

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. brace
2. treble clef
3. bar line
4. bass clef
5. double bar line
6. 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.

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

8. 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.

| (4) |
| :--- |
| (4) |
| 0 |

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

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

7. On the lines below, write the order of sharps as they would occur in a key signature.
$\qquad$ \# $\qquad$ \# $\qquad$ \# $\qquad$ \# $\qquad$ \# $\qquad$ \# $\qquad$ \#
8. Name the Major key for each key signature drawn below. Use capital letters.

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.
B. Draw the sharp(s) or flat(s) that are needed before the notes as needed to make the major scales.
C. In the last measure of each staff, draw the tonic (keynote). Use a whole note.


D Major

10. In the musical example below:
A. Draw a box around the slurred notes.
B. Write I under the tonic triad.

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.


Name $\qquad$
Last Name, First Name. Please print.
12. Below the arrow in each measure, draw the one note that has been left out of each measure. Look at the time signature.

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

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


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

| Chord | 1. A combination of two half steps |
| :---: | :---: |
| Crescendo Decrescendo | 2. A scale made up of whole steps and half steps used in ascending order: WWHWWWH |
|  | 3. Decreasing in volume |
| Fortissimo | 4. Increasing in volume |
| Half Step | 5. Moderately loud |
| Whole Step | 6. Placement of sharps or flats at the beginning of each line of music |
| Interval | indicating which notes are to be raised or lowered in performance of the music |
| Key Signature | 7. The distance in pitch between two tones |
| Major Scale | 8. The distance on the keyboard from one key to the very next key |
| Mezzo Forte | 9. The speed of steady beats, moving in time |
|  | 10. Three or more tones sounding together |
|  | 11. Very loud |

16. Draw one note (not a number) that receives the total number of beats for each group of notes and rests. Example: $\quad++\$=d \quad$ Not: $d+\$=(2)$


## 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.
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.

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


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


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 Fall 2016}

Texas Music Teachers Association

## Student Affiliate Theory Test Ear Training Instructions Whitlock Level 4

## For each question:

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

## Question 17: Comparison of Played and Written Notes

1. Read the test question aloud and answer any questions.
2. 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.
3. Play the first test example. Pause. Say "again" and repeat the example.
4. Continue the same way for all the examples.
5. Repeat all the examples once for a final check, pausing briefly between each group.
6. 
7. 
8. 
9. 
10. 



## Question 18: Recognition of Major Triads

1. Read the test question aloud and answer any questions.
2. Tell the students that two triads (chords) for each set will be played and they are to listen for the major triad.
3. Explain that triads will be played in both broken and blocked form.
4. Give two examples, different from the test questions.
5. Play the first test example. Pause. Say "again" and repeat the set.
6. Continue the same way for all the sets.
7. Repeat all the sets once for a final check, pausing briefly between each 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 $2^{\text {nd }}$ and $4^{\text {th }}$ measures. The $1^{\text {st }}$ and $3^{\text {rd }}$ 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.

