

Musicianship Addendum

EFFECTIVE SEPTEMBER 1, 2024
UPDATED AUGUST 2024



The Royal
Conservatory®
The finest instrument is the mind.



This addendum applies to the following disciplines:

Accordion
Bassoon
Cello
Clarinet
Double Bass
Euphonium
Flute
Harp
Harpsichord
Horn
Oboe
Organ
Percussion
Recorder
Saxophone
Trombone
Trumpet
Tuba
Viola

★ Note that examinations are not available for all levels for some instruments.

This addendum *does not* apply to the following disciplines:

Guitar: See *Classical Guitar Syllabus, 2018 Edition* for all musicianship requirements.

Voice: See *Voice Syllabus, 2019 Edition* for all musicianship requirements.

Violin: See *Violin Syllabus, 2021 Edition* for all musicianship requirements.

Piano: See *Piano Syllabus, 2022 Edition* for all musicianship requirements.

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Preface

Musicianship requirements (aural skills and reading skills) have been revised to support student success and to achieve consistency and uniformity across all disciplines. Changes have been made to specific requirements and to the method of delivery.

This document outlines the updated requirements for each instrument. It should be used in tandem with the current syllabus for each instrument.

Aural Skills

Clapback

- Prep–Level 4: New method of delivery:
 - The examiner will identify the time signature and count one measure before beginning.
- Levels 1–3: New time signature: $\frac{4}{4}$ instead of $\frac{2}{4}$.
- Level 4: New time signatures: $\frac{3}{4}$ and $\frac{4}{4}$ instead of $\frac{2}{4}$.
- Levels 5–7: Clapbacks are no longer required.

Intervals

- Level 1: Intervals are now required.
- Levels 2–10: The intervals required at each level have changed.
- New method of delivery:
 - Levels 1–4: The examiner will play each interval in melodic form (ascending *and* descending).
 - Levels 5–9: The examiner will play each interval in melodic form (ascending *or* descending), followed by harmonic form.
 - Level 10: The examiner will play each interval in melodic form (ascending *or* descending) OR harmonic form.

★ This document overrides the ear-test requirements for intervals presented in the current syllabus for each instrument.

Chords

- Preparatory–Level 5: Chords are now required.
 - Levels 6–10: The chords required at each level have changed.
- ★ This document overrides the ear-test requirements for chords presented in the current syllabus for each instrument.

Chord Progressions

- Recognition of cadences has been replaced with chord progressions.
 - Levels 5–10: Chord progressions are now required.
- ★ This document overrides the ear-test requirements for cadences presented in the current syllabus for each instrument.

Playback

- Levels 5–10: New method of delivery:
 - The melodies will be played *three* times.
 - Students will be asked to clap the rhythm before playing back the melody.
- ★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Reading Skills

★ Note that for some instruments, sight reading is not required for all levels. See the current syllabus for each instrument to confirm requirements.

Rhythm

- New method of delivery:
 - Students are required to tap or clap one measure of a steady beat before performing the rhythm to establish a sense of pulse and to set the tempo for their performance.
 - Students may choose to tap the beat with one hand or foot, or to clap the beat with both hands if they are speaking the rhythm.
 - Students should continue tapping while they perform the rhythm.
 - To perform the sight-rhythm excerpt, students may speak the rhythm using the syllable of their choice (“la,” “ta,” Kodály syllables, etc.), clap the rhythm, or tap the rhythm with one hand.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Playing

- No changes. Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

Prepared Reading for Remote Examinations


- For remote examinations, the sight-reading excerpts will be provided 22 hours in advance of the examination for student preparation. Prepared reading excerpts may be slightly longer than examples provided for in-person examinations but will conform to all other requirements listed for each level.
- Students are encouraged to review prepared reading excerpts in advance of their examination but are not permitted to add markings (such as note names or numbers for counting) to the score.

Preparatory

Aural Skills

Clapback

Students will choose to clap, tap, or sing the rhythm of a short melody after the examiner has played it *twice*. The examiner will identify the time signature and count one measure before beginning.

Time Signatures	Note Values	Approximate Length
$\frac{3}{4}$ $\frac{4}{4}$		two measures

Examples only:



Chords

Students will be asked to identify the quality (major or minor) of a triad after the examiner has played the first five notes of a major or minor scale followed by the tonic triad in solid/blocked form *once*.

Chords	Position
major and minor triads	root position

Example only:



Playback

Students will be asked to play back a melody on their instrument. The examiner will identify the key, play the tonic triad *once*, and play the melody *twice*.

★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Preparatory

Reading Skills

Rhythm

For a given rhythm, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the given rhythm.

A steady pulse and metric accentuation are expected.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Examples only:



Playing

Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

Level 1

Aural Skills

Clapback

Students will choose to clap, tap, or sing the rhythm of a short melody after the examiner has played it *twice*. The examiner will identify the time signature and count one measure before beginning.

Time Signatures	Note Values	Approximate Length
$\frac{3}{4}$ $\frac{4}{4}$		two to three measures

Examples only:



Intervals

Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending and descending) *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending and descending). The examiner will play the first note *once*.

Intervals (ascending and descending)
minor 3rd
major 3rd

Example only:



Chords

Students will be asked to identify the quality (major or minor) of a triad after the examiner has played it in broken and then solid/blocked form *once*.

Chords	Position
major and minor triads	root position

Playback

Students will be asked to play back a melody on their instrument. The examiner will identify the key, play the tonic triad *once*, and play the melody *twice*.

★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Level 1

Reading Skills

Rhythm

For a given rhythm, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the given rhythm.

A steady pulse and metric accentuation are expected.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Example only:



Playing

Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

Level 2

Aural Skills

Clapback

Students will choose to clap, tap, or sing the rhythm of a short melody after the examiner has played it *twice*. The examiner will identify the time signature and count one measure before beginning.

Time Signatures	Note Values	Approximate Length
$\frac{3}{4}$		two to three measures

Examples only:



Intervals

Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending and descending) *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending and descending). The examiner will play the first note *once*.

Intervals (ascending and descending)
minor 3rd
major 3rd
perfect 5th

Examples only:



Chords

Students will be asked to identify the quality (major or minor) of a triad after the examiner has played it in solid/blocked form *once*.

Chords	Position
major and minor triads	root position

Playback

Students will be asked to play back a melody on their instrument. The examiner will identify the key, play the tonic triad *once*, and play the melody *twice*.

★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Level 2

Reading Skills

Rhythm

For a given rhythm, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the given rhythm.

A steady pulse and metric accentuation are expected.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Example only:



Playing

Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

Level 3

Aural Skills

Clapback

Students will choose to clap, tap, or sing the rhythm of a short melody after the examiner has played it *twice*. The examiner will identify the time signature and count one measure before beginning.

Time Signatures	Note Values	Approximate Length
$\frac{3}{4}$		three to four measures

Examples only:



Intervals

Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending and descending) *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending and descending). The examiner will play the first note *once*.

Intervals (ascending and descending)
minor 3rd
major 3rd
perfect 4th
perfect 5th

Examples only:



Chords

Students will be asked to identify the quality (major or minor) of a triad after the examiner has played it in solid/blocked form *once*.

AND

Students will be asked to identify a single note as the root, third, or fifth of a major or minor triad after the examiner has played the triad in broken form *once*.

Chords	Position
major and minor triads	root position

Playback

Students will be asked to play back a melody on their instrument. The examiner will identify the key, play the tonic triad *once*, and play the melody *twice*.

★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Level 3

Reading Skills

Rhythm

For a given rhythm, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the given rhythm.

A steady pulse and metric accentuation are expected.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Example only:



Playing

Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

Level 4

Reading Skills

Rhythm

For a given melody, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the given melody. A steady pulse and metric accentuation are expected.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Example only:



Playing

Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

Level 5

Aural Skills

Intervals

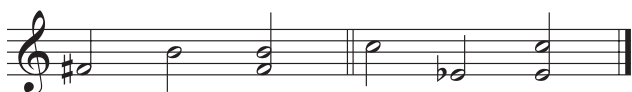
Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending or descending) followed by harmonic form *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending or descending). The examiner will play the first note *once*.

Intervals (ascending or descending)
minor 3rd, major 3rd
perfect 4th
perfect 5th
minor 6th, major 6th
perfect octave

Examples only:



Chords

Students will be asked to identify the quality of the following chords after the examiner has played the chord in solid/blocked form, close position *once*.

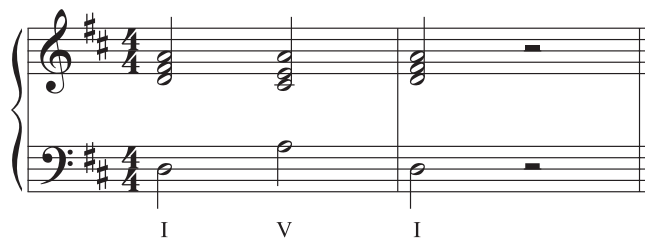
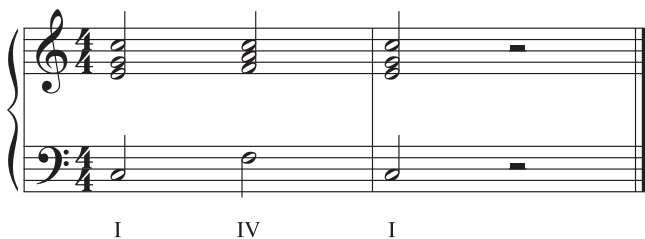
Chords	Position
major and minor triads	root position
dominant 7th (major–minor 7th)	root position

Chord Progressions

Students will be asked to identify chord progressions in major keys as I–IV–I or I–V–I after the examiner has played the progression *twice*. The progression will be played in keyboard style, and the bass line will ascend from the tonic.

Chord Progressions
I–IV–I
I–V–I

Examples only:



Level 6

Aural Skills

Intervals

Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending or descending) followed by harmonic form *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending or descending). The examiner will play the first note *once*.

Intervals (ascending or descending)
minor 2nd, major 2nd
minor 3rd, major 3rd
perfect 4th
perfect 5th
minor 6th, major 6th
perfect octave

Examples only:



Chords

Students will be asked to identify the quality of the following chords after the examiner has played the chord in solid/blocked form, close position *once*.

Chords	Position
major and minor triads	root position
dominant 7th (major–minor 7th)	root position
diminished 7th	root position

Level 6

Chord Progressions

Students will be asked to identify chord progressions in major or minor keys as listed below, after the examiner has played the progression *twice*. The progression will be played in keyboard style, and the bass line will ascend from the tonic.

Major	Minor
I-IV-I	i-iv-i
I-V-I	i-V-i

Examples only:

i iv i

I V I

Playback

Students will be asked to play back a melody on their instrument. The examiner will identify the key and time signature, play the tonic chord *once*, and play the melody *three* times.

- Before the first playing, the examiner will count one measure.
 - After the second playing, the student will clap the rhythm or sing the melody.
 - After the third playing, the student will play the melody.
- ★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Level 6

Reading Skills

Rhythm

For a given melody, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the rhythm of the given melody.

A steady pulse and metric accentuation are expected.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Example only:



Playing

Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

Level 7

Aural Skills

Intervals

Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending or descending) followed by harmonic form *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending or descending). The examiner will play the first note *once*.

Intervals (ascending or descending)
minor 2nd, major 2nd
minor 3rd, major 3rd
perfect 4th
perfect 5th
minor 6th, major 6th
minor 7th, major 7th
perfect octave

Examples only:



Chords

Students will be asked to identify the quality of the following chords after the examiner has played the chord in solid/blocked form, close position *once*.

Chords	Position
major, minor, and augmented triads	root position
dominant 7th (major–minor 7th)	root position
diminished 7th	root position

Level 7

Chord Progressions

Students will be asked to identify chord progressions in major or minor keys as listed below, after the examiner has played the progression *twice*. The progression will be played in keyboard style, and the bass line will ascend from the tonic.

Major	Minor
I-IV-I	i-iv-i
I-V-I	i-V-i
I-IV-V	i-iv-V

Examples only:

I IV V

i V i

Playback

Students will be asked to play back a melody on their instrument. The examiner will identify the key and time signature, play the tonic chord *once*, and play the melody *three* times.

- Before the first playing, the examiner will count one measure.
- After the second playing, the student will clap the rhythm or sing the melody.
- After the third playing, the student will play the melody.

★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Reading Skills

Rhythm

For a given melody, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the rhythm of the given melody.

A steady pulse and metric accentuation are expected.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Example only:



Playing

Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

★ For Organ, please see the current syllabus for requirements.

Level 8

Aural Skills

Intervals

Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending or descending) followed by harmonic form *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending or descending). The examiner will play the first note *once*.

Intervals (ascending or descending)
minor 2nd, major 2nd
minor 3rd, major 3rd
perfect 4th
augmented 4th/diminished 5th
perfect 5th
minor 6th, major 6th
minor 7th, major 7th
perfect octave

Examples only:



Chords

Students will be asked to identify the quality of the following chords after the examiner has played the chord in solid/blocked form, close position *once*.

Chords	Position
major, minor, and augmented triads	root position
dominant 7th (major–minor 7th)	root position
diminished 7th	root position

Level 8

Chord Progressions

Students will be asked to identify each chord in a four-chord progression in a major or minor key as listed below, after the examiner has played the progression *twice*. In the second playing, the examiner will pause on each chord for the student to identify it. The progression will be played in keyboard style.

Major	Minor
I-IV-V-I	i-iv-V-i
I-IV-V-vi	i-iv-V-VI
I-vi-IV-V	i-VI-iv-V
I-vi-IV-I	i-VI-iv-i

Examples only:

I IV V I

i iv V VI

I vi IV V

i VI iv i

Playback

Students will be asked to play back a melody on their instrument. The examiner will identify the key and time signature, play the tonic chord *once*, and play the melody *three* times.

- Before the first playing, the examiner will count one measure.
- After the second playing, the student will clap the rhythm or sing the melody.
- After the third playing, the student will play the melody.

★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Level 8

Reading Skills

Rhythm

For a given melody, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the rhythm of the given melody.

A steady pulse and metric accentuation are expected.

★ See the current syllabus for each instrument for time signatures, approximate length, and examples.

Example only:



Playing

Students will be asked to play a short passage at sight.

★ See the current syllabus for each instrument for time signatures, keys, and approximate length.

★ For Organ, please see the current syllabus for requirements.

Level 9

Aural Skills

Intervals

Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending or descending) followed by harmonic form *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending or descending). The examiner will play the first note *once*.

Intervals (ascending or descending)
minor 2nd, major 2nd
minor 3rd, major 3rd
perfect 4th
augmented 4th/diminished 5th
perfect 5th
minor 6th, major 6th
minor 7th, major 7th
perfect octave

Examples only:



Chords

Students will be asked to identify the quality of the following chords after the examiner has played the chord in solid/blocked form, close position *once*.

Chords	Positions
major and minor four-note chords	root position, 1st inversion
augmented triad	root position
dominant 7th (major–minor 7th)	root position
diminished 7th	root position

Level 9

Chord Progressions

Students will be asked to identify each chord in a four-chord progression in a major or minor key after the examiner has played the progression *twice*. In the second playing, the examiner will pause on each chord for the student to identify it. The progression will be played in keyboard style, beginning on the tonic chord, and may include any of the following chords.

Major	Minor
I, IV, V, vi (root position only)	i, iv, V, VI (root position only)

Example only:

i iv i V

Playback

Students will be asked to play back on their instrument the upper part of a two-part phrase. The examiner will identify the key and time signature, play the tonic chord *once*, and play the phrase *three* times.

- Before the first playing, the examiner will count one measure.
- After the second playing, the student will clap the rhythm or sing the melody.
- After the third playing, the student will play the melody.

★ See the current syllabus for each instrument for required keys, approximate length, and examples.

Level 9

Reading Skills

Rhythm

For a given melody, students will be asked to:

- Tap a steady beat with their hand or foot for one measure (or clap the beat with both hands if they are speaking the rhythm).
- Continue tapping while speaking, tapping, or clapping the rhythm of the given melody.

A steady pulse and metric accentuation are expected.

See the current syllabus for each instrument for time signatures, approximate length, and examples.

Example only:



Playing

Students will be asked to play a short passage at sight.

- ★ See the current syllabus for each instrument for time signatures, keys, and approximate length.
- ★ For Organ, please see the current syllabus for requirements.

Level 10

Aural Skills

Intervals

Students will be asked to identify any of the following intervals. The examiner will play each interval in melodic form (ascending or descending) or harmonic form *once*.

OR

Students may choose to sing or hum any of the following intervals (ascending or descending). The examiner will play the first note *once*.

Intervals (ascending or descending)
minor 2nd, major 2nd
minor 3rd, major 3rd
perfect 4th
augmented 4th/diminished 5th
perfect 5th
minor 6th, major 6th
minor 7th, major 7th
perfect octave
minor 9th, major 9th

Examples only:



Chords

Students will be asked to identify the quality of the following chords after the examiner has played the chord in solid/blocked form, close position *once*.

Chords	Positions
major and minor four-note chords	root position, 1st inversion
augmented triad	root position
dominant 7th (major–minor 7th)	root position
diminished 7th	root position
major–major 7th	root position
minor–minor 7th	root position

Revised Etude Requirements

Effective September 1, 2024, Woodwinds, Brass, and Percussion students should prepare a maximum of *two* contrasting etudes (studies) only for each level. See the current syllabus for each instrument for selection lists.

Distribution of Musicianship Marks

The following tables override the Ear Tests and Sight Reading sections of the Table of Marks in the current syllabus for each instrument.

Viola, Cello, Double Bass

	Elementary			Intermediate	Advanced
	Prep	Levels 1–2	Levels 3–4	Levels 5–8	Levels 9–10
Aural Skills	10	10	10	10	10
Clapback	4	2	2	—	—
Intervals	—	2	2	2	2
Chords	2	2	2	2	2
Chord Progressions	—	—	—	2	2
Playback	4	4	4	4	4
Reading Skills	—	—	10	10	10
Rhythm	—	—	3	3	3
Playing	—	—	7	7	7

Flute, Clarinet, Saxophone, Trumpet

	Elementary		Intermediate	Advanced
	Prep	Levels 1–4	Levels 5–8	Levels 9–10
Aural Skills	10	10	10	10
Clapback	4	2	—	—
Intervals	—	2	2	2
Chords	2	2	2	2
Chord Progressions	—	—	2	2
Playback	4	4	4	4
Reading Skills	10	10	10	10
Rhythm	5	3	3	3
Playing	5	7	7	7

Oboe, Bassoon, Recorder, Horn, Trombone, Tuba, Euphonium

	Elementary		Intermediate	Advanced
	Level 1	Levels 2 & 4	Levels 6 & 8	Levels 9 & 10
Aural Skills	10	10	10	10
Clapback	2	2	—	—
Intervals	2	2	2	2
Chords	2	2	2	2
Chord Progressions	—	—	2	2
Playback	4	4	4	4
Reading Skills	10	10	10	10
Rhythm	3	3	3	3
Playing	7	7	7	7

Distribution of Musicianship Marks

Percussion

	Elementary		Intermediate	Advanced
	Levels 1 & 2	Level 4	Levels 6 & 8	Levels 9 & 10
Aural Skills	10	10	10	10
Clapback	2	2	—	—
Intervals	2	2	2	2
Chords	2	2	2	2
Chord Progressions	—	—	2	2
Playback	4	4	4	4
Reading Skills	—	10	10	10
Rhythm	—	3	3	3
Playing	—	7	7	7

Harp

	Elementary	Intermediate	Advanced
	Levels 2 & 4	Levels 6 & 8	Levels 9 & 10
Aural Skills	10	10	10
Clapback	2	—	—
Intervals	2	2	2
Chords	2	2	2
Chord Progressions	—	2	2
Playback	4	4	4
Reading Skills	10	10	10
Rhythm	3	3	3
Playing	7	7	7

Accordion

	Elementary	Intermediate	Advanced
	Levels 1–4	Levels 5–8	Levels 9–10
Aural Skills	10	10	10
Clapback	2	—	—
Intervals	2	2	2
Chords	2	2	2
Chord Progressions	—	2	2
Playback	4	4	4
Reading Skills	10	10	10
Rhythm	3	3	3
Playing	7	7	7

Distribution of Musicianship Marks

Organ

	Intermediate	Advanced	
	Levels 7–8	Level 9	Level 10
Aural Skills	10	10	10
Clapback	—	—	—
Intervals	2	2	2
Chords	2	2	2
Chord Progressions	2	2	2
Playback	4	4	4
Reading Skills	7	7	7
Chorale	3	2	—
Organ Composition	4	3	2
Improvisation	—	2	2
Transposition	—	—	3

Harpsichord

	Intermediate	Advanced
	Level 8	Levels 9–10
Aural Skills	10	10
Clapback	—	—
Intervals	2	2
Chords	2	2
Chord Progressions	2	2
Playback	4	4
Reading Skills	10	10
Rhythm	3	3
Playing	7	7