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ALPHA  
CODE



Whitlock Level **1**  
Spring 2010

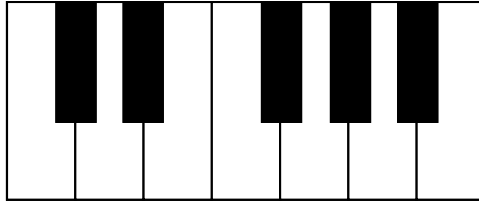
*Texas Music Teachers Association*  
Student Affiliate Theory Test

Name \_\_\_\_\_ School Grade \_\_\_\_\_ Date \_\_\_\_\_

(Please print.)

Points

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

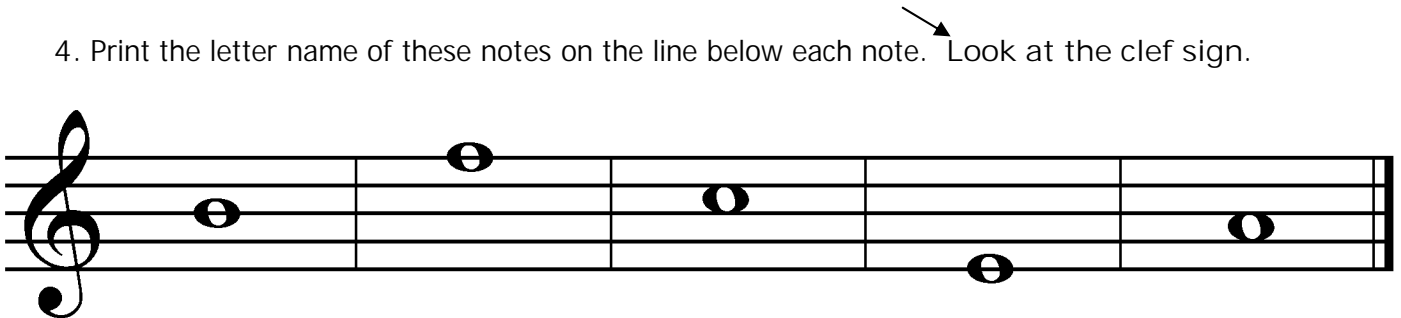


- 6 2. Write the music alphabet letters going up. The letter A is already printed for you.

A \_\_\_\_\_

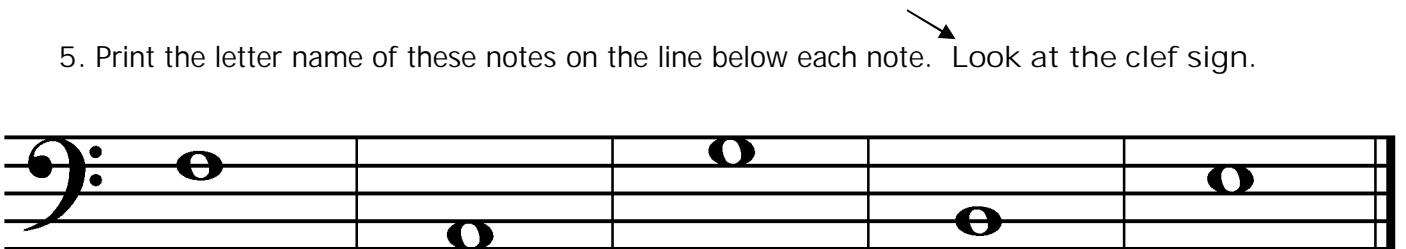
- 5 3. Fill in the blanks: A staff has \_\_\_\_\_ lines and \_\_\_\_\_ spaces.

- 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.

C                      D                      G                      E                      B

5 7. Place a whole note on the staff for each letter name given. Look at the clef sign.

A                      G                      B                      E                      C

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

Treble Clef			Quarter Rest		
Quarter Note			Half Note		
Half Rest			Double Bar Line		

6 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.

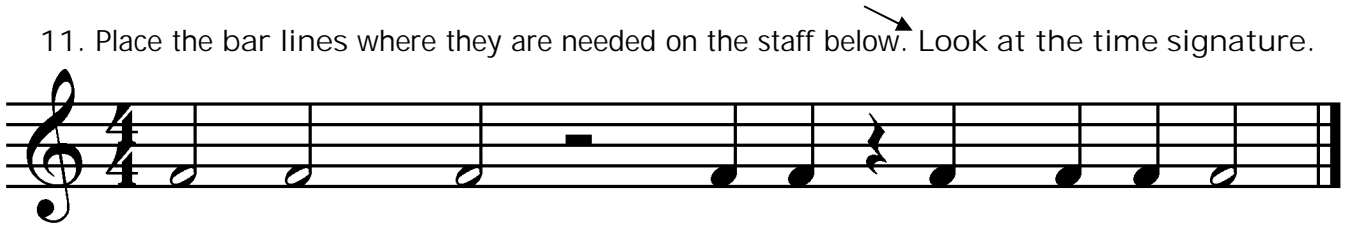
Whole Note                      Quarter Note                      Half Note

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

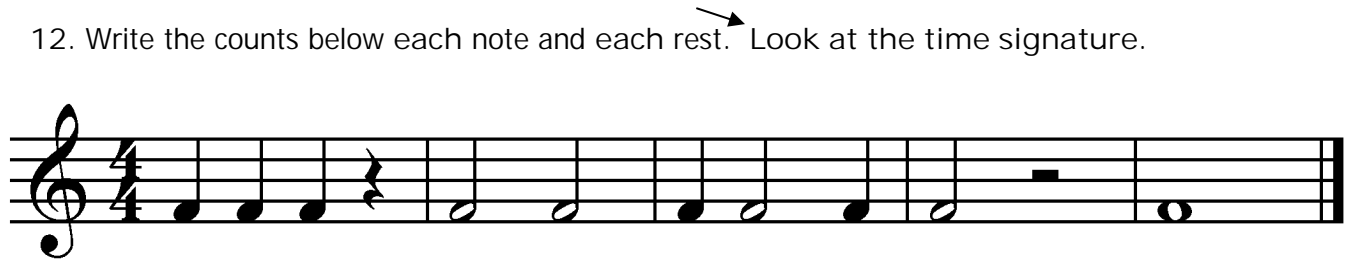
= _____ beat(s)	= _____ beat(s)	= _____ beat(s)
= _____ beat(s)	= _____ beat(s)	= _____ beat(s)

Name \_\_\_\_\_  
(Please print.)

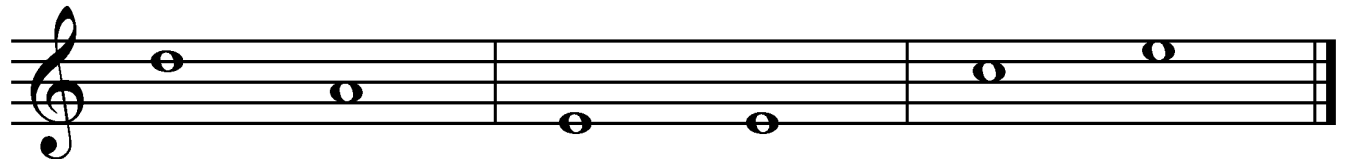
6 11. Place the bar lines where they are needed on the staff below. Look at the time signature.



5 12. Write the counts below each note and each rest. Look at the time signature.

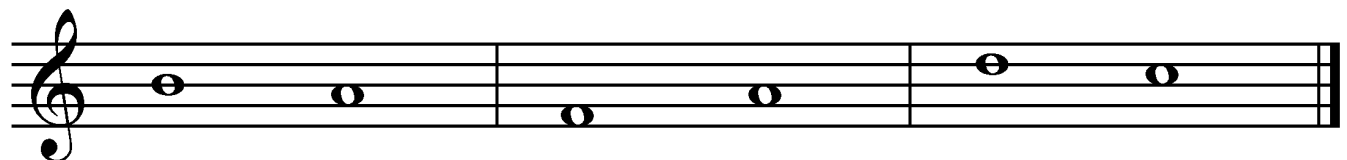


3 13. The second note of each group moves either up, down, or stays the same. Circle the correct word for each group.



- |      |      |      |
|------|------|------|
| up   | up   | up   |
| down | down | down |
| same | same | same |

3 14. Each group moves as a step or a skip. Circle the correct word for each group.



- |      |      |      |
|------|------|------|
| step | step | step |
| skip | skip | skip |

EAR TRAINING

5 15. You will hear five different notes played one at a time.

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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5 16. You will hear five groups of notes. These notes will move up or down.

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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5 17. You will hear five groups of two notes each.

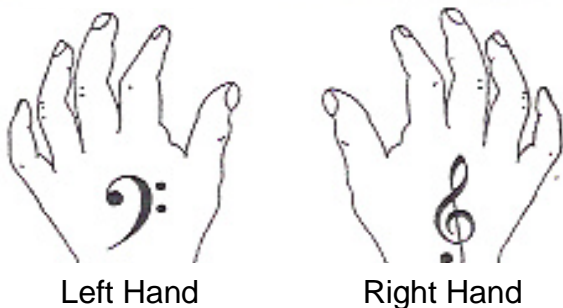
If the two notes you hear sound the same, circle the word same.  
If the two notes you hear sound different, circle the word different.

1. same different	2. same different	3. same different	4. same different	5. same different
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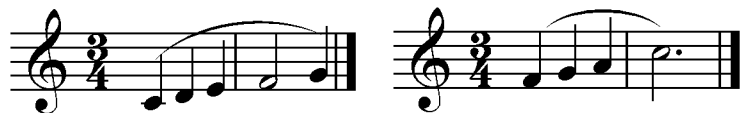
1 BONUS QUESTIONS

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 example with the C Major Five Finger Pattern in steps.





Texas Music Teachers Association

Student Affiliate Theory Test Ear Training Instructions  
Whitlock Level 1

**Question 15: High-Low Pitch Recognition**

1. Read the test question aloud to the students.
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; say “again” and repeat the example.
5. Continue the same way for all examples.
6. Repeat all the examples once for a final check, pausing briefly between each example.

MM: ♩ = 60

1.                      2.                      3.                      4.                      5.

**Question 16: Recognition of Ascending and Descending Tonal Patterns**

1. Read the test question aloud to the students.
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; say “again” and repeat the example.
5. Continue the same way for all examples.
6. Repeat all the examples once for a final check, pausing briefly between each example.

MM: ♩ = 60

1.                      2.                      3.                      4.                      5.

**Question 17: Recognition of Same and Different Tones**

1. Read the test question aloud to the students.
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; say “again” and repeat the example.
5. Continue the same way for all examples.
6. Repeat all the examples once for a final check, pausing briefly between each example.

MM: ♩ = 60

1.                      2.                      3.                      4.                      5.