

GLENFOREST S.S. MUSIC DEPARTMENT

Written Exam Topics

AMU 4MO

1. Modes

- Identify *and* write all seven modes beginning on each degree of the major scale
- Ionian, dorian, phrygian, lydian, mixolydian, aeolian, locrian

2. Chords

- Identify *and* write the following chords in any inversion:
 - triads of the major and minor scales
 - dominant sevenths

3. Cadences

- Identify *and* write the following cadences, in 4-part harmony:
 - Perfect
 - Imperfect
 - Plagal
 - Deceptive

4. Harmonic Analysis

- Be able to correctly label a chorale using Roman numerals, including cadences

5. History

- Be prepared to discuss one of the following topics from the Romantic era, in an essay format:
 - Schubert and Lieder
 - Program Music – Pictures at an Exhibition
 - Berlioz' Symphonie Fantastique
 - Leitmotif – Richard Wagner
 - Nationalism
 - Opera
 - Impressionism – Debussy
- Be prepared to properly identify three compositional techniques from the 20th century, along with the composers studied who wrote using them.
- Be prepared to transform a leitmotif using the techniques studied.
- Be prepared to write a composition using one of the 20th century compositional techniques studied.

6. Listening

- Be prepared to properly identify the following:
 - Intervals
 - Triads: + - x o
 - Cadences – Perfect, Plagal, Imperfect, Deceptive
 - Rhythmic/Melodic Dictation
 - Musical pieces/styles of the Romantic period, including composers.
 - Musical pieces/styles of the 20th Century, including composers.

Criteria	Level One	Level Two	Level Three	Level Four (or +)
Ideas and Content /15	- controlling idea and its development are limited but discernible; ideas are superficial; - little evidence of understanding; - thesis is very unclear.	- controlling idea and its development are apparent and show some balance or consistency; ideas convey surface meaning; - some evidence of understanding; - thesis could be more clearly stated.	- controlling idea and its development are clear but may be conventional or derivative; - generally well understood and some new insights are provided; - thesis is a clear statement.	- controlling idea and its development are thoughtful and thorough and, at times, insightful and original; - thoroughly understood and a lot of new insights are provided; - thesis is a clear assertive statement.
Organization /15	- organization is attempted; - introduction suggests a lack of concern and conclusion is ill considered; - little or no sequencing of ideas; - essay not organized with a beginning, middle and end.	- organization is apparent; - introduction is somewhat engaging and conclusion suggests some thoughtfulness; - some sequencing of ideas; - essay has been organized but one of beginning, middle or end needs further work.	- organization is capable; - introduction is inviting and conclusion is considered; - fairly able sequencing of ideas; - essay has been organized with a beginning, middle and end but some revision is needed.	- organization is subtle and effective; control is secure; - introduction is captivating and conclusion is very well considered; - logical, subtle sequencing of ideas; - essay is effectively organized with a beginning, middle and end and no revision is needed.
Effective Use of Language /10	- writing shows grasp of some of the basic elements of writing; - vocabulary is weak, word choice is often inappropriate; - word flow is very choppy.	- writing shows control of most of the elements of writing and some integration is apparent; - vocabulary is developing, word choice is sometimes inappropriate; - word flow is sometimes choppy.	- writing shows control of the elements of writing and sometimes effective control; - vocabulary is maturing, word choice is mostly appropriate; - word flow is generally easy to read.	- writing shows a confident command and integration of all of the elements of writing; - vocabulary is in control and effective, word choice is always appropriate; - word flow is natural and varied.
Voice /5	- voice is often limited to a personal, vernacular register; awareness of audience is limited or absent.	- there is a sense of voice with some control; there is an occasional awareness of audience.	- voice is apparent but may fluctuate; there is an awareness of audience.	- voice is clear and confident; there is a sense of engagement with topic and an effective relationship with the audience.
Writing Conventions /5	- grasp of writing conventions is tentative; errors are distracting and often interfere with the reader's understanding of the ideas.	- control of the writing conventions is evident; errors occasionally detract from the impact and the meaning.	- control of the writing conventions is capable; any errors in spelling, grammar, and punctuation may detract from the overall impact of the work but do not affect the meaning.	- control of the writing conventions is skillful; rare errors in spelling and minor errors in grammar and punctuation may exist but do not affect the overall impact.