

Frequently Asked Questions

What is SIPA?

Solo Instrumental Performance Assessment

How is SIPA different to the old Level exam system?

SIPA is an assessment, not an examination. It is primarily designed to provide students, tutors and parents with feedback regarding a student's instrumental progress. Consequently it does not reduce an entire year's work into a single number but provides feedback on individual components to assist teachers and students in developing strategies for improvement.

Where does Functional Piano fit in with SIPA?

Functional Piano is entirely separate from SIPA and has its own exit examination requirements.

How is a student's progress monitored?

Mainly through the tutor's Semester Reports that outline to what extent the semester's aims have been realised. These reports provide details on areas for remediation, areas for improvement and areas of success. The school expects that students will develop at different rates and that tutors will develop appropriate teaching plans to maximise student progress.

When is SIPA being held in 2015?

Term 4 Week 4

Students may opt to do it earlier on Saturday 10th October if there are enough takers.

Are there different expectations for Major study and Minor study?

As minor studies only have half-hour lessons weekly, the rate of progress is expected to be slower.

Who will be assessing?

Students will have a panel of **two** assessors: an instrumental specialist and a representative of the Conservatorium High School

What are students required to prepare for SIPA?

Repertoire
Technical work
Sight Reading

What sort of repertoire should be chosen for students?

Tutors are free to determine appropriate repertoire for their students.
Repertoire lists from common examination systems such as AMEB, Trinity and ABRSM could be consulted for ideas.

By the end of Year 11 students should have experienced some repertoire from all of the following areas:

Baroque	Classical	19 th Century
20 th Century	Last 25 years	Australian music

Keyboard players must include some polyphonic works (from any period) in their repertoire.

Why do students have to prepare at least 6 pieces for their repertoire?

The assessment is looking at a whole year's work and it is reasonable to assume that students should have looked at a significant amount of repertoire over the year, including their small ensembles and large ensembles repertoire.

Different movements of the same work can count as separate pieces of repertoire.

Pieces do not have to be long. It would be useful for students to have experience with both longer pieces and miniatures.

At what standard should students be?

All students progress at their own rate. The aim of the instrumental tuition program is to have students to a level of university entrance standard by the end of Year 11. A *very rough* guide to approximate standards for Major studies:

Year 7	AMEB Grades 4 – 5
Year 8	AMEB Grades 5 – 6
Year 9	AMEB Grades 6 – 7
Year 10	AMEB Grades 7 – 8
Year 11	AMEB Grades 8 – Diploma

What are the assessors assessing?

Repertoire – The assessors are assessing the musical success or the musical outcomes of each piece of repertoire presented. The instrumental specialist will also provide feedback on a student's instrumental control and technique.

Students will be assessed on their musical effectiveness appropriate to their chosen repertoire through:

- Demonstration of technical control and musical accuracy
- Stylistic interpretation of the chosen repertoire
- Sense of musical expression and sensitivity to the chosen repertoire
- Demonstration of solo techniques

Technical work – The assessors are assessing whether students know the actual notes of their technical work, their fluency, their instrumental technique and control.

Sight reading – accuracy, fluency and musical outcome

How will the assessment run?

Each student will be assessed for 30 minutes on each instrument they have studied as follows:

- 15 minutes of repertoire
- 10 minutes of technical work
- 5 minutes of sight reading

What do students need to bring to the assessment?

Students will need to prepare beforehand a repertoire sheet outlining the pieces they have prepared for the assessment. Assessors will choose to hear approximately 15 minutes worth of music prepared by the student from their list.

The list will also indicate what technical work students have prepared under the following headings: scales, arpeggios, exercises, studies

How will sight reading levels be determined for the assessment?

The assessors will choose sight reading commensurate with the level of repertoire presented by the student.

Is piano accompaniment required for repertoire?

If a piece is written with piano accompaniment it is expected that students will present it as such.

Students are responsible for engaging and paying for their own piano accompanists. The school will provide a list of some accompanists, however students are free to choose their own. Accompanist fees are to be negotiated directly with the accompanist.

Piano students may only accompany other students with the express permission of the Head Teacher, Music (Mr Willey). The school would expect that any authorised school student piano accompanists are paid a suitable remuneration for their time and preparation.

It is expected that piano accompanists will be given copies of the music at least 4 weeks prior to the assessment week.

The school will support any accompanist's right to refuse playing for a student that does not meet this requirement.