



UNIVERSITY OF
WEST LONDON
London College of Music Examinations

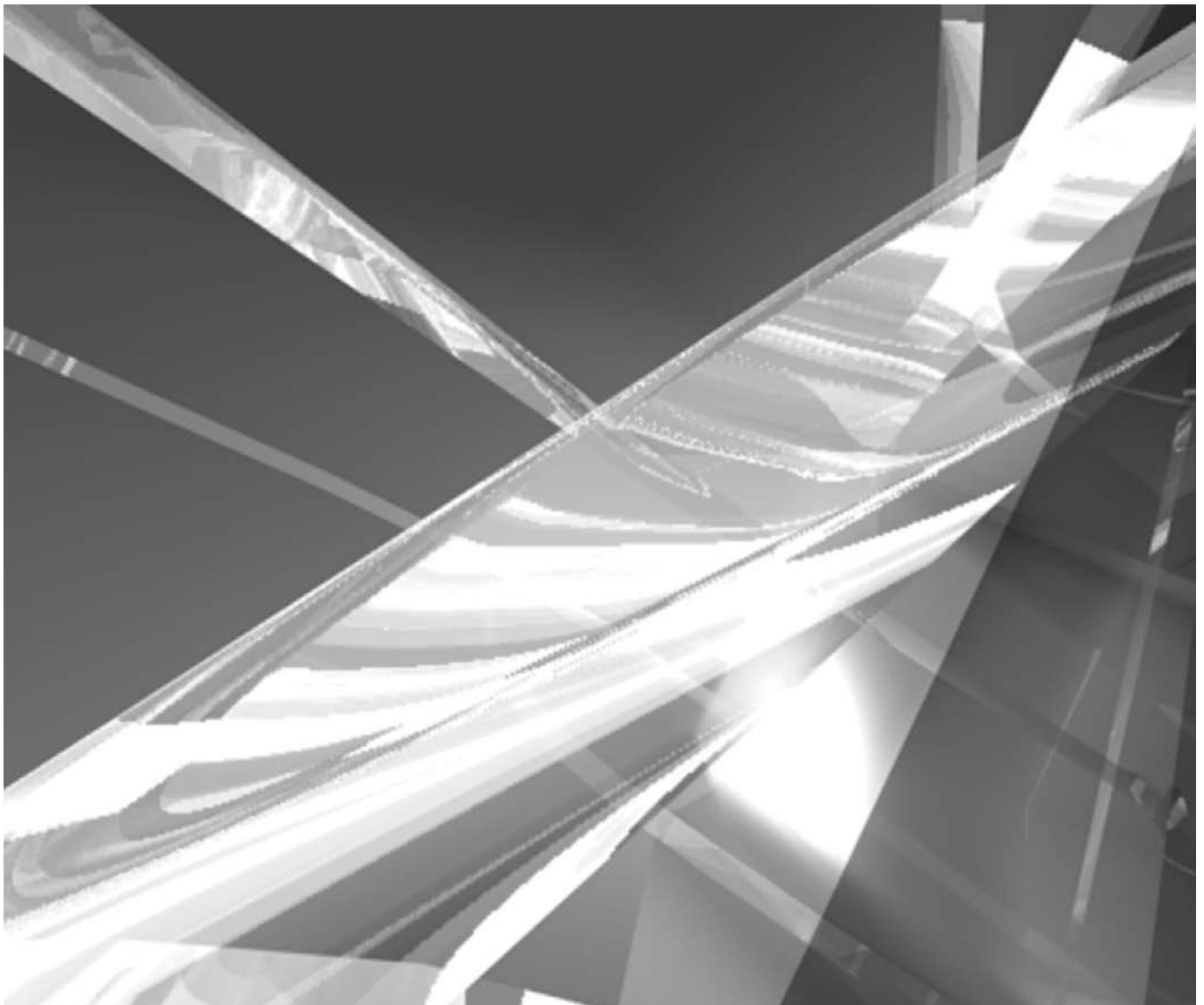


Stave House Music Awards

Valid from:

2016 until further notice

updated 16.08.2023





Stave House Music Awards

Stave House

Stave House was created by Ruth Travers, a musician, composer and music teacher who has been teaching music to children for 32 years.

Stave House was designed to:

- a. teach young children to read music;
- b. make it possible for non-music specialists to teach notation to children, either as parents at home or as teachers in class.



Stave House teaches pitch, notation, rhythm, sight reading, visual pitch and structure, for treble, bass and alto clefs.

Stave House helps to develop musical memory, pitch, singing, confidence, performance skills, composition, spatial awareness, lateral thinking, fine motor skills, concentration and interaction.

Stave House is taught using:

- magnetic boards with moveable characters;
- a CD or music download containing the songs and rhymes;
- a teachers'/parents' manual set out in 9 easy steps;
- three play books for the children to play from and fill in.

Stave House can be taught with large groups or one-to-one and is adaptable for children aged 3 to 10 years.

Music teachers can extend Stave House to teach more complex concepts.

Find out more by visiting www.stavehouse.co.uk

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London College of Music

The London College of Music (LCM) is the largest specialist Music and Performing Arts institute in the UK. It has a long history of music education dating back to 1887, when it was situated in Great Marlborough Street, London, where the college began as an examination body. In 1991 LCM became part of Thames Valley University, which was renamed the University of West London in 2011.

The London College of Music offers an impressive range of innovative courses, respected worldwide and delivered with creativity and passion by practising industry experts. Courses include Performance and Composition, Popular Music Performance and Recording, Performing Arts, Music Management, Music Technology and Theatre Production.

Further information about full-time programmes for undergraduate and postgraduate students, in addition to the Junior College, is available from:

- the UWL Learning Advice Centre - tel: 020 8579 5000; email: learning.advice@uwl.ac.uk
- the London College of Music office - tel: 020 8231 2304; email: music@uwl.ac.uk
- uwl.ac.uk/music

London College of Music Examinations

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

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

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

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

We offer a number of pre-Grade 1 Step exams. Graded exams include a viva voce element, which encourages candidates to think, both technically and critically, about the music they perform in the exam. Syllabuses contain a wide range of repertoire options, sometimes including an own choice element.

We offer **Recital Grades**, allowing candidates to enter for a graded exam focusing entirely, or predominantly, on performance; and **Performance Awards**, assessed via DVD submission.

We also offer the very popular **Leisure Play** option, where candidates perform three pieces plus a fourth own choice, but do not attempt any of the additional components of the exam.

Graded and diploma syllabuses are available free of charge via our website uwl.ac.uk/lcmexams, or from the LCM Examinations office (contact details on page 2).

1. Introduction

1.1 Overview

These awards are offered by Stave House in partnership with London College of Music Exams, and awarded by the University of West London.

The aim is to teach all-round musicianship to very young children, in particular enhancing their sight reading skills.

The exams may be entered either individually or in pairs.

Children entering for these awards will need to use the Stave House boards and characters for the clef of their choice, and the Stave House rhythm characters, as well as music of their own choice.

The work covered from the teaching manual and relevant books will depend upon which instrument they are using.

These awards may be used in conjunction with the LCM Early Learning exams.

1.2 Validity of this syllabus

This syllabus is valid from 1 November 2016 until 31 December 2022.

1.3 Syllabus aims

The aims of these awards are:

- to teach children in their very first years of early learning to read, write and perform music;
- to give children the ability to understand the language of musical notation and to be able to decipher that language independently, therefore equipping them with music literacy skills for life;
- to enable children to relate notation to an instrument of the teacher's choice and to be able to play simple melodies on an instrument and to sight read new pieces easily.

Stave House can either be used as a one-to-one method for private students, or taught to a whole class, each child being involved in the activities.

1.4 Teacher requirements

Teachers entering candidates for these awards must be registered with Stave House.

To become a registered Stave House teacher, purchase of the teaching materials is required.

1.5 Candidates with specific needs

Information on assessment, examination and entry requirements for candidates with specific needs is published in the document *Equality of Opportunity, Reasonable Adjustments and Special Consideration*, available free of charge via the LCM Examinations website or on request from the LCM Examinations office (contact details on page 2).

1.6 Entry details

The candidate's teacher will assess Part A; all requirements are to be completed over a period of no longer than a year. The teacher should record the date when each task was satisfactorily completed on the checklist on the entry form.

When all the Part A requirements have been completed, the teacher should record Part B (Performance) and any TWO requirements from Part A, on DVD. The entry form, DVD and payment should be submitted to Stave House for assessment by an external examiner (address on page 2).

The disc must be in a format which will play on a standard DVD player, and must be labelled clearly with the candidate's name. The submitted DVD will not be returned.

As an alternative to DVD, video files may be submitted by email. Video files submitted by email must be in Windows Media Video (WMV) format. Files should be emailed to Stave House (email address on page 2).

If the performance is presented by a pair of children, each child should introduce himself/herself at the beginning of the recording.

Payment may be made by bank transfer or by cheque; refer to the entry form for details.

Teachers are required to sign the relevant section of the entry form to confirm that the candidate's parents/guardians have given permission for LCM Examinations to view the performance of their child. The video will be used for assessment only, and will not be used for any other purpose.

Entries may be submitted at any time of the year; the standard LCM Exams closing dates do not apply.

1.7 Awarding and reporting

Candidates are not awarded marks, but are awarded 'Pass' or 'Pass with Distinction'.

Candidates must achieve all the requirements listed for Part A. The standard of the candidate's performance (Part B) will determine whether they are awarded a Pass or a Pass with Distinction.

All candidates who complete the assessment will receive at least a Pass.

All candidates who complete the assessment will receive an assessment statement, signed by the examiner, indicating whether they have attained a Pass or a Pass with Distinction. The assessment statement will be issued as soon as possible, and normally not later than four weeks after the submission date, by post.

Certificates will be issued to all candidates who complete the assessment, not later than eight weeks after the submission date.

2. Examination requirements

This syllabus refers to the treble clef, but the Stave House bass clef and alto clef stories may be used instead.

Page numbers relate to the Teaching Manual.

Part A is assessed by the teacher. Part B, and any TWO requirements from Part A, are submitted on DVD. See Section 1.6 above for full details.

2.1 Stave House Music Award 1

Part A

1. Place the characters on the board in the correct spaces (pages 16–17).
2. Place B, Middle C and Middle D (bass clef: place Middle C and Middle B) on the board in the correct places (pages 14, 21 & 23, or 'Bass Clef' story).
3. Make a three-note tune on the board, read it aloud, and play the notes on any instrument (page 23).
4. Recognise crotchets, minims and semibreves (pages 24–27).
5. The teacher will clap a rhythm using crotchets, minims and semibreves, and the candidate will clap back the rhythm and then make a pattern on the board using the appropriate rhythm family characters.
6. The teacher will make a pattern on the board using crotchets, minims and semibreves, and the candidate will clap the rhythm.
7. The teacher will specify a rhythmic value and the candidate will place this rhythmic value on the board and state how many counts it is worth. The candidate will then be asked to find that rhythmic value in the music he or she is playing. (Example wording: 'Can you find mother minim in your piece? Whose note has she decided to make?')
8. The teacher will specify a note by pitch and rhythmic value and the candidate will place the appropriate rhythm character on the correct line or in the correct space on the board for the note requested. The teacher will then ask the candidate to find the note of that length in their music. (Example wording: 'Could you show me a crotchet making an E?', 'Could you show me a semibreve making a D?')

Part B

Candidates are required to perform a simple tune, either individually or in pairs. The length of the tune must be at least two lines (approx. 8 bars). The tune may be accompanied on the piano and must include at least three different pitches. The first few pieces from most instrumental tutor books are suitable for this level. Suggested repertoire:

- Piano and tuned percussion: a piece using three or more notes (e.g. C, D and E). Piano pieces may be for one hand only, or may be a very simple hands-together tune (e.g. using C and D in the right hand, C and B in the left hand).
- Strings: a piece using at least three open strings, and using the bow as well as pizzicato.
- Wind/recorder: a piece using the first three notes introduced in a tutor book (e.g. B, A, G).
- Brass: a piece using the first three notes introduced by a tutor book.

2.2 Stave House Music Award 2

Part A

1. Know all the notes of the treble clef from Middle C to high F.
2. Treble clef: Place the note builder on any line (pages 28–29)
OR Bass clef: Put father crotchet on a requested bass line.
3. Make a five-note tune and read the notes aloud from the board.
4. Turn the five-note tune into a short phrase with rhythm by replacing the note characters chosen with members of the rhythm family. Read aloud in the rhythm chosen.
5. Clap a pattern made on the board by the teacher, recognising crotchet, quaver, minim, dotted minim and semibreve note values.
6. Distinguish between low and high notes that have the same name (pages 23, 27, 29 & 31) and demonstrate this on the board.
7. Make a requested number of beats, showing an understanding that:
 - Father crotchet is one beat – walk – page 35 – timing
 - The quaver twins – one word BUT two sounds therefore still only one beat – jog-ging
 - Minim – two sounds – two beats = wait
 - Dotted minim – three sounds – three beats = wait, 2, 3
 - Semibreve – four sounds – four beats = wait, 2, 3, 4
 - Make three beats – seven beats – five beats etc., page 35 – timing
8. Look at a simple piece of sight reading, clap the rhythm and read the notes aloud in rhythm.

Part B

Candidates are required to perform a tune using at least five different pitches (or four different pitches if one is a finger note on a stringed instrument, e.g. a tune using A, E, D, and B). The tune may be played individually or in pairs and may be accompanied on the piano.

The tune must demonstrate the ability to count using a combination of different note values (crotchets, minims, semibreves, etc.). It cannot be a tune made up of notes that are all the same length.

2.2 Stave House Music Award 3

Candidates will require the add-on set of magnets for this level and may also wish to have the standard notation set. The teaching concepts to cover for this level are:

- Bass clef – ‘Bass Clef Ocean Song’ and ‘Bass Clef Nonsense Song’
- Making scales of C, G and F major on the board
- The ‘Key Signature Café’ song
- How to construct a tonic triad on the board
- Placing key signatures
- Stems up and stems down
- The ‘Semiquaver’ story
- Accidentals
- Intervals of octave, unison, 4th and 5th

Part A

Candidates must demonstrate four of the following requirements on the day and have given documented evidence on the entry form of having covered and achieved all the requirements as in Levels 1 and 2.

1. The teacher places a crotchet on a chosen line or space on the board using either treble or bass clef and the candidate identifies the note. The teacher then changes to the other clef either by adding or removing the bass clef magnet. The note stays where it is and the candidate identifies the new note.
2. The candidate is asked to place the correct key signature on the board for either G, F or C major (in which case they will say that no flat or sharp is needed).
3. Making intervals: the teacher places a tonic note anywhere on the board and asks the candidate to make an interval higher or lower (i.e. a 3rd higher or a 6th lower etc.). Key signatures are not required.
4. The candidate is asked to make a five-note tune using the bass clef and replace each note character with rhythm family characters. They are then asked to clap the pattern and read the tune aloud in rhythm.
5. The candidate is asked to make a scale of either C, G or F major, placing necessary accidental magnets before the note on the board. They can be asked to construct the scale ascending or descending. They are then asked to remove all notes except the ones needed to make the tonic triad and play the tonic triad as an arpeggio on an instrument of their choice.
6. The teacher makes a rhythmic pattern that includes semiquavers and the candidate claps the pattern. The candidate is asked to identify crotchet/quaver/semibreve/minim/semiquavers at the teacher’s request.
7. The teacher claps a pattern that includes semiquavers and the candidate makes it on the board. The candidate is asked how many beats the pattern adds up to.
8. Using two boards, the candidate is asked to demonstrate two octaves of any note of the teacher’s choice.
9. The teacher makes a three-bar rhythm pattern on the board in 3/4, 2/4 or 4/4 time. The candidate indicates where the bar lines would go.
10. The candidate makes a five-note tune using the character magnets (no time value) in the bass clef and then reads the tune aloud.

Part B

Candidates are required to perform a tune of about 12 bars suitable for the instrument of choice using five different pitches – the range should be no more than an octave and it must include values of either a dotted crotchet or semiquavers.

The candidates also performs a short four-bar piece of standard sight reading that includes quavers and semiquavers and at least five different notes in the treble clef. The candidate claps it and reads it aloud in rhythm.

2.3 Stave House Music Award 4

Candidates will require the standard notation set of magnets for this level.
The teaching concepts to cover for this level are:

- The alto Clef story and alto clef song 'Alto Clef Bay'
- Enharmonics
- Add D and A major to the 'Key Signature Café' story and song
- Use the aural tests CD to practise the listening test in Part B
- The 'Triplet' story, semitones and tones, and the 'Dotted Crotchet' story

Part A

Candidates must demonstrate four of the following requirements and have given documented evidence on the entry form of having covered and achieved all the requirements as in Levels 1, 2 and 3.

1. The candidate chooses to make a five-note tune using standard magnets in either bass or alto clef and reads the notes aloud.
2. The teacher names four different notes – the candidate places the notes using minims or crotchets with the stems facing up or down correctly.
3. The teacher requests key signatures for either C, G, F, D or A major and the candidate places correctly on the board and makes the tonic triad. The candidate tells the teacher which note in the triad, if any, is affected by the key signature.
4. The candidate places notes in the spaces of the alto clef correctly and shows where middle C 'Sea Searcher' goes in the alto clef.
5. The teacher places a tonic on the board from the given scale for this level and asks the candidate to place the correct key signature on the board and then asks which note would be (for example) seven notes lower/six notes higher etc.
6. The candidate uses standard notation to present either F or G major ascending scale using the appropriate sharp or flat – they then sing the scale including the accidental.
7. The teacher places G, D or A on the board and asks the candidate to make it a semitone and then a tone, lower or higher. The candidate is then asked to make an enharmonic of the second note.
8. The teacher places two notes on the board and the candidate identifies them as being either a semitone or a tone apart (F/F#, C/C#, G/A, D/Db, etc. to avoid C/B and E/F).
9. The teacher claps a rhythm including either triplets or semiquavers and the candidate 1) makes it on the board, 2) chooses different notes for each beat of the pattern and 3) plays the pattern on an instrument of their choice.
10. The teacher places a tonic of A on the board and plays an interval of either a major or minor 3rd on the piano. Without looking at the piano, the candidate adds the accidental if necessary and recognises the interval as major or minor.

Part B

One of the following to be demonstrated on the day:

- The candidate is given character magnets: 'Sea Searcher' x 2, 'Dunstan' x 2 and 'E for Easy' x 2. The teacher plays middle C on the piano and the candidate places the note on the board. The teacher then plays a short phrase note by note and the candidate places the notes on the board one at a time as they hear them without looking at the piano.
- The candidate performs an eight-bar composition of their own in either C, G or F major in either 2/4, 3/4 or 4/4 time, beginning and ending on the chosen tonic.
- The candidate is given a short piece of sight reading to clap and read aloud and play on an instrument of their choice (must include either semiquavers, dotted crotchets or triplets and four or five different pitches).

3. Stave House resources

The following Stave House publications are available:

- Stave House pack, comprising:
 - individual Stave House student board (printed with treble clef)
 - 18 magnets (treble clef characters, bass clef characters, 1 large bass clef)
 - set of Play Books (Nos. 1, 2 & 3)
- Extra magnets
- Extra boards
- Stave House songs – available in printed format and in downloadable format
- Teachers’ manual
- Teaching steps – available for download as individual steps, or as a complete training video
- Follow-up games to practise the components of the manual (available for download)
- Alto clef magnet for the board
- Alto clef songs and stories
- Stave House piano play book
- Stave House bass clef play book

Visit www.stavehouse.co.uk for further details, ordering information and details of special offers.

4. Regulations and information

1. **Validity of syllabus:** This syllabus is valid from 1 November 2016 until 31 December 2022.
2. **Examination procedure:** Teachers should submit one copy of the DVD, accompanied by the Stave House Awards entry form and the current entry fee, to the Stave House office. Entries may be submitted at any time; the standard LCM closing dates do not apply.
3. **Conditions of entry:** Entries may only be made by registered Stave House teachers. LCM Examinations reserves the right to refuse entry to any candidate without giving a reason. The right to postpone or cancel the entry of any candidate is reserved. Entries are accepted subject to the regulations stated in this syllabus. Entry for examination constitutes an agreement on the part of the teacher to abide by the regulations.
4. **Fees:** Current fees are listed on the Stave House Awards entry form. Overseas fees are obtainable from the regional representative. Payment may be made by bank transfer or cheque; refer to the entry form for details.
5. **Pre-requisite qualifications (approved prior learning):** Candidates may enter for either level of Stage House Awards without having taken any preceding examination.
6. **Use of photocopies:** The use of photocopied music by candidates or accompanists, unless authorised by the publisher or copyright holder, will not be permitted *with the following exceptions:*
 - (a) a photocopy of a page of a work for ease of performance due to a difficult page turn;
 - (b) an enlarged or modified photocopy for candidates with specific needs.NB. Printouts of *legal* internet downloads are acceptable.
7. **Examination results and certificates:** An assessment statement will be compiled for each candidate. Candidates will be informed of the result of examinations as soon as possible, and not later than four weeks after the submission date, by post. Certificates are dispatched within eight weeks of the submission date, but very often they will be received sooner than this. Replacements of lost or destroyed certificates can normally be provided, subject to proof of the result, the applicant's identity, and payment of the appropriate current fee. An *Application for Replacement Certificate* form should be submitted. The form is available via the LCM Examinations website or on request from the LCM Examinations office.
8. **Enquiries and appeals:** Information about lodging enquiries and appeals against results is contained in the document *LCM Examinations Appeals Procedure*, available via the LCM Examinations website or on request from the LCM Examinations office. Initial enquiries must be made in writing, enclosing a copy of the assessment statement.
9. **Equal opportunities:** Entry for examinations is available, and assessment is carried out, on an equal and fair basis to all candidates, regardless of origin, status or background. The full policy is contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available via the LCM Examinations website or on request from the LCM Examinations office.
10. **Reasonable adjustments (candidates with specific needs):** LCM Examinations is particularly sensitive to the requirements of candidates with specific needs, and encourages them to enter for examinations. There is a wide range of special procedures which can be put in place for such candidates. Full details and accompanying documentation **MUST** be included at the time of entry. Full details of this policy are contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available via the LCM Examinations website or on request from the LCM Examinations office.
11. **Syllabus requirements and infringements:** It is the teacher's responsibility to obtain, and comply with, the current syllabus.
12. **Changes to syllabuses:** LCM Examinations follows a policy of consistent improvement and development and may, without notice, update its regulations, syllabuses and other publications. Where alterations, additions and/or deletions to syllabuses take place, LCM Examinations cannot accept responsibility for informing candidates and teachers of such changes except through *Forte* (the LCM Examinations newsletter) and the normal reprinting process.
13. **Availability of syllabuses:** A wide range of examinations and subjects is offered, across the full range of Music, and Drama and Communication. All syllabuses and repertoire lists are available free of charge via the LCM Examinations website, and from the LCM Examinations office and local representatives.