

ALLIANCE HIGH SCHOOL

Trial Examination

511/3

- MUSIC -

Paper 3

September 2022 - 2½ hours

Name Index Number

Candidate's Signature Date

Instructions to candidates

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of the examination in the spaces provided above.
- (c) Answer **all** the questions in this paper.
- (d) In question 4 choose **any two** parts of the question numbered (a), (b), (c) and (d).
- (e) All answers must be written in the spaces provided.
- (f) **This paper consists of 10 printed pages.**
- (g) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**

For Examiner's Use Only

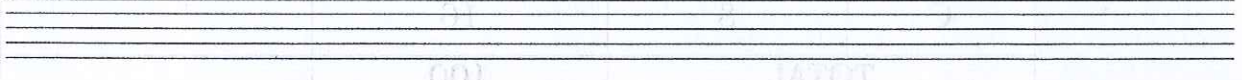
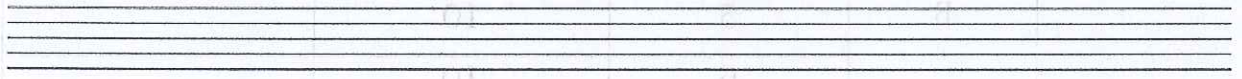
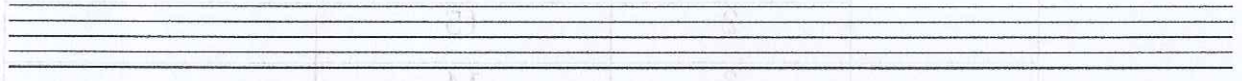
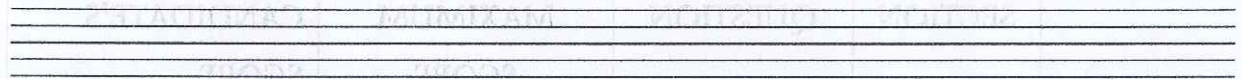
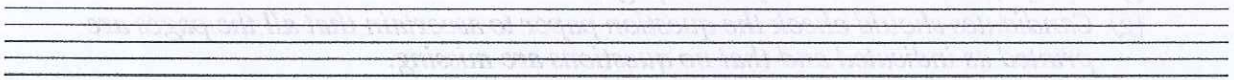
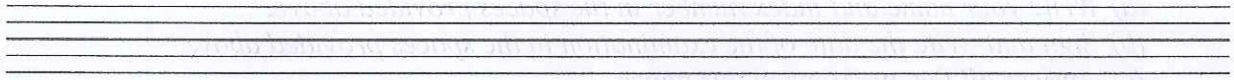
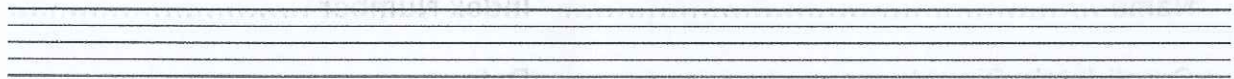
SECTION	QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
A	1 (a)	9	
	(b)	6	
	2	15	
B	3	14	
	4	14	
	5	10	
	6	10	
	7	6	
C	8	16	
TOTAL		100	

SECTION A: BASIC SKILLS (30 marks)

Answer *all* the questions in this section.

1. Melody

- (a) Copy and continue the following opening to make a 16 bar melody for voice. Modulate to the relative minor and return to the tonic. Incorporate a triplet.
(9 marks)



- (b) Compose a melody and set to it the text given below. Use the treble stave and a key of your choice. (6 marks)

*Whose woods these are I think I know. His house is in the village though;
He will not see me stopping here, To watch his woods fill up with snow.*

A set of blank musical staves for composition. It includes a grand staff (treble and bass clefs) and several individual treble clef staves, providing space for the student to write a melody and accompaniment.

2. **Harmony**

Harmonize the following melody for SATB. Choose appropriate chords from I, ii, IV, V and vi. Incorporate a $\frac{6}{4}$ chord. (15 marks)

A single treble clef staff containing a melody in G major (one sharp) and 4/4 time. The melody consists of the following notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), B4-A4 (beamed eighth notes), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (half), C4 (half), B3 (quarter), A3 (quarter), G3 (quarter), F#3 (quarter), E3 (quarter), D3 (half), C3 (half). The piece ends with a double bar line.

A blank grand staff (treble and bass clefs) provided for the student to write the SATB harmony for the melody above.

SECTION B: HISTORY OF MUSIC AND ANALYSIS (54 marks)

Answer **all** the questions in this section except in question 4 where you should answer **any two** parts of the question numbered (a) (b), (c), (d).

3. African Music

(a) Complete the table below by categorizing each of the traditional drums as either single headed or double headed. (3 marks)

Drum	Type
(i) Gandu	
(ii) Kengele	
(iii) Ngoma	
(iv) Mwinjiru	
(v) Mbeni	
(vi) Atenusu	

(b) Explain **four** features of African traditional folk songs. (4 marks)

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(c) Give **three** names of ululations and the communities that perform them. (3 marks)

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(d) Name any **four** parts of a lyre and state how each contributes to sound production. (4 marks)

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4. **Prescribed Western Composers**

Answer **any two** parts of the question numbered a, b, c, d.

(a) Antonio Vivaldi

(i) Outline **two** ways in which his father influenced his musical skill development in his childhood. (2 marks)

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(ii) State **three** features of his music that shows his contribution to the development of violin style. (3 marks)

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(iii) Give any **two** works by Vivaldi after he received commissions from European nobility and royalty. (2 marks)

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(b) Wolfgang Amadeus Mozart

(i) Outline **four** characteristic features of the last movement of Mozart's symphonies of his mature Classical style. (4 marks)

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(ii) Name **three** of his famous operas. (3 marks)

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(c) Johannes Brahms

- (i) Outline **four** ways in which Brahms's supple and masterful control of rhythm and movement distinguishes him from all his contemporaries (4 marks)

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- (ii) Give **three** reasons why Brahms is important. (3 marks)

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(d) Benjamin Britten

- (i) Outline **three** stylistic features of his operas. (3 marks)

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- (ii) Give **three** titles of his most famous works. (3 marks)

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- (iii) What instrument did he play? (1 mark)

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5. Analysis Prescribed African Music

Pokot Folksong by Ortum Boys High School

(a) Outline **four** characteristic features of the first melody in the performance.

(4 marks)

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(3 marks)

(b) Describe the performance in terms of tempo.

(1 mark)

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(c) Outline **two** ways in which harmonic effects are achieved in the last melody of the performance.

(2 marks)

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(d) Outline **three** ways in which overlapping has been used in the performance.

(3 marks)

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6. Analysis of Prescribed Western Music

FINALE (ALLEGRETTO, MA NON TROPPO) FROM CHORAL FANTASIA IN C MINOR, OP. 80 by Ludwig van Beethoven

(a) Identify the chord on which the music starts (1 mark)

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(b) Name the musical feature between Corni and the Oboi in the prelude. (1 mark)

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(c) Outline **three** features of the melody in bars 12 to 63. (3 marks)

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(d) Identify the bar numbers with tremolos in the piano section. (1 mark)

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(e) Identify **three** compositional devices used in low strings in bars 191 – 198. (3 marks)

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(3 marks)

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(f) What is the chordal progression in the music in bars 199 – 215. (1 mark)

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7. Analysis of Unprepared Music

Look at this extract and answer the questions that follow.

Carcassi

Vivace

1

6

11

16

21

26

31

36

- (a) What is the key of the music in the following bars? (1 mark)
- 1 – 6 (1 mark)
- 9 – 12 (1 mark)
- 17 – 18 (1 mark)
- (b) What type of cadence occurs in bars 7 – 8? (1 mark)
- (c) Which eight bars contain two four-bar sequences? (1 mark)
- (d) What do you notice about the rhythm in bars 17 -23? (1 mark)
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SECTION C: GENERAL MUSIC KNOWLEDGE (16 marks)

Answer *all* the questions in this section.

8. (a) Outline **five** effects of COVID-19 pandemic on the music industry in Kenya.

(5 marks)

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(b) State **four** features of the Classical Concerto.

(4 marks)

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(c) Giving an example describe a pentatonic scale.

(2 marks)

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(d) For each of the following give the musical term for the description.

Gradually quieter (1 mark)

Little by little (1 mark)

At a walking pace (1 mark)

A broken chord (1 mark)

Fading away in volume and tempo (1 mark)

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Page 10 of 10