

AURAL TRAINING IN PRACTICE (Grades 1-3)

	Grade 1	Grade 2	Grade 3
<p>Test A: Pulse & Metre ‘First clap in time while I play. Join in as soon as you can and give a louder clap on the strong beats. [play the entire piece] Is it in two time or three time [or four time]?... Thank you.’</p>	<p>Clap the Pulse of a piece of music giving a louder clap on the strong beats to establish the metre</p> <p>Identify metre as either two time or three time</p>	<p>Clap the Pulse of a piece of music giving a louder clap on the strong beats to establish the metre</p> <p>Identify metre as either two time or three time May include an up-beat Rhythmic patterns more complex ♩ time (2 in a bar)</p>	<p>Clap the Pulse of a piece of music giving a louder clap on the strong beats to establish the metre</p> <p>Identify metre as either two time or three time or four time May include an up-beat Rhythmic patterns more complex ♩ time (2 in a bar), ♩ time (distinguish from ♩), and ♩ time (3 in bar)</p>
<p>Test B: Echoes ‘Next I’d like you to sing three phrases as echoes. Here is the key-chord [play] and your starting note [play]. [Count in two bars.] ... Thank you.’</p>	<p>Sing back three short two-bar phrases as echoes</p> <p>Range tonic-mediant will be in $\frac{2}{4}$ or $\frac{3}{4}$ time will be in a major key will always start on strong beat will not include dotted rhythms</p>	<p>Sing back three short two-bar phrases as echoes</p> <p>Range tonic-dominant will be in $\frac{2}{4}$ or $\frac{3}{4}$ time will be in a major key will always start on strong beat will not include dotted rhythms</p>	<p>Sing back three short two-bar phrases as echoes</p> <p>Range tonic-octave will be in $\frac{2}{4}$, ♩ or ♩ time will be in a major key or minor key will always start on strong beat may include dotted rhythms</p>
<p>Test C: Differences ‘Now I’ll play a phrase twice, but with a change to one of the notes the second time [in either pitch or rhythm]. Tell me whether the change was near the beginning or near the end [what was the difference] Here is the key chord and the tonic. [count in two bars play the phrase]. And now with the change [play altered phrase]. Was the change near the beginning or end? [what was the difference]... Thank you</p>	<p>Locate the difference in pitch between two phrases</p> <p>will be in two, three or four time will not need to be more accurate than near the beginning or the end will not need to say higher or lower</p>	<p>Locate the difference in pitch or rhythm between two phrases.</p> <p>will be in two, three or four time one difference in pitch or rhythm where the change happened (near the end or beginning) and what type of change (pitch or rhythm), and what it involved (lower or higher, longer or shorter).</p>	<p>Locate the difference in pitch or rhythm between two phrases.</p> <p>will be in two, three or four time only one difference in pitch or rhythm where the change happened (near the end or beginning) and what type of change (pitch or rhythm), and what it involved (lower/higher, longer/shorter).</p>
<p>Test D: Musical Features ‘Listen to this piece, then I’ll ask you about loud or quiet playing and about smooth or detached notes [and about tempo change, and about major or minor key]. [After playing ask one question at a time:]... Thank you</p>	<p>Listen to a piece and answer question about dynamics and articulation</p> <p>Loud/Quiet and Sudden/Gradual Smooth/Detached</p>	<p>Listen to a piece and answer question about dynamics, articulation and tempo change</p> <p>Loud/Quiet and Sudden/Gradual Smooth/Detached Slower/Faster/The Same</p>	<p>Listen to a piece and answer question about dynamics, articulation and tempo change and distinguish between major and minor keys.</p> <p>Loud/Quiet and Sudden/Gradual Smooth/Detached Slower/Faster/The Same Major/Minor</p>

In the exam

- Conducted by examiner at the piano, so student faces the keyboard and can't see the keys.
- Student can request to take them at any stage of the exam
- Examiner will always follow the rubric (fixed set of words or instructions)
- Pitch, not vocal quality, is examined, and can be sung to any vowel, consonant followed by a vowel, or humming/whistling. Students can request a different to register to sing.
- You're encouraged to use Italian terms, but you don't have to.
- You can have a second attempt only at the examiner's discretion – but this will be taken into account in assessment.

Marking Scheme

Distinction	18	Quick accurate and perceptive responses
Merit	15-17	Good responses Minor errors or hesitation
Pass	12-14	Approximately half the tests correctly answered, Evidence of awareness, despite hesitation and error
Below Pass	0-11	(9-11) Slow and uncertain responses, Inaccuracy in all parts of test, (6-8) Very slow and mostly incorrect responses, All tests entirely inaccurate (0) No work presented