

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:</p> <p>Free download and videos on the UME website</p> <ul style="list-style-type: none">• ‘Weeping Willow’ M. Madder• ‘Clockwork’ M. Madder• ‘Minor Mood’ M. Madder <p>Free PDF and videos on www.pianotunes.co.uk with thanks to Martin Neill</p> <ul style="list-style-type: none">• ‘Reving Up’ M. Neill• ‘Snake Dance Song’ M. Neill <p>Other set pieces</p> <ul style="list-style-type: none">• ‘Royal March of the Lion’ C. Sant Saens Arr Erskine & Myatt ^• ‘A Deserted Garden’ C. Gurlitt ^• ‘Anyone Home’ C. Gurlitt ^• ‘Gavotte in C Major’ G. P. Telemann ^• ‘Procession’ A. Reinagle ^• ‘Quadrille’ J. Haydn ^ <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 Preliminary 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 free choice material.</p>
------------	--

	<p>Set pieces – Duets</p> <p>Available as free PDF and audio file on the UME Additional Resources page:</p> <ul style="list-style-type: none"> • ‘Rainforest Walk’ M. Madder (either primo or secondo part) • ‘Lulu’s Lullaby’ M. Madder (secondo part) • ‘A Fairy Light Stroll’ M. Madder (secondo part) <p>Available on the UME Additional Resources page:</p> <ul style="list-style-type: none"> • ‘Oopsie Daisy’ M. Madder (secondo part) • ‘Calm Cuckoo’ M. Madder (secondo 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) 2 x Legato Scales – one in the key of the Set Piece and one in the key of a Free Choice piece. Hands Separately or Hands Together for one or two octaves.</p> <p>b) Contrary motion scale: 1 octave in the key of one of the Free Choice Pieces</p> <p>c) 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 one piece 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> <ul style="list-style-type: none"> - 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’) - The Key Signature - 2 or 3 dynamic or articulation markings - Any Repeat or Da Capo indications - One fact about the composer

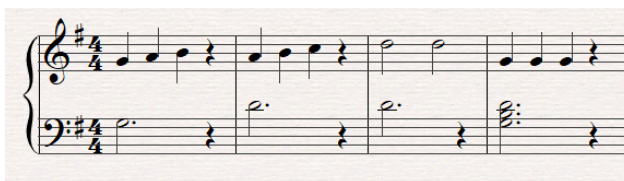
Essential Skills

'Essential Skills' Material will be emailed 10 days 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 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'

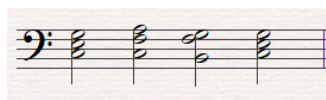
LH Chord Pattern in quadruple and triple time

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:

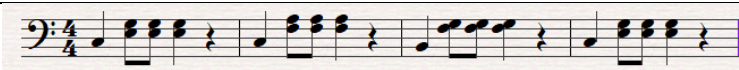
I IV V7 I

The student may choose the key.

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



Repeat with a 'LH Accompaniment pattern' in quadruple time eg:



And then with a 'LH accompaniment pattern' in triple time eg:



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

Or

'Transposition'

Students will be given a simple 4 bar treble clef melody in C major eg:



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

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. All elements for online submission must be labelled with the STUDENT name, not the teacher or parent name.

Notes

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

There is a sample exam 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.

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.