

Candidate name Lee Qingi Charmaine
Candidate number 2408854
Instrument Piano

These notes are not intended to be comprehensive; they reflect impressions made on the examiners, may indicate some of the reasons which influenced the marking and should be accepted as an expression of constructive criticism.

Section 1 Teaching Skills Viva Voce

Although not necessary for this diploma you did say you had ten years teaching experience. In a first lesson you would include demonstration of a good posture and hand position, avoiding any unnecessary tension. Using a ball, the issue of the concept of coloured staves was suggested to attain a rounded finger position. The Faber 'Piano Adventures' series of books was favoured for younger pupils, due to their colourful and story-like qualities. There was an attractive set of cards used to help beginners recognise the black key patterns, and several different sets of flash cards were shown. These were for recognition of rhythms, notes, melodic patterns and some expressive elements too. You felt it was important to leave the first lesson having something to play, and would teach a simple tune by rote. A magnetic blackboard was another tool which could be used for the introduction of notation. After this students would progress to the Pauline Hill 'Piano Time' books, which you felt were attractive, with a systematic approach to introducing further musical elements and building up of the notation reading. For technique the 'Dozen a Day' series in the earlier grades, and later Burgmüller Studies were used. For students who prefer more contemporary repertoire, of maybe Grade 5 level, 'Sakione Klavierstücke' by Gellock was offered. Regarding your written submission, you told us that the method for introducing new repertoire shown it, would be adapted to suit older pupils, by using less of the pectoral elements. The Jacobson book mentioned in the Bibliography you thought was a particularly valuable resource. You tried to adopt an integrated approach to sight-reading and aural, and would include these regularly in lessons. In the demonstration of the Grade 6 pieces you did catch some of the individual character of the music. The 'A' and 'C' parts of the piece felt a bit rushed, but you suggested practice with a metronome, and breaking into small sections to practise. The 'B' piece had mood, but the inner parts were not so well voiced. Teaching pedalling was reasonably well-demonstrated. In the 'C' piece some of the inner moving was not held down, and a few extra chords were added to the texture. This gave some cause for reservation, but in other areas you showed enthusiasm and knowledge, and had a pleasing manner.

Category P Section 1 mark 41 60(24)

Eleanor A Smith
Examiner's name

C194
Code

Andrew J Bolton
Examiner's name

N136
Code

Section 2.1 Written Submission

Your chosen topic seemed to have been well-researched and considered. The submission showed many useful illustrations of the techniques you would employ in introducing a new piece to a student. This would include encouraging a pupil to develop critical listening in order to give them the tools to evaluate their own playing. This would result in the ability to practise more effectively. Different musical elements for evaluation would be introduced with worksheets and using stickers. Overall it was fluently argued, but more could have been offered as to how to adapt the ideas for different ages and levels of pupil.

20 25(10)

Section 2.2 Quick Study

The continuity was maintained in this, and some of the general character was grasped. Some, but not all detail of dynamics and articulation was observed. A few note errors occurred earlier, and the sound was sometimes held on through the rests. Mostly the pulse was steadily maintained.

7 15(6)

Both components must pass for a Section 2 pass

Category P Section 2 total 27 40(16)

Section 1 and Section 2 must pass for an overall pass
A total of 70 is required for a Distinction

Total mark 68 %

This form records the result of an examination

held on 04/8/16 date

Overall category PASS

and must be produced to accompany any enquiry about the exam