

# Assignments and Drills

## Assignment 3.01

The objective of this assignment is efficient numeric classification of intervals.

Instructions: Write the *numeric classification* of each harmonic interval in the space provided. Measure one is done for you. Try to complete the assignment in less than five minutes. REFER BACK TO EXAMPLE 3.01 IF NECESSARY.

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

21 22 23 24 25

26 27 28 29 30

## Assignment 3.02

The objective of this assignment is efficient quality designation of intervals.

Instructions: Go back through assignment 3.01 and indicate the *quality* of each interval. For example, the answer to measure one is m3, measure two is P4, etc. Try to complete the assignment in less than ten minutes. REFER BACK TO EXAMPLES 3.05—3.14 IF NECESSARY.

**Assignment 3.03**

*The objective of this assignment is efficient numeric classification of intervals.*

Instructions: Write the *numeric classification* of each harmonic interval in the space provided. Measure one is done for you. Try to complete the assignment in less than four minutes. REFER BACK TO EXAMPLE 3.01 IF NECESSARY.

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

21 22 23 24 25

26 27 28 29 30

**Assignment 3.04**

*The objective of this assignment is efficient quality designation of intervals.*

Instructions: Go back through assignment 3.03 and indicate the *quality* of each interval. For example, the answer to measure one is M7, etc. Try to complete the assignment in less than ten minutes. REFER BACK TO EXAMPLES 3.05—3.14 IF NECESSARY.

Assignment 3.05

The objective of this assignment is efficient identification of interval qualities.

Instructions: Each system contains a different numeric classification of intervals. The first system has thirds, the second system has fourths, the third system has fifths, the fourth system has sixths, and the final system has sevenths. Write the *quality* of each harmonic interval in the space provided. Measure one is done for you. Try to complete the assignment in less than ten minutes. REFER BACK TO EXAMPLES 3.01, 3.05—3.14, AND 3.16 IF NECESSARY.

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

21 22 23 24 25

Detailed description: The image shows five systems of musical notation, each with five measures. The first system (measures 1-5) is in treble clef with a key signature of one sharp (F#). Measure 1 contains a G4-A4 interval with the letter 'A' written below it. The second system (measures 6-10) is in bass clef with a key signature of one flat (Bb). The third system (measures 11-15) is in bass clef with a key signature of one sharp (F#). The fourth system (measures 16-20) is in bass clef with a key signature of one flat (Bb). The fifth system (measures 21-25) is in treble clef with a key signature of one sharp (F#). Each measure contains a pair of notes forming an interval, and a blank line is provided below each measure for the student to write the interval quality.

Assignment 3.06

The objective of this assignment is creation and identification of enharmonic intervals.

Instructions: To the right of each interval in assignment 3.05, write an enharmonic interval and label it below. For example, in the space next to the A3 in measure one, write the notes G (second line) and C (third space), and label the interval P4. When writing an enharmonic interval, one note stays the same as in the original interval, but the other note will be respelled. REFER BACK TO EXAMPLES 3.15, 3.16, AND 3.17 IF NECESSARY.

**Assignment 3.07**

*The objective of this assignment is efficient inversion of intervals.*

1. In the extra space in measures 1 through 15, invert each second to a seventh.
2. In the extra space in measures 16 through 30, invert each third to a sixth.

Try to complete the assignment in less than six minutes.

REFER BACK TO EXAMPLES 3.12 AND 3.13 IF NECESSARY.

**Assignment 3.08**

*The objective of this assignment is efficient identification of intervals.*

Instructions: Go back through assignment 3.07 and label each interval. For example, measure one will be M2, m7; measure two will be m2, M7. Try to complete the assignment in less than fifteen minutes. REFER BACK TO THE BOTTOM OF PAGE 60 AND EXAMPLES 3.10—3.14 IF NECESSARY.

**Assignment 3.09**

*The objective of this assignment is efficient inversion of intervals.*

1. In the extra space in measures 1 through 15, invert each sixth.
2. In the extra space in measures 16 through 30, invert each seventh.

Try to complete the assignment in less than five minutes.

REFER BACK TO EXAMPLES 3.12 AND 3.13 IF NECESSARY.

The image displays 30 numbered measures of musical notation, arranged in six rows of five measures each. Each measure contains a pair of notes with a blank space below them for the student to write the inverted interval. The notes and their positions are as follows:

- Measure 1: Treble clef, G4 (line 2), F4 (space 4)
- Measure 2: Treble clef, G#4 (line 3), F4 (space 4)
- Measure 3: Treble clef, G#4 (line 3), F4 (space 4)
- Measure 4: Treble clef, G4 (line 2), F#4 (space 4)
- Measure 5: Treble clef, G4 (line 2), F#4 (space 4)
- Measure 6: Bass clef, G#3 (line 1), F4 (space 4)
- Measure 7: Bass clef, G#3 (line 1), F4 (space 4)
- Measure 8: Bass clef, G4 (line 2), F4 (space 4)
- Measure 9: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 10: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 11: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 12: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 13: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 14: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 15: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 16: Treble clef, G#4 (line 3), F#4 (space 4)
- Measure 17: Treble clef, G#4 (line 3), F#4 (space 4)
- Measure 18: Treble clef, G#4 (line 3), F#4 (space 4)
- Measure 19: Treble clef, G#4 (line 3), F#4 (space 4)
- Measure 20: Treble clef, G#4 (line 3), F#4 (space 4)
- Measure 21: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 22: Bass clef, G4 (line 2), F#4 (space 4)
- Measure 23: Bass clef, G#4 (line 3), F#4 (space 4)
- Measure 24: Bass clef, G#4 (line 3), F#4 (space 4)
- Measure 25: Bass clef, G#4 (line 3), F#4 (space 4)
- Measure 26: Bass clef, G#4 (line 3), F#4 (space 4)
- Measure 27: Bass clef, G#4 (line 3), F#4 (space 4)
- Measure 28: Bass clef, G#4 (line 3), F#4 (space 4)
- Measure 29: Bass clef, G#4 (line 3), F#4 (space 4)
- Measure 30: Bass clef, G#4 (line 3), F#4 (space 4)

**Assignment 3.10**

*The objective of this assignment is efficient identification of intervals.*

Instructions: Go back through assignment 3.09 and label each interval. Try to complete the assignment in less than fifteen minutes.

REFER BACK TO THE BOTTOM OF PAGE 60 AND EXAMPLES 3.10—3.14 IF NECESSARY.

The objective of this assignment is efficient identification of intervals.

Instructions: Identify each interval by numeric classification *and* quality. Measures 1 through 15 are harmonic; measures 16 through 30 are melodic. Measures 1 and 16 are done for you. Try to complete the assignment in less than ten minutes. REFER BACK TO EXAMPLES 3.01, 3.02, AND 3.05—3.14 IF NECESSARY.

The musical score consists of three systems of staves, each with five numbered measures. The first system (measures 1-5) is in treble clef. Measure 1 shows a D4 and G4 chord with the interval 'd5' written below. The second system (measures 6-10) is in bass clef. The third system (measures 11-15) is in bass clef. The fourth system (measures 16-20) is in treble clef. Measure 16 shows a B4 and D5 interval with 'm3' written below. The fifth system (measures 21-25) is in bass clef. The sixth system (measures 26-30) is in bass clef. Each measure has a horizontal line below it for the student to write the interval classification and quality.

Assignment 3.12

The objective of this assignment is efficient identification of intervals.

Instructions: Identify each interval by numeric classification *and* quality. Measures 1 through 15 are harmonic; measures 16 through 30 are melodic. Try to complete the assignment in less than ten minutes. REFER BACK TO EXAMPLES 3.01, 3.02, 3.05—3.14, AND 3.16 IF NECESSARY.

The image displays 30 measures of musical notation for interval identification. Measures 1-15 are harmonic intervals, and measures 16-30 are melodic intervals. Each measure is numbered and has a blank line below it for the student's answer.

- Measures 1-5: Treble clef, harmonic intervals.
- Measures 6-10: Bass clef, harmonic intervals.
- Measures 11-15: Bass clef, harmonic intervals.
- Measures 16-20: Treble clef, melodic intervals.
- Measures 21-25: Bass clef, melodic intervals.
- Measures 26-30: Bass clef, melodic intervals.

Assignment 3.13

The objective of this assignment is creation and identification of enharmonic intervals.

Instructions: To the right of each *harmonic* interval (measures 1 through 15 only), write an enharmonic interval and label it below. For example, in the space next to the d2 in measure one, write the notes A# (second space) twice, and label the interval P1, or write the notes B<sup>b</sup> (third line) twice, and label it P1. REFER BACK TO EXAMPLE 3.15, 3.16, AND 3.17 IF NECESSARY.

The objective of this assignment is efficient creation of intervals.

Instructions: Create the requested harmonic interval *above* the note provided without altering the note that is given. Try to complete the assignment in less than fifteen minutes.

REFER BACK TO EXAMPLES 3.01—3.16 IF NECESSARY.

1 M2

2 m3

3 m6

4 M6

5 P5

6 m2

7 M3

8 P4

9 m7

10 M7

11 P4

12 A5

13 m3

14 m7

15 P5

16 m2

17 m2

18 m3

19 M3

20 A8

21 M2

22 M3

23 d3

24 m2

25 M6

26 A1

27 P4

28 P5

29 m2

30 M3

The objective of this assignment is efficient creation of intervals.

Instructions: Create the requested harmonic interval *above* the note provided without altering the note that is given. Try to complete the assignment in less than fifteen minutes.

REFER BACK TO EXAMPLES 3.01—3.16 IF NECESSARY.

1 M6

2 m6

3 M3

4 M3

5 P5

6 M6

7 m3

8 M3

9 m7

10 A2

11 d3

12 P5

13 M3

14 M2

15 A3

16 M2

17 d2

18 d4

19 M3

20 #d3

21 M2

22 m3

23 m7

24 AA4

25 m6

26 #d3

27 d8

28 dd5

29 A4

30 P4

The objective of this assignment is efficient creation of intervals.

Instructions: Create the requested harmonic interval *below* the note provided without altering the note that is given. Try to complete the assignment in less than fifteen minutes.

REFER BACK TO EXAMPLES 3.01—3.16 IF NECESSARY.

1 M2      2 m3      3 P4      4 P5      5 m6

6 M7      7 m3      8 M3      9 m3      10 m7

11 M6      12 P5      13 M7      14 m3      15 P4

16 m2      17 m2      18 m3      19 M2      20 A7

21 m2      22 A2      23 M2      24 M7      25 A8

26 d5      27 A4      28 M3      29 P4      30 M3

The objective of this assignment is efficient creation of intervals.

Instructions: Create the requested harmonic interval *below* the note provided without altering the note that is given. Try to complete the assignment in less than fifteen minutes.

REFER BACK TO EXAMPLES 3.01—3.16 IF NECESSARY.

The assignment consists of 30 numbered exercises, each with a given note and a requested interval to be created below it. The exercises are arranged in five groups of six, alternating between treble and bass clefs.

Exercise	Given Note	Requested Interval
1	A5	A5
2	#C5	M3
3	Bb4	P4
4	D5	d5
5	#C5	m6
6	#C4	M7
7	D4	M6
8	Bb4	P5
9	D4	P4
10	D4	m3
11	D3	M6
12	#C3	A3
13	Bb3	d2
14	Bb3	M3
15	D3	P4
16	#C4	P4
17	D4	P5
18	Bb4	d4
19	Bb4	M2
20	#C4	P4
21	Bb3	m2
22	D3	m2
23	#C3	m7
24	D3	M6
25	#C3	m3
26	#C3	M3
27	D3	m7
28	D3	M7
29	#C3	P5
30	Bb3	A8

The objective of this assignment is efficient identification of compound intervals.

Instructions: Identify each *compound interval* on the grand staff below. In the second blank, write the *reduction* of the interval. Try to complete the assignment in less than ten minutes.

Measure one is done for you. REFER BACK TO THE FIRST PARAGRAPH OF CHAPTER THREE IF NECESSARY.

1                      2                      3                      4                      5

m10 m3    \_\_\_\_\_

6                      7                      8                      9                      10

\_\_\_\_\_

11                      12                      13                      14                      15

\_\_\_\_\_

16                      17                      18                      19                      20

\_\_\_\_\_

## Questions for Review

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1. What is the difference between *melodic* and *harmonic* intervals?
2. What is the difference between the terms *harmonic* and *enharmonic*?
3. What is meant by *numeric classification* of intervals?
4. What is meant by the *quality* of the interval?
5. Why is the interval of F - B an *augmented* fourth when all other unaltered fourths are *perfect*?
6. Explain the process of inversion.
7. What is meant by the term *tritone*?