



# GENERAL KNOWLEDGE GUIDELINES

## GENERAL KNOWLEDGE TESTS

### Guidelines for Levels 1 and 2

#### For candidates in practical examinations.

Candidates can be expected to be asked:

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

From Seventh Grade 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).

NB: Candidates presenting in Organ and Electronic Organ should consult the General Knowledge requirements as they contain certain requirements specific to these syllabuses.

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

## LEVEL 1

### PRELIMINARY and FIRST GRADE EXAMS

By referring to the score of each List piece (and Canon at Preliminary Grade), students can be asked to:

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

### SECOND, THIRD and FOURTH GRADES

By referring to the score of each List piece, students 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 only, preferably at the beginnings or ends of marked sections and not in transitory passages.

## LEVEL 2

### FIFTH and SIXTH GRADES

By referring to the score of each List piece, students 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.

### SEVENTH and EIGHTH GRADES

By referring to the score of each List piece, students 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

- iv) 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 List piece, students 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 expected.

Either from the List piece score, 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;

- iii) Knowledge of the composers of each of the pieces presented, in particular relating to their works and musical influence, is expected.

### LEVEL 3

All questions will be asked from the piano score. Questions will be asked in the following areas:

- i) Formal structure of the piece, including keys and modulations;
- ii) Terminology – any markings, meanings of terms or titles used in the score;
- iii) Repertoire of the composer;
- iv) Style/historical context of the works presented e.g. texture, ornamentation, performance practice etc;
- v) Instrument – historical development of the instrument as it related to the works presented.

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