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ALPHA
CODE



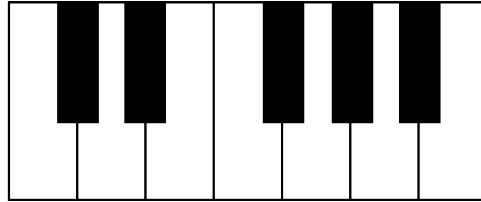
Whitlock Level 1
Fall 2009

Texas Music Teachers Association
STUDENT AFFILIATE THEORY TEST

Name _____ School Grade _____ Date _____

(Please print.)

1. Print the names of all the white keys on the picture of the keyboard below. (7)

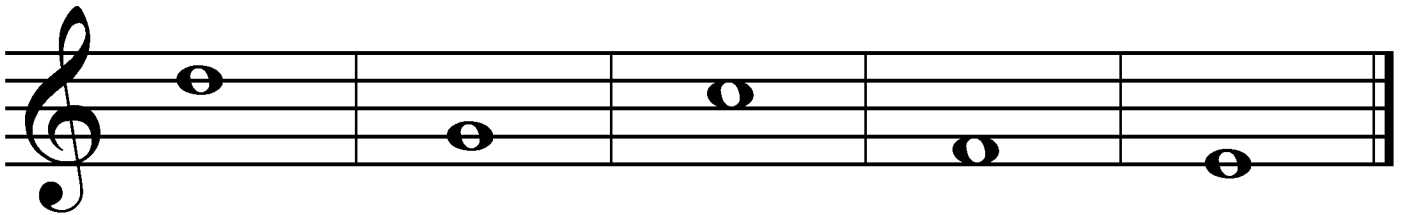


2. Write the music alphabet letters going up. The letter A is already printed for you. (6)

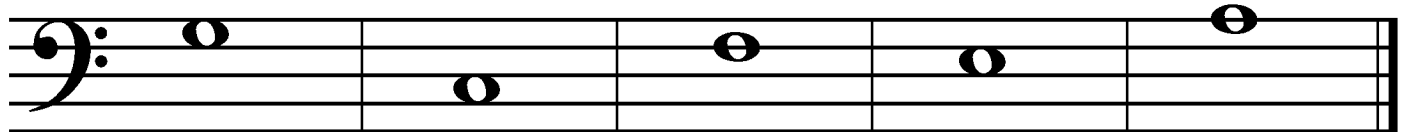
A _____

3. Fill in the blanks: A staff has _____ lines and _____ spaces. (5)

4. Print the letter name of these notes on the line below each note. LOOK AT THE CLEF SIGN! (5)



5. Print the letter name of these notes on the line below each note. LOOK AT THE CLEF SIGN! (5)



6. Place a WHOLE NOTE on the staff for each letter name given. LOOK AT THE CLEF SIGN! (5)

G A B F D

7. Place a WHOLE NOTE on the staff for each letter name given. LOOK AT THE CLEF SIGN! (5)

B E C A G

8. Circle the correct music sign for each name given. (12)

A. Bass Clef			D. Measure		
B. Half Note			E. Time Signature		
C. Quarter Rest			F. Bar Line		

9. Draw the note named below the measure. You may use any line or space on the staff, but you must REMEMBER THE STEM RULES! (6)

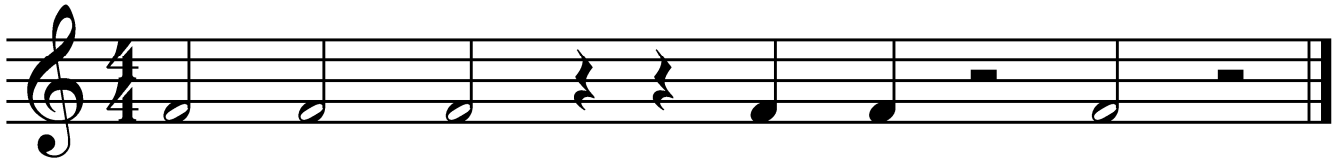
Quarter Note Half Note Whole Note

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

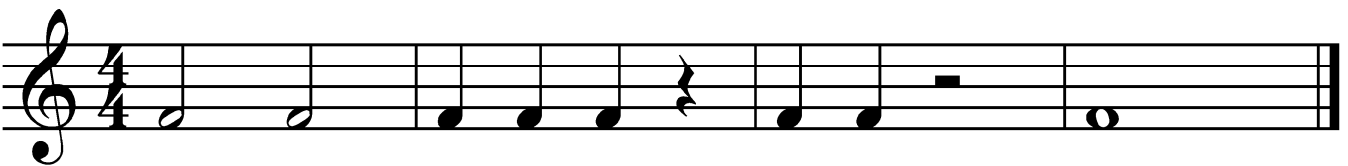
= _____ beat(s)	= _____ beat(s)	= _____ beat(s)
= _____ beat(s)	= _____ beat(s)	= _____ beat(s)

Name _____
(Please print.)

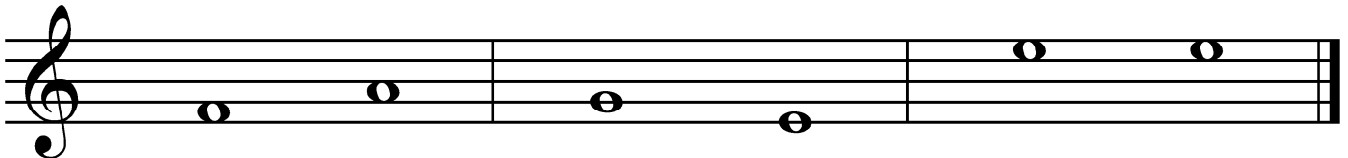
11. Place the BAR LINES where they are needed on the staff below. LOOK AT THE TIME SIGNATURE! (6)



12. Write the counts below each note and each rest. LOOK AT THE TIME SIGNATURE! (5)



13. The second note of each group moves either UP, DOWN, or stays the SAME. CIRCLE the correct word for each group. (3)



- | | | |
|------|------|------|
| UP | UP | UP |
| DOWN | DOWN | DOWN |
| SAME | SAME | SAME |

14. Each group moves as a STEP or a SKIP. CIRCLE the correct word for each group. (3)



- | | | |
|------|------|------|
| STEP | STEP | STEP |
| SKIP | SKIP | SKIP |

EAR TRAINING

15. The teacher will play five different notes (one at a time) on the piano. (5)

If the note sounds HIGH, circle the word HIGH. If the note sounds LOW, circle the word LOW.

1. HIGH LOW	2. HIGH LOW	3. HIGH LOW	4. HIGH LOW	5. HIGH LOW
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16. The teacher will play five groups of notes. These notes will move UP or DOWN. (5)

If the notes move UP, circle the word UP. If the notes move DOWN, circle the word DOWN.

1. UP DOWN	2. UP DOWN	3. UP DOWN	4. UP DOWN	5. UP DOWN
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17. The teacher will play groups of two notes each. (5)

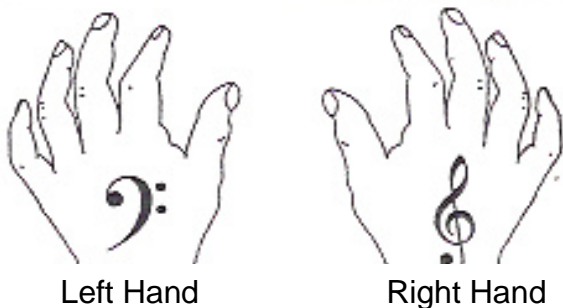
If the two notes you hear sound the SAME, circle the word SAME.
If the two notes you hear sound DIFFERENT, circle the word DIFFERENT.

1. SAME DIFFERENT	2. SAME DIFFERENT	3. SAME DIFFERENT	4. SAME DIFFERENT	5. SAME DIFFERENT
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BONUS QUESTIONS (1)

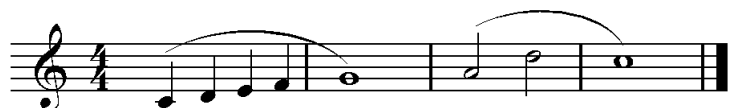
You have a choice of two questions for a possible bonus point. You may answer both. If at least one of them is correct, you will earn the point.

On the hands below, write the correct finger number on each finger.



On the music below, circle the C Major Five Finger Pattern in steps.

Be sure to circle all five notes of the pattern.





Texas Music Teachers Association
STUDENT AFFILIATE THEORY TEST

EAR TRAINING INSTRUCTIONS for STUDENT TEST LEVEL 1

Question 15: High-Low pitch recognition

1. **READ** the question from the test sheet aloud to the children.
2. **EXPLAIN** that you will play each note twice.
3. Give **TWO EXAMPLES**, different from the test examples, before you begin.
4. Play the first test example. **PAUSE**. Play it again, saying “**AGAIN.**”
5. Continue the same way for all examples.
6. At the end, **REPEAT** all the examples **ONCE** for a final check. **PAUSE** briefly between each example.

MM: ♩ = 60

1. 2. 3. 4. 5.

Question 16: Recognition of ascending and descending tonal patterns

1. **READ** the question from the test sheet aloud to the children.
2. **EXPLAIN** that you will play each group twice.
3. Give **TWO EXAMPLES**, different from the test examples, before you begin.
4. Play the first test example. **PAUSE**. Play it again, saying “**AGAIN.**”
5. Continue the same way for all examples.
6. At the end, **REPEAT** all the examples **ONCE** for a final check. **PAUSE** briefly between each example.

MM: ♩ = 60

1. 2. 3. 4. 5.

Question 17: Recognition of same and different tones

1. **READ** the question from the test sheet aloud to the children.
2. **EXPLAIN** that you will play each group twice.
3. Give **TWO EXAMPLES**, different from the test examples, before you begin.
4. Play the first test example. **PAUSE**. Play it again, saying “**AGAIN.**”
5. Continue the same way for all examples.
6. At the end, **REPEAT** all the examples **ONCE** for a final check. **PAUSE** briefly between each example.

MM: ♩ = 60

1. 2. 3. 4. 5.