

# ST. CECILIA EXAMINATIONS



## Certificate of Performing Arts Choral Ensemble Instrumental Ensemble

Examination centres throughout Australia, New Zealand, Asia and Europe

Email: [info@st-cecilia.com.au](mailto:info@st-cecilia.com.au)

Web: [www.st-cecilia.com.au](http://www.st-cecilia.com.au)

Australia Freecall: 1800 675 292

New Zealand Freecall: 0800 151 661

International: +613-63317343

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# St. Cecilia Examinations

St. Cecilia Music Examinations International was established in 1974 by music teachers and performers who recognised the need for a different approach to the examining of music and arts students. In so doing, St. Cecilia has revolutionized the examination system and has established itself as a market leader throughout the world.

Our examinations have been carefully designed to provide developing performers of all ages and stages, an assessment which examines performance and technical skills whilst ensuring an enjoyable and valuable learning experience.

Each examination follows naturally to the next stage of development and for this reason we advise that grades not be missed or skipped. We are endeavouring to provide students with a positive *examination experience* as well as an accurate and fair assessment.

Students who demonstrate that they know the requirements and who perform accurately and confidently will always be successful. It is essential that teachers ensure that students who enter for our examinations are therefore thoroughly prepared. Students who go beyond a technically accurate performance and who demonstrate sincere artistry and musicianship will naturally achieve higher results.

All our syllabuses draw from the latest repertoire and are designed to suit varying styles and tastes without compromising the need to master the fundamental requirements. Imagination, creativity, enthusiasm and excitement are the core fundamentals St. Cecilia wishes to promote.

We are confident that you will enjoy working with this syllabus and consequently experience the many benefits and rewards associated with it.

*Welcome to St. Cecilia!*

**Matthews Tyson**

Director



# CERTIFICATE OF PERFORMING ARTS

St. Cecilia's **Certificate of Performing Arts (CPA)** is directed at encouraging and rewarding performers of all ages in pursuing an interest in the Arts with special emphasis on the creative, imaginative, technical and emotional aspects of music, dance, literature and drama.

There are three introductory levels (Bronze, Silver, and Gold) followed by eight grade levels. CPA 1-8. Each level has been designed to allow for flexibility in teaching with a natural development from one level to another. From CPA Five onwards a more specialised selection of topics is offered allowing students to focus in detail on areas related to their preferred art form.

Students who prepare thoroughly and diligently for this course and who are successful with their assessment will not only have sharpened their performing skills but also will have developed confidence and security.

It is important that candidates adhere strictly to the timings set for each level and section of the examination. Candidates must also take a leadership role and introduce each topic in turn. Examiners will not prompt candidates.

Students who choose the Musical Instrument and/or Singing options should refer to the St. Cecilia Music syllabuses for guidance with the standards required.

Electronic equipment must be provided by the candidate and should provide good quality reproduction. It must be in good working order. Accompaniment quality and balance will form part of the assessment.

All students will receive a report of their assessment and successful students will receive a St. Cecilia certificate outlining their performance level and result.

The Certificate of Performing Arts is part of our already extensive list of syllabuses offered for examination in our developing markets in Australia, New Zealand, Asia and Europe.

# **CERTIFICATE OF PERFORMING ARTS BRONZE**

Time Allocation: 10 minutes. Accurate timing is assessed.  
Equipment (as required): A musical instrument; basic props; costume; sound equipment.

## **EXAMINATIONS REQUIREMENTS:**

### **Part One – Language Skills** (Minimum: 1 minute / Maximum: 2 minutes.)

The examiner will invite the candidate to fulfil the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English by giving their name, age, name of school and/or teacher's name.
- Provide general information about their family, pets, toys and hobbies.

### **Part Two – Performing Skills** (Minimum: 3 minutes / Maximum: 5 minutes)

The candidate will choose **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a simple poem OR nursery rhyme.
- Tell a basic story which may be happy or sad.
- Perform by singing or playing any musical instrument, a short musical item e.g. nursery rhyme OR folk/traditional tune.
- Present a dance which may be classical or contemporary in nature.

# CERTIFICATE OF PERFORMING ARTS SILVER

Time Allocation:	10 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## EXAMINATIONS REQUIREMENTS:

### **Part One – Language Skills** (Minimum: 2 minutes / Maximum: 3 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English. by giving their name, age, name of school and/or teacher's name.
- Provide general information about their family, pets, toys and hobbies.
- Describe their favourite colour and explain why.
- Give details about an imaginative or real holiday.

### **Part Two – Performing Skills** (Minimum: 4 minutes / Maximum: 6 minutes.)

The candidate will choose **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a simple but descriptive poem.
- Tell a basic story which may be funny or serious.
- Perform by singing a short song (any style).
- Perform on any musical instrument (other than voice) a short piece of music in any style.
- Present a dance which may be classical or contemporary in nature.

# CERTIFICATE OF PERFORMING ARTS GOLD

Time Allocation:	10 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## EXAMINATIONS REQUIREMENTS:

### **Part One – Language Skills** (Minimum: 2 minutes / Maximum: 4 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English by giving their name, age, name of school and/or teacher's name.
- Provide general information about their family, pets, toys and hobbies.
- Describe their favourite foods and explain why.
- Describe their favourite story book and explain why.

### **Part Two – Performing Skills** (Minimum: 5 minutes / Maximum: 6 minutes.)

The candidate will choose **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a two or three-versed song (any style).
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition.
- Present a descriptive dance which may be classical or contemporary in nature.

# CERTIFICATE OF PERFORMING ARTS ONE

Time Allocation:	20 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## EXAMINATIONS REQUIREMENTS:

### **Part One – Language Skills** (Minimum: 3 minutes / Maximum: 5 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English. by giving their name, age, name of school and/or teacher's name.
- Describe their favourite hobby/pastime.
- Give details about their favourite and least favourite subjects at school.
- Describe their favourite item of clothing or jewellery.

### **Part Two – Performing Skills** (Minimum: 6 minutes / Maximum: 8 minutes.)

The candidate will choose **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a two-verses song (any style) Grade 1 SCSM syllabus level.
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition. Grade 1 SCSM syllabus level.
- Present a descriptive dance which may be classical or contemporary in nature.



# CERTIFICATE OF PERFORMING ARTS TWO

Time Allocation: 20 minutes. Accurate timing is assessed.  
Equipment (as required): A musical instrument; basic props; costume; sound equipment.

## EXAMINATIONS REQUIREMENTS:

### Part One – Language Skills (Minimum: 4 minutes / Maximum: 5 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English. by giving their name, age, name of school and/or teacher's name.
- Give a description of a clear night sky.
- Describe the excitement of attending a major concert OR sporting event.
- Give an explanation as to why computers are important or unimportant in today's world.

### Part Two – Performing Skills (Minimum: 7 minutes / Maximum: 8 minutes.)

The candidate will choose **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a three or four-versed song (any style). Grade 2 SCSM syllabus level.
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition. Grade 2 SCSM syllabus level.
- Present a descriptive dance which may be classical or contemporary in nature.

# **CERTIFICATE OF PERFORMING ARTS THREE**

Time Allocation:	20 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## **EXAMINATIONS REQUIREMENTS:**

### **Part One – Language Skills** (Minimum: 5 minutes / Maximum: 7 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English by giving their name, age, name of school and/or teacher's name.
- Give a vivid description of a hot tropical island.
- Give an explanation as to why mobile telephones are important or unimportant in today's world.
- "Lights, Camera, Action!" What does this mean to you?

### **Part Two – Performing Skills** (Minimum: 8 minutes / Maximum: 10 minutes.)

The candidate will choose **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a three or four-versed song (any style) Grade 3 SCSM syllabus level.
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition. Grade 3 SCSM syllabus level.
- Present a descriptive dance which may be classical or contemporary in nature.

# CERTIFICATE OF PERFORMING ARTS FOUR

Time Allocation:	20 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## EXAMINATIONS REQUIREMENTS:

### **Part One – Language Skills** (Minimum: 6 minutes / Maximum: 8 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English by giving their name, age, name of school and/or teacher's name.
- Describe the taste of salt & pepper AND sweet & sour.
- What would a world without electricity be like?
- "Wimble, womble, wiggly-woo!" Describe what this means to you?

### **Part Two – Performing Skills** (Minimum: 8 minutes / Maximum: 10 minutes.)

The candidate will choose **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a three or four-versed song (any style) Grade 4 SCSM syllabus level.
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition. Grade 4 SCSM syllabus level.
- Present a descriptive dance which may be classical or contemporary in nature

# **CERTIFICATE OF PERFORMING ARTS FIVE**

Time Allocation:	30 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## **EXAMINATIONS REQUIREMENTS:**

### **Part One – Language Skills** (Minimum: 8 minutes / Maximum: 10 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English; by giving their name, age, name of school and/or teacher's name and a brief biography of their performance history.
- Describe the importance of family.
- Give an explanation as to why technology should or should not be used in schools.
- "Colour affects the way people feel." Explain how this statement may apply to you.

### **Part Two – Performing Skills** (Minimum: 8 minutes / Maximum: 10 minutes.)

The candidate will choose a minimum of **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem, prose or monologue.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a three or four-versed song (any style) Grade 5 SCSM syllabus level.
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition. Grade 5 SCSM syllabus level.
- Present a descriptive dance which may be classical or contemporary in nature

### **Part Three – Critical Reflection** (Minimum: 5 minutes / Maximum: 10 minutes.)

Using the topics below, prepare a summarised description/explanation of your given Performance. Any **TWO** of the following topics will be asked by the examiner.

- The objectives of the performance piece
- The challenges of developing and presenting the performance
- The rehearsal processes used to prepare for performance
- A critique of your own performance

# CERTIFICATE OF PERFORMING ARTS SIX

Time Allocation:	30 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## **EXAMINATIONS REQUIREMENTS:**

### **Part One – Language Skills** (Minimum: 8 minutes / Maximum: 10 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English by giving their name, age, name of school and/or teacher's name and a brief biography of their performance history.
- Describe the characteristics which would make the perfect villain?
- Give an explanation as to why violent video games may or may not contribute to youth violence.
- "Beauty is in the eye of the beholder" explain your views on this statement.

### **Part Two – Performing Skills** (Minimum: 8 minutes / Maximum: 10 minutes.)

The candidate will choose a minimum of **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem, prose or monologue.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a three or four-versed song (any style) Grade 6 SCSM syllabus level.
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition. Grade 6 SCSM syllabus level.
- Present a descriptive dance which may be classical or contemporary in nature.

### **Part Three – Critical Reflection** (Minimum: 5 minutes / Maximum: 10 minutes.)

Using the topics below, prepare a summarised description/explanation of your given Performance. Any TWO of the following topics will be asked by the examiner.

- The objectives of the performance piece
- The challenges of developing and presenting the performance
- The rehearsal processes used to prepare for performance
- A critique of your own performance

# CERTIFICATE OF PERFORMING ARTS SEVEN

Time Allocation:	30 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## **EXAMINATIONS REQUIREMENTS:**

### **Part One – Language Skills** (Minimum: 8 minutes / Maximum: 10 minutes.)

The examiner will invite the candidate to fulfill the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English; by giving their name, age, name of school and/or teacher's name and a brief biography of their performance history.
- Describe the opening of an orchestra's overture or opening scene of a play or musical.
- Are fridge magnets among the world's most useful invention why/why not?
- "Poor health begins in the mind" explain their views on this statement.

### **Part Two – Performing Skills** (Minimum: 8 minutes / Maximum: 10 minutes.)

The candidate will choose a minimum of **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem, prose or monologue.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a three or four-versed song (any style) Grade 7 SCSM syllabus level.
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition. Grade 7 SCSM syllabus level.
- Present a descriptive dance which may be classical or contemporary in nature

### **Part Three – Critical Reflection** (Minimum: 5 minutes / Maximum: 10 minutes.)

Using the topics below, prepare a summarised description/explanation of your given Performance. Any TWO of the following topics will be asked by the examiner.

- Give a critique on a performance of an artist e.g. musician, dancer, actor that you have viewed performing (either live or viral)
- Working in ensembles. The benefits and limitations.
- The creative process from conception to performance.
- The practicality and application of the demonstrated skills in a non-examination environment such as concert or part of a broader production.

# CERTIFICATE OF PERFORMING ARTS EIGHT

Time Allocation:	30 minutes. Accurate timing is assessed.
Equipment (as required):	A musical instrument; basic props; costume; sound equipment.

## EXAMINATIONS REQUIREMENTS:

### Part One – Language Skills (Minimum: 8 minutes / Maximum: 10 minutes.)

The examiner will invite the candidate to fulfil the following requirements. No other prompting will be given by the examiner.

- Introduce themselves confidently in their own language and/or English; by giving their name, age, name of school and/or teacher's name and a brief biography of their performance history.
- Explain the following statement "Is it more important to be influential or rich?"
- Give an explanation as to why school uniforms may or may not remove individuality.
- My biggest concern for the future is ... describe your views on this statement.

### Part Two – Performing Skills (Minimum: 8 minutes / Maximum: 10 minutes.)

The candidate will choose a minimum of **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite a descriptive poem, prose or monologue.
- Tell a story about an interesting person or character – fictitious or real.
- Perform by singing a three or four-versed song (any style) Grade 8 SCSM syllabus level.
- Perform on any musical instrument (other than voice) a piece of music in any style. The music may be the candidate's own composition. Grade 8 SCSM syllabus level.
- Present a descriptive dance which may be classical or contemporary in nature.

### Part Three – Critical Reflection (Minimum: 5 minutes / Maximum: 10 minutes.)

Using the topics below, prepare a summarised description/explanation of your given Performance. Any TWO of the following topics will be asked by the examiner.

- Give a critique on a performance of an artist e.g. musician, dancer, actor that you have viewed performing (either live or viral)
- Working in ensembles. The benefits and limitations.
- The creative process from conception to performance.
- The practicality and application of the demonstrated skills in a non-examination environment such as concert or part of a broader production.

# **CERTIFICATE OF PERFORMING ARTS**

## **ASSOCIATE DIPLOMA (A.Dip.SCSM)**

The examination comprises four sections. All sections must be successfully completed in order to receive the Associate Diploma in Performing Arts from the St. Cecilia School of Music

Time Allocation: 45 minutes. Accurate timing is assessed.  
Equipment (as required): A musical instrument; basic props; aural or visual media; costume; sound equipment; performance journal portfolio.

### **EXAMINATIONS REQUIREMENTS:**

#### **Part One – Language Skills** (*Minimum: 10 minutes / Maximum: 15 minutes.*)

The examiner will invite the candidate to fulfil the following requirements. No other prompting will be given by the examiner.

An oral presentation (can include visual media, props or aural media) with the inclusion of the following topics:

- Introduce themselves confidently in English; by giving their name, age, name of school and/or teacher's name and a biography of their performance history or professional or educational career.
- Give a detailed introduction, explanation and exploration of a topic of their choosing e.g. branches of law, education, styles of music, political interest etc. Consideration should be given to current research, controversies or media within this topic. Reference to current literature and research is expected.

#### **Part Two – Performing Skills** (*Minimum: 10 minutes / Maximum: 15 minutes.*)

The candidate will choose a minimum of **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite two descriptive poems, proses and/or monologues
- Tell a story about two interesting people or characters – fictitious or real
- Perform by singing two contrasting items (any style). Choices should be at Associate Diploma Level.
- Perform on any musical instrument (other than voice) two contrasting pieces of music in any style. Choices should be at Associate Diploma level.
- Present two descriptive dances, which may be classical or contemporary in nature.

#### **Part Three – Critical Reflection** (*Minimum: 10 minutes / Maximum: 15 minutes.*)

Using the topics below, the candidate will prepare a summarized description/explanation of their given performance. Any two of the following topics will be chosen by the examiner in the examination.



The candidate will be asked to speak on these two topics. No prompting will be given by the examiner.

- A critique on a performance or musician they have viewed performing (either live or viral)
- Working in ensembles including their own experience and the benefits and limitations
- The creative process of the examination works from conception to performance and a critique of their own performance
- The practicality and application of the demonstrated skills in a non-examination environment such as concert or part of a broader production
- The objectives of the performance piece including the challenges of developing and presenting the performance and the rehearsal processes used to prepare for performance

#### **Part Four – Performance Journal Portfolio** *(Word Limit: Minimum 2000)*

The Performance Journal Portfolio supports the practical work. It is a personal portfolio giving the candidate a permanent record of the research and practical work done in preparation for the Examination. The Performance Journal Portfolio should be an imaginatively set out written portfolio, containing interesting and informative details on all the chosen performance pieces from Parts One and Two with notes on their selection, history, performance preparations and personal reflections.

A successful candidate will present an original Performance Journal Portfolio that draws on a range of research sources to formulate and present ideas and issues effectively. It must be presented to the examiner upon entry to the examination.

# **CERTIFICATE OF PERFORMING ARTS**

## **LICENTIATE DIPLOMA (L.Dip.SCSM)**

The examination comprises four sections. All sections must be successfully completed in order to receive the Licentiate Diploma in Performing Arts from the St. Cecilia School of Music

Time Allocation: 1 hour. Accurate timing is assessed.  
Equipment (as required): A musical instrument; basic props; aural or visual media; costume; sound equipment; performance journal portfolio.

### **EXAMINATIONS REQUIREMENTS:**

#### **Part One – Language Skills** *(Minimum: 15 minutes / Maximum: 20 minutes.)*

The examiner will invite the candidate to fulfil the following requirements. No other prompting will be given by the examiner.

An oral presentation (can include visual media, props or aural media) with the inclusion of the following topics:

- Introduce themselves confidently in English; by giving their name, age, name of school and/or teacher's name and a biography of their performance history or professional or educational career.
- Give a detailed introduction, explanation and exploration of a topic of their choosing e.g.: branches of law, education, styles of music, political interest etc. Consideration should be given to current research, controversies or media within this topics. Reference to current literature and research is expected.

#### **Part Two – Performing Skills** *(Minimum: 15 minutes / Maximum: 20 minutes.)*

The candidate will choose a minimum of **TWO** of the following to demonstrate in the examination. The candidate will introduce each of the performing skills.

- Recite two descriptive poems, proses and/or monologues
- Tell a story about two interesting people or characters – fictitious or real
- Perform by singing two contrasting items (any style). Choices should be from the Licentiate Level repertoire.
- Perform on any musical instrument (other than voice) two contrasting pieces in any style. Choices should be from the Licentiate Level Repertoire.
- Present two descriptive dances, which may be classical or contemporary in nature.

#### **Part Three – Critical Reflection** *(Minimum: 15 minutes / Maximum: 20 minutes.)*

Using the topics below, the candidate will prepare a summarized description/explanation of their given performance. Any two of the following topics will be chosen by the examiner in the examination. The candidate will be asked to speak on these two topics. No prompting will be given by the examiner.

- Giving a critique on a performance or musician they have viewed performing (either live or viral)
- Working in ensembles including their own experience and the benefits and limitations
- The creative process of the examination works from conception to performance and a critique of their own performance
- The practicality and application of the demonstrated skills in a non-examination environment such as concert or part of a broader production
- The objectives of the performance piece including the challenges of developing and presenting the performance and the rehearsal processes used to prepare for performance

**Part Four – Performance Journal Portfolio** *(Word Limit: Minimum 3000)*

The Performance Journal portfolio supports the practical work. It is a personal portfolio giving the candidate a permanent record of the research and practical work done in preparation for the Examination. The Performance Journal portfolio should be an imaginatively set out written portfolio containing interesting and informative details on all the chosen performance pieces and notes on their selection, history, performance preparations and personal reflections.

A successful candidate will present an original performance Journal portfolio that draws on a range of research sources to formulate and present ideas and issues effectively. It must be presented to the examiner upon entry to the examination.

# **CHORAL ENSEMBLE EXAMINATIONS**

St. Cecilia Examinations International offers Choral Ensemble examinations throughout its international examination network. These examinations provide a formal opportunity for Choir Directors/Conductors to enter their ensembles for assessment and be rewarded with a grading as well as an individual certificate for each participant.

The aim is to prepare a concert performance and be assessed by a professional examiner at the same time. Choral Ensemble examinations may therefore be conducted with an audience present.

## **Examinations Requirements**

Choir Directors have complete discretion in choosing appropriate repertoire for their ensembles. St. Cecilia advises that the chosen pieces should be within the technical and musical capabilities of the ensemble. We also suggest that the choice of text be considered carefully to ensure appropriateness to the age and maturity levels of the ensemble. Imagination and evidence of a broad exploration of repertoire which may embrace other cultures, is encouraged.

Choirs may be accompanied by any solo instrument e.g. piano, guitar; percussion OR an instrumental ensemble e.g. chamber group; string quartet; guitar ensemble etc. One item may be *A Cappella*.

Performances may be with or without a conductor. Basic costumes and props may be incorporated in order to further enhance the performance.

## **Grade Levels**

There are ten grade levels available for Choral Ensemble assessment. Whilst complete flexibility is offered, each level generally represents various age groups. Grades One to Five are designed for school-age students but may also incorporate community and youth choirs. Grades Six to Ten focus on an upper age group also incorporating community and adult choirs as well as, but not limited to, theatre choral societies. Choirs will benefit by working through the various grade levels methodically.

- Grade One Kindergarten; Pre-School; Infant
- Grade Two: Lower Primary
- Grade Three: Upper Primary
- Grade Four: Lower Secondary
- Grade Five: Upper Secondary
- Grade Six: Advanced Performance
- Grade Seven: Advanced Senior Performance
- Grade Eight: Proficiency
- Grade Nine: Professional Performance
- Grade Ten: Advanced Professional Performance

### **Performance Timings**

Any number of items may be presented but minimum and maximum time restrictions must be observed for each level:

- Grade One: 8-10 minutes
- Grade Two: 10-20 minutes
- Grade Three: 12-25 minutes
- Grade Four: 15-30 minutes
- Grade Five: 18-35 minutes
- Grade Six: 22-40 minutes
- Grade Seven: 25-45 minutes
- Grade Eight: 30-60 minutes
- Grade Nine: 40-80 minutes
- Grade Ten: 60-90 minutes

### **Setting Up and Venue Requirements**

Venue hire, including appropriate insurance is the responsibility of the Choral group(s). Venues must be comfortable and adhere to health & safety regulations. The venue must be set up and ready for performances before the examiner arrives. A desk must be provided for the examiner, and this should be placed in a central location of the venue in order for the examiner to easily see and hear the performances. Adequate lighting must be provided. Amplification may be incorporated into the performance for subtle enhancement only.

## **Assessment Criteria**

Performances will be assessed according to, but not restricted to, the following criteria:

- Choice of items including appropriate programming and timing
- Tonal balance
- Volume – including dynamics
- Clarity of sound and diction
- Accuracy of part singing – intonation; timing
- Performance and stage discipline
- Audience engagement

## **Written Program**

The examiner must be provided with a written program which clearly outlines the items to be performed. Items must include the composer's name and dates as well as some general information about each piece to be performed. Some background details on the Choral group should be included e.g. average age of the performers; the history of the group; past performances; public successes – *competitions, participation in local concerts, tours etc.* The program may be enhanced with relevant photographs, diagrams or pictures.

## **Addressing the Audience**

Whilst not compulsory, the Conductor, Director or a designated choir member may address the audience in order to introduce items and/or provide background details about the choir group.

## **Marking System**

The examiner will award the choir with a percentage score. The following categories apply:

- 65% - 74%                      Pass
- 75% - 84%                      Pass with Merit
- 85% - 89%                      Pass with Distinction
- 90%-100%                      Pass with Higher Distinction

All choir members will receive an individual certificate which states the member's name, the name of the Choir, the grade level and the result. The Choir Conductor/Director will also receive a specialised certificate.

## **Entry Details**

Entry may be made after first consulting the Administration of St Cecilia Examinations Tel: 1800 675 292 or Email: [info@st-cecilia.com.au](mailto:info@st-cecilia.com.au) An entry form must be completed for each Choral group, attached to which should be the names of each member as well as the Choir conductor's/director's name. Entry forms are available from St. Cecilia.

## **Fees**

Fees are calculated according to the number of choir members participating as well as the grade level chosen. Contact St. Cecilia for the current list of fees.

*Further details may be obtained by contacting St. Cecilia School of Music & Examinations Intl.*

- Tel: (AUS) 1800 675 292 (NZ): 0800 151 661
- Email: [info@st-cecilia.com.au](mailto:info@st-cecilia.com.au) or [info@stcecilia.co.nz](mailto:info@stcecilia.co.nz)
- Web: [www.st-cecilia.com.au](http://www.st-cecilia.com.au)
- Post: PO Box 938, Launceston, Tasmania 7250 Australia

# **INSTRUMENTAL ENSEMBLE EXAMINATIONS**

St. Cecilia Examinations Intl. offers Instrumental Ensemble examinations throughout its international examination network. These examinations provide a formal opportunity for Orchestral and Chamber Music Directors/Conductors to enter their ensembles for assessment and be rewarded with a grading as well as an individual certificate for each participant.

The aim is to prepare a concert performance and be assessed by a professional examiner at the same time. Instrumental Ensemble examinations may therefore be conducted with an audience present.

## **Requirements**

Orchestra/Ensemble Directors have complete discretion in choosing appropriate repertoire for their ensembles. St. Cecilia advises that the chosen pieces within the technical and musical capabilities of the ensemble. Any combination of instruments may be utilised e.g. a percussion ensemble; string quartet; classical guitar ensemble; popular jazz/electronic groups; wind, brass, string orchestras; symphony orchestras etc. Imagination and evidence of a broad exploration of repertoire which may embrace other cultures, is encouraged.

## **Grade Levels**

There are ten grade levels available for Instrumental Ensemble assessment. Whilst complete flexibility is offered, each level generally represents various age groups. Grades One to Five are designed for school-age students but may also incorporate community and youth instrumental ensembles. Grades Six to Ten focus on an upper age group and also incorporate community and adult ensembles. Instrumental Ensembles will benefit by working through the various grade levels methodically.



- Grade One: Kindergarten; Pre-School; Infant
- Grade Two: Lower Primary
- Grade Three: Upper Primary
- Grade Four: Lower Secondary
- Grade Five: Upper Secondary
- Grade Six: Advanced Performance
- Grade Seven: Advanced Senior Performance
- Grade Eight: Proficiency
- Grade Nine: Professional Performance
- Grade Ten: Advanced Professional Performance

### **Performance Timings**

Any number of items may be presented but minimum and maximum timerestrictions must be observed for each level:

- Grade One: 8-10 minutes
- Grade Two: 10-20 minutes
- Grade Three: 12-25 minutes
- Grade Four: 15-30 minutes
- Grade Five: 18-35 minutes
- Grade Six: 22-40 minutes
- Grade Seven: 25-45 minutes
- Grade Eight: 30-60 minutes
- Grade Nine: 40-80 minutes
- Grade Ten: 60-90 minutes

### **Setting Up and Venue Requirements**

Venue hire, including appropriate insurance is the responsibility of the Instrumental group(s). Venues must be comfortable and adhere to health & safety regulations. The venue must be set up and ready for performances before the examiner arrives. A desk must be provided for the examiner and this should be placed in a central location of the venue in order for the examiner to easily see and hear the performances. Adequate lighting must be provided. Amplification may be incorporated into the performance for subtle enhancement only.

## **Assessment Criteria**

Performances will be assessed according to, but not restricted to, the following criteria:

- Choice of items including appropriate programming and timing
- Tonal balance
- Volume – including dynamics
- Clarity of sound and articulation
- Technical accuracy – intonation; timing; rhythm
- Performance and stage discipline
- Audience engagement

## **Written Program**

The examiner must be provided with a written program which clearly outlines the items to be performed. Items must include the composer's name and dates as well as some general information about each piece to be performed. Some background details on the Instrumental group should be included e.g. average age of the performers; the history of the group; past performances; public successes – *competitions, participation in local concerts, tours etc.* The program may be enhanced with relevant photographs, diagrams or pictures.

## **Addressing the Audience**

Whilst not compulsory, the Conductor, Director or a designated group member may address the audience in order to introduce items and/or provide background details about the ensemble.

## **Marking System**

The examiner will award the ensemble with a percentage score. The following categories apply:

- 65% - 74%            Pass
- 75% - 84%            Pass with Merit
- 85% - 89%            Pass with Distinction
- 90%-100%            Pass with Higher Distinction

All ensemble members will receive an individual certificate which states the member's name, the name of the ensemble, the grade level and the result. The ensemble Conductor/Director will also receive a specialised certificate.

## **Entry Details**

Entry may be made after first consulting the Administration of St Cecilia Examinations Tel: 1800 675 292 or Email: [info@st-cecilia.com.au](mailto:info@st-cecilia.com.au) An entry form must be completed for each Instrumental group, attached to which should be the names of each member as well as the ensemble conductor's/director's name. Entry forms are available from St. Cecilia.

## **Fees**

Fees are calculated according to the number of ensemble members participating. Contact St. Cecilia for the current entry fee list.

*Further details may be obtained by contacting St. Cecilia School of Music & Examinations Intl.*

- Tel: (AUS) 1800 675 292 (NZ): 0800 151 661
- Email: [info@st-cecilia.com.au](mailto:info@st-cecilia.com.au) or [info@stcecilia.co.nz](mailto:info@stcecilia.co.nz)
- Web: [www.st-cecilia.com.au](http://www.st-cecilia.com.au)
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# ST CECILIA EXAMINATIONS



## Current Syllabuses Available for St Cecilia Examinations

- KEYBOARD: Pianoforte, Piano Duet, Digital Piano, Modern Piano
- STRINGS: Violin, Viola, Violoncello, Double Bass
- WOODWIND: Flute, Clarinet, Saxophone
- BRASS: Treble and Bass Clef Brass Instruments
- GUITAR: Classical, Contemporary
- SINGING
- DRUM KIT
- DIPLOMAS: Associate, Licentiate, Fellowship
- CERTIFICATE OF MUSIC TEACHING
- MUSICIANSHIP & PRECISION READING
- THEORY OF MUSIC
- CHORAL ENSEMBLE
- INSTRUMENTAL ENSEMBLE
- SHOWCASE EXAMINATIONS – all instruments
- UKULELE
- CERTIFICATE OF PERFORMING ARTS
- JAZZ – Strings, Piano, Singing, Brass

For more information visit the St. Cecilia website  
[www.st-cecilia.com.au](http://www.st-cecilia.com.au)