

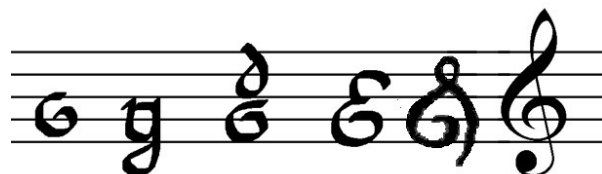
Clefs and Repeat Symbols



A **CLEF** (meaning 'key') is the name given to a sign or symbol used at the beginning of a musical **STAVE** (five lines). A **CLEF** fixes the **PITCH** of one of the five lines of the stave – and so gives 'key', or clue, to the other lines and spaces. The most commonly used clefs are the **TREBLE CLEF** and the **BASS CLEF**. The clefs we use today are really the same letter codes used by the monks all those years ago, though they have changed their appearance by constant use over the centuries.

A. The TREBLE CLEF

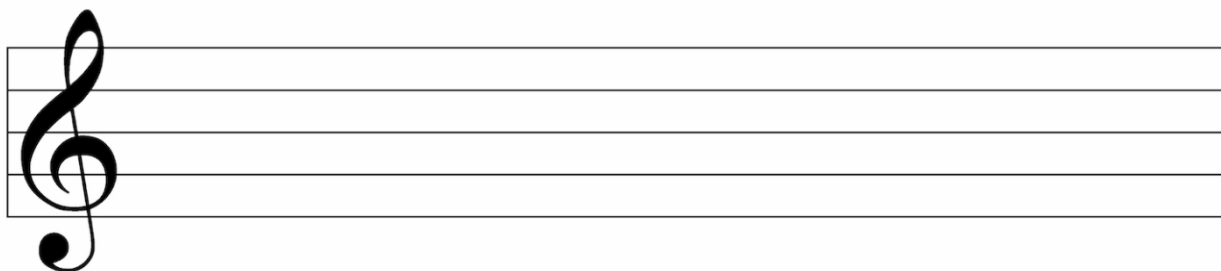
The treble clef is sometimes called the 'G' clef and in fact, originally, it was a decorative letter "G". The treble, or G clef, circles around the second line of the stave – fixing this note as G. The violin, flute, trumpet and all other instruments of high pitch use the treble clef.



1. Practice drawing a treble clef symbol below, going over the lines with a pen or pencil and following the arrows.



2. Fill the stave below with as many treble clefs as you can.

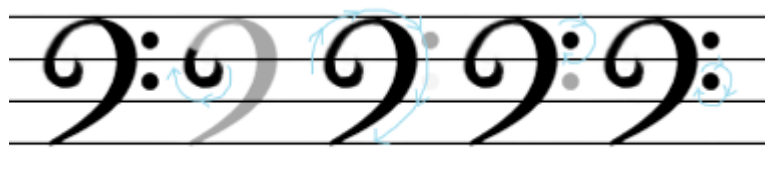


B. The BASS CLEF

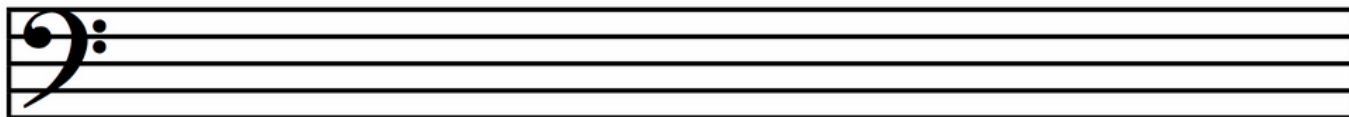
The bass clef is used to show the pitch of notes lying below middle C. This is sometimes called the 'F' clef since it was originally a letter "F". The two dots are placed one on each side of the fourth line of the stave – fixing this note as the note F. The bass guitar, double bass and other low pitch instruments all use the bass clef.



3. Practice drawing a bass clef symbol below, going over the lines with a pen or pencil and following the arrows.



4. Fill the stave below with as many bass clefs as you can.



C. REPEAT SIGNS, SYMBOLS AND MARKINGS

When writing music down using **STAFF NOTATION** (using the five lines and a clef), composers use a special musical “repeat” symbol – two vertical dots and a double-bar line (two vertical lines, the second slightly “thicker” than the first). A corresponding sign facing the other way, indicates where the repeat is to begin – if there’s no corresponding sign, then the performer should go back to the beginning of the piece and repeat it from there.



5. A Year 7 pupil has created the following melody which they want to repeat and turn into an **OSTINATO**, but they’ve forgotten to add the repeat making symbols to the end of the stave to show the music is to be repeated from the beginning. Add a repeat marking at the very end of the stave.



6. The same Year 7 pupil then extended their **OSTINATO** into a longer **MELODY** and wanted certain sections of their music repeated, but have again forgotten to add the correct repeat symbols. They’ve included some notes as to how the piece should be performed. Reading through these notes, add the correct repeat symbols on the music below to indicate how the piece *should* be played.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

How to perform my piece of music

1. Play bars 1-4. Go back to the beginning and repeat these then continue.
2. Play bars 5-8, but play bar 7 twice then continue.
3. Plays bars 9-12, then go back to the beginning of bar 9 and repeat bars 9-12 again before continuing.
4. Play bar 14 twice.

STRETCH AND CHALLENGE – EXTENSION WORK

Using plain paper, a ruler and pencil, draw your own **STAVE** – 5 lines equally spaced apart. Then, fill the first half of the stave with as many treble clefs as you can – start with the pencil tip on the second line up and the second half of the stave with as many bass clefs as you can – start with the pencil tip on the fourth line up. Practice until you can draw both the treble and bass clefs fluently.

Add a repeat marking at the end of your stave.

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TEACHER'S NOTES



The aim of this element of musical theory within the “Hooks and Riffs” unit, is to introduce a range of musical symbols and signs, together with their meaning.

Actual pitch notation is not covered here, merely the signs and symbols of the treble and bass clefs and their indication of high and low pitch and the use of double dots and a double bar line to indicate a musical repeat. Teachers may like to review the “Repeated Musical Patterns” (5 Minute Silent Reading #1) for further explanation on repeat markings and symbols.

The correct answer to question 6 is given below which is how the completed score should look once pupils have read the “How to perform my piece correctly” instructions and added the appropriate repeat markings/symbols.