



Affix label here or clearly print requested information.

Name _____

Last Name, First Name. Please print.

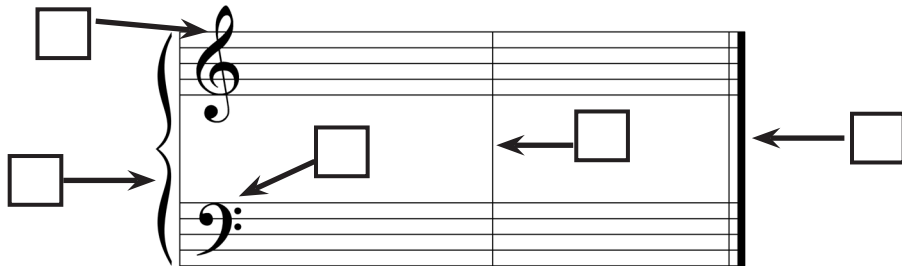
ALPHA CODE _____ School Grade _____ Date _____

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

Points

5

1. On the grand staff below, arrows point to each part of the grand staff. Label each part by writing the number of the term in the box for each indicated staff part.

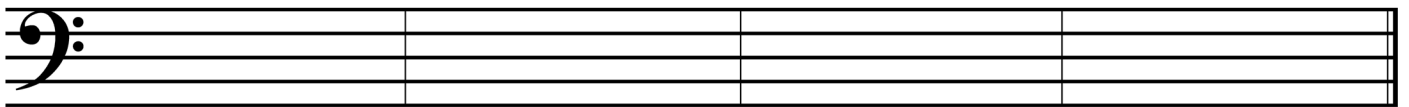


- TERMS**

 1. double bar line
 2. bass clef
 3. treble clef
 4. brace
 5. bar line

2. On the staff below, draw the note(s) or rest(s) named below each measure on the correct line or space. **Look at the clef sign. Remember the stem rules.**

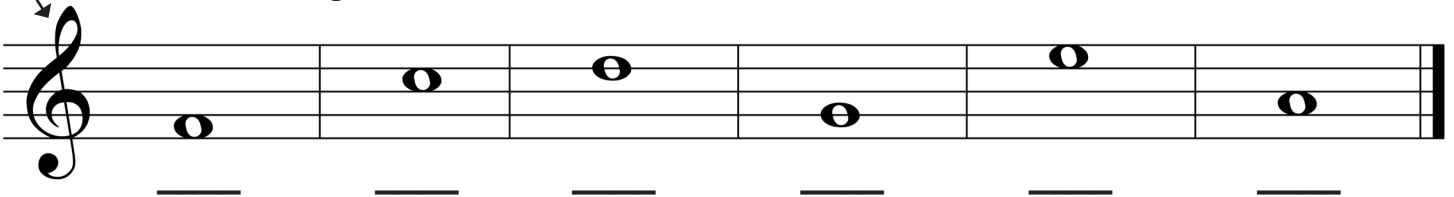
4



half rest quarter rest whole note on E eighth note on G

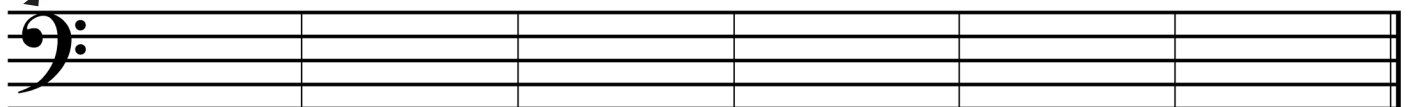
3. On the staff below, write the **letter name** of each note on the line below the staff. **Look at the clef sign.**

6



4. On the staff below, draw a **whole note** on the correct line or space for the letter named below each measure. **Look at the clef sign.**

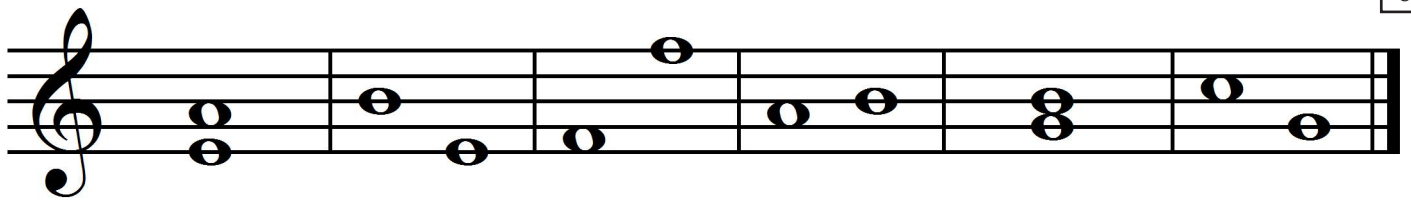
6



G C F B E D

5. On the line below each measure, name the interval. Example: 2nd, 3rd, 4th, 5th, 8^{ve}.

6



Practice Only-Not Official Test

6. On the lines below the staff, name the distance between each pair of notes as whole or half steps. Use **W** for whole step or **H** for half step. **Look at the clef sign.**

6

7. On the lines below, write the **order of sharps** as they would occur in a key signature.

7

_____# _____# _____# _____# _____# _____# _____#

8. Name the Major key for each key signature drawn below. Use capital letters.

5

9. On both of the two staves below:

A. Mark the **half steps** on each staff with slurs (curved lines) where they occur in the Major scales.

2

B. Draw the **sharp(s)** or **flat(s)** that are needed **before** the notes as needed to make the major scales.

2

C. In the **last measure** of each staff, draw the **tonic** (keynote). Use a **whole note**.

2

G Major

E Major

10. In the musical example below:

A. Draw a **box** around the **time signature**.

2

B. Circle the interval of a **third going down**.

2

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

4

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12. Below the arrow in each measure, draw the **one rest** that has been left out of each measure. 4
 Do not use dotted rests. **Look at the time signature.**

13. Draw bar lines and the double bar line where they are needed. **Look at the time signature.** 4

14. Write the top number of the time signature in each measure below. 5
 Each will be used only once.

- 2 3 4 5 6
 4 4 4 4 4

15. Write the number of the correct definition in the blank. One definition will **not** be used. 10

- | | |
|--------------------------|---|
| _____ <i>Diminuendo</i> | 1. A chromatic sign that cancels a sharp or flat |
| _____ <i>Legato</i> | 2. A note or notes added to a melody to decorate or embellish the music |
| _____ Major Triad | 3. A triad with a major 3rd (four half steps) between the root and third of the chord and a minor 3rd (three half steps) between the third and fifth of the chord |
| _____ <i>Mezzo Piano</i> | 4. An Arabic number given to each note of the ascending scale |
| _____ Natural | 5. Decreasing in volume |
| _____ Ornament | 6. Moderately soft |
| _____ <i>Pianissimo</i> | 7. Play in a smooth and connected manner |
| _____ Scale Degree | 8. The first note of a scale, scale degree one, sometimes called a keynote |
| _____ Tempo | 9. The speed of steady beats, moving in time |
| _____ Tonic | 10. Three or more tones sounding together |
| | 11. Very soft |

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16. Draw **one note** (*not a number*) that receives the total number of beats for each group of notes and rests. Example: $\text{quarter} + \text{quarter} = \text{half}$ Not: $\text{quarter} + \text{quarter} = 2$

3

$\text{quarter} + \text{quarter} = \underline{\hspace{2cm}}$
 $\text{quarter} + \text{quarter} + \text{quarter} + \text{quarter} = \underline{\hspace{2cm}}$
 $\text{quarter} + \text{quarter} = \underline{\hspace{2cm}}$
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EAR TRAINING

17. You will hear five groups of notes with four notes in each group. For each group, circle the measure that matches exactly what you hear.

5

1. 2. 3. 4. 5.

18. You will hear six sets of triads. There are two triads in each set. One of them is a major triad. If the major triad is the **first** chord played, circle 1. If the major triad is the **second** chord played, circle 2.

6

1 st set	2 nd set	3 rd set	4 th set	5 th set	6 th set
1 2	1 2	1 2	1 2	1 2	1 2

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

4

BONUS QUESTION

Complete the partial linear major circle of 5^{ths}.
Fill in the blanks up and down by the interval of a 5th from the given note.
Upper case letters should be used.

1

Down by 5^{ths} ← Start on → Up by 5^{ths}

b b b C _____



Texas Music Teachers Association
Student Affiliate Theory Test Ear Training Instructions
Whitlock Level 4

For each question:

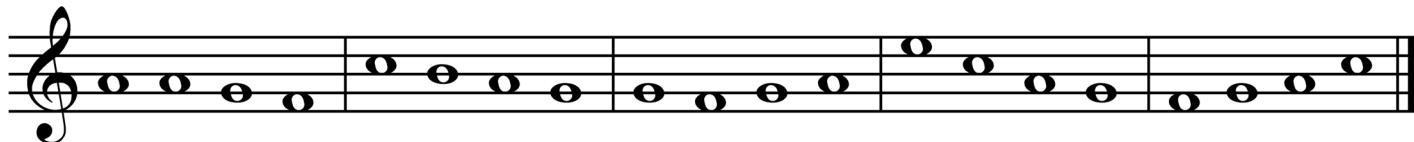
- Play according to designated tempo.
- Leave plenty of silence between repetitions to allow hearing mentally.
- Pause the audio tracks as needed to allow students time to write their answers.

Question 17: Comparison of Played and Written Notes

- Read the test question aloud and answer any questions.
- Tell the students there are two choices for each group played and they should circle the pattern that is the same as the pattern played.
- Play the first test example. Pause. Say "again" and repeat the example.
- Continue the same way for all the examples.
- Repeat all the examples once for a final check, pausing briefly between each group.

MM: = 60

1. 2. 3. 4. 5.



Question 18: Recognition of Major Triads

- Read the test question aloud and answer any questions.
- Tell the students that two triads (chords) for each set will be played and they are to listen for the major triad.
- Explain that triads will be played in both broken and blocked form.
- Give two examples, different from the test questions.
- Play the first test example. Pause. Say "again" and repeat the set.
- Continue the same way for all the sets.
- Repeat all the sets once for a final check, pausing briefly between each set.


MM: = 60

1st Set 2nd Set 3rd Set 4th Set 5th Set 6th Set



Question 19: 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. Tell students the following:
The students are to draw the types of notes they hear, where they are needed in the 2nd and 4th measures. The 1st and 3rd measures are printed on the test and the bar lines are already drawn.
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 the example through, accenting the first beat of each measure.
5. Play again while the students clap and count aloud.
6. Play again. Pause, giving the students time to write.
7. Announce and play the first two measures. Pause. Repeat.
8. Announce and play the last two measures. Pause. Repeat.
9. Play all four measures once again for a final check.

MM:  = 60
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REMINDE STUDENTS TO COMPLETE THE BONUS QUESTION AT THE BOTTOM OF THE TEST.