

# *Auralia 4*

Manual



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# Features Overview

Auralia contains 41 topics, covering areas such as Intervals, Chords, Scales, Harmony, Rhythm, Melody, Jazz Chords and Tuning. Each topic has a system of levels, allowing you and your students to work through Auralia's exercises in a progressive manner. Some topics also feature microphone input, such as Interval Singing.

Each topic also includes an accompanying Lessons screen. These provide an online teaching and reference tool that allows students to view and play audio examples and learn about ear training methods and techniques.

The new Courses feature automatically guides students through the various topics, lessons and levels of Auralia, gradually building up their ear training abilities. A course is essentially a predefined pathway of drills, lessons and tests that target a particular pedagogical requirement.

Students who have minimal experience with ear training should start by using the Ear Training Level 1 course.

## Classroom Use

Auralia includes many features that make using Auralia in a classroom or network environment very easy. We encourage you to use as many of these functions as possible.

Firstly, Auralia enables you to track all your students results. Numerous reports are built into Auralia, so that you may print out student results as the need arises and students may also check their own results.

Classes allow you to easily group your students into manageable groups, which is very useful for reporting and tracking of student progress. You may also use the classes feature to restrict the type of content that different ages and ability levels have access to.

The Tests feature allows a teacher to create a predefined list of questions for students to attempt. All test results are stored separately and you may create as many tests as is required. Tests can be used for exams and quizzes or simply to tailor Auralia to your particular teaching method.

Creating a custom Syllabus gives teachers the ability to modify the content of any particular topic, allowing teachers to easily to customise Auralia to suit any pedagogical method. Making a copy of the included 'Auralia 4 / Musition 4' syllabus and then modifying the copy to suit particular requirements is often a very good way to approach syllabus customisation.

Finally, Auralia integrates with Musition, allowing your students to have the same login details for both programs. Classes are also shared and Auralia is also fully networkable, making backup record keeping very simple.

## Quick Start

The easiest way to begin using Auralia is to take one of the built in courses. These combine content from Topics, Drills and Tests and move through all aspects of Ear Training. When taking a course, you can easily quit Auralia, start it up at a later stage, and resume the course from where you left off.

It is important to note the courses are very flexible, and that it is not necessary to have completed Ear Training Levels 1-4 to start using the Ear Training Level 5 and 6 courses.

Beginners should begin with the 'Ear Training Level 1' course.

As you work through a course, all your results are recorded. These are easily accessible from the main screen, using the 'Check my Results' button. You will notice that you also access your Practise and Test results from that screen.

If you are a little more advanced, or would like to do further practise in areas that you have covered in a course, you may choose to simply select a topic to practise. Within a topic you can use any of the numerous Syllabi and Levels, or choose to take a custom level.

The included Lessons are automatically integrated into the various Courses, but are also always available by choosing a topic from the main screen and clicking on the 'Lessons' button.

# The Auralia Screen

The main screen of Auralia allows you to access all the topics of the program, check your results, take courses and tests and view lessons. All of the Administration functions are accessed through the Administration menu, which is described later in this guide.

## Syllabus Selection

You can use the 'Syllabus' dropdown box to choose the syllabus that you'd like to practise. Once a syllabus has been chosen, only topics that are relevant for the syllabus will be shown. If you would like to use all topics, simply choose the 'Auralia 4 / Musition 4' syllabus, which has a level for every topic.

## Starting Courses and Tests

Click on the button 'Start Course' or 'Start Test' on the toolbar to display the courses and tests that you may attempt. The 'Information' box on this screen will indicate whether you have started or finished, if the resume function is available, the number of times you may take the test or course, and the number of times you have already taken the course or test.

If the resume function is available, you may stop doing the course or test part of the way through, and then resume at the point where you left off the next time you use Auralia.

## Checking your results

You can view your results by clicking on the button 'Check My Results' on the main screen. There are three types of results available; Practise, Test and Course, each with various options.

## Practising Topics

### Selecting a Topic

Auralia contains five topic groups, with the topics within each group listed under the group title. To select a topic, simply move your mouse over the topic name and click. You will then be shown a 'Level Selection' screen, where you will need to select a level.

### Selecting a syllabus and level

Select the syllabus that you would like to practise from the box marked 'Syllabus'. The available levels for that syllabus will then appear in the 'Level' box. Some syllabi will not have any levels in certain topics; this generally indicates that the particular topic isn't represented in the syllabus. There will always be levels in the 'Auralia 4 / Musition 4' syllabus, which is the syllabus provided by Rising Software.

As you click on a level, the accompanying description box will change to show the contents of the selected level.

Each topic also has a 'Custom Level' feature, where you can choose the selection of content to be drilled on. This feature is very useful when trying to eliminate difficult or obscure question combinations. It is possible to load and save custom levels in Auralia, using the Syllabus features.

## Starting Practise

To begin practising, click the 'Start' button on the level selection screen. If you decide not to proceed with the topic, you can click on the exit button to leave the level selection or drill screen.

## Using a Topic

When you have entered your answer, press OK. If you are practising, Auralia will tell you whether you were right or wrong. If you were wrong, you may be able to try again.

You can hear the question again (or the starting note for a singing topic) by pressing the Replay button. When you are finished practising, or if you wish to cancel the rest of your test, press Exit.

Some topics and levels will require you to sing in, tap back, or enter an answer on one of the onscreen controllers. If this is the case, it is not always necessary for you to press the OK button - answers are often submitted automatically.

Please consult the on line help system for more information regarding each topic.

## Changing Levels

When you are within a topic, you can use the buttons on the toolbar to move between levels. The current level is displayed on the left hand side of the toolbar.

## Scores

Your current score tally and percentage is shown in the middle of the toolbar. This is reset each time you change level or topic.

## Tempo

The tempo bar on the allows you to change the tempo of the current example. For instance, if you were doing a rhythmic dictation exercise, and it was a little too fast, you could slow it down by using the slide bar. The metronome marking is indicated on the left hand side of the toolbar, and the note shows the beat value.

## Changing your details

Click on the 'File / Change Your Details' menu to change your details. You will be able to change your password, class and voice type by selecting the options provided. If you are changing your password, note that you will be required to type your new password twice.

## Lesson Screens

Each topic has accompanying lesson screen(s). Basic concepts regarding the topic are outlined, and examples are given. For example, Chord Recognition Lessons shows you notated examples of chords and allows you to play the chords back. To enter a lessons screen, click on the Lessons button when selecting a level.

You may also enter a Lessons screen by using the 'Lessons' menu from the main screen.

# Sound and Pictures

Auralia uses MIDI to play its questions and answers. No special MIDI hardware is required for this functionality as software synthesizers are always installed as part of the operating system.

Wave sound output is used for program startup, closing and question response sounds and wave input is used for answering questions in the 'singing' topics.

## Playback

The Playback setup screen allows you to control the way sound is played in your system. Note that when we refer to MIDI equipment, we are referring to MIDI functions within your soundcard or an external MIDI device if you have one connected.

The MIDI Output Device is used to play examples of intervals, chords and scales in these topics and their accompanying information screens. These device choices are stored on the local computer, which allows you to have unique MIDI setups on different machines.

## MIDI Output

Choose your MIDI Output device from those listed. Click on the 'Test MIDI Playback' button to test the device. Note that many soundcards do not include hardware MIDI output devices, and we are thus required to use software synthesizers such as the GS Wavetable Synth (Windows) or QuickTime Instruments (Mac).

Using these output devices is fine, but you can experience some latency with tapping topics such as Rhythm Imitation. To counter this, we recommend that you enable the Latency option when using these topics.

## General MIDI Reset

By default, Auralia plays a General MIDI Reset upon startup, to ensure that you hear the correct question sounds. Depending on your MIDI configuration, this may cause problems. Uncheck this box if you wish to disable this feature.

## Latency

Check this option if you are using a software synthesizer that is not responding quickly enough when using topics such as Rhythm Imitation. Instead of using MIDI sounds to play your taps, wave sounds will be used.

## Tapping Delay

If you are having problems in the rhythm topics with latency, please use this setting to adjust the program assessment. This setting controls the delay that is added when performing tapping exercises. You will generally only need to change this when using the Microsoft GS Wavetable Synth on Windows.

Click the Start button and then adjust the delay amount until the flash is in time with the tapping sound.

## Wave Sound Options

Wave sounds can be played at certain times during a session and these can all be turned on or off using the 'Administration / Sound and Pictures / Playback' screen.

### Speakers

You can choose which speakers or output you'd like your wave sounds to be sent to. This is useful if you have an external audio interface or multiple outputs on your sound card. Press the 'Test Speakers' button to check that you can hear your choice.

### Startup Sound

If this option is selected, a sound will play when Auralia is loaded.

### Closing Sound

If this option is selected, a sound will play when Auralia is closed.

### Sounds for a correct answer

If this option is selected, when a student gets a question correct a correct sound will be played. The sound is chosen randomly from a selection each time.

### Play sounds for an incorrect answer

If this option is selected, when a student gets a question incorrect an incorrect sound will be played. The sound is chosen randomly from a selection each time.

## Input

Auralia can accept input from external MIDI instruments and microphones in some of the drills.

### MIDI Input

If you have an external MIDI device, such as a MIDI Keyboard, you can use this for input in certain topics. Ensure that the box marked 'Enable MIDI input' is checked, and choose your input device from the drop down box.

If your device is working, and Auralia is receiving the MIDI notes, you will see the 'MIDI Input Indicator' flash as you play notes.

### MIDI Through

If you have a MIDI Input enabled, you can also choose to have notes from your MIDI Input device passed through to the MIDI output device. Depending on your MIDI configuration, you may need to select this to ensure that you hear notes when they are played on your external MIDI device.

### Microphone Input

Auralia has pitch recognition technology which can listen to your singing and work out which note you have sung. This is used in a number of topics, please refer to the complete topic list for further details.

## Microphone Setup

Ensure that the box marked 'Enable Microphone Input' is checked, and choose your input device from the drop down box.

If your device is working, and Auralia is receiving the microphone input, you will see the 'Microphone Input Indicator' flash as you sing into the microphone.

## Singing hard syllables

There are a few points to note when using your microphone within Auralia.

Pitch recognition works best if you sing long but detached notes. You should not sing legato (notes joined together) as Auralia will not recognise some of the notes you sing. It is best if you start each syllable with a 'Ma' or 'La' sound; other sounds may make Auralia miss your notes or detect the wrong note. Take your time when singing back your answers; there is no time limit.

## Emphasis

All rhythm topics have an emphasis played on the major beats of each bar. You can increase or decrease the amount of emphasis on these beats by moving the slide bar with the mouse. You can also make the metronome louder or softer.

Use the 'Test' button to hear an example of rhythm played with the metronome.

Similarly you can increase the emphasis on the bass line in chord progression and cadences topics, by moving the chords slide bar. The test button will play an example cadence with the emphasis you have chosen.

You can also change the amount of emphasis played on the major beats during a melody. Increase or decrease the amount of emphasis on these beats by moving the slide bar with the mouse.

## Pictures

When you submit an answer, the screen that informs you whether you answered the question correctly or incorrectly also has a picture showing.

You can choose to have a simple tick or cross, or have a picture chosen randomly from the full selection. The full selection contains cartoon type pictures, and may be considered suitable for younger students.

# Record Keeping

Auralia is capable of recording all results, allowing you to track individual student progress. Results can be printed out, and you may also reset each student's scores when necessary.

This feature is turned ON by default, as part of the Wizard that runs when the program is started for the first time. Thus, you don't have to follow the Quick Start guide shown below, as the crucial steps - 1 and 2, have been done automatically for you.

## Quick Start

If you have disabled the record keeping feature, and would like to get the record keeping up and running quickly, follow these simple steps.

- 1) Enter at least one Administrator into the program - use the 'Administration / Users' screen. You **MUST** have at least one administrator to use the record keeping features. If you're at a school, it would be a good idea to enter all your teachers into the system at this time.
- 2) Enable the security and record keeping system. Use the 'Administration / Security and Record Keeping' screen. Turn on the top option - 'Logins enabled'.
- 3) Let students use the software! At this stage, when a student uses Auralia, they will be prompted for a name and password.

The first time a student uses Auralia, the student will be taken to an auto registration screen where they enter their name, choose a password, a class and a voice type. At a later stage, you can view and edit all the enrolled students using the 'Administration / Users' screen.

Students who use the auto registration screen are given student level access only.

Tests and courses are available using the two buttons on the main screen.

- 4) You can now view your students results using the various reports on the 'Administration / Results & Reports' screen.

That's it! The next two steps are entirely optional - we recommend them but they are not required for successful record keeping.

- 5) Enter your classes into the program using the 'Administration / Classes' screen. You may not need to add any extra classes as Auralia will always have the Default Class available.
- 6) Create tests for your classes using the 'Administration / Tests' screen. You may not wish to setup tests at this stage; this can be done at a later date.

## Users and Students

If you wish to record your students' progress, they will each need to be 'enrolled' into Auralia and given a login name and password. Each student will also need to belong to a class. See the section 'User Administration' for further details.

## Classes

A class is simply a grouping of students. They are very much like the classes found in a typical school environment. If you are using Auralia in a school, we recommend that you simply replicate your existing school class structure within Auralia.

As a private teacher, you may wish to setup your own class structure to group your students. Auralia has a built in class, called the 'Default Class', which you can add your students to if you wish.

There are particular options that you can set for each class, giving you the flexibility to tailor Auralia for different groups of students. See the section 'Class Administration' for further details.

# Security

Auralia has a security and record keeping system which when enabled provides users with different levels of access to the program.

To open the security and record keeping setup screen, select 'Administration / Security and Record Keeping'. This screen allows you to set the security level that you wish to use and thereby define whether students, teachers and administrators will be asked for their password upon entering the software, and whether their scores will be recorded.

The most secure, and recommended option is 'Logins Enabled - Use names and passwords'. This enables the record keeping and is turned ON by default when the program is first run.

## Logins Enabled - Use names and passwords

This is the most secure and flexible setting. The software will use a name and password to identify individual users, record statistics under their name, and uses their access level to grant permission to various parts of the program. When the program is started, all users are asked for their name and password.

Before you can enable this option, you must add an 'Administrator' user to the system, which is explained in the following section '*User Administration*'.

## Automatic login of a Single User

You will not be required to login, but your statistics will be recorded under the user selected from the list (you must have setup a user). You are required to type in the users password on this screen. Regardless of the security level that the user has (Student, Teacher or Administrator), when using this feature, Administrator access is granted. Although this may seem strange, if it were not the case, the Administrator menu would never again be accessible if the selected user didn't have Administrator access!

All other settings that the user has (class, voice type etc) will be used, allowing tests to be taken, and singing topics to be used correctly.

## Password protection for administration functions

You will not be required to enter a name or password to enter the program, but you will be prompted for a password when entering any administration screen. You are required to type in an administration password in the box labelled 'Administration Password'.

## No security

You and your students will not be required to enter a name or a password to enter the program, or to enter this administration section. No statistics will be recorded, and anybody who uses the program will be able to access all parts of the administration.

# Users and Students

The user maintenance screen ('Administration / Users') allows you to add new users to your configuration, and change details of existing users, such as their passwords. For each student or administrator using the software, their name, password, class, voice type, and an access level is recorded.

By default, ALL the users enrolled are shown. By clicking on the box labelled 'Show only Users in class', you may filter the list to show a single class of users. Simply select the class of users that you wish to view from the drop down box. The user maintenance screen allows you to add new users to your Auralia configuration and change details of existing users, such as their passwords.

## User Administration

### Access Levels

An access level sets the functions that any particular user may perform within the software. There are three levels of access. Student access is the most common; it allows people to use the program, but does not allow any administration or configuration of the system. Teacher access allows access to statistics, but not to configuration, class, user or test maintenance. Administrator access allows all of these functions.

NOTE: Both Teacher and Administrator access levels DO allow use of the drills, as well as access to the various administration screens.

### Adding a User

To add a new user, click the 'New User' button. Enter the user's name in the User Name box, and then set a password in the Password box. In the Class list, select which class the user belongs to.

If this user is a teacher or an administrator, select their level of access from the options provided. You must have at least one user with administrator access if using the login security option. If such a user does not exist, you will not be able to use the configuration and administration functions on the Administration menu. You will then be LOCKED OUT of the program. If this happens, contact Rising Software for further assistance.

Finally, choose the user's voice type (soprano, alto, tenor or bass) and whether the user should get feedback when they get an answer correct.

### Editing a user

Locate and select the user in the list, click on the item you wish to change and make your changes. (See Adding a New User, above). Your changes will be saved automatically.

### Deleting a user

Select the user in the user list and then click 'Delete User'. The user and any results will then be removed from the system. Note that you cannot remove yourself from the system while you are logged in!

### Clearing Results

The box 'Clear Results for this User' allows you to delete practise, test and course results for the selected user. You can also delete the results for a single test or course that the user has attempted

If you wish to clear the results for ALL users (such as at the start of a semester), use the buttons in the box 'Clear Results for ALL Users'.

## Importing Users

If you already have a list of users, you can import them by clicking the 'Import Students' button. Your user names need to be in a comma separated text file. The format is shown on screen after you click the button. The file should be in the following format;

```
User Name, Password, Class Name
```

Here is an example;

```
Tim, saxophone, Default Class  
Peter, elmhurst, Year 11  
Lucy, violin1, Year 5
```

Note that the file should be a plain text csv file that follow the format shown above - you can easily export such a file from Microsoft Excel or OpenOffice.

You cannot import Excel or OpenOffice files directly.

## User Options

There are various options that can be set for users on the Options tab of the 'Administration / Users' screen. These options only takes effect if the security setting 'Logins Enabled - Use Names and Password' is selected.

### Automatic User Registration

This option allows new users can automatically enrol themselves into the program. If this option is disabled, an administrator must add each user individually or import their students using User Maintenance.

If a user enrolls themselves, they are automatically given Student access, and thus will not have access to teacher or administrator functions. It is recommended that you enable this option in a school environment to avoid adding each user individually to your system.

Many teachers enable this option for a few weeks at the start of the school year, giving students the chance to auto enrol, but then disable it, thereby forcing students to contact their teacher and explain why they haven't enrolled themselves into Auralia!

### Allowing Users to Change their Settings

If this option is enabled, users can change their own password, class and voice type using the option from the File menu on the main screen. If this is disabled, an Administrator will have to change those details on behalf of the student, which can be time consuming.

### Single User Settings

This tab on the 'Administration / Users' screen provides options for when the software is being run in a single user environment with no record keeping or security.

The settings on this page will only take effect if you are using the security option 'No security'.

### **Voice Type**

If you are using the software in this environment then you may select your voice from the drop-down box provided. This will ensure that you receive singing / microphone questions in the correct vocal range.

### **Show message for correct answers**

This setting allows you to move on to the next question immediately, if you get the question correct.

# Classes

Classes allow you to group students into smaller manageable groups, simplifying reporting and allowing you to easily change settings and content for students of varying ages and ability levels. We recommend that you create classes based on class structures that are present in your school environment.

## Class Administration

The class maintenance screen ('Administration / Classes') allows you to add, delete and edit your classes.

### Adding a Class

To add a new class, click on the 'New Class' button. You will then be able to enter the name and teacher of the new class, and set the options. Click on the 'Name' box and enter a suitable name for the class.

### Teacher

Select the name of the teacher for this class. This is the name that will appear when you print out reports for this class.

### Syllabus

Choose the default syllabus that the class will use in the 'Syllabus' column. The Syllabus that is selected here is the syllabus that will be shown by default when students in the selected class login. It will affect the main screen and also the level selection screen for each topic.

You can allow students to change the syllabus that they are using during practise by checking the box 'Allow students to change Syllabus'.

### Retry Questions

Students may retry questions which they answer incorrectly whilst practising if the box 'Allow Students to Retry Questions' is ticked.

### Professor

If this option is enabled, users will be advised to move up and down levels based on thresholds that you setup on the Professor setup screen.

### Enable Metronome

Checking this box allows the metronome to be used in topics such as Rhythm Dictation and Melodic Dictation.

### Allow students to disable Metronome

If the metronome is enabled, and you turn this option on, students can enable or disable the metronome while they are practising the relevant topics.

### Class Controller Settings

Certain topics and levels allow the use of the on screen controllers (Keyboard, Guitar, Solfege Ladder) and External MIDI Input. The use of these is determined within each syllabus and level, but in some situations you may wish to override those settings for a particular class.

If this is the case, simply select 'Disabled' in any of the drop down boxes. This will disable the chosen controller, regardless of any syllabus or level settings.

## Editing a class

Locate the class in the class listing, click on it, then make your changes (see 'Adding a new class', above). Your changes will be saved automatically.

## Deleting a class

Select the class from the list, then click 'Delete Class'. Note that if you delete a class, all users in that class will be reassigned to the 'Default Class'.

## Copying a class

You can create a copy of a class by clicking the 'Copy Class' button. All class settings are copied. The new copied class will not contain any students or results.

## Clearing Results

The box 'Clear Results for this Class' allows you to delete practise, test and course results for the users within the selected class.

## Minimum Levels and Topic Settings

The Minimum Levels tab on the 'Administration / Classes' screen allows you to set options for topic, and minimum levels for each class. You can disable topics entirely (very useful for classes comprising younger students) and also set minimum levels, thereby easily stopping students practising any level lower than the level you have set.

### Topics

You can choose to turn certain topics off for each class. This allows you to disable topics that aren't appropriate for the class, or to channel your students into areas that you feel need more practise. To disable a topic, select it from the box marked 'Topic', and uncheck the box marked 'Active Topic'. To enable the topic, ensure that the box is checked.

You can also change the number of times users in the class can retry each question. Select the number of retries from the 'Retries allowed' box.

Neither of these settings affect tests or courses.

### Minimum Levels

Minimum levels are setup on a syllabus basis. A general 'Level 4' setting isn't possible, as some syllabi may have six levels in a particular topic, while others may have a different number of levels, some fewer and some greater.

To select a minimum level, select your topic from the 'Topic Box' and the syllabus you would like to set them for from the 'Syllabus' box. The box marked 'Minimum Level' will then show you the levels that exist for that particular topic and syllabus.

Select your minimum level from the box marked 'Minimum Level'.

## The Professor

When students are practicing, and achieving a high percentage of correct answers, the program will suggest that they move to the next level. Similarly, if they are achieving a low percentage, the program will suggest that they move to a lower level. This screen allows you to set the percentages needed to move to a higher or lower level.

Select a class from the box marked 'Class'. If the box marked 'Allow users to ignore professor' is checked, when the professor makes a suggestion, students may click "No thanks" to ignore the advice. If this option is disabled, students **MUST** change level when the professor suggests it.

You must now choose whether to have the same settings for all topics, or individual settings per topic.

### Same Settings

Click on the button marked 'Use the SAME settings for all topics'.

Enter the percentage of questions the user must exceed for the professor to suggest moving to the next level. You may also enter the percentage to move to the previous level; when students score lower than this percentage, the professor will suggest they move to the previous level.

Finally, you may choose how many questions students must answer before the professor will give them any advice.

### Individual Settings

Click on the button marked 'Use INDIVIDUAL settings for all topics' and select the topic you wish to change from the drop-down list.

Enter the percentage of questions the user must exceed for the professor to suggest moving to the next level. You may also enter the percentage to move to the previous level; when students score lower than this percentage, the professor will suggest they move to the previous level.

Finally, you may choose how many questions students must answer before the professor will give them any advice.

# Syllabus Setup

In Auralia, a syllabus is a group of levels. Generally, a syllabus will have levels in each topic, but it is possible for a syllabus to not have any levels in a particular topic.

Syllabi make it possible to tailor the content of Auralia to suit varying age groups and ability levels. They also allow the content within Auralia to be used for varying examination standards around the world.

Note that you cannot modify any of the syllabuses that are included with the software. If you wish to change the settings or levels of one of the provided syllabuses simply make a copy of the syllabus. The copied syllabus will be able to be modified which you can then set as your default in the Class Administration.

Many people use this method when creating syllabi, as it is often the case that changes are only needed in some of the topics.

## Syllabus Administration

The syllabus administration screen ('Administration / Syllabus and Levels') allows you to add and delete syllabi from your configuration.

### Adding a syllabus

To add a new syllabus, click on the 'New Syllabus' button. You will then be able to enter the name of the syllabus. There are a number of options for each syllabus.

#### Country

Select the country from which the syllabus originates.

#### Description

Enter a description of the syllabus. This will appear on level selection screens when the syllabus is chosen.

### Deleting a syllabus

Select the syllabus from the list, then click 'Delete Syllabus'.

Note: All the levels and results for that syllabus will also be deleted. Use this button with care!

### Copying a syllabus

It can be useful to make copies of a syllabus. For example, you may create a syllabus for one group of students and then want to modify it slightly to suit another group.

Select the syllabus from the list, then click 'Copy Syllabus'. The copy of the syllabus will appear in the list of syllabi.

### Exporting a Syllabus

You can export a syllabus by clicking on the 'Export Syllabus' button. The syllabus will be outputted to a file of your choosing, which can then be imported by others who use the software.

Any customised content (Chord, Scales etc) that is not provided by Rising Software will also be exported.

Note that if you are not running the same version of the software as the person who is going to import the syllabus then you will have problems. Ensure that you are both running the latest version by checking at <http://www.risingsoftware.com/>.

## Importing a Syllabus

Click on the 'Import Syllabus' button to import a syllabus. You will need to choose the file. Note that customised content may also be imported (Chords, Scales etc).

Note that if you are not running the same version of the software as the person who created the test then you will have problems. Ensure that you both are running the latest version by checking at <http://www.risingsoftware.com/>.

## Syllabus Settings

The second tab on the 'Administration / Syllabus & Levels' screen allows you to set various options for each syllabus.

### Rhythm Terminology

Choose between US (half, quarter notes etc) and UK (minims, crotchets etc) style terminology. You can choose both, in which case, when relevant, both styles will be used - Auralia will randomly choose between them before each question.

Note that this option does not change the terminology shown on the level selection screens, that is handled under 'Language and Terminology'.

### Solfege Options

Within each Syllabus, you can choose between three Solfege options. This option will only make any difference if your syllabus has the Solfege controller enabled in some levels. It IS enabled in the default 'Auralia 4 / Musition 4' syllabus, so if you choose to make a copy of that

#### **Fixed Do:**

Each pitch is always represented by a single syllable regardless of the key of the piece. Do is always the note of 'C'.

#### **Movable variation 1 - Do**

Scale degree 1 of any scale or chord is labelled as 'do' and notes outside of the diatonic scale are labelled using the chromatic variations of the solfege syllables.

#### **Movable variation 2 - Do - La**

Scale degree 1 of any major scale/chord is labelled do. For minor scales and chords, the tonic is represented by la. (la is the 6th degree of the major scale, which is the relative minor key.)

It is also possible to change the names of any of the Solfege syllables - simply click on the 'Syllable Names' button and enter your choices.

### Instrument Choice

You can choose between a single instrument sound or random instrument sounds for your questions. The random sounds have been chosen to ensure that in a drill context, each sound will allow the student to clearly hear;

- the duration of the note
- the pitch of the note without any strong overtones

### Instrument Sounds

When you are selecting a single MIDI instrument sound for all questions, please consider the following points;

When held for longer note values, will the sound clearly represent the duration of the note? For example, a clean guitar sound will have an attack, and then the note will fade making the duration of the note less obvious, whereas a flute sound will be held clearly for the full duration of the note.

Does the sound have strong overtones that may make the pitch of the note more difficult to hear? For example, some MIDI organ sounds have very strong octave or fifth overtones

### Metronome Sounds

Choose the drum sound for the start of a bar, and the sound for a regular beat.

## Syllabus Levels

Levels are added to a syllabus one topic at a time. Enter the Syllabus Administration screen (Administration / Syllabus and Levels) screen, and click on the 'Syllabus Levels' tab.

Select your syllabus and topic from the drop down boxes. The levels for the syllabus and topic will appear in the 'Topic Levels' box.

### Adding a level

To add a level for the syllabus and topic, simply click on the 'New Level' button. There are a number of options for each level

#### Test Only:

Select this if you do not wish to have the level available for general practise use.

#### Description:

Enter a description of the level. This will appear on level selection screens when the level is chosen.

### Copying a level

Click on the 'Copy Level' button to make a copy of a level. This can be useful when creating levels that have cumulative content.

### Editing a level

The level has now been created, but it has no content. It will appear in level selection screens, but you will not be able to use it. You need to add content to the level - click on the 'Edit Level' button.

The level editing screen for the topic will open up, and you are free to define the content of the level as you wish. Click on 'OK' when you are finished. Refer to each topics help screen for further details regarding the various options contained in each topic.

### **Deleting a level**

Select the level from the list, then click 'Delete Level'. Note: All the results for that level will also be deleted.

### **Level Order**

Use the 'Move level up' and 'Move level down' buttons to change the order of the levels.

# Courses

A course is a predefined and integrated pathway of Drills, Lessons and Tests that target a particular pedagogical requirement. Courses supporting various Syllabuses are supplied with Auralia, as well as a customised course targeting Band students.

At this stage, it is not possible to add your own courses to Auralia. This functionality may be added at a later stage.

## Course Administration

### Classes

Courses have to be assigned to various classes, listed under the 'Classes' box. If you would like students in a particular class to be able to take a course, select the class in the 'Classes' box. You can select multiple classes.

If a course is not available for any classes then no students will be able to use the course! This can be a good way to hide a course from your students...

### Exporting a course

You can export a course by clicking on the 'Export Course' button. The course will be outputted to a file of your choosing, which can then be imported by others who use the software. If the course that you are exporting contains a customised syllabus then that syllabus will also be exported. Any tests that are in the course will also be exported.

Note that if you are not running the same version of the software as the person who is going to import the course then you will have problems. Ensure that you are both running the latest version by checking at <http://www.risingsoftware.com/> before exporting and importing

### Importing a course

Click on the 'Import Course' button to import a course. You will need to choose the file. Note that syllabi and tests may also be imported, if the course that you are importing contains a customised syllabus or tests.

### Clear results

To reset all the results for a test, select it from the list and press the 'Clear Results' button.

# Tests

A test is a sequence of questions taken from various levels of various topics. When you create a test, you choose which topics will be tested, which levels in those topics, and how many questions will be asked from each. You also control the order in which the topics are tested.

When students log in, they will be informed if there any tests available for their class. They can start a test by clicking on the 'Start Test' button on the toolbar. You can view students' test results in the Administration menu under Reports.

Note that tests can only be taken if you have logged into Auralia - see the previous sections 'Record Keeping' and 'Security'.

## Test Administration

The test administration screen ('Administration / Tests') allows you to add and delete tests from your configuration. For each test, you must specify a test name and set a number of options.

### Adding a Test

To add a new test, click on the "New Test" button. You will then be able to enter the name of the test in the box marked 'Test Name'. There are a number of options available for each test:

#### Allow test resumption

If this option is enabled, students will be able to stop in the middle of a test, and resume the test from where they left off at a later date.

#### Correct Incorrect Feedback

When doing a test, the facility for students to be told whether they answered the question correctly or incorrectly can be disabled.

#### Results shown to user

If this option is chosen, students will be shown a final mark when they've finished their test.

#### Results available for user to review

This option allows students to view their test results at any time, using the 'Check your results' screen from the main window.

#### Allow tempo changes

The tempo bar is active in most topics, allowing students to speed up or slow down the examples. The can be disabled this in a test if you wish.

#### Maximum test attempts

If you are wanting students to take a test multiple times you can simply allow multiple test attempts. This will allow you to compare the results from each attempt. You could reset the test results instead, but you would then lose the ability to compare results from multiple attempts.

#### Classes

Tests have to be assigned to various classes, listed under the 'Classes' box. If you would like students in a particular class to be able to take a test, select the class in the 'Classes' box. You can select multiple classes.

If a test is not available for any classes then no students will be able to use the test! This can be a

## Deleting a test

Select the test from the list, then press the “Delete Test” button.

NOTE: Any results that were available for the test will be lost.

## Copying a test

Click on the ‘Copy Test’ button to create an exact copy of a test. Results are not copied.

## Exporting a Test

You can export a test by clicking on the ‘Export Test’ button. The test will be outputted to a file of your choosing, which can then be imported by others who use the software. If the test that you are exporting contains a customised syllabus then that syllabus will also be exported.

Note that if you are not running the same version of the software as the person who is going to import the test then you will have problems. Ensure that you are both running the latest version by checking at <http://www.risingsoftware.com/> before exporting and importing.

## Importing a Test

Click on the ‘Import Test’ button to import a test. You will need to choose the file. Note that syllabi may also be imported, if the test that you are importing contains a customised syllabus.

## Clear results

To reset all the results for a test, select it from the list and press the ‘Clear Results’ button.

## Test Entries

The test entries screen allows you define what topics and levels form the questions in the test. You can enter this screen by clicking on the Edit Test Entries button from the test administration screen, or by clicking on the Test Entries tab.

## Adding Test Entries

Click on the ‘Add Entry’ button. Then modify the entry as per the instructions below. Repeat this process for each entry in your test. You can mixup levels and topics from multiple syllabi if you wish.

## Modifying Test Entries

Choose the test entry in the list, and then use the dropdown boxes below to modify your options.

1. Select a syllabus from the dropdown box marked ‘Syllabus’.
2. Select a topic from the dropdown box marked ‘Topic’.
3. Select a level from the dropdown box marked ‘Level’.
4. Select the number of replays which are allowed (only applies if the topic has aural questions).
5. Select the number of questions to be given from this selected level.

## **Deleting Test Entries**

To remove an entry from the test, click on the entry in the Test Entries list, then click the 'Delete Entry' button.

## **Changing the order of Test Entries**

You can change the order of the the test entries by clicking on the entry you wish to move, and then pressing the 'Move Entry Up' or 'Move Entry Down' button as needed.

# Content and Topic Customisation

## Language and Terminology

You can change the way language and the way certain musical items are described on the Language and Terminology setup screen ('Administration / Language and Terminology').

The settings on this screen are general settings only, and apply to level selection and lessons screens. They do NOT change the type of terminology that you see in the drills. If you wish to change the terminology within the drills, you must change the terminology for the particular syllabus.

**Having said this - Auralia will offer to change these settings for you when you exit this screen if you wish - we highly recommend taking this option!**

The setup wizard also changed the syllabus settings automatically for you when you choose your terminology options.

## Language

Choose the language that you would like to use on the language screen ('Administration / Language and Terminology') from the options shown. It is highly recommended that you restart the program after changing language, to ensure that all text is translated properly.

## Note Names

If you wish to use British terminology instead of American terminally check the box marked 'Use the term "crotchet" instead of "quarter note" etc'. This will apply throughout the program.

## Chord Progressions

Choose between Figured Bass (I, I6, I64) or Letters (I, Ib, Ic) etc.

## Chord Editor

The chord editor ('Administration / Topics / Chords') allows you to add new chords to Auralia. These chords can be used in various chord topics including Chord Recognition, Chord Singing, Jazz Chords and Jazz Chord Singing.

### Adding New Chords

If you wish to add a chord, click on the 'Insert Chord' button. You then need to enter a name for your chord, and click in the notes of the chord, on the staff marked 'Chord'. You may also wish to enter a 'Voiced' version of the chord, for use in topics such as Jazz Chords.

**NOTE: To ensure correct transposition of your chords, ensure that you enter them using 'C' as the tonic note. For example, if you are entering a Major 1st Inversion chord, the root note would be E above C.**

As you enter the chord, you can hear either version of the chord by using the 'Play this chord' buttons. If you wish the chord to be available in the Chord Recognition topic, ensure that the box marked 'Use in Chord Recognition' is checked.

## Deleting Chords

To delete a chord, click on the 'Delete Chord' button. Chords provided with Auralia cannot be deleted.

## Use in Chord Recognition Option

Please note that the voiced versions of the chords are only used in the Jazz Chords topic, whilst the stacked versions are used for other chord topics. Check the 'Use in Chord Recognition' box if you wish this chord to be used in the chord recognition topic. There are some chords which you may not wish to be included in this topic as the chord symbol may not clearly describe all the implied notes that would occur in a stacked version of the chord. One example of this is a 7#9 chord, which when played or viewed as a stacked chord would include additional altered notes that the chord symbol does not define.

## Chord Contexts

A chord can be constructed from any scale degree of a scale, but in doing so, accidentals are often required. It often makes more sense to hear chords in a diatonic context, and construct them using a root note that ensures that accidentals aren't used.

For example, without using accidentals, a Major Root Position chord can be constructed from the following scale degrees.

**Major Keys:** 1, 4 and 5.

**Minor keys:** 3, 5 and 6.

When entering a chord, you also need to choose contexts or scale degrees from which the chord can be constructed. Check the boxes next to the scale degrees you would like to use as a for Major and Minor keys. As you enable a context or scale degree, two extra boxes will appear, 'Default' and 'Non Standard'. Each chord needs a Default context, so one of your context(s) must be selected as Default.

Check the 'Non Standard' box if the context you have selected will result in a non standard chord construction. For example, a Major Root Position chord in Minor keys using context 1. This chord is quite commonly used, but does result in a raising of the 3rd scale degree, and an accidental needs to be used.

Non standard constructions are often derived from Melodic Minor or other more advanced sources.

## Scale Editor

The scale editor ('Administration / Topics / Scales') allows you to add new scales to Auralia. These scales can be used in the Scales, Scale Singing, Jazz Scales and Jazz Scale Singing topics.

### Adding New Scales

If you wish to add a scale, click on the 'New Scale' button. You then need to enter a name for your scale, and click in the notes of the scale, on the staff marked 'Scale'. As you enter the scale, you can hear it by clicking the 'Play this scale' button.

**NOTE: To ensure correct transposition of your scales, ensure that you enter them as if they had a key signature with no sharps or flats.**

### Deleting Scales

To delete a scale, click on the 'Delete Scale' button. Certain scales cannot be deleted.

# Results and Reports

The reports screen allows you to find out information on all of the program's users and observe your students' progress in both tests and practice. Auralia can only record statistics and track users and classes if the '*Logins Enabled - Use Names and Passwords*' security option is being used.

All of the report screens can be found under the menu 'Administration / Results & Reports'. The online help gives a short description of each report, although most options are self explanatory.

Choose a report and any options, then click View Report to preview. Once you are in the preview screen, you can print the report or export it to a PDF file if you wish.

**Note that some of these reports can be VERY long! Ensure that you check the page count (at the top of the window) before you click 'Print'!**

## Lists and Settings

These reports allow you to see lists of your users, classes, tests and syllabi. You can also see things such as class minimum levels and settings.

## Practise Results

These reports allow you to see the practise results for each user. You can easily filter the report to only view certain classes and date ranges.

## Course Results and Status

This screen allows you to view course results and status, showing where students are up to in a course, or view their current score.

## Test Results and Status

This screen allows you to view test results and status. It is very easy to get an overall score for any particular test, for a particular class, or single student. You can also find out which students in a particular class have attempted a test!

## Report Options

This screen allows you to select your preferred paper size. Select from either 'A4' or 'Letter' - this option is stored for later sessions.

## Topic Descriptions

This section gives you a brief description of each topic. The level structures for each syllabus can be viewed within Auralia, using the reporting functions.

### Absolute Pitch

In Absolute pitch, pitches are played, and you are asked to identify the exact notes that have been played, or the frequency (sine waves may also be used). You may also be asked to sing back a given note, in a certain octave.

### Advanced Progressions

In Advanced Progressions, 4 part harmonic progressions are played, and you are asked to identify the chords. You will need to identify the chord quality, as well as the position. Chromatic and mixture chords are included.

### Cadences

In Cadences, one or two cadences are played, and you are asked to identify them. Cadences may be played with or without a preceding melody.

### Chord Comparison

In Chord Comparison, two chords are played. You may have to indicate whether the chords are different, or click in the second chord on a staff.

### Chord Imitation

In Chord Imitation, a chord is played, and you are asked to sing it back. The chord name may be shown on screen.

### Chord Progressions

In Chord Progressions, 4 part harmonic progressions are played, and you are asked to identify the chords. You will need to identify the chord quality, as well as the position.

### Chord Recognition

In Chord Recognition, a chord is played, and you are asked to identify it. A piano keyboard or guitar fretboard may be visible on screen (this can be disabled by an Administrator), allowing you to enter your answer by clicking on the notes. The first note of the chord will be shown, and you simply have to click in the notes of the chord.

If you have an external MIDI device such as a keyboard or wind controller, you may also play the notes of the chord in.

## Chord Singing

In Chord Singing, a note is played, and you are asked to sing the notes of a certain chord above or below it. The required chord and direction are shown on screen.

## Cluster Chords

In Cluster Chords, a sequence of chords is played, and you have to click in the notes of each chord. The chords are built on the interval of the second and fourth. Each successive chord has one extra note from the previous. So, if you choose to practise 3 chords, the third chord will have four notes, including the starting note.

## Counterpoint Singing

In Counterpoint Singing, a short two part phrase is played. You will have to sing either the upper or lower notes of the phrase.

## Forms

In forms, a melody is played that has a certain form, or structure. You are asked to identify the form of the melody.

## Interval Comparison

In Interval Comparison, two intervals are played, and you are asked to identify which interval is larger or smaller.

## Interval Imitation

In Interval Imitation, an interval is played, and you are asked to sing the interval back. The required interval may be shown on screen.

## Interval Recognition

In Interval Recognition, an interval is played, and you are asked to identify it. A piano keyboard or guitar fretboard may be visible on screen (this can be disabled by an Administrator), allowing you to enter your answer by clicking on the keys. The first note of the interval will be shown, and you simply have to click on the second note of the interval.

If you have an external MIDI device such as a keyboard or wind controller, you may also play the second note of the interval in.

## Interval Singing

In Interval Singing, a note is played, and you are asked to sing the note a certain interval above or below it. The required interval and direction are shown on screen.

## Jazz Chords

In Jazz Chords, a chord is played, and you are asked to identify it. A piano keyboard or guitar fretboard may be visible on screen (this can be disabled by an Administrator), allowing you to enter your answer by clicking on the keys. The first note of the chord will be shown, and you simply have to click in the notes of the chord.

If you have an external MIDI device such as a keyboard or wind controller, you may also play the notes of the chord in.

## Jazz Chord Imitation

In Jazz Chord Imitation, a chord is played, and you are asked to sing it back. The chord name may be shown on screen. The required chord and direction are shown on screen. Voiced chords are not used.

## Jazz Chord Singing

In Jazz Chord Singing, a note is played, and you are asked to sing the notes of a certain chord above or below it. The required chord and direction are shown on screen. Note that unlike the Jazz Chords topic, voiced chords are cannot be used.

## Jazz Forms

In Jazz Forms, a short piece is played that has a certain form, or structure. You are asked to identify the form of the piece.

## Jazz Progressions

In Jazz Progressions a progression is played, using a variety of instruments. You are asked to identify the progression by entering the individual chords, or from a selection of answers.

## Jazz Scales

In Jazz Scales, a scale is played, and you are asked to identify it. A piano keyboard or guitar fretboard may be visible on screen (this can be disabled by an Administrator), allowing you to enter your answer by clicking on the keys. The first note of the scale will be shown, and you simply have to click in the other notes of the scale.

If you have an external MIDI device such as a keyboard or wind controller, you may also play the other notes of the scale in.

## Jazz Scale Singing

In Jazz Scale Singing, a note is played, and you are asked to sing the notes of a certain scale above or below it. The required scale and direction are shown on screen.

## Melodic Comparison

In Melodic Comparison, two melodies are played. The second melody may have been altered in some way from the first, and you will have to identify those alterations, or identify whether the melody has changed.

## Melodic Dictation

In Melodic Dictation, a melody will be played, and you will have to enter the melody on a score.

## Meter Recognition

In Meter Recognition, you will be played a rhythm or a melody, and asked to identify the meter (time signature) of the example.

## Modulation

In Modulation, a two part example is played that will modulate from one key to the other. You will be asked to identify the type of modulation (eg. Major Tonic - Relative Minor) or identify the final key of the example.

## Note Recognition

In Note Recognition, a two or three note chord is played. You are asked to sing either the top or bottom note (for a two note chord), or the top, middle, bottom or tonic note (for a three note chord).

## Pitch Comparison

In Pitch Comparison, you are asked to compare the pitch of two notes. You will be asked if the second note is higher, lower or the same as the first. A melody may be played, in which case the first note is the first note of the melody and the second note is the last note of the melody.

## Pitch Dictation

In Pitch Dictation, a melody is played, and you are asked to identify the pitch of each note. You do this by either clicking the notes in on the staff, or by selecting the scale degree for each note.

## Pitch Imitation

In Pitch Imitation, a note will be played, and you will have to sing back the same note. The required note may be shown on screen.

## Pulse Tapping

In Pulse Tapping, a rhythm is played, and you have to tap back the pulse of the rhythm in correct time. For example, in 4/4, you would need to tap on the 1st, 2nd, 3rd and 4th crotchet beats. In 6/8, you would tap on the 1st and 2nd beats (the first and fourth quavers / eighth notes).

## Rhythm Comparison

In Rhythm Comparison, two rhythms are played. The second rhythm may have been altered in some way from the first, and you will have to identify those alterations, or identify whether the rhythm has changed.

## Rhythm Dictation

In Rhythm Dictation, a rhythmic or melodic excerpt will be played, and you will have to enter the rhythm on a score.

## Rhythm Elements

In Rhythm Elements, an one beat long rhythm pattern is played, preceded by a two beat count in. You have to identify the rhythm from a given selection.

## Rhythm Element Dictation

In Rhythm Element Dictation, a rhythmic pattern is played. You are asked to identify the rhythm of the example using rhythmic blocks; these have the duration of one beat. The basis for this topic is Rhythm Elements.

## Rhythm Imitation

In Rhythm Imitation, an rhythm is played, and you are asked to tap it back using your keyboard. You may also tap the rhythm in using an external MIDI device such as a keyboard or wind controller, if connected.

## Rhythm Styles

In Rhythm Styles, a short musical excerpt is played, and you are asked to identify its style.

## Scales

In Scales, a scale is played, and you are asked to identify it. A piano keyboard or guitar fretboard may be visible on screen (this can be disabled by an Administrator), allowing you to enter your answer by clicking on the keys. The first note of the scale will be shown, and you simply have to click in the notes of the scale.

If you have an external MIDI device such as a keyboard or wind controller, you may also play the notes of the scale in.

## Scale Singing

In Scale Singing, a note is played, and you are asked to sing the notes of a certain scale above or below it. The required scale and direction are shown on screen.

## Sight Singing

Sight Singing requires you to sing back a given melody using your microphone.

## Tuning

In Tuning, two notes are played. The second note will be out of tune, by varying amounts. You will have to detect whether the second note is sharp or flat, or tune the second note.

# Technical Support

If you require technical support please contact Rising Software through one of the methods below with the following information.

1. The version of Auralia and your operating system
2. The type of sound or MIDI equipment you are using, and details of your Auralia sound configuration, if it is a sound related problem;
3. Whether Auralia is installed on a network, and if so, what type;
4. What the exact problem is, such as the exact message given by Auralia, what you were doing when the error occurred (eg practising intervals, reviewing students' statistics, etc), and any other details you feel are relevant.

## Internet

Our web site is the best place to obtain technical support. The Rising Software web site has comprehensive support options including FAQs and downloadable updates.

*<http://www.risingsoftware.com/>*

## Email

We can be contacted via email at the address: *[support@risingsoftware.com](mailto:support@risingsoftware.com)*.

## Telephone

You can reach the Rising Software office during business hours on + 61 3 9481 3320. If you are in the USA, please call (888) 667 7839. If we are unavailable, please leave a message and we will return your call.

# License Agreement

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(2) in the case of the provision of services, the supplying of the services again, or the payment of the cost of having the services supplied again;

whichever the Licensor sees fit to provide.

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6.4 This Agreement is intended by the parties hereto to be a final expression of their agreement with respect to the subject matter hereof and a complete and exclusive statement of the terms of such agreement. This Agreement supersedes any and all prior understandings, whether written or oral, between you and the Licensor relating to the subject matter hereof.

6.5 This Agreement shall be construed and governed by the laws of Victoria, Australia and both parties agree to submit to the exclusive jurisdiction of the Victorian courts.

6.6 The provisions of this Agreement shall not be varied, except by agreement in writing and signed by the parties.

6.7 If there is a disagreement between you and the Licensor that cannot be resolved then prior to commencing proceedings in any Court, you must refer the matter to the Australian Commercial Disputes Centre for arbitration in accordance with the Centre Guidelines on Arbitration. The decision of the arbitrator (including any award as to costs) will be final and binding.