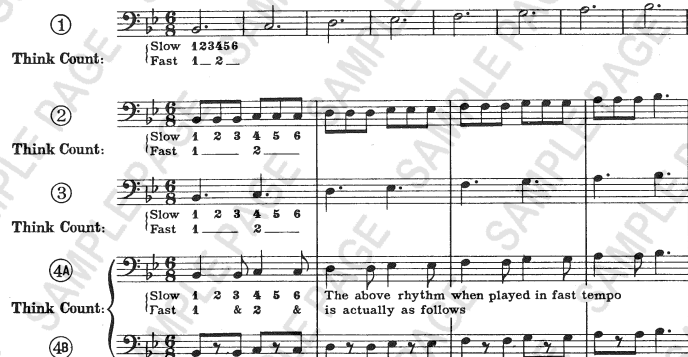
③ 

Think Count: 

④A 

Think Count: 

④B 

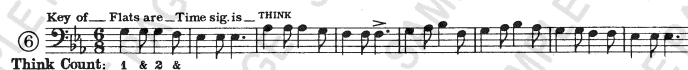
Think Count: 

### Row, Row, Row Your Boat

⑤ 

Think Count: 1 2 1 & 2

### Oats and Beans

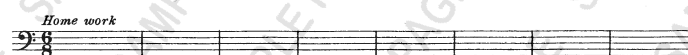
Key of... Flats are... Time sig. is... THINK 

Think Count: 1 & 2 &

### Mulberry Bush

Key of... Flats are... THINK 

Think Count: 1 2

Home work 

Home work: Write line of notes, using different rhythm patterns in  $\frac{8}{8}$  time.

B. M. Co. 10451