



AOR Drums Performance Syllabus

2020 - 2025

Initial – Advanced 8

December 2019

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Welcome

Welcome to Academy of Rock (AOR) Drums Performance Exams syllabus 2020 – 2025.

Learning an instrument is really rewarding and enjoyable as you learn to play and explore new styles. This syllabus provides all the information for refining the techniques you learn into a unique and exciting way, as well as learning to become confident in stage presence and musical knowledge.

AOR knows that you will enjoy your learning and wishes you all the best in your musical journey. The following information explains what parts of your learning will be assessed at each stage of the process and what you need to know to become a successful performer.

Good luck!

Introduction

This syllabus explains, in detail, the requirements for each exam. Each exam contains information on topics that need to be covered to ensure learners have the required musical and technical skills. There are also sections on what and how the exam is assessed as well as specimen questions and answers for the musical knowledge elements.

The exam consists of three sections.

Performance pieces

Performance questions *or* performance from memory

Stage presence.

Performance Pieces

The learner will perform four pieces. The two original pieces can be purchased from the website www.aorexamsacademyofrock.co/shop. The additional two pieces are learners own choice and should be chosen referencing the checklist at the end of each specific exam outline in this syllabus.

The four pieces can be performed in any order.

Performance Questions

Up to and including Stage 1 Foundation 3, the learner must select six topics from the checklist on page 51. Care should be taken to ensure the correct exam is referenced. Example responses are given on the specific syllabus pages. The examiner will lead this element of the exam and the learner is expected to recognise and respond to each topic selected. At Stage 2 Intermediate 4 and Intermediate 5, the learner must be able to answer questions from any of the listed topics. Example responses are given. For Stage 3 Advanced 6 – Advanced 8, learners will be asked two sets of three questions and are expected to link their responses to show connected musical knowledge.

Performance from Memory

Learners at all points of assessment have the opportunity to select one of their pieces to be assessed, played from memory. This option is instead of the performance questions and is for those learners who feel confident in this area. The examiner will be looking for fluency and accuracy of given notation and markings. The learner does not have to play the piece twice as it will be assessed at the time of the performance of all four pieces.

Stage Presence

Stage presence is an important part of performing. At Stage 1 Initial, learners are assessed on maintaining focus. From Stage 1 Foundation 1, they will be assessed on how they connect with an audience and how they maintain their concentration in performance. From Stage 1 Foundation 2, they will also be assessed on how they will use appropriate body language to contribute to their overall performance

Musical Progression

Progression is shown through a learner's musical and technical development.

Stage 1 is called Initial and Foundation. Learners will demonstrate fundamental musical and technical facility. This will be shown through pieces that are short in length, allowing the learner to focus and concentrate throughout. The pieces will contain simple musical directions and technical demands. Accompanying questions will be simple in nature.

Stage 2 is called Intermediate. Learners will demonstrate more complex musical and technical development. They will be expected to show stylistic understanding through pieces that are longer in length and containing more developed musical structure. The pieces will contain more specific musical directions and technical demands and questions will be more in depth and will require a degree of stylistic knowledge.

Stage 3 is called Advanced. Learners will demonstrate advanced musical and technical accomplishment. They will be expected to show mature stylistic understanding through pieces that require considerable focus and concentration. The pieces will contain more varied musical directions and technical demands. Questions will be detailed, requiring the learner to show connected musical knowledge and understanding.

At the End of my Learning, How Do I Enter The Exam?

The exams are entered by completing a registration form available online at www.aorexams.academyofrock.co. Additionally, applications can be made at any of the AOR outlets:

Siglap: 707 East Coast Road Singapore 459063

Holland Village: 24C Lorong Mambong Singapore 277683

Goldhill Centre: 187 Thompson Road Singapore 307630

Payment

Payment can be made in person at any of the AOR outlets listed above by cash only.

Full information is available on the website www.aorexams.academyofrock.co

Exam Session Dates

There will be two exam sessions per year.

Exam session 1 will be during March.

Exam session 2 will be during September.

Please see website for specific closing dates

Application and Closing Dates

Applications can be made up to two months prior to the selected session. (see above) *For example, if the learner intends to take exam session 1(March), they can apply from December. Registrations will close on the last business day of January.*

Notification

The learner will receive notification of the date and time of the exams and any additional requirements.

Once the date has been received, the learner must notify AOR of any requested amendments, including any requirements for special consideration within 10 days of receipt of the exam date. If amendments are made after the 10 days, an administration fee of SGD \$60.00 will be charged, subject to approval.

If the learner wishes to defer to the following exam period, on producing a medical certificate, this can be accommodated at the additional cost of half the original exam fee.

Purchasing the scores and audio

The scores and audio for all original songs can be purchased from www.aorexams.academyofrock.co

The purchase will include:

- 2 scores
- 2 full mixes
- 2 backing tracks (with and without click)
- FOR DRUMS ONLY – 2 instrument only tracks

Learners should take care to purchase the correct instrument, stage and exam.

VERY IMPORTANT – ORDER NUMBER NEEDED FOR THE EXAM

When purchasing the scores and audio, learners will receive a purchase number eg: #123

THIS MUST BE RETAINED FOR THE REGISTRATION FORM AND EXAM DAY. IT WILL NEED TO BE SHOWN TO THE EXAMINER.

The purchase will have taken place in time to practice for the exam and so learners should ensure that there is a safe form of retaining the number.

Own Choice Scores and Audio

Learners must present the examiner with both a copy of the notation and audio for each own choice song.

Notation

Scores must be presented in one of the following forms:

Drums: Drum score/notation

Guitar: Full score and/or TAB.

Vocals: Full score and lyrics

Starting point

Learners must ensure that if the performance does not start at the beginning, that the assessment start point is clearly marked and pointed out to the examiner.

End point

If the end point is not at the end of the piece, the end point must be clearly marked and pointed out to the examiner.

Time and element requirements

Care **MUST** be taken that the required elements are demonstrated within the time frame allowed and that they do not fall outside of this.

Notating Development and Solo sections

From Stage 1 Foundation 3 where development/solo sections are compulsory, learners must present the notation with clear marking where they are developing. Creating a blank section in the notation is **NOT** required. The examiner will assess the development at the point the learner has indicated.

Audio

One copy of each song in mp3 format must be clearly labeled (order and title) and handed to the examiner. **Care must be taken to ensure that the examined part is NOT present on the backing track.**

Exam structure and marking bands

The performance exams for Drums, Guitar and Vocals consist of a performance of four pieces to backing tracks. Learners are also required to answer questions on performance pieces or perform a piece from memory and demonstrate stage presence.

Comments and marks are given for each section of the exam, up to the maximum listed in the table below.

| Initial – Advanced 8 | Maximum marks |
|--------------------------------------------------|---------------|
| Piece 1 | 22 |
| Piece 2 | 22 |
| Piece 3 | 22 |
| Piece 4 | 22 |
| Performance Questions or Performance from Memory | 6 |
| Stage Presence | 6 |
| Total | 100 |

The total mark for the exam corresponds to the pass/below pass bands as follows:

| Band | Overall mark |
|--------------|--------------|
| Distinction | 88 |
| Merit | 74 |
| Pass | 60 |
| Below Pass 1 | 40 - 59 |
| Below Pass 2 | 0 - 39 |

Learners do not have to pass every section of the exam to achieve the pass mark of 60. For example a learner may not pass one performance piece but still be awarded enough marks in the rest of the exam to achieve the pass mark of 60

Do I Need To Sit Every Exam?

No. Depending on your musical ability, your teacher will select the appropriate pieces for your learning. You are able to enter any exam. If you do not have a teacher, you can look at the previews of the original pieces at www.aorexams.academyofrock.co to see where you are most comfortable.

Who Assesses The Exam?

The exams are assessed by fully trained external AOR examiners, trained by AOR who provide marks and comments for each section of the exam in the form of a report form.

Certification Titles

Stage 1 Initial in Drums Performance
Stage 1 Foundation 1 in Drums Performance
Stage 1 Foundation 2 in Drums Performance
Stage 1 Foundation 3 in Drums Performance
Stage 2 Intermediate 4 in Drums Performance
Stage 2 Intermediate 5 in Drums Performance
Stage 3 Advanced 6 in Drums Performance
Stage 3 Advanced 7 in Drums Performance
Stage 3 Advanced 8 in Drums Performance

How Long Does It Take To Learn All I Need For The Exam And How Long Are the Exams?

The table below is based on the average learner and explains the length to complete the training and also the length of the concluding AOR exam. Each course timing is based on a weekly lesson of 45 minutes and each is additional time to the previous exam. Therefore Initial will take 15 – 20 lessons. This is a guide and learners may complete the course in a shorter or longer timeframe.

| Course Title | Average Course in months | Exam length |
|---------------------------------------------|---------------------------------|--------------------|
| Stage 1 Initial in Drums Performance: | 6-9 | 15mins |
| Stage 1 Foundation 1 in Drums Performance | 6-9 | 20mins |
| Stage 1 Foundation 2 in Drums Performance | 9-12 | 20mins |
| Stage 1 Foundation 3 in Drums Performance | 9-12 | 20mins |
| Stage 2 Intermediate 4 in Drums Performance | 12-15 | 25mins |
| Stage 2 Intermediate 5 in Drums Performance | 12-15 | 25mins |
| Stage 3 Advanced 6 in Drums Performance | 12-15 | 30mins |
| Stage 3 Advanced 7 in Drums Performance | 12-18 | 30mins |
| Stage 3 Advanced 8 in Drums Performance | 12-18 | 30mins |

The Exam Day

What Do I Bring To The Exam?

Learners should bring the following to the exam:

Appointment Slip

ID (NRIC/passport)

Instrument (e.g. Guitar)

Music – proof of purchase

Instrument accessories e.g. Drum pedal; guitar pedal; sticks; plectrums; quarter-inch cable; tuner

Backing Tracks for Own Choice Pieces in mp3 format

Music Notation/Scores

Learners should ensure that the notation for their own choice piece is presented in one of the following formats:

Drums: Drum score/notation

Guitar: Full score and/or TAB.

Vocals: Full score and lyrics

Audio

Learners should ensure that the audio for their own choice piece is presented in mp3 format and without the examined part present.

The Exam Room

Each exam room will be equipped with the following:

Drums

1 Drum Kit – 5 piece consisting of;

13/14" Snare

10/12/14" Toms

18/20" Bass

1 Hi-Hat; 1 Ride cymbal; 2 Crash cymbals

Spare drum sticks

2 Drum stools (to accommodate smaller learners)

1 single bass drum pedal

Guitar

1 Guitar amp

1 Bass amp

2 spare electric Guitars (RH only)

1 spare bass (RH only)

1 Guitar stand
1 stool
spare leads
tuner

Vocals

1 microphone stand
1 microphone

General

Music stands
2 Speaker monitors
Analogue/Digital mixer
Front of House speakers
Auxiliary cable

Setting Up In The Exam Room

Drums

If the learner is left handed, this should be flagged on the registration form and be confirmed prior to the exam. If a learner fails to advise AOR, up to the end of Stage 1, every effort will be made by the centre to accommodate the learner's needs. From Stage 2, the learner will be expected to make the appropriate changes.

If learners bring their own equipment to the exam, set up will be limited to two minutes.

Guitars

Guitars should be tuned prior to entering the exam room and be out of the case. Two minutes will be allowed to try amp/pedal and set the volume.

Vocals

For Stage 1 learners using a microphone, the examiner will be responsible for the set up. Microphone use at this level is not marked. From Stage 2, learners will be expected to have the knowledge of how they wish the microphone to be set up. Microphone use is marked from Stage 2.

Instruments In The Exam Room

Drums

Learners should be aware that exam centres only have acoustic kits for examination purposes. The examiner will make every effort to consider learner's who have only previously played on an electric kits.

Guitars

An acoustic guitar will be accepted up to and including Foundation 2. If a learner chooses to use an acoustic guitar from Foundation 3 onwards, they will be unable to access marks for the stylistic elements.

In the event a learner's instrument or strings break, they will be offered a substitute electric instrument.

Practice Facilities

Practice facilities may be available but cannot be guaranteed. Teachers and learners should contact the centre for more details.

Order Of The Exam

Learners will have a limited time to set up (2 minutes) and practice in the exam room prior to the commencement of the exam. The examiner will offer one sound check before the first piece and the exam order is as follows:

4 Performance pieces – 2 original and 2 own choice. These may be performed in any order
Performance questions *or* a piece performed from memory (from the 4 pieces above)
Stage presence

After the Exam

Results

Learners will receive notification of the provisional result within 21 days. This will be sent by email, unless another form of contact has been arranged with AOR. The learner will receive a detailed report form showing marks for individual areas of their performance.

Certification

Successful learners who achieve a pass will receive a certificate from City and Guilds London. This will generally be delivered within four weeks. AOR also wish to recognise learners who achieve further achievement by preparation and performance through the issue of merit and distinction categories. These are determined by total marks and can be found on page 7.

Appeals

If a teacher or learner is not happy with the result they can appeal the decision by completing the appeals form, available from www.aorexams.academyofrock.co
Appeals are considered for the following: Mismatch of marks against comments and/or error in exam procedure.

Learning Outcomes and Assessment Objectives for Stage 1 Initial in Drums Performance

Learning Outcome 1

Students will be able to:

1: Perform music in a limited range of styles and tempo demonstrating a basic command on their instrument, including:

Rock

Classic Rock

Assessment Objective

Students can:

1.1: apply skills, knowledge and understanding to present performances that demonstrate the beginnings of basic stylistic interpretation

1.2: perform with general security of rhythm

1.3: perform with general security of basic drum coordination

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) notation types, time signatures and pitch, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type.

Learning Outcome 3

Students will be able to:

3: demonstrate basic stage presence

Assessment Objective

Students can:

3.1: perform with focus throughout their performance

Assessment Criteria for Stage 1 Initial in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through exemplary stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through strong stylistic execution and conviction of musical structure.</p> | <p>7 – Level of accuracy shown through precise rhythm, and a consistently strong sync throughout.</p> <p>6 – Level of accuracy shown through accurate rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise coordination skills</p> <p>6 – Instrumental command shown through strong coordination skills</p> |
| Merit | <p>6 – Stylistic interpretation shown through convincing stylistic intention and conviction of musical structure.</p> | <p>5 – Level of accuracy shown through good rhythm and sync.</p> | <p>5 – Instrumental command shown through secure coordination skills</p> |
| Pass | <p>5 – Stylistic interpretation shown through adequate stylistic intention and conviction of musical structure.</p> | <p>4 – Level of accuracy shown through generally reliable rhythm and sync overall.</p> | <p>4 – Instrumental command shown through adequate coordination skills</p> |

| | | | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <p>Below pass 1</p> | <p>4 – Stylistic interpretation shown through some stylistic intention and knowledge of musical structure but with lapses.</p> <p>3- Stylistic interpretation shown through some stylistic intention and knowledge of musical structure but with lapses throughout.</p> | <p>3 – Level of accuracy shown through lapses in rhythm and/or sync</p> | <p>3 – Instrumental command shown through some lapses in coordination</p> |
| <p>Below pass 2</p> | <p>1-2 – Little or no stylistic interpretation shown, with stylistic intention and musical structure not recognised</p> | <p>1-2 – Little or no accuracy shown through considerable lapses in rhythm and/or sync</p> | <p>1-2 – Little or no instrumental command shown through consistent lapses in coordination skills</p> |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | Marks |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | <u>Marks</u> |
|--------------|------------------------------------------------------------------------------------|
| Distinction | 6 – Stage presence shown, through consistent focus throughout |
| Merit | 5 – Stage presence shown, through focus for the majority of the performance |
| Pass | 4 - Stage presence shown, with occasional lapses in focus |
| Below pass 1 | 3 - Stage presence shown, with several lapses in focus |
| Below pass 2 | 1-2 : Little stage presence shown, with major lapses/breaks in focus |

Stage 1 Initial in Drums Performance

At Stage 1 Initial in Drums Performance, learners will be able to perform short pieces that require basic techniques to a backing track. They will also demonstrate basic theoretical knowledge of the performance pieces through knowledge of terms and directions used. In addition, they will show the beginnings of stage presence by maintaining focus in their performance.

Skills and knowledge

At Stage 1 Initial in Drums Performance, learners will learn the following skills and knowledge in preparation for taking the exam

Styles

Rock

Drum Voices

Kick, Snare, Hi-hat

Coordination

3 way

Rudiments

Single stroke

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Half bar rest, Whole rests

Rhythm

Basic

Time signatures

4/4, common time

Tempo

80 – 120 bpm

Piece format

Basic – no repeat signs

Requirements for Stage 1 Initial in Drums Performance

The Stage 1 Initial in Drums Performance exam lasts 20 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions *or*
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Cozy Hoody (Rock)

Rainy Evening (Classic Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 22.

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners **MUST** select 6 topics from the checklist on page 51
Example responses are given below.

The examiner will ask 6 questions

Notation Type: What type of note is this?

Example: It is a quarter note /crotchet

Barlines: What is this?

Example: It is a barline

Time Signature: What is this?

Example: It is the time signature

Pitch: Is this a high or low drum voice?

Example: It is high/low

Notation Duration: How long is this note worth?

Example: It is worth two counts/beats

Clefs: What is this?

Example: It is the drum clef

Parts of Instrument: What is this called?

Example: Snare

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on two areas of their performance overall.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

Own choice piece checklist - INITIAL

Learners should refer to the checklist below when choosing their own choice piece. **Timing must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance.

| | |
|------------------------------------|----------------------------------------------|
| Compulsory LENGTH | 55 – 65 secs |
| TEMPO RANGE | 80 – 120 bpm |
| TIME SIGNATURE | 4/4 |
| RUDIMENTS | Single strokes |
| NOTATION RESTS | Whole, half, quarter, eighth. Whole, half |
| FORMAT | basic |
| DRUM VOICES | Kick, Snare, Hats |
| COORDINATION | 3-way |
| IMPROVISATION/DEVELOPMENT | na |
| SOLO | na |

Learning Outcomes and Assessment Objectives for Stage 1 Foundation 1 in Drums Performance

Pieces will contain fundamental techniques, styles, tempos and musical knowledge that show progression from the Stage 1 Initial in Drums Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a variety of styles and tempo demonstrating a command on their instrument that shows preparation, including additionally:

Hip Hop

Pop

Assessment Objectives

Students can:

1.1: apply skills, knowledge and understanding to present performances that demonstrate the beginnings of stylistic interpretation

1.2: perform with general attention to musical signs and rhythm

1.3: perform with general security of simple drum coordination

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) rest types, clefs and metronome, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate stage presence through awareness of an audience

Assessment Objective

Students can:

3.1: perform with consistent focus throughout their performance

3.2: show stage presence through awareness of an audience

Assessment Criteria for Stage 1 Foundation 1 in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through thorough preparation of new styles, including exemplary stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including strong stylistic execution and conviction of musical structure.</p> | <p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise fundamental coordination skills</p> <p>6 – Instrumental command shown through strong fundamental coordination skills</p> |
| Merit | <p>6 – Stylistic interpretation shown through good preparation of new styles, including convincing stylistic intention and conviction of musical structure.</p> | <p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p> | <p>5 – Instrumental command shown through secure fundamental coordination skills</p> |
| | <p>5 – Stylistic interpretation shown through adequate preparation of new styles, including stylistic intention and</p> | <p>4 – Accuracy shown through generally reliable notation, rhythm and sync overall.</p> | <p>4 – Instrumental command shown through adequate fundamental coordination skills</p> |

| Pass | conviction of musical structure. | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Below pass 1 | <p>4 – Stylistic interpretation shown through some preparation of new styles, including stylistic intention and knowledge of musical structure but with lapses.</p> <p>3- Stylistic interpretation shown through limited preparation of new styles, including stylistic intention and knowledge of musical structure, but with lapses throughout.</p> | 3 – Limited accuracy shown through lapses in notation, rhythm and/or sync. | 3 – Instrumental command shown through some lapses in fundamental coordination skills |
| Below pass 2 | 1-2 – Little or no stylistic interpretation shown, with little or no preparation of new styles. Stylistic intention and musical structure not recognised. | 1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync. | 1-2 – Little or no instrumental command shown through consistent lapses in fundamental coordination skills |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | <u>Marks</u> |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | <u>Marks</u> |
|--------------|--------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Stage presence shown, through consistent focus and awareness of audience throughout |
| Merit | 5 – Stage presence shown, through secure focus and awareness of audience for the majority of the performance |
| Pass | 4 - Stage presence shown, with occasional lapses in focus and awareness of audience overall |
| Below pass 1 | 3 - Stage presence shown, with several lapses in focus and awareness of audience |
| Below pass 2 | 1-2: Little stage presence shown, with major lapses/breaks in focus and awareness of audience |

Stage 1 Foundation 1 in Drums Performance

At Stage 1 Foundation 1 in Drums Performance, learners will be able to perform pieces to a backing track that are slightly longer than Initial. They will add to their technical abilities through the addition of more drum voices and rhythms. They will also demonstrate simple theoretical knowledge of the performance pieces by showing where terms and directions are used. In addition, they will show the beginnings of stage presence through focus and awareness of an audience in their performance.

Skills and knowledge

At Stage 1 Foundation 1 in Drums Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Hip Hop and Pop

Drum Voices

Kick, Snare, Open & closed hi-hat, Toms, Crash cymbal and Ride cymbal

Coordination

4 way

Rudiments

Single stroke, Double stroke, Single paradiddle

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Half bar rest, Whole rests

Rhythm

Simple

Time signatures

4/4

Tempo

80 – 120 bpm

Piece format

Simple – no repeat sign

Requirements for Stage 1 Foundation 1 in Drums Performance

The Stage 1 Foundation 1 in Drums Performance exam lasts 20 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions *or*
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Candy Bar (Pop)

Jungle Walk (Hip-Hop)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 31

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners **MUST** select 6 topics from the checklist on page 51

Example responses are given below.

The examiner will ask 6 questions

Notation Type: Show me an 8th note

Rest Type: Show me a rest

Time Signature: Tell me what the top number of the time signature means

Example: the 4 tells us that there are 4 beats in a bar

Pitch: Show me where the snare drum voice is written

Notation duration: What is the value of this note?

Example: It is worth half a beat

Clefs: Show me the drum clef

Metronome: Show me the metronome marking

Parts of Instrument: Identify two parts of the instrument

Example: This is the snare and this is the hi-hat

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on two areas of their performance overall.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance

Own choice piece checklist – FOUNDATION 1

Learners should refer to the checklist below when choosing their own choice piece. **Timing must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

| | |
|----------------------------------|-----------------------------------------------------------|
| Compulsory LENGTH | 1.15 – 1.45 |
| TEMPO RANGE | 80 – 120 bpm |
| TIME SIGNATURE | 4/4 |
| RUDIMENTS | Single strokes, double strokes, Single paradiddle |
| NOTATION RESTS | Whole, half, quarter, eighth and associated rests |
| FORMAT | simple |
| DRUM VOICES | Kick, Snare, Open/close Hats, Toms, Crash and Ride Cymbal |
| COORDINATION | Basic 4 - way |
| IMPROVISATION/DEVELOPMENT | na |
| SOLO | na |

Learning Outcomes and Assessment Objectives for Stage 1 Foundation 2 in Drums Performance

Pieces will contain fundamental techniques, styles, tempos and musical knowledge that show progression from Stage 1 Foundation 1 in Drums Performance.

Learning Outcome 1

Students will be able to:

- 1: Perform music in a variety of styles and tempo, demonstrating preparation, understanding and the beginnings of considered interpretation, including additionally:
Funk Metal
Rock Ballad

Assessment Objective

Students can:

- 1.1: apply skills, knowledge and understanding to present performances that demonstrate the beginnings of stylistic interpretation
- 1.2: perform with general security of musical signs and rhythm
- 1.3: perform with general attention to drum coordination and instrumental techniques

Learning Outcome 2

Students will be able to:

- 2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) pitch, tempo and structure, used in one style.

Assessment Objective

Students can:

- 2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

- 3: demonstrate stage presence through recognition of an audience

Assessment Objective

Students can:

- 3.1: perform with consistent focus throughout their performance
- 3.2: perform with confidence throughout their performance

Assessment Criteria for Stage 1 Foundation 2 in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through thorough preparation of new styles, including exemplary stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including strong stylistic execution and conviction of musical structure.</p> | <p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise fundamental coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong fundamental coordination skills and instrumental specific techniques.</p> |
| Merit | <p>6 – Stylistic interpretation shown through good preparation of new styles, including convincing stylistic intention and conviction of musical structure.</p> | <p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p> | <p>5 – Instrumental command shown through secure fundamental coordination skills and instrumental specific techniques.</p> |
| | <p>5 – Stylistic interpretation shown through preparation of new styles, including stylistic intention and</p> | <p>4 – Accuracy shown through generally reliable notation, rhythm and sync overall.</p> | <p>4 – Instrumental command shown through adequate fundamental coordination skills and</p> |

| | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Pass | conviction of musical structure. | | instrumental specific techniques. |
| Below pass 1 | <p>4 – Stylistic interpretation shown through some preparation of new styles, including stylistic intention and knowledge of musical structure but with lapses.</p> <p>3- Stylistic interpretation shown through limited preparation of new styles, including stylistic intention and knowledge of musical structure, but with lapses throughout.</p> | 3 – Limited accuracy shown through lapses in notation, rhythm and/or sync. | 3 – Instrumental command shown through some lapses in fundamental coordination and instrumental specific techniques. |
| Below pass 2 | 1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of new styles. Stylistic intention and musical structure not recognised. | 1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync. | 1-2 – Little or no instrumental command shown through consistent lapses in fundamental coordination and instrumental specific techniques. |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | <u>Marks</u> |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | <u>Marks</u> |
|--------------|-----------------------------------------------------------------------------------------------------|
| Distinction | 6 – Stage presence demonstrated through consistent focus and confidence throughout the performance. |
| Merit | 5 – Stage presence demonstrated through focus and confidence for the majority of the performance. |
| Pass | 4 - Stage presence demonstrated through focus and confidence overall. |
| Below pass 1 | 3 – Stage presence demonstrated through focus and confidence. |
| Below pass 2 | 1-2: Little stage presence demonstrated through little or no focus or confidence. |

Stage 1 Foundation 2 in Drums Performance

At Stage 1 Foundation 2 in Drums Performance, learners will be able to perform pieces to a backing track that are longer than Foundation 1. Technical requirements will require 4-way coordination and an increased number of drum voices. Rhythms will be further developed to include triplets. They will also demonstrate theoretical knowledge of the performance pieces by showing musical terms and directions, and where and how they are used. In addition, they will show stage presence through the addition of appropriate body language and awareness of an audience in their performance.

Skills and knowledge

At Stage 1 Foundation 2 in Drums Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Hip Hop, Pop, Funk-Metal and Rock Ballad

Drum Voices

Kick, Snare, Open & closed hi-hat, Toms, Crash cymbal and Ride cymbal

Coordination

4 way

Rudiments

Single stroke, Double stroke, Single paradiddle, Flam

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Eighth note triplet, Half bar rest, Whole rests, Eight note rest, Quarter note rest

Rhythm

Simple – with eighth note triplets

Time signatures

4/4, common time

Tempo

80 – 120 bpm

Piece format

Simple – with repeat signs

Requirements for Stage 1 Foundation 2 in Drums Performance

The Stage 1 Foundation 2 exam lasts 20 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **or**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Demolition Rock (Funk Metal)

Love Letter (Classic Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 40

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners **MUST** select 6 topics from the checklist on page 51

Example responses are given below.

The examiner will ask 6 questions

Notation Type: What type of note is this?

Example: This is a 16th note/semiquaver

Rest Type: Show me a quarter note rest

Time Signature: Tell me what both numbers of the time signature mean

Example: 4/4 means that there are four quarter notes/crotchet beats to a bar

Pitch: What drum voice is this note?

Example: Snare

Notation Duration: How long is this note worth? (up to 16th notes)

*Example: It is worth a quarter of one crotchet beat **OR** "3e&a"*

Metronome: What is the tempo?

Example: 120/120bpm/120 beats per minute

Structure: How many sections are there in this piece?

Example: 5

Instrument specific directions: What does this sign mean?

Example: This sign means to play the hi-hat open

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have recognised an audience using fundamental body language.

Own choice piece checklist – FOUNDATION 2

Learners should refer to the checklist below when choosing their own choice piece. **Timing must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

| | |
|----------------------------------|------------------------------------------------------------------------------------|
| Compulsory LENGTH | 1.15 – 1.45 |
| TEMPO RANGE | 80 – 120 bpm |
| TIME SIGNATURE | 4/4 |
| RUDIMENTS | Single strokes, double strokes, Single paradiddle, flam |
| NOTATION RESTS | Whole, half, quarter, 8th, 8th note triplet, 16 th and associated rests |
| DRUM VOICES | Kick, Snare, Open/close Hats, Toms, Crash and Ride Cymbal |
| COORDINATION | 4-way |
| IMPROVISATION/DEVELOPMENT | na |
| SOLO | na |

Learning Outcomes and Assessment Objectives for Stage 1 Foundation 3 in Drums Performance

Pieces will contain fundamental techniques, styles, tempos and musical knowledge that show progression from Stage 1 Foundation 2 in Drums Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a variety of styles, and tempo, demonstrating emerging individual stylistic interpretation, including additionally:

Pop Funk

Indie Rock

Assessment Objective

Students can:

1.1: apply skills, knowledge and understanding to present performances that demonstrate the beginnings of careful preparation and stylistic interpretation, including short developed sections

1.2: perform with general security of rhythm and format of the pieces

1.3: perform with general attention to drum coordination and instrumental techniques

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) rest types and instrumental techniques, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate stage presence through recognition of an audience

Assessment Objective

Students can:

3.1: perform with consistent focus throughout their performance

3.2: perform with confidence throughout their performance

3.3: show stage presence through recognition an audience using appropriate body language e.g eye contact

Assessment Criteria for Stage 1 Foundation 3 in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through thorough preparation of new styles, including stylistic development, exemplary stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including stylistic development, strong stylistic execution and conviction of musical structure.</p> | <p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise fundamental coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong fundamental coordination skills and instrumental specific techniques.</p> |
| Merit | <p>6 – Stylistic interpretation shown through good preparation of new styles, including stylistic development, convincing stylistic intention and conviction of musical structure.</p> | <p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p> | <p>5 – Instrumental command shown through secure fundamental coordination skills and instrumental specific techniques.</p> |
| | <p>5 – Stylistic interpretation shown through adequate preparation of new styles, including stylistic development,</p> | <p>4 – Accuracy shown through generally reliable notation, rhythm and sync overall.</p> | <p>4 – Instrumental command shown through adequate fundamental coordination skills and</p> |

| | | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Pass | stylistic intention and conviction of musical structure. | | instrumental specific techniques. |
| Below pass 1 | <p>4 – Stylistic interpretation shown through some preparation of new styles, including stylistic development and stylistic intention. Some knowledge of musical structure but with lapses.</p> <p>3- Stylistic interpretation shown through limited preparation of new styles, including stylistic development and stylistic intention. Limited knowledge of musical structure, with lapses throughout.</p> | 3 – Limited accuracy shown through lapses in notation, rhythm and/or sync. | 3 – Limited level of instrumental command shown through some lapses in fundamental coordination and instrumental specific techniques. |
| Below pass 2 | 1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of new styles or stylistic development. Stylistic intention and musical structure not recognised. | 1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync. | 1-2 – Little or no instrumental command shown through consistent lapses in fundamental coordination and instrumental specific techniques. |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | Marks |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | Marks |
|--------------|--------------------------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Stage presence demonstrated through appropriate body language, consistent focus and confidence throughout the performance. |
| Merit | 5 – Stage presence demonstrated through appropriate body language, focus and confidence for the majority of the performance. |
| Pass | 4 - Stage presence demonstrated through some appropriate body language, focus and confidence overall. |
| Below pass 1 | 3 – Stage presence demonstrated through limited body language, focus and confidence. |
| Below pass 2 | 1-2: Little stage presence demonstrated through little or no body language, focus or confidence. |

Stage 1 Foundation 3 in Drums Performance

At Stage 1 Foundation 3 in Drums Performance, learners will be able to perform pieces to a backing track that are longer than Foundation 2. Styles will be further developed to show fundamental techniques that will require 4-way coordination. They will also begin to show simple development of material through short phrases. Rhythms will be further developed to include simple syncopation. They will continue to demonstrate theoretical knowledge of the performance pieces by showing musical terms and directions and where and how they are used. This will be extended to include simple instrumental techniques. In addition, they will also show stage presence through the addition of appropriate body language and awareness of an audience in their performance, through the ability of maintaining focus and confidence.

Skills and knowledge

At Stage 1 Foundation 3 in Drums Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Hip Hop, Pop, Funk-Metal, Rock Ballad, Pop Funk and Indie Rock

Drum Voices

Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Toms, Crash cymbal and Ride Cymbal

Coordination

4-way

Rudiments

Single stroke, Double stroke, Single paradiddle, Flam, Eighth note flam tap and Quarter note drag

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Eighth note triplet, Dotted eighth note, Half bar rest, Whole rests, Eight note rest, Quarter note rest

Rhythm

Simple syncopation with the back beat landing on the up-beat

Time signatures

4/4, common time

Tempo

80 – 120 bpm

Piece format

Repeats – First and second time

Improvisation

Simple development

Requirements for Stage 1 Foundation 3 in Drums Performance

The Stage 1 Foundation 3 exam lasts 20 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions *or*
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Sweatshop (Pop Funk)

Sun Shower (Indie Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 50

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners **MUST** select 6 topics from the checklist on page 51

Example responses are given below.

The examiner will ask 6 questions

Notation Type: What type of note is this? (Up to dotted value)

Example: A dotted quarter note/Crotchet

Rest Type: Show me a quaver/eighth note rest

Time Signature: Tell me what both numbers of the time signature mean

Example: 4/4 means that there are four quarter notes/crotchet beats to a bar

Pitch: What cymbal is this note?

Example: It is a ride cymbal

Notation Duration: What is the value of this note? (Up to dotted value)

Example: It is worth one beat

Metronome: What is the full meaning of the tempo marking?

Example: This piece is at 110bpm which means that there are 110 beats per minute

Structure: What do 1st and 2nd time bars mean?

Example: 1st and 2nd mean that the first time you play this passage you play these bars and on the repeat, when you get to here, you skip the 1st time and play the 2nd time bars

Instrumental specific directions: What is this?

Example: A flam

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

On how well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have recognised an audience using appropriate body language.

Own choice piece checklist – FOUNDATION 3

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

| | |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Compulsory IMPROVISATION/DEVELOPMENT | Minimum of 4 bars |
| Compulsory LENGTH | 1.15 – 1.45 |
| TEMPO RANGE | 80 – 120 bpm |
| TIME SIGNATURE | 4/4 |
| RUDIMENTS | Single strokes, double strokes, Single paradiddle, flam, flam tap, drag |
| NOTATION RESTS | Whole, half, quarter, 8 th , 8 th note triplet, 16 th , dotted 8 th and associated rests |
| DRUM VOICES | Kick, Snare, Open/close Hats, Toms, Crash, half open hi-hat and Ride cymbal |
| COORDINATION | 4 way |
| SOLO | na |

Performance Questions checklist Stage 1 Initial – Foundation 3

| Topic | Initial | Found 1 | Found 2 | Found 3 |
|--------------------------------|---------|---------|---------|---------|
| Notation type | ✓ | ✓ | ✓ | ✓ |
| Barline | ✓ | | | |
| Rest type | | ✓ | ✓ | ✓ |
| Time Signature | ✓ | ✓ | ✓ | ✓ |
| Pitch | ✓ | ✓ | ✓ | ✓ |
| Notation Duration | ✓ | ✓ | ✓ | ✓ |
| Clef | ✓ | ✓ | | |
| Metronome | | ✓ | ✓ | ✓ |
| Part of Instrument | ✓ | ✓ | | |
| Structure | | | ✓ | ✓ |
| Instrument Specific Directions | | | ✓ | ✓ |

Learning Outcomes and Exam Objectives for Stage 2 Intermediate 4 in Drums Performance

Pieces will contain intermediate techniques, styles, tempos and musical knowledge that show progression from Stage 1 Foundation 3 in Drums Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a broad range of styles and tempo, demonstrating an understanding of material through secure stylistic interpretation, including additionally:

R'n'B

Punk Rock

Assessment Objective

Students can:

1.1: demonstrate an understanding of music that allows a degree of personal interpretation in performance, including sections requiring improvisation and soloing

1.2: perform with general accuracy, technical fluency and stylistic awareness in a variety of styles

1.3: perform with secure attention to drum coordination through developing command of instrument and instrumental techniques to convey musical character

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) rhythm and improvisation, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with consistent focus and energy throughout their performance

3.2: Perform with confidence throughout their performance

3.3: show stage presence through engagement with an audience using appropriate body language

Assessment Criteria for Stage 2 Intermediate 4 in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through thorough preparation of new styles, including exemplary stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including strong stylistic soloing and development, stylistic execution and conviction of musical structure.</p> | <p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise intermediate coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong intermediate coordination skills and instrumental specific techniques.</p> |
| Merit | <p>6 – Stylistic interpretation shown through good preparation of new styles, including convincing stylistic soloing and development, stylistic intention and conviction of musical structure.</p> | <p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p> | <p>5 – Instrumental command shown through secure intermediate coordination skills and instrumental specific techniques.</p> |
| | <p>5 – Stylistic interpretation shown through adequate preparation of new</p> | <p>4 – Accuracy shown through generally reliable notation, rhythm and sync</p> | <p>4 – Instrumental command shown through adequate intermediate</p> |

| | | | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Pass | styles, including stylistic soloing and development, stylistic intention and conviction of musical structure. | overall. | coordination skills and instrumental specific techniques. |
| Below pass 1 | <p>4 – Stylistic interpretation shown through some preparation of new styles, including stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Stylistic interpretation shown through limited preparation of new styles, including stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p> | 3 – Limited level of accuracy shown through lapses in notation, rhythm and/or sync. | 3 – Limited level of instrumental command shown through some lapses in intermediate coordination and instrumental specific techniques. |
| Below pass 2 | 1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of new styles or stylistic soloing and development. Stylistic intention and musical structure not recognised. | 1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync. | 1-2 – Little or no instrumental command shown through consistent lapses in intermediate coordination and instrumental specific techniques. |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | <u>Marks</u> |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | Marks |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Excellent stage presence demonstrated through engagement with an audience, with appropriate body language, consistent focus and confidence throughout the performance. |
| Merit | 5 – Very good stage presence demonstrated through engagement with an audience, with appropriate body language, focus and confidence for the majority of the performance. |
| Pass | 4 - Adequate stage presence demonstrated through engagement with an audience, with some appropriate body language, focus and confidence overall. |
| Below pass 1 | 3 – Limited stage presence demonstrated through engagement with an audience, with limited body language, focus and confidence. |
| Below pass 2 | 1-2: Little stage presence demonstrated through engagement with an audience, with little or no body language, focus or confidence. |

Stage 2 Intermediate 4 in Drums Performance

At Stage 2 Foundation 4 in Drums Performance, learners will be able to perform pieces to a backing track that are longer than Stage 1 Foundation 3. Styles will be further developed to develop techniques including faster tempi. They will also begin to show more development of material through extended phrases and the beginnings of solo application. Learners will be able to read and play more complex rhythmic phrases. They will continue to demonstrate theoretical knowledge of the performance pieces by showing and describing musical terms and directions and where and how they are used. This will include instrumental demonstrations of techniques as well as showing knowledge of solo and improvisation used in the performance pieces. They will continue to show stage presence through the use of appropriate body language and awareness of an audience in their performance, through the maintaining of focus and confidence.

Skills and knowledge

At Stage 2 Intermediate 4 in Drums Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Hip Hop, Pop, Funk-Metal, Rock Ballad, Pop Funk, Indie Rock, R'n'B and Punk Rock

Drum Voices

Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell

Coordination

4-way

Rudiments

Single stroke, Double stroke, Single paradiddle, Flam, Eighth note & Triplet flam tap, Quarter note drag, Ruffs, Flammadiddle and Eighth note drag tap

Technique

Rim-shot, Cross-stick, Ghost notes and Cymbal chokes

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Eighth note triplet, Dotted eighth note, Quarter note triplet, Sextuplet, Dotted sixteenth note
Half bar rest, Whole rests, Eighth note rest, Quarter note rest

Notation Marking

Accents

Rhythm

Simple 16th note fills

Time signatures

4/4, 3/4, 6/8

Tempo

80 – 130 bpm

Piece format

Including D.S. al Coda

Development/Improvisation

4 bars

Solo

4 bars

Requirements for Stage 2 Intermediate 4 in Drums Performance

The Stage 2 Intermediate 4 exam lasts 25 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **or**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

McTwist (Punk Rock)

Part Timer (Classic Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 61

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

The examiner will ask 6 questions from the list below. Learners will NOT select the six topics. An example question is given below.

Solo/Improvisation: What drums are you using in the development section to make it stylistic?

Notation Type

Rest Type

Time Signature

Drum Voices

Duration

Directions

Specific Instrumental Techniques

Solo/Improvisation

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – INTERMEDIATE 4

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

| | |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Compulsory</u> IMPROVISATION/DEVELOPMENT | Minimum of 4 bars |
| <u>Compulsory</u> SOLO | Minimum of 4 bars |
| <u>Compulsory</u> LENGTH | 2.15 – 2.45 |
| TEMPO RANGE | 80 - 130 |
| TIME SIGNATURE | 2/4, 3/4, 4/4, 6/8 |
| RUDIMENTS | Up to and including: Eighth note & Eighth note Triplet flam tap, Quarter note drag, Ruffs, Flamadiddle and Eighth note drag tap |
| NOTATION RESTS | Values up to and including: Quarter note triplet, Sextuplet, |
| DRUM VOICES | Kick, Snare, Open & closed hi-hat, Half- opened hi-hat, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell |
| COORDINATION | 4 way |

Learning Outcomes and Assessment Objectives for Stage 2 Intermediate 5 in Drums Performance

Pieces will contain intermediate techniques, styles, tempos and musical knowledge that show progression from Stage 2 Intermediate 4 in Drums Performance

Learning Outcome 1

Students will be able to:

1: Perform music in a broad range of styles and tempo, demonstrating an understanding of material through a personal and imaginative interpretation, including, additionally:

Disco

Funk

Assessment Objective

Students can:

- 1.1: demonstrate an understanding of music that allows for imaginative personal interpretation in performance, including extended improvised and solo sections
- 1.2: perform with accuracy, technical fluency and secure stylistic awareness through to convey musical character in a wide variety of styles
- 1.3: perform with secure attention to drum coordination through developing command of instrument and instrumental techniques

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) instrumental techniques and soloing, used in one style.

Assessment Objective

Students can:

- 2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate stage presence through engagement with an audience

Assessment Objective

Students can:

- 3.1: perform to an audience with consistent focus and energy throughout their performance
- 3.2: perform with confidence throughout their performance
- 3.3: show stage presence through engagement of an audience using appropriate body language

Assessment Criteria for Stage 2 Intermediate 5 in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through thorough preparation of new styles, including exemplary extended stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including strong extended stylistic soloing and development, stylistic execution and conviction of musical structure.</p> | <p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise intermediate coordination skills and intermediate instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong intermediate coordination skills and instrumental specific techniques.</p> |
| Merit | <p>6 – Good consideration of stylistic interpretation shown through good preparation of new styles, including convincing extended stylistic soloing and development, stylistic intention and conviction of musical structure.</p> | <p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p> | <p>5 – Instrumental command shown through secure intermediate coordination skills and instrumental specific techniques.</p> |
| | <p>5 – Stylistic interpretation shown</p> | <p>4 – Accuracy shown through generally</p> | <p>4 – Instrumental command shown</p> |

| | | | |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Pass | through adequate preparation of new styles, including extended stylistic soloing and development, stylistic intention and conviction of musical structure. | reliable notation, rhythm and sync overall. | through adequate intermediate coordination skills and instrumental specific techniques. |
| Below pass 1 | <p>4 – Stylistic interpretation shown through some preparation of new styles, including extended stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Limited consideration of stylistic interpretation shown through limited preparation of new styles, including extended stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p> | 3 – Limited level of accuracy shown through lapses in notation, rhythm and/or sync. | 3 – Limited level of instrumental command shown through some lapses in intermediate coordination and instrumental specific techniques. |
| Below pass 2 | 1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of new styles or extended stylistic soloing and development. Stylistic intention and musical structure not recognised. | 1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync. | 1-2 – Little or no instrumental command shown through consistent lapses in intermediate coordination and instrumental specific techniques. |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | <u>Marks</u> |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | Marks |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Stage presence demonstrated through engagement with an audience, with appropriate body language, consistent focus and confidence throughout the performance. |
| Merit | 5 – Stage presence demonstrated through engagement with an audience, with appropriate body language, focus and confidence for the majority of the performance. |
| Pass | 4 - Stage presence demonstrated through engagement with an audience, with some appropriate body language, focus and confidence overall. |
| Below pass 1 | 3 – Limited stage presence demonstrated through limited body language, focus and confidence. |
| Below pass 2 | 1-2: Little stage presence demonstrated through little or no body language, focus or confidence. |

Stage 2 Intermediate 5 in Drums Performance

At Stage 2 Foundation 5 in Drums Performance Learners will be able to perform pieces to a backing track that are longer than Stage 2 Intermediate 4. Styles will be further developed to broaden techniques, including faster tempi more complex musical structure and rudiments, that will require them to coordinate limbs to more complex 4 way. They will also begin to show more development of material through extended phrases and solo application and will be able to read and play more developed rhythmic passages. They will continue to demonstrate theoretical knowledge of the performance pieces by showing and describing musical terms and directions and where and how they are used. This will include instrumental demonstrations of instrumental techniques as well as showing knowledge of solo and improvisation techniques used in the performance pieces. They will also continue to show stage presence through the addition of appropriate body language and awareness of an audience in their performance, through the maintaining of focus and confidence.

Skills and knowledge

At Stage 2 Intermediate 5 in Drums Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Hip Hop, Pop, Funk-Metal, Rock Ballad, Pop Funk, Indie Rock, R'n'B, Punk Rock, Disco and Funk

Drum Voices

Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Hi-hat with foot, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell

Coordination

4 way

Rudiments

Single stroke, Double stroke, Single paradiddle, Flam, Eighth note & Triplet flam tap, Quarter note drag, Ruffs, Flammadiddle, Eighth note drag tap, Sixteenth note and sextuplet 5 stroke rolls, 6 stroke roll, Paradiddle-diddle and Single ratamacue

Technique

Rim-shot, Cross-stick, Ghost notes and Cymbal chokes

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Eighth note triplet, Dotted eighth note, Quarter note triplet, Sextuplet, Dotted sixteenth note
Half bar rest, Whole rests, Eighth note rest, Quarter note rest

Notation Marking

Accents

Rhythm

16th note variations in grooves and fills

Time signatures

4/4, 3/4, 6/8

Tempo

80 – 130 bpm

Piece format

Including D.S. al Coda and D.S. al Fine

Improvisation/Development

4 bars

Solo

4-8 bars

Requirements for Stage 2 Intermediate 5 in Drums Performance

The Stage 2 Intermediate 5 exam lasts 25 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **or**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Hit It (Funk)

Cordless (Electronic Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 71

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

The examiner will ask 6 questions from the list below. Learners will NOT select the six topics. An example question is given below.

Structure: Please explain the structure of this piece

Notation Type

Rest Type

Time Signature

Drum Voices

Duration

Structure

Specific Instrumental Techniques

Solo/Improvisation

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – INTERMEDIATE 5

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

| | |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <u>Compulsory</u> IMPROVISATION/DEVELOPMENT | Minimum of 4 bars |
| <u>Compulsory</u> SOLO | Minimum of 8 bars |
| <u>Compulsory</u> LENGTH | 2.15 – 2.45 |
| TEMPO RANGE | 80 - 130 |
| TIME SIGNATURE | 2/4, 3/4, 4/4, 6/8 |
| RUDIMENTS | Up to and including: Sixteenth note and sextuplet, 5 stroke rolls, 6 stroke rolls, Paradiddle-diddle and Single ratamacues |
| NOTATION RESTS | Values up to and including; Quarter note triplet, Sextuplet |
| DRUM VOICES | Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Hi-hat with foot, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell |
| COORDINATION | 4 way |

Learning Outcomes and Assessment Objectives for Stage 3 Advanced 6 in Drums Performance

Pieces will contain advanced techniques, styles, tempos and musical knowledge that show progression from Stage 2 Intermediate 5 in Drums Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a wide variety of styles and tempo, demonstrating an imaginative interpretation and convincing instrumental command, including additionally:

Blues Rock

Progressive Rock

Assessment Objective

Students can:

1.1: demonstrate an imaginative and sustained performance through integrated musical skills knowledge and understanding, including extended solo and improvised sections in a wide variety of styles

1.2: perform with accuracy, technical reliability to convey musical character

1.3: perform with fluency and a confidence that demonstrates stylistic interpretation through command of their instrument

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship in a linked way through the musical signs and musical terms, including (but not limited to) tone/balance and general theory, used in one style.

Assessment Objective

Students can:

2.1: show in depth musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate convincing stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with focus and stamina throughout their performance

3.2: engage with an audience through stylistic interpretation

3.3: engage with an audience through use of appropriate body language

Assessment Criteria for Stage 3 Advanced 6 in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through thorough preparation of more complex styles, including exemplary integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of more complex styles, including strong integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> | <p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise advanced coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong advanced coordination skills and instrumental specific techniques.</p> |
| Merit | <p>6 – Stylistic interpretation shown through good preparation of more complex styles, including convincing integrated stylistic soloing and development, stylistic intention and conviction of musical structure.</p> | <p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p> | <p>5 – Instrumental command shown through secure advanced coordination skills and instrumental specific techniques.</p> |
| | <p>5 – Stylistic interpretation shown</p> | <p>4 – Accuracy shown through generally</p> | <p>4 – Instrumental command shown</p> |

| | | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Pass | through adequate preparation of more complex styles, including integrated stylistic soloing and development, stylistic intention and conviction of musical structure. | reliable notation, rhythm and sync overall. | through adequate advanced coordination skills and instrumental specific techniques. |
| Below pass 1 | <p>4 – Stylistic interpretation shown through some preparation of more complex styles, including integrated stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Limited consideration of stylistic interpretation shown through limited preparation of more complex styles, including integrated stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p> | 3 – Limited level of accuracy shown through lapses in notation, rhythm and/or sync. | 3 – Instrumental command shown through some lapses in advanced coordination and instrumental specific techniques. |
| Below pass 2 | 1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of more complex styles with little or no attempt at integrated stylistic soloing and development. Stylistic intention and musical structure not recognised. | 1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync. | 1-2 – Little or no instrumental command shown through consistent lapses in advanced coordination and instrumental specific techniques. |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | Marks |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | Marks |
|--------------|-----------------------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language throughout |
| Merit | 5 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language overall |
| Pass | 4 – Stage presence shown by adequate confidence, stamina, focus and use of appropriate body language overall |
| Below pass 1 | 3 – Stage presence shown by limited confidence, stamina, focus or use of body language. With obvious lapses |
| Below pass 2 | 1-2: Little or no stage presence with little or no confidence, stamina, focus or use of body language and with major lapses |

Stage 3 Advanced 6 in Drums Performance

At Stage 3 Advanced 6 in Drums Performance, learners will be able to perform pieces to a backing track that are longer than Stage 2 Intermediate 5. New styles will be introduced to develop advanced techniques, including faster tempi, complex musical structures, changes of time signatures and rudiments. They will show more development of material through extended phrases and also show considerable solo application as well as being able to read and play complex rhythmic passages. They will demonstrate in depth musical knowledge of the performance pieces through linked responses. This will include instrumental demonstrations of techniques as well as showing knowledge of solo and improvisation construction used in the performance pieces. They will continue to show stage presence through confidence and stamina in their performance.

Skills and knowledge

At Stage 3 Advanced 6 in Drums Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Hip Hop, Pop, Funk-Metal, Rock Ballad, Pop Funk, Indie Rock, R'n'B, Punk Rock, Disco, Funk Blues Rock and Progressive Rock

Drum Voices

Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Hi-hat with foot, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell

Coordination

4 way

Rudiments

Single stroke, Double stroke, Single paradiddle, Flam, Eighth note & Triplet flam tap, Quarter note drag, Ruffs, Flammadiddle, Eighth note drag tap, Sixteenth note and sextuplet 5 stroke rolls, 6 stroke roll, Paradiddle-diddle and Single ratamacue, Seven stroke roll – Eighth note, Nine stroke roll – Quarter note and Sixteenth note Dragadiddle

Technique

Rim-shot, Cross-stick, Ghost notes and Cymbal chokes

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Eighth note triplet, Dotted eighth note, Quarter note triplet, Sextuplet, Dotted sixteenth note, Thirty-second note, Half bar rest, Whole rests, Eighth note rest, Quarter note rest, Sixteenth note rest

Notation Marking

Accents

Rhythm

Advanced rhythmic ideas with the inclusion of drags and taps

Time signatures

4/4, 3/4, 6/8, cut-time

Tempo

80 – 140 bpm

Piece format

Including D.S al Coda and D.S al Fine, time changes within the piece and cut-time

Improvisation/Development

Up to 32 bars

Solo

Minimum of 8 bars

Requirements for Stage 3 Advanced 6 in Drums Performance

The Stage 3 Advanced 6 exam lasts 30 minutes and contains the following:

4 Performance pieces
Performance questions **or**
1 piece performed from memory
Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Rafters (Hard Rock)
Caps Lock (Blues Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 81

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners will be required to answer two sets of three questions. One set from each compulsory piece. Each set of questions will be linked.

Example: (1) The fill here has three different note value groupings. Tell me what they are. (2) What makes this a stylistic fill and (3) can you please demonstrate it for me?

Questions will be taken from the following:

Style
Tone/Balance
General Theory
Instrumental specific techniques (for the chosen piece only)
Development/Solo sections
Structure/lyric meaning (vocals only)

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained stamina and focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – ADVANCED 6

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

| | |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <u>Compulsory</u> IMPROVISATION/DEVELOPMENT | Minimum of 8 bars |
| <u>Compulsory</u> SOLO | Minimum of 8 bars |
| <u>Compulsory</u> LENGTH | 2.45 – 3.15 |
| <u>Compulsory</u> COORDINATION | 4-way |
| TEMPO RANGE | 80 - 140 |
| TIME SIGNATURE | Any, including time signature changes within the piece |
| RUDIMENTS | Up to and including: Seven stroke roll, Nine stroke roll and Dragadiddle |
| NOTATION RESTS | Values up to and including: Thirty-second note, Quarter note triplet, Sextuplet |
| DRUM VOICES | Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Hi-hat with foot, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell |

Learning Outcomes and Assessment Objectives for Stage 3 Advanced 7 in Drums Performance

Pieces will contain advanced techniques, styles, tempos and musical knowledge that show progression from Stage 3 Advanced 6 in Drums Performance

Learning Outcome 1

Students will be able to:

1: Perform music in a comprehensive range of styles and tempo, demonstrating a stylistic performance through a instrumental command, including additionally:

Metal

Latin

Assessment Objective

Students can:

1.1: demonstrate a performance through integrated musical skills, knowledge and understanding through convincing and extended stylistic improvisation and solo passages in a wide variety of styles

1.2: perform with accuracy, technical fluency and musical awareness

1.3: perform with fluency and confidence that communicates stylistic interpretation through command of their instrument to convey musical character

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship in a linked way through the musical signs and musical terms, including (but not limited to) development/solo sections and general theory, used in one style.

Assessment Objective

Students can:

2.1: show in depth musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate convincing stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with consistent focus and stamina throughout their performance

3.2: show stage presence to an audience through stylistic interpretation

3.3: show stage presence to an audience through use of appropriate body language

Assessment Criteria for Stage 3 Advanced 7 in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through thorough preparation of complex styles, including exemplary integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of complex styles, including strong integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> | <p>7 – Accuracy shown through precise notation, advanced rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, advanced rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise advanced coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong advanced coordination skills and instrumental specific techniques.</p> |
| Merit | <p>6 – Stylistic interpretation shown through good preparation of complex styles, including convincing integrated stylistic soloing and development, stylistic intention and conviction of musical structure.</p> | <p>5 – Accuracy shown through secure notation, advanced rhythm and sync throughout.</p> | <p>5 – Instrumental command shown through secure advanced coordination skills and instrumental specific techniques.</p> |
| | <p>5 – Stylistic interpretation shown</p> | <p>4 – Accuracy shown through generally</p> | <p>4 – Instrumental command shown</p> |

| | | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Pass | through adequate preparation of complex styles, including integrated stylistic soloing and development, stylistic intention and conviction of musical structure. | reliable notation, advanced rhythm and sync overall. | through adequate advanced coordination skills and instrumental specific techniques. |
| Below pass 1 | <p>4 – Stylistic interpretation shown through some preparation of complex styles, including integrated stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Limited stylistic interpretation shown through limited preparation of complex styles, including integrated stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p> | 3 – Limited level of accuracy shown through lapses in notation, rhythm and/or sync. | 3 – Limited level of instrumental command shown through some lapses in advanced coordination and instrumental specific techniques. |
| Below pass 2 | 1-2 – Little or no stylistic interpretation shown, with little or no preparation of complex styles with little or no attempt at integrated stylistic soloing and development. Stylistic intention and musical structure not recognised. | 1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync. | 1-2 – Little or no instrumental command shown through consistent lapses in advanced coordination and instrumental specific techniques. |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | <u>Marks</u> |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | Marks |
|--------------|--------------------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language throughout |
| Merit | 5 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language overall |
| Pass | 4 – Stage presence shown by adequate confidence, stamina, focus and use of appropriate body language overall |
| Below pass 1 | 3 – Stage presence shown by limited confidence, stamina, focus or use of body language. With obvious lapses |
| Below pass 2 | 1-2: Little or no stage presence with little or no confidence, stamina, focus or use of body language. With major lapses |

Stage 3 Advanced 7 in Drums Performance

At Stage 3 Advanced 7 in Drums Performance, learners will be able to perform complex pieces to a backing track. New styles will be introduced to further develop advanced techniques, including faster tempi, complex musical structures, increasing changes of time signatures and advanced rudiments. They will show extended development of material and considerable solo application as well as being able to read and play advanced rhythmic passages. They will demonstrate in depth musical knowledge of the performance pieces through linked responses. This will be expected to include instrumental demonstrations of techniques as well as showing knowledge of solo and improvisation construction used in the performance pieces. They will continue to show stage presence through confidence and stamina in their performance.

Skills and knowledge

At Stage 3 Advanced 7 in Drums Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Hip Hop, Pop, Funk-Metal, Rock Ballad, Pop Funk, Indie Rock, R'n'B, Punk Rock, Disco, Funk, Blues Rock, Progressive Rock, Metal and Latin

Drum Voices

Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Hi-hat with foot, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell

Coordination

4 way

Rudiments

Single stroke, Double stroke, Single paradiddle, Flam, Eighth note & Triplet flam tap, Quarter note drag, Ruffs, Flammadiddle, Eighth note drag tap, Sixteenth note and sextuplet 5 stroke rolls, 6 stroke roll, Paradiddle-diddle and Single ratamacue, Seven stroke roll – Eighth note, Nine stroke roll – Quarter note and Sixteenth note Dragadiddle, Double ratamacue, Pataflafla and Eighth note and 16th note Swiss army triplets

Technique

Rim-shot, Cross-stick, Ghost notes and Cymbal chokes

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Eighth note triplet, Dotted eighth note, Quarter note triplet, Sextuplet, Dotted sixteenth note,

Thirty-second note, Half bar rest, Whole rests, Eight note rest, Quarter note rest, Sixteenth note rest

Notation Marking

Accents

Rhythm

Advanced rhythmic ideas with the inclusion of drags and taps

Time signatures

4/4, 3/4, 6/8, 5/4, 7/8, cut-time

Tempo

80 – 140 bpm

Piece format

Including D.S al Coda and D.S al Fine, time changes within the piece

Improvisation/Development

Up to 32 bars

Solo

Minimum of 8 bars

Requirements for Stage 3 Advanced 7 in Drums Performance

The Stage 3 Advanced 7 exam lasts 30 minutes and contains the following:

4 Performance pieces
Performance questions **or**
1 piece performed from memory
Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Metalicious (Metal)

Pendulum (Metal)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 91

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners will be required to answer two sets of three questions. One set from each compulsory piece. Each set of questions will be linked.

Example: (1) The section here has multiple time signatures. Tell me what they mean. (2) What is the drum rudiment used in this passage and (3) can you demonstrate it for me please?

Questions will be taken from the following:

Style

Tone/Balance

General Theory

Instrumental specific techniques (for the chosen piece only)

Development/Solo sections

Structure/lyric meaning (vocals only)

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained stamina and focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – ADVANCED 7

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

| | |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <u>Compulsory</u> IMPROVISATION/DEVELOPMENT | Minimum of 8 bars |
| <u>Compulsory</u> SOLO | Minimum of 8 bars |
| <u>Compulsory</u> LENGTH | 2.45 – 3.15 |
| <u>Compulsory</u> COORDINATION | 4 way |
| TEMPO RANGE | 80 - 140 |
| TIME SIGNATURE | Any, including time signature changes within the piece |
| RUDIMENTS | Up to and including: Double ratamacue, Pataflafla and Swiss army triplets |
| NOTATION RESTS | Any |
| DRUM VOICES | Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Hi-hat with foot, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell |

Learning Outcomes and Assessment Objectives for Stage 3 Advanced 8 in Drums Performance

Pieces will contain advanced techniques, styles, tempos and musical knowledge that show progression from Stage 3 Advanced 7 in Drums Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a comprehensive range of styles and tempo, demonstrating a stylistic interpretation through a complete instrumental command, including additionally:

Fusion Funk

Jazz

Assessment Objective

Students can:

1.1: demonstrate a sustained and authoritative performance through mature integrated musical skills, knowledge and understanding through sustained, convincing and extended stylistic improvisation and solo passages in a wide variety of styles

1.2: perform with a high standard of accuracy, technical fluency and musical awareness

1.3: perform with fluency and confidence that communicates mature and sustained stylistic interpretation through authoritative command of their instrument to convey musical character

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship in a linked way through the musical signs and musical terms, including (but not limited to) piece format and general theory, used in one style.

Assessment Objective

Students can:

2.1: show in depth musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate convincing stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with consistent focus and stamina throughout their performance

3.2: show convincing stage presence to an audience through commanding stylistic

interpretation

3.3: show convincing stage presence to an audience through use of appropriate body language

Assessment Criteria for Stage 3 Advanced 8 in Drums Performance

| | Stylistic Interpretation (Max mark: 8) | Accuracy (Max mark: 7) | Instrumental Command (Max mark: 7) |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Distinction | <p>8 – Stylistic interpretation shown through thorough preparation of complex styles, including exemplary integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of complex styles, including strong integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> | <p>7 – Accuracy shown through precise notation, advanced rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, advanced rhythm and strong sync throughout.</p> | <p>7 – Instrumental command shown through precise advanced coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong advanced coordination skills and instrumental specific techniques.</p> |
| Merit | <p>6 – Stylistic interpretation shown through good preparation of complex styles, including convincing integrated stylistic soloing and development, stylistic intention and conviction of musical structure.</p> | <p>5 – Accuracy shown through secure notation, advanced rhythm and sync throughout.</p> | <p>5 – Instrumental command shown through secure advanced coordination skills and instrumental specific techniques.</p> |
| | <p>5 – Stylistic interpretation shown</p> | <p>4 – Accuracy shown through generally</p> | <p>4 – Instrumental command shown</p> |

| | | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pass | through adequate preparation of complex styles, including integrated stylistic soloing and development, stylistic intention and conviction of musical structure. | reliable notation, advanced rhythm and sync overall. | through adequate advanced coordination skills and instrumental specific techniques. |
| Below pass 1 | <p>4 – Stylistic interpretation shown through some preparation of complex styles, including integrated stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Limited stylistic interpretation shown through limited preparation of complex styles, including integrated stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p> | 3 – Limited accuracy shown through lapses in notation, rhythm and/or sync. | 3 – Limited nstrumental command shown through some lapses in advanced coordination and instrumental specific techniques. |
| Below pass 2 | 1-2 – Little or no stylistic interpretation shown through little or no preparation of complex styles with little or no attempt at integrated stylistic soloing and development. Stylistic intention and musical structure not recognised. | 1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync. | 1-2 – Little or no authoritative instrumental command shown through consistent lapses in advanced coordination and instrumental specific techniques. |

Performance Questions (Max mark: 6)

| | |
|---------------------|----------------------------|
| Distinction | 6: All questions correct |
| Merit | 5: Five questions correct |
| Merit | 4: Four questions correct |
| Pass | 3: Three questions correct |
| Below pass 1 | 2: Two questions correct |
| Below pass 2 | 1: One question correct |

Performance from Memory (Max mark: 6)

| | Marks |
|--------------|------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Fluent performance from memory throughout in reference to the score. |
| Merit | 5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score. |
| Pass | 4 - Generally fluent performance from memory, with some inaccuracies in reference to the score. |
| Below pass 1 | 3 – Limited fluent performance from memory, with inaccuracies in reference to the score. |
| Below pass 2 | 1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score. |

Stage Presence (Max mark: 6)

| | Marks |
|--------------|-----------------------------------------------------------------------------------------------------------------------------|
| Distinction | 6 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language throughout |
| Merit | 5 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language overall |
| Pass | 4 – Stage presence shown by adequate confidence, stamina, focus and use of appropriate body language overall |
| Below pass 1 | 3 – Limited stage presence shown by limited confidence, stamina, focus or use of body language. With obvious lapses |
| Below pass 2 | 1-2: Little or no stage presence with little or no confidence, stamina, focus or use of body language and with major lapses |

Stage 3 Advanced 8 in Drums Performance

At Stage 3 Advanced 8 in Drums Performance, learners will be able to perform considerably complex pieces to a backing track with stylistic conviction. New styles will contain advanced techniques, including faster tempi, complex musical structures, increasing changes of time signatures and advanced rudiments. They will show extended development of material and considerable solo application as well as being able to read and play advanced rhythmic passages. They will demonstrate in depth musical knowledge of the performance pieces through linked responses. This will be expected to include instrumental demonstrations of techniques as well as showing knowledge of solo and improvisation construction used in the performance pieces. They will continue to show stage presence through confidence and stamina in their performance.

Skills and knowledge

At Stage 3 Advanced 8 in Drums Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Hip Hop, Pop, Funk-Metal, Rock Ballad, Pop Funk, Indie Rock, R'n'B, Punk Rock, Disco, Funk Blues Rock, Progressive Rock, Metal, Latin, Fusion and Jazz

Drum Voices

Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Hi-hat with foot, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell

Coordination

4 way

Rudiments

Single stroke, Double stroke, Single paradiddle, Flam, Eighth note & Triplet flam tap, Quarter note drag, Ruffs, Flammadiddle, Eighth note drag tap, Sixteenth note and sextuplet 5 stroke rolls, 6 stroke roll, Paradiddle-diddle and Single ratamacue, Seven stroke roll – Eighth note, Nine stroke roll – Quarter note and Sixteenth note Dragadiddle, Double ratamacue, Pataflafla and Eighth note and 16th note Swiss army triplets

Technique

Rim-shot, Cross-stick, Ghost notes and Cymbal chokes

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, Sixteenth Note, Eighth note triplet, Dotted eighth note, Quarter note triplet, Sextuplet, Dotted sixteenth note,

Thirty-second note, Half bar rest, Whole rests, Eight note rest, Quarter note rest, Sixteenth note rest

Notation Marking

Accents

Rhythm

Advanced rhythmic ideas with the inclusion of drags and taps

Time signatures

4/4, 3/4, 6/8, 5/4, 7/8

Tempo

80 – 140 bpm

Piece format

Including D.S al Coda and D.S al Fine, time changes within the piece

Improvisation/Development

Up to 32 bars

Solo

Minimum of 8 bars

Requirements for Stage 3 Advanced 8 in Drums Performance

The Stage 3 Advanced 8 exam lasts 30 minutes and contains the following:

4 Performance pieces
Performance questions **or**
1 piece performed from memory
Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Tom Cat (Fusion Funk)
Wicked (Progressive Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 102.

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners will be required to answer two sets of three questions. One set from each compulsory piece. Each set of questions will be linked.

Example: (1) This piece is a fusion style of Funk and what other style? (2) Show me where there is evidence of the other style and (3) tell me what elements make it stylistic.

Questions will be taken from the following:

General Theory -
Style
Tone/Balance
Instrumental specific techniques (for the chosen piece only)
Development/Solo sections
Structure/lyric meaning (vocals only)

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained stamina and focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – ADVANCED 8

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

| | |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <u>Compulsory</u> IMPROVISATION/DEVELOPMENT | Minimum of 12 bars |
| <u>Compulsory</u> SOLO | Minimum of 8 bars |
| <u>Compulsory</u> COORDINATION | 4 Way |
| <u>Compulsory</u> LENGTH | 2.45 – 3.15 |
| TEMPO RANGE | 80 - 140 |
| TIME SIGNATURE | Time changes within the piece |
| RUDIMENTS | Any |
| NOTATION RESTS | Any |
| DRUM VOICES | Kick, Snare, Open & closed hi-hat, Half-opened hi-hat, Hi-hat with foot, Toms, Crash cymbal, Ride cymbal, Ride cymbal bell |

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