

Repertoire

3 pieces are required in total

Minimum 1 set piece from the lists below, plus up to 2 free choice pieces *
One set piece may be a duet from the list below.

Solo set pieces:

Free PDF and MP3 on the UME Piano Syllabus:

- 'Lostinato' M. Madder

Free PDFs and videos available from www.pianotunes.co.uk with thanks to Martin Neill:

- 'Midnight in the Toyshop' M. Neill
- 'Autumn Waltz' M. Neill

Available from www.pianoteachingsuccess.com/UME

- 'Study in D minor' E. Berlovich
- 'The Echo' T. Oesten
- 'Arabian Nights' G. Erskine P. Myatt
- 'Reactive' G. Erskine P. Myatt

Other set pieces:

- 'Russian Folk Song' Op 107 No. 3 L.V. Beethoven
- 'Turkey Trot' E. Milne
- 'Falling Leaves' B. Bartok ^
- 'The Lost Cat' B. Bartok ^
- 'Bagatelle' L. V. Beethoven ^
- 'L'Arabesque' F. Burgmuller ^
- 'Minuet in C' W.A. Mozart K6 ^

^ Available with backing tracks and teaching ideas www.pianoteachingsuccess.com/UME

	<p>*'Free Choice' Pieces may be from any source and must be for solo piano. Free Choice Pieces should be hands together and be of a similar length and difficulty as the Set Pieces, with basic articulation, dynamics & phrasing indicated on the score. Pieces listed for Grade 1 with other examination syllabi are welcome. Music purchased online in any style is also welcome. Minimum is ONE set piece - students may choose to perform 2 or 3 set pieces rather than using any free choice material.</p> <p>Set pieces – Duets One of the following duets may be presented as one of the set pieces.</p> <p>Free PDF and MP3 on the UME Piano Syllabus page:</p> <ul style="list-style-type: none"> • 'Cantabile' M. Madder (either primo or secondo) • 'Spying' M. Madder (primo part) • 'Theme From Another Place' M. Madder (primo part) • 'Starry Sky' M. Madder (secondo part) <p>Available via the UME Additional Resources page:</p> <ul style="list-style-type: none"> • 'A Brisk Walk' M. Madder (either primo or secondo) <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) Similar motion Scale: in the key of the Set Piece, Hands Together, 2 octaves, Legato</p> <p>b) Contrary motion scale: 1 octave in the key of one of the Free Choice Pieces</p> <p>c) Chromatic Scale: one octave hands separately beginning on a note of the student's choice</p> <p>d) Free Choice Scale* Hands Separately for one or two octaves.</p> <p>*This may be in the key of the third piece 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 one of the pieces presented for the exam. The student will place a copy of the piece on the music rest of the piano and name and briefly explain as they point to:</p>

- The Time Signature (eg – ‘This is the time signature, which tells us how many beats are in each bar. The time signature for this piece is 6/8 which means there are 2 dotted crotchet beats in each bar and the quavers are often in groups of 3’)
- The Key Signature
- 3 dynamic or articulation markings
- Any Repeat or Da Capo indications
- Any 8va indications
- One fact about the composer
- One fact about the piece

Essential Skills

‘Essential Skills’ Material will be emailed 10 days prior to the exam. Students are expected to play through the example once or twice before the exam but not to ‘learn’ it as they would a piece.

Please see our Piano Syllabus page for ‘Essential Skills Examples’ to use in lessons as preparation. The following examples are an indication of level.

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

‘Quick Study’ Grand Stave, 2 hands, 4 bar piece in either C, G or F Major eg:



Or

‘Improvisation’

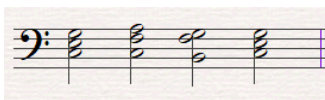
Simple Melody over LH Chord Pattern in quadruple time

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 V7 I

The student may choose the key.

First play the progression as ‘block’ chords as written eg:



The student then improvises a simple melody over the top of the chords (the chords may be played by the student or the teacher or for in person exams, the examiner) eg:



Or

'Transposition'

Students will be given a simple 4 bar treble clef melody in A minor eg:



Students play the RH melody once in the original key and then in 2 other minor keys of the students' choice

Scores

Submission of the score is not required for the Set Piece but is compulsory for all Free Choice Pieces. For in person exams, a copy of the Free Choice Piece is to be presented to the examiner. For Video Exams, a PDF of the piece is to be attached to the video submission. Teachers are responsible for adhering to copyright guidelines and a 'Copyright Declaration Form' must be attached with the PDF (this form will be sent to you as part of the booking process.)

Notes

Exam content is identical regardless of 'in person' or 'video submission'.

There is a sample exam on the UME website. Please read the guidelines and watch the video as

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

All Pieces must be introduced by Title and **Composer**.

Students may have a 'run sheet' with the order in which they are presenting their exam material. This can be either visible or off camera as suits the student. The teacher or parent may verbally prompt each part of the exam. The exam is not testing the student's ability to remember the order of the entire program but rather their delivery of it. The teacher or parent cannot help the student identify elements of general Knowledge or make any corrections or suggestions during the exam. 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.

	<p>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 'Study'' etc.</p>
--	---