

312 Music Paper 3 (511/3)

SECTION A: BASIC MUSIC SKILLS (32 marks)

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|----|-----|----------------------------------|-----------------|
| 1. | (a) | 16 bar melody. | 1 mark |
| | | Modulation and back. | 2 marks |
| | | Cadences (1 mark each for two). | 2 marks |
| | | Lyricism | 2 marks |
| | | Rhythm variety. | 1 mark |
| | | Melodic curve, including climax. | 1 mark |
| | | Melodic shape (plan, form). | 1 mark |
| | | Dynamics. | 1 mark |
| | | Tempo variation. | 1 mark |
| | | Total | 12 marks |

Or

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|-----|---|-----------------|
| (b) | Lyrical melody. | 2 marks |
| | Syllabic division (-/- mark for each line). | 2 marks |
| | Text setting and accentuation (-/- mark for each line). | 2 marks |
| | Cadences (1 mark each for any). | 2 marks |
| | Melodic shape. (plan, form). | 2 marks |
| | Phrase marks (marked as a whole). | 1 mark |
| | Rhythm variety. | 1 mark |
| | Total | 12 marks |

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|----|---|----------------------|
| 2. | $\frac{1}{2}$ mark for each correct chord/accept passing notes correctly harmonised | $7\frac{1}{2}$ marks |
| | Voice leading (Tenor, Alto, Bass). (1 mark each) | 3 marks |
| | Cadence (2 marks for each cadence at phrase ends). | 4 marks |
| | Appropriate range (mark as a whole). | $1\frac{1}{2}$ marks |
| | Appropriate progression. | 4 marks |
| | Total | 20 marks |

Deduct marks (maximum 4 marks) for the following faults in harmonic progression:

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|--|-------------|
| •Parallel octaves. | 1 mark each |
| •Consecutive 5 ^s . | 1 mark each |
| •Doubled 3 rd . | 1 mark each |
| •Crossing of parts. | 1 mark each |
| •Spacing. | 1 mark each |
| •Stems (mark as a whole). | 1 mark each |
| •Rhythm (wrong rhythms - mark as a whole). | 1 mark each |
| •Unisons to 5 ^s and vice versa. | 1 mark each |
| •Wrong use of inversions. | 1 mark each |

3. (a) (i) - Mbaito
 - Endevendeve/Indigidi
 - Nderemo
 1 mark each for any 2 correct instruments. (2 marks)
- (ii) Played by: - striking the string with a stick.
 - plucking the string.
 - strumming.
 1 mark each for any 2 correct method. (2 marks)
- (iii) - Mbaito played by the Kisii.
 - Endevendeve/Indigidi played by the Luhya.
 - Nderemo played by the Kikuyu.
 1 mark each for any 2 correct communities. (2 marks)
- (b) - Kio
 - Kikoi
 - Chiriaka
 - Hando
 - Kituku
 1 mark each for any 2 correct relevant costumes. (2 marks)
- (c) - facilitates distribution of roles.
 - makes mastery of the text easier.
 - involves the whole group.
 - keeps every participant alert in case of key change and entries.
 - pitching easily set by the soloist.
 - creates a variety of texture.
 - makes performance interesting.
 1 mark each for any 3 advantages. (3 marks)
- (d) - to soothe the baby to stop crying.
 - to lull the baby to sleep.
 - to express the mother's love to the baby.
 - to assure the baby of emotional security.
 - entertain the baby.
 1 mark each for any 3 relevant functions. (3 marks)
4. (a) (i) Italian. (1 mark)
- (ii) - was a choir boy in his church in Rome.
 - was an organist and choirmaster in the Cathedral in his home town.
 - was made a member of the papal choir.
 - choirmaster of the Sistine Chapel.
 1 mark each for any 2 relevant appointment. (2 marks)
- (iii) - A capella
 - vocal music based on old modes.
 - words always in Latin.
 - smooth and stepwise movement.
 - music effective for expression of religious feelings.
 1 mark each for any 3 relevant characteristics. (3 marks)

(iv) Missa Papae Marcelli. (1 mark)

(b) Classical/Viennese Period. (1 mark)

- Gained useful acquaintance in the various types of music through his extensive travels.
- Interaction with his contemporaries who were great musicians.
- cosmopolitan culture of Salzburg and Vienna where he stayed/settled
- familiarity with the music of the great composer of his period.

1 mark each for any 2 relevant factors. (2 marks)

(iii) His father worked as a musician for the Archbishop of Salzburg.
- Mozart himself worked as a musician for the Archbishop of Salzburg.
- His attachment to Padre Martini a grand old man and monk in Italy who gave him instructions in counter point.

1 mark each for any 2 relevant points. (2 marks)

(iv) - Failed to find a permanent position.
- His music became more complicated.
- Music was highly spiced with dissonance.
- His styles were unpopular.
- His publisher was no longer interested in publishing the work.

1 mark each for any 2 relevant points. (2 marks)

(c) (i) - Liturgy of St. John Chrysostom. (OP 41)
- Russian Vesper Service. (OP 52)

1 mark for any 1 relevant name. (1 mark)

(ii) Opera

(i) - New Moscow Conservatory - had his appointment as a professor of music.
- Cambridge University - conferred a Doctorate in Music.
- National group of young Russian Composers.
Influenced his choice of music - more national style.
- Mrs. Von Meck- Supported him financially to enable him to continue

composing.
- Commissioned his compositions.
- Petersburg Conservatory - He received his music education.

1 mark each for any three contributions. (3 marks)

(iv) - His music contains elements of French, Italian and German Music.

- Fused national and international elements.
- Beautiful melodies that stretched and leap widely.
- Repeats melodies over and over.
- Louder dynamics.
- Fuller orchestration.
- Striking contrasts and alternations of strings, wood winds and brasses.
- Sharp contrast of tempo, dynamics and thematic materials.
- Powerful climaxes.

1 mark each for any 2 features. (2 marks)

- (d) (i) Twentieth Century. (1 mark)
- (ii) - Studied piano and composition at a public school in London.
 - Studied composition at Royal College of Music London.
 - Had private music lessons with Frank Bridge.

- Had music lesson with R. Von Williams.

1 mark each for any 2 relevant points. (2 marks)

- (iii) - Choral work. (1 mark)
- (iv) - Opening of the new Coventry Cathedral (1 mark)
- (v) - Young persons guide to orchestra.
 - The instruments of the orchestra.
 - Lets make an Opera.
 - Noye's Fludde.

1 mark each for any 1 correct work. (1 marks)

- (vi) - chamber operas
 - church operas

1 mark each for 1 relevant type of opera. (1 mark)

SECTION B:

PRESCRIBED TRADITIONAL AFRICAN MUSIC SET WORK.

5. Turkana Folk song by Kakuma Primary School.
 K/E. Recording by KMF 2008.

- a Starts with two male voices interjection, followed by the horn, then the girls ululation followed by the whole group singing.
 2 marks for the correct description. (2 marks)
- (b) The performance is composed of mixed voices.

The performance is composed of boys and girls.

The performance is compared of male and female voices.

1 mark for any correct statement of the composition of the singers.

(1 mark)

- (c) Adet/Atom (Horn)
Echorot (jingles)
(whistle)

1 mark each for any 2 correct instruments.

(2 marks)

- (d) Ululation.
Interjection.
Shouts.

1 mark each for any 2 types of ornamentation.

(2 marks)

- (e) Section 1 in fairly fast tempo.

Section 2 starts with a slower interlude then returns to fast tempo.

Section 3 in a slightly slower tempo.

1 mark each for each relevant description.

(3 marks)

Total 30 marks

6. (a) Violin

(1 mark)

- (b) Piano

(1 mark)

- (c) A major

(1 mark)

- (d) (i) Descending scalar movement - Bar 49, 51, 59

(1 mark)

(ii) Use of arpeggios - Bar 43, 47

(1 mark)

(iii) Chromaticism. - Bars 68-69

(1 mark)

- (e) Perfect cadence in D minor.

(1 mark)

- (f) - Appoggiatura;

- Trill;

- Acciacatura.

1 mark each for any 2 correct ornaments.

(2 marks)

- (g) - played in unison.

- played in unison, an octave apart.

- both parts played on the higher register of the piano (using the treble clef).

1 mark for any 1 correct answer.

(1 mark)

SECTION C: GENERAL MUSIC KNOWLEDGE

(20 marks)

7. (a) O to welcome the bride into her new home.

to praise and congratulate the bride and groom.

to educate the couple on family life.

to bid farewell to the bride.

to entertain the couple and guests at the wedding.

to offer prayers for the bride and groom for a bright and fruitful future.

to praise the families of the couple.

to test the patience of the couple.

to urge the society to support the couple.

1 mark each for any 5 relevant roles.

(5 marks)

- (i) Back up in films.
Interludes in radio and television programmes.
Commercial advertisements over the radio and television.
Back up in plays.
Entertainment.
Communication of public policies to the masses.
Dissemination of information.
1 mark each for any 4 relevant functions. (4 marks)
- (b) (i) A form of two sections of which the first ends in a new key and the second beginning in that new key, leads back to the original key. (1 mark)
(ii) Orchestral introduction to an oratorio or an opera. (1 mark)
(iii) A self sounding percussion instrument. (1 mark)
(iv) Quality of sound or tone colour of sound. (1 mark)
(v) A group of players playing different instruments together. (1 mark)
- (c) (i) Isukuti - single headed. (✓ mark)
(ii) Mukanda - double headed. (✓ mark)
(ii) Kalapala - single headed. (✓ mark)
(iv) Chapuo - double headed. (✓ mark)
- (d) (i) To register musicians.
To pay musicians royalties.
To protect musicians copyrights.
To educate musicians about their rights.
Educate the public on the issues relating to music copyright.
1 mark each for any 2 relevant roles. (2 marks)
- (ii) Pokomo. (1 mark)
(iii) Solo-chorus style. (1 mark)

Total 20 marks