

# Violin

**Please note:** The following set of technical work and discussion questions was revised and published on the 15th of February 2024. Previous requirements (January 2022) can be used and will remain valid until the 31st of August 2024.

## Technical Work

Please note that candidates preparing for recorded exams are expected to learn the full syllabus and technical work and discussion requirements are subject to change. Perform EITHER

- Option 1: Perform all scales and arpeggios from the list below for your grade to make up the **Technical Work** component of the exam. Pay close attention to instructions on articulation, dynamics and bowing. You may choose which scales or arpeggios to perform but should, where possible, select a variety of different keys.
- OR Option 2: The study option for the grade (listed below) **Discussion**
- All discussion questions should be answered in detail to make up the **Discussion** component of the exam. See the relevant grade below for the set questions.

Further guidelines on specific requirements for each grade can be found in the relevant LCME syllabus and handbooks.

<b>Violin</b>
<b>Step 1</b>
<b>Technical Requirements</b>
<b>Exercises</b> Candidate to play any FOUR of the following exercises: <ul style="list-style-type: none"><li>• Tuning up</li><li>• Criss, Cross, Criss, Cross</li><li>• Bells in the Steeple</li><li>• Strolling Up and Down the Hill</li><li>• Waltz Time</li><li>• G String Shuffle</li><li>• I've Been to Dover</li><li>• I'm Going Down to the House by the Sea</li><li>• "Swapsies"</li></ul>

## Step 2

### Technical Requirements

**Scales** (one octave from memory, separate bows)

G major

D major

A major

### Exercises

Candidate to play any FOUR of the following exercises:

- Rocking Bowing
- Contrasting Dynamics
- Thinking of Scale Keys
- Bowing with Left-Hand Pizzicato
- Long and Short Bows
- Creating Secure Fingers and a Good Hand Shape
- Fanfare
- Hooked/Stopped Bowings
- Slidey Up and Down Harmonics

## Grade 1

### Technical Requirements

To be performed with separate bows unless otherwise indicated

#### Option 1

##### Scales

G major: 2 octaves, separate bows

E natural minor: 1 octave, slurred

D major in broken thirds: 1 octave, separate bows

##### Arpeggios

G major: separate bows

A major: separate bows

E minor: separate bows

#### Option 2

##### Study

Cohen – Rockets to the Rescue from LCM Violin Handbook: Grade 1 (2021–2025)

See page 3 for discussion questions

## Discussion Questions

All questions should be answered after the performance section:

- Which of the pieces you performed today is your favourite and why?
- How would you describe the mood of this piece?
- Which key does the piece start in?
- Which signs that tell you to play loud and soft? Find an example of each in your music.

## Grade 2

### Technical Requirements

To be performed with separate bows unless otherwise indicated

#### Option 1

##### Scales

One two-octave major scale

One one-octave major scale: slurred

G major in broken thirds (two octaves)

##### Arpeggios

One two-octave major arpeggio

One one-octave major arpeggio

One minor arpeggio

#### Option 2

Study

Purcell – The *Sailor's Dance* from LCM Violin Handbook: Grade 2 (2021–2025)

### Discussion Questions

All questions should be answered after the performance section:

- Which of the pieces you performed today is your favourite and why?
- How would you describe the mood of this piece?
- Which key does the piece start in?
- Which signs that tell you to play loud and soft? Find an example of each in your music.

## Grade 3

### Technical Requirements

To be performed with separate bows unless otherwise indicated

#### Option 1

##### Scales

One two-octave minor scale: slurred (harmonic or melodic)

Either Eb major or E major: separate bows

Bb major in broken thirds: separate bows

One chromatic scale: separate bows

### **Arpeggios**

One two-octave major arpeggio: slurred

One two-octave minor arpeggio: separate

One dominant 7th: separate bows

### **Exercises**

Double stop exercise

### **Option 2**

#### **Study**

Cohen – *Heidi Hi* from LCM Violin Handbook: Grade 3 (2021–2025)

### **Discussion Questions**

All questions should be answered after the performance section:

- Which of the pieces you performed today is your favourite and why?
- What is the time signature and key of the piece?
- How would you describe the mood of this piece? How is it different to the characters or styles of the other pieces you played today?
- Which sign tells you to play staccato and legato, can you find any examples in your pieces?

## **Grade 4**

### **Technical Requirements**

To be performed with separate bows unless otherwise indicated

#### **Option 1**

##### **Scales**

Two major scales: one slurred, one separate bows

Two minor scales: one slurred, one separate bows (harmonic or melodic)

D major in broken thirds: slurred

One chromatic scale: separate bows

**Arpeggios** – different keys from the scales should be offered.

Two major arpeggios: one slurred, one separate bows

Two minor arpeggios: one slurred, one separate bows

One dominant 7th: slurred

One diminished 7th: separate bows

#### **Option 2**

##### **Study**

O'Leary – *Allegro* from LCM Violin Handbook: Grade 4 (2021–2025)

See page 5 for discussion questions

## Discussion Questions

All questions should be answered after the performance section:

- Which of the pieces you performed today is your favourite and why?
- What is the time signature of the piece and does it stay the same throughout?
- Which was the trickiest part to of the piece to learn and play, and why? What did you do in your practice to overcome this?
- Explain how you take care of your instrument including any steps you take each time you use it and put it away

## Grade 5

### Technical Requirements

To be performed with separate bows unless otherwise indicated

#### Option 1

##### Scales

One three-octave major scale: separate bows

One three-octave minor scale (harmonic or melodic): slurred

One two-octave major scale: slurred

One two-octave minor scale (harmonic or melodic): separate bows

E<sub>b</sub> in broken thirds: slurred

One chromatic scale: slurred

E<sub>b</sub> major double stop scale

**Arpeggios** - different keys from the scales should be offered.

One three-octave major arpeggio: separate bows

One two-octave major arpeggio: slurred

Two two-octave minor arpeggios: one slurred, one separate bows

One dominant 7th: slurred

One diminished 7th: separate bows

#### Option 2

##### Study

Sitt – *Study No. 52* from LCM Violin Handbook: Grade 5 (2021–2025)

### Discussion Questions

All questions should be answered after the performance section:

- Which of the pieces you performed today is your favourite and why?
- Who composed the piece and which historical period does it comes from? Can you name another piece by this composer?
- Which was the trickiest part to of the piece to learn and play and why? What did you do in your practice to overcome this?
- Outline the form and key structure of the piece.

## Grade 6

### Technical Requirements

To be performed with separate bows unless otherwise indicated

#### Option 1

##### Scales

- One two-octave major scale: separate bows
- One two-octave harmonic minor scale: slurred
- One three-octave major scale: slurred
- One three-octave melodic minor scale: separate bows
- One scale in broken thirds: separate bows
- One chromatic scale: slurred
- One double stop scale

**Arpeggios** - different keys from the scales should be offered.

- One two-octave major arpeggio: separate bows
- One two-octave minor arpeggio: slurred
- One three-octave major arpeggio: slurred
- One three-octave minor arpeggio: separate bows
- One dominant 7th: separate bows
- One diminished 7th: slurred

#### Option 2

##### Studies

Johow – *The Spinning Wheel*

AND

} both from LCM Violin Handbook: Grade 6 (2021–2025)

Cohen – *Intrada*

### Discussion Questions

All questions should be answered after the performance section:

- In relation to one piece performed today, explain why you like or dislike performing it. Do you find it challenging or rewarding and why?
- Explain how the performance of this piece went today. Were you pleased? Were there aspects that could have gone better?
- What was the hardest thing about learning this piece and how did you overcome the difficulty?
- Explain how you tune your instrument.

## Grade 7

### Technical Requirements

To be performed with separate bows unless otherwise indicated

#### Option 1

##### Scales

Two three-octave major scales: one slurred, one separate bows

Two three-octave minor scales:

- one harmonic and slurred
- one melodic with separate bows

One two-octave minor scale: melodic and slurred

One scale in broken thirds: separate bows

One three-octave chromatic scale: slurred

Bb major in sixths double stop scale

G minor in octaves double stop scale (harmonic or melodic)

**Arpeggios** - different keys from the scales should be offered.

Two three-octave major arpeggios: one slurred, one separate bows

Two three-octave minor arpeggios: one slurred, one separate bows

One two-octave minor arpeggio: separate bows

One three-octave dominant 7th: separate bows

One two-octave dominant 7th: slurred

One three-octave diminished 7th: separate bows

#### Option 2

##### Studies

Martinů – *Jazz Rhythms*

AND

} both from LCM Violin Handbook: Grade 7 (2021–2025)

Cohen – *Take to the Hills*

### Discussion Questions

All questions should be answered after the performance section:

- Which of the pieces you performed today is your favourite and why? How do you feel the performance went today?
- Explain your approach to learning the piece. Which was the trickiest section to learn? How did you overcome the difficulty? Describe some of the practice techniques that you used.
- What can you tell me about the composer and historical/stylistic context of the piece? How did it affect your interpretation?
- Describe the form and key structure of the piece.
- What kind of cadence does the piece finish with?

## Grade 8

### Technical Requirements

To be performed with separate bows unless otherwise indicated

#### Option 1

##### Scales

Three major scales: two slurred, one separate bows

Three minor scales:

- one harmonic and slurred
- one melodic with separate bows
- one harmonic with separate bows

One scale in broken thirds: slurred

One three-octave chromatic scale: separate bows

One two-octave chromatic scale: slurred

E♭ major in sixths double stop scale

G harmonic minor in octaves double stop scale

**Arpeggios** - different keys from the scales should be offered.

Two major arpeggios: one slurred, one separate bows

Two minor arpeggios: one slurred, one separate bows

One dominant 7th: separate bows

One three-octave diminished 7th: slurred

One two-octave diminished 7th: separate bows

#### Option 2

##### Studies

Bourgeois – *Allegro piacevole*

AND

} both from LCM Violin Handbook: Grade 8 (2021–2025)

Yampolsky – *Study No. 73*

### Discussion Questions

All questions should be answered after the performance section:

- Which of the pieces you performed today is your favourite and why? How do you feel that your performance went today?
- Explain your approach to learning the piece. Which was the trickiest section to learn? How did you overcome the difficulty? Describe some of the practice techniques that you used.
- What can you tell me about the composer and historical/stylistic context of the piece and how did it affect your interpretation?
- Explain any performance issues you came across in interpreting the music of this period.
- Describe the form and key structure of the piece.