

# PRELUDE 1     Listening to Music Today

## MULTIPLE CHOICE

1. One of the best ways to “study” music is by
- repeated listening.
  - listening to music while doing homework.
  - watching TV with music playing in the background.
  - All of the answers shown here.

ANS: A                    DIF: Easy                    REF: 4                    TOP: Listening to music  
MSC: Applying

2. Setting aside all distractions and letting the music be the foreground activity is called
- musical memory.
  - active listening.
  - passive listening.
  - repeated listening.

ANS: B                    DIF: Easy                    REF: 5                    TOP: Listening to music  
MSC: Applying

3. How can you develop musical memory for instrumental works?
- concentrate on major events
  - concentrate on patterns
  - concentrate on memorable moments
  - all of the answers shown here.

ANS: D                    DIF: Moderate                    REF: 5                    TOP: Listening to music  
MSC: Applying

4. One principle of Western musical practice as well as other world traditions is
- the return of major (musical) events, patterns, or memorable moments.
  - never hearing the same melody twice.
  - only hearing the main melody at the beginning of a piece.
  - None of the answers shown here.

ANS: A                    DIF: Moderate                    REF: 5                    TOP: Listening to music  
MSC: Applying

5. Musical memory will help a person
- develop a sense of time.
  - understand why the composer wrote the piece.

- c. better understand the cultural forces that shaped a work.
- d. better understand the hidden meaning of some musical works.

ANS: A                      DIF: Moderate                      REF: 5                      TOP: Listening to music  
MSC: Applying

6. What are some of the criteria that shape a performer's interpretation of a musical work?
- a. variations in tempo
  - b. changes to dynamics
  - c. changes in voices or instruments
  - d. All answers shown here.

ANS: D                      DIF: Moderate                      REF: 6                      TOP: Listening to music  
MSC: Applying

7. Repeated encounters with a musical work will help one to
- a. develop a familiarity with the piece.
  - b. gain an understanding of the work.
  - c. develop critical listening skills.
  - d. All answers shown here.

ANS: D                      DIF: Moderate                      REF: 4                      TOP: Listening to music  
MSC: Applying

**TRUE/FALSE**

1. In daily life, we often listen to music as a background to another activity.

ANS: T                      DIF: Easy                      REF: 4                      TOP: Listening to music  
MSC: Remembering

2. Listening to music at home is just about the same experience as hearing it live.

ANS: F                      DIF: Easy                      REF: 4                      TOP: Listening to music  
MSC: Applying

3. Repeated listening is NOT a good way to "study" music.

ANS: F                      DIF: Moderate                      REF: 4                      TOP: Listening to music  
MSC: Applying

4. Active listening is when one listens to music while working out at the gym.

ANS: F                      DIF: Moderate                      REF: 5                      TOP: Listening to music

MSC: Remembering

5. Developing musical memory is easier initially when listening to music in a foreign language.

ANS: F                      DIF: Moderate                      REF: 5                      TOP: Listening to music

MSC: Applying

6. Some composers provide a program, or story, to follow in instrumental works.

ANS: T                      DIF: Easy                      REF: 5                      TOP: Listening to music

MSC: Remembering

7. Each performance of a musical work is unique.

ANS: T                      DIF: Easy                      REF: 5                      TOP: Listening to music

MSC: Remembering

8. In early times, performers adapted their interpretations of works based on the resources available at the time.

ANS: T                      DIF: Moderate                      REF: 6                      TOP: Listening to music

MSC: Remembering

9. Musical instruments have changed very little over time.

ANS: F                      DIF: Easy                      REF: 6                      TOP: Listening to music

MSC: Applying

10. As one listens to a piece, one should allow oneself to respond both objectively and subjectively to the music.

ANS: T                      DIF: Moderate                      REF: 5                      TOP: Listening to music

MSC: Analyzing

## ESSAY

1. Explain how the expression “practice makes perfect” applies to listening to music.

ANS:

Answers will vary.

DIF: Moderate      REF: 4–5      TOP: Listening to music  
MSC: Analyzing

2. Explain how one can develop one's listening skills.

ANS:

Answers will vary.

DIF: Moderate      REF: 4–6      TOP: Listening to music  
MSC: Applying

3. What are some of the criteria that shape a performer's interpretation of a work?

ANS:

Answers will vary.

DIF: Moderate      REF: 5–6      TOP: Listening to music  
MSC: Applying

# CHAPTER 1 Melody: Musical Line

## MULTIPLE CHOICE

1. In determining pitch, what is meant by frequency?
- how often the pitch is heard
  - how fast the pitches are played
  - the span between the highest and lowest notes
  - the number of vibrations per second

ANS: D                    DIF: Easy                    REF: 7                    TOP: Melody  
MSC: Remembering

2. Musical sounds are represented by symbols called
- pitches.
  - cues.
  - notes.
  - amplitudes.

ANS: C                    DIF: Easy                    REF: 7                    TOP: Melody  
MSC: Remembering

3. By definition, a musical sound has
- a perceivable pitch and a measurable frequency.
  - a certain volume.
  - a distinct timbre.
  - all answers shown here.

ANS: D                    DIF: Moderate                    REF: 7                    TOP: Melody  
MSC: Remembering

4. A succession of single tones or pitches perceived as a unit is called a(n)
- interval.
  - melody.
  - harmony.
  - chord.

ANS: B                    DIF: Easy                    REF: 7                    TOP: Melody  
MSC: Remembering

5. The distance between the highest and lowest tones of a melody is called the
- tempo.
  - range.
  - phrase.
  - tonic.

ANS: B                    DIF: Easy                    REF: 7                    TOP: Melody  
MSC: Remembering

6. The distance between two pitches is called a(n)
- a. interval.
  - b. phrase.
  - c. cadence.
  - d. counter melody.

ANS: A                      DIF: Easy                      REF: 8                      TOP: Melody  
MSC: Remembering

7. Which term describes a melody that moves by small intervals?
- a. consonant
  - b. conjunct
  - c. dissonant
  - d. disjunct

ANS: B                      DIF: Moderate                      REF: 8                      TOP: Melody  
MSC: Remembering

8. A melody can be characterized by
- a. its range.
  - b. its shape.
  - c. the way it moves.
  - d. all answers shown here.

ANS: D                      DIF: Moderate                      REF: 7–8                      TOP: Melody  
MSC: Analyzing

9. Why is Beethoven's *Ode to Joy* easy to sing?
- a. It has a wide range.
  - b. It is conjunct.
  - c. It has phrases of unequal lengths.
  - d. It has no cadences.

ANS: B                      DIF: Difficult                      REF: 8                      TOP: Melody  
MSC: Analyzing

10. A unit of meaning within the larger structure of a melody is called a
- a. phrase.
  - b. stanza.
  - c. cadence.
  - d. climax.

ANS: A                      DIF: Moderate                      REF: 8                      TOP: Melody  
MSC: Remembering

11. The resting place at the end of a phrase is called a
- a. pause.
  - b. period.
  - c. cadence.
  - d. comma.

ANS: C                      DIF: Moderate                      REF: 8                      TOP: Melody  
MSC: Remembering

12. Musical punctuation, which is similar to a comma or period in a sentence, is called a
- a. cadence.
  - b. syncopation.
  - c. chord.
  - d. scale.

ANS: A                    DIF: Moderate                    REF: 8                    TOP: Melody  
MSC: Remembering

13. The striking emotional effect created by the high point in a melodic line is called the
- a. cadence.
  - b. countermelody.
  - c. climax.
  - d. range.

ANS: C                    DIF: Moderate                    REF: 9                    TOP: Melody  
MSC: Remembering

14. A melody added to, or played against, another melody is called a
- a. cadence.
  - b. phrase.
  - c. countermelody.
  - d. tune.

ANS: C                    DIF: Moderate                    REF: 9                    TOP: Melody  
MSC: Remembering

15. A note designates frequency and
- a. duration.
  - b. volume.
  - c. timbre.
  - d. range.

ANS: A                    DIF: Moderate                    REF: 7                    TOP: Melody  
MSC: Remembering

16. In terms of a musical note, duration refers to
- a. length of time.
  - b. timbre.
  - c. volume.
  - d. None of the answers shown here.

ANS: A                    DIF: Easy                    REF: 7                    TOP: Melody  
MSC: Remembering

17. The distinct quality of a pitch is called
- a. tone color or timbre.
  - b. volume.
  - c. duration.
  - d. melody.

ANS: A                    DIF: Moderate                    REF: 7                    TOP: Melody  
MSC: Applying

18. Which term refers to the overall shape of a melody?

- a. contour
- b. interval
- c. range
- d. cadence

ANS: A                      DIF: Moderate                      REF: 8                      TOP: Melody  
MSC: Applying

19. A melody that moves in large, disconnected intervals is described as

- a. conjunct.
- b. disjunct.
- c. pitchy.
- d. easy to sing.

ANS: B                      DIF: Difficult                      REF: 8                      TOP: Melody  
MSC: Analyzing

20. In terms of text, this diagram, *a b a b*, refers to

- a. the rhyme scheme.
- b. the overall form of the music.
- c. the melody.
- d. pitch.

ANS: A                      DIF: Difficult                      REF: 9                      TOP: Melody  
MSC: Analyzing

**TRUE/FALSE**

1. The length or size of a vibrating object has no effect on pitch.

ANS: F                      DIF: Easy                      REF: 7                      TOP: Melody  
MSC: Remembering

2. A musical note is the symbolic representation of a sound with pitch and duration.

ANS: T                      DIF: Moderate                      REF: 7                      TOP: Melody  
MSC: Remembering

3. Tone color is a property of pitch.

ANS: T                      DIF: Moderate                      REF: 7                      TOP: Melody  
MSC: Remembering

4. The overall shape of a melody is called its range.



ANS: F                    DIF: Moderate            REF: 7                    TOP: Melody  
MSC: Remembering

5. Melodies that move principally by small, connected intervals are conjunct.

ANS: T                    DIF: Moderate            REF: 8                    TOP: Melody  
MSC: Remembering

6. Melodies that skip in disjointed intervals are disjunct.

ANS: T                    DIF: Moderate            REF: 8                    TOP: Melody  
MSC: Remembering

7. A phrase is a component unit of a melody.

ANS: T                    DIF: Easy                    REF: 8                    TOP: Melody  
MSC: Remembering

8. The phrases in the tune *Amazing Grace* are of unequal length.

ANS: F                    DIF: Difficult            REF: 9                    TOP: Melody  
MSC: Applying

9. The melody of *The Star-Spangled Banner* is best described as conjunct.

ANS: F                    DIF: Moderate            REF: 8                    TOP: Melody  
MSC: Applying

10. The rhyme scheme of a poem is determined by the first word of each poetic line.

ANS: F                    DIF: Moderate            REF: 9                    TOP: Melody  
MSC: Applying

11. Volume refers to length of time, or duration, of a note.

ANS: F                    DIF: Easy                    REF: 7                    TOP: Melody  
MSC: Remembering

12. The high point in a melody is known as its contour.

ANS: F                    DIF: Easy                    REF: 9                    TOP: Melody  
MSC: Remembering

13. *Stars and Stripes Forever* includes a countermelody performed by the piccolos.

ANS: T                    DIF: Moderate                    REF: 9                    TOP: Melody  
MSC: Remembering

14. A singer or instrumentalist will pause to draw a breath at a cadence.

ANS: T                    DIF: Moderate                    REF: 9                    TOP: Melody  
MSC: Remembering

15. The component units of a melody have no relationship to sentence structure.

ANS: F                    DIF: Moderate                    REF: 8                    TOP: Melody  
MSC: Applying

## ESSAY

1. Describe the elements that contribute to the sound of a pitch.

ANS:  
Answers will vary.

DIF: Moderate                    REF: 7–8                    TOP: Melody                    MSC: Applying

2. What are the features that give each melody a distinctive character?

ANS:  
Answers will vary.

DIF: Moderate                    REF: 8–9                    TOP: Melody                    MSC: Analyzing

3. Compare the structure of a melody with the form of a sentence.

ANS:  
Answers will vary.

DIF: Difficult

REF: 8–9

TOP: Melody

MSC: Analyzing

4. Describe the differences between the melodies for *Ode to Joy*, *Joy to the World*, and *The Star-Spangled Banner*.

ANS:

Answers will vary.

DIF: Difficult

REF: 8–9

TOP: Melody

MSC: Analyzing

## CHAPTER 2 Rhythm and Meter: Musical Time

### MULTIPLE CHOICE

1. Music is propelled forward in time by

- a. harmony.
- b. rhythm.
- c. texture.
- d. timbre.

ANS: B                      DIF: Easy                      REF: 10                      TOP: Rhythm  
MSC: Remembering

2. What is the element of music that organizes movement in time?

- a. rhythm
- b. melody
- c. harmony
- d. form

ANS: A                      DIF: Easy                      REF: 10                      TOP: Rhythm  
MSC: Remembering

3. The basic unit of rhythm that divides time into equal segments is called the

- a. meter.
- b. syncopation.
- c. beat.
- d. accent.

ANS: C                      DIF: Easy                      REF: 10                      TOP: Rhythm  
MSC: Remembering

4. Beats that are more strongly emphasized than others are said to be

- a. minor.
- b. major.
- c. accented.
- d. metrical.

ANS: C                      DIF: Easy                      REF: 10                      TOP: Rhythm  
MSC: Remembering

5. Organizing patterns of rhythmic pulses are called

- a. offbeats.
- b. meters.
- c. syncopations.
- d. polyrhythms.

ANS: B                      DIF: Easy                      REF: 10                      TOP: Rhythm  
MSC: Remembering

6. Meter is marked off in groupings known as

- a. phrases.
- c. cadences.

- b. measures.
- d. chords.

ANS: B      DIF: Easy      REF: 10      TOP: Rhythm  
MSC: Remembering

7. The first accented beat of a measure is called a(n)

- a. syncopated beat.
- c. upbeat.
- b. simple beat.
- d. downbeat.

ANS: D      DIF: Easy      REF: 11      TOP: Rhythm  
MSC: Remembering

8. The metric pattern in which a strong beat alternates with a weak one is called \_\_\_\_\_ meter.

- a. triple
- c. quadruple
- b. duple
- d. compound

ANS: B      DIF: Moderate      REF: 11      TOP: Rhythm  
MSC: Remembering

9. Which meter would MOST likely be associated with a march?

- a. duple
- c. quadruple
- b. triple
- d. compound

ANS: A      DIF: Moderate      REF: 11      TOP: Rhythm  
MSC: Applying

10. In triple meter, the strongest pulse occurs on

- a. the first beat.
- c. the third beat.
- b. the second beat.
- d. all beats equally.

ANS: A      DIF: Easy      REF: 11      TOP: Rhythm  
MSC: Applying

11. The repeated rhythmic pattern in which an accented beat is followed by two unaccented beats is called \_\_\_\_\_ meter.

- a. duple
- c. quadruple
- b. triple
- d. compound

ANS: B      DIF: Moderate      REF: 11      TOP: Rhythm  
MSC: Remembering

12. Meters in which each beat is subdivided into three rather than two are known as \_\_\_\_\_ meters.

- a. simple
- b. complex
- c. compound
- d. unequal

ANS: C                      DIF: Difficult                      REF: 11                      TOP: Rhythm  
MSC: Remembering

13. In sextuple meter, the principal accents usually fall on

- a. beats 1 and 3.
- b. beats 1 and 4.
- c. beats 2 and 4.
- d. beats 3 and 6.

ANS: B                      DIF: Difficult                      REF: 11                      TOP: Rhythm  
MSC: Applying

14. The patriotic song *America* ("My country, 'tis of thee") is an example of \_\_\_\_\_ meter.

- a. duple
- b. triple
- c. quadruple
- d. compound

ANS: B                      DIF: Difficult                      REF: 12                      TOP: Rhythm  
MSC: Applying

15. Which of the following songs is in sextuple meter?

- a. *Twinkle, Twinkle, Little Star*
- b. *Greensleeves*
- c. *America, the Beautiful*
- d. *America* ("My country, 'tis of thee")

ANS: B                      DIF: Difficult                      REF: 12                      TOP: Rhythm  
MSC: Applying

16. A weak beat in a measure is called a(n)

- a. offbeat.
- b. syncopation.
- c. accent.
- d. upbeat.

ANS: A                      DIF: Moderate                      REF: 11                      TOP: Rhythm  
MSC: Remembering

17. When a song begins on the last beat of a measure, it is said to begin with a(n)

- a. offbeat.
- b. syncopation.
- c. polyrhythm.
- d. upbeat.

ANS: D                      DIF: Difficult                      REF: 11                      TOP: Rhythm  
MSC: Remembering

18. The deliberate shifting of the accent to a weak beat or an offbeat is called

- a. rhythm.
- b. meter.
- c. syncopation.
- d. compound meter.

ANS: C                      DIF: Moderate                      REF: 11                      TOP: Rhythm  
MSC: Remembering

19. The simultaneous use of two or more rhythmic patterns is called

- a. polyrhythm.
- b. syncopation.
- c. additive meter.
- d. compound meter.

ANS: A                      DIF: Moderate                      REF: 12                      TOP: Rhythm  
MSC: Remembering

20. Music that moves without a strong sense of beat or meter is called

- a. compound.
- b. additive.
- c. nonmetric.
- d. irregular.

ANS: C                      DIF: Moderate                      REF: 12                      TOP: Rhythm  
MSC: Remembering

21. Which meter is traditionally associated with dances such as the waltz and the minuet?

- a. duple
- b. triple
- c. quadruple
- d. compound

ANS: B                      DIF: Moderate                      REF: 11                      TOP: Rhythm  
MSC: Applying

22. Which meter has a primary accent on the first beat and a secondary accent on the third beat?

- a. triple
- b. quadruple
- c. compound
- d. sextuple

ANS: B                      DIF: Difficult                      REF: 11                      TOP: Rhythm  
MSC: Applying

23. How is the beat divided in simple meter?

- a. two
- b. three
- c. four
- d. six

ANS: A                      DIF: Difficult                      REF: 11                      TOP: Rhythm  
MSC: Applying





MSC: Remembering

9. All world music features a strong regular pulse or beat.

ANS: F                      DIF: Difficult                      REF: 12                      TOP: Rhythm

MSC: Applying

10. Music that moves without a strong sense of beat or meter is referred to as nonmetric.

ANS: T                      DIF: Easy                      REF: 12                      TOP: Rhythm

MSC: Remembering

11. Sextuple meter is an example of a compound duple meter.

ANS: T                      DIF: Difficult                      REF: 11                      TOP: Rhythm

MSC: Applying

12. The beat is divided into three for simple meter.

ANS: F                      DIF: Difficult                      REF: 11                      TOP: Rhythm

MSC: Applying

13. The first accented beat of each metrical pattern is called the upbeat.

ANS: F                      DIF: Difficult                      REF: 11                      TOP: Rhythm

MSC: Applying

14. Regular vertical lines through the staff are called measure or bar lines.

ANS: T                      DIF: Easy                      REF: 10                      TOP: Rhythm

MSC: Remembering

15. The poet Robert Frost invented meter.

ANS: F                      DIF: Moderate                      REF: 10                      TOP: Rhythm

MSC: Remembering

## ESSAY

1. Describe the way rhythm, beat, and meter work together in music.

ANS:

Answers will vary.

DIF: Moderate      REF: 10–11      TOP: Rhythm      MSC: Analyzing

2. Describe the rhythmic complexities that characterize the music of several world cultures.

ANS:

Answers will vary.

DIF: Moderate      REF: 11–12      TOP: Rhythm      MSC: Analyzing

3. Describe the difference between simple and compound meter. Provide an example of each.

ANS:

Answers will vary.

DIF: Moderate      REF: 11      TOP: Rhythm      MSC: Applying

4. Why is rhythm considered the most fundamental element of music?

ANS:

Answers will vary.

DIF: Moderate      REF: 10–12      TOP: Rhythm      MSC: Applying