

## Chapter Eight

### *An access test for all*

by Maristella Croppo, Franca Ferrari, Amalia Lavinia Rizzo

ACCESS TEST		
LISTENING - RHYTHMIC 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	Follow the music by walking and moving freely around the room.	The teacher sings/plays music No. 1 (see attachment 2) several times, each time varying its speed, structure, intensity (see attachment 3).
		The teacher performs music No. 2 several times, in the same manner.
2	Listen to the music and show me the beat/the pulse, clapping your hands	The teacher sings/plays music No. 1, taking care to maintain a constant speed.
		The teacher performs music No. 2, in the same manner.
3	Listen to the music and try to feel if there is a beat stronger/more important than the others. If you can feel it, show me by clapping your hands	The teacher sings/plays music No. 1, several times, taking care to maintain a constant speed and emphasizing metrical accents.
		The teacher performs music No. 2 a few times, in the same manner.
4	I am going to perform a rhythmic pattern... Can you repeat it with your voice and/or your body?	The teacher will extract a rhythmic pattern from music No. 1, between 2 and 4 beats**, and perform it with his/her voice (using the neutral syllables Ta/Pa***) and/or on his/her body. He/she will take care to choose a different pattern for each student, if possible.
		The teacher repeats the previous point, using music No. 2.
5	Let's try to talk with sounds... Please, invent one/more rhythmic pattern in response to my rhythmic pattern, with your voice and/or on your body.	After performing music No. 1 again, the teacher improvises with his/her voice and/or on his/her body a new rhythmic pattern, between 2 and 4 beats, respecting the meter of the song. He/she will establish a dialogue with each individual student by proposing 4 patterns, continuing even if the student remains in silence. The teacher will take care to maintain a constant speed and avoid syncopation, triplets or complex rhythmic figurations.
		The teacher repeats the previous point, using music No. 2.