

Description of Test Questions Level 1

The Meaning of Clefs:

Students should understand the meaning of the bass and treble clefs: e.g., the treble clef is also called the G-clef, why? the bass clef is also called the F-clef, why? Students should be able to read pitches using up to two leger lines in either clef and should be able to locate middle "c" on both clefs.

Intervals:

Students should know the difference between half- and whole-steps and should be able to recognize interval size (the Unison, 2nd, 3rd, 4th, 5th, etc.). The students should understand the difference between a minor 3rd and a major 3rd. Test questions will involve a musical example of an interval followed by multiple choice questions such as: "Identify this interval, a) whole-step b) half-step c) neither" or "Identify the quality of this 3rd, a) major b) minor" or:

Sample Question

Identify the size of the following interval.



a) 5th

b) 4th

c) 3rd

d) 2nd

e) unison

Major Scales

Students should know major scales up to four flats and four sharps. Tetrachords (four note scalar patterns) may be included in a question such as: (given a musical example showing the notes G-A-B-C)– "these four notes could belong to which scale? a) A major b) C major c) G major d) both C and G major."

Key Signatures:

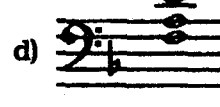
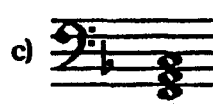
Students should know major key signatures up to four flats and four sharps. Test questions will provide a key signature and ask the students to name the key.

Triads:

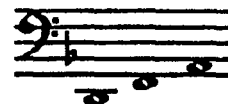
Students should recognize root position major and minor triads in closed position. Students should be able to identify the root, 3rd, and 5th of a triad. When changing the quality of a chord form major to minor or from minor to major, students should understand which *voice* is to be altered.

Sample Questions

Choose the **root position TONIC TRIAD** in the key of F Major.



Identify the **quality** of the following triad.



Description of Test Questions LEVEL ONE continued

Meter and Rhythm

The student should understand the meaning of both numbers in a meter (or time) signature. They should understand the difference between simple and compound time. They should understand how music is notated in simple and compound time (compare 8th note groupings in three-four time as opposed to six-eight time. Rhythms may include dotted notes and will range from the whole-note to the 32nd-note.

Sample Question

Pick the one note value or rest value which will complete the measure.



- a) $\frac{1}{8}$ b) $\frac{1}{4}$ c) $\frac{1}{2}$ d) already complete

Understanding Terms and Symbols

Some terms are used as vocabulary for test questions, so students should be familiar with their usage. Also, the test will include a matching section of terms and symbols with a definition. The following list of terms should be used as a guide for preparation:

measure

musical notation

Pitch and note

accidentals (appearance and function)

tonic

crescendo

tempo

Allegro

ritard.

leger lines

beat, meter, rhythm

G-clef (treble), F-clef (bass)

Intervals, interval size

whole-step and half-step

quality (major and minor)

rests (as they appear in music)

dynamics: forte (f), mezzo forte (mf), etc.

slur, tie

Adagio

enharmonic

staff, staff lines

triad (and its root, 3rd, 5th)

Understanding a Musical Example

A very short musical example will be provided for which the student must identify the key of the piece, in which hand the melody occurs, and whether phrases are similar or different.