

Associate Diploma in Violin, Pedagogy

AN ADDENDUM TO THE VIOLIN SYLLABUS
2021 EDITION





Stuart Lowe

Message from the President

The mission of The Royal Conservatory—to develop human potential through leadership in music and the arts—is based on the conviction that music and the arts are humanity’s greatest means to achieve personal growth and social cohesion. Since 1886, The Royal Conservatory has realized this mission by developing a structured system consisting of curriculum and assessment that fosters participation in music making and creative expression by millions of people. We believe that the curriculum at the core of our system is the finest in the world today.

In order to ensure the quality, relevance, and effectiveness of our curriculum, we engage in an ongoing process of revitalization, which elicits the input of hundreds of leading teachers. The award-winning publications that support the use of the curriculum offer the widest selection of carefully selected and graded materials at all levels. Certificates and Diplomas from The Royal Conservatory of Music attained through examinations represent the gold standard in music education.

The strength of the curriculum and assessment structure is reinforced by the distinguished College of Examiners—a group of outstanding musicians and teachers from Canada, the United States, and abroad who have been chosen for their experience, skill, and professionalism. An acclaimed adjudicator certification program, combined with regular evaluation procedures, ensures consistency and an examination experience of the highest quality for candidates.

As you pursue your studies or teach others, you become an important partner with The Royal Conservatory in helping all people to open critical windows for reflection, to unleash their creativity, and to make deeper connections with others.

Michael and Sonja Koerner President & CEO
The Royal Conservatory

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Introduction

Fostering Excellence in Teaching

The Associate Diploma (ARCT) in Violin, Pedagogy is designed to strengthen the qualifications and teaching techniques of private studio teachers. Knowledge and skills are assessed through a three-level examination and certificate program.

The requirements for the ARCT in Violin, Pedagogy are aligned with the progressive levels defined in the *Violin Syllabus, 2021 Edition*. Elementary, Intermediate, and Advanced Teaching Repertoire Samples correspond with the examination requirements outlined in the syllabus.

- **Elementary Violin Pedagogy**—pedagogy for teaching beginners through to Level 4 violin students
- **Intermediate Violin Pedagogy**—pedagogy for teaching violin students at Level 5 through Level 8
- **Advanced Violin Pedagogy**—pedagogy for teaching violin students at Level 9 and Level 10

Benefits of the Associate Diploma in Violin, Pedagogy

- Candidates may begin pedagogy training while completing requirements for the Level 9 Violin Comprehensive Certificate.
 - Candidates build knowledge and develop skills gradually over a period of several years.
 - Candidates receive an Associate Diploma (ARCT) in Violin, Pedagogy upon successful completion of the requirements of all three Violin Pedagogy levels.
- ★ For an introduction to The RCM Certificate Program including such information as registration for examinations, prerequisites and corequisites, examination regulations, and procedures, please see the *Practical Examinations Syllabus* at rcmusic.com/syllabi.

Resources for Examination Preparation

See “Violin Resources” on p. 94 of the *Violin Syllabus, 2021 Edition*, for suggested reading.

Elementary Violin Pedagogy

Overview

Elementary Violin Pedagogy—the first stage of the ARCT in Violin Pedagogy—addresses pedagogical approaches and teaching materials appropriate for Preparatory through Level 4. At the Elementary level, previous teaching experience is not expected.

- The Elementary Violin Pedagogy level comprises *two* parts: the Teaching Elementary Strings (Violin) Course and the Elementary Violin Pedagogy Interactive (*Viva Voce*) Examination.
- Candidates are strongly advised to complete all the requirements for the Level 8 Violin Certificate prior to registering for the Teaching Elementary Strings (Violin) Course or the Elementary Violin Pedagogy Interactive (*Viva Voce*) Examination.
- Candidates must complete all performance and theoretical requirements for the Level 9 Violin Comprehensive Certificate before the Elementary Violin Pedagogy Certificate can be awarded.
- The Elementary Violin Pedagogy Certificate is awarded upon successful completion of the Teaching Elementary Strings (Violin) Course and the Elementary Interactive (*Viva Voce*) Examination.

Elementary Violin Pedagogy Requirements	Marks
Teaching Elementary Strings (Violin) Course (offered online) See rcmusic.com for more information.	100 (pass = 70)
Elementary Violin Pedagogy Interactive (<i>Viva Voce</i>) Examination (45 minutes)	100 (pass = 70)
• Discussion of the fundamentals of violin pedagogy, and the beginning student	20
• Teaching technique, musicianship, theory, and other essential skills	20
• Performance of selections from the Teaching Repertoire Sample	30
• Detailed pedagogical discussion of selections from the Teaching Repertoire Sample	30

Corequisite

Level 9 Violin Comprehensive Certificate:

Level 9 Violin Practical Examination
 Level 8 Theory
 Level 9 Harmony (or Keyboard Harmony)
 Level 9 History

For detailed requirements, see *Violin Syllabus, 2021 Edition*, p. 64.

Teaching Repertoire Sample

The Teaching Repertoire Sample will be referenced throughout the Teaching Elementary Strings (Violin) Course and the Elementary Violin Pedagogy Interactive (*Viva Voce*) Examination.

Candidates are required to prepare a balanced program of contrasting selections, as outlined below.

★ All repertoire selections and etudes must be chosen from *Violin Series, 2021 Edition*.

Level	Repertoire	Etudes
Preparatory	<i>Two</i> selections (<i>one</i> from each of List A and List B)	<i>One</i> etude
Level 1	<i>Two</i> selections (<i>one</i> from each of List A and List B)	<i>One</i> etude
Level 2	<i>Two</i> selections (<i>one</i> from each of List A and List B)	<i>One</i> etude
Level 3	<i>Three</i> selections (<i>one</i> from each of List A, List B, List C)	<i>Two</i> etudes
Level 4	<i>Three</i> selections (<i>one</i> from each of List A, List B, List C)	<i>Two</i> etudes

During the Elementary Violin Pedagogy Interactive (*Viva Voce*) Examination, candidates should be prepared to:

- Perform selections chosen by the examiner from the Teaching Repertoire Sample in a manner that clearly demonstrates the desired teaching points for the selection. **One repertoire selection must be performed by memory.**
- Discuss teaching approaches for the chosen selections.
- Answer questions related to the topics listed on p. 6.

★ Candidates are required to list the titles of repertoire and etudes from their Teaching Repertoire Sample on their Examination Program Form.

Elementary Violin Pedagogy

Elementary Violin Pedagogy Topics

For both the Teaching Elementary Strings (Violin) Course and the Elementary Violin Pedagogy Interactive (*Viva Voce*) Examination, candidates should be prepared to discuss the following topics with reference, as appropriate, to the Teaching Repertoire Sample.

Fundamentals of Violin Pedagogy

- teaching philosophy and mission statement
- planning and structure as applied to lessons
- setting long- and short-term goals, with strategies for their realization
- evaluating student progress
- strategies and techniques for effective practicing
- teaching and reference materials, including dictionaries, history books, flashcards, and other pedagogical resources, both print and digital
- basic performance opportunities, including recitals, festivals, volunteering, and community outreach
- basics of studio management, including studio policies and expectations

The Beginning Student

- materials and strategies for teaching beginners, with reference to at least one published violin method
- initial meeting with prospective students and parents
- communication with parents and strategies for parental support and engagement
- creating a plan for the first lesson
- selection, sizing, care, and upkeep of the instrument
- introducing how to tune the violin with a piano, tuning fork, or electronic tuner
- exploration of the violin, string vibration, and parts of the instrument

Physical Approach and Technique

- developing a healthy physical approach with the goal of a well-balanced body, which enables ease of playing
- developing the bow hand with approaches to tone production and resonance
- developing approaches to tone production and resonance
- articulations including *legato*, simple *detaché*, *marcato*, *staccato*, and *collé*
- building left-hand proficiency with thumb positioning, finger action, awareness of fingerboard geography, and ease of movement with early shifting
- guiding the development of intonation with understanding of resonance and overtones
- developing a basic and relaxed vibrato
- technical exercises and materials suitable for the elementary levels

Musical Literacy and Musicianship

- introducing basic theoretical concepts (as outlined in the *Theory Syllabus, 2016 Edition*), relating them to repertoire, and integrating them into the practical lesson
- developing an internal sense of rhythm
- introducing note reading, sight reading, and ear training, including recognition of rhythmic patterns, interval relationships, pitch memory, and rote playing of familiar tunes
- introducing basic styles of listening, including both active and passive listening
- introducing memorization skills and techniques

Artistry and Expression

- nurturing creativity through imagery and analogy
- developing imagination and expression
- developing dynamic range and tone color
- nurturing confidence in performance

Repertoire Study

- selecting repertoire to maximize student progress
- discussion of works in the Teaching Repertoire Sample, including:
 - background information: composer, genre, musical features, and compositional devices
 - pedagogical goals and learning outcomes
 - basic learning steps: preparation, presentation, and polishing
 - identifying technical and musical challenges, and defining solutions

The RCM Certificate Program

- the value of assessment, and benefits to student, parents, and teacher
- requirements for elementary-level violin examinations, including repertoire, etudes, technical tests, ear tests, and sight reading
- preparation strategies for examinations

Intermediate Violin Pedagogy

Overview

Intermediate Violin Pedagogy—the second stage of the ARCT in Violin, Pedagogy—addresses pedagogical approaches and teaching materials appropriate for Levels 5, 6, 7, and 8. Familiarity with earlier levels and some teaching experience is expected.

- The Intermediate Violin Pedagogy level comprises *two* parts: the Teaching Intermediate Strings (Violin) Course and the Intermediate Violin Pedagogy Interactive (*Viva Voce*) Examination.
- Candidates must have completed the Elementary Violin Pedagogy Certificate prior to registering for the Intermediate Violin Pedagogy Interactive (*Viva Voce*) Examination.
- Candidates must complete all performance and theoretical requirements for the Level 10 Violin Comprehensive Certificate before the Intermediate Violin Pedagogy Certificate can be awarded.
- The Intermediate Violin Pedagogy Certificate is awarded upon successful completion of the Teaching Intermediate Strings (Violin) Course and the Intermediate Violin Pedagogy Interactive (*Viva Voce*) Examination.

Intermediate Violin Pedagogy Requirements	Marks
Teaching Intermediate Strings (Violin) Course (offered online) See rcmusic.com for more information.	100 (pass = 70)
Intermediate Violin Pedagogy Interactive (<i>Viva Voce</i>) Examination (45 minutes)	100 (pass = 70)
<ul style="list-style-type: none"> • Discussion of the fundamentals of violin pedagogy 	20
<ul style="list-style-type: none"> • Teaching technique, musicianship, theory, and other essential skills 	20
<ul style="list-style-type: none"> • Performance of selections from the Teaching Repertoire Sample 	30
<ul style="list-style-type: none"> • Detailed pedagogical discussion of selections from the Teaching Repertoire Sample 	30

Corequisite

Level 10 Violin Comprehensive Certificate:

- Level 10 Violin Practical Examination
- Level 8 Theory
- Level 9 Harmony (or Keyboard Harmony)
- Level 9 History
- Level 10 Harmony & Counterpoint (or Keyboard Harmony)
- Level 10 History

For detailed requirements, see *Violin Syllabus, 2021 Edition*, p. 64.

Teaching Repertoire Sample

The Teaching Repertoire Sample will be referenced throughout the Teaching Intermediate Strings (Violin) Course and the Intermediate Violin Pedagogy Interactive (*Viva Voce*) Examination. Candidates are required to prepare a balanced program of contrasting selections, as outlined below.

- ★ All repertoire selections, orchestral excerpts, and etudes must be chosen from *Violin Series, 2021 Edition*.

Level	Repertoire	Orchestral Excerpts	Etudes
Level 5	Three selections (one from each of List A, List B, List C)		Two etudes
Level 6	Three selections (one from each of List A, List B, List C)		Two etudes
Level 7	Three selections (one from each of List A, List B, List C)	One excerpt	One etude
Level 8	Four selections (one from each of List A, List B, List C, List D)	One excerpt	One etude

During the Intermediate Violin Pedagogy Interactive (*Viva Voce*) Examination, candidates should be prepared to:

- Perform selections chosen by the examiner from the Teaching Repertoire Sample in a manner that clearly demonstrates the desired teaching points for the selection. **One repertoire selection must be performed by memory.**
- Discuss teaching approaches for the chosen selections.
- Answer questions related to the topics listed on p. 8.

- ★ Candidates are required to list the titles of repertoire, orchestral excerpts, and etudes from their Teaching Repertoire Sample on their Examination Program Form..

Intermediate Violin Pedagogy Topics

For both the Teaching Intermediate Strings (Violin) Course and the Intermediate Violin Pedagogy Interactive (*Viva Voce*) Examination, candidates should be prepared to discuss the following topics in relation to teaching Intermediate students, with reference, as appropriate, to the Teaching Repertoire Sample.

Fundamentals of Violin Pedagogy

- teaching philosophy and mission statement
- planning and structure, as applied to lessons
- setting long- and short-term goals, with strategies for their realization
- evaluating student progress
- strategies and techniques for effective practicing
- encouraging independence in intermediate students, including strategies for time management and intrinsic motivation
- developing basic diagnostic skills and strategies for addressing learning and performance challenges
- basic performance opportunities, including recitals, festivals, volunteering, and community outreach
- establishing foundational skills required for participation in chamber music and orchestral performances
- teaching and reference materials, including level-appropriate resources, both print and digital
- complementary teaching technologies in the studio
- studio management, including studio policies, expectations, transfer students, and remedial work
- communication with students and parents and strategies for parental support and engagement
- selection, sizing, care, and upkeep of the instrument
- development of tuning skills

Physical Approach and Technique

- knowledge of the basic physiology for promoting a healthy technique and preventing injury
- approaches to tone production and clear resonance of tone, with a wide range of dynamic levels
- exploration of violin overtones
- developing coordination between the hands
- finger dexterity and independence
- developing fluency, facility, and agility
- articulations including *collé*, brush stroke, *marcato*, *spiccato*, *sautillé*, and ricochet
- practice strategies for solving technical challenges
- approaches for developing secure intonation in first to seventh positions, and shifting between positions
- development of consistent vibrato
- materials and exercises for technical development in the intermediate levels

Musical Literacy and Musicianship

- introducing intermediate theoretical concepts (as outlined in the *Theory Syllabus, 2016 Edition*), relating them to repertoire, and integrating them into the practical lesson
- teaching rhythm patterns and meter as encountered in the intermediate-level repertoire
- achieving consistency and flexibility of tempo
- building understanding and awareness of formal structure, harmonic progressions, sequences, and patterns as encountered in the repertoire
- developing awareness of stylistic characteristics of the significant composers and style periods taught in the intermediate levels
- approaches to developing critical listening and audiation with intermediate-level students
- broadening the musical experience through creative projects such as improvisation and composition

Artistry and Expression

- developing musical imagination through imagery and analogy
- teaching phrasing, articulation, and ornamentation specific to Baroque, Classical, Romantic, 20th-, and 21st-century repertoire
- developing dynamic range, voicing, and balance
- nurturing confidence and communication in performance

Repertoire Study

- selecting repertoire to maximize student progress
- discussion of works in the Teaching Repertoire Sample, including:
 - background information: composer, genre, musical and stylistic features, and compositional devices, as related to the historical era in which the work was composed
 - pedagogical goals and learning outcomes
 - basic learning steps: preparation, presentation, and polishing
 - identifying technical and musical challenges, and defining solutions
 - understanding the characteristics of different musical genres, including but not limited to Baroque dances, sonata movements, character pieces, and concertos

The RCM Certificate Program

- the value of assessment, and benefits to student, parents, and teacher
- requirements for intermediate-level violin examinations, including repertoire, orchestral excerpts, etudes, technical tests, ear tests, and sight reading
- preparation strategies for examinations

Advanced Violin Pedagogy

Overview

Advanced Violin Pedagogy is the final step toward the ARCT in Violin, Pedagogy. It addresses pedagogical approaches and teaching materials appropriate for Levels 9 and 10. Candidates are expected to have teaching experience at the Intermediate level and to be familiar with teaching strategies appropriate for *all levels* of instruction.

- The Advanced Violin Pedagogy level comprises *three* parts: the Teaching Advanced Strings (Violin) Course, the Advanced Violin Pedagogy Interactive (*Viva Voce*) Examination, and the Advanced Violin Pedagogy Practical Examination.
- Candidates must have completed the Intermediate Violin Pedagogy Certificate prior to registering for the Advanced Violin Pedagogy Interactive (*Viva Voce*) Examination or the Advanced Violin Pedagogy Practical Examination.
- Candidates must have completed the Level 10 Violin examination with a total mark of 75 or minimum of 70 percent in each section prior to registering for the Advanced Violin Pedagogy Interactive (*Viva Voce*) Examination or the Advanced Violin Pedagogy Practical Examination.
- Candidates must have fulfilled all the Level 10 theory corequisites with a total mark of at least 60 for each examination, prior to registering for the Advanced Violin Pedagogy Interactive (*Viva Voce*) Examination or the Advanced Violin Pedagogy Practical Examination.

Successful candidates will be awarded the Associate Diploma (ARCT) in Violin, Pedagogy when they meet the following criteria:

- Candidates must be at least 18 years old,
 - Candidates must have completed all three levels of the ARCT in Violin, Pedagogy (Elementary, Intermediate, and Advanced), and
 - Candidates must have completed all the ARCT theory corequisites.
- ★ Candidates who have passed the ARCT in Violin, Performer may choose to be exempted from the repertoire section of the Advanced Violin Pedagogy Practical Examination. The remaining sections of the Practical Examination must be taken within five years of the date of the ARCT in Violin, Performer Examination.

Advanced Violin Pedagogy Requirements	Marks
Teaching Advanced Strings (Violin) Course (offered online) See rcmusic.com for more information.	100 (pass = 70)
Advanced Violin Pedagogy Interactive (Viva Voce) Examination (45 minutes) <ul style="list-style-type: none"> • Discussion of the fundamentals of violin pedagogy • Teaching technique, musicianship, theory, and other essential skills • Performance of selections from the Teaching Repertoire Sample • Detailed pedagogical discussion of selections from the Teaching Repertoire Sample 	100 (pass = 70)
Advanced Violin Pedagogy Practical Examination Repertoire <ul style="list-style-type: none"> • <i>One</i> selection from List A (from the Level 9, 10, or ARCT repertoire list) • <i>One</i> selection from List B (from the Level 9, 10, or ARCT repertoire list) • <i>One</i> selection from List C (from the Level 9, 10, or ARCT repertoire list) • <i>One</i> selection from List D (from the Level 10 or ARCT repertoire list) 	100 50 (pass = 35)
Orchestral Excerpts <ul style="list-style-type: none"> • <i>One</i> excerpt from the Level 9 or Level 10 <i>Syllabus</i> list • <i>One</i> excerpt from the ARCT <i>Syllabus</i> list (either Group 1 or Group 2) 	10 (pass = 7)
Technical Requirements Technical Tests <ul style="list-style-type: none"> • Scales • Arpeggios • Double stops 	20 (pass = 14)

Advanced Violin Pedagogy

Musicianship	10
Ear Tests	(pass = 7)
• Meter	2
• Intervals	3
• Chord progressions	2
• Playback	3
Sight Reading	10
	(pass = 7)
• Rhythm	2
• Playing	3+3+2

Theory Examination Prerequisites

Level 8 Theory
 Level 9 Harmony (or Keyboard Harmony)
 Level 10 Harmony & Counterpoint (or Keyboard Harmony)
 Level 9 History
 Level 10 History

Theory Examination Corequisites

ARCT History
 ARCT Harmony & Counterpoint (or Keyboard Harmony)
 ARCT Analysis

Piano Corequisite

Level 8 Piano

Teaching Repertoire Sample

The Teaching Repertoire Sample will be referenced throughout the Teaching Advanced Strings (Violin) Course and the Advanced Violin Pedagogy Interactive (*Viva Voce*) Examination.

Candidates are required to prepare a balanced program of contrasting selections as outlined below.

★ Candidates may choose selections from repertoire, orchestral excerpts, and etudes for Levels 9 and 10 listed in the *Violin Syllabus, 2021 Edition*.

Level	Repertoire	Orchestral Excerpts	Etudes
Level 9	One List A selection One List B selection One List C selection One List D selection	Two excerpts	One etude
Level 10	One List A selection One List B selection One List C selection One List D selection	Two excerpts	One etude

During the Advanced Violin Pedagogy Interactive (*Viva Voce*) Examination, candidates should be prepared to:

- Perform selections chosen by the examiner from the Teaching Repertoire Sample. **One repertoire selection must be performed by memory.**
 - Discuss teaching approaches for the chosen selections.
 - Answer questions related to the topics listed below.
- ★ Candidates are required to list the titles of repertoire, orchestral excerpts, and etudes from their Teaching Repertoire Sample on their Examination Program Form.

Advanced Violin Pedagogy Topics

For both the Teaching Advanced Strings (Violin) Course and the Advanced Violin Pedagogy Interactive (*Viva Voce*) Examination, candidates should be prepared to discuss the following topics with reference, as appropriate, to the Teaching Repertoire Sample. An understanding of elementary- and intermediate-level pedagogy is also required, and the discussion may include reference to teaching at these levels.

Fundamentals of Violin Pedagogy

- teaching philosophy and mission statement
- planning and structure, as applied to lessons
- setting long- and short-term goals, with student involvement in planning strategies for their realization
- evaluating student progress in relation to established goals
- strategies and techniques for effective practicing and time management, with focus on nurturing independence in advanced-level students
- developing diagnostic skills and strategies with emphasis on performance challenges related to specific genres and eras
- basic performance opportunities, including recitals, festivals, community service, and preparation for post-secondary music study
- enhancing skills required for participation in chamber and orchestral performances, auditions, and master classes
- basic skills required to create and edit performance videos
- teaching and reference materials, including both print and digital resources and recordings of advanced violin repertoire
- awareness of current editions of music and editorial practices
- studio management, including studio policies, expectations, transfer students, and career guidance
- opportunities for ongoing professional development and participation in the teaching community
- selection, sizing, care and upkeep of the violin, including familiarity and understanding of the construction of the instrument
- awareness of positive, student-centered teaching approaches, including caring for the emotional well-being of individual students, and nurturing healthy and supportive interaction within the studio

Physical Approach and Technique

- understanding the basic physiology for promoting a healthy technique and preventing injury
- development of technical fluency and resonant tone quality in support of mastering advanced-level repertoire:
 - confidence and command in execution of all bow strokes
 - expressive use of vibrato, wide dynamic range, and ornamentation
- practice strategies for solving technical challenges to meet the demands of advanced-level repertoire
- approaches to maintaining secure intonation in any position
- technical exercises and etudes suitable for advanced-level students

Musical Literacy and Musicianship

- supporting students in their study of theory (harmony and history, as outlined in the *Theory Syllabus, 2016 Edition*) and relating concepts to repertoire study
- developing musical understanding of rhythm and meter as encountered in advanced-level repertoire
- developing fluency in reading at sight, to support active participation in ensemble performances
- developing and refining critical listening and audiation skills
- defining memorization skills and techniques
- broadening the musical experience through creative projects such as improvisation and composition
- refining understanding and awareness of formal structure, harmonic progressions, and compositional devices as encountered in the repertoire
- enhancing awareness of stylistic characteristics of the significant composers and style periods taught in the advanced levels

Artistry and Expression

- awareness of performance practice and interpretive considerations for each of the historical eras, including:
 - ornamentation, articulation, tone production, dynamics, musical genres, and approaches to formal structure in music of the Baroque era
 - ornamentation, articulation, tone production, dynamics, vibrato, musical genres, and approach to formal structure in music of the Classical era
 - ornamentation, articulation, tone production and dynamics, expressive vibrato, rubato, musical genres, and approach to formal structure in music of the Romantic era
 - ornamentation, articulation, tone production and dynamics, expressive vibrato, notational symbols, compositional devices, musical genres, and approach to formal structure in music of the 20th and 21st century
- cultivating interpretive insights and exploration of personal expression
- nurturing confidence and artistry in performance

Repertoire Study

- selecting appropriate repertoire to maximize student progress
- discussion of works in the Teaching Repertoire Sample, including:
 - background information: composer, genre, musical and stylistic features, and compositional devices as related to the historical era in which the work was composed
 - pedagogical goals and learning outcomes
 - basic learning steps: preparation, presentation, and polishing
 - identifying technical and musical challenges, and defining solutions

The RCM Certificate Program

- the value of assessment, and benefits to student, parents, and teacher
- requirements for advanced-level violin examinations, including repertoire, orchestral excerpts, etudes, technical tests, ear tests, and sight reading
- preparation strategies for examinations
- basic understanding of examination expectations and marking criteria

Advanced Violin Pedagogy Practical Examination

Repertoire

Candidates must prepare *four* contrasting selections from the following list. Memorization is encouraged, but not required. A single mark will be awarded for the performance of the Repertoire section. All repertoire selections must be chosen from the *Violin Syllabus, 2021 Edition*.

- *three* contrasting selections by *three* different composers, representing one from each of the Level 9, Level 10, and ARCT repertoire lists:
 - *one* List A selection from Level 9, Level 10, *or* ARCT
 - *one* List B selection from Level 9, Level 10, *or* ARCT
 - *one* List C selection from Level 9, Level 10, *or* ARCT
- *one* List D selection from the Level 10 *or* ARCT repertoire list

Orchestral Excerpts

Candidates must be prepared to play *two* contrasting excerpts by *two* different composers. A single mark will be awarded for the performance of the Orchestral Excerpts section. All excerpts must be chosen from the *Violin Syllabus, 2021 Edition*.

- *one* excerpt from Level 9 *or* Level 10
- *one* excerpt from ARCT (either Group 1 *or* Group 2)

Technical Requirements

Technical Tests

Candidates must play all technical tests (scales, arpeggios, exercises, and double stops) from memory. Vibrato is not recommended; if used, it should be limited to final tonic notes. Metronome markings indicate minimum speeds. All scales are to be played with the patterns shown in the *Violin Syllabus, 2021 Edition*.

	Keys	Range	Tempo	Bowing
Scales				
Diatonic	all major keys	3 octaves	♩ = 90	
	all minor keys (harmonic and melodic)			
Artificial Harmonics	B♭ major	2 octaves	♩ = 84	
	B♭ minor			
Chromatic	Starting on any note	3 octaves	♩ = 84	
Arpeggios				
Tonic	all major keys	3 octaves	♩. = 108	
	all minor keys			
Dominant 7th	all major keys	3 octaves	♩ = 72	
Leading-Tone Diminished 7th	all minor keys	3 octaves	♩ = 72	
Double Stops				
In Thirds, Sixths, Octaves	D, E, F major	2 octaves	♩ = 104	
	D, E, F minor (harmonic and melodic)			
Solid Fingered Octaves	one major key (student's choice)	1 octave alternate 1–3 and 2–4 fingering	♩ = 104	
In Solid Tenths	one major key (student's choice)	1 octave on A and E strings	♩ = 104	

Musicianship

Ear Tests

Meter

Candidates will be asked to identify the time signature of a four-measure passage. The examiner will play each passage *once*.

Time Signatures: $\frac{2}{4}$ $\frac{3}{4}$ $\frac{6}{8}$ $\frac{9}{8}$

Intervals

Candidates will be asked to identify any interval within a major 9th.

- The examiner will play each interval *once* in melodic or harmonic form.

AND

Candidates will be asked to sing or hum any interval within a perfect octave.

- The examiner will play the first note *once*.

Chord Progressions

Candidates will be asked to identify each chord in a four-measure phrase. The examiner will play the tonic chord *once* and the phrase *twice*. In the second playing, the examiner will pause on each chord for the candidate to identify it.

- The phrase will be in a major key or minor key and will begin on the tonic chord.
- The phrase may include chords built on the first, second, fourth, fifth, and sixth degrees of the scale.
- The final cadence may contain a cadential six-four chord and/or dominant 7th chord.
- The progression will be played in keyboard style.

Example only:

I IV V vi ii V⁷ I

Playback

Candidates will be asked to play back (separately) both parts of a two-part phrase of approximately three measures in a major or minor key. The examiner will name the key, play the tonic chord *once*, and play the two-part phrase a total of *four times*. After the second time, the candidate will play the upper part; after the fourth time, the candidate will play the lower part.

Example only:

Sight Reading

Rhythm

Candidates will be asked to clap or tap the rhythm of a melody. A steady pace and rhythmic accentuation are expected.

Example only:

Playing

Candidates will be asked to play *three* passages at sight:

- Two passages will be approximately equal in difficulty to Level 8 repertoire.
- One passage will be a piece of simulated Level 3 teaching repertoire. Candidates are expected to demonstrate musical features through artistic playing meant to inspire a Level 3 student to learn this piece.

Supplemental Examinations

Candidates seeking to improve their official mark for the Advanced Violin Pedagogy Practical Examination may take up to *three* supplemental examinations.

- Candidates must achieve a minimum of 70 percent in the repertoire section to be eligible for a supplemental examination.
- Candidates may repeat any three sections of the Advanced Violin Pedagogy Practical Examination as a supplemental examination: orchestral excerpts, technical requirements, ear tests, or sight reading.
- Supplemental examinations are *not* available for the repertoire section of the Advanced Violin Pedagogy Practical Examination.
- Supplemental examinations must be completed within two years of the original examination.
- Supplemental examinations are available during regular in-person examination sessions or remotely at any time.