

Practice Only-Not Official Test

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Texas Music Teachers Association

Student Affiliate Theory Test

Whitlock Level **1**
Spring 2017



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

Name _____

_____ Last Name, First Name. Please print.

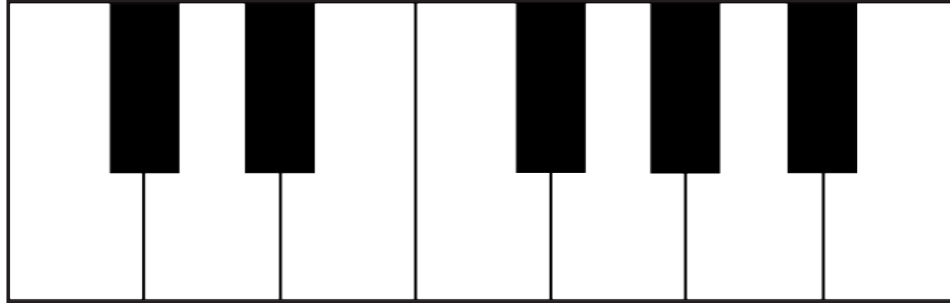
ALPHA CODE _____ School Grade _____ Date _____

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

Points

1. Print the names of all the white keys on the picture of the keyboard below.

7



2. Write the music alphabet letters going up. The letter A is already printed for you.

6

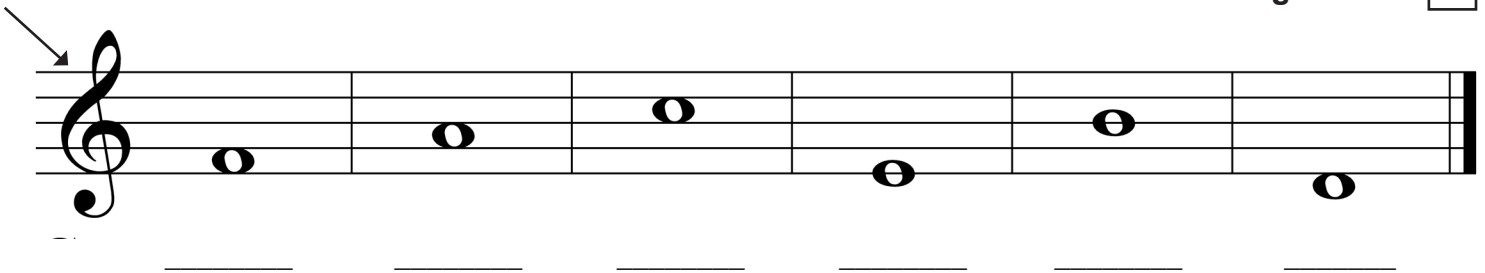
A _____

3. Fill in the blanks: A staff has _____ lines and _____ spaces.

2

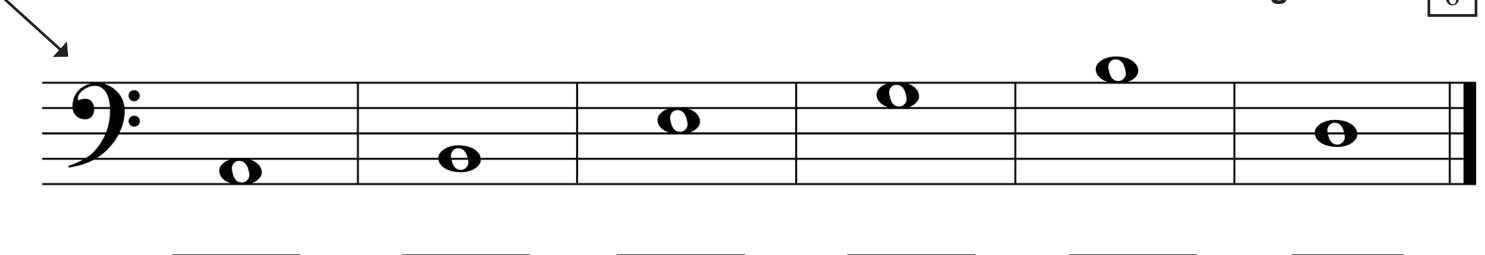
4. Print the letter name of these notes on the line below each note. Look at the clef sign.

6



5. Print the letter name of these notes on the line below each note. Look at the clef sign.

6



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6. If the note on the staff and the note name do **not** match, draw an **X** through the letter name.
Look at the clef signs.

6

D A G F B C

7. Each group of notes moves up, repeats, or moves down. **Circle** the correct word for each group of notes.

4

up repeat down up repeat down up repeat down up repeat down

8. Each group moves as a step or a skip. **Circle** the correct word for each group.

6

step skip step skip step skip step skip step skip step skip

9. Circle the correct music sign for each name given.

12

Measure		$\frac{2}{4}$	Barline		
Whole Note			<i>forte</i>	<i>f</i>	$\frac{4}{4}$
Dotted Half Note			Bass Clef		

Name _____

Last Name, First Name. Please print.

10. Draw the note named.

6







Half Note

Whole Note

Quarter Note

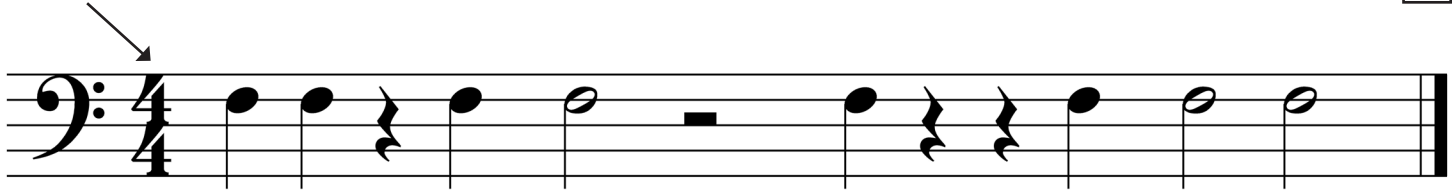
11. Write the number of beats each note or rest gets in $\frac{4}{4}$ time.

12

 = _____ beat(s)	 = _____ beat(s)	 = _____ beat(s)
 = _____ beat(s)	 = _____ beat(s)	 = _____ beat(s)

12. Draw the **bar lines** where they are needed on the staff below. **Look at the time signature.**

6



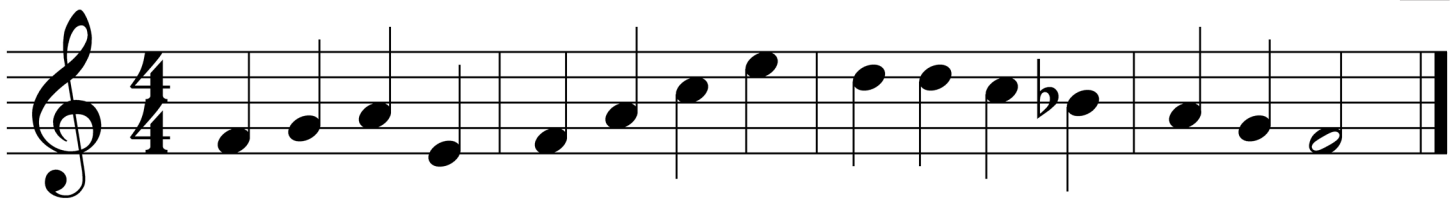
13. Write the numbers below **each** note and **each** rest as you would count aloud when tapping the following rhythm. **Look at the time signature.**

4



14. In the music below, circle the **time signature**.

2



EAR TRAINING

15. You will hear five different notes played one at a time.

5

If the note sounds **high**, circle the word **high**. If the note sounds **low**, circle the word **low**.

1.	2.	3.	4.	5.
high low	high low	high low	high low	high low

16. You will hear five groups of notes. These notes will move **up** or **down**.

5

If the notes move **up**, circle the word **up**. If the notes move **down**, circle the word **down**.

1.	2.	3.	4.	5.
up down	up down	up down	up down	up down

17. You will hear five groups of two notes each. If the two notes you hear sound the **same**,

5

circle the word **same**. If the two notes you hear sound **different**, circle the word **different**.

1.	2.	3.	4.	5.
same different	same different	same different	same different	same different

BONUS QUESTION

1

There are two musical examples below. One is labeled *f* for forte, and the other is labeled *p* for piano. **Circle** the example that is labeled to be performed **loudly**.



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Student Affiliate Theory Test Ear Training Instructions

Whitlock Level 1

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

Question 15: High-Low Pitch Recognition

1. Read the test question aloud and answer any questions.
2. Explain that each note will be played twice.
3. Give two examples, different from the test examples, before beginning the questions.
4. Play the first test example. Pause. Say "again" and repeat the example.
5. Continue the same way for all examples.
6. Repeat all the examples once for a final check, pausing briefly between each example.

MM: = 60

1. 2. 3. 4. 5.

Question 16: Recognition of Ascending and Descending Tonal Patterns

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

MM: = 60

1. 2. 3. 4. 5.

Question 17: Recognition of Same and Different Tones

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

MM: = 60

1. 2. 3. 4. 5.

REMIND STUDENTS TO COMPLETE THE BONUS QUESTION AT THE BOTTOM OF THE TEST.