



Australian
Music
Examinations
Board

2021

Music Craft Syllabus



MUSIC SYLLABUSES

FOR
THE
♥ OF
MUSIC

Published by the Australian Music Examinations Board Ltd

AMEB Ltd.
Level 8, 21 Victoria Street,
Melbourne, Victoria, 3000

ABN 27 102 374 587

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ISSN 0729-3569

Cover design Studio Alto
Text design by Alice Graphics
Typesetting by AMEB
Printed by McPherson's Printing Group

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Foreword



In 1887 a programme of music examinations was initiated in Australia by the Universities of Adelaide and Melbourne. Subsequently the Australian Music Examinations Board (AMEB) emerged in 1918 as a national body with the purpose of providing graded assessments of the achievements of music students. Later, examinations were also provided for students of speech and drama.

The Board provides syllabuses across a wide range of musical instruments, as well as in singing, theory of music, musicianship, music craft, and speech and drama. It has become the most widely used assessment system in these fields of study in Australia. The success and high regard for Australian musicians at an international level has been partly due to the encouragement of young performers in this country through their participation in AMEB activities.

While one of the chief functions of the Board is to set examination standards of a high order, more importantly it strives to offer all students access to some of the best repertoire for study purposes, whether they subsequently sit for the examinations or not. Through its publications the Board strives for the highest editorial standards of presentation together with advice on interpretation from some of the leading practitioners in the country. The Board has a commitment to including compositions by Australian and regional composers in its publications and syllabuses.

Overall direction of these activities is the responsibility of a Federal Board consisting of representatives of educational institutions that are signatories to the AMEB constitution, namely the Universities of Melbourne, Adelaide and Western Australia, the Minister for Education and Early Childhood Learning, New South Wales, the Minister for Education, Queensland, and the Minister for Education and Training, Tasmania, through the University of Tasmania.

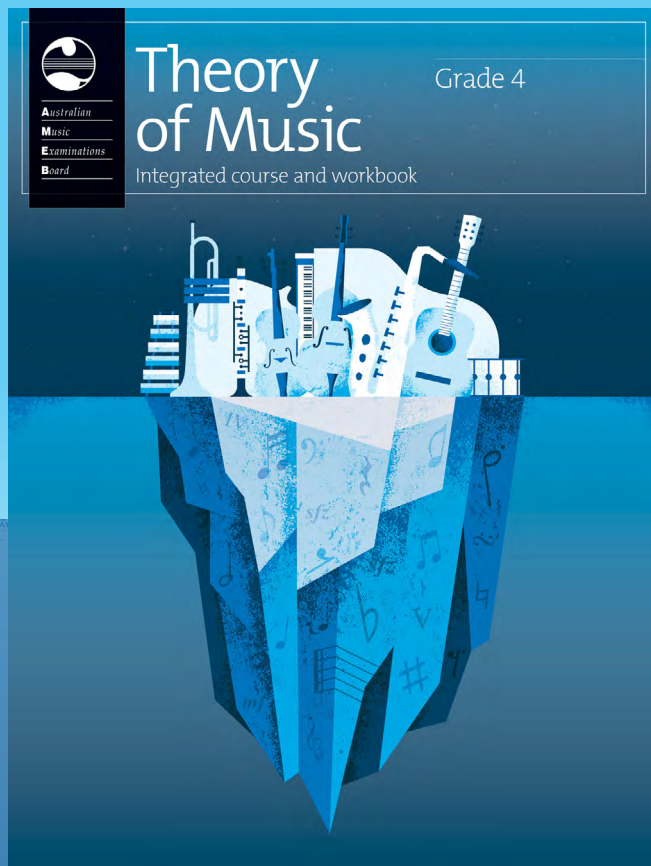
The success of AMEB's role in developing standards of performance and scholarship has been achieved through the support of teachers in all states. A collaborative approach is used in the development of syllabuses and views are sought from teachers in all areas of the Board's work. With the assistance of its examiners and specialist panels, the Board will continue to work in association with teachers to provide encouragement for students and the sense of achievement that is an outcome of participation in its syllabuses and examinations. The Board believes that its activities ultimately lead to the enhancement of the cultural life of the community.

Theory of Music

Integrated course and workbook



Grade 4 Out Now



ameb.edu.au/shop

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Shop at www.ameb.edu.au

All syllabuses are available as digital downloads from AMEB's Online Music Shop at www.ameb.edu.au including:
Accordion, Ensemble Performance, Speech & Drama

ENQUIRIES

Your local State Office will be pleased to answer any queries you may have regarding practical and written examinations and can provide you with copies of entry forms and information bulletins. You can contact your State Office at the address listed below.

Enquiries regarding online courses, online examinations, AMEB's Online Music Shop, syllabuses and publications can be made to the Federal Office at the address listed below.

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www.exams.ameb.edu.au (Online Theory Exams and Courses)

<https://p-plate-piano.ameb.edu.au> (P Plate Piano)

www.rockschool.ameb.edu.au (Rockschool)

www.piano.ameb.edu.au (Piano Syllabus)

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AMEB EXAMINATIONS

ONLINE EXAMINATIONS

Most music theory written exams are now offered online and can be taken at any time of the year. Visit exams.ameb.edu.au for further details.

WRITTEN EXAMINATIONS

There are no set dates for written exams. Diploma exams and selected grade exams are available by request. Contact your local AMEB State Office for details.

PRACTICAL EXAMINATIONS

For practical examination dates and closing dates for entries, please visit your local AMEB State Office's website, contact your local AMEB State Office or consult your state's AMEB Handbook.

NEWS 2021

SYLLABUSES

New Syllabuses

Harp

AMEB is proud to announce the launch of its new Harp syllabus, available for examination in all states from 2021. Following a comprehensive review of the Harp Manual Lists, the syllabus now caters for candidates on both Lever and Pedal harp, using the same lists for Level 1 (Preliminary to Grade 4) and separate lists for Level 2 (Grade 5 to Certificate of Performance). Level 3 (Associate and Licentiate) will be available on Pedal harp only. The technical work requirements have also been reviewed, culminating in the release of *Technical work* books for Harp for the first time: *Harp Technical work Level 1* (2020) and *Harp Technical work Level 2* (2020). Harp grade books (Harp Series 1) have been produced for the first time, for Preliminary to Grade 4, in addition to *Harp Sight-reading* (2020). All of these publications cater for candidates on Pedal harp and Lever harp. The new syllabus introduces two new examinations: Preliminary at the beginning of the syllabus and Certificate of Performance, which serves both to cap the Level 2 examinations as well as prepare candidates for the requirements of the Level 3 examinations.

The following resources, available from November 2020, may be used with the new syllabus:

Harp Series 1 grade books – Preliminary to Grade 4 (2020)
Harp Technical work Level 1 (2020) and *Harp Technical work Level 2* (2020)
Harp Sight-reading (2020)

Users of the new syllabus will be able to source their repertoire from either *Harp Series 1* or the works on the new Manual Lists.

The Harp technical work as printed in the 2020 *Manual of syllabuses* may not be used with the new syllabus.

The new Harp syllabus will be examined concurrently with the version of the Harp syllabus that last appeared in the 2020 *Manual of syllabuses* for two years after the release of the new syllabus. From the start of 2023 the previous Harp syllabus will no longer be available for examination.

Please visit www.ameb.edu.au for up-to-date information on the new syllabus & publications, state workshops and launch dates, articles, video clips and more.

Revised Syllabuses

Trombone, Bass Trombone and Euphonium

The technical work requirements for the Trombone Syllabus (Preliminary to Grade 8), Bass Trombone Syllabus (Grade 5 to Grade 8) and Euphonium Syllabus (Preliminary to Grade 8) have been revised, culminating in the release of a new technical work book: *Trombone & Euphonium Technical work & Orchestral excerpts* (2020), which also contains a selection of orchestral excerpts suitable for fulfilling the List D Orchestral Excerpts requirement in Grades 5 to 8. The revised Trombone and Euphonium syllabuses also introduce one new examination, Preliminary, at the beginning of the syllabus, with Manual Lists from which to select repertoire for examination.

Trombone, Tuba and Euphonium Technical work (2004) may not be used with the revised syllabuses. This book may only be used with

the Trombone, Bass Trombone and Euphonium syllabuses that last appeared in the 2020 *Manual of syllabuses*.

The revised Trombone, Bass Trombone and Euphonium syllabuses will be examined concurrently with the version of these syllabuses that last appeared in the 2020 *Manual of syllabuses* for two years after the release of the revised syllabuses. From the start of 2023 the previous Trombone, Bass Trombone and Euphonium syllabuses will no longer be available for examination.

Tuba

The technical work requirements for the Tuba Syllabus (Preliminary to Grade 8) have been reviewed, culminating in the release of a new technical work book: *Tuba Technical work & Orchestral excerpts* (2020), which also contains a selection of orchestral excerpts suitable for fulfilling the List D Orchestral Excerpts requirement in Grades 5 to 8. The revised syllabus also introduces one new examination, Preliminary, at the beginning of the syllabus, with Manual Lists from which to select repertoire for examination.

Trombone, Tuba and Euphonium Technical work (2004) may not be used with the revised syllabus. This book may only be used with the Tuba syllabus that last appeared in the 2020 *Manual of syllabuses*.

The revised Tuba syllabus will be examined concurrently with the version of the Tuba syllabus that last appeared in the 2020 *Manual of syllabuses* for two years after the release of the revised syllabus. From the start of 2023 the previous Tuba syllabus will no longer be available for examination.

Syllabus developments

All syllabuses

Continuation of old Piano syllabus due to COVID

The 'old' Piano syllabus (last published in the 2018 *Manual of syllabuses*) was due to be withdrawn from 1 January 2021, however due to the COVID-19 pandemic, the use of this syllabus has been extended for a further year. This syllabus will now be withdrawn from 1 January 2022.

Use of Repertoire exams in 2021 due to COVID

During 2020 Repertoire exams were made available for *For Leisure* syllabuses (Piano for Leisure, Singing for Leisure and Saxophone for Leisure) to allow for the use of video exams during the COVID-19 pandemic. From 2021 Repertoire exams will continue to be offered for *For Leisure* syllabuses.

Syllabus reviews

A review of the Violin syllabus is currently in development, scheduled for release in 2021.

A review of the Horn syllabus is currently in development, scheduled for release in 2021.

A review of Piano for Leisure technical work is currently in progress, scheduled for release in 2021.

Notice of withdrawal from examination

From 1 January 2021 the following syllabuses will no longer be available for examination:

- CPM (Bass), CPM (Guitar), CPM (Vocal), CPM (Revised Keyboard) and CPM (Drum Kit)

These syllabuses will not be directly replaced, so 2020 is the final year that candidates may sit for an AMEB practical examination in CPM (Contemporary Popular Music). AMEB has partnered with RockschooL to offer AMEB RockschooL exams and encourages candidates who wish to be examined in popular music styles to enrol in RockschooL exams. Details about the range of instrument and voice exams are available at www.rockschooL.ameb.edu.au.

From 1 January 2022 the following syllabuses will no longer be available for examination:

- Piano (old syllabus), last published in the 2018 *Manual of syllabuses*.
- Trumpet (old syllabus), last published in the 2019 *Manual of syllabuses*.
- Accordion (old syllabus), last published as a 2019 digital download.

From 1 January 2023 the following syllabuses will no longer be available for examination:

- Harp (old syllabus), last published in the 2020 *Manual of syllabuses*.
- Trombone (old syllabus), last published in the 2020 *Manual of syllabuses*.
- Bass Trombone (old syllabus), last published in the 2020 *Manual of syllabuses*.
- Euphonium (old syllabus), last published in the 2020 *Manual of syllabuses*.
- Tuba (old syllabus), last published in the 2020 *Manual of syllabuses*.

PUBLICATIONS

New Publications

AMEB is pleased to announce that the following resources are available from November 2020:

Harp

Harp Series 1 – Preliminary to Grade 4 (2020)
Harp Technical work Level 1 (2020) and *Harp Technical work* Level 2 (2020)
Harp Sight-reading (2020)

Lower brass

Trombone & Euphonium Technical work & Orchestral excerpts (2020)
Tuba Technical work & Orchestral excerpts (2020)

Theory of Music

Theory of Music Grade 4: Integrated course and workbook

CONTEMPORARY SYLLABUS UPDATES

Rockschool

A new Rockschoool Ukulele syllabus will be introduced in 2021. There will be an overlap of the old and new ukulele syllabuses until 31 December 2021, after which date only the new syllabus will be examinable.

The old Acoustic Guitar and Piano syllabuses will be withdrawn from 31 December 2020 and only the new syllabuses for these instruments will be examinable from 2021.

The old-style Performance Diplomas will be examinable until 31 December 2021. Please note that any candidate wishing to sit this exam in 2021 needs to register their intent before 11 December 2020 otherwise they will not be allowed to sit the exam. The new Professional Diplomas in Performance, Teaching and Creative Enterprise are currently available.

New vocal repertoire will be introduced in 2021 to add to the existing syllabus, which will be ongoing.

Popular Music Theory exams will be available in an online format in 2021.

Creative Qualifications

A new stream of qualifications from RSLAwards UK called *Creative Qualifications* will be introduced in 2021 starting with syllabuses and exams in vlogging and podcasting. Please contact the Federal Office for more information and to enrol.

Performance Arts Awards

Syllabuses and group exams are now available in Musical Theatre (covering dance, singing and acting); Street Dance; and Jazz Dance. Please visit <https://rockschool.ameb.edu.au/paa> for more information, or contact the Federal Office with enquiries or to enrol.

For more details on Rockschoool syllabuses please visit <https://rockschool.ameb.edu.au>.

ONLINE

AMEB Online Shop

All AMEB publications are available for purchase from the AMEB Online Shop. Express and Regular Post shipping options are available as well as a guide to finding your local AMEB Preferred Retailer. In addition, all AMEB syllabuses, a number of past exam papers and study resources, including Recorded Accompaniments, are available for purchase as digital downloads from www.ameb.edu.au/shop.

Online examinations and courses

Online written examinations and courses for all theory syllabuses are available from the AMEB ONLINE Learning & Exam Centre. For further details about online examinations and courses, please visit www.exams.ameb.edu.au.

AMEB eNews

AMEB publishes a fortnightly e-Newsletter with updates and articles on topics of interest to teachers, students and parents. Sign up to receive the e-Newsletter at www.ameb.edu.au.

GENERAL REFERENCE BOOKS

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- Adler, S. *The Study of Orchestration*. 2nd ed. New York: Norton, 2001.
- Aldwell, E. & Schachter, C. *Harmony and Voice Leading*. 2nd ed. Fort Worth: Harcourt Brace Jovanovich, 1989.
- Anderson, N. *Baroque Music*. London: Thames & Hudson, 1994.
- Atlas, A. *Renaissance Music*. New York: Norton, 1998.
- Austin, W. *Music in the Twentieth Century*. New York: Norton, 1966.
- Benward, B. & White, G. *Music in Theory and Practice*. 2 vols. 5th ed. Madison: Brown & Benchmark, 1993.
- Berry, W. *Form in Music*. Englewood Cliffs: Prentice-Hall, 1986.
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- Brown, H.M. *Music in the Renaissance*. 2nd ed. Englewood Cliffs: Prentice-Hall, 1998.
- The Cambridge Music Guide*. Ed. S. Sadie. Cambridge: CUP, 1985.
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- Crocker, R. *A History of Musical Style*. New York: Dover, 1986.
- Dahlhaus, C. *Nineteenth-Century Music*. Berkeley: University of California Press, 1989.
- Donington, R. *Baroque Music: Style and Performance*. New York: Norton, 1982.
- Donington, R. *The Interpretation of Early Music*. New York: Norton, 1992.
- Doscher, B.M. *The Functional Unity of the Singing Voice*. 2nd ed. Metuchen: Scarecrow Press, 1994.
- Downs, P. *Classical Music*. New York: Norton, 1992.
- Eighteenth Century Keyboard Music*. Ed. R.L. Marshall. New York: Schirmer, 1994.
- Gauldin, R. *A Practical Approach to Eighteenth-Century Counterpoint*. Englewood Cliffs: Prentice-Hall, 1988.
- Gauldin, R. *A Practical Approach to Sixteenth-Century Counterpoint*. Englewood Cliffs: Prentice-Hall, 1985.
- Gauldin, R. *Harmonic Practice in Tonal Music*. New York: Norton, 1997.
- Gillespie, J. *Five Centuries of Keyboard Music*. New York: Dover, 1965.
- Griffiths, P. *Modern Music and After*. Oxford: OUP, 1995.
- Grout, D.J. & Palisca, C. *A History of Western Music*. 5th ed. New York: Norton, 1996.
- A Guide to the Concerto*. Ed. R. Layton. Oxford: OUP, 1996.
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- German Lieder in the Nineteenth Century*. Ed. R. Hallmark. New York: Schirmer, 1996.
- The Harvard Biographical Dictionary of Music*. Ed. D.M. Randel. Cambridge: Harvard UP, 1996.
- Heritage of Music*. Ed. M. Raeburn & A. Kendall. 4 vols. Oxford: OUP, 1989.
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- Hoppin, R. *Medieval Music*. New York: Norton, 1978.
- Jacob, G. *Orchestral Technique*. Oxford: OUP, 1980.
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- The New Grove Dictionary of Music and Musicians*. Ed. S. Sadie. 29 vols. 2nd ed. London: Macmillan, 2001. Also available by subscription on-line. Refer also to 1980 edition.
- The New Grove Dictionary of Women Composers*. Ed. J.A. Sadie & R. Samuel. London: Macmillan, 1994.
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GENERAL REQUIREMENTS WRITTEN EXAMINATIONS

Introduction

Three syllabuses are available for examination in the theoretical aspects of music, namely Music Craft (Preliminary–Grade 6), Theory of Music and Musicianship. These syllabuses provide a graded series of examinations. Music Craft includes an aural component throughout the syllabus. The Musicianship syllabus includes an aural component from Grade 4 onwards.

Written Examinations

The aural component of written examinations is administered by means of a recording. Before the commencement of the written examination candidates will be given a short listening time in order to become familiar with the sounds to be used on the examination CD. When undertaking a written exam, candidates are encouraged to write neatly and clearly on examination papers. For the guidance of candidates, the maximum number of marks allotted to each question is shown on the examination paper.

Online Examinations

Candidates may complete written examinations online from www.exams.ameb.edu.au. Online examinations use the same syllabus as the written examination papers. The aural component is administered through the computer's speakers within the exam and the aural and written components are combined.

GENERAL REQUIREMENTS PRACTICAL EXAMINATIONS

Introduction

In general, practical examinations comprise the presentation of work in the following areas: technical work; studies and pieces (including extra lists); aural tests; sight reading and general knowledge.

Technical Work

Unless specified otherwise, all technical work is to be presented from memory.

Studies and Pieces

Pieces to be presented must be drawn from the lists appropriate for the grade, as included in the current *Manual of syllabuses* and/or the Board's published grade books (where applicable). The syllabus lists may be revised from year to year and new grade books may be issued. Teachers and candidates should refer to the appropriate syllabus in the current *Manual* for up-to-date information. All music for the examination must be brought to the examination room.

Extra Lists

Two Extra List works are required for Comprehensive exams for all instrumental subjects and Singing from Grade 2 to Grade 7, both inclusive. Two Extra List songs are required in Musical Theatre from Grade 2 to Grade 6, both inclusive. Extra list works are not required for Piano for Leisure, Saxophone for Leisure, Singing for Leisure or Repertoire exams.

The Extra List should have an educational value similar to that already prescribed in the syllabus. For example, candidates might wish to present another work from the syllabus, the current grade book, or earlier editions of grade books. The candidate may present a work of educational value similar to those listed in the syllabus from a source other than those listed above. Candidates will be required to demonstrate familiarity with these pieces by performing the whole or any part of them at the discretion of the examiner. The music must be brought to the examination room.

Accompaniment of Extra List pieces is not required, even if the work is written with accompaniment.

Memorisation

With the exception of Musical Theatre and where otherwise prescribed, candidates are not required to play or sing from memory. However, candidates should be encouraged even at the earliest stages to make a habit of memorising.

Note: Vertical rules alongside text from pp. ix-xix inclusive indicate changes to information published in the 2020 *Manual of syllabuses*.

Candidates playing from memory must still bring their music to the examination for the General Knowledge section.

In Musical Theatre, candidates must perform all List songs and Extra list songs from memory.

Certificate of Performance

Singing: Candidates must perform the whole programme, except items from cantata and oratorio, from memory.

Associate

Singing: Candidates must perform the whole programme, except items from cantata and oratorio, from memory.

All other instruments: Candidates are encouraged to present a portion of the programme from memory.

Licentiate

Singing: Candidates must perform the whole programme, except items from cantata and oratorio, from memory.

Organ: Presentation from memory is entirely optional.

All other instruments: Candidates must present one complete work from memory.

Regulations

Teachers and candidates should note carefully all regulations.

Examination Conditions

In those cases where examinations are conducted in premises not provided by AMEB, the local authority or teacher must assume responsibility for the provision of a piano of adequate quality and ensure that it is tuned and regulated (pitch C522 is recommended). Where necessary a music stand must also be provided.

Accompanist

Accompaniment is essential wherever the pieces presented are provided with piano accompaniments, with the exception of Extra List pieces. Refer to Regulation 24. This should be checked with the retailer at the time of purchase of the solo part. Voice and all instrumental subjects other than Piano, Accordion, Organ, Harp and Classical Guitar, are to be accompanied. Candidates must provide their own accompanist (who may be the teacher), but the accompanist may remain in the examination room only when actually required. While it is desirable in all grades for candidates to be competently accompanied, in the higher grades (particularly in those pieces where interpretative success depends upon a musical partnership as in a sonata, etc.) candidates are advised to seek the services of an experienced accompanist in order to do themselves full justice and be assessed accordingly.

Where AMEB recorded accompaniments are available, candidates may perform with those recordings in examination as an alternative to using an accompanist. If using recorded accompaniments, it is the candidate's responsibility to provide and operate suitable equipment for the examination. Candidates should refer to the foreword to the relevant syllabus in the annual *Manual of syllabuses* for further information on recorded accompaniments for their instrument. When performing with recorded accompaniments in examination, candidates must use the '100%' or 'performance' tempo.

Extra Lists do not have to be accompanied, even if written with accompaniment.

Repeats

Candidates are required to be familiar with repeats, but these need not be performed during the course of the examination unless specifically requested by the examiner. However, *da capo* directions should be observed.

In Level 3 (Associate and Licentiate) exams, repeats may be performed at the candidate's discretion, as long as all other program requirements are met. All *da capo* directions must be observed.

Pencil Marks

Before entering the examination room candidates should see that all pencil marks which may have been made on their music to indicate general knowledge information are carefully erased. Marks indicating fingering, bowing or other teaching aids need not be erased.

Editions

Editions are mentioned solely as a means of identification. Original editions are recommended but any standard edition will be accepted. The Board does not prescribe any specific edition. In the case of arrangements however, it is necessary to use the specified volume as other editions may be of unsuitable levels of difficulty.

Metronome Marks

Metronome marks should be regarded as an approximate indication of required tempo.

Page Turning

Teachers and candidates are advised that candidates should not expect examiners to turn pages and adequate steps must be taken to ensure continuity of the music in performance. A page-turner may be used by the candidate and/or accompanist. The page-turner may only remain in the examination room when actually required.

General Notes

At the beginning of each syllabus the General Notes outline any details specific to that syllabus.

Keys of Pieces

Teachers and candidates are advised that pieces must be presented in the key that is specified in the syllabus.

Singing candidates may transpose all works except arias.

Aural Tests, Sight Reading, General Knowledge Requirements

These can be found in the first section of the *Manual*. Consult the Contents page for the correct page number.

Availability of Material

AMEB regrets that due to circumstances beyond its control it is unable to be responsible for the availability of listed syllabus material. Teachers are advised to consult their retailer in this regard or to choose an alternative work from the list. Teachers who are uncertain which retailers in their State stock AMEB syllabus material are advised to consult AMEB's Preferred Retailer list in the back of this manual and online at www.ameb.edu.au. Teachers and candidates are advised to check all printed examination material issued by authorities other than the Board in order to ensure that it conforms to the standards and requirements of AMEB examinations.

Australian Music Centre

Candidates requiring facsimile scores from the Australian Music Centre can contact the centre as follows:

Email: info@australianmusiccentre.com.au

Phone: 1300 651 834

Website: www.australianmusiccentre.com.au

Photocopies

In general, the Copyright Act prohibits the use of photocopied music.

Photocopies should not be used by candidates in AMEB examinations, unless an exception to copyright applies, or the relevant music publisher has granted permission for the candidate to make a copy.

In some circumstances, a copy of music may be required for use by the examiner. In these cases, if performing from memory, candidates should provide a published edition of the music to the examiner.

Diploma candidates must supply a copy of their music to the examiner.

If you are unsure of the provisions of the Copyright Act please refer to the 'Guide to Music Copyright for Australian Educators' on the APRA/AMCOS website or contact APRA/AMCOS on 1300 852 388 or apra@apra.com.au.

Downloaded Musical Scores

Candidates may present for examination using scores that have been legally purchased and downloaded via online sheet music retailers.

Candidates who present for examination using scores that have been downloaded for free from sites such as IMSLP.org should note that they bear the responsibility to ensure copyright clearance for their use of this material has been obtained. Copyright laws differ between countries, and works that are in the public domain where such a website may be hosted may still be under copyright restrictions in Australia. Candidates should note that penalties apply for the improper use of copyright material.

Approvals of Music

In some situations AMEB requires a copy of music to be provided for approval purposes prior to an examination – for example FMusA programmes and some Own Choice works. In such cases candidates should ensure authorised copies are submitted.

Objectives

Each syllabus contains a set of objectives which provide guidance on examiners' expectations of achievement at each level.

TEST REQUIREMENTS FOR CANDIDATES IN PRACTICAL EXAMINATIONS

AURAL TESTS

Aural Tests in Grades other than Preliminary will be played twice. In the case of tests specified in more than one grade, the difficulty of the examples given to the candidates will be adjusted to the standards of the respective grades.

Interval Tests: Boys whose voices are at the 'breaking' stage may respond to the pitch tests by whistling instead of humming or singing.

In tests where interval recognition is required, attention is drawn to the method of answering these questions. Grade 3 requires candidates to name the interval as being the second, third, fourth, or fifth of the scale. In Grades 4, 5 and 6, candidates are required to name the intervals as major second, major third, perfect fourth, etc.

Preliminary

TIME: To clap the beats of simple chord passages played in two or three beat time by the examiner at varying speeds – slow, moderate and quick, and to continue clapping or beating after the examiner ceases to play.

RHYTHM: To hum, sing, clap or tap the note values of a simple rhythmical two-bar passage played by the examiner.

PITCH: To sing or hum the notes of a short melodic phrase of five or six notes of one beat length. The examiner will first play the phrase and then repeat it, waiting on each note for the candidate to sing the note.

PITCH: To state which is the higher or lower of any two notes played separately, not less than a third apart.

Grade 1

PITCH: To hum or sing the tonic at the end of a short unfinished phrase played by the examiner.

RHYTHM: The examiner will play twice a passage in duple or triple time. The candidate will then tap or clap the passage.

PITCH: To hum or sing a short phrase played twice by the examiner, combining melody and time.

Grade 2

RHYTHM: The examiner will play twice a passage in duple or triple time. The candidate will then tap or clap the passage.

PITCH: To hum or sing a short phrase played twice by the examiner, combining melody and time.

PITCH: To hum or sing the higher or lower of two notes a major third or a perfect fifth apart within the limits of an octave from middle C played simultaneously by the examiner.

Grade 3

RHYTHM: The examiner will play twice a passage in duple or triple time. The candidate will then tap or clap the passage and state whether it is duple or triple time.

MELODY: To hum or sing a short phrase played twice by the examiner, combining melody and time.

PITCH: To hum or sing the higher or lower of any two notes within the limits of an octave from middle C played simultaneously by the examiner.

PITCH: The examiner, having sounded on the piano a note to be regarded as the keynote of the scale, the candidate will hum or sing and afterwards name the interval of the second, third, fourth or fifth of the major scale as played by the examiner, in succession to the keynote.

Grade 4

RHYTHM: The examiner will play twice a passage in duple or triple time. The candidate will then tap or clap the passage and state whether it is in duple or triple time.

PITCH: The examiner, having sounded on the piano a note, to be regarded as the keynote of the scale, the candidate will hum or sing and afterwards name any interval of the major scale as played by the examiner immediately after the keynote.

PITCH: To hum or sing from memory the higher or lower part of a two-part progression of two successive intervals within the compass of an octave from middle C as played by the examiner.

PITCH: The examiner, having sounded any major or minor triad either in root position or an inversion played within the limits of an octave, the candidate will hum or sing the middle note.

Grade 5

RHYTHM: The examiner will play twice a passage in duple or triple time. The candidate will then tap or clap the passage and state whether it is in duple or triple time.

PITCH: The examiner, having sounded on the piano a note to be regarded as a keynote of the scale, the candidate will hum or sing and afterwards name any interval of the major scale as played by the examiner immediately in succession to the keynote.

PITCH: To hum or sing from memory the higher or lower part of a two-part progression of three successive intervals within the limits of an octave from middle C as played slowly by the examiner.

HARMONY: The examiner having sounded any major or minor triad either in root position or an inversion played within the limits of an octave, the candidate will hum or sing all three notes, ascending or descending as required.

Grade 6

PITCH: The examiner, having sounded on the piano a note to be regarded as the keynote of the scale, the candidate will hum or sing and afterwards name any interval of the major or harmonic minor scale as played by the examiner immediately in succession to the keynote.

HARMONY: The examiner having sounded any major triad either in root position or an inversion played within the limits of an octave, the candidate will recognise the position of the triad.

PITCH: To hum or sing from memory the higher or lower part of a two-part progression of four successive intervals within the limits of an octave from middle C.

HARMONY: To recognise Perfect and Plagal cadences in a major key as they occur in a short piece played by the examiner, the tonic chord being first sounded.

Grade 7

PITCH: The examiner, having sounded any major or minor triad either in root position or an inversion played within the limits of an octave, the candidate will recognise the major or minor triad, stating its position.

HARMONY: To recognise Perfect, Plagal and Interrupted cadences in a major key as they occur in a short piece played by the examiner, the tonic chord being first sounded.

MEMORY: Approximately one minute being allowed to memorise a two-bar melodic phrase from a printed copy away from the instrument, the candidate will then play or sing the phrase from memory. The examiner will sound the keynote before the phrase is memorised.

PITCH: To hum or sing from memory the higher or lower part of a two-part phrase of not more than six notes, note against note within the compass of an octave from middle C played slowly by the examiner.

Grade 8

HARMONY: The examiner, having sounded any major or minor triad either in root position or an inversion, or any diminished triad in root position, played within the limits of an octave, the candidate will recognise the major, minor or diminished triad, stating its position (in the case of a major or minor triad).

HARMONY: To recognise any of the four principal cadences in a major key as they occur in a short piece played by the examiner, the tonic chord being first sounded.

MEMORY: Approximately one and a half minutes being allowed to memorise a three- or four-bar melodic phrase from a printed copy away from the instrument, the candidate will then play or sing the phrase from memory. The examiner will sound the keynote before the phrase is memorised.

PITCH: The examiner will play on a piano a two-part phrase with a few passing notes, and the candidate will hum, sing or play from memory, the lower part.

SIGHT READING TESTS

For candidates in practical examinations.

Preliminary (For Leisure syllabuses only), Grades 1 and 2: A test will be set consisting of a simple phrase of an elementary nature. For Preliminary Piano for Leisure and Grade 1 Piano and Piano for Leisure – hands separately only.

Grades 3 to 8: A test will be set within the limits of the technical standard of the grade.

GENERAL KNOWLEDGE TESTS**Guidelines for Levels 1 and 2**

For candidates in practical examinations.

Candidates can expect to be asked:

- At least one question about each List piece presented;
- Between 6 and 10 questions in total;
- In Level 1, examinations on solo instruments and voice, questions will be asked from the candidate's part (not the accompaniment part)
- In Level 2, examinations on solo instruments and voice, questions will be asked from the accompaniment part (not the candidate's part)

From Grade 7 and above, candidates will be asked about the composer; candidates should interpret 'period' as an historical time frame; 'style' as the features, attributes and characteristics of the music or period (for example texture, phrasing, articulation, use of dynamics, motif, harmony, ornamentation, tempo, agogic accentuation etc.).

Candidates presenting in Musical Theatre should also consult the General Knowledge requirements in this syllabus as they contain certain requirements specific to the syllabus.

General Knowledge questions will not be asked about Extra List pieces.

LEVEL 1**Preliminary and Grade 1 Exams**

By referring to the score of each List piece, candidates can be asked to:

- (i) Name and/or explain any notes, rests, signs, terms, its title and its key/tonality.

Grades 2, 3 and 4

By referring to the score of each List piece, candidates can be asked to:

- (i) Name and/or explain any notes, rests, signs, terms, its title and its key/tonality; and
- (ii) Identify key changes (on the appropriate score) at obvious and clear-cut places only, preferably at the beginnings or ends of marked sections and not in transitory passages.

LEVEL 2**Grades 5 and 6**

By referring to the score of each List piece candidates can be asked to:

- (i) Name and/or explain any notes, rests, signs, terms, its title and its key/tonality;
- (ii) Identify key changes (on the appropriate score) at obvious and clear-cut places, and not in transitory passages;
- (iii) Explain form, only if the piece represents one of the following: Binary, Ternary, Rondo, Theme and Variation types, First Movement (Sonata), Fugue, Minuet (Scherzo) and Trio, Through Composed; for singing – for example, strophic, Lied, chanson, mélodie, art song, recitative (secco and stromentato/accompagnato), aria (all forms), madrigal, vocalise, opera, oratorio, mass, motet, cantata, ballad;
- (iv) Name the period from which the piece comes and state the time frame of that period; and
- (v) Discuss style by showing how the piece exemplifies typical features of its period.

Grades 7 and 8

By referring to the score of each List piece, candidates can be asked to:

- (i) Name and/or explain any notes, rests, signs, terms, its title and its key/tonality;

- (ii) Identify (on the appropriate score) any key changes that occur, or explain other type(s) of tonal organisation(s) e.g. atonal, pentatonic, whole tone where applicable; and
- (iii) Explain form, through a detailed structural analysis. Where the piece is a movement from a larger work, brief knowledge of its relationship to the other movements in the work is expected.

Either from the List piece score, or by reference to general characteristics not apparent on the score itself, candidates can be asked about:

- (i) Period and style appropriate to the piece. In addition, knowledge of the composer, his/her influences and some other works is expected. Knowledge of other genres typical of the period but not necessarily instrument-specific is also expected e.g. orchestral music, choral music.

Certificate of Performance

By referring to the score of each piece, candidates can be asked to:

- (i) Name and/or explain any notes, rests, signs, terms, the title of the work or its key/tonality;
- (ii) Identify (on the appropriate score) any key changes that occur, or explain other type(s) of tonal organisation(s) e.g. atonal, pentatonic, whole tone where applicable; and
- (iii) Explain form, through a detailed structural analysis. Where a piece is a movement from a larger work, knowledge of its relationship to the other movements in the work, including a description of the other movements, is required.

Either from the score of each piece, or by reference to general characteristics not apparent on the score itself, candidates can be asked to demonstrate:

- (i) Knowledge of the period and style appropriate to the piece;
- (ii) Knowledge of other genres typical of the period but not necessarily instrument-specific is also expected, e.g. orchestral music, choral music; and
- (iii) Knowledge of the composers of each of the pieces being presented, in particular relating to their works and musical influences, is expected.

Guidelines for Level 3

Candidates will be expected to demonstrate a mature understanding of the structure, style and historical background of the repertoire that is performed and to use this as a basis for discussing the interpretive choices that they make.

Questions, which will be asked from the full piano score, will focus on the following areas:

- Terminology, including the significance of titles and the meaning of all markings contained in the score.
- Composers: relevant biographical information, sources of influence, impact upon later generations of composers and repertoire output (both in the discipline being examined and more broadly).
- Historical and stylistic context: how each work relates to the period from which it arises, considering both its compositional style and the performance conventions of the time.
- Structure: formal layout, keys, melodic/harmonic language and the identification of climax points.
- For instrumentalists, the construction and development of the instrument, with special consideration given to any implications this may have upon the repertoire that is performed.

Candidates must provide the examiners with clear, unmarked copies of all scores, including the piano part

In addition to the guidelines above, Level 3 candidates in Woodwind, Percussion, Band, Musical Theatre and Singing must consult the General Knowledge requirements in these syllabuses as they contain certain requirements specific to these syllabuses.

REGULATIONS

1. General

Candidates must present for examination using the syllabus listed as available within the current AMEB *Manual of syllabuses*. The syllabus chosen for examination must be presented in its entirety. A combination of different syllabuses is not accepted for examination.

Subject to these Regulations, arrangements for the examinations in each State will be carried out in accordance with the procedure adopted by the State concerned.

PLACE OF EXAMINATIONS

2. Examination Centres

Practical examinations will be held in centres where an approved number of candidates wishes to attend. See also Regulation 5.

3. Written Examinations: Country Centre

Written examinations may be held in any country centre provided that:

- (a) a sufficient number of candidates has entered
- (b) satisfactory arrangements for the conduct of the examination can be assured. In the event of an insufficient number of candidates entering for a particular centre, the State Office reserves the right to call the candidates to an alternative centre.

4. Local Appointees

Arrangements for examinations in country centres will be carried out by a Local Secretary duly appointed in each State.

5. Examination Centres

Practical examinations may be conducted at places other than a general centre if the number of candidates and the examination conditions are approved by the State Office. Application for special centres must be made before the closing date for receipt of entries. The Board shall reserve the right to call candidates for Associate, Licentiate, ATMusA, LTMusA, and Fellowship diploma examinations to the centre which in its opinion is best suited for the examination.

EXAMINATION ENTRIES

6. Entry Requirements

Subject to Regulations 19 and 20, candidates may, irrespective of age, enter for any grade of any subject, without having passed a lower grade.

It is recommended that before entering the CTMusA examination, instrumentalists have reached the age of 18 years and vocalists have reached the age of 20 years.

It is recommended that before entering the ATMusA examination, instrumentalists have reached the age of 19 years and vocalists have reached the age of 20 years. For the LTMusA examination it is recommended that the candidate should be at least 21 years of age.

7. Applications

Application for examination shall be made on the prescribed form which must be lodged with the appropriate State Office not later than the date specified.

8. Late Entries

Late entries may only be accepted from candidates on payment of a late fee within a specified period as determined by the State Office.

9. Fees Payable by Candidates

For information on the scale of fees please contact the State Office.

EXAMINATION TIMES

10. Special Examination Times

Candidates should advise the State Office of dates to be avoided in the scheduling of their examination.

11. Examination Periods

Practical and written examinations in each State shall be held at times determined by the State Office. Online examinations can be taken at any time, within a year from the purchase date.

12. Notification of Examination

As soon as practicable after the closing date of entries, candidates will be officially notified of their candidate number, and the time and place of their examination.

13. Time Allowed for Examinations

WRITTEN & ONLINE EXAMINATIONS

Music Craft (Written)

Preliminary – 30 minutes

Grade 1 – 30 minutes

Grade 2 – 40 minutes

Grade 3 – 60 minutes

Grade 4 – 90 minutes

Grade 5 – 120 minutes

Grade 6 – 150 minutes

Music Craft (Aural)

Preliminary – 15 minutes

Grade 1 – 20 minutes

Grade 2 – 20 minutes

Grade 3 – 30 minutes

Grade 4 – 30 minutes

Grade 5 – 40 minutes

Grade 6 – 40 minutes

Theory of Music

Grade 1 – 1 hr

Grade 2 – 1 hr 30 mins

Grade 3 – 2 hrs

Grade 4 – 3 hrs

Grade 5 – 3 hrs

Grade 6 – 3 hrs

Associate – 3 hrs

Licentiate – 3 hrs

Musicianship (Written)

Grade 1 – 1 hr 30 mins

Grade 2 – 1 hr 30 mins

Grade 3 – 1 hr 30 mins

Grade 4 – 1 hr

Grade 5 – 1 hr 30 mins

Grade 6 – 2 hrs 30 mins

Associate Section II – 3 hrs

Licentiate Section II – 3 hrs

Musicianship (Aural)

Grade 4 – approximately 30 mins

Grade 5 – approximately 40 mins

Grade 6 – approximately 40 mins

Associate Section I – approximately 1 hr

Licentiate Section I – approximately 1 hr

Teaching Certificate

CTMusA

Section I – 2 hrs

Teaching Diplomas

ATMusA

Section I – 3 hrs

LTMusA

Section I – 3 hrs

Before the scheduled commencement of all written examinations (except the Aural component of the Musicianship and Music Craft

examinations), ten minutes reading time is allowed. No writing will be permitted during this time.

At the commencement of Aural Musicianship and Music Craft Aural written examinations, candidates will be given a short listening time in order to become familiar with the sounds used on the examination CD.

At the conclusion of written Music Craft Aural examinations, candidates are permitted to write during checking time.

Two minutes are allowed for Preliminary, Grades 1 and 2, five minutes for Grades 3 and 4 and eight minutes for Grades 5 and 6.

At the conclusion of written Musicianship Aural examinations, candidates have ten minutes' checking time during which writing is permitted.

PRACTICAL EXAMINATIONS

Piano and Accordion

Preliminary – 12 min

Grade 1 – 14 min

Grade 2 – 15 min

Grade 3 – 20 min

Grade 4 – 20 min

Grade 5 – 25 min

Grade 5 (Piano (Collaborative) only) – 27 min

Grade 6 – 30 min

Grade 6 (Piano (Collaborative) only) – 32 min

Grade 7 – 40 min

Grade 8 – 50 min

Certificate of Performance (Piano only) – 45 min

Associate – 50 min

Licentiate – 60 min

Organ

Grade 3 – 25 min

Grade 4 – 30 min

Grade 5 – 35 min

Grade 6 – 40 min

Grade 7 – 45 min

Grade 8 – 55 min

Associate – 60 min

Licentiate – 75 min

Piano for Leisure, Singing for Leisure, Saxophone for Leisure

Preliminary – 10 min

Grade 1 – 12 min

Grade 2 – 14 min

Grade 3 – 15 min

Grade 4 – 16 min

Grade 5 – 20 min

Grade 6 – 25 min

Grade 7 – 30 min

Grade 8 – 35 min

Certificate of Performance – 40 min

Teaching Certificate

CTMusA

Section III(A) – 45 min

Section III(B) – 45 min

Teaching Diplomas

ATMusA – 1 hr 45 min

LTMusA Section II

Part (a) – 1 hr

Part (b) – 1 hr 15 min

Strings, Singing, Musical Theatre, Brass and Woodwind Instruments

Preliminary – 12 min

Grade 1 – 16 min

Grade 2 – 17 min

Grade 3 – 22 min

Grade 4 – 22 min

Grade 5 – 27 min

Grade 6 – 32 min

Grade 7 – 40 min

Grade 8 – 50 min

Certificate of Performance (applicable syllabuses only) – 45 min

Associate – 50 min

Licentiate – 60 min

Percussion

Preliminary – 15 min

Grade 1 – 20 min

Grade 2 – 25 min

Grade 3 – 30 min

Grade 4 – 35 min

Grade 5 – 35 min

Grade 6 – 40 min

Grade 7 – 45 min

Grade 8 – 50 min

Certificate of Performance – 45 min

Associate – 50 min

Licentiate – 60 min

SPECIAL SERVICES

14. Use of Dictionaries

Candidates whose first language is not English may use a dictionary in written examinations, provided that the dictionary is English/Foreign Language. Candidates should at the time of entry advise the State Office of their intention to avail themselves of this regulation, outlining their reason for so doing. The State Office will then provide the candidate with an authorising letter. Candidates will be asked to present the dictionary and the authorising letter to the examination centre supervisor prior to the commencement of writing, for checking.

15. Candidates with Disabilities

AMEB makes every effort to accommodate candidates with disabilities by providing reasonable adjustments to the means by which examinations are undertaken (but not the examination requirements themselves). Teachers and candidates should contact the State Office for further details.

16. Non English-Speaking Candidates

On application to the State Office, non English-speaking candidates may seek to have an accredited interpreter present at their practical music examination. Candidates for written examinations are able to have the examination paper translated into their first language. For details please contact the State Office.

EXAMINERS

17. Examiners for Diploma Examinations

There shall be two examiners for ATMusA, LTMusA, Associate and Licentiate Practical and Theoretical examinations.

Fellowship examinations will be examined by a panel of three examiners, chaired by an AMEB Federal Examiner. One of the other examiners will be an AMEB examiner who is a specialist in the instrument being examined or the instrument area. The other examiner will be a person who is not currently an AMEB examiner and is a recognised specialist in the instrument being examined or the instrument area. At least one of the three examiners will be a specialist in the instrument being examined.

SUBJECTS AND GRADES OF EXAMINATION

18. Subjects and Grades of Examination

Grade Examinations

Grade examinations are offered in the following subjects:

WRITTEN MUSIC SUBJECTS:

Music Craft – Preliminary to Grade 6

Theory of Music – Grades 1 to 6

Musicianship – Grades 1 to 6

PRACTICAL MUSIC SUBJECTS:

KEYBOARD INSTRUMENTS

Piano – Preliminary to Certificate of Performance

Piano for Leisure – Preliminary to Certificate of Performance

Organ – Grades 3 to 8

Accordion – Preliminary to Grade 8

STRINGED INSTRUMENTS

Violin – Preliminary to Certificate of Performance

Viola – Preliminary to Grade 8

Cello – Preliminary to Certificate of Performance

Double Bass – Preliminary to Certificate of Performance

WIND INSTRUMENTS

Recorder – Grades 1 to 8

Flute – Preliminary to Certificate of Performance

Oboe – Preliminary to Certificate of Performance

Clarinet – Preliminary to Certificate of Performance

Bassoon – Grade 1 to Certificate of Performance

Saxophone – Grade 1 to Certificate of Performance
(E♭ alto or B♭ tenor)

Saxophone for Leisure – Preliminary to Certificate of Performance

BRASS INSTRUMENTS

Horn – Grades 1 to 8

Trumpet – Preliminary to Certificate of Performance

Trombone – Preliminary to Grade 8

Bass Trombone – Grades 5 to 8

Tuba – Preliminary to Grade 8

Euphonium – Preliminary to Grade 8

Band – Grades 1 to 8

OTHER MUSIC SUBJECTS:

Harp – Preliminary to Certificate of Performance

Classical Guitar – Preliminary to Certificate of Performance

Singing – Preliminary to Certificate of Performance

Singing for Leisure – Preliminary to Certificate of Performance

Musical Theatre – Preliminary to Certificate of Performance

Percussion – Preliminary to Certificate of Performance

Teaching Examination CTMusA

(Certificate Teacher of Music Australia)

Diploma Examinations

Diploma examinations are offered in the following subjects:

DIPLoma OF ASSOCIATESHIP:

AMusA (Associate in Music, Australia)

Associate diplomas will be awarded in:

WRITTEN MUSIC SUBJECTS:

Theory of Music

Musicianship

PRACTICAL MUSIC SUBJECTS:

KEYBOARD INSTRUMENTS

Piano

Organ

Accordion

STRINGED INSTRUMENTS

Violin

Viola

Cello

Double Bass

WIND INSTRUMENTS

Recorder

Flute

Oboe

Clarinet

Bassoon

Saxophone

BRASS INSTRUMENTS

Horn

Trumpet

Trombone

Tuba

Euphonium

Band

OTHER MUSIC SUBJECTS

Harp

Classical Guitar

Singing

Musical Theatre

Percussion

TEACHING DIPLOMA:

ATMusA (Associate Teacher of Music, Australia)

DIPLOMA OF LICENTIATESHIP:

LMusA (Licentiate in Music, Australia)

Licentiate diplomas will be awarded in:

WRITTEN SUBJECT:

Theory of Music

Musicianship

PRACTICAL MUSIC SUBJECTS:

KEYBOARD INSTRUMENTS

Piano

Organ

Accordion

STRINGED INSTRUMENTS

Violin

Viola

Cello

Double Bass

WIND INSTRUMENTS

Recorder

Flute

Oboe

Clarinet

Bassoon

Saxophone

BRASS INSTRUMENTS

Horn

Trumpet

Trombone

Tuba

Euphonium

Band

OTHER MUSIC SUBJECTS

Harp

Classical Guitar

Singing

Musical Theatre

Percussion

TEACHING DIPLOMA:

LTMusA (Licentiate Teacher of Music, Australia)

19. Additional and Prerequisite Requirements

(a) Prerequisite Requirements: LTMusA.

For this diploma examination as set out in Table A, candidates must pass a prerequisite examination, which is regarded as a qualifying examination, before entering for the principal examination. A pass in any higher grade than the stated prerequisite will be accepted.

It is the responsibility of the candidate to give notification as to the date of passing this prerequisite requirement, and the centre at which such examination was held.

(b) Additional requirements: Grades 6, 7 and 8 practical; Certificate of Performance, Associate and Licentiate practical, Associate and Licentiate Theory and Musicianship.

For these examinations, as set out in Table A, an additional examination is required. In the case of these examinations, the additional requirement need not be completed before the principal examination, but, until both the principal examination and the additional requirement are passed, the examination is incomplete, and no certificate will be awarded.

It is the responsibility of the candidate to give notification as to the date of passing this additional requirement, and the centre at which such examination was held.

(c) Alternative Examinations. Alternative examinations set out below will be regarded as satisfying the prescribed prerequisite or additional requirement.

A degree or diploma in music from a recognised Australian or overseas tertiary institution will be deemed to have met the prerequisite or additional requirement/s for: Grades 6, 7 and 8 examinations, Certificate of Performance examinations, Associate diploma examinations and Licentiate diploma examinations.

For practical examinations, qualifications earned through the alternate examining authorities as set out in the table will be deemed to have met the necessary additional requirements.

(d) Recommended pre-entry levels: Certificate of Performance; Associate practical; ATMusA

Although no prerequisites are required, it is recommended, as a guide, that before entering for the Certificate of Performance, candidates should have achieved a pass or above in Grade 8 practical in the instrument. It is further recommended, as a guide, that before entering for the Associate, for those syllabuses offering Certificate of Performance, candidates should have achieved a pass or above in Certificate of Performance. For those syllabuses not offering Certificate of Performance, the recommended pre-entry standard for Associate is a credit or above in Grade 8 practical in the instrument. Candidates also need to be aware of the Objectives for Certificate of Performance and/or Level 3 examinations. For guidance on the recommended pre-entry levels for the ATMusA, refer to the syllabus in this Manual.

20. Examinations in Sections

The subjects set out below are divided into sections as shown. Except where otherwise stated, candidates must pass all sections of the examination before a certificate is awarded. A separate fee is payable for each section. A certificate will be issued upon the successful completion of all sections of the examination within periods as prescribed – namely, for a two-section examination, within four years; for a three-section examination, within six years.

AMusA, LMusA (Musicianship)

Section I Section II

LTMusA, ATMusA, and CTMusA

Section I Section II Section III

REPORTS AND CERTIFICATES

21. Examination Reports

A report from the examiner is provided for the information of candidates and teachers. The examiner's report carries the examination result. In all written examinations, the report will show the total marks obtained, and the marks obtained under each section of the examination.

TABLE A

EXAMINATION	PREREQUISITES	
LTMusA	Pass	ATMusA
	<i>(Also recommended)</i>	
	Pass	AMusA
	Credit	G6
		Practice of Music Theory, Musicianship or Music Craft

AMEB EXAMINATION	AMEB ADDITIONAL REQUIREMENTS*	ALTERNATE EXAMINING AUTHORITIES
LMusA Theory of Music	Pass, G6 Practical	G = Grade
AMusA Theory of Music	Credit, G5 Practical	
LMusA Musicianship	Credit, G6 Practical	
AMusA Musicianship	Credit, G5 Practical	
LMusA Practical	Pass, G6 Theory of Music or Musicianship or Music Craft	Pass, G8 ABRSM or Trinity Theory
AMusA Practical	Pass, G5 Theory of Music or Musicianship or Music Craft	Pass, G7 ABRSM or Trinity Theory
Certificate of Performance	Pass, G4 Theory of Music or Musicianship or Music Craft	Pass, G6 ABRSM or Trinity Theory
G8 Practical	Pass, G4 Theory of Music or Musicianship or Music Craft	Pass, G6 ABRSM or Trinity Theory
G7 Practical	Pass, G3 Theory of Music or Musicianship or Music Craft	Pass, G5 ABRSM or Trinity Theory
G6 Practical	Pass, G2 Theory of Music or Musicianship or Music Craft	Pass, G4 ABRSM or Trinity Theory

*Additional requirements do not apply to Piano for Leisure, Saxophone for Leisure and Singing for Leisure examinations.

22. Certificates

Certificates will be awarded to candidates who fulfil the requirements of the award. Certificates specify the subject and grade or diploma of examination and the result obtained.

EXAMINATION PROCEDURES**23. Inability to Present for Examination**

Candidates who are prevented by illness or other exceptional cause from presenting themselves for examination, should notify the State Office as soon as possible. On payment of a transfer fee, it may be possible to reschedule the examination. Details can be obtained from the State Office.

24. Accompanied/Collaborative Pieces

Examination pieces, other than Extra List pieces, which require Accompaniment or a Collaborative Artist may not be heard or assessed without the necessary Accompaniment or Collaborative Artist. The examiner is not permitted to play the Accompaniment or Collaborative Artist part for the candidate. If there is one such work lacking Accompaniment or Collaborative Artist the result will be reduced by one full grade; e.g. A down to B etc. If there are two or more such pieces then the result will either be reduced by two full grades from A to a C or, if the result would have been other than an A, 'unable to assess' will be stated on the report sheet, and an explanation made in the general remarks. Accompaniment of Extra List pieces is not required, even if the pieces are written with an accompaniment.

25. Pieces Not in the Syllabus

If a candidate presents a work which is not prescribed for the grade or diploma within the syllabus for which the candidate has entered, the examiner will indicate this to the candidate and will advise that the work cannot be heard. The candidate will be given the opportunity to substitute another work from that grade or diploma, but if no substitute is offered, the candidate will be asked to proceed directly to the next item of the examination. On the examination report, the examiner will note that the omitted work cannot be assessed as it is not prescribed for the particular syllabus, grade or diploma for which the candidate has entered. In grade examinations the absence of one work reduces the overall result by one full grade; e.g. A down to B etc. If two or more works are not assessed because the works presented are not prescribed for the grade within the syllabus for which the candidate has entered, the overall result will be noted as 'unable to assess' with an explanation being given in the general remarks. In diploma examinations, the absence of one or more works will result in no award being given.

26. Performance of Prescribed Pieces

Examiners may at their discretion hear the whole or any portion of the prescribed pieces presented for examination.

27. Written Examination Procedure

Candidates should note that no materials other than pens, rulers, pencils and erasers are permitted in written examination rooms.

28. Complaints

Every effort is made to make each examination an enjoyable event. The examiners are professionals in their field and are highly trained to conduct quality assessments and provide informative reports. Each State Office has established procedures for handling complaints. Should you have a concern or complaint about an examination, please contact the State Office.

RESULTS**29. Assessment System****WRITTEN EXAMINATIONS****Grades**

High Distinction – 95%

Honours – 85%

Credit – 75%

Pass – 65%

Diplomas in Musicology, Harmony & Counterpoint and Orchestration & Arrangement

Award – 65%

Award with Distinction – 85%

Diploma in Musicianship

Award – 65%

Award with Distinction – 85%

Teaching Awards

See below under 'Practical Examinations'.

PRACTICAL EXAMINATIONS**Levels 1, 2 and 3 Assessment**

The syllabus objectives introduce each of the three levels of a syllabus. They specify the required areas of achievement within each syllabus and are the basis upon which candidates and teachers work and upon which candidates can expect to be assessed. The detailed Grading Descriptors report the candidate's achievement against the objectives for the level and the specific syllabus requirements for the grade.

Grading Descriptors: Grades – Levels 1 and 2**High Distinction – A+:**

In addition to satisfying the requirements for an A grading (below), the candidate demonstrates outstanding achievement in meeting the syllabus objectives in all Sections, including performance flair, consistent technical fluency and penetrating stylistic insight.

Honours – A:

The candidate demonstrates an overall superior level of achievement in meeting the syllabus objectives in all Sections, in terms of musicianship, security of technique (including intonation, tone, phrasing, articulation, rhythm), and stylistic awareness.

Credit – B+ or B:

B+: In addition to satisfying the requirements for a B grading (below), the candidate demonstrates meritorious achievement against most of the syllabus objectives.

B: The candidate demonstrates an overall creditable level of achievement with appropriate development of musicianship, technique and stylistic awareness in accordance with the syllabus objectives. Some unevenness of achievement in meeting the syllabus objectives or between different Sections of the examination, may be apparent.

Satisfactory – C+ or C:

C+: In addition to satisfying the requirements for a C grading (below), the candidate demonstrates more than adequate achievement against some of the syllabus objectives in each Section.

C: The candidate demonstrates an overall adequate level of achievement in musicianship, technique and style in accordance with the syllabus objectives. Considerable unevenness of achievement in meeting the syllabus objectives, or between different Sections of the examination, may be apparent.

Not Satisfactory – D:

The candidate demonstrates an overall inadequate level of musicianship, technique and style and does not satisfy the syllabus objectives. Often this has resulted from inadequate preparation. Presentation is often hesitant, evidencing technical errors and/or an inappropriate sense of style.

Grading Descriptors: Diplomas – Level 3 (AMusA and LMusA)**Associate Diploma (AMusA)****Award with Distinction**

To qualify for an award with distinction, the candidate must fulfil the criteria for a pass award and in addition demonstrate performance flair, consistent technical and musical command and penetrating stylistic insight.

Award

To qualify for an award at Associate level, the candidate must fulfil the syllabus objectives to a level that meets the technical and musical demands of the repertoire and produce a satisfying musical performance overall.

No Award

The candidate demonstrates an overall inadequate level of musicianship, technique and style, resulting in a performance that does not yet fulfil the requirements for the award.

Licentiate Diploma (LMusA)**Award with Distinction**

To qualify for an award with distinction, the candidate must fulfil the criteria for a pass award and in addition demonstrate performance flair, consistent technical and musical command and penetrating stylistic insight.

Award

To qualify for an award at Licentiate level, the candidate must fulfil the syllabus objectives, reaching a level of achievement that meets the technical and musical demands of the repertoire and produces a coherent and accomplished musical performance overall.

No Award

The candidate demonstrates an overall inadequate level of musicianship, technique and style, resulting in a performance that does not yet fulfil the requirements for the award.

Teaching Awards (CTMusA, ATMusA, LTMusA)**Certificate Teacher of Music Australia (CTMusA)****Award with Distinction**

To qualify for an award with distinction, the candidate must fulfil the criteria for a pass award (see below) and, in addition, demonstrate outstanding ability in all areas assessed (the written examination, the resource file and both parts of the practical component). An aggregate mark of at least 350 from a possible 400 marks (4×100) is required, with no section (or, in the case of Section III, part of a section) receiving a mark of less than 80%.

Award

To qualify for an award at Certificate level the candidate must fulfil the syllabus objectives for each of the sections assessed (the written examination, the resource file and both parts of the practical component) demonstrating a convincing understanding of the relevant pedagogical issues and the ability to communicate this understanding in both practical application and written form. A minimum mark of 75% is required in each section (Section I, Section II, Section III(A) and Section III(B)).

No award

The candidate's work does not fulfil the syllabus objectives and demonstrates an inadequate level of achievement in one or more of the areas assessed. As each Section of the Certificate is undertaken, a report with percentage mark is issued. A mark of less than 75% in one or more of the Sections will result in a 'No award' classification until the Section or Sections are re-assessed and receive the required marks.

Associate Teacher of Music Australia (ATMusA)**Award with Distinction**

To qualify for an award with distinction, the candidate must fulfil the criteria for a pass award (see below) and in addition, demonstrate outstanding ability in all areas assessed (the written examination, the folio and both parts of the practical component). An

aggregate mark of at least 350 from a possible 400 marks (4×100) is required, with no section (or, in the case of Section III, part of a Section) receiving a mark of less than 80%.

Award

To qualify for an award at Associate level the candidate must fulfil the syllabus objectives for each of the sections assessed (the written examination, the folio and both parts of the practical component) demonstrating a convincing understanding of the relevant pedagogical issues and the ability to communicate this understanding in both practical application and written form. A minimum mark of 75% is required in each section (Section I, Section II, Section III(A) and Section III(B)).

No award

The candidate's work does not fulfil the syllabus objectives and demonstrates an inadequate level of achievement in one or more of the areas assessed. As each section of the Diploma is undertaken, a report with percentage mark is issued. A mark of less than 75% in one or more of the sections will result in a 'No award' classification until the section or sections are re-assessed and receive the required marks.

Licentiate Teacher of Music Australia (LTMusA)**Award with Distinction**

To qualify for an award with distinction, the candidate must fulfil the criteria for a pass award (see below) and in addition, demonstrate outstanding ability in all areas assessed (the written examination, the folio and both parts of the practical component). At this level, a rare insight into a wide range of teaching issues is expected. An aggregate mark of at least 350 from a possible 400 marks (4×100) is required, with no section (or, in the case of Section III, part of a section) receiving a mark of less than 80%.

Award

To qualify for an award at Licentiate level the candidate must fulfil the syllabus objectives for each of the sections assessed (the written examination, the folio and both parts of the practical component) demonstrating a convincing understanding of the relevant pedagogical issues and the ability to communicate this understanding in both practical application and written form. A minimum mark of 75% is required in each section (Section I, Section II, Section III(A) and Section III(B)).

No award

The candidate's work does not fulfil the syllabus objectives and demonstrates an inadequate level of achievement in one or more of the areas assessed. As each section of the Diploma is undertaken, a report with percentage mark is issued. A mark of less than 75% in one or more of the sections will result in a 'No award' classification until the section or sections are re-assessed and receive the required marks.

Fellowship in Music Australia (FMusA)**Qualified****Not Qualified****GENERAL REGULATIONS****30. Academic Dress**

Academic dress is available for Associate, Licentiate, ATMusA, LTMusA and Fellows. Details can be obtained from the State Office.

FELLOWSHIP IN MUSIC AUSTRALIA

The Award

This is the highest and most prestigious award offered by AMEB.

The Fellowship can be undertaken in any instrument available for examination in the current edition of the AMEB *Manual of syllabuses* (Music syllabuses) including Voice.

It is expected that a performance at this level will reveal the following characteristics:

- Excellence in all areas including technical ability, musical maturity, stylistic understanding and professional stage presence.
- An ability to fully engage an audience and to maintain interest over the entire programme.
- A concept of the works as a whole, performed with an understanding of the structure and the musical content of each, together with those elements that give them a particular unity or character.
- The maintenance of unity and continuity in multi-movement works, including appropriate timing between, and linking of, movements.
- Familiarity with the accompanying part in items requiring accompaniment, with a consistent and integrated sense of ensemble between soloist and associate artist.
- Mastery of technical and stylistic elements resulting in an expressive and coherent performance.
- Command of contemporary techniques appropriate to the instrument.
- Understanding of performance conventions relevant to the works being performed, and an ability to differentiate between a range of musical styles.
- A sense of professional presentation, with attention to posture, presentation and normal performance conventions.
- Performance from memory according to syllabus requirements.

To qualify for a Fellowship award, the candidate must display the above characteristics to an outstanding degree.

SUBJECT CODE:

9999

Content

The candidate will be expected to choose a full recital programme, of approximately 80 minutes' music content (60 minutes' music content in the case of Brass, Woodwind and Singing).

The programme should show balance and cohesion. Works will be chosen to demonstrate the candidate's proficiency in a variety of musical styles or in any style preferred by the candidate in the area of specialisation (e.g. *Lieder*, contemporary repertoire etc). It is expected that complete works will be chosen (e.g. a complete sonata rather than particular movements).

The programme should be planned as two halves with a 20 minute interval.

If the candidate wishes to include contemporary works requiring prepared piano in the programme, this must be discussed with AMEB to determine whether it may be accommodated.

Chosen works which require Accompaniment or a Collaborative Artist(s) must be performed with the necessary Accompaniment or Collaborative Artist(s).

Memorisation

For pianists the entire programme must be presented from memory with the exception of contemporary works. For string players the entire programme must be presented from memory except sonatas and contemporary works. For other instrumentalists presentation from memory is encouraged but is not manda-

tory. For singers, presentation from memory is required except in cantatas and oratorio.

These requirements relate to both the video audition and the examination recital.

Entry

Candidates are advised that the process from entry to examination may take 12 months and it is suggested they contact their State Office for more information about the timeline and enrolment closing dates.

Candidates need to take three steps to enter for FMusA.

Step 1 - Programme submission:

Candidates will be required to submit their proposed programme, together with timings, for approval by AMEB. The programme should be submitted online via SCORE (where applicable) or exams.ameb.edu.au.

The Federal Chief Examiner will consider the programme and the candidate will be advised within three weeks of the approval, or otherwise, of the programme. No programme changes will be accepted after notification of approval has been provided. If the programme is not approved, the candidate may revise and resubmit their programme (if desired) once only up to two weeks after the initial notification is received. If the resubmission is also unsuccessful, candidates may recommence Step 1 after three months.

Step 2 - Video audition:

Following approval of the programme, candidates will be required to submit a video recording of a performance of their entire programme, for approval by AMEB. This is a key stage in the entry process and will determine whether the candidate is offered the opportunity to enrol for the FMusA examination. A fee will be charged.

The video audition should be treated as a formal recital performance, conducted in a high quality environment, with live audience if desired. The video must be recorded in a single session on a single day and must include each individual work in the complete programme, including multi-movement works and associate artists. The candidate may stop at the programme interval point or take short breaks between works if needed. Video recordings should be submitted online via SCORE (where applicable) or exams.ameb.edu.au.

The video will be considered by a panel of three current AMEB examiners, chaired by the Federal Chief Examiner. One of the other examiners will be a specialist in the instrument being examined. The candidate will be advised within four weeks whether their video audition has been successful and they may proceed to Step 3. If unsuccessful, the candidate may complete and submit another video recording within three months for assessment. No further resubmissions are allowed within 12 months at which point the candidate must restart the entry process.

Step 3 - Enrolment for examination:

Candidates must enrol for the recital examination with the AMEB office in their state within 12 months of the approval of their video audition. A fee will be charged.

Recital

The examination takes the form of a public recital.

Requirements regarding arrangement of the recital (including selection of venue, instrument requirements, rehearsal time, equipment, audience and programme preparation) are set out by the AMEB State Offices. It is the responsibility of the candidate to follow these requirements. Candidates should consult with their State Office for further information.

Appropriate dress for a public recital should be worn, and the candidate should be aware of the appropriate manner in which to acknowledge the audience and the associate artist(s) if applicable. It is the responsibility of the candidate to select and manage their associate artist(s) including payment of any expenses.

Candidates must bring to the recital three copies of the music for the examiners.

Assessment

Fellowship examinations will be examined by a panel of three examiners, chaired by an AMEB Federal Examiner. One of the other examiners will be an AMEB examiner who is a specialist in the instrument being examined or the instrument area. The other examiner will be a person who is not currently an AMEB examiner and is a recognised specialist in the instrument being examined or the instrument area. At least one of the three examiners will be a specialist in the instrument being examined.

Repertoire Exams



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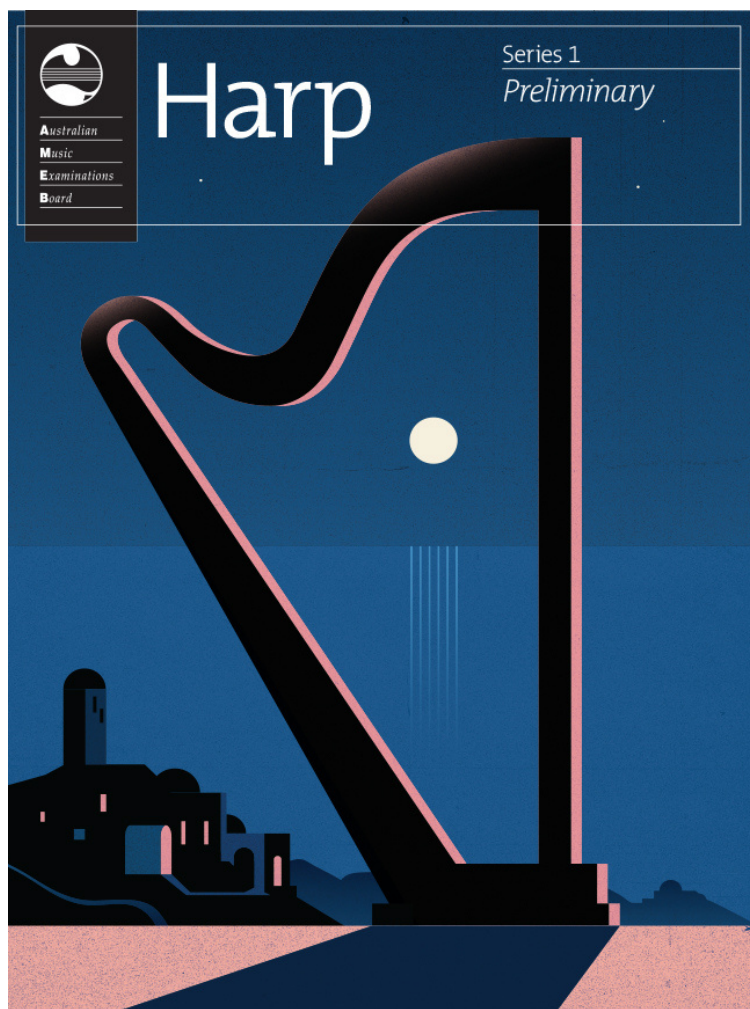
Series 1 Grade books
(Preliminary to Grade 4).



Technical work books:
Level 1 (Preliminary to
Grade 4) and Level 2
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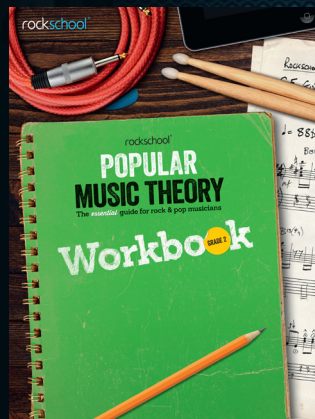
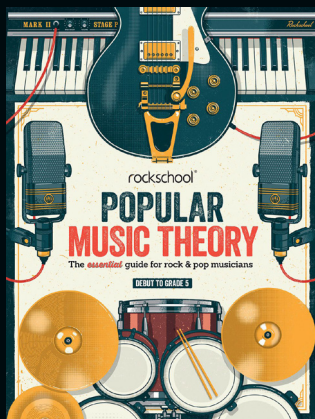
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Music Craft

GENERAL REQUIREMENTS – WRITTEN EXAMINATIONS

Introduction

The *Music Craft* syllabus is available for examination in the theoretical and aural aspects of music. *Music Craft* provides a graded series of examinations from Preliminary to Grade 6.

Online Examinations (Preliminary to Grade 4)

Candidates may complete written examinations online from www.exams.ameb.edu.au. Online examinations use the same syllabus as the written examination papers. The aural component is administered through the computer's speakers within the exam and the aural and written components are combined.

Written Examinations (Grade 5 and Grade 6)

The aural component of written examinations is administered by means of a recording. Before the commencement of the written examination candidates will be given a short listening time in order to become familiar with the sounds to be used on the examination CD. When undertaking a written exam, candidates are encouraged to write neatly and clearly on examination papers. For the guidance of candidates, the maximum number of marks allotted to each question is shown on the examination paper.

AMEB Publications

The following are available and may be used in conjunction with this syllabus:

1. Student Workbooks
Music Craft Student Workbooks (Preliminary to Grade 4)
2. Teacher's Guides
Music Craft Teacher's Guides (Preliminary to Grade 4)
3. Essential Exercises Grade 5
Essential Exercises Grade 6

LEVEL 1

BEGINNING
PRELIMINARY TO GRADE 4

Terminology

Note and rest values

Music Craft will refer to note and rest values using both the traditional British/Australian terms – semibreve, minim, crotchet, quaver etc. and the corresponding American terms – whole note, half note, quarter note, eighth note etc.

Other terms

There is a similar flexibility in relation to other significant regional differences, for example the use of the term 'passing tone' as opposed to 'passing note', 'voice leading' as opposed to 'part writing', 'neighbour tone' as opposed to 'auxiliary', 'leger line' or 'ledger line'.

Pitch – specific pitch naming

The system of octave recognition used in *Music Craft* is based on the Helmholtz Pitch Notation System as follows:

'middle c'

Great C small c
Great B small g

Scale degrees

The method of writing scale degree numbers in *Music Craft* is as follows:

- Scale degree numbers above the notes of the scale or melody
- Carets (^) to be written over scale degree numbers.

Example:

Harmonisation nomenclature

The nomenclature in *Music Craft* for describing tonal harmonic materials is a mixed notation consisting of figured bass and Roman numerals (upper case for major triads; lower case for minor). Example 1 shows a style which is not acceptable for use with the *Music Craft* syllabus. Example 2 shows mixed notation consisting of figured bass and Roman numerals, the notation for *Music Craft*.

Example 1 Not acceptable with the *Music Craft* syllabus.

Example 2 Correct nomenclature with the *Music Craft* syllabus.

Cadences

The nomenclature in *Music Craft* for describing cadences is the following:

V – I	Authentic cadence
	Perfect authentic cadence (scale degree 1 is soprano of I)
	Imperfect authentic cadence (scale degree 3 or 5 are the soprano of I)
IV – I	Plagal cadence
V – VI	Deceptive cadence
I – V, II – V, IV – V, VI – V	Half cadence
iv ⁶ – V	Phrygian cadence

Set Works and Integrated Questions

Set Works will be assigned to each grade level from Grade 1 onwards. The Set Works will be included in each *Student Workbook*, covering a wide range of music including diatonic or modal folk songs, contemporary popular music and melodic extracts from late 18th and early 19th century concert works. These works will track with the scale types and the harmony content of the grade. They will provide the stimulus for a series of questions that will integrate skill and knowledge areas as stipulated for the grade. Students should familiarise themselves with these pieces by singing and playing them and by seeking out the various musical features pertinent to the requirements of their grade level. For Grades 1 and 2, the pieces will be melodies only. Two-staff pieces and extracts will begin to appear in Grades 3 and 4 as harmonic materials assume greater importance. Extended works in Grades 5 and 6 are intended to help build an understanding of form and the contrapuntal models enrich the candidate's conception of usual contrapuntal practice.

AMEB Music Craft Study Packages

Study packages for each grade in Level 1, consisting of a *Teacher's Guide* and *Student Workbook* and interactive aural materials have been developed by AMEB. Thorough preparation using these materials will promote successful outcomes in the exam and help students to 'own' the knowledge and skills acquired.

Grades 5 and 6 are supported through AMEB's publications, *Essential Exercises Grade 5* and *Essential Exercises Grade 6*.

Length of Examinations

Grade	Aural	Written
Preliminary	15 minutes	30 minutes
1	20 minutes	30 minutes
2	20 minutes	40 minutes
3	30 minutes	60 minutes
4	30 minutes	90 minutes
5	40 minutes	120 minutes
6	40 minutes	150 minutes

Learning Outcomes by the completion of Level 1

1. Aural Work

Students will be able to recognise and write:

- all major and minor scale forms and several modal scale forms
- all diatonic intervals
- triads and their inversions
- authentic, plagal, deceptive, Phrygian and half cadences
- instrumental timbres

In addition, students will be able to:

- notate simple rhythms and short melodies in dictation
- recognise and differentiate register, texture, and timbre in music
- recognise and notate standard articulation and dynamic markings.

2. Rudiments of Music

Students will have a strong foundation in music notation rudiments related to elements of:

- pitch and rhythm notation
- metrical organisation
- scales (including tonal and several modal scales)
- the cycle of fifths in major and minor keys up to and including seven sharps and flats
- tempo
- expression
- articulation
- basic musical forms and structures
- standard presentation of music manuscript conventions
- concepts of diatonic, chromatic and enharmonic.

3. Melody, Harmony and Voice Leading

Students will be able to:

- recognise (visually) modulations to the dominant and relative major keys;
- realise figured basses and harmonise four-bar melodies using diatonic root position and first inversion triads, the dominant 7th and its first inversion (V_7^6);
- demonstrate convincing linear relationships between each chord in a progression or short piece;
- recognise standard non-chord tones in a four-voiced progression.

4. Musical Instruments

Students will be able to recognise all standard orchestral instruments and instruments familiar in contemporary music practice, and the standard ensemble categories in which those instruments are used.

They will be able to:

- use many of the music notation conventions for these instruments (including clefs and transposition)
- classify them according to their usual registers and families

Lastly, students will be able to integrate and synthesise the elements of these four learning areas through their musical understanding of the Set Works.

List of Recommended References

- Adler, S. *The Study of Orchestration*, 3rd edition. New York: Norton, 2002.
- Aldwell, E. and Schachter, C. *Harmony and Voice Leading*, 3rd edition. Belmont: Wadsworth, 2002.
- Gauldin, R. *Harmonic Practice in Tonal Music*, 2nd edition. New York: Norton, 2004.
- Herrold, R.M. *Mastering the Fundamentals of Music*, Upper Saddle River: Prentice Hall, 1997.
- Hindemith, P. *A Concentrated Course in Traditional Harmony: Book 1*. New York: Schott Music, 1968.
- Karpinski, G. *Aural Skills Acquisition: the Development of Listening, Reading, and Performing Skills in College Level Musicians*. New York: Oxford University Press, 2000.
- Kennan, K. and Grantham, D. *The Technique of Orchestration*, 6th edition. Upper Saddle River: Prentice Hall, 2002.
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- Piston, W. *Harmony*. New York: Norton, 1987.
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- Pratt, G. *Aural Awareness: Principles and Practice*. Philadelphia: Open University Press, 1990.
- Randel, D.M. (Ed.) *The New Harvard Dictionary of Music*. Cambridge: Belnap Press, 1986.
- Siegmester, E. *Harmony and Melody*, Volumes 1 and 2. Belmont: Wadsworth, 1966.
- Sturman, P. *Harmony, Melody & Composition*. Burnt Hill: Longman, 1983.
- Turek, R. *The Elements of Music*, Volumes 1 and 2. New York: McGraw-Hill, 1996.

PRELIMINARY

1540

Preliminary is designed as a positive and achievable first experience at Music Craft exams. The aural course and examination allow candidates to demonstrate their ability in hearing changes and differences in pitch, rhythm, dynamic levels and instrumental timbre. The written test covers simple skills in music rudiments and writing.

The following are available and may be used in conjunction with this grade:

Music Craft Student Workbook Preliminary Book A and Book B
Music Craft Teacher's Guide Preliminary Book A and Book B

Candidates will be asked questions on any of the following:

Written Section (30 minutes)

1. Rhythm and metre

Rhythm

To recognise and write the note values and rests:

- semibreve (whole note),
- minim (half note),
- crotchet (quarter note) and
- quaver (eighth note).

To recognise and write the note value of:

- dotted minim (dotted half note).

Metre

- To recognise, write and use the time signatures $\frac{2}{4}$ and $\frac{3}{4}$ (without anacrusis);
- To recognise the difference and/or the similarity between two short notated melodies.

2. Pitches, scales and keys

Pitch notation

- To recognise and write the treble clef;
- To recognise and write the names of the notes occupying the lines and spaces of the treble staff, extending to one ledger line below the staff;
- To recognise and write the sharp and flat.

Scales

To recognise and write scales and key signatures of the following:

Major: C, G, F

Candidates are required to:

- Recognise and write scales in the treble clef;
- Write scales in one octave ascending only;
- Mark scale degrees with carets *above* the notes $\hat{1}$, $\hat{2}$, $\hat{3}$, $\hat{4}$, $\hat{5}$, $\hat{6}$, $\hat{7}$, $\hat{1}(\hat{8})$;
- Recognise and write the key signatures of the scales for Preliminary; and
- Understand the concept of diatonic.

3. Triads and intervals

Intervals

To recognise and write with or without key signature the following intervals by number only:

- Major third and minor third
- Perfect fourth, perfect fifth and perfect octave

Triads

To recognise and write the root position tonic (I) triads on treble staff with or without key signature of:

Major: C, G and F

4. Terms

Candidates are required to recognise and write the English meanings of the following terms with their abbreviations and signs where applicable, or to supply the correct Italian term for a given English meaning:

Speed:	<i>Adagio</i> , <i>Andante</i> , <i>Moderato</i> and <i>Allegro</i>
Dynamic level:	<i>pianissimo</i> (pp), <i>piano</i> (p), <i>mezzo forte</i> (mf), <i>forte</i> (f)
Other terms:	<i>staccato</i> and <i>legato</i>
Signs:	bar lines, and double bar lines

5. Instruments

The major orchestral families:

- string,
- woodwind,
- brass,
- percussion; and
- keyboard instruments (piano, harpsichord and pipe organ).

The candidate will be required to identify, from a picture of an instrument, the family to which the instrument belongs.

Aural Section (15 minutes)

1. Pitch

Higher/lower

To distinguish the higher and lower of two pitches. (No more than 2 tests. Each test will be played 3 times.)

Pitch range

To recognise pitches as high-, mid-, or low-range sounds by writing high, mid or low as appropriate. (No more than 1 test. The test will be played 3 times.)

2. Rhythm

To choose the correct rhythm from a selection of rhythms of two bars' length. The rhythm will consist of minims (half notes) and crotchets (quarter notes) in either $\frac{2}{4}$ or $\frac{3}{4}$ metre. (No more than 2 tests. Each test will be played 4 times.)

3. Dynamics

To indicate *loud* and *soft* by writing the signs **f** and **p** on a melody of approximately four bars, a copy of the melody being provided. (No more than 1 test. The test will be played 3 times.)

4. Articulation

To write the word *staccato* or *legato* on a given musical phrase. (No more than 1 test. The test will be played 3 times.)

5. Timbre

A short phrase will be played in which an instrument from the string, wind, brass, percussion or keyboard family will be featured. Candidates to identify the instrument family from which the featured instrument comes. (No more than 1 test. The test will be played 3 times.)

GRADE 1

1541

Grade 1 builds on the firm foundation for elementary music studies begun in Preliminary. Significant developments in this grade include recognising scales and intervals, simple rhythmic dictation, triads on tonic and dominant, and an introduction to woodwind instruments. In addition to activities focusing on individual elements from the list below, there will be collections of questions based on a piece of music selected from the Set Works for the Grade.

The following are available and may be used in conjunction with this grade:

Music Craft Student Workbook Grade 1 Book A and Book B

Music Craft Teacher's Guide Grade 1 Book A and Book B

In addition to the previous grade's requirements, candidates will be required to answer questions on any of the following:

Written Section (30 minutes)

1. Rhythm and metre

In addition to the previous grade's requirements:

Rhythm

- To recognise and write correct groupings of quavers (eighth notes) and rests according to the metre given;
- To recognise and write the dotted crotchet (quarter note);
- To recognise and indicate syncopation within the bar.

Metre

To recognise, write and use the time signatures $\frac{4}{4}$ and $\frac{6}{8}$ with or without anacrusis (writing the time signature on a barred melody, or adding bar lines to an unbarred melody with time signature, or adding notes or rests to complete a bar).

2. Pitches, scales and keys

In addition to the previous grade's requirements:

Pitch notation

- To recognise and write the bass clef;
- To recognise and write the names of the notes occupying the lines and spaces, including one ledger line above and below the treble staff, and one ledger line above and below the bass staff;
- To understand the concepts: enharmonic, and chromatic; and
- To recognise and write the sharp, flat and natural signs.

Scales

In addition to the previous grade's requirements:

To recognise and write scales and key signatures of the following:

Major: C, G, D, F, B \flat

Harmonic minor: A, E, D, G

Candidates are required to:

- Recognise and write scales on treble and/or bass staves
- Recognise and write scales through one octave ascending and/or descending
- To mark the position of tones, semitones and tone-and-a-half on the scales of the keys specified for the grade.

3. Triads and intervals

In addition to the previous grade's requirements:

Intervals

To recognise and write (by number only) all diatonic intervals within the range of an octave, with or without key signatures on both the treble and bass staves.

Triads

To recognise and write, on both the treble and bass staves with or without key signatures the following triads for the major and minor keys specified for this grade.

The root position of: I(i) tonic, and
V dominant.

4. Terms

In addition to the previous grade's requirements:

Candidates will be required to recognise and write the English meanings of the following terms, with their abbreviations and signs where applicable, or to supply the correct Italian term for a given English meaning:

Speed: *Lento, Allegretto, Vivace and Presto*

Speed modifiers: *accelerando, rallentando, ritardando, ritenuto, a tempo*

Intensity of sound: *mezzo piano (mp), fortissimo (ff), crescendo (cresc.), decrescendo (decresc.)*

Accents: *sf (sforzando), rf (rinforzando)*

Candidates will recognise and write the following:

- Accents, phrasing signs, slurs and ties; and
- Repeat signs.

To recognise and mark *repetition* and *contrast* in:

- a previously unseen written melody of eight bars; and
- the Set Works for the grade.

5. Instruments

In addition to the previous grade's requirements:

Woodwind instruments

Candidates will be required to be familiar with the woodwind instruments:

- flute,
- oboe,
- clarinet, and
- bassoon.

Candidates will be required to describe:

- How the instrument produces its sound (i.e. single reed, double reed or embouchure hole); and
- The instrument as capable of high-, mid-, or low-range sounds.

6. Set Works

There will be a section based on the Set Works for the grade. Questions set in this section will cover the categories listed for the grade. These questions will demonstrate the practical application of music theory knowledge.

Set Works for Grade 1

Bailey: *Scoobie du wup*

Mozart: *Birdcatcher's song* (from *Die Zauberflöte*)

Traditional: *Sleep, baby, sleep*

Traditional: *Botany Bay*

Traditional: *Jamaican rumba*

Aural Section (20 minutes)

Candidates may be asked questions on the following topics in addition to topics set in the previous grade:

1. Pitch

Higher/lower

To recognise and identify as either 'higher' or 'lower' from a short phrase that will be played at two different octave placements. (No more than 2 tests. Each test will be played 3 times.)

Scales

To recognise and name scale forms of major and harmonic minor, one octave ascending and descending. (No more than 1 test. The test will be played 3 times.)

Intervals

To distinguish between major and minor thirds. (No more than 1 test. The test will be played 3 times.)

2. Rhythm and metre

Rhythm

To write from dictation a two-bar rhythm of minims (half notes) and crotchets (quarter notes) in $\frac{2}{4}$ or $\frac{3}{4}$ metre. Rests, dotted notes, anacrusis and syncopation will not be used.

The examination process will be as follows:

- The time signature and the speed of the pulse will be given
- The phrase will be played four times and the candidate may begin writing at any time
- One minute will then be given for the candidate to complete writing
- The phrase will be played once more for checking. (No more than 2 tests. Each test will be played 5 times.)

Metre

To recognise and write the time signature of a given rhythmic phrase between two and four bars' length as simple duple or simple triple. (No more than 1 test. The test will be played 4 times.)

3. Melodic contour

To make a simple line drawing reflecting the high and low points of a melodic contour the student will hear. (No more than 1 test. The test will be played 4 times.)

4. High-, mid- and low-range sounds

To recognise high-, mid- and low-range sounds. After hearing a short phrase comprising high-, mid- and/or low-range sounds, the candidate will identify those sounds as high-, mid- and low-range (No more than 1 test. The test will be played 3 times.)

5. Dynamics and tempo**Dynamics**

To indicate dynamics by writing *f* and *p*, *crescendo* and *diminuendo* on a four-bar melody, a copy of the melody being provided. (No more than 1 test. The test will be played 3 times.)

Tempo

To indicate tempo as either *allegro* or *adagio* by writing the appropriate speed direction on a short melody up to eight bars in length, a copy of the melody being provided. (No more than 1 test. The test will be played 3 times.)

6. Phrasing and articulation

To mark on a melody up to eight bars in length the following articulation signs: slurs over two and three notes and *staccato*. (No more than 1 test. The test will be played 4 times.)

7. Timbre

To identify and name the following instruments heard in a short phrase that features that instrument. The phrase may feature the instrument in a solo, orchestral, or ensemble context. (No more than 1 test. The test will be played 3 times.)

- flute
- oboe
- clarinet
- bassoon

8. Aural recognition of Set Works

To recognise and name any two of the Set Works for the grade. (No more than 2 tests. Each test will be played 3 times.)

GRADE 2

1542

Grade 2 increases knowledge and skill in musical rudiments. An important feature of this grade is the introduction of basic harmony skills, including writing triads I, ii, IV and V in the keys of the grade, adapting those triads to individual four-voice SATB chords. Many of the categories below will be tested in a series of questions based on the Set Works for the grade.

The following are available and may be used in conjunction with this grade:

Music Craft Student Workbook Grade 2 Book A and Book B
Music Craft Teacher's Guide Grade 2 Book A and Book B

In addition to the previous grades' requirements, candidates will be required to answer questions on any of the following:

Written Section (40 minutes)**1. Rhythm and metre**

In addition to the previous grades' requirements:

Rhythm

- To recognise and write correct groupings of semiquavers (sixteenth notes) and their rests according to the metre given;
- To recognise and write the note values and rest values of triplets and duplets.

Metre

- To recognise, write and use the time signatures of $\frac{3}{8}$, $\frac{9}{8}$ and $\frac{12}{8}$.

2. Pitches, scales and keys

In addition to the previous grades' requirements:

Pitch

- To recognise and write the notes up to three ledger lines above and below the treble staff, and up to three ledger lines above and below the bass staff;
- To recognise and write the alto clef and the names of the notes occupying the lines and spaces, including one ledger line above and below the staff.

Transposition

A six- to eight-bar melody in a major key will be set for transposition within the range of keys specified for this grade. Candidates will write the scale degrees over the notes of this tune.

Candidates will then:

- Transpose the melody into another major key required for this grade.

Candidates may also be asked to:

- Transcribe the melody from treble clef to bass clef or vice versa.

Scales

To recognise and write scales and key signatures of the following:

Major:	E \flat , A
Harmonic Minor:	C, B, F \sharp
Major pentatonic scale:	on C and G
Mode:	Mixolydian scale beginning on G (one octave only)

Candidates are required to recognise and write scales through two octaves ascending and/or descending.

3. Triads and intervals

In addition to the previous grades' requirements:

Intervals

To recognise and write the following intervals on treble and bass staves:

- major second and minor second
- major third and minor third
- major sixth and minor sixth
- major seventh and minor seventh
- perfect unison, perfect octave, perfect fourth and perfect fifth.

To identify the intervals as either consonant or dissonant.

Triads

To recognise and write above a given note, on the treble and bass staves, in the keys specified for this grade the following major and minor triads in root position and first inversion:

I (i), ii, IV (iv), V

To recognise and write triads in root position and first inversion in the keys set for the grade, labelling with Roman numerals and figured bass:

- tonic (I or i),
- supertonic (ii),
- subdominant (IV or iv), and
- dominant (V).

Harmony

To recognise and write four-part vocal style chord progressions in root position with appropriate spacing and doubling based on:

- tonic (I or i),
- subdominant (IV or iv), and
- dominant (V).

Cadence

To recognise and write an authentic cadence (V – I or V – i) in four voices using a common retained note in one of the voices.

4. Terms

In addition to the previous grades' requirements:

Candidates will be required to recognise and write the English meanings of the following terms together with their abbreviations and signs where applicable, or to supply the correct Italian term for a given English meaning:

Speed:	<i>Largo, Vivo, Prestissimo, Largamente, Larghetto, Con moto, Maestoso</i>
Speed modifiers:	<i>Allargando, Più mosso, Meno mosso</i>
Other terms:	<i>sostenuto, sempre, poco, molto, senza, cantabile, leggero, espressivo, mezzo staccato</i>
Signs indicating octave displacement:	<i>8^{va}, 8^{vb}, and loco</i>
Other terms relating to performance:	<i>first/second time bars, dal segno, al fine, da capo, arco, pizzicato</i>

Motion

To recognise and name similar, contrary and oblique motion between two parts.

Form

- The definition of phrase and motif.
- To recognise binary and ternary form and to mark the main divisions in a provided melody using the letters A and B.

5. Instruments

In addition to the previous grades' requirements:

Bowed instruments and the human voice

Candidates will be required to be familiar with bowed instruments, and the human voice.

Bowed instruments

To write the approximate range using the appropriate clefs of:

- violin,
- viola,
- violoncello, and
- double bass

To describe the violin, viola, violoncello and double bass as capable of high-, mid- or low-range sounds.

Human voice

To write the approximate range using treble or bass clefs of the four main human voice categories:

- soprano,
- alto,
- tenor, and
- bass.

6. Set Works

In addition to the previous grades' requirements:

There will be a section based on the Set Works for the grade. Questions set in this section will cover the categories listed for the grade. These questions will demonstrate the practical application of music theory knowledge.

Set Works for Grade 2

Mozart: Theme from 1st movement of *Sonata K331*

Williams: *Star wars*

Traditional: *Green bushes*

Traditional: *Slane*

Traditional: *Little David, play on your harp*

Aural Section (20 minutes)

Candidates may be asked questions on the following topics in addition to topics set in the previous grades:

1. Pitch

Scales

To recognise and name the following scales: major and/or harmonic minor scale, major pentatonic scale, one octave ascending

and descending. (No more than 2 tests. Each test will be played 3 times.)

Intervals

To recognise and name intervals of a major third and minor third, perfect fourth and perfect fifth. These intervals will be played within a limit of 4 octaves from C. (No more than 3 tests. Each test will be played 3 times.)

Triads

To recognise and name major and minor triads in root position. (No more than 2 tests. Each test will be played 3 times.)

Melodic dictation

To write from dictation a two-bar melody in $\frac{4}{4}$ metre of crotchets (quarter notes) and minims (half notes). Melodic movement up to and including a third will be used. Rests, dotted notes, and syncope will not be used. (No more than 2 tests. Each test will be played 5 times.)

The examination process will be as follows:

- The key signature, first note, and the pulse will be given;
- The phrase will be played four times and the candidate may begin writing at any time;
- One minute will then be given for the candidate to complete writing;
- The phrase will be played once more for checking.

2. Rhythm and metre

Rhythm

To write from dictation a three-bar rhythm of minims (half notes) and crotchets (quarter notes) in $\frac{2}{4}$, $\frac{3}{4}$ or $\frac{4}{4}$. Rests, syncopation and anacrusis will not be used. (No more than 2 tests. Each test will be played 5 times.)

The examination process will be as follows:

- The time signature and the speed of the pulse will be given.
- The phrase will be played four times and the candidate may begin writing at any time;
- One minute will then be given for the candidate to complete writing;
- The phrase will be played once more for checking.

Metre

To recognise and write the time signature of a given rhythmic phrase between two and four bars' length as simple duple, simple triple, compound duple, or compound triple metre.

3. Motion

To recognise similar, contrary and oblique motion between two parts. (No more than 2 tests. Each test will be played 3 times.)

4. Dynamics and tempo modification

Dynamics

To indicate dynamics by writing *f* and *p*, *crescendo* and *diminuendo* on a four-bar melody, a copy of the melody being provided. (No more than 1 test. The test will be played 3 times.)

Tempo

To indicate tempo modifications by writing *accelerando* or *ral-lentando* on a four-bar melody, a copy of the melody being provided. (No more than 1 test. The test will be played 3 times.)

5. Phrasing and articulation

To indicate the articulations *staccato*, accents, two-note slurs and phrase marks by writing on a given four-bar melody. A copy of the melody will be provided. (No more than 1 test. The test will be played 4 times.)

6. Timbre

To identify and name the following instruments heard in a short phrase that features that instrument. The phrase may feature the instrument in a solo, orchestral, or ensemble context. (No more than 2 tests. Each test will be played 3 times.)

- violin
- violoncello
- double bass
- acoustic guitar
- electric guitar

To identify the difference between *pizzicato* and *arco* on a stringed instrument from a short melody. (No more than 1 test. The test will be played 3 times.)

7. Aural recognition of Set Works

To recognise and name any two of the Set Works for the grade. (No more than 2 tests. Each test will be played 3 times.)

GRADE 3

1543

In Grade 3 more emphasis is given to creative use of melodic and harmonic materials in the written section of the exam. Studies of musical rudiments also continue.

The following are available and may be used in conjunction with this grade:

Music Craft Student Workbook Grade 3 Book A and Book B

Music Craft Teacher's Guide Grade 3 Book A and Book B

In addition to the previous grades' requirements, candidates will be required to answer questions on any of the following:

Written Section (60 minutes)

1. Rhythm and metre

In addition to the previous grades' requirements:

To recognise and write the following:

Rhythm

Note values and rests of 32nds (demisemiquavers) and breves (double whole notes). The dot of augmentation is examinable for all note values.

Metre

To recognise, write and use the time signatures of $\frac{2}{2}$, $\frac{3}{2}$ and $\frac{4}{2}$.

2. Pitches, scales and keys

In addition to the previous grades' requirements:

Pitch

- The names of the notes on the lines and spaces up to four leger lines above and below the treble staff and above and below the bass staff.
- The names of the lines and spaces up to two leger lines above and below the alto staff.

Transposition

A six- to eight-bar melody in a major key will be set for transposition within the range of keys specified for this grade.

Candidates will be required to:

- Transpose the melody into another required key for this grade; and/or

Candidates may also be asked to:

- Transcribe the melody from alto clef to either treble clef or bass clef, or vice versa.

Scales

To recognise and write scales and key signatures of the following:

Major: E, A \flat

Harmonic minor: C \sharp , F

Melodic minor: C \sharp , F

Modes: Phrygian on E
Mixolydian on G

Candidates are required to:

- Recognise and write scales and modes in treble clef, bass clef or alto clef;
- Write scales and modes through one or two octaves, ascending and/or descending (or both) as required;
- Mark scale degrees over the notes as for the previous grades, and

- Mark the positions of tones, and/or semitones and/or the tone-and-half as required.

3. Triads and intervals

In addition to the previous grades' requirements:

Intervals

To recognise and write the following intervals on treble and/or bass staves in the keys specified for the grade with or without key signature:

- all diatonic intervals and their inversions, and
- the augmented 4th and diminished 5th.

Triads

To recognise and write:

- major and minor triads in root position and all inversions,
- diminished triads in root position and first inversion, and
- augmented triads in root position.

4. Terms

In addition to the previous grades' requirements:

Candidates will be required to recognise and write the English meanings of the following terms, with their abbreviations and signs where applicable, or to supply the correct Italian term for a given English meaning:

Intensity of sound: *calando*, *morendo*, *forte-piano* (*f**p*)

Speed: *rubato*, *stringendo*

Relating to performance: *pesante*, *subito* *p*

Form

To show an understanding of the function of authentic and half cadences in articulating phrases and periods in music.

5. Harmony and voice leading

Harmony

- To harmonise and figure cadential progressions in four-part vocal style of not more than two bars in length, using the following:

I, I⁶, i, i⁶
ii, ii⁶, ii^{o6}
IV, IV⁶, iv, iv⁶
V, V⁶
and cadential $\frac{6}{4}$

- To identify and name chords and chordal progressions, plagal cadence, half cadence and cadential $\frac{6}{4} - \frac{5}{3}$ in a given four-bar harmonic progression using mixed Roman numerals and figured bass.
- To complete a four-bar melody based on a given harmonic framework consisting of chords using the following:

I, I⁶, i, i⁶
ii, ii⁶, ii^{o6}
IV, IV⁶, iv, iv⁶
V, V⁶
and cadential $\frac{6}{4}$

6. Instruments

In addition to the previous grades' requirements:

Brass instruments

Candidates will be required to be familiar with brass instruments:

- B \flat trumpet,
- F horn,
- tenor trombone,
- bass trombone and
- tuba.

Candidates are to:

- Recognise and write the approximate range using the appropriate clefs;
- Describe each of the above instruments as capable of high-, mid, and/or low-range sounds.

7. Set Works

In addition to the previous grades' requirements:

There will be a section based on the Set Works for the grade. Questions set in this section will cover the categories listed for the grade. These questions will demonstrate the practical application of music theory knowledge.

Set Works for Grade 3

Beethoven: Opening of the 2nd movement of *Sonata* Op. 14, No 1
 Pezold: *Minuet*

Traditional: *Down by the Salley Gardens*

Traditional: *Pange lingua*

Traditional: *The crabfish*

Aural Section (30 minutes)

Candidates may be asked questions on the following topics in addition to topics set in the previous grades.

1. Pitch

Scales

To recognise and name the following scales: major, harmonic minor and melodic minor scales, one octave ascending and descending. (No more than 3 tests. Each test will be played 3 times.)

Intervals

To recognise and name the following dissonant intervals:

- major second and minor second
- major seventh and minor seventh
- tritone

Intervals to be played within a limit of four octaves from C. (No more than 3 tests. Each test will be played 3 times.)

Triads

To recognise and name major, minor and diminished triads in root position. (No more than 3 tests. Each test will be played 3 times.)

Form

To recognise and indicate by use of A and B, the melodic repetition and contrast in a sixteen-bar four-phrase melody. Extracts from Set Works for Grade 3 may be used. (No more than 1 test. The test will be played 5 times.)

Melodic dictation

To write from dictation in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or $\frac{6}{8}$ a two- to four-bar melody, including intervals of up to a sixth, using crotchets (quarter notes), minims (half notes) and quavers (eighth notes). Rests, syncopation and anacrusis will not be used. (No more than 2 tests. Each test will be played 5 times.)

The examination process will be as follows:

- The key signature, time signature, first note, pulse, and a notated version of the rhythm will be given;
- The phrase will be played four times and the candidate may begin writing at any time;
- One minute will then be given for the candidate to complete writing;
- The phrase will be played once more for checking.

2. Rhythm

- To write from dictation the rhythm of a two to four-bar phrase in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or $\frac{6}{8}$ consisting of minims (half notes), crotchets (quarter notes), dotted crotchets (dotted quarter notes) and quavers (eighth notes). Rests, syncopation and anacrusis will not be used. (No more than 2 tests. Each test will be played 5 times.)

The examination process will be as follows:

- The phrase will be played four times and the candidate may begin writing at any time;
- One minute will then be given for the candidate to complete writing;
- The phrase will be played once more for checking over.

3. Texture

To recognise and name homorhythmic and polyrhythmic textures in a piece four bars in length. (No more than 1 test. The test will be played 3 times.)

4. Articulation, dynamics and tempo modification

To indicate the variations in tone, dynamic, articulation and tempo in a melody of approximately eight bars, a copy of the melody being provided. (No more than 1 test. The test will be played 4 times.)

The following will be examined:

p, *f*, *cresc.*, *decresc.*, *sf*/*sfz*, *fp*, *subito p*, *legato*, *staccato*,
 Phrasing slurs, *pizz.*, *arco*, *pesante*,
Largo, *Adagio*, *Moderato*, *Allegro*, *Presto*,
Accel., *a tempo*, *ritardando*, *morendo*, *tempo rubato*

5. Timbre

To identify and name the following instruments heard in a short phrase that features that instrument. The phrase may feature the instrument in a solo, orchestral, or ensemble context. (No more than 2 tests. Each test will be played 3 times.)

- trumpet
- horn
- trombone
- tuba

6. Aural recognition of Set Works

To recognise and name any of the Set Works for the grade. (No more than 2 tests. Each test will be played 3 times.)

GRADE 4

1544

By the end of Grade 4, successful candidates demonstrate their awareness and skill in the basics of music theory and aural perception according to the objectives of Level 1. This will include a working understanding of many elements of diatonic harmony and the cycle of fifths.

The following are available and may be used in conjunction with this grade:

Music Craft Student Workbook Grade 4 Book A and Book B

Music Craft Teacher's Guide Grade 4 Book A and Book B

In addition to the previous grades' requirements, candidates will be required to answer questions on any of the following:

Written Section (90 minutes)

1. Rhythm and metre

In addition to the previous grades' requirements:

To recognise and write the following:

Metre

To recognise, write and use time signatures as for the previous grades with the addition of $\frac{5}{4}$ and $\frac{7}{8}$ metre.

2. Pitches, scales and keys

In addition to the previous grades' requirements:

Pitch

- To recognise, write and use double flats and double sharps, and to be able to cancel them.

Transposition

A four- to eight-bar melody in a major or minor key will be set for transposition within the range of keys specified for this grade. Candidates will be required:

- To transpose the melody from one clef to another clef (treble, alto, bass).

Candidates may also be asked to:

- transpose the melody for clarinet in B \flat , trumpet in B \flat , or horn in F.

Scales

To recognise and write on treble, alto, and bass staves, scales and their key signatures as for the previous grades with the addition of:

Major:	B, F \sharp /G \flat , C \sharp /D \flat
Harmonic minor:	B \flat , E \flat /D \sharp , A \flat /G \sharp
Melodic minor:	B \flat , E \flat /D \sharp , A \flat /G \sharp
Modes:	Lydian mode beginning on F Æolian mode beginning on A

Candidates are required to:

- Recognise and write Lydian and Æolian modes through one octave; and
- Recognise and write the major pentatonic scale through one octave.

3. Terms

In addition to the previous grades' requirements:

Candidates will be required to recognise and write the English meanings of the following terms together with their abbreviations and signs, where applicable, or to supply the correct German and/or French term for a given English meaning:

Speed (German):	<i>Langsam, Mäßig, Lebhaft, Sehr lebhaft, Schnell</i>
Speed (French):	<i>Lent, Modéré, Vif</i>
Terms relating to performance:	<i>agitato, attacca, animato, tranquillo, con brio, con grazia, con forza, con fuoco, dolce, risoluto, ad libitum, tenuto, sotto voce, scherzando</i>
Ornamentation:	trills, upper mordents, lower mordents, turns, <i>appoggiatura</i> and <i>acciaccatura</i> . Candidates will not be required to write out realisations of ornaments.

Form

- To recognise and describe motif, phrase and period and the role of repetition, variation and contrast.
- To know and describe the ways musical material is varied in variation form and to be prepared to discuss some of the principal ways in which this occurs.
- To know and describe the principal variation forms (chaconne, passacaglia, variation sets, etc).

4. Harmony and voice leading

In addition to the previous grades' requirements:

Intervals

To recognise and write all intervals studied from the previous grades:

- major second and minor second
- major third and minor third
- major sixth and minor sixth
- major seventh and minor seventh
- perfect unison, perfect octave, perfect fourth and perfect fifth
- augmented fourth and diminished fifth

To identify the intervals as consonant or dissonant.

Triads

To recognise and write the dominant 7th in all inversions, with figuring.

Harmony

- To recognise and write V⁷ in root position and first inversion (⁶) resolving to I (i) in four voices;
- To harmonise and figure a partially completed figured bass in root position and first inversion chords, using the following:

I, I⁶, i, i⁶
 ii, ii⁶, ii^{o6}
 III, III⁶, iii, iii⁶
 IV, IV⁶, iv, iv⁶
 V, V⁶, V⁷
 VI, VI⁶, vi, vi⁶
 vii^{o6}
 (ii^o, vii^o – diminished triads in first inversion only).

- To recognise and name the following chords in a given harmonic progression:

I, I⁶, i, i⁶
 ii, ii⁶, ii^{o6}
 III, III⁶, iii, iii⁶
 IV, IV⁶, iv, iv⁶
 V, V⁶, V⁷, V⁶₅, V⁴₃, V⁴₂
 VI, VI⁶, vi, vi⁶
 vii^{o6}
 (ii^o, vii^o – diminished triads in first inversion only).

- To recognise and name the following non-chord tones: passing tones, auxiliaries (or neighbour tones) and properly prepared and resolved suspensions, escape tones, and *appoggiature*;
- To recognise, label and write authentic, half, deceptive, plagal and Phrygian cadences; and
- To recognise and label modulation to the dominant or relative major/minor key.

5. Instruments

In addition to the previous grades' requirements:

Percussion instruments

Candidates will be required to be familiar with percussion instruments:

- timpani
- bass drum
- snare drum
- cymbals
- triangle
- tambourine
- glockenspiel
- xylophone
- gong
- tam-tam

Candidates are:

- To differentiate percussion instruments into those of definite and those of indefinite pitch; and
- To write the ranges of definite pitch percussion instruments using appropriate clefs.

6. Questions on Set Works

In addition to the previous grades' requirements:

There will be a section based on the Set Works for the grade. Questions set in this section will cover the categories listed for the grade. These questions will demonstrate the practical application of music theory knowledge.

Set Works for Grade 4

Elfman: *The Simpsons*

Joplin: *The entertainer*

Schubert: *Heidenröslein*

Traditional: *The ladies of Brisbane*

Traditional: *While shepherds watched*

Aural Section (30 minutes)

Candidates may be asked questions on the following topics in addition to topics set in the previous grades:

1. Pitch**Scales and modes**

To recognise and name the following scales: major, harmonic and melodic minor scales and Phrygian, Lydian and Mixolydian modes, one octave ascending and descending. (No more than 5 tests. Each test will be played 3 times.)

Intervals

To recognise and name within the range of an octave all diatonic intervals and the tritone. Intervals to be played within a limit of four octaves from C. (No more than 5 tests. Each test will be played 3 times.)

Triads

To recognise and name major and minor triads in root position and first inversions and diminished and augmented triads in root position only. (No more than 5 tests. Each test will be played 2 times.)

Cadences

To recognise and name the cadence that concludes a four-bar phrase as:

- Authentic (or perfect authentic),
- Plagal,
- Half,
- Deceptive,
- Phrygian.

(No more than 2 tests. Each test will be played 3 times.)

Antecedent and Consequent

An eight-bar melody comprising a four-bar antecedent and a four-bar consequent phrase will be played. The candidate will then hear either the antecedent or the consequent and will be required to identify the heard or missing phrase as antecedent or consequent. (No more than 1 test. The test will be played 2 times.)

Form

To recognise and indicate by use of A and B, the melodic repetition and contrast in a sixteen-bar four-phrase melody. Extracts from Set Works for Grade 4 may be used. (No more than 1 test. The test will be played 5 times.)

Dictation

To write from dictation a two- to four-bar melody in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or $\frac{6}{8}$ consisting of minims (half notes), crotchets (quarter notes), quavers (eighth notes), and dotted notes. Rests, syncopation and anacrusis will not be used. (No more than 2 tests. Each test will be played 5 times.)

The examination process will be as follows:

- The first note and the tonic chord, with root note on top, will be given;
- The phrase will be played four times and the candidate may begin writing at any time;
- One minute will then be given for the candidate to complete writing;
- The phrase will be played once more for checking.

2. Rhythm

To write from dictation a two to four-bar rhythm of minims (half notes), crotchets (quarter notes), quavers (eighth notes), and dotted notes, in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or $\frac{6}{8}$ metre. Rests, syncopation and anacrusis will not be used. (No more than 2 tests. Each test will be played 5 times.)

The examination process will be as follows:

- The time signature and the speed of the pulse will be given;
- The phrase will be played four times and the candidate may begin writing any time;
- One minute will then be given for the candidate to complete writing;
- The phrase will be played once more for checking.

3. Texture

To recognise and name either the presence or the absence of canon and imitation in a four-bar, two-part phrase. (No more than 2 tests. Each test will be played 3 times.)

4. Timbre

To identify and name the following instruments heard in a short phrase that features that instrument. The phrase may feature the instrument in a solo, orchestral, or ensemble context. (No more than 2 tests. Each test will be played 3 times.)

- timpani
- bass drum
- snare drum
- cymbals
- triangle

- tambourine
- glockenspiel
- xylophone
- gong

To identify and name any instrumental timbre covered in any grade up to and including Grade 4. (No more than 4 tests. Each test will be played 3 times.)

5. Aural recognition of Set Works

To recognise and name any of the Set Works for the grade. (No more than 2 tests. Each test will be played 3 times.)

LEVEL 2

GRADE 5

1545

Grade 5 consolidates the harmonic and structural materials introduced in Grade 4 and develops some areas that are introduced in rudimentary form in Grade 4 (e.g. the dominant seventh chord, modulation, etc).

The following is available and may be used in conjunction with this grade:

Music Craft Essential Exercises Grade 5

In addition to the previous grades' requirements, candidates will be required to answer questions on any of the following:

Written Section (120 minutes – 60 marks)

1. Rhythm and metre

Rhythm

- To recognise, write and demonstrate an understanding of duplets, triplets, quintuplets and septuplets;
- to recognise hemiola.

Metre

To recognise, write and use time signatures as for the previous grade with the addition of the recognition of mixed metre.

2. Pitches, scales and keys

Candidates will:

- recognise and write all major, harmonic minor and melodic minor scales in the treble, alto, tenor and bass clefs;
- display an understanding of the harmonic series;
- display an understanding of the cycle of fifths;
- recognise and write all of the following in any transposition: Dorian, Aeolian, Ionian, Phrygian, Lydian, Mixolydian;
- recognise and write the chromatic scale; and
- recognise and write 'major' and 'minor' forms of the pentatonic scale.

3. Form

Candidates will display an understanding of:

- binary form,
- ternary form,
- rondo form,
- ritornello form,
- 32-bar song form, and
- sectional variations form (theme and variations).

4. Harmony and voice leading

Candidates will be able to:

- recognise, construct and demonstrate appropriate voice leading for any diatonic chord in root position and first inversion;
- recognise, construct and demonstrate appropriate voice leading for the cadential $\frac{6}{4}$;

- recognise, construct and demonstrate appropriate voice leading for the dominant seventh chord in root position and all inversions;
- recognise, construct and demonstrate an understanding of the quality of the following seventh chords:
 - major 7th
 - minor 7th
 - dominant 7th
 - diminished 7th
 - half-diminished 7th
 - augmented 7th
 - minor-major 7th
- recognise, construct and demonstrate appropriate voice leading for:
 - ii^7 , $ii^{\circ 7}$ (half-diminished 7th), ii^6_5 , $ii^{\circ 6}_5$ (half-diminished 7th),
 - IV^7 , iv^7
- analyse melodic figuration; and
- recognise modulation to the subdominant, dominant, relative major and relative minor.

5. Species counterpoint

Candidates will be able to:

- write a first-, second- or fourth-species counterpoint to a given cantus firmus; and
- analyse a fourth-species counterpoint in two parts by indicating preparation, dissonance, resolution and the intervals between the parts.

6. Instruments

Voice

Candidates will be required:

- To show a general knowledge of the human voice as a solo and ensemble instrument in art song, opera and popular song;
- To distinguish between recitative and aria; and
- To describe the structure of popular song form.

7. Set Works and contrapuntal models

The following works are prescribed for study. Candidates will be required to demonstrate the practical application of music theory knowledge by answering questions relating to the Set Works.

Set Works for Grade 5

Ludwig van Beethoven, *Rondo* from *Sonata facile* Op. 49 No 1

George Frideric Handel, *Air and variations* ('The harmonious blacksmith') from *Suite* No 5 in E major HWV 430

Claudio Monteverdi, *Io la Musica son* (Ritornello from the Prologue) from *L'Orfeo*

Jack Strachey and Harry Link, *These foolish things*

Contrapuntal models for Grade 5

Johann Fux: Exercises in first-, second- and fourth-species counterpoint in two parts

Heinrich Schenker: Exercises in first-, second- and fourth-species counterpoint in two parts

Aural Section (40 minutes – 40 marks)

1. Pitch

Scales and modes

Candidates will be required to recognise and name the following: major, harmonic minor and melodic minor scales and Dorian, Phrygian, Lydian and Mixolydian modes, one octave ascending and descending. (No more than 5 tests. Each test will be played twice.)

Triads

Candidates will be required to recognise and name:

- major and minor triads in all positions,
- diminished triads in root position or first inversion, and
- augmented triads in root position.

(No more than 5 tests. Each test will be played twice.)

Chord progressions

Candidates will be required to identify the chords in a progression of five chords, where the first chord is given, using the following harmonic vocabulary:

I, I^6 , i, i^6 ,
ii, ii^6 , $ii^{\circ 6}$,
IV, IV^6 , iv, iv^6 ,
V, V^6 , and
cadential 6_4

Candidates will also identify by name the cadence that occurs at the end of this five-chord progression. (No more than 2 tests. Each test will be played 5 times.)

Dictation

Candidates will be required to write from dictation a four- to six-bar diatonic melody in a major or minor key (both forms of the minor scale may be examined) in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or $\frac{6}{8}$, consisting of semibreves (whole notes), minims (half notes), crotchets (quarter notes), quavers (eighth notes) and semiquavers (sixteenth notes). The melody may feature dotted notes on any note value apart from the semibreve (whole note) and semiquaver (sixteenth note). If the melody features an anacrusis, the pitch and rhythmic duration of the anacrusis will be given. Rests and syncopation will not be used. (No more than 2 tests. Each test will be played 5 times.)

The first note and the tonic chord, with the root note on top, will be given prior to the first playing.

2. Rhythm

Candidates will be required to write from dictation a four- to eight-bar rhythm of semibreves (whole notes), minims (half notes), crotchets (quarter notes), quavers (eighth notes) and semiquavers (sixteenth notes) and dotted notes on any note values except the semiquaver (sixteenth note) in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{9}{8}$ or $\frac{12}{8}$ metre. Triplets, duplets, anacrusis and syncopation within the bar may be used. Rests and syncopation featuring semiquavers will not be used. (No more than 2 tests. The test will be played 5 times.)

The time signature and the speed of the pulse will be given.

3. Form

Candidates will be required to recognise repetition and contrast in a 16- to 32-bar melody. Excerpts from the Set Works or melodies that the candidates have not heard before may be used as the basis for this question. (No more than 1 test. The test will be played 5 times.)

4. Aural recognition of Set Works

Candidates will be required to recognise, name and describe significant features of the Set Works for the grade. (No more than 4 tests. Each test will be played 3 times.)

GRADE 6

1546

The following is available and may be used in conjunction with this grade:

Music Craft Essential Exercises Grade 6

In addition to the previous grades' requirements, candidates will be required to answer questions on any of the following:

Written Section (150 minutes – 70 marks)

1. Harmony and voice leading

Candidates will use all the harmonic vocabulary of previous grades and be able to:

- recognise, construct and demonstrate appropriate voice leading for the leading-tone seventh chord ($vii^{\circ 7}$ and $vii^{\circ 7}$ – half-diminished and diminished 7ths) in all positions;

- recognise, construct and demonstrate appropriate voice leading for all second inversion triads;
- recognise, construct and demonstrate appropriate voice leading for ii^7 , $ii^{\circ 7}$, IV^7 and iv^7 in all positions;
- write and analyse modulation to the subdominant, dominant and the relative major/minor keys;
- analyse and write melodic figuration.

Candidates will be required to undertake exercises such as harmonising a melody in four voices, realising a figured bass in four voices or in a simple exercise such as (but not limited to) the accompaniment of a Handel recitative, devising melodic figuration over a harmonic scaffold, and harmonic analysis.

2. Species counterpoint

Candidates will be able to:

- write a third-species counterpoint of three or four notes to every one note of a given cantus firmus;
- analyse a third-species counterpoint in two parts by indicating passing tones, neighbour tones, changing notes, double neighbours and the intervals between the parts;
- write a fifth-species counterpoint to a given cantus firmus;
- analyse a fifth-species counterpoint in two parts by indicating passing tones, neighbour tones, syncopations, anticipations, changing notes, double neighbours and the intervals between the parts; and
- analyse the harmonic basis of contrapuntal writing in two parts by using Roman numerals and figures.

3. Analysis and Form

Candidates will be able to show an understanding of:

- sonata form,
- continuous variation form (chaconne, passacaglia and ground bass),
- contrapuntal works for keyboard in two parts (i.e. the two-part inventions of Bach).

Candidates will be required to demonstrate their understanding of these forms through questions based on the Set Works and on previously unseen works.

4. Set Works and contrapuntal models

The following works are prescribed for study. Candidates will be required to demonstrate the practical application of music theory knowledge by answering questions relating to the Set Works.

Set Works for Grade 6

Johann Sebastian Bach, *Passacaglia* in C minor BWV 582 (excluding fugue)

Johann Sebastian Bach, *Two-part invention* No 1 (C major, BWV 772), No 7 (E minor, BWV 778) and No 13 (A minor, BWV 784)

Ludwig van Beethoven, First movement from *Symphony No 2* Op. 36

Henry Purcell, *When I am laid in earth* from *Dido and Aeneas*

Igor Stravinsky, First movement from *Symphony of psalms*

Contrapuntal models for Grade 6

Johann Fux: Exercises in two-part fifth species counterpoint

Heinrich Schenker: Exercises in two-part fifth species counterpoint

Aural Section (40 minutes – 30 marks)

1. Pitch

Triads and seventh chords

Candidates will be required to identify:

- major and minor triads in all positions,
- diminished triads in root position or first inversion,
- augmented triads in root position,

- the major 7th, minor 7th, diminished 7th, half-diminished 7th and dominant 7th in root position.

Chords may be examined in either open or closed position. (No more than 6 tests. Each test will be played twice.)

Chord progressions

Candidates will be required to identify the chords in a progression of up to seven chords, where the first chord is given, using the following harmonic vocabulary:

I, I^6 , i, i^6 ,
 ii, ii^6 , $ii^{\circ 6}$,
 III, III^6 , iii, iii^6 ,
 IV, IV^6 , iv, iv^6 ,
 V, V^6 ,
 VI, VI^6 , vi, vi^6 ,
 $vii^{\circ 6}$, and
 cadential $\frac{6}{4}$

Candidates will also identify by name the cadence that occurs at the end of this progression of up to seven chords. (No more than 2 tests. Each test will be played 5 times.)

Candidates will also be required to identify modulation to the dominant and relative major/minor keys in a short passage of music. (No more than 2 tests. Each test will be played 3 times.)

Dictation

Candidates will be required to write from dictation a six- to eight-bar diatonic melody in a major or minor key (both forms of the minor scale may be examined) in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{9}{8}$ or $\frac{12}{8}$, consisting of semibreves (whole notes), minims (half notes), crotchets (quarter notes), quavers (eighth notes) and semiquavers (sixteenth notes). The melody may feature dotted notes on any note value apart from the semiquaver (sixteenth note). The melody may feature syncopation, an anacrusis, triplets and duplets. Rests will not be used. (No more than 2 tests. Each test will be played 5 times.)

The first note and the tonic chord, with the root note on top, will be given prior to the first playing.

Lower part dictation

Candidates will be required to write from dictation the lower part of a two-part diatonic exercise that is up to four bars in length. The melody may be in a major or minor key, feature a time signature of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or $\frac{6}{8}$ and consist of semibreves (whole notes), minims (half notes), crotchets (quarter notes) and quavers (eighth notes). The melody may feature dotted notes on any note value apart from the semibreve (whole note) and quaver (eighth note). Rests, an anacrusis and syncopation will not be used. (No more than 1 test. The test will be played 5 times.)

The first notes and the tonic chord, with the root note on top, will be given prior to the first playing.

2. Rhythm

Candidates will be required to write from dictation a four- to eight-bar rhythm of semibreves (whole notes), minims (half notes), crotchets (quarter notes), quavers (eighth notes) and semiquavers (sixteenth notes) and dotted notes on any note values except the semiquaver (sixteenth note) in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{9}{8}$, $\frac{12}{8}$, $\frac{7}{8}$ or $\frac{5}{4}$ metre. Triplets, duplets, anacrusis and syncopation on any note value may be used. Rests will not be used. Mixed metre is examinable at this grade but the time signature changes will be given to the candidate. (No more than 2 tests. Each test will be played 5 times.)

The time signature(s) and the speed of the pulse will be given.

3. Aural recognition of Set Works

Candidates will be required to recognise, name and describe significant features of the Set Works for the grade. (No more than 4 tests. Each test will be played 3 times.)

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Correct at time of going to print

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 Judith Haldane, BEd, DipTeach, AMusA
 Anne Henderson, BMus, DipEd(Melb), GradDipLib&Inf(WA)
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Syllabus key

A:	Accordion
Bn:	Band
B:	Bassoon
Cl:	Clarinet
Cor:	Cornet
DB:	Double Bass
EP:	Ensemble Performance
E:	Euphonium
F:	Flute
FH:	Horn
G:	Classical Guitar
HC:	Harmony and Counterpoint
H:	Harp
MT:	Musical Theatre
M:	Musicianship
Mc:	Musicology
Ob:	Oboe
OA:	Orchestration and Arrangement
O:	Organ
Pn:	Percussion
P:	Piano
R:	Recorder
Sax:	Saxophone
S:	Singing
T:	Trombone
Tr:	Trumpet
Tu:	Tuba
V:	Violin
Va:	Viola
Vc:	Cello
* Pass with Distinction	

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New South Wales and Australian Capital Territory

*Abrahams, Harvey Otto	F
Adams, Robert Thomas	Tr
Albany, Lara Claire	P
*Albany, Lara Claire	DB
Anderson, Kelvin Thomas	E
*Annesley, Eden	V
Banh, Natasha	P
Bootes, Thomas	Tr
*Boyling, Alexandra Elise	Vc
*Bradley, Sarah Yue	F
Cao, Richard	P
Carter, Rachel Antonia	P
Carter, Bethany Hilda Grace	S
Chan, Nerine	P
Chen, Samuel	P
Chen, Louie	O
Chen, Louie	V
Chen, Peter Dingao	Cl
Cheng, Annabella	P
Cheng, Eden	P
*Chew, Stephanie Jing Hui	V
Chin, Suzanne Elizabeth	S
Chiu, Sylvia Wing Gi	P
*Choi, Sunkyung Katie	O

Clift, Joshua Richard Stirling	P
Collins, Thomas Leigh	Tr
Deng, Haozhe	P
Di Girolamo, Jade	DB
Diewald, Manuel	G
Eom, Alison Sehee	Va
*Fan, Lucas	Vc
Fardell, Madelyn Kate Danica	P
Felice, Maya	Cl
Fonsny, Emmanuelle	P
Gao, Ian Yiang	P
Gao, Lanxuan	P
Griffiths, Evelyn	Cl
Gu, Andrew	P
*Guo, Angellinah X	Va
*Gupta, Kiran	MT
Harris, Susanna Danielle	P
Hau, Chi Yeung	P
He, Clara	P
He, Feng	Vc
Herz, Adina Etana	S
Ho, Samantha Shijia	P
Hond, Nicole	Va
Hu, Wisteria (Jiyang)	P
Huang, Angela Yifei	P
Huang, Ameer	V
Iannitti, Paula	P
Ing, Edmund Yiwen	V
*Ito, Kanon	P
*Jaensch, Lianah	Vc
Ji, Christin Zhimin	P
Jiang, Jade	P
Jiang, Kevin	P
Jin, Andy	Sax
Kim, David Junghyun	P
Lai, Cassandra Weng-Yan	P
Lavilles, Peter Joseph	P
*Lavilles, Peter Joseph	B
Lee, Hillary Florence	P
Lee, Amy	V
Lee, Matthew Dante	V
Li, Kai Xuan (Vienna)	V
Li, Belinda	Cl
*Liang, Vivien Yun-Hsuan	P
*Light, Rose	V
Lin, Alison Ziyin	P
Lin, Christine	V
Lin, Joseph	V
Lohe, Jayden	F
Lopes, Maria Louise	S
Louey, Katherine Yan	F
Low, Charlotte Grace	Vc
*Ma, Derrick	P
MacNamara, Aedan Thomas	Pn
McPhail, Anna Grace	P
Mihalich, Jasper Marcello	Tu
Moxey, Timothy James	MT
Nguyen, Henry Duytan	P
Nguyen, John Dinh Tuong	P
North, Benjamin James	P
O'Donnell, Patrick William	M
*Pan, Daniel Yee Lee	Vc

Patterson, Robert	
Perche, Benjamin	
*Petit, Natasha Roseline	
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Pudney, Ava Elizabeth	
Qi, Jenny	
Qian, Felix	
Ren, Celina	
Richter, Gordon Scott	
Ring, Elizabeth Anne	
*Rose, Isaac	
Russell, Patrick	
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Sambells, Grant Cameron	
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*Stafurik, Michelle Rose	
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*Tang, Rena	
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Teh, Trinity	
*Teo, Victoria	
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Vici, Louisa	
*Walraven, Joshua Liam	
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Wang, Yuzhi	
Wei, Yining	
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Winn, Elliot Isaac	
Wong, Winnie	
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Wu, Peter Fengxiang	
Wu, Christina Tianyun	
Wu, Oliver	
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*Xu, Zhen (Phoebe)	
Yao, Lauren	
*Yim, Fiona Chiwing	
Yiu, Wesley Chung Hang	
Yoon, James	
*Yu, Richard Tian-Ming	
Yuan, Ziqin Garry	
Yuen, Lawrence Lok-Heng	
Zhang, Longhao	
Zhang, Rachel Yucheng	
Zhang, Rachel	
Zhang, Taolun Jason	
Zhang, Winston	
*Zhang, Emma	
*Zhang, Ivan J	
Zhi, Jasmine	
Zhou, Mimi	
Zhu, Ethan	

Va	Victoria	
Ob	Au-Yeung, Nga Kei Joyce	P
V	Bishop, Tarquin Leonard	Tr
Ob	Bouquet, Sarah Elizabeth	P
P	Bridgeman, Chloe Elizabeth	V
P	*Cao, Haoqing	P
P	Champreeda, Vichaya	P
P	*Chan, Gabriel Tsun-Him	Vc
Cl	Chan, Owain Jun-Long	V
Vc	*Chapman, Emily Kate Tara	F
Cl	Chen, Catherine Lin	P
P	Chen, Owen Yi An	P
V	Cheng, Cedric Christopher	P
G	Chong, Amber Joy	P
P	Choong, Joshua Rong Hua	Va
P	*Coyne, Noah Joseph	V
F	Coyne, Sebastian Michael	Va
F	*de Bell, Esther Frances Joy	Sax
P	Di Cocco, Olivia Rae	V
P	*Dingle, Jay Kim	Ob
V	Dingle, Jay Kim	P
G	Dong, Jeremy Xiaoduan	V
F	Fan, Alex	P
P	*Fan, Jenny	F
Vc	Fu, Jacqueline	P
P	Fu, Jacqueline	V
V	Furman, Sarah Helen	V
V	Gilham, Alexander Michael	P
P	Gilham, Alexander Michael	T
Sax	Gilham, Alexander Michael	V
P	Goh, Yuki	Mc
P	Goh, Yuki	Va
P	Gu, Erica Yufei	P
P	Han, Helen	Ob
P	Han, Sophie (Yaxuan)	P
V	Hardisty, Fleur	Vc
P	Huang, Lu	P
Vc	Huang, Paulina Ziyun	V
P	Huang, Ziyuan Lisa	P
V	*Hui, Isaac Li Cheng	Va
Vc	Hui, Sarah Louise	P
P	*Hurwood, Alice Mountfort	Vc
Ob	Ip, Anthony Ron	P
P	*Iskhakbaev, Michelle	V
F	Jeyasingham, Elisheba Rameya P	
P	Johnston, Nicolas Jon	P
P	Kamiyama, Yuna	P
P	Kanda-Franklin, Hugo	Tr
P	Kanda-Franklin, Mia	V
V	Kim, David Jehyung	Cl
P	Koh, Samuel Tung Song	V
P	La, Caitlin Min-Lin	V
P	Lai, Jasmine	P
P	Lam, Alexander Ryan	V
P	Law, Chloe Hui-Hsuan	P
P	*Lawrence, Noah Henry	Vc
Cl	Lawson, Kathleen Mary	S
P	Leung, Jessie Zhi Qian	P
P	Li, Chen	P
Cl	Li, Enle (Ryan)	Sax
	Li, Haoyi	V
	Lim, Jeremy Jian Hui	V

*Liu, Geoff	V	Zhuo, Elan	P	Zhao, Matthew Muen	P	Berick, Mitchell Gordon	Cl
Liu, Jennifer	P	*Zuk, Jessica Anne	F	Zhu, Cocomi	P	Blair, Lachlan Patrick	Vc
*Liu, Michael (Tian)	P			Zhu, Xiaolian Julia	P	*Bowen, Luke Eliot Maxwell	P
*McKie, Lachlan James	V	Queensland		Zhu, Xiaolian Julia	V	*Bradley, Sarah Yue	F
Melis, Dennis Sun	P	Atkinson, John Anthony	P			Chang, William	Va
Menezes, Nigel Jason	P	Barns, Rebekah Jayne	S	South Australia and Northern Territory		Choi, John Joon Ho	V
*Miles, James Henry	Va	Brown, Nathalie Alicia Yan	P	Blanchard, Lewis	Cl	Dedousis, John Nikolas	Vc
Mouskovias, Isaac	S	Challis, Phoebe Mariko	V	Chen, Eric	P	Guo, Angellinah X	V
Mustoe, Sadie Sapana	V	Chan, Andreis	P	Chen, Eric	V	*Guo, Graciah Y Q	V
Ng, Shing Chun	P	Dam, Anita	P	Chen, Eric	S	Huang, Mia	P
Nguy, Jessica	P	Dean, Isabel	P	Downs, Sarah	V	Huynh, Nixon Lok Sang	P
Nguyen, Sophie Hoang	P	Elsom, Alicia	P	Elliot, Daisy	V	*Jiang, Owen	P
*Ni, Xiaoyang Yang Yang	Sax	George, Roberta	P	*Hu, Jenny	F	Keeler, Katherine Melissa	F
Nolan, Nicholas Allan		Gerridzen, Philip Anthony	Sax	Pham, Alannah	Sax	*Kim, Heather	V
Qing Hao	V	Gramotnev, Helen	P	Taylor, Ryan	P	Kim, Alex Sun Wook	Vc
Pan, Evan	V	Gray, Ryan	P	Wang, Gina	V	Kim, Yung	F
Park, Ryan Jeungu	Vc	Green, Melissa Joyce	P	*Wang, Hannah	P	Kong, Ling Kai	V
*Park, Sarah	V	Guo, Yizhen Jenny	P	*Wong, Cheri	V	Lam, Prisca Roberta	P
*Pfeiffer, Alice	G	Han, Cathleen Yucheo	P	Yuan, Joseph	P	Lee, Hanul	P
Pokryshevsky, Anton Manuel	V	Hong, Seo Jin	V			*Lee, Hanul	O
Poon, Sebastian Khai Minh	P	Hughes, Lucia Mai	V	Western Australia		*Leung, Chloe	P
Poon-Rudge, Min Keke	V	Ip, Cheuk Hei	V	Butler, Sophie	Vc	Leung, Klaus Nathaniel	V
Qian, Cheng Xuan Dammy	V	*Jones, Sophia Lylla Elizabeth	V	Chen, Andrew	P	Li, Kyle Muze	P
Raftopoulos, Lana	P	Kim, Hannah	V	Chen, Isabelle	V	Li, Alan	V
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*Risson, Elizabeth Anne	V	Kurukchi, Oliver	E	Chiam, Ivan	Cl	Lo, Annabelle Gar Mun	Sax
Ryan, Andrew James	OA	Kuyler, Hein Dalmir	Sax	Chua, Gwyneth	P	Mao, Jia Yuan	P
Satyadharma, Gavrielle Caitlin	P	Lachmund, Julian Townsend	V	Corvaia, Daniel	V	McIntosh, Jane Brenda	S
Saunders, Daniel Ammon	F	Lau, Ella Ka Man	F	Ho, Erica	P	Mellos, Georgio	P
*Say, Henry Dominic	Vc	Lee, Louise	F	*Holland, Jude	P	*Mizushima, Makito	O
Senanayake, Navod Sanjika	V	*Lee, Julia	P	Italiano, Rebecca	P	Pan, Hui Shan	Vc
*Shorter, Eamonn Thomas John	Vc	Leong, James Kwan Meng	P	Jang, Woo-Seok	P	Paxton, Marcus	F
Smith, Rachel Alyce	S	Li, Xinyue	P	Kwan, Beverly	V	Pereira, Gillian	Vc
Song, Edward	Ob	Li, Chanel	Vc	Newman, Hamish	P	*Pun, Mason Yin Hoi	Pn
Song, Edward	P	Liang, Rachel Han Jia	P	Pham, Michael	G	Rayner, Jane Gabrielle	F
*Spyrou, Olivia Lauren	Va	Lumsden, Andrew Lewis	V	Phan, Anders	P	Shen, Peggy	P
*Spyrou, Olivia Lauren	V	*Lynch, Julius	V	Phan, Aneeta	P	*Shi, Hannah	P
Steele, Kristen	P	*Lynch, Noah	V	Rhodes, Ashley	V	*Song, Ivan	P
Su, Janet	F	*Ma, Mulan	P	Sin, Bryzlyn	P	Tam, Jessica	P
Sun, Jay Xujie	Cl	Magri, Julia Jane	DB	Sin, Kaitlyn	P	*Teo, Victoria	V
Sun, Victoria	P	*McGowan, Leanne Ming	V	Sisson, Thomas	F	Wang, Harry Zhi-Xi	V
*Talpan, Mattias	V	McMillan, Annika	F	Stuart, Christopher	P	*Wang, Justin	Cl
Tan, Chloe Jade	V	McWilliams, Meg	Vc	Tamba, Yovela	P	Weatherley, Sean	V
*Tan, Lydia Zyn Lynn	V	Mellor, Lauren Elizabeth	V	Tay, Kimberly	P	*Wong, Ian Chee-Wing	P
*Tong, Jonathan Mu Yun	FH	Mison, Alexandra Grace	P	Thoo, Samuel	P	Wu, Yuxuan	P
Tran, Long Viet	F	Neighbour, Aydin Jonas	P	Tracey, Michael	P	Yang, Eileen Wei Xuan	P
Trebley, Grace Suzannah	Cl	*Pan, Daniel Yee Lee	P	Wang, Hannah	P	*Yoon, Angelina	Va
Triscari, Caleb Joseph	S	Park, Edward	Vc	Wu, William	V	Yu, Lesley	P
Turnbull, Louise Margaret	V	Robertson, Jessica	P	Yap, Nicholas	Vc	Zhao, Sean Song	V
Tuttleby, Rowan Clare	S	Sarkar, Amrita	P	Yusoff, Hana	V		
Uceda, Melana Maria	F	*S-Matsumoto, Lio	V	*Zhou, Ziyang Daniel	V	Victoria	
*Williams, Ezra Uxo	V	Steel, George Patrick	V			An, Jun Mo (Tom)	Cl
*Wang, Meng	P	Stiller, Ashlea Claire	Sax	Tasmania		Campbell, Rhys Andrew	F
Widjaja, Michael Wesley	P	Su, William	P	Aras, Lucy Katerina	P	Chan, Gabriel Tsun-Him	Vc
Wright, Harlan Yang	P	Sullivan, Daniel John	Cl	*Borg, Lauren Kate	F	Chen, Owen Yi An	V
Wu, Emily Ling Xi	Vc	Takamizawa, Ryo	Vc	Burggraaff, Maja Isabella Caitlin	V	Chen, Tracy	P
Wu, Jiaying	P	Tan, Delphina Mary	P	Burggraaff, Maja Isabella Caitlin	V	Cook, Adam James	P
Wu, Xinran	P	*Tsang, Reuben	V	Glover, Daniel Duncan	S	Deng, Vicky	Vc
Xia, Xinting	P	Vellnagel, Anton Joshua	V	Thorpe, William Joshua	P	Duan, Anna (Yilin)	P
Xiao, Victoria Siqi	Vc	Watanabe, Ayami	P	*von Caemmerer, Vittoria Lucia	Vc	*Gilham, Alexander Michael	T
Xie, Yagebu	V	Watson, Isabelle Laura	V	Yang, Selina	F	Ho, Cadon Joseph	P
Yu, Annie	P	Weal, Caitlin Suzanne	V		P	Jong, Madeline	V
Zeng, Cindy	Sax	*Watson, Mya Ella	P		P	Kim, David Jehyung	V
Zhang, Jim Jingyuan	P	Yan, Marie Xu	P			*Leitinger, Emma Jane	F
Zhang, Tony Yu Hui	Vc	Yang, Rachel Jung-Chien	F	LICENTIATE (LMusa)		Liang, Richard Zhaoyang	P
Zhao, Nathan	P	Yoshioka, Maito	V	New South Wales and Australian Capital Territory		Liew, Clarisse Melissa Yi-Hui	V
Zhou, Effie	P	*Yoshioka, Rakto	P			Liew, Hannah Wing-Yee	V
Zhou, Howard Haoyun	V	Yu, Emily	V			*Long, Jin Tong	Va
Zhou, Victor Weihang	FH	Yu, Evelyn Chung Yee	P			McKie, Lachlan James	V
		Zhang, Naomi	V				

Morgan, Jeanine Alexandra		Paek, Grace Daeun	P	Rockschool Syllabus key		Queensland	
Lillian	P	*Qian, Edward	P	RSL Ba: Bass		*Snyder, Adam Jacob	RSL G
*Pfeiffer, Alice	G	*Smith, Robert	V	RSL D: Drums		Vernon, Hayley Rebecca	RSL Vo
Qian, Crystal	V	Sun, Grace	P	RSL G: Guitar			
Shi, Carrie	P	Zhu, Sarah	Va	RSL P: Piano			
Shindang, Rachel Mireu	P			RSL Vo: Vocals			
Un, Angela Tong-Jing	P	South Australia and				South Australia and	
Walisinghe, Tharushi	P	Northern Territory		DIPLOMA IN MUSIC		Northern Territory	
Wang, Meng	P	Monro, James	Vc	PERFORMANCE (DipRSL)		Jorgensen, Matt	RSL Ba
Wang, Simeng	P	Wallace, Robert	V	New South Wales and		Ridley, Luke	RSL Ba
*Yu, Annie	Ob			Australian Capital		Schilling, Jacob	RSL D
Zhang, Rose	P	Western Australia		Territory			
		*Hadi, Emma	Vc	Beck, Melody Amelia		LICENTIATE IN MUSIC	
		Ji, William	Vc	Wirth	RSL Vo	PERFORMANCE (LRSL)	
				Webb, Daphne Ruth	RSL Vo	Victoria	
Queensland		ASSOCIATE TEACHER of MUSIC				Paraskevas, Jemma	
*Akhmedov, Adam	P	(ATMusA)		Victoria		Louise	RSL Vo
*Han, Ivy	Vc	Queensland		*Fitzgerald, Brittney	RSL Vo		
*Hill, Julia Evelyn	V			Gauci, Martin	RSL Vo	South Australia and	
Huang, Coco Xiaoge	P			Gekas, Emma Aphroditi	RSL Vo	Northern Territory	
Kwok, Antonio	P			Kapouleas, Constantine	RSL G	*Kumnick, Oska	RSL G
Liu, Lijie (2018)	P			Karapanagiotidis, Steven	RSL G		
Luhrs, Lachlan Charles	Tr						
*Namgung, Andrew Jun	V						

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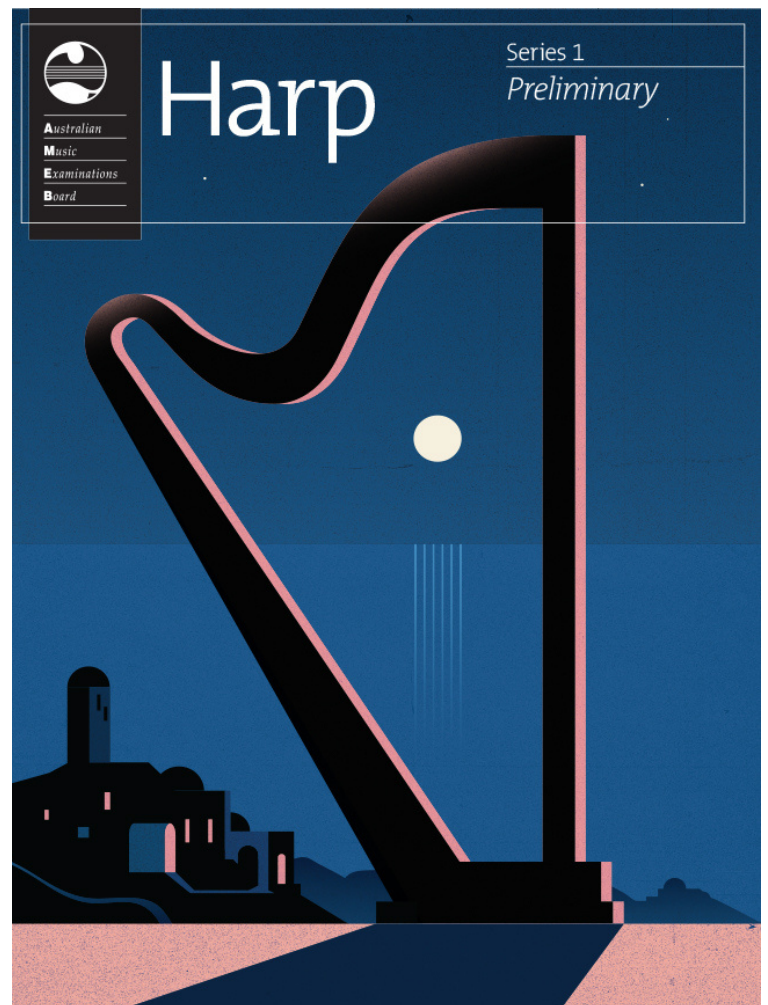
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(Greenslopes)
Buzz Music (Earlville)
Dalseno String Studio (Nerang)
Fernandez Music Centre (Cairns)
Gold Coast Brass and Woodwinds
(Southport)
Gold Coast Music (Southport)

Green Brothers (Rockhampton)
Mackay Music (Mackay)
Mooloolaba Music (Minyama)
Morris Brothers Musical Store
(Stafford)
Music At Noosa (Noosaville)
Music Express (Upper Mount Gravatt)
Other Music (Redcliffe)
Piano City (Helensvale)
Shake It Up Music (Nambour)
Simply For Strings (Red Hill)
The Keyboard Shop (Hyde Park)
The Music Spot (Browns Plains)
Toowoomba Music Repairs
(Toowoomba)
Ultra Music (Pialba)
Vivace Music (Sunnybank Hills)
Vivace Music Underwood
(Woodridge)
Woods Wind and Brass (North Lakes)
Wynnum Music Centre (Wynnum)
Yamaha Music Mackay (Mackay)

South Australia

AMEB SA (Adelaide)
Dale Cleves Music (Mount Gambier)
Harrison Music (Adelaide)
Music Corner (Salisbury)
PianoMax Australia (Maylands)
Presto Musical Repairs (Park Holme)
Professional Music Academy of
South Australia (Paradise)
Size Music (Parkside)
The Music Exchange (Glenelg)
Treble & Bass Music (Mount Barker)
Winston Music (Daw Park)

Tasmania

Barratts Music (Launceston)
McCanns Music Centre (Hobart)

Victoria

A & B Musical Instruments
(Geelong)
Allegro Education Supplies
(Thomastown)
AMEB VIC (Hawthorn)
Bernies Music Land (Ringwood)
Bows For Strings (Glen Waverley)
Caulfield Music (Caulfield)
Cellissimo! (Kew)
Chasing Sound Melbourne
(Footscray)

Cranbourne Music Centre
(Lynbrook)
Dale Cleves Music (Warrnambool)
Evolution Music (Lynbrook)
Exclusive Piano Group (Essendon)
Fine Music (Hawthorn)
Frets 'N' Notes (Kew)
Future Music Australia (Blackburn)
Gregorys Sports & Musical
Equipment (Newborough)
Hans Music Spot (Croydon)
High Street Music (Preston)
Ivanhoe Music (Ivanhoe)
Keyboard Corner (Boronia)
Learn Music (Kew)
Living Music Greensborough
(Greensborough)
Mister Mozarts Music Emporium
(Bendigo)
Music Junction Blackburn
(Blackburn)
Music Junction East Hawthorn
(Hawthorn East)
Music World (Vermont South)
Music World Enterprises (Malvern East)
Nepean Music Centre (Mornington)
Oxygen Music (Geelong)
Ozwinds (Coburg)
Ozwinds (Moorabbin)
Pats Music (Oakleigh South)
Piano Time (South Melbourne)
Prestige Pianos & Organs (Preston)
Ron Leigh's Music Factory
(Brighton)
Scarlett Music (Footscray)
Sky Music (Clayton)
Stagefront Music (Keilor East)
Syndal Music Centre (Syndal)
Upwey Music (Upwey)
Volaris Music Centre (Brunswick)
Whitehorse Music (Mont Albert)

Western Australia

Concept Musical Instruments
(Wembley)
Crescendo Music (Myaree)
Joondalup Music Centre
(Joondalup)
Music Mart (Midland)
Park Pianos (Victoria Park)
Sound Centre Music Gallery
(Morley)
Tempest Music (Como)
W.A. Classic Sounds (Kelmescott)
Zenith Music (Claremont)