

***TRABAJO DE VERANO 1º y 2º ESO 2022-2023 “MUSIC”***

**El alumno deberá realizar todas estas preguntas a bolígrafo y entregárselo a la profesora el día del examen.**

**Estas preguntas son las que se tienen que estudiar para el examen**

**Para el apartado de los intervalos puede utilizarse la página web www.teoria.com en el que aparecen ejercicios en la parte práctica.La página aparece en ingles pero si se quiere en**

**español, hay una pestaña en la parte superior derecha en la que se puede cambiar el idioma. En esta página web aparecen tanto ejercicios practices, como apartados teóricos por si**

**hiciesen falta. También puede verse este video**

**https://www.youtube.com/watch?v=KbIRXKP6GfY**

1.- Fill in the gaps:

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a hearing perception produced by the vibration of an elastic body, and is transmitted through air, liquid or solids up to our ears.

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is an unwanted sound that bothers the person who hears it . - Sounds are picked up by a very thin membrane called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the absence of sound

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Is the quality of sound which allows us to identify if the sound is low or high

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Is the quality of sound which allows us to know what is the origin of the sound ( if the sound comes from a voice or an instrument)

- INTENSITY: Is the quality of sound which allows us to identify if the sound is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_

- DURATION: Is the quality of sound which allow us to identify if the sound is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:Is the quality of sound which allows us to identify if the sound is low or high

- The notes are written in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C / R e a l , 2 1 | 2 8 7 9 1 S O TO D E L R EA L | T f n. 9 1 8 4 7 6 9 2 7 | w w w. s o t o . s a l e s ia n o s . e s





- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a metal bar. When it vibrates it produces a La ( A ) note. Musicians use it as a reference when they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- The pitch is represented by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: It is the ordered sequence of ascending or descending notes

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : Is the symbol at the beginning on the staff. It indicates the name of the notes.

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: lines that only appear when we need to write notes that we can’t write in the staff.

- The symbols which modify the pitch of a note one semitone are called\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and they are:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: raises the pitch one semitone

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : lower the pitch one semitone

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : cancels the effect of a

sharp or a flat

- The elements of musical notation which determine duration are:

.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are used to divide the time into equal parts. - The notes length modifiers are:

o \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Sets the number of beats per minute

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are vertical lines across the whole staff that we use when one bar is complete

2.- Write the name of the notes which are written on the staff. You have to write the name under each note ( 1 pto.)

C / R e a l , 2 1 | 2 8 7 9 1 S O TO D E L R EA L | T f n. 9 1 8 4 7 6 9 2 7 | w w w. s o t o . s a l e s ia n o s . e s







3.- Write the notes on the keyboard (1 pto.)

4.- Write the list with the different intervals :

5.- Write the next intervals under the staff :



C / R e a l , 2 1 | 2 8 7 9 1 S O TO D E L R EA L | T f n. 9 1 8 4 7 6 9 2 7 | w w w. s o t o . s a l e s ia n o s . e s





6.- The types of time signatures are:

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.- Write the name of the notes’ parts



8.- Write the Italian terms in order to indicate the “tempo”:

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.- Write the name and draw the rest of each note

| **NOTE VALUE** | **NAME** | **REST** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

C / R e a l , 2 1 | 2 8 7 9 1 S O TO D E L R EA L | T f n. 9 1 8 4 7 6 9 2 7 | w w w. s o t o . s a l e s ia n o s . e s





|  |  |  |
| --- | --- | --- |
|  |  |  |

10.- Place the bar lines:

11.- What is the meaning of……



12.- Fill in the gaps:

PHASES OF VOICE EMISSION

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| FEMALE | TESSITURA | MALE |
| --- | --- | --- |
|  | HIGH |  |
|  | MEDIUM |  |
|  | LOW |  |

-The vocal resonators are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Breathing : types. Explain them

13.- Mark with an “X” the correct classification of these intruments:

| **INSTRUMENTO** | **PITCHED** | **UNPITCHED** | **MEMBRANÓPHONE** | **IDIÓPHONE** |
| --- | --- | --- | --- | --- |
| Zambomba |  |  |  |  |
| cymbals |  |  |  |  |
| saw |  |  |  |  |
| Drum |  |  |  |  |
| Maracas |  |  |  |  |
| Xylophone |  |  |  |  |

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| Claves |  |  |  |  |
| --- | --- | --- | --- | --- |
| Güiro |  |  |  |  |
| Bongoes |  |  |  |  |
| Claves |  |  |  |  |

14. Draw the distribution of the instruments in the orchestra

15.- Fill in the gaps



C / R e a l , 2 1 | 2 8 7 9 1 S O TO D E L R EA L | T f n. 9 1 8 4 7 6 9 2 7 | w w w. s o t o . s a l e s ia n o s . e s







16. Write the name of the next instruments and their classification ( 2 points)





17.- Fill in the gaps:

C / R e a l , 2 1 | 2 8 7 9 1 S O TO D E L R EA L | T f n. 9 1 8 4 7 6 9 2 7 | w w w. s o t o . s a l e s ia n o s . e s







- There are three big classifications. These three groups are:

-According to the \_\_\_\_\_\_\_\_\_\_\_\_\_

- According to the \_\_\_\_\_\_\_\_\_\_\_\_\_

-According to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- According to the function , music could be:

- Sacred or\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ music

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_music

- According to the content , music could be:

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ music

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ music

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ music

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ music

- ART MUSIC: We usually understand as “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”. It is the work of the greatest \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the history of music

- TRADITIONAL OR FOLKLORIC MUSIC:

-It has a concrete \_\_\_\_\_\_\_\_\_\_\_\_\_\_function. It’s employed to accompany

activities, from working the land to celebrations or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- It’s accepted by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- They are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ creations

- It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_transmitted

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