



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 music alphabet **going down**. Start with the **G** that is already printed.

6

G _____

2. On the staff below, draw **whole notes** on the correct line or space as named below the staff. **Look at the clef sign.**

6

A musical staff with a treble clef. Below the staff, the notes D, C, A, G, E, and B are listed. An arrow points to the treble clef.

3. Print the **letter name** of each note on the line below the staff. **Look at the clef sign.**

6

A musical staff with a bass clef. Six whole notes are placed on the lines and spaces of the staff. Below the staff are six blank lines for labeling the notes. An arrow points to the bass clef.

4. Name these **intervals** on the line below each measure. Example: 2nd, 3rd, 4th, or 5th.

6

A musical staff with a treble clef. It contains six measures, each with two notes. Below the staff are six blank lines for naming the intervals.

5. In each measure, draw the **note** or **rest** which is named below the measure. **Remember the stem rule.**

6

A musical staff with a treble clef, divided into three measures. Below the staff are labels for the notes and rests to be drawn in each measure.

Half Note

Whole Rest

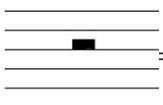
Quarter Note

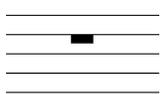
Practice Only - Not Official Test

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

6

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

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

7. On the lines below, print the whole and half step pattern for the Major Scale below.
Use **W** for **whole step** and **H** for **half step**.

7

C Major

C _____ D _____ E _____ F _____ G _____ A _____ B _____ C

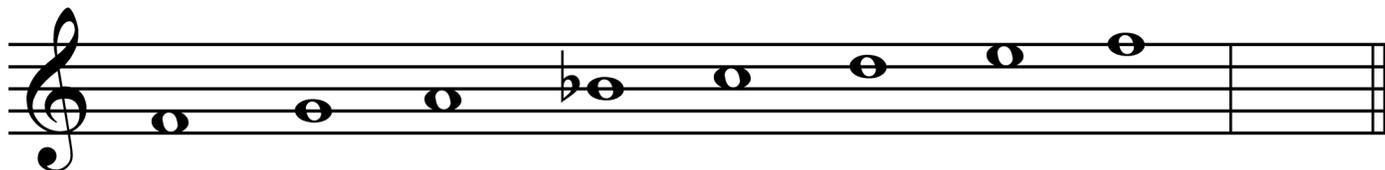
8. On the staff below:

2

A. Mark the **half steps** in the scale with **slurs** (curved lines).

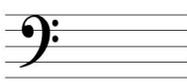
B. In the **last measure**, draw the **tonic** (keynote) of the scale. Use a **whole note**.

2



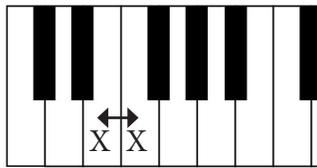
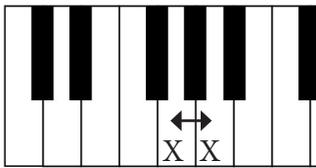
9. Below are three key signatures in the treble clef and three key signatures in the bass clef. From each center box, draw a line to the right and a line to the left to the correct key signature.

6

	<input type="text" value="G Major"/>	
	<input type="text" value="C Major"/>	
	<input type="text" value="F Major"/>	

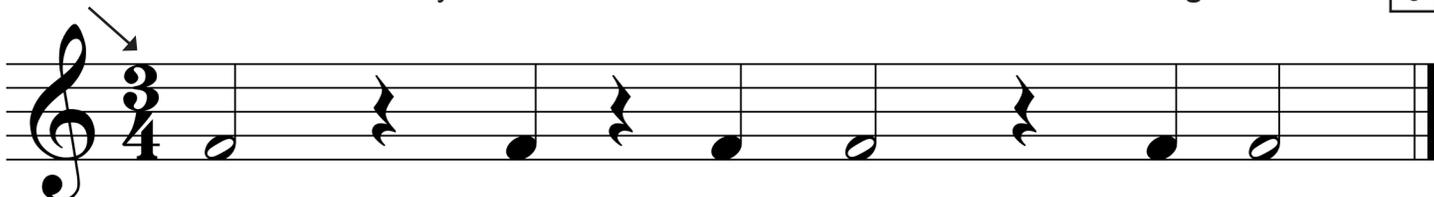
10. Circle either **half step** or **whole step** in each box to indicate the distance between the two keys marked with X's and an arrow.

4

	<input type="text" value="half step"/> <input type="text" value="whole step"/>		<input type="text" value="half step"/> <input type="text" value="whole step"/>
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11. Draw **bar lines** where they are needed on the staff below. Look at the time signature.

6



EAR TRAINING

16. You will hear two groups of rhythm. There are two measures of rhythm in each group. 4
 The first measure is printed on your test. **Fill in the second measure** with the rhythm you hear.

1.

2.



17. You will hear five groups of four notes. The notes will be either **steps** (2^{nds}) or **skips** (3^{rds}). 5
 If you hear **steps**, circle the notes that **step**. If you hear **skips**, circle the notes that **skip**.

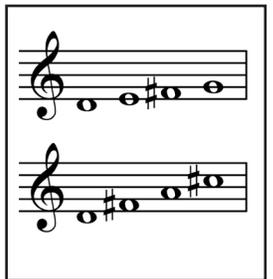
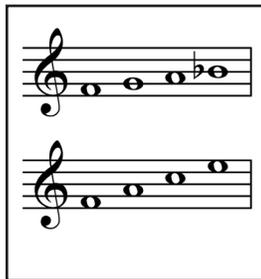
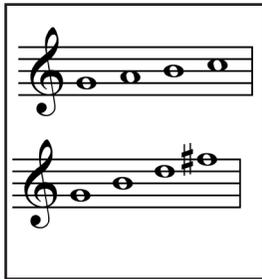
1.

2.

3.

4.

5.



18. You will hear five groups of notes. There are three notes in each group. 6
 The first two notes are written on the staff. After you hear each group, **draw the missing third note** in each measure. The third note will **repeat** the second note, go up by a 2nd (step) or a 3rd (skip), or go down by a 2nd (step) or a 3rd (skip).

1.

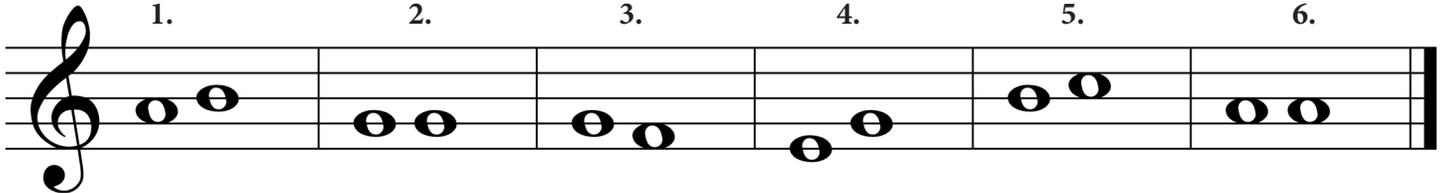
2.

3.

4.

5.

6.



BONUS QUESTION

Fill in the blanks by writing the letter name of the interval **up a 5th** and **down a 5th** from C. 1





Texas Music Teachers Association

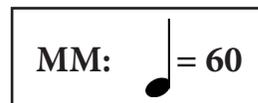
Student Affiliate Theory Test Ear Training Instructions

Whitlock Level 3

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

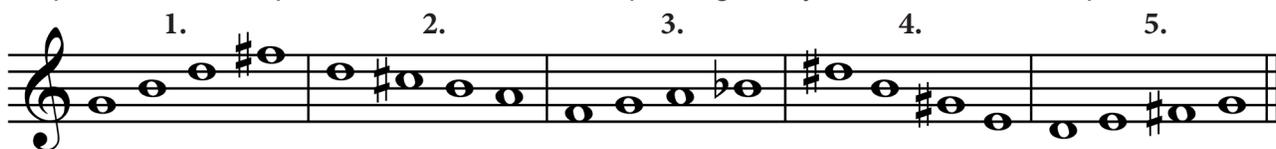
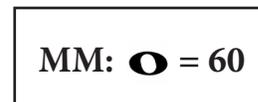
Question 16: Rhythmic Dictation

1. Read the test question aloud and answer any questions.
2. Have the students point to the blank measure in example one. Explain that this is the measure they will fill in.
3. Explain that each example will be played three times.
4. Establish the tempo and beat by tapping and counting two measures aloud before playing each example.
5. Instruct the students to count along silently. Do not tap or count while playing.
6. Play example one, accenting the first beat of each measure. Pause, giving the students time to write.
7. Play it two more times, saying "again" before each time, pausing between repeats to give students time to check their work.
8. Repeat this procedure with the second example.



Question 17: Recognition of Tonal Patterns as Steps and Skips

1. Read the test question aloud and answer any questions.
2. Point out where the steps and skips are located on the test paper.
3. Explain that each group will be played twice.
4. Give two examples, different from the test questions.
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.



Question 18: 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, go up by a 2nd (step) or a 3rd (skip), or go down by a 2nd (step) or a 3rd (skip).
3. Explain that each group will be played twice.
4. Give two examples, different from the test questions.
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.

