

*Music.—For Classes D and E. Time allowed : 3 hours.*

## INSTRUCTIONS TO CANDIDATES.

(a.) For the sake of uniformity it is requested that the notes of the scale be referred to by their Tonic Sol-fa names—Doh, Ray, Me, Fah, Soh, Lah, Te—or their initial letters.

(b.) The Tonic Sol-fa terminology is used throughout this paper as being the more generally known among school teachers; but, where it is considered necessary, explanations in ordinary musical language are given in brackets, thus: "Three-pulse measure [Triple time]."

(c.) Answers requiring the use of the Staff notation may be written in their proper place in the body of the paper, candidates ruling their own staves.

(d.) All candidates are expected to attempt the practical work (Question 13).

1. Show by a diagram one octave of (a) the diatonic major scale; (b) the harmonic minor scale, with the tones and semitones properly spaced. [The diagram should be sufficient in itself, without written explanation.]

2. Write, in either notation, a time exercise of eight two-pulse measures [eight bars of duple time], introducing one-pulse, half-pulse, and quarter-pulse tones [crotchets, quavers, and semi-quavers]; also pulse-and-a-half tones [dotted crotchets], and whole-pulse and half-pulse silences [crotchet and quaver rests]. The exercise to be written on one note throughout.

3. Give examples, in either notation, of an augmented fourth, a minor seventh, a diminished (or imperfect) fifth, and an augmented second. In what form of scale does the latter interval occur?

4. Distinguish between simple and compound times; and write in either notation a few measures [bars] of compound time.

5. Give the meanings of (a) Sostenuuto, (b) Legato, (c) dolce, (d) morendo, (e) piu animato, (f) sforzando.

6. Describe some simple exercises for training the ear, suitable for classes of children.

7. How would you teach a round? What is the chief use of rounds in school classes?

8. Name the three principal chords in a key.

9. How should boys' voices be trained, with the view of developing the proper singing voice and securing sweetness of tone?

10. What subjects would you introduce in an ordinary class-singing lesson of thirty minutes?

11. In some mixed classes it is customary in part singing to make all the girls sing treble, and all the boys alto or second treble. Criticize this plan.

12. Write, as for a class (in either notation), any tune you can remember.

13. Take the practical tests.

Any two of the following phrases to be imitated by the candidate from the Examiner's pattern:—

<p>Key F.</p> <p>(a.) { s : f   m : t   d : —   :   </p> <p>Key C.</p> <p>(c.) { s : m   t : l   s : —   :   </p>	<p>Key F.</p> <p>(b.) { m : fe   s : t   d : —   :   </p> <p>Key C.</p> <p>(d.) { d : r   m : s   d : —   :   </p>
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The following time test to be sung to Lah, on any convenient note, the Examiner giving the rate of speed.

About ♩ = 66.

{ 1 : 1.1 | 1.1 : 1 | 1 : 1.1,1 | 1 : 1.1,1 : 1 | 1.1 : 1 | 1.1 : 1 | 1.1 : 1 | 1 : — ||

The following tune test to be sung to the sol-fa syllables, and then to Lah, the Examiner giving the key-note:—

Key G.

{ d : m | s : — f | m.r : d.r | m : d | f : m | r : — s | s.fe : m.fe | s : — }  
 { s : t | r : — f | m.r : de.r | m : s | d : ta | l.t : d.r | m : r | d : — ||

[The same tests in the staff notation.]

Any two of the following phrases to be imitated by the candidate from the Examiner's pattern:—

(a)

(b)

(c)

(d)

About ♩ = 66. The following time test to be sung to Lah, on any convenient note, the Examiner giving the rate of speed:—