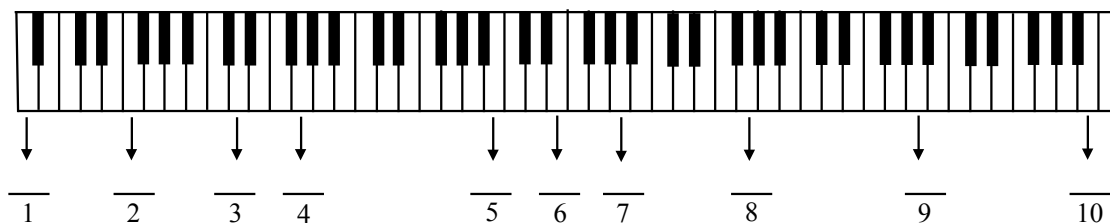
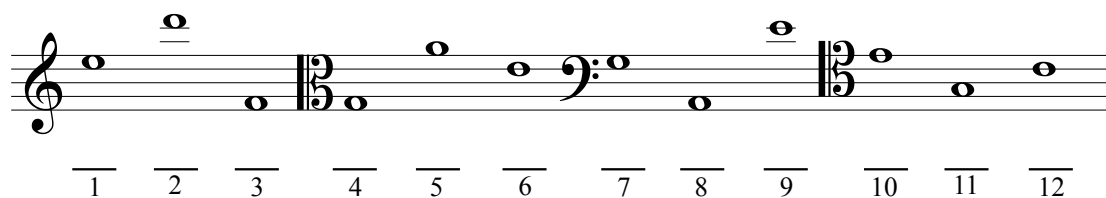


CHAPTER 1 PRACTICE EXERCISES

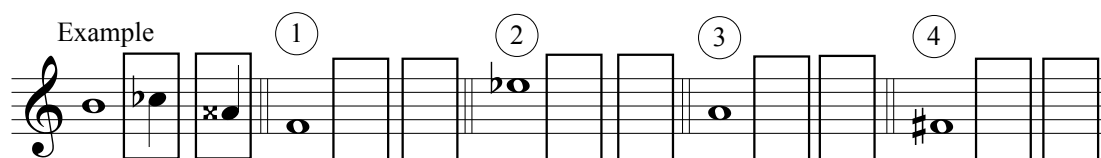
Section 1. For each note on the piano keyboard, specify the note name and octave register.



Section 2. For each note on the staff, specify the note name and octave register.



Section 3. Provide two enharmonically equivalent notes for each given note.



CHAPTER 2 PRACTICE EXERCISES

Section 1. Using the WWHWWWH pattern, write the specified major scales without using key signatures.

D $\flat$ major scale

A major scale



Section 2. Given the key signature, specify the major key.



1

2

3

4

5

6

7



8

9

10

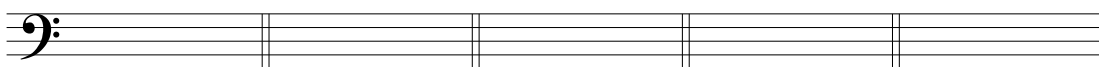
11

12

13

14

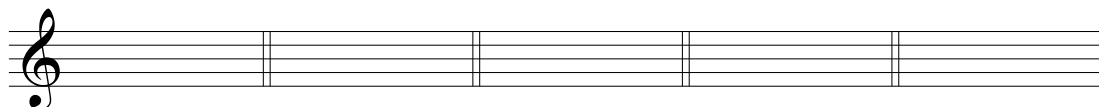
Section 3. Write the major key signature for each key given. Be sure to use the correct order for sharps and flats.



1. A major

2. B $\flat$ major3. F $\sharp$ major4. D $\flat$ major

5. D major

6. C $\flat$ major7. E $\flat$ major

8. B major

9. F major

10. C $\sharp$ major

CHAPTER 3 PRACTICE EXERCISES

Section 1. Specify the minor key for each key signature given.

1 2 3 4 5 6 7

8 9 10 11 12 13 14

Section 2. Write the minor key signature and specified minor scale in each example.

B melodic minor scale
(include key signature)

F harmonic minor scale
(include key signature)

Section 3. Write the minor key signature for the given key in each example.

1. D minor 2. F[#] minor 3. F minor 4. D[#] minor 5. A^b minor

6. B minor 7. C minor 8. G[#] minor 9. B^b minor 10. E minor

Section 4. Specify the key from the scale degree name.

1. ____ minor: A^b is the mediant
2. ____ minor: D^b is the subtonic
3. ____ major: B is the dominant
4. ____ major: C is the submediant
5. ____ minor: D[#] is the subdominant
6. ____ major: B^b is the leading tone
7. ____ minor: D^b is the supertonic

CHAPTER 4 PRACTICE EXERCISES

Section 1. After listening to each example, specify the meter (e.g., “compound triple”).

#1: Lin-Manuel Miranda, “First Burn” <https://youtu.be/r2ys-AimNbE?t=45>

#2: Al Green, “Let’s Stay Together” <https://youtu.be/uSu6tcbMOu0>

#3: Kenny Kirkland, “Dienda” <https://youtu.be/ko1gUVP461A?t=65>

#4: Traditional Scottish Gaelic tune, “Morning Has Broken” <https://youtu.be/qH0iFkxQba4?t=9s>

#5: Latch featuring Sam Smith, “Disclosure” <https://youtu.be/93ASUImTedo?t=2m6s>

Section 2. For each example, specify the implied time signature and the meter (e.g., “simple duple”).

Beethoven, Op. 110, III, mm. 124-125

1. Time Signature: _____ Meter: _____

Corelli, Op. 5, No. 1, mm. 12-15

2. Time Signature: _____ Meter: _____

Mozart, K. 283, III, mm. 187-190

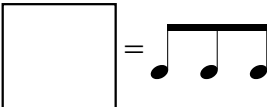
3. Time Signature: _____ Meter: _____

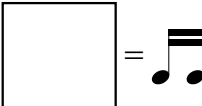
Gervaise, "Pavane Passamaize" from *Sixième Livre de Danceries*, m. 7

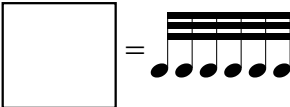
4. Time Signature: _____ Meter: _____

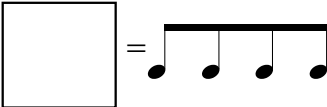
Section 3. Use one note value (with one or two dots if necessary) to show the sum of all the rhythmic values given.

Example 

1. 

2. 

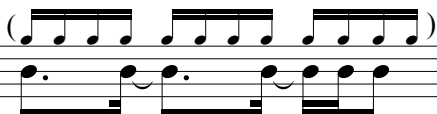
3. 

4. 

Section 4. Specify the meter of each time signature.

- The meter of 4/2 is: _____
- The meter of 9/16 is: _____
- The meter of 3/4 is: _____

Section 5. Correct the incorrect rhythmic notation in each example in order to show the beats.

	Incorrect	Correct
Example		
1.		
2.		
3.		

CHAPTER 5 PRACTICE EXERCISES

Section 1. Specify only the number, not the quality, for each example.

Ex. 3 1. 2. 3. 4. 5.

Section 2. Identify the interval quality and size for each example.

1. 2. 3. 4. 5. 6.

Section 3. Write the following intervals *above* the given note.

1. m6↑ 2. P4↑ 3. M3↑ 4. M6↑ 5. M7↑ 6. m2↑

Section 4. Write the following intervals *below* the given note.

1. °5↓ 2. M3↓ 3. P4↓ 4. M6↓ 5. m3↓ 6. M2↓

CHAPTER 6 PRACTICE EXERCISES

Section 1. Analyze the triad types (M,m, +, °) using lead-sheet symbols. Sus2 and sus4 chords are also included.

Ex. C#m 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Section 2. Write the specified triads and sus chords.

1. Bm 2. E+ 3. A^bsus2 4. C# 5. Dsus4 6. F°

Section 3. Analyze the following inverted triads using slash notation.

Ex. E^b/B^b 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Section 4. Write the specified inverted triads.

Ex. Fm/C 1. G/D 2. Bm/D 3. D^b/F 4. E°/B^b

Section 5. Correct the misspelled triads. Label your corrected spelling with lead-sheet notation. All of the examples are in root position (the lowest note is the root).

Incorrect Correct Incorrect Correct Incorrect Correct Incorrect Correct

Ex. Cm 1. _____ 2. _____ 3. _____

CHAPTER 7 PRACTICE EXERCISES

Section 1. Label the following chords with lead sheet symbols (above) and Roman numerals (below).

Ex. E° 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Ex. d: ii° 1. E: _____ 2. e: _____ 3. b: _____ 4. c: _____ 5. A: _____

Section 2. Given the Roman numeral and key, write the key signature, notate the triad and label the chord with a lead-sheet symbol (above).

Ex. $F^{\#}m/A$ 1. _____ 2. _____ 3. _____

Ex. E: $ii/3rd$ 1. f: V 2. D: IV/5th 3. $b\flat: vii^{\circ}$

Section 3. Label lead-sheet symbols above and Roman numerals below and analyze the type of cadence that ends the phrase.

1. Columbia, The Gem of the Ocean (<https://youtu.be/Iyn3HEVF0hM?t=8>)

"Columbia, the Gem of the Ocean"

David T. Shaw

Lead-sheet symbols: _____

Roman numerals: G: _____

1

2

3

4

5

6

Cadence type: _____

NAME _____

2. Could You Be Loved (<https://youtu.be/pOm4MYha9jg?t=23>)

"Could You Be Loved"

Bob Marley

Could you be loved _____ and be loved? _____

1 2 3 4

Cadence type: _____

CHAPTER 8 PRACTICE EXERCISES

Section 1. Analyze the given chords with lead-sheet symbols above and Roman numerals below.

D $\emptyset$ 7/C

Ex. Eb: vii $\emptyset$ 7/7th 1. g: _____ 2. D: _____ 3. c#: _____ 4. G: _____ 5. d: _____

Section 2. Given the Roman numeral, provide the notes of the chord and the lead-sheet symbol above.

Gmaj7/D

Ex. e: III^{M7}/5th 1. A: ii⁷ 2. g: ii $\emptyset$ ⁷ 3. D: vii $\emptyset$ ⁷ 4. c: V⁷ 5. B: IV^{M7}/3rd

Section 3. Analyze the harmonies in the excerpts with lead-sheet symbols above and Roman numerals below.

"No Scrubs"

Kevin Briggs, Kandi Burruss,
Tameka Cottle, Lisa Lopes

Lead-sheet symbols: _____

Roman numerals: ab: _____

1 2 3 4

Piano Sonata K. 545, I

Wolfgang Amadeus Mozart

Allegro

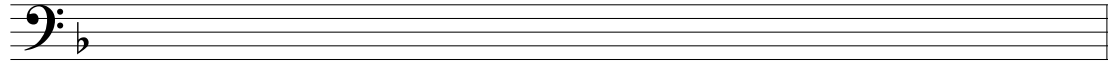
C: _____

1 2 3 4 5 6 7

Cadence type: _____

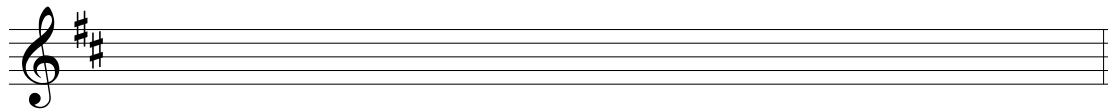
CHAPTER 9 PRACTICE EXERCISES**Day One:**

Section 1. Write the circle of fifths progression in the following keys with root position triads. Label Roman numerals below and lead-sheet symbols above.



$\frac{\text{I}}{1}$ $\frac{\quad}{2}$ $\frac{\quad}{3}$ $\frac{\quad}{4}$ $\frac{\quad}{5}$ $\frac{\quad}{6}$ $\frac{\quad}{7}$ $\frac{\text{I}}{8}$

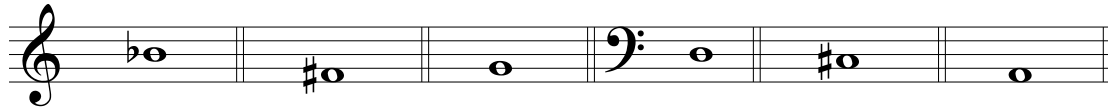
F major



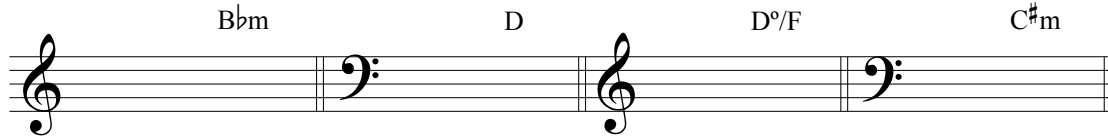
$\frac{\text{i}}{1}$ $\frac{\quad}{2}$ $\frac{\quad}{3}$ $\frac{\quad}{4}$ $\frac{\quad}{5}$ $\frac{\quad}{6}$ $\frac{\quad}{7}$ $\frac{\text{i}}{8}$

B minor

Section 2. Review. Write the following intervals *above* the given note.

1. $^{\circ}7\uparrow$ 2. $M3\uparrow$ 3. $P5\uparrow$ 4. $M7\uparrow$ 5. $^{\circ}5\uparrow$ 6. $m7\uparrow$

Section 3. Review. Given the lead-sheet symbol and key, write the key signature, triad or seventh chord, and Roman numeral.



1. f: _____

2. A: _____

3. c: _____

4. E: _____



5. g: _____

6. B: _____

7. d: _____

8. F: _____

Section 4. Correct the rhythmic notation of the following example.



Incorrect

Correct

CHAPTER 9 PRACTICE EXERCISES**Day Two:**

Section 1. For each cadence, label the chord(s) involved.

HC = _____
 PC = _____
 DC = _____
 AC = _____

Section 2. Analyze the following progressions with lead-sheet symbols above and Roman numerals below.

F: 1 2 3 4 E: 1 2 3 4

Section 3. For the progression, do the following:

- (1) Given the Roman numerals, write the triads or seventh chords
- (2) Analyze the harmonies with lead-sheet symbols above the staff
- (3) Analyze the harmonic function of each harmony using the abbreviations “ton.” for tonic function, “dom.” for dominant function, “pre-dom.” for pre-dominant function, and “ton. prol.” for tonic prolongation function
- (4) Specify the cadence that ends the progression

D: I iii vi⁷ ii⁷/3rd V I

FUNCTION: _____

Cadence: _____

CHAPTER 10 PRACTICE EXERCISES

Section 1. Fill in the blanks in the following table.

<i>Non-Chord Tone Type</i>	<i>Approached by</i>	<i>Left by</i>
	same tone	step up
		leap in opposite direction
	step	step in same direction
	leap	

Section 2. For the following examples, analyze the harmonies with lead-sheet symbols above the staff and Roman numerals below, then label the non-chord tones (the notes in parentheses).

_____ Fmaj7 _____

Stop! in the name of love be - fore you break my heart

C: _____

Holland—Dozier—Holland, “Stop! In the name of Love” <https://youtu.be/tuei1XUAGRo?t=52s>

(continued on next page)

NAME _____

C#7 Bm/D C#7

Im

f#: V

Bm/D

wun - - - der - schö - nen Mo - nat Mai, als

A: _____

Schumann, *Dichterliebe*, Op. 48, 1. "Im wunderschönen Monat Mai"

<https://youtu.be/Nn0MRCmJyQo?t=5>

CHAPTER 11 PRACTICE EXERCISES**Day One**

Section 1. For the following examples:

- Analyze motives using numbers (1, 2, etc.)
- Label lead-sheet symbols and Roman numerals when blanks are provided
- Label non-chord tones for notes in parentheses

(Note: Even though there are 11 blanks for motives, there are only six motives in this example due to motivic alteration.)

Motives: _____

Ah _____ Ah _____ Ooh _____

Lead-sheet: _____

Bb: _____

Franks, Puth, Thomaz, “See You Again” <https://youtu.be/RgKAFK5djSk?t=3m20s>

Section 2. For the following example, alter the given motives as specified. Also, provide lead-sheet symbols and Roman numerals and analyze non-chord tones.

Lead sheet: _____

Motives: _____ 1 _____ 2 _____ 1 aug. _____ 2 aug. _____ 1 _____ 2 inv. _____

C: _____

NAME _____

Section 3. For the following example:

Write the lead-sheet symbols

Write the chords as whole notes in the bass clef staff

Analyze non-chord tones, including the ones you write

Alter the given motives as specified to fit the harmony

Specify the cadence

Lead sheet:

Motives:

1

1 int. ch.

1 inv.

1 inv.

A musical score for the song "The Rose Tree". The score is written for a single melodic line in treble clef, with a key signature of one flat (B-flat) and a common time signature (C). The melody consists of the following notes: G4 (quarter), A4-B4 (beamed eighth notes), C5 (quarter), B4-A4 (beamed eighth notes), G4 (quarter), F4 (quarter), E4 (quarter), and D4 (half). The lyrics "The Rose Tree" are written below the notes, with "The" under G4, "Rose" under A4-B4, "Tree" under C5, "The" under B4-A4, "Rose" under G4, "Tree" under F4, "The" under E4, and "Rose" under D4. The score is presented on a single staff with a grand staff bracket on the left.

g: i

iv

i

V7

Cadence: _____

CHAPTER 11 PRACTICE EXERCISES**Day Two**

Section 1. For the following examples:

Analyze the motives using numbers (1, 2, etc.), noting motivic alterations when applicable

Analyze subphrases using letters and primes (a, a', b, etc.)

Label lead-sheet symbols and Roman numerals when blanks are provided

Label non-chord tones for notes in parentheses

Lead-sheet: _____

Subphrases: _____

Motives: _____

e: i iv i ii° V i iv V

Schumann, *Album for the Young*, Op. 68, No. 16, “First Loss” https://youtu.be/Dbb_VGJXaSU to 10s

(continued on next page)

NAME _____

Section 2. Listen to the following example and determine the number of phrases. Analyze the chords with the lead-sheet symbols above and Roman numerals below. Label the non-chord tone type for notes in parentheses.

Lead-sheet: _____

The musical score for 'The Rose Tree' is presented in two systems. The first system consists of a single staff with a treble clef, a key signature of two sharps (F# and C#), and a 3/4 time signature. The melody begins with a half note G4, followed by a quarter note A4, and then a quarter note B4. The second system also consists of a single staff with a treble clef, a key signature of two sharps, and a 3/4 time signature. The melody continues with a half note C5, followed by a quarter note B4, and then a quarter note A4. The piece concludes with a final chord of G4, B4, and C5.

D: _____

A musical score for the song 'The Rose Tree'. The score is written for a piano, with a treble and bass staff. The key signature is one sharp (F#), and the time signature is 4/4. The melody is in the treble staff, and the accompaniment is in the bass staff. The melody consists of a series of eighth notes, with a final measure containing a half note. The accompaniment consists of a steady eighth-note pattern. The score includes a dynamic marking of *mf* (mezzo-forte) and a crescendo hairpin.

A musical score for the song "The Rose Tree". The score is written for voice and piano. The key signature is one sharp (F#), and the time signature is 4/4. The music is in common time. The vocal line is written in the treble clef, and the piano accompaniment is written in the bass clef. The piano part features a prominent bass line with a double bass clef. The score includes a variety of musical notations, including eighth notes, quarter notes, and half notes, as well as rests and dynamic markings like *p* (piano). The lyrics are written below the vocal line.

_____ (skip this bar) _____

Handel *Xerxes*: “Ombra mai fu” <https://youtu.be/U9Jh7DF1nxY?t=56>

CHAPTER 12 PRACTICE EXERCISES

For each song, fill in the beginning and ending time for each section, label each section type (verse, pre-chorus, chorus, post-chorus, interlude, introduction, A, B, or C section, etc.), and the number of bars in each section of the form. There may be more lines provided than needed for each example.

a. Bahler, “She's Out of My Life” <https://www.youtube.com/watch?v=6DQJPL9Yuq0>

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

b. Lennon–McCartney, “Penny Lane” <https://www.youtube.com/watch?v=S-rB0pHI9fU>

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

Time __ : __ Section type: _____, ____ bars

CHAPTER 13 PRACTICE EXERCISES

For each excerpt below, do the following:

- Label chords with Roman numerals at the ends of phrases to determine cadences
- Label cadences by type (PAC, IAC, HC, PC, DC)
- Examine the motivic structure to determine if a phrase is a sentence
- Create a diagram of the form using cadence abbreviations (HC, DC, PC, IAC, and PAC) and letters to designate melody (*a*, *a'*, *b*, etc.). Use the “prime” symbol (') to show if a melody ends with a different cadence. In this chapter, the prime symbol should not be used to represent embellishment of the melody or changes in the harmonization or register.
- Name the form of the excerpt (sentence, parallel period, contrasting period, asymmetrical period, parallel double period, repeated phrase, repeated period).

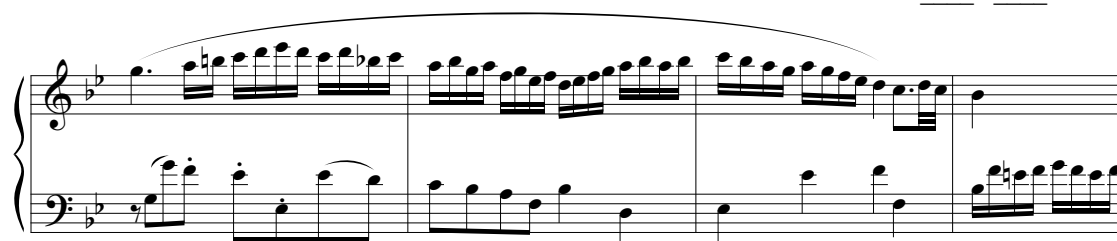
1. Mozart, The Magic Flute, “Ein Mädchen oder Weibchen” <https://youtu.be/CI0hJLioGF0>

F:

(continued on the next page)

2. Mozart, Piano Sonata K. 333, I <https://youtu.be/PmO3Wlono6w?t=351>

Bb:



CHAPTER 16 PRACTICE EXERCISES

Section 1. Analyze the triads with lead-sheet symbols above and Roman numerals with figured bass inversion symbols below the staff.

C: _____

Section 2. Analyze the seventh chords with lead-sheet symbols above and Roman numerals with figured bass inversion symbols below the staff.

C: _____

Section 3. Label the given chords using lead-sheet symbols above and Roman numerals with figured bass inversion symbols below.

Lead-sheet: _____

Rom. num.: 1. c: _____ 2. b: _____ 3. F: _____ 4. D: _____

Section 4. Write the specified chords. Analyze the chords with lead-sheet symbols. Include key signatures.

1. E: IV⁶ 2. c: ii^{ø4}₃ 3. G: V⁶₅ 4. d: vii^{ø6}

(continued on next page)

NAME _____

Section 5. Analyze the excerpt using Roman numerals with figured bass inversion symbols below and lead-sheet symbols above. Analyze non-chord tones.

2 examples

Lead-sheet: _____

The musical score is for J.S. Bach's Chorale 175, "Jesus, meine Zuversicht". It is in 4/4 time and consists of two systems. The first system has two measures, and the second system has one measure. The melody is in the treble clef, and the bass line is in the bass clef. The final measure of the second system shows a triad in the bass clef with a 6 and a 4 below it, indicating a first inversion triad.

C: _____

J.S. Bach, Chorale 175, "Jesus, meine Zuversicht"

CHAPTER 17 PRACTICE EXERCISES**Day One.**

Section 1. Approach each chord with its secondary dominant seventh chord (whose root lies a perfect 5th above the root of the chord of resolution). Label chords with Roman numerals below and lead-sheet symbols above.

C: _____ V⁷/ _____ V⁷/ _____ V⁷/ _____

C: _____ V⁷/ _____ V⁷/ _____ V⁷/ _____

Section 2. Analyze the following secondary dominants. Include lead-sheet symbols above.

Lead-sheet: _____

b: _____ F: _____ c: _____ G: _____ E: _____ f: _____

1 2 3 4 5 6

(continued on next page)

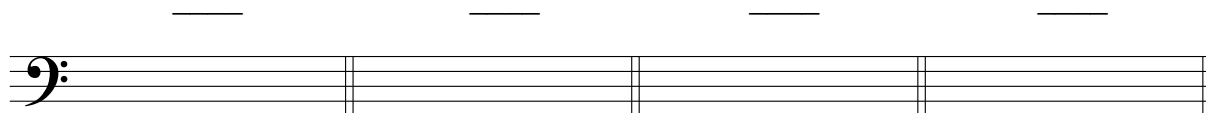
NAME _____

Section 3. On the empty staff below, copy the notes from the upper staff to the lower staff while adding the specified non-chord tones. (Note: LNT = lower neighbor tone; UNT = upper neighbor tone.) Realize the lead-sheet symbols using quarter-note accompanimental texture. Below the lower staff, analyze the chords using Roman numerals with figured bass inversion symbols.

Rom. num.: _____

CHAPTER 17 PRACTICE EXERCISES**Day Two.**

Section 1. Write the following secondary dominants. Include lead-sheet symbols above. Include key signatures.



1. Eb: V/ii

2. g: V⁷/VI3. e: V₂⁴/iv4. A: V⁶/ii

Section 2. For the following example, alter the given motives as specified. Add an accompanimental texture of afterbeats. Analyze the Roman numerals using lead-sheet symbols above the upper staff.

F	Dm	G ⁷ /B	C

F: _____

CHAPTER 18 PRACTICE EXERCISES

Section 1. Analyze the following secondary diminished chords with lead-sheet symbols above and Roman numerals with figured bass inversion symbols below.

Lead-sheet: _____

D: _____ g: _____ Eb: _____ Db: _____ c#: _____ Ab: _____
 1 2 3 4 5 6

Section 2. Write the following secondary diminished chords. Include key signatures.

1. Ab: vii^{o7}/vi 2. c: vii^{o6}/V 3. e: vii^{o4}/III 4. B: vii^{o4}/ii

Section 3. Analyze the following excerpt with lead-sheet symbols above and Roman numerals with figured bass inversion symbols below. Analyze non-chord tones in parentheses.

F: _____

Freddie Mercury, "We Are the Champions" (1977) <https://youtu.be/04854XqcfCY?t=46>

CHAPTER 19 PRACTICE EXERCISES

Section 1. Analyze the following chords with lead sheet symbols above and Roman numerals with figured bass inversion symbols below.

D: _____ 1 A $\flat$: _____ 2 G: _____ 3 B: _____ 4 B $\flat$: _____ 5 c: _____ 6

Section 2. Given the Roman numeral, key, and key signature, notate the chord on the staff, and analyze with lead-sheet symbols.

A: iv f: V $\frac{4}{3}$ /V D: $\flat$ VI F: ii $\emptyset$ $\frac{6}{5}$ e: vii $\emptyset$ $\frac{4}{2}$ /iv B $\flat$: $\flat$ III

(continued on next page)

Section 3. Analyze the following excerpt with lead-sheet symbols above and Roman numerals with figured bass inversion symbols below. Analyze notes that are non-chord tones by putting parentheses around them and specifying them by type.

espress. dolce

Led. * Led. * Led. * Led. *

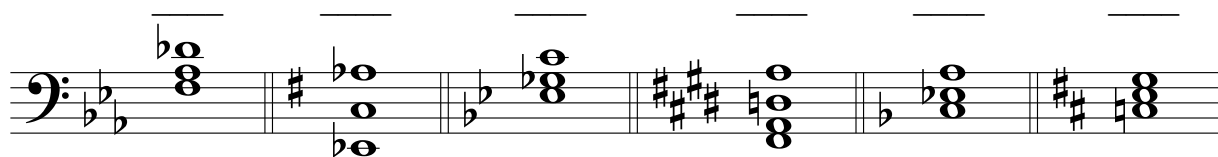
Eb: _____

Led. * Led. * Led. * Led. *

Chopin, Nocturne in E-flat major, Op. 9, No. 2 (1832) <https://youtu.be/bVeOdm-29pU>

CHAPTER 20 PRACTICE EXERCISES

Section 1. Analyze the following chords with lead-sheet symbols above and Roman numerals with figured bass inversion symbols below. Remember to use “N” instead of bII.



c: G: Bb: c#: d: b:
 1 2 3 4 5 6

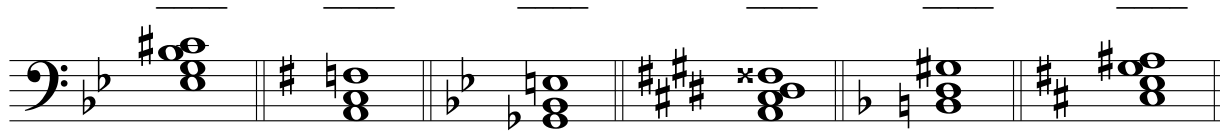
Section 2. Given the Roman numeral, please write the notes of the chord and lead-sheet symbol.



1. Eb: N⁶ 2. a: N 3. D: bIII 4. c: vii^{o7}/V 5. Bb: ii^{ø4}₂ 6. G: N⁶

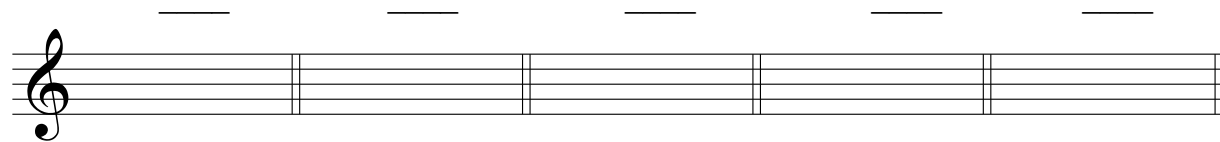
CHAPTER 21 PRACTICE EXERCISES

Section 1. Analyze the following chords with lead–sheet symbols above and Roman numerals with figured bass inversion symbols below.



g: _____ e: _____ B $\flat$: _____ c $\sharp$: _____ d: _____ b: _____
 1 2 3 4 5 6

Section 2. Given the Roman numeral, please write the notes of the chord and lead–sheet symbol. Include key signatures.



1. c $\sharp$: Fr $^{+6}$ 2. F: It $^{+6}$ 3. G: EnGer $^{+6}$ 4. a: vii $^{\circ 6}_5$ /V 5. d: Ger $^{+6}$

CHAPTER 22 PRACTICE EXERCISES**Day One**

Section 1. For each given key, list the five closely-related keys.

d: _____

Db: _____

f: _____

Section 2. For each progression, analyze the Roman numerals with lead-sheet symbols and specify the key.

Lead-sheet symbols: _____

Roman numerals: F: I V₂⁴ I⁶ vi |
 | _____ : ii I⁶ ii⁶ I₄⁶ V⁷ I

Lead-sheet symbols: _____

Roman numerals: g: i V⁶/iv iv iv⁶ |
 | _____ : ii⁶ vii^{ø7}/V I₄⁶ V⁷ I

(continued on next page)

Section 3. For this excerpt from Beethoven's "Maigesang," do the following:

- Analyze the harmonies with Roman numerals below and lead-sheet symbols above
- Determine where the pivot chords occur and use a pivot bracket to show the Roman numerals in both keys (specify both keys)
- Label cadences
- Name the form of the excerpt

Wie herr - lich leuch - tet mir die Na - tur, wie

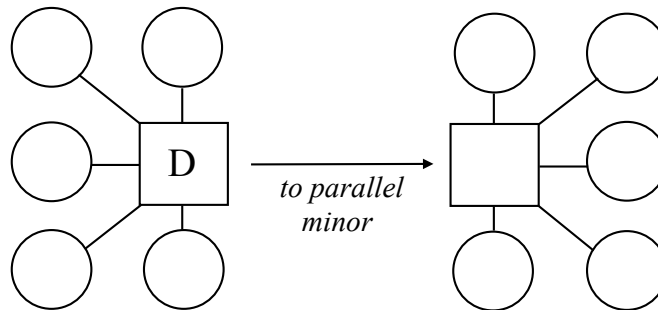
E♭: _____
(cadence type? _____)

glänzt die Son - ne, wie lacht die Flur!

determine pivot
and include bracket
(cadence type? _____)

CHAPTER 22 PRACTICE EXERCISES**Day Two**

Section 1. Borrowed Chord Modulation. List the closely related keys to the starting major key, then specify the parallel minor key and its closely related keys.



Section 2. For each progression, analyze the Roman numerals with lead-sheet symbols and specify the second key.

Lead-sheet symbols: _____

Roman numerals: A: I $\flat$ III I V_2^4/IV |
 _____ : V_2^4 i^6 Ger^{+6} i_4^6 V^7 VI

Lead-sheet symbols: _____

Roman numerals: g: i i^6 N^6 |
 _____ : I^6 ii^6 vii^{o7}/V I_4^6 vii^{o7}/vi vi

Section 3. For this excerpt from Elton John's "Goodbye Yellow Brick Road," do the following:

- Analyze the harmonies with Roman numerals (the lead sheet symbols are done for you)
- Determine where to pivot into and out of $A\flat$ major, using pivot brackets to show the Roman numerals in both keys

Dm F/C $B\flat$ C $D\flat$ $E\flat$ $A\flat$ $D\flat$ $B\flat m^7$ C^7 F

F: vi I_4^6 IV V^7 I

CHAPTER 22 PRACTICE EXERCISES

Day Three

Section 1. Determining Diatonic Common Chords. For each of the two keys in each example, list the diatonic chords as lead-sheet symbols and as Roman numerals then circle those diatonic to both keys.

Roman numerals:	d:	_____	_____	_____	_____	_____	_____
Lead-sheet symbols in Dm:		_____	_____	_____	_____	_____	_____
Lead-sheet symbols in F:		_____	_____	_____	_____	_____	_____
Roman numerals:	F:	_____	_____	_____	_____	_____	_____

Section 2. Referring to the [Harmonic Flowchart](#), fill in lead–sheet symbols, Roman numerals, and [Harmonic Functions](#) for the following example—be sure to put some of the chords in first inversion for variety; create a melody by adding embellishments ([non–chord tones](#)) and try to create repeating [motives](#) and/or [subphrases](#); LSS stands for lead–sheet symbols, RN stands for Roman numerals, and HF stands for Harmonic Function

LSS:

RN: e: N⁶ i | b: Fr⁺⁶

HF: Ton Dom Ton /V Dom Dom Ton Cad₄⁶ Dom Ton

CHAPTER 22 PRACTICE EXERCISES**Day Four**

Section 1. List the four chromatic mediants for each chord.

1. Fm: _____
2. Db: _____
3. G: _____
4. G#m: _____

Section 2. Analyze lead-sheet symbols, motives (with numbers, noting melodic alteration when it occurs), Roman numerals, and harmonic function.

by G.K.B.

LSS: _____

Motives:

RN: _____

HF: _____

LSS: _____

Motives:

RN: _____

HF: _____

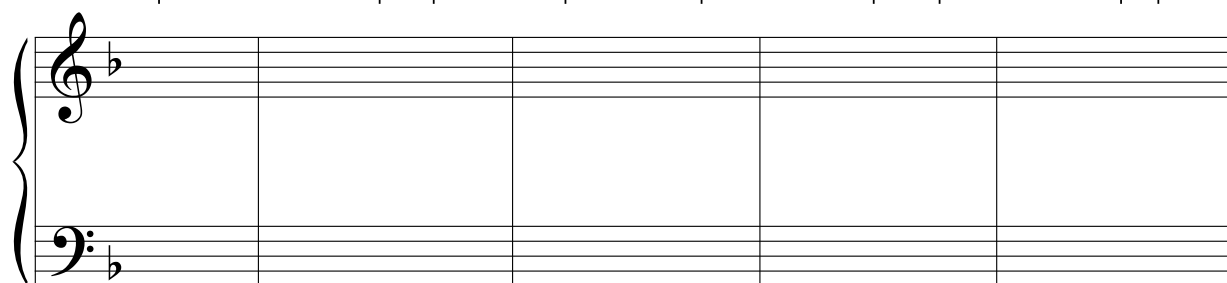
(continued on next page)

NAME _____

Compose an eight-measure example using the motivic structure and harmonic function in the example above. Create a new melody with new motives but the same sequence of motives. You may use a different time signature, mode, and accompanimental texture.

LSS:

Motives:

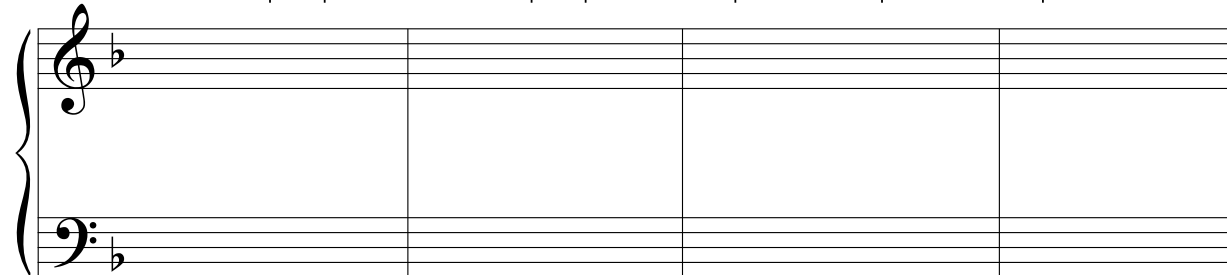


RN:

HF:

LSS:

Motives:



RN:

HF:

CHAPTER 23 PRACTICE EXERCISES**Day One**

Section 1. Notate the specified chord, resolve it, then notate and resolve the enharmonic respelling(s).

g: Ger⁺⁶ $\xrightarrow{\text{resolve}}$ _____

respell $\downarrow$ _____

____ : ____ $\xrightarrow{\text{resolve}}$ _____

Section 2. For the following Roman numeral progressions, label the chords with lead-sheet symbols, specify the new key, and notate the chords in the appropriate inversion on the staff below. The enharmonic pivot chord can be spelled correctly in only one of the two keys.

Lead-sheet symbols: _____

Roman numerals: Eb: I bVI IV V⁷/V

_____ : Ger⁺⁶ i₄⁶ V₂⁴ vii^{o7}/iv iv V

Section 3. Analyze with lead-sheet symbols and Roman numerals and label the enharmonic pivot chords in the examples below.

g: _____

CHAPTER 23 PRACTICE EXERCISES

Day Two

Section 1. Notate the specified chord, resolve it, then notate and resolve the enharmonic respelling(s).

Section 2. Analyze with lead-sheet symbols and Roman numerals and label the enharmonic pivot chords in the examples below.

Musical score for the piece "d:". The score is written in 3/4 time and consists of two staves: a treble staff and a bass staff. The key signature has one flat (B-flat). The treble staff contains a series of chords: a B-flat major triad (B-flat, D, F) in the first measure, followed by a B-flat major triad (B-flat, D, F) in the second measure, then a B-flat major triad (B-flat, D, F) in the third measure, and finally a B-flat major triad (B-flat, D, F) in the fourth measure. The bass staff contains a series of notes: a B-flat note in the first measure, followed by a D note in the second measure, then a B-flat note in the third measure, and finally a B-flat note in the fourth measure. The piece ends with a double bar line.

CHAPTER 24 PRACTICE EXERCISES**Day One**

1. For Handel's Gavotte, HWV 491, please fill in the blanks below the staves and diagram the form. Also, name the form. You will need to determine which notes are non-chord tones in order to determine Roman numerals. https://youtu.be/IHEwWbK_2fBw

Allegretto

mf

f

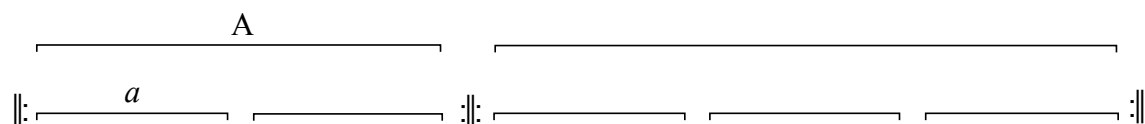
mp

p

cresc.

mf

For the piece above, complete the following diagram based on your analysis. Include section labels using uppercase letters, phrase labels using lowercase letters, and cadences using the abbreviations PAC, IAC, HC, DC, PC.



Circle all of the terms that apply to the name of the form:

TWO-REPRISE SECTIONAL CONTINUOUS ROUNDED BALANCED BINARY TERNARY

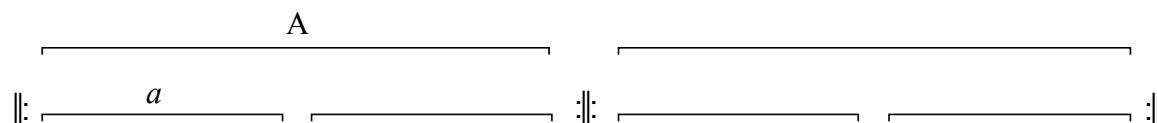
2. For the theme from first movement of Mozart's Piano Sonata in A major, K. 331, please fill in the blanks below the staves and diagram the form. Also, name the form.

https://youtu.be/vp_h649sZ9A

NAME _____

A musical score for a piano piece titled "The Rose Tree". The score is written for a grand piano, with a treble and bass staff. The key signature is three sharps (F#, C#, G#), and the time signature is 3/4. The piece begins with a treble staff melody and a bass staff accompaniment. The melody features a series of eighth and sixteenth notes, with a final measure containing a repeat sign. The bass staff provides a steady accompaniment with eighth and sixteenth notes. Dynamic markings include *f* (forte) and *p* (piano). The score is presented in a clean, professional layout with a white background and black notation.

For the piece above, complete the following diagram based on your analysis. Include section labels using uppercase letters, phrase labels using lowercase letters, and cadences using the abbreviations PAC, IAC, HC, DC, PC.



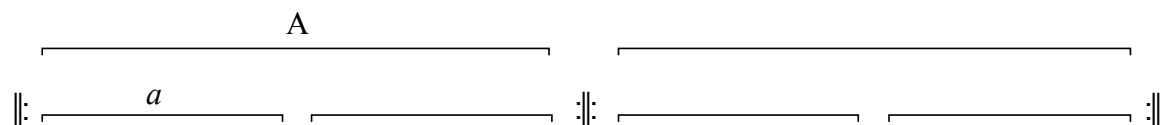
Circle all of the terms that apply to the name of the form:

TWO-REPRISE SECTIONAL CONTINUOUS ROUNDED BALANCED BINARY TERNARY

CHAPTER 24 PRACTICE EXERCISES**Day Two**

3. For this Polonaise in F major by Mozart, please fill in the blanks below the staves and diagram the form. Also, name the form. <https://youtu.be/6J2OpljODTU>

For the piece above, complete the following diagram based on your analysis. Include section labels using uppercase letters, phrase labels using lowercase letters, and cadences using the abbreviations PAC, IAC, HC, DC, PC.



Circle all of the terms that apply to the name of the form:

NAME _____

TWO-REPRISE SECTIONAL CONTINUOUS ROUNDED BALANCED BINARY TERNARY

4. For this Allegro in B-flat major (K. 3) by Mozart, please fill in the blanks below the staves and diagram the form. Also, name the form. <https://youtu.be/t5R0ORjKloE>

Allegro

8

esc.

p

15

V

22

esc.

V

On scratch paper, create a diagram of the form. Include section labels using uppercase letters, phrase labels using lowercase letters, and cadences using the abbreviations PAC, IAC, HC, DC, PC.

Circle all of the terms that apply to the name of the form:

TWO-REPRISE SECTIONAL CONTINUOUS ROUNDED BALANCED BINARY TERNARY

CHAPTER 24 PRACTICE EXERCISES

Day Three

5. Please fill in the blanks below the staves and diagram the form of “After the Ball” from Alexander Gretchaninoff's *Children's Book*, Op.98. Also, name the form.

<https://youtu.be/3AeFVFC1zy0>

Tempo di Mazurka

The musical score is for a piece in 3/4 time, key of D major. It consists of three systems of piano accompaniment. The first system begins with a mezzo-forte (mf) dynamic. The second system begins with a forte (f) dynamic and includes a piano (p) dynamic marking. The third system begins with a piano (p) dynamic and includes a rallentando (rall.) marking. The score is written for piano with treble and bass staves. There are blank lines below each system for form diagramming.

On scratch paper, create a diagram of the form. Include section labels using uppercase letters, phrase labels using lowercase letters, and cadences using the abbreviations PAC, IAC, HC, DC, PC.

Circle all of the terms that apply to the name of the form:

TWO-REPRISE SECTIONAL CONTINUOUS ROUNDED BALANCED BINARY TERNARY

6. For the theme from Brahms's *Variations on a Theme of Haydn* Op. 56a (the theme is also known as “St. Anthony's Chorale”), please fill in the blanks below the staves and diagram the form. Also, name the form. <https://youtu.be/3EbqX94ng8>

_____ (tonic prolongation follows cadence)

On scratch paper, create a diagram of the form. Include section labels using uppercase letters, phrase labels using lowercase letters, and cadences using the abbreviations PAC, IAC, HC, DC, PC.

Circle all of the terms that apply to the name of the form:

TWO-REPRISE SECTIONAL CONTINUOUS ROUNDED BALANCED BINARY TERNARY

CHAPTER 25 PRACTICE EXERCISES

Section 1. For each excerpt below, identify the structural function as either expository, transitional, developmental, or terminative. First, aurally identify the tonic and determine if the key is maintained or another (or multiple other) keys occur. Also, listen for cadences to demarcate the form.

- a. Haydn, Piano Sonata No. 59 in E-flat major, Hob. XVI:49, I.
<https://youtu.be/je74Fhokrxg?t=314>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- b. Beethoven, Symphony No. 5 in C Minor, Op. 67, I.
<https://youtu.be/W2qW6fOtAMY?t=161>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- c. Mozart, Piano Sonata No. 18 in D major, K.576, I. <https://youtu.be/rUgMSF49YE4?t=26>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- d. Mozart, Symphony No. 40 in G Minor, K. 550, I. <https://youtu.be/kWBCjaxVaeE?t=217>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- e. Mozart, Piano Sonata No. 7 in C major, K. 309, I. <https://youtu.be/ZbWsNTiaebY?t=446>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- f. Haydn, Symphony No. 104 In D major, Hob. I:104, I. <https://youtu.be/21o-aldOI08?t=224>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- g. Mozart, Piano Sonata No. 7 in C major, K. 309, I. https://youtu.be/V_i_FMMPKPc?t=30

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- h. Mozart, Piano Sonata No. 18 in D major, K.576, I. <https://youtu.be/rUgMSF49YE4?t=77>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- i. Mozart, Piano Sonata No. 8 in A Minor, K. 310, I. https://youtu.be/U4K2mz_rPcs?t=89

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- j. Haydn, Piano Sonata No. 60 in C major, Op. 79, Hob. XVI:50, I. <https://youtu.be/EhJ-G0Lp8bI?t=23>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- k. Mozart, Piano Sonata No. 14 in C Minor, K. 457, I. <https://youtu.be/sBYfPlgbTkE?t=450>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

- l. Mozart, Symphony No. 40 in G Minor, K. 550, IV. <https://youtu.be/B5fqVYXVDwU?t=217>

EXPOSITORY TRANSITIONAL DEVELOPMENTAL TERMINATIVE

Section 2. Listen to the pieces below and fill in the diagrams. Listen for cadences to conclude themes, as well as for textural changes.

1. Mozart, Piano Sonata K. 545, I. <https://youtu.be/Rxsrsp7dLCg>

EXPOSITION				DEVELOPMENT		RECAPITULATION			
PT	transition	ST	CT			PT	transition	ST	CT
0:00									
(2nd time)									

2. Mozart, Eine kleine Nachtmusik, K. 525, I. <https://youtu.be/wPKFdj5V3Bw>

EXPOSITION					DEVELOPMENT		RECAPITULATION					
PT	transition	ST ¹	ST ²	CT			Retransition	PT	transition	ST ¹	ST ²	CT
0:00												
(2nd time)												

CHAPTER 26 PRACTICE EXERCISES**Day One**

1. For bass movement of a 3rd or 6th, in the upper voices hold two common tones and move the other the other voice by step. For bass movement of a 2nd, move the upper voices in contrary motion to the bass with the exception of the deceptive cadence, which has special rules. Keep track of doubling by specifying which voice has the root, third, or fifth for each chord.

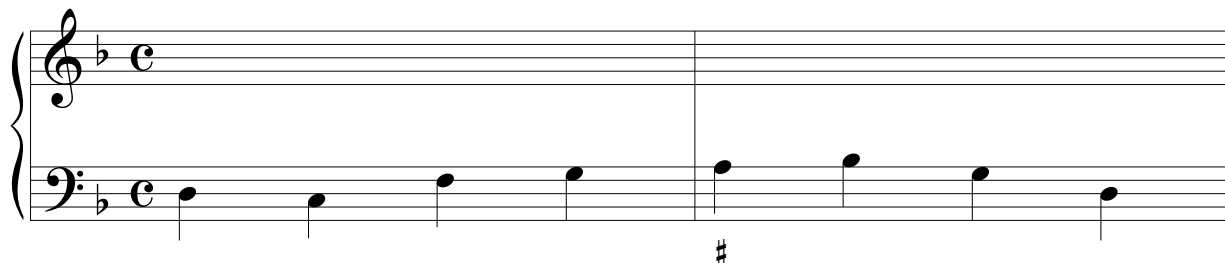
Exercise 1: Bass movement of a 3rd or 6th. The exercise is in two systems, each with a treble and bass staff. The first system is in E-flat major (Eb) and the second is in E minor (e). Each system contains four chords. The first staff of each system has boxes for the 5th, 3rd, and Rt (root) of the chords. The second staff has boxes for the Rt and 5th. The chords are: Eb: I, vi, IV, ii; e: III, iv, V, VI.

2. For bass movement of a 4th, either (1) hold one common tone and move the two voices by step, or (2) move the upper voices in the same direction. Keep track of doubling by specifying which voice has the root, third, or fifth for each chord.

Exercise 2: Bass movement of a 4th. The exercise is in two systems, each with a treble and bass staff. The first system is in F major (f) and the second is in G major (G). Each system contains four chords. The first staff of each system has boxes for the 3rd, Rt (root), and 5th of the chords. The second staff has boxes for the Rt and 5th. The chords are: f: i, iv, VII, III; G: vi, ii, V, I.

CHAPTER 26 PRACTICE EXERCISES**Day Two**

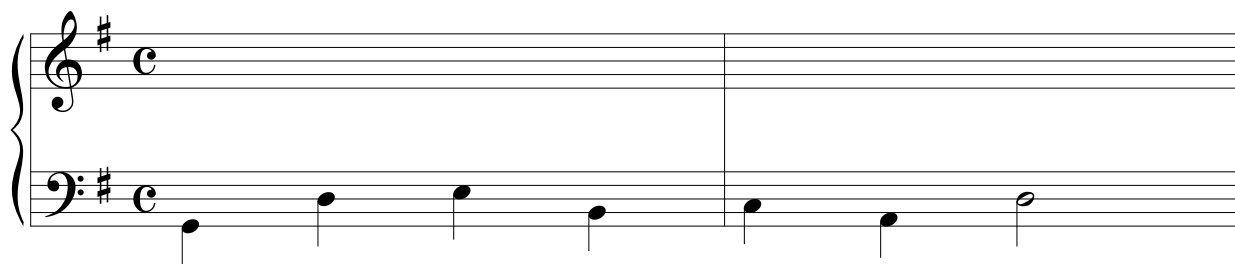
3. Given the bass line and figured bass symbols, analyze the Roman numerals below the staff and add soprano, alto, and tenor parts in “chorale-style,” following rules of good voice leading. Choose the beginning register for each upper part carefully, considering the number of times the bass moves by the interval of a 2nd.



A musical staff in bass clef with a key signature of one flat (B-flat) and a common time signature (C). The staff contains a bass line with the following notes: D2, E2, F2, G2, A2, Bb2, C3, D3. A sharp symbol (#) is placed below the staff between the fifth and sixth measures. Below the staff, the text "d:" is followed by eight blank lines for Roman numerals.

d: _____

4. Given the bass line, analyze the Roman numerals below the staff and add soprano, alto, and tenor parts in “keyboard-style” (all three upper voices in the treble clef), following rules of good voice leading. Choose the beginning register for each upper part carefully, considering the direction of the bass line.



A musical staff in bass clef with a key signature of one sharp (F-sharp) and a common time signature (C). The staff contains a bass line with the following notes: D2, E2, F2, G2, A2, B2, C3, D3. Below the staff, the text "G:" is followed by eight blank lines for Roman numerals.

G: _____

CHAPTER 26 PRACTICE EXERCISES**Day Three**

5. Analyze the Roman numerals in the blanks below the staff and the doublings of the chords in the squares—specifying Root, 3rd, or 5th—for J.S. Bach's Chorale 367, *Befiehl du deine Wege*.

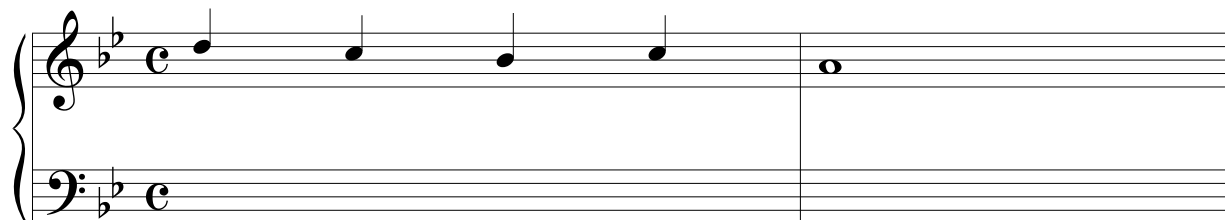
D: _____

6. Given the bass line and [figured bass symbols](#), analyze the Roman numerals and add soprano, alto, and tenor parts in chorale style. Review the special rule for doubling in diminished triads in first inversion. You may wish to review [figured bass with chromatic alterations](#).

g: _____

NAME _____

7. Harmonize the melody making sure your progression follows the [Harmonic Flowchart](#) (analyze the [harmonic function](#) of each chord, abbreviated as “HF”), then add alto, tenor, and bass parts in chorale style following rules of good voice leading. Use first-inversion chords to make a smoother bass line.



B $\flat$: _____

HF: _____

CHAPTER 26 PRACTICE EXERCISES**Day Four**

8. Analyze the figured bass symbols to specify Roman numerals with inversion symbols below the staff. Add soprano, alto, and tenor parts in keyboard style. Specify root, third, and fifth for every chord. Additionally, specify the six–four chord type (pedal, passing, or cadential).

b: _____
 $\frac{6}{4}$ chord type: _____

9. For the given Roman numeral progression, provide soprano, alto, tenor, and bass voices in chorale style. Be careful not to exceed any voice's range. Specify root, third, and fifth for every chord. Additionally, specify the six–four chord type.

c: i iv i_4^6 iv^6 ii^o6 i_4^6 V VI
 $\frac{6}{4}$ chord type: _____

CHAPTER 27 PRACTICE EXERCISES

Section 1. Voice lead each V^7 chord to the tonic using either “strict” or “free” resolution as indicated by the terms incomplete (“inc.”) and complete (“comp.”). Include key signatures.

Example

a: V^7 i D: V^7 I e: V^7 i Bb: V^7 I
 inc. comp. comp. inc. comp. comp. comp. comp.

Section 2. Voice lead this circle of fifths progression involving root position seventh chords. Include the key signature and analyze the figured bass symbols in order to place Roman numerals in the blanks below the staff.

b: _____

Section 3. Voice lead this circle of fifths progression involving inverted seventh chords.

G: I^M_5 IV^M_2 vii°_5 iii^4_2 vi^6_5 ii^4_2 V^6_5 I^M_2

CHAPTER 28 PRACTICE EXERCISES

1. Analyze the chords with Roman numerals in the blanks below the staff, then add the specified non-chord tones, specifying suspensions with the appropriate interval numbers.

esc n sus ant

sus ant p p

e: _____

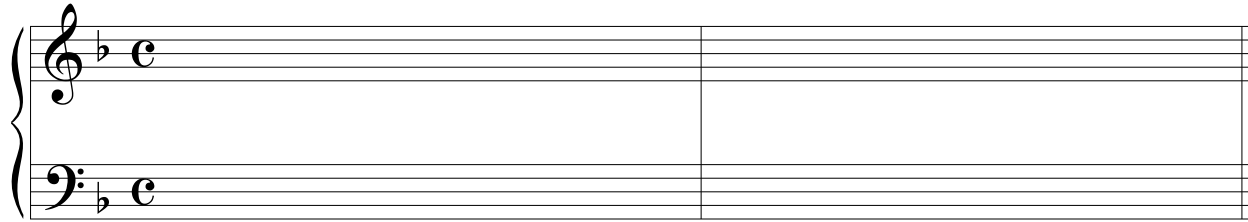
2. Analyze the figured bass below to write Roman numerals in the blanks below the staff. Then add the following non-chord tones: (1) 3 suspensions, (2) one passing tone, (3) one neighbor tone, and (4) one anticipation.

b: _____

(continued on next page)

NAME _____

3. Voice lead the following Roman numeral progression then add the following non-chord tones:
(1) a neighbor tone during beat one, (2) a neighbor tone during beat two, (3) an appoggiatura on
beat 3, (4) a suspension on beat four, (5) a suspension on beat 5, (6) an anticipation during beat
six, and (7) a suspension on beat 7.



F: I vi IV V vi IV I

CHAPTER 29 PRACTICE EXERCISES**Day One**

1. Analyze the figured bass to provide Roman numerals in the blanks below the staff, then voice lead the progression. Include the key signature.

7 7 7 7 7

Bb: _____

2. Voice lead the following Roman numeral progression. Include the key signature. Add the following non-chord tones: 1 suspension, 1 passing tone, 1 anticipation, and 3 neighbor tones.

A: I vii^{o7}/ii ii V₂⁴ I⁶ V₅⁶/V V

CHAPTER 29 PRACTICE EXERCISES

Day Two: Analyze the figured bass to provide Roman numerals in the blanks below the staff, then voice lead the progressions in chorale style. Include the key signatures. Include one suspension in each measure.

F: ____ a: ____ G: ii⁷ vii^{o7} I e: VI N⁶ V⁷ VI

Day Three: Analyze the figured bass to provide Roman numerals in the blanks below the staff. Voice lead the progressions in chorale style. Include the key signatures.

D: ____ f: ____ G: V⁴/₃ V EnGer⁺⁶ I⁶₄ b: i⁶ It⁺⁶ V

Day Four: Voice lead the following Roman numeral progression. Include the key signature. Add the following non-chord tones: an escape tone, a 4-3 suspension, an anticipation, and a passing tone.

Ab: vi Fr⁺⁶ V⁷ bVI N⁶ vii^{o7}/V V vi

CHAPTER 30 PRACTICE EXERCISES**Day One**

1. For each exercise below, write first species (note-against-note) counterpoint. Write the intervallic distance from the *cantus firmus* (“*c.f.*”) to the counterpoint in the blanks above the staff. Remember to begin and end with an octave or unison, to proceed to the last unison by step in both voices, and use only consonances (1, 3, 5, 6, 8, 10).

Interval: _____

Interval: _____

Int: _____

Int: _____

2. For the exercises below, write second species counterpoint—two half notes in each measure except the last. Each downbeat must be a consonance. The only dissonance allowed is the passing tone. Write the intervallic distance from the *cantus firmus* (“*c.f.*”) to the counterpoint in the blanks above the staff. Circle all dissonant numbers (2, 4, and 7) and label passing tones with “pt.”

Int:

The image shows a musical score for the song "The Rose Tree". It consists of two staves, a treble clef staff and a bass clef staff, both in 4/4 time. The key signature is one flat (B-flat). The tempo/mood is marked "c.f." (crescendo). The melody is written in the treble staff, starting on a whole note G4, followed by a half note A4, a half note B4, a half note A4, a half note G4, a half note F4, and a half note E4. The bass staff is empty.

Int:

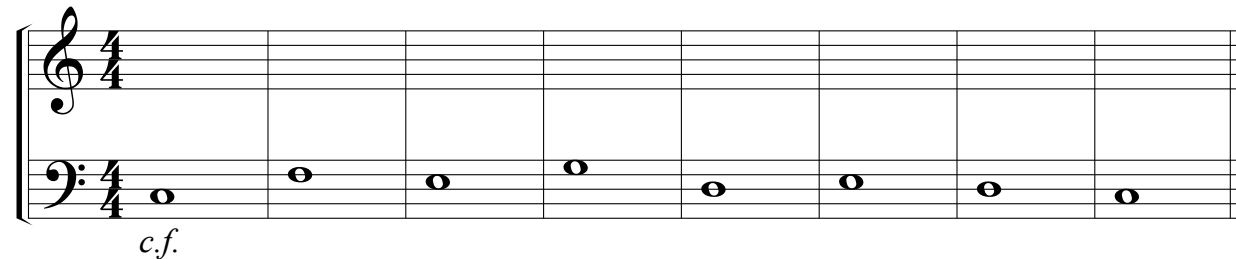
Int:

The musical score for 'The Rose Tree' is presented in two systems. The first system consists of a treble and bass staff in 4/4 time, marked *c.f.* (crescendo). The melody is written in the treble staff, starting on middle C (C4) and ascending stepwise to G4 (the eighth line) over the first eight measures. The bass staff contains a single whole note chord (F4, C5) in the first measure, which then remains silent. The second system continues the melody from G4 in the treble staff, descending stepwise to E3 (the second space) over the next eight measures. The bass staff remains silent throughout the second system.

CHAPTER 30 PRACTICE EXERCISES**Day Two**

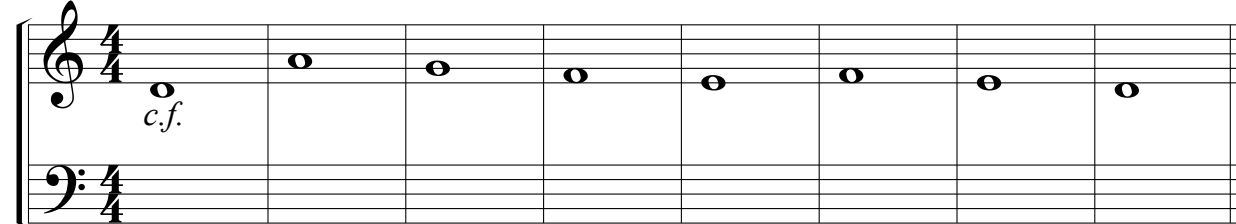
3. For each exercise below, write third species counterpoint (quarter notes). Circle all dissonant interval numbers and label passing tones and cambiata figures.

Int: _____



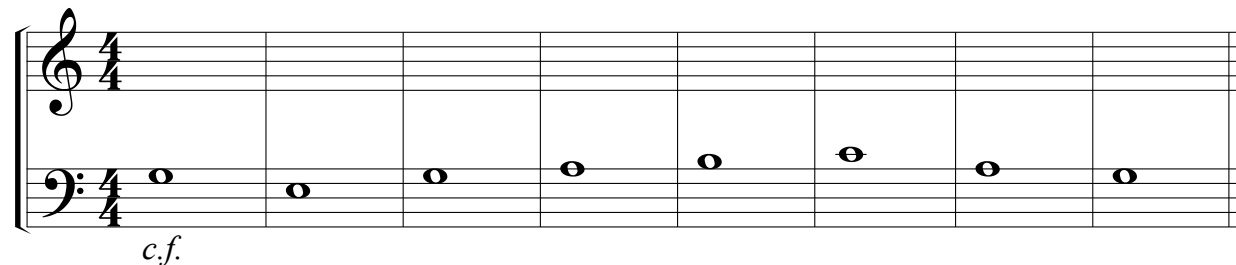
c.f.

Int: _____



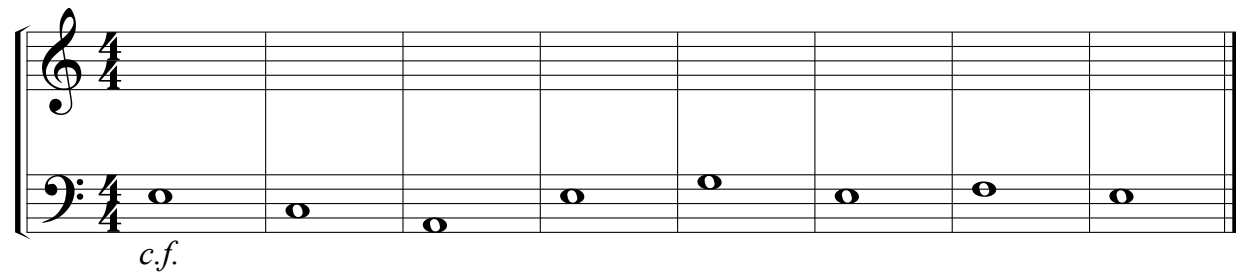
c.f.

Int: _____



c.f.

Int: _____



c.f.

(continued on next page)

4. For each exercise below, write fourth species counterpoint (suspensions and syncopations). Circle all dissonant interval numbers and label suspensions with “sus” and syncopations with “sync.”

Intervals: _ _ _ _ _ _ _ _ _ _

c.f.

Intervals: _ _ _ _ _ _ _ _ _ _

c.f.

Intervals: _ _ _ _ _ _ _ _ _ _

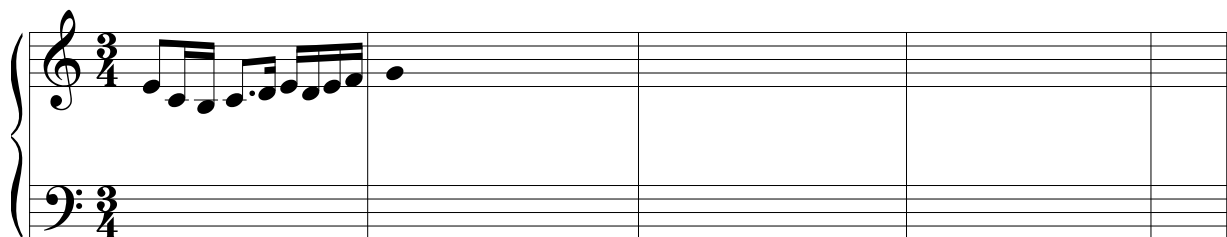
c.f.

Intervals: _ _ _ _ _ _ _ _ _ _

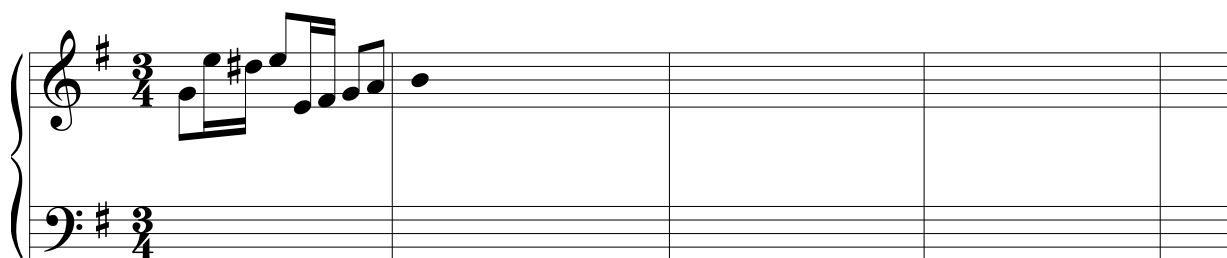
c.f.

CHAPTER 30 PRACTICE EXERCISES**Invention Expositions.**

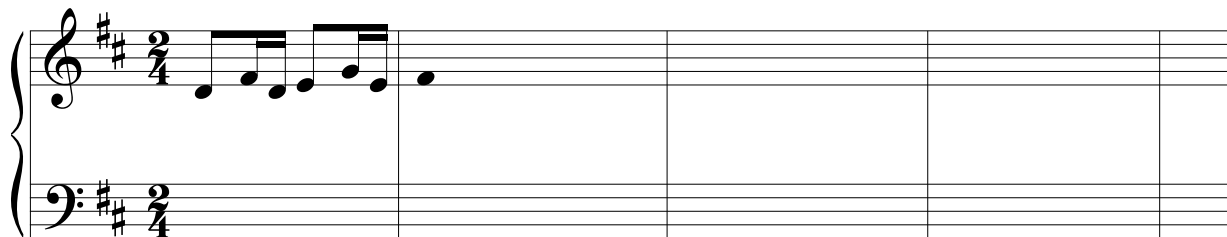
5. Complete these invention expositions by following the I-I-V-V-I harmonic pattern and transposing and modifying the theme accordingly.



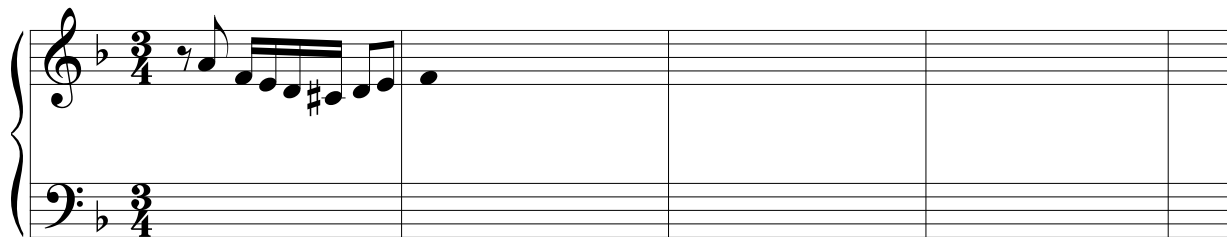
C: I I V V I



e: i i V V i



D: I I V V I



d: i i V V i

CHAPTER 30 PRACTICE EXERCISES

Fugue Analysis

6. For this fugue from the second *Kyrie eleison* of Bach's *Mass in B Minor* (BWV 232), specify formal sections (expositions and episodes), motives (subject, response, countersubjects, and fragments thereof), and key areas for expositions only in the table below. This fugue contains more “counterpoint” (material not derived for subjects or countersubjects) than the C minor fugue in the body of the text.

Allegro.

Soprano

Alto

Tenor

Bass

Piano

RN in f#: _____

S

A

T

B

Pno.

9

S Ky - rie - e e - lei -

A Ky - ri - e e - lei - son, e - le - i - son, e - le - i -

T son, e - le - i - son, Ky - ri - e e - le - i -

B son, e - le - i - son, e - le - i - son, Ky - ri - e e - lei -

Pno.

13

S - son, e - le - i - son, e - le - i - son, e - le - i -

A son, Ky - ri - e e - lei - son, e - lei - son, -

T son, e - le - i - son, Ky - ri - e e - le - i -

B - son, e - le - i - son,

Pno.

NAME _____

17

S son, Ky - ri - e e - lei - son, e - lei - - son, Ky - ri - e e -

A Ky - ri - e e - lei - son, Ky - ri - e e - lei - son, e - le - i -

T 8 son, Ky - ri - e e - lei - son, e - lei - i - son, e - le - i -

B

Pno.

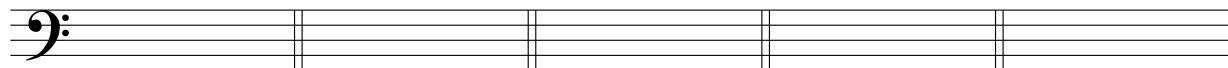
	1	2	3	4	5	6	7
FORM:							
Sop							
Alto							
Tenor							
Bass							
KEY:							

	8	9	10	11	12	13	14
FORM:							
Sop							
Alto							
Tenor							
Bass							
KEY:							

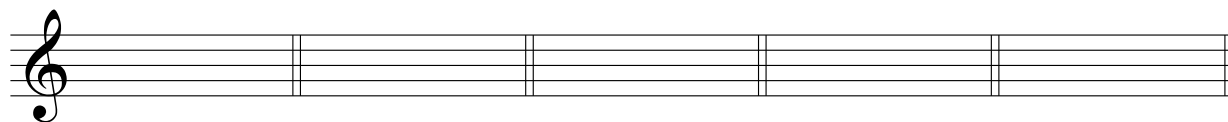
	15	16	17	18	19	20
FORM:						
Sop						
Alto						
Tenor						
Bass						
KEY:						

CHAPTER 31 PRACTICE EXERCISES**Day One**

1. Given the following lead-sheet symbols, write the chords. Remember it is sometimes appropriate to enharmonically respell notes like $C\flat$, $B\sharp$, $F\flat$, $E\sharp$, and altered notes like $\sharp 5$ and $\sharp 9$.



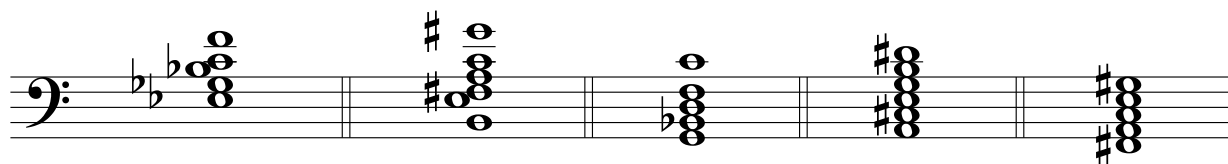
1. G^9_{sus} 2. $B^7(\sharp 5)$ 3. $E m^9(\flat 5)$ 4. $C^{\sharp} m^{11}$ 5. $D^7 \flat 9_{\flat 5}$



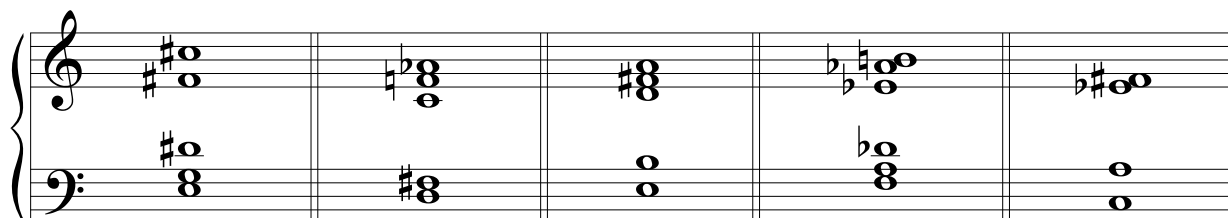
6. $G m^{\Delta 9}$ 7. $A \flat^{\Delta 9}(\sharp 11)$ 8. $D \flat^6_9$ 9. $E \flat^{\Delta 9}(\sharp 5)$ 10. $F^{\Delta 7}(\flat 5)$

Day Two

2. Label the chords with lead-sheet symbols.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



6. _____ 7. _____ 8. _____ 9. _____ 10. _____

CHAPTER 31 PRACTICE EXERCISES**Day Three**

3. Voice lead the following progressions, maintaining five voices throughout. Remember to respell notes enharmonically when necessary. In the first example, use “close” voicing, keeping all the upper notes as close together as possible. In the second example, use Root-3rd-7th or Root-7th-3rd always for the lowest three voices, then realize the rest of the lead sheet symbol with the upper two parts (“spread” voicing). Use Root-3rd-6th for 6th chords and Root-4th-7th for sus chords. You may need to omit the 5th to maintain five parts throughout.

First voice leading exercise in C major, common time. The progression consists of five chords: D^b9, C7[#]5, F13sus, B13sus, and E maj9(13). The notation shows a grand staff with treble and bass clefs. The D^b9 chord is in the bass clef (F2, C3, G2, Bb2, D3). The C7[#]5 chord is in the treble clef (C4, E4, G#4, Bb4, C5). The F13sus chord is in the bass clef (F2, C3, G2, Bb2, D3, F3). The B13sus chord is in the treble clef (B2, D3, F#3, Ab3, B3, D4). The E maj9(13) chord is in the treble clef (E2, G#2, B2, D#2, E3, G#3, B3, D4, E4, G#4, B4, D5, E5).

Second voice leading exercise in C major, common time. The progression consists of five chords: A7[#]5, Eb7(#9), G9(13), F#9sus, and C#m9. The notation shows a grand staff with treble and bass clefs. The A7[#]5 chord is in the treble clef (A2, C#2, E2, G#2, A3). The Eb7(#9) chord is in the bass clef (Eb2, Gb2, Bb2, D#2, Eb3). The G9(13) chord is in the treble clef (G2, B2, D#2, F#2, G3, Bb3, D4). The F#9sus chord is in the treble clef (F#2, A2, C#2, E2, F#3). The C#m9 chord is in the treble clef (C#2, E2, G#2, B2, C#3, E3, G#3, B3, C#4, E4, G#4, B4, C#5).

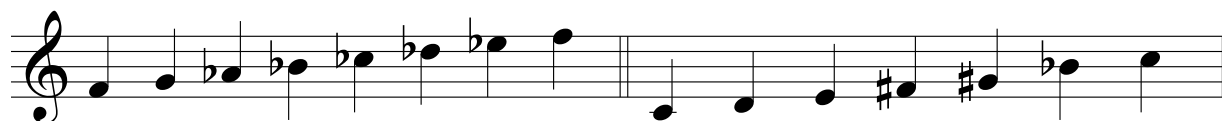
CHAPTER 31 PRACTICE EXERCISES**Day Four**

4. Please name the following scales.



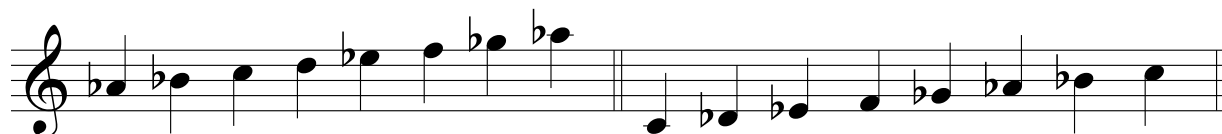
1. _____

2. _____



3. _____

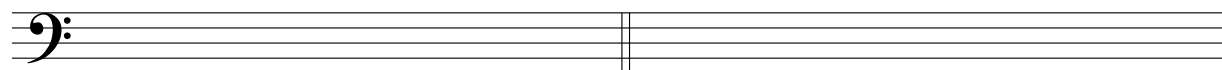
4. _____



5. _____

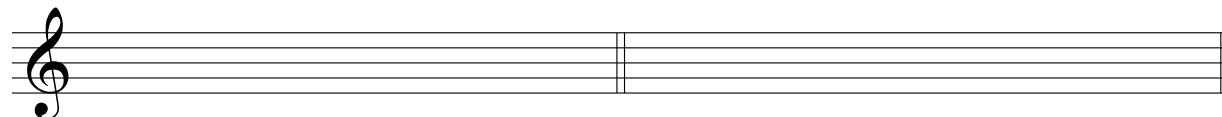
6. _____

Section 5. Write the following scales.



1. B Lydian-Dominant

2. G Diminished-Whole Tone



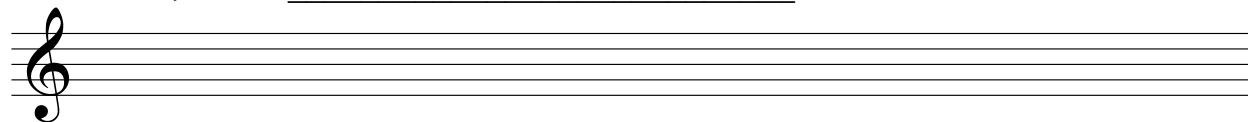
3. D Locrian #2

4. C# Octatonic (Half-Whole)

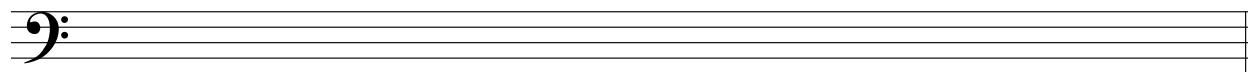
CHAPTER 31 PRACTICE EXERCISES**Day Five**

6. Determining Chord-Scale Relationships. List the appropriate scale for each chord by writing the chord tones and filling in the gaps. Avoid consecutive half steps and augmented seconds

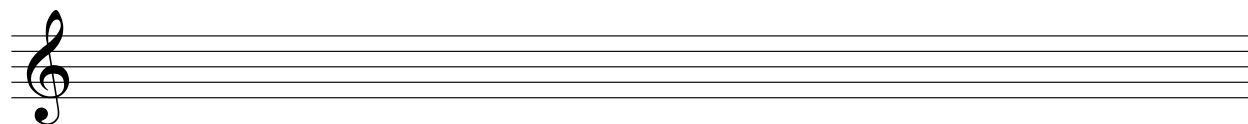
1. $E\flat^7(\sharp 5)$; Scale: _____



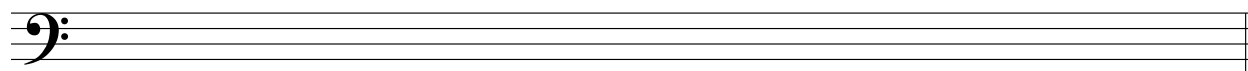
2. $B\flat^7(\sharp 9)_{\flat 5}$; Scale: _____



3. $Fm^7(\flat 5)$; Scale: _____



4. $A\flat^{\Delta 7}(\sharp 5)$; Scale: _____



CHAPTER 32 PRACTICE EXERCISES**Day One**

1. *Use of modes.* Given the melody and chord symbols for “London Bridge” in Phrygian mode, analyze the chords as lead-sheet symbols (“LSS”) and as Roman numerals (“RN”).

LSS: _____

The musical score for "London Bridge" in Phrygian mode is presented in a grand staff (treble and bass clefs) with a key signature of two flats (B-flat and E-flat) and a common time signature (C). The melody is written in the treble clef, and the chords are indicated by block chords in the bass clef. The melody consists of a series of eighth and quarter notes, while the chords are primarily triads and dyads.

RN: _____

2. *Use of parallelism.* Harmonize the opening of “London Bridge” so each note of the melody note is the 9th of a dominant ninth chord.

LSS: F⁹ _____

The musical score shows the opening of "London Bridge" in a grand staff (treble and bass clefs) with a key signature of two flats (B-flat and E-flat) and a common time signature (C). The melody is written in the treble clef, and the bass clef contains a single chord, F⁹, which is a dominant ninth chord. The melody consists of a series of eighth and quarter notes.

PRACTICE EXERCISES**Day Two**

3. *Quartal, Quintal, and Secundal Harmony*. After analyzing the given chord as a lead-sheet symbol, revoice it in four ways:

- (1) as a six-note tertian chord stacked only in thirds
- (2) as a six-note quartal chord stacked only in perfect 4ths
- (3) as a six-note quintal chord stacked only in perfect 5ths
- (4) as a six-note secundal chord stacked only in 2nds

LSS: _____ (1) in 3rds (2) in 4ths (3) in 5ths (4) in 2nds

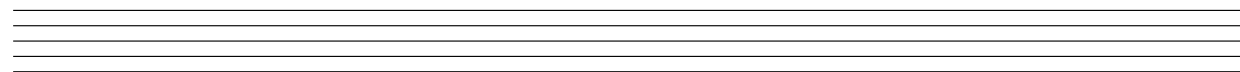
Section 2. *Polychords*. Harmonize “London Bridge” using the specified polychords. Remember that the chords can be in any inversion, but should be playable (without too big of a stretch for the hands of the pianist).

$\frac{D\flat}{C\flat}$ $\frac{E\flat+}{D\flat}$ $\frac{B\flat}{E\flat}$ $\frac{Cm}{A}$ $\frac{D}{B\flat}$ $\frac{C\flat}{F}$ $\frac{Dm}{Gm}$

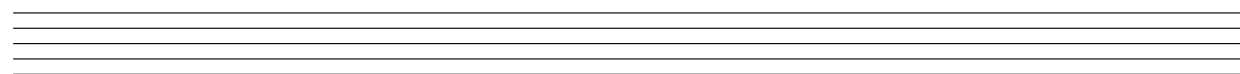
CHAPTER 33 PRACTICE EXERCISES

Day One: Put each set into normal form and prime form. (Only one scratch staff is provided when there are no ties among the reorderings of the normal form.)

A.

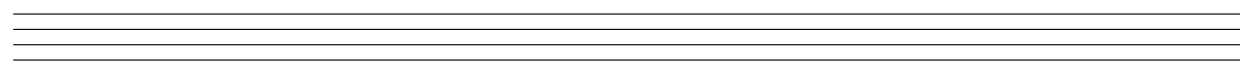


Normal form: [__ , __ , __]



Prime form: (__ __ __)

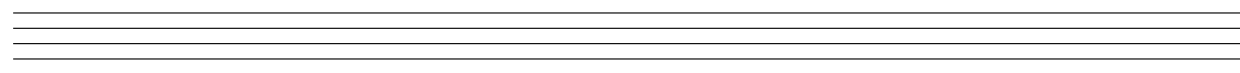
B.



Normal form: [__ , __ , __ , __]

Prime form: (__ __ __)

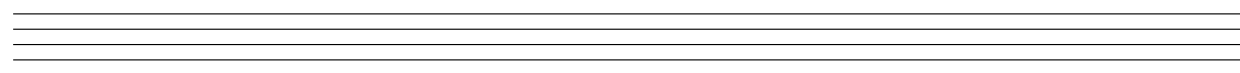
C.



Normal form: [__ , __ , __ , __]

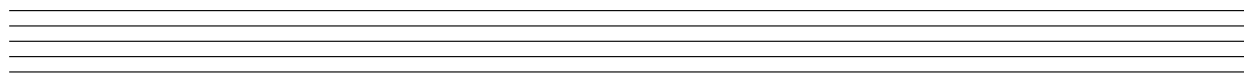
Prime form: (__ __ __)

D.



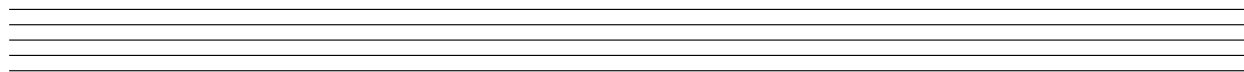
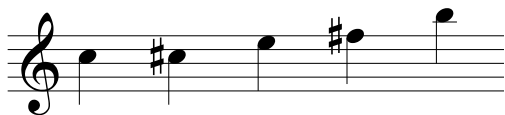
Normal form: [__ , __ , __ , __]

NAME _____

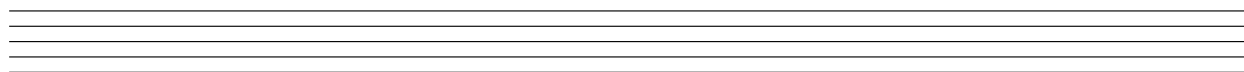


Prime form: (_ _ _ _)

E.

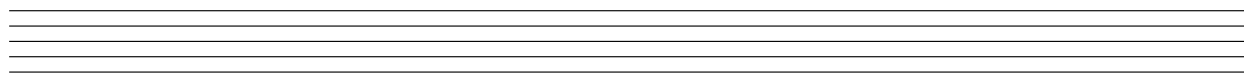
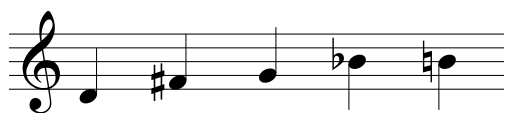


Normal form: [_ , _ , _ , _ , _]

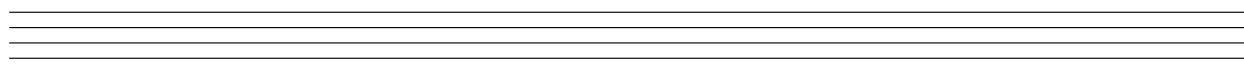


Prime form: (_ _ _ _ _)

F.

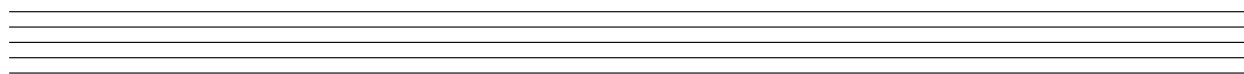


Normal form: [_ , _ , _ , _ , _]

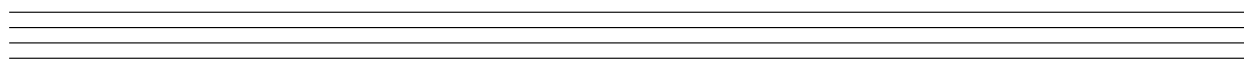


Prime form: (_ _ _ _ _)

G.



Normal form: [_ , _ , _ , _ , _ , _]



Prime form: (_ _ _ _ _)

CHAPTER 33 PRACTICE EXERCISES

Day Two: For each of the six sets in the example below, determine the normal form, prime form, Forte number, and interval vector.

The image shows six musical sets, each enclosed in a box and numbered 1 through 6. Set 1 is in the treble clef and contains a sequence of notes: C4, D4, E4, F4, G4, A4, B4, C5. Sets 2 through 6 are in the bass clef and contain various chords and intervals. Set 2: C3, D3, E3, F3, G3, A3, B3, C4. Set 3: C3, D3, E3, F3, G3, A3, B3, C4. Set 4: C3, D3, E3, F3, G3, A3, B3, C4. Set 5: C3, D3, E3, F3, G3, A3, B3, C4. Set 6: C3, D3, E3, F3, G3, A3, B3, C4.

Set 1. Normal form: _____ Prime Form: _____ Forte number: _____

Interval vector:

Interval Class:	1	2	3	4	5	6
Occurrences:						

Set 2. Normal form: _____ Prime Form: _____ Forte number: _____

Interval vector:

Interval Class:	1	2	3	4	5	6
Occurrences:						

Set 3. Normal form: _____ Prime Form: _____ Forte number: _____

Interval vector:

Interval Class:	1	2	3	4	5	6
Occurrences:						

Set 4. Normal form: _____ Prime Form: _____ Forte number: _____

Interval vector:

Interval Class:	1	2	3	4	5	6
Occurrences:						

Set 5. Normal form: _____ Prime Form: _____ Forte number: _____

Interval vector:

Interval Class:	1	2	3	4	5	6
Occurrences:						

Set 6. Normal form: _____ Prime Form: _____ Forte number: _____

Interval vector:

Interval Class:	1	2	3	4	5	6
Occurrences:						

CHAPTER 33 PRACTICE EXERCISES**Day Three**

Section 1. Transposition (T_n) of Sets. Transpose the following sets as specified.

- a. Transpose [3, 6, 7] at T_2 : [__ , __ , __]
- b. Transpose [2, 4, 8, 9] at T_7 : [__ , __ , __ , __]
- c. Transpose [1, 2, 4, 7, 10] at T_9 : [__ , __ , __ , __ , __]

Section 2. Inversion (T_nI) of Sets. Invert the following sets. Write your answers in normal form.

- a. Invert [7, 10, 11] at T_0I : [__ , __ , __]
- b. Invert [0, 2, 4] at T_4I : [__ , __ , __]
- c. Invert [4, 6, 10, 11] at T_9I : [__ , __ , __ , __]

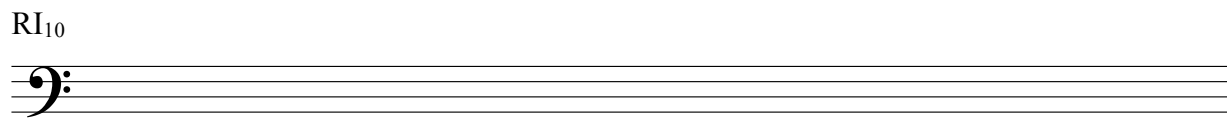
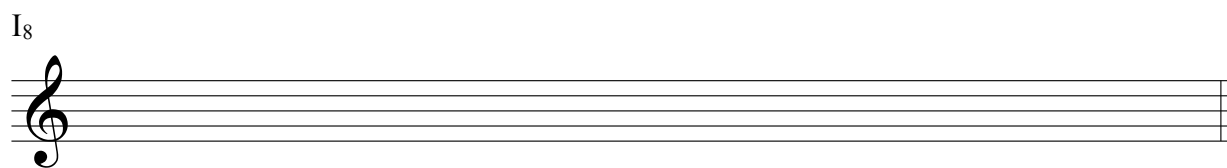
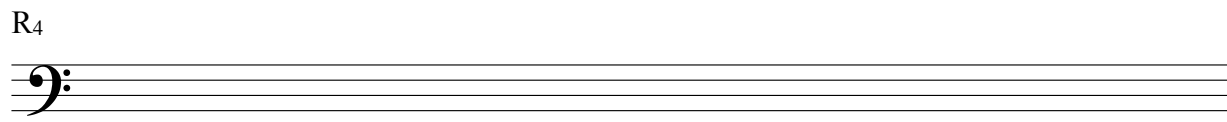
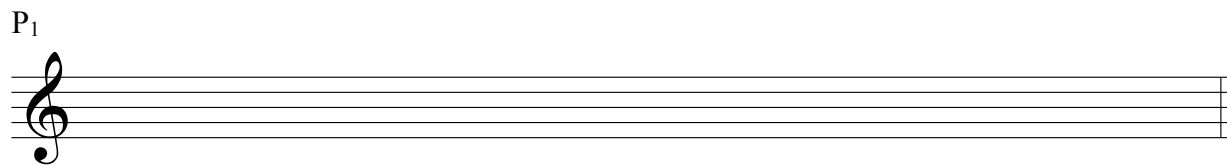
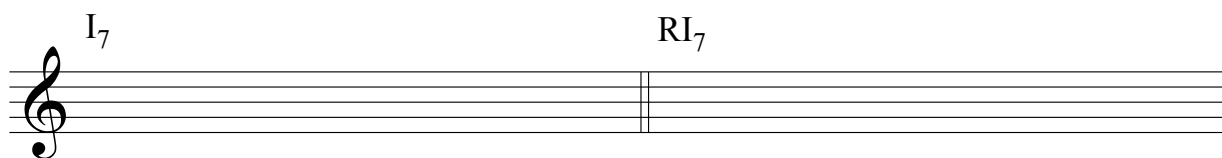
Section 3. Specify the interval of inversion from the first set to the second set.

- a. [2, 4, 7] inverts to [3, 6, 8] at what T_nI ? ____
- b. [1, 2, 4, 7] inverts to [4, 7, 9, 10] at what T_nI ? ____
- c. [6, 7, 10, 1, 2] inverts to [3, 4, 7, 10, 11] at what T_nI ? ____

CHAPTER 34 PRACTICE EXERCISES**Day One**

Section 1. Given the prime form of the twelve-tone row in pitch integers, write the specified row forms in the staves below.

P₇: 7 10 8 2 1 5 3 4 6 0 9 11 R₇

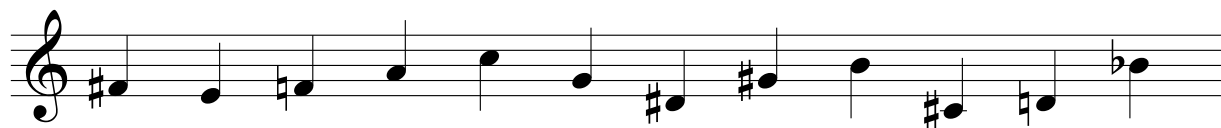


(continued on next page)

Section 2. Given the prime form of a twelve-tone row, label the row forms and transpositions of the permutations given on the staves below.



Row form: _____



Row form: _____



Row form: _____



CHAPTER 34 PRACTICE EXERCISES

Day Two

Section 1. Construct a 12 by 12 matrix for the prime form of a twelve-tone row given in pitch integers. Include labels for all row forms including all transposition levels (P₀, R₃, I₈, RI₆, etc.). Use note names in the matrix, not integers.

P₃: 3 7 11 1 5 0 2 10 6 4 8 9

A blank grid of 12 columns and 12 rows. The grid is composed of thin black lines. A thicker border is drawn around the central 10x10 area, consisting of two parallel lines on each side. This creates a margin of one grid unit on all four sides of the central area.

NAME _____

Section 2. For the following excerpt, determine P_5 and identify each row form and statement.

A musical score for the song 'The Rose Tree'. The score is written for piano (p) and voice (vo). The piano part is in C major, 2/4 time, and features a melody with a key signature of one flat (Bb) and a key signature of one sharp (F#). The voice part is in C major, 2/4 time, and features a melody with a key signature of one flat (Bb) and a key signature of one sharp (F#). The score is divided into two systems. The first system contains the first two lines of the melody. The second system contains the third and fourth lines of the melody. The piano part is marked with a 'p' (piano) and the voice part is marked with a 'vo' (voice). The score is written in a standard musical notation style with a treble and bass clef for the piano part and a single clef for the voice part. The key signature is one flat (Bb) and the time signature is 2/4. The score is divided into two systems. The first system contains the first two lines of the melody. The second system contains the third and fourth lines of the melody. The piano part is marked with a 'p' (piano) and the voice part is marked with a 'vo' (voice). The score is written in a standard musical notation style with a treble and bass clef for the piano part and a single clef for the voice part. The key signature is one flat (Bb) and the time signature is 2/4.

Section 3. Set Theory Review. Referring to the row in Section 1 (P_3 : 3 7 11 1 5 0 2 10 6 4 8 9), put each set into normal form, prime form, and provide the interval vector.

	Set 1.	Set 2.	Set 3.	Set. 4
P ₃ :	3 7 11	1 5 0	2 10 6	4 8 9

Set 1. Normal form: _____ Prime form: _____ Interval vector: _____

Set 2. Normal form: Prime form: Interval vector:

Set 3. Normal form: _____ Prime form: _____ Interval vector: _____

Set 4. Normal form: _____ Prime form: _____ Interval vector: _____

(scratch paper)

[illegible]