

Level 2

Teacher Guide

Music Theory

2nd Edition

Minnesota
Music
Teachers
Association



Preface

This Teacher Guide organizes the material in MMTA Theory Workbook Level 2, 2nd edition into a systematic plan so that a student can master all the content through short assignments over a 13-week period. The guide has five parts:

1) Prerequisites and General information

This section:

- outlines what skills students should have before beginning MMTA Theory Level 2.
- gives advice on what skills will need the most attention.

2) Weekly Lesson Plans

This section outlines a 13-week plan with material to be covered at the student's lesson and what should be assigned for homework. The plan assumes all the aural skill training will be done at the lesson. Teachers can ask students to do the aural skill examples at home using the recordings on the MMTA Website; but for Level 2, most students need teacher guidance in how to listen.

3) Supplemental Games and Worksheets

4) Weekly Student Assignments

These assignments are meant to be printed and sent home with the student.

5) Two Sample Tests with answer keys

All pages in this Guide may be reproduced for use in your teaching studio.

Have fun teaching theory!

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Chair, MMTA Theory Development Committee
May 2026

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MMTA Theory 2 – Prerequisites and General Information

Prerequisites for students

The Theory Workbooks are most successful when they are used as a review of concepts rather than the first encounter. For Level 2 students this means that they can:

- Solidly read music on the staff using 2nds, 3rds, 4ths, 5ths and repeated notes, sharps and flats, and eighth/quarter/half/dotted half/whole note rhythms in duple meter over a range from two ledger lines below the bass staff to two ledger lines above the treble staff.
- Play, and recognize within a score, any major or minor pentascale and triad: C, G, F, D, A, E, B, Db, Ab, Eb, Bb, Gb, F# major and c, g, f, d, a, e, b, c#, g#, eb, bb, f# minor.
- Play the tonic and dominant pitches or chords in any key. These can be played in multiple ways:

The image shows a musical staff in bass clef with a 4/4 time signature. It contains seven measures of music. The first measure is a whole note chord labeled 'I' (C major). The second measure is a whole note chord labeled 'V' (G major). The third measure is a whole note chord labeled 'V' (G major). The fourth measure is a whole note chord labeled 'V' (G major). The fifth measure is a whole note chord labeled 'V' (G major). The sixth measure is a whole note chord labeled 'I' (C major). The seventh measure is a whole note chord labeled 'V' (G major). Below the staff, the labels 'C: I V V V V I V' are aligned with the measures.

- Harmonize a right-hand melody, written within a pentascale, using the tonic and dominant pitches or chords in the left hand. The tonic and dominant can be played in any of the ways listed above.

Most students have encountered these concepts after they have entered a Level 2B piano method book. Most Level 2B methods have students reading 6ths and moving the hand beyond the pentascale pattern, so the MMTA Theory 2 sightreading will feel easier than their method book.

Activities to do *before* starting Theory 2 Workbook:

Pentascals and Triads

- Understand the half and whole step pattern for major pentascals:
Tonic -Whole-Whole-Half-Whole
- Understand how to change a major triad or pentascale to minor by lowering the middle note half a step.
- Be able to play any major or minor pentascale hands together in parallel motion, ending with the tonic triad: C, G, F, D, A, E, B, Db, Ab, Eb, Bb, Gb, F# major and c, g, f, d, a, e, b, c#, g#, eb, bb, f# minor.
- Memorize the shape and tactile feel of the pentascale. In other words, if the student's hands are resting in their lap and the teacher says, "Right hand, Eb major, Go!" can the student immediately place their hand over the correct keys?

- Be able to name the notes of the pentascale while playing it. This clarifies whether the black keys are sharps or flats.
- Understand that the letters do not change between the E major, Eb major, E minor and Eb minor triads and similar triads. Only the sharps or flats change.

Sightread and Transpose

- Sightread many pieces at the level of their method books.
- Transpose many pieces in which both hands use the same pentascale.

General Information:

- For most students, the most difficult skills in Level 2 are:
 - writing pentascales and triads
 - sightreading/transposing
 - harmonizing with tonic and dominant
 - Play Backs and Clap Backs
 - rhythmic dictation

These skills are given more repetition in the lesson plan outline.

- Play Backs and Clap Backs are included in the workbooks and lesson plans, but they are not included in the exams. The ability to hear a melody or rhythm and play it back is a very important skill which helps in the development of melodic and rhythmic dictation skills. Students should master the exercises in the workbook even though they are not tested on them.
- Repetition is built into the curriculum. Some students will need to do all the exercises in the lesson plans; others will not. The teacher should adjust the plans to fit the needs of each individual student.
- Supplemental worksheets are included for students who need more repetition.

MMTA Theory 2 Exam Preparation: 13 Week Lesson Plans

Week 1: At lesson

- Play Backs and Clap Backs pp.70-71. Do 2 or 3 of each.
- Rhythms pp.1-2. Do together at the lesson.
- Intervals of 2nd, 3rd and 4th writing and reading. pp.18-19. Do a few examples.

Assignment for Home

Keyboard:

- Play major pentascales Db, Ab, Eb major in parallel motion. End with the tonic triad.

Written:

- Rhythm p.3 #1, #2, #3
- Rhythm p.4 #7, #8, #9
- Pitches p.6 Do all.
- Intervals pp.18-19. Finish all the examples.

Aural:

- Sing Intervals
Play middle C. Sing a 2nd above. Play D to check if you are correct.
Repeat with a 3rd, 4th, and 5th.
Repeat but randomize the order of the intervals.

Week 2: At lesson

- Play Backs and Clap Backs pp.70-71. Do 2 or 3 of each.
- Review Ledger Lines pp.7-8
- Review whole and half steps p.11
- Practice writing pentascales and finding the tonic and dominant. p.12. Do together.
- Interval of 5th writing and reading p.20. Do a few examples together.
- Aural Skills: Identification of M2, M3, P4, P5 p.48. Do sets 1, 2, 3.

Assignment for Home

Keyboard:

- Play major pentascales B, Bb, Gb/F# major in parallel motion. End with the tonic triad.

Written:

- Rhythm p.3 #4, #5, #6
- Rhythm p.4 #10, #11, #12
- Pitches pp.7-8. Do all.
- Whole/Half Steps p.11. Do all.
- Intervals p.20. Finish the all the examples.

Aural:

- Sing Intervals as described in Week 1.

Week 3: At lesson

- Play Backs and Clap Backs pp.70-71. Do 2 or 3 of each.
- Practice writing major pentascales and finding the tonic and dominant p.13. Do together.
- Aural Skills: Identification of Intervals p.48. Do sets 4, 5, 6.

Assignment for Home

Keyboard:

- Play major pentascales Db, Ab, Eb, Bb, B, Gb/F# major in parallel motion. End with the tonic triad.

Written:

- Rhythm p.5 #13, #14
- Pitches p.9 #1, #2
- Pitches p.10 #7, #8
- Pentascales p.15 #1, #2
- Intervals p.21 #1, #2
- Intervals p.22 #7, #8

Aural:

- Sing intervals as described in Week 1.

Week 4: At lesson

- Play Backs and Clap Backs pp.70-71. Do 2 of each.
- Practice writing minor pentascales and finding the tonic and dominant. p.14. Do together.
- Aural Skills: Identification of major/minor pentascales p.47. Do 2 or 3.
- Aural Skills: Identification of major/minor chords p.49. Do 2 or 3.
- Aural Skills: Identification of intervals p.48. Do sets 7, 8.

Assignment for Home

Keyboard:

- Play pentascales C#, F#, G#, Eb, Bb, B minor in parallel motion. End with the tonic triad.

Written:

- Rhythm p.5 #13, #14
- Pitches p.9 #3, #4
- Pitches p.10 #9
- Pentascales p.15 #3, #4, #5
- Intervals p.21 #3, #4
- Intervals p.22 #9, #10

Aural:

- Sing intervals as described in Week 1.

Week 5: At lesson

- Play Backs and Clap Backs pp.70-71. Do 2 of each.
- Sightread and Transpose p.59 #1. Do all steps listed at the top of p.59.
- Aural Skills: Rhythmic Dictation p.50 (teacher p.95). Do 2 or 3.
- Aural Skills: Identification of Intervals p.48 (teacher p.92). Do sets 9 and 10.

Assignment for Home

Keyboard:

- Play any minor pentascale in parallel motion. End with the tonic triad.
- Sightread and Transpose p.60 #2 and #3. Do all the steps at the top of p.59.

Written:

- Pitches pp.9-10 #5, #6
- Pitches p.10 #10
- Pentascales p. 16 #6 - #11
- Intervals p.21 #5, #6
- Intervals p.22 #11, #12

Week 6: At lesson

- Harmonize p.67. Do example in C minor together using the steps at the top of p.67.
- Aural Skills: Rhythmic Dictation p.50 (teacher p.95). Do 2 or 3.
- Aural Skills: Melodic Dictation p.53 (teacher p.97). Do 2 or 3.
- Triad writing p.24. Do #1 and #2 together.

Assignment for Home

Keyboard:

- Play any major or minor pentascale in parallel motion. End with the tonic triad.
- Sightread and Transpose p.61 #4. Do all the steps at the top of p.59.
- Harmonize p.68 #1, #2. Do all the steps at the top of p.67.

Written:

- Pentascales p.17 #13, #14
- Triads p.23. Do all exercises.
- Triads p.24 #3
- Analysis #1, p.37

Week 7: At lesson

- Harmonize p.68 #3 using all steps listed at the top of p.67.
- Aural Skills: Rhythmic Dictation p.50 (teacher p.95). Do 2 or 3.
- Aural Skills: Melodic Dictation p.53 (teacher p.97). Do 2 or 3.
- Triad writing p.25. Do #1 and #2 together.
- Triad writing patterns p.26. Answer questions together.
- Melody and Harmony pp.29-30. Read and do examples together.

Assignment for Home

Keyboard:

- Play any major or minor pentascale in parallel motion. End with the tonic triad.
- Sightread and Transpose p.61 #5. Do all the steps at the top of p.59.
- Harmonize p.68 #4. Do all the steps at the top of p.67.

Written:

- Pentascales p.17 #15-#17
- Triads p.26. Answer all questions.
- Triads p.27. Do all.
- Analysis #2 p.38

Week 8: At lesson

- Sightread and Transpose p.62 #6. Do all the steps at the top of p.59.
- Aural Skills: Rhythmic Dictation p.50 (teacher p.95). Do 2 or 3.
- Aural Skills: Melodic Dictation p.53 (teacher p.97). Do 2 or 3.
- Aural Skills: Phrase and Form p.55 (teacher p.99). Do 2.
- Writing skill: Harmonizing with tonic and dominant p.31. Do all together.

Assignment for Home

Keyboard:

- Play any major or minor pentascale in parallel motion. End with the tonic triad.
- Sightread and Transpose p.62 #7. Do all the steps at the top of p.59.
- Harmonize p.68 #5. Do all the steps at the top of p.67.

Written:

- Triads p.28 #6, #7
- Harmonization p.32 #1, #2
- Analysis #3 pp.39-40

Week 9: At lesson

- Play Backs and Clap Backs pp.70-71. Do 2 of each.
- Harmonize p.69 #6
- Aural Skills: Rhythmic Dictation p.50 (teacher p.95). Do 2 or 3.
- Aural Skills: Phrase and Form p.55 (teacher p.99). Do 2.

Assignment for Home

Keyboard:

- Play any major or minor triad without playing the pentascale first.
- Sightread and Transpose p.63 #8. Do all the steps at the top of p.59.
- Harmonize p.69 #7. Do all the steps at the top of p.67.

Written:

- Triads p.29 #8, #9, #10
- Harmonization pp.33-34 #3, #4, #5
- Analysis #4 pp.41-42

Week 10: At lesson

- Sightread and Transpose p.63 #9. Do all the steps at the top of p.59.
- Aural Skills: Interval Identification p.48 (teacher p.92). Sets 11 and 12.
- Aural Skills: Rhythmic Dictation p.50 (teacher p.95). Do 2 or 3.
- Aural Skills: Phrase and Form p.55 (teacher p.99). Do 2.

Assignment for Home

Keyboard:

- Play any major or minor triad without playing the pentascale first.
- Sightread and Transpose p.64 #10. Do all the steps at the top of p.59.
- Harmonize p.69 #8. Do all the steps at the top of p.67.

Written:

- Harmonization pp.34-35 #6, #7, #8
- Analysis #5 pp.43-44

Week 11: At lesson

- Sightread and Transpose p.64 #11
Give the Sample Aural Test. pp.75-76 (teacher pp.103-104)

Assignment for Home

Keyboard:

- Play any major or minor pentascale in parallel motion. End with the tonic triad.
- Sightread and Transpose p.65 #12. Do all the steps at the top of p.59.
- Harmonize p.69 #9, #10. Do all the steps at the top of p.67.

Written:

- Analysis #6 pp.45-46

Week 12: At lesson

- Sightread and Transpose p.65 #13
- Aural Skills: Interval Identification p.48 (teacher p.92). Sets 13 and 14
- Aural Skills: Rhythmic Dictation p.50 (teacher p.95). Do 2 or 3.
- Give the Sample Keyboard Test pp.77- 79 (teacher pp.105-106)

Assignment for Home

Keyboard:

- Play any major or minor pentascale in parallel motion. End with the tonic triad.
- Play any major or minor triad without playing the pentascale first.
- Sightread and Transpose p.66 #14. Do all the steps at the top of p.59.
- Harmonize p.69 #11, #12. Do all the steps at the top of p.67.

Written:

- Take the Sample Written Test pp.72-74. Do not use a piano.

Week 13: At lesson

- Sightread and Transpose p.66 #15. Do all the steps at the top of p.59.
- Review Aural skills that are weak.
- Review writing triads and pentascales.
- Give another Aural and Keyboard Sample Test.

Assignment for Home

Keyboard:

- Play any major or minor pentascale in parallel motion. End with the tonic triad.
- Play any major or minor triad without playing the pentascale first.
- Sightread and Transpose p.59-66. Review one or two exercises. Do all the steps at the top of p.59.

Written:

- Practice writing any major or minor pentascale.
- Practice writing any major or minor triad.
- Take another written Sample Test.

Take the Level 2 Theory Exam with confidence!

Supplemental Materials

Recipe for Writing Pentascales

1. Draw the tonic note.
2. Draw 4 more notes ascending by steps (line-space-line-space).
3. Write under the notes T W W H W for major, T W H W W for minor.
4. Check that the name of the first note is the same name as the key (name it).
5. Using the pattern, alter each next note (if needed) with # or *b* to match the pattern.
6. Check the pentascale by playing it on the piano.
7. Name the tonic note.
8. Name the dominant note.

Recipe for Writing Triads

1. Draw the root.
2. Build a “snowman” by drawing third and a fifth above the root (all lines or all spaces).
3. Mark the root with a # or *b*, if indicated by the key.
4. Mark the top note with the same, UNLESS the root is a B or *Bb*
5. If the root is B, the top note is F#. If the root is *Bb*, the top note is F.
6. Figure out the middle note:
 - a. If the triad is major, the middle note is 4 half steps up from the bottom.
 - b. If triad is minor, the middle note is 3 half steps up from bottom note.

Game for reinforcing Theory 2 concepts

Pentascala/Triad Dice game

Purpose: review playing and writing pentascals and triads.

Equipment needed:

- One dice with the letters *Bb*, *B*, *Gb/F#/f#*, *Db/c#*, *Ab/g#*, *Eb* written, one on each side.
- One dice with the letters *C*, *D*, *E*, *F*, *G*, *A* written, one on each side.
- One regular playing dice
- Penny
- Blank staff paper

How the game works:

- Roll one dice with letters. This is your tonic note.
- Flip the coin.
 - Heads = major
 - Tails = minor
- Roll the regular dice. This tells you your activity.

#1. Play pentascala in parallel motion.

#2. Play the triad.

#3. Name the tonic note and name the dominant note.

#4. Write the pentascala on staff paper.

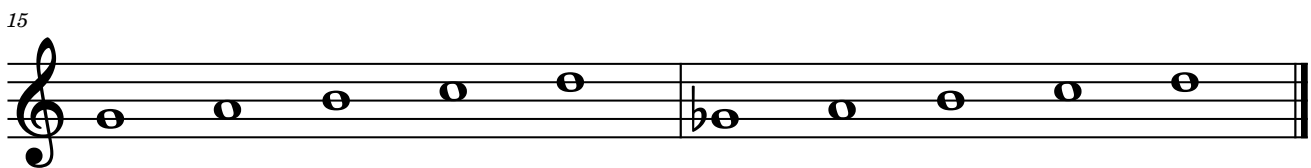
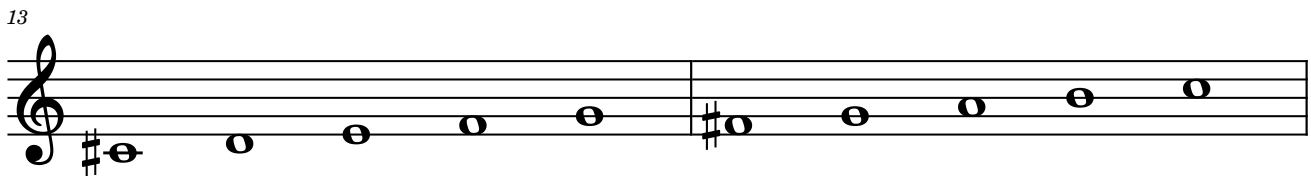
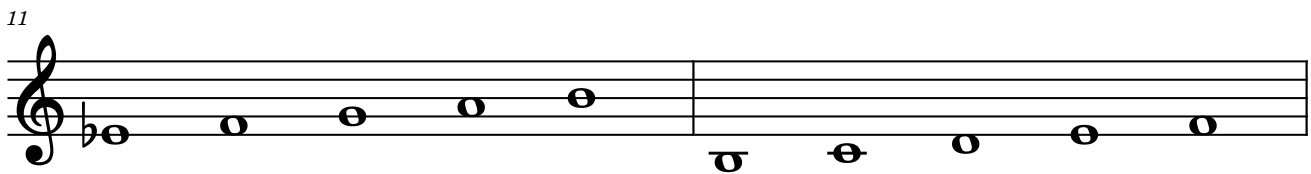
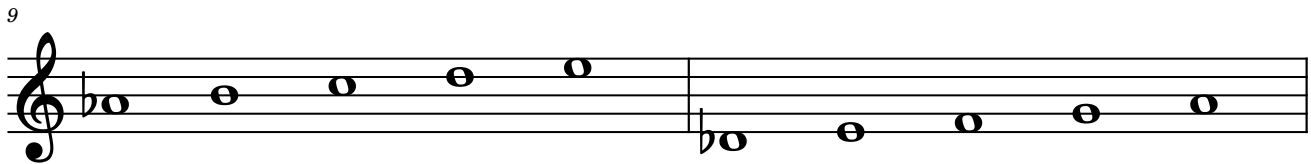
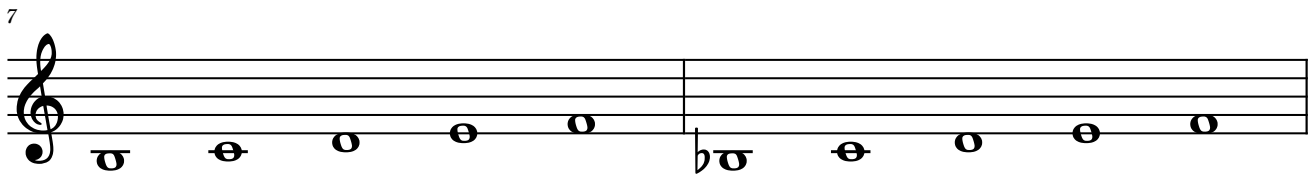
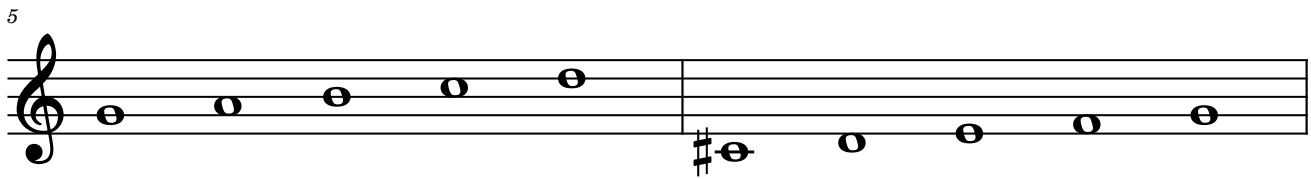
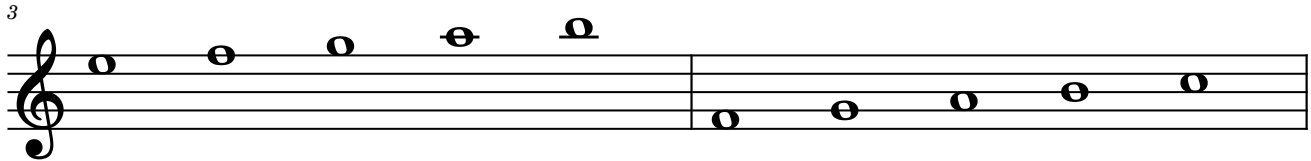
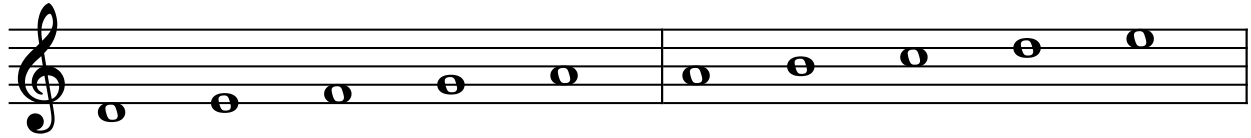
#5. Write the triad on staff paper.

#6. Your choice.

This game can be part of the student's daily assignment starting in Week 8.

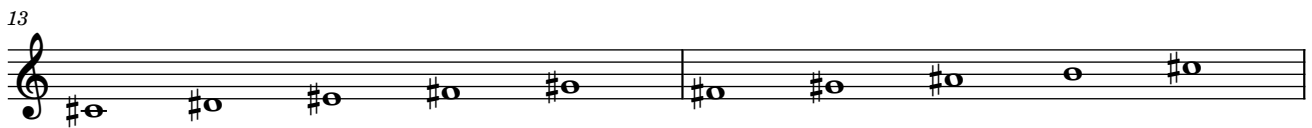
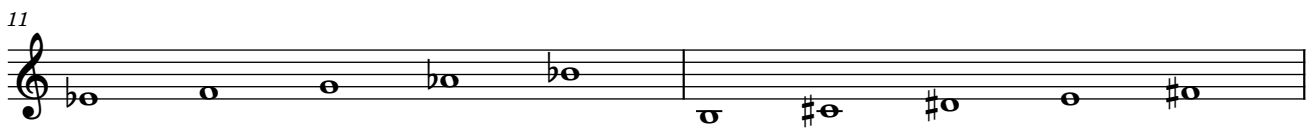
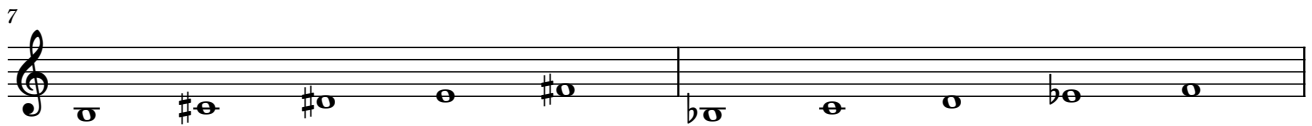
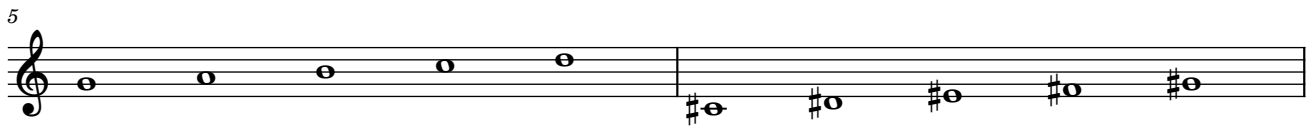
Major Pentascales

Add sharps or flats to make these pentascales major.



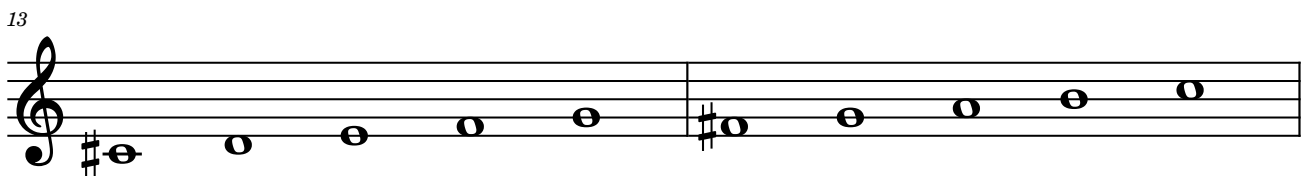
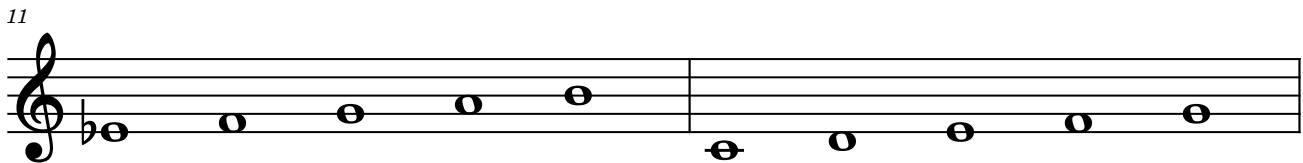
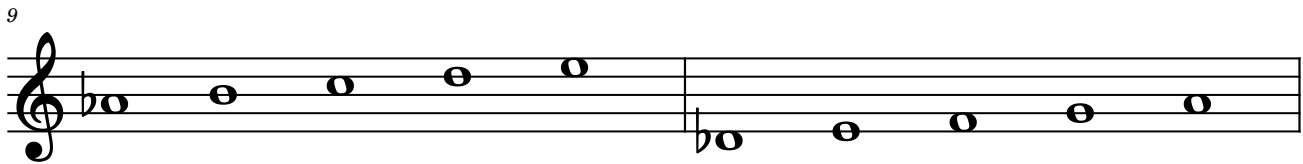
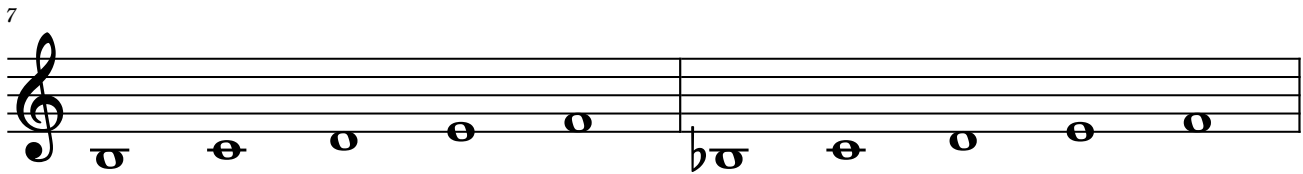
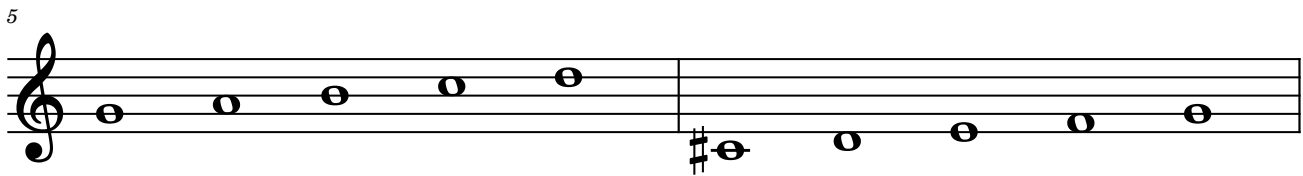
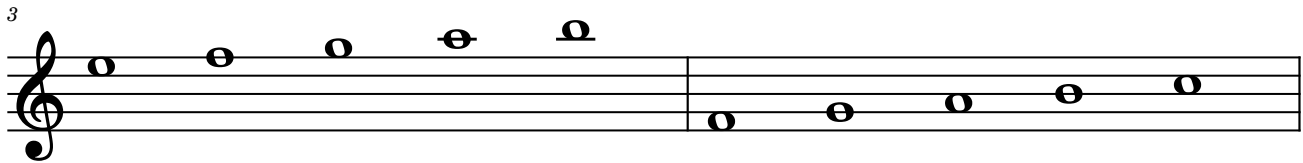
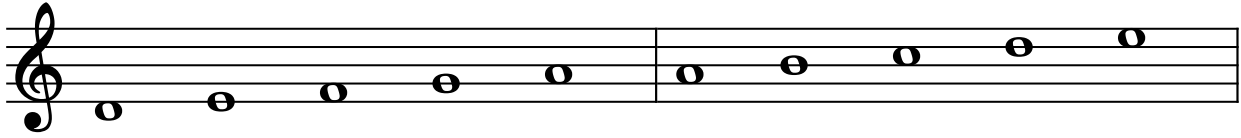
Major Pentascales

Answer Key



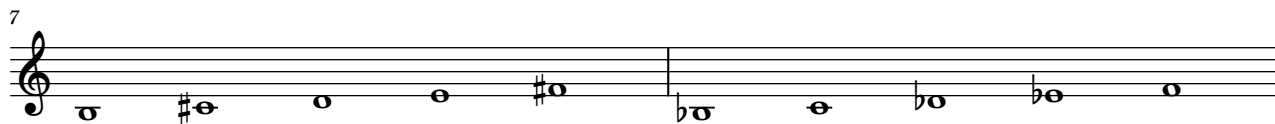
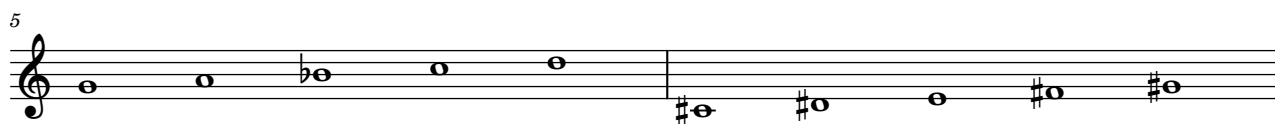
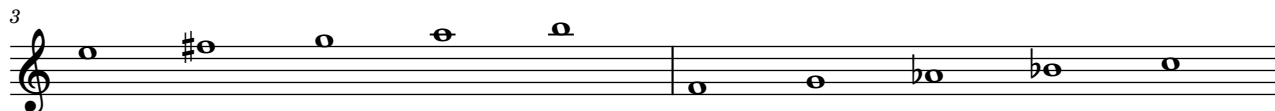
Minor Pentascales

Add sharps or flats to make these pentascales minor.



Minor Pentascales

Answer Key



Major Triads

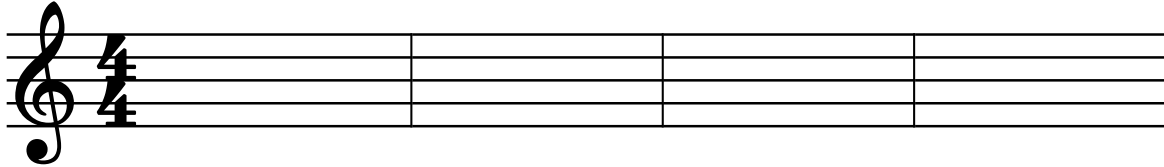
Write major triads using whole notes. Be sure to check the clef.

D

D \flat

B

B \flat



E

E \flat

F

F \sharp

5



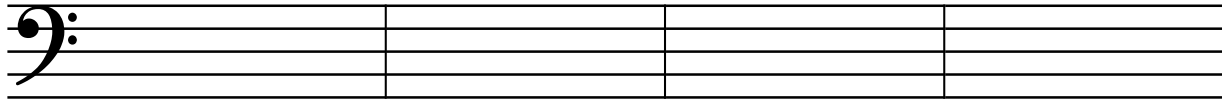
G

G \flat

A

A \flat

9



E

B

E \flat

B \flat

G \flat

13



A

F

D \flat

B

F \sharp

18



Answer Key:

Major Triads

Write major triads using whole notes. Be sure to check the clef.

D D \flat B B \flat

5 E E \flat F F \sharp

9 G G \flat A A \flat

13 E B E \flat B \flat G \flat

18 A F D \flat B F \sharp



MMTA Theory Level 2

Assignment #1 Date _____

- Each day play two of these pentascales in parallel motion. End with the tonic triad.

Db major Ab major Eb major

- ___ p.3 #1, #2, #3
- ___ p.4 #7, #8, #9
- ___ p.6. Do all.
- ___ pp.18-19. Finish all the examples.
- Sing intervals every day.

Play middle C. Sing a 2nd above. Play D to check if you are correct.
Play middle C. Sing a 3rd above. Play E to check if you are correct.
Repeat with 4th, 5th.
Repeat in different orders.



MMTA Theory Level 2

Assignment #2 Date _____

- Each day play two of these pentascales in parallel motion. End with the tonic triad.

B major Bb major Gb/F# major

- ___ p.3 #4, #5, #6
- ___ p.4 #10, #11, #12
- ___ pp.7-8. Do all.
- ___ p.11. Do all.
- ___ p.20. Finish all the examples.
- Sing intervals every day.

Play middle C. Sing a 2nd above. Play D to check if you are correct.

Play middle C. Sing a 3rd above. Play E to check if you are correct.

Repeat with 4th, 5th.

Repeat in different orders.



MMTA Theory Level 2

Assignment #3 Date _____

- Each day play two of these pentascales in parallel motion. End with the tonic triad.

Db major Ab major Eb major

B major Bb major Gb/F# major

- ___ p.5 #13, #14
- ___ p.9 #1, #2
- ___ p.10 #7, #8
- ___ p.15. #1, #2
- ___ p.21 #1, #2
- ___ p.22 #7, #8

- Sing intervals every day.

Play middle C. Sing a 2nd above. Play D to check if you are correct.
Play middle C. Sing a 3rd above. Play E to check if you are correct.
Repeat with 4th, 5th.
Repeat in different orders.



MMTA Theory Level 2

Assignment #4 Date _____

- Each day play two of these pentascales in parallel motion. End with the tonic triad.

C# minor G# minor F# minor

B minor Bb minor Eb minor

- ___ p.5 #13, #14
- ___ p.9 #3, #4
- ___ p.10 #9
- ___ p.15 #3, #4, #5
- ___ p.21 #3, #4
- ___ p.22 #9, #10
- Sing intervals every day.

Play middle C. Sing a 2nd above. Play D to check if you are correct.
Play middle C. Sing a 3rd above. Play E to check if you are correct.
Repeat with 4th, 5th.
Repeat in different orders.



MMTA Theory Level 2

Assignment #5 Date _____

- Each day play two of these pentascales in parallel motion. End with the tonic triad.

C# minor G# minor F# minor

B minor Bb minor Eb minor

C minor G minor F minor

D minor A minor E minor

- Sightread and Transpose

___ p.60 #2. Do all the steps at the top of p.59.

___ p.60 #3. Do all the steps at the top of p.59.

- ___ pp.9-10 #5, #6
- ___ p.10 #10
- ___ p.16 #6-#11
- ___ p.21 #5, #6
- ___ p.22 #11, #12



MMTA Theory Level 2

Assignment #6 Date _____

- Each day play three of these pentascales in parallel motion. End with the tonic triad.

C# minor G# minor F# minor B minor Bb minor Eb minor

C minor G minor F minor D minor A minor E minor

Db major Ab major Eb major Bb major Gb major B major

F# major G major F major D major A major E major

- Sightread and Transpose

____ p.61 #4. Do all the steps at the top of p.59.

- Harmonize

____ p.68 #1. Do all the steps at the top of p.67.

____ p.68 #2. Do all the steps at the top of p.67.

- ____ p.17 #13, #14
- ____ p.23. Do all.
- ____ p.24 #3
- ____ p.37 Analysis #1. Answer all the questions.



MMTA Theory Level 2

Assignment #7 Date _____

- Each day play three of these pentascales in parallel motion. End with the tonic triad.

C# minor G# minor F# minor B minor Bb minor Eb minor

C minor G minor F minor D minor A minor E minor

Db major Ab major Eb major Bb major Gb major B major

F# major G major F major D major A major E major

- Sightread and Transpose

____ p.61 #5. Do all the steps at the top of p.59.

- Harmonize

____ p.68 #4. Do all the steps at the top of p.67.

- ____ p.17 #15, #16, #17
- ____ p.26. Answer all the questions.
- ____ p. 27. Do all.
- ____ p. 38 Analysis #2. Answer all the questions.



MMTA Theory Level 2

Assignment #8 Date _____

- Each day play three of these pentascales in parallel motion. End with the tonic triad.

<input type="checkbox"/>	C# minor	<input type="checkbox"/>	G# minor	<input type="checkbox"/>	F# minor	<input type="checkbox"/>	B minor	<input type="checkbox"/>	Bb minor	<input type="checkbox"/>	Eb minor
<input type="checkbox"/>	C minor	<input type="checkbox"/>	G minor	<input type="checkbox"/>	F minor	<input type="checkbox"/>	D minor	<input type="checkbox"/>	A minor	<input type="checkbox"/>	E minor
<input type="checkbox"/>	Db major	<input type="checkbox"/>	Ab major	<input type="checkbox"/>	Eb major	<input type="checkbox"/>	Bb major	<input type="checkbox"/>	Gb major	<input type="checkbox"/>	B major
<input type="checkbox"/>	F# major	<input type="checkbox"/>	G major	<input type="checkbox"/>	F major	<input type="checkbox"/>	D major	<input type="checkbox"/>	A major	<input type="checkbox"/>	E major

- Sightread and Transpose

_____p.62 #7. Do all the steps at the top of p.59.

- Harmonize

_____p.68 #5. Do all the steps at the top of p. 67.

- ____p.28 #6, #7
- ____p.32 #1, #2
- ____pp.39-40 Analysis #3. Answer all the questions.



MMTA Theory Level 2

Assignment #9 Date _____

- Each day play three triads in **root** position without playing the pentascale first.

<input type="checkbox"/>	C# minor	<input type="checkbox"/>	G# minor	<input type="checkbox"/>	F# minor	<input type="checkbox"/>	B minor	<input type="checkbox"/>	Bb minor	<input type="checkbox"/>	Eb minor
<input type="checkbox"/>	C minor	<input type="checkbox"/>	G minor	<input type="checkbox"/>	F minor	<input type="checkbox"/>	D minor	<input type="checkbox"/>	A minor	<input type="checkbox"/>	E minor
<input type="checkbox"/>	Db major	<input type="checkbox"/>	Ab major	<input type="checkbox"/>	Eb major	<input type="checkbox"/>	Bb major	<input type="checkbox"/>	Gb major	<input type="checkbox"/>	B major
<input type="checkbox"/>	F# major	<input type="checkbox"/>	G major	<input type="checkbox"/>	F major	<input type="checkbox"/>	D major	<input type="checkbox"/>	A major	<input type="checkbox"/>	E major

- Sightread and Transpose

_____p.63 #8. Do all the steps at the top of p.59.

- Harmonize

_____p.69 #7. Do all the steps at the top of p.67.

- ____p.29 #8, #9, #10
- ____pp.33-34 #3, #4, #5
- ____pp.41-42 Analysis #4. Answer all the questions.



MMTA Theory Level 2

Assignment #10 Date _____

- Each day play three triads in **root** position without playing the pentascale first.

C# minor G# minor F# minor B minor Bb minor Eb minor

C minor G minor F minor D minor A minor E minor

Db major Ab major Eb major Bb major Gb major B major

F# major G major F major D major A major E major

- Sightread and Transpose

_____ p.64 #10. Do all the steps at the top of p.59.

- Harmonize

_____ p.69 #8. Do all the steps at the top of p.67.

- _____ pp.34-35 #6, #7, #8
- _____ pp.43-44 Analysis #5. Answer all the questions.



MMTA Theory Level 2

Assignment #11 Date _____

- Each day play two of these pentascales in parallel motion. End with the tonic triad.

<input type="checkbox"/> C# minor	<input type="checkbox"/> G# minor	<input type="checkbox"/> F# minor	<input type="checkbox"/> B minor	<input type="checkbox"/> Bb minor	<input type="checkbox"/> Eb minor
<input type="checkbox"/> C minor	<input type="checkbox"/> G minor	<input type="checkbox"/> F minor	<input type="checkbox"/> D minor	<input type="checkbox"/> A minor	<input type="checkbox"/> E minor
<input type="checkbox"/> Db major	<input type="checkbox"/> Ab major	<input type="checkbox"/> Eb major	<input type="checkbox"/> Bb major	<input type="checkbox"/> Gb major	<input type="checkbox"/> B major
<input type="checkbox"/> F# major	<input type="checkbox"/> G major	<input type="checkbox"/> F major	<input type="checkbox"/> D major	<input type="checkbox"/> A major	<input type="checkbox"/> E major

- Sightread and Transpose

_____p.65 #12. Do all the steps at the top of p.59.

- Harmonize

_____p.69 #9, #10. Do all the steps at the top of p.67.

- ____pp.45-46 Analysis #6. Answer all the questions.



MMTA Theory Level 2

Assignment #12 Date _____

- Each day play three of these pentascales in parallel motion. End with the tonic triad.

<input type="checkbox"/>	C# minor	<input type="checkbox"/>	G# minor	<input type="checkbox"/>	F# minor	<input type="checkbox"/>	B minor	<input type="checkbox"/>	Bb minor	<input type="checkbox"/>	Eb minor
<input type="checkbox"/>	C minor	<input type="checkbox"/>	G minor	<input type="checkbox"/>	F minor	<input type="checkbox"/>	D minor	<input type="checkbox"/>	A minor	<input type="checkbox"/>	E minor
<input type="checkbox"/>	Db major	<input type="checkbox"/>	Ab major	<input type="checkbox"/>	Eb major	<input type="checkbox"/>	Bb major	<input type="checkbox"/>	Gb major	<input type="checkbox"/>	B major
<input type="checkbox"/>	F# major	<input type="checkbox"/>	G major	<input type="checkbox"/>	F major	<input type="checkbox"/>	D major	<input type="checkbox"/>	A major	<input type="checkbox"/>	E major

- Each day play three triads in **root** position without playing the pentascale first.

<input type="checkbox"/>	C# minor	<input type="checkbox"/>	G# minor	<input type="checkbox"/>	F# minor	<input type="checkbox"/>	B minor	<input type="checkbox"/>	Bb minor	<input type="checkbox"/>	Eb minor
<input type="checkbox"/>	C minor	<input type="checkbox"/>	G minor	<input type="checkbox"/>	F minor	<input type="checkbox"/>	D minor	<input type="checkbox"/>	A minor	<input type="checkbox"/>	E minor
<input type="checkbox"/>	Db major	<input type="checkbox"/>	Ab major	<input type="checkbox"/>	Eb major	<input type="checkbox"/>	Bb major	<input type="checkbox"/>	Gb major	<input type="checkbox"/>	B major
<input type="checkbox"/>	F# major	<input type="checkbox"/>	G major	<input type="checkbox"/>	F major	<input type="checkbox"/>	D major	<input type="checkbox"/>	A major	<input type="checkbox"/>	E major

- Sightread and Transpose

_____ p.66 #14. Do all the steps at the top of p.59.

- Harmonize

_____ p.69 #11, #12. Do all the steps at the top of p.67.

- _____ pp.72-74. Take the Sample Written Test. Do not use a piano.



MMTA Theory Level 2

Assignment #13 Date _____

- Each day play three of these pentascales in parallel motion. End with the tonic triad.

<input type="checkbox"/>	C# minor	<input type="checkbox"/>	G# minor	<input type="checkbox"/>	F# minor	<input type="checkbox"/>	B minor	<input type="checkbox"/>	Bb minor	<input type="checkbox"/>	Eb minor
<input type="checkbox"/>	C minor	<input type="checkbox"/>	G minor	<input type="checkbox"/>	F minor	<input type="checkbox"/>	D minor	<input type="checkbox"/>	A minor	<input type="checkbox"/>	E minor
<input type="checkbox"/>	Db major	<input type="checkbox"/>	Ab major	<input type="checkbox"/>	Eb major	<input type="checkbox"/>	Bb major	<input type="checkbox"/>	Gb major	<input type="checkbox"/>	B major
<input type="checkbox"/>	F# major	<input type="checkbox"/>	G major	<input type="checkbox"/>	F major	<input type="checkbox"/>	D major	<input type="checkbox"/>	A major	<input type="checkbox"/>	E major

- Each day play three triads in **root** position without playing the pentascale first.

<input type="checkbox"/>	C# minor	<input type="checkbox"/>	G# minor	<input type="checkbox"/>	F# minor	<input type="checkbox"/>	B minor	<input type="checkbox"/>	Bb minor	<input type="checkbox"/>	Eb minor
<input type="checkbox"/>	C minor	<input type="checkbox"/>	G minor	<input type="checkbox"/>	F minor	<input type="checkbox"/>	D minor	<input type="checkbox"/>	A minor	<input type="checkbox"/>	E minor
<input type="checkbox"/>	Db major	<input type="checkbox"/>	Ab major	<input type="checkbox"/>	Eb major	<input type="checkbox"/>	Bb major	<input type="checkbox"/>	Gb major	<input type="checkbox"/>	B major
<input type="checkbox"/>	F# major	<input type="checkbox"/>	G major	<input type="checkbox"/>	F major	<input type="checkbox"/>	D major	<input type="checkbox"/>	A major	<input type="checkbox"/>	E major

- Sightread and Transpose

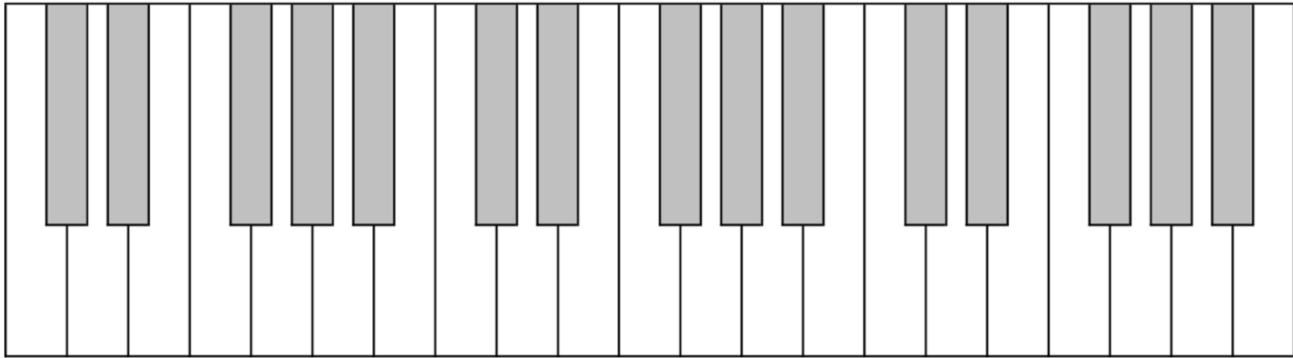
_____ p.59 – 66. Review one or two exercises. Do all the steps at the top of p.59.

- _____ Practice writing any major or minor pentascale.
- _____ Practice writing any major or minor triad.
- _____ Take another Sample Written Test.

Take the Level 2 Theory Exam with confidence!

Written Exam – Sample Test #1

_____/38 points

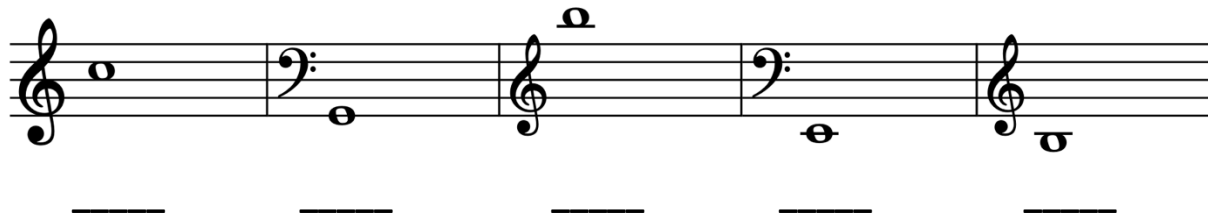


1. Rhythm ____/3

Add bar lines to the rhythm below.

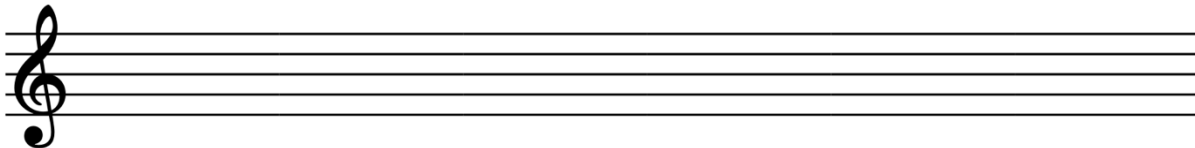


2. Note Names ____/5



3. Pentascale ____/5

Write the Db major pentascale in whole notes. Add sharps or flats where needed. Then answer the questions about the pentascale.



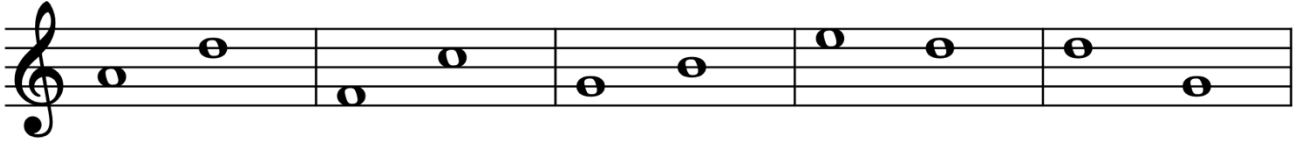
What is the tonic (1) note? _____

What is the dominant (5) note? _____

Sample Test #1- Written continued

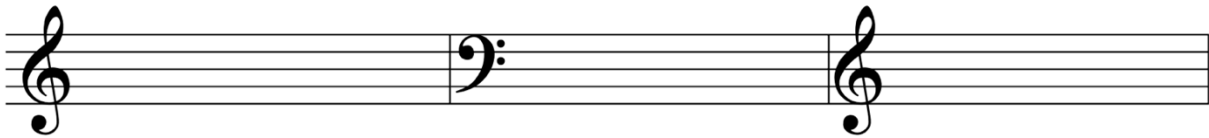
4. Intervals ____/5

Identify each interval as a 2nd, 3rd, 4th, or 5th.



5. Chords ____/6

Write each chord in whole notes. Add sharps or flats if needed.



D major

F minor

Bb major

6. Harmonization ____/4

Harmonize each measure with a tonic or dominant pitch. Use whole notes.

This melody is in F major.



7. Analysis ____/10

1. In what pentascale is this piece written? _____ major
2. What is the tonic note? _____
3. What is the dominant note? _____
4. On each blank, name the left hand (bass clef) note. (4 blanks total)
5. Is the harmony in measure 4 the tonic or dominant? (Circle) Tonic Dominant
6. Is the harmony in measure 8 the tonic or dominant? (Circle) Tonic Dominant
7. On the score, circle a quarter rest.

Daniel Gottlob Turk

1 **Allegro molto**

5

Aural Exam – Sample Test #1

Aural Score _____/20

1. Pentascale Identification _____/2

Listen to two pentascales played two times each. Circle the type of pentascale that was played.

Pentascale 1.	Major	Minor
---------------	-------	-------

Pentascale 2.	Major	Minor
---------------	-------	-------

2. Interval Identification _____/3

Listen to three intervals played three times each. Circle the interval that was played.

Interval 1.	2nd	3rd	4th	5th
-------------	-----	-----	-----	-----

Interval 2.	2nd	3rd	4th	5th
-------------	-----	-----	-----	-----

Interval 3.	2nd	3rd	4th	5th
-------------	-----	-----	-----	-----

3. Triad Identification _____/2

Listen to two triads played two times each. Circle the type of triad that was played.

Triad 1.	Major	Minor
----------	-------	-------

Triad 2.	Major	Minor
----------	-------	-------

Keyboard Exam- Sample Test #1

_____/36 points

1. Pentascales: 6 points

Play the following pentascales with both hands in parallel motion. End with a tonic triad.

B \flat major

E minor

C \sharp minor

2. Triads: 3 points

Play the following triads with one hand (your choice).

B major

F minor

A \flat major

3. Sight Playing and Transposing: 15 points

1. Clap or tap the rhythm.
2. Identify each interval by direction and size.
3. What pentascale does this piece use?
4. Play the C minor pentascale for no points.
5. Play the piece.
6. Now, play the F \sharp minor pentascale for no points.
7. Transpose the piece to F \sharp minor.

4. Melody and Harmony: 12 points

1. This piece uses the E minor pentascale. Play the pentascale for no points.
2. With your right hand, play the melody alone.
3. With your left hand, play the harmonies alone. You can play single notes or triads.
4. With both hands, play the piece.



Sample Test - #1 – Answer Key

Written Exam – Sample Test #1 – Answer Key

_____/38 points

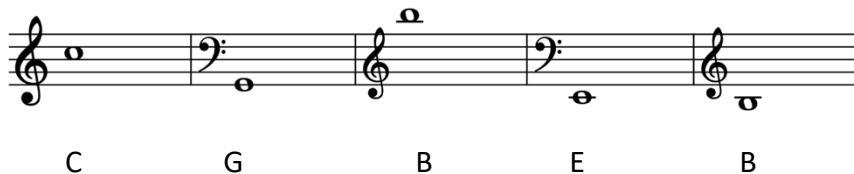
1. Rhythm ____/3

- 1 point per bar line.



2. Note Names ____/5

- 1 point per note.



3. Pentascale ____/5

- 1 point for starting on the correct line or space on the staff.
- 1 point for a total of five notes that ascend in 2nds (steps).
- 1 point for the correct sharps or flats. (All or nothing)
- 1 point for correctly identifying the tonic note.
- 1 point for correctly identifying the dominant note.
- Note: No penalty or additional points if the student also writes the pentascale descending.

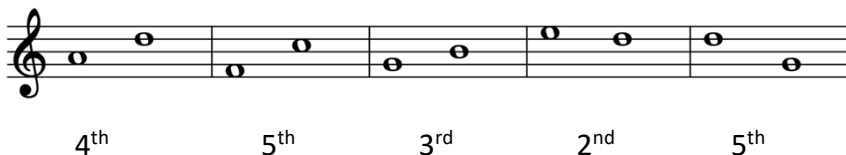


What is the tonic (1) note? Db

What is the dominant (5) note? Ab

4. Intervals ____/5

- 1 point per interval.
- Note: No penalty if the student includes the interval direction.
- Note: No penalty if the student omits letter abbreviations (i.e., “nd” or “rd” or “th”).



5. Chords ____/6

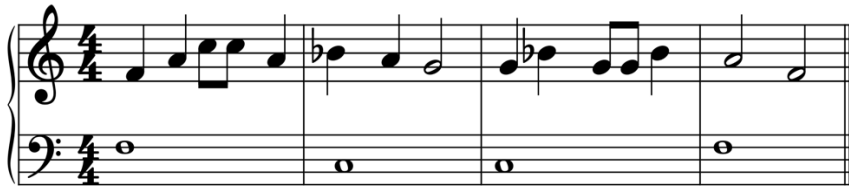
- 1 point per chord for the correct lines or spaces. (3 points total)
- 1 point for correct placement of sharps or flats relative to the chord (i.e., if a sharp or flat is correctly on the root, 3rd, or 5th of each chord). (3 points total).



D major F minor Bb major

6. Harmonization ____/4

- 1 point per measure.



7. Analysis ____/10

- 1 point per answer

- a. In what pentascale is this piece written? G major
- b. What is the tonic note? G
- c. What is the dominant note? D
- d. On each blank, name the left hand (bass clef) note. (4 blanks total)
- e. Is the bass clef note in measure 4 the tonic or dominant? (Circle) Tonic Dominant
- f. Is the bass clef note in measure 8 the tonic or dominant? (Circle) Tonic Dominant
- g. On the score, circle a quarter rest.

Daniel Gottlob Turk



B G D



G

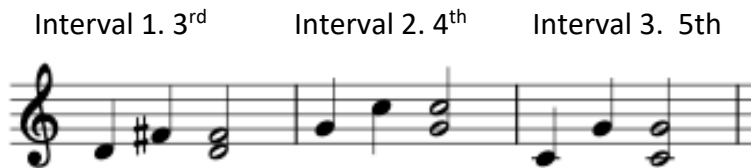
1. Pentascale Identification ____/2

- 1 point per answer.



2. Interval Identification ____/3

- 1 point per answer.



3. Triad Identification ____/2

- 1 point per answer.

1. Minor
2. Major



4. Rhythmic Dictation ____/5

- 1 point per measure. (All or nothing.)

Rhythm 1

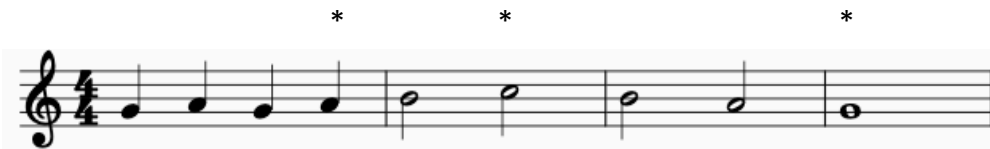


Rhythm 2



5. Melodic Dictation ____/3

- 1 point per *



6. Form Dictation ____/5

- 1 point per answer

How many phrases are in the piece? 3

What pitch does the first phrase end on? (Circle): Tonic

What pitch does the second phrase end on? (Circle): Dominant

What pitch does the third phrase end on? (Circle): Tonic

Identify the form: AAB

1 I V V I

5 I V IV V

9 I I V I

Keyboard Exam – Sample Test #1 – Answer Key

_____/36 points

1. Pentascales: 6 points

Play the following pentascales with both hands and in parallel motion. End with a tonic triad.

- 1 point for each pentascale (2 points total)
- 1 point for each triad (2 points total)

Bb major
E minor
C# minor

2. Triads: 3 points

Play the following triads with one hand (your choice).

- 1 point per triad

B major
F minor
Ab major

3. Sight Playing and Transposing: 15 points

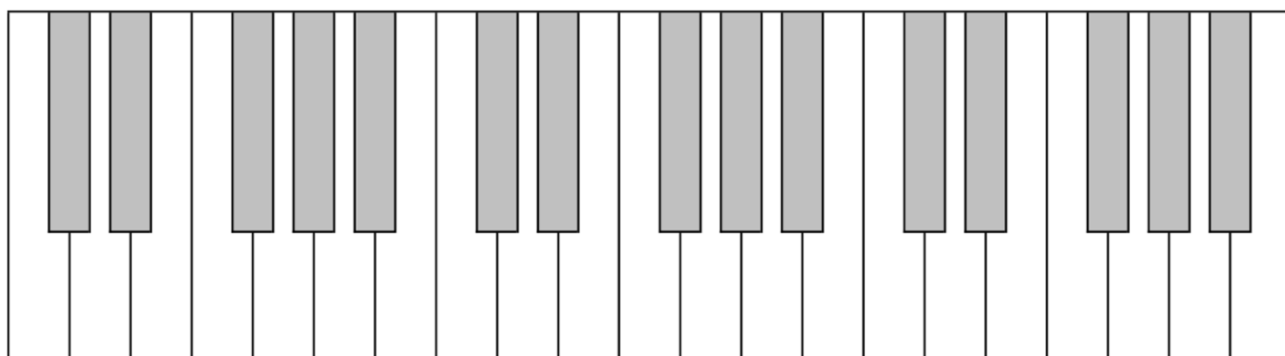
1. Clap or tap the rhythm.
 - 2 points for 0-2 mistakes.
 - 1 point for 3-5 mistakes.
 - 0 points for 6 or more mistakes.
2. Identify each interval by direction and size.
 - 2 points for 0-2 mistakes.
 - 1 point for 3-5 mistakes.
 - 0 points for 6 or more mistakes.
3. What pentascale does this piece use?
 - 1 point.
4. Play the C minor pentascale for no points.
5. Play the piece.
 - 5 points for an excellent performance and with a steady beat.
 - 4 points for a good performance. The student makes a few mistakes and sometimes has an unsteady beat.
 - 3 points for a fair performance. A student makes a number of mistakes and consistently has an unsteady beat.
 - 2 points if the student struggles but makes it through.
 - 1 point for anything.
 - 0 points for no attempt.
6. Now, play the F# minor pentascale for no points.
7. Transpose the piece to F# minor.
 - 5 points for an excellent performance and with a steady beat.
 - 4 points for a good performance. The student makes a few mistakes and sometimes has an unsteady beat.
 - 3 points for a fair performance. A student makes a number of mistakes and consistently has an unsteady beat.
 - 2 points if the student struggles but makes it through.
 - 1 point for anything.
 - 0 points for no attempt.

4. Melody and Harmony: 12 points

1. This piece uses the E minor pentascale. Play the pentascale for no points.
2. With your right hand, play the melody alone.
 - 4 points for an excellent performance.
 - 3 points for a good performance. The student makes a few mistakes and occasionally has an unsteady beat.
 - 2 points if the student struggles but makes it to the end.
 - 1 point for anything.
 - 0 points for no attempt.
3. With your left hand, play the harmonies alone. You can play single notes or triads.
 - 1 point per harmony. (4 points total)
4. With both hands, play the piece.
 - 4 points for an excellent performance.
 - 3 points for a good performance. The student makes a few mistakes and occasionally has an unsteady beat.
 - 2 points if the student struggles but makes it to the end.
 - 1 point for anything.
 - 0 points for no attempt.

Written Test – Sample Test #2

_____/38 points



1. Rhythm _____/3

Add bar lines to the rhythm below.

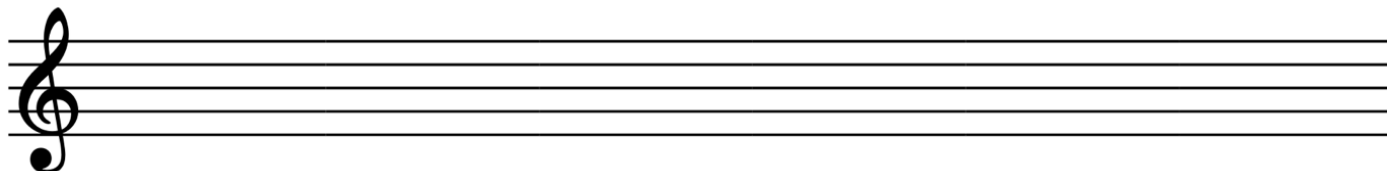


2. Note Names _____/5



3. Pentascale _____/5

Write the *Ab* major pentascale in whole notes. Add sharps or flats where needed. Then answer the questions about the pentascale.



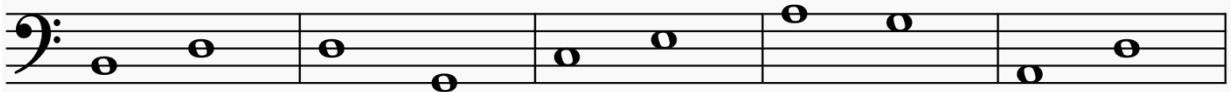
What is the tonic (1) note? _____

What is the dominant (5) note? _____

Sample Test #2- Written continued

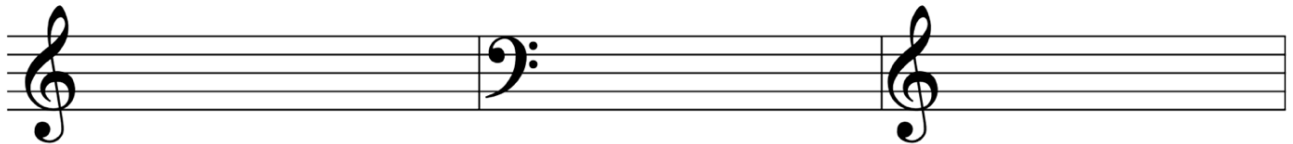
4. Intervals ____/5

Identify each interval as a 2nd, 3rd, 4th, or 5th.



5. Chords ____/6

Write each chord in whole notes. Add sharps or flats if needed.



A major

B minor

E_b major

6. Harmonization ____/4

Harmonize each measure with a tonic or dominant pitch. Use whole notes.

This melody is in B_b major.



7. Analysis ____/10

- b. In what pentascale is this piece written? _____ major
- c. What is the tonic note? _____
- d. What is the dominant note? _____
- e. On each blank, name the left hand (bass clef) note. (4 blanks total)
- f. The treble clef note in measure 4 is the: (Circle) Tonic Dominant
- g. The treble clef note in measure 8 is the: (Circle) Tonic Dominant
- h. On the score, circle a melodic 4th.

Dance by Turk

Allegretto

Aural Exam – Sample Test #2

Aural Score _____/20

1. Pentascale Identification _____/2

Listen to two pentascales played two times each. Circle the type of pentascale that was played.

Pentascale 1.	Major	Minor
Pentascale 2.	Major	Minor

2. Interval Identification _____/3

Listen to three intervals played three times each. Circle the interval that was played.

Interval 1.	2nd	3rd	4th	5th
Interval 2.	2nd	3rd	4th	5th
Interval 3.	2nd	3rd	4th	5th

3. Triad Identification _____/2

Listen to two triads played two times each. Circle the type of triad that was played.

Triad 1.	Major	Minor
Triad 2.	Major	Minor

4. Rhythmic Dictation ____/5

Listen to two rhythms played three times each. Write the rhythm that was played.

Rhythm 1



Rhythm 2



5. Melodic Dictation ____/3

Listen to a melody played three times. Fill in the missing note below each * .



6. Form Dictation ____/5

Listen to a piece played three times. Answer the following questions:

How many phrases are in the piece? _____

What pitch does the first phrase end on? (Circle): Tonic Dominant

What pitch does the second phrase end on? (Circle): Tonic Dominant

What pitch does the third phrase end on? (Circle): Tonic Dominant

Identify the form: _____

Keyboard Exam – Sample Test #2

_____/36 points

1. Pentascales: 6 points

Play the following pentascales hands together in parallel motion. End with a tonic triad.

- B major
- C# minor
- Ab major

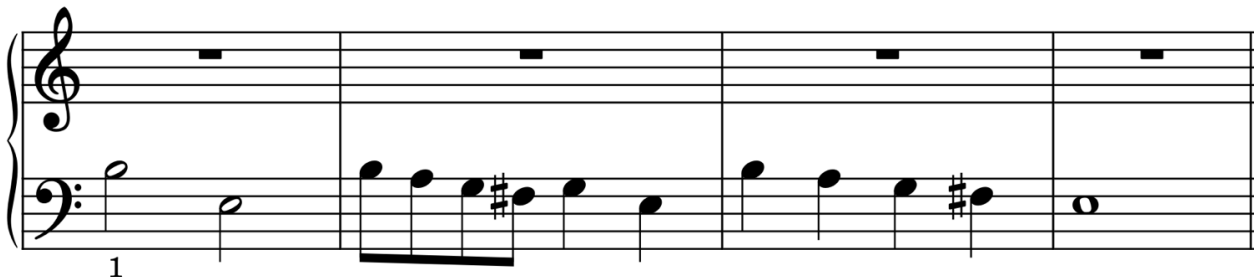
2. Triads: 3 points

Play the following triads with one hand (your choice).

- Bb major
- G minor
- Eb major

3. Sight Playing and Transposing: 15 points

1. Clap or tap the rhythm.
2. Identify each interval by direction and size.
3. What pentascale does this piece use?
4. Play the E minor pentascale for no points.
5. Play the piece.
6. Now, play the B minor pentascale for no points.
7. Transpose the piece to B minor.



Sample Test - #2 – Answer Key

Written Exam -Sample Test #2 – Answer Key

_____/38 points

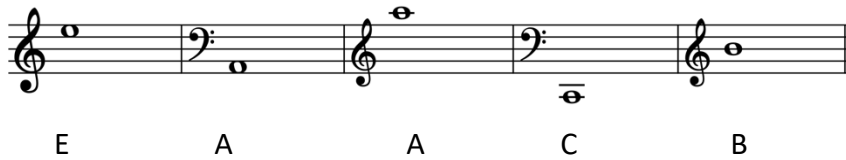
1. Rhythm ____/3

- 1 point per bar line.



2. Note Names ____/5

- 1 point per note.



3. Pentascale ____/5

- 1 point for starting on the correct line or space on the staff.
- 1 point for a total of five notes that ascend in 2nds (steps).
- 1 point for the correct sharps or flats. (All or nothing)
- 1 point for correctly identifying the tonic note.
- 1 point for correctly identifying the dominant note.
 - Note: No penalty or additional points if the student also writes the pentascale descending.

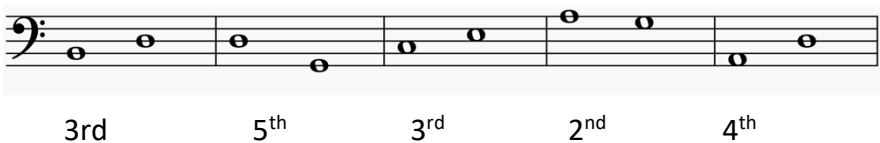


What is the tonic (1) note? *Ab*

What is the dominant (5) note? *Eb*

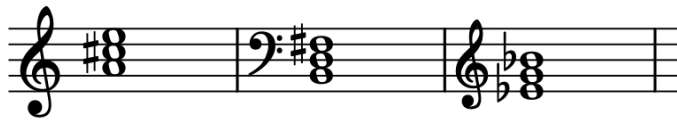
4. Intervals ____/5

- 1 point per interval.
- Note: No penalty if the student includes the interval direction.
- Note: No penalty if the student omits letter abbreviations (i.e., “nd” or “rd” or “th”).



5. Chords ____/6

- 1 point per chord for the correct lines or spaces. (3 points total)
- 1 point for correct placement of sharps or flats relative to the chord (i.e., if a sharp or flat is correctly on the root, 3rd, or 5th of each chord). (3 points total).



A major B minor Eb major

6. Harmonization ____/4

- 1 point per measure.



7. Analysis ____/10

- 1 point per answer
 - a. In what pentascale is this piece written? G major
 - b. What is the tonic note? G
 - c. What is the dominant note? D
 - d. On each blank, name the left hand (bass clef) note. (4 blanks total)
 - e. Is the harmony in measure 4 the tonic or dominant? (Circle) Tonic Dominant
 - f. Is the harmony in measure 8 the tonic or dominant? (Circle) Tonic Dominant
 - g. On the score, circle a melodic 4th.

Dance by Turk

Allegretto



G D C B



1. Pentascale Identification _____/2

- 1 point per answer.

Pentascade #1: Major

Pentascade #2: Minor



2. Interval Identification _____/3

- 1 point per answer.

Interval 1. 5th

Interval 2. 3rd

Interval 3. 4th



3. Triad Identification _____/2

- 1 point per answer.

1. Major 2. Minor



4. Rhythmic Dictation _____/5

- 1 point per measure. (All or nothing.)

Rhythm 1



Rhythm 2



5. Melodic Dictation ____/3

- 1 point per *



6. Form Dictation ____/5

- 1 point per answer

How many phrases are in the piece? 2

What pitch does the first phrase end on? (Circle): Dominant

What pitch does the second phrase end on? (Circle): Tonic

What pitch does the third phrase end on? (Circle): Does not apply

Identify the form: AB



Keyboard Exam- Sample Test #2 Answer Key

_____/36 points

1. Pentascales: 6 points

Play the following pentascales with both hands and in parallel motion. End with a tonic triad.

- 1 point for each pentascale. (2 points total)
- 1 point for each triad. (2 points total)

B major
C# minor
Ab major

2. Triads: 3 points

Play the following triads with one hand (your choice).

- 1 point per triad.

Bb major
G minor
Eb major

3. Sight Playing and Transposing: 15 points

1. Clap or tap the rhythm.
 - 2 points for 0-2 mistakes.
 - 1 point for 3-5 mistakes.
 - 0 points for 6 or more mistakes.

2. Identify each interval by direction and size.
 - 2 points for 0-2 mistakes.
 - 1 point for 3-5 mistakes.
 - 0 points for 6 or more mistakes.

3. What pentascale does this piece use?
 - 1 point

4. Play the E minor pentascale for no points.

5. Play the piece.
 - 5 points for an excellent performance and with a steady beat.
 - 4 points for a good performance. The student makes a few mistakes and sometimes has an unsteady beat.
 - 3 points for a fair performance. A student makes a number of mistakes and consistently has an unsteady beat.
 - 2 points if the student struggles but makes it through.
 - 1 point for anything.
 - 0 points for no attempt.

6. Now, play the B minor pentascale for no points.

7. Transpose the piece to B minor.
 - 5 points for an excellent performance and with a steady beat.
 - 4 points for a good performance. The student makes a few mistakes and sometimes has an unsteady beat.
 - 3 points for a fair performance. A student makes a number of mistakes and consistently has an unsteady beat.
 - 2 points if the student struggles but makes it through.
 - 1 point for anything.
 - 0 points for no attempt.

4. Melody and Harmony: 12 points

1. This piece uses the Eb major pentascale. Play the pentascale for no points.
2. With your right hand, play the melody alone.
 - 4 points for an excellent performance.
 - 3 points for a good performance. The student makes a few mistakes and occasionally has an unsteady beat.
 - 2 points if the student struggles but makes it to the end.
 - 1 point for anything.
 - 0 points for no attempt.
3. With your left hand, play the harmonies alone. You can play single notes or triads.
 - 1 point per harmony. (4 points total)
4. With both hands, play the piece.
 - 4 points for an excellent performance.
 - 3 points for a good performance. The student makes a few mistakes and occasionally has an unsteady beat.
 - 2 points if the student struggles but makes it to the end.
 - 1 point for anything.
 - 0 points for no attempt.