# Scale Worksheet | How To

Heterogenous class suggestion: If multiple transposed instruments are in the same classroom, it is recommended that all students participate in the same scale name, rather than transposing the concert pitch scales. This will allow all students to actively work on the same letter names when saying the note names out loud. When it is time to play the lines, all students can play at once (for a 1-2-4-5 cluster sound), or the class can be broken into transposing groups (ex: all clarinet, trumpets, and saxophones play while everyone else says/fingers)

**Step 1:** Have students WRITE down the letter names for the scale in the 1-8-1 blanks. They can reference the written notation in line one and match up the measure numbers to the blank numbers.

• While writing in letter names above music is generally not permissible, the act of writing out the letter names on this worksheet is an elementary reinforcement of learning the correct notes.

Step 2: Have students TOUCH the letter names they just wrote in and SAY the note names out loud.

• Saying the note names out loud will help train the students to say the letter names in their head later when playing their instrument.

**Step 3**: Have students look at line 1 and SAY the note names while FINGERING the correct notes on their instrument.

• The teacher or an advanced student can play the scale while the students say/finger to provide a model tone and pitch source. Many students will start saying the note names on pitch when a pitch reference in provided.

Step 4: Have students PLAY line 1.

• Students can also play the line in reverse to go back down the scale

**Step 5:** Have students look at line 2 and SAY the note names while FINGERING the correct notes on their instrument.

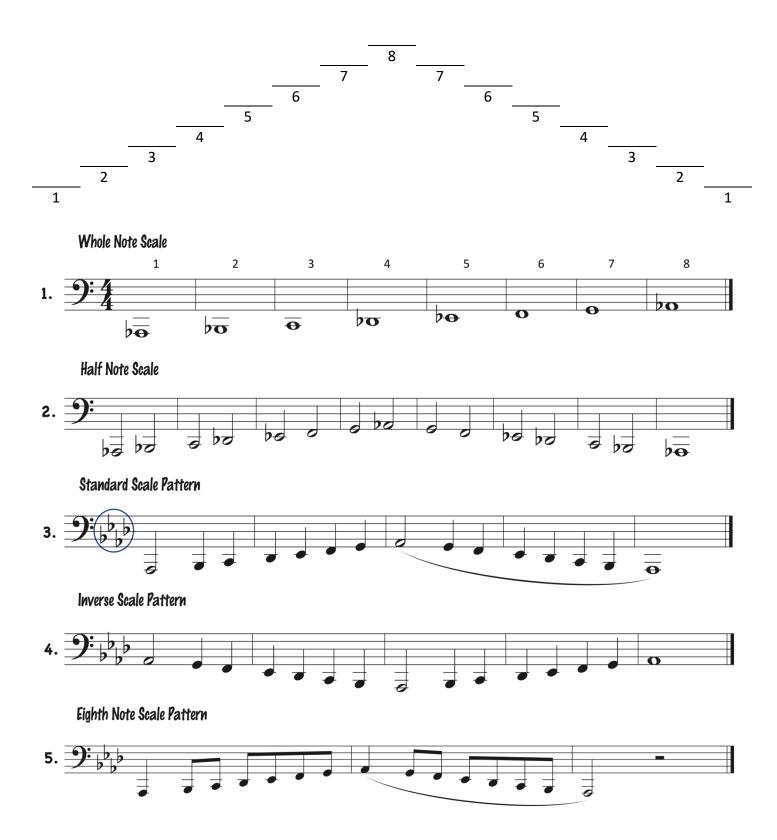
**Step 6:** Have students PLAY line 2.

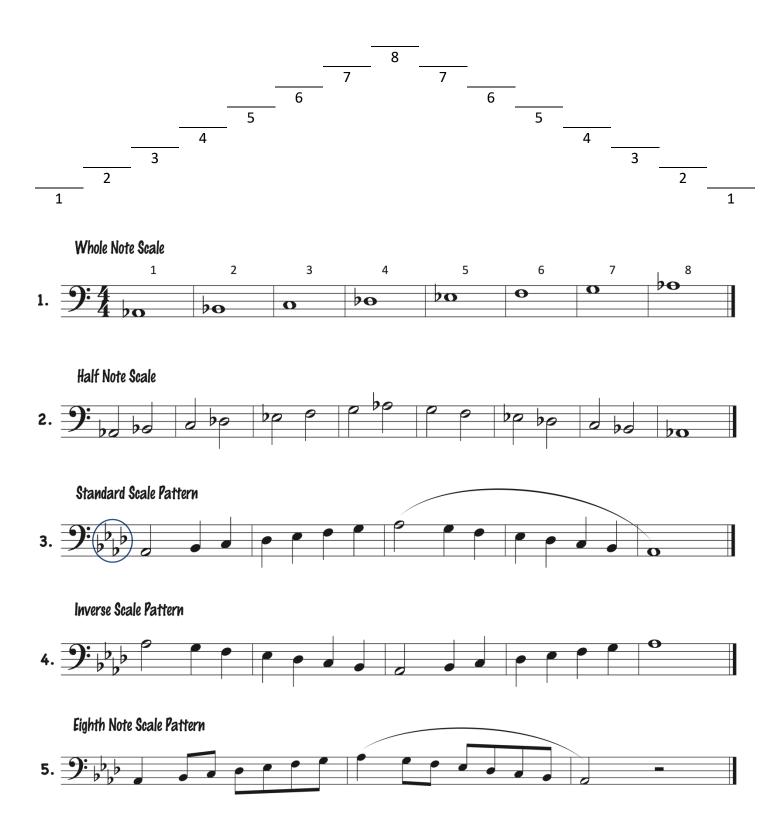
**Step 7:** Have students look at line 3 and SAY the note names while FINGERING the correct notes on their instrument.

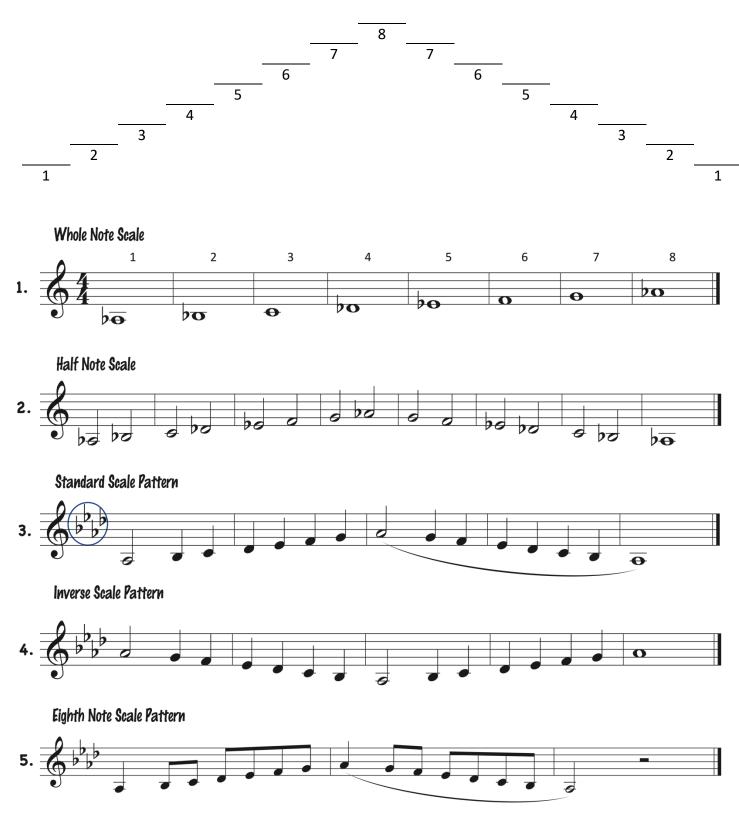
Step 8: Have students PLAY line 3.

• If some students would benefit from saying and fingering through the line again, one portion of the class can play while the rest of the class says/fingers again.

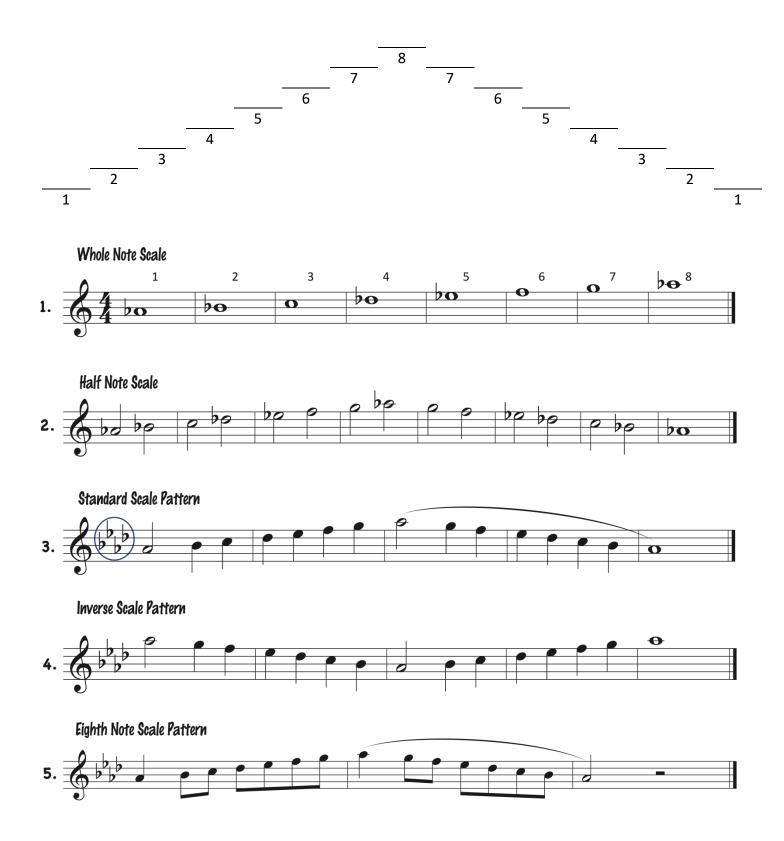
Step 9: Continue the same pattern with the remaining lines.



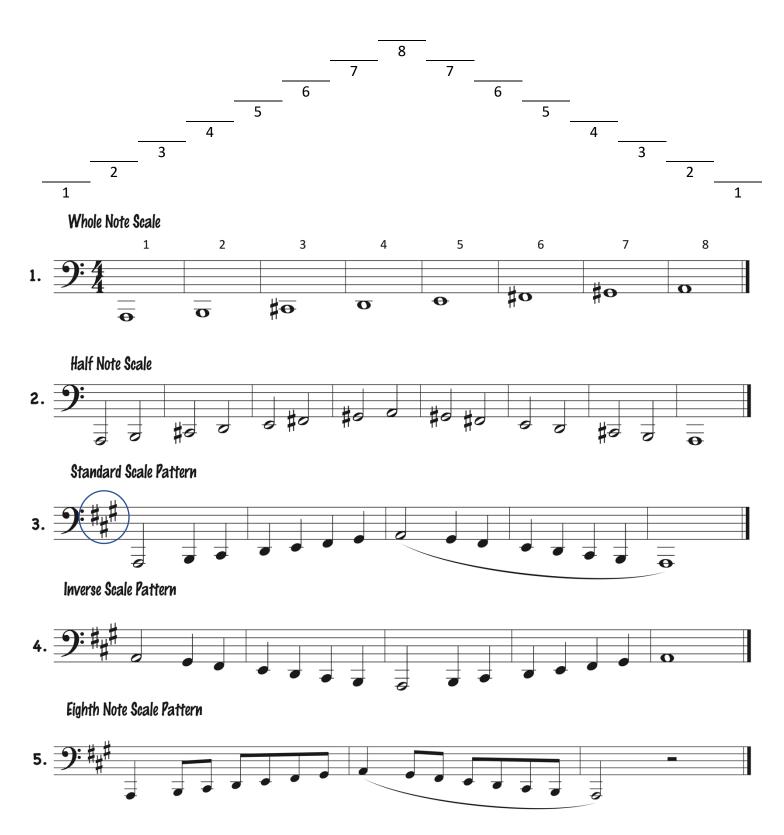


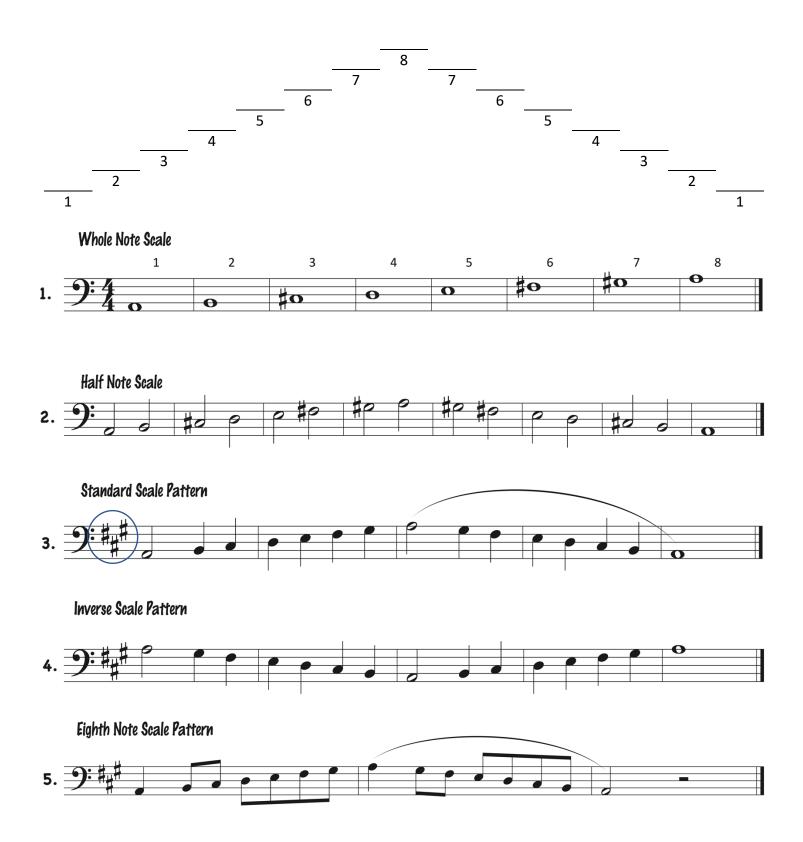


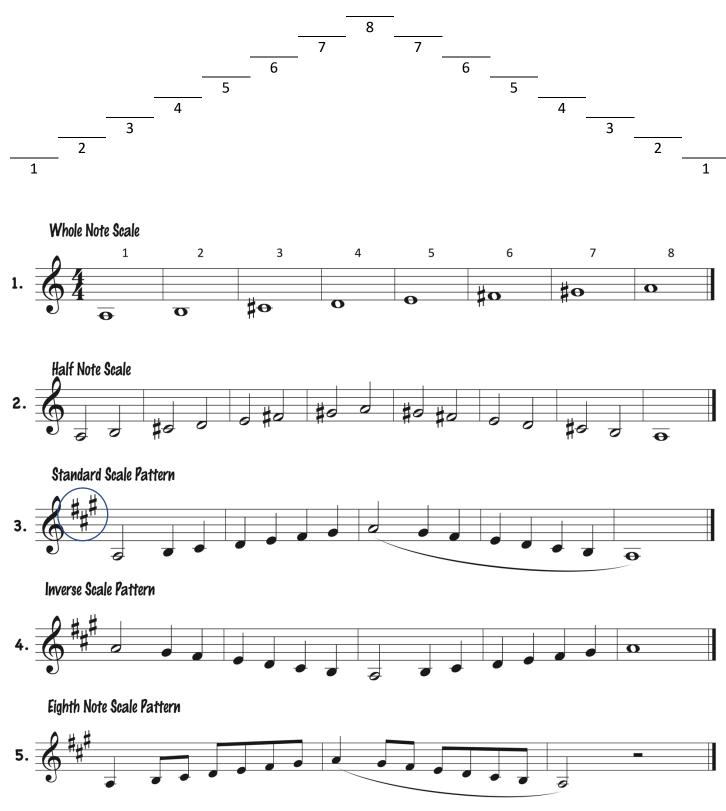
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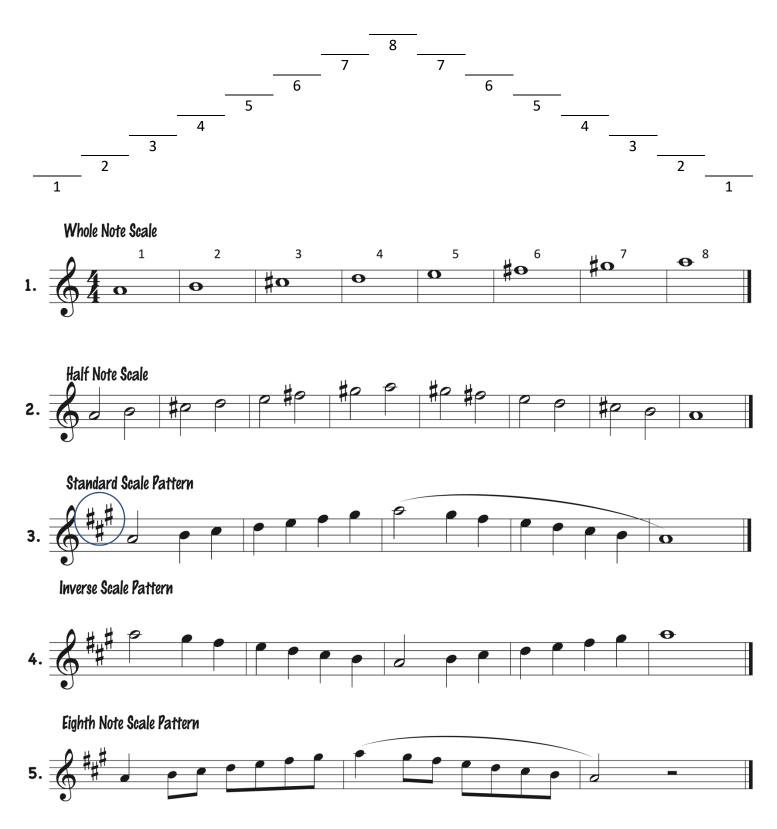




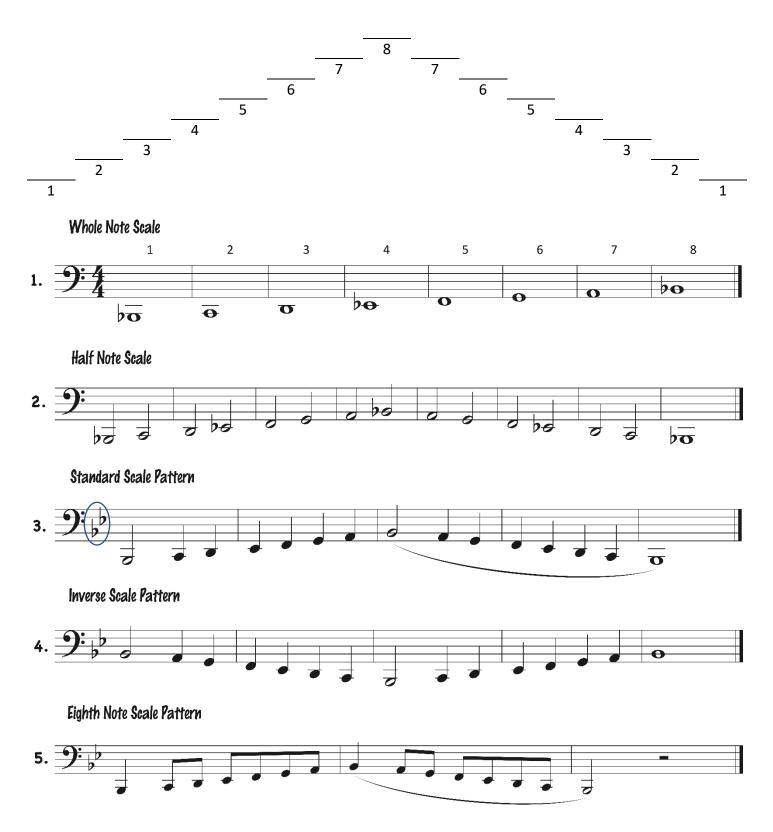


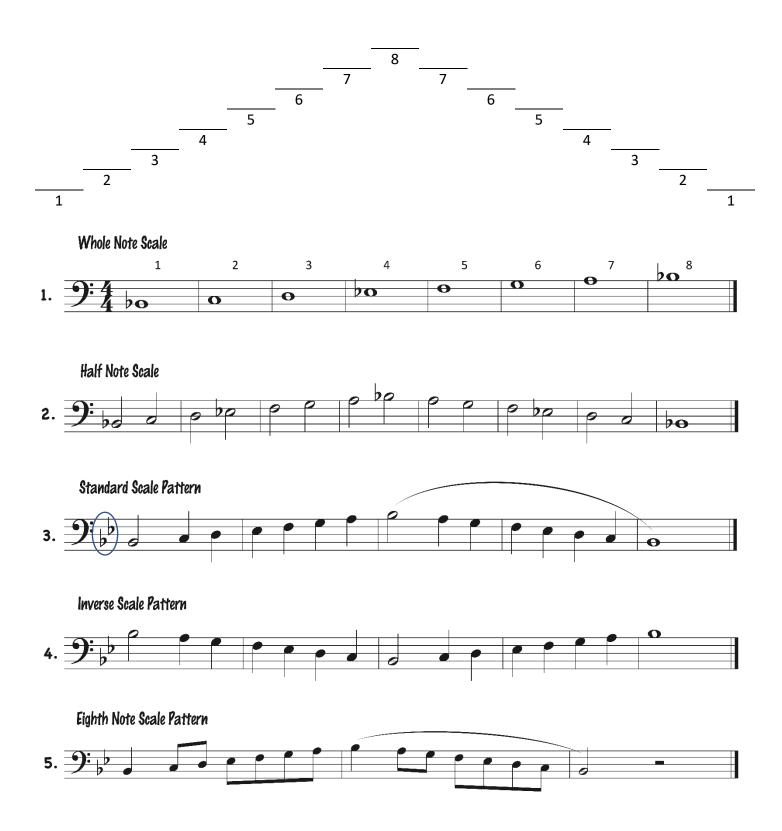


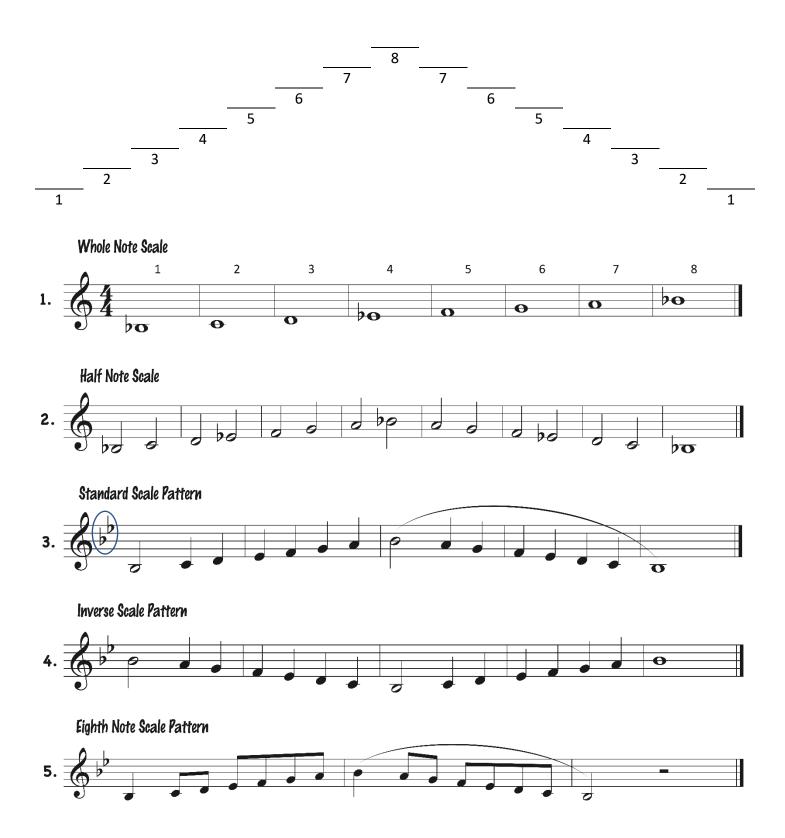


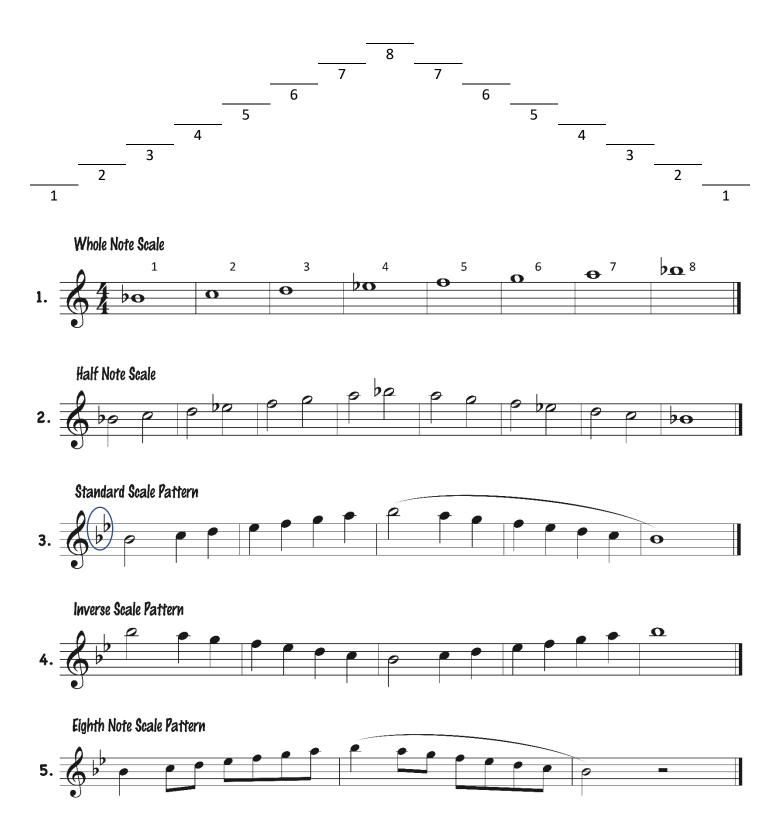


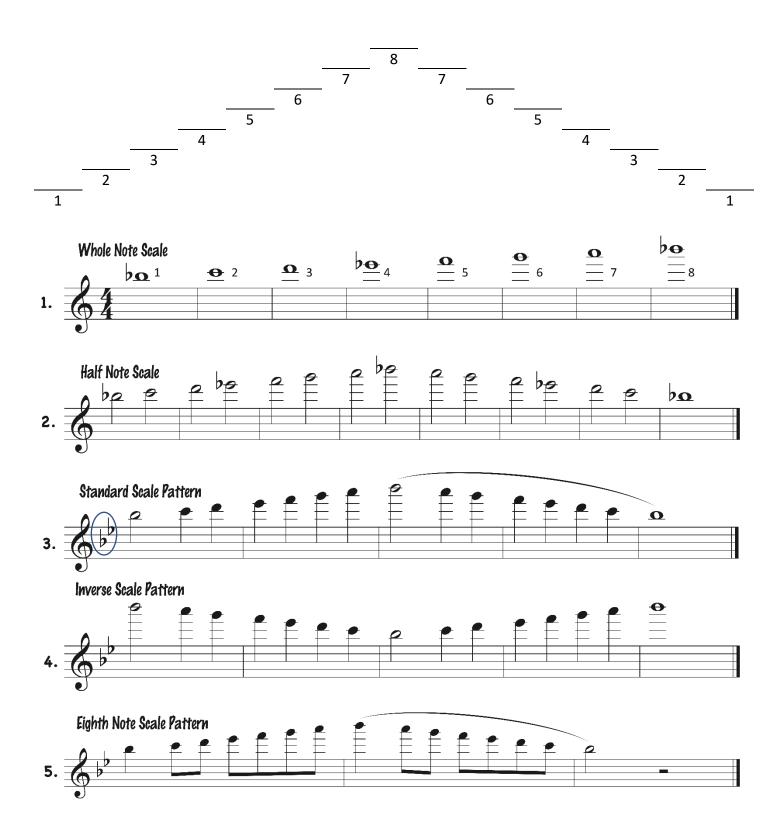


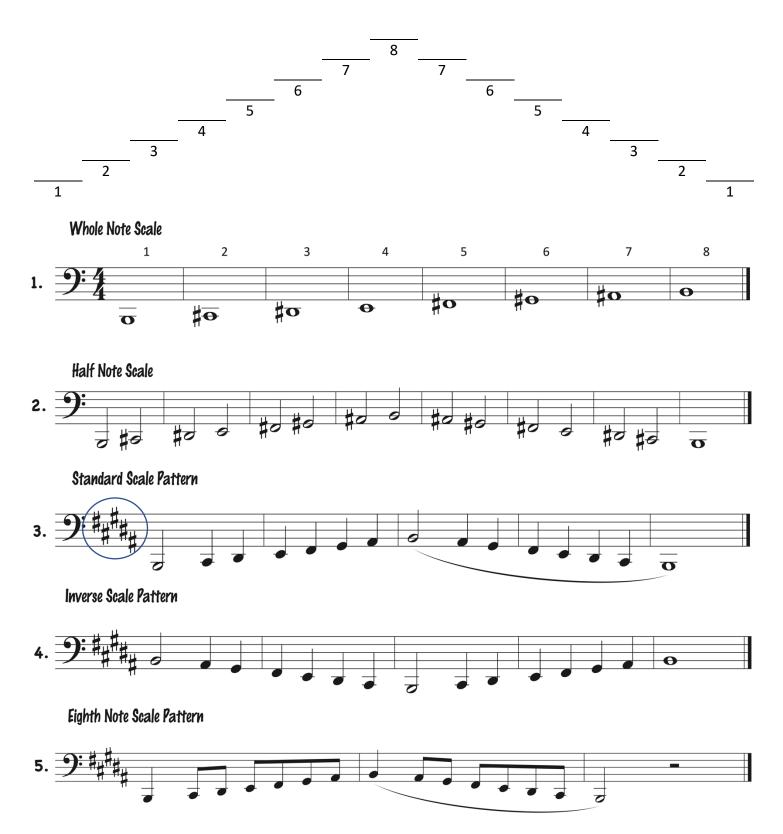


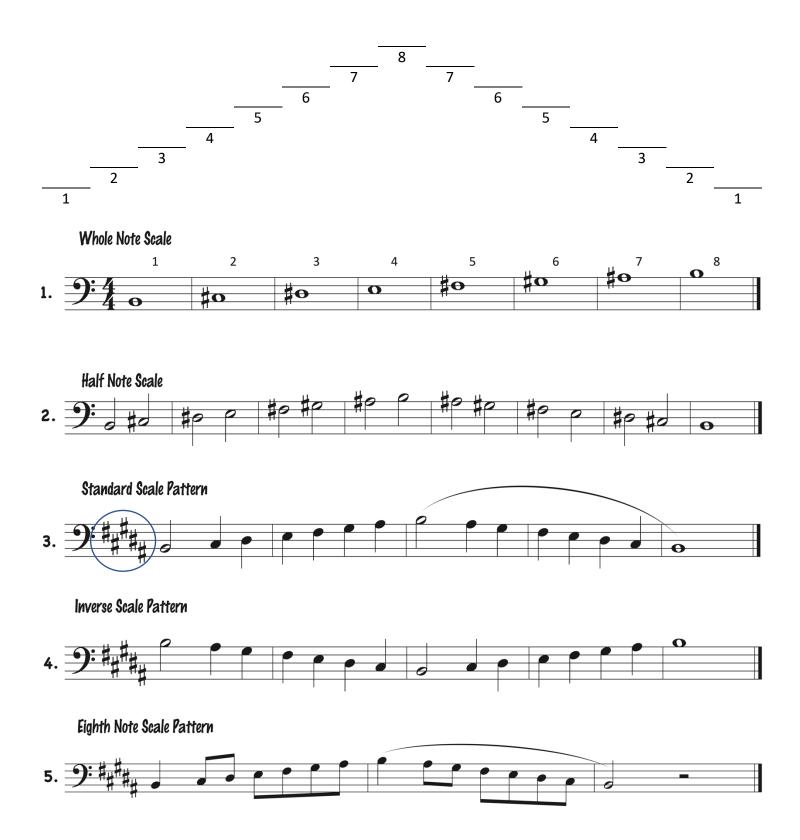


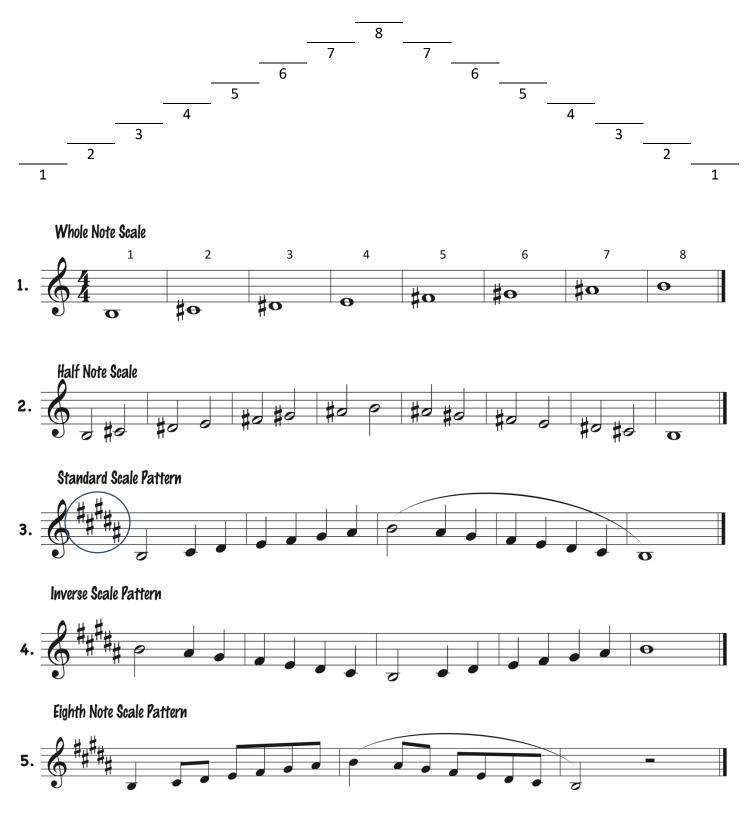


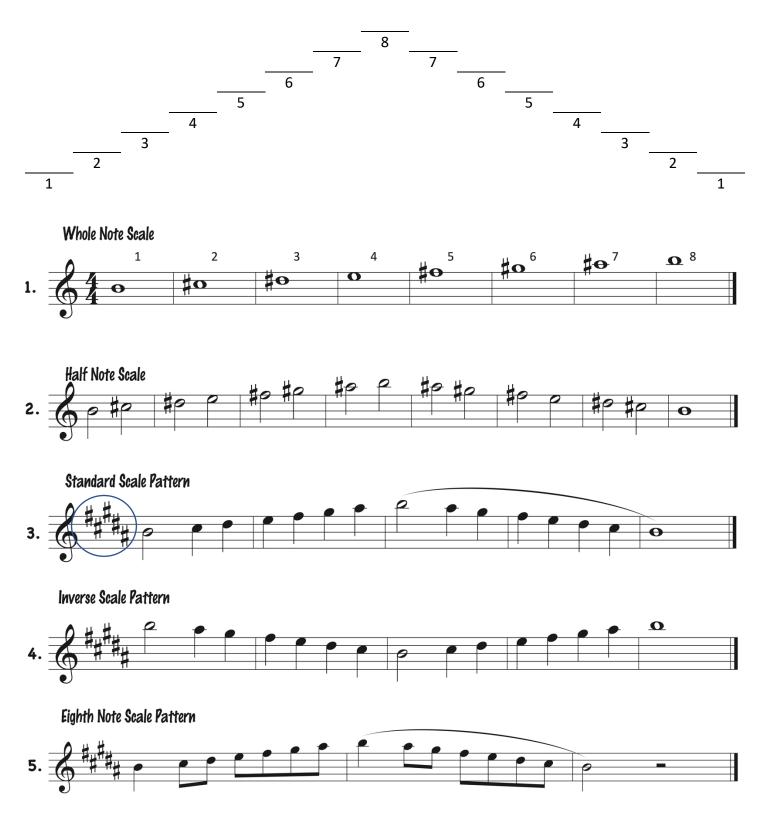


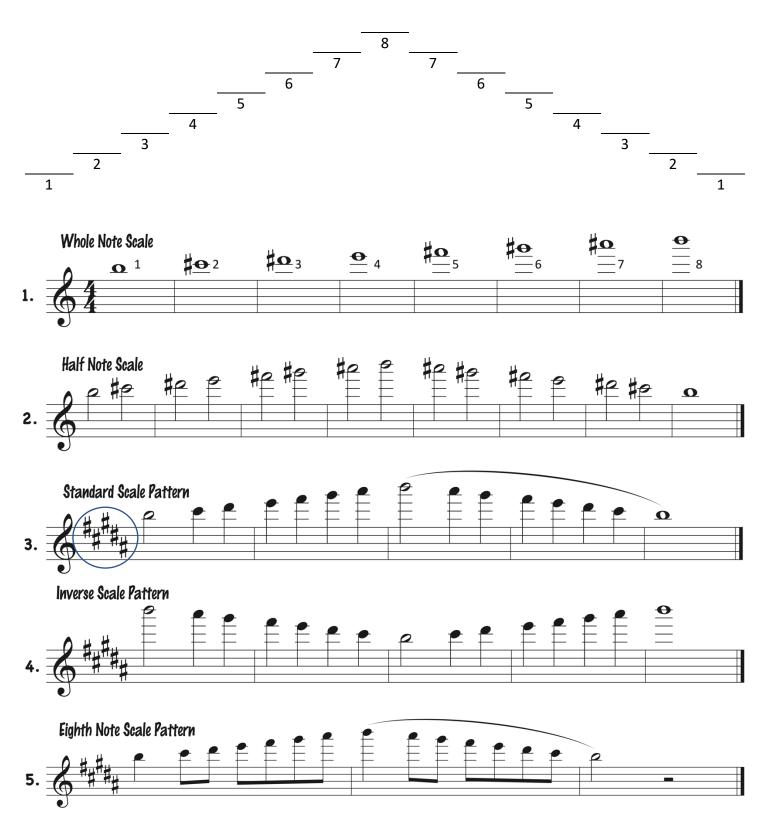


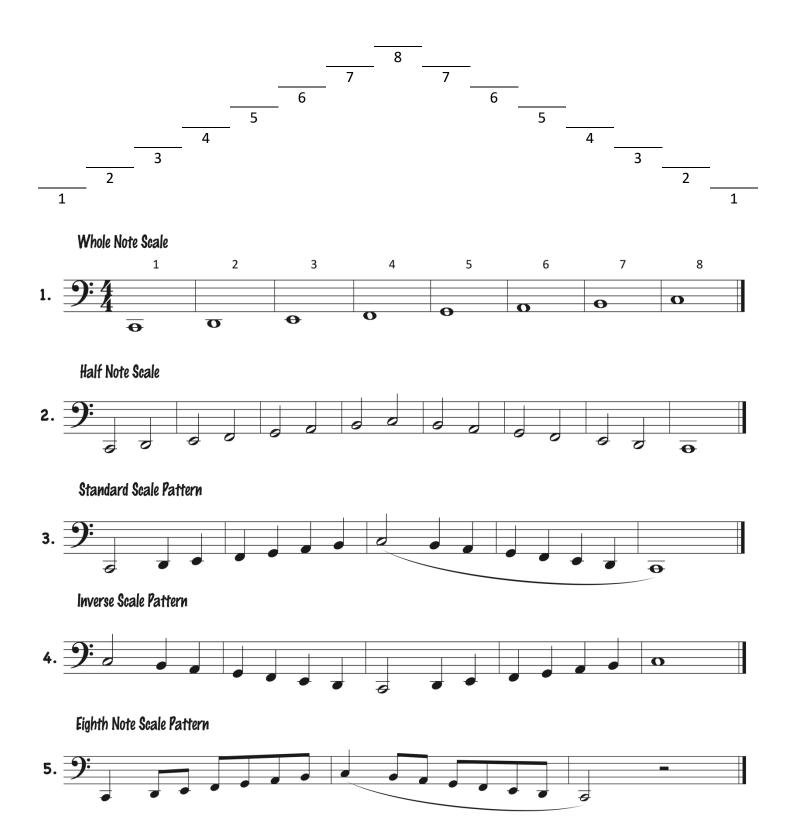


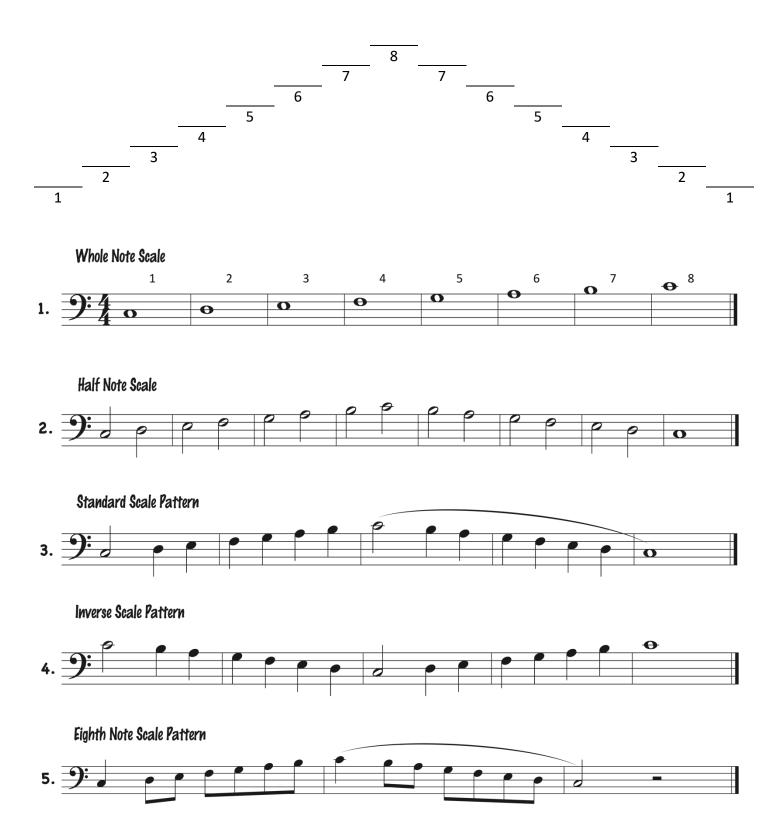


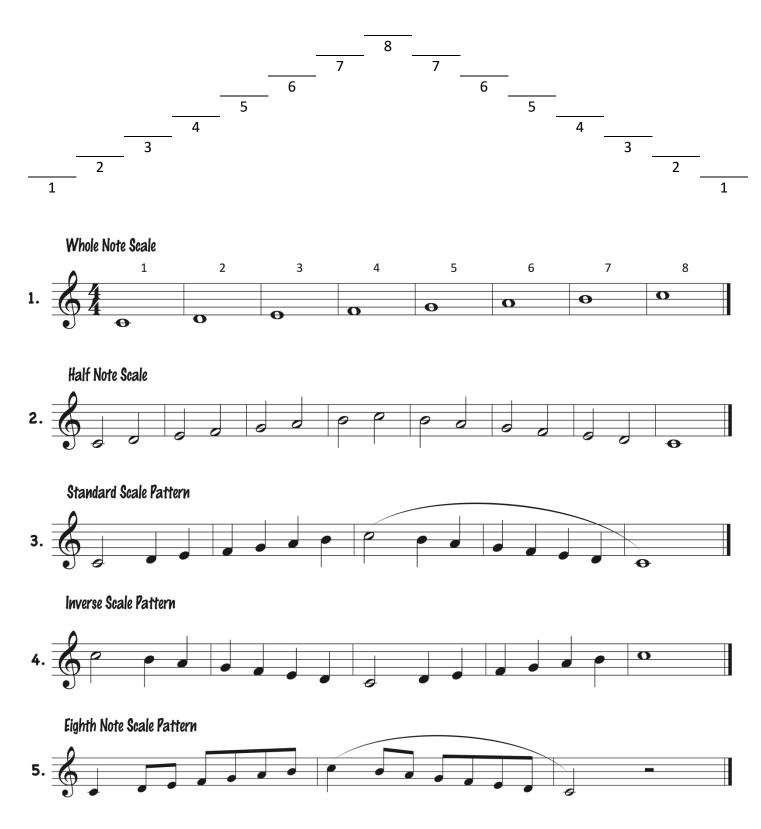




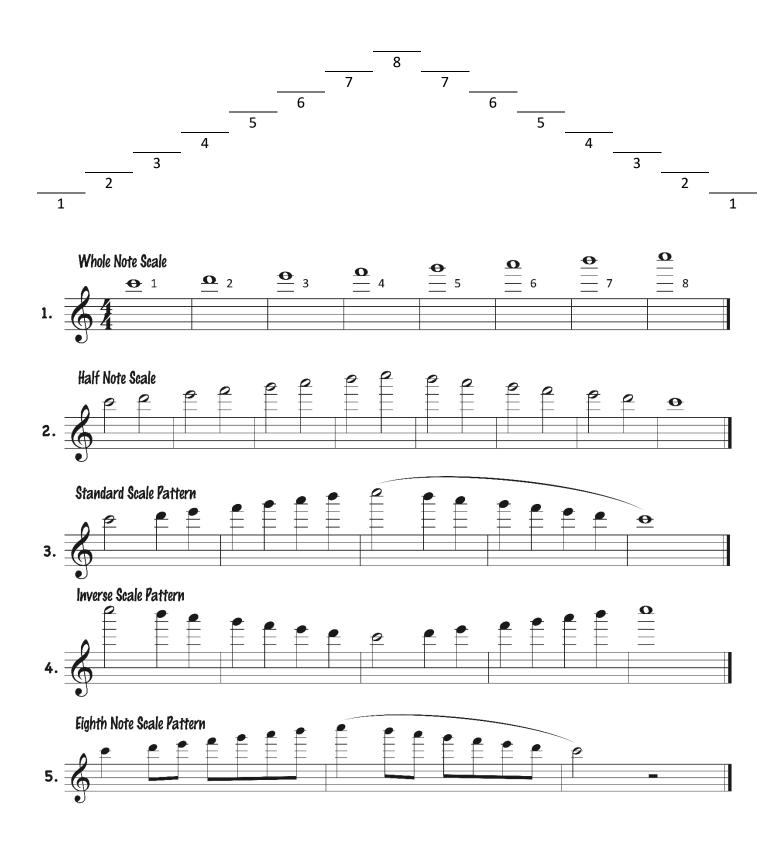


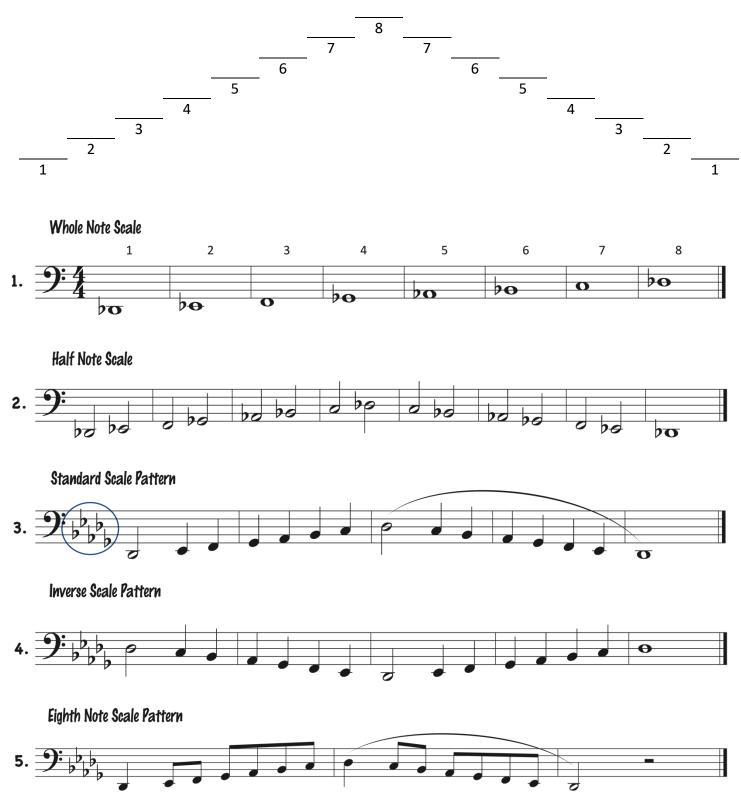




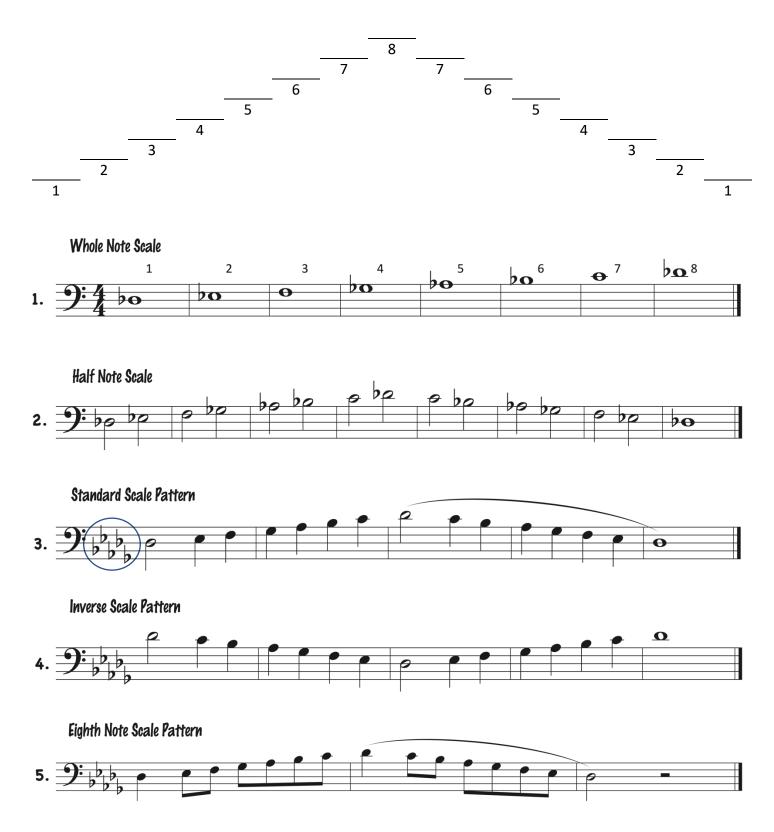


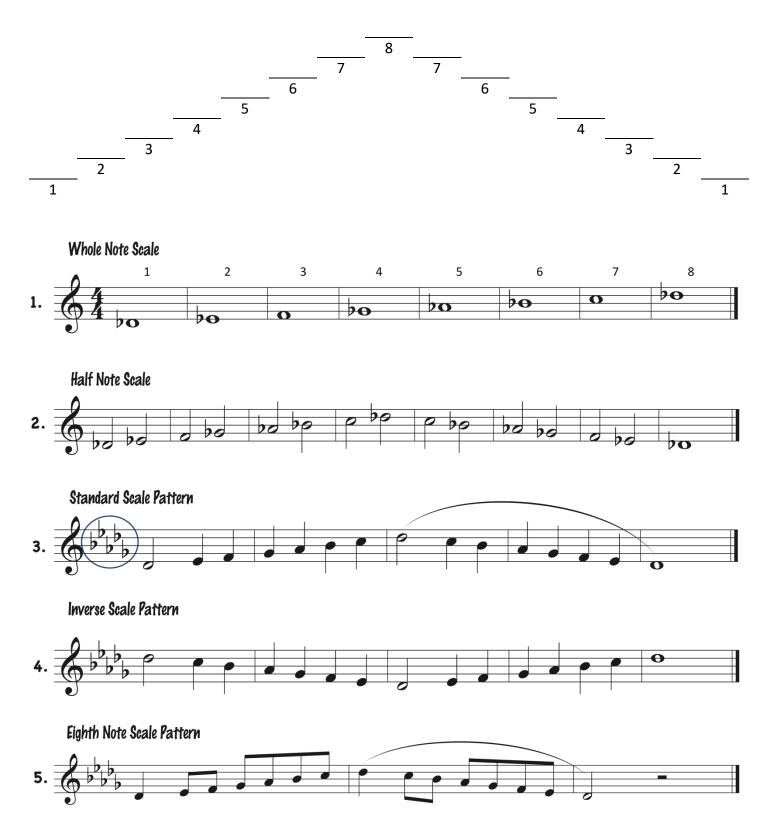


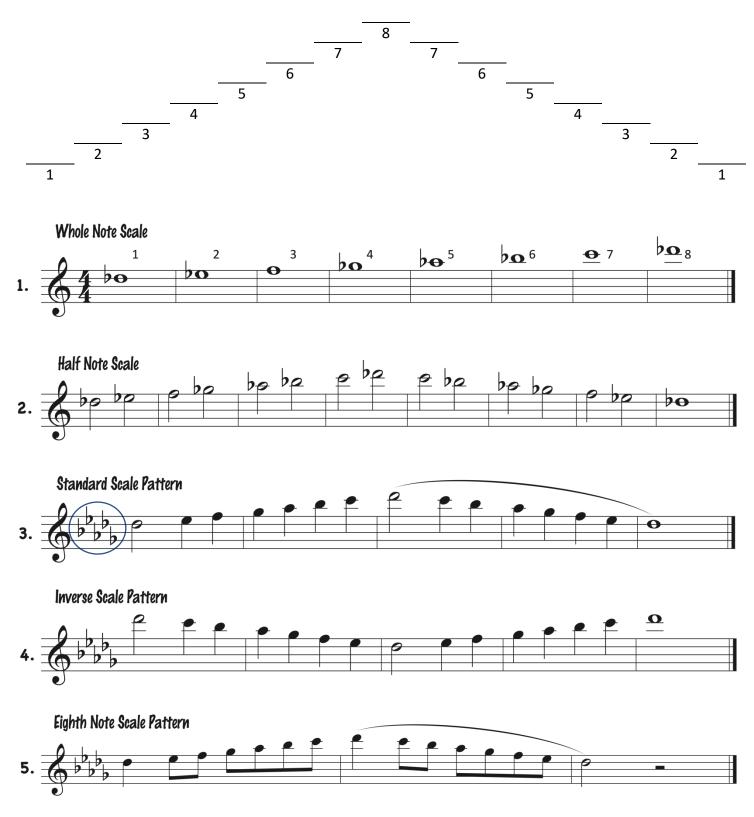


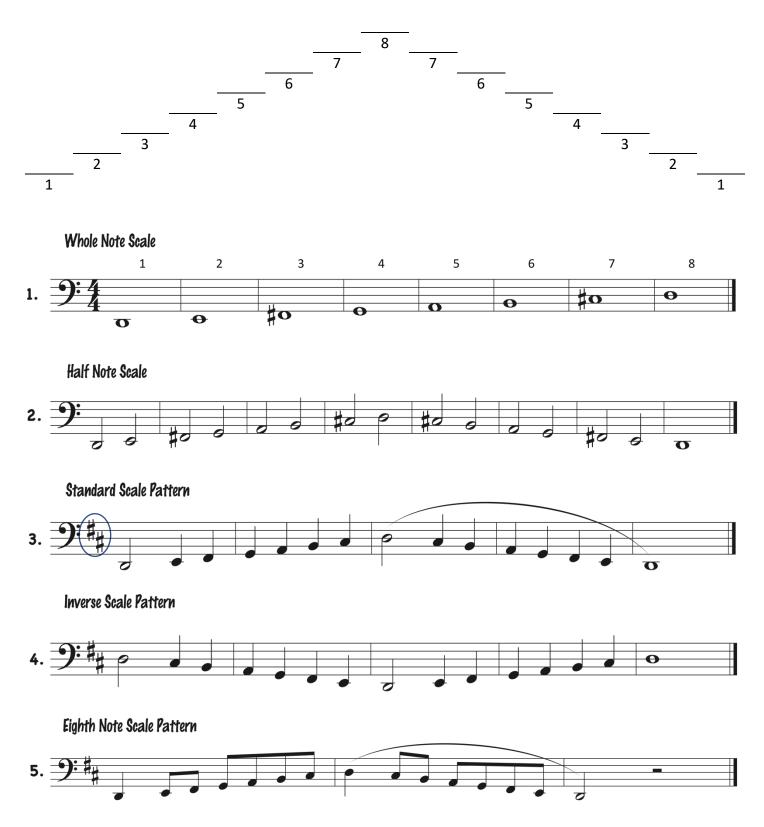


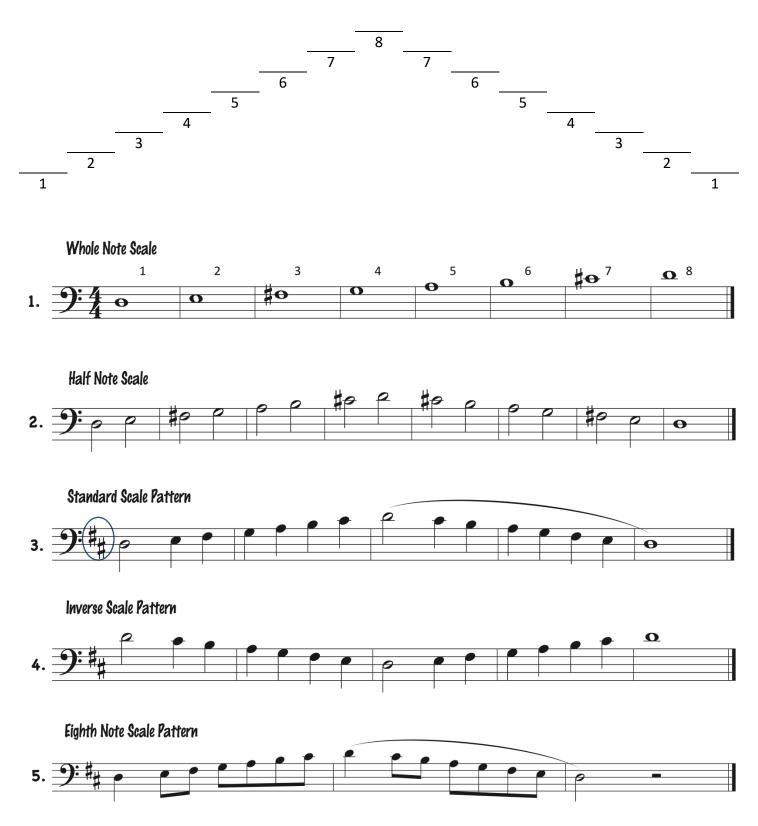
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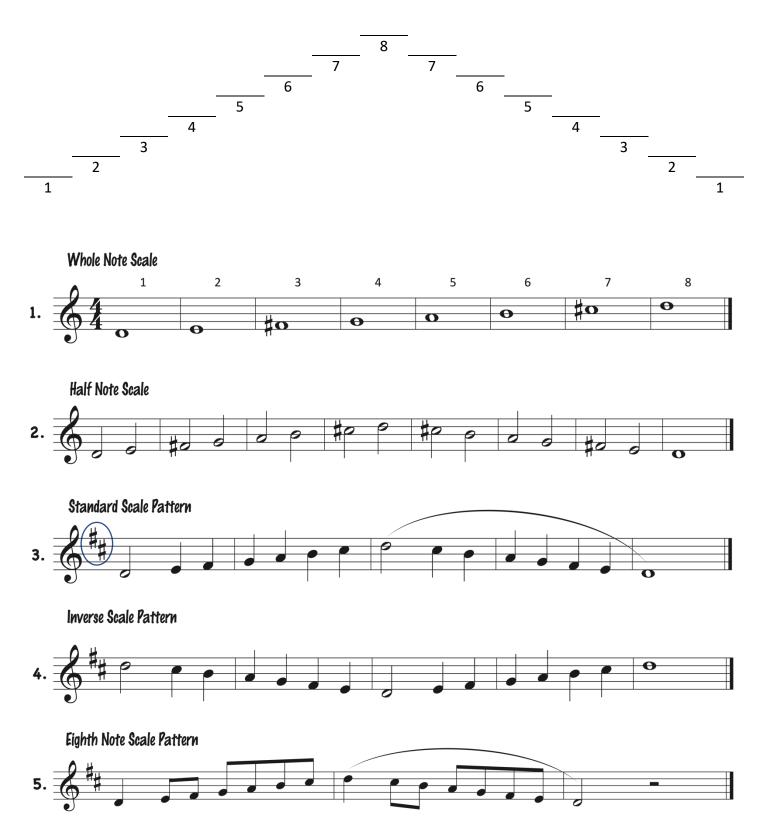






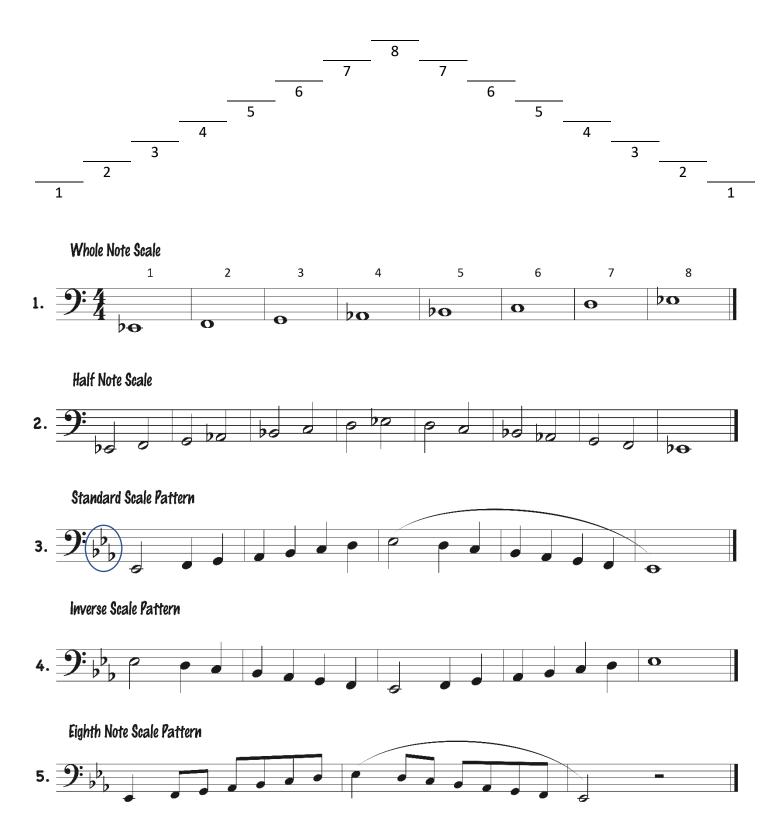


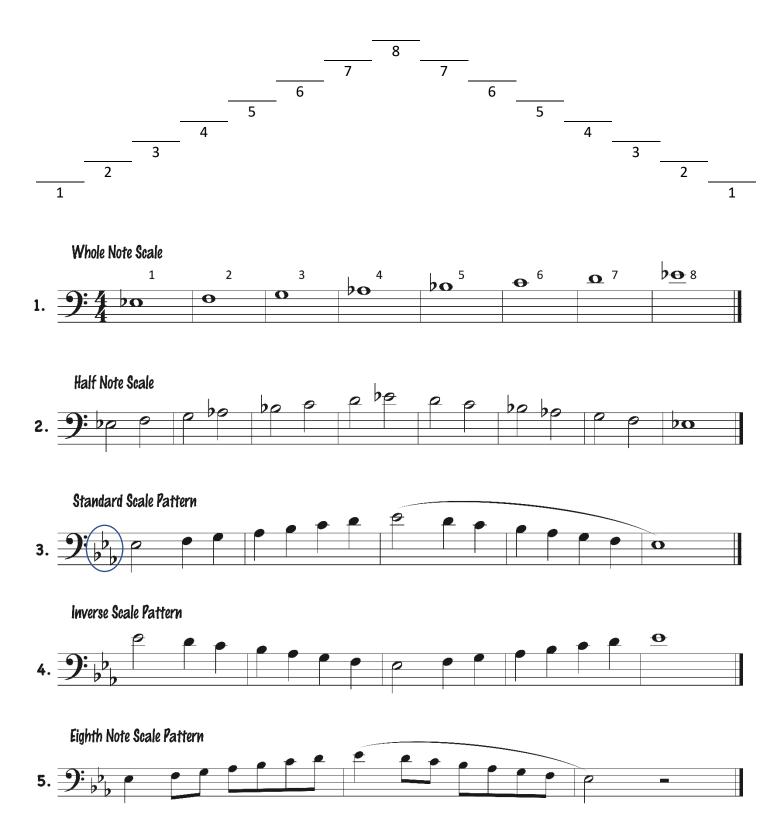




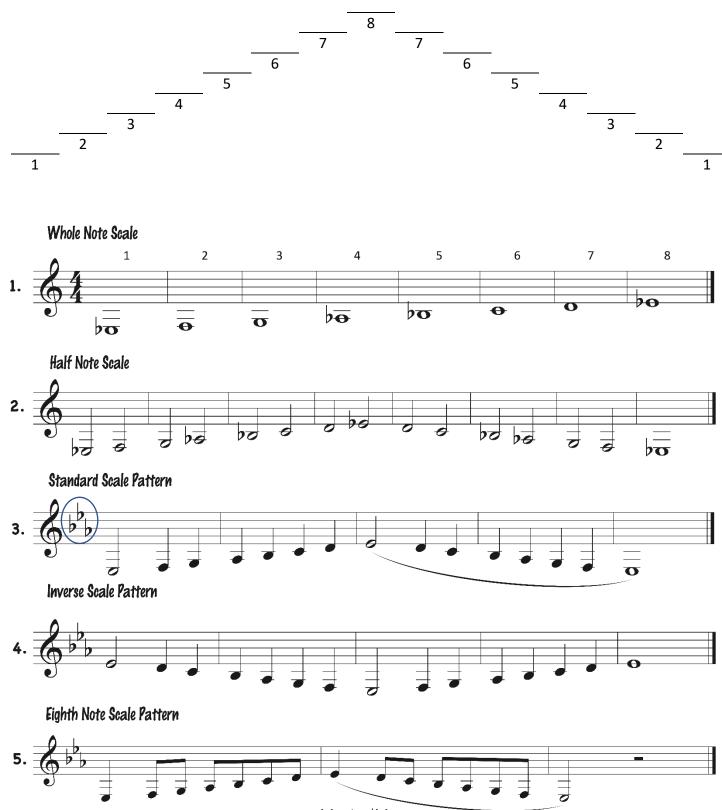
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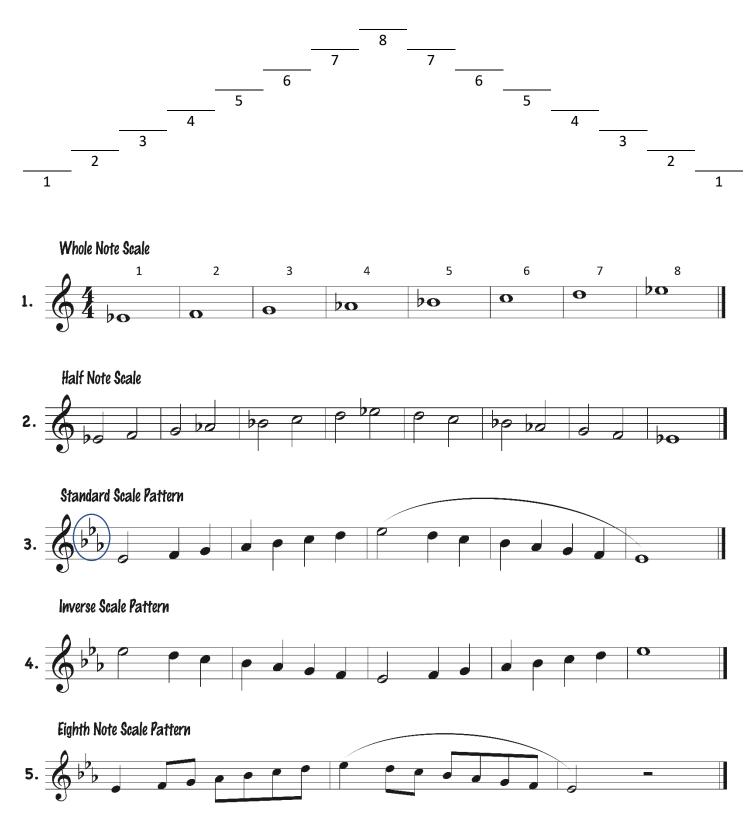




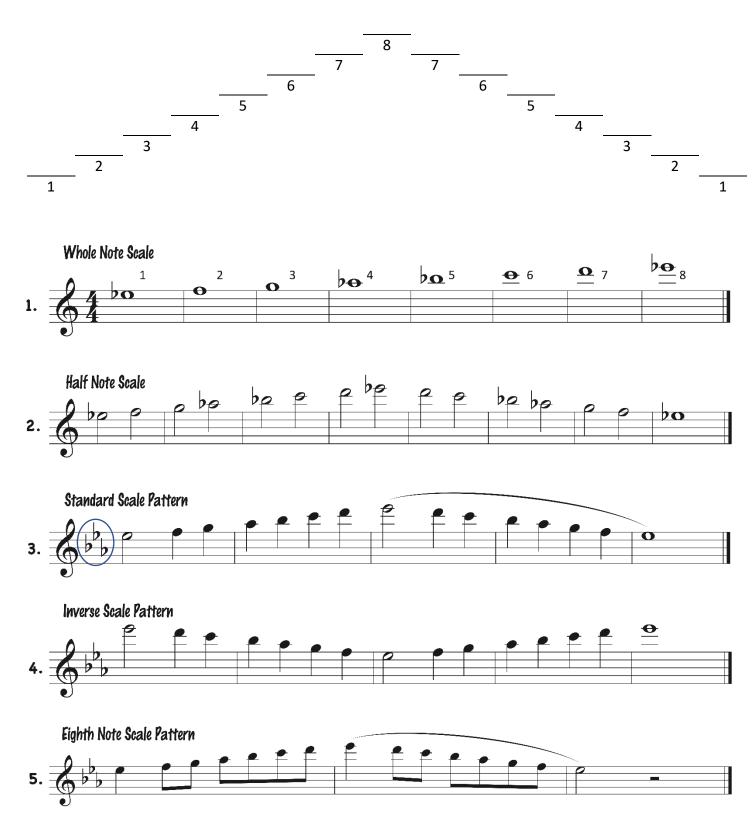
# E<sup>b</sup> Scale

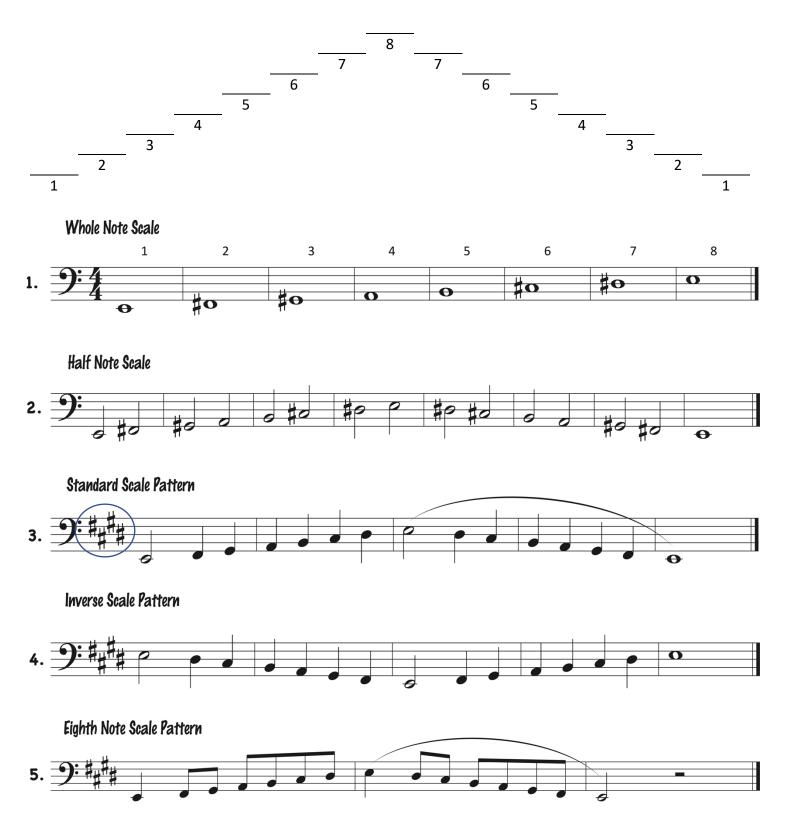


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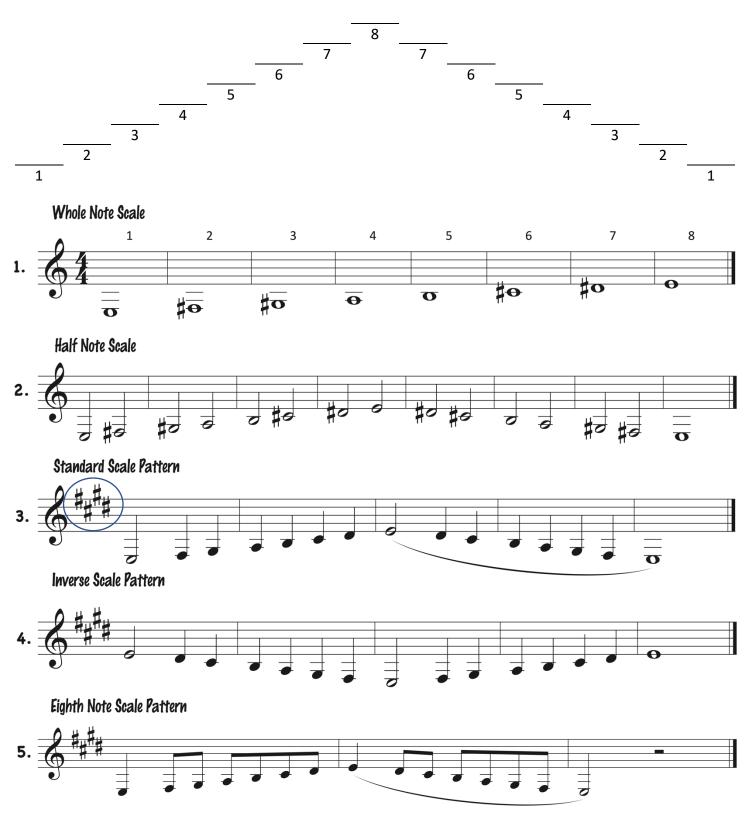


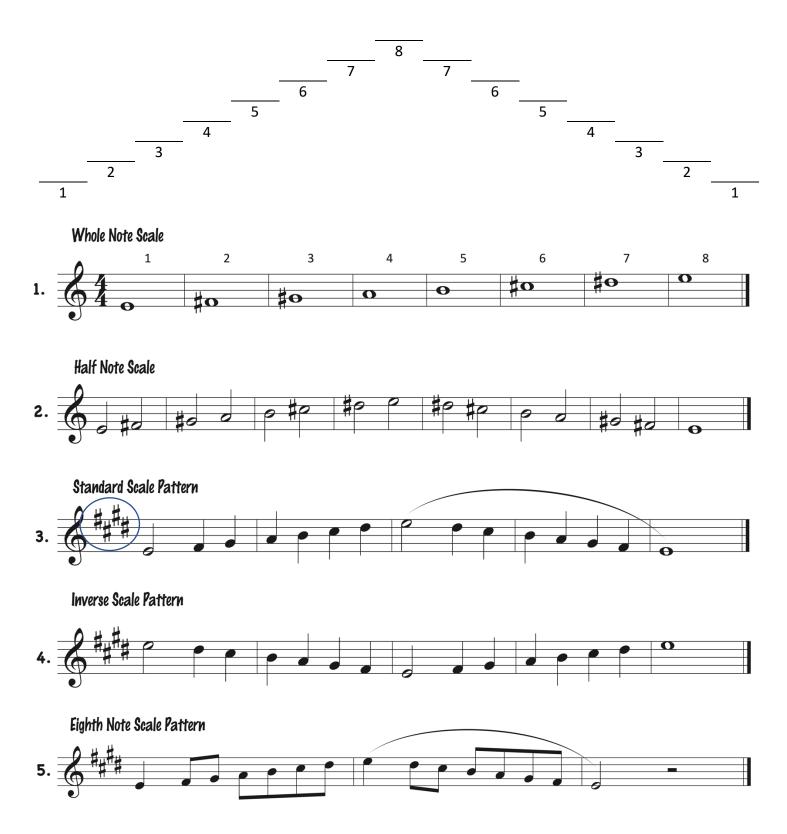
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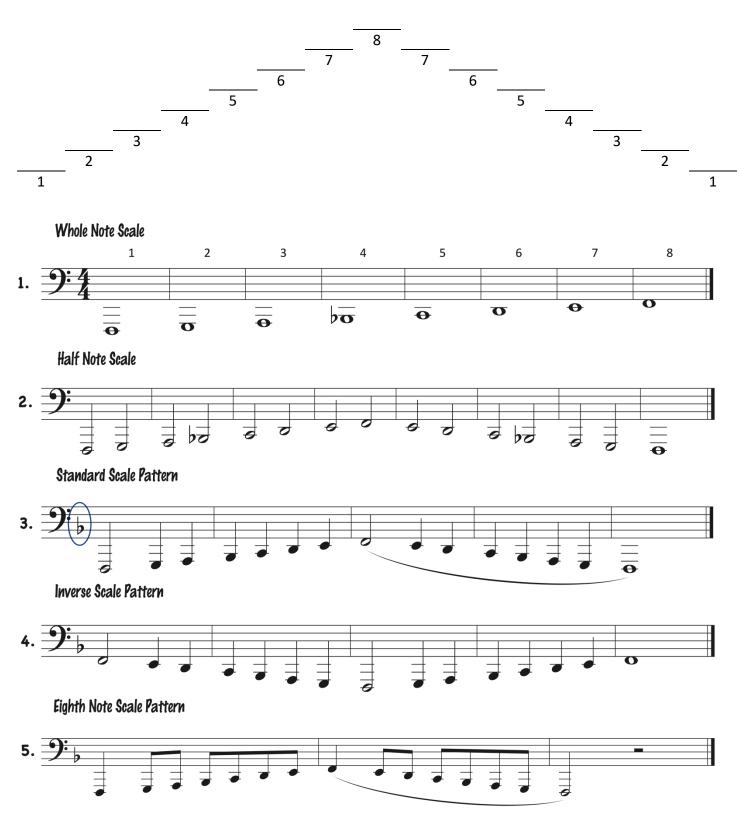


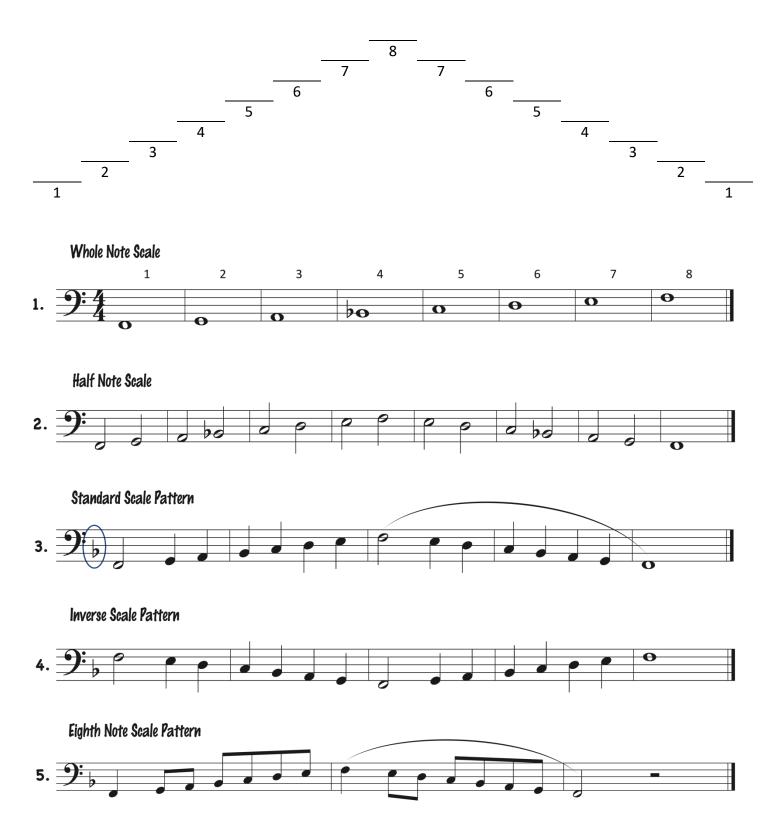




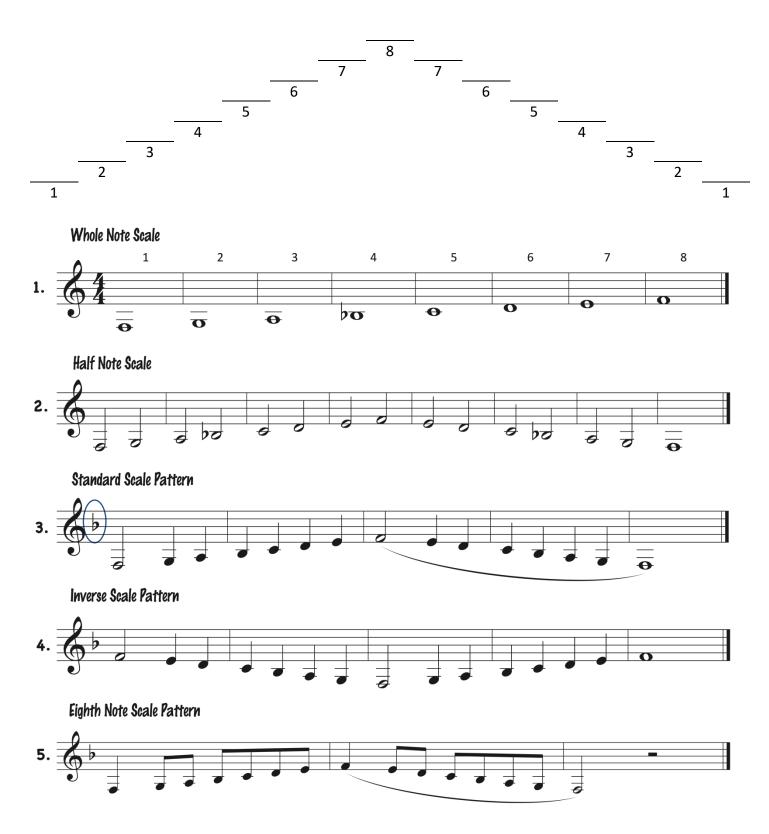


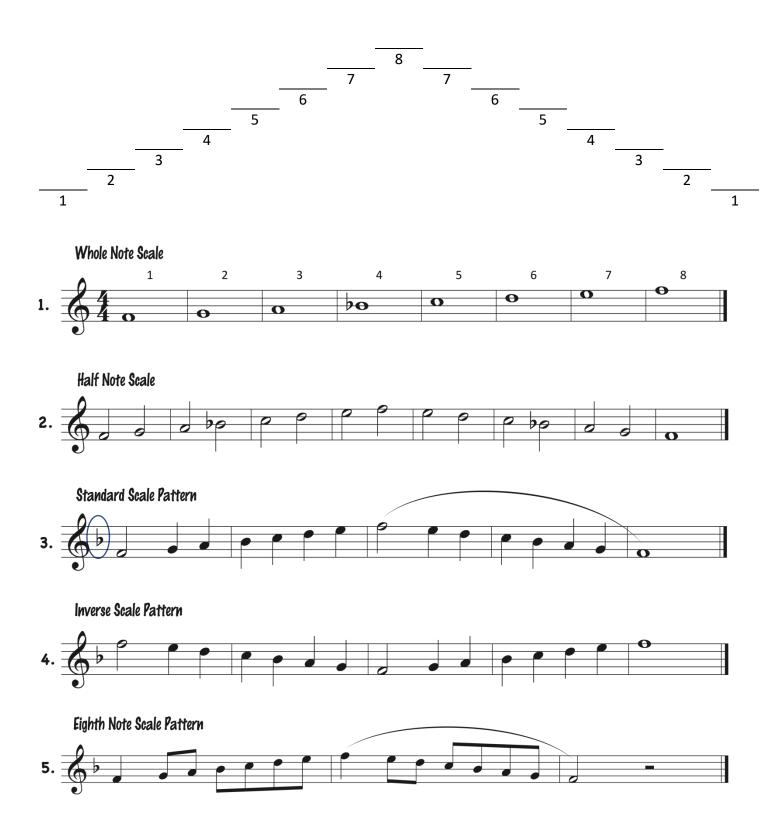




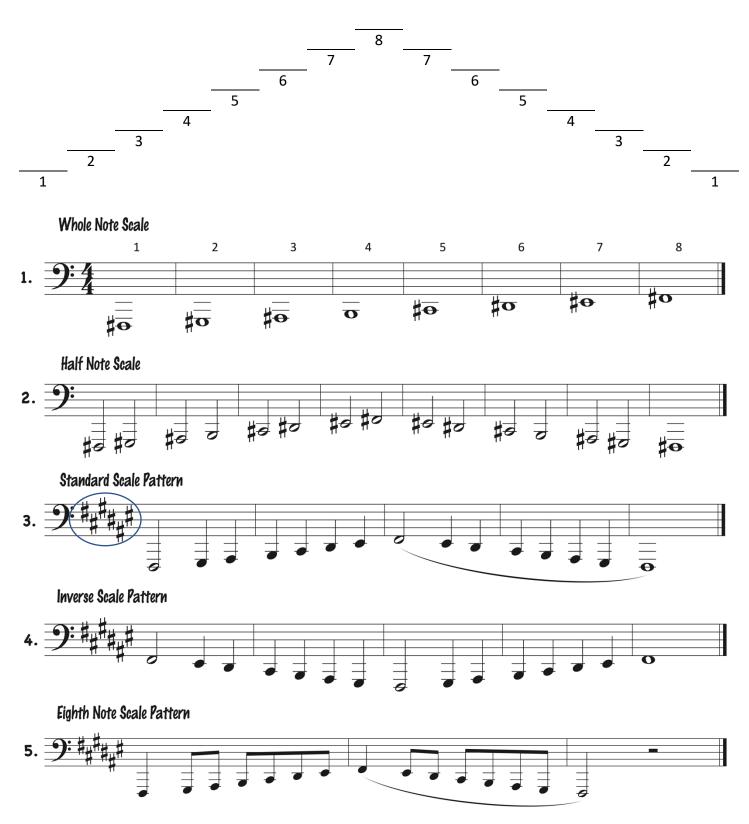


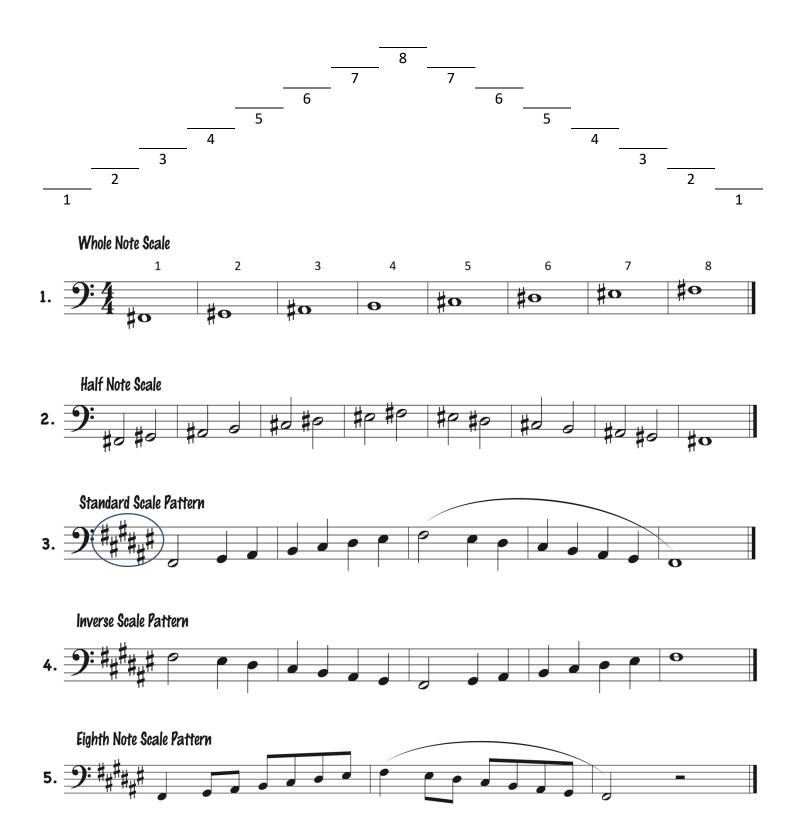


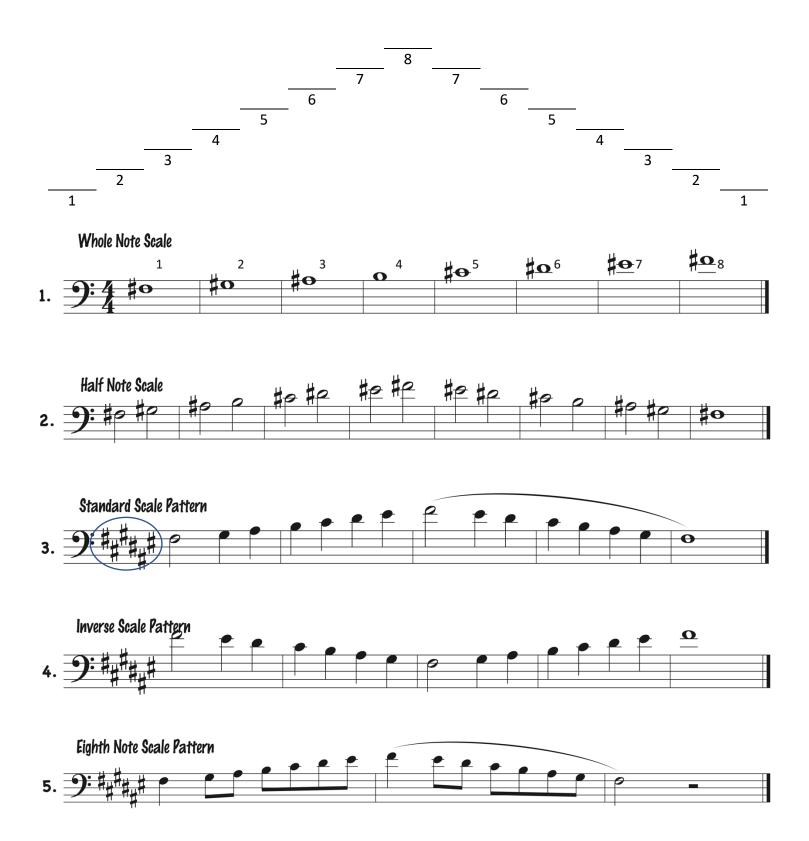




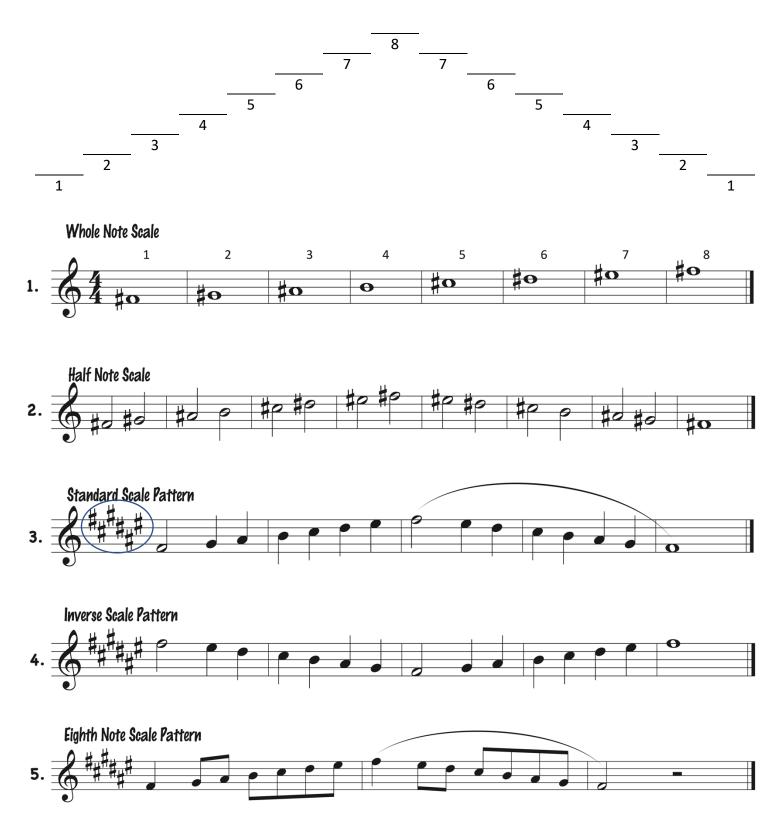




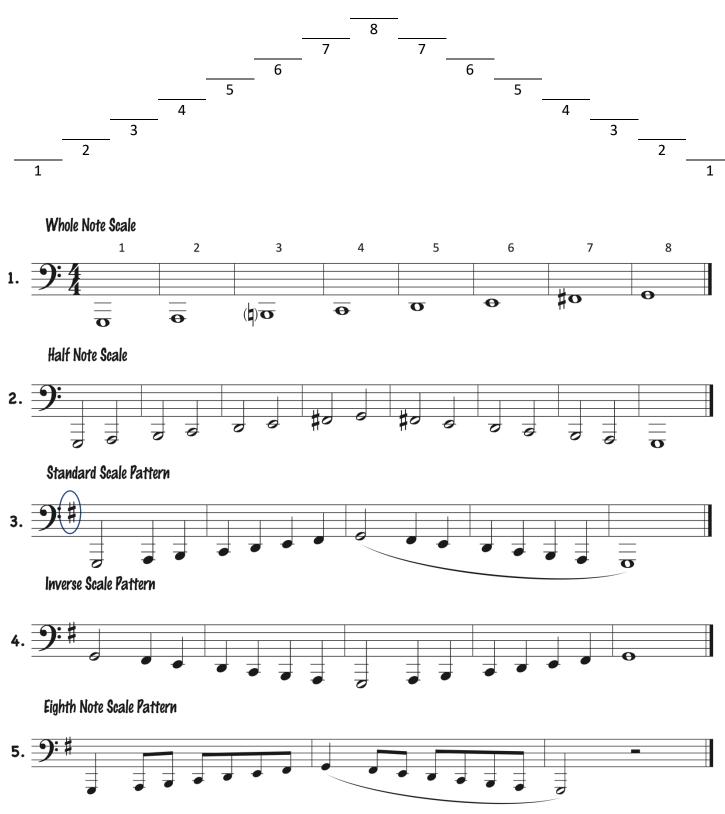












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