

Test 1 Answers

Lecture

register a region of pitch, usually just high, medium, or low; instruments and voices will sound quite different in their various registers

rubato flexibly changing the tempo to be more expressive and less mechanical; especially associated with 19th-century piano music, such as Chopin's

What are the dates of the Baroque period in music? 1600-1750

Which instrument represented Juliet? flute

Which of the pieces we listened to had no discernible beat for its entirety? Hildegard, O frondens virga

Palestrina's *Sicut cervus* was polyphonic; what does that mean? more than one melody was going on at a time [note: just having more than one voice part doesn't necessarily make a piece polyphonic]

Based on my description of "Classicism" versus "Romanticism," why do you think Mozart's era is called the "Classical"? Mozart's music has a lot of balanced phrases (i.e., they're the same length as each other), and balance is something classicists tend to like

Which of our pieces was in ternary form (ABA)? Chopin's "Raindrop" Prelude

What was a difference I pointed out between classical and popular music? there were lots, but popular is usually sung, and usually has sections that aren't varied, while classical is the opposite

Text

opus number a number designating the work in chronological relationship to other works by the same composer

embouchure the placement of the lips, lower facial muscles, and jaws in playing a wind instrument

trill an ornament consisting of the rapid alternation between one note and the next

Another word for wind instruments is "aero phones."

What do we call the loudness or quietness of a piece? dynamics

Whose idea was it to "play" his voice like an instrument? Frank Sinatra

The text lists three examples of text-setting styles; which one has many notes per syllable? melismatic

What is probably the most well-known type of chamber ensemble? string quartet

What is unusual about the solo percussionist Evelyn Glennie? she's deaf

What was one of the procedures mentioned in the text for thematic development? sequencing was one, and breaking themes down into motives was another