

Cello LEVEL I: Bach Minuet 2

The piece should be performed without accompaniment.

Checklist

- Clean string crossings.
- G# in measure 23.
- Play repeats without stumbling or stopping.
- The ability to play the greater variety of note values and bowings in the minuet while keeping a steady beat is a special challenge, so give specific attention to this.

I:

- Fluent Memory**
- Rhythmic Integrity**
- Accurate Pitch**

II:

- Beautiful Tone**
- Phrasing**
- Appropriate Dynamics**

Both list I and II contain the graduation requirements for all levels. List I contains the more objective aspects of a performance and List II contains the more subjective aspects. The levels of graduation require increasing skill in all requirements, particularly those in List II. It is the teacher's decision when a student's recording meets the requirements. A recording should not be sent that has memory stumbles, wrong notes or lack of a steady tempo. If the student has major problems in these areas, then continue to work on the piece and submit it at a later date.

Cello LEVEL II: Bach Allegro Moderato

The piece should be performed without accompaniment.

Checklist

- Martele* quarter notes and legato eighth notes throughout.
- Measures 30-33 in tune, with clear string crossings.
- In-tune extensions (may be found in various places depending on your fingering).
- Steady running eighth notes.
- More high developed skills in the subjective aspects of tone, phrasing and dynamics.

I:

- Fluent Memory**
- Rhythmic Integrity**
- Accurate Pitch**

II:

- Beautiful Tone**
- Phrasing**
- Appropriate Dynamics**

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Cello LEVEL III: Vivaldi Sonata in E Minor, 1st and 2nd Movements

All of the guidelines of subjective and objective skills apply. More sophistication in the areas of tone, vibrato, phrasing and dynamics should be evident. The piece should be performed without accompaniment.

Checklist

First Movement

- Steady eighth note pulse.
- Good intonation throughout, especially “in between positions (1/2 , 3 1/2, etc) ms 12-13 are difficult.
- Hold ties long enough.
- Accurate rhythm in measures 9-10.
- Good vibrato is needed.

Second Movement

- Steady tempo, short eighths, legato sixteenths throughout.
- Clean string crossings, particularly measures 3-6, 29-32.
- Good intonation in measure 23 scale.
- Good intonation in measures 3-6, correct intervals across strings.
- Correct syncopation in measures 14-16.
- Measures 29-32 is the “grand hot spot” of them all. Intonation, good extensions, clean string crossings.

I:

- Fluent Memory**
- Rhythmic Integrity**
- Accurate Pitch**

II:

- Beautiful Tone**
- Phrasing**
- Appropriate Dynamics**

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Cello LEVEL IV: Faure Elegy

All guidelines apply. Pay special attention to tone and vibrato. The student must have excellent bow control to play this piece well. The piece should be performed without accompaniment.

Checklist

- Rhythm. Measures 30-34, 47-51, correct syncopations, even triplets.
- Measures 36-38 must be clean and accurate and in tempo. Tempo should scrupulously follow the dynamic markings; they are the composer's not the editor's.

I:

- Fluent Memory**
- Rhythmic Integrity**
- Accurate Pitch**

II:

- Beautiful Tone**
- Phrasing**
- Appropriate Dynamics**

Both list I and II contain the graduation requirements for all levels. List I contains the more objective aspects of a performance and List II contains the more subjective aspects. The levels of graduation require increasing skill in all requirements, particularly those in List II. It is the teacher's decision when a student's recording meets the requirements. A recording should not be sent that has memory stumbles, wrong notes or lack of a steady tempo. If the student has major problems in these areas, then continue to work on the piece and submit it at a later date.

Cello LEVEL V: Boccherini Concerto in B Flat

Those submitting recordings for this, the highest graduation level, should have commensurately high standards of performance. Graduation from this level is truly an honor, for to play Boccherini well requires not only advanced playing skills, but musical maturity. This will be apparent in how aspect of tone, phrasing and appropriate dynamics are dealt with. Besides these aspects, the student should have been exposed to enough music to have sensitivity to the appropriate musical style. Accompaniment is encouraged but not required.

I:

- Fluent Memory**
- Rhythmic Integrity**
- Accurate Pitch**

II:

- Beautiful Tone**
- Phrasing**
- Appropriate Dynamics**

Both list I and II contain the graduation requirements for all levels. List I contains the more objective aspects of a performance and List II contains the more subjective aspects. The levels of graduation require increasing skill in all requirements, particularly those in List II. It is the teacher's decision when a student's recording meets the requirements. A recording should not be sent that has memory stumbles, wrong notes or lack of a steady tempo. If the student has major problems in these areas, then continue to work on the piece and submit it at a later date.