

Collaborative Piano Performance Specialism Syllabus

Assessment options:

- 1 A fifty-minute song recital. The programme must include a song-cycle (or a group of songs normally performed as an entity), and must represent at least two of the following national traditions:
 - German *Lied*
 - French *mélodie*
 - English and American Song
- 2 A fifty-minute recital with an instrumentalist. The programme must include at least one major duo-sonata.
- 3 A fifty-minute recital of works involving at least two different collaborative partnerships.
- 4 A performance of a substantial work or pair of works involving a larger ensemble: e.g. piano trio, piano quartet, piano quintet
- 5 An option specially approved by the Course Director and the appropriate Head of Department.

Notes

- a) The choice of options across the three assessments is open to discussion (i.e. the question of specialisation versus breadth). Decisions will be made after discussion with, and with the agreement of, the Head of Department and Course Director. Where multiple programmes of vocal repertoire are offered, however, all three national traditions must be represented overall.
- b) It is recommended that students' overall assessment repertoire should be wide-ranging, with special consideration given to including music from the twentieth- and twenty-first-centuries, as well as from earlier periods. However, students with strengths in particular areas may be permitted a degree of specialization.
- c) Each assessment programme may include one or two short solo piano items.
- d) All assessment repertoire must be approved in advance by the student's teacher, Head of Department and the Course Director.
- e) As well as working with their own tutors, students taking this specialism are expected to take advantage of the many opportunities to play in the lessons of their vocal and instrumental partners, and for song classes and instrumental masterclasses; they are also expected to attend relevant language classes. This forms part of their training to acquire an understanding of the needs of singers and instrumentalists as well as a knowledge and comprehension of the texts of the songs they accompany: such understanding, as shown in their playing, will form part of the assessment of their performances.