

## PRACTICAL MUSIC GRADES



### **BOWED STRINGS**

#### Viola Syllabus

from 2024



# Qualification Specification: Practical Music Bowed Strings (Viola) from 2024

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# 1. Introduction

## About ABRSM

At ABRSM we aim to support learners and teachers in every way we can. One way we do this is through the provision of high quality and respected music qualifications. These exams provide clear goals, reliable and consistent marking, and guidance for future learning and, with backing from four Royal Schools of Music in the UK, are valued and trusted around the world.

We offer qualifications and assessments for a range of instruments (including singing) and genres, as well as for Music Theory and Practical Musicianship. Our syllabuses are based on core musical skills – listening, performing, reading, writing, musical knowledge and understanding, and improvising. Together these skills give learners a good foundation for their musical development and a range of different musical activities.

Taking an exam is an exciting challenge with many benefits for learners and we do everything we can to make the experience positive and rewarding. We work closely with specialists, teachers and examiners to provide syllabuses of the highest quality with a wide variety of pieces and songs to choose from. We train our expert examiners to ensure that all candidates are rewarded and recognised for their musical achievements during the assessment. Using our clear, easy-to-understand marking criteria examiners can assess all candidates reliably, objectively and consistently. Finally, candidates receive a mark form containing valuable feedback, with a celebratory certificate for everyone who passes.

We hope our syllabuses inspire and support your music learning or teaching and wish you every success for your musical journey!

### Our mission

Our mission is to enrich lives by inspiring musical achievement around the world. We do this in partnership with four Royal Schools of Music: Royal Academy of Music, Royal College of Music, Royal Northern College of Music and Royal Conservatoire of Scotland.

We are passionate about music, its value as an art form and the importance of music education. We believe that being involved with music gives people unique, positive experiences with life-long benefits.

We offer face-to-face and digital exams, sheet music, recordings, apps and courses for students and teachers across the world. As a charity our donations encompass a range of grants, scholarships, awards, prizes and bursaries for organisations and individuals. All promote music education and support achievement, progression, creativity, diversity, inclusion, sustainability and leadership in music education.

### Who we are

We are the Associated Board of the Royal Schools of Music (ABRSM), a company registered in England and Wales (company registration number 1926395) and a registered charity (charity registration number 292182). Our registered office is at 4 London Wall Place, London EC2Y 5AU.

Find out more at [www.abrsm.org](http://www.abrsm.org).

## About this qualification specification

### What it covers

This specification provides all the relevant requirements and information teachers, candidates, parents and organisations need in order to prepare for the following qualifications in the subjects and grades covered in Section 3:

- ABRSM Entry Level Award in Practical Music (Initial Grade) (Entry 3)
- ABRSM Level 1 Award in Practical Music (Grades 1, 2 and 3)
- ABRSM Level 2 Certificate in Practical Music (Grades 4 and 5)
- ABRSM Level 3 Certificate in Practical Music (Grades 6, 7 and 8).

It also provides information on how the exams will be assessed, their learning outcomes, and regulated qualification details.

Further details, as well as administrative information about the exams, are given in ABRSM's Exam Regulations ([www.abrsm.org/examregulations](http://www.abrsm.org/examregulations)) which should be read before making an exam booking.

### Validity of this specification

This specification is valid from 1 January 2024 until further notice.

We may update this specification from time to time, but will not make changes to the syllabus (Section 3) other than in exceptional circumstances. In such cases, advance notice of any changes will be posted on our website, as will advance notice of any planned syllabus refreshes. The latest version of this specification will be available from [www.abrsm.org/exams](http://www.abrsm.org/exams).

## About our Practical Music qualifications

### Qualification objectives

Our Practical Music qualifications are designed for learners to demonstrate a combination of performance and other all-round musical skills and knowledge. Each grade is progressive and represents a new challenge for the learner, providing motivation and structure to develop and hone their musical skills.

Exams allow learners to receive formal recognition of the level of mastery they have achieved, and feedback to support their learning journey. Practical Music qualifications further allow learners to be rewarded and recognised for their skills in performing pieces as well as technique, notation, listening and musical perception.

### Who the qualifications are for

These qualifications are intended for learners who are interested in developing and demonstrating their all-round musical skills. Learners may be entered at any age, but those entering for a Grade 6, 7 or 8 must fulfil the prerequisite detailed on page 10.

Every effort has been made to feature a broad range of repertoire to suit and appeal to candidates of different ages, backgrounds and interests. We are committed to providing fair access to our assessments by putting in place access arrangements and reasonable adjustments for candidates with specific needs.

### Structure

Each Practical Music qualification has been carefully designed to assess all-round musical skills – technique, notation reading, listening and musical perception – as well as knowledge,

understanding and creativity. At all grades, these creative skills are demonstrated through playing of repertoire and by completing the supporting tests. Collectively, these skills enable candidates to progress to higher grades, further education, employment and other qualifications in the creative arts sector.

Candidates are required to play three Pieces from set repertoire lists and a selection of technical work, and to respond to an unseen Sight-reading test and a series of Aural tests. Marks for each component are differently weighted (the three Pieces are the same) and are awarded to each component individually.

### **Progression route**

ABRSM Practical Music qualifications are available from Grade 1 to Grade 8, and in some subjects from Initial Grade. Each grade progresses from the previous in their level of demand. The syllabus in Section 3 of this specification details the grades available for individual subjects. It is not a requirement for any candidate to complete one grade before moving on to the next although there is a prerequisite for entering a Grade 6, 7 or 8 exam (see below).

Practical Music qualifications embed from the earliest grades the importance of developing a wide range of musicianship skills, including performing repertoire and technical work, and responding to previously unseen Sight-reading and Aural tests.

Practical Music candidates may, during their learning journey, wish to focus on their performance skills and progress across to our Music Performance suite of qualifications. These qualifications are designed for learners to demonstrate a combination of key performance-related skills such as instrumental technique and control, musical interpretation, communication, and delivery. Each grade is progressive and represents a new challenge for the learner, providing motivation and structure to hone and refine their performance skills. Music Performance qualifications further allow learners to be rewarded and recognised for their skills in delivering a whole performance, communicating musically over a sustained programme.

The nature of both sets of qualifications makes them an ideal platform from which to progress to ABRSM's diploma offer, beginning with the performance-only ARSM. ARSM gives candidates greater flexibility and responsibility in programme building as well as providing further opportunity to develop performance technique and interpretative skills while extending their repertoire.

Through a combination of live and written components, candidates at DipABRSM (Music Performance), and the higher LRSM and FRSM levels, demonstrate their performance, communication and research skills, as well as their musical knowledge and understanding. DipABRSM progresses to LRSM level and LRSM to FRSM. Further details of these can be found in Section 6 of this specification and at [www.abrsm.org/diplomas](http://www.abrsm.org/diplomas).

### **Prerequisite**

We believe that a thorough understanding of the elements of music is essential for a full and satisfying performance at the higher grades. Our Music Theory graded exams assess candidates on their ability to identify, use and manipulate musical symbols, to study extracts and to answer questions about the elements of music. We also offer Practical Musicianship exams where, in developing their musicianship skills, candidates gain the understanding as well as the expressive and interpretative skills needed to master the musical language of the repertoire they are learning. A pass at ABRSM Grade 5 or above is required in either Music Theory, Practical Musicianship or any Practical Music solo Jazz instrument before learners can enter for a Grade 6, 7 or 8 Practical Music or Music Performance exam.

## Regulation and UCAS points (UK)

### Our regulators

ABRSM Practical Music, Music Performance and Music Theory grades, and higher-level qualifications (diplomas) are regulated in the UK by:

- Office of Qualifications and Examinations Regulation (Ofqual)
- Qualifications Wales
- Council for Curriculum, Examinations and Assessment (CCEA Regulation)

For further information, see [www.abrsm.org/regulation](http://www.abrsm.org/regulation).

### The Regulated Qualifications Framework (RQF)

All our regulated qualifications can be found on the RQF. There are nine qualification levels in the framework, labelled in order of difficulty from Entry Level to Level 8. For further information, visit <https://register.ofqual.gov.uk>.

### Entry to higher education

In the UK, ABRSM's Grades 6 to 8 in Practical Music and Music Performance can contribute towards entry into higher education through the allocation of UCAS points; the table below shows the UCAS Tariff value of these grades. For further information visit [www.ucas.com](http://www.ucas.com).

Qualification/Level	Pass	Merit	Distinction
Grade 6	8	10	12
Grade 7	12	14	16
Grade 8	18	24	30

## Regulated qualification details

### Qualification titles

The table below shows the regulated titles and qualification numbers of our Practical Music qualifications. Further information can be found at <https://register.ofqual.gov.uk>.

Qualification Number	Qualification Title
603/6405/1	ABRSM Entry Level Award in Practical Music (Initial Grade) (Entry 3)
603/6406/3	ABRSM Level 1 Award in Practical Music (Grade 1)
603/6407/5	ABRSM Level 1 Award in Practical Music (Grade 2)
603/6408/7	ABRSM Level 1 Award in Practical Music (Grade 3)
603/6409/9	ABRSM Level 2 Certificate in Practical Music (Grade 4)
603/6410/5	ABRSM Level 2 Certificate in Practical Music (Grade 5)
603/6411/7	ABRSM Level 3 Certificate in Practical Music (Grade 6)
603/6412/9	ABRSM Level 3 Certificate in Practical Music (Grade 7)
603/6413/0	ABRSM Level 3 Certificate in Practical Music (Grade 8)

**Qualification size**

The table below describes the size of the Practical Music qualifications by showing the amount of time that a candidate would typically need to spend preparing for them:

- Under the guidance of a teacher (Guided Learning Hours);
- Under the guidance of a teacher and time spent preparing independently (Total Qualification Time);

and:

- The assigned credit value (which denotes the size of the qualification).

Level	Guided Learning Hours* (GLH)	Total Qualification Time* (TQT)	Credits
Initial Grade	8	40	4
Grade 1	12	60	6
Grade 2	18	90	9
Grade 3	18	120	12
Grade 4	24	150	15
Grade 5	24	180	18
Grade 6	36	220	22
Grade 7	48	270	27
Grade 8	54	320	32

\* The Guided Learning Hours and Total Qualification Time are estimates of the average amount of time that it might take a candidate to prepare for these qualifications, and should be used as guidance only; it is recognised that there will be variance dependent on each individual's level of experience and ability.



## Regulation (Europe)

The European Qualifications Framework (EQF) is an overarching framework that links the qualifications of different countries together and allows for comparison and translation. The EQF has eight levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualifications Framework (RQF), although they are similar.

The following table shows the level of each of ABRSM's Practical Music qualifications on the RQF and the EQF.

Qualification	RQF Level	EQF Level
Initial Grade	Entry Level (Level 3)	Level 1
Grade 1		
Grade 2	Level 1	Level 2
Grade 3		
Grade 4	Level 2	Level 3
Grade 5		
Grade 6	Level 3	Level 4
Grade 7		
Grade 8		

## Regulation (Rest of world)

Information on how ABRSM exams are recognised in individual countries can be found at [www.abrsm.org/regulation](http://www.abrsm.org/regulation).

## Qualification title referencing

The qualifications covered by this specification are:

- ABRSM Entry Level Award in Practical Music (Initial Grade) (Entry 3)
- ABRSM Level 1 Award in Practical Music (Grades 1, 2 and 3)
- ABRSM Level 2 Certificate in Practical Music (Grades 4 and 5)
- ABRSM Level 3 Certificate in Practical Music (Grades 6, 7 and 8).

For ease of reading, 'Practical Grade(s)' is used in place of the full qualification titles throughout the remainder of this document. Similarly, when referring to our other suite of graded performance exams, 'Performance Grade(s)' is used in place of the full qualification titles.

## 2. Practical Grades

### Syllabuses

#### Syllabus validity

The Bowed Strings Practical Grades Syllabus is valid for exams from 1 January 2024 until further notice.

#### Syllabus amendments

Any updates to the syllabus – e.g. changes to publication details or other minor corrections or clarifications – will be posted at [www.abrsm.org/syllabuscorrections](http://www.abrsm.org/syllabuscorrections).

#### Syllabus overlap

In the first year of any revised Practical Grades syllabus, we offer an overlap period where candidates may play specific requirements from the preceding syllabus. Information on the length of the overlap period and the requirements that it applies to is given at [www.abrsm.org/overlap](http://www.abrsm.org/overlap).

Bowed Strings candidates worldwide may play their three pieces from the 2020–2023 Bowed Strings Syllabus until 31 December 2024. All pieces must be from the same syllabus – candidates may not present a mixture from old and new syllabuses.

#### The next syllabus

At the time of publication of this document, the next revision of the Bowed Strings Practical Grades Syllabus has not been scheduled. Advance notice of any planned changes will be posted at [www.abrsm.org/syllabusupdates](http://www.abrsm.org/syllabusupdates).

### Exam Regulations

When preparing for an exam, it is important to read ABRSM's Exam Regulations, which set out the rules for completing the exams listed in this specification. This information is available at [www.abrsm.org/examregulations](http://www.abrsm.org/examregulations).

### Malpractice and maladministration

We are committed to inspiring achievement in music. Our qualifications are used by thousands of people to support their music learning or teaching. Many people also use them when applying to study at further and higher education institutions. It is therefore vital that our qualifications remain a valuable and reliable measure of a candidate's skills and knowledge. We take any form of malpractice or maladministration very seriously.

- **Malpractice** is defined as any act that compromises or is an attempt to compromise the assessment process, the integrity of any qualification or the validity of a result or certificate. This also includes any act that damages our reputation or credibility as an awarding organisation.
- **Maladministration** is defined as any act that breaches the regulations through a mismanagement of administrative processes, particularly where such a breach could compromise the integrity of a qualification or assessment.

Applicants and candidates must follow the requirements set out in the relevant specification, Exam Regulations and all other ABRSM policies about the delivery of our exams. In cases where applicants or candidates have committed malpractice, a sanction or penalty may be given. Further information about our Malpractice and Maladministration Policy can be found at [www.abrsm.org/policies](http://www.abrsm.org/policies).

## Entry requirements

There are nine grades of Practical Grades exams for each bowed strings instrument. Candidates may be entered for any grade at any age. They do not need to have taken any earlier grade(s) in the same instrument. To enter for a Grade 6, 7 or 8 exam, candidates must already have passed one of the following:

- ABRSM Grade 5 (or above) in Music Theory
- ABRSM Grade 5 (or above) in Practical Musicianship
- ABRSM Grade 5 in any Practical Grades solo Jazz instrument

For full details, including a list of accepted alternatives, see [www.abrsm.org/prerequisite](http://www.abrsm.org/prerequisite).

## Exam booking

Details of exam dates, locations, fees and how to book an exam are available online at [www.abrsm.org/exambooking](http://www.abrsm.org/exambooking).

## Access (for candidates with specific needs)

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. There are a range of alternative tests and formats for Practical Grades. The Fair Access Guidelines are available at [www.abrsm.org/specificneeds](http://www.abrsm.org/specificneeds). Where a candidate's needs are not covered by the guidelines, each case is considered individually. Further information is available from the Access Co-ordinator ([accesscoordinator@abrsm.ac.uk](mailto:accesscoordinator@abrsm.ac.uk)) or from [www.abrsm.org/specificneeds](http://www.abrsm.org/specificneeds).

## Diversity

A number of pieces that have been included in some ABRSM syllabuses are now recognised as being problematic for a range of reasons. The most prominent of these are pieces with links to slavery, minstrel shows, or that come from other forms of entertainment that include racial prejudices and inappropriate stereotypes prevalent at that time. Many of these pieces have become part of the musical canon and global public consciousness without any real understanding or knowledge of their problematic history. As a result, they have been widely used in teaching, in publications and on exam syllabuses. These pieces are offensive and inappropriate, both when they originated and now, and are not a reflection of ABRSM's values.

As we all continue to educate ourselves in this area, we at ABRSM are becoming more aware and sensitive to these problematic associations and are committed to promoting music that reflects the values of a modern, fair and diverse society as we move forward.

ABRSM is committed to creating greater diversity, equality and inclusion in the field of music and we are actively working to achieve this across the organisation. Our Diversity Statement, and regular updates on progress, can be accessed at [www.abrsm.org/diversity-statement](http://www.abrsm.org/diversity-statement).

## Exam content

Practical Grades for Bowed Strings consist of six components – three Pieces, Scales and arpeggios, Sight-reading and Aural tests. Information on how marks are allocated is given on page 55.

# In the exam

## Examiners

Generally, there will be one examiner in the exam room for Practical Grades; however a second examiner may be present for training or quality assurance purposes.

Examiners may ask to look at the candidate's or accompanist's (where applicable) copy of the music before or after the performance of a piece; a separate copy is not required.

Examiners may stop the performance of a piece when they have heard enough to make a judgment.

## Order of the exam

The individual Practical Grades exam components may be taken in any order, at the candidate's choice, although it is preferable for accompanied pieces/duets (where applicable) to be performed consecutively at the beginning of the exam.

**Tuning:** At Initial Grade to Grade 5, the teacher or accompanist may tune the candidate's instrument (or advise on tuning) before the exam begins. At Grades 6 to 8, candidates must tune their instruments themselves. Examiners are unable to help with tuning.

**Seating:** Double Bass candidates should provide their own stool if required. A chair/stool will be provided for cello candidates at ABRSM public venues.

**Music stands:** All ABRSM public venues provide a music stand, but candidates are welcome to bring their own if they prefer. The examiner will be happy to help adjust the height or position of the stand.

## Instruments

ABRSM Public Venues provide an upright or grand piano. Candidates, other than pianists, must provide their own instrument (and any other equipment, e.g. footstools). Further detail on instruments is given in Section 3 of this specification.

## Exam timings

The timings in the table below show the approximate length of each Practical Grades Bowed Strings exam in minutes, including the candidate's entry and exit, and time for the examiner to finish the mark form between exams. Examiners may take more or less time than the given timings.

Grade	Initial Grade	Grade 1	Grades 2 & 3	Grades 4 & 5	Grade 6	Grade 7	Grade 8
Time (in mins)	12	12	14	17	20	25	30

# Special consideration

Special consideration is given to candidates who suffer temporary illness, injury or indisposition, or adverse circumstances at or near the time of the assessment that are beyond the candidate's control. This will not result in an adjustment to marks and will not change the assessment criteria applied by the examiner for the exam. Please refer to our Special Consideration Policy at [www.abrsm.org/policies](http://www.abrsm.org/policies).

### 3. Bowed Strings Practical Grades Syllabus from 2024

#### Introducing the syllabus

There are new set pieces in the Bowed Strings Practical Grades Syllabus from 2024.

- The repertoire lists have been refreshed rather than fully revised and include a mixture of new and retained pieces
- There is a greater choice of repertoire than before, with extended lists featuring music by a more diverse range of composers.

The Scales and arpeggios, Sight-reading and Aural test requirements stay the same as the preceding syllabus.

Some key exam information has also been updated or clarified, including in the wider Qualification Specification.

#### Practical Grades: requirements and information

***This syllabus is valid from 1 January 2024 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 Bowed Strings. 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 booking an exam.

#### Instruments

Candidates are required to perform on acoustic instruments (electric instruments are not allowed). Any size of instrument may be used; Viola candidates may play on a violin strung as a viola. Examiners apply the marking criteria (which include the assessment of pitch, tone and musical shaping) to assess musical outcomes without reference to the specific attributes of the instrument.

## 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
- List B pieces are more lyrical and invite expressive playing
- List C pieces reflect a wide variety of musical traditions, styles and characters.

At Initial Grade to Grade 3, there are opportunities to play duets. This is an activity that often occurs in lessons for beginners and helps build a strong sense of musical awareness as well as secure rhythm and pulse.

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 67 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:** A live piano or string (where the option is listed) accompaniment is required for all pieces, except those which are published as studies or unaccompanied works (these are marked **SOLO** in the syllabus list).

At Initial Grade to Grade 3, candidates may perform some or all of their pieces with a string accompaniment. Pieces that are published as duets (or with string accompaniment only) are marked **DUET** in the syllabus list. Candidates must play the upper part unless the syllabus specifies otherwise. Pieces that are published with piano and string accompaniment options are marked **DUET/PIANO** in the syllabus 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.

\* Candidates must choose at least one accompanied piece.

**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. 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 14.

**Interpreting the score:** Printed editorial suggestions such as fingering, bowing, 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.

**Vibrato:** The use and control of vibrato, and its effect on tone and shape, will be taken into account by examiners, who will be assessing the overall musical outcome. Pieces that are heavily reliant on vibrato for their full musical effect tend not to appear in the syllabus before around Grade 5.

**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 choose either option unless the repertoire list 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 directly 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 (and accompanists) 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 and accompanists 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). 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, hand position, co-ordination and fingerboard fluency. It also helps to develop pitch and interval awareness, familiarity with keys and their related patterns, and control of tone. 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:** For most major and minor scales (and double-stop scales in parallel sixths/octaves) candidates may choose between two rhythm patterns: even notes or long tonic. The scale to a fifth (Initial Grade) 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 found in this syllabus are given on pages 16–17. Fully notated versions of the requirements are published by ABRSM.

**Fingering:** Candidates may use any fingering that produces a successful musical outcome.

**Speed:** Bowing will generally dictate the tempi of slurred scales and arpeggios. Separately-bowed requirements should be played briskly, using no more than half the bow length. The speeds on pages 18–21 are given as a general guide.

**In the exam:** Initial Grade candidates must play all three requirements when asked for their scales. The examiner will prompt the keys/ranges where necessary.

At Grades 1 to 8, examiners will usually ask for at least one of each scale/arpeggio (etc.) type. They will ask for majors followed by minors within each type, and also ask to hear a balance of the separately-bowed and slurred requirements. When asking for requirements, examiners will specify:

- the key\* (including minor form – harmonic or melodic – in the Grades 6 to 8 scales) or the starting note
- separate bows or slurred (except for where the requirements are to be prepared with separate bows *only* – e.g. Grade 1 arpeggios).

\* 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.

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



## Scale and arpeggio patterns

The examples below clarify patterns and ranges found in this syllabus. The full requirements for each instrument and grade are listed on the relevant syllabus pages. See also page 15.

### Rhythm patterns for scales

For major scales (all grades) and minor scales (Grades 1 to 8), candidates may choose between two rhythm patterns: even notes or long tonic. (Chromatic scales must always be played with even notes.)

even notes

or

long tonic



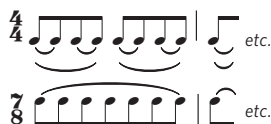
### Slurring patterns for scales

even notes

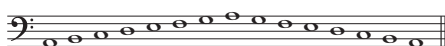
or

long tonic

2 quavers:  
2 beats:  
7 notes:



### Natural minor scale



### Scale to a fifth



### Dominant seventh (resolving on tonic)







### Double-stop scales

#### In broken steps





## Double-stop scales (cont.)

### In parallel



	even notes	or	long tonic
in sixths:			
in octaves:			

## Patterns for Double Bass only

### Scales to a sixth

even notes	or	long tonic
		

### Scales to a twelfth

even notes	or	long tonic
		

### Arpeggios to a twelfth



### Scale in broken thirds









































### Scale in running thirds









































## Scale and arpeggio speeds

The following speeds are given as a general guide:

VIOLIN		Grade/Speed *								
	pattern	Initial	1	2	3	4	5	6	7	8
Scales	 or	 = 46	 = 52	 = 58	 = 63	 = 69	 = 80	 = 92	 = 104	 = 120
Arpeggios			 = 104	 = 116	 = 40	 = 42	 = 44	 = 46	 = 48	 = 50
Chromatic scales					 = 63	 = 69	 = 80	 = 60	 = 104	 = 120
Dom. & Dim. 7ths*						 = 63	 = 66	 = 69	 = 72	 = 76
Double-stop scales (in broken steps)								 = 92	 = 104	 = 120
Double-stop scales (in parallel)										 = 72





































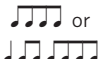

\* Dim 7ths from Grade 5

The following speeds are given as a general guide:

VIOLA		Grade/Speed *								
	pattern	Initial	1	2	3	4	5	6	7	8
<b>Scales</b>	 or									
<b>Arpeggios</b>										
<b>Chromatic scales</b>										
<b>Dom. &amp; Dim. 7ths*</b>										
<b>Double-stop scales</b> (in broken steps)										
<b>Double-stop scales</b> (in parallel)										

































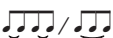





\* Dim 7ths from Grade 5

The following speeds are given as a general guide:

CELLO		Grade/Speed *								
	pattern	Initial	1	2	3	4	5	6	7	8
<b>Scales</b>	 or									
<b>Arpeggios</b>										
<b>Chromatic scales</b>										
<b>Dom. &amp; Dim. 7ths*</b>										
<b>Double-stop scales</b> (in broken steps)										
<b>Double-stop scales</b> (in parallel)										

\* Dim 7ths from Grade 5

The following speeds are given as a general guide:

DOUBLE BASS		Grade/Speed *								
	pattern	Initial	1	2	3	4	5	6	7	8
Scales	 or									
Arpeggios										
Chromatic scales										
Dom. & Dim. 7ths*										
Scale in broken and running thirds ♦										
Double-stop scales (in broken steps)										

\* Dim 7ths from Grade 5

♦ Scale in broken thirds (Grade 6) and in running thirds (Grade 8)

## Sight-reading

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.

**Parameters:** The table on page 23 shows the elements that are introduced at each grade.

**Fingering:** Any fingering shown on the test is for guidance only. Candidates are welcome to use any fingering that produces a successful musical outcome.

**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:** Full details of the Aural tests are given on pages 43–50.

**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 tables on pages 23–24 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 22.

	Length (bars)	Time	Other features that may be included
Initial	4	4/4	<ul style="list-style-type: none"> <li>1st position</li> <li>♩ and ♪ note values; ♯ rests</li> <li>notes separately bowed</li> <li><i>mf</i></li> </ul>
	6	2/4	
Grade 1	4	3/4	<ul style="list-style-type: none"> <li>♩ and ♪ note values</li> <li><i>f</i> and <i>p</i></li> <li><i>Double Bass</i>: 1st or half position, at candidate's choice</li> </ul>
Grade 2	8		<ul style="list-style-type: none"> <li>♩, ♪, ♯ rests</li> <li>simple two-note slurs</li> <li><i>mp</i>; <i>cresc.</i> and <i>dim.</i> hairpins</li> <li><i>Double Bass</i>: 1st position only</li> </ul>
Grade 3			<ul style="list-style-type: none"> <li>accidentals (within minor keys)</li> <li>♩, ♪ and ♪ note values; simple semiquaver patterns; ♯ rests</li> <li>tied notes</li> <li>staccato; <i>pizzicato</i> (at end)</li> <li><i>Double Bass</i>: half or 1st position, at examiner's choice</li> </ul>
Grade 4	c. 8	6/8	<ul style="list-style-type: none"> <li>shifts between: <ul style="list-style-type: none"> <li><i>Violin &amp; Viola</i>: 1st and 3rd positions</li> <li><i>Cello</i>: 1st and 4th positions</li> <li><i>Double Bass</i>: half, 1st and 3rd positions (no more than two positions per test)</li> </ul> </li> <li>chromatic notes</li> <li>anacrusis</li> <li>hooked bowing</li> <li>tenuto, accents</li> <li>pause sign</li> <li><i>pp</i> and <i>ff</i></li> </ul>
Grade 5	c. 8–16		<ul style="list-style-type: none"> <li>shifts as required to cover range</li> <li>simple syncopation</li> <li>changes between <i>arco</i> and <i>pizzicato</i></li> <li>slowing of tempo (at end)</li> <li><i>Violin, Viola &amp; Cello</i>: simple chords (at end)</li> </ul>
Grade 6	c. 12–16	9/8	<ul style="list-style-type: none"> <li>triplet patterns</li> <li>slowing of tempo followed by <i>a tempo</i></li> <li><i>Viola</i>: treble clef</li> <li><i>Double Bass</i>: simple chords (at end)</li> </ul>
		5/8	
		5/4	
Grade 7	c. 16–20	7/8	<ul style="list-style-type: none"> <li><i>Violin &amp; Viola</i>: left-hand <i>pizzicato</i></li> <li><i>Cello &amp; Double Bass</i>: tenor clef</li> </ul>
		7/4	
Grade 8	c. 16–24	12/8	<ul style="list-style-type: none"> <li>acceleration of tempo</li> <li>simple ornaments</li> <li><i>Violin</i>: 8va sign</li> <li><i>Cello</i>: left-hand <i>pizzicato</i></li> <li><i>Cello &amp; Double Bass</i>: treble clef</li> </ul>



KEYS MAJORS minors *	Violin	Viola	Cello	Double Bass ♦
<b>Initial Grade</b>	D, A	G, D	G, D	G, D
<b>Grade 1</b>	—	—	—	G, D or F, B♭ ◇
<b>Grade 2</b>	G e	C a	C a	C, G, D a
<b>Grade 3</b>	C, F, B♭ a, d, g	F, B♭, E♭ d, g, c	A, F, B♭ d, g	F, B♭ b
<b>Grade 4</b>	E♭	A	E♭ c	A e, d
<b>Grade 5</b>	E, A♭ b, c	E, A♭ e, f♯	e	g
<b>Grade 6</b>	c♯	f	—	E♭ c
<b>Grade 7</b>	f♯	b, c♯	E, A♭ b, f	E f♯
<b>Grade 8</b>	B, D♭ f	B, D♭	f♯	A♭ f

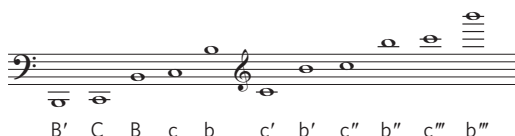
RANGES §	Violin	Viola	Cello	Double Bass
<b>Initial Grade</b>	d'-g', a'-d''	g-c', d'-g'	G-c, d-g	g-b, d-f♯
<b>Grade 1</b>	d'-a''	g-d''	G-d'	d-b or F-f ◇
<b>Grade 2</b>	g-a''	c-d''	C-d'	E-b
<b>Grade 3</b>	g-b''	c-e''	C-d'	E-b
<b>Grade 4</b>	g-d'''	c-g''	C-g'	E-d'
<b>Grade 5</b>	g-e'''	c-a''	C-a'	E-e'
<b>Grade 6</b>	g-e'''	c-a''	C-a'	E-g'
<b>Grade 7</b>	g-g'''	c-b''	C-b♭'	E-a'
<b>Grade 8</b>	g-a'''	c-c'''	C-d''	E-c''

\* Minors – natural form at Grade 2, any form from Grade 3

♦ Keys cumulative from Grade 2

◇ 1st or half position, at candidate's choice

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



## INITIAL GRADE

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Vivaldi	Autumn (from <i>The Four Seasons</i> , Op. 8), arr. K. & D. Blackwell	Viola Exam Pack from 2024, Initial Grade (ABRSM)
	2 Trad. English	The Old Woman and the Pedlar, arr. Bullard	Viola Exam Pack from 2024, Initial Grade (ABRSM)
	3 Trad. Welsh	Pwt ar y Bys, arr. Gritton	Viola Exam Pack from 2024, Initial Grade (ABRSM)
	4 Kathy & David Blackwell	Beach Holiday	Viola Time Starters (OUP) ☉
	5 Kathy & David Blackwell	More Mini Mozart <i>with repeat using bowing variation 2</i>	No. 68 from Viola Time Starters (OUP) ☉
	6 Katherine & Hugh Colledge	Knickerbocker Glory (No.10 from <i>Waggon Wheels</i> )	Katherine & Hugh Colledge: Waggon Wheels for Viola (Boosey & Hawkes)
	7 Cutter	Little March, arr. C. & K. Sassmannshaus <i>ending at b. 20</i> <b>DUET/PIANO</b>	Viola Recital Album, Vol. 1 (Bärenreiter)
	8 Trad. German	Lightly Row, arr. C. & K. Sassmannshaus <i>ending at b. 16</i> <b>DUET/PIANO</b>	Viola Recital Album, Vol. 1 (Bärenreiter)
	9 Trad.	Go Tell Aunt Rhody, arr. Suzuki, Stuen-Walker & trans. Preucil <b>DUET/PIANO</b>	Suzuki Viola School, Vol. 1 (Alfred) ☉
	10 Trad.	Secret Agents, arr. Davey, Hussey & Sebba <i>with repeat</i> <b>DUET/PIANO</b>	Abracadabra Viola (Third Edition) (Collins Music) ☉
	11 Kathy & David Blackwell	City Lights <b>DUET/PIANO</b>	Viola Time Joggers (OUP) ☉
	12 S. Nelson	Choo chug-a-chug <i>'E' version</i> <b>DUET/PIANO</b>	P.22 from Tetratunes for Viola (Boosey & Hawkes) ☉
	13 Mark Wilson & Paul Wood	Oh, What a Day!	No. 38 from Mark Wilson & Paul Wood: Stringtastic Beginners for Viola (Faber)
<b>B</b>	1 Althea Talbot-Howard	The Knights' Pavane	Viola Exam Pack from 2024, Initial Grade (ABRSM)
	2 Taki	New Year, arr. Litten	Viola Exam Pack from 2024, Initial Grade (ABRSM)
	3 Trad. French	Au clair de la lune, arr. Bullard	Viola Exam Pack from 2024, Initial Grade (ABRSM)
	4 Kathy & David Blackwell	Rowing Boat <b>DUET/PIANO</b>	Viola Time Joggers (OUP) ☉
	5 Katherine & Hugh Colledge	Waterfall (No. 9 from <i>Waggon Wheels</i> )	Katherine & Hugh Colledge: Waggon Wheels for Viola (Boosey & Hawkes)
	6 Thomas Gregory	Footprints in the Snow	Vamoosh Viola, Book 1 (Vamoosh) ☉
	7 Huws Jones	Gone for Good (No.12 from <i>Ten O'Clock Rock</i> )	Huws Jones: Ten O'Clock Rock for Viola (Boosey & Hawkes) ☉
	8 S. Nelson	I am a River	The Essential String Method, Viola Book 2 (Boosey & Hawkes) ☉
	9 S. Nelson	Swingalong <i>'E' version</i> <b>DUET/PIANO</b>	P.16 from Tetratunes for Viola (Boosey & Hawkes) ☉
	10 Trad. French	French Folk Song, arr. Suzuki & trans. Preucil	Suzuki Viola School, Vol. 1 (Alfred) ☉
	11 Katherine & Hugh Colledge	Hills and Dales (No.11 from <i>Waggon Wheels</i> )	Katherine & Hugh Colledge: Waggon Wheels for Viola (Boosey & Hawkes)
	12 Jemima Oosthuizen	Ladybird Laze <i>with repeat</i>	Jemima Oosthuizen: Bees in the Belfry for Viola (Wild Music Publications)
	13 Mark Wilson & Paul Wood	Music for a Rainy Day	No. 27 from Mark Wilson & Paul Wood: Stringtastic Beginners for Viola (Faber) ☉
<b>C</b>	1 Nancy Litten	Crunch Time	Viola Exam Pack from 2024, Initial Grade (ABRSM)
	2 Trad. American	Let us chase the squirrel, arr. K. & D. Blackwell	Viola Exam Pack from 2024, Initial Grade (ABRSM)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
3 Trad. German	Kuckuck, Kuckuck, ruft's aus dem Wald, arr. Blackwell	Viola Exam Pack from 2024, Initial Grade (ABRSM)
4 Kathy & David Blackwell	Rhythm Fever <b>DUET/PIANO</b>	Viola Time Joggers (OUP) ☉
5 Thomas Gregory	Walk on Mars! <i>slides optional; with DC, as in accomp.</i>	Vamoosh Viola, Book 1 (Vamoosh) ☉
6 Anita Hewitt-Jones & Caroline Lumsden	Have a Cup of Tea (from <i>Bread and Butter Pudding</i> )	Lumsden & Hewitt-Jones: Bread and Butter Pudding (Musicland)
7 Huws Jones	Ink-Spot (No.11 from <i>Ten O'Clock Rock</i> )	Huws Jones: Ten O'Clock Rock for Viola (Boosey & Hawkes) ☉
8 Huws Jones	Ten O'Clock Rock (No. 9 from <i>Ten O'Clock Rock</i> )	Huws Jones: Ten O'Clock Rock for Viola (Boosey & Hawkes) ☉
9 Caroline Lumsden & Pam Wedgwood	Jungle Footprints (from <i>Jackaroo</i> ) <i>scream optional</i>	Lumsden & Pam Wedgwood: Jackaroo for Viola (Faber)
10 Trad. German	Pit a Pat Rain, arr. C. & K. Sassmannshaus <b>DUET/PIANO</b>	Viola Recital Album, Vol. 1 (Bärenreiter)
11 Kathy & David Blackwell	In the Groove <b>DUET/PIANO</b>	Viola Time Joggers (OUP) ☉
12 Celia Cobb & Naomi Yandell	On the Go (No. 5 from <i>Cool Beans</i> ) <b>DUET</b>	Celia Cobb & Naomi Yandell: Cool Beans Viola Duets (Stainer & Bell)
13 Paul Harris & Jessica O'Leary	Dance of the Broken Bridge	Viola Basics (Faber)

**SCALES:** from memory; for further details (including examples) see pages 15, 16–17 & 19

RANGE		REQUIREMENTS
<b>SCALES</b>		
G, D majors	<i>starting on open strings</i>	1 oct. separate bows; even notes or long tonic, at candidate's choice
A minor	<i>starting on bottom A</i>	a 5th separate bows; even notes

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23–24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 44

# **GRADE 1**

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Kathy & David Blackwell	Patrick's Reel <b>DUET/PIANO</b>	Viola Time Joggers (OUP) ☉
	2 Byrd	La Volta (from <i>Fitzwilliam Virginal Book</i> ), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
	3 J. Clarke	Minuet, arr. Brodsky	Early Music for Viola (EMB Zeneműkiadó)
	4 Losy	Bourrée, arr. Brodsky	Early Music for Viola (EMB Zeneműkiadó)
	5 Katherine & Hugh Colledge	Polka Dots (No.15 from <i>Waggon Wheels</i> )	Katherine & Hugh Colledge: Waggon Wheels for Viola (Boosey & Hawkes)
	6 Handel	Menuet (from <i>Music for the Royal Fireworks</i> , HWV 351), arr. Salter	Starters for Viola (ABRSM)
	7 Purcell	Rigadoon, arr. Nelson <i>with repeat</i>	Piece by Piece 1 for Viola (Boosey & Hawkes)
	8 Trad.	Dance to your daddy, arr. Nelson	Piece by Piece 1 for Viola (Boosey & Hawkes)
	9 Suzuki	Allegretto, trans. Preucil & arr. Stuen-Walker <b>DUET/PIANO</b>	Suzuki Viola School, Vol. 1 (Alfred) ☉
	10 Trad. English	London Bridge, arr. Sparke	Starter Solos for Viola (Anglo Music)
	11 Celia Cobb & Naomi Yandell	Pony Trek (No. 5 from <i>Top Banana</i> )	Celia Cobb & Naomi Yandell: Top Banana for Viola (Stainer & Bell) ☉
	12 Chevalier de Saint-Georges	Chevalier's Rondeau (from <i>String Quartet</i> , Op.1 No.3), arr. K. & D. Blackwell <b>DUET/PIANO</b>	Viola Mix 1 (ABRSM)*
	13 Sancho	Gavotta, arr. K. & D. Blackwell <b>DUET/PIANO</b>	Viola Mix 1 (ABRSM)*
<b>B</b>	1 Beethoven	Hymn to Joy (from <i>Symphony No. 9</i> ), arr. Wilkinson & Hart	First Repertoire for Viola, Book 1 (Faber)
	2 Kathy & David Blackwell	Rocking Horse <b>DUET/PIANO</b>	Viola Time Joggers (OUP) ☉
	3 Katherine & Hugh Colledge	Full Moon (No. 22 from <i>Waggon Wheels</i> )	Katherine & Hugh Colledge: Waggon Wheels for Viola (Boosey & Hawkes)
	4 Katherine & Hugh Colledge	On the Wing (No. 25 from <i>Waggon Wheels</i> )	Katherine & Hugh Colledge: Waggon Wheels for Viola (Boosey & Hawkes)
	5 Elgar	Pomp and Circumstance March No. 4 (from Op. 39), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
	6 Eleanor Murray & Sebastian Brown	Melody (No. 3 from <i>Tunes for my Viola</i> )	Murray & Brown: Tunes for my Viola (Boosey & Hawkes)
	7 Christopher Norton	Hebridean Song (No.11 from <i>Microjazz for Starters</i> ) <i>upper note optional in b. 21</i>	Christopher Norton: Microjazz for Starters for Viola (Boosey & Hawkes)
	8 Rodgers & Hammerstein	Edelweiss (from <i>The Sound of Music</i> ), arr. Davey, Hussey & Sebba <b>DUET/PIANO</b>	Abacadabra Viola (Third Edition) (Collins Music) ☉
	9 Philip Sparke	Modal Melody	Starter Solos for Viola (Anglo Music)
	10 Trad. Scottish	Skye Boat Song, arr. K. & D. Blackwell <i>with repeats</i> <b>DUET/PIANO</b>	String Time Starters for Viola (OUP) ☉
<b>C</b>	1 Mary Cohen	Rumba (No. 3 from <i>Dance Duets</i> ) <b>DUET</b>	Mary Cohen: Dance Duets for Viola (Faber)
	2 Thomas Gregory	Fiery Fiddler <i>with repeats</i>	Vamoosh Viola, Book 1 (Vamoosh) ☉
	3 Jim Henson & Sam Pottle	Muppet Show Opening, arr. Lawrance	Winners Galore for Viola (Brass Wind) ☉
	4 Huws Jones	Hen-Coop Rag, trans. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
	5 Alan Menken & Ashman	Under The Sea (from <i>The Little Mermaid</i> ), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)

☉ Accompaniment(s) published separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

\* Available from September 2023

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
6	S. Nelson	Flag Dance	Piece by Piece 1 for Viola (Boosey & Hawkes)
7	Christopher Norton	Popular Song (No.14 from <i>Microjazz for Starters</i> )	Christopher Norton: Microjazz for Starters for Viola (Boosey & Hawkes)
8	Trad.	What shall we do with the drunken sailor?, arr. Scott	Play it Again for Viola (Faber)
9	Trad. American	Yankee Doodle, arr. Sparke	Starter Solos for Viola (Anglo Music)
10	Celia Cobb & Naomi Yandell	Tango Waltz (No.12 from <i>Cool Beans</i> ) <b>DUET</b>	Celia Cobb & Naomi Yandell: Cool Beans Viola Duets (Stainer & Bell)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 15, 16–17 & 19

	RANGE	REQUIREMENTS
<b>SCALES</b>		
G, D majors <i>starting on open strings</i>	1 oct.	separate bows <i>or</i> slurred (2 quavers to a bow), at examiner's choice; even notes <i>or</i> long tonic, at candidate's choice
A natural minor		
C major	2 oct.	
<b>ARPEGGIOS</b>		
G, D majors <i>starting on open strings</i>	1 oct.	separate bows; even notes
A minor		
C major	2 oct.	

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23–24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 44

## GRADE 2

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 J. S. Bach	Rondeau (from <i>Orchestral Suite in B minor</i> , BWV 1067), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
	2 J. S. Bach	Minuet No. 3, arr. Suzuki & trans. Preucil	Suzuki Viola School, Vol. 1 (Alfred) ☉
	3 Besard	Ballet, arr. Brodzsky	Early Music for Viola (EMB Zeneműkiadó)
	4 M.-A. Charpentier	Prelude (from <i>Te Deum</i> ), arr. K. & D. Blackwell <span style="background-color: #ffeb3b;">DUET/PIANO</span>	Viola Time Runners (OUP) ☉
	5 Kenneth Jones	Bourrée	New Pieces for Viola, Book 1 (ABRSM)
	6 Krogmann	March, arr. C. & K. Sassmannshaus <span style="background-color: #ffeb3b;">DUET/PIANO</span>	Viola Recital Album, Vol. 2 (Bärenreiter)
	7 G. B. Martini	Gavotte, arr. Wilkinson & Hart	First Repertoire for Viola, Book 2 (Faber)
	8 Weber	Waltz, arr. Wilkinson & Hart	First Repertoire for Viola, Book 2 (Faber)
	9 Trad.	Hornpipe, arr. Lawrance	Winners Galore for Viola (Brass Wind) ☉
	10 Trad. Irish	Red-Haired Boy, arr. Huws Jones <i>viola melody</i> <span style="background-color: #ffeb3b;">DUET/PIANO</span>	The Fiddler Playalong Viola Collection (Boosey & Hawkes)
	11 Chevalier de Saint-Georges	Rondeau Theme (from <i>Sonata for Flute and Harp</i> ), arr. K. & D. Blackwell	Viola Mix 2 (ABRSM)*
	12 Christoph Sassmannshaus & Melissa Lusk	Tip Toe <span style="background-color: #ffeb3b;">DUET/PIANO</span>	Viola Recital Album, Vol. 2 (Bärenreiter)
<b>B</b>	1 Felipe Bajo	Habañera, arr. Wilkinson & Hart	First Repertoire for Viola, Book 2 (Faber)
	2 Kathy & David Blackwell	Farewell to Skye <span style="background-color: #ffeb3b;">DUET/PIANO</span>	Viola Time Sprinters (OUP) ☉
	3 A. Clarke	Dark-Haired Marie (No. 2 from <i>Four Love Songs</i> ), arr. Otty <i>piano to end at b. 24</i>	A. Clarke: Four Love Songs (SJ Music)
	4 Katherine & Hugh Colledge	The Misty Isle (No. 7 from <i>Shooting Stars</i> )	Katherine & Hugh Colledge: Shooting Stars for Viola (Boosey & Hawkes)
	5 Elgar	Andantino (No. 4 from <i>Very Easy Melodious Exercises in the First Position</i> , Op. 22)	Elgar: Six Very Easy Pieces in the First Position, Op. 22 (Bosworth)
	6 Edward Jones	Glwysen, arr. Huws Jones <i>viola melody</i> <span style="background-color: #ffeb3b;">DUET/PIANO</span>	The Fiddler Playalong Viola Collection (Boosey & Hawkes)
	7 Reinecke	Primula veris (No. 2 from <i>Zehn kleine stücke</i> , Op. 213), arr. Kreuzer <i>grace notes optional</i>	Reinecke: Ten Little Pieces for Viola and Piano, Op. 213 (Schott)
	8 Schubert	To Music, D. 547, arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
	9 Tchaikovsky	Old French Song (No. 16 from <i>Album pour enfants</i> , Op. 39), arr. Salter	Starters for Viola (ABRSM)
	10 Trad. North American	Simple Gifts, arr. Waterfield & Beach	O Shenandoah! for Viola (Faber)
	11 Barbara Arens	The Sorceress (from <i>Viola Collection I</i> )	Barbara Arens: Viola Collection I (Barbara Arens) ☉
	12 A. Beach	Pierrot and Pierrette (from <i>Children's Carnival</i> , Op. 25), arr. K. & D. Blackwell	Viola Mix 2 (ABRSM)*
	13 Celia Cobb & Naomi Yandell	Daydreamer (No. 11 from <i>Top Banana</i> )	Celia Cobb & Naomi Yandell: Top Banana for Viola (Stainer & Bell) ☉
<b>C</b>	1 Arlen & Harburg	We're off to see the wizard (from <i>The Wizard of Oz</i> ), arr. Davey, Hussey & Sebba <span style="background-color: #ffeb3b;">DUET/PIANO</span>	Abacadabra Viola (Third Edition) (Collins Music) ☉
	2 Bartók	Play Song (No. 9 from <i>44 Duos</i> ), trans. Maurice & Bigelow <span style="background-color: #ffeb3b;">DUET</span>	Bartók: 44 Duets for Two Violas (EMB Zeneműkiadó)
	3 Kathy & David Blackwell	Jacob's Dance <span style="background-color: #ffeb3b;">DUET/PIANO</span>	Viola Time Sprinters (OUP) ☉

☉ Accompaniment(s) published separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

☉ Digital only edition, available from publisher's website

\* Available from September 2023

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
4 Katherine & Hugh Colledge	Morris Dancers (No. 3 from <i>Shooting Stars</i> ) <i>with repeat</i>	Katherine & Hugh Colledge: Shooting Stars for Viola (Boosey & Hawkes)
5 Thomas Gregory	Smooth Operator	Vamoosh Viola, Book 2 (Vamoosh) ④
6 Laubach	Soldier's March, arr. C. & K. Sassmannshaus <i>lower note in double stops optional</i> <b>DUET/PIANO</b>	Viola Recital Album, Vol. 2 (Bärenreiter)
7 Philip Sparke	Pony and Trap	Skilful Solos for Viola (Anglo Music)
8 Stravinsky	Shrove-Tide Fair Themes (from <i>Petrushka</i> ), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
9 Trad.	Mango Walk, arr. Nelson	Piece by Piece 2 for Viola (Boosey & Hawkes)
10 Trad. American	Old Joe Clark, arr. Waterfield & Beach	O Shenandoah! for Viola (Faber)
11 Hannah M. Bartel	Rainy Daze (from <i>Kansas Memories Suite</i> ), arr. Cooper	Viola Music By Women – A Graded Anthology, Vol. 1 (Sleepy Puppy Press)
12 Celia Cobb & Naomi Yandell	Cool Beans (No.14 from <i>Cool Beans</i> ) <b>DUET</b>	Celia Cobb & Naomi Yandell: Cool Beans Viola Duets (Stainer & Bell)
13 Stéphanie Pons	Espièglerie	I Love My Alto (Leduc)
14 Trad. Ugandan	Dipidu, arr. K. & D. Blackwell	Viola Mix 2 (ABRSM)*

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 15, 16–17 & 19

	RANGE	REQUIREMENTS
SCALES		
F, B♭ majors		
C, G minors <i>starting on open strings</i> (natural or harmonic or melodic, at candidate's choice)	1 oct.	separate bows or slurred (2 quavers to a bow), at examiner's choice; even notes or long tonic, at candidate's choice
C, D, E♭ majors	2 oct.	
ARPEGGIOS		
F, B♭ majors		
C, G minors <i>starting on open strings</i>	1 oct.	separate bows; even notes
C, D, E♭ majors	2 oct.	

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23–24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 45

## GRADE 3

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Biber	Presto (from <i>Battalia</i> , C. 61), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
	2 M. Franck	Intrada (1st movt from <i>Suite de danses</i> ), arr. Sturzenegger	M. Franck: Suite de danses (Editions Marc Reift)
	3 Handel	Minuet No. 3 in F, trans. Applebaum	String Festival Solos for Viola, Vol. 2 (Alfred) ☉
	4 Jean Baptiste Loeillet	Cantabile (1st movt from <i>Sonata in C</i> , Op. 3 No.1), arr. Sturzenegger	Jean Baptiste Loeillet: Sonata for Viola (Editions Marc Reift)
	5 Mozart	German Dance, K. 600 No. 2, arr. Loy	Viola Music for Beginners (EMB Zeneműkiadó)
	6 Mozart	Minuet in D, arr. Preucil	Suzuki Viola School, Vol. 3 (Alfred) ☉
	7 S. Paxton	Sonata, arr. Gregory	Vamoosh Viola, Book 3 (Vamoosh) ☉
	8 Trad. English	English Folk Song, arr. C. & K. Sassmannshaus <i>lower note optional in bb. 9, 13 &amp; 24</i> <b>DUET/PIANO</b>	Viola Recital Album, Vol. 3 (Bärenreiter)
	9 Volti	Pas redouble, arr. C. & K. Sassmannshaus <b>DUET/PIANO</b>	Viola Recital Album, Vol. 3 (Bärenreiter)
	10 Vivaldi	At the Hearth (Winter from <i>The Four Seasons</i> ), arr. Arnold <i>trills optional</i>	The Young Violist, Vol. 2 (Viola World)
	11 Celia Cobb & Naomi Yandell	Kazotsky Kick (No.19 from <i>Top Banana</i> )	Celia Cobb & Naomi Yandell: Top Banana for Viola (Stainer & Bell) ☉
	12 F. Price	Rabbit Foot, arr. K. & D. Blackwell	Viola Mix 3 (ABRSM)*
	13 Winn	A Picture (No. 3 from <i>From the Carolina Hills</i> , Op.15), arr. Cooper	Viola Music By Women – A Graded Anthology, Vol. 1 (Sleepy Puppy Press)
<b>B</b>	1 Daphne Baker	Mist at Dawn (No. 2 from <i>Jungle Adventures</i> )	Daphne Baker: Jungle Adventures for Viola (Spartan Press)
	2 Bizet	Habanera (from <i>Carmen</i> ), arr. K. & D. Blackwell <b>DUET/PIANO</b>	Viola Time Sprinters (OUP) ☉
	3 G. Concone	Andante pastorale, arr. Gazda & Clark <b>DUET</b>	Compatible Duets for Strings, Vol. 2: Viola (Carl Fischer)
	4 Patsy Gritton	Floating (No.1 from <i>Character Pieces</i> , Book 1)	Patsy Gritton: Character Pieces, Book 1 (SJ Music)
	5 Jacob	When Autumn Comes	New Pieces for Viola, Book 1 (ABRSM)
	6 Mendelssohn	Song without Words, Op. 30 No.3, arr. Birtel	Classical Highlights for Viola (Schott)
	7 Reinecke	Bitte (No. 4 from <i>Zehn kleine stücke</i> , Op. 213), arr. Kreuzer	Reinecke: Ten Little Pieces for Viola and Piano, Op. 213 (Schott)
	8 Rieding	Andante (2nd movt from <i>Concerto in E minor</i> , Op. 35), trans. Sassmannshaus	Rieding: Concerto in B minor, Op. 35 (Bärenreiter)
	9 Howard Shore	In Dreams (from <i>The Lord of the Rings: The Fellowship of the Ring</i> ), arr. Galliford, Neuburg & Edmondson	Classic Movie Instrumental Solos for Viola (Alfred)
	10 Tchaikovsky	Waltz (from <i>The Sleeping Beauty</i> , Op. 66), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
	11 Jennifer Bowman	Waiting (No.12 from <i>Modern Mosaics</i> )	Jennifer Bowman: Modern Mosaics for Viola (80 Days Publishing)
	12 Carreño	Mi Teresita, arr. K. & D. Blackwell	Viola Mix 3 (ABRSM)*
	13 Winn	The Sunshine Lad (No. 4 from <i>From the Carolina Hills</i> , Op.15), arr. Cooper	Viola Music By Women – A Graded Anthology, Vol. 1 (Sleepy Puppy Press)
<b>C</b>	1 Bartók	Pillow Dance (No.14 from <i>44 Duos</i> ), trans. Maurice & Bigelow <b>DUET</b>	Bartók: 44 Duets for Two Violas (EMB Zeneműkiadó)
	2 Kathy & David Blackwell	Wild West <b>DUET/PIANO</b>	Viola Time Sprinters (OUP) ☉
	3 Katherine & Hugh Colledge	Stiffkey Blues (No.21 from <i>Shooting Stars</i> )	Katherine & Hugh Colledge: Shooting Stars for Viola (Boosey & Hawkes)

☉ Accompaniment(s) published separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

\* Available from September 2023



COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
4 G. & I. Gershwin, arr. Lamb & Meredith D. & D. Heyward	I got plenty o' nuttin' (from <i>Porgy and Bess</i> ), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 1 (ABRSM)
5 Huws Jones	Banana Skin (No. 5 from <i>Got those Position Blues?</i> )	Huws Jones: Got those Position Blues? (Faber)
6 S. Nelson	Toad in the Hole <i>without improvisation</i> <b>DUET/PIANO</b>	Technitunes for Viola (Boosey & Hawkes) ©
7 E. Pütz	Blue Waltz, arr. Birtel <i>grace notes optional</i>	Classical Highlights for Viola (Schott)
8 Philip Sparke	Could You Repeat That?	Skilful Solos for Viola (Anglo Music)
9 Trad. Klezmer	Hevenu Shalom Alechem, arr. Przystaniak <b>DUET</b>	That's Klezmer for Clarinets or Violas: Viola parts (Peters EP11109B)
10 C. Webster	Scherzo, trans. Gerald	Solos for Young Violists, Vol. 1 (Alfred)
11 Trad. Trinidad & Tobago	I Let Her Go Go, arr. A. & J. Oosthuizen <b>DUET</b>	Duets for Improvers for Two Violas (Wild Music Publications)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 15, 16–17 & 19

	RANGE	REQUIREMENTS
SCALES		
D♭, A♭, A majors	1 oct.	separate bows <i>or</i> slurred (2 quavers to a bow), at examiner's choice; even notes <i>or</i> long tonic, at candidate's choice
E♭, G majors	2 oct.	
D, G minors (harmonic <i>or</i> melodic, at candidate's choice)		
ARPEGGIOS		
D♭, A♭, A majors	1 oct.	separate bows <i>or</i> slurred (3 notes to a bow), at examiner's choice; even notes
E♭, G majors	2 oct.	
D, G minors		
CHROMATIC SCALE		
starting on G <i>open string</i>	1 oct.	separate bows; even notes

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23–24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 45

## GRADE 4

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Anon.	Chanson favorite d'Henri IV, arr. Bass & Harris	Time Pieces for Viola, Vol. 2 (ABRSM)
	2 Dittersdorf	German Dance, arr. Doktor	Solos for the Viola Player (G. Schirmer)
	3 Flackton	Siciliana (3rd movt from <i>Sonata No. 4 in C minor</i> , Op. 2 No. 8)	Flackton: Sonata No. 4 in C minor, Op. 2 No. 8 (Schott)
	4 B. Marcello	Allegretto (4th movt from <i>Sonata in E minor</i> , trans. Marchet	B. Marcello: Sonata in E minor for Viola (Stainer & Bell)
	5 B. Marcello	Allegretto, arr. Slokar & Luy	B. Marcello: Adagio-Largo-Allegretto (Editions Marc Reift)
	6 Mouret	Rondeau (from <i>Premier suite de fanfares</i> ), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
	7 Purcell	Rondeau (from <i>Abdelazar</i> ), arr. Arkell	Purcell: Rondeau from 'Abdelazar' for Viola (Fentone)
	8 Rameau	Riguadon, trans. Applebaum	String Festival Solos for Viola, Vol. 2 (Alfred) ©
	9 Rieding	Allegro moderato (1st movt from <i>Concerto in E minor</i> , Op. 35), trans. Sassmannshaus	Rieding: Concerto in B minor, Op. 35 (Bärenreiter)
	10 Tchaikovsky	March (from <i>The Nutcracker Suite</i> , Op. 71a), arr. Nelson	Piece by Piece 2 for Viola (Boosey & Hawkes)
<b>B</b>	1 Timothy Baxter	Idyll	New Pieces for Viola, Book 2 (ABRSM)
	2 Handel	How beautiful are the feet (from <i>Messiah</i> , HWV 56), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
	3 Verdi	Chorus of the Hebrew Slaves (from <i>Nabucco</i> ), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
	4 Haydn	Poco adagio (from <i>String Quartet, 'Emperor'</i> , Op. 76 No. 3), arr. Wilkinson & Hart	First Repertoire for Viola, Book 3 (Faber)
	5 MacDowell	To a Wild Rose (No. 1 from <i>Woodland Sketches</i> , Op. 51), arr. Birtel	MacDowell: To a Wild Rose, Op. 51/1 (Schott) or Classical Highlights for Viola (Schott)
	6 J. P. E. Martini	Plaisir d'amour, arr. Maganini	Concert Album for Viola (Edition Musicus)
	7 Schubert	The Trout, Op. 32, D. 550, arr. Bass & Harris	Time Pieces for Viola, Vol. 2 (ABRSM)
	8 Schumann	Träumerei (No. 7 from <i>Kinderszenen</i> , Op. 15), arr. Loy	Viola Music for Beginners (EMB Zeneműkiadó)
	9 Tartini	Sarabanda, arr. Loy	Viola Music for Beginners (EMB Zeneműkiadó)
	10 Shostakovich	Romance (from <i>The Gadfly</i> , Op. 97), arr. Otty	Shostakovich: Romance from 'The Gadfly', Op. 97 (SJ Music)
	11 Wendy Edwards Beardall-Norton	Introspection (No. 7 from <i>So Here We Are Again</i> )	Wendy Edwards Beardall-Norton: So Here We Are Again for Viola (80 Days Publishing)
	12 Chaminade	Canzonetta (No. 3 from <i>Album des enfants</i> , Op. 123), arr. Spence	Chaminade: Six Pieces from Opus 123 (Piper)
<b>C</b>	1 Baratto	Paprika (Csárdás)	Baratto: Paprika (Csárdás) for Viola (Editions Marc Reift)
	2 Timothy Baxter	Alla greco	New Pieces for Viola, Book 2 (ABRSM)
	3 Farrés	Quizás, quizás, quizás, arr. Huws Jones <i>viola melody</i>	The Fiddler Playalong Viola Collection (Boosey & Hawkes)
	4 G. M. Rodríguez	La cumparsita, arr. Huws Jones <i>viola melody</i>	The Fiddler Playalong Viola Collection (Boosey & Hawkes)
	5 Gardel	Por una cabeza, arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
	6 Patsy Gritton	Drama Queen (No. 3 from <i>Character Pieces</i> , Book 2)	Patsy Gritton: Character Pieces, Book 2 (SJ Music)
	7 Leonardi	Capriccio Polka	Viola Recital Album, Vol. 4 (Bärenreiter)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
8 Prokofiev	March (from <i>Musiques d'enfants</i> , Op. 65), arr. Wilkinson & Hart	First Repertoire for Viola, Book 3 (Faber)
9 Philip Sparke	March of the Toy Soldiers (No. 3 from <i>Super Solos</i> )	Philip Sparke: Super Solos for Viola (Anglo Music)
10 John Williams	Cantina Band (from <i>Star Wars Episode IV: A New Hope</i> ), arr. Galliford, Neuburg & Edmondson	Classic Movie Instrumental Solos for Viola (Alfred)
11 Trad. Shaanxi	Driving the Mule Team, arr. Long <b>SOLO</b>	A Set of Chinese Folk Songs for Solo Viola (OUP)
12 Trott	The Puppet Show	I Love My Alto (Leduc)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 15, 16–17 & 19

	RANGE	REQUIREMENTS
<b>SCALES</b>		
D♭, E, F, A majors C, E, F minors (harmonic or melodic, at candidate's choice)	2 oct.	separate bows or slurred (2 beats to a bow), at examiner's choice; even notes or long tonic, at candidate's choice
<b>ARPEGGIOS</b>		
D♭, E, F, A majors C, E, F minors	2 oct.	separate bows or slurred (3 notes to a bow), at examiner's choice; even notes
<b>DOMINANT SEVENTHS</b> (resolving on tonic)		
in the key of F <i>starting on open string C</i> in the key of G <i>starting on bottom D</i>	1 oct.	separate bows; even notes
<b>CHROMATIC SCALES</b>		
starting on D <i>bottom D</i> starting on A <i>bottom A</i>	1 oct.	separate bows or slurred (4 notes to a bow), at examiner's choice; even notes

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23–24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 46

## GRADE 5

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 J. S. Bach	Gigue (from <i>Cello Suite No.1 in G</i> , BWV 1007), trans. Rowland-Jones or trans. Forbes <b>SOLO</b>	J. S. Bach: Six Cello Suites (Peters or Chester)
	2 J. S. Bach	Jesu, Joy of Man's Desiring (from <i>Cantata</i> , BWV 147), arr. Birtel <i>upper line only in bb. 24–32 &amp; bb. 52–60</i>	Classical Highlights for Viola (Schott)
	3 Corelli	Giga (from <i>Violin Sonata</i> , Op.5 No.9), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
	4 Haydn	Hungarian Rondo (from <i>Piano Trio</i> , Hob. XV:25), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
	5 Handel	Andante (1st movt from <i>Concerto in B♭</i> ), trans. Arnold	Handel: Concerto in B♭ (Viola World)
	6 M. Marais	La mariée, arr. Classens	L'Alto classique, Vol. C (Combre)
	7 B. Marcello	Allegro (2nd movt from <i>Sonata in E minor</i> ), trans. Marchet	B. Marcello: Sonata in E minor for Viola (Stainer & Bell)
	8 Portnoff	Finale: Allegretto (3rd movt from <i>Concertino</i> , Op.13), trans. Forti	Portnoff: Concertino for Viola, Op.13 (Billaudot)
	9 Telemann	Gigue (7th movt from <i>Suite in D</i> ), arr. Bergmann & Forbes <i>viola to play in tutti</i>	Telemann: Suite in D (Schott)
	10 Vivaldi	Allegro (4th movt from <i>Sonata No.1 in B♭</i> , RV 47), arr. K. & D. Blackwell	Solo Time for Viola, Book 2 (OUP)
	11 Chaminade	Gavotte (No.5 from <i>Album des enfants</i> , Op.123), arr. Spence	Chaminade: Six Pieces from Opus 123 (Piper)
<b>B</b>	1 Bridge	Cradle Song (trans.)	Bridge: Four Pieces for Viola (Faber)
	2 Chopin	Tristesse, arr. Classens	L'Alto classique, Vol. C (Combre)
	3 Rhian Samuel	Harmonium (No.5 from <i>Time out of Time</i> )	Rhian Samuel: Time out of Time for Viola (Stainer & Bell)
	4 Schumann	Dedication (No.1 from <i>Myrthen</i> , Op.25), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
	5 J. Sulzer	Sarabande, Op.8, arr. Tertis	A Second Lionel Tertis Album (Weinberger)
	6 Trad. Irish	Old Irish Air, arr. Tertis <i>C string optional in bb. 20–29</i>	A Second Lionel Tertis Album (Weinberger)
	7 Tárrega	Recuerdos de la Alhambra, arr. Birtel	Classical Highlights for Viola (Schott)
	8 Tchaikovsky	Chanson triste (No.2 from <i>12 morceaux</i> , Op.40), arr. Forbes	Chester Music for Viola (Chester)
	9 Trad. Scottish	Afton Water, arr. K. & D. Blackwell	Solo Time for Viola, Book 2 (OUP)
	10 Trad. Scottish	I'll Bid My Heart Be Still, arr. Clarke	R. Clarke: Shorter Pieces for Viola (OUP)
	11 Andrée	Romance (No.1 from <i>Two Romances</i> ), arr. B. & S. Kalinowsky <i>sul G optional, mute optional</i>	Andrée: Two Romances for Violin (Viola) (Schott)
	12 Branscombe	An Old Love Tale, Op.21 No.1, arr. Cooper <i>sul G optional</i>	Viola Music By Women – A Graded Anthology, Vol. 3 (Sleepy Puppy Press)
	13 Trad. Shanxi	Leaving Home, arr. Long <b>SOLO</b>	A Set of Chinese Folk Songs for Solo Viola (OUP)
<b>C</b>	1 Bartók	Slovak Peasant's Dance, trans. Váczi	Bartók: An Evening in the Village & Slovak Peasant's Dance (EMB Zeneműkiadó)
	2 R. R. Bennett	Buskin (No.2 from <i>Six Country Dances</i> ), arr. Jacobs	R. R. Bennett: Six Country Dances for Viola (Novello)
	3 Grieg	Puck (No.3 from <i>Lyrical Pieces</i> , Op.71), arr. K. & D. Blackwell	Solo Time for Viola, Book 2 (OUP)
	4 B. Hummel	Allegro (1st movt from <i>Kleine Suite</i> , Op.19c)	B. Hummel: Kleine Suite for Viola, Op.19c (Simrock)
	5 Joplin	The Entertainer, arr. Birtel	Joplin: Three Ragtimes for Viola (Schott)

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
6	Claude-Henry Joubert	Ballade de Théophile	Claude-Henry Joubert: Ballade de Théophile (Editions Robert Martin)
7	Prokofiev	The Montagues and the Capulets (from <i>Romeo and Juliet</i> , Op. 64), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
8	Trad. American	Boston Fancy, arr. Doktor	Solos for the Viola Player (G. Schirmer)
9	Villoldo	El Choclo, arr. Tailor	Villoldo: El Choclo for Viola (Editions Marc Reift)
10	Weill	September Song (from <i>Knickerbocker Holiday</i> ), arr. Bass & Harris	Time Pieces for Viola, Vol. 2 (ABRSM)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 15, 16–17 & 19

	RANGE	REQUIREMENTS
SCALES		
F, A, B♭ majors	2 oct.	separate bows or slurred (2 beats to a bow), at examiner's choice; even notes or long tonic, at candidate's choice
D, E, F♯, A minors (harmonic or melodic, at candidate's choice)		
C major	3 oct.	
C minor (harmonic or melodic, at candidate's choice)		
ARPEGGIOS		
F, A, B♭ majors	2 oct.	separate bows or slurred (3 notes to a bow), at examiner's choice; even notes
D, E, F♯, A minors	3 oct.	
C major		
C minor		
DOMINANT SEVENTHS (resolving on tonic)		
in the key of E♭	1 oct.	separate bows or slurred (4 notes to a bow), at examiner's choice; even notes
in the keys of F and G	2 oct.	
DIMINISHED SEVENTHS		
starting on C open string	1 oct.	separate bows; even notes
starting on G open string		
CHROMATIC SCALES		
starting on C, D and E♭	2 oct.	separate bows or slurred (4 notes to a bow), at examiner's choice; even notes

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23–24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 47

## GRADE 6

**PREREQUISITE FOR ENTRY:** ABRSM Grade 5 (or above) in Music Theory, Practical Musicianship or a Practical Grades solo Jazz instrument. For alternatives, see [www.abrsm.org/prerequisite](http://www.abrsm.org/prerequisite).

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 J. S. Bach	Menuet 1 <b>and</b> Menuet 2 (from <i>Cello Suite No.1 in G</i> , BWV 1007), trans. Rowland-Jones or trans. Forbes <b>SOLO</b>	J. S. Bach: Six Cello Suites (Peters or Chester)
	2 Caix d'Hervelois	La marche du Czar, arr. Classens	L'Alto classique, Vol. C (Cambre)
	3 Leclair	Tambourin, arr. Classens	L'Alto classique, Vol. C (Cambre)
	4 Handel	Andante larghetto <b>and</b> Allegro (1st <b>and</b> 2nd movts from <i>Sonata in G minor</i> , Op.1 No.6), trans. Pilkington	Handel: Sonata in G minor, Op.1 No.6 (Stainer & Bell)
	5 Robin Ireland	Allegro (from <i>Étude No.2</i> ) <b>starting at b.39</b> <b>SOLO</b>	Robin Ireland: Concert Etudes for Viola (Clifton Edition)
	6 Kalliwoda	Notturmo No.2 (from <i>Six Nocturnes</i> , Op.186)	Kalliwoda: Six Nocturnes for Viola, Op.186 (Peters) or Concert Pieces for Viola (Bärenreiter)
	7 Senaillé	Allegro (2nd movt from <i>Sonata in G minor</i> , Op.5 No.9), arr. Morgan	Senaillé: Sonata in G minor, Op.5 No.9 (Stainer & Bell)
	8 Telemann	Allegro (2nd movt from <i>Sonata in A minor</i> , TWV 41:a6)	Telemann: Sonata in A minor for Viola (Schott) or Telemann: Two Sonatas for Viola da Gamba or Viola (Essercizii Musici) (Amadeus)
	9 Telemann	Allegro (2nd movt from <i>Concerto in G</i> , TWV 51:G9)	Telemann: Concerto in G, TWV 51:G9 (Bärenreiter)
	10 Vivaldi	Allegro (1st movt from <i>Concerto in G minor</i> , RV 417), arr. Bársony & Nagy	Vivaldi: Concerto in G minor, RV 417 (EMB Zeneműkiadó)
<b>B</b>	1 Albéniz	Tango (No.2 from <i>España</i> , Op.165), arr. Classens	L'Alto classique, Vol. C (Cambre)
	2 Brahms	Andante (from <i>String Sextet No.1</i> , Op.18), arr. Lamb & Meredith	More Time Pieces for Viola, Vol. 2 (ABRSM)
	3 R. Clarke	Lullaby	P.2 from R. Clarke: Shorter Pieces for Viola (OUP)
	4 Fauré	Berceuse, Op.16, arr. Sassmannshaus	Concert Pieces for Viola (Bärenreiter)
	5 Viotti	Andante, arr. Ritter	Concert Pieces for Viola (Bärenreiter)
	6 Joachim	No.1 (from <i>Hebräische Melodien</i> , Op.9) <b>lower 8ve optional in bb. 58–59</b>	Joachim: Hebrew Melodies for Viola, Op.9 (IMC or Breitkopf & Härtel)
	7 Mendelssohn	Song without Words, Op.38 No.2, arr. Forbes	P.11 from Chester Music for Viola (Chester)
	8 Schubert	Ave Maria, Op.52 No.6, arr. Birtel	Classical Highlights for Viola (Schott)
	9 Schumann	No.4 (from <i>Märchenbilder</i> , Op.113)	Schumann: Märchenbilder for Viola, Op.113 (Peters or Henle)
	10 Schweikert	Romanze, trans. La-Deur	Schweikert: Romanze for Cello (Violin/Viola) (Furore Verlag)
<b>C</b>	11 C. Schumann	Allegretto (No.2 from <i>Three Romances</i> , Op.22), arr. B. & S. Kalinowsky	C. Schumann: Three Romances for Viola, Op.22 (Robert Lienau)
	1 A. Beach	Berceuse (No.2 from <i>Three Pieces</i> , Op.40), trans. Grant	A. Beach: Three Pieces for Viola, Op.40 (Spartan Press)
	2 Beethoven	Rondo, WoO 41, arr. Forbes	Beethoven: Rondo for Viola, WoO 41 (Schott)
	3 R. R. Bennett	The Czar of Muscovy (No.6 from <i>Six Country Dances</i> ), arr. Jacobs	R. R. Bennett: Six Country Dances for Viola (Novello)
	4 C. Dancla	Fantasia – La Cenerentola, Op.86 No.7, trans. Barber	Solos for Young Violists, Vol. 2 (Alfred)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
5 Patsy Gritton	Presto for Frankie (No. 2 from <i>Character Pieces</i> , Book 3)	Patsy Gritton: <i>Character Pieces</i> , Book 3 (SJ Music)
6 A. H. Hill	Novelette <i>with repeat</i>	A. H. Hill: <i>Two Pieces for Viola</i> (Stainer & Bell)
7 B. Hummel	Presto (3rd movt from <i>Kleine Suite</i> , Op.19c)	B. Hummel: <i>Kleine Suite for Viola</i> , Op.19c (Simrock)
8 Pascal Proust	Avril	Pascal Proust: <i>Avril</i> (De Haske)
9 Vaughan Williams	Carol (No. 2 from <i>Suite for Viola</i> , Group 1)	Vaughan Williams: <i>Suite for Viola</i> (OUP)
10 Weill & Brecht	Mack the Knife (from <i>The Threepenny Opera</i> ), arr. Reiter	More Time Pieces for Viola, Vol. 2 (ABRSM)
11 Elaine Fine	Windy Nights (No. 5 from <i>A Violist's Garden of Verses</i> )	Elaine Fine: <i>A Violist's Garden of Verses</i> (IMSLP)
12 Joplin	The Easy Winners, arr. Birtel	Joplin: <i>Three Ragtimes for Viola</i> (Schott)
13 Trott	In a Spanish Garden, arr. Cooper	Viola Music By Women – A Graded Anthology, Vol. 3 (Sleepy Puppy Press)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 15, 16–17 & 19

	RANGE	REQUIREMENTS
SCALES		
D $\flat$ /C $\sharp$ , F $\sharp$ , A $\flat$ /G $\sharp$ majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	separate bows <i>or</i> slurred (7 notes to a bow), at examiner's choice; even notes <i>or</i> long tonic, at candidate's choice
C, D majors and minors (minors harmonic <i>and</i> melodic)	3 oct.	
ARPEGGIOS		
D $\flat$ /C $\sharp$ , F $\sharp$ , A $\flat$ /G $\sharp$ majors and minors	2 oct.	separate bows <i>or</i> slurred (6 notes to a bow), at examiner's choice; even notes
C, D majors and minors	3 oct.	separate bows <i>or</i> slurred (3 notes to a bow), at examiner's choice; even notes
DOMINANT SEVENTHS (resolving on tonic)		
in the keys of F, F $\sharp$ and G	2 oct.	separate bows <i>or</i> slurred (4 notes to a bow), at examiner's choice; even notes
DIMINISHED SEVENTHS		
starting on C, C $\sharp$ and D	2 oct.	separate bows <i>or</i> slurred (4 notes to a bow), at examiner's choice; even notes
CHROMATIC SCALES		
starting on C, C $\sharp$ and D	2 oct.	separate bows <i>or</i> slurred (6 notes to a bow), at examiner's choice; even notes
DOUBLE-STOP SCALE IN BROKEN STEPS		
in sixths, in E $\flat$ major	1 oct.	see page 16

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23–24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 48

## GRADE 7

**PREREQUISITE FOR ENTRY:** ABRSM Grade 5 (or above) in Music Theory, Practical Musicianship or a Practical Grades solo Jazz instrument. For alternatives, see [www.abrsm.org/prerequisite](http://www.abrsm.org/prerequisite).

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 attrib. J. C. Bach	Allegro molto ma maestoso (1st movt from <i>Cello Concerto in C minor</i> ), arr. Casadesus	J. C. Bach: Concerto in C minor for Viola (Salabert)
	2 J. S. Bach	Gigue (from <i>Cello Suite No. 2 in D minor</i> , BWV 1008), trans. Rowland-Jones or trans. Forbes <b>SOLO</b>	J. S. Bach: Six Cello Suites (Peters or Chester)
	3 Bonporti	Fantasia <b>and</b> Bizzarria (3rd <b>and</b> 4th movts from <i>Invenzione in B♭</i> , Op.10 No.3), arr. Martos & Nagy	Bonporti: Two Inventions for Viola (Kunzelmann)
	4 Caix d'Hervelois	La Chambor (Allemande), trans. Marchet	Caix d'Hervelois: La Chambor (Allemande) (IMC)
	5 Grazioli	1st movt (from <i>Sonata in F</i> ), arr. Marchet or arr. Tertis	Grazioli: Sonata in F (Stainer & Bell) or A Second Lionel Tertis Album (Weinberger)
	6 Haydn	Divertimento (3rd movt), trans. Piatigorsky	Solos for Young Violists, Vol. 3 (Alfred)
	7 Robin Ireland	Classical (from <i>Étude No. 3</i> ) <b>SOLO</b>	Robin Ireland: Concert Etudes for Viola (Clifton Edition)
	8 Telemann	Overture (1st movt from <i>Suite in D</i> ), arr. Bergmann & Forbes <i>viola to play in tutti</i>	Telemann: Suite in D (Schott)
	9 Vivaldi	Largo <b>and</b> Allegro (1st <b>and</b> 2nd movts from <i>Sonata No. 4 in B♭</i> , RV 45), trans. Primrose	Vivaldi: Six Sonatas for Viola (IMC)
	10 Weber	Theme <b>and</b> Variations 1, 2 <b>and</b> 3 (from <i>Variationen über das österreichische Volkslied 'A Schüsserl und a Reind'rl'</i> )	Weber: Variationen für Viola (Peters)
<b>B</b>	1 Bloch	Processional (from <i>Meditation and Processional</i> )	Bloch: Meditation and Processional (G. Schirmer)
	2 Bridge	Pensiero	Bridge: Two Pieces for Viola (Stainer & Bell)
	3 Coates	Ballad, Op.13	A Second Lionel Tertis Album (Weinberger)
	4 Barbara Heller	Sonnenhut (No.10 from <i>Klangblumen</i> )	Barbara Heller: Klangblumen (Schott)
	5 Hensel	Adagio, arr. B. & S. Kalinowsky	Hensel: Adagio for Viola (Furore Verlag)
	6 A. H. Hill	Poem	A. H. Hill: Two Pieces for Viola (Stainer & Bell)
	7 Rachmaninoff	Vocalise (No.14 from <i>14 Songs</i> , Op. 34), trans. Silverthorne	Rachmaninoff: Vocalise for Viola, Op. 34 No.14 (Boosey & Hawkes)
	8 Schubert	Adagio (2nd movt from <i>Arpeggione Sonata in A minor</i> , D. 821), arr. von Wrochem or arr. Doktor	Schubert: Sonata in A minor 'Arpeggione' for Viola, D. 821 (Bärenreiter) or Solos for the Viola Player (G. Schirmer)
	9 Schumann	No.1 (from <i>Märchenbilder</i> , Op.113)	Schumann: Märchenbilder for Viola, Op.113 (Peters or Henle)
	10 Tchaikovsky	Passionate Confession, arr. Bullard	More Time Pieces for Viola, Vol. 2 (ABRSM)
<b>C</b>	11 Le Beau	Träumerei (No. 2 from <i>Drei Stücke</i> , Op. 26)	Le Beau: Drei Stücke, Op. 26 (Furore Verlag)
	12 Perkinson	Lament	Perkinson: Lament for Viola (LKM)
	13 Swain	Song at Evening <i>upper notes in bb. 51-52</i>	Viola Music By Women – A Graded Anthology, Vol. 3 (Sleepy Puppy Press)
	1 Bartók	An Evening in the Village, trans. Váczi	Bartók: An Evening in the Village & Slovak Peasant's Dance (EMB Zeneműkiadó)
	2 Colin Cowles	Blues Variations	Colin Cowles: Blues Variations for Viola (Clifton Edition)
	3 Dimitrescu	Village Dance, arr. Szeredi-Saupe	Music for Viola III (EMB Zeneműkiadó)
	4 Genzmer	Molto vivace e sempre marcato (3rd movt from <i>Sonatine for Viola</i> )	Genzmer: Sonatine for Viola (Peters)



	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
5	Amanda Harberg	Lullaby (No.1 from <i>For Sydney</i> ) <b>SOLO</b>	Amanda Harberg: For Sydney (Presser)
6	Hindemith	Meditation	Hindemith: Meditation for Viola (Schott)
7	Husa	Elegie (2nd movt from <i>Suite</i> , Op. 5)	Husa: Suite for Viola, Op. 5 (AMP)
8	Bryan Kelly	Allegro (1st movt from <i>Sonatina for Viola</i> )	Bryan Kelly: Sonatina for Viola (Clifton Edition)
9	Kiel	No. 3 (from <i>Drei Romanzen</i> , Op. 69)	Kiel: Three Romances, Op. 69 (Kunzelmann or Musica Rara)
10	Vaughan Williams	Prelude (No.1 from <i>Suite for Viola</i> , Group 1)	Vaughan Williams: Suite for Viola (OUP)
11	Elaine Fine	I am also fond of lonely islands <b>SOLO</b>	Elaine Fine: I am also fond of lonely islands (IMSLP)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 15, 16-17 & 19

	RANGE	REQUIREMENTS
SCALES		
F, G, B♭ majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	separate bows <i>or</i> slurred (7 notes to a bow), at examiner's choice; even notes <i>or</i> long tonic, at candidate's choice
D, E♭ majors and minors (minors harmonic <i>and</i> melodic)	3 oct.	
ARPEGGIOS		
F, G, B♭ majors and minors	2 oct.	separate bows <i>or</i> slurred (6 notes to a bow), at examiner's choice; even notes
D, E♭ majors and minors	3 oct.	separate bows <i>or</i> slurred (3 notes to a bow), at examiner's choice; even notes
DOMINANT SEVENTHS (resolving on tonic)		
in the keys of A♭, B♭ and C	2 oct.	separate bows <i>or</i> slurred (4 notes to a bow), at examiner's choice; even notes
in the key of G	3 oct.	
DIMINISHED SEVENTHS		
starting on E♭, F and G	2 oct.	separate bows <i>or</i> slurred (4 notes to a bow), at examiner's choice; even notes
starting on D	3 oct.	
CHROMATIC SCALES		
starting on E♭, F and G	2 oct.	separate bows <i>or</i> slurred (12 notes to a bow), at examiner's choice; even notes
starting on D	3 oct.	
DOUBLE-STOP SCALES IN BROKEN STEPS		
in sixths, in C and E♭ majors	1 oct.	see page 16
in octaves, in G major		

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23-24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 49

## GRADE 8

**PREREQUISITE FOR ENTRY:** ABRSM Grade 5 (or above) in Music Theory, Practical Musicianship or a Practical Grades solo Jazz instrument. For alternatives, see [www.abrsm.org/prerequisite](http://www.abrsm.org/prerequisite).

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 13–14

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 J. S. Bach	Prelude (from <i>Cello Suite No. 2 in D minor</i> , BWV 1008), trans. Rowland-Jones or trans. Forbes <b>SOLO</b>	J. S. Bach: Six Cello Suites (Peters or Chester)
	2 J. S. Bach	Vivace (1st movt from <i>Sonata No. 3 in G minor</i> , BWV 1029)	J. S. Bach: Three Sonatas for Viola da Gamba (Viola), BWV 1027–1029 (Bärenreiter or Henle)
	3 Grazioli	2nd <b>and</b> 3rd movts (from <i>Sonata in F</i> ), arr. Marchet or arr. Tertis	Grazioli: Sonata in F (Stainer & Bell) or A Second Lionel Tertis Album (Weinberger)
	4 Handel	Allegro (3rd movt from <i>Concerto in B♭</i> ), trans. Arnold	Handel: Concerto in B♭ (Viola World)
	5 Hoffmeister	Rondo (3rd movt from <i>Concerto in D</i> )	Hoffmeister: Concerto in D (Peters or Henle)
	6 Schubert	Sonata Movement, D. 471, arr. Forbes	Schubert: Sonata Movement for Viola (Stainer & Bell)
	7 A. Stamitz	Rondeau (3rd movt from <i>Concerto in B♭</i> )	A. Stamitz: Concerto in B♭ (Schott)
	8 Telemann	Adagio (Dolce) <b>and</b> Allegro (1st <b>and</b> 2nd movts from <i>Fantasia No. 7 in A♭</i> , TWV 40:20) <b>SOLO</b>	Telemann: 12 Fantasias For Unaccompanied Viola (Viola World) or Telemann: 12 Fantaisies, TWV 40:14–40:25 (Billaudot)
	9 Telemann	Lento <b>and</b> Allegro (1st <b>and</b> 2nd movts from <i>Cello Sonata in D</i> , TWV 41:D6), trans. Vieland	Telemann: Sonata in D, TWV 41:D6 (IMC)
	10 Zelter	Allegro con fuoco (1st movt from <i>Concerto in E♭</i> )	Zelter: Concerto in E♭ (Kunzelmann)
	11 Naji Hakim	Toccata No. 2 <b>SOLO</b>	Naji Hakim: Toccata No. 2 for Viola (UMP)
	12 U. Kay	Allegro (2nd movt from <i>Sonata for Viola</i> )	U. Kay: Sonata for Viola (American Composers Alliance)
<b>B</b>	1 Berlioz	Sérénade (3rd movt from <i>Harold en Italie</i> ), arr. Macdonald	Berlioz: Harold en Italie (Bärenreiter)
	2 Bloch	Meditation (from <i>Meditation and Processional</i> )	Bloch: Meditation and Processional (G. Schirmer)
	3 Brahms	Andante un poco adagio (2nd movt from <i>Sonata in F minor</i> , Op. 120 No. 1)	Brahms: Two Sonatas, Op. 120 (Peters or Henle)
	4 Fauré	Elégie, Op. 24, trans. Katmis or arr. Szeredi-Saupe	Fauré: Elegy for Viola, Op. 24 (IMC) or Music for Viola III (EMB Zeneműkiadó)
	5 Glazunov	Elégie, Op. 44	Glazunov: Élégie, Op. 44 (Belaieff or Henle)
	6 Joachim	No. 3 (from <i>Hebräische Melodien</i> , Op. 9)	Joachim: Hebrew Melodies for Viola, Op. 9 (IMC or Breitkopf & Härtel)
	7 Kapustin	Largo (2nd movt from <i>Sonata</i> , Op. 69)	Kapustin: Sonata for Viola, Op. 69 (Schott)
	8 Mendelssohn	Adagio: Allegro (1st movt from <i>Sonata in C minor</i> )	Mendelssohn: Sonata in C minor (IMC or Henle)
	9 Tchaikovsky	Melodia (No. 3 from <i>Souvenir d'un lieu cher</i> , Op. 42), arr. Ducrocq	Tchaikovsky: Melodia for Viola (Billaudot)
	10 Villa-Lobos	Aria (Cantilena) (from <i>Bachianas brasileiras</i> No. 5), arr. Primrose	Villa-Lobos: Bachianas brasileiras No. 5 for Viola (AMP)
<b>C</b>	1 L. Anderson	Fiddle-Fiddle, arr. Arnold	L. Anderson: Fiddle-Fiddle (Viola World)
	2 A. Beach	Mazurka (No. 3 from <i>Three Pieces</i> , Op. 40), trans. Grant	A. Beach: Three Pieces for Viola, Op. 40 (Spartan Press)
	3 N. Boulanger	Pièce no. 3 en C♯ mineur (from <i>Trois pièces</i> ) (trans.)	N. Boulanger: Three Pieces for Viola (Leduc)
	4 Britten	Reflection	Britten: Reflection (Faber)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
5 R. Clarke	Morpheus	R. Clarke: Morpheus (OUP)
6 Husa	Marciale (3rd movt from <i>Suite</i> , Op. 5)	Husa: Suite for Viola, Op. 5 (AMP)
7 Robin Ireland	Metre Change Study 1 (from <i>Étude No. 9</i> ) <b>SOLO</b>	Robin Ireland: Concert Etudes for Viola (Clifton Edition)
8 Reger	Molto vivace (4th movt from <i>Suite No. 1 in G minor</i> , Op. 131d) <b>SOLO</b>	Reger: Three Suites for Solo Viola, Op. 131d (Peters)
9 Rimsky-Korsakov	The Bumble-Bee, arr. Szeredi-Saupe	Music for Viola III (EMB Zeneműkiadó)
10 Vaughan Williams	Christmas Dance (No. 3 from <i>Suite for Viola</i> , Group 1)	Vaughan Williams: Suite for Viola (OUP)
11 Le Beau	Polonaise (No. 3 from <i>Drei Stücke</i> , Op. 26)	Le Beau: Drei Stücke, Op. 26 (Furore Verlag)
12 Rainier	Allegro Ricercare (1st movt from <i>Sonata for Viola</i> )	Rainier: Sonata for Viola (Schott)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 15, 16-17 & 19

	RANGE	REQUIREMENTS
SCALES		
A, B majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	separate bows <i>or</i> slurred (7 notes to a bow), at examiner's choice; even notes <i>or</i> long tonic, at candidate's choice
D $\flat$ /C $\sharp$ , E $\flat$ , E majors and minors (minors harmonic <i>and</i> melodic)	3 oct.	
ARPEGGIOS		
A, B majors and minors	2 oct.	separate bows <i>or</i> slurred (6 notes to a bow), at examiner's choice; even notes
D $\flat$ /C $\sharp$ , E $\flat$ , E majors and minors	3 oct.	separate bows <i>or</i> slurred (9 notes to a bow), at examiner's choice; even notes
DOMINANT SEVENTHS (resolving on tonic)		
in the key of D	2 oct.	separate bows <i>or</i> slurred (4 notes to a bow), at examiner's choice; even notes
in the keys of F $\sharp$ , A $\flat$ and A	3 oct.	
DIMINISHED SEVENTHS		
starting on E $\flat$ , E and A	2 oct.	separate bows <i>or</i> slurred (4 notes to a bow), at examiner's choice; even notes
starting on C $\sharp$	3 oct.	
CHROMATIC SCALES		
starting on E $\flat$ , E and A	2 oct.	separate bows <i>or</i> slurred (12 notes to a bow), at examiner's choice; even notes
starting on C $\sharp$	3 oct.	
DOUBLE-STOP SCALES IN PARALLEL		
in octaves, in G major	1 oct.	separate bows; even notes <i>or</i> long tonic, at candidate's choice
in octaves, in C minor (harmonic <i>and</i> melodic)		
in sixths, in A $\flat$ major	2 oct.	
DOUBLE-STOP SCALE IN BROKEN STEPS		
in thirds, in E $\flat$ major	2 oct.	see page 16

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 22 & 23-24

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 43 & 50

## 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 44–50 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 58.

### Supporting publications

For practice purposes, sample Aural tests are published by ABRSM. Examples of the tests for Initial Grade to Grade 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).

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

**INITIAL GRADE**

- A To clap the pulse of a piece played by the examiner.** The examiner will start playing the passage, and the candidate should join in as soon as possible, clapping in time.
- B To clap as 'echoes' the rhythm of two phrases played by the examiner.** The phrases will be two bars long, in three or four time, and consist of a melody line only. The examiner will count in two bars. After the examiner has played each phrase, the candidate should clap back the rhythm as an 'echo' without a pause, keeping in time.
- C To sing as 'echoes' two phrases played by the examiner.** The phrases will be one bar long in 4/4 time. They will be in a major key, and within the range of tonic–mediant. 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.
- D To answer a question about one feature of a piece played by the examiner.** Before playing, the examiner will tell the candidate which feature the question will be about. It will be about dynamics (loud/quiet) or articulation (smooth/detached).

**GRADE 1**

- 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–mediant. 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 where a change in pitch occurs during a phrase played by the examiner.** The phrase will be two bars long, in a major key, and the change will affect only one of the notes. 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 state whether the change was near the beginning or near the end. 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: dynamics (loud/quiet, or sudden/gradual changes); the second will be articulation (smooth/detached).

**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).

## GRADE 4

- A To sing or play from memory a melody played twice by the examiner.** The melody will be within the range of an octave, in a major or minor key with up to three sharps or flats. First the examiner will play the key-chord and the starting note and then count in two bars. (If the candidate chooses to play, the examiner will also name the key-chord and the starting note, as appropriate for the instrument. This option is only available to instruments pitched in C, B $\flat$ , E $\flat$  or F.) If necessary, the examiner will play the melody again and allow a second attempt (although this may affect the assessment).
- B To sing five notes from score in free time.** The candidate may choose to sing from treble or bass clef. The notes will be within the range of a third above and below the tonic in the key of C, F or G major. The test will begin and end on the tonic and will not contain intervals greater than a third. First the examiner will name and play the key-chord and the starting note. If necessary, the examiner will help the candidate by playing and identifying the correct note if any note is sung at the wrong pitch.
- C (i) 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, articulation, tempo, tonality; the second will be character.
- (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.** The examiner will play the extract twice (unharmonised), after which the candidate should clap back the rhythm. 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.

**GRADE 5**

- A To sing or play from memory a melody played twice by the examiner.** The melody will be within the range of an octave, in a major or minor key with up to three sharps or flats. First the examiner will play the key-chord and the starting note and then count in two bars. (If the candidate chooses to play, the examiner will also name the key-chord and the starting note, as appropriate for the instrument. This option is only available to instruments pitched in C, B $\flat$ , E $\flat$  or F.) If necessary, the examiner will play the melody again and allow a second attempt (although this may affect the assessment).
- B To sing six notes from score in free time.** The candidate may choose to sing from treble or bass clef. The notes will be within the range of a fifth above and a fourth below the tonic, in a major key with up to two sharps or flats. The test will begin and end on the tonic and will not contain intervals greater than a third, except for the rising fourth from dominant to tonic. First the examiner will name and play the key-chord and the starting note. If necessary, the examiner will help the candidate by playing and identifying the correct note if any note is sung at the wrong pitch.
- C (i) 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, articulation, tempo, tonality, character; the second will be style and period.
- (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.** The examiner will play the extract twice (unharmonised), after which the candidate should clap back the rhythm. 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.



## GRADE 6

- A To sing or play from memory the upper part of a two-part phrase played twice by the examiner.** The upper part will be within the range of an octave, in a major or minor key with up to three sharps or flats. First the examiner will play the key-chord and the starting note and then count in two bars. (If the candidate chooses to play, the examiner will also name the key-chord and the starting note, as appropriate for the instrument. This option is only available to instruments pitched in C, B $\flat$ , E $\flat$  or F.) If necessary, the examiner will play the phrase again and allow a second attempt (although this may affect the assessment).
- B To sing a melody from score, with an accompaniment played by the examiner.** The candidate may choose to sing from treble or bass clef. The melody will be within the range of an octave, in a major or minor key with up to three sharps or flats. First the examiner will name and play the key-chord and the starting note and then give the pulse. A brief period of preparation will follow during which the candidate may sing out loud. The examiner will play the key-chord and the starting note again and then count in two bars. If necessary, the examiner will allow a second attempt (although this may affect the assessment).
- C To identify the cadence at the end of a phrase as perfect or imperfect.** The phrase will be in a major or minor key and will be played twice by the examiner. The chords forming the cadence will be in root position. Before the first playing, the examiner will play the key-chord.
- D (i) 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: texture or structure; the second will be *one* of the following: dynamics, articulation, tempo, tonality, character, style and period, texture/structure.
- (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.** The examiner will play the extract twice (unharmonised), after which the candidate should clap back the rhythm. 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.

**GRADE 7**

- A To sing or play from memory the lower part of a two-part phrase played twice by the examiner.** The lower part will be within the range of an octave, in a major or minor key with up to three sharps or flats. First the examiner will play the key-chord and the starting note and then count in two bars. (If the candidate chooses to play, the examiner will also name the key-chord and the starting note, as appropriate for the instrument. This option is only available to instruments pitched in C, B $\flat$ , E $\flat$  or F.) If necessary, the examiner will play the phrase again and allow a second attempt (although this may affect the assessment).
- B To sing the upper part of a two-part phrase from score, with the lower part played by the examiner.** The candidate may choose to sing from treble or bass clef. The upper part will be within the range of an octave, in a major or minor key with up to four sharps or flats. First the examiner will name and play the key-chord and the starting note and then give the pulse. A brief period of preparation will follow during which the candidate may sing out loud. The examiner will play the key-chord and the starting note again and then count in two bars. If necessary, the examiner will allow a second attempt (although this may affect the assessment).
- C (i) To identify the cadence at the end of a phrase as perfect, imperfect or interrupted.** The phrase will be in a major or minor key and will be played twice by the examiner. The chords forming the cadence will be in root position. Before the first playing, the examiner will play the key-chord.
- (ii) To identify the two chords forming the above cadence.** The chords will be limited to the tonic, subdominant, dominant, dominant seventh or submediant (all in root position). First the examiner will name and play the key-chord, then play the two chords as a pair. The candidate may answer using technical names (tonic, dominant, etc.), chord numbers (I, V, etc.) or letter names (C major, G major, etc.).
- (iii) To identify whether the modulation at the end of a different passage is to the dominant, subdominant or relative minor.** The passage, played once by the examiner, will begin in a major key. First the examiner will name and play the starting key-chord. The candidate may answer using technical names (dominant, subdominant, relative minor) or the letter name of the new key.
- D (i) To answer questions about two features of a piece played by the examiner.** Before playing, the examiner will tell the candidate which two of the following features the questions will be about: dynamics, articulation, tempo, tonality, character, style and period, texture, structure.
- (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.** The examiner will play the extract twice (unharmonised), after which the candidate should clap back the rhythm. The examiner will then ask whether the music is in two time, three time, four time or 6/8 time.

## GRADE 8

- A (i) To sing or play from memory the lowest part of a three-part phrase played twice by the examiner.** The lowest part will be within the range of an octave, in a major or minor key with up to three sharps or flats. First the examiner will play the key-chord and the starting note and then count in two bars. (If the candidate chooses to play, the examiner will also name the key-chord and the starting note, as appropriate for the instrument. This option is only available to instruments pitched in C, B $\flat$ , E $\flat$  or F.) If necessary, the examiner will play the phrase again and allow a second attempt (although this may affect the assessment).
- (ii) To identify the cadence at the end of a continuing phrase as perfect, imperfect, interrupted or plagal.** The phrase will be in a major or minor key and will be played twice by the examiner. The chords forming the cadence will be limited to the tonic (root position, first or second inversions), supertonic (root position or first inversion), subdominant (root position), dominant (root position, first or second inversions), dominant seventh (root position) or submediant (root position). Before the first playing, the examiner will play the key-chord.
- (iii) To identify the three chords (including their positions) forming the above cadential progression.** The chords will be limited to the tonic (root position, first or second inversions), supertonic (root position or first inversion), subdominant (root position), dominant (root position, first or second inversions), dominant seventh (root position) or submediant (root position). First the examiner will name and play the key-chord, then play the three chords in sequence, finally playing each chord individually, pausing for the candidate to identify it. The candidate may answer using technical names (tonic, first inversion, etc.), chord numbers (Ib, etc.) or letter names (C major in first inversion, etc.).
- B To sing the lower part of a two-part phrase from score, with the upper part played by the examiner.** The candidate may choose to sing from treble or bass clef. The lower part will be within the range of an octave, in a major or minor key with up to four sharps or flats. First the examiner will name and play the key-chord and the starting note and then give the pulse. A brief period of preparation will follow during which the candidate may sing out loud. The examiner will play the key-chord and the starting note again and then count in two bars. If necessary, the examiner will allow a second attempt (although this may affect the assessment).
- C To identify whether the modulations at the end of two different passages are to the dominant, subdominant or relative minor/major.** The first passage will begin in a major key and the second will begin in a minor key; each passage will be played once by the examiner. Before playing each passage, the examiner will name and play the starting key-chord. The candidate may answer using technical names (dominant\*, subdominant, relative minor/major) or the letter name of the new key. (\* Minor-key passages may modulate to the dominant major or minor but the candidate is only required to specify 'dominant' in such cases.)
- D To describe the characteristic features of a piece played by the examiner.** After hearing the piece, the candidate should describe any notable features (such as texture, structure, character, style and period, etc.). The examiner will prompt the candidate with questions only if this becomes necessary.

## 4. Assessment, marking & infringements

### Assessment objectives

The following tables describe the level of knowledge and skills required of candidates taking Practical Grades. They also show the assessment objectives and corresponding marking criteria that examiners use to assess the performances at each level. The full marking criteria used by examiners are available on pages 57–58.

#### Initial Grade (RQF Entry Level 3)

Assessment objectives	Marking criteria
Learners will:	Learners can:
Demonstrate musical skill, knowledge and understanding through performing repertoire of basic musical and technical demands, demonstrating control across the range of musical ingredients appropriate to simple repertoire and awareness of basic characteristic features and performance conventions.	Perform basic repertoire with: <ul style="list-style-type: none"><li>• Reliable pitch and intonation</li><li>• Stable rhythm at a suitable tempo</li><li>• Reliable tonal control and awareness</li><li>• Musical shape and detail</li><li>• Communication of character and style</li></ul>
Demonstrate instrumental control and familiarity with prescribed note patterns relevant to the instrument, through playing prescribed technical requirements at basic demand levels.	Perform specified basic technical requirements with: <ul style="list-style-type: none"><li>• Correct notes and secure continuity</li><li>• Reliable tonal control</li></ul>
Demonstrate notational and listening skills and understanding at basic demand levels through responding to previously unseen music and prescribed aural tests.	Respond to simple musical notation with: <ul style="list-style-type: none"><li>• Overall security of notes, rhythm and continuity</li></ul> Respond to simple piano-based musical stimuli with: <ul style="list-style-type: none"><li>• Overall accuracy and reliable musical perception</li></ul>

## Grades 1 to 3 (RQF Level 1)

Assessment objectives	Marking criteria
Learners will:	Learners can:
Demonstrate musical skill, knowledge and understanding through performing repertoire of elementary musical and technical demands, demonstrating control across the range of musical ingredients appropriate to straightforward repertoire and awareness of elementary characteristic features and performance conventions.	Perform elementary repertoire with: <ul style="list-style-type: none"> <li>• Reliable pitch and intonation</li> <li>• Stable rhythm at a suitable tempo</li> <li>• Reliable tonal control and awareness</li> <li>• Musical shape and detail</li> <li>• Communication of character and style</li> </ul>
Demonstrate instrumental control and familiarity with prescribed note patterns relevant to the instrument, through playing prescribed technical requirements at elementary demand levels.	Perform specified elementary technical requirements with: <ul style="list-style-type: none"> <li>• Correct notes and secure continuity</li> <li>• Reliable tonal control</li> </ul>
Demonstrate notational and listening skills and understanding at elementary demand levels through responding to previously unseen music and prescribed aural tests.	Respond to straightforward musical notation with: <ul style="list-style-type: none"> <li>• Overall security of notes, rhythm and continuity</li> </ul> Respond to straightforward piano-based musical stimuli with: <ul style="list-style-type: none"> <li>• Overall accuracy and reliable musical perception</li> </ul>

## Grades 4 & 5 (RQF Level 2)

Assessment objectives	Marking criteria
Learners will:	Learners can:
Demonstrate musical skill, knowledge and understanding through performing repertoire of intermediate musical and technical demands, demonstrating control across the range of musical ingredients appropriate to moderately complex repertoire and awareness of comprehensive characteristic features and performance conventions.	Perform intermediate repertoire with: <ul style="list-style-type: none"> <li>• Reliable pitch and intonation</li> <li>• Stable rhythm at a suitable tempo</li> <li>• Reliable tonal control and awareness</li> <li>• Musical shape and detail</li> <li>• Communication of character and style</li> </ul>
Demonstrate instrumental control and familiarity with prescribed note patterns relevant to the instrument, through playing prescribed technical requirements at intermediate demand levels.	Perform specified intermediate technical requirements with: <ul style="list-style-type: none"> <li>• Correct notes and secure continuity</li> <li>• Reliable tonal control</li> </ul>
Demonstrate notational and listening skills and understanding at intermediate demand levels through responding to previously unseen music and prescribed aural tests.	Respond to moderately complex musical notation with: <ul style="list-style-type: none"> <li>• Overall security of notes, rhythm and continuity</li> </ul> Respond to moderately complex piano-based musical stimuli with: <ul style="list-style-type: none"> <li>• Overall accuracy and reliable musical perception</li> </ul>

## Grades 6 to 8 (RQF Level 3)

Assessment objectives	Marking criteria
Learners will:	Learners can:
Demonstrate musical skill, knowledge and understanding through performing repertoire of advanced musical and technical demands, demonstrating control across the range of musical ingredients appropriate to complex repertoire and awareness of sophisticated characteristic features and performance conventions.	Perform advanced repertoire with: <ul style="list-style-type: none"> <li>• Reliable pitch and intonation</li> <li>• Stable rhythm at a suitable tempo</li> <li>• Reliable tonal control and awareness</li> <li>• Musical shape and detail</li> <li>• Communication of character and style</li> </ul>
Demonstrate instrumental control and familiarity with prescribed note patterns relevant to the instrument, through playing prescribed technical requirements at advanced demand levels.	Perform specified advanced technical requirements with: <ul style="list-style-type: none"> <li>• Correct notes and secure continuity</li> <li>• Reliable tonal control</li> </ul>
Demonstrate notational and listening skills and understanding at advanced demand levels through responding to previously unseen music and prescribed aural tests.	Respond to complex musical notation with: <ul style="list-style-type: none"> <li>• Overall security of notes, rhythm and continuity</li> </ul> Respond to complex piano-based musical stimuli with: <ul style="list-style-type: none"> <li>• Overall accuracy and reliable musical perception</li> </ul>

## Mark allocation

Marks are allocated for each component of Practical Grades for Bowed Strings, as shown in the table below:

Exam component	Maximum marks	% of total mark
Piece 1	30	20%
Piece 2	30	20%
Piece 3	30	20%
Scales and arpeggios	21	14%
Sight-reading	21	14%
Aural tests	18	12%
<b>Total</b>	<b>150</b>	<b>100%</b>

## Result categories

The result categories for Practical Grades are set as follows. A Pass in each component of the exam is not required to pass overall.

Result category	Mark band
Distinction	130-150
Merit	120-129
Pass	100-119
Below Pass	50-99

## Synoptic assessment

Synoptic assessment is a form of assessment that requires candidates to demonstrate that they can identify and effectively use a selection of skills, techniques, concepts and knowledge to carry out a key task. Practical Grades allow candidates to demonstrate their ability to draw together different skills, knowledge and understanding – theory, notation, instrument control, listening skills, creative interpretation – and apply these across the individual components of the exam.

## Awarding

An examiner's assessment of a piece or any other component will be based on the performance given at that time towards the qualification for which the candidate has been entered. Prior performances of the same pieces or other components will not be taken into account for the qualification, nor will marking appeals be accepted on that basis. The transfer of marks, at any grade, between Practical Grades and Performance Grades is not permitted.



## Infringements

It is important that candidates, and those preparing them for exams, read and follow the exam requirements as set out in the relevant Practical Grades syllabus (see Section 3). If the exam requirements are not met in any way, this could lead to a warning, mark deduction or disqualification, at ABRSM's discretion. Examples of infringements include:

- Presenting repertoire not set on the syllabus for the grade.
- Presenting syllabus-listed repertoire, but not as specified (e.g. incorrect number of movements, wrong combination of pieces/songs from lists).
- For instruments, playing the scale requirements from notation.
- For Singing and Singing for Musical Theatre, presenting an unaccompanied song that is too short or too long.

The above list is not exhaustive.

Action is typically taken as follows:

- Warnings, in the form of written correspondence, are applied to minor infringements (e.g. two pieces/songs from the same list). Repeat cases in subsequent exams may result in more severe action being taken.
- Mark deductions from a component of the exam are applied to more serious cases (e.g. presenting a piece/song that is not set on the syllabus) and may range from three marks to the full marks available for the component.
- Disqualification is applied to cases where requirements are not fulfilled in a fundamental way (e.g. none of the pieces/songs performed have been selected from the ABRSM repertoire lists for the grade).

Examiners report infringements to ABRSM who investigate and decide what action is to be taken. It should be noted that infringements identified in exams may delay the release of the exam result.

ABRSM's decision on any infringement is final. Prior acceptance of an infringement without penalty does not set a precedent and appeals will not be accepted on this basis.

## Marking criteria

The tables on pages 57–58 show the marking criteria used by examiners for Practical Grades in Bowed Strings. Examiners mark up or down from the pass mark for each component by balancing the extent to which the qualities and skills listed in the criteria (broadly categorised by pitch, time, tone, shape and performance) are demonstrated and contribute towards the overall musical outcome.

## Marking criteria

<b>Grades Initial to 8</b>	<b>Pieces <i>Pitch</i></b>	<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>

## 5. After the exam

### Results

All candidates receive a copy of their mark form; successful candidates also receive a certificate that shows the qualification title as well as the subject and level that they have been examined in. We aim to release results for Practical Grades in line with the schedules on our website at [www.abrsm.org/results](http://www.abrsm.org/results); however, some results may take longer. Examiners will not issue or discuss a candidate's result; the mark form (and certificate for successful candidates) will be issued by ABRSM after the exam. Unless otherwise requested at the time of booking, mark forms and certificates are issued to the applicant, whose responsibility it is to pass them on to candidates.

### Appeals and feedback

#### Appeals

If a candidate has received an unexpected exam result, this can be appealed by requesting a Results Review. This process allows us to revisit the marks awarded by an examiner and, subject to the outcome of the review, may result in a mark amendment.

#### Feedback

In addition to a Results Review, we also welcome feedback about other matters, such as the overall exam experience or the mark form. All feedback is logged and plays a valuable part in our commitment to continuous improvement and quality assurance procedures.

For further information on our processes and deadlines for appealing a result, or submitting feedback, please visit [www.abrsm.org/send-exam-feedback](http://www.abrsm.org/send-exam-feedback).

## 6. Other assessments

ABRSM's other assessments for bowed strings are Music Medals, Prep Test, Performance Grades, Performance Assessment, Ensembles and diplomas. Full information is available at [www.abrsm.org/exams](http://www.abrsm.org/exams).

### Bowed Strings Prep Test

ABRSM's Prep Test, presented in a relaxed and encouraging way, is an ideal introduction to the exam experience. It gives learners a goal to work towards and a certificate awarded on the day – something to be really proud of.

The Prep Test is designed to encourage the development of good musical and technical foundations. It covers many of the elements beginners will be working on at this early stage, including pitch, time, tone, performance and musical perception.

### Content

The Prep Test has four sections – Tunes, two Pieces, and Listening Games. See page 61.

### Instruments

The Prep Test for bowed strings is available for Violin and Cello, (see page 61 for information about availability for Viola and Double Bass).

### Books

All the books mentioned on page 61 are published by ABRSM and are available from music retailers as well as online, including at the ABRSM music shop: [www.abrsm.org/shop](http://www.abrsm.org/shop).

### Assessment

Immediate feedback is given at the end of the Prep Test in the form of positive comments and suggestions written on the certificate, which is handed to the candidate by the examiner. There is no pass or fail, and no marks are awarded. The examiner's comments will cover some of the following:

- Sense of pitch
- Sense of rhythm
- Control of tone
- Listening skills and awareness

Learners who would prefer to take a marked assessment may wish to consider the Initial Grade.

### Other information

- The Prep Test takes about 10 minutes.
- ABRSM Public Venues provide a music stand and the examiner will be happy to help adjust the height or position of the stand. A chair or stool will be provided for cello candidates. Double bass candidates should provide their own stool if required.
- The teacher or accompanist may help tune the candidate's instrument before the Prep Test begins (examiners are unable to help with tuning).
- The Tunes should be performed from memory, but the two Pieces can be played from the music. If either of the Pieces is played from memory, candidates should bring a copy of the music for the examiner.

- The examiner will be happy to play any piano accompaniments, in which case candidates should bring the music with them. Alternatively, candidates can bring their own accompanist if they prefer.
- Generally, there will be one examiner; however a second examiner may be present for training and quality assurance purposes.
- Details of dates, locations, fees and how to book a Prep Test are available online at [www.abrsm.org/exambooking](http://www.abrsm.org/exambooking).
- ABRSM recognises 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 the Prep Test in accordance with the details set out in our Adapted Instruments Policy, available at [www.abrsm.org/policies](http://www.abrsm.org/policies).
- **Availability for other bowed strings instruments:** The Prep Test is also available for Viola and Double Bass. The assessment and overall structure of the test is the same, but some of the content differs. Candidates prepare short exercises, a specific solo set piece (there is a choice of piece, in first or half position, for Double Bass), an accompanied own-choice piece, and respond to three simple aural tests. The exercises, set piece and examples of the aural tests are in the *Prep Test* book for each instrument. The books are no longer in print; for up-to-date information on how to obtain copies, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications).

## Requirements

## Publication (as applicable)

**Tunes:** three short exercises played from memory

*the Tunes are in:*

Violin Prep Test  
Cello Prep Test

**First Piece:** solo or accompanied

*any one of the set pieces from:*

**or**

*any one piece from:*

*the relevant Prep Test book*

Party Time! for Violin (Michael Rose)

Party Time! for Cello (Alan Bullard)

**Second Piece:** accompanied

*own-choice accompanied piece (c.16–24 bars)*

*any publication (or an unpublished piece)*

**Listening Games\*:** four listening games

- Clapping the beat
- Echoes
- Finding the notes
- What can you hear?

*examples are provided in the relevant Prep Test book*

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## Performance Grades

ABRSM Performance Grades allow learners to focus on and showcase their performance skills. They are available from Grade 1 to Grade 8, and in some subjects from Initial Grade. Candidates may be entered for any grade at any age and do not need to have taken any earlier grade(s) in the same subject. Full information, including the qualification specification, is available at [www.abrsm.org/performancegrades](http://www.abrsm.org/performancegrades).

### About Performance Grades

Each Performance Grade has been carefully designed to assess synoptically the underpinning knowledge and understanding required for music performance. These creative skills are presented through the technical control of an instrument, interpretation of repertoire, and the delivery and successful communication of a selected sustained programme of repertoire music. Collectively, these skills enable candidates to progress to higher grades and other qualifications in the creative arts sector.

The exams are made up of five components:

- four Pieces/Songs – three selected by candidates from set lists and one that is their own choice
- an assessment of the performance as a whole

Marks for each component are equally weighted and are awarded to each component individually.

The exams are currently offered as digital assessments only. Candidates' performances are video recorded in one continuous take and submitted to ABRSM for assessment. The candidate/Applicant is responsible for organising a suitable venue and any equipment needed to run the exam.

Those entering for a Grade 6, 7 or 8 Performance Grades exam must first have passed ABRSM Grade 5 (or above) in Music Theory, Practical Musicianship or a Practical Grades solo Jazz instrument; for full details, including a list of accepted alternatives, see [www.abrsm.org/prerequisite](http://www.abrsm.org/prerequisite).

## Music Theory

ABRSM Music Theory exams are available for Grades 1 to 8. Candidates may be entered for any grade at any age and do not need to have taken any earlier grade(s). Further information is available at [www.abrsm.org/theory](http://www.abrsm.org/theory) and the qualification specification (including the full syllabus) is available at [www.abrsm.org/specifications](http://www.abrsm.org/specifications).

### About Music Theory

Developing musical literacy forms a key part of a rounded education for performers, composers and listeners of all kinds. Understanding how written symbols relate to the elements of music, and having the skills to interpret and translate them into sounds, empowers us to communicate and experience music in a meaningful way.

ABRSM's Music Theory grades give learners:

- a knowledge of the notation of western music, including commonly used signs and terminology
- an understanding of fundamental musical elements such as intervals, keys, scales and chords
- an ability to apply theoretical knowledge and understanding to score analysis
- skills in harmonic completion of extracts and melody writing (at Grades 6 to 8).

Candidates are assessed on their ability to identify, use and manipulate musical symbols, to study extracts and to answer questions about the elements of music according to the parameters detailed in the full syllabus at [www.abrsm.org/theory](http://www.abrsm.org/theory).

The exams are available as online assessments at Grades 1 to 5 and paper-based assessments at Grades 6 to 8.

### Grade 5 as a prerequisite

We believe that a thorough understanding of the elements of music is essential for a full and satisfying performance at the higher grades.

It is therefore an ABRSM requirement that candidates must provide evidence of a pass at ABRSM Grade 5 or above in Music Theory, Practical Musicianship or a Practical Grades solo Jazz instrument before they can enter for a Grade 6, 7 or 8 Practical Grades or Performance Grades exam.



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## Practical Musicianship

ABRSM Practical Musicianship exams are available for Grades 1 to 8 and are open to singers and instrumentalists. Candidates may be entered for any grade at any age and do not need to have taken any earlier grade(s). The full syllabus is available at [www.abrsm.org/practicalmusicianship](http://www.abrsm.org/practicalmusicianship).

### About Practical Musicianship

Musicianship is a broad concept that covers a complex range of musical abilities. For the purposes of this syllabus, it is loosely defined as the ability to 'think in sound'. This occurs when a musician is able to produce music which they perceive internally and in the imagination, whether through playing by ear, singing, reading from notation, or through improvisation.

ABRSM's Practical Musicianship grades encourage learners to develop their ability to 'think in sound' and perform spontaneously. While Practical Grades and Performance Grades focus on aspects of performance and/or supporting tests that are prepared in detail in advance, here the playing (or singing) is in response to immediate challenges and stimuli, presented both aurally and via notation.

The exams also cover the following key skills:

- the ability to internalise music and to reproduce it
- interpreting written music with a minimum of preparation
- exploring the possibilities inherent in a short motif
- the ability to detect differences between what is heard and what is written.

In developing their musicianship skills, learners will be gaining the understanding as well as the expressive and interpretative skills needed to master the musical language of the repertoire they are learning.

### Grade 5 as a prerequisite

We believe that a thorough understanding of the elements of music is essential for a full and satisfying performance at the higher grades.

It is therefore an ABRSM requirement that candidates must provide evidence of a pass at ABRSM Grade 5 or above in Practical Musicianship, Music Theory or a Practical Grades solo Jazz instrument before they can enter for a Grade 6, 7 or 8 Practical Grades or Performance Grades exam.

## ARSM

The ARSM diploma is available to instrumentalists and singers of any age. It is the first of our diploma qualifications and provides musicians with an opportunity to develop their performance technique and interpretative skills, while focusing on programme building and extending their repertoire.

### Key features

- Candidates present a balanced and varied programme, as follows:
  - the programme lasts 30 minutes
  - at least 20 minutes of the music is chosen from the repertoire list
  - the remaining programme time may be made up of own-choice repertoire, of Grade 8 standard or above
- There are no additional supporting tests or other requirements
- There are two assessment methods available:
  - face-to-face – held at the same venues and during the same time periods as ABRSM's Practical Grades
  - digital – a video recorded performance submitted to ABRSM for assessment
- ARSM is a letter-bearing qualification. Candidates awarded the diploma can use the letters ARSM (Associate of the Royal Schools of Music) after their name.

Those entering for an ARSM diploma must first have passed ABRSM Grade 8 (or a listed alternative). Full details of the exam and entry requirements are available in the qualification specification at [www.abrsm.org/arsmdiploma](http://www.abrsm.org/arsmdiploma).

We update our syllabuses from time to time. Advance notice of any changes will be given at [www.abrsm.org/syllabusupdates](http://www.abrsm.org/syllabusupdates). Please refer to the website for the most recent version of the ARSM syllabus.

## DipABRSM, LRSM, FRSM (Music Performance)

These diplomas are available to instrumentalists and singers of any age. Through a combination of live and written components, candidates demonstrate their performance, communication and research skills, as well as their musical knowledge and understanding. Each diploma serves as a stepping stone to the next level.

### Key features

- Candidates:
  - present a recital programme
  - submit programme notes (DipABRSM & LRSM) or a written submission (FRSM)
  - undertake a viva voce, with questions covering the recital, programme notes/written submission as well as other aspects of performance
  - perform a short piece of unaccompanied and previously unseen music after five minutes' preparation time (quick study)
- These diploma exams take place at specific venues and times of the year
- Each diploma is a letter-bearing qualification. Candidates awarded a diploma can use the letters DipABRSM (Diploma of the Associated Board of the Royal Schools of Music), LRSM (Licentiate of the Royal Schools of Music) or FRSM (Fellowship of the Royal Schools of Music) after their name as appropriate.

Those entering for one of these diplomas must fulfil a specific ABRSM prerequisite (or a listed alternative). Full details of the exam and entry requirements are available at [www.abrsm.org/diplomas](http://www.abrsm.org/diplomas) and the qualification specification is available at [www.abrsm.org/specifications](http://www.abrsm.org/specifications).

We update our syllabuses from time to time. Advance notice of any changes will be given at [www.abrsm.org/syllabusupdates](http://www.abrsm.org/syllabusupdates). Please refer to the website for the most recent versions of the diploma syllabuses.

### Further diploma exams

DipABRSM, LRSM and FRSM diplomas are also available for Instrumental/Vocal Teaching and Music Direction. Full details are available at [www.abrsm.org/diplomas](http://www.abrsm.org/diplomas).

We are currently reviewing the diploma exams we offer and changes may be made during the lifetime of this specification. Please refer to [www.abrsm.org/diplomas](http://www.abrsm.org/diplomas) for up-to-date information.

## Exam programme & running order

Name: \_\_\_\_\_

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

What would you like to start your exam with? \_\_\_\_\_

**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