Scale and arpeggio patterns

The examples below clarify patterns found in this syllabus. The full requirements for Tuned Percussion and Percussion (Combined) at each grade are listed on the relevant syllabus pages. See also pages 19–19.

SCALES
one octave (and similarly, two octaves)

ARPEGGIOS
one octave (and similarly, two octaves)

CHROMATIC SCALES
one octave (and similarly, two octaves)

DOMINANT SEVENTHS (resolving on tonic)
one octave (and similarly, two octaves)

DIMINISHED SEVENTH
one octave (and similarly, two octaves)

SCALES IN THIRDS
two octaves

SCALES IN OCTAVES
one octave

SCALES IN SIXTHS
one octave
BROKEN CHORDS

two octaves

SCALES IN BROKEN THIRDS

two octaves

CHROMATIC SCALES IN MINOR THIRDS

two octaves

CHROMATIC SCALES IN BROKEN MINOR THIRDS

two octaves

WHOLE-TONE SCALES

two octaves
The following speeds are given as a general guide:

<table>
<thead>
<tr>
<th>Grade/Speed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales</td>
<td>( \text{q} = 69 )</td>
<td>( \text{q} = 80 )</td>
<td>( \text{q} = 88 )</td>
<td>( \text{q} = 100 )</td>
<td>( \text{q} = 112 )</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Arpeggios</td>
<td>( \text{q} = 100 )</td>
<td>( \text{q} = 120 )</td>
<td>( \text{q} = 50 )</td>
<td>( \text{q} = 56 )</td>
<td>( \text{q} = 60 )</td>
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<tr>
<td>Chromatic scales</td>
<td>( \text{q} = 88 )</td>
<td>( \text{q} = 100 )</td>
<td>( \text{q} = 112 )</td>
<td>( \text{q} = 120 )</td>
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<tr>
<td>Dom. &amp; Dim. 7ths</td>
<td>( \text{q} = 88 )</td>
<td>( \text{q} = 96 )</td>
<td>( \text{q} = 112 )</td>
<td>( \text{q} = 120 )</td>
<td>( \text{q} = 140 )</td>
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<tr>
<td>Scales in 3rds/broken 3rds, 6ths, 8ves &amp; whole-tone scales</td>
<td>( \text{q} = 92 )</td>
<td>( \text{q} = 126 )</td>
<td>( \text{q} = 138 )</td>
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<tr>
<td>Broken chords</td>
<td>( \text{q} = 112 )</td>
<td>( \text{q} = 160 )</td>
<td>( \text{q} = 200 )</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Chromatic scales in minor 3rds/ broken minor 3rds</td>
<td>( \text{q} = 100 )</td>
<td>( \text{q} = 120 )</td>
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</tbody>
</table>

* All speeds relate to the rhythmic grouping \( \text{q} \), except for arpeggios, where \( \text{q} \) applies.