ORANGELEARN

Vocals

Syllabus

Performance Grades

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Performance Grades

Version 1.1

A message from our Vocals Ambassador Nik West
(Vocalist, Multi-instrumentalist, Producer)
Performance Credits: Prince, Quincy Jones, John Mayor, Glee

"Don't try to be anyone but you!
Create your own sound and dedicate yourself to it.
YOU CAN DO IT!"

Acknowledgements

Contents

Introduction

Welcome to Orange's Vocals syllabus for Performance Grades. This syllabus has been created by a specialist team of dedicated singers, teachers and examiners and offers an insightful breakdown to all components of your exam. Performance grades offer students an opportunity to sit accredited graded exams with the focus being predominantly on performance. This benefits students wanting to focus on improving their repertoire and performance skills.

Our aim is for learners to enjoy every step of their learning experience and to gain an abundance of knowledge, self-confidence and a valuable accreditation.

Syllabus Updates

This syllabus is valid from 1st January 2021. As times change, so does the music we listen to. We will publish updated versions of our syllabus and course materials for our learners to enjoy. Notifications will be announced via the Orange Learn website so please ensure you are referring to the most up-to-date syllabus.

Why Take Orange Music Exams?

Orange Amps has long been a respected brand in the music industry, with our products used by many legendary artists across the globe.

Our vision with Orange Learn is to offer innovative educational tools that support and inspire a lifelong passion for learning and performing music. Our aim is for students to enjoy their learning experience and to build a strong foundation of focused, instrument-led knowledge, self-confidence, musical ability and further harness these valuable skills with recognised accreditations.

We want our courses and exams to help shape and encourage the voices of the world within our present and future generations, by supporting aspiring musicians to fulfil their potential and nurture learners by providing the best tools from the start to the finish of each individual's music education journey.

▷ **We are recognised around the world for our quality.**

▷ **Our exams are accredited.**

▷ **No need to travel to a venue - our partnership with Online Music Exams means our exams can be taken anytime and anywhere!**

▷ **Taking our online exams maximises your performance by reducing anxiety.**

▷ **Candidates can get their results much quicker than the traditional method - with results as early as 24 hours later!**

▷ **If candidates do not get the mark they need, they can take the exam again as early as the next day!**

▷ **Our examiners are instrument specific.**

Officially Recognised Qualifications

Our Music exams are officially recognised on the National Qualifications Framework and the European Qualifications Framework and are registered with OFQUAL.

Online Music Exams Vocals	RQF* credits	EQF** credits	Qualification title	Qualification number	Other equivalent qualifications
Grade 1	1	2	TLM Musical Performance Grade 1	603/4575/5	G.C.S.E. (D-G)
Grade 2	1	2	TLM Musical Performance Grade 2	603/4576/7	
Grade 3	2	3	TLM Musical Performance Grade 3	603/4577/9	G.C.S.E (A*-C)
Grade 4	2	3	TLM Musical Performance Grade 4	603/4578/0	
Grade 5	2	3	TLM Musical Performance Grade 5	603/4579/2	
Grade 6	3	4	TLM Musical Performance Grade 6	603/4580/9	AS/A Level
Grade 7	3	4	TLM Musical Performance Grade 7	603/4581/0	
Grade 8	3	4	TLM Musical Performance Grade 8	603/4582/2	

* Regulated Qualifications Framework in England, Wales and Northern Ireland
** European Qualifications Framework

Duration of Study

The duration of study needed to gain a qualification is dependent on each individual. Regulated qualifications are all assigned a total qualification time as set out below. The total qualification time is an estimate of the hours spent learning with a teacher and the hours spent learning individually.

	Guided learning hours	Independent learning hours	Total qualification time (hours)
Debut	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

How To Take An Exam

Our partnership with Online Music Exams enables candidates to take their exams anytime and from anywhere. Instant Exam Access!

What You Will Need:

A Computer or Laptop
(Not compatible with tablets or mobile phones)

Stable wi-fi or Ethernet
for best results

Camera
Built in camera or external HD camera with microphone

Sound
Any speaker system that you can hear comfortably (not available for headphones)

How It Works:

To purchase and take an Orange exam, go to: **https://www.onlinemusicexams.org/shop/** to create an account and select your chosen Vocal Performance exam.

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1 --------- **2** --------- **3**

At the start of an exam, candidates will be asked to confirm their identity. If the candidate is under the age of eighteen, a parent or legal guardian must be present at the exam recording and must verify their identity.
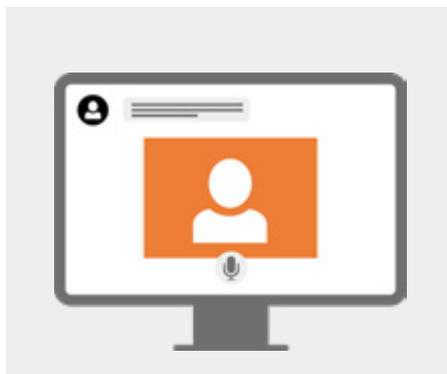
An automated examiner will ask the candidate to perform their songs. The candidate will need to introduce the name and artist of each song before each performance. From Grade 1 onwards, the candidate is expected to give a short introduction about each song.

Your performance will then be marked by an instrument specific examiner and you will receive your results between 1-5 working days later.

The candidate's full head, shoulders and torso must be clearly seen. We recommend standing if it is possible.
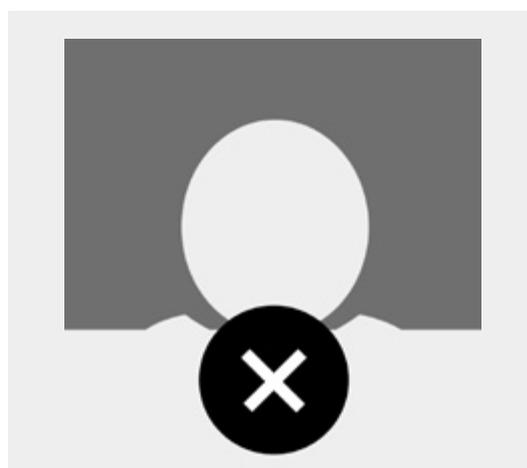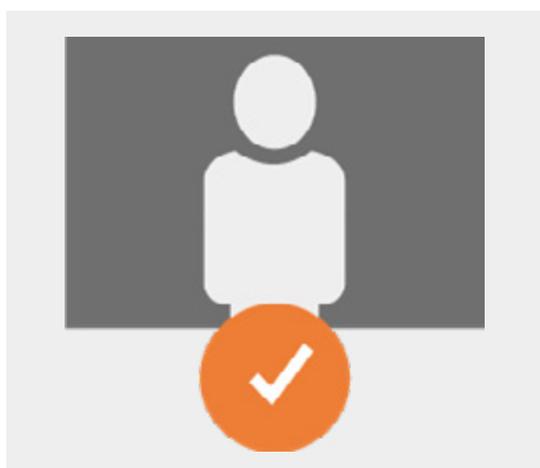
Exam Specifications

This syllabus offers the opportunity for vocalists to choose which songs to sing for each of their performances, allowing a greater freedom for each vocalist to develop in their own style and personality.

Exam Structure

The Debut exam consists of performing three songs, Grades 1-5 - four songs and Grades 6-8 - five songs. For Grades 1-8, the candidate is expected to give a short introduction to each song.

Debut
Three songs

Grades 1-5
Four songs with a short introduction to each song

Grades 6-8
Five songs with a short introduction to each song

Parameters for Choosing Your Songs

What Characterises the Difficulty Level of a Song?

The difficulty of a song level can be characterised by various elements.
Here are some characteristics to think about when choosing songs:

Duration of a Song

Shorter songs tend to be easier to memorise, require less stamina than singing longer songs and enable less room to demonstrate a variety of technical skills which is why longer songs are generally more suitable to choose when performing higher grades.

Timing

| Rhythmic Feel	Speed
Simple rhythms with balanced phrases and little syncopation, are easier to master than faster rhythms, e.g in rap.	Slow songs with long phrases require good breath control and diaphragm support and are usually harder to sing than mid-tempo songs, which is why the "Big Ballads" are often showstoppers in auditions.
Songs with more freedom in their timings and rhythms are also harder to master, e.g "Fields of gold" (Eva Cassidy).	Fast songs often have a more challenging rhythmic feel, as the lyrics generally need to be sung faster, which test vocal tone in a different way.
Songs which use more common time signatures such as 4/4, are usually easier to master in feel compared to songs in 6/8 or swinging tempos that are more widely used in Jazz and Blues.	

Melodic Landscape

The landscape of a melody refers to:

1	**2**
The range of the entire song	The Intervallic movement of the melody
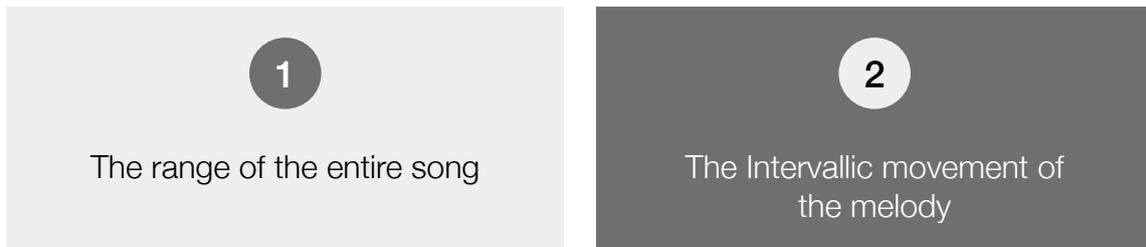
For example, songs can move in step by step motion, have leaps, use a big range or a small range etc.

A song with a small range that mainly uses step by step intervals in its melody makes it easier for a vocalist to maintain more control over their voice.

However, songs with smaller ranges don't allow much opportunity for vocalists to demonstrate their ability to move fluently between different registers of their voice i.e. chest, mid, head voice; which is why as the range and intervals in a melody increase, so does the difficulty level and hence why songs with more challenging ranges and melodic landscapes are more suitable for higher grade levels.

However, both characteristics can be demonstrated separately, for example, a song may have a large range but can be very easy in its melodic landscape if it mainly uses step-by-step motion; or a song may have a small range, but the melodic landscape may be very melisma in style, with frequent large intervallic leaps.

Pitch/Intonation

Singing the right notes and being "in tune" are crucial aspects of singing to a high standard. As the difficulty level of a song increases, whether it be due to using a wider range of notes; larger leaps in the melody; more complicated rhythms; a faster tempo or a slower tempo using more sustained notes; hitting the notes in the centre becomes more challenging.

Diction/Phrasing

The Lyrics

Some songs are harder to sing than others due to their lyrics.

The shapes of words consist of vowels and consonants and some shapes are more challenging to sing with a clear diction than others.

This can be heard in fast songs where diction must be clear and also in slower songs that use sustained words which make it more challenging to convey clear diction of consonants at the ends of these words.

Having a variety of articulation and phrasing of words is also more indicative of a vocalist who has more mastery of their vocal palette and shows an ability to express a more emotional interpretation and personal style to the lyrics.

Melodic Decorations

Decorating words (melisma) is technically challenging.

Singing a song by Mariah Carey, Whitney Houston or Ariana Grande who are known for "decorating words" can sound unpleasant, if not delivered correctly.

Developing agility in the voice gives a vocalist the freedom, confidence and security to "decorate", whilst maintaining pitch, breath control, good tone and weight.

The difficulty level of melisma is two-fold:

1. Melisma itself can be defined by just a few words decorated, such as ends of words, or big melisma sections throughout, such as typical Sam Smith and Ariana Grande songs.

2. Range of Melisma can be demonstrated by decorating up high in falsetto; more in chest/mid voice; or across a wide range.

Tone

Tone of a song - The tone of a song can be very soft/chilled (e.g. *A Thousand Years* by Christina Perri) or it can vary in tone e.g. *Moonlight* by Ariana Grande which uses a mix of voice tones from mid voice with a breathy tone to belted parts then falsetto.

So again, it is two-fold:

1	**2**
Variety of tones/voice positions.	Landscape related to tone - e.g. Belting out high is more technically challenging than using a strong chest voice low.

Breath Control/Support

Breath control and support is the most fundamental and important part of singing as it affects all areas.

Whether it's projection enabling a singer to sustain long notes; having the breath control to communicate clearly and confidently; being able to produce various tones or having enough stamina to maintain an even tone throughout the song, the root of all mastery comes down to "THE BREATH".

Songs which consist of shorter phrases in the lower registers and with small variation in dynamics are easier to sing than songs which have long phrases with a large range, big intervallic leaps, quick changes through low and high registers and a variety of dynamics.

Belting up high requires the correct support and technique to keep a vocalist's voice healthy so it is imperative that this is approached correctly to avoid damage.

Song Parameter Requirements for Each Grade

The following tables serve as a guide on which structural and technical elements are expected to be shown in song performances per grade. We recommend that minimum levels should always be met when choosing songs. Although it is advised that guideline parameters are met as much as is reasonably possible, a candidate may choose a song within which a maximum parameter is exceeded, for example a song chosen to be performed at grade 1 level may go beyond the range of an octave.

Debut

Duration of Song	1.5 minutes - 3.5 minutes
Time Signature	4/4, 2/4, 3/4
Range and Register	Within an Octave (minimum 5th)
Melodic Composition	Simple, mainly step-by step
Rhythmic Values	Simple with occasional syncopation
Dynamics	Simple contrasts
Phrasing/Articulation Ornamentation	Simple breath control with balanced phrase lengths

Grade 1

Duration of Song	2 minutes - 4.5 minutes
Time Signature	4/4, 2/4, 3/4
Range and Register	Within an Octave (minimum 6th)
Melodic Composition	Simple, mainly step-by step with occasional leaps
Rhythmic Values	More rhythmic variety with syncopation featuring more often
Dynamics	Simple contrasts between loud and soft with occasional hairpins (Crescendo/ Decrescendo)
Phrasing/Articulation Ornamentation	Variation to occur occasionally, mainly legato singing over balanced phrase lengths.

Grade 2

Duration of Song	2 minutes - 4.5 minutes
Time Signature	4/4, 2/4, 3/4
Range and Register	Up to a 10th (minimum 1 octave) use of both low and high registers with no fast changes between the two
Melodic Composition	Intervals of a 3rd and 4th more common, with occasional leaps of a 5th
Rhythmic Values	Wider range of rhythmic variety with syncopation becoming a common feature of the melody
Dynamics	Greater contrasts of dynamics in the song and within individual phrases of the song
Phrasing/Articulation Ornamentation	Variation to occur, use of Longer notes and sustained phrases more common

Grade 3

Duration of Song	2 minutes - 4.5 minutes
Time Signature	4/4, 2/4, 3/4, 6/8, 12/8
Range and Register	Up to a 10th (minimum 1 octave), use of both low and high registers with occasional fast changes between the two
Melodic Composition	Intervals of a 3rd and 4th are standard and leaps of 5ths are more frequently used with some 6ths and 7ths may appear.
Rhythmic Values	More complex rhythms used and syncopation may be present throughout
Dynamics	Variety of dynamics with increased use of hairpins (crescendo/diminuendo) in long phrases
Phrasing/Articulation Ornamentation	Greater variation, longer phrase lengths, use of grace notes, staccato and accented words to enhance emotion

Grade 4

Duration of Song	2.5 minutes - 4.5 minutes
Time Signature	All time signatures
Range and Register	Up to an 11th (minimum 1 octave) frequent changes between low and high registers with fast changes more common
Melodic Composition	Variety of intervals used throughout with occasional octave leaps and chromaticism
Rhythmic Values	A variety of all rhythms used with syncopation present throughout
Dynamics	All dynamics
Phrasing/Articulation Ornamentation	Increasing variation and complexity of phrases and decoration of words with grace notes and articulation

Grade 5

Duration of Song	2.5 minutes - 5 minutes
Time Signature	All time signatures
Range and Register	Up to a 12th (minimum 1 octave) frequent changes between low and high registers with fast changes more common
Melodic Composition	Variety of intervals used throughout with occasional octave leaps and chromaticism
Rhythmic Values	A variety of all rhythms may be used with syncopation present throughout
Dynamics	All dynamics
Phrasing/Articulation Ornamentation	Increasing variation and complexity of phrases, melisma may be present

Grade 6

Duration of Song	3 minutes - 5 minutes
Time Signature	All time signatures
Range and Register	Up to a 13th (minimum 1 octave) frequent changes between low and high registers with fast changes common
Melodic Composition	Leaps of an octave and over may be used, more challenging intervallic melody shown throughout
Rhythmic Values	A variety of all rhythms with increasing complexity than previous grades
Dynamics	All dynamics
Phrasing/Articulation Ornamentation	Increasing variation and complexity, melisma and rap can be used, effects may be used such as growls and screams

Grade 7

Duration of Song	3 minutes - 6 minutes
Time Signature	All time signatures
Range and Register	Up to a 14th (minimum 1 octave) frequent changes between low and high registers with fast changes common
Melodic Composition	A more challenging intervallic melody shown throughout with Leaps of an octave and over are more common
Rhythmic Values	A variety of all rhythms with increasing complexity than previous grades
Dynamics	All dynamics
Phrasing/Articulation Ornamentation	Increasing variation and complexity, melisma and rap can be used, effects may be used such as growls and screams

Grade 8

Duration of Song	3 minutes - 6 minutes
Time Signature	All time signatures
Range and Register	Up to 2 octaves (minimum 10th) frequent changes between low and high registers with fast changes common
Melodic Composition	A more challenging intervallic melody shown throughout, Leaps across the entire range may be present
Rhythmic Values	A variety of all rhythms with increasing complexity than previous grades
Dynamics	All dynamics
Phrasing/Articulation Ornamentation	Increasing variation and complexity, melisma and rap can be used, effects may be used such as growls and screams

Suggested Song List

The purpose of the following list is to demonstrate the typical grade levels of various songs. There is no compulsion to choose any of these songs - candidates are allowed to make their own choice. Although the song list has been categorised into female and male artists, a candidate may choose to sing a song from either list. For further help on choosing a song, please see our song parameters.

Debut - Female

Title	Artist
Somewhere Only We Know	Lily Allen
A Thousand Years	Christina Perri
Love You Like A Love Song	Selena Gomez
Malibu	Miley Cyrus
Mamma Mia	ABBA
Baby Can I Hold You	Tracy Chapman
Boomerang	JoJo Siwa
You Belong With Me	Taylor Swift
Your Song	Rita Ora
I Don't Care	Charli XCX
Fade Into You	Mazzy Star
Da Doo Ron Ron	The Crystals

Debut - Male

Title	Artist
Hold On, We're Going Home	Drake
One Call Away	Charlie Puth
Lean On Me	Bill Withers
Shotgun	George Ezra
Happier	Marshmellow ft. Bastille
Knockin' On Heaven's Door	Bob Dylan
Hound Dog	Elvis Presley
Here Comes The Sun	Beatles
Location	Khalid
Chasing Cars	Snow Patrol
The Last Time	The Rolling Stones
With Arms Wide Open	Creed

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Grade 1 - Female

Title	Artist
I'm Walking On Sunshine	Katrina & The Waves
Love Story	Taylor Swift
Umbrella	Rihanna
Cups	Anna Kendrick
Make You Feel My Love	Adele
Dance Monkey	Tones and I
Purple Unicorn	Nik West
Give A Little	Maggie Rogers
Bad Guy	Billie Eilish
All About That Bass	Meghan Trainor
Torn	Natalie Imbruglia
The Tide Is High	Blondie

Grade 1 - Male

Title	Artist
Watermelon Sugar	Harry Styles
Let Her Go	Passenger
These Days	Take That
Dynamite	BTS
Count On Me	Bruno Mars
Better Now	Post Malone
Grow As We Go	Ben Platt
Perfect Day	Lou Reed
You Really Got Me	The Kinks
Just You And I	Tom Walker
Imagine	John Lennon
Be Like That	3 Doors Down

Grade 2 - Female

Title	Artist
July	Noah Cyrus
Shut Up And Kiss Me	Orianthi
Lost Boy	Ruth B
Don't Start Now	Dua Lipa
Havana	Camila Cabello
Valerie	Amy Winehouse
Sweet but Psycho	Ava Max
Light On	Maggie Rogers
I'm A Mess	Bebe Rexha
Video Games	Lana Del Rey
Head Over Feet	Alanis Morissette
Call Me	Blondie

Grade 2 - Male

Title	Artist
Intentions	Justin Bieber
Pompeii	Bastille
We Are Young	Fun
Can't Stop The Feeling	Justin Timberlake
Another Love	Tom Odell
Closer	Chainsmokers
Magic	Coldplay
Love On The Weekend	John Mayer
I Need A Dollar	Aloe Blacc
There's Nothing Holdin' Me Back	Shawn Mendes
Mr. Brightside	The Killers
Under The Bridge	Red Hot Chilli Peppers

Grade 3 - Female

Title	Artist
Dynasty	MIIA
How Far I'll Go	Auli'i Cravalho
Brave	Sara Bareilles
Simply The Best	Tina Turner
Breathin'	Ariana Grande
Kill Em With Kindness	Selena Gomez
I Want You Back	Haim
Someone Like You	Adele
Bellyache	Billie Eilish
Full Circle	Miley Cyrus
You Picked Me	A Fine Frenzy
Jolene	Dolly Parton

Grade 3 - Male

Title	Artist
Happy	Pharrell Williams
Vibez	Zayn
Thinking Out Loud	Ed Sheeran
Chocolate	The 1975
Don't Give Up	Andy Grammer
All Of Me	John Legend
To Die For	Sam Smith
Gold	Chet Faker
Cake By The Ocean	DNCE
Kiss	Prince
Wonderwall	Oasis
Free Fallin'	Tom Petty

Grade 4 - Female

Title	Artist
Man! I Feel Like A Woman	Shania Twain
Skinny Love	Birdy
New Rules	Dua Lipa
Rolling In The Deep	Adele
Into You	Ariana Grande
Son Of A Preacher Man	Dusty Springfield
Let It Go	Idina Menzel
Blue Lights	Jorja Smith
Love Me Like You Do	Ellie Goulding
Pearl's A Singer	Elkie Brooks
Big Yellow Taxi	Joni Mitchell
Other Side Of The World	KT Tunstall

Grade 4 - Male

Title	Artist
High Hopes	Panic! At The Disco
Human	Rag'n'Bone Man
Little Lion Man	Mumford & Sons
Say You Won't Let Go	James Arthur
Cold Little Heart	Michael Kiwanuka
I Wish	Stevie Wonder
Blurred Lines	Robin Thicke
Attention	Charlie Puth
River	Leon Bridges
Want To Want Me	Jason Derulo
Little Monster	Royal Blood
Born To Be WIld	Steppenwolf

Grade 5 - Female

Title	Artist
Skyfall	Adele
Wrecking Ball	Miley Cyrus
Hideaway	Kiesza
Forget	Lianne La Havas
God Is A Woman	Ariana Grande
What About Us	P!nk
Ciao Adios	Anne-Marie
Driver's Licence	Olivia Rodrigo
Stay	Rihanna
Love You To Lose Me	Selena Gomez
Nutbush City Limits	Tina Turner
Black Horse And The Cherry Tree	KT Tunstall

Grade 5 - Male

Title	Artist
(I Can't Get No) Satisfaction	The Rolling Stones
Ordinary People	John Legend
Shape Of You	Ed Sheeran
Wake Me Up	Avicii
Memories	Maroon 5
Hallelujah	Jeff Buckley
Money On My Mind	Sam Smith
Somebody That I Used To Know	Gotye
Ride	Twenty One Pilots
Rule The World	Take That
You Make Loving Fun	Fleetwood Mac
Use Somebody	Kings Of Leon

Grade 6 - Female

Title	Artist
Firework	Katy Perry
Good As Hell	Lizzo
Wicked Game	London Grammar
Dog Days Are Over	Florence + The Machine
Elastic Heart	Sia
Learn To Let Go	Kesha
Beautiful Trauma	P!nk
Lost On You	LP
Bleeding Love	Leona Lewis
The Power Of Love	Jennifer Rush
Since U Been Gone	Kelly Clarkson
Nothing Compares To You	Sinéad O'Connor

Grade 6 - Male

Title	Artist
Sex On Fire	Kings Of Leon
Photograph	Ed Sheeran
That's What I Like	Bruno Mars
Neutron Star Collision	Muse
Immortals	Fall Out Boy
Man In The Mirror	Michael Jackson
Take Me To Church	Hozier
One	U2
Numb	Linkin Park
Counting Stars	OneRepublic
Take Me To The River	Al Green
I don't Want To Miss A Thing	Aerosmith

Grade 7 - Female

Title	Artist
Black Velvet	Alannah Myles
I'll Be There	Jess Glynne
Hello	Adele
Bring Me To Life	Evanescence
Empire State Of Mind	Alicia Keys
Feeling Good	Nina Simone
You've Got The Love	Florence + The Machine
If I Were A Boy	Beyoncé
Cuz I Love You	Lizzo
Don't Wanna Fight	Alabama Shakes
What's Up?	4 Non Blondes
I Say A Little Prayer	Aretha Franklin

Grade 7 - Male

Title	Artist
Back In Black	AC/DC
Train Wreck	James Arthur
Life On Mars?	David Bowie
Mirrors	Justin Timberlake
I Can't Make You Love Me	Bon Iver
Own It	Stormzy (ft. Ed Sheeran & Burna Boy)
Believer	Imagine Dragons
Someone You Loved	Lewis Capaldi
Monsoon	Jack Johnson
Somebody To Love	Queen
Bat Out Of Hell	Meatloaf
Smells Like Teen Spirit	Nirvana

Grade 8 - Female

Title	Artist
Chandelier	Sia
Somewhere Over The Rainbow	Eva Cassidy
I Will Always Love You	Whitney Houston
I'll Never Love Again	Lady Gaga
And I Am Telling You	Jennifer Hudson
Sophia	Laura Marling
Ghost	Ella Henderson
Moonlight	Ariana Grande
Hurt	Christina Aguilera
Only Love Can Hurt Like This	Paloma Faith
Decode	Paramore
Barracuda	Heart

Grade 8 - Male

Title	Artist
Bohemian Rhapsody	Queen
You Need me, I Don't Need You	Ed Sheeran
Stairway To Heaven	Led Zeppelin
The Writing's On The Wall	Sam Smith
Sleep On The Floor	The Lumineers
Jealous	Labrinth
Best Of You	Foo Fighters
It's A Man's World	James Brown
Dream On	Aerosmith
Godzilla	Eminem
Sweet Child O' Mine	Guns N' Roses
Always	Bon Jovi

Song Choices Guidance

- Free-choice songs can be from any Rock/Pop musical style. Musical Theatre songs are not encouraged, unless they are in a popular musical style (e.g. some items from The Greatest Showman or Mamma Mia).
- The subject matter of some popular songs can be offensive, contain expletives and be challenging. Whilst these songs are not prohibited, we recommend that parents, guardians and teachers use their own judgment in deciding whether the lyrics to the songs are appropriate for the students concerned, especially for younger learners. Expletive lyrics may be adapted as long as this doesn't significantly affect the performance/impact of the song.
- The language of the songs must be in English.
- For Grades 6-8, one performance may be an original song written by a candidate.
- We recommend that the programme is varied and contrasting in song choice in order to demonstrate the candidate's versatility.
- A suggested song list for each grade is provided on pages 18-22. This list is only a guideline and serves to help a candidate choose a song at an appropriate level. Although the song list has been categorised into female and male artists, a candidate may choose to sing a song from either list.
- For further help on choosing a song, please see our song parameters guide on pages 13-17.

Performance and Interpretation

It is encouraged that a candidate demonstrates their own style and personality in their performances.

Examiners are not looking for songs to be impersonated.

Age Groups

Orange Exams are open to all ages. However, candidates under the age of 12 will be unlikely to have achieved the technical and musical maturity needed to pass Grades 6-8 successfully.

Transposing Keys

All songs can be transposed to a different key to suit the range of the candidate's voice. However, singing a song in an original key, where this creates a more technically challenging range, may mean that this song would sit at a higher level than if transposed.

Backing tracks to songs can be sourced from a number of different places. Karaoke Version enables backing tracks to be transposed +/- 2 semitones.

Backing Tracks / Accompaniments

Backing tracks must not contain the lead vocals. They may only include backing vocals or a countermelody.

In Grades Debut-5, all performance songs must be sung accompanied either to a backing track, self-accompaniment (on piano or guitar for example) or with live accompaniment by one other performer.

In Grades 6-8, performance songs 1-4 must be sung to a backing track or with live accompaniment. However, for performance song 5, an original song composition is permitted
and can be accompanied or sung acapella:

- Sung to a self-created backing track
- Accompanied live by the candidate
- Accompanied live by a musician

In the exam, it is the candidate's responsibility to ensure that the volume balance between the backing track and the voice is appropriate. We recommend that before pressing record, a candidate goes to the Mock Exam practice page to test their volume levels.

Microphones

Candidates may perform any or all of their songs using a microphone. However, this is not compulsory, and no additional marks will be awarded.

If a microphone is used, the use of effects (reverb, echo etc..) should be minimal.

Performing from Memory

From Grade 3 onwards, all songs must be performed from memory.

Obtaining Music and Copies

Orange expects from the student that the song has been obtained legally and has not infringed any copyright laws in obtaining the music.

Introduction Guide to Songs

For Debut - a candidate will be expected to introduce the name and artist of each song.

For Grade 1 - Grade 8, the candidate will be expected to introduce the name and artist of each song and to elaborate further (for no longer than 1 minute per song) for example by:

- Explaining why they chose the song

And/or

- Interpreting what they feel the song is about

Marking Guide

Assessment and Marking

Orange exams are assessed by instrument specific examiners who are trained by Online Music Exams and moderated externally by TLM. Examiners mark each section of the exam using the marking criteria system on pages 29-32.

Apart from the Debut exam which is marked on a pass/not pass basis, each exam is marked with the percentage boundaries for
each certification as follows:

Mark percentage %	Certification
85 - 100	Distinction
71 - 84	Merit
50 - 70	Pass
Less than 50	Not Pass

Marking Scheme

Debut

The Debut exam, unlike Grades 1-8, is marked on a Pass/Not Pass basis only with comments given by the examiner.

Section		Max. mark
Performances		
Performance 1	Own-choice song	Pass/Not Pass
Performance 2	Own-choice song	Pass/Not Pass
Performance 3	Own-choice song	Pass/Not Pass
		Pass/ Not pass

Grades 1 - 5

Section		Max. mark
Performances		
Performance 1	Own-choice song	(20) 25
Performance 2	Own-choice song	(20) 25
Performance 3	Own-choice song	(20) 25
Performance 4	Own-choice song	(20) 25
		Total (80) 100

Grades 6 - 8

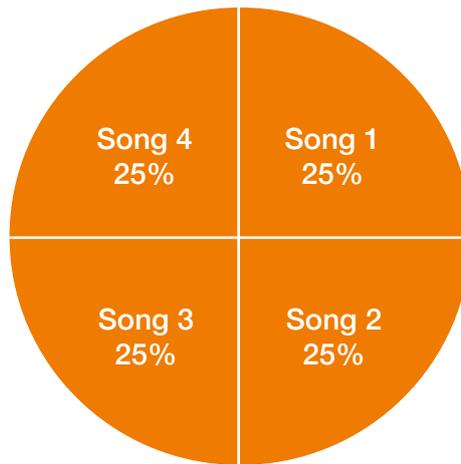| Section		Max. mark
Performances		
Performance 1	Own-choice song	20
Performance 2	Own-choice song	20
Performance 3	Own-choice song	20
Performance 4	Own-choice song	20
Performance 5	Own-choice song / Original song composed by candidate	20
		Total
		100

Please note that from Grade 1 onwards, we expect the candidate to give a short introduction to each song, for no longer than 1 minute per song. Please see p.14 for more details.

Weightings for Examination Components

Debut

Song 1 33.3%	Song 2 33.3%
	Song 3 33.3%

Grades 1 - 5

Song 4 25%	Song 1 25%
Song 3 25%	Song 2 25%

Grades 6 - 8

Song 5 20%	Song 1 20%
Song 4 20%	Song 2 20%
	Song 3 20%
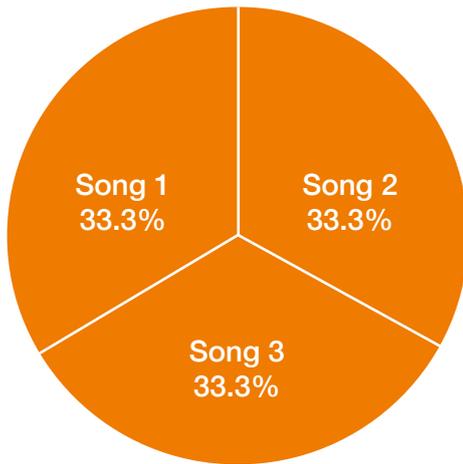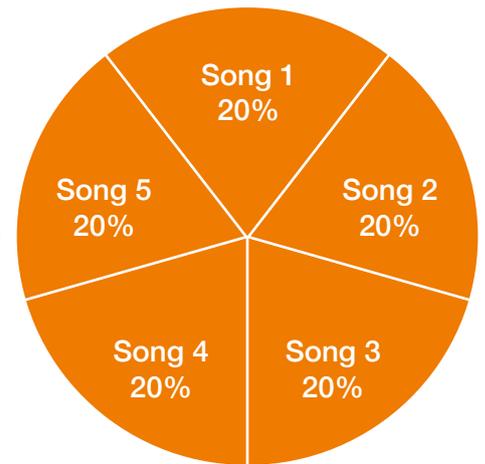
Exam Durations

Each song should be recorded in a single uninterrupted take and within the time allowance given. After this time allowance (please see below), a candidate's recording will automatically stop and will be submitted ready for marking. It is expected that a candidate performs each song in succession.

	Debut	Grade 1-5	Grade 6-8
Time Allowance for each performance	7 minutes	7 minutes	7 minutes

Debut

The examiner will give comments and a pass/not pass for each section of the Debut exam.

Grades 1-8

Each exam is marked with the percentage boundaries for each certification as follows:

Mark percentage %	Certification
85 - 100	Distinction
71 - 84	Merit
50 - 70	Pass
Less than 50	Not Pass

The Orange Marking System for Song Performances

Song Performances are marked in the following 5 components:

Timing / Rhythm	The candidate's ability to keep in time to a backing track/accompaniment and to maintain security in the rhythm of the melody.
Pitch / Intonation	The candidate's ability to maintain the correct pitch and intonation of the melody.
Diction / Phrasing	The candidate's ability to use clear diction with a developing sense of style in their use of articulation and phrasing of words as the grades progress higher.
Technical Control	The candidate's ability to have technical control of - breath support and sustaining phrases, dynamics, tone, range, flexibility in registers and projection, as appropriate for each grade level.
Performance Communication	The candidate's ability to engage the listener and to communicate the song and introduction to the song with confidence, a good posture and with a developing sense of individual musical style and flair as the grades progress higher.

Each component has a maximum of 4 points:

0	Not attempted
1	Not Pass
2	Pass
3	Merit
4	Distinction

Our examiners then use this total to convert into a percentage for each particular section of the exam. For example:

	Song 1	Song 2
Timing/Rhythm	4	4
Pitch/Intonation	3	3
Diction/Phrasing	4	4
Technical Control	2	4
Performance Communication	3	4
Total	16	19

The candidate in the above example would have received a merit for performance 1 and a distinction for performance 2.

0%	Void
Less than 50%	Not Pass
50% - 70%	Pass
71% - 84%	Merit
85% - 100%	Distinction

- Our 4 - point system allows for greater accuracy in our marking.

- A candidate doesn't need to pass all sections in order to pass their exam overall.

- If no attempt is made, no marks are awarded for this section.

How the Performance Songs are marked for Debut

Discipline	Not Attempted	Not Pass level	Pass Level
Timing/ Rhythm	Not attempted/ void	Inconsistent awareness of pulse with extremely unreliable synchronisation to the backing track/ accompaniment. Little or no sense of fluency and security in the rhythms is shown.	Awareness of pulse some of the time with some synchronisation to the backing track/ accompaniment. A basic sense of fluency and security in the rhythms is shown.
Pitch/ Intonation	Not attempted/ void	Unable to maintain pitch and intonation accurately throughout.	Able to maintain pitch and intonation accurately some of the time.
Diction/ Phrasing	Not attempted/ void	An insecure use of diction, articulation and phrasing is demonstrated throughout.	A secure use of diction, articulation and phrasing is demonstrated some of the time.
Technical Control	Not attempted/ void	Unable to maintain technical control resulting in an unreliable sound quality throughout.	Able to maintain technical control some of the time with a basic sound quality shown.
Performance Communication	Not attempted/ void	Little or no engagement and communication. An insecure understanding of musical style and detail.	A basic level of engagement and communication. A secure understanding of musical style and detail demonstrated some of the time.

How the Performance Songs are Marked for Grades 1-8

Discipline	0 Marks Black = Void	1 Mark Red = Not Pass	2 Marks Orange = Pass level	3 Marks Yellow = Merit level	4 Marks Green = Distinction level
Timing/ Rhythm	Not attempted/ void	Inconsistent awareness of pulse with extremely unreliable synchronisation to the backing track/ accompaniment. Little or no sense of fluency and security in the rhythms is shown.	Awareness of pulse some of the time with some synchronisation to the backing track/ accompaniment. A basic sense of fluency and security in the rhythms is shown.	A good awareness of pulse with mostly consistent synchronisation to the backing track/ accompaniment. Only occasional lapses. A good sense of fluency and security in the rhythms shown throughout with only occasional small recoverable errors.	An excellent awareness of pulse with consistent synchronisation to the backing track/ accompaniment throughout. A high level of fluency and security in the rhythms is shown.
Pitch/ Intonation	Not attempted/ void	Unable to maintain pitch and intonation accurately throughout.	Able to maintain pitch and intonation accurately some of the time.	A good ability to maintain pitch and intonation accurately most of the time with only occasional errors.	An excellent ability to maintain pitch and intonation accurately throughout.
Diction/ Phrasing	Not attempted/ void	An insecure use of diction, articulation and phrasing is demonstrated throughout.	A secure use of diction, articulation and phrasing is demonstrated some of the time.	A secure use of diction, articulation and phrasing is demonstrated most of the time, with only occasional minimal inaccuracies.	An excellent and secure use of diction, articulation and phrasing is demonstrated throughout.
Technical Control	Not attempted/ void	Unable to maintain technical control resulting in an unreliable sound quality throughout.	Able to maintain technical control some of the time with a basic sound quality shown.	Able to maintain technical control most of the time with only occasional insecurities. A good sound quality is shown.	Excellent technical control throughout with a consistently high sound quality.
Performance Communication	Not attempted/ void	Little or no engagement and communication. An insecure understanding of musical style and detail.	A basic level of engagement and communication. A secure understanding of musical style and detail demonstrated some of the time.	Good engagement and communication most of the time with only occasional insecurities. A good understanding of musical style and detail demonstrated.	Excellent engagement and communication throughout with an excellent understanding of musical style and detail demonstrated.

Learning Outcomes and Assessment Criteria

Debut

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Perform a level appropriate song that shows an emerging sense of musical awareness	1.1 Demonstrate basic pitch and rhythm 1.2 Perform with a sense of continuity and confidence
2 Demonstrate technical ability	2.1 Demonstrate an ability to apply basic vocal commands 2.2 Perform with a good quality of sound
3 Demonstrate effective communication skills	3.1 Demonstrate a sense of performance presentation with basic confidence 3.2 Show some self-awareness with basic audience engagement

Grade 1 - 3 (RQF Level 1)

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Perform a variety of songs that are level-appropriate for each grade	1.1 Demonstrate careful preparation, musical awareness and the beginning of thoughtful interpretation by applying skills, knowledge and understanding in the presentation of performances 1.2 Perform with a secure sense of pitch and rhythm and show a solid range of dynamics with fair attention to articulation and phrasing 1.3 Perform with a reasonable sense of continuity, confidence and ability to convey mood to the audience
2 Demonstrate technical ability through use of set technical demands in performances	2.1 Demonstrate a sound knowledge and ability to apply the fundamentals of vocal command 2.2 Perform with a good quality sound that is flexible and well-projected
3 Demonstrate effective communication skills through performance presentation	3.1 Demonstrate an overall sense of performance presentation with basic confidence and some capacity for audience engagement 3.2 Show a sound sense of self-awareness, presentation skills with consideration of audience engagement

Grade 4 - 5 (RQF Level 2)

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Perform a variety of songs that are level-appropriate for each grade	1.1 Produce song performances that demonstrate sound musical awareness and convey a more personal and creative interpretation of the material
	1.2 Give a performance that is rhythmically secure and has a strong sense of pulse and shows a solid range of dynamics strong attention to articulation and phrasing
	1.3 Perform with a good sense of continuity, confidence and ability to convey mood to the audience
2 Demonstrate technical ability through use of set technical demands in performances	2.1 Perform with a solid command of technique and good intonation.
	2.2 Perform with a high-quality sound and developing tone that is flexible and well-projected
3 Demonstrate effective communication skills through performance presentation	3.1 Demonstrate an overall sense of performance presentation with solid confidence and capacity for audience engagement
	3.2 Show a good sense of self-awareness and consideration of audience

Grade 6 - 8 (RQF Level 3)

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Perform a variety of songs that are level-appropriate for each grade	1.1 Produce a secure and sustained performance which demonstrates a confident performance with personal interpretation which engages the audience wholeheartedly
	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
	1.3 Perform with keen attention to dynamics, articulation and phrasing
2 Demonstrate technical ability through use of set technical demands in performances	2.1 Demonstrate full compass of the voice and employ advanced techniques with even control across all registers
	2.2 Perform with a strong command of technique with musical and sensitive control of intonation
3 Demonstrate effective communication skills through performance presentation	3.1 Present with confidence and a sense of authority and control
	3.2 Fully engage audience attention in preparation to listen intently to preceding performances

Policies

Equal Opportunities

Orange 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 gender, age, ethnic origin, or disability.

Candidates with Specific Needs

Online Music Exams and Orange Learn are 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. If a candidate has any special needs, we will try to help. Of course we will not make any change that affects the assessment standards. We will treat each request individually, so please visit our website or contact us to discuss your requirements.

Reasonable Adjustments to Tests

Examinations are set in a standardised way so candidates who feel that they require adapted tests must notify us in advance to discuss these requirements accordingly.

Please note that we will require extra preparation time to decide if we are able to prepare and to then provide a candidate with adjusted tests, taking into account any candidate's special needs, for example adapted recall or improvisation tests or allocate extra time to the candidate during the exam.

Information and Regulations

These regulations apply to all Online Music exams in Music.

This information should be read in conjunction with the further guidance and specific regulations outlined in the syllabus of the particular exam to be taken.

Additional information on our exams can be found in the current Orange syllabuses at orangeamps.com/learn/syllabus. Please always refer to our website for the most current versions of the documents.

Information on structure, marks and timings for graded exams, along with assessment criteria for graded and certificate exams, can also be found on the Orange and OME website.

Official recognition of Orange and Online Music Exams is through TLM, an international exam board regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Graded and certificate music exams are regulated by these authorities within the Regulated Qualifications Framework (RQF).

Child Protection

Orange 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.

Exam Entry Requirements

Candidates may enter any Orange exam in music without previously having taken any other qualification in the suite, but to gain the best outcome, candidates should have absorbed the technical demands of levels below that of the exam which they are entering.

Candidates may enter for more than one practical exam in the same or different subjects at any time. Orange reserves the right to refuse or cancel the entry of any candidate.

The reason for the refusal or cancellation will be given, and the entry fee will be refunded. Exam entries cannot be transferred from the name of one candidate to another.

For more information on exam policies and Terms and Conditions, please go to

www.onlinemusicexams.org

ORANGE LEARN

Vocals
Syllabus

Performance Grades

Version 1.1

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