



Place label here or clearly print requested information.

Name _____

Last Name, First Name. Please print.

ALPHA _____

CODE School Grade _____ Date _____

Notice: Do NOT make extra marks or comments on the test. Points may be deducted.

Points

1. In each measure, draw a note on the **next** line or space (diatonic) that is a **half step lower** than the given note.
 Example:

4

2. In each measure, draw a note on the **next** line or space (diatonic) that is a **whole step higher** than the given note.
 Example:

4

3. In each measure, draw a circle around the **higher sounding note** of each pair of notes.

4

4. Identify each interval by **type** and **size** on the lines below each measure. Intervals will be **Major** or **Perfect**. Example: MAJ 2nd, PER 5th

4

5. Rewrite the given note on the other staff. Your note must be the **same pitch** (same note) as the given note.
 Use ledger lines if needed.

4

6. Below the arrow in each measure, draw the **one note** that has been left out of the measure.

2

Practice Only-Not Official Test

7. Write the correct time signature in each measure below.

Use **four** of these meters once:

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 2 | 3 | 4 | 5 | 6 | 3 | 6 | 7 | 9 | 12 |
| 4 | 4 | 4 | 4 | 4 | 8 | 8 | 8 | 8 | 8 |

2

Compound Meter

Simple Meter

Asymmetrical Meter

Compound Meter

8. A. Complete the **Major** circle of fifths. Write the names of the **Major** keys on the lines provided. Use **upper case letters**.

8. B. Complete the **minor** circle of fifths. Write the names of the **minor** keys on the lines provided. Use **lower case letters**.

3.5

3.5

9. Name the **relative minor keys** of the major keys named below. Example: C / a

6

A/ _____ B/ _____ D^b/ _____ G/ _____ E^b/ _____ A^b/ _____

10. On the grand staff below, draw sharps or flats needed to make the named major scale.

4

E Major

11. On the staff below:

2

A. Draw sharps or flats needed to make the natural minor scale named to the left of the staff.

2

B. Mark the half steps with a slur (curved line).

1

C. Draw the key signature of the scale in the last measure of the staff.

b^b minor

12. On the line below each measure, name the **minor key** represented by each **key signature**.

3

Use **lowercase letters**.

_____ min

_____ min

_____ min

_____ min

_____ min

_____ min

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13. On the grand staff below:

- A. Draw the key signature on both the treble and bass staff for each named key.
- B. On the Bass staff, draw **only the root notes** of the I, IV, and V triads. Use whole notes.
- C. On the Treble Staff, construct the I, IV, and V triads in root position. Use whole notes.

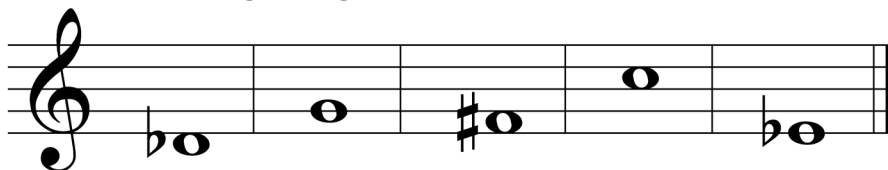
3
3
3



F Major: I IV V A Major: I IV V

14. Build Major triads on the given root. Do not change the given note. Use accidentals when necessary.

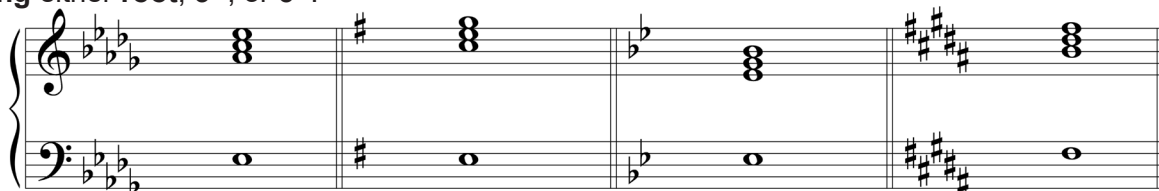
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15. For each measure below:

- A. Name the Major key.
- B. Identify the triad on the treble staff by circling the correct Roman numeral.
- C. Identify the note in the bass clef as the root, 3rd, or 5th of the triad on the treble staff by circling either root, 3rd, or 5th.

2
2
2



Identify key: _____ Major _____ Major _____ Major _____ Major

Identify triad: I IV V | I IV V | I IV V | I IV V

Identify bass note: root 3rd 5th | root 3rd 5th | root 3rd 5th | root 3rd 5th

16. Write the number of the correct definition in the blank. One definition will not be used.

10

- | | |
|---------------------------|--|
| _____ <i>Allegro</i> | 1. A chromatic sign that raises a tone two half steps |
| _____ Asymmetrical Meter | 2. A fast tempo |
| _____ <i>Dal Segno</i> | 3. A meter which is a combination of an even and odd simple meter |
| _____ Double Sharp | 4. A scale made up of whole steps and half steps used in ascending order: W H W W H W W |
| _____ <i>Lento</i> | 5. A term to indicate a repeat from the given sign |
| _____ Meter | 6. Always |
| _____ Natural Minor Scale | 7. An interval of two notes with the same letter name, but are eight steps (twelve half steps) apart |
| _____ Octave | 8. An interval that repeats the very same pitch |
| _____ <i>Rallentando</i> | 9. Slowing the tempo |
| _____ Unison | 10. A slow tempo |
| | 11. The organizing patterns of stronger and weaker beats |

Practice Only-Not Official Test

17. For each chord below, write the name of the major chord. If the note in the bass is different from the root, name the bass note after writing a slash. Examples: C, C/E, C/G

4

18. In the musical example below:

A. On the lines to the left of the staff, write the name of the key for this example.

Include **Major** or **minor** in the key name.

B. Draw a box around the tonic triad on the bass staff.

1
1

Animato

Key name: _____

EAR TRAINING

19. You will hear eight triads played in broken and blocked form.

Identify each triad as **MAJ** (major), **min** (minor), or **N** (neither).

4

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

20. You will hear four measures of rhythmic dictation. Fill in the blank measures.

3

21. You will hear eight intervals within a major scale, unison through octave, played both broken and blocked. Write the **size** of the interval in the proper blank. *Example: 4th*

2

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

22. You will hear four measures of melodic dictation in a major key. Fill in the blank measures.

3

23. You will hear six scales. Each will ascend and descend.

Identify each scale heard as **MAJ** (Major) or **nat min** (natural minor).

3

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

BONUS QUESTION

On the lines below, use upper case letters to spell the notes of the indicated major triad ascending from the given root. Any sharps or flats needed to spell the triad correctly must be included in the note name.

Enharmonic spellings will **not** be counted as correct.

G _____

B _____

1/2
1/2



Texas Music Teachers Association

Student Affiliate Theory Test Ear Training Instructions

Whitlock Level 7

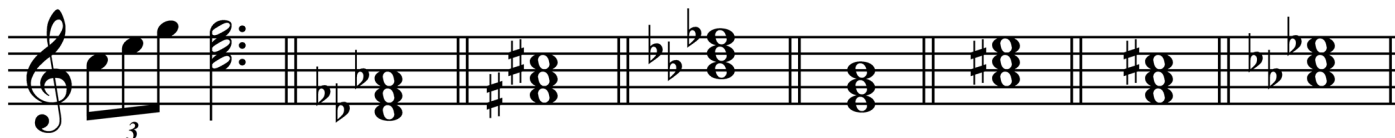
For each question:

- A. Play according to suggested tempo.
- B. All examples are MM: ♩ = 60
- C. Leave plenty of silence between repetitions to allow hearing mentally.
- D. Pause the audio tracks as needed to allow students time to write their answers.

Question 19: Triad Identification

- 1. Read the test question aloud and answer any questions.
- 2. Play each triad using the method illustrated in example one. Pause. Repeat.
- 3. Continue the same through all examples.
- 4. Play all examples once more, pausing briefly between each one.

1. 2. 3. 4. 5. 6. 7. 8.



Question 20: Rhythmic Dictation

- 1. Read the test question aloud and answer any questions.
- 2. Explain that a four-measure example will be played all on one pitch. The students are to draw the types of notes they hear, where they are needed. The first measure is printed on the test.
- 3. Establish the tempo and beat by tapping and counting aloud two measures before playing each time. Do not count or tap while playing.
- 4. Play the example through, accenting the first beat of each measure.
- 5. Play again while the students sing and count aloud. Wait while they write.
- 6. Announce and play the first two measures. Pause. Repeat. Announce and play the last two measures. Pause. Repeat. After a pause for writing, play all four measures once more.

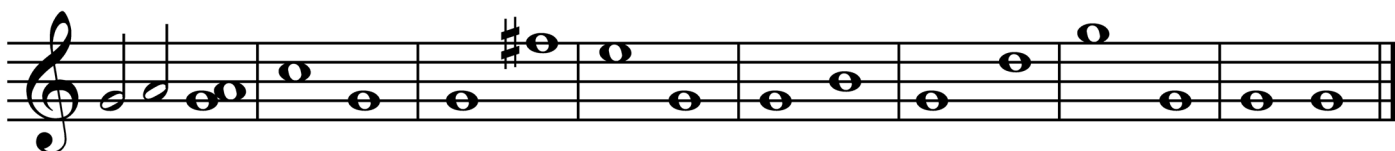


Question 21: Intervals

- 1. Read the test question aloud and answer any questions.
- 2. Play the major scale and tonic triad tones 1-3-5-3-1. Repeat the keynote and say its letter name.
- 3. Play the first example as a melodic interval and a harmonic interval. Pause. Repeat.
- 4. Continue through all examples using the method illustrated in example one.
- 5. Play all examples once more, pausing briefly between each interval.

G Major

1. 2. 3. 4. 5. 6. 7. 8.



Continued on the back

Question 22: Melodic Dictation

1. Read the test question aloud and answer any questions. Explain that you will play a four-measure melody and explain the dictation procedure. The first measure is printed on the test.
2. Play the major scale and tonic triad tones 1-3-5-3-1. Repeat the keynote and say its letter name.
3. Establish the tempo and beat by tapping and counting aloud two measures before each time you play. Do not count or tap while playing.
4. Play all four measures at the tempo indicated. Repeat as the students sing along.
5. Announce and play the first two measures. Pause. Repeat.
6. Announce and play the last two measures preceded by the last note of measure two. Pause. Repeat.
7. After a pause for writing, play all four measures once more.

B \flat Major

Question 23: Scale Identification

1. Read the test question aloud and answer any questions.
2. Play each example, as illustrated, twice.
3. Play all examples once more, pausing briefly between them.

d natural minor

A Major

B Major

e \flat natural minor

E \flat Major

f natural minor