

PROGRESS TESTS

A WORLD OF SOUNDS C



THE MIDDLE AGES**PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Mark with an X the chronological period of the Middle Ages. (Total 0.30 points)

- From the 9th C to the 16th C
 From the late 5th C to the 15th C
 From the 11th C to the 13th C
 From the year 800 until the year 1600

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions. (Total 2 points: 0.50 per question)**a.** Why do you think the cultural life of this period was mainly concentrated in monasteries and abbeys?

b. On the social scene in this period, what was Europe like?

c. What were the Crusades?

d. This period has two stages: the early Middle Ages and the late Middle Ages. Can you give the name of the artistic movement that tried to inspire man to look to the heavens? And what did they build to symbolise this?

3. Answer the following questions**3.1. Gregorian chants were the religious music of this period. (Total 2.8 points. 0.40 points per question)****a.** In what language were they usually sung? _____**b.** Give two adjectives that best define the character of this music.**c.** Why did the Church prohibit singing by women and the use of instruments? _____**d.** There are mainly two ways of singing these chants. What are they? _____**e.** There were two ways to combine melodies with text. What were these styles? _____**f.** Gregorian chants were sung at two important times. What were they? _____**g.** Name of the first kind of polyphony in which a second voice is added to the first at an interval of a 4th or 5th. _____

3.2. The songs of the troubadours were the profane music of this period. (Total 2.8 points. (0.40 points)

- a. In what language were they usually sung? _____
- b. What themes did they usually use? _____
- c. What were the troubadours in the north of France called? _____
- d. Name one important troubadour from Spain. _____
- e. What were the troubadours in Germany called? _____
- f. What was the rhythm of profane music influenced by? _____
- g. What was the theme of the Cantigas? _____

4. Instruments of the Middle Ages. (Total 1 point: 0.20 per question)

- a. In Spain, the name of the bowed instrument sounded by turning a handle that rubs against the strings. _____
- b. A plucked string instrument of Arabic origin. _____
- c. Goblet-shaped drums in wood or ceramics played against the shoulder. _____
- d. In the wind family, a kind of straight trumpet used to announce the arrival of a prince or king. _____
- e. In the wind family, Galician bagpipes decorated with the carved heads of men and animals. _____

5. Answer the following questions. (Total 0.60 points. 0.15 per question)

- a. Surname of an important composer and theoretician pertaining to the Ars Nova period, also a diplomat and soldier. _____
- b. In contrast to the organum, what movement does the discantus follow? _____
- c. Name the pattern used to graphically represent the sounds used in Gregorian chants. _____
- d. Surname of an important composer and theoretician pertaining to the Ars Antiqua period, who initiated the creative phase of religious music. _____

6. Indicate the genre (religious or profane) of the following pieces and explain your answer, giving information on character, movement or tempo, or instrumentation (Total Total 0.5 points. 0.25 per listening)

Listening 1

STYLE: _____

REASON: _____

Listening 2

STYLE: _____

REASON: _____

THE MIDDLE AGES**ANSWERS****PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Mark with an X the chronological period of the Middle Ages. (Total 0.30 points)

- From the 9th C to the 16th C From the late 5th C to the 15th C
 From the 11th C to the 13th C From the year 800 until the year 1600

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions. (Total 2 points: 0.50 per question)

a. Why do you think the cultural life of this period was mainly concentrated in monasteries and abbeys?
Because the monks cultivated the arts and sciences using manuscripts from ancient Greece and Rome.

b. On the social scene in this period, what was Europe like?
It was fragmented into many small territories dominated by powerful feudal lords who fought amongst themselves

c. What were the Crusades?
Military expeditions led by Christian kings attempting to recover holy places in and around Jerusalem.

d. This period has two stages: the early Middle Ages and the late Middle Ages. Can you give the name of the artistic movement that tried to inspire man to look to the heavens? And what did they build to symbolise this?
The Gothic period. They built the cathedrals.

3. Answer the following questions

3.1. Gregorian chants were the religious music of this period. (Total 2.8 points. 0.40 points per question)

a. In what language were they usually sung? *In Latin*

b. Give two adjectives that best define the character of this music.
Peaceful, relaxed, restful...

c. Why did the Church prohibit singing by women and the use of instruments?
Because it was thought that this would distract the faithful in their worship

d. There are mainly two ways of singing these chants. What are they?
Direct and responsorial

e. There were two ways to combine melodies with text. What were these styles?
Syllabic and melismatic.

f. Gregorian chants were sung at two important times. What were they?
At Holy Mass and in the Divine Office

g. Name of the first kind of polyphony in which a second voice is added to the first at an interval of a 4th or 5th. *Organum*

-
- 3.2. The songs of the troubadours were the profane music of this period. (Total 2.8 points. (0.40 points))
- In what language were they usually sung? *In the vulgar tongue of their area (different in each country).*
 - What themes did they usually use? *Knightly ideals, war and love.*
 - What were the troubadours in the north of France called? *Trouvères.*
 - Name one important troubadour from Spain. *Martin Codax de Vigo or King Alfonso X the Wise.*
 - What were the troubadours in Germany called? *Minnesängers.*
 - What was the rhythm of profane music influenced by? *By dance.*
 - What was the theme of the Cantigas? *The miracles achieved through the intervention of the Virgin Mary.*

4. Instruments of the Middle Ages. (Total 1 point: 0.20 per question)

- In Spain, the name of the bowed instrument sounded by turning a handle that rubs against the strings. *Hurdy-gurdy (zanfona)*
- A plucked string instrument of Arabic origin. *Lute*
- Goblet-shaped drums in wood or ceramics played against the shoulder. *Darbuka*
- In the wind family, a kind of straight trumpet used to announce the arrival of a prince or king. *Buccina*
- In the wind family, Galician bagpipes decorated with the carved heads of men and animals. *Cornamuse*

5. Answer the following questions. (Total 0.60 points. 0.15 per question)

- Surname of an important composer and theoretician pertaining to the Ars Nova period, also a diplomat and soldier. *de Vitry*
- In contrast to the organum, what movement does the discantus follow? *A contrary movement.*
- Name the pattern used to graphically represent the sounds used in Gregorian chants. *Tetragram*
- Surname of an important composer and theoretician pertaining to the Ars Antiqua period, who initiated the creative phase of religious music. *Léonin*

6. Indicate the genre (religious or profane) of the following pieces and explain your answer, giving information on character, movement or tempo, or instrumentation (Total Total 0.5 points. 0.25 per listening)

Listening 1

STYLE: *Profane (Secular)*

REASON: *Vocal and instrumental (mixed), female voices, popular, folklore, happy character, animated, fun, entertaining...*

Listening 2

STYLE: *Liturgical, religious*

REASON: *Tranquil character, relaxed, paused, functional genre, in Latin, male or low voices, intended for prayer and communication with God.*

THE RENAISSANCE**PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Fill in the blanks below to explain why this period in history is called the Renaissance. (Total 2 points)

“... in this period, which began in the _____ century and ended in the _____ century, there was an interest in the culture of _____ and Rome, to recover the ideals of harmony, _____ and proportion. This is reflected in all the arts: painting, _____ and architecture, where overriding importance was given to _____, values and _____.”

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions: (Total 2 points: 0.50 per question)

a. In the social context of the Medieval world, who was considered to be at the centre of the universe? _____

b. What is the name given to the cultural movement that considered man to be the centre of the universe and the measure of all things? _____

c. On the cultural scene, three main events mark this period: What are they? _____

d. On the musical scene, what was the name given to members of powerful and wealthy families who sponsored artists in this period? Write the names of two of them. _____

3. Answer the following questions.

- 3.1. In relation to religious music, answer: (Total 2.5 points. 0.50 per question)

a. The Lutheran chorale pertained to what country? _____
What language was it sung in? _____

b. The Anglican hymn pertained to what country? _____
What language was it sung in? _____

c. The Laudi spirituali pertained to what country? _____
What language was it sung in? _____

d. Give the names of two people who brought about a break with the Catholic Church in their respective countries. In Germany _____
In England: _____

e. Give the name of two forms of religious vocal music used in the Catholic Church. _____

3.2. In relation to profane music, answer: (Total 2 points. 0.40 per question)

- a. The profane form known as madrigal pertained to what country? _____
What themes did it use? _____
- b. The profane form known as chanson pertained to what country? _____
What themes did it use? _____
- c. Write the names of two cancioneros or songbooks. _____
- d. Write the names of two profane dances. _____
- e. The themes used in these songs were. _____

4. Relate each of the composers shown below with their corresponding "school". (Total 0.5 points)

- | | |
|--|---|
| <input type="checkbox"/> 1 Catalan School | <input type="checkbox"/> Cristóbal de Morales |
| | <input type="checkbox"/> Mateo Fletxa |
| <input type="checkbox"/> 2 Andalusian School | <input type="checkbox"/> Juan del Encina |
| | <input type="checkbox"/> Francisco Guerrero |
| <input type="checkbox"/> 3 Castilian School | <input type="checkbox"/> Tomás Luis de Victoria |
| | <input type="checkbox"/> Joan Pujol |

5. Write in the correct family number for each of the following instruments. (Total 0.50 points)

- | | |
|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> 1 String | <input type="checkbox"/> Timbale |
| | <input type="checkbox"/> Clavichord |
| <input type="checkbox"/> 2 Wind | <input type="checkbox"/> Fife |
| | <input type="checkbox"/> Psaltery |
| <input type="checkbox"/> 3 Percussion | <input type="checkbox"/> Naqqara |
| | <input type="checkbox"/> Bombard |

6. Indicate the genre (religious or profane) of the following pieces and explain your answer, giving information on character, movement or tempo, or instrumentation. (Total 0.5 points. 0.25 per listening)

Listening 1

STYLE: _____

REASON: _____

Listening 2

STYLE: _____

REASON: _____

THE RENAISSANCE**ANSWERS****PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Fill in the blanks below to explain why this period in history is called the Renaissance. (Total 2 points)

“... in this period, which began in the 15th century and ended in the 16th century, there was an interest in the culture of Greece and Rome, to recover the ideals of harmony, balance and proportion. This is reflected in all the arts: painting, sculpture and architecture, where overriding importance was given to beauty, values and reason...”

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions: (Total 2 points: 0.50 per question)

a. In the social context of the Medieval world, who was considered to be at the centre of the universe? God

b. What is the name given to the cultural movement that considered man to be the centre of the universe and the measure of all things? Humanism. Man

c. On the cultural scene, three main events mark this period: What are they? The discovery of America, the configuration of the Nation States and the invention of the printing press.

d. On the musical scene, what was the name given to members of powerful and wealthy families who sponsored artists in this period? Write the names of two of them. Patron of the arts. The Medicis and the Sforzas

3. Answer the following questions.

- 3.1. In relation to religious music, answer: (Total 2.5 points. 0.50 per question)

a. The Lutheran chorale pertained to what country? Germany
What language was it sung in? German

b. The Anglican hymn pertained to what country? England
What language was it sung in? English

c. The Laudi spirituali pertained to what country? Italy
What language was it sung in? Italian

d. Give the names of two people who brought about a break with the Catholic Church in their respective countries. In Germany Martin Luther
In England: King Henry VIII

e. Give the name of two forms of religious vocal music used in the Catholic Church. The Mass and the motet

3.2. In relation to profane music, answer: (Total 2 points. 0.40 per question)

- a. The profane form known as madrigal pertained to what country? Spain
What themes did it use? love, satire, humour
- b. The profane form known as chanson pertained to what country? France
What themes did it use? fantasy stories of knights
- c. Write the names of two cancioneros or songbooks. Upsala and Medinaceli
- d. Write the names of two profane dances. Pavane, allemande, galliard, courante...
- e. The themes used in these songs were. satirical, erotic, carnivalesque...

4. Relate each of the composers shown below with their corresponding "school". (Total 0.5 points)

- | | |
|--|--|
| <input type="checkbox"/> 1 Catalan School | <input checked="" type="checkbox"/> 2 Cristóbal de Morales |
| <input type="checkbox"/> 2 Andalusian School | <input checked="" type="checkbox"/> 1 Mateo Fletxa |
| <input type="checkbox"/> 3 Castilian School | <input checked="" type="checkbox"/> 3 Juan del Encina |
| | <input checked="" type="checkbox"/> 2 Francisco Guerrero |
| | <input checked="" type="checkbox"/> 3 Tomás Luis de Victoria |
| | <input checked="" type="checkbox"/> 1 Joan Pujol |

5. Write in the correct family number for each of the following instruments. (Total 0.50 points)

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> 1 String | <input checked="" type="checkbox"/> 3 Timbale |
| <input type="checkbox"/> 2 Wind | <input checked="" type="checkbox"/> 1 Clavichord |
| <input type="checkbox"/> 3 Percussion | <input checked="" type="checkbox"/> 2 Fife |
| | <input checked="" type="checkbox"/> 1 Psaltery |
| | <input checked="" type="checkbox"/> 3 Naqqara |
| | <input checked="" type="checkbox"/> 2 Bombard |

6. Indicate the genre (religious or profane) of the following pieces and explain your answer, giving information on character, movement or tempo, or instrumentation. (Total 0.5 points. 0.25 per listening)

Listening 1

STYLE: Liturgical, religious

REASON: Tranquil character, relaxed, paused, functional genre, in Latin, male or low voices, intended for prayer and communication with God

Listening 2

STYLE: Profane (Secular)

REASON: Vocal and instrumental (mixed), female voices, popular, folklore, happy character, animated, fun, entertaining...

THE BAROQUE**PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Mark with an X the chronological period of Baroque music. (Total 0.40 points)

- From the 9th C to the 16th C From the late 15th C to the 16th C
 From the year 1600 to the year 1750 From the year 900 until the year 1500

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions: (Total 2.40 points: 0.40 per question)

- a. Name what today we consider to be the first opera ever composed, of which only a few fragments have been preserved, and give the name of its author. _____
- b. Where does the word “baroque” come from? _____
- c. Into what three classes were the Nation-States organised in this period? _____
- d. Name given to male singers who underwent operations before puberty to prevent their boy voices from changing to a man’s voice, known for their beautiful singing technique. _____
- e. Name of the city where opera was born. _____
- f. Name of the prodigious vocal and instrumental techniques used in this period. _____

3. Answer the following questions.**3.1. In relation to vocal music, answer. (Total 2.4 points. 0.40 per question)**

- a. The Cantata is a religious vocal form pertaining to the _____
- b. Where did the texts for the religious vocal form known as “oratorio” come from? _____
- c. The religious vocal form known as the “Passion” used texts about: _____
- d. What is an Aria? What vocal form does it belong to? _____
- e. What is the part of the opera known as the “interlude” used for? _____
- f. Profane vocal form in Spain alternating scenes that are sung and scenes that are spoken. _____

3.2. In relation to instrumental music, answer. (Total 2.40 points. 0.40 per question)

- a. Name of a complex polyphonic instrumental form in one single movement, based on the technique of technique of imitation. _____
- b. Instrumental form whose name means “music intended to be sounded with an instrument instead of being sung with a voice”. _____
- c. Name the introductory part of a Baroque opera. _____
- d. Name the instrumental form structured into 3 movements, fast-slow-fast, in which there is a contrast between the full orchestra and a small group of instruments. _____
- e. Name three dances pertaining to Baroque suites. _____
- f. Instrumental form whose name means “music intended to be sounded on a keyboard instrument . _____

4. Connect each composer to the right country. (Total 1 point)

- | | | | | |
|--------------------------------------|-----------------------------------|-------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> 1 Italy | <input type="checkbox"/> 2 France | <input type="checkbox"/> 3 Spain | <input type="checkbox"/> 4 England | <input type="checkbox"/> 5 Germany |
| <input type="checkbox"/> Charpentier | <input type="checkbox"/> Vivaldi | <input type="checkbox"/> Schutz | <input type="checkbox"/> Purcell | |
| <input type="checkbox"/> J. de Nebra | <input type="checkbox"/> Telemann | <input type="checkbox"/> Couperin | <input type="checkbox"/> Praetorius | |
| <input type="checkbox"/> J. S. Bach | <input type="checkbox"/> Peri | <input type="checkbox"/> Monteverdi | <input type="checkbox"/> Haendel | |

5. Write in the correct family number for each of the following instruments. (Total 0.60 points)

- | | | | |
|--|--|--|--------------------------------------|
| <input type="checkbox"/> 1 Bowed string family | <input type="checkbox"/> 2 Plucked string family | <input type="checkbox"/> 3 Plucked string family | |
| <input type="checkbox"/> 4 Woodwind family | <input type="checkbox"/> 5 Brass family | <input type="checkbox"/> 6 Percussion family | |
| <input type="checkbox"/> oboe | <input type="checkbox"/> violin | <input type="checkbox"/> tympani | <input type="checkbox"/> harpsichord |
| <input type="checkbox"/> horn | <input type="checkbox"/> piccolo | <input type="checkbox"/> bassoon | <input type="checkbox"/> viola |
| <input type="checkbox"/> cello | <input type="checkbox"/> trumpet | <input type="checkbox"/> guitar | <input type="checkbox"/> clavichord |

6. Indicate the genre (religious or profane) of the following pieces and explain your answer, giving information on character, movement or tempo, instrumentation. (Total 0.5 points. 0.25 per listening)

Listening 1

STYLE: _____

REASON: _____

Listening 2

STYLE: _____

REASON: _____

THE BAROQUE**ANSWERS****PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Mark with an X the chronological period of Baroque music. (Total 0.40 points)

- From the 9th C to the 16th C From the late 15th C to the 16th C
 From the year 1600 to the year 1750 From the year 900 until the year 1500

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions: (Total 2.40 points: 0.40 per question)

- a. Name what today we consider to be the first opera ever composed, of which only a few fragments have been preserved, and give the name of its author. _____
Eurydice Jacobo Peri
- b. Where does the word “baroque” come from? _____
from the Portuguese word “barrueco”, referring to a “rough or imperfect pearl”
- c. Into what three classes were the Nation-States organised in this period? _____
The nobility, the clergy and the common people
- d. Name given to male singers who underwent operations before puberty to prevent their boy voices from changing to a man’s voice, known for their beautiful singing technique. *Castrati*
- e. Name of the city where opera was born. _____
Florence
- f. Name of the prodigious vocal and instrumental techniques used in this period. _____
Virtuosity

3. Answer the following questions.

3.1. In relation to vocal music, answer. (Total 2.4 points. 0.40 per question)

- a. The Cantata is a religious vocal form pertaining to the *Protestant Church*
- b. Where did the texts for the religious vocal form known as “oratorio” come from? _____
From the Old and New Testament
- c. The religious vocal form known as the “Passion” used texts about: _____
The Death and Passion of Jesus Christ according to the Gospels
- d. What is an Aria? What vocal form does it belong to? *It is a melodic piece sung by a soloist accompanied by the orchestra which generally gave the singer a chance to show off his or her skills, as they were usually difficult to interpret. It belongs to the opera.*
- e. What is the part of the opera known as the “interlude” used for? _____
To link or connect the various scenes or acts.
- f. Profane vocal form in Spain alternating scenes that are sung and scenes that are spoken. _____
Zarzuela

3.2. In relation to instrumental music, answer. (Total 2.40 points. 0.40 per question)

- a. Name of a complex polyphonic instrumental form in one single movement, based on the technique of technique of imitation. Fugue
- b. Instrumental form whose name means “music intended to be sounded with an instrument instead of being sung with a voice”. Sonata
- c. Name the introductory part of a Baroque opera. Overture
- d. Name the instrumental form structured into 3 movements, fast-slow-fast, in which there is a contrast between the full orchestra and a small group of instruments. Concerto grosso
- e. Name three dances pertaining to Baroque suites. Allemande, galliard, gigue, courante...
- f. Instrumental form whose name means “music intended to be sounded on a keyboard instrument”. Toccata

4. Connect each composer to the right country. (Total 1 point)

- | | | | | |
|---------------|------------|--------------|--------------|-----------|
| 1 Italy | 2 France | 3 Spain | 4 England | 5 Germany |
| 2 Charpentier | 1 Vivaldi | 5 Schutz | 4 Purcell | |
| 3 J. de Nebra | 5 Telemann | 2 Couperin | 5 Praetorius | |
| 5 J. S. Bach | 1 Peri | 1 Monteverdi | 4 Haendel | |

5. Write in the correct family number for each of the following instruments. (Total 0.60 points)

- | | | | |
|-----------------------|-------------------------|-------------------------|---------------|
| 1 Bowed string family | 2 Plucked string family | 3 Plucked string family | |
| 4 Woodwind family | 5 Brass family | 6 Percussion family | |
| 4 oboe | 1 violin | 6 tympani | 2 harpsichord |
| 5 horn | 4 piccolo | 4 bassoon | 1 viola |
| 1 cello | 5 trumpet | 2 guitar | 3 clavichord |

6. Indicate the genre (religious or profane) of the following pieces and explain your answer, giving information on character, movement or tempo, instrumentation. (Total 0.5 points. 0.25 per listening)

Listening 1

STYLE: Profane vocal music Opera

REASON: Functional genre, scenic mixed, cultured, of great difficulty to perform, sung by a castrati

Listening 2

STYLE: Instrumental-profane. Concerto Grosso

REASON: Typically Baroque genre played by an orchestra to achieve changes in dynamics by changes in sound masses (loud = many players, “tutti”; soft = fewer players “first violins” or “soloists”)

THE CLASSICAL PERIOD**PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Mark with an X the chronological period of Classical music. (Total 0.50 points)

- From the 13th C to the 16th C From the late 16th C to the 18th C
 From the mid-18th C to the early 19th C From the mid-17th C to the early 18th C

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions. (Total 2 points: 0.50 per question)**a.** Musically, this period comes between two important events. What are they? _____

b. What is the name of the cultural movement in this period that promoted the ideals of equality and well-being of all men through education and knowledge? _____**c.** What is the famous phrase that summarises the ideas of this period, and what does it mean? _____**d.** What happens to the power of the absolutist monarchs in this period? _____

3. Answer the following questions.**3.1. In relation to instrumental music, answer. (Total 2.8 points)****a. Instrumental forms (0.40 per question)****a.1.** Musical form with four movements and composed for an orchestra. _____**a.2.** This is music written for a smaller number of instruments. String quartets were very popular in this period. _____**a.3.** A musical work written for a solo instrument accompanied by an orchestra _____**a.4.** Give the structure of the Sonata form and its creator _____

b. Put the four movements of a Classical symphony in the right order. (0.30 per question)

Slow tempo: movement number _____

Fast, energetic tempo: movement number _____

Fast "Allegro" tempo: movement number _____

Dance of French origin, "Minuet": movement number _____

3.2. In relation to vocal music, a series of changes occur in profane vocal music, the most important of which is the opera. Answer the following questions. (Total 2 points. 0.50 points per question)

- a. Give the name of the German composer who incorporated changes into opera. _____
- b. Mythological and superhuman characters portrayed in Baroque operas give way to _____
- _____
- c. Characters are now given human attributes. Name three of these. _____
- _____
- d. Plots are no longer based on legends of mythology as in the Baroque period. They are inspired by: _____
- _____

4. Connect each composer to the right country. (Total 1 point)

1 Italy 2 Austria 3 Spain 4 Germany

- Wolfgang A. Mozart Cristoph Gluck Antonio Salieri Vicente Martín y Soler
- Muzzio Clementi Luigi Boccherini Carl Philipp Emmanuel Bach Franz J. Haydn

5. Write in the correct family number for each of the following instruments. (Total 0.50 points)

1 Plucked string family 2 Struck string family 3 Bowed string family

4 Woodwind family 5 Brass family 6 Percussion family

- oboe viola tympani pianoforte
- bassoon horn clarinet

6. In the following fragments you can hear diverse forms from this period. Write in the name of the instrumental form for each listening exercise. (Total 1.2 points. 0.30 per listening)

Listening No. 1: _____

Listening No. 2: _____

Listening No. 3: _____

Listening No. 4: _____

THE CLASSICAL PERIOD**ANSWERS****PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Mark with an X the chronological period of Classical music. (Total 0.50 points)

- From the 13th C to the 16th C From the late 16th C to the 18th C
 From the mid-18th C to the early 19th C From the mid-17th C to the early 18th C

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions. (Total 2 points: 0.50 per question)

- a. Musically, this period comes between two important events. What are they? _____
The death of J.S. Bach in 1750 and the première in 1805 of the 3rd Symphony "Eroica" by Ludwig van Beethoven.
- b. What is the name of the cultural movement in this period that promoted the ideals of equality and well-being of all men through education and knowledge? _____
The Enlightenment
- c. What is the famous phrase that summarises the ideas of this period, and what does it mean? _____
"Sapere aude", which means "dare to know."
- d. What happens to the power of the absolutist monarchs in this period? _____
It begins to be questioned and falls into decline.

3. Answer the following questions.

3.1. In relation to instrumental music, answer. (Total 2.8 points)

- a. Instrumental forms (0.40 per question)
- a.1. Musical form with four movements and composed for an orchestra. _____
Symphony
- a.2. This is music written for a smaller number of instruments. String quartets were very popular in this period. *Chamber music*
- a.3. A musical work written for a solo instrument accompanied by an orchestra _____
Concerto
- a.4. Give the structure of the Sonata form and its creator *Exposition, Development and Recapitulation. Karl Philppe Emmanuel Bach*
- b. Put the four movements of a Classical symphony in the right order. (0.30 per question)
- Slow tempo: movement number 2
- Fast, energetic tempo: movement number 4
- Fast "Allegro" tempo: movement number 1
- Dance of French origin, "Minuet": movement number 3

3.2. In relation to vocal music, a series of changes occur in profane vocal music, the most important of which is the opera. Answer the following questions. (Total Total 2 points. 0.50 points per question)

- Give the name of the German composer who incorporated changes into opera. Christoph W. Gluck
- Mythological and superhuman characters portrayed in Baroque operas give way to "Normal" characters from daily life.
- Characters are now given human attributes. Name three of these. Bravery, intelligence, goodness, cowardliness, envy, greed and malice...
- Plots are no longer based on legends of mythology as in the Baroque period. They are inspired by: Real-life themes that are closer to the spectator's daily experiences

4. Connect each composer to the right country. (Total 1 point)

1 Italy 2 Austria 3 Spain 4 Germany

- 2 Wolfgang A. Mozart 4 Cristoph Gluck 1 Antonio Salieri 3 Vicente Martín y Soler
- 1 Muzzio Clementi 1 Luigi Boccherini 4 Carl Philipp Emmanuel Bach 2 Franz J. Haydn

5. Write in the correct family number for each of the following instruments. (Total 0.50 points)

1 Plucked string family 2 Struck string family 3 Bowed string family
 4 Woodwind family 5 Brass family 6 Percussion family

4 oboe 3 viola 6 tympani 2 pianoforte
 4 bassoon 5 horn 4 clarinet

6. In the following fragments you can hear diverse forms from this period. Write in the name of the instrumental form for each listening exercise. (Total 1.2 points. 0.30 per listening)

- Listening No. 1: CD 2 - No. 1 Eine Kleine Nachtmusik. Mozart - Chamber Music
- Listening No. 2: CD 2 - No. 6 The Magic Flute. Mozart - Opera
- Listening No. 3: CD 2 - No.13 Symphony No. 94 (Surprise). Haydn - Symphony
- Listening No. 4: CD 2- No. 12 Concerto in A Major for Clarinet and Orchestra. Mozart - Concerto

THE ROMANTIC PERIOD**PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Mark with an X the chronological period of Romantic music. (Total 0.50 points)

- From the 18th C to the 19th C From the late 19th C to the 20th C
 From 1795 to 1850 19th C (from 1805 to 1905)

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions. (Total 3 points: 0.50 per question)**a.** Musically, the Romantic period comes between... _____
_____**b.** This is the period in which the power of absolutist monarchs changes. What made this happen and what did it produce? _____
_____**c.** In reference to the Nationalist movement, complete the following sentences using the words below:

enthusiasm / freedom / folklore / patriotism / pride / traditions / nostalgia

The urge to reflect one's national identity using _____ and _____ from each country gave rise to two features: _____ for nature and exalted _____, with a search for _____ and national _____.

d. Chronologically, what two periods of Nationalism were there? _____
_____**e.** Romanticism brought a big change in musicians' consideration in society. What was it? _____
_____**3. Answer the following questions. (Total 3 points. 0.50 per question)****a.** What German composer evolved the concept of the "complete work of art", fusing music, poetry, literature and painting? _____**b.** Write the names of the four short piano forms mostly used in this period. _____
_____**c.** What did the opera form known as a "Verismo" refer to? _____
_____**d.** Give an explanation of "Leitmotiv". _____
_____**e.** Name of the instrumental orchestral form in one single movement describing sensations or "non-musical" aspects. _____**f.** Name of a brief solo piece with a piano accompaniment of a sentimental nature, in which the theme is usually love (in the tragic sense), or missing a loved one, in a perfect fusion of poetry and music. _____

4. Name the Romantic composer. (Total 1 point)

- a. Composer who badly damaged his right hand with a device for strengthening the ring finger. _____
- b. Composer who stayed in Majorca, searching for a better climate, but this did not help his delicate state of health. _____
- c. Composer who suffered from serious illnesses that changed his personality and behaviour _____
- d. Composer who stated "...there is no man more miserable and unfortunate than I in the whole world..." _____

5. Name the right Nationalist composer. (Total 1 point)

- a. Scandinavian Nationalist composer who wrote a song to Norwegian landscape, life in the village, history and popular poems, in works like *Morning Mood*. _____
- b. Hungarian Nationalist composer who visited many villages to research folksongs, ballads, tales and popular melodies, reflecting country life. _____
- c. American Nationalist composer who fused popular black music with cultured music in works like *Porgy and Bess*. _____
- d. Russian Nationalist composer who wrote *A Night on Bald Mountain*. _____
- e. A composer of the first stage of Spanish Nationalism, who drowned when his boat was torpedoed by a German U-boat. _____

6. Write the name of these instruments. (Total 1 point)

- a. Small, high-sounding flute. _____
- b. A plucked string instrument of with 7 pedals. _____
- c. A woodwind instrument whose body is made of metal. _____
- d. The king of instruments in the Romantic period. _____
- e. The largest-sized brass instrument. _____

7. Connect each composer to his work and nationality. (Total 1 point)

Work	Composer	Nationality
Carmen	_____	_____
Iberia	_____	_____
Tanhäuser	_____	_____
Rigoletto	_____	_____
Tosca	_____	_____

8. Define the listening exercises using the descriptions given below. (Total 0.5 points. 0.25 per listening)

opera, symphony, Lied / large-scale instrumental form for symphony orchestra, song for solo voice with piano accompaniment of a sentimental character, vocal form with an orchestral accompaniment

Listening 1

Musical form: _____

Characteristics: _____

Listening 2

Musical form: _____

Characteristics: _____

THE ROMANTIC PERIOD

ANSWERS

Name: _____ Course: _____ Group: _____

1. Mark with an X the chronological period of Romantic music. (Total 0.50 points)

- | | |
|---|---|
| <input type="radio"/> From the 18th C to the 19th C | <input type="radio"/> From the late 19th C to the 20th C |
| <input type="radio"/> From 1795 to 1850 | <input checked="" type="radio"/> 19th C (from 1805 to 1905) |

2. Describe the historical and sociocultural aspects of this period of history by answering the following questions. (Total 3 points: 0.50 per question)

- a. Musically, the Romantic period comes between... _____
The première in 1805 of the 3rd Symphony “Eroica” by Beethoven and the publication of the Symphonic Poem “La Mer” by Claude Debussy
- b. This is the period in which the power of absolutist monarchs changes. What made this happen and what did it produce? _____
The French Revolution in 1789, bringing about the fall of the absolute monarchies throughout Europe
- c. In reference to the Nationalist movement, complete the following sentences using the words below:

enthusiasm / freedom / folklore / patriotism / pride / traditions / nostalgia

Ehe urge to reflect one’s national identity using folklore and traditions from each country gave rise to two features: enthusiasm for nature and exalted patriotism, with a search for freedom and national pride.

- d. Chronologically, what two periods of Nationalism were there? _____
Early Nationalism, from 1848 to 1900, and Late Nationalism from 1900 to 1950.
- e. Romanticism brought a big change in musicians’ consideration in society. What was it? _____
They are no longer servants, and now become considered as geniuses.

3. Answer the following questions. (Total 3 points. 0.50 per question)

- a. What German composer evolved the concept of the “complete work of art”, fusing music, poetry, literature and painting? *Richard Wagner*
- b. Write the names of the four short piano forms mostly used in this period. _____
Fantasy, impromptu, waltz, etude, polonaise
- c. What did the opera form known a “Verismo” refer to? *It referred to real emotions and situations, often using characters from the lower classes and plots of a sexual, romantic or violent nature.*
- d. Give an explanation of “Leitmotiv”. *A short, constantly recurring musical phrase that identifies characters, sentiments or situations.*
- e. Name of the instrumental orchestral form in one single movement describing sensations or “non-musical” aspects. *Symphonic Poem.*
- f. Name of a brief solo piece with a piano accompaniment of a sentimental nature, in which the theme is usually love (in the tragic sense), or missing a loved one, in a perfect fusion of poetry and music. _____
Lied. Schubert, Schumann, Wolf

4. Name the Romantic composer. (Total 1 point)

- a. Composer who badly damaged his right hand with a device for strengthening the ring finger. _____
Schumann
- b. Composer who stayed in Majorca, searching for a better climate, but this did not help his delicate state of health. Chopin
- c. Composer who suffered from serious illnesses that changed his personality and behaviour Beethoven
- d. Composer who stated "...there is no man more miserable and unfortunate than I in the whole world..." Schubert

5. Name the right Nationalist composer. (Total 1 point)

- a. Scandinavian Nationalist composer who wrote a song to Norwegian landscape, life in the village, history and popular poems, in works like *Morning Mood*.
Edvard Grieg
- b. Hungarian Nationalist composer who visited many villages to research folksongs, ballads, tales and popular melodies, reflecting country life. Zoltan Kodaly
- c. American Nationalist composer who fused popular black music with cultured music in works like *Porgy and Bess*. George Gershwin
- d. Russian Nationalist composer who wrote *A Night on Bald Mountain*. Modest Mussorgsky
- e. A composer of the first stage of Spanish Nationalism, who drowned when his boat was torpedoed by a German U-boat. Enrique Granados

6. Write the name of these instruments. (Total 1 point)

- a. Small, high-sounding flute. piccolo
- b. A plucked string instrument of with 7 pedals. harp
- c. A woodwind instrument whose body is made of metal. saxophone
- d. The king of instruments in the Romantic period. piano
- e. The largest-sized brass instrument. tuba

7. Connect each composer to his work and nationality. (Total 1 point)

Work	Composer	Nationality
Carmen	<u>Bizet</u>	<u>French</u>
Iberia	<u>Albéniz</u>	<u>Spanish</u>
Tanhäuser	<u>Wagner</u>	<u>German</u>
Rigoletto	<u>Verdi</u>	<u>Italian</u>
Tosca	<u>Puccini</u>	<u>Italian</u>

8. Define the listening exercises using the descriptions given below. (Total 0.5 points. 0.25 per listening)

opera, symphony, Lied / large-scale instrumental form for symphony orchestra, song for solo voice with piano accompaniment of a sentimental character, vocal form with an orchestral accompaniment

Listening 1

Musical form: Symphony

Characteristics: large-scale instrumental form for symphony orchestra

Listening 2

Musical form: Lied

Characteristics: Song for solo voice accompanied by a piano of a sentimental character

CONTEMPORARY MUSIC**PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Describe the historical and sociocultural aspects of this period of history by answering the following questions: (Total 3 points: 0.50 per question)

- a. The period known by the name of Impressionism spans the years _____

- b. Social tension in the early 20th century gave rise to the consolidation of dictatorships in various European countries. Give two examples of these _____

- c. The name of Impressionism came from a scathing comment on a new painting. What was it called? Who painted it? _____
- d. What revolutionary style of 20th century music refused to use melody and harmony? _____

- e. The 20th C brought various musical styles. Name two. _____

- f. What is the name of the perception disorder that provokes colour when a sound is heard? _____

2. Answer the following questions: (Total 2.5 points. 0.50 per question)

- a. The kind of music that uses computers and mathematical statistics for composition is called...

- b. Music that uses recordings of different sounds, from nature, the city, factories, etc., is called

- c. Music created in the laboratory using electronic means with no recording of ambient sounds.

- d. Introduction of noise into musical compositions. _____

- e. Rupture with tonality, disappearance of order and the organisation of sounds.

3. Name the Romantic composer. (Total 1 point)

- a. The only totally "Impressionist" composer, so we can say that Impressionist music began and ended with him. _____
- b. French composer considered to be an eccentric and a non-conformist, in all aesthetic movements, from traditional to the avant-garde. _____
- c. French composer often labelled as an imitator of Debussy, although his ability to create orchestral colour was unique. _____
- d. French composer who, during the Exposition Universelle in Paris in 1889, heard exotic music from the Far East that broke with traditional concepts of consonance and dissonance. _____

4. Name the 20th-century composer. (Total 1 point)

a. French composer and engineer who composed a work for the Brussels World Fair (1958) transmitted over 425 loudspeakers located inside the Philips Pavilion (designed by the architect Le Corbusier).

b. Composer of the work entitled The Rite of Spring. _____

c. Austrian composer who flagshipped a new compositional process, called atonalism, that broke all the compositional rules established until then. _____

d. Italian composer who included noises in his compositions. _____

5. Write the name of these instruments used in 20th-C music. (Total 1 point)

a. Box-like instrument with two antennas with which the player produces sounds by moving his hands between the antennas, without touching them. _____

b. A keyboard instrument with a dynamo to generate waves through “horn” speakers. _____

c. Instrument with a keyboard played by a metal ring worn on the right hand to produce sound when moved horizontally. _____

d. Instrument created to “manufacture noises”. _____

6. Relate each work with its composer. (Total 1 point)

- | | |
|---|-------------------------------------|
| ① Laborintus II | <input type="radio"/> B. Bartok |
| ② Meeting of Cars and Aeroplanes | <input type="radio"/> I. Stravinsky |
| ③ Variations for a Door and a Sigh | <input type="radio"/> J. Cage |
| ④ Imaginary Landscape No. 1 | <input type="radio"/> P. Henry |
| ⑤ Stratégie | <input type="radio"/> L. Berio |
| ⑥ Pierrot Lunaire | <input type="radio"/> Russolo |
| ⑦ Pulcinella | <input type="radio"/> Stockhausen |
| ⑧ Song of the Youths | <input type="radio"/> Xenakis |
| ⑨ Music for Strings, Percussion and Celesta | <input type="radio"/> Schönberg |

7. Answer these questions in reference to this Listening Exercise. (Total 0.50 points)

a. Write at least four adjectives that could be related to the character of the piece you have listened to.

b. Explain if this work could be classified in the new styles of the 20th century and why.

CONTEMPORARY MUSIC**ANSWERS****PROGRESS TEST**

Name: _____ Course: _____ Group: _____

1. Describe the historical and sociocultural aspects of this period of history by answering the following questions: (Total 3 points: 0.50 per question)

- a. The period known by the name of Impressionism spans the years _____
1860-70 and 1920
- b. Social tension in the early 20th century gave rise to the consolidation of dictatorships in various European countries. Give two examples of these _____
Spain (Franco), Italy (Mussolini), Russia (Stalin) or Germany (Hitler)
- c. The name of Impressionism came from a scathing comment on a new painting. What was it called? Who painted it? _____
"Impression, Sunrise" Claude Monet
- d. What revolutionary style of 20th century music refused to use melody and harmony? _____
Atonalism
- e. The 20th C brought various musical styles. Name two. *Dodecaphonism ("twelve-tone" system), Serialism, musique concrète, electronic music, aleatoric music, electroacoustic music, stochastic music*
- f. What is the name of the perception disorder that provokes colour when a sound is heard? _____
Synesthesia

2. Answer the following questions: (Total 2.5 points. 0.50 per question)

- a. The kind of music that uses computers and mathematical statistics for composition is called...
Stochastic music
- b. Music that uses recordings of different sounds, from nature, the city, factories, etc., is called
Musique concrète
- c. Music created in the laboratory using electronic means with no recording of ambient sounds.
Electronic music
- d. Introduction of noise into musical compositions. _____
Futurism
- e. Rupture with tonality, disappearance of order and the organisation of sounds.
Dodecaphonism

3. Name the Romantic composer. (Total 1 point)

- a. The only totally "Impressionist" composer, so we can say that Impressionist music began and ended with him. *Debussy*
- b. French composer considered to be an eccentric and a non-conformist, in all aesthetic movements, from traditional to the avant-garde. *Satie*
- c. French composer often labelled as an imitator of Debussy, although his ability to create orchestral colour was unique. *Ravel*
- d. French composer who, during the Exposition Universelle in Paris in 1889, heard exotic music from the Far East that broke with traditional concepts of consonance and dissonance. *Debussy*

4. Name the 20th-century composer. (Total 1 point)

- a. French composer and engineer who composed a work for the Brussels World Fair (1958) transmitted over 425 loudspeakers located inside the Philips Pavilion (designed by the architect Le Corbusier)
Varèse
- b. Composer of the work entitled The Rite of Spring. Stravinsky
- c. Austrian composer who flagshipped a new compositional process, called atonalism, that broke all the compositional rules established until then. Schönberg
- d. Italian composer who included noises in his compositions. Russolo

5. Write the name of these instruments used in 20th-C music. (Total 1 point)

- a. Box-like instrument with two antennas with which the player produces sounds by moving his hands between the antennas, without touching them. Thèremin
- b. A keyboard instrument with a dynamo to generate waves through “horn” speakers. dynamophone
- c. Instrument with a keyboard played by a metal ring worn on the right hand to produce sound when moved horizontally. Martenot
- d. Instrument created to “manufacture noises”. Intonarumori

6. Relate each work with its composer. (Total 1 point)

- | | |
|---|-----------------|
| ① Laborintus II | ⑨ B. Bartok |
| ② Meeting of Cars and Aeroplanes | ⑦ I. Stravinsky |
| ③ Variations for a Door and a Sigh | ④ J. Cage |
| ④ Imaginary Landscape No. 1 | ③ P. Henry |
| ⑤ Stratégie | ① L. Berio |
| ⑥ Pierrot Lunaire | ② Russolo |
| ⑦ Pulcinella | ⑧ Stockhausen |
| ⑧ Song of the Youths | ⑤ Xenakis |
| ⑨ Music for Strings, Percussion and Celesta | ⑥ Schönberg |

7. Answer these questions in reference to this Listening Exercise. (Total 0.50 points)

CD2 Listening 40 Awakening of Capital. L. Russolo

- a. Write at least four adjectives that could be related to the character of the piece you have listened to.
Strange, disconcerting, unnerving, extravagant, impressive...
- b. Explain if this work could be classified in the new styles of the 20th century and why.
Because it shows the concept of experimentation with new sounds, new instruments or modifying traditional instruments to create new sounds