

Chapter 3 Assignment 1

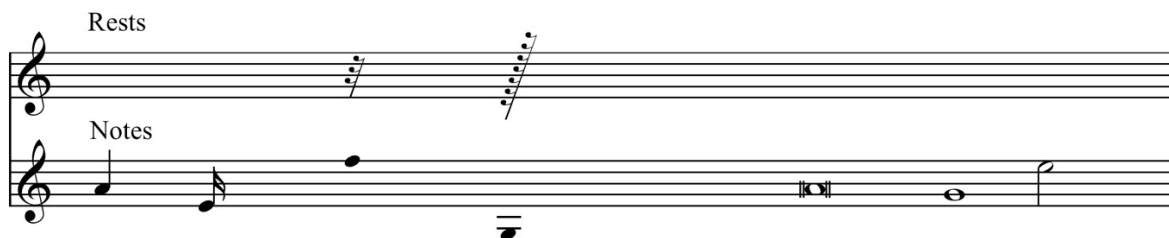
1. Draw appropriate stems for each pitch.



2. Express each given duration in a different way. For example, use ties and/or dots.



3. Give the rest equivalent for each note and the note equivalent for each rest.



Chapter 3 Assignment 2

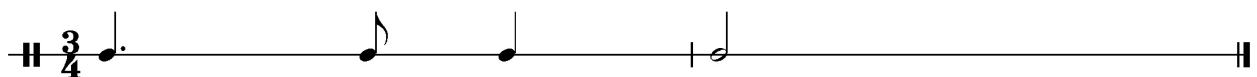
1. For the following time signatures, indicate whether each is a) duple, triple, or quadruple and b) simple or compound.

	Duple, triple, or quadruple?	Simple or compound?
6/8		
4/2		
12/16		
9/8		
3/4		
2/2		
C		
6/4		

2. For each of the following examples, provide two possible time signatures.



3. For each of the following, complete the final bar with a) one duration and then b) one rest value.



4. For each example, write out the locations of metrical accents resulting from the division of the beat, the beat, and the measure pulses implied by the time signature.

Measure:

Beat:

Division:



Example 1. Ludwig van Beethoven, *Piano Sonata No. 9 in E Major, Op. 14 No. 1, II*, mm. 1-8 (1799).

Measure:

Beat:

Division:

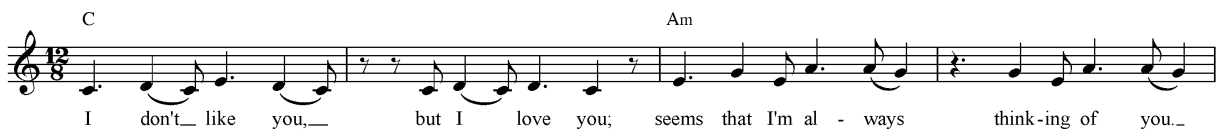


Example 2. C.P.E. Bach, *Sonata in F Major, Wq. 56/4, H. 269, I*, mm. 1-4 (1780).

Measure:

Beat:

Division:



Example 3. William “Smokey” Robinson, “You’ve Really Got a Hold on Me,” mm. 6-9 (1962).

Measure:

Beat:

Division:



Example 4. Scott Joplin, “The Entertainer,” mm. 5-8 (1902).

Chapter 3 Assignment 3

1. Write the correct time signature for each rhythm and then indicate the beat value, whether the meter is duple, triple, or quadruple, and whether it is simple or compound.

a. 

b. 

c. 

d. 

2. Rewrite the following melodies using appropriate stem directions and beams and bar lines to express the metrical hierarchy as clearly as possible.

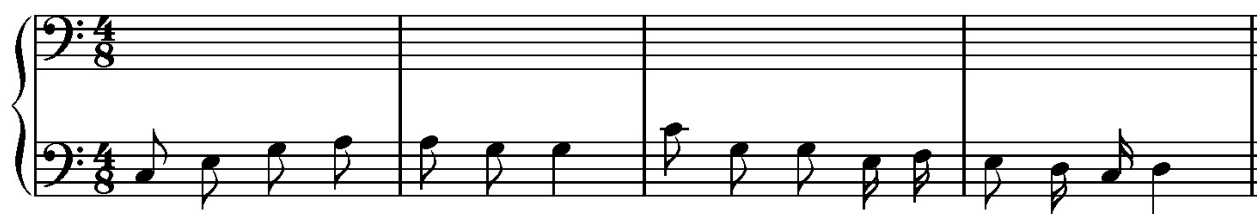


p opt. con sordino

Example 1. Maria Theresia von Paradis, *Sicilienne*, mm. 1-4 (early 19th c.).



Example 2. Tito Puente, "Oye Como Va" mm. 35-38 (1962).



Example 3. Engelbert Humperdinck, *Hänsel und Gretel*, mm. 1-4 (1891-92).



Example 4. Frederick the Great, "The King's Theme" from J.S. Bach, *The Musical Offering*, BWV 1079 (1747).

Our lit - tle ar - my boy is com - ing home from B. F. P. O.

We've a bunch of pur - ple flow'rs to de - co - rate mam - my's he - ro.

Example 5. Kate Bush, "Army Dreamers," 0:21-0:31 (1980).

3. Rewrite the following examples to better reflect the metrical hierarchy, changing beams and the expression of rhythmic values (ties vs. dots, etc.).



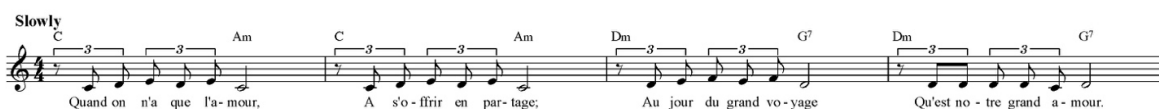
Chapter 3 Assignment 4

1. For each of the following examples, how does the perceived meter conflict with the notated meter?



Example 1. J.S. Bach, “Gavotte I” from *English Suite No. 3 in G Minor, BWV 808*, mm. 1-4 (ca. 1722).

<https://www.youtube.com/watch?v=XhYGOR4iiSo>



Example 2. Jacques Brel, “Quand on n’a que l’amour,” mm. 3-6 (1957).

<https://www.youtube.com/watch?v=IG6KiBNsrPU>

2. **Composition 1:** Compose a four-measure piece in 3/4. Use only quarter notes and eighth notes. Though the time signature will remain as 3/4 throughout, make m. 3 sound like 6/8.

3. **Composition 2:** Compose a four-measure piece in 6/8. Use only dotted quarter notes, eighth notes, and sixteenth notes. Though the time signature will remain as 6/8 throughout, make m. 3 sound like 3/4.

4. **Performance:** Learn the two different notated versions of the following melody on your instrument. Record performances of each version. Which was easier to learn? Why?





Example 3. Seal, “Kiss From a Rose,” mm. 1-4 (1994): in (a) 3/4 and (b) 6/8.