

London College of Music Examinations

# Creative Media:

## Creative Vocals DipLCM Syllabus

Valid from:

2019 until further notice



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## 1.1 Introduction

### **London College of Music Examinations (LCME)**

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; they are unique in the graded examinations sector in being awarded by a university, ensuring the added quality assurance of the University of West London (UWL), who is the issuer of certificates. Graded and diploma exams in most subjects are regulated by Ofqual, and other UK regulators. Candidates applying to UK universities through the UCAS system are eligible to claim UCAS points if they achieve a Pass or higher at Grades 6 to 8 in a regulated subject.

### **GoCreateAcademy**

GoCreateAcademy create and deliver a globally recognised series of new online creative courses and qualifications, provided by world class experts, in partnership with respected broadcasters, brands and educational institutions. All GoCreateAcademy courses are run by industry experts, passionate about their craft and sharing their experience. These creative media awards have been developed with the University of West London's London College of Music Examinations to provide students with unique qualifications.

### **What makes LCM Examinations distinctive**

LCM's graded and diploma qualifications make a distinctive contribution to education in music, drama and communication, because of the emphasis placed upon:

- creative thinking
- an encouragement to think technically and critically about the repertoire performed, and the opportunity to communicate this in practical examinations
- a distinctively broad stylistic range of tasks and repertoire, with a strong emphasis towards the acquisition and demonstration of skills and understandings that are of contemporary relevance to the performing arts
- the provision of assessment in areas not traditionally included within the scope of graded examinations
- the provision of flexible examination formats and arrangements

### **Syllabus objectives**

A course of study based on this syllabus is intended to provide:

- a structured approach, incorporating a choice of progression routes, enabling students to develop their capability and expertise as a performer at an advanced level, or to learn to teach instrumental or vocal music in a studio context with confidence and authority
- an enduring love, enjoyment and understanding of the performing arts, from the perspective of both participants and audience
- the basis to develop relevant and usable skills and concepts
- skills in organisation, planning, problem solving and communication
- enhanced ability in acquiring the personal disciplines and motivation necessary for lifelong learning
- opportunities for learning and assessment that are creatively challenging

- a progressive and unified assessment system, enabling candidates to plan and obtain an effective education in the arts, equipping candidates with added-value to enhance career routes, educational opportunities and decision-making

## 1.2 Syllabus validity

This syllabus is from 2019 until further notice.

## 1.3 Accreditation

DipLCM qualifications in Creative Media are accredited and awarded by the University of West London. They are not regulated by Ofqual.

## 1.4 Exam entry

Examinations for the DipLCM in Creative Media: Creative Vocals are taken entirely online and comprise of the submission of a portfolio and presentation, and a live discussion. They can be taken any time of year – they do not need to fall into the examination sessions.

At the time of entry and registration, candidates will be required to submit their prepared portfolio and presentation which will be assessed as part of the award (see section 2). This portfolio and presentation should be uploaded in formats which reflect minimum professional standards, either: Video - Full HD 1920x1080 (1080p) or Normal HD 1280x720 (720p)

or

Audio - 44.1k, 16bit Wav, AIFF, MP3 or higher.

Upon receipt of the portfolio and presentation submission, each candidate will be contacted by LCME to arrange a date for the online discussion component. Candidates must ensure they have a suitable quality webcam, audio and bandwidth to support the discussion. During this assessment, the examiner may request permission to view material via sharing the candidate's computer screen.

The live video discussion must be conducted in closed conditions. No one apart from the candidate is allowed in the examination room with the following exceptions: an approved person, such as a parent or teacher, or a language interpreter, where this concession has been granted prior to the discussion as the result of a request for reasonable adjustments for a candidate with particular needs.

Candidates will not receive any marks or feedback until all components of the examination have taken place.

To register for entry, please visit <https://lcme.uwl.ac.uk/upload-work>

## 1.5 Exam duration (Discussion component)

The live discussion component for the DipLCM in Creative Media: Creative Vocals will take approximately 20 minutes.

## 1.6 Age groups

These examinations are open to all, and there are no minimum age restrictions. However, in practice, it is unlikely that candidates below the age of 16 will possess the degree of technical and discursive maturity required for success at DipLCM level.

## 1.7 Assessment and results

### **Marking**

Qualifications are awarded by University of West London (UWL). Exams are conducted by trained external examiners. In awarding marks, examiners will take into account the extent to which the assessment domains (see section 3.2) are demonstrated within the individual exam components. A Pass in each individual exam component is not required to pass overall.

### **Awards**

Candidates must attain an overall minimum mark of 75% in order to pass the examination. Achieving 75% in each individual exam component is not required to pass overall. Candidates who successfully complete the diploma are permitted to append the letters DipLCM to their name.

### **Issue of results**

A written report will be compiled for each examination. Candidates will be informed of the result of examinations as soon as possible, and results will be available online within days and will be sent by post not later than four weeks after the examination date. Certificates for successful candidates are normally dispatched within eight weeks of the date of the examination, but very often will be received sooner than this. This time is necessary to ensure that all results are properly standardised and have been checked by LCME.

### **Repeats of examinations**

Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination is permitted upon payment of the current entry fee. Candidates cannot carry over any marks from previously approved exam components; all components must be completed again on re-examination.

### **Enquiries, complaints and appeals**

Information on how to make an enquiry, complaint or appeal is published in the Enquiries and Appeals Policy and the Complaints Procedure documents available on the LCME website.

## 1.8 Reasonable adjustments and special consideration

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 policy available from the LCME website.

## 1.9 Attainment levels

Candidates who enter for this examination will be expected to demonstrate a technical, interpretative and communicative standard which is consistent with an RQF Level 4 (first-year) undergraduate presentation. Candidates are expected to employ varied material, address distinct audiences, and show understanding of preparation and performance requirements.

## 1.10 Prerequisite qualifications

There are no prerequisite qualifications required in order to enter for this examination.

## 1.11 Exam regulations and information

Full details of all exam regulations are published in the Regulations and Information document available on the LCME website.

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## 2. Examination requirements

**The following requirements should be read in conjunction with the respective marking schemes detailed in section 3.3.**

### **Component 1: Portfolio**

**60 marks**

Candidates are required to submit three separate, contrasting songs, in the following formats:

- One audio track, demonstrating an appropriate use of technology and utilising both multi-tracking and relevant plug-ins (e.g. reverb and distortion) as deemed appropriate by the candidate
- One video track of a recorded, live performance, incorporating the use of live looping technology and vocal effects, and delivered in one take
- An additional track in either of the above formats

Each song should be between 5 and 7 minutes in duration, and the submitted tracks can be edited, and manipulated, pre- and post-production, if desired. Each song should be preceded by a short spoken introduction, and lyric sheets and an equipment list should be submitted upon entry to the examination. The performances do not have to be given from memory.

The portfolio should represent a variety of musical genres, chosen by the candidate, which can be represented by this form of creative media, and can be comprised of original material, cover versions of established tracks, or a mixture of the two. Innovative approaches to content are encouraged, but all material should be fully representative of this level of study. In selecting their portfolio material, candidates should aim to exhibit a confident and secure vocal technique, a range of technological, interpretative and vocal concepts, techniques and ideas which are congruent with this examination level; accompaniments can be provided by backing tracks or live musicians.

In the recorded, live performance, candidates should perform in a clear space in which they are able to communicate directly with the audience (the camera). This can be a single- or multi-camera recording, as chosen by the candidate. Candidates will perform as a soloist.

### **Component 2: Presentation**

**20 marks**

Candidates are required to submit a 5-minute audio recording. This should be a reflective self-commentary on skills developed during the production process, any challenges that were overcome (technological, musical or otherwise) and any observations candidates feel are relevant whilst constructing their portfolio. This should also highlight: how the portfolio was constructed, including why specific songs were chosen; any vocal and technological challenges which were encountered during the making of the portfolio; how each song was created, filmed and edited, including any technological manipulation needed in the pre- or post-production phases. The candidate should also explain why their ideas were the most suitable creative routes to take.

This audio presentation should be uploaded in an audio format which reflects minimum professional

standards: 44.1k, 16bit Wav, AIFF, MP3 (320 Kbps) or higher.

### **Component 3: Discussion**

**20 marks**

The discussion will take place online, in real time, and the examiner will lead a discussion with the candidate on all aspects of their portfolio and presentation. The candidate will be expected to demonstrate detailed technical and contextual knowledge on the content of the portfolio. Questions may be asked on the following:

- how the portfolio performances were chosen and constructed; expanding on points raised in the presentation, if necessary
- if appropriate, biographical details of artists who may be principally associated with the chosen song
- if appropriate, an explanation of the songwriting process and how the use of technology may have affected this
- an understanding of the technology used to deliver the presented material, including demonstrating a secure understanding of the relevant and appropriate terminology for the equipment used
- how the submitted portfolio was compiled, including personal responses and approaches to creating, performing and recording the material
- a critical self-evaluation and reflection of the submitted portfolio, including aspects which were felt to be well done, and any which could have been improved
- a critical self-evaluation of the submitted presentation
- wider background knowledge of the use of technological creativity in vocal performances, particularly in relation to the portfolio submissions

Candidates will need to ensure webcam, audio and suitable bandwidth to support the discussion and that the relevant audio software is installed on the interview computer. The examiner may request to view the candidate's screen to see them perform a particular task or to assist in answering a question.

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### 3. Assessment

## 3.1 How marks are awarded

Examiners will award a mark for each component of the examination, as detailed below:

Examination components	Weightings (%)
Portfolio (three individual creative vocal tracks)	60 (20 per track)
Presentation	20
Discussion	20

## 3.2 Assessment domains

### Assessment objectives

Candidates will be assessed on their ability to demonstrate mastery of the following:

- **Media skills:** the extent to which appropriate media skills are demonstrated and effectively controlled and executed
- **Creative approach:** the ability to demonstrate an understanding of the undertaken creative process
- **Contextual knowledge:** the understanding of a clearly defined structure to the work, including a demonstration of core principles of the presented media
- **Communication:** the degree to which the candidate communicates with, and engages the recipient through the use of appropriate verbal, non-verbal and / or interactive communication skills
- **Personal response:** of the candidate to creating and delivering the submitted portfolio

### Coverage of the assessment domains

The following table shows the assessment domains which apply within each exam component:

	Media skills	Creative approach	Contextual knowledge	Communication	Personal response
Portfolio	✓		✓	✓	
Presentation		✓		✓	
Discussion		✓		✓	✓

### Approximate weighting of the assessment domains

The following tables show the approximate weighting of the relevant assessment domains within each component of the exam:

## Portfolio

Media skills	Contextual knowledge	Communication
35%	35%	30%

## Presentation

Creative approach	Communication
60%	40%

## Discussion

Creative approach	Communication	Personal response
30%	15%	55%

## 3.3 Marking scheme

### Portfolio

The examiner will consider the tracks separately, and will award a mark for each. These marks will be combined to produce the mark for the portfolio, with equal weighting. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Media skills</b> (vocal ability, technique and creativity)	<p>The presented vocals are of a consistently very high quality. Excellent use of a variety of stylistically appropriate techniques, including articulation, breath support, diction, dynamic control and variance, fluency, pitching, and tonal quality.</p> <p>The presented ideas demonstrate an excellent level of creative thinking, understanding, and execution; showcasing very good levels of innovation throughout.</p>	<p>The presented vocals are of a consistently good quality. Good use of a variety of stylistically appropriate techniques, including articulation, breath support, diction, dynamic control and variance, fluency, pitching, and tonal quality.</p> <p>The presented ideas demonstrate a suitable level of creative thinking, understanding and execution; showcasing good levels of innovation throughout.</p>	<p>The presented vocals are not always reliable or consistent in quality. Limited, or sometimes inappropriate use of stylistically appropriate techniques, including articulation, breath support, diction, dynamic control and variance, fluency, pitching, and tonal quality.</p> <p>The presented ideas demonstrate a limited level of creative thinking, understanding and execution. Innovation needs to be more successfully integrated.</p>	<p>The presented vocals are generally unreliable in quality. There is often an inappropriate use of stylistically appropriate techniques, including articulation, breath support, diction, dynamic control and variance, fluency, pitching, and tonal quality.</p> <p>The presented ideas require greater levels of creative thinking, understanding and execution. Innovation may be lacking or absent in its inclusion.</p>

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Media skills</b> (use of technical equipment)	<p>The presented recording is of a consistently very high quality. High levels of innovative thought and planning are demonstrated.</p> <p>Use of the chosen technical equipment is accomplished, and there is a suitably balanced mix of all appropriate sonic elements. The executed vocal effects are sophisticated, imaginative and well-timed; supporting the overall narrative, whilst engaging and maintaining a high level of audience interest.</p>	<p>The presented recording is of a generally high quality. Good levels of innovative thought and planning are demonstrated.</p> <p>Use of the chosen technical equipment is secure, and there is a reliably good mix of all appropriate sonic elements. The executed vocal effects are of a generally high quality; largely supporting the overall narrative, whilst engaging and maintaining a good level of audience interest.</p>	<p>The presented recording is not always reliable or consistent in quality. Some evidence of innovative thought and planning may be demonstrated, but these may not always be reliable or consistent.</p> <p>Use of the chosen equipment may need some more attention, and there is some unreliability regarding the mix of all appropriate sonic elements. The executed vocal effects may need more attention to be completely convincing in delivery, and the narrative is not always supported. The interest of the viewer may not always be held.</p>	<p>The presented recording is generally unreliable in quality. A lack of innovative thought and planning is demonstrated.</p> <p>Use of the chosen equipment is likely to require much more attention, and the mix of all appropriate sonic elements is unreliable. The executed vocal effects need more finesse, and the narrative is not supported. There is little evidence to suggest that the interest of the viewer could be maintained.</p>
<b>Contextual knowledge</b>	<p>The presented performances demonstrate very coherent and fluent structures, and the use of technology is clearly integrated and creatively enhances the musical content. There is a well defined amalgamation of musical ability, creative ideas and technological prowess.</p>	<p>The presented performances demonstrate coherent and fluent structures, and the use of technology is integrated and creatively supports the musical content. There is a suitable amalgamation of musical ability, creative ideas and technological prowess.</p>	<p>The presented performances demonstrate a rather limited sense of structure, and the use of technology may not always be successfully integrated. Creative ideas are limited and / or not always demonstrated. The amalgamation of musical ability, creative ideas and technological prowess may not always be evident or reliably given.</p>	<p>The presented performances demonstrate the absence of a sense of structure, and the use of technology is either not included, or is very poor in standard. Creative ideas are either very limited, or not integrated into the performances. The amalgamation of musical ability, creative ideas and technological prowess is absent or very poorly demonstrated.</p>
<b>Communication</b>	<p>Excellent non-verbal communication skills are demonstrated by the vocalist, and these are used effectively and convincingly throughout the presented portfolio. Communication, through the chosen recorded medium, is very strong, and ensures a high level of demonstrable personality and audience interest.</p>	<p>Admirable non-verbal communication skills are demonstrated by the vocalist, and these are used well throughout the presented footage. Communication, through the chosen recorded medium, is good, and a competent level of demonstrable personality and audience interest is identified.</p>	<p>Non-verbal communication skills are not always convincingly demonstrated by the vocalist, with more consideration needed to these areas. Communication, through the chosen recorded medium is sometimes ineffective, and demonstrable personality and audience interest is not always given.</p>	<p>Non-verbal communication skills are largely poorly presented, with much more consideration needed to these areas. Communication, through the chosen recorded medium, is ineffective, with demonstrable personality and audience interest either absent or very poorly demonstrated.</p>

## Presentation

The examiner will consider the presentation and award a mark. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Creative approach</b>	The technical and creative choices demonstrated in the submitted portfolio were presented with eloquence, clarity and rigour, and the supporting visual aids are well considered; providing excellent accompanying support, as appropriate.	The technical and creative choices demonstrated in the submitted portfolio are presented to a good standard. The supporting visual aids are suitably executed and utilised; providing secure accompanying support, as appropriate.	The technical and creative choices demonstrated in the submitted portfolio are not always reliably or thoroughly explained and / or presented. The supporting visual aids need greater refinement and / or to be utilised in a more applicable manner.	The technical and creative choices demonstrated in the submitted portfolio are not included and / or delivered to the required and suitable standard. The supporting visual aids need much greater consideration or inclusion to be representative of this level of study.
<b>Communication</b>	Excellent verbal and non-verbal communication skills are demonstrated, and these are used effectively and convincingly throughout the presentation. A high level of audience engagement is established and maintained.	Admirable verbal and non-verbal communication skills are demonstrated, and these are used well throughout the presentation. A competent level of audience engagement is established and maintained.	Verbal and non-verbal communication skills are not always convincingly demonstrated, with more consideration needed in these areas. A secure level of audience engagement is not always shown.	Verbal and non-verbal communication skills are poorly presented, with much more consideration needed in these areas. The appropriate level of audience engagement is either absent or very poorly demonstrated.

## Discussion

The examiner will consider the discussion and award a mark. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Creative approach</b>	Key concepts are clearly understood and are articulately portrayed to the examiner. The responses are thorough, and demonstrate a wider knowledge of the creative vocals industry, and how these have influenced the choices made in the submitted portfolio.	Key concepts are understood and communicated effectively to the examiner. The responses are secure and demonstrate a level of knowledge which is fully representative of the achievements of the submitted portfolio.	Key concepts are not always reliably discussed or successfully understood. The responses are sometimes lacking in clarity or comprehension and may require a more in-depth approach in order to be totally convincing.	Key concepts are not discussed or understood to the appropriate standard, and the given responses will be requiring a greater level of scope, depth and understanding than that which is demonstrated.

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Communication</b>	Excellent verbal and non-verbal communication skills are demonstrated, and these are used effectively and convincingly throughout the discussion. The ability to interact with the examiner is very strong, and a high level of engagement is established and maintained.	Admirable verbal and non-verbal communication skills are demonstrated, and these are used well throughout the discussion. The ability to interact with the examiner is good, and a competent level of engagement is established and maintained.	Verbal and non-verbal communication skills are not always convincingly demonstrated, with more consideration needed in this area. Interaction and engagement with the examiner is not always clearly shown.	Verbal and non-verbal communication skills are poorly presented, with much more consideration needed in this area. Interaction and engagement with the examiner is either absent or very poorly demonstrated.
<b>Personal response</b>	Candidates are able to eloquently and thoroughly describe personal approaches to learning, including a very informed personal appraisal of the submitted portfolio and the supporting presentation.	Candidates are able to effectively describe personal approaches to learning, including an informed personal appraisal of the submitted portfolio and the supporting presentation.	The personal approaches to learning are not always effectively understood or communicated by the candidate. The personal appraisal may lack some of the detail required for this level of study, and may be descriptive, rather than analytical, in nature.	The personal approaches to learning are not effectively understood or demonstrated by the candidate. The personal appraisal may be somewhat superficial and in need of a much more critical and analytical approach to be convincing.

## 3.4 Attainment descriptors

### **Approved, upper level (85–100%)**

A candidate who achieves a mark in this band will have offered highly creative, articulate and informed submissions and responses in all or most of the components. They will have demonstrated secure technical accomplishment and shown evidence of excellent creativity and individuality. Through their portfolio material, they will have demonstrated thorough contextual knowledge and a high sense of audience engagement; demonstrating a clear sense of personality in relation to the material, appropriate to the level of diploma being examined.

### **Approved (75–84%)**

A candidate who achieves a mark in this band will have offered an accurate, creative and fluent response in all or most of the components. They will have demonstrated a good standard of technical accomplishment and shown significant evidence of creativity and individuality. Through their portfolio material, they will have demonstrated largely assured contextual, and rudimentary, knowledge; communicating a sense of engagement and understanding, and some sense of individual personality in relation to, the material, appropriate to the level of diploma being examined.

### **Not approved, upper level (55–74%)**

A candidate who achieves a mark in this band will have demonstrated a level of inaccuracy, some absence of creativity and / or a lack of fluency in all or most of the components. They will not have demonstrated an acceptable standard of technical accomplishment, and there may be some omission of imagination and / or individuality. Their knowledge and understanding of rudimentary and contextual knowledge will have been judged to be below the standard required to pass. Through their portfolio material, they will have failed to communicate a sufficient degree of understanding, or ability to engage their audience, appropriate to the level of diploma being examined.

### **Not approved, lower level (0–54%)**

A candidate who achieves a mark in this band will have demonstrated a significant level of inaccuracy, an absence of creativity and / or fluency in all or most of the components. Their standard of technical accomplishment will have been judged to be significantly below that required to pass, and there will be a substantial lack of creativity and individuality. Their knowledge and understanding of rudimentary and contextual knowledge will have been minimal in relation to the requirements of the diploma. Through their portfolio material, they will have failed to communicate any discernible understanding of the material, and they will not have succeeded in engaging their audience, appropriate to the level of diploma being examined.