



AOR Vocals Performance Syllabus

2020 - 2025

Initial – Advanced 8

December 2019

Welcome

Welcome to Academy of Rock (AOR) Vocals Performance Exams syllabus 2020 – 2025.

Learning to sing is really rewarding and enjoyable as you learn to sing and explore new styles. This syllabus provides all the information for refining the techniques you learn into a unique and exciting way, as well as learning to become confident in stage presence and musical knowledge.

AOR knows that you will enjoy your learning and wishes you all the best in your musical journey. The following information explains what parts of your learning will be assessed at each stage of the process and what you need to know to become a successful performer.

Good luck!

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Introduction

This syllabus explains, in detail, the requirements for each exam. Each exam contains information on topics that need to be covered to ensure learners have the required musical and technical skills. There are also sections on what and how the exam is assessed as well as specimen questions and answers for the theoretical and musical knowledge elements.

The exam consists of three sections.

Performance pieces

Performance questions *or* performance from memory

Stage presence.

Performance Pieces

The learner will perform four pieces. The two original pieces can be purchased from the website www.aorexamsacademyofrock.co/shop. The additional two pieces are learners own choice and should be chosen referencing the checklist at the end of each specific exam outline in this syllabus.

The four pieces can be performed in any order.

Performance Questions

Up to and including Stage 1 Foundation 3, the learner must select six topics from the checklist on page 52. Care should be taken to ensure the correct exam is referenced. Example responses are given on the specific syllabus pages. The examiner will lead this element of the exam and the learner is expected to recognise and respond to each topic selected. At Stage 2 Intermediate 4 and Intermediate 5, the learner must be able to answer questions from any of the listed topics. Example responses are given. For Stage 3 Advanced 6 – Advanced 8, learners will be asked two sets of three questions and are expected to link their responses to show connected musical knowledge.

Performance from Memory

Learners at all points of assessment have the opportunity to select one of their pieces to be assessed, played from memory. This option is instead of the performance questions and is for those learners who feel confident in this area. The examiner will be looking for fluency and accuracy of given notation and markings. The learner does not have to play the piece twice as it will be assessed at the time of the performance of all four pieces.

Stage Presence

Stage presence is an important part of performing. At Stage 1 Initial, learners are assessed on maintaining focus. From Stage 1 Foundation 1, they will be assessed on how they connect with an audience and how they maintain their concentration in performance. From Stage 1 Foundation 2, they will also be assessed on how they will use appropriate body language to contribute to their overall performance

Musical Progression

Progression is shown through a learner's musical and technical development.

Stage 1 is called Initial and Foundation. Learners will demonstrate fundamental musical and technical facility. This will be shown through pieces that are short in length, allowing the learner to focus and concentrate throughout. The pieces will contain simple musical directions and technical demands. Accompanying questions will be simple in nature.

Stage 2 is called Intermediate. Learners will demonstrate more complex musical and technical development. They will be expected to show stylistic understanding through pieces that are longer in length and containing more developed musical structure. The pieces will contain more specific musical directions and technical demands. Questions will be more in depth and will require a degree of stylistic knowledge.

Stage 3 is called Advanced. Learners will demonstrate advanced musical and technical accomplishment. They will be expected to show mature stylistic understanding through pieces that require considerable focus and concentration. The pieces will contain advanced musical directions and technical demands. Questions will be detailed, requiring the learner to show in depth stylistic understanding.

At the End of my Learning, How Do I Enter The Exam?

The exams are entered by completing a registration form available online at www.aorexams.academyofrock.co. Additionally, applications can be made at any of the AOR outlets:

Siglap: 707 East Coast Road Singapore 459063

Holland Village: 24C Lorong Mambong Singapore 277683

Goldhill Centre: 187 Thompson Road Singapore 307630

Payment

Payment can be made in person at any of the AOR outlets listed above by cash only.

Full information is available on the website www.aorexams.academyofrock.co

Exam Session Dates

There will be two exam sessions per year.

Exam session 1 will be during March.

Exam session 2 will be during September.

Please see website for specific closing dates

Application and Closing Dates

Applications can be made up to two months prior to the selected session. (see above) *For example, if the learner intends to take exam session 1(March), they can apply from December. Registrations will close on the last business day of January.*

Notification

The learner will receive notification of the date and time of the exams and any additional requirements.

Once the date has been received, the learner must notify AOR of any requested amendments, including any requirements for special consideration within 10 days of receipt of the exam date. If amendments are made after the 10 days, an administration fee of SGD \$60.00 will be charged, subject to approval.

If the learner wishes to defer to the following exam period, on producing a medical certificate, this can be accommodated at the additional cost of half the original exam fee.

Purchasing the scores and audio

The scores and audio for all original songs can be purchased from www.aorexams.academyofrock.co

The purchase will include:

- 4 scores (2 for male and 2 for female)
- 4 full mixes (2 for male and 2 for female)
- 4 backing tracks (2 for male and 2 for female)
- FOR DRUMS ONLY – 2 instrument only tracks

Learners should take care to purchase the correct instrument, stage and exam.

VERY IMPORTANT – ORDER NUMBER NEEDED FOR THE EXAM

When purchasing the scores and audio, learners will receive a purchase number eg: #123

THIS MUST BE RETAINED FOR THE REGISTRATION FORM AND EXAM DAY. IT WOULD NEED TO BE SHOWN TO THE EXAMINER.

The purchase will have taken place in time to practice for the assessment and so learners must ensure that there is a safe form of retaining the number.

Own Choice Scores and Audio

Learners must present the examiner with both a copy of the notation and audio for each own choice song.

Notation

Scores must be presented in one of the following forms:

Drums: Drum score/notation

Guitar: Full score and/or TAB.

Vocals: Full score and lyrics

Starting point

Learners must ensure that if the performance does not start at the beginning, that the assessment start point is clearly marked and pointed out to the examiner.

End point

If the end point is not at the end of the piece, the end point must be clearly marked and pointed out to the examiner.

Time and element requirements

Care **MUST** be taken that the required elements are demonstrated within the time frame allowed and that they do not fall outside of this.

Notating Development and Solo sections

From Stage 1 Foundation 3 where development /solo sections are compulsory, learners can present the notation with clear marking where they are developing. Creating a blank section in the notation is **NOT** required. The examiner will assess the development at the point the learner has indicated.

Audio

One copy of each song in mp3 format must be clearly labeled (order and title) and handed to the examiner. **Care must be taken to ensure that the examined part is NOT present on the backing track.**

Exam structure and marking bands

The performance exams for Drums, Drums and Vocals consist of a performance of four pieces to backing tracks. Learners are also required to answer questions on performance pieces or perform a piece from memory and demonstrate stage presence.

Comments and marks are given for each section of the exam, up to the maximum listed in the table below.

Initial – Advanced 8	Maximum marks
Piece 1	22
Piece 2	22
Piece 3	22
Piece 4	22
Performance Questions or Performance from Memory	6
Stage Presence	6
Total	100

The total mark for the exam corresponds to the pass/below pass bands as follows:

Band	Overall mark
Distinction	88
Merit	74
Pass	60
Below Pass 1	40 - 59
Below Pass 2	0 - 39

Learners do not have to pass every section of the exam to achieve the pass mark of 60. For example a learner may not pass one performance piece but still be awarded enough marks in the rest of the exam to achieve at least 60

Do I Need To Sit Every Exam?

No. Depending on your musical ability, your teacher will select the appropriate pieces for your learning. You are able to enter any exam.

If you do not have a teacher, you can look at the previews of the original pieces at www.aorexams.academyofrock.co to see where you are most comfortable.

Who Assesses The Exam?

The exams are assessed by fully trained external AOR examiners, trained by AOR who provide marks and comments for each section of the exam in the form of a report form.

Certification Titles

Stage 1 Initial in Vocals Performance

Stage 1 Foundation 1 in Vocals Performance

Stage 1 Foundation 2 in Vocals Performance

Stage 1 Foundation 3 in Vocals Performance

Stage 2 Intermediate 4 in Vocals Performance

Stage 2 Intermediate 5 in Vocals Performance

Stage 3 Advanced 6 in Vocals Performance

Stage 3 Advanced 7 in Vocals Performance

Stage 3 Advanced 8 in Vocals Performance

How Long Does It Take To Learn All I Need For The Exam And How Long Are the Exams?

The table below is based on the average learner and explains the length to complete the training and also the length of the concluding AOR exam. Each course timing is based on a weekly lesson of 45 minutes and each is additional time to the previous exam. Each term consists of 10 lessons. Therefore Initial will take 15 – 20 lessons. This is a guide and learners may complete the course in a shorter or longer timeframe.

Course Title	Average Course in months	Assessment minutes
Stage 1 Initial in Vocals Performance:	6-9	15
Stage 1 Foundation 1 in Vocals Performance	6-9	20
Stage 1 Foundation 2 in Vocals Performance	9-12	20
Stage 1 Foundation 3 in Vocals Performance	9-12	20
Stage 2 Intermediate 4 in Vocals Performance	12-15	25
Stage 2 Intermediate 5 in Vocals Performance	12-15	25
Stage 3 Advanced 6 in Vocals Performance	12-15	30
Stage 3 Advanced 7 in Vocals Performance	12-18	30
Stage 3 Advanced 8 in Vocals Performance	12-18	30

The Exam Day

What Do I Bring To The Exam?

Learners should bring the following to the exam:

Appointment Slip

ID (NRIC/passport)

Instrument (e.g. Guitar)

Music – proof of purchase

Instrument accessories e.g. Drum pedal; guitar pedal; sticks; plectrums; quarter-inch cable; tuner

Backing Tracks for Own Choice Pieces in mp3 format

Music Notation/Scores

Learners should ensure that the notation for their own choice piece is presented in one of the following formats:

Drums: Drum score/notation

Guitar: Full score and/or TAB.

Vocals: Full score and lyrics

Audio

Learners should ensure that the audio for their own choice piece is presented in mp3 format and without the examined part present.

The Exam Room

Each exam room will be equipped with the following:

Drums

1 Drum Kit – 5 piece consisting of;

13/14" Snare

10/12/14" Toms

18/20" Bass

1 Hi-Hat; 1 Ride cymbal; 2 Crash cymbals

Spare drum sticks

2 Drum stools (to accommodate smaller learners)

1 single bass drum pedal

Guitar

1 Guitar amp

1 Bass amp

2 spare electric Guitars (RH only)
1 spare bass (RH only)
1 Guitar stand
1 stool
spare leads
tuner

Vocals

1 microphone stand
1 microphone

General

Music stands
2 Speaker monitors
Analogue/Digital mixer
Front of House speakers
Auxiliary cable

Setting Up In The Exam Room

Drums.

If the learner is left handed, this should be flagged on the entry form and be confirmed prior to the exam. If a learner fails to advise up to the end of Stage 1, every effort will be made by the centre to accommodate the learners needs. From Stage 2, the learner will be required to make the appropriate changes. If learners bring their own equipment to the exam, set up will be limited to two minutes.

Guitars

Guitars should be tuned prior to entering the exam room and be out of the case. Approximately two minutes will be allowed to try amp/pedal and set the volume.

Vocals

For Stage 1 learners using a microphone, the examiner will be responsible for the set up. Microphone use at this level is not marked. From Stage 2, learners will be expected to have the knowledge of how they wish the microphone to be set up. Microphone use is marked from Stage 2.

Instruments In The Exam Room

Drums

Learners should be aware that exam centres only have acoustic kits for examination purposes. The examiner will make every effort to consider learner's who have only previously played on an electric kits.

Guitars

In the event a learner's instrument breaks or strings break, they will be offered a substitute electric instrument. An acoustic guitar will be accepted up to and

including Foundation 2. If a learner chooses to use an acoustic guitar at foundation 3 onwards, they will be unable to achieve marks for the stylistic elements.

Practice Facilities

Practice facilities may be available but cannot be guaranteed. Teachers and learners should contact the centre for more details.

Order Of The Exam

Learners will have a limited time to set up and practice in the exam room prior to the commencement of the exam. The examiner will offer one sound check before the first piece and the exam order is as follows:

4 Performance pieces – 2 original and 2 own choice. These may be performed in any order

Performance questions *or* a piece performed from memory (from the 4 pieces above)

Stage presence

After the Exam

Results

Learners will receive notification of the result within 21 days. This will be sent by email, unless another form of contact has been arranged with AOR. The learner will receive a detailed report form showing marks for individual areas of their performance.

Certification

Successful learners who achieve a pass will receive a certificate from City and Guilds London. This will generally be delivered within four weeks. AOR also wish to recognise learners who achieve further achievement by preparation and performance through the issue of merit and distinction categories. These are determined by total marks and can be found on page 7.

Appeals

If a teacher or learner is not happy with the result they can appeal the decision by completing the appeals form, available from www.aorexams.academyofrock.co
Appeals are considered for the following: Mismatch of marks against comments and/or error in exam procedure.

Learning Outcomes and Assessment Objectives for Stage 1 Initial in Vocals Performance

Learning Outcome 1

Students will be able to:

1: Perform music in a limited range of styles and tempo demonstrating a basic command on their instrument, including:

Rock

Pop Rock

Assessment Objective

Students can:

1.1: apply skills, knowledge and understanding to present performances that demonstrate the beginnings of basic stylistic interpretation

1.2: perform with general security of rhythm

1.3: perform with general security of basic intonation

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) notation types, time signatures and pitch, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate basic stage presence

Assessment Objective

Students can:

3.1: perform with focus throughout their performance

Assessment Criteria for Stage 1 Initial in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through exemplary stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through strong stylistic execution and conviction of musical structure.</p>	<p>7 – Level of accuracy shown through precise rhythm, and a consistently strong sync throughout.</p> <p>6 – Level of accuracy shown through accurate rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise coordination skills</p> <p>6 – Instrumental command shown through strong coordination skills</p>
Merit	<p>6 – Stylistic interpretation shown through convincing stylistic intention and conviction of musical structure.</p>	<p>5 – Level of accuracy shown through good rhythm and sync.</p>	<p>5 – Instrumental command shown through secure coordination skills</p>
Pass	<p>5 – Stylistic interpretation shown through adequate stylistic intention and conviction of musical structure.</p>	<p>4 – Level of accuracy shown through generally reliable rhythm and sync overall.</p>	<p>4 – Instrumental command shown through adequate coordination skills</p>

<p>Below pass 1</p>	<p>4 – Stylistic interpretation shown through some stylistic intention and knowledge of musical structure but with lapses.</p> <p>3- Stylistic interpretation shown through some stylistic intention and knowledge of musical structure but with lapses throughout.</p>	<p>3 – Level of accuracy shown through lapses in rhythm and/or sync</p>	<p>3 – Instrumental command shown through some lapses in coordination</p>
<p>Below pass 2</p>	<p>1-2 – Little or no stylistic interpretation shown, with stylistic intention and musical structure not recognised</p>	<p>1-2 – Little or no accuracy shown through considerable lapses in rhythm and/or sync</p>	<p>1-2 – Little or no Instrumental command shown through consistent lapses in coordination skills</p>

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	Marks
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Stage presence shown, through consistent focus throughout
Merit	5 – Stage presence shown, through focus for the majority of the performance
Pass	4 - Stage presence shown, with occasional lapses in focus
Below pass 1	3 - Stage presence shown, with several lapses in focus
Below pass 2	1-2 : Little stage presence shown, with major lapses/breaks in focus

Stage 1 Initial in Vocals Performance

At Stage 1 Initial in Vocals Performance, learners will be able to perform short pieces that require basic techniques to a backing track. They will also demonstrate basic theoretical knowledge of the performance pieces through knowledge of terms and directions used. In addition, they will show the beginnings of stage presence by maintaining focus in their performance.

Skills and knowledge

At Stage 1 Initial in Vocals Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Pop Rock

Range

Approx. 1 octave

Technical

Major scale to a fifth

Simple Interval exercises

Breathing control exercises

Mouth shape/vowel exercises

Melody/Phrases/Intervals

Mainly stepwise melody, Standard phrasing (2 or 4 bars)

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th notes and accompanying rests

Rhythm

Basic

Time signatures

4/4, common time

Vocal Techniques

Breath support, Reliable intonation

Piece format

Basic – no repeat signs

Requirements for Stage 1 Initial in Vocals Performance

The Stage 1 Initial in Vocals Performance exam lasts 20 minutes and contains the following:

4 Performance pieces
6 Performance questions *or*
1 piece performed from memory
Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

BFF (Pop Rock)

Rollercoaster (Pop)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 22

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners **MUST** select 6 topics from the checklist on page 52
Example responses are given below.

The examiner will ask 6 questions

Notation Type: What type of note is this?

Example: It is a quarter note /crotchet

Bar lines: What is this?

Example: It is a bar line

Time Signature: What is this?

Example: It is the time signature

Pitch: Is this a high or low pitch?

Example: It is high/low

Notation Duration: How long is this note worth?

Example: It is worth two counts/beats

Clefs: What is this?

Example: It is the treble clef

Parts of Instrument: Where is the diaphragm?

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on two areas of their performance overall.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

Own choice piece checklist - INITIAL

Learners should refer to the checklist below when choosing their own choice piece. **Timing must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance.

Compulsory	55 – 65 secs
LENGTH	
TEMPO RANGE	80 – 120 bpm
TIME SIGNATURE	4/4
RHYTHM	basic
NOTATION RESTS	Whole, half, quarter, eighth, 16th Accompanying rests
FORMAT	basic
RANGE	1 octave
MELODY/PHRASING	Mainly stepwise melody Standard phrasing (2 or 4 bars)
IMPROVISATION/DEVELOPMENT	na
SOLO	na

Learning Outcomes and Assessment Objectives for Stage 1 Foundation 1 in Vocals Performance

Pieces will contain fundamental techniques, styles, tempos and musical knowledge that show progression from the Stage 1 Initial in Vocals Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a variety of styles and tempo demonstrating a command on their instrument that shows preparation, including additionally:

Country

Pop

Assessment Objectives

Students can:

1.1: apply skills, knowledge and understanding to present performances that demonstrate the beginnings of stylistic interpretation

1.2: perform with general attention to musical signs and rhythm

1.3: perform with general security of intonation

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) rest types, clefs and metronome, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate stage presence through awareness of an audience

Assessment Objective

Students can:

3.1: perform with consistent focus throughout their performance

3.2: show stage presence through awareness of an audience

Assessment Criteria for Stage 1 Foundation 1 in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through thorough preparation of new styles, including exemplary stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including strong stylistic execution and conviction of musical structure.</p>	<p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise fundamental coordination skills</p> <p>6 – Instrumental command shown through strong fundamental coordination skills</p>
Merit	<p>6 – Stylistic interpretation shown through good preparation of new styles, including convincing stylistic intention and conviction of musical structure.</p>	<p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p>	<p>5 – Instrumental command shown through secure fundamental coordination skills</p>
	<p>5 – Stylistic interpretation shown through adequate preparation of new styles, including stylistic intention and</p>	<p>4 – Accuracy shown through generally reliable notation, rhythm and sync overall.</p>	<p>4 – Instrumental command shown through adequate fundamental coordination skills</p>

Pass	conviction of musical structure.		
Below pass 1	<p>4 – Stylistic interpretation shown through some preparation of new styles, including stylistic intention and knowledge of musical structure but with lapses.</p> <p>3- Stylistic interpretation shown through limited preparation of new styles, including stylistic intention and knowledge of musical structure, but with lapses throughout.</p>	3 – Limited accuracy shown through lapses in notation, rhythm and/or sync.	3 – Instrumental command shown through some lapses in fundamental coordination skills
Below pass 2	1-2 – Little or no stylistic interpretation shown, with little or no preparation of new styles. Stylistic intention and musical structure not recognised.	1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync.	1-2 – Little or no Instrumental command shown through consistent lapses in fundamental coordination skills

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Stage presence shown, through consistent focus and awareness of audience throughout
Merit	5 – Stage presence shown, through secure focus and awareness of audience for the majority of the performance
Pass	4 - Stage presence shown, with occasional lapses in focus and awareness of audience overall
Below pass 1	3 - Stage presence shown, with several lapses in focus and awareness of audience
Below pass 2	1-2: Little stage presence shown, with major lapses/breaks in focus and awareness of audience

Stage 1 Foundation 1 in Vocals Performance

At Stage 1 Foundation 1 in Vocals Performance Learners will be able to perform pieces to a backing track that are slightly longer than Initial. They will add to their technical abilities through the addition of wider range, more solid tone and more developed rhythms. They will also demonstrate simple theoretical knowledge of the performance pieces by showing where terms and directions are used. In addition, they will show the beginnings of stage presence through focus and awareness of an audience in their performance.

Skills and knowledge

At Stage 1 Foundation 1 in Vocals Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Pop Rock, Country

Range

1 – 1¼ octaves

Technical

Major scale
Simple small Interval exercises
Breathing control exercises
Mouth shape/vowel exercises
Intonation exercises
Sustained note exercises

Melody/Phrases/Intervals

Mainly stepwise melody with occasional interval movement, Standard phrasing (2 or 4 bars) and occasionally longer phrasing

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th notes and accompanying rests

Rhythm

Simple

Time signatures

2/4, 4/4, common time,

Vocal Techniques

Breath support, Reliable intonation, sustained notes, basic ability in bridging registers

Piece format

Simple

Requirements for Stage 1 Foundation 1 in Vocals Performance

The Stage 1 Foundation 1 in Vocals Performance exam lasts 20 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **or**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Life and Story (Pop)

I Wish (Country)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 31

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners **MUST** select 6 topics from the checklist on page 52

Example responses are given below.

Notation Type: Show me an 8th note

Rest Type: Show me a rest

Time Signature: Tell me what the top number of the time signature means

Example: the 4 tells us that there are 4 beats in a bar

Pitch: What pitch is this note?

Example: It is a G

Notation duration: What is the value of this note?

Example: It is worth half a beat

Clefs: Show me the treble clef

Metronome: Show me the metronome marking

Parts of Instrument: Identify two parts of the instrument

Example: This is the tongue and this is the diaphragm

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on two areas of their performance overall.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance

Own choice piece checklist – FOUNDATION 1

Learners should refer to the checklist below when choosing their own choice piece. **Timing must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

Compulsory LENGTH	1.30 – 2.00
TEMPO RANGE	80 – 120 bpm
TIME SIGNATURE	4/4, 2/4
RHYTHM	simple
NOTATION RESTS	Whole, half, quarter, eighth, 16 th , dotted eighth, 16 th , accompanying rests
FORMAT	simple
RANGE	1 - 1½ octave
MELODY/PHRASING	Mainly stepwise melody Standard phrasing (2 or 4 bars)
IMPROVISATION/DEVELOPMENT	na
SOLO	na

Learning Outcomes and Assessment Objectives for Stage 1 Foundation 2 in Vocals Performance

Pieces will contain fundamental techniques, styles, tempos and musical knowledge that show progression from Stage 1 Foundation 1 in Vocals Performance.

Learning Outcome 1

Students will be able to:

- 1: Perform music in a variety of styles and tempo, demonstrating preparation, understanding and the beginnings of considered interpretation, including additionally:
Country
Rock Ballad

Assessment Objective

Students can:

- 1.1: apply skills, knowledge and understanding to present performances that demonstrate the beginnings of stylistic interpretation
- 1.2: perform with general security of musical signs and rhythm
- 1.3: perform with general attention to intonation and vocal techniques

Learning Outcome 2

Students will be able to:

- 2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) pitch, tempo and structure, used in one style.

Assessment Objective

Students can:

- 2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

- 4: demonstrate stage presence through recognition of an audience

Assessment Objective

Students can:

- 4.1: perform with consistent focus throughout their performance
- 4.2: perform with confidence throughout their performance

Assessment Criteria for Stage 1 Foundation 2 in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through thorough preparation of new styles, including exemplary stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including strong stylistic execution and conviction of musical structure.</p>	<p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise fundamental coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong fundamental coordination skills and instrumental specific techniques.</p>
Merit	<p>6 – Stylistic interpretation shown through good preparation of new styles, including convincing stylistic intention and conviction of musical structure.</p>	<p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p>	<p>5 – Instrumental command shown through secure fundamental coordination skills and instrumental specific techniques.</p>
	<p>5 – Stylistic interpretation shown through preparation of new styles, including stylistic intention and</p>	<p>4 – Accuracy shown through generally reliable notation, rhythm and sync overall.</p>	<p>4 – Instrumental command shown through adequate fundamental coordination skills and</p>

Pass	conviction of musical structure.		instrumental specific techniques.
Below pass 1	<p>4 – Stylistic interpretation shown through some preparation of new styles, including stylistic intention and knowledge of musical structure but with lapses.</p> <p>3- Stylistic interpretation shown through limited preparation of new styles, including stylistic intention and knowledge of musical structure, but with lapses throughout.</p>	3 – Limited accuracy shown through lapses in notation, rhythm and/or sync.	3 – Instrumental command shown through some lapses in fundamental coordination and instrumental specific techniques.
Below pass 2	1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of new styles. Stylistic intention and musical structure not recognised.	1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync.	1-2 – Little or no Instrumental command shown through consistent lapses in fundamental coordination and instrumental specific techniques.

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Stage presence demonstrated through consistent focus and confidence throughout the performance.
Merit	5 – Stage presence demonstrated through focus and confidence for the majority of the performance.
Pass	4 - Stage presence demonstrated through focus and confidence overall.
Below pass 1	3 – Stage presence demonstrated through focus and confidence.
Below pass 2	1-2: Little stage presence demonstrated through little or no focus or confidence.

Stage 1 Foundation 2 in Vocals Performance

At Stage 1 Foundation 2 in Vocals Performance Learners will be able to perform pieces to a backing track that are longer than Foundation 1. Technical requirements will require them to develop their range and introduce solid tone through longer phrases. Rhythms will be further developed to include triplets. They will also demonstrate theoretical knowledge of the performance pieces by showing and describing musical terms and directions, where they are used. In addition, they will show stage presence through the addition of appropriate body language and awareness of an audience in their performance.

Skills and knowledge

Styles

Rock Ballad, Pop Rock, Country

Range

1 ¼ octaves

Technical

Major scale

Major arpeggio to a fifth

Simple Interval exercises

Breathing control exercises

Mouth shape/vowel exercises

Sustained note exercises

Melody/Phrases/Intervals

Melody more developed with occasional wider interval movement, Standard phrasing (2 or 4 bars) and occasionally longer phrasing

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th, dotted 16th notes and accompanying rests

Rhythm

More developed. Tied and syncopated notes more frequent

Time signatures

2/4, 4/4, common time,

Vocal Techniques

Breath support, Reliable intonation, sustained notes, basic ability in bridging registers, vocal control, diction and articulation

Ornamentation

Melisma

Piece format

Simple, repeat marks

Requirements for Stage 1 Foundation 2 in Vocals Performance

The Stage 1 Foundation 2 exam lasts 20 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **or**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Coming Back Stronger (Ballad)

Paradise (Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 41

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners **MUST** select 6 topics from the checklist on page 52
Example responses are given below.

The examiner will ask 6 questions

Notation Type: What type of note is this?

Example: This is a 16th note/semiquaver

Rest Type: Show me a quarter note rest

Time Signature: Tell me what both numbers of the time signature mean

Example: 4/4 means that there are four quarter notes/crotchet beats to a bar

Pitch: What drum voice is this note?

Example: Snare

Notation Duration: How long is this note worth? (up to 16th notes)

*Example: It is worth a quarter of one crotchet beat **OR** "3e&a"*

Metronome: What is the tempo?

Example: 120/120bpm/120 beats per minute

Structure: How many sections are there in this piece?

Example: 5

Instrument specific directions: What voice is this section sung in?

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have recognised an audience using fundamental body language.

Own choice piece checklist – FOUNDATION 2

Learners should refer to the checklist below when choosing their own choice piece. **Timing must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

Compulsory LENGTH	1.30 – 2.00
TEMPO RANGE	80 – 150 bpm
TIME SIGNATURE	4/4, 2/4
RHYTHM	More developed with tied and syncopated notes
NOTATION RESTS	Whole, half, quarter, eighth, 16 th , dotted eighth, 16 th , dotted 16 th and accompanying rests
FORMAT	Simple, repeat marks
RANGE	1 - 1½ octave
MELODY/PHRASING	Wider interval melody work Longer phrasing
ORNAMENTATION	Melisma
IMPROVISATION/DEVELOPMENT	na
SOLO	na

Learning Outcomes and Assessment Objectives for Stage 1 Foundation 3 in Vocals Performance

Pieces will contain fundamental techniques, styles, tempos and musical knowledge that show progression from Stage 1 Foundation 2 in Vocals Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a variety of styles, and tempo, demonstrating emerging individual stylistic interpretation, including additionally:

R'n'B

Soul

Assessment Objective

Students can:

1.1: apply skills, knowledge and understanding to present performances that demonstrate the beginnings of careful preparation and stylistic interpretation, including short developed sections

1.2: perform with general security of rhythm and format of the pieces

1.3: perform with general attention to intonation and vocal techniques

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) rest types and instrumental techniques, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate stage presence through recognition of an audience

Assessment Objective

Students can:

3.1: perform with consistent focus throughout their performance

3.2: perform with confidence throughout their performance

3.3: show stage presence through recognition an audience using appropriate body language e.g. eye contact

Assessment Criteria for Stage 1 Foundation 3 in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through thorough preparation of new styles, including stylistic development, exemplary stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including stylistic development, strong stylistic execution and conviction of musical structure.</p>	<p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise fundamental coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong fundamental coordination skills and instrumental specific techniques.</p>
Merit	<p>6 – Stylistic interpretation shown through good preparation of new styles, including stylistic development, convincing stylistic intention and conviction of musical structure.</p>	<p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p>	<p>5 – Instrumental command shown through secure fundamental coordination skills and instrumental specific techniques.</p>
	<p>5 – Stylistic interpretation shown through adequate preparation of new styles, including stylistic development,</p>	<p>4 – Accuracy shown through generally reliable notation, rhythm and sync overall.</p>	<p>4 – Instrumental command shown through adequate fundamental coordination skills and</p>

Pass	stylistic intention and conviction of musical structure.		instrumental specific techniques.
Below pass 1	<p>4 – Stylistic interpretation shown through some preparation of new styles, including stylistic development and stylistic intention. Some knowledge of musical structure but with lapses.</p> <p>3- Stylistic interpretation shown through limited preparation of new styles, including stylistic development and stylistic intention. Limited knowledge of musical structure, with lapses throughout.</p>	3 – Limited accuracy shown through lapses in notation, rhythm and/or sync.	3 – Limited level of Instrumental command shown through some lapses in fundamental coordination and instrumental specific techniques.
Below pass 2	1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of new styles or stylistic development. Stylistic intention and musical structure not recognised.	1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync.	1-2 – Little or no Instrumental command shown through consistent lapses in fundamental coordination and instrumental specific techniques.

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	Marks
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	Marks
Distinction	6 – Stage presence demonstrated through appropriate body language, consistent focus and confidence throughout the performance.
Merit	5 – Stage presence demonstrated through appropriate body language, focus and confidence for the majority of the performance.
Pass	4 - Stage presence demonstrated through some appropriate body language, focus and confidence overall.
Below pass 1	3 – Stage presence demonstrated through limited body language, focus and confidence.
Below pass 2	1-2: Little stage presence demonstrated through little or no body language, focus or confidence.

Stage 1 Foundation 3 in Vocals Performance

At Stage 1 Foundation 3 in Vocals Performance Learners will be able to perform pieces to a backing track that are longer than Foundation 2. Styles will be further developed to develop fundamental techniques that will require them to develop their range and be able to sing wider intervals and develop a consistent tone and intonation. They will also begin to show simple development of material through ad lib of short phrases. Rhythms will be further developed to include simple syncopation. They will continue to demonstrate theoretical knowledge of the performance pieces by showing and describing musical terms and directions and where and how they are used. This will be extended to include instrumental demonstrations of simple techniques. In addition, they will also continue to show stage presence through the addition of appropriate body language and awareness of an audience in their performance, through the ability of maintaining focus and confidence.

Skills and knowledge

At Stage 1 Foundation 3 in Vocals Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Pop Rock, Country, R'n'B, Soul

Range

1 ¼ octave

Technical

Major scale

Major arpeggio to a fifth

Interval exercises

Breathing control exercises

Bridging exercises

Simple bridging exercises

Mouth shape/vowel exercises

Sustained note exercises

Melody/Phrases/Intervals

Melody more developed with occasional wider interval movement, Standard phrasing (2 or 4 bars) and occasionally longer phrasing

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th, dotted 16th notes, and accompanying rests

Rhythm

More developed. Tied and syncopated notes more frequent

Time signatures

2/4, 4/4, common time,

Vocal Techniques

Breath support, Reliable intonation, sustained notes, basic ability in bridging registers, vocal control, diction and articulation, staccato, tenuto

Ornamentation

Melisma

Blues notes

Piece format

Simple, repeat marks

Requirements for Stage 1 Foundation 3 in Vocals Performance

The Stage 1 Foundation 3 exam lasts 20 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **or**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

I ain't giving up on me (R'n'B))

Be as One (Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 51

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners **MUST** select 6 topics from the checklist on page 52

Example responses are given below.

The examiner will ask 6 questions

Notation Type: What type of note is this? (Up to dotted value)

Example: A dotted quarter note/Crotchet

Rest Type: Show me a quaver/eighth note rest

Time Signature: Tell me what both numbers of the time signature mean

Example: 4/4 means that there are four quarter notes/crotchet beats to a bar

Pitch: Show me a G?

Notation Duration: What is the value of this note? (Up to dotted value)

Example: It is worth one beat

Metronome: What is the full meaning of the tempo marking?

Example: This piece is at 110bpm which means that there are 110 beats per minute

Structure: What do 1st and 2nd time bars mean?

Example: 1st and 2nd mean that the first time you play this passage you play these bars and on the repeat, when you get to here, you skip the 1st time and play the 2nd time bars

Lyrics: What are the lyrics of this song about

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

On how well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have recognised an audience using appropriate body language.

Own choice piece checklist – FOUNDATION 3

Learners should refer to the checklist below when choosing their own choice piece. **Timing must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

<u>Compulsory</u> LENGTH	1.30 – 2.00
TEMPO RANGE	80 – 150 bpm
TIME SIGNATURE	4/4, 3/4, 2/4
RHYTHM	More developed with tied and syncopated notes
NOTATION RESTS	Whole, half, quarter, eighth, 16 th , dotted eighth, 16 th , dotted 16 th and accompanying rests
FORMAT	Simple, repeat marks
RANGE	1 - 1½ octave
MELODY/PHRASING	Melody more developed with occasional wider interval movement, Standard phrasing (2 or 4 bars) and occasionally longer phrasing
ORNAMENTATION	Melisma Blues notes
IMPROVISATION/DEVELOPMENT	na
SOLO	na

Performance Questions checklist Stage 1 Initial – Foundation 3

Topic	Initial	Found 1	Found 2	Found 3
Notation type	✓	✓	✓	✓
Barline	✓			
Rest type		✓	✓	✓
Time Signature	✓	✓	✓	✓
Pitch	✓	✓	✓	✓
Notation Duration	✓	✓	✓	✓
Clef	✓	✓		
Metronome		✓	✓	✓
Part of Instrument	✓	✓		
Structure			✓	✓
Instrument Specific Directions			✓	✓

Learning Outcomes and Exam Objectives for Stage 2 Intermediate 4 in Vocals Performance

Pieces will contain intermediate techniques, styles, tempos and musical knowledge that show progression from Stage 1 Foundation 3 in Vocals Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a broad range of styles and tempo, demonstrating an understanding of material through secure stylistic interpretation, including additionally:

Rap

Folk

Assessment Objective

Students can:

1.1: demonstrate an understanding of music that allows a degree of personal interpretation in performance, including sections requiring improvisation and soloing

1.2: perform with general accuracy, technical fluency and stylistic awareness in a variety of styles

1.3: perform with secure attention to intonation through developing command of vocal techniques to convey musical character

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) rhythm and improvisation, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with consistent focus and energy throughout their performance

3.2: Perform with confidence throughout their performance

3.3: show stage presence through engagement with an audience using appropriate body language

Assessment Criteria for Stage 2 Intermediate 4 in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through thorough preparation of new styles, including exemplary stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including strong stylistic soloing and development, stylistic execution and conviction of musical structure.</p>	<p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise intermediate coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong intermediate coordination skills and instrumental specific techniques.</p>
Merit	<p>6 – Stylistic interpretation shown through good preparation of new styles, including convincing stylistic soloing and development, stylistic intention and conviction of musical structure.</p>	<p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p>	<p>5 – Instrumental command shown through secure intermediate coordination skills and instrumental specific techniques.</p>
	<p>5 – Stylistic interpretation shown through adequate preparation of new</p>	<p>4 – Accuracy shown through generally reliable notation, rhythm and sync</p>	<p>4 – Instrumental command shown through adequate intermediate</p>

Pass	styles, including stylistic soloing and development, stylistic intention and conviction of musical structure.	overall.	coordination skills and instrumental specific techniques.
Below pass 1	<p>4 – Stylistic interpretation shown through some preparation of new styles, including stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Stylistic interpretation shown through limited preparation of new styles, including stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p>	3 – Limited level of accuracy shown through lapses in notation, rhythm and/or sync.	3 – Limited level of Instrumental command shown through some lapses in intermediate coordination and instrumental specific techniques.
Below pass 2	1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of new styles or stylistic soloing and development. Stylistic intention and musical structure not recognised.	1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync.	1-2 – Little or no Instrumental command shown through consistent lapses in intermediate coordination and instrumental specific techniques.

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	Marks
Distinction	6 – Excellent stage presence demonstrated through engagement with an audience, with appropriate body language, consistent focus and confidence throughout the performance.
Merit	5 – Very good stage presence demonstrated through engagement with an audience, with appropriate body language, focus and confidence for the majority of the performance.
Pass	4 - Adequate stage presence demonstrated through engagement with an audience, with some appropriate body language, focus and confidence overall.
Below pass 1	3 – Limited stage presence demonstrated through engagement with an audience, with limited body language, focus and confidence.
Below pass 2	1-2: Little stage presence demonstrated through engagement with an audience, with little or no body language, focus or confidence.

Stage 2 Intermediate 4 in Vocals Performance

At Stage 2 Foundation 4 in Vocals Performance Learners will be able to perform pieces to a backing track that are longer than Stage 1 Foundation 3. Performances will be given with microphone to develop fundamental technique. Styles will include faster tempi, that will require them to develop breath support and be able to bridge registers more reliably. They will also begin to show more development of material through ad lib phrases and also show the beginnings of solo development. Learners will be able to read and sing more involved rhythmic phrases. They will continue to demonstrate theoretical knowledge of the performance pieces by showing and describing musical terms and directions and where and how they are used. This will include vocal demonstrations of techniques as well as showing knowledge of solo and ad lib techniques used in the performance pieces. They will also continue to show stage presence through the addition of appropriate body language and awareness of an audience in their performance, through the ability of maintaining focus and confidence.

Skills and knowledge

At Stage 2 Intermediate 4 in Vocals Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Pop Rock, Country, R'n'B, Soul, Folk, Rap

Range

1 ½ octaves

Technical

Major scale

Minor scale to a fifth

major arpeggio

Minor arpeggio to a fifth

Breathing control exercises

Bridging exercises

Flexibility exercise

Mouth shape/vowel exercises

Pitch accuracy exercises

Melody/Phrases/Intervals

Melody more developed with occasional wider interval movement and simple chromatic movement, Longer phrasing

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th, dotted 16th notes, triplet 8th and accompanying rests

Rhythm

More complex rhythmic combinations. Tied and syncopated notes more frequent

Time signatures

2/4, 4/4, 3/4, 6/8

Vocal Techniques

Breath support, Reliable intonation, sustained notes, ability in bridging registers, vocal control, diction and articulation, staccato, tenuto, vocal belt, vibrato

Ornamentation

Melisma

Blues notes

Ad lib and Development

Short 4 bar ad lib and simple vocal embellishments. Simple development over chorus
2

Piece format

Simple, repeat marks

Microphone

Use of microphone

Requirements for Stage 2 Intermediate 4 in Vocals Performance

The Stage 2 Intermediate 4 exam lasts 25 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **OR**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

- Nothing Left to Hide** (R'n'B)
- Seize the Day** (Pop)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 62

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

The examiner will ask 6 questions from the list below. Learners will NOT select the six topics. An example question is given below.

Solo/Improvisation: What voice are you using in the development section to make it stylistic?

Notation Type

Rest Type

Time Signature

Pitch

Duration

Directions

Specific Instrumental Techniques

Solo/Improvisation

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – INTERMEDIATE 4

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

<u>Compulsory</u> MICROPHONE USE	Yes
<u>Compulsory</u> IMPROVISATION/DEVELOPMENT	Yes
<u>Compulsory</u> LENGTH	2.15 – 2.45
TEMPO RANGE	80 – 150 bpm
TIME SIGNATURE	4/4, 3/4, 2/4, 6/8
RHYTHM	More complex rhythmic combinations. Tied and syncopated notes more frequent
NOTATION RESTS	Whole Note, Half Note, Quarter Note, Eighth Note, 16 th , dotted 16 th notes, triplet 8 th and accompanying rests
FORMAT	Simple, repeat marks
RANGE	1 ½ octaves
MELODY/PHRASING	Melody more developed with occasional wider interval movement and simple chromatic movement, Longer phrasing
ORNAMENTATION	Melisma Blues notes

Learning Outcomes and Assessment Objectives for Stage 2 Intermediate 5 in Vocals Performance

Pieces will contain intermediate techniques, styles, tempos and musical knowledge that show progression from Stage 2 Intermediate 4 in Vocals Performance

Learning Outcome 1

Students will be able to:

1: Perform music in a broad range of styles and tempo, demonstrating an understanding of material through a personal and imaginative interpretation, including, additionally:

Reggae

Dance

Assessment Objective

Students can:

1.1: demonstrate an understanding of music that allows for imaginative personal interpretation in performance, including extended improvised and solo sections

1.2: perform with accuracy, technical fluency and secure stylistic awareness through to convey musical character in a wide variety of styles

1.3: perform with secure attention to intonation through developing command of vocal techniques

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship through the musical signs and musical terms, including (but not limited to) instrumental techniques and soloing, used in one style.

Assessment Objective

Students can:

2.1: show musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with consistent focus and energy throughout their performance

3.2: perform with confidence throughout their performance

3.3: show stage presence through engagement of an audience using appropriate body language

Assessment Criteria for Stage 2 Intermediate 5 in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through thorough preparation of new styles, including exemplary extended stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of new styles, including strong extended stylistic soloing and development, stylistic execution and conviction of musical structure.</p>	<p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise intermediate coordination skills and intermediate instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong intermediate coordination skills and instrumental specific techniques.</p>
Merit	<p>6 – Good consideration of stylistic interpretation shown through good preparation of new styles, including convincing extended stylistic soloing and development, stylistic intention and conviction of musical structure.</p>	<p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p>	<p>5 – Instrumental command shown through secure intermediate coordination skills and instrumental specific techniques.</p>
	<p>5 – Stylistic interpretation shown</p>	<p>4 – Accuracy shown through generally</p>	<p>4 – Instrumental command shown</p>

Pass	through adequate preparation of new styles, including extended stylistic soloing and development, stylistic intention and conviction of musical structure.	reliable notation, rhythm and sync overall.	through adequate intermediate coordination skills and instrumental specific techniques.
Below pass 1	<p>4 – Stylistic interpretation shown through some preparation of new styles, including extended stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Limited consideration of stylistic interpretation shown through limited preparation of new styles, including extended stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p>	3 – Limited level of accuracy shown through lapses in notation, rhythm and/or sync.	3 – Limited level of Instrumental command shown through some lapses in intermediate coordination and instrumental specific techniques.
Below pass 2	1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of new styles or extended stylistic soloing and development. Stylistic intention and musical structure not recognised.	1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync.	1-2 – Little or no Instrumental command shown through consistent lapses in intermediate coordination and instrumental specific techniques.

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	Marks
Distinction	6 – Stage presence demonstrated through engagement with an audience, with appropriate body language, consistent focus and confidence throughout the performance.
Merit	5 – Stage presence demonstrated through engagement with an audience, with appropriate body language, focus and confidence for the majority of the performance.
Pass	4 - Stage presence demonstrated through engagement with an audience, with some appropriate body language, focus and confidence overall.
Below pass 1	3 – Limited stage presence demonstrated through limited body language, focus and confidence.
Below pass 2	1-2: Little stage presence demonstrated through little or no body language, focus or confidence.

Stage 2 Intermediate 5 in Vocals Performance

At Stage 2 Foundation 5 in Vocals Performance Learners will be able to perform pieces to a backing track, with microphone, that are longer than Stage 2 Intermediate 4. Styles will be further developed to broaden techniques, including more complex musical structure and rudiments, that will require them to sing melodies with wider interval jumps and chromatic movement. They will also begin to show more development of material through extended phrases and also show solo application. Learners will be able to read and play more complex rhythmic phrases. They will continue to demonstrate theoretical knowledge of the performance pieces by showing and describing musical terms and directions and where and how they are used. This will include vocal demonstrations of techniques as well as showing knowledge of solo and ad lib techniques used in the performance pieces. They will also continue to show stage presence through the addition of appropriate body language and awareness of an audience in their performance, through the ability of maintaining focus and confidence.

Skills and knowledge

At Stage 2 Intermediate 5 in Vocals Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Pop Rock, Country, R'n'B, Soul, Folk, Rap, Reggae, Dance

Range

1 ½ octaves

Technical

Major scale

Minor scale to a fifth

Major arpeggio

Minor arpeggio to a fifth

Breath management exercises

Bridging exercises

Belt exercises

Flexibility exercise

Vibrato exercises

Pitch accuracy exercises

Melody/Phrases/Intervals

Melody more developed with occasional wider interval movement and simple chromatic movement, Longer phrasing

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th, dotted 16th notes, triplet 8th, triplet 16th, 32nd and accompanying rests

Rhythm

More complex rhythmic combinations. Tied and syncopated notes more frequent

Time signatures

2/4, 3/4, 4/4, 6/8

Vocal Techniques

Breath support, Reliable intonation, sustained notes, ability in bridging registers, vocal control, diction and articulation, staccato, tenuto, vocal belt, vibrato

Ornamentation

Melisma, Blues notes, stylised delivery

Ad lib and Development

4 + 4 bar ad-lib and simple vocal embellishments. Simple development over chorus 2

Piece format

Simple, repeat marks

Microphone

Use of microphone

Requirements for Stage 2 Intermediate 5 in Vocals Performance

The Stage 2 Intermediate 5 exam lasts 25 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **or**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Rock the Night (Rock)

Brothers of I (Reggae)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page ?

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

The examiner will ask 6 questions from the list below. Learners will NOT select the six topics. An example question is given below.

Structure: Please explain the structure of this piece

Notation Type

Rest Type

Time Signature

Pitch

Duration

Directions

Specific Instrumental Techniques

Solo/Improvisation

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – INTERMEDIATE 5

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

<u>Compulsory</u> MICROPHONE USE	Yes
<u>Compulsory</u> IMPROVISATION/DEVELOPMENT	8-16 bars – can be divided between intro and outro and 2nd chorus
<u>Compulsory</u> LENGTH	2.15 – 2.45
TEMPO RANGE	80 – 150 bpm
TIME SIGNATURE	4/4, 3/4, 2/4, 6/8
RHYTHM	More complex rhythmic combinations. Tied and syncopated notes more frequent
NOTATION RESTS	All note values to 32 nd note and accompanying rests
FORMAT	repeat marks, D.C al Coda, D.S al Coda
RANGE	1½ octaves
MELODY/PHRASING	Melody more developed with occasional wider interval movement and simple chromatic movement, Longer phrasing
ORNAMENTATION	Melisma Blues notes

Learning Outcomes and Assessment Objectives for Stage 3 Advanced 6 in Vocals Performance

Pieces will contain advanced techniques, styles, tempos and musical knowledge that show progression from Stage 2 Intermediate 5 in Vocals Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a wide variety of styles and tempo, demonstrating an imaginative interpretation and convincing Instrumental command, including additionally:

Latin

Soul

Assessment Objective

Students can:

1.1: demonstrate an imaginative and sustained performance through integrated musical skills knowledge and understanding, including extended solo and improvised sections in a wide variety of styles

1.2: perform with accuracy, technical reliability to convey musical character

1.3: perform with fluency and a confidence that demonstrates stylistic interpretation through command of their instrument

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship in a linked way through the musical signs and musical terms, including (but not limited to) tone/balance and general theory, used in one style.

Assessment Objective

Students can:

2.1: show in depth musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate convincing stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with focus and stamina throughout their performance

3.2: engage with an audience through stylistic interpretation

3.3: engage with an audience through use of appropriate body language

Assessment Criteria for Stage 3 Advanced 6 in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through thorough preparation of more complex styles, including exemplary integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of more complex styles, including strong integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p>	<p>7 – Accuracy shown through precise notation, rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise advanced coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong advanced coordination skills and instrumental specific techniques.</p>
Merit	<p>6 – Stylistic interpretation shown through good preparation of more complex styles, including convincing integrated stylistic soloing and development, stylistic intention and conviction of musical structure.</p>	<p>5 – Accuracy shown through secure notation, good rhythm and sync throughout.</p>	<p>5 – Instrumental command shown through secure advanced coordination skills and instrumental specific techniques.</p>
	<p>5 – Stylistic interpretation shown</p>	<p>4 – Accuracy shown through generally</p>	<p>4 – Instrumental command shown</p>

Pass	through adequate preparation of more complex styles, including integrated stylistic soloing and development, stylistic intention and conviction of musical structure.	reliable notation, rhythm and sync overall.	through adequate advanced coordination skills and instrumental specific techniques.
Below pass 1	<p>4 – Stylistic interpretation shown through some preparation of more complex styles, including integrated stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Limited consideration of stylistic interpretation shown through limited preparation of more complex styles, including integrated stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p>	3 – Limited level of accuracy shown through lapses in notation, rhythm and/or sync.	3 – Instrumental command shown through some lapses in advanced coordination and instrumental specific techniques.
Below pass 2	1-2 – Little or no consideration of stylistic interpretation shown, with little or no preparation of more complex styles with little or no attempt at integrated stylistic soloing and development. Stylistic intention and musical structure not recognised.	1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync.	1-2 – Little or no Instrumental command shown through consistent lapses in advanced coordination and instrumental specific techniques.

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	Marks
Distinction	6 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language throughout
Merit	5 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language overall
Pass	4 – Stage presence shown by adequate confidence, stamina, focus and use of appropriate body language overall
Below pass 1	3 – Stage presence shown by limited confidence, stamina, focus or use of body language. With obvious lapses
Below pass 2	1-2: Little or no stage presence with little or no confidence, stamina, focus or use of body language and with major lapses

Stage 3 Advanced 6 in Vocals Performance

At Stage 3 Advanced 6 in Vocals Performance Learners will be able to perform pieces to a backing track, with microphone, that are longer than Stage 2 Intermediate 5. New styles will be introduced to develop advanced techniques, including faster tempi, complex musical structures, time signature changes, modulation and harmony singing. They will show more development of material through extended phrases and also show considerable solo application. Learners will be able to read and sing complex rhythmic phrases. They will demonstrate in depth musical knowledge of the performance pieces through linked responses. This will include vocal demonstrations of techniques as well as showing knowledge of solo and ad lib techniques used in the performance pieces. They will continue to show stage presence through confidence and stamina in their performance.

Skills and knowledge

At Stage 3 Advanced 6 in Vocals Performance, learners will learn the following topics in preparation for taking the exam

Styles

Rock, Pop Rock, Country, R'n'B, Soul, Folk, Rap, Reggae, Dance, Blues, Latin Pop

Range

1 ½ octaves

Technical

Major scale

Minor scale

Major arpeggio

Minor arpeggio

Focused tone exercises

Bridging exercises

Breathing control exercises

Mouth shape/vowel exercises

Sustained note exercises

Melody/Phrases/Intervals

Melody more developed with occasional wider interval movement and simple chromatic movement, longer phrasing, modulation

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th, dotted 16th notes, triplet 8th, triplet 16th, 32nd and accompanying rests – simple time changes within a piece

Rhythm

More complex rhythmic combinations. Tied and syncopated notes more frequent

Time signatures

2/4, 4/4, 3/4, 6/8

Vocal Techniques

Breath support, Reliable intonation, sustained notes, secure ability in bridging registers, vocal control, diction and articulation, staccato, tenuto, vocal belt, vibrato, seamless bridging, consistent intonation

Ornamentation

Melisma, Blues notes, stylised delivery

Ad lib, Harmony Singing, and Development

Advanced ad lib, two part harmony singing, development over verse and chorus 2

Piece format

Simple, repeat marks

Microphone

Use of microphone

Requirements for Stage 3 Advanced 6 in Vocals Performance

The Stage 3 Advanced 6 exam lasts 30 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **OR**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Into the Sunlight (Soul)

Illusions (Blues)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page ?

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners will be required to answer two sets of three questions. One set from each compulsory piece. Each set of questions will be linked.

Example: (1) the lyrics in the first verse are saying.....What vocal approach are you taking to convey this? (2) Can you identify another passage that requires a different approach? (3) can you please sing it

Questions will be taken from the following:

Style

Tone/Balance

General Theory

Instrumental specific techniques (for the chosen piece only)

Development/Solo sections

Structure/lyric meaning (vocals only)

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained stamina and focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – ADVANCED 6

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

Compulsory MICROPHONE USE	Yes
Compulsory LENGTH	2.15 – 2.45
Compulsory IMPROVISATION/DEVELOPMENT	Yes including part harmony singing
TEMPO RANGE	Own choice
TIME SIGNATURE	2/4, 3/4, 4/4, 6/8
RHYTHM	More complex rhythmic combinations. Tied and syncopated notes more frequent time changes within the piece
NOTATION RESTS	All note and rest values
FORMAT	Repeat, 1 st and 2 nd time, D.C and D.S
RANGE	1½ octaves
MELODY/PHRASING	Melody more developed with occasional wider interval movement and chromatic movement, Longer phrasing, modulation
ORNAMENTATION	Melisma Blues notes

Learning Outcomes and Assessment Objectives for Stage 3 Advanced 7 in Vocals Performance

Pieces will contain advanced techniques, styles, tempos and musical knowledge that show progression from Stage 3 Advanced 6 in Vocals Performance

Learning Outcome 1

Students will be able to:

1: Perform music in a comprehensive range of styles and tempo, demonstrating a stylistic performance through a Instrumental command, including additionally:

Funk

Latin Pop

Assessment Objective

Students can:

1.1: demonstrate a performance through integrated musical skills, knowledge and understanding through convincing and extended stylistic improvisation and solo passages in a wide variety of styles

1.2: perform with accuracy, technical fluency and musical awareness

1.3: perform with fluency and confidence that communicates stylistic interpretation through command of their instrument to convey musical character

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship in a linked way through the musical signs and musical terms, including (but not limited to) development/solo sections and general theory, used in one style.

Assessment Objective

Students can:

2.1: show in depth musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate convincing stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with consistent focus and stamina throughout their performance

3.2: show stage presence to an audience through stylistic interpretation

3.3: show stage presence to an audience through use of appropriate body language

Assessment Criteria for Stage 3 Advanced 7 in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through thorough preparation of complex styles, including exemplary integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of complex styles, including strong integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p>	<p>7 – Accuracy shown through precise notation, advanced rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, advanced rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise advanced coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong advanced coordination skills and instrumental specific techniques.</p>
Merit	<p>6 – Stylistic interpretation shown through good preparation of complex styles, including convincing integrated stylistic soloing and development, stylistic intention and conviction of musical structure.</p>	<p>5 – Accuracy shown through secure notation, advanced rhythm and sync throughout.</p>	<p>5 – Instrumental command shown through secure advanced coordination skills and instrumental specific techniques.</p>
	<p>5 – Stylistic interpretation shown</p>	<p>4 – Accuracy shown through generally</p>	<p>4 – Instrumental command shown</p>

Pass	through adequate preparation of complex styles, including integrated stylistic soloing and development, stylistic intention and conviction of musical structure.	reliable notation, advanced rhythm and sync overall.	through adequate advanced coordination skills and instrumental specific techniques.
Below pass 1	<p>4 – Stylistic interpretation shown through some preparation of complex styles, including integrated stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Limited stylistic interpretation shown through limited preparation of complex styles, including integrated stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p>	3 – Limited level of accuracy shown through lapses in notation, rhythm and/or sync.	3 – Limited level of Instrumental command shown through some lapses in advanced coordination and instrumental specific techniques.
Below pass 2	1-2 – Little or no stylistic interpretation shown, with little or no preparation of complex styles with little or no attempt at integrated stylistic soloing and development. Stylistic intention and musical structure not recognised.	1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync.	1-2 – Little or no Instrumental command shown through consistent lapses in advanced coordination and instrumental specific techniques.

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	Marks
Distinction	6 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language throughout
Merit	5 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language overall
Pass	4 – Stage presence shown by adequate confidence, stamina, focus and use of appropriate body language overall
Below pass 1	3 – Stage presence shown by limited confidence, stamina, focus or use of body language. With obvious lapses
Below pass 2	1-2: Little or no stage presence with little or no confidence, stamina, focus or use of body language. With major lapses

Stage 3 Advanced 7 in Vocals Performance

At Stage 3 Advanced 7 in Vocals Performance Learners will be able to perform pieces, with microphone, to a backing track. New styles will be introduced to develop advanced techniques, including faster tempi, increased vocal agility, longer phrases, harmony singing and modulation. They will show extended development of material and considerable solo work with stylised ad libs. Learners will be able to read and sing advanced rhythmic and melodic phrases. They will demonstrate in depth musical knowledge of the performance pieces through linked responses. This will be expected to include vocal demonstrations of techniques as well as showing knowledge of solo and ad lib techniques used in the performance pieces. They will continue to show stage presence through confidence and stamina throughout their performance.

Skills and knowledge

Styles

Rock, Pop Rock, Country, R'n'B, Soul, Folk, Rap, Reggae, Dance, Blues, Latin Pop, Hard Rock, Jazz, Acoustic Ballad, Power Ballad

Range

1½ octaves

Technical

Major scale

Minor scale

Major arpeggio

Minor arpeggio

Focused tone exercises

Bridging exercises

Agility exercises

Range and diction exercises

Sustained note exercises

Melody/Phrases/Intervals

Melody developed with occasional wider interval movement and chromatic movement, Longer phrasing, modulation

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th, dotted 16th notes, triplet 8th, triplet 16th, 32nd and accompanying rests – more frequent time changes within a piece

Rhythm

More complex rhythmic combinations. Tied and syncopated notes more frequent

Time signatures

2/4, 3/4, 4/4, 6/8

Vocal Techniques

Breath support, Reliable intonation, sustained notes, Assured ability in bridging registers, vocal control, diction and articulation, staccato, tenuto, vocal belt, vibrato, seamless bridging, consistent intonation

Ornamentation

Melisma, Blues notes, stylised delivery

Ad lib, Harmony Singing, and Development

Advanced ad lib, two part harmony singing, development over verse and chorus
2

Piece format

Simple, repeat marks

Microphone

Use of microphone

Requirements for Stage 3 Advanced 7 in Vocals Performance

The Stage 3 Advanced 7 exam lasts 30 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions *or*
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

TBC (Funk)

Dogma (Hard Rock)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 94

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners will be required to answer two sets of three questions. One set from each compulsory piece. Each set of questions will be linked.

Example: (1) The section here has multiple time signatures. Tell me what they mean. (2) What is the vocal technique used in this passage and (3) can you demonstrate it for me please?

Questions will be taken from the following:

Style

Tone/Balance

General Theory

Instrumental specific techniques (for the chosen piece only)

Development/Solo sections

Structure/lyric meaning (vocals only)

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained stamina and focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – ADVANCED 7

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

<u>Compulsory</u> MICROPHONE USE	Yes
<u>Compulsory</u> IMPROVISATION/DEVELOPMENT	Yes. Advanced ad lib, part harmony singing, development over verse and chorus 2
<u>Compulsory</u> LENGTH	2.15 – 2.45
TEMPO RANGE	Own choice
TIME SIGNATURE	4/4, 3/4, 2/4, 6/8
RHYTHM	More complex rhythmic combinations. Tied and syncopated notes more frequent time changes within the piece
NOTATION RESTS	All note and rest values
FORMAT	Repeat, 1 st and 2 nd time, D.C and D.S
RANGE	1 $\frac{3}{4}$ octaves
MELODY/PHRASING	Melody more developed with wider interval movement and chromatic movement, Longer phrasing, modulation
ORNAMENTATION	Melisma Blues notes

Learning Outcomes and Assessment Objectives for Stage 3 Advanced 8 in Vocals Performance

Pieces will contain advanced techniques, styles, tempos and musical knowledge that show progression from Stage 3 Advanced 7 in Vocals Performance.

Learning Outcome 1

Students will be able to:

1: Perform music in a comprehensive range of styles and tempo, demonstrating a stylistic interpretation through a complete Instrumental command, including additionally:

Acoustic Ballad

Jazz

Assessment Objective

Students can:

1.1: demonstrate a sustained and authoritative performance through mature integrated musical skills, knowledge and understanding through sustained, convincing and extended stylistic improvisation and solo passages in a wide variety of styles

1.2: perform with a high standard of accuracy, technical fluency and musical awareness

1.3: perform with fluency and confidence that communicates mature and sustained stylistic interpretation through authoritative command of their instrument to convey musical character

Learning Outcome 2

Students will be able to:

2: demonstrate understanding of musicianship in a linked way through the musical signs and musical terms, including (but not limited to) piece format and general theory, used in one style.

Assessment Objective

Students can:

2.1: show in depth musicality through a choice of presentation type

Learning Outcome 3

Students will be able to:

3: demonstrate convincing stage presence through engagement with an audience

Assessment Objective

Students can:

3.1: perform to an audience with consistent focus and stamina throughout their performance

3.2: show convincing stage presence to an audience through commanding stylistic

interpretation

3.3: show convincing stage presence to an audience through use of appropriate body language

Assessment Criteria for Stage 3 Advanced 8 in Vocals Performance

	Stylistic Interpretation (Max mark: 8)	Accuracy (Max mark: 7)	Instrumental command (Max mark: 7)
Distinction	<p>8 – Stylistic interpretation shown through thorough preparation of complex styles, including exemplary integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p> <p>7 – Stylistic interpretation shown through thorough preparation of complex styles, including strong integrated stylistic soloing and development, stylistic execution and conviction of musical structure.</p>	<p>7 – Accuracy shown through precise notation, advanced rhythm, and a consistently strong sync throughout.</p> <p>6 – Accuracy shown through precise notation, advanced rhythm and strong sync throughout.</p>	<p>7 – Instrumental command shown through precise advanced coordination skills and instrumental specific techniques.</p> <p>6 – Instrumental command shown through strong advanced coordination skills and instrumental specific techniques.</p>
Merit	<p>6 – Stylistic interpretation shown through good preparation of complex styles, including convincing integrated stylistic soloing and development, stylistic intention and conviction of musical structure.</p>	<p>5 – Accuracy shown through secure notation, advanced rhythm and sync throughout.</p>	<p>5 – Instrumental command shown through secure advanced coordination skills and instrumental specific techniques.</p>
	<p>5 – Stylistic interpretation shown</p>	<p>4 – Accuracy shown through generally</p>	<p>4 – Instrumental command shown</p>

Pass	through adequate preparation of complex styles, including integrated stylistic soloing and development, stylistic intention and conviction of musical structure.	reliable notation, advanced rhythm and sync overall.	through adequate advanced coordination skills and instrumental specific techniques.
Below pass 1	<p>4 – Stylistic interpretation shown through some preparation of complex styles, including integrated stylistic soloing and development and stylistic intention, with lapses. Some knowledge of musical structure.</p> <p>3- Limited stylistic interpretation shown through limited preparation of complex styles, including integrated stylistic soloing and development and stylistic intention with lapses throughout. Limited knowledge of musical structure.</p>	3 – Limited accuracy shown through lapses in notation, rhythm and/or sync.	3 – Limited nstrumental command shown through some lapses in advanced coordination and instrumental specific techniques.
Below pass 2	1-2 – Little or no stylistic interpretation shown through little or no preparation of complex styles with little or no attempt at integrated stylistic soloing and development. Stylistic intention and musical structure not recognised.	1-2 – Little or no accuracy shown through considerable lapses in notation, rhythm and/or sync.	1-2 – Little or no authoritative Instrumental command shown through consistent lapses in advanced coordination and instrumental specific techniques.

Performance Questions (Max mark: 6)

Distinction	6: All questions correct
Merit	5: Five questions correct
Merit	4: Four questions correct
Pass	3: Three questions correct
Below pass 1	2: Two questions correct
Below pass 2	1: One question correct

Performance from Memory (Max mark: 6)

	<u>Marks</u>
Distinction	6 – Fluent performance from memory throughout in reference to the score.
Merit	5 – Fluent performance from memory throughout, with minor inaccuracies in reference to the score.
Pass	4 - Generally fluent performance from memory, with some inaccuracies in reference to the score.
Below pass 1	3 – Limited fluent performance from memory, with inaccuracies in reference to the score.
Below pass 2	1-2: Little evidence of performance from memory, with considerable inaccuracies in reference to the score.

Stage Presence (Max mark: 6)

	Marks
Distinction	6 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language throughout
Merit	5 – Stage presence shown by maintaining confidence, stamina, focus and use of appropriate body language overall
Pass	4 – Stage presence shown by adequate confidence, stamina, focus and use of appropriate body language overall
Below pass 1	3 – Limited stage presence shown by limited confidence, stamina, focus or use of body language. With obvious lapses
Below pass 2	1-2: Little or no stage presence with little or no confidence, stamina, focus or use of body language and with major lapses

Stage 3 Advanced 8 in Vocals Performance

At Stage 3 Advanced 8 in Vocals Performance Learners will be able to perform pieces of considerable complexity, with microphone, to a backing track. New styles will contain advanced techniques, including faster tempi, complex musical structures, increasing changes of time signatures, modulation, harmony singing and advanced techniques. They will show extended development of material and considerable solo application. Learners will be able to read and sing advanced rhythmic and melodic phrases. They will demonstrate in depth musical knowledge of the performance pieces through linked responses and these will be expected to include vocal demonstrations of techniques as well as showing knowledge of solo and ad lib techniques used in the performance pieces. They will continue to show stage presence through confidence and stamina throughout their performance.

Skills and knowledge

Styles

Rock, Pop Rock, Country, R'n'B, Soul, Folk, Rap, Reggae, Dance, Blues, Latin Pop, Hard Rock, Jazz, Acoustic Ballad, Power Ballad

Range

1 ½ octaves

Technical

Major scale

Minor scale

Major arpeggio

Minor arpeggio

Focused tone exercises

Bridging exercises

Agility exercises

Range and diction exercises

Sustained note exercises

Melody/Phrases/Intervals

Melody more developed with occasional wide interval movement and simple chromatic movement, Longer phrasing, modulation

Notation and Rests

Whole Note, Half Note, Quarter Note, Eighth Note, 16th, dotted 16th notes, triplet 8th, triplet 16th, 32nd and accompanying rests – more frequent time changes within a piece

Rhythm

Complex rhythmic combinations. Tied and syncopated notes frequent

Time signatures

2/4, 4/4, 3/4, 6/8

Vocal Techniques

Breath support, Reliable intonation, sustained notes, assured bridging registers, vocal control, diction and articulation, staccato, tenuto, vocal belt, vibrato, seamless bridging, consistent intonation

Ornamentation

Melisma, Blues notes, stylised delivery

Ad lib, Harmony Singing, and Development

Advanced and creative ad lib, two part harmony singing, development over verse and chorus 2, scat

Piece format

Simple, repeat marks

Microphone

Use of microphone

Requirements for Stage 3 Advanced 8 in Drums Performance in Vocals Performance

The Stage 3 Advanced 8 exam lasts 30 minutes and contains the following:

- 4 Performance pieces
- 6 Performance questions **or**
- 1 piece performed from memory
- Stage Presence

Pieces

Learners **MUST** perform the following 2 original pieces

Your Words (Acoustic)

Dr. Muzik (Jazz)

Additionally, learners **MUST** choose 2 own choice pieces referencing the checklist on page 105

The pieces may be performed in any order. One sound check will be offered before the first piece.

Performance Questions

Learners will be required to answer two sets of three questions. One set from each compulsory piece. Each set of questions will be linked.

Example: (1) The style of this piece requires a very specific approach. What is it? (2) What exercises do you do to prepare for delivery of the fast lyrics (3) please demonstrate for me.

Questions will be taken from the following:

General Theory -

Style

Tone/Balance

Instrumental specific techniques (for the chosen piece only)

Development/Solo sections

Structure/lyric meaning (vocals only)

Performance From Memory

Learners select one piece (either compulsory or own choice) and perform it from memory. This is performed at the time of the performance of all four songs and does not have to be performed twice.

Stage Presence

Learners will be assessed on three areas of their performance.

How well they have maintained stamina and focus throughout their performance.

How well they have maintained confidence throughout their performance.

How well they have engaged with an audience using appropriate body language.

Own choice checklist – ADVANCED 8

Learners should refer to the checklist below when choosing their own choice piece. **Timing and compulsory elements must be adhered to.** Other requirements are set as a guide. It is not expected that both pieces will contain every element. Please refer to the compulsory pieces for guidance

<u>Compulsory</u> MICROPHONE USE	Yes
<u>Compulsory</u> IMPROVISATION/DEVELOPMENT	Yes. Advanced ad lib, part harmony singing, development over verse and chorus 2
<u>Compulsory</u> LENGTH	2.15 – 2.45
TEMPO RANGE	Own choice
TIME SIGNATURE	2/4, 3/4, 4/4, 6/8
RHYTHM	More complex rhythmic combinations. Tied and syncopated notes more frequent time changes within the piece
NOTATION RESTS	All note and rest values
FORMAT	Repeat, 1 st and 2 nd time, D.C and D.S
RANGE	1¾ octaves
MELODY/PHRASING	Melody more developed with wider interval movement and chromatic movement, Longer phrasing, modulation
ORNAMENTATION	Melisma Blues notes

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