

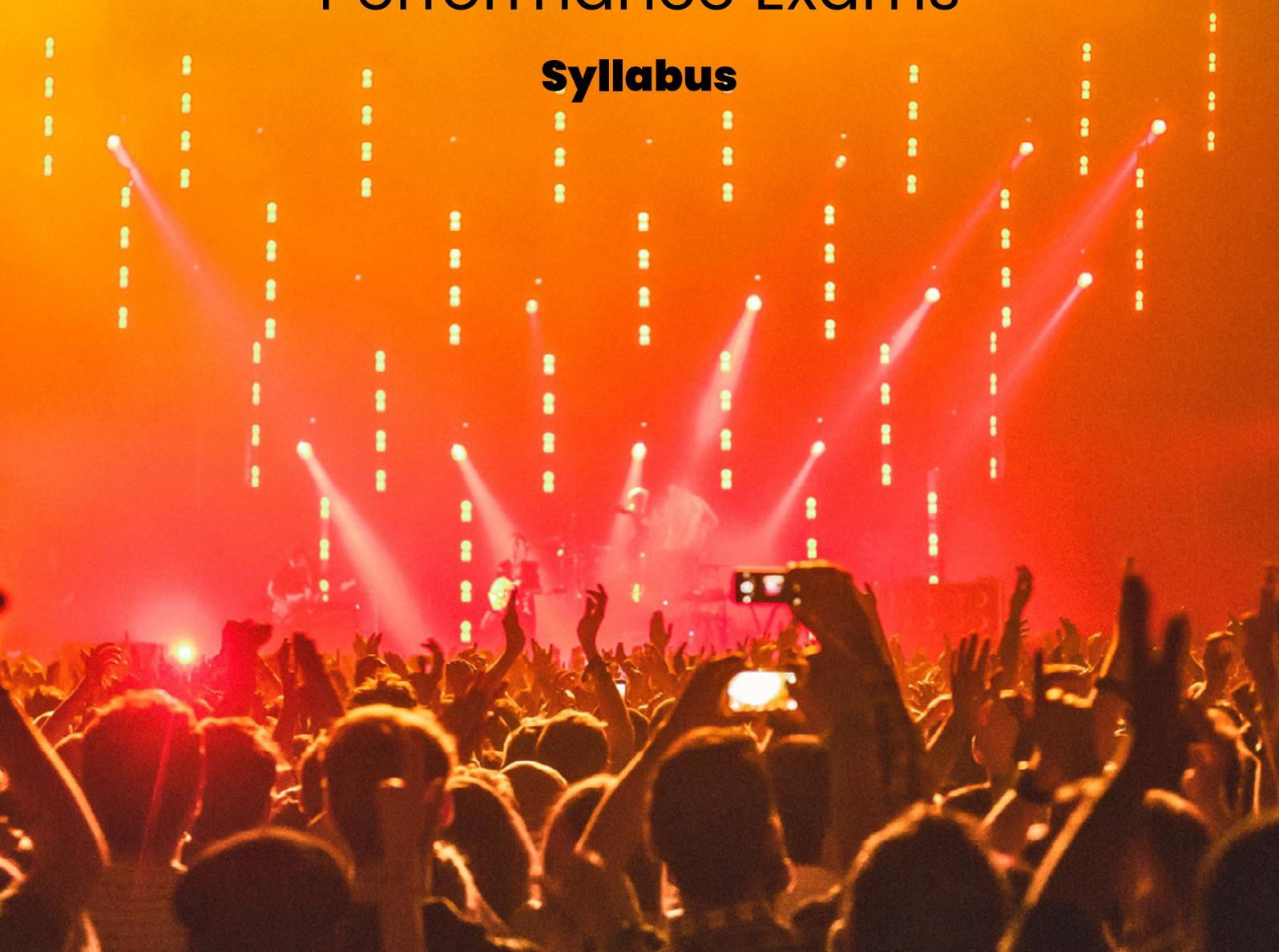


The  
**MAESTRO**  
Online

# Popular Piano

Performance Exams

**Syllabus**



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# Introduction

## WELCOME

Welcome to The Maestro Online (TMO) Popular Piano Performance exams from Debut to Grade 8.

This syllabus has been created after years of research, teaching and consultation to produce a rock-pop syllabus that recognises traditions and also embraces the most recent pop music. It takes into account those who prefer to read from notation, those who don't read from notation and those who want to "put their own spin on it".

## SYLLABUS UPDATES

This syllabus is valid from 1st January 2024. It incorporates a huge range of songs that have been popular in recent years as well as classic rock-pop songs that have inspired recent generations. Inevitably, as new songs are released, there will be updates in the future, although own-choice options exist within this syllabus for you to incorporate your favourite current songs. Notifications will be announced via The Maestro Online website.

## WHY TAKE THE MAESTRO ONLINE MUSIC EXAMS?

The Maestro Online platform of courses and celebrity masterclasses, as well as exams, exist to promote individuality and creativity in the creation of music alongside embedding significant levels of musicianship and musical understanding. The aim is to learn from international level musicians and famous artists to inspire a new generation of unique musicians so that they aspire to become individual artists in their own right. Both the ear and improvisation are significantly developed within courses on the platform in order to help musicians develop the best performances that they can, preparing them to showcase excellence in their exams and concerts.

The Maestro Online exams exist to allow all style of learners to gain accredited qualifications. Those who read notation are extremely welcome and scores are available to support their learning. Those who play by ear, find reading notation more difficult or who are neurodivergent have often not had pathways to gain accreditation for their performance because notation has been an obstacle to them. Equally, those who are most interested in performing the latest pop music or who enjoy improvisation or playing a piece exactly how they wish to, have not had significant access to accreditation. The Maestro Online exams have changed this situation and allow all learners to be recognised and for the modern world to be placed at the centre of music education.

We want our qualifications to enhance and develop the future of the music industry, leading to new artists, embracing the individuality of everyone and engaging learners of all generations. Our exams are OfQual accredited and Grades 6+ lead to UCAS points for University applications in line with other established exam boards.

## OFFICIALLY RECOGNISED QUALIFICATIONS

Our music exams are powered by "Online Music Exams" and are accredited by the awarding organisation "The Learning Machine" (TLM). Our exams are officially recognised on the UK National Qualifications Framework and the European Qualifications Framework and are registered with OFQUAL (British Government).

THE MAESTRO ONLINE ROCK/POP PIANO	RQF* CREDITS	EQF** CREDITS	QUALIFICATION TITLE	QUALIFICATION NUMBER	OTHER EQUIVALENT QUALIFICATIONS
Debut	Entry level 3	1	TLM Entry Level 3 Award in Musical Performance - Debut	610/1051/0	
Grade 1	1	2	TLM Level 1 Award in Musical Performance - Grade 1	603/4575/5	G.C.S.E. (D-G)
Grade 2	1	2	TLM Level 1 Award in Musical Performance - Grade 2	603/4576/7	
Grade 3	1	2	TLM Level 1 Award in Musical Performance - Grade 3	603/4577/9	
Grade 4	2	3	TLM Level 2 Certificate in Musical Performance - Grade 4	603/4578/0	G.C.S.E. (A*-C)
Grade 5	2	3	TLM Level 2 Certificate in Musical Performance - Grade 5	603/4579/2	
Grade 6	3	4	TLM Level 3 Certificate in Music Performance: Grade 6	603/4580/9	AS/A Level
Grade 7	3	4	TLM Level 3 Certificate in Music Performance: Grade 7	603/4581/0	
Grade 8	3	4	TLM Level 3 Certificate in Music Performance: Grade 8	603/4582/2	

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

\*\* European Qualifications Framework

## UCAS POINTS

Students who achieve Grades 6 to 8 in The Maestro Online Exams will receive UCAS tariff points from the UK Universities and Colleges Admissions Service (UCAS).

The following points apply:

GRADE 6	GRADE 7	GRADE 8
UCAS POINTS	UCAS POINTS	UCAS POINTS
Pass: 8	Pass: 12	Pass: 18
Merit: 10	Merit: 14	Merit: 24
Distinction: 12	Distinction: 16	Distinction: 30

## PREPARATION TIME FOR YOUR EXAMS

The duration required to obtain a qualification varies from person to person. Regulated qualifications are given a total qualification time, outlined below.

This total qualification time is an estimate of the hours spent learning with a teacher and the hours spent learning on your own.

	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

## THE ADVANTAGES OF TAKING ONLINE MUSIC EXAMS

- Our partnership with "Marking Tree" means that individuals can take our exams at their convenience, from any location globally. This eliminates the necessity for travel (and also minimises the typical carbon footprint associated with commuting to and from exam centres).
- We are recognised around the world for meeting high quality education standards.
- Our exams are accredited.
- Candidates can get their results as early as 24 hours later!
- If candidates do not get the mark they need, they can retake exams as early as the next day!
- Taking online exams can help reduce performance anxieties typically experienced in traditional exam settings.
- Our examiners are instrument specific.

# Exam Overview

## HOW TO TAKE YOUR EXAM ONLINE

Our partnership with Marking Tree enables candidates to take their exams anytime and from anywhere.  
No booking required!

### WHAT YOU WILL NEED:



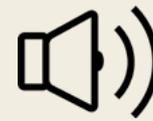
**A Computer, Laptop or Mobile phone**



**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 Online Music Exam, go to  
[onlinemusicexams.org/provider/tmo](https://onlinemusicexams.org/provider/tmo)

## INTRODUCTION

At the start of an exam, an audio-visual recording will be taken of the candidate and they will be asked to provide information that will verify 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.

## PERFORMANCE

When using a computer or laptop for the exam, an automated examiner will prompt the candidate to perform their songs. For each performance, the candidate must introduce the name and artist of the song. If using a mobile phone, the candidate should upload a video recording of their performance, ensuring they introduce the name and artist of the song within the recording.

The candidate's full head, hands and piano keys must be clearly seen.

## RESULTS

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

## EXAM DURATIONS

Grade 1  
**15-18**  
minutes

Grade 2  
**15-18**  
minutes

Grade 3  
**15-18**  
minutes

Grade 4  
**17-20**  
minutes

Grade 5  
**17-20**  
minutes

Grade 6  
**20-25**  
minutes

Grade 7  
**25-30**  
minutes

Grade 8  
**25-36**  
minutes

# EXAM STRUCTURE & MARKING SCHEME

## DEBUT

**CANDIDATES MUST PERFORM 3 SONGS (GAME, MODERN POP AND TRADITIONAL POP/ROCK ARE ALL WELCOME)**

	<b>MAX. MARKS</b>
1 piece from the TMO exam repertoire list	20
1 piece from the TMO exam repertoire list	20
1 piece own choice	20
<b>TOTAL MARKS</b>	<b>60</b>

## GRADE 1

**CANDIDATES MUST PERFORM 3 SONGS**

	<b>MAX. MARKS</b>
1 piece traditional pop/rock from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece own choice (film themes and game theme tunes are also acceptable).	20
<b>TOTAL MARKS</b>	<b>60</b>

## GRADE 2

**CANDIDATES MUST PERFORM 3 SONGS**

	<b>MAX. MARKS</b>
1 piece traditional pop/rock from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece own choice (film themes and game theme tunes are also acceptable).	20
<b>TOTAL MARKS</b>	<b>60</b>

## GRADE 3

### CANDIDATES MUST PERFORM 4 SONGS

	<b>MAX. MARKS</b>
1 piece traditional pop/rock from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece own choice (film themes and game theme tunes are also acceptable).	20
<b>TOTAL MARKS</b>	<b>80</b>

## GRADE 4

### Candidates must perform 4 Songs

	<b>MAX. MARKS</b>
1 piece traditional pop/rock from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece own choice (film themes and game theme tunes are also acceptable).	20
<b>TOTAL MARKS</b>	<b>80</b>

## GRADE 5

### Candidates must perform 4 Songs

	<b>MAX. MARKS</b>
1 piece traditional pop/rock from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece own choice (film themes and game theme tunes are also acceptable).	20
<b>TOTAL MARKS</b>	<b>80</b>

## GRADE 6

Candidates must perform 5 Songs

**MAX. MARKS**

1 piece traditional pop/rock from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece own choice (film themes and game theme tunes are also acceptable)	20
1 piece own choice (film themes and game theme tunes are also acceptable).	20

**TOTAL MARKS**

**100**

## GRADE 7

Candidates must perform 5 Songs

**MAX. MARKS**

1 piece traditional pop/rock from the TMO exam song list	20
1 piece 2000 onwards from the TMO exam song list	20
1 piece 2000 onwards from the TMO exam song list	20
1 piece own choice (film themes and game theme tunes are also acceptable)	20
1 piece own choice (film themes and game theme tunes are also acceptable).	20

**TOTAL MARKS**

**100**

## GRADE 8

Candidates must perform 5 Songs

**MAX. MARKS**

1 piece traditional pop/rock from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece 2000 onwards from the TMO repertoire list	20
1 piece own choice (film themes and game theme tunes are also acceptable)	20
1 piece own choice (film themes and game theme tunes are also acceptable).	20

**TOTAL MARKS**

**100**

## MAXIMUM MARK PER PIECE:

**20**

## TOTAL MARKS ATTAINMENT LEVEL:

**17–20**

Distinction

**15–16**

Merit

**12–14**

Pass

**11 or lower**

Below Pass

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

**86–100**

Distinction

**71–85**

Merit

**50–70**

Pass

**Less than 50**

Fail

# Exam Guidance

## **INSTRUMENTS**

Candidates can play the pieces on either an acoustic or digital piano, as well as on an electronic keyboard. Please note that keyboards should feature full-size keys, encompassing at least five octaves, and starting from grade 2, they should include touch sensitivity and a sustain pedal.

## **AGE GROUPS**

The Maestro Online piano performance exams are open to all ages.

## **PIECES**

Candidates for grades Debut to 2 are required to play 3 pieces, for grades 3 to 5, it's 4 pieces, and for grades 6 to 8, it's 5 pieces. You can find a list of recommended pieces for each grade on pages 19–25.

## **STRUCTURE**

In grades Debut to 3, candidates must perform a minimum of one chorus and one verse from each piece. Grade 4 requires a minimum of one chorus and one verse, with the addition of a creative final section. For grades 5 to 8, multiple verses and choruses may be necessary, and candidates should ensure that their performances meet the required duration. Please see the parameter guidelines and repertoire list for more guidance.

## **PERFORMING FROM MEMORY**

Candidates are welcome to perform any of their pieces from memory, but it's important to note that no additional marks will be awarded for doing so.

## **PAGE-TURNS**

If performing from a score, candidates may use a photocopy of a section of the piece to help with particularly awkward page-turns. Candidates at Grades 6–8 may bring a page-turner to their exam.

## **OBTAINING MUSIC AND COPIES**

The Maestro Online requires students to obtain music legally. Photocopies are strictly prohibited, except in cases where a section of music has been duplicated to facilitate a challenging page-turn.

## **PERFORMANCE INTERPRETATION**

Candidates are encouraged to infuse their performances with their own style, interpretation, and personality, particularly as they progress into the higher grades.

# Choosing Your Pieces

## PARAMETER GUIDELINES

The provided tables offer recommendations for the potential inclusions at each grade level. While all techniques are cumulative, it is not anticipated that every song will encompass all elements listed.

This serves as a general guide outlining the types of techniques suitable for each grade.

### DEBUT

<b>DURATION</b>	45 seconds - 2 minutes
<b>TIME SIGNATURES</b>	2/4, 3/4, 4/4
<b>RECOMMENDED KEYS</b>	Up to one sharp or flat (if performing from notation)  Songs may be performed in any key and can be transposed during the purchase process to be appropriate for a learner at this grade.
<b>RHYTHMIC VALUES / FEATURES</b>	To demonstrate a mixture of whole, half, quarter notes and equivalent rests, minimal syncopation
<b>IMPROVISATION</b>	Candidates are welcome to create their own introductions and endings as well as embellish the piece
<b>DYNAMICS</b>	None or very simple
<b>MELODIC FEATURES</b>	RH melodies will have few different melodic notes and a very easy LH part.
<b>HARMONIC FEATURES</b>	The LH will involve a simple bass line or 2-note chords.  Frequently, there might only be one chord change per bar.
<b>STRUCTURE</b>	A minimum of one chorus and one verse.
<b>TEXTURE</b>	The texture will be simple, essentially a melody line with elementary bass or chords. Often LH notes might just be one note per bar.

## GRADE 1

<b>DURATION</b>	1 - 3 minutes
<b>TIME SIGNATURES</b>	2/4, 3/4, 4/4
<b>RECOMMENDED KEYS</b>	Up to two sharps / flats (if performing from notation)  Songs may be performed in any key and can be transposed during the purchase process to be appropriate for a learner at this grade.
<b>RHYTHMIC VALUES / FEATURES</b>	To demonstrate a mixture of whole, half, quarter, eighth notes and equivalent rests, occasional syncopation
<b>IMPROVISATION</b>	Candidates are welcome to create their own introductions and endings as well as embellish the piece
<b>DYNAMICS</b>	Simple dynamics
<b>MELODIC FEATURES</b>	The melodies will mostly be pentatonic and major.  Occasionally, a couple of pentatonic notes might be added to the melody by the candidate (such as to a long note at the end of a phrase) to begin developing a personal stylisation at a very elementary level.
<b>HARMONIC FEATURES</b>	The LH will involve a mixture of a bass line, 2-note and 3-note chords.
<b>STRUCTURE</b>	A minimum of one chorus and one verse.
<b>TEXTURE</b>	The coordination between the hands will not be complex.

## GRADE 2

<b>DURATION</b>	1.5 - 3 minutes
<b>TIME SIGNATURES</b>	2/4, 3/4, 4/4, 6/8
<b>RECOMMENDED KEYS</b>	Up to three sharps/flats, simple key changes (if performing from notation)  Songs may be performed in any key and can be transposed during the purchase process to be appropriate for a learner at this grade.
<b>RHYTHMIC VALUES / FEATURES</b>	To demonstrate a mixture of whole, half, quarter, dotted half, dotted quarter notes, eighth notes and equivalent rests, syncopation more frequent
<b>IMPROVISATION</b>	Candidates are welcome to create their own introductions and endings as well as embellish the piece
<b>DYNAMICS</b>	p, mp, mf, f
<b>MELODIC FEATURES</b>	The melodies are mostly pentatonic, major, or natural minor.  Occasional pentatonic or major scale notes might be added to the melody by the candidate (such as to a long note at the end of a phrase) to begin developing a personal stylisation at a very elementary level.
<b>HARMONIC FEATURES</b>	RH or LH chords are often more physically demanding to play.  Occasionally, there might be 2 or more chord changes per bar.
<b>STRUCTURE</b>	A minimum of one chorus and one verse.
<b>TEXTURE</b>	The coordination between the hands will not be complex.  LH parts will typically have a mixture of crotchets and quavers (quarter notes and eighth notes).

# CHOOSING YOUR PIECES

## GRADE 3

<b>DURATION</b>	1.5 - 3.5 minutes
<b>TIME SIGNATURES</b>	2/4, 3/4, 4/4, 6/8
<b>RECOMMENDED KEYS</b>	Up to four sharps/flats (if performing from notation)  Songs may be performed in any key and can be transposed during the purchase process to be appropriate for a learner at this grade.
<b>RHYTHMIC VALUES / FEATURES</b>	Grade 2 values, sixteenth notes and equivalent rests. Elementary LH syncopation, typical of rock-pop styles.
<b>IMPROVISATION</b>	Candidates are encouraged to create their own introductions and endings as well as embellishing the piece in order to gain extra marks.  Players might even consider a small section of improvisation should they wish.
<b>DYNAMICS</b>	p, mp, mf, f, pp, ff with crescendo / decrescendo
<b>MELODIC FEATURES</b>	The full natural minor and major scales will often occur in these pieces.  Occasional, subtle pentatonic, major or natural minor decorations may be introduced to long notes should the candidate wish.
<b>HARMONIC FEATURES</b>	Harmonies will include a range of diatonic chords and increased frequency of inversions.
<b>STRUCTURE</b>	A minimum of one chorus and one verse.
<b>TEXTURE</b>	There will be increased RH/LH independence. Some elementary syncopation will begin in the LH that is typical of pop-rock repertoire.

## GRADE 4

<b>DURATION</b>	1.5 - 3 minutes
<b>TIME SIGNATURES</b>	2/4, 3/4, 4/4, 6/8
<b>RECOMMENDED KEYS</b>	Up to four sharps/flats(if performing from notation)  Songs may be performed in any key and can be transposed during the purchase process to be appropriate for a learner at this grade.
<b>RHYTHMIC VALUES / FEATURES</b>	All rhythmic values including triplets and duplets with syncopation becoming more regular
<b>IMPROVISATION</b>	Candidates are encouraged to create their own introductions and endings as well as embellishing the piece in order to gain extra marks.  Players are encouraged to play a final section in their own way.
<b>DYNAMICS</b>	p, mp, mf, f, pp, ff with crescendo/decrescendo
<b>MELODIC FEATURES</b>	At this level, pentatonic, minor and major scales may influence any melodic decorations if the candidate wishes. Candidates might introduce an occasional lick as part of their stylisation development.
<b>HARMONIC FEATURES</b>	Chords with notes outside of the key will occur such as secondary dominants or chromatic chords.
<b>STRUCTURE</b>	A minimum of one chorus and one verse, with a creative final section.
<b>TEXTURE</b>	At this level, the textures required are more pianistic, such as more developed LH arpeggios, crotchet 3s against 2s, and more frequent, sometimes significant syncopation.

# CHOOSING YOUR PIECES

## GRADE 5

<b>DURATION</b>	2.5 - 4 minutes
<b>TIME SIGNATURES</b>	4/4, 3/4, 2/4, 6/8, 9/8, 12/8
<b>RECOMMENDED KEYS</b>	Songs should be performed in their original keys.
<b>RHYTHMIC VALUES / FEATURES</b>	All rhythmic values including triplets and duplets with syncopation a regular feature"
<b>IMPROVISATION</b>	Candidates are encouraged to create their own introductions and endings as well as embellishing the piece in order to gain extra marks.  Improvisation or stylisation of sections is strongly encouraged. Blues elements might feature such as blues note embellishments or LH patterns adapted from blues pieces.
<b>DYNAMICS</b>	All dynamics, a contrasting section and emerging control of balance between RH and LH.
<b>MELODIC FEATURES</b>	Blues notes will occur more often as melodic embellishments or in the original piece. Blues licks may be introduced by candidates as part of their stylisation.
<b>HARMONIC FEATURES</b>	Seventh chords will occur with greater frequency. Candidates are welcome to add notes to create added 6th chords and 7th chords where they don't exist in original pieces as part of developing their own style; these will support Blues stylisation.
<b>STRUCTURE</b>	Multiple verses/choruses may be necessary and candidates should ensure that their performances meet the required duration.
<b>TEXTURE</b>	The Walking Bass and blues notes will occur more often. There will be more rapidly changing RH chords, blues notes and 7th chords. Frequently there will be a more demanding bass riff that needs to be maintained accurately whilst the RH plays the tune.

## GRADE 6

<b>DURATION</b>	3 - 4.5 minutes
<b>TIME SIGNATURES</b>	Any time signature. Improvisers may wish to play a melody in a different time signature to the original.
<b>RECOMMENDED KEYS</b>	Songs should be performed in their original keys. The performer may play a final section in a different key (modulate).
<b>RHYTHMIC VALUES / FEATURES</b>	All rhythmic values including triplets and duplets with syncopation becoming more complex in places and in both hands.
<b>IMPROVISATION</b>	Candidates are encouraged to create their own introductions and endings as well as embellishing the piece in order to gain extra marks. They might consider improvising a section with their own interpretation.  Restyling a piece is welcome, and at this grade playing a traditional pop song influenced by a Latin style such as Bossa Nova would be highly welcomed. The candidate might consider rhythm and bass riff patterns.  An emerging personal style will begin to be communicated more fully to the audience.
<b>DYNAMICS</b>	Detailed dynamic detailing, including a good balance between RH and LH. A section with significant contrast is encouraged.
<b>MELODIC FEATURES</b>	Occasional Latin licks may be introduced by the candidate as part of their stylisation.
<b>HARMONIC FEATURES</b>	Chords with higher level dissonances such as 9ths and 11ths will feature more often. Candidates are welcome to add them to existing pieces as part of developing their own stylisations.  Chord changes every half-bar/2 beats will be much more common at this level.
<b>STRUCTURE</b>	Multiple verses/choruses may be necessary and candidates should ensure that their performances meet the required duration.
<b>TEXTURE</b>	There will be much more significant simultaneous activity in both hands in these songs, including syncopation in both hands, presenting more challenging coordination issues.  There will also be the opportunity to explore latin rhythms and add more pentatonic embellishments in R&B style songs.  At this level a minimum of 2 different textures will occur within each piece.

## GRADE 7

<b>DURATION</b>	3 - 5 minutes
<b>TIME SIGNATURES</b>	Any time signature. Improvisers may wish to play a melody in a different time signature to the original.
<b>RECOMMENDED KEYS</b>	Songs should be performed in their original keys. The performer may play a final section in a different key (modulate).
<b>RHYTHMIC VALUES / FEATURES</b>	All rhythmic values including triplets and duplets with syncopation becoming more complex in places more frequently
<b>IMPROVISATION</b>	<p>Candidates are encouraged to create their own introductions and endings as well as embellishing the piece in order to gain extra marks.</p> <p>Restyling a piece is permissible, such as playing a traditional pop song in a latin style or a blues.</p> <p>The significant improvisation/embellishment of an entire section (instrumental, middle 8/ bridge, verse or chorus) to create a "solo" section is strongly encouraged.</p>
<b>DYNAMICS</b>	Detailed dynamic detailing, including a well managed balance between RH and LH. A section with significant contrast is encouraged.
<b>MELODIC FEATURES</b>	Significant melodic or pattern decoration/embellishment is encouraged, or in a purchased score. Licks learned from other artists might be added by the candidate to their repertoire.
<b>HARMONIC FEATURES</b>	<p>Some reharmonisation might feature within the final section should the candidate wish.</p> <p>ii-V-I progressions in related keys and secondary dominants can be considered to add colour to the original song.</p>
<b>STRUCTURE</b>	Multiple verses/choruses may be necessary and candidates should ensure that their performances meet the required duration.
<b>TEXTURE</b>	<p>Will include more LH arpeggios, often covering a 2 octave range, RH and LH chords in octaves.</p> <p>At this level a minimum of 2 different textures will occur within each piece.</p>

## GRADE 8

<b>DURATION</b>	3 - 6 minutes
<b>TIME SIGNATURES</b>	Any time signature. Improvisers may wish to play a melody in a different time signature to the original.
<b>RECOMMENDED KEYS</b>	Songs should be performed in their original keys. The performer may play a final section in a different key (modulate).
<b>RHYTHMIC VALUES / FEATURES</b>	All rhythmic values including triplets and duplets. Complex syncopation can appear throughout.
<b>IMPROVISATION</b>	<p>Candidates are encouraged to create their own introductions and endings as well as embellishing the piece in order to gain extra marks.</p> <p>Restyling a piece is permissible, such as playing a traditional pop song in a latin style or a blues.</p> <p>The significant improvisation/embellishment of an entire section (instrumental, middle 8/ bridge, verse or chorus) to create a "solo" section is strongly encouraged.</p> <p>Candidates are strongly encouraged to have their own sense of individuality, character and flair.</p>
<b>DYNAMICS</b>	Detailed dynamic detailing, including a well managed balance between RH and LH. A section with significant contrast is encouraged.
<b>MELODIC FEATURES</b>	<p>Significant melodic or pattern decoration/embellishment is encouraged.</p> <p>Licks learned from other artists, or the candidate may be added to their repertoire as part of their stylistic development.</p>
<b>HARMONIC FEATURES</b>	<p>Significant reharmonisation might feature within the final section should the candidate wish.</p> <p>ii-V-I's in related keys may be considered as part of a restylishation.</p> <p>Tritone substitutions and chromatic harmonies might also be included wherever the candidate would like to use them.</p>
<b>STRUCTURE</b>	Multiple verses/choruses may be necessary and candidates should ensure that their performances meet the required duration.
<b>TEXTURE</b>	<p>Will include more LH arpeggios, often covering a 2 octave range, RH and LH chords in octaves.</p> <p>At this level a minimum of 2 different textures will occur within each piece.</p>

# REPERTOIRE LIST

Please refer to The Maestro Online for any updates and additional song choices available for your exams. There is no requirement to play from the notation, but links are provided as an indication of the level of difficulty required and the structure of the song.

## DEBUT

A minimum of one chorus and one verse.

Traditional Pop/Rock	2000 onwards
<a href="#">When the Saints (Trad)</a>	<a href="#">Marry You (Bruno Mars)</a>
<a href="#">Love me Tender (Elvis Presley)</a>	<a href="#">Stitches (Sean Mendes)</a>
<a href="#">Tetris (Video Game)</a>	<a href="#">Sunflower (Post Malone, Movie Theme: Spiderman in Spiderverse)</a>
<a href="#">Mission Impossible (Movie Theme)</a>	<a href="#">Minecraft Calm (Video Game Theme)</a>
<a href="#">Jaws (Movie Theme)</a>	<a href="#">Mario (Peaches)</a>
<a href="#">Sponge Bob (TV Theme)</a>	<a href="#">A little bit of Love (Tom Grennan)</a>
<a href="#">I'm a Barbie Girl (Aquarium)</a>	<a href="#">Love Story (Taylor Swift)</a>

## GRADE 1

A minimum of one chorus and one verse.

Traditional Pop/Rock	2000 onwards
<a href="#">Star Wars (Movie Theme)</a>	<a href="#">Shotgun (George Ezra)</a>
<a href="#">Friends (TV Theme)</a>	<a href="#">Dance Monkey (Tones and I)</a>
<a href="#">Wallace &amp; Grommit (TV Theme)</a>	<a href="#">Roar (Katy Perry)</a>
<a href="#">We Will Rock You (Queen)</a>	<a href="#">Slim Shady (Slim Shady)</a>
<a href="#">James Bond (Movie Theme)</a>	<a href="#">One Call Away (Charlie Puth)</a>
<a href="#">Kind of Magic (Queen)</a>	<a href="#">Encanto (Movie Theme)</a>
<a href="#">All you need is love (Beatles)</a>	<a href="#">High Hopes (Panic at the Disco)</a>
<a href="#">Mamma Mia (Abba)</a>	<a href="#">Good 4 u (Olivia Rodrigo)</a>
<a href="#">Imagine (John Lennon)</a>	<a href="#">Stardew Valley (Video Game)</a>
<a href="#">Every Little Thing She Does is Magic (The Police)</a>	<a href="#">Heat Waves (Glass Animals)</a>
<a href="#">Simply the Best (Tina Turner)</a>	<a href="#">Glimpse of Us (Joji)</a>
<a href="#">Fairy Tale of New York (The Pogues)</a>	<a href="#">Made you Look (Meghan Trainor)</a>
<a href="#">Seven Nation Army (The White Stripes)</a>	
<a href="#">Sweet Caroline (Neil Diamond)</a>	

## GRADE 2

A minimum of one chorus and one verse.

Traditional Pop/Rock	2000 onwards
<u>You Really Got Me (The Kinks)</u>	<u>Flowers (Miley Cyrus 2023)</u>
<u>We Are Family (Sister Sledge)</u>	<u>Moves like Jagger (Maroon 5)</u>
<u>We didn't start the fire (Billy Joel)</u>	<u>Shake it Off (Taylor Swift)</u>
<u>Indiana Jones, Raiders of the Lost Ark (Movie Theme)</u>	<u>Say Something (Christina Aguilera)</u>
<u>Make You Feel My Love (Bob Dylan/Adele)</u>	<u>Someone you loved (Lewis Capaldi)</u>
<u>Sonic the Hedgehog (Green Hill Zone)</u>	<u>Reach for the Stars (Steps)</u>
<u>Mission Impossible (Movie Theme)</u>	<u>A Million Dreams (Greatest Showman)</u>
	<u>Confetti (Little Mix)</u>
	<u>Let's Go Home Together (James Arthur &amp; Ella Henderson)</u>
	<u>Arcade (Duncan Laurence)</u>

## GRADE 3

A minimum of one chorus and one verse.

Traditional Pop/Rock	2000 onwards
<u>Three Lions (Football's coming home)</u>	<u>Titanium (David Guetta)</u>
<u>Yellow Submarine (Beatles)</u>	<u>Diamonds in the Sky (Rihanna)</u>
<u>Eleanor Rigby (Beatles)</u>	<u>Can't Stop the Feeling (Justin Timberlake)</u>
<u>Man I feel like a Woman (Shania Twain)</u>	<u>Baby (Justin Bieber)</u>
<u>Hit the Road Jack (Ray Charles)</u>	<u>Rolling in the Deep (Adele)</u>
<u>Green Onions (Booker T)</u>	<u>About You Now (Sugarbabes)</u>
<u>When She Loved Me Sarah McLachlan (Toy Story 2)</u>	<u>Believer (Imagine Dragons)</u>
<u>Star Wars Imperial March (Movie Theme)</u>	<u>Count on Me (Bruno Mars)</u>
<u>Every Breath You Take (The Police)</u>	<u>Somewhere only we know (Keane/Lilly Allen)</u>
<u>Wellerman (Nathan Evans/New Zealand Sea Shanty)</u>	<u>Golden Hour (JVKE)</u>
<u>Mama (Matthew Rowbottom, Spice Girls)</u>	<u>Sunday Best Surfaces</u>
<u>Green Onions (Booker T)</u>	<u>Treat People with Kindness (Harry Styles)</u>
<u>Angel (Sarah McLachlan)</u>	<u>Impossible (James Arthur)</u>
<u>Genie in a Bottle (Christina Aguilera/Dove Cameron - movie Genie in a Bottle)</u>	<u>What Was I Made For? (Billie Eilish, also in Barbie Movie)</u>
<u>Stand By Your Man (Tammy Wynette/Dolly Parton)</u>	<u>One in a Million (Ne-Yo)</u>
<u>Scarborough Fair (Simon &amp; Garfunkel)</u>	<u>Head and Heart (Joel Corry)</u>
<u>Man on the Moon (REM)</u>	
<u>Human Nature (Michael Jackson)</u>	<u>Blinding Lights (Weeknd)</u>
<u>Can't Live Without You (Harry Nilsson)</u>	<u>Crazy in Love (Beyonce)</u>
<u>Better be good to me (Tina Turner)</u>	<u>Stop Crying Your Heart Out (Oasis)</u>
<u>The Best (Tina Turner)</u>	<u>Love not War (Jason Derulo)</u>
	<u>Read All About it (Emeli Sande)</u>
	<u>Because of You (Kelly Clarkson)</u>
	<u>Let it Go (Idina Minzel, movie Frozen)</u>
	<u>Dancin with a stranger (Sam Smith)</u>

## GRADE 4

A minimum of one chorus and one verse, with a creative final section.

Traditional Pop/Rock	2000 onwards
Whole Lotta Love (Led Zeppelin)	My Universe (Coldplay featuring BTS)
Pretty Woman (Roy Orbison)	Here Comes the Hot Stepper (Ini Kamoze)
Walking on Sunshine (Katrina & The Waves)	Rush E (Sheet Music Boss)
You Really Got Me (the Kinks)	Perfect (Ed Sheeran)
Stand by Me (Ben E King)	A Little Bit of Love (Tom Grennan)
YMCA (Village People)	Bad Habits (Ed Sheeran)
Wake me up before you Go Go (Wham)	Rasputin (Boney M)
Summer of 69 (Bryan Adams)	Clocks (Coldplay)
Proud Mary (Credence Clearwater/Tina Turner)	Love me Like You Do (Ellie Goulding)
Tutti Frutti (Little Richard)	Stay with Me (Sam Smith)
You've got a friend (Carole King)	Space Man (Sam Ryder)
Axel F Crazy Frog (Beverly Hills Cop)	All of Me (John Legend)
I'm still standing (Elton John)	Rockaby baby (Clean Bandit)
Mamma Mia (Abba)	Here I am - Singing my Way Home (Jennifer Hudson, RESPECT movie)
Hey big spender (Shirley Bassey)	Fallin' (Alicia Keys)
A Different Corner (George Michael)	Little Voice (Sara Bereilles from the Apple TV Series)
House of the Rising Sun (Animals)	Hey Laura (Gregory Porter)
Another One Bites the Dust (Queen)	Riptide (Vance Joy)
Time of My Life (Bill Medley - Dirty Dancing)	Levitating (Dua Lipa)
Michelle (Beatles)	Lovely (Billy Eilish and Khalad)
I'm Still Standing - Grade 4 version (Elton John)	Uptown Funk (Bruno Mars)
Total Eclipse of the Heart (Bonnie Tyler)	Shut up and Dance (Walk the Moon)
Simpsons (Danny Elfman)	Dance the Night (Dua Lipa - Barbie movie)
I can See Clearly Now (Jimmy Cliffe)	Come and Get Your Love (Redbone, Guardian of the Galaxies 1)
Don't Play that Song for Me (Aretha Franklin)	Hold My Hand (Lady Gaga, Top Gun Maverick)
Knock on Wood (Eddie Floyd)	Forget Me (Lewis Capaldi)
	Die For You (The Weeknd)
	Budapest (George Ezra)
	You are the reason (Calum Scott and Leona Lewis)
	Footloose (Footloose movie)
	Before You Go (Lewis Capaldi)
	Girls Like You (Snow Patrol)
	Pencil full of Lead (Paolo Nutini)
	Dandelions (Ruth B)
	Undiscovered (James Morrison)
	What Can I Say (Boz Scaggs)
	Anywhere Away from Here (Rag'n Bone Man)

## GRADE 5

Multiple verses/choruses may be necessary and candidates should ensure that their performances meet the required duration.

Traditional Pop/Rock	2000 onwards
<u>Living on a Prayer (Bon Jovi)</u>	<u>Tiger Lily (George Ezra)</u>
<u>Purple Haze (Jimi Hendrix)</u>	<u>Smooth like butter (BTS)</u>
<u>Final Countdown (Europe)</u>	<u>I'm only Human (Rag n Bone Man)</u>
<u>Hot hot hot - ole ole ole (The Merrymen)</u>	<u>See You Again (Wiz Khalifa)</u>
<u>Great Balls of Fire (Jerry Lee Lewis)</u>	<u>Lost Boy (Ruth B)</u>
<u>Let's Twist Again (Chubby Checker)</u>	<u>Single Ladies (Beyonce)</u>
<u>Shake Rattle and Roll (Big Joe Turner, Bill Haley &amp; The Comets, Elvis Presley)</u>	<u>Yellow (Cold Play)</u>
<u>Cornflake Girl (Tori Amos)</u>	<u>Skyfall (Adele)</u>
<u>Lady in Red (Chris de Burgh)</u>	<u>All I Want (Olivia Rodrigo, High School Musical)</u>
<u>Time of my Life (Bill Medley and Jennifer Warnes)</u>	<u>Superwoman (Alicia Keys)</u>
<u>Don't let the sun go down on me (Elton John)</u>	<u>The In Crowd (Gregory Porter)</u>
<u>Candle in the wind (Elton John)</u>	<u>If I Were a Fish (TikTok)</u>
<u>Diamonds are a girls best friend (Marilyn Monroe)</u>	<u>You've Got a Friend in me (Randy Newman, Toy Story)</u>
<u>Rock around the Clock (Bill Haley)</u>	<u>DNCE (Cake by the Ocean)</u>
<u>Billie Jean (Michael Jackson)</u>	<u>Hold Back the River (James Bay)</u>
<u>Great Escape (Movie Theme)</u>	<u>Boys and Girls (Pixie Lotte)</u>
<u>Right Here Waiting (Richard Marx)</u>	<u>Sax (Fleur East)</u>
<u>Sweet Child of Mine (Guns N Roses)</u>	<u>All of My Life (K-CI &amp; JoJo)</u>
<u>I Can't Get No Satisfaction (Rolling Stones)</u>	<u>I Care (Beyonce)</u>
<u>Another Brick in the Wall (Pink Floyd)</u>	<u>American Boy (Estelle)</u>
<u>Gimme Gimme (Abba)</u>	<u>Pieces don't fit anymore (James Morrison)</u>
<u>Minute By Minute (The Doobie Brothers)</u>	<u>Hung Up (Madonna)</u>
<u>This is Another Day (Andre Crouch)</u>	
<u>Say a Little Prayer for You (Aretha Franklin and others - Burt Bacharach)</u>	
<u>Joyful Joyful (Sister Act 2)</u>	

## GRADE 6

Multiple verses/choruses may be necessary and candidates should ensure that their performances meet the required duration.

Traditional Pop/Rock	2000 onwards
Whole Lotta Rosie (ACDC)	Old Town Road (Lil Nas X & Billy Rae Cyrus)
Ghostbusters (Grade 6 version, Film Theme)	Vultures (John Mayer)
Thriller (Michael Jackson)	Wacka Wacka (Shakira)
Dancing in the Moonlight (Boffalongo, King Harvest, Top Loader, Muppets Haunted Mansion)	Beautiful (One Direction)
Shackles (Praise You)	Timber (Pitbull)
One Note Samba (Joachim)	Shape of You (Ed Sheeran)
My Key Don't Fit (Dr John)	Easy on Me (Adele)
Bama Lama Bama Loo (Little Richard)	Stay (Rihanna)
Isn't She Lovely (Stevie Wonder)	I ain't Worried (Tom Odell, Top Gun Maverick)
You Can Call Me Al (Paul Simon)	Don't Know Why (Norah Jones)
Against All Odds (Phil Collins)	All I Want (High School Musical/Olivia Rodrigo)
Bond (Grade 6 Version, Movie Theme)	Praise You Like I Should (Fatboy Slim)
Jaws (Grade 6 Version, Movie Theme)	Roar (Katy Perry)
Under the Sea (Disney Movie)	Panini (Lil Nas X)
Proud Mary (Tina Turner)	Always Remember Us This Way (Lady Gaga, movie A Star is Born)
Johnny be Goode (Also - Back to the Future Sound Track)	Hopeless Wanderer (Mumford & Sons)
Rocketman (Elton John)	
It Must Have Been Love (Roxette)	
I Wish (Stevie Wonder)	
Kiss Me (Sixpence None the Richer, from the movie "She's all that")	
My Baby Just Cares For Me (Nina Simone)	
Total Praise (Richard Smallwood)	
Why try to change me now (Cy Coleman cover by Fiona Apple)	
Let Me Entertain You (Robbie Williams)	
Bridge Over Troubled Water (Simon & Garfunkle, John Legend for Piano version)	
Signed, Sealed, Delivered (Stevie Wonder)	
Like a Virgin (Madonna)	
Vogue (Madonna)	

## GRADE 7

Multiple verses/choruses may be necessary and candidates should ensure that their performances meet the required duration.

Traditional Pop/Rock	2000 onwards
<u>Superstition (Stevie Wonder)</u>	<u>Happy (Pharell Williams)</u>
<u>Are You Gonna Go My Way (Lennie Kravitz)</u>	<u>A Thousand Miles (Vanessa Carlton)</u>
<u>I wanna Dance with Somebody (Whitney Houston)</u>	<u>How to train your dragon (Main Theme)</u>
<u>Smooth Criminal (Michael Jackson)</u>	<u>Hollow Knight (Video Game)</u>
<u>Billie Jean (Michael Jackson)</u>	<u>Glimpse of Us (Jojji)</u>
<u>I will always love you (Whitney Houston)</u>	<u>Earquake (Tyler the Creator)</u>
<u>Girl from Ipanema (Oscar Peterson solo)</u>	<u>God is a Woman (Ariana Grande)</u>
<u>Piano Man (Billy Joel)</u>	<u>Complicated (Avril Lavigne)</u>
<u>Slow Like Honey (Fiona Apple)</u>	<u>Billie Bossa Nova (Billie Eilish)</u>
<u>Tipitina (Professor Longhair, cover Hugh Laurie)</u>	<u>Hallucinate (Dua Lipa)</u>
<u>Lord of the Rings (Movie Theme)</u>	<u>Havana (Camila Cabello)</u>
<u>Oh Happy Day (Sister Act)</u>	<u>Anime Bluebird cover (Naruto)</u>
<u>I Guess That's Why They Call it the Blues (Elton John)</u>	<u>Mama (Clean Bandit &amp; Ellie Goulding)</u>
<u>Raining Men (Weather Girls or Jerri Halliwell)</u>	<u>Old Town Road (Grade 7 version, Lil Nas X and Billy Ray Cyrus)</u>
<u>Will it Go Round in Circles (Billy Preston)</u>	<u>As it Was (Grade 7 version, Harry Styles)</u>
<u>Amazing Grace (Traditional, style: Mark Walker The Maestro Online Masterclasses)</u>	
<u>Long Train Runnin' (Doobie Brothers)</u>	
<u>Benny And The Jets (Elton John)</u>	

## GRADE 8

Multiple verses/choruses may be necessary and candidates should ensure that their performances meet the required duration.

Traditional Pop/Rock	2000 onwards
<u>Who Wants to Live For Ever (Queen)</u>	<u>Unstoppable (Sia)</u>
<u>Radio Gaga (Queen)</u>	<u>Happy (Pherell Williams)</u>
<u>All by myself (Celine Dion)</u>	<u>Diamonds - Rihanna</u>
<u>I Will Survive (Gloria Gaynor)</u>	<u>Dynamite (BTS)</u>
<u>Summertime (Gershwin, Oscar Peterson Solo)</u>	<u>Senorita (Sean Mendez)</u>
<u>Summertime (Gershwin) - alternative to arrangement listed higher up this list</u>	<u>Halo (Beyonce)</u>
<u>Eb Blues Transcription (Fats Waller)</u>	<u>Ceilings by (Lizzie McAlpine)</u>
<u>Scenes from an Italian Restaurant (Billy Joel)</u>	<u>Pirates of the Caribbean (Movie Theme)</u>
<u>Eye of the Tiger (Movie Theme)</u>	<u>When I Was Your Man (Bruno Mars)</u>
<u>Bohemian Rhapsody (Queen)</u>	<u>I am Changing (Jennifer Hudson, Movie Theme, Dream Girls)</u>
<u>At Last (Etta James)</u>	
<u>Simply the Best (Tina Turner)</u>	
<u>Yesterday (Beatles)</u>	
<u>One Love (Bob Marley)</u>	
<u>Bittersweet Symphony (Verve)</u>	
<u>Don't Let the Sun Go Down On Me (Elton John)</u>	
<u>Against All Odds (Phil Collins)</u>	
<u>Respect (Aretha Franklin)</u>	
<u>Levon (Elton John)</u>	
<u>Amazing Grace (Grade 8 version - The Maestro Online Mark Walker Masterclass)</u>	

# Marking System

## HOW PIECES ARE MARKED

Each piece is marked based on the following criteria:

### TIMING & RHYTHM

*The ability to keep in time and to maintain security in the rhythm.*

### TECHNICAL CONTROL

*The ability to skillfully control the instrument, tailored to the repertoire, taking into account factors such as articulation, dynamics, fingering, dexterity, tonal variety and/or consistency.*

### MUSICALITY

*The ability to make thoughtful and musical performance choices, leading to a distinctive interpretative and, when needed, improvisational skill.*

### PERFORMANCE COMMUNICATION

*The ability to engage the listener and to communicate the pieces with confidence demonstrating an awareness of style and character.*

#### 5 MARKS

#### 4 MARKS

### TIMING & RHYTHM

An excellent awareness of the pulse and a high level of fluency and security in the rhythms.

A high level of accuracy with only slight fluctuations in the pulse. The rhythm is mostly well executed.

### TECHNICAL CONTROL

Technical requirements met exceptionally well. Sound quality is outstanding.

Technical demands are met to a high degree with only brief moments of insecurities. The sound quality is very good, with minimal imperfections.

### MUSICALITY

Demonstrates a strong ability to incorporate stylistic details, resulting in a commendable interpretation. Exhibits excellent musicality and a notable capacity for improvisation.

Demonstrates the ability to incorporate stylistic details to a high degree, resulting in an effective interpretation. Exhibits good musicality and a solid level of improvisation.

### PERFORMANCE COMMUNICATION

Excellent communication and engagement demonstrated throughout with a very high level of stylistic understanding.

A high level of communication and engagement is demonstrated along with a solid grasp of stylistic understanding.

## 3 MARKS

## 2 MARKS

### TIMING & RHYTHM

A good degree of accuracy with occasional slips in the pulse and sporadic inconsistencies in rhythmic control.

A satisfactory level of precision with several mistakes. Overall fluency is maintained, although there are some stumbles in the pulse and rhythm.

### TECHNICAL CONTROL

Most of the technical demands are met, although there are occasional insecurities. The sound quality is good, despite occasional uncertainties.

Technical demands are generally fulfilled, although there are noticeable insecurities. The sound quality is satisfactory.

### MUSICALITY

Demonstrates the ability to incorporate stylistic details to a good degree, resulting in a mostly effective interpretation. Exhibits some evidence of musicality and improvisational skill.

Demonstrates the ability to incorporate stylistic details to a satisfactory degree, resulting in a mostly reliable interpretation. Exhibits a satisfactory level of musicality and improvisational skill.

### PERFORMANCE COMMUNICATION

A good level of communication and engagement is demonstrated. Good stylistic understanding despite occasional lapses.

A satisfactory level of communication and engagement is demonstrated. A reasonable stylistic understanding is shown.

	1 MARKS	0 MARKS
<b>TIMING &amp; RHYTHM</b>	Limited accuracy with noticeable errors. Basic pulse control is lacking, and there is an unsuccessful realisation of the rhythm.	Extremely limited accuracy with numerous significant errors. There is minimal to no control of the pulse, and the execution of the rhythm is challenging.
<b>TECHNICAL CONTROL</b>	Technical requirements are frequently unmet. Sound quality is inconsistent.	Technical demands are barely met or not met at all. Fundamental sound quality is not attained.
<b>MUSICALITY</b>	Demonstrates a limited ability to incorporate stylistic details, resulting in an inconsistent interpretation. Exhibits a lack of musicality and improvisational skill.	Stylistic details are not incorporated, resulting in an ineffective interpretation. Exhibits little or no musicality and improvisational skill.
<b>PERFORMANCE COMMUNICATION</b>	A limited level of communication and engagement is demonstrated. Little stylistic understanding.	An extremely limited level of communication with no engagement is demonstrated. Extremely unreliable stylistic understanding.

# Learning Outcomes & Objectives

## GRADE DEBUT (ENTRY LEVEL 3)

### THE LEARNER WILL:

### THE LEARNER CAN:

- |   |   |
|---|---|
| <b>1</b> Perform a variety of songs that are level-appropriate for each grade               | <b>1.1</b> Demonstrate effective communication skills through performance presentation<br><b>1.2</b> Perform with an adequate sense of timing and rhythm<br><b>1.3</b> Perform with a reasonable sense of continuity and confidence |
| <b>2</b> Demonstrate technical ability through use of set technical demands in performances | <b>2.1</b> Perform with a basic command of fundamental techniques and control of instrument<br><b>2.2</b> Perform with an adequate basic sound, with a reasonable control of tone and articulation                                  |
| <b>3</b> Demonstrate effective communication skills through performance presentation.       | <b>3.1</b> Demonstrate a sense of performance presentation with basic confidence  |

## GRADES 1-3 (RQF LEVEL 1)

### THE LEARNER WILL:

### THE LEARNER CAN:

- |  |  |
|--|--|
| <b>1</b> Perform a variety of songs that are level-appropriate for each grade  | <b>1.A</b> Demonstrate careful preparation, musical awareness and the beginning of thoughtful interpretation by applying skills, knowledge and understanding in the presentation of performances<br><b>1.B</b> Perform with a secure sense of timing and rhythm<br><b>1.C</b> Perform with a reasonable sense of continuity, confidence and ability to convey the mood to the audience with a good understanding of the musical style/feel |
| <b>2</b> Demonstrate technical ability through use of set technical demands in performances  | <b>2.1</b> Perform with a good command of fundamental techniques and control of instrument<br><b>2.2</b> Perform with a good quality sound, with a reasonable control of tone, dynamics and articulation   |
| <b>3</b> Demonstrate effective communication skills through performance presentation and show evidence of a wider range of technical and musical abilities through improvisation | <b>3.1</b> Demonstrate an overall sense of performance presentation with basic confidence<br><b>3.2</b> Show a sound sense of self-awareness, with consideration of audience engagement<br><b>3.3</b> Improvise with some melodic development and harmonic awareness   |

## GRADES 4 – 5 (RQF LEVEL 2)

### THE LEARNER WILL:

- 1** Perform a variety of songs that are level-appropriate for each grade
- 2** Demonstrate fluent technical ability through use of set technical demands in performances
- 3** Demonstrate effective communication skills through performance presentation and show evidence of a wider range of technical and musical abilities through improvisation

### THE LEARNER CAN:

- 1.1** Create musical performances that exhibit a solid musical awareness while conveying 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
  - 1.3** Perform with a good sense of continuity, confidence and ability to convey the mood to the audience with a strong understanding of the musical style/feel
- 2.1** Perform with a solid command of intermediate techniques and control of instrument
  - 2.2** Perform with a good quality sound, with a good control of tone, dynamics and articulation
- 3.A** Demonstrate an overall sense of performance presentation with solid confidence
  - 3.B** Show a good sense of self-awareness and engagement with the audience
  - 3.C** Improvise with creative melodic development and appropriate harmonic vocabulary

## GRADES 6 – 8 (RQF LEVEL 3)

### THE LEARNER WILL:

- 1** Perform a variety of songs that are level-appropriate for each grade
- 2** Demonstrate advanced technical ability through use of set technical demands in performances
- 3** Demonstrate effective communication skills through performance presentation and show evidence of a wider range of technical and musical abilities through improvisation

### THE LEARNER CAN:

- 1.1** Deliver a secure and sustained performance that showcases confidence and personal interpretation, captivating the audience
  - 1.2** Give a performance that is rhythmically secure and has a strong sense of pulse
  - 1.3** Perform with an excellent sense of continuity, confidence, and the ability to convey the mood to the audience, showcasing a strong understanding of the musical style and feel
- 2.1** Perform with a high proficiency in advanced techniques and exhibit sensitive control across the entire instrument
  - 2.2** Perform with a high-quality sound, with a sensitive control of tone, dynamics and articulation
- 3.1** Demonstrate a high level of musical sensitivity and confidence in performance presentation, with a clear, distinctive and authoritative musical personality
  - 3.2** Show an excellent sense of self-awareness and engagement with the audience
  - 3.3** Improvise with well-controlled and imaginative melodic development and clear and appropriate harmonic vocabulary

# Policies

## EQUAL OPPORTUNITIES

TMO 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

TMO Exams 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 student 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.

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Candidates may enter any TMO 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 exam in the same or different subjects at any time. TMO 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.

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