See General Information in the first section of the Manual for preparatory information.

**Recommended reference books**

**FIRST, SECOND, THIRD AND FOURTH GRADES**
Baker, T. *Dictionary of Musical Terms* (Schirmer).
Chambers, H.A. *Musical Manuscript* (Curwen).
Chambers, H.A. *Practical Transposition* (Allans).
Evans, E. and Hind, H.C. *The Instruments of the Orchestra* (Boosey & Hawkes).
Hyde, M. *Examples in Binary, Ternary and Rondo Form Melodies* (EMI Music Publishing).
Lovelock, W. *Hints on Working Rudiments Questions* (Elkin).
Lovelock, W. *The Rudiments of Music* (Bell).
Macpherson, S. *Rudiments of Music* (Williams).
Morris, R.O. *The Structure of Music* (OUP).
Thiman, E. *Musical Form for Examination Students* (Faber).

**FIFTH, SIXTH AND SEVENTH GRADES**
Bach, J.S. *Two-part Inventions*.
Evans, E. and Hind, H.C. *The Instruments of the Orchestra* (Boosey & Hawkes).
Lovelock, W. *108 Exercises in Harmonisation* (Elkin).
Lovelock, W. *Elementary Accompaniment Writing* (Bell).
Lovelock, W. *First Year Harmony* (Elkin).
Lovelock, W. *Second Year Harmony* (Elkin).
Morris, R.O. *Introduction to Counterpoint* (OUP).
Robson, E.M. *Students’ Harmony and Counterpoint* (Nicholson).
Steele, J.A. *Free Counterpoint in Two Parts* (EMI Music Publishing).
Thiman, E. *A Guide to Elementary Harmony* (Faber).
Thiman, E. *Practical Free Counterpoint* (Faber).

(In addition, the previously recommended books on the Rudiments of Music, and Melody Construction.)

The following is a list of terms required in the grades. The meanings given are those which the Board considers to be satisfactory English equivalents.

**Terms required for First Grade**

**SPEED**
Adagio, slowly.
Andante, at an easy walking pace.
Moderato, at a moderate speed.
Allegro, lively and fast.
Presto, very fast.

**MODIFICATIONS OF SPEED**
Accelerando (accel.), gradually becoming faster.
Rallentando (rall.), gradually becoming slower.
Ritardando (ritard.), gradually becoming slower.
Ritenuto (riten.) (rit.), immediately slower, or held back.
A tempo, return to former speed.

**INTENSITY OF SOUND**
Crescendo (cres.) (cresc.), gradually becoming louder.
Decrescendo (decres.) (decresc.), gradually becoming softer.
Diminuendo (dim.), gradually becoming softer.
Forte (f), loud.
Piano (p), soft.

**OTHER TERMS**
Legato, smoothly, well connected.
Staccato, detached, short.

**Additional Terms for Second Grade**

**SPEED**
Lento, slowly.
Largo, broadly.
Allegretto, moderately fast.
Vivace, lively, spirited.
Vivo, lively, spirited.

**MODIFICATIONS OF SPEED**
Allargando, becoming broader.
Piu mosso, quicker.
Meno mosso, slower.

**INTENSITY OF SOUND**
Pianissimo (ppp), very soft.
Fortissimo (fff), very loud.
Mezzo forte (mf), moderately loud.
Mezzo piano (mp), moderately soft.

**OTHER TERMS**
Maestoso, majestic.
Sostenuto, sustained.
Sempre, always.
Additional Terms for Third Grade

**SPEED**

Largamente, broadly.

Larghetto, rather broadly.

Prestissimo, extremely fast, or as fast as possible.

Con moto, with movement.

**INTENSITY OF SOUND**

Calando, getting softer and slower.

Morendo, dying away.

Forte-piano (fp), loud then immediately soft.

Sforzando (sf) or (sfz), a strong accent.

**OTHER TERMS**

Agitato, with agitation.

Attacca, go on at once.

Animato, with animation.

Tranquillo, calmly.

Con anima, with feeling.

Con brio, with spirit.

Con grazia, with grace.

Con forza, with force.

Dolce, soft and sweet.

Risoluto, with resolution.

Ben marcato, well marked.

Main droite (M.D.), right hand.

Main gauche (M.G.), left hand.

Tre corde, release the soft pedal.

Ad libitum, at pleasure, quite freely.

Opus, a work or group of works.

Loco, at normal pitch (after an 8va sign).

**Additional Terms for Fourth Grade**

**SPEED**

Tempo commodo, at a comfortable speed.

Tempo giusto, at a consistent speed.

L'istesso tempo, at the same speed.

Non troppo, not too much.

Grave, slow and solemn.

**MODIFICATIONS OF SPEED**

Rubato, with some freedom in the time.

Stringendo, pressing on faster.

**INTENSITY OF SOUND**

Parendosi, lading away.

Smorzando, dying away.

Rinforzando, (cf), reinforcing the tone.

Pesante, heavily.

**OTHER TERMS**

Cantando, in a singing style.

Tenuto, (ten) held.

Piacevole, pleasant, agreeable.

Portamento, a smooth gliding from one note to another (as in singing or string playing).

Dolente, sadly, plaintively.

Doloroso, sadly, plaintively.

Sotto voce, softly in an undertone.

Gioioso, gay, merry.

Grazioso, gracefully.

Assai, very.

Quasi, as if, as it were.

Scherzando, playfully.

Subito, (sub) suddenly.

**TERMS REFERRING TO STRING PLAYING**

Sul ponticello, (sul. pont.) bow on or near the bridge.

Sul tasto, bow on or near the fingerboard.

Tremolo, bowing very rapidly (usually on one note at a time), to produce a shimmering or wavering effect.

Pizzicato, (pizz.) pluck the string with the finger (instead of bowing it).

Arco, with the bow (used after a pizz. sign).

**FIRST GRADE 0001**

The paper may comprise questions on:

**Pitch and Tonality**

The treble and bass clefs, the names of the lines and spaces, including two leger lines above and below each stave. The sharp, flat and natural.

**Keys and Scales**

(i) The recognition and writing of the scales of C, G and F major over one octave only; their key signatures; and the positioning of their tones and semitones.

(ii) The writing of scale degree numbers under the notes of a tune.

**Intervals**

Recognition and writing of all diatonic intervals above the tonic in the keys specified for the grade, in the treble clef (by number only, not quality).

**Chords**

Writing the tonic triad in root position in the keys specified for the grade, in the treble clef.

**Time and Rhythm**

The following note values and rests:

\[ \begin{array}{cccc}
  0 & \dfrac{1}{4} & \dfrac{1}{2} & 1 \\
\end{array} \]

The following time signatures \( \dfrac{3}{4}, \dfrac{4}{4}, \dfrac{5}{4} \) (e) with or without one beat before the first bar-line (anacrusis).

**Transposition**

Candidates will be given a short melody without accidentals and not more than four bars in length, which they will be asked to transpose into one of the required keys for this grade. Note values will be those specified for the grade.

**Terminology**

The English meanings of the following terms, together with their abbreviations and signs where applicable.

**SPEED**

Ada poco, andante, moderato, allegro, presto.

**MODIFICATIONS OF SPEED**

Accelerando, rallentando, ritardando, rituendo, a tempo.

**INTENSITY OF SOUND**

Crescendo, decrescendo, diminuendo, forte, piano.

**OTHER TERMS RELATING TO PERFORMANCE**

Legato, staccato.

**SIGNS**

Tie, slur, bar line, double-bar line.
Questions on:

Pitch and Tonality

Keys and Scales
The recognition and writing of scales and their key signatures as for First Grade, with the addition of D and A major, and of A, E, and D minor (harmonic form), through one or two octaves; including the positioning of their tones and semitones.

Intervals
Recognition and writing of all diatonic intervals above the tonic in the keys specified for the grade, in the treble clef (both quality and numerical value required).

Chords
Writing the tonic triad in root position in the keys specified for the grade, in the treble or bass clef.

Time and Rhythm
To the note-values and rests in the previous grade add:

\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
in simple time;

\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
\[ \begin{array}{c}
\text{\textbullet} \\
\end{array} \]
in compound time;

\[ \text{\textbullet} \]
as it occurs as an anacrusis before the bar line. The semibreve (or whole bar) rest is to be added: \[ \text{\textbullet} \]

To the time signatures of the previous grade, add \[ \text{\textbullet} \] with or without anacrusis.

Transposition
Candidates will be given a short melody in one of the keys and involving note values specified for this grade, and not more than eight bars in length, which they will be asked to transpose into another of the required keys for the grade. Only accidentals involving the leading note of the minor key will be introduced.

Terminology
In addition to the terms set for the previous grade, the English meanings of the following terms, together with their abbreviations and signs where applicable.

SPEED
Lento, largo, allegretto, vivace, vivo.

MODIFICATIONS OF SPEED
Allargando, più mosso, meno mosso

INTENSITY OF SOUND
Pianissimo, fortissimo, mezzo forte, mezzo piano.

OTHER TERMS RELATING TO PERFORMANCE
Maestoso, sostenuto, sempre, poco, molto, senza, cantabile, leggiero, dal segno, da capo al fine, mezzo staccato.

SIGNS
As required for First Grade with the addition of the pause, repeat sign and signs for accent.

General Knowledge
(a) To show an understanding of simple duple, triple and quadruple time; and compound duple time.
(b) To recognise the form of a tune as binary or ternary, and to mark its main divisions, using the letters AB or ABA.

Creative
To mark the accentuation in a simple couplet of words by placing an upright line before each accented syllable or word.