



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

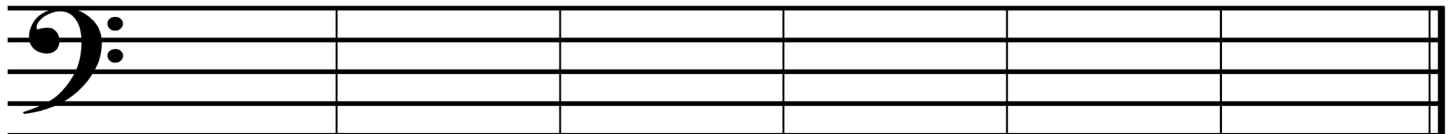
1. Print the music alphabet **going down**. Start with the **G** that is already printed.

6

G \_\_\_\_\_

2. On the staff below, draw **whole notes** on the correct line or space as named below the staff. **Look at the clef sign.**

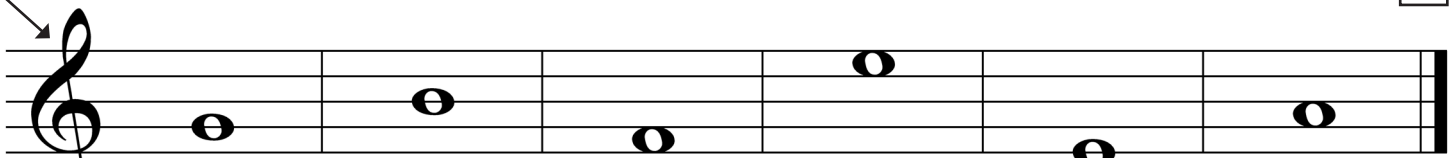
6



E G C A D F

3. Print the **letter name** of each note on the line below the staff. **Look at the clef sign.**

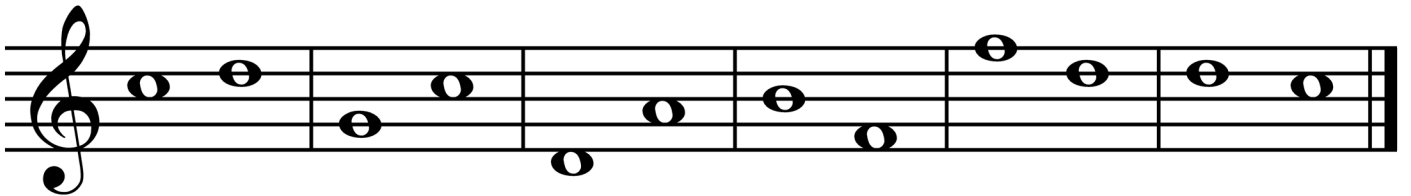
6



\_\_\_\_\_

4. Name these **intervals** on the line below each measure. Example: 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup>.

6

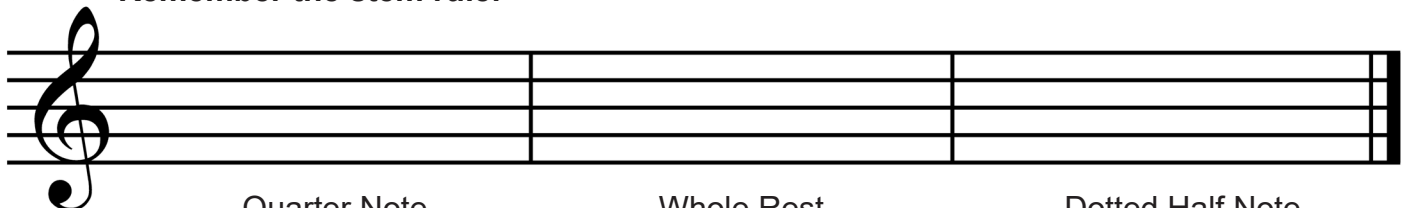


\_\_\_\_\_

5. In each measure, draw the **note** or **rest** which is named below the measure.

6

Remember the stem rule.






Quarter Note



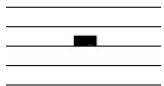
Whole Rest

Dotted Half Note

6. Write the number of beats each note or rest gets in  $\frac{4}{4}$  time.

6

 = \_\_\_\_\_ beat(s)    
  = \_\_\_\_\_ beat(s)    
  = \_\_\_\_\_ beat(s)

 = \_\_\_\_\_ beat(s)    
  = \_\_\_\_\_ beat(s)    
  = \_\_\_\_\_ beat(s)

7. On the lines below, print the whole and half step pattern for the Major Scale below. Use **W** for **whole step** and **H** for **half step**.

7

G Major

G \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F# \_\_\_\_\_ G

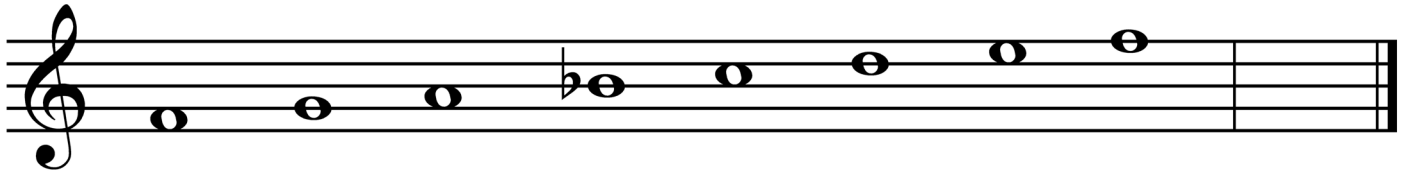
8. On the staff below:

2

A. Mark the **half steps** in the scale with **slurs** (curved lines).


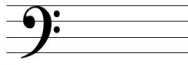



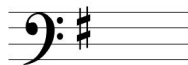
B. In the **last measure**, draw the **tonic** (keynote) of the scale. Use a **whole note**.

2



9. Below are three key signatures in the treble clef and three key signatures in the bass clef. From each center box, draw a line to the right and a line to the left to the correct key signature.

6

	<input type="text" value="C Major"/>	
	<input type="text" value="G Major"/>	
	<input type="text" value="F Major"/>	

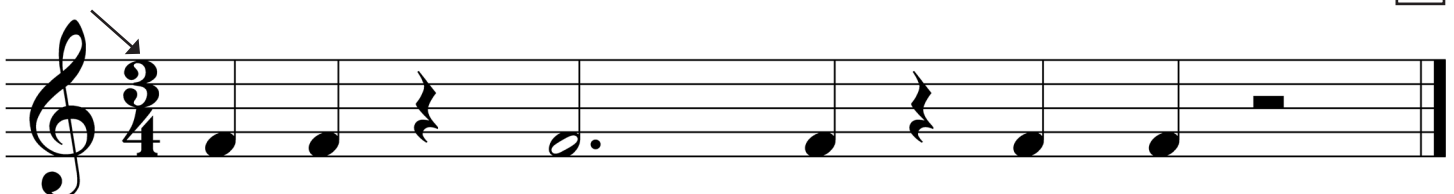
10. Circle either **half step** or **whole step** in each box to indicate the distance between the two keys marked with an X and an arrow.

4

	<input type="text" value="half step"/> <input type="text" value="whole step"/>		<input type="text" value="half step"/> <input type="text" value="whole step"/>
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11. Draw **bar lines** where they are needed on the staff below. Look at the time signature.

6



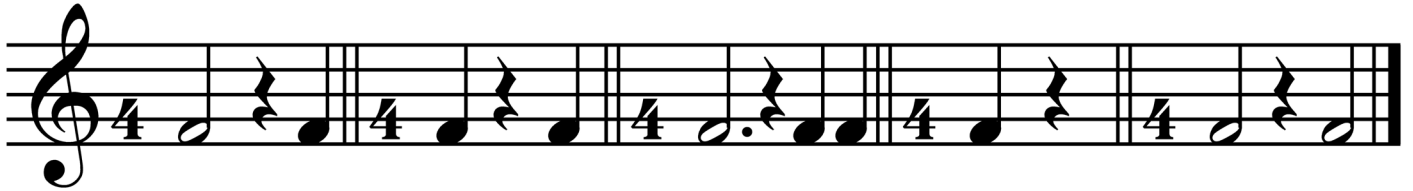
Name \_\_\_\_\_

**Last Name, First Name. Please print.**

12. Complete the time signature in each measure below.  
Each time signature will be used only once.

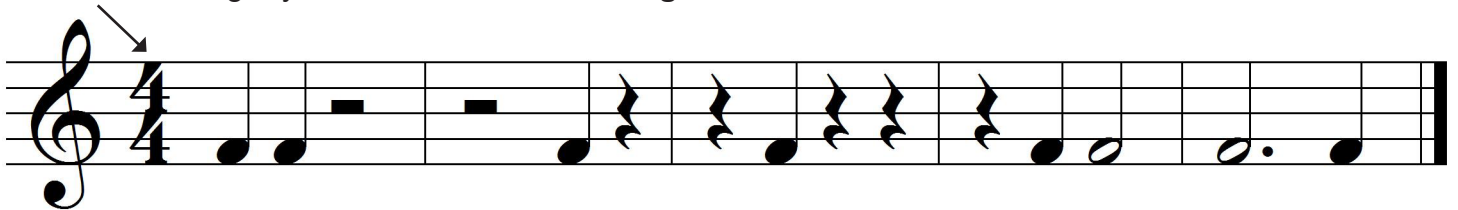
- 2  
4
- 3  
4
- 4  
4
- 5  
4
- 6  
4

5



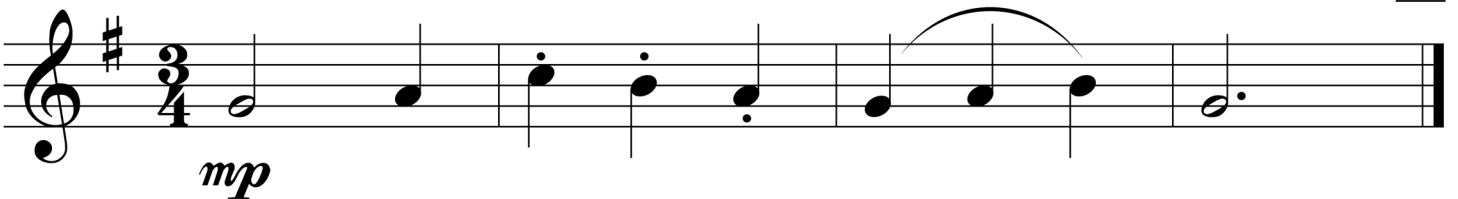
13. Write the numbers below **each** note and **each** rest as you would count aloud when tapping the following rhythm. **Look at the time signature.**

5











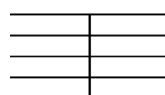








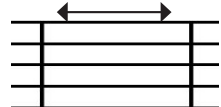


14. On the staff below, circle the interval of a 3rd going down.

2



15. Circle the correct music symbol for each name given.

10

treble clef			quarter rest		
tie			sharp		
barline			3rd (skip)		
piano			whole note		
measure			natural		

## EAR TRAINING

16. You will hear two groups of rhythm. There are two measures of rhythm in each group. 4  
 The first measure is printed on your test. **Fill in the second measure** with the rhythm you hear.

1.

2.

17. You will hear five groups of four notes. The notes will be either **steps** (2<sup>nds</sup>) or **skips** (3<sup>rds</sup>). 5  
 If you hear **steps**, circle the notes that **step**. If you hear **skips**, circle the notes that **skip**.

1.

2.

3.

4.

5.

18. You will hear five groups of notes. There are three notes in each group. 6  
 The first two notes are written on the staff. After you hear each group, **draw the missing third note** in each measure. The third note will **repeat** the second note, go up by a 2<sup>nd</sup> (step) or a 3<sup>rd</sup> (skip), or go down by a 2<sup>nd</sup> (step) or a 3<sup>rd</sup> (skip).

1.

2.

3.

4.

5.

6.

## BONUS QUESTION

Fill in the blanks by writing the letter name of the interval **up a 5<sup>th</sup>** and **down a 5<sup>th</sup>** from C. 1

←

\_\_\_\_\_

down a 5<sup>th</sup>

C

→

\_\_\_\_\_

up a 5<sup>th</sup>



Texas Music Teachers Association

## Student Affiliate Theory Test Ear Training Instructions

### Whitlock Level 3

For each question: Pause the audio tracks as needed to allow students time to write their answers.

#### Question 16: Rhythmic Dictation

1. Read the test question aloud and answer any questions.
2. Have the students point to the blank measure in example one. Explain that this is the measure they will fill in.
3. Explain that each example will be played three times.
4. Establish the tempo and beat by tapping and counting two measures aloud before playing each example.
5. Instruct the students to count along silently. Do not tap or count while playing.
6. Play example one, accenting the first beat of each measure. Pause, giving the students time to write.
7. Play it two more times, saying "again" before each time, pausing between repeats to give students time to check their work.
8. Repeat this procedure with the second example.

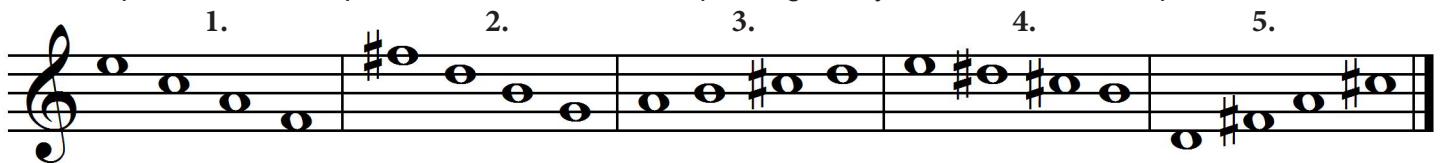
MM: = 60



#### Question 17: Recognition of Tonal Patterns as Steps and Skips

1. Read the test question aloud and answer any questions.
2. Point out where the steps and skips are located on the test paper.
3. Explain that each group will be played twice.
4. Give two examples, different from the test questions.
5. Play the first test example. Pause. Say "again" and repeat the example.
6. Continue the same way for all examples.
7. Repeat all the examples once for a final check, pausing briefly between each example.

MM: = 60



#### Question 18: Filling in the Missing Tones

1. Read the test question aloud and answer any questions.
2. Explain that the third note will repeat the second note, go up by a 2<sup>nd</sup> (step) or a 3<sup>rd</sup> (skip), or go down by a 2<sup>nd</sup> (step) or a 3<sup>rd</sup> (skip).
3. Explain that each group will be played twice.
4. Give two examples, different from the test questions.
5. Play the first test example. Pause. Say "again" and repeat the example.
6. Continue the same way for all examples.
7. Repeat all the examples once for a final check, pausing briefly between each example.

MM: = 60

