

Piano Teacher Program

Associate Teacher Diploma - B.C.M.A.

The Associate Teacher Diploma is open to candidates who have attained the age of 17 by the date of their final part of their B.C.M.A. examination. In addition to the three *Parts* of this program, there are theory co-requisites. See page xx

Part 1: <i>Musicianship</i> This part involves four subject areas and may be taken as a <i>split</i> exam: i) Repertoire ii) Technique iii) Ear tests iv) Sight reading <i>See this page for Part 1 details</i>	Part 2: <i>Viva Voce</i> This part focuses on: i General Pedagogical Topics ii Teaching of technique iii Performance of prepared repertoire iv Discussion / demonstration lesson <i>See page 79 and 80 for Part 2 details</i>	Part 3: <i>Written Examination</i> For this part Candidates must be prepared to: Answer questions or write essays on a variety of pedagogically related subjects <i>See page 80 for Part 3 details</i>
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Part 1: Musicianship

100 marks

i) Repertoire

Candidates are to present a varied program of approximately 30 minutes in duration. The program should demonstrate qualities of differing stylistic elements, mood and period. One overall mark will be awarded for the repertoire section.

- The candidate is required to prepare four selections consisting of:
 - 2 works from the Grade 10 repertoire list
 - 2 works from the Licentiate Performance repertoire list
- The combination of works played should reflect the following:

List A	from Grade 10 or Licentiate
List B	from Grade 10 or Licentiate
List C	from Grade 10 or Licentiate
List D or List E	from Grade 10 or Licentiate
- Licentiate repertoire may be substituted for Grade 10 repertoire.
i.e. four (4) Licentiate selections may be played.
- One substitution piece from outside the BCCM Piano Syllabus is allowed for any of the above requirements without prior approval. The substitution piece must reflect grade equivalency.

ii) Technique see page 82

iii) Ear Tests see page 83

iv) Sight Reading see page 84

Viva Voce (ONE Viva Voce examination is required for the Associate Teacher Diploma).

This part of the Associate Teacher Diploma examination involves an oral discussion of teaching principles and technique, problems and solutions, and a demonstration lesson. Candidates will be expected to show an awareness of initial teaching material and repertoire through primary and intermediate levels.

i) General pedagogical topics

The oral discussion will focus on principles and methodology for early training, framework of lessons, repertoire, style and performance skills, history, care of the instrument, basic physiology (position of the hands and arms), the psychology of teaching and other pertinent subject matter.

- The ability to communicate to pupils of differing ages and abilities to explain information, as to a pupil, in a simple and direct manner is important.
- Candidates are advised to have about one year teaching experience before attempting this portion of the examination. While some direct teaching experience is desirable, it is appreciated that some candidates may have little, or even no opportunity to teach, therefore, other means to assist in the research would include, sitting in on lessons with established teachers, visiting local music schools, attending music festivals, and competitions.

ii) Teaching of technique

The candidate should be prepared to:

- i) discuss all aspects of technique including the development of coordination between the hands, exercises for developing finger strength and independence, as well as the facility and agility.
- ii) discuss the development of good tone production and to give solutions to technical problems in the playing of scales, chords and arpeggios.

iii) Performance of prepared repertoire

Candidates must be prepared to perform 14 pieces from grade 3 to 8 as listed within the pages of this syllabus. Memory is not required.

	Number of Pieces to Prepare	Source
Grades 3 – 6	Seven	any Two list A any Three list B any Two list C
Grade 7	Three	One list A One list B One list C
Grade 8	Four	One list A One list B One list C One list D

Repertoire Guidelines (Part 2: Viva Voce cont'd)

In selecting repertoire, candidates should consider the following points:

- List A polyphonic texture, imitative contrapuntal style, opportunity for varied articulation, dynamic terracing, based on sequential repeated passages.
- List B sonatina style melodic phrases and scale passages supported by right and/or left hand accompaniment such as Alberti bass and various types of broken chords.
- List C pieces in this category should demonstrate lyrical, melodic style with opportunity for various types of approaches to pedaling (i.e. legato and/or rhythmic pedaling).
- List D Post-romantic, Impressionistic, 20th Century works or any Canadian composer work.

iv) Discussion and demonstration lesson

During the demonstration lesson the candidate will be asked to play one of their selected pieces. The examiner will then ask questions regarding their approach to the piece such as imagery, solutions to problems of rhythmic and technical difficulty, and other pertinent subject matter. (*Candidates will be asked to play more than one selection from the prepared repertoire list*).

The candidate will be asked to observe the examiner playing one of the candidate's pieces from the prepared list. Upon completion of the performance in whole or in part, the candidate will be asked to point out intentional flaws in the performance such as errors in notation, phrasing, touch, pedaling, dynamics, tonal balance and other principles of performance and to make corrective suggestions.

Part 3: Teachers Written Paper

100 marks

Teachers Written Paper (ONE *Teachers Written* examination is required for the *Associate Teacher Diploma*).

Candidates must be prepared to answer questions or write essays on a variety of pedagogically related subjects.

Possible topics for discussion:

- the history and development of the piano
- psychology of music teaching
- the stylistic characteristics of composers of piano music from Baroque to Contemporary including Canadian composers
- the function and use of the pedals, playing expressively
- methods of and reasons for memorization
- methods of developing good sight reading and listening skills
- development of technical facility articulation and touch, fingering, tone production and the correction of technical faults
- to discuss various touches at the keyboard
- to edit and excerpt of piano music adding fingering, phrasing, dynamics, pedaling, expression marks, and simple ornamentation.
- complete a structural analysis of a sonatina (elementary sonata form)
- familiarity with current beginner method books and to discuss and compare at least two methods.
- planning and structure as applied to lessons, practicing, and long-term goals
- what to teach at the first lesson, subsequent lessons and to students of various ages
- how to prepare students for, and the benefits of examinations and festival
- how to help a student develop good practice habits
- the correction of issues that normally arise while learning a new piece or during the course of a lesson such as voicing, balance, time and rhythm and rubato

Associate Teacher Diploma Requirements

	*(required for pass)	Marks	
Part 1	i) Repertoire <i>Two compositions from Grade 10 repertoire and Two compositions from Licentiate Performance repertoire Refer to: Part 1: Musicianship on page 78</i>	50 (35)*	
	ii) Technique All Major keys All Minor keys <i>Refer to: Technique table on page 82</i>	20 (14)*	
	iii) Ear Tests Playback or Melody harmonization Intervals Cadences Meter	15 (10.5)*	
	iv) Sight Reading Notation Rhythm	15 (10.5)*	
Total		100	
Part 2	Viva Voce <ul style="list-style-type: none"> • a discussion of general pedagogical topics • teaching of technique, rhythm and other essential skills • performance of prepared repertoire from grades three to eight • detailed discussion of prepared repertoire in the form of a demonstration lesson involving solutions to problems likely to arise while learning a new piece 	25 25 25 25 (70)*	
	Total		100
	Part 3	Teachers' written <ul style="list-style-type: none"> • discussion of pedagogical topics in a closed book examination forum <i>(see page 80 for details)</i> 	100 (70)*
		Total	
Theory	Theory co-requisites: Part 2- <i>Viva Voce</i> Part 3 - <i>Teachers' Written</i> <i>plus,</i> Advanced Rudiments, History 1, History 2, Intermediate Harmony History 3, Advanced Harmony <i>plus</i> one of Analysis or Counterpoint OR a comprehensive theory examination OR approved theory equivalency		
	<i>See Mark Distribution Table on page 94 for breakdown of marks.</i>		

Associate Teacher Diploma -Technique Requirements

	Keys	Details	Tempo
Parallel motion	Major: A, B ^b , B, C, D ^b , D, E ^b , E, F, G ^b , G, A ^b Minor: A, B ^b , B, C, C [#] , D, E ^b , E, F, F [#] , G, G [#] (harmonic and melodic)	HT 4 octaves, sixteenth notes	♩ = 120
Poly-rhythm	Major: A, B ^b , B, C, D ^b , D, E ^b , E, F, G ^b , G, A ^b	HT 3 octaves RH triplet eighth notes LH eighth notes	♩ = 104
Parallel motion in thirds	Major: A, B ^b , B, C, D ^b , D	HT 4 octaves, sixteenth notes	♩ = 104
Parallel motion in sixths	Major: E ^b , E, F, G ^b , G, A ^b	HT 4 octaves, sixteenth notes	♩ = 104
Formula Pattern	Major: A, B ^b , B, C, D ^b , D, E ^b , E, F, G ^b , G, A ^b	HT 4 octaves, sixteenth notes	♩ = 120
Chromatic	starting on any note	HT 4 octaves, sixteenth notes	♩ = 120
Chromatic octaves	starting on any note	HT 2 octaves, sixteenth notes Solid or broken form	♩ = 80
Octaves	Minor: A, B ^b , B, C, C [#] , D, E ^b , E, F, F [#] , G, G [#] (harmonic and melodic)	HT 2 octaves, sixteenth notes Solid or broken form	♩ = 80
Four-note Chords			
Keys	Keys	Details	Tempo
Tonic Chords Solid	Major: A, B ^b , B, C, D ^b , D, E ^b , E, F, G ^b , G, A ^b Minor: A, B ^b , B, C, C [#] , D, E ^b , E, F, F [#] , G, G [#]	HT 2 octaves, root position and inversions in sequence. Finish with chord progression	♩ = 120
Broken			♩ = 120
Alternate			♩ = 96
Dominant 7 th Chords Solid	Major: A, B ^b , B, C, D ^b , D, E ^b , E, F, G ^b , G, A ^b	HT 2 octaves, root position and inversions in sequence.	♩ = 120
Broken			♩ = 120
Alternate			♩ = 96
Diminished 7 th Chords Solid	Minor: A, B ^b , B, C, C [#] , D, E ^b , E, F, F [#] , G, G [#]	HT 2 octaves, root position and inversions in sequence.	♩ = 120
Broken			♩ = 120
Alternate			♩ = 96
Arpeggios			
Keys	Keys	Details	Tempo
Tonic Chords	Major: A, B ^b , B, C, D ^b , D, E ^b , E, F, G ^b , G, A ^b Minor: A, B ^b , B, C, C [#] , D, E ^b , E, F, F [#] , G, G [#]	HT 4 octaves, root position and inversions in sequence, starting in any position.	♩ = 92
Dominant 7 th chords	Major: A, B ^b , B, C, D ^b , D, E ^b , E, F, G ^b , G, A ^b		
Diminished 7 th chords	Minor: A, B ^b , B, C, C [#] , D, E ^b , E, F, F [#] , G, G [#]		

Piano Pedagogy Certificate and Piano Teacher Diploma

To receive the following certificate or diploma...	The candidate must complete...
Piano Pedagogy Certificate	i) <i>Viva Voce</i> examination (see page 79 and 80 for details) and ii) <i>Teachers Written</i> examination (see page 80 for details)
Associate Teacher Diploma	Part 1, Repertoire, Technique, Ear Tests, Sight Reading Part 2, <i>Viva Voce</i> (or <i>Piano Pedagogy Certificate</i>) Part 3, <i>Teachers Written</i> (or <i>Piano Pedagogy Certificate</i>) Part 4, Theory co-requisites

A comprehensive written examination is available for candidates who have taken comparable theory courses through other institutions who wish to challenge the theory requirements for this diploma.

A candidate may request an exemption from the theory portion of this examination. Such a request must be accompanied with appropriate documentation of a degree, (e.g. B.Mus. Diploma or achievement in equivalent theory courses). See exemption summary on page 13 of this syllabus.