030—Preparing for the Midterm Fall 2004

I. GENERAL — *Thinking Musically*
   A. Instrument classification pp. 28-45
      Be able to interpret the circle chart (pp. 34-5) with examples in each broad category
   B. Rhythm, pp. 59-80
      Meters (dupe, triple, simple, compound, additive), colotomic rhythm, tala, polyrhythm, ostinati,
   C. Pitch
      Scales and hierarchy, pp. 93-98
      Textures and timbres, drones and ostinati (see rhythm), pp. 103-107
   D. Structure
      Context and social influences, pp. 118-127
   E. Issues
      Influences, boundaries, nations, authenticity, pp. 128-151,
      Types of description from Rice (*Bulgaria*), p. 12

   CD Tracks: On this quiz, there are no specific *Thinking Musically* examples to be more aware of than others, but make sure you know the concepts above by being able to identify them from their musical examples in the book

CULTURE SPECIFIC

**India Make** sure you have read the whole book, concentrating on
Vedas, pp. 19-22 and dhrupad, pp. 22-24;
Mood and extramusical affect, pp. 29-32;
Tala, tabla, and theka, pp. 42-43;
Raga, pp. 55-57;
Khyal, pp. 57-61;
Instruments, pp. 65-80

   CD Tracks 1, 4-11, 13, 23, 25-29, 30, 32-36, 37-40, 43
Bulgaria
What are the implications of the term “Balkan?”
What are the major ethnic groups?
What was the impact of Communism on the music?
What is the musical significance of the church?
What is the significance of an agrarian society in an industrialized country?
What is the significance of wedding music?
When and why do Bulgarians make music?

Identify
pravo hora “straight dance”
ruchenitsa
daichovo horo
kyuchek
chalga

Instruments
 gaida bagpipe  How is it made? Who plays it?
zurna (conical double reed)
kaval end-blown flute
tambura long-necked lute
gudulka bowed lute

Singing
 pesen, pesni,
koleda
kukerovden
isvikva
slaga

Who is
Ivo Papazov Les Mystere des Voix Bulgares
Phillip Koutev
Maria Stoyanova
Tsvetelina

Assigned CD tracks: 1-4, 6-11, 13-15, 17, 21-23, 26, 32-33