Fill in the note names for:

<table>
<thead>
<tr>
<th>Treble clef</th>
<th>Bass clef</th>
</tr>
</thead>
<tbody>
<tr>
<td>line 5</td>
<td>line 5</td>
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<tr>
<td>space 4</td>
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<td>space 1</td>
<td>space 1</td>
</tr>
<tr>
<td>line 1</td>
<td>line 1</td>
</tr>
</tbody>
</table>

Which mnemonic phrases will you use for the treble clef and bass clef?

To the right, please find all the octave designations for C zero to C nine.

Discussion Questions:

Please think of at least two reasons why early Middle-Ages ("early Medieval") Western European cultures did not need precise musical notation:

What “problem” was staff notation trying to solve?

What sorts of societal or cultural changes might have been happening around the 11th and 12th centuries to make staff notation so immediately popular?

In American culture, the percent of the population who can read music peaked in the early 20th century and has been declining ever since (Taruskin 2009). Why do you think this is? Is it because there are aspects of our culture that are similar to that of the Middle Ages? Is it because we are developing some new/novel societal characteristics? In other words, does this trend arise from society regressing or progressing? Or neither?
To register, go to:
http://owl.oit.umass.edu/partners/demo/register.html
and set up a username and password that you can then use at:
http://owl.oit.umass.edu/partners/demo/login.html
to log into the system.

We’ve placed some selected supplementary readings and reading-response prompts here:

googl/sy93G4
do not circulate

Each of the online homework assignments is described below:

1: Overview & Time in Music – *This homework reviews some basic definitions, and corresponds to Units 1 and 2 in the supplementary readings.*

2: Elements of Pitch – *Here, we drill some general ideas and definitions concerning how pitch is generated and organized. This corresponds to Unit 3.*

3: Metric and Rhythmic Notation – *This homework deals with note values, time signatures, and the like. It corresponds to Unit 4.*

4: Pitch Notation – *Students drill their pitch reading ability in this homework. It corresponds to Unit 5; there is a practice module to prepare students to undertake the timed homework.*

5: Musical Key – *This homework and its corresponding practice module help students practice analyzing the structure of scales and identifying keys. They correspond to Units 6 and 7.*

6: Intervals – *Students practice identifying and creating particular intervals between two pitches. This corresponds to Unit 8.*

7: Compound Meter – *This homework and practice module focus on analyzing compound meter and contrasting it with the simple meters used in homework 3. They correspond to Unit 9.*

8: Minor Keys – *This homework and practice module step through exercises similar to homework 5, now focusing on minor keys rather than major keys, as well as on discriminating between these two modes, and the identification of less-used modes. It corresponds to Units 10 and 12.*

9: Chords and Inversions – *Here, students identify the kind of triad they are presented with. It corresponds to Unit 13.*

10: Texture: *This homework asks students to discriminate between and identify different musical textures, and corresponds to Unit 15.*

11: Timber and Instrumentation: Here, students identify the sounds of different instruments while learning the categories of different types of instruments. It is untimed, and corresponds to Unit 16.

12: More on Chords and Inversions: *This extra-credit assignment helps students drill the more sophisticated aspects of Unit 13.*

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