TRINITY
COLLEGE LONDON

GRADED AWARDS IN MUSIC PERFORMANCE

Qualification specifications from January 2024



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Welcome

Welcome to Trinity College London's Graded Awards in Music Performance qualification specifications. These awards enable candidates to use a music technology platform as an integrated component of learning the piano, with real-time feedback and assessment provided within the technology. These sit alongside our face-to-face and digital graded exams, providing even more choice and flexibility in how a regulated qualification can be achieved.

The awards are delivered by a music learning technology platform that has registered as one of Trinity's validated course and assessment providers. Please check our website for the latest information on the music learning technology platforms that offer the awards.

Important information

The relevant music technology platform will have its own requirements for instrument, hardware, storage space and internet connection speed. Please check the provider's website for further details.

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 Graded Awards in Music Performance

Objective of the qualification

Trinity's Graded Awards in Music Performance enable learners to be assessed by a music learning technology platform as an integrated part of interactive, step-by-step lessons.

The qualifications provide a structured yet flexible framework for progress, which enables learners of any age to measure their development as performers against regulated qualification levels. These take them from beginner level to the point where they can progress towards further study on their instrument, including via Trinity's face-to-face and digital graded exams.

Who are the qualifications for

Trinity's Graded Awards in Music Performance are open to everyone learning with a music learning technology platform which has registered as one of Trinity's validated course and assessment providers. There are no age restrictions or other limitations.

There is no requirement to have engaged with any formal music learning or music assessment previously, although the awards represent a system of progressive mastery and the outcomes for each level assume confidence in the requirements of previous awards. Repertoire selection and other assessment content is designed to appeal to learners of all ages and backgrounds.

Preparing for the qualifications

Trinity's Graded Awards in Music Performance qualifications are designed to be prepared for using a music learning technology platform. Progress and achievement are assessed through the platform, with the assessment requirements and quality assurance framework provided by Trinity. The music learning technology platform provides interactive, step-by-step lessons which underpin the preparation for these qualifications.

Assessment and marking

Learners are assessed by the music learning technology platform, which assesses each piece using the assessment criteria. Learning outcomes focus on musical performance on the piano. 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 learning outcomes relevant to their level of study.

Learners must complete the qualification within one year of the date of registration, unless there are extenuating circumstances. 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 the music technology platform and/or 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 1)	2	8	10
Pre-initial (Entry 2)	2	8	10
Initial (Entry 3)	2	8	10
Grade 1 (Level 1)	4	16	20
Grade 2 (Level 1)	6	24	30

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 also in place with governmental education authorities worldwide.

As a regulated awarding organisation, Trinity is responsible for the below.

- 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 Graded Awards in Music Performance focuses on music performance, pitch and rhythm, 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 Graded Awards in Music Performance 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.

Trinity's Awards and Certificates in Musical Development are fully inclusive qualifications for schools and other settings and are designed for those with learning difficulties across the whole spectrum of abilities and needs.

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.

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

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* Regulated Qualifications Framework ** European Qualifications Framework

[1] Available only as in-person exams

[2] Available only as digital exams

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

Regulated titles and qualification numbers

Regulated titles	Qualification number
Pre-Initial (Entry 1) **TCL Entry Level Graded Award in Music Performance (Entry 1) (Pre-Initial)**	610/7100/6
Pre-Initial (Entry 2) **TCL Entry Level Graded Award in Music Performance (Entry 2) (Pre-Initial)**	610/7101/8
Initial **TCL Entry Level Graded Award in Music Performance (Entry 3) (Initial)**	610/2923/3
Grade 1 **TCL Level 1 Graded Award in Music Performance (Grade 1)**	610/2924/5
Grade 2 **TCL Level 1 Graded Award in Music Performance (Grade 2)**	610/2925/7

Learning outcomes and assessment criteria

Pre-Initial (Entry 1) – Simply Piano

(RQF Entry Level 1)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Perform four pieces of repertoire	1.1 Sustain a short performance of pieces – hands playing separately, mostly limited to simple melodies in the right hand – from beginning to end.
2. Play the correct pitches according to the notation	2.1 Perform simple pieces, hands playing separately, with mostly accurate pitches.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform simple pieces (with a backing track where relevant), hands playing separately, composed mostly of crotchets and minims in simple time signatures.

Pre-Initial (Entry 2) – Simply Piano

(RQF Entry Level 2)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Perform four pieces of repertoire	1.1 Sustain a short performance of pieces – mostly hands playing separately, with some very simple and occasional accompaniment patterns in the left hand – independently with awareness of start and finish points.
2. Play the correct pitches according to the notation	2.1 Perform simple pieces, mostly written as hands playing separate parts, but with some short phrases of simple melody with left hand accompaniment, with mostly accurate pitches.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform simple pieces (with a backing track where relevant), mostly hand playing separately with some small passages of hands playing together, composed mostly of quavers, crotchets and minims in simple time signatures.

Initial (Entry 3) – Simply Piano

(RQF Entry Level 3)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Perform four pieces of repertoire	1.1 Sustain a complete performance of pieces – with two hands (melody and simple accompaniment) – with clear beginnings and endings.
2. Play the correct pitches according to the notation	2.1 Perform pieces written mostly as melody and simple accompaniment accurately in term of pitch.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform simple pieces (with a backing track where relevant) containing semiquavers, quavers, crotchets and minims in simple time signatures, and with syncopated rhythms and anacrusis.

Grade 1 – Simply Piano

(RQF Level 1)

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1. Perform four pieces of repertoire	1.1 Sustain confident performances of pieces – with two hands (melody, simple harmony and simple accompaniment) – with secure beginnings and endings.
2. Play the correct pitches according to the notation	2.1 Perform simple pieces with melody, some simple harmony and accompaniment across both hands, accurately in terms of pitch.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform pieces (with a backing track where relevant) with a range of note lengths in simple or compound time sginatures, including syncopation and simple contrapuntal lines between hands.

Grade 2 – Simply Piano

(RQF Level 1)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Perform four pieces of repertoire	1.1 Sustain fluent performances of pieces – with two hands (melody, harmony and accompaniment) – with assured musical flow throughout the piece.
2. Play the correct pitches according to the notation	2.1 Perform pieces which include melody, harmony and accompaniment accurately in terms of pitch.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform pieces (with a backing track where relevant), containing a range of note values, with homophnic and contrapuntal lines between hands and syncopated rhythms in compound or simple time signatures.

Learning outcomes and assessment criteria

Pre-Initial (Entry 1) – Simply Guitar

(RQF Entry Level 1)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Perform four pieces of repertoire	1.1 Sustain a short performance of pieces – predominantly single note melodies contained within the first three frets. Harmony comprise of mostly major and minor chords.
2. Play the correct pitches according to the notation	2.1 Perform simple melodic pieces, with mostly accurate pitches, switching from lead playing to chord playing during the same piece.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform simple pieces (with a backing track where relevant), composed mostly of crotchets and minims.

Pre-Initial (Entry 2) – Simply Guitar

(RQF Entry Level 2)

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1. Perform four pieces of repertoire	1.1 Sustain a short performance of pieces – predominantly single note melodies, including simple double stops or chords. Passages cover all strings. Predominantly triadic harmony with occasional four-part chords.
2. Play the correct pitches according to the notation	2.1 Perform simple melodic pieces, with mostly accurate pitches, including chords. Switching from bass line playing to chord playing during the same piece.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform simple pieces (with a backing track where relevant), with some composed mostly of quavers, crotchets and minims in simple time signatures.

Initial (Entry 3) – Simply Guitar

(RQF Entry Level 3)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Perform four pieces of repertoire	1.1 S Sustain a complete performance of pieces – with clear beginnings and endings, including very simple strumming and picking single notes. Passages cover all strings, while playing sub-divisions up to eighth notes. Melodies to up to fret seven. Harmony is both triadic and four-part.
2. Play the correct pitches according to the notation	2.1 Perform pieces written mostly as either single note melody or simple double stops/chords.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform simple pieces (with a backing track where relevant) containing semiquavers, quavers, crotchets and minims.

Grade 1 – Simply Guitar

(RQF Level 1)

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1. Perform four pieces of repertoire	1.1 S Sustain confident performances of pieces – including combinations of melody, simple harmony and simple chordal figures – with secure beginnings and endings. Lead playing uses a pick. The strumming-hand technique separating the thumb and three fingers is evident. Harmony is both triadic and four-part.
2. Play the correct pitches according to the notation	2.1 Perform simple pieces with melody and simple chordal passages/riffs, accurately in terms of pitch.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform pieces (with a backing track where relevant) with a range of note lengths, including simple chordal passages/riffs.

Grade 2 – Simply Guitar

(RQF Level 1)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Perform four pieces of repertoire	1.1 Sustain fluent performances of pieces – with assured musical flow throughout pieces and a sensitivity to articulation. Picking technique includes various approaches for single notes and chordal passages. For fingerpicking patterns, thumb + three fingers (PIMA) is used in various combinations. Basic barre chords are introduced. Melodies on fretboard extend up to 12th fret.
2. Play the correct pitches according to the notation	2.1 Perform pieces which include melody, harmony and chordal parts accurately in terms of pitch.
3. Play rhythmically, accurately and with a sense of pulse	3.1 Perform pieces (with a backing track where relevant), containing a range of note values, with homophonic and chordal passages.

How pieces are marked

	Pass	Fail
Performance	Each piece is performed in its entirety	Performance is not sustained from beginning to end of each piece
Pitch	A good degree of accuracy despite occasional errors	Accuracy is limited with substantial errors that disrupt the performance
Rhythm	A good degree of accuracy; a steady pulse maintained and well synchronised with the backing track (where applicable)	Accuracy is limited with substantial errors that disrupt the performance

Structure and mark scheme

Candidates perform **four** items, chosen from those in the music learning technology platform at the required level.

Structure and mark scheme

Piece 1 – Pass/Fail
Piece 2 – Pass/Fail
Piece 3 – Pass/Fail
Piece 4 – Pass/Fail

The music learning technology platform will offer more than four pieces within each qualification level. **Learners must pass four pieces in order to achieve an overall pass.**

Overall – Pass/Fail

Choosing pieces and songs

Please refer to the music learning technology platform provider for details about pieces. Any pieces presented with a backing track must be played along with the provided backing track.

Trinity's policies and procedures

In addition to Trinity's policies listed here, validated course and assessment 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 and assessment 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.

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 adjustments

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.