River View High School

MUSIC THEORY

FINAL Instructional Pack - PHASE 4
May 4 - May 22, 2020

Step 1 - DO THE PRACTICE WORK
Complete the Workbook Sheets and Activity Sheets from this link:
https://blackbearband.weebly.com/music-theory.html
There is no need to submit these to me, but please email if you have questions about any of them. **The goal is to take the unit tests and submit them (See Step 2).**

Step 2 - TAKE UNIT TESTS
When you are ready, please take the test for each unit. One at a time is fine. Tests are now at the same link as the activity sheets. https://blackbearband.weebly.com/music-theory.html

Step 3 - SUBMISSION
After you complete each Unit Test, submit a picture of the completed test beside your face. (Hold the Unit Test up beside your face and have someone take your picture.) The test in the picture must be legible.

Things to remember:

1. If you already submitted the workbook or activity sheets to me - Thanks! No problem. Go You!
2. If you can't print these, please request packet and pick it up at the school. 740-824-3522
3. If you can't submit these via picture, you may scan them and send as a pdf or drop them off at the school. Remember to have your name on EVERY SHEET!
4. I will post them in progress book about once each week as I receive them from you. See this link for further instructions: https://blackbearband.weebly.com/uploads/5/3/7/8/53787191/music_theory_phase_ii_-_click_to_print.pdf

Thank you for taking Music Theory for the 2019-2020 School Year!

Kind regards,

Mr. Watson

MUSIC THEORY - PHASE 4

Units 9, 10, & 11 WORK - May 4 - 8, 2020
Day 1 - Rev. Unit 9 / Unit 11, Lesson 43 and Act. 1   Monday, May 4, 2020
Day 2 - Rev. Unit 9 / Unit 11, Lesson 44 and Act. 2   Tuesday, May 5, 2020
Day 3 - Rev. Unit 9 / Unit 11, Lesson 45 and Act. 3   Wednesday, May 6, 2020
Day 4 - Rev. Unit 9 / Unit 11, Lesson 46 and Act. 4 & 5 Thursday, May 7, 2020   TAKE UNIT 9 TEST AND SUBMIT
Day 5 - DAY OFF - ENJOY!   Friday, May 8, 2020

Units 9, 10, & 11 WORK - May 11 - 15, 2020
Day 6 - Rev. Unit 10   Monday, May 11, 2020
Day 7 - Rev. Unit 10   Tuesday, May 12, 2020   TAKE UNIT 10 TEST AND SUBMIT
Day 8 - DAY OFF - ENJOY!   Wednesday, May 13, 2020
Day 9 - Rev. Unit 11   Thursday, May 14, 2020
Day 10 - DAY OFF - ENJOY!   Friday, May 15, 2020

FINISH WORK - May 18 - 22, 2020
Day 11 - Rev. Unit 11   Monday, May 18, 2020   TAKE UNIT 11 TEST AND SUBMIT
Day 12 - DAY OFF - ENJOY!   Tuesday, May 19, 2020
Day 13 - DAY OFF - ENJOY!   Wednesday, May 20, 2020
Day 14 - DAY OFF - ENJOY!   Thursday, May 21, 2020
Day 15 - DAY OFF - ENJOY!   Friday, May 22, 2020

THANK A VETERAN THIS WEEK!

Sixteenth Notes

Add a flag to the stem of a quarter note ♩ and it becomes an 8th note ♪

Add a flag to the stem of an 8th note ♪ and it becomes a 16th NOTE ♬

In $\frac{4}{4}$ time: Two 16th notes equal the duration of one 8th note. ♬ = ♪

Four 16th notes equal the duration of one quarter note. ♬♬ = ♩

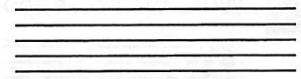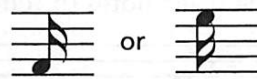In $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ time:

a 16th note ♬ is equal to one-quarter count.

For four 16th notes, count "1 e & a" or "ti-ri ti-ri."

1 e & a 2 (e & a) 3 e & a 4 (e & a)
Ti-ri ti-ri Ta   Ti-ri ti-ri Ta

16th notes can be drawn:
• with flags attached to the stems for one 16th note.

or

Write four 16th notes.

• or with 2 beams for two or more 16th notes.

or   or

Write two 16th notes.   Write four 16th notes.
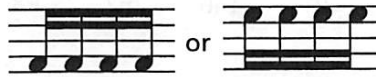
16th notes can also be combined with 8th notes:

1 (e) & a 2 (e) & a 3 (e) & a 4 (e) & a   1 e & (a) 2 e & (a) 3 e & (a) 4 e & (a)
ti   ti-ri ti   ti-ri ti   ti-ri ti   ti-ri   ti-ri ti   ti-ri ti   ti-ri ti   ti-ri ti

Exercises

1 Add stems with flags or beams to make 16th notes as indicated.

a. Flags   b. Beams (two sets)   c. Flags   d. Beam (one set)

2 Fill in the correct number:

a.____ ♬ = ♩

b.____ ♬ = ♪

c.____ ♬ = ♩ (half)

d.____ ♬ = o

3 Write one note equal to the value of the notes preceding it.

a. ♬ + ♪ = _____

b. ♩ + ♬ = _____

c. ♩ + ♬♬ = _____

d. ♬ + ♬ = _____

Sixteenth Rests

Add another flag to the stem of an 8th rest ⅞ and it becomes a 16th REST ⅞ .

In $\frac{4}{4}$ time: Two 16th rests equal the duration of one eighth rest.   ⅞ ⅞ = ⅞

Four 16th rests equal the duration of one quarter rest.   ⅞ ⅞ ⅞ ⅞ = 𝄽

In $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ time: a 16th rest ⅞ is equal to one-quarter count.

1 e & a   2 e & a   3 e & a   4 e & a

A 16th rest is drawn like this ⅞ . Write six 16th rests.

Exercises

1   Write the counts under the following example. Clap the rhythm.

1 & 2 e & a 3 & 4 &

2   Fill in the correct number:

a._____ ⅞ = 𝄽   b._____ ⅞ = ▬   c._____ ⅞ = ⅞   d._____ ⅞ = ▬

3   Change these 8th notes to 16th notes, then add 16th rests between them.

4   Write the counts under the notes below the staff.

1   e   &   a   2 &

5   Complete the measures below with the appropriate rests. Write the counts under the notes and then clap the rhythm.

1 & 2 & 3 & 4 &

Dotted Eighth Notes

Remember: A dot after a note increases its length by one half of its original value.

An 8th note is equal to two 16th notes.

Adding a dot to an 8th note increases its value by half—¼ beat or a 16th note.

A DOTTED 8TH NOTE is equal to three 16th notes.

In ²⁄₄, ³⁄₄ and ⁴⁄₄ time: a dotted 8th note equals ¾ of a beat.

Here are three ways of writing the same rhythm:

♩. = ♩‿♩ = 3 beats

1 e & a 2 &   1 e & a 2 &

♩. = ♩‿♪ = 1½ beats

1 e & a 2 &   1 e & a 2 &

♪. = ♪‿♬ = ¾ beat

1 e & a 2 &   1 e & a 2 &

A ♪. is usually followed by a ♬

Exercises

1 Write the counts under the following example. Clap the rhythm.

Theme from Farandole

Georges Bizet (1838–1875)

2 Add bar lines to the examples.

a.

b.

3 Complete the measures by adding a note or rest above each arrow.

Rest

Rest Note Note

↑   ↑ ↑ ↑
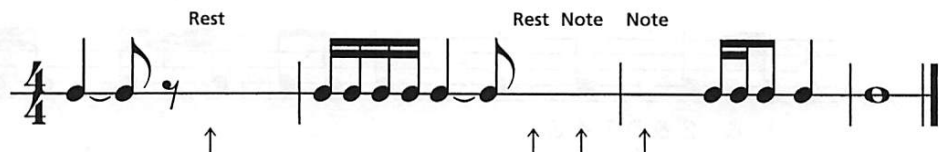
Common Time and Cut Time (Alla Breve)

The time signature $\frac{4}{4}$ may also be written as **C**, called COMMON TIME.
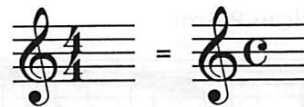
When a vertical line passes through **C**, it is known as CUT TIME ¢ (or ALLA BREVE).
The top and bottom numbers of $\frac{4}{4}$ are cut in half to $\frac{2}{2}$.

In the time signatures of ¢ or $\frac{2}{2}$

2 means there are 2 beats per measure.
**2** means the half note ♩ receives 1 beat.

In $\frac{2}{2}$ time:

Notes   Rests

o or ▬ = 2 beats   ♩ or ▬ = 1 beat   ♫ or ❳ = ½ beat

♩· or ▬❳ = 1½ beats   ♩ or ❳ = ½ beat   ♪ or ❜ = ¼ beat

Exercises

1 **C** is known as _____ time.

2 ¢ is known as _____ time or _____ _____.

3 ¢ has _____ beats per measure and the _____ note receives one beat.

4 Complete the measures below. Use ♩ or ♩ notes and ❳ or ▬ rests. Clap the rhythm.

1 & 2 &   1 & 2 &   1 & 2 &   1 & 2 &   1 & 2 &   1 & 2 &   1 & 2 &   1 & 2 &

5 In the example below, circle the measures with the incorrect number of beats.

6 In the example below, draw bar lines and a double bar. Count and clap the rhythms.

1 Fill in the correct number:

a. ____ ♪ = ♪   b. ____ ♪ = 𝅗𝅥   c. ____ ♪ = ♩   d. ____ ♪ = 𝅝

2 Add bar lines and a double bar to complete the example below. Clap the rhythm.

Los elefantes   Argentinian Folk Song

3 Fill in the correct number:

a. ____ 𝄿 = ▬   b. ____ 𝄿 = 𝄾   c. ____ 𝄿 = 𝄽   d. ____ 𝄿 = ▬

4 Complete the measures by adding one rest above each arrow. Clap the rhythm.

↑   ↑   ↑   ↑

5 Add bar lines to complete the example below. Clap the rhythm.

6 Draw the stems and add dots where needed to equal 4 beats per measure.

7 Add bar lines, write the beats under the notes and clap the rhythm.

1 & 2e&a 3 e & 4 &

8 Write one note equal in value to the sum of the notes.

a. ♩ + ♫♫ = ____   b. ♩. ♪ + ♩. ♪ + ♩ = ____   c. ♫♫ + ♫ = ____

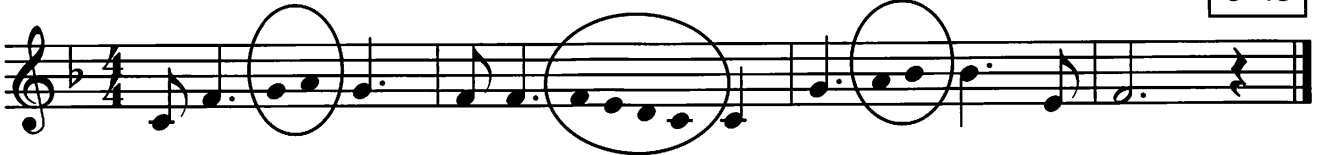## Unit 10 ACTIVITY 1   Name/Class_____

Sixteenth Notes

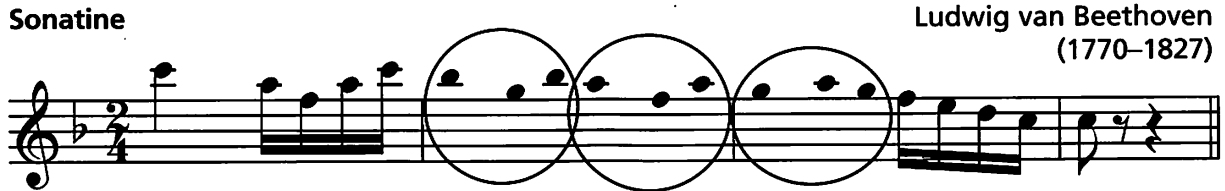**1** Change the circled notes to create flagged 16th notes.

5–20
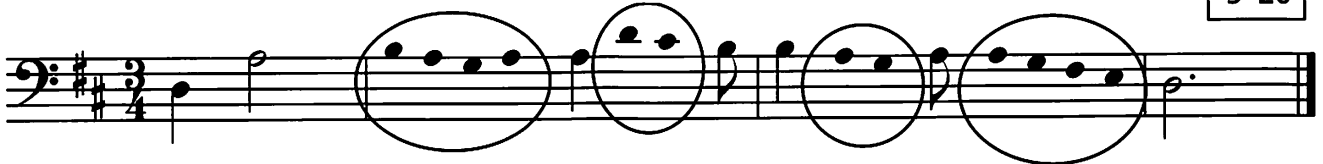
2 Change the circled notes to create beamed 16th notes.

5–15

3 Add stems and beams to the circled notes to create sets of one 8th and two 16th notes.

5–15

Sonatine

Ludwig van Beethoven
(1770–1827)

4 Write the equivalent rhythmic duration in beamed 16th notes.

5–30

a. O =

b. 𝅗𝅥· =

c. 𝅗𝅥 =

d. ♪ =

e. ♩ =

f. ♩· =

5 Change the circled notes to create appropriate note values.
Write the counts under the notes, then clap the rhythm.

5–20

Sonatine

Johann Anton André
(1775–1842)

100

21

Unit 10 **ACTIVITY 2** Name/Class_____

Sixteenth Rests

1 Complete the measures below by adding 16th rests where indicated.
Write the counts under the measures.

2-22

2 Complete the measures below by adding only one rest where indicated.
Write the counts under the measures.

3-18

3 Write one rest in each measure to equal the indicated rhythmic duration.

| 1 beat | 4 beats | 1/2 beat | 2 beats | 1/4 beat | 3 beats |

3-18

4 ## Rest Round-up

Write the equivalent rest and draw a line matching it to the correct number of beats.

Number of Beats

a. $\frac{3}{4}$ 𝄾 + 𝄾 =   4

b. $\frac{4}{4}$ 𝄽 + 𝄽 =   2

c. $\frac{3}{4}$ 𝄾 + 𝄾 =   1

d. $\frac{4}{4}$ ▬ + ▬ =   2

e. $\frac{4}{4}$ 𝄽 + 𝄾 + 𝄾 + 𝄾 =   3

f. $\frac{3}{4}$ 𝄾 + 𝄾 + 𝄾 + 𝄾 =   1/2

g. $\frac{3}{4}$ 𝄽 + 𝄽 + 𝄽 =   1

6-42   100

22

Unit 10 **ACTIVITY 3** Name/Class_____

Dotted Eighth Notes

1 A dot after a note increases its value by _____ its original value.

2 A dot after an eighth note increases its value by what note value? _____

3 Add appropriate stems to the incomplete notes or insert rests as indicated to complete the measures.

4–8

Wer sein holdes Lieb verloren

Hugo Wolf
(1860–1903)

a.

(rest)

Yonder She Comes

Missouri Folk Song

b.

(rest)

Alcandro, Io confesso...Non so d'onde viene

Wolfgang Amadeus Mozart
(1756–1791)

(rest)

c.

(rest)

Ah si mon moine

French-Canadian Song

d.

3–87

4 A dotted eighth note is often followed by what note value? _____

5

100

Unit 10 **ACTIVITY 4** Name/Class_____

Common Time and Cut Time (Alla Breve)

1 The time signature **C** is also known as _____ _____ or ___/4. [2–6]

2 The time signature **¢** is also known as _____ _____ or ___/2. [2–6]

3 ² means there are _____ beats per measure and the _____ note receives one beat. [2–4]

4 For each time signature, draw a line to connect the notes to the correct number of beats.

C

♩ — 3
♩ — 1
♩ — 4
♩. — 1/2
♫♫ — 1
𝅝 — 2
𝄽 — 2
𝄾 — 4
▬ — 1/2
▬ — 1

¢

♩ — 1/4
♩ — 1
♩ — 1 1/2
♩. — 1/2
♫♫ — 1/2
𝄽 — 2
𝄾 — 1/4
▬ — 2
▬ — 1/2
𝅝 — 1

[3–60]

5 Circle the measures with incorrect beats.

[1–4]

6 Finish writing the indicated notes to complete the measures.

Nochebuena   Mexican Folk Song

a.

**I Have a Song to Sing, O!**   Arthur Sullivan (1842–1900)   [2–20]

b.

[100]

24

Unit 10 ACTIVITY 5 Name/Class_____

Review of Rhythmic Values and Musical Terms

1 Mark each statement below with a "T" for true or "F" for false.

a. _____ In $\frac{4}{4}$ time, two 16th notes equal the duration of one 8th note.

b. _____ A dot after a note increases its length by twice its original value.

c. _____ Alla breve is also known as $\frac{2}{2}$ time.

d. _____ Common time is also called $\frac{2}{4}$ time.

e. _____ A dotted 8th note is usually followed by two 16th notes.

f. _____ In $\frac{2}{2}$ time, the half note receives one beat.

> | |
> |---|
> | 2–12 |

2 Fill in the blanks with the correct number of counts.

a. ♪ x _____ = 𝄾   b. ♪ x _____ = 𝄻

c. ♪ x _____ = 𝅗𝅥   d. ♪ x _____ = 𝅗𝅥

e. ♪ x _____ = 𝅗𝅥.   f. 𝅗𝅥. x _____ = 𝅗𝅥.

g. ♪ x _____ = 𝅝   h. ♪ x _____ = 𝄻

i. 𝄼 x _____ = 𝄻   J. ♪ x _____ = ♪.

> | |
> |---|
> | 4–40 |

3 Add bar lines and a double bar to each example.
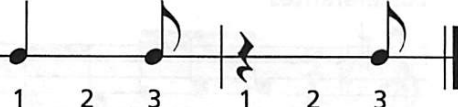
a.

b.

c.

d.

> | |
> |---|
> | 3–48 |

> | |
> |---|
> | |
> | 100 |

25

$\frac{3}{8}$ *and* $\frac{6}{8}$ *Time Signatures*
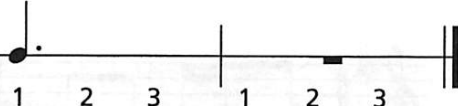
In $\frac{3}{8}$ time:

3 means there are 3 beats per measure.
8 means the 8th note ♪ receives 1 beat.

In $\frac{3}{8}$ time:

♪ or 𝄾 = 1 beat

♩ or 𝄽 = 2 beats
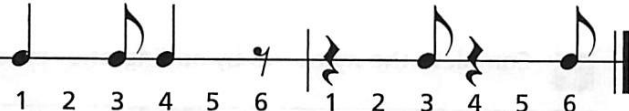
♩· or 𝄼 = 3 beats

In $\frac{6}{8}$ time:

6 means there are 6 beats per measure.
8 means the 8th note ♪ receives 1 beat.
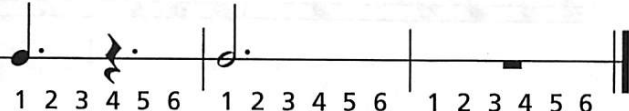
In $\frac{6}{8}$ time:

♪ 𝄾, ♩ 𝄽 and ♩· receive the same number of beats as in $\frac{3}{8}$ time.

In addition, 𝄽· = 3 beats, ♩· or 𝄼 = 6 beats

Exercises

1 In the examples, circle the measures with the incorrect number of beats.

a.

b.

2 Complete the measures, using one note or rest. Write the beats, then count and clap the rhythm.

a.   Note   Rest   Note   Rest

b.   Note   Note   Note   Rest

³⁄₈ and ⁶⁄₈ *Time Signatures at Fast Tempos*

Remember that ⁴⁄₄ or **C** time can be cut in half to ¢ or ²⁄₂ time when the composer wants the music to be performed at a fast tempo.

³⁄₈ and ⁶⁄₈ can also be performed at fast tempos: count each ³⁄₈ measure in 1 count and each ⁶⁄₈ measure in 2 counts.

There is a strong beat on 1 in ³⁄₈ time and on beats 1 and 4 in ⁶⁄₈ time. Because the tempo is fast, it is only necessary to count the strong beats.

In fast ³⁄₈ time:

♪ or 𝄿 = ⅓ beat
♫♪ = 1 beat

♩ or 𝄾 = ⅔ beat
♩ ♩♪ = 1 beat

♩. , ■ = 1 beat

In fast ⁶⁄₈ time:

♪ 𝄿, ♩ 𝄾 and ♩. receive the same number of beats as in ³⁄₈ time.
In addition, 𝄾 = 1 beat, ♩. or ■ = 2 beats

Exercises

1 Write the strong beats below the notes in a fast tempo.

a.

b.

2 Write the correct time signature and the strong beats below the notes in a fast tempo.

Eighth Note Triplets

When three notes are grouped together with a figure "3" above or below the notes, the group is called a TRIPLET. The 3 notes are played in the time of 2 notes of the same value. It is similar to playing $\frac{3}{8}$ and $\frac{6}{8}$ at fast tempos.

8th NOTE TRIPLETS

Count: trip - a - let   1 &
or: 1   trip-let

March (from the "Nutcracker Suite")   Peter Ilyich Tchaikovsky (1840–1893)

1   &   2   trip-let   3   &   4   &   1   &   2   &   3   &   4   &

Arabesque No. 1   Claude Debussy (1862–1918)

1   &   2   trip-let   3   trip-let   4   trip-let   1   trip-let   2 & 3 & 4   &   1   &

Exercises

1 For each example, add bar lines, write the beats under the notes and clap the rhythm.

a.

b.

2 Complete the incomplete measures below with eighth note triplets. Count and clap the rhythm.

a.

b.

Incomplete Measures (Pick-up Notes)

Some pieces begin with an incomplete measure. This note (or notes) is known as a PICK-UP NOTE.
The following piece has only 1 beat in the first measure. The missing 2 beats are found in the last measure.

Carnival of Venice   Italian Folk Song

Moderato

(1 2) 3   1 2

Syncopation

When the accent in a musical passage falls on the weak beat (&)
rather than the strong beat (1, 2, etc.), it is called SYNCOPATION.

Exercises

1 Fill in the last measure of each example with the correct note value for the given note name.

We Wish You A Merry Christmas   Traditional Carol

a.

                                                                                 C

Auld Lang Syne   Scottish Folk Song

b.

                                                                                 C

2 Add bar lines and write the beats under each measure.
Count and clap the rhythm.

a.

b.

c.

Track 67

1   Listen to the example. Fill in the missing note and value in the last measure.

Johannes Brahms (1833–1897)

Symphony No. 1

Track 68

2   Listen to the example in a fast $\frac{3}{8}$ time. It is counted in 1 and includes a 2-measure count-off.

We Three Kings of Orient Are

Moderato   Traditional Carol

1 ___   1 ___   1 ___   1 ___   1 ___   1 ___   1 ___   1 ___

Track 69

3   Listen to the rhythm pattern. Write the missing rhythm in the 3rd measure using the note C. The example will be played twice.

Track 70

4   Listen to the example in a fast $\frac{6}{8}$ time. It is counted in 2 and includes a 1-measure count-off.

For He's a Jolly Good Fellow

Allegro moderato (fast tempo)   English Folk Song

___   1 ___ 2 ___   1 ___ 2 ___   1 ___ 2 ___   1 ___ 2 ___   1 ___ 2 ___   1 ___ 2 ___

Track 71

5   Listen to the rhythm pattern. Write the missing rhythm in the 3rd measure using the note C. The example will be played twice.

Fast tempo

Track 72

6   Listen to the ♩♩♩ pattern in the following example. There will be a 3-beat count-off.

Triumphal March (from "Aïda")   Giuseppe Verdi (1813–1901)

Track 73

7   Listen to the rhythm pattern. Write the missing rhythm in the 3rd measure using the note B♭. The example will be played twice.

1 When the first measure is incomplete, the beginning notes are called _____ notes.

2 Complete the last measure with the correct note value for the given note name.

Star Song   Austrian Folk Song

3 When the accent falls on the weak beat, it is called _____.

4 Fill in note values to create syncopation and complete the measure.

1   &   (2)   &   3   &

5 What type of note receives 1 beat in ⅜ and ⁶⁄₈ time signatures? (Circle one)

6 For ⁶⁄₈ time, write the total number of beats.

a. ♪ + ♪ = _____   b. ♩· + ♩ = _____   c. ♩ + ♪ = _____

7 At fast tempos, ⅜ is counted in _____ , and ⁶⁄₈ is counted in _____.

8 At fast tempos, the note that is counted in 1 count in ⅜ and ⁶⁄₈ time is: (circle one) ♩ ♩· 𝅗𝅥 ♪ o

9 Add bar lines and beats below the notes for the following examples at slow tempos.

Take Me Out to the Ball Game   Albert von Tilzer (1873–1956)

a.

The Flower   Puerto Rican Game Song

b.

10 Three notes grouped together, which are played in the time of two notes of the same value, are called a _____.

11 Complete the incomplete measures below with 8th note triplets. Add beats below the notes.

Unit 11 **ACTIVITY 1** Name/Class_____

$\frac{3}{8}$ and $\frac{6}{8}$ *Time Signatures*

1 In $\frac{3}{8}$ and $\frac{6}{8}$ time, one _____ _____ receives one beat.

2 Add bar lines and a double bar to each of the following examples, and write the counts under the measures.

L'ora del ritrovo   Gaetano Donizetti
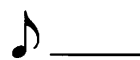   (1797–1848)

a.

Row, Row, Row Your Boat   American Folk Song
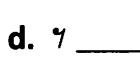
b.

Soldier's Chorus from "Faust"   Charles Gounod
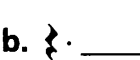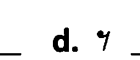   (1818–1893)
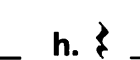
c.

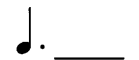**3** In $\frac{3}{8}$ time, how many beats do the following notes and rests receive?

a. ♩. _____   d. 𝄿 _____
b. ♪ _____   e. ♩ _____
c. 𝄾 _____   f. ▬ _____

1–40

3–18

4 In $\frac{6}{8}$ time, how many beats do the following receive?

a. ♩. _____   b. 𝄾. _____   c. ♩ _____   d. 𝄿 _____
e. ♩. _____   f. ▬ _____   g. ♪ _____   h. 𝄾 _____

3–24

2–16

5 Complete each measure by adding one note or rest where indicated.

note   note   rest   note   rest   rest   note   rest
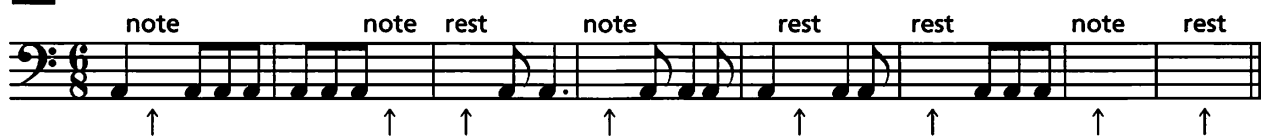
100

Unit 11 **ACTIVITY 2** Name/Class_____

³⁄₈ and ⁶⁄₈ Time Signatures at Fast Tempos

1 In ³⁄₈ time at slow tempos, each measure is counted in _____.

At fast tempos, each measure is counted in _____.

| 2–4 |

2 In ⁶⁄₈ time at slow tempos, each measure is counted in _____.

At fast tempos, each measure is counted in _____.

| 2–4 |

3 Add bar lines and a double bar to each of the following examples.

Se Florinda è fedele

Alessandro Scarlatti
(1660–1725)

a.

| 1–16 |

Over the River and Through the Woods

American Folk Song

b.

| 1–11 |

4 In ³⁄₈ time at fast tempos, how many beats do the following notes and rests receive?

a. ♪ _____   b. ♩. _____   c. ♩ ♪ _____

d. ♩ _____   e. 𝄽 _____   f. 𝄾 _____

g. ♪♪♪♪ _____   h. ➖ _____

| 3–24 |

5 In ⁶⁄₈ time at fast tempos, how many beats do the following receive?

a. 𝄼. _____   b. 𝅗𝅥. _____   c. ♪ _____   d. ♩. _____

e. ♩ _____   f. 𝄾 _____   g. 𝄽 _____   h. ➖ _____

| 3–24 |

6 Add the time signature and complete the measures by adding one note or rest where indicated.

T. Sig.	Note/Rest
3	2–14

note rest note   note rest note   rest

| 100 |

28

Unit 11 **ACTIVITY 3** Name/Class_____

Eighth Note Triplets

1 An 8th note triplet is
played in the same time as
how many 8th notes?_____

5

2 A triplet can be counted in
two ways: trip – a – let,
and ___ _____.

5

3 Add what's missing to the following triplet:

5

4 Add bar lines to the following examples and
create triplets where indicated by the arrows.

Nicolai Rimsky-Korsakov
(1844–1908)

Scheherazade

a.

1–18

Ludwig van Beethoven
(1770–1827)

Overture to "Leonore, No. 2"

b.

1–14

5 Add 8th note triplets to complete the measures below.
Write the counts under the notes.

a.

1–13

b.

1–17

c.

1–23

100

Unit 11 ACTIVITY 4 Name/Class_____
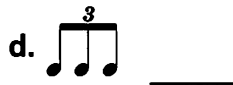
Incomplete Measures (Pick-up Notes)

1 Given the following pick-up notes in $\frac{4}{4}$ time, write the largest note value that would be found in the final incomplete measure.

a. _____   b. _____   c. _____

d. _____   e. _____   f. _____   10–60

2 Fill in the last measure of each example using the correct note value and the given note name.

Now Is the Month of Maying

Thomas Morley (1559–1602)

a.

F

The Star-Spangled Banner

U.S. National Anthem

b.

Low A♭

3 Fill in the pick-up note of each example using the correct note value and the given note name.

Theme from "The Moldau"

Bedrich Smetana (1824–1884)

a.

E (on the line)

Advance, Australia Fair

Australian National Anthem

b.

E♭

Ex. 2–3

10–40   100

30

Unit 11 ACTIVITY **5** Name/Class_____
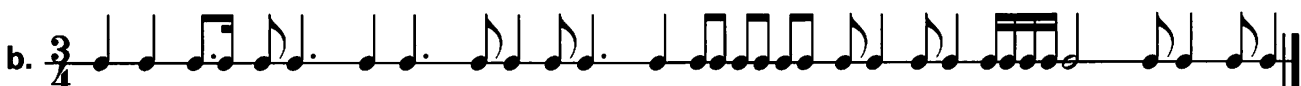
Syncopation

1 Syncopation occurs when the accent falls on the (circle one) **weak / strong** beat.

| 11 |

2 In syncopation, the note on the weak beat is (circle one) **shorter / longer** than the note on the strong beat.

| 11 |

3 Add bar lines and write the beats under the measures.

a. 2/4 [music notation]

b. 3/4 [music notation]

c. 4/4 [music notation]

| 2–40 |

4 Circle each syncopated rhythm and write the beats under the measures.

Long Time Ago   American Folk Song

a. [music notation with 1. and 2. endings]

Billy Boy   American Folk Song

b. [music notation in bass clef]

[music notation in bass clef]

Old Dan Tucker   American Folk Song
                                              D.S. al Fine

c. [music notation]   *Fine*

Sync.	Beats
1–10	1–28

| 100 |

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Unit 7 TEST Name/Class_____

1 Indicate whether the distance between the notes of each pair is a whole step (W) or half step (H).

a.

b. 1–20

2 Write tetrachords starting on the following notes. Use accidentals as needed.

a.   b.   c.

d.   e.   f. 3–18

3 Write major scales that begin on the following notes. Use quarter notes.
Be sure to include any accidentals.

a.   b.

c.   d.

e.   7–35

4 Name the following major key signatures.

a. ____   b. ____   c. ____   d. ____ 3–12

5 Write the following major key signatures.

3–15

100

a. F major   b. D major   c. C major   d. Bb major   e. G major

8

Unit 9 TEST   Name/Class_____

Solfège and Transposition

1 Name each perfect (P) and major (M) interval.

[1–8]

2 Write a note above each given note to create the indicated minor interval.

m3   m6   m2   m7   m6   m3   m2

[1–7]

3 Name each augmented (A) interval.

[1–8]

4 Write a note above each given note to create the indicated diminished interval.

d2   d8   d4   d3   d5   d7   d6

[1–7]

5 Write a note above each given note to create the indicated harmonic interval.

M7   m7   P8   m6   P4   M6   m2   P1   M3   P5   m3   M2

[2–24]

6 Write the solfège syllables under the notes of the following melody.

America / God Save the Queen   Traditional

Do _ _ _ _ _ _ _ _ _ _

[1–15]

7 Transpose the following melody up a major 3rd and include the new key signature.

Theme from "A Midsummer Night's Dream"   Felix Mendelssohn
                                                        (1809–1847)

Key

[5]

Notes

[1–26]

[100]

Unit 10 **TEST**   Name/Class_____

1 Write one note equal to the duration of the combined note values.

a. ♩♫ + ♫♫ + ♩ = ____   b. ♪ + ♫ = ____

c. ♩♫ + ♩♫ = ____   d. ♫♫ + ♩ + ♫♫ + ♩♫ = ____

e. ♫♫ = ____

| 2–10 |

2 Complete each measure by adding one note above each arrow.

| 3–21 |

3 Complete each measure by adding one rest above each arrow.
Write the counts under the measures.

| 3–15 |

4 Add bar lines and a double bar to complete each example,
and write the counts under the measures.

a.

b.

| 3–24 |

5 Add bar lines and a double bar to complete the example below.

Procession of the Nobles

Nicolai Rimsky-Korsakov
(1844–1908)

| 3–30 |

| 100 |

26

Unit 11 TEST Name/Class_____

2-66

1 Add bar lines and a double bar to the following examples of music at slow tempos, and write the beats under the measures.

I's the B'y   Canadian Folk Song (New Foundland)

a.

Mondnacht   Robert Schumann (1810–1856)

b.

Tom Dooley   American Folk Song

c.

2 Fill in the last measure using the correct note value and the given note name.

Ye Banks and Braes of Bonnie Doon   Scottish Folk Song

1.   2.

4

F

3 Complete the measures by adding 8th note triplets where indicated by the arrows.

3-30

a.

b.

100