

Qualifications and Credit Framework

Initial Grade

The marks required for pass, merit and distinction for each of the three songs, the Session skills and the overall totals

4 credits at Entry 3 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a performance that demonstrates a basic foundation on their instrument and shows some interpretation.	1.1 Performs with adequate continuity and a sense of pulse. 1.2 Performs with some evidence of individual interpretation.
2. Perform audibly with a sense of enthusiasm and enjoyment and with some awareness of audience.	2.1 Demonstrate some sense of performance with some confidence and capacity for audience engagement.
3. Demonstrate that the foundations of a secure technique have been established.	3.1 Demonstrate a generally adequate technique. 3.2 Perform with an adequate basic sound.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with attention to note values and pitches. 4.2 Improvise with some melodic development, some harmonic awareness, and a basic use of instrumental resources relevant to the grade.

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Grade 1

6 credits at Level 1 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a performance that demonstrates preparation and the beginnings of interpretation.	1.1 Performs with general continuity and a sense of pulse. 1.2 performs with a developing feeling of individual interpretation.
2. Perform accurately and be able to create and convey mood to the audience.	2.1 Give a performance that is essentially accurate with general fluency and attention to musical and notational details. 2.2 Demonstrate an overall sense of performance with basic confidence and some capacity for audience engagement.
3. Show evidence of a basic familiarity with the fundamentals of instrumental/vocal technique.	3.1 Demonstrate a generally reliable technique. 3.2 perform with an adequate basic sound with some evidence of tonal control and projection.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with continuity of pulse and attention to note values and pitches. 4.2 Improvise with some melodic development, harmonic awareness, and use of basic instrumental resources relevant to the grade.

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Grade 2

9 credits at Level 1 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a performance that demonstrates preparation, understanding and the beginning of thoughtful interpretation.	1.1 Performs with generally secure rhythm and a sense of pulse. 1.2 Performs with a general feeling of individuality and commitment.
2. Perform clearly and accurately and be able to create and convey mood to the audience.	2.1 Give a performance that is generally accurate and fluent with fair attention to musical and notational details. 2.2 Demonstrate a competent sense of performance.
3. Show evidence of a technical command of the instrument/voice.	3.1 Demonstrate a competent level of technical ability with varied use of instrumental resources. 3.2 Perform with a good quality sound that is flexible and well-projected.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and some sense of musical interpretation. 4.2 Improvise with a creative approach to melodic responses, awareness of harmonic implications, and generally wide use of instrumental resources relevant to the grade.

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Grade 3

12 credits at Level 1 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a performance that demonstrates careful preparation, understanding and the beginning of thoughtful interpretation.	1.1 Performs with secure rhythm and pulse. 1.2 performs with clear evidence of an emerging musical personality.
2. Perform clearly and accurately, with a sense of spontaneity and be able to create and convey mood to the audience.	2.1 Give a performance that is accurate and fluent with perceptive attention to musical and notational details. 2.2 demonstrate a confident, communicative and consistent sense of performance.
3. Show evidence of a fluent technical command of the instrument/voice.	3.1 Demonstrate a solid command of technique with musical and sensitive control of intonation and other instrumental resources. 3.2 Perform with good production and projection of sound.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and a sense of musical interpretation. 4.2 Improvise with controlled melodic development, appropriate harmonic vocabulary, and full use of instrumental resources relevant to the grade.

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Grade 4

15 credits at Level 2 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a performance that demonstrates an understanding of the material, leading to a more personal interpretation.	1.1 Gives a performance that pays attention to musical and notational details. 1.2 performs with some evidence of stylistic awareness and a general attempt to convey individual musical intent.
2. Perform clearly and with projection being able to support mood and character and engage with the audience.	2.1 Demonstrate an overall sense of performance with confidence and some capacity for audience engagement.
3. Show evidence of a basic exploration of and familiarity with the fundamentals of instrumental technique.	3.1 Perform with a generally reliable technique. 3.2 Perform with an adequate basic sound with some evidence of tonal control and projection.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and a sense of musical interpretation. 4.2 Improvise with melodic development, harmonic awareness, and use of instrumental resources relevant to the grade.

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Grade 5

18 credits at Level 2 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a performance that demonstrates a sound understanding of the material, leading to a personal and imaginative interpretation.	1.1 Gives a performance that pays close attention to musical and notational details. 1.2 Performs with awareness of and sensitivity to appropriate style with evidence of an emerging musical personality.
2. Perform confidently with projection, control and engagement with the audience.	2.1 Give a performance that is rhythmically secure and has a strong sense of pulse. 2.2 Perform confidently with a consistent sense of performance and engagement with the audience.
3. Show evidence of consistent application of developing technical skills and sound production.	3.1 Perform with a solid command of technique, good intonation and a musical control of other instrumental resources. 3.2 Perform with consistently good production, flexibility and projection of sound.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with fluency, accurate notes and tonality, and detailed phrasing, articulation and dynamics 4.2 Improvise with well-controlled and imaginative melodic development, strong planning and structure, appropriate harmonic vocabulary, and full use of instrumental resources relevant to the grade.

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Grade 6

22 credits at Level 3 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a secure and sustained performance which demonstrates a stylistic awareness and mature grasp of the material.	1.1 Performs with attention to dynamics, articulation and phrasing. 1.2 performs with general evidence of stylistic awareness and some attempt to convey individual musical intent and commitment.
2. Perform with confidence and a sense of ownership and self-awareness which engages the audience wholeheartedly.	2.1 Demonstrate an overall sense of performance with general confidence and a recognisable capacity for audience engagement.
3. Show familiarity with the full compass of the instrument/voice and use some advanced techniques.	3.1 Give a performance that is technically reliable with generally secure intonation and a good quality of tone.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with mostly accurate notes and tonality, adequate continuity, musical development, and well-planned use of instrumental resources. 4.2 Improvise with imaginative melodic development, appropriate harmonic procedures, well-planned length and use of instrumental resources.

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Grade 7

27 credits at Level 3 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a secure and sustained performance which demonstrates a sensitive stylistic interpretation.	1.1 Perform with a good standard of dynamics, articulation and phrasing. 1.2 performs with a clear awareness of appropriate style with an individual musical personality.
2. Perform with confidence and a sense of ownership and self-awareness which engages the audience.	2.1 Demonstrate a comfortable sense of performance with consistent audience engagement.
3. Show familiarity with the full compass of the instrument/voice and employ advanced techniques.	3.1 Give a performance that is fluent and accurate with a strong technical facility and a high quality of tone and intonation.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with general accuracy in notes and tonality, continuity, creative musical development, and wide use of instrumental resources. 4.2 Improvise with creative melodic development, harmonic awareness, appropriate length and wide use of instrumental resources.

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Grade 8

32 credits at Level 3 of the Qualifications and Credit Framework

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Produce a secure and sustained performance which demonstrates a discriminating and sensitive personal interpretation.	1.1 Performs with keen attention to dynamics, articulation and phrasing. 1.2 performs with a high level of musical sensitivity and a convincing grasp of appropriate style with a clear, distinctive and authoritative musical personality.
2. Perform with confidence and a sense of authority and control which engages the audience wholeheartedly.	2.1 Perform with confidence and effective engagement with the audience.
3. Show familiarity with the full compass of the instrument/voice and employ advanced techniques with even control across all registers.	3.1 Perform with a strong command of technique with musical and sensitive control of intonation and other instrumental resources.
4. Demonstrate a wider range of technical and musical abilities through either a quick study piece or improvisation.	4.1 Respond to a quick study piece with accuracy in notes and tonality, fluency, imaginative musical development, strong planning and construction, and full and creative use of instrumental resources. 4.2 Improvise with well-controlled and imaginative melodic development, clear and appropriate harmonic vocabulary, appropriate length and full and creative use of instrumental resources.