

**National Association of Pastoral Musicians
Piano Certification Rubric
Basic Level**

Applicant Name _____ Test Site _____ Date _____

Adjudicator Name _____ Total Score _____ Circle one: *PASS* *FAIL*

Comments:

CRITERIA – graded on a scale of 1-10	EXCEEDS EXPECTATIONS 10-9	MEETS EXPECTATIONS 8-7	NOT ACCEPTABLE 6-1
<p>Standard 1: The candidate will play a traditional hymn that is metric in character.</p> <p>Hymn Title _____</p> <p>-Note accuracy _____</p> <p>-Rythmic accuracy _____</p> <p>-Steady and appropriate tempo _____</p> <p>-Clear introduction _____</p> <p>-Ability to adapt hymn to the piano _____</p>	<p>Plays a clear introduction, in the style and tempo of the hymn. Indicates through playing, time and space for the assembly to breathe between phrases. Varies the texture and register according to the text, and to support assembly singing (e.g. thickening or strengthening of the texture, arpeggiating chords as needed). Demonstrates understanding of the hymn’s style and message.</p>	<p>Tempos and breaths are functional, but could be stronger. Most notes are accurate. Shows signs of basic textural changes, but has room to grow. Playing is overall functional; an assembly would be able to sing along.</p>	<p>Does not play a clear introduction, or set up an appropriate tempo. Notes have significant mistakes. Does not vary texture at all, or indicate breaths or phrasing. Shows no real understanding of the message of the hymn.</p>
<p>Standard 2: The candidate will play a contemporary hymn/song.</p> <p>Song Title _____</p> <p>-Note accuracy _____</p> <p>-Rythmic accuracy _____</p> <p>-Steady and appropriate tempo _____</p> <p>-Clear introduction _____</p> <p>-Ability to play the style needed _____</p> <p>-Support the assembly’s melody _____</p>	<p>Plays a clear introduction that accurately captures the prominent rhythmic figure(s) or motives of the song. Understands the style needed. Has a clear sense of beat and rhythm, appropriate to the song. Is able to support the assembly’s melodic line, especially through syncopation and complex rhythms. Keeps an appropriate tempo throughout.</p>	<p>Can play the song in a straightforward, functional manner: notes are mostly correct; basic rhythmic patterns are present; tempo is acceptable.</p>	<p>Unable to play the melodic or prominent rhythmic patterns accurately. Tempo varies or is not appropriate for the piece. Beat is unsteady. Assembly’s melody is either not present, or is not able to be played with accompanying rhythmic patterns.</p>

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<p>Standard 3: The candidate will play a psalm.</p> <p>Psalm Setting _____</p> <p>Circle one: <i>Strophic</i> <i>Chant</i></p> <p>-Note accuracy _____</p> <p>-Rhythmic accuracy _____</p> <p>-Steady and appropriate tempo _____</p> <p>-Clear introduction of melody _____</p> <p>-Ability to adapt accompaniment _____</p> <p>-Musical collaboration w/ cantor _____</p>	<p>Introduction clearly outlines the melody of the antiphon, in an appropriate tempo and tonal color. Tempo supports both cantor and assembly. Texture changes between accompanying the cantor and the assembly (e.g. dynamics, bigger bass line, thicker chords, etc.). Pianist breathes with cantor, reflects message of text in his/her playing.</p>	<p>Introduction presents the antiphon melody adequately, in an acceptable tempo. Minimal musical changes are made between cantor verses and assembly antiphons. Text message is reflected in the piano at a basic or minimal level. Evolving collaboration with cantor (phrasing, interpretation).</p>	<p>Doesn't understand the message being presented. Plays the psalm the same as a hymn or assembly song. Does not musically collaborate with the cantor (phrasing, interpretation, text message). No understanding of the type of psalm being presented.</p>
<p>Standard 4: The candidate will play a setting of the Eucharistic Prayer Acclamations.</p> <p>Mass Setting _____</p> <p>-Note accuracy _____</p> <p>-Rhythmic accuracy _____</p> <p>-Steady and appropriate tempo _____</p> <p>-Clear introduction _____</p> <p>-Ability to adapt to the piano _____</p>	<p>Plays a clear introduction, in the style and tempo of each acclamation. Shows understanding of the text and function of each acclamation. Clearly leads the assembly's singing. Alters the texture as necessary (see Standard 1). Plays all three acclamations as part of a larger prayer, not as isolated moments.</p>	<p>Adequately leads the assembly with clear, functional tempi. Plays each acclamation with the appropriate energy and style. Solid, easy to follow.</p>	<p>Doesn't provide a clear introduction. Has no sense of the function of the acclamations or their texts. Does not demonstrate sense of flow from one acclamation to the next, in the context of the Eucharistic Prayer.</p>
<p>Standard 5: The candidate will play two pieces written for piano, that are appropriate for liturgical use as a prelude, interlude, or postlude.</p> <p>Pieces _____</p> <p>_____</p> <p>-Note accuracy _____</p> <p>-Rhythmic accuracy _____</p> <p>-Tone _____</p> <p>-Interpretation (musicality) _____</p> <p>-Stylistic appropriateness _____</p> <p>-Liturgical appropriateness _____</p>	<p>Demonstrates musical artistry: sensitivity to phrasing, beautiful tone, correct notes and tempo, appropriate and imaginative interpretation. Playing is appropriate to the specified liturgical moment, and is conducive to prayer in its many forms (meditative, exultant, reflective, exuberant, etc.). Playing is not simply about the performer's technique, but works to serve the larger community's prayer.</p>	<p>Repertoire is at least at an intermediate level. Playing is acceptable, even at times lovely. Does not distract from the liturgical moment. Notes and rhythms are mostly correct. Musicality is basically present. Repertoire chosen is within the player's ability.</p>	<p>Does not have sufficient technique to attempt even intermediate solo repertoire. Struggles to get through pieces correctly. Musicality is minimally present, or not at all. Pieces chosen are not really appropriate for liturgy, or could distract the assembly from their prayer.</p>