

Description of Test Questions Level Three

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:

senza rallentando	presto
sforzando	subito <i>p</i> (or <i>f, mf</i> , etc.)
poco ritenuto	chromatic pitches
brillante	molto espressivo
allegro agitato	diatonic pitches
molto agitato	<i>sfz</i>
allegro brillante	staccato
calando	cantabile
grazioso	dolce
legato	portamento
marcato	interval
syncopated	contrapuntal
homophonic	and other terms along the same line

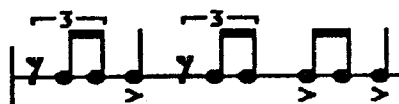
Time Signatures and Meter

Student should be familiar with all time (meter) signatures: simple, compound, and asymmetric. Students should be able to recognize regular and irregular meters and distinguish between simple and compound types of meters by examining the musical notation. For example:



Sample Question

Select the best **time signature** for the following pattern.



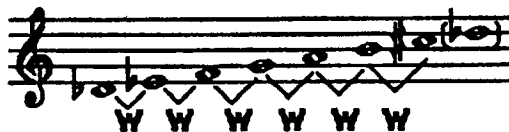
- a) $\frac{4}{4}$ b) $\frac{3}{4}$ c) $\frac{6}{8}$ d) $\frac{5}{4}$

Major and Minor Scales, modes

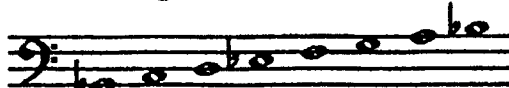
Students should be familiar with all major and minor scales (natural, harmonic, and melodic) and all church modes. Students should be able to recognize the pattern of whole- and half-steps for all forms of the minor scale and for the major scale. Students should understand the use of scale degrees and how to alter them when changing a major scale to its parallel minor or when changing a major/minor scale to its parallel church mode.

Sample Questions

Show the pattern of **whole-steps (W)** and **half-steps (H)** in the following scale.



Change the **quality** of the following scale to natural minor by adding sharps or flats.



Description of Test Questions LEVEL THREE continued

Keys, Triads, and 7th Chords

Students should be familiar with all major and minor key signatures (questions along similar lines as level two). Students should be able to recognize major, minor, diminished, and augmented triads in any position. Students should also be able to locate roots and determine a parent key from a tonic, subdominant, dominant, and dominant 7th.

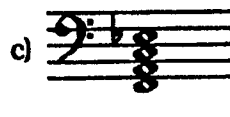
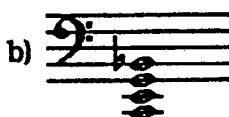
Sample Questions

Name the following triad (root and quality).



- a) B-flat Major b) B-flat minor c) G Major d) G minor

Which chord is the dominant-seventh in the key of E-flat Major?



Intervals

Students should be able to recognize the size and quality of all intervals and inversions. Students should also be able to spell any requested interval: "a major 7th above the note 'd' is, a)c b)c[#] c)d^b d)b." Students should also understand the difference between chromatic half-step and a diatonic half-step.

Sample Questions

A Major third inverts into a new interval called...?

- a) an Aug 4 b) a Per 5th c) a Maj 6th d) a min 6th

A chromatic half-step above the pitch F is...?

- a) F-sharp b) F-flat c) G-flat

Musical Analysis

Students will be required to analyze short musical compositions determining key, chord functions, phrases, modulations, and musical era. The example may be homophonic, polyphonic, or a mixture of the two. Students will be asked to recognize when and in which voice the melody appears, whether there is imitation, climactic points, and formal scheme.