

7th GRADE ORCHESTRA

7th grade Orchestra is offered to all students who have completed Fairfield Orchestra Skill Level III. Instruction emphasizes instrumental techniques, ensemble rehearsal and performance techniques, and music reading. All orchestra students will receive a small group homogenous lesson once each week. Lessons will take place during the school day on a rotating pull-out basis with the orchestra director or FPS music teacher specializing in orchestra. Recommended lesson size is no more than 6 students.

Homework for this class includes regular, consistent practice on assigned lesson and ensemble music. Participation in the Winter and Spring evening curricular concerts is expected and integral for successful completion of this class. 7th grade orchestra is a full year class that meets three times per week. Students electing Orchestra/Chorus will rehearse once per week in Chorus, and twice per week with an Orchestra class.

Course Overview

All students in the Fairfield Orchestra Program progress through an Ensemble Sequence and instrument specific Skill Levels.

Fairfield's Orchestra Program Ensemble Sequence

<u>Grade/Course</u>	<u>Instrument Skill Level</u>	<u>Ensemble Sequence Marker</u>
4 th Grade Orchestra	I	Novice
5 th Grade Orchestra	II	Novice
6 th Grade Orchestra	III	Intermediate
7th Grade Orchestra	IV	Intermediate
8 th Grade Orchestra	V	Proficient
Concert Orchestra	VI	Accomplished
Symphonic Orchestra	VII	Advanced
Chamber Orchestra	*Extension Course	Advanced+

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

Ensemble Goals

- I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

	<p>cues, ensemble balance and blend, and performance etiquette.</p> <p>II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</p> <p>III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.</p> <p>IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.</p> <p>Small Group Lesson Goals</p> <p>I. Students will complete Skill Level IV by the end of their 7th grade year.</p> <p>II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.</p> <p>III. Demonstrate proper care and maintenance of their instrument.</p> <p>IV. Develop independent problem solving strategies through appropriate practice techniques.</p>	<ul style="list-style-type: none"> • Synthesize and relate knowledge and personal experiences to make art. • Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
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<u>Summary Ensemble Skill Objectives</u>	<u>Summary Small Group Lesson Skill Objectives</u>	<u>Assessments</u>
<p>Used in all Summary Objectives for all students regardless of instrument</p> <p>Level IV</p> <ul style="list-style-type: none"> • Students will enumerate and perform eighth and sixteenth notes and rests, sixteenth/eighth note patterns, dotted eighth-sixteenth, eighth note triplet, and syncopation in simple meter. • Students will play and read 2/4, 3/4, 4/4 and 2/2 time signature. • Students will identify intervals of half step and whole step. • Students will identify enharmonics. • Students will assimilate the following terms and symbols into their vocabulary and performances: piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, treble clef, bass clef, alto clef, barline, measure, repeat sign, double bar line, key signature, bow lift, up bow, down bow, tie, slur, staccato, plucking, bowing, hooked bow, double stops, detached pizzicato, common time, sharp, flat, natural, fermata, unison, divisi, fortissimo, diminuendo, accent, ritardando, tempo, a tempo, allgro, andante, moderato, coda, D.C. al fine, D.C. al coda, 1st and 2nd endings, D.S., tone, legato, arco, detache, martele, intonation • Students can identify and/or perform the following terms and symbols: caesura, pianissimo, adagio, cantabile, interval, maestoso, dolce, arpeggio, spiccato, vibrato, tremolo, balance point, presto, portato 	<p>Students will:</p> <ul style="list-style-type: none"> • Master range, tone production, articulation, phrasing, major and chromatic scales in accordance with Fairfield Skill Level III. • Evaluate their own performances and compare and contrast them to performances of others, both individually and within a small group lesson. 	<p>Ensemble Assessments</p> <ul style="list-style-type: none"> • Ensemble Performances (Winter and Spring Concerts) • Written Concert Evaluation (Winter and Spring) • Written End of the Year assessment <p>Small Group Lesson Assessments</p> <ul style="list-style-type: none"> • End of Year Playing assessment • Skill Level III individual checklist

CREATING

Conceiving and developing new artistic ideas and work.

Enduring Understanding

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Process Components: Plan and Make, Evaluate and Refine

Repertoire

Student composed melodic phrase.

Tasks

Small Group Lesson

- Given a four measure melody, students will compose four additional measures to create an eight measure composition. The melody will be in common time, key of G major, ending on G and using a variety of note values.
- Students will evaluate their composition for proper use of notes and note values, and will refine their work as needed.

Assessment

Small Group Lesson

- Composition Rubric
- Self Assessment Checklist
- Peer Assessment

PERFORMING

Realizing artistic ideas and work through interpretation and presentation.

Enduring Understanding

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present

Repertoire

Ensemble

Students will perform grade level appropriate orchestral arrangements representing a variety of genres that include Fairfield's Skill Level IV objectives. Classical and Popular music will be focus genres and cut time signature will be a focus meter. At least one piece in each of the focus areas will be performed during the year.

Small Group Lesson

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level IV objectives.

Tasks

Ensemble

Students will:

- Perform D, G, C major as well as A and D minor scales
- Rehearse as a full ensemble and perform orchestra literature demonstrating appropriate tempi, dynamics, balance and blend while following a conductor's non-verbal directions.
- Analyze, interpret, rehearse, evaluate, refine and present pitches, rhythms, dynamics, and articulations
- Evaluate & Refine ensemble intonation.
- Present orchestral literature in grade level concerts that includes but is not limited to Classical and Popular music, and a piece in cut time with characteristic tone and attention to intonation.

Assessment

Ensemble

- Formative assessments on dynamics, balance and blend, major and minor scales, and following the conductor's gestures
- Summative Winter and Spring concert performances

Small Group Lesson

- Formative and summative district-wide playing assessments
- Skill Level IV Checklist

	Small Group Lesson	
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- Students will individually perform designated lesson material in accordance with Fairfield Skill Level IV with characteristic tone and attention to intonation.

RESPONDING

Understanding and evaluating how the arts convey meaning

Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

Essential Question

- How do we judge the quality of musical work(s) and performances?

Process Components: Analyze, Interpret, Evaluate

Repertoire

Ensemble

Students will perform grade level appropriate orchestral arrangements representing a variety of genres that include Fairfield's Skill Level IV objectives. Classical and Popular music will be focus genres and cut time signature will be a focus meter.

Small Group Lesson

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level IV objectives.

Tasks

Ensemble

- Analyze and discuss targeted instrumental techniques, ensemble skills, and elements of music during rehearsals
- Evaluate, in writing, the quality of their own performances by describing the uses of elements of music and expressive devices
- Demonstrate knowledge of music vocabulary
- Demonstrate knowledge of all components of a time signature, understanding bottom number and its impact on enumeration
- Demonstrates understanding of the dot as it relates to note values and enumeration
- Make informed, critical evaluations of the quality and effectiveness of performance
- Apply evaluation criteria to their personal participation in rehearsals and curricular concerts
- Identify intervals of half step and whole step.

Assessment

Ensemble

- Ensemble improvement on targeted instrumental techniques, ensemble skills and elements of music during rehearsals
- Written evaluation of performances
- Written End of Year Assessment

Small Group Lesson

- Individual improvement on targeted instrumental techniques
- Group discussion of problem solving strategies during at home practice

- Identify and play enharmonics.

Small Group Lesson

Students will:

- Make informed, critical evaluations of the quality and effectiveness of their performances
- Through analysis and evaluation, apply problem solving strategies during home practice

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Compare and Contrast, Analyze, Interpret, Evaluate

Repertoire

In orchestra music appropriate to Fairfield Skill Level IV, students will perform various styles of repertoire with in-depth study of the focus genres:
Classical and Popular music.

Tasks

Students will:

- Study and analyze key characteristics of Classical and Popular music.
- Compare and contrast characteristics of the varying musical genres in current orchestra repertoire

Assessment

- Written worksheet answering focus questions for each repertoire genre.

Classical

1. What is the characteristic bowing style for Classical music and describe how it's performed. (brush stroke, sweeping bow stroke that lifts off the string at the end of every eighth note)
2. What is the standard form of a piece of classical music? (sonata form)

Popular

1. What is a characteristic rhythm of Popular music? (syncopation)
2. What is the characteristic texture of Popular music? (melody, rhythm section: bass line, chordal accompaniment, percussion)

Fairfield Public Schools
Assessment Pack
Grade 7 Orchestra

Name: _____ Date: _____ Class: _____

Melodic Composition in G Major

- 1) Play the first four measures that have been given to you.
- 2) Think of a four-measure phrase to follow the first four measures.
- 3) When you have created a four-measure phrase that you like, notate it.
- 4) If you need space to practice this, use the staff paper on the back.

Requirements

- 1) Use most of the pitches of the G Major Scale.
- 2) Use four beats in each measure.
- 3) Use a variety of rhythms and note values.
- 4) End on G

You may find it easier to create a good-sounding melody by playing the melody and then notating it. Start by playing the given four measures, then play whatever comes to mind.

Composition Checklist

- _____ Composed four measures.
 _____ Used most pitches in the G major scale
 _____ Used four beats in each measure.
 _____ Used a variety of rhythms.
 _____ Ended on G.

Possible Pitches

G A B C D E F# G

Possible Rhythms

Half	Quarter
Eighth	Dotted Quarter

Name: _____ Date: _____ Class: _____

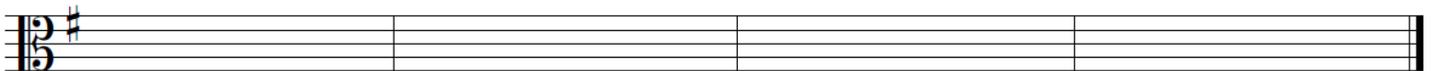
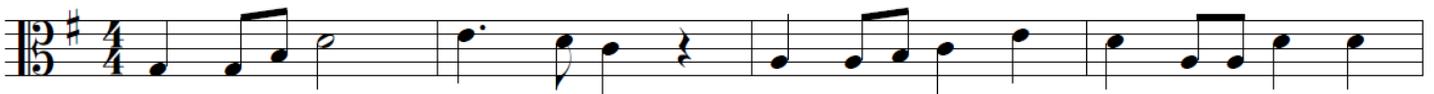
Melodic Composition in G Major

- 1) Play the first four measures that have been given to you.
- 2) Think of a four-measure phrase to follow the first four measures.
- 3) When you have created a four-measure phrase that you like, notate it.
- 4) If you need space to practice this, use the staff paper on the back.

Requirements

- 1) Use most of the pitches of the G Major Scale.
- 2) Use four beats in each measure.
- 3) Use a variety of rhythms.
- 4) Ended on G

You may find it easier to create a good-sounding melody by playing the melody and then notating it. Start by playing the given four measures, then play whatever comes to mind.



Composition Checklist

- _____ Composed four measures.
- _____ Used most pitches in the G major scale
- _____ Used four beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on G.

Possible Pitches

G A B C D E F# G

Possible Rhythms

Half Quarter
 Eighth Dotted Quarter

Name: _____ Date: _____ Class: _____

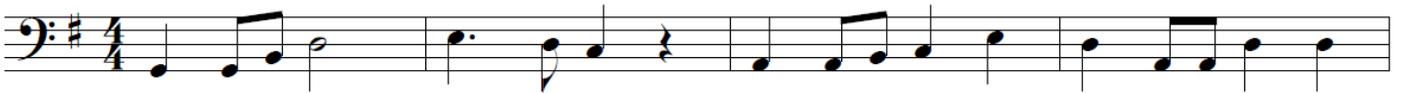
Melodic Composition in G Major

- 1) Play the first four measures that have been given to you.
- 2) Think of a four-measure phrase to follow the first four measures.
- 3) When you have created a four-measure phrase that you like, notate it.
- 4) If you need space to practice this, use the staff paper on the back.

Requirements

- 1) Use most of the pitches of the G Major Scale.
- 2) Use four beats in each measure.
- 3) Use a variety of rhythms.
- 4) Ended on G.

You may find it easier to create a good-sounding melody by playing the melody and then notating it. Start by playing the given four measures, then play whatever comes to mind.



Composition Checklist

- _____ Composed four measures.
- _____ Used most pitches in the G major scale
- _____ Used four beats in each measure.
- _____ Used a variety of rhythms.
- _____ Ended on G.

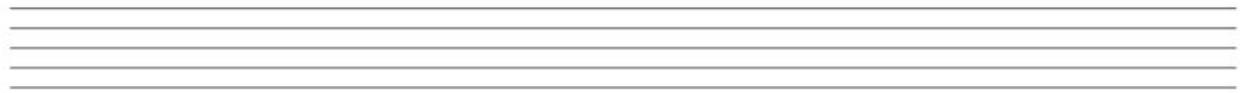
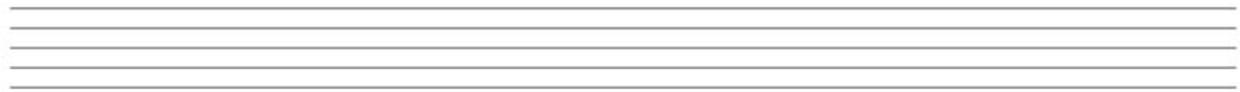
Possible Pitches

G A B C D E F# G

Possible Rhythms

Half Quarter
Eighth Dotted Quarter

Use this space to practice your composition. When you have created a good melody, copy it to the front.



Composition Rubric

Grade 7

Name: _____

Requirement	Points Possible	Points Earned	Teacher Comments
The composition contains 4 measures.	10		
The composition is in the key of G Major.	10		
The composition uses most of pitches in the G major scale.	30		
The composition contains 4 beats per measure.	10		
The composition uses a variety of note values.	30		
The composition ends on G.	10		

Name _____ Date _____

7th Grade Peer Evaluation of Melodic Composition

Yes No Are most of the pitches of the G Major Scale used?

Yes No Does each measure have 4 beats?

Yes No Is there a variety of rhythms?

Yes No Does the composition end on G?

Name _____ Date _____

7th Grade Peer Evaluation of Melodic Composition

Yes No Are most of the pitches of the G Major Scale used?

Yes No Does each measure have 4 beats?

Yes No Is there a variety of rhythms?

Yes No Does the composition end on G?

Name _____ Date _____

7th Grade Peer Evaluation of Melodic Composition

Yes No Are most of the pitches of the G Major Scale used?

Yes No Does each measure have 4 beats?

Yes No Is there a variety of rhythms?

Yes No Does the composition end on G?

Concert Evaluation

Name: _____ **Date:** _____

What did you think was the orchestra's strongest piece and why?

In which piece(s) did you hear room for improvement? What specific improvements could be made?

Which expressive string techniques were particularly effective in the concert? (*Articulation, bowing, etc.*) In which piece(s) can you hear them?

Which expressive string techniques could have been used more effectively?

How do you think the behavior and presentation of the group was overall? How do you think that affects the performance?

Overall, how do you think the orchestra performed? Why?

What is/are your personal goal(s) for improvement as a contributor to the orchestra? How do you plan to achieve it/them?

7th Grade Strings
Performance Assessment – Spring
 Music Department
 Fairfield Public Schools

Student Name: _____

Date: _____

Instrument _____

Rubric

4	Exemplary	Performance consistently correct
3	Acceptable	Performance usually correct
2	Deficient	Performance occasionally correct
1	Unacceptable	Performance consistently incorrect

Sound Innovations Book 2	Piece 1	Piece 2
Novice Piece 1: p. 18, #78 Piece 2: p. 19, #83		
Proficient Piece 1: p. 26, #118 Piece 2: p. 27, #124		
Advanced Piece 1: p. 30, #139 Piece 2: p. 36, #164		
Note Accuracy		
Intonation		
Consistency of Pulse		
Rhythmic Accuracy		
Tone Quality		
Musical Expression		
Totals:		

Overall Rating

Piece 1 (max. possible = 24):	
Piece 2 (max. possible = 24):	
Overall Score (max. possible = 48):	

Comments:

E. Finger Patterns

	Violin	Viola	Cello	Bass
Finger Patterns	0 1 2 3 4 01 2 3 4	0 1 2 3 4 01 2 3 4	Forward ext. (0 1 2 4)	Reinforce

F. Positions

1. Demonstrate basic shifting motion from 1st position to the positions outlined below
2. Introduce and begin work in the following positions:
 - a) violin/viola continue working in III
 - b) cello $\frac{1}{2}$, II, II $\frac{1}{2}$, III, III $\frac{1}{2}$ - continue working in IV and on open positions
 - c) bass IV, VI - continue working in $\frac{1}{2}$, II, III

G. Solo Performance

Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

BASS

SKILL LEVEL 4 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 4:

Student successfully:

- Demonstrates the variations in tone that result from changing bow weight, bow speed and bow placement
- Performs crescendo and diminuendo
- Demonstrates preliminary vibrato motion
- Demonstrates left hand pizzicato
- Demonstrates portato (detached slurs)
- Demonstrates spiccato at the balance point

Reads and plays music which includes the following:

- Note values and corresponding rests:



- Rhythmic patterns:



- Time Signatures: 2/4, 3/4, 4/4, 2/2

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- D Major, 2 octaves
- A minor, 1 octave
- G chromatic 1 octave
- F Major, 1 octave
- D minor 1 octave

Student can successfully:

- Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string (rote)
- Demonstrate basic shifting motion from I position to the natural harmonic an octave above the open string.
- Demonstrates accurate use IV position
- Demonstrate accurate use of IV position

Solo Performance:

- Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 4: Yes No

Teacher Signature: _____

Date: _____

CELLO

SKILL LEVEL 4 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 4:

Student successfully:

- Demonstrates the variations in tone that result from changing bow weight, bow speed and bow placement
- Performs crescendo and diminuendo
- Demonstrates preliminary vibrato motion
- Demonstrates left hand pizzicato
- Demonstrates portato (detached slurs)
- Demonstrates spiccato at the balance point

Reads and plays music which includes the following:

- Note values and corresponding rests:



- Rhythmic patterns:



- Time Signatures: 2/4, 3/4, 4/4, 2/2

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- D Major, 2 octaves
- A minor, 1 octave
- G chromatic, 1 octave
- F Major, 1 octave
- D minor, 1 octave

Student can successfully:

- Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string (rote)
- Demonstrate basic shifting motion from I position to the natural harmonic an octave above the open string.
- Demonstrate accurate use of the following positions:
 - ½ position
 - II ½ position
 - III ½ position
 - II position
 - III position

Solo Performance:

- Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 4: Yes No

Teacher Signature: _____

Date: _____

VIOLA

SKILL LEVEL 4 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 4:

Student successfully:

- Demonstrates the variations in tone that result from changing bow weight, bow speed and bow placement
- Performs crescendo and diminuendo
- Demonstrates preliminary vibrato motion
- Demonstrates left hand pizzicato
- Demonstrates portato (detached slurs)
- Demonstrates spiccato at the balance point

Reads and plays music which includes the following:

- Note values and corresponding rests:



- Rhythmic patterns:



- Time Signatures: 2/4, 3/4, 4/4, 2/2

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- D Major, 2 octaves
- F Major, 1 octave
- A minor, 1 octave
- D minor, 1 octave
- G chromatic, 1 octave

Student can successfully:

- Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string (rote)
- Demonstrate basic shifting motion from I position to the natural harmonic an octave above the open string.
- Demonstrate accurate use of III position

Solo Performance:

- Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 4: Yes No

Teacher Signature: _____

Date: _____

VIOLIN

SKILL LEVEL 4 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 4:

Student successfully:

- Demonstrates the variations in tone that result from changing bow weight, bow speed and bow placement
- Performs crescendo and diminuendo
- Demonstrates preliminary vibrato motion
- Demonstrates left hand pizzicato
- Demonstrates portato (detached slurs)
- Demonstrates spiccato at the balance point

Reads and plays music which includes the following:

- Note values and corresponding rests:



- Rhythmic patterns:



- Time Signatures: 2/4, 3/4, 4/4, 2/2

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- D Major, 2 octaves
- A minor, 1 octave
- G chromatic, 1 octave
- F Major, 1 octave
- D minor, 1 octave

Student can successfully:

- Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string (rote)
- Demonstrate basic shifting motion from I position to the natural harmonic an octave above the open string.
- Demonstrate accurate use of III position.

Solo Performance:

- Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 4: Yes No

Teacher Signature: _____

Date: _____

7th Grade Orchestra

End of Year Assessment

Name: _____

- | | |
|---------------------|---|
| _____ caesura | A. a rapid, slight variation in pitch to produce a stronger, richer tone |
| _____ adagio | B. a chord whose pitches are played one at a time |
| _____ fortissimo | C. a set of sharps or flats placed together on the staff immediately after the clef |
| _____ cantabile | D. a break or interruption in the music (railroad tracks) |
| _____ presto | E. very loud |
| _____ spiccato | F. in a singing style |
| _____ pianissimo | G. a short, off the string bow stroke |
| _____ portato | H. in a majestic manner |
| _____ vibrato | I. at a rapid tempo |
| _____ interval | J. in a slow tempo |
| _____ key signature | K. return to original tempo |
| _____ maestoso | L. a single pitch played repeatedly and rapidly |
| _____ tremolo | M. very soft |
| _____ dolce | N. notes that are the same pitch bearing a different name |
| _____ contact point | O the distance between two notes |
| _____ arpeggio | P. the place where you draw the bow between the fingerboard and the bridge where the note being played has the most resonance |
| _____ balance point | Q. detached slurs |
| _____ enharmonic | R. sweetly and softly |
| _____ a tempo | S. Point on the bow where the weight is equally distributed |

Half Steps & Whole Steps

Name a ½ step above:

B _____

G# _____

D# _____

E _____

Ab _____

Name a whole step below:

D _____

C _____

G _____

B _____

Eb _____

Enharmonics

What's the enharmonic of:

D# _____

Bb _____

E# _____

B _____

Intervals

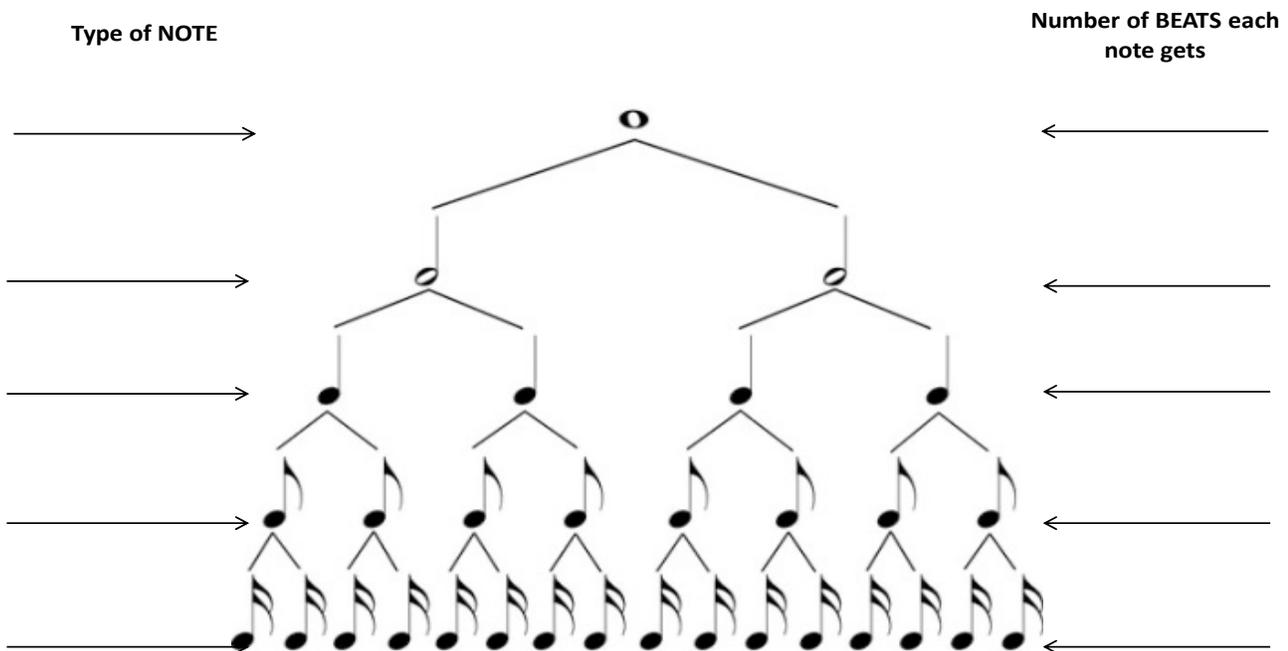
What is the distance between E & F#? _____

What is the distance between B & C? _____

What is the distance between Db & Eb? _____

Time Signatures, Note Values and Enumeration

- 1) What does a dot next to any note or rest add?
- 2) What does the top number of the time signature tell?
- 3) What does the bottom number of the time signature tell?
- 4) In the pyramid below, identify each kind of note and tell how many beats each would get if there is a 2 on the **bottom** of the time signature.



Term Identification

Match each of the musical symbols with the correct musical terms below

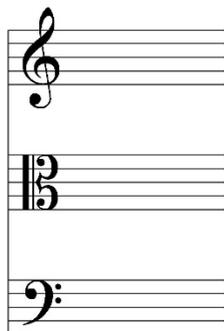
The musical score consists of three staves. The top staff is in treble clef, 4/4 time, with a key signature of two sharps (F# and C#). It contains a whole note, a quarter note, a half note, a repeat sign, a dynamic marking *p*, a dynamic marking *f*, a slur, a staccato mark, and a fermata. The middle staff is in alto clef, 3/4 time, with a key signature of two sharps. It contains a whole measure, a first ending bracket, a second ending bracket, a dynamic marking *mf*, and a dynamic marking *pp*. The bottom staff is in bass clef, 4/4 time, with a key signature of two sharps. It contains a slur, a dynamic marking *ff*, a dynamic marking *mp*, a common time signature, a slur, and a double barline.

- | | |
|--|---|
| <input type="checkbox"/> pianissimo; very soft | <input type="checkbox"/> double barline |
| <input type="checkbox"/> whole measure | <input type="checkbox"/> bowed tremolo |
| <input type="checkbox"/> staccato | <input type="checkbox"/> time signature |
| <input type="checkbox"/> alto clef | <input type="checkbox"/> accent mark |
| <input type="checkbox"/> barline | <input type="checkbox"/> first ending |
| <input type="checkbox"/> tie | <input type="checkbox"/> mezzo-piano, moderately soft |
| <input type="checkbox"/> bass clef | <input type="checkbox"/> natural |
| <input type="checkbox"/> fortissimo; very loud | <input type="checkbox"/> crescendo |
| <input type="checkbox"/> slur | <input type="checkbox"/> up bow symbol |
| <input type="checkbox"/> key signature | <input type="checkbox"/> piano; soft |
| <input type="checkbox"/> fermata | <input type="checkbox"/> decrescendo or diminuendo |
| <input type="checkbox"/> down bow symbol | <input type="checkbox"/> forte; loud |
| <input type="checkbox"/> treble clef | <input type="checkbox"/> mezzo-forte; moderately loud |
| <input type="checkbox"/> sharp | <input type="checkbox"/> flat |
| <input type="checkbox"/> repeat sign | |
| <input type="checkbox"/> common time | |

Key Signatures

Identify the following key signatures in the space provided beside each example:

Major



Major



Major

