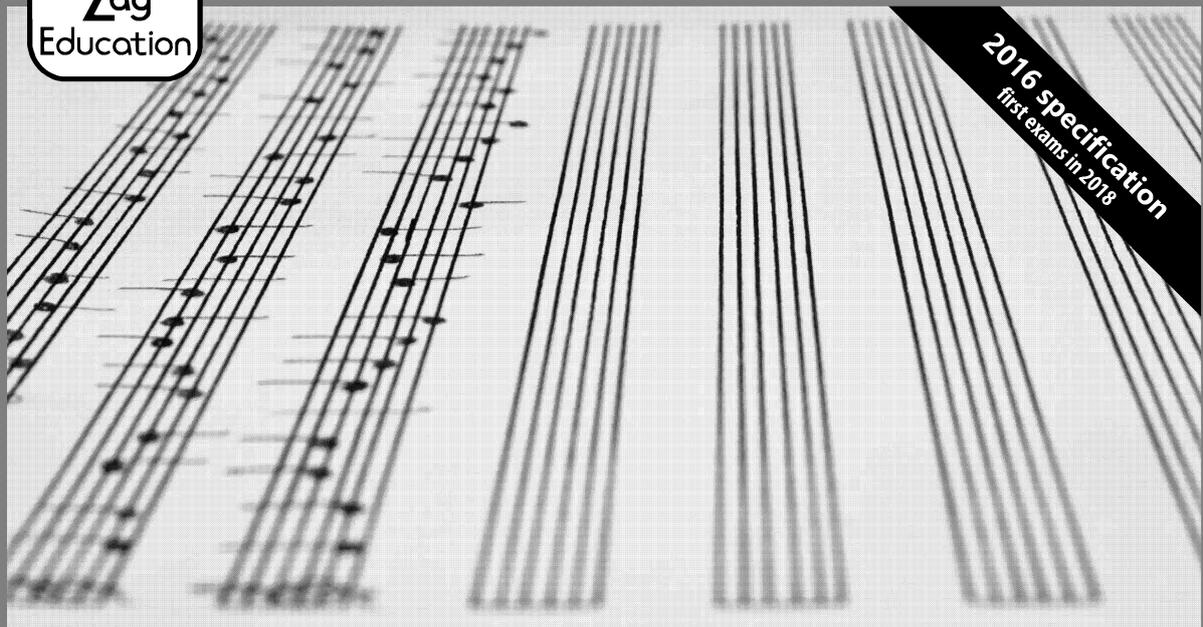




Music

GCSE | AQA | 8271



2016 specification
first exams in 2018

GCSE AQA Practice Questions

for Musical Notation

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Teacher's Introduction

This study pack is intended to support students with the GCSE AQA Core Music exam. It contains an informative students' introduction and 30 practice questions for students to prepare for the melodic and rhythmic transcription questions.

The transcription question or questions will be located in Section A of the paper. Transcription skills are particularly important in the context of the exam because they have a relatively high number of possible marks. When in Section A there are only 1 or 2 marks available, the transcription activity

There are two types of transcription question that may come up in the exam: melodic dictation. For melodic dictation, the students are provided with the first one of the four areas of study. A few pitches will be missing from the extract. They will complete these by writing them directly onto the skeleton score. They will be given a missing passage of melody to help them. The intervals used in the melody will be no larger than a 3rd.

The second type of transcription question that students may be asked to complete is rhythmic transcription. Students will be given the rhythm of a short extract from a piece of music. Some of the notes will not have stems or dots, and students will be asked to identify them. They are likely to include quavers, crotchets and dotted crotchets.

This resource provides students with practice activities for both rhythmic and melodic transcription. All activities are fully self-contained, and links are provided to excerpts of music for access from home if desired. Although there is more than one activity on each page, activities are separated by dotted lines so that you can cut out pages easily and give out one activity at a time if desired. As well as a large number of activities in exam style, the resource contains scaffolding and extension tasks, which are indicated by symbols in the top right-hand corner of relevant activities:

- ♪ Indicates scaffolding activities that can be used by all students at the beginning of the course or by weaker students throughout the course.
- ♪♪♪ Indicates stretch and challenge activities that can be used towards the end of the course for able students throughout the course. The format of some of these activities is dictation.

A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.uk/8565

You may find this helpful for accessing the websites rather than typing in each URL.

Free Updates!

Register your email address to receive any future free updates made to this resource or other music resources you have purchased, and details of any promotions for your school.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

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Students' Introduction

In your AQA GCSE Understanding Music exam, you will be asked to complete one or more transcription activities. The transcription question(s) will be in Section A of your exam. There will be a 'write down' part, so for the transcription tasks you will be asked to write down some missing parts of an extract of music you have never heard before. There are two types of transcription that will come up in the exam:

Melodic transcription.

For melodic transcription, you will be provided with a staff showing the melody. A few pitches will be missing from the written melody and you will be asked to add them. The intervals in the melody are likely to be 2^{nds} and 3^{rds}. The rhythm of the missing notes will be written on the staff to help you.

Rhythmic transcription.

For the rhythmic transcription, you will be given a few bars of the rhythm from a piece of music. Some of the notes will be missing stems and/or dots. You will be asked to add the stems and dots to complete the rhythm. It is likely that the missing note values will be quavers, crotchets and minims.

It is important to develop your transcription skills because the transcription is an important part of the Understanding Music exam. Although many of the questions in Section A are on transcription, transcription activities are likely to be worth around 4–6 marks.

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Developing Transcription Skills

This study pack will give you lots of questions in exam style to practise in preparation for your exam. However, you should also develop your listening skills by trying the following activities.

Learn to sing scales, broken chords and arpeggios in both major and minor keys. If you are not an expert singer. The idea of this activity is to learn what intervals of a major and minor 2nd and 3rd sound like. Make sure you identify these intervals as you sing them.

Learn to sing the intervals of a 2nd and 3rd in different keys. You could listen to a recording and then sing them as an echo.

Choose a song to help you remember the sound of each interval. Some famous songs and the intervals you need to know are:

Minor second – the theme from *Jaws*

Major second – 'Happy Birthday'

Minor third – 'Greensleeves'

Major third – 'When the Saints Go Marching In'

Get your friends or teacher to play intervals, scales and arpeggios in both major and minor keys. Try to recognise what is being played without seeing it written down.

Write your own melodies using 2^{nds} and 3^{rds}. By using these intervals in your compositions, you can learn how they sound like.

Practise clapping different rhythms, particularly those including quavers, crotchets and minims. You could use excerpts from pieces you are studying in class or from pieces you are familiar with.

Get your teacher or friends to play different rhythms on an instrument. See if you can recognise them being played without seeing them written down.

Write your own rhythms using quavers, crotchets and dotted crotchets. By writing them down, you will learn to recognise how they sound.

Use the melodies and rhythms you have written as transcription activities for yourself or your friends. Write some of the notes so that your classmates can write them on the staff.

If you are finding transcription activities very challenging, you could get your teacher or friends to help you. Many of the listening tests for the graded music exams can be adapted into transcription tasks. Ask your instrumental/vocal teacher for advice.

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Activities

1. Listen to the recording:

<https://open.spotify.com/track/1CnN9udhDokm7lARzJMji2> (0:00–0:10)
 or <https://www.youtube.com/watch?v=2ZBtPf7FOoM> (0:07–0:17)

Complete the missing pitches in bar 4 on the score below. Use the rhythm

2 3 4

She keeps a Mo-ët et Chan- don

5 6

'Let them eat cake'— she says, just like Ma-rie'

2. Listen to the recording:

<https://open.spotify.com/track/21br03zdYnyS3G9xjvPXpe> (0:14–0:28)

Complete the missing pitches in bars 5 and 6. Use the rhythm provided.

2 3

Serve God, love me and _____ mend.

5 6 7

This is not the _____ end.

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3. Listen to the recording:

<https://open.spotify.com/track/OYHQMGeeE23dZlZ4H6MFXtY> (0:00–0:23)

<https://www.youtube.com/watch?v=c94nySKKoWE> (0:00–0:22)

Complete the missing pitches in bar 2. Use the rhythm provided.

4. Listen to the recording:

<https://open.spotify.com/track/1I3kpvOLCThkArWKnXtRb1> (0:00–0:12)

https://www.youtube.com/watch?v=0OHX_PA25Ok (0:00–0:12)

Complete the missing pitches in bar 3. Use the rhythm provided.

I guess it's fun - ni - er from where you're stand

o-ver here I missed

'cause from

the joke.

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5. Listen to the recording:

<https://open.spotify.com/track/2YlaZvqivJGIFvyeDR2YUr> (0:00–0:19)
<https://www.youtube.com/watch?v=1Vswzh8qJ5k> (0:00–0:18)

Complete the missing pitches in bars 5–6. Use the rhythm provided.

6. Listen to the recording:

<https://open.spotify.com/track/1Qh7jBHzi6KUt2nxdRRt6> (0:39–0:43)
<https://www.youtube.com/watch?v=QVefx24UHSM> (0:46–0:51)

Complete the rhythm by adding the correct stems and/or dots in bars 2 and include crotchets, dotted crotchets and quavers.

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7. Listen to the recording:

<https://open.spotify.com/track/57ZyGDjiu8njGz5HgEdPJP> (0:19–0:27)
<https://www.youtube.com/watch?v=SYt44teHaoQ> (0:03–0:12)

Complete the missing pitches in bars 2. Use the rhythm provided.

Green finch and lin-net bird, night- in-gale, black-bird, How is it

8. Listen to the recording:

<https://open.spotify.com/track/0pH3SkxQGkr1rFdDINOnGH> (0:21–0:31)
<https://www.youtube.com/watch?v=hyBeGDwHYKc> (0:22–0:32)

Complete the missing pitches in bars 4 and 5. Use the rhythm provided.

Who is this King of Glo- ry? of Glo - ry? King who is this King o'

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9. Listen to the recording:

<https://open.spotify.com/track/5Hv1QAbRWUSUHAT0CmnMS> (0:40–0:45)

<https://www.youtube.com/watch?v=fQ9nQNx0KEs> (0:58–1:02)

Complete the missing pitches in bar 2. Use the rhythm provided.

10. Listen to the recording:

<https://open.spotify.com/track/1flg2xMn1xYlmiRKGULcEy> (0:00–0:22)

https://www.youtube.com/watch?v=BVUpH_GnuzM (0:00–0:24)

Complete the pitches in bars 6 and 7. Use the rhythm provided.

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11. Listen to the recording:

<https://open.spotify.com/track/4fxwbSCr1wcYcIMSAPJXhK> (0:00–0:14)

<https://www.youtube.com/watch?v=QOzHjNViXIO> (0:00–0:18)

Complete the pitches in bar 4. Use the rhythm provided.

12. Listen to the recording:

<https://open.spotify.com/track/1VE2wevwO39sJKrQnDHvLT> (0:31–0:44)

Complete the pitches in bar 2. Use the rhythm provided.

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13. Listen to the recording:

<https://open.spotify.com/track/6TkKEoSdvUzF97Mx9UmE15> (1:09–1:19)

Complete the rhythm by adding the correct stems and/or dots in bar 2 below crotchets, dotted crotchets and quavers.

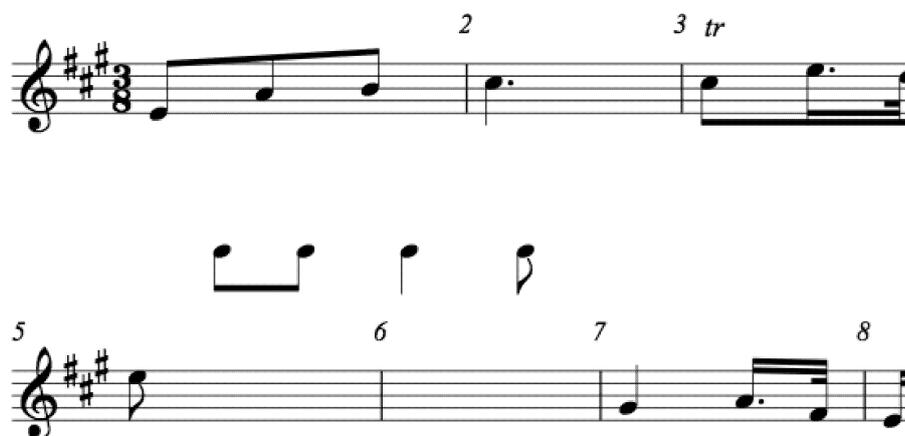


14. Listen to the recording:

<https://open.spotify.com/track/720mt5wAbzUDrk5Cq9rvUc> (0:00–0:24)

<https://www.youtube.com/watch?v=jDdloOOcCm0> (0:04–0:21)

Complete the pitches in bars 5 and 6. Use the rhythm provided.



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15. Listen to the recording:

<https://open.spotify.com/track/3YPTb9IRG4mHKb2yWL3eu4> (0:01–0:07)

Complete the rhythm by adding the correct stems and/or dots in bar 3 below crotchets, dotted crotchets and quavers.

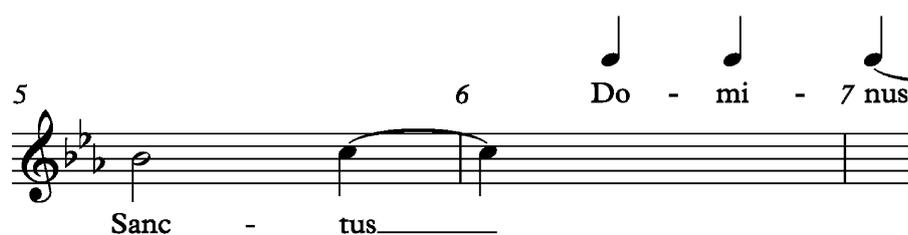


16. Listen to the recording:

<https://open.spotify.com/track/7brWARbOkPjEMnqREamznl> (0:05–0:21)

<https://www.youtube.com/watch?v=wfuaZRWJPMk> (0:11–0:28)

Complete the pitches in bars 6 and 7. Use the rhythms provided.



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17. Listen to the recording:

<https://open.spotify.com/track/7EDkTjQfeGuyTRuZgEa8pm> (0:05–0:17)
<https://www.youtube.com/watch?v=7WvHDrcA084> (0:09–0:21)

Complete the pitches in bars 5 and 6. Use the rhythm provided.

Li be - ra me D
 mor te ae - ter -
 de

18. Listen to the recording:

<https://open.spotify.com/track/OWIXYWDELK69JwcgfTkFf> (0:32–0:42)
<https://www.youtube.com/watch?v=WIH3GONbTcU> (1:35–1:44)

Complete the missing pitches in bar 3. Use the rhythm provided.

Far from the h
 Why I must trav-el to a dis - tant land,

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19. Listen to the recording:

<https://open.spotify.com/track/1NBXrGSpkdDxDP5UMpSCJv> (0:47–0:50)

Complete the rhythm by adding the correct stems and/or dots in bar 2 below crotchets, dotted crotchets and quavers.



20. Listen to the recording:

<https://open.spotify.com/track/5eywwB7m89Y8IldTXYTzFT> (0:02–1:11)

<https://www.youtube.com/watch?v=x5Q7rtG4kxk> (0:02–0:11)

Complete the pitches in bar 5. Use the rhythm provided.



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21. Listen to the recording:

<https://open.spotify.com/track/4in7nLFJ2vtZxpFZhXX1Rm> (0:04–0:14)
<https://www.youtube.com/watch?v=jAnlfqF-Mu8> (0:07–0:14)

Complete the pitches in bars 1 and 2. Use the rhythm provided.

and you got your sis

2

You got your fam - 'ly back

3 4 5

pro - mised your sis - ter that you'd nev - er go back a - gain.

22. Listen to the recording:

<https://open.spotify.com/track/4BxWZfYXqlnygw8N6LUshL> (0:46–0:57)
<https://www.youtube.com/watch?v=M7-fukguai4> (10:27–10:38).

Complete the pitches in bars 5 and 6. Use the rhythm provided.

2 3

5 6 7

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23. Listen to the recording:

<https://open.spotify.com/track/2WyBLk7ldMr6NDxRA0N9qz> (0:00–0:08)

<https://www.youtube.com/watch?v=3ovqdRbCe40> (0:00–0:08)

Complete the missing pitches in bars 5 and 6. Use the rhythm provided.

24. Listen to the recording:

<https://open.spotify.com/track/3HgapqVMYQAfMTrwyu2sJ0> (2:04–2:11)

Complete the rhythm by adding the correct stems and/or dots in bar 3 below crotchets, dotted crotchets and quavers.

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25. Listen to the recording:

<https://open.spotify.com/track/1dB3mpszGyi8YC1G16t7yW> (0:00–0:18)

<https://www.youtube.com/watch?v=LIC17KHYvyl> (0:10–0:24)

Complete the missing pitches in bars 2 and 3. Use the rhythm provided.

26. Listen to the recording:

<https://open.spotify.com/track/4nmne9J3YCEdhvjTzwiAgu> (1:06–1:14)

<https://www.youtube.com/watch?v=DQND785xIJY> (1:16–1:23)

Complete the missing pitches in bars 3. Use the rhythm provided.

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27. Listen to the recording:

<https://open.spotify.com/track/09e7EtNNR57zfAlxn1x6gC?si=E7yrNu49Q02>
<https://www.youtube.com/watch?v=KVRgy8DkeTU> (0:04–0:18)

Complete the pitches in bars 2 and 3. Use the rhythm provided.

28. Listen to the recording:

<https://open.spotify.com/track/6E7waAdnfpYDX9ahX0JWI3> (0:00–0:14)

Complete the pitches in bars 4 and 5. Use the rhythm provided.

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29. Listen to the recording:

<https://open.spotify.com/track/6iGU74CwXuT4XVepjc9Emf> (1:22–1:27)

Complete the rhythm by adding the correct stems and/or dots in bar 2 below crotchets, dotted crotchets and quavers.

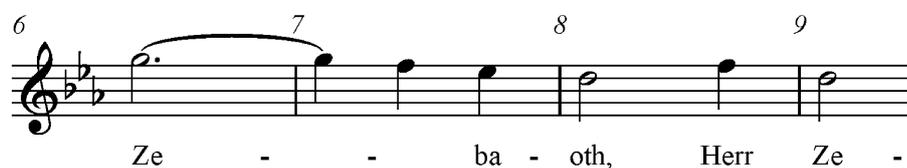
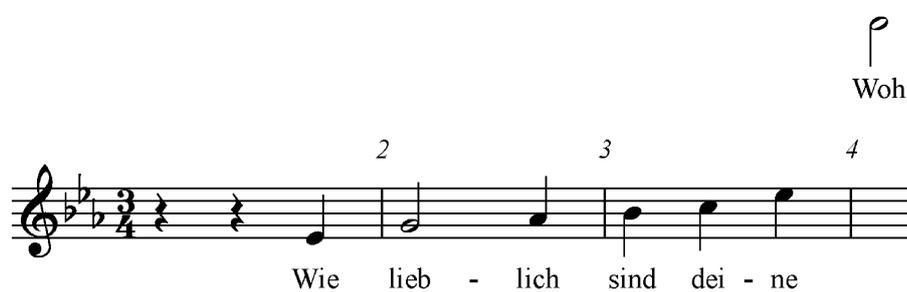


30. Listen to the recording:

<https://open.spotify.com/track/030ATJdHStkvaRYAG7owAi> (0:06–0:23)

https://www.youtube.com/watch?v=ABL_dmL5Ik (0:12–0:28)

Complete the missing pitches in bars 4 and 5. Use the rhythm provided.



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Answers

- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: C, D, Eb, D, C
- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: C, C, B, B, G
- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: Eb, F, Eb, D, Eb
- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: F#, F#, E, D, D
- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: Eb, D, D, C, C
- Award 1 mark for each correct note:

- F, E.
This is a practice activity for weaker students or for the beginning of the course.
- Award 1 mark for each correct note: G, C, C, F, C
This is an extension task for GAT students or for all students at the end of the course.
- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: D, C, D, D
- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: C#, B, A, G#, A
- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: G, G#, A, A#, B
- A, C.
This is a practice activity for weaker students or for the beginning of the course.
- Award 1 mark for each correct note:

- Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: D, C#, B, C#
- Award 1 mark for each correct note:

- Bb, Ab, Bb
This is a practice activity for weaker students or for the beginning of the course.

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17. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: A, D, E, F, E

18. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: F, G, F Eb

19. Award 1 mark for each correct note.



20. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: E, F#, G#, G#, A

21. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: F, G, F, G, Ab

22. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: F, G, F, E, D

23. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: Bb, D, C, B, A

24. Award 1 mark for each correct note.



25. B, D, G, C
This is an extension task for GAT students or for all students at the end of the course.

26. D, C, D
This is a practice activity for weaker students or for the beginning of the course.

27. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: C, Bb, C, Eb

28. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: E, D, C, B, B.

29. Award 1 mark for each correct note:



30. Award 1 mark for the correct contour.
Award 1 mark for each correct pitch: F, Eb, D, Eb

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