

Review for Exam #1 (W Oct 16)

The following concepts and terms have been covered in class, in written assignments, and in assigned reading from August 27 to October 7. The exam will include factual (T/F, multiple choice, matching, short answer) and listening-based questions (identifying textures, meters, instruments, or styles heard in class).

Reading assigned:

- Musical elements: Clark 14-30 (sections 1.7-1.12), Forney 8-35, Jones “Instruments and voice types”, Yudkin 18-21 and 23-30
- Historical periods and styles: Clark 34-39 (sections 2.1-2.5), Cornelius 2-7, Forney 102-107
- Listening and cultural context: Clark 2-7 (section 1.3), Cornelius 2-7, Cornelius 207-209, Schafer 7-12, Titon 1-4, Titon 18-30, Titon 210-215
- “Big picture” topics: Jones “Music and violence”, Jones “Musical educations and the education of music”, Samson “Music history”
- In-class/quickfire: Johann Sebastian Bach’s Contract and Duties in Leipzig, Bianca Bosker *Cork Dork*, Cage/Cunningham/Kent “Rules for Students and Teachers”, Pierre Rameau “An Account at Versailles”

Terms and concepts

Analysis (description + “so what?”)	Rhythm (duration, meter)
Composer	Rules for learning
Dancing	Secular music
Ensembles	Solfège
Form (binary, ternary, rondo, pop song, fugue)	Soundscape
Harmony (major, minor, consonance, dissonance)	Stereotypes
Iconography	Suzuki Method
Instruments and instrument families	Telling history and historical bias
Melody (contour, range, intervals)	Tempo
Music and the brain	Texture (monophonic, homophonic, homorhythmic, polyphonic, style of playing)
Music education	Thinking like a musicologist
Patronage system	Ungrading
Problems or difficulties with studying music history	Voice types
Religious music: Gregorian chant, organum	

Time periods – What music, instruments, composers, or styles have we heard from these time periods?

Medieval (500-1400)	Classical (1750-1800)
Renaissance (1400-1600)	Romantic (1800-1900)
Baroque (1600-1750)	20 th -21 st centuries

People whose music we’ve listened to or whose lives we’ve studied – Where are they from? When did they live? What topic(s) did we talk about with regard to their career or music?

Johann Sebastian Bach	Jean-Baptiste Lully
Ludwig van Beethoven	Wolfgang Amadeus Mozart
William Byrd	Johannes Ockeghem
Frédéric-François Chopin	Giovanni Pierluigi da Palestrina
Valerie Coleman	Pérotin
Claude Debussy	Franz Schubert
Julius Eastman	Clara Schumann
Edvard Grieg	Antonio Vivaldi
Hildegard of Bingen	Pyotr Ilyich Tchaikovsky

Sample exam questions (submitted by students)

T/ F

The Suzuki Method is always used to teach music.
Harmony is only found in pop music and in some classical music.
All pop songs are in a duple or quadruple meter.
Rhythm is closely related to physical movements (e.g., tapping, clapping, snapping or dancing).
A piano is a good instrument for practicing pizzicato.
Every piece of music has a pulse.

Fill in the blank/multiple choice

Being able to tell a trumpet from a piano playing the same note is called _____.
The final section of a piece of music in pop song form will most likely be the _____.

Matching

Match composers with the period of music they belonged to
Match stylistic periods with the calendar years that they correspond to
Match the vocabulary words to their synonyms or terms associated with them

Listening

Identify the meter of each of the following pieces
In the following polyphonic pieces, how many different lines of music can you identify playing at the same time.
Is this an example of consonance or dissonance?

Short answer

What is the difference between a monophonic, homophonic, and polyphonic texture?
What's the difference between *staccato*, *legato*, and *pizzicato*?
What's the difference between major and minor?
What is meter?
Explain binary form. How is it different from ternary form?
Name 3 instrument families.
What's the difference between string instruments and wind instruments?
How do pop songs differ from classical music?
Who is a famous composer from the 1700's?
How was music used during the Baroque period?
What is the distinction between the Medieval Era and the Baroque Era?
What is iconography? Why is it important?
How does brain work for someone who plays an instrument?
How do musicologists see music? How did learning to think like a musicologist affect the way that you listen to music?
How has your understanding of music changed since the start of this class?

Unlikely questions – too specific or too broad

Hear a piece of music and reflect on the emotions of it.
List 5 classical musicians studied in class in order of time period and name those time periods.
What's the difference between pulse and beat?
What is the quality of a chord that is built on the seventh scale degree of a major scale?