

Aural Exam Question #2

This activity reflects a typical Music 1 HSC examination question in NSW. In the exam, you answer four separate 15 minute questions, adding up to a one hour exam. The first question is worth 6 marks, while all the others are worth 8 marks. **The question below is worth 8 marks and takes 15 minutes to complete.** Your teacher will play a recording for you, or you can find it online using the hyperlink below (click on the the title of the piece). As with all HSC preparation, it is a good idea to **print the PDF file and practice writing your response rather than typing it**, as that is what you will be doing in your actual exam. **Once you're done, give it to your teacher for marking and most importantly, feedback.**

This question is based on “Right Here, Right Now” by *Fat Boy Slim*. It will be played for you five times to answer the question.

(Excerpt 0:00-1:30)

With reference to the CONCEPTS of MUSIC, how has the composer achieved UNITY and CONTRAST? 8 marks

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

concepts of music

This resource was created by www.conceptsofmusic.com.au

Handwriting practice lines consisting of 20 sets of four horizontal lines (top, middle, baseline, and descender line).



Aural Exam Question #2

EXPECTED RESPONSES & MARKING GUIDELINES

This question is based on "Right Here, Right Now" by *Fat Boy Slim*. It will be played for you five times to answer the question.

(Excerpt 0:00-1:30)

With reference to the **CONCEPTS of MUSIC**, how has the composer achieved **UNITY** and **CONTRAST**? **8 marks**

Better responses will:

Clearly set out their answer. Explore all concepts with a clear understanding of each one, as well as an understanding of the relationships between each concept. Provide examples to support statements. Use traditional or graphic notation accurately when necessary.

Weaker responses may:

Provide a disjointed, confused or disorganised answer. Explore a limited number of concepts. Repetition of basic observations. Fail to provide examples to support statements.

Responses MAY include:

UNITY

- repetition of melodic material is a feature, creating a 'looped' effect
- consistent beat created by repetition of melody in straight quavers
- consistent 4/4 metre throughout with a moderately fast tempo
- despite gradual change in dynamics, the change is steady and predictable
- return to looped percussion and synthesized string melody section after vocal section creates unity

CONTRAST

- dramatic change in texture and dynamic level with introduction of 'right here, right now' vocal
- dynamic level slowly builds from pp to ff throughout introduction
- vocal is introduced abruptly and with lack of looped percussion and melodic motifs
- ambient sounds of introduction are contrasted with strict melodic and rhythmic repetition
- synthesized string melodies not only change dynamic levels but become more resonant throughout introduction

Criteria	Marks
<ul style="list-style-type: none">Comprehensively explores all concepts and refers to appropriate examplesDemonstrates a clear aural understanding through descriptions of the musical conceptsUses musical terminology accurately, with some use of genre specific terminologyAnswer may include some inaccurate observations	7-8
<ul style="list-style-type: none">Explores all concepts and refers to mostly appropriate examplesDemonstrates an aural understanding through descriptions of the musical concepts but may make some generalisationsUses musical terminology accurately, but may have some inaccuraciesAnswer may contain inaccurate observations	5-6
<ul style="list-style-type: none">Explores the concepts with some reference to examplesDemonstrates some aural understanding through generalisations and may provide some supporting examplesUses some musical terminology with inaccuraciesAnswer may contain inaccurate observations	3-4
<ul style="list-style-type: none">Demonstrates limited understanding of the Concepts of Music	1-2