

LAMDA

Group Introductory Examinations

Changes from the Previous Syllabus (September 2014)

STAGE ONE AND STAGE TWO	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
<p>AC amendments and additions:</p> <p>2.1 Speak the chosen poem with audibility and clarity some/ most/all of the time</p> <p>2.2 Listen and respond to instructions in the drama game some/most/all of the time</p> <p>3.1 Listen to each other and interact some/most/all of the time</p>	<p>2.1 Speak the chosen poem with audibility appropriate to the performance space</p> <p>2.2 Speak the poem clearly</p> <p>2.3 Listen and respond to instructions in the drama game</p> <p>3.1 Listen to each other and interact appropriately during the delivery of the poem</p> <p>3.2 Listen to each other and interact appropriately during the game</p>

STAGE THREE	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
<p>The Drama Game has changed from:</p> <p>The group will provide the Examiner with an empty cardboard box.</p> <p>The Examiner will say ‘I am going to pass this box around. Each Learner will either turn the box into an object, or an object/creature may be found inside the box.’ The box or its contents will change as it’s passed from one Learner to another. The group will be assessed on their ability to react to their own and each other’s object/ creature.</p>	<p>To:</p> <p>The Examiner will provide the group with the first line of a story. Each Learner will add a sentence to the story until the Examiner brings the story to an end.</p>
<p>AC amendments and additions:</p> <p>2.1 Speak the chosen poem with audibility and clarity some/ most/all of the time</p>	<p>2.1 Speak the chosen poem with audibility appropriate to the performance space</p> <p>2.2 Speak the poem clearly</p>

<p>2.2 Listen and respond to instructions in the drama game some/most/all of the time</p> <p>3.1 Listen to each other and interact some/most/all of the time</p>	<p>2.3 Listen and respond to instructions in the drama game</p> <p>3.1 Listen to each other and interact appropriately during the delivery of the poem</p> <p>3.2 Listen to each other and interact appropriately during the game</p>
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Group Introductory Examinations (August 2019)

Purpose of the Examinations

LAMDA Group Introductory Examinations are designed to develop confidence, and basic communication skills in a group setting.

Learners who prepare themselves appropriately will develop:

- Interpretative skills
- Technical skills
- Interactive skills

Broad Objectives of the Examinations

1. Interpretative skills

The Learners will be required to:

- learn the words of a poem and recite them aloud as a group
- respond to a stimulus in a drama game

2. Technical skills

The Learners will be required to:

- develop skills in voice and diction
- respond to simple instructions in a drama game

3. Interactive skills

The Learners will be required to:

- interact as a group

Structure

Group Introductory Examinations are available at three stages:

Group Introductory Stage One

Group Introductory Stage Two

Group Introductory Stage Three

Learners may enter for a Group Introductory examination at any stage. Each stage is independently assessed.

Examination Regulations

1. The set poems for each stage are printed in full in the LAMDA Verse and Prose Anthology – Volume 19.
2. The Learners will speak the set poems as they are presented in the LAMDA Verse and Prose Anthology – Volume 19.
3. Groups must consist of a minimum of three Learners and a maximum of ten Learners.
4. No unauthorised person is allowed to be present during the examination.
5. Live animals are not permitted in the examination room.

6. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room.
7. The selected repertoire must be performed in English.

Group Introductory Stage One

Examination Description

The LAMDA Group Introductory Stage One Examination is designed to develop confidence, and introduce Learners to basic communication skills in a group setting. Learners will speak one poem from memory, audibly and clearly, demonstrating an appreciation of meaning, and play a drama game with the Examiner.

LEARNING OUTCOMES

On completion of this examination the Learners will be able to:

Interpretation

LO1: speak one poem from memory and play one drama game as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

Total Time Allowance

15 minutes

Examination Content

Poem (Set Poem): Interpretation and Technique

The group will speak from memory one of the following set poems:

Two or Three Posies	John Keats
Ladybug, Ladybug	John Himmelman
If I Were King	A. A. Milne

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Learners must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

Drama Game: Interaction

The group will play a drama game with the Examiner. The Examiner will say ‘I am a magician and I am going to turn you into...’ and then identify a character, an animal and an object for each member of the group to become. The Learners will be asked to do this individually or as a group.

The group will be assessed on their ability to act out the roles/characters given to them.

Group Introductory Stage One Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

Assessment and Grading Criteria: Group Introductory Examinations

GROUP INTRODUCTORY STAGE ONE

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors on pages 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Speak one poem from memory and play one drama game as a group	1.1 Communicate the meaning of the poem with expression 1.2 Speak the chosen poem from memory with accuracy 1.3 Demonstrate a response to the given stimulus in the drama game 1.4 Maintain concentration and focus in the drama game
LO2 Use appropriate technical skills	2.1 Speak the chosen poem with audibility appropriate to the performance space 2.2 Speak the poem clearly

	2.3 Listen and respond to instructions in the drama game
LO3 Interact as a group	<p>3.1 Listen to each other and interact appropriately during the delivery of the poem</p> <p>3.2 Listen to each other and interact appropriately during the game</p>

Group Introductory Stage Two

Examination Description

The LAMDA Group Introductory Stage Two Examination is designed to introduce Learners to basic communication skills in a group setting. Learners will speak one poem from memory, audibly and clearly, demonstrating an appreciation of meaning, and play a drama game with the Examiner.

LEARNING OUTCOMES

On completion of this examination the Learners will be able to:

Interpretation

LO1: speak one poem from memory and play one drama game as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

Total Time Allowance

15 minutes

Examination Content

Poem (Set Poem): Interpretation and Technique

The group will speak from memory one of the following set poems:

Is a Bee a Good Thing to Be?	Ellen Weeks
Our Club	Carolyn Wells
Diplodocus	Jack Prelutsky

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Learners must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

Drama Game: Interaction

The group will play a drama game with the Examiner. The Examiner will say a word – for example, ‘school’ – and ask the group to repeat it in the following ways: happily, sadly, quietly, loudly, quickly and slowly. The Learners may be asked to do this individually or as a group.

Group Introductory Stage Two Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

Assessment and Grading Criteria: Group Introductory Examinations

GROUP INTRODUCTORY STAGE TWO

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors on pages 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Speak one poem from memory and play one drama game as a group	1.1 Communicate the meaning of the poem with expression 1.2 Speak the chosen poem from memory with accuracy 1.3 Demonstrate an awareness of the rhythm and shape of the chosen poem 1.4 Demonstrate a response to the given stimulus in the drama game 1.5 Maintain concentration and focus in the drama game
LO2 Use appropriate technical skills	2.1 Speak the chosen poem with audibility appropriate to the performance space

	<p>2.2 Speak the poem clearly</p> <p>2.3 Listen and respond to instructions in the drama game</p>
LO3 Interact as a group	<p>3.1 Listen to each other and interact appropriately during the delivery of the poem</p> <p>3.2 Listen to each other and interact appropriately during the game</p>

Group Introductory Stage Three

Examination Description

The LAMDA Group Introductory Stage Three Examination is designed to introduce Learners to basic communication skills in a group setting. Learners will speak one poem from memory, audibly and clearly, demonstrating an appreciation of meaning, and play a drama game with the Examiner.

LEARNING OUTCOMES

On completion of this examination the Learners will be able to:

Interpretation

LO1: speak one poem from memory and play one drama game as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

Total Time Allowance

15 minutes

Examination Content

Poem (Set Poem): Interpretation and Technique

The group will speak from memory one of the following set poems:

Good Morning, Mr Croco-doco-dile	Charles Causley
Schoolspeak	Ray Mather
Brian's Picnic	Judith Nicholls

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Learners must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

Drama Game: Interaction

The group will play a drama game with the Examiner.

The Examiner will provide the group with the first line of a story. Each Learner will add a sentence to the story until the Examiner brings the story to an end.

Group Introductory Stage Three Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

Assessment and Grading Criteria: Group Introductory Examinations

GROUP INTRODUCTORY STAGE THREE

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors on pages 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Speak one poem from memory and play one drama game as a group	1.1 Communicate the meaning of the poem with expression 1.2 Speak the chosen poem from memory with accuracy 1.3 Demonstrate an awareness of the rhythm and shape of the chosen poem 1.4 Demonstrate a response to the given stimulus in the drama game 1.5 Maintain concentration and focus in the drama game
LO2 Use appropriate technical skills	2.1 Speak the chosen poem with audibility appropriate to the performance space

	<p>2.2 Speak the poem clearly</p> <p>2.3 Listen and respond to instructions in the drama game</p>
LO3 Interact as a group	<p>3.1 Listen to each other and interact appropriately during the delivery of the poem</p> <p>3.2 Listen to each other and interact appropriately during the game</p>