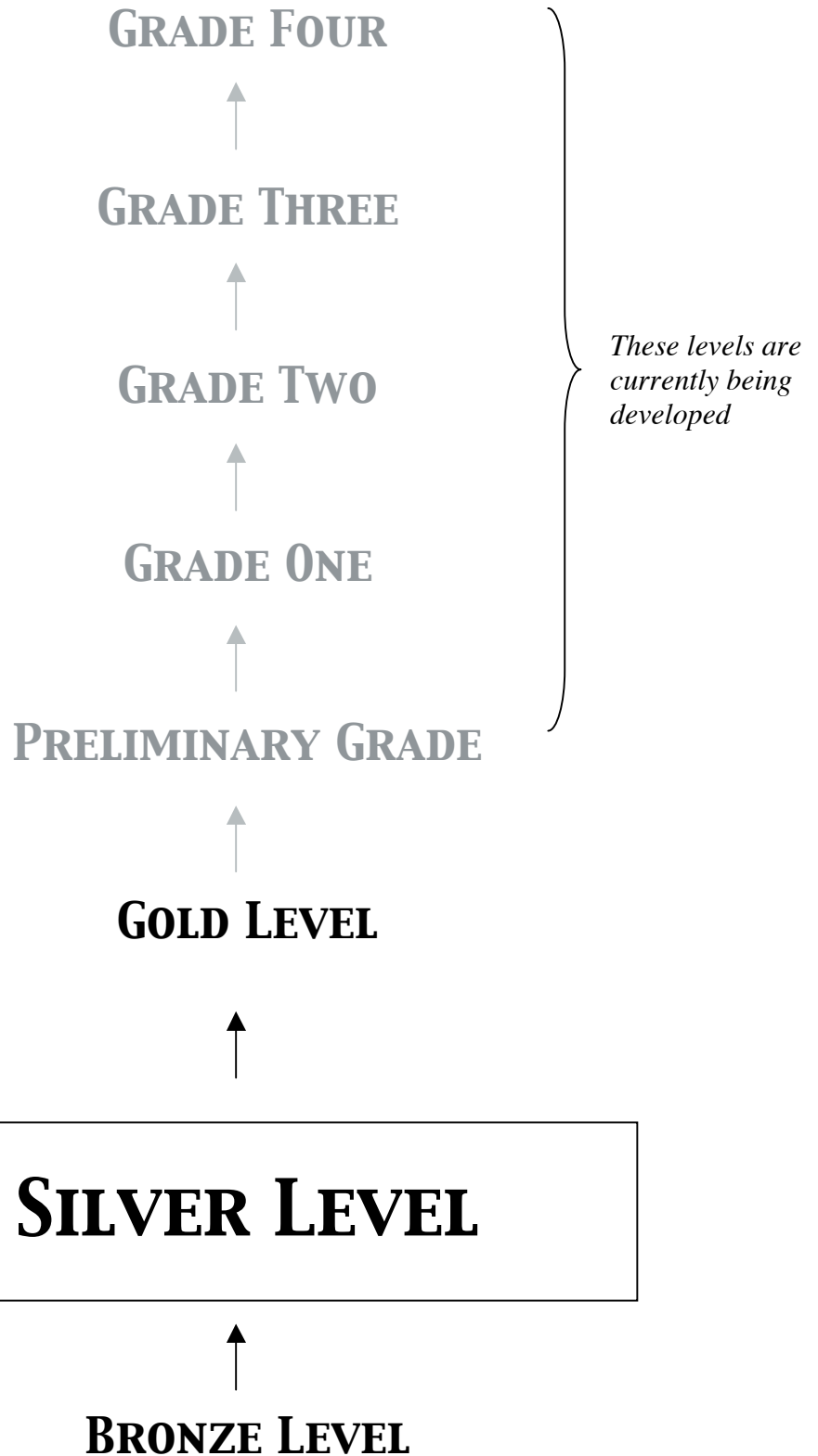




FOUNDATION OF
MUSIC EDUCATION

LEVELS OF ASSESSMENT





FOUNDATION OF MUSIC EDUCATION

SILVER LEVEL SYLLABUS

TECHNICAL WORK

Please note: All technical work must be played from memory

Five Finger Exercise - see example below

- C major or G major hand position (*example C Major only*)
- Play Right Hand, Left Hand, Hands Together
- Tempo: crotchet or quarter note = 72
- Exercise to be played with controlled staccato and an even legato tone demonstrating finger independence.

Two (2) examples.



Chord Playing - see example below

- Play Chords I, IV, V7, I as below, to be played in C major or G major hand position (*example C major only*)
- Play Right Hand and/or Left Hand
- Chords to be played with correct fingering, all three notes played simultaneously

Two (2) examples.



AURAL DEVELOPMENT

Rhythm - page 14

The examiner will clap a two (2) bar rhythm (twice) for the candidate to clap back. Examples will be from page 14 and will include the following note values: minims, crotchets, quavers, crotchet rests. Two (2) examples.

Melody - page 15

The examiner will play a four (4) bar melody for the candidate to sing back. 4-bar melodies will be in the style of the examples shown on page 15, in C Major and G Major. The melody will involve steps, skips and/or repeated notes. Two (2) examples.

Chord Identification - page 16

The examiner will play a Chord I in C major or G major root position followed by a I, IV or V7 chord. The candidate is to identify the second chord as I, IV or V7. Two (2) examples

SIGHT READING

Note - page 6

Candidates will be asked to play a 2 bar example from page 17, in common time with 7 crotchets and a minim. The example will contain notes between and including C & G in the treble clef commencing on either C, E or G. One (1) example.

Rhythm - page 7

Candidates will be asked to clap a 2 bar rhythm from page 18, in common time, containing any of the following note values: minim/half note, crotchet/quarter note, quavers/eighth note, crotchet/quarter rest. One (1) example.

GENERAL MUSIC KNOWLEDGE

Candidates will be asked to identify/explain the following symbols:

- Treble Clef
- Bass Clef
- Bar line
- Double Bar line
- Stave
- C - Common Time: means 4 crotchet beats per bar
- 3/4 - Waltz Time: means 3 crotchet beats per bar
- Legato slur: means to play smoothly & well connected
- Staccato dot: means to play short & detached
- piano (p): means to play soft
- forte (f): means to play loud

PRACTICAL PERFORMANCE

Play three contrasting pieces or two pieces and your own composition to be selected from the following resources:

- | | |
|-----------------------------|----------------------------------|
| Forte: | The Studio: |
| JKC 3: Music Munchkins L3 | Discovering Mid Elementary |
| Whitecaps | - 2 Star |
| JKC4: Music Munchkins L4 | Baroque to Rock |
| Mainly Mozart | Guardians |
| Kites | Power Factor |
| High Tea | Turkey & the Straw |
| Country Market | Dialogue |
| Tarantella | Etude |
| PKC 1b: Piano Keys Level 1b | Royal March of the Lion |
| Beach Break | A Deserted Garden |
| Shortnin' Bread | Orient Express |
| | <i>or any other 2 Star piece</i> |
| PKC 2: Piano Keys Level 2 | |
| Sonata | |
| Orient Express | |
| Brave Eagle | |
| Autumn | |
| Baroque to Rock | |
| Power Factor | |

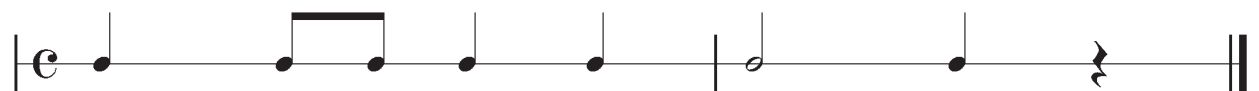
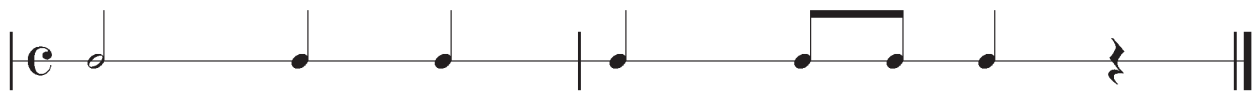
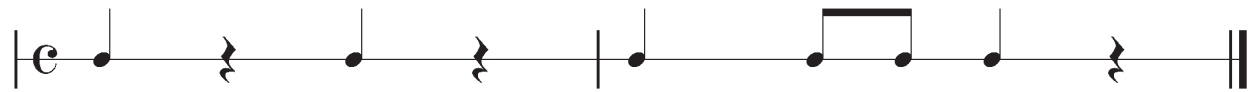
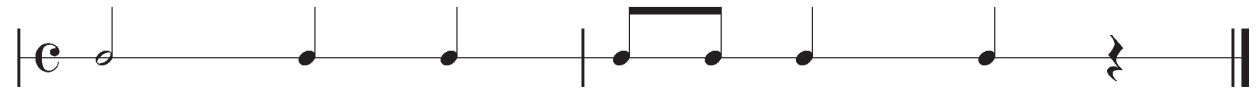
RHYTHM CLAPPING EXAMPLES

SILVER LEVEL

The examiner will clap a two (2) bar pattern for the candidate to clap back. The example will be from the rhythms below and will be clapped twice. Two (2) examples.

The examiner will give instructions like

“I want you to clap the rhythm that I clap to you. Clap this after me. Ready, 1, 2, 3, 4...”



MELODY SINGING EXAMPLES

SILVER LEVEL

The examiner will play a four (4) bar melody for the candidate to sing back. The melody will be similar to the examples given below in either C Major or G Major. Candidates may sing solfege, or use the sounds: 'lah', 'dah' or 'mah'. Two (2) examples.

The examiner will give instructions like...

"I will play some notes and I'd like you to sing them back to me"

C MAJOR - EXAMPLE ONLY

Candidate sings

Examiner

G MAJOR - EXAMPLE ONLY



CHORD IDENTIFICATION

SILVER LEVEL

The examiner will play a Chord I (root position) in C major or G Major followed by a I, IV or V7 chord (see below). The candidate is to identify the second chord as I, IV or V7. Two (2) examples.

The examiner will give instructions like...

“I will play some chords for you to hear which key I’m in - just listen. [Examiner plays chords] Now I am going to play two chords. The first chord is Chord I. Can you tell me what the second chord is?”

C MAJOR

Examiner establishes the key

Musical notation for C Major key establishment. The treble clef shows a C major triad (C-E-G) in root position. The bass clef shows a C major bass line (C-E-G) in root position.

Musical notation for C Major chord I in root position. Treble clef: C4, E4, G4. Bass clef: C3, E3, G3.

Musical notation for C Major chord IV in root position. Treble clef: F4, A4, C5. Bass clef: C3, E3, G3.

Musical notation for C Major chord V7 in root position. Treble clef: G4, B4, D5, F5. Bass clef: C3, E3, G3.

G MAJOR

Examiner establishes the key

Musical notation for G Major key establishment. The treble clef shows a G major triad (G-B-D) in root position. The bass clef shows a G major bass line (G-B-D) in root position.

Musical notation for G Major chord I in root position. Treble clef: G4, B4, D5. Bass clef: G3, B3, D4.

Musical notation for G Major chord IV in root position. Treble clef: B4, D5, F#5. Bass clef: G3, B3, D4.

Musical notation for G Major chord V7 in root position. Treble clef: D5, F#5, A5, B5. Bass clef: G3, B3, D4.

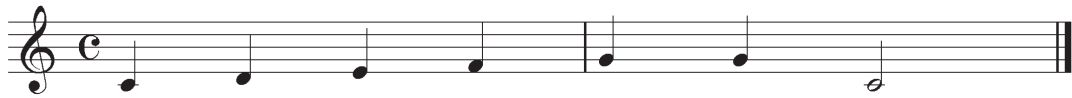


SIGHT READING - NOTE**SILVER LEVEL**

Candidates will be asked to play a 2 bar example written in the treble clef or bass clef in the key of C Major. The example will be one of the following listed below, containing notes between and including C & G and commencing on either C, E or G.

The examiner will give instructions like

“Here are some notes that I would like you to play for me. 1. Look at the first note, 2. Are there any repeated notes? 3. See if the notes are moving up or down. 4. See if the notes are moving by step or skip.”



SIGHT READING - RHYTHM

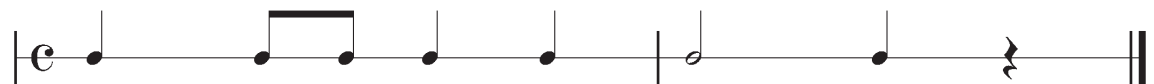
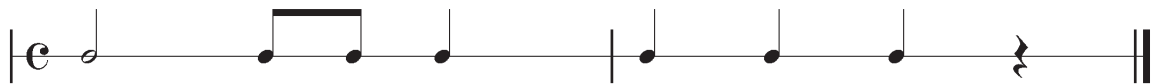
SILVER LEVEL

Candidates will be asked to read, clap and vocalise a two-bar rhythm from the examples listed below.

One (1) example.

The examiner will give instructions like...

“Here is a rhythm that I would like you to clap for me. Remember to say the names like ‘tun’, ‘ta-un’ or ‘ti-ti’ while you are clapping”





FOUNDATION OF MUSIC EDUCATION

Assessment Report

SILVER LEVEL

SAMPLE REPORT ONLY

Candidate Name: _____	Candidate Code: _____
Examiner Code: _____	Teacher Code: _____
Date of Exam: _____	

Please Note:

*A tick indicates the candidate has completed the requirement, otherwise no mark will be shown.
Candidates who have not met sufficient criteria overall, will be given a participation certificate only.*



1. TECHNICAL WORK

Five Finger Exercise

Technical Elements	1	2
Played correct notes		
Played correct rhythm		
Played legato		
Played staccato		
Played with consistent tempo		
Played with suitable hand shape		

C Major Chords I, IV, V7

Technical Elements	1	2
Played correct notes		
Played with correct fingering		
Played all notes simultaneously		
Played suitable hand shape		

Summary - Technical Work

1. The candidate demonstrated the ability to play both the exercise and chords and excelled in all technical elements listed.

2. The candidate demonstrated the ability to play with most of the technical elements listed and is competent in this area.

3. The candidate demonstrated today, a need for further development and improvement in this area of the assessment.

2. PRACTICAL PERFORMANCE

Piece 1 _____

Piece 2 _____

Piece 3 _____

Summary - Practical Performance

1. The candidate demonstrated through practical performance, an excellent knowledge and application of all technical elements listed.

Technical Elements	1	2	3
Played correct notes			
Played correct rhythm			
Appropriate tempo			
Consistent tempo			
Suitable hand shape			
Correct articulation (if applicable)			
Correct dynamics (if applicable)			
Played at the correct 8ve			
Accurate RH/LH co-ordination			

2. The candidate demonstrated through practical performance, competency in the knowledge and application of most of the elements listed.

3. The candidate demonstrated today, a need for further development and improvement in this area of the assessment.

3. MUSICIANSHIP

Aural Development - Rhythm

Technical Elements	1	2
Clapped correct rhythm		
Consistent tempo		

Summary - Aural Development

1. The candidate demonstrated all technical elements listed and displayed a very high level of aural ability for this level.

Aural Development - Melody

Technical Elements	1	2
Sang notes on pitch		
Consistent tempo		

2. The candidate demonstrated most of the technical elements listed and displayed a competent level of aural ability.

Aural Development - Chords

Technical Elements	1	2
Correctly identified chord		

3. The candidate demonstrated today, a need for further development and improvement in this area of the assessment.

SAMPLE REPORT ONLY



3. MUSICIANSHIP CONT...

Reading Development - Note

Technical Elements	1
Played correct notes	
Played correct rhythm	
Appropriate tempo	
Consistent tempo	
Played at correct 8ve	

Reading Development - Rhythm

Technical Elements	1
Clapped correct rhythm	
Identified rhythms	
Appropriate tempo	
Consistent tempo	

Summary - Reading Development

1. The candidate demonstrated all technical elements listed and displayed an excellent reading ability today.

2. The candidate demonstrated most of the technical elements listed and displayed a competent level of aural ability.

3. The candidate demonstrated today, a need for further development and improvement in this area of the assessment.

4. GENERAL MUSIC KNOWLEDGE

5. PRESENTATION

Technical Elements	1
Treble Clef	
Bass Clef	
Bar line	
Double bar line	
Stave	
Common Time=4 crotchet beats/bar	
3/4 Waltz Time=3 crotchet beats/bar	
Legato slur=smoothly, well connected	
Staccato dot = play short & detached	
piano (p) = to play soft	
forte (f) = to play loud	

Criteria	1
Dressed Appropriately	
Greeted Examiner	
Correct seating position	
Correct posture	

SAMPLE REPORT ONLY

6. SUMMARY

Overall Result
Successfully completed all requirements for Bronze Award

General Comments

Examiner's Signature

Date

