

## Piano: Initial Own composition starting points

**Duration:** 0.5-1 minute

**Suggested techniques include:** Use of different rhythmic values

clear melodic line

use of keys stipulated for technical work at this grade

(currently: C major, A minor)

You may want to: ...use hands separately and together

#### Example 1



#### Example 2







## Piano: Grade 1 Own composition starting points

**Duration:** approx. 1 minute

Suggested techniques include: 

dynamic contrast

simple syncopation or other rhythmic feature

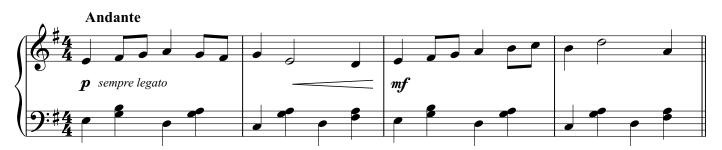
 use of keys stipulated for technical work at this grade (currently: F, G major and D, E minor)

You may want to: ...use hands separately and together

#### Example 1



#### Example 2



#### Example 3

Slow blues J = 84 quavers may be played straight or swung





## Piano: Grade 2 Own composition starting points

**Duration:** 1-1.5 minutes

Suggested techniques include: use of different articulations

simple melodic ornamentation or inflection

use of keys stipulated for technical work at this grade (currently: Bb, D major and G, B minor)

You may want to: ...include legato and staccato passages

#### Example 1



#### Example 2







## Piano: Grade 3 Own composition starting points

**Duration:** 1.5-2 minutes

Suggested techniques include: form should show clear sections (eg 'ABA')

melodic range of one octave or more

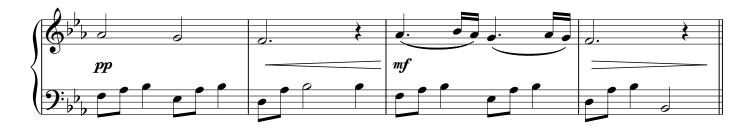
use of keys stipulated for technical work at this grade

(currently: Eb, A major and C, F# minor)

...build volume to a loud climax You may want to:

#### Example 1









# Piano: Grade 3 Own composition starting points (cont.)







## Piano: Grade 4 Own composition starting points

**Duration:** 2-3 minutes

Suggested techniques include: tempo changes

use of a variety of different articulations

use of keys stipulated for technical work at this grade

(currently: Ab, E major and F, C# minor)

...use the melody in each hand You may want to:

#### Example 1

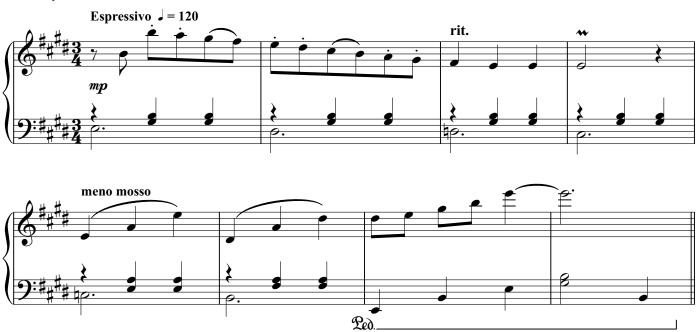








## Piano: Grade 4 Own composition starting points (cont.)





## Piano: Grade 5 Own composition starting points

**Duration:** 3-4 minutes

Suggested techniques include: • chromaticism

use of semiquaver passages

use of keys stipulated for technical work at this grade

(currently: Db, B major and Bb, G# minor)

You may want to: ...use wide leaps in the melody



## Piano: Grade 5 Own composition starting points (cont.)

#### Example 2







## Piano: Grade 6 Own composition starting points

**Duration:** 4-5 minutes

extensive range

more advanced melodic ornamentation or inflection

use of any key

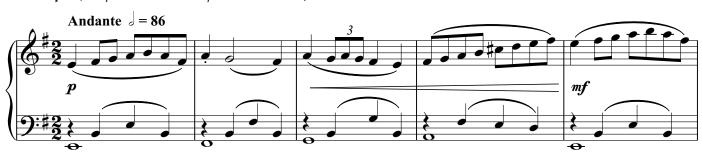
You may want to: ...include pedal effects

...investigate different types of form

As stated previously, starters for this grade and above can be drawn from any of the starters from previous grades. Spend time improvising and adapting music for the piece. Expand ideas and techniques until a piece is crafted with similar technical demands to the other pieces in this grade. Look through other pieces in this grade and analyse their form, range and technical demands. Use this to help create a checklist of things to include in the composition.

Below is a starter adapted from Example 2 from Grade 3 – this is one of many starters that could be adapted into a piece using 'theme and variations' as a compositional tool. Improvise changing time signature, tempo, melody, harmony, rhythm, embellishments etc.

**Example** (adapted from Example 2 – Grade 3)







## Piano: Grade 6 Own composition starting points (cont.)





## Piano: Grade 7 Own composition starting points

**Duration:** approx. 5 minutes

Suggested techniques include: 

modulation

use of irregular time signatures

use of any key

You may want to: ...octaves in both hands

As stated previously, starters for this grade and above can be drawn from any of the starters from previous grades. Spend time improvising and adapting music for the piece. Expand ideas and techniques until a piece is crafted with similar technical demands to the other pieces in this grade. Look through other pieces in this grade and analyse their form, range and technical demands. Use this to help create a checklist of things to include in the composition.

Below is a starter adapted from Example 1 from Grade 4 – this is one of many starters that could be adapted into a piece including an irregular time signature. Improvise changing time signatures, melody, harmony, rhythm etc. Perhaps adapt the piece to include octaves in both hands or transpose the piece into a key that you are struggling with in your technical work for this grade. Use this as a way to become more familiar with difficult tasks.

**Example** (adapted from Example 1 – Grade 4)









## Piano: Grade 7 Own composition starting points (cont.)







## Piano: Grade 8 Own composition starting points

**Duration:** 5-6 minutes

**Suggested techniques include:** wide range of expressive techniques

creative use of form

use of extended techniques, wide range, chromaticism and rhythmic variation

use of any key

You may want to: ...feature contrapuntal voices

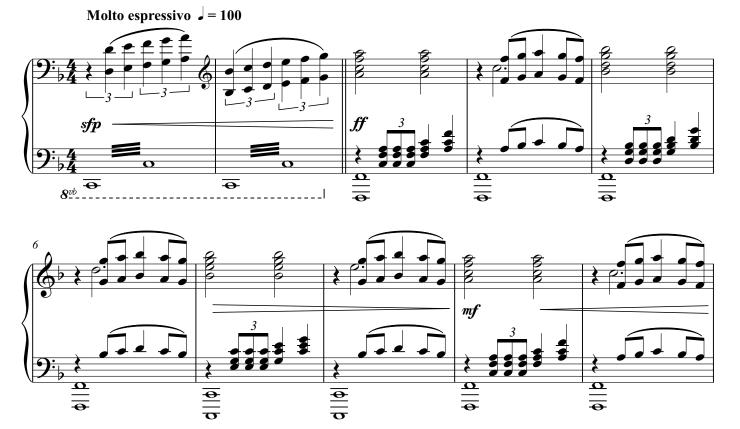
...investigate different types of form

...investigate and experiment with extended techniques

As stated previously, starters for this grade and above can be drawn from any of the starters from previous grades. Spend time improvising and adapting music for the piece. Expand ideas and techniques until a piece is crafted with similar technical demands to the other pieces in this grade. Look through other pieces in this grade and analyse their form, range and technical demands. Use this to help create a checklist of things to include in the composition.

Below is a starter adapted from Example 1 from Grade 1 – this is one of many starters that could be adapted into a piece using a wide melodic and harmonic range with more difficult passages for both hands. Improvise changing time signature, tempo, melody, harmony, rhythm, embellishments etc. Perhaps create a longer sketch of the piece in a more accessible difficulty level before going back and expanding on techniques and ranges. This way you will have a greater sense of the underlying piece as whole before making it technically more difficult.

**Example** (adapted from Example 1 – Grade 1)



## Piano: Grade 8 Own composition starting points (cont.)

