

Section 1 – Group Performance

Teaching ideas and approaches to each question type

Question Type 1: Music Language - Intervals

Goal: Students will identify and write the names of the bracketed intervals (below the brackets) in the melody below.

Step 1: Look at the first pair of bracketed notes. (Note the use of the bass clef for this question).

Identify the lowest note of this pair: F.

Identify the top note of this pair: G.

Step 2: The interval that needs to be identified is F up to G. This is a Major 2nd (as G is the 2nd note of the F Major scale). Write "Major 2nd" or "Maj 2" beneath the bracket clearly.

Maj 2nd

Step 3: Repeat Steps 1 & 2 for the other four intervals.

For a more detailed explanation and many more exercises involving recognition of intervals see ***Musicianship & Aural Training for the Secondary School, Music Group Performance (2nd Edition)***. The full answer to this example question (above) can be found on Page 101 of the Teacher edition of this textbook, Intervals Question 51.

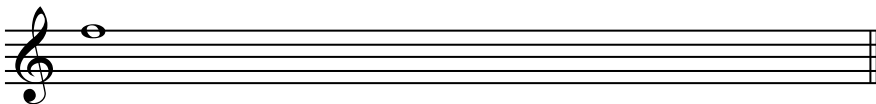
Question Type 2: Music Language – Scales and intervals

Goal: Beginning from the tonic notes indicated, students will write the indicated ascending or descending scale on the treble or bass staff and identify (and write) the names of the intervals found between each consecutive note in that scale.

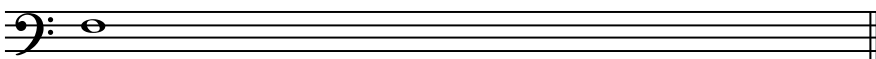
Step 1: Look at the given note. It is an F. Using **either** a key signature (F Major has a B flat so write this before the first note) **or** accidentals (in this case the B flat), write the notes from the F given **down** to the F one octave below.

Step 2: Work out and write, on the line below the staff, the interval that is created between each pair of notes in this scale. For example, the first two notes are F down to E. As E is the lowest note and F is a semitone lower than the second note of E Major (the second note of E Major is F#) then this interval is a minor 2nd. (See page 70 in ***Musicianship & Aural Training for the Secondary School, Music Group Performance (2nd Edition)*** for more information regarding descending intervals).

The Descending Major Scale



OR



min 2nd

Step 3: Repeat Step 2 for the other intervals in the scale.

The full answer to this example question can be found on Page 99 of the Teacher edition of ***Musicianship & Aural Training for the Secondary School, Music Group Performance (2nd Edition)***, Scales Question 46.

