



**Graded Examinations in
Indian Carnatic Performance
Grades 1-8**

Specification

August 2024

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Qualification Titles

Qualification Titles	Total no. of units	Guided Learning Hours	Total Qualification Time	Disciplines (offered in all grades)
Level 1 Award in Indian Carnatic Performance: Grade 1	1	12	60	Carnatic Vocal Carnatic Veena Carnatic Violin Carnatic Keyboard Carnatic Guitar Carnatic Morsing Carnatic Flute Carnatic Tabla Carnatic Miruthangam Carnatic Kanjeera Carnatic Nadaswaram Carnatic Jalatharangam Carnatic Thavil
Level 1 Award in Indian Carnatic Performance: Grade 2	1	18	60	
Level 1 Award in Indian Carnatic Performance: Grade 3	1	18	60	
Level 2 Award in Indian Carnatic Performance: Grade 4	1	24	75	
Level 2 Award in Indian Carnatic Performance: Grade 5	1	24	75	
Level 3 Certificate in Indian Carnatic Performance: Grade 6	1	36	90	
Level 3 Certificate in Indian Carnatic Performance: Grade 7	1	36	90	
Level 3 Certificate in Indian Carnatic Performance: Grade 8	1	48	120	

Section A: Qualification Summary

This is the RSL specification for Graded Examinations in Indian Carnatic Performance Grades 1-8. This specification is designed to give teachers and candidates practical information on the graded examinations in Indian Carnatic Performance offered by RSL in partnership with Griffin College London and the Oriental Fine Arts Academy of London.

If you have any general queries about these qualifications or any other RSL qualifications, then please do not hesitate to call us on 0845 4604747 or email us at info@rslawards.co.uk. Queries relating to specific content and assessment can be addressed to Griffin College London or the Oriental Fine Arts Academy of London (contact details in Section E).

A.1 Aims and objectives

The qualifications aim to promote awareness and enjoyment of a range of Indian Carnatic performance instruments and vocals, encourage personal self-confidence and group awareness and develop a general appreciation of classical Indian performance. Graded examinations in Indian Carnatic Performance also aim to motivate and encourage candidates of all ages and levels through a system of progressive mastery and to provide a form of training, alongside the development of artistic and cultural appreciation. The qualifications are not only beneficial to those studying music or vocal performance as a recreational pursuit, but also support entry to working as a professional performer or teacher and prepare for further learning by helping candidates to develop their skills enabling them to progress to the next level.

The objectives are:

- To focus delivery and assessment of performance skills.
- To enable progression to subsequent graded examinations in Indian Carnatic Performance and to further and higher education courses and/or employment opportunities such as professional musician/singer, teacher, composer, notator; historian, lecturer and facilitator in community performance.
- To develop related competencies such as motor control, health and safety awareness, self-expression, discipline, mental ability and confidence.

A.2 Progression

The Indian Carnatic Performance graded examinations provide an academic pathway into the industry for performers. It can be argued that graded examinations by themselves are not strictly speaking 'vocational' in that they are not essential for entry into the world of professional performance. However, they remain a positive means of determining progress and enable students to learn the necessary techniques to gain entry to FE and HE courses. Graded examinations operate according to a well-established methodology of 'progressive mastery'.

They allow performers to be tested in discrete stages in the development of a wide range of skills. They tend to be more rigorous than other types of exams and for that reason industry is confident that achievement at the highest level gained by candidates of graded examinations will have the skills necessary to perform or work in other areas of the industry.

A.3 Qualification Structure

A graded examination consists of a series of pre-prepared and/or un-set elements, undertaken as exercises designed for candidates to demonstrate a particular level of skill in performance.

Section B: Assessment Information

B.1 Assessment Methodology

All assessment of these qualifications is external and is undertaken by examiners appointed, trained and standardised by Griffin College London. Further information on assessment, including grading criteria can be obtained from Griffin College London.

All qualifications will be graded pass, merit, distinction.

B.2 Expectations of Knowledge, Skills and Understanding

The graded examination system is one based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamentals of the skills demanded in each grade. Candidates will complete a set of exercises (the complexity and variety of which are determined by which qualification is being attempted), to the required standards. These technical and performance skills set a firm platform for further technical and artistic development by the candidate.

Expectations of knowledge, skills and understanding for each grade are set out as follows:

Grade 1

Candidates can respond correctly to directions and enjoy performing the exercises set for this grade, with an obvious sense of musicality and rhythm. Candidates demonstrate basic technical skills with growing awareness of performance.

Grade 2

Candidates can respond promptly and correctly to directions and enjoy performing the exercises for this grade. They are able to demonstrate established basic technical skills and solid basic techniques with an increasing sense of performance.

Grade 3

Candidates demonstrate increasing confidence in their performance and have established the basic skills, preliminary techniques and the beginnings of stylistic awareness. They are able to demonstrate the ability to engage with an audience.

Grade 4

Candidates are able to confidently perform the exercises required and have mastered the basic skills, preliminary techniques and have acquired the beginnings of stylistic awareness. Grade 4 develops further stylistic conviction and understanding through an increasingly complex repertoire and use of varied sounds. Candidates are able to demonstrate responsiveness to an audience.

Grade 5

Candidates are able to confidently perform the exercises required without hesitation, showing increasing self-confidence. They demonstrate a clear understanding of the required intermediate skills and techniques and have developed an increasing sense of stylistic conviction. This is demonstrated through instrumental techniques, increasing rhythmic complexity and a convincing responsiveness to an audience.

Grade 6

Candidates are able to consistently and confidently develop advanced technical control and have a competent grasp of stylistic techniques. At Grade 6 this is shown through mature stylistic conviction, execution of rhythmic complexity, creative and stylistic work as well as a secure sense of communication and performance.

Grade 7

Candidates demonstrate developed and advanced technical control and a thorough grasp of extended stylistic techniques. At Grade 7 this is shown through mature stylistic conviction, execution of rhythmic complexity, mature and creative stylistic work as well as a commanding sense of communication and performance.

Grade 8

Candidates have mastered advanced technical control and have a thorough grasp of extended stylistic techniques, showing highly levels of self-confidence and maturity of approach. At Grade 8 this is shown through mature stylistic conviction, consummate execution of rhythmic complexity, mature and creative stylistic work as well as a commanding sense of communication and performance.

B.3 Quality Assurance

All graded examinations are standardised according to the processes and procedures laid down by Griffin College London and monitored by RSL.

Section C: Candidate Access and Registration

The qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

There are no prerequisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a graded dance qualification. It is expected, however, that for successful learning, the skills demanded in each grade are likely to be mastered before progressing to the next grade.

Procedures for candidate registration for graded dance examinations can be obtained from the individual awarding organisations.

Section D: Policies

D.1 Complaints and Appeals

Full details of RSL's Complaints and Appeals policies can be obtained from RSL's head office, or can be found at www.rslawards.co.uk

D.2 Equal Opportunities

RSL Ltd is committed equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities without regard to race, religion, colour, sex, age, national origin, disability or sexual orientation, and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate entering an examination receives less favourable treatment on grounds not relevant to good candidate practice.

RSL's full Equal Opportunities Policy can be found at www.rslawards.co.uk

D.3 Malpractice

RSL and its partner dance awarding organisations treat any allegations of malpractice seriously. Any incidence which deliberately contravenes regulations and compromises the integrity of the assessment process must be reported to the relevant dance awarding organisation in the first instance. All instances of malpractice are monitored by RSL and will be subject to investigation via RSL's Malpractice Policy should these not be resolved by the individual awarding organisation. RSL's Malpractice Policy can be found at www.rslawards.co.uk

D.4 Reasonable Adjustments and Special Consideration

Candidates with special educational needs or disabilities may apply to the dance awarding organisation for a reasonable adjustment to be made to their examination if this is appropriate. Similarly, candidates with a temporary indisposition or disability can apply for a special consideration to be taken into account on the day of the examination.

Section E: Contacts and Support

All correspondence should be directed to:

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7 High Street

Teddington

TW11 8EE

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Email: info@rslawards.co.uk

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