

Associate Diploma in Piano, Pedagogy

AN ADDENDUM TO THE PIANO SYLLABUS

2022 EDITION



**The Royal
Conservatory**[®]
The finest instrument is the mind.





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 Piano, 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 Piano, Pedagogy are aligned with the progressive levels defined in the *Piano Syllabus, 2022 Edition*. Elementary, Intermediate, and Advanced Teaching Repertoire Samples correspond with the examination requirements outlined in the syllabus.

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

Benefits of the Associate Diploma in Piano, Pedagogy

- Candidates may begin pedagogy training while completing requirements for the Level 9 Piano Comprehensive Certificate.
 - Candidates build knowledge and develop skills gradually over a period of several years.
 - Candidates receive an Associate Diploma (ARCT) in Piano, Pedagogy upon successful completion of the requirements of all three Piano 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 “Resources” on p. 131 of the *Piano Syllabus, 2022 Edition*, for suggested reading.

Elementary Piano Pedagogy

Overview

Elementary Piano Pedagogy—the first stage of the ARCT in Piano Pedagogy—addresses pedagogical approaches and teaching materials appropriate for Preparatory A, Preparatory B, and Levels 1 through 4. At the Elementary level, previous teaching experience is not expected.

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

Elementary Piano Pedagogy Requirements	Marks
Teaching Elementary Piano Course (offered online) See rcmusic.com for more information.	100 (pass = 70)
Elementary Piano Pedagogy Interactive (<i>Viva Voce</i>) Examination (45 minutes)	100 (pass = 70)
• Discussion of the fundamentals of piano pedagogy, the beginning student, and the professional studio	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 Piano Comprehensive Certificate:

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

For detailed requirements, see *Piano Syllabus, 2022 Edition*, p. 78.

Teaching Repertoire Sample

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

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

- All repertoire selections and etudes (with the exception of the popular selection) must be chosen from the *Celebration Series® Sixth Edition*.
- One etude must be chosen from the *Popular Selection List*.

Level	Repertoire	Etudes
Preparatory B	Three contrasting selections	—
Level 1	Three selections (one from each of List A, List B, List C)	One etude
Level 2	Three selections (one from each of List A, List B, List C)	One etude
Level 3	Three selections (one from each of List A, List B, List C)	Two etudes
Level 4	Three selections (one from each of List A, List B, List C)	Two etudes

During the Elementary Piano 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 comprising their Teaching Repertoire Sample on their Examination Program Form.

Elementary Piano Pedagogy

Elementary Piano Pedagogy Topics

For both the Teaching Elementary Piano Course and the Elementary Piano 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 Piano Pedagogy and the Professional Studio

- 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
- repertoire collections suitable for the elementary levels, including duets, popular music, familiarity with The RCM *Popular Selection List*, and materials for sight reading, ear training, and theory
- teaching and reference materials, including dictionaries, history books, flashcards, and other pedagogical resources, both print and digital
- 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 piano method; comparison of three published beginner piano methods
- initial meeting with prospective students and parents
- communication with parents and strategies for parental support and engagement
- creating a plan for the first lesson

Physical Approach and Technique

- developing a healthy physical approach with the goal of a well-balanced body that enables ease of playing
- establishing comfortable posture, hand position, finger and thumb movement, and basic gestures
- developing basic motor skills and building finger strength and hand independence
- approaches to tone production
- articulations including *legato*, *staccato*, and two-note slurs
- 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

Artistry and Expression

- nurturing creativity through imagery and analogy
- developing imagination and expression
- developing dynamic range and tone color
- nurturing confidence in performance
- introducing use of the damper pedal

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
- introducing memorization skills and techniques

The RCM Certificate Program

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

Intermediate Piano Pedagogy

Overview

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

Intermediate Piano Pedagogy Requirements	Marks
Teaching Intermediate Piano Course (offered online) See rcmusic.com for more information.	100 (pass = 70)
Intermediate Piano Pedagogy Interactive (<i>Viva Voce</i>) Examination (45 minutes)	100 (pass = 70)
<ul style="list-style-type: none"> • Discussion of the fundamentals of piano 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 	20 20 30 30

Corequisite

Level 10 Piano Comprehensive Certificate:

Level 10 Piano 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 *Piano Syllabus, 2022 Edition*, p. 89.

Teaching Repertoire Sample

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

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

- All repertoire selections and etudes (with the exception of the popular selection) must be chosen from the *Celebration Series® Sixth Edition*.
- One etude must be chosen from the *Popular Selection List*.

Level	Repertoire	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)	Two etudes
Level 8	Four selections (one from each of List A, List B, List C, List D)	Two etudes

During the Intermediate Piano 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 and etudes comprising their Teaching Repertoire Sample on their Examination Program Form.

Intermediate Piano Pedagogy

Intermediate Piano Pedagogy Topics

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

Fundamentals of Piano Pedagogy and the Professional Studio

- 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-level students, including strategies for time management and intrinsic motivation
- developing basic diagnostic skills and strategies for addressing learning and performance challenges
- performance opportunities, including recitals, festivals, volunteering, and community outreach
- repertoire collections suitable for the intermediate levels, including duets, popular music, familiarity with The RCM *Popular Selection List*, and materials for sight reading, ear training, and theory
- teaching and reference materials, including dictionaries, history books, flashcards, and other pedagogical 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
- opportunities for professional development

Physical Approach and Technique

- knowledge of the basic physiology for promoting a healthy technique and preventing injury
- developing finger strength, finger independence, and independence of hands
- developing fluency, facility, and agility
- practice strategies for solving technical challenges
- approaches to tone production
- 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
- memorization strategies suitable for intermediate-level students

The RCM Certificate Program

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

Advanced Piano Pedagogy

Overview

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

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

Successful candidates will be awarded the Associate Diploma (ARCT) in Piano, 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 Piano, Pedagogy (Elementary, Intermediate, and Advanced), and
 - Candidates must have completed all the ARCT theory corequisites.
- ★ Candidates who have passed the ARCT in Piano, Performer may choose to be exempted from the repertoire section of the Advanced Piano Pedagogy Practical Examination. The remaining sections of the Practical Examination must be taken within five years of the date of the ARCT in Piano, Performer Examination.

Advanced Piano Pedagogy Requirements	Marks
Teaching Advanced Piano Course (offered online) See rcmusic.com for more information.	100 (pass = 70)
Advanced Piano Pedagogy Interactive (<i>Viva Voce</i>) Examination (45 minutes) <ul style="list-style-type: none"> • Discussion of the fundamentals of piano 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 Piano Pedagogy Practical Examination Repertoire <ul style="list-style-type: none"> • <i>Five</i> repertoire selections, chosen from the Levels 9, 10, and ARCT in Piano, Performer lists See p. 12 for details.	100 50 (pass = 35)
Technical Requirements Technical Tests Major keys: all Minor keys: all <ul style="list-style-type: none"> • four-octave scales • <i>staccato</i> scales • scales separated by 3rds, 6ths, and 10ths • formula pattern scales • chromatic scales • scales in octaves • chromatic scales in octaves • tonic four-note chords • dominant 7th and leading-tone diminished 7th chords • tonic arpeggios • dominant 7th and leading-tone diminished 7th arpeggios 	20 (pass = 14)

Advanced Piano Pedagogy

Musicianship	15
Ear Tests	(pass = 10.5)
• Intervals	4
• Chord Progressions	4
• Playback (Traditional)	3
• Playback (Improvised)	4
Sight Reading	15
	(pass = 10.5)
• Rhythm	3
• Playing (Traditional)	4+4
• Playing (Lead Sheet)	4

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

Teaching Repertoire Sample

The Teaching Repertoire Sample will be referenced throughout the Teaching Advanced Piano Course and the Advanced Piano 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 and etudes for Levels 9 and 10 listed in the *Piano Syllabus, 2022 Edition*.
- For the Advanced Piano Pedagogy Interactive (*Viva Voce*) Examination, repertoire may include works not included in the *Celebration Series*®, *Sixth Edition*.
- One etude must be chosen from the *Popular Selection List*.

Level	Repertoire	Etudes
Level 9	<ul style="list-style-type: none"> • One List A three-part invention • One List B sonata movement (must be in sonata form) • One List C selection • One List D selection 	Two etudes
Level 10	<ul style="list-style-type: none"> • One List A Prelude and Fugue by J.S. Bach • One List B sonata selection (two contrasting movements; one movement must be in sonata form) • One List C selection • One List D selection • One List E selection 	Two etudes

During the Advanced Piano 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. Candidates may be asked to begin at the start of any major structural point and will usually not be asked to perform works in their entirety.
- **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 and etudes comprising their Teaching Repertoire Sample on their Examination Program Form.

Advanced Piano Pedagogy Topics

For both the Teaching Advanced Piano Course and the Advanced Piano 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 Piano Pedagogy and the Professional Studio

- teaching philosophy and mission statement
- planning and structure, as applied to lessons
- setting student-centered 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
- performance opportunities, including recitals, festivals, community service, and preparation for post-secondary music study
- enhancing skills required for participation in collaborative and chamber music performances, auditions, and master classes
- basic skills required to create and edit performance videos
- teaching and reference materials, including both print and digital resources
- 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
- 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

Advanced Piano Pedagogy

Physical Approach and Technique

- understanding the basic physiology for promoting a healthy technique and preventing injury
- development of technical fluency and tone quality in support of teaching and mastering advanced-level repertoire
- practice strategies for solving technical challenges
- development of tonal control, with wide dynamic range and variety of touch
- fingering strategies
- 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
- 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

- nurturing creativity through imagery and analogy
- developing imagination and expression
- awareness of performance practice and interpretive considerations for each of the historical eras, including:
 - ornamentation, articulation, tone production, dynamics, pedaling, and approach to formal structure in musical genres of the Baroque era
 - ornamentation, articulation, tone production, dynamics, pedaling, and approach to formal structure in musical genres of the Classical era
 - ornamentation, articulation, tone production, dynamics, pedaling, and approach to formal structure in musical genres of the Romantic era
 - ornamentation, articulation, tone production, dynamics, pedaling, notational symbols, compositional devices, and approach to formal structure in musical genres of the 20th and 21st century
- nurturing confidence 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 piano examinations
- preparation strategies for examinations
- understanding of examination expectations and marking criteria

Advanced Piano Pedagogy Practical Examination

Repertoire

Candidates must prepare five contrasting selections as outlined below:

Repertoire	Level
<i>One</i> Prelude and Fugue by J.S. Bach	Level 10 or ARCT in Piano, Performer: List A
<i>One</i> sonata selection (two contrasting movements; one movement must be in sonata form)	Level 10 or ARCT in Piano, Performer: List B
<i>One</i> Romantic repertoire selection	Level 9, 10, or ARCT in Piano, Performer: List C
<i>One</i> Post-Romantic, Impressionist, or early 20th-century repertoire selection	Level 9, 10, or ARCT in Piano, Performer: List D
<i>One</i> 21st-century repertoire selection (composed in 2000 or later)	Level 9: List D or Level 10 or ARCT in Piano, Performer: List E

- The five repertoire selections must include:
 - *one* selection from Level 9
 - *two* selections from Level 10
 - *two* selections from ARCT in Piano, Performer
- One total mark will be awarded for the performance of the complete repertoire program.
- Memorization is encouraged, but not required; if performing with music, a high level of fluency and polish is still expected.

Technical Requirements

Technical Tests

Candidates must play all technical tests from memory, ascending and descending, with good tone and logical fingering, at a steady tempo. Metronome markings indicate minimum speeds. All scales are to be played *legato* unless otherwise indicated.

See *Piano Syllabus, 2022 Edition*, p. 120 for Technical Tests examples.

Scales	Keys	Played	Tempo	Note Values
Four-octave	all major keys all minor keys (harmonic and melodic)	HT 4 octaves	♩ = 120	
Staccato	B♭, E♭, A♭, D♭, G♭ major B♭, E♭, G♯, C♯, F♯, F, B minor (harmonic and melodic)	HT 3 octaves	♩ = 120	
Separated by a 3rd	A♭, A, B♭, B major	HT 4 octaves	♩ = 104	
Separated by a 6th	C, D♭, D, E♭ major	HT 4 octaves	♩ = 104	
Separated by a 10th	E, F, G♭, G major	HT 4 octaves	♩ = 104	
Formula Pattern	B♭, E♭, A♭, D♭, G♭ major B♭, E♭, G♯, C♯, F♯, F, B minor (harmonic)	HT 4 octaves	♩ = 120	
Chromatic	beginning on any note	HT 4 octaves	♩ = 120	
In Octaves • solid/blocked <i>staccato</i>	B♭, E♭, A♭, D♭, G♭ major B♭, E♭, G♯, C♯, F♯, F, B minor (harmonic and melodic)	HT 2 octaves	♩ = 84	
Chromatic in Octaves • solid/blocked <i>staccato</i>	starting on any note	HT 2 octaves	♩ = 84	

Advanced Piano Pedagogy

Chords	Keys	Played	Tempo	Note Values
Tonic Four-note • broken	all keys	HT 2 octaves (root position and inversions) (ending with I–VI–IV–V ₄ ⁶ –V ⁸⁻⁷ –I chord progression)	♩ = 120	
• broken alternate-note pattern			♩ = 104	
• solid/blocked			♩ = 120	
Dominant 7th • broken	all keys	HT 2 octaves (root position and inversions)	♩ = 120	
• broken alternate-note pattern			♩ = 104	
• solid/blocked			♩ = 120	
Leading-tone Diminished 7th • broken	all minor keys	HT 2 octaves (root position and inversions)	♩ = 120	
• broken alternate-note pattern			♩ = 104	
• solid/blocked			♩ = 120	

Arpeggios	Keys	Played	Tempo	Note Values
Tonic	all keys	HT 4 octaves (root position and inversions, either individually or in sequence starting with root position or any inversion)	♩ = 92	
Dominant 7th				
Leading-tone Diminished 7th				

Musicianship

Ear Tests

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 V ⁸—₆—₅—₄—₃—₂—₁ I

Playback (Traditional)

Candidates will be asked to play back 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 *three* times.
- Before the first playing, the examiner will count one measure.
- After the third playing, the student will play both parts (voices) of the phrase.

Example only:

Playback (Improvised)

Candidates will be asked to play back a two-measure opening, complete the question (antecedent) phrase, and improvise an answer (consequent) phrase to create an eight-measure contrasting period.

- The examiner will identify the key and time signature, play the tonic chord *once*, and play the two-measure opening *three* times.

Example only:

Sight Reading

Rhythm

For a given melody, students will be asked to:

- Tap a steady beat with their hand or foot for one measure.
- Continue tapping while speaking, tapping, or clapping the rhythm of the given melody.

A steady pulse and metric accentuation are expected.

Example only:

Advanced Piano Pedagogy

Playing (Traditional)

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

- One passage will be approximately equal in difficulty to Level 8 repertoire.
- One passage will be equal in difficulty to Level 3 teaching repertoire. Candidates are expected to present an artistic performance, serving as an inspiring model for a Level 3 student.

Playing (Lead Sheet)

- Candidates will be asked to read a lead sheet (with a melody and root/quality chord symbols) and realize an accompaniment based on the chord symbols provided.
- Harmonic vocabulary will be aligned with the chords presented for study in Level 10 Harmony in the *Theory Syllabus, 2016 Edition*.
- Candidates are expected to provide creative accompaniments appropriate to the style of the given melody.

Example only (Lead Sheet):

Tempo di valse

Chord symbols for the first staff: Bm7, E7, A, F#m, Bm7, E7

Chord symbols for the second staff: A, A/G#, F#7, Bm7, E7, A, Dmaj7, G#7

Chord symbols for the third staff: C#7, F#m, E7, A, Bm7, E7, A

Supplemental Examinations

Candidates seeking to improve their official mark for the Advanced Piano 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 Piano Pedagogy Practical Examination as a supplemental examination: technical requirements, ear tests, or sight reading.
- Supplemental examinations are *not* available for the repertoire section of the Advanced Piano 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.