



MELODIC MASTERY TEST

Name _____

In the first nine lessons, you have learned about **phrases**, **contour**, **rhythm**, **scales**, **accidentals** and **intervals**. Use this review to test yourself about how much you remember about melody before we move on.

1. Write your own definitions of these terms relating to melody:

accidental _____

interval _____

octave _____

phrase _____

2. Label these examples as conjunct or disjunct melodies:





3. Draw the curved phrase lines over the staff on the example below:



Oh, beau - ti - ful for spa - cious skies, for am - ber waves of grain;

4. Write in the rhythm syllables (ta, ti, or ti-ti) under this example of notation:



5. Explain what each number tells in this time signature:

3 = _____
4 = _____

6. Write the symbol for Common Time and tell what time signature it represents.

(symbol) _____ = (time signature) _____

7. Write the symbol for Cut Time and tell what time signature it represents.

(symbol) _____ = (time signature) _____

8. Name the three types of meter.

_____, _____, and _____.

9. Write the seven alphabet letters used in music to name pitches:

10. Write the letters used in a C Major scale in order:

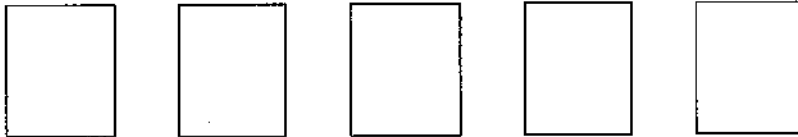
11. Name three kinds of minor scales.

_____, _____ and _____.

12. Which numbered notes are missing in a pentatonic scale.

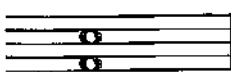
_____ and _____

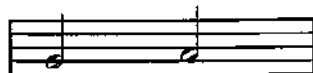
13. Draw and name the five possible accidentals in these boxes:



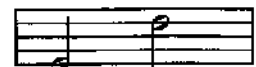
14. In your own words, describe a motive. _____

15. Give a numerical name to each of these intervals:











SOLFÈGE

Name _____

SOLFÈGE

To make hearing and singing melodic intervals easier, some people use the system of solfège. This system assigns syllables to each note of a scale. Perhaps you are familiar with these syllables. Sing the following C major scale using solfège syllables.



PROGRESSION

The easiest and earliest songs that we learned probably used the interval of a descending minor third. Think of yelling to a friend across the playground. How would you yell, "John-ny"? The interval of a minor third uses the syllables Sol, Mi. Here is an example of a Sol-Mi song.



1. Clap and count the rhythm of the Sol-Mi song excerpt above.
2. Next sing using the solfège syllables instead of the text.
3. Finally, sing with the words of the song.

Next, let's add the pitch on the syllable La. Here is an example of a Sol-Mi-La song



Circle the pitch La in this song, then follow the same three steps as above with this song using Sol, La and Mi.

Now we'll add the syllables Do and Re to Sol, La and Mi, creating a pentatonic scale, which does not use the syllables Fa and Ti (the 4th and 7th notes of the scale).

Ex.

Sal - ly go 'round the sun, Sal - ly go 'round the moon.

Sal - ly go 'round the chim - ney pot, Ev - 'ry af - ter - noon.

Label each note above with a solfège syllable. The first one is done for you.

Lastly, the syllables Fa and Ti are added to this progression of solfège reading. Remember in a major scale, the half steps fall between the 3rd and 4th pitches (Mi, Fa) and the 7th and 8th pitches (Ti, Do). Sing the C major scale on the previous page once more carefully noting where the half steps fall. Sing it going upward and also going downward.

HAND SIGNS

Do	Re	Mi	Fa	Sol	La	Ti	Do'

To strengthen the use of syllables to read music notation, John Curwen created a hand sign for each syllable. These hand signs are still used as reinforcement for reading music.

Practice making these hand signs as you sing a major scale. Try using both hands with fingers facing, then with only one hand to see which you prefer.

Try singing the scale syllables again trampoline style with hand-signs:

Do-Re Do-Mi Do-Fa Do-Sol Do-La Do-Ti Do-Do'

Sing the scale syllables in reverse (bungee-jumping style) with hand signs:

Do'-Ti Do'-La Do'-Sol Do'-Fa Do'-Mi Do'-Re Do'-Do

BONUS QUESTION

1. What syllable name is given to the half step between Fa and Sol? _____
between Sol and La? _____ and between La and Ti _____?
2. What syllables make up an arpeggio, starting on low Do? _____



FLASHCARDS

Name _____

Becoming familiar with solfège syllables and hand signs will speed up your ability to read and sing music. To practice using solfège syllables, make flashcards, for use both individually and as a class. You are encouraged to make a small set of solfège flashcards (3 x 5) for your personal use and another large set (8 1/2 x 11) for class activities. The cards below have been abbreviated by using only the first letter of each syllable. You may choose to use the entire syllable on your cards.

LEVEL ONE

Suggestions for Using Flashcard Sets One and Two (treble clef):

1. Make note of which solfège syllables are included in Sets One and Two and which are omitted.
2. Practice singing the patterns on your own using hand signs. Notice that high Do' is set apart from low Do with an identifying mark (D').
3. Have a leader hold up one card at a time for the class to sing.
4. Divide into teams within the class for a contest with a winning team that can sing the most cards correctly.
5. Read four cards across from left to right for longer patterns.

FLASHCARDS: SET ONE

D M D S
D M S D
D S M S
D M M S
D R M S
D R D S
D M R M
D R D R
D S M D
D M S M

M S D M
M S M D
M S S D
M S S M
M R D S
M D M S
M D M D
M S D S
M R D M
M R M D

FLASHCARDS: SET TWO

S L S M
S L S L
S M S M
S L M M
S M L S
S L L S
S S L S
S L M S
S M L L
S L S S

L S S L
L S L S
L S L L
L L S S
L D' S L
L L S D'
D' S L S
L S L D'
D' L S S
D' L L S

LEVEL TWO

Suggestions for Using Flashcard Sets Three and Four (treble clef):

1. Star the cards in each set that start on low DO, and then label the starting syllable for cards in each set.
2. Sing the first column in Set Three as a canon with half the class starting one card earlier than the other half.
3. Sing each column using hand signs.
4. Figure out the letter names of notes on each card, making note of accidentals in key signatures.
5. Play the pitches found on each card on a keyboard or barred instrument.

FLASHCARDS: SET THREE

(sol-mi)

(sol-mi-la)

FLASHCARDS: SET FOUR

(la-sol-mi-re-do)

(do-la-sol-mi-re-do)

BONUS QUESTIONS

1. What is the scale called when Fa and Ti are omitted? _____
2. Put a syllable letter (D, R, M, S, or L) under each note in this rhythm phrase, then practice and sing what you have written.