

# Early Learning Music and Speech



*certificates for children aged three to six years*

syllabus valid from 1997 until further notice

# Introduction

A great deal of excellent work is being done in many playgroups, nursery and infant school reception classes all over the country introducing children to music and developing their oral communication skills. This clearly brings enormous educational and social benefits as well as enjoyment.

This syllabus from London College of Music is designed for these young children, to provide encouragement and a basis for assessment in music and speech at a very early stage of development. At all three stages, the development of skills and confidence is the main aim.

The following assessments are offered:

Speech Early Learning:	Stage One	Stage Two	Stage Three
Music Early Learning:	Stage One	Stage Two	Stage Three
Early Learning Group:	Stage One	Stage Two	
Piano	Pre Preparatory		
Recorder	Pre Preparatory		

## The Teacher

In order to provide as relaxed an environment as possible, the teacher may come into the exam room with each candidate.

## The Examiner

He or she will be specially selected from our experienced panel of music and speech specialists.

## The Assessment Report

This will be compiled during the examination and couched in positive terms. This will not include marks but will award Pass, Merit or Distinction.

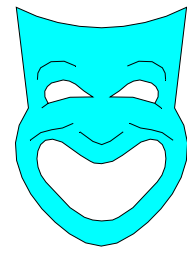
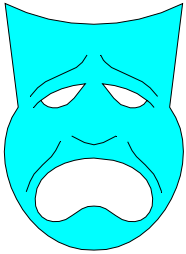
In Piano and Recorder Pre Preparatory exams marks are given: 65% for Pass, 75% for Merit and 85% for Distinction.

## The Certificate

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

## Progression

After Early Learning assessments, children may progress to Steps and then Grades in their choice from a wide range of Music and Speech subjects. We would be delighted to send you syllabuses on request.



# SPEECH

## Stage One

- Exchange greetings and introductions with the examiner.
- Speak a nursery rhyme or sing a song from memory. Movement and gesture may be included in the performance.
- Perform a prepared descriptive animal mime, as if the candidate were a cat (Puss in Boots?) or a bird, or similarly to show an observation of animal movement.

The examiner will look for concentration and real involvement from the candidate.

## Stage Two

- Exchange greetings and introductions with the examiner.
- Speak a nursery rhyme or poem of similar standard or sing a song from memory. Movement and gesture may be included in the performance.
- Perform a prepared mime to show a sequence of events or occupation to demonstrate mood, e.g. happy or sad.

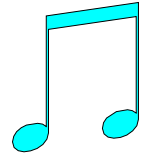
The examiner will look for concentration, eye contact, involvement and enjoyment from the candidate.

## Stage Three

- Give a simple, personal introduction of themselves during a conversation which will be led by the examiner. The candidate may bring one or two family photographs or a favourite possession as stimulus.
- Speak TWO poems, action rhymes, or nursery rhymes of the candidate's choice.



# MUSIC



## Stage One

- Perform ONE of the following:
  - \* Play a short elementary piece on ANY instrument.  
*(If the child chooses to play the piano, keyboard, recorder, violin or cello for this section, the list of LCM Publications provides suggestions for suitable material).*
  - \* Speak or sing a traditional Nursery Rhyme from memory.
- Identify the mood of music with simple descriptions, e.g. happy, sad, 'like a party', 'to send the baby to sleep'.
- Respond with movement to the music as appropriate.

## Stage Two

- Perform ONE of the following:
  - \* Play a short elementary piece on ANY instrument.  
*(If the child chooses to play the piano, keyboard, recorder, violin or cello for this section, the list of LCM Publications provides suggestions for suitable material).*
  - \* Sing a song.
- Speak or sing a traditional nursery rhyme or poem of similar standard from memory.
- Beat time to music in 2/4.
- Say if a piece of music is loud or soft, fast or slow, high or low in pitch.

## Stage Three

- Perform ONE of the following:
  - \* Play a short elementary piece on ANY instrument.  
*(If the child chooses to play the piano, keyboard, recorder, violin or cello for this section, the list of LCM Publications provides suggestions for suitable material).*
  - \* Sing a song.
- Speak or sing a traditional nursery rhyme or poem of similar standard from memory.
- Respond imaginatively with movement to music.
- Recognise the higher or lower of two notes.
- Clap back a simple rhythm consisting of no more than four notes.



## Piano Pre Preparatory

For the very young piano pupil. All music and instructions contained in the book *Piano Handbook 2006: Pre Preparatory*, published by London College of Music. 7 simple exercises, 4 pieces, notes C-G in the treble clef and C-F in the bass clef to be recognised.

Degree of difficulty: very easy five finger position.

## Recorder Pre Preparatory

For the very young recorder player. All music and instructions contained in the book *Kindergarten Recorder* published by London College of Music. 5 simple exercises, 2 studies, 2 pieces, notes G-D in the treble clef, and a given list of note and rest values and time signatures to be recognised.

### LCM Publications

A full catalogue of titles and order form is available from LCM Examinations.  
The following are most relevant to this syllabus:

Piano	Piano Handbook 2006: Pre Preparatory (LL191) Piano Handbook 2006: Step 1 (LL192) Piano Handbook 2006: Step 2 (LL193)
Electronic Keyboard:	The Key Tutor (LL11865)
Recorder:	Pre-Preparatory Recorder (LL11830)
Violin:	Tuning Up (LL11857)
Cello:	Cello Starters (LL11983)

LCM Publications are available from most music retailers, or by mail order direct from *Music Exchange* (tel: 0161 946 9301, email: [mail@music-exchange.co.uk](mailto:mail@music-exchange.co.uk)).  
A list of titles may be found on their website – <http://www.music-exchange.co.uk>

# EARLY LEARNING GROUPS

Teachers may prefer to enter children as a group. A group of between 5 and 9 in number is considered suitable. Each child should wear a large name badge. On successful completion of the examination a single report will be issued. Each child taking part in the group will receive a certificate. Teachers are expected to take an active part in the children's work during the examination and are invited to work 'in role' in all three sections.

The examiner will look for:

- \* involvement by the children
- \* response to other members of the group
- \* control, but not inhibition, by the teacher
- \* ability to complete the examination
- \* ability and willingness to talk to the examiner about the examination work, and subjects that arise from it
- \* coherence in the progress of the examination work

There are two stages:

## Stage One

- Perform an action rhyme, singing/acting game, as a group. Untuned percussion may be used. The songs from such books as *Okki Tikki Unga* are useful and suitable. The teacher may direct the group and prompt. An uncertain candidate is allowed on the teacher's lap!
- Take part in a story told by the teacher. For instance, the house building and 'huffing and puffing' in *The Three Little Pigs* or to 'show the group' Cinderella trying on the slipper. There are many methods where children are included in the story-telling techniques used by the teacher.
- The examiner will sit with the children and talk with them about the work presented.

## Stage Two

- Perform an action rhyme, singing/acting game as for Stage One. Each child should stand in his/her place in the group. For this stage the examiner will expect that memory is clear, and that the children are able and willing to co-operate as a group with very little prompting from the teacher.
- Take part in an original 'game' during the examination. This should be devised by the teacher and 'played' before the examination so that it is familiar to the children. It is envisaged that the teacher will be 'in role' and that there will be no properties. The title of the 'game' could be 'The Birthday', 'The Tea Party', 'A Visit to the Zoo', 'A Trip to the Seaside', 'The New Baby' or a similar title devised by the teacher. It is not acceptable to base this part of the examination on a film or television programme.
- The examiner will talk to the children about the work presented and other subjects which arise.

# Information and Regulations

## How to Enter

Entries should be made on a current entry form and must be accompanied by the correct fee. Cheques are to be made payable to 'Thames Valley University'.

The 2009 Early Learning entry fees are as follows in the UK:

Individual entry £22.00. Group entry £9.00 per child.

- a) If sufficient candidates are entered we are able to send an examiner to visit the nursery/playgroup/school on a mutually convenient date. Entries and payment must be received 6 weeks before the requested date.
- b) An alternative is for pupils to go to the nearest LCM public exam centre. At public centres there are three examination sessions per year:

	<b>Exam dates</b>	<b>Closing dates for entry</b>
Spring	late March/April	1 February
Summer	June/July	1 May
Winter	late November/December	1 October

Teachers are asked to telephone LCM Examinations well before the closing date with approximate numbers to discuss possibilities for arrangements, because this can vary according to location and any date limitations.

## Absence

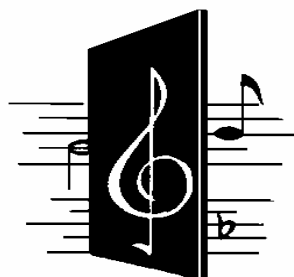
Fees cannot be refunded and candidates not attending examinations for which they have entered will forfeit their fees. However, if a candidate is unable to attend due to illness, a medical certificate (dated no later than the day of the examination) must be sent to LCM Examinations immediately. The candidate will then be permitted to re-enter for the same examination at the next session on payment of half the current fee.

## Transfers

Transfer of candidates from one centre to another will not be considered unless there are exceptional circumstances which have been approved by LCM Examinations in writing. An administration charge will be made.

## Substitutions

Only candidates officially entered will be accepted for examination and any substitution of candidates in place of a candidate originally entered will not be allowed.





A wide range of syllabuses for instruments, singing, music theatre, speech, drama and communication at all levels is available from London College of Music at the address below:

**LCM Examinations  
Walpole House  
Thames Valley University  
18-22 Bond Street  
London W5 5AA**

**tel: 020 8231 2364**

**fax: 020 8 231 2433**

**e-mail: [lcm.exams@tvu.ac.uk](mailto:lcm.exams@tvu.ac.uk)**

**<http://mercury.tvu.ac.uk/lcmexams>**

