

A full-page background image featuring a male drummer in profile, wearing a black leather jacket, a white bandana with a paisley pattern, and glasses. He is seated on a black stool, playing a drum set. The background is a vibrant, multi-colored gradient of blue, purple, and pink. The text is overlaid on the left side of the image.

IPMA

INTERNATIONAL PROFESSIONAL
MUSIC EDUCATION ASSOCIATION

DRUMS SYLLABUS

PERFORMANCE EXAMINATION

QUALIFICATION SPECIFICATIONS FOR
GRADED EXAMS 2023-2025

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Introduction

Welcome to the International Professional Music Education Association (IPMA) Drums Performance Exam Syllabus Grade Debut - Grade 8. This syllabus was produced by a committed team of drummers, teachers, and examiners and provides an in-depth look at all aspects of your exam.

Our Performance music exams are designed for students to focus on developing their performance skills and to expand their repertoire knowledge. Our qualifications enable students to receive formal acknowledgement of their level of expertise as well as to gain feedback to help them continue on their learning journey.

VISION	At the International Music Education Association (IPMA), we believe that music is an invaluable gift for all, playing an important role in social development, human civilization, and improvement in the quality of life. We also believe that music education is one of the most effective ways to cultivate this gift among all.
MISSION	IPMA's mission is to advance the music profession through: <ul style="list-style-type: none">Building a worldwide community of music enthusiasts as well as music performers and music educators.Fostering the value of music.Popularize music education for people of all ages throughout the world.
CORE VALUES	In order to build and maintain a worldwide community of music education, IPMA affirms that: <ul style="list-style-type: none">Well-trained and qualified teachers are vital to development in music education.Curricula and resources updates designed by professional educators via a collaborative platform are essential to music education development.Both local and international music should be recognized and respected.Traditional and innovative teaching approaches should be integrated in order to serve the learning needs of all learners, including those with special needs. Technology plays an indispensable role in music education and is important in allowing easy access to music by all.
SYLLABUS UPDATES	This syllabus is valid from 1 September 2022. Please check our website ipma-global.org to ensure you are using the latest version of the syllabus and for any updates on our drums performance exams.
HIGHLIGHTED FEATURES:	<ol style="list-style-type: none">All rounded and balanced assessment.Balanced and various exam repertoire.Various choices of exam pieces, either solo or ensemble pieces.Memorisation is not required.Reduced anxiety.Online exams can be taken anytime and anywhere.

Officially Recognised Qualifications

Our music exams are powered by Online Music Exams and accredited by the awarding organisation “The Learning Machine” (TLM) which is regulated by OFQUAL (British Government). This enables our students to receive qualifications that are recognized world-wide by educational and employment establishments.

IPMA Drum Exams	RQF* level	EQF** level	Qualification title	Qualification number	Other equivalent qualifications
Debut	Entry Level 3	1	TLM Entry Level Award in Musical Performance Debut (Entry 3)	610/1051/0	
Grade 1	1	2	TLM Level 1 Award in Musical Performance Grade 1	603/4575/5	G.C.S.E. (D-G)
Grade 2	1	2	TLM Level 1 Award in Musical Performance Grade 2	603/4576/7	
Grade 3	1	2	TLM Level 1 Award in Musical Performance Grade 3	603/4577/9	
Grade 4	2	3	TLM Level 1 Award in Musical Performance Grade 4	603/4578/0	G.C.S.E (A*-C)
Grade 5	2	3	TLM Level 1 Award in Musical Performance Grade 5	603/4579/2	
Grade 6	3	4	TLM Level 1 Award in Musical Performance Grade 6	603/4580/9	AS/A Level
Grade 7	3	4	TLM Level 1 Award in Musical Performance Grade 7	603/4581/0	
Grade 8	3	4	TLM Level 1 Award in Musical Performance Grade 8	603/4582/2	

* Regulated Qualifications Framework in England, Wales and Northern Ireland
** European Qualifications Framework

UCAS Points

For those applying to colleges and universities in the UK, Grades 6–8 IPMA Qualifications are now eligible for UCAS (Universities and Colleges Admissions Service) points as shown below:

Grade 6 UCAS Points	Grade 7 UCAS Points	Grade 8 UCAS Points
Pass: 8	Pass: 12	Pass: 18
Merit: 10	Merit: 14	Merit: 24
Distinction: 12	Distinction: 16	Distinction: 30

Duration of Study

The duration of study needed to gain a qualification is dependent on each individual. Regulated qualifications are all assigned a total qualification time as set out below. The total qualification time is an estimate of the hours spent learning with a teacher and the hours spent learning individually.

	Guided learning hours	Independent learning hours	Total qualification time (hours)
Debut	8	32	40
Grade 1	12	48	60
Grade 2	18	72	90
Grade 3	18	102	120
Grade 4	24	126	150
Grade 5	24	156	180
Grade 6	36	184	220
Grade 7	48	222	270
Grade 8	54	266	320

Exam Guidance

How to Take Your Exam Online

Online Music Exams enables candidates to take their exams anytime and from anywhere.
No booking required!

WHAT YOU WILL NEED:



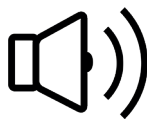
A Computer, Laptop or Mobile phone



Stable wi-fi or Ethernet
For best results



Camera
Built in camera or external HD camera with microphone



Sound
Any speaker system that you can hear comfortably (not available for headphones)

HOW IT WORKS:



To purchase and take Music Exam, go to ipma-global.org



1



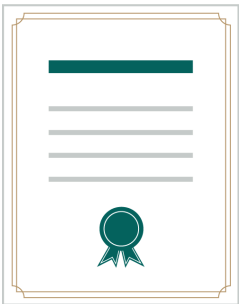
At the start of an exam, an audio-visual recording will be taken of the candidate and they will be asked to provide information that will verify their identity. If the candidate is under the age of eighteen, a parent or legal guardian must be present at the exam recording and must verify their identity.

2



An automated assistant will lead the candidate through each section of their exam. The candidate will need to introduce the name and composer of each song before each performance.

3



Your exam will then be marked by an instrument specific examiner and you will receive your results within 1-5 working days later.

IMPORTANT!

The candidate's full head, shoulders, hands and entire drum kit must be clearly seen.

Exam Duration

Debut	Grade 1	Grade 2
12-15 minutes	15-18 minutes	15-18 minutes
Grade 3	Grade 4	Grade 5
15-18 minutes	17-20 minutes	17-20 minutes
Grade 6	Grade 7	Grade 8
20-25 minutes	25-30 minutes	25-36 minutes

INSTRUMENTS

Candidates can perform on an acoustic or electronic drum set up to Grade 6. From Grade 7 onwards, candidates must perform on an acoustic drum set.

AGE GROUPS

IPMA Drums performance exams are open to all ages.

SONG

- Grade Debut**

Candidates must perform **2 Songs** from the IPMA Drums performance exam song list (in corresponding grade).
- Grades 1-3**

Candidates must perform **3 Songs** from the IPMA Drums performance exam song list (in corresponding grade).
- Grades 4-5**

Candidates must perform **4 Songs** from the IPMA Drums performance exam song list (in corresponding grade).
- Grades 6-8**

Candidates must perform **5 Songs** from the IPMA Drums performance exam song list (in corresponding grade).

BACKING TRACKS

Backing tracks are optional or compulsory as indicated in the repertoire list. Please note that backing tracks must not contain the drums track and it is the candidate’s responsibility to ensure that the volume between the backing track and drums is appropriate. We recommend practicing first in the mock exam practice page to test volume levels.
Backing track choices are left to the candidate’s preference and can be sourced in different ways. For example:

1.

Backing tracks websites such as <https://guitarbackingtrack.org>

2.

YouTube

3.

Apps such as the app MOISES (www.moises.ai), where you can take out the drums track.

PERFORMING SONGS FROM MEMORY

Performing songs from memory is optional. No extra points will be awarded for memorisation.

REPEATS

All da capo and dal segno indications should be followed but other repeats (including first-time bars) should not be played.

PAGE-TURNS

Candidates may use a photocopy of a section of the song to help with particularly awkward page-turns. Candidates at Grades 6–8 may bring a page-turner to their exam.

PHOTOCOPIES

IPMA expects students to obtain music legally. Photocopies are prohibited, except in the circumstance where a section of music has been photocopied to help with a difficult page-turn.

ONLINE EXAM AUDIO EQUIPMENT

It is recommended that candidates use at least one microphone (USB-Microphone) or use an audio interface or a micro-phoned amplifier to ensure a good quality sound.

IPMA Performance Exams

Marking Criteria

Exam Structure

GRADE DEBUT chosen from the IPMA Drums performance exam song list (in corresponding grade)

Songs	Max. marks
Song 1	20
Song 2	20
Total Marks	40

GRADE 1-3 chosen from the IPMA Drums performance exam song list (in corresponding grade)

Songs	Max. marks
Song 1	20
Song 2	20
Song 3	20
Total Marks	60

GRADE 4-5 chosen from the IPMA Drums performance exam song list (in corresponding grade)

Songs	Max. marks
Song 1	20
Song 2	20
Song 3	20
Song 4	20
Total Marks	80

GRADE 6-8 chosen from the IPMA Drums performance exam song list (in corresponding grade)

Songs	Max. marks
Song 1	20
Song 2	20
Song 3	20
Song 4	20
Song 5	20
Total Marks	100

According to the candidate’s performance, the total mark given corresponds to various attainment levels, as shown below:

GRADE DEBUT-8

Each exam is marked with the percentage boundaries for each certification as follows:

85-100%	75-84%	60-74%	59% OR LOWER
Distinction	Merit	Pass	Below Pass

Marking Scheme for Songs

MAXIMUM MARK: 20

Total Marks Attainment level:

17-20	15-16	12-14	11 OR LOWER
Distinction	Merit	Pass	Below Pass

How Songs are marked

Each song is marked based on the following criteria:

5 marks	4 marks
ACCURACY AND RHYTHM:	
<i>The ability to realise the notation accurately, to maintain a steady pulse, and to control the specific rhythmic patterns within the work.</i>	<p>An excellent level of accuracy with secure control of notation and pulse. The rhythm is executed with precision and is suitable for the style and character.</p> <p>A very high level of accuracy with only insignificant slips in notation and slight fluctuations in the pulse. The rhythm is mostly well executed and reflects the style and character.</p>
DYNAMICS AND ARTICULATION:	
<i>The ability to control and execute dynamic contrasts and articulation details of the work, not only at a technical level but also showcases an understanding of the expressive qualities.</i>	<p>An excellent use and control of dynamics that vividly reflects the character of the music. The articulation was very clean, and fulfills the musical requirements to a very high degree.</p> <p>A high level of dynamic contrasts that reflect the character of the music with only minor imperfections. The articulation was mostly clean and fulfills the musical requirements.</p>
TONE COLOUR AND BALANCE:	
<i>The ability to produce and control tone colour that is suitable for the expressions of the music, and to maintain proper balance to highlight the musical texture.</i>	<p>An excellent level of tone control with clear projections and acute awareness of balance.</p> <p>A high level of tone control with mostly clear projections and sensitive awareness of balance.</p>
STYLE AND INTERPRETATION:	
<i>The ability to showcase an understanding of the appropriate musical styles and interpret with an acute awareness of the character.</i>	<p>An excellent level of stylistic details and a highly effective interpretation.</p> <p>A high level of stylistic details and an effective interpretation.</p>

3 marks	2 marks
ACCURACY AND RHYTHM:	
<i>The ability to realise the notation accurately, to maintain a steady pulse, and to control the specific rhythmic patterns within the work.</i>	<p>A generally good degree of accuracy with some slips. Good fluency of the pulse with occasional inconsistencies in rhythmic control.</p> <p>An acceptable degree of accuracy with a number of errors. A general sense of fluency despite some stumbles in the pulse and rhythm.</p>
DYNAMICS AND ARTICULATION:	
<i>The ability to control and execute dynamic contrasts and articulation details of the work, not only at a technical level but also showcases an understanding of the expressive qualities.</i>	<p>A generally good use of dynamic contrasts with consideration of the character of the music. The articulation was controlled but with occasional inconsistencies.</p> <p>An acceptable range of dynamic contrasts with some errors. The articulation was managed but with some insecurities.</p>
TONE COLOUR AND BALANCE:	
<i>The ability to produce and control tone colour that is suitable for the expressions of the music, and to maintain proper balance to highlight the musical texture.</i>	<p>A generally reliable tone control with occasional lapses and adequate awareness of balance.</p> <p>An acceptable degree of tone control with some inconsistencies and moments of improper balance.</p>
STYLE AND INTERPRETATION:	
<i>The ability to showcase an understanding of the appropriate musical styles and interpret with an acute awareness of the character.</i>	<p>A generally good level of stylistic details and mostly effective interpretation.</p> <p>An acceptable level of stylistic details and mostly reliable interpretation.</p>

Song List

1 mark	0 marks
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ACCURACY AND RHYTHM:

The ability to realise the notation accurately, to maintain a steady pulse, and to control the specific rhythmic patterns within the work.

A limited degree of accuracy with intrusive errors and sporadic slips. A lack of basic control of the pulse and unsuccessful realisation of the rhythm.

Very limited degree of accuracy with many significant errors. Little to no control of the pulse and incapable of executing the rhythm.

DYNAMICS AND ARTICULATION:

The ability to control and execute dynamic contrasts and articulation details of the work, not only at a technical level but also showcases an understanding of the expressive qualities.

A limited degree or over exaggeration of dynamic contrasts with very limited consideration to the musical content. The articulation lacked a basic level of control.

Dynamic contrasts either not managed or used in a disruptive manner. The articulation was not controlled and included significant flaws.

TONE COLOUR AND BALANCE:

The ability to produce and control tone colour that is suitable for the expressions of the music, and to maintain proper balance to highlight the musical texture.

A limited degree of tone control with many inconsistencies and very little awareness of balance

No tone control with many significant flaws and no awareness of balance.

STYLE AND INTERPRETATION:

The ability to showcase an understanding of the appropriate musical styles and interpret with an acute awareness of the character.

A limited degree of stylistic details and inconsistent interpretation.

Stylistic details not shown and ineffective interpretation.

Debut

	Song	Artist/Arranged by
1	Another One Bites the Dust	Queen
2	Baby Shark	Baby Shark
3	Bad Habits	Ed Sheeran
4	Billie Jean	Michael Jackson
5	Complicated	Arvil Lavigne
6	Dance Monkey	Tones And I
7	Hey Jude	The Beatles
8	I Believe I can fly	R. Kelly
9	I Like To Move It	Madagascar
10	Imagine	John Lennon
11	It's My Life	Bon Jovi
12	Last Nite	The Strokes
13	Like you喜歡妳	Beyond
14	Listen to Mom聽媽媽的話	Jay Chou周杰倫
15	Livin' On A Prayer	Bon Jovi
16	Rock n roll train	AC/DC
17	Save your tears	The Weeknd
18	September	Earth wind and fire
19	Sugar	Maroon 5
20	Three Little Birds	Bob Marley
21	We will Rock you	Queen
22	Won' t Go Home Without You	Maroon 5
23	Yellow	Cold play
24	You are not alone	Michael Jackson
25	告白氣球 Love Confession	Jay Chou周杰倫

Grade 1

	Song	Artist/Arranged by
1	Best things	Lucky Chops
2	Come as You Are	Nirvana
3	Free Fallin ‘	Tom Petty
4	Get Lucky	Daft Punk
5	Glorious Years 光輝歲月	Beyond
6	Gravity	John Mayer
7	Honky Tonk Woman	The Rolling Stones
8	Just the way you are	Bruno Mars
9	Let it be	The Beatles
10	Megahit	Mirror Anson Lo
11	Photograph	Ed Sheeran
12	Rolling in the deep	Adele
13	Shape of You	Ed Sheeran
14	Starlight	Muse
15	Stayin' Alive	Bee Gees
16	Still Got the Blues	Gary Moore
17	The lover情人	Beyond
18	The Scientist	Coldplay
19	Thinking out loud	Ed Sheeran
20	Thriller	Michael Jackson
21	Uptown Funk	Mark Ronson, Feat. Bruno Mars
22	Vultures	John Mayer
23	What Makes You Beautiful	One Direction
24	When You're Gone	Avril Lavigne
25	You shook me all night long	AC/DC

Grade 2

	Song	Artist/Arranged by
1	21 Guns	Green Day
2	A Hard Day's Night	The Beatles
3	All the Way North一路向北	Jay Chau周杰倫
4	Beat it	Michael Jackson
5	Boulevard of Broken Dreams	Green Day
6	Breathing With You留一天與你喘息	Ian Chan@Mirror
7	Bullet the Blue Sky	U2
8	Cross Road	Mr.Children
9	Eye of the Tiger	Survivor
10	Fallin'	Alicia Keys
11	Flashlight	Parliament
12	Girlfriend	Avril Lavigne
13	Good Mood	Adam Levine
14	Grey Track 灰色軌跡	Beyond
15	Here, After, Us 後來的我們	Mayday五月天
16	Iron Man	Black Sabbath
17	It's A Long Way To The Top (If You Wanna Rock 'N' Roll)	AC/DC
18	Lost in paradise	Joanna Wang
19	Love me,don’ t go愛我別走	A-Yue張震嶽
20	Love Story	Taylor Swift
21	Love-ing 戀愛ing	Mayday五月天
22	Monica	張國榮Leslie Cheung
23	No longer hesitate不再猶豫	Beyond
24	perfect	Ed Sheeran
25	She Will Be Loved	Maroon 5
26	Something Just Like This	Coldplay
27	Tenderness溫柔	Mayday五月天
28	Under The Bridge	Red hot chili peppers
29	Universally speaking	Red hot chili peppers
30	While My Guitar Gently Weeps	The Beatles

Grade 3

	Song	Artist/Arranged by
1	A Little Happiness小幸運	Hebe Tien田馥甄
2	All of me	Ella Fitzgerald
3	Always	Bon Jovi
4	Amani	Beyond
5	American Idiot	Green Day
6	Back In Black	AC/DC
7	Bad Medicine	Bon Jovi
8	Born this way	Lady Gaga
9	Cold Sweat	James Brown
10	Dani California	Red hot chili peppers
11	Day Tripper	The Beatles
12	Discovery發現號	RubberBand
13	Endless Rain	X Japan
14	Enter Sandman	Metallica
15	I Really Love You真的愛妳	Beyond
16	If I Were Young	Ronghao Li李榮浩
17	I'm Angry我是憤怒	Beyond
18	Little Love song小情歌	蘇打綠
19	Locked Out Of Heaven	Bruno Mars
20	Mercy Mercy Mercy	Cannonball Adderley Quintet
21	Mountain and valley高山低谷	Phil Lam林奕匡
22	Moves Like Jagger	Maroon 5
23	My Happy Ending	Avril Lavigne
24	New Divide	Linkin Park
25	Nothing Else Matters	Metallica
26	Numb	Linkin Park
27	Paranoid	Black Sabbath
28	Runaway	Bon Jovi
29	Salvation Is Here	Hillsong United
30	Secret不能說的秘密	Jay Chou周杰倫
31	Sk8er Boi	Avril Lavigne

Grade 3

	Song	Artist/Arranged by
32	Smoke On The Water	Deep Purple
33	starry sky星空	Mayday五月天
34	Step by Step步步	Mayday五月天
35	Stomping at the savoy	Benny Goodman
36	Suddenly missing you so bad突然好想你	Mayday五月天
37	Sweet Child O' Mine	Guns N’ Roses
38	The Boundless Sea and Sky海闊天空	Beyond
39	Things aint what the used	Duke Ellington
40	Viva la vida	Coldplay
41	Wake me up when September End	Green Day
42	Warrior	Mirror
43	What I've Done	Linkin Park
44	With or without you	U2
45	You are not truly happy你不是真正的快樂	Mayday五月天
46	You give love a bad name	Bon Jovi

Grade 4

	Song	Artist/Arranged by
1	Almost Famous成名在望	Mayday五月天
2	Back in the day	Tower of power
3	Because of you 因為你所以我	Mayday五月天
4	Best of you	Foo Fighters
5	By The Way	Red hot chili peppers
6	Californication	Red hot chili peppers
7	Come Together	The Beatles
8	Complementary party俾面派對	Beyond
9	Days Of Elijah	Robin Mark
10	Don't Look Back In Anger	Oasis
11	Have A Nice Day	Bon Jovi
12	Hosanna	Hillsong United
13	I Give You My Heart	Hillsong Worship
14	I Won't Let You Be Lonely我不願讓你一個人*	Mayday五月天
15	Leave the door open	Bruno Mars, Anderson .Paak, Silk Sonic
16	Lemon	Kenshi Yonezu 米津玄師
17	Love Me Like You Do	Ellie Goulding
18	My Universe	Coldplay X BTS
19	Party Animal派對動物	Mayday五月天
20	Plug in Baby	Muse
21	Runaway Baby	Bruno Mars
22	Scar Tissue	Red hot chili peppers
23	Separate Ways	Journey
24	Stubborn倔強	Mayday五月天
25	Sunshine of your Love	Cream
26	Supermassive Black Hole	Muse
27	Tell Me Baby	Red hot chili peppers
28	The Adventures Of Rain Dance Maggie	Red hot chili peppers
29	This Love	Maroon 5
30	Time is running out	Muse
31	Wanted Dead Or Alive	Bon Jovi
32	Worthy Is The Lamb	Hillsong Worship
33	You Are Holy (Prince Of Peace)	Michael W. Smith

Grade 5

	Song	Artist/Arranged by
1	All the small thing	Blink 182
2	Beautiful One	Tim Hughes
3	Bring Me To Life	Evanescence
4	Can't Stop	Red hot chili peppers
5	Demon Slayer: Kimetsu no Yaiba the Movie: Mugen Train 炎 劇場版「鬼滅の刃」無限列車編	LiSa
6	Don't get funny with my money	The Brecker Brothers
7	Don'ts Don'ts傷心的人別聽慢歌	Mayday五月天
8	Fuel	Metallica
9	Get Back	The Beatles
10	Hear Our Praises	Hillsong Worship
11	Heaven and Earth Society天地會	Kolor
12	Holy Is The Lord	Chris Tomlin
13	How Great Is Our God	Chris Tomlin
14	Hysteria	Muse
15	I Am Strengthened in Him滿有能力	Stream of praise讚美之泉
16	I'm yours	Jason Mraz
17	Leave the earth's surface離開地球表面	Mayday五月天
18	Mighty To Save	Hillsong United
19	Muse我愛你	Crowd Lu盧廣仲
20	Paradise City	Guns N’Roses
21	Rolling Star	Yui
22	Route 66	Bobby Troup
23	The girl from ipanema	Astrud Gilberto, João Gilberto and Stan Getz
24	Time Flies Soundlessly歲月無聲	Beyond
25	Welcome to my life	Simple Pan
26	When I Come Around	Green Day
27	Where Are You Now E先生連環不幸事件	Mirror Edan 呂爵安

Grade 6

	Song	Artist/Arranged by
1	Basket Case	Green Day
2	Crush Crush Crush	Paramore
3	Faint	Linkin Park
4	Famouse last words	My Chemical Romance
5	Fly Away	FIR
6	Gloomily Breathing黑之呼吸	Anson Kong@Mirror
7	Gurenge紅蓮華	LiSa
8	Heartbreaker	Led Zeppelin
9	Helena	My Chemical Romance
10	In A Mellow Stone	Duke Ellington
11	Love and Truth	Yui
12	Lydia	FIR
13	Make it Mine	Jason Mraz
14	Nothing is Impossible	Planetshakers
15	Overruled反對無效	Michael Cheung Tin FuMC張天賦
16	Rusty Nail	X Japan
17	Sad but true	Metallica
18	Shuraba修羅場	Tokyo Incidents東京事變
19	Slam Dunk君が好きだと叫びたい 好想大聲叫喜歡你	Slam Dunk
20	Slidin' By	Billy Cobham
21	Smells like teen spirit	Nirvana
22	SomebodyToldMe	TheKillers
23	Song of battle入陣曲	Mayday五月天
24	Suck My Kiss	Red hot chili peppers
25	Superstition	Stevie Wonder
26	The Chicken	Jaco Pastorius
27	The Kill	30 Seconds To Mars
28	The take over	Fall out boy
29	Those Bygone Years那些年	胡夏
30	Wherever You Are	ONE OK ROCK

Grade 7

	Song	Artist/Arranged by
1	As I Am	Dream Theater
2	Blind	Korn
3	Circles	Ash Soan
4	Cissy Strut	The Meters
5	Crazy in love	Beyonc ē
6	Driver's High	L'Arc〜en〜Ciel
7	Fade to Black	Metallica
8	In The End	Linkin Park
9	It's don' t mean a thing	Duke Ellington
10	Kaibutsu/Monster怪物	YOASOBI
11	Nightmare	Avenged Sevenfold
12	One	Metallica
13	pick up the pieces	Average White Band
14	Submarine	Gregg bissonette
15	The Beginning	ONE OK ROCK
16	The Trooper	Iron Maiden
17	Weekend	X Japan
18	Welcome To Paradise	Green Day
19	What A Beautiful Name	Hillsong Worship
20	What's the Weather Like?	Ash Soan
21	完全感覺dreamer	ONE OK ROCK

Grade 8

	Song	Artist/Arranged by
1	Black Dog	Led Zeppelin
2	Burn	Deep Purple
3	Dahlia	X Japan
4	Follow The Light	Dirty Loops & Cory Wong
5	Highway Star	Deep Purple
6	Jump	Van halen
7	Kurenai紅	X Japan
8	Rock N Roll	Led Zeppelin
9	Rock You	Dirty Loops
10	Rosanna	ToTo
11	Shufit	Ash Soan
12	Silent Jealousy	X Japan
13	SING, SING, SING	BENNY GOODMAN
14	Taking Off	ONE OK ROCK
15	The Spirit of radio	Rush
16	Tom Sawyer	Rush
17	TURBO	Dirty Loops & Cory Wong
18	Welcome To The Black Parade	My Chemical Romance
19	X	X Japan
20	YYZ	Rush

PARAMETER GUIDELINES

The following tables serve as a guide on which structural and technical elements are expected to be demonstrated per grade. All techniques are cumulative. We recommend that minimum levels should always be met when choosing songs but it is not expected that each song will contain everything on the list.

	Duration	Kit	Rhythm & meter	Independence	Dynamics	Musicality
Grade Debut	1 - 3 minutes	• Open and closed hi-hat; snare; kick drum; crash cymbal; ride cymbal	• Note values and equivalent rests: Minim, crotchet, quaver, semi-quaver • Time Signatures - 4/4 2/2	• Basic, 3-way co-ordination - right foot, right hand and left hand	• Demonstrate range from mp to fa	• Demonstrate simple fills
Grade 1	1 - 3 minutes	• Open and closed hi-hat; snare; kick drum; crash cymbal; ride cymbal	• Note values and equivalent rests: Minim, crotchet, quaver, semi-quaver • Time Signatures - 4/4 2/2	• Basic, 3-way co-ordination - right foot, right hand and left hand	• Demonstrate range from p to f	• Demonstrate simple fills
Grade 2	1.5 - 3 minutes	• Open and closed hi-hat; snare; kick drum; crash cymbal; ride cymbal; floor tom; high tom; medium tom, Cross stick	• Note values and equivalent rests: Minim, crotchet, quaver, semi-quaver, dotted crotchet, dotted quaver • Time signatures - 4/4 2/2	• Basic, 3-way co-ordination - right foot, right hand and left hand	• Demonstrate range from p to f, simple crescendos and decrescendos”	• Changes between sections including simple drum fills

	Duration	Kit	Rhythm & meter	Independence	Dynamics	Musicality
Grade 3	1.5 - 3.5 minutes	<ul style="list-style-type: none">Open and closed hi-hat; snare; kick drum; crash cymbal; ride cymbal; floor tom; high tom; medium tom, Drum bell	<ul style="list-style-type: none">Note values and equivalent rests: Minim, crotchet, quaver,semi-quaver, dotted crotchet, dotted quaver, quaver triplet, semi-quaver triplet, basic tied rhythmsTime signatures - 2/4 3/4 12/8	<ul style="list-style-type: none">Basic, 3-way co-ordination - right foot, right hand and left handDemonstrate ghost notes and graces in grooves	<ul style="list-style-type: none">Demonstrate range from pp to ff, simple crescendos and decrescendos,use of accented notes	<ul style="list-style-type: none">Short sections of ad-libs 4 to 8 bars plus drum fills
Grade 4	2 - 4 minutes	<ul style="list-style-type: none">Open and closed hi-hat; snare; kick drum; crash cymbal; ride cymbal; floor tom; high tom; medium tom	<ul style="list-style-type: none">Note values and equivalent rests: Crotchet, quaver, semi-quaver, demi-semi-quaver, dotted crotchet, dotted quaver, crotchet triplet, quaver triplet, semi-quaver tripletMore complex tied rhythmsAll regular time signatures	<ul style="list-style-type: none">Basic, 4-way co-ordination - right foot, left foot, right hand and left handDemonstrate ghost notes and graces in grooves	<ul style="list-style-type: none">Demonstrate range from pp to ff, simple crescendos and decrescendosuse of accented notes	<ul style="list-style-type: none">Ad-lib sections 4 to 8 bars with moments of groove development and creative drum fills
Grade 5	2.5 - 4 minutes	<ul style="list-style-type: none">Open and closed hi-hat; snare; kick drum; crash cymbal; ride cymbal; floor tom; high tom; medium tom; rimshot	<ul style="list-style-type: none">Note values - AnyRegular time signatures with occasional irregular time signatures	<ul style="list-style-type: none">4-way co-ordination - right foot, left foot, right hand and left hand, Plus complex 3-way coordination, with broken right hand patternsGhost notes and grace notes in grooves	<ul style="list-style-type: none">Demonstrate range from pp to ffComplex accents with crescendos and decrescendos, developing over drum fills and grooves	<ul style="list-style-type: none">Multiple solo sections with rhythmic figures and musical developement, showcasing stylistic choices with complex rhythm and use of dynamicsLonger ad-lib and groove development sections including rhythmic hits or phrasesSolid understanding of different swing feel

	Duration	Kit	Rhythm & meter	Independence	Dynamics	Musicality
Grade 6	3 - 4.5 minutes	<ul style="list-style-type: none">Open and closed hi hat; hi hat foot; snare; kick drum; crash cymbal; ride cymbal; floor tom; high tom; medium tom; rimshot; soft mallets; hot rods”	<ul style="list-style-type: none">Note values - AnyIrregular time signatures. Some changes of time signatures during piece”	<ul style="list-style-type: none">4-way co-ordination with broken right hand patterns and left foot integrationGhost notes and grace notes in grooves	<ul style="list-style-type: none">Demonstrate range from pp to ffComplex accents with crescendos and decresendos developing over drum fills and grooves	<ul style="list-style-type: none">Ad-lib sections and groove development for 8 to 16 bars plus short solo moments 1 or 2 bars longSolid understanding of swing feel
Grade 7	3 - 5 minutes	<ul style="list-style-type: none">Open and closed hi hat; hi hat foot; snare; kick drum; crash cymbal; ride cymbal; floor tom; high tom; medium tom; rimshot; may include soft mallets; hot rods; wire brushes; cowbell	<ul style="list-style-type: none">Note values - AnyIrregular and complex time signatures, moving back and forth between different time signatures	<ul style="list-style-type: none">Complex 4-way coordination, independence between right foot and left foot, whilst integrating complex right hand patterns with ghost notes and grace notes	<ul style="list-style-type: none">Demonstrate range from pp to ffComplex accents with crescendos and decresendos developing over drum fills and grooves”	<ul style="list-style-type: none">Longer solo sections 4 to 8 bars with rhythmic figures and musical development, plus ad-lib and groove development sections including creative drum fillsSolid understanding of swing feel
Grade 8	3 - 5 minutes	<ul style="list-style-type: none">Open and closed hi hat; hi hat foot; snare; kick drum; crash cymbal; ride cymbal; floor tom; high tom; medium tom; rimshot; may include soft mallets; hot rods; wire brushes; cowbell”	<ul style="list-style-type: none">Note values - AnyIrregular and complex time signatures, moving back and forth between different time signatures	<ul style="list-style-type: none">Complex 4-way coordination, independence between right foot and left foot, whilst integrating complex right hand patterns with ghost notes and grace notes	<ul style="list-style-type: none">Demonstrate range from pp to ffComplex accents with crescendos and decrescendos, developing over drum fills and grooves”	<ul style="list-style-type: none">Longer ad-lib sections 8 to 16 bars and groove development for 8 bars or more, moments of stylistic interpretation and creative drum fillsSolid understanding of swing feel

Learning Outcomes and Assessment Criteria

GRADE DEBUT

The candidate will:

The candidate can:

1	Perform musical works in a variety of styles set for the specific grade	1.a	Showcase an understanding of the music with some evidence of personal interpretation
		1.b	Demonstrate generally adequate accuracy and technical fluency
2		2.a	
		2.b	
		2.c	

GRADES 1 - 5

The candidate will:

The candidate can:

1	Perform musical works in a variety of styles set for the specific grade	1.a	Showcase an understanding of the music with a personal interpretation
		1.b	Demonstrate control of general accuracy and technical fluency
		1.c	Convey musical characters in a variety of styles, with attention to musical details such as dynamics and articulations
2	Demonstrate skills and technical control on the instrument	2.a	Showcase a developing command of the instrument
		2.b	Demonstrate control and facility of technique according to the musical content
		2.c	Perform with good tone and balance

GRADES 6 - 8

The candidate will:

The candidate can:

1	Perform musical works in a variety of styles set for the specific grade	1.a	Incorporate musical knowledge and stylistic awareness in a personal interpretation
		1.b	Demonstrate a secure performance with great accuracy and fluency
		1.c	Communicate musical characters and emotions with attention to detail beyond dynamics and articulations
2	Demonstrate skills and technical control on the instrument	2.a	Showcase a solid command of the instrument
		2.b	Demonstrate excellent control and facility of technique across a plethora of musical styles
		2.c	Perform with expressive tone and acute balance

Policies

CANDIDATE PROTECTION AND SAFEGUARDING:	IPMA music is wholly committed to the protection and safeguarding of all participating candidates. All staff members and examiners have been subject to vetting checks of criminal records in order to ensure a safe recruitment process. The safeguarding policies are reviewed regularly, and safe working practice is promoted in all aspects of the exam.
EQUAL OPPORTUNITIES:	IPMA is fully committed to providing equal opportunities and treatments for all people regardless of ethnic background and sexual orientations. No one will be discriminated and treated unfairly or unlawfully under any circumstances.
CANDIDATES WITH SPECIFIC NEEDS:	IPMA is committed to providing a welcoming and accessible exam environment for candidates with special needs. As each candidate has a specific request, IPMA aims to tailor the exam to assist each individual in his/her demonstration of musical skills. All candidates can be assured that the quality of grading and the standardization of marking are not compromised in any way. The request for special needs and provisions should be made prior to the exam. In an effort to create the most accessible environment, candidates should provide detailed and explicit explanations for the required provision.
INFRINGEMENTS:	An examiner will refer any exam infringements to the head office and seek further consideration. These may include the performance of unlisted pieces, reluctant to perform all sections of an exam, etc. The exam report and mark will be withheld until the outcome has been considered. Depending on the severity of the infringement, the exam mark may be penalized or the candidate may be disqualified.
MALPRACTICE:	In the rare occasion when a candidate, examiner or staff member may be suspected of malpractice, IPMA music demands the registered exam centre to report immediately and may suspend all of the related exams until the problem is identified and resolved. IPMA will aim to uphold the quality and integrity of the exam process and minimize any inconvenience caused to any affected candidates.
RESULTS RE-MARK AND APPEAL:	In a situation where the candidate is dissatisfied with the exam results and wishes to file for a re-mark, the request must be made within 7 days after receiving the original results. IPMA will send the same recordings to an externally moderated examiner for the same fee. If you receive a mark that changes your certification level to a higher level, then we will refund your re-entry fee. If we give you the same certification level again, or even lower, then unfortunately that will be your mark and you will lose your fee. Your final mark will be your retake mark.

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