

## MSC 1003 – Music in Civilization, Prof. Smey

### Quiz #1 Study Guide, Summer 2018

Our first quiz is scheduled for **Monday, June 18** . Here's what you need to study.

In the most general sense this quiz covers the Medieval Period, the Renaissance, and a little bit about early musical instruments.

The format will be mostly multiple choice, with one fill-in-the-blank question, one short answer and one very short "essay." Probably 15 questions overall. All questions on quiz one are usually worth 6 points, so you can miss one and still get an A.

### Dates and Social History

Know the dates we've chosen to define each period (476-1450, 1450-1600).

For the Medieval period, know the basic concept of feudalism, the function of the Church in society, and the way music was used in the Church. Know the difference between minstrels and troubadours / trouvères. (This last thing is covered much more clearly in the class 2 notes than in the book.)

For the Renaissance, be familiar with the revolutions that signal the beginning of the period (exploration, printing press, and Protestantism), and also the major trends of Humanism and the Counter-Reformation. These big historical concepts are pretty good candidates for a "short answer" question, so you might want to practice explaining each thing to yourself as you study.

### Putting people in the right century

We basically know about seven people now. I don't think we need to memorize their exact birth and death dates, but I do think it would be nice if you could put them in the right century. So, we'll do one question where I give you three people and you match them to the century in which they lived. People who lived in more than one century will be "rounded" to the century in which they lived the most. Here is the list of people and the century I think they belong in.

	Dates	Rounds to....
Pope Gregory the Great	c. 504 – 605	500s
Hildegard of Bingen	1098-1179	1100s
Pérotin	c. 1160- c. 1225	1200s (yeah, I know...)
Guillaume de Machaut	c. 1300-1377	1300s
Josquin des Pres	c. 1450 – 1521	1400s
Giovanni Pierluigi da Palestrina	c. 1525 – 1594	1500s
Thomas Weelkes	1576 – 1623	1600s

## Pieces

For each piece, know who wrote it (or if it is anonymous.) AND, memorize any technical and historical factoids that go with the piece – I list all the data you should learn below. The vocabulary words that go with the pieces are another good candidate for a short-answer question – I don't just want you to memorize the word, I want to make sure you know what it means!

We'll be identifying these pieces *by ear* so spend some time strategizing about how you can tell the difference between tracks. For this quiz I can safely promise that I'll always start at the beginning of each piece and play about a minute of it. I generally won't make you write out the titles of the piece or the composer names from scratch – when I ask about these things the names will always be there for you as multiple-choice options.

I'll play two of these tracks on the list. Each track will have three questions that go with it, so that's a significant portion of the points.

So the basic format for listening questions is:

- 1) I play the piece.
- 2) There is a multiple-choice question about who wrote it.
- 3) There are two follow-up questions about the info that goes with this piece, either multiple choice, fill-in-the-blank, or short answer.

## THE PIECE LIST

### Sacred Medieval Music

#### 1) Anonymous, *Kyrie eleison*

Gregorian Chant, monophonic, text is in Greek, melismatic. It's part of a Mass. Know what the words in the title mean.

(This piece is not in the book, it is on the web only.)

#### 2) Hildegard of Bingen, *O rubor sanguinis*

Gregorian Chant, in Latin, monophonic, melismatic. Know what the words in the title mean.

#### 3) Pérotin, *Viderunt omnes*

Polyphonic, text is in Latin, *cantus firmus* technique.

#### 4) Guillaume de Machaut, Kyrie from *Messe de Notre Dame*

Polyphonic, part of the first complete polyphonic Mass. Wide vocal spread, some "rough" combinations of notes.

### Secular Medieval Music

#### 5) Guillaume de Machaut, "Douce dame jolie"

Monophonic, trouvères, text in Medieval French. Know the basic idea of what the text is about.

(This piece is not in the book, it is on the web only.)

### Sacred Renaissance Music

#### 6) Josquin Desprez, *Ave Maria*

Motet, polyphonic, imitation.

#### 7) Palestrina, Gloria from *Pope Marcellus Mass*

Mass, counter-reformation, mostly homophonic.

(The 8<sup>th</sup> edition of the book chooses a different part of the mass to discuss in detail, but the general discussion there is still good enough to prepare you for the quiz.)

### Secular Renaissance Music

#### 8) Anonymous, Pavane

Duple meter, viols, slow walking dance.

(This piece is not in the book, it is on the web only. My youtube clip merges together the Pavane and the Galliard as a single track.)

#### 9) Anonymous, Galliard

Triple meter, shawms, fast leaping dance.

(This one IS discussed in the book, but we use a different recording with different instruments.)

#### 10) Thomas Weelkes, "As Vesta was from Latmos Hill Descending"

Madrigal, in English, polyphonic, tone-painting/word-painting/madrigalism. Have a general idea of what this text is about.

## **Instruments**

Let's learn some of the common Medieval instruments - recorder, shawm, crumhorn, viol, lute, harp. I'll ask one or two multiple choice questions about these. Sometimes I ask about the means of producing sound (like shawm & crumhorn = blowing air past a reed), sometimes I ask about the modern equivalent (like recorder -> flute).

(This is covered in the class 2 notes.)

## **Textures**

Know the difference between monophonic, polyphonic, and homophonic.

## **Final "Essay" Question**

Finally, I will play you one piece you probably have never heard before. Use the information you learned in these units to speculate on what kind of piece it is. You could guess what period it is from (Medieval or Renaissance), what its purpose was (Church or secular entertainment), and maybe even who composed it. Try to back up your guesses with reasons why you are picking this thing. You can also observe its musical properties, such as whether it is monophonic or polyphonic, or any instruments you might hear. I'm usually looking for three intelligent statements about the mystery piece for a perfect score.

So this answer really only needs to be a few sentences long, and I will give partial credit for "good guesses" that aren't perfectly accurate. You usually aren't punished for wrong statements – I will be happy to pick around incorrect things to find your three smart things! This is only 6 points on the quiz, so there is no need to stress out – you can do it.

Also, there is no need to worry if your English is not perfect. Just try your best to tell me something about this music and I will try my best to understand what you mean.