Enjoyment of Music 13th edition Forney Test Bank

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TEST BANK

By Christopher Reali

RAMAPO COLLEGE OF NEW JERSEY

To Accompany

The Enjoyment of Music

THIRTEENTH EDITION

By

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PART 1: MATERIALS OF MUSIC

PRELUDE 1 Listening to Music Today

MULTIPLE CHOICE

1. One of the best ways to "study" music is by
   a. repeated listening.
   b. listening to music while doing homework.
   c. watching TV with music playing in the background.
   d. All of the answers shown here.

   ANS: A DIF: Easy REF: 4 TOP: Listening to music
   MSC: Applying

2. Setting aside all distractions and letting the music be the foreground activity is called
   a. musical memory.
   b. active listening.
   c. passive listening.
   d. repeated listening.

   ANS: B DIF: Easy REF: 5 TOP: Listening to music
   MSC: Applying

3. How can you develop musical memory for instrumental works?
   a. concentrate on major events
   b. concentrate on patterns
   c. concentrate on memorable moments
   d. all of the answers shown here.

   ANS: D DIF: Moderate REF: 5 TOP: Listening to music
   MSC: Applying

4. One principle of Western musical practice as well as other world traditions is
   a. the return of major (musical) events, patterns, or memorable moments.
   b. never hearing the same melody twice.
   c. only hearing the main melody at the beginning of a piece.
   d. None of the answers shown here.

   ANS: A DIF: Moderate REF: 5 TOP: Listening to music
   MSC: Applying

5. Musical memory will help a person
   a. develop a sense of time.
   b. understand why the composer wrote the piece.
   c. better understand the cultural forces that shaped a work.
   d. better understand the hidden meaning of some musical works.

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ANS: A DIF: Moderate REF: 5 TOP: Listening to music
MSC: Applying

6. What are some of the criteria that shape a performer's interpretation of a musical work?
   a. variations in tempo
   b. changes to dynamics
   c. changes in voices or instruments
   d. All answers shown here.

   ANS: D DIF: Moderate REF: 6 TOP: Listening to music
   MSC: Applying

7. Repeated encounters with a musical work will help one to
   a. develop a familiarity with the piece.
   b. gain an understanding of the work.
   c. develop critical listening skills.
   d. All answers shown here.

   ANS: D DIF: Moderate REF: 4 TOP: Listening to music
   MSC: Applying

TRUE/FALSE

1. In daily life, we often listen to music as a background to another activity.

   ANS: T DIF: Easy REF: 4 TOP: Listening to music
   MSC: Remembering

2. Listening to music at home is just about the same experience as hearing it live.

   ANS: F DIF: Easy REF: 4 TOP: Listening to music
   MSC: Applying

3. Repeated listening is NOT a good way to "study" music.

   ANS: F DIF: Moderate REF: 4 TOP: Listening to music
   MSC: Applying

4. Active listening is when one listens to music while working out at the gym.

   ANS: F DIF: Moderate REF: 5 TOP: Listening to music
   MSC: Remembering

5. Developing musical memory is easier initially when listening to music in a foreign language.

ANS: F DIF: Moderate REF: 5 TOP: Listening to music
MSC: Applying

6. Some composers provide a program, or story, to follow in instrumental works.

ANS: T DIF: Easy REF: 5 TOP: Listening to music
MSC: Remembering

7. Each performance of a musical work is unique.

ANS: T DIF: Easy REF: 5 TOP: Listening to music
MSC: Remembering

8. In early times, performers adapted their interpretations of works based on the resources available at the time.

ANS: T DIF: Moderate REF: 6 TOP: Listening to music
MSC: Remembering

9. Musical instruments have changed very little over time.

ANS: F DIF: Easy REF: 6 TOP: Listening to music
MSC: Applying

10. As one listens to a piece, one should allow oneself to respond both objectively and subjectively to the music.

ANS: T DIF: Moderate REF: 5 TOP: Listening to music
MSC: Analyzing

ESSAY

1. Explain how the expression “practice makes perfect” applies to listening to music.

ANS:
Answers will vary.

DIF: Moderate REF: 4–5 TOP: Listening to music
MSC: Analyzing

2. Explain how one can develop one’s listening skills.

ANS:

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Answers will vary.

DIF: Moderate REF: 4–6 TOP: Listening to music
MSC: Applying

3. What are some of the criteria that shape a performer's interpretation of a work?

ANS:
Answers will vary.

DIF: Moderate REF: 5–6 TOP: Listening to music
MSC: Applying

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CHAPTER 1 Melody: Musical Line

MULTIPLE CHOICE

1. In determining pitch, what is meant by frequency?
   a. how often the pitch is heard
   b. how fast the pitches are played
   c. the span between the highest and lowest notes
   d. the number of vibrations per second

   ANS: D DIF: Easy REF: 7 TOP: Melody
   MSC: Remembering

2. Musical sounds are represented by symbols called
   a. pitches.
   b. cues.
   c. notes.
   d. amplitudes.

   ANS: C DIF: Easy REF: 7 TOP: Melody
   MSC: Remembering

3. By definition, a musical sound has
   a. a perceivable pitch and a measurable frequency.
   b. a certain volume.
   c. a distinct timbre.
   d. all answers shown here.

   ANS: D DIF: Moderate REF: 7 TOP: Melody
   MSC: Remembering

4. A succession of single tones or pitches perceived as a unit is called a(n)
   a. interval.
   b. melody.
   c. harmony.
   d. chord.

   ANS: B DIF: Easy REF: 7 TOP: Melody
   MSC: Remembering

5. The distance between the highest and lowest tones of a melody is called the
   a. tempo.
   b. range.
   c. phrase.
   d. tonic.

   ANS: B DIF: Easy REF: 7 TOP: Melody
   MSC: Remembering

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6. The distance between two pitches is called a(n)

a. interval.
c. cadence.
b. phrase.
d. countermelody.

ANS: A DIF: Easy REF: 8 TOP: Melody
MSC: Remembering

7. Which term describes a melody that moves by small intervals?

a. consonant
c. dissonant
b. conjunct
d. disjunct

ANS: B DIF: Moderate REF: 8 TOP: Melody
MSC: Remembering

8. A melody can be characterized by

a. its range.
c. the way it moves.
b. its shape.
d. all answers shown here.

ANS: D DIF: Moderate REF: 7–8 TOP: Melody
MSC: Analyzing

9. Why is Beethoven's *Ode to Joy* easy to sing?

a. It has a wide range.
c. It has phrases of unequal lengths.
b. It is conjunct.
d. It has no cadences.

ANS: B DIF: Difficult REF: 8 TOP: Melody
MSC: Analyzing

10. A unit of meaning within the larger structure of a melody is called a

a. phrase.
c. cadence.
b. stanza.
d. climax.

ANS: A DIF: Moderate REF: 8 TOP: Melody
MSC: Remembering

11. The resting place at the end of a phrase is called a

a. pause.
c. cadence.
b. period.
d. comma.

ANS: C DIF: Moderate REF: 8 TOP: Melody
MSC: Remembering

12. Musical punctuation, which is similar to a comma or period in a sentence, is called a

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a. cadence.
c. chord.
b. syncopation.
d. scale.

ANS: A DIF: Moderate REF: 8 TOP: Melody
MSC: Remembering

13. The striking emotional effect created by the high point in a melodic line is called the
a. cadence.
c. climax.
b. countermelody.
d. range.

ANS: C DIF: Moderate REF: 9 TOP: Melody
MSC: Remembering

14. A melody added to, or played against, another melody is called a
a. cadence.
c. countermelody.
b. phrase.
d. tune.

ANS: C DIF: Moderate REF: 9 TOP: Melody
MSC: Remembering

15. A note designates frequency and
a. duration.
c. timbre.
b. volume.
d. range.

ANS: A DIF: Moderate REF: 7 TOP: Melody
MSC: Remembering

16. In terms of a musical note, duration refers to
a. length of time.
c. volume.
b. timbre.
d. None of the answers shown here.

ANS: A DIF: Easy REF: 7 TOP: Melody
MSC: Remembering

17. The distinct quality of a pitch is called
a. tone color or timbre.
c. duration.
b. volume.
d. melody.

ANS: A DIF: Moderate REF: 7 TOP: Melody
MSC: Applying

18. Which term refers to the overall shape of a melody?
a. contour
c. range

b. interval
d. cadence

ANS: A DIF: Moderate REF: 8 TOP: Melody
MSC: Applying

19. A melody that moves in large, disconnected intervals is described as
a. conjunct.
c. pitchy.
b. disjunct.
d. easy to sing.

ANS: B DIF: Difficult REF: 8 TOP: Melody
MSC: Analyzing

20. In terms of text, this diagram, *a b a b*, refers to
a. the rhyme scheme.
c. the melody.
b. the overall form of the music.
d. pitch.

ANS: A DIF: Difficult REF: 9 TOP: Melody
MSC: Analyzing

TRUE/FALSE

1. The length or size of a vibrating object has no effect on pitch.

ANS: F DIF: Easy REF: 7 TOP: Melody
MSC: Remembering

2. A musical note is the symbolic representation of a sound with pitch and duration.

ANS: T DIF: Moderate REF: 7 TOP: Melody
MSC: Remembering

3. Tone color is a property of pitch.

ANS: T DIF: Moderate REF: 7 TOP: Melody
MSC: Remembering

4. The overall shape of a melody is called its range.

ANS: F DIF: Moderate REF: 7 TOP: Melody
MSC: Remembering

5. Melodies that move principally by small, connected intervals are conjunct.

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ANS: T DIF: Moderate REF: 8 TOP: Melody
MSC: Remembering

6. Melodies that skip in disjointed intervals are disjunct.

ANS: T DIF: Moderate REF: 8 TOP: Melody
MSC: Remembering

7. A phrase is a component unit of a melody.

ANS: T DIF: Easy REF: 8 TOP: Melody
MSC: Remembering

8. The phrases in the tune *Amazing Grace* are of unequal length.

ANS: F DIF: Difficult REF: 9 TOP: Melody
MSC: Applying

9. The melody of *The Star-Spangled Banner* is best described as conjunct.

ANS: F DIF: Moderate REF: 8 TOP: Melody
MSC: Applying

10. The rhyme scheme of a poem is determined by the first word of each poetic line.

ANS: F DIF: Moderate REF: 9 TOP: Melody
MSC: Applying

11. Volume refers to length of time, or duration, of a note.

ANS: F DIF: Easy REF: 7 TOP: Melody
MSC: Remembering

12. The high point in a melody is known as its contour.

ANS: F DIF: Easy REF: 9 TOP: Melody
MSC: Remembering

13. *Stars and Stripes Forever* includes a countermelody performed by the piccolos.

ANS: T DIF: Moderate REF: 9 TOP: Melody

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MSC: Remembering

14. A singer or instrumentalist will pause to draw a breath at a cadence.

ANS: T DIF: Moderate REF: 9 TOP: Melody
MSC: Remembering

15. The component units of a melody have no relationship to sentence structure.

ANS: F DIF: Moderate REF: 8 TOP: Melody
MSC: Applying

ESSAY

1. Describe the elements that contribute to the sound of a pitch.

ANS:
Answers will vary.

DIF: Moderate REF: 7–8 TOP: Melody MSC: Applying

2. What are the features that give each melody a distinctive character?

ANS:
Answers will vary.

DIF: Moderate REF: 8–9 TOP: Melody MSC: Analyzing

3. Compare the structure of a melody with the form of a sentence.

ANS:
Answers will vary.

DIF: Difficult REF: 8–9 TOP: Melody MSC: Analyzing

4. Describe the differences between the melodies for *Ode to Joy*, *Joy to the World*, and *The Star-Spangled Banner*.

ANS:
Answers will vary.

DIF: Difficult REF: 8–9 TOP: Melody MSC: Analyzing

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