

# Table of Contents

The Table of Contents illustrates the scope of the Workbook in four chapters: Practicing Guide, General Musicianship, Technique, and Assignment Record.

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# Term Goals

This page is one of three sheets that gives the student an opportunity to establish a practicing plan and to set out the necessary short-term goals to prepare for examinations, festivals, or competitions. The student's signature underlines their responsibility in the process and the term review allows for brief reflections on the progress at the end of the three or four month period.

Dates for Term I \_\_\_\_\_

Practicing Plan: Practicing Days \_\_\_\_\_  
Length of Practice Sessions \_\_\_\_\_  
Time of Day \_\_\_\_\_  
Order of Practice Items \_\_\_\_\_

Exam Preparation: Date of Exam \_\_\_\_\_  
Technique \_\_\_\_\_  
Repertoire \_\_\_\_\_  
Studies \_\_\_\_\_  
Sight Preparation \_\_\_\_\_  
Ear Preparation \_\_\_\_\_  
Theory Requirements \_\_\_\_\_

Public Performance: Date of Event \_\_\_\_\_  
Repertoire \_\_\_\_\_

Other Goals: Duets, Composition, etc. \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Term I Review: \_\_\_\_\_

# New Repertoire

This page outlines an easy step-by-step process for studying new material. There is nothing revolutionary here, just a common sense way of making sure the student observes all the basics before beginning to learn the music.

## FIRST THINGS FIRST

Title	<ul style="list-style-type: none"><li>• understand the meaning</li></ul>
Composer	<ul style="list-style-type: none"><li>• note the name, dates, nationality</li></ul>
Musical Era	<ul style="list-style-type: none"><li>• find the composer's musical era</li></ul>

## STUDY THE SCORE

Key Signature	<ul style="list-style-type: none"><li>• note the sharps or flats and name the key</li><li>• play through the tonic scale and the tonic triad in inversions</li></ul>
Time Signature	<ul style="list-style-type: none"><li>• understand the basic beat and the break-down of the basic beat</li></ul>
Form	<ul style="list-style-type: none"><li>• look for the structure</li></ul>
Counting	<ul style="list-style-type: none"><li>• write in the counting</li></ul>
Difficult Rhythms	<ul style="list-style-type: none"><li>• counting out loud, clap difficult sections 3x, 5x, or until secure</li></ul>
Sections	<ul style="list-style-type: none"><li>• divide the piece into 2 bar, 4 bar, 8 bar sections</li></ul>
Terms	<ul style="list-style-type: none"><li>• define all the musical terms on the score</li><li>• use the <i>Music Glossary</i> if necessary</li></ul>
Unusual Features	<ul style="list-style-type: none"><li>• look for accidentals, ledger lines, changes in clefs, hand crossings, etc.</li></ul>

## LEARN THE NOTES

In Sections	<ul style="list-style-type: none"><li>• work in sections</li><li>• start hands separate, repeat 3x, 5x, or until secure</li><li>• play slowly and accurately</li><li>• play to the first beat of the next section or bar</li></ul>
Follow the Score	<ul style="list-style-type: none"><li>• check for:<ol style="list-style-type: none"><li>a) notes</li><li>b) fingering</li><li>c) rhythm</li><li>d) articulation</li><li>e) basic dynamic colour</li></ol></li></ul>
Count Out Loud	<ul style="list-style-type: none"><li>• count out loud to establish a firm pulse and accurate rhythm</li></ul>
Find the Patterns	<ul style="list-style-type: none"><li>• look for:<ol style="list-style-type: none"><li>a) scales</li><li>b) triads</li><li>c) repetitions</li><li>d) other groupings</li></ol></li></ul>
Difficult Spots	<ul style="list-style-type: none"><li>• find challenging passages, circle or mark them with a coloured dot</li><li>• practice these sections first and repeat them more often</li></ul>


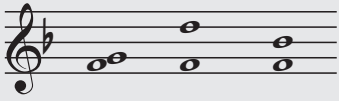

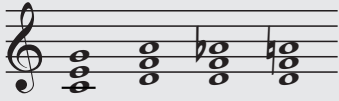
# Musical Eras

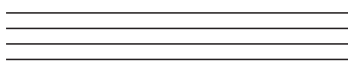
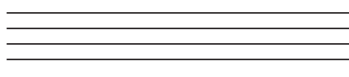
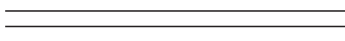
This page presents the main musical eras of the past 400 years. The columns list composers and characteristics relevant to the piano and this level. The chart is not intended to be comprehensive as space is limited, but composers and stylistic qualities can be added or deleted as deemed necessary. The Teacher's Manual contains a more detailed listing of composers, their dates, nationalities, and the main elements of the period.

<b>BAROQUE C.1600 - 1750</b>		<b>CLASSICAL C.1770 - 1820</b>	
Composers	J.S. Bach, C.P.E Bach, J.C. Bach, Couperin, Graupner, Handel, Pachelbel, Purcell, Rameau, Scarlatti, Telemann, Zipoli . . .	Composers	Beethoven, Clementi, Czerny, Diabelli, Dussek, Haydn, Kuhlau, Mozart . . .
Style	<ul style="list-style-type: none"> <li>- interesting left hand and right hand parts (contrapuntal texture)</li> <li>- staccato in one hand versus legato in the other for contrast</li> <li>- narrow dynamic range, <i>p</i> to <i>f</i></li> <li>- dynamics in blocks (terraced)</li> <li>- few, if any performance directions</li> </ul>	Style	<ul style="list-style-type: none"> <li>- triads in one hand versus melody in the other (homophonic texture)</li> <li>- sudden changes in rhythms for contrast</li> <li>- more dynamic changes</li> <li>- steady tempo</li> <li>- some performance directions</li> </ul>
Forms	<ul style="list-style-type: none"> <li>- A B form for dances: minuet, bourrée, gigue, polonaise, allemande, sarabande . . .</li> <li>- prelude . . .</li> </ul>	Forms	<ul style="list-style-type: none"> <li>- sonatina</li> <li>- rondo</li> <li>- theme with variations. . .</li> </ul>
Instruments	<ul style="list-style-type: none"> <li>- harpsichord</li> <li>- clavichord</li> <li>- organ</li> </ul>	Instruments	<ul style="list-style-type: none"> <li>- forte-piano</li> </ul>
<b>ROMANTIC C.1820 - 1900</b>		<b>CONTEMPORARY C.1900 -</b>	
Composers	Chopin, Gedike, Gretchaninov, Gurlitt, Reinecke, Schubert, Schumann, Tchaikovsky . . .	Composers	Bartók, Berlin, Gillock, Kabalevsky, Mier, Nakada, Niamath, Pinto, Shostakovich, Starer, Tan, Tansman . . .
Style	<ul style="list-style-type: none"> <li>- projected melodies</li> <li>- longer phrases</li> <li>- some rhythmic flexibility</li> <li>- wider dynamic range</li> <li>- use of damper and <i>una corda</i> pedals</li> <li>- descriptive titles</li> <li>- more specific performance directions</li> </ul>	Style	<ul style="list-style-type: none"> <li>- clusters</li> <li>- melodic clashes (dissonance)</li> <li>- whole tone, modal, blues scales</li> <li>- styles from previous eras</li> <li>- nationalistic or folk styles</li> <li>- novel use of the piano</li> <li>- very precise performance directions</li> </ul>
Forms	<ul style="list-style-type: none"> <li>- A B A ternary form</li> <li>- through-composed</li> <li>- character pieces</li> </ul>	Forms	<ul style="list-style-type: none"> <li>- any form from earlier eras</li> </ul>
Instruments	<ul style="list-style-type: none"> <li>- piano-forte or grand piano</li> <li>- upright piano</li> </ul>	Instruments	<ul style="list-style-type: none"> <li>- modern grand and upright pianos</li> <li>- electric piano</li> <li>- disklavier</li> <li>- synthesizer</li> </ul>

# Playbacks

This page presents three methods for practicing aural skills: harmonic playbacks, melodic playbacks and triadic playbacks. If these aspects of ear training are worked in isolation first and then combined, the student will have less difficulty hearing intervals and direction within longer samples.








HARMONIC PLAYBACKS	MELODIC PLAYBACKS	TRIAD PLAYBACKS
<ul style="list-style-type: none"> <li>• Keys — G, F, D</li> <li>• Intervals — +2, +3, P4 P5, +6, P8</li> <li>• Parameters — 3 intervals, within I to I</li> </ul>	<ul style="list-style-type: none"> <li>• Keys — C, G, F, G</li> <li>• Range — I to I</li> <li>• Parameters — 7 notes, </li> </ul>	<ul style="list-style-type: none"> <li>• Keys — C, G, F, D</li> <li>• Triads — major, minor, diminished</li> <li>• Parameters — 4 triads</li> </ul>
<p>Example</p> 	<p>Example</p> 	<p>Example</p> 








# RCME Grade 5 Exam Requirements \*

This page is a summary of the Grade 5 requirements for the RCM Examination. The Syllabus is to be consulted for complete details, however, this chart provides the information in an easy-to-read format for students to follow throughout the year.

## TECHNIQUE

Major Scales	A	E	E <sup>b</sup>	A <sup>b</sup>	} H.T. 2 oct.  ♩ = 104
Minor Scales	f#	c#	c	f	
Staccato Scales	A	E <sup>b</sup>	f#	c	H.S. 2 oct.  ♩ = 112
Formula Patterns	E <sup>b</sup>	c			H.T. 2 oct.  ♩ = 104
Chromatic Scale	A				H.T. 1 oct.  ♩ = 104
Major Triads (cadence)	A	E	E <sup>b</sup>	A <sup>b</sup>	} H.T. 2 oct.  ♩ = 66 broken
Minor Triads (cadence)	f#	c#	c	f	
Dominant 7 <sup>th</sup> Chords	A	E	E <sup>b</sup>	A <sup>b</sup>	} H.S. 1 oct.  ♩ = 72 broken
Diminished 7 <sup>th</sup> Chords	f#	c#	c	f	
Major Arpeggios	A	E	E <sup>b</sup>	A <sup>b</sup>	} H.S. 2 oct.  ♩ = 80
Minor Arpeggios	f#	c#	c	f	

## EAR TRAINING

Clapback	3/4	6/8	Clap back the rhythm of a two to four-measure melody.				
Intervals	+3 	-3 	+6 	-6 	P4 	P5 	P8 
Playback	C	G	D	F	Use I to V and I; start on I, III or V.		

## SIGHT READING

Playing	C a	G e	D b	F d	B <sup>b</sup> g	Grade 2 difficulty in 3/4, 4/4 or 6/8.
Clapping	3/4	4/4	6/8	Clap a four-measure rhythm.		

## REPERTOIRE

List A	_____	Study	_____
List B	_____	Study	_____
List C	_____		

## THEORY

Basic Rudiments

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# Daily Technique Schedule

This page outlines a weekly schedule for practicing the technique. The empty boxes can be filled with new keys as the need arises, allowing the student to spread the work load over six days.

DAY 1	DAY 2	DAY 3
Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Staccato Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Staccato Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Staccato Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Formula      Chromatic <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Formula      Chromatic <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Formula      Chromatic <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Triads <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Triads <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Triads <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Dom.          Dim. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Dom.          Dim. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Dom.          Dim. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Arpeggios <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Arpeggios <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Arpeggios <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
DAY 4	DAY 5	DAY 6
Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Staccato Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Staccato Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Staccato Scales <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Formula      Chromatic <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Formula      Chromatic <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Formula      Chromatic <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Triads <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Triads <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Triads <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Dom.          Dim. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Dom.          Dim. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Dom.          Dim. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Arpeggios <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Arpeggios <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Arpeggios <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

