

## AURAL TRAINING IN PRACTICE (Grades 4-5)

	<b>Grade 4</b>	<b>Grade 5</b>
<p>Test A: Melodic Repetition (echoes)  <b>'Here is a melody for you to repeat. Would you prefer to sing it or play it?...I'll play it twice. Here is the key-chord [play] and your starting note [play]. [Count two bars, then play the melody.] Here it is again. [Repeat the melody without counting in]... Thank you.</b></p>	<p>Sing or play from memory a melody heard twice</p> <p>will begin on a note from the tonic triad  will be in duple (including <math>\frac{3}{8}</math> time), triple or quadruple time  will be major or minor up to three sharps and flats  will be in the range of an octave  will not include any chromatic notes  will be no longer than <b>four bars</b></p>	<p>Sing or play from memory a melody heard twice</p> <p>will begin on a note from the tonic triad  will be in duple (including <math>\frac{3}{8}</math> time), triple or quadruple time  will be major or minor up to three sharps and flats  will be in the range of an octave  will not include any chromatic notes  will be no longer than four bars</p>
<p>Test B: <b>Sight-singing</b>  '[When appropriate: <b>Would you prefer to sing notes in treble or bass clef?</b>] Please sing the notes at number...on this page. Sing them slowly and I'll help by giving you the right note if you sing a wrong one. Here is the key-chord [name and play] and this your starting note [name and play]...<b>Thank you.</b></p>	<p>Sing five notes from a score in free time.</p> <p>will be from treble or bass clef (student preference)  will be in the range of 3<sup>rd</sup> above and below the tonic in the keys of C, F or G major  will begin and end on the tonic  will have no interval larger than a 3<sup>rd</sup>  no pulse allowing student to choose their own speed</p>	<p>Sing <b>six</b> notes from a score in free time.</p> <p>will be from treble or bass clef (student preference)  will be in the range of <b>5th above and 4<sup>th</sup></b> below the tonic in a major key <b>up to two sharps of flats</b>  will begin and end on the tonic  will have no interval larger than a 3<sup>rd</sup> <b>(except V-I)</b>  no pulse allowing student to choose their own speed</p>
<p>Test C:</p> <p>(i) Musical Features  <b>'Listen to this piece, then I'll ask you about [choose one of the first three features listed below the piece] and about character. [and about style and period]</b> [After playing ask one question at a time].</p> <p>(ii) Rhythmic Repetition  <b>'Now clap the rhythm of the notes in this phrase, after I've played it twice more. [Play the extract once]. Here it is again. [Repeat the extract]... is it in two time, three time or four time?... Thank you.</b></p>	<p>(i) listen to a piece and answer questions about dynamics, articulation, tempo change <b>or</b> tonality, <b>and about character</b></p> <p>(ii) Clap <b>a rhythm</b> of a short four-bar extract heard twice and then identify the metre [two, three or four time].</p>	<p>(i) listen to a piece and answer questions about dynamics, articulation, tempo change tonality, <b>or</b> character <b>and about style and period.</b></p> <p>(ii) Clap a rhythm of a short <b>six</b>-bar extract heard twice and then identify the metre.</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