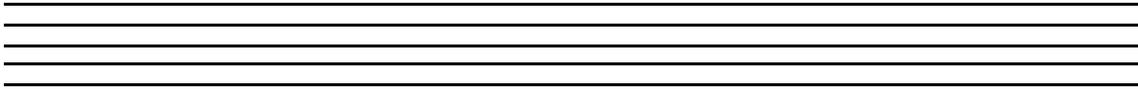


4. Count semitones to find the note that is:

- a) 2 semitones above C _____
- b) 3 semitones above F _____
- c) 2 semitones below Bb _____
- d) 4 semitones above G _____
- e) 6 semitones above E _____
- f) 8 semitones below F# _____
- g) 2 semitones above D _____
- h) 3 semitones below C _____

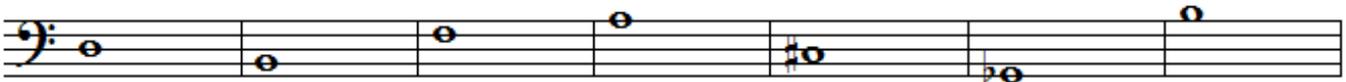
5. Write an ascending chromatic scale starting and ending on C. Please remember to fill in the clef – you may choose either treble or bass.



6. Write a descending chromatic scale starting and ending on C. Please remember to fill in the clef – you may choose either treble or bass.



7. In each bar, write the note that is a semitone higher than the one given.



8. In each bar, write the note that is a semitone lower than the one given.



Grade 9 Theory
Activity 10 – Tones and Semitones

* I am responsible for knowing the definitions of semitones and tones, and being able to recognize and write them on the staff.

DEFINITIONS

Semitone _____

Tone _____

1. Name the note that is a semitone above each of the following:

- | | |
|-------------|-------------|
| a) F _____ | d) Eb _____ |
| b) B _____ | e) C _____ |
| c) Ab _____ | f) Bb _____ |

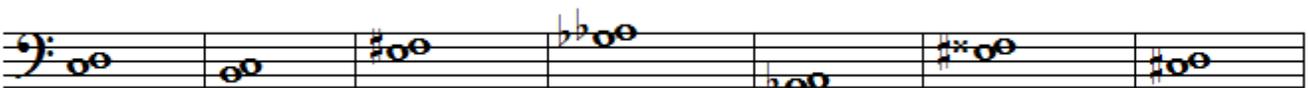
2. Name the note that is a tone above each of the following:

- | | |
|-------------|-------------|
| a) F _____ | d) Eb _____ |
| b) B _____ | e) C _____ |
| c) Ab _____ | f) Bb _____ |

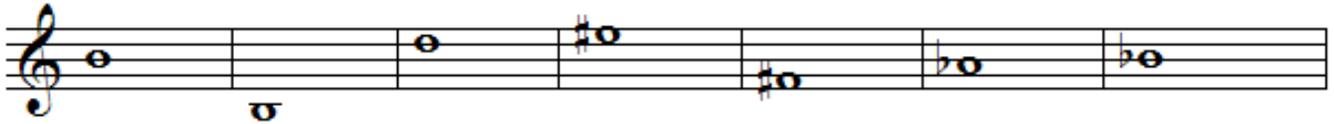
3. Circle only the pairs of notes that are a **semitone** apart:



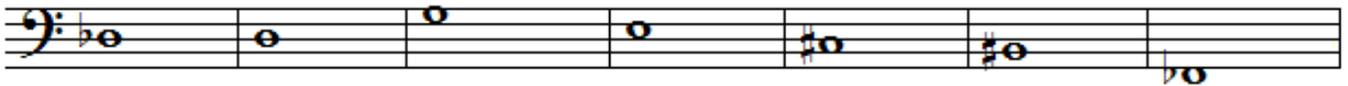
4. Circle only the pairs of notes that are a **tone** apart:



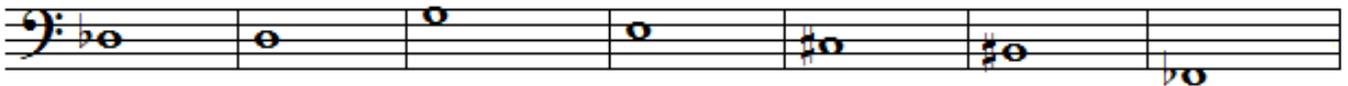
5. Write a note which is a semitone above each of the following:



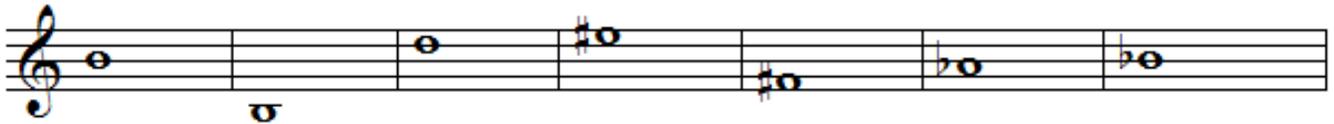
6. Write a note which is a tone above each of the following:



7. Write a note that is a semitone below each of the following:



8. Write a note that is a tone below each of the following:



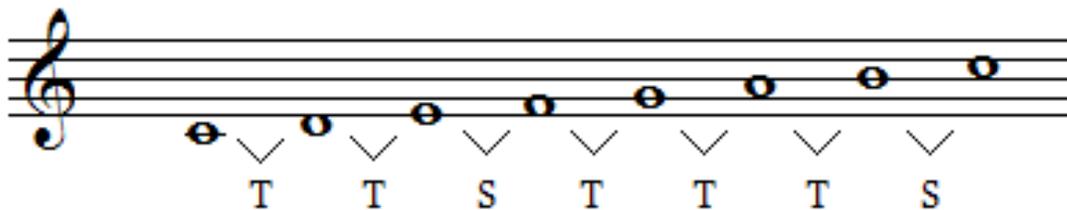
9. Write a scale beginning on C which consists entirely of whole tones. Stop when you reach the octave. How many notes are there in a whole tone scale? _____



Grade 9 Theory
Activity 11 – The Major Scale

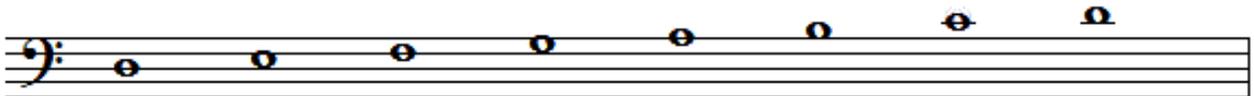
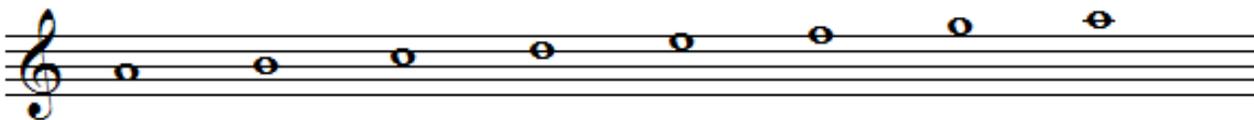
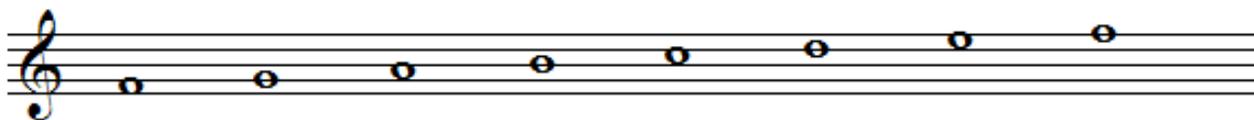
* I am responsible for knowing how to construct a Major Scale beginning on any note.

Examine the pattern of tones and semitones in the scale below:

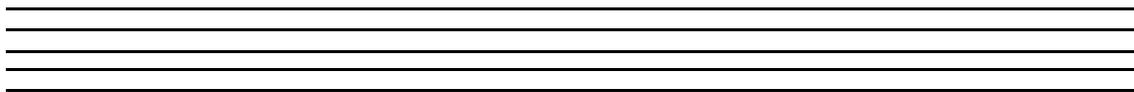


The formula (pattern of tones and semitones) for the Major Scale is _____

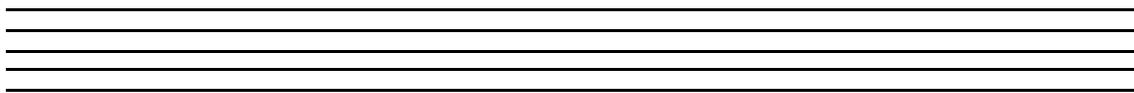
1. On the scales below, add the necessary flats or sharps to make a Major Scales:



2. Write major scales starting on the following notes. Please fill in a clef.



E_b



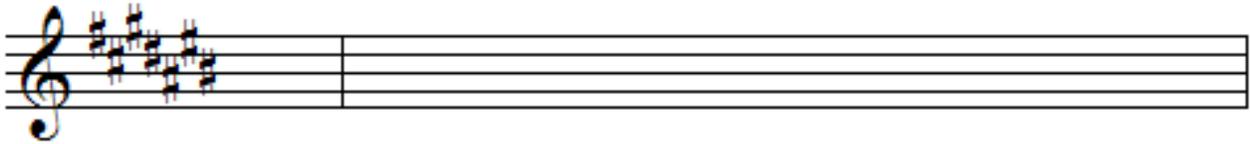
A_b

Grade 9 Theory
Activity 12 – Key Signatures

* I am responsible for knowing all Major Scales and their key signatures.

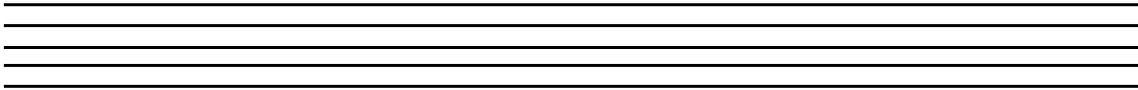
Sharp Keys

Practice writing all 7 sharps in their correct order: FCGDAEB

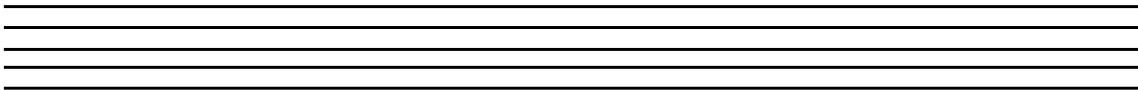


Write each scale using the formula T T S T T T S. Then place the correct key signature at the beginning of the staff.

G Major – 1 Sharp



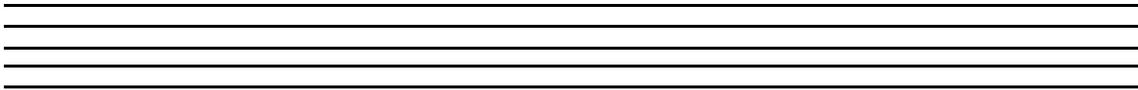
D Major – 2 Sharps



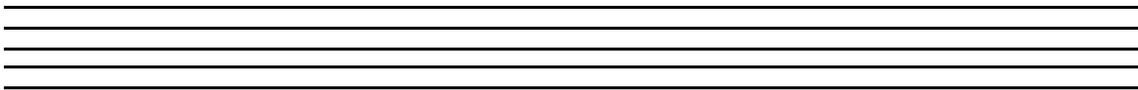
A Major – 3 Sharps



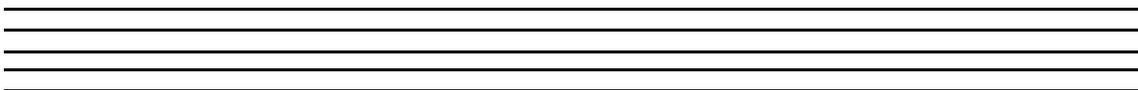
E Major – 4 Sharps



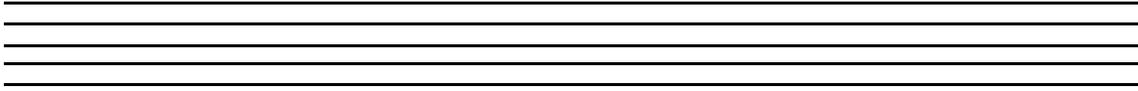
B Major – 5 Sharps



F# Major – 6 Sharps

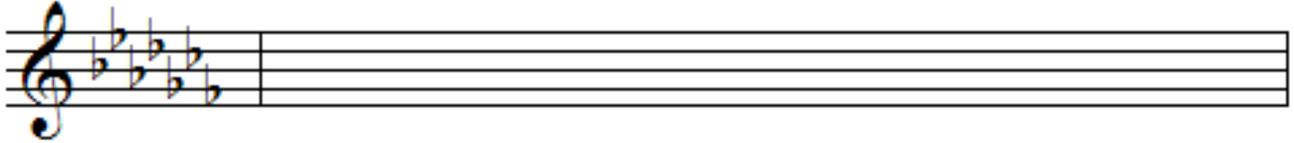


C# Major – 7 Sharps

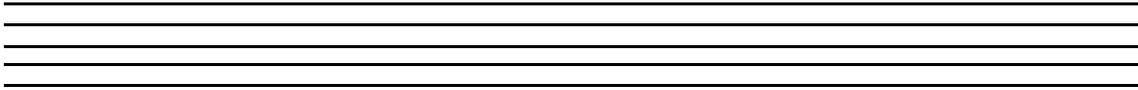


Flat Keys

Practice writing all 7 flats in their correct order: BEADGCF (notice that this is the exact reverse of the order of sharps)



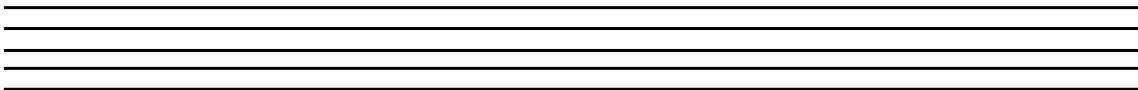
F Major – 1 Flat



Bb Major – 2 Flats



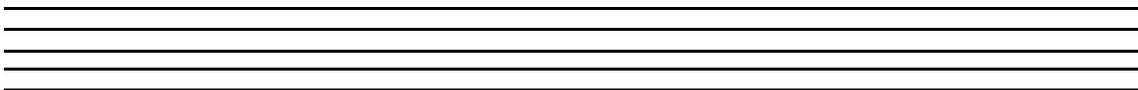
Eb Major – 3 Flats



Ab Major – 4 Flats



Db Major – 5 Flats



Gb Major – 6 Flats



Cb Major – 7 Flats

Complete the chart below, referring to the scales above:

no. of sharps or flats	Sharp Keys	Flat Keys
0		
1		
2		
3		
4		
5		
6		
7		

Grade 9 Theory
Activity 13 – Key Signatures 2

* I am responsible for being able to write Major Scales in two ways – with accidentals or with key signatures.

The order of sharps is _____

The order of flats is _____

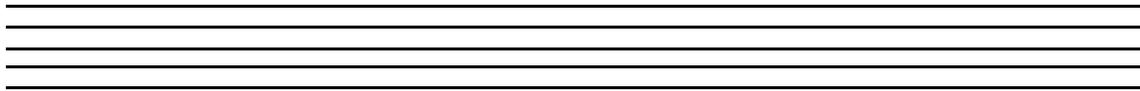
The relationship of the order of sharps to the order of flats is _____

On the staff below, write all 7 sharps (in their correct order), and all 7 flats (in their correct order).

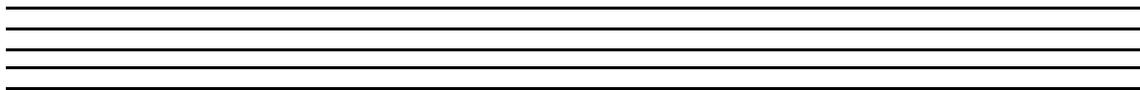


Write the Major Scales indicated below, using *accidentals*. Be sure to use the formula for a Major Scale:

D Major

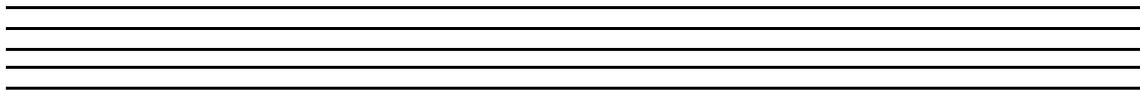


Eb Major

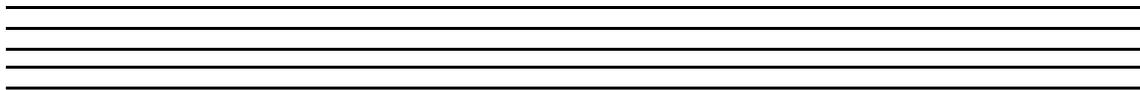


Write the following major scales using *key signatures*. Be sure to refer to your chart.

E Major



Ab Major



Grade 9 Theory
Activity 14 – Intervals Within the Major Scale

Definition: *An interval is the distance between two pitches.*

When we stay within the Major Scale, and the lower note is the tonic, all intervals are Major or Perfect.

A musical staff in treble clef showing the major scale of F major (F, G, A, Bb, C, D, E, F). Below the staff, pairs of notes are connected by lines to illustrate intervals: PU (F-F), M2 (F-G), M3 (F-A), P4 (F-Bb), P5 (F-C), M6 (F-D), M7 (F-E), and P8 (F-F).

Write the intervals indicated in the key of F+

An empty musical staff in treble clef. Below the staff, labels for intervals are provided: PU, M2, M3, P4, P5, M6, M7, and P8.

Write a note above the one given to form the intervals indicated.

a)

 A musical staff in treble clef with notes: F, G, A, Bb, C, D, E, F. Below the staff, interval labels are: P5, M3, P4, M2, M7, M6, P5, M3, PU.

b)

 A musical staff in bass clef with notes: F, G, A, Bb, C, D, E, F. Below the staff, interval labels are: M2, P4, M3, M2, M6, P5, P8, M7, M3.

Auditory Memory – We can associate beginning of familiar songs with these intervals. Write the names of the songs that will help you to remember each of the diatonic intervals.

- | | |
|-------------|-------------|
| a) M2 _____ | e) M6 _____ |
| b) M3 _____ | f) M7 _____ |
| c) P4 _____ | g) P8 _____ |
| d) P5 _____ | |

Grade 9 Theory
Activity 15 – Music Careers
Due Friday May 30th

Please submit electronically to mcconveyk@hdsb.ca

Research 5 careers that involve music. Give a brief description of each career.

For example:

Career – Recording Engineer

Recording engineers are responsible for operating all electronic and recording equipment in a recording studio. The way a recording or sound engineer sets up and uses this equipment will have a large impact on the final product. The terms “sound technician”, “audio technician”, “sound mixer”, or “sound engineer” are often used to describe this career, but these tend to be less descriptive with regards to the actual job requirements.

Many schools offer degree or diploma programs in recording/audio engineering. One example is the Trebas Institute in Montreal, which offers a 1 year Audio Engineering program.

The salary range for this career is quite wide, depending largely on factors such as experience, location, and clientele. Expect to earn anywhere between ~\$25 000 (no experience) and ~\$75 000 (an experienced and well-connected engineer)

Marking Scheme

Each career is out of 5, for a total of 25 marks. The following things will contribute to the 5 marks:

- Quality of description
- Reference to required education
- A general salary range

Response Guidelines and Exemplars

Listening Response Guidelines

- What do you like about the piece we listened to? Be musically descriptive and specific.
- What do you not like about the piece we listened to? Be musically descriptive and specific.

Example Response 1

This piece made me think of a Disney fairy tale. It sounded really magical and happy because of the forte dynamic, fast tempo and major key. The staccato notes made it sound light, but it also sounded really thick and heavy because of how many instruments there were, and how at times they would begin with one instrument, build on it and then launch into forte. The trumpets also made it sound full.

The second section felt melancholy because of the legato style and much slower tempo. This section was also quieter.

Example Response 2

I like the tempo changes as they provide a contrast of mood. I also liked the consonance of the piece. It was pleasing to the ear and remained constant throughout. The rests in the piece provide dramatic pauses, and this contributes to the laziness of the song. It is almost as if you are waiting in anticipation for more to happen.

I find the lack of diversity of instruments uninteresting. I tend to like music with many instruments because of the harmony and contrast created by their interaction. I also didn't like the mood of the song. It was a fairly relaxed mood. The only parts of the song I really liked were when the tempo seemed to get faster, causing the mood to escalate to one that was happier.

Self Critique Guidelines

- What mark do you think you earned on this test? (This isn't necessarily the grade you will receive, but it is a good starting point for self-critique.)
- Why did you give yourself this mark? (What did you do well? What did you not do well?)
- What will you do differently to prepare for the next playing test? (Or, if you don't want to do anything differently, what did you do to prepare for this one that led to success?)

Example Response 1

I think that the mark I should receive on this test is 16/20.

I think I should receive this mark because although I was uneven on many of the rhythms and didn't hold many of the long notes for their full value, all of the notes were correct and I didn't really speed up or slow down during any sections.

Next time I will practice playing the long notes for more than what they are worth so that when I play in front of an audience and shorten the notes I will actually be playing the note for its regular value. What I really need to work on is practicing in front of an audience. I will play in front of my family and friends as much as possible to help me with my nerves.