

## 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
Purcell	Rigadoon	Tomplay	<a href="http://tomplay.com">tomplay.com</a>
World Music	Sweet Kitty	Tomplay	<a href="http://tomplay.com">tomplay.com</a>
Elton John	Can You Feel the Love Tonight (Lion King)	Tomplay	<a href="http://tomplay.com">tomplay.com</a>
Trad/Scottish	Dance to Your Daddy	Piece by Piece Vol. 1	Boosey & Hawkes
Nelson	Henry's Hornpipe (to be played pizz)	Piece by Piece Vol. 2	Boosey & Hawkes
Trad. Jamaican/ K & D Blackwell	Banyan Tree	Cello Time Runners	OUP
K & D Blackwell	Gypsy Dance	Cello Time Runners	OUP
M Passchier	Brown Bread	Abracadabra Cello Book 1 Music	Collins
E Huws Jones	The Irish Washerwoman	Jigs Reels & More	Boosey & Hawkes

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](#).

# MTB Grade 1

## Cello

Composer/Artist	Title	Book/Cat. Ref	Publisher/ Buy Here
T.H Bayly	Long Long Ago	Suzuki Cello School Vol. 1 Publications	Alfred Music
Trad. /Waterfield Beach	Land of the Silver Birch	O Shenandoah!	Faber
R Sugar	Old Hungarian Folk Song	Violoncello Music for Beginners Vol 1 No. 27	Hal Leonard Pub
Carse	A Little Reverie	2 Short Pieces for Cello and Piano	Stainer 2201
Carse	Valsette	2 Short Pieces for Cello and Piano	Stainer 2201
Rae	Autumn Andante	Cello Debut	UE21534
Rae	Doctor's Orders	Cello Debut	UE21534
Pat Legg	Feargal's Lullaby	Superstudies for Cello Book 1	Faber
Pat Legg	The Clown	Superstudies for Cello Book 1	Faber
Pat Legg	Slow Waltz in D	Superstudies for Cello Book 1	Faber
Pat Legg	Slow Waltz in G	Superstudies for Cello Book 1	Faber

### 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

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**PLUS**

##### Scales from Memory:

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

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#### Technical Option 2

##### Technical Exercises:

Perform all the technical exercises required for this grade

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**PLUS**

##### Alternative to Scales from Memory:

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

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### Section Three: Musicianship (15 marks)

Prepare either option 1 or 2 below

#### Musicianship Option 1

##### Reading Skills:

Perform the rhythm exercises for this grade

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**PLUS**

##### Listening Skills:

Sing the prepared aural tests for this grade

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#### Musicianship Option 2

##### Reading Skills:

Perform the rhythm exercises for this grade

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**PLUS**

##### Duet:

Perform the duet for this grade

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# Technical Exercises

Exercise 1 - Pause between each bar

$\text{♩} = 60$

*mf*

Exercise 2 - Aim to develop dexterity and co-ordination

$\text{♩} = 104$

*mf*

## Scales from Memory

For the examination, the candidate should be asked to perform all the following scales and arpeggios from memory. They should perform each scale with separate bows or slurred as requested by the teacher. The Arpeggios are separate bows. The teacher should aim for an even distribution of articulations.

(See MTB Cello Scale Bowing Patterns below)

Metronome marks can be found on the next page. All tempi given are minimum speeds.

### Scales

D major	One octave
C major	Two octaves
A minor	One octave (natural minor scale)

### Arpeggios

D major	One octave
C major	Two octaves
A minor	One octave

## Bowing Patterns

Long tonics. Separate & slurred in pairs

Arpeggios separate,  
even



The musical notation consists of two staves. The first staff is in 4/4 time and shows a long tonic (D) with separate notes and slurred pairs. The second staff is in 3/4 time and shows arpeggios with triplets.

# Scales & Arpeggios from Memory

For the examination, the candidate should be asked to perform all the following scales and arpeggios from memory. They should perform each scale with separate bows or slurred as requested by the teacher. The Arpeggios are separate bows. The teacher should aim for an even distribution of articulations. All tempi given are minimum speeds.

(See [MTB Cello Scale Bowing Patterns](#))

♩ = 48

D major scale - 1 octave



C major scale - 2 octaves



A natural minor scale - 1 octave



♩ = 72

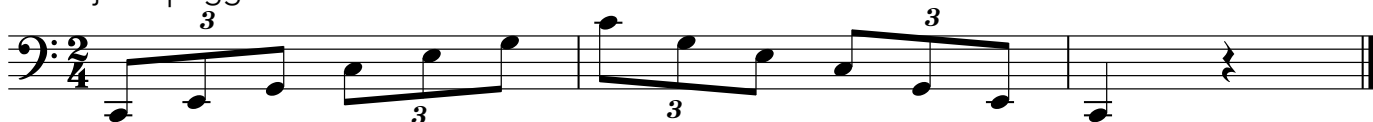
D major arpeggio - 1 octave



A minor arpeggio - 1 octave



C major arpeggio - 2 octaves

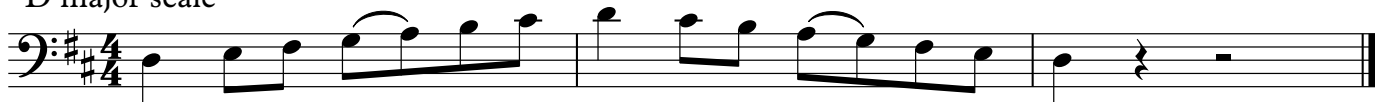


# Alternative to Scales from Memory

The following do not need to be played from memory. For the examination, perform *all* the following. All tempi given are minimum speeds.

Scales ♩ = 48      Arpeggios triplet ♩ = 72

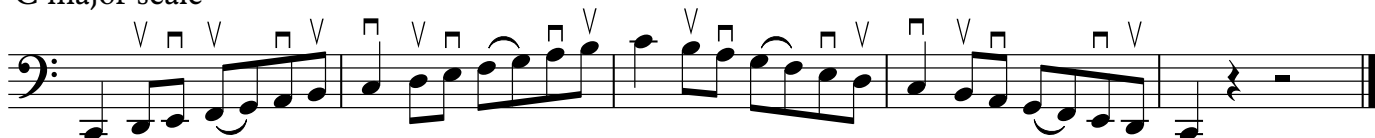
D major scale



D major scale with rhythmic pattern



C major scale



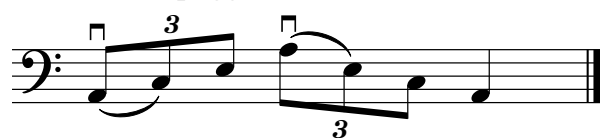
A natural minor scale



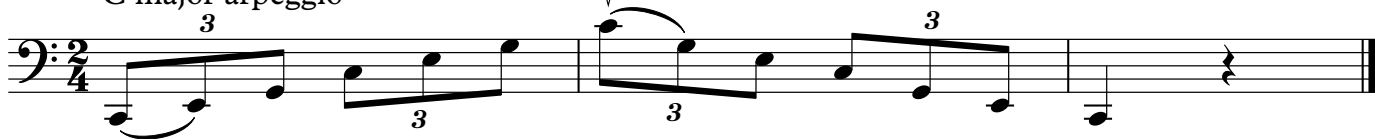
D major arpeggio



A minor arpeggio



C major arpeggio



# Duets

[Click here to find exam speed duet recordings](#)

[Click here to find practise speed duet recordings](#)

Select ONE of the following three duets

## Grade 1 - Morning Stroll

Moderato - relaxed!

Musical score for Grade 1 - Morning Stroll. The piece is in 4/4 time and D major. It consists of two staves. The first staff starts with a forte (*f*) dynamic, followed by a piano (*p*) section with a slur, and ends with a forte (*f*) dynamic. The second staff follows a similar dynamic structure.

## Grade 1 - Catch the Ball

Moderato - having fun!

Musical score for Grade 1 - Catch the Ball. The piece is in 4/4 time and D major. It consists of two staves. Both staves start with a mezzo-forte (*mf*) dynamic and feature a rhythmic pattern of quarter notes and rests.

Continuation of the musical score for Grade 1 - Catch the Ball. The first staff starts with a piano (*p*) dynamic and ends with a mezzo-forte (*mf*) dynamic. The second staff follows a similar dynamic structure.

## Grade 1 - Shining Bright

Andante - dreamily!

Musical score for Grade 1 - Shining Bright. The piece is in 4/4 time and D major. It consists of two staves. The first staff starts with a mezzo-forte (*mf*) dynamic, moves to mezzo-piano (*mp*), and ends with a forte (*f*) dynamic. The second staff follows a similar dynamic structure.

Continuation of the musical score for Grade 1 - Shining Bright. The first staff starts with a piano (*p*) dynamic and ends with a mezzo-forte (*mf*) dynamic. The second staff follows a similar dynamic structure.

Continuation of the musical score for Grade 1 - Shining Bright. The first staff starts with a mezzo-forte (*mf*) dynamic and ends with a piano (*p*) dynamic. The second staff follows a similar dynamic structure.



# 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).

♩ = 90  
candidate

1

metronome

♩ = 82

2

♩ = 104

3

♩ = 116

4

♩ = 80

5

♩ = 108

6

# Listening Skills

(Aural tests)

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 - Singing back notes.

I shall play a note and then you shall sing it back. We shall do this for 4 different notes.

Treble Clef

1.      2.      3.      4.

Bass Clef

1.      2.      3.      4.

Test 2 - Clapping back rhythms.

I shall count the pulse and then clap a rhythm. Clap it back immediately after you hear it.

We shall do this with 4 different rhythms.

1.

2.

3.

4.

Test 3 - Singing back melodic phrases.

I shall play a melodic phrase **twice**, and then you shall sing it back. We shall do this for 3 different melodies.

Treble Clef

1.

2.

3.

Bass Clef

1.

2.

3.