

THE YOLANDA AND DAVID KATZ FACULTY OF THE ARTS THE BUCHMANN – MEHTA SCHOOL OF MUSIC IN COOPERATION WITH THE PHILHARMONIC ORCHESTRA ZURIN MEHTA - HONDRARY PRESIDENT הפקולטה לאמנויות ע״ש יולנדה ודוד כץ בית הספר למוזיקה ע״ש בוכמן – מהטה בשיתוף התזמורת הפילהרמונית הישראלית נשיא כבוד – זובין מהטה

<u>Placement Examination for Master's Degree at the Buchmann-Mehta School of Music</u> Theoretical Examination – Sample Questions

The following sample questions reflect the level of knowledge in music theory attained at the end of the undergraduate studies in the music performance and musicology tracks at the Buchmann-Mehta School of Music. As part of the admission procedure for Master's degree, these theoretical skills (as well as additional skills) will be evaluated in a placement examination according to the specifications provided on the school's Internet site. The purpose of the sample questions below is to help candidates prepare for this placement exam, but the School of Music is not bound to maintain the same format or level of difficulty in the actual exam. Generally speaking, the following sample questions are more extensive than the corresponding sections of the actual placement exam – the idea is to allow candidates prepare for a wide range of questions and possible exam topics. Please scroll to the end of the file for a list of topics and bibliographical references. Please find additional harmonization assignments on P. 9.

I. Formal and harmonic analysis of a sonata form movement

Please find below the first movement of Beethoven's 9th Piano Sonata in E major Op. 14, no. 1. After listening to the piece please answer the following questions:

- 1. Musical punctuation in the exposition and the structure of the primary theme
- 1a. The movement's primary theme, presented right at the beginning, has an "open" structure, and "dissolves" into the modulatory transition ("bridge"). Up to what point (specify measure number) is the music still in the main key? And beginning at what measure can the harmony be understood as referring to the secondary key?
- 1b. If we identify the entire section up to the modulation as the <u>primary theme section (or "zone"</u>), describe the structure of this theme by identifying the structural principles of <u>sentence</u> ("Satz") or <u>period</u>. List all the elements of this sentence/period (specify measure numbers) that you identify in the primary theme!
- 1c. Identify in the primary theme section *at least* two authentic cadences in the home key (the cadences may be either strong or weak). Specify measure numbers where these cadences are attained and explain which of the two is stronger, to your opinion (there might be harmonic, formal and grammatical reasons to prefer one of they cadences not all arguments necessarily support the same answer!).
- 1d. Where does the secondary ("subsidiary") theme start (specify measure number)? Directly before the beginning of the secondary theme, Beethoven attains a clear musical punctuation, momentarily interrupting the musical flow. What type of cadence takes place here? Where is it attained and up to where is it extended (specify measure numbers)? To what key does this cadence refer? Can you locate a parallel cadence in the recapitulation? If yes, where (measure numbers)? And in what key?
- 1e. In the exposition section several authentic cadences in the secondary key (B major) can be identified. Such cadences may normally appear at the end of 1) the secondary theme section (or some part of it), 2) the closing theme section (or some part of it) or 3) some codettas directly concluding the exposition. Please identify at least three authentic cadences in the secondary key area of the exposition (specify measure numbers). For each of the cadences, describe what formal section it concludes and explain your choice.

2. Harmonic analysis of modulations in the development section

The development section starts in the home key (E major), due to the fact that the very last measures of the exposition function as a retransition and modulate back to this key (this is not uncommon in Classical sonata movements, although the far more common option is to stay in the secondary key and start the development in this key). Accordingly, a harmonic analysis of the development section is expected to show this underlying relation to the home key, with occasional modulatory moves shown as tonicizations in E major, rather than actual replacements of the operative key-analyzing such progressions as tonicizations is possible even where the degree tonicized is not a diatonic one (see analysis of chord no. 12 in the table below). Using the following table, please analyze chords 1-20 using Roman Numerals for harmonic degrees (you may also use common symbols such as K⁶₄ or Ger⁶₅ where applicable) and indicating inversions and changes of key (if relevant) as well. Some of the chords contain non-chord tones-in such cases, analyze the harmonic degree as you understand it, and then add the non-chord tones (see analysis of chord no. 12). All key changes should be analyzed as tonicizations (using the common format, e.g.: $V^{7}/_{ii}$), but, if this is easier for you, you may indicate a "veritable" change of key using the space to the left of the dotted line. Analyze the chords located exactly at the points marked by the ellipses—however, you must take into account sustained tones starting at an earlier point in time, as well as arpeggiation figures which should be analyzed as if sounding simultaneously (e.g., in the analysis of chord no. 12 all four sixteenth notes are relevant).

Analysis of harmonic degrees, inversions, tonicizations and non-chord tones in the development			
	(II)	I(E):	1
	+passing tone in the melody (f)		
	(13)		3
	14		(4)
	(15)		(5)
	16		6
	17		(7)
	18		8
	19		9
V	20	~	10

3. Use of the fourth motif in the movement The movement's main (primary) theme is based on a motif of an ascending fourth interval. Please describe how this motif is presented and what variations/permutations it undergoes in the first four measures of the movement. This motif can be shown to appear throughout the movement, that is, also beyond the main theme. Bring at least four different examples for the occurrences of the ascending fourth motif in the exposition section (but not from the main theme!). Regarding each of these occurrences specify: 1) measure number 2) formal position (the options are: transition between primary and secondary theme, secondary theme, closing theme, codetta) 3) which characteristics remain the same as in the motif's first appearance at the movement's beginning and what are the changes/permutations? Possible permutations may include changing the interval's size and/or direction, rhythmical/metrical changes, changes of dynamics/articulation, filling a leap by steps, etc. Which permutations are most similar and which are least similar to the original motif?



Measure numbers appear at the end of the measure!

Der Baronin von Braun gewidmet.



























1)













































1) Thus in the original Mollo and Simrock editions, recent editions make this analogous to min 44 & 45, which, however, could not be played on Beethoven's piano.

II. Figured Bass Realization and Harmonization

1. Realize the following figured bass (E-flat major) in four-part-harmony (closed position, 3 parts in the right hand+bass in the left hand). Pay attention to correct voice leading and correct rhythmic notation of the right hand!



2. Harmonize the following bass (beginning in C major) in four-part-harmony (closed position, 3 parts in the right hand+bass in the left hand). Pay attention to correct voice leading / rhythmic notation of the right hand!



3. Harmonize the following melody (F major) in four-part-harmony. You may divide the chords between the hands or keep all three lower voices in the left hand.



Main Fields of Music Theory: Analysis, Harmony, Forms

Harmony: Figured base, melody and bass harmonization, voice leading rules.

I. Sadai, Harmony in its Systemic and Phenomenologic Aspects (Jerusalem: Ed.Yanetz, 1980).

S. Kostka and D. Payne, *Tonal Harmony* (New York etc.: McGraw-Hill, ³1995).

E. Aldwell, C. Schachter, A. Cadwallader, Harmony and Voice Leading (Boston: Cengage Learning, ⁴2010).

<u>Theory of musical forms: Binary & ternary forms, sonata form, fugue, theme & variations.</u>
A. Schoenberg, *Fundamentals of musical composition* (London: Faber and Faber, 1967).
W. Caplin,, *Classical Form: A Theory of Formal Functions for the Instrumental Music of Haydn, Mozart, and Beethoven* (New York: Oxford University Press, 1998).
J. Hepokoski, James and W. Darcy, *Elements of Sonata Theory: Norms, Types, and Deformations in the Late-*

Eighteenth-Century Sonata (New York: Oxford University Press, 2006).

Formal and thematic analysis: Phrases, construction of themes (sentence, period), motifs and permutations. A. Schoenberg, *Fundamentals of musical composition* (London: Faber and Faber, 1967). N. Cook, *A guide to musical analysis* (Oxford: Oxford Univ. Press, 1994).