



Affix **label** here or clearly **print** requested information.

Name _____

_____ Last Name, First Name. Please print.

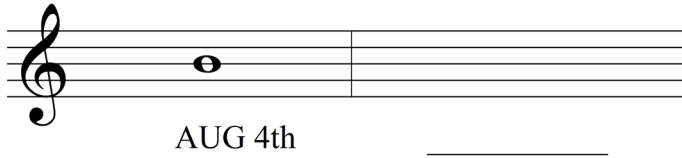
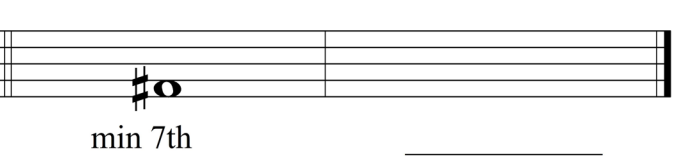
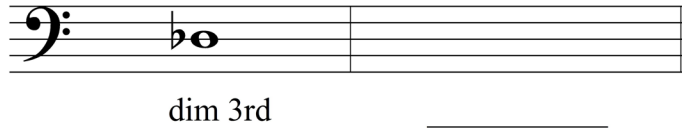
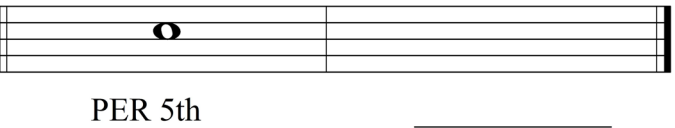
ALPHA CODE _____ School Grade _____ Date _____

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

Points

1. Build and label intervals as instructed below.
- A. In the first measure of each pair, build the indicated interval **above** the given note.
 - B. In the second measure of each pair, invert the interval that was built in the first measure.
 - C. On the lines below the **second measure** of each pair, **classify** that interval by **type** and **size**.

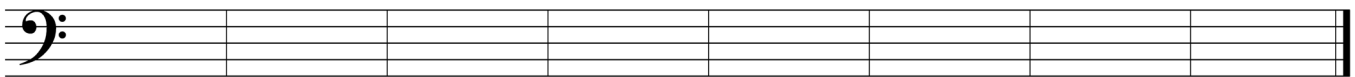
2
2
2

 <p style="text-align: center;">AUG 4th</p>	 <p style="text-align: center;">min 7th</p>
 <p style="text-align: center;">dim 3rd</p>	 <p style="text-align: center;">PER 5th</p>

2. On the staff below:
- A. Draw the **key signature**.
 - B. Construct diatonic triads in root position on each scale degree of the indicated **ascending minor scale, harmonic form**. Use *whole notes*.
 - C. Identify each triad as **MAJ, min, dim** or **AUG**.

1
4
4

f minor harmonic form



3. On the staff below, build the indicated **triads** in root position. *Do not change the given root note.*

3



4. In the given keys, spell the Tonic, Subdominant, and Dominant triads in root position.

6

	Tonic	Subdominant	Dominant
F# Major	___ - ___ - ___	___ - ___ - ___	___ - ___ - ___
b b minor, harmonic form	___ - ___ - ___	___ - ___ - ___	___ - ___ - ___

5. Below are the names of two Major keys. For each Major key:
- Draw the **Major key signature** in the first measure.
 - Below the first measure, name the **relative minor key**.
 - Draw the parallel minor **key signature** in the second measure.
 - Below the second measure, name the **parallel minor key**.

2
2
2
2

A Major

_____ relative minor _____ parallel minor

F Major

_____ relative minor _____ parallel minor

6. Write a two measure phrase in **close harmony** with proper voice leading
- Keep the roots in the bass throughout the phrase.
 - If there is a common tone, keep it in the same voice.
 - Use correct note values. *End on a strong beat.*

5
2.5
2.5
1

Eb Major I IV vi ii IV V7 I

7. In the key indicated, resolve the V⁷ chord to the tonic triad. *Use proper voice leading.*
Chord roots must be in the bass voice in all chords. Use whole notes.

4

Ab Major V⁷ I V⁷ I V⁷ I V⁷ I

8. Write a Roman numeral in the blank below each chord. Chords may be I, I⁶, IV, V, V⁷, ii, ii⁶, or vi.

6

B Major _____

Name _____

Last Name, First Name. Please print.

9. Each measure is characteristic of the use of a particular meter:

A. Write the correct time signature at the **beginning** of each measure.

$\frac{3}{2}$ $\frac{3}{4}$ $\frac{5}{4}$ $\frac{6}{8}$ $\frac{9}{8}$

Use **four** of these time signatures **once**:

B. Below each measure specify if the meter is **simple, compound, or asymmetrical**.

4

4



Meter

Meter

Meter

Meter

10. Complete this eight measure melody in the indicated **melodic minor** key.

A. In measure two, write a **melodic sequence or rhythmic imitation** of measure one.

B. End the first phrase on a **note of the dominant chord** (half cadence).

C. End the second phrase on the **tonic**.

D. Both phrases must end on a **strong beat**.

E. The melody **must demonstrate** correct use of the **melodic form** of the minor scale, **ascending and descending**.

2

2

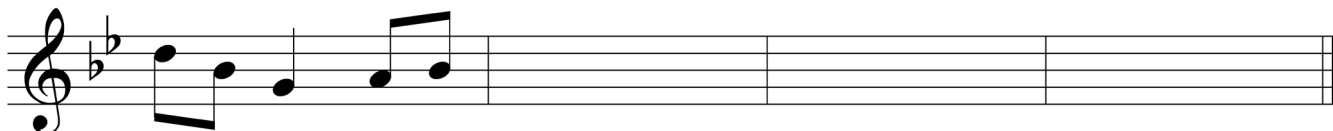
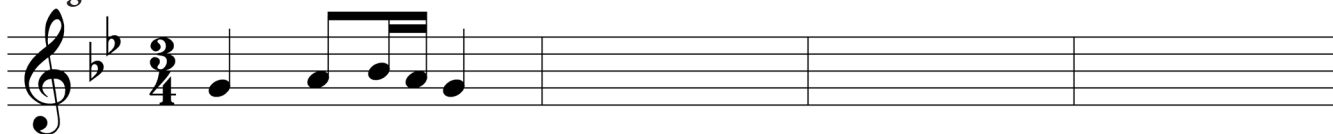
2

2

2

4

g melodic minor



11. Write the number of the correct definition in the blank.

10

_____ ballet

1. A sacred theatrical drama that is sung, but performed without acting, costumes, or scenery

_____ asymmetrical meter

2. Part of a melody which pauses or ends with a cadence

_____ *cadenza*

3. A cadence which progresses from the dominant triad (V) to the tonic triad (I or i)

_____ half cadence

4. A meter which is a combination of an even and odd simple meter.

_____ authentic cadence

5. The distance between two tones played or sung in succession

_____ melodic interval

6. A theatrical dance

_____ overture

7. An improvised section in a composition that allows the performer artistic creativity

_____ opera

8. Any cadence which ends on the dominant (V) triad

_____ phrase

9. An orchestral composition used to introduce a large, dramatic work

_____ *oratorio*

10. A theatrical drama that is set to music and sung

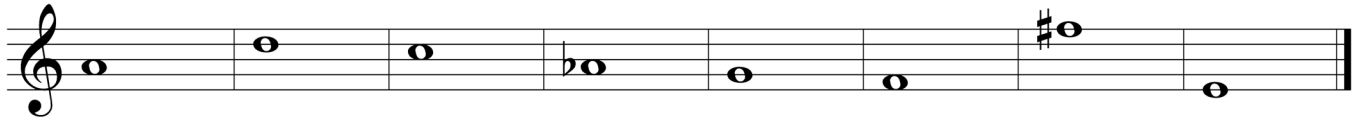
EAR TRAINING

12. You will hear four scales ascending and descending. Identify each as **MAJ** (Major), **nat min** (natural minor), **har min** (harmonic minor), or **mel min** (melodic minor). 2

1. _____ 2. _____ 3. _____ 4. _____

13. You will hear eight intervals above or below the given note. All intervals are within one octave and will be **Major, minor, or Perfect**. The given notes are for reference only. Classify each interval as to **type and size**. 4

Example: min 3rd, PER 5th, etc.



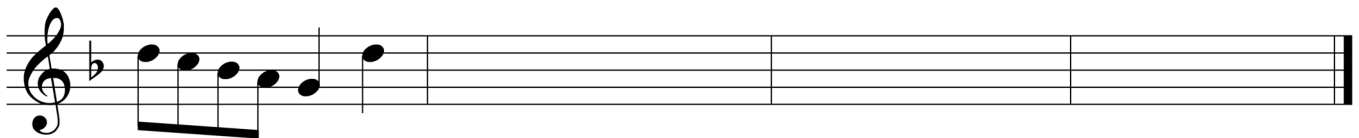
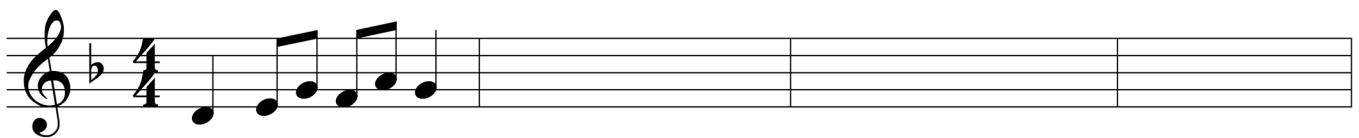
Type: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

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

14. You will hear six triads played in broken and blocked form. These root-position triads will be Major, minor, Augmented, or diminished. Identify each as **MAJ, min, AUG, or dim**. 3

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

15. You will hear eight measures of melodic dictation in **d melodic minor**. Fill in the blank measures. 6



BONUS QUESTION

+ 1/2 or + 1 point only

Choice of one of the following:

- A. **Sight Singing** eight measures in a **Major** key, or
- B. **Rhythmic Sight Reading** eight measures

SCORE: _____ (1 pt for 90 – 100% OR ½ pt for 50 – 89%)
(Use red ink.)

Administered by: _____
(Initials)



Texas Music Teachers Association

Student Affiliate Theory Test Ear Training Instructions

Whitlock Level 11

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 12: 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.

e harmonic minor

b natural minor

g melodic minor

E♭ Major

Question 13: Intervals

1. Read the test question aloud and answer any questions.
2. Improvise two practice examples and identify each as to type and size.
3. Explain that the student does not need to write the second note. The beginning notes are given for reference.
4. Play the first test example using the method illustrated in measure one. Pause. Repeat.
5. Continue through all examples, playing each interval using the procedure defined above in step four.
6. Play all examples once more, broken and blocked, pausing briefly between each example.

Question 14: Triad Identification

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

Continued on the back

Question 15: Melodic Dictation

1. Read the test question aloud and answer any questions.
2. Explain that you will play an eight-measure melody. Measures one and five are given.
3. Play the scale and tonic triad tones 1-3-5-3-1. Repeat the keynote and say its letter name.
4. Establish the tempo and beat by tapping and counting aloud one measure before each time you play. Do not count or tap while playing.
5. Play all eight measures.
6. Repeat measures one through four. Tell the students they may sing this time as you repeat measures one through four a second time.
7. Play measures one and two. Pause. Repeat.
8. Play measures three and four – preceded by the last note of measure two. Pause. Repeat.
9. Play measures one through four once more. Pause.
10. Repeat steps 6-9 for measures five through eight. Pause. Play all eight measures once more.

d melodic minor

BONUS – For either Sight Singing or Rhythmic Sight Reading

- This question is to be given individually to students.
- Each student should have several minutes to look over the example.
- The student may set the tempo, but must keep a steady beat.
- Students are to use the separate sheet enclosed.
- Each student may have two tries. After the first try, indicate the location and type of error made.
- In grading, if 90% or more is correct, award 1 point. If 50% to 89% is correct, award ½ point.
- Teachers, indicate +1/2 or +1 point only for bonus.
- Record the score on the student’s paper in red ink.

A. Sight Singing

1. Explain that the student may use syllable names, letters, numbers, or neutral syllables in singing.
2. If the student wishes to transpose to a more comfortable key, this is permissible.
3. Play the scale, ascending and descending. Play the tonic triad and the tonic triad tones 1-3-5-3-1.
4. Repeat and identify the keynote. Suggestion: The student may sing more comfortably if the teacher will sing the scale and triad prior to the administration of the test question.

E^b Major

B. Rhythmic Sightreading

Explain that students may tap, clap, say, or play the notes.



Texas Music Teachers Association

Student Affiliate Theory Test Sight Reading Instructions

Whitlock Level 11

Student's Example

Choose one of the following two options.

SIGHT SINGING

Take a few moments to look over the sight singing bonus question below.

- You may use syllable names, letters, numbers, or neutral syllables in singing.
- You may set your own tempo, but keep a steady beat.
- You may have two tries.
- You may transpose this example higher or lower, if necessary for your vocal range.
- The teacher will play or sing the scale and tonic triad for you.
- After the first try, the teacher will indicate the location and type of any error(s) made.

Please tell the teacher when you are ready to begin.

E \flat Major

or

RHYTHMIC SIGHT READING

Take a few moments to look over the rhythmic sight reading bonus question below.

- You may tap, clap, say, or play the notes.
- You may set your own tempo, but keep a steady beat.
- You may have two tries.
- After the first try, the teacher will indicate the location and type of any error(s) made.

Please tell the teacher when you are ready to begin.