

# ROCK & POP VOCALS SYLLABUS

Qualification specifications  
for graded exams from 2018



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Please check **trinityrock.com** to make sure you are using the current version of the syllabus and for the latest information about our Rock & Pop grades. Trinity accepts entries for its exams on the condition that candidates conform to the requirement of the appropriate syllabus.

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# WELCOME

Welcome to Trinity College London's Rock & Pop Vocals syllabus. Whether self-taught or taking lessons, learning for fun or heading for a career in the music industry, these exams help musicians develop real technical and performance skills to achieve their musical ambitions. We place performance at the heart of our Rock & Pop exams, so everything in this syllabus is assessed within a performance context that mirrors the skills you need in the industry.

## REAL SONGS

Perform the music you love with our huge range of hit songs spanning all contemporary styles. Choose your set list from the eight songs in our graded songbooks, perform a song of your own choice, or perform a song you've written yourself.

## REAL SKILLS

Develop the improvisation and playback session skills that professional musicians need. Showcase your technical skills in a real-life context through our technical focus songs and demonstrate your ability to deliver a compelling live performance.

## REAL PROGRESS

Achieve your goals with an externally regulated and internationally recognised qualification. Trust the 140-year heritage Trinity brings to contemporary music, and benefit from marks and comments on your performance from industry experts.

The exams are supported by a range of resources that provide essential support for learners:

- ✔ Graded songbooks containing all the songs needed for the exam, background information on the songs, and performance hints and tips
- ✔ Demo and backing tracks for the songs in the books, as downloads or on CD
- ✔ Additional Trinity Rock & Pop arrangements suitable for use as own-choice songs, available at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs) – check the website for the latest additions
- ✔ Session skills example tests books.

We hope you enjoy exploring the songs on offer in this syllabus and we wish you every success in the exams and your wider music-making.

## 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 ROCK & POP EXAMS

## OBJECTIVE OF THE QUALIFICATIONS

Trinity's graded Rock & Pop exams provide a structured yet flexible framework for progress, which enables a learner to demonstrate their own musical personality and promotes enjoyment in music performance.

The exams assess music performance, technical ability and responses to set musical tests through face-to-face practical assessment. They offer learners of any age the opportunity to measure their development as performers against a series of internationally understood benchmarks, taking them from beginner level to the point where they can progress to higher education in music, or enter for Trinity's performance diplomas.

## WHO THE QUALIFICATIONS ARE FOR

Trinity's Rock & Pop exams 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.

We are committed to making our exams accessible to all, and each candidate is treated individually when considering how assessments can be adapted for those with special needs. Find more information at [trinitycollege.com/music-csn](http://trinitycollege.com/music-csn)

## SONGS

Trinity makes every effort to ensure that the songs listed for each grade remain valid for the life of this syllabus. However, we reserve the right to change or add songs. For the latest information go to [trinityrock.com](http://trinityrock.com)

## PARENTAL AND TEACHER GUIDANCE

The songs in Trinity's Rock & Pop syllabuses have been arranged to represent the artists' original recordings as closely and authentically as possible. Popular music frequently deals with subject matter that some may find offensive or challenging. It is possible that the songs may include material that some might find unsuitable for use with younger learners.

There is no requirement that all songs in this syllabus must be learnt. We recommend that parents, guardians and teachers exercise their own judgement to satisfy themselves that the lyrics of selected songs are appropriate for the learners concerned. Trinity does not associate itself with, adopt or endorse any of the opinions or views expressed in the selected songs.

## ASSESSMENT AND MARKING

Trinity's graded exams in Rock & Pop are assessed by external examiners, who are industry experts trained and moderated by Trinity. Examiners provide marks and comments for each section of the exam using the marking criteria on pages 36-39.

The exam is marked out of 100. Candidates' results correspond to different attainment levels as follows:

Mark	Attainment level
87-100	DISTINCTION
75-86	MERIT
60-74	PASS
45-59	BELOW PASS 1
0-44	BELOW PASS 2

See pages 34-39 for further information about how the exam is marked.

## 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 candidate spends with a teacher (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to commit to a qualification will be dependent on each individual's level of experience.

	<b>Guided learning hours (GLH)</b>	<b>Independent learning hours (ILH)</b>	<b>Total qualification time (TQT) (hours)</b>
Initial	8	32	40
Grade 1	12	48	60
Grade 2	18	72	90
Grade 3	18	102	120
Grade 4	24	126	150
Grade 5	24	156	180
Grade 6	36	184	220
Grade 7	48	222	270
Grade 8	54	266	320

## RECOGNITION AND UCAS POINTS

Trinity College London is an international exam board 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.

In the UK, Grades 6-8 are eligible for UCAS (Universities and Colleges Admissions Service) points for those applying to colleges and universities, as shown in the next column.

### Grade 6

UCAS POINTS

PASS **8** | MERIT **10** | DISTINCTION **12**

### Grade 7

UCAS POINTS

PASS **12** | MERIT **14** | DISTINCTION **16**

### Grade 8

UCAS POINTS

PASS **18** | MERIT **24** | DISTINCTION **30**

## WHERE THE QUALIFICATIONS COULD LEAD

While for some learners graded Rock & Pop exams represent a personal goal or objective, they can also be used as a progression route towards:

- ✔ Performance diplomas offered by Trinity or by other awarding organisation
- ✔ Music courses at conservatoires and universities, for which Grade 8 is often specified as an entry requirement
- ✔ Employment opportunities in music and the creative arts

## HOW TO BOOK AN EXAM

Exams can be taken at Trinity's public exam centres, which are available throughout the world. Details are available at [trinityrock.com/exam-centres](http://trinityrock.com/exam-centres), and candidates should contact their local Trinity representative for more information.

In the UK you may book a public centre exam session online at [trinityrock.com/book](http://trinityrock.com/book). Alternatively, schools and private teachers with sufficient candidates may apply for an exam visit (please see [trinityrock.com/exam-visit](http://trinityrock.com/exam-visit) for details).

## TRINITY QUALIFICATIONS THAT COMPLEMENT THE ROCK & POP 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 candidates 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 (available for classical instruments and voice) focus entirely on performance, including separate marks for presentation skills. Find out more about graded exams at [trinitycollege.com/graded-exams](http://trinitycollege.com/graded-exams) and about certificate exams at [trinitycollege.com/certificates](http://trinitycollege.com/certificates)

Candidates 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.

Performance diplomas at Associate (ATCL), Licentiate (LTCL) and Fellowship (FTCL) levels are available for all Rock & Pop subjects. Find out more about Rock & Pop diplomas at [trinitycollege.com/rock-pop-diplomas](http://trinitycollege.com/rock-pop-diplomas)

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 out more about theory exams at [trinitycollege.com/theory](http://trinitycollege.com/theory)

## OTHER QUALIFICATIONS OFFERED BY TRINITY

After Grade 8 or the Advanced Certificate in classical subjects, candidates 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 about diploma exams at [trinitycollege.com/diplomas](http://trinitycollege.com/diplomas)

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

## TRINITY MUSIC QUALIFICATIONS

RQF* Level	EQF** Level	Classical and Jazz	Rock & Pop	Theory of Music	Digital Grades and Diplomas	Graded Awards in Music Performance	Music Performance in Bands	Awards and Certificates in Musical Development	Solo and Group Certificates <sup>†</sup>
7	7	FTCL	FTCL		FTCL				
6	6	LTCL	LTCL	LMusTCL	LTCL				
5									
4	4/5	ATCL	ATCL	AMusTCL	ATCL				
		Certificate for Music Educators (Trinity CME)							
3	4	Grade 8	Grade 8	Grade 8	Grade 8			Level 3	Advanced
		Grade 7	Grade 7	Grade 7	Grade 7				
		Grade 6	Grade 6	Grade 6	Grade 6				
2	3	Grade 5	Grade 5	Grade 5	Grade 5			Level 2	Intermediate
		Grade 4	Grade 4	Grade 4	Grade 4				
1	2	Grade 3	Grade 3	Grade 3	Grade 3			Level 1	Foundation
		Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2		
		Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1		
Entry Level 3	1	Initial	Initial		Initial	Initial	Initial	Entry 3	
Entry Level 2							Pre-initial	Entry 2	
Entry Level 1								Entry 1	

\* Regulated Qualifications Framework    \*\* European Qualifications Framework    † Not RQF or EQF regulated

## DIGITAL ASSESSMENT: DIGITAL GRADES AND DIPLOMAS

To provide even more choice and flexibility in how Trinity's regulated qualifications can be achieved, digital assessment is available for all our classical, jazz and Rock & Pop graded exams, as well as for ATCL and LTCL music performance diplomas.

This enables candidates to record their exam at a place and time of their choice and then submit the video recording via our online platform to be assessed by our expert examiners.

The exams have the same academic rigour as our face-to-face exams, and candidates gain full recognition for their achievements, with the same certificate and UCAS points awarded as for the face-to-face exams.

Find out more at [trinitycollege.com/dgd](https://trinitycollege.com/dgd)

## REGULATED TITLES AND QUALIFICATION NUMBERS

Regulated title	Qualification number
<b>Initial</b> TCL Entry Level Award in Graded Examination in Rock and Pop (Entry 3) (Initial)	600/3695/3
<b>Grade 1</b> TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 1)	600/3546/8
<b>Grade 2</b> TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 2)	600/3588/2
<b>Grade 3</b> TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 3)	600/3590/0
<b>Grade 4</b> TCL Level 2 Certificate in Graded Examination in Rock and Pop (Grade 4)	600/3591/2
<b>Grade 5</b> TCL Level 2 Certificate in Graded Examination in Rock and Pop (Grade 5)	600/3592/4
<b>Grade 6</b> TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 6)	600/3593/6
<b>Grade 7</b> TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 7)	600/3594/8
<b>Grade 8</b> TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 8)	600/3595/X



# LEARNING OUTCOMES AND ASSESSMENT CRITERIA

## INITIAL

(RQF Entry Level 3)

### LEARNING OUTCOMES

The learner will:

- 1.**  
Produce a performance that demonstrates a basic foundation on their instrument and shows some interpretation
- 2.**  
Perform audibly with a sense of enthusiasm and enjoyment and with some awareness of audience
- 3.**  
Demonstrate that the foundations of a secure technique have been established
- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1** Perform with adequate continuity and a sense of pulse
- 1.2** Perform with some evidence of individual interpretation
- 2.1** Demonstrate some sense of performance with some confidence and capacity for audience engagement
- 3.1** Demonstrate a generally adequate technique
- 3.2** Perform with an adequate basic sound
- 4.1** Respond to a quick study piece with attention to note values and pitches
- 4.2** Improvise with some melodic development, some harmonic awareness, and a basic use of instrumental/vocal resources relevant to Initial level

## GRADE 1

(RQF Level 1)

### LEARNING OUTCOMES

The learner will:

1.  
Produce a performance that demonstrates preparation and the beginnings of interpretation
2.  
Perform accurately and be able to create and convey mood to the audience
3.  
Show evidence of a basic familiarity with the fundamentals of instrumental/vocal technique
4.  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1 Perform with general continuity and a sense of pulse
- 1.2 Perform with a developing feeling of individual interpretation
- 2.1 Give a performance that is essentially accurate with general fluency and attention to musical and notational details
- 2.2 Demonstrate an overall sense of performance with basic confidence and some capacity for audience engagement
- 3.1 Demonstrate a generally reliable technique
- 3.2 Perform with an adequate basic sound with some evidence of tonal control and projection
- 4.1 Respond to a quick study piece with continuity of pulse and attention to note values and pitches
- 4.2 Improvise with some melodic development, harmonic awareness, and use of basic instrumental/vocal resources relevant to Grade 1

## GRADE 2

(RQF Level 1)

### LEARNING OUTCOMES

The learner will:

1.  
Produce a performance that demonstrates preparation, understanding and the beginnings of thoughtful interpretation
2.  
Perform clearly and accurately and be able to create and convey mood to the audience
3.  
Show evidence of a technical command of the instrument/voice
4.  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1 Perform with generally secure rhythm and a sense of pulse
- 1.2 Perform with a general feeling of individuality and commitment
- 2.1 Give a performance that is generally accurate and fluent with fair attention to musical and notational details
- 2.2 Demonstrate a competent sense of performance
- 3.1 Demonstrate a competent level of technical ability with varied use of instrumental/vocal resources
- 3.2 Perform with a good-quality sound that is flexible and well-projected
- 4.1 Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and some sense of musical interpretation
- 4.2 Improvise with a creative approach to melodic responses, awareness of harmonic implications, and generally wide use of instrumental/vocal resources relevant to Grade 2

## GRADE 3

(RQF Level 1)

### LEARNING OUTCOMES

The learner will:

**1.**  
Produce a performance that demonstrates careful preparation, understanding and the beginnings of thoughtful interpretation

**2.**  
Perform clearly and accurately, with a sense of spontaneity and be able to create and convey mood to the audience

**3.**  
Show evidence of a fluent technical command of the instrument/voice

**4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or an improvisation

### ASSESSMENT CRITERIA

The learner can:

**1.1** Perform with secure rhythm and pulse

**1.2** Perform with clear evidence of an emerging musical personality

**2.1** Give a performance that is accurate and fluent with perceptive attention to musical and notational details

**2.2** Demonstrate a confident, communicative and consistent sense of performance

**3.1** Demonstrate a solid command of technique with musical and sensitive control of intonation and other instrumental/vocal resources

**3.2** Perform with good production and projection of sound

**4.1** Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and a sense of musical interpretation

**4.2** Improvise with controlled melodic development, appropriate harmonic vocabulary, and full use of instrumental/vocal resources relevant to Grade 3

## GRADE 4

(RQF Level 2)

### LEARNING OUTCOMES

The learner will:

**1.**  
Produce a performance that demonstrates an understanding of the material, leading to a personal interpretation

**2.**  
Perform clearly and with projection, supporting mood and character and engaging with the audience

**3.**  
Show evidence of a basic exploration of and familiarity with the fundamentals of instrumental/vocal technique

**4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

**1.1** Give a performance that pays attention to musical and notational details

**1.2** Perform with some evidence of stylistic awareness and a general attempt to convey individual musical intent

**2.1** Demonstrate an overall sense of performance with confidence and some capacity for audience engagement

**3.1** Perform with a generally reliable technique

**3.2** Perform with an adequate basic sound with some evidence of tonal control and projection

**4.1** Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and a sense of musical interpretation

**4.2** Improvise with melodic development, harmonic awareness, and use of instrumental/vocal resources relevant to Grade 4

**GRADE 5**

(RQF Level 2)

**LEARNING OUTCOMES**

The learner will:

- 1.**  
Produce a performance that demonstrates a sound understanding of the material, leading to a personal and imaginative interpretation
- 2.**  
Perform confidently with projection, control and engagement with the audience
- 3.**  
Show evidence of consistent application of developing technical skills and sound production
- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

**ASSESSMENT CRITERIA**

The learner can:

- 1.1** Give a performance that pays close attention to musical and notational details
- 1.2** Perform with awareness of and sensitivity to appropriate style, with evidence of an emerging musical personality
- 2.1** Give a performance that is rhythmically secure and has a strong sense of pulse
- 2.2** Perform confidently with a consistent sense of performance and engagement with the audience
- 3.1** Perform with a solid command of technique, good intonation and a musical control of other instrumental/vocal resources
- 3.2** Perform with consistently good production, flexibility and projection of sound
- 4.1** Respond to a quick study piece with fluency, accurate notes and tonality, and detailed phrasing, articulation and dynamics
- 4.2** Improvise with well-controlled and imaginative melodic development, strong planning and structure, appropriate harmonic vocabulary, and full use of instrumental/vocal resources relevant to Grade 5

**GRADE 6**

(RQF Level 3)

**LEARNING OUTCOMES**

The learner will:

- 1.**  
Produce a secure and sustained performance that demonstrates a stylistic awareness and mature grasp of the material
- 2.**  
Perform with confidence and a sense of ownership and self-awareness that engages the audience wholeheartedly
- 3.**  
Show familiarity with the full compass of the instrument/voice and use some advanced techniques
- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

**ASSESSMENT CRITERIA**

The learner can:

- 1.1** Perform with attention to dynamics, articulation and phrasing
- 1.2** Perform with general evidence of stylistic awareness and some attempt to convey individual musical intent and commitment
- 2.1** Demonstrate an overall sense of performance with general confidence and a recognisable capacity for audience engagement
- 3.1** Give a performance that is technically reliable with generally secure intonation and a good quality of tone
- 4.1** Respond to a quick study piece with mostly accurate notes and tonality, adequate continuity, musical development, and well-planned use of instrumental/vocal resources
- 4.2** Improvise with imaginative melodic development, appropriate harmonic procedures, well-planned length, and use of instrumental/vocal resources

## GRADE 7

(RQF Level 3)

### LEARNING OUTCOMES

The learner will:

1.  
Produce a secure and sustained performance that demonstrates a sensitive stylistic interpretation
2.  
Perform with confidence and a sense of ownership and self-awareness, which engages the audience
3.  
Show familiarity with the full compass of the instrument/voice and employ advanced techniques
4.  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1 Perform with a good standard of dynamics, articulation and phrasing
- 1.2 Perform with a clear awareness of appropriate style, with an individual musical personality
- 2.1 Demonstrate a comfortable sense of performance with consistent audience engagement
- 3.1 Give a performance that is fluent and accurate, with a strong technical facility and a high quality of tone and intonation
- 4.1 Respond to a quick study piece with general accuracy in notes and tonality, with continuity and creative musical development, and with a wide use of instrumental/vocal resources
- 4.2 Improvise with creative melodic development, harmonic awareness, appropriate length and a wide use of instrumental/vocal resources

## GRADE 8

(RQF Level 3)

### LEARNING OUTCOMES

The learner will:

1.  
Produce a secure and sustained performance that demonstrates a discriminating and sensitive personal interpretation
2.  
Perform with confidence and a sense of authority and control that engages the audience wholeheartedly
3.  
Show familiarity with the full compass of the instrument/voice and employ advanced techniques with even control across all registers
4.  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1 Perform with keen attention to dynamics, articulation and phrasing
- 1.2 Perform with a high level of musical sensitivity and a convincing grasp of appropriate style, with a clear, distinctive and authoritative musical personality
- 2.1 Perform with confidence and effective engagement with the audience
- 3.1 Perform with a strong command of technique with musical and sensitive control of intonation and other instrumental/vocal resources
- 4.1 Respond to a quick study piece with accuracy in notes and tonality, fluency, imaginative musical development, strong planning and construction, and full and creative use of instrumental/vocal resources
- 4.2 Improvise with well-controlled and imaginative melodic development, clear and appropriate harmonic vocabulary, appropriate length and full and creative use of instrumental/vocal resources

# ABOUT THE EXAM

Each exam has two main sections: songs and session skills.

## **SONGS (80 MARKS)**

Choose three songs, including a technical focus song.

## **SESSION SKILLS (20 MARKS)**

Choose either playback or improvising.

**SONGS  
80 MARKS**



**SESSION SKILLS  
20 MARKS**

## EXAM STRUCTURE AND MARK SCHEME

	Maximum marks
<b>SONG 1</b>	<b>25</b>
<hr/>	
A song chosen from the current graded Trinity Vocals songbook, sung to the Trinity backing track	
<b>SONG 2</b>	<b>25</b>
<hr/>	
<b>Either</b> a different song chosen from the current graded Trinity Vocals songbook, sung to the Trinity backing track	
<b>Or</b> a song from the additional Trinity vocals arrangements at <a href="http://trinityrock.com/extra-songs">trinityrock.com/extra-songs</a>	
<b>Or</b> an own-choice song	
<b>Or</b> a song composed by the candidate	
If song 2 is an own-choice song or one composed by the candidate it may:	
<ul style="list-style-type: none"> <li>✔ Be unaccompanied</li> <li>✔ Be sung to a backing track (which can be pre-recorded by the candidate)</li> <li>✔ Include a live self-played accompaniment on any instrument</li> <li>✔ Include an accompaniment played or sung live by another musician</li> </ul>	
<b>SESSION SKILLS</b>	<b>20</b>
<hr/>	
<b>Either</b> playback <b>or</b> improvising	
<b>SONG 3</b>	<b>30</b>
<hr/>	
A technical focus song chosen from the current graded Trinity Vocals songbook, containing specific technical elements, sung to the Trinity backing track	
<b>TOTAL</b>	<b>100</b>
<hr/>	

## ORDER OF THE EXAM

Candidates can choose the order of the sections of their exam, and should indicate their preferred order on the appointment form. This should be given to the examiner at the start of the exam. If no preference is indicated, the exam will follow the order listed on page 15.

## EXAM DURATIONS

Exams are designed to include sufficient time for setting up and presenting all sections, and overall durations are as follows:



**Initial**  
**13 mins**



**Grade 1**  
**13 mins**



**Grade 2**  
**15 mins**



**Grade 3**  
**15 mins**



**Grade 4**  
**20 mins**



**Grade 5**  
**20 mins**



**Grade 6**  
**25 mins**



**Grade 7**  
**25 mins**



**Grade 8**  
**30 mins**



## THE EXAM ROOM

The exam room will be equipped with the following:

- ✔ Stereo pair of left and right PA speakers
- ✔ Amplifiers suitable for bass, guitar, keyboards and vocals
- ✔ CD player
- ✔ Small mixer connected to examiner's laptop (used for playing backing tracks)
- ✔ Digital or acoustic piano (contact centre for details)
- ✔ Jack-to-jack and mic leads
- ✔ Table, chairs and a music stand
- ✔ Vocal microphone and adjustable microphone stand
- ✔ Adjustable piano stool
- ✔ A good-quality drum kit which comprises:
  - Snare drum with adjustable drum-kit-sized stand
  - Toms (three minimum): high/medium/low
  - Bass drum (18-22")
  - Hi hat (12-14")
  - Ride cymbal (18-22")
  - Crash cymbal (14-18")
  - Adjustable drum stool

A mains power supply will be available at centres – candidates are responsible for the electrical safety of any of their own equipment used in their exam.

There may be a warm-up room or area where candidates can prepare just before the exam. Facilities will vary between centres.

## TUNING AND SET-UP

Assistance in set-up is permitted up to and including Grade 5. From Grade 6 onwards, candidates are expected to set up equipment without assistance.

## TYPES OF VOICE

All types of male and female voice may enter for the exams. See page 19 for guidance on transposing songs into different keys or performing songs written for other voices.

## ADAPTING LYRICS

Small changes can be made to lyrics that contain mature themes, provided this doesn't significantly affect the impact of the song. Rhythmic integrity must be maintained, and a copy of the amended lyrics should be given to the examiner in a live exam or uploaded in a digital exam.

## MICROPHONES

These exams encourage the development of good microphone technique. The requirements below apply for performance of songs.

- ✔ Initial: Candidates are encouraged to use a microphone, but this is not compulsory for any song.
- ✔ Grades 1-3: Candidates must use a microphone for song 3; it is advised but not compulsory for songs 1 and 2.
- ✔ Grades 4-5: Candidates must use a microphone for songs 1 and 3. Use of a microphone is advised for song 2, unless this is sung with live piano or guitar accompaniment.
- ✔ Grades 6-8: Candidates must use a microphone for songs 1 and 3, and for song 2 unless this is sung with live piano or guitar accompaniment.

At all grades it is optional to use a microphone for session skills.

## IN THE EXAM ROOM

Most candidates will perform standing up, but may sit down for some songs if desired for a particular effect.

The examiner will have all the backing tracks for songs in the Trinity songbooks so the candidate's backing tracks are only required as back-up copies.

At the beginning of the exam, the examiner will play the first few bars of the backing track of the first song as a sound check, and any adjustments to volume and set-up can be made before the exam begins.

## WHAT TO BRING TO THE EXAM

Essential – candidates must bring:

- ✔ An original Trinity Rock & Pop songbook and backing tracks, even if performing from memory
- ✔ Their completed appointment form
- ✔ If performing an own-choice song – the original score and one copy for the examiner, plus the backing track in MP3 format on USB stick or CD (if appropriate)

Optional – candidates may bring:

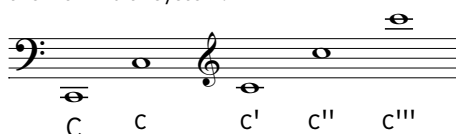
- ✔ Their own microphone and lead
- ✔ Any other equipment (eg props) required for their performances

# EXAM GUIDANCE: SONGS



The vocals arrangements are as authentic as possible to the original songs. All songs should be sung with attention to breath control, articulation, diction appropriate to the style, ad libs consistent with the genre, control of tone in sustained notes and when moving across the vocal range, and attention to the dynamics. It's important to musically represent the lyrics.

Ranges are given alongside each song, using the Helmholtz system:



Although at Grades 6-8 there are different lists for male and female voices, these are interchangeable and any song may be sung by another voice.

All songs can be transposed into a different key to suit the range of the performer. The transposition tool available at [trinityrock.com](http://trinityrock.com) enables songs to be transposed by +/- 5 semitones; the new key versions can be saved to MP3 and used in the exam. Please note that the examiner will not have their own transposed versions of backing tracks, so it's important that candidates bring their transposed tracks to the exam.

As we assess microphone technique, if one is used, candidates may bring their own (see page 18 for full requirements).

For song 2 only, candidates can perform a song written in another language as an own-choice selection. Candidates must supply a copy of the original language and a translation of the lyrics into English for the examiner.

Songs 1 and 3 must be sung with the backing track. Only song 2 may be sung unaccompanied (if appropriate – see further details below).

## SONG 1

Song 1 must be selected from the current Trinity Vocals songbook for the grade, and must be performed with the Trinity backing track.

## SONG 2

Song 2 may be selected from the current Trinity Vocals songbook for the grade, or it can be an own-choice song.

Own-choice songs must be equivalent in standard to the songs in the Trinity Vocals songbook for the grade. Parameters indicating the length and level of difficulty required at each grade are listed on pages 22-27. Please note that revised own-choice parameters apply for this syllabus.

The own-choice song can be:

- 🔗 Sheet music from a printed or online source
- 🔗 An original song that the candidate has written
- 🔗 A cover version that the candidate has arranged

Own-choice songs can:

- 🔗 Be unaccompanied
- 🔗 Be sung to a backing track (not including the solo part) – this can be self-created

- ✔ Include added accompaniment, performed live by the candidate on any instrument
- ✔ Be accompanied live by a musician, either playing or singing – the additional musician should remain in the exam room for song 2 only and may be a teacher

Candidates must provide a (photo)copy of their chosen song for the examiner, with name and candidate number clearly shown. The examiner will retain this copy. Own-choice songs may be presented as an original score, handwritten or computer generated, in one of the following formats:

- ✔ A lead sheet with lyrics, chords and melody line
- ✔ A chord chart with lyrics
- ✔ A full score using conventional staff notation

A song from the 2015–2017 Trinity Rock & Pop syllabus may be selected as an own-choice song, provided that it meets the current own-choice parameters. A list of suitable songs can be found at [trinityrock.com](http://trinityrock.com)

### SONG 3

Three of the songs in each Trinity songbook are identified as technical focus songs, and these are marked with [TF] in the song list sections of this syllabus. One of these should be chosen for song 3, and it must be performed with the Trinity backing track.

These songs are designed to develop technical skills, and each song has two technical elements identified. Guidance on the preparation of these technical skills is included in the songbooks.

For the technical focus song, higher marks are available in the technical control component to reflect the increased emphasis on this area. Examiners will refer to the technical elements in their comments.

If a candidate includes two or three technical focus songs in their set list, they should clearly indicate on the appointment form which one is to be examined as the technical focus song.

### PERFORMANCE AND INTERPRETATION

Trinity's Rock & Pop exams are designed to encourage musical performances that reflect a candidate's own personal style and approach. This is because we understand that contemporary music is flexible in its stylistic interpretation, particularly at the higher grades. However, performances should not be simplified and musical integrity should always be maintained.

### REPEATS, EXPRESSIVE TECHNIQUES AND TEMPI

All songs should be prepared in full with all repeats, *da capo* and *dal segno* instructions and 1st and 2nd time bars observed. Candidates are encouraged to include a range of expressive techniques such as vibrato, grace notes, slides, *staccato*, changing vocal qualities, etc appropriate to the style of the song, particularly in the higher grades. Candidates should observe terms showing tempo, dynamics, character and style of the music

### BACKING TRACKS

Backing tracks for own-choice songs must be of good quality, in MP3 format and presented on a USB stick or computer-readable audio CD. They must not include the solo part.

Where songs are chosen from the Trinity Vocals songbook, only the official Trinity backing tracks must be used. Adapted or edited versions of the tracks from any other source are not permitted.

### PERFORMING FROM MEMORY

Candidates may perform any or all of their songs from memory. However, this is not compulsory and no additional marks are given for this.

## MUSIC AND COPIES

It is essential that candidates bring an original copy, or an authorised download, of the music being performed into the exam room. If an unauthorised copy is used, Trinity may not award marks for that song. Original copies of own-choice sheet music can be purchased or downloaded from music shops and publishers. Proof of purchase will be required for downloads. Allowances cannot be made for delays in obtaining printed music.

## COPYRIGHT IN A SONG

Points to remember:

- ✔ Candidates can create a cover version of a song and perform it in an exam or other non-public performance
- ✔ Candidates cannot record a cover version or make recordings available to others (by uploading it to a website or copying it) without the appropriate licence
- ✔ Candidates own the copyright of any songs they have written themselves

Further information is available at [trinityrock.com/syllabus](http://trinityrock.com/syllabus)

## OBTAINING MUSIC FOR THE EXAM

Trinity's Rock & Pop songbooks contain eight songs (including three technical focus songs), plus background information on the songs and performance tips. They are available from [trinityrock.com/shop](http://trinityrock.com/shop) or from your local music shop. See page 52 for further details.

## PARAMETERS FOR OWN-CHOICE SONGS

Own-choice songs should match the standard of songs in the Trinity Vocals songbook for the appropriate grade.

The following tables give guidelines for what might be included at each grade. All techniques are cumulative, but it is not expected that songs will contain everything in the list – this is intended to be a general guide to the type of techniques appropriate at each grade.

Please note that if the length of the song is towards the maximum end of the time limit then examiners may stop the performance once they have heard enough to form a balanced assessment. Songs that exceed the required duration will be stopped when the maximum length is reached. Own-choice songs may be shortened from the original if necessary, for example by cutting instrumental intros and outros, or by limiting the number of verses.

If candidates choose a style of song which relies on spoken or 'belted' sections (eg rap, metal, story-telling ballad, etc) they must ensure there is sufficient demonstration of vocal techniques appropriate to the grade.

**INITIAL**

<b>Duration</b>	45 seconds - 2 minutes
<b>Rhythmic values</b>	Simple rhythms, can include swung quavers
<b>Syncopation</b>	Occasional simple syncopation
<b>Dynamics</b>	<i>mp</i> , <i>mf</i> , <i>f</i> – few changes, simple contrasts only
<b>Range and register</b>	No more than an octave, within one register
<b>Keys</b>	To suit vocal range – normally no more than one or two sharps or flats, can include modal tonality
<b>Melodic writing and intervals</b>	Simple melodies – mainly stepwise movement within phrases
<b>Other directions/ techniques</b>	Slurs and <i>legato</i> phrasing, simple breath control through balanced phrase lengths
<b>Improvisation</b>	None
<b>Time signatures</b>	$\frac{4}{4}$ , $\frac{2}{4}$ , $\frac{3}{4}$
<b>Tempos</b>	60-130 bpm
<b>Accompaniment</b>	Supportive backing with clear entries guided by accompaniment

**GRADE 1**

<b>Duration</b>	1-2.5 minutes
<b>Rhythmic values</b>	More rhythmic variety – triplets can appear but rhythms still mostly simple and straightforward
<b>Syncopation</b>	Simple syncopation featuring more often
<b>Dynamics</b>	<i>p, mp, mf, f</i> with occasional hairpins
<b>Range and register</b>	As Initial
<b>Keys</b>	Occasional use of up to four sharps/flats if musically appropriate, but mainly maximum two sharps/flats
<b>Melodic writing and intervals</b>	Wider melodic leaps up to a 6th used sparingly
<b>Other directions/ techniques</b>	Mainly <i>legato</i> singing with some more accented and articulated phrases, blue notes
<b>Improvisation</b>	None
<b>Time signatures</b>	As Initial
<b>Tempos</b>	60-160 bpm
<b>Accompaniment</b>	Relatively supportive backing

**GRADE 2**

<b>Duration</b>	1.5 – 3 minutes
<b>Rhythmic values</b>	Wider range of rhythmic variety, occasional complexity and unexpected rhythmic patterns within broadly straightforward rhythms
<b>Syncopation</b>	Syncopation becoming a standard part of melodic writing
<b>Dynamics</b>	As Grade 1 but with <i>crescendos/decrescendos</i> within phrases and greater use of contrasts
<b>Range and register</b>	Up to a 10th, use of both lower and upper registers but no swift changes between the two
<b>Keys</b>	Up to four sharps/flats
<b>Melodic writing and intervals</b>	Occasional leaps up to a 7th, intervals up to a 4th a standard part of melodic writing
<b>Other directions/ techniques</b>	Long notes and sustained phrases, chest voice or lower range with projection
<b>Improvisation</b>	None
<b>Time signatures</b>	$\frac{2}{4}$ , occasional changes of time signature
<b>Tempos</b>	50–160 bpm
<b>Accompaniment</b>	Relatively supportive with some rhythmic independence



**GRADE 3**

<b>Duration</b>	1.5–3.5 minutes
<b>Rhythmic values</b>	Increasing rhythmic complexity and variation
<b>Syncopation</b>	Can be present throughout
<b>Dynamics</b>	<i>pp</i> , <i>ff</i> ; increased use of <i>crescendo</i> / <i>diminuendo</i> on longer phrases and long notes
<b>Range and register</b>	As Grade 2 but with occasional faster register changes
<b>Keys</b>	As Grade 2
<b>Melodic writing and intervals</b>	As Grade 2, leaps more frequent
<b>Other directions/techniques</b>	Grace notes, <i>staccato</i> phrases, vocal emphasis of consonants to enhance style/emotion in fast rhythms and in slow sustained ballads
<b>Improvisation</b>	None
<b>Time signatures</b>	$\frac{6}{8}$ , $\frac{12}{8}$
<b>Tempos</b>	Full range of tempos, tempo changes within songs
<b>Accompaniment</b>	Relatively supportive accompaniment, more independent vocal entries, less guidance in accompaniment

**GRADE 4**

<b>Duration</b>	2.5-4 minutes
<b>Rhythmic values</b>	All rhythms can be used, increasing in complexity as the level increases
<b>Syncopation</b>	Present throughout, increasing in complexity as the level increases
<b>Time signatures</b>	All regular time signatures
<b>Dynamics</b>	All dynamics
<b>Range and register</b>	Up to an 11th; moving between high and low registers more common, including fast changes
<b>Keys</b>	Any key, including key changes
<b>Melodic writing and intervals</b>	Octave leaps can be used, melodic writing can use any interval, occasional chromaticism
<b>Other directions/techniques</b>	Increasing complexity to test articulation and melodic agility
<b>Improvisation</b>	Improvised solos of about four bars
<b>Accompaniment</b>	Moderately supportive backing

**GRADE 5**

<b>Duration</b>	2.5-4 minutes
<b>Time signatures</b>	Irregular time signatures, more frequent changes of time signature
<b>Range and register</b>	Up to a 12th
<b>Melodic writing and intervals</b>	Increased chromaticism, use of pentatonic and blues scales
<b>Other directions/techniques</b>	Melisma
<b>Improvisation</b>	Improvised solos of about eight bars
<b>Accompaniment</b>	Moderately supportive backing

**GRADE 6**

<b>Duration</b>	3–4.5 minutes
<b>Range and register</b>	Up to a 13th
<b>Melodic writing and intervals</b>	Leaps of over an octave, technically more challenging downward leaps can appear
<b>Other directions/techniques</b>	Effects such as creaks, growls, slides, screams, glottal and theatrics/dramatisations; occasional rap elements
<b>Improvisation</b>	Improvised solos of about 12 bars
<b>Accompaniment</b>	Backing becoming independent

**GRADE 7**

<b>Duration</b>	3–4.5 minutes
<b>Range and register</b>	Up to a 14th
<b>Melodic writing and intervals</b>	Further development of downward leaps, a high level of agility and freedom of movement between registers
<b>Other directions/techniques</b>	Further development of techniques introduced at Grade 6, greater use of rap if musically appropriate
<b>Improvisation</b>	Improvised solos of about 16 bars
<b>Accompaniment</b>	Almost fully independent backing

**GRADE 8**

<b>Duration</b>	3.5–5 minutes
<b>Range and register</b>	Up to two octaves
<b>Melodic writing and intervals</b>	Vocal parts requiring advanced tonal and melodic control; leaps across the complete range if musically appropriate, including downward leaps
<b>Other directions/techniques</b>	Full range of techniques
<b>Improvisation</b>	Multiple improvised solos of any length
<b>Accompaniment</b>	Backing can be fully independent

# EXAM GUIDANCE: SESSION SKILLS



Contemporary musicians need to develop a range of listening and improvisation skills, whether they are an artist or session musician. The session skills tests have been specifically designed to develop and reinforce those skills.

Candidates choose either **playback** or **improvising**, and can choose whether to use a microphone.

## PLAYBACK

Professional musicians need excellent listening and sight reading skills. The playback test develops both.

Candidates choosing this option are required to perform some music they have not seen or heard before.

Candidates are given a song chart and have 30 seconds to study it and try out any sections. The starting note is given at the start of this period. The examiner then plays the backing track.

Candidates should listen to the backing track, repeating what they hear, reading the music from the song chart if they wish. The test consists of a series of short melodic phrases, and candidates should repeat each of these straight back in turn. A count-in is given at the beginning of the backing track, and a backing rhythm is played throughout.

In the exam, candidates have two chances to sing along with the track:

- 🎧 First time – for practice
- 🎧 Second time – for assessment

Candidates should follow the musical direction in the written score, and copy the expressive techniques heard on the track. No variation or improvisation is required – the song chart/recording should be copied as accurately as possible, including details of phrasing, articulation and dynamics. The music is printed without text and may be sung to any vowel (with or without consonant) or to sol-fa.

Technical expectations for the playback test are given in the table on pages 30–31.

All requirements are cumulative, meaning that tests may also include requirements from lower grades.

Sample tests are available in our Session Skills books (see page 52) and free examples can be downloaded from [trinityrock.com](http://trinityrock.com)

## IMPROVISING

Improvisation is a key skill for contemporary musicians. Many of the best songs came from studio improvisation sessions. Improvisation skills allow singers to work with other musicians to bounce creative ideas around and develop their own songs or unique cover versions. When on stage, improvisation can help bring excitement and colour to the live performance. Improvisation can develop creative musicianship skills that unlock a variety of musical styles and technical ability. Our tests are designed to introduce candidates to improvisation gradually, creatively and with a range of supporting resources.

Candidates choosing this option are required to improvise in a specified style over a recorded backing track that they have not seen or heard before. The backing track consists of a passage of music played on a loop.

Candidates are given a chord chart and the examiner plays a short section of the backing track so they can get a feel for the tempo and style. They then have 30 seconds to study it and try out any sections. The examiner then plays the backing track.

Candidates should improvise in the given style over the backing track, which is played four times through before fading out. A count-in is given at the beginning of the recording, and a backing rhythm is played throughout.

In the exam candidates have two chances to sing along with the track:

- 🎧 First time – for practice
- 🎧 Second time – for assessment

Candidates are responsible for choosing a suitable tone quality and using appropriate expressive techniques to communicate the style of the music. This may include (depending on the grade of exam being taken): choosing a suitable phrase or lyric; changing the vocal tone, range and rhythmic pattern at some point to add contrast and develop the material sung; using a variety of dynamic levels; use of sustained phrases, vocal effects and articulations appropriate to the style. The music is printed without text and may be sung to any vowel (with or without consonant) or to sol-fa.

Technical expectations for the improvisation test are given in the table on pages 32-33.

All requirements are cumulative, meaning that tests may also include requirements from lower grades.

Sample tests are available in our Session Skills books (see page 52) and free examples can be downloaded from **trinityrock.com**

## Playback

	Initial	Grade 1	Grade 2	Grade 3
<b>Total length</b>	8 bars			8 to 12 bars
<b>Length of repeated sections</b>	2 bars			2 to 4 bars
<b>Time signatures</b>	$\frac{4}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	
<b>Note values</b>	minims, crotchets	semibreves, quavers	dotted minims	dotted crotchets, semiquavers, swung quavers
<b>Rest values</b>		crotchets		semibreves, minims, quavers
<b>Dynamics and articulation</b>	no dynamics or phrasing	<i>p</i> and <i>f</i>		<i>mp</i> and <i>mf</i> , <i>staccato</i> and <i>legato</i> , accents
<b>Keys</b>	C major, A minor	G major, E minor	F major, D minor	D major, B minor
<b>Intervals</b>	stepwise movement only	major/minor 3rd	perfect 4th	perfect 5th
<b>Overall melodic range</b>	a 4th	a 6th		an octave
<b>Additional parameters</b>			ties	blues scale, chromatic melodic notes

Please note that all requirements are cumulative.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	12 to 16 bars	16 to 20 bars		20 to 24 bars
		4 to 8 bars		
<b>6</b> <b>8</b>	<b>12</b> <b>8</b>	<b>2 3 9</b> <b>2, 8, 8</b>	<b>7 7 5 5</b> <b>4, 8, 4, 8</b>	time signature changes
quaver triplets	dotted quavers	crotchet triplets, dotted semiquavers, demisemiquavers, semiquaver triplets		duplets
dotted crotchets	dotted quavers	semiquavers		
<i>crescendo</i> and <i>diminuendo</i>	<i>pp</i> , <i>ff</i> and <i>sfz</i>	<i>tenuto</i> , <i>subito</i>	any common terms and signs	
A major, C minor	E major, G minor	any major or minor key up to 5 sharps or flats	any major or minor key	
major/minor 6th	major/minor 7th	octave	major/minor 10th	major/minor 12th
an 11th				a 12th
syncopation	chord symbols included in the song chart			key changes within the song

## Improvising

	Initial	Grade 1	Grade 2	Grade 3
<b>Total bars</b>	4			8
<b>Time signatures &amp; rhythm</b>	$\frac{4}{4}$		$\frac{3}{4}$	$\frac{2}{2}$ , swung quavers
<b>Harmonic changes</b>	1 chord per bar			
<b>Solo break</b>				
<b>Keys</b>	Any major key	Any major or minor key		
<b>Chords</b>	I, IV and V chords, simple major and minor chords only	diatonic chord on any degree of the scale (not diminished or augmented)		7th chords
<b>Styles</b>	simple rock, pop	ballad, heavy rock	country	blues

Please note that all requirements are cumulative.



Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	12	16		
$\frac{6}{8}$ , syncopation	$\frac{12}{8}$	$\frac{9}{8}$	$\frac{5}{4}, \frac{7}{8}$	time signature changes
some use of 2 chords per bar			more varied rate of harmonic change	
		up to 2 bars		up to 4 bars
major 7th and minor 7th chords	sus 4 chords	power chords, added 6th chords (major and minor), slash chords	major and minor 9ths, diminished and augmented chords	any common chords
reggae, R 'n' B	funk, shuffle, disco	Latin, metal	jazz, boogie-woogie, boogie-style rock	any common style including hybrid styles (eg jazz funk, Latin soul, samba)

# EXAM GUIDANCE: MARKING

## HOW THE EXAM IS MARKED

The examiner gives comments and marks for each section of the exam, up to the maximums listed on page 15.

It is not necessary to pass all sections or any particular section in order to achieve a pass overall. No marks are awarded for a section if no attempt is made.

The total mark for the exam corresponds to different attainment levels as follows:

Overall mark	Attainment level
87-100	DISTINCTION
75-86	MERIT
60-74	PASS
45-59	BELOW PASS 1
0-44	BELOW PASS 2

## HOW THE SONGS ARE MARKED

Each song is awarded three separate marks corresponding to three specific musical components, allowing candidates to receive precise feedback about specific aspects of their performance. These marks combine to give an overall mark for the song.

### The three components are:

#### Fluency & security

Fluency, synchronisation with the backing track, security in notes and rhythm.

#### Technical control

Ability to control the voice effectively, achieving the various technical demands of the song; sound quality.

#### Communication & style

Stylistic understanding (eg mood and character), musical detail (eg dynamics and articulation), audience engagement.

Marks are awarded for these, to form a maximum total mark for each song as follows:

Songs 1 & 2	Song 3	Component
8	8	FLUENCY & SECURITY
8	12	TECHNICAL CONTROL
9	10	COMMUNICATION & STYLE
<b>25</b>	<b>30</b>	<b>TOTAL MAXIMUM MARK FOR EACH SONG</b>

The marks for song 3 are different because higher marks are awarded under technical control to reflect the two areas of technical focus.

Total marks awarded for songs correspond to the attainment levels as follows:

<b>Songs 1 &amp; 2</b>	<b>Song 3</b>	<b>Attainment level</b>
22-25	26-30	DISTINCTION
19-21	22-25	MERIT
15-18	18-21	PASS
11-14	14-17	BELOW PASS 1
0-10	0-13	BELOW PASS 2

## HOW SESSION SKILLS ARE MARKED

Session skills are awarded a single mark that corresponds to different attainment levels as follows:

<b>Overall mark</b>	<b>Attainment level</b>
17-20	DISTINCTION
15-16	MERIT
12-14	PASS
9-11	BELOW PASS 1
0-8	BELOW PASS 2

## HOW THE SONGS ARE MARKED

Examiners use the criteria below to decide on the mark:

<b>Fluency &amp; security</b>	<b>8 MARKS</b> Excellent fluency and synchronisation. Very high level of security in notes and rhythm.	<b>7 MARKS</b> Very good sense of fluency and synchronisation with only momentary lapses. High level of security in notes and rhythm with minimal inaccuracies.	<b>6 MARKS</b> Good sense of fluency and synchronisation though with occasional lapses. Good level of security in notes and rhythm despite occasional inaccuracies.
<b>Technical control (Songs 1 &amp; 2)</b>	<b>8 MARKS</b> Technical demands fulfilled to a very high degree. Excellent sound quality.	<b>7 MARKS</b> Technical demands fulfilled with only momentary insecurities. Very good sound quality with minimal blemishes.	<b>6 MARKS</b> Technical demands largely fulfilled though with occasional insecurities. Good sound quality despite occasional lapses.
<b>Technical control (Song 3)</b>	<b>12 MARKS</b> Technical focus elements fulfilled to a very high degree. Excellent sound quality.	<b>10-11 MARKS</b> Technical focus elements fulfilled with only momentary insecurities. Very good sound quality with minimal blemishes.	<b>8-9 MARKS</b> Technical focus elements largely fulfilled though with occasional insecurities. Good sound quality despite occasional lapses.
<b>Communication &amp; style</b>	<b>9 MARKS (SONGS 1 &amp; 2)</b> <b>10 MARKS (SONG 3)</b> Highly convincing communication and engagement. Excellent stylistic understanding and realisation of musical detail.	<b>8 MARKS (SONGS 1 &amp; 2)</b> <b>9 MARKS (SONG 3)</b> Very good communication and engagement with only momentary insecurities. Very good stylistic understanding and realisation of musical detail with minimal lapses.	<b>6-7 MARKS (SONGS 1 &amp; 2)</b> <b>7-8 MARKS (SONG 3)</b> Good communication and engagement overall though with occasional insecurities. Good stylistic understanding and realisation of musical detail despite occasional lapses.

**5 MARKS**

Generally reliable level of fluency and synchronisation though with some lapses.  
Reasonable level of security in notes and rhythm despite some inaccuracies.

**3-4 MARKS**

Unreliable fluency and synchronisation.  
Unreliable level of security in notes and rhythm.

**1-2 MARKS**

Little or no sense of fluency or synchronisation.  
Extremely unreliable level of security in notes and rhythm.

**5 MARKS**

Technical demands generally fulfilled though with some insecurities.  
Basic sound quality achieved despite some lapses.

**3-4 MARKS**

Technical demands often not fulfilled.  
Unreliable sound quality.

**1-2 MARKS**

Technical demands hardly or not at all fulfilled.  
Basic sound quality not achieved.

**7 MARKS**

Technical focus elements generally fulfilled though with some insecurities.  
Basic sound quality achieved despite some lapses.

**4-6 MARKS**

Technical focus elements often not fulfilled.  
Unreliable sound quality.

**1-3 MARKS**

Technical focus elements hardly or not at all fulfilled.  
Basic sound quality not achieved.

**5 MARKS (SONGS 1 & 2)  
6 MARKS (SONG 3)**

Generally reliable level of communication and engagement though with some insecurities.  
Reasonable stylistic understanding and realisation of musical detail despite some lapses.

**3-4 MARKS (SONGS 1 & 2)  
4-5 MARKS (SONG 3)**

Unreliable communication and engagement.  
Unreliable stylistic understanding and realisation of musical detail.

**1-2 MARKS (SONGS 1 & 2)  
1-3 MARKS (SONG 3)**

Little or no communication and engagement.  
Extremely unreliable stylistic understanding and realisation of musical detail.

## HOW SESSION SKILLS ARE MARKED

Examiners use the criteria below to decide on the mark:

<b>Playback</b>	<b>19-20 MARKS</b>	<b>17- 18 MARKS</b>	<b>15- 16 MARKS</b>
	<p>Very high level of security in notes and rhythms.</p> <p>Excellent sense of fluency and synchronisation.</p> <p>Excellent sound quality and attention to musical detail.</p>	<p>High level of security in notes and rhythms with only minimal inaccuracies.</p> <p>Very good sense of fluency and synchronisation.</p> <p>Very good sound quality and attention to musical detail.</p>	<p>Good level of security in notes and rhythms despite occasional inaccuracies.</p> <p>Good sense of fluency and synchronisation.</p> <p>Good sound quality and attention to musical detail.</p>
<b>Improvising</b>	<b>19-20 MARKS</b>	<b>17- 18 MARKS</b>	<b>15- 16 MARKS</b>
	<p>Highly convincing stylistic communication and development.</p> <p>Excellent fluency and synchronisation.</p> <p>Excellent sound quality and command of vocal resources.</p>	<p>Very good level of stylistic communication and development with only minimal limitations.</p> <p>Very good fluency and synchronisation.</p> <p>Very good sound quality and command of vocal resources.</p>	<p>Good level of stylistic communication and development despite occasional limitations.</p> <p>Good sense of fluency and synchronisation.</p> <p>Good sound quality and command of vocal resources.</p>

**12-14 MARKS**

Generally reliable level of security in notes and rhythms though with some inaccuracies.

Basic level of fluency and synchronisation.

Basic sound quality and attention to musical detail.

**7-11 MARKS**

Unreliable level of security in notes and rhythms.

Unreliable level of fluency and synchronisation.

Unreliable sound quality and attention to musical detail.

**1-6 MARKS**

Little or no accuracy in notes and rhythms.

Little or no fluency and synchronisation.

Little or no sound quality and attention to musical detail.

**12-14 MARKS**

Generally reliable level of stylistic communication and development though with some limitations.

Basic level of fluency and synchronisation.

Basic sound quality and command of vocal resources.

**7-11 MARKS**

Unreliable level of stylistic communication and development.

Unreliable level of fluency and synchronisation.

Unreliable sound quality and command of vocal resources.

**1-6 MARKS**

Little or no stylistic communication and development.

Little or no fluency and synchronisation.

Little or no basic sound quality and command of vocal resources.

# INITIAL

## EXAM STRUCTURE

The Initial exam contains the following:

	Maximum marks
<b>SONG 1</b>	<b>25</b>

A song chosen from the Trinity Initial Vocals songbook, sung to the Trinity backing track

<b>SONG 2</b>	<b>25</b>
---------------	-----------

**Either** a different song chosen from the Trinity Initial Vocals songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be sung to a backing track (which can be pre-recorded by the candidate)
- ✔ Include a live self-played accompaniment on any instrument
- ✔ Include an accompaniment played or sung live by another musician

<b>SESSION SKILLS</b>	<b>20</b>
-----------------------	-----------

**Either** playback **or** improvising

<b>SONG 3</b>	<b>30</b>
---------------	-----------

A technical focus song chosen from the Trinity Initial Vocals songbook, containing specific technical elements, sung to the Trinity backing track

<b>TOTAL</b>	<b>100</b>
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## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Initial Vocals songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

ANGELS	The XX [b-f']
FADE INTO YOU [TF]	Mazzy Star [b-g']
HERE COMES THE SUN [TF]	The Beatles [e'-c#']
HOLD ON, WE'RE GOING HOME [TF]	Drake [e'-d']
KNOCKIN' ON HEAVEN'S DOOR	Bob Dylan [e'-b']
THE LAST TIME	The Rolling Stones [c'-b♭']
SONGBIRD	Oasis [c#'-b']
THREE LITTLE BIRDS	Bob Marley & the Wailers [a-a']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Initial exam lasts 13 minutes.



# GRADE 1

## EXAM STRUCTURE

The Grade 1 exam contains the following:

	Maximum marks
<b>SONG 1</b>	<b>25</b>

A song chosen from the Trinity Grade 1 Vocals songbook, sung to the Trinity backing track

<b>SONG 2</b>	<b>25</b>
---------------	-----------

**Either** a different song chosen from the Trinity Grade 1 Vocals songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be sung to a backing track (which can be pre-recorded by the candidate)
- ✔ Include a live self-played accompaniment on any instrument
- ✔ Include an accompaniment played or sung live by another musician

<b>SESSION SKILLS</b>	<b>20</b>
-----------------------	-----------

**Either** playback **or** improvising

<b>SONG 3</b>	<b>30</b>
---------------	-----------

A technical focus song chosen from the Trinity Grade 1 Vocals songbook, containing specific technical elements, sung to the Trinity backing track

<b>TOTAL</b>	<b>100</b>
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## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 1 Vocals songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

A NIGHT LIKE THIS*	Caro Emerald [c#'-b']
HOW LONG WILL I LOVE YOU [TF]	Ellie Goulding [b-b']
IMAGINE	John Lennon [d'-d'' (f'')]
JUST LOOKING [TF]	Stereophonics [c'-d'']
OCTOPUS'S GARDEN	The Beatles [d'-d'']
THESE BOOTS ARE MADE FOR WALKIN'*	Nancy Sinatra [b-b'-b']
THE TIDE IS HIGH [TF]	Blondie [c'-d'']
VALERIE	Mark Ronson, feat. Amy Winehouse [b-d'']
YOU'VE GOT A FRIEND	Carole King [b-b'-d'']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 1 exam lasts 13 minutes.

\* Depending on edition of the songbook

# GRADE 2

## EXAM STRUCTURE

The Grade 2 exam contains the following:

Maximum  
marks

### SONG 1 25

A song chosen from the Trinity Grade 2 Vocals songbook, sung to the Trinity backing track

### SONG 2 25

**Either** a different song chosen from the Trinity Grade 2 Vocals songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- Be unaccompanied
- Be sung to a backing track (which can be pre-recorded by the candidate)
- Include a live self-played accompaniment on any instrument
- Include an accompaniment played or sung live by another musician

### SESSION SKILLS 20

**Either** playback **or** improvising

### SONG 3 30

A technical focus song chosen from the Trinity Grade 2 Vocals songbook, containing specific technical elements, sung to the Trinity backing track

### TOTAL 100

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 2 Vocals songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

BAD BLOOD	Taylor Swift [b-d"]
DANCING IN THE MOONLIGHT	Toploader [a-d"]
GET LUCKY [TF]	Daft Punk [a-c"]
LET IT BE	The Beatles [c'-d"]
(SOMETHING INSIDE) SO STRONG [TF]	Labi Siffre [a-d"]
SUMMER OF '69	Bryan Adams [a-a"]
UNDER THE BRIDGE	Red Hot Chili Peppers [a-d"]
UPTOWN FUNK [TF]	Mark Ronson, feat. Bruno Mars [c'-d"]

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 2 exam lasts 15 minutes.

# GRADE 3

## EXAM STRUCTURE

The Grade 3 exam contains the following:

	Maximum marks
<b>SONG 1</b>	<b>25</b>

A song chosen from the Trinity Grade 3 Vocals songbook, sung to the Trinity backing track

<b>SONG 2</b>	<b>25</b>
---------------	-----------

**Either** a different song chosen from the Trinity Grade 3 Vocals songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be sung to a backing track (which can be pre-recorded by the candidate)
- ✔ Include a live self-played accompaniment on any instrument
- ✔ Include an accompaniment played or sung live by another musician

<b>SESSION SKILLS</b>	<b>20</b>
-----------------------	-----------

**Either** playback **or** improvising

<b>SONG 3</b>	<b>30</b>
---------------	-----------

A technical focus song chosen from the Trinity Grade 3 Vocals songbook, containing specific technical elements, sung to the Trinity backing track

<b>TOTAL</b>	<b>100</b>
--------------	------------

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 3 Vocals songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

ADVENTURE OF A LIFETIME	Coldplay [a-b']
BRASS IN POCKET [TF]	The Pretenders [a-e'']
DON'T KNOW WHY	Norah Jones [bb-c'']
FREE FALLIN' [TF]*	Tom Petty [a-c#']
PERFECT DAY [TF]	Lou Reed [bb-d'']
ROYALS	Lorde [a-c'']
UPSIDE DOWN	Diana Ross [a-c'']
YELLOW [TF]*	Coldplay [c'-d'']
YOU KNOW I'M NO GOOD	Amy Winehouse [c'-bb']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 3 exam lasts 15 minutes.

\* Depending on edition of the songbook

# GRADE 4

## EXAM STRUCTURE

The Grade 4 exam contains the following:

	Maximum marks
<b>SONG 1</b>	<b>25</b>

A song chosen from the Trinity Grade 4 Vocals songbook, sung to the Trinity backing track

<b>SONG 2</b>	<b>25</b>
---------------	-----------

**Either** a different song chosen from the Trinity Grade 4 Vocals songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be sung to a backing track (which can be pre-recorded by the candidate)
- ✔ Include a live self-played accompaniment on any instrument
- ✔ Include an accompaniment played or sung live by another musician

<b>SESSION SKILLS</b>	<b>20</b>
-----------------------	-----------

**Either** playback **or** improvising

<b>SONG 3</b>	<b>30</b>
---------------	-----------

A technical focus song chosen from the Trinity Grade 4 Vocals songbook, containing specific technical elements, sung to the Trinity backing track

<b>TOTAL</b>	<b>100</b>
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## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 4 Vocals songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

DON'T SPEAK	No Doubt [b-b']
THE FIRST TIME EVER I SAW YOUR FACE [TF]	Roberta Flack [a-b']
I WISH	Stevie Wonder [b-b']
IT'S TOO LATE	Carole King [a-b']
SON OF A PREACHER MAN [TF]	Dusty Springfield [a-c']
TORN	Natalie Imbruglia [a-c']
VIDEO GAMES	Lana Del Rey [a-d']
YOU DO SOMETHING TO ME [TF]	Paul Weller [d'-e']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 4 exam lasts 20 minutes.

# GRADE 5

## EXAM STRUCTURE

The Grade 5 exam contains the following:

	Maximum marks
<b>SONG 1</b>	<b>25</b>

A song chosen from the Trinity Grade 5 Vocals songbook, sung to the Trinity backing track

<b>SONG 2</b>	<b>25</b>
---------------	-----------

**Either** a different song chosen from the Trinity Grade 5 Vocals songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be sung to a backing track (which can be pre-recorded by the candidate)
- ✔ Include a live self-played accompaniment on any instrument
- ✔ Include an accompaniment played or sung live by another musician

<b>SESSION SKILLS</b>	<b>20</b>
-----------------------	-----------

**Either** playback **or** improvising

<b>SONG 3</b>	<b>30</b>
---------------	-----------

A technical focus song chosen from the Trinity Grade 5 Vocals songbook, containing specific technical elements, sung to the Trinity backing track

<b>TOTAL</b>	<b>100</b>
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## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 5 Vocals songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

EVERYTIME	Britney Spears [ab'eɪ'']
LET'S DANCE	David Bowie [ab'-f'']
RATHER BE	Clean Bandit, feat. Jess Glynne [a-e'']
REACH OUT I'LL BE THERE	Four Tops [c'-a']
SHAKE IT OFF [TF]	Taylor Swift [g-d'']
SUNDAY MORNING [TF]	Maroon 5 [g-c'']
WRECKING BALL	Miley Cyrus [g-c'']
YOU MAKE LOVING FUN [TF]	Fleetwood Mac [g-e'']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 5 exam lasts 20 minutes.

# GRADE 6: FEMALE

## EXAM STRUCTURE

The Grade 6 exam contains the following:

	Maximum marks
<b>SONG 1</b>	<b>25</b>

A song chosen from the Trinity Grade 6 Vocals (female) songbook, sung to the Trinity backing track

<b>SONG 2</b>	<b>25</b>
---------------	-----------

**Either** a different song chosen from the Trinity Grade 6 Vocals (female) songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be sung to a backing track (which can be pre-recorded by the candidate)
- ✔ Include a live self-played accompaniment on any instrument
- ✔ Include an accompaniment played or sung live by another musician

<b>SESSION SKILLS</b>	<b>20</b>
-----------------------	-----------

**Either** playback **or** improvising

<b>SONG 3</b>	<b>30</b>
---------------	-----------

A technical focus song chosen from the Trinity Grade 6 Vocals (female) songbook, containing specific technical elements, sung to the Trinity backing track

<b>TOTAL</b>	<b>100</b>
--------------	------------

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 6 Vocals (female) songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

AIN'T NOBODY [TF]	Rufus & Chaka Khan [a-b-e-b'']
DOG DAYS ARE OVER	Florence + the Machine [a-d'']
GOLD LION	Yeah Yeah Yeahs [a-g'']
LET IT GO	Demi Lovato [g-e'']
NOTHING COMPARES 2 U [TF]	Sinéad O'Connor [a-f'']
ON & ON [TF]	Erykah Badu [g-b']
RESCUE ME	Fontella Bass [a-d'']
SKYFALL	Adele [b-b'-c'']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 6 exam lasts 25 minutes.

# GRADE 6: MALE

## EXAM STRUCTURE

The Grade 6 exam contains the following:

SONG 1

Maximum marks

25

A song chosen from the Trinity Grade 6 Vocals (male) songbook, sung to the Trinity backing track

SONG 2

25

**Either** a different song chosen from the Trinity Grade 6 Vocals (male) songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- Be unaccompanied
- Be sung to a backing track (which can be pre-recorded by the candidate)
- Include a live self-played accompaniment on any instrument
- Include an accompaniment played or sung live by another musician

SESSION SKILLS

20

**Either** playback **or** improvising

SONG 3

30

A technical focus song chosen from the Trinity Grade 6 Vocals (male) songbook, containing specific technical elements, sung to the Trinity backing track

TOTAL

100

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 6 Vocals (male) songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

I DON'T WANT TO MISS A THING	Aerosmith [f#-a']
JUST THE WAY YOU ARE	Billy Joel [G-e']
ONE	U2 [e-g']
SATURDAY NIGHT'S ALRIGHT FOR FIGHTING [TF]	Elton John [f-bb']
TAKE ME TO CHURCH [TF]	Hozier [c-a']
WAKE ME UP	Avicii [d-a']
WE ARE THE CHAMPIONS	Queen [g-c'']
WITH A LITTLE HELP FROM MY FRIENDS [TF]	Joe Cocker [e-g']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 7 exam lasts 25 minutes.

# GRADE 7: FEMALE

## EXAM STRUCTURE

The Grade 7 exam contains the following:

Maximum marks

**SONG 1** **25**

A song chosen from the Trinity Grade 7 Vocals (female) songbook, sung to the Trinity backing track

**SONG 2** **25**

**Either** a different song chosen from the Trinity Grade 7 Vocals (female) songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- Be unaccompanied
- Be sung to a backing track (which can be pre-recorded by the candidate)
- Include a live self-played accompaniment on any instrument
- Include an accompaniment played or sung live by another musician

**SESSION SKILLS** **20**

**Either** playback **or** improvising

**SONG 3** **30**

A technical focus song chosen from the Trinity Grade 7 Vocals (female) songbook, containing specific technical elements, sung to the Trinity backing track

**TOTAL** **100**

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 7 Vocals (female) songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

DON'T WANNA FIGHT [TF]	Alabama Shakes [a-b-f"]
FEELING GOOD	Nina Simone [a-d"]
HELLO	Adele [g-g"]
IF I AIN'T GOT YOU	Alicia Keys [g-d"]
JÓGA [TF]	Björk [g-c#"]
SAVING ALL MY LOVE FOR YOU	Whitney Houston [g-g"]
SINGLE LADIES (PUT A RING ON IT)	Beyoncé [f#-d"]
STREET LIFE [TF]	The Crusaders, feat. Randy Crawford [b-b-d"]

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 7 exam lasts 25 minutes.



# GRADE 7: MALE

## EXAM STRUCTURE

The Grade 7 exam contains the following:

SONG 1

A song chosen from the Trinity Grade 7 Vocals (male) songbook, sung to the Trinity backing track

Maximum marks  
25

SONG 2

**Either** a different song chosen from the Trinity Grade 7 Vocals (male) songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- Be unaccompanied
- Be sung to a backing track (which can be pre-recorded by the candidate)
- Include a live self-played accompaniment on any instrument
- Include an accompaniment played or sung live by another musician

25

SESSION SKILLS

**Either** playback **or** improvising

20

SONG 3

A technical focus song chosen from the Trinity Grade 7 Vocals (male) songbook, containing specific technical elements, sung to the Trinity backing track

30

TOTAL

100

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 7 Vocals (male) songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

BILLIE JEAN [TF]	Michael Jackson [B-e'']
FEEL	Robbie Williams [A (d)-bb']
I WANT TO KNOW WHAT LOVE IS	Foreigner [B-b']
LIFE ON MARS?	David Bowie [f-bb']
SINCE YOU BEEN GONE [TF]	Rainbow [d-b']
SMELLS LIKE TEEN SPIRIT	Nirvana [f-bb']
SWEET DISPOSITION [TF]	The Temper Trap [a-b']
WHEN I WAS YOUR MAN	Bruno Mars [f-bb']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 7 exam lasts 25 minutes.

# GRADE 8: FEMALE

## EXAM STRUCTURE

The Grade 8 exam contains the following:

SONG 1

Maximum marks

25

A song chosen from the Trinity Grade 8 Vocals (female) songbook, sung to the Trinity backing track

SONG 2

25

**Either** a different song chosen from the Trinity Grade 8 Vocals (female) songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- Be unaccompanied
- Be sung to a backing track (which can be pre-recorded by the candidate)
- Include a live self-played accompaniment on any instrument
- Include an accompaniment played or sung live by another musician

SESSION SKILLS

20

**Either** playback **or** improvising

SONG 3

30

A technical focus song chosen from the Trinity Grade 8 Vocals (female) songbook, containing specific technical elements, sung to the Trinity backing track

TOTAL

100

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 8 Vocals (female) songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

CHANDELIER	Sia [a♭-g♭"]
FALLIN'	Alicia Keys [b-e"]
I NEVER LOVED A MAN (THE WAY I LOVE YOU) [TF]	Aretha Franklin [a♭-f"]
NO MORE DRAMA	Mary J Blige [a-c♯"]
OVER THE RAINBOW	Eva Cassidy [a♭-e♭"]
THIS WOMAN'S WORK [TF]	Kate Bush [a♭-e♭"]
VISION OF LOVE [TF]	Mariah Carey [g-g"]
WASTING MY YOUNG YEARS	London Grammar [a♭-e♭"]

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 8 exam lasts 30 minutes.

# GRADE 8: MALE

## EXAM STRUCTURE

The Grade 8 exam contains the following:

	Maximum marks
<b>SONG 1</b>	<b>25</b>

A song chosen from the Trinity Grade 8 Vocals (male) songbook, sung to the Trinity backing track

<b>SONG 2</b>	<b>25</b>
---------------	-----------

**Either** a different song chosen from the Trinity Grade 8 Vocals (male) songbook, sung to the Trinity backing track

**Or** a song from the additional Trinity vocals arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be sung to a backing track (which can be pre-recorded by the candidate)
- ✔ Include a live self-played accompaniment on any instrument
- ✔ Include an accompaniment played or sung live by another musician

<b>SESSION SKILLS</b>	<b>20</b>
-----------------------	-----------

**Either** playback **or** improvising

<b>SONG 3</b>	<b>30</b>
---------------	-----------

A technical focus song chosen from the Trinity Grade 8 Vocals (male) songbook, containing specific technical elements, sung to the Trinity backing track

<b>TOTAL</b>	<b>100</b>
--------------	------------

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 8 Vocals (male) songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-27.

FOR ONCE IN MY LIFE	Stevie Wonder [f-eb'']
IT'S A MAN'S MAN'S MAN'S WORLD [TF]	James Brown [f-d'']
I'VE BEEN LOVING YOU TOO LONG	Otis Redding [e-a']
LAY ME DOWN [TF]	Sam Smith [c#-c#']
SOMEBODY TO LOVE [TF]	Queen [eb'-eb'']
STAIRWAY TO HEAVEN	Led Zeppelin [c-c'']
SWEET CHILD O' MINE	Guns N' Roses [db'-eb'']
WAKE ME UP BEFORE YOU GO-GO	Wham! [c-c'']

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 28-33 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 8 exam lasts 30 minutes.

# PUBLICATIONS

The following Trinity publications support this syllabus. All are available from [trinityrock.com/shop](http://trinityrock.com/shop) or from your local music shop.

## ROCK & POP SONGBOOKS

Trinity's Rock & Pop songbooks contain eight songs (including three technical focus songs), plus background information on the songs and performance tips. Each also contains a code that gives free access to downloadable MP3 files of demo and backing tracks for the songs.

Vocals Initial	TCL 017253
Vocals Grade 1	TCL 017260
Vocals Grade 2	TCL 017277
Vocals Grade 3	TCL 017284
Vocals Grade 4	TCL 017291
Vocals Grade 5	TCL 017307
Vocals Grade 6 (female voice)	TCL 017345
Vocals Grade 7 (female voice)	TCL 017352
Vocals Grade 8 (female voice)	TCL 017369
Vocals Grade 6 (male voice)	TCL 017314
Vocals Grade 7 (male voice)	TCL 017321
Vocals Grade 8 (male voice)	TCL 017338

## SESSION SKILLS

Specimen playback and improvising tests are available in Trinity's Session Skills series. A CD is included with each book.





Vocals Session Skills Initial-Grade 2	TCL 014368
Vocals Session Skills Grades 3-5	TCL 014375
Vocals Session Skills Grades 6-8	TCL 014382

## DEMO AND BACKING TRACK CDS

The demo and backing tracks that accompany the graded songbooks (and are free as downloads with the purchase of a songbook) are also available as graded CDs.

Vocals Initial CD	TCL 017734
Vocals Grade 1 CD	TCL 017741
Vocals Grade 2 CD	TCL 017758
Vocals Grade 3 CD	TCL 017765
Vocals Grade 4 CD	TCL 017772
Vocals Grade 5 CD	TCL 017789
Vocals Grade 6 CD (female voice)	TCL 017826
Vocals Grade 7 CD (female voice)	TCL 017833
Vocals Grade 8 CD (female voice)	TCL 017840
Vocals Grade 6 CD (male voice)	TCL 017796
Vocals Grade 7 CD (male voice)	TCL 017802
Vocals Grade 8 CD (male voice)	TCL 017819

Syllabuses and Rock & Pop songbooks are also available for:

-  Bass
-  Drums
-  Guitar
-  Keyboards

# POLICIES

## SAFEGUARDING AND CHILD PROTECTION

Trinity is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, 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 candidates 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. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from [trinitycollege.com/music-csn](http://trinitycollege.com/music-csn). For enquiries please contact [music-csn@trinitycollege.com](mailto:music-csn@trinitycollege.com)

## 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](http://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](http://trinitycollege.com/customer-service)

## QUALITY ASSURANCE

Please note that, for training/monitoring purposes, it may, on occasion, be necessary for there to be more than one examiner in the room.

Trinity audio records and sometimes films exams for quality assurance and training purposes. In the case of filming, Trinity will always seek permission from the candidate (or a parent or guardian) first. All recording devices will be discreet and should not cause any distraction to candidates.

## EXAM INFRINGEMENTS

All exam infringements (eg choosing an incorrect piece) will be referred directly to Trinity's central office by the examiner. Exam reports may be withheld until the outcome of any referral has been considered by Trinity. Depending on the severity of the infringement, marks may be deducted or, in extreme cases, the exam may be invalidated.

## **MALPRACTICE**

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have its registered status withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

## **RESULTS REVIEW AND APPEALS PROCEDURE**

Anyone who wishes to question their exam result should refer to [trinitycollege.com/results-enquiry](http://trinitycollege.com/results-enquiry) for full details of our results review and appeals process.

# ACCESS ALL AREAS...

Get the full Rock & Pop experience online at [trinityrock.com](http://trinityrock.com)

## THE PRACTICE ROOM

Explore hundreds of digital resources designed to support teaching and learning as well as to provide useful information on rock and pop music and the music industry at [trinityrock.com/practice-room](http://trinityrock.com/practice-room)

The Practice Room includes advice and content on:

- ✔ Songs, performance and technique
- ✔ Session skills
- ✔ Teaching rock and pop music
- ✔ Making it in the music industry

You can access:

- ✔ Bite-sized videos featuring professional musicians that include demonstrations of techniques, whole-song performances, music industry advice and syllabus support
- ✔ 'Producer's notes' on the songs that include background information to help you increase your knowledge of rock and pop
- ✔ Articles by musicians, contributors, teachers and examiners that include tips and advice on performance, musical styles, developing technique, and careers in the music industry

## GET IN TOUCH

You can contact the music support team at Trinity's central office at [music@trinitycollege.com](mailto:music@trinitycollege.com), or contact your local representative via [trinityrock.com/contact-us](http://trinityrock.com/contact-us)

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