

Technical Requirements & Discussion Questions for Recorded Digital Exams

Please note: The following set of requirements was revised in line with the LCME Electronic Keyboard Syllabus 2026 and published on 14 January 2026. Candidates preparing the 2021 syllabus can continue to prepare and submit recorded exams in line with the previous requirements until 31 January 2027, when the 2021 syllabus will expire.

Technical Work

Please note that candidates preparing for recorded digital exams are expected to learn the full syllabus requirements. Technical work requirements for recorded digital exams are subject to change.

Perform EITHER

- Option 1: Perform scales and arpeggios for the grade as specified below. Refer to the syllabus for further information on presentation of scales and arpeggios including number of octaves and suggested tempos.
 - **RH** = Play with your right hand
 - **LH** = play with your left hand
 - **HT** = play hands together

OR

- Option 2: The set study for the grade (listed below)

Discussion

- All discussion questions set for the grade should be answered in full.

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

Grade 1

Technical Requirements

Either option 1: Scales and Arpeggios OR option 2: Study

Option 1

Scales

Any FOUR of C, G, D, F majors, A minor (harmonic or melodic): one RH, one LH, two HT; two straight and two swung

C pentatonic major: LH *or* RH, swung

C major Contrary motion: straight

Arpeggios

Any FOUR of C, G, D, F majors, A minor; two RH, two LH; two straight, two swung

Scale / chord exercise

Option 2

Study

Stanbury - Rock On

Discussion Questions

All questions to be answered after the performance section.

For each piece you have played:

- What is the mood of this piece?
- Which voices and rhythm styles were used? Explain how you operated them.
- Explain something about the original instruments represented by the voices used.
- What are the key, tempo and time signatures? Indicate these in the music and explain their meaning.

Grade 2

Technical Requirements

Either option 1: Scales and Arpeggios OR option 2: Study

Option 1

Scales

Any THREE of C, G, D, F majors: one RH, one LH, one HT; two straight and one swung
A and D minors; one RH or LH, one HT; one straight and one swung

D pentatonic minor: RH or LH, swung

G major contrary motion: straight

Arpeggios

Any FOUR of C, G, D, F majors, A, D minors; two RH, two LH; two straight, two swung

Scale / chord exercise

Option 2

Study

Eales – Wave Machine

Discussion Questions

All questions to be answered after the performance section.

For each piece you have played:

- What is the mood of this piece?
- Which voices and rhythm styles were used? Explain how you operated them.
- Explain something about the original instruments represented by the voices used.
- What are the key, tempo and time signatures? Indicate these in the music and explain their meaning.

Grade 3

Technical Requirements

Either option 1: Scales and Arpeggios OR option 2: Study

Option 1

Scales

Any THREE of D, A, F, Bb majors: one RH, one LH, one HT; two straight and one swung

E *and* G minors; one RH *or* LH, one HT; one straight and one swung

E minor pentatonic: HT, swung

D major contrary motion: straight

Chromatic scales beginning on D *and* Eb: one RH, one LH; one straight, one swung

Arpeggios

Any FOUR of D, A, F, Bb majors, E, G minors; two RH, two LH; two straight, two swung

Scale / chord exercise

Option 2

Study

Pegler – Tart ‘n Jig

Discussion Questions

All questions to be answered after the performance section.

For each piece you have played:

- What is the mood or character of this piece? Identify any contrasts of mood.
- Explain any of the keyboard functions used in the performance (voices, styles, registrations, fill-ins etc.), why they were used, what they achieved and how they were employed.
- Explain something about the original instruments represented by the voices used.
- What are the key, tempo and time signatures? Indicate these in the music and explain their meaning.

Grade 4

Technical Requirements

Either option 1: Scales and Arpeggios OR option 2: Study

Option 1

Scales

Any THREE of A, E, Bb, Eb majors: one RH, one LH, one HT; two straight and one swung

Any TWO of B, G, C minors; one RH *or* LH, one HT; one straight and one swung

G pentatonic major: HT, swung

A *or* F major contrary motion: straight

D chromatic contrary motion: swung

Arpeggios

Any FOUR of A, E, Bb, Eb majors, B, G, C minors; one RH, one LH, two HT; two straight, two swung

Scale / chord exercise

Option 2

Study

Pegler - Petite Française

Discussion Questions

All questions to be answered after the performance section.

For each piece you have played:

- What is the mood or character of this piece? Identify any contrasts of mood.
- What is the genre of the music? (eg. jazz, latin, pop, rock)
- Explain any of the keyboard functions used in the performance (voices, styles, registrations, fill-ins etc.), why they were used, what they achieved and how they were employed.
- Explain something about the original instruments represented by the voices used.
- What are the key, tempo and time signatures? Indicate these in the music and explain their meaning.
- What was your approach to learning this piece? Were any sections more difficult to learn?

Grade 5

Technical Requirements

Either option 1: Scales and Arpeggios OR option 2: Study

Option 1

Scales

Any THREE of E, B, Eb, Ab majors: one RH, one LH, one HT; two straight and one swung

Any TWO of B, C, F minors; one RH *or* LH, one HT; one straight and one swung

F pentatonic major: HT, straight

G blues: HT, swung

E *or* Bb major contrary motion: straight

A *or* E harmonic minor contrary motion: swung

Chromatic scale beginning on any note: HT, straight

Arpeggios

Any FOUR of E, B, Eb, Ab majors, B, C, F minors; one RH, one LH, two HT; two straight, two swung

Scale / chord exercise

Option 2

Study

Pegler – A Walk in the Park

Discussion Questions

All questions to be answered after the performance section.

For each piece you have played:

- What is the genre of the music? (eg. jazz, latin, pop, rock)
- What is the formal structure of the piece? Indicate sections by referring to the score.
- Explain any of the keyboard functions used in the performance (voices, styles, registrations, fill-ins etc.), why they were used, what they achieved and how they were employed.
- What are the key, tempo and time signatures? Indicate these in the music and explain their meaning. Are there any changes of key (modulation), tempo or time signature - if so indicate these.
- What was your approach to learning this piece? Were any sections more difficult to learn?

In addition:

- demonstrate knowledge of a variety of popular and classical music genres and the instruments typically found in the ensembles that play them (pop/ rock band, big band, jazz quartet, brass band, symphony orchestra)
- demonstrate an understanding of the use of 'reverb', 'chorus' and 'sustain' and their effect

Grade 6

Technical Requirements

Either option 1: Scales and Arpeggios OR option 2: Study

Option 1

Scales

Any THREE of B, F#, F, Ab, Db majors: one RH, one LH, one HT; two straight and one swung

Any THREE of B, F#, C, F, Bb minors; one RH *or* LH, one HT; one straight and one swung; at least one harmonic and one melodic

F# pentatonic major: HT, straight

D blues: HT, swung

B, Bb *or* Ab major contrary motion: straight

D, G *or* C harmonic minor contrary motion: swung

Chromatic scale beginning on any note: HT, straight

Arpeggios

Any FOUR of B, F#, F, Ab, Db majors, B, F#, C, F, Bb minors; one RH, one LH, two HT; two straight, two swung

Dominant 7th in the key of F: straight

Diminished 7th beginning on C: swung

Scale / chord exercise

Option 2

Study: Weedon - Cascades

Discussion Questions

All questions to be answered after the performance section.

For each piece you have played:

- What is the formal structure of the piece? Indicate sections by referring to the score.
- Explain any of the keyboard functions used in the performance (voices, styles, registrations, fill-ins etc.), why they were used, what they achieved and how they were employed.
- discuss your personal response to the music: the extent to which you like or dislike it, or find it challenging or rewarding, and why
- describe your approach to learning the music, including the use of certain techniques, and aspects of interpretation
- indicate which aspects of your performance you were happy or unhappy with, and why

In addition:

- demonstrate a knowledge of external control devices and their effects (foot switch, expression pedal)
- demonstrate an understanding of the advanced features on your keyboard (transpose, octave shift, harmony)

Grade 7

Technical Requirements

Either option 1: Scales and Arpeggios OR option 2: Study

Option 1

Scales

Any FOUR of D, A, B, Bb, Db majors: one RH, one LH, two HT; two straight and two swung

Any FOUR of F#, C#, G#, Bb, Eb minors; one RH *or* LH, two HT; one straight and two swung; two harmonic and two melodic

B pentatonic major: HT, straight

F blues: HT, swung

B, F# *or* Db major contrary motion: straight

B, C *or* F harmonic minor contrary motion: swung

Chromatic scale beginning on any note: HT, straight

Chromatic contrary motion scale beginning on C *or* F#: swung

Arpeggios

Any SIX of D, A, B, Bb, Db majors, F#, C#, G#, Bb, Eb minors; one RH, one LH, four HT; three straight, three swung

Dominant 7th in the key of G *or* F: straight

Diminished 7th beginning on B: swung

Scale / chord exercise

Option 2

Study: Pegler - Helter Scaleter

Discussion Questions

All questions to be answered after the performance section.

For each piece you have played:

- identify and explain ONE of the following by referring to the score: melodic interval by number and type, cadence, modulation, melodic sequence, major or minor chord occurring as a melodic pattern
- demonstrate a widening musical awareness of the music performed, including the relevant style, genre, composer and artist
- discuss your personal response to the music: the extent to which you like or dislike it, or find it challenging or rewarding, and why
- describe your approach to learning the music, including the use of certain techniques, and aspects of interpretation
- indicate which aspects of your performance you were happy or unhappy with, and why

In addition:

- demonstrate an understanding of 'on bass' chords and how are they played on the keyboard

Grade 8

Technical Requirements

Either option 1: Scales and Arpeggios OR option 2: Study

Option 1

Scales

Any FOUR of C, G, E, F#, Ab, Db majors: one RH, one LH, two HT; two straight and two swung

Any FOUR of A, B, F#, G, F, Bb minors; one RH *or* LH, two HT; one straight and two swung; two harmonic and two melodic

C# *or* E pentatonic major: HT, straight

A blues: HT, swung

Any TWO of D, A, B, F, Bb, Eb major contrary motion: one straight, one swung

Any TWO of B, G#, F, Eb harmonic minor contrary motion: one straight, one swung

Chromatic scale beginning on any note: HT, straight

Chromatic contrary motion scale beginning on any note: swung

Arpeggios

Any THREE of C, G, E, F#, Ab, Db majors; one RH, two HT; one straight, two swung

Any THREE of A, B, F#, G, F, Bb minors; one LH, two HT; two straight, one swung

Any TWO dominant 7ths in the keys of C, G, D, F, Bb; one straight, one swung

Diminished 7th beginning on B, C *or* C#: straight

Scale / chord exercise

Option 2

Study

Smith - Jasper the Wasp

Discussion Questions

All questions to be answered after the performance section.

For each piece you have played:

- identify and explain ONE of the following by referring to the score: melodic interval by number and type, cadence, modulation, melodic sequence, advanced chord extension
- demonstrate a widening musical awareness of the music performed, including the relevant style, genre, composer and artist
- discuss your personal response to the music: the extent to which you like or dislike it, or find it challenging or rewarding, and why
- describe your approach to learning the music, including the use of certain techniques, and aspects of interpretation
- indicate which aspects of your performance you were happy or unhappy with, and why

In addition:

- discuss styles and performers which have been influential in the development of your own playing
- demonstrate an understanding of the history and development of the keyboard