Dear parents and students,

An activity called the “Absolute Pitch Acquisition Project” will be held from 26th December 2001 to 4th February 2002. The aim of the project is to encourage students to acquire absolute pitch. Absolute pitch is an important endowment to musicians. Even though musicians with absolute pitch are very rare, the children who follow the method of Hong Kong Music Home to practise piano and learn music should be able to develop absolute pitch.

To make this activity go smoothly, it is advisable that parents help children to practise the pitch identification, ask children to sing absolute solfège in practising the piano and learn music, and fill in the “Questionnaire of the Student’s Background on Developing Absolute Pitch”. Children need to practise the pitch identification, sing absolute solfège while practising the piano and learning music, and take the “Absolute Pitch Assessment”.

The “Absolute Pitch Assessment” and the “Questionnaire of the Student’s Background on Developing Absolute Pitch” give me valuable information to understand the children’s potentials on absolute pitch, and to analyse how the children acquire absolute pitch. These materials together with the information in the personal file will be employed in my PhD. thesis, and will be used to design the music educatherapy syllabus of Hong Kong Music Home in the future.

It is a valuable opportunity for new students to acquire, as well as for old students to improve absolute pitch. So, it is advisable that all students can join this project. Any students who have successfully developed absolute pitch will be awarded certificates. All information given to me will be treated as confidential. Would parents and students fill in the following reply slip and return it to the office on or before 4th February 2002.

Yours sincerely,

____________________
Mr Lau, Chiu Kay,
Director.
Handicapped
Hong Kong Home For Normal Children Ltd
Talented
(Subsidiary with Youth and Adults Sections)

Reply Letter of Absolute Pitch Acquisition Project

Dear Mr Lau,

1. I am __________________________ (Name of Student). I am willing to / not willing
2. I am the parent of __________ (Name of Student). I am willing to / not willing to permit my children

to participate in the Pitch Acquisition Project held within 26th December 2001 to 4th February 2002. Moreover, I would permit my / my child's data in the Absolute Pitch Assessment, the Questionnaire of Student's Background on Developing Absolute Pitch and the information in the personal file to be used in your PhD. thesis. I understand that all the information given will be confidential.

Signature of Parent: ___________________________ Date: ___________________________

Signature of Student: ___________________________ Date: ___________________________

---------------------------------------------------------------

Remarks:
1. Tick in the right box.
2. Delete wherever inappropriate.
3. The reply letter of the students under 18 has to be counter-signed by the parent.
Invitation Letter to Participants in AP Acquisition Project (Chinese Version)
µ ù ¡ ßôø ¥ Xê µ C
2. ½ Ø R bçêê ¥ C
3. ¾ Çµ 14 ½b 3 ¾ Ó G A ± p C
I. Objectives:
To assess the student's absolute pitch on perceiving piano tones, i.e. from middle C to the C an octave above middle C (i.e. C₀-C¹).

II. Instructions:
1. The instructor should ask the student whether she likes to answer in a Chinese or an English assessment paper.
2. The instructor should complete the “Background Information of New Student” section before commencing the assessment.
3. During assessment, if the student writes down answers, s/he may sit down with the back against the piano. If s/he gives answers orally, s/he may stand up with the back against the piano.
4. Before the assessment, the instructor should understand the musical background of the student. If the student seldom participates in music activities, has never played any musical instruments before, or knows nothing about pitches, the instructor may try three tones with him/her. If s/he fails to give any answers, or inform the examiner that the answers are given by guessing only, the instructor may cease the assessment.
5. The instructor must notify the following points in conducting the assessment:
   i. ask the student to listen to the test tones attentively;
   ii. play the test tones after the student is ready for it;
   iii. play the notes on the piano;
   iv. play each item once only;
   v. play each note two seconds long;
   vi. play the tones with the dynamics of mezzo-forte; and
   vii. sweep piano keys from the lowest notes across the keyboard to the highest, and from the highest to the lowest in order for the noise to hinder the student from comparing the test tones.
6. The instructor has to notify the following points to the students:
   i. the instructor plays one item, and then the student gives the answer for that item; and
ii. the student should give the answer within three seconds after the instructor has finished playing the notes.

7. The instructor should make clear to the student that s/he can give answers in one of the following ways:
   i. write the letter name or sol-fa name of the test note in the appropriate blank;
   ii. write down the order of test notes with numbers (such as 1, 2, 3 etc.) in the \( \leq \) of the keyboard diagram in the assessment paper; or
   iii. name the letter name of the test note, and then the student, parent or instructor writes down the letter name or sol-fa name in the appropriate blank, or writes down the order of test notes with numbers in with the \( \chi \) of the keyboard diagram in the answer sheet. If the student knows how to write down the answer, let the student do it first;
   iv. sing the sol-fa name of the test note, and then the student, parent or instructor writes down the letter name or sol-fa name in the appropriate blank, or writes down the order of test notes with numbers in with the \( \chi \) of the keyboard diagram in the answer sheet. If the student knows how to write down the answer, let the student do it first;
   v. point at the key of the keyboard diagram in the answer sheet, and then the student, parent or instructor writes down the letter name or sol-fa name in the appropriate blank, or writes down the order of test notes with numbers in with the \( \chi \) of the keyboard diagram in the answer sheet. If the student knows how to write down the answer, let the student do it first;
   vi. point at the key of the piano, and then the student, parent or instructor writes down the letter name or sol-fa name in the appropriate blank, or writes down the order of test notes with numbers in with the \( \chi \) of the keyboard diagram in the answer sheet. If the student knows how to write down the answer, let the student do it first. When the student points at the key, s/he should neither produce any sound on the piano nor test the tones on the piano.

8. Under any circumstances, the instructor should not indicate to the student or to the parent whether the answer of each item is correct. This is to ensure that the questions and answers are not revealed. But the instructor can discuss the student's overall performance with the student and/or with the parent.

III. Questions:
   1. Refer to the “Answer Sheet of Absolute Pitch Assessment for New Students” in the next page.
   2. If the student does not know how to answer, the instructor marks a \( \square \) in the appropriate blank of the student's assessment paper.

~The End~

~Thank You~
Questions of Absolute Pitch Assessment for New Student

1. Question items shown in the keyboard:

   \[
   \begin{array}{c}
   \text{Middle} \\
   \text{d} \quad \text{e} \quad \text{f} \quad \text{g} \\
   \text{C} \quad \text{D} \quad \text{E} \quad \text{F} \\
   \text{G} \quad \text{A} \quad \text{B} \quad \text{C} \\
   \text{4} \quad \text{2} \quad \text{3} \quad \text{6} \quad \text{10}
   \end{array}
   \]

2. Question items shown with Letter Names in the blank:

Appendix V. 2B.

Question Paper of AP Assessment for New Student (Chinese Version)

I. \[ \mu \Theta \Theta \eta \frac{G}{G} \]

\[ \mu \Theta \Theta \eta \frac{G}{G} \quad \mu \Theta \Theta \eta \frac{G}{G} \quad \mu \Theta \Theta \eta \frac{G}{G} \quad \mu \Theta \Theta \eta \frac{G}{G} \]

II. \[ \mu \Theta \Theta \eta \frac{G}{G} \]

1. \[ \frac{\mu \Theta \Theta \eta \frac{G}{G}}{\mu \Theta \Theta \eta \frac{G}{G}} \]

2. \[ \frac{\mu \Theta \Theta \eta \frac{G}{G}}{\mu \Theta \Theta \eta \frac{G}{G}} \]

3. \[ \frac{\mu \Theta \Theta \eta \frac{G}{G}}{\mu \Theta \Theta \eta \frac{G}{G}} \]

4. \[ \frac{\mu \Theta \Theta \eta \frac{G}{G}}{\mu \Theta \Theta \eta \frac{G}{G}} \]

5. \[ \frac{\mu \Theta \Theta \eta \frac{G}{G}}{\mu \Theta \Theta \eta \frac{G}{G}} \]

III. \[ \mu \Theta \Theta \eta \frac{G}{G} \]

1. \[ \frac{\mu \Theta \Theta \eta \frac{G}{G}}{\mu \Theta \Theta \eta \frac{G}{G}} \]

2. \[ \frac{\mu \Theta \Theta \eta \frac{G}{G}}{\mu \Theta \Theta \eta \frac{G}{G}} \]
Questions of Absolute Pitch Assessment for New Student

I. Questions shown with Letter Names in the keyboard:

Appendix V.3A.
Answer Sheet of AP Assessment for New Student (English Version)

Handicapped
Hong Kong Home For Normal Children Ltd
Talented
(Subsidiary with Youth and Adults Sections)

Answer Sheet of Absolute Pitch Assessment for New Student

I. Objectives:
To assess the student's absolute pitch on perceiving piano tones from middle C to the C an octave above middle C (i.e. C₀-C¹).

II. Instructions:
1. The student should pay attention to the following points:
   i. the student must listen to the notes attentively;
   ii. the instructor plays each item once only with each note lasting for two seconds;
   iii. the instructor plays one item, and then the student gives the answer for that item; and
   iv. the student should give the answer within three seconds after the instructor has finished playing the note.
2. The student can give answers in one of the following ways:
   i. write the letter name or sol-fa name of the test note in the appropriate blank;
   ii. write down the order of test notes with numbers (such as 1, 2, 3 etc.) in the ≤ of the keyboard diagram in the assessment paper; or
   iii. name the letter name of the test note, and then the student, parent or instructor writes down the letter name or sol-fa name in the appropriate blank, or writes down the order of test notes with numbers in the χ of the keyboard diagram in the answer sheet. If the student knows how to write down the answer, let the student do it first;
   iv. sing the sol-fa name of the test note, and then the student, parent or instructor writes down the letter name or sol-fa name in the appropriate blank, or writes down the order of test notes with numbers in the χ of the keyboard diagram in the answer sheet. If the student knows how to write down the answer, let the student do it first;
   v. point at the key of the keyboard diagram in the answer sheet, and then the student, parent or instructor writes down the letter name or sol-fa name in the appropriate blank, or writes down the order of test notes with numbers in the χ of the keyboard diagram in the answer sheet. If the student knows how to write down the answer, but the student do it first;
   vi. point at the key of the piano, and then the student, parent or instructor writes down the letter name or sol-fa name in the appropriate blank, or writes down the order of test notes with numbers in the χ of the keyboard diagram in the answer sheet. If the student knows how to write down the answer, let the student do it first. When the student points at the key, s/he should neither produce any sound on the piano nor test the tones on the piano.

III. Answer Sheet with Letter Names and Sol-fa Names (refer to the next page)
~The End~
~Thank You~
Handicapped
Hong Kong Music Home for Normal Children Ltd. (Subsidiary with Youth and Adults Sections)
Talented

Answer Sheet of Absolute Pitch Assessment in the Middle Register (with Letter Names and Sol-fa Names)

Name: __________________________  Date: __________________________  Mark: __________________________

A. Student fails to identify any notes or fail to understand the assessment.

B. If student can identify any tones, use one of the following ways to write down the answer:

I. Write down the order of test notes with numbers in the order of the keyboard diagram, i.e. to write 1 in the key of the first test tone, and to write 2 for the second answer and so forth.

II. Write down the answer with Letter Names or Sol-fa Names in the appropriate blank.

Appendix V.3B.
Answer Sheet of AP Assessment for New Student (Chinese Version)

I. \( \mu \mathbb{G} \)
\[ \Box \mathbb{G} \]
1. \( \mu \mathbb{G} \)
2. \( \mu \mathbb{G} \)

II. \( \mu \mathbb{G} \)
\[ \Box \mathbb{G} \]
1. \( \mu \mathbb{G} \)
2. \( \mu \mathbb{G} \)

III. \( \mu \mathbb{G} \)
\[ \Box \mathbb{G} \]
Appendix V. 4A.
Question Paper of Absolute Pitch Assessment (English Version)

Handicapped
Hong Kong Home For Normal Children Ltd
Talented
(Subsidiary with Youth and Adults Sections)

Question Paper of Absolute Pitch Assessment

I. Objective
1. To assess the student's ability of absolute pitch on perceiving all piano tones, i.e. from the A four octave below the middle register to the C four octaves above middle C (A\textsubscript{4}-C\textsubscript{4}).

II. Instructions:
1. The Absolute Pitch Assessment commences on 20th December 2001 and finishes by 4th February 2002. The instructor can take the “Absolute Pitch Practice Guidelines”, “Question Paper of Absolute Pitch Assessment”, “Answer Sheet of Absolute Pitch Assessment”, “Comment of Student's Response on Absolute Pitch Assessment”, “Questionnaire of Students Background on Developing Absolute Pitch” and “Comment of Absolute Pitch Acquisition Project” from the office. After the assessment, the instructor should give all the materials back to the office.
2. All students, who take part in the “Absolute Pitch Acquisition Project”, should take the “Absolute Pitch Assessment”. The instructor can take the name list from the office.
3. The instructor has to distribute the “Absolute Pitch Practice Guidelines” to the student at least one week before s/he sits for the assessment. The instructor should explain clearly the assessment criteria to the student and parent. The instructor should practice the pitch identification with them at least once before the assessment (please refer to the “Absolute Pitch Practice Guidelines” for detail). The parent can practise with the child or the student can practice him/herself at home.
4. Students can take the test in one session. If their attention spans are short, they can take it in several short sessions. They should not take the test if they feel fatigue, ill, depressed or emotionally unstable.
5. The instructor should carry out the assessment before the student's individual session and should do it before the student plays the piano to the instructor. Students may come back some other time for the assessment. Mr. Lau Chiu Kay would not assess any students. Instructors cannot assess their own students.
6. The instructor should ask the student whether s/he likes a Chinese or an English assessment paper.
7. In the assessment, if the student writes down answers, s/he sits down with the back against the piano. If s/he gives answers orally, s/he may stand up with the back against the piano. The Absolute Pitch assessment must be run in the grand piano room. The grand piano, which is placed at the left corner of the room, is used. Opposite to the grand piano is an upright piano. They are 7.3 feet apart. At the right hand front corner of the upright piano place a table and two chairs. The student sits at the table with the back against the grand piano. If s/he responds by pointing at piano keys, s/he may point at keys first and then write down answers. If s/he responds by pointing at piano keys and his/her parent helps him/her to write...
down answers, s/he may stand in front of the piano keyboard, still with his/her
backs against the grand piano. His/her parents could sit at either side of the table
next to them. If s/he names letter names or sol-fah names or points at the
keyboard diagram on the answer sheet, and his/her parents helps him/her to write
down answers, his/her parents could sit at either side of the table next to him/her. If
s/he is short, s/he should sit on adjustable chairs.

8. Items are divided into three groups. The instructor selects one group randomly
for the assessment. The number of the group should be indicated in the
assessment paper.

9. There are 88 items in the assessment. There are two marking schemes. The first
is two marks for each answer with correct note and octave names, and one mark
for each item with the right letter name or sol-fah name but the incorrect octave
indication. The passing mark is 50. The second concerns the marks with octave
errors ignored. Two marks are allocated for each answer with the right note name.
The passing mark is 60. The full mark for both marking scheme is 100.

10. The instructor must pay attention to the following points when carrying out the
assessment:
   i. ask the student to listen to the notes attentively;
   ii. play the notes after the student is ready for it;
   iii. play the notes on the grand piano;
   iv. play each item once only;
   v. play each note one second long;
   vi. play the tones with the dynamics of mezzo-forte to forte;
   vii. no feedback is given after each test tone;
   viii. the interval between two consecutive test tones is at least 30 seconds. It may
       last longer if the subject need longer time to write down the answer.
   ix. use a stop-watch or timer to count the time, one second for each test-note,
       three seconds for subjects to give answers, and not less than 30 seconds for
       each interval between consecutive tones.
   x. calls out the item number clearly before playing the test tone of each item.

11. The instructor has to notify the following points to the student:
   i. the student responds one test tone after another;
   ii. the student should give the answer within three seconds after the instructor
       has finished playing the tone.
   iii. the student should inform the instructor by saying something like ‘it is done.
       I am ready for the next one, please!’ after s/he, his/her parent or the instructor
       finishes writing down answers.

12. The instructor should make clear to the student that s/he can give answers in one
    of the following ways:
    i. Write the letter name or sol-fah name with the octave designation of the test
       note in the appropriate blank.
    ii. Write the order of test notes with numbers (such as 1, 2, 3 etc.) in the \( \chi \) of
        the keyboard diagram in the assessment paper.
    iii. Name the letter name and the octave designation of the test tone, and then the
         student, parent or instructor writes down the letter name or sol-fah name in
         the appropriate blank, or writes down the order of test notes with numbers in
         the \( \chi \) of the keyboard diagram in the answer sheet.
    iv. Name the sol-fah name of the test tone with the octave designation, and then
        the student, parent or instructor writes down the letter name or sol-fah name
        with the octave designation in the appropriate blank, or writes down the order
        of test notes with numbers in the \( \chi \) of the keyboard diagram in the answer sheet.
    v. Point at the key of the keyboard diagram in the answer sheet, and then give
the letter name or the sol-fah name with the octave designation. The student, parent or instructor writes down the letter name or sol-fah name with the octave designation in the appropriate blank, or writes down the order of test notes with numbers in the $\chi$ of the keyboard diagram in the answer sheet.

vi. Point at the key of the piano, and then give the letter name or the sol-fah name with the octave designation. The student, parent or instructor writes down the letter name or sol-fah name with the octave designation in the appropriate blank, or writes down the order of test notes with numbers in with the $\chi$ of the keyboard diagram in the answer sheet.

13. If the student knows how to write down the answer, let the student do it first. If the student cannot, his/her parent does it. If his/her parent is not there, the instructor does it. After the answer of each item has been written down, the student may say something like: it is done. I am ready for the next one, please! The instructor may respond by saying something like: O.K! Fine! The next one then….etc. The instructor has to check whether the answer written down is the one named or pointed out by the student and whether the answer is written down in the appropriate blank.

14. After the assessment, the instructor needs not correct the paper. S/he should not indicate to the student or to the parent whether the answer of each item is correct. This is to ensure that the questions and answers are not revealed. The instructor should tell the student and parent that they should not discuss answers that they think might be right or wrong with other students and parents. This would hinder other students’ aural judgment in the assessment.

15. Instructors would not be complained or blacklisted if their students fail to develop absolute pitch.

### III. Questions

#### Group 1

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</tr>
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<tbody>
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<td>18</td>
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<td>22</td>
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<td>23</td>
<td>F♭</td>
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<td>26</td>
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<td>27</td>
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~The End~
~Thank You~

393
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<td>A_2</td>
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<td>A_2</td>
<td>E^3</td>
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</tr>
<tr>
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<td>C^#/D^b_2</td>
<td>G^o/A_b^6</td>
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<td>A#/B^b_4</td>
<td>C^#/D^b_2</td>
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</tr>
<tr>
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<td>E^1</td>
<td>A^3</td>
<td>C_2</td>
<td>F^#/G^b3</td>
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<tr>
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<td>A_3</td>
<td>F_0</td>
<td>A_4</td>
<td>F^1</td>
</tr>
</tbody>
</table>

III. Ā द ध

2. Ā ध ध
| 46. | C² | 47. | F²/G₁ | 48. | A⁴/B² | 49. | F²/G₂ | 50. | D₀ |
| 71. | A⁴/B₁ | 72. | E₁ | 73. | B₀ | 74. | G₂ | 75. | C³ |
| 81. | G⁴/A³ | 82. | E₀ | 83. | B₃ | 84. | D² | 85. | G²/A³ |
| 86. | B² | 87. | G² | 88. | C³/D² |

2 Ĥ O

| 31. | F³/G₁ | 32. | B₁ | 33. | D₃ | 34. | A⁴/z/B₁ | 35. | D³/z/E³ |
| 41. | D⁴/z/E₂ | 42. | A⁴/z/B₂ | 43. | F₁ | 44. | B₄ | 45. | D⁴/o/E₀ |
| 61. | G³/z/A³ | 62. | E₀ | 63. | B₃ | 64. | D₁ | 65. | G³/z/A₀ |
| 66. | B² | 67. | G¹ | 68. | C¹/z/D₂ | 69. | G₀ | 70. | C² |
| 71. | A₂ | 72. | E₁ | 73. | C³/z/D₁ | 74. | G² | 75. | D₂ |
| 76. | A² | 77. | D³/z/E³ | 78. | G₃ | 79. | B² | 80. | F⁴/z/G₀ |
| 81. | D³ | 82. | G¹/z/A₁ | 83. | G⁴/z/A₀ | 84. | C⁴/z/D³ | 85. | C¹ |

2 Ĥ O

| 41. | G³/z/A³ | 42. | E₀ | 43. | B₃ | 44. | D₁ | 45. | G³/z/A₀ |
| 46. | B² | 47. | G¹ | 48. | C¹/z/D₁ | 49. | G₀ | 50. | C² |
| 56. | A¹ | 57. | D³/z/E₃ | 58. | G₃ | 59. | B² | 60. | F⁴/z/G₀ |
| 61. | D³ | 62. | G¹/z/A₁ | 63. | C³/z/D₃ | 64. | G³/z/A² | 65. | C¹ |
| 66. | F₂ | 67. | A² | 68. | D¹/z/E₁ | 69. | G³/z/A² | 70. | C₁ |
| 71. | F² | 72. | A⁴/z/B₀ | 73. | E² | 74. | C₀ | 75. | E₂ |
| 76. | A⁴/z/B₂ | 77. | D₁ | 78. | F³/z/G₂ | 79. | B₂ | 80. | D² |
| 81. | A⁴/z/B₄ | 82. | C³/z/D₂ | 83. | G⁴/z/A₀ | 84. | C⁴/z/D₃ | 85. | E¹ |
Appendix V. 5A.
Answer Sheet of Absolute Pitch Assessment (English Version)

Handicapped
Hong Kong Home For Normal Children Ltd
Talented
(Subsidiary with Youth and Adults Sections)

Answer Sheet of Absolute Pitch Assessment

I. Objectives:
To assess the student's ability of absolute pitch on perceiving all piano tones, i.e. from the A four octave below the middle register to the C four octave above middle C.

II. Instructions:
1. The student should pay attention to the following points:
   i. the student must listen to the notes attentively;
   ii. the instructor plays each item once only, with each note lasting for one second;
   iii. the instructor plays one item, and then the student gives the answer for that item; and
   iv. the student should give the answer within three seconds after the instructor has finished playing the note.
2. The student can give answers in one of the following ways:
   i. Write the letter name or sol-fah name with the octave designation of the test note in the appropriate blank.
   ii. Write the order of test notes with numbers (such as 1, 2, 3 etc.) in the of the keyboard diagram in the assessment paper.
   iii. Name the letter name and the octave designation of the test tone, and then the student, parent or instructor writes down the letter name or sol-fah name in the appropriate blank, or writes down the order of test notes with numbers in the of the keyboard diagram in the answer sheet.
   iv. Name the sol-fah name of the test tone with the octave designation, and then the student, parent or instructor writes down the letter name or sol-fah name with the octave designation in the appropriate blank, or writes down the order of test notes with numbers in the of the keyboard diagram in the answer sheet.
   v. Point at the key of the keyboard diagram in the answer sheet, and then give the letter name or the sol-fah name with the octave designation. The student, parent or instructor writes down the letter name or sol-fah name with the octave designation in the appropriate blank, or writes down the order of test notes with numbers in the of the keyboard diagram in the answer sheet.
   vi. Point at the key of the piano, and then give the letter name or the sol-fah name with the octave designation. The student, parent or instructor writes down the letter name or sol-fah name with the octave designation in the appropriate blank, or writes down the order of test notes with numbers in with the of the keyboard diagram in the answer sheet.
3. If the student knows how to write down the answer, let the student does it first. If the student cannot, his/her parent does it. If his/her parent is not there, the instructor does it. If answers has been written down, subjects may say something like: it is done. I am ready for the next one, please!

III. Letter Name and Sol-fah Name Chart (refer to the next page)

IV. Answer Sheet (refer to the next second page)

~The End~
~Thank You~
Handicapped
Hong Kong Music Home For Normal
Children Ltd (Subsidiary with Youth and Adults Sections)
Talented

-  وطني و ملك 

Name Chart of Letter Names and Sol-fah Names

C D E F G A B C

Middle
d r m f s l t d'

bre me
D♭ E♭

# di ri
C♯ D♯

se le te
G♭ A♭ B♭

fi si li
F♯ G♯ A♯
Handicapped
Hong Kong Music Home For Normal Children Ltd. (Subsidiary with Youth and Adults Sections)
Talented

Answer Sheet of Absolute Pitch Assessment

Name: ____________________________    Date: ____________________________
Group: ____________________

Mark 1. (to count all correct answer): ____________________
2. (to count all correct answers not to count octave errors): ____________________

Instructions for Writing Answers: Use one of the following ways to write down answers:

1. Write down item numbers 1, 2, 3, 4...etc. in the box above or below the keyboard diagram (i.e. to write 1 for the first item, 2 for the second, and so forth):

II. Write down letter names or sol-fah names with octave signs in the blank (to write Fₗ or fₗ for middle F, F♯ₗ or f♯ₗ for the F sharp an octave higher than the middle register, and B♭ₗ or b♭ₗ for the B Flat three octaves lower than the middle register): ____________________
Appendix V.5B
Answer Sheet of AP Assessment (Chinese Version)
Handicapped
Hong Kong Music Home For Normal Children Ltd. (Subsidiary with Youth and Adults Sections)
Talented

Name Chart of Letter Names and Sol-fah Names

Middle

<table>
<thead>
<tr>
<th>Letter Names</th>
<th>Sol-fah Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>D</td>
<td>G</td>
</tr>
<tr>
<td>E</td>
<td>A</td>
</tr>
<tr>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td>G</td>
<td>C</td>
</tr>
<tr>
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<td>D</td>
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</tr>
<tr>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td>G</td>
<td>C</td>
</tr>
</tbody>
</table>

401
Comment of Student’s Response on Absolute Pitch Assessment

Handicapped
Hong Kong Home For Normal Children Ltd
Talented
(Subsidiary with Youth and Adults Sections)

Comment of Student’s Response on Absolute Pitch Assessment

Name of Instructors: ___________________  Name of student: ____________

Objective: To evaluate the pitch strategy used by the student in the Absolute Pitch Assessment.

Instructions:
1. The form is for the instructor to fill in.
2. Please answer the following questions after you have completed the Absolute Pitch Assessment with the student.
3. Put a tick in the appropriate box.
4. Write down whether the student had attention, emotional or behavioural problems in the Absolute Pitch Assessment and your other comment in the blank.

Comment on Student’s Responses:
1. When the student took the Absolute Pitch Assessment, did s/he usually give answers with certainty?
   $\chi$ Yes $\rightarrow$ ●
   $\chi$ No, please describe his/her response: _________________________________
2. When the student took the Absolute Pitch Assessment, did s/he usually give answers immediately?
   $\chi$ Yes $\rightarrow$ ●
   $\chi$ No, please describe his/her response: _________________________________
3. When the student took the Absolute Pitch Assessment, what strategy(ies) do you think s/he used?
   $\chi$ absolute pitch
   $\chi$ relative pitch
   $\chi$ others, please specify: _____________________________________________
   $\chi$ not sure
4. When the student took the Absolute Pitch Assessment, had s/he attention problem?
   $\chi$ Yes $\rightarrow$ ●
   $\chi$ No
5. Other Comment: ________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

~The End * Thank You~
Appendix V. 6B.  
Comment of Student’s Response on AP Assessment (Chinese Version)


dà  à
- „ ä p û s µ Ô Ô Ô 3 d ½ h i ^  
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µ ~ 1 î m p ė ì ē p ā ³ N S l g  C a e

3½ﬂ è mWSG  3½Ç è mWSG

¥ê û  hÇ Ï Í Í ¿ Í ¿ 1 î m p ė ì ē p ā ³ N S l g  C

« î G
1. î  g  hÇ  Í Í ¿  C
2. ½ Ó Ó v bÇ Ï Í ¿  ē 1 î m p ė ì ē p ā ³ N S l g  C ô e
3. b x ½ g  hÇ  Í ¿  C
4. ½ ô b hÇ Ï Í ¿  bÇ Ï Í ¿  p ~ 1 î m p ė ì ē p ā ³ N S l g  C

3½ Ç Ï Í ¿ 1 î m p ė ì ē p ā ³ N S l g  G
1. 3½ Ç Ï Í ¿  1 î m p ė ì ē p ā ³ N S l g  H  ½ í ô x  ³ A ³ . Ô Ô Ï H
  x ~ O  
  x S i  hÇ  3½ Ç Ï Í ¿  G

2. 3½ Ç Ï Í ¿  1 î m p ė ì ē p ā ³ N S l g  H  ½ í ô x  ³ A ³ . Ô Ô Ï H
  x ~ O  
  x S i  hÇ  3½ Ç Ï Í ¿  G

3. 3½ Ç Ï Í ¿  1 î m p ė ì ē p ā ³ N S l g  H  ½ í ô x  ³ A ³ . Ô Ô Ï C H
  x µ ~ 1 î m C
  x ô n û m C
  x ½ hÇ  Ô Ô Ï G
  x ô Ò Ï W

4. • 3½ Ç Ï Í ¿  1 î m p ė ì ē p ā ³ N S l g  H  ½ í ô x  ³ A ³ . Ô Ô Ï H
  x ~ 3  
  x ½ S i  3

5. “ hÇ Ï Í ¿ G

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Appendix V. 7A.
Student Background Information Sheet before Entering Music Home
(English Version)

Hong Kong Music Home (Subsidiary with Youth and Adults Sections)

Student Background Information Sheet before Entering Music Home

Instruction: 1. Fill in the music activities in which the student took part before entering Music Home.
2. When filling in the form, please write appropriate answers in the ______, and give a P in the chosen χ .

I. Instructor’s Information:
Name of Instructor: _______________

II. Particulars of Student:
Name: ______________ Sex: M/F Date of Birth: ____Y____M___D (Age:____)

III. Musical Background before Entering Music Home:
1. Did you attend any music activities?
   Yes ☐ ☐ No ☐ ☐ Go to Item 2.
   If yes, state the type and date:
   ☐ choir, from ____Y___M___D to ____Y____M____D
   ☐ church choir, from ____Y___M___D to ____Y____M____D
   ☐ percussion band, from ____Y___M___D to ____Y____M____D
   ☐ orchestra, from ____Y___M___D to ____Y____M____D
   ☐ band, from ____Y___M___D to ____Y____M____D
   ☐ music class outside school, from ____Y___M___D to ____Y____M____D
   ☐ others, please specify:__________ , from ___Y___M___D to ___Y___M___D

2. Did you learn any musical instruments or singing?
   Yes ☐ ☐ No ☐ ☐ Go to Item 3.
   If yes, state the type and date:
   ☐ piano, from ____Y___M___D to ____Y____M____D
   ☐ violin, from ____Y___M___D to ____Y____M____D
   ☐ viola, from ____Y___M___D to ____Y____M____D
   ☐ singing, from ____Y___M___D to ____Y____M____D
   ☐ drum, from ____Y___M___D to ____Y____M____D
   ☐ others, please specify:__________ , from ___Y___M___D to ___Y___M___D

3. Other musical background (if any): ______________________________________

4. Long-term Diseases:
   Yes ☐ ☐ No ☐ ☐ Go to Item 5.
   ☐ asthma
   ☐ tinnitus
   ☐ others, please specify:__________________________________________________

5. Have you chromesthesia?
   Yes ☐ ☐ No ☐ ☐

~The End * Thank You~
Appendix V. 7B.
Student Background Information Sheet before Entering Music Home
(Chinese Version)