

## **Grade 1**

1. To clap the pulse of a piece played by the examiner, and to identify whether it is in two time or three time.
2. To sing as 'echoes' three phrases played by the examiner.
3. To identify where a change in pitch occurs during a phrase played by the examiner.
4. To answer questions about two features of a piece played by the examiner.

## **Grade 2**

1. To clap the pulse of a piece played by the examiner, and to identify whether it is in two time or three time.
2. To sing as 'echoes' three phrases played by the examiner.
3. To identify a change in either pitch or rhythm during a phrase played by the examiner.
4. To answer questions about two features of a piece played by the examiner.

## **Grade 3**

1. 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.
2. To sing as 'echoes' three phrases played by the examiner.
3. To identify a change in either pitch or rhythm during a phrase played by the examiner.
4. To answer questions about two features of a piece played by the examiner.

## **Grade 4**

1. To sing or play from memory a melody played twice by the examiner.
2. To sing five notes from score in free time.
3. (i) To answer questions about two features of a piece played by the examiner.  
(ii) To clap the rhythm of the notes in an extract from the same piece, and to identify whether it is in two time, three time or four time.

## **Grade 5**

1. To sing or play from memory a melody played twice by the examiner.
2. To sing six notes from score in free time.
3. (i) To answer questions about two features of a piece played by the examiner.  
(ii) To clap the rhythm of the notes in an extract from the same piece, and to identify whether it is in two time, three time or four time.

## Grade 6

1. To sing or play from memory the *upper* part of a two-part phrase played twice by the examiner.
2. To sing a melody from score, with an accompaniment played by the examiner.
3. To identify the cadence at the end of a phrase as perfect or imperfect.
4. (i) To answer questions about two features of a piece played by the examiner.  
(ii) To clap the rhythm of the notes in an extract from the same piece, and to identify whether it is in two time, three time or four time.

## Grade 7

1. To sing or play from memory the *lower* part of a two-part phrase played twice by the examiner.
2. To sing the *upper* part of a two-part phrase from score, with the lower part played by the examiner.
3. (i) To identify the cadence at the end of a phrase as perfect, imperfect or interrupted.  
(ii) To identify the two chords forming the above cadence.  
(iii) To identify whether the modulation at the end of a different passage is to the dominant, subdominant or relative minor.
4. (i) To answer questions about two features of a piece played by the examiner.  
(ii) To clap the rhythm of the notes in an extract from the same piece, and to identify whether it is in two time, three time, four time or 6/8 time.

## Grade 8

1. (i) To sing or play from memory the *lowest* part of a three-part phrase played twice by the examiner.  
(ii) To identify the cadence at the end of a continuing phrase as perfect, imperfect, interrupted or plagal.  
(iii) To identify the three chords (including their positions) forming the above cadential progression.
2. To sing the *lower* part of a two-part phrase from score, with the upper part played by the examiner.
3. To identify whether the modulations at the end of two different passages are to the dominant, subdominant or relative minor/major.
4. To describe the characteristic features of a piece played by the examiner.