



TLM Level 1 Award in Choral Singing

The Level 1 Award in Choir Singing Qualification is designed to support individuals passionate about the world of choir singing, whether you are an experienced singer or someone aspiring to explore the art of harmonious melodies. This qualification will provide you with the guidance and expertise needed to excel in your journey.

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The Regulated Qualifications Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with IPMA (International Professional Music Education Association)

The Learning Machine Ltd (TLM) - Part of the TiftW group of companies

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1. For those in a hurry!

Please read the rest of the book later as the details are important!

- 1.1 TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
- 1.2 Learners must demonstrate competence against the assessment criteria from their day-to-day work and the tutor assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Procedures

- 1.3 The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
- 1.4 TLM will provide initial training in the pedagogical model, and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

2. Introduction

The Level 1 Award in Choir Singing Qualification is designed to empower learners in nurturing the talents and potential in the world of choir singing. This qualification aims to equip centres with the essential knowledge and techniques to guide both experienced singers and aspiring individuals towards excellence in this art form.

This syllabus has been designed to emphasise the significance of creating a safe and secure environment for all performers, while exploring vocal techniques, harmony, stage presence, and musical interpretation. By fostering a deep appreciation for the craft and instilling safety practices at its core, you will be able to instil confidence and skill in learners, preparing them to captivate audiences and excel in their choral endeavours.

They give learners the opportunity to:

- engage in learning that is relevant to them and that will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for safe working practises
- achieve a nationally-recognised Level 1 qualification
- develop their own personal growth and engagement in learning.

2.1 Level 1 Award in Choir Singing

The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills. The qualification covers various aspects of choir singing, from vocal techniques and harmony to stage presence and musical interpretation. Demonstrating a deep appreciation for the craft and instilling key skills at its core, learners will emerge as confident and skilled choir singers, ready to embrace the spotlight or blend harmoniously within a group.

Mandatory

Unit 1 –Choir Singing (9 credits).

3. Summary of Qualification Specification

3.1 Level 1 Award (Annexe A)

The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills. The qualification covers various aspects of choir singing, from vocal techniques and harmony to stage presence and musical interpretation. Demonstrating a deep appreciation for the craft and instilling key skills at its core, learners will emerge as confident and skilled choir singers, ready to embrace the spotlight or blend harmoniously within a group.

Qualification Title: TLM Level 1 Award in Choir Singing

Qualification Number: XXX/XXXX/X

Qualification Level: Level 1

Total Credits: X

Guided Learning Hours: 18

Total Qualification Time: 90

Assessment Methods: Coursework, E-assessment, Portfolio of Evidence

Assessment

Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Applications are based on individual CHOIRS as a unit.

All applicant choirs should comprise no less than 12 and no more than 48 singers exclusive of conductor and accompanist(s).

Only one conductor will be accepted for the entirety of the Examination programme, while different accompanists will be allowed.

Mandatory Unit: Unit 1 – Choir Singing (9 credits).

3.5 Assessment

The internally assessed, externally moderated coursework for all qualifications is Pass/Merit/Distinction

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by tutor observations, portfolio completed, and or activities inline with the learning materials

The way evidence is gathered is up to the assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes.


If on formative assessment the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

Centres will be subject to the TLM Centre Assessment Standards Scrutiny (CASS) and further details of this, including our centre guidance, is freely available on the TLM website in our Policy Download Centre. <https://tlm.org.uk/policy-download-centre/>

4. Qualification Content



| Mandatory | Optional (for reference) |
|--|--------------------------|
| 5 CREDITS | Samples Shown |
| Unit 1 Choir Singing (9 credits).  | None |

5. Support

Guidance and Assistance

- 5.1 There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified tutors, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than “chasing paper”. There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.
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- 5.2 **Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.
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- 5.3 The **community learning site** provides free optional facilities for learners to submit their evidence online, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.
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- 5.4 **Telephone** and e-mail support are available to all Centres. There is a general convention of first-name.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.
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6. Registration & Procedures

Registration

- 6.1 TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications

There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.

Internal standardisation

- 6.2 The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.

It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.

TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.

Authentication

- 6.3 All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.
- 6.4 Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

7. Other Considerations

Access arrangements and special requirements

- 7.1 All TLM's qualifications are intended to be accessible, as widely as possible.

Please refer to the Annex for further information.

Centres should contact TLM if they have any questions related to accessibility issues

Language

- 7.2 The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.

Malpractice

- 7.3 TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at <https://tlm.org.uk/policy-download-centre/> Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.

Equality of opportunity

- 7.4 TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at <https://tlm.org.uk/policy-download-centre/>

Resources, Support and Training

- 7.5 A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.
- 7.6 TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

Annexe A

Level 1 Award in Choir Singing - Unit assessment - coursework guidance

The **Level 1 learner** has the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance
AND/OR

Holder can select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Holder can identify how effective actions have been. Holder can identify, gather and use relevant information to inform actions.

Moderation/verification: The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

General Information

The Level 1 qualification has the following characteristics for learners:

- Achievement at RQF level 1 (EQF Level 2) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
 - Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
 - Complete well-defined routine tasks. Use relevant skills and procedures.
 - Select and use relevant information. Identify whether actions have been effective. Take responsibility for completing tasks and procedures subject to direction or guidance as needed.
- The specification for the Level 1 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 7 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

Mandatory Unit 1 – Level 1, Unit 1 – Level 1 Award in Choir Singing

| 1. Perform musical works of the prepared programme in a variety of styles set for initial level | 2. Demonstrate skills and technical control on choral singing | 3. Perform and response to technical works |
|--|--|---|
| 1.1 Showcase a basic understanding of the music and with a thoughtful interpretation | 2.1 Showcase a basic command of choral singing | 3.1 Demonstrate basic technical facility with fluency and accuracy |
| 1.2 Demonstrate fundamental control of general accuracy and technical fluency | 2.2 Demonstrate fundamental control and facility of vocal and choral demands | 3.2 Perform technical works with basic control and attention to details |
| 1.3 Convey some musical characters in a variety of styles, with acceptable attention to musical details such as dynamic and articulation | 1.2 Demonstrate fundamental control and facility of vocal and choral demands | 3.3 Perform with acceptable tone and balance |

Teacher Guidance Notes

Level 1, Unit 1 – Choir Singing

1 Perform musical works of the prepared programme in a variety of styles set for initial level

1.1: Showcasing Understanding and Thoughtful Interpretation of Music

Guidance: Help choir members develop a deeper understanding of the music they are performing. Guide them in connecting with the emotions, themes, and historical context of the pieces. Encourage them to bring their personal interpretations while staying true to the composer's intentions.

Activities:

Provide background information about the composer, the historical period, and the piece's meaning.

Lead discussions about the emotions and themes within the music, encouraging students to share their interpretations.

Ask students to write brief reflections on how they relate to the music and what it means to them.

1.2: Demonstrating Fundamental Control and Technical Fluency

Guidance: Focus on developing the choir's technical skills and vocal control. Work on vocal warm-ups, breathing exercises, and techniques that enhance intonation, pitch accuracy, and tone quality.

Activities:

Incorporate daily vocal warm-up routines to develop breath control, vocal range, and resonance.

Use exercises that help the choir members identify and correct pitch inaccuracies within their parts.

Practice vocal techniques like vowel shaping, diction, and articulation to improve overall clarity and blend.

1.3: Conveying Musical Characters in Various Styles with Attention to Details

Guidance: Teach choir members how to convey different musical characters and styles effectively. Highlight the significance of dynamics (loudness/softness) and articulation (phrasing, accents) in shaping the performance.

Activities:

Explore various musical styles through historical context, recordings, and live performances.

Assign sections of a piece to different choir groups to experiment with dynamics and articulation for contrasting effects.

Encourage choir members to experiment with dynamics and articulation while rehearsing, allowing them to find their interpretation.

Reinforce Musicianship:

Incorporate regular listening sessions where the choir analyses and discusses performances by professional choirs.

Encourage choir members to listen to recordings of their own rehearsals to identify areas for improvement in dynamics and articulation.

Performance and Feedback:

Record practice and performance sessions to allow choir members to listen back and assess their dynamics and articulation.

Provide constructive feedback after rehearsals and performances, focusing on how well they conveyed musical characters and adhered to dynamic and articulation markings.

By focusing on these criteria, you'll help your choir aged 14-16 not only develop their technical skills but also deepen their musical understanding and expression, fostering a more engaging and compelling choral performance.

2 Demonstrate skills and technical control on choral singing

2.1: Showcasing Basic Command of Choral Singing

Guidance: Guide choir members in building a strong foundation in choral singing. Focus on developing their understanding of choral techniques, blending, and teamwork. Help them grasp the importance of singing in harmony with others.

Activities:

Teach the basics of proper posture, breath support, and vocal warm-ups to help choir members start rehearsals with healthy vocal habits.

Work on vocal exercises that promote unity and blend, emphasizing the importance of listening to each other.

Sing simple rounds or canons to help choir members experience singing in harmony.

Criteria 2.2: Demonstrating Fundamental Control and Facility of Vocal and Choral Demands

Guidance: Help choir members refine their vocal and choral skills by focusing on accuracy, pitch, rhythm, and ensemble singing. Encourage them to actively listen to themselves and others.

Activities:

Practice sight-reading exercises to improve reading skills and internalize pitch and rhythm accuracy.

Divide the choir into sections (sopranos, altos, tenors, basses) for sectional rehearsals to refine part-specific challenges.

Work on challenging sections of pieces separately before integrating them into the full ensemble, focusing on achieving precision.

Reinforce Ensemble Skills:

Use call-and-response exercises to enhance rhythmic precision and ensemble cohesion.

Guide choir members to maintain eye contact and connection with the conductor and each other during performances.

Performance and Feedback:

Schedule regular performance opportunities for the choir to practice applying their skills in a real-world context.

Provide constructive feedback on vocal and choral aspects, highlighting areas of improvement and strengths.

2.3: Conveying Musical Characters in Various Styles with Attention to Details

Teacher Guidance: Similar to the guidance mentioned earlier, emphasize conveying musical characters and attention to details like dynamics and articulation. This criterion seems to have been repeated from the previous set of objectives.

By focusing on these criteria, you'll guide your choir aged 14-16 in developing a solid foundation in choral singing techniques, ensemble skills, and expressive performance. Encourage teamwork, active listening, and individual growth to create a well-rounded and accomplished choral group.

3 Perform and response to technical works

3.1: Demonstrating Basic Technical Facility with Fluency and Accuracy

Guidance: Help choir members develop their technical skills to perform with fluency and accuracy. Focus on building their vocal control, pitch accuracy, and rhythm execution.

Activities:

Incorporate regular vocal warm-ups and exercises that challenge pitch accuracy, intonation, and rhythmic precision.

Practice scales and arpeggios to improve vocal range and agility.

Integrate rhythmic exercises and clapping patterns to enhance overall rhythmic sense.

Reinforce Technical Practice:

Assign individual or section-specific technical exercises for choir members to practice outside of rehearsals.

Provide guidance on healthy vocal production and techniques to maintain vocal health during practice and performances.

3.2: Performing Technical Works with Basic Control and Attention to Details

Guidance: Guide choir members in performing technically demanding pieces with control and attention to details. Focus on balance, dynamics, and rhythmic accuracy.

Activities:

Break down challenging sections into smaller segments, gradually building them up to achieve control and precision.

Incorporate dynamics and articulation exercises to help choir members execute technical passages accurately.

Use recordings of performances to analyse the ensemble's execution of technical passages, addressing any areas of concern.

Reinforce Attention to Details:

Encourage choir members to study their scores thoroughly, marking dynamics, articulations, and cues.

Discuss the importance of listening to each other while performing technical sections to maintain ensemble cohesion.

Criteria 3.3: Performing with Acceptable Tone and Balance

Guidance: Focus on developing a pleasing tone quality and achieving balance within the choir. Help choir members understand the concept of blending their voices.

Activities:

Guide choir members in vocal exercises that promote uniformity of tone and blend among sections.

Use simple harmony exercises and rounds to reinforce the importance of listening and blending.

Practice sections of pieces a cappella (without accompaniment) to encourage self-reliance in achieving balance.

Reinforce Tone and Balance:

Provide feedback during rehearsals to address issues related to individual vocal timbre and balance within the ensemble.

Encourage choir members to actively listen to neighbouring sections and adjust their own dynamics and tone accordingly.

By focusing on these criteria, you'll help your choir aged 14-16 develop their technical proficiency, tonal quality, and ensemble balance, creating performances that showcase their musical growth and achievement. Encourage consistent practice, attention to detail, and a strong sense of teamwork.

Accessibility Policies

TLM firmly believes that every learner should have an equal chance to excel in their studies and assessments, regardless of any disabilities they may have. To achieve this goal, TLM has developed a comprehensive and well-structured reasonable adjustment policy that is specifically tailored to cater to the needs of learners with disabilities. This policy is not only an essential aspect of TLM's commitment to inclusivity but also an integral part of creating a diverse and accessible learning environment.

The reasonable adjustment policy is designed to support learners with disabilities in various ways. It encompasses a range of accommodations, such as providing additional time for examinations, offering alternative formats for study materials, permitting the use of assistive technology, arranging for sign language interpreters, and ensuring accessible physical facilities. The implementation of these reasonable adjustments is meticulously carried out to ensure that they meet the individual needs of each learner, acknowledging the unique challenges they may face.

TLM is dedicated to making the reasonable adjustment process transparent and easily accessible for all stakeholders. Thus, the details of the policy are made readily available to all, including learners, educators, and TLM Centres. These details can be found on TLM's official website, ensuring that everyone is well-informed about the support and accommodations available to learners with disabilities.

Additionally, TLM Centres play a crucial role in facilitating this process. They are empowered to submit requests for other reasonable adjustments on behalf of learners, based on their specific requirements and circumstances.

TLM firmly believes that promoting a culture of inclusivity and understanding is fundamental to fostering an environment where learners can thrive, irrespective of their abilities or disabilities. By continuously evaluating and refining its reasonable adjustment policy, TLM ensures that it remains up-to-date with the best practices in the field of inclusive education.

TLM Qualifications is deeply committed to its duty as an awarding organisation to provide reasonable adjustments for learners with disabilities in accordance with the Equality Act 2010. By adhering to its comprehensive reasonable adjustment policy and collaborating closely with TLM Centres, TLM strives to create a learning landscape that supports and empowers all learners, ensuring they can reach their full potential and achieve academic success.

TLM Accessibility Policy: <https://tlm.org.uk/policies/general-requirements-for-regulated-qualifications/#3>

TLM reasonable adjustment policy: <https://tlm.org.uk/reasonable-adjustments-and-special-considerations-policy-2/>

TLM reasonable adjustments request form: <https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx>

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