

Rockschool | Vocals Syllabus | Free Choice Piece Guidance

For general information about Free Choice Pieces please see:

<https://www.rslawards.com/free-choice-pieces/>

The following guidelines outline features that would normally be found within a free choice selection for vocals to meet the grade level.

These features are indicative and would not all necessarily occur to the same degree within any particular song. Standards can be measured by making a balanced judgement regarding various musical elements based on these guidelines. If in any doubt, please consult the pieces in the grade book for a guide, or email freechoicepieceenquiries@rslawards.com with a copy of the sheet music to check the suitability of a free choice piece. ***Please allow four weeks for a decision regarding the suitability of the submitted piece.***

FREE CHOICE PIECE GUIDELINES | Grade 1

Duration	1 – 3 mins
Performance elements	The song should enable the candidate to demonstrate <ul style="list-style-type: none">• consistent / maintained tone• solid chest voice The song should cover a range of at least a 5 th Intervallic motion may be mostly stepwise
Expressive techniques	The song should include some simple phrasing

FREE CHOICE PIECE GUIDELINES | Grade 2

Duration	1 – 3 mins
Performance elements	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• consistent / maintained tone with some colouring and variation• solid chest voice <p>The song should cover a range of at least an octave</p> <p>The song should include intervals up to a 3rd</p>
Expressive techniques	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• some personalisation of phrasing• dynamic changes

FREE CHOICE PIECE GUIDELINES | Grade 3

Duration	1 min 30 secs – 4 mins
Performance elements	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• consistent tone with some colouring and variation• solid chest voice• head voice• consistency of register changes <p>The song should cover a range of at least an octave</p> <p>The song should include intervals up to a 3rd</p>
Expressive techniques	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• some personalisation of phrasing• some dynamic changes including gradual changes• some stylistic awareness

FREE CHOICE PIECE GUIDELINES | Grade 4

Duration	2 – 4 mins
Performance elements	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• consistent tone with confident colouring and variation• well-controlled chest voice• head voice/falsetto• fluency of register changes• variation and complexity of rhythms <p>The song should cover a range of at least an octave</p> <p>The song should include intervals up to a 4th</p>
Expressive techniques	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• developed phrasing• contrasting dynamic colouring• stylistic awareness

FREE CHOICE PIECE GUIDELINES | Grade 5

Duration	2 – 4 mins
Performance elements	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• consistent and maintained tone• well-controlled chest voice• head voice/falsetto• fluency of register changes• variation and complexity of rhythms• good use of diction and articulation <p>The song should cover a range of at least a 9th</p> <p>The song should include intervals up to a 5th</p>
Expressive techniques	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• advanced use of phrasing• stylistic and varied dynamic colouring• well executed stylistic awareness and technique

FREE CHOICE PIECE GUIDELINES | Grade 6

Duration	2 min 30 secs – 5 mins
Performance elements	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• well maintained and varied tone across different registers• solid chest voice• head voice/falsetto• variation and complexity of rhythms• good use of diction and articulation <p>The song should cover a range of at least an 11th</p> <p>The song should include intervals up to a 6th</p>
Expressive techniques	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• developed and personal phrasing• contrasted dynamic colouring• advanced and well executed stylistic awareness and technique

FREE CHOICE PIECE GUIDELINES | Grade 7

Duration	2 mins 30 secs – 5 mins
Performance elements	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• well maintained and varied tone across different registers, with very fluent transitions• solid chest voice• head voice/falsetto• variation and complexity of rhythms• good use of diction and articulation <p>The song should cover a range of at least an 11th</p> <p>The song should include intervals up to an octave</p>
Expressive techniques	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• advanced personal phrasing• stylistic and varied dynamic colouring• advanced and well executed stylistic awareness and technique

FREE CHOICE PIECE GUIDELINES | Grade 8

Duration	3 – 5 mins
Performance elements	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• well maintained and varied tone across different registers, with very fluent transitions• solid chest voice• head voice/falsetto• variation and complexity of rhythms• good use of diction and articulation <p>The song should cover a range of at least an 12th</p> <p>The song should include intervals greater than an octave</p>
Expressive techniques	<p>The song should enable the candidate to demonstrate</p> <ul style="list-style-type: none">• advanced personal phrasing• stylistic and varied dynamic colouring• sophisticated and well executed stylistic awareness and technique