

PREPARATORY A

This level is intended for students during the first year of study. The Evaluator will administer all parts of the Evaluation – no written test will be involved.

Complete Requirements

Repertoire

- Three pieces of contrasting style chosen from method books or contemporary collections. Two pieces must be memorized.

Oral Questions

- *Keyboard Geography:* Name any white key on the keyboard.
- *Terms and Signs:* The student will be asked to demonstrate knowledge of the following.

staff	treble clef	bass clef	grand staff
brace	bar line	double bar	measure
piano (<i>p</i>)	forte (<i>f</i>)	repeat sign	half step
whole step	quarter note	half note	whole note
dotted half note	top number of time signature (2/4, 3/4, 4/4)		

Technique

- Play a five-finger pattern ending with 1 – 3 – 5 – 3 – 1 legato, hands separately. Keys: C G D Major c g d minor

Sight Reading

- *Melody:* A treble clef melody within a C Major five-finger pattern beginning on middle C. Fingering will be given for the first note only.
- *Intervals:* repeats, 2nds, 3rds
- *Time signature:* 3/4 or 4/4.
- *Note values:* ♩ ♪ ♫ ◌

Before playing the melody, the student will be asked to:

- Play the C Major five-finger pattern.
- Clap the rhythm of the melody.
- Identify the intervals by size and direction.

Aural Training/Listening Skills

- Identification of the number of notes heard.
The Evaluator will play 4 to 6 notes in random order from the lowest part of the keyboard to the highest.
- Identification of a note as being higher or lower than the previous note.
A variety of intervals, from small to large will be included.
- Identification of pentachords and triads as being in a major or minor key.
Pentachords will be played up and down.
Triads will be played both broken and solid.
- Rhythm. The student will be asked to clap or stamp to the beat of music with a strong pulse.

PREPARATORY A

Sample Test

Oral Questions

1. Play the following notes on the piano, and ask the student to name each one. **“Can you tell me the name of this note?”** Pause after each note and give the student plenty of time to answer.

2. Play G above middle C and ask the student to find a note a half step higher. **“Can you find a note that is a half step *higher* than this note?”**
3. Play A below middle C and ask the student to find a note a whole step lower. **“Can you find a note that is a whole step *lower* than this note?”**
4. Using the musical excerpt below, ask the student to point to the following:

treble clef bass clef brace grand staff
bar line repeat sign a sign that means to play loud

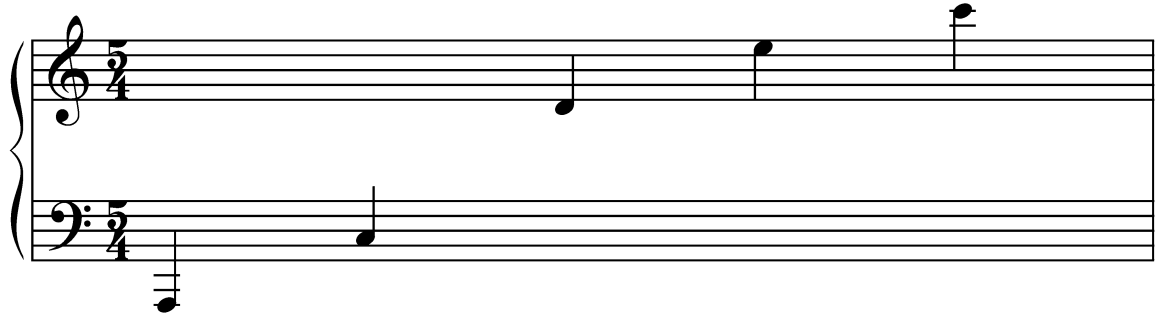
5. Point to the 3 in the time signature, and ask the student to explain it, “**Can you tell me what the 3 means?**”

6. Ask the student to find each of the following rhythmic values and to tell how many counts each receives. “**Can you find a quarter note? How many counts does it get?**”

- A quarter note
- A half note
- A dotted half note

Aural Training/Listening Skills (*the keyboard should not be visible to the student*)

1. “How many notes do you hear?” Play the example twice



2. “Is the second note higher or lower than the first note?” Play each example twice if the student asks.



3. “Is this major or minor?”

Play a pentachord followed by a broken and solid triad.

- F major (begin on the F above middle C)
- D minor (begin on the D below middle C)
- A minor (begin on the A above middle C)

4. "Clap or stamp your foot along with the beat in this music."
(the example may be repeated)

Haydn

Technique

Ask the student to play five-finger patterns in the following keys:

C major , c minor, G major, g minor, D major, d minor

(hands separately)

Sight Reading

Before playing the example, the student should do the following:

- Play the C Major five-finger pattern.
- Clap the rhythm of the melody.
- Identify the intervals by size and direction.

Repertoire

Ask the student to play their prepared pieces.