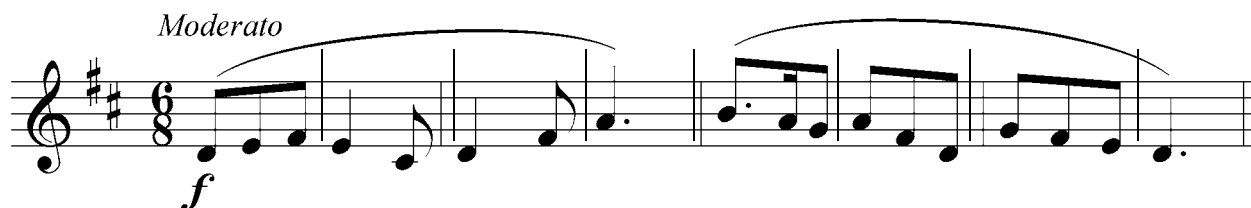


# AP<sup>®</sup> MUSIC THEORY 2009 SCORING GUIDELINES

## Question S1



### SCORING: 9 points

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

#### I. Regular Scoring Guide

- A. Score 1 point 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.**, add 1 point for a complete response that has no hesitations or restarts (=overall flow; the “flow” point).
- C. Record any score of 4 or higher and move to the next tape/CD.
- 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/CDs.

#### Notes:

- A. If a student restarts, score the last *complete* response, but do *not* award the “flow” point.
- B. Grade from the tonic established by the student. However, credit any exactly 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 eighth-note pulse of the measure for the last segment to receive credit.
- E. Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- F. Refer often to the posted instructions concerning problem tapes/CDs.
- 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

## 2009 SCORING COMMENTARY

### Question S1

#### Overview

The intent of this question was:

- To test students' ability to sing a diatonic, major melody whose range is inside an octave.
- To test students' ability to perform common melodic patterns and simple rhythms including a dotted value.
- To test students' ability to sing in compound meter and in treble clef.

#### Sample: S1A

##### Score: 9

This represents an excellent response and is a good example of “flow,” which was defined at the AP Reading as the “momentum of musical motion.” The student sings all pitches and rhythms correctly. Eight correct segments plus the flow point earned a score of 9. Scoring by segments was 1111 1111 + 1 = 9.

#### Sample: S1B

##### Score: 5

This represents a fairly good response, but the student sings incorrect pitches in segments two and three. Segment four is transposed. Segment five is correct in the new key, but pitches in segment six are incorrect. Segments seven and eight are correct in the new key. Therefore, with the flow point, the student received a score of 5. Scoring by segments was 1000 1011 + 1 = 5.

#### Sample: S1C

##### Score: 1

This represents a poor response. The student sings no segments correctly with respect to melody and rhythm. However, the rhythm of the second phrase is executed correctly in the tempo set by the student, the pitch in segment one is correct, and the contour of the first phrase is correct; the response received a score of 1 for those redeeming qualities.