

91276



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

2

SUPERVISOR'S USE ONLY

## Level 2 Music, 2013

### 91276 Demonstrate knowledge of conventions in a range of music scores

2.00 pm Wednesday 27 November 2013

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate knowledge of conventions in a range of music scores.	Demonstrate in-depth knowledge of conventions in a range of music scores.	Demonstrate comprehensive knowledge of conventions in a range of music scores.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL the questions in this booklet.**

Pull out Resource Booklet 91276R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**TOTAL**

ASSESSOR'S USE ONLY

You are advised to spend one hour answering the questions in this booklet.

### QUESTION ONE

Refer to Score Extract A, the Menuetto and Trio from Haydn's String Quartet No. 53, on pages 2 and 3 of the resource booklet to answer this question.

(a) Look at the first bar of the piece.

(i) Give the English meaning of "Allegretto".

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(ii) Identify and describe precisely the metre of the piece.

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(iii) Name the clef used by the viola, and explain why it is used.

Clef: \_\_\_\_\_

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(b) Look at the articulation mark highlighted in the violin II part in bar 9.

(i) Give the name of this articulation mark, and explain its meaning.

Articulation mark: \_\_\_\_\_

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(ii) Describe the instrumental technique that the violinist would use to perform the two notes under the articulation mark.

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(iii) Explain how the use of this technique would affect the emphasis of the two notes.

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- (c) (i) Identify the key of the final four bars of the Menuetto and the Trio (bracketed **A** and **B** on the score), and give ONE piece of musical evidence to justify each answer.

**A** Key: \_\_\_\_\_

\_\_\_\_\_

**B** Key: \_\_\_\_\_

\_\_\_\_\_

- (ii) Explain the relationship between the two keys you have identified.

\_\_\_\_\_

- (d) (i) Identify the form of the Menuetto (bars 1–42), eg “theme and variations”.

\_\_\_\_\_

- (ii) Describe the main sections of the Menuetto. Refer to bar numbers in your answer.

\_\_\_\_\_

\_\_\_\_\_

- (iii) Give TWO pieces of musical evidence to justify your identification of the form.

(1) \_\_\_\_\_

\_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_

(e) (i) Identify the form of the entire piece (the Menuetto and Trio).

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(ii) Describe the main sections of the entire piece. Refer to bar numbers in your answer.

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(iii) Give TWO pieces of musical evidence to justify your identification of the form.

(1) \_\_\_\_\_

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(2) \_\_\_\_\_

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(f) Make a piano reduction of the first four bars of the Menuetto (the passage is highlighted on the score).

- Include the key signature, time signature, and all performance markings.
- Ensure that the notes are distributed between the left and right hands of the piano part in the best way for a pianist to play easily.
- Ensure that the notes on each beat are aligned with one another.
- Omit all unnecessary rests.

Piano

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The examination continues on the following page.**

**QUESTION TWO**

Refer to Score Extract B, “Die Post”, on pages 4 and 5 of the resource booklet to answer this question.

(a) Focus on the instrumental introduction (bars 1–8).

- (i) Identify and describe the texture of the introduction (eg “monophonic: a single melodic line”).

Texture: \_\_\_\_\_

\_\_\_\_\_

- (ii) Describe the metre (eg “simple quadruple”), and notate a single note that has the duration of one beat.

Metre: \_\_\_\_\_

One-beat note: \_\_\_\_\_

- (iii) The sound of the “posthorn” mentioned in the lyrics is imitated in the melody of the introduction. Identify the compositional device used in the melody, and explain why this device imitates the sound of a horn.

Device: \_\_\_\_\_

\_\_\_\_\_

(b) Focus on the vocal part and the German lyrics highlighted on the score at the following points.

- (i) Explain why there is a bracket around the quaver in bar 9.

\_\_\_\_\_

\_\_\_\_\_

- (ii) Explain why there is a dotted slur in bar 13.

\_\_\_\_\_

\_\_\_\_\_

- (c) Transcribe the vocal line and the German lyrics of the first verse and the second verse highlighted in bars 27 and 28.

Verse 1

Verse 2

- (d) (i) Describe the intervals bracketed and labelled (1)–(5) in the vocal part in bars 32–45. State both the quality and quantity of the intervals (eg “minor 7th”).

- (1) \_\_\_\_\_ (2) \_\_\_\_\_  
 (3) \_\_\_\_\_ (4) \_\_\_\_\_  
 (5) \_\_\_\_\_

- (ii) Identify the lowest and highest notes in the vocal part, and describe the interval they form to give the melodic range of the vocal part.

Lowest note	Highest note	Range of vocal part
		_____

- (e) The harmony in the piano part in bar 11 (highlighted on the score) is omitted. Add the three missing voices on the staves below to create a **perfect cadence**.

- Use bar 13 as a guide for the rhythm.
- Notate the root of each chord in the left-hand part.
- Add two notes per chord in the right-hand part, voicing the chords so that they form a smooth progression.
- Write the Roman numerals for the chords in the boxes beneath the left-hand staff.

Piano

**QUESTION THREE**

Refer to Score Extract C, an arrangement for jazz ensemble of the song “Mack the Knife”, on pages 6–8 of the resource booklet to answer this question.

- (a) (i) Identify TWO instruments of the drum kit for which a performance technique is specified in the score.  
Name the technique, give the bar number of a bar in which the technique is used, and describe the technique in detail.

Instrument (1): \_\_\_\_\_ Technique: \_\_\_\_\_ Bar no.: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Instrument (2): \_\_\_\_\_ Technique: \_\_\_\_\_ Bar no.: \_\_\_\_\_

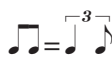
\_\_\_\_\_

\_\_\_\_\_

- (ii) Name and describe the musical convention used by the bass from bar 9 onwards.

Convention: \_\_\_\_\_

\_\_\_\_\_

- (b) (i) Name the musical term implied by  at the beginning of the score, and explain its effect on the music.

\_\_\_\_\_

\_\_\_\_\_

- (ii) Notate the **rhythm only** of the bass part in bars 2–3 (highlighted on the score) as it would sound in performance.

2

Electric bass |-----|-----|

- (c) The opening motif of verse 2 (labelled **A** and highlighted in bars 24–25) is played by the trumpet, saxophone, and trombone.

- (i) Name the term that means the same as “motif” but would be more commonly used in jazz.

\_\_\_\_\_

- (ii) In bars 28–29 (labelled **B** and highlighted on the score) the arranger has used a rhythmic device to vary the opening motif. Name and describe this rhythmic device.

\_\_\_\_\_

\_\_\_\_\_



(iii) Explain in detail TWO **different** ways this rhythmic device is used in the horn section in bars 29–31. Refer to bar numbers in your answer.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(d) A few bars later, motif **A** is varied again using a different compositional device.

(i) Name and describe this compositional device.

Device: \_\_\_\_\_

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

(ii) Notate the **rhythm only** of the motif you have identified as it is written in the score. Include the starting bar number of the music in the box.



Horns |-----|-----|

(e) The arranger has included chord symbols above the bass part.

(i) Identify an instrument (not included in the score) that would be most likely to perform the chords.

\_\_\_\_\_

(ii) Refer to the chord symbols numbered ①, ②, and ③ in bars 10–17 (highlighted on the score). Notate each chord in root position, making sure to include all accidentals.



(f) Transpose the trumpet part in bars 13–16 (highlighted on the score) to concert pitch. Include:

- the appropriate key signature
- all performance markings.

13  
Trumpet  
(concert pitch)

16



**Extra space if required.  
Write the question number(s) if applicable.**

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QUESTION  
NUMBER

A series of ten sets of blank musical staves, each consisting of five horizontal lines, arranged vertically down the page. These staves are provided for students to write their answers to the questions.



