

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Teacher #: \_\_\_\_\_ Written Score \_\_\_\_\_/20

*I promise that on this test I have answered each question myself, without help from my family, another student, teacher, or by looking up answers on the web or in a book.*

Student's Signature: \_\_\_\_\_

**1. Rhythm \_\_\_\_/2**

Add bar lines.

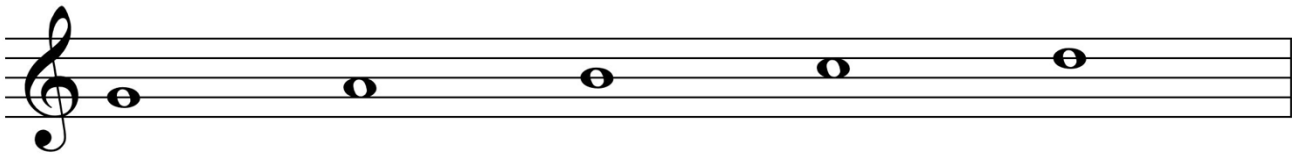
**2. Note names \_\_\_\_/5**

Name the following notes.

**3. Intervals \_\_\_\_/3**Identify each interval as a 2<sup>nd</sup> or 3<sup>rd</sup>.

4. Pentascale \_\_\_\_/4

- Place the correct sharps or flats (or none) in front of the notes to create the **G minor** pentascale.
- Circle the tonic note and label it with  $\hat{1}$ .
- Circle the dominant pitch and label it with  $\hat{5}$ .



5. Triads \_\_\_\_/3

Using whole notes, write these triads. Include any necessary sharps or flats.

A musical staff in treble clef divided into three equal-width boxes. The first box contains a single whole note on the line E4, with the label "E minor" centered below it. The second box is empty, with the label "A major" centered below it. The third box contains a single whole note on the line G4, with the label "G minor" centered below it.

6. Analysis \_\_\_\_/3

Use the piece below to answer these questions.

a. How many beats are in each measure? \_\_\_\_\_

b. This piece has two phrases: phrase A (measures 1-4) and phrase B (measures 5-8).  
Are these two phrases parallel or contrasting? (Circle)

parallel                  contrasting

c. Circle a triad.

1 2 3 4

5 6 7 8

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_ Teacher #: \_\_\_\_\_ Aural Score \_\_\_\_\_/14

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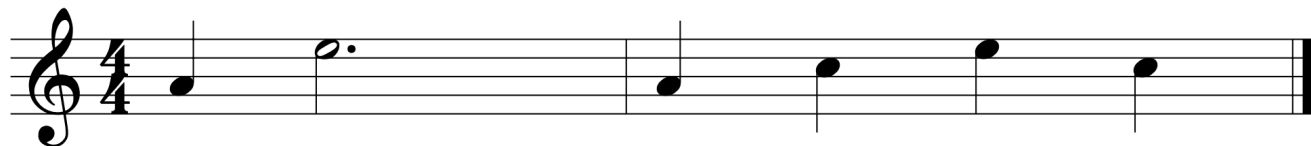
**7. Melodic Identification \_\_\_\_/1**

Listen to a melody played twice. Circle the letter of the melody you hear.

A.



B.

**8. Interval Identification \_\_\_\_/3**

Listen to three intervals played two times each. Circle the correct interval.

Interval 1:                    2<sup>nd</sup>                    3<sup>rd</sup>

Interval 2:                    2<sup>nd</sup>                    3<sup>rd</sup>

Interval 3:                    2<sup>nd</sup>                    3<sup>rd</sup>

**9. Pentascale Identification \_\_\_\_/3**

Listen to three pentascales played two times each. Circle whether it is major or minor.

Pentascale 1:                    major                    minor

Pentascale 2:                    major                    minor

Pentascale 3:                    major                    minor

**10. Triad Identification \_\_\_\_/3**

Listen to three triads played two times each. Circle whether each triad is major or minor.

Triad 1:                    major                    minor

Triad 2:                    major                    minor

Triad 3:                    major                    minor

**11. Rhythmic Identification \_\_\_\_/1**

Listen to a rhythm played two times. Circle the letter of the rhythm you hear.

A.



B.



**12. Form Identification \_\_\_\_/3**

Listen to a short melody played three times. Circle the correct answers to the following questions.

a. The first phrase ends on:

- A. Tonic  $\hat{1}$
- B. Dominant  $\hat{5}$

b. The second phrase ends on:

- A. Tonic  $\hat{1}$
- B. Dominant  $\hat{5}$

c. The two phrases are:

- A. Parallel
- B. Contrasting

**1. Pentascales**

Play the following pentascales hands together.

- A major in parallel motion
- D minor in contrary motion

**2. Triads**

With one hand, play the following triads.

- E major
- G minor
- A minor

**3. Sight Playing and Transposing**

- Clap or tap the rhythm.
- Identify the intervals by size and direction.
- The piece is in a **minor** key. What **minor** pentascale does it use?
- With both hands, play the pentascale in parallel motion.
- Play the piece.
- With both hands, play the **G minor** pentascale in parallel motion.
- Transpose the piece to **G minor**.



#### **4. Pitch Play Back**

Listen to four notes in the **C major** pentascale performed twice. Play back the four notes you hear. The example will start on **C**.

#### **5. Rhythm Play Back**

Listen to a rhythm performed twice. Play or clap back that rhythm.