

# PiXL Independence:

## Music – Student Booklet

### KS5

## A Level Classical Music

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- I. Multiple Choice Questions – 10 credits per quiz
- II. Skills Audit – 20 credits each
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## I. Multiple Choice Questions - 10 credits per quiz

### Quiz 1 – Stylistic features

1. What is meant by the term balanced phrases?
  - a. When a melodic phrase is answered by another of equal length
  - b. When a melodic phrase is answered by another that is longer in length
  - c. When a melodic phrase is answered by another that is shorter in length
  - d. When a melodic phrase is
  
2. What is a perfect cadence?
  - a. A harmonic progression at the end of a phrase using the chords IV-I
  - b. A harmonic progression at the end of a phrase using the chords V-I
  - c. A harmonic progression at the end of a phrase using the chords V to another chord, usually vi.
  - d. A harmonic progression at the end of a phrase ending on chord V
  
3. What is an imperfect cadence?
  - a. A harmonic progression at the end of a phrase using the chords IV-I
  - b. A harmonic progression at the end of a phrase using the chords V-I
  - c. A harmonic progression at the end of a phrase using the chords V to another chord, usually vi.
  - d. A harmonic progression at the end of a phrase ending on chord V
  
4. What is an interrupted cadence?
  - a. A harmonic progression at the end of a phrase using the chords IV-I
  - b. A harmonic progression at the end of a phrase using the chords V-I
  - c. A harmonic progression at the end of a phrase using the chords V to another chord, usually vi.
  - d. A harmonic progression at the end of a phrase ending on chord V
  
5. What is the dominant in the key of Ab major?
  - a. D
  - b. Db
  - c. E
  - d. Eb
  
6. What is the dominant in the key of B major?
  - a. E
  - b. F#
  - c. F
  - d. Eb

7. What is a 7<sup>th</sup> chord?
- A group of seven notes that is played at the same time
  - A chord that is constructed on the 7<sup>th</sup> degree of the scale
  - A group of four notes played at the same time, containing the fundamental, the third, fifth and seventh
  - The seventh chord that is played in a piece of music
8. What is a chord inversion?
- A chord that is played, where the lowest note heard is not the fundamental of the chord
  - A chord that is played, where the lowest note heard is the fundamental of the chord
  - A chord that contains 4 or more notes
  - A chord sequence that is played backwards
9. What is chord IV in C major?
- E minor
  - F major
  - G major
  - A minor
10. What is chord vi in G major?
- E minor
  - E major
  - C major
  - C minor
11. What is chord ii A major?
- B major
  - B diminished
  - B minor
  - B $\flat$  minor
12. What is chord V in A minor?
- E $\flat$  major
  - E minor
  - E diminished
  - E major

13. Which of the following is a related key to G major?
- E $\flat$  minor
  - E minor
  - D major
  - D minor
14. Which of the following is a related key to B $\flat$  major?
- G minor
  - D major
  - C major
  - F major
15. Which of the following chords (notes are in ascending order) is an augmented 6<sup>th</sup> chord?
- A $\flat$ , C, F $\sharp$
  - A $\flat$ , C, F
  - A, C, F
  - A, C, F $\sharp$
16. Which of the following chords (notes are in ascending order) is an Italian 6<sup>th</sup> chord?
- D, F $\sharp$ , B
  - D $\flat$ , F, B $\flat$
  - D $\flat$ , F, B
  - D, F, B
17. Which of the following chords (notes are in ascending order) is a French 6<sup>th</sup> chord?
- G, B, C, E
  - G, B, C $\sharp$ , E
  - G, B, C, E $\sharp$
  - G, B, C $\sharp$ , E $\sharp$
18. Which of the following chords (notes are in ascending order) is a German 6<sup>th</sup> chord?
- F, A, C, D $\sharp$
  - F, A, C $\sharp$ , D $\sharp$
  - F, A, C, D
  - F, A, C $\sharp$ , D

19. Which of the following chords (notes are in ascending order) is a Neapolitan 6<sup>th</sup> chord, if the key signature is A major?

- a. D, F, B
- b. Db, F, Bb
- c. D, F, Bb
- d. D, F#, B

20. What is an Alberti bass?

- a. A kind of accompaniment pattern where the order of notes of the chord are played as the lowest, highest, the middle note and highest again
- b. A kind of accompaniment pattern where the order of notes of the chord are played as the lowest, the middle note, highest and lowest again
- c. A kind of accompaniment pattern where the order of notes of the chord are played as the highest, lowest, the middle note and highest again
- d. A kind of accompaniment pattern where the order of notes of the chord are played as the middle note, the highest, lowest and highest again

## Quiz 2 – Facts

1. Which of the following instruments was invented during the classical period?
  - a. Clarinet
  - b. Harp
  - c. Organ
  - d. Recorder
  
2. Which of the following instruments was invented during the classical period?
  - a. Trombone
  - b. Saxophone
  - c. Theorbo
  - d. Piano
  
3. What is the difference between how the harpsichord and piano make sound?
  - a. The strings of a harpsichord are hit with a covered wooden hammer whereas the strings of a piano are plucked
  - b. The strings of a harpsichord are plucked whereas the strings of a piano are hit with a covered wooden hammer
  - c. The strings of a harpsichord are plucked whereas the piano does not have any strings
  - d. The harpsichord does not have any strings, whereas the piano has strings that are hit with a covered wooden hammer
  
4. What does the difference in how the piano is played affect the possibilities of the instrument?
  - a. The piano has a smaller range than the harpsichord
  - b. There is no difference in the capabilities of each instrument
  - c. The piano is able to play a range of dynamics whereas the harpsichord cannot
  - d. The harpsichord is able to play a range of dynamics whereas the piano cannot
  
5. Which of the following is not a composer from the classical period?
  - a. Dvorak
  - b. Clementi
  - c. Gluck
  - d. Boccherini

6. Who employed Joseph Haydn for a large period of his career?
  - a. The King of France
  - b. The Esterhazy family
  - c. The Vatican
  - d. The Church of England
  
7. What is the order of the different sections in a sonata form?
  - a. Exposition, Recapitulation, Development
  - b. Development, Recapitulation, Exposition
  - c. Recapitulation, Development, Exposition
  - d. Exposition, Development, Recapitulation
  
8. What is the purpose of the exposition section in a sonata form?
  - a. The section that takes at least one main idea and moves through a variety of keys
  - b. The section that introduces the main thematic material
  - c. The section where the main themes return at the end
  - d. An often unaccompanied section played by a soloist to demonstrate their ability
  
9. What is the purpose of the development section in a sonata form?
  - a. The section that takes at least one main idea and moves through a variety of keys
  - b. The section that introduces the main thematic material
  - c. The section where the main themes return at the end
  - d. An often unaccompanied section played by a soloist to demonstrate their ability
  
10. What is the purpose of the recapitulation section in a sonata form?
  - a. The section that takes at least one main idea and moves through a variety of keys
  - b. The section that introduces the main thematic material
  - c. The section where the main themes return at the end
  - d. An often unaccompanied section played by a soloist to demonstrate their ability

11. What is a cadenza?
- A tutti section of music with all instruments playing
  - A tempo marking meaning for the music to be played briskly
  - A type of accent where the performer should hold the note for its full value
  - An often unaccompanied section played by a soloist to demonstrate their ability
12. What is a symphony?
- A multi-movement composition for string quartet
  - A short composition for orchestra with one movement
  - A multi-movement extended composition for orchestra
  - A multi-movement extended composition for choir
13. Which of the following best represents the movements in a symphony from the classical period?
- Fast, slow, minuet or scherzo with trio, fast
  - Fast, slow, fast
  - Fast, minuet or scherzo with trio, slow, fast
  - Fast, minuet or scherzo with trio, fast, slow
14. What is a minuet and trio?
- A dance like movement in 2/4 that was commonly used as the fourth movement in a four-movement symphony
  - A short composition for three performers
  - A dance like movement usually in 3/4 time, with a contrasting middle section that was commonly used as the third movement in a four-movement symphony
  - A slow movement in 4/4 that was commonly used as the second movement in a four-movement symphony
15. What is a scherzo?
- A fast composition in 3/4 time that took the place of the minuet as the third movement of a symphony
  - A fast composition in 3/4 time that took the place of the slow second movement of a symphony
  - A fast composition in 4/4 time that took the place of the minuet as the third movement of a symphony
  - A slow composition in 2/4 that took the place as the fast first movement of a symphony



16. What is a mass?
- A form of sacred composition that contains only instruments
  - A form of sacred composition where music is set to the liturgy, usually in Latin
  - A form of secular composition where music is set to text of a light-hearted nature
  - A form of composition for orchestra with multiple movements
17. What is a requiem?
- A sacred composition that is also known as a mass for the living
  - A secular composition where music is set to text of a light-hearted nature
  - A form of composition for orchestra with multiple movements
  - A sacred composition that is also known as a mass for the dead
18. Which instruments are used in a string quartet?
- One violin, one viola and a cello
  - Two violins, one viola and a cello
  - Two violins, one cello and one double bass
  - One violin, two violas and a cello
19. Which composer has been referred to as 'Father of the string quartet'?
- Mozart
  - Gluck
  - Clementi
  - Haydn
20. Which city did Mozart, Haydn and Beethoven all live in?
- Vienna
  - London
  - Paris
  - Madrid

### Quiz 3 – Definitions

1. Which of the following best describes theme and variations?
  - a. A musical structure where a main A section returns between contrasting themes.
  - b. A musical structure where there are no repeating sections
  - c. The opening section in sonata form
  - d. A musical structure where a main melodic idea is stated and then repeated multiple times, being developed each time
  
2. Which of the following best describes what a coda is?
  - a. A speech-like song that tells a narrative
  - b. A musical structure where there are no repeating sections
  - c. A musical section that brings a piece to an end
  - d. The opening section in sonata form
  
3. Which of the following best describes an opera?
  - a. A form of sacred composition where music is set to the liturgy, usually in Latin
  - b. A piece of drama set to music with singers and orchestral accompaniment
  - c. A secular composition where music is set to text of a light-hearted nature
  - d. A form of composition for orchestra with multiple movements
  
4. Which of the following best describes a recitative?
  - a. A direction for the performer to gradually slow down
  - b. A piece of music for solo voice with instrumental accompaniment that is usually part of a larger work such as an opera or oratorio
  - c. A slow dance in 3/4 time
  - d. A speech-like song that tells a narrative
  
5. Which of the following best describes an aria?
  - a. A direction for the performer to play in a singing style
  - b. A musical section that bring a piece to an end
  - c. A piece of music for solo voice with instrumental accompaniment that is usually part of a larger work such as an opera or oratorio
  - d. A speech-like song that tells a narrative

6. Which of the following best describes a melisma?
  - a. When a single note is sung to each syllable
  - b. When multiple notes are sung to a single syllable
  - c. A melodic idea that is repeated, starting on a different note each time
  - d. A melody that makes use of long phrases
  
7. Which of the following best describes an antecedent phrase?
  - a. A melodic phrase that usually ends with an imperfect cadence
  - b. A melodic phrase that usually with a perfect cadence
  - c. A melodic phrase that usually ends with a plagal cadence
  - d. A melodic phrase that usually ends with an interrupted cadence
  
8. Which of the following best describes a consequent phrase?
  - a. A melodic phrase that answers an antecedent phrase and usually ends with an imperfect cadence
  - b. A melodic phrase that answers an antecedence phrase and usually with a perfect cadence
  - c. A melodic phrase that answers an antecedence phrase and usually ends with a plagal cadence
  - d. A melodic phrase that answers an antecedent phrase and usually ends with an interrupted cadence
  
9. Which of the following best describes a modulation?
  - a. When a piece of music does not change key for the entire piece
  - b. A direction for the performer to gradually increase the tempo of a piece of music
  - c. When a melody is adapted to work over a new chord progression
  - d. Means for a piece of music to change key and have a new tonal centre
  
10. Which of the following best describes a secondary dominant?
  - a. A type of altered chord that has a dominant function over a chord that is not the tonic of the piece of music
  - b. A chord built on the fifth degree of the scale
  - c. A chord that has the fifth degree of the scale in it
  - d. The note that is a fifth higher than the dominant

11. Which of the following best describes the term monophonic?
- A texture where there is a single melody with an accompaniment
  - A texture where there is a single unaccompanied melody line
  - A texture where the music is based on chords and all parts move at the same time
  - A texture where there are multiple independent melody lines at the same time
12. Which of the following best describes the term antiphonic?
- A texture where two independent parts play alternate musical phrases
  - A texture where there is a single unaccompanied melody line
  - A texture where the music is based on chords and all parts move at the same time
  - A texture where there are multiple independent melody lines at the same time
13. Which of the following best describes the term homophony?
- A texture where two independent parts play alternate musical phrases
  - A texture where there is a single unaccompanied melody line
  - A texture where the music is based on chords and all parts move at the same time
  - A texture where there are multiple independent melody lines at the same time
14. Which of the following best describes an overture?
- The instrumental introduction to a large-scale work such as an opera or oratorio
  - The final movement of a symphony
  - A lively dance in 4/4
  - A large-scale composition that has multiple movements
15. Which of the following best describes the term scalic movement?
- Melodies that rarely change note
  - Melodic movement that leaps
  - Melodies that always change note
  - The movement of a melody that follows the order of a particular scale

16. Which of the following best describes the term disjunct movement?
- a. Melodic movement that moves in steps
  - b. Melodies that rarely change note
  - c. Melodic movement that leaps
  - d. Melodies that always change note
17. Which of the following best describes triadic movement?
- a. The movement of a melody that is constructed around notes from a triad
  - b. The movement of a melody that moves in steps
  - c. The movement of a melody that rarely change note
  - d. The movement of a melody that always change note
18. Which of the following best describes the term a cappella?
- a. A direction for the music to be played in a singing style
  - b. A slide from one note to another
  - c. A direction for the soloist to dictate the tempo and other musicians to follow them
  - d. When voices sing without instrumental accompaniment
19. Which of the following best describes the term pizzicato?
- a. A slide between two notes
  - b. A direction for the performer to pluck the string
  - c. A very fast repetition of a single note
  - d. A short melodic phrase
20. Which of the following best describes the term staccato?
- a. A form of articulation meaning for the performer to play the specified note short and detached
  - b. A form of articulation meaning for the performer to play smoothly
  - c. A type of accent
  - d. A direction for the performer to emphasise a note or chord

## II. Skills Audit

20 credits.

### Listening and Appraising

The purpose of this self-evaluation is to reflect on what you have achieved so far and become clear about the most effective use of your time in your Key Stage 5 Music studies. Make sure you refer to the precise requirements of your A Level specification. You may find it helpful to discuss your answers with your classmates or teacher.

1. On a scale of 1-10, how much experience do you feel you have of listening to a wide range of musical styles, genres and traditions?

No experience					Extensive experience				
1	2	3	4	5	6	7	8	9	10

2. On a scale of 1-10, how often do you listen to music you have never heard before from the classical period?

Never									Daily
1	2	3	4	5	6	7	8	9	10

3. On a scale of 1-10, how well developed is your ability to identify when a piece of music was written, or who the composer was, just by listening to it?

Undeveloped					Very well developed				
1	2	3	4	5	6	7	8	9	10

4. On a scale of 1-10, how developed is your knowledge of orchestral timbres from the classical period (instruments of the orchestra, the families that they belong to and recognising them by their sound).

Undeveloped					Very well developed				
1	2	3	4	5	6	7	8	9	10

5. On a scale of 1-10, how confident are you with aurally identifying structures from unfamiliar excerpts of classical music?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

6. On a scale of 1-10, how confident are you with aurally identifying a range of dynamics, using appropriate terminology from unfamiliar excerpts of classical music?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

7. On a scale of 1-10, how confident are you with aurally identifying a range of articulation, using appropriate terminology from unfamiliar excerpts of classical music?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

8. On a scale of 1-10, how confident are you with aurally identifying a range of textures, using appropriate terminology from unfamiliar excerpts of classical music?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

9. On a scale of 1-10, how confident are you with aurally identifying a range of melodic techniques, using appropriate terminology from unfamiliar excerpts of classical music?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

10. On a scale of 1-10, how confident are you with aurally identifying a range of techniques relating to rhythm and metre, using appropriate terminology from unfamiliar excerpts of classical music?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

11. On a scale of 1-10, how confident are you with aurally identifying a range of harmonic techniques, using appropriate terminology from unfamiliar excerpts of classical music?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

12. On a scale of 1-10, how confident are you with aurally identifying the tonality of a piece of music and any modulations from unfamiliar excerpts of classical music?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

13. On a scale of 1-10, how confident are you with melodic dictation (writing down pitches by ear) from unfamiliar excerpts of classical music?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

14. On a scale of 1-10, how confident are you with rhythmic dictation (writing down rhythms by ear) from unfamiliar excerpts of classical music?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10



### III. Wider Listening and Tasks

*50 credits per task.*

These are recommended listening excerpts to become more familiar with music from the classical period, although it is not exhaustive and the more music that you can listen to from these composers and more, the more confident you will become with analysing music from this genre.

1. <https://www.youtube.com/watch?v=cE64eIZi9Lw>

Listen to the whole of Mozart's 'The Magic Flute'. You can use the link above or find another. Analyse the music and make notes on the following:

- How Mozart has created contrast in his opera
- How the musical elements have been used in order to represent different characters and emotions
- How it is typical of music composed in the classical period

1. <https://www.youtube.com/watch?v=rO2L9Q06CTE>

Listen to Haydn's trumpet concerto. You can use the link above or find another recording. Analyse the music and comment on the following:

- How the three movements differ from each other
- How he made use of the musical elements
- The interaction between the roles of the soloist and accompanying orchestra

2. <https://www.youtube.com/watch?v=OHkot1TmvZU>

Listen to Schubert's Symphony no.5. you can use the link above or find another recording. Analyse the music and comment on the following:

- What is interesting about the instrumentation of this symphony?
- How is it evident that this was composed later in the classical period?
- Modulations that occur and to which key it moves to

3. <https://www.youtube.com/watch?v=6qsc5-Vm4Bk>

Listen to Salieri's piano concerto in C major. You may use the link above or find another of your choosing. Analyse the music, identifying musical features that are typical of the classical period and write them down. Find timings for each technique, including:

- Chromatic harmony
- Melodic sequences
- Modulation

4. <https://www.youtube.com/watch?v=7EiefC0eesc>

Listen to Haydn's 'Nelson Mass'. You can use the link above or choose another recording. Analyse the music and make notes on when the following features occur:

- Melisma
- Antiphony
- Sequence
- Chromatic harmony
- Perfect cadence

See how many more techniques you can comment and make a note of the time that they happen in the recording.

5. <https://www.youtube.com/watch?v=JUpZ1Npj23M>

Listen to Gluck's opera 'Orfeo ed Euridice'. You can use the link above or find some other recordings. Analyse the music and comment on the following:

- How Gluck has portrayed the varying emotions and story throughout the opera
- How Gluck's use of the musical elements are typical of music composed in the classical period

6. <https://www.youtube.com/watch?v=rNeirjA65Dk>

Listen to Mozart's symphony no. 25. You can use the link above or find another recording. Analyse the music and comment on the following:

- How contrast has been achieved, focusing particularly on Mozart's use of texture and dynamics
- The identity of each movement and how they differ from each other

7. [https://www.youtube.com/watch?v=vNN\\_Kbuf7\\_U](https://www.youtube.com/watch?v=vNN_Kbuf7_U)

Listen to Haydn's writing for string quartet. You can use the link above for an example, or find another of your choosing. Analyse the music and comment on Haydn's use of the musical elements, including:

- His writing for each instrument and their role within the ensemble
- How the different instruments interact with each other
- How Haydn was able to create interest with a limited number of musicians

#### IV. Essay Style Questions

*100 credits each*

1. Explain how the symphony developed from the end of the baroque period to the end of the classical period.
2. Describe how Joseph Haydn was influential in developing the music that was composed in the classical period.
3. Explain how instrumentation had changed throughout the classical period and how this affected the music that was composed during the time.
4. Explain how composers from the classical period used the musical elements in order to create a sense of contrast.
5. Explain the similarities between the music composed in the classical period and the art of the time.
6. Discuss the instrumentation in the classical period and how this changed over time. Mention the differences between the instruments and how they are today, and how this influenced the music that was composed at the time.
7. Choose one composer and explain how they were influential in bringing in the romantic period.
8. Explain how Mozart used the musical elements in his requiem in order to reflect the text.
9. Explain how Mozart used the musical elements in his opera 'The Marriage of Figaro' in order to reflect the comical nature of the opera.
10. Explain how composers from the classical period used the musical elements in order to create a sense of balance.

## V. Wider Study Tasks

Composition/Analysis/Aural training/Score reading

*150 credits per task.*

### 1. Composition

Compose an opening section of a piece of music in a classical style. You can choose which instruments you choose to compose for and what kind of composition it is.

You may wish to consider the following:

- The range of the instrument(s) that you are composing for
- Possible stylistic features to be included e.g. sequences, balanced phrases, use of cadences, etc.

Play your composition to someone else so that they can comment on how successful it is for a composition in the style of the classical period.

### 2. Listening

Find a recording of a piece of classical music that you are not currently familiar with. Write out an elements table similar to the one below and comment on how the musical elements have been used. Try and find examples of each technique and write down the time where they occur.

Dynamics/Articulation	
Rhythm/Metre	
Texture	
Structure	
Melody	
Instrumentation/Sonority	
Tonality	
Harmony	

### 3. Aural training

Listen to the overture of 'Don Giovanni' from by Mozart. Work out the harmonic progression by ear (you may find it easier to play it on your instrument to do this) and then write it down using roman numerals.

You should then find the score online and analyse the use of harmony in the opening and compare what you have written to the score and note any differences between them.

### 4. Score reading

Find a piece of music from the classical period that you are not currently familiar with. Find the score of it on: [http://imslp.org/wiki/Main\\_Page](http://imslp.org/wiki/Main_Page)

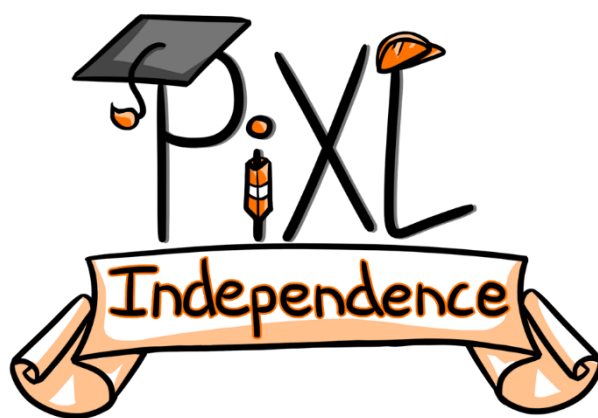
You should then follow the score whilst listening to a recording of the piece. Annotate the score and comment on how the musical elements have been used. Try and comment on each of the musical elements to show a broad understanding of the composition.

### 5. Theme and variations

Take an existing melody (e.g. 'Mary had a little lamb') and create 5 variations on it. You can write for any instrument(s) of your choosing, although it must be able to contain a melody and a harmonic progression. You should consider the following in each of your variations:

- Tonality
- Texture
- Rhythm
- Harmony

You may wish to listen to Mozart's variations on the melody we know as 'Twinkle, Twinkle, Little Star' to gain some ideas and see an effective example of a theme and variations composition.



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