

**AP[®] MUSIC THEORY (SIGHT-SINGING)
2007 SCORING GUIDELINES**

Question S2



SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides, whichever gives the highest score.

I. Regular Scoring Guide

- A. Score 1 for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- B. If at least one segment is correct using I.A., score 1 point for responses that have no hesitations or restarts (=overall flow; the “flow” point).
- C. Record any score of 4 or higher and move to the next tape.
- D. If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (NB: Do *NOT* award the “flow” point in the alternate scoring guide.)

- A. If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.

OR

- B. If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

III. Other Scores with Special Meanings

- 1** This score may be given to responses that have two or more redeeming qualities (e.g., retention of the tonic pitch, and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
- 0** This score is for responses that have no redeeming qualities (or only one) but demonstrate an attempt to sing.
 - The dash is reserved for totally irrelevant responses and blank tapes.

NOTES

- A. If a student restarts, score the last *complete* response, but do *not* award the “flow” point.
- B. Grade from the original tonic established by the student. NB: Credit any correctly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point.*
- C. If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- D. The last note must be held at least to the attack of the sixth beat (of that measure) for that segment to receive credit.

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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).
- 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[®] MUSIC THEORY

2007 SCORING COMMENTARY

Question S2

Overview

The intent of this question was:

- To test students' ability to sing in a minor key.
- To test students' ability to count in compound meter.
- To test students' ability to subdivide the beat in compound meter.
- To test students' ability to recognize the minor tonic triad.
- To test students' ability to sing altered pitches, including the secondary leading tone and the variable scale degrees belonging to melodic minor.

Sample: S2A

Score: 8

This represents a very good attempt at singing the melody. All segments are correct in pitch, rhythm, and tempo, with the exception of the final segment. Segment seven is a little shaky on intonation but is acceptable and received 1 point. The last note is too short to be awarded the point. The flow of the melody is good and even. Seven points were awarded for the seven correct segments. With the flow point added, a score of 8 was awarded.

Sample: S2B

Score: 5

This represents a fairly good attempt at singing the melody. An error that is somewhat common when singing a melody that is in minor is to perform it in the major mode. With the exception of the fourth segment, where the rhythm is incorrect, the student confidently performs this melody perfectly in major. The mode-specific segments of this melody are 2, 3, 4, and 7. Points could not be awarded for these segments because the pitches are incorrect. The remaining four segments are all correct in pitch, rhythm, and tempo and, together with the flow point, earned a score of 5.

Sample: S2C

Score: 2

This represents a poor attempt at singing the melody. The first two segments are sufficient to receive 1 point each, but the rest of the performance received no points. The pitches and rhythm are incorrect, and the tempo is uneven and inconsistent. The student stays in the established key into the second half of the melody but then loses tonic. Segments 3, 5, and 7 contain incorrect interval chains. While the final note is approached by the correct interval, it is not held long enough to be awarded the point. The flow of the performance is uneven, featuring numerous hesitations and restarts. Only the first two segments received credit; the response earned a score of 2 points.