

**3015 P1 MUSIC PTE**

**March/April, 2019**

**MUSIC PRE-MOCK**

1. (a) Write the letter names of each of the notes marked (i) (ii) (iii) and (iv)

Four sets of five horizontal lines for musical notation, intended for writing the letter names of notes.

(b) Add the missing rests to the following melody.

Four sets of five horizontal lines for musical notation, intended for adding rests to a melody.

(c) Re-write the following melody, grouping the notes correctly.

Four sets of five horizontal lines for musical notation, intended for re-writing a melody with correct grouping.

(d) Describe the following intervals.

Four sets of five horizontal lines for musical notation, intended for describing intervals.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

(e) Write melodic minor of E minor both ascending and descending on Bass Clef.

Four sets of five horizontal lines for musical notation, intended for writing the melodic minor of E minor.

(f) Transpose the following melody down a minor 3<sup>rd</sup>. prefix the new key signature.

Four sets of five horizontal lines for musical notation, intended for transposing a melody.

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(g) Describe the following triads.

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(h) Write the following melody in staff notation: Doh = A, Time signature

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(i) Study the melody below and then answer the questions that follow.

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- (i) What does the sign in bar 7 instruct the performer to do?
- (ii) Quote the rhythm that appears most times.

- (iii) Write the technical name of the highest note in the melody.
- (iv) Describe the dynamics used in the melody.

(v) Give the meaning of the following as used in the melody

Allegro \_\_\_\_\_  
= 80 \_\_\_\_\_

(j) Continue the following opening phrase to make an 8 bar melody for voice.

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**SECTION 'B: METHODOLOGY (20 MARKS)**

**Answer either question in this section.**

2. (a) A teacher intends to teach solfa notation to std VI class. Outline **five** activities that would enhance the achievement of his/her objectives.  
  
(b) Enumerate **five** learning resources he will use to make the lesson success.
3. (a) Explain **five** steps a teacher will use to teach the std five class pupil how to play an instrument.  
  
(b) Outline **five** skills a teacher will explain to the std five pupils to use in playing a chiroti.

**SECTION C: General Music Knowledge (40 marks)**

**Answer question four and either question 5 or 6 from this section.**

4. (a) Explain any **five** ways through which creative Artists benefit from their talents.  
  
(b) State **five** creative art skills a trainer will use in a dramatized dance.
5. (a) What are chordophones.  
  
(b) Other than chordophones name **three** other types of African Musical Instruments.  
  
(c) State whether the following instruments are chordophones, membranophones, idiophones or Aerophones.  
(i) Chiroti \_\_\_\_\_  
  
(ii) Bukandit \_\_\_\_\_

(iii) Asili \_\_\_\_\_

(iv) Kigaumba \_\_\_\_\_

(v) Mbeve \_\_\_\_\_

(vi) Litungu \_\_\_\_\_

(vii) Emborogo \_\_\_\_\_

(viii) Kithembe \_\_\_\_\_

(ix) Boula \_\_\_\_\_

(d) Give **four** reasons why modern technology has interfered with African traditional Music.

6. (a) State the meaning of any **five** of the following used in Music

(b) (i) State **five** ways in which performers would express the climax in an African folk song or dance performance.

(ii) Outline **five** roles of melodic instruments in a musical performance.

End