

# KEYBOARDS SYLLABUS

Qualification specifications  
for graded exams from 2018

ADELE

MUSE

BILLY JOEL

LANA DEL REY

SIMON & GARFUNKEL

DAFT PUNK

GNARLS BARKLEY

NINA SIMONE

PINK FLOYD

ELTON JOHN

CHIC

HOZIER

TOTO

SIA



## WHAT'S CHANGED?

This syllabus features the following changes from the 2015-2017 syllabus:

- ✔ New selection of songs at all levels, expertly arranged for the grade and in a wide range of styles
- ✔ Revised marking criteria, providing examiners, teachers and candidates with increased detail on how exams are marked (see pages 34-37)
- ✔ Revised parameters for own-choice songs (see pages 22-25)
- ✔ Technical focus songs now feature two technical elements
- ✔ Band exams are no longer offered

## KEEP UP TO DATE WITH OUR SYLLABUSES

Please check [trinityrock.com](http://trinityrock.com) to make sure you are using the current version of the syllabus and for the latest information about our Rock & Pop exams.

You can also check out our syllabuses and graded songbooks for:

- ✔ Bass
- ✔ Drums
- ✔ Guitar
- ✔ Vocals

## OVERLAP ARRANGEMENTS

This syllabus is valid from 1 January 2018. The 2015-2017 syllabus will remain valid until 31 December 2018, giving a one year overlap. During this time, candidates may present songs from the 2015-2017 syllabus or the syllabus from 2018, but not both. Candidates should indicate which syllabus they are presenting on the appointment form handed to the examiner at the start of the exam.

# KEYBOARDS SYLLABUS

Qualification specifications  
for graded exams from 2018

Trinity College London  
[trinitycollege.com](http://trinitycollege.com)

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**Chief Executive** | Sarah Kemp

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# CONTENTS

|    |   |  |
|----|---|--|
| 3  | / | WELCOME                                    |
| 4  | / | INTRODUCTION TO TRINITY'S ROCK & POP EXAMS |
| 9  | / | LEARNING OUTCOMES AND ASSESSMENT CRITERIA  |
| 14 | / | ABOUT THE EXAM                             |
| 19 | / | EXAM GUIDANCE: SONGS                       |
| 26 | / | EXAM GUIDANCE: SESSION SKILLS              |
| 32 | / | EXAM GUIDANCE: MARKING                     |
| 38 | / | INITIAL                                    |
| 39 | / | GRADE 1                                    |
| 40 | / | GRADE 2                                    |
| 41 | / | GRADE 3                                    |
| 42 | / | GRADE 4                                    |
| 43 | / | GRADE 5                                    |
| 44 | / | GRADE 6                                    |
| 45 | / | GRADE 7                                    |
| 46 | / | GRADE 8                                    |
| 47 | / | PUBLICATIONS                               |
| 48 | / | POLICIES                                   |
| 50 | / | ACCESS ALL AREAS...                        |
| 51 | / | NOTES                                      |

Trinity College London accepts entries for its exams on the condition that candidates conform to the requirements of the appropriate syllabus. Any amendments to the requirements will be published on our website and in reprints of the document.

# WELCOME

Welcome to Trinity College London's Rock & Pop Keyboards syllabus. Whether self-taught or taking lessons, learning for fun or heading for a career in the music industry, these exams help musicians develop real technical and performance skills to achieve their musical ambitions. We place performance at the heart of our Rock & Pop exams, so everything in this syllabus is assessed within a performance context that mirrors the skills you need in the industry.

## REAL SONGS

Play the music you love with our huge range of hit songs spanning all contemporary styles. Choose your set list from the eight songs in our graded songbooks, play a song of your own choice, or perform a song you've written yourself.

## REAL SKILLS

Develop the improvisation and playback session skills that professional musicians need. Showcase your technical skills in a real-life context through our technical focus songs and demonstrate your ability to deliver a compelling live performance.

## REAL PROGRESS

Achieve your goals with an externally regulated and internationally recognised qualification. Trust the 140-year heritage Trinity brings to contemporary music, and benefit from marks and comments on your performance from industry experts.

The exams are supported by a range of resources that provide essential support for learners:

- ✔ Graded songbooks containing all the songs needed for the exam, background information on the songs, and performance hints and tips
- ✔ Demo and backing tracks for the songs in the books, as downloads or on CD
- ✔ Additional Trinity Rock & Pop arrangements suitable for use as own-choice songs, available at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs) – check the website for the latest additions
- ✔ Session skills example tests books.

We hope you enjoy exploring the songs on offer in this syllabus and we wish you every success in the exams and your wider music-making.

## ABOUT TRINITY COLLEGE LONDON

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

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

# INTRODUCTION TO TRINITY'S ROCK & POP EXAMS

## OBJECTIVE OF THE QUALIFICATIONS

Trinity's graded Rock & Pop exams provide a structured yet flexible framework for progress, which enables a learner to demonstrate their own musical personality and promotes enjoyment in music performance.

The exams assess music performance, technical ability and responses to set musical tests through face-to-face practical assessment. They offer learners of any age the opportunity to measure their development as performers against a series of internationally understood benchmarks, taking them from beginner level to the point where they can progress to higher education in music.

## WHO THE QUALIFICATIONS ARE FOR

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

We are committed to making our exams accessible to all, and each candidate is treated individually when considering how assessments can be adapted for those with special needs. Find more information at [trinitycollege.com/music-csn](http://trinitycollege.com/music-csn)

## PARENTAL AND TEACHER GUIDANCE

The songs in Trinity's Rock & Pop syllabuses have been arranged to represent the artists' original recordings as closely and authentically as possible. Popular music frequently deals with subject matter that some may find offensive or challenging. It is possible that the songs may include material that some might find unsuitable for use with younger learners.

There is no requirement that all songs in this syllabus must be learnt. We recommend that parents, guardians and teachers exercise their own judgement to satisfy themselves that the lyrics of selected songs are appropriate for the learners concerned. Trinity does not associate itself with, adopt or endorse any of the opinions or views expressed in the selected songs.

## ASSESSMENT AND MARKING

Trinity's graded exams in Rock & Pop are assessed by external examiners, who are industry experts trained and moderated by Trinity. Examiners provide marks and comments for each section of the exam using the marking criteria on pages 34-37.

The exam is marked out of 100. Candidates' results correspond to different attainment levels as follows:

| <b>Mark</b> | <b>Attainment level</b> |
|-------------|-------------------------|
| 87-100      | DISTINCTION             |
| 75-86       | MERIT                   |
| 60-74       | PASS                    |
| 45-59       | BELOW PASS 1            |
| 0-44        | BELOW PASS 2            |

See pages 32-37 for further information about how the exam is marked.

## DURATION OF STUDY (TOTAL QUALIFICATION TIME)

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

|         | <b>Guided learning hours (GLH)</b> | <b>Independent learning hours (ILH)</b> | <b>Total qualification time (TQT) (hours)</b> |
|---------|------------------------------------|---|---|
| Initial | 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   |

## RECOGNITION AND UCAS POINTS

Trinity College London is an international exam board regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Various arrangements are in place with governmental education authorities worldwide.

In the UK, Grades 6-8 are eligible for UCAS (Universities and Colleges Admissions Service) points for those applying to colleges and universities, as shown in the next column.

### Grade 6

UCAS POINTS

PASS **8** | MERIT **10** | DISTINCTION **12**

### Grade 7

UCAS POINTS

PASS **12** | MERIT **14** | DISTINCTION **16**

### Grade 8

UCAS POINTS

PASS **18** | MERIT **24** | DISTINCTION **30**

## WHERE THE QUALIFICATIONS COULD LEAD

While for some learners graded Rock & Pop exams represent a personal goal or objective, they can also be used as a progression route towards:

- 🎯 Music courses at conservatoires and universities, for which Grade 8 is often specified as an entry requirement
- 🎯 Employment opportunities in music and the creative arts.

## HOW TO BOOK AN EXAM

Exams can be taken at Trinity's public exam centres, which are available throughout the world. Details are available at [trinityrock.com/exam-centres](http://trinityrock.com/exam-centres), and candidates should contact their local Trinity representative for more information.

In the UK you may book a public centre exam session online at [trinityrock.com/book](http://trinityrock.com/book). Alternatively, schools and private teachers with sufficient candidates may apply for an exam visit (please see [trinityrock.com/exam-visit](http://trinityrock.com/exam-visit) for details).

## TRINITY QUALIFICATIONS THAT COMPLEMENT THE ROCK & POP QUALIFICATIONS

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

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

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

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

## OTHER QUALIFICATIONS OFFERED BY TRINITY

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

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

Music Tracks is an initiative in the UK designed to support teachers in delivering instrumental tuition for both large and small groups. Find more information about Music Tracks at [trinitycollege.com/musictracks](http://trinitycollege.com/musictracks)

We also offer:

- 🎯 Graded, certificate and diploma qualifications in drama-related subjects
- 🎯 English language qualifications
- 🎯 Teaching English qualifications
- 🎯 Arts Award (only available in certain countries)

Specifications for all these qualifications can be downloaded from [trinitycollege.com](http://trinitycollege.com)



Table showing music qualifications available

| RQF*<br>Level          | EQF**<br>Level | Classical<br>& Jazz                           | Rock<br>& Pop | Theory<br>& Written | Music<br>Tracks <sup>†</sup> | Solo<br>Certificates <sup>†</sup> | Group<br>Certificates <sup>†</sup> |
|------------------------|----------------|---|---------------|---------------------|------------------------------|-----------------------------------|------------------------------------|
| 7                      | 7              | FTCL  |               |                     |                              |                                   |                                    |
| 6                      | 6              | LTCL  |               | LMusTCL             |                              |                                   |                                    |
| 4                      | 5              | ATCL  |               | AMusTCL             |                              |                                   |                                    |
|                        |                | Certificate for Music Educators (Trinity CME) |               |                     |                              |                                   |                                    |
| 3                      | 4              | Grade 8                                       | Grade 8       | Grade 8             |                              | Advanced                          | Advanced                           |
|                        |                | Grade 7                                       | Grade 7       | Grade 7             |                              |                                   |                                    |
|                        |                | Grade 6                                       | Grade 6       | Grade 6             |                              |                                   |                                    |
| 2                      | 3              | Grade 5                                       | Grade 5       | Grade 5             |                              | Intermediate                      | Intermediate                       |
|                        |                | Grade 4                                       | Grade 4       | Grade 4             |                              |                                   |                                    |
| 1                      | 2              | Grade 3                                       | Grade 3       | Grade 3             |                              | Foundation                        | Foundation                         |
|                        |                | Grade 2                                       | Grade 2       | Grade 2             | Track 2                      |                                   |                                    |
|                        |                | Grade 1                                       | Grade 1       | Grade 1             | Track 1                      |                                   |                                    |
| Entry<br>Level 3       | 1              | Initial                                       | Initial       |                     | Initial<br>Track             |                                   |                                    |
| Entry<br>Levels<br>1-2 |                |   |               |                     | First<br>Access<br>Track     |                                   |                                    |

\* Regulated Qualifications Framework in England and Northern Ireland

\*\* European Qualifications Framework

† Not RQF or EQF regulated

## REGULATED TITLES AND QUALIFICATION NUMBERS

| <b>Regulated title</b>  | <b>Qualification number</b> |
|---|-----------------------------|
| <b>Initial</b><br>TCL Graded Examination in Rock and Pop (Initial) (Entry 3)              | 600/3695/3                  |
| <b>Grade 1</b><br>TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 1)       | 600/3546/8                  |
| <b>Grade 2</b><br>TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 2)       | 600/3588/2                  |
| <b>Grade 3</b><br>TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 3)       | 600/3590/0                  |
| <b>Grade 4</b><br>TCL Level 2 Certificate in Graded Examination in Rock and Pop (Grade 4) | 600/3591/2                  |
| <b>Grade 5</b><br>TCL Level 2 Certificate in Graded Examination in Rock and Pop (Grade 5) | 600/3592/4                  |
| <b>Grade 6</b><br>TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 6) | 600/3593/6                  |
| <b>Grade 7</b><br>TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 7) | 600/3594/8                  |
| <b>Grade 8</b><br>TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 8) | 600/3595/X                  |

# LEARNING OUTCOMES AND ASSESSMENT CRITERIA

## INITIAL

(RQF Entry Level 3)

### LEARNING OUTCOMES

The learner will:

- 1.**  
Produce a performance that demonstrates a basic foundation on their instrument and shows some interpretation
- 2.**  
Perform audibly with a sense of enthusiasm and enjoyment and with some awareness of audience
- 3.**  
Demonstrate that the foundations of a secure technique have been established
- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1** Perform with adequate continuity and a sense of pulse
- 1.2** Perform with some evidence of individual interpretation
- 2.1** Demonstrate some sense of performance with some confidence and capacity for audience engagement
- 3.1** Demonstrate a generally adequate technique
- 3.2** Perform with an adequate basic sound
- 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/vocal resources relevant to Initial level

---

## GRADE 1

(RQF Level 1)

### LEARNING OUTCOMES

The learner will:

- 1.**  
Produce a performance that demonstrates preparation and the beginnings of interpretation

---

- 2.**  
Perform accurately and be able to create and convey mood to the audience

---

- 3.**  
Show evidence of a basic familiarity with the fundamentals of instrumental/vocal technique

---

- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1** Perform with general continuity and a sense of pulse
- 1.2** Perform with a developing feeling of individual interpretation

---

- 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

---

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

---

- 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/vocal resources relevant to Grade 1

---

## GRADE 2

(RQF Level 1)

### LEARNING OUTCOMES

The learner will:

- 1.**  
Produce a performance that demonstrates preparation, understanding and the beginnings of thoughtful interpretation

---

- 2.**  
Perform clearly and accurately and be able to create and convey mood to the audience

---

- 3.**  
Show evidence of a technical command of the instrument/voice

---

- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1** Perform with generally secure rhythm and a sense of pulse
- 1.2** Perform with a general feeling of individuality and commitment

---

- 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

---

- 3.1** Demonstrate a competent level of technical ability with varied use of instrumental/vocal resources
- 3.2** Perform with a good-quality sound that is flexible and well-projected

---

- 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/vocal resources relevant to Grade 2

**GRADE 3**

(RQF Level 1)

**LEARNING OUTCOMES**

The learner will:

**1.**  
Produce a performance that demonstrates careful preparation, understanding and the beginnings of thoughtful interpretation

**2.**  
Perform clearly and accurately, with a sense of spontaneity and be able to create and convey mood to the audience

**3.**  
Show evidence of a fluent technical command of the instrument/voice

**4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or an improvisation

**ASSESSMENT CRITERIA**

The learner can:

**1.1** Perform with secure rhythm and pulse

**1.2** Perform with clear evidence of an emerging musical personality

**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

**3.1** Demonstrate a solid command of technique with musical and sensitive control of intonation and other instrumental/vocal resources

**3.2** Perform with good production and projection of sound

**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/vocal resources relevant to Grade 3

**GRADE 4**

(RQF Level 2)

**LEARNING OUTCOMES**

The learner will:

**1.**  
Produce a performance that demonstrates an understanding of the material, leading to a personal interpretation

**2.**  
Perform clearly and with projection, supporting mood and character and engaging with the audience

**3.**  
Show evidence of a basic exploration of and familiarity with the fundamentals of instrumental/vocal technique

**4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

**ASSESSMENT CRITERIA**

The learner can:

**1.1** Give a performance that pays attention to musical and notational details

**1.2** Perform with some evidence of stylistic awareness and a general attempt to convey individual musical intent

**2.1** Demonstrate an overall sense of performance with confidence and some capacity for audience engagement

**3.1** Perform with a generally reliable technique

**3.2** Perform with an adequate basic sound with some evidence of tonal control and projection

**4.1** 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/vocal resources relevant to Grade 4

---

## GRADE 5

(RQF Level 2)

### LEARNING OUTCOMES

The learner will:

- 1.**  
Produce a performance that demonstrates a sound understanding of the material, leading to a personal and imaginative interpretation

---

- 2.**  
Perform confidently with projection, control and engagement with the audience

---

- 3.**  
Show evidence of consistent application of developing technical skills and sound production

---

- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1** Give a performance that pays close attention to musical and notational details
- 1.2** Perform with awareness of and sensitivity to appropriate style, with evidence of an emerging musical personality

---

- 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

---

- 3.1** Perform with a solid command of technique, good intonation and a musical control of other instrumental/vocal resources
- 3.2** Perform with consistently good production, flexibility and projection of sound

---

- 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/vocal resources relevant to Grade 5

---

## GRADE 6

(RQF Level 3)

### LEARNING OUTCOMES

The learner will:

- 1.**  
Produce a secure and sustained performance that demonstrates a stylistic awareness and mature grasp of the material

---

- 2.**  
Perform with confidence and a sense of ownership and self-awareness that engages the audience wholeheartedly

---

- 3.**  
Show familiarity with the full compass of the instrument/voice and use some advanced techniques

---

- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

### ASSESSMENT CRITERIA

The learner can:

- 1.1** Perform with attention to dynamics, articulation and phrasing
- 1.2** Perform with general evidence of stylistic awareness and some attempt to convey individual musical intent and commitment

---

- 2.1** Demonstrate an overall sense of performance with general confidence and a recognisable capacity for audience engagement

---

- 3.1** Give a performance that is technically reliable with generally secure intonation and a good quality of tone

---

- 4.1** Respond to a quick study piece with mostly accurate notes and tonality, adequate continuity, musical development, and well-planned use of instrumental/vocal resources
- 4.2** Improvise with imaginative melodic development, appropriate harmonic procedures, well-planned length, and use of instrumental/vocal resources

**GRADE 7**

(RQF Level 3)

**LEARNING OUTCOMES**

The learner will:

- 1.**  
Produce a secure and sustained performance that demonstrates a sensitive stylistic interpretation

---

- 2.**  
Perform with confidence and a sense of ownership and self-awareness, which engages the audience

---

- 3.**  
Show familiarity with the full compass of the instrument/voice and employ advanced techniques

---

- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

**ASSESSMENT CRITERIA**

The learner can:

- 1.1** Perform with a good standard of dynamics, articulation and phrasing
- 1.2** Perform with a clear awareness of appropriate style, with an individual musical personality

---

- 2.1** Demonstrate a comfortable sense of performance with consistent audience engagement

---

- 3.1** Give a performance that is fluent and accurate, with a strong technical facility and a high quality of tone and intonation

---

- 4.1** Respond to a quick study piece with general accuracy in notes and tonality, with continuity and creative musical development, and with a wide use of instrumental/vocal resources
- 4.2** Improvise with creative melodic development, harmonic awareness, appropriate length and a wide use of instrumental/vocal resources

**GRADE 8**

(RQF Level 3)

**LEARNING OUTCOMES**

The learner will:

- 1.**  
Produce a secure and sustained performance that demonstrates a discriminating and sensitive personal interpretation

---

- 2.**  
Perform with confidence and a sense of authority and control that engages the audience wholeheartedly

---

- 3.**  
Show familiarity with the full compass of the instrument/voice and employ advanced techniques with even control across all registers

---

- 4.**  
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

**ASSESSMENT CRITERIA**

The learner can:

- 1.1** Perform with keen attention to dynamics, articulation and phrasing
- 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

---

- 2.1** Perform with confidence and effective engagement with the audience

---

- 3.1** Perform with a strong command of technique with musical and sensitive control of intonation and other instrumental/vocal resources

---

- 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/vocal 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/vocal resources

# ABOUT THE EXAM

Each exam has two main sections: songs and session skills.

## **SONGS (80 MARKS)**

Choose three songs, including a technical focus song.

## **SESSION SKILLS (20 MARKS)**

Choose either playback or improvising.

**SONGS  
80 MARKS**



**SESSION SKILLS  
20 MARKS**



## EXAM STRUCTURE AND MARK SCHEME

|               | Maximum marks |
|---------------|---------------|
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the current graded Trinity Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the current graded Trinity Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the current graded Trinity Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## ORDER OF THE EXAM

Candidates can choose the order of the sections of their exam, and should indicate their preferred order on the appointment form. This should be given to the examiner at the start of the exam. If no preference is indicated, the exam will follow the order listed on page 15.

## EXAM DURATIONS

Exams are designed to include sufficient time for setting up and presenting all sections, and overall durations are as follows:



**Initial**  
**13 mins**



**Grade 1**  
**13 mins**



**Grade 2**  
**15 mins**



**Grade 3**  
**15 mins**



**Grade 4**  
**20 mins**



**Grade 5**  
**20 mins**



**Grade 6**  
**25 mins**



**Grade 7**  
**25 mins**



**Grade 8**  
**30 mins**

## THE EXAM ROOM

The exam room will be equipped with the following:

- ✔ Stereo pair of left and right PA speakers
- ✔ Amplifiers suitable for bass, guitar, keyboards and vocals
- ✔ CD player
- ✔ Small mixer connected to examiner's laptop (used for playing backing tracks)
- ✔ Digital or acoustic piano (contact centre for details)
- ✔ Jack-to-jack and mic leads
- ✔ Table, chairs and a music stand
- ✔ Vocal microphone and adjustable microphone stand
- ✔ Adjustable piano stool
- ✔ A good-quality drum kit which comprises:
  - Snare drum with adjustable drum-kit-sized stand
  - Toms (three minimum): high/medium/low
  - Bass drum (18-22")
  - Hi hat (12-14")
  - Ride cymbal (18-22")
  - Crash cymbal (14-18")
  - Adjustable drum stool

A mains power supply will be available at centres – candidates are responsible for the electrical safety of any of their own equipment used in their exam.

There may be a warm-up room or area where candidates can prepare just before the exam. Facilities will vary between centres.

## TUNING AND SET-UP

Candidates are responsible for ensuring that their keyboard is set up before the start of the exam – examiners are unable to help with this.

Assistance in setting up is permitted up to and including Grade 5. From Grade 6 onwards, candidates can have help carrying the keyboard and stand into the exam room but are expected to set up without assistance.

## TYPES OF INSTRUMENT

The song arrangements can be played on a variety of keyboard instruments including electronic keyboards, synthesisers, digital pianos and acoustic pianos.

Some (but not all) songs at each grade are suitable for performance on an acoustic piano, so candidates should take care with song choice to make sure that the style can be successfully conveyed on the available instrument.

There will be either a digital piano (eg Clavinova-type, full-size piano) with appropriate amplification or an acoustic piano in the exam room. Please check with the centre as to which type of instrument is provided. Candidates may choose to use the provided instrument, their own instrument, or both (depending on the songs chosen). If candidates bring their own instrument this must be portable and should be set up in the room within three minutes.

Keyboards should have the following:

- ✔ At least five octaves
- ✔ Full-size keys
- ✔ A sustain pedal (from Grade 3)
- ✔ Touch sensitivity option (from Grade 3)

## IN THE EXAM ROOM

Candidates can choose to play standing up or sitting down.

The examiner will have all the backing tracks for songs in the Trinity songbooks so the candidate's backing tracks are only required as back-up copies.

At the beginning of the exam, the examiner will play the first few bars of the backing track of the first song as a sound check, and any adjustments to volume and set-up can be made before the exam begins.

## WHAT TO BRING TO THE EXAM

### Essential – candidates must bring:

- ✔ An original Trinity Rock & Pop songbook and backing tracks, even if performing from memory
- ✔ Their completed appointment form
- ✔ If performing an own-choice song – the original score and one copy for the examiner, plus the backing track in MP3 format on USB stick or CD (if appropriate)

### Optional – candidates may bring:

- ✔ Their own keyboard, stand and power pack/ mains lead
- ✔ Their own amplifier with mains power lead
- ✔ A sustain pedal and/or volume pedal
- ✔ Any other equipment required for their performances

# EXAM GUIDANCE: SONGS



The keyboards arrangements are as authentic as possible to the original songs. They have been created to develop the candidate's technique, musicianship, ensemble skills, timekeeping and stylistic awareness.

If candidates are playing on an electronic keyboard, synthesiser or digital piano, they can choose the keyboard voices, function keys and expressive techniques available on their instrument in order to communicate the musical mood, character and style of the songs.

All songs should be played without auto-chord accompaniment and without auto-drum backing rhythms or styles. Auto-intro/-outro must not be used.

Right hand and left hand parts in all songs should be played as written – ie in the left hand, the full bass clef part should be included. Left hand fingered or single fingered chords should not be played.

If candidates are playing on an acoustic piano, care should be taken with song choice to ensure that the style can be successfully conveyed on the chosen instrument.

If candidates are playing on an instrument with fewer keys than required for the song, they should adapt the music slightly – for example, lower (or higher) notes might need to be omitted, or may be shifted to a different octave.

Candidates should familiarise themselves with the technical demands of each song, particularly when preparing for song 3 (technical focus).

Songs 1 and 3 must be played along with the backing track. Only song 2 may be played unaccompanied (if appropriate – see further details below).

## SONG 1

Song 1 must be selected from the current Trinity Keyboards songbook for the grade, and must be performed with the Trinity backing track.

## SONG 2

Song 2 may be selected from the current Trinity Keyboards songbook for the grade, or it can be an own-choice song.

Own-choice songs must be equivalent in standard to the songs in the Trinity Keyboards songbook for the grade. Parameters indicating the length and level of difficulty required at each grade are listed on pages 22-25. Please note that revised own-choice parameters apply for this syllabus.

The own-choice song can be:

- ✔ Sheet music from a printed or online source
- ✔ An original song that the candidate has written
- ✔ A cover version that the candidate has arranged

Own-choice songs can:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (not including the solo part) – this can be self-created
- ✔ Include added vocals, performed live by the candidate
- ✔ Be accompanied live by a musician, either playing or singing – the additional musician should remain in the exam room for song 2 only and may be a teacher

Candidates must provide a (photo)copy of their chosen song for the examiner, with name and candidate number clearly shown. The examiner will retain this copy. Own-choice songs may be presented as an original score, handwritten or computer generated, in one of the following formats:

- ✔ A lead sheet with lyrics, chords and melody line
- ✔ A chord chart with lyrics
- ✔ A full score using conventional staff notation

A song from the 2015-2017 Trinity Rock & Pop syllabus may be selected as an own-choice song, provided that it meets the current own-choice parameters. A list of suitable songs can be found at [trinityrock.com](http://trinityrock.com)

### SONG 3

Three of the songs in each Trinity songbook are identified as technical focus songs, and these are marked with [TF] in the song list sections of this syllabus. One of these should be chosen for song 3, and it must be performed with the Trinity backing track.

These songs are designed to develop technical skills, and each song has two technical elements identified. Guidance on the preparation of these technical skills is included in the songbooks.

For the technical focus song, higher marks are available in the technical control component to reflect the increased emphasis on this area. Examiners will refer to the technical elements in their comments.

If a candidate includes two or three technical focus songs in their set list, they should clearly indicate on the appointment form which one is to be examined as the technical focus song.

### PERFORMANCE AND INTERPRETATION

Trinity's Rock & Pop exams are designed to encourage musical performances that reflect a candidate's own personal style and approach. This is because we understand that contemporary music is flexible in its stylistic

interpretation, particularly at the higher grades. However, performances should not be simplified and musical integrity should always be maintained.

### REPEATS, EXPRESSIVE TECHNIQUES AND TEMPI

All songs should be prepared in full with all repeats, *da capo* and *dal segno* instructions and 1st and 2nd time bars observed. Candidates are encouraged to include a range of expressive techniques such as *glissandi*, grace notes, accents, pedalling, etc appropriate to the style of the song, particularly in the higher grades. Candidates should observe terms showing tempo, dynamics, character and style of the music.

### BACKING TRACKS

Backing tracks for own-choice songs must be of good quality, in MP3 format and presented on a USB stick or computer-readable audio CD. They must not include the solo part.

### PERFORMING FROM MEMORY

Candidates may perform any or all of their songs from memory. However, this is not compulsory and no additional marks are given for this.

### MUSIC AND COPIES

It is essential that candidates bring an original copy, or an authorised download, of the music being performed into the exam room. If an unauthorised copy is used, Trinity may not award marks for that song. Original copies of own-choice sheet music can be purchased or downloaded from music shops and publishers. Proof of purchase will be required for downloads. Allowances cannot be made for delays in obtaining printed music.

## PAGE TURNERS

The examiner will not be able to help with page turning. Difficult page turns may be overcome by photocopying the relevant pages. A page turner may assist at Grades 6-8 if necessary, but must only be present in the exam room when required to turn pages. The page turner should not be the candidate's teacher.

## COPYRIGHT IN A SONG

Points to remember:

- ✔ Candidates can create a cover version of a song and perform it in an exam or other non-public performance
- ✔ Candidates cannot record a cover version or make recordings available to others (by uploading it to a website or copying it) without the appropriate licence
- ✔ Candidates own the copyright of any songs they have written themselves

Further information is available at [trinityrock.com/syllabus](http://trinityrock.com/syllabus)

## OBTAINING MUSIC FOR THE EXAM

Trinity's Rock & Pop songbooks contain eight songs (including three technical focus songs), plus background information on the songs and performance tips. They are available from [trinityrock.com/shop](http://trinityrock.com/shop) or from your local music shop. See page 47 for further details.

## PARAMETERS FOR OWN-CHOICE SONGS

Own-choice songs should match the standard of songs in the Trinity Keyboards songbook for the appropriate grade.

The following tables give guidelines for what might be included at each grade. All techniques are cumulative, but it is not expected that songs will contain everything in the list – this is intended to be a general guide to the type of techniques appropriate at each grade.

Please note that if the length of the song is towards the maximum end of the time limit then examiners may stop the performance once they have heard enough to form a balanced assessment. Songs that exceed the required duration will be stopped when the maximum length is reached. Own-choice songs may be shortened from the original if necessary, for example by cutting instrumental intros and outros, or by limiting the number of verses.

**INITIAL**

|                        |  |
|------------------------|--|
| <b>Duration</b>        | 45 seconds - 2 minutes   |
| <b>Rhythmic values</b> | Simple, intuitive rhythms including crotchets, quavers, semibreves, dotted minims, dotted crotchets and ties where appropriate; equivalent rests; swung quavers  |
| <b>Syncopation</b>     | Simple occasional use where appropriate to the music   |
| <b>Time signatures</b> | $\frac{4}{4}$ , $\frac{2}{4}$ , $\frac{3}{4}$  |
| <b>Tempos</b>          | 60-130 bpm   |
| <b>Dynamics</b>        | <i>mp</i> , <i>mf</i> , <i>f</i> – few changes, simple contrasts only  |
| <b>Range</b>           | Hands together, moving between different parts of the keyboard but with time to move; some simple changes of hand position   |
| <b>Keys</b>            | Up to one sharp or flat  |
| <b>Part writing</b>    | <i>Legato</i> playing; simple melodic exchange between the hands, otherwise very basic LH and spare texture; occasional chromaticism, for example where this fits with a blues scale; two-note chords in RH and occasionally in LH |
| <b>Improvisation</b>   | None   |

**GRADE 1**

|                                     |   |
|-------------------------------------|---|
| <b>Duration</b>                     | 1-2.5 minutes   |
| <b>Rhythmic values</b>              | Occasional semiquavers  |
| <b>Syncopation</b>                  | Occasional semiquaver syncopation   |
| <b>Time signatures</b>              | As Initial  |
| <b>Tempos</b>                       | 60-160 bpm  |
| <b>Dynamics</b>                     | <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> with occasional hairpins  |
| <b>Range</b>                        | More frequent movement between hand positions, some finger extension beyond standard positions                                      |
| <b>Keys</b>                         | Up to two sharps/flats  |
| <b>Part writing</b>                 | Occasional three-note chords, more use of repeated notes and two-note chords, repeated RH accompaniment patterns, still a simple LH |
| <b>Other directions/ techniques</b> | Accents, <i>tenuto</i>  |
| <b>Improvisation</b>                | None  |



**GRADE 2**

|                                    |  |
|------------------------------------|--|
| <b>Duration</b>                    | 1.5-3 minutes  |
| <b>Rhythmic values</b>             | Slight increase in complexity from Grade 1   |
| <b>Syncopation</b>                 | More frequent use  |
| <b>Time signatures</b>             | $\frac{2}{4}$ , occasional changes of time signature if intuitive  |
| <b>Tempos</b>                      | 50-160 bpm   |
| <b>Dynamics</b>                    | Same range as Grade 1 but with <i>crescendo</i> / <i>decrescendo</i> within phrases and greater use of contrasts   |
| <b>Range</b>                       | Hands beginning to travel beyond fixed hand positions, contained within a range two octaves either side of middle C, occasional stretch to octave  |
| <b>Keys</b>                        | Up to three sharps/flats, simple key changes   |
| <b>Part writing</b>                | More clearly defined <i>legato</i> and accented/ <i>staccato</i> contrasts, one hand can play up to four-note chords but mostly two- or three-note chords, more silent/empty bars as appropriate, hands becoming more independent with more complex LH |
| <b>Other directions/techniques</b> | <i>Glissando</i> ; grace notes   |
| <b>Improvisation</b>               | None   |

**GRADE 3**

|                        |   |
|------------------------|---|
| <b>Duration</b>        | 1.5-3.5 minutes   |
| <b>Rhythmic values</b> | Semiquavers more frequent in accompaniment and melodic material   |
| <b>Syncopation</b>     | As Grade 2  |
| <b>Time signatures</b> | $\frac{6}{8}$ , $\frac{12}{8}$  |
| <b>Tempos</b>          | Full range of tempos, tempo changes within songs  |
| <b>Dynamics</b>        | <i>pp</i> , <i>ff</i>   |
| <b>Range</b>           | Extending further into the ledger lines below bass clef stave   |
| <b>Keys</b>            | Up to four sharps/flats   |
| <b>Part writing</b>    | Faster repeated notes, more irregular accompaniment patterns, greater independence of hands, more textural variety within songs if musically appropriate, melody over sustained notes within one hand |
| <b>Improvisation</b>   | None  |

## GRADE 4

|                                    |   |
|------------------------------------|---|
| <b>Duration</b>                    | 2.5-4 minutes   |
| <b>Rhythmic values</b>             | All rhythmic values including triplets and duplets  |
| <b>Syncopation</b>                 | Syncopation becoming a more important feature   |
| <b>Time signatures</b>             | All regular time signatures   |
| <b>Dynamics</b>                    | All dynamics  |
| <b>Range</b>                       | Approaching full range  |
| <b>Keys</b>                        | As Grade 3  |
| <b>Part writing</b>                | Octave stretch, thirds in one hand, passing running passages between hands                  |
| <b>Other directions/techniques</b> | Ornaments, notated pedal use  |
| <b>Improvisation</b>               | Improvised solos of about four bars, improvised fills and accompaniments of up to four bars |

## GRADE 5

|                                    |  |
|------------------------------------|--|
| <b>Duration</b>                    | 2.5-4 minutes  |
| <b>Syncopation</b>                 | Syncopation now a regular feature  |
| <b>Time signatures</b>             | Irregular time signatures, more frequent changes of time signature   |
| <b>Range</b>                       | Full use of range  |
| <b>Keys</b>                        | Any key as appropriate to the music, more significant key changes  |
| <b>Part writing</b>                | More challenging passagework in both hands, together or moving independently, repeated 6ths, fast repeated notes, layered accompaniments requiring more textural sensitivity |
| <b>Other directions/techniques</b> | Spread chords  |
| <b>Improvisation</b>               | Improvised solos of about eight bars, improvised fills and accompaniments of up to eight bars  |

**GRADE 6**

|                                      |   |
|--------------------------------------|---|
| <b>Duration</b>                      | 3-4.5 minutes   |
| <b>Syncopation</b>                   | Syncopation becoming complex in places  |
| <b>Melodic writing and intervals</b> | Greater frequency of four-note chords, flowing semiquaver passages, denser chordal accompaniments with a stretch up to one octave in both hands |
| <b>Improvisation</b>                 | Improvised fills, solos and accompaniments up to 12 bars  |

**GRADE 7**

|                                      |   |
|--------------------------------------|---|
| <b>Duration</b>                      | 3-4.5 minutes   |
| <b>Syncopation</b>                   | More frequent use of complex syncopation  |
| <b>Melodic writing and intervals</b> | Octaves in both hands, including melodic writing and shaped phrases; extended parts featuring lots of different textures and keyboard roles |
| <b>Improvisation</b>                 | Improvised fills, solos and accompaniments up to 16 bars  |

**GRADE 8**

|                                      |   |
|--------------------------------------|---|
| <b>Duration</b>                      | 3.5-5 minutes   |
| <b>Syncopation</b>                   | Complex syncopation can appear throughout   |
| <b>Melodic writing and intervals</b> | Five-note chords (in one hand); parts show a high level of keyboard versatility, with most parts containing an aspect of improvising, melodic or accompaniment passagework, layered accompaniments, etc |
| <b>Improvisation</b>                 | Multiple improvised solos, fills and accompaniments of any length   |

# EXAM GUIDANCE: SESSION SKILLS



Contemporary musicians need to develop a range of listening and improvisation skills, whether they are an artist or session musician. The session skills tests have been specifically designed to develop and reinforce those skills.

Candidates choose either **playback** or **improvising**.

## PLAYBACK

Professional musicians need excellent listening and sight reading skills. The playback test develops both.

Candidates choosing this option are required to perform some music they have not seen or heard before.

Candidates are given a song chart and have 30 seconds to study it and try out any sections. The examiner then plays the backing track.

Candidates should listen to the backing track, repeating what they hear, reading the music from the song chart if they wish. The test consists of a series of short melodic phrases, and candidates should repeat each of these straight back in turn. A count-in is given at the beginning of the backing track, and a backing rhythm is played throughout.

In the exam, candidates have two chances to play along with the track:

- ✔ First time – for practice
- ✔ Second time – for assessment

Candidates should follow the musical direction in the written score, and copy the expressive techniques heard on the track. No variation or improvisation is required – the song chart/recording should be copied as accurately as possible, including details of phrasing, articulation and dynamics.

Technical expectations for the playback test are given in the table on pages 28-29.

All requirements are cumulative, meaning that tests may also include requirements from lower grades.

Sample tests are available in our Session Skills books (see page 47) and free examples can be downloaded from [trinityrock.com](http://trinityrock.com)

## IMPROVISING

Improvisation is a key skill for contemporary musicians. Many of the best songs came from studio improvisation sessions. Improvisation skills allow players to work with other musicians to bounce creative ideas around and develop their own songs or unique cover versions. When on stage, improvisation can help bring excitement and colour to the live performance. Improvisation can develop creative musicianship skills that unlock a variety of musical styles and technical ability. Our tests are designed to introduce candidates to improvisation gradually, creatively and with a range of supporting resources.

Candidates choosing this option are required to improvise in a specified style over a recorded backing track that they have not seen or heard before. The backing track consists of a passage of music played on a loop.

Candidates are given a chord chart and the examiner plays a short section of the backing track so they can get a feel for the tempo and style. They then have 30 seconds to study it and try out any sections. The examiner then plays the backing track.

Candidates should improvise in the given style over the backing track, which is played four times through before fading out. A count-in is given at the beginning of the recording, and a backing rhythm is played throughout.

In the exam candidates have two chances to play along with the track:

- 🎧 First time – for practice
- 🎧 Second time – for assessment

Candidates are responsible for choosing a suitable tone quality and using appropriate expressive techniques to communicate the style of the music. This may include (depending on the grade being taken): choosing a suitable keyboard voice; changing the voice at some point to add contrast; using a variety of dynamic levels; use of sustaining pedal, soft pedal and effects (fills, dual voice, split voice, etc). If using an acoustic piano it is understood that not all of these can be demonstrated.

Technical expectations for the improvisation test are given in the table on pages 30–31.

All requirements are cumulative, meaning that tests may also include requirements from lower grades.

Sample tests are available in our Session Skills books (see page 47) and free examples can be downloaded from [trinityrock.com](http://trinityrock.com)

**Playback**

|                                    | <b>Initial</b>                     | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>   |
|------------------------------------|------------------------------------|---|---|--|
| <b>Total length</b>                | 8 bars                             |   |   | 8 to 12 bars   |
| <b>Length of repeated sections</b> | 2 bars                             |   |   | 2 to 4 bars  |
| <b>Time signatures</b>             | $\frac{4}{4}$ , $\frac{2}{4}$      |   | $\frac{3}{4}$   |  |
| <b>Note values</b>                 | minims, crotchets                  | semibreves, quavers   | dotted minims   | dotted crotchets, semiquavers, swung quavers   |
| <b>Rest values</b>                 | crotchets                          | semibreves, minims  |   | quavers  |
| <b>Dynamics and articulation</b>   | no dynamics or phrasing            | <i>p</i> and <i>f</i>   | accents   | <i>mp</i> and <i>mf</i> , <i>staccato</i> and <i>legato</i>                          |
| <b>Keys</b>                        | C major, A minor                   | G major, E minor  | F major, D minor  | D major, B minor   |
| <b>Additional parameters</b>       | RH only, five finger hand position | mostly RH with simple LH in two bars, five finger hand position | both hands throughout, small shifts of hand position, syncopation, ties | blues scale, two note chords in RH and LH, more LH movement, chromatic melodic notes |

Please note that all requirements are cumulative.

| Grade 4  | Grade 5  | Grade 6   | Grade 7   | Grade 8                  |
|--|--|---|---|--------------------------|
|  | 12 to 16 bars  | 16 to 20 bars   |   | 20 to 24 bars            |
|  |  | 4 to 8 bars   |   |                          |
| 6<br>8   | 12<br>8  | 2 3 9<br>2, 8, 8  | 7 7 5 5<br>4, 8, 4, 8   | time signature changes   |
|  | dotted semibreves, quaver triplets                             | dotted quavers  | crotchet triplets, semiquaver triplets, dotted semiquavers, demisemiquavers |                          |
| dotted crotchets                                       | dotted minims  |   | semiquavers   |                          |
| <i>crescendo</i> and <i>diminuendo</i> , <i>tenuto</i> | <i>pp</i> , <i>ff</i> and <i>sfz</i>                           |   | any common terms and signs  |                          |
| A major, C minor                                       | E major, G minor   | B major plus any major or minor key up to four sharps or flats                  | any major or minor key up to five sharps or flats                           | any key                  |
| three note chords in RH, more independent LH movement  | use of sustain pedal, chord symbols included in the song chart | simple ornamentation eg grace notes, <i>glissandi</i> , octaves in RH and/or LH | RH tremolo  | any expressive technique |

### Improvising

|                                     | Initial   | Grade 1  | Grade 2                         | Grade 3                             |
|-------------------------------------|---|--|---------------------------------|-------------------------------------|
| <b>Total bars</b>                   | 4   |  |                                 | 8                                   |
| <b>Time signatures &amp; rhythm</b> | $\frac{4}{4}$   |  | $\frac{3}{4}$                   | $\frac{2}{2}$ ,<br>swung<br>quavers |
| <b>Harmonic changes</b>             | 1 chord per bar   |  |                                 |                                     |
| <b>Solo break</b>                   |   |  |                                 |                                     |
| <b>Keys</b>                         | C major,<br>G major   | A minor<br>E minor   | F major,<br>D major,<br>D minor | G minor                             |
| <b>Chords</b>                       | I, IV and V chords,<br>simple major<br>and minor<br>chords only | diatonic<br>chord on any<br>degree of the<br>scale (not<br>diminished or<br>augmented) |                                 | 7th chords                          |
| <b>Styles</b>                       | simple rock,<br>pop   | ballad,<br>heavy rock  | country                         | blues                               |
| <b>Format</b>                       | notation and<br>chord symbols                                   |  | chord symbols                   |                                     |

Please note that all requirements are cumulative.



| Grade 4                        | Grade 5              | Grade 6  | Grade 7   | Grade 8  |
|--------------------------------|----------------------|--|---|--|
|                                | 12                   | 16   |   |  |
| $\frac{6}{8}$ ,<br>syncopation | $\frac{12}{8}$       | $\frac{9}{8}$  | $\frac{5}{4}$ , $\frac{7}{8}$                         | time signature changes   |
| some use of two chords per bar |                      |  | more varied rate of harmonic change                   |  |
|                                |                      | up to 2 bars   |   | up to 4 bars   |
| A major, C minor               | E major, F minor     | any key  |   |  |
| major 7th and minor 7th chords | sus 4 chords         | power chords, added 6th chords (major and minor), slash chords | major and minor 9ths, diminished and augmented chords | any common chords  |
| reggae, R'n'B                  | funk, shuffle, disco | Latin, metal   | jazz, boogie-woogie, boogie-style rock                | any common style including hybrid styles (eg jazz funk, Latin soul, samba) |
|                                |                      |  |   |  |

# EXAM GUIDANCE: MARKING

## HOW THE EXAM IS MARKED

The examiner gives comments and marks for each section of the exam, up to the maximums listed on page 15.

It is not necessary to pass all sections or any particular section in order to achieve a pass overall. No marks are awarded for a section if no attempt is made.

The total mark for the exam corresponds to different attainment levels as follows:

| Overall mark | Attainment level |
|--------------|------------------|
| 87-100       | DISTINCTION      |
| 75-86        | MERIT            |
| 60-74        | PASS             |
| 45-59        | BELOW PASS 1     |
| 0-44         | BELOW PASS 2     |

## HOW THE SONGS ARE MARKED

Each song is awarded three separate marks corresponding to three specific musical components, allowing candidates to receive precise feedback about specific aspects of their performance. These marks combine to give an overall mark for the song.

### The three components are:

#### Fluency & security

Fluency, synchronisation with the backing track, security in notes and rhythm.

#### Technical control

Ability to control the instrument effectively, achieving the various technical demands of the song; sound quality.

#### Communication & style

Stylistic understanding (eg mood and character), musical detail (eg dynamics and articulation), audience engagement.

Marks are awarded for these, to form a maximum total mark for each song as follows:

| Songs 1 & 2 | Song 3    | Component                               |
|-------------|-----------|---|
| 8           | 8         | FLUENCY & SECURITY                      |
| 8           | 12        | TECHNICAL CONTROL                       |
| 9           | 10        | COMMUNICATION & STYLE                   |
| <b>25</b>   | <b>30</b> | <b>TOTAL MAXIMUM MARK FOR EACH SONG</b> |

The marks for song 3 are different because higher marks are awarded under technical control to reflect the two areas of technical focus.

Total marks awarded for songs correspond to the attainment levels as follows:

| <b>Songs 1 &amp; 2</b> | <b>Song 3</b> | <b>Attainment level</b> |
|------------------------|---------------|-------------------------|
| 22-25                  | 26-30         | DISTINCTION             |
| 19-21                  | 22-25         | MERIT                   |
| 15-18                  | 18-21         | PASS                    |
| 11-14                  | 14-17         | BELOW PASS 1            |
| 0-10                   | 0-13          | BELOW PASS 2            |

## HOW SESSION SKILLS ARE MARKED

Session skills are awarded a single mark that corresponds to different attainment levels as follows:

| <b>Overall mark</b> | <b>Attainment level</b> |
|---------------------|-------------------------|
| 17-20               | DISTINCTION             |
| 15-16               | MERIT                   |
| 12-14               | PASS                    |
| 9-11                | BELOW PASS 1            |
| 0-8                 | BELOW PASS 2            |

## HOW THE SONGS ARE MARKED

Examiners use the criteria below to decide on the mark:

|   |   |   |  |
|---|---|---|--|
| <p><b>Fluency &amp; security</b></p>              | <p><b>8 MARKS</b></p> <p>Excellent fluency and synchronisation.</p> <p>Very high level of security in notes and rhythm.</p>   | <p><b>7 MARKS</b></p> <p>Very good sense of fluency and synchronisation with only momentary lapses.</p> <p>High level of security in notes and rhythm with minimal inaccuracies.</p>  | <p><b>6 MARKS</b></p> <p>Good sense of fluency and synchronisation though with occasional lapses.</p> <p>Good level of security in notes and rhythm despite occasional inaccuracies.</p>   |
| <p><b>Technical control (Songs 1 &amp; 2)</b></p> | <p><b>8 MARKS</b></p> <p>Technical demands fulfilled to a very high degree.</p> <p>Excellent sound quality.</p>   | <p><b>7 MARKS</b></p> <p>Technical demands fulfilled with only momentary insecurities.</p> <p>Very good sound quality with minimal blemishes.</p>   | <p><b>6 MARKS</b></p> <p>Technical demands largely fulfilled though with occasional insecurities.</p> <p>Good sound quality despite occasional lapses.</p>   |
| <p><b>Technical control (Song 3)</b></p>          | <p><b>12 MARKS</b></p> <p>Technical focus elements fulfilled to a very high degree.</p> <p>Excellent sound quality.</p>   | <p><b>10-11 MARKS</b></p> <p>Technical focus elements fulfilled with only momentary insecurities.</p> <p>Very good sound quality with minimal blemishes.</p>  | <p><b>8-9 MARKS</b></p> <p>Technical focus elements largely fulfilled though with occasional insecurities.</p> <p>Good sound quality despite occasional lapses.</p>  |
| <p><b>Communication &amp; style</b></p>           | <p><b>9 MARKS (SONGS 1 &amp; 2)</b><br/><b>10 MARKS (SONG 3)</b></p> <p>Highly convincing communication and engagement.</p> <p>Excellent stylistic understanding and realisation of musical detail.</p> | <p><b>8 MARKS (SONGS 1 &amp; 2)</b><br/><b>9 MARKS (SONG 3)</b></p> <p>Very good communication and engagement with only momentary insecurities.</p> <p>Very good stylistic understanding and realisation of musical detail with minimal lapses.</p> | <p><b>6-7 MARKS (SONGS 1 &amp; 2)</b><br/><b>7-8 MARKS (SONG 3)</b></p> <p>Good communication and engagement overall though with occasional insecurities.</p> <p>Good stylistic understanding and realisation of musical detail despite occasional lapses.</p> |

**5 MARKS**

Generally reliable level of fluency and synchronisation though with some lapses.

Reasonable level of security in notes and rhythm despite some inaccuracies.

**3-4 MARKS**

Unreliable fluency and synchronisation.

Unreliable level of security in notes and rhythm.

**1-2 MARKS**

Little or no sense of fluency or synchronisation.

Extremely unreliable level of security in notes and rhythm.

**5 MARKS**

Technical demands generally fulfilled though with some insecurities.

Basic sound quality achieved despite some lapses.

**3-4 MARKS**

Technical demands often not fulfilled.

Unreliable sound quality.

**1-2 MARKS**

Technical demands hardly or not at all fulfilled.

Basic sound quality not achieved.

**7 MARKS**

Technical focus elements generally fulfilled though with some insecurities.

Basic sound quality achieved despite some lapses.

**4-6 MARKS**

Technical focus elements often not fulfilled.

Unreliable sound quality.

**1-3 MARKS**

Technical focus elements hardly or not at all fulfilled.

Basic sound quality not achieved.

**5 MARKS (SONGS 1 & 2)****6 MARKS (SONG 3)**

Generally reliable level of communication and engagement though with some insecurities.

Reasonable stylistic understanding and realisation of musical detail despite some lapses.

**3-4 MARKS (SONGS 1 & 2)****4-5 MARKS (SONG 3)**

Unreliable communication and engagement.

Unreliable stylistic understanding and realisation of musical detail.

**1-2 MARKS (SONGS 1 & 2)****1-3 MARKS (SONG 3)**

Little or no communication and engagement.

Extremely unreliable stylistic understanding and realisation of musical detail.

## HOW SESSION SKILLS ARE MARKED

Examiners use the criteria below to decide on the mark:

---

### Playback

#### 19-20 MARKS

Very high level of security in notes and rhythms.  
Excellent sense of fluency and synchronisation.  
Excellent sound quality and attention to musical detail.

#### 17-18 MARKS

High level of security in notes and rhythms with only minimal inaccuracies.  
Very good sense of fluency and synchronisation.  
Very good sound quality and attention to musical detail.

#### 15-16 MARKS

Good level of security in notes and rhythms despite occasional inaccuracies.  
Good sense of fluency and synchronisation.  
Good sound quality and attention to musical detail.

---

### Improvising

#### 19-20 MARKS

Highly convincing stylistic communication and development.  
Excellent fluency and synchronisation.  
Excellent sound quality and command of instrumental resources.

#### 17-18 MARKS

Very good level of stylistic communication and development with only minimal limitations.  
Very good fluency and synchronisation.  
Very good sound quality and command of instrumental resources.

#### 15-16 MARKS

Good level of stylistic communication and development despite occasional limitations.  
Good sense of fluency and synchronisation.  
Good sound quality and command of instrumental resources.

**12-14 MARKS**

Generally reliable level of security in notes and rhythms though with some inaccuracies.

Basic level of fluency and synchronisation.

Basic sound quality and attention to musical detail.

**7-11 MARKS**

Unreliable level of security in notes and rhythms.

Unreliable level of fluency and synchronisation.

Unreliable sound quality and attention to musical detail.

**1-6 MARKS**

Little or no accuracy in notes and rhythms.

Little or no fluency and synchronisation.

Little or no sound quality and attention to musical detail.

**12-14 MARKS**

Generally reliable level of stylistic communication and development though with some limitations.

Basic level of fluency and synchronisation.

Basic sound quality and command of instrumental resources.

**7-11 MARKS**

Unreliable level of stylistic communication and development.

Unreliable level of fluency and synchronisation.

Unreliable sound quality and command of instrumental resources.

**1-6 MARKS**

Little or no stylistic communication and development.

Little or no fluency and synchronisation.

Little or no basic sound quality and command of instrumental resources.

# INITIAL

## EXAM STRUCTURE

The Initial exam contains the following:

|               | Maximum marks |
|---------------|---------------|
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the Trinity Initial Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Initial Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Initial Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Initial Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

|                         |                           |
|-------------------------|---------------------------|
| 96 TEARS [TF]           | ? & the Mysterians        |
| ARE 'FRIENDS' ELECTRIC? | Gary Numan (Tubeway Army) |
| BLUE MONDAY [TF]        | New Order                 |
| GET LUCKY               | Daft Punk                 |
| GIMME SOME LOVIN'       | The Spencer Davis Group   |
| HELLO                   | Adele                     |
| SOMETHING TO TALK ABOUT | Badly Drawn Boy           |
| THREE LITTLE BIRDS [TF] | Bob Marley & the Wailers  |

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Initial exam lasts 13 minutes.



# GRADE 1

## EXAM STRUCTURE

The Grade 1 exam contains the following:

|               |               |
|---------------|---------------|
|               | Maximum marks |
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the Trinity Grade 1 Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Grade 1 Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Grade 1 Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 1 Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

|                          |                |
|--------------------------|----------------|
| CRAZY                    | Gnarls Barkley |
| GOLD ON THE CEILING [TF] | The Black Keys |
| HEY JUDE                 | The Beatles    |
| HOLD ON                  | Alabama Shakes |
| LE FREAK [TF]            | Chic           |
| LOVE IS THE DRUG         | Roxy Music     |
| MUSTANG SALLY            | Wilson Pickett |
| TWO WEEKS [TF]           | Grizzly Bear   |

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 1 exam lasts 13 minutes.

# GRADE 2

## EXAM STRUCTURE

The Grade 2 exam contains the following:

|               |                  |
|---------------|------------------|
|               | Maximum<br>marks |
| <b>SONG 1</b> | <b>25</b>        |

A song chosen from the Trinity Grade 2 Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Grade 2 Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Grade 2 Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 2 Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

|                          |                               |
|--------------------------|-------------------------------|
| BORN TO BE WILD [TF]     | Steppenwolf                   |
| CHANDELIER [TF]          | Sia                           |
| IN MY PLACE              | Coldplay                      |
| JUST KISSED MY BABY [TF] | The Meters                    |
| MISS YOU                 | The Rolling Stones            |
| SEASONS (WAITING ON YOU) | Future Islands                |
| UPTOWN FUNK              | Mark Ronson, feat. Bruno Mars |
| VIDEO GAMES              | Lana Del Rey                  |

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 2 exam lasts 15 minutes.

# GRADE 3

## EXAM STRUCTURE

The Grade 3 exam contains the following:

|               |               |
|---------------|---------------|
|               | Maximum marks |
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the Trinity Grade 3 Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Grade 3 Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Grade 3 Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 3 Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

|   |                 |
|---|-----------------|
| BACK IN THE USSR                              | The Beatles     |
| DANCING IN THE MOONLIGHT                      | Toploader       |
| FEEL  | Robbie Williams |
| THE GREAT GIG IN THE SKY [TF]                 | Pink Floyd      |
| I NEVER LOVED A MAN (THE WAY I LOVE YOU) [TF] | Aretha Franklin |
| KNOCK ON WOOD                                 | Eddie Floyd     |
| REELIN' IN THE YEARS                          | Steely Dan      |
| TOWN CALLED MALICE [TF]                       | The Jam         |

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 3 exam lasts 15 minutes.

# GRADE 4

## EXAM STRUCTURE

The Grade 4 exam contains the following:

|               | Maximum marks |
|---------------|---------------|
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the Trinity Grade 4 Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Grade 4 Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Grade 4 Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 4 Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

|              |                |
|--------------|----------------|
| FREEDOM! '90 | George Michael |
|--------------|----------------|

|                      |                   |
|----------------------|-------------------|
| I DON'T LIKE MONDAYS | The Boomtown Rats |
|----------------------|-------------------|

|                                       |             |
|---------------------------------------|-------------|
| I HEARD IT THROUGH THE GRAPEVINE [TF] | Marvin Gaye |
|---------------------------------------|-------------|

|                   |          |
|-------------------|----------|
| THE LOVECATS [TF] | The Cure |
|-------------------|----------|

|                       |             |
|-----------------------|-------------|
| OH! YOU PRETTY THINGS | David Bowie |
|-----------------------|-------------|

|                 |             |
|-----------------|-------------|
| RETROGRADE [TF] | James Blake |
|-----------------|-------------|

|                          |            |
|--------------------------|------------|
| SOMETHING GOT ME STARTED | Simply Red |
|--------------------------|------------|

|        |          |
|--------|----------|
| VIENNA | Ultravox |
|--------|----------|

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 4 exam lasts 20 minutes.

# GRADE 5

## EXAM STRUCTURE

The Grade 5 exam contains the following:

|               | Maximum marks |
|---------------|---------------|
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the Trinity Grade 5 Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Grade 5 Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Grade 5 Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 5 Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

|                                    |                    |
|------------------------------------|--------------------|
| GHOST TOWN                         | The Specials       |
| GOLDEN BROWN                       | The Stranglers     |
| IF I AIN'T GOT YOU [TF]            | Alicia Keys        |
| SHAKE A TAILFEATHER [TF]           | Ray Charles        |
| SHE'S A RAINBOW                    | The Rolling Stones |
| TAKE ME TO CHURCH                  | Hozier             |
| TRAMPLED UNDERFOOT [TF]            | Led Zeppelin       |
| WITH A LITTLE HELP FROM MY FRIENDS | Joe Cocker         |

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 5 exam lasts 20 minutes.

# GRADE 6

## EXAM STRUCTURE

The Grade 6 exam contains the following:

|               | Maximum marks |
|---------------|---------------|
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the Trinity Grade 6 Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Grade 6 Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Grade 6 Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 6 Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

BENNIE AND THE JETS Elton John

BRIDGE OVER TROUBLED WATER [TF] Simon & Garfunkel

CORNFLAKE GIRL [TF] Tori Amos

EASY Commodores

THE HOUSE OF THE RISING SUN The Animals

THE LOGICAL SONG Supertramp

STREET LIFE [TF] The Crusaders, feat. Randy Crawford

SUPERSTITION Stevie Wonder

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 6 exam lasts 25 minutes.

# GRADE 7

## EXAM STRUCTURE

The Grade 7 exam contains the following:

|               | Maximum marks |
|---------------|---------------|
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the Trinity Grade 7 Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Grade 7 Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may:

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Grade 7 Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 7 Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

|                                 |                     |
|---------------------------------|---------------------|
| CAST YOUR FATE TO THE WIND [TF] | Vince Guaraldi Trio |
|---------------------------------|---------------------|

|               |             |
|---------------|-------------|
| DIXIE CHICKEN | Little Feat |
|---------------|-------------|

|                            |                |
|----------------------------|----------------|
| GOOD GOLLY MISS MOLLY [TF] | Little Richard |
|----------------------------|----------------|

|      |           |
|------|-----------|
| JUMP | Van Halen |
|------|-----------|

|                             |            |
|-----------------------------|------------|
| NEW YORK STATE OF MIND [TF] | Billy Joel |
|-----------------------------|------------|

|         |      |
|---------|------|
| ROSANNA | Toto |
|---------|------|

|           |             |
|-----------|-------------|
| SINNERMAN | Nina Simone |
|-----------|-------------|

|                      |            |
|----------------------|------------|
| YOU ARE SO BEAUTIFUL | Joe Cocker |
|----------------------|------------|

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 7 exam lasts 25 minutes.

# GRADE 8

## EXAM STRUCTURE

The Grade 8 exam contains the following:

|               | Maximum marks |
|---------------|---------------|
| <b>SONG 1</b> | <b>25</b>     |

A song chosen from the Trinity Grade 8 Keyboards songbook, played to a backing track

|               |           |
|---------------|-----------|
| <b>SONG 2</b> | <b>25</b> |
|---------------|-----------|

**Either** a different song chosen from the Trinity Grade 8 Keyboards songbook

**Or** a song from the additional Trinity keyboards arrangements at [trinityrock.com/extra-songs](http://trinityrock.com/extra-songs)

**Or** an own-choice song

**Or** a song composed by the candidate

If song 2 is an own-choice song or one composed by the candidate it may

- ✔ Be unaccompanied
- ✔ Be played to a backing track (which can be pre-recorded by the candidate)
- ✔ Include added vocals, performed live by the candidate
- ✔ Include an accompaniment played or sung live by another musician

|                       |           |
|-----------------------|-----------|
| <b>SESSION SKILLS</b> | <b>20</b> |
|-----------------------|-----------|

**Either** playback **or** improvising

|               |           |
|---------------|-----------|
| <b>SONG 3</b> | <b>30</b> |
|---------------|-----------|

A technical focus song chosen from the Trinity Grade 8 Keyboards songbook, containing specific technical elements, played to a backing track

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>100</b> |
|--------------|------------|

## SONGS

See pages 19-21 for requirements about the selection of songs.

The following songs are included in the Trinity Grade 8 Keyboards songbook.

Technical focus songs are indicated with [TF].

Parameters for own-choice songs are listed on pages 22-25.

|                                  |                |
|----------------------------------|----------------|
| ALADDIN SANE                     | David Bowie    |
| BIRDLAND                         | Weather Report |
| BOOGIE ON REGGAE WOMAN [TF]      | Stevie Wonder  |
| EXOGENESIS: SYMPHONY PART 2 [TF] | Muse           |
| FIRTH OF FIFTH [TF]              | Genesis        |
| MY BABY JUST CARES FOR ME        | Nina Simone    |
| PEACHES EN REGALIA               | Frank Zappa    |
| READY WEDNESDAY                  | Snarky Puppy   |

## SESSION SKILLS

Candidates choose either **playback** or **improvising**.

See pages 26-31 for full details of the requirements and parameters.

## EXAM DURATION



The Grade 8 exam lasts 30 minutes.



# PUBLICATIONS

The following Trinity publications support this syllabus. All are available from [trinityrock.com/shop](http://trinityrock.com/shop) or from your local music shop.

## ROCK & POP SONGBOOKS FROM 2018

Trinity's Rock & Pop songbooks contain eight songs (including three technical focus songs), plus background information on the songs and performance tips. Each also contains a code that gives free access to downloadable MP3 files of demo and backing tracks for the songs.

|                   |            |
|-------------------|------------|
| Keyboards Initial | TCL 017161 |
| Keyboards Grade 1 | TCL 017178 |
| Keyboards Grade 2 | TCL 017185 |
| Keyboards Grade 3 | TCL 017192 |
| Keyboards Grade 4 | TCL 017208 |
| Keyboards Grade 5 | TCL 017215 |
| Keyboards Grade 6 | TCL 017222 |
| Keyboards Grade 7 | TCL 017239 |
| Keyboards Grade 8 | TCL 017246 |

## DEMO AND BACKING TRACK CDS

The demo and backing tracks that accompany the graded songbooks (and are free as downloads with the purchase of a songbook) are also available as graded CDs.





|                      |            |
|----------------------|------------|
| Keyboards Initial CD | TCL 017642 |
| Keyboards Grade 1 CD | TCL 017659 |
| Keyboards Grade 2 CD | TCL 017666 |
| Keyboards Grade 3 CD | TCL 017673 |
| Keyboards Grade 4 CD | TCL 017680 |
| Keyboards Grade 5 CD | TCL 017697 |
| Keyboards Grade 6 CD | TCL 017703 |
| Keyboards Grade 7 CD | TCL 017710 |
| Keyboards Grade 8 CD | TCL 017727 |

## SESSION SKILLS

Specimen playback and improvising tests are available in Trinity's Session Skills series. A CD is included with each book.

|   |            |
|---|------------|
| Keyboards Session Skills<br>Initial-Grade 2 | TCL 014337 |
| Keyboards Session Skills<br>Grades 3-5      | TCL 014344 |
| Keyboards Session Skills<br>Grades 6-8      | TCL 014351 |

Syllabuses and Rock & Pop songbooks are also available for:

-  Bass
-  Drums
-  Guitar
-  Vocals

# POLICIES

## SAFEGUARDING AND CHILD PROTECTION

Trinity 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.

## EQUAL OPPORTUNITIES

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

## REASONABLE ADJUSTMENT

Trinity is committed to creating an inclusive environment where 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.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from [trinitycollege.com/music-csn](http://trinitycollege.com/music-csn). For enquiries please contact [music-csn@trinitycollege.com](mailto:music-csn@trinitycollege.com)

## DATA PROTECTION

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see [trinitycollege.com/data-protection](http://trinitycollege.com/data-protection) for the most up-to-date information about Trinity's data protection procedures and policies.

## CUSTOMER SERVICE

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at [trinitycollege.com/customer-service](http://trinitycollege.com/customer-service)

## QUALITY ASSURANCE

Please note that, for training/monitoring purposes, it may, on occasion, be necessary for there to be more than one examiner in the room.

Trinity audio records and sometimes films exams for quality assurance and training purposes. In the case of filming, Trinity will always seek permission from the candidate (or a parent or guardian) first. All recording devices will be discreet and should not cause any distraction to candidates.

## EXAM INFRINGEMENTS

All exam infringements (eg choosing an incorrect piece) will be referred directly to Trinity's central office by the examiner. Exam reports may be withheld until the outcome of any referral has been considered by Trinity. Depending on the severity of the infringement, marks may be deducted or, in extreme cases, the exam may be invalidated.

## **MALPRACTICE**

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have its registered status withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

## **RESULTS REVIEW AND APPEALS PROCEDURE**

Anyone who wishes to question their exam result should refer to [trinitycollege.com/results-enquiry](http://trinitycollege.com/results-enquiry) for full details of our results review and appeals process.

# ACCESS ALL AREAS...

Get the full Rock & Pop experience online at [trinityrock.com](http://trinityrock.com)

## THE PRACTICE ROOM

Explore hundreds of digital resources designed to support teaching and learning as well as to provide useful information on rock and pop music and the music industry at [trinityrock.com/practice-room](http://trinityrock.com/practice-room)

The Practice Room includes advice and content on:

- ✔ Songs, performance and technique
- ✔ Session skills
- ✔ Teaching rock and pop music
- ✔ Making it in the music industry

You can access:

- ✔ Bite-sized videos featuring professional musicians that include demonstrations of techniques, whole-song performances, music industry advice and syllabus support
- ✔ 'Producer's notes' on the songs that include background information to help you increase your knowledge of rock and pop
- ✔ Articles by musicians, contributors, teachers and examiners that include tips and advice on performance, musical styles, developing technique, and careers in the music industry

## PLAY TRINITY ROCK & POP APP

Master your exam performance with our practice app. The Play Trinity Rock & Pop app puts you in front of your own digital mixing desk – adjust pitch, tempo and the volume levels of individual instruments in the mix. Buy and download the Rock & Pop songs you're working on directly to your phone or tablet, and practise in the way that best suits you.

The app allows you to:

- ✔ Control the mix
- ✔ Change the pitch
- ✔ Keep perfect time
- ✔ Loop a section
- ✔ Come in with a count-in
- ✔ Follow the lyrics
- ✔ Adjust the speed

Find out more and download the app for iOS and Android at [trinityrock.com/app](http://trinityrock.com/app)

## GET IN TOUCH

You can contact the music support team at Trinity's central office at [music@trinitycollege.com](mailto:music@trinitycollege.com), or contact your local representative via [trinityrock.com/contact-us](http://trinityrock.com/contact-us)

Facebook



YouTube



Twitter



# NOTES

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