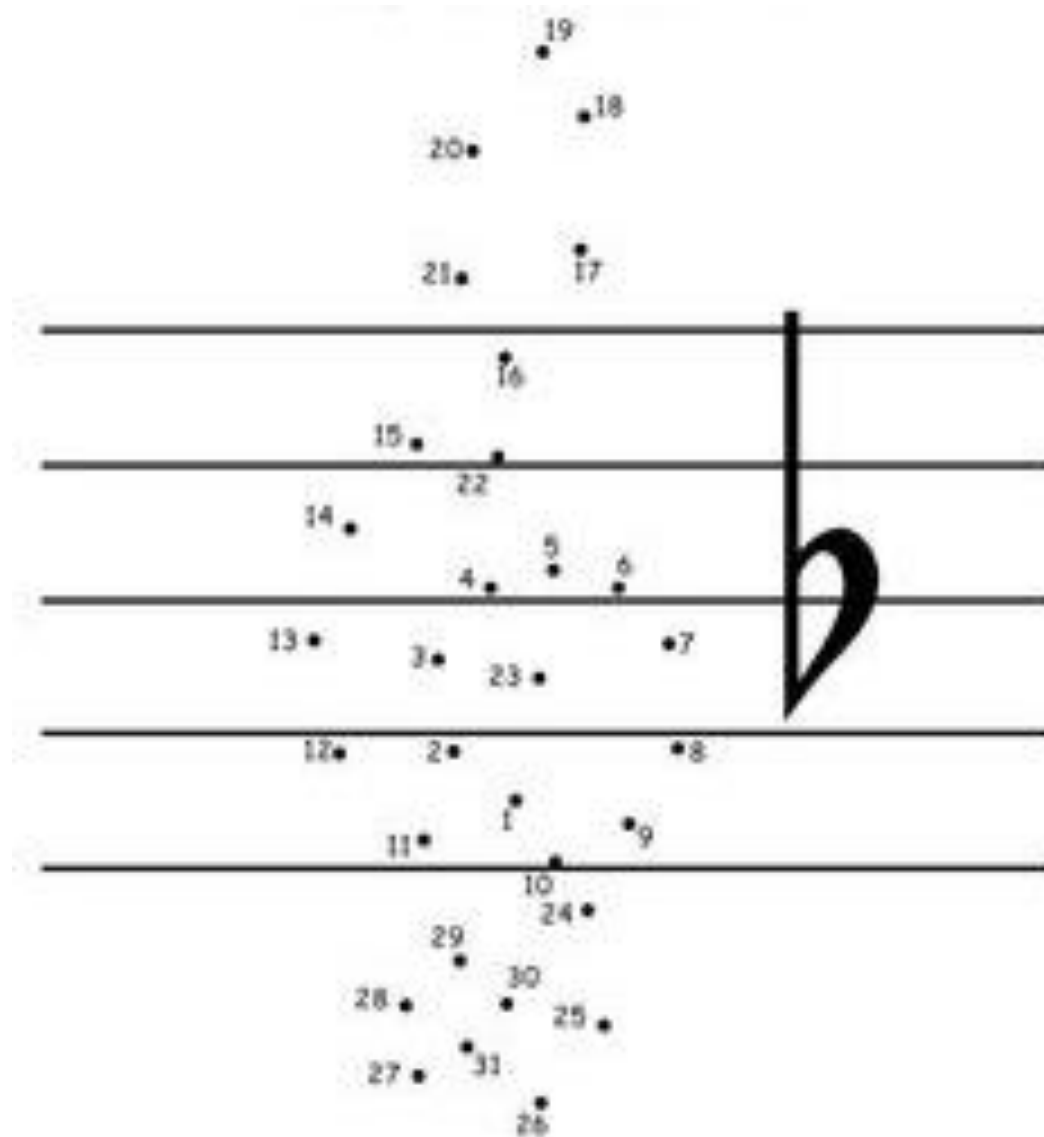


# **‘N5’ Homework Workbook**

## **“Understanding Music”**

### ***Listening & Literacy***



**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

Replacement Copy Cost: 50p

## HOMEWORK DUE DATES

	Title	Date due
Assignment 81	WRITING MUSIC I	
Assignment 82	WHAT'S THE GENRE? I	
Assignment 83	TIME SIGNATURES I	
Assignment 84	NAME THAT STYLE I	
Assignment 85	LITERACY QUIZ I	
Assignment 86	MATCH THE CONCEPTS I	
Assignment 87	NAME THE NOTES I	
Assignment 88	STRUCTURES & FORMS I	
Assignment 89	WRITING MUSIC II	
Assignment 90	DYNAMICS I	
Assignment 91	INTERVALS I	
Assignment 92	CONCEPT DETECTIVE WORK I	
Assignment 93	KEY SIGNATURES, SCALES & CHORDS I	
Assignment 94	WHATS THE GENRE? II	
Assignment 95	LITERACY QUIZ II	
Assignment 96	NAME THAT STYLE II	
Assignment 97	NAME THE NOTES II	
Assignment 98	DEFINE THAT CONCEPT I	
Assignment 99	WRITING MUSIC III	
Assignment 100	INTERVALS II	
Assignment 101	KEY SIGNATURES, SCALES & CHORDS II	
Assignment 102	WHAT IS MINIMALISM?	
Assignment 103	REPETITION & SEQUENCE I	

	Title	Date due
Assignment 104	WHATS THE GENRE? III	
Assignment 105	LITERACY QUIZ III	
Assignment 106	MATCH THE CONCEPTS II	
Assignment 107	NOTE NAMING III	
Assignment 108	INSTRUMENTS OF THE ORCHESTRA I	
Assignment 109	WRITING MUSIC IV	
Assignment 110	KEY SIGNATURES, SCALES & CHORDS III	
Assignment 111	INTERVALS III	
Assignment 112	CONCEPT DETECTIVE WORK II	
Assignment 113	TIME SIGNATURES II	
Assignment 114	STRUCTURES & FORMS II	
Assignment 115	LITERACY QUIZ IV	
Assignment 116	WHATS THE GENRE? IV	
Assignment 117	NAME THE NOTES IV	
Assignment 118	DEFINE THAT CONCEPT II	
Assignment 119	WRITING MUSIC V	
Assignment 110	LITERACY QUIZ V	

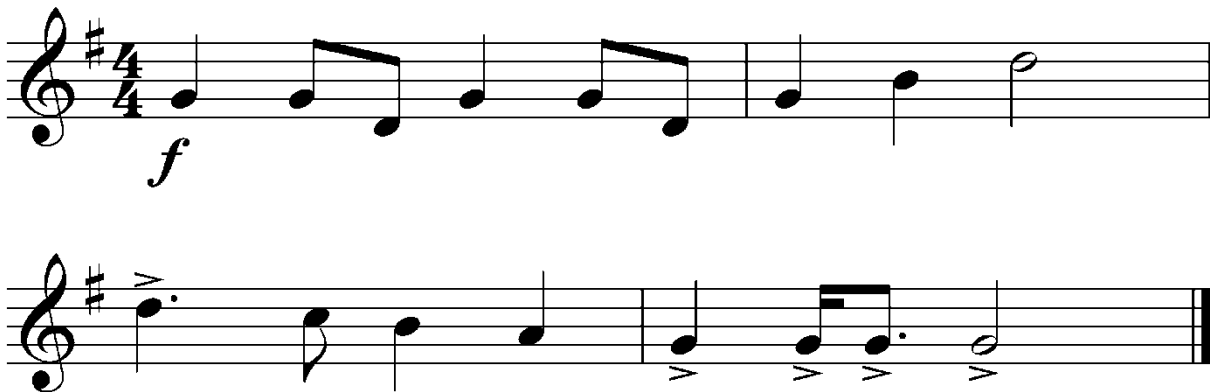
# ASSIGNMENT #81

## Writing Music I

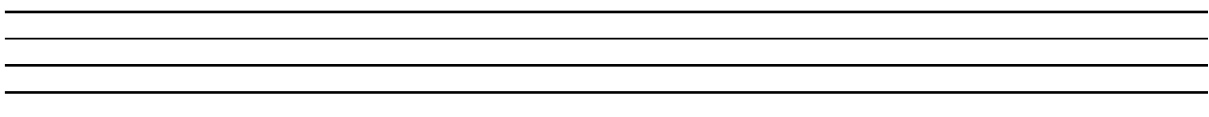
When writing music it needs to be done as neatly as possible; the information in a piece of music is read, and has to be understood at very high speeds so neatness is VERY important.

Copy this tune onto the empty music lines below.

**Allegro**



Remember to copy every single piece of information



# ASSIGNMENT #82

## What's The Genre? I

All the concepts you are required to learn are listed under one (or more) of the following five headings.

STYLES	MELODY/HARMONY	RHYTHM/TEMPO	TEXTURE/STRUCTURE/FORM	TIMBRE/DYNAMICS
--------	----------------	--------------	------------------------	-----------------

Identify which of the above headings applies to each of the concepts listed below:

	CONCEPT	HEADING
1.	Ascending	
2.	Folk Group	
3.	Repetition	
4.	Jazz	
5.	Latin American	
6.	Bowing	
7.	Leaping	
8.	Choir	
9.	Adagio	
10.	Chord	
11.	On The Beat	
12.	Ostinato	
13.	Unaccompanied	
14.	Electric Guitar	
15.	4 Beats In The Bar	
16.	Woodwind	
17.	Rock n Roll	
18.	Sequence	
19.	Staccato	
20.	Drum Fill	

# ASSIGNMENT #83

## Time Signatures I

The bar lines have been missed out from the following exercises. Based on the Time Signature at the start of each exercise insert the missing bar lines and identify how many beats there are in each bar.

### Exercise 1:



This exercise has \_\_\_\_\_ beats in the bar.

### Exercise 2:



This exercise has \_\_\_\_\_ beats in the bar.

### Exercise 3:

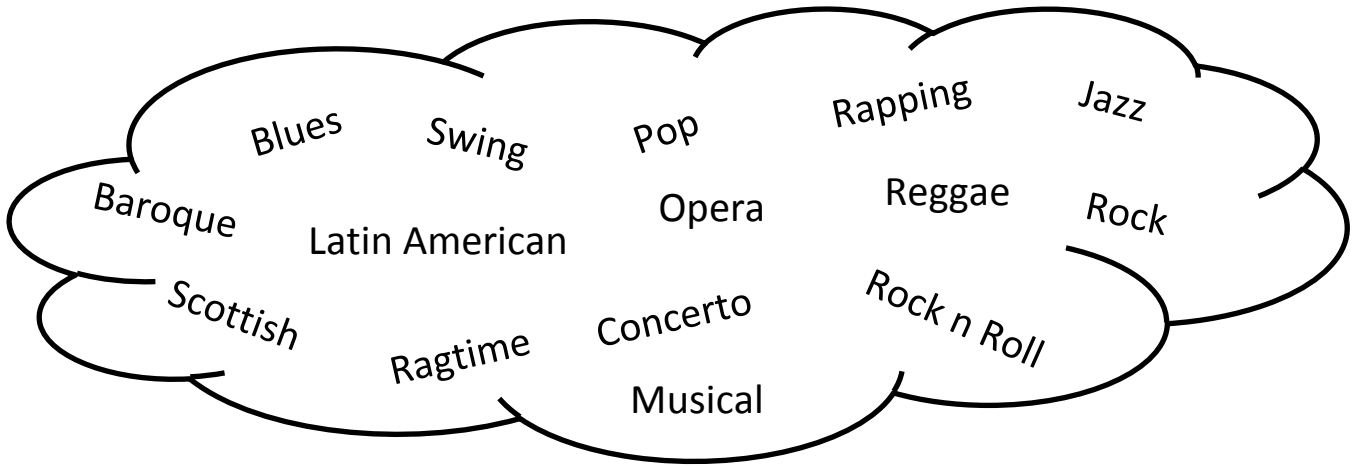


This exercise has \_\_\_\_\_ beats in the bar.

# ASSIGNMENT #84

## Name That Style I

Below are a collection of different music styles.



Match the **STYLES** listed above with the **STYLE DEFINITIONS** in the table below.

Style	Style Definition
	A play set to music and often sung in a foreign language.
	A style of popular music that features a strong driving beat.
	A play which features songs as well as spoken dialogue and dancing.
	A style of music influenced by black Africans who had been taken to America as slaves. As well as work songs they sang sad songs. This style of music often has 4 beats in a bar and often follows a 12 bar pattern.
	A style of American music, usually for the piano. It features a strongly syncopated melody which is played against a steady vamp.
	A popular style of music; generally it's the music enjoyed by today's young people.

# ASSIGNMENT #85

## Literacy Quiz I

Look at this piece of music. Match the twelve numbered features with the list below. For example if you think number 1 is a crotchet F# write 1 in the box beside the word *crotchet F#*. (Be careful, there are more concepts in the list below than needed!)

The musical score consists of two staves in treble clef, key of F# (one sharp), and 3/4 time signature. The first staff contains measures 1 through 7, and the second staff contains measures 8 through 12. Twelve numbered boxes with arrows point to specific features in the score:

- 1: Points to the first note (crotchet F#) in measure 1.
- 2: Points to the first note (crotchet G) in measure 2.
- 3: Points to the first note (crotchet A) in measure 3.
- 4: Points to the first note (crotchet B) in measure 4.
- 5: Points to the first note (crotchet C) in measure 5.
- 6: Points to the first note (crotchet D) in measure 6.
- 7: Points to the first note (crotchet E) in measure 7.
- 8: Points to the first note (crotchet F#) in measure 8.
- 9: Points to the first note (crotchet G) in measure 9.
- 10: Points to the first note (crotchet A) in measure 10.
- 11: Points to the first note (crotchet B) in measure 11.
- 12: Points to the double bar line at the end of measure 12.

Minim "B"

Dotted Minim "A"

One beat rest

Crotchet "B"

Crotchet "G"

Time Signature

Key Signature

Double Bar line

Dotted Crotchet "G"

Treble Clef

slur

Dotted Minim "G"

Bar line

tie

Dotted Crotchet "B"

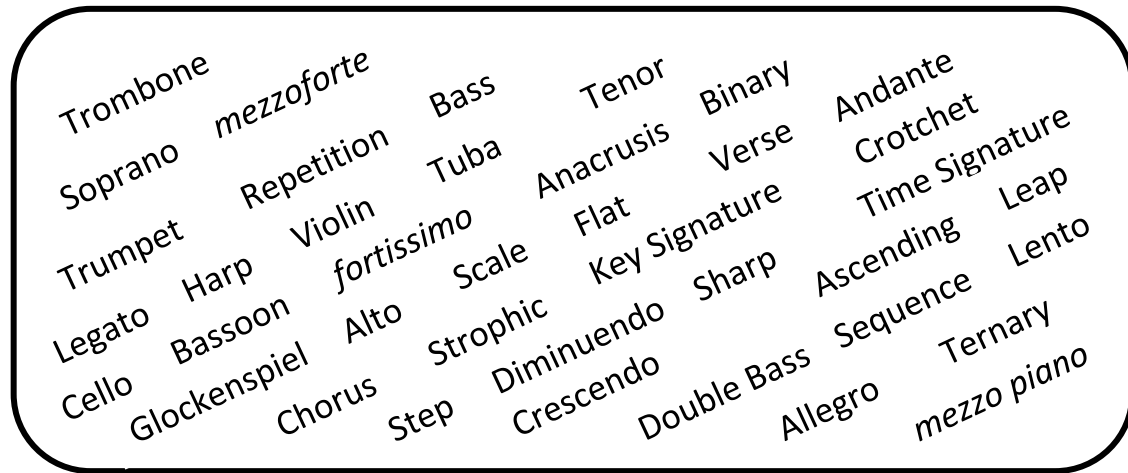
Anacrusis



# ASSIGNMENT #86

## Match The Concept I

Here is a collection of Musical Concepts that you have learned about in class.



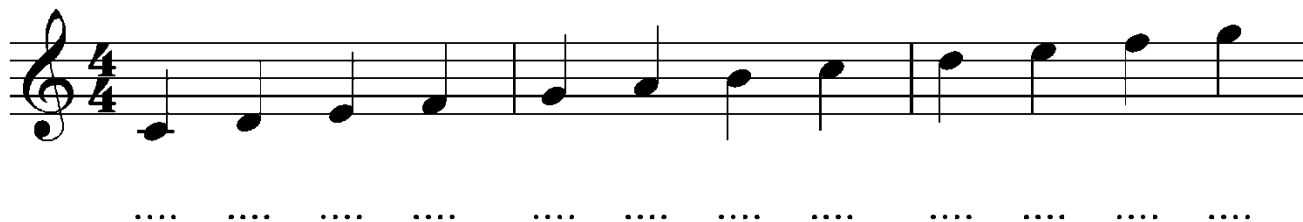
Match Concepts from the box above with the Definitions printed in the table below.

CONCEPT	DEFINITION
	Getting quieter
	A "Tune A" "Tune B" "Tune A" structure.
	A single note (or two) at the start of a piece BEFORE the first beat in the bar.
	The symbol that tells you to <b>play the note a semitone higher</b>
	A high pitched female voice
	Get louder
	An instrument with four strings, often played with a bow that usually plays at a high pitch.
	"very loud"
	The symbol that tells you to <b>play the note a semitone lower</b>
	A high pitched male voice

# ASSIGNMENT #87

## Name The Notes I

Exercise 1: Name the notes in this scale:



Exercise 2: Name the notes in this well-known tune:



Now try playing the tune: what is it called?

---

Exercise 3: Name the notes in this well-known tune:



Now try playing the tune: do you know what this tune is called?

---

# ASSIGNMENT #88

## Structures & Forms I

When creating anything it is extremely important that you start off by creating a plan. This applies to music too.

In your composing you will learn about various different plans that you can use.

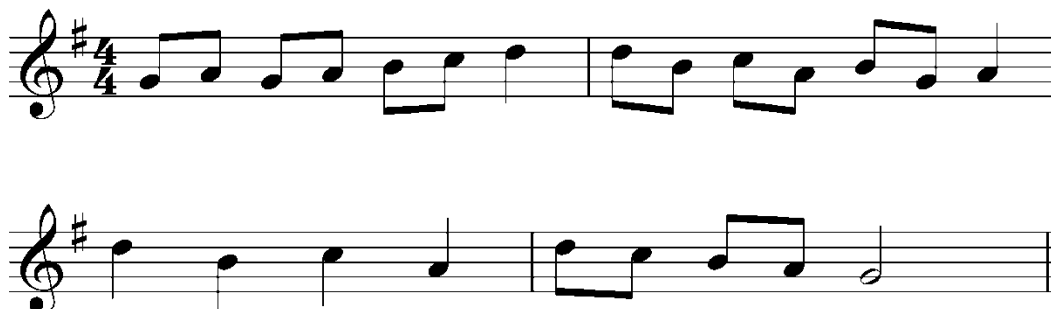
Two of the most common plans are BINARY and TERNARY.

**BINARY:** A piece of music that is made up to two different sections: TUNE 1 & TUNE 2.

**TERNARY:** A piece of music that is made up to three different sections: TUNE 1, TUNE 2, TUNE 1 again.

Look at the two tunes printed below. Which one is in a BINARY form and which is in a TERNARY form? (Try playing them; this will help you work out the form.)

Exercise 1: What is the form/structure of this tune? \_\_\_\_\_



Exercise 2: What is the form/structure of this tune? \_\_\_\_\_

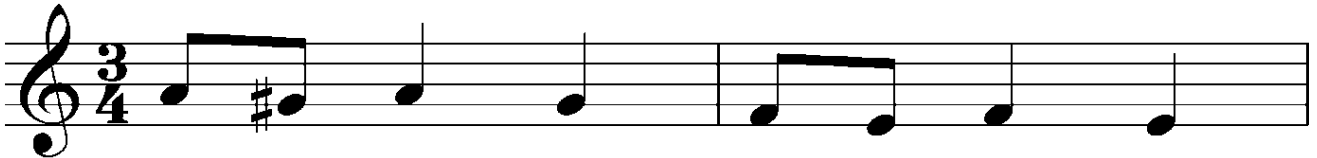


# ASSIGNMENT #89

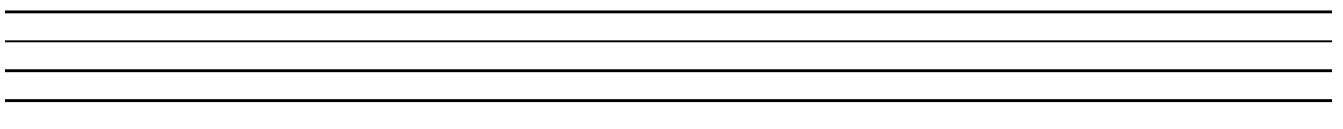
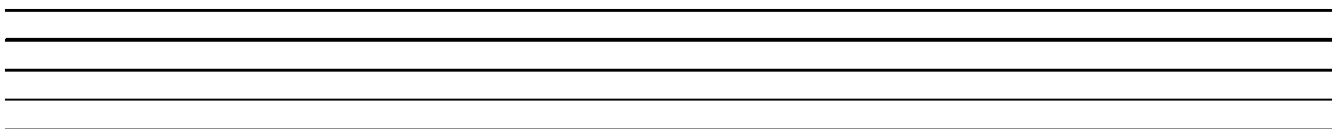
## Writing Music II

When writing music it needs to be done as neatly as possible; the information in a piece of music is read, and has to be understood at very high speeds so neatness is VERY important.

Copy this tune onto the empty music lines below.



Remember to copy every single piece of information



# ASSIGNMENT #90

## Dynamics I



### Exercise 1:

Put the dynamic markings featured in the box above into the grid below. Write each dynamic and its abbreviation beside what they mean in English.

DYNAMIC WORD	ABBREVIATION	ENGLISH MEANING
		Very quiet
		Quiet
		Moderately quiet
		Moderately loud
		Loud
		Very loud

### Exercise 2:

What does *crescendo* mean? \_\_\_\_\_

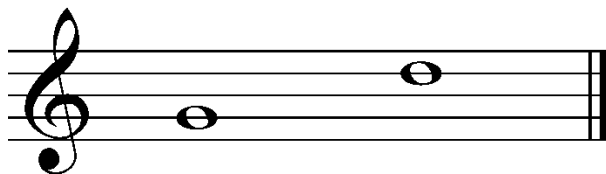
### Exercise 3:

Draw an example of a *diminuendo*.

# ASSIGNMENT #91

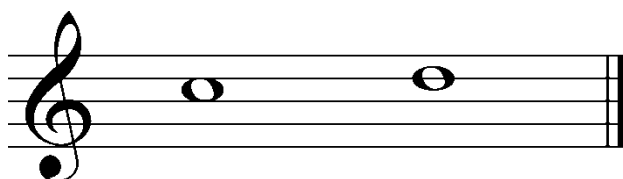
## Intervals I

Look at these two notes. Can you name them?



The first note is a G - the second note is a D. These two notes are a 5<sup>th</sup> apart. (G, A, B, C, D) [When working out intervals remember your counting includes the first note as well as the last note!]

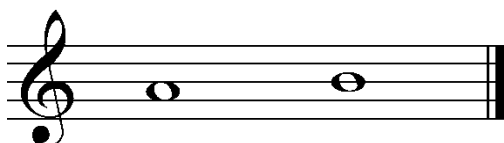
What is the interval between the following two notes?



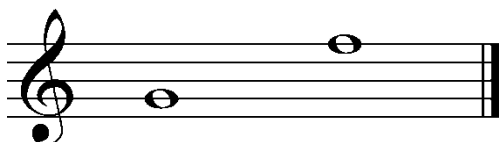
The first note is a C - the second note is a D. These two notes are a 2<sup>nd</sup> apart. (C, D)

What are the intervals created by these pairs of notes?

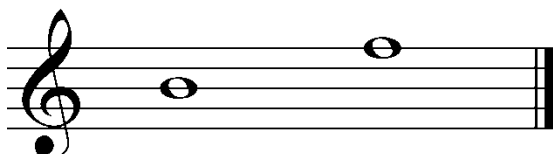
Exercise 1: These two notes are a \_\_\_\_\_ apart.



Exercise 2: These two notes are a \_\_\_\_\_ apart.



Exercise 3: These two notes are a \_\_\_\_\_ apart.



# ASSIGNMENT #92

## Concept Detective Work I

In the table below are ten definitions that describe some of the concepts you have been learning about. Can you identify the concepts from the clues you have been given?

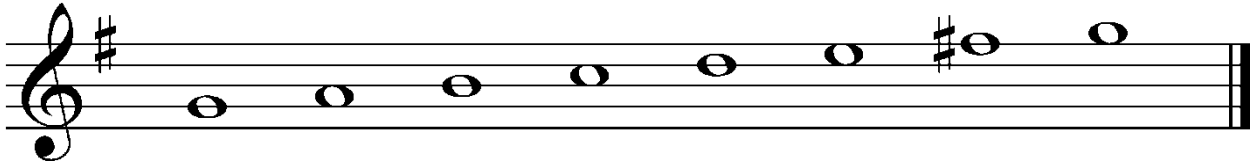
CONCEPT	DEFINITION
	A play with singing, dancing and dialogue.
	When a musical phrase is played over again.
	The music gradually gets faster.
	When two or more instruments or voices play exactly the same note.
	A piece of music played by an orchestra with a solo instrument.
	The highest female voice.
	A two beat note.
	When the notes in a melody rise in pitch.
	A person playing on their own, or with a group of accompanying instruments.
	The large keyboard instrument usually found in churches: traditionally powered by wind being pumped through the instrument.
	A type of jazz, mainly performed on a piano which features a syncopated right hand with a steady, vamp in the left hand.
	A fast flowing Scottish dance in Compound Time.

# ASSIGNMENT #93

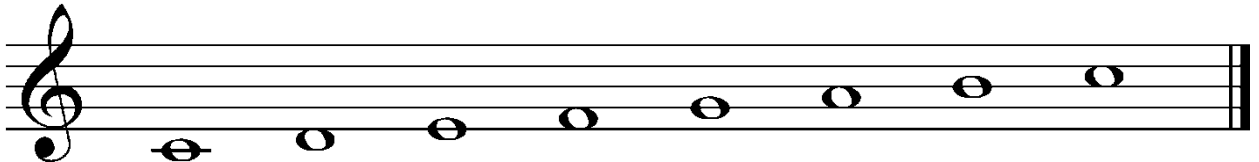
## Key Signatures, Scales & Chords I

What is the name of each of these scales?

1. This is the scale of \_\_\_\_\_



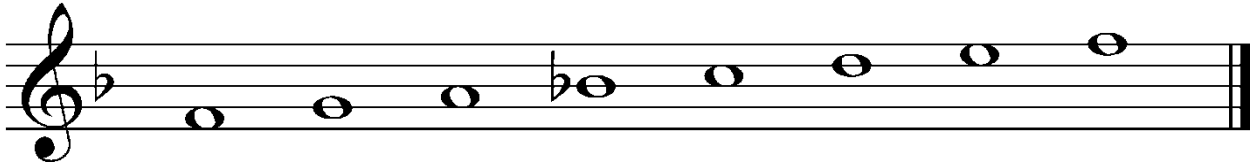
2. This is the scale of \_\_\_\_\_



3. This is the scale of \_\_\_\_\_



4. This is the scale of \_\_\_\_\_

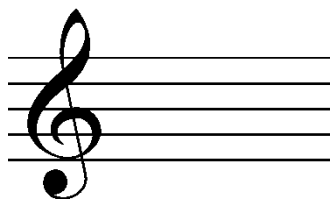


Write the following key signatures:

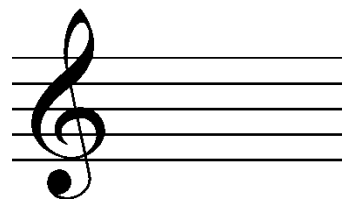
G Major



F Major



C Major





# ASSIGNMENT #94

## What's The Genre? II

All the concepts you are required to learn are listed under one (or more) of the following five headings.

STYLES	MELODY/HARMONY	RHYTHM/TEMPO	TEXTURE/STRUCTURE/FORM	TIMBRE/DYNAMICS
--------	----------------	--------------	------------------------	-----------------

Identify which of the above headings applies to each of the concepts listed below:

	CONCEPT	HEADING
1.	Canon	
2.	Vamp	
3.	Brass Band	
4.	Anacrusis	
5.	Reel	
6.	4/4	
7.	Ternary	
8.	Scat Singing	
9.	Andante	
10.	Harpsichord	
11.	Reggae	
12.	Pedal	
13.	Jig	
14.	Syncopation	
15.	Concerto	
16.	Distortion	
17.	Imitation	
18.	Scale	
19.	Alto Voice	
20.	Middle 8	

# ASSIGNMENT #95

## Literacy Quiz II

Look at this piece of music. Match the twelve numbered features with the list below. For example if you think number 1 is a crotchet F# write 1 in the box beside the word *crotchet F#*. (Be careful, there are more concepts in the list below than needed!)

The musical score consists of two staves in 4/4 time, key of B-flat major. The first staff contains measures 1 through 7. The second staff contains measures 8 through 11, with a repeat sign between measures 9 and 10. Measure 11 ends with a double bar line. The numbered features are: 1. Treble clef, 2. Key signature (B-flat), 3. Time signature (4/4), 4. First measure (F4), 5. Dotted quaver G4, 6. Quaver F#4, 7. Last note of the first staff (F#4), 8. Treble clef of the second staff, 9. First measure of the second staff (F4), 10. Repeat sign, 11. First measure of the second ending (F4), 12. Last measure of the second ending (F4).

Repeat Sign

Quaver "A"

Crotchet "A"

Minim "G"

Bar line

Key Signature

Two beat "F"

Dotted Quaver "G"

Quaver "F"

Crotchet "F"

Semiquaver "G"

Time Signature

Treble Clef

Semiquaver "E"

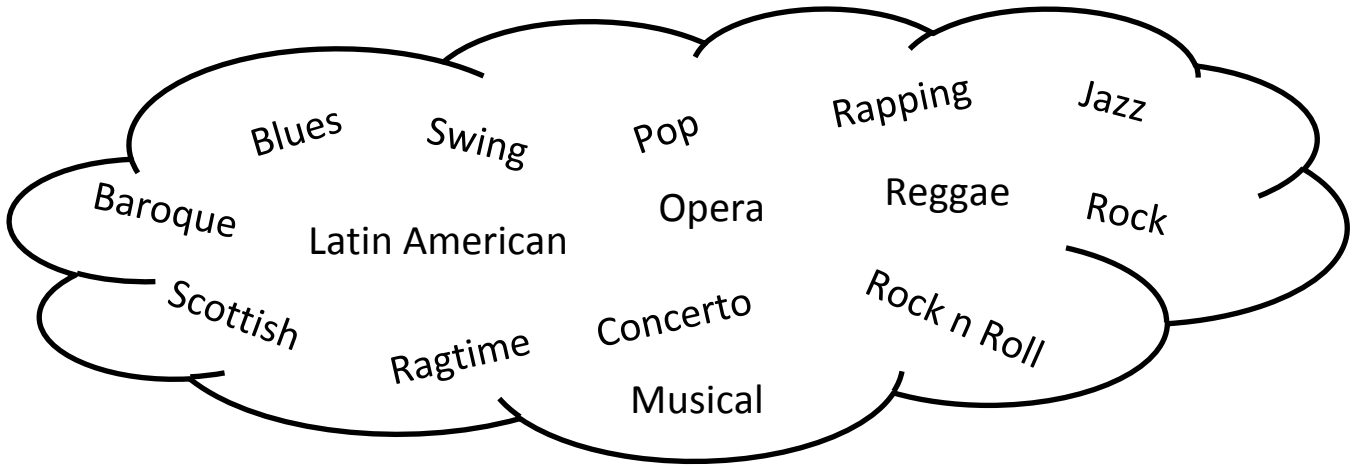
Double Bar line

Dotted Quaver "F"

# ASSIGNMENT #96

## Name The Style II

Below are a collection of different music styles.



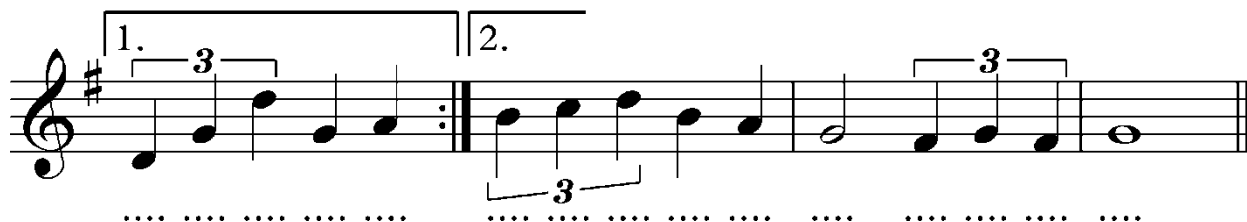
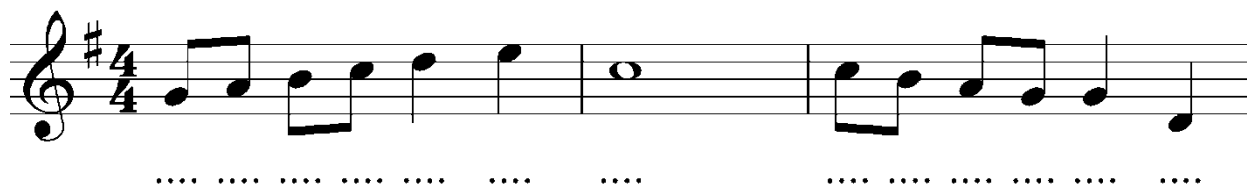
Match the **STYLES** listed above with the **STYLE DEFINITIONS** in the table below.

Style	Style Definition
	A piece for solo instrument and orchestra.
	Popular music of Jamaican origin that combines native styles with elements of rock and soul music and is performed at moderate tempos with the accent on the offbeat
	A musical era that lasted from 1600 through to 1750. Bach and Handel were two of the most famous composers of this period.
	A type of popular music that came from the U.S.A. during the late 1940s and early 1950s; it is a combination of African-American styles such as blues, boogie-woogie, jump blues, jazz, and gospel music, together with Western swing and country music.
	Music of a nation: typical features the use of Pentatonic Scales, Scotch Snap, Reel and Strathspey
	A jazz style from the 1930's, specifically related to Big Band Jazz. Although this music is a style of Jazz it features no improvisation because this music was mainly for dancing to.

# ASSIGNMENT #97

## Name The Notes II

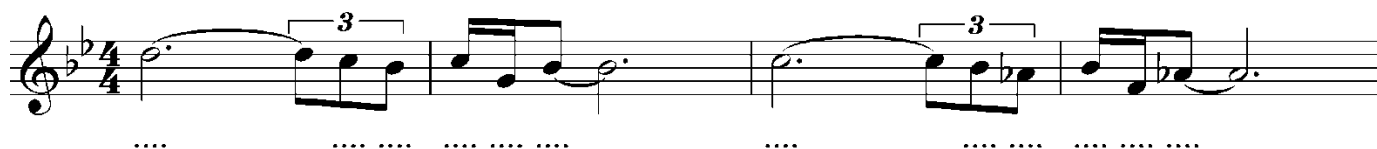
Exercise 1: Name the notes in this well-known tune.



Now try playing the tune: what is it called?

---

Exercise 2: Name the notes in this well-known tune.



Now try playing the tune: what is it called?

---

# ASSIGNMENT #98

## Define The Concept I

On the table below is a list of concepts: in the second column write a definition explaining what each of the concepts mean.

Concept	Definition
Concerto	
Major (Tonality)	
Syncopation	
Imitation	
Brass Band	
Musical (Theatre)	
Repetition	
Accelerando	
Solo	
Choir	

# ASSIGNMENT #99

## Writing Music III

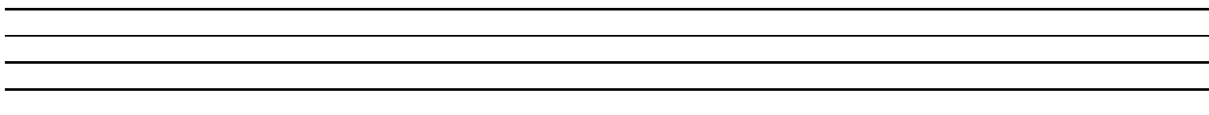
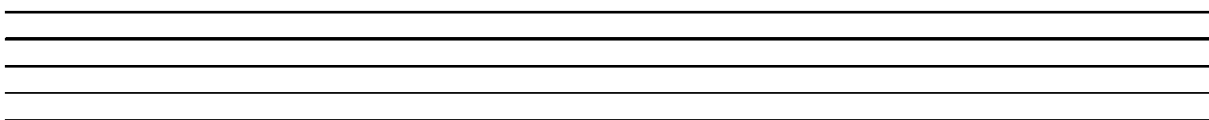
When writing music it needs to be done as neatly as possible; the information in a piece of music is read, and has to be understood at very high speeds so neatness is VERY important.

Copy this tune onto the empty music lines below.

**Lento**

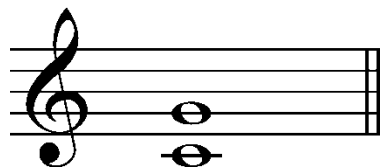


Remember to copy every single piece of information



# ASSIGNMENT #100

## Intervals II



Look at these two notes: can you name them?

The bottom note is C and the top note is G.

This creates the interval of a 5<sup>th</sup>. (C, D, E, F, G)

What are the intervals created by each of these pairs of notes?



This interval is a/an \_\_\_\_\_.



This interval is a/an \_\_\_\_\_.



This interval is a/an \_\_\_\_\_.



This interval is a/an \_\_\_\_\_.



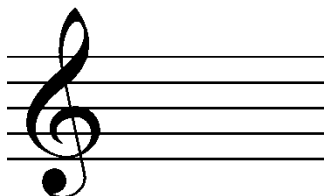
This interval is a/an \_\_\_\_\_.

# ASSIGNMENT #101

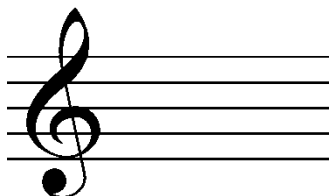
## Key Signatures, Scales & Chords II

Exercise 1: Write the following key signatures:

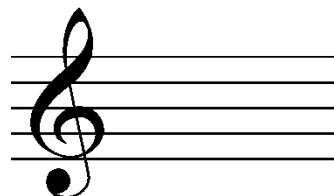
C Major



G Major



A Minor



Exercise 2: Using the names in the wordbank at the bottom of the page, name the following chords.


C Major

G Major

F Major

A Minor



# ASSIGNMENT #102

## What Is Minimalism?

Through your composition work you have been studying a Contemporary/Modern composition style called MINIMALISM.

Create a Spider Diagram detailing the WHO, WHAT, WHEN , WHERE and WHY of MINIMALISM.

# ASSIGNMENT #103

## Repetition & Sequence I

Exercise 1:

What does the concept REPETITION mean? \_\_\_\_\_

\_\_\_\_\_

What does the concept SEQUENCE mean? \_\_\_\_\_

\_\_\_\_\_

Identify whether each of the following tunes is an example of REPETITION or SEQUENCE.

Exercise 2: This is an example of \_\_\_\_\_



Exercise 3: This is an example of \_\_\_\_\_



Exercise 4: This is an example of \_\_\_\_\_



# ASSIGNMENT #104

## What's The Genre III

All the concepts you are required to learn are listed under one (or more) of the following five headings.

STYLES	MELODY/HARMONY	RHYTHM/TEMPO	TEXTURE/STRUCTURE/FORM	TIMBRE/DYNAMICS
--------	----------------	--------------	------------------------	-----------------

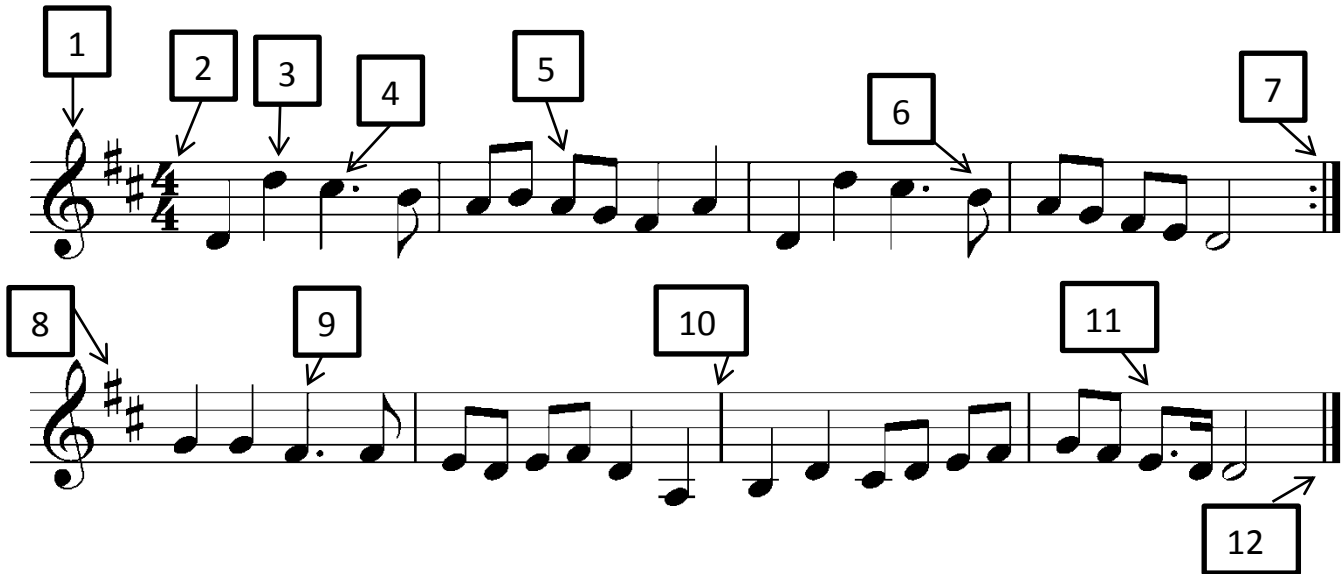
Identify which of the above headings applies to each of the concepts listed below:

	CONCEPT	HEADING
1.	Bassoon	
2.	Waulking Song	
3.	Atonal	
4.	Counter melody	
5.	Walking Bass	
6.	Arco	
7.	Rubato	
8.	Reverb	
9.	Glissando	
10.	Ritardando	
11.	Coda	
12.	A Cappella	
13.	Grace Note	
14.	Pibroch	
15.	Moderato	
16.	Symphony	
17.	Ground Bass	
18.	Homophonic	
19.	Aria	
20.	Bothy Ballad	

# ASSIGNMENT #105

## Literacy Quiz III

Look at this piece of music. Match the twelve numbered features with the list below.  
For example if you think number 1 is a crotchet F# write 1 in the box beside the word *crotchet F#*. (Be careful, there are more concepts in the list below than needed!)



Quaver "B"

Dotted Crotchet "F#"

Treble Clef

Bar line

Dotted Crotchet "F#"

Fast tempo

Repeat Sign

Dotted Quaver "E"

Time Signature

Dotted Crotchet "C#"

Key Signature

Double Bar line

Quaver "A"

Dotted Minim "G"

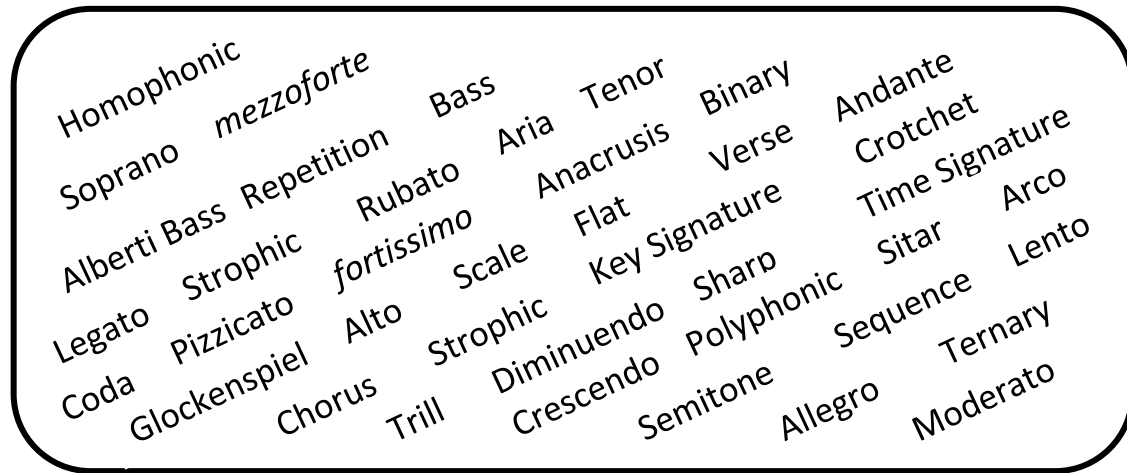
Crotchet "D"

Dotted Quaver "F#"

# ASSIGNMENT #106

## Match The Concepts II

Here is a collection of Musical Concepts that you have learned about in class.



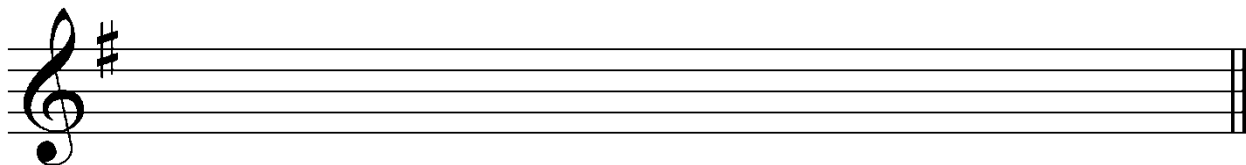
Match Concepts from the box above with the Definitions printed in the table below.

CONCEPT	DEFINITION
	Getting louder
	Rapidly alternating between two side-by-side notes.
	Fast tempo
	A flexible tempo, where the player gets slightly faster and slower as the music dictates.
	A bass line, often used in the Classical Era, that uses the bottom note of the chord, then the top, the middle note, the top note and back to the middle note.
	Several instruments all playing their notes at exactly the same time.
	High-pitched male voice.
	A three-part structure "A" "B" "A"
	"Very loud"
	A verse and chorus composition structure.

# ASSIGNMENT #107

## Note Naming III

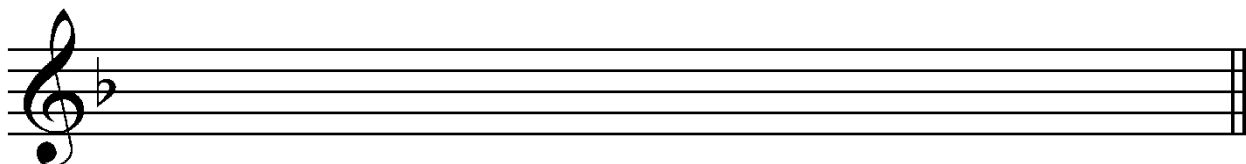
Exercise 1: Write the notes, as semibreves, above each note name.



G    A    B    C    D    E    F#    G

Now name the scale that you have just written: \_\_\_\_\_

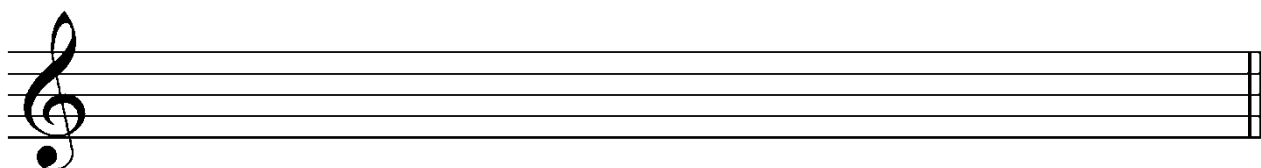
Exercise 2: Write the notes, as semibreves, above each note name.



F    G    A    B $\flat$     C    D    E    F

Now name the scale that you have just written: \_\_\_\_\_

Exercise 3: Write the notes, as semibreves, above each note name.



C    D    E    F    G    A    B    C

Now name the scale that you have just written: \_\_\_\_\_

# ASSIGNMENT #108

## Instruments of the Orchestra I

The instruments of the orchestra are categorised into 4 families or groups.

List the instruments from the box at the foot of the page into the correct families in the table below.

STRINGS	WOODWIND	BRASS	PERCUSSION

Flute

Harp

Triangle

Violin

Bassoon

Viola

Double Bass

Trumpet

Timpani

Tuba

Xylophone

Oboe

Cello

Clarinet

French Horn

Glockenspiel

# ASSIGNMENT #109

## Writing Music IV

When writing music it needs to be done as neatly as possible; the information in a piece of music is read, and has to be understood at very high speeds so neatness is VERY important.

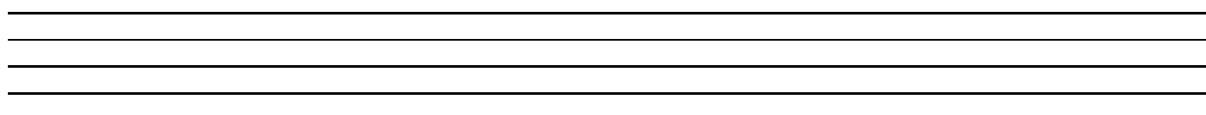
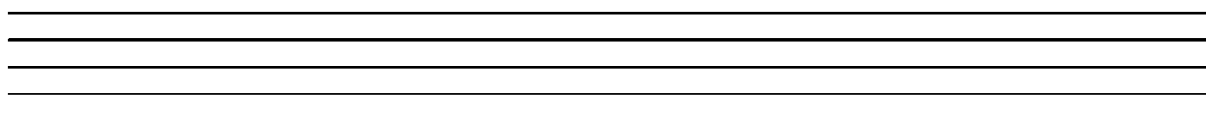
Copy this tune onto the empty music lines below.

**Allegro**

*mp*

1. 2.

Remember to copy every single piece of information

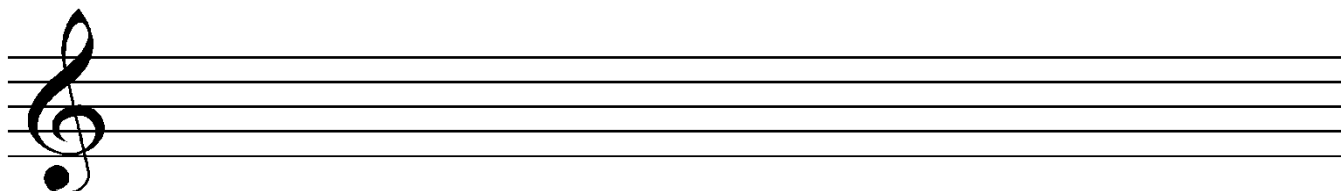




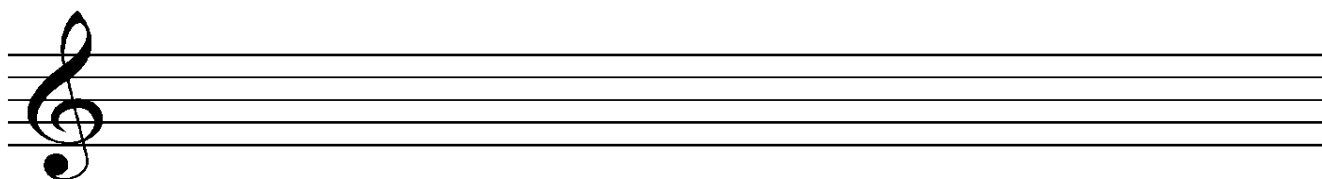
# ASSIGNMENT #110

## Key Signatures, Scales & Chords III

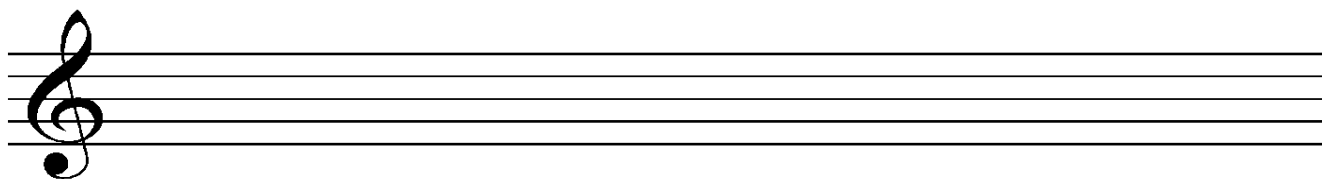
Exercise 1: Using the correct **KEY SIGNATURE** draw the scale of **G Major** using **MINIMS**



Exercise 2: Using the correct **KEY SIGNATURE** draw the scale of **C Major** using **CROTCHETS**



Exercise 3: Using the correct **KEY SIGNATURE** draw the scale of **F Major** using **QUAVERS**



# ASSIGNMENT #111

## Intervals III

What are the intervals created by each of these pairs of notes?



This interval is a/an \_\_\_\_\_.



This interval is a/an \_\_\_\_\_.



This interval is a/an \_\_\_\_\_.



This interval is a/an \_\_\_\_\_.



This interval is a/an \_\_\_\_\_.




This interval is a/an \_\_\_\_\_.

# ASSIGNMENT #112

## Concept Detective Work II

In the table below are ten definitions that describe some of the concepts you have been learning about. Can you identify the concepts from the clues you have been given?

CONCEPT	DEFINITION
	A song from the farming community of the North East of Scotland - usually humorous.
	The term used to describe a 'song' in an opera or oratorio.
	Getting slower.
	A two-part composition "A" "B"
	A musical phrase that is played over and over again.
	 The semiquaver, dotted quaver rhythm often found in music from Scotland.
	Word setting where there are several notes to a syllable.
	A celtic harp.
	Very loud.
	An accompanying melody played alongside the main melody.
	Off-beat rhythms.
	The key that has one flat in its key signature.

# ASSIGNMENT #113

## Time Signatures II

Insert the correct time signature in the appropriate place in each of the following tunes and identify the key signature.

Exercise 1: Insert the missing time signature in the appropriate place.



What key is this piece in? (Name the key signature.) \_\_\_\_\_

Exercise 2: Insert the missing time signature in the appropriate place.



What key is this piece in? (Name the key signature.) \_\_\_\_\_

Exercise 3: Insert the missing time signature in the appropriate place.



What key is this piece in? (Name the key signature.) \_\_\_\_\_

Exercise 4: Insert the missing time signature in the appropriate place.



What key is this piece in? (Name the key signature.) \_\_\_\_\_

# ASSIGNMENT #114

## Structures & Forms II

1. Describe the structure of a piece of music written in **BINARY** form.

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2. Describe the structure of a piece of music written in **TERNARY** form.

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3. Describe the structure of a piece of music written in **STROPHIC** form.

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# ASSIGNMENT #115

## Literacy Quiz IV

Look at this piece of music. Match the twelve numbered features with the list below.  
For example if you think number 1 is a crotchet F# write 1 in the box beside the word *crotchet F#*. (Be careful, there are more concepts in the list below than needed!)

The musical score is written on two staves in treble clef, 3/4 time, with a key signature of one flat (Bb). The first staff contains measures 1 through 7. The second staff contains measures 8 through 12, with a repeat sign after measure 9. The numbered features are as follows:

- 1: Points to the first note (crotchet F#) in measure 1.
- 2: Points to the second note (crotchet G) in measure 1.
- 3: Points to the third note (crotchet A) in measure 1.
- 4: Points to the fourth note (crotchet Bb) in measure 1.
- 5: Points to the fifth note (crotchet C) in measure 2.
- 6: Points to the sixth note (crotchet D) in measure 3.
- 7: Points to the seventh note (crotchet E) in measure 4.
- 8: Points to the first note (crotchet F) in measure 8.
- 9: Points to the second note (crotchet G) in measure 9.
- 10: Points to the first note (crotchet F) in measure 10.
- 11: Points to the second note (crotchet G) in measure 11.
- 12: Points to the third note (crotchet A) in measure 12.

Quaver "Bb"

One beat rest

Three beat "F"

Quaver "G"

Crotchet "C"

Minim "C"

Repeat Sign

Double Bar line

Treble Clef

Crotchet "A"

Key Signature

Bar line

Quaver "C"

Dotted Minim "C"

Time Signature

Anacrusis

# ASSIGNMENT #116

## What's The Genre? IV

All the concepts you are required to learn are listed under one (or more) of the following five headings.

STYLES	MELODY/HARMONY	RHYTHM/TEMPO	TEXTURE/STRUCTURE/FORM	TIMBRE/DYNAMICS
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Identify which of the above headings applies to each of the concepts listed below:

	CONCEPT	HEADING
1.	Grace Note	
2.	Pibroch	
3.	Chromatic	
4.	Simple Time 3/4	
5.	Strophic	
6.	Cadenza	
7.	Pedal (Note)	
8.	Pitch Bend	
9.	Rap	
10.	Perfect Cadence	
11.	Gospel	
12.	Sitar	
13.	Alberti Bass	
14.	Contrapuntal	
15.	Minimalist	
16.	Compound Time 6/8	
17.	Bongo Drums	
18.	Theme and Variation	
19.	Flutter Tonguing	
20.	Whole Tone Scale	

# ASSIGNMENT #117

## Name The Notes IV

Exercise 1: Name the notes in this well-known tune.



Now try playing the tune: what is it called?

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Exercise 2: Name the notes in this well-known tune.



Now try playing the tune: what is it called?

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# ASSIGNMENT #118

## Define That Concept II

On the table below is a list of concepts: in the second column write a definition explaining what each of the concepts mean.

Concept	Definition
Bothy Ballad	
Waulking Song	
Atonal	
Perfect Cadence	
Rubato	
Ritardando	
Strophic	
Walking Bass	
Clarsach	
Pizzicato	

# ASSIGNMENT #119

## Writing Music V

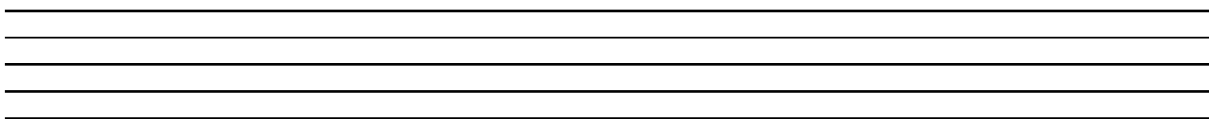
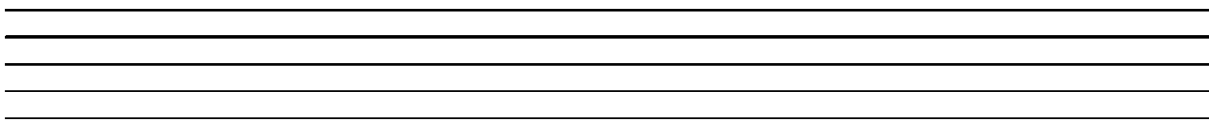
When writing music it needs to be done as neatly as possible; the information in a piece of music is read, and has to be understood at very high speeds so neatness is VERY important.

Copy this tune onto the empty music lines below.

### Andante



Remember to copy every single piece of information



# ASSIGNMENT #120

## Literacy Quiz V

Look at this piece of music. Match the seventeen numbered features with the list below.  
For example if you think number 1 is a crotchet F# write 1 in the box beside the word *crotchet F#*. (Be careful, there are more concepts in the list below than needed!)

Numbered features in the music:

- 1: First note (crotchet F#)
- 2: Second note (crotchet G)
- 3: Third note (crotchet A)
- 4: Fourth note (crotchet B)
- 5: First note of the second measure (crotchet C)
- 6: Second note of the second measure (crotchet D)
- 7: Third note of the second measure (crotchet E)
- 8: First note of the third measure (crotchet F#)
- 9: Second note of the third measure (crotchet G)
- 10: Third note of the third measure (crotchet A)
- 11: Fourth note of the third measure (crotchet B)
- 12: First note of the fourth measure (crotchet C)

Quaver "B"

Crotchet "F#"

Semiquaver "A"

Semiquaver "B"

Quaver "C"

Time Signature

Repeat Sign

Quaver "G"

Bar line

Semiquaver "G"

Key Signature

Double Bar line

Quaver "A"

One beat "G"

Quaver "D"

Quaver "F#"

# Notes

[illegible]