

# MUSIC PERFORMANCE IN BANDS

Qualification Specifications  
Pre-Initial to Grade 2  
from September 2021



## **KEEP UP TO DATE**

Please check [trinitycollege.com/music-performance-in-bands](http://trinitycollege.com/music-performance-in-bands) to make sure you are using the latest version of these qualification specifications and for the latest information about our Music Performance in Bands assessments.

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**Qualification Specifications  
Pre-Initial to Grade 2  
from September 2021**

**Charity number England & Wales: 1014792**

**Charity number Scotland: SC049143**

**Patron: HRH The Duke of Kent KG**

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Published by Trinity College London

Online edition, July 2021

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Trinity accepts entries for its assessments on the condition that learners conform to the requirements of the appropriate qualification specifications. Any amendments to the requirements will be published on our website.

# Welcome

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

## **ABOUT TRINITY COLLEGE LONDON**

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. 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 students progress. Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

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

# Introduction to Trinity's Music Performance in Bands qualifications

## **OBJECTIVE OF THE QUALIFICATIONS**

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

## **WHO THE QUALIFICATIONS ARE FOR**

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

## **PREPARING FOR THE QUALIFICATIONS**

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

## **ASSESSMENT AND MARKING**

Learners are assessed through a process of ongoing observation within regular lessons, rehearsals and performance contexts. Learning outcomes focus on skills within both rehearsal and performance technique. Performances may include informal sharing performances and/or more formal performance activity. The qualifications are graded as Pass or Below Pass.

## **QUALIFICATION STRUCTURE**

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

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

## DURATION OF STUDY (TOTAL QUALIFICATION TIME)

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

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

## RECOGNITION

Trinity College London is an international 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.

As a regulated awarding organisation, Trinity is responsible for:

- ▶ The validity of its qualifications throughout their lifecycle:
  - reliability
  - comparability
  - manageability
  - minimising bias
- ▶ The maintenance of standards and confidence in its qualifications
- ▶ The promotion of public confidence in its qualifications

## WHERE THE QUALIFICATIONS COULD LEAD

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

Please see Trinity's range of music qualifications on page 7 for possible progression routes.

### **TRINITY QUALIFICATIONS THAT COMPLEMENT THE MUSIC PERFORMANCE IN BANDS QUALIFICATIONS**

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

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

Trinity's graded Rock & Pop exams are available for bass, drums, guitar, keyboards and vocals. Find out more at [trinityrock.com](http://trinityrock.com)

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

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

### **OTHER QUALIFICATIONS OFFERED BY TRINITY**

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

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

**REGULATED LEVELS OF TRINITY'S MUSIC QUALIFICATIONS**

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

\* Regulated Qualifications Framework

\*\* European Qualifications Framework

† Not RQF or EQF regulated

## REGULATED TITLES AND QUALIFICATION NUMBERS

<b>Regulated title</b>	<b>Qualification number</b>
<b>Pre-Initial</b> TCL Entry Level Award in Graded Examination in Music Performance in Bands (Entry 2) (Pre-Initial)	603/7510/3
<b>Initial</b> TCL Entry Level Award in Graded Examination in Music Performance in Bands (Entry 3) (Initial)	603/7511/5
<b>Grade 1</b> TCL Level 1 Award in Graded Examination in Music Performance in Bands (Grade 1)	603/7512/7
<b>Grade 2</b> TCL Level 1 Award in Graded Examination in Music Performance in Bands (Grade 2)	603/7513/9

# Learning outcomes and assessment criteria

## PRE-INITIAL

(RQF Entry Level 2)

### LEARNING OUTCOMES

The learner will:

- 1.**  
Be able to perform music in a group for an audience

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- 2.**  
Be able to demonstrate an awareness of the foundations of basic instrumental/vocal technique

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- 3.**  
Be able to display an awareness of elementary ensemble-specific rehearsal skills

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- 4.**  
Be able to demonstrate a range of musical skills and understanding through performance

### ASSESSMENT CRITERIA

The learner can:

- 1.1** Play music with and for other people, with an awareness of their individual part in the performance
- 1.2** Generally present the performance elements in the correct sequence with a sense of timing

---

- 2.1** Demonstrate the coordination necessary for the foundations of technique appropriate to their instrument/voice
- 2.2** Produce a generally adequate sound

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- 3.1** Play and stop playing at the appropriate times, in both rehearsals and performance
- 3.2** Work with other musicians towards a basic common goal

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- 4.1** Understand and demonstrate basic rhythm, tempo, dynamic, sound, melodic, harmonic and structure elements in the performance relevant to Pre-Initial level

**INITIAL**

(RQF Entry Level 3)

**LEARNING OUTCOMES**

The learner will:

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- 1.**  
Be able to perform music in a group for an audience, showing some interpretation and interaction with group members and audience

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- 2.**  
Be able to demonstrate that the foundations of a secure instrumental/vocal technique have been established

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- 3.**  
Be able to demonstrate familiarity with ensemble-specific rehearsal skills

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- 4.**  
Be able to demonstrate a range of musical skills and understanding through performance

**ASSESSMENT CRITERIA**

The learner can:

---

- 1.1** Perform music with and for other people, demonstrating appropriate communication with fellow performers and audience at the appropriate times
- 1.2** Perform with some evidence of collective interpretation and timing

---

- 2.1** Demonstrate a generally accurate basic technique
- 2.2** Perform with an adequate basic sound

---

- 3.1** Play, stop and repeat music in rehearsals for the purpose of improving the performance
- 3.2** Work with other musicians towards a goal with some sense of common identity and purpose

---

- 4.1** Understand and demonstrate basic rhythm, tempo, dynamic, sound, melodic, harmonic and structure elements in the performance relevant to Initial level

**GRADE 1**

(RQF Level 1)

**LEARNING OUTCOMES**

The learner will:

- 1.**  
Be able to produce a group performance that demonstrates preparation and the beginnings of interpretation

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- 2.**  
Be able to show evidence of a basic familiarity with the fundamentals of instrumental/ vocal technique

---

- 3.**  
Be able to display awareness, command and some autonomy with ensemble-specific rehearsal and performance skills

---

- 4.**  
Be able to demonstrate a range of musical skills and understanding through performance

**ASSESSMENT CRITERIA**

The learner can:

- 1.1** Actively engage with the audience and fellow group members, demonstrating awareness of the individual part within a group context
- 1.2** Perform with a developing feeling of group interpretation and timing

---

- 2.1** Demonstrate a generally reliable technique
- 2.2** Perform with an adequate basic sound with some evidence of tonal control and projection

---

- 3.1** Rehearse with some awareness of areas for development and a basic command of common practices for improvement
- 3.2** Work with other musicians with a developing sense of common identity and purpose

---

- 4.1** Understand and demonstrate rhythm, tempo, dynamic, sound, melodic, harmonic and structure elements in the performance relevant to Grade 1

**GRADE 2**

(RQF Level 1)

**LEARNING OUTCOMES**

The learner will:

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**1.**  
Be able to produce a group performance that demonstrates preparation, interpretation and an awareness of the individual performance and interpretation within the group context

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**2.**  
Be able to show evidence of a technical command of the instrument/voice

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**3.**  
Be able to display command and independence with ensemble-specific rehearsal skills

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**4.**  
Be able to demonstrate a range of musical skills and understanding through performance

**ASSESSMENT CRITERIA**

The learner can:

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- 1.1** Perform live with individual interpretation and musicality within the group context and dynamic, actively communicating and engaging with group members and the audience
  - 1.2** Demonstrate flexibility, communicating with and responding to group members within a performance
- 

- 2.1** Demonstrate a range of reliable techniques
  - 2.2** Perform using a range of timbres, tones and sounds, and move between them appropriately
- 

- 3.1** Rehearse independently for some of the rehearsal, choosing what to work on and which rehearsal techniques to employ
  - 3.2** Work with others to create a developing sense of identity and style
- 

- 4.1** Understand and demonstrate a wide range of rhythm, tempo, dynamic, sound, melodic, harmonic and structure elements in the performance relevant to Grade 2

# Trinity's policies and procedures

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

## MALPRACTICE

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

### Examples of malpractice by validated course providers

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

### Examples of malpractice by learners

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

## SAFEGUARDING AND CHILD PROTECTION

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

## EQUAL OPPORTUNITIES

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

## REASONABLE ADJUSTMENT

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

## DATA PROTECTION

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see [trinitycollege.com/data-protection](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)