

# HSC MUSIC 1

## AURAL EXAM

### EXAMINATION STRUCTURE

- Length of the exam: 1 hour and 10 minutes
- You have 5 minutes of reading time before the examination starts – you are NOT allowed to do any writing during your reading time.
- The Aural exam has FOUR questions
- Each question is related to an excerpt of music which is played four, five or six times.
- Each excerpt is 1 to 2 minutes long.
- If a question involves a comparison between two pieces, the excerpt is usually played fewer times.
- The excerpts of music used in the examination can be from any genre or any period or any country in the world. Usually, you can expect the following:
  - Always at least one western classical music
  - At least one popular music
  - One music of another culture
  - Possibly comparing two performance versions of the same musical piece; or a contemporary arrangement of a famous song.
- ALL questions require a thorough knowledge of the **music components** found in the Music 1 syllabus (and studied in class).
- Make sure you understand any music terminology you use in the answer, or use plain English to answer your question.

## Preparation ideas

- Revise the music components by using the acronyms (see the next few pages).
- Revise each component by reviewing work found in Senior Texts. (e.g. *Musical Concepts: Music 1 Aural Skills* – Helene Gallettis; *The Concepts of Music* – Nick Peterson).
- Read through past question/answers of class exercises and aural exams.
- Practise the Music 1 requirements by answering past questions or past examinations that you haven't already looked at.
- Listen to any selection of music and ask your own question using the music components. [Vary the type of music you listen to; go out of your comfort zone and listen to music you would not normally hear.]
- Attend any extra tutorials or practices for this type of examination.
- Look at past questions on the following web site:  
[http://www.musicconcepts.com.au/stage6\\_music1\\_analysis.html](http://www.musicconcepts.com.au/stage6_music1_analysis.html)

## General Tips

- ✓ **READ** your questions carefully and **LISTEN** to the introduction.
  - If you describe Structure concepts for a question asking Expressive Techniques, your answer will receive lower marks.
- ✓ When a question asks '**Unity and variety**' in the musical excerpt, you should describe **all the musical concepts**, i.e., pitch, rhythm, dynamics & expressive techniques, tone colour, texture, and structure.
- ✓ Use **musical vocabulary** in the exam.
  - Remember: correct use of musical vocabulary is better than plain language; BUT, incorrect use of musical vocabulary is worse than plain language.
- ✓ Answer the question using the **element specified in the question**.
- ✓ Use a **table or chart** covering all the musical concepts.
- ✓ Write in **point form** or **short sentences**.
- ✓ Make sure each point is **clear**.
- ✓ Use **diagrams, charts, and notation**. **Visual representation** of music, especially for structure, gets high marks. Describe the concept for each section. Remember to focus on the element/concept which the question highlights. For example:

	Duration	Pitch: Melody	Pitch: Harmony	Dynamics/ Expressive Techniques	Tone Colour	Texture	Structure
Intro							
Section 1							
Section 2							
Section 3							

- ✓ Write and write and write and write! **Long detailed answers** have a better chance to earn higher marks than short answers.

**When musical excerpts are played five or six times for each question, use the following strategy:**

**First Playing:** Just listen to the excerpt, and jot down only key words or prompts. Use the blank section in the exam paper to jot down.

**Second playing:** This will come straight after the first playing, so be prepared. Work out the structure of the excerpt, and name them using Intro, A, B, C, etc. Draw up a chart. You have 30 seconds before the third playing

**Third playing:** Pay attention to the first section of the piece, the Intro or section A. Fill in the first section of the piece. You have 1 minute pause. If you have time, write about the second section.

**Fourth playing:** Focus on the second and third sections of the excerpt. You have one minute to write, write, write!

**Fifth playing:** Fill in the sections of your chart. You have 2 minutes' pause. Refer to your keywords and prompts and make sure that you covered them all.

**Sixth playing:** This is time to make general comments about the excerpt, thus LISTEN to the music. Make sure that you wrote about the focus of the question.

# TEXTURE

**D**

escribe

Thick or thin

Rock – often sounds a few instruments, e.g. with distortion

Whole band or orchestra playing = **tutti**

Quintet = 5 players

Quartet = 4 players (String quartet: V1, V2, Viola, Cello)

Trio = 3 players

Orchestra = large ensemble with w/wind, brass, percussion & string

**I**

dentify

Identify each instrument

Role – melody, accompaniment, bass line

Doubling / Imitation / Unison

Doubling = 2/more instruments playing same melody at octaves apart

Imitation = melody or part of it is copied by another instrument

Unison = 2/more instruments play same note at same pitch

Canon = a round = Row, Row, Row your boat

**P**

hony

What type?

**Mono**phony = single layer – one melodic line in unison

**Homo**phony = single melody with accompaniment

**Poly**phony = many melodies played at the same time

Harmony – Similar or Contrary motion?

Does “phony” change between sections? Where? When? Who?

**D**

igram

Use a diagram and label where each instrument comes in and out of each section.

# Tone Colour



**I**dentify

What instruments can you hear

**C**lassify

What family do they belong to

**E**xplain

Explain how they're used

**D**escribe

Adjectives - see the cloud

**R**ange/Register/Role

**Narrow**

**Medium**

**Wide**



**Melody**


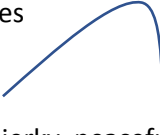


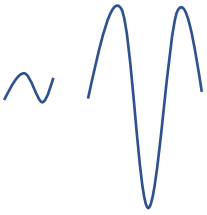







**Melodic accompaniment**

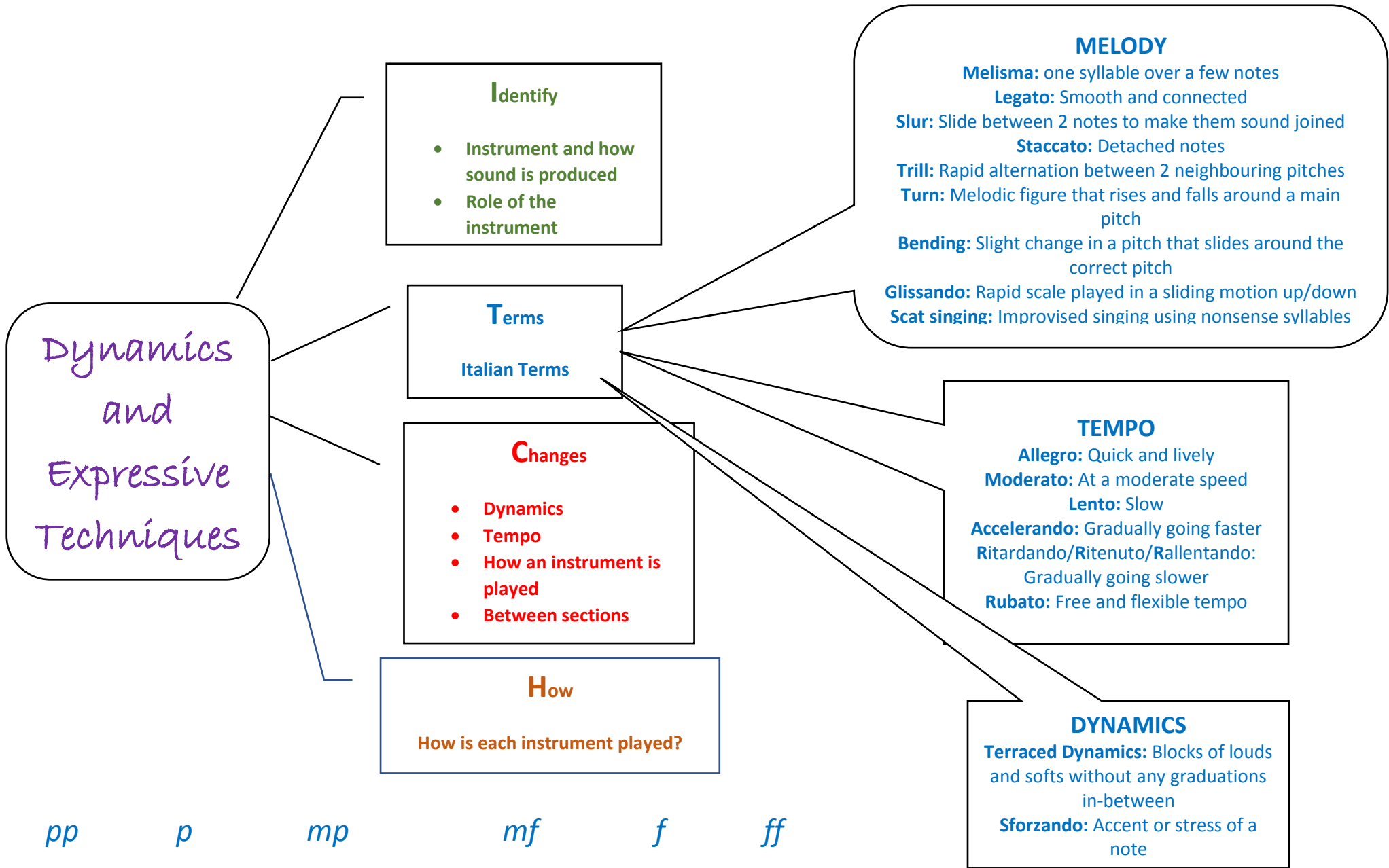
**Harmonic accompaniment**

**Rhythmic accompaniment**



# PITCH

<p><b>M</b></p>	<p><b>Melody</b></p>	<p>Who/What has melody</p> <p>Conjunct/Steps <input type="checkbox"/> OR Disjunct/Leaps </p> <p>How many melodies </p> <p>Unique features</p> <p>Describe: flowing, jerky, peaceful, energetic</p> <p>Describe/Draw and Label the melody</p>
<p><b>O</b></p>	<p><b>Ornamentation</b></p>	<p>Melisma</p> <p>Trills/Turns </p> <p>Scales </p> <p>Slurs/Glides</p>
<p><b>R</b></p>	<p><b>Range/Register/Role</b></p>	<p>List all the instruments of pitch</p> <p>Range – narrow / wide / medium </p> <p>Register </p> <p>Role – melody or accompaniment</p>
<p><b>P</b></p>	<p><b>Phrasing</b></p>	<p>Number of bars (Work out time signature)</p> <p>Symmetrical/Asymmetrical</p> <p>Balanced/unbalanced</p> <p>Call and Response </p>
<p><b>H</b></p>	<p><b>Harmony</b></p>	<p>Consonant / Dissonant</p> <p>  </p> <p>Major / minor / atonal</p> <p>12-Bar Blues OR Ice Cream </p> <p>Ostinato</p> <p>Modulate </p> <p>Arpeggios / Walking Bass / Alternating Bass</p>



*pp*

*pianissimo*

*very quiet*

*p*

*piano*

*quiet*

*mp*

*mezzo piano*

*moderately quiet*

*mf*

*mezzo forte*

*moderately loud*

*f*

*forte*

*loud*

*ff*

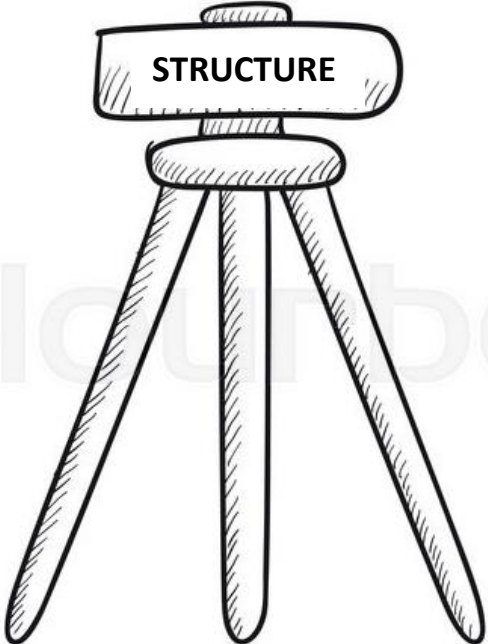
*fortissimo*

*very loud*

*Crescendo = getting louder; Decrescendo = getting softer*



# Structure



**T R I**  
**P O D**

## T<sub>ypes</sub>

Identify the structure and explain

- Binary
- Ternary
- Song form
- Rondo
- Strophic
- Through-composed

## P<sub>hrasing</sub>

Is the melody in 2, 3, 4 or 8 bar phrasing?

Are the phrases balanced/symmetrical OR unbalanced/asymmetrical?

Identify the phrasing into sections: A, B, C

Call and response? Which instruments call and which respond?

## R<sub>ole</sub>

What role do the instruments play?

- Melody
- Bass line
- Keeping beat
- Accompaniment
  - Melodic, rhythmic, chordal

## O<sub>stinato</sub>

- Repeated rhythmic or melodic patterns? When? Where? By whom?
- State whether the ostinato is rhythmic or melodic and which instrument plays it in which section.
- Call and response? Which instrument is calling and which is responding?
- Walking bass? Repeated chord structure or riff?

## I<sub>dentify</sub>

Identify instruments and how sound is produced

## D<sub>iagram</sub>

Use a diagram to explain the structure

LABEL the sections

# DURATION



**TOTALBP**  
What to Listen for

T- Time signature  
O – Ostinato  
T – Tempo  
A – Accents  
L – Length of Notes  
B – Beat  
P - Phrasing