

Music Theory Information Sheets ABRSM Grade 2 | Sharon Bill

These information sheets are designed to accompany the ABRSM Music Theory in Practice Grade 2 workbook.

For more help in working through the ABRSM Theory workbook you can also access video tutorials where I work through each exercise with you, step by step. YouTube Links listed below and on each individual section (*links will be added as each video is uploaded so come back and download the PDF to get all the links). I explain the information shown on each of the PDF information sheets and show clearly how this can be applied to answer the questions given in each exercise. I thoroughly enjoy music theory and hopefully my help and enthusiasm for my subject will carry you through so as to be successful and rewarded in your studies.

The progression of information through the grades is accumulative. All of the information from ABRSM Grade 1 will still be called upon and ABRSM Grades 1 and 2 Music Theory provide the foundation for all future study.

Each section of this PDF Document accompanies a corresponding chapter in the ABRSM workbook and provides all the information necessary to understand and complete each exercise.

Music theory is a vital part of music making. Every musician needs to be able to understand what they are playing and why certain procedures need to be observed. However, even if you don't play an instrument the study of music theory is rewarding in its own right and can be a valuable skill enabling you to become a more informed listener.

ABRSM Music Theory Grades 1, 2, 3, 4 and 5 Introduction <https://youtu.be/EbfHMz7SFI4>

Part A Pt 1 <https://youtu.be/b16fbOpbxzA>

Part E Pt 1 <https://youtu.be/Og892Su7hgM>

Part H https://youtu.be/_pmU3F6jd2s

Part A Pt 2 <https://youtu.be/fpMyQ-X6-5Y>

Part E Pt 2 <https://youtu.be/zkZP9NwA-vs>

Part I <https://youtu.be/D-IUvIyPwCE>

Part B Pt 1 https://youtu.be/_ecBXhVpseU

Part E Pt 3 <https://youtu.be/ugF6igI42DY>

Part J Pt 1 <https://youtu.be/MQGw0HhkSnM>

Part B Pt 2 <https://youtu.be/v33cfXknH28>

Part F Pt 1 <https://youtu.be/GjT0OoxLmA>

Part J Pt 2 <https://youtu.be/6vGWI9hRA78>

Part B Pt 3 <https://youtu.be/gXNathUoywQ>

Part F Pt 2 https://youtu.be/_oywWvOCOxY

Part J Pt 3 <https://youtu.be/vFrApmqnn6E>

Part C Pt 1 <https://youtu.be/qPQFbZIHtUI>

Part F Pt 3 <https://youtu.be/Ia-Dir2R0BQ>

Part J Pt 4 <https://youtu.be/dPu1WW1KIVY>

Part C Pt 2 <https://youtu.be/FtCbYft3m0>

Part F Pt 4 <https://youtu.be/pz4b8-4dM6Q>

[PAST PAPER YOUTUBE LINKS AT THE END OF THIS DOCUMENT](#)

Part D <https://youtu.be/rW1O9SDwkPg>

Part G <https://youtu.be/pMYX7VUEGT8>

The material covered in Grade 2 is in addition to that in Grade 1.

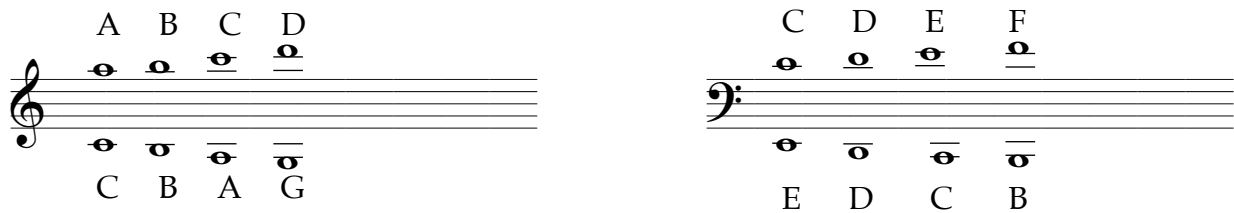
A - YouTube Video Link - Pt 1 <https://youtu.be/b16fbOpbxzA> Pt 2 <https://youtu.be/fpMyQ-X6-5Y>

Ledger Lines

Ledger lines are an extension to the staff. The lines are to be drawn only when needed and should be spaced at an equal distance apart as the lines of the staff.



These are the notes that need to be recognised in grade 2 :



When converting notes from treble to bass clef, or bass to treble clef without changing the pitch you need to keep relating back to middle C to ensure you aren't in the wrong octave. Different clefs are used so as to avoid using too many ledger lines unnecessarily making the music easier to read.

B - YouTube Video Link - Pt 1 https://youtu.be/_ecBXhVpseU Pt 2 <https://youtu.be/v33cfXknH28>
Pt 3 <https://youtu.be/gXNathUoywQ>

Time Signatures

Time Signatures with a number 2 as the bottom number represent music counted in minim beats (half notes) where each minim (half note) is one beat.

Time Signatures with a number 8 as the bottom number represent music counted in quaver beats (eighth notes) where each quaver (eighth note) is one beat.

Another way of writing $\frac{2}{2}$ is C which is called Alla Breve or Split Common Time.

Although the unit beat of each of these rhythms has changed all of the following rhythms sound exactly the same.



When the top number of a time signature is 2 the music is in duple time.

When the top number of a time signature is 3 the music is in triple time.

When the top number of a time signature is 4 the music is in quadruple time.

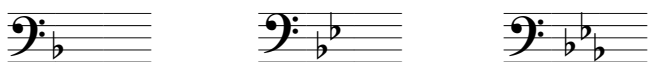
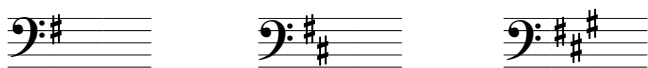
C - YouTube Video Link - Pt 1 <https://youtu.be/qPQFbZIHtUI> Pt 2 <https://youtu.be/FtCbYtIt3m0>

Major Key Signatures

The major scales that need to be known in grade 2 contain up to three flats and three sharps.

C Major	no flats or sharps)	
G Major	F sharp)	Grade 1
D Major	F & C sharp)	
F Major	B flat)	
B Flat Major	B & E flat)	
E Flat Major	B E & A flat)	Grade 2
A Major	F C & G sharp)	

Notice that the key signatures are always placed in the same position on the staff:

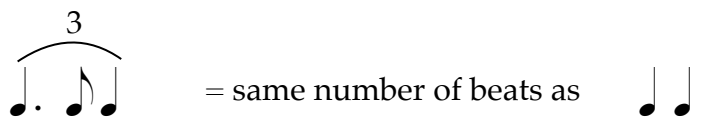
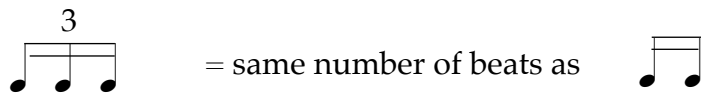
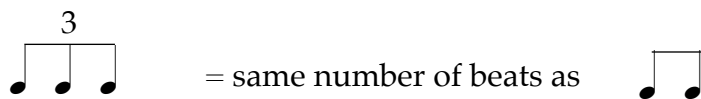
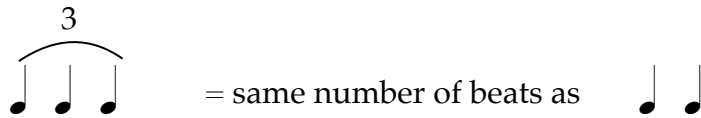


D - YouTube Video Link - <https://youtu.be/rW1O9SDwkPg>

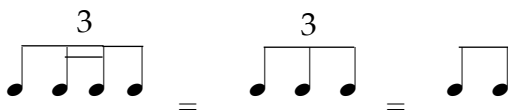
Triplets

Triplets are a group of three equal beats which are to be played in the time of two beats and are shown by a bracket or beam with a number three.

For example:



Different combinations of notes which make an average of three equal beats are also possible. For example:



Don't forget that rests still count:



E - YouTube Video Link - Pt 1 <https://youtu.be/Og892Su7hgM> Pt 2 <https://youtu.be/zkZP9NwA-vs>
Pt 3 <https://youtu.be/ugF6igI42DY>

Minor Keys

Each minor scale shares a key signature with a major scale. These are called related keys. It is important that you learn these pairs of keys.

A minor shares the same key signature/is related to C major.

E minor shares the same key signature/is related to G major.

D minor shares the same key signature/is related to F major.

There are two steps to writing a scale in Harmonic Minor form:

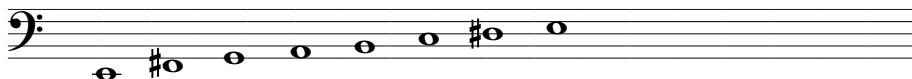
- 1) Use the key signature (or place accidentals) from the relative major.
- 2) Raise the 7th degree of the scale by a semitone, always as an accidental.

For example:

- 1) A minor shares the same key signature as C major (no sharps or flats).
- 2) Raising the 7th degree of the scale will create a G sharp accidental.



- 1) E minor shares the same key signature as G major (F sharp).
- 2) Raising the 7th degree of the scale will create a D sharp accidental.



Be aware that the seventh degree of the scale will be the second note as you begin a descending scale. For example:

D Harmonic Minor Descending



F - YouTube Video Link - Pt 1 <https://youtu.be/GjT0OoxLmA> Pt 2 https://youtu.be/_oywWvOCOxY Pt 3 <https://youtu.be/Ia-Dir2R0BQ> Pt 4 <https://youtu.be/pz4b8-4dM6Q>

Grouping Notes and Rests

With new time signatures new combinations of note groupings and rests arise.

In general remember that each new beat requires beaming and each new beat needs a new rest. There are some exceptions to this in addition to those learned in Grade 1.

In $\frac{3}{8}$ quavers (eighth notes) and semiquavers (sixteenth notes) can be beamed throughout the whole bar.

For example:



Always make sure that each new crotchet beat (quarter note) is completed without carrying over into the next beat.

For example:



G - YouTube Video Link - <https://youtu.be/pMYX7VUEGT8>

Intervals

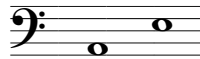
Although intervals may be given in either Major or Minor keys this does not affect the number of the interval.

The lowest note will be the tonic and the degrees of the scale count in step as usual.

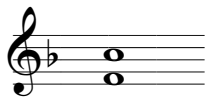
For example:



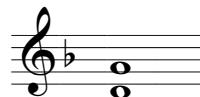
Melodic 5th in C Major



Melodic 5th in A Minor



Harmonic 5th in F Major



Harmonic 5th in D Minor

H - YouTube Video Link - https://youtu.be/_pmU3F6Jd2s

Composing Simple Four Bar Rhythms

The principle of a two bar “question” phrase and a two bar “answer” phrase remains the same as in grade 1. However you will now be required to complete the opening “question” phrase. The exercises will now also include the new time signatures included in this grade.

As before, the most important aspects of this exercise are to ensure that each bar has the correct number of beats and also that the rhythms are correctly beamed and grouped.

Here are some examples of some good and some bad answers:



This is a good four bar rhythm. The first two bars balance well and the whole has a sense of musical continuity. The opening of the second two bar phrase bears similarity to the beginning two bars but isn't a copy or too repetitive.



The answering phrase here is a too boring and fails to show much musical similarity to the opening two bar phrase. The dotted rhythm has been ignored and no other rhythmic interest is evident. Nevertheless, each bar has the correct number of beats



This last example shows rhythms which, although correctly beamed, are much too busy and repetitive whilst bearing no musical resemblance to the opening phrase. The last bar is completely incorrect as a semibreve (whole note) has too many beats for the given time signature.

I - YouTube Video Link - <https://youtu.be/D-IUvIyPwCE>

Performance Directions

The performance terms and signs outlined in the Grade 2 Theory in Practice Workbook are *in addition* to those learned in grade 1. Add these to your groups of thematically related terms rather than revising them in alphabetical order.

For example, the group of terms relating to all things slow would now begin to look like this:

SLOW

Adagio	- slow
Lento	- slow
Rallentando	- gradually getting slower
Ritardando	- gradually getting slower
Ritenuito	- held back
Andante	- at a medium 'walking' speed
Largo	- slow, stately
Larghetto	- rather slow (but not as slow as Largo)
Grave	- very slow, solemn

etc...

Articulation marks are now expressing more subtle directions such as:



Although legato and staccato look like conflicting direction when combined, as shown here, it comes to mean "semi-staccato." This is less pronounced than staccato.

General Exercises

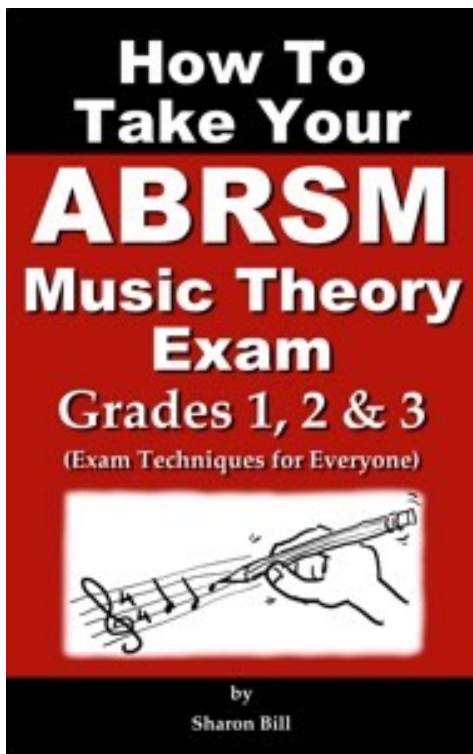
J Part 1 - YouTube Video Link - <https://youtu.be/MQGw0HhkSnM>

J Part 2 - YouTube Video Link - <https://youtu.be/6vGWI9hRA78>

J Part 3 - YouTube Video Link - <https://youtu.be/vFrApmqnn6E>

J Part 4 - YouTube Video Link - <https://youtu.be/dPu1WW1KIVY>

**Sharon Bill's books are all available in
Paperback and eBook from Amazon**

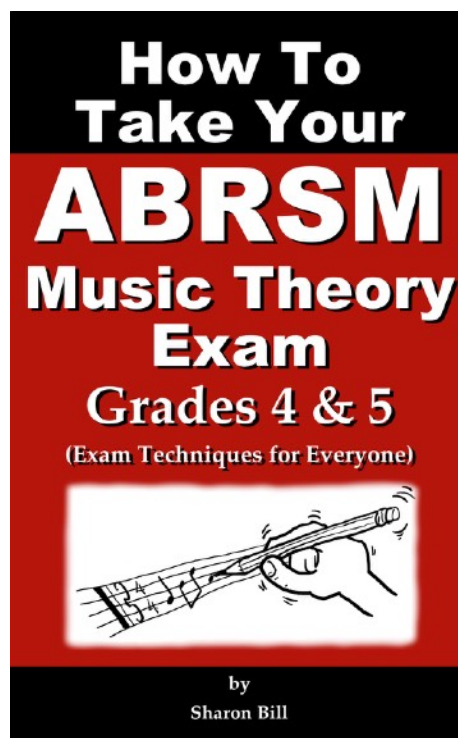


Taking your ABRSM Music Theory exam can be nerve wracking and nerves can prevent you doing your best in any exam. Good preparation and planning is always the answer to this problem. In these exam guides I give you tried and tested techniques, not only how to prepare before the exam but also the best procedure for actually in the exam room.

I've been entering pupils for ABRSM Music Theory exams for nearly thirty years and it is not unusual for them to pass with **DISTINCTION**, some even scoring 100%!

Follow these simple steps and improve *your* chances of gaining **TOP MARKS**.

How To Take Your ABRSM Grades 1, 2 & 3 and 4 & 5





They say that truth is stranger than fiction. Nearly 30 years of teaching at the piano keyboard has taught me that this is an undeniable fact. My dear Gran said that the world would be a boring place if we were all the same and teaching piano and flute in various cupboard like practice rooms, week in and week out over the years, reassures me that there is no threat of humanity becoming dull. If I present a wry viewpoint of various past pupils it is only fair to say that I also take an equally droll approach to myself.

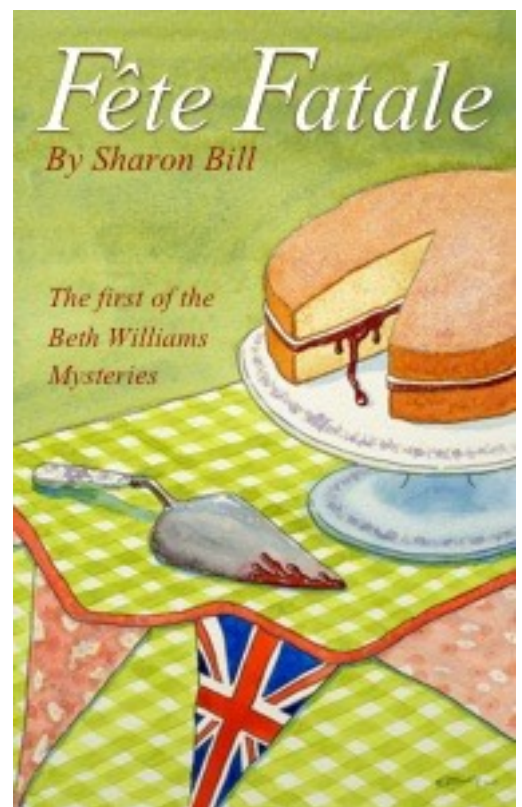
Letters From the Broom Cupboard was the given title to an actual correspondence from my piano teacher during her own periods of incarceration in the privation of various school practice rooms which served to fill the looming periods of pupil absenteeism. This literary offering continues the legacy and I now write to you, dear reader, in my own hour of need.

amazon

amazonkindle

A summer fête in rural Cheshire, organised by the Women's Institute of Mossleigh, holds the promise of an idyllic day out in the best British tradition. Everyone is enjoying the festivities until a beloved neighbour is found dead among the bins and refuse of the village hall which saddens the holiday mood. However, it is only when Beth Williams and her twin brother Detective Chief Inspector Benedict James join forces that it becomes evident that all isn't as innocent as it at first seemed.

Beth is a piano tutor and a member of the local WI. As such she has her finger on the pulse of the undercurrents of the village and is ideally placed to find all of the seemingly inconsequential domestic details which could give her brother the insight he needs. Together, if they each pool their own particular fields of expertise, they're bound to get to the bottom of the business. Sordid crime might prevail amid the pastries and preserves for a time but, in the end, the culprit will get their just desserts.





Mere hours after a Constable watercolour sketch is featured in a presentation at a meeting of Mossleigh Women's Institute the original is stolen from the Whitworth Art Gallery. It seems that the cultured veneer of the art world shields a much seedier underworld where theft is just the icing on the cake. Beth and her twin brother, DCI Benedict James, join forces to get to the bottom of the affair. Although DCI James must pursue the official lines of enquiry Beth finds that a more abstract approach draws the threads of the mystery together.

Beth is a piano tutor and member of her local WI and is aptly placed to tap into seemingly insignificant details to get right to the heart of the affair. When all hope fades and the Old Masters look to be forever tainted by sordid crime Beth, with the help of her unassuming friends, restores the balance of justice and the intrinsic beauty of artistic endeavour.



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ABRSM Music Theory Grade 2

Past Paper YouTube Links

ABRSM MUSIC THEORY GRADE 2 2018 PAST PAPERS

2018 A Part 1 <https://youtu.be/W99r0wjG4ZA>

2018 A Part 2 <https://youtu.be/4cQeLlavl0Lw>

2018 A Part 3 https://youtu.be/uCBMg_3TVa4

2018 A Part 4 <https://youtu.be/EM7mbZkHmXU>

2018 B Part 1 <https://youtu.be/7VS8glzwo0Q>

2018 B Part 2 <https://youtu.be/yFtYPdjwrUM>

2018 B Part 3 <https://youtu.be/KS0u8m8g0b0>

2018 B Part 4 <https://youtu.be/RTGGXq6XPfc>

2018 C Part 1 <https://youtu.be/BnFgljDBE10>

2018 C Part 2 <https://youtu.be/xte9bO-CBl0>

2018 C Part 3 <https://youtu.be/q0FUrIJsasM>

2018 C Part 4 https://youtu.be/_QBQJ-kPrCU

2018 S Part 1 <https://youtu.be/8J8ZVu3IkC1>

2018 S Part 2 <https://youtu.be/tor4UITK3Fc>

2018 S Part 3 <https://youtu.be/LIZomTNqOYE>

2018 S Part 4 <https://youtu.be/x0gX5zm3pxw>

ABRSM MUSIC THEORY GRADE 2 2017 PAST PAPERS

2017 A Part 1 <https://youtu.be/npExkiXky1U>

2017 A Part 2 <https://youtu.be/nNvJtvhiUEE>

2017 A Part 3 <https://youtu.be/BeegcOuzU34>

2017 B Part 1 <https://youtu.be/RRF52vEPNJo>

2017 B Part 2 <https://youtu.be/4FalPd80IY>

2017 B Part 3 https://youtu.be/Jw_Me2glXXU

2017 C Part 1 <https://youtu.be/fQOa1FmlaFY>

2017 C Part 2 <https://youtu.be/4leJBupWKOc>

2017 C Part 3 <https://youtu.be/faptCngze8I>

2017 S Part 1 <https://youtu.be/W9VuQbiNbjE>

2017 S Part 2 <https://youtu.be/ZAnsgB7aVFg>

2017 S Part 3 <https://youtu.be/ICMWOz38AMs>

ABRSM MUSIC THEORY GRADE 2 2016 PAST PAPERS

2016 A Part 1 <https://youtu.be/QdSHT3I-FU>

2016 A Part 2 <https://youtu.be/iaH0FnpUVv>

2016 A Part 3 <https://youtu.be/uRsHnEZi5zU>

2016 B Part 1 <https://youtu.be/G9YTJ-hWPuI>

2016 B Part 2 <https://youtu.be/K53CUjNHtLo>

2016 B Part 3 <https://youtu.be/x6g1jMj2kRE>

2016 C Part 1 https://youtu.be/-3gFV_o3W8w

2016 C Part 2 <https://youtu.be/ThgTyx2Ja1g>

2016 C Part 3 <https://youtu.be/PZMqFT4IOFa>

2016 S Part 1 <https://youtu.be/pSCpSMkg3tw>

2016 S Part 2 <https://youtu.be/TR9ih7v4awE>

2016 S Part 3 https://youtu.be/_1DT7VKtOzA

ABRSM MUSIC THEORY GRADE 2 2015 PAST PAPERS

2015 A Part 1 <https://youtu.be/3ZkW9vMTuYs>

2015 A Part 2 <https://youtu.be/LdJ8fLBnsXs>

2015 A Part 3 <https://youtu.be/dhgVW7HNd4U>

2015 B Part 1 https://youtu.be/_98metaumsU

2015 B Part 2 <https://youtu.be/HcOvTzMsabE>

2015 B Part 3 <https://youtu.be/LyOuTOhvWtA>

2015 C Part 1 <https://youtu.be/vAYbgpmiRT8>

2015 C Part 2 https://youtu.be/yv-zXYR_b5M

2015 C Part 3 https://youtu.be/26k_1JvjMI

2015 S Part 1 https://youtu.be/pWAN18f_t_s

2015 S Part 2 https://youtu.be/hRXeaV_RIZo

2015 S Part 3 <https://youtu.be/F6Y6B3qauaI>

ABRSM MUSIC THEORY GRADE 2 2014 PAST PAPERS

2014 A Part 1 <https://youtu.be/hsLor7JAG9w>

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2014 A Part 2 <https://youtu.be/z89VU8cLnX8>

Sample Paper Y 2017 Part 3
<https://youtu.be/PEDLmRvflI0>

2014 A Part 3 <https://youtu.be/0efO5HTQOTg>

Sample Paper Y 2017 Part 4
<https://youtu.be/k9fHaVWMFNU>

2014 A Part 4 <https://youtu.be/ox2SJ4aFyqU>

2014 B Part 1 <https://youtu.be/0JMZGwutPL0>

2014 B Part 2 https://youtu.be/utO_t7zTR5I

2014 B Part 3 <https://youtu.be/tjORjhsMVdo>

2014 B Part 4 <https://youtu.be/MF7AcFwCsmE>

2014 C Part 1 <https://youtu.be/JfNugtGOZlc>

2014 C Part 2 <https://youtu.be/z7ToFZy5Ev0>

2014 C Part 3 <https://youtu.be/PRZm8c2oklY>

2014 C Part 4 <https://youtu.be/d2injYqWSwl>

2014 S Part 1 <https://youtu.be/2SVYRQ7mlSI>

2014 S Part 2 https://youtu.be/OB65t_IV1t4

2014 S Part 3 <https://youtu.be/OHBHD6DQx5Q>

2014 S Part 4 <https://youtu.be/PPIAZw8npm0>

ABRSM Grade 2 Sample Revised Exam Papers X & Y

Sample Paper X 2017 Part 1
<https://youtu.be/f8sy5LCGVhE>

Sample Paper X 2017 Part 2
<https://youtu.be/ramvIVNhmN0>

Sample Paper Y 2017 Part 1
<https://youtu.be/BOH7sS4-jxQ>

Sample Paper Y 2017 Part 2
<https://youtu.be/dGHVvux5kFY>