Appendices VI
Measuring Instruments

Appendix VI.1
Student Background Information Sheet before Entering Music Home (With Variables)
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 (V1 biisex) Date of Birth: __Y__M__D (Age: (V2 biilage))

III. Musical Background before Entering HK Music Home:
   1. Had you attended any music activities? (V3 biia1mua)
      χ Yes → Go to Item 2.
      χ No → Go to Item 3.
      If yes, state the type and date:
      χ choir, from ___Y___M___D to ___Y___M___D (V4 biia2cho) (V5 biiaichy)
      χ church choir, from ___Y___M___D to ___Y___M___D (V6 biia3ch) (V7 biia3ccy)
      χ percussion band, from ___Y___M___D to ___Y___M___D (V8 biia4per) (V9 biia4pey)
      χ orchestra, from ___Y___M___D to ___Y___M___D (V10 biia5orc) (V11 biia5ory)
      χ band, from ___Y___M___D to ___Y___M___D (V12 biia6ban) (V13 biia6bay)
      χ music class outside school, from ___Y___M___D to ___Y___M___D (V14 biia7muo) (V15 biia7moy)
      χ others, please specify:_________ , from ___Y___M___D to ___Y___M___D (V16 biia8otm) (V17 biia8omy)
   2. Had you learnt any musical instruments or singing: (V18 biia9lei)
      χ Yes → Go to Item 3.
      χ No → Go to Item 5.
      If yes, state the type and date:
      χ piano, from ___Y___M___D to ___Y___M___D (V19 biia10pn) (V20 biia10py)
      χ violin, from ___Y___M___D to ___Y___M___D (V21 biia11vn)(V22 biia11vy)
      χ viola, from ___Y___M___D to ___Y___M___D (V23 biia12va) (V24 biia12ay)
      χ singing, from ___Y___M___D to ___Y___M___D (V25 biia13si) (V26 biia13sy)
      χ drum, from ___Y___M___D to ___Y___M___D (V27 biia14dr) (V28 biia14dy)
      χ others, please specify:_________ , from ___Y___M___D to ___Y___M___D (V29 biia15ot) (V30 biia15oy)
   3. Other musical background (date): __________ (V31 biia16ot) (V32 biia16oy)
   4. Long-term Diseases:
      χ Yes → Go to Item 5.
      χ No → Go to Item 5.
      χ asthma
      χ tinnitus
      χ others, please specify:________________________ (V33 biia16disa)
   5. Have you Chromesthesia?
      χ Yes (V34 biia17chrome)
      χ No (V34 biia17chrome)
~The End * Thank You~
Appendix VI.2.
Answer Sheet of AP Assessment in the Middle Register (Variables)

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 (V35 prescore)

A. The student fails to identify any notes or fail to understand the assessment: 

B. If the 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 of the keyboard diagram, i.e. to write 1 in the of the key of the first test tone, 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:

Dear parents and students,

This questionnaire was designed by me. The aim is for me to understand more on how students acquiring absolute pitch.

The information will be used in my PhD. thesis and for the future planning of the music educatherapy programme at Music Home. This questionnaire will be filled in by the instructor in the interview with the student and the parent after the student has taken the Absolute Pitch Assessment. Please give detailed answers to the best you know. There are no right or wrong answers. Anyone who expresses anything against Music Home will not be asked to pay any responsibilities.

All information in this questionnaire will be treated as confidential and private. Thank you for your kind co-operation.

Yours sincerely,

(Director, Mr. Lau Chiu Kay)

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### Questionnaire on Absolute Pitch Acquisition

**Instructions for filling in the questionnaire:**
1. Fill in _________ with an appropriate answer.
2. Tick your choice in the right ¡¼
3. Delete the inappropriate answer in the / item.

<table>
<thead>
<tr>
<th>I. Student’s Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. First Language:</td>
</tr>
<tr>
<td>¡¼English</td>
</tr>
<tr>
<td>(V38 qi4engli: English/Cantonese speaking groups)</td>
</tr>
<tr>
<td>5. Category of Educational Needs:</td>
</tr>
<tr>
<td>¡¼mainstreamed</td>
</tr>
<tr>
<td>¡¼mild mentally retarded</td>
</tr>
<tr>
<td>¡¼autistic</td>
</tr>
<tr>
<td>¡¼speech delayed</td>
</tr>
<tr>
<td>¡¼sensory integrative dysfunctional</td>
</tr>
<tr>
<td>¡¼severe hearing impaired</td>
</tr>
</tbody>
</table>

6. **Long-term Diseases:**
   - ¡¼Yes
   - ¡¼No
   - ¡¼asthma
   - ¡¼tinnitus
   - ¡¼Others, please specify: ___________________ (V38 qi5educa)
   - ¡¼others, please specify: ___________________ (V39 qi5edugp: AT/MS/SEN groups)
   - ¡¼others, please specify: ___________________ (V40 qi5edgiq: AT/MS/MR groups)
7. Have you Chromesthesia?  
   $\frac{1}{2}$Yes  $\frac{1}{2}$No  

8. Age of commencing piano playing: ______ years old.  

9. Age of commencing piano playing at Music Home: ____ years old  
   (V46 qi9agpnop: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-16, 17-23 age groups in commencing piano playing)  

10. The student's piano performance standard graded by Music Home at the day of admittance: Grade ______ (Not yet started to play the piano, please write O).  

11. The student's highest grade in the public examination for the piano performance:  
   $\frac{1}{2}$Grade ______ of ABRSM / TCL  
   $\frac{1}{2}$DipABRSM  
   $\frac{1}{2}$ATCL  
   $\frac{1}{2}$Other, please specify: ________________  
   $\frac{1}{2}$Inapplicable  

12. The student's present piano performance standard graded by Hong Kong Music Home Ltd: Grade / Diploma.  

II. Conditions of Piano  

1. What is your main musical instrument that you use to practise during most of the time when you learn to play the piano?  
   $\frac{1}{2}$piano  
   $\frac{1}{2}$electronic piano  
   $\frac{1}{2}$digital piano  
   $\frac{1}{2}$others, please specify: ________________  

2. Do you think that your piano is tuned in tune? (You may compare the tones of your piano to those of the grand piano at Music Home.  
   $\frac{1}{2}$Yes  
   $\frac{1}{2}$No  

3. If your piano is out of tune, please explain.  
   $\frac{1}{2}$the piano is old  
   $\frac{1}{2}$The piano is not tuned regularly, less than 3 times a year  
   $\frac{1}{2}$the piano is not tuned to A=440Hz  
   $\frac{1}{2}$the highest and lowest registers of the piano are not in tune, and others alright  
   $\frac{1}{2}$others, please explain: ________________  

III. Pitch Identification  

1. Have you practiced pitch identification before?  
   $\frac{1}{2}$Yes  $\frac{1}{2}$No  

2. Before you knew about the “Absolute Pitch Acquisition Project”, how much time had you spent on practising pitch identification?  
   $\frac{1}{2}$Never  
   $\frac{1}{2}$less than an hour  
   $\frac{1}{2}$1 to 2 hours  
   $\frac{1}{2}$3 to 4 hours  
   $\frac{1}{2}$5 hours or over, please specify: _____ hours and ____ minutes  

3. If the answer of the above question is that you had practised pitch identification,
4. How much time had you spent on practising pitch identification for this Absolute Pitch Assessment (count from the day when you knew about the Absolute Pitch Assessment to the assessment day)?
   j ¼Never
   j ¼29 minutes or under
   j ¼30 minutes to 59 minutes
   j ¼over an hour to an hour and 29 minutes
   j ¼over an hour and half, please specify:___hour(s)___minute(s) (V61 qiii4tip)

5. If the answer of the above question is that you had practised pitch identification, did you usually use the method of Music Home to practice pitch identification?
   j ¼Yes
   j ¼No (V62 qiii5pia)

6. When you took the Absolute Pitch Assessment, which strategy (ies) did you use?
   j ¼absolute pitch
   j ¼relative pitch
   j ¼others, please specify:______________________________ (V63 qiii6pis)
   j ¼not sure

7. If you used absolute pitch in the Absolute Pitch Assessment, what was in your mind to actualize it (you may tick more than one boxes)?
   j ¼Every tone had individuality. Then I used this individuality to identify the test tone. (V64 qiii7ind)
   j ¼Each tone was associated to a colour. Then I used the colour of each tone to identify the test tone. (V65 qiii7col)
   j ¼A scale was formed in my mind. Then I found the position of the test tone in the scale. (V66 qiii7sca)
   j ¼I had a standard tone in my mind. I compared the test tone with this standard tone. (V67 qiii7std)
   j ¼I had many standard tones in my mind. I compared the test tone to these standards. (V68 qiii7msd)
   j ¼When I heard the test tone, I recalled the sol-fah name (d, di, r, ri, etc.) associated to the test tone. (V69 qiii7sol)
   j ¼When I heard the test tones, I recalled the letter name (C, C#, D, D#, etc.) associated to the test tone. (V70 qiii7let)
   j ¼An image of a piano keyboard was formed in my mind. Then I figured out the position of the tone in the keyboard. (V71 qiii7kyd)
   j ¼I remembered the position of vocalization of each tone in the throat. Then I judge the test tone with this vocalizing position. (V72 qiii7thr)
   j ¼Each tone was associated to the sound of a word. Then I related the test tone to the sound of the word. (V73 qiii7cha)
   j ¼Each tone was associated to the tone of a known piece of music. Then I referred the test tone to the composition. (V74 qiii7com)
   j ¼When I heard the test tone, I compared it with the ringing sound in my ear(s). (V75 qiii7rin)
   j ¼A stave was formed in my mind. Then I found out the position of the tone in the stave. (V76 qiii7sta)
   j ¼I could identify the test tone immediately after hearing the tone. But I did not know how it worked in my mind. (V77 qiii7hea)
   j ¼Others, please specify:______________________________ (V78 qiii7oth)
8. If you used absolute pitch in the Absolute Pitch Assessment, what order did you use in identifying notes and octave designations (You may tick more than one boxes)?

- Identified the note name first and then the octave designation (V79 qiii8not)
- Identified the octave designation first and then the note name (V80 qiii8oct)
- Identified the note name and the octave designation at the same time (V81 qiii8sam)
- Others, please specify: __________________________ (V82 qiii8oth)

IV. General Music Activities Participation

1. What music activities have you participated in Music Home (count from the date when you entered Music Home to the present moment) (you may tick one or more boxes)? Which activities have helped you to develop absolute pitch? Why?

<table>
<thead>
<tr>
<th>Music Activities</th>
<th>Help to develop absolute pitch?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Playing Piano</td>
<td>(V83 qiv1ipno)</td>
<td>Yes / No (V84 qiv1ia)</td>
</tr>
<tr>
<td>ii. Playing Other Instruments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Metallophone</td>
<td>(V85 qiv1iime)</td>
<td>Yes / No (V86 qiv1iima)</td>
</tr>
<tr>
<td>j. Xyophone</td>
<td>(V87 qiv1iixy)</td>
<td>Yes / No (V88 qiv1iixa)</td>
</tr>
<tr>
<td>j. Glockenspiel</td>
<td>(V89 qiv1iigl)</td>
<td>Yes / No (V90 qiv1iiga)</td>
</tr>
<tr>
<td>j. Melodica</td>
<td>(V91 qiv1iiml)</td>
<td>Yes / No (V92 qiv1iimp)</td>
</tr>
<tr>
<td>j. Electronic Piano</td>
<td>(V93 qiv1iel)</td>
<td>Yes / No (V94 qiv1iea)</td>
</tr>
<tr>
<td>iii. Playing in ensembles</td>
<td>(V95 qiv1iie)</td>
<td>Yes / No (V96 qiv1iiia)</td>
</tr>
<tr>
<td>iv. Sight-playing</td>
<td>(V97 qiv1ivsp)</td>
<td>Yes / No (V98 qiv1ivpa)</td>
</tr>
<tr>
<td>v. Singing</td>
<td>(V99 qiv1vsl)</td>
<td>Yes / No (V100 qiv1vsia)</td>
</tr>
<tr>
<td>vi. Sight-singing</td>
<td>(V101 qiv1vss)</td>
<td>Yes / No (V102 qiv1vsia)</td>
</tr>
<tr>
<td>vii. Composing music</td>
<td>(V103 qiv1viic)</td>
<td>Yes / No (V104 qiv1via)</td>
</tr>
<tr>
<td>viii. Conducting music</td>
<td>(V105 qiv1viii)</td>
<td>Yes / No (V106 qiv1viiza)</td>
</tr>
<tr>
<td>ix. Listening to music</td>
<td>(V107 qiv1ixli)</td>
<td>Yes / No (V108 qiv1ixla)</td>
</tr>
<tr>
<td>x. Identifying tones</td>
<td>(V109 qiv1xton)</td>
<td>Yes / No (V110 qiv1xtoa)</td>
</tr>
<tr>
<td>xi. Movement</td>
<td>(V111 qiv1ximo)</td>
<td>Yes / No (V112 qiv1xima)</td>
</tr>
<tr>
<td>xii. Learn music theory</td>
<td>(V113 qiv1xiit)</td>
<td>Yes / No (V114 qiv1xiia)</td>
</tr>
<tr>
<td>xiii. Others, specify:</td>
<td>(V115qiv1xiii)</td>
<td>Yes / No (V116 qiv1xiiz)</td>
</tr>
</tbody>
</table>

2. What music activities have you participated outside Music Home (count from the date when you entered Music Home to the present moment) (you may tick more than one boxes)? Which activities have helped you to develop absolute pitch? Why?

<table>
<thead>
<tr>
<th>Music Activities</th>
<th>Help to develop absolute pitch?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Playing instrument(s), please specify:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. keyboard</td>
<td>(V117 qiv2ikyd)</td>
<td>Yes / No (V118 qiv2ikda)</td>
</tr>
<tr>
<td>j. strings</td>
<td>(V119 qiv2isstr)</td>
<td>Yes / No (V120 qiv2ista)</td>
</tr>
<tr>
<td>j. flute</td>
<td>(V121 qiv2iflu)</td>
<td>Yes / No (V122 qiv2ifla)</td>
</tr>
<tr>
<td>j. others</td>
<td>(V123 qiv2ioth)</td>
<td>Yes / No (V124 qiv2iot)</td>
</tr>
<tr>
<td>ii. Playing in bands, ensembles or orchestras</td>
<td>(V125 qiv2iibd)</td>
<td>Yes / No (V126 qiv2iiiba)</td>
</tr>
<tr>
<td>iii. Sight-playing</td>
<td>(V127 qiv2iis)</td>
<td>Yes / No (V128 qiv2iia)</td>
</tr>
<tr>
<td>iv. Singing/Singing in choirs</td>
<td>(V129 qiv2ivsi)</td>
<td>Yes / No (V130 qiv2ivsa)</td>
</tr>
</tbody>
</table>
v.  Sight-singing  (V131 qiv2vsgs) Yes / No (V132 qiv2vssa) _____
vi.  Composing music  (V133 qiv2vico) Yes / No (V134 qiv2vica) _____
vii.  Conducting music  (V135 qiv2viic) Yes / No (V136 qiv2viia) _____
viii.  Dance / movement  (V137 qiv2viii) Yes / No (V138 qiv2viiz) _____
ix.  Attending music class in School  
     (V139 qiv2vixcl) Yes / No (V140 qiv2vixa) _____
x.  Learning music theory  
    (V141 qiv2xthe) Yes / No (V142 qiv2xtha) _____
xi.  Others, please name: (V143 qiv2xiot) Yes / No (V144 qiv2xioa) _____

3. Besides Music Home, which institution(s) that you have joined employ(s) absolute pitch as a medium of teaching music, acquiring musical tone, or teach(es) you absolute pitch?
   [1/4 Yes] [1/4 No] Go to Item V.  (V145 qiv3inap)
   If yes, please name the organization(s) and the activity (ies):

V.  Piano Practice
1. Have you ever played the piano?
   [1/4 Yes] [1/4 No] Go to Item VI.  (V146 qv1plpno)
2. If the answer of the above question is “yes”, do you usually sing or think of tones in practising the piano?
   [1/4 Yes] [1/4 No] Go to Item V.4.  (V147 qv2sipno)
3. If the answer of the above question is “Yes”, what strategy do you usually use in practicing the piano?
   [1/4 absolute pitch] [1/4 relative pitch] [1/4 others, please specify: __________________________] (V148 qv3pispn)
4. How enthusiastic are you in playing the piano after entering Music Home?
   [1/4 no interest] [1/4 little interest] [1/4 moderate interest] [1/4 great interest] [1/4 very great interest]  (V149 qv4enthp)
5. After entering Music Home, how many hours a week in average are you engaged in practicing the piano (the time when you sit on the piano bench without playing the piano is not taken into account)?
   [1/4 Less than 3 hours in a week] [1/4 3 to 4 hours in a week] [1/4 5 to 6 hours in a week] [1/4 7 to 8 hours in a week] [1/4 9 hours or more, please specify: ___ hours ___ minutes]  (V150 qv5tiprp)

VI.  Playing From Memory
1. Have you ever played from memory before?
   [1/4 Yes] [1/4 No] Go to Item VII.  (V151 qv1iplme)
2. If the answer of the above question is ‘yes’, do you usually sing or think of tones in playing from memory?
   
   ![Yes](Yes) ![No](No) → Go to Item VII. (V152 qvi2sime)

3. If the answer of the above question is “Yes”, what pitch strategy do you usually use in singing or thinking of tones?
   
   ![absolute pitch](absolute pitch) ![relative pitch](relative pitch) ![others](others, please specify: __________________) (V153 qvi3pism)

4. Name the longest piece of music that you have played from memory:
   
   Composer: __________________________ Title: __________________________
   
   Totally ______ movement(s) (V154 qvi4mpg) page(s) ____________ bar(s)
   
   Could you play the music from memory immediately without noticing any mistakes after you had learnt the music?
   
   ![Yes](Yes) → Go to Item VII. (V155 qvi4imme)

5. If the answer of the above question is that you could not memorize the piece of music in the first time, how many times you practised to memorize it to the extent that you thought there was no mistake.
   
   ![1-2 times](1-2 times) ![3-4 times](3-4 times) ![5-6 times](5-6 times) ![7-8 times](7-8 times) ![9 times or over](9 times or over, please specify: __________________) (V156 qvi5time)

VII. Sight-Playing

1. Have you ever sight-played music before?
   
   ![Yes](Yes) ![No](No) → Go to Item VIII. (V157 qvii1sgp)

2. If the answer of the above question is “yes”, do not usually sing or think of the tones in sight-playing?
   
   ![Yes](Yes) ![No](No) → Go to Item VIII. (V158 qvii2sip)

3. If the answer of the above question is “Yes”, what pitch strategy do you usually use in sight-playing?
   
   ![absolute pitch](absolute pitch) ![relative pitch](relative pitch) ![others](others, please specify: __________________) (V159 qvii3pis)

VIII. Singing

1. Have you ever sung songs before?
   
   ![Yes](Yes) ![No](No) → Go to Item IX. (V160 qviii1si)

2. If the answer of the above question is “yes”, do you usually sing or think of the tones in singing?
   
   ![Yes](Yes) ![No](No) → Go to Item IX. (V161 qviii2ss)

3. If the answer of the above question is “Yes”, what pitch strategy do you usually use in singing?
   
   ![absolute pitch](absolute pitch) ![relative pitch](relative pitch) ![others](others, please specify: __________________) (V162 qviii3ps)
IX. Sight-Singing
1. Have you ever sight-sung before?
   - Yes
   - No
   Go to Item X. (V163 qix1sgsi)
2. If the answer of the above question is “yes”, do you usually sing or think of tones in sight-singing?
   - Yes
   - No
   Go to Item X. (V164 qix2siss)
3. If the answer of the above question is “Yes”, what pitch strategy do you usually use in sight-singing?
   - Absolute pitch
   - Relative pitch
   - Others, please specify: __________________________ (V165 qix3piss)

X. Music Listening
1. Have you ever listened to music before?
   - Yes
   - No
   Go to Item XI. (V166 qx1musli)
2. If the answer of the above question is “yes”, do you usually sing or think of tones in music listening?
   - Yes
   - No
   Go to Item XI. (V167 qx2simul)
3. If the answer of the above question is “Yes”, what pitch strategy do you usually use in music listening?
   - Absolute pitch
   - Relative pitch
   - Others, please specify: __________________________ (V168 qx3pisli)

XI. Composition
1. Have you ever composed music before?
   - Yes
   - No
   Go to Item XII. (V169 qxi1comp)
2. If the answer of the above question is “yes”, do you usually sing or think of tones in composing music?
   - Yes
   - No
   Go to Item XII. (V170 qxii2sico)
3. If the answer of the above question is “Yes”, what pitch strategy do you usually use in composing music?
   - Absolute pitch
   - Relative pitch
   - Others, please specify: __________________________ (V171 qxii3pic)

XII. Conducting
1. Have you ever conducted music before?
   - Yes
   - No
   Go to Item XIII. (V172 qxii1con)
2. If the answer of the above question is “yes”, do you usually sing or think of tones in conducting music?
   - Yes
   - No
   Go to Item XIII. (V173 qxii2sic)
3. If the answer of the above question is “Yes”, what pitch strategy do you usually use in conducting music?
   - Absolute pitch
   - Relative pitch
   - Others, please specify: __________________________ (V174 qxii3pic)
XIII. Music Theory
1. Have you ever learnt music theory before?
   - Yes
   - No
   Go to Item XIV. (V175 qxiii1th)

2. If the answer of the above question is “Yes”, do you usually sing or think of tones in learning music theory?
   - Yes
   - No
   Go to Item XIV. (V176 qxiii2st)

3. If the answer of the above question is “Yes”, what pitch strategy do you usually use in learning music theory?
   - absolute pitch
   - relative pitch
   - others, please specify: __________________________ (V177 qxiii3pt)
   (V178 qxiii4ta: frequency of using AP in all music activities)

XIV. The Genesis of Absolute Pitch
1. Are your family members professional musicians or do they learn music up to the professional musician standard?
   - Yes, please state who: a. ______ b.______ c._______ d._______ e.______
   (V180 qxiv1fam: Father with professional music standard)
   (V181 qxiv1mon: Mother with professional music standard)
   - No

2. Have your family members absolute pitch?
   - Yes, please state who: a.______ b.______ c.______ d.______ e.______
   (V183 qxiv2faa: Father with AP) (V184 qxiv2moa: Mother with AP)
   (V185 qxiv2bra: Brother with AP) (V186 qxiv2sia: Sister with AP)
   - No

3. How long did you learn to play the piano at Music Home to develop absolute pitch? (Even though you got low marks in the Absolute Pitch Assessment, and if you can identify some notes immediately, you should answer the following questions.)
   - within 1-2 months
   - within 3-4 months
   - within 5-6 months
   - within 7-8 months
   - within 9-10 months
   - within 11-12 months
   - over 1 year, please specify: ________ year ________ months
   - cannot recall
   - not applicable, because not yet develop absolute pitch
   (V187 qxiv3tia)
   (V188 qxiv3tig: Groups of 1-6 months & 7-14 months to reveal AP)

4. If you have developed absolute pitch, please tick at most five factors that enable you to develop absolute pitch.
   - Follow the method of Music Home to identify notes
   - Follow the method of Music Home to play the piano from memory
   - Follow the method of Music Home to sing songs
Learn music outside Music Home. State the place and the programme:

a. 

Follow the method of Music Home to compose music

b. 

Follow the method of Music Home to practise piano without singing solfège

c. 

Follow the method of Music Home to sight-play

d. 

Follow the method of Music Home to sight-sing

e. 

Follow the method of Music Home to sing solfège in practising the piano

f. 

Follow the method of Music Home to conduct music

g. 

Have the piano tuned in tune

h. 

Follow the method of Music Home to listen to music

i. 

Inherent from parents or grandparents

j. 

Follow the method of Music Home to learn music theory

k. 

Compare tones to the ringing sound in my ear(s).

l. 

Associate tones to colours

m. 

Others, please specify:

XiV. The Value of Absolute Pitch

1. Do you think that absolute pitch helps you to learn music?

[ ] Yes [ ] No  Go to Item XV.3.  (V206 qxv1aphp)

If yes, please write down how absolute pitch helps you (you may tick one or more boxes)?

i. Helps to identify notes

j. Identify tones accurately without comparing to any referential tones

k. Others, please specify:  (V209 qxv2ioth)

ii. Helps to play the piano

j. Identify notes accurately

k. Identify notes fast

l. Learn to play a piece of music fast

m. Others, please specify:  (V214 qxv2iio)

iii. Helps to play from memory

j. Memorize scores accurately

k. Memorize scores fast

l. Others, please specify:  (V218 qxv2iiio)

iv. Helps to sight-play

j. Discriminate tones accurately

k. Identify notes fast

l. Others, please specify:  (V222 qxv2ivfa)

v. Helps to sing

j. Know the melodies easily

k. Memorize the score accurately

l. Memorize the score easily

m. Follow the accompaniment easily

n. Others
<table>
<thead>
<tr>
<th>vi.</th>
<th>Helps to sight-sing</th>
<th>Helps to listen to music</th>
<th>Helps to compose music</th>
<th>Helps to conduct music</th>
<th>Helps to learn music theory</th>
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<td>(V233 qxv2vill)</td>
<td>(V238 qxv2vii)</td>
<td>(V243 qxv2ixcd)</td>
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3. Do you agree to that absolute pitch will be put forward continuously in Music Home?
   - Yes
   - No
   - not sure

~The End~

~Thank You~
Appendix VI.4.
Answer Sheet of AP Assessment (With Variables)

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

Answer Sheet of Absolute Pitch Assessment

Instructions for Writing Answers: Use one of the following ways to write down answers
- 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 F_o or f_o for middle F, F^#1 or f^1 for the F-Sharp an octave higher than the middle register, and B^3 or te_3 for the B-Flat three octaves lower than the middle register)
<table>
<thead>
<tr>
<th>Octave</th>
<th>Right Octave Answer</th>
<th>White Key Score</th>
<th>Black Key Score</th>
<th>Ch1 - Bh1 Score</th>
<th>Ch2 - Bh2 Score</th>
<th>Ch3 - Bh3 Score</th>
<th>Ch4 - Bh4 Score</th>
<th>Octave Error</th>
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<tr>
<td>V286</td>
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<td>V289</td>
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<td>V292</td>
<td>V293</td>
<td>V294</td>
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<td>t32dh2</td>
<td>t33a#l4</td>
<td>t34c#l2</td>
<td>t35g#0</td>
<td>t36c#h3</td>
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<td>t64b11</td>
<td>t65d#f0</td>
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Appendix VI.5.
Comment of Student’s Response on AP Assessment (With Variables)

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

**Comment of Student's Response on Absolute Pitch Assessment**

<table>
<thead>
<tr>
<th>Name of Examiner: __________________</th>
<th>Name of student: ________________</th>
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</thead>
</table>

**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?
   - Yes $\rightarrow$ •
   - No, please describe his/her response: ____________________________ (V366 r1cetai)

2. When the student took the Absolute Pitch Assessment, did s/he usually give answers immediately?
   - Yes $\rightarrow$ •
   - No, please describe his/her response: ____________________________ (V367 r2immedi)

3. When the student took the Absolute Pitch Assessment, what pitch strategy(ies) do you think s/he was using?
   - absolute pitch
   - relative pitch
   - others, please specify: ________________________________________
   - not sure (V368 r3pitstr)

4. When the student took the Absolute Pitch Assessment, had s/he attention problem?
   - Yes
   - No (V388 r4attent: Attention problem)

5. Other Comments: ________________________________________________

______________________________________________________________

(V389 r4othcom)

~The End~

~Thank You~

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