

Music Performance - Drum Grade 1 – Grade 8

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Preparation Time for Your Exams

The total preparation time is an estimate of hours spent during your lessons with a teacher and the hours spent practicing at home. Each level has a different expected duration of study and practice time which is highly advised before entering for an exam in order to achieve the best result.

You can find our recommended learning hours below.

	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

Assessment and Marking

The Peembeck exams are assessed by instrument specific examiners who are trained by Online Music Exams and moderated externally by The Learning Machine (TLM). Examiners mark each section of the exam using the marking criteria system on pages 21–23.

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Exam Structure

Debut	Grades 1 – 2	Grades 3 – 5	Grades 6 – 8
Two songs	Three songs	Four songs	Five songs

Exam Durations

Each song should be recorded in a single uninterrupted take and within the time allowance given. After this time allowance (please see below), a candidate's recording will automatically stop and will be submitted ready for marking.

The candidate is expected to complete their whole exam within the time allowance as stated below for each grade.

	Debut	Grade 1 – 2	Grade 3 – 5	Grade 6 – 8
Time Allowance for each song	5 minutes	6 minutes	6 minutes	7 minutes
Total Exam Assessment Time	12 minutes	20 minutes	26 minutes	37 minutes
Max. time Allowance Given to complete all Sections of The Exam	15 minutes	24 minutes	30 minutes	42 minutes

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Marking Scheme

Debut

Section		Max. mark
Performance 1	From song list	20
Performance 2	From song list	20
		Total 40

Grades 1 – 2

Section		Max. mark
Performance 1	From song list	20
Performance 2	From song list	20
Performance 3	From song list	20
		Total 60

Grades 3 – 5

Section		Max. mark
Performance 1	From song list	20
Performance 2	From song list	20
Performance 3	From song list	20
Performance 4	From song list	20
		Total 80

Grades 6 – 8

Section		Max. mark
Performance 1	From song list	20
Performance 2	From song list	20
Performance 3	From song list	20
Performance 4	From song list	20
Performance 5	From song list	20
		Total 100

Grade 1 – Grade 8

Apart from the Debut exam which is marked on a pass / not pass basis, each exam is marked with the percentage boundaries for each certification as follows:

Mark percentage %	Certification
86 – 100	Distinction
71–85	Merit
50–70	Pass
Less than 50	Fail

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Debut

We want you to have fun and enjoy playing the songs. You will get feedback from the examiner.

Grade 1 – Grade 3 (RQF Level 1)

Learning Outcomes

The learner will:

1. Perform a variety of songs that are level-appropriate for each grade

Assessment Criteria

The learner can:

- 1.1 Demonstrate careful preparation, musical awareness and the beginning of thoughtful interpretation by applying skills, knowledge and understanding in the presentation of performances
- 1.2 Perform with a secure sense of timing and rhythm with accurate pitch/intonation and a good range of dynamics
- 1.3 Perform with a reasonable sense of continuity, confidence and ability to convey the mood to the audience with a good grasp of the musical style/feel

-
2. Demonstrate technical ability through use of set technical demands in performances

- 2.1 Perform with a good command of fundamental techniques and control of voice/instrument
- 2.2 Perform with a good quality sound, with a reasonable control of tone and articulation

-
3. Demonstrate effective communication skills through performance presentation.

- 3.1 Demonstrate an overall sense of performance presentation with basic confidence
 - 3.2 Show a sound sense of self-awareness, with consideration of audience engagement
-

Grade 4 – 5 (RQF Level 2)

Learning Outcomes

The learner will:

1. Perform a variety of songs that are level-appropriate for each grade

Assessment Criteria

The learner can:

- 1.1 Produce song performances that demonstrate sound musical awareness and convey a more personal and creative interpretation of the material
- 1.2 Give a performance that is rhythmically secure and has a strong sense of pulse with accurate pitch/intonation and a solid range of dynamics
- 1.3 Perform with a good sense of continuity, confidence and ability to convey the mood to the audience with a strong grasp of the musical style/feel

-
2. Demonstrate technical ability through use of set technical demands in performances

- 2.1 Perform with a solid command of intermediate techniques and control of voice/instrument
- 2.2 Perform with a good quality sound, with a good control of tone and articulation

-
3. Demonstrate effective communication skills through performance presentation.

- 3.1 Demonstrate an overall sense of performance presentation with solid confidence
 - 3.2 Show a good sense of self-awareness and engagement with the audience
-

Grade 6 – 8 (RQF Level 3)

Learning Outcomes

The learner will:

1. Perform a variety of songs that are level-appropriate for each grade

2. Demonstrate technical ability through use of set technical demands in performances

3. Demonstrate effective communication skills through performance presentation.

Assessment Criteria

The learner can:

- 1.1 Produce a secure and sustained performance which demonstrates a confident performance with personal interpretation which engages the audience wholeheartedly
- 1.2 Give a performance that is rhythmically secure and has a strong sense of pulse with excellent pitch/intonation and a solid range of dynamics
- 1.3 Perform with an excellent sense of continuity, confidence and ability to convey the mood to the audience with a strong grasp of the musical style/feel.

- 2.1 Perform with a strong command of advanced techniques and sensitive control across the entire voice/ instrument
- 2.2 Perform with a high-quality sound, with a sensitive control of tone and articulation

- 3.1 Demonstrate a high level of musical sensitivity and confidence in performance presentation, with a clear, distinctive and authoritative musical personality
 - 3.2 Show an excellent sense of self-awareness and engagement with the audience
-

EXAM GUIDANCE

Here you will find information about how to choose your exam performance songs and what you need to prepare in order to give your best performance.

Age Groups

Exams are open to all ages.

Song Choices

- We recommend your performance pieces are varied and contrasting in song choice style in order to demonstrate versatility.
- A song list for each grade is provided on pages 15 to 21.

Backing Tracks

In all Grades, all performance songs must be played to a backing track.

Backing tracks should not contain the drum track.

In the exam, it is the candidate's responsibility to ensure that the volume balance between the backing track and the drum track is appropriate.

We recommend that before pressing record, a candidate goes to the Mock Exam practice page to test their volume levels.

There are different sources available for backing tracks. For example, you can find songs without drums on YouTube or use the app called MOISES (www.moises.ai), where you can take out the drum track. Backing track choices are left to candidates preference.

Acoustic Drums/ Electronic Drums

If you perform with an acoustic drum set, you can use microphones connected to an interface, but it is not necessary. For sound purposes, it is also possible to perform on an electronic drum set.

Memorisation

Candidates are free to perform any of their pieces from memory. No additional marks are given for this.

Performance Interpretation

We encourage you to demonstrate your own style, interpretation and personality into your performances, particularly in the higher grades.

CHOOSING YOUR SONGS

SONG LIST

Basic Grooves, Fills can be simplified in this Level, HiHat can be only quarter notes

DEBUT

Title	Artist	Title	Artist
<i>Island in the Sun</i>	Weezer	<i>Brokenhearted</i>	Karmin (till 2:40 min)
<i>We Will Rock You</i>	Queen	<i>Stay with me</i>	Sam Smith
<i>Treasure</i>	Bruno Mars	<i>Imagine</i>	John Lennon
<i>Livin' on a Prayer</i>	Bon Jovi	<i>Dance Monkey</i>	Tones and I
<i>Seven Nation Army</i>	The White Stripes	<i>I'm not the only one</i>	Sam Smith
<i>T.N.T.</i>	AC/DC	<i>Complicated</i>	Avril Lavigne
<i>I'm Gonna Be (500 Miles)</i>	The Proclaimers	<i>It's my life</i>	Bon Jovi
<i>Green Onions</i>	Booker T. & the M.G.'s	<i>Easy</i>	Cro
<i>Radioactive</i>	Imagine Dragons	<i>Low</i>	Lenny Kravitz
<i>Let Her Go</i>	Passanger	<i>Wannsee</i>	Toten Hosen
<i>Domino</i>	Jessie J		

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SONG LIST

GRADE 1

Title	Artist	Title	Artist
<i>Vultures</i>	John Mayer	<i>Fever</i>	The Black Keys
<i>Yellow</i>	Coldplay	<i>Black Horse and the Cherry Tree</i>	KT Tunstall
<i>Still Got the Blues</i>	Gary Moore	<i>Hotel California</i>	Eagles (3:30min only) only basic groove
<i>Più Bella Cosa</i>	Eros Ramazzotti	<i>Free Fallin'</i>	Tom Petty
<i>Another One Bites the Dust</i>	Queen	<i>Do I Wanna Know</i>	Arctic Monkeys
<i>Highway to Hell</i>	AC/DC	<i>Creep</i>	Radiohead
<i>Billie Jean</i>	Michael Jackson	<i>Hit Me Baby One More Time</i>	Britney Spears
<i>Peter Gunn Theme</i>	The Blues Brothers	<i>Still Got the Blues</i>	Gary Moore
<i>Let it Rain</i>	Amanda Marshall	<i>Friends</i>	Marshmello, Anne-Marie
<i>One of Us</i>	Joan Osbourne	<i>Gravity</i>	John Mayer (No Double Stroke with Kickdrum)
<i>Brown Sugar</i>	The Rolling Stones	<i>What Makes You Beautiful</i>	One Direction

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SONG LIST

GRADE 2

Title	Artist	Title	Artist
<i>Hold On</i>	The Alabama Shakes	<i>No Roots</i>	Alice Merton
<i>Beat It!</i>	Michael Jackson	<i>Mercy</i>	Duffy
<i>Mustang Sally</i>	The Commitments	<i>Unchain My Heart</i>	Joe Cocker
<i>Boulevard of Broken Dreams</i>	Green Day	<i>Kiss</i>	Prince
<i>Nemo</i>	Nightwish	<i>Dangerous Woman</i>	Ariana Grande
<i>21 Guns</i>	Green Day	<i>She</i>	Harry Styles
<i>Bad Guy</i>	Billie Eilish	<i>Crazy</i>	Aerosmith
<i>One Love</i>	Bob Marley	<i>Groove Me</i>	King Floyd
<i>Wide Awake</i>	Katy Perry	<i>Heathens</i>	Twenty One Pilots
<i>Wanted</i>	Hunter Hayes	<i>Lose Yourself</i>	Eminem
<i>Dirty Work</i>	Steely Dan	<i>I Can See Clearly Now</i>	Johnny Nash
<i>Hells Bells</i>	AC/DC	<i>Eye of the Tiger</i>	Survivor

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SONG LIST

GRADE 3

Title	Artist	Title	Artist
<i>Addicted to Love</i>	Robert Palmer (only 3min)	<i>The Way I Am</i>	Charlie Puth
<i>Set Fire to the Rain</i>	Adele	<i>Diamonds Are Forever</i>	Sabrina Carpenter
<i>Dreams</i>	Fleetwood Mac	<i>Fallin'</i>	Alicia Keys
<i>Born This Way</i>	Lady Gaga	<i>Without Me</i>	Halsey
<i>Nothing Else Matters</i>	Metallica	<i>Under the Bridge</i>	Red Hot Chili Peppers
<i>The First Cut Is the Deepest</i>	Sheryl Crow	<i>Black Magic</i>	Little Mix
<i>You Found Me</i>	The Fray	<i>Sunday Best</i>	Surface (Improvise Groove with Kick Pattern of the song)
<i>Come Together</i>	The Beatles	<i>Back in Black</i>	AC/DC
<i>Adore You</i>	Harry Styles	<i>With of Without You</i>	U2
<i>Smoke on the Water</i>	Deep Purple	<i>Wake Me up When September Ends</i>	Green Day
<i>Emotion</i>	Carly Rae Jepsen	<i>Stay</i>	Justin Bieber
<i>Boogie Wonderland</i>	Earth Wind and Fire		

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SONG LIST

GRADE 4

Title	Artist	Title	Artist
<i>Supermassive Black Hole</i>	Muse	<i>Somebody to Love</i>	Queen
<i>Price Tag</i>	Jessie J	<i>Piece of My Heart</i>	Janis Joplin
<i>Mr. Brightside</i>	The Killers	<i>It's a Mans's World</i>	James Brown
<i>Like the Way I Do</i>	Melissa Etheridge	<i>Song 2</i>	Blur
<i>Rebell Yell</i>	Billy Idol	<i>Pins and Needles</i>	Billy Talent
<i>Bloodline</i>	Ariana Grande	<i>Fallen Leaves</i>	Billy Talent
<i>Ex's & Oh's</i>	Elle King	<i>Shape of You -</i>	Ed Sheeran
<i>Shake it Off</i>	Taylor Swift	<i>Beautiful Day</i>	U2
<i>Die for You</i>	Justin Bieber	<i>Dangerous Woman</i>	Ariana Grande
<i>Best Of You</i>	Foofighters	<i>She</i>	Harry Styles
<i>Godzilla</i>	Eminem	<i>Mr. Brightside</i>	The Killers
<i>Uptown Funk</i>	Mark Ronson Feat. Bruno Mars	<i>Don't Start Now</i>	Dua Lipa

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SONG LIST

GRADE 5

Title	Artist	Title	Artist
<i>Something to Believe In</i>	Parachute	<i>Take on Me</i>	a-ha
<i>Hold the Line</i>	TOTO	<i>Paradise City</i>	Guns N'Roses
<i>Heat Waves</i>	Glas Animals	<i>Street Life</i>	The Crusaders
<i>Believer</i>	Imagine Dragons (Basic Groove with Toms)	<i>You've Got the Love</i>	Florence + The Machine
<i>Can't Stop</i>	Red Hot Chili Peppers	<i>Can't Hide Love</i>	Earth Wind & Fire
<i>Ain't No Sunshin</i>	Bill Withers	<i>Sugar, We're Going Down</i>	Fall Out Boy
<i>Hysteria</i>	Muse	<i>Die, Die My Darling</i>	Metallica
<i>Smells Like Teen Spirit</i>	Nirvana	<i>Superstition</i>	Stevie Wonder
<i>Ain't it Fun</i>	Paramore	<i>Numb</i>	Linkin Park
<i>That's What I Like</i>	Bruno Mars	<i>Open Up</i>	Matt Simons
<i>Under Pressure</i>	Queen, David Bowie	<i>Heart Shaped Box</i>	Nirvana
<i>I'll Be Over You</i>	TOTO	<i>Lazy Song</i>	Bruno Mars

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SONG LIST

GRADE 6

Title	Artist	Title	Artist
<i>Bob Marley and the Wailers</i>	Three Little Birds	<i>Roxanne</i>	The Police
<i>Walk</i>	Foo Fighters	<i>Clocks</i>	Coldplay
<i>Don't Stop Believing</i>	Journey	<i>Animals</i>	Maroon 5
<i>The House of the Rising Sun</i>	The Animals	<i>Summer of 69</i>	Bryan Adams
<i>Enter Sandman</i>	Metallica	<i>Bascet Case</i>	Green Day
<i>Scars</i>	Papa Roach	<i>Darkness and Light</i>	John Legend
<i>Umbrella</i>	Rihanna	<i>Happy</i>	Parrell Williams
<i>In the Stone</i>	Earth Wind & Fire	<i>Run Away</i>	Carly Rae Jepsen (2 handed HiHat)
<i>Rude</i>	Magic!	<i>Pyro</i>	Kings of Leon
<i>I Say a Little Prayer</i>	Aretha Franklin	<i>The Logical Song</i>	Supertramp
<i>I Got You</i>	James Brown	<i>Our House</i>	Madness
<i>I Wish</i>	Stevie Wonder	<i>Ain't it Fun</i>	Paramore

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SONG LIST

GRADE 7

Title	Artist	Title	Artist
<i>I Will Survive</i>	Gloria Gaynor	<i>Last Resort</i>	Papa Roach
<i>Let Me Entertain You</i>	Robbie Williams	<i>Twenty Five to Midnight</i>	Sting
<i>Revelation</i>	Robben Ford	<i>Two Princes</i>	Spin Doctors (including intro fill)
<i>Higher Ground</i>	Stevie Wonder (Shuffle with Kick drum)	<i>The Pretender</i>	Foo Fighters
<i>Seven Days</i>	Sting	<i>Loose</i>	Allen Stone
<i>As I Am</i>	Dreamer Theater	<i>Dreadlock Holiday</i>	10cc
<i>Black Dog</i>	Led Zeppelin	<i>Sir Duke</i>	Steve Wonder
<i>The Sound of Muzak</i>	Porcupine Tree	<i>Can't Stop the Feeling</i>	Justin Timberlake (2 handed HiHat)
<i>Bat Out of Hell</i>	Meat Loaf	<i>You Make Me Wanna</i>	Usher
<i>Englishman in New York</i>	Sting	<i>Chicken Grease</i>	D'Angelo
<i>Use Somebody</i>	Kings of Leon	<i>Moving to New York</i>	Wombats
<i>Animals</i>	Architects	<i>Blind</i>	Korn

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SONG LIST

GRADE 8

Title	Artist	Title	Artist
<i>Super Bad</i>	James Brown	<i>Carry on Wayward Son</i>	Kansas
<i>The Downfall of Us</i>	A Day To Remember	<i>Everybody Wants To Rule The World</i>	Tears For Fears
<i>Hold the Line</i>	TOTO	<i>Black Dog</i>	Led Zeppelin
<i>I Got You</i>	James Brown	<i>The Trooper</i>	Iron Maiden
<i>Putin and I Get Along Fantastic</i>	Organ Freeman	<i>Forty Six & 2</i>	Tool
<i>Imperial Strut</i>	Yellowjackets	<i>Hysteria</i>	Muse
<i>Yyz</i>	Rush	<i>Highway Star</i>	Deep Purple
<i>Spanish Joint</i>	D'Angelo	<i>Peg</i>	Steely Dan
<i>Message in a Bottle</i>	The Police	<i>Footloose</i>	Kenny Loggins
<i>Reelin' in the Years</i>	Steely Dan	<i>Teen Town</i>	Weather Report
<i>Sexy Girls</i>	Dirty Loops	<i>What Is Hip</i>	Tower of Power
<i>Jump</i>	Van halen		

Marking System

Song Performances are marked in the following 5 components:

Timing/Rhythm	The candidate's ability to keep in time to a backing track/accompaniment and to maintain security in the rhythm of the song.
Sound/ Dynamics	The candidate's ability to maintain a good sound and accurate dynamics throughout the performance.
Song Structure/Feel/ Creativity	The candidate's ability to maintain a great and appropriate feel and creativity during the performance. The candidate understands the structure of the song and marks the sections with appropriate fills and breaks.
Technical Control	The candidate's ability to have technical control of – drum technique, posture, sound and dynamics, as appropriate for each grade level.
Performance Communication	The candidate's ability to engage the listener with confidence and great energy to make it exciting for the audience to watch the performance. The candidate should also be able to perform with an individual musical style and flair as the grades progress higher.

Each component has a maximum of 4 points:

0	Not attempted
1	Fail
2	Pass
3	Merit
4	Distinction

Our examiners then use this total to convert into a percentage for each particular section of the exam.


For example:

	Song 1	Song 2
Timing/Rhythm	4	4
Sound/Dynamics	3	3
Song Structure/Feel/Creativity	4	4
Technical Control	2	4
Performance Communication	3	4
Total	16	19

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The candidate in the above example would have received a merit for performance 1 (80%) and a distinction (95%) for performance 2.

0 %	Not attempted
< 50 %	Fail
50 % – 70 %	Pass
71 % – 85 %	Merit
86 % – 100 %	Distinction

- 
- *The 4-point system used allows for greater accuracy in marking.*
 - *A candidate doesn't need to pass all sections in order to pass their exam overall.*
 - *If no attempt is made, no marks are awarded for this section.*

How the Performance Songs are marked

Discipline	0 Marks Black = Void	1 Mark Red = Fail	2 Marks Orange = Pass level	3 Marks Yellow = Merit level	4 Marks Green = Distinction level
Timing/ Rhythm	Not attempted / void	Inconsistent awareness of pulse with extremely unreliable synchronisation to the backing track/accompaniment. Little or no sense of fluency and security in the rhythms is shown.	Awareness of pulse some of the time with some synchronisation to the backing track/accompaniment. A basic sense of fluency and security in the rhythms is shown.	A good awareness of pulse with mostly consistent synchronisation to the backing track/accompaniment. Only occasional lapses. A good sense of fluency and security in the rhythms shown throughout with only occasional small recoverable errors.	An excellent awareness of pulse with consistent synchronisation to the backing track/accompaniment throughout. A high level of fluency and security in the rhythms is shown.
Sound/ Dynamics	Not attempted / void	Unable to maintain consistent sound with no dynamics.	Able to maintain good sound and dynamics accurately some of the time.	A good ability to maintain good sound and dynamics most of the time with only occasional errors.	An excellent ability to maintain consistent sound and dynamics throughout.
Song Structure/Feel/ Creativity	Not attempted / void	An insecure use of creativity and feel throughout with no clear marking of the song structure.	A secure use of creativity and feel is demonstrated some of the time. Sections are marked clearly some of the time.	A secure use of creativity and feel is demonstrated most of the time, with only occasional minimal inaccuracies. Sections are marked clearly.	An excellent and secure use of creativity and feel is demonstrated throughout. All sections are marked with creative fills, when appropriate.
Technical Control	Not attempted / void	Unable to maintain technical control resulting in an unreliable sound quality throughout.	Able to maintain technical control some of the time with a basic sound quality shown.	Able to maintain technical control most of the time with only occasional insecurities. A good sound quality is shown.	Excellent technical control throughout with a consistently high sound quality.
Performance Communication	Not attempted / void	Little or no engagement and communication. An insecure understanding of musical style and detail.	A basic level of engagement and communication. A secure understanding of musical style and detail demonstrated some of the time.	Good engagement and communication most of the time with only occasional insecurities. A good understanding of musical style and detail demonstrated.	Excellent engagement and communication throughout with an excellent understanding of musical style and detail demonstrated.