

# 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. They are a tried and tested way to inspire musical achievement and, with backing from four Royal Schools of Music in the UK, are valued and trusted around the world.

We offer a comprehensive portfolio of 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. There's the boost to motivation which comes from working towards an exam. There's an opportunity to discover and perform some fantastic music and to build new skills. And there's the sense of achievement which comes from successfully reaching a musical goal.

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.

Whether you're a learner or teacher, we hope our syllabuses inspire and support your music learning or teaching. We wish you every success for your musical journey!

### **Our mission**

ABRSM's mission is to inspire musical achievement. 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.

Through our world-leading assessments, books and resources we provide people worldwide with the tools they need to teach, learn, make and enjoy music. Our scholarships, donations, sponsorship and partnerships create opportunities for people of all ages to discover music and fulfil their potential. Everything we do is designed to support learners and teachers on their musical journey.

### **Who we are**

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

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

## About this qualification specification

### What it covers

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

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

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

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

### Validity of this specification

This specification is valid from 1 January 2022 until further notice.

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

## About our Practical Music qualifications

### Qualification objectives

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

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

### Who the qualifications are for

These qualifications are intended for learners who are interested in developing and demonstrating their all-round musical skills. Candidates may be entered at any age, but those entering for Grades 6 to 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 new qualifications are designed for learners to demonstrate a combination of key performance-related skills such as instrumental technique and control, musical interpretation, communication, and delivery. Each grade is progressive and represents a new challenge for the learner, providing motivation and structure to hone and refine their performance skills. Music Performance qualifications further allow learners to be rewarded and recognised for their skills in delivering a whole performance, communicating musically over a sustained programme.

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

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

### **Prerequisite**

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

## Regulation and UCAS points (UK)

### Our regulators

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

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

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

### The Regulated Qualifications Framework (RQF)

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

### Entry to higher education

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

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

## Regulated qualification details

### Qualification titles

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

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

### Qualification size

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

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

and:

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

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

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

## Regulation (Europe)

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

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

Qualification	RQF Level	EQF Level
Initial Grade	Entry Level (Level 3)	Level 1
Grade 1		
Grade 2	Level 1	Level 2
Grade 3		
Grade 4		
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](http://www.abrsm.org/regulation).

## Qualification title referencing

The qualifications covered by this specification are:

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

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

## 2. Practical Grades

### Syllabuses

#### Syllabus validity

The Woodwind Practical Grades Syllabus is valid for exams from 1 January 2022 until further notice.

#### Syllabus amendments

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

#### Syllabus overlap

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

Woodwind candidates worldwide may play their three pieces from the 2018–2021 Woodwind syllabus until 31 December 2022. 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 Woodwind Practical Grades Syllabus had not been scheduled. Advance notice of any planned changes to the Woodwind Syllabus (including syllabus overlap information) will be posted at [www.abrsm.org/syllabusupdates](http://www.abrsm.org/syllabusupdates).

### Exam Regulations

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

### Malpractice and maladministration

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

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

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

## Entry requirements

There are eight grades of Practical Grades exams for each woodwind instrument (Descant Recorder, Grades 1 to 5 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](http://www.abrsm.org/prerequisite).

## Exam booking

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

## Access (for candidates with specific needs)

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. There are a range of alternative tests and formats for Practical Grades as well as guidelines for candidates with specific needs (see [www.abrsm.org/specificneeds](http://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](mailto:accesscoordinator@abrsm.ac.uk)) or from [www.abrsm.org/specificneeds](http://www.abrsm.org/specificneeds).

## Exam content

Practical Grades for woodwind consist of six components – three Pieces, Scales and arpeggios, Sight-reading and Aural tests. Information on how marks are allocated is given on page 155.



## 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 woodwind 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
<b>Time (in mins)</b>	12	12	14	17	20	25	30

\* Initial Grade not available for woodwind

## Special consideration

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

## 3. Woodwind Practical Grades Syllabus from 2022

### Introducing the syllabus

A number of changes have been made in the 2022 Woodwind Practical Grades Syllabus:

- The repertoire lists for all instruments have been refreshed with a mixture of new and retained pieces.
- 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, and candidates may choose to perform up to two of them.
- A duet option is offered at Grades 1 to 3.
- Greater flexibility is now available for recorder players to play pieces on a different recorder.
- 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.

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

### Practical Grades: requirements and information

***This syllabus is valid from 1 January 2022 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 woodwind. Further details, as well as administrative information about the exams, are given in ABRSM's Exam Regulations (available at [www.abrsm.org/examregulations](http://www.abrsm.org/examregulations)) which should be read before making an exam booking.

### Instruments

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

Please note that using an adapted instrument sounding in a key different to the standard instrument may restrict options in the Aural Tests at Grades 4 to 8 (see pages 146-150).

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

**Recorder:** There are separate syllabuses for Descant (Soprano) and Treble (Alto) recorders. Descant Recorder exams are available at Grades 1 to 5 only.

***Related instrument option:***

- ***Descant Recorder:*** Candidates may play *one* of their three pieces on a tenor recorder *or* on a treble recorder (chosen from the corresponding grade of the Treble Recorder syllabus). If choosing a piece from the Treble Recorder syllabus, candidates must make sure that the requirement to play one piece from each of the three lists (A, B and C) is met.
- ***Treble Recorder:*** At Grades 1 to 5, candidates may play *one* of their three pieces on a descant recorder (chosen from the corresponding grade of the Descant Recorder syllabus). If choosing a piece from the Descant Recorder syllabus, candidates must make sure that the requirement to

play one piece from each of the three lists (A, B and C) is met. At Grades 6 to 8, candidates may play one of their three pieces on a different recorder (sopranino, descant, tenor or bass), where indicated in the Lists. Any pieces that require candidates to switch instruments are labelled with a plus (e.g. **TREBLE+DESCANT**) and do not count as taking the related instrument option.

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

**Clarinet:** The majority of the pieces in this syllabus are published for clarinet in B $\flat$ ; some pieces may be offered on a clarinet in A where the syllabus indicates a published edition for this instrument. Some pieces are published with an accompaniment for clarinet in C and these are indicated in the repertoire lists.

**Bassoon:** Some pieces are published with transposed accompaniments for bassoon sounding a fourth or fifth above concert pitch and these are indicated in the repertoire lists.

**Saxophone:** Candidates enter for an exam on Soprano, Alto, Tenor or Baritone Saxophone. There are separate repertoire lists for the E $\flat$  and B $\flat$  instruments; all other requirements are common to the four instruments.

**Related instrument option:** At all grades, candidates for any of the four saxophones (Soprano, Alto, Tenor, Baritone) have the option of playing one piece (from any list) on one of the other three. There is no advantage to be gained over other candidates in taking this option, and all the other requirements must be played using the saxophone on which the candidate has entered.

Some pieces and/or books listed refer to a specific saxophone. This information is included to accurately reflect published titles and to give an indication of which instrument the piece was originally intended for. However, all pieces set on the Alto or Baritone Saxophone in E $\flat$  lists may be played on either of those instruments in the exam. Similarly, all pieces set on the Soprano or Tenor Saxophone in B $\flat$  lists may be played on either of those instruments.

## 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 fingerwork 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 167 for this purpose.

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

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

**Accompaniment/Duets:** A live piano or woodwind (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.

Some recorder duets are published with upper and lower parts for different recorders and these are marked **MIXED DUET** in the repertoire lists. Some bassoon duets and saxophone duets are published with optional upper or lower parts for a different bassoon or saxophone respectively. For further details see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications).

Pieces that are published with both woodwind and piano accompaniment options are marked

**DUET/PIANO** in the repertoire list, and may be performed with either accompaniment in the exam.

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

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

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

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

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

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

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

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

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

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

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

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

## Scales and arpeggios

Playing scales and arpeggios is important for building strong technical skills such as reliable finger movement 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 19–22.

**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 clarinet in B $\flat$  will sound in C, not D.

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





























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

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

\* Not including low B available to flutes with foot-joints.

† 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:

	Grade/Speed								
	pattern	1	2	3	4	5	6	7	8
<b>Scales</b> (including chromatic, extended-range & whole-tone)		 = 50	 = 56	 = 63	 = 72	 = 84	 = 96	 = 112	 = 132
<b>Arpeggios</b> (excluding extended-range)		 = 72	 = 84	 = 96	 = 108	 = 126	 = 48	 = 54	 = 63
<b>Dominant &amp; diminished 7ths; Extended-range arpeggios</b>					 = 54	 = 63	 = 72	 = 80	 = 96
<b>Scales in 3rds</b>							 = 88	 = 100	 = 120

## Sight-reading

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

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

**Parameters:** The tables on pages 23–24 show the elements that are introduced at each grade.

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

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

## Aural tests

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

**About the test:** The requirements are the same for all woodwind instruments. Full details of the Aural tests are given on pages 143–150.

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

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



## 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

one octave and down to the dominant (*recorder only*)



to a twelfth (and similarly, two and a half octaves)



#### Scales in thirds

one octave (and similarly, two or three octaves)



*Bassoon: ending for Bb major*



to a twelfth



*Treble recorder: ending for F major*



#### Chromatic scales

to a twelfth (and similarly, two and a half octaves)



#### Dominant sevenths (resolving on tonic)

one octave (and similarly, two or three octaves)



to a twelfth (and similarly, two and a half octaves)



#### Diminished sevenths

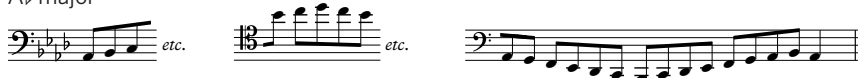
to a twelfth (and similarly, two and a half octaves)



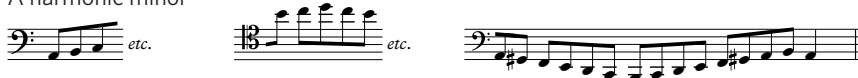
## Bassoon

### Extended-range scales

E major

A $\flat$  major

A harmonic minor



### Extended-range arpeggios

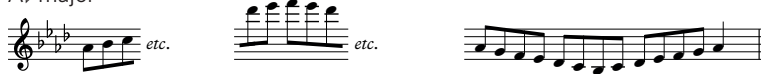
A $\flat$  major

A minor

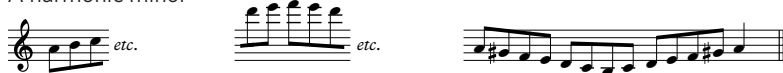


## Saxophone

### Extended-range scales

E $\flat$  majorA $\flat$  major

A harmonic minor



### Extended-range arpeggios


A $\flat$  major

A minor



## Sight-reading parameters

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

	Length (bars)	Time	Other features that may be included
<b>Grade 1</b>	4	4/4	<ul style="list-style-type: none"> <li>•  note values; <math>\zeta</math> rests</li> <li>• notes tongued or with simple two-note slurs</li> </ul>
		3/4	
	6	2/4	<ul style="list-style-type: none"> <li>• dynamics               <ul style="list-style-type: none"> <li>• recorders: <i>mf</i> only</li> <li>• others: <i>f</i> and <i>mf</i></li> </ul> </li> </ul>
<b>Grade 2</b>	8		<ul style="list-style-type: none"> <li>•  and  patterns; <math>\text{—}</math> rests</li> <li>• tied notes</li> <li>• staccato</li> <li>• dynamics               <ul style="list-style-type: none"> <li>• recorders: as Grade 1</li> <li>• others: <i>mp</i> and <i>cresc.</i> hairpin</li> </ul> </li> </ul>
<b>Grade 3</b>		3/8	<ul style="list-style-type: none"> <li>• accidentals (within minor keys only)</li> <li>•  ; simple semiquaver patterns; <math>\gamma</math> rests</li> <li>• accents</li> <li>• dynamics               <ul style="list-style-type: none"> <li>• recorders: <i>p</i></li> <li>• others: <i>p</i> and <i>dim.</i> hairpin</li> </ul> </li> </ul>
<b>Grade 4</b>	c. 8	6/8	<ul style="list-style-type: none"> <li>• chromatic notes</li> <li>• anacrusis</li> <li>• tenuto</li> <li>• pause sign</li> <li>• dynamics               <ul style="list-style-type: none"> <li>• recorders: <i>f</i> and <i>mp</i></li> <li>• others: as Grade 3</li> </ul> </li> </ul>
<b>Grade 5</b>	c. 8-16		<ul style="list-style-type: none"> <li>• simple syncopation</li> <li>• slowing of tempo at end</li> <li>• dynamics               <ul style="list-style-type: none"> <li>• recorders: <i>cresc.</i> and <i>dim.</i> hairpins</li> <li>• others: <i>ff</i> and <i>pp</i></li> </ul> </li> </ul>
<b>Grade 6</b>	c. 12-16	9/8	<ul style="list-style-type: none"> <li>• changes of time signature</li> <li>• triplet patterns</li> <li>• slowing of tempo followed by <i>a tempo</i></li> <li>• <i>Flute, Clarinet &amp; Saxophone</i>: <i>swung</i> style</li> <li>• <i>Bassoon</i>: tenor clef</li> </ul>
		5/8	
		5/4	
<b>Grade 7</b>	c. 16-20	7/8 7/4	
<b>Grade 8</b>	c. 16-24	12/8	<ul style="list-style-type: none"> <li>• triplet crotchets</li> <li>• acceleration of tempo</li> <li>• simple ornaments</li> <li>• Recorder: <i>ff</i> and <i>pp</i></li> <li>• Flute: 8va sign</li> </ul>

## Keys

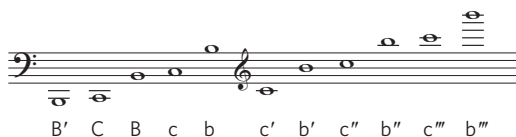
MAJORS minors *	Descant Recorder	Treble Recorder	Flute	Oboe	Clarinet	Bassoon	Saxophone
<b>Grade 1</b>	C, F	F, B $\flat$	G, F	G, F	G, F	G, F	G, F
<b>Grade 2</b>	D d	C g	C e	C d	C a	C e	C d
<b>Grade 3</b>	a	d	a	a	d	a	a
<b>Grade 4</b>	G e	G a	B $\flat$ d	D e	B $\flat$ g	D d	D b
<b>Grade 5</b>	A, B $\flat$ b, g	D, E $\flat$ e, b	D, A, E $\flat$ b, g	A, B $\flat$ , E $\flat$ b, g	D, A, E $\flat$ e, b	A, B $\flat$ , E $\flat$ b, g	A, B $\flat$ , E $\flat$ e, g
<b>Grade 6</b>	—	A f $\sharp$ , c	E, A $\flat$ f $\sharp$ , c	E, A $\flat$ f $\sharp$ , c	E, A $\flat$ f $\sharp$ , c	E, A $\flat$ f $\sharp$ , c	E, A $\flat$ f $\sharp$ , c
<b>Grade 7</b>	—	E, A $\flat$	c $\sharp$ , f	c $\sharp$ , f	c $\sharp$ , f	c $\sharp$ , f	c $\sharp$ , f
<b>Grade 8</b>	—	c $\sharp$ , f	B, D $\flat$	B, D $\flat$	B, D $\flat$	B, D $\flat$	B, D $\flat$

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

Ranges<sup>†</sup>

	Descant Recorder	Treble Recorder	Flute	Oboe	Clarinet	Bassoon	Saxophone
<b>Grade 1</b>	d'-d''	g'-g''	e'-f''	d'-d''	a-a'	G-g	f'-g''
<b>Grade 2</b>	c'-f''	f'-b $\flat$ ''	e'-g''	d'-g''	f-b $\flat$ '	E-b	e'-a''
<b>Grade 3</b>	c'-a''	f'-d'''	d'-c'''	d'-b''	f-g''	E-c'	d'-c'''
<b>Grade 4</b>	c'-b''	f'-e'''	d'-f'''	c'-c'''	f-b $\flat$ ''	D-f'	c'-c'''
<b>Grade 5</b>	c'-b''	f'-e'''	c'-g'''	c'-d'''	e-d'''	C-g'	c'-d'''
<b>Grade 6</b>	—	f'-f'''	c'-a'''	b-e'''	e-e $\flat$ '''	B $\flat$ '-a'	c'-e $\flat$ '''
<b>Grade 7</b>	—	f'-g''' (excl. f $\sharp$ ''')	c'-b $\flat$ '''	b $\flat$ -e'''	e-e'''	B $\flat$ '-b $\flat$ '	b-f'''
<b>Grade 8</b>	—	f'-g''' (excl. f $\sharp$ ''')	c'-b'''	a $\sharp$ -f'''	e-f'''	B $\flat$ '-c''	a $\sharp$ -f'''

<sup>†</sup> Ranges are presented using the Helmholtz system, i.e.:



## GRADE 1

For information on instruments (including a related-instrument option) see page 13.

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

**ALTO or BARITONE SAXOPHONE IN E♭**

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Lazarus	Study in C <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	2 John Reeman	Promenade (from <i>Simple Suite No. 3</i> ), arr. Denley	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	3 Peuerl	Däntz (No. 2 from <i>Suite in Eb</i> ), arr. Mohrs	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	4 Anon. Austrian	Red Sails, arr. A. & J. Oosthuizen <i>upper part</i> <b>DUET</b>	Easy Duets from Around the World for Saxophones (Wild Music Publications)
	5 Alan Bullard	Marching Sax (No. 3 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: <i>Sixty for Sax</i> (ABRSM)
	6 Corelli	Vivace, arr. Hampton	P. 32 from <i>Saxophone Basics</i> (Faber) <b>III</b>
	7 Keri Degg	I've Got the Last Word (from <i>40 Graded Saxophone Duets</i> ) <i>upper part</i> <b>DUET</b>	Keri Degg: <i>40 Graded Saxophone Duets</i> (Masquerade Music)
	8 Handel	Song of Triumph, arr. Kraszna	Saxophone Music for Beginners (EMB Zeneműkiadó)
	9 Chris Hazell	Day Off	Up Front Album for Saxophone, E♭ Alto edition (Brass Wind)
	10 Susato	Les grands douleurs (Basse Dance No. 6 from <i>Danserye</i> ), arr. Sparke	Sounds Classical for Alto Saxophone (Anglo Music)
<b>B</b>	1 Althea Talbot-Howard	Chanson de ma patrie	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	2 Trad. Russian	Song of the Volga Boatmen, arr. Buckland	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	3 Jeffery Wilson	Persuasive Waltz (from <i>Saxploration</i> )	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	4 Brahms	Cradle Song, arr. Scott	Time Travels for Saxophone (Astute Music) <b>III</b>
	5 Cheryl Clark	It's an Illusion <i>upper part</i> <b>DUET</b>	Creative Saxophone Duets (OUP)
	6 Richard Ingham	Magnus in Kintyre (No. 5 from <i>New Progressive Saxophone Studies</i> ) <b>SOLO</b>	Richard Ingham: <i>New Progressive Saxophone Studies</i> (Largo Music)
	7 Klosé	Study in F <b>SOLO</b>	No. 3 from <i>More Graded Studies for Saxophone, Book 1</i> (Faber)
	8 Schubert	Entr'acte Music (from <i>Rosamunde</i> , D. 797), arr. Kolman	Repertoire Explorer for Alto Saxophone (Universal)
	9 Ros Stephen	Guanabara Bay (No. 1 from <i>E♭ Saxophone Globetrotters</i> ) <b>DUET/PIANO</b>	Ros Stephen: <i>E♭ Saxophone Globetrotters</i> (OUP) ⊕
	10 Pam Wedgwood	I Believe	Up-Grade! Alto Saxophone Grades 1–2 (Faber)
<b>C</b>	1 Bart	I'd do anything (from <i>Oliver!</i> ), arr. Lawrance <i>with repeat</i>	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	2 Philip Herbert	Strolling	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	3 Saint-Saëns	L'éléphant (from <i>Le carnaval des animaux</i> ), arr. Blackwell	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
	4 Rob Buckland	Saxi-Taxi	Time Travels for Saxophone (Astute Music) <b>III</b>
	5 Andy Hampton	Just Left of Right	P. 31 from <i>Saxophone Basics</i> (Faber) <b>III</b>
	6 Offenbach	Can Can, arr. Wedgwood <i>with repeat</i>	Up-Grade! Alto Saxophone Grades 1–2 (Faber)
	7 Alastair Penman	Stepping Out (No. 2 from <i>Stepping Out, Ten Easy Duets for Saxophone</i> ) <i>upper part</i> <b>DUET</b>	Alastair Penman: <i>Stepping Out, Ten Easy Duets for Saxophone</i> (Saxtet Publications)
	8 James Rae	On the Ball	Final Whistle! for E♭ Saxophone (Gumbles Publications)

**III** Piano accompaniment published separately

⊕ Piano accompaniment printable separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
9	Kellie Santin	Craving Calypso <i>upper part</i> <b>DUET</b>	Creative Saxophone Duets (OUP)
10	R. & R. Sherman	Truly Scrumptious (from <i>Chitty Chitty Bang Bang</i> ), arr. Lawrance	Winner Scores All for Saxophone (Brass Wind) <b>!!!</b>

Exam requirements continue on page 118

### SOPRANO OR TENOR SAXOPHONE IN B $\flat$

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b> 1	Lazarus	Study in C <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
2	John Reeman	Promenade (from <i>Simple Suite No. 3</i> ), arr. Denley	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
3	Peuerl	Dantz (No. 2 from <i>Suite in Eb</i> ), arr. Mohrs	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
4	Anon. Austrian	Red Sails, arr. A. & J. Oosthuizen <i>upper part</i> <b>DUET</b>	Easy Duets from Around the World for Saxophones (Wild Music Publications)
5	Alan Bullard	Marching Sax (No. 3 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: Sixty for Sax (ABRSM)
6	Corelli	Vivace, arr. Hampton	P. 32 from <i>Saxophone Basics</i> (Faber) <b>!!!</b>
7	Keri Degg	I've Got the Last Word (from <i>40 Graded Saxophone Duets</i> ) <i>upper part</i> <b>DUET</b>	Keri Degg: 40 Graded Saxophone Duets (Masquerade Music)
8	Handel	Song of Triumph, arr. Kraszna	Saxophone Music for Beginners (EMB Zeneműkiadó)
9	Chris Hazell	Day Off	Up Front Album for Saxophone, B $\flat$ Tenor edition (Brass Wind)
10	Susato	Les grand douleurs (Basse Dance No. 6 from <i>Danserye</i> ), arr. Sparke	Sounds Classical for Tenor Saxophone (Anglo Music)
<b>B</b> 1	Althea Talbot-Howard	Chanson de ma patrie	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
2	Trad. Russian	Song of the Volga Boatmen, arr. Buckland	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
3	Jeffery Wilson	Persuasive Waltz (from <i>Saxploration</i> )	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
4	Brahms	Cradle Song, arr. Scott	Time Travels for Saxophone (Astute Music) <b>!!!</b>
5	Cheryl Clark	It's an Illusion <i>upper part</i> <b>DUET</b>	Creative Saxophone Duets (OUP)
6	Richard Ingham	Magnus in Kintyre (No. 5 from <i>New Progressive Saxophone Studies</i> ) <b>SOLO</b>	Richard Ingham: New Progressive Saxophone Studies (Largo Music)
7	Klosé	Study in F <b>SOLO</b>	No. 3 from <i>More Graded Studies for Saxophone, Book 1</i> (Faber)
8	Schubert	Entr'acte Music (from <i>Rosamunde, D. 797</i> ), arr. Kolman	Repertoire Explorer for Tenor Saxophone (Universal)
9	Ros Stephen	Guanabara Bay (No. 1 from <i>B<math>\flat</math> Saxophone Globetrotters</i> ) <b>DUET/PIANO</b>	Ros Stephen: B $\flat$ Saxophone Globetrotters (OUP) $\otimes$
10	Pam Wedgwood	I Believe	Selected Solos for Soprano/Tenor Saxophone, Grades 1-3 (Faber)
<b>C</b> 1	Bart	I'd Do Anything (from <i>Oliver!</i> ), arr. Lawrance <i>with repeat</i>	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
2	Philip Herbert	Strolling	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
3	Saint-Saëns	L'éléphant (from <i>Le carnaval des animaux</i> ), arr. Blackwell	Saxophone Exam Pieces from 2022, Grade 1 (ABRSM)
4	Rob Buckland	Saxi-Taxi	Time Travels for Saxophone (Astute Music) <b>!!!</b>
5	Andy Hampton	Just Left of Right	P. 31 from <i>Saxophone Basics</i> (Faber) <b>!!!</b>
6	Offenbach	Can Can, arr. Wedgwood <i>with repeat</i>	Selected Solos for Soprano/Tenor Saxophone, Grades 1-3 (Faber)
7	Alastair Penman	Stepping Out (No. 2 from <i>Stepping Out, Ten Easy Duets for Saxophone</i> ) <i>upper part</i> <b>DUET</b>	Alastair Penman: Stepping Out, Ten Easy Duets for Saxophone (Saxtet Publications)

**!!!** Piano accompaniment published separately

$\otimes$  Piano accompaniment printable separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
8 James Rae	On the Ball	Final Whistle! for B♭ Saxophone (Gumbles Publications)
9 Kellie Santin	Craving Calypso <i>upper part</i> <b>DUET</b>	Creative Saxophone Duets (OUP)
10 R. & R. Sherman	Truly Scrumptious (from <i>Chitty Chitty Bang Bang</i> ), arr. Lawrance	Winner Scores All for Saxophone (Brass Wind) <b>!!!</b>

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

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

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 23–24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 143 & 144

## GRADE 2

For information on instruments (including a related-instrument option) see page 13.

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

### ALTO or BARITONE SAXOPHONE IN E♭

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Handel	Bourrée (2nd movt from <i>Music for the Royal Fireworks</i> , HWV 351), arr. Bullard	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	2 Robert Jones	In Sherwood livde stout Robin Hood (from <i>Fourth Booke of Ayres</i> ), arr. Denley	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	3 Nilia Velázquez	Spiritoso <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	4 Anon.	Mr Scoolding's Minuet, arr. Sparke	Sounds Classical for Alto Saxophone (Anglo Music)
	5 Mick Foster	Celebration Song (No. 2 from <i>Jazz Gallery for Saxophone</i> )	Mick Foster: Jazz Gallery for Saxophone (Saxtet Publications)
	6 Karen Gourlay	Minuet (No. 1 from <i>Dazzling Duos, Grade 2 Saxophone</i> ) <b>upper part DUET</b>	Karen Gourlay: Dazzling Duos, Grade 2 Saxophone (Forton Music)
	7 Heather Hammond	Teamwork (from <i>Super Sax Duets and Trios, Book 1</i> ) <b>upper part DUET</b>	Heather Hammond: Super Sax Duets and Trios, Book 1 (Kevin Mayhew)
	8 James Rae	March of the Chipolatas (No. 4 from <i>36 More Modern Studies for Solo Saxophone</i> ) <b>SOLO</b>	James Rae: 36 More Modern Studies for Solo Saxophone (Universal)
	9 Shield*	The Ploughboy, arr. Davies	Folk Roots for Alto Saxophone (Boosey & Hawkes)
	10 Philip Sparke	Trumpet Tune	Skilful Solos for Alto Saxophone (Anglo Music)
<b>B</b>	1 Holst	Jupiter (from <i>The Planets</i> , Op. 32), arr. Blackwell	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	2 Humperdinck	Abendsegen (from <i>Hänsel und Gretel</i> ), arr. Gritton	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	3 Bongani Ndodana-Breen	Xhosa Fantasy	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	4 Rob Buckland	Paris	Time Travels for Saxophone (Astute Music) <b>III</b>
	5 Alan Bullard	Waltzing to Wembley	Final Whistle! for E♭ Saxophone (Gumbles Publications)
	6 Gluck	Aria (from <i>Orfeo ed Euridice</i> ), arr. Lawrance	Winner Scores All for Saxophone (Brass Wind) <b>III</b>
	7 Heather Hammond	Low Tide (from <i>Super Sax Duets and Trios, Book 1</i> ) <b>upper part DUET</b>	Heather Hammond: Super Sax Duets and Trios, Book 1 (Kevin Mayhew)
	8 Michael Henry	Interlude 1 (from <i>Three Interludes</i> )	Michael Henry: Three Interludes (Faber)
	9 Alan Menken	A Whole New World (from <i>Aladdin</i> ), arr. Lawrance	Easy Winners for Saxophone (Brass Wind) <b>III</b>
	10 Alastair Penman	Sailing (No. 5 from <i>Stepping Out, Ten Easy Duets for Saxophone</i> ) <b>upper part DUET</b>	Alastair Penman: Stepping Out, Ten Easy Duets for Saxophone (Saxtet Publications)
<b>C</b>	1 Beverley Calland	Horseshoe Shuffle	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	2 Gilkyson	The Bare Necessities (from <i>The Jungle Book</i> ), arr. Lawrance	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	3 Alan Houghton	Flying High (No. 2 from <i>Rhythm &amp; Rag for Saxophone</i> )	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
	4 Karen Gourlay	Fiesta (No. 6 from <i>Dazzling Duos, Grade 2 Saxophone</i> ) <b>upper part DUET</b>	Karen Gourlay: Dazzling Duos, Grade 2 Saxophone (Forton Music)
	5 Chris Gumbley	Skedaddle (from <i>Cool School for Alto Saxophone</i> ) <b>SOLO</b>	Chris Gumbley: Cool School for Alto Saxophone (Brass Wind)
	6 Paul Harris	Pirates Ahoy!	First Repertoire for Alto Saxophone (Faber)

**III** Piano accompaniment published separately  
\* composer is cited as Trad. in the publication



	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
7	James Rae	Crystal Waltz (No. 6 from <i>36 More Modern Studies for Solo Saxophone</i> ) SOLO	James Rae: 36 More Modern Studies for Solo Saxophone (Universal)
8	Philip Sparke	Pony and Trap	Skilful Solos for Alto Saxophone (Anglo Music)
9	Ros Stephen	Greenmarket Square (No. 2 from <i>E♭ Saxophone Globetrotters</i> ) DUET/PIANO	Ros Stephen: E♭ Saxophone Globetrotters (OUP) ⊕
10	Strayhorn	Take the 'A' Train, arr. Lawrence	Won Up! for Saxophone (Brass Wind) 🎷

*Exam requirements continue on page 121*

### SOPRANO OR TENOR SAXOPHONE IN B♭

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
A 1	Handel	Bourrée (from <i>Music for the Royal Fireworks</i> , HWV 351), arr. Bullard	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
2	Robert Jones	In Sherwood livde stout Robin Hood (from <i>Fourth Booke of Ayres</i> ), arr. Denley	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
3	Nilia Velázquez	Spiritoso SOLO	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
4	Anon.	Mr Scoolding's Minuet, arr. Sparke	Sounds Classical for Tenor Saxophone (Anglo Music)
5	Mick Foster	Celebration Song (No. 2 from <i>Jazz Gallery for Saxophone</i> )	Mick Foster: Jazz Gallery for Saxophone (Saxtet Publications)
6	Karen Gourlay	Minuet (No. 1 from <i>Dazzling Duos, Grade 2 Saxophone</i> ) upper part DUET	Karen Gourlay: Dazzling Duos, Grade 2 Saxophone (Forton Music)
7	Heather Hammond	Teamwork (from <i>Super Sax Duets and Trios, Book 1</i> ) upper part DUET	Heather Hammond: Super Sax Duets and Trios, Book 1 (Kevin Mayhew)
8	James Rae	March of the Chipolatas (No. 4 from <i>36 More Modern Studies for Solo Saxophone</i> ) SOLO	James Rae: 36 More Modern Studies for Solo Saxophone (Universal)
9	Shield	The Ploughboy, arr. Davies	Folk Roots for Tenor Saxophone (Boosey & Hawkes)
10	Philip Sparke	Trumpet Tune	Skilful Solos for Tenor Saxophone (Anglo Music)
B 1	Holst	Jupiter (from <i>The Planets</i> , Op. 32), arr. Blackwell	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
2	Humperdinck	Abendsegen (from <i>Hänsel und Gretel</i> ), arr. Gritton	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
3	Bongani Ntodana-Breen	Xhosa Fantasy	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
4	Rob Buckland	Paris	Time Travels for Saxophone (Astute Music) 🎷
5	Alan Bullard	Waltzing to Wembley	Final Whistle! for B♭ Saxophone (Gumbles Publications)
6	Gluck	Aria (from <i>Orfeo ed Euridice</i> ), arr. Lawrence	Winner Scores All for Saxophone (Brass Wind) 🎷
7	Heather Hammond	Low Tide (from <i>Super Sax Duets and Trios, Book 1</i> ) upper part DUET	Heather Hammond: Super Sax Duets and Trios, Book 1 (Kevin Mayhew)
8	Michael Henry	Interlude 1 (from <i>Three Interludes</i> )	Michael Henry: Three Interludes (Faber)
9	Alan Menken	A Whole New World (from <i>Aladdin</i> ), arr. Lawrence	Easy Winners for Saxophone (Brass Wind) 🎷
10	Alastair Penman	Sailing (No. 5 from <i>Stepping Out, Ten Easy Duets for Saxophone</i> ) upper part DUET	Alastair Penman: Stepping Out, Ten Easy Duets for Saxophone (Saxtet Publications)
C 1	Beverly Calland	Horseshoe Shuffle	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
2	Gilkyson	The Bare Necessities (from <i>The Jungle Book</i> ), arr. Lawrence	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)
3	Alan Haughton	Flying High (No. 2 from <i>Rhythm &amp; Rag for Saxophone</i> )	Saxophone Exam Pieces from 2022, Grade 2 (ABRSM)

🎷 Piano accompaniment published separately

⊕ Piano accompaniment printable separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
4 Karen Gourlay	Fiesta (No. 6 from <i>Dazzling Duos, Grade 2 Saxophone</i> ) <i>upper part</i> <b>DUET</b>	Karen Gourlay: <i>Dazzling Duos, Grade 2 Saxophone</i> (Forton Music)
5 Chris Gumbley	Skedaddle (from <i>Cool School for Tenor Saxophone</i> ) <b>SOLO</b>	Chris Gumbley: <i>Cool School for Tenor Saxophone</i> (Brass Wind)
6 Paul Harris	Pirates Ahoy!	Selected Solos for Soprano/Tenor Saxophone, Grades 1-3 (Faber)
7 James Rae	Crystal Waltz (No. 6 from <i>36 More Modern Studies for Solo Saxophone</i> ) <b>SOLO</b>	James Rae: <i>36 More Modern Studies for Solo Saxophone</i> (Universal)
8 Philip Sparke	Pony and Trap	Skillful Solos for Tenor Saxophone (Anglo Music)
9 Ros Stephen	Greenmarket Square (No. 2 from <i>B♭ Saxophone Globetrotters</i> ) <b>DUET/PIANO</b>	Ros Stephen: <i>B♭ Saxophone Globetrotters</i> (OUP) ⊕
10 Strayhorn	Take the 'A' Train, arr. Lawrance	Won Up! for Saxophone (Brass Wind) <b>III</b>

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

	RANGE	ARTICULATION (chosen by the examiner)
<b>SCALES</b>		
C major <i>starting an octave above lowest tonic</i>	1 oct.	
D, F majors	a 12th	
A minor (natural or harmonic or melodic, at candidate's choice)	1 oct.	tongued / slurred
D minor (natural or harmonic or melodic, at candidate's choice)	a 12th	
<b>ARPEGGIOS</b>		
C major <i>starting an octave above lowest tonic</i>	1 oct.	
D, F majors	a 12th	tongued / slurred
A minor	1 oct.	
D minor	a 12th	

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 23–24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 143 & 145

## GRADE 3

For information on instruments (including a related-instrument option) see page 13.

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

### ALTO or BARITONE SAXOPHONE IN E♭

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Mike Mower	Le petit chien (No.11 from <i>The Good Tempered Saxophone</i> ) <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	2 Trad. English	The Miller of the Dee, arr. Davies	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	3 Vivaldi	Allegro (1st movt from <i>Concerto in E, 'La Primavera', Op.8 No.1, RV 269</i> ), arr. Blackwell	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	4 Byrd	Lord Willobies Welcome Home, arr. Sparke	Sounds Classical for Alto Saxophone (Anglo Music)
	5 Keri Degg	Dance of the Flowers (from <i>40 Graded Saxophone Duets</i> ) <i>upper part</i> <b>DUET</b>	Keri Degg: 40 Graded Saxophone Duets (Masquerade Music)
	6 Handel	Allegro, arr. Kraszna	Saxophone Music for Beginners (EMB Zeneműkiadó)
	7 Musorgsky	Promenade (from <i>Pictures at an Exhibition</i> ), arr. Harris & Calland	First Repertoire for Alto Saxophone (Faber)
	8 James Rae	Spinnaker Jig (No.9 from <i>36 More Modern Studies for Solo Saxophone</i> ) <b>SOLO</b>	James Rae: 36 More Modern Studies for Solo Saxophone (Universal)
	9 Philip Sparke	Waltz with Variations	Skilful Solos for Alto Saxophone (Anglo Music)
	10 Telemann	Polonoise, arr. Wood <i>upper part</i> <b>DUET</b>	Telemann: Four Easy Duets (Saxtet Publications)
<b>B</b>	1 Lloyd Coleman	Swan Song	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	2 Ravel	Pavane pour une infante défunte, arr. Bullard	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	3 Althea Talbot-Howard	The Church at Errislannan	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	4 Karen Gourlay	Land's End (No.10 from <i>Dazzling Duos, Grade 3 Saxophone</i> ) <i>upper part</i> <b>DUET</b>	Karen Gourlay: Dazzling Duos, Grade 3 Saxophone (Forton Music)
	5 Grieg	Morning (from <i>Peer Gynt Suite</i> ), arr. Lanning	The Classic Experience for Alto Saxophone (Cramer)
	6 Michael Henry	Interlude 2 (from <i>Three Interludes</i> ) <i>trill optional</i>	Michael Henry: Three Interludes (Faber)
	7 Andrew Lloyd Webber	The Music of the Night (from <i>Phantom of the Opera</i> ), arr. Lawrence	Winner Scores All for Saxophone (Brass Wind) <b>!!!</b>
	8 MacDowell	To a Wild Rose, Op.51 No.1, arr. Buckland	Time Travels for Saxophone (Astute Music) <b>!!!</b>
	9 Ros Stephen	Breton Mariner's Song (No.3 from <i>E♭ Saxophone Globetrotters</i> ) <b>DUET/PIANO</b>	Ros Stephen: E♭ Saxophone Globetrotters (OUP) <b>⊗</b>
	10 Vaughan Williams	Linden Lea, arr. Denley	Time Pieces for E♭ Saxophone, Vol.1 (ABRSM)
<b>C</b>	1 L. Bernstein	America (from <i>West Side Story</i> ), arr. Lawrence	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	2 Coward	My Horse has Cast a Shoe (from <i>Pacific 1860</i> ), arr. Denley	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	3 Charlotte Harding	Listen Up!	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
	4 Alan Bullard	Cheerful Sax (No.25 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: Sixty for Sax (ABRSM)
	5 Mick Foster	Havana Party (No.1 from <i>Jazz Gallery for Saxophone</i> )	Mick Foster: Jazz Gallery for Saxophone (Saxtet Publications)
	6 Karen Gourlay	Read All About It (No.4 from <i>Dazzling Duos, Grade 3 Saxophone</i> ) <i>upper part</i> <b>DUET</b>	Karen Gourlay: Dazzling Duos, Grade 3 Saxophone (Forton Music)
	7 Joplin	The Entertainer, arr. Lawrence	Winners Galore for Saxophone (Brass Wind) <b>!!!</b>
	8 Ros Stephen	Roda de Choro (No.11 from <i>E♭ Saxophone Globetrotters</i> ) <b>DUET/PIANO</b>	Ros Stephen: E♭ Saxophone Globetrotters (OUP) <b>⊗</b>

**!!!** Piano accompaniment published separately

**⊗** Piano accompaniment printable separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
9 Karen Street	Domain Reason <b>SOLO</b>	Double Click!! for Solo Saxophone (Gumbles Publications)
10 Billy Taylor	I wish I knew how it would feel to be free, arr. Bennett	YolanDa Brown Alto Sax Collection (Faber)

Exam requirements continue on page 124

### SOPRANO or TENOR SAXOPHONE IN B $\flat$

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b> 1 Mike Mower	Le petit chien (No.11 from <i>The Good Tempered Saxophone</i> ) <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
2 Trad. English	The Miller of the Dee, arr. Davies	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
3 Vivaldi	Allegro (1st movt from <i>Concerto in E, 'La Primavera', Op.8 No.1, RV 269</i> ), arr. Blackwell	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
4 Byrd	Lord Willobies Welcome Home, arr. Sparke	Sounds Classical for Tenor Saxophone (Anglo Music)
5 Keri Degg	Dance of the Flowers (from <i>40 Graded Saxophone Duets</i> ) <i>upper part</i> <b>DUET</b>	Keri Degg: 40 Graded Saxophone Duets (Masquerade Music)
6 Handel	Allegro, arr. Kraszna	Saxophone Music for Beginners (EMB Zeneműkiadó)
7 Musorgsky	Promenade (from <i>Pictures at an Exhibition</i> ), arr. Harris & Calland	Selected Solos for Soprano/Tenor Saxophone, Grades 1-3 (Faber)
8 James Rae	Spinnaker Jig (No. 9 from <i>36 More Modern Studies for Solo Saxophone</i> ) <b>SOLO</b>	James Rae: 36 More Modern Studies for Solo Saxophone (Universal)
9 Philip Sparke	Waltz with Variations	Skilful Solos for Tenor Saxophone (Anglo Music)
10 Telemann	Polonoise, arr. Wood <i>upper part</i> <b>DUET</b>	Telemann: Four Easy Duets (Saxtet Publications)
<b>B</b> 1 Lloyd Coleman	Swan Song	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
2 Ravel	Pavane pour une infante défunte, arr. Bullard	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
3 Althea Talbot-Howard	The Church at Errislannan	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
4 Karen Gourlay	Land's End (No.10 from <i>Dazzling Duos, Grade 3 Saxophone</i> ) <i>upper part</i> <b>DUET</b>	Karen Gourlay: Dazzling Duos, Grade 3 Saxophone (Forton Music)
5 Grieg	Morning (from <i>Peer Gynt Suite</i> ), arr. Lanning	Classic Experience Collection for Tenor Saxophone (Cramer)
6 Michael Henry	Interlude 2 (from <i>Three Interludes</i> ) <i>trill optional</i>	Michael Henry: Three Interludes (Faber)
7 Andrew Lloyd Webber	The Music of the Night (from <i>Phantom of the Opera</i> ), arr. Lawrance	Winner Scores All for Saxophone (Brass Wind) <b>III</b>
8 MacDowell	To a Wild Rose, Op. 51 No.1, arr. Buckland	Time Travels for Saxophone (Astute Music) <b>III</b>
9 Ros Stephen	Breton Mariner's Song (No. 3 from <i>B<math>\flat</math> Saxophone Globetrotters</i> ) <b>DUET/PIANO</b>	Ros Stephen: B $\flat$ Saxophone Globetrotters (OUP) $\otimes$
10 Vaughan Williams	Linden Lea, arr. Denley	Time Pieces for B $\flat$ Saxophone, Vol. 1 (ABRSM)
<b>C</b> 1 L. Bernstein	America (from <i>West Side Story</i> ), arr. Lawrance	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
2 Coward	My Horse has Cast a Shoe (from <i>Pacific 1860</i> ), arr. Denley	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
3 Charlotte Harding	Listen Up!	Saxophone Exam Pieces from 2022, Grade 3 (ABRSM)
4 Alan Bullard	Cheerful Sax (No. 25 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: Sixty for Sax (ABRSM)
5 Mick Foster	Havana Party (No. 1 from <i>Jazz Gallery for Saxophone</i> )	Mick Foster: Jazz Gallery for Saxophone (Saxtet Publications)
6 Karen Gourlay	Read All About It (No. 4 from <i>Dazzling Duos, Grade 3 Saxophone</i> ) <i>upper part</i> <b>DUET</b>	Karen Gourlay: Dazzling Duos, Grade 3 Saxophone (Forton Music)

**III** Piano accompaniment published separately

$\otimes$  Piano accompaniment printable separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
7 Joplin	The Entertainer, arr. Lawrence	Winners Galore for Saxophone (Brass Wind) <b>III</b>
8 Ros Stephen	Roda de Choro (No.11 from <i>B♭ Saxophone Globetrotters</i> ) <b>DUET/PIANO</b>	Ros Stephen: <i>B♭ Saxophone Globetrotters</i> (OUP) <b>⊕</b>
9 Karen Street	Domain Reason <b>SOLO</b>	Double Click!! for Solo Saxophone (Gumbles Publications)
10 Billy Taylor	I wish I knew how it would feel to be free, arr. Bennett	YolanDa Brown Tenor Sax Collection (Faber)

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

	RANGE	ARTICULATION (chosen by the examiner)
<b>SCALES</b>		
B♭ major <i>starting an octave above lowest tonic</i>	1 oct.	tongued / slurred
G major	a 12th	
C, D majors	2 oct.	
B minor <i>starting an octave above lowest tonic</i> (harmonic or melodic, at candidate's choice)	1 oct.	
G minor (harmonic or melodic, at candidate's choice)	a 12th	
D minor (harmonic or melodic, at candidate's choice)	2 oct.	
<b>CHROMATIC SCALE</b>		
starting on G	1 oct.	tongued / slurred
<b>ARPEGGIOS</b>		
B♭ major <i>starting an octave above lowest tonic</i>	1 oct.	tongued / slurred
G major	a 12th	
C, D majors	2 oct.	
B minor <i>starting an octave above lowest tonic</i>	1 oct.	
G minor	a 12th	
D minor	2 oct.	

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 23–24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 143 & 145

## GRADE 4

For information on instruments (including a related-instrument option) see page 13.

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

### ALTO or BARITONE SAXOPHONE IN E♭

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b> 1	Valérie Rousse & Joël Littorie Valse sous le vent (No.1 from <i>Couleurs Caraïbe</i> )	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
2	Handel Allegro (4th movt from <i>Sonata in F</i> , HWV 369, Op.1 No.11), arr. Blackwell	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
3	Karen Street À la Gavotte (No.1 from <i>Street Beats</i> ) <i>trills optional</i> <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
4	Alan Bullard Ceilidh Sax (No.28 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: <i>Sixty for Sax</i> (ABRSM)
5	Hywel Davies Hornpipe	Folk Roots for Alto Saxophone (Boosey & Hawkes)
6	Demnitz Study in D <b>SOLO</b>	No. 30 from <i>More Graded Studies for Saxophone</i> , Book 1 (Faber)
7	Mozart Turkish Rondo (from <i>Piano Sonata in A</i> ), arr. Lanning	The Classic Experience for Alto Saxophone (Cramer)
8	Schubert Marche militaire, arr. Sparke	Skilful Solos for Alto Saxophone (Anglo Music)
9	Philip Sparke Scales of Justice	Skilful Solos for Alto Saxophone (Anglo Music)
10	Singlée Allegro vivace (3rd movt from <i>Premier Quatuor</i> , Op.53), arr. Harris & Calland	Concert Repertoire for Alto Saxophone (Faber)
<b>B</b> 1	Elgar Chanson de matin, Op.15 No.2, arr. Lanning	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
2	G. & I. Gershwin & D. & D. Heyward Bess, you is my woman now (from <i>Porgy and Bess</i> ), arr. Iles	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
3	Errollyn Wallen Pas de deux	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
4	Richard Kershaw End of a Perfect Day (from <i>Latin Nights for Alto Saxophone</i> )	Richard Kershaw: <i>Latin Nights for Alto Saxophone</i> (Hunt Edition)
5	Mark Nightingale Junk Email Blues (No.18 from <i>Jazz@Etudes for Saxophone</i> ) <b>SOLO</b>	Mark Nightingale: <i>Jazz@Etudes for Saxophone</i> (Warwick Music)
6	Saint-Saëns The Swan (from <i>The Carnival of the Animals</i> ), arr. Rae	Take Ten for Alto Saxophone (Universal)
7	Claude-Michel Schönberg On My Own (from <i>Les Misérables</i> ), arr. Lawrance	Won Up! for Saxophone (Brass Wind) <b>III</b>
8	Ros Stephen Shanghai Rickshaw Ride (No.8 from <i>E♭ Saxophone Globetrotters</i> )	Ros Stephen: <i>E♭ Saxophone Globetrotters</i> (OUP) <b>⊕</b>
9	Verroust Study in B♭ <b>SOLO</b>	No. 29 from <i>More Graded Studies for Saxophone</i> , Book 1 (Faber)
10	Vivaldi Largo (from <i>Winter</i> ), arr. Sparke	Skilful Solos for Alto Saxophone (Anglo Music)
<b>C</b> 1	Ruth Byrchmore Abracadabra	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
2	Mark Fielding Tango (from <i>All Styles</i> ) <i>gliss optional; with repeats</i>	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
3	Fučik Entry of the Gladiators, Op.68, arr. Denley	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
4	YolanDa Brown Million Billion Love, arr. Bennett <i>bb. 51-59 as written</i>	YolanDa Brown Alto Sax Collection (Faber)
5	Alan Bullard Final Whistle!	Final Whistle! for E♭ Saxophone (Gumbles Publications)
6	Jobim & Mendonça Desafinado, arr. Harris & Calland	First Repertoire for Alto Saxophone (Faber)

**III** Piano accompaniment published separately

**⊕** Piano accompaniment printable separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
7 Christopher Norton	Dixie (No. 5 from <i>The Christopher Norton Concert Collection for Alto Saxophone</i> )	The Christopher Norton Concert Collection for Alto Saxophone (Boosey & Hawkes)
8 James Rae	Rachel and the Boys (from <i>Blue Saxophone</i> )	James Rae: Blue Saxophone (Universal)
9 Ros Stephen	Bourbon Street Stomp (No. 7 from <i>E♭ Saxophone Globetrotters</i> ) <i>glissandi optional</i>	Ros Stephen: E♭ Saxophone Globetrotters (OUP) ⊕
10 Weill & Brecht	Tango-Ballade (from <i>The Threepenny Opera</i> ), arr. Denley	Time Pieces for E♭ Saxophone, Vol. 2 (ABRSM)

Exam requirements continue on page 127

### SOPRANO or TENOR SAXOPHONE IN B♭

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b> 1 Valérie Rousse & Joël Littorie	Valse sous le vent (No.1 from <i>Couleurs Caraïbe</i> )	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
2 Handel	Allegro (4th movt from <i>Sonata in F</i> , HWV 369, Op.1 No.11), arr. Blackwell	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
3 Karen Street	À la Gavotte (No.1 from <i>Street Beats</i> ) <i>trills optional</i> <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
4 Alan Bullard	Ceilidh Sax (No. 28 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: Sixty for Sax (ABRSM)
5 Hywel Davies	Hornpipe	Folk Roots for Tenor Saxophone (Boosey & Hawkes)
6 Demnitz	Study in D <b>SOLO</b>	No. 30 from More Graded Studies for Saxophone, Book 1 (Faber)
7 Mozart	Turkish Rondo (from <i>Piano Sonata in A</i> ), arr. Lanning	Classic Experience Collection for Tenor Saxophone (Cramer)
8 Schubert	Marche militaire, arr. Sparke	Skilful Solos for Tenor Saxophone (Anglo Music)
9 Philip Sparke	Scales of Justice	Skilful Solos for Tenor Saxophone (Anglo Music)
10 Singelée	Allegro vivace (3rd movt from <i>Premier Quatuor</i> , Op. 53), arr. Harris & Calland	Selected Solos for Soprano/Tenor Saxophone, Grades 4–6 (Faber)
<b>B</b> 1 Elgar	Chanson de matin, Op.15 No. 2, arr. Lanning	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
2 G. & I. Gershwin & D. & D. Heyward	Bess, you is my woman now (from <i>Porgy and Bess</i> ), arr. Iles	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
3 Errollyn Wallen	Pas de deux	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
4 Richard Kershaw	End of a Perfect Day (from <i>Latin Nights for Tenor Saxophone</i> )	Richard Kershaw: Latin Nights for Tenor Saxophone (Hunt Edition)
5 Mark Nightingale	Junk Email Blues (No.18 from <i>Jazz@Etudes for Saxophone</i> ) <b>SOLO</b>	Mark Nightingale: Jazz@Etudes for Saxophone (Warwick Music)
6 Saint-Saëns	The Swan (from <i>The Carnival of the Animals</i> ), arr. Harvey	Saxophone Solos for B♭ Tenor, Vol. 1 (Chester)
7 Claude-Michel Schönberg	On My Own (from <i>Les Misérables</i> ), arr. Lawrance	Won Up! for Saxophone (Brass Wind) <b>!!!</b>
8 Ros Stephen	Shanghai Rickshaw Ride (No. 8 from <i>B♭ Saxophone Globetrotters</i> )	Ros Stephen: B♭ Saxophone Globetrotters (OUP) ⊕
9 Verroust	Study in B♭ <b>SOLO</b>	No. 29 from More Graded Studies for Saxophone, Book 1 (Faber)
10 Vivaldi	Largo (from <i>Winter</i> ), arr. Sparke	Skilful Solos for Tenor Saxophone (Anglo Music)

**!!!** Piano accompaniment published separately

⊕ Piano accompaniment printable separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

C

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
1 Ruth Byrchmore	Abacadabra	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
2 Mark Fielding	Tango (from <i>All Styles</i> ) <i>gliss optional; with repeats</i>	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
3 Fučík	Entry of the Gladiators, Op. 68, arr. Denley	Saxophone Exam Pieces from 2022, Grade 4 (ABRSM)
4 YolanDa Brown	Million Billion Love, arr. Bennett <i>bb. 51-59 as written</i>	YolanDa Brown Tenor Sax Collection (Faber)
5 Alan Bullard	Final Whistle!	Final Whistle! for B♭ Saxophone (Gumbles Publications)
6 Jobim & Mendonça	Desafinado, arr. Harris & Calland	Selected Solos for Soprano/Tenor Saxophone, Grades 4-6 (Faber)
7 Christopher Norton	Dixie (No. 5 from <i>The Christopher Norton Concert Collection for Tenor Saxophone</i> )	The Christopher Norton Concert Collection for Tenor Saxophone (Boosey & Hawkes)
8 James Rae	Rachel and the Boys (from <i>Blue Saxophone</i> )	James Rae: Blue Saxophone (Universal)
9 Ros Stephen	Bourbon Street Stomp (No. 7 from <i>B♭ Saxophone Globetrotters</i> ) <i>glissandi optional</i>	Ros Stephen: B♭ Saxophone Globetrotters (OUP) ⊗
10 Weill & Brecht	Tango-Ballade (from <i>The Threepenny Opera</i> ), arr. Denley	Time Pieces for B♭ Saxophone, Vol. 2 (ABRSM)

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

	RANGE	ARTICULATION (chosen by the examiner)
<b>SCALES</b>		
A major	1 oct.	
E, G majors	a 12th	
D, E♭ majors	2 oct.	
F♯ minor (harmonic or melodic, at candidate's choice)	1 oct.	tongued / slurred
E, F minors (harmonic or melodic, at candidate's choice)	a 12th	
C minor (harmonic or melodic, at candidate's choice)	2 oct.	
<b>CHROMATIC SCALE</b>		
starting on G	a 12th	tongued / slurred
<b>ARPEGGIOS</b>		
A major	1 oct.	
E, G majors	a 12th	
D, E♭ majors	2 oct.	
F♯ minor	1 oct.	tongued / slurred
E, F minors	a 12th	
C minor	2 oct.	
<b>DOMINANT SEVENTH (resolving on tonic)</b>		
in the key of F	2 oct.	tongued / slurred

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 23-24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 143 & 146



## GRADE 5

For information on instruments (including a related-instrument option) see page 13.

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

**ALTO or BARITONE SAXOPHONE IN E♭**

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 C. Baermann	Tarantella (No. 41 from <i>Vollständige Clarinet-Schule, Part 1, Op. 63</i> ), arr. Bullard	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	2 Glinka	Danse (from <i>La vie pour le Tsar</i> ), arr. Ivanov	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	3 Paul Harris	Saxsequential	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	4 Bizet	Chanson bohème (from <i>Carmen</i> ), arr. Lanning	The Classic Experience for Alto Saxophone (Cramer)
	5 Blémant	Petit jeu (from <i>Quatre créations faciles</i> )	First Repertoire Pieces for Alto Saxophone (2012 revised edition) (Boosey & Hawkes)
	6 Bouillon	Valse-Fantaisie	First Repertoire Pieces for Alto Saxophone (2012 revised edition) (Boosey & Hawkes)
	7 Ferling	Study in A <b>SOLO</b>	No. 46 from 80 Graded Studies for Saxophone, Book 1 (Faber)
	8 Lutostawski	March (from <i>Three Youthful Pieces</i> ), arr. Denley	Time Pieces for E♭ Saxophone, Vol. 2 (ABRSM)
	9 Mike Mower	Bucolic Bounce (No.17 from <i>The Good Tempered Saxophone</i> ) <b>SOLO</b>	Mike Mower: The Good Tempered Saxophone (Itchy Fingers Publications)
	10 Rossini	Aria (from <i>Il barbiere di Siviglia</i> ), arr. Lewin <b>SOLO</b>	22 Unaccompanied Pieces for Saxophone (ABRSM)
<b>B</b>	1 Keri Degg	Celtic V (No. 5 from <i>Celtic Collage</i> )	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	2 Chevalier de Saint-Georges	Andante (1st movt from <i>Sonata for the Harp - with obbligato Flute</i> ), arr. Talbot-Howard	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	3 Karen Street	All Because of You	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	4 Anon.	Spanish Love Song, arr. Harris & Calland	Concert Repertoire for Alto Saxophone (Faber)
	5 Alain Crépin	Céline Mandarine	Alain Crépin: Céline Mandarine for Alto Saxophone (Lemoine)
	6 Fauré	Après un rêve (No.1 from <i>Trois mélodies, Op. 7</i> ), arr. Blackwell	Fauré: Après un rêve for Saxophone (ABRSM) ©
	7 Tchaikovsky	Waltz (from <i>The Sleeping Beauty, Op. 66</i> ), arr. Lanning	Classic Experience Encores for Alto Saxophone (Cramer)
	8 Tomasi	Chant Corse	Tomasi: Chant Corse for Alto Saxophone (Leduc)
	9 Vaughan Williams	Andante tranquillo (No. 5 from <i>Six Studies in English Folksong</i> ), arr. Stanton	Vaughan Williams: Six Studies in English Folksong, E♭ saxophone edition (Stainer & Bell) !!!
	10 Jeffery Wilson	Arioso (from <i>Saxploration</i> )	Jeffery Wilson: Saxploration for Alto Saxophone (Brass Wind)
<b>C</b>	1 Joplin	The Ragtime Dance, arr. Blackwell <i>heel stamp optional</i>	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	2 Cassie Kinoshi	Through the Trees	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	3 Alan Bullard	Festival Sax (No. 35 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
	4 Keiron Anderson	Chillax (from <i>Cool Pieces</i> )	Keiron Anderson: Cool Pieces for Alto Saxophone (Forton Music)
	5 Ned Bennett	An Urge to Splurge	The Jazz Sax Collection for Alto or Baritone Saxophone (Faber)
	6 Gershwin	But Not for Me, arr. Bennett	The Jazz Sax Collection for Alto or Baritone Saxophone (Faber)
	7 Rob Buckland	Scaredy Cat <b>SOLO</b>	Solo Saxophone, Book 1 (Astute Music)
	8 Richard Kershaw	Tango Till You Drop! (from <i>Latin Nights for Alto Saxophone</i> )	Richard Kershaw: Latin Nights for Alto Saxophone (Hunt Edition)

!!! Piano accompaniment published separately

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COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
9 Ros Stephen	Transylvanian Stick Dance (No.12 from <i>E♭ Saxophone Globetrotters</i> )	Ros Stephen: E♭ Saxophone Globetrotters (OUP) ©
10 Karen Street	Paradise Ballroom (from <i>Streetworks</i> ) <b>SOLO</b>	Karen Street: Streetworks for Solo Saxophone (Gumbles Publications)

Exam requirements continue on page 130

### SOPRANO or TENOR SAXOPHONE IN B♭

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b> 1 C. Baermann	Tarantella (No. 41 from <i>Vollständige Clarinettschule, Part 1, Op. 63</i> ), arr. Bullard	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
2 Glinka	Danse (from <i>La vie pour le Tsar</i> ), arr. Ivanov	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
3 Paul Harris	Saxsequential	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
4 Bizet	Farandole (from <i>L'arlésienne, Suite No. 2</i> ), arr. Lanning	Classic Experience Collection for Tenor Saxophone (Cramer)
5 Blémant	Petit jeu (from <i>Quatre créations faciles</i> )	First Repertoire Pieces for Tenor Saxophone (Boosey & Hawkes)
6 Bouillon	Valse-Fantaisie	First Repertoire Pieces for Tenor Saxophone (Boosey & Hawkes)
7 Ferling	Study in A <b>SOLO</b>	No. 46 from 80 Graded Studies for Saxophone, Book 1 (Faber)
8 Lutostawski	March (from <i>Three Youthful Pieces</i> ), arr. Denley	Time Pieces for B♭ Saxophone, Vol. 2 (ABRSM)
9 Mike Mower	Bucolic Bounce (No.17 from <i>The Good Tempered Saxophone</i> ) <b>SOLO</b>	Mike Mower: The Good Tempered Saxophone (Itchy Fingers Publications)
10 Rossini	Aria (from <i>Il barbiere di Siviglia</i> ), arr. Lewin <b>SOLO</b>	22 Unaccompanied Pieces for Saxophone (ABRSM)
<b>B</b> 1 Keri Degg	Celtic V (No. 5 from <i>Celtic Collage</i> )	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
2 Chevalier de Saint-Georges	Andante (1st movt from <i>Sonata for the Harp - with obbligato Flute</i> ), arr. Talbot-Howard	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
3 Karen Street	All Because of You	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
4 Anon.	Spanish Love Song, arr. Harris & Calland	Selected Solos for Soprano/Tenor Saxophone, Grades 4-6 (Faber)
5 Fauré	Après un rêve (No.1 from <i>Trois mélodies, Op. 7</i> ), arr. Blackwell	Fauré: Après un rêve for Saxophone (ABRSM) ©
6 Dave Heath	Gentle Dreams	Dave Heath: Gentle Dreams and Shiraz for Soprano Saxophone (Camden Music)
7 Musorgsky	Larme, arr. Ivanov	Six pièces russes, Vol. 2, for Tenor or Soprano Saxophone (Lemoine)
8 Tomasi	Chant Corse	Tomasi: Chant Corse for Tenor Saxophone (Leduc)
9 Jeffery Wilson	Tango in D	Jeffery Wilson: Tango in D for Soprano Saxophone (Camden Music)
10 Nigel Wood	Silver Chalice	Nigel Wood: Silver Chalice for Saxophone (Saxtet Publications)
<b>C</b> 1 Joplin	The Ragtime Dance, arr. Blackwell <i>heel stamp optional</i>	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
2 Cassie Kinosh	Through the Trees	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
3 Alan Bullard	Festival Sax (No. 35 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Saxophone Exam Pieces from 2022, Grade 5 (ABRSM)
4 Keiron Anderson	Chillax (from <i>Cool Pieces</i> )	Keiron Anderson: Cool Pieces for Tenor Saxophone (Forton Music)
5 Ned Bennett	An Urge to Splurge	The Jazz Sax Collection for Tenor or Soprano Saxophone (Faber)

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COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
6 Gershwin	But Not for Me, arr. Bennett	The Jazz Sax Collection for Tenor or Soprano Saxophone (Faber)
7 Rob Buckland	Scaredy Cat <b>SOLO</b>	Solo Saxophone, Book 1 (Astute Music)
8 Richard Kershaw	Tango Till You Drop! (from <i>Latin Nights for Tenor Saxophone</i> )	Richard Kershaw: Latin Nights for Tenor Saxophone (Hunt Edition)
9 Ros Stephen	Transylvanian Stick Dance (No.12 from <i>B♭ Saxophone Globetrotters</i> )	Ros Stephen: B♭ Saxophone Globetrotters (OUP) ©
10 Karen Street	Paradise Ballroom (from <i>Streetworks</i> ) <b>SOLO</b>	Karen Street: Streetworks for Solo Saxophone (Gumbles Publications)

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

	RANGE	ARTICULATION (chosen by the examiner)
<b>SCALES</b>		
A♭, A majors	a 12th	
B♭, E♭, E majors	2 oct.	
F, F♯ minors (harmonic or melodic, at candidate's choice)	a 12th	tongued / slurred
B, C♯, E minors (harmonic or melodic, at candidate's choice)	2 oct.	
<b>CHROMATIC SCALES</b>		
starting on A♭	a 12th	
starting on D	2 oct.	tongued / slurred
<b>ARPEGGIOS</b>		
A♭, A majors	a 12th	
B♭, E♭, E majors	2 oct.	
F, F♯ minors	a 12th	tongued / slurred
B, C♯, E minors	2 oct.	
<b>DOMINANT SEVENTHS (resolving on tonic)</b>		
in the key of C	a 12th	
in the key of A♭	2 oct.	tongued / slurred
<b>DIMINISHED SEVENTH</b>		
starting on C♯	2 oct.	tongued / slurred

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 23–24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 143 & 147

## GRADE 6

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

For information on instruments (including a related-instrument option) see page 13.

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

**ALTO or BARITONE SAXOPHONE IN E♭**

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Alan Bullard	Seafaring Sax (No. 45 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: <i>Sixty for Sax</i> (ABRSM)
	2 P.-M. Dubois	À pas de loup	P.-M. Dubois: <i>À pas de loup</i> for E♭ Saxophone (Durand)
	3 Ferling	Study in F♯ minor <b>SOLO</b>	No. 65 from 80 Graded Studies for Saxophone, Book 2 (Faber)
	4 Michael Henry	Interlude 3 (from <i>Three Interludes</i> )	Michael Henry: <i>Three Interludes</i> (Faber)
	5 Dirko Juchem	Moderato (1st movt from <i>Petite Suite</i> )	Dirko Juchem: <i>Petite Suite</i> , for Alto Saxophone (Schott)
	6 Koepke	Recitative and Rondino	Rubank Treasures for Alto Saxophone (Rubank) <sup>Ⓢ</sup>
	7 P. Maurice	La Boumiano (No. 3 from <i>Tableaux de Provence</i> )	P. Maurice: <i>Tableaux de Provence</i> , for Alto Saxophone (Lemoine)
	8 Yuri Povolotsky	Con minuetto, Canzonetta <b>and</b> Tango piccolo (Nos 2, 3 <b>and</b> 4 from <i>12 Caprices for Solitary Musician</i> , Op. 60) <b>SOLO</b>	Yuri Povolotsky: <i>12 Caprices for Solitary Musician</i> (Forton Music)
	9 Philip Sparke	Little Overture (No.1 from <i>Super Solos for Alto Saxophone</i> )	Philip Sparke: <i>Super Solos for Alto Saxophone</i> (Anglo Music)
	10 Vaughan Williams	Adagio <b>and</b> Allegro (Nos 1 <b>and</b> 6 from <i>Six Studies in English Folksong</i> ), arr. Stanton	Vaughan Williams: <i>Six Studies in English Folksong</i> , E♭ saxophone edition (Stainer & Bell) <sup>!!!</sup>
<b>B</b>	1 Emma Arandjelović	Changing Landscapes (2nd movt from <i>Changing Landscapes</i> )	Emma Arandjelović: <i>Changing Landscapes for Saxophone</i> (Masquerade Music), E♭/B♭ edition
	2 Ned Bennett	Lamplight	The Jazz Sax Collection for Alto or Baritone Saxophone (Faber)
	3 Binge	Romance (2nd movt from <i>Concerto for Alto Saxophone</i> )	Binge: <i>Concerto for Alto Saxophone</i> (Weinberger)
	4 Damase	Vacances	Damase: <i>Vacances for Alto Saxophone</i> (Billaudot)
	5 Guilhaud	Andante religieux (from <i>Trois Pièces</i> ), arr. Stevens	Guilhaud: <i>Trois Pièces</i> , for Alto or Baritone Saxophone (Samek Music)
	6 Andy Hampton	Tune for Joey (from <i>Jazz Moods</i> )	Pp. 4–5 from Andy Hampton: <i>Jazz Moods</i> , for E♭ or B♭ Saxophone (Masquerade Music)
	7 Ibert	La meneuse de tortues d'or (No.1 from <i>Histoires</i> ), arr. Mule	Ibert: <i>Histoires</i> , for Alto Saxophone (Leduc) or <i>The Chester Alto Saxophone Anthology</i> (Chester)
	8 Lawson Lunde	Andantino cantabile (2nd movt from <i>Sonata for Alto Saxophone</i> )	Lawson Lunde: <i>Sonata for Alto Saxophone</i> (Southern Music)
	9 Andy Scott	And Everything is Still...	Andy Scott: <i>And Everything is Still...</i> for Alto Saxophone (Astute Music)
	10 Jeffery Wilson	Pastiche alla Siciliana (from <i>Saxploration</i> )	Jeffery Wilson: <i>Saxploration for Alto Saxophone</i> (Brass Wind)
<b>C</b>	1 Keiron Anderson	Ice Cool (from <i>Cool Pieces</i> )	Keiron Anderson: <i>Cool Pieces for Alto Saxophone</i> (Forton Music)
	2 Barry Cockcroft	Libra (from <i>Zodiac</i> ) <b>SOLO</b>	Barry Cockcroft: <i>Zodiac for Solo Saxophone</i> (Reed Music)
	3 Mike Cornick	Allegro vigoroso with a latin feel (1st movt from <i>Three Latin Sketches for Alto Saxophone</i> )	Mike Cornick: <i>Three Latin Sketches for Alto Saxophone</i> (Universal)

!!! Piano accompaniment published separately

Ⓢ Piano accompaniment printable separately, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
4 Joachim Johow	Oifn Jorid fun Kazimierz	Joachim Johow: Hey Klezmerim! for Alto Saxophone (De Haske)
5 Joplin & A. O. Marshall	Swipesy, arr. Rae	Joplin: Five Rags for Saxophone in B♭ or E♭ (Universal)
6 Christopher Norton	Black Sheep of the Family (No.14 from <i>The Christopher Norton Concert Collection for Alto Saxophone</i> )	The Christopher Norton Concert Collection for Alto Saxophone (Boosey & Hawkes)
7 Roberto Pintos	Balada nocturna (from <i>Tangos</i> )	Roberto Pintos: Tangos for Alto Saxophone (Doblinger)
8 Sarah Rodgers	Interactive	The Light Touch for Alto Saxophone, Book 2 (Stainer & Bell)
9 Andy Scott	I Know You! SOLO	Changing Times for Solo Saxophone (Astute Music)
10 Karen Street	Folk Dance (No.3 from <i>Street Beats</i> ) SOLO	Karen Street: Street Beats for Solo Saxophone (Saxtet Publications)

Exam requirements continue on page 134

### SOPRANO or TENOR SAXOPHONE IN B♭

A

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
1 Alan Bullard	Seafaring Sax (No. 45 from <i>Sixty for Sax</i> ) SOLO	Alan Bullard: Sixty for Sax (ABRSM)
2 Beverly Calland	Hypertension	Selected Solos for Soprano/Tenor Saxophone, Grades 4–6 (Faber)
3 Martin Ellerby	Richmond <b>and</b> Wymondham (1st <b>and</b> 4th movts from <i>Albion Dances for Tenor Saxophone</i> )	Martin Ellerby: Albion Dances for Tenor Saxophone (Studio Music)
4 Ferling	Study in F♯ minor SOLO	No. 65 from 80 Graded Studies for Saxophone, Book 2 (Faber)
5 Grétry	Chasse (from <i>Suite Rococo</i> ), arr. Bazelaire & Londeix	Grétry: Suite Rococo, for Tenor Saxophone (Schott)
6 Yuri Povolotsky	Con minuetto, Canzonetta <b>and</b> Tango piccolo (Nos 2, 3 <b>and</b> 4 from 12 <i>Caprices for Solitary Musician</i> , Op. 60) SOLO	Yuri Povolotsky: 12 Caprices for Solitary Musician (Forton Music)
7 Philip Sparke	Little Overture (No.1 from <i>Super Solos for Tenor Saxophone</i> )	Philip Sparke: Super Solos for Tenor Saxophone (Anglo Music)
8 Tchaikovsky	Perce-Neige, arr. Ivanov	Six pièces russes, Vol. 2, for Tenor or Soprano Saxophone (Lemoine)
9 Telemann	Siciliana: Andante <b>and</b> Spiritoso (1st <b>and</b> 2nd movts from <i>Sonata in C minor</i> ), trans. Londeix	Telemann: Sonata for Soprano Saxophone (Leduc)
10 Trad.	The Ash Grove, arr. Rickards	Songs of the British Isles (Saxtet Publications), E♭/B♭ edition

B

1 Katy Abbott	Autumn Song	Katy Abbott: Autumn Song, for Tenor Saxophone (Reed Music)
2 Emma Arandjelović	Changing Landscapes (2nd movt from <i>Changing Landscapes</i> )	Emma Arandjelović: Changing Landscapes for Saxophone (Masquerade Music), E♭/B♭ edition
3 Ned Bennett	Lamplight	The Jazz Sax Collection for Tenor or Soprano Saxophone (Faber)
4 J. H. Fiocco	Arioso, arr. Harvey	Saxophone Solos for B♭ Tenor, Vol. 2 (Chester)
5 Guilhaud	Andante religieux (from <i>Trois Pièces</i> ), arr. Strevens	Guilhaud: Trois Pièces, for Soprano or Tenor Saxophone (Samek Music)
6 Andy Hampton	Tune for Joey (from <i>Jazz Moods</i> )	Pp. 4–5 from Andy Hampton: Jazz Moods, for E♭ or B♭ Saxophone (Masquerade Music)
7 Reinecke	Romanze (No.1 from <i>Drei Fantasiestücke</i> , Op. 43), arr. Rainford	Reinecke: Drei Fantasiestücke, Op. 43 for Tenor Saxophone (Forton Music)

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
8	Schumann	Romance (No.1 from <i>Three Romances</i> , Op. 94), arr. Teal	Solos for the Tenor Saxophone Player (G. Schirmer)
9	Andy Scott	And Everything is Still...	Andy Scott: And Everything is Still... for Soprano or Tenor Saxophone (Astute Music)
10	Jeffery Wilson	Pastiche alla Siciliana (from <i>Saxploration</i> )	Jeffery Wilson: Saxploration for Tenor Saxophone (Brass Wind)
<b>C</b> 1	Keiron Anderson	Ice Cool (from <i>Cool Pieces</i> )	Keiron Anderson: Cool Pieces for Tenor Saxophone (Forton Music)
2	John Robert Brown	Tangram	John Robert Brown: Tangram for Tenor Saxophone (Warwick Music)
3	Barry Cockcroft	Libra (from <i>Zodiac</i> ) <b>SOLO</b>	Barry Cockcroft: Zodiac for Solo Saxophone (Reed Music)
4	Joplin & A. O. Marshall	Swipesy, arr. Rae	Joplin: Five Rags for Saxophone in B♭ or E♭ (Universal)
5	Christopher Norton	Black Sheep of the Family (No.14 from <i>The Christopher Norton Concert Collection for Tenor Saxophone</i> )	The Christopher Norton Concert Collection for Tenor Saxophone (Boosey & Hawkes)
6	Phillip Rawle	Cha-Cha (No.1 from <i>Jazz Dances</i> )	Phillip Rawle: Nice 'n' Easy and Jazz Dances for Tenor Saxophone (Forton Music)
7	Andy Scott	I Know You! <b>SOLO</b>	Changing Times for Solo Saxophone (Astute Music)
8	Andy Scott	Zebra Crossing	Andy Scott: Zebra Crossing for Tenor Saxophone (Astute Music)
9	Karen Street	Folk Dance (No.3 from <i>Street Beats</i> ) <b>SOLO</b>	Karen Street: Street Beats for Solo Saxophone (Saxtet Publications)
10	Washington & Bassman	I'm getting sentimental over you, arr. Ledbury	Big Chillers for Tenor Saxophone (Brass Wind)

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

	<b>RANGE</b>	<b>ARTICULATION</b> (chosen by the examiner)
<b>SCALES</b>		
A $\flat$ /G $\sharp$ , A majors and minors (minors harmonic <i>and</i> melodic)	a 12th	tongued / slurred
B, D, F majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	
<b>SCALE IN THIRDS</b>		
G major	1 oct.	tongued / slurred
<b>CHROMATIC SCALES</b>		
starting on A $\flat$ and A	a 12th	tongued / slurred
starting on D	2 oct.	
<b>ARPEGGIOS</b>		
A $\flat$ /G $\sharp$ , A majors and minors	a 12th	tongued / slurred
B, D, F majors and minors	2 oct.	
<b>DOMINANT SEVENTHS</b> (resolving on tonic)		
in the keys of D $\flat$ and D	a 12th	tongued / slurred
in the key of G	2 oct.	
<b>DIMINISHED SEVENTHS</b>		
starting on A $\flat$ and A	a 12th	tongued / slurred
starting on D	2 oct.	

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 23–24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 143 & 148

## GRADE 7

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

For information on instruments (including a related-instrument option) see page 13.

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

**ALTO or BARITONE SAXOPHONE IN E♭**

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 M. Arnold	Andante con moto <b>and</b> Alla marcia (2nd <b>and</b> 3rd movts from <i>Saxophone Concerto</i> ), arr. Ellis	M. Arnold: Saxophone Concerto (Goodmusic)
	2 Demersseman	Allegretto brillante, Op. 46, arr. Voxman	Demersseman: Allegretto brillante, Op. 46 for Alto Saxophone (Hal Leonard) or Rubank Book of Alto Saxophone Solos, Intermediate Level (Rubank) ⊕
	3 Ferling	Study in A minor <b>SOLO</b>	No. 63 from More Graded Studies for Saxophone, Book 2 (Faber)
	4 B. Marcello	Andante and Allegro (from <i>Sonata in G</i> ), trans. Voxman	B. Marcello: Andante and Allegro from Sonata in G, for Baritone Saxophone (Rubank) or Rubank Treasures for Alto Saxophone (Rubank) ⊕
	5 P. Maurice	Farandoulo di chatouno (No.1 from <i>Tableaux de Provence</i> )	P. Maurice: Tableaux de Provence, for Alto Saxophone (Lemoine)
	6 Milhaud	Danse	Milhaud: Danse, for Alto Saxophone (Billaudot)
	7 Stephen Morland	Burlesques I <b>and</b> II (from <i>Recitatives for Solo Saxophone</i> ) <b>SOLO</b>	Stephen Morland: Recitatives for Solo Saxophone (Broadbent & Dunn)
	8 James Rae	Giocoso (No. 9 from <i>18 Concert Etudes for Solo Saxophone</i> ) <b>SOLO</b>	James Rae: 18 Concert Etudes for Solo Saxophone (Universal)
	9 Rueff	Chanson et Passepied, Op.16	Rueff: Chanson et Passepied, Op.16 for Alto Saxophone (Leduc)
	10 Philip Sparke	Moto Perpetuo (No. 6 from <i>Super Solos for Alto Saxophone</i> )	Philip Sparke: Super Solos for Alto Saxophone (Anglo Music)
<b>B</b>	1 Bozza	Aria	Bozza: Aria for Alto Saxophone (Leduc)
	2 Creston	With tranquility (2nd movt from <i>Sonata</i> , Op.19)	Creston: Sonata, Op.19, for Alto Saxophone (Shawnee Press)
	3 Decruck	Noël (2nd movt from <i>Sonata in C# for Alto Saxophone</i> )	Decruck: Sonata in C# for Alto Saxophone (Billaudot)
	4 Keri Degg	Ballade	Keri Degg: Ballade for Saxophone (Masquerade Music), E♭/B♭ edition
	5 Guilhaud	Madrigal (from <i>Trois Pièces</i> ), arr. Strevens	Guilhaud: Trois Pièces, for Alto or Baritone Saxophone (Samek Music)
	6 Catherine McMichael	August Beguine (2nd movt from <i>Fusion Suite</i> )	Catherine McMichael: Fusion Suite for Baritone Saxophone (C. Alan Publications)
	7 Platti	Non tanto adagio (from <i>Sonata No. 5</i> , Op. 3), trans. Hervig	Platti: Sonata No. 5 for Alto Saxophone (Rubank) or Rubank Treasures for Alto Saxophone (Rubank) ⊕
	8 Amy Quate	Grace (1st movt from <i>Light of Sothis</i> )	Amy Quate: Light of Sothis for Alto Saxophone (Leduc)
	9 James Rae	Watersmeet (2nd movt from <i>Tyne Sonata</i> )	James Rae: Tyne Sonata for Alto Saxophone (Universal)
	10 P. Woods	Slowly (2nd movt from <i>Sonata for Alto Saxophone</i> ) <i>lowest line in bb. 67–68</i>	P. Woods: Sonata for Alto Saxophone (Advance Music)
<b>C</b>	1 Emma Arandjelović	Leaving (1st movt from <i>Changing Landscapes</i> )	Emma Arandjelović: Changing Landscapes for Saxophone (Masquerade Music), E♭/B♭ edition
	2 Ned Bennett	Oxford Street <b>SOLO</b>	The Jazz Sax Collection for Alto or Baritone Saxophone (Faber)
	3 R. R. Bennett	Finale (3rd movt from <i>Three Piece Suite</i> ) <i>last note may be played 8vb; gliss optional</i>	R. R. Bennett: Three Piece Suite for Alto Saxophone (Novello)



COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
4 Binge	Rondo (3rd movt from <i>Concerto for Alto Saxophone</i> )	Binge: Concerto for Alto Saxophone (Weinberger)
5 Alan Bullard	Saxophone Comique (No. 50 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: Sixty for Sax (ABRSM)
6 Joachim Johow	In Odess (Freilach)	Joachim Johow: Hey Klezmerim! for Alto Saxophone (De Haske)
7 Richard Lambert	Abigail's Jig, Op.10, No. 2j	Richard Lambert: Cameos for Alto Saxophone (Forton Music)
8 Roberto Pintos	Calle abajo (from <i>Tangos</i> )	Roberto Pintos: Tangos for Alto Saxophone (Doblinger)
9 Karen Street	Not Strictly Tango (from <i>Streetworks</i> ) <b>SOLO</b>	Karen Street: Streetworks for Solo Saxophone (Gumbles Publications)
10 Wiedoeft	Valse Vanité	Wiedoeft: Valse Vanité for Alto Saxophone (Hunt Edition)

*Exam requirements continue on page 138*

### SOPRANO or TENOR SAXOPHONE IN B $\flat$

**A**

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
1 J. S. Bach	Allegro (1st movt from <i>Sonata in G minor, BWV 1020</i> ), trans. Harle	J. S. Bach: Sonata in G minor, BWV 1020 (Universal), E $\flat$ /B $\flat$ edition
2 Balay	Andante et Allegretto, arr. Mourey	Balay: Andante et Allegretto, for Tenor Saxophone (Editions Marc Reift)
3 Ferling	Study in A minor <b>SOLO</b>	No. 63 from More Graded Studies for Saxophone, Book 2 (Faber)
4 Grétry	Tambourin (from <i>Suite Rococo</i> ), arr. Bazelaire & Londeix	Grétry: Suite Rococo, for Tenor Saxophone (Schott)
5 Stephen Morland	Burlesques I <b>and</b> II (from <i>Recitatives for Solo Saxophone</i> ) <b>SOLO</b>	Stephen Morland: Recitatives for Solo Saxophone (Broadbent & Dunn)
6 Niehaus	Tenor Soundscape	Niehaus: Tenor Soundscape (Kendor Music) ©
7 Amy Quate	Laguna Madre <i>with printed cadenza</i>	Amy Quate: Laguna Madre for Soprano Saxophone (Leduc)
8 James Rae	Giacoso (No. 9 from <i>18 Concert Etudes for Solo Saxophone</i> ) <b>SOLO</b>	James Rae: 18 Concert Etudes for Solo Saxophone (Universal)
9 Singelée	Caprice, Op. 80	Singelée: Caprice for Soprano Saxophone, Op. 80 (Lemoine), published with Opp. 89 & 102
10 Philip Sparke	Moto Perpetuo (No. 6 from <i>Super Solos for Tenor Saxophone</i> )	Philip Sparke: Super Solos for Tenor Saxophone (Anglo Music)

**B**

1 Keri Degg	Ballade	Keri Degg: Ballade for Saxophone (Masquerade Music), E $\flat$ /B $\flat$ edition
2 Devienne	Adagio (from <i>Sonata No. 4</i> ), trans. Jaeckel <i>ending at b. 41</i>	Devienne: Adagio and Rondo for Tenor Saxophone (Southern Music)
3 P.-M. Dubois	Vieille chanson et Rondinade <i>complete</i>	P.-M. Dubois: Vieille chanson et Rondinade, for Tenor Saxophone (Billaudot)
4 Graham Fitkin	Glass	Graham Fitkin: Glass for Soprano Saxophone (Fitkin)
5 Guilhaud	Madrigal (from <i>Trois Pièces</i> ), arr. Strevens	Guilhaud: Trois Pièces, for Soprano or Tenor Saxophone (Samek Music)
6 Charlotte Harding	Too Far From Home (2nd movt from <i>Voyage</i> )	Charlotte Harding: Voyage for Soprano Saxophone (Reed Music)
7 Piazzolla	Café 1930 (from <i>Histoire du Tango</i> ), trans. Isoda	Piazzolla: Histoire du Tango, for Soprano Saxophone (Lemoine)
8 Saint-Saëns	Allegretto moderato (1st movt from <i>Sonata, Op.168</i> ), arr. Rainford	Saint-Saëns: Sonata, Op.168 for Tenor Saxophone (Forton Music)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
9 Andy Scott	Fujiko	Andy Scott: Fujiko for Soprano/Tenor Saxophone (Astute Music)
10 Villa-Lobos	Lent (2nd movt from <i>Fantasia for Saxophone</i> )	Villa-Lobos: Fantasia for Soprano or Tenor Saxophone (Peermusic Classical)
<b>C</b> 1 Emma Arandjelović	Leaving (1st movt from <i>Changing Landscapes</i> )	Emma Arandjelović: Changing Landscapes for Saxophone (Masquerade Music), E $\flat$ /B $\flat$ edition
2 Ned Bennett	Oxford Street <b>SOLO</b>	The Jazz Sax Collection for Tenor or Soprano Saxophone (Faber)
3 Alan Bullard	Saxophone Comique (No. 50 from <i>Sixty for Sax</i> ) <b>SOLO</b>	Alan Bullard: Sixty for Sax (ABRSM)
4 Coreia	Children's Song No. 7 (from <i>Children's Songs</i> ), arr. Buckland <i>starting at b. 1; with optional concert ending</i>	Coreia: Children's Songs for Soprano Saxophone (Astute Music)
5 Armando Ghidoni	Paysages... <i>with printed cadenza</i>	Armando Ghidoni: Paysages... (Leduc), E $\flat$ /B $\flat$ edition
6 Charlotte Harding	Open Waters (1st movt from <i>Voyage</i> )	Charlotte Harding: Voyage for Soprano Saxophone (Reed Music)
7 Dave Heath	Shiraz <i>upper line in ossia</i>	Dave Heath: Gentle Dreams and Shiraz for Soprano Saxophone (Camden Music)
8 Mark Nightingale	Trigger-Happy	Mark Nightingale: Trigger-Happy for Tenor Saxophone (Warwick Music)
9 Andy Scott	King of Astoria <i>with cadenza</i>	Andy Scott: King of Astoria for Tenor or Soprano Saxophone (Astute Music)
10 Karen Street	Not Strictly Tango (from <i>Streetworks</i> ) <b>SOLO</b>	Karen Street: Streetworks for Solo Saxophone (Gumbles Publications)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 16–17, 19 & 22

	<b>RANGE</b>	<b>ARTICULATION</b> (chosen by the examiner)
<b>SCALES</b>		
F#, G majors and minors (minors harmonic <i>and</i> melodic)	a 12th	legato-tongued / staccato / slurred
C, Eb, E majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	
<b>EXTENDED-RANGE SCALE</b>		
Eb major	see p. 22	legato-tongued / staccato / slurred
<b>SCALE IN THIRDS</b>		
D major	2 oct.	legato-tongued / staccato / slurred
<b>CHROMATIC SCALES</b>		
starting on F# and G	a 12th	legato-tongued / staccato / slurred
starting on C and Eb	2 oct.	
<b>ARPEGGIOS</b>		
F#, G majors and minors	a 12th	legato-tongued / staccato / slurred
C, Eb, E majors and minors	2 oct.	
<b>DOMINANT SEVENTHS</b> (resolving on tonic)		
in the keys of B and C	a 12th	legato-tongued / staccato / slurred
in the keys of F and Ab	2 oct.	
<b>DIMINISHED SEVENTHS</b>		
starting on F# and G	a 12th	legato-tongued / staccato / slurred
starting on C and Eb	2 oct.	

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 23–24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 143 & 149

## GRADE 8

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

For information on instruments (including a related-instrument option) see page 13.

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

**ALTO or BARITONE SAXOPHONE IN E♭**

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b>	1 Ronald Caravan	Allegro (2nd movt from <i>Sonata for Baritone Saxophone</i> ) <i>with printed cadenza</i>	Ronald Caravan: <i>Sonata for Baritone Saxophone</i> (Ethos Publications)
	2 Guilhaud	Polonaise (from <i>Trois Pièces</i> ), arr. Strevens	Guilhaud: <i>Trois Pièces</i> , for Alto or Baritone Saxophone (Samek Music)
	3 Gurewicz	Presto (from <i>Concerto in E minor</i> , Op.102)	Gurewicz: <i>Concerto in E minor</i> , Op.102 for Alto Saxophone (Rubank) or Rubank Treasures for Alto Saxophone (Rubank) ⊕
	4 Hindemith	Ruhig bewegt <b>and</b> Lebhaft (1st <b>and</b> 2nd movts from <i>Sonata for Alto Horn</i> )	Hindemith: <i>Sonata for Alto Horn or Alto Saxophone</i> (Schott)
	5 Lawson Lunde	Allegro vivace (3rd movt from <i>Sonata for Alto Saxophone</i> )	Lawson Lunde: <i>Sonata for Alto Saxophone</i> (Southern Music)
	6 P. Maurice	Lou Cabridan (No.5 from <i>Tableaux de Provence</i> ) <i>with printed cadenza</i>	P. Maurice: <i>Tableaux de Provence</i> , for Alto Saxophone (Lemoine)
	7 Saint-Saëns	Molto allegro (3rd movt from <i>Sonata</i> , Op.166), trans. Rainford	Saint-Saëns: <i>Sonata</i> , Op.166 for Alto Saxophone (Forton Music)
	8 Gary Schocker	Allegro moderato (1st movt from <i>Sonata for Alto Saxophone</i> )	Gary Schocker: <i>Sonata for Alto Saxophone</i> (Presser)
	9 Singelée	Concertino, Op. 78	Singelée: 3 <sup>e</sup> et 5 <sup>e</sup> Solos de concert / Concertino Op. 78, for Alto Saxophone (Lemoine)
	10 P. Tate	Scherzo (3rd movt from <i>Concerto for Alto Saxophone</i> ) <i>with printed cadenza</i>	P. Tate: <i>Concerto for Alto Saxophone</i> (OUP Archive)
<b>B</b>	1 Barat	Elegie, trans. Voxman <i>with printed cadenza</i>	Rubank Book of Alto Saxophone Solos, Intermediate Level (Rubank) ⊕
	2 Roderick Elms	Cygncoptions	Roderick Elms: <i>Cygncoptions for Alto or Tenor Saxophone</i> (Camden Music)
	3 Ferling	Study in C <b>SOLO</b>	No. 75 from <i>More Graded Studies for Saxophone</i> , Book 2 (Faber)
	4 Graham Fitkin	Jim and Pam and Pam and Jim <b>SOLO</b>	Graham Fitkin: <i>Jim and Pam and Pam and Jim for Solo Instrument</i> (Fitkin)
	5 Grovlez	Sarabande et Allegro	Grovlez: <i>Sarabande et Allegro</i> , for Alto Saxophone (Leduc)
	6 Richard Ingham	His Inevitable Lament (No.21 from <i>New Progressive Saxophone Studies</i> ) <b>SOLO</b>	Richard Ingham: <i>New Progressive Saxophone Studies</i> (Largo Music)
	7 Mashima	Rhapsody <b>SOLO</b>	<i>New Concert Studies for Saxophone</i> (De Haske)
	8 A. Reed	Ballade	A. Reed: <i>Ballade for Alto Saxophone</i> (Southern Music)
	9 Rueff	Lent (2nd movt from <i>Concertino for Alto Saxophone</i> , Op.17)	Rueff: <i>Concertino for Alto Saxophone</i> , Op.17 (Leduc)
	10 Andy Scott	Respectfully Yours	Andy Scott: <i>Respectfully Yours for Alto Saxophone</i> (Astute Music)
<b>C</b>	1 Büsser	Asturias, Op. 84, trans. Mule <i>with printed cadenza</i>	Büsser: <i>Asturias</i> , Op. 84, for Alto Saxophone (Leduc)
	2 John Carmichael	Obsession (Habanera) <b>and</b> Bahama Rhumba (The Caribbean) (Nos 2 <b>and</b> 3 from <i>Latin American Dances</i> )	John Carmichael: <i>Latin American Dances for Alto Saxophone</i> (Emerson)

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
3 Franaix	Mambo, Baiao <b>and</b> Merengue (Nos 3, 2 <b>and</b> 5 from <i>Cinq danses exotiques</i> )	Franaix: Cinq danses exotiques, for Alto Saxophone (Schott)
4 Carlos Lopez-Real	Eddie (No.2 from <i>Five Contemporary Etudes for Solo Saxophone</i> ) <b>SOLO</b>	Carlos Lopez-Real: Five Contemporary Etudes for Solo Saxophone (Saxtet Publications)
5 Catherine McMichael	Fusion (1st movt from <i>Fusion Suite</i> ) <i>last note may be played an 8ve (or two) higher</i>	Catherine McMichael: Fusion Suite for Baritone Saxophone (C. Alan Publications)
6 V. Monti	Czardas, arr. Kovács	V. Monti: Czardas for Alto Saxophone (Edition Darok)
7 Ryo Noda	La charmeuse de serpents (from <i>Yume for Solo Saxophone</i> ) <i>multiphonic optional (play any of the three notes)</i> <b>SOLO</b>	Ryo Noda: Yume for Solo Saxophone (Leduc)
8 James Rae	Sangate Jig (3rd movt from <i>Tyne Sonata</i> ) <i>high E trills optional</i>	James Rae: Tyne Sonata for Alto Saxophone (Universal)
9 Jenni Watson	Leaves	Jenni Watson: Leaves for Alto Saxophone (Jenni Watson) ©
10 John Williams	Closing In (No.1 from <i>Escapades</i> )	John Williams: Escapades for Alto Saxophone (Hal Leonard)

Exam requirements continue on page 142

### SOPRANO or TENOR SAXOPHONE IN B $\flat$

COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
<b>A</b> 1 J. S. Bach	Adagio <b>and</b> Allegro (2nd <b>and</b> 3rd movts from <i>Sonata in G minor</i> , BWV 1020), trans. Harle	J. S. Bach: Sonata in G minor, BWV 1020 (Universal), E $\flat$ /B $\flat$ edition
2 Demersseman	Premier Solo (Andante et Boléro)	Demersseman: Solos for B $\flat$ Saxophone (Lemoine)
3 Devienne	Rondo (from <i>Sonata No. 4</i> ), trans. Jaeckel	Devienne: Adagio and Rondo for Tenor Saxophone (Southern Music)
4 M. Gould	Recitatives and Prelude (1st movt from <i>Diversions</i> ) <i>with cadenza; slap-tongue optional</i>	M. Gould: Diversions for Tenor Saxophone (G. Schirmer)
5 Guilhaud	Polonaise (from <i>Trois Pièces</i> ), arr. Strevens	Guilhaud: Trois Pièces, for Soprano or Tenor Saxophone (Samek Music)
6 B. Marcello	Allegro moderato <b>and</b> Adagio (1st <b>and</b> 2nd movts from <i>Concerto in C minor</i> ), arr. Joosen	B. Marcello: Concerto in C minor for Soprano Saxophone (Molenaar)
7 Reinecke	Jahrmarkt Scene (No. 3 from <i>Drei Fantasiestücke</i> , Op. 43), arr. Rainford <i>with single quaver ossias</i>	Reinecke: Drei Fantasiestücke, Op. 43 for Tenor Saxophone (Forton Music)
8 Saint-Saëns	Allegro scherzando (2nd movt from <i>Sonata</i> , Op.168), arr. Rainford	Saint-Saëns: Sonata, Op.168 for Tenor Saxophone (Forton Music)
9 Singelée	Concerto, Op. 57 <i>with coda</i>	Singelée: 4 $^{\circ}$ et 6 $^{\circ}$ Solos de concert / Fantaisie brillante / Concerto Op. 57, for Tenor Saxophone (Lemoine)
10 Villa-Lobos	Animé (1st movt from <i>Fantasia for Saxophone</i> )	Villa-Lobos: Fantasia for Soprano or Tenor Saxophone (Peermusic Classical)
<b>B</b> 1 R. R. Bennett	Andante (3rd movt from <i>Sonata for Soprano Saxophone</i> )	R. R. Bennett: Sonata for Soprano Saxophone (Novello)
2 Margaret Brandman	When Spirits Soar <i>with quasi cadenza; final bar improvised fill optional</i>	Margaret Brandman: When Spirits Soar for Soprano Saxophone (Furore Verlag)
3 Rob Buckland	Song Without Words (from <i>Songs Without Words</i> )	Rob Buckland: Songs Without Words for B $\flat$ Saxophone (Astute Music)
4 John Carmichael	Aria (from <i>Aria and Finale</i> )	John Carmichael: Aria and Finale for Soprano Saxophone (Southern Music)
5 Roderick Elms	Cygnopations <i>with lower line in ossias</i>	Roderick Elms: Cygnopations for Alto or Tenor Saxophone (Camden Music)
6 Ferling	Study in C <b>SOLO</b>	No. 75 from More Graded Studies for Saxophone, Book 2 (Faber)

	COMPOSER	PIECE / WORK / ARRANGER	PUBLICATION (PUBLISHER)
7	Graham Fitkin	Jim and Pam and Pam and Jim <b>SOLO</b>	Graham Fitkin: Jim and Pam and Pam and Jim for Solo Instrument (Fitkin)
8	Charlotte Harding	What Once Was <i>grows optional</i> <b>SOLO</b>	Charlotte Harding: Chapters for Solo Saxophone (Reed Music)
9	Andy Scott	Respectfully Yours	Andy Scott: Respectfully Yours for Tenor Saxophone (Astute Music)
10	Mark-Anthony Turnage	Two Memorials <i>complete</i> <b>SOLO</b>	Mark-Anthony Turnage: Two Memorials for Soprano Saxophone (Schott)
<b>C</b> 1	Sally Beamish	Caliban	Sally Beamish: Caliban for Soprano Saxophone (Peters)
2	Corea	Children's Song No. 6 (from <i>Children's Songs</i> ), arr. Buckland	Corea: Children's Songs for Soprano Saxophone (Astute Music)
3	Geoff Eales	Farewell Patagonia	Geoff Eales: Farewell Patagonia for Tenor Saxophone (Astute Music)
4	Graham Fitkin	Braemar <b>SOLO</b>	Graham Fitkin: Braemar for Soprano Saxophone (Fitkin)
5	Mick Foster	2nd movt (from <i>October Dances</i> )	Mick Foster: October Dances (Saxtet Publications)
6	Charlotte Harding	Time to Turn (3rd movt from <i>Voyage</i> )	Charlotte Harding: Voyage for Soprano Saxophone (Reed Music)
7	Dave Heath	The Cooper of Clapham (3rd movt from <i>The Celtic, Concerto for Soprano Saxophone</i> )	Dave Heath: The Celtic, Concerto for Soprano Saxophone (Camden Music)
8	Pedro Iturralde	Kalamatianos <b>and</b> Funky (1st <b>and</b> 2nd movts from <i>Suite hellénique</i> ) <i>as written, ignoring improvisation option</i>	Pedro Iturralde: Suite hellénique (Lemoine), Eb/Bb edition
9	Carlos Lopez-Real	Eddie (No. 2 from <i>Five Contemporary Etudes for Solo Saxophone</i> ) <b>SOLO</b>	Carlos Lopez-Real: Five Contemporary Etudes for Solo Saxophone (Saxtet Publications)
10	Piazzolla	Night-club 1960 (from <i>Histoire du Tango</i> ), trans. Isoda <i>last note may be played 8vb</i>	Piazzolla: Histoire du Tango, for Soprano Saxophone (Lemoine)

**SCALES AND ARPEGGIOS:** from memory; for further details (including examples) see pages 16–17, 19 & 22

	RANGE	ARTICULATION (chosen by the examiner)
<b>SCALES</b>		
B, D $\flat$ /C $\sharp$ , E, F majors and minors (minors harmonic <i>and</i> melodic)	2 oct.	legato-tongued / staccato / slurred
B $\flat$ major and minor (minor harmonic <i>and</i> melodic)	2½ oct.	
<b>EXTENDED-RANGE SCALES</b>		
A $\flat$ major	see p. 22	legato-tongued / staccato / slurred
A harmonic minor		
<b>SCALES IN THIRDS</b>		
C and E $\flat$ majors	2 oct.	legato-tongued / staccato / slurred
<b>CHROMATIC SCALES</b>		
starting on B, C $\sharp$ , E and F	2 oct.	legato-tongued / staccato / slurred
starting on B $\flat$	2½ oct.	
<b>WHOLE-TONE SCALES</b>		
starting on D and E $\flat$	2 oct.	legato-tongued / staccato / slurred
<b>ARPEGGIOS</b>		
B, D $\flat$ /C $\sharp$ , E, F majors and minors	2 oct.	legato-tongued / staccato / slurred
B $\flat$ major and minor	2½ oct.	
<b>EXTENDED-RANGE ARPEGGIOS</b>		
A $\flat$ major	see p. 22	legato-tongued / staccato / slurred
A minor		
<b>DOMINANT SEVENTHS (resolving on tonic)</b>		
in the keys of E, F $\sharp$ , A and B $\flat$	2 oct.	legato-tongued / staccato / slurred
in the key of E $\flat$	2½ oct.	
<b>DIMINISHED SEVENTHS</b>		
starting on B, C $\sharp$ , E and F	2 oct.	legato-tongued / staccato / slurred
starting on B $\flat$	2½ oct.	

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 18 & 23–24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 143 & 150

## 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 144-150 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 section. The marking criteria for the Aural tests are given on page 158.

### Supporting publications

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

### Deaf or hearing-impaired candidates

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

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



## 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 157–158.

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

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



## Grades 1 to 3 (RQF Level 1)

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

## Grades 4 & 5 (RQF Level 2)

Assessment objectives	Marking criteria
<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"> <li>● Reliable pitch and intonation</li> <li>● Stable rhythm at a suitable tempo</li> <li>● Reliable tonal control and awareness</li> <li>● Musical shape and detail</li> <li>● Communication of character and style</li> </ul>
<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"> <li>● Correct notes and secure continuity</li> <li>● Reliable tonal control</li> </ul>
<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"> <li>● Overall security of notes, rhythm and continuity</li> </ul> <p>Respond to moderately complex piano-based musical stimuli with:</p> <ul style="list-style-type: none"> <li>● Overall accuracy and reliable musical perception</li> </ul>

## Grades 6 to 8 (RQF Level 3)

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

## Mark allocation

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

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

## Result categories

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

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

## Synoptic assessment

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

## Awarding

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

## Marking criteria

The tables on pages 157–158 show the marking criteria used by examiners for Practical Grades in woodwind. 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.

## 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

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

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

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

## 5. After the exam

### Results

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

### Appeals and feedback

#### Appeals

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

#### Feedback

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

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



## 6. Other assessments

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

### Woodwind 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.

### Instruments

The Prep Test for woodwind is available for Descant Recorder, Flute and Clarinet (see page 161 for information about availability for other woodwind instruments).

### Content

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

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

## Books

All the books mentioned on page 160 are published by ABRSM and are available from music retailers as well as online, including at the ABRSM music shop: [www.abrsm.org/shop](http://www.abrsm.org/shop).

## Assessment

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

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

## 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](http://www.abrsm.org/exambooking).
- ABRSM recognises that many learners start their musical journey by using an instrument specially adapted for younger/smaller players. We welcome the use of these instruments in the Prep Test in accordance with the details set out in our Adapted Instruments Policy, available at [www.abrsm.org/policies](http://www.abrsm.org/policies).
- **Availability for other woodwind instruments:** The Prep Test is also available for Oboe, Bassoon and Saxophone. The assessment and overall structure of the test is the same, but some of the content differs. Candidates prepare short exercises, a specific solo set piece, an accompanied own-choice piece, and respond to three simple aural tests. The exercises, set piece and examples of the aural tests are in the *Prep Test* book for each instrument. The books are no longer in print; for up-to-date information on how to obtain copies, see [www.abrsm.org/syllabusclarifications](http://www.abrsm.org/syllabusclarifications).

## Performance Grades

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

### About Performance Grades

Each Performance Grade has been carefully designed to assess synoptically the underpinning knowledge and understanding required for music performance. These creative skills are presented through the technical control of an instrument, interpretation of repertoire, and the delivery and successful communication of a 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](http://www.abrsm.org/prerequisite).

## Music Theory

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

### About Music Theory

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

ABRSM's Music Theory grades give learners:

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

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

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

### Grade 5 as a prerequisite

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

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

## Practical Musicianship

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

### About Practical Musicianship

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

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

The exams also cover the following key skills:

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

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

### Grade 5 as a prerequisite

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

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

## ARSM

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

### Key features

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

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

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

## DipABRSM, LRSM, FRSM (Music Performance)

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

### Key features

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

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

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

### Further diploma exams

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

# Exam programme & running order

Name \_\_\_\_\_

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

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

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

List *	Number	Composer	Title

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

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

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