

Ensemble Syllabus

2010 - 2014



Thames Valley University
London College of Music Examinations

Ensemble Syllabus
(incorporating bands, choirs,
chamber ensembles and rock bands)

2010 - 2014



LCM Examinations

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* denotes Senior Examiner in Music † denotes Senior Examiner in Drama and Communication

[This list was correct at the time of printing.]

London College of Music

The London College of Music was founded in 1887 as an establishment devoted to musical education. In 1991 it became part of Thames Valley University, one of the largest universities in the UK, spread across three campuses in Ealing, Slough and Reading.

Today, Music joins the Media and Art & Design departments to form the university's Faculty of the Arts (previously known as the London College of Music & Media). Within the Faculty, the London College of Music continues to give outstanding provision for both performance and composition; it has embraced innovations and advances, creating one of the country's most prestigious and sought-after degrees in Music Technology.

In addition to full-time programmes for undergraduate and postgraduate students, there is a Junior College and a Part-Time Studies Department. Prospectuses for each of these divisions are available from:

- the TVU Learning Advice Centre - tel: 020 8579 5000; email: learning.advice@tvu.ac.uk
- the Faculty of the Arts office - tel: 020 8231 2304; email: music@tvu.ac.uk
- www.tvu.ac.uk

London College of Music Examinations

External examinations have been awarded by the London College of Music since the institution's founding in 1887. Today, examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres, and are unique in the graded examinations world in being awarded by a university.

LCM's graded and diploma examinations in most subjects are accredited by Ofqual (formerly QCA, Qualifications and Curriculum Authority), which serves as a UK governmental stamp of approval and quality assurance, confirming parity of standards with other similar examinations boards. Furthermore, the resulting mapping of LCM Examinations onto the NQF (National Qualifications Framework) means that candidates applying to UK universities through the UCAS system can increase their points tariff if they have been awarded a Pass or higher at grades 6-8 in accredited subjects.

LCM Examinations are distinctive, both in the qualifications offered and in the administration and running of the exams. We have retained the well-known traditional atmosphere and qualities of the London College of Music: informality, friendliness and approachability, although set in a fully professional and modern context. We are small enough that enquiries to the head office can be dealt with speedily and efficiently, and we are able to get to know many of our representatives and teachers personally by name. Examiners pride themselves on being friendly and approachable, ensuring candidates are put at their ease and are thus able to perform to their full potential; yet they are professional, applying thorough and objective assessment criteria in forming their judgements.

Our range of syllabuses and exam formats is exceptionally wide. Examinations may be taken in piano, all orchestral instruments, classical singing, theory (both classical and popular), music theatre, guitar, electronic keyboard, electronic organ, drum kit, percussion, popular music vocals, Irish and Scottish traditional music, composition, Key Stage 3 certificate, chamber ensemble, early learning and church music. Examinations in acoustic, electric and bass guitars are offered in partnership with the Registry of Guitar Tutors (RGT). Our diplomas are internationally recognised and include composition, conducting, thesis and theoretical diplomas as well as performing and teaching diplomas in all instruments, across four levels.

We offer a number of pre-grade 1 exams (Preliminary and Steps). Graded exams include a viva voce element, which encourages candidates to think, both technically and critically, about the music they perform in the exam. Syllabuses contain a wide range of repertoire options, sometimes including an own choice element. Finally, we offer the very popular Leisure Play option, where candidates perform three pieces plus a fourth own choice, but do not attempt any of the additional components of the exam.

Graded and diploma syllabuses are available free of charge from LCM Examinations and from local representatives.

1. Syllabus introduction

1.1 Coverage of this syllabus

This London College of Music Examinations syllabus is designed to prepare students for the Ensemble Examinations in Music Performance awarded by Thames Valley University.

1.2 Validity of this syllabus

This syllabus is valid from 1 January 2010 until 31 December 2014.

1.3 Rationale

TVU graded and diploma qualifications make a distinctive contribution to education in and through music, and speech, drama and communication, because of the emphasis placed upon the following combination of characteristics:

- creative thinking;
- practical skills either independent of literacy, or related to it;
- encouragement to think, both technically and critically, about the repertoire performed in practical examinations;
- a distinctively broad stylistic range, as reflected in tasks, endorsements and repertoire;
- the provision of assessment in areas not traditionally included within the scope of graded examinations;
- a strong emphasis towards the acquisition and demonstration of skills and understandings that are of contemporary relevance to the performing arts.

In the standards set, in structure, and organisation, TVU graded and diploma qualifications are broadly comparable with those of other awarding bodies offering qualifications in music and in speech/drama. However, these syllabuses offer the opportunity to develop pathways into learning that both complement and provide genuine alternatives to the study of the arts within school, FE and HE curricula, and within the context of life-long learning. Because of this, they are capable of being used to extend and enrich full-time education and individual tuition and offer alternative routes that enable teachers to achieve the objective of equipping young people and adults with highly relevant creative, expressive and technological concepts and skills.

1.4 Syllabus aims

A course of study based on TVU's graded and diploma syllabuses is intended to provide:

- a progressive and unified assessment system, enabling candidates to plan and obtain an effective education in and through the arts;
- skills of organisation, planning, problem-solving and communication, through the study of the arts in performance and theory;
- enhanced ability in acquiring the personal disciplines and motivation necessary for life-long learning;
- an enduring love, enjoyment and understanding of the performing arts, from the perspective of both participants and audience;
- an assessment system equipping candidates with added-value to enhance career routes, educational opportunities and decision-making.

1.5 Syllabus objectives

A course of study based on this syllabus is intended to provide:

- candidates with a range of performance skills, particularly with respect to ensemble awareness;
- opportunities for learning and assessment that are both creatively challenging and technologically relevant;
- opportunities for mastery learning that are structured and directly related to the repertoire published for each grade;
- candidates with the basis for study and practice to develop relevant and usable skills and concepts.

1.6 Availability of examinations and entry details

Practical examinations take place throughout the year according to location. In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (March/April), Summer (June/July) and Winter (November/December). The dates when each year's sessions begin and end are published in the preceding Autumn. Completed entry forms, together with full fees, must be submitted to the representative of the chosen examination centre on or before the closing date, as listed on entry forms. The representative is responsible for devising the timetable.

In addition, LCM conducts examinations at schools, colleges and teaching studios on a private centre basis, provided the practical grade entries total at least five hours' examining time, and any venue-related costs are covered by the applicant. The co-ordinating teacher is responsible for timetabling the examination day. Some flexibility is possible, and teachers are invited to telephone LCM Examinations on 020 8231 2364 to discuss the arrangements in advance.

1.7 Duration of examinations

Level 1	Level 2	Level 3	Level 4	Level 5	Recital
15 mins	20 mins	30 mins	30 mins	30 mins	45 mins

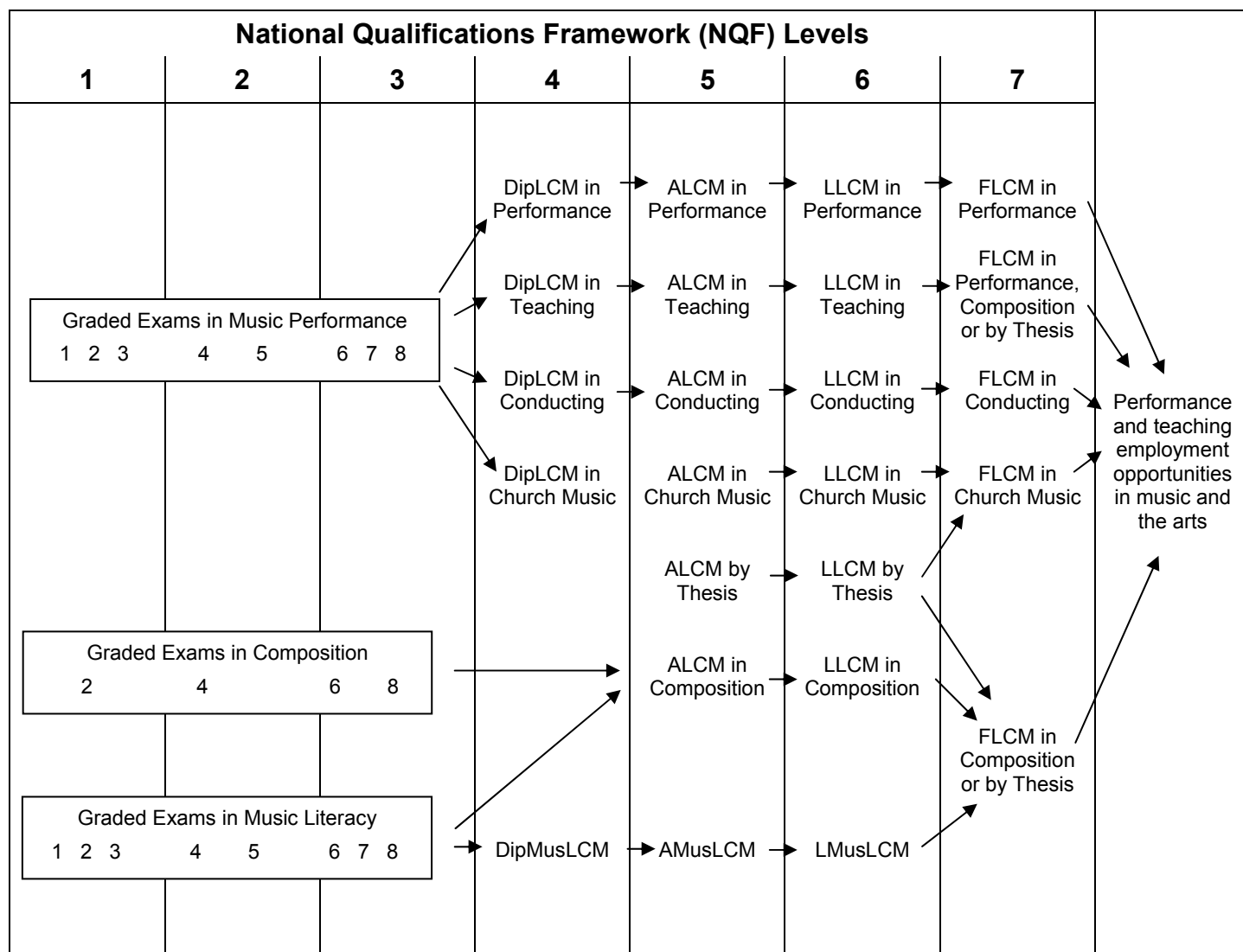
1.8 Target groups

LCM Examinations are open to all. There are no minimum age restrictions. However, the following table gives a broad indication of the ages for which the various levels might typically prove suitable:

Ensemble examinations: Target Groups

Age	Level	Grade equivalent	NQF Level
up to 12	1	1-2	1
10 - 14	2	3-4	1-2
12 - 16	3	5	2
14 - 18	4	6-7	3
16 and above	5	8	3
16 and above	Recital	DipLCM	4

1.9 Progression routes



Progression from Music Performance Grades:

- Performance route: DipLCM in Performance (NQF 4), ALCM in Performance (NQF 5), LLCM in Performance (NQF 6), FLCM in Performance (NQF 7)
- Teaching route: DipLCM in Teaching (NQF 4), ALCM in Teaching (NQF 5), LLCM in Teaching (NQF 6), FLCM in Performance or Composition or by Thesis (NQF 7)
- Conducting route: DipLCM in Conducting (NQF 4), ALCM in Conducting (NQF 5), LLCM in Conducting (NQF 6), FLCM in Conducting (NQF 7)

Progression from Music Literacy Grades:

- Theory route: DipMusLCM (NQF 4), AMusLCM (NQF 5), LMusLCM (NQF 6), FLCM in Composition or by Thesis (NQF 7)
- Composition route: ALCM in Composition (NQF 5), LLCM in Composition (NQF 6), FLCM in Composition or by Thesis (NQF 7)

Progression from Drama & Communication Grades:

- Performance route: DipLCM (NQF 4), ALCM (NQF 5), LLCM (NQF 6), FLCM (NQF 7)
- Teaching route: ALCM in Teaching (NQF 5), LLCM in Teaching (NQF 6), FLCM (NQF 7)

The above chart outlines the overall framework. Some qualifications may not be offered in particular subject areas. Some subjects shown are not accredited by Ofqual; please contact LCM Examinations for details.

Music diplomas are mapped against the Thames Valley University BMus and MMus degrees, and are awarded automatic credit value. For more information, please contact LCM Examinations.

1.10 Candidates with particular needs

Information on assessment, examination and entry requirements for candidates with particular needs is published in the document *Equality of Opportunity, Reasonable Adjustments and Special Consideration*. Copies of this are available free of charge from the LCM Examinations office (tel: 020 8231 2364).

1.11 Opportunities to develop key skills

A Programme of Study based on this syllabus offers candidates opportunities to develop attainment in aspects of the Key Skills of Communication and Improving own Learning and Performance. This syllabus does not require Key Skills to be taught as a formal part of a Programme of Study, and Key Skills will not be formally assessed as part of the examination procedure. Candidates should be encouraged (particularly at ensemble Level 3 and above) to apply Key Skills as part of their development as performing musicians.

1.12 Spiritual, moral, ethical, social, cultural and related issues

A Programme of Study based on this syllabus provides opportunities for candidates to explore and increase their understanding of spiritual, moral, ethical, social and cultural issues. Candidates should be encouraged (particularly above ensemble Level 2) to consider such issues and contexts as part of their development as performing musicians. This syllabus does not require these issues to be taught as a formal part of a Programme of Study. They are implicitly addressed through the Assessment Objectives and Areas of Study, but will not be directly assessed as part of the examination procedure.

This syllabus provides a framework which gives candidates opportunities to:

- consider the expressive nature of music;
- consider the ways in which music may express, or be a response to, a particular culture or tradition;
- consider the ways in which music may spring from a particular system of belief or faith, or may reflect the personal belief or faith of the composer, or may be composed with the express intention of aiding, or forming a part of, organised worship;
- consider the ways in which music forms an integral part of the cultural heritage of a civilization;
- consider the ways in which music may express or explore moral issues, or may in itself act as a moral force for good;
- express their personal response to such considerations, or to express their own beliefs or faith, through performance of such repertoire, and through technical and critical consideration of it;
- develop and explore their social and artistic relationships with other members of the ensemble.

2. Syllabus content

2.1 Syllabus overview

This London College of Music Examinations syllabus is designed to prepare students for the Ensemble Examinations in Music Performance awarded by Thames Valley University. It provides a structured approach which enables students to master progressively the understanding, knowledge and skills necessary to perform as part of an ensemble and to develop capability both as a performer and as informed listener. Information and advice is given on the selection of suitable repertoire for each of the levels of examination. The syllabus clearly describes what is expected and how the achievements of the candidate are to be assessed, so that students can be taught to master the requirements and to perform these in a practical examination. Examinations are conducted by trained external examiners and are held at approved centres in the UK and overseas.

Grateful thanks are due to Andrew McBirnie, the principal syllabus compiler.

2.2 Summary of subject content and description of examination components

These summaries should be read in conjunction with the Level Descriptions (Section 2.4) and the Pass Band Descriptions (Section 5.1). Further information for teachers and advice on syllabus requirements is available from the Chief Examiner in Music, Philip Aldred, at the LCM Examinations office (tel: 020 8231 2364; email: philip.aldred@tvu.ac.uk).

Areas of Study

Teachers preparing candidates for LCM ensemble examinations need to ensure that students are able to demonstrate appropriate levels of mastery as described in each of the following three areas of study:

Component 1: Performance

Candidates need to be prepared to demonstrate:

1. the ability to choose and perform, as part of an ensemble, pieces of the appropriate standard for the relevant examination level, with accuracy and musicality. The principal area of study is the technical mastery of the instrument or voice, which might include fingering, breath control, tone control, articulation, intonation, tonal variety and/or consistency, accuracy, dexterity, tempo and dynamics, as appropriate;
2. increasing evidence of a sense of musicality and emerging musical personality as the examination levels progress;
3. familiarity with notation appropriate to the grade, where appropriate;
4. increasing ability to communicate effectively to the listener as the grades progress;
5. the ability to be part of a cohesive group and be sensitive within an ensemble performance.

Explicit ability:

perform pieces with accuracy and musicality, as a member of an ensemble.

Implied ability:

execute, as part of an ensemble, a programme of selected pieces of music, demonstrating technical accuracy, musicality, communication, and musical knowledge, appropriate to the grade (see Section 4.4, 'How marks are awarded').

Component 2: Presentation

Candidates need to be prepared to demonstrate:

1. awareness of appropriate platform techniques such as entering and leaving the performance area, staging, position within the ensemble, and posture;
2. disciplined and co-ordinated participation in an ensemble, including awareness of the other members;
3. awareness of the importance of the visual element of ensemble performance;

Explicit ability:

perform with attention to staging and visual presentation.

Implied ability:

execute, as part of an ensemble, a programme of selected pieces of music, demonstrating awareness of position, posture, staging, and all aspects of the visual element of performance; relate to and be aware of the contribution of other members of the ensemble, and of how the candidate's own performance fits in to the whole.

Component 3: Programme

Candidates need to be prepared to demonstrate:

competence in writing, designing, and producing an accurate and informative written programme for the performance.

Explicit ability:

produce a written programme.

Implied ability:

produce an accurate, informative, relevant and well-designed written programme, according to the requirements outlined in the syllabus.

2.3 Weightings for examination components

Component 1: Performance	Component 2: Presentation	Component 3: Programme
80%	10%	10%

2.4 Level descriptions

The performance of the ensemble determines the attainment band that is awarded as a result of the examination. The level of mastery and the more general expectations of the ensemble are defined by the following level descriptions:

<p>Level 1 Equivalent standard: Grades 1-2.</p> <p>The musical material selected for Level 1 should be of an essentially elementary nature. Only the most basic, and hence most common, time signatures and keys are likely to be used. Melodic and rhythmic material will be predominantly simple. Indications of dynamics, articulation, phrasing and ornamentation will occur only sporadically in the music, and will be limited to the most basic types. Expectations for presentation will be limited to a basic sense of performance awareness. Technical accomplishment is a more important element of assessment than is musicality, and expectations of communication are limited.</p>
<p>Level 2 Equivalent standard: Grades 3-4</p> <p>The musical material selected for Level 2 will be of a slightly more demanding nature. The number of keys and time signatures which may be used is increased. Melodic and rhythmic material is more complex. Indications of dynamics, articulation, phrasing and ornamentation are likely to be a more regular feature of the music, and a wider variety is likely to be used. Musicality is an increasingly important element of assessment in relation to technical accomplishment, and expectations of communication are higher.</p>
<p>Level 3 Equivalent standard: Grade 5</p> <p>The musical material selected for Level 3 should be of a significantly more demanding nature than for Levels 1 and 2; it is the first level where some of the repertoire selected might conceivably be performed at a professional recital. The number of keys and time signatures likely to be used extends to all but the most unusual and unlikely examples. Melodic and rhythmic material may include a moderate degree of complexity. Dynamics, articulation, phrasing and ornamentation is likely to be varied and will often demand a degree of subtlety in performance. Musicality is judged to be an important element of assessment, and expectations of communication are higher.</p>
<p>Level 4 Equivalent standard: Grades 6-7</p> <p>The musical material selected for these grades is likely to be at the technically less demanding end of the continuum of professional repertoire. The number of keys and time signatures likely to be used extends to the full range of possibilities. Melodic and rhythmic material may include a significant degree of complexity. The music is likely to include passages where dynamics, articulation, phrasing and ornamentation demand considerable dexterity and flexibility. Musicality is judged to be a significant element of the assessment, and candidates are expected to communicate with an emerging sense of musical personality.</p>
<p>Level 5 Equivalent standard: Grade 8</p> <p>The musical material selected for this grade is likely to be some way inside the continuum of professional repertoire. The number of keys and time signatures which may be used extends to the full range of possibilities; furthermore, pieces may include variations and changes of key and metre. Melodic and rhythmic material will include a significant degree of complexity. The demands of dynamics, articulation, phrasing and ornamentation will be consistent and considerable. Musicality is judged to be a highly significant element of the assessment, although a sound technical basis remains an assumed requirement. Candidates are expected to communicate with a defined sense of musical personality, and this is given a significant weighting in the assessment.</p>
<p>Recital Equivalent standard: DipLCM</p> <p>The musical material selected for this level is likely to be of an advanced standard, comprising technical and musical challenges which are comparable to those found in diploma repertoire. The number of keys and time signatures which may be used extends to the full range of possibilities; furthermore, pieces may include variations and changes of key and metre. Melodic and rhythmic material will include a significant degree of complexity. The demands of dynamics, articulation, phrasing and ornamentation will be consistent and considerable. Musicality is judged to be a highly significant element of the assessment, although a sound technical basis remains an assumed requirement. Candidates are expected to communicate with a clear and mature sense of musical personality, and this is given a significant weighting in the assessment.</p>

3. Examination requirements

3.1 Administrative guidelines

1. Any type of ensemble is permitted. This may include, but is not limited to: orchestras, concert bands, brass bands, string orchestras, chamber ensembles, percussion ensembles, choirs, duets, trios, rock bands, jazz bands, folk groups, etc.
2. There are no pre-requisites for Ensemble exams; candidates may enter for any level without having taken previous examinations.
3. The minimum number of performers is two. There is no upper limit to the number of performers. However, where the number of performers exceeds ten, *one* steward (teacher, parent, or other competent adult) must be in attendance, to assist with good order in the exam room, *for each ten candidates above the first ten*. (For example, for an ensemble of 20 candidates, one steward must be in attendance; for an ensemble of 30 candidates, two stewards must be in attendance, etc.) Stewards may remain present for the entire duration of the exam, but should not take any active part in the performance.
4. Examination durations given in Section 1.7 include time for setting up and clearing away. However, where extended arrangements need to be made (eg. for a band, choir, orchestra, or other large group, or for a rock band where amplification etc. is to be used), these should take place outside the scheduled exam time, eg. before the start of the day, during a break in the schedule, and/or at the end of the day. Candidates should liaise with Centre representatives to ensure that disruption is kept to an absolute minimum.
5. Conditions at LCM public centres vary, and some examination rooms are unsuitable for large groups. Candidates planning to enter at a public centre must check with the representative in advance of entry, to ensure that the venue is suitable for their purposes. LCM Exams cannot guarantee that all public centres will be able to provide suitable examination spaces for all groups. However, sometimes it may be possible for the examiner to travel to a nearby venue as part of the regular examination session; again, candidates should liaise with Centre representatives. Private centres will of course make their own arrangements.
6. The provision of all necessary equipment, including music stands, chairs, instruments, amplification and effects equipment etc., is the responsibility of the candidates. Centre representatives will not provide additional equipment to that which is normally provided at the venue, unless by prior arrangement.
7. The name of the ensemble, in the form in which it is to be printed on the certificate, must be stated clearly on the entry form.

3.2 The performance

1. Ensembles are given a free choice of repertoire, but the musical and technical challenges of the pieces chosen should broadly comply with the guidelines given in Section 2.4 above. Where, in the examiner's opinion, the technical and musical challenges of the repertoire are significantly lower than expected for the Level, this may be commented on in the report, and may affect the marks awarded.
2. Care should be taken that the programme is varied, balanced and contrasting. There is no minimum or maximum number of pieces or movements; but the entire programme *must not exceed the time allocated for the examination* (see Section 1.7), *including pauses between items, set-up time, and clearing away time*. Examiners have the right to stop performances which exceed the allotted time.
3. Guidelines for the duration of programmes, including pauses between items but *not* including set-up and clearing away time, are as follows:

Level 1:	10-12 minutes
Level 2:	12-15 minutes
Levels 3, 4 & 5:	20-25 minutes
Recital:	35-40 minutes

4. Because of the flexibility of the syllabus and the wide variety of different types of ensembles for which it caters, it is not possible to give detailed guidelines about repertoire. This will vary widely between ensemble types, and might include: published works, arrangements, compositions by one or more members of the group, items which are partly or wholly improvised, and/or items which have been developed by the group in rehearsal.
5. Scores of the items played should be provided for the examiner where practical and appropriate. Even for rock, jazz or folk-based items, a lead sheet, or copy of the lyrics, etc. is welcomed.
6. The performance forms the basis for the assessment of Components 1 (Performance) and 2 (Presentation). The expectation of performance standard varies from elementary at Level 1, to advanced at Recital level. For more information, see Section 2.4 (Level descriptions).
7. No distinction will be made between 'teachers' and 'pupils' in the ensemble. The standard of the ensemble will be assessed according to the Level being examined, regardless of the age or status of individual members of the group.
8. There is no requirement for performances to be from memory. However, in accordance with normal performance conventions, it is expected that folk, jazz, rock and pop-based items will be performed from memory. Vocal performers and choral groups are *encouraged* to perform from memory where practical.
9. The use of digital samplers and sequencers etc. for rock bands should be kept to an absolute minimum: it is expected that all performances should be essentially 'live'. A *brief* sound check may be performed at the start of the set. Effects (reverb, echo etc.) should be used judiciously.

3.3 The written programme

1. Ensembles must provide the examiner, at the start of the examination, with a written or printed programme, setting out the pieces which are to be performed, and including programme notes. This programme is assessed in Component 3 (Programme).
2. There are no absolute requirements for the content of the written programme, and this will vary according to the type of ensemble and the repertoire performed. As basic information, the programme might indicate some or all of the following for each piece performed: composer, librettist, title, year of composition or release, number and titles of movements, album or show, etc. Some information about the ensemble itself must be included at each level (when formed and why, how often do they meet, etc.).
3. At all levels, programme notes must be included, giving some background information about the music and, from Level 3 onwards, a brief analytical overview, which might cover aspects such as style, instrumentation, structure, and any other musical points of interest. The length, complexity and amount of detail will vary as the levels progress; at Level 1 this will be minimal, but at Recital level should be substantial. As a general guide, the *total* amount of words for the programme notes should be approximately 250 words at Level 1, 500 words at Level 3, and 2,000 words at Recital level.
4. At all levels, the presentation and design of the programme will be taken into account in awarding marks. Text-based programmes are quite acceptable; extensive artwork is not a requirement, but some candidates may wish to develop this aspect of the presentation. However, artwork should not be overly fussy, and should not affect the legibility and readability of the text.

4. Assessment

The marking scheme is comprised of a balanced structure of examination components and assessment categories. Taken together they form a matrix which enables the performance of each ensemble to be systematically assessed and marked.

4.1 Assessment objectives

During an examination candidates will be assessed on their ability to demonstrate mastery of:

Domain 1: Technical Accomplishment The extent to which the instruments or voices are effectively controlled.	Domain 2: Musicality The ability to make sensitive and musical performance decisions.
Domain 3: Musical Knowledge The synthesis of theoretical, notational and contextual knowledge.	Domain 4: Communication The degree to which the performers communicate with and engage the listener through musical performance on their instruments and/or voices.

4.2 Coverage of the assessment domains

	Technical Accomplishment	Musicality	Musical Knowledge	Communication
Performance	✓	✓	✓	✓
Presentation				✓
Programme			✓	

4.3 Approximate weightings for assessment domains

	Technical Accomplishment %	Musicality %	Musical Knowledge %	Communication %
Levels 1-2	52	12	18	18
Levels 3-4	44	16	20	20
Level 5 and Recital	32	24	22	22

4.4 How marks are awarded during the examination

Component 1: Performance

The examiner will consider the pieces performed, and will award a mark out of 80 for this component of the examination. This mark will be subdivided at the examiner's discretion to indicate separate marks for individual pieces performed. In awarding marks, the examiner will take into account the following:

Assessment Domains	Approximate Weightings		
	Levels 1-2	Levels 3-4	Level 5 / Recital
Technical Accomplishment: the ability to manipulate the instrument or voice, as appropriate to the repertoire, with respect to accuracy, fluency, articulation, intonation, breath control, fingering, tonal variety and/or consistency, dexterity, tempo, dynamics, etc.	65%	55%	40%
Musicality: the ability to make sensitive and musical performance decisions, resulting in a sense of individual interpretative skill, so that the music is performed in a manner reflecting a degree of sensitivity and empathy, musical personality and ensemble awareness; the ability to adapt to a variety of styles as may be required by the choice of repertoire.	15%	20%	30%
Musical Knowledge: an understanding of all aspects of the notation/musical content occurring in the repertoire; an understanding of the stylistic context of, and performance practice relating to, the repertoire.	10%	12.5%	15%
Communication: evidence of a perceptive understanding of how to engage the listener and communicate the musical substance of the repertoire, through the use of elements outlined above.	10%	12.5%	15%

Component 2: Presentation

The examiner will award a mark out of 10, taking into account the following:

Assessment Domains	Approximate Weightings		
	Levels 1-2	Levels 3-4	Level 5 / Recital
Communication: evidence of a perceptive understanding of how to engage the listener and communicate the musical substance of the repertoire, through such elements as platform presentation, staging, posture, ensemble awareness and the visual aspect of performance.	100%	100%	100%

Component 3: Programme

The examiner will award a mark out of 10, taking into account the following:

Assessment Domains	Approximate Weightings		
	Levels 1-2	Levels 3-4	Level 5 / Recital
Musical Knowledge: the degree to which the written programme is accurate, informative, relevant, well-designed, well-presented, and of appropriate length.	100%	100%	100%

4.5 Mark allocation by assessment domain & examination component

Levels 1-2:

The approximate weightings of the Assessment Domains are as follows:

	Technical Accomplishment %	Musicality %	Musical Knowledge %	Communication %
Performance	65	15	10	10
Presentation	0	0	0	100
Programme	0	0	100	0

Levels 3-4:

The approximate weightings of the Assessment Domains are as follows:

	Technical Accomplishment %	Musicality %	Musical Knowledge %	Communication %
Performance	55	20	12.5	12.5
Presentation	0	0	0	100
Programme	0	0	100	0

Level 5 and Recital:

The approximate weightings of the Assessment Domains are as follows:

	Technical Accomplishment %	Musicality %	Musical Knowledge %	Communication %
Performance	40	30	15	15
Presentation	0	0	0	100
Programme	0	0	100	0

5. Awarding and reporting

5.1 Awards of Pass, Pass with Merit or Pass with Distinction

The pass awards are differentiated by outcome. Depending on the level of mastery demonstrated during the examination performance an ensemble may be awarded either a Pass, or a Pass with Merit or a Pass with Distinction. Each award broadly corresponds with the following descriptions of achievement and requires that the candidate obtains or exceeds the minimum number of marks set as the boundary for the award.

Distinction (85-100%)

Candidates who achieve a Pass with Distinction will have offered a highly accurate, fluent and musical response. They will have demonstrated secure technical accomplishment and will have shown evidence of excellent musicality, ensemble awareness, and presentation skills. The quality of the written programme is likely to have been high. Candidates will have communicated, through performance, a sense of real engagement with, an understanding of, and at Levels 4 and above, a sense of individual personality in relation to, the repertoire.

Merit (75-84%)

Candidates who achieve a Pass with Merit will have offered an accurate, fluent and musical response. They will have demonstrated a good standard of technical accomplishment and will have shown significant evidence of musicality, ensemble awareness, and presentation skills. The quality of the written programme is likely to have been good. Candidates will have communicated, through performance, some sense of engagement with, some understanding of, and at grades 6-8, an emerging sense of musical personality in relation to, the repertoire.

Pass (65-74%)

Candidates who achieve a Pass will have offered a mostly accurate, fluent and musical response. They will have demonstrated an acceptable standard of technical accomplishment and will have shown some evidence of musicality, ensemble awareness, and presentation skills. The quality of the written programme is likely to have been satisfactory. Candidates will have communicated, through performance, a basic understanding of the repertoire, and ability to engage the listener.

Below pass, upper level (55-64%)

Candidates who achieve a mark in this band will have demonstrated some inaccuracy, lack of fluency, and lack of musicality. They will not have demonstrated an acceptable standard of technical accomplishment and evidence of ensemble awareness and presentation skills will be minimal. The quality of the written programme is likely to have been unsatisfactory. Candidates will have failed to communicate, through performance, a sufficient degree of understanding of the repertoire, or ability to engage the listener.

Below pass, lower level (0-54%)

Candidates who achieve a mark in this band will have demonstrated significant inaccuracy, lack of fluency, and little or no musicality. Their standard of technical accomplishment will have been judged as significantly below that required for the level of examination, and evidence of ensemble awareness and presentation skills will be low or non-existent. The quality of the written programme is likely to have been poor. Candidates will have failed to communicate, through performance, any discernible understanding of the repertoire, and they will not have succeeded in engaging the listener.

5.2 Attainment band descriptions

The guidelines below are not intended to be mutually exclusive, but should function interrelatedly. Thus for any particular attainment band, one or more criteria might exceed those specified, while one or more others might fail to meet the requirements. The specific criteria for each component of the examination are as follows:

Component 1: Performance

All levels

<p>Distinction (85-100%) A high level of technical accomplishment, demonstrating accuracy and fluency, appropriate to the repertoire performed. Well-developed and secure tone quality, intonation, and/or articulation. Evidence of excellent musicality and interpretative ideas. A confident and assured performance. A secure understanding of musical content / notation should be evident. As the grades progress, the performance should display increasingly convincing evidence of stylistic awareness and an increasing degree of expressive qualities. A clear ability to engage the listener in the performance.</p>	<p>Merit (75-84%) An ability to cope well with the technical demands of the music. A good standard of tone quality, intonation and/or articulation. Evidence of appropriate musicality and interpretative ideas. A confident performance. A mostly secure understanding of musical content / notation should be evident. As the grades progress, some stylistic awareness and expression should be evident. Some ability to engage the listener in the performance.</p>	<p>Pass (65-74%) Fairly accurate, reasonably fluent, but occasionally hesitant. Tone quality, intonation and/or articulation of a generally acceptable standard. There is some evidence of appropriate musicality and interpretative ideas. A reasonably confident performance. Significant evidence of an understanding of musical content / notation. As the grades progress, the beginnings of stylistic awareness and expression should become apparent. A basic ability to engage the listener in the performance.</p>
<p>Below Pass, upper (55-64%) Some correct playing, but a degree of discontinuity in the performance, accompanied by technical inaccuracies. Tone, intonation and/or articulation need more work in order to be of an acceptable standard. Nevertheless, some signs that a sense of musicality and interpretation is potentially attainable. Evidence of an understanding of musical content / notation. Stylistic awareness and expression are unlikely to be clearly communicated.</p>	<p>Below Pass, lower (0-54%) There may be some correct playing, but a proportionally greater number of inaccuracies, and a lack of continuity which compromises the sense of performance. Tone and/or articulation are well below an acceptable standard. Ideas of interpretation and musicality are not clearly communicated. Some evidence, or less, of an understanding of musical content / notation. Little evidence of stylistic awareness and expression.</p>	

Component 2: Presentation

All levels

<p>Distinction (85-100%) Excellent awareness of appropriate platform techniques such as entering and leaving the performance area, staging, position within the ensemble, and posture. Each candidate demonstrates disciplined and co-ordinated participation in the ensemble, including awareness of the other members. There is strong evidence that the visual element of ensemble performance has been thoroughly considered.</p>	<p>Merit (75-84%) Clear awareness of appropriate platform techniques such as entering and leaving the performance area, staging, position within the ensemble, and posture. Each candidate demonstrates highly competent participation in the ensemble, including awareness of the other members. There is evidence that the visual element of ensemble performance has been considered.</p>	<p>Pass (65-74%) Some awareness of appropriate platform techniques such as entering and leaving the performance area, staging, position within the ensemble, and posture. Each candidate demonstrates satisfactory participation in the ensemble, including awareness of the other members. There is some evidence that the visual element of ensemble performance has been considered.</p>
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<p>Below Pass, upper (55-64%)</p> <p>Insufficient awareness of appropriate platform techniques such as entering and leaving the performance area, staging, position within the ensemble, and posture. Some candidates demonstrate less than competent participation in the ensemble, including awareness of the other members. There is limited evidence that the visual element of ensemble performance has been considered.</p>	<p>Below Pass, lower (0-54%)</p> <p>Little or no awareness of appropriate platform techniques such as entering and leaving the performance area, staging, position within the ensemble, and posture. Most or all candidates demonstrate less than competent participation in the ensemble, including awareness of the other members. There is little or no evidence that the visual element of ensemble performance has been considered.</p>
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Component 3: Programme

All levels

<p>Distinction (85-100%)</p> <p>The written programme is highly competent in every respect. It is informative, accurate, relevant, well written, well designed and well presented.</p>	<p>Merit (75-84%)</p> <p>The written programme is competent in most respects. It is generally informative, accurate, relevant, well written, well designed and well presented.</p>	<p>Pass (65-74%)</p> <p>The written programme is generally competent. It is reasonably informative, accurate and relevant, and standards of literary expression, design and presentation are satisfactory.</p>
<p>Below Pass, upper (55-64%)</p> <p>The written programme is generally below standard. It is insufficiently informative, accurate or relevant, and standards of literary expression, design and presentation are unsatisfactory.</p>	<p>Below Pass, lower (0-54%)</p> <p>The written programme is well below standard. It is insufficiently informative, accurate or relevant, and standards of literary expression, design and presentation are poor.</p>	

5.3 Issue of results

A written report will be compiled for each examination. This will focus on the ensemble as a whole rather than on individual players, although where an individual contribution is particularly noteworthy, this may be commented on.

Candidates will be informed of the result of examinations as soon as possible, and not later than four weeks after the examination date, by post. Representatives are not allowed to issue results over the telephone.

Certificates for successful ensembles (achieving a Pass or higher) are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this. This time is necessary to ensure that all results are properly standardised and have been checked by LCM/TVU. (*See Regulation 27.*)

Certificates carry the name of the ensemble, as stated on the entry form. Where the ensemble numbers ten players or less, one certificate will be issued to each member of the group. Where the ensemble numbers over ten players, one certificate will be awarded for the whole group; however, additional certificates may be purchased for the current fee. Please contact the LCM Examinations office for details.

5.4 Repeats of examinations

Where an ensemble is not able to reach the minimum standard for a pass in an examination, application for re-examination at that Level is permitted, upon payment of the current entry fee. All examination components must be completed on re-examination. Marks from examination components may not be carried forward or credited.

6. Regulations and information

These regulations cover all examinations in Music Performance, Music Theatre, and Music Literacy (Theory). They do NOT cover examinations administered in partnership with the Registry of Guitar Tutors or the Examinations Registry, although some information concerning Popular Music Theory is included below.

1. **Validity of syllabus:** Please refer to individual syllabuses and repertoire lists for the dates when each syllabus or repertoire list may be used.
2. **Examination dates (Public centres):** Practical examinations take place throughout the year according to location. In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (March/April), Summer (June/July) and Winter (November/December). The dates when each year's sessions begin and end are published in the preceding autumn. Overseas candidates should contact their local representative for details of examination dates. Associate, Licentiate and Fellowship diplomas may only be taken at a recognised Diploma Centre. Please contact the LCM Examinations Office or consult the website (www.tvu.ac.uk/lcmexams) for details of your nearest representative.
3. **Examination dates (Private centres):** Examinations are conducted at schools, colleges and private teaching studios where preparation for LCM Examinations supports and complements the course, provided there are sufficient entries to make the visit viable, and any venue-related costs are covered by the applicant. Exams may be held at any time at private centres. The co-ordinating teacher is responsible for timetabling the examination day. Please contact LCM Examinations for further details.
4. **Examination dates (Theory):** Written examinations are held in March, June and December each year. Theoretical Diplomas are held in June only. Exact dates are printed on the entry forms.
5. **Entry procedure:** Closing dates for entry, for each examination session, are listed on the Entry Forms. Overseas candidates should consult their local representative for the closing dates. Entries must be submitted to the local representative of the Centre where the candidate wishes to take the exam; NOT centrally to the LCM Examinations Office. Entries may not be submitted by fax. Please note that, while LCM Examinations will make every effort to accommodate requests for practical exam dates, no guarantee can be made that such requests will be met.
Classical Guitar Exams: Step and Grade examination entries must be submitted to LCM Examinations on an original Registry of Guitar Tutors entry form, found in the back of the Handbook for each grade. This is the only method of obtaining a valid entry form. Handbooks may be ordered from the Registry of Guitar Tutors. Exceptions are made for 'siblings' and 're-entry'; special forms are available from LCM Examinations.
Popular Music Theory: Entries must be submitted to the Examinations Registry on an original Examinations Registry entry form, found in the Handbook for each grade. This is the only method of obtaining a valid entry form. Handbooks may be ordered from the Examinations Registry. Exceptions are made for 'siblings' and 're-entry'; special forms are available from LCM Examinations.
6. **Late entries:** These may be accepted up to seven days after the last date of entry. Each entry must be accompanied by the current late fee for each candidate. No entry will be accepted if it is received at a later date.
7. **Conditions of entry:** LCM Examinations reserves the right to refuse entry to any candidate without giving a reason. The right to postpone or cancel the entry of any candidate is reserved. Entries are accepted subject to the regulations stated in this syllabus. Entry for examination constitutes an agreement on the part of the candidate to abide by the regulations.
8. **Fees:** A complete table of current UK examination fees is printed on the examination entry forms each year. Overseas fees are obtainable from the regional representative. Cheques, bankers' drafts, etc. must be made payable to Thames Valley University. Fees cannot be refunded, nor entries postponed to a later examination session. Candidates not attending examinations for which they have entered, unless for a reason covered under the Special Considerations policy (see Regulation 34), will forfeit their fees.
Popular Music Theory: A list of current fees is printed by the Examinations Registry each year. Cheques, bankers' drafts, etc. must be made payable to the Examinations Registry.
9. **Pre-requisite qualifications (approved prior learning):** Candidates may enter for any graded examination without having taken any preceding examination, except candidates entering for Practical Grade 8 (all endorsements except Pop Vocals, Music Theatre, and Irish and Scottish Traditional Music) who must hold Grade 5 or higher in Music Theory from LCM Examinations, ABRSM, or Trinity/Guildhall. Acceptable alternatives to Grade 5 theory are as follows: A, B or C pass in music in the GCSE (or GCE O Level); CSE Grade 1; Scottish Certificate of Education (Ordinary or Higher Grade); Junior or Leaving Certificate in the Republic of Ireland; RCT Grade 2 Rudiments in Canada. There is no theory pre-requisite for Proficiency Leisure Play.

Details of pre-requisite qualifications for diplomas are outlined in full in the relevant syllabuses. Alternatives may be considered on application to the Chief Examiner in Music.

10. **Substitutions:** Only candidates officially entered will be accepted for examination. Substitution of a candidate in place of a candidate originally entered will not be allowed.
11. **Transfers:** Transfer of candidates from one centre to another will not be considered unless there are exceptional circumstances which have been approved prior to the transfer by LCM Examinations. Transfers will only be administered on receipt of the transfer fee.
12. **Examination appointments:** An Attendance Notice detailing the date, time and venue of the examination will be issued to each candidate, via the correspondence address on the entry form, not later than two weeks before the date of the examination. This should be retained by the candidate, and handed to the attendant on the day of the examination. LCM Examinations should be informed immediately if there are any errors on the Attendance Notice. An incorrect grade or subject cannot be changed on the day of the exam, and spelling corrections will incur a fee if notified after the issue of the certificate. Candidates should arrive at the venue no later than 15 minutes before the scheduled time of the examination.
13. **Conditions at public centres:** A quiet room will be provided. Every effort will be made to ensure that the candidate is not disturbed by outside noise. The room will be of a moderate size, but with sufficient room to enable candidates to perform effectively. A good quality, tuned piano, with a stool, will be provided. A music stand will be provided for instrumentalists. Guitarists should bring their own footstool. Electronic Keyboard candidates should bring their own keyboard stand, if required; however, a table and power source will be provided. A waiting room will be provided, and a warm-up room where available.
14. **Digital pianos:** Good quality digital pianos may be used for examinations up to Grade 8 level. They may NOT be used for diplomas (except Jazz, Music Theatre, and Irish and Scottish Traditional diplomas). Where a digital piano is used, centres must inform all candidates and/or teachers at the time of entry.
15. **Examination procedure:** The examination components will normally be conducted in the order shown in the syllabus, unless the candidate requests otherwise. Examiners will normally offer a brief warm-up period of approximately 1 minute to candidates taking Grade 5 or higher. Where other candidates require warm-up time, the examiner should be informed accordingly. For sight-reading components, candidates will be given approximately one minute's preparation time, during which they may study and try out short sections of the extract, but they may not play the complete extract through until asked to do so by the examiner. (NB. This does not apply to tests in Electronic Keyboard and Organ examinations, where different guidelines apply).
16. **Admission to the examination room:** Practical examinations are conducted in closed conditions. No-one, apart from the candidate and the examiner(s), is allowed into the examination room *with the following exceptions:*
 - (a) an accompanist, who may be present *only* for those parts of the examination where they are required;
 - (b) for candidates aged 12 and under who are using pre-recorded backing tracks, an adult operating the playback equipment, who may be present *only* for those parts of the examination where they are required (see Regulation 23);
 - (c) an approved person, such as a parent or teacher, in Early Learning or Pre Preparatory examinations;
 - (d) an approved person, such as a parent or teacher, or a language interpreter, where this concession has been granted prior to the examination as the result of a request for reasonable adjustments for a candidate with particular needs (see Regulation 35);
 - (e) a chaperone for Music Theatre candidates (see Music Theatre syllabus guidelines);
 - (f) an audience for FLCM recitals (see individual syllabuses for further guidelines);
 - (g) an instrumental or vocal ensemble for Conducting examinations.Page-turners are NOT allowed, unless in exceptional circumstances, and with prior approval from the Chief Examiner in Music. (Please see Regulation 22a below).
17. **Use of music in examinations:** With the exception of certain examinations (see below), candidates must use published editions of all music performed in the examination, whether published by LCM Examinations or by other publishers. Where a certain published edition is listed in the syllabus repertoire, candidates may use any alternative published edition of the music, provided that this is not a simplified version. Candidates should ensure that they have obtained all the necessary music before submitting an entry. Where a candidate wishes, or is required, to perform from memory (e.g. in Music Theatre exams), published editions of the music must still be available for the examiner's reference. Diploma candidates must bring additional copies of the music for the examiners' reference; photocopies may be used for this purpose. NB. Candidates are not required to use or provide published editions in the following examinations: Popular Music Vocals, Irish and Scottish Traditional Music.
18. **Performance of repertoire:** All repertoire should be performed exactly as indicated in the published edition (with the exception of repeats: see Regulation 19). Music which is published with an accompaniment must be

performed with that accompaniment. Music may not be altered, abridged, or cut except where such provision is made in the particular syllabus, or where the performance convention allows (e.g. Music Theatre, Electronic Keyboard and Organ, popular and jazz styles).

19. **Repeats:** Performance of repeats is at the candidate's discretion. In general, shorter repeats should be included, but longer repeats (e.g. full exposition of a sonata form movement) should not be played. *Da Capo* and *Dal Segno* signs should be observed.
20. **Fingering:** Specified fingerings in LCM or other publications should be taken as suggested guidelines only. Alternative fingering will not be penalised by examiners unless it adversely affects the musical result.
21. **Tuning:** Candidates may obtain assistance (from their accompanist) with tuning their instruments up to Grade 5. From Grade 5 onwards, candidates should tune their own instruments. Examiners will not provide tuning assistance.
22. **Use of photocopies:** The use of photocopied music by candidates or accompanists, unless authorised by the publisher or copyright holder, will not be permitted in the examination *with the following exceptions*:
 - (a) a photocopy of a page of a work for ease of performance due to a difficult page turn;
 - (b) a photocopy of a piece for the examiner's reference, provided the performer is using his or her own published edition;
 - (c) an enlarged or modified photocopy for candidates with particular needs, provided the original edition is also brought to the examination and presented to the examiner (*see Regulation 35*).All such photocopies will be retained by the examiner, and destroyed at the end of the day's examinations. Compliance with copyright law is the responsibility of the candidate. However, failure to comply will lead to disqualification and no marks or certificate being awarded.
NB. Printouts of *legal* internet downloads are acceptable.
23. **Accompaniment:** It is the candidate's responsibility to provide a suitable accompanist, if required, for the examination. LCM Examinations cannot provide or recommend accompanists. Pre-recorded backing tracks may NOT be used except in the following circumstances:
 - (a) in Music Theatre, Popular Music Vocals, Drum kit, Tuned Percussion or Jazz examinations;
 - (b) where a piece specified in the syllabus is published with a pre-recorded backing track;
 - (c) with the prior approval of LCM Examinations.Where pre-recorded backing tracks are used, candidates are responsible for bringing and operating their own equipment. For young candidates (aged 12 and below), an adult may be present to operate the equipment (*see Regulation 16b*).
24. **Stopping candidates:** Examiners may, at their discretion, stop a candidate at any part of a practical examination if the candidate has exceeded the time allowed for that part of the examination.
25. **Exemptions:** No exemptions are allowed from any part of any examination. Where an examination component is not attempted, a mark of 0 will be awarded. However, with the exception of aural tests and viva voce components, where all elements of a component are at least attempted, a mark of at least 33% will be awarded for that component.
26. **Recording of examinations:** A random selection of examinations is recorded for purposes of archiving, standardisation and examiner training. LCM Examinations undertakes not to disseminate such recordings in any way whatsoever beyond these purposes. The recording equipment used is unobtrusive and does not affect the examination procedure. Such recordings may not be used or referred to at any stage in connection with any enquiry, appeal or complaint about the examination, either by the candidate or by LCM Examinations.
27. **Examination results and certificates:** A written report will be compiled for each examination. Candidates will be informed of the result of practical examinations as soon as possible, and not later than four weeks after the examination date, by post. Theory results will be sent several weeks after the written examination date. Representatives are not allowed to issue results over the telephone. Certificates for successful candidates are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this. Replacements of lost or destroyed certificates can normally be provided, subject to proof of the result, the applicant's identity, and payment of the appropriate current fee. An *Application for Replacement Certificate* form should be submitted. The form can be found on the LCM Examinations website, and is available on request from the LCM Examinations office.
28. **Graded qualifications:** Certificates issued for graded examinations are not intended to imply that the holder is qualified to teach, nor do they give the holder the right to use any letters after his or her name.
29. **Diplomas in teaching:** LCM Diplomas in Teaching do not confer Qualified Teacher Status (QTS) on the holder.

30. **Diploma completion period:** Diploma candidates must complete all the requirements of the examination within a 3-year period, in order to be awarded the qualification. Details of components of examinations which may be carried forward on re-entry are detailed in individual syllabuses.
31. **Academic dress:** Holders of diplomas may wear academic dress as follows:
 DipLCM: Gown
 ALCM, AMusLCM: Gown and Cap
 LLCM, LMusLCM: Gown, Cap and Licentiate Hood
 FLCM: Gown, Cap and Fellowship Hood
- Academic dress is available for hire or purchase from the official robemaker, William Northam Ltd., PO Box 367, Waterbeach, Cambridge, CB5 9QY (tel. 01223 863022). A Form of Authority, obtainable from LCM Examinations, should accompany all orders.
32. **Enquiries and appeals:** Information about lodging enquiries and appeals against results is contained in the document *LCM Examinations Appeals Procedure*, available from LCM Examinations. Initial enquiries must be made in writing, enclosing a copy of the examiner's marksheet.
33. **Equal opportunities:** Entry for examinations is available, and assessment is carried out, on an equal and fair basis to all candidates, regardless of origin, status or background. The full policy is contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available on request from the LCM Examinations Office.
34. **Special consideration (including absence through illness):** Candidates who are unable to take an examination at the scheduled time, for medical reasons, are invited to submit a signed doctor's letter indicating the reason, and accompanied by the Attendance notice, to the LCM Examinations Office (or, in the case of Popular Music Theory, to the Examinations Registry). The letter must be submitted within two weeks of the examination date, and must make clear that the candidate was incapacitated on the day of the scheduled examination. The candidate will then be permitted to re-enter for the same examination on payment of half the current fee. Candidates who are unwell on the day of the examination, but elect to take the exam nonetheless, will not be granted any special consideration in terms of assessment, and will not be eligible for a half-fee re-entry. Candidates who are unable to take an examination for compassionate reasons (e.g. death of a relative) are also covered under this policy. The full policy is contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available on request from the LCM Examinations office.
35. **Reasonable adjustments (candidates with particular needs):** LCM Examinations is particularly sensitive to the requirements of candidates with particular needs, and encourages them to enter for examinations. There is a wide range of special procedures which can be put in place for such candidates. Full details and accompanying documentation **MUST** be included at the time of entry; examiners are not able to consider such documents if submitted for the first time on the day of the examination. Full details of this policy are contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available on request from the LCM Examinations office.
36. **Language:** All examinations are conducted in English.
37. **Syllabus requirements and infringements:** It is the candidate's responsibility to obtain, and comply with, the current syllabus. Please note that certain syllabuses and endorsements contain particular conditions and requirements. Where candidates are entered for examinations by teachers, the teacher should ensure that candidates are entered in accordance with the current syllabus requirements. Where there are variations without prior agreement, marks may be adjusted or deducted, and in serious cases, candidates may be disqualified.
38. **Changes to syllabuses:** LCM Examinations follows a policy of consistent improvement and development and may, without notice, update its regulations, syllabuses and other publications. Where a repertoire piece not published by LCM Examinations is taken out of print by the publisher, LCM Examinations will seek to provide an alternative as soon as possible. Where alterations, additions and/or deletions to syllabuses take place, LCM Examinations cannot accept responsibility for informing candidates and teachers of such changes except through *Forte* (the LCM Examinations newsletter) and the normal reprinting process.
39. **Availability of syllabuses:** A wide range of examinations and subjects is offered, across the full range of Music, and Drama and Communication. All syllabuses and repertoire lists are available free of charge from LCM Examinations, and from local representatives.