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Part 01
The Fundamentals of Music (Chapters 1 to 3)

True / False Questions

1. Pitch is determined by the tone color of the instrument.
FALSE

Learning Objective: Name and describe properties of sound
Topic: pitch
Topic: sound
Topic: tone color

2. A tone is a musical pitch.
TRUE

Learning Objective: Name and describe properties of sound
Topic: pitch

3. Pitch is determined by the frequency of its vibration: the faster the vibration, the higher the pitch.
TRUE

Learning Objective: Name and describe properties of sound
Topic: pitch

4. A musical staff generally has six horizontal lines.
FALSE

Learning Objective: Explain the techniques that create musical form
Topic: musical techniques
Topic: pitch

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5. Composers can use a variety of dynamic levels in a single piece.
TRUE

Learning Objective: Describe and recognize dynamics and accent
Topic: dynamics
Topic: musical techniques

6. Adding "*issimo*" to a dynamic indication such as *piano* means to change the dynamic only a little bit. (*Piano* means soft, and *pianissimo* means a little soft.)
FALSE

Topic: dynamics
Topic: musical techniques

7. Rhythm must always have a steady beat and fall into a specific meter.
FALSE

Learning Objective: Define rhythm and beat in music
Topic: meter
Topic: rhythm

8. Accenting notes that are not on the steady beat creates an effect called syncopation.
TRUE

Learning Objective: Define rhythm and beat in music
Learning Objective: Define syncopation
Topic: musical techniques
Topic: rhythm

9. The tempo of a composition will never change during the piece.
FALSE

Learning Objective: Define rhythm and beat in music
Topic: rhythm
Topic: tempo

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10. Melody that flows smoothly is played or sung staccato.
FALSE

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Define rhythm and beat in music
Topic: rhythm
Topic: tempo

11. A theme is a melody that may serve as a starting point for an extended work.
TRUE

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Explain the techniques that create musical form
Learning Objective: Understand phrase, cadence, theme, and sequence in melody
Topic: melody
Topic: musical techniques

12. Harmony is important to most Western music.
TRUE

Learning Objective: Explain basic principles of chords and harmony
Topic: harmony

13. A combination of notes that is considered unstable and tense is called a consonance.
FALSE

Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Understand consonance and dissonance in harmony
Topic: harmony

14. Consonant harmonies create a sense of relaxation.
TRUE

Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Understand consonance and dissonance in harmony
Topic: harmony

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15. Dissonance adds variety and a sense of forward motion to music.
TRUE

Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Understand consonance and dissonance in harmony
Topic: harmony

16. A three-note chord is called a triad.
TRUE

Learning Objective: Explain basic principles of chords and harmony
Topic: harmony

17. The first note of any scale is called the tonic and is very unstable.
FALSE

Learning Objective: Define tonality and scales
Topic: key or tonality
Topic: pitch

Multiple Choice Questions

18. The element of music that is determined by the frequency (cycles per second) of its vibration is called
A. dynamics.
B. timbre.
C. pitch.
D. a staff.

Learning Objective: Name and describe properties of sound
Topic: pitch
Topic: sound

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19. The distance between two pitches is a(an)
A. frequency.
B. accent.
C. timbre.
D. interval.

Learning Objective: Define tonality and scales
Learning Objective: Name and describe properties of sound
Topic: pitch
Topic: sound

20. Two identical pitches played one after the other are referred to as a/an
A.

Octave.

B.

Unison.

C.

Pitch.

D.

Timbre.

Learning Objective: Name and describe properties of sound
Topic: pitch

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21. The interval between two notes (one higher than the other) of the same name that have a similar sound because the upper has exactly double the sound vibrations per second of the lower is called a/an
A.

Octave.

B.

Unison.

C.

Pitch.

D.

Timbre.

Learning Objective: Name and describe properties of sound
Topic: harmony
Topic: pitch

22. *Mezzo forte* means
A. soft.
B. loud.
C. medium loud.
D. very loud.

Learning Objective: Describe and recognize dynamics and accent
Topic: dynamics

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23. *Crescendo* means to
A. become gradually softer.
B. become gradually louder.
C. become gradually faster.
D. become gradually slower.

Learning Objective: Describe and recognize dynamics and accent
Topic: dynamics
Topic: sound

24. A regular, recurrent pulsation in music is called the
A. beat.
B. meter.
C. tempo.
D. rubato.

Learning Objective: Define rhythm and beat in music
Topic: rhythm

25. The organization of beats into regular groups is
A. tempo.
B. syncopation.
C. meter.
D. rubato.

Learning Objective: Define rhythm and beat in music
Topic: meter
Topic: rhythm

26. The pace, or speed, of the beat is called the
A. syncopation.
B. timbre.
C. meter.
D. tempo.

Learning Objective: Define rhythm and beat in music
Learning Objective: Define tempo and its designations
Topic: rhythm
Topic: tempo

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27. Freedom to move ahead or fall behind the tempo of a piece is called
A. presto.
B. meter.
C. forte.
D. rubato.

Learning Objective: Define rhythm and beat in music
Learning Objective: Define tempo and its designations
Topic: rhythm
Topic: tempo

28. Short sections of melodies are called
A. phrases.
B. cadences.
C. legato.
D. staccato.

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Understand phrase, cadence, theme, and sequence in melody
Topic: melody

29. A resting point for a melody is called a
A. phrase.
B. meter.
C. cadence.
D. sequence.

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Explain the techniques that create musical form
Learning Objective: Understand phrase, cadence, theme, and sequence in melody
Topic: melody
Topic: musical techniques

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30. A group of three or more notes that are played or sung together is called a(n)
A. progression.
B. chord.
C. arpeggio.
D. theme.

Learning Objective: Explain basic principles of chords and harmony
Topic: harmony

31. A series of chords is called a/an
A. progression.
B. arpeggio.
C. dissonance.
D. consonance.

Learning Objective: Explain basic principles of chords and harmony
Topic: harmony

32. In music, the term *resolution* generally refers to
A. a dissonant chord moving to a consonant chord.
B. a consonant chord moving to a dissonant chord.
C. a repetition of consonant chords.
D. a repetition of dissonance chords.

Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Explain the techniques that create musical form
Topic: harmony

33. The triad built on the first step of a scale is called the
A. meter.
B. tonic.
C. diminuendo.
D. timbre.

Learning Objective: Explain basic principles of chords and harmony
Topic: harmony
Topic: key or tonality

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34. A chord that is broken up and played one note at a time is called a(n)
A. arpeggio.
B. consonance.
C. progression.
D. sequence.

Learning Objective: Explain basic principles of chords and harmony
Topic: musical techniques

Matching Questions

35. Match the words with their definitions.

1. Forte	Very loud **2**
2. Fortissimo	Loud **1**
3. Piano	Soft **3**

Learning Objective: Describe and recognize dynamics and accent
Topic: dynamics
Topic: sound

36. Match the words with their definitions.

1. Largo	Broad, slow **1**
2. Allegro	Cheerful, somewhat fast **2**
3. Presto	Very quick **3**
4. Adagio	Leisurely, at ease **4**

Learning Objective: Define tempo and its designations
Topic: rhythm
Topic: tempo

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37. Match the words with their definitions.

1.

Harmony The ordered flow of music through time

3

2.

Melody A series of notes that add up to a recognizable whole

2

3.

Rhythm The vertical aspect of music

1

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Define rhythm and beat in music
Learning Objective: Explain basic principles of chords and harmony
Topic: harmony
Topic: melody
Topic: rhythm

True / False Questions

38. The term *key* refers to the tonal center of a given composition.
TRUE

Learning Objective: Define tonality and scales
Topic: key or tonality

39. Another word for key is tonality.
TRUE

Learning Objective: Define tonality and scales
Topic: key or tonality

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40. The major scale has a number of lowered notes, which give it a "sadder" sound when compared with the minor scale.
FALSE

Learning Objective: Define tonality and scales
Learning Objective: Explain basic principles of chords and harmony
Topic: harmony
Topic: key or tonality

41. The minor scale includes all the notes of the piano, both the black and white keys.
FALSE

Learning Objective: Define tonality and scales
Topic: key or tonality

42. The interval that occurs between a white key on the piano and an adjacent black key is a whole step.
FALSE

Learning Objective: Define tonality and scales
Topic: harmony
Topic: key or tonality
Topic: pitch

43. To lower a note by a half step, place a flat sign in front of the note.
TRUE

Learning Objective: Define tonality and scales
Topic: key or tonality
Topic: musical techniques
Topic: pitch

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44. Generally a piece of music will begin and end in the same key, even if the composer modulates to other keys in the middle.
TRUE

Learning Objective: Define tonality and scales
Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Understand consonance and dissonance in harmony
Topic: harmony
Topic: musical techniques

45. Texture in music describes the interweaving of its vertical and horizontal aspects.
TRUE

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Identify and describe types of musical textures
Topic: harmony
Topic: melody
Topic: musical techniques
Topic: texture

46. Two singers singing in unison can create monophonic music, even if they are an octave apart.
TRUE

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Identify and describe types of musical textures
Topic: harmony
Topic: melody
Topic: musical techniques
Topic: texture

47. The term "voice" can also be used to describe an instrumental musical line.
TRUE

Learning Objective: Define melody, and describe its characteristics
Topic: melody
Topic: voices

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48. A round or canon uses free imitation.
FALSE

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Identify and describe imitation in musical texture
Learning Objective: Identify and describe types of musical textures
Topic: melody
Topic: musical techniques
Topic: texture

49. A musical composition can include both polyphonic and homophonic textures.
TRUE

Learning Objective: Identify and describe types of musical textures
Topic: musical techniques
Topic: texture

50. Homorhythmic texture means that all the voices are moving in the same rhythm causing the highest voice to be the dominant sound.
TRUE

Learning Objective: Identify and describe types of musical textures
Topic: melody
Topic: musical techniques
Topic: rhythm
Topic: texture

51. The term *contrapuntal texture* is synonymous with the term *homophonic texture*.
FALSE

Learning Objective: Identify and describe types of musical textures
Topic: musical techniques
Topic: texture

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52. A repeated musical theme can provide the necessary unity to help keep a listener's interest.
TRUE

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Explain the techniques that create musical form
Learning Objective: Understand phrase, cadence, theme, and sequence in melody
Topic: melody
Topic: musical techniques
Topic: rhythm

53. Thematic variation does not really require retention of any of the original musical ideas.
FALSE

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Explain the techniques that create musical form
Learning Objective: Understand phrase, cadence, theme, and sequence in melody
Topic: melody
Topic: musical techniques

54. Ternary form describes three-part music in which all three parts are completely different.
FALSE

Learning Objective: Explain the techniques that create musical form
Topic: form
Topic: musical techniques

55. Binary form can incorporate any of these formations: AB, AABB, AAB, or ABB.
TRUE

Learning Objective: Explain the techniques that create musical form
Topic: form
Topic: musical techniques

Multiple Choice Questions

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56. Musical organization that uses the tonic as a sort of "home base" to provide a sense of completion is called
A. monophony.
B. counterpoint.
C. tonality.
D. polyphony.

Learning Objective: Explain the techniques that create musical form
Topic: form
Topic: key or tonality
Topic: musical techniques

57. The term used to describe a central note, scale, or chord is
A. texture.
B. form.
C.

contrast.

D. key.

Learning Objective: Define tonality and scales
Topic: key or tonality
Topic: pitch

58. Flats and sharps placed at the beginning of each line of music to indicate what key the work is in are referred to as
A. modulation.
B. the key signature.
C. a minor scale.
D. a chromatic scale.

Learning Objective: Define tonality and scales
Topic: key or tonality
Topic: musical techniques
Topic: pitch

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59. A scale that uses all available notes is called a
A. major scale.
B. minor scale.
C. chromatic scale.
D. homophonic scale.

Learning Objective: Define tonality and scales
Topic: key or tonality
Topic: pitch

60. The only Western scale that is not used as a basis for a particular key because it lacks a "home base" is the
A. chromatic scale.
B. major scale.
C. minor scale.
D. polyphonic scale.

Learning Objective: Define tonality and scales
Topic: key or tonality
Topic: pitch

61. Which of these scales do composers use to create dissonance for special, dramatic effects?
A. Chromatic scale
B. Major scale
C. Minor scale
D. Modulation scale

Learning Objective: Define tonality and scales
Learning Objective: Explain basic principles of chords and harmony
Topic: key or tonality
Topic: pitch

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62. Shifting from one key to another within a single composition is called
A. counterpoint.
B. canon.
C.

variation.

D. modulation.

Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Explain the techniques that create musical form
Learning Objective: Understand phrase, cadence, theme, and sequence in melody
Topic: harmony
Topic: key or tonality
Topic: musical techniques

63. When two singers sing the same pitch, even if they are an octave apart, they are said to be singing in
A. unison.
B. counterpoint.
C. imitation.
D. homophony.

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Define tonality and scales
Topic: harmony
Topic: musical techniques
Topic: pitch

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64.

Which of these pieces included with your text has a monophonic texture?

A. "Fair Phyllis" by Farmer
B. "Ave Maria" by Josquin
C. "When Jesus Wept" by Billings
D.

"Dies Irae," chant

Learning Objective: Identify and describe types of musical textures
Learning Objective: Understand phrase, cadence, theme, and sequence in melody
Topic: texture

65. The musical texture that is defined by independence and equality among multiple voices is
A. monophony.
B. polyphony.
C. homophony.
D. theme and variations.

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Identify and describe types of musical textures
Topic: melody
Topic: texture

66. This term is used to describe the technique of combining several melodic lines to create a polyphonic work.
A. Repetition
B. Modulation
C. Counterpoint
D. Texture

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Identify and describe types of musical textures
Topic: melody
Topic: musical techniques
Topic: texture

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67. A composition that presents a musical idea in one voice then immediately presents it in a second voice is using a compositional technique called

A.

counterpoint.

B.

syncopation.

C.

imitation.

D.

monophony.

Learning Objective: Define melody, and describe its characteristics
Learning Objective: Identify and describe imitation in musical texture
Topic: musical techniques
Topic: texture

68. A round or canon results from this compositional technique.

A. Imitation
B. Theme and variations
C. Variation
D. Modulation

Learning Objective: Identify and describe imitation in musical texture
Learning Objective: Identify and describe types of musical textures
Topic: musical techniques
Topic: texture

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69. A round or canon is in a style of imitation called

A.

simple imitation.

B.

variable imitation.

C.

standard imitation.

D.

strict imitation.

Learning Objective: Identify and describe imitation in musical texture
Learning Objective: Identify and describe types of musical textures
Topic: musical techniques
Topic: texture

70.

Which of these pieces included with your text is a round or canon?

A. "Fair Phyllis" by Farmer
B. "Ave Maria" by Josquin
C. "When Jesus Wept" by Billings
D. "Dies Irae," chant

Learning Objective: Identify and describe imitation in musical texture
Topic: musical techniques
Topic: texture

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71. A singer accompanying him- or herself on a guitar is performing which type of music?
A. Monophonic
B. Polyphonic
C. Homophonic
D. Modulation

Learning Objective: Explain basic principles of chords and harmony
Learning Objective: Identify and describe types of musical textures
Topic: musical techniques
Topic: performers
Topic: texture

72. The organization of musical ideas in time is
A. texture.
B. form.
C. key.
D. contrast.

Learning Objective: Explain the techniques that create musical form
Topic: form

73. The formal structure that incorporates a beginning section, a contrasting middle section, and a repeat of the beginning section is called
A. binary form.
B. ternary form.
C. canon.
D. theme and variations.

Learning Objective: Explain the techniques that create musical form
Topic: form

Matching Questions

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74. Match the words and their definitions.

One melodic line with no accompaniment

1. Homophony **2**

Two or more melodies of equal interest

2. Monophony **3**

A single predominant line of music with accompaniment

3. Polyphony **1**

Learning Objective: Identify and describe types of musical textures
Topic: musical techniques
Topic: texture

75. Match the forms with their descriptions.

1. Ternary form	AB	**2**
2. Binary form	ABA	**1**
3. Canon	A polyphonic genre incorporating strict imitation	**3**

Learning Objective: Explain the techniques that create musical form
Topic: form
Topic: musical techniques

True / False Questions

76. The abbreviation TTBB indicates an all-female choir.
FALSE

Learning Objective: Recognize male and female vocal timbres
Topic: performers
Topic: voices

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77. Gut strings, used on some stringed instruments, are made of animal intestines.
TRUE

Learning Objective: Identify stringed instruments
Topic: sound
Topic: string instruments

78. The most common family of bowed instruments today is the viol family.
FALSE

Learning Objective: Identify stringed instruments
Topic: string instruments

79. Woodwind instruments can be identified by their cup mouthpieces.
FALSE

Learning Objective: Identify woodwind instruments
Topic: woodwind instruments

80. The pitch of a woodwind instrument is raised or lowered by covering or uncovering finger holes.
TRUE

Learning Objective: Identify woodwind instruments
Topic: sound
Topic: woodwind instruments

81. A note that sounds continuously is called a drone.
TRUE

Learning Objective: Name and describe properties of sound
Topic: pitch
Topic: sound
Topic: tone color

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82. Early brass instruments were often made from animal horns.
TRUE

Learning Objective: Identify brass instruments
Topic: brass instruments

83. The piccolo is a brass instrument.
FALSE

Learning Objective: Identify brass instruments
Learning Objective: Identify woodwind instruments
Topic: brass instruments
Topic: woodwind instruments

84. All brass instruments are made of metal.
FALSE

Learning Objective: Identify brass instruments
Topic: brass instruments

85. To play a brass instrument, the player causes two reeds to buzz together.
FALSE

Learning Objective: Identify brass instruments
Learning Objective: Identify woodwind instruments
Learning Objective: Name and describe properties of sound
Topic: brass instruments
Topic: sound
Topic: woodwind instruments

86. All percussion instruments produce sound with a definite pitch.
FALSE

Learning Objective: Identify percussion instruments
Topic: percussion instruments
Topic: pitch

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87. The tambourine is a pitched percussion instrument.
FALSE

Learning Objective: Identify percussion instruments
Topic: percussion instruments
Topic: pitch

88. Several types of keyboards were in existence before the piano was invented.
TRUE

Learning Objective: Identify keyboard instruments
Topic: keyboard instruments

89. The earliest electronic instrument was invented in 1860.
TRUE

Topic: electronic instruments
Topic: sound

90. Chamber music does not need a conductor.
TRUE

Learning Objective: Know key features and structure of chamber music
Topic: chamber music
Topic: performers

91. Groups of different types of instruments playing together are called mixed consorts.
TRUE

Learning Objective: Know the various instrument families
Topic: chamber music
Topic: instrument families
Topic: performers

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92. The orchestra began to develop in the early sixteenth century.
FALSE

Learning Objective: Know the various instrument families
Topic: instrument families
Topic: orchestra

93. The orchestra did not develop until the nineteenth century.
FALSE

Learning Objective: Know the various instrument families
Topic: instrument families
Topic: orchestra

94. An orchestra can have as many as one hundred players.
TRUE

Topic: orchestra

95. Wind ensembles include a large number of stringed instruments.
FALSE

Learning Objective: Identify woodwind instruments
Topic: woodwind instruments

Multiple Choice Questions

96. The lowest female voice type is the
A. soprano.
B. alto.
C. tenor.
D. bass.

Learning Objective: Recognize male and female vocal timbres
Topic: voices

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97. The highest male voice type is the
A. tenor.
B. baritone.
C. bass.
D. alto.

Learning Objective: Recognize male and female vocal timbres
Topic: voices

98. Which of the following is NOT primarily a bowed string instrument?
A. harp
B. viola
C. violin
D. cello

Learning Objective: Identify stringed instruments
Topic: string instruments

99. The technique of plucking a violin string with the finger is called
A. legato.
B. tremolo.
C. pizzicato.
D. consort.

Learning Objective: Identify stringed instruments
Topic: musical techniques
Topic: string instruments

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100. A rapid vibration of the left hand while pressing the string against the fingerboard creates a warmer sound that is called

A.

pizzicato.

B.

vibrato.

C.

tremolo.

D.

staccato.

Learning Objective: Identify stringed instruments
Topic: musical techniques
Topic: string instruments

101. Which of the following is NOT a brass instrument?

A. french horn
B. bassoon
C. tuba
D. trombone

Learning Objective: Identify brass instruments
Topic: brass instruments

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102.

Which of these old woodwind instruments was NOT called a "buzzy" (instruments that had double reeds that vibrated together)?

A. crumhorn
B. shawm
C. recorder
D. bagpipe

Learning Objective: Identify woodwind instruments
Topic: tone color
Topic: woodwind instruments

103. The saxophone was invented in the
A. twentieth century.
B. nineteenth century.
C. seventeenth century.
D. fifteenth century.

Learning Objective: Identify woodwind instruments
Topic: woodwind instruments

104. Which of the following is NOT a pitched percussion instrument?
A. timpani
B. marimba
C. cymbals
D. chimes

Learning Objective: Identify percussion instruments
Topic: percussion instruments
Topic: pitch

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105. Which of the following types of instruments function well as both solo and accompaniment instruments because they can simultaneously play melodies and chords?
A.

keyboard

B.

brass

C. voice
D.

woodwind

Learning Objective: Identify keyboard instruments
Topic: harmony
Topic: keyboard instruments
Topic: melody

106. One of the most powerful forces in twentieth-century music was
A. the invention of the saxophone.
B. the invention of the tuba.
C. adding a cast-iron frame to the piano.
D. the development of electronic instruments.

Learning Objective: Name and describe properties of sound
Topic: electronic instruments

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107. The earliest electronic instrument was the
A.

synthesizer.

B.

electric guitar.

C. Helmholtz Resonator.
D.

psaltery.

Topic: electronic instruments

108.

Using non-Western instrument classifications, where would you place the harp?

A. chordophone
B. aerophone
C. membranophone
D. idiophone

Learning Objective: Identify stringed instruments
Topic: nonwestern music
Topic: string instruments

109. Using non-Western instrument classifications, where would you place the pipe organ?
A. chordophone
B. aerophone
C. membranophone
D. idiophone

Learning Objective: Identify keyboard instruments
Learning Objective: Name and describe properties of sound
Topic: keyboard instruments
Topic: sound

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110. A small group of instruments in which each player plays his or her own part is called a(n)
A. orchestra.
B. wind ensemble.
C. choir.
D. chamber ensemble.

Learning Objective: Know the various instrument families
Topic: chamber music
Topic: performers

111. A piano trio has the following instrumentation:
A.

three pianos.

B.

piano, cello, and violin.

C.

violins, viola, and cello.

D.

two pianos and a double bass.

Learning Objective: Identify keyboard instruments
Learning Objective: Identify stringed instruments
Topic: chamber music
Topic: keyboard instruments
Topic: string instruments

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112. A large group of instruments from different families is called a(n)
A. string quartet.
B. wind ensemble.
C. orchestra.
D. chamber music.

Learning Objective: Know the various instrument families
Topic: instrument families
Topic: orchestra

113. An ensemble made up primarily of woodwinds, brass, and percussion is a(n)
A. orchestra.
B. piano trio.
C. choir.
D. wind ensemble.

Learning Objective: Identify woodwind instruments
Topic: woodwind instruments

114. The conductor is responsible for
A. leading a large ensemble of musicians.
B. composing the music.
C. arranging a composition for the orchestra.
D. booking the musicians into a venue.

Learning Objective: Define rhythm and beat in music
Topic: orchestra
Topic: performers

Matching Questions

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115. Match the instrument with its family.

1. Xylophone	Strings **3**
2. Flute	Woodwinds **2**
3. Double Bass	Percussion **1**
4. Organ	Brass **5**
5. Trombone	Keyboards **4**

Learning Objective: Identify brass instruments
Learning Objective: Identify keyboard instruments
Learning Objective: Identify percussion instruments
Learning Objective: Identify stringed instruments
Learning Objective: Identify woodwind instruments
Learning Objective: Know the various instrument families
Topic: brass instruments
Topic: instrument families
Topic: keyboard instruments
Topic: percussion instruments
Topic: string instruments
Topic: woodwind instruments

116. Match the instrument with its family.

1. Sacbut	Woodwinds **3**
2. Lute	Brass **1**
3. Shawm	Strings **2**
4. Harpsichord	Keyboards **4**
5. Nakers	Percussion **5**

Learning Objective: Identify brass instruments
Learning Objective: Identify percussion instruments
Learning Objective: Identify woodwind instruments
Learning Objective: Know the various instrument families
Topic: brass instruments
Topic: instrument families
Topic: keyboard instruments
Topic: percussion instruments
Topic: woodwind instruments

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117. Match the instrument families with their descriptions.

1. Aerophones	All stringed instruments	**2**
2. Chordophones	Wind instruments of all kinds	**1**
3. Idiophones	Solid instruments that are manipulated to produce a sound	**3**
4. Membranophones	Drums that produce sound by the vibration of a membrane	**4**

Learning Objective: Identify percussion instruments
Learning Objective: Identify stringed instruments
Learning Objective: Identify woodwind instruments
Learning Objective: Know the various instrument families
Topic: instrument families
Topic: nonwestern music
Topic: percussion instruments
Topic: string instruments
Topic: tone color
Topic: woodwind instruments

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