

Level 1 Lesson 15 Answers

Level 1 Lesson 15 Pages 1 and 2 - Activity 1: A New do

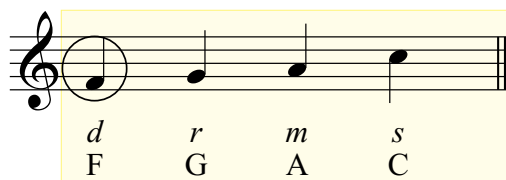
Green, Brown and Blue - F do



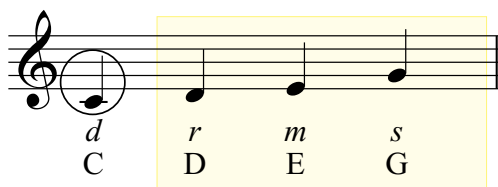
On the given **Green, Brown and Blue Tone Set - F do** write the tone set for **Green, Brown and Blue - F do**. (Include the solfa and letter names and circle the final note).

Sing this tone set in solfa, then in letter names. (Click on the audio file to hear this tone set sung in solfa and letter names if required).

Green, Brown and Blue Tone Set - F do:



Green, Brown and Blue Tone Set - C do:



Complete the **Green, Brown and Blue Tone Set - C do** on the previous page. Make sure the intervals between each of the notes in this new version remain the same as in **Green, Brown and Blue Tone Set - F do** e.g. *do* to *re* is a step, *re* to *mi* is a step and *mi* to *so* is a skip. Include the solfa and letter names and circle the final note.

Sing this tone set in solfa, then in letter names. (Click on the audio file to hear this tone set sung in solfa and letter names if required).

Level 1 Lesson 15 Answers continued.

Level 1 Lesson 15 - Worksheet - Answers

Questions 53 to 57 can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books, Page 30.*

Question 53: Transposition.

Transpose this melody from an F do down into a C do using the given instructions.

i. Complete the solfa below this **F do Melody**.

F do Melody

d r m d r m d r m d r d s m s s m r r d

ii. Write the tone set of this **F do Melody** on this blank staff:

d r m s
F G A C

iii. Transpose the F do tone set you have just written down to a C do on this blank staff:

d r m s
C D E G

iv. Using the solfa you have written below the first melody (as this will stay the same in both melodies) and the new C do tone set, complete the transposition of the **F do Melody** to the **C do Melody** on the staff below. Write the solfa below each note in this "new" melody to check your accuracy.

d r m d r m d r m d r d s m s s m r r d


Question 54: Aural Interval Recognition.

Click on this audio icon to hear four intervals played twice each. They will be either a step (*do to re* or *re to mi*) or a skip (*mi to so*). Identify each interval as a step or a skip in the spaces provided.

1. skip 2. step 3. skip 4. step

Level 1 Lesson 15 Answers continued.


Level 1 Lesson 15 - Worksheet - Answers Continued

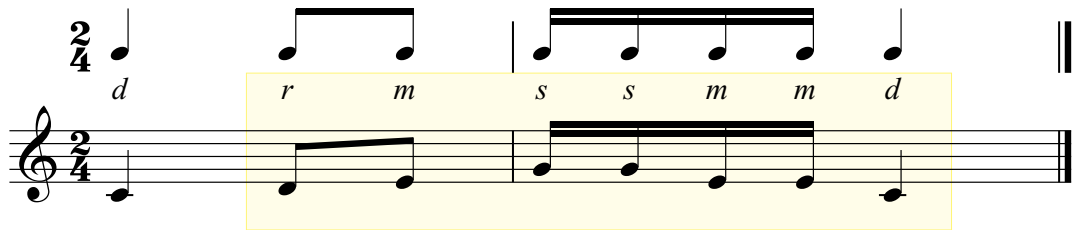
 **Question 55: Melodic Recognition.** Click on this audio icon to hear these three melodies being played in a different order from that seen below. You will hear six beats of click track plus the starting note before each playing begins. Write a number in each box beside each melody showing the order they are played in.

2 


3 


1 

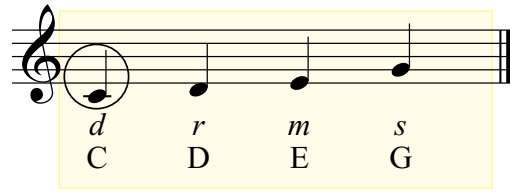
 **Question 56: Melodic Dictation – Staff G do.** Click on this audio file to hear a melody played five times. Each playing will be preceded by four beats of click track plus the starting note. Complete the solfa of the notes you hear beneath the given stick notation, then transcribe these notes onto the staff. The first note, *do*, is given.

$\frac{2}{4}$ 

d *r* *m* *s* *s* *m* *m* *d*

 **Question 57: Trichords.** Transpose **Trichord Exercise 1** (from *Musicianship & Aural Training for the Secondary School*, Level 1 Books, Lesson 12, Page 24) down into a **C do**. Once completed, sing in solfa and letter names. (Click on the audio file to hear this exercise if required).





d *r* *m* *s*
C D E G