



**ENTRY FORM 2012:
UK**

STAVE HOUSE MUSIC AWARDS

SECTION 1: TEACHER DETAILS

Name: _____

Teacher code (if entered previously): _____

Qualifications: _____

Address: _____

Postcode: _____

Tel (day): _____

Email: _____

Please state which details above have changed since your previous entry (if applicable):

- Please tick if this is your first entry.
- I agree to abide by the LCM Examinations Regulations, as detailed in the current syllabus.**
- I confirm that the candidate has achieved all Part A requirements, as listed on the checklist overleaf.**
- I confirm that the candidate's parents/guardians have given permission for LCM Examinations to view the performance of their child. It will be used for assessment only, and not for any other purpose.**

Signature: _____

SECTION 2: CANDIDATE DETAILS

Name: _____

Candidate ID (if entered previously): _____

Date of birth: _____ Gender (M/F): _____

Award Level (circle) Level 1 Level 2 Level 3 Level 4

SECTION 3: SUBMISSION (circle as appropriate)

Video submission method: DVD Email

Part A requirements included on video submission:

No. _____ No. _____

Performance: Solo Duet

Duet partner (if applicable): _____

Notes

1. Complete Sections 1, 2 and 3 clearly, in block capitals.
2. Complete the checklist for the relevant award on the reverse of this form.
3. All correspondence about this exam will be sent to the address provided in Section 1.
4. The teacher's name and qualifications will be printed on the candidate's certificate as given in Section 1, unless indicated otherwise.
5. Entries may be submitted at any time; the standard LCM closing dates are not applicable.
6. Payment may be made by cheque (payable to 'Stave House') or by bank transfer:
Account No: 17979528 Sort Code: 600513
7. **Send this entry form (with DVD and cheque, if applicable), to:**

**Stave House
433 Beehive Lane
Galleywood
Chelmsford
Essex CM2 8RJ**

Stave House Music Award	2017 Fee
Level 1	£12.00
Level 2	£15.00
Level 3	£16.00
Level 4	£17.00

LCM Examinations
University of West London
St Mary's Road
Ealing
London W5 5RF

T: 020 8231 2364 E: lcm.exams@uwl.ac.uk
uwl.ac.uk/lcmexams

The checklist for the appropriate award level must be completed prior to submission of this form. Please insert the date when each requirement was satisfactorily achieved.

Stave House Music Award 1

	Requirement	Date achieved
1	Place the characters on the board in the correct <u>spaces</u> (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 3-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. The child 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. The child will clap the rhythm.	
7	The teacher will specify a rhythmic value. The child will place the rhythmic value on the board, and state how many counts it is worth. The child 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 child 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 child 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?")	

Stave House Music Award 2

	Requirement	Date achieved
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 5-note tune and read the notes aloud from the board.	
4	Turn the 5-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	Be able to make a requested number of beats. (Refer to syllabus for full details).	
8	Look at a simple piece of sight reading, clap the rhythm and read the notes aloud in rhythm.	

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. See the syllabus for details.

Stave House Music Award 3

Requirement		Date achieved
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.	
3	Making intervals: the teacher plays a tonic note anywhere on the board and asks the candidate to make an interval higher or lower. 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 and descending. They are then asked to remove all notes except the ones needed to make the tonic triad and to play it 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.	

Stave House Music Award 4

Requirement		Date achieved
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.	
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.	
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 plays 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.	
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