

Grade 3 *(2 hours)*

Section 1	General multiple choice – 10 questions	<i>(10 marks)</i>
Section 2	Writing scales, arpeggios, broken chords	<i>(15 marks)</i>
Section 3	Correcting mistakes	<i>(10 marks)</i>
Section 4	Transposition	<i>(15 marks)</i>
Section 5	4-part chords for SATB	<i>(15 marks)</i>
Section 6	Adding a bass line to a tune or vice versa	<i>(15 marks)</i>
Section 7	Analysis – 10 questions	<i>(20 marks)</i>

Questions and tasks may cover all matters specified in previous grades and also the following:

Rhythm

1. Compound time (time signatures of $\frac{6}{8}$, $\frac{9}{8}$ and $\frac{12}{8}$)
2. Grouping semiquavers and semiquaver rests in simple and compound time
3. Dotted quavers and dotted quaver rests in simple and compound time
4. Rules for grouping note and rest values within $\frac{6}{8}$, $\frac{9}{8}$ and $\frac{12}{8}$ time signatures
5. Quaver triplets
6. Anacrusis
7. Ties using new note values

Pitch

1. Naming and using notes in treble or bass clefs (to three ledger lines above or below the stave)
2. B \flat and D major keys (for all major keys for the grade: scales, key signatures, one-octave arpeggios, broken chords and tonic triads (root or first inversion))
3. G and B minor keys (for all minor keys for the grade: scales – natural (Aeolian mode) and harmonic and melodic, key signatures, one-octave arpeggios, broken chords and tonic triads (root or first inversion))
4. Second inversions of major and minor tonic triads of keys covered so far
5. Identifying the key of a piece in B \flat or D major and G or B minor
6. 5th degree of the major/minor scale being known as the dominant or soh (major keys only)
7. Dominant triads for all keys covered so far

Theory of Music

8. Major/minor dominant triad labelled:
 - as a chord symbol above the music (e.g. G in the key of C major or Em (E where the 7th degree is raised) in the key of A minor)
 - as a Roman numeral below the music (e.g. V in the key of C major or v (V where the 7th degree is raised) in the key of A minor)
9. 7th degree of the major/minor scale being known as the leading note
10. Understanding the term 'chord progression'
11. Recognising a perfect cadence in the home key (major or minor)
12. Intervals (major/minor 6th, major/minor 7th above any tonic for the grade)
13. Writing tonic chords in root position in any key for the grade as well-balanced 4-part chords for SATB
14. Real and tonal sequences
15. Similar and contrary motion
16. Transposing a tune up or down an octave from treble clef to bass clef and vice versa
17. Ranges of violin, flute, cello, bassoon, as defined in the workbook
18. Knowing that violin and cello are string instruments, flute and bassoon are woodwind instruments

Musical words and symbols

Dynamic and articulation marks

Marcato, semi-staccato (and signs and abbreviations for these where appropriate)

Tempo, expression marks and other words and signs

Al, alla, a tempo, con, da Capo al Fine, dolce, down-bow, e, ed, leggiero, ma, marziale, meno, mosso, moto, non, più, poco, tranquillo, troppo, up-bow, vivo (and signs and abbreviations for these where appropriate)
