

PRACTICAL MUSIC GRADES



BRASS

Bass Trombone Syllabus

from 2023



Qualification Specification: Practical Music Brass (Bass Trombone) from 2023

Contents

1. Introduction	3
About ABRSM	3
About this qualification specification	4
About our Practical Music qualifications	4
Regulation and UCAS points (UK)	6
Regulation (Europe)	8
Regulation (Rest of world)	8
2. Practical Grades	9
Syllabuses	9
Exam Regulations	9
Malpractice and maladministration	9
Entry requirements	10
Exam booking	10
Access (for candidates with specific needs)	10
Exam content	10
In the exam	11
Special consideration	11
3. Brass Practical Grades Syllabus from 2023	12
Introducing the syllabus	12
Practical Grades: requirements and information	12
• Instruments	12
• Pieces	14
• Scales and arpeggios	16
• Sight-reading (and transposition)	18
• Aural tests	18
Scale and arpeggio patterns	19
Sight-reading parameters	26
Bass Trombone Syllabus	29
Aural test requirements	35

4. Assessment, marking & infringements	43
Assessment objectives	43
Mark allocation	47
Result categories	47
Synoptic assessment	47
Awarding	47
Infringements	48
Marking criteria	48
5. After the exam	51
Results	51
Appeals and feedback	51
6. Other assessments	52
Brass Prep Test	52
Performance Grades	54
Music Theory	55
Practical Musicianship	56
ARSM	57
DipABRSM, LRSM, FRSM	58
Exam programme & running order form	59

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. We do everything we can to make the exam 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 friendly, 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. We 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.

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 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) which should be read before making an exam booking.

Validity of this specification

This specification is valid from 1 January 2023 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.

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.

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.

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.

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		
Grade 5	Level 2	Level 3
Grade 6		
Grade 7	Level 3	Level 4
Grade 8		

Regulation (Rest of world)

Information on how ABRSM exams are recognised in individual countries can be found at www.abrsm.org/regulation.

Qualification title referencing

The qualifications covered by this specification are:

- 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 Brass Practical Grades Syllabus is valid for exams from 1 January 2023 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.

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.

Brass candidates worldwide may play their three pieces and prepare supporting tests from the preceding Brass syllabus until 31 December 2023. 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 Brass Practical Grades Syllabus has not been scheduled. Advance notice of any planned changes to the Brass Syllabus (including syllabus overlap information) will be posted at 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.

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.

Entry requirements

There are eight grades of Practical Grades exams for each brass instrument (Bass Trombone, Grades 6 to 8 only). 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.

Exam booking

Details of exam dates, locations, fees and how to book an exam are available online at 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 as well as guidelines for candidates with specific needs (see www.abrsm.org/specificneeds for full details). 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) or from www.abrsm.org/specificneeds.

Exam content

Practical Grades for brass consist of six components – three Pieces, Scales and arpeggios, Sight-reading and Aural tests. Information on how marks are allocated is given on page 47.

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 Grades 1 to 5, the teacher or accompanist may help tune the candidate's instrument before the exam begins. At Grades 6 to 8, candidates must tune their instruments themselves. Examiners are unable to help with tuning.

Music stands

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 brass 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

* Initial Grade not available for brass

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.

3. Brass Practical Grades Syllabus from 2023

Introducing the syllabus

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

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

Some key exam information has also been updated or clarified.

Practical Grades: requirements and information

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

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

Instruments

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

Please note that using an adapted instrument sounding in a key different to the standard instrument may restrict options in the Aural Tests at Grades 4 to 8 (see pages 38–42).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Pieces

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

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

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

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

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

Programme planning: Candidates must choose one piece from each of the three lists (A, B and C). In the exam, they should inform the examiner which pieces they are performing, and they are welcome to use the form on page 59 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

Photocopies & downloads: Performing from unauthorised photocopies (or other kinds of copies) or illegal downloads of copyright music is not allowed. In the UK, copies may be used in certain limited circumstances – for full details, see the MPA's *Code of Fair Practice* at www.mpaonline.org.uk/mpa-guidelines. 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. 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.

Scales and arpeggios

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

Memory: All requirements must be played from memory.

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

Rhythm: All requirements must be played in even notes.

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

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

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

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

- the key[†] (including minor form – harmonic *or* melodic – in the Grades 6 to 8 scales) or the starting note
- the articulation

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

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

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

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

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

Sight-reading (and transposition)

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

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

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

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

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

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

Aural tests

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

About the test: The requirements are the same for all brass instruments. Full details of the Aural tests are given on pages 35–42.

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.

Scale and arpeggio patterns

The examples on the following pages clarify patterns and ranges found in this syllabus. Reference should be made to the appropriate syllabus pages for the full requirements for each instrument.

All instruments

Scales and arpeggios

to a twelfth



one octave and down to the dominant



Melodic minor ending (*E♭ Soprano Cornet only*)



Scales in thirds

one octave (and similarly, two octaves)



Dominant sevenths (resolving on tonic)

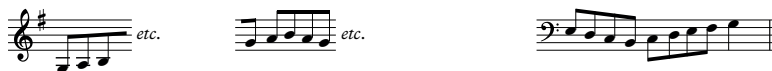
one octave (and similarly, two octaves)



Horn

Extended-range scales

G major



E major



D harmonic minor



Extended-range arpeggios

G major



E major



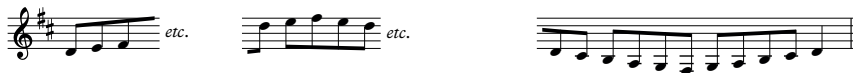
D minor



Trumpet, Cornet, Flugelhorn, E \flat Horn, Baritone, Euphonium, Trombone & Tuba (♩)

Extended-range scales

D major



A \flat major



G harmonic minor



Extended-range arpeggios

D major



A \flat major

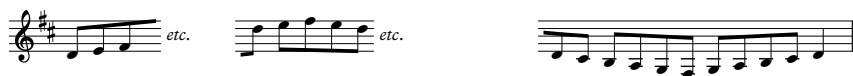


G minor



E \flat Soprano Cornet**Extended-range scales**

D major



G major



G# harmonic minor

**Extended-range arpeggios**

D major



G major



G# harmonic minor



Trombone, Baritone & Euphonium (♭)

Extended-range scales

C major

F# major

F harmonic minor

Extended-range arpeggios

C major

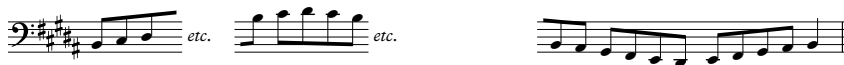
F# major

F minor

Bass Trombone

Extended-range scales

B major



E \flat major



D harmonic minor



Extended-range arpeggios

B major



E \flat major



D minor



Tuba in E \flat (9:)

Extended-range scales

F major

Three musical staves for F major in bass clef. The first staff shows an ascending scale from F2 to F3. The second staff shows a descending scale from F3 to F2. The third staff shows a descending scale from F3 to F2 with a repeat sign at the end.

B major

Three musical staves for B major in bass clef. The first staff shows an ascending scale from B1 to B2. The second staff shows a descending scale from B2 to B1. The third staff shows a descending scale from B2 to B1 with a repeat sign at the end.

B \flat harmonic minor

Three musical staves for B \flat harmonic minor in bass clef. The first staff shows an ascending scale from B \flat 1 to B \flat 2. The second staff shows a descending scale from B \flat 2 to B \flat 1. The third staff shows a descending scale from B \flat 2 to B \flat 1 with a repeat sign at the end.

Extended-range arpeggios

F major

A single musical staff for F major arpeggio in bass clef, showing the notes F2, A2, C3, F3, A2, C3, F2.

B major

A single musical staff for B major arpeggio in bass clef, showing the notes B1, D2, F#2, B2, D2, F#2, B1.

B \flat harmonic minor

A single musical staff for B \flat harmonic minor arpeggio in bass clef, showing the notes B \flat 1, D \flat 2, F \flat 2, B \flat 2, D \flat 2, F \flat 2, B \flat 1.






Sight-reading parameters

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






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

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

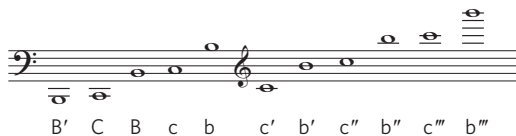
Keys

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

Ranges †

	Horn	Trumpet, B♭ Cornet, E♭ Soprano Cornet, Flugelhorn, E♭ Horn, Baritone, Euphonium & Tuba 	Baritone & Euphonium 	Trombone 	Trombone 	Bass Trombone	Tuba 
Grade 1	c'-c''	c'-c''	Bb-bb	c'-c''	Bb-bb	—	Eb-eb
Grade 2	bb-d''	bb-d''	Ab-c'	bb-d''	Ab-c'	—	Db-f
Grade 3	a-d''	a-d''	G-c'	bb-e''	Ab-d'	—	C-f
Grade 4	g-e''	a-e''	G-d'	a-e''	G-d'	—	C-g
Grade 5	f-f''	ab-f#''	F#-e'	ab-f#''	F#-e'	—	B'-a
Grade 6	f-g''	g-g''	F-f'	g-g''	F-f'	D-c'	Bb'-bb
Grade 7	f-ab''	g-ab''	F-f#'	g-ab''	F-f#'	C-db'	Bb'-b
Grade 8	e-a''	g-bb''	F-ab'	g-a#	F-g#'	Bb'-d'	Bb'-db'

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



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.

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

Candidates may play *one* of their three pieces on a tenor trombone. See page 13 for further information.

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
A	1 D. Bourgeois	Adagio (No.1 from <i>Fantasy Pieces for Bass Trombone</i>) SOLO	D. Bourgeois: Fantasy Pieces for Bass Trombone (Brass Wind)
	2 Jacob	V.I.P. (No.1 from <i>Cameos for Bass Trombone</i>)	Jacob: Cameos for Bass Trombone (Emerson)
	3 J. B. Loeillet	Cantabile (1st movt from <i>Sonata in Ab</i>), arr. Sturzenegger	J. B. Loeillet: Sonata (in Ab) for Bass Trombone (Editions Marc Reift)
	4 Telemann	Andante (1st movt from <i>Sonata in F minor</i>), arr. Mortimer	Telemann: Sonata in F minor for Bass Trombone (Editions Marc Reift)
	5 Warrack	Grade 6 Study SOLO	Studies for Bass Trombone (ABRSM)
	6 Weissenborn	Allegretto (No. 2 from <i>12 Studies for Bass Trombone</i>), arr. Lake SOLO	Weissenborn: 12 Studies for Bass Trombone (Neuschel Music)
B	1 A. Beach	Arctic Night (No.1 from <i>Eskimos</i> , Op. 64), arr. Sauer	A. Beach: Eskimos, Op. 64 for Tuba/Bass Trombone (Cherry Classics Music)
	2 Bordogni	Allegretto (No. 4 from <i>Melodious Etudes for Bass Trombone</i>), arr. Ostrander SOLO	Bordogni: Melodious Etudes for Bass Trombone (Carl Fischer)
	3 Chaminade	Méditation (No. 5 from <i>Six romances sans paroles</i> , Op. 76), arr. Sauer	Chaminade: Six Romances Without Words, Op. 76 for Tuba/Bass Trombone (Cherry Classics Music)
	4 Robert Eaves	Introduction and Burlesque <i>starting 3 bars before Fig. 2</i>	Robert Eaves: Introduction and Burlesque for Bass Trombone (G & M Brand)
	5 Tailleferre	Berceuse, arr. Sauer	Tailleferre: Berceuse et Pastorale for Tuba/Bass Trombone (Cherry Classics Music)
	6 Alec Wilder	4th movt (from <i>Sonata for Bass Trombone</i>)	Alec Wilder: Sonata for Bass Trombone (Margun Classics)
C	1 Armitage	Way Down Blues	Armitage: Way Down Blues for Bass Trombone (Editions Marc Reift)
	2 Jean-Michel Defaye	Danse profane (No. 2 from <i>Deux Danses for Bass Trombone</i>)	Jean-Michel Defaye: Deux Danses for Bass Trombone (Leduc)
	3 Dukas	Theme from The Sorcerer's Apprentice, arr. Green	Power Bass – Solos for Bass Trombone (Brass Wind)
	4 C. Porter	Anything Goes, arr. Green	Power Bass – Solos for Bass Trombone (Brass Wind)
	5 Jonathan Warburton	Almost Swing!	Jonathan Warburton: Almost Swing! for Bass Trombone (Warwick Music)
	6 Woolfenden	Moving On	Woolfenden: Moving On for Bass Trombone (Warwick Music)

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

	RANGE	ARTICULATION (chosen by the examiner)
SCALES		
A, B♭ majors and minors (minors harmonic <i>and</i> melodic)	a 12th	tongued / legato-tongued
D, E♭ majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	
SCALE IN THIRDS		
F♯ major	1 oct.	tongued / legato-tongued

	RANGE	ARTICULATION (chosen by the examiner)
CHROMATIC SCALES		
starting on D and E♭	2 oct.	tongued / legato-tongued
WHOLE-TONE SCALES		
starting on D and E♭	2 oct.	tongued / legato-tongued
ARPEGGIOS		
A, B♭ majors and minors	a 12th	tongued / legato-tongued
D, E♭ majors and minors	2 oct.	
DOMINANT SEVENTHS (resolving on tonic)		
in the keys of D and E♭	a 12th	tongued / legato-tongued
in the key of A♭	2 oct.	
DIMINISHED SEVENTH		
starting on E♭	2 oct.	tongued / legato-tongued

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

AURAL TESTS: given by the examiner from the piano; for further details see pages 35 & 40

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.

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

Candidates may play *one* of their three pieces on a tenor trombone. See page 13 for further information.

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
A	1 Cranmer	Grade 7 Study SOLO	Studies for Bass Trombone (ABRSM)
	2 Andy Derrick	Show Piece (No. 6 from <i>Bass Bone Bonanza</i>) SOLO	Andy Derrick: <i>Bass Bone Bonanza</i> (Warwick Music)
	3 Jacob	Derby Winner (No. 5 from <i>Cameos for Bass Trombone</i>)	Jacob: <i>Cameos for Bass Trombone</i> (Emerson)
	4 S. Leduc	Andante, arr. Goudenhoof <i>low B may be adapted</i>	S. Leduc: <i>Andante for Bass Trombone</i> (Billaudot)
	5 Vivaldi	Allegro (2nd movt from <i>Sonata No. 1 in B♭</i>), arr. Mortimer	Vivaldi: <i>Sonata No. 1 in B♭ for Bass Trombone</i> (Editions Marc Reift)
	6 Weissenborn	Allegretto grazioso (No. 5 from <i>12 Studies for Bass Trombone</i>), arr. Lake <i>low B may be adapted</i> SOLO	Weissenborn: <i>12 Studies for Bass Trombone</i> (Neuschel Music)
B	1 Bordogni	Andantino con moto (No. 22 from <i>Melodious Etudes for Bass Trombone</i>), arr. Ostrander SOLO	Bordogni: <i>Melodious Etudes for Bass Trombone</i> (Carl Fischer)
	2 D. Bourgeois	Moderato cantabile (No. 4 from <i>Fantasy Pieces for Bass Trombone</i>) SOLO	D. Bourgeois: <i>Fantasy Pieces for Bass Trombone</i> (Brass Wind)
	3 Chaminade	Souvenance (No. 1 from <i>Six romances sans paroles</i> , Op. 76), arr. Sauer	Chaminade: <i>Six Romances Without Words</i> , Op. 76 for Tuba/Bass Trombone (Cherry Classics Music)
	4 Elizabeth Raum	Romance (2nd movt from <i>Concerto for Bass Trombone</i>)	Elizabeth Raum: <i>Concerto for Bass Trombone</i> (Cherry Classics Music)
	5 Robert Spillman	Andante (No. 1 from <i>Two Songs</i>)	Robert Spillman: <i>Two Songs for Bass Trombone</i> (Edition Musicus)
	6 York	Courtship (2nd movt from <i>Concerto for Bass Trombone - War Games</i>)	York: <i>Concerto for Bass Trombone - War Games</i> (Cimarron Music Press)
C	1 Tom Dossett	Caprice (from <i>Trilogy for Bass Trombone</i>)	Tom Dossett: <i>Trilogy for Bass Trombone</i> (Warwick Music)
	2 McCarty	Allegretto non troppo (1st movt from <i>Sonata for Bass Trombone</i>)	McCarty: <i>Sonata for Bass Trombone</i> (Ensemble)
	3 Saint-Saëns	L'éléphant, arr. Green	Power Bass - Solos for Bass Trombone (Brass Wind)
	4 Semler-Collery	Chanson Bachique	Semler-Collery: <i>Barcarolle et Chanson Bachique for Bass Trombone</i> (Leduc)
	5 Alec Wilder	3rd movt (from <i>Sonata for Bass Trombone</i>)	Alec Wilder: <i>Sonata for Bass Trombone</i> (Margun Classics)
	6 Gareth Wood	Toccata	Gareth Wood: <i>Toccata for Bass Trombone</i> (Warwick Music)

SCALES AND ARPEGGIOS: from memory; for further details (including examples) see pages 16–17, 19 & 24

	RANGE	ARTICULATION (chosen by the examiner)
SCALES		
A♭/G♯ major and minor (minor harmonic <i>and</i> melodic)	a 12th	tongued / legato-tongued / staccato
D♭/C♯, E, F majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	
EXTENDED-RANGE SCALE		
B major	see p. 24	tongued / legato-tongued / staccato

	RANGE	ARTICULATION (chosen by the examiner)
SCALE IN THIRDS		
E major	2 oct.	tongued / legato-tongued / staccato
CHROMATIC SCALES		
starting on D \flat and F	2 oct.	tongued / legato-tongued / staccato
WHOLE-TONE SCALES		
starting on D \flat and E	2 oct.	tongued / legato-tongued / staccato
ARPEGGIOS		
A \flat /G \sharp major and minor	a 12th	tongued / legato-tongued / staccato
D \flat /C \sharp , E, F majors and minors	2 oct.	
EXTENDED-RANGE ARPEGGIO		
B major	see p. 24	tongued / legato-tongued / staccato
DOMINANT SEVENTHS (resolving on tonic)		
in the keys of D \flat and D	a 12th	tongued / legato-tongued / staccato
in the keys of F \sharp and B \flat	2 oct.	
DIMINISHED SEVENTHS		
starting on E and F	2 oct.	tongued / legato-tongued / staccato

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

AURAL TESTS: given by the examiner from the piano; for further details see pages 35 & 41

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.

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

Candidates may play *one* of their three pieces on a tenor trombone. See page 13 for further information.

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
A	1 Dodgson	Alla Polacca (4th movt from <i>Concerto for Bass Trombone</i>)	Dodgson: Concerto for Bass Trombone (Neuschel Music)
	2 Galliard	Sonata No. 5 in D minor, arr. Mortimer <i>complete</i>	Galliard: Sonata No. 5 in D minor for Bass Trombone (Editions Marc Reift) <i>or</i> Galliard: Six Sonatas for Bass Trombone (Editions Marc Reift)
	3 Guilmant	Morceau symphonique <i>starting at Allegro moderato, b. 39</i>	Guilmant: Morceau symphonique, Op. 88 for Bass Trombone (Editions Marc Reift)
	4 Koetsier	Allegro Maestoso, Op. 58 No. 2	Koetsier: Allegro Maestoso, Op. 58 No. 2 for Bass Trombone (Editions Marc Reift)
	5 Elizabeth Raum	Allegro con fuoco (1st movt from <i>Concerto for Bass Trombone</i>)	Elizabeth Raum: Concerto for Bass Trombone (Cherry Classics Music)
	6 Vivaldi	Andante <i>and</i> Allegro (1st <i>and</i> 2nd movts from <i>Sonata No. 2 in F</i>), arr. Mortimer	Vivaldi: Sonata No. 2 in F for Bass Trombone (Editions Marc Reift)
	7 Weissenborn	Allegro vivace (No. 12 from <i>12 Studies for Bass Trombone</i>), arr. Lake <i>low Bs may be adapted SOLO</i>	Weissenborn: 12 Studies for Bass Trombone (Neuschel Music)
B	1 Bruch	Theme from Kol Nidrei, arr. Green	Power Bass – Solos for Bass Trombone (Brass Wind)
	2 Chaminade	Élévation (No. 2 from <i>Six romances sans paroles</i> , Op. 76), arr. Sauer	Chaminade: Six Romances Without Words, Op. 76 for Tuba/Bass Trombone (Cherry Classics Music)
	3 John Frith	Meditation	John Frith: Meditation for Bass Trombone (Warwick Music)
	4 Alonso Pirió	Nocturne in E♭	Alonso Pirió: Nocturne in E♭ for Bass Trombone (Rising Tide Music Press)
	5 Weber	Romance	Weber: Romance for Bass Trombone (Brass Wind)
	6 Alec Wilder	2nd movt (from <i>Sonata for Bass Trombone</i>)	Alec Wilder: Sonata for Bass Trombone (Margun Classics)
C	1 D. Bourgeois	Andante cantabile (No. 2 from <i>Fantasy Pieces for Bass Trombone</i>) <i>SOLO</i>	D. Bourgeois: Fantasy Pieces for Bass Trombone (Brass Wind)
	2 Tom Dossett	Galliarde (from <i>Trilogy for Bass Trombone</i>) <i>with cadenza</i>	Tom Dossett: Trilogy for Bass Trombone (Warwick Music)
	3 Richard Lieb	Concertino Basso <i>with cadenza</i>	Richard Lieb: Concertino Basso (Carl Fischer)
	4 Jérôme Naulais	Bien rythmé (No. 12 from <i>Etudes variées sur la virtuosité, le style et le rythme</i>) <i>SOLO</i>	Jérôme Naulais: Etudes variées sur la virtuosité, le style et le rythme for Bass Trombone, Vol. 1 (Billaudot)
	5 Pederson	Slow Blues (No. 11 from <i>Advanced Etudes for Bass Trombone</i>) <i>SOLO</i>	Pederson: Advanced Etudes for Bass Trombone (Alfred)
	6 Saint-Saëns	Allegro appassionato, arr. Green <i>low B may be adapted</i>	Power Bass – Solos for Bass Trombone (Brass Wind)
	7 Chris Stearn	McCrorie's Glory <i>SOLO</i>	Chris Stearn: McCrorie's Glory for Solo Bass Trombone (Warwick Music)

SCALES AND ARPEGGIOS: from memory; for further details (including examples) see pages 16–17, 19 & 24

	RANGE	ARTICULATION (chosen by the examiner)
SCALES		
B major and minor (minor harmonic <i>and</i> melodic)	a 12th	tongued / legato-tongued / staccato
C, F#, G majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	
EXTENDED-RANGE SCALES		
E♭ major D harmonic minor	see p. 24	tongued / legato-tongued / staccato
SCALES IN THIRDS		
C, D majors	2 oct.	tongued / legato-tongued / staccato
CHROMATIC SCALES		
starting on F, F# and G	2 oct.	tongued / legato-tongued / staccato
WHOLE-TONE SCALES		
starting on F# and G	2 oct.	tongued / legato-tongued / staccato
ARPEGGIOS		
B major and minor C, F#, G majors and minors	a 12th 2 oct.	tongued / legato-tongued / staccato
EXTENDED-RANGE ARPEGGIOS		
E♭ major D harmonic minor	see p. 24	tongued / legato-tongued / staccato
DOMINANT SEVENTHS (resolving on tonic)		
in the key of E in the keys of F, B and C	a 12th 2 oct.	tongued / legato-tongued / staccato
DIMINISHED SEVENTHS		
starting on C, F# and G	2 oct.	tongued / legato-tongued / staccato

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

AURAL TESTS: given by the examiner from the piano; for further details see pages 35 & 42

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 36–42 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 50.

Supporting publications

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

Deaf or hearing-impaired candidates

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

* 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 49-50.

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">• Reliable pitch and intonation• Stable rhythm at a suitable tempo• Reliable tonal control and awareness• Musical shape and detail• Communication of character and style
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">• Correct notes and secure continuity• Reliable tonal control
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">• Overall security of notes, rhythm and continuity Respond to simple piano-based musical stimuli with: <ul style="list-style-type: none">• Overall accuracy and reliable musical perception

Grades 1 to 3 (RQF Level 1)

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

Grades 4 & 5 (RQF Level 2)

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

Grades 6 to 8 (RQF Level 3)

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

Mark allocation

Marks are allocated for each component of Practical Grades for brass, 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%
Total	150	100%

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 49–50 show the marking criteria used by examiners for Practical Grades in brass. 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

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

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

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

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; 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.

6. Other assessments

ABRSM's other assessments for brass are Music Medals, Prep Test, Performance Grades, Jazz Practical Grades (Trumpet, B♭ Cornet, Flugelhorn, Trombone), Performance Assessment, Ensembles and diplomas. Full information is available at www.abrsm.org/exams.

Brass 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 53.

Instruments

The Prep Test for brass is available for Horn, Trumpet, Cornet (B♭ and E♭), Flugelhorn, E♭ Horn, Baritone (treble clef), Euphonium (treble clef), Tuba (treble clef) and Trombone (bass clef) (see below for information about availability for other brass instruments).

Books

All the books mentioned on page 53 are published by ABRSM and are available from music retailers as well as online, including at the ABRSM music shop: www.abrsm.org/shop.

Prep Test candidates for Cornet (B♭ and E♭), Flugelhorn, E♭ Horn, Baritone (treble clef), Euphonium (treble clef) and Tuba (treble clef) should refer to the *Trumpet Prep Test* publication.

Prep Test candidates who read Baritone (bass clef), Euphonium (bass clef), Tuba (bass clef) and Trombone (treble clef) may use manuscript transpositions into their preferred clef.

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

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.
- 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.
- 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.

Requirements	Publication (as applicable)
<p>Tunes: three short exercises played from memory</p> <p><i>the Tunes are in:</i></p>	<p>Horn Prep Test Trumpet Prep Test Trombone Prep Test</p>
<p>First Piece: solo or accompanied</p> <p><i>any one of the set pieces from:</i></p>	<p><i>the relevant Prep Test book</i></p>
<p>or (for players of B♭ instruments)</p>	
<p><i>any one piece from:</i></p>	<p>Party Time! for Trumpet (Alan Bullard)</p>
<p>Second Piece: accompanied</p> <p><i>own-choice accompanied piece (c.16–24 bars)</i></p>	<p><i>any publication (or an unpublished piece)</i></p>
<p>Listening Games*: four listening games</p> <p>a) Clapping the beat b) Echoes c) Finding the notes d) What can you hear?</p>	<p><i>examples are provided in the relevant Prep Test book</i></p>

* For deaf or hearing-impaired candidates, further information is available at www.abrsm.org/specificneeds

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.

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 sustained programme of 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.

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 and the qualification specification (including the full syllabus) is available at 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.

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.

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.

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.

We update our syllabuses from time to time. Advance notice of any changes will be given at 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 and the qualification specification is available at 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. 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.

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 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