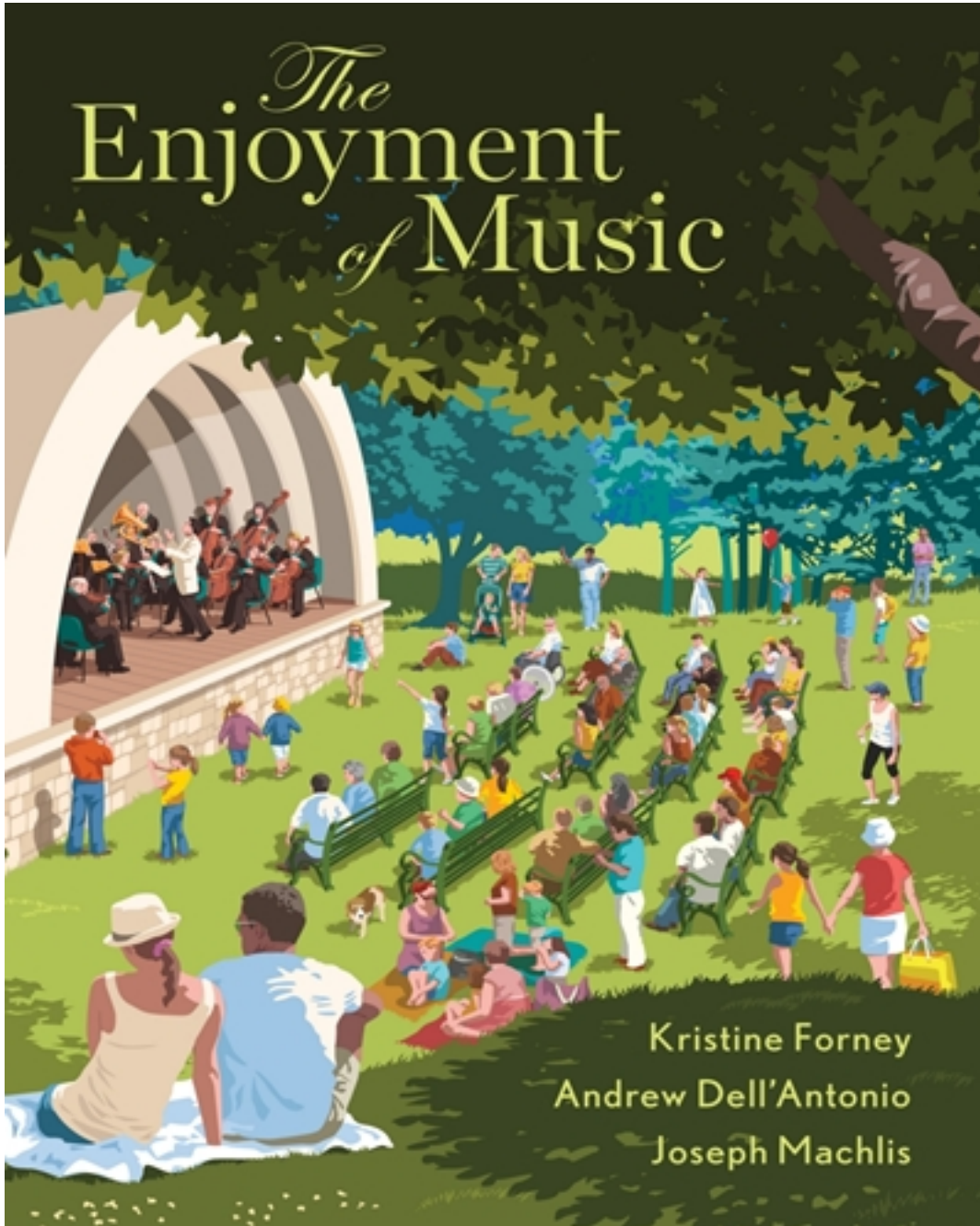


# Test Bank for Enjoyment of Music 13th Edition by Forney

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# Test Bank

# TEST BANK

*By Christopher Reali*

RAMAPO COLLEGE OF NEW JERSEY

To Accompany

# The Enjoyment of Music

THIRTEENTH EDITION

*By*

*Kristine Forney, Andrew Dell’Antonio, and Joseph Machlis*



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## CONTENTS

### **PART 1: MATERIALS OF MUSIC 1**

Prelude 1   Listening to Music	3
Chapter 1   Melody: Musical Line	7
Chapter 2   Rhythm and Meter: Musical Time	14
Chapter 3   Harmony: Musical Depth	21
Chapter 4   The Organization of Musical Sounds	27
Chapter 5   Musical Texture	35
Chapter 6   Musical Form	41
Chapter 7   Musical Expression: Tempo and Dynamics	47
Chapter 8   Text and Music	52
Chapter 9   Voices and Instrument Families	57
Chapter 10   Western Musical Instruments	63
Chapter 11   Musical Ensembles	71
Chapter 12   Style and Function of Music in Society	77
Chapter 13   Putting Music into Words	82

### **PART 2: THE MIDDLE AGES AND RENAISSANCE 87**

Prelude 2   Music as Commodity and Social Activity	89
Chapter 14   Voice and Worship: Tradition and Individuality in Medieval Chant	96
Chapter 15   Layering Lines: Polyphony at Notre Dame	103
Chapter 16   Symbols and Puzzles: Machaut and the Medieval Mind	109
Chapter 17   Singing in Friendship: The Renaissance Madrigal	115
Chapter 18   Remember Me: Personalizing the Motet in the Renaissance	121
Chapter 19   Glory Be: Music for the Renaissance Mass	127
Chapter 20   Instrumental Movements: Medieval and Renaissance Dance Music	134

### **PART 3: THE BAROQUE ERA 141**

Prelude 3   Music as Exploration and Drama	143
Chapter 21   Voicing Gender: Women Composers in Baroque Italy	150
Chapter 22   Performing Grief: Purcell and Early Opera	158

Chapter 23   Musical Sermons: Bach and the Lutheran Cantata	165
Chapter 24   Textures of Worship: Handel and the English Oratorio	173
Chapter 25   Independent Study: Billings and the North American Sacred Tradition	180
Chapter 26   Grace and Grandeur: The Baroque Dance Suite	188
Chapter 27   Sounding Spring: Vivaldi and the Baroque Concerto	195
Chapter 28   Process as Meaning: Bach and the Fugue	202

## **PART 4: EIGHTEENTH-CENTURY CLASSICISM 209**

Prelude 4   Music as Order and Logic	211
Chapter 29   Musical Conversations: Haydn and Classical Chamber Music	220
Chapter 30   The Ultimate Instrument: Haydn and the Symphony	228
Chapter 31   Expanding the Conversation: Mozart, Chamber Music, and Larger Forms	236
Chapter 32   Conversation with a Leader: The Classical Concerto	245
Chapter 33   Personalizing the Conversation: Beethoven and the Classical Sonata	252
Chapter 34   Disrupting the Conversation: Beethoven and the Symphony in Transition	260
Chapter 35   Making It Real: Mozart and Classical Opera	267
Chapter 36   Mourning a Hero: Mozart and the Requiem	275

## **PART 5: THE NINETEENTH CENTURY 283**

Prelude 5   Music as Passion and Individualism	285
Chapter 37   Musical Reading: Schubert, Schumann, and the Early Romantic Lied	293
Chapter 38   Marketing Music: Foster and Early “Popular” Song	302
Chapter 39   Dancing at the Keyboard: Chopin and Romantic Piano Music	309
Chapter 40   Musical Diaries: Hensel and Programmatic Piano Music	316
Chapter 41   Personal Soundtracks: Berlioz and the Program Symphony	323
Chapter 42   Sounding Literature: Orchestral Program Music by Mendelssohn and Grieg	331
Chapter 43   Absolutely Classic: Brahms and the Nineteenth-Century Symphony	339
Chapter 44   Multimedia Hits: Verdi and Italian Romantic Opera	346
Chapter 45   Total Art: Wagner and German Romantic Opera	354
Chapter 46   Poetry in Motion: Tchaikovsky and the Ballet	362
Chapter 47   Exotic Allure: Puccini and the Italian Verismo Tradition	369
Chapter 48   Accepting Death: Fauré and the Requiem	376

Chapter 49 | Mythical Impressions: Program Music at the End of the Nineteenth Century 383

Chapter 50 | Jubilees and Jubilation: The African-American Spiritual Tradition 391

Chapter 51 | A Good Beat: American Vernacular Music at the Close of an Era 399

## **PART 6: TWENTIETH-CENTURY MODERNISM 407**

Prelude 6 | Making Music Modern 409

Chapter 52 | Anything Goes: Schoenberg and Musical Expressionism 417

Chapter 53 | Calculated Shock: Stravinsky and Modernist Multimedia 424

Chapter 54 | Still Sacred: Religious Music in the Twentieth Century 432

Chapter 55 | War is Hell: Berg and Expressionist Opera 439

Chapter 56 | American Intersections: Jazz and Blues Traditions 446

Chapter 57 | Modern America: Still and Musical Modernism in the United States 455

Chapter 58 | Modern Experiments: Gershwin and “Cultivated Jazz” 462

Chapter 59 | Sounds American: Ives, Copland, and Musical Nationalism 469

Chapter 60 | Also American: Revueltas and Mexican Musical Modernism 477

Chapter 61 | Classic Rethinking: Bartók and the Neo-Classical Turn 484

## **PART 7: POSTMODERNISM: THE MID-TWENTIETH CENTURY AND BEYOND 493**

Prelude 7 | Beyond Modernism? 495

Chapter 62 | New Sound Palettes: Mid-Twentieth- Century American Experimentalists 504

Chapter 63 | Staged Sentiment: Bernstein and American Musical Theater 512

Chapter 64 | Less is More: Reich and Minimalist Music 519

Chapter 65 | Rolling Beethoven Over: Roots and Reworkings of Rock 526

Chapter 66 | Returning with Interest: Bowie, Glass, and Postmodern Elaboration 534

Chapter 67 | Neo-Romantic Evocations: Higdon and Program Music into the Twenty- First Century 541

Chapter 68 | Underscoring Meaning: Williams and Music for Film 548

Chapter 69 | Icons in Sound: Tavener and Postmodern Orthodoxy 556

Chapter 70 | Reality Shows: Adams and Contemporary Opera 564

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# **PART 1: MATERIALS OF MUSIC**

## PRELUDE 1      Listening to Music Today

### MULTIPLE CHOICE

1. One of the best ways to “study” music is by
- repeated listening.
  - listening to music while doing homework.
  - watching TV with music playing in the background.
  - All of the answers shown here.

ANS: A                      DIF: Easy                      REF: 4                      TOP: Listening to music  
MSC: Applying

2. Setting aside all distractions and letting the music be the foreground activity is called
- musical memory.
  - active listening.
  - passive listening.
  - repeated listening.

ANS: B                      DIF: Easy                      REF: 5                      TOP: Listening to music  
MSC: Applying

3. How can you develop musical memory for instrumental works?
- concentrate on major events
  - concentrate on patterns
  - concentrate on memorable moments
  - all of the answers shown here.

ANS: D                      DIF: Moderate                      REF: 5                      TOP: Listening to music  
MSC: Applying

4. One principle of Western musical practice as well as other world traditions is
- the return of major (musical) events, patterns, or memorable moments.
  - never hearing the same melody twice.
  - only hearing the main melody at the beginning of a piece.
  - None of the answers shown here.

ANS: A                      DIF: Moderate                      REF: 5                      TOP: Listening to music  
MSC: Applying

5. Musical memory will help a person
- develop a sense of time.
  - understand why the composer wrote the piece.
  - better understand the cultural forces that shaped a work.
  - better understand the hidden meaning of some musical works.



ANS: A                      DIF: Moderate                      REF: 5                      TOP: Listening to music  
MSC: Applying

6. What are some of the criteria that shape a performer's interpretation of a musical work?
- a. variations in tempo
  - b. changes to dynamics
  - c. changes in voices or instruments
  - d. All answers shown here.

ANS: D                      DIF: Moderate                      REF: 6                      TOP: Listening to music  
MSC: Applying

7. Repeated encounters with a musical work will help one to
- a. develop a familiarity with the piece.
  - b. gain an understanding of the work.
  - c. develop critical listening skills.
  - d. All answers shown here.

ANS: D                      DIF: Moderate                      REF: 4                      TOP: Listening to music  
MSC: Applying

#### TRUE/FALSE

1. In daily life, we often listen to music as a background to another activity.

ANS: T                      DIF: Easy                      REF: 4                      TOP: Listening to music  
MSC: Remembering

2. Listening to music at home is just about the same experience as hearing it live.

ANS: F                      DIF: Easy                      REF: 4                      TOP: Listening to music  
MSC: Applying

3. Repeated listening is NOT a good way to "study" music.

ANS: F                      DIF: Moderate                      REF: 4                      TOP: Listening to music  
MSC: Applying

4. Active listening is when one listens to music while working out at the gym.

ANS: F                      DIF: Moderate                      REF: 5                      TOP: Listening to music  
MSC: Remembering

5. Developing musical memory is easier initially when listening to music in a foreign language.

ANS: F                      DIF: Moderate                      REF: 5                      TOP: Listening to music  
MSC: Applying

6. Some composers provide a program, or story, to follow in instrumental works.

ANS: T                      DIF: Easy                      REF: 5                      TOP: Listening to music  
MSC: Remembering

7. Each performance of a musical work is unique.

ANS: T                      DIF: Easy                      REF: 5                      TOP: Listening to music  
MSC: Remembering

8. In early times, performers adapted their interpretations of works based on the resources available at the time.

ANS: T                      DIF: Moderate                      REF: 6                      TOP: Listening to music  
MSC: Remembering

9. Musical instruments have changed very little over time.

ANS: F                      DIF: Easy                      REF: 6                      TOP: Listening to music  
MSC: Applying

10. As one listens to a piece, one should allow oneself to respond both objectively and subjectively to the music.

ANS: T                      DIF: Moderate                      REF: 5                      TOP: Listening to music  
MSC: Analyzing

## ESSAY

1. Explain how the expression “practice makes perfect” applies to listening to music.

ANS:  
Answers will vary.

DIF: Moderate                      REF: 4–5                      TOP: Listening to music  
MSC: Analyzing

2. Explain how one can develop one’s listening skills.

ANS:

Answers will vary.

DIF: Moderate      REF: 4–6      TOP: Listening to music

MSC: Applying

3. What are some of the criteria that shape a performer's interpretation of a work?

ANS:

Answers will vary.

DIF: Moderate      REF: 5–6      TOP: Listening to music

MSC: Applying

## CHAPTER 1      Melody: Musical Line

### MULTIPLE CHOICE

1. In determining pitch, what is meant by frequency?
- a. how often the pitch is heard
  - b. how fast the pitches are played
  - c. the span between the highest and lowest notes
  - d. the number of vibrations per second

ANS: D                      DIF: Easy                      REF: 7                      TOP: Melody  
MSC: Remembering

2. Musical sounds are represented by symbols called
- a. pitches.
  - b. cues.
  - c. notes.
  - d. amplitudes.

ANS: C                      DIF: Easy                      REF: 7                      TOP: Melody  
MSC: Remembering

3. By definition, a musical sound has
- a. a perceivable pitch and a measurable frequency.
  - b. a certain volume.
  - c. a distinct timbre.
  - d. all answers shown here.

ANS: D                      DIF: Moderate                      REF: 7                      TOP: Melody  
MSC: Remembering

4. A succession of single tones or pitches perceived as a unit is called a(n)
- a. interval.
  - b. melody.
  - c. harmony.
  - d. chord.

ANS: B                      DIF: Easy                      REF: 7                      TOP: Melody  
MSC: Remembering

5. The distance between the highest and lowest tones of a melody is called the
- a. tempo.
  - b. range.
  - c. phrase.
  - d. tonic.

ANS: B                      DIF: Easy                      REF: 7                      TOP: Melody  
MSC: Remembering

6. The distance between two pitches is called a(n)

- a. interval.
- b. phrase.
- c. cadence.
- d. counter melody.

ANS: A                      DIF: Easy                      REF: 8                      TOP: Melody  
MSC: Remembering

7. Which term describes a melody that moves by small intervals?

- a. consonant
- b. conjunct
- c. dissonant
- d. disjunct

ANS: B                      DIF: Moderate                      REF: 8                      TOP: Melody  
MSC: Remembering

8. A melody can be characterized by

- a. its range.
- b. its shape.
- c. the way it moves.
- d. all answers shown here.

ANS: D                      DIF: Moderate                      REF: 7–8                      TOP: Melody  
MSC: Analyzing

9. Why is Beethoven's *Ode to Joy* easy to sing?

- a. It has a wide range.
- b. It is conjunct.
- c. It has phrases of unequal lengths.
- d. It has no cadences.

ANS: B                      DIF: Difficult                      REF: 8                      TOP: Melody  
MSC: Analyzing

10. A unit of meaning within the larger structure of a melody is called a

- a. phrase.
- b. stanza.
- c. cadence.
- d. climax.

ANS: A                      DIF: Moderate                      REF: 8                      TOP: Melody  
MSC: Remembering

11. The resting place at the end of a phrase is called a

- a. pause.
- b. period.
- c. cadence.
- d. comma.

ANS: C                      DIF: Moderate                      REF: 8                      TOP: Melody  
MSC: Remembering

12. Musical punctuation, which is similar to a comma or period in a sentence, is called a

- a. cadence.
- b. syncopation.
- c. chord.
- d. scale.

ANS: A                      DIF: Moderate                      REF: 8                      TOP: Melody  
MSC: Remembering

13. The striking emotional effect created by the high point in a melodic line is called the

- a. cadence.
- b. counter melody.
- c. climax.
- d. range.

ANS: C                      DIF: Moderate                      REF: 9                      TOP: Melody  
MSC: Remembering

14. A melody added to, or played against, another melody is called a

- a. cadence.
- b. phrase.
- c. counter melody.
- d. tune.

ANS: C                      DIF: Moderate                      REF: 9                      TOP: Melody  
MSC: Remembering

15. A note designates frequency and

- a. duration.
- b. volume.
- c. timbre.
- d. range.

ANS: A                      DIF: Moderate                      REF: 7                      TOP: Melody  
MSC: Remembering

16. In terms of a musical note, duration refers to

- a. length of time.
- b. timbre.
- c. volume.
- d. None of the answers shown here.

ANS: A                      DIF: Easy                      REF: 7                      TOP: Melody  
MSC: Remembering

17. The distinct quality of a pitch is called

- a. tone color or timbre.
- b. volume.
- c. duration.
- d. melody.

ANS: A                      DIF: Moderate                      REF: 7                      TOP: Melody  
MSC: Applying

18. Which term refers to the overall shape of a melody?

- a. contour
- c. range

b. interval

d. cadence

ANS: A

DIF: Moderate

REF: 8

TOP: Melody

MSC: Applying

19. A melody that moves in large, disconnected intervals is described as

a. conjunct.

c. pitchy.

b. disjunct.

d. easy to sing.

ANS: B

DIF: Difficult

REF: 8

TOP: Melody

MSC: Analyzing

20. In terms of text, this diagram, *a b a b*, refers to

a. the rhyme scheme.

c. the melody.

b. the overall form of the music.

d. pitch.

ANS: A

DIF: Difficult

REF: 9

TOP: Melody

MSC: Analyzing

## TRUE/FALSE

1. The length or size of a vibrating object has no effect on pitch.

ANS: F

DIF: Easy

REF: 7

TOP: Melody

MSC: Remembering

2. A musical note is the symbolic representation of a sound with pitch and duration.

ANS: T

DIF: Moderate

REF: 7

TOP: Melody

MSC: Remembering

3. Tone color is a property of pitch.

ANS: T

DIF: Moderate

REF: 7

TOP: Melody

MSC: Remembering

4. The overall shape of a melody is called its range.

ANS: F

DIF: Moderate

REF: 7

TOP: Melody

MSC: Remembering

5. Melodies that move principally by small, connected intervals are conjunct.





MSC: Remembering

14. A singer or instrumentalist will pause to draw a breath at a cadence.

ANS: T                      DIF: Moderate                      REF: 9                      TOP: Melody

MSC: Remembering

15. The component units of a melody have no relationship to sentence structure.

ANS: F                      DIF: Moderate                      REF: 8                      TOP: Melody

MSC: Applying

## ESSAY

1. Describe the elements that contribute to the sound of a pitch.

ANS:

Answers will vary.

DIF: Moderate                      REF: 7–8                      TOP: Melody                      MSC: Applying

2. What are the features that give each melody a distinctive character?

ANS:

Answers will vary.

DIF: Moderate                      REF: 8–9                      TOP: Melody                      MSC: Analyzing

3. Compare the structure of a melody with the form of a sentence.

ANS:

Answers will vary.

DIF: Difficult                      REF: 8–9                      TOP: Melody                      MSC: Analyzing

4. Describe the differences between the melodies for *Ode to Joy*, *Joy to the World*, and *The Star-Spangled Banner*.

ANS:

Answers will vary.

DIF: Difficult                      REF: 8–9                      TOP: Melody                      MSC: Analyzing

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