

Teacher: Unit 2 Effect in Music - Practice Assessment Task Set 1

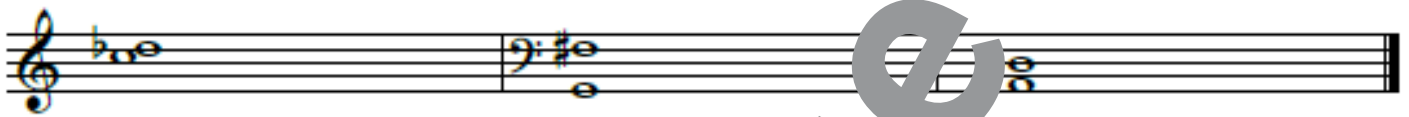
Music Language

Question 3 (3 marks)

Identify the size and quality of each interval. You will have three minutes to complete this question.

Choose from the following alternatives:

minor 7th Perfect 4th Perfect 5th minor 2nd Major 7th Major 2nd


 1. minor 2nd

 2. Major 7th

 3. Perfect 4th

Question 4 (2 marks)



Listen to the following scales. Each scale will be played twice, ascending and/or descending, with silent working time after each playing.

Identify the scale played from these alternatives.

Major Major pentatonic natural minor minor pentatonic

 First playing - 5 seconds of silence
 Second and final playing - 5 seconds of silence


 1. Major

 2. natural minor



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Listening & Interpretation

1b. Listen to Section 2 (4'26" - 5'05") three times and answer the following TWO questions. 

First playing (0'42") - 30 seconds of silence
 Second playing (0'42") - 1 minute of silence
 Third and final playing (0'42") - 1 minute of silence

iii. Describe the texture of the excerpt and how this is used to create the character or mood. 2 marks

- drums and other accompaniment instruments drop out, leaving just the voices and piano in a greatly thinned texture however, the multiple parallel octaves of the vocal lines prevent the music from sounding too sparse and the piano provides running quavers, creating a meditative vibrant character
- all parts except the piano sing/play in unison, giving a strong homophonic texture, accompanied by the syncopated quaver ostinato in the piano
- towards the end of this excerpt the other instruments join in again and the lead voice sings the melodic material of the verse over the chorus material of the other parts leading to a polyphonic feel, adding a more celebratory edge to the mood

iv. Describe the tone colour of the vocals and how this contrasts with the previous excerpt. 2 marks

- in this excerpt, the lead vocal sings with greater strength and passion, and the tone colour fills out into a clearer and stronger timbre, increasing the sense of purpose
- the gentle, husky tone colour in the previous excerpt is now filled with emotion, whereas in the earlier excerpt it was almost deliberately devoid of emotion, giving a sense of "boredom with life" or disaffection

1c. Listen to Section 3 (5'06" - 5'42") three times and answer the following question. 

v. How are the elements of tone colour and texture used in this excerpt to create character? 3 marks

First playing (0'42") - 30 seconds of silence
 Second playing (0'42") - 1 minute of silence
 Third and final playing (0'42") - 1 minute of silence

Character: triumphant, jubilant, empowering, uplifting

Tone colour: the blend of very disparate tone colours gives this section a rich and complex sound. Comprising the pure treble, the powerful rich male lead vocal, raspy drum kit with lots of cymbal, clear and resonant piano, the clear, resonant brass and the pure tones of the bass guitar, this passage has a strong sense of finality and triumph.

Texture: although this section has a complex blend of different "music lines," it is not polyphonic like the previous section, as now the lead vocal part becomes the main foreground, with other lines providing accompaniment. The lead vocal's part is in concert with the other backing vocals and obligato this time, not set against with different rhythms and phrase lengths. The texture is dense with a variety of accompaniment lines including trumpets doing fanfare-like fills between the phrases giving the excerpt a jubilant and empowering feeling.



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Music Language (Practical)

Practical Demonstration Question Types and content continued

Intervals

- Recreate (by singing) diatonic intervals from a given lower or upper note
- Recreate/Identify (by singing) all Major and Perfect and/or minor and Perfect intervals ascending and descending in solfa with handsigns (see pages 6 and 7 of the "Musicianship & Aural Training for the Secondary School" Lvl 3, 2nd Edition)
- Recreate/Identify consecutive intervals within relevant scales (see page 7 of "Musicianship & Aural Training for the Secondary School" Lvl 3, 2nd Edition)
- Recreate/Identify intervals created (by looking at consecutive notes) within a melody by labeling them melodically.

For example, the first bar of this melody:



would be sung as:



Melody

- Recreate/Identify a melody (given visually using a relevant form of notation) by singing in solfa with handsigns (see page 9 of "Musicianship & Aural Training for the Secondary School" Lvl 3, 2nd Edition)
- Recreate/Identify (sing back) a melody (given in a relevant form of notation and with the rhythm given) a one-bar Major melody (given to the student aurally)
- Improvise on a 2 or 3 note Major motif by singing in solfa

Triads and Chords

- Recreate/Identify relevant triads by singing in solfa and/or letter names, ascending and/or descending (see page 10 of "Musicianship & Aural Training for the Secondary School" Lvl 3, 2nd Edition)
- Recreate/Identify relevant triads by singing in solfa, labelling intervals, ascending and/or descending (see page 26 of "Musicianship & Aural Training for the Secondary School" Lvl 3, 2nd Edition)
- Recreate/Identify relevant triads by singing in solfa with handsigns, from the same bottom note, labelling chord type, ascending and/or descending
- Recreate/Identify relevant triads by singing in solfa with handsigns, from the same bottom note, labelling chord type, ascending and/or descending



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Listening & Interpretation

Question 1 (10 marks)

Work: 'Miserere'

Composer/Creator: Felix Riebl

Performer: The Cat Empire

Publisher: Two Shoes (2005)

The following 2'12" excerpt has been divided into three sections. Each section will be played three times with silence after each playing.

Complete all five questions below.

1a. Listen to Section 1 (3'30" - 4'25") three times and answer the following TV questions.

Section 1 playing (0'55") - 30 seconds of silence
 Section 2 playing (0'55") - 1 minute of silence
 The final section playing (0'55") - 1 minute of silence

i. Describe the phrasing used in this excerpt and how it impacts the mood. 1 mark

ii. Describe the tone colour of the instrument and the singing vocals and how this affects the character of the excerpt. 1 mark

Listening & Interpretation continued