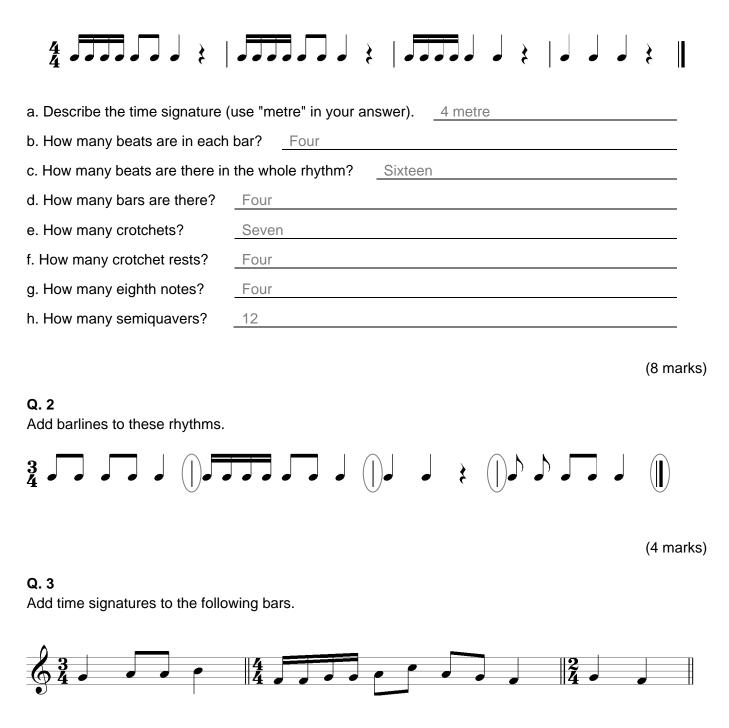
### Written Test 1 – Teacher Information

Can be set after Lesson 10 has been completed

## Written Test Answers

#### Q. 1

Study the following rhythm (hearing it in your head), then answer the questions below.



<sup>(3</sup> marks)

**Q. 4** Add stems to these notes.



#### Q. 5

Write the solfa on the first line beneath the notes (F is *do*) and the letter names on the second line beneath the notes.



(8 marks)

### Q. 6

Study the following song (which is in a G do) (hearing it in your head), then answer the questions below.



a) Write the tone set of the above melody on the staff below.



b) Under the notes in bars 1 and 2 write the solfa.

c) Under the notes in bars 3 and 4 write the letter names.

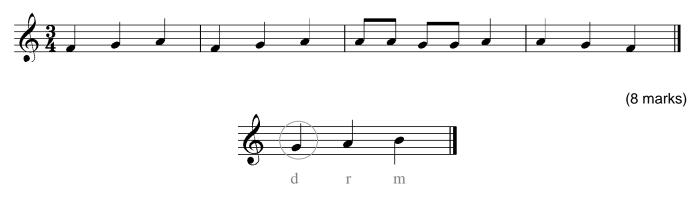
d) Add a word to the start of this song to show it should be played at a moderate tempo.

(8 marks)

### Q. 7

Transpose the song from **Q. 6** into an F *do* on the staff below. (It has been started for you).

Write the new tone set on the staff below.



## **Q. 8** Give a definition for the following terms.

Beat \_\_\_\_\_The heartbeat of the music.

Rhythm The pattern of shorter and longer sounds heard on a beat.

- Pitch The high and low sounds in music.
- Interval The distance between two notes of a different pitch.
- Tone Set The notes found in a melody written from lowest to highest, with the final note circled...

Metre How the beats move in groups (of two, three etc)

(6 marks)

## Written Test 1

Name:	Class:	
Due Date:		
	Mark: / 50 (Including 3 marks for neatness)	
<b>Q. 1</b> Study the following rhythm (hearing it in your h	ead), then answer the questions below.	
a. Describe the time signature (use "metre" in y	your answer).	
b. How many beats are in each bar?		
c. How many beats are there in the whole rhyth	nm?	
d. How many bars are there?		
e. How many crotchets?		
f. How many crotchet rests?		
g. How many eighth notes?		
h. How many semiquavers?		
	(8 marks)	
<b>Q. 2</b> Add barlines to this rhythm.		
	(4 marks)	
<b>Q. 3</b> Add time signatures to the following bars.		
6		

Written Test 1© Deborah Smith 2013www.dsmusic.com.auMusicianship & Aural Training for the Secondary School Level 1Page 1

(3 marks)

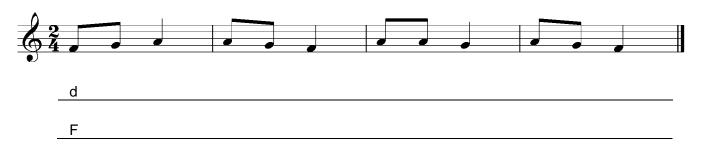
# Q. 4Add stems to these notes.



(2 marks)

### Q. 5

Complete the solfa on the first line beneath the notes and the letter names on the second line beneath the notes.



(8 marks)

### Q. 6

Study the following song (which is in a G do) (hearing it in your head), then answer the questions below.



b) Write the tone set of the above melody on the staff below.

b) Under the notes in bars 1 and 2 write the solfa.

c) Under the notes in bars 3 and 4 write the letter names.

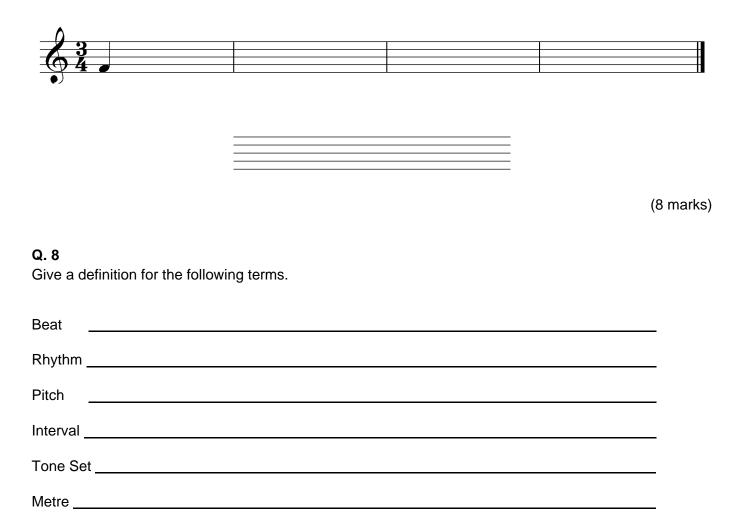
d) Add a word to the start of this song to show it should be played at a moderate tempo.

(8 marks)

### Q. 7

Transpose the song from **Q. 6** into an F *do* on the staff below. (It has been started for you).

Write the new tone set on the staff below.



(6 marks)

<b>B</b> lank	manuscript	(if required).
---------------	------------	----------------

Written Test 1	© Deborah Smith 2013	www.dsmusic.com.au
Musicianship & Aural Tra	aining for the Secondary School Level	1 Page 4