

# **PROGRESS TESTS**

**A WORLD OF SOUNDS B**





**MUSICAL SENSATIONS**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “character” as applied to music? *(Total 1 point)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Character can be described by using adjectives. Choose from among the following adjectives to describe sensations. *(Total 1 point. 0.125 points per question)*

*peaceful / disagreeable / glorious / vigorous  
downcast / optimistic / stressful / dynamic*

- a. An adjective that suggests strength or energy \_\_\_\_\_
- b. An adjective that suggests happiness \_\_\_\_\_
- c. An adjective that suggests feeling bad \_\_\_\_\_
- d. An adjective that suggests movement \_\_\_\_\_
- e. An adjective that suggests tranquillity \_\_\_\_\_
- f. An adjective that suggests suspense \_\_\_\_\_
- g. An adjective that suggests sadness \_\_\_\_\_
- h. An adjective that suggests exaggerated grandeur \_\_\_\_\_

3. Thousands of years ago, in Antiquity, the properties of music were well known. One example was in Sparta. Explain how music was used at that time. *(Total 1 point)*

\_\_\_\_\_  
\_\_\_\_\_

4. Listening No. 3 “Zoom and Bored”, C. Stalling. The list below contains various possibilities referring to the music you have just listened to. Mark each one as either True (T) or False (F). *(Total 1 point)*

- |                                     |  |
|-------------------------------------|--|
| _____ Sudden pauses                 | _____ No rests                           |
| _____ Use of electronic instruments | _____ Uses wind instruments and violins  |
| _____ Quick pace                    | _____ Slow pace                          |
| _____ Sound level soft and constant | _____ Contrasting, changing sound levels |
| _____ Sad character                 | _____ Funny, playful kind of character   |

5. Listening No. “The Exorcist”. Write 4 adjectives that describe the character of this fragment. *(Total 1 point)*

\_\_\_\_\_  
\_\_\_\_\_

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6. Explain what the pentagram is and what it is used for. (Total 1 point)

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7. What are ledger lines and what are they used for? (Total 1 point)

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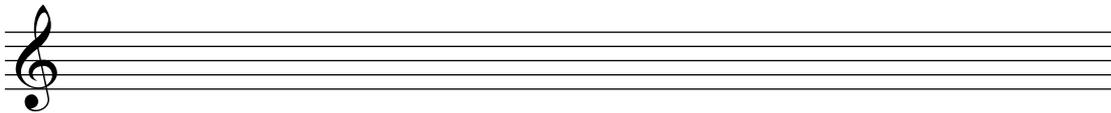
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8. Complete the statements below with the right word. (Total 1 point)

*elegance / capella / Christian faith / Latin / instruments*

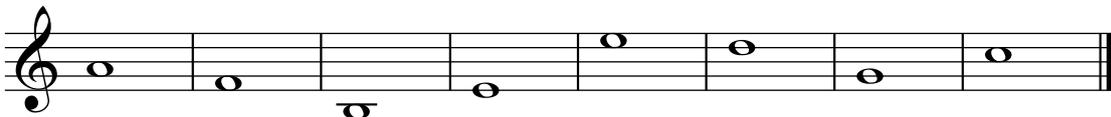
- a. In the religious music of the Middle Ages it was forbidden to use \_\_\_\_\_
- b. In the Classical period, music stresses \_\_\_\_\_ instead of trying to be spectacular.
- c. In the Renaissance, the clarity of the text is intended to produce \_\_\_\_\_
- d. The language used in music in the Middle Ages and the Renaissance was \_\_\_\_\_
- e. The way the monks in the Middle Ages interpreted religious music was by singing a \_\_\_\_\_

9. a. Place the notes on the staff correctly using semibreves or whole notes. (Total 0.5 points)



sol re fa la re mi mi si

b. Write the names of these sounds. (Total 0.5 points)



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10. Number the lines and additional spaces and write the name of each note. (Total 1 point)



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**MUSICAL SENSATIONS****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “character” as applied to music? (Total 1 point)

*It is the kind of feelings, emotions and sentiments we feel when we listen to a piece of music.*

2. Character can be described by using adjectives. Choose from among the following adjectives to describe sensations. (Total 1 point. 0.125 points per question)

*peaceful / disagreeable / glorious / vigorous*

*downcast / optimistic / stressful / dynamic*

- a. An adjective that suggests strength or energy   **vigorous**
- b. An adjective that suggests happiness   **optimistic**
- c. An adjective that suggests feeling bad   **disagreeable**
- d. An adjective that suggests movement   **dynamic**
- e. An adjective that suggests tranquillity   **peaceful**
- f. An adjective that suggests suspense   **stressful**
- g. An adjective that suggests sadness   **downcas**
- h. An adjective that suggests exaggerated grandeur   **glorious**

3. Thousands of years ago, in Antiquity, the properties of music were well known. One example was in Sparta. Explain how music was used at that time. (Total 1 point)

*Specific melodies were used to train the troops for war, inciting them to fight and prepare for a hard battle.*

4. Listening No. 3 “Zoom and Bored”, C. Stalling. The list below contains various possibilities referring to the music you have just listened to. Mark each one as either True (T) or False (F). (Total 1 point)

- |   |  |
|---|--|
| <u>  <b>T</b>  </u> Sudden pauses                 | <u>  <b>F</b>  </u> No rests                           |
| <u>  <b>F</b>  </u> Use of electronic instruments | <u>  <b>T</b>  </u> Uses wind instruments and violins  |
| <u>  <b>T</b>  </u> Quick pace                    | <u>  <b>F</b>  </u> Slow pace                          |
| <u>  <b>F</b>  </u> Sound level soft and constant | <u>  <b>T</b>  </u> Contrasting, changing sound levels |
| <u>  <b>F</b>  </u> Sad character                 | <u>  <b>T</b>  </u> Funny, playful kind of character   |

5. Listening No. “The Exorcist”. Write 4 adjectives that describe the character of this fragment. (Total 1 point)

*Stressful, mysterious, stressful, disconcerting...*

6. Explain what the pentagram is and what it is used for. (Total 1 point)

*It is the staff on which music is written, consisting of 5 horizontal parallel lines where the various musical notes and signs are placed.*

7. What are ledger lines and what are they used for? (Total 1 point)

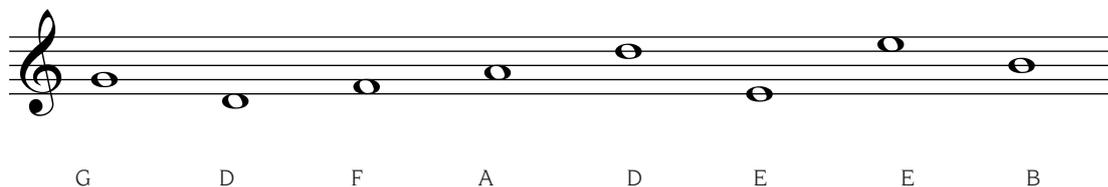
*They are short lines written above or below the staff for notes that are too high or too low to fit on it.*

8. Complete the statements below with the right word. (Total 1 point)

*elegance / capella / Christian faith / Latin / instruments*

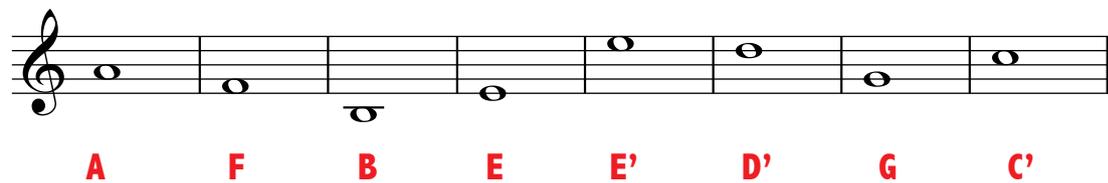
- a. In the religious music of the Middle Ages it was forbidden to use instruments
- b. In the Classical period, music stresses elegance instead of trying to be spectacular.
- c. In the Renaissance, the clarity of the text is intended to produce Christian faith
- d. The language used in music in the Middle Ages and the Renaissance was Latin
- e. The way the monks in the Middle Ages interpreted religious music was by singing a capella

9. a. Place the notes on the staff correctly using semibreves or whole notes. (Total 0.5 points)



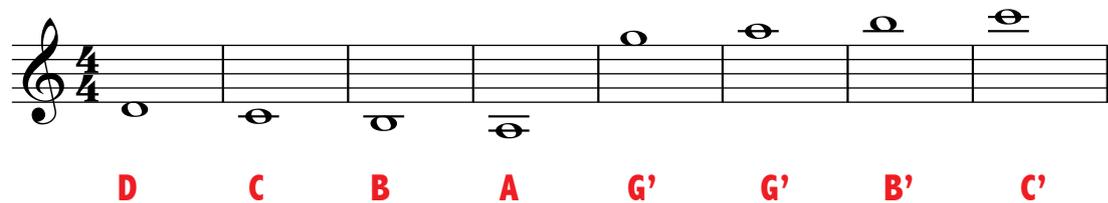
A musical staff in treble clef with a key signature of one flat (Bb). The notes are: G (first space), D (first space, ledger line below), F (second space), A (second space), D (third space), E (third space), E (third space), B (fourth space).

b. Write the names of these sounds. (Total 0.5 points)



A musical staff in treble clef with a key signature of one flat (Bb). The notes are: A (first space), F (second space), B (second space, ledger line below), E (second space), E' (third space), D' (third space), G (third space), C' (fourth space).

10. Number the lines and additional spaces and write the name of each note. (Total 1 point)



A musical staff in treble clef with a 4/4 time signature. The notes are: D (first space), C (first space, ledger line below), B (second space), A (second space, ledger line below), G' (third space), G' (third space), B' (fourth space), C' (fourth space, ledger line above).

**MUSICAL PURPOSE**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “genre” as applied to music? *(Total 1 point)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Explain “vocal genre”, “instrumental genre” and “combined genre”. *(Total 1.5 points)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Explain the difference between the liturgical religious genre and the non-liturgical religious genre. *(Total 1 point)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Put the names of the right genre in the right box, using the definitions given below. *(Total 1 point)*

- a. Genre referring to compositions intended to be “serious music” or a cultural expression of its period \_\_\_\_\_
- b. Genre referring to music that does not try to imitate any extra-musical elements.  
\_\_\_\_\_
- c. Genre referring to a type of music that aims to imitate natural sounds, like the singing of birds in the country.  
\_\_\_\_\_
- d. Genre referring to popular artistic manifestations such as a musical  
\_\_\_\_\_

5. Place an X next to the genres of the music you hear. *(Total 1 point)*

Listening No. 1.

- |                               |                          |                           |
|-------------------------------|--------------------------|---------------------------|
| _____ <b>FILM</b>             | _____ <b>ADVERTISING</b> | _____ <b>INSTRUMENTAL</b> |
| _____ <b>VOCAL</b>            | _____ <b>MIXED</b>       | _____ <b>RELIG/LITUR.</b> |
| _____ <b>RELIG/NON-LITUR.</b> | _____ <b>PURE</b>        | _____ <b>PROFANE</b>      |
| _____ <b>FOLKLORE</b>         | _____ <b>POPULAR</b>     | _____ <b>CULTURED</b>     |

6. Choose between these different genres (mixed, vocal, instrumental, pure, descriptive, functional, religious, non-liturgical, liturgical, profane, cultured, popular, film, stage, advertising) the ones that correspond to the following musical works, bearing in mind that more than one of them may apply. (Total 1 point)

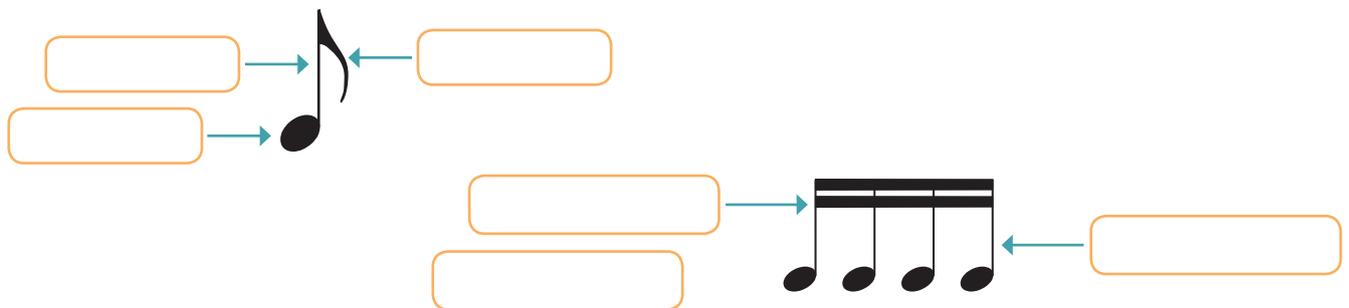
- a. Gregorian chant \_\_\_\_\_.
- b. Musical \_\_\_\_\_.
- c. A piano concerto \_\_\_\_\_.

7. Complete the statements below with the right word. (Total 1 point)

*mass / descriptive / courts / entertaining / Gregorian chants / profane*

- a. In the Middle Ages, Pope Gregory converted \_\_\_\_\_ into the official songs of the Christian Church, so they could be sung during \_\_\_\_\_.
- b. In the Renaissance, \_\_\_\_\_ music was played at social events in palaces and \_\_\_\_\_.
- c. In the Baroque, both vocal and instrumental music were aimed at \_\_\_\_\_ the higher classes of society.
- d. In the Romantic period, the use of the \_\_\_\_\_ genre enabled composers to tell a story using sound.

8. Write the names of the each part of these notes. (Total 1 point)



9. Draw the note corresponding to the following note sums. (Total 1.5 points)

$\text{Quarter note} + \text{Quarter note} = \square$   
 $\text{Half note} + \text{Half note} = \square$   
 $\text{Eighth note} + \text{Eighth note} = \square$

$\text{Quarter note} + \text{Quarter note} + \text{Quarter note} + \text{Quarter note} = \square$   
 $\text{Quarter note} + \text{Eighth note} + \text{Eighth note} = \square$   
 $\text{Eighth note} + \text{Eighth note} + \text{Eighth note} = \square$

**MUSICAL PURPOSE****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “genre” as applied to music? (Total 1 point)

*Musical genre is the result of classifying different types of music depending on its purpose or aim - the reason why it was composed.*

2. Explain “vocal genre”, “instrumental genre” and “combined genre”. (Total 1.5 points)

*Vocal genre is the kind of music created for the human voice without accompaniment a cappella.*

*Instrumental genre is the kind of music created for musical instruments only.*

*Mixed genre describes music conceived for works combining both voices and instruments.*

3. Explain the difference between the liturgical religious genre and the non-liturgical religious genre. (Total 1 point)

*The liturgical religious genre includes music composed for religious ceremonies, as part of the liturgy.*

*The non-liturgical religious genre refers to compositions with a religious character that do not form part of the liturgy.*

4. Put the names of the right genre in the right box, using the definitions given below. (Total 1 point)

a. Genre referring to compositions intended to be “serious music” or a cultural expression of its period Cultured music

b. Genre referring to music that does not try to imitate any extra-musical elements.

pure instrumental music

c. Genre referring to a type of music that aims to imitate natural sounds, like the singing of birds in the country.

descriptive instrumental music

d. Genre referring to popular artistic manifestations such as a musical

stage music

5. Place an X next to the genres of the music you hear. (Total 1 point)

Listening No. 1.

FILM

ADVERTISING

INSTRUMENTAL

VOCAL

MIXED

RELIG/LITUR.

RELIG/NON-LITUR.

PURE

PROFANE

FOLKLORE

POPULAR

CULTURED

6. Choose between these different genres (mixed, vocal, instrumental, pure, descriptive, functional, religious, non-liturgical, liturgical, profane, cultured, popular, film, stage, advertising) the ones that correspond to the following musical works, bearing in mind that more than one of them may apply. (Total 1 point)

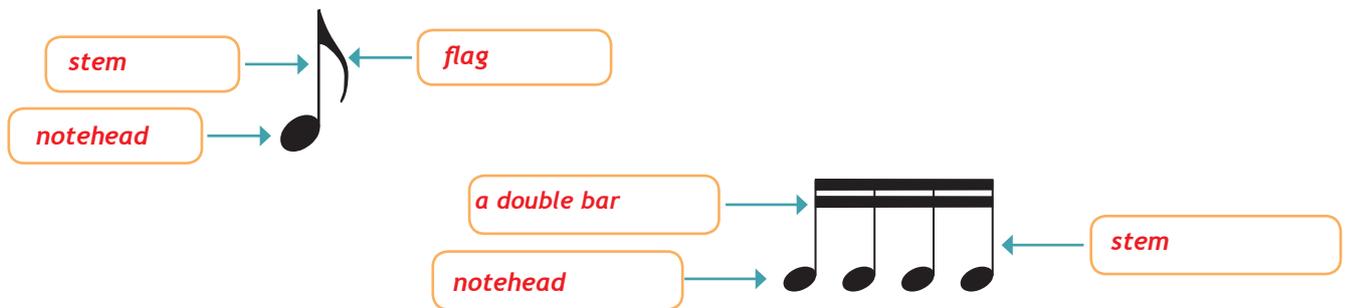
- a. Gregorian chant Vocal, religious, liturgical, cultured, stage, functional.
- b. Musical Mixed, popular, stage.
- c. A piano concerto Instrumental, cultured, stage, pure.

7. Complete the statements below with the right word. (Total 1 point)

*mass / descriptive / courts / entertaining / Gregorian chants / profane*

- a. In the Middle Ages, Pope Gregory converted Gregorian chants into the official songs of the Christian Church, so they could be sung during mass.
- b. In the Renaissance, profane music was played at social events in palaces and courts.
- c. In the Baroque, both vocal and instrumental music were aimed at entertaining the higher classes of society.
- d. In the Romantic period, the use of the descriptive genre enabled composers to tell a story using sound.

8. Write the names of the each part of these notes. (Total 1 point)



9. Draw the note corresponding to the following note sums. (Total 1.5 points)

+  = <span style="border: 1px solid black; border-radius: 50%; padding: 2px;"></span>	+  +  +  = <span style="border: 1px solid black; border-radius: 50%; padding: 2px;"></span>
+  = <span style="border: 1px solid black; border-radius: 50%; padding: 2px;"></span>	+  +  = <span style="border: 1px solid black; border-radius: 50%; padding: 2px;"></span>
+  = <span style="border: 1px solid black; border-radius: 50%; padding: 2px;"></span>	+  +  = <span style="border: 1px solid black; border-radius: 50%; padding: 2px;"></span>

**MUSICAL BEAT**

**PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. What do you understand by “tempo” or “measure”? (Total 0.5 points)

\_\_\_\_\_  
\_\_\_\_\_

2. Explain regular or uniform tempo. (Total 0.5 points)

\_\_\_\_\_  
\_\_\_\_\_

3. Answer the following questions about the metronome. (Total 1 point)

- a. Who invented it? \_\_\_\_\_
- b. Who perfected it? \_\_\_\_\_
- c. What is it used for? \_\_\_\_\_

4. a. Write the name and the explanation of 4 terms for uniform tempo or a regular beat. (Total 1 point) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. Write the name and the explanation of 2 terms for variable tempo markings, or an irregular beat. (Total 1 point) \_\_\_\_\_

\_\_\_\_\_

5. Put the following tempo markings in the right order, from slowest to fastest. (Total 1 point)  
*presto, allegretto, adagio, larghetto, allegro, andante, adagietto, prestissimo, largo, allegrissimo*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Using the tempo markings shown below, choose the best one for each of the Listening passages. (Total 1 point)

*Presto / Movimiento Libre / Accelerando / Allegro*

- Listening 1. Tempo marking \_\_\_\_\_
- Listening 2. Tempo marking \_\_\_\_\_
- Listening 3. Tempo marking \_\_\_\_\_
- Listening 4. Tempo marking \_\_\_\_\_

7. Complete the statements below with the right word. (Total 1 point)

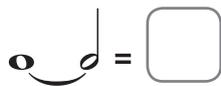
*unstable / tactus / changing / regular / uniformity / mechanical / text*

- a. In the Classical period beat is clear and regular, intended to achieve rhythmic \_\_\_\_\_
- b. In the Baroque period, there is a \_\_\_\_\_ beat and a \_\_\_\_\_ rhythm.
- c. In the Renaissance, religious music begins to include a rhythmic pattern called the \_\_\_\_\_.
- d. In Romantic period, sentiments are expressed passionately, generating an \_\_\_\_\_ and \_\_\_\_\_ rhythm.
- e. In the Middle Ages, rhythm depends on the \_\_\_\_\_.

8. Define these two musical signs. (Total 1 point)

- a. Tie \_\_\_\_\_  
\_\_\_\_\_
- b. Dot \_\_\_\_\_  
\_\_\_\_\_

9. Draw the note corresponding to the following note sums (Total 1 point)

 = <input type="text"/>	 = <input type="text"/>	 = <input type="text"/>
 = <input type="text"/>	 = <input type="text"/>	 = <input type="text"/>
 = <input type="text"/>	 = <input type="text"/>	

10. Draw the note symbol correspond to each box. (Total 1 point)

 =  +  + <input type="text"/>	 =  +  + <input type="text"/>
 =  + <input type="text"/> + 	 =  +  + <input type="text"/>
 =  + <input type="text"/> +  + <input type="text"/>	 =  + <input type="text"/> + <input type="text"/> + 
 =  + <input type="text"/> +  + <input type="text"/>	 = <input type="text"/> + <input type="text"/>

**MUSICAL BEAT****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. What do you understand by “tempo” or “measure”? (Total 0.5 points)

*It is the speed at which a musical composition should be interpreted.*

2. Explain regular or uniform tempo. (Total 0.5 points)

*Regular or uniform tempo refers to a beat that remains constant throughout the entire musical work.*

3. Answer the following questions about the metronome. (Total 1 point)

a. Who invented it? *Sauver*

b. Who perfected it? *Maëzler*

c. What is it used for? *To indicate the number of beats per minute at which a musical work should be played.*

4. a. Write the name and the explanation of 4 terms for uniform tempo or a regular beat. (Total 1 point) *Grave, largo, lento (very slow); adagio (slow); andante (moderately slow); allegro (fast); vivo, vivace, presto (very fast)*

b. Write the name and the explanation of 2 terms for variable tempo markings, or an irregular beat. (Total 1 point) *Accelerando and animando: Gradually increasing in speed. Ritardando and rallentando: Gradually decreasing in speed.*

5. Put the following tempo markings in the right order, from slowest to fastest. (Total 1 point)

*presto, allegretto, adagio, larghetto, allegro, andante, adagietto, prestissimo, largo, allegrissimo*  
*largo, larghetto, adagio, adagietto, andante, allegretto, allegro, allegrissimo, presto, prestissimo*

6. Using the tempo markings shown below, choose the best one for each of the Listening passages. (Total 1 point)

*Presto / Movimiento Libre / Accelerando / Allegro*

Listening 1. Tempo marking *CD1 - No. 31 “The Flintstones” - Allegro*

Listening 2. Tempo marking *CD1 - No. 33 “Danza del molinero” - Accelerando*

Listening 3. Tempo marking *CD1 - No. 35 “Syrinx” - Free beat*

Listening 4. Tempo marking *CD1 - No. 32 “The Flight of the Bumblebee” - Presto*

7. Complete the statements below with the right word. (Total 1 point)

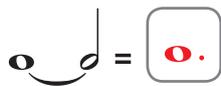
*unstable / tactus / changing / regular / uniformity / mechanical / text*

- a. In the Classical period beat is clear and regular, intended to achieve rhythmic uniformity.
- b. In the Baroque period, there is a regular beat and a mechanical rhythm.
- c. In the Renaissance, religious music begins to include a rhythmic pattern called the tactus.
- d. In Romantic period, sentiments are expressed passionately, generating an changing and unstable rhythm.
- e. In the Middle Ages, rhythm depends on the text.

8. Define these two musical signs. (Total 1 point)

- a. Tie A tie is a curved line that joins two or more notes together, of the same name and pitch.
- b. Dot A dot is a point placed to the right of a note or a rest to increase its time-value by half.

9. Draw the note corresponding to the following note sums (Total 1 point)

 = 	 = 	 = 
 = 	 = 	 = 
 = 	 = 	

10. Draw the note symbol correspond to each box. (Total 1 point)

 =  +  + 	 =  +  + 
 =  +  + 	 =  +  + 
 =  +  +  + 	 =  +  +  + 
 =  +  +  + 	 =  + 

**RHYTHM****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. Explain what accented beats are and what they are used for. *(Total 1 point)*

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2. What is a “musical rhythm”? *(Total 1 point)*

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3. Explain each of the following measures or times, giving the number of beats and their stress. *(Total 1 point)*

a. Binary or duple time: bars with \_\_\_\_\_ beats, where the \_\_\_\_\_ beat is \_\_\_\_\_ and \_\_\_\_\_

b. Ternary or triple time: bars with \_\_\_\_\_ beats, where the \_\_\_\_\_ beat is \_\_\_\_\_ and \_\_\_\_\_

c. Quaternary or 4/4 time: bars with \_\_\_\_\_ beats, where the \_\_\_\_\_ beat is \_\_\_\_\_ and \_\_\_\_\_

4. Complete the following sentences *(Total 0.50 points)*

a. Simple time signatures are the ones with the upper numbers \_\_\_\_\_ which can be divided into \_\_\_\_\_

b. Compound time signatures are the ones with the upper numbers \_\_\_\_\_ which can be divided into \_\_\_\_\_

5. Define the time signature for each of the following fragments of music using the terms below. *(Total 1 point)*

*binary / ternary / quaternary*

Listening 1. \_\_\_\_\_

Listening 2. \_\_\_\_\_

Listening 3. \_\_\_\_\_

Listening 4. \_\_\_\_\_

6. Explain “Mixed metres” or “mixed time signatures”, give an example and say what sensation they create in the listener. *(Total 1 point)*

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**RHYTHM****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. Explain what accented beats are and what they are used for. (Total 1 point)

Accented beats are beats that stand out over the others.

2. What is a “musical rhythm”? (Total 1 point)

Musical rhythm is the ordering of sounds depending on their duration and their intensity or accent.

3. Explain each of the following measures or times, giving the number of beats and their stress. (Total 1 point)

a. Binary or duple time: bars with 2 beats, where the first beat is accented and the second is weak

b. Ternary or triple time: bars with 3 beats, where the first beat is accented and the second and third are weak.

c. Quaternary or 4/4 time: bars with 4 beats, where the first beat is accented and the second and fourth are weak and the third is medium-strong.

4. Complete the following sentences (Total 0.50 points)

a. Simple time signatures are the ones with the upper numbers 2, 3 or 4 which can be divided into two parts or halves

b. Compound time signatures are the ones with the upper numbers 6, 9 or 12 which can be divided into three parts or thirds

5. Define the time signature for each of the following fragments of music using the terms below. (Total 1 point)

*binary / ternary / quaternary*

Listening 1. CD 2 - No. 2 “Peter Gunn” - quaternary

Listening 2. CD 2 - No. 1 “Radetzky March” - binary

Listening 3. CD 2 - No. 4 “The Conquest of Paradise” - ternary

Listening 4. CD 2 - No.6 “Military March” - binary

6. Explain “Mixed metres” or “mixed time signatures”, give an example and say what sensation they create in the listener. (Total 1 point)

It is the combination of various different time signatures in the same piece of music for example 5/8 (2/8 + 3/8) and it creates a sensation of instability or variation.



**INTENSITY IN MUSIC**

**PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “dynamics”? *(Total 0.5 points)*

\_\_\_\_\_  
\_\_\_\_\_

2. Explain dynamic markings. *(Total 0.5 points)*

\_\_\_\_\_  
\_\_\_\_\_

3. Give 4 terms used as dynamic markings to indicate stable volume and explain their meaning in English. *(Total 1 point)*

\_\_\_\_\_  
\_\_\_\_\_

4. Give 2 terms used as dynamic markings to indicate variable volume and explain their meaning. *(Total 1 point)*

\_\_\_\_\_  
\_\_\_\_\_

5. Explain each of the following dynamic changes. *(Total 1 point)*

a. Sudden dynamic change \_\_\_\_\_  
\_\_\_\_\_

b. Slight dynamic change \_\_\_\_\_  
\_\_\_\_\_

c. Flat dynamics \_\_\_\_\_  
\_\_\_\_\_

d. Gradual dynamic change \_\_\_\_\_  
\_\_\_\_\_

6. Classify the dynamic markings shown below by indicating if they are examples of a Stable Volume (SV) or a Variable Volume (VV). *(Total 0.5 points)*

dim: \_\_\_\_\_ p: \_\_\_\_\_ sfz: \_\_\_\_\_  
ff: \_\_\_\_\_ cresc.: \_\_\_\_\_ mp: \_\_\_\_\_

7. Give the dynamics used and the type of dynamic change in each of the following Listeners. *(Total 1 point)*

Listening 1. \_\_\_\_\_

Listening 2. \_\_\_\_\_

Listening 3. \_\_\_\_\_

8. Complete these statements to test your knowledge of dynamics and dynamic markings in different historical periods. (Total 1.5 points)

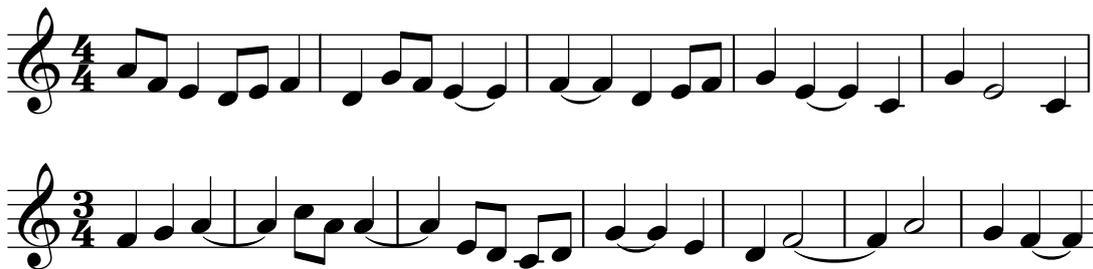
*sforzando / expressiveness / crescendo / prayer / echo / diminuendo*

- a. The Classical period brings changes in dynamics, such as the \_\_\_\_\_ and the \_\_\_\_\_ causing great enthusiasm in the audience.
- b. In the Baroque, a dynamic resource was to imitate a physical \_\_\_\_\_ by playing a musical passage first in *f* and then repeating it in *p*.
- c. The Romantic period brought a dynamic resource that consisted in accenting certain notes, called \_\_\_\_\_, creating tension at certain points of the music.
- d. In the Renaissance, certain dynamic changes in interpretation produced greater \_\_\_\_\_ in certain parts of the score.
- e. In the Middle Ages, because Gregorian chants were used for \_\_\_\_\_ and communication with God, melodies presented no dynamic changes that would distract the faithful.

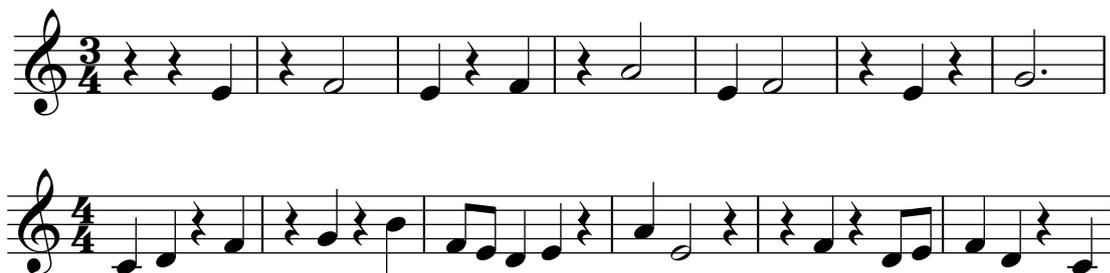
9. Define “syncopated” beats and “missed beats” in music. (Total 1 point)

- a. Syncopation places the stress or accent on what would normally be a \_\_\_\_\_ note, lasting until the next \_\_\_\_\_ note.
- b. Missed beats are always preceded or followed by a \_\_\_\_\_ (at the strong beat), with notes played on the \_\_\_\_\_ beats.

10. a. In the following melodies, mark the syncopated notes with an (S). (Total 1 point)



10. b. In the following melodies, mark the missed beats with an (MB). (Total 1 point)



**INTENSITY IN MUSIC****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “dynamics”? (Total 0.5 points)

*The term “dynamics” refers to the intensity or volume with which certain passages or an entire piece of music are interpreted.*

2. Explain dynamic markings. (Total 0.5 points)

*They are signs that normally use abbreviated Italian words to indicate changes in intensity.*

3. Give 4 terms used as dynamic markings to indicate stable volume and explain their meaning in English. (Total 1 point) *pp: pianissimo (very soft); p: piano (soft); mp: mezzopiano (moderately soft); mf: mezzoforte (moderately loud); f: forte (loud); ff: fortissimo (very loud)*

4. Give 2 terms used as dynamic markings to indicate variable volume and explain their meaning. (Total 1 point) *crescendo (cresc.): gradually increasing in intensity; diminuendo (dim.): gradually decreasing in intensity; double hairpin; sforzando (sfz): accenting or stressing the note*

5. Explain each of the following dynamic changes. (Total 1 point)

a. Sudden dynamic change *This refers to sections of music in which extreme changes in volume can be appreciated, for example, from pp to ff or vice versa*

b. Slight dynamic change *Changes using dynamic markings that are closer to each other, not as dramatic as in sudden changes. For example: from p to mf, mf to f, etc.*

c. Flat dynamics *The intensity of the sounds remains more or less stable without changing much:*

d. Gradual dynamic change *This uses slow changes from one level of volume to another: crescendo, diminuendo and the double hairpin.*

6. Classify the dynamic markings shown below by indicating if they are examples of a Stable Volume (SV) or a Variable Volume (VV). (Total 0.5 points)

dim: V.V.

p: S.V.

sfz: V.V.

ff: S.V.

cresc.: V.V.

mp: S.V.

7. Give the dynamics used and the type of dynamic change in each of the following Listeners. (Total 1 point)

Listening 1. *CD2 - No. 15 “O fortuna” - Dynamic markings: pp-ff; dynamics: sudden change*

Listening 2. *CD2 - No. 18 “Gymnopedie” - Dynamic markings: p; dynamics: flat*

Listening 3. *CD2 - No. 23 “Heart-Shaped Box” - Dynamic markings: pp-ff; dynamics: sudden change*

8. Complete these statements to test your knowledge of dynamics and dynamic markings in different historical periods. (Total 1.5 points)

*sforzando / expressiveness / crescendo / prayer / echo / diminuendo*

- a. The Classical period brings changes in dynamics, such as the crescendo and the diminuendo causing great enthusiasm in the audience.
- b. In the Baroque, a dynamic resource was to imitate a physical echo by playing a musical passage first in *f* and then repeating it in *p*.
- c. The Romantic period brought a dynamic resource that consisted in accenting certain notes, called sforzando, creating tension at certain points of the music.
- d. In the Renaissance, certain dynamic changes in interpretation produced greater expressiveness in certain parts of the score.
- e. In the Middle Ages, because Gregorian chants were used for prayer and communication with God, melodies presented no dynamic changes that would distract the faithful.

9. Define “syncopated” beats and “missed beats” in music. (Total 1 point)

- a. Syncopation places the stress or accent on what would normally be a weak note, lasting until the next strong note.
- b. Missed beats are always preceded or followed by a rest (at the strong beat), with notes played on the weak beats.

10. a. In the following melodies, mark the syncopated notes with an (S). (Total 1 point)

The first staff is in 4/4 time and contains a melody of eighth and quarter notes. The notes on the 3rd and 4th beats are marked with a red 'S'. The second staff is in 3/4 time and contains a melody of quarter and eighth notes. The notes on the 1st, 2nd, 3rd, and 4th beats are marked with a red 'S'.

10. b. In the following melodies, mark the missed beats with an (MB). (Total 1 point)

The first staff is in 3/4 time and contains a melody with rests on the 1st and 2nd beats, followed by notes on the 3rd, 4th, and 5th beats. The 1st and 2nd beats are marked with a red 'MB'. The second staff is in 4/4 time and contains a melody with rests on the 1st, 2nd, and 3rd beats, followed by notes on the 4th, 5th, and 6th beats. The 1st, 2nd, and 3rd beats are marked with a red 'MB'.

**SOUND COLOR****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “timbre”? (Total 0.5 points)

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2. Complete the blanks in the following text using the words given in the box, about the vocal tract. (Total 1 point)

larynx / lungs / vocal cords / pressure / mouth / expiration /  
 cranium / resonator / nose / inspiration

During respiration we take air in, called \_\_\_\_\_, and then expel it, called \_\_\_\_\_. Sound is produced when the of the air coming out of the \_\_\_\_\_ makes two elastic tendons vibrate, called the \_\_\_\_\_, located in the \_\_\_\_\_. This sound is amplified because our body acts as a \_\_\_\_\_. Some of the resonators we use to increase the sound are the \_\_\_\_\_, the \_\_\_\_\_ and the \_\_\_\_\_.

3. Use three of the following adjectives to define the timbre of the voices in the following Listening exercises. (Total 1 point)

delicate, intimate, quiet, agreeable, soft, sweet, passionate,  
 impetuous, vigorous, funny, suggestive, energetic, disagreeable,  
 strident, brilliant, opaque, low, high, nasal, throaty, screaming

Listening 1. \_\_\_\_\_

Listening 2. \_\_\_\_\_

Listening 3. \_\_\_\_\_

Listening 4. \_\_\_\_\_

4. Give the name of the right percussion instrument. (Total 1.5 points)

- a. Percussion instrument with wooden blocks that are struck. \_\_\_\_\_
- b. Percussion instrument with 6 letters that consists of two thick dowels of wood that are struck together. \_\_\_\_\_
- c. Percussion instrument with compound name consisting of two bronze or brass plates that are struck together in one hand. \_\_\_\_\_

5. Give the name of the right percussion instrument. (Total 1 point)

- a. Percussion instrument with metal plaques, with 12 letters. \_\_\_\_\_
- b. Percussion instrument with 8 letters whose name is the same as a geometrical form. \_\_\_\_\_  
 \_\_\_\_\_
- c. Percussion instrument consisting of two concave shells joined on one end by a string, held in the hand to produce clicking noises. \_\_\_\_\_

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**6. Give the name of the right percussion instrument. (Total 1 point)**

- a. Instrument with a simple reed that although it is made of metal, actually belongs to the woodwind instrument family. \_\_\_\_\_
- b. Small instrument in the mixed woodwind family, with 9 letters, that is played with both hands. \_\_\_\_\_
- c. A brass instrument with a telescoping slide mechanism. \_\_\_\_\_

**7. Give the name of the right instrument. (Total 1 point)**

- a. The smallest instrument in the mixed woodwind family, with a bevelled mouthpiece. \_\_\_\_\_
- b. A mixed woodwind instrument with a keyboard, of large size, normally found in churches. \_\_\_\_\_
- c. A brass instrument with coiled tubing and a very large sound-producing bell. \_\_\_\_\_

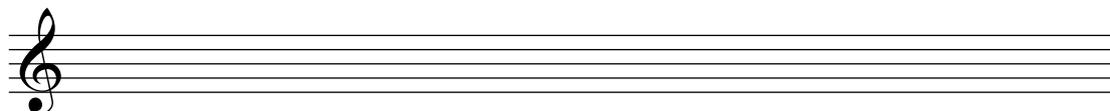
**8. Complete these statements referring to instruments in different historical periods. (Total 1 point)**

- a. With a P: Singing by women and the use of instruments was \_\_\_\_\_
- b. With an L: A plucked string instrument widely used in the Renaissance \_\_\_\_\_
- c. With a J: The first players of profane music in the Middle Ages \_\_\_\_\_
- d. With a C: A characteristic instrument in many works composed in the Baroque period \_\_\_\_\_
- e. With a B: A brass instrument that appeared in the Romantic period \_\_\_\_\_
- f. With a V: The favourite bowed string instrument of the Baroque period \_\_\_\_\_

**9. Circle the accidentals that are incorrect. (Total 1 point)**



Write the above accidentals correctly.



**10. Answer true (T) or false (F). (Total 1 point)**

A sharp is indicated by the sign # and it lowers the pitch of a note by one tone. \_\_\_\_\_

A flat is indicated by the sign b and it lowers the pitch of a note by one semitone. \_\_\_\_\_

A flat is indicated by the sign b and it lowers the pitch of a note by one tone. \_\_\_\_\_

A flat is indicated by the sign # and it raises the pitch of a note by one semitone. \_\_\_\_\_

A natural note is indicated by the sign # and cancels out the effect of a preceding sharp or flat, restoring the note to its original pitch. \_\_\_\_\_

**SOUND COLOR****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “timbre”? (Total 0.5 points)

*It is the quality of sound that allows you to recognise a type of voice or instrument - even if you close your eyes.*

2. Complete the blanks in the following text using the words given in the box, about the vocal tract. (Total 1 point)

larynx / lungs / vocal cords / pressure / mouth / expiration /  
cranium / resonator / nose / inspiration

During respiration we take air in, called *inspiration*, and then expel it, called *expiration*. Sound is produced when the *pressure* of the air coming out of the *lungs* makes two elastic tendons vibrate, called the *vocal cords*, located in the *larynx*. This sound is amplified because our body acts as a *resonator*. Some of the resonators we use to increase the sound are the *mouth*, the *nose* and the *cranium*.

3. Use three of the following adjectives to define the timbre of the voices in the following Listening exercises. (Total 1 point)

delicate, intimate, quiet, agreeable, soft, sweet, passionate,  
impetuous, vigorous, funny, suggestive, energetic, disagreeable,  
strident, brilliant, opaque, low, high, nasal, throaty, screaming

Listening 1. *CD3 - No. 29 Highway to Hell: strident, high, screaming*

Listening 2. *CD3 - No. 30 Sex Bomb: vigorous, energetic, low*

Listening 3. *CD3 - No. 31 Hello Dolly: throaty, low, opaque*

Listening 4. *CD3 - No. 32 I Wanna Be Loved by You: suggestive, funny, sweet*

4. Give the name of the right percussion instrument. (Total 1.5 points)

- a. Percussion instrument with wooden blocks that are struck. *xylophone*
- b. Percussion instrument with 6 letters that consists of two thick dowels of wood that are struck together. *claves*
- c. Percussion instrument with compound name consisting of two bronze or brass plates that are struck together in one hand. *finger cymbals*

5. Give the name of the right percussion instrument. (Total 1 point)

- a. Percussion instrument with metal plaques, with 12 letters. *metallophone*
- b. Percussion instrument with 8 letters whose name is the same as a geometrical form. *triangle*
- c. Percussion instrument consisting of two concave shells joined on one end by a string, held in the hand to produce clicking noises. *castanets*

6. Give the name of the right percussion instrument. (Total 1 point)

- a. Instrument with a simple reed that although it is made of metal, actually belongs to the woodwind instrument family. saxophone
- b. Small instrument in the mixed woodwind family, with 9 letters, that is played with both hands. harmonica
- c. A brass instrument with a telescoping slide mechanism. trombone

7. Give the name of the right instrument. (Total 1 point)

- a. The smallest instrument in the mixed woodwind family, with a bevelled mouthpiece. piccolo
- b. A mixed woodwind instrument with a keyboard, of large size, normally found in churches. organ
- c. A brass instrument with coiled tubing and a very large sound-producing bell. tuba

8. Complete these statements referring to instruments in different historical periods. (Total 1 point)

- a. With a P: Singing by women and the use of instruments was prohibited
- b. With an L: A plucked string instrument widely used in the Renaissance lute
- c. With a J: The first players of profane music in the Middle Ages joglers
- d. With a C: A characteristic instrument in many works composed in the Baroque period clavichord
- e. With a B: A brass instrument that appeared in the Romantic period bombard
- f. With a V: The favourite bowed string instrument of the Baroque period violin

9. Circle the accidentals that are incorrect. (Total 1 point)



Write the above accidentals correctly.



10. Answer true (T) or false (F). (Total 1 point)

A sharp is indicated by the sign # and it lowers the pitch of a note by one tone. F

A flat is indicated by the sign b and it lowers the pitch of a note by one semitone. F

A flat is indicated by the sign b and it lowers the pitch of a note by one tone. F

A flat is indicated by the sign # and it raises the pitch of a note by one semitone. F

A natural note is indicated by the sign # and cancels out the effect of a preceding sharp or flat, restoring the note to its original pitch. F

**THE SUCCESSION OF TONES****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “melody”? (Total 1 point)

\_\_\_\_\_

2. Complete the following sentences using the right words. (Total 1 point)

*greater / higher / fewer / lower / smaller / larger*

- a. The \_\_\_\_\_ the number of waves per second, the \_\_\_\_\_ the pitch.  
 b. The \_\_\_\_\_ the number of waves per second, the \_\_\_\_\_ the pitch.  
 c. A \_\_\_\_\_ body in an instrument produces deeper sounds.  
 d. A \_\_\_\_\_ body in an instrument produces more high-pitched sounds.

3. Who were the names of solfège notes were invented by? On which well-known hymn were they based? In what language were they written? (Total 0.5 points)

\_\_\_\_\_  
\_\_\_\_\_

4. Explain each of the following melody lines. (Total 1 point)

- a. Undulating melody \_\_\_\_\_  
 \_\_\_\_\_  
 b. Zigzag melody \_\_\_\_\_  
 \_\_\_\_\_  
 c. Arch melody \_\_\_\_\_  
 \_\_\_\_\_  
 d. Flat melody \_\_\_\_\_  
 \_\_\_\_\_

5. Listen to the following exercises and say which musical culture they belong to. (Total 1 point)

Hindu music / Chinese music / Arabic music / Flamenco music / Blues

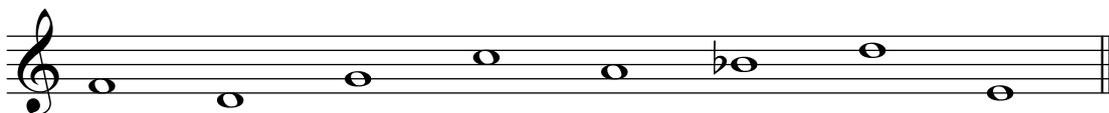
- Listening 1. \_\_\_\_\_ Listening 2. \_\_\_\_\_  
 Listening 3. \_\_\_\_\_ Listening 4. \_\_\_\_\_  
 Listening 5. \_\_\_\_\_

6. Complete the following sentences using the clues given to review the way composers used melody in different musical periods. (Total 1.5 points)

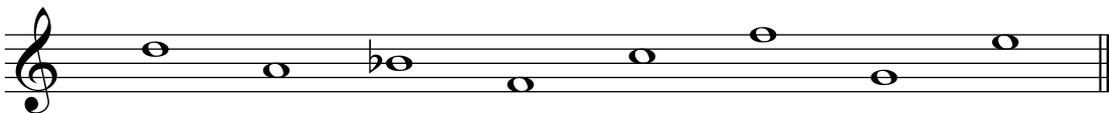
- a. With a V: In the Baroque period, the extraordinary command of vocal and instrumental technique amongst musicians was called \_\_\_\_\_  
 b. With an A: In the 20th century, composers began experimenting and used new compositional techniques such as \_\_\_\_\_

- c. With a P: In the Renaissance the single melody line is accompanied by various melodic lines played simultaneously, giving rise to \_\_\_\_\_
- d. With a P: In the Romantic period, music in this period becomes the vehicle for expressing sentiments of all kinds. This is why composers create melodies that are very \_\_\_\_\_
- e. With an O: In the Middle Ages, the melodies of Gregorian chants are soft and undulating, intended for meditation and \_\_\_\_\_
- f. With a C: In the Classical period there is a return to order and \_\_\_\_\_ in music, with simple melodies that can be played and understood easily.

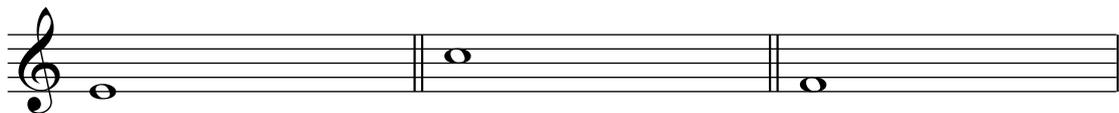
7. Classify the following degrees in the scale and give the name of the scale. (Total 1 point)



8. In the following scale of F, indicate the tonic (T), the mediant (M), the dominant (D) and the leading note (L). (Total 1 point)



9. Write in the correct notes to form the intervals as given. (Total 1 point)



3<sup>a</sup> ascendente

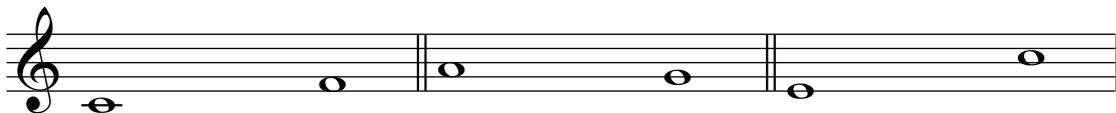
4<sup>a</sup> descendente

5<sup>a</sup> ascendente

10. a. Write in the right note to form a tone (T) or a semitone (ST). (Total 0.5 points)



b. Classify the following intervals. (Total 0.5 points)




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**THE SUCCESSION OF TONES****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “melody”? (Total 1 point)

*Melody is the horizontal succession of sounds with different pitches and durations.*

2. Complete the following sentences using the right words. (Total 1 point)

*greater / higher / fewer / lower / smaller / larger*

- a. The greater the number of waves per second, the higher the pitch.  
 b. The fewer the number of waves per second, the lower the pitch.  
 c. A larger body in an instrument produces deeper sounds.  
 d. A smaller body in an instrument produces more high-pitched sounds.

3. Who were the names of solfège notes were invented by? On which well-known hymn were they based? In what language were they written? (Total 0.5 points)

*Guido d'Arezzo. Hymn to St. John the Baptist. In Latin*

4. Explain each of the following melody lines. (Total 1 point)

- a. Undulating melody *Melody with a line that goes up and down a little bit over short distances, forming a wave-like pattern.*  
 b. Zigzag melody *Melody formed by a line in which there are big “jumps”, that is, notes at wide intervals.*  
 c. Arch melody *Melody that starts with low notes and goes up to high notes, and then goes back down to the low notes in a similar way.*  
 d. Flat melody *Melody in which the line hardly moves either up or down.*

5. Listen to the following exercises and say which musical culture they belong to. (Total 1 point)

Hindu music / Chinese music / Arabic music / Flamenco music / Blues

- Listening 1. CD3 - No 46      Listening 2. CD3 - No 47  
 Listening 3. CD3 - No 48      Listening 4. CD3 - No 49  
 Listening 5. CD3 - No 50

6. Complete the following sentences using the clues given to review the way composers used melody in different musical periods. (Total 1.5 points)

- a. With a V: In the Baroque period, the extraordinary command of vocal and instrumental technique amongst musicians was called virtuosity  
 b. With an A: In the 20th century, composers began experimenting and used new compositional techniques such as atonalism

- c. With a P: In the Renaissance the single melody line is accompanied by various melodic lines played simultaneously, giving rise to polyphony
- d. With a P: In the Romantic period, music is this period becomes the vehicle for expressing sentiments of all kinds. This is why composers create melodies that are very passionate
- e. With an O: In the Middle Ages, the melodies of Gregorian chants are soft and undulating, intended for meditation and prayer
- f. With a C: In the Classical period there is a return to order and clarity in music , with simple melodies that can be played and understood easily.

7. Classify the following degrees in the scale and give the name of the scale. (Total 1 point)

III      I      IV      VII      V      VI      I      II      *Scale of D*

8. In the following scale of F, indicate the tonic (T), the mediant (M), the dominant (D) and the leading note (L). (Total 1 point)

T                      M                      D                      L

9. Write in the correct notes to form the intervals as given. (Total 1 point)

ascending 3rd                      descending 4th                      ascending 5th

10. a. Write in the right note to form a tone (T) or a semitone (ST). (Total 0.5 points)

T                      ST                      T                      ST                      T                      ST

b. Classify the following intervals. (Total 0.5 points)

T    T    ST                      T                      ST    T    T    T    ST

---

*ascending 4th                      descending 2nd                      ascending 6th*

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*2.5 tones                      1 tone                      4 tones*

**MUSICAL TEXTURE****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “texture”? (Total 1 point)

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2. Explain where the word “texture” comes from, its meaning and what it originally referred to. (Total 1 point)

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3. Give the name of the right texture according to the description. (Total: : 1.5 points: 0.5 per question)

a. The type of musical texture with one single melody being supported by a group of instruments

---

b. The texture with only one melody line with no instrumental accompaniment is called

---

c. The type of texture with various melodies sung at the same time and with the same importance

---

4. Answer True (T) or False (F). (Total 1 point)

a. The homophonic texture is formed of various melodic lines of equal importance that progress independently with the same rhythm. \_\_\_\_\_

b. The texture of an accompanied melody is of the kind in which there are no chords played along with the melody. \_\_\_\_\_

c. Counterpoint is a variant of the monophonic texture. \_\_\_\_\_

b. Heterophony is a variant of the monophonic texture. \_\_\_\_\_

5. Answer the following questions on intervals. (Total 1.5 points)

a. You classify intervals by \_\_\_\_\_

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b. A harmonic interval is formed by \_\_\_\_\_ notes that are sounded \_\_\_\_\_

c. Give at least 4 examples of types of intervals. \_\_\_\_\_

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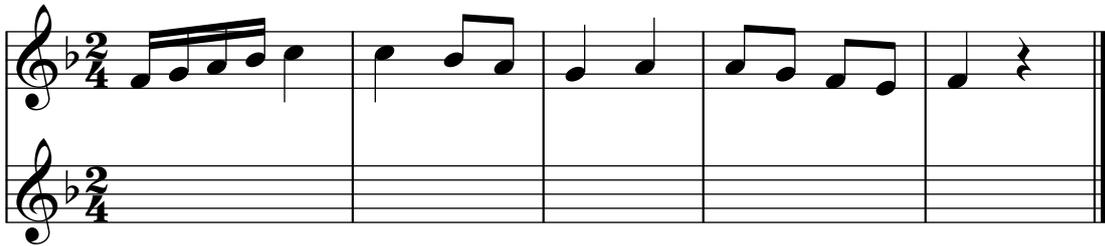
6. Give the historical period corresponding to each definition. (Total 1 point)

a. Songs played by troubadours and joglars, in addition to using a monophonic texture, had a variant called the heterophonic texture \_\_\_\_\_

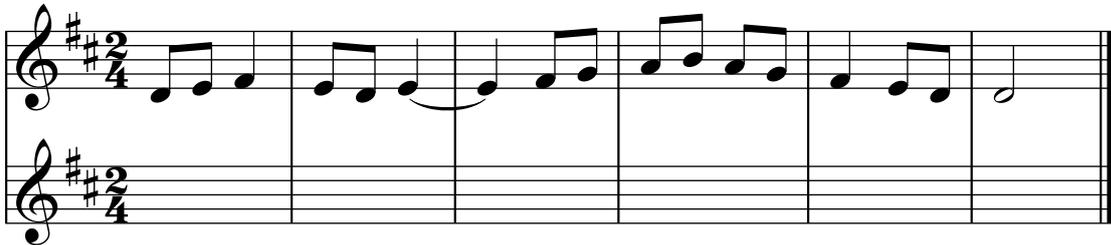
b. Composers abandon all traditional textures in compositions searching for dissonance or only using noise \_\_\_\_\_

- c. Composers use simple, clear melodies, breaking away from the old complex textures that first appeared in the former period. \_\_\_\_\_
- d. A new type of texture was introduced, called the accompanied melody texture, which had one single melody line, either with a voice or an instrument, which was accompanied by harmony using a group of instruments or one single polyphonic instrument. \_\_\_\_\_

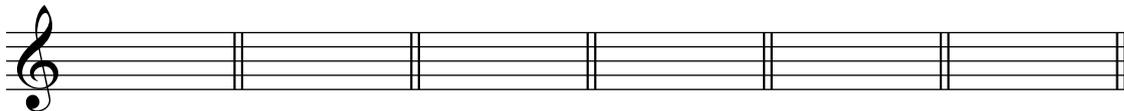
7. Add a second melody to create a song with a homophonic texture. (Total 1 point)



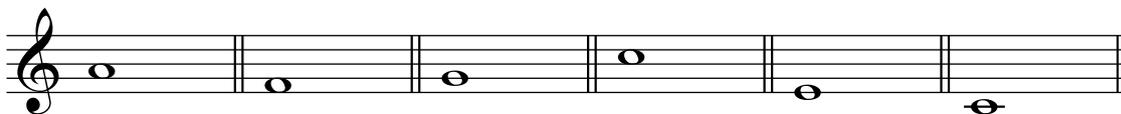
8. Compose a second melody to create a counterpoint texture (Total 1 point)



9. On this staff, write in three melodic intervals and three harmonic intervals. Then indicate their distance. (Total 0.5 points)



10. Write in the right notes to get the intervals as indicated. (Total 1 point)



ascending  
melodic 3th

harmonic 3th

harmonic 5th

descending  
melodic 6th

ascending  
melodic 5th

harmonic 6th

**MUSICAL TEXTURE****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. How do you understand “texture”? (Total 1 point)

*The way melody lines are combined, interconnected and ordered.*

2. Explain where the word “texture” comes from, its meaning and what it originally referred to. (Total 1 point)

*It comes from Latin for “fabric”, referring to the way individual threads are put together and woven into a “cloth”.*

3. Give the name of the right texture according to the description. (Total: : 1.5 points: 0.5 per question)

- a. The type of musical texture with one single melody being supported by a group of instruments  
*accompanied melody*
- b. The texture with only one melody line with no instrumental accompaniment is called  
*monophonic texture*
- c. The type of texture with various melodies sung at the same time and with the same importance  
*polyphonic texture*

4. Answer True (T) or False (F). (Total 1 point)

- a. The homophonic texture is formed of various melodic lines of equal importance that progress independently with the same rhythm. *True*
- b. The texture of an accompanied melody is of the kind in which there are no chords played along with the melody. *True*
- c. Counterpoint is a variant of the monophonic texture. *False*
- b. Heterophony is a variant of the monophonic texture. *True*

5. Answer the following questions on intervals. (Total 1.5 points)

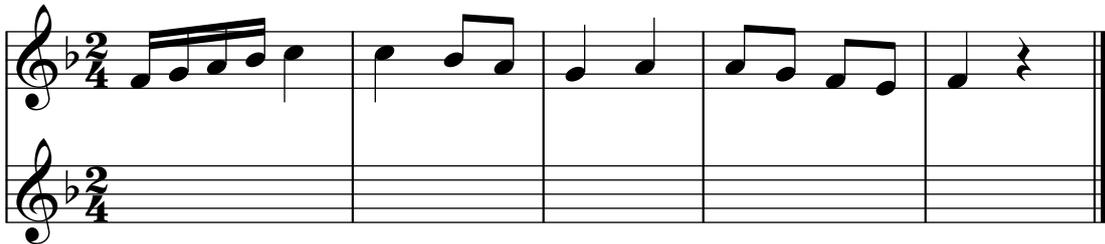
- a. You classify intervals by *counting the number of notes from the lowest to the highest or vice versa.*
- b. A harmonic interval is formed by *two* notes that are sounded *simultaneously*
- c. Give at least 4 examples of types of intervals. *Conjunct, disjunct, altered, natural, simple compound, ascending, descending*

6. Give the historical period corresponding to each definition. (Total 1 point)

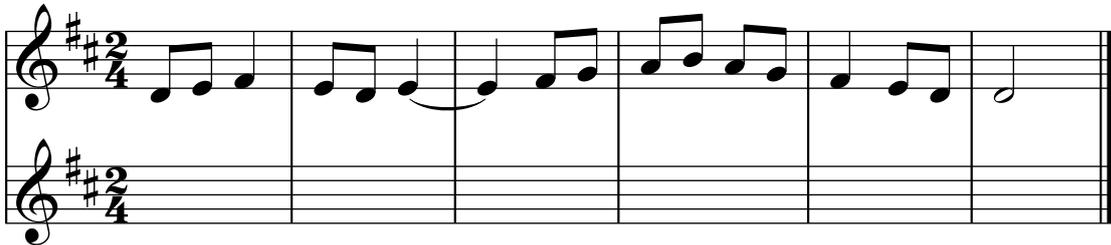
- a. Songs played by troubadours and joglars, in addition to using a monophonic texture, had a variant called the heterophonic texture *Middle Ages*
- b. Composers abandon all traditional textures in compositions searching for dissonance or only using noise *20th century*

- c. Composers use simple, clear melodies, breaking away from the old complex textures that first appeared in the former period. Classicism
- d. A new type of texture was introduced, called the accompanied melody texture, which had one single melody line, either with a voice or an instrument, which was accompanied by harmony using a group of instruments or one single polyphonic instrument. The Baroque

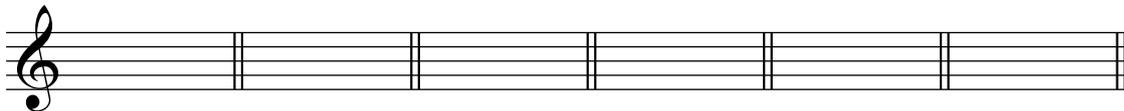
7. Add a second melody to create a song with a homophonic texture. (Total 1 point)



8. Compose a second melody to create a counterpoint texture (Total 1 point)



9. On this staff, write in three melodic intervals and three harmonic intervals. Then indicate their distance. (Total 0.5 points)



10. Write in the right notes to get the intervals as indicated. (Total 1 point)



ascending  
melodic 3th

harmonic 3th

harmonic 5th

descending  
melodic 6th

ascending  
melodic 5th

harmonic 6th

**MUSICAL STRUCTURE****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. What is “musical form”? (Total 0.5 points)

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2. What two things are needed to understand musical form and explain why. (Total 1 point)

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3. Answer these questions on the elements used in constructing a musical form. (Total 3 point. 0.5 points per question)

- a. Musical part that is the transitional musical section used to connect a verse to the chorus. \_\_\_\_\_
- b. This is the “hook”, or title, or the repeated element of the song. The composer makes it sound catchy, enabling you to identify the song at once, and reflecting the general message or idea of the song. \_\_\_\_\_
- c. Part where an instrument plays a melody alone over the accompaniment \_\_\_\_\_
- d. Longer or shorter musical fragment that appears at the beginning of a composition and presents the kind of character the song will have. \_\_\_\_\_
- e. Final part to complete or finish the song. \_\_\_\_\_
- f. Part in which the composer expresses the details or story of the song, or continues the song. There are usually various verses, first, second, etc., with different lyrics using the same music, and followed by the chorus. \_\_\_\_\_

4. Answer these questions on compositional technique. (Total 1.5 point. 0.50 points per question)

- a. Part of a composition that presents a completely new theme (B) that contrasts rhythmically or melodically with the first theme (A) \_\_\_\_\_
- b. Name of the part that repeats the main theme various times, so the listener begins to recognise and memorise it, and will remember it again as it reoccurs throughout the work \_\_\_\_\_
- c. Part of a composition that repeats a theme with slight changes or variations of the rhythm or certain notes, etc. \_\_\_\_\_

5. Give the name of the musical forms described below, indicating their structure with the right letters. (Total 2 point. 0.50 points per question)

- a. Structure divided into two different sections, where the two are clearly contrasted  
Structure in letters: \_\_\_\_\_ Name of form: \_\_\_\_\_
- b. A structure with one theme (verse) which is successively interrupted by different contrasting sections. Structure in letters: \_\_\_\_\_ Form: \_\_\_\_\_
- c. Structure in three sections, in which the central section is different or contrasts with the other two identical sections.  
Structure in letters: \_\_\_\_\_. Name of form: \_\_\_\_\_
- d. Repetition of the same musical theme throughout the entire song, so its structure is described with serial numbers \_\_\_\_\_ as many times as the verse is repeated.  
Name of the form: \_\_\_\_\_

6. Connect each musical form to the right period (Total 1 point)

*Middle Ages / Renaissance / Baroque / Classical period / Romantic period / 20th C*

Free forms: \_\_\_\_\_

Canticle: \_\_\_\_\_

Concerto Grosso: \_\_\_\_\_

Symphonic Poem: \_\_\_\_\_

Pavana: \_\_\_\_\_

Sonata: \_\_\_\_\_

7. Connect the notes with the same duration. (Total 1 point)

**MUSICAL STRUCTURE****ANSWERS****PROGRESS TEST**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Group: \_\_\_\_\_

1. What is “musical form”? (Total 0.5 points)

*It is the medium used by the composer to organise and structure his musical ideas over time, in accordance with an aesthetic principle.*

2. What two things are needed to understand musical form and explain why. (Total 1 point)

*Time: over which sounds are produced; and Memory, so we can retain the musical themes we hear, and recognise them when we hear them again.*

3. Answer these questions on the elements used in constructing a musical form. (Total 3 point. 0.5 points per question)

a. Musical part that is the transitional musical section used to connect a verse to the chorus. \_\_\_\_\_

*Bridge*

b. This is the “hook”, or title, or the repeated element of the song. The composer makes it sound catchy, enabling you to identify the song at once, and reflecting the general message or idea of the song. *Refrain*

c. Part where an instrument plays a melody alone over the accompaniment. \_\_\_\_\_

*Solo*

d. Longer or shorter musical fragment that appears at the beginning of a composition and presents the kind of character the song will have. *Introduction*

e. Final part to complete or finish the song. *Coda*

f. Part in which the composer expresses the details or story of the song, or continues the song. There are usually various verses, first, second, etc., with different lyrics using the same music, and followed by the chorus. *Verse*

4. Answer these questions on compositional technique. (Total 1.5 point. 0.50 points per question)

a. Part of a composition that presents a completely new theme (B) that contrasts rhythmically or melodically with the first theme (A) *contrast*

b. Name of the part that repeats the main theme various times, so the listener begins to recognise and memorise it, and will remember it again as it reoccurs throughout the work *repetition*

c. Part of a composition that repeats a theme with slight changes or variations of the rhythm or certain notes, etc. *variation*

5. Give the name of the musical forms described below, indicating their structure with the right letters. (Total 2 point. 0.50 points per question)

- a. Structure divided into two different sections, where the two are clearly contrasted  
Structure in letters: A-B Name of form: binary
- b. A structure with one theme (verse) which is successively interrupted by different contrasting sections. Structure in letters: A-B-A-C-A-D-A Form: rondó
- c. Structure in three sections, in which the central section is different or contrasts with the other two identical sections.  
Structure in letters: A-B-A. Name of form: ternary
- d. Repetition of the same musical theme throughout the entire song, so its structure is described with serial numbers A-A-A as many times as the verse is repeated.  
Name of the form: primary

6. Connect each musical form to the right period (Total 1 point)

*Middle Ages / Renaissance / Baroque / Classical period / Romantic period / 20th C*

- Free forms: 20th C
- Canticle: Middle Ages
- Concerto Grosso: Baroque
- Symphonic Poem: Romantic period
- Pavana: Renaissance
- Sonata: Classicism

7. Connect the notes with the same duration. (Total 1 point)

