

LAMDA

Group Examinations: Group Recital

Changes from the Previous Syllabus (September 2014)

ENTRY GRADE	
2014 Syllabus	2019 Syllabus
<p>Exam requirements have changed from:</p> <p>The group will perform a recital, from memory, based around a theme, including all the following elements:</p> <ul style="list-style-type: none"> • an introduction, outlining the theme • a memorised verse • a short linking statement • a memorised prose • a conclusion 	<p>To:</p> <p>The group will perform a recital from memory, based around a theme of their own choice, including all the following elements:</p> <ul style="list-style-type: none"> • a minimum of one memorised verse selection, and one memorised prose selection • an introduction, outlining the theme (may be read) • a short linking statement(s) (may be read) • a conclusion (may be read)
<p>AC addition and restructure:</p> <p>2.1 Speak with audibility appropriate to the performance space some/most/all of the time</p> <p>2.2 Speak with clarity some/most/all of the time</p> <p>2.3 Perform with confidence some/most/all of the time</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Speak with appropriate use of pace</p> <p>2.4 Perform with expression and confidence</p>
GRADE 1	
2014 Syllabus	2019 Syllabus
<p>Exam requirements have changed from:</p> <p>The group will perform a recital, from memory, based around a theme, including all the following elements:</p> <ul style="list-style-type: none"> • an introduction, outlining the theme • a memorised verse 	<p>To:</p> <p>The group will perform a recital from memory, based around a theme of their choice, using the following elements:</p> <ul style="list-style-type: none"> • a minimum of two memorised verse pieces, and one memorised prose piece

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GRADE 1 *(continued)*

- a short linking statement
- one memorised prose
- a short linking statement
- a memorised verse
- a conclusion

- an introduction, outlining the theme (may be read)
- short linking statements (may be read)
- a conclusion (may be read)

AC separation and wording amendment:

- 2.1 Speak with audibility and clarity of diction some/most/all of the time
- 2.3 Perform with confidence some/most/all of the time
- 3.1 Listen to each other and interact

- 2.1 Speak with audibility appropriate to the performance space
- 2.2 Speak with clarity of diction
- 2.3 Speak with appropriate use of pace
- 2.4 Demonstrate vocal contrast between moods
- 2.5 Use facial expression appropriate to the demands of the text
- 2.6 Make effective use of the performance space
- 2.7 Perform with expression and confidence
- 3.1 Listen to each other and interact appropriately

GRADE 2

2014 Syllabus

2019 Syllabus

Exam requirements have changed from:

The group will perform a recital, from memory, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a memorised verse
- a short linking statement
- a memorised prose
- a short linking statement
- a memorised verse
- a conclusion

To:

The group will perform a recital from memory, based around one of the following themes:

- Festivals
- Animals
- School
- Food

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GRADE 2 *(continued)*

	<p>Using the following elements:</p> <ul style="list-style-type: none">• a minimum of one memorised verse selection, one memorised prose selection, and a scene from a play or television/film screenplay or adapted from the text of a published novel• an introduction, outlining the theme (may be read)• short linking statements (may be read)• a conclusion (may be read)
<p>AC separation and wording amendment:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p> <p>2.3 Perform with confidence some/most/all of the time</p> <p>3.1 Listen to each other and interact</p>	<p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Speak with appropriate use of pace</p> <p>2.4 Demonstrate vocal contrast between moods</p> <p>2.5 Use facial expression appropriate to the demands of the text</p> <p>2.6 Make effective use of the performance space</p> <p>2.7 Perform with expression and confidence</p> <p>3.1 Listen to each other and interact appropriately</p>

GRADE 3

2014 Syllabus	2019 Syllabus
<p>Exam requirements have changed from:</p> <p>The group will perform a recital, from memory, based around a theme, including all the following elements:</p>	<p>To:</p> <p>The group will perform a recital from memory using published works or published adaptations of one of the following authors:</p> <p><i>Continued on next page ►</i></p>

GRADE 3 *(continued)*

<ul style="list-style-type: none">• an introduction, outlining the theme• a memorised verse• a short linking statement• a memorised prose• a short linking statement• an original scene of the group's own devising• a conclusion	<ul style="list-style-type: none">• William Shakespeare• A. A. Milne• Roald Dahl• C. S. Lewis• J. K. Rowling• Julia Donaldson <p>The recital must include the following elements:</p> <ul style="list-style-type: none">• a minimum of two memorised verse pieces• a minimum of one memorised prose selection• a minimum of one scene from a published play or television/ film screenplay, or a devised scene based on another piece of work by the same author• an introduction, outlining the theme (may be read)• short linking statements (may be read)• a conclusion (may be read)
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AC separation and wording amendment:

2.1 Speak with audibility and clarity of diction some/most/all of the time	2.1 Speak with audibility appropriate to the performance space
2.3 Perform with confidence some/most/all of the time	2.2 Speak with clarity of diction
3.1 Listen to each other and interact	2.3 Speak with appropriate use of pace
	2.4 Demonstrate vocal contrast between moods
	2.5 Use facial expression appropriate to the demands of the text
	2.6 Make effective use of the performance space
	2.7 Perform with expression and confidence
	3.1 Listen to each other and interact appropriately

Group Recital

(August 2019)

Purpose of the Qualification

LAMDA *Group Recital Examinations* are designed to develop the skills necessary for creating and performing a programme of material for performance in a recital.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Interactive skills

Broad Objectives of the Qualification

1. Interpretative skills

The Learners will be required to:

- engage imaginatively with the thought, emotion, style and form of a text

2 Technical skills

The Learners will be required to:

- develop skills in voice, diction and audience communication

3. Interactive skills

The Learners will be required to:

- share responsibility for the performance in order to communicate the recital as a group

Structure

Group Recital Examinations are available at four Grades:

- Entry Grade
- Grade 1
- Grade 2
- Grade 3

Learners may enter for a Group Recital Examination at any Grade. Each Grade is independently assessed.

Examination Regulations

1. Groups must consist of a minimum of three Learners; there is no maximum.
2. Small hand props are permitted but must be kept to a minimum.
3. No unauthorised person will be allowed to be present during the examination. Teachers are not permitted to enter the examination room with the Learners to arrange the grouping.
4. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of music and/or sound effects or as a prop for use in the recital. If an electronic device is required for the use of music and/or sound effects or as a prop for use in the recital this must be approved by the Examiner at the beginning of the examination. Electronic devices used as props must be switched off for use in the examination.
5. The selected repertoire must be performed in English.

Entry Grade Group Recital

Grade Description

The LAMDA *Entry Grade Examination in Group Recital* is designed to introduce Learners to basic skills in group speaking and performance. Learners will perform a recital consisting of a minimum of one verse selection and one prose selection of the Learners' own choice and links (an introduction, a linking statement and a conclusion). The verse and prose selections will be spoken from memory, but links may be read. The Learners will perform audibly and clearly, and have an awareness of their audience. They will interact appropriately with each other, demonstrating rhythmic awareness and fluency.

LEARNING OUTCOMES

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

Interpretation

LO1: create and perform a recital as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

Total Time Allowance

10 minutes

Examination Content

Interpretation and Technique

The group will perform a recital from memory, based around a theme of their own choice, including the following elements:

- a minimum of one memorised verse selection, and one memorised prose selection
- an introduction, outlining the theme (may be read)
- a short linking statement(s) (may be read)
- a conclusion (may be read)

The selected repertoire must be published. Text may be presented individually or in unison.

The group may use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may perform the pieces in any order. The entire programme must not exceed five minutes in length. Legible copies of the selections should be provided for the Examiner.

Entry Grade Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Pieces	30	40
	Links	10	
Technique			40
Interaction			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Group Recital

ENTRY GRADE

In order to pass this Grade the evidence that the Learners 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 page 18 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Create and perform a recital as a group	1.1 Communicate the sense of the written word 1.2 Speak from memory with accuracy 1.3 Demonstrate an awareness of rhythm and shape 1.4 Deliver links in the form of an introduction, linking statement(s) and a conclusion
LO2 Use appropriate technical skills	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Speak with appropriate use of pace 2.4 Perform with expression and confidence
LO3 Interact as a group	3.1 Listen to each other and interact appropriately 3.2 Use group timing appropriate to the content of the recital

Grade 1

Group Recital

Grade Description

The LAMDA *Grade 1 Examination in Group Recital* is designed to enable Learners to develop basic skills in group speaking and performance. Learners will perform a recital from memory consisting of a minimum of two verse selections and one prose selection of the Learners' own choice and links (an introduction, two linking statements and a conclusion). The verse and prose selections will be spoken from memory, but links may be read. The recital will be based on creative engagement with the material and careful preparation. Learners will speak audibly and clearly. They will interact with each other and communicate with their audience.

LEARNING OUTCOMES

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

Interpretation

LO1: create and perform a recital as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

Total Time Allowance

15 minutes

Examination Content

Interpretation and Technique

The group will perform a recital from memory, based around a theme of their choice, including the following elements:

- a minimum of two memorised verse pieces, and one memorised prose piece
- an introduction, outlining the theme (may be read)
- short linking statements (may be read)
- a conclusion (may be read)

The selected repertoire must be published, and can be performed in any order to suit the recital. Text may be presented individually or in unison.

The group may use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may perform the pieces in any order. The entire programme must be a minimum of eight minutes and no more than 10 minutes in length. Legible copies of the selections should be provided for the Examiner.

Grade 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Pieces	30	40
	Links	10	
Technique			40
Interaction			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Group Recital

GRADE 1

In order to pass this Grade the evidence that the Learners 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** section on page 19 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Create and perform a recital as a group	1.1 Communicate the sense of the written word 1.2 Speak from memory with accuracy 1.3 Indicate changes in mood 1.4 Deliver links in the form of an introduction, linking statements and a conclusion
LO2 Use appropriate technical skills	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Speak with appropriate use of pace 2.4 Demonstrate vocal contrast between moods 2.5 Use facial expression appropriate to the demands of the text 2.6 Make effective use of the performance space 2.7 Perform with expression and confidence
LO3 Interact as a group	3.1 Listen to each other and interact appropriately 3.2 Use group rhythm and timing appropriate to the content of the recital

Grade 2

Group Recital

Grade Description

The LAMDA *Grade 2 Examination in Group Recital* is designed to enable Learners to develop basic skills in group speaking and performance. Learners will perform a recital from memory consisting of a minimum of one verse selection, one prose selection, and one scene from a published play or television/film screenplay or adapted from the text of a published novel, of the Learners' own choice, and links (an introduction, two linking statements and a conclusion). The verse and prose selections will be spoken from memory, but links may be read. The recital will be based on creative engagement with the material and careful preparation. Learners will speak audibly and clearly. They will interact with each other and communicate with their audience.

LEARNING OUTCOMES

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

Interpretation

LO1: create and perform a recital as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

Total Time Allowance

15 minutes

Examination Content

Interpretation and Technique

The group will perform a recital from memory, based around **one** of the following themes:

- Festivals
- Animals
- School
- Food

The recital must include the following elements:

- a minimum of one memorised verse selection, one memorised prose selection, and a scene from a published play or television/film screenplay or adapted from the text of a published novel
- an introduction, outlining the theme (may be read)
- short linking statements (may be read)
- a conclusion (may be read)

The selected repertoire must be published, and can be performed in any order to suit the recital. Text may be presented individually or in unison.

The group may use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may perform the pieces in any order. The entire programme must be a minimum of eight minutes and no more than 10 minutes in length. Legible copies of the selections should be provided for the Examiner.

Grade 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Pieces	30	40
	Links	10	
Technique			40
Interaction			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Group Recital

GRADE 2

In order to pass this Grade the evidence that the Learners 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** section on page 19 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Create and perform a recital as a group	1.1 Communicate the sense of the written word 1.2 Speak from memory with accuracy 1.3 Indicate changes in mood 1.4 Deliver links in the form of an introduction, linking statements and a conclusion
LO2 Use appropriate technical skills	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Speak with appropriate use of pace 2.4 Demonstrate vocal contrast between moods 2.5 Use facial expression appropriate to the demands of the text 2.6 Make effective use of the performance space 2.7 Perform with expression and confidence
LO3 Interact as a group	3.1 Listen to each other and interact appropriately 3.2 Use group rhythm and timing appropriate to the content of the recital

Grade 3

Group Recital

Grade Description

The LAMDA *Grade 3 Examination in Group Recital* is designed to enable Learners to develop basic skills in group speaking and performance. Learners will perform a recital from memory using the works of one of the authors detailed below. The recital will consist of a minimum of two verse selections, one prose selection, and one scene from a published play or television/film screenplay or adapted from the text of a published novel, and links (an introduction, two linking statements and a conclusion). The verse and prose selections will be spoken from memory, but links may be read. The recital will be based on creative engagement with the material and careful preparation. Learners will speak audibly and clearly. They will interact with each other and communicate with their audience.

LEARNING OUTCOMES

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

Interpretation

LO1: create and perform a recital as a group

Technique

LO2: use appropriate technical skills

Interaction

LO3: interact as a group

Total Time Allowance

20 minutes

Examination Content

Interpretation and Technique

The group will perform a recital from memory using published works or published adaptations of **one** of the following authors:

- William Shakespeare
- A. A. Milne
- Roald Dahl
- C. S. Lewis
- J. K. Rowling
- Julia Donaldson

The recital must include the following elements:

- a minimum of two memorised verse pieces
- a minimum of one memorised prose selection
- and a minimum of one scene from a published play or television/film screenplay, or a devised scene based on another piece of work by the same author
- an introduction, outlining the theme (may be read)
- short linking statements (may be read)
- a conclusion (may be read)

The selected repertoire must be published, and can be performed in any order to suit the recital. Text may be presented individually or in unison.

The group may use music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment.

The group may perform the pieces in any order. The entire programme must be a minimum of 10 minutes and no more than 12 minutes in length. Legible copies of the selections should be provided for the Examiner.

Grade 3 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Interpretation	Pieces	30	40
	Links	10	
Technique			40
Interaction			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Group Recital

GRADE 3

In order to pass this Grade the evidence that the Learners 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** section on page 19 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Create and perform a recital as a group	1.1 Communicate the sense of the written word 1.2 Speak from memory with accuracy 1.3 Indicate changes in mood 1.4 Deliver links in the form of an introduction, linking statements and a conclusion
LO2 Use appropriate technical skills	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction 2.3 Speak with appropriate use of pace 2.4 Demonstrate vocal contrast between moods 2.5 Use facial expression appropriate to the demands of the text 2.6 Make effective use of the performance space 2.7 Perform with expression and confidence
LO3 Interact as a group	3.1 Listen to each other and interact appropriately 3.2 Use group rhythm and timing appropriate to the content of the recital 3.3 Share responsibility for the group performance

