

## GRADE 2

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 14–16

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Carol Barratt	Harvest Time	Bravo! Horn in F (Boosey & Hawkes)
	2 Lizzie Davis	Tarantella (from <i>Polished Brass</i> ) <b>SOLO</b>	Lizzie Davis: Polished Brass (Brass Wind), $\text{♩}$ brass edition
	3 Handel	Hallelujah Chorus (from <i>Messiah</i> ), arr. Lawrance	Winners Galore (Brass Wind), $\text{♩}$ brass edition <b>!!!</b>
	4 Edward Richens	Twynham Fanfare (from <i>Horn Rocks</i> )	Edward Richens: Horn Rocks (Con Moto), F/E♭ edition
	5 W. Rimmer	Slaidburn, arr. Douglas <i>upper part in duet</i> <b>DUET/PIANO</b>	Famous Hymns and Marches for French Horn (Warwick Music) <b>!!!</b>
	6 E. Smyth & C. M. Hamilton	The March of the Women, arr. Frith <i>upper part in duet</i> <b>DUET/PIANO</b>	Brass Mix 1 (ABRSM), $\text{♩}$ brass edition <b>!!!</b> *
	7 Philip Sparke	The Big Apple (No. 11 from <i>Skilful Studies for Horn</i> ) <b>SOLO</b>	Philip Sparke: Skilful Studies for Horn (Anglo Music)
	8 Tchaikovsky	Capriccio Italien, arr. Lawrance <i>with repeats</i>	Winner Scores All (Brass Wind), $\text{♩}$ brass edition <b>!!!</b>
	9 Trad. Welsh	Men of Harlech, arr. Lawrance or arr. Sparke <i>upper part in duet</i> <b>DUET/PIANO</b>	Winner Scores All (Brass Wind), $\text{♩}$ brass edition <b>!!!</b> or No. 58 from Starter Duets for Horns (Anglo Music), E♭/F edition
	10 Warlock	Basse-Dance (arr.)	Boosey Brass Method, Repertoire Book B (Boosey & Hawkes), Horn in F edition
<b>B</b>	1 Alden	On a Southern Balcony (No. 4 from <i>Southland Sketches</i> ), arr. Frith <i>upper part in duet</i> <b>DUET/PIANO</b>	Brass Mix 1 (ABRSM), $\text{♩}$ brass edition <b>!!!</b> *
	2 Brahms	St Anthony Chorale (from <i>Variations on a Theme by Haydn</i> , Op. 56a), arr. Harris & Skirrow	Time Pieces for Horn, Vol. 1 (ABRSM), E♭/F edition
	3 di Capua	O sole mio, arr. Wilson-Smith	All Jazzed Up for Horn in F (Brass Wind)
	4 Mozart	Aria (from <i>The Marriage of Figaro</i> ), arr. Lawrance	Winners Galore (Brass Wind), $\text{♩}$ brass edition <b>!!!</b>
	5 Fiona Pritchard	Baked Beethoven (from <i>Cooking Up a Classic for F or E♭ Horn</i> )	Fiona Pritchard: Cooking Up a Classic for F or E♭ Horn (Warwick Music), E♭/F edition
	6 W. Rowlands	Blaenwern, arr. Douglas <i>upper part in duet</i> <b>DUET/PIANO</b>	Famous Hymns and Marches for French Horn (Warwick Music) <b>!!!</b>
	7 Philip Sparke	My Lady's Pavan	Shining Brass, Book 1 (ABRSM), $\text{♩}$ brass edition <b>!!!</b>
	8 David A. Stowell	A Walk in the Rain	Shining Brass, Book 1 (ABRSM), $\text{♩}$ brass edition <b>!!!</b>
	9 Tchaikovsky	Old French Song, arr. Kovács & Ónozó	No. 13 from Horn Music for Beginners (EMB Zeneműkiadó)
	10 Pam Wedgwood	Dragonfly (from <i>Really Easy Jazzin' About for French Horn</i> )	Pam Wedgwood: Really Easy Jazzin' About for French Horn (Faber)
<b>C</b>	1 African-American Spiritual	Wade in the Water, arr. Pankhurst <i>upper part in duet</i> <b>DUET/PIANO</b>	Brass Mix 1 (ABRSM), $\text{♩}$ brass edition <b>!!!</b> *
	2 Carol Barratt	Bed Rock Blues	Bravo! Horn in F (Boosey & Hawkes)
	3 Trent & Hatch	Neighbours, arr. Lawrance <i>upper part 'A'</i> <b>DUET</b>	Winners Galore Duets, Book 3, Parts A & B (Brass Wind)
	4 Mark Nightingale	Ready, Aim, Fire! (No. 4 from <i>Easy Jazzy 'Tudes</i> ) <b>SOLO</b>	Mark Nightingale: Easy Jazzy 'Tudes (Warwick Music), $\text{♩}$ brass edition
	5 R. & R. Sherman	Supercalifragilisticexpialidocious (from <i>Mary Poppins</i> ), arr. Lawrance	Winner Scores All (Brass Wind), $\text{♩}$ brass edition <b>!!!</b>
	6 Philip Sparke	Spooks <i>upper part</i> <b>DUET</b>	No. 43 from Starter Duets for Horns (Anglo Music), E♭/F edition
	7 Philip Sparke	Tennessee Rag	Shining Brass, Book 1 (ABRSM), $\text{♩}$ brass edition <b>!!!</b>
	8 David A. Stowell	High Street <b>SOLO</b>	Shining Brass, Book 1 (ABRSM), $\text{♩}$ brass edition

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
9 Tchaikovsky	Wine Cellar (from <i>50 Russian Folksongs</i> ), arr. Harris & Skirrow	Time Pieces for Horn, Vol. 1 (ABRSM), Eb/F edition
10 Pam Wedgwood	Easy Tiger (from <i>Really Easy Jazzin' About for French Horn</i> )	Pam Wedgwood: Really Easy Jazzin' About for French Horn (Faber)

**SCALES AND ARPEGGIOS:** from memory; for further details see pages 16–17

	RANGE	ARTICULATION (chosen by the examiner)
<b>SCALES</b>		
Bb, D majors		
A, D minors (natural or harmonic or melodic, at candidate's choice)	1 oct.*	tongued / slurred
<b>ARPEGGIOS</b>		
Bb, D majors		
A, D minors	1 oct.*	tongued / slurred

\* starting an octave above lowest tonic

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 26–28

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 160 & 162

## 3. Brass Practical Grades Syllabus from 2023

### Introducing the syllabus

A number of changes have been made in the 2023 Brass Practical Grades Syllabus:

- The repertoire lists for all instruments have been refreshed, with a mixture of new and retained pieces.
- At Grades 1 to 5, a number of pieces are shared across all instruments (excluding French Horn). For ease of use, all shared pieces appear **shaded**, in the same order at the top of each list.
- The lists are now defined by musical characteristics, encouraging candidates to play a balanced selection of pieces and demonstrate a range of skills.
- Unaccompanied solos are now optional. They are included across the lists, according to their musical characteristics. Candidates may choose to perform up to two of them.
- A duet option is offered at Grades 1 to 3.
- The new scale requirements focus on technical development and progression, achieved through a realistic and manageable assessment load.
- There are new Sight-reading requirements for all brass instruments.
- At Grades 6 to 8, the Sight-reading and Transposition tests (Horn and Trumpet only) have been combined into one Sight-reading test, part of which must be transposed.
- A new Adapted Instruments Policy has been introduced; instruments adapted for beginners can now be used in exams at any grade, as long as all the exam requirements can be met.

Some key exam information has also been updated or clarified.

### Practical Grades: requirements and information

***This syllabus is valid from 1 January 2023 until further notice.***

This section provides a summary of the most important points that teachers and candidates need to know when taking ABRSM Practical Grades for brass. Further details, as well as administrative information about the exams, are given in ABRSM's Exam Regulations (available at [www.abrsm.org/examregulations](http://www.abrsm.org/examregulations)) which should be read before making an exam booking.

### Instruments

The Practical Grades syllabus requirements have been designed for the standard instruments covered. ABRSM recognise that many learners start their musical journey by using an instrument specially adapted for younger/smaller players. We welcome the use of these instruments in our graded exams in accordance with the details set out in our Adapted Instruments Policy, available at [www.abrsm.org/policies](http://www.abrsm.org/policies).

Please note that using an adapted instrument sounding in a key different to the standard instrument may restrict options in the Aural Tests at Grades 4 to 8 (see pages 163–167).

The repertoire lists show publication details, including clefs and where piano accompaniments are published separately. In addition, for pieces marked  $\ddagger$  further information about the publications (including where parts/accompaniments are issued in different keys) is available at: [www.abrsm.org/clarifications](http://www.abrsm.org/clarifications).

Other information about certain instruments covered by this syllabus is as follows.

**Horn:** The accompanied pieces set on the repertoire lists are published in F editions.

Some pieces are published with transposition suggestions but, in the exam, they should be played in the written keys only.

**Trumpet/B♭ Cornet/Flugelhorn:** These instruments share the same repertoire lists. All the pieces are published for instruments in B♭ unless otherwise indicated. Some pieces may be played on an E♭/C trumpet where the syllabus indicates a published edition (or where other suitable editions are available).

**E♭ Soprano Cornet:** At Grades 1 to 5, shared pieces that appear **shaded** have piano accompaniment available in E♭. Piano accompaniments for other pieces on the list can be suitably transposed.

At Grades 6 to 8 there are a number of options for E♭ instruments. Candidates may choose other pieces from the repertoire lists and adapt passages or transpose parts and/or accompaniments as necessary for their instrument.

**Related instrument option:** At all grades, candidates for any of the above four instruments (Trumpet, B♭ Cornet, E♭ Soprano Cornet, Flugelhorn) have the option of playing *one* piece (from any list) on one of the other three instruments. There is no advantage to be gained over other candidates in taking this option, and all the other requirements must be played using the instrument on which the candidate has entered.

**E♭ Horn:** All the accompanied pieces set on the repertoire lists are published in E♭ editions. Pieces that are also published with a part in F are indicated in the lists.

**Trombone:** There are separate syllabuses for Tenor and Bass trombones. Bass Trombone exams are available at Grades 6 to 8 only. The repertoire lists show the clefs that the pieces are published in (♭;  $\text{B}$  and/or  $\text{C}$ ). If necessary, candidates may use manuscript transpositions into treble or bass clef.

Tenor trombone candidates may play their pieces on E♭ Alto Trombone. Further information can be found in our Adapted Instruments Policy, available at [www.abrsm.org/policies](http://www.abrsm.org/policies). At Grades 1 to 5, shared pieces that appear **shaded** have piano accompaniment available in E♭.

**Trombone:** At Grades 6 to 8, candidates may play *one* of their three pieces on a bass trombone (chosen from the corresponding grade of the Bass Trombone syllabus). If choosing a piece from the Bass Trombone syllabus, candidates must make sure that the requirement to play one piece from each of the three lists (A, B and C) is met. A candidate may play up to two unaccompanied solos.

**Bass Trombone:** Candidates may play *one* of their three pieces on a tenor trombone (chosen from the corresponding grade of the Trombone syllabus). If choosing a piece from the Trombone syllabus, candidates must make sure that the requirement to play one piece from each of the three lists (A, B and C) is met. A candidate may play up to two unaccompanied solos.

There is no advantage to be gained over other candidates in taking this option, and all the other requirements must be played using the trombone on which the candidate has entered.

**Baritone and Euphonium:** These instruments share the same repertoire lists. The lists show the clefs that the pieces are published in (♭;  $\text{B}$  and/or  $\text{C}$ ). If necessary, candidates may use manuscript transpositions into treble or bass clef. A three-valved instrument may be used at all grades. Candidates may adapt passages containing notes that require a 4th valve (where an ossia is not published).

**Tuba:** An E♭, F, B♭ or C tuba may be used. Candidates may adapt passages or transpose parts and/or accompaniments as necessary for their instrument (Note: many of the pieces set on the repertoire lists are biased towards E♭ tuba).

A three-valved instrument may be used at all grades. Candidates may adapt passages containing notes that require a 4th valve (where an ossia is not published).

## Pieces

Musicians learn to play an instrument to explore and perform repertoire, which is why pieces are at the core of the exam – candidates are asked to present three at each grade. The syllabus repertoire is organised into three lists that explore different traditions and styles, dating from the Renaissance period to the present day.

Choosing one piece from each list gives candidates the opportunity to play a balanced selection and demonstrate a range of skills. In this syllabus, the pieces are broadly grouped into lists by the characteristics of the music:

- List A pieces are generally faster moving and require technical agility (focus mostly on dexterity and articulation)
- List B pieces are more lyrical and invite expressive playing (focus mostly on breath control/support and the sound made)
- List C pieces reflect a wide variety of musical traditions, styles and characters.

Most of the pieces require an accompaniment, as interacting with other musicians is an important musical skill, but there are also opportunities to choose solo pieces and develop confidence with unaccompanied playing.

We hope that by offering this variety in the syllabus, candidates will find inspiring music that they enjoy learning and performing.

**Programme planning:** Candidates must choose one piece from each of the three lists (A, B and C). In the exam, they should inform the examiner which pieces they are performing, and they are welcome to use the form on page 184 for this purpose.

Every effort has been made to feature a broad range of repertoire to suit and appeal to candidates of different ages, backgrounds and interests. Certain pieces may not be suitable for every candidate for technical reasons, other pieces may not be suitable because of wider context (historical, cultural, subject matter, lyrics if an arrangement of a song, etc.). Pieces should be carefully considered for their appropriateness to each individual, which may need consultation between teachers and parents/carers. Teachers and parents/carers should also exercise caution when allowing younger candidates to research pieces online: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety).

The repertoire lists are the same as for ABRSM Performance Grades. Candidates intending on taking both qualifications at the same grade may find their musical development benefits from preparing different pieces for each.

**Accompaniment/Duets:** A live piano or brass (where the option is listed) accompaniment is required for all pieces, except those that are published as studies or unaccompanied works.

At Grades 1 to 3, candidates may choose to perform a duet for some or all of their pieces. The pieces that are published as duets are marked **DUET** in the repertoire list and the candidate must play the part specified.

Pieces that are published with both brass and piano accompaniment options are marked **DUET/PIANO** in the repertoire list, and may be performed with either accompaniment in the exam.

Candidates must provide their own accompanist(s), who can only be in the exam room while accompanying. The candidate's teacher may accompany (examiners will not). If necessary, an accompanist may simplify any part of the accompaniment, as long as the result is musical. Recorded accompaniments are not allowed.

**Solos:** Unaccompanied solos are marked **SOLO** in the repertoire lists. Candidates are not required to play a solo in the exam, but may play up to two.

**Exam music & editions:** Wherever the syllabus includes an arrangement or transcription (appearing as 'arr.' or 'trans.' in the repertoire lists), the edition listed in the syllabus must be used in the exam. For all other pieces, editions are listed for guidance only and candidates may use any edition of their choice. This includes editions that are downloaded. Information on sourcing exam music is given on page 16.

**Interpreting the score:** Printed editorial suggestions such as fingering, metronome marks, realisation of ornaments, etc. do not need to be strictly observed. Whether the piece contains musical indications or not, candidates are encouraged to interpret the score in a musical and stylistic way. Examiners' marking will be determined by how control of pitch, time, tone, shape and performance contributes to the overall musical outcome.

**Repeats:** Unless the syllabus specifies differently, all da capo and dal segno indications must be followed but other repeats (including first-time bars) should not be played unless they are very short (i.e. a few bars).

**Ossias:** Where an ossia (alternative musical line or note) occurs in the music, candidates may play either option unless the syllabus specifies differently.

**Cadenzas & tuttis:** Cadenzas should not be played unless the syllabus specifies differently. Accompanists should cut lengthy orchestral tutti sections.

**Performing from memory:** Candidates may perform any of their pieces from memory; if doing so, they must make sure that a copy of the music is available for the examiner to refer to. No extra marks are awarded for playing from memory.

**Page-turns:** Examiners will be understanding if a page-turn causes a lack of continuity during a piece, and this will not affect the marking. Candidates may use an extra copy of the music or a photocopy of a section of the piece (but see 'Photocopies' below) to help with page-turns. Candidates at Grades 6 to 8 may bring a page-turner to the exam if there is no solution to a particularly awkward page-turn (prior permission is not required; the turner may be the candidate's teacher). Similarly, an accompanist for a Grade 6 to 8 exam is permitted to bring a page-turner to assist with turns in the piano part. Examiners are unable to help with page-turning.

**Photocopies & downloads:** Performing from unauthorised photocopies (or other kinds of copies) or illegal downloads of copyright music is not allowed. In the UK, copies may be used in certain limited circumstances – for full details, see the MPA's *Code of Fair Practice* at [www.mpaonline.org.uk/mpa-guidelines](http://www.mpaonline.org.uk/mpa-guidelines). In all other cases, application should be made to the copyright holder before any copy is made, and evidence of permission should be brought to the exam.

Candidates and Applicants are expected to act within the law with regard to copyright. ABRSM may withhold the exam result where we have evidence of an illegal copy (or copies) being used.

**Sourcing exam music:** Exam music is available from music retailers and online, including at the ABRSM music shop: [www.abrsm.org/shop](http://www.abrsm.org/shop). Every effort has been made to make sure that the publications listed will be available for the duration of the syllabus. We advise candidates to get their music well before the exam in case items are not kept in stock by retailers. Non-exam related questions about the music (e.g. editorial, availability) should be addressed to the relevant publisher: contact details are listed at [www.abrsm.org/publishers](http://www.abrsm.org/publishers).

## Scales and arpeggios

Playing scales and arpeggios is important for building strong technical skills such as reliable finger movement/slide control and fluency. It also helps to develop tone, pitch and interval awareness, and familiarity with keys and their related patterns. This leads to greater confidence and security when sight-reading, learning new pieces and performing – from a score or from memory, as a solo musician or with others.

**Memory:** All requirements must be played from memory.

**Range:** All requirements must be played from the lowest possible tonic/starting note unless the syllabus specifies differently. They must ascend and descend according to the specified range (and pattern).

**Rhythm:** All requirements must be played in even notes.

**Patterns:** Arpeggios and dominant sevenths are required in root position only. All dominant sevenths must finish by resolving on the tonic. Examples of scale/arpeggio etc. patterns specified in this syllabus are given on pages 19–25.

**Articulation:** Slurred requirements must be legato throughout. The choice of breathing place is left to the candidate's discretion, but the flow should be maintained as much as possible.

**Transposing instruments:** The naming of scales applies to the fingering, not the concert pitch; for example, D major for trumpet in B $\flat$  will sound in C, not D.

**In the exam:** Examiners will usually ask for at least one of each scale/arpeggio (etc.) type. Where applicable, they will ask for majors followed by minors within each type and will also ask to hear a balance of articulations across the requests as a whole. When asking for requirements, examiners will specify:

- the key<sup>†</sup> (including minor form – harmonic *or* melodic – in the Grades 6 to 8 scales) or the starting note
- the articulation

**Supporting publications:** Books of the requirements are published for all brass instruments by ABRSM. Purchasing these books is not a requirement.

<sup>†</sup> Where keys at Grades 6 to 8 are listed enharmonically – D $\flat$ /C $\sharp$  and A $\flat$ /G $\sharp$  – the examiner will use the flat spelling when asking for major keys and the sharp spelling for minor keys.

**Speed:** The following speeds are given as a general guide:

<i>Trombone</i>	Grade/Speed								
	pattern	1	2	3	4	5	6	7	8
<b>Scales</b> (including chromatic, extended-range & whole-tone)		♩ = 44	♩ = 48	♩ = 56	♩ = 63	♩ = 72	♩ = 96	♩ = 108	♩ = 120
<b>Arpeggios</b> (excluding extended-range)		♩ = 56	♩ = 63	♩ = 76	♩ = 88	♩ = 100	♩ = 40	♩ = 44	♩ = 48
<b>Dominant &amp; diminished 7ths; Extended-range arpeggios</b>					♩ = 44	♩ = 50	♩ = 56	♩ = 66	♩ = 72
<b>Scales in 3rds</b>							♩ = 84	♩ = 100	♩ = 112

<i>All other brass</i>	Grade/Speed								
	pattern	1	2	3	4	5	6	7	8
<b>Scales</b> (including chromatic, extended-range & whole-tone)		♩ = 50	♩ = 56	♩ = 63	♩ = 72	♩ = 80	♩ = 104	♩ = 112	♩ = 126
<b>Arpeggios</b> (excluding extended-range)		♩ = 66	♩ = 72	♩ = 84	♩ = 92	♩ = 108	♩ = 40	♩ = 44	♩ = 48
<b>Dominant &amp; diminished 7ths; Extended-range arpeggios</b>					♩ = 46	♩ = 54	♩ = 60	♩ = 66	♩ = 72
<b>Scales in 3rds</b>							♩ = 88	♩ = 100	♩ = 120



## Sight-reading (and transposition)

Sight-reading is a valuable skill with many benefits. Learning to sight-read helps to develop quick recognition of keys, tonality and common rhythm patterns. Strong sight-reading skills make learning new pieces quicker and easier, and also help when making music with others, so that playing in an ensemble becomes more rewarding and enjoyable.

**About the test:** Candidates will be asked to play a short unaccompanied piece of music that they have not seen before. They will be given half a minute to look through and, if they wish, try out all or any part of the test before they are asked to play it for assessment.

**Transposition (Horn and Trumpet only):** At Grades 6 to 8, the Sight-reading tests for Horn and Trumpet candidates will include a section of transposition. Candidates will be given up to half a minute in which to look through and, if they wish, try out all or any part of the test before they are required to play it for assessment.

**Parameters:** The tables on pages 26–28 show the elements that are introduced at each grade.

**Supporting publications:** For practice purposes, sample sight-reading tests are published by ABRSM. Purchasing these books is not a requirement.

**Blind or partially-sighted candidates:** Blind or partially-sighted candidates may choose an alternative test (Braille memory or Aural repetition) in place of the standard test, if requested at the time of booking the exam. Further information is available at [www.abrsm.org/specificneeds](http://www.abrsm.org/specificneeds).

## Aural tests

Listening lies at the heart of music-making and the ability to hear how music works helps with all aspects of musical development. Aural skills help with gauging the sound and balance of playing, keeping in time and playing with a sense of rhythm and pulse. These skills also help to develop a sense of pitch, musical memory and the ability to spot mistakes.

**About the test:** The requirements are the same for all brass instruments. Full details of the Aural tests are given on pages 160–167.

**Supporting publications:** For practice purposes, sample Aural tests are published by ABRSM. Examples of the tests are given in *Specimen Aural Tests* and *Aural Training in Practice*. Purchasing these books is not a requirement.

**Deaf or hearing-impaired candidates:** Deaf or hearing-impaired candidates may choose alternative tests in place of the standard tests, if requested at the time of booking the exam. Further information, including the syllabus for the alternative tests, is available at [www.abrsm.org/specificneeds](http://www.abrsm.org/specificneeds).






## Sight-reading parameters

The following tables show the elements that are introduced at each grade. These parameters are presented cumulatively, i.e. once introduced they apply for all later grades (gradually progressing in difficulty). See also page 18.

	Length (bars)	Time	Other features that may be included
<b>Grade 1</b>	4	4/4	<ul style="list-style-type: none"> <li>♩, ♪, ♫, ♬ note values; ♯ rests</li> <li>notes tongued only</li> </ul>
		3/4	<ul style="list-style-type: none"> <li><b><i>f</i></b> and <b><i>mf</i></b></li> </ul>
	6	2/4	
<b>Grade 2</b>	8		<ul style="list-style-type: none"> <li>♩♩♩ and ♩. ♩ patterns; ♯ rests</li> <li>articulation               <ul style="list-style-type: none"> <li><i>trombone</i>: notes tongued only</li> <li><i>others</i>: notes tongued or with simple two-note slurs</li> </ul> </li> <li>tied notes</li> <li><b><i>mp</i></b> and <i>cresc.</i> hairpin</li> </ul>
<b>Grade 3</b>		3/8	<ul style="list-style-type: none"> <li>accidentals (within minor keys only)</li> <li>♩. ; simple semiquaver patterns; ♯ rests</li> <li>articulation               <ul style="list-style-type: none"> <li><i>trombone</i>: as Grade 2</li> <li><i>others</i>: three-note slurs</li> </ul> </li> <li>accents</li> <li><b><i>p</i></b> and <i>dim.</i> hairpin</li> </ul>
<b>Grade 4</b>	c. 8	6/8	<ul style="list-style-type: none"> <li>chromatic notes</li> <li>articulation               <ul style="list-style-type: none"> <li><i>trombone</i>: notes tongued or with simple two-note slurs</li> <li><i>others</i>: four-note slurs</li> </ul> </li> <li>anacrusis</li> <li>tenuto</li> <li>pause sign</li> </ul>
<b>Grade 5</b>	c. 8–16		<ul style="list-style-type: none"> <li>♩ and simple syncopation</li> <li>articulation               <ul style="list-style-type: none"> <li><i>trombone</i>: as Grade 4</li> <li><i>others</i>: any combination of tongued or slurred notes</li> </ul> </li> <li>slowing of tempo at end</li> <li><b><i>ff</i></b> and <b><i>pp</i></b></li> </ul>
<b>Grade 6</b>	c. 12–16	9/8	<ul style="list-style-type: none"> <li>changes of time signature</li> </ul>
		5/8	<ul style="list-style-type: none"> <li>♯ rests</li> </ul>
		5/4	<ul style="list-style-type: none"> <li>articulation               <ul style="list-style-type: none"> <li><i>all</i>: any combination of tongued or slurred notes</li> </ul> </li> <li>triplet patterns</li> <li>slowing of tempo followed by <i>a tempo</i></li> <li><b><i>fp</i></b>, <b><i>sf</i></b>, <i>subito</i>, <i>cresc.</i>, <i>dim.</i> (<i>written</i>)</li> <li>swung style</li> <li><i>trombone</i>: tenor clef</li> <li>transposition               <ul style="list-style-type: none"> <li><i>horn</i>: transposition into E<sub>b</sub></li> <li><i>trumpet</i>: transposition into C</li> </ul> </li> </ul>

	Length (bars)	Time	Other features that may be included
<b>Grade 7</b>	c. 16-20	7/8 7/4	
<b>Grade 8</b>	c. 16-24	12/8	<ul style="list-style-type: none"> <li>• triplet crotchets</li> <li>• acceleration of tempo</li> <li>• simple ornaments</li> </ul>

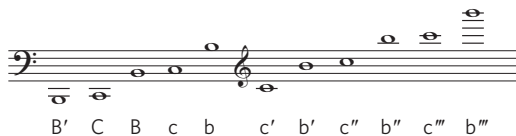
## Keys

MAJORS minors	Horn	Trumpet, B♭ Cornet, E♭ Soprano Cornet, Flugelhorn, E♭ Horn, Baritone, Euphonium & Tuba 	Baritone & Euphonium 	Trombone 	Trombone  & Bass Trombone <i>(Grades 6-8 only)</i>	Tuba 
<b>Grade 1</b>	C a	C a	B♭ g	C d	B♭ c	E♭ c
<b>Grade 2</b>	B♭	D, B♭	C, A♭	D, B♭	C, A♭	F, D♭
<b>Grade 3</b>	G d	d	c	e	d	f
<b>Grade 4</b>	E♭ b	A e	G d	F a	E♭ g	C g
<b>Grade 5</b>	A, E, F g, c	E, F, E♭ b, c	D, E♭, D♭ a, b♭	G, E, E♭ f♯, c	F, D, D♭ e, b♭	G, F♯, A♭ d, e♭
<b>Grade 6</b>	D f	G f	F e♭	A f	G e♭	B♭ g♯
<b>Grade 7</b>	A♭ e	A♭ g	F♯ f	A♭ g	F♯ f	B b♭
<b>Grade 8</b>	D♭ b♭	B c♯	A b	B c♯	A b	D e

## Ranges †

	Horn	Trumpet, B $\flat$ Cornet, E $\flat$ Soprano Cornet, Flugelhorn, E $\flat$ Horn, Baritone, Euphonium & Tuba $\text{♩}$	Baritone & Euphonium $\text{♩}$	Trombone $\text{♩}$	Trombone $\text{♩}$	Bass Trombone	Tuba $\text{♩}$
<b>Grade 1</b>	c'-c''	c'-c''	B $\flat$ -b $\flat$	c'-c''	B $\flat$ -b $\flat$	—	E $\flat$ -e $\flat$
<b>Grade 2</b>	b $\flat$ -d''	b $\flat$ -d''	A $\flat$ -c'	b $\flat$ -d''	A $\flat$ -c'	—	D $\flat$ -f
<b>Grade 3</b>	a-d''	a-d''	G-c'	b $\flat$ -e''	A $\flat$ -d'	—	C-f
<b>Grade 4</b>	g-e''	a-e''	G-d'	a-e''	G-d'	—	C-g
<b>Grade 5</b>	f-f''	a $\flat$ -f $\sharp$ ''	F $\sharp$ -e'	a $\flat$ -f $\sharp$ ''	F $\sharp$ -e'	—	B'-a
<b>Grade 6</b>	f-g''	g-g''	F-f'	g-g''	F-f'	D-c'	B $\flat$ '-b $\flat$
<b>Grade 7</b>	f-a $\flat$ ''	g-a $\flat$ ''	F-f $\sharp$ '	g-a $\flat$ ''	F-f $\sharp$ '	C-d $\flat$ '	B $\flat$ '-b
<b>Grade 8</b>	e-a''	g-b $\flat$ ''	F-a $\flat$ '	g-a $\sharp$	F-g $\sharp$ '	B $\flat$ '-d'	B $\flat$ '-d $\flat$ '

† Ranges are presented using the Helmholtz system, i.e.:



## Aural test requirements

### Included in all Practical Music graded exams\*

Listening lies at the heart of all good music-making. Developing aural awareness is fundamental to musical training because having a 'musical ear' impacts on all aspects of musicianship. Singing, both silently in the head and out loud, is one of the best ways to develop the 'musical ear'. It connects the internal imagining of sound, the 'inner ear', with the external creation of it, without the necessity of mechanically having to 'find the note' on an instrument (important though that connection is). By integrating aural activities in imaginative ways in the lesson, preparation for the Aural tests within an exam will be a natural extension of what is already an essential part of the learning experience.

### In the exam

Aural tests are an integral part of all Practical Music graded exams.

The tests are given by the examiner from the piano. For any test that requires a sung response, pitch rather than vocal quality is being assessed. The examiner will be happy to adapt to the vocal range of the candidate, whose responses may be sung to any vowel (or consonant followed by a vowel), hummed or whistled (and at a different octave, if appropriate).

The information on pages 161-167 sets out the tasks that candidates will be asked to complete in the exam.

### Assessment

Some tests allow for a second attempt or for an additional playing by the examiner, if necessary. The examiner will also be ready to prompt, where helpful, although this may affect the assessment.

Marks are not awarded for each individual test or deducted for mistakes; instead they reflect the candidate's overall response in this component. The marking criteria for the Aural tests are given on page 175.

### Supporting publications

For practice purposes, sample Aural tests are published by ABRSM. Examples of the tests for Grades Initial to 8 are given in *Specimen Aural Tests*. More examples for Grades 1 to 8 are given in *Aural Training in Practice*. Purchasing these books is not a requirement.

### Deaf or hearing-impaired candidates

Deaf or hearing-impaired candidates may choose alternative tests in place of the standard tests, if requested at the time of booking the exam. Further information, including the syllabus for the alternative tests, is available at [www.abrsm.org/specificneeds](http://www.abrsm.org/specificneeds).

\* A different set of tests apply to Jazz and Singing for Musical Theatre exams

## GRADE 2

- A To clap the pulse of a piece played by the examiner, and to identify whether it is in two time or three time.** The examiner will start playing the passage, and the candidate should join in as soon as possible, clapping in time and giving a louder clap on the strong beats. The examiner will then ask whether the music is in two time or three time. The candidate is *not* required to state the time signature.
- B To sing as 'echoes' three phrases played by the examiner.** The phrases will be two bars long, in a major key, and within the range of tonic–dominant. First the examiner will play the key-chord and the starting note (the tonic) and then count in two bars. After the examiner has played each phrase, the candidate should sing back the echo without a pause, keeping in time.
- C To identify a change in either pitch or rhythm during a phrase played by the examiner.** The phrase will be two bars long, in a major key. First the examiner will play the key-chord and the tonic and then count in two bars. The examiner will play the phrase twice, making the change in the second playing, after which the candidate should identify the change by describing it, or singing/clapping. If necessary, the examiner will play both versions of the phrase again (although this may affect the assessment).
- D To answer questions about two features of a piece played by the examiner.** Before playing, the examiner will tell the candidate which two features the questions will be about. The first will be *one* of the following: dynamics (loud/quiet, or sudden/gradual changes), articulation (smooth/detached); the second will be tempo (becoming slower/faster, or staying the same).

## GRADE 3

- A To clap the pulse of a piece played by the examiner, and to identify whether it is in two time, three time or four time.** The examiner will start playing the passage, and the candidate should join in as soon as possible, clapping in time and giving a louder clap on the strong beats. The examiner will then ask whether the music is in two time, three time or four time. The candidate is *not* required to state the time signature.
- B To sing as 'echoes' three phrases played by the examiner.** The phrases will be two bars long, in a major or minor key, and within the range of an octave. First the examiner will play the key-chord and the starting note and then count in two bars. After the examiner has played each phrase, the candidate should sing back the echo without a pause, keeping in time.
- C To identify a change in either pitch or rhythm during a phrase played by the examiner.** The phrase will be up to four bars long, in a major or minor key. First the examiner will play the key-chord and the tonic and then count in two bars. The examiner will play the phrase twice, making the change in the second playing, after which the candidate should identify the change by describing it, or singing/clapping. If necessary, the examiner will play both versions of the phrase again (although this may affect the assessment).
- D To answer questions about two features of a piece played by the examiner.** Before playing, the examiner will tell the candidate which two features the questions will be about. The first will be *one* of the following: dynamics (loud/quiet, or sudden/gradual changes), articulation (smooth/detached), tempo (becoming slower/faster, or staying the same); the second will be tonality (major/minor key).

## Marking criteria

Grades Initial to 8	Pieces <i>Pitch</i>	<i>Time</i>	<i>Tone</i>	<i>Shape</i>	<i>Performance</i>
<b>Distinction 27-30</b>	<ul style="list-style-type: none"> <li>● Highly accurate notes and intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Fluent, with flexibility where appropriate</li> <li>● Rhythmic character well conveyed</li> </ul>	<ul style="list-style-type: none"> <li>● Well projected</li> <li>● Sensitive use of tonal qualities</li> </ul>	<ul style="list-style-type: none"> <li>● Expressive, idiomatic musical shaping and detail</li> </ul>	<ul style="list-style-type: none"> <li>● Assured</li> <li>● Fully committed</li> <li>● Vivid communication of character and style</li> </ul>
<b>Merit 24-26</b>	<ul style="list-style-type: none"> <li>● Largely accurate notes and intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Sustained, effective tempo</li> <li>● Good sense of rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Mainly controlled and consistent</li> <li>● Good tonal awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Clear musical shaping, well-realised detail</li> </ul>	<ul style="list-style-type: none"> <li>● Positive</li> <li>● Carrying musical conviction</li> <li>● Character and style communicated</li> </ul>
<b>Pass 20-23</b>	<ul style="list-style-type: none"> <li>● Generally correct notes</li> <li>● Sufficiently reliable intonation to maintain tonality</li> </ul>	<ul style="list-style-type: none"> <li>● Suitable tempo</li> <li>● Generally stable pulse</li> <li>● Overall rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>● Generally reliable</li> <li>● Adequate tonal awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Some realisation of musical shape and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>● Generally secure, prompt recovery from slips</li> <li>● Some musical involvement</li> </ul>
<b>Below Pass 17-19</b>	<ul style="list-style-type: none"> <li>● Frequent note errors</li> <li>● Insufficiently reliable intonation to maintain tonality</li> </ul>	<ul style="list-style-type: none"> <li>● Unsuitable and/or uncontrolled tempo</li> <li>● Irregular pulse</li> <li>● Inaccurate rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Uneven and/or unreliable</li> <li>● Inadequate tonal awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Musical shape and detail insufficiently conveyed</li> </ul>	<ul style="list-style-type: none"> <li>● Insecure, inadequate recovery from slips</li> <li>● Insufficient musical involvement</li> </ul>
<b>13-16</b>	<ul style="list-style-type: none"> <li>● Largely inaccurate notes and/or intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Erratic tempo and/or pulse</li> </ul>	<ul style="list-style-type: none"> <li>● Serious lack of tonal control</li> </ul>	<ul style="list-style-type: none"> <li>● Musical shape and detail largely unrealised</li> </ul>	<ul style="list-style-type: none"> <li>● Lacking continuity</li> <li>● No musical involvement</li> </ul>
<b>10-12</b>	<ul style="list-style-type: none"> <li>● Highly inaccurate notes and/or intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Incoherent tempo and/or pulse</li> </ul>	<ul style="list-style-type: none"> <li>● No tonal control</li> </ul>	<ul style="list-style-type: none"> <li>● No shape or detail</li> </ul>	<ul style="list-style-type: none"> <li>● Unable to continue for more than a short section</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>

Grades Initial to 8	Scales and arpeggios	Sight-reading
<b>Distinction 19–21</b>	<ul style="list-style-type: none"> <li>● Highly accurate notes/pitch</li> <li>● Fluent and rhythmic</li> <li>● Musically shaped</li> <li>● Confident response</li> </ul>	<ul style="list-style-type: none"> <li>● Fluent, rhythmically accurate</li> <li>● Accurate notes/pitch/key</li> <li>● Musical detail realised</li> <li>● Confident presentation</li> </ul>
<b>Merit 17–18</b>	<ul style="list-style-type: none"> <li>● Largely accurate notes/pitch</li> <li>● Mostly regular flow</li> <li>● Mainly even tone</li> <li>● Secure response</li> </ul>	<ul style="list-style-type: none"> <li>● Adequate tempo, usually steady pulse</li> <li>● Mainly correct rhythm</li> <li>● Largely correct notes/pitch/key</li> <li>● Largely secure presentation</li> </ul>
<b>Pass 14–16</b>	<ul style="list-style-type: none"> <li>● Generally correct notes/pitch, despite errors</li> <li>● Continuity generally maintained</li> <li>● Generally reliable tone</li> <li>● Cautious response</li> </ul>	<ul style="list-style-type: none"> <li>● Continuity generally maintained</li> <li>● Note values mostly realised</li> <li>● Pitch outlines in place, despite errors</li> <li>● Cautious presentation</li> </ul>
<b>Below Pass 11–13</b>	<ul style="list-style-type: none"> <li>● Frequent errors in notes and/or pitch</li> <li>● Lacking continuity and/or some items incomplete</li> <li>● Unreliable tone</li> <li>● Uncertain response and/or some items not attempted</li> </ul>	<ul style="list-style-type: none"> <li>● Lacking overall continuity</li> <li>● Incorrect note values</li> <li>● Very approximate notes/pitch/key</li> <li>● Insecure presentation</li> </ul>
<b>7–10</b>	<ul style="list-style-type: none"> <li>● Very approximate notes and/or pitch</li> <li>● Sporadic and/or frequently incomplete</li> <li>● Serious lack of tonal control</li> <li>● Very uncertain response and/or several items not attempted</li> </ul>	<ul style="list-style-type: none"> <li>● No continuity or incomplete</li> <li>● Note values unrealised</li> <li>● Pitch outlines absent</li> <li>● Very uncertain presentation</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>

Grades Initial to 8	Aural tests
<b>Distinction 17–18</b>	<ul style="list-style-type: none"> <li>● Accurate throughout</li> <li>● Musically perceptive</li> <li>● Confident response</li> </ul>
<b>Merit 15–16</b>	<ul style="list-style-type: none"> <li>● Strengths significantly outweigh weaknesses</li> <li>● Musically aware</li> <li>● Secure response</li> </ul>
<b>Pass 12–14</b>	<ul style="list-style-type: none"> <li>● Strengths just outweigh weaknesses</li> <li>● Cautious response</li> </ul>
<b>Below Pass 9–11</b>	<ul style="list-style-type: none"> <li>● Weaknesses outweigh strengths</li> <li>● Uncertain response</li> </ul>
<b>6–8</b>	<ul style="list-style-type: none"> <li>● Inaccuracy throughout</li> <li>● Vague response</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>



# Exam programme & running order

Name \_\_\_\_\_

Subject \_\_\_\_\_ Grade \_\_\_\_\_

**Please write details of the items you are performing in your exam in the order you are presenting them and hand this slip to the examiner. Best wishes for an enjoyable and successful exam!**

**Year of syllabus** \_\_\_\_\_

List *	Number	Composer	Title

**Singers only:** unaccompanied traditional song: \_\_\_\_\_

**Percussion (Combined) only:** technical requirements on: \_\_\_\_\_

\* Leave blank for Snare Drum, Timpani and Tuned Percussion