| Affix | bel here or clearly prin | ested infor |
| :---: | :---: | :---: |
|  | Last Name, First Name. | Please print. |
|  | ALPHA CODE School Grade |  |

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

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

3. Fill in the blanks: A staff has $\qquad$ lines and $\qquad$ spaces.
4. Print the letter name of these notes on the line below each note. Look at the clef sign.

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


Page 2 Whitlock Level 1 Fall 2017
6. If the note on the staff and the note name do not match, draw an $\mathbf{X}$ through the letter name.

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

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

| $6: 0 \quad 0$ | O | $0 \quad 0$ | 00 | 00 | $0 \quad 0$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| step skip | step skip | step skip | step skip | step skip | step skip |

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


Name $\qquad$
Last Name, First Name. Please print.
10. Draw the note named.

$\overline{\text { Whole Note }}$
Half Note
11. Write the number of beats each note or rest gets in $\frac{4}{4}$ time.
$\beta=$ $\qquad$ beat(s) $\quad \mathrm{=}$ $\qquad$ beat(s) $\qquad$ beat(s)
 beat(s) $\longrightarrow$ $=$ $\qquad$ beat(s)
12. Draw the bar lines where they are needed on the staff below. Look at the time signature.

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.

14. In the music below, circle the measure with steps going down.


## Page 4 Whitlock Level 1 Fall 2017

## EAR TRAINING

15. You will hear five different notes played one at a time. If the note sounds high, circle the word high. If the note sounds low, circle the word low.
16. 


2.

3.

4.

5.

| high |
| :--- |
| low |

16. You will hear five groups of notes. These notes will move up or down. If the notes move up, circle the word up. If the notes move down, circle the word down.
17. 


2.

3.

4.

5.

| up |
| :---: |
| down |

17. You will hear five groups of two notes each. If the two notes you hear sound the same, circle the word same. If the two notes you hear sound different, circle the word different.
18. 

| same |
| :---: |
| different |

2. 

| same |
| :---: |
| different |

3. 

| same |
| :---: |
| different |

4. 

| same |
| :---: |
| different |

5. same different

## BONUS QUESTION

There are two musical examples below. One is labeled $\boldsymbol{f}$ for forte, and the other is labeled $\boldsymbol{P}$ for piano. Circle the example that is labeled to be performed loudly.


## Texas Music Teachers Association

## 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.


## 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.

$$
M M: O=60
$$

4. Play the first test example. Pause. Say "again" and repeat the example.
$\qquad$
5. Continue the same way for all examples.
6. Repeat all the examples once for a final check, pausing briefly between each example.


## 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.
7. 


2.
3.
4.
5.
(1)
(D)

0
0

.
C


C
O

