

SCHOOL OF MUSIC AND DANCE ~ SAN DIEGO STATE UNIVERSITY
MUSIC 102 CHALLENGE EXAMINATION INFORMATION SHEET
PLEASE READ CAREFULLY PRIOR TO THE EXAM

DATE: Thursday, August 28, 2014
TIME: Promptly at 7:00pm to approximately 8:30pm
PLACE: M229, 2nd floor of the Music & Dance Building, faces towards Viejas Arena
BRING: pencils (optional: any instrument you play, a piano is available)
REGISTER: **Students must sign up to take this exam in the Music & Dance Office by noon on the Wednesday immediately preceding the exam. Failure to sign up for the exam may result in a student not being allowed to take the exam.**

There are two sections to the Music 102 Challenge Exam: the *written section* and the *aural/performance section*. Students who earn a score of 75% or better on both sections of the Music 102 Challenge Exam will receive 3 units of Credit by Examination for Music 102. The grade for the course will be a combination of the scores earned on both sections. Credit by Examination can be earned as a letter grade or as credit/no credit. Any changes in grading status must be initiated by the student. This exam may only be taken once. There is no fee for this exam.

Content of the written section of the exam (approximately one hour in duration)

- Fundamental musical terms (rhythm, pitch, dynamics, harmony, solfege, and lots of others)
- Note name identification – treble and bass clef, identify notes on a piano keyboard
- Identification of musical notation components (key signatures, time signatures, note & rest values, ties, slurs, staff, repeats, etc.)
- Rhythmic counting in basic meters
- Demonstrate knowledge of key signatures
- Construct a major scale in various keys and build the primary triads in root position
- Demonstrate basic familiarity with the California State Content Standards for Music (K-6)
- Be prepared to write a response to a question that will be similar to the sample on the back of this sheet. Questions of this nature are part of Subtest III of the CSET exam.

NOTE: *This constructed response is a significant component of the written section.*

Content of the aural/performance section of the exam (approximately five minutes in duration)

- Be prepared to play or sing any song of your choosing. Your selection should be about one minute in duration. This is just to give the examiner an idea as to your performance skills. No accompanist will be provided nor is one necessary. A piano will be available.
- Sing “America” (“My Country ‘Tis of Thee”) or a song of comparable scope.
- Clap, tap, play, or sing rhythmic examples as presented by the examiner.
- Sing to match pitches with a piano.
- Take a short, simple musical phrase (not seen before) and perform it vocally, or on piano, or on the instrument you bring.

Additional Information

To find out if you passed the Challenge Exam, and if you did, what your grade for the course will be, please send an email to jerb@mail.sdsu.edu after you have taken the exam. Your results, and instructions to complete the credit by exam process, will be emailed to you by Tuesday morning following the exam. If you passed, the grade earned will be posted with the Registrar at the end of the semester. Please remember, this exam may be taken only once. If you do not pass (75% or better on both sections), you must take Music 102 in order to receive credit in the class. Thank you and good luck!

The constructed response question on the Music 102 Waiver Exam will be very similar to the following sample. The song will be different, but the questions in the exercise will be very similar.

Sample constructed response question:

Use the Japanese children's song, *The Moon Is Coming Out*, found below, to complete the exercise that follows. Construct your response on a separate sheet of paper.

Serenely

Now the moon is com - ing out!

Big and round, so big and round, as round as a tray.

Moon is big and round, just like a tray.

Using your knowledge of music, especially as applied to the elementary school level, prepare a response in which you:

1. Describe the melody, rhythm, form, and any other relevant musical elements of this song you can identify; and
2. Determine a range of grade levels (i.e. K-3, 1&2, 3-5, 2-4, K-6) for which you think it might be best suited and support your choice; and
3. Discuss any elements that would make this song easy or difficult to sing; and
4. Discuss at least one reason why this song would be appropriate for elementary school students to sing; and
5. List at least one way in which you could integrate this song with other elementary classroom curriculum areas.