



**AP<sup>®</sup> MUSIC THEORY (SIGHT-SINGING)  
2006 SCORING GUIDELINES**

**Question S2 (continued)**

- E. Ignore the incorrect use of syllables, letter names, or numbers as well as expletives, giggles, and the like.
- F. Refer any problem tapes to the question leader (e.g., incompletely recorded tapes, tapes that play back at the wrong speed, tapes that might indicate security violations such as the use of a piano, coaching, or other students singing in the background, etc.).
- G. If you try both regular and alternate guides, record the higher of the scores.
- H. Scores from one guide may *not* be combined with those of another.
- I. Listen beyond the end of the performance to ensure that the student made no additional response.

# AP<sup>®</sup> MUSIC THEORY

## 2006 SCORING COMMENTARY

### Question S2

#### Overview

The intent of this question was:

- To test students' ability to sight-sing a triad and a melody featuring compound meter, simple chromaticism, and dotted rhythms
- To test students' ability to read bass clef
- To test students' ability to sight-sing rather large intervals

#### Sample: S2A

**Score: 8**

This represents a very good attempt at singing the melody. The student sings the first segment incorrectly in pitch. However, all of the subsequent segments are correct in both pitch and rhythm, even though the student sings a slight pitch bend in the second segment. The flow is maintained throughout the performance, earning the flow point, and thus the response was awarded a score of 8.

#### Sample: S2B

**Score: 4**

This represents a fair attempt at singing the melody. The pitch is incorrect in the first segment, leading to a transposed performance of segment two. It is entered by the correct interval and has the correct pitch pattern (major second–minor second) and therefore earned a point. The third, fourth, and fifth segments are incorrect with regard to pitch. The student recovers the remainder of the melody and maintains the flow throughout the performance. However, she does not hold the final note long enough to receive a point. Therefore she earned a score of 4.

#### Sample: S2C

**Score: 2**

This represents a poor attempt at singing the melody. The student does not sing the pitches of any segment correctly, but the rhythm of the exercise is perfect. Therefore the alternate scoring guide for rhythm (II.B.) was used. The score was determined holistically to be a 2. No flow point is awarded when the alternate scoring guide is used.