

# Singing Technical Demonstration – Example Song Extracts and Repertoire

The following example song extracts are taken from standard musical theatre repertoire and are age appropriate for the level of the grade taken.

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.

Teachers are also permitted to select extracts from any song in the Rockschool Vocals repertoire at the relevant grade.

*Please note that the full song is not required. Extracts may be performed in any key, with a backing track, live accompaniment or a cappella.*

## GRADE 1

**These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockscool Vocals Grade 1 repertoire. Rockscool Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 1 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

#### Technique:

- Demonstrate a basic ability to sing the lyrics and melody audibly and in tune.
- Demonstrate a sense of timing and rhythm.

#### Performance:

- Communicate a basic awareness of the meaning and mood of the song.
- Deliver lyrics from memory with expression.

### Choosing song extracts for Grade 1:

Songs extracts (30–45 seconds) should have an uncomplicated melody with timing and rhythm clear. Lyrics should be age-appropriate with an easily identifiable meaning. The mood of the extract should also be uncomplicated, but with the opportunity to show expression. It is not necessary that the mood changes or develops through the extract.

#### Example 1

“Where is Love” from *Oliver!*  
Music and lyrics by Lionel Bart

Who can say where she may hide?  
Must I travel far and wide?  
'Till I am beside the someone who I can mean something to?  
Where, where is love?

#### Example 2

“Do You Want to Build a Snowman” from *Frozen*  
Music and lyrics by Kristen Anderson-Lopez and Robert Lopez

Do you want to build a snowman?  
Come on let's go and play  
I never see you anymore  
Come out the door  
It's like you've gone away  
We used to be best buddies  
And now we're not  
I wish you would tell me why!  
Do you want to build a snowman?  
It doesn't have to be a snowman  
Okay, bye.

#### Example 3

“How Far I'll Go” from *Moana*  
Music and Lyrics by Lin-Manuel Miranda

Every turn I take  
Every trail I track  
Every path I make  
Every road leads back  
To the place I know  
Where I cannot go  
Where I long to be.

See the line where the sky meets the sea?  
It calls me  
And no one knows  
How far it goes  
If the wind in my sail on the sea stays behind me  
One day I'll know  
If I go, there's just no telling how far I'll go.

## GRADE 2

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the **Rockschool Vocals Grade 2 repertoire**. **Rockschool Vocals syllabus books are available at:** <https://www.rslawards.com/vocals>

### Overview:

The following includes Grade 2 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

#### Technique:

- Demonstrate a basic ability to sing the lyrics and melody audibly and in tune.
- Demonstrate a sense of timing, rhythm, and pulse.

#### Performance:

- Communicate a basic awareness of the meaning and mood of the song.
- Deliver lyrics from memory with expression and focus.

### Choosing song extracts for Grade 2:

Songs extracts (30–45 seconds) should have a generally uncomplicated melody, but with opportunity to demonstrate awareness of rhythm and pulse. Lyrics should be age-appropriate with an easily identifiable meaning. The mood of the extract should also be uncomplicated, but with the opportunity to show expression. It is not necessary that the mood changes or develops through the song extract.

#### Example 1

“My Favourite Things” from *The Sound of Music*  
Music and Lyrics by Richard Rodgers and Oscar Hammerstein II

Girls in white dresses with blue satin sashes  
Snowflakes that stay on my nose and eyelashes  
Silver white winters that melt into springs  
These are a few of my favourite things  
When the dog bites, when the bee stings  
When I'm feeling sad  
I simply remember my favourite things  
And then I don't feel so bad

#### Example 2

“Little People” from *Les Misérables*  
Music and Lyrics by Herbert Kretzmer, Claude-Michel Schönberg and Jean-Marc Natel

They laugh at me, these fellas  
Just because I am small  
They laugh at me because I'm not hundred feet tall!  
I tell 'em there's lot to learn down here on the ground  
The world is big, but little people turn it around!  
A worm can roll a stone  
A bee can sting a bear  
A fly can fly around Versailles  
'Cos flies don't care  
A sparrow in a hat  
Can make a happy home  
A flea can bite the bottom  
Of the Pope in Rome

#### Example 3

“Tomorrow” from *Bugsy Malone*  
Music and Lyrics by Paul Williams

Tomorrow  
Tomorrow never comes  
What kind of a fool  
Do they take me for?  
Tomorrow  
A resting place for bums  
A trap set in the slums  
But I know the score  
I won't take no for an answer  
I was born to be a dancer now, yeah!

## GRADE 3

**These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockscool Vocals Grade 3 repertoire. Rockscool Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 3 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate a basic ability to sing the lyrics and melody audibly and in tune.
- Demonstrate a sense of timing, rhythm, pitch, and pulse.

### Performance:

- Communicate a basic awareness of the meaning and mood of the song.
- Deliver lyrics from memory with focus, fluency and some use of dynamics

### Choosing song extracts for Grade 3:

Songs extracts (30–45 seconds) should include more complex melody phrases and pitch than for Grade 2, with some opportunity to demonstrate a greater range. Lyrics should be age-appropriate with an easily identifiable meaning. The mood of the extract should also be uncomplicated, but with the opportunity to show expression and some dynamic variation.

#### Example 1

“Maybe” from *Annie*

Music and Lyrics by Charles Strouse

Betcha they're young,  
Betcha they're smart  
Bet they collect things like ashtrays, and art  
Betcha they're good, why shouldn't they be?  
Their one mistake was giving up me  
So maybe now it's time  
And maybe when I wake  
They'll be there calling me baby  
Maybe.

#### Example 2

“Wouldn't It Be Lovely” from *My Fair Lady*

Music and Lyrics by Alan Jay Lerner and Frederick Loewe

All I want is a room somewhere  
Far away from the cold night air  
With one enormous chair  
Oh, wouldn't it be lovely?  
Lots of chocolate for me to eat,  
Lots of coal makin' lots of heat.  
Warm face, warm hands, warm feet  
Oh, wouldn't it be lovely

#### Example 3

“Revolting Children” from *Matilda*

Music and Lyrics by Tim Minchin

We can S-P-L how we like!  
If enough of us are wrong  
Wrong is right!  
Every word N-O-R-T-Y...  
'Cause we're a little bit naughty!  
You say we ought to stay inside the line  
But if we disobey at the same time  
There is nothing that the Trunchbull can do!  
She can take her hammer and S-H(-U)  
You didn't think you could push us too far  
But there's no going back now, we (are)...  
R-E-V-O-L-T-I-N  
(Come on!)  
We S-I-N-G  
U-S-I-N-G...  
We'll be R-E-V-O-L-T-I-N-G.  
It is 2-L-8-4-U  
We are revolting!

## GRADE 4

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.

Teachers are also permitted to select extracts from any song in the **Rockschool Vocals Grade 4** repertoire.

Rockschool Vocals syllabus books are available at: <https://www.rslawards.com/vocals>

### Overview:

The following includes Grade 4 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate a developing ability to:
  - sing the lyrics and melody audibly and with a sense of pitch and intonation
  - maintain rhythm, timing, articulation and phrasing

### Performance:

- Communicate a developing awareness of characterisation, meaning and mood.
- Deliver lyrics from memory with expression, fluency, commitment and use of dynamics.

### Choosing song extracts for Grade 4:

Songs extracts (45–60 seconds) should include more complex melody phrases than for Grade 3, with opportunity to demonstrate a developing vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, such as to display a change of mood or development as the song progresses. Candidates should also have the opportunity to demonstrate an understanding of character and situation (acting through song).

#### Example 1

“Over The Rainbow” from *The Wizard of Oz*

Music and Lyrics by Harold Arlen and E.Y. Harburg

Someday I'll wish upon a star  
 And wake up where the clouds are far behind me  
 Where troubles melt like lemon drops  
 Away above the chimney tops  
 That's where you'll find me  
 Somewhere over the rainbow bluebird's fly  
 Birds fly over the rainbow.  
 Why then, oh, why can't I?  
 If happy little bluebirds fly above the rainbow  
 Why, oh why can't I?

#### Example 2

“I Want It Now” from *Willy Wonka and the Chocolate Factory*

Music and Lyrics by Leslie Bricusse and Anthony Newley

I want a feast  
 I want a bean feast!  
 Cream buns and doughnuts and fruitcake with no nuts  
 So good you could go nuts  
 No, now!  
 I want a ball  
 I want a party  
 Pink macarons and a million balloons  
 And performing baboons and  
 Give it to me  
 Now!  
 I want the world  
 I want the whole world  
 I want to lock it all up in my pocket It's my bar of chocolate  
 Give it to me  
 Now!  
 I want today  
 I want tomorrow  
 I want to wear 'em like braids in my hair  
 And I don't want to share 'em.

#### Example 3

“If Only You Would Listen” from *School of Rock*

Music and Lyrics by Andrew Lloyd Webber and Glenn Slater

You always talk, talk, talk all the time  
 You never let me get in a word  
 I wish I had, I had a dime  
 For ev'ry thought I've swallowed unheard  
 No matter what it is that I do  
 It's like I just can't seem to get through.

I've got so much to say  
 If only you would listen  
 I've tried ev'ry which way  
 and still you never listen  
 Can't you see I'm hurting?  
 I couldn't be more clear  
 but I promise  
 one day I'll make you hear.

## GRADE 4 (CONTINUED)

### Example 4

"Brush Up Your Shakespeare" from *Kiss Me Kate*  
 Music and Lyrics by Cole Porter

The girls today in society go for classical poetry  
 So to win their hearts one must quote with ease  
 Aeschylus and Euripides  
 One must know Homer, and believe me bo  
 Sophocles, also Sappho-ho  
 Unless you know Shelley and Keats and Pope  
 Dainty Debbies will call you a dope  
 But the poet of them all  
 Who will start 'em simply ravin'  
 Is the poet people call  
 The Bard of Stratford on Avon.

Brush up your Shakespeare  
 Start quoting him now  
 Brush up your Shakespeare  
 And the women you will wow  
 Just declaim a few lines from 'Othella'  
 And they think you're a heckuva fella  
 If your blonde won't respond when you flatter'er  
 Tell her what Tony told Cleopaterer  
 And if still, to be shocked, she pretends well  
 Just remind her that 'All's Well That Ends Well'  
 Brush up your Shakespeare  
 And they'll all kowtow.

## GRADE 5

**These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockscool Vocals Grade 5 repertoire. Rockscool Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 5 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate a developing ability to:
  - sing the lyrics and melody audibly maintain a sense of pitch and intonation.
  - maintain rhythm, timing, articulation and phrasing

### Performance:

- Communicate a developing awareness of characterisation, meaning and mood
- Deliver lyrics from memory with expression, fluency, commitment and dynamic variation

### Choosing song extracts for Grade 5:

Songs extracts (45–60 seconds) should include more intricate melody phrases and changes in pitch than for Grade 4, giving plenty of opportunity to demonstrate a developing vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, changes of mood and an understanding of character and situation (acting through song).

#### Example 1

**"Proud of Your Boy" from *Aladdin***  
**Music and Lyrics by Alan Menken**

Proud of your boy  
 I'll make you proud of your boy  
 Believe me, bad as I've been, Ma  
 You're in for a pleasant surprise.

I've wasted time  
 I've wasted me  
 So say I'm slow for my age  
 A late bloomer, okay, I agree.

That I've been one rotten kid  
 Some son, some pride and some joy  
 But I'll get over these lousin' up  
 Messin' up, screwin' up times.

You'll see, Ma, now comes the better part  
 Someone's gonna make good  
 Cross his stupid heart  
 Make good and finally make you  
 Proud of your boy.

#### Example 2

**"We Dance" from *Once on This Island***  
**Lyrics by Lynn Ahrens and music by Stephen Flaherty.**

How fine our clothes are, we dance  
 How fast we drive, we dance  
 We dance at parties  
 While we are dancing just to stay alive

We dance to the earth, we dance to the water  
 The gods awake and we take no chance  
 Our hearts hear the song, our feet move along  
 And to the music of the gods, we dance

Two different worlds, ooh la, never meant to meet  
 But if the gods move our feet  
 We dance, we dance, we dance

#### Example 3

**"Luck Be a Lady" from *Guys and Dolls***  
**Music and Lyrics by Frank Loesser**

They call you lady luck  
 But there is room for doubt  
 At times you have a very un-lady-like way  
 Of running out  
 You're on this date with me  
 The pickings have been lush  
 And yet before the evening is over you might give me the brush  
 You might forget your manners  
 You might refuse to stay  
 And so, the best that I can do is pray  
 Luck be a lady tonight  
 Luck be a lady tonight  
 Luck if you've ever been a lady to begin with  
 Luck be a lady tonight.

## GRADE 5 (CONTINUED)

### Example 4

“Good Morning Baltimore” from *Hairspray*

Music and Lyrics by Marc Shaiman and Scott Wittman

Oh, oh, oh woke up today feeling the way I always do  
Oh, oh, oh hungry for something that I can't eat  
Then I hear that beat  
The rhythm of town starts calling me down  
It's like a message from high above  
Oh, oh, oh pulling me out to the smiles and the  
Streets that I love  
Good morning, Baltimore  
Every day's like an open door  
Every night is a fantasy  
Every sound's like a symphony  
Good morning, Baltimore  
And some day when I take to the floor  
The world's gonna wake up and see  
Baltimore and me.



## GRADE 6

**These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockschool Vocals Grade 6 repertoire. Rockschool Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 6 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate an accomplished ability to maintain...
  - assured sense of pitch, intonation and projection
  - rhythm, timing, articulation and phrasing
  - ... in response to the demands of the song

### Performance:

- Communicate an accomplished awareness of characterisation, meaning, mood and style.
- Deliver lyrics from memory with commitment, fluency, expression and dynamic variation

### Choosing song extracts for Grade 6:

Songs extracts (60–75 seconds) should include more complicated melody phrases and changes in pitch than for Grade 5, giving much opportunity to show a proficient vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, changes of mood and an intricate understanding of character and situation (acting through song).

#### Example 1

“Giants in the Sky” from *Into the Woods*

Composed by Stephen Sondheim

Only just when you've made a friend and all  
 And you know she's big but you don't feel small  
 Someone bigger than her comes along the hall  
 To swallow you for lunch  
 And you heart is lead  
 And your stomach stone  
 And you're really scared  
 Being all alone...  
 And it's then that you miss  
 All the things you've known  
 And the world you've left  
 And the little you own-  
 The fun is done.  
 You steal what you can and run  
 And you scramble down  
 And you look below  
 And the world you know  
 Begins to grow:  
 The roof, the house, and your mother at the door

The roof, the house and the world you never thought to explore  
 And you think of all of the things you've seen  
 And you wish that you could live in between  
 And you're back again  
 Only different than before  
 After the sky  
 There are Giants in the sky!  
 There are big, tall terrible awesome scary wonderful  
 Giants in the sky!

#### Example 2

“Lamest Place in The World” from *13 The Musical*  
 Music and Lyrics by Jason Robert Brown

And you're completely exotic  
 Intellectual, neurotic  
 You would never have a shot  
 Except you found the perfect guide!

And though I don't really know you  
 I can hardly wait to show you  
 Every fake and freak, every fool and clown  
 Since the Chippewa settled this stupid town  
 Let 'em laugh they won't keep me down  
 With you by my side!

And it just got a little bit better!  
 Amazing but true!  
 Yes, the lamest place in the world  
 Has lots of flaws  
 But maybe it'll be fine because  
 It brought me to you!

**GRADE 6 (CONTINUED)****Example 3**

“Make Them Hear You” from *Ragtime*

Music by Stephen Flaherty, Lyrics by Lynn Ahrens

Go out and tell our story  
 Let it echo far and wide  
 Make them hear you  
 Make them hear you  
 How justice was our battle  
 And how justice was denied  
 Make them hear you  
 Make them hear you  
 And say to those who blame us  
 For the way we chose to fight  
 That sometimes there are battles  
 That are more than black or white  
 And I could not put down my sword  
 When justice was my right  
 Make them hear you  
 Go out and tell our story  
 To your daughters and your sons  
 Make them hear you  
 Make them hear you  
 And tell them, in our struggle  
 We were not the only ones  
 Make them hear you  
 Make them hear you.

**Example 4**

“Spark of Creation” from *Children of Eden*

Composed by Stephen Schwartz

The spark of creation, is flickering within me  
 The spark of creation, is blazing in my blood  
 A bit of the fire that lit up the stars  
 And breathed life into the mud, the first inspiration  
 The spark of creation  
 I see a mountain and I want to climb it  
 I see a river and I want to leave shore  
 Where there was nothing let there be something, something  
 made by me  
 There's things waiting for me to invent them  
 There's worlds waiting for me to explore  
 I am an echo of the eternal cry of  
 Let there be!  
 The spark of creation, burning bright within me  
 The spark of creation, won't let me rest at all  
 Until I discover or build or uncover  
 A thing that I can call, my celebration  
 Of the spark of creation.

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 7

**These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockscool Vocals Grade 7 repertoire. Rockscool Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 7 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate an accomplished ability to maintain ...
  - assured sense of pitch, intonation and projection
  - rhythm, timing, articulation and phrasing
  - ... in response to the demands of the song

### Performance:

Communicate an accomplished awareness of:

- characterisation, mood and intention
- situation, period and style

Deliver lyrics from memory with commitment, expression and a wide range of dynamics

### Choosing song extracts for Grade 7:

Songs extracts (60–75 seconds) should include more complex melody phrases and changes in pitch than for Grade 6, giving considerable opportunity to show a skilful vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, changes of mood and a mature understanding of character and situation (acting through song).

#### Example 1

**"Home" from *Beetlejuice***

**Music and lyrics by Eddie Perfect**

You always saw life as a game  
But since you left, it sucks to play  
I'm beaten up and bruised  
Confused by rules that alter every day  
Where to next?

You left but I'm still standing  
Spinning on this infinite road  
Terrified of letting you go  
No light above and there's no hope below  
And I don't know which way's home  
Mom, I've got my heart in my hand  
Speak to me and I'll understand  
One little word to know I'm not alone  
And show me the way back home  
Oohh  
Is there a way back home?  
Ooohhhh

The nothingness ahead of me  
Is this the end you meant for me?  
Every living minute  
There's no home without you in it  
I'm falling  
Quit stalling  
Your daughter is calling your name  
I've burned all my bridges and games

#### Example 2

**"Seasons of Love" from *Rent***

**Written and composed by Jonathan Larson**

Five hundred twenty five thousand six hundred minutes  
Five hundred twenty five thousand six hundred journeys to plan  
Five hundred twenty five thousand six hundred minutes  
How do you measure the life of a woman or man?

In truths that she learned, or in times that he cried  
In bridges he burned, or the way that she died

It's time now to sing out  
Though the story never ends  
Let's celebrate, remember a year  
In the life of friends

Remember the love  
You got to, you got to remember the love  
Remember the love  
You know that love is a gift from up above  
Remember the love  
Share love, give love, spread love  
Measure in love  
Seasons of love  
Seasons of love  
Measure, measure your life in love

**GRADE 7 (CONTINUED)****Example 3**

"I'm Still Standing" from *Sing*

Written by Elton John and Bernie Taupin

You could never know what it's like  
Your blood like winter freezes just like ice  
And there's a cold lonely light that shines from you  
You'll wind up like the wreck you hide behind that mask you use

And did you think this fool could never win  
Well look at me, I'm coming back again  
I got a taste of love in a simple way  
And if you need to know while I'm still standing you just  
fade away

Don't you know I'm still standing better than I ever did  
Looking like a true survivor, feeling like a little kid  
I'm still standing after all this time  
Picking up the pieces of my life without you on my mind

I'm still standing yeah yeah yeah  
I'm still standing yeah yeah yeah

**Example 4**

"Who I'd Be" from *Shrek*

Music and Lyrics by Jeanine Tesori and David Lindsay-Abaire

An ogre always hides  
An ogre's fate is known  
And ogre always stays  
In the dark and all alone

So yes, I'd be a hero  
And if my wish were granted  
Life would be enchanted  
Or so the stories say

Of course I'd be a hero  
And I would scale a tower  
And save a hung-house flower  
And carry her away

But standing guard there'd be a beast  
I'd somehow overwhelm it  
I'd get the girl, I'd take my breath  
And I'd remove my helmet

We'd stand and stare, we'd speak of love  
We'd feel the stars ascending  
We'd share a kiss, I'd find my destiny

I'd have a hero's ending  
A perfect happy ending  
That's how it would be  
A big bright beautiful world  
But not for me

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 8

**These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockschoo Vocals Grade 8 repertoire. Rockschoo Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 8 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate an accomplished ability to maintain ...
  - assured sense of pitch, intonation and projection
  - rhythm, timing, articulation and phrasing
  - breath control, vocal control and resonance
  - ... in response to the demands of the song

### Performance:

Communicate an accomplished awareness of ...

- characterisation, mood and intention
- the performance environment, including setting, situation, style, other characters and audience, as appropriate.

Deliver lyrics from memory with a mature sense of commitment, expression and a wide range of dynamics

### Choosing song extracts for Grade 8:

Songs extracts (75–90 seconds) should include more sophisticated melody phrases and changes in pitch than for Grade 7, giving substantial opportunity to show an impressive vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, changes of mood and an advanced understanding of character and situation (acting through song).

#### Example 1

**"This Is Me" from *The Greatest Showman***  
**Composed by Benj Pasek and Justin Pau**

Another round of bullets hits my skin  
 Well, fire away 'cause today, I won't let the shame sink in  
 We are bursting through the barricades and  
 Reaching for the sun (we are warriors)  
 Yeah, that's what we've become (yeah, that's what we've become)  
 I won't let them break me down to dust  
 I know that there's a place for us  
 For we are glorious  
 When the sharpest words wanna cut me down  
 I'm gonna send a flood, gonna drown 'em out  
 I am brave, I am bruised  
 I am who I'm meant to be, this is me  
 Look out 'cause here I come  
 And I'm marching on to the beat I drum  
 I'm not scared to be seen

I make no apologies, this is me  
 Oh-oh-oh-oh  
 Oh-oh-oh-oh  
 Oh-oh-oh-oh  
 Oh-oh-oh-oh  
 Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh  
 This is me  
 And I know that I deserve your love  
 (Oh-oh-oh-oh) There's nothing I'm not worthy of  
 (Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh)

#### Example 2

**"Someone To Love" from *We Will Rock You***  
**Written and composed by Brian May**

I work hard  
 Every day of my life  
 I work till I ache in my bones  
  
 At the end  
 I take home my broken heart all on my own  
 I get down on my knees  
 And I start to pray  
 Till the tears run down from my eyes  
 Oh somebody, ooh somebody  
 Can anybody find me somebody to love  
  
 Everyday  
 I try and I try and I try  
 But everybody wants to put me down  
 They say I'm going crazy  
 They say I got a lot of water on my brain  
 I got no common sense  
 I got nobody left to believe  
 Yeah!  
  
 Got no feel, I got no rhythm  
 I just keep losing my beat  
 I'm OK, I'm all right  
 And I ain't gonna face no defeat  
 I just gotta get out of this prison cell  
 One day I'm gonna be free, Lord!

**GRADE 8 (CONTINUED)****Example 3**

"A New World" from *Songs for A New World*  
Written and composed by Jason Robert Brown

And you're suddenly a stranger  
In some completely different land  
And you thought you knew  
But you didn't have a clue  
That the surface sometimes cracks  
To reveal the tracks  
To a new world

You have a house in the hills  
You have a job on the coast  
You find a lover you're sure you believe in  
You've got a pool in the back  
You get to the part of your life  
You hold the ring in your hand

But then the earthquake hits  
And the bank closes in  
Then you realize you didn't know anything  
Nobody told you the best way to steer  
When the wind starts to blow

And you're suddenly a stranger (All of a sudden)  
You life is different than you planned  
And you'll have to stay, til you somehow find a way  
To be sure of what will be  
Then you might be free

**Example 4**

"This Is the Moment" from *Jekyll & Hyde*  
Music and Lyrics by Frank Wildhorn and Leslie Bricusse

For all these years,  
I've faced the world alone,  
And now the time has come  
To prove to them  
I've made it on my own!

This is the moment -  
My final test -  
Destiny beckoned,  
I never reckoned,  
Second Best!

I won't look down,  
I must not fall!  
This is the moment,  
The sweetest moment of them all!

This is the moment!  
Damn all the odds!  
This day, or never,  
I'll sit forever  
With the gods!

When I look back,  
I will always recall,  
Moment for moment,  
This was the moment,  
The greatest moment  
Of them all!

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