

The Nature of Music_ Vocabulary for Listening and Understanding

1. All music includes the elements of sound and time.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Learning Objective: Identify common features of music in world cultures

Topic: sound

2. All music must be pretty or beautiful.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Learning Objective: Identify common features of music in world cultures

Topic: sound

3. Music can include silence.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Learning Objective: Identify common features of music in world cultures

Topic: sound

4. A good definition for music includes subjective factors.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: sound

5. The physical characteristics of music involve physics, mathematics, and engineering.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

6. The science of acoustics is typically not used with musical instrument construction.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

7. Porous materials will bounce sound waves around a room.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

8. Dense materials will absorb sound waves.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

9. Music that lacks forward energy may seem static.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

10. As opposed to highly structured art music, children's songs rarely communicate a wide range of feelings.
FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: sound

Topic: world music

11. Music should never be used as purely functional.
FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: world music

12. Music can have attributes of both folk and classical music.
TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify common features of music in world cultures

Topic: American folk

Topic: classical music

Topic: world music

13. Generally, Western European music is the only style we consider art music.
FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Describe cross-cultural influences of western and world music

Topic: world music

14. Music from any culture is a reflection of the society that created it.
TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Describe cross-cultural influences of western and world music

Topic: world music

15. The existence of music among all peoples is a fairly recent event in history.
FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify common features of music in world cultures

Topic: world music

16. Musical languages, styles, and functions really differ very little among various cultures.
FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify common features of music in world cultures

Topic: world music

17. All cultures have music because of its power to stimulate emotional responses.
TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Learning Objective: Identify common features of music in world cultures

Topic: sound

Topic: world music

18. Aesthetic responses can be universal or culture-specific.
TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: world music

19. Music can evoke unpleasant associations.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Learning Objective: Identify common features of music in world cultures

Topic: sound

Topic: world music

20. Music therapists use music to alter people's feelings.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

21. Background music promotes passive listening.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

22. Public performers rarely need a motivating force.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: world music

23. Performing has its own creative element.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: world music

24. A performer's interpretation should not add anything to a composer's notation.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: world music

25. Performing can be intended only for the performers themselves.

TRUE

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: world music

26. When a performer improvises, they are reading notation.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify common features of music in world cultures

Topic: texture

27. The elements of music are pitch, duration, loudness, and melody.

FALSE

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Define and recognize pitch

Learning Objective: Identify and describe properties of sound

Topic: pitch

Topic: sound

28. Small, thin instruments are higher in pitch than big, wide instruments.

TRUE

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Define and recognize pitch
Learning Objective: Identify and describe properties of sound
Topic: pitch
Topic: sound

29. Placing accents on weak beats or parts of beats produces syncopation.

TRUE

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Define and recognize rhythm and beat in music
Topic: rhythm

30. The loudness or softness of music is referred to as timbre.

FALSE

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Identify and describe properties of sound
Topic: sound

31. Variety creates a sense of contrast.

TRUE

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Identify and describe properties of sound
Learning Objective: Identify and describe types of musical textures
Topic: sound
Topic: texture

32. Repetition creates a sense of contrast.

FALSE

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Identify and describe types of musical textures
Topic: texture

33. An unstable feeling will drive the music forward to a point of relative stability.

TRUE

Accessibility: Keyboard Navigation
Bloom's: Understand
Learning Objective: Identify and describe properties of sound
Learning Objective: Identify and describe types of musical textures
Topic: sound
Topic: texture

34. Many American popular and religious songs are written in verse-chorus form.

TRUE

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Explain the techniques that create musical form
Topic: form

35. Twelve-bar blues is a form derived from a style of American folk song called jazz.

FALSE

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Summarize the roots of jazz
Topic: American folk
Topic: jazz

36. Much 20th century classical music emphasizes melody over rhythm and timbre.

FALSE

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Formulate and opinion about the expressive impact of early 20th-century music
Topic: 20th-century music

37. Music is
- A. sound that is pleasing to the ear.
 - B. sound and silence organized in time.
 - C. sound you want to hear as music.
 - D. all of these.**

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Learning Objective: Identify common features of music in world cultures

Topic: sound

38. _____ can be used to create music.
- A. Noise
 - B. Non-singable melodies
 - C. Silence
 - D. All of these**

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

39. The principles of acoustics can involve such terms as
- A. frequency range.
 - B. echo.
 - C. graphic equalizers.
 - D. all of these.**

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

40. An audio enthusiast will want a speaker system with the _____ frequency response.
- A. narrowest
 - B. smallest
 - C. widest**
 - D. none of these

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

41. Acoustical engineers design auditoriums according to principles like
- A. resonance and reverberation.**
 - B. graphic equalization.
 - C. signal to noise ratio.
 - D. none of these.

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

42. The acoustics of a room are considered _____ when sound waves are absorbed.
- A. excellent
 - B. dead**
 - C. damaged
 - D. live

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

43. To appreciate music it is important to _____ what happened before, and _____ what is about to happen.
- A. forget/notice
 - B. anticipate/remember
 - C. remember/anticipate**
 - D. judge/evaluate

Accessibility: Keyboard Navigation

Bloom's: Understand
Learning Objective: Identify and describe properties of sound
Topic: sound

44. Music is an art and
A. a science.
B. not a science.
C. a pseudoscience.
D. none of these.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Identify and describe properties of sound
Topic: sound

45. Regardless of its style, good music
A. is short-lived.
B. lasts.
C. has universal appeal.
D. lasts and has universal appeal.

Accessibility: Keyboard Navigation
Bloom's: Understand
Learning Objective: Identify common features of music in world cultures
Topic: world music

46. A great piece of music encourages repeated
A. listening.
B. study.
C. performance.
D. all of these.

Accessibility: Keyboard Navigation
Bloom's: Understand
Learning Objective: Identify common features of music in world cultures
Topic: world music

47. Musical stylistic differences among cultures come from
A. reasons for the use of music.
B. different instruments.
C. different ways of creating music.
D. all of these.

Accessibility: Keyboard Navigation
Bloom's: Understand
Learning Objective: Interpret different meanings of the term "musical style"
Topic: style

48. Music can stimulate
A. physical reactions.
B. physiological reactions.
C. both physical and physiological reactions.
D. neither physical or physiological reactions.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Identify and describe properties of sound
Topic: sound

49. Music therapists can help people
A. find a job.
B. improve their self esteem.
C. find a spouse.
D. become better musicians.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Identify and describe properties of sound
Topic: sound

50. _____ in music is the use of written symbols to represent musical sounds.
A. Symbolology
B. Timbre
C. Frequency

D. Notation

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify common features of music in world cultures

Topic: world music

51. Most creators of music usually create music that is

- A. good music.
- B. culturally-detached.
- C.** culture-specific.
- D. abstract.

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: world music

52. Which of the following makes more use of improvisation?

- A.** Jazz music
- B. Orchestral music
- C. Band music
- D. None make use of it

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Summarize the roots of jazz

Topic: jazz music

53. When people perceive a single tone we call it

- A. melody.
- B. timbre.
- C.** pitch.
- D. harmony.

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Define and recognize pitch

Learning Objective: Identify and describe properties of sound

Topic: pitch

Topic: sound

54. The _____ the frequency, the higher the pitch; the _____ the frequency, the lower the pitch.

- A.** faster/slower
- B. calmer/higher
- C. sharper/smoothier
- D. none of these

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

55. A sequence of pitches occurring one after another is perceived

- A.** horizontally.
- B. vertically.
- C. texturally.
- D. mechanically.

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Define and recognize pitch

Learning Objective: Identify and describe properties of sound

Topic: pitch

Topic: sound

56. Instrumental melodies usually can have _____ than vocal melodies.

- A. wider ranges
- B. wider skips
- C. greater complexity
- D.** all of these

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Define melody and explain its characteristics

Learning Objective: Identify and describe properties of sound

Topic: melody
Topic: sound

57. Tonality refers to
A. the tonal center of a key.
B. the melodic contour.
C. the harmonic texture.
D. none of these.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Define and recognize tonality and scales
Topic: tone color

58. Harmony is perceived
A. horizontally.
B. vertically.
C. texturally.
D. none of these.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Explain basic principles of chords and harmony
Topic: harmony

59. The system of using chords in American music is known as
A. notation.
B. contrast.
C. melody.
D. harmony.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Explain basic principles of chords and harmony
Topic: harmony

60. We usually hear three or more simultaneous sounds as a
A. chord.
B. rhythm.
C. timbre.
D. all of these.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Explain basic principles of chords and harmony
Topic: harmony

61. Music moves through
A. everything.
B. dimensions.
C. time.
D. all of these.

Accessibility: Keyboard Navigation
Bloom's: Understand
Learning Objective: Identify and describe properties of sound
Topic: sound

62. The variety of changes in the duration of pitches creates
A. chaos.
B. rhythm.
C. the beat.
D. tempo.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Define and recognize rhythm and beat in music
Topic: rhythm

63. Pulse refers to the _____ of the music.
A. beat
B. tempo
C. loudness
D. meter

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Define and recognize rhythm and beat in music

Topic: rhythm

64. Strong, weak, strong, weak is an example of

- A. bad timing.
- B. triple meter.
- C. duple meter.
- D. mixed meter.

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Define and recognize meter and measure in music

Topic: rhythm

65. Strong, weak, weak, strong, weak, weak is an example of

- A. bad timing.
- B. mixed meter.
- C. duple meter.
- D. triple meter.

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Define and recognize meter and measure in music

Topic: rhythm

66. _____ music has no pulse, a weak pulse, or an irregular pulse.

- A. Bluegrass
- B. Orchestral
- C. Metric
- D. Nonmetric

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Define and recognize meter and measure in music

Topic: rhythm

67. _____ has a clear pulse, with strong beats occurring in different patterns.

- A. Mixed meter
- B. Duple meter
- C. Triple meter
- D. none of these

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Define and recognize meter and measure in music

Topic: rhythm

68. _____ intensity generates a louder sound.

- A. Lesser
- B. Fluctuating
- C. Greater
- D. Consistent

Accessibility: Keyboard Navigation

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

69. In Western classical music instruments are classified according to their

- A. range.
- B. color.
- C. size.
- D. timbre.

Accessibility: Keyboard Navigation

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

70. Tension followed by a release of tension produces

- A. chaos.
- B. static motion and backward energy.

- C. forward energy.
- D. chaos and forward energy.

Accessibility: Keyboard Navigation
Bloom's: Understand
Learning Objective: Identify and describe properties of sound
Topic: sound

71. Texture in Western music can be
- A. thick and full.
 - B. thin and transparent.
 - C. thick and full, or thin and transparent.
 - D. neither thick and full, or thin and transparent.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Identify and describe types of musical textures
Topic: texture

72. Form is frequently depicted by
- A. letter names (AB, ABACA).
 - B. shapes of instruments.
 - C. repeat signs.
 - D. periods in history.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Describe the techniques that create musical form
Topic: form

73. 32-bar song form is found in
- A. art songs.
 - B. religious music.
 - C. folk songs.
 - D. all of these.

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Describe the techniques that create musical form
Topic: form

74. _____ give a feeling of temporarily stopping with the sense that the music will continue.
- A. Closed cadences
 - B. Open cadences
 - C. Tensions
 - D. Dynamics

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Define and recognize tonality and scales
Learning Objective: Explain basic principles of chords and harmony
Topic: harmony
Topic: tone color

75. _____ convey a strong feeling of finality.
- A. Closed cadences
 - B. Open cadences
 - C. Tensions
 - D. Dynamics

Accessibility: Keyboard Navigation
Bloom's: Remember
Learning Objective: Define and recognize tonality and scales
Learning Objective: Explain basic principles of chords and harmony
Topic: harmony
Topic: tone color

76. Name some non-traditional sounds that have been used in organized music.
Rain, waterfall, birds, whales

Bloom's: Remember
Learning Objective: Identify and describe properties of sound
Topic: sound

77. Name an area where one sees the use of acoustics.

Room design, concert hall design, stereo specs, sound reinforcement, computer music performance, medical technology, instrument construction

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

78. Name an area where medical technology uses the science of acoustics.

Sonar diagnostics and treatment

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

79. Why is music considered an aural phenomenon?

We listen and respond to it as sound

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

80. Which is more common today, creating music that will last for generations, or creating music for immediate consumption?

Immediate consumption

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: sound

81. Name an area or place in which someone with a degree in music therapy may work.

Mental health clinics, hospitals, public schools, private practice

Bloom's: Remember

Learning Objective: Summarize the role of the music business and its effect on the music industry

Topic: music business

82. List three contributing factors as to why music changes.

Society changes, people's needs and tastes change, new or refined instruments, new ways of creating, artists' innate need to grow

Bloom's: Understand

Learning Objective: Describe cross-cultural influences of western and world music

Topic: world music

83. The creative process has two general steps, regardless of style. What are they?

Choosing elements of sound, and organizing them to achieve a result

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

84. What is the most important part of developing an appreciation for any type of music?

Active listening

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

85. Where do we hear examples of white noise?

Possible answers include static on a radio, roar of a waterfall

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

86. List three levels of duration by which we perceive music.

Possible answers include length of an entire piece, a section of a piece, a phrase, an individual tone

Bloom's: Understand

Learning Objective: Identify and describe properties of sound

Topic: sound

87. What are the four classifications of the instruments of the orchestra?

Strings, brass, woodwinds, percussion

Bloom's: Understand

Learning Objective: Identify common features of music in world cultures

Topic: brass instruments

Topic: percussion instruments

Topic: string instruments

Topic: woodwind instruments

88. Name three ways musical tension is created.

Possible answers include increase in harmonic or rhythmic complexity, increase in dynamic level, a rise in the pitch of a melody, a key change, increase in thickness or density of the sound

Bloom's: Understand

Learning Objective: Explain the basic principles of chords and harmony

Learning Objective: Identify and describe properties of sound

Topic: harmony

Topic: sound

89. Name three ways a release of tension is accomplished.

Possible answers include returning from complex to simple, from high to low, from loud to soft, from less comfortable to more comfortable sounds

Bloom's: Understand

Learning Objective: Explain the basic principles of chords and harmony

Learning Objective: Identify and describe properties of sound

Topic: harmony

Topic: sound

90. What is the smallest group of notes having an identifiable character?

A motive

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Bloom's: Remember

Learning Objective: Explain what phrase, cadence, theme and sequence are in melody

Topic: melody

91. Match the musical term with the corresponding phrase.

- | | |
|-------------------------|--|
| 1. acoustics | simultaneously created and performed |
| 2. improvised | <u>2</u>
helps music move forward |
| 3. frequency | <u>10</u>
both a period and a style of music |
| 4. perceptive listening | <u>6</u>
listening to music attentively |
| 5. score | <u>4</u>
the study of the emotional and expressive aspects of music |
| 6. classical | <u>7</u>
the science of sound and the physical basis of music |
| 7. aesthetics | <u>1</u>
can improve our feelings when we're alone |
| 8. background music | <u>8</u>
music for the masses |
| 9. folk music | <u>9</u>
when music is notated |
| 10. momentum | <u>5</u>
the rate of speed of sound waves |
| | <u>3</u> |

Bloom's: Remember

Learning Objective: Identify and describe properties of sound

Topic: sound

92. Match the musical term with the corresponding phrase.

- | | |
|---------------|--|
| 1. dissonance | increased stress placed on a note or sound |
| 2. resolution | <u>9</u>
how long a pitch lasts |
| 3. bar | <u>17</u>
determined by intensity or energy |
| 4. vibrato | <u>12</u>
one group of beats |
| 5. tempo | <u>3</u>
a form of tension |
| 6. modulation | <u>1</u>
the entire range of frequencies sounding at once |
| | <u>8</u> |

7. pitch	determined by the shape of sound waves <u>14</u>
8. white	noise the first beat of each bar <u>18</u>
9. accent	a form of resolution <u>11</u>
10. scales	a complete musical thought <u>20</u>
11. consonance	change of key <u>6</u>
12. loudness	a system of organizing pitches <u>10</u>
13. silence	the distinctive tonal quality of an instrument or voice <u>15</u>
14. tone quality	the absence of frequencies <u>13</u>
15. timbre	an area of the sound spectrum (high, middle, low) <u>21</u>
16. genre	the release of tension <u>2</u>
17. a capella	how long a pitch lasts <u>22</u>
18. downbeat	the organizing of beats <u>23</u>
19. contour	the shape of a melody <u>19</u>
20. theme	the oscillating of a pitch <u>4</u>
21. register	a type or category of music <u>16</u>
22. duration	the rate of speed of a piece of music <u>5</u>
23. meter	the relative highness or lowness of sound <u>7</u>

Bloom's: Remember

Learning Objective: Explain the basic principles of chords and harmony

Learning Objective: Identify and describe properties of sound

Topic: harmony

Topic: sound

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