TRINITY
COLLEGE LONDON

Music Performance in Choirs

Qualification Specifications
from July 2024

Pre-Initial to Grade 2

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Welcome

Welcome to Trinity College London's Music Performance in Choirs qualification specification. Whether learning for fun or hoping for a future career in the music industry, these qualifications help musicians develop the performance and technical skills required for singing within a group.

About Trinity College London

Trinity College London, established in 1872, is a leading internationally recognised awarding organisation (exam board), publisher and independent education charity. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help people progress. We inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

Introduction to Trinity's Music Performance in Choirs qualifications

Objective of the qualifications

Trinity's graded Music Performance in Choirs qualifications enable learners to be individually assessed while rehearsing and performing within a vocal group. The qualifications provide a structured yet flexible framework for progress, which enables a learner to demonstrate their own musical progression and achievement and promotes enjoyment in music-making within a group context.

Who the qualifications are for

Trinity's Music Performance in Choirs qualifications are open to all learners, with no age restrictions or other limitations. There is no requirement to have passed lower grades, theory exams or other qualifications, although the grades represent a system of progressive mastery and the outcomes for each level assume confidence in the requirements of previous grades.

Preparing for qualifications

Trinity's Music Performance in Choirs qualifications can be prepared for through regular music sessions and rehearsals. Progress and achievement is assessed by the teacher and internally moderated, with the process monitored by Trinity College London. The centre will ensure all learners understand the pattern of teaching and assessment that underpins the preparation for these qualifications.

Assessment and marking

Learners are assessed through a process of ongoing observation within either regular lessons, rehearsals, performance contexts or a mixture of any of these. Learning outcomes focus on skills within both rehearsal and performance technique. The qualifications are graded as Pass or Below Pass.

Qualification structure

In order to be awarded the qualification, learners are required to demonstrate that they have achieved each of the assessment criteria relevant to their level of study.

Learners must complete the qualification within one year of the date of registration, unless arrangements are made for special consideration. Learners who have not completed their qualification within this period will not be awarded the qualification.

Duration of study (total qualification time)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a learner spends with a teacher (guided learning hours) added to the average time spent learning independently and being assessed. It is recognised that the amount of time needed to commit to a qualification will be dependent on each individual's level of experience.

	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT) (hours)
Pre-Initial (Entry 2)	4	16	20
Initial (Entry 3)	8	32	40
Grade 1	12	48	60
Grade 2	18	72	90

Recognition

Trinity College London is an international awarding organisation regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Various arrangements are in place with governmental education authorities worldwide.

As a regulated awarding organisation, Trinity is responsible for:

◗ The validity of its qualifications throughout their lifecycle:

   − reliability

   − comparability

   − manageability

   − minimising bias

◗ The maintenance of standards and confidence in its qualifications

◗ The promotion of public confidence in its qualifications

Where the qualifications could lead

The assessment for Music Performance in Choirs focuses on music performance, rehearsal, technical progression and musical communication, taking learners from beginner level to intermediate level. At this point they can continue their progression through other music qualifications offered by Trinity or by other awarding organisations.

Please see Trinity's range of music qualifications for possible progression routes.

Trinity qualifications that complement the Music Performance in Choirs qualifications

Trinity's music qualifications offer flexible progression routes from beginner to advanced levels in a range of musical styles. All are designed to help learners develop as musicians according to their individual needs as learners.

Graded music exams assess a broad range of musicianship skills, including performance, while certificate exams focus entirely on performance, including separate marks for presentation skills. Find more information about graded exams at trinitycollege.com/graded-exams and about certificate exams at trinitycollege.com/music-certificates.

Trinity's graded Rock & Pop exams are available for bass, drums, guitar, keyboards and vocals. Find out more at trinityrock.com.

Learners can enter any combination of graded or certificate exams, and do not need to pass any particular level in order to proceed to a higher level.

Theory exams are available from Grade 1 to support learners to develop their understanding of the technical language of music. However, no theory qualifications or other prerequisites are required to enter graded or certificate exams at any level. Find more information about theory exams at trinitycollege.com/theory.

Other qualifications offered by Trinity

After Grade 8 or the Advanced Certificate classical music exams, learners can progress to diplomas at Associate (ATCL), Licentiate (LTCL) and Fellowship (FTCL) levels. These assess higher skills in performance, teaching and theory. Find out more at trinitycollege.com/music-diplomas.

Adults who work as music educators may also wish to consider Trinity's Level 4 Certificate for Music Educators (Trinity CME). Find more at trinitycollege.com/CME.

The Awards and Certificates in Musical Development are designed for those with learning difficulties, across the whole spectrum of abilities and needs, and are mapped to the Sounds of Intent inclusive framework of musical engagement. Find out more at trinitycollege.com/musical-development.

We also offer:
- Graded, certificate and diploma qualifications in drama subjects
- English language qualifications
- Teaching English qualifications
- Arts Award (only available in certain countries)

Specifications for all these qualifications can be downloaded from trinitycollege.com.

Trinity music qualifications

RQF* Level	EQF** Level	Classical and Jazz	Rock & Pop	Theory of Music	Teaching	Music Performance in Choirs	Graded Awards in Music Performance	Music Performance in Bands	Awards and Certificates in Musical Development	Solo and Group Certificates[2]
7	7	FTCL[1]								
6	6	LTCL		LMusTCL[1]	LTCL					
5										
4	4/5	ATCL		AMusTCL[1]	ATCL					
4	4/5				Certificate for Music Educators (CME)					
3	4	Grade 8	Grade 8	Grade 8					Level 3	Advanced
3	4	Grade 7	Grade 7	Grade 7					Level 3	
3	4	Grade 6	Grade 6	Grade 6					Level 3	
2	3	Grade 5	Grade 5	Grade 5					Level 2	Intermediate
2	3	Grade 4	Grade 4	Grade 4					Level 2	
1	2	Grade 3	Grade 3	Grade 3					Level 1	Foundation
1	2	Grade 2	Grade 2	Grade 2		Grade 2	Grade 2	Grade 2	Level 1	
1	2	Grade 1	Grade 1	Grade 1		Grade 1	Grade 1	Grade 1	Level 1	
Entry Level 3	1	Initial	Initial			Initial	Initial	Initial	Entry 3	
Entry Level 2						Pre-Initial		Pre-Initial	Entry 2	
Entry Level 1									Entry 1	

* Regulated Qualifications Framework   ** European Qualifications Framework

[1] Available only as in-person exams

[2] Available only as in-person exams and not EQF or RQF regulated

Regulated titles and qualification numbers for Music Performance in Choirs qualifications

Regulated title	Qualification number	QiW number
Pre-Initial **TCL Entry Level Award in Graded Examination in Music Performance in Choirs (Entry 2) (Pre-Initial)**	610/4412/X	C00/5042/2
Initial **TCL Entry Level Award in Graded Examination in Music Performance in Choirs (Entry 3) (Initial)**	610/4413/1	C00/5042/3
Grade 1 **TCL Level 1 Award in Graded Examination in Music Performance in Choirs (Grade 1)**	610/4414/3	C00/5042/4
Grade 2 **TCL Level 1 Award in Graded Examination in Music Performance in Choirs (Grade 2)**	610/4415/5	C00/5042/5

Learning outcomes and assessment criteria

Pre-Initial

(RQF Entry Level 2)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Ensemble skills	1. Be able to sing as part of a group and follow simple direction	1.1 Sing with and for other people, with an awareness of the audience in the performance 1.2 Respond to directions to stop and start 1.3 Follow all directions accurately in rehearsal
Vocal technique	2. Demonstrate an awareness of the foundations of basic vocal technique	2.1 Demonstrate ability to sustain short phrases via basic breath control 2.2 Produce a generally adequate sound/tone 2.3 Demonstrate the foundations of clear diction with simple lyrics, ensuring that words are pronounced clearly
Musicianship skills	3. Demonstrate basic musicianship within the context of simple songs	3.1 Demonstrate the ability to accurately perform the material within elementary level songs, eg unison parts, short phrases, repetition in melody and rhythm, simple, diatonic harmony 3.2 Demonstrate the beginnings of accurate pitch matching

Initial

(RQF Entry Level 3)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Ensemble skills	1. Be able to sing and rehearse as part of a group, demonstrating some awareness of other group members and audience	1.1 Sing with and for other people, demonstrating appropriate interaction with the audience 1.2 Respond to simple directions to stop and start, along with basic dynamic shape 1.3 Rehearse with some awareness of common practices for improvement
Vocal technique	2. Demonstrate that the foundations of a secure vocal technique have been established	2.1 Demonstrate ability to sustain phrasing via basic breath control 2.2 Produce a generally adequate sound, with some consistency across different songs 2.3 Demonstrate clarity of diction, ensuring that words are clear to an audience
Musicianship skills	3. Demonstrate foundational musicianship within the context of simple part songs	3.1 Demonstrate the ability to accurately perform the material within simple songs, eg unison parts or simple part singing such as call and response, short phrases, some repetition in melody and rhythm, diatonic harmony 3.2 Demonstrate reasonable pitch matching with the rest of the ensemble

Grade 1
(RQF Level 1)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Ensemble skills	1. Be able to sing and rehearse as part of a group, demonstrating ability to work within a group dynamic, follow instructions and engage with audience	1.1 Sing with and for other people, demonstrating confident interaction with the audience and ability to blend within the ensemble 1.2 Understand and respond to directions to change tempo and dynamics 1.3 Demonstrate a basic command of common practices for development, demonstrated through gradual improvement over time
Vocal technique	2. Demonstrate that secure vocal technique has been established	2.1 Demonstrate ability to shape and sustain phrasing through generally reliable breath control 2.2 Demonstrate ability to control and manipulate vocal tone as required 2.3 Demonstrate clear diction, ensuring that words are pronounced clearly and placing of consonants is reasonably accurate
Musicianship skills	3. Demonstrate secure musicianship within the context of simple part- and harmony-singing	3.1 Demonstrate the ability to accurately perform the material within songs that contain simple 2-part singing 3.2 Demonstrate reliable pitch matching when singing in unison and in harmony, and maintain this when singing as a group, unaccompanied

Grade 2
(RQF Level 1)

	Learning outcomes The learner will:	Assessment criteria The learner can:
Ensemble skills	1. Be able to sing and rehearse as part of a group, demonstrating ability to work within a group dynamic, follow instructions, engage with audience and show awareness of individual role within the ensemble	1.1 Sing with and for other people, demonstrating confident and nuanced interaction with both the ensemble and the audience according to the repertoire being performed 1.2 Understand and respond to directions of tempo, dynamic and articulation 1.3 Demonstrate independent practice through consistent improvement from one rehearsal to the next
Vocal technique	2. Demonstrate that secure vocal technique has been established and can be controlled across styles/genres	2.1 Demonstrate ability to shape and sustain phrasing through reliable breath control over longer phrases (ie across more than one 'musical sentence') 2.2 Demonstrate control of vocal tone across the range, being able to manipulate it in response to the musical requirements of the repertoire 2.3 Demonstrate clarity of diction, ensuring that words are clear, even in the context of rapidly moving lyrics or complex rhythms
Musicianship skills	3. Demonstrate secure musicianship within the context of part- and harmony-singing	3.1 Demonstrate the ability to accurately perform the material within songs that contain more sustained 2-part singing 3.2 Sing with reliable intonation, and demonstrate ability to maintain this when singing without instrumental accompaniment (in rehearsal and/or performance)

Trinity's policies and procedures

In addition to Trinity's policies listed here, validated course providers are contractually bound to adhere to all Trinity's policies and procedures, including on data protection and security, appeals, conflicts of interest, and bribery and corruption. Please note that these policies are reviewed regularly and subject to periodic change. The latest versions of the policies can be found at trinitycollege.com/policies.

Malpractice

Trinity will not tolerate any cheating, unfair practice or breach of its rules and regulations. Learners found to have committed or attempted to commit any of these will be disqualified automatically. Similarly, validated course providers found to have engaged or colluded in malpractice or to have committed serious or repeated maladministration will be de-registered and any affected learners will have their marks voided.

Examples of malpractice by validated course providers

1. Encouraging learners to falsify data/information
2. Severely misrepresenting volume and quality of resources available to learners
3. Misrepresenting costs of courses and related services and/or refunds
4. Mishandling receipt of payment from learners, especially via credit cards
5. Holding back Trinity certificates from learners for whom they are intended
6. Changing course content, timetable or staffing significantly without seeking approval from Trinity and informing learners as appropriate

Examples of malpractice by learners

1. Falsifying data
2. Damage or theft of resources owned by the course provider

Safeguarding and child protection

Trinity is fully committed to safeguarding and protecting the learners that we work with. All posts, including examiners and monitors, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

Equal opportunities

Trinity is committed to providing equality of opportunity and treatment for all and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

Reasonable adjustment

Trinity is committed to creating an inclusive environment where learners with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary.

Data protection

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see **trinitycollege.com/data-protection** for the most up-to-date information about Trinity's data protection procedures and policies.

Customer service

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at **trinitycollege.com/customer-service**.

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