

London College of Music Examinations

Church Music

Requirements for Recorded Digital

Exams:

Grades, Recital Grades

Valid from:

Spring 2026 until further notice

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1. Overview

The following guidelines outline the requirements for **recorded digital exams**, whereby candidates upload a video file of their performance, rather than attending an examination venue. Performances are assessed by trained LCME examiners, using the same standards and criteria as are used for face-to-face, live exams. This option offers candidates a reliable, independent, regulated assessment of their performance standard, while benefitting from the flexibility allowed by the submission process.

1.1. Validity

These requirements were published in March 2026 and apply until further notice.

2. Recorded Digital Exam Requirements for Church Music

2.1. Grades 2, 4, 6 and 8

Candidates are referred to the Guidelines on page 4 of the [Church Music Syllabus](#) which must be adhered to.

Component 1: Technical Work

Performance of the set requirements for recorded digital exams for the relevant grade on the candidate's principal instrument.

See the relevant *Technical Requirements* document available from lcme.uwl.ac.uk/our-exams/digital-exams/recorded-exams/.

Component 2: Performance

Performance of three items as set out in the [Church Music Syllabus](#) for the relevant grade.

Component 3: Oral presentation

Candidates should present a short oral presentation addressing the points below. They should demonstrate on their instrument(s) and/or refer to scores of the music performed as part of their presentation.

Grade 2 (approx. 1-2 mins):

- indicate examples of some of the following in the music performed: staff, bars and bar-lines, clefs, pitches of individual notes, rhythmic values of notes and rests (including dotted notes), key and time signatures, accidentals, dynamics, articulation markings, phrases, ornaments, and any additional markings
- explain how you chose your programme and put it together
- explain how each item might be used in the context of a service or act of worship.

Grade 4 (approx. 2-3 mins):

- indicate examples of some of the following in the music performed: pitches of individual notes, intervals up to and including an octave by numerical value only, rhythmic values of notes and rests (including dotted notes), key and time signatures, accidentals, dynamics, articulation markings, phrases, ornaments, and any additional markings
- describe the mood or character of each piece using appropriate descriptive terminology ('fast and lively', 'gentle and flowing', 'like a dance', etc.); identify contrasts of mood within pieces and discuss any descriptive element of the music
- discuss approaches to learning the pieces, and identify any difficulties (musical or technical) which were encountered
- explain how each item might be used in the context of a service or act of worship

Grade 6 (approx. 3-4 mins):

- indicate examples of some of the following in the music performed: intervals up to and including an octave by number and type, key and time signatures, dynamics, articulation markings, phrases, ornaments, melodic and harmonic features (e.g. sequence, melodic inversion, circle of 5ths, pedal points, modulations, etc.), formal structures (e.g. ternary, binary, verse structures, etc.), major and minor chords occurring in the music as chords or as melodic patterns, the constituent pitches of chord symbols
- identify the approximate dates of the music performed, and historical period (Renaissance, Baroque, etc.) if appropriate
- explain how each item might be used in the context of a service or act of worship
- discuss your personal response to the music performed: the extent to which you like or dislike it, or find it challenging or rewarding, and why
- discuss approaches to learning the music, including the use of certain techniques or aspects of interpretation
- demonstrate a self-critical awareness of your performance, indicating which aspects you were happy or unhappy with, and why

Grade 8 (approx. 4-5 mins):

- indicate examples of some of the following in the music performed: intervals by number and type, melodic and harmonic features (e.g. sequence, melodic inversion, circle of 5ths, pedal points, modulations, etc.), formal structures (e.g. ternary, binary, verse structures, etc.), more complex chords, including sevenths and dissonances, occurring in the music as chords or as melodic patterns, the constituent pitches of more complex chord symbols, cadences
- give basic biographical information about the composers of the music performed and demonstrate knowledge of other music by the same composers
- explain how each item might be used in the context of a service or act of worship
- discuss your personal response to the music performed: the extent to which you like or dislike it, or find it challenging or rewarding, and why
- discuss approaches to learning the music, including the use of certain techniques or aspects of interpretation
- demonstrate a self-critical awareness of your performance, indicating which aspects you were happy or unhappy with, and why

Weighting for examination components

Technical Work/ Study	Performance 1	Performance 2	Performance 3	Oral Presentation
15 %	25 %	25 %	25 %	10 %

2.2. Recital Grades

Candidates are referred to the Guidelines on page 4 of the [Church Music Syllabus](#) which must be adhered to.

Component 1: Performance

Performance of three items as set out in the [Church Music Syllabus](#) for the relevant grade, together with a fourth 'own choice' piece of similar standard which might be used as part of worship.

Component 2: Performance OR Oral presentation

Option 1: Performance of an additional piece of similar standard which might be used as part of worship.

Option 2: Oral presentation. Candidates should present a short oral presentation addressing the points below. They should demonstrate on their instrument(s) and/or refer to scores of the music performed as part of their presentation.

Grade 2 (approx. 1-2 mins):

- indicate examples of some of the following in the music performed: staff, bars and bar-lines, clefs, pitches of individual notes, rhythmic values of notes and rests (including dotted notes), key and time signatures, accidentals, dynamics, articulation markings, phrases, ornaments, and any additional markings
- explain how you chose your programme and put it together
- explain how each item might be used in the context of a service or act of worship.

Grade 4 (approx. 2-3 mins):

- indicate examples of some of the following in the music performed: pitches of individual notes, intervals up to and including an octave by numerical value only, rhythmic values of notes and rests (including dotted notes), key and time signatures, accidentals, dynamics, articulation markings, phrases, ornaments, and any additional markings
- describe the mood or character of each piece using appropriate descriptive terminology ('fast and lively', 'gentle and flowing', 'like a dance', etc.); identify contrasts of mood within pieces and discuss any descriptive element of the music
- discuss approaches to learning the pieces, and identify any difficulties (musical or technical) which were encountered
- explain how each item might be used in the context of a service or act of worship

Grade 6 (approx. 3-4 mins):

- indicate examples of some of the following in the music performed: intervals up to and including an octave by number and type, key and time signatures, dynamics, articulation markings, phrases, ornaments, melodic and harmonic features (e.g. sequence, melodic inversion, circle of 5ths, pedal points, modulations, etc.), formal structures (e.g. ternary, binary, verse structures, etc.), major and

minor chords occurring in the music as chords or as melodic patterns, the constituent pitches of chord symbols

- identify the approximate dates of the music performed, and historical period (Renaissance, Baroque, etc.) if appropriate
- explain how each item might be used in the context of a service or act of worship
- discuss your personal response to the music performed: the extent to which you like or dislike it, or find it challenging or rewarding, and why
- discuss approaches to learning the music, including the use of certain techniques or aspects of interpretation
- demonstrate a self-critical awareness of your performance, indicating which aspects you were happy or unhappy with, and why

Grade 8 (approx. 4-5 mins):

- indicate examples of some of the following in the music performed: intervals by number and type, melodic and harmonic features (e.g. sequence, melodic inversion, circle of 5ths, pedal points, modulations, etc.), formal structures (e.g. ternary, binary, verse structures, etc.), more complex chords, including sevenths and dissonances, occurring in the music as chords or as melodic patterns, the constituent pitches of more complex chord symbols, cadences
- give basic biographical information about the composers of the music performed and demonstrate knowledge of other music by the same composers
- explain how each item might be used in the context of a service or act of worship
- discuss your personal response to the music performed: the extent to which you like or dislike it, or find it challenging or rewarding, and why
- discuss approaches to learning the music, including the use of certain techniques or aspects of interpretation
- demonstrate a self-critical awareness of your performance, indicating which aspects you were happy or unhappy with, and why

Weighting for examination components

Option 1: Performance:

Performance 1	Performance 2	Performance 3	Performance 4	Performance 5
20 %	20 %	20 %	20 %	20 %

Option 2: Oral Presentation:

Performance 1	Performance 2	Performance 3	Performance 4	Oral Presentation
22 %	22 %	22 %	22 %	12 %

3. Assessment and regulation

Performances are assessed according to the same standards and criteria as for LCME's graded exams. Refer to the details listed under Performance, in the section *How marks are awarded* in the relevant syllabus.

LCME's recorded exams are regulated in England by Ofqual, and by the corresponding authorities in Wales (Qualifications Wales) and Northern Ireland (CCEA). They have been placed on the Regulated Qualifications Framework (RQF) at Levels 1, 2 and 3.