


<p>Repertoire</p>	<p>There are no set pieces for Grade 5. 3 Free Choice Pieces are required. Pieces are to be announced by title and composer. Pieces may be from any source - they may be listed as Grade 5 on any examination syllabus or be of a standard generally recognised for the grade. Music purchased online in any style is welcome.</p> <p>Some examples of Grade 5 pieces* are:</p> <ul style="list-style-type: none"> • 'Waltz in A minor' B150, F. Chopin • 'Für Elise', L.V. Beethoven • 'Harbour Crossing', M. Madder (free PDF and MP3 on the UME additional resources page) • 'Invention in F major' No 8 BWV 779, J.S. Bach • 'Mission Impossible', M. Neill (free PDF and video www.pianotunes.co.uk) • 'The Ocean', C. Rollin • 'Dance with Sticks' from Romanian Dances, B. Bartok • 'Etude' from Pictures of Childhood, A. Khatchaturian • 'Scamp' C. Norton <p>*These are NOT set pieces, rather a guide as to level.</p> <p>DUETS - Students may select one of the following duets to present as one of their 3 exam pieces. (NB only these duets may be presented, all free choice repertoire should be for solo piano)</p> <p>Available free on the UME 'Additional Resources' page:</p> <ul style="list-style-type: none"> • 'The Morning Rush' M. Madder • 'The Train' M. Madder
<p>Technical Work</p>	<p>a) Similar Motion Scale – in the key of one of the pieces, Hands Together, Four Octaves, Legato</p> <p>b) Contrary motion scale: 2 or 3 Octaves in the key of another of the pieces</p> <p>c) Chromatic Scale: 4 Octaves, hands together, beginning on a note of the student's choice</p> <p>d) Arpeggio: 4 octaves Hands together in any key</p> <p>e) Free Choice Scale* Hands Together, Four 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 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. 6/8 is known as ‘Compound Duple Time’ ’) - The Key Signature - 3 dynamic or articulation markings - Any interesting indications - One fact about the composer - One fact about the piece or title - A description of the style - An overview of the form
<p>Essential Skills</p>	<p>‘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.</p> <p>Please see our Piano Syllabus page for ‘Essential Skills Examples’ to use in lessons as preparation. The following examples are an indication of level.</p> <p>Whilst we encourage all students to experience Sight Reading AND Improvisation AND Transposition, for exam purposes the student chooses ONE of the following:</p> <p><u>‘Quick Study’</u> Grand Stave, 2 hands, 8 bar piece in D major or A major, with basic dynamics and articulation eg:</p>  <p>Or</p> <p><u>‘Improvisation’</u> Simple Melody over LH Chord Pattern in quadruple time, any minor key</p> <p>The given chord progression will be 8 bars with one chord per bar, consisting of chords ‘I, IV, V (or V7)’ in any order eg:</p> <p style="text-align: center;">I IV I V7 I IV V7 I</p>

The student may choose any MINOR key.

First play the progression as 'block' chords as written (this example is in A minor)

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 chords eg:



Or

'Transposition'

Students will be given a 4 bar, Grand Stave (2H) piece in A minor eg:



Students play the piece once in the original key and then in 2 other minor keys of their 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 and may be handed to the examiner for in person exams.

Scores	Submission of the score 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 will be emailed as part of the booking process).
Notes	<p>Exam content is identical regardless of 'in person' or 'video submission'.</p> <p>Performance from memory is encouraged for repertoire. Memory work is not specifically rewarded but will be noted and contributes toward overall impression.</p> <p>All Pieces must be introduced by Title and Composer.</p> <p>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.</p> <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>