

The Leinster School of Music & Drama



Established 1904

Teachers Handbook

Introductory to Grade 8

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General Information and Exam Regulations

- (a) This handbook is to be used *in conjunction* with the syllabus.
- (b) This hand book is designed specifically to clarify some requirements that form part of the new syllabus. Teachers should at all times consult the syllabus for the requirements such as scales, sight reading and aural tests.
- (c) Candidates must adhere strictly to the repertoire in the syllabus. Where there is an own choice option, this applies to one piece only of the programme.
- (d) The editions listed in the syllabus are suggested editions. Alternative editions of similar standing are equally acceptable.
- (e) Candidates are not compelled to adhere to the fingering indicated in any of the pieces. Any appropriate fingering will be accepted.
- (f) Scales should be fingered in accordance with recommendations. At examinations marks will be deducted for inappropriate fingering.
- (g) No photocopied music is allowed at any time other than for an awkward page turn.

Introductory Grade

Technical Studies:-

- Scales of C and G major, one octave hands separately.

Handwritten musical notation for the C and G major scales, one octave hands separately. The notation is written on a grand staff (treble and bass clefs). The right hand (R.H.) plays the C major scale (C4 to C5) and the left hand (L.H.) plays the G major scale (G3 to G4). Fingerings are indicated by numbers 1-5 above or below the notes. The scales are written in a single system with a repeat sign at the end.

- Chords of C and G major in broken position.

Handwritten musical notation for the C and G major chords in broken position. The notation is written on a grand staff (treble and bass clefs). The right hand (R.H.) plays the C major chord (C4, E4, G4) and the left hand (L.H.) plays the G major chord (G3, B3, D4). The chords are written in a single system with a repeat sign at the end.

- Five finger exercise, hands together over middle C, played legato.

Handwritten musical notation for a five finger exercise, hands together over middle C, played legato. The notation is written on a grand staff (treble and bass clefs). The right hand (R.H.) plays the C major scale (C4 to C5) and the left hand (L.H.) plays the G major scale (G3 to G4). The exercise is written in a single system with a repeat sign at the end. The word "Legato" is written above the right hand staff.

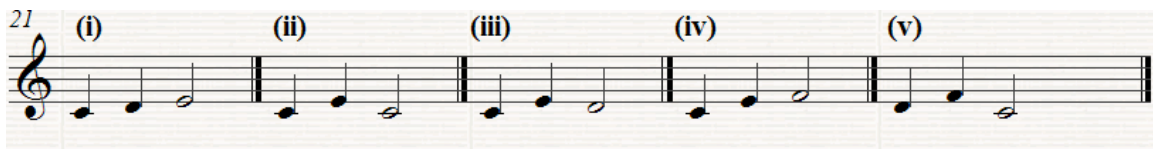
Aural Observation:-

- To recognize two notes played by the examiner as being either ascending or descending

- Identifying a short phrase from one of the prepared pieces.
- To clap back a short rhythm played by the examiner. The following are samples only



- To sing back a few notes played by the examiner. The following are samples only



French Time Names¹

In teaching time and rhythm, teachers are recommended to use French time names in preference to counting by numbers

In this system each note has a name; each pulse or beat is divisible into halves, quarters, eights etc.

The following is a list of notes beginning with the semi breve and dividing into smaller divisions:-

The image shows two staves of music in 4/4 time. The first staff contains three measures: a semi-breve (Ta-a-a-a), a dotted half note (Ta a-a), and a whole note (Ta-a). The second staff contains six measures: a quarter note (Ta), an eighth note (Ta-te), a beamed eighth note (Ta-fa-te-fe), a beamed eighth note (ta-te-fe), a dotted quarter note (Ta-efe), and a whole rest.

Rests

Each note has a corresponding rest. The time names for the rests begin with S instead of T

The image shows a single staff of music in 4/4 time with four measures of rests. The first measure is a whole rest (Sa-a-a-a), the second is a dotted half rest (Sa- a- a), the third is a whole rest (Sa- a), and the fourth is a quarter rest (Sa).

¹ Kodaly/Orff or other recognised methods will also be accepted.

Musical notation for the first line of the song. It consists of a single staff with a treble clef. The melody is written in 4/4 time. The notes are: quarter note (Ta), quarter note (a), quarter note (a), quarter note (a), quarter note (a), quarter note (Ta), quarter note (a), quarter note (Sa), quarter note (a), quarter note (Ta), quarter note (sa), quarter note (Ta), quarter note (sa), quarter note (Ta), eighth note (se), eighth note (ta), eighth note (se), eighth note (ta), eighth note (se), eighth note (ta), eighth note (se). The lyrics are written below the staff: Ta - a - a - a Ta - a Sa - a Ta - sa Ta - sa Ta - se ta - se ta - se ta - se.

Primary Grade

Technical Studies:-

- C, G, F majors, one octave hands separately.
- Chords of the above keys in close position, hands separately

9

R.H. 1 3 5

L.H. 5 3 1

- Preparation of four musical sentences from a recommended list.
The following are the four sentences

34 No. 1

1

40 No. 2

1

No. 3

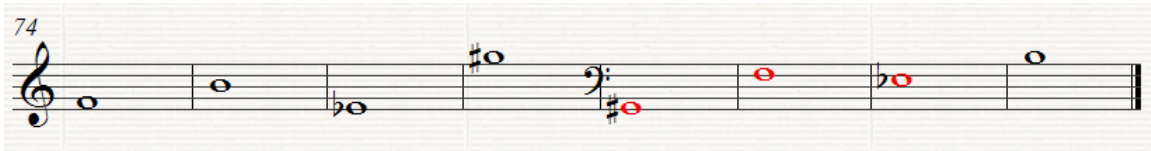
5 3 5 3

No. 4

5 1 3 5 3 1

Sight Reading and Comprehension:

- Understanding the treble and bass clef and one ledger line above and below both staves together with the sharp and flat. Candidates will be required to identify and play two notes in the Treble and two notes in the Bass which may include the sharp or the flat.



Aural Observation:-

- To clap at sight a two bar phrase consisting of crotchets, quavers and minims using *French Time Names. In clapping back at the examination, it is not necessary to use the French times aloud. The following are examples only

Musical notation for exercise 82, showing two staves of music in 4/4 time. The first staff is labeled (i) and (ii), and the second staff is labeled (iii). The notation includes crotchets, quavers, and minims. Below the notation are French time names: 'Ta ta-te ta ta ta ta - a' for (i), 'ta ta ta - a ta ta-te ta ta ta ta ta-te ta' for (ii), and 'ta ta ta - a ta ta-te ta ta-te ta ta ta - a ta ta ta ta-te ta ta-te ta - a' for (iii).

82 (i) (ii) (iii)

Ta ta-te ta ta ta ta ta - a ta ta ta - a ta ta-te ta ta ta ta ta-te ta

87

ta ta ta - a ta ta-te ta ta-te ta ta ta ta - a ta ta ta ta-te ta ta-te ta - a

- To clap back a short phrase played by the examiner

102 (i) (ii) (iii)

107 (iv) (v)

The image shows two staves of musical notation in treble clef. The first staff, starting at measure 102, contains three measures labeled (i), (ii), and (iii). Measure (i) contains a half note C4, a quarter note D4, a quarter note E4, and a half note F4. Measure (ii) contains a half note G4, a quarter note A4, a quarter note B4, and a half note C5. Measure (iii) contains a half note D5, a quarter note E5, a quarter note F5, and a half note G5. The second staff, starting at measure 107, contains two measures labeled (iv) and (v). Measure (iv) contains a half note C4, a quarter note D4, a quarter note E4, and a half note F4. Measure (v) contains a half note G4, a quarter note A4, a quarter note B4, and a half note C5. The notation is in 4/4 time.

- Sing back a two bar phrase played twice by the examiner

92 (i) (ii) (iii)

97 (iv) (v)

The image shows two staves of musical notation in treble clef. The first staff, starting at measure 92, contains three measures labeled (i), (ii), and (iii). Measure (i) contains a half note C4, a quarter note D4, a quarter note E4, and a half note F4. Measure (ii) contains a half note G4, a quarter note A4, a quarter note B4, and a half note C5. Measure (iii) contains a half note D5, a quarter note E5, a quarter note F5, and a half note G5. The second staff, starting at measure 97, contains two measures labeled (iv) and (v). Measure (iv) contains a half note C4, a quarter note D4, a quarter note E4, and a half note F4. Measure (v) contains a half note G4, a quarter note A4, a quarter note B4, and a half note C5. The notation is in 4/4 time.

Preparatory Grade

Technical Studies:-

- C, G F majors, A and D minor, one octave hands separately.
- Three note close position chords of the above keys hands separately as attached.

9

	R.H.	1	3	5
L.H.	5	3	1	

- Preparation of two musical sentences, one in the treble and one in the bass, from a supplied list. Candidates will be required to perform one sentence at the exam. The following are the sentences.

No. 1

No 2

Sight Reading and Comprehension:

- Recognizing time signatures, key signatures and marks of expression in the prepared pieces.
- Sight reading a short passage containing mainly movement by step over the five fingers with the right hand and left hand separately. The following is an example of the standard required.

The image displays four musical exercises, labeled (i) through (iv), designed for sight reading practice. Exercises (i) and (ii) are written in treble clef with a 4/4 time signature. Exercise (i) begins on middle C and moves stepwise up to G4, then down to C4. Exercise (ii) begins on G4 and moves stepwise down to C4. Exercises (iii) and (iv) are written in bass clef with a 4/4 time signature. Exercise (iii) begins on C3 and moves stepwise up to G3, then down to C3. Exercise (iv) begins on G3 and moves stepwise down to C3. All exercises conclude with a double bar line.

Aural Observation: -

- To clap at sight a short phrase in 4/4 time using more *French time names including minim, crotchets, quavers and crotchet rests

(i)

Ta - te, ta - te ta sa ta a ta ta - te ta sa ta - te - ta - te ta - a ta - a

(ii)

Ta - a ta - te sa ta - te ta - te sa ta ta - a sa ta - te ta - te sa ta - a

The image shows two musical phrases in 4/4 time. Phrase (i) consists of 16 measures: four measures of eighth notes (Ta-te), one measure of a quarter rest (ta), one measure of a half note (sa), one measure of a quarter note (ta), one measure of a quarter rest (a), one measure of a half note (ta), one measure of a quarter note (ta-te), one measure of a quarter rest (ta), one measure of a half note (sa), one measure of a quarter note (ta-te), one measure of a quarter rest (ta-te), one measure of a half note (ta-a), and one measure of a quarter note (ta-a). Phrase (ii) consists of 16 measures: one measure of a half note (Ta-a), one measure of a quarter note (ta-te), one measure of a quarter rest (sa), one measure of a half note (ta-te), one measure of a quarter note (ta-te), one measure of a quarter rest (sa), one measure of a half note (ta), one measure of a quarter rest (ta-a), one measure of a half note (sa), one measure of a quarter note (ta-te), one measure of a quarter rest (ta-te), one measure of a half note (sa), and one measure of a quarter note (ta-a).

- Sing back a short melody played by the examiner of a higher standard than the previous level.

182 (i) (ii)

186 (iii) (iv)

The image shows four musical phrases in 4/4 time. Phrase (i) is 8 measures long, starting at measure 182. Phrase (ii) is 8 measures long, starting at measure 186. Phrase (iii) is 8 measures long, starting at measure 194. Phrase (iv) is 8 measures long, starting at measure 202. Each phrase consists of a sequence of eighth and quarter notes.

- Clapping along to a short passage played by the examiner in 4/4 or 3/4 time

Grade 1

Technical Studies:-

- C, G, D, A, F majors. A and D minors, two octaves hands separately and one octave hands together.
- Contrary motion one octave in the keys of C and G majors.
- Three note broken chords and inversions of C and G majors A and D minors. The following is the broken chord of C major

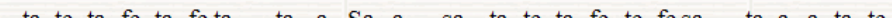
R.H. 1 3 5 1 2 5 1 3 5 1 3 5 5 3 1 5 3 1 5 2 1 5 3 1

L.H. 5 3 1 5 3 1 5 2 1 5 3 1 1 3 5 1 2 5 1 3 5 1 3 5

Aural Observation:-

- To clap a rhythm at sight in simple time using *French time names, using crotchets, quavers, minims, crotchet rests and semiquavers only

13



Ta ta-te ta-fe-ta-fe ta ta a Sa a sa ta-te-ta-fe-te-fe sa ta-a-a ta-te ta-a-a-a

- (a) To clap back the rhythm of a short melody played twice by the examiner

The image shows two musical exercises on a single staff. Exercise No. 1 is in 3/4 time and starts with a key signature of one sharp (F#). Exercise No. 2 is in 4/4 time and starts with a key signature of one flat (Bb). The notation includes various note values and rests, with some notes highlighted in red.

- (b) To sing back a short melody played twice by the examiner. The following is an example of the standard required



- (c) To identify the time of a short piece played by the examiner as being in either 2/4 or 3/4 time

Sight Reading and Comprehension:

- To sight read a short passage with each hand separately in the key of C or G. The following are examples of the standard required.



Grade 2

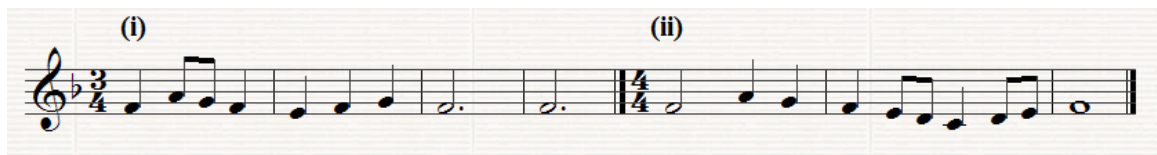
Sight Reading and Comprehension:

- To sight read a short passage hands together in the keys of C, G or F major. The following are examples of the standard required.

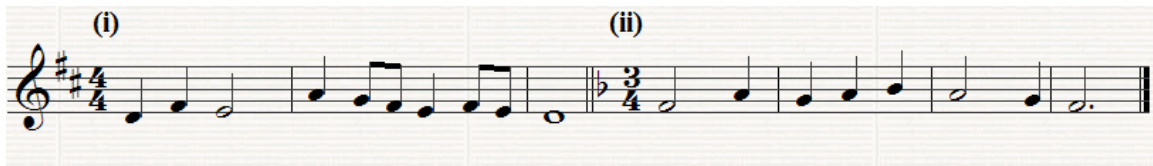


Aural Observation:-

- To clap back the rhythm of a four bar melody in 2/4, 3/4 or 4/4 time played twice by the examiner and to state whether it was in 2/4, 3/4 or 4/4 time.



- To sing back a short melody played twice by the examiner



- To listen to two notes played by the examiner, played both separately and together and identify the interval as major 2nd, major 3rd, perfect 4th or perfect 5th
- To listen to a short piece played by the examiner and identify obvious features i.e. whether the piece was played forte or piano, legato or staccato, rall at the end etc.

Andante A. Carse

2 *p*

p *rall.*

Grade 3

Sight reading and comprehension: -

- To sight read a short passage hands together in the keys of C, G or F major, A or D minor

No 1 Moving along

Measures 41-47 of the piece "Moving along". The key signature is one sharp (F#), and the time signature is 3/4. The piece is marked *mp* (mezzo-piano). The melody in the right hand consists of quarter and eighth notes, while the left hand plays a steady eighth-note accompaniment. A slur covers measures 41 through 47.

No 2 Moderato

Measures 59-65 of the piece "Moderato". The key signature is two flats (Bb, Eb), and the time signature is 6/8. The piece is marked *mf* (mezzo-forte). The right hand features a melody of quarter and eighth notes, and the left hand provides a bass line with dotted half notes and eighth notes. A slur covers measures 59 through 65.

No. 3 Andante

75 *mp*

78 *mf*

Aural Observation:-

- To clap back the rhythm of a four bar phrase played twice by the examiner, and to state which time the extract is in (3/4, 4/4, or 6/8)

16 (i)

21 (ii)

- To sing back a short melody played twice by the examiner

No.1

No.2

- To identify perfect and major intervals up to an octave, and the minor 3rd. These will be played separately and together.

- a. After hearing a piece played twice by the examiner, to comment on whether the piece is in the major or minor key, variation of dynamics generally.

✓

Moderato Pleyel

1

p

f

poco rit.

a tempo

f

p

rit.

Grade 4

Sight reading and comprehension:-

- To sight read a short passage hands together in the keys of C, G,D, F or B flat major, A, E, or D minor

128 No 2

135

Aural Observation:-

- To clap a four bar rhythm played twice by the examiner in simple or compound time. This will be either in 2/4, 3 /4., 4/4 or 6/8

(i)

(ii)

- To sing back a short melody played twice by the examiner

(i)

Allegretto Bertini

1

f

p

Andante cantabile Loeschhorn

2

p

mf *poco rit.*

The image displays two musical excerpts. The first excerpt, by Bertini, is in 3/4 time, marked 'Allegretto', and features a piano introduction with a forte (f) melody in the right hand and a simple bass line. The second excerpt, by Loeschhorn, is in 4/4 time, marked 'Andante cantabile', and features a piano introduction with a melody in the right hand and a more complex bass line. The second excerpt ends with a mezzo-forte (mf) melody and a 'poco rit.' (slightly slower) instruction.

Grade 5

Sight reading and comprehension:-

- To sight read a piece of moderate difficulty, hands together in any major or minor key.

No. 1 *Con moto*

150

158

mp *cresc* *mf* *pp*

No. 2 *Smoothly*

179

mp *f* *dim.* *p* *Cresc*

Aural Observation:-

(a) To clap a four bar rhythm of suitable standard played twice by the examiner and state the time signature.



- Having identified the time signature the candidate will be asked to identify note values within one of the bars
- To recognize a rhythmic or melodic change to a four bar phrase in a major or a minor key played twice by the examiner with the change being made in the second playing.



No. 2

Rhythmic change

Melodic change

- To identify certain features of a piece played by the examiner. The features will be confined to dynamics (*p*, *f* etc.); gradation of tone (*cresc*, *dim*, etc); articulation, (*staccato* or *legato*); tempo changes and recognition or major and minor tonality.

208 No. 1 Allegro

212

223

228

229

The image displays a musical score for piano, spanning measures 223 to 229. The music is written in a 4/4 time signature with a key signature of two flats (B-flat and E-flat). The score is presented in two systems. The first system, measures 223-227, begins with a forte (f) dynamic marking. The right hand features a melodic line with eighth and sixteenth notes, often beamed together, while the left hand provides a harmonic accompaniment with eighth and sixteenth notes. The second system, measures 228-229, continues the melodic and harmonic development. Measure 229 is partially visible at the bottom of the page.

Grade 6

Sight Reading and Comprehension:-

To sight read a piece of a degree of difficulty suitable to this grade, hands together in any major or minor key. Example below:-

The image displays a musical score for a Grade 6 sight-reading exercise. The tempo is marked "Allegro grazioso". The music is written for piano in 3/4 time, with a key signature of two flats (B-flat major). The score is divided into three systems, each with a first ending bracket.

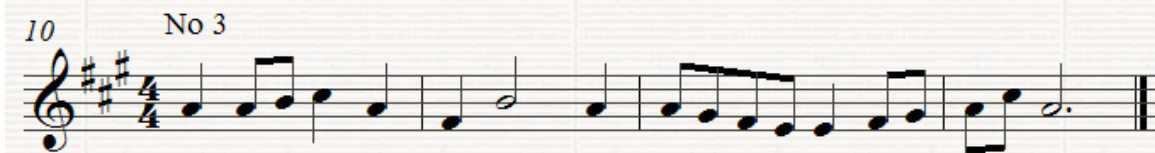
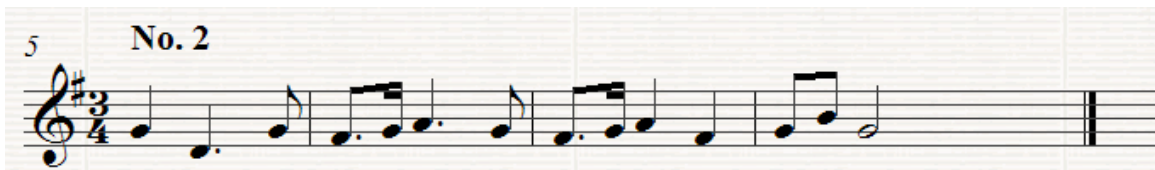
System 1 (Measures 1-6): The right hand begins with a piano (*p*) dynamic, followed by a mezzo-piano (*mp*) section with a crescendo (*cres.*) leading to a forte (*f*) section, and finally a piano (*p*) section. The left hand provides harmonic support with chords and single notes.

System 2 (Measures 7-12): This system continues the melodic and harmonic development. The right hand features a piano (*p*) section, and the left hand maintains a steady accompaniment.

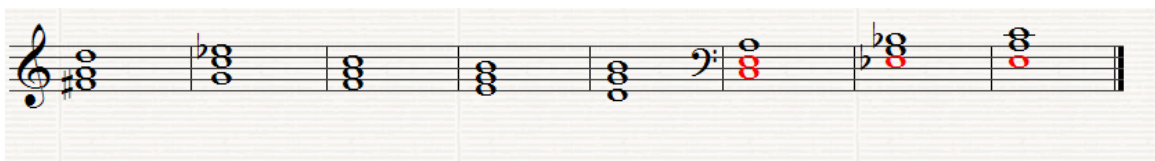
System 3 (Measures 13-16): The final system concludes the piece. It begins with a forte (*f*) dynamic in the right hand, which then softens. The piece ends with a final chord in the right hand and a sustained bass note in the left hand.

Aural Observation:-

1. Having listened to a four bar phrase in 3/4, 4/4 or 6/8 played by the examiner to clap back the rhythm and identify the time signature.



2. To identify time values within the same passage.
3. To recognize a triad as major or minor, root position or 1st. inversion



4. To recognize a cadence as either perfect or interrupted.



Interrupted



Perfect

5. Observation test on a piece played by the examiner. Questions may include tempo, tempo changes, dynamics, gradations of tone, articulation and recognition of tonality as major or minor

Tempo de Minuetto

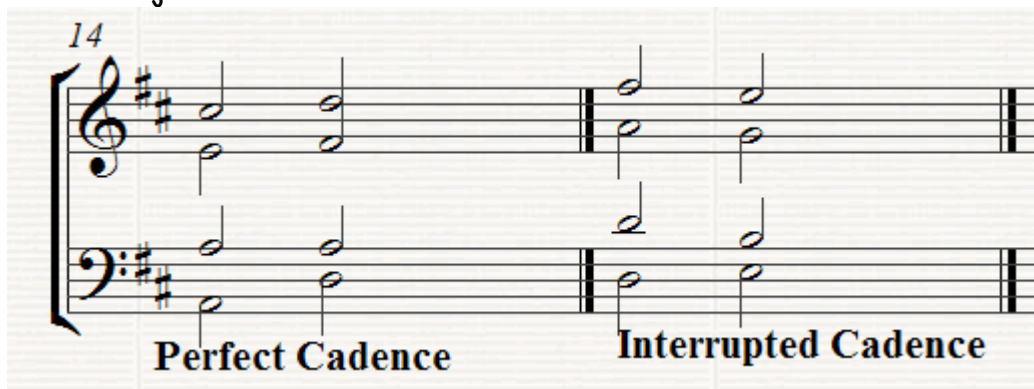
- (i) Describe the opening bars, dynamics etc.
- (ii) Are there any tempo changes in the piece
- (iii) Describe the ending, dynamics, tempo changes etc

Candidates may select the following as an alternative to the above tests:-

- To indicate suitable chords for a series of 5 notes in the treble at the keyboard, in the keys of C, G, D or F major



- To harmonize a perfect or interrupted cadence in the key of C, G, D or F major

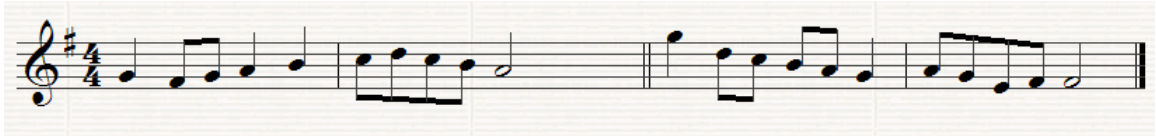


To compose an answering phrase to a given two bar melody in the key of C or G major at the keyboard

Given phrase:-



Sample Answering phrase



Grade 7

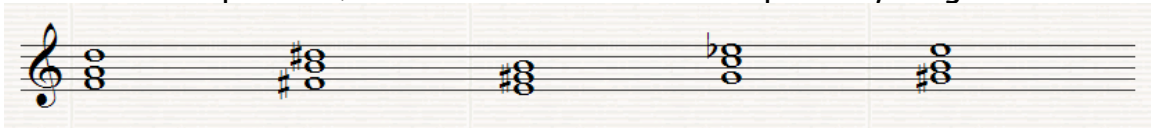
Sight reading and comprehension:-

- To sight read a piece of a degree of difficulty suitable to this grade, hands together in any major or minor key. Example below.

The image displays a musical score for a Grade 7 sight reading exercise, marked *Andantino* in 6/8 time. The key signature is B-flat major (two flats). The score is presented in three systems, each with a grand staff (treble and bass clefs).
The first system (measures 1-4) begins with a piano (*p*) dynamic in the right hand and a mezzo-piano (*mp*) dynamic in the left hand. The second system (measures 5-8) features a mezzo-forte (*mf*) dynamic. The third system (measures 9-12) includes dynamics of mezzo-piano (*mp*), *dim* (diminuendo), and piano-piano (*pp*). The piece concludes with a double bar line at the end of measure 12.

Aural Observation:-

1. To state whether a triad is major or minor and whether it is in root position, 1st or 2nd inversion. 3 examples may be given



2. To sing the upper part of a 2 part phrase played twice by the examiner.

Two musical examples, No. 1 and No. 2, each consisting of a two-part phrase. No. 1 is in 2/4 time, key of B-flat major. No. 2 is in 3/4 time, key of B-flat major.

3. To recognize the final cadence of a passage as either perfect, imperfect or interrupted,

Musical notation for a perfect cadence in 3/4 time, key of B-flat major. The notation shows a four-measure phrase ending with a full cadence. The word "Perfect" is written below the final measure.

Musical notation for an imperfect cadence in 3/4 time, key of B-flat major. The notation shows a four-measure phrase ending with a half cadence. The word "Imperfect" is written below the final measure.

15

Interrupted

4. To identify a melodic or rhythmic change in a short phrase played twice by the examiner

15 Melody played by the examiner

19 Rhythmic change

23 Melodic change

5. Observation test on a piece played by the examiner. Question may include tempo, tempo changes, dynamics, gradations of tone, articulation etc

Andantino mosso

The musical score is written for piano in 3/4 time. It begins with the tempo marking 'Andantino mosso'. The first system (measures 1-5) starts with a piano (*pp*) dynamic. The second system (measures 6-8) includes a 'molto rall' (molto rallentando) section. The third system (measures 9-12) includes 'a tempo' markings and dynamics of *ppp*, *pp*, and *p*. The piece concludes with a final chord.

- (i) Describe the tempo of this piece
- (ii) Are there any variations of tempo?
- (iii) Describe the range of dynamics used.
- (iv) Are the changes in dynamic level gradual or abrupt
- (v) Is the piece mainly legato or staccato

Candidates may select the following as an alternative to the above tests:-

- To harmonize a short melody at the keyboard in the keys of C, G, D or F major.

Melody

7

- To harmonize a perfect, imperfect cadence or interrupted cadence in the key of C, G, D or F major

13

Perfect Cadence Imperfect Cadence Interrupted Cadence

To compose an answering phrase to a given four bar melody in the key of C or G major at the keyboard

Given 4 Bars



The given melody is in G major (one sharp) and 4/4 time. It consists of four bars: Bar 1: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter). Bar 2: D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter). Bar 3: G4 (half), F#4 (half). Bar 4: E4 (half), D4 (half).

Sample Answer

5



Bar 5: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter). Bar 6: D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter). Bar 7: G4 (half), F#4 (half). Bar 8: E4 (half), D4 (half).

9



Bar 9: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter). Bar 10: D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter). Bar 11: G4 (half), F#4 (half). Bar 12: E4 (half), D4 (half).

Grade 8

Sight reading and comprehension:-

- To sight read a piece of a degree of difficulty suitable to this grade, hands together in any major or minor key. A high degree of accuracy will be expected. Example below.

The image displays a musical score for a Grade 8 sight reading exercise, consisting of three systems of music for piano. The key signature is three flats (B-flat, E-flat, A-flat), and the time signature is 6/8. The tempo is marked "Allegro".

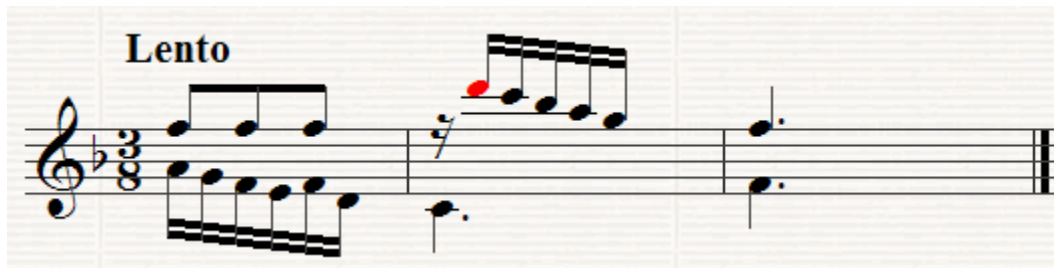
System 1 (Measures 1-5): The piece begins with a piano (*pp*) dynamic and a *leggiero* (light) articulation. The melody in the right hand features a series of eighth and sixteenth notes, while the left hand provides a steady eighth-note accompaniment.

System 2 (Measures 6-9): Measure 6 is marked with a "6". The dynamic shifts to mezzo-piano (*mp*). The right hand continues with melodic lines, and the left hand features a more active accompaniment with some chords and eighth notes.

System 3 (Measures 10-13): Measure 10 is marked with a "10". The dynamic changes to mezzo-forte (*mf*) and then piano (*p*). The right hand has a melodic line with some rests, and the left hand continues with a steady accompaniment. The piece concludes with a final chord in the right hand marked *pp*.

Aural Observation:-

1. To sing the lower part of a two part phrase played twice by the examiner.



2. To recognize the final cadence of piece as either, perfect, imperfect, plagal or interrupted.



7

Imperfect

7

Plagal

7

Interrupted

3. To recognize a modulation from a major key to its Dominant, Sub Dominant or relative minor.

A musical score in 4/4 time, starting in B-flat major. The melody in the treble clef consists of the notes B-flat, C, D, E, F, G, A, B-flat, C, D, E, F, G, A, B-flat. The bass line consists of the notes B-flat, C, D, E, F, G, A, B-flat, C, D, E, F, G, A, B-flat. The final chord is a B-flat major triad (B-flat, D, F).

Dominant

A musical score in 4/4 time, starting in B-flat major. The melody in the treble clef consists of the notes B-flat, C, D, E, F, G, A, B-flat, C, D, E, F, G, A, B-flat. The bass line consists of the notes B-flat, C, D, E, F, G, A, B-flat, C, D, E, F, G, A, B-flat. The final chord is a B-flat major triad (B-flat, D, F).

relative, minor

A musical score in 4/4 time, starting in B-flat major. The melody in the treble clef consists of the notes B-flat, C, D, E, F, G, A, B-flat, C, D, E, F, G, A, B-flat. The bass line consists of the notes B-flat, C, D, E, F, G, A, B-flat, C, D, E, F, G, A, B-flat. The final chord is a B-flat major triad (B-flat, D, F).

Sub - Dominant

4. Candidates will be given a copy of a short piece that will be played by the examiner. After a further playing the candidate will be asked to point out where certain features occur i. e, crescendos, diminuendos, tempo changes and usual marks of expression that should be understood by the candidate.

Candidate's copy

The musical score is presented in three systems. The first system consists of two staves (treble and bass) in 6/8 time with a key signature of two flats. It contains four measures of music. The second system begins at measure 5 and ends at measure 10, also consisting of two staves. The third system begins at measure 14 and ends at measure 17, consisting of two staves. The notation includes various note values, rests, and chords, with some measures featuring complex rhythmic patterns.

Andante

5

10

14

pp

p

a tempo

mf

Rall

cres.

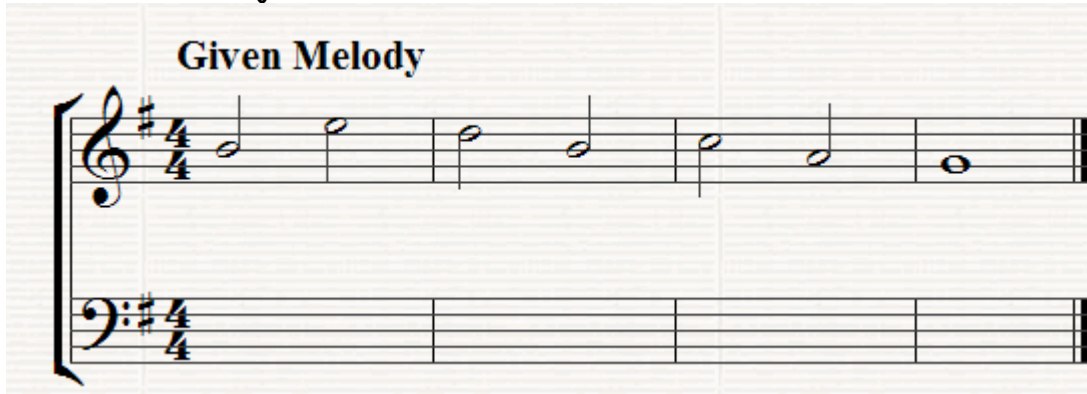
pp

molto rall

Candidates may select the following as an alternative to the above tests:-

- To harmonize a four bar melody at the keyboard in the keys of C, G, D or F major, A or D Minor

Given Melody



8



20 **Given melody in minor key**



14



- To harmonize a perfect, imperfect, plagal or interrupted cadence in the key of C, G, D or F major, A or D minor

The image displays four musical examples of cadences in G major (one sharp) on a grand staff (treble and bass clefs). Each example consists of two staves with notes and rests.

- Perfect Cadence:** Treble clef ends on G4, bass clef ends on B2. Both are whole notes.
- Imperfect Cadence:** Treble clef ends on G4, bass clef ends on G2. Both are whole notes.
- Plagal Cadence:** Treble clef ends on G4, bass clef ends on D2. Both are whole notes.
- Interrupted Cadence:** Treble clef ends on G4, bass clef ends on G2. Both are whole notes, but the bass line has a half note G2 followed by a whole note G2.

- To compose an answering phrase at the keyboard, to a given four bar melody in the key of C or G major, A or D minor, of a higher standard than the previous Grade.

The image shows a musical exercise in G major (one sharp) and 4/4 time. It consists of two staves.

Given 4 bars: The first staff shows a four-bar melody. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (half), C4 (half).

Suggested Answer: The second staff shows a four-bar melody. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (half), C4 (half).

Choice piece

Students may choose ONE piece as an alternative to ONE piece on the recommended list for their grade. Please read the following guidelines carefully.

Rationale for the choice piece:

- Teachers are best placed to select the most appropriate repertoire to motivate their students.
- Students learn best when given a choice²
- Students can present repertoire learnt for other performance situations, such as concerts, competitions, or Junior and Leaving cert practicals.
- It is recognised that there is no hierarchy of musical genres. Students may present music that is of personal interest to their own ethnic or popular culture.
- Popular music is ubiquitous, and part of today's society. Consequently young students relate to it and should have an option of presenting it for assessment.
- Musical taste is personal. Consequently, a choice of repertoire will cater for individual learner interests and needs.

Selecting the choice piece:-

- Pieces presented must be of an appropriate standard, technically and musically, for the grade
- Most teachers can judge the appropriate level, but if in doubt, there are many graded repertoire books from which to choose (see a list of suggested books below - although the repertoire is not confined to these)
- Students may present a piece from any genre (classical, jazz, popular or traditional)
- A copy of the music must be presented to the examiner on the day of the exams. Students must have original copies, but a photocopy may be presented to the examiner for the exam.

² Eric Jensen: *Teaching with the brain in mind* (2002)

- Sheet music from legal web sites may be used but must be licensed to the student or teacher.
- Students will be penalised for presenting repertoire which is not deemed appropriate for the grade level.
- Students may not present the same choice piece for two different exams.
- Own compositions will not be accepted.

List of suggested books for grades 1-5

Up Grade! Light relief between grades - Pam Wedgwood - Faber Music

After hours for solo piano - Pam Wedgwood - Faber Music

Making the grades series - Chester Music

Micro jazz series 1 - 3 - Christopher Norton - Boosey and Hawkes

Essential Film Themes - Wise Music

Hours with the Masters series - Ed. Dorothy Bradley - Bosworth

Bastien Piano series - Neil A Kjos Music Company

Classics to moderns series - Consolidated Music Sales

30 Children's pieces - Kabalevsky - Boosey and Hawkes

Teaching Notes

Learning a musical instrument should be an enjoyable experience for the student. It is the responsibility of the teacher to ensure that the student should look forward to their weekly lesson at all times.

Care should be taken to cover all aspects of music on a regular basis. While it is difficult to incorporate each element into a weekly lesson it is not good practice to leave sight reading, aural training etc. until a few weeks before an exam. They should be all covered on a regular basis to ensure proper development. Above all, bear in mind that the exam is only one element of the student's musical development and should be used as part of a broader, rounded curriculum.

Posture:- Correct sitting at the piano is of vital importance from the very beginning. Demonstrating correct hand position over five finger exercises at introductory level, and being taught legato playing, form the very basic elements of good practice for future performance.

Rhythm:- Rhythm is an essential element in all music. The inclusion of French Time names in our new syllabus as an aid to developing rhythm, is an excellent stepping stone to rhythmic accuracy in the performance of a student's set works.

Scales and Technique:- Scales and Technique are imperative to the student's musical development. The practice of scales, technical studies and musical sentences should be an integral part of every lesson and of each daily practice session. Scale work develops good general coordination and finger technique which will benefit the student at all stages of their studies.

Aural Training:- An astute ear should be fostered with the systematic development of aural training. From the early stages aural training should be developed and incorporated at the weekly lesson. It is important that the student learns to listen and progress from the earliest stages in the development of pitch and rhythm. Listening to music away from their studies helps develop the ear. Clapping through rhythms and excerpts of music,

singing back parts of tunes, joining a choir, band or orchestra are painless ways to get in some aural practice between lessons.

Sight Reading:- Sight reading should be encouraged from a student's early development. Where students develop good sight reading habits they become adept at working on their own initiative and exploring repertoire themselves. If a student suggests a piece they would like to study, try as far as possible to encourage them if you think it is a wise choice for their stage of development.

Performance:- In the study of pieces care should be taken to have fingering and rhythm correct from the start. If technique and scales etc have been fostered at the early stages, students should have little trouble getting fingering right from the beginning. Always try to incorporate some interpretation into pieces from the earliest grades. Phrasing, melodic line, dynamics and observance of tempo should be part of the study of all pieces.

Children from an early stage should be encouraged to play from memory. This develops confidence in performance and enables the student to give their full attention to the details of dynamics, phrasing and general interpretation overall.

Exams

A teacher should remember that the first music exam is likely to be the student's first exam experience. Therefore, every effort should be made to have them prepared as well as possible for the event. All aspects should be covered well in advance of the exam date.

The exam serves as a motivation and inspiration for the student, working from a carefully structured syllabus towards a definite goal. It is an assessment by an independent musician who has a very objective viewpoint of the work.

- It is important for the teacher to check all the requirements in the current syllabus as details can change from time to time
- Choosing suitable pieces for the candidate is very important, as each teacher is aware of the capabilities and individuality of their pupils.
- Encouraging pupils to perform their pieces to a friendly audience (family, friends and other students) and perhaps having little concerts a few weeks before the exam helps to dispel exam "nerves" on the day
- Reminding a pupil how long there is before the exam and planning out their work accordingly helps to have a young child less stressed about practice on the run up to the exam.
- Most candidates are nervous on the day and a cheerful no fuss attitude from accompanying adults goes a long way to relaxing the candidate.

From the Examiner's side of the desk

In judging the candidate the examiner takes a number of things into consideration. Firstly, posture at the instrument is of utmost importance together with finger position at the piano. Accuracy of notes is expected and additional marks are gained by paying attention to the finer aspects of the music, namely, dynamics, melodic line, gradation of tone, tempo etc.

Most candidates are a little nervous on the day. Parents and teachers should not keep reminding the candidates of this as to do so will only make the matter worse. Making a sense of occasion out of the day helps dispel nerves etc.

To an examiner every mark has its own significance. They hope that the comments will encourage and reflect the mark.

It is worth remembering that the examiner can only comment on what they hear in the exam room, and their assessment of the candidate is based on their achievement and not their potential.

All examiners want the candidates to do their best and although they are making assessments in a formal situation, it is important to remember that examiners are human being and always feel for the less confident performer and share the pleasure and satisfaction when all goes well.

Examiners are always aware that the achievement for the less talented candidate is sometimes more than that of those for whom music comes naturally.

Overall, the music exam should be an enjoyable experience and the result a just reward for the work done.