Part 1. Term ID. Define the following terms. Be concise! Do not exceed the space provided. [1 pt each]

1. timbre -

2. interval -

3. enharmonic -

4. scale -

5. meter -

6. tempo -

7. fermata -

8. tonality -

9. major scale -

10. dissonance -

[see text for definitions]

Part 2a. Notation. Notate the following musical symbols on the staff [1 pt each]:

- treble clef
- bass clef
- sharp
- flat
- sixteenth note
- quarter note
- whole
- rest

Part 2b. Add a stem to the following noteheads. Make sure the stem goes in the correct direction. [1 pt each]

- \( \text{\textbullet} \)
- \( \text{\textbullet} \)
- \( \text{\textbullet} \)
- \( \text{\textbullet} \)
- \( \text{\textbullet} \)
- \( \text{\textbullet} \)
- \( \text{\textbullet} \)
- \( \text{\textbullet} \)
Part 3. Meter ID. Identify the type of meter given. Your answer should include whether it's simple or compound, and whether it's duple, triple, or quadruple meter. [1 pt each]

1. \( \frac{4}{4} \)  simple  quadruple
2. \( \frac{6}{8} \)  compound  duple
3. \( \frac{3}{4} \)  simple  triple
4. \( \frac{12}{8} \)  compound  quadruple
5. \( \frac{6}{16} \)  compound  duple
6. \( \frac{2}{4} \)  simple  duple

Part 4. Place the correct meter in each measure. [1 pt each]

1. \( \frac{4}{4} \)
2. \( \frac{6}{8} \)
3. \( \frac{3}{4} \)
4. \( \frac{12}{8} \)

Part 5. Dynamic Markings. Show what each dynamic marking is short for, then describe the effect it creates. [1 pt each symbol]

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>TERM</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>( p )</td>
<td>piano</td>
<td>soft</td>
</tr>
<tr>
<td>( mf )</td>
<td>mezzo-forte</td>
<td>medium loud</td>
</tr>
<tr>
<td>( f )</td>
<td>forte</td>
<td>loud</td>
</tr>
<tr>
<td>cresc.</td>
<td>crescendo</td>
<td>becoming louder</td>
</tr>
</tbody>
</table>
Part 6a. Rhythmic Beaming. The following examples contain beaming problems. Beam the following rhythms so that they do not obscure the meter. [2 pts each]

INCORRECT
CORRECT

Part 6b. Beam the following rhythms into both of the meters given below. [1 pt/beat]

Part 7. Write two major scales beginning on the notes provided. [4 pts each]

Part 8a. Write the following intervals ABOVE each note on the score in the clefs provided. [1 pt each]

P5   M3   m2   M2   m3

Part 8b. Write the following intervals BELOW each note on the score in the clefs provided. [1 pt each]

P5   M3   m2   M2   m3
Part 8c. Interval ID. Identify the following intervals. [1 pt each]

\[
\begin{array}{cccc}
\text{m3} & \text{P5} & \text{M2} & \text{M3} \\
\text{P5} & \text{m3} & \text{P5} & \text{M2} \\
\text{M2} & \text{M3} & \text{P5} & \text{m3} \\
\text{P5} & \text{M2} & \text{M3} & \text{m3} \\
\end{array}
\]

Part 9. Build MAJOR chords. The note provided is the ROOT of a major chord. Using accidentals if necessary (do not use keys), write the remaining notes. [1 pt each]

\[
\begin{array}{cccc}
\text{F} & \text{Eb} & \text{E} & \text{D} \\
\text{Ab major} & \text{G major} & \text{Db major} & \text{A major} \\
\text{B major} & \text{Ab major} & \text{G major} & \text{Db major} \\
\end{array}
\]