

# Practice Only-Not Official Test

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Texas Music Teachers Association

## Student Affiliate Theory Test

Whitlock Level **2**  
Spring 2017



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

Name \_\_\_\_\_

\_\_\_\_\_ Last Name, First Name. Please print.

ALPHA CODE School Grade \_\_\_\_\_ Date \_\_\_\_\_

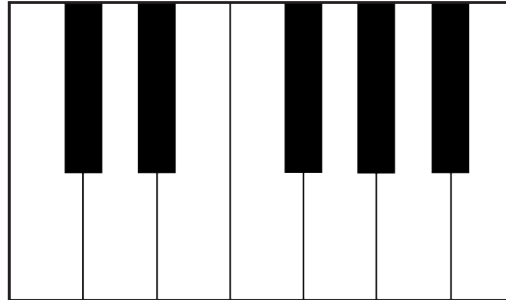
NOTICE: Do NOT make any extra marks or comments on the test. Points may be deducted.

Points

1. Print the following **six** letter names on the correct keys.  
One letter is missing, so **one white key will be blank**.

12

Use only these letters:  
**C E A B D F**



2. Beginning with the letter **A** (already printed for you), write the music alphabet going **up two times**.

6

A \_\_\_\_\_ G

3. Using **whole notes**, draw the note above each given letter.  
Look at the clef sign.

5

C G D A F

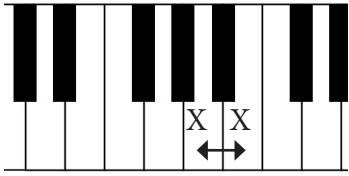
4. Print the **letter name** of each note on the line below the note. Each measure will spell a word.  
Look at the clef sign.

9

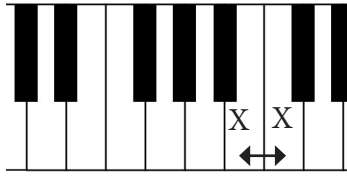
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# Practice Only-Not Official Test

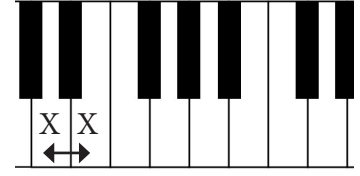
5. In the box below each keyboard, circle either **half step** or **whole step** to show the distance between the two white keys marked with X's and an arrow. 3



half step    whole step

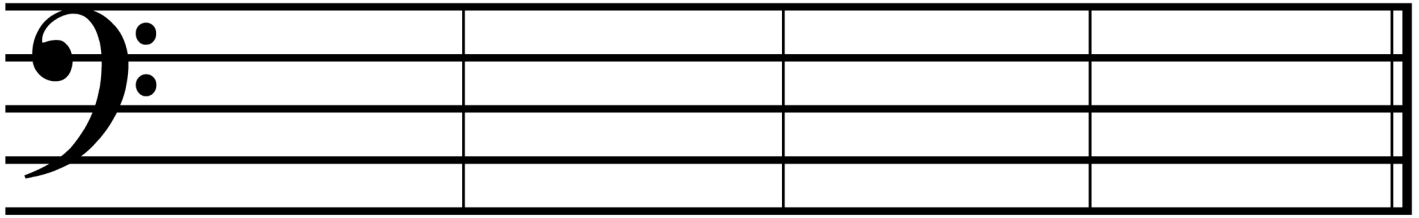


half step    whole step



half step    whole step

6. In each measure below, draw the note which is named below the measure. 8  
 → Remember the stem rules.



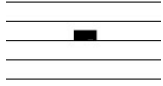
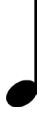


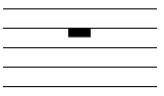

Quarter Note

Whole Note

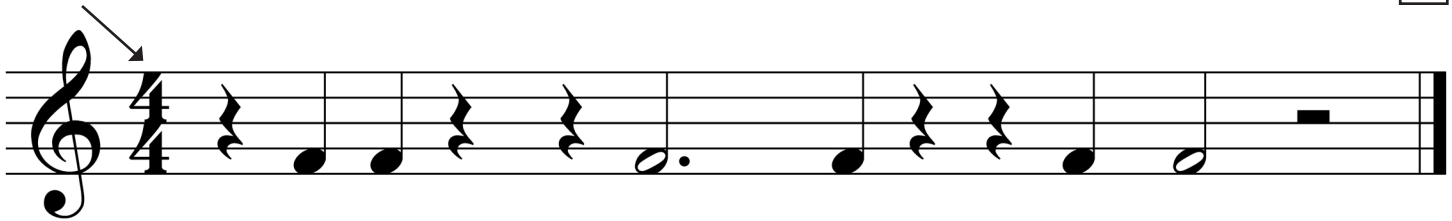
Half Note

Dotted Half Note

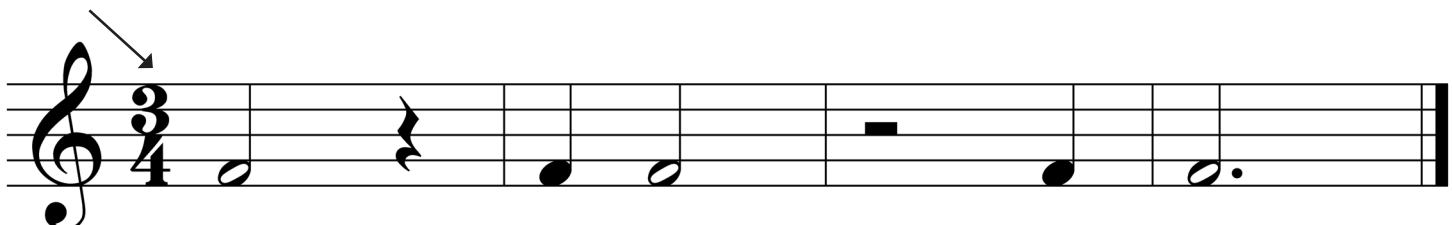
7. Write the number of beats each note or rest gets in  $\frac{4}{4}$  time. 12

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

8. Draw **bar lines** where they are needed on the staff below. **Look at the time signature.** 6



9. 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





# Practice Only-Not Official Test

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## EAR TRAINING

13. You will hear five groups of notes.

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

5

1. up down	2. up down	3. up down	4. up down	5. up down
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14. You will hear five different rhythmic examples.

If the rhythm that is played sounds the **same** as the written notes, circle the word **same**.  
If they sound **different** from the written rhythm, circle the word **different**.

5

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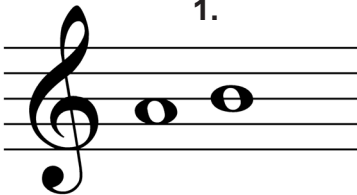
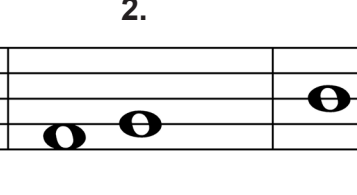
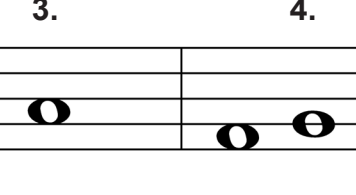
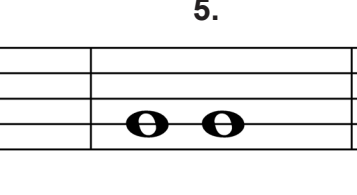

15. You will hear five groups of notes. There are three notes in each group.

The first two notes are written on the staff.

After you hear each group, **write the missing third note** in the measure.

The third note will **repeat** the second note, **go up by a 2nd (step)**, or **down by a 2nd (step)**.

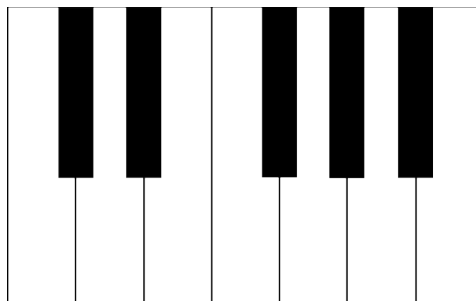
5

1.	2.	3.	4.	5.
				

## BONUS QUESTION

1

On the keyboard below, write the letter names of the keys in the C MAJOR 5-finger pattern.



Texas Music Teachers Association

## Student Affiliate Theory Test Ear Training Instructions

### Whitlock Level 2

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

#### Question 13: 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 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.

#### Question 14: Recognition of Rhythmic Patterns

1. Read the test question aloud and answer any questions.
2. Explain that each rhythmic pattern will be played twice.
3. Establish the tempo and beat by tapping and counting two measures aloud before playing each example. **Do not tap or count while playing.**
4. Give two examples, different from the test examples, before beginning the question.
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

1.                      2.                      3.                      4.                      5.

#### Question 15: 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 or go up or down by a step.
3. Explain that each group will be played twice.
4. Give two examples, different from the test examples, before beginning the question.
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

1.                      2.                      3.                      4.                      5.

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