

AURAL AWARENESS LEVEL 1A

CIRCLE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

same

different

(1)

2. Are these **intervals** 2nds, 5ths or repeated notes?

A. 2nds

5ths

repeated notes

(0.5)

B. 2nds

3rds

5ths

(0.5)

3. Is the **second pitch** higher or lower than the first?

A. higher

lower

(0.5)

B. higher

lower

(0.5)

4. Is the melody moving by 2nds or 3rds?

2nds

3rds

(1)

5. Do you hear a **5-finger pattern** or a **broken triad**?

5-finger pattern

broken triad

(0.5)

6. Do you hear a **broken** or a **blocked triad**?

broken

blocked

(0.5)

Continue to page 2 →

7. Is the melody moving **up** or **down**?

up

down

_____ (1)

8. Which time is the **cross-hand arpeggio** played piano?

first time

second time

_____ (0.5)

9. Is the **cross-hand arpeggio** played **staccato** or **legato**?

staccato

legato

_____ (0.5)

PARTIAL SCORE: _____ (7)

Corrected by:

PARTIAL SCORE: _____ (7)

POINTS FOR PLAYBACK: _____ (3)

TOTAL SCORE: _____ **(10)**

AURAL AWARENESS LEVEL 1A

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 100



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 1A

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

same

(1)

2. Are these **intervals** 2nds, 5ths or repeated notes?

A. 5ths

repeated notes

(0.5)

B. 2nds 3rds

(0.5)

3. Is the **second pitch** higher or lower than the first?

A. higher

(0.5)

B. lower

(0.5)

4. Is the melody moving by 2nds or 3rds?

3rds

(1)

5. Do you hear a **5-finger pattern** or a **broken triad**?

broken triad

(0.5)

6. Do you hear a **broken** or a **blocked triad**?

broken

(0.5)

Continue to page 2 →

7. Is the melody moving **up** or **down**?

up

(1)

8. Which time is the **cross-hand arpeggio** played piano?

first time

(0.5)

9. Is the **cross-hand arpeggio** played **staccato** or **legato**?

legato

(0.5)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 1A

REMIND STUDENTS TO CIRCLE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

(Establish a pulse at MM \downarrow = 92 and play the set 3 times).



2. Are these **intervals** 2nds, 5ths or repeated notes?

(Play each interval broken and blocked 3 times).



3. Is the **second pitch** higher or lower than the first?

(Play each example 3 times).



4. Is the melody moving by **2nds** or **3rds**? (Play example 3 times).

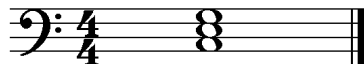


5. Do you hear a **5-finger pattern** or a **broken triad**? (Play a 5-finger pattern 3 times)



Continue to page 2 →

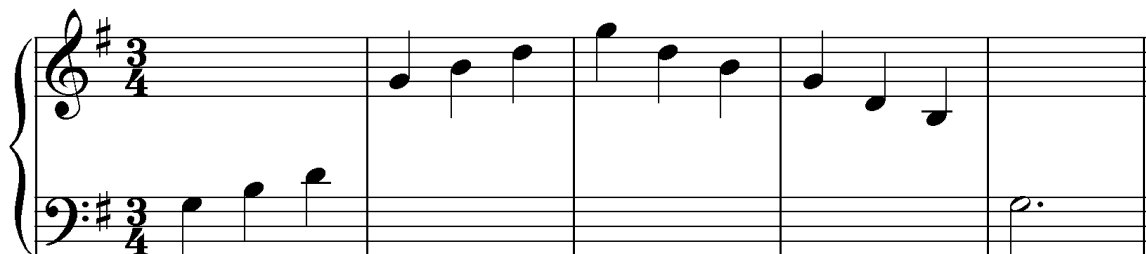
6. Do you hear a **broken** or a **blocked** triad? (Play triad 3 times).



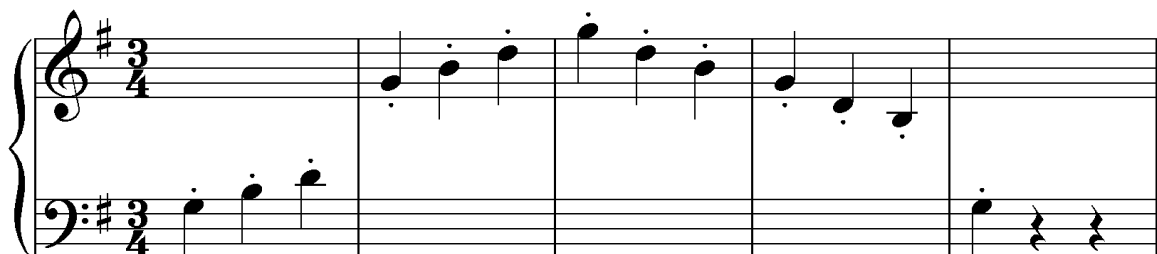
7. Is the melody moving **up** or **down**? (Play melody 3 times).



8. Which time is the **5-finger pattern** played **piano**?
(Play pattern 1st time **forte** and 2nd time **piano**, then repeat twice).



9. Is the **cross-hand arpeggio** played **staccato** or **legato**?
(Play the arpeggio 3 times **staccato**)



MELODY PLAYBACK - LEVEL 1A

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **G** below middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{4}{4}$ time: "1-2-3-4-1-2 -Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

♩ = 100



Measure 1: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 1B

CIRCLE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

same

different

(1)

2. Are these intervals **Major 2nds**, **Major 3rds**, **Perfect 4ths**, or **Perfect 5ths**?

A. Perfect 4th

Major 3rd

Major 2nd

(0.5)

B. Perfect 5th

Major 2nd

Major 3rd

(0.5)

3. Is this one octave Major scale played with a **crescendo** or a **diminuendo**?

A. crescendo

diminuendo

(1)

4. Is this Major melody **ascending** (going up) or **descending** (going down)?

ascending

descending

(1)

5. Does the melody **accelerando** (speed up) or **ritardando** (slow down)?

accelerando

ritardando

(1)

6. Is this Major cross-hand arpeggio **ascending** (going up) or **descending** (slow down) ?

ascending

descending

(1)

Continue to page 2 →

7. Are these triads Major or minor?

A. Major minor

(0.5)

B. Major minor

(0.5)

PARTIAL SCORE: _____

(7)

Corrected by:

PARTIAL SCORE: _____

(7)

POINTS FOR PLAYBACK: _____

(3)

TOTAL SCORE: _____

(10)

AURAL AWARENESS LEVEL 1B

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 84



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 1B

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

same

(1)

2. Are these intervals **Major 2nds**, **Major 3rds**, **Perfect 4ths**, or **Perfect 5ths**?

A. Major 2nd

Major 3rd

(0.5)

B.

Major 3rd

Perfect 5th

(0.5)

3. Is this one octave Major scale played with a **crescendo** or a **diminuendo**?

A. crescendo

(1)

4. Is this Major melody **ascending** (going up) or **descending** (going down)?

descending

(1)

5. Does the melody **accelerando** (speed up) or **ritardando** (slow down)?

ritardando

(1)

6. Is this Major cross-hand arpeggio **ascending** (going up) or **descending** (slow down) ?

ascending

(1)

Continue to page 2 →

7. Are these triads Major or minor?

A. minor (0.5)

B. Major (0.5)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 1B

REMINDE STUDENTS TO CIRCLE THE CORRECT ANSWER

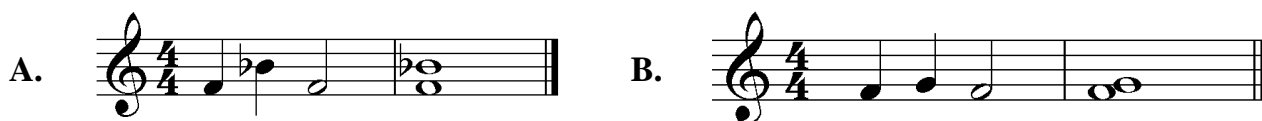
1. Are these **rhythm patterns** the same or different?

(Establish a pulse at MM $\downarrow = 96$ and play the set 3 times).



2. Are these intervals **Major 2nds**, **Major 3rds**, **Perfect 4ths**, or **Perfect 5ths**?

(Play each interval broken and blocked 3 times).



3. Is this one octave Major scale played with a **crescendo** or a **diminuendo**?

(Play each example 3 times using a well-defined diminuendo).



4. Is this Major melody **ascending** (going up) or **descending** (going down)?

(Play pattern 3 times).



5. Does the melody **accelerando** (speed up) or **ritardando** (slow down)?
(Play melody 3 times using a well-defined accelerando)



accel.

6. What do you hear? (Play each example 3 times).

A. 

B. 

7. Is this Major cross-hand arpeggio **ascending** (going up) or **descending** (going down)?
(Play example 3 times).



8. Are these triads **Major** or **minor**?
(Play each example 3 times.)

A. 

B. 

MELODY PLAYBACK - LEVEL 1B

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **G** below middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{3}{4}$ time: "1-2-3-1-Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

♩ = 84



Measure 1: _____

$\frac{1}{2}$ pt. for note accuracy, $\frac{1}{2}$ pt. for rhythm accuracy, $\frac{1}{2}$ pt. for trying. (1.5)

Measure 2: _____

$\frac{1}{2}$ pt. for note accuracy, $\frac{1}{2}$ pt. for rhythm accuracy, $\frac{1}{2}$ pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt, or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 2

CIRCLE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

same

different

(1)

2. Which **rhythm pattern** do you hear?



(1)

3. Which **interval** do you hear?

A. Major 2nd

Minor 3rd

Major 3rd

Perfect 5th

(0.5)

B. Major 2nd

Minor 3rd

Major 3rd

Perfect 5th

(0.5)

4. Is this **5-finger pattern** Major or minor?

Major

minor

(1)

5. Is the **Major scale** played $p \leftarrow f \rightarrow p$ or $f \rightarrow p \leftarrow f$?



(1)

Continue to page 2 →

6. Are these **triads** Major or minor?

A. Major minor

_____ (0.5)

B. Major minor

_____ (0.5)

7. Are the **arpeggios** the same (both Major or both minor) or different (one Major, one minor)?

Major/Major

Minor/minor

different

_____ (1)

PARTIAL SCORE: _____

(7)

Corrected by:

PARTIAL SCORE: _____

(7)

POINTS FOR PLAYBACK: _____

(3)

TOTAL SCORE: _____

(10)

AURAL AWARENESS LEVEL 2

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 100



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 2

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Are these rhythm patterns the same or different?

same

different

(1)

2. Which **rhythm pattern** do you hear?



(1)

3. Which **interval** do you hear?

A. Major 2nd

Minor 3rd

Major 3rd

Perfect 5th

(0.5)

B. Major 2nd

Minor 3rd

Major 3rd

Perfect 5th

(0.5)

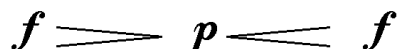
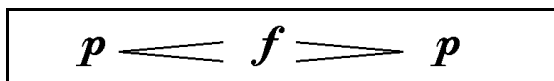
4. Is this **5-finger pattern** Major or minor?

Major

minor

(1)

5. Is the **Major scale** played $p \leftarrow f \rightarrow p$ or $f \rightarrow p \leftarrow f$?



(1)

Continue to page 2 →

6. Are these **triads** Major or minor?

A. minor (0.5)

B. Major (0.5)

7. Are the **arpeggios** the same (both Major or both minor) or different (one Major, one minor)?

Major/Major Minor/minor (1)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 2

REMIND STUDENTS TO CIRCLE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

(Establish a pulse at MM $\downarrow = 92$ and play the set 3 times).



2. Which **rhythm pattern** do you hear? (Play the example 3 times).



3. Which **interval** do you hear? (Play each interval broken and blocked 3 times).



4. Is this **5-finger pattern** Major or minor? (Play pattern 3 times).



Continue to page 2 →

5. Is the **Major scale** played $p \leftarrow f \rightarrow p$ or $f \rightarrow p \leftarrow f$?
 (Play Major scale 3 times using a well-defined $p \leftarrow f \rightarrow p$)



6. Are these **triads** Major or minor? (Play each triad 3 times).



7. Are the **arpeggios** the same (both Major or both minor) or different (one Major, one minor)?
 (Play example 3 times).



MELODY PLAYBACK - LEVEL 2

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the C above middle C."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{4}{4}$ time: "1-2-3-4-1-2-Ready-Listen."

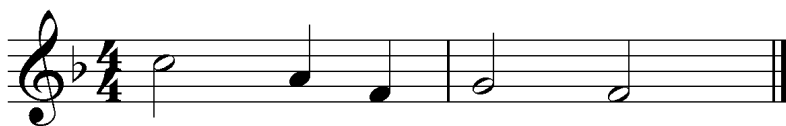
Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

♩ = 100



Measure 1: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 3

CIRCLE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

same

different

(1)

2. Which **rhythm pattern** do you hear?



(1)



3. Is the **melody** you hear Major or minor?

Major

minor

(1)

4. In this one octave Major scale played in **parallel motion** (same direction) or **contrary motion** (opposite direction)?

parallel motion

contrary motion

(0.5)

5. Which **interval** do you hear?

A. Major 2nd

Major 3rd

Perfect 8ve

(0.5)

B. Major 3rd

minor 3rd

Perfect 5th

(0.5)

C. Perfect 4th

Perfect 5th

Perfect 8ve

(0.5)

6. Is the **triad** and **inversion** Major or minor?

Major

minor

(0.5)

Continue to page 2 →

7. What is the **dynamic pattern** of this 2-octave minor arpeggio, $p \ll f \gg p$ or $f \gg p \ll f$?

$p \ll f \gg p$

$f \gg p \ll f$

_____ (0.5)

8. Do these **chord progressions** sound the same or different?

same

different

_____ (1)

PARTIAL SCORE: _____ (7)

Corrected by:

PARTIAL SCORE: _____ (7)

POINTS FOR PLAYBACK: _____ (3)

TOTAL SCORE: _____ (10)

AURAL AWARENESS LEVEL 3

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 100



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 3

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

same

(1)

2. Which **rhythm pattern** do you hear?

A. 

(1)

B. 

3. Is the **melody** you hear Major or minor?

Major

(1)

4. In this one octave Major scale played in **parallel motion** (same direction) or **contrary motion** (opposite direction)?

parallel motion

(0.5)

5. Which **interval** do you hear?

A. Major 2nd

Perfect 8ve

(0.5)

B. Major 3rd

Perfect 5th

(0.5)

B. Perfect 4th

Perfect 5th

(0.5)

6. Is the **triad** and **inversion** Major or minor?

Major

(0.5)

Continue to page 2 →

7. What is the **dynamic pattern** of this 2-octave minor arpeggio, $p \ll f \gg p$ or $f \gg p \ll f$?

$p \ll f \gg p$

$f \gg p \ll f$ (0.5)

8. Do these **chord progressions** sound the same or different?

same

different (1)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 3

REMIND STUDENTS TO CIRCLE THE CORRECT ANSWER

1. Are these **rhythm patterns** the same or different?

(Establish a pulse at MM \downarrow = 84 and play the set 3 times).



2. Which **rhythm pattern** do you hear?

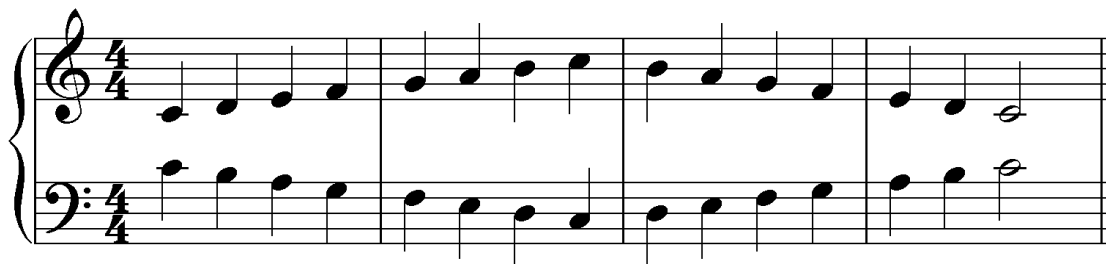
(Establish a pulse at MM \downarrow = 69 and play the set 3 times).



3. Is the **melody** you hear Major or minor? (Play the melody 3 times).



4. In this one octave Major scale played in **parallel motion** (same direction) or **contrary motion** (opposite direction)? (Play the scale 3 times).



Continue to page 2 →

5. Which **interval** do you hear? (Play each interval broken and blocked 3 times).

A.

B.

C.

6. Is the **triad** and **inversion** Major or minor? (Play example 3 times).

7. Is the **dynamic pattern** of this minor arpeggio played $p \leftarrow f \rightarrow p$ or $f \rightarrow p \leftarrow f$? (Play the arpeggio 3 times using a well-defined $p \leftarrow f \rightarrow p$).

8. Do these **chord progressions** sound the same or different? (Play example 3 times).

E Major

I V₅ I

I V₅ I

MELODY PLAYBACK - LEVEL 3

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **D** below middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{3}{4}$ time: "1-2-3-1-Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

♩ = 100



Measure 1: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____


If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 4

CIRCLE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

_____ (1)

A.  B. 

2. Which **interval** do you hear?

A. M2 M3 m3 P4 P5 M6 P8

_____ (.5)

B. M2 M3 m3 P4 P5 M6 P8

_____ (.5)

C. M2 M3 m3 P4 P5 M6 P8

_____ (.5)

D. M2 M3 m3 P4 P5 M6 P8

_____ (.5)

3. Which **tones** of a **Major 5-finger pattern** do you hear?

A. 1241 1351 1321

_____ (.5)

B. 5321 5431 5231

_____ (.5)

4. Is the **scale** you hear **Major** or **harmonic minor**?

Major harmonic minor

_____ (1)

5. Is the **triad** with **inversions** **Major** or **minor**?

Major minor

_____ (1)

Continue to page 2 →

6. Are the two **cadences** (chord progressions) the same or different?
Be sure to listen to both complete cadences before you make a choice.

same

different

(1)

PARTIAL SCORE: _____
(7)

Corrected by:

PARTIAL SCORE: _____
(7)

POINTS FOR PLAYBACK: _____
(3)

TOTAL SCORE: _____
(10)

AURAL AWARENESS LEVEL 4

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 100



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)



MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 4

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear? (1)

A.  B. 

2. Which **interval** do you hear?

- | | | | | | | | | |
|----|----|----|--|--|----|--|--|------|
| A. | M2 | M3 | <input checked="" type="checkbox"/> m3 | P4 | P5 | M6 | P8 | (.5) |
| B. | M2 | M3 | m3 | P4 | P5 | <input checked="" type="checkbox"/> M6 | P8 | (.5) |
| C. | M2 | M3 | m3 | <input checked="" type="checkbox"/> P4 | P5 | M6 | P8 | (.5) |
| D. | M2 | M3 | m3 | P4 | P5 | M6 | <input checked="" type="checkbox"/> P8 | (.5) |

3. Which **tones** of a **Major 5-finger pattern** do you hear?

- | | | | | |
|----|--|------|--|------|
| A. | 1241 | 1351 | <input checked="" type="checkbox"/> 1321 | (.5) |
| B. | <input checked="" type="checkbox"/> 5321 | 5431 | 5231 | (.5) |

4. Is the **scale** you hear **Major** or **harmonic minor**? (1)

Major harmonic minor

5. Is the **triad with inversions** **Major** or **minor**?

Major minor (1)

Continue to page 2 →

6. Are the two **cadences** (chord progressions) the same or different?
Be sure to listen to both complete cadences before you make a choice.

same

different

(1)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 4

REMINDE THE STUDENT TO CIRCLE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear? (Establish a pulse at MM ♩ = 138 and play 3 times)



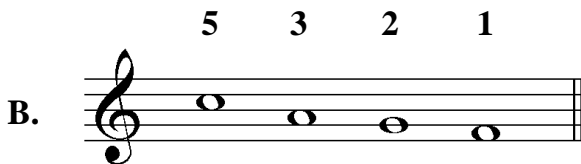
2. Which **interval** do you hear?

(Establish the key by playing the Major and minor tonic triads, BR and BL, then play each example 3 times)

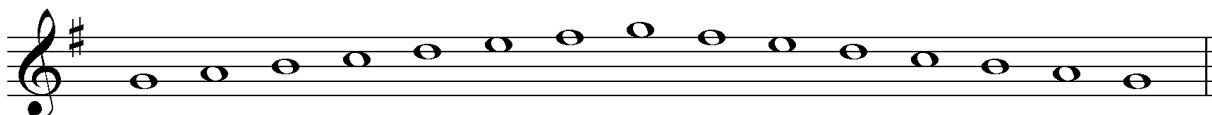


3. Which **tones** of a **Major 5-finger pattern** do you hear?

(Play the 5-finger pattern ascending and descending once. Then play the question 3 times)



4. Is the scale you hear Major or harmonic minor? (Play 3 times)



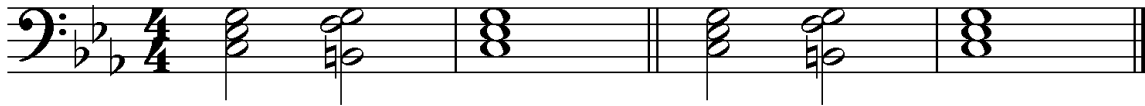
Major scale

5. Is the **triad** and **inversions Major** or **minor**? (Play 3 times)



minor triad and inversions

6. Are the two **cadences** (chord progressions) the same or different?
Be sure to listen to both complete cadences before making your choice.
(Play the complete set 3 times)



the cadences are the same

MELODY PLAYBACK - LEVEL 4

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **A** below middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{4}{4}$ time: "1-2-3-4-1-2 -Ready-Listen."

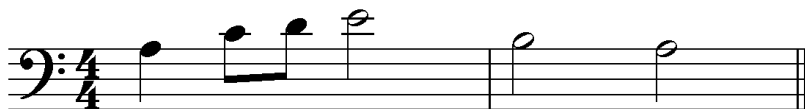
Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

MM \downarrow = 100



Measure 1: _____
 $\frac{1}{2}$ pt. for note accuracy, $\frac{1}{2}$ pt. for rhythm accuracy, $\frac{1}{2}$ pt. for trying. (1.5)

Measure 2: _____
 $\frac{1}{2}$ pt. for note accuracy, $\frac{1}{2}$ pt. for rhythm accuracy, $\frac{1}{2}$ pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 5

CIRCLE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

A. $\frac{4}{4}$ 

B. $\frac{4}{4}$ 

(1)

5. Which **interval** do you hear?

A. M2 m3 M7 P4 P8

(0.5)

B. P5 M6 m3 M3 M2

(0.5)

3. Which **tones** of a Major 5-finger pattern do you hear?

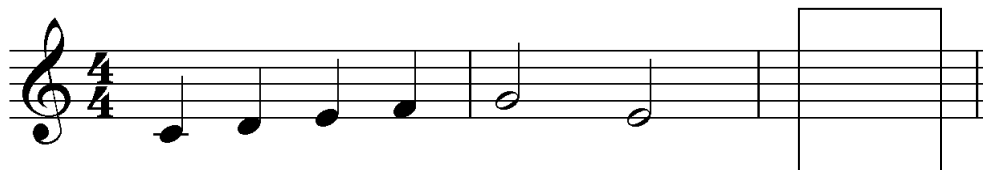
A. 12453 13542 12534

(0.5)

B. 13524 15243 14253

(0.5)

4. Fill in the **missing note**, using the correct **note value**.



(1.5)

5. Which **scale** do you hear?

A. natural minor harmonic minor

(0.5)

B. natural minor harmonic minor

(0.5)

Continue to page 2 →

6. Are these **arpeggios** Major or minor?

A. Major minor
(0.5)

B. Major minor
(0.5)

7. Are these **triads** and **inversions** Major or minor?

Major minor
(0.5)

PARTIAL SCORE:
(7)

Corrected by:

PARTIAL SCORE:
(7)

POINTS FOR PLAYBACK:
(3)

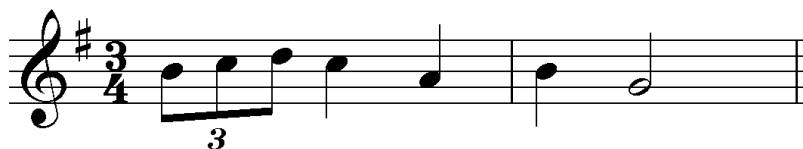
TOTAL SCORE:
(10)

AURAL AWARENESS LEVEL 5

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 66



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

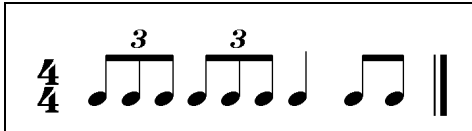

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 5

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

- A.  (1)
- B. 


5. Which **interval** do you hear?

- A. M2 m3 P4 P8 (0.5)
- B. P5 M6 M3 M2 (0.5)

3. Which **tones** of a Major 5-finger pattern do you hear?

- A. 12453 12534 (0.5)
- B. 13524 14253 (0.5)

4. Fill in the **missing note**, using the correct **note value**.

 (1.5)

5. Which **scale** do you hear?

- A. natural minor (0.5)
- B. harmonic minor (0.5)

Continue to page 2 →

6. Are these **arpeggios** Major or minor?

A. Major (0.5)

B. minor (0.5)

7. Are these **triads** and **inversions** Major or minor?

Major (0.5)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 5

REMIND STUDENTS TO CIRCLE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

(Establish a pulse at MM $\text{♩} = 84$ and play the set 3 times).

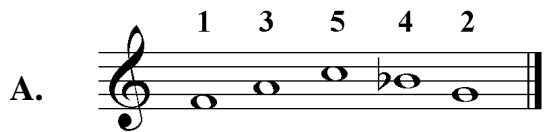


2. Which **interval** do you hear? (Play each interval broken and blocked 3 times).



3. Which sequence of **tones** of a Major 5-finger pattern do you hear?

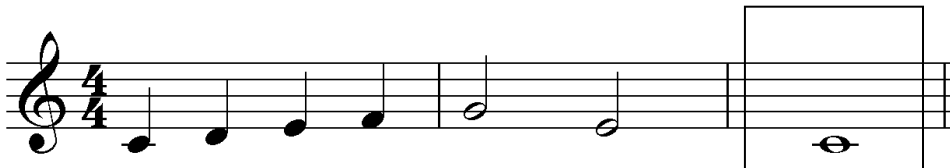
(Play the 5-finger pattern once and then play example 3 times).



4. Fill in the **missing note** using the correct **note value**. Establish the key by playing:



Then play example 3 times:

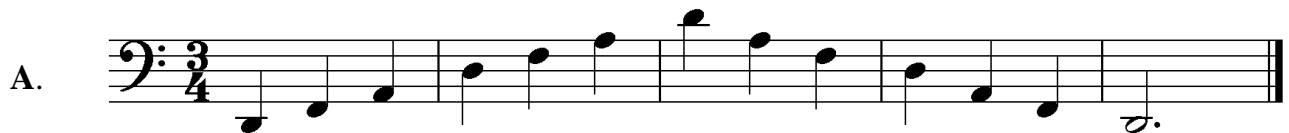


Continue to page 2 →

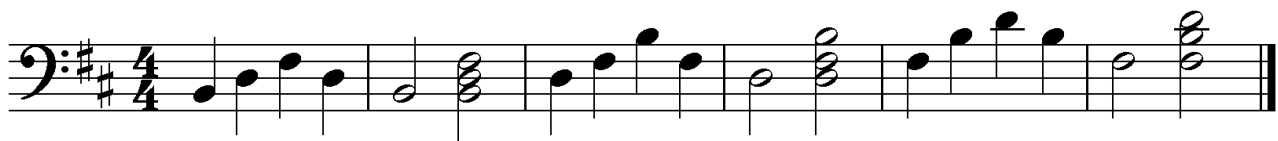
5. Which **scale** do you hear? (Play each scale 3 times)



6. Are these arpeggios **Major** or **minor**? (Play a 2-octave arpeggios in the following keys).



7. Are these **triads** and **inversions** Major or minor? (Play example 3 times).



MELODY PLAYBACK - LEVEL 5

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **B** above middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{3}{4}$ time: "1-2-3-1-Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

♩ = 66



Measure 1: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 6

CIRCLE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

A. $\frac{4}{4}$ 

B. $\frac{4}{4}$ 

_____ (1)

2. Which **interval** do you hear?

A. M2 m3 M3 P4 M6 M7

_____ (0.5)

B. M2 m3 M3 P4 M6 M7

_____ (0.5)

3. Fill in the missing notes with correct **pitch** and **note value** in the space provided.

_____ (1)



4. After hearing a minor 5-finger pattern ascending and descending be able to identify which **tones** are played within the pattern?

A. 13251 13531 12421

_____ (0.5)

B. 13241 13251 12131

_____ (0.5)

5. Which **scale** do you hear?

natural harmonic melodic

_____ (1)

Continue to page 2 →

6. Do you hear a **cadence** or a **triad with inversions**?

cadence

triad with inversions

(1)

7. Are the two **cadences** (chord progressions) the **same** or **different**?
Be sure to listen to both complete cadences before making your choice.

same

different

(1)

PARTIAL SCORE: _____
(7)

Corrected by:

PARTIAL SCORE: _____
(7)

POINTS FOR PLAYBACK: _____
(3)

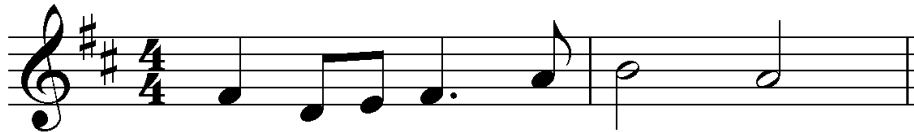
TOTAL SCORE: _____
(10)

AURAL AWARENESS LEVEL 6

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 84



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 6

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

A.  (1)

B. 

2. Which **interval** do you hear?

A. M2 m3 M3 P4 M6 M7 (0.5)

B. M2 m3 M3 P4 M6 M7 (0.5)

3. Fill in the missing notes with correct **pitch** and **note value** in the space provided. (1)



4. After hearing a minor 5-finger pattern ascending and descending be able to identify which **tones** are played within the pattern?

A. 13251 13531 12421 (0.5)

B. 13241 13251 12131 (0.5)

5. Which **scale** do you hear?

natural harmonic melodic (1)

Continue to page 2 →

6. Do you hear a **cadence** or a **triad with inversions**?

cadence

triad with inversions

(1)

7. Are the two **cadences** (chord progressions) the **same** or **different**?
Be sure to listen to both complete cadences before making your choice.

same

different

(1)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 6

REMIND STUDENTS TO CIRCLE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

(Establish a pulse at MM $\text{♩} = 138$ and play the set 3 times).

A. 

2. Which **interval** do you hear? (Play each interval broken and blocked 3 times).

A. 

B. 

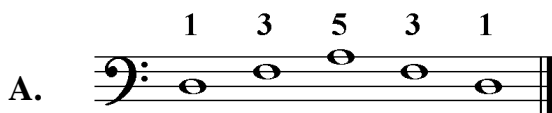
3. Fill in the missing notes with correct **pitch** and **note value** in the space provided.

(Establish the key, then play the question 3 times with 8 counts in between each repetition).

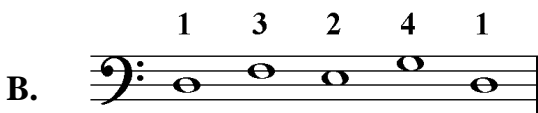
Establish key: 



4. After hearing a minor 5-finger pattern ascending and descending be able to identify which **tones** are played within the pattern? (Play the 5-finger pattern up and down once, then play example 3 times).

A. 

d minor

B. 

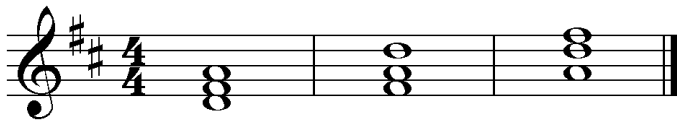
d minor

Continue to page 2 →

5. Which **scale** do you hear? (Play 3 times).



6. Do you hear a **cadence** or a **triad with inversions**? (Play 3 times).



7. Are the two **cadences** (chord progressions) the **same** or **different**?
 Be sure to listen to both complete cadences before making your choice.
 (Play each pair of progressions 3 times).



MELODY PLAYBACK - LEVEL 6

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **F#** above middle C."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{4}{4}$ time: "1-2-3-4-1-2-Ready-Listen."

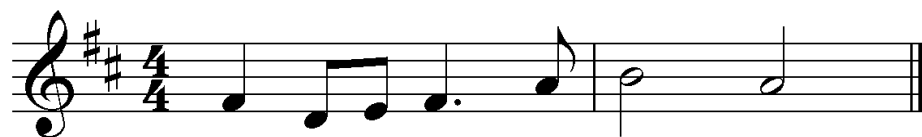
Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

♩ = 84



Measure 1: _____
 ½ pt. for note accuracy, ½ pt. for rhythm accuracy, ½ pt. for trying. (1.5)

Measure 2: _____
 ½ pt. for note accuracy, ½ pt. for rhythm accuracy, ½ pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 7

CIRCLE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

A. 

B. 

(0.5)

2. Which **interval** do you hear?

A. M2 M3 P4 M6 P8

(0.5)

B. m3 P5 m6 M7 P8

(0.5)

3. Which **scale** do you hear?


A. Major natural minor

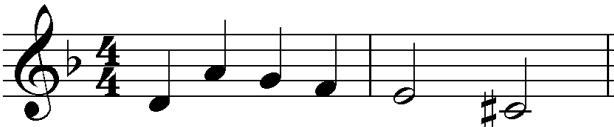
(0.5)

B. melodic minor harmonic minor

(0.5)

4. Which **melody** do you hear?

A. 

B. 

(0.5)

Continue to page 2 →

5. Fill in the **missing notes** using the correct **notes values**.

_____ (1.5)

6. What type of **triad** do you hear?

A. Major minor Augmented diminished _____ (0.5)

B. Major minor Augmented diminished _____ (0.5)

7. Are these **triad** and **inversions** the same or different?

Same different _____ (0.5)

8. What type of **chord** do you hear?

dominant 7th chord 4-voice octave chord _____ (0.5)

9. Which **cadence** do you hear?

authentic plagal _____ (0.5)

Corrected by:

PARTIAL SCORE: _____ (7)

POINTS FOR PLAYBACK: _____ (3)

TOTAL SCORE: _____ **(10)**

AURAL AWARENESS LEVEL 7

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 44



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 7

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Which **rhythm pattern** do you hear?

A.  (0.5)

B. 

2. Which **interval** do you hear?

A. M2 m3 P4 M6 P8 (0.5)


B. m3 P5 M6 M7 P8 (0.5)

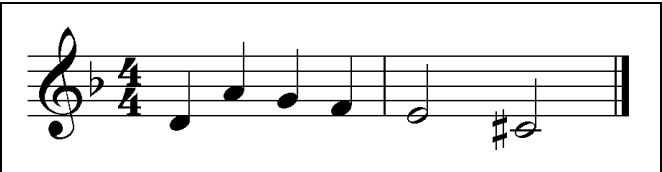
3. Which **scale** do you hear?

A. Major natural minor (0.5)

B. melodic minor harmonic minor (0.5)

4. Which **melody** do you hear?

A. 

B.  (0.5)

Continue to page 2 →

5. Fill in the **missing notes** using the correct **notes values**.

(1.5)

6. What type of **triad** do you hear?

A. Major minor Augmented (0.5)

B. Major minor diminished (0.5)

7. Are these **triad** and **inversions** the same or different?

Same (0.5)

8. What type of **chord** do you hear?

4-voice octave chord (0.5)

9. Which **cadence** do you hear?

authentic (0.5)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 7

1. Which **rhythm pattern** do you hear? Establish a pulse at ♩ = 100 and play 3 times

B. 

2. Which **interval** do you hear? Play each interval broken and blocked 3 times.

A. 

B. 

3. Which **scale** do you hear? Play each scale ascending and descending 3 times.

g natural minor



g melodic minor



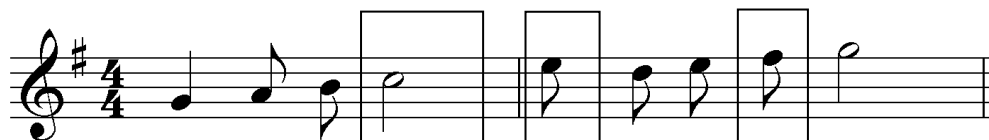
4. Which **melody** do you hear? Play the example 3 times.

B. 

5. Fill in the **missing notes** using the correct **notes values**. Establish the key by playing:



Then play the example 3 times at ♩ = 69



Continue to page 2 →

6. What type of **triad** do you hear? Play each triad broken and blocked 3 times.

A. g diminished

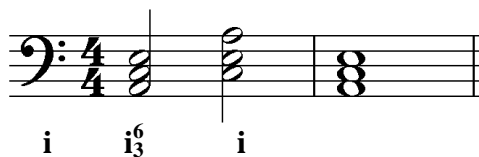
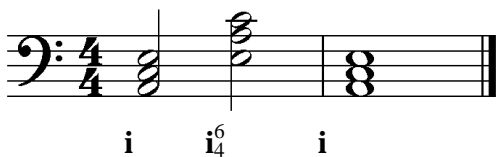


B. G Augmented



7. Are these **triad** and **inversions** the same or different? Play the set 3 times.

different



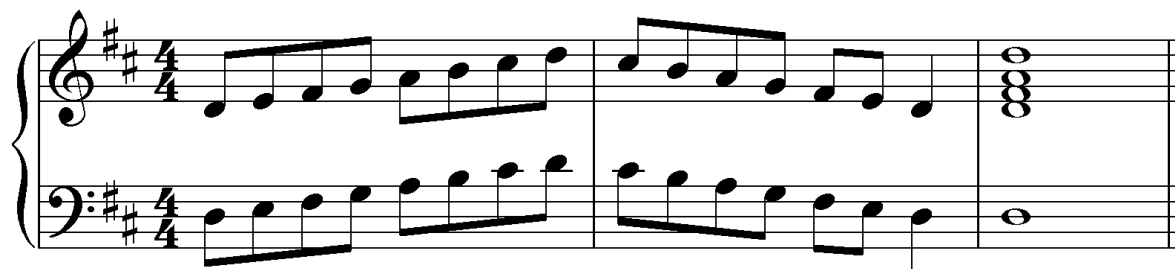
8. What type of **chord** do you hear? Play the chord broken and blocked 3 times.



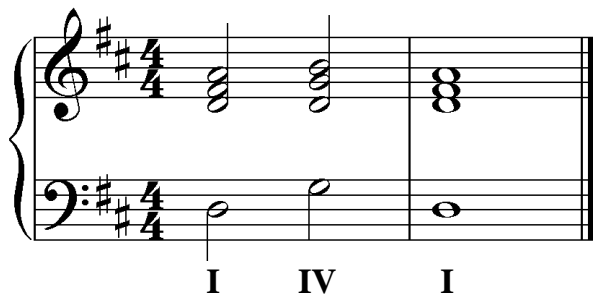
dominant 7th chord

9. Which **cadence** do you hear?

Establish the key by playing the D major scale and the D Major 4-voice octave chord.



Then play the **plagal cadence** 3 times.



MELODY PLAYBACK - LEVEL 7

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **G** above middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{2}{4}$ time: "1-2-Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

♩ = 44



Measure 1: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE:

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 8

CIRCLE THE CORRECT ANSWER

1. Write-out the 1-measure **rhythm pattern** that you hear.

$\frac{4}{4}$



(1)

2. Which **descending interval** do you hear?

A. m2 m3 P4 P5

B. m2 m3 P4 P5

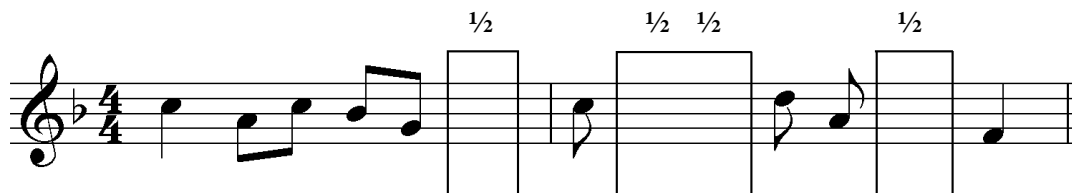
(1)

3. Circle the **melodic fragment** you hear.



(.5)

4. Fill in four **missing notes**.



(2)

5. Is the melody fragment **natural** minor or **harmonic** minor?

natural minor harmonic minor

(.5)

6. Which **scale** do you hear?

chromatic whole-tone

(.5)

Continue to page 2 →

7. What type of **triad** do you hear?

_____ (.5)

Major

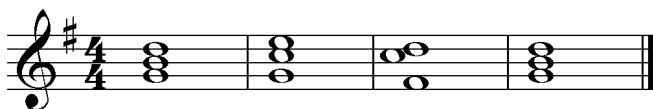
minor

Augmented

diminished

8. Fill in the missing **Roman numeral**.

_____ (.5)



I

IV₄⁶

I

9. Which type of **cadence** do you hear?

_____ (.5)

authentic

plagal

PARTIAL SCORE: _____ (7)

Corrected by:

PARTIAL SCORE: _____ (7)

POINTS FOR PLAYBACK: _____ (3)

TOTAL SCORE: _____ **(10)**

AURAL AWARENESS LEVEL 8

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 69



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 8

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Write-out the 1-measure **rhythm pattern** that you hear. (1)



2. Which **descending interval** do you hear? (1)

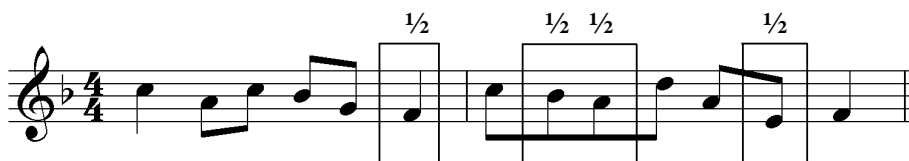
A. M2 m3 P4 P5

B. m2 m3 P4 P5

3. Circle the **melodic fragment** you hear. (.5)



4. Fill in four **missing notes**. (2)



5. Is the melody fragment **natural** minor or **harmonic** minor? (.5)

natural minor harmonic minor

6. Which **scale** do you hear? (.5)

chromatic whole-tone

Continue to page 2 →

7. What type of **triad** do you hear? (.5)

Major

minor

Augmented

diminished

8. Fill in the missing **Roman numeral**. (.5)

I
IV₄⁶
V₅⁶
I

9. Which type of **cadence** do you hear? (.5)

authentic

plagal

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

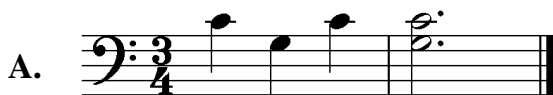
AURAL AWARENESS LEVEL 8

REMIND STUDENTS TO CIRCLE THE CORRECT ANSWER

1. Write-out the 1-measure **rhythm pattern** that you hear.



2. Which **descending interval** do you hear?



3. Which **melodic fragment** you hear. (Establish a slow pulse at MM ♩ = 60 and play 3 times)



4. Fill in **four missing notes**. (Play 3 times)



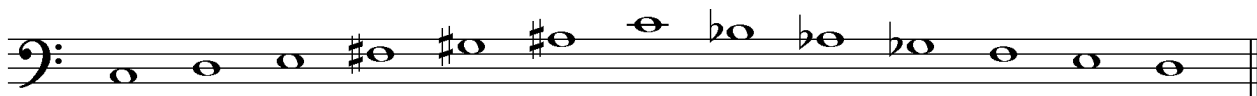
5. Is the melody fragment in a **natural** minor or **harmonic** minor key? (Play 3 times)



natural minor

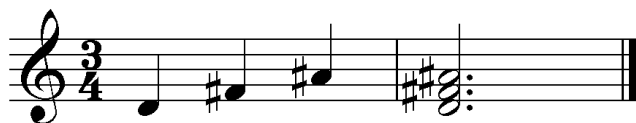
Continue to page 2 →

6. Which **scale** do you hear? (Play 3 times).



whole-tone scale

7. Which type of **triad** do you hear. (Play broken and blocked 3 times)



augmented triad

8. Fill in the missing **Roman numeral**. (Play 3 times at MM ♩ = 80)

I
IV⁶₄
V⁶₅
I

9. What type of **cadence** do you hear. (Play 3 times).

I
IV⁶₄
I

plagal cadence

MELODY PLAYBACK - LEVEL 8

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **B** above middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{3}{4}$ time: "1-2-3-1-Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

MM ♩ = 69



Measure 1: _____
 ½ pt. for note accuracy, ½ pt. for rhythm accuracy, ½ pt. for trying. (1.5)

Measure 2: _____
 ½ pt. for note accuracy, ½ pt. for rhythm accuracy, ½ pt. for trying. (1.5)

MELODY PLAYBACK SCORE:

If student makes no attempt or declines to play the melody playback, then no points should be given. _____ (3)

6. What type of **triad** do you hear?

A. Major Augmented minor

_____ (0.5)

B. Major diminished minor

_____ (0.5)

7. What type of **chord** do you hear?

dominant 7th chord

diminished 7th

_____ (0.5)

8. Which **chord progression** do you hear?

A.

B.

_____ (0.5)

Corrected by:

PARTIAL SCORE: _____ (7)

POINTS FOR PLAYBACK: _____ (3)

TOTAL SCORE: _____ (10)

AURAL AWARENESS LEVEL 9

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 66



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE:

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 9

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Fill two missing beats in the following pattern.

$\frac{4}{4}$  (1)

2. Which **descending interval** do you hear?

A. m3 P4 P8 (0.5)

B. m2 m3 P5 (0.5)

3. Which **melody** do you hear?

A.  (1)

B. 

4. Fill in the **5 missing notes** using the correct **note values**.

 (1.5)

5. Which **scale** do you hear?

Phrygian (0.5)

Continue to page 2 →

6. What type of **triad** do you hear?

A. Major minor (0.5)

B. Major minor (0.5)

7. What type of **chord** do you hear?

diminished 7th (0.5)

8. Which **chord progression** do you hear?

A.



B.



(0.5)

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 9

REMIND STUDENTS TO CIRCLE THE CORRECT ANSWER

1. Fill in 2 missing beats in the following rhythm pattern.

Establish a pulse at ♩ = 54 and play the example 3 times



2. Which descending **interval** do you hear? Play a descending tonic octave chord, then each interval broken and blocked 3 times.



3. Which **melody** do you hear? Establish the key by playing the d harmonic minor scale:



Then play example 3 times:



4. Fill in the 5 **missing notes** using the correct **notes values**. Establish the key by playing:



Then play the example 3 times at ♩ = 69



5. Which **scale** do you hear? Play the Dorian scale beginning on D 3 times.

Dorian scale



6. Which **triad** do you hear? Play each triad broken and blocked 3 times.

D Augmented



D diminished



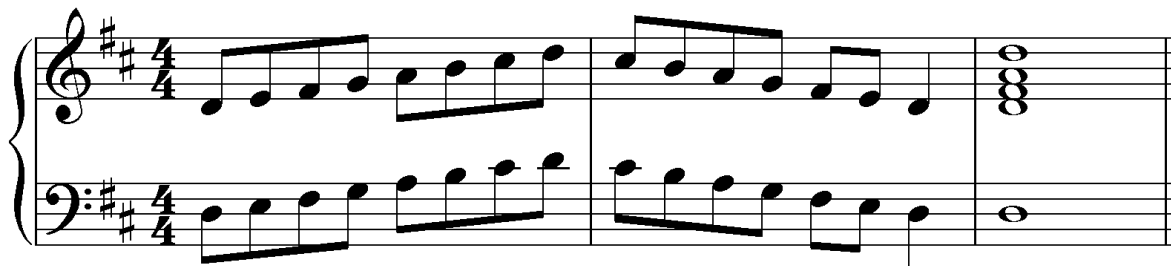
7. which **chord** do you hear? Play the chord broken and blocked 3 times.



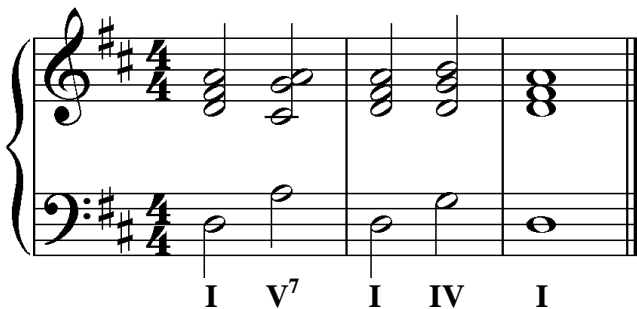
dominant 7th chord

9. Which **chord progression** do you hear?

Establish the key by playing the D major scale and the D Major 4-voice octave chord.



Then play the chord **progression** 3 times.



MELODY PLAYBACK - LEVEL 9

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **F#** above middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{4}{4}$ time: "1-2-3-4-1-2-Ready-Listen."

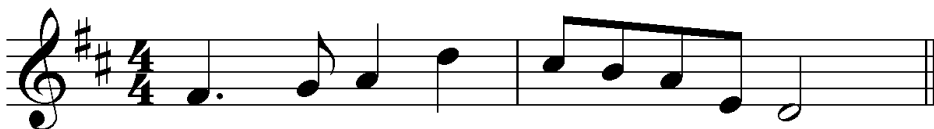
Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

♩ = 66



Measure 1: _____
 ½ pt. for note accuracy, ½ pt. for rhythm accuracy, ½ pt. for trying. (1.5)

Measure 2: _____
 ½ pt. for note accuracy, ½ pt. for rhythm accuracy, ½ pt. for trying. (1.5)

MELODY PLAYBACK SCORE:

If student makes no attempt or declines to play the melody playback, then no points should be given. _____ (3)

AURAL AWARENESS LEVEL 10

CIRCLE THE CORRECT ANSWER

1. Fill in three **missing beats** (♩. = 1 beat).



(1.5)

2. Which descending **interval** do you hear?

- A. m3 d5 M7 P8
- B. m2 M3 A4 m7

(1)

3. Circle the **melodic fragment** you hear.



(1)

4. Fill in six **missing notes**.



(2)

5. What kind of **scale** was used to composed this melody?

- natural minor harmonic minor melodic minor chromatic

(.5)

6. Which **modal scale** do you hear?

- Locrian Mixolydian

(.5)

7. Do you hear a **Dominant 7th** chord or a **diminished 7th** chord?

(.5)

Dominant 7th diminished 7th

8. Which **cadence** do you hear?

(.5)

authentic plagal

PARTIAL SCORE:

(3)

Corrected by: _____

TOTAL SCORE: _____

(10)

AURAL AWARENESS LEVEL 10

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 92



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 10

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Fill in three **missing beats** (♩ = 1 beat).

(1.5)

1/4 pt. each note

2. Which descending **interval** do you hear?

(1)

A. m3 d5 M7 P8

B. m2 M3 A4 m7

3. Circle the **melodic fragment** you hear.

(1)

A.

B.

4. Fill in six missing notes.

(2)

5. What kind of **scale** was used to composed this melody?

(.5)

natural minor

harmonic minor

melodic minor

chromatic

6. Which **modal scale** do you hear?

(.5)

Locrian

Mixolydian

Continue to page 2 →

7. Do you hear a Dominant7th chord or a diminished 7th chord? (.5)

Dominant 7th

diminished 7th

8. Which cadence do you hear? (.5)

authentic

plagal

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 10

REMINDE THE STUDENT TO CIRCLE THE CORRECT ANSWER

1. Fill in **three missing beats** (♩ = 1 beat).



2. Which descending **interval** do you hear?



3. Circle the **melodic fragment** you hear. (Establish a slow pulse at MM ♩ = 50 and play 3 times)



4. Fill in **six missing notes**. (Play 3 times)



5. What kind of **scale** was used to composed this melody? (Play 3 times)



chromatic scale

Continue to page 2 →

6. Which **modal scale** do you hear? (Play 3 times)



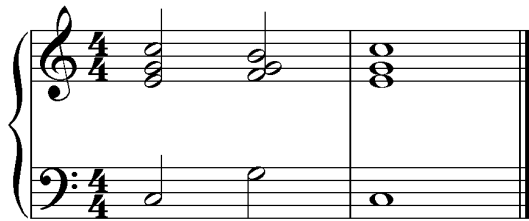
Locrian modal scale

7. Do you hear a **dominant 7th** chord or a **diminished 7th** chord? (Play 3 times)



diminished 7th chord

8. Which cadence do you hear? (Each time establish the tonic and then play the cadence 3 times).



authentic cadence

MELODY PLAYBACK - LEVEL 10

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the E above middle C."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in 6/8 time: "1-2-3-4-5-6-1-2-3-4-Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

MM ♩ = 92



Measure 1: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
 1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 11

CIRCLE THE CORRECT ANSWER

1. Write a **dictated rhythm** of 2 measures in the space provided.

$\frac{4}{4}$



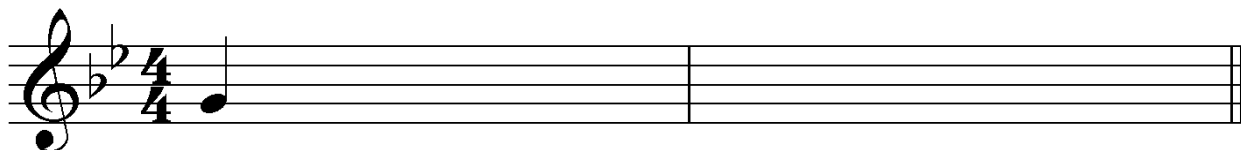
(1.5)

2. Which **melody fragment** do you hear?



(1)

3. Complete the **dictated melody** using the correct pitch and note values.



(2)

4. Which **scale** do you hear?

A. Dorian Phrygian Lydian

(0.5)

B. Dorian Phrygian Lydian

(0.5)

C. Dorian Phrygian Lydian

(0.5)

Continue to page 2 →

5. Which **cadence** do you hear?

- | | | | | |
|-----------|-----------|--------|-----------|----------------------------|
| A. | half | plagal | deceptive | <u> </u>
(0.5) |
| B. | authentic | plagal | deceptive | <u> </u>
(0.5) |

PARTIAL SCORE:
(7)

Corrected by:

PARTIAL SCORE:
(7)

POINTS FOR PLAYBACK:
(3)

TOTAL SCORE:
(10)

AURAL AWARENESS LEVEL 11

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 92



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 11

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Write a **dictated rhythm** of 2 measures in the space provided.

(1.5)

2. Which **melody fragment** do you hear?

A. (1)

B.

3. Complete the **dictated melody** using the correct pitch and note values.

(2)

4. Which **scale** do you hear?

A. Dorian Phrygian Lydian (0.5)

B. Dorian Phrygian Lydian (0.5)

C. Dorian Phrygian Lydian (0.5)

Continue to page 2 →

5. Which **cadence** do you hear?

A. plagal deceptive (0.5)

B. authentic plagal (0.5)

Corrected by:

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 11

REMINDE STUDENTS TO CIRCLE THE CORRECT ANSWER

1. Write a **dictated rhythm** pattern of 2 measures in the space provided.

Establish a pulse at MM $\downarrow = 54$. Play the example 3 times



2. Which **melody fragment** do you hear? Establish the key by playing:



Then play the example 3 times:

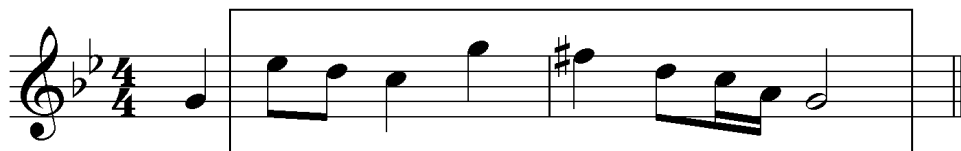


3. Complete the **dictated melody** using the correct pitch and note values.

Establish the key by playing:



Then play example 3 times:



Continue to page 2 →

4. Which **scale** do you hear? Play each scale 3 times.

Lydian scale on F

A. 

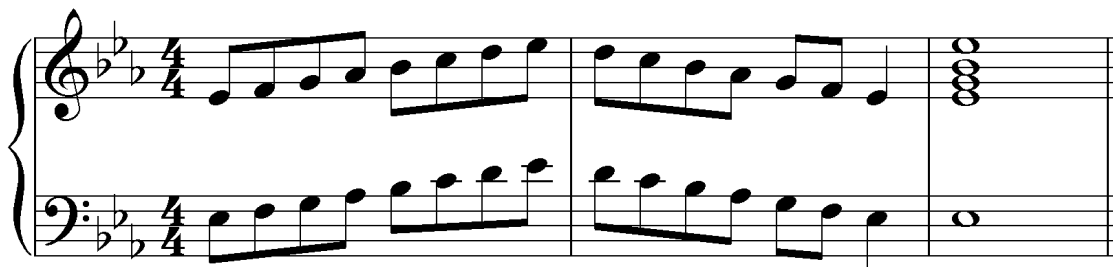
Phrygian scale on E

B. 

Dorian scale on D

C. 

5. Which **cadence** do you hear. Establish the key by playing the scale and a 4-note tonic chord before playing each cadence:



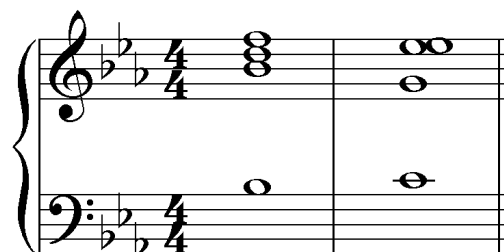
Then play each cadence:

Cadence A.



I V

Cadence B.



V vi

MELODY PLAYBACK - LEVEL 11

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **E \flat** below middle C."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{4}{4}$ time: "1-2-3-4-1-2-Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

$\text{♩} = 50$



Measure 1: _____

$\frac{1}{2}$ pt. for note accuracy, $\frac{1}{2}$ pt. for rhythm accuracy, $\frac{1}{2}$ pt. for trying. (1.5)

Measure 2: _____

$\frac{1}{2}$ pt. for note accuracy, $\frac{1}{2}$ pt. for rhythm accuracy, $\frac{1}{2}$ pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 12

CIRCLE OR WRITE THE CORRECT ANSWER

1. Write the two-measure **rhythm pattern** that you hear..

_____ (1)



2. Which **set of notes** do you hear?



or



_____ (.5)



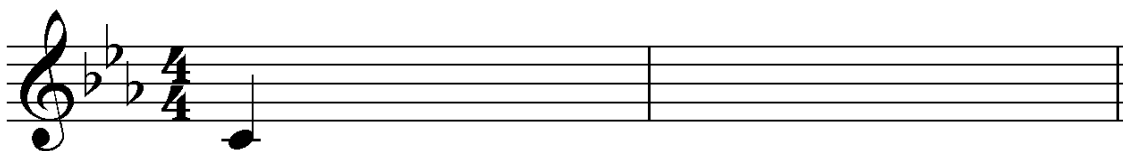
or



_____ (.5)

3. Write the correct notes and rhythm of the **melodic line** you hear?

_____ (3.5)



4. Which **modal scale** do you hear?

_____ (.5)

Dorian

Phrygian

Lydian

Mixolydian

Locrian

5. Circle the **chord progression** you hear?

_____ (.5)

V - I
authentic cadence

or

V - vi
deceptive cadence

Continue to page 2 →

6. Circle the **notation of the chord progression** that you hear.

A.

I vi ii V I

or

B.

I IV I₄⁶ V I

_____ (.5)

PARTIAL SCORE: _____
(7)

Corrected by:

PARTIAL SCORE: _____
(7)

POINTS FOR PLAYBACK: _____
(3)

TOTAL SCORE: _____
(10)

AURAL AWARENESS LEVEL 12

MELODY PLAYBACK

Give the first note and allow the student to play the 5-finger pattern.

♩ = 50



Measure 1: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

Measure 2: _____
1/2 pt. for note accuracy, 1/2 pt. for rhythm accuracy, 1/2 pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)

AURAL AWARENESS LEVEL 12

THE SCORER SHOULD PROVIDE THE CORRECT ANSWER

1. Write the two-measure **rhythm pattern** that you hear..



(1)

1/4 point per beat

2. Which **set of notes** do you hear?



or



(.5)



or



(.5)

3. Write the correct notes and rhythm of the **melodic line** you hear?



(3.5)

1/2 point per beat

4. Which **modal scale** do you hear?

Dorian

Phrygian

Lydian

Mixolydian

Locrian

(.5)

5. Circle the **chord progression** you hear?

V - I
authentic cadence

or

V - vi
deceptive cadence

(.5)

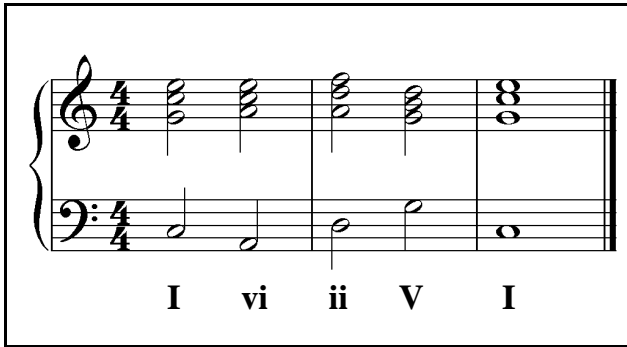
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6. Circle the **notation of the chord progression** that you hear. (5)

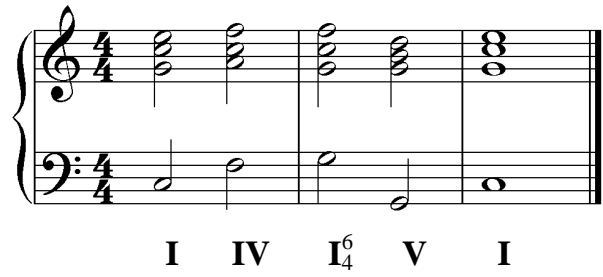
A.

or

B.



Musical notation for option A, showing a piano accompaniment in 4/4 time. The right hand plays chords in the treble clef, and the left hand plays a bass line in the bass clef. The chord progression is I, vi, ii, V, I.



Musical notation for option B, showing a piano accompaniment in 4/4 time. The right hand plays chords in the treble clef, and the left hand plays a bass line in the bass clef. The chord progression is I, IV, I₄⁶, V, I.

PARTIAL SCORE: (7)

POINTS FOR PLAYBACK: (3)

TOTAL SCORE: (10)

AURAL AWARENESS LEVEL 12

REMIND STUDENTS CIRCLE OR WRITE THE CORRECT ANSWER

1. Write the two-measure **rhythm pattern** that you hear. (Play 3 times).



2. Which **set of notes** do you hear? (Play each set 3 times).



3. Write the correct notes and rhythm of the **melodic line** you hear? (Play 3 times).



4. Which **modal scale** do you hear? (Play 3 times).



Locrian modal scale

5. Circle the **chord progression** you hear? (Each time establish the tonic and then play the cadence 3 times).
6. Circle the notation of the **chord progression** that you hear. (Each time establish the tonic and then play the cadence 3 times).



deceptive



I vi ii V I

Continue to page 2 →

MELODY PLAYBACK - LEVEL 12

Ask the student to stand, so that the student's eyes are not facing the keyboard.

Establish the tonality by playing:



Tell the student the starting note, for example "I'm starting on the **G** below middle **C**."

Set the metronome to establish the tempo and turn it off. At the established tempo, count two measures. For example, in $\frac{3}{4}$ time: "1-2-3-1-Ready-Listen."

Play the testing example two times at the established tempo, with a one-measure pause between repetitions. The example may be played one more time if requested.

Student comes to the piano and will be shown the starting note.

The student will have two chances to play the melody in order to receive full credit.

Give the first note and allow the student to play the 5-finger pattern.

MM ♩ = 50



Measure 1: _____

$\frac{1}{2}$ pt. for note accuracy, $\frac{1}{2}$ pt. for rhythm accuracy, $\frac{1}{2}$ pt. for trying. (1.5)

Measure 2: _____

$\frac{1}{2}$ pt. for note accuracy, $\frac{1}{2}$ pt. for rhythm accuracy, $\frac{1}{2}$ pt. for trying. (1.5)

MELODY PLAYBACK SCORE: _____

If student makes no attempt or declines to play the melody playback, then no points should be given. (3)