

## GRADE 8

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

**THREE PIECES:** one chosen by the candidate from each of the three Lists, **A**, **B** and **C**; for further details see pages 9–11

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 J. C. F. Bach	Allegro (2nd movt from <i>Sonata in A</i> )	J. C. F. Bach: Sonata in A for Violoncello (Amadeus)
	2 J. S. Bach	Prélude (from <i>Suite No.1 in G</i> , BWV 1007) SOLO	J. S. Bach: Six Suites for Violoncello Solo (Bärenreiter or Peters or Peters Urtext)
	3 J. S. Bach	Adagio <i>and</i> Allegro (1st <i>and</i> 2nd movts from <i>Sonata No.2 in D</i> , BWV 1028)	Pp. 7–8 from J. S. Bach: Three Gamba Sonatas, BWV 1027–1029 (Henle)
	4 Boccherini	Rondo, trans. Bazelaire	Boccherini: Rondo (Leduc)
	5 H. Eccles	Präludium <i>and</i> Courante (1st <i>and</i> 2nd movts from <i>Sonata in G minor</i> )	H. Eccles: Sonata in G minor (Schott)
	6 Geminiani	Andante <i>and</i> Allegro (1st <i>and</i> 2nd movts from <i>Sonata in C</i> , Op.5 No.3)	Geminiani: Six Sonatas for Cello, Op.5, Vol. 1 (UT Orpheus) or Geminiani: Six Sonatas, Op.5 (Peters)
	7 M. G. Monn	Allegro (1st movt from <i>Concerto in G minor</i> ), arr. Schoenberg	M. G. Monn: Concerto in G minor (Universal)
	8 Telemann	Lento <i>and</i> Allegro (1st <i>and</i> 2nd movts from <i>Sonata in D</i> , TWV 41:D6)	Telemann: Sonata in D, TWV 41:D6 (Bärenreiter) or Cello & Piano 1 (Editio Musica Budapest)
	9 Vivaldi	Allemanda (2nd movt from <i>Sonata in G minor</i> , RV 42)	Vivaldi: Complete Sonatas for Violoncello (Bärenreiter)
	10 Vivaldi	Allegro non molto (Andante) (1st movt from <i>Concerto in C minor</i> , RV 401)	Vivaldi: Concerto in C minor, RV 401 (Ricordi)
<b>B</b>	1 Arensky	Chant triste (No.3 from <i>Quatre morceaux</i> , Op.56), arr. Pejtsik	Cello & Piano 2 (Editio Musica Budapest)
	2 Bloch	Prayer (No.1 from <i>From Jewish Life</i> )	Bloch: Prayer for Cello (Carl Fischer) or Bloch: Music for Cello and Piano (Carl Fischer)
	3 Borowski	Adoration, arr. Wells	Principal Cello (ABRSM)
	4 Bosanquet	Élégie in memoriam Joan Dickson	Bosanquet: Élégie for Cello (SJ Music)
	5 Brahms	Allegretto quasi menuetto and Trio (2nd movt from <i>Sonata in E minor</i> , Op.38)	Brahms: Sonata in E minor, Op.38 (Wiener Urtext or Peters)
	6 Delius	Romance	Delius: Works for Cello and Piano, Vol. 31c (Boosey & Hawkes)
	7 Fauré	Élégie, Op.24	Fauré: Élégie, Op.24 (UMP)
	8 Le Beau	Romanze, Op.24 No.1	Le Beau: Five Pieces for Violoncello, Op.24 (Furore Verlag)
	9 W. Lloyd Webber	Nocturne	W. Lloyd Webber: Nocturne (Stainer & Bell)
	10 Rachmaninoff	Andante (3rd movt from <i>Sonata in G minor</i> , Op.19)	Rachmaninoff: Sonata in G minor, Op.19 (Boosey & Hawkes)
<b>C</b>	1 Beethoven	Scherzo (2nd movt from <i>Sonata in A</i> , Op.69)	Beethoven: Sonatas for Piano and Violoncello (Henle)
	2 Capuis	Presto (3rd movt from <i>V<sup>a</sup> Sonata</i> )	Capuis: V <sup>a</sup> Sonata (Furore Verlag)
	3 Rebecca Clarke	Passacaglia on an Old English Tune	Rebecca Clarke: Shorter Pieces for Cello (OUP)
	4 Goens	Tarantelle, Op.24	Goens: Tarantelle, Op.24 (Editio Musica Budapest)
	5 Hubicki	Rigaudon	Principal Cello (ABRSM)
	6 Nikolay Kapustin	Elegy, Op.96	Nikolay Kapustin: Elegy, Op.96 (Schott)
	7 Aaron Minsky	Broadway (No.3 from <i>Ten American Cello Etudes</i> )	Aaron Minsky: Ten American Cello Etudes (OUP)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
8 Prokofiev	Montagues and Capulets (from <i>Romeo and Juliet</i> , Op.64), arr. Rémy	Cellowise 2 (Spartan Press)
9 Saint-Saëns	Allegro appassionato, Op. 43	Saint-Saëns: Allegro appassionato, Op. 43 (Durand or Schott)
10 Mark Summer	Julie-O, arr. Cheney <b>SOLO</b>	Solos for Young Cellists, Vol. 5 (Alfred)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 11, 14–15 & 18

	RANGE	REQUIREMENTS
<b>SCALES</b>		
F $\sharp$ , G, A $\flat$ /G $\sharp$ , A, B $\flat$ majors and minors (minors harmonic <i>and</i> melodic)	3 oct.	separate bows <i>or</i> slurred (7 notes to a bow), at examiner's choice; even notes <i>or</i> long tonic, at candidate's choice
<b>ARPEGGIOS</b>		
F $\sharp$ , G, A $\flat$ /G $\sharp$ , A, B $\flat$ majors and minors	3 oct.	separate bows <i>or</i> slurred (3 notes to a bow), at examiner's choice; even notes
<b>DOMINANT SEVENTHS</b> (resolving on tonic)		
in the keys of B, C, D $\flat$ , D and E $\flat$	3 oct.	separate bows <i>or</i> slurred (4 notes to a bow), at examiner's choice; even notes
<b>DIMINISHED SEVENTHS</b>		
starting on F $\sharp$ , G, A $\flat$ , A and B $\flat$	2 oct.	separate bows <i>or</i> slurred (4 notes to a bow), at examiner's choice; even notes
<b>CHROMATIC SCALES</b>		
starting on F $\sharp$ , G, A $\flat$ , A and B $\flat$	3 oct.	separate bows <i>or</i> slurred (12 notes to a bow), at examiner's choice; even notes
<b>DOUBLE-STOP SCALE IN PARALLEL</b>		
in sixths, in C major	1 oct.	separate bows; even notes <i>or</i> long tonic, at candidate's choice
<b>DOUBLE-STOP SCALES IN BROKEN STEPS</b>		
in thirds, in G major <i>starting on bottom G</i>		
in octaves, in G major <i>starting one octave above bottom G</i>	1 oct.	see page 14

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 12 & 20–21

**AURAL TESTS:** administered by the examiner from the piano; for further details see pages 94 & 101

### **BOWED STRING GRADES:** requirements and information

*This syllabus is valid for 2020–2023.*

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

#### **Changes in the 2020–2023 syllabus**

There are two main changes in this syllabus:

- Initial Grade is introduced; this pre-Grade 1 exam follows the format of Grades 1–8 and is assessed using the same marking criteria
- A string accompaniment option is offered for some pieces at Grades Initial–3.

#### **Entering for an exam**

**Eligibility:** There are nine grades of exam for each instrument. Candidates may be entered for any grade at any age and do not need to have taken other grade(s) on the same instrument. Candidates for a Grade 6, 7 or 8 exam must have already passed ABRSM Grade 5 (or above) in Music Theory, Practical Musicianship or a solo Jazz instrument; for full details, including a list of accepted alternatives, see [www.abrsm.org/prerequisite](http://www.abrsm.org/prerequisite).

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

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

#### **Instruments**

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

## Elements of the exam

All ABRSM graded bowed string exams consist of: three Pieces; Scales and arpeggios; Sight-reading; and Aural tests. In all grades, marks are allocated as follows:

Pieces: 1	30
2	30
3	30
Scales and arpeggios	21
Sight-reading	21
Aural tests	18
Total	150

**Marking scheme:** Exams are marked out of 150. 100 marks are required for a Pass, 120 for a Merit and 130 for a Distinction. Candidates do not need to pass each section to pass overall. See pp.106–107 for the marking criteria used by examiners.

## 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 which explore different traditions and styles, dating from the Renaissance period to the present day.

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

- List A pieces are generally faster moving and require technical agility
- List B pieces are more lyrical and invite expressive playing
- List C pieces reflect a wide variety of musical traditions, styles and characters.

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 music that inspires them and 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, candidates should tell the examiner which pieces they are performing, and they are welcome to use the form on p. 109 for this.

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 or because of wider context (historical, cultural, subject matter of the larger work from which it is drawn, 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/guardians. Teachers and parents/guardians should also exercise caution when allowing younger candidates to research pieces online: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety).

\* Grade 8 Violin candidates must choose at least one accompanied piece (there are solo pieces on all three lists).

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

At Grades Initial–3, candidates may perform some or all of their pieces with a string accompaniment. Pieces that are published as duets (or with string accompaniment only) are marked **DUET** in the syllabus list. Pieces that are published with piano and string accompaniment options are marked **PF/VN**, **PF/VA**, **PF/VC**, or **PF/DB** in the syllabus list, and may be performed with either accompaniment in the exam.

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

**Exam music & editions:** Wherever the syllabus includes an arrangement or transcription (appearing as 'arr.' or 'trans.' in the syllabus list), 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 (in- or out-of-print or downloadable). Information on sourcing exam music is given on p. 13.

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

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

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

**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 (and accompanists) may use an extra copy of the music or a photocopy of a section of the piece (but see 'Photocopies' on p. 11) to help with page-turns. Candidates and accompanists at Grades 6–8 may bring a page-turner to the exam if there is no solution to a particularly awkward page-turn (prior permission is not required; the turner may be the candidate's teacher). Examiners are unable to help with page-turning.

**Photocopies:** Performing from unauthorised photocopies (or other kinds of copies) of copyright editions is not allowed. ABRSM may withhold the exam result where it has evidence of an illegal copy (or copies) being used. 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](http://www.mpaonline.org.uk). 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.

## Scales and arpeggios

Playing scales and arpeggios is important for building strong technical skills such as reliable finger movement, hand position, co-ordination and fingerboard fluency. It also helps to develop 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 should be played from memory.

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

**Rhythm:** For most major and minor scales (and double-stop scales in parallel sixths/octaves) candidates may choose between two rhythm patterns: even notes *or* long tonic. The scale to a fifth (Initial Grade) should be played in even notes.

**Patterns:** Arpeggios and dominant sevenths are required in root position only. All dominant sevenths should finish by resolving on the tonic. Examples of scale/arpeggio etc. patterns found in this syllabus are given on pp. 14–15. Fully notated versions of the requirements are published by ABRSM.

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

**Speed:** Bowing will generally dictate the tempi of slurred scales and arpeggios. Separately-bowed requirements should be played briskly, using no more than half the bow length. The speeds on pp. 16–19 are given as a general guide.

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

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

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

\* Where keys at Grades 6–8 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.

## Sight-reading

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

Candidates will be asked to play a short unaccompanied piece of music which 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. The tables on pp.20–21 show the elements that are introduced at each grade.

For practice purposes, sample sight-reading tests are published by ABRSM.

## 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.

The requirements are the same for all four instruments. Full details of the Aural tests are given on pp.94–101.

## In the exam

**Examiners:** Generally, there will be one examiner in the exam room; however a second examiner may be present for training and quality assurance purposes. Examiners may ask to look at the candidate's or accompanist's 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. They 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.

**Order of the exam:** The individual sections of the exam may be taken in any order, at the candidate's choice, although it is preferable for accompanied pieces to be performed consecutively at the beginning of the exam.

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

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

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

## **Assessment**

The tables on pp. 106–107 show the marking criteria used by examiners. Examiners mark up or down from the pass mark for each element by balancing the extent to which the qualities and skills listed on pp. 106–107 (broadly categorised by pitch, time, tone, shape and performance) are demonstrated and contribute towards the overall musical outcome.

## **Sourcing exam music**

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



# SCALE AND ARPEGGIO PATTERNS

The examples below clarify patterns found in this syllabus. The full requirements for each instrument and grade are listed on the relevant syllabus pages. See also p. 11.

## RHYTHM PATTERNS FOR SCALES

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

**even notes**

*or*

**long tonic**



## SLURRING PATTERNS FOR SCALES

**even notes**

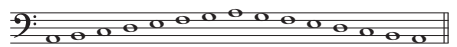
*or*

**long tonic**

2 quavers:  
2 beats:  
7 notes:



## NATURAL MINOR SCALE



## SCALE to a fifth



## DOMINANT SEVENTH (resolving on tonic)



## DOUBLE-STOP SCALES

### In broken steps



**DOUBLE-STOP SCALES** (cont.)**In parallel****even notes***or* **long tonic**









in sixths:



in octaves:

**Patterns for Double Bass only****SCALES** to a sixth**even notes***or* **long tonic****SCALES** to a twelfth**even notes***or* **long tonic****ARPEGGIOS** to a twelfth**SCALE IN BROKEN THIRDS****SCALE IN RUNNING THIRDS**

The following speeds are given as a general guide:

		Grade/Speed								
CELESTRO	pattern	Initial	1	2	3	4	5	6	7	8
<b>Scales</b>	 or 	♩ = 76	♩ = 44	♩ = 50	♩ = 54	♩ = 58	♩ = 63	♩ = 72	♩ = 84	♩ = 100
<b>Arpeggios</b>			♩ = 88	♩ = 100	♩ = 104	♩ = 108	♩ = 112	♩ = 116	♩ = 40	♩ = 42
<b>Chromatic scales</b>					♩ = 54	♩ = 58	♩ = 63	♩ = 48	♩ = 84	♩ = 100
<b>Dom. &amp; Dim. 7ths *</b>						♩ = 54	♩ = 56	♩ = 58	♩ = 60	♩ = 63
<b>Double-stop scales</b> (in broken steps)							♩ = 72		♩ = 84	♩ = 100
<b>Double-stop scales</b> (in parallel)	 or 									♩ = 60

\* Dim. 7ths from Grade 5

## SIGHT-READING PARAMETERS

The tables on pp. 20–21 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 p.12.

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

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

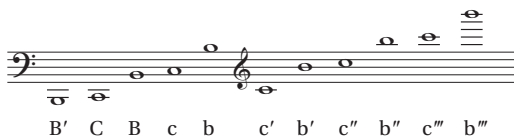
RANGES §	Violin	Viola	Cello	Double Bass
<b>Initial Grade</b>	d'-g', a'-d''	g-c', d'-g'	G-c, d-g	g-b, d-f♯
<b>Grade 1</b>	d'-a''	g-d''	G-d'	d-b <i>or</i> F-f ◊
<b>Grade 2</b>	g-a''	c-d''	C-d'	E-b
<b>Grade 3</b>	g-b''	c-e''	C-d'	E-b
<b>Grade 4</b>	g-d'''	c-g''	C-g'	E-d'
<b>Grade 5</b>	g-e'''	c-a''	C-a'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

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

♦ Keys cumulative from Grade 2

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

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



## **AURAL TESTS:** included in all Graded Exams in Music Performance\*

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 Graded Exams in Music Performance.

The tests are administered 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).

### **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 section. The marking criteria for the aural tests are given on p. 107.

### **Sample tests**

Examples of the tests for Grades Initial–8 are given in *Specimen Aural Tests*. More examples for Grades 1–8 are given in *Aural Training in Practice*. These publications are available to buy from music retailers and from [www.abrsm.org/shop](http://www.abrsm.org/shop).

### **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 entry. Further information, including the syllabus for the alternative tests, is available at [www.abrsm.org/specifneeds](http://www.abrsm.org/specifneeds).

## 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.) 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.

# MARKING CRITERIA

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



Grades Initial-8	Scales and arpeggios	Sight-reading	Grades Initial-8	Aural tests
<b>Distinction</b> <b>19-21</b> <ul style="list-style-type: none"> <li>● Highly accurate notes/pitch</li> <li>● Fluent and rhythmic</li> <li>● Musically shaped</li> <li>● Confident response</li> </ul>	<ul style="list-style-type: none"> <li>● Largely accurate notes/pitch</li> <li>● Mostly regular flow</li> <li>● Mainly even tone</li> <li>● Secure response</li> </ul>	<ul style="list-style-type: none"> <li>● Fluent, rhythmically accurate</li> <li>● Accurate notes/pitch/key</li> <li>● Musical detail realised</li> <li>● Confident presentation</li> </ul>	<b>Distinction</b> <b>17-18</b> <ul style="list-style-type: none"> <li>● Accurate throughout</li> <li>● Musically perceptive</li> <li>● Confident response</li> </ul>	
<b>Merit</b> <b>17-18</b> <ul style="list-style-type: none"> <li>● Generally correct notes/pitch, despite errors</li> <li>● Continuity generally maintained</li> <li>● Generally reliable tone</li> <li>● Cautious response</li> </ul>	<ul style="list-style-type: none"> <li>● Adequate tempo, usually steady pulse</li> <li>● Mainly correct rhythm</li> <li>● Largely correct notes/pitch/key</li> <li>● Largely secure presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Continuity generally maintained</li> <li>● Note values mostly realised</li> <li>● Pitch outlines in place, despite errors</li> <li>● Cautious presentation</li> </ul>	<b>Merit</b> <b>15-16</b> <ul style="list-style-type: none"> <li>● Strengths significantly outweigh weaknesses</li> <li>● Musically aware</li> <li>● Secure response</li> </ul>	
<b>Pass</b> <b>14-16</b> <ul style="list-style-type: none"> <li>● Frequent errors in notes and/or pitch</li> <li>● Lacking continuity and/or some items incomplete</li> <li>● Unreliable tone</li> <li>● Uncertain response and/or some items not attempted</li> </ul>	<ul style="list-style-type: none"> <li>● Note values mostly realised</li> <li>● Pitch outlines in place, despite errors</li> <li>● Cautious presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Lacking overall continuity</li> <li>● Incorrect note values</li> <li>● Very approximate notes/pitch/key</li> <li>● Insecure presentation</li> </ul>	<b>Pass</b> <b>12-14</b> <ul style="list-style-type: none"> <li>● Strengths just outweigh weaknesses</li> <li>● Cautious response</li> </ul>	
<b>Below Pass</b> <b>11-13</b> <ul style="list-style-type: none"> <li>● Very approximate notes and/or pitch</li> <li>● Sporadic and/or frequently incomplete</li> <li>● Serious lack of tonal control</li> <li>● Very uncertain response and/or several items not attempted</li> </ul>	<ul style="list-style-type: none"> <li>● No continuity or incomplete</li> <li>● Note values unrealised</li> <li>● Pitch outlines absent</li> <li>● Very uncertain presentation</li> </ul>	<ul style="list-style-type: none"> <li>● No continuity or incomplete</li> <li>● Note values unrealised</li> <li>● Pitch outlines absent</li> <li>● Very uncertain presentation</li> </ul>	<b>Below Pass</b> <b>9-11</b> <ul style="list-style-type: none"> <li>● Weaknesses outweigh strengths</li> <li>● Uncertain response</li> </ul>	
<b>7-10</b> <ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<b>6-8</b> <ul style="list-style-type: none"> <li>● Inaccuracy throughout</li> <li>● Vague response</li> </ul>	
<b>0</b> <ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<ul style="list-style-type: none"> <li>● No work offered</li> </ul>	<b>0</b> <ul style="list-style-type: none"> <li>● No work offered</li> </ul>	

(may be photocopied or detached for exams)



# Exam programme & running order

Name \_\_\_\_\_

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

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

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

List	Number	Composer	Title

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