MUSICAL KNOWLEDGE
(Initial-Grade 5 only)

This test encourages learners to understand the wider musical context of the pieces they play, as well as their knowledge of notation and their instrument. Examiners ask carefully graded questions based on candidates’ chosen pieces. Questions refer to the solo line only, and not the accompaniment.

In the exam, candidates choose which piece they would like to be asked about first.

Examiners then choose a second piece for the remaining questions. Candidates’ musical scores should be free of annotations which might aid their responses. Examiners usually point to the relevant part of the score when asking questions. Candidates can use American terms (eighth note, half note, etc) as an alternative to English terms (quaver, minim, etc).

The following tables give example questions and responses.

<table>
<thead>
<tr>
<th>Parameters*</th>
<th>Sample question</th>
<th>Sample answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note durations</td>
<td>What is the value of this note?</td>
<td>Half a beat</td>
</tr>
<tr>
<td>Stave, barlines</td>
<td>What is this called?</td>
<td>A barline</td>
</tr>
<tr>
<td>Identify time signature</td>
<td>What is this called?</td>
<td>A time signature</td>
</tr>
<tr>
<td>Basic musical terms and signs</td>
<td>What is this called?</td>
<td>A pause mark</td>
</tr>
<tr>
<td>Note length name</td>
<td>What is the name of this note?</td>
<td>A quaver</td>
</tr>
<tr>
<td>Explain time signature</td>
<td>What does $\frac{3}{4}$ mean?</td>
<td>Four crotchets beats in a bar</td>
</tr>
<tr>
<td>Musical terms and signs</td>
<td>What is the meaning of <em>da capo</em>?</td>
<td>Go back to the start</td>
</tr>
<tr>
<td>Parts of the instrument</td>
<td>What is this part called?</td>
<td>The batter head</td>
</tr>
</tbody>
</table>

* Cumulative — tests may also include requirements from preceding grade(s)
<table>
<thead>
<tr>
<th>Grade 2</th>
<th>Metronome marks</th>
<th>Explain the sign $\downarrow = 72$</th>
<th>72 crotchet beats per minute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Musical style (simple)</td>
<td>What is the name of this groove?</td>
<td>$\frac{12}{8}$ feel</td>
</tr>
<tr>
<td></td>
<td>Rudiments</td>
<td>What rudiment is played here?</td>
<td>Flam</td>
</tr>
<tr>
<td></td>
<td>Basic posture</td>
<td>Show me your basic stick grip</td>
<td>Candidate demonstrates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Kit techniques</th>
<th>How do you best produce this cross stick sound?</th>
<th>Candidate demonstrates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sticking pattern</td>
<td>What sticking should be used to approach this passage/idea?</td>
<td>Paradiddle</td>
</tr>
</tbody>
</table>

| Grade 4 | Technical challenges | Show me the most challenging part of this piece and tell me why | Here [candidate indicates], because of the co-ordination between the hands and feet |

| Grade 5 | Musical style (advanced) | Comment on the style of this piece | Candidate identifies style of piece and gives examples of stylistic features |