

## Chapter Eight

### An access test for all

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ACCESS TEST		
LISTENING - MELODIC PERFORMANCE		
Small groups of 3/4 pupils; one teacher at the piano plays music No. 1 first and then music No. 2		
	TEACHER'S INSTRUCTIONS	TEACHER'S ACTIONS
1	I will sing the song and stop on the second-to-last note of the phrase. Can you complete it, with a final note? <i>Skills observed: intonation, tonal sense</i>	The teacher sings/plays music No. 1 and stops on the second-to-last note. The song is repeated each time to allow the pupils to respond individually. The last note of the song is not specifically requested; any note relevant with the tonic chord is fine (see attachment 6).
		The teacher repeats the request, performing music No. 2
2	Can you sing the tonic note with me, whenever the song stops? <i>Skills observed: intonation, tonal sense</i>	The teacher plays music N°1, stopping on each phrase (not necessarily on the tonic chord) and asks each pupil to intone the tonic note (see attachment 7).
		The teacher repeats the request, performing music No. 2
3	I'm going to sing the song again, without interruption...Can you sing first with me and then alone? <i>Skills observed: memory, intonation</i>	The teacher sings/plays music No.1 again, inserting a few bars of introduction to facilitate the pupil's attack and intonation (see attachment 6). After singing with the pupil, continue playing to allow the pupil to sing alone, interrupting the accompaniment for a few bars in order to assess the pupil's intonation.
		The teacher repeats the request, performing music No. 2
4	I will sing a few phrases of the melody, leaving it incomplete... When I stop, can you complete it? <i>Skills observed: tonal sense, intonation, melodic memory</i>	The teacher performs music No. 1, stopping after singing the first phrase and asking a pupil to complete by singing the second phrase (see attachment 8). He continues by singing the third phrase and letting another pupil complete with the fourth, and so on. Before proceeding with the prompt he will give a brief example so that the delivery is clear.
		The teacher repeats the prompt, performing music No. 2
5	Let's try dialoguing with sounds-- I will sing a short melody and you respond by singing freely in the way you like best.	The teacher plays the scale related to the key of music No. 1 and then immediately improvises by singing a melodic sequence (see attachment 9) with length varying between 2 and 4 bars, always accompanying with the piano and respecting the harmonic structure of the music. He establishes a dialogue with each individual pupil by proposing 4 sequences, continuing even in case the pupil is silent.
	<i>Skills observed: creativity, memorization, tonal/modal sense</i>	The teacher repeats the request, performing music No. 2