

## GRADE 2

**THREE PIECES:** chosen by the candidate from the List below; for further details see pages 15–17

Candidates must choose at least one piece marked ☆

| COMPOSER          | PIECE / WORK / ARRANGER  | PUBLICATION (PUBLISHER)   |
|-------------------|--|---|
| 1 Peter R. Birkby | ☆ Fantastic Clock<br>⊗ woodblock   | Percussion Exam Pieces & Studies from 2020, Grade 2 (ABRSM)                         |
| 2 Jan Bradley     | ☆ Smoothly Does It<br>!!!  | Percussion Exam Pieces & Studies from 2020, Grade 2 (ABRSM)                         |
| 3 Damien Harron   | ☆ March of the Octopus<br>!!!  | Percussion Exam Pieces & Studies from 2020, Grade 2 (ABRSM)                         |
| 4 Kevin Hathway   | Vector   | Percussion Exam Pieces & Studies from 2020, Grade 2 (ABRSM)                         |
| 5 Alex Neal       | Swaggerit  | Percussion Exam Pieces & Studies from 2020, Grade 2 (ABRSM)                         |
| 6 Keith Bartlett  | Fives Alive! (No. 44 from <i>50 Short Pieces for Snare Drum</i> )              | Keith Bartlett: 50 Short Pieces for Snare Drum (UMP)                                |
| 7 Gert Bomhof     | Father and Son (from <i>21 Solos for Snare Drum</i> )                          | Gert Bomhof: 21 Solos for Snare Drum (De Haske)                                     |
| 8 Richard Charles | ☆ Spicy Noodles (from <i>Beat This!</i> )<br>⊗ snare drum                      | Richard Charles: Beat This! (Southern Percussion)                                   |
| 9 Edward Freytag  | The Witch is Dead!   | Just Desserts (Row-Loff Productions)  |
| 10 James L. Moore | Du-Du-Bubba (No. 18 from <i>Solo Time for the Intermediate Snare Drummer</i> ) | James L. Moore: Solo Time for the Intermediate Snare Drummer (Per-Mus Publications) |

**STUDY:** Study A and Study B must be prepared; for further details see page 18

**SIGHT-READING:** a short piece of previously unseen music; for further details see pages 19 & 24

**AURAL TESTS:** given by the examiner from the piano; for further details see pages 75 & 77

## Symbols used in the repertoire lists

The symbols explained in this table are used in the repertoire lists on the following pages. See pages 12–16 for further information.

| All subjects     |  |
|------------------|--|
| ☆                | at least one of the marked pieces must be played         |
| Ⓜ                | has piano accompaniment (required)                       |
| Ⓟ                | has percussion accompaniment (required)                  |
| Ⓜ or Ⓟ           | has piano and percussion accompaniment (one is required) |
| Snare Drum       |  |
| MULTI            | for multi-percussion                                     |
| Timpani          |  |
| 3D               | three drums required                                     |
| 4D               | four drums required                                      |
| RETUNE           | contains retuning  |
| PED              | requires pedal drum(s)                                   |
| Tuned Percussion |  |
| 4M               | four mallets required                                    |
| MAR              | must be played on marimba                                |
| XYL              | must be played on xylophone                              |
| VIB              | must be played on vibraphone                             |

## 3. Percussion Practical Grades Syllabus from 2020

### Introducing the syllabus

Our new Percussion Practical Grades Syllabus is designed to offer a flexible approach to percussion assessment. There are exams at Grades 1–8 in Snare Drum, Timpani and Tuned Percussion as individual, standalone subjects. We also offer a Percussion (Combined) exam at Grades 1–8 to allow candidates to demonstrate their skills in all three subjects.

Key features:

- Newly-commissioned repertoire by leading percussion composers alongside established favourites
- A choice of at least ten pieces per subject per grade
- Accompanied (by both piano and percussion) and solo options for all subjects
- Multi-percussion options in the Snare Drum repertoire lists from Grade 3
- Completely revised Sight-reading requirements for all subjects
- Specially-commissioned studies for Snare Drum and Timpani
- Publications to support all aspects of the new syllabus

The Aural tests stay the same as the preceding syllabus. All other requirements have been revised.

### Practical Grades 1–8: requirements and information

*This syllabus is valid from 2020 until further notice.*

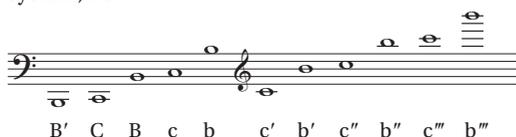
This section provides a summary of the most important points that teachers and candidates need to know when taking ABRSM Practical Grades in percussion subjects. Further details, as well as administrative information about the exams, are given in ABRSM's Exam Regulations (available at [www.abrsm.org/examregulations](http://www.abrsm.org/examregulations))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

### Instruments

Candidates are required to perform on acoustic instruments (digital instruments are not allowed). Examiners apply the marking criteria (which include the assessment of pitch, tone, and musical shaping) to assess musical outcomes without reference to the specific attributes of the instrument.

**Sticks/mallets:** Candidates are expected to use the correct sticks and mallets for the instruments they have chosen to play. Tuned Percussion pieces that require four mallets are shown by **4M** in the repertoire lists.

**Range information:** In this document, range/pitch information is presented using the Helmholtz system, i.e.:



## Snare Drum

**Instruments:** In Snare Drum exams at Grades 1–5, it is possible for candidates to complete an exam playing a snare drum only. In Snare Drum exams at Grades 6–8, candidates must play at least one piece for multi-percussion.

In Percussion (Combined) exams at all grades, it is possible for candidates to complete the Snare Drum elements playing a snare drum only.

All pieces and studies should be played with the snares on unless marked otherwise in the music.

**Multi-percussion:** There are pieces for multi-percussion included in the repertoire lists for Snare Drum from Grade 3. These are marked **MULTI** in the repertoire lists, where details of the instruments required in addition to the snare drum are also shown.

## 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 and requirements explore different traditions and styles and provide candidates with the opportunity to choose a balanced selection and demonstrate a range of skills.

All subjects offer pieces that require an accompaniment, as interacting with other musicians is an important musical skill. There are also opportunities to choose solo pieces and develop confidence with unaccompanied playing. These opportunities increase at higher grades to reflect contemporary percussion repertoire.

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

**Programme planning:** For Snare Drum, Timpani and Tuned Percussion exams, candidates must choose three pieces from the repertoire list for that subject, including at least one piece marked ☆ in the repertoire list at certain grades (see table below). Up to two pieces by the same composer may be played.

For Percussion (Combined) exams, candidates must choose one piece from each of the three lists (A – Snare Drum, B – Timpani and C – Tuned Percussion), including at least one piece marked ☆ in the syllabus at Grades 1-3 (see table below). Up to two pieces by the same composer may be played.

| Subject               | Grades     | Type of pieces required (minimum of 1)         | Marked in syllabus    |
|-----------------------|------------|--|-----------------------|
| Snare Drum            | Grades 1-3 | accompanied<br>(by piano <i>or</i> percussion) | ☆ <i>and</i> III or ⊕ |
|                       | Grades 6-8 | for multi-percussion                           | ☆ <i>and</i> MULTI    |
| Timpani               | Grades 1-3 | accompanied<br>(by piano <i>or</i> percussion) | ☆ <i>and</i> III or ⊕ |
|                       | Grades 6-8 | requires retuning                              | ☆ <i>and</i> RETUNE   |
| Tuned Percussion      | Grades 1-3 | accompanied<br>(by piano <i>or</i> percussion) | ☆ <i>and</i> III or ⊕ |
|                       | Grade 8    | requires 4 mallets                             | ☆ <i>and</i> 4M       |
| Percussion (Combined) | Grades 1-3 | accompanied<br>(by piano <i>or</i> percussion) | ☆ <i>and</i> III or ⊕ |

Candidates may play two or three pieces marked ☆, if they wish.

In the exam, candidates should tell the examiner which pieces they are performing, and they are welcome to use the form on page 97 for this.

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

The repertoire lists are the same as for ABRSM Performance Grades. Candidates may not present the same repertoire (in full or individual pieces) for the same grade of both qualifications, irrespective of when the exams are taken.

**Accompaniment:** A live piano or percussion (where the option is listed) accompaniment is required for all pieces marked with  or  in the syllabus. Recorded accompaniments are not allowed.

At Grades 1–3, candidates must perform at least one piece with accompaniment (piano or percussion). There is no accompaniment requirement at Grades 4–8. There is no upper limit to the number of accompanied pieces that can be played at any grade.

Pieces that are published as duets (or with percussion accompaniment only) are marked  in the repertoire lists; candidates must play the upper part. Pieces that are published with piano and percussion accompaniment options are marked  or  in the repertoire lists, and may be performed with either accompaniment in the exam. Details of the percussion instruments that are required to accompany each piece are also given in the repertoire lists.

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

Pieces accompanied by percussion must be played on a separate instrument from the candidate's.

**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 17.

**Interpreting the score:** Printed editorial suggestions such as sticking, metronome marks, 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. The marks awarded 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 should be followed but other repeats (including first-time bars) should not be played unless they are very short (i.e. a few bars).

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

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

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

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

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

**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).

## Technical requirements

In this section of the exam, candidates prepare the following:

| Subject               | Technical requirements  |
|-----------------------|---|
| Snare Drum            | Studies   |
| Timpani               | Studies   |
| Tuned Percussion      | Scales and arpeggios  |
| Percussion (Combined) | One of the following, at the candidate's choice: <ul style="list-style-type: none"> <li>• Studies (Snare Drum)</li> <li>• Studies (Timpani)</li> <li>• Scales and arpeggios (Tuned Percussion)</li> </ul> The examiner will ask which the candidate has chosen. |

## Study (Snare Drum)

Studies are an important way to develop technical skills such as stick control, balance between hands, fluency and articulation. They also help to develop tone, pulse and dynamic control, and familiarity with rudimental 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.

**About the test:** Candidates prepare two studies at each grade and examiners will request which one is to be played in the exam. Each Study is based on a set of rudiments; these are listed on the sheet music.

**Sheet music:** The studies are published online at [www.abrsm.org/percussion](http://www.abrsm.org/percussion) as a free downloadable PDF that can be printed and used in the exam. They are also published by ABRSM in the books of *Percussion Exam Pieces & Studies* (for Grades 1–5) and *Percussion Studies* (for Grades 6–8). Purchasing these books is not a requirement.

**Memory:** There is no requirement to play the Study from memory.

**Sticking:** Candidates may use any sticking that produces a successful musical outcome.

## 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 which they have not seen before. They will be given half a minute to look through and, if they wish, try out all or any part of the test before they are asked to play it for assessment.

**Parameters:** The tables on pages 24–26 show the elements that are introduced at each grade.

**Instruments:** In this section of the exam, the instrument requirements are as follows:

| Subject               | Technical requirements  |
|-----------------------|---|
| Snare Drum            | <ul style="list-style-type: none"> <li>the test must be played with the snares on</li> <li>no additional instruments will be required at any grade</li> </ul>   |
| Timpani               | <ul style="list-style-type: none"> <li>the number of drums required at each grade is listed in the parameters on page 25</li> </ul>   |
| Tuned Percussion      | <ul style="list-style-type: none"> <li>the test may be played on any of the instruments listed on page 14</li> <li>the instrument chosen must meet the range requirements for the grade as listed in the parameters on page 26</li> </ul>           |
| Percussion (Combined) | <ul style="list-style-type: none"> <li>instruments as described in all three rows above must be available in the exam room</li> <li>the examiner will choose whether the test is to be played on Snare Drum, Timpani or Tuned Percussion</li> </ul> |

**Supporting publications:** For practice purposes, sample Sight-reading tests are published by ABRSM in *Percussion Sight-Reading*, Grades 1–5 and Grades 6–8. 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 entry. 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 four subjects. Full details of the Aural tests are given on pages 75–82.

**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).

## Sight-reading parameters

The tables on pages 24–26 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 19.

### Snare Drum

All tests are written on a five-line staff.

|                | Length (bars)  | Time | Other features that may be included   |
|----------------|--|------|---|
| <b>Grade 1</b> | 4  | 4/4  | <ul style="list-style-type: none"> <li>• </li> <li>• </li> </ul>  |
|                |  | 3/4  | <ul style="list-style-type: none"> <li>• <i>f</i> and <i>p</i></li> </ul>   |
|                | 6  | 2/4  |   |
| <b>Grade 2</b> |  |      | <ul style="list-style-type: none"> <li>• </li> <li>• tied notes</li> <li>• </li> <li>• <i>mf</i> and <i>cresc.</i> hairpins</li> <li>• grace notes</li> </ul> |
| <b>Grade 3</b> |  | 3/8  | <ul style="list-style-type: none"> <li>• dotted quaver patterns</li> <li>• simple syncopation</li> <li>• rolls (♯)</li> <li>• accents</li> <li>• <i>mp</i> and <i>dim.</i> hairpins</li> </ul>  |
| <b>Grade 4</b> |  | 6/8  | <ul style="list-style-type: none"> <li>• anacrusis</li> <li>• triplets</li> <li>• pause signs</li> </ul>  |
| <b>Grade 5</b> |  |      | <ul style="list-style-type: none"> <li>• slowing of tempo at end</li> <li>• <i>ff</i> and <i>pp</i></li> </ul>  |
| <b>Grade 6</b> |  | 9/8  | <ul style="list-style-type: none"> <li>• changes of time signature</li> </ul>   |
|                |  | 5/8  | <ul style="list-style-type: none"> <li>• slowing of tempo followed by <i>a tempo</i></li> </ul>   |
| <b>Grade 7</b> |  | 5/4  |   |
|                |  | 7/8  | <ul style="list-style-type: none"> <li>• demisemi-quavers</li> </ul>  |
| <b>Grade 8</b> | 7/4  |      |   |
|                | max c. 28  | 12/8 | <ul style="list-style-type: none"> <li>• acceleration of tempo</li> <li>• playing on rim</li> </ul>   |

## 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 76–82 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 90.

### Supporting publications

For practice purposes, sample Aural tests are published by ABRSM. Examples of the tests for Grades Initial–8 are given in *Specimen Aural Tests*. More examples for Grades 1–8 are given in *Aural Training in Practice*. 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).

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

## 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).

(may be photocopied or detached for exams)



# Exam programme & running order

Name \_\_\_\_\_

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

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

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

| List * | Number | Composer | Title |
|--------|--------|----------|-------|
|        |        |          |       |
|        |        |          |       |
|        |        |          |       |

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

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

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