Yudkin, *Understanding Music, 8e* Chapter 1 Test Item File

**Multiple Choice**

1. Music is universal, but in each culture

a. music has a different method of notation and improvisation.

b music has a different meaning.

c. music has nothing to do with the society that created it.

d. there are many secrets that they don’t share about their music.

Answer: b

Question Title: TB\_01\_01\_Music as a Reflection of Society\_Remember\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Remember the Facts

Difficulty Level: Easy

2. Today, the greatest influence on music around the world is exerted by

a. modern Israeli music.

b. rock and pop cultures based on music of Elvis and Michael Jackson.

c. Western classical and popular music.

d. Juju music from West Africa.

Answer: c

Question Title: TB\_01\_02\_Music as a Reflection of Society\_Remember\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Remember the Facts

Difficulty Level: Easy

3. Learning to understand the music of another culture is much like learning to understand

a. teenagers in today’s society.

b. sports and activities of other cultures.

c. the life cycle of another culture.

d. the language of another culture.

Answer: d

Question Title: TB\_01\_03\_Music as a Reflection of Society\_Remember\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Remember the Facts

Difficulty Level: Easy

4. Music, like language, is an accomplishment that distinguishes us

a. as humans.

b. as professionals and amateurs.

c. from insects.

d. from our ancient ancestors.

Answer: a

Question Title: TB\_01\_04\_Music as a Reflection of Society\_Remember\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Remember the Facts

Difficulty Level: Easy

5. Why is it difficult to determine how old a musical tradition may be?

a. Music changes over time, reflecting the society that performs it.

b. Music manuscripts cannot be dated accurately.

c. Music rarely changes, making it timeless.

d. No written records go back more than two hundred years.

Answer: a

Question Title: TB\_01\_05\_Music as a Reflection of Society\_Understand\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Understand the Concepts

Difficulty Level: Moderate

6. What does one need to understand the music of the Middle Ages?

a. the ability to read music

b. an advanced degree in music

c. some understanding of the culture that produced it

d. a working knowledge of Latin

Answer: c

Question Title: TB\_01\_06\_Music as a Reflection of Society\_Understand\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Understand the Concepts

Difficulty Level: Moderate

7. How are music and history intertwined in Mandinka society?

a. Music is used to chronicle the migrations of their ancestors.

b. Social class is determined by family history, and these histories are entrusted to a singer called a *jali*.

c. Every member of the society is expected to memorize the oral history of the Mandinka, which is preserved musically.

d. The spoken Mandinka language has no past tense; only their sung language includes a past tense.

Answer: b

Question Title: TB\_01\_07\_Music as a Reflection of Society\_Understand\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Understand the Concepts

Difficulty Level: Moderate

8. In the United States, how do classical and popular music differ?

a. Classical music is mostly heard on recordings, whereas popular music is most often experienced live.

b. Classical music audiences tend to be young, whereas popular music audiences tend to be old.

c. Classical concerts often take place outdoors, whereas popular performances take place in formal concert halls.

d. Classical concerts tend to play the music of a small number of composers, whereas popular music has much more diversity.

Answer: d

Question Title: TB\_01\_08\_Music as a Reflection of Society\_Understand\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Understand the Concepts

Difficulty Level: Moderate

9. Which is the largest class of instruments in the world?

a. wind

b. string

c. brass

d. percussion

Answer: d

Question Title: TB\_01\_09\_World Music: A View from a Satellite\_Remember\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Which of the following is a feature of sub-Saharan music?

a. a preference for wind instruments

b. improvisation

c. monophonic textures

d. long melodies that rarely repeat

Answer: b

Question Title: TB\_01\_10\_World Music: A View from a Satellite\_Remember\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Remember the Facts

Difficulty Level: Easy

11. In which countries, where metalworking has been a part of the culture for thousands of years, would you expect to find a preference for bronze percussion instruments?

a. China, Laos, Cambodia, Vietnam, and Indonesia

b. Germany and Portugal

c. Africa and the United States

d. Saudi Arabia and Pakistan

Answer: a

Question Title: TB\_01\_11\_World Music: A View from a Satellite\_Remember\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Remember the Facts

Difficulty Level: Easy

12. The types of instruments that a culture develops often depends upon

a. the range of the written music.

b. the designer’s creativity.

c. the raw materials available.

d. music’s role in religion.

Answer: c

Question Title: TB\_01\_12\_World Music: A View from a Satellite\_Remember\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Remember the Facts

Difficulty Level: Easy

13. How did the focus of European music change after the Middle Ages?

a. Rhythm began to take precedence over melody.

b. Harmony began to take precedence over melody.

c. Text and music were divorced from one another.

d. Melody began to take precedence over harmony.

Answer: b

Question Title: TB\_01\_13\_World Music: A View from a Satellite\_Understand\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. What is one way that ethnomusicologists trace musical connections between cultures?

a. They classify instruments according to how sound is produced.

b. They compose music that borrows ideas from multiple cultures.

c. They translate musical treatises into different languages.

d. They fuse the dances of one culture with the music of another.

Answer: a

Question Title: TB\_01\_14\_World Music: A View from a Satellite\_Understand\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Understand the Concepts

Difficulty Level: Moderate

15. How does the social context for most musical performances in non-Western cultures relate to which musical element is emphasized?

a. The most common context is religion, so timbre is the most important element around the world.

b. The most common context is theater, so texture is the most important element around the world.

c. The most common context is dance, so rhythm is the most important element around the world.

d. The most common context is dance, so harmony is the most important element around the world.

Answer: c

Question Title: TB\_01\_15\_World Music: A View from a Satellite\_Understand\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. In many cultures, percussion is produced without instruments. Rhythmic sounds and complex rhythmic patterns, therefore, are made by

a. the hands and feet of the human body.

b. cooking utensils.

c. the random sounds of nature.

d. machines.

Answer: a

Question Title: TB\_01\_16\_World Music: A View from a Satellite\_Understand\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. Which of the following is a bamboo flute with five finger holes that was used in religious ceremonies by Zen Buddhists monks in the seventeenth century?

a. koto

b. *shakuhachi*

c. *shamisen*

d. harding*-*fele

Answer: b

Question Title: TB\_01\_17\_Listening to Music from around the World\_Remember\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Remember the Facts

Difficulty Level: Easy

18. When was most of Japan’s “classical” music created?

a. the feudal period

b. the samurai era

c. the Edo period

d. the modern era

Answer: c

Question Title: TB\_01\_18\_Listening to Music from around the World\_Remember\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Remember the Facts

Difficulty Level: Easy

19. Nearly 2,000 medieval treatises on music were written in

a. Arabic, Turkish, and Persian.

b. Chinese, Yiddish, and English.

c. German and Latin.

c. Bohemian, French, and Hebrew.

Answer: a

Question Title: TB\_01\_19\_Listening to Music from around the World\_Remember\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Remember the Facts

Difficulty Level: Easy

20. African music can be organized into two broad cultural categories. What are these two categories?

a. rhythmic and harmonic

b. instrumental and vocal

c. authentic and Western-influenced

d. North African and sub-Saharan African

Answer: d

Question Title: TB\_01\_20\_Listening to Music from around the World\_Remember\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Remember the Facts

Difficulty Level: Easy

21. How does Noh theater reflect the Japanese feudal period in which it was created?

a. It is primarily concerned with themes of war and politics.

b. It is based on the lives of famous samurai.

c. It includes numerous influences from Indonesia.

d. Its elegant nature reflects the samurai’s philosophy of simplicity and Buddhist devotion.

Answer: d

Question Title: TB\_01\_21\_Listening to Music from around the World\_Understand\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. How does the structure of mbira music reflect an African view of time?

a. The different timbres reflect the sounds of nature.

b. The music can be reproduced identically each time it is performed.

c. The music unfolds gradually through repetition and variation.

d. The music repeats with no variation, reflecting the patterns of nature.

Answer: c

Question Title: TB\_01\_22\_Listening to Music from around the World\_Understand\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. How did Islamic ambiguity toward music influence the practice of musical performance?

a. All instrumental music was banned.

b. Non-Muslim minorities became the most common performers.

c. The recitation of the Qur’an became the most popular form of musical entertainment.

d. Clear musical traditions failed to form.

Answer: b

Question Title: TB\_01\_23\_Listening to Music from around the World\_Understand\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. Why is African drumming often very complex?

a. Drumming groups will only use one type of drum, which makes it difficult to distinguish different rhythmic patterns.

b. The music does not use any repetition.

c. Multiple drummers can create thick, interlocking rhythmic textures.

d. The composers require a wide variety of string, wind, and percussion instruments.

Answer: c

Question Title: TB\_01\_24\_Listening to Music from around the World\_Understand\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. What social significance does the mbira have for some cultures?

a. For the Shona, thembira can summon the spirits of their ancestors.

b. Muslims regard it as sacred because it was the Prophet Mohammed’s favorite instrument.

c. It is communal because it requires two performers to play it.

d. It is regarded as masculine because only men can play it.

Answer: a

Question Title: TB\_01\_25\_Listening to Music from around the World\_Understand\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. How do the musical performances of Native American tribes demonstrate the wide variety of temporal conventions in performance practice?

a. They typically require no more than a few minutes.

b. They usually last two hours.

c. They span several months.

d. They can last multiple days.

Answer: d

Question Title: TB\_01\_26\_World Music: A View from a Satellite\_Understand\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Understand the Concepts

Difficulty Level: Moderate

**Essays**

27. Discuss the role of the *jali* in the Mandinka society of Gambia and Senegal. Why is the cultural context for such music performance necessary to gain an appreciation of the music?

Question Title: TB\_01\_27\_Music as a Reflection of Society\_Apply and Analyze\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

28. Discuss how music of the past may be “reinvented” in the present.

Question Title: TB\_01\_28\_Music as a Reflection of Society\_Apply and Analyze\_LO 1.1

Learning Objective: 1.1 Explain why it is important to understand music as a part of its social context.

Topic: Music as a Reflection of Society

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

29. There are many social contexts for world music. Drawing on the information in the textbook, describe three social scenarios from your own experiences that use music.

Question Title: TB\_01\_29\_World Music: A View from a Satellite\_Apply and Analyze\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

30. Discuss the relationship between gender roles and musical participation. Are men and women still bound by traditional expectations in musical performances today?

Question Title: TB\_01\_30\_World Music: A View from a Satellite\_Apply and Analyze\_LO 1.2

Learning Objective: 1.2 Compare the role of music in American society to its role in other cultures.

Topic: World Music: A View from a Satellite

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

31. Discuss the reasons why some forms of music may not be acceptable in Islamic societies.

Question Title: TB\_01\_31\_Listening to Music from around the World\_Apply and Analyze\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

32. Describe music of the people of sub-Saharan Africa in terms of social function, commonly heard instruments, texture, rhythms, and melodic content.

Question Title: TB\_01\_32\_Listening to Music from around the World\_Apply and Analyze\_LO 1.3

Learning Objective: 1.3 Describe the differences among different kinds of music around the world, taking cultural context into account.

Topic: Listening to Music from around the World

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult