

# MTB Grade 6

## Alto Saxophone

### Section One: Recital (60 marks)

Select three pieces from the following list (20 marks each)

As an alternative to the pieces below, candidates may perform up to 3 free choice pieces.  
For guidance on selecting and approving free choice pieces please [click here](#)

| Composer/Artist    | Title                            | Book/Cat. Ref                    | Publisher/ Buy Here                           |
|--------------------|----------------------------------|----------------------------------|-----------------------------------------------|
| Brubeck            | Take 5                           | Tomplay                          | <a href="https://tomplay.com">tomplay.com</a> |
| Fitzgerald         | Georgia On My Mind               | Tomplay                          | <a href="https://tomplay.com">tomplay.com</a> |
| The Blues Brothers | Minnie Moochie Maybe             | Tomplay                          | <a href="https://tomplay.com">tomplay.com</a> |
| Carmichael         | No.3 Bahama Rhumba               | Latin American Dances            | Emerson Edition 486                           |
| Harvey             | 1 <sup>st</sup> Movt             | Alto Saxophone Sonata            | Reedimensions RD078                           |
| Ravel              | Piece en Form de Habanera        | Eb Edition: Leduc AL17680        | Alphonse Leduc                                |
| Balogh             | Gipsy Songs (with quasi cadenza) | The Light Touch book 2           | Stainer H388                                  |
| Williams           | No.5 & No.6                      | Six Studies in English Folk-Song | Stainer H173 [Eb sax]<br>H47 [piano]          |
| Williams           | No.4 & No.6                      | Six Studies in English Folk-Song | Stainer H173 [Eb sax]<br>H47 [piano]          |
| Harvey             | No.4 Topsy Tarantella            | Five Jazzy Trifles               | Reedimensions RD025                           |
| Jacob              | No.3 Moto Perpetuo               | Miscellanies                     | Emerson Edition 66                            |
| Cassiniere         | Rondo                            | Les Contemporains Ecrivent Vol 2 | Billaudot PN6183                              |

Tomplay pieces often include accompaniments and can be purchased individually using the link next to each piece or via a discounted subscription for MTB teachers/learners. To learn more about Tomplay and the subscription [click here](#).

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| Composer/Artist | Title                         | Book/Cat. Ref                          | Publisher/ Buy Here |
|-----------------|-------------------------------|----------------------------------------|---------------------|
| Koechlin        | Etude No.5                    | 15 Etudes pour Saxophone alto et Piano | Billaudot/EFM 1008  |
| Koechlin        | Etude No.11                   | 15 Etudes pour Saxophone alto et Piano | Billaudot/EFM 1008  |
| Lyons           | Valse des Lions               | Compositions for Alto Saxophone Vol 2  | Useful Music U124   |
| Binge           | 2 <sup>nd</sup> Movt: Romance | Concerto for Alto Saxophone            | Weinberger          |
| Rodgers         | Interactive                   | The Light Touch Book 2                 | Stainer H388        |
| Mintzer         | Lyrical                       | 14 Blues & Funk Etudes                 | Alfred              |
| Milhaud         | Modere – Movement 2           | Scaramouche                            | Salabert            |
| TBC             | TBC                           | Maiden Voyage                          | Abersold Jazz       |
| Rae             | No.14 Heptathlon              | Track and Field                        | Reedimensions RD062 |
| Gariboldi       | No.65                         | Easy Classical Studies for Saxophone   | Universal           |
| Gariboldi       | No.66                         | Easy Classical Studies for Saxophone   | Universal           |
| Wilson          | Ajna                          | The Seven Chakra for Solo Saxophone    | Camden CM239        |
| Street          | Spic & Spanish                | Street Beats                           | Saxtet 120          |
| Street          | Romance                       | Street Beats                           | Saxtet 120          |
| Gumbley         | Reed Fever                    | 15 Crazy Jazz Studies                  | Saxtet              |
| Gumbley         | Crazy Hepcats                 | 15 Crazy Jazz Studies                  | Saxtet              |
| Vizzutti        | Irish Reel                    | Dynamic Dances                         | De Haske            |
| Vizzutti        | Bulgarian Bounce              | Dynamic Dances                         | De Haske            |

### Section Two: Technical (25 marks)

Prepare either option 1 or 2 below

#### Technical Option 1

##### Technical Exercises:

Perform all the technical exercises required for this grade

[Page 4](#)

**PLUS**

##### Scales from Memory *OR* Jazz Scales from Memory:

Perform the scales from memory required for this grade from the sheet

[Page 5](#) *OR* [Page 6 \(jazz\)](#)

#### Technical Option 2

##### Technical Exercises:

Perform all the technical exercises required for this grade

[Page 4](#)

**PLUS**

##### Alternative to Scales from Memory:

Perform the alternative to scales from memory required for this grade from the sheet

[Page 8](#)

### Section Three: Musicianship (15 marks)

Prepare either option 1 or 2 below

#### Musicianship Option 1

##### Reading Skills:

Perform the rhythm exercises for this grade

[Page 11](#)

**PLUS**

##### Listening Skills:

Sing the prepared aural tests for this grade

[Page 13](#)

#### Musicianship Option 2

##### Reading Skills:

Perform the rhythm exercises for this grade

[Page 11](#)

**PLUS**

##### Duet:

Perform the duet for this grade

[Page 9](#)

## Technical Exercises

## Exercise 1 - Slowly

Exercise 1 - Slowly

ff pp ff pp ff pp ff pp ff pp mf

Exercise 2  $\text{♩} = c80$ 

Exercise 2 ♩=c80

The image shows a musical score for 'Exercise 2' with a tempo marking of ♩=c80. It consists of three staves of music, each containing four measures. The music is written in treble clef and features a variety of note values (eighth and sixteenth notes) and accidentals (sharps, flats, and naturals). Slurs are used to group notes across measures. The first staff begins with a key signature of one flat (B-flat). The second and third staves continue the melodic and harmonic development of the exercise.

### Exercise 3 =c90

Exercise 3 ♩=c90



### Exercise 4 =c120

Exercise 4 ♩=c120

The musical score for Exercise 4 is written in 4/4 time with a tempo of 120 bpm. It consists of three staves of music. The first staff contains 12 measures of eighth-note patterns. The second staff contains 12 measures, including some sixteenth-note runs. The third staff contains 12 measures, ending with a final chord.

# Scales & Arpeggios from Memory

For the examination, the candidate should be asked to perform all starred (\*\*) scales and arpeggios below, plus any two other items from memory. They should perform each scale and arpeggio either tongued or slurred as requested by the teacher. The teacher should aim for an even distribution of articulations.

Scales ♩=96 Chromatic & Arpeggios ♩=56

\*\* E major scale



\*\* Bb major scale



A major scale - 12th



\*\* C# harmonic minor scale



G harmonic minor scale - 12th



A melodic minor scale - 12th



\*\* A chromatic scale - 12th



\*\* Dominant 7th in D



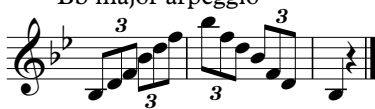
\*\* Diminished 7th on C



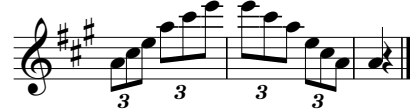
E major arpeggio



\*\* Bb major arpeggio



A major arpeggio - 12th



C# minor arpeggio



G minor arpeggio - 12th



\*\* A minor arpeggio - 12th

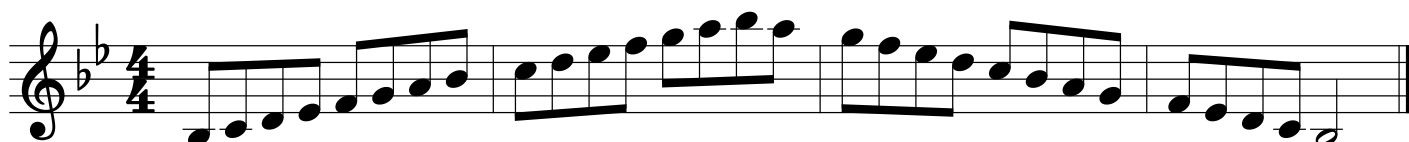


## Jazz Scales & Arpeggios from Memory

For the examination, the candidate should be asked to perform all starred (\*\*) scales and arpeggios below, plus any other two items from memory. They should perform each scale and arpeggio either tongued or slurred and in either straight or swung rhythm, as requested by the teacher. The teacher should aim for an even distribution of these articulations and rhythms. The tempo given is the minimum speed for scales and arpeggios.

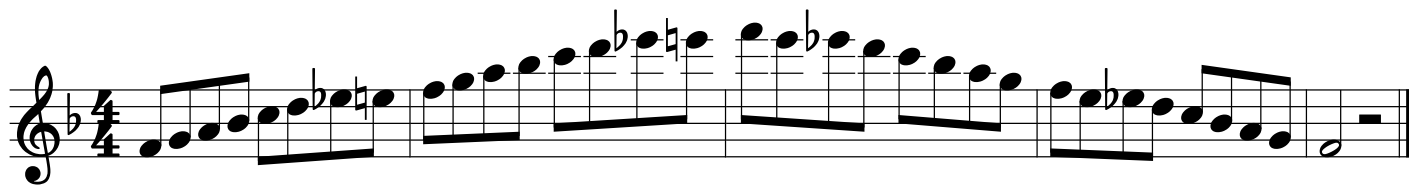
♩ = 96

\*\* Bb major scale, two octaves

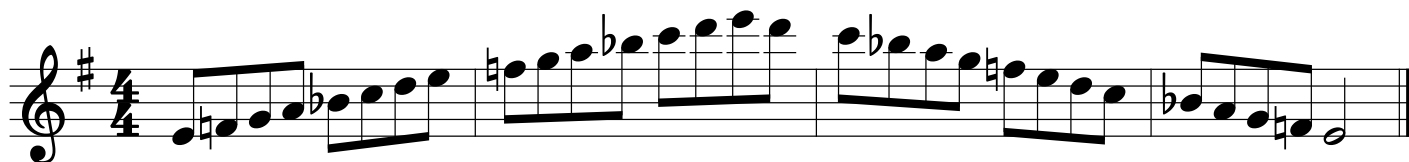


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\*\* F dominant bebop scale, two octaves



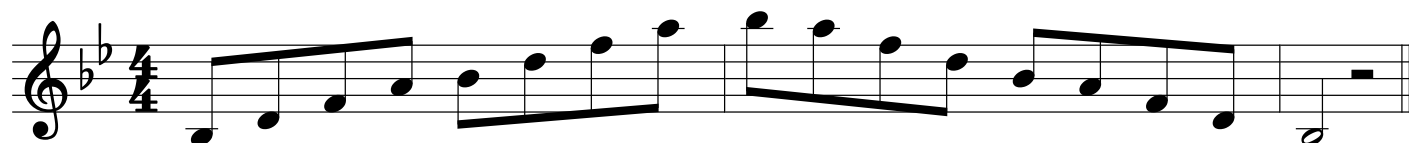
**\*\* Locrian scale on E, two octaves**



**\*\* B7 arpeggio, two octaves**



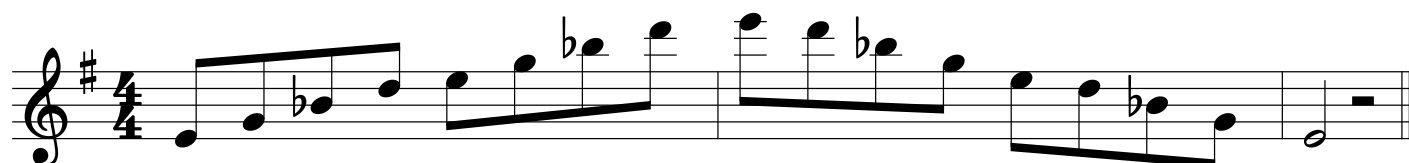
**\*\* Bbmaj7 arpeggio, two octaves**



**\*\* C#m7 arpeggio, two octaves**



### Em7b5 arpeggio, two octaves



# Alternative to Scales from Memory

The following do not need to be played from memory. For the examination perform all the starred (\*\*) scales and arpeggios below plus any two other items.

Scales ♩=96 Arpeggios ♩=56

\*\* E major scale



\*\* Bb major scale



A major scale - 12th (swung quavers)



\*\* C# harmonic minor scale



G harmonic minor scale - 12th (swung quavers)



A melodic minor scale - 12th



\*\* A chromatic scale



\*\* Dominant 7th in D



\*\* Diminished 7th on C



E major arpeggio



\*\* Bb major arpeggio



A major arpeggio - 12th



C# minor arpeggio



G minor arpeggio - 12th



\*\* A minor arpeggio - 12th



1 Candidate

2

## Getting Around

Musicianship Duets on the MTB Syllabuses are not acceptable for use as Recital pieces for the same grade.  
Musicianship Duets are Listening Skills, not another piece and consequently are set at a more straightforward technical level.

## Jazz Waltz (Swing)

The musical score for 'Getting Around' is a Jazz Waltz in 3/4 time, consisting of 24 measures. It is written for two alto saxophones. The key signature has one sharp (F#). The score includes dynamic markings: *f* (forte) at measures 1 and 2, *p* (piano) at measures 5 and 6, *mf* (mezzo-forte) at measures 10 and 11, and *f* again at measures 22 and 23. There are also accents over notes in measures 19 and 20. The piece begins with a treble clef and a key signature of one sharp.

29

34

*p*

*p*

39

*cresc. poco a poco*

*cresc. poco a poco*

43

*ff*

*ff*

# Reading Skills

Candidates should practise the six clapping exercises below as part of their preparation to take this grade.

For the exam itself, the candidate should perform all six exercises in the order below at the indicated tempi. The candidate part should be clapped and the lower part should be provided using either the MTB Reading Skills recording for this grade, which can be downloaded [here](#), or a metronome (not clapped).

♩ = 120 Swung quavers (♩=♩ ♩)

1

candidate

metronome

♩ = 100 Swung quavers (♩=♩ ♩)

2

♩ = 88 Swung quavers (♩=♩ ♩)

3

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♩ = 128 Swung quavers (♩=♩<sup>3</sup>)

4

Exercise 4, measures 1-5. Treble staff: Measure 1 (whole rest), Measure 2 (quarter, eighth, eighth), Measure 3 (quarter, quarter, quarter), Measure 4 (quarter, eighth, eighth, quarter), Measure 5 (half). Bass staff: Measure 1 (quarter, quarter, quarter), Measure 2 (quarter, quarter, quarter), Measure 3 (quarter, quarter, quarter), Measure 4 (quarter, quarter, quarter), Measure 5 (quarter, quarter, quarter).

Exercise 4, measures 6-8. Treble staff: Measure 6 (quarter, eighth, eighth, quarter), Measure 7 (quarter, quarter, quarter), Measure 8 (quarter, eighth, eighth, quarter, dotted half). Bass staff: Measure 6 (quarter, quarter, quarter), Measure 7 (quarter, quarter, quarter), Measure 8 (quarter, quarter, quarter).

♩ = 90 Swung quavers (♩=♩<sup>3</sup>)

5

Exercise 5, measures 1-8. Treble staff: Measure 1 (whole rest), Measure 2 (quarter, quarter), Measure 3 (quarter, eighth, eighth), Measure 4 (quarter, eighth, eighth, quarter), Measure 5 (quarter, quarter, quarter), Measure 6 (quarter, quarter, quarter), Measure 7 (quarter, eighth, eighth, quarter), Measure 8 (half). Bass staff: Measure 1 (quarter, quarter, quarter, quarter), Measure 2 (quarter, quarter, quarter, quarter), Measure 3 (quarter, quarter, quarter, quarter), Measure 4 (quarter, quarter, quarter, quarter), Measure 5 (quarter, quarter, quarter, quarter), Measure 6 (quarter, quarter, quarter, quarter), Measure 7 (quarter, quarter, quarter, quarter), Measure 8 (quarter, quarter, quarter, quarter).

♩ = 118 Swung quavers (♩=♩<sup>3</sup>)

6

Exercise 6, measures 1-3. Treble staff: Measure 1 (whole rest), Measure 2 (half, quarter, quarter), Measure 3 (quarter, eighth, eighth, quarter). Bass staff: Measure 1 (quarter, quarter, quarter, quarter), Measure 2 (quarter, quarter, quarter, quarter), Measure 3 (quarter, quarter, quarter, quarter).

Exercise 6, measures 4-5. Treble staff: Measure 4 (quarter, eighth, eighth, quarter, quarter, quarter, quarter), Measure 5 (quarter, eighth, eighth, quarter, half). Bass staff: Measure 4 (quarter, quarter, quarter, quarter), Measure 5 (quarter, quarter, quarter, quarter).

# Listening Skills

[Click here to find the MTB  
Listening skills recordings in  
Bass Clef](#)

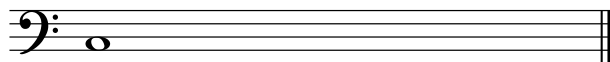
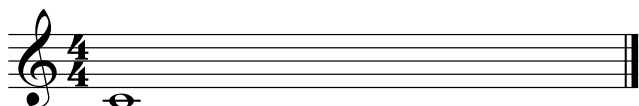
[Click here to find the MTB  
Listening skills recordings in  
Treble Clef](#)

The candidate should practise all the exercises on this sheet with the accompanying Listening Skills recording as part of their preparation for the exam. The exam can be conducted either with the candidate responding to the recording or the teacher can deliver them using this sheet.

Only the teacher should have this sheet in front of them during the exam.  
For each test, select either the treble or the bass clef exercises as appropriate to the range of the candidate's voice.

## Test 1 - Triads.

I shall ask you to sing an ascending major triad in root position, after I give you the starting note. Then, I shall ask you to sing an ascending minor triad, after I give you the starting note again.

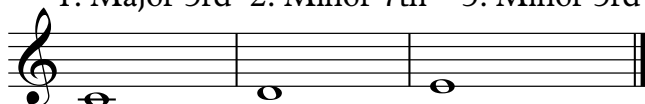


## Test 2 - Intervals.

I will play a note and ask you to sing a specific interval above. We shall do this for 3 different intervals.

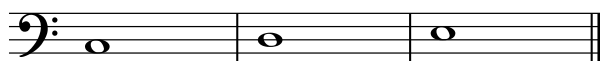
### Treble Clef

1. Major 3rd 2. Minor 7th 3. Minor 3rd



### Bass Clef

1. Major 3rd 2. Minor 7th 3. Minor 3rd



## Test 3 - Singing upper and lower notes.

I shall play a 2 note interval and then you will sing the higher and lower note. We shall do this 4 times.

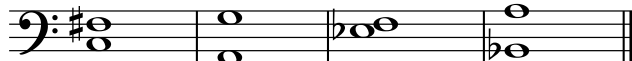
### Treble Clef

1. 2. 3. 4.



### Bass Clef

1. 2. 3. 4.



### Syllabus Guidance

- The teacher is encouraged to speak to the candidate during the exam to put them at ease or to help them understand what is being requested. For more guidance on conducting/taking the exam [click here](#).
- The recording should not be turned off at any point during the exam until all elements of the assessment have been completed. For more recording advice [click here](#).
- For Practical Grades follow the above syllabus requirements. To learn about Performance Grade requirements please [click here](#).
- To learn more about how our exams are marked visit our Marking Criteria Page [here](#).

#### Recital Guidance - Practical & Performance Grades:

- Repeats are optional for MTB Exams, however, they are encouraged as they are often structurally important and can offer opportunities to display greater dynamic and expressive variation.
- All D.C. and D.S. marks should be observed (unless the syllabus specifies otherwise).
- The candidate should introduce each piece they are about to perform by stating its title.
- The teacher may help the candidate tune up before the exam begins. This should be done before starting the recording.
- Recorded accompaniments are acceptable as an alternative to a live accompanist. Make sure it is played on a different device to the one recording the exam.
- The composer's dynamics, phrasing etc should be observed in the pieces. Any editorial markings may be altered to allow for a personal interpretation. Where a piece contains no, or only limited, dynamic and expressive markings, the candidate is encouraged to include their own additional dynamic or expressive elements.
- Where a candidate presents Free Choice repertoire these must be of the correct grade standard. If such pieces fall below the required grade standard then examiners may reflect this in their marking. Free Choice Guidance can be found [here](#).
- Candidates wishing to submit 2 or more pieces with Jazz improvisation may do so as part of our free choice options, these will be marked by a Jazz specialist who will normally specialise in that section of instruments (i.e. Wind, Brass etc).

#### Technical & Musicianship Guidance - Practical Grades:

- The tempi given for the technical section exercises (scales from memory/technical exercises etc.) are minimum speed requirements.
- There are no unprepared elements in an MTB exam. All Technical and Musicianship elements should be practised by the candidate prior to taking the exam.
- If the Listening Skills fall outside of the candidate's vocal range, they may be transposed. However, all exercises within a test must be transposed by the same interval.
- For the duet option, the teacher part may be performed by the teacher, another pupil or any suitable player on any instrument from the same family (wind/brass/strings etc) with octave transpositions made as necessary. Alternatively, a recording can be used for the teacher part during the exam.
- Duets set in the Musicianship section cannot to be used as recital pieces.