

listening activities

- 1** You'll hear some five-note phrases – each will be played twice. Write them down using numbers. The first one is done for you.

track
15

1 – 2 – 3 – 2 – 1

track
16

track
18

track
17

track
19

track
20

- 2** After you've heard each phrase on this track, sing back exactly what you hear. The first phrase is sung back as an example.

track
21

- 3** On this track you'll hear a series of five-note phrases after a two-bar introduction. After each one, improvise your own answering phrase. The first one is done for you as an example.

track
22

- 4** Here are some phrases for you to sing back like an echo. Sing your responses as soon as you've heard the piano play the phrase. The first one is done for you.

track
23

- 5** Here are some longer phrases for you to sing back like an echo.

track
24

- 6** Here are some more phrases for you to sing back like an echo. Sing your responses as soon as you've heard the piano play the phrase.

- 7** You have already discovered that the change from major to minor is dependent on the 3rd note of the scale. Sing the first 3 notes of a major scale to 1 – 2 – 3 and now, beginning on the same note, sing the minor version 1 – 2 – 3. Now miss out 2, singing: Major 1 – 3 (a major 3rd). And now: Minor 1 – 3 (a minor 3rd).

track
25

- 8** On this track you'll hear the 1st and 5th notes of a scale played together. First try to sing the major 3rd and then the minor 3rd. The correct notes will be played for you to check against yours.

track
26

- 9** On this track you'll hear some short tunes that either begin with a major 3rd (M3) or a minor 3rd (m3). Write down which kind of 3rd you hear:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Section 3 Hearing changes

In Grade 3, exercises where you have to describe a rhythmic or pitch difference will now be in a major *or* minor key. The examples are also longer than in Grade 2.

listening activities

tracks
27-36

- 1** Listen to these examples and write down whether the change was to the rhythm (R) or pitch (P).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

tracks
37-46

- 2** These examples all have a change to the pitch. Write down whether the changed note was lower (L) or higher (H).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

- 3** Now you'll hear six short phrases. Write down whether the change was to the rhythm (R) or pitch (P), then whether the change was in the first (1st) or second (2nd) half of the piece, and then describe the change as best you can. The first one is done for you.

<i>Change</i>	<i>Position</i>	<i>Description</i>
<u>R</u>	<u>1st</u>	<u>The first note was longer</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

track
47

track
48


track
49

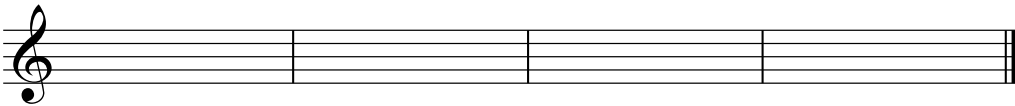
track
50

track
51

track
52

- 4** Make up your own pair of four-bar phrases – with a pitch or rhythm change in the second phrase. Write them down and play them to a friend or your teacher. Can they spot the differences?

Original version 

Changed version 

- 5** On the following five tracks you'll hear five four-bar examples. Write down whether the change was to the pitch or rhythm, then describe the change and where it came. And there will be one more change made too! Can you spot this? (Musicians have to think fast and often have to take in many different ingredients at the same time. This exercise will help you to develop this ability.) Circle the correct answers where appropriate.

track
53

Rhythm or pitch change in bar _____

Description _____

The extra change _____

track
54

Rhythm or pitch change in bar _____

Description _____

The extra change _____

track
55

Rhythm or pitch change in bar _____

Description _____

The extra change _____

track
56

Rhythm or pitch change in bar _____

Description _____

The extra change _____

track
57

Rhythm or pitch change in bar _____

Description _____

The extra change _____

- 6** Choose a passage from a piece you are currently learning and make some changes to the rhythm or pitch. Play the passage to your teacher and see whether they can spot the differences.