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| Repertoire | <p>3 pieces are required in total</p> <p>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.</p> <p>Solo set pieces: Free PDF and audio file on the UME Piano Syllabus page:</p> <ul style="list-style-type: none">• ‘Marshmallow March’ M. Madder <p>Free PDFs and videos available from www.pianotunes.co.uk with thanks to Martin Neill:</p> <ul style="list-style-type: none">• Skye Boat Song’ Arr M. Neill• ‘Something’s Coming’ M. Neill <p>Other Set pieces:</p> <ul style="list-style-type: none">• ‘Midnight Ride’ M. Bober ^• ‘Ballade’ F. Burgmuller Op. 100 No. 15 ^• ‘Melody’ (‘Ivan Sings’) A. Khatchaturian• ‘Rhodes Scholar’ C. Norton ^ <p>^ available with backing tracks and teaching ideas www.pianoteachingsuccess.com/UME</p> <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. Free PDF and audio file on the UME Piano Syllabus page:</p> <ul style="list-style-type: none">• ‘Feeling Five’ M. Madder (either primo or secondo)• ‘The Red Rose’ M. Madder (either primo or secondo) <p>Available via the UME Additional Resources page:</p> |
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| | <ul style="list-style-type: none"> • ‘Dreamtime’ M. Madder (either primo or secondo) <p>Available via www.pianoteachingsuccess.com/UME</p> <ul style="list-style-type: none"> • ‘Slovakian Dance Duet’ B. Bartok Arr P. Myatt <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, 3 Octaves, legato</p> <p>b) Contrary motion scale: 2 or 3 Octaves in the key of one of the Free Choice Pieces</p> <p>c) Chromatic Scale: 3 Octaves, hands together, beginning on a note of the student’s choice</p> <p>d) Arpeggio: 3 octaves, hands separately, ascending and descending, in any key</p> <p>d) Free Choice Scale*, Hands Together, Three Octaves preferred.</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 one ‘Free Choice’ Piece. 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> <ul style="list-style-type: none"> - 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 - A brief description of the style - An overview of the form |

Essential Skills

'Quick Study' Grand Stave, 2 hands, 8 bar piece in either A, D or E minor, with basic dynamics and articulation eg: '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:



Or

'Improvisation'

Simple Melody over LH Chord Pattern in quadruple time

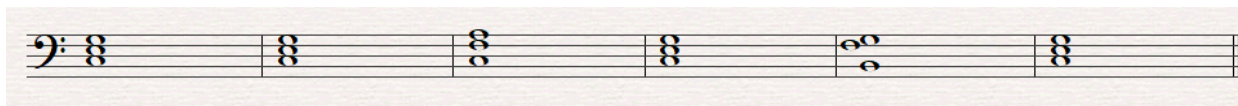
The given chord progression will be 6 bars with one chord per bar, consisting of chords 'I, IV, V (or V7)' in any order eg:

I I IV I V7 I

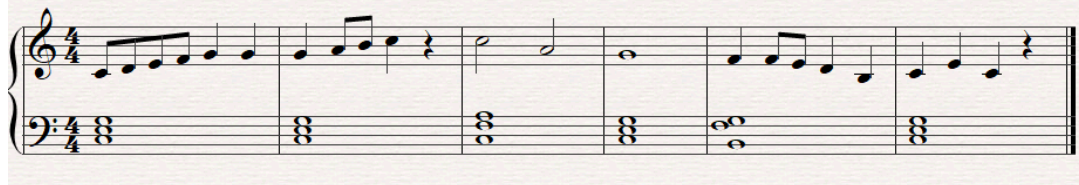
The student may choose the key.

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

NB – chords may be in any inversion and the use of V or V7 is at the discretion of the teacher



The student then plays the chords again, whilst improvising a simple melody over the top eg:



Or

'Transposition'

Students will be given a simple Bass clef melody in A, D or E minor eg:



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

Or

'Composition'

Students may perform their own composition for piano in any style. Duration must be between 30 seconds and 2 minutes. Basic notation is required – this is not marked but must be included to assist the examiner in marking useful comments on the report. For Video Exams, compositions are submitted at the same time as PDF scores for free choice pieces and may be handed to the examiner for In Person exams.

Scores

Submission of the score is not required for the Set Piece but is compulsory for 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 is available as a free download on our 'Resources' page). Unfortunately, exams cannot be reviewed unless all PDFs are declared.

Notes

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

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**.

For all exams, **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.

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| | <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 as long as announcements are clear eg 'I am going to begin with General Knowledge' and 'My first piece is 'Study'' etc. (We suggest that for video exams, duet pieces are best to be recorded first and then the solo elements follow).</p> |
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