

The **Junior Plus** exam provides the framework for students to develop their piano skills and expand & formalise their musical knowledge. Positive early exam experiences minimise stress in future levels, as students learn how to prepare and benefit from detailed written feedback.

Repertoire

3 pieces are required.

Either 2 Set Pieces from the lists below and 1 Free Choice Piece*
or 3 Set Pieces from the lists below

A duet from this list may be performed as one of the **set** pieces (i.e., 3 solo pieces or 2 solos and one duet piece)

Announcement of the title of each piece is sufficient, the composer is not required.

Solo set pieces:

Free PDF and videos on the UME website

- Land Ahoy
- Snowflakes
- The White Rabbit
- Verdi Dance

Free PDF and videos on www.pianotunes.co.uk with thanks to Martin Neill

- Dreaming of Sleigh Bells
- The Acrobats
- Twist and Turn

Available at www.pianoteachingsuccess.com/UME

- Chant Arabe
- Little Playmates
- Baroque to Rock

	<ul style="list-style-type: none"> • Guardians • Power Factor <p>* Free choice pieces must be solo works. A Free Choice Piece should be hands together and be of a similar length and difficulty as the Set Pieces, with basic dynamics and articulation or phrasing indicated on the score.</p> <p>Duet Pieces:</p> <p>Free PDF and audio files on the UME Additional Resources page</p> <ul style="list-style-type: none"> • ‘Lulu’s Lullaby’ M. Madder (primo part) • ‘A Fairy Light Stroll’ M. Madder (secondo part) • ‘Easy Peasy’ M. Madder (secondo part) • ‘Spying’ M. Madder (secondo part) <p>Available on the UME Additional Resources page</p> <ul style="list-style-type: none"> • ‘Caramel Soldiers’ M. Madder (either primo or secondo) • ‘Oopsie Daisy’ M. Madder (primo part) <p>The duet partner may be a fellow student, sibling, parent or teacher. For video submission the partner should only appear for the duet performance. For in person exams, the partner will be invited in for the performance of the duet only.</p>
<p>Technical Work</p>	<p>a) Legato Scale, ascending and descending in the key of one Set Piece. Hands Separately for one octave, with chords I, IV, V7 (or v) I at the end of the scale.</p> <p>b) Contrary motion scale: 1 octave C major</p> <p>c) Free Choice* Scale - Hands Separately for one or two octaves.</p> <p>*This may be in the key of a piece being performed or may be ANY key or mode chosen by student and teacher. We encourage curiosity around keys and scales and welcome creativity. The Free Choice Scale may be legato, staccato or any other articulation, which should be announced by the student.</p>
<p>General Knowledge</p>	<p>The student is to prepare a simple, short explanation of musical elements from any piece presented for the exam. The student will place a copy of the</p>

piece on the music rest of the piano and name and briefly explain as they point to:

- a) The Time Signature (eg 'This is the time signature, which tell us how many beats are in each bar of the piece. This time signature is 6/8 which means there are 2 dotted crotchet beats in each bar. The quavers are often in groups of 3 in this time signature')
- b) The Key Signature
- c) A rest worth more than one beat
- d) 1 dynamic or articulation marking


Essential Skills

'Essential Skills' material will be emailed to student and teacher 10 days prior to the exam. For this reason, Sight Reading is named 'Quick Study' as the student will have seen the music prior to the exam. Students are welcome to play through the example once or twice before the exam but not to 'learn' it as they would a piece.

Please see the Piano Syllabus page for 'Essential Skills Examples' to use in preparation. The following are an indication of level.

Whilst we encourage all students to experience Sight Reading AND Improvisation, for exam purposes the student chooses ONE of the following:

'Quick Study' single line treble clef 4 bar piece in either C, G or F Major eg:



Or

'Improvisation'
LH Chord Pattern in quadruple time

The given chord progression will be 4 bars with one chord per bar, consisting of chords 'I, IV, V (or V7)' *in any order* eg:

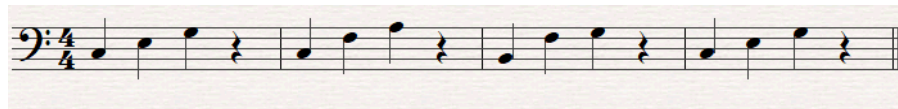
I IV I V7

The student may choose the key.

First play the progression as 'block' chords as written eg:



And then with a 'LH Accompaniment pattern' in quadruple time eg:



Students may choose any LH pattern and are not limited to these examples

Notes

Exam content is identical regardless of 'in person' or 'video submission'. There is a video of a sample exam on the 'Teacher Page'.

A **sample exam** is available on the 'teacher page' of the website. We recommend reading the guidelines and watching the video in preparation for the exam.

Performance from memory is encouraged for repertoire. Memory work is not specifically rewarded but will be noted and contributes toward overall impression.

The **Set Pieces** may be introduced by title only. The **Free Choice Pieces** must be introduced by Title and Composer.

A copy of the sheet music for the examiner must be supplied for all free choice pieces. They are not required for Set Pieces.

Students may have a 'run sheet' with the order in which they are presenting their exam material. The exam is not testing the student's ability to remember

the order of the entire program but rather their delivery of it. Whilst good announcements are appreciated, this is not an examinable skill in the syllabus. Therefore, if announcements present a problem due to language or any other issue, a teacher or parent may announce each part of the exam in

a video exam. For in person exams, the examiner will assist in making the transition from one section to the next.

The student may perform the entire exam in the order of their choice. For example, a student may present pieces followed by technical work then General Knowledge and so on, or they may prefer to begin with their General Knowledge and then begin to play. Any order is fine so long as announcements are clear eg 'I am going to begin with General Knowledge' and 'My first piece is 'Clockwork'' etc.