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A Short Note on Pitch, Interval, and Melody Matching Assessment

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A Short Note on Pitch, Interval, and Melody Matching Assessment

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This short note describes a metric and procedure for assessing an individual's overall simple pitch and interval matching proficiency when singing.

In each exercise, the test subject first listens to and then attempts to duplicate a sample reference pitch, musical interval, or melody as a sung utterance. Accuracy should be computed as fraction of utterances that correctly match the reference interval or pitch.

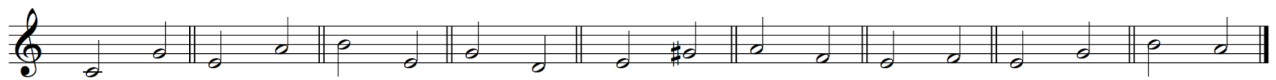
Exercise 1: Single pitches

Play each of the following pitches clearly one time, giving the individual sufficient time following each note to sing the pitch back on "la". Mark inaccurate pitches with an "x" (away from the view of the individual). The exercise below is suitable for most children & post-pubescent females. Play an octave lower for post-pubescent males.



Exercise 2: Intervals

Play each of the following intervals clearly one time, giving the individual sufficient time following each to sing the pitches back on "la-la". Mark inaccurate pitches with an "x". The individual must repeat both pitches back correctly to receive the check mark. **Note:** for those intervals marked with "x", add an "i" notation if the interval was correct (even though the pitches were wrong). The exercise below is suitable for most children & post-pubescent females. Play an octave lower for post-pubescent males.



Exercise 3:

Play the following melodies twice on the piano, then allow the student to sing back the entire melody on "la". Play down the octave for post-pubescent males. Mark each inaccurate pitch with an "x". In successive assessments randomly vary the melody order and keys (staying within C4-C5 in children & post-pubescent females, and C3-C4 with post-pubescent males).

Melody 1



Melody 2



Melody 3



Melody 4



Exercise 4: Songs from popular culture.

Play two of the songs below (one at a time), then have the individual repeat (one at a time). Mark each inaccurate pitch an "x". In subsequent assessments choose two different melodies at random.

Song 1: Happy Birthday

Happy Birthday

(♩=90)

Hap - py birth - day to you! Hap - py birth - day to you! Hap - py
birth - day to you! Hap - py birth - day to you!

Song 2: My Country, 'tis of Thee

My Country, 'tis of Thee

(♩=90)

My coun-try, 'tis of thee, Sweet land of lib - er - ty, Of thee I sing; Land where my
fa - thers died, Land of the pil - grims' pride,
From ev - 'ry moun - tain - side Let free - dom ring!

Song 3: Twinkle, Twinkle, Little Star

Twinkle, Twinkle, Little Star

(♩=90)

Twin-kle, twin kle, lit-tle star, how I won-der what you are! Up a-bove the
world so high, like a dia-mond in the sky. Twin-kle, twin-kle,
lit-tle star, how I won-der what you are!

Song 4: Mary Had a Little Lamb

Mary Had a Little Lamb

(♩=90)

Ma-ry had a lit-tle lamb, lit-tle lamb, lit-tle lamb.
Ma-ry had a lit-tle lamb whose fleece was white as snow.

Song 5: Amazing Grace

Amazing Grace

(♩=90)

A-maz-ing-grace how sweet the sound that saved a wretch like me. I
once was lost but now am found, was blind but now I see.

Assessment Administration Form:

Song 3 (42 pitches)

%:

Song 4 (26 pitches)

%:

Mary Had a Little Lamb

(♩=90)

Ma - ry had a lit - tle lamb, lit - tle lamb, lit - tle lamb.

Ma - ry had a lit - tle lamb whose fleecce was white as snow.

Detailed description: The image shows the musical score for 'Mary Had a Little Lamb'. It consists of two staves of music in G major (one sharp) and 4/4 time. The tempo is marked as quarter note = 90. The melody is on the first staff, and the accompaniment is on the second staff. The lyrics are written below the notes.

Song 5 (35 pitches)

%:

Amazing Grace

(♩=90)

A - maz - ing, grace howsweet the sound that saved a wretch like me. I

once was lost but now am found, was blind but now I see.

Detailed description: The image shows the musical score for 'Amazing Grace'. It consists of two staves of music in F major (two flats) and 3/4 time. The tempo is marked as quarter note = 90. The melody is on the first staff, and the accompaniment is on the second staff. The lyrics are written below the notes.