

# Group Graded Examinations Syllabus

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# **Group Graded Examinations Syllabus**

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LAMDA Group Graded Examinations

Syllabus

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## About LAMDA

Founded in 1861, the London Academy of Music and Dramatic Art (LAMDA) is the oldest drama school in the UK. We started to offer examinations in speech and drama to the public over 130 years ago. Since then, we have developed an enviable reputation for delivering excellence in the provision of Communication, Performance and Musical Theatre examinations in the UK, and are rapidly extending our reach internationally.

LAMDA is recognised as an awarding organisation by the Office of Qualifications and Examinations Regulation (Ofqual) in England, Qualifications Wales and the Council for the Curriculum Examinations and Assessment (CCEA Regulation) in Northern Ireland.

## About This Syllabus Specification

This syllabus specification outlines the requirements for LAMDA Group Examinations. It is designed for use by Centres, Teachers, Learners and Parents.

LAMDA Group Examinations offer a variety of opportunities for Learners to develop and transfer skills in group work, across a range of subjects.

They are also an excellent introduction to the LAMDA suite of examinations in Communication and Performance, providing a supportive and creative atmosphere for Learners to achieve and gain confidence within an ensemble.

Engagement with performing arts builds self-esteem and supports imaginative and critical thinking. Our examinations are rooted in encouraging a love of literature, poetry and drama and in the gaining of confidence through achievement. The ability to communicate through the

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spoken word has the power to transform a Learner, setting strong foundations of life skills through oracy, which is proven to strengthen literacy and performance from the classroom to the workplace and beyond.

## Structure

LAMDA Graded Group Examinations are available in the following subjects:

- Group Recital
- Group Choral-Speaking
- Group Acting
- Group Devising Drama
- Group Musical Theatre

LAMDA Graded Group Examinations are open to all. There are no minimum age restrictions, and the choice of material is intended to appeal to Learners of all ages. Learners do not require prior knowledge or an understanding of the Group subjects prior to studying for a LAMDA Examination.

## **LAMDA Examination Titles Covered in This Syllabus Specification**

LAMDA Group Recital Entry, Grade 1 to Grade 3

LAMDA Group Choral-Speaking Entry, Grade 1 to Grade 3

LAMDA Group Acting Entry, Grade 1 to Grade 8

LAMDA Group Devising Drama Entry, Grade 1 to Grade 8

LAMDA Group Musical Theatre Entry, Grade 1 to Grade 8

## **Reasonable Adjustments and Special Considerations**

Reasonable Adjustments and Special Considerations are designed to facilitate access to Qualifications for Learners who have particular requirements. Further information can be obtained from LAMDA Examinations' published Reasonable Adjustments and Special Considerations



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Policy, which is available to download from the LAMDA website:

[www.lamda.ac.uk/lamda-exams](http://www.lamda.ac.uk/lamda-exams)

## **Assessment and Grading**

The purpose of assessment is to ensure that effective learning has taken place to give Learners the opportunity to meet all the Assessment Criteria and achieve the Learning Outcomes within an Examination.

All LAMDA Graded Examinations require external assessment. External assessment is a form of independent assessment where Assessment Criteria for each qualification are set by LAMDA and marked by a LAMDA Examinations Examiner.

LAMDA Group Examinations use practical assessment as the method for external assessment.

Assessment for LAMDA Graded Group Examinations is criterion-referenced, based

on the achievement of specified Learning Outcomes and Assessment Criteria. Each Examination has specified Assessment Criteria which are used for grading purposes. A Grade can be awarded at Pass, Merit or Distinction.

## **Invalidation Policy**

LAMDA operates an Invalidation Policy for all its Examinations. All Learners must perform to the exact requirements as detailed in the relevant syllabus specifications. Learners must also comply with all LAMDA Examination Regulations as detailed at the start of each Discipline (e.g. Group Recital).

Learners who do not adhere to these requirements will be at risk of Invalidation. All potential Invalidations are submitted by the Examiner and are reviewed by LAMDA to ensure fair, valid and consistent decisions are made. If an examination is Invalidated, LAMDA will issue a result of

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‘Invalidated’ and will not award a certificate for the Learner’s assessment.

For all confirmed Invalidation decisions, the reasons for the Invalidation along with the Learner’s Examination Report (marked Invalid) will be sent directly to the Centre Coordinator or the named accountable person detailed at the time of examination entry.

## **A Note on Language**

English is used and explicitly expressed in all LAMDA syllabus specifications and assessment materials for the examinations. Examinations are conducted solely in English. The language used in all syllabus specifications and assessment materials, and during practical assessment, is explicit, plain and free from bias.

Whilst LAMDA offers examinations in Ireland and Wales, it does not offer examinations using Welsh (Cymraeg) or Irish (Gaeilge) languages.

## **Accent**

LAMDA welcomes Learners from all over the world and encourages performances in a wide range of individual accents. Whilst taking examinations, LAMDA encourages Learners to find clarity and intelligibility within their own accent rather than speaking in any particular accent.

## **Support Material**

LAMDA expects that this syllabus document is used in conjunction with a range of supporting resources.

Mandatory resources are Free of Charge and include Teacher Support Materials, FAQs, and Policies. They can be accessed via the LAMDA website:

[www.lamda.ac.uk/lamda-exams](http://www.lamda.ac.uk/lamda-exams)

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LAMDA also produce a range of optional supporting resources. These can be purchased from our online shop.

## **Grade Band Descriptors**

The following information describes what skills Learners need to present in order to attain marks for Fail, Pass, Merit or Distinction for the Group Examinations listed in this syllabus.

### **Entry Grade**

#### **Distinction (80–100 marks)**

Learners who achieve a Distinction grade will have demonstrated the ability to communicate the sense of their pieces with clarity and understanding of the material. Work will be fluent and accurate, and Learners will have demonstrated their ability to work together throughout.

## **Merit (65–79 marks)**

Learners who achieve a Merit grade will have communicated a good sense of their pieces with audibility and clarity for most of the performance, but there will have been some lack in confidence. Learners will have worked well together, but not throughout the entire performance.

## **Pass (50–64 marks)**

Learners who achieve a Pass grade will have communicated some understanding of the content of their pieces, with audibility and diction being clear for some of the presentation. A basic awareness of rhythm and shape will be apparent but lapses in memory may affect this. The group will have interacted well together for some moments, but not consistently.

## **Fail (0–49 Marks)**

Groups whose examination is graded as a Fail for any subject and Grade will have

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demonstrated inaccuracy and lack of fluency. They will have demonstrated an insufficient standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills.

**Please Note:** Learners who complete the external assessment but who either do not meet the minimum pass mark, or fail to achieve a pass for one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate), will be graded as a Fail.

## **Grades 1, 2 and 3**

### **Distinction (80–100 marks)**

Learners who achieve a Distinction grade will have demonstrated sustained delivery and an awareness of audience. The performance will have been clear, audible, engaging and performed with complementary and effective body

language to support the content of the chosen material. Members of the group will have begun to take responsibility for their role and have supported and engaged with all other members.

### **Merit (65–79 marks)**

Learners who achieve a Merit grade will have demonstrated a secure understanding of the chosen material. Performance skills will demonstrate an imaginative approach to the text(s) within most of the delivery. Learners will have been clear and audible in their presentation for most of the performance, frequently using body and voice in response to the text. The group will have effectively worked together and engaged with members for most of the performance.

### **Pass (50–64 marks)**

Learners who achieve a Pass grade will have communicated a basic understanding of their chosen material. They will have



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demonstrated basic performance skills and some imaginative interpretation of the text(s). The group will have worked well together for some of the performance, but there will have been a lack of engagement and support for all group members.

### **Fail (0–49 Marks)**

Groups whose examination is graded as a Fail for any subject and Grade will have demonstrated inaccuracy and lack of fluency. They will have demonstrated an insufficient standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills.

**Please Note:** Learners who complete the external assessment but who either do not meet the minimum pass mark, or fail to achieve a pass for one or

more of the stated Assessment Criteria (irrespective of the total marks they accumulate), will be graded as a Fail.

## **Grades 4 and 5**

### **Distinction (80–100 marks)**

Learners who achieve a Distinction grade will have demonstrated complete and thorough understanding of the chosen material throughout the examination and maintained an accurate and sustained response. Learners will have created an appropriate and personal response to the text both vocally and physically, with some sense of spontaneity being achieved. Effective teamwork will be apparent, with Learners taking responsibility for the performance throughout.

### **Merit (65–79 marks)**

Learners who achieve a Merit grade will have demonstrated an assured understanding of the chosen material for the majority of the performance. They will

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have responded vocally and physically to the material, using a relatively wide range of techniques to engage the audience. The group will have interacted and taken responsibility for most of the performance, but will be lacking some awareness of relationships between roles.

### **Pass (50–64 marks)**

Learners who achieve a Pass grade will have demonstrated some understanding of the chosen material and have made an attempt to engage the audience with basic physical and vocal skills to communicate sense and meaning within a text(s) for some of the delivery. There will be a basic awareness of group responsibility and some understanding of relationships between roles.

### **Fail (0–49 Marks)**

Groups whose examination is graded as a Fail for any subject and Grade will have demonstrated inaccuracy and lack of

fluency. They will have demonstrated an insufficient standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills.

**Please Note:** Learners who complete the external assessment but who either do not meet the minimum pass mark, or fail to achieve a pass for one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate), will be graded as a Fail.

## Grades 6, 7 and 8

### **Distinction (80–100 marks)**

Learners who achieve a Distinction grade will have demonstrated advanced understanding and awareness of the chosen material. The presentation will have been innovative, original and sophisticated, thoroughly engaging the

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audience at all times. The group will have collaborated well, demonstrating a mature awareness and understanding for each character and their role within the performance. Responsibility will have been shared equally amongst the group throughout the performance.

### **Merit (65–79 marks)**

Learners who achieve a Merit grade will have demonstrated understanding of the material through a mature and imaginative interpretation, using thoughtful and engaging physical and vocal techniques. The presentation will have been complex and well prepared for most of the time. Learners will have worked well together for most of the performance, but there may have been some lack of awareness for each character in context. Responsibility for the group will be shown throughout most of the performance.

## **Pass (50–64 marks)**

Learners who achieve a Pass grade will have demonstrated some evidence of a developed understanding of the material. Interpretation of the text or stimulus will have included some personalisation and self-assurance. Learners will have demonstrated some responsibility for the group's performance and some awareness of the relationships between characters.

## **Fail (0–49 Marks)**

Groups whose examination is graded as a Fail for any subject and Grade will have demonstrated inaccuracy and lack of fluency. They will have demonstrated an insufficient standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills.

**Please Note:** Learners who complete the external assessment but who either do

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not meet the minimum pass mark, or fail to achieve a pass for one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate), will be graded as a Fail.

# LAMDA Group Recital Examinations

**From 1 January 2026**



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## **Purpose of the Examinations**

LAMDA Group Recital Examinations are designed to develop the skills necessary for creating and performing a programme of published works of verse, prose and dramatic texts for performance in a recital.

## **Broad Objectives of the Examinations**

### **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 and Grade 1–3.

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

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## Examination Regulations

1. In Person Group Recital exams must consist of a minimum of 3 Learners; there is no maximum. Group Recital Remote Online Assessments must consist of a minimum of 3 and a maximum of 10 Learners.
2. Small hand props are permitted but must be kept to a minimum. Real or authentic replica weapons are not permitted in the examination room.
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. Where music and/or sound effects (live or recorded) are integrated into a performance, the Learners must provide and operate their own equipment. A technician is not permitted to be present in the room. Any use of music and/or sound effects must not affect the flow or timing of the exam.

5. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room, unless they are:
  - Required as a prop and turned off
  - Required to play music/sound effects, are in airplane mode and the screen is visible to the Examiner throughout the period of use
  - Authorised as part of a LAMDA authorised Reasonable Adjustment and are only used in line with the approved adjustment
  - Shown to the Examiner at the start of the Examination to verify their status (devices must be off or in airplane mode)
  - Only used for the part(s) of the exam where they are required and are placed out of the reach and view of the Learner for all other sections.
6. The selected repertoire must be performed in English.
7. Live animals are not permitted in the examination room.

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8. Selections must be Published by a professional Third Party (e.g. a Publishing House). Self-Published Selections that have not been reviewed and published by a third party are not allowed.

**Please note:** If, during an Examination, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the examination, the Examiner may take immediate action and halt the Examination.

A breach of any of these Regulations will be referred to LAMDA Exams for consideration. Breaches found to have an impact on the validity of the examination, risk Invalidation. Please see the Invalidation Policy section for further information.

## **Entry Grade and Grade 1–3 Group Recital**

### **Examination Description**

The LAMDA Entry Grade and Grade 1–3 Examinations in Group Recital are designed to introduce Learners to basic skills in group speaking and performance. Learners will perform a recital consisting of a combination of verse and prose pieces. To create a recital, the performance selections will be linked. The group will choose where to incorporate reading and memorised words within the performance, to combine both disciplines in an engaging way. The Learners will perform audibly and clearly with an expressive approach and have an awareness of their audience. They will interact appropriately with each other, demonstrating rhythmic awareness and fluency, and make use of the performance space to create visual interest (Grade 1–3).

For more details regarding each examination, please review the

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Examination Content section for the relevant Grade.

## **Learning Outcomes**

On completion of these examinations, 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**

**Entry Grade:** 10 minutes

**Grade 1:** 15 minutes

**Grade 2:** 15 minutes

**Grade 3:** 20 minutes

## **Examination Content: Entry Grade Group Recital**

### **Interpretation and Technique**

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

- A minimum of one verse selection and one prose selection
- An introduction, outlining the theme
- A short linking statement(s)
- A conclusion

Text may be presented individually or in unison and all members of the group must play an active part in the overall recital. There must be a combination of reading and memorised words within the recital, however the group may choose how to combine these components.



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The group may perform the pieces in any order.

The entire programme must not exceed 5 minutes in length. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

## **Assessment and Grading Criteria: Entry Grade Group Recital**

### **Learning Outcomes Assessment Criteria**

<b>LO1:</b> Create and perform a recital as a group	1.1 Communicate the sense of the written word 1.2 Perform with fluency a combination of memorised and read words
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	<p>1.3 Demonstrate an awareness of rhythm and shape</p> <p>1.4 Deliver links in the form of an introduction, linking statement(s) and a conclusion</p>
<p><b>LO2:</b> Use appropriate technical skills</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, demonstrating audience awareness</p>

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**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

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## **Examination Content: Grade 1 Group Recital**

### **Interpretation and Technique**

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

- A minimum of two verse selections and one prose selection
- An introduction, outlining the theme
- Short linking statements
- A conclusion

Text may be presented individually or in unison and all members of the group must play an active part in the overall recital. There must be a combination of reading and memorised words within the recital, however the group may choose how to combine these components.

The group may perform the pieces in any order.

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The entire programme must be a minimum of 7 minutes and no more than 10 minutes in length. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

## **Assessment and Grading Criteria: Grade 1 Group Recital**

### **Learning Outcomes Assessment Criteria**

<b>LO1:</b> Create and perform a recital as a group	1.1 Communicate the sense of the written word 1.2 Perform with fluency a combination of memorised and read words 1.3 Indicate changes in mood
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	<p>1.4 Deliver links in the form of an introduction, linking statements and a conclusion</p>
<p><b>LO2:</b> Use appropriate technical skills</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 appropriate use of the performance space</p>

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	2.7 Perform with expression and confidence, demonstrating audience awareness
<b>L03:</b> 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

## **Examination Content: Grade 2 Group Recital**

### **Interpretation and Technique**

The group will perform a recital based around a theme suitable for a school assembly or event. The recital must include the following elements:

- A minimum of one verse selection, one prose selection and a scene from a published play or feature film, or adapted from the text of a published novel
- An introduction, outlining the theme
- Short linking statements
- A conclusion

Text may be presented individually or in unison and all members of the group must play an active part in the overall recital. There must be a combination of reading and memorised words within the



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recital, however the group may choose how to combine these components.

The group may perform the pieces in any order.

The entire programme must be a minimum of 8 minutes and no more than 10 minutes in length. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

**Assessment and Grading Criteria: Grade 2 Group Recital**

**Learning Outcomes Assessment Criteria**

<b>LO1:</b> Create and perform a recital as a group	1.1 Communicate the sense of the written word 1.2 Perform with fluency a combination of
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	<p>memorised and read words</p> <p>1.3 Indicate changes in mood</p> <p>1.4 Deliver links in the form of an introduction, linking statements and a conclusion</p>
<p><b>LO2:</b> Use appropriate technical skills</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 appropriate use of the performance space</p> <p>2.7 Perform with expression and confidence, demonstrating audience awareness</p>
<p><b>L03:</b> Interact as a group</p>	<p>3.1 Listen to each other and interact appropriately</p> <p>3.2 Use group rhythm and timing appropriate to the content of the recital</p>

## **Examination Content: Grade 3 Group Recital**

### **Interpretation and Technique**

The group will perform a recital using the published works or published adaptations of one author's work. This can be either their favourite author or one of the author's below:

- William Shakespeare
- A. A. Milne
- Roald Dahl
- C. S. Lewis
- Dr. Seuss
- Julia Donaldson
- Agatha Christie

The recital must include the following elements:

- A minimum of two verse pieces
- A minimum of one prose selection

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- A minimum of one scene from a published play or feature film, or a devised scene based on another piece of work by the same author
  - An introduction, outlining the theme
  - Short linking statements
  - A conclusion

Text may be presented individually or in unison and all members of the group must play an active part in the overall recital. There must be a balanced combination of reading and memorised words within the recital, however the group may choose how to combine these components.

The group may perform the pieces in any order.

The entire programme must be a minimum of 8 minutes and no more than 12 minutes in length. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

## Assessment and Grading Criteria: Grade 3 Group Recital

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Create and perform a recital as a group</p>	<p>1.1 Communicate the sense of the written word</p> <p>1.2 Perform with fluency a combination of memorised and read words</p> <p>1.3 Indicate changes in mood</p> <p>1.4 Deliver links in the form of an introduction, linking statements and a conclusion</p>
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**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 appropriate use of the performance space
  - 2.7 Perform with expression and confidence, demonstrating audience awareness
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<b>LO3:</b> 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
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## Entry Grade and Grades 1–3 Marking Scheme

Assessment Task		Marks	Total Marks
Interpretation	Pieces	30	40
	Links	10	
Technique			40
Interaction			20
Total Marks			100



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## Attainment Bands

Award		Total Marks
Pass		50–64
Merit		65–79
Distinction		80+

In order for Learners to pass these Grades, 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 towards the beginning of this syllabus.

# **LAMDA Group Choral-Speaking Examinations**

**From 1 January 2026**

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## Purpose of the Qualification

### LAMDA Group Choral-Speaking

Examinations are designed to develop skills in effective group speaking of the written word, allowing interpretation of a text as a cohesive unit. These examinations allow the Learners to work in an ensemble, using the spoken voice to communicate with the audience, bringing pieces of verse or prose to life.

## Broad Objectives of the Examinations

### 1. Interpretative skills

The Learners will be required to:

- Create a choral performance, engaging imaginatively with the thought, emotion, style and form of the text

### 2. Technical skills

The Learners will be required to:

- Develop skills in choral speaking

### **3. Interactive skills**

The Learners will be required to:

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

### **Structure**

Choral-Speaking Examinations are available at four Grades: Entry Grade and Grade 1–3.

Learners may enter for a Choral-Speaking Examination at any Grade. Each Grade is independently assessed.

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## Examination Regulations

1. In Person Group Choral-Speaking exams must consist of a minimum of 3 Learners; there is no maximum. Group Choral-Speaking Remote Online Assessments must consist of a minimum of 3 and a maximum of 10 Learners.
2. 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.
3. Sound effects and music are not permitted for Choral-Speaking examinations.
4. The selected repertoire must be performed in English.
5. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room unless they are:
  - Authorised as part of a LAMDA authorised Reasonable Adjustment and

are only used in line with the approved adjustment

- Shown to the Examiner at the start of the Examination to verify their status (and are off or in airplane mode)
- Only used for the part(s) of the exam where they are required and are placed out of the reach and view of the Learner for all other sections.

6. Selections must be Published by a professional Third Party (e.g. a Publishing House). Self-Published Selections that have not been reviewed and published by a third party are not allowed.

7. Live animals are not permitted in the examination room.

**Please note:** If, during an Examination, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the examination, the Examiner may take immediate action and halt the Examination.

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A breach of any of these Regulations will be referred to LAMDA Exams for consideration. Breaches found to have an impact on the validity of the examination, risk Invalidation. Please see the Invalidation Policy section for further information.

## **Entry Grade and Grade 1–3 Group Choral-Speaking**

### **Examination Description**

The LAMDA Entry Grade and Grade 1–3 Examinations in Choral-Speaking are designed to enable Learners to develop basic skills in choral-speaking. Learners will perform pieces from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Through vocal contrast, Learners will be able to create and convey mood. They will unite as a group and interact with each other using facial expression and movement to complement their vocal performance and engage the audience.



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## Learning Outcomes

On completion of these examinations, the Learners will be able to:

### Interpretation

**LO1:** Perform the chosen selections from memory as a group

### Technique

**LO2:** Use appropriate technical skills

### Interaction

**LO3:** Interact as a group

## Total Time Allowance

**Entry Grade:** 10 minutes

**Grade 1:** 10 minutes

**Grade 2:** 10 minutes

**Grade 3:** 15 minutes

## **Examination Content: Entry Grade Group Choral-Speaking**

### **Interpretation and Technique**

The group will speak, from memory, two pieces of verse of their own choice.

The pieces must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group. The grouping may be changed for each selection.

Each piece must not exceed 2 minutes in length. The title(s) and author(s) must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

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## Assessment and Grading Criteria: Entry Grade Group Choral-Speaking

### Learning Outcomes Assessment Criteria

<b>LO1:</b> Perform two verse selections from memory 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
<b>LO2:</b> Use appropriate technical skills	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction

	<p>2.3 Speak with appropriate use of pace</p> <p>2.4 Use facial expression appropriate to the demands of the text</p>
<p><b>LO3:</b> Interact as a group</p>	<p>3.1 Listen to each other and interact appropriately</p> <p>3.2 Use group timing appropriate to the demands of the text</p>

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## **Examination Content: Grade 1 Group Choral-Speaking**

### **Interpretation and Technique**

The group will speak, from memory, two pieces of verse of their own choice.

The pieces must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group. The grouping may be changed for each selection.

Each piece must not exceed 2 minutes in length. The title(s) and author(s) must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

# Assessment and Grading Criteria: Grade 1

## Group Choral-Speaking

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform two verse selections from memory as a group</p>	<p>1.1 Communicate the sense of the written word</p> <p>1.2 Speak from memory with accuracy</p> <p>1.3 Demonstrate an awareness of mood, rhythm and shape</p>
<p><b>LO2:</b> Use appropriate technical skills</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 Use posture and movement appropriate to the demands of the text</p>
<p><b>LO3:</b></p> <p>Interact as a group</p>	<p>3.1 Listen to each other and interact appropriately</p> <p>3.2 Use group rhythm and timing appropriate to the demands of the text</p>

## **Examination Content: Grade 2 Group Choral-Speaking**

### **Interpretation and Technique**

The group will speak, from memory, one piece of verse and one piece of prose of their own choice.

The pieces must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group. The grouping may be changed for each selection.

Each piece must not exceed 2 minutes in length. The title(s) and author(s) must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.



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# Assessment and Grading Criteria: Grade 2

## Group Choral-Speaking

### Learning Outcomes Assessment Criteria

<b>LO1:</b> Perform the chosen selections from memory 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 Indicate changes in mood
<b>LO2:</b> Use appropriate technical skills	2.1 Speak with audibility appropriate to the performance space 2.2 Speak with clarity of diction

	<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 Use posture and movement appropriate to the demands of the text</p>
<p><b>L03:</b></p> <p>Interact as a group</p>	<p>3.1 Listen to each other and interact appropriately</p> <p>3.2 Use group rhythm and timing appropriate to the demands of the text</p>

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## **Examination Content: Grade 3 Group Choral-Speaking**

### **Interpretation and Technique**

The group will speak, from memory, two pieces of verse and one piece of prose of their own choice.

The pieces must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group. The grouping may be changed for each selection.

Each piece must not exceed 2 minutes in length. The title(s) and author(s) must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

## Assessment and Grading Criteria: Grade 3 Group Choral-Speaking

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform the chosen selections from memory as a group</p>	<p>1.1 Communicate the sense of the written word</p> <p>1.2 Speak from memory with accuracy</p> <p>1.3 Demonstrate an awareness of rhythm and shape</p> <p>1.4 Indicate changes in mood</p>
<p><b>LO2:</b> Use appropriate technical skills</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 Use posture and movement appropriate to the demands of the text</p>
<p><b>L03:</b></p> <p>Interact as a group</p>	<p>3.1 Listen to each other and interact appropriately</p> <p>3.2 Use group rhythm and timing appropriate to the demands of the text</p> <p>3.3 Share responsibility for the group performance</p>

## Entry Grade and Grades 1–3 Marking Scheme

Assessment Task		Marks	Total Marks
<b>Pieces</b> (Own Choice)	Interpretation	<b>40</b>	<b>80</b>
	Technique	<b>40</b>	
Interaction			<b>20</b>
Total Marks			<b>100</b>

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

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In order for Learners to pass these Grades, 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 towards the beginning of this syllabus.

# **LAMDA Group Acting Examinations**

**From 1 January 2026**



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## **Purpose of the Examinations**

LAMDA Group Acting Examinations are designed to develop the skills necessary to communicate a dramatic text in a group to an audience.

## **Broad Objectives of the Examinations**

### **1. Interpretative skills**

The Learners will be required to:

- Explore style, character, subtext and context in order to realise the specific demands of the text
- Engage with character and situation in order to create a sense of reality

### **2. Technical skills**

The Learners will be required to:

- Build skills in voice, diction and movement

### **3. Interactive skills**

The Learners will be required to:

- Create relationships between characters
- Share responsibility for the performance in order to communicate as a group

## **Structure**

Group Acting Examinations are available at nine Grades: Entry Grade and Grade 1–8.

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

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## Examination Regulations

1. In Person Group Acting exams must consist of a minimum of 3 Learners and a maximum of 15 Learners. Group Acting Remote Online Assessments must consist of a minimum of 3 and a maximum of 10 Learners.
2. Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, or gloves. Nudity is not permitted. Full costume changes during an examination are not permitted, and any changes must be minimal and must not impact the flow of the exam.
3. Hand props are permitted but must be kept to a minimum. Real or authentic replica weapons are not permitted.
4. No unauthorised person will be allowed to be present during the examination. Teachers are not

permitted to enter the examination room with the Learners.

5. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room unless they are:
  - Required as a prop and turned off
  - Required to play music/sound effects, in airplane mode and the screen is visible to the Examiner throughout the period of use
  - Authorised as part of a LAMDA authorised Reasonable Adjustment and are only used in line with the approved adjustment
  - Shown to the Examiner at the start of the Examination to verify their status (and are off or in airplane mode)
  - Only used for the part(s) of the exam where they are required and are placed out of the reach and view of the Learner for all other sections.
6. Live animals are not permitted in the examination room.

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7. The selected repertoire must be performed in English.
  8. Selections must be Published by a professional Third Party (e.g. a Publishing House). Self-Published Selections that have not been reviewed and published by a third party are not allowed.

**Please note:** If, during an Examination, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the examination, the Examiner may take immediate action and halt the Examination.

A breach of any of these Regulations will be referred to LAMDA Exams for consideration. Breaches found to have an impact on the validity of the examination, risk Invalidation. Please see the Invalidation Policy section for further information.

## **Entry Grade Group Acting Examination**

### **Description**

The LAMDA Entry Grade Examination in Group Acting is designed to introduce Learners to basic skills in group acting. Learners will perform one scene from memory, audibly and clearly. They will interact with each other and show that they understand the meaning of what they are speaking. Their use of space will complement their performance.

### **Learning Outcomes**

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

### **Interpretation**

**LO1:** Perform one scene from memory as a group

### **Technique**

**LO2:** Use vocal skills in response to the text

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**L03:** Use the performance space in response to the text

## **Interaction**

**L04:** Interact as a group

**Total Time Allowance:**

10 minutes

## **Examination Content: Entry Grade Group Acting**

### **Interpretation and Technique**

The group will perform, from memory, one scene of their own choice.

The scene must be selected from a published play, a feature film, a published collection of scenes or be adapted from the dialogue of a published novel.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 4 minutes and no more than 5 minutes. The title and author must be announced prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.



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# Assessment and Grading Criteria: Entry Grade Group Acting

## Learning Outcomes Assessment Criteria

<b>LO1:</b> Perform one scene from memory as a group	1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the characters 1.3 Perform from memory with fluency and focus
<b>LO2:</b> Use vocal skills in response to the text	2.1 Speak with audibility 2.2 Speak with clarity of diction

<p><b>LO3:</b> Use the performance space in response to the text</p>	<p>3.1 Perform with movement appropriate to the characters</p> <p>3.2 Make appropriate use of the performance space</p>
<p><b>LO4:</b> Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p>

# Marking Scheme: Entry Grade Group Acting

Assessment Task		Marks	Total Marks
Scene (Own Choice)	Interpretation	40	80
	Technique	40	
Interaction			20
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners 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 towards the beginning of this syllabus.

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## **Grades 1–3 Group Acting Examination Description**

The LAMDA Grade 1–3 Examinations in Group Acting are designed to enable Learners to develop skills in group acting. They will perform one scene from memory, audibly and clearly. The performance will show an understanding of the material, and the group will be able to make vocal and physical choices to support this in performance. The use of voice, body and space will complement their performance. Learners will interact with each other and demonstrate an awareness of the relationships between characters.

## **Learning Outcomes**

On completion of these examinations, the Learners will be able to:

### **Interpretation**

**LO1:** Perform one scene from memory as a group

### **Technique**

**LO2:** Use vocal skills in response to the text

**LO3:** Use the performance space in response to the text

### **Interaction**

**LO4:** Interact as a group

## **Total Time Allowance**

**Grade 1:** 15 minutes

**Grade 2:** 15 minutes

**Grade 3:** 15 minutes

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## **Examination Content: Grade 1 Group Acting**

### **Interpretation and Technique**

The group will perform from memory one scene of their own choice.

The scene must be selected from a published play, a feature film, a published collection of scenes or be adapted from the dialogue of a published novel.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 5 minutes and no more than 7 minutes. The title and author must be announced prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

## Assessment and Grading Criteria: Grade 1 Group Acting

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform one scene from memory as a group</p>	<p>1.1 Communicate the sense of the written word</p> <p>1.2 Demonstrate an understanding of the characters and situation</p> <p>1.3 Perform from memory with fluency and focus</p>
<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Speak with appropriate use of pace</p>



<p><b>LO3:</b> Use the performance space in response to the text</p>	<p>3.1 Perform with movement and facial expression appropriate to the characters and situation.</p> <p>3.2 Make appropriate use of the performance space</p>
<p><b>LO4:</b> Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p>

## **Examination Content: Grade 2 Group Acting**

### **Interpretation and Technique**

The group will perform, from memory, one scene of their own choice.

The scene must be selected from a published play, a feature film, a published collection of scenes or be adapted from the dialogue of a published novel.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 6 minutes and no more than 8 minutes. The title and author must be announced prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

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# Assessment and Grading Criteria: Grade 2 Group Acting

## Learning Outcomes Assessment Criteria

<b>LO1:</b> Perform one scene from memory as a group	1.1 Communicate the sense of the written word 1.2 Demonstrate an understanding of the characters and situation 1.3 Perform from memory with fluency and focus
<b>LO2:</b> Use vocal skills in response to the text	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Speak with appropriate use of pace

<p><b>LO3:</b> Use the performance space in response to the text</p>	<p>3.1 Perform with movement and facial expression appropriate to the characters and situation</p> <p>3.2 Make appropriate use of the performance space</p>
<p><b>LO4:</b> Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 Use group timing appropriate to the demands of the text</p>

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## **Examination Content: Grade 3 Group Acting**

### **Interpretation and Technique**

The group will perform, from memory, one scene of their own choice.

The scene must be selected from a published play, a feature film, a published collection of scenes or be adapted from the dialogue of a published novel.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 8 minutes and no more than 10 minutes. The title and author must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

## Assessment and Grading Criteria: Grade 3 Group Acting

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform one scene from memory as a group</p>	<p>1.1 Communicate the sense of the written word</p> <p>1.2 Demonstrate an understanding of the characters and situation</p> <p>1.3 Perform from memory with fluency and focus</p>
<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Speak with appropriate use of pace</p>

<p><b>LO3:</b> Use the performance space in response to the text</p>	<p>3.1 Perform with movement and facial expression appropriate to the characters and situation</p> <p>3.2 Make appropriate use of the performance space</p>
<p><b>LO4:</b> Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 Use group rhythm and timing appropriate to the demands of the text</p>

## Grades 1–3 Marking Scheme

Assessment Task		Marks	Total Marks
Scene (Own Choice)	Interpretation	40	80
	Technique	40	
Interaction			20
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners to pass these Grades, the evidence that they present for assessment needs to demonstrate that



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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 towards the beginning of this syllabus.

## **Grades 4-5 Group Acting Examination**

### **Description**

The LAMDA Grades 4 and 5 Examinations in Group Acting are designed to enable Learners to develop a range of skills in group acting. Learners will perform one scene or sequence of scenes from memory. They will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Use of voice, body and space will be effectively combined to communicate the text and engage the audience. Learners will interact with each other and share responsibility for the group performance.

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## Learning Outcomes

On completion of these examinations, the Learners will be able to:

### Interpretation

**LO1:** Perform one scene or sequence of scenes from memory as a group

### Technique

**LO2:** Use vocal skills in response to the text

**LO3:** Create a physical response to the text

### Interaction

**LO4:** Interact as a group

## Total Time Allowance

**Grade 4:** 20 minutes

**Grade 5:** 20 minutes

## **Examination Content: Grade 4 Group**

### **Acting**

#### **Interpretation and Technique**

The group will perform, from memory, one scene or sequence of scenes from the same play of their own choice.

The scene(s) must be selected from a published play, a feature film, a published collection of scenes or be adapted from the dialogue of a published novel.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene(s) must be a minimum of 10 minutes and no more than 12 minutes. The title(s) and author(s) must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

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# Assessment and Grading Criteria: Grade 4

## Group Acting

### Learning Outcomes Assessment Criteria

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<b>LO1:</b> Perform one scene or sequence of scenes from memory as a group	1.1 Demonstrate an understanding of the situation and place in which the characters live 1.2 Demonstrate an understanding of how the characters feel, including showing their moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness
<b>LO2:</b> Use vocal skills in response to the text	2.1 Use modulation appropriate to the characters and situation 2.2 Speak with audibility

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	2.3 Speak with clarity of diction
<b>LO3:</b> Create a physical response to the text	<p>3.1 Communicate the physicality of the characters through appropriate posture, body language, movement and facial expression</p> <p>3.2 Make appropriate use of the performance space</p>
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 Use group rhythm and timing appropriate to the demands of the text</p> <p>4.3 Share responsibility for the group performance</p>

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## **Examination Content: Grade 5 Group Acting**

### **Interpretation and Technique**

The group will perform, from memory, one scene or sequence of scenes from the same play of their own choice.

The scene(s) must be selected from a published play, a feature film, a published collection of scenes or be adapted from the dialogue of a published novel.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene(s) must be a minimum of 12 minutes and no more than 15 minutes. The title(s) and author(s) must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

# Assessment and Grading Criteria: Grade 5

## Group Acting

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform one scene or sequence of scenes from memory as a group</p>	<p>1.1 Demonstrate an understanding of the situation and place in which the characters live</p> <p>1.2 Demonstrate an understanding of how the characters feel, including showing their moods and thoughts</p> <p>1.3 Perform from memory with fluency, focus and naturalness</p>
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**LO2:** Use vocal skills  
in response to the  
text

2.1 Use modulation  
appropriate to  
the characters  
and situation

2.2 Speak with  
audibility

2.3 Speak with  
clarity of diction

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**LO3:** Create a physical response to the text

3.1 Communicate the physicality of the characters through appropriate posture, body language, movement and facial expression

3.2 Make appropriate use of the performance space

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**LO4:** Interact as a group

4.1 Demonstrate an awareness of relationships between characters

4.2 React to the words, actions, and feelings of other characters, demonstrating an understanding of the text

4.3 Use group rhythm and timing appropriate to the demands of the text

4.4 Share responsibility for the group performance

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## Grades 4–5 Marking Scheme

Assessment Task		Marks	Total Marks
Scene (Own Choice)	Interpretation	40	75
	Technique	35	
Interaction			25
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners to pass these Grades, the evidence that they present for assessment needs to demonstrate that

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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 towards the beginning of this syllabus.

## **Grades 6–8 Group Acting Examination**

### **Description**

The LAMDA Grades 6–8 Examinations in Group Acting are designed to enable Learners to develop a wide range of skills in group acting. Learners will perform two scenes from memory, demonstrating a mature understanding of the material. There will be a sense of ownership and self-awareness. Learners will interact with each other and combine physical and vocal skills to support characterisation and engage the audience, performing with fluency, focus and spontaneity.

### **Learning Outcomes**

On completion of these examinations, the Learners will be able to:

#### **Interpretation**

**LO1:** Perform two scenes from memory as a group

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## Technique

**L02:** Use vocal skills in response to the text

**L03:** Create a physical response to the text

## Interaction

**L04:** Interact as a group

## Total Time Allowance

**Grade 6:** 25 minutes

**Grade 7:** 30 minutes

**Grade 8:** 30 minutes

## **Examination Content: Grade 6 Group**

### **Acting**

### **Scene 1 (Own Choice): Interpretation and Technique**

The group will perform, from memory, one scene of their own choice which has been selected from a play originally published during one of the following periods:

- Ancient Greek and Roman (500 BC–4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800–31st December 1979

If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) have chosen a non English-language text, translations of the original play into English must be used – adaptations are not allowed.



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## Scene 2 (Own Choice): Interpretation and Technique

The group will perform, from memory, one scene of their own choice which has been selected from a play or feature film originally published on or after 1st January 1980.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

Each Learner in the group must speak enough dialogue to establish their character(s) within each scene.

The performance time of each scene must be a minimum of 7 minutes and no more than 8 minutes. The title(s) and author(s) must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

## Assessment and Grading Criteria: Grade 6 Group Acting

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform two scenes from memory as a group</p>	<p>1.1 Demonstrate an understanding of text and subtext</p> <p>1.2 Communicate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.3 Perform from memory with fluency, focus and spontaneity</p>
<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Use modulation appropriate to the characters and situation</p> <p>2.2 Speak with audibility</p> <p>2.3 Speak with clarity of diction</p>
<p><b>LO3:</b> Create a physical response to</p>	<p>3.1 Communicate an understanding of the posture, body language,</p>

the text	<p>movement and facial expression required to portray the style and period in which the scenes are set</p> <p>3.2 Make effective use of the performance space</p>
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to other characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the text</p> <p>4.4 Share responsibility for the group performance</p>

## **Examination Content: Grade 7 Group Acting**

### **Scene 1 (Own Choice): Interpretation and Technique**

The group will perform, from memory, one scene of their own choice which has been selected from a play originally published during one of the following periods:

- Ancient Greek and Roman (500 BC–4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800–31st December 1979

If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) have chosen a non English-language text, translations of the original

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play into English must be used – adaptations are not allowed.

## **Scene 2 (Own Choice): Interpretation and Technique**

The group will perform, from memory, one scene of their own choice which has been selected from a play or feature film originally published on or after 1st January 1980.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

Each Learner in the group must speak enough dialogue to establish their character within each scene.

The performance time of each scene must be a minimum of 8 minutes and no more than 9 minutes. The title(s) and author(s)

must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

## Assessment and Grading Criteria: Grade 7 Group Acting

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform two scenes from memory as a group</p>	<p>1.1 Demonstrate an understanding of text and subtext</p> <p>1.2 Communicate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.3 Perform from memory with fluency, focus and spontaneity</p>
<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Use modulation appropriate to the characters and situation</p> <p>2.2 Speak with audibility</p>

	2.3 Speak with clarity of diction
<b>LO3:</b> Create a physical response to the text	<p>3.1 Communicate an understanding of the posture, body language, movement and facial expression required to portray the style and period in which the scenes are set</p> <p>3.2 Make effective use of the performance space</p>
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the text</p> <p>4.4 Share responsibility for the group performance</p>

## **Examination Content: Grade 8 Group Acting**

### **Scene 1 (Own Choice): Interpretation and Technique**

The group will perform, from memory, one scene of their own choice which has been selected from a play originally published during one of the following periods:

- Ancient Greek and Roman (500 BC–4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800–31st December 1979

If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) have chosen a non English-language text, translations of the original play into English must be used – adaptations are not allowed.



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## Scene 2 (Own Choice): Interpretation and Technique

The group will perform, from memory, one scene of their own choice which has been selected from a play or feature film originally published on or after 1st January 1980.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of each scene must be a minimum of 9 minutes and no more than 10 minutes. The title(s) and author(s) must be announced prior to the performance. A clean, legible, unannotated copy of the selections should be provided for the Examiner.

# Assessment and Grading Criteria: Grade 8 Group Acting

## Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform two scenes from memory as a group</p>	<p>1.1 Demonstrate an understanding of the text, subtext and context</p> <p>1.2 Communicate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.3 Perform from memory with fluency, focus and spontaneity</p>
<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Use modulation appropriate to the characters and situation</p> <p>2.2 Speak with audibility</p> <p>2.3 Speak with clarity of diction</p> <p>2.4 Respond vocally to the demands of the characterisations</p>

<p><b>LO3:</b> Create a physical response to the text</p>	<p>3.1 Communicate an understanding of the posture, body language, facial expression and movement, required to portray the style and period in which the scenes are set</p> <p>3.2 Make effective use of the performance space</p>
<p><b>LO4:</b> Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to other characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the text</p> <p>4.4 Share responsibility for the group performance</p>

## Grades 6–8 Marking Scheme

Assessment Task		Marks	Total Marks
<b>Scene 1</b> (Own Choice)	Interpretation	20	40
	Technique	20	
<b>Scene 2</b> (Own Choice)	Interpretation	20	40
	Technique	20	
Interaction			20
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

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In order for Learners to pass these Grades, 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 towards the beginning of this syllabus.

# **LAMDA Group Devising Drama Examinations**

**From 1 January 2026**

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## **Purpose of the Qualification**

### **LAMDA Group Devising Drama**

Examinations are designed to develop the skills necessary to devise a dramatic performance in a group and present it to an audience.

## **Broad Objectives of the Examinations**

### **1. Interpretative skills**

The Learners will be required to:

- Devise a dramatic performance in a group with a defined dramatic shape and structure
- Engage with character and situation in order to create a sense of reality

### **2. Technical skills**

The Learners will be required to:

- Build skills in voice, diction and movement

### **3. Interactive skills**

The Learners will be required to:

- Create relationships between characters
- Share responsibility for the performance in order to communicate as a group

## Structure

Group Devising Drama Examinations are available at nine Grades: Entry Grade and Grade 1-8

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



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## Examination Regulations

1. In Person Group Devising Drama exams must consist of a minimum of 3 Learners and a maximum of 15 Learners. Group Devising Drama Remote Online Assessments must consist of a minimum of 3 and a maximum of 10 Learners.
2. Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, or gloves. Nudity is not permitted. Full costume changes during an examination are not permitted and any changes must be minimal and must not impact the flow of the exam.
3. Hand props are permitted but must be kept to a minimum. Real or authentic replica weapons are not permitted.
4. No unauthorised person will be allowed to be present during the examination. Teachers are not permitted to enter the examination room with the Learners.
5. Where music and/or sound effects (live or recorded) are integrated into a

performance, Learners must provide and operate their own equipment. Any use of music and/or sound effects must not affect the flow or timing of the exam.

6. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room, unless they are:
  - Required as a prop and turned off
  - Required to play music/sound effects, in airplane mode, and the screens are visible to the Examiner throughout the period of use
  - Authorised as part of a LAMDA authorised Reasonable Adjustment and are only used in line with the approved adjustment
  - Shown to the Examiner at the start of the Examination to verify their status (and are off or in airplane mode)
  - Only used for the part(s) of the exam where they are required and placed out of the reach and view of the Learner for all other sections

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7. Live animals are not permitted in the examination room.
  8. Devised scenes must be performed in English.

**Please note:** If, during an Examination, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the examination, the Examiner may take immediate action and halt the Examination.

A breach of any of these Regulations will be referred to LAMDA Exams for consideration. Breaches found to have an impact on the validity of the examination, risk Invalidation. Please see the Invalidation Policy section for further information.

## **Entry Grade Group Devising Drama Examination Description**

The LAMDA Entry Grade Examination in Group Devising Drama is designed to introduce Learners to very simple skills in group devising. Learners will be able to devise and perform one scene as a group, audibly and clearly, demonstrating connection to place and situation. They will interact with each other and their use of space will complement their performance.

### **Learning Outcomes**

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

#### **Interpretation**

**LO1:** Devise and perform one scene as a group

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## Technique

**LO2:** Use vocal skills in response to the devised text

**LO3:** Use the performance space in response to the devised text

## Interaction

**LO4:** Interact as a group

## Total Time Allowance

**Entry Grade:**

10 minutes

## **Examination Content: Entry Grade Group Devising Drama**

### **Interpretation and Technique**

The group will perform a prepared scene of their own devising, based on a scene from a book.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 4 minutes and no more than 5 minutes. The title must be announced prior to the performance.

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# Assessment and Grading Criteria: Entry Grade Group Devising Drama

## Learning Outcomes Assessment Criteria

<b>LO1:</b> Devise and perform one scene as a group	1.1 Devise and perform a scene with a clear structure based on a scene from a book 1.2 Demonstrate involvement with the place and situation 1.3 Perform with fluency and focus
<b>LO2:</b> Use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction

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**LO3:** Use the performance space in response to the devised text

- 3.1 Perform with movement appropriate to place and situation
- 3.2 Make appropriate use of the performance space

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**LO4:** Interact as a group

- 4.1 Demonstrate an awareness of relationships between characters



## Entry Grade Marking Scheme

Assessment Task			Total Marks
Devised Scene	Interpretation	40	80
	Technique	40	
Interaction			20
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners 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 towards the beginning of this syllabus.

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## **Grades 1–3 Group Devising Drama**

### **Examination Description**

The LAMDA Grades 1–3 Examinations in Group Devising Drama are designed to enable Learners to develop basic skills in group devising. Learners will be able to devise and perform one scene as a group, based on creative engagement with the given title, and the scene will possess a clear dramatic structure which will shape the performance. They will interact with each other and perform audibly and clearly. Their use of space will complement their performance.

### **Learning Outcomes**

On completion of these examinations, the Learners will be able to:

### **Interpretation**

**LO1:** Devise and perform one scene as a group

## **Technique**

**LO2:** Use vocal skills in response to the devised text

**LO3:** Use the performance space in response to the devised text

## **Interaction**

**LO4:** Interact as a group

## **Total Time Allowance**

**Grade 1:** 15 minutes

**Grade 2:** 15 minutes

**Grade 3:** 15 minutes

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## **Examination Content: Grade 1 Group Devising Drama**

### **Interpretation and Technique**

The group will perform a prepared scene of their own devising, based on one of the following titles: 'The Shopping Trip', 'School Sports Day', or 'The Train Station'.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 5 minutes and no more than 10 minutes. The title must be announced prior to the performance.

## Assessment and Grading Criteria: Grade 1

### Group Devising Drama

#### Learning Outcomes Assessment Criteria

<b>LO1:</b> Devise and perform one scene as a group	1.1 Devise and perform a scene with a clear structure based on the selected title 1.2 Demonstrate involvement with the characters and situation 1.3 Perform with fluency and focus
<b>LO2:</b> Use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Speak with appropriate use of pace

<b>LO3:</b> Use the performance space in response to the devised text	<p>3.1 Perform with movement and facial expression appropriate to the characters and situation</p> <p>3.2 Make appropriate use of the performance space</p>
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p>

## **Examination Content: Grade 2 Group Devising Drama**

### **Interpretation and Technique**

The group will perform a prepared scene of their own devising, based on one of the following titles: 'The Emergency', 'The Invitation', or 'The Secret'.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 5 minutes and no more than 10 minutes. The title must be announced prior to the performance.



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# Assessment and Grading Criteria: Grade 2

## Group Devising Drama

### Learning Outcomes Assessment Criteria

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<b>LO1:</b> Devise and perform one scene as a group	<p>1.1 Devise and perform a scene with a clear structure based on the selected title</p> <p>1.2 Demonstrate involvement with the characters and situation</p> <p>1.3 Perform with fluency and focus</p>
<b>LO2:</b> Use vocal skills in response to the devised text	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Speak with appropriate use of pace</p>

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<p><b>LO3:</b> Use the performance space in response to the devised text</p>	<p>3.1 Perform with movement and facial expression appropriate to the characters and situation</p> <p>3.2 Make appropriate use of the performance space</p>
<p><b>LO4:</b> Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 Use group timing appropriate to the demands of the devised text</p>

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## **Examination Content: Grade 3 Group Devising Drama**

### **Interpretation and Technique**

The group will perform a prepared scene of their own devising, based on one of the following titles: 'The Television Show', 'The Film Premiere', or 'The New Restaurant'.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 5 minutes and no more than 10 minutes. The title must be announced prior to the performance.

## Assessment and Grading Criteria: Grade 3

### Group Devising Drama

#### Learning Outcomes Assessment Criteria

<b>LO1:</b> Devise and perform one scene as a group	1.1 Devise and perform a scene with a clear structure based on the selected title 1.2 Demonstrate involvement with the characters and situation 1.3 Perform with fluency and focus
<b>LO2:</b> Use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Speak with appropriate use of pace

<b>LO3:</b> Use the performance space in response to the devised text	<p>3.1 Perform with movement and facial expression appropriate to the characters and situation</p> <p>3.2 Make appropriate use of the performance space</p>
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 Use group rhythm and timing appropriate to the demands of the devised text</p>

## Grades 1–3 Marking Scheme

Assessment Task		Marks	Total Marks
Devised Scene	Interpretation	40	80
	Technique	40	
Interaction			20
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners to pass these Grades, the evidence that they present for assessment needs to demonstrate that they can meet all the learning outcomes

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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 towards the beginning of this syllabus.

## **Grades 4–5 Group Devising Drama Examination Description**

The LAMDA Grades 4–5 Examinations in Group Devising Drama are designed to enable Learners to develop a range of skills in group devising. Learners will be able to devise and perform one scene or sequence of scenes as a group. Use of voice, body and space will be effectively combined to communicate and engage the audience. The performance will be imaginative with consistent application of developing technical skills. Learners will interact with each other and share responsibility for the group performance.

### **Learning Outcomes**

On completion of these examinations, the Learners will be able to:

#### **Interpretation**

**LO1:** Devise and perform a scene or sequence of scenes as a group



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## **Technique**

**LO2:** Use vocal skills in response to the devised text

**LO3:** Create a physical response to the devised text

## **Interaction**

**LO4:** Interact as a group

## **Total Time Allowance**

**Grade 4:** 20 minutes

**Grade 5:** 20 minutes

## **Examination Content: Grade 4 Group**

### **Devising Drama**

#### **Interpretation and Technique**

The group will perform a prepared scene, or sequence of scenes of their own devising, based on one of the following titles: 'A Difficult Decision', 'Hiding Out', or 'The Unplanned Audition'.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene(s) must be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

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## Assessment and Grading Criteria: Grade 4 Group Devising Drama

### Learning Outcomes    Assessment Criteria

<b>LO1:</b> Devise and perform a scene or sequence of scenes as a group	<p>1.1 Devise and perform a scene or sequence of scenes with a clear structure based on the selected title</p> <p>1.2 Demonstrate an understanding of the situation and place in which the characters appear</p> <p>1.3 Demonstrate an understanding of the characters' feelings, including their moods and thoughts</p> <p>1.4 Perform with fluency, focus and spontaneity</p>
<b>LO2:</b> Use vocal skills in response	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p>

to the devised text	2.3 Use modulation appropriate to the characters and situation
<b>LO3:</b> Create a physical response to the devised text	<p>3.1 Communicate the personal characteristics of the characters through appropriate posture, body language, movement and facial expression</p> <p>3.2 Make effective use of the performance space</p>
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 Use group rhythm and timing appropriate to the demands of the devised text</p> <p>4.3 Share responsibility for the group performance</p>

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## **Examination Content: Grade 5 Group Devising Drama**

### **Interpretation and Technique**

The group will perform a prepared scene, or sequence of scenes of their own devising, based on one of the following titles: 'The Unexpected Visitor', 'The Mistaken Identity', or 'The Interview Goes Wrong'.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene(s) must be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

## Assessment and Grading Criteria: Grade 5 Group Devising Drama

### Learning Outcomes Assessment Criteria

**LO1:** Devise and perform a scene or sequence of scenes as a group

- 1.1 Devise and perform a scene or sequence of scenes with a clear structure based on the selected title
- 1.2 Demonstrate an understanding of the situation and place in which the characters appear
- 1.3 Demonstrate an understanding of the

	<p>characters' feelings, including their moods and thoughts</p> <p>1.4 Perform with fluency, focus and spontaneity</p>
<p><b>LO2:</b> Use vocal skills in response to the devised text</p>	<p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Use modulation appropriate to the characters and situation</p>
<p><b>LO3:</b> Create a physical response to</p>	<p>3.1 Communicate the personal characteristics of the characters through</p>

the devised text	<p>appropriate posture, body language, movement and facial expression</p> <p>3.2 Make effective use of the performance space</p>
<p><b>LO4:</b></p> <p>Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to other characters, demonstrating an understanding of the devised text</p> <p>4.3 Use group rhythm and timing appropriate to the</p>



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	demands of the devised text
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	4.4 Share responsibility for the group performance
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## Grades 4–5 Marking Scheme

Assessment Task		Marks	Total Marks
Devised Scene(s)	Interpretation	40	75
	Technique	35	
Interaction			25
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

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In order for Learners to pass these Grades, 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 towards the beginning of this syllabus.

## **Grades 6–8 Group Devising Drama Examination Description**

The LAMDA Grade 6–8 Examinations in Group Devising Drama are designed to enable Learners to develop a wide range of skills in group devising. Learners will be able to devise and perform one scene or sequence of scenes as a group, combining physical and vocal skills to support characterisation. There will be a sense of ownership and self-awareness. Learners will interact with each other and engage imaginatively with the devised material.

Learners will also be able to perform an improvised scene built around a stimulus provided at the time of the examination.

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## Learning Outcomes

On completion of these examinations, the Learners will be able to:

### Interpretation

**LO1:** Devise and perform a scene or sequence of scenes as a group

### Technique

**LO2:** Use vocal skills in response to the devised text

**LO3:** Create a physical response to the devised text

### Interaction

**LO4:** Create an improvised scene in response to the word stimulus provided

**LO5:** Interact as a group

## **Total Time Allowance**

**Grade 6:** 30 minutes

**Grade 7:** 30 minutes

**Grade 8:** 30 minutes

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## **Examination Content: Grade 6 Group**

### **Devising Drama**

#### **Piece 1: Devised Scene**

The group will perform a prepared scene or sequence of scenes of their own devising, using a published poem of their own choice as a stimulus. The group must provide a copy of the poem for the Examiner. The devised scene(s) must include at least one of the following dramatic features:

- Chorus
- Epilogue
- Monologue
- Narration
- Prologue
- Tableaux
- Physical theatre

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene must be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

## **Piece 2: Improvisation**

The Examiner will provide the Learners with a word as a stimulus. They will then have 3 minutes to prepare an improvised scene between 2 and 3 minutes in performance length.



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# Assessment and Grading Criteria: Grade 6

## Group Devising Drama

### Learning Outcomes Assessment Criteria

<b>LO1:</b> Devise and perform a scene or sequence of scenes as a group	<p>1.1 Devise and perform a scene or sequence of scenes with a clear structure based on the stimulus</p> <p>1.2 Demonstrate use of at least one dramatic feature</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed</p>
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	1.4 Perform with fluency, focus and spontaneity
<b>LO2:</b> Use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the devised characterisations
<b>LO3:</b> Create a physical response to the devised text	3.1 Communicate the personal characteristics of the characters through appropriate posture, body language, movement and facial expression

	3.2 Make effective use of the performance space
<b>LO4:</b> Create an improvised scene in response to the word stimulus provided	<p>4.1 Demonstrate an appropriate response to the word stimulus provided</p> <p>4.2 Create a scene with a clear structure demonstrating spontaneity</p>
<b>LO5:</b> Interact as a group	<p>5.1 Demonstrate an awareness of relationships between characters</p> <p>5.2 React to other characters, demonstrating</p>

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	<p>an understanding of the devised text</p>
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	<p>5.3 Use group rhythm and timing appropriate to the demands of the devised text</p>
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	<p>5.4 Share responsibility for the group performance</p>
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## **Examination Content: Grade 7 Group**

### **Devising Drama**

#### **Piece 1: Devised Scene**

The group will perform a prepared scene, or sequence of scenes of their own devising with a cultural or historical context. The devised scene(s) must include at least two of the following dramatic features:

- Chorus
- Epilogue
- Monologue
- Narration
- Prologue
- Tableaux
- Physical theatre

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene(s) must be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

## **Piece 2: Improvisation**

The Examiner will provide the Learners with a word as a stimulus. They will then have 2 minutes to prepare an improvised scene between 2 and 4 minutes in performance length.

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# Assessment and Grading Criteria: Grade 7

## Group Devising Drama

### Learning Outcomes Assessment Criteria

<b>LO1:</b> Devise and perform a scene or sequence of scenes as a group	<p>1.1 Devise and perform a scene or sequence of scenes with a clear structure based on the stimulus</p> <p>1.2 Demonstrate use of at least two dramatic features</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed</p>
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	1.4 Perform with fluency, focus and spontaneity
<b>LO2:</b> Use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the devised characterisations
<b>LO3:</b> Create a physical response to the devised text	3.1 Communicate the personal characteristics of the characters through appropriate posture, body language, movement and facial expression



	3.2 Make effective use of the performance space
<b>LO4:</b> Create an improvised scene in response to the word stimulus provided	<p>4.1 Demonstrate an appropriate response to the word stimulus provided</p> <p>4.2 Create a scene with a clear structure demonstrating spontaneity</p>
<b>LO5:</b> Interact as a group	<p>5.1 Demonstrate an awareness of relationships between characters</p> <p>5.2 React to other characters, demonstrating</p>

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	<p>an understanding of the devised text</p>
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	<p>5.3 Use group rhythm and timing appropriate to the demands of the devised text</p>
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	<p>5.4 Share responsibility for the group performance</p>
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## **Examination Content: Grade 8 Group**

### **Devising Drama**

#### **Piece 1: Devised Scene**

The group will perform a prepared scene or sequence of scenes of their own devising, using a topical issue or newspaper article as a stimulus. The devised scene(s) must include at least three of the following dramatic features:

- Chorus
- Epilogue
- Monologue
- Narration
- Prologue
- Tableaux
- Physical theatre

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of the scene(s) must be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

## **Piece 2: Improvisation**

The Examiner will provide the Learners with a word as a stimulus. They will then have 1 minute to prepare an improvised scene between 3 and 5 minutes in performance length.

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# Assessment and Grading Criteria: Grade 8

## Group Devising Drama

### Learning Outcomes Assessment Criteria

<b>LO1:</b> Devise and perform a scene or sequence of scenes as a group	<p>1.1 Devise and perform a scene or sequence of scenes with a clear structure based on the stimulus</p> <p>1.2 Demonstrate use of at least three dramatic features</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed</p>
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	1.4 Perform with fluency, focus and spontaneity
<b>LO2:</b> Use vocal skills in response to the devised text	2.1 Speak with audibility 2.2 Speak with clarity of diction 2.3 Respond vocally to the demands of the devised characterisations
<b>LO3:</b> Create a physical response to the devised text	3.1 Communicate the personal characteristics of the characters through appropriate posture, body language, movement and facial expression

	3.2 Make effective use of the performance space
<b>LO4:</b> Create an improvised scene in response to the word stimulus provided	<p>4.1 Demonstrate an appropriate response to the word stimulus provided</p> <p>4.2 Create a scene with a clear structure demonstrating spontaneity</p>
<b>LO5:</b> Interact as a group	<p>5.1 Demonstrate an awareness of relationships between characters</p> <p>5.2 React to other characters, demonstrating</p>

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	<p>an understanding of the devised text</p>
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	<p>5.3 Use group rhythm and timing appropriate to the demands of the devised text</p>
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	<p>5.4 Share responsibility for the group performance</p>
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## Grades 6–8 Marking Scheme

Assessment Task		Marks	Total Marks
Devised Scene(s)	Interpretation	25	50
	Technique	25	
Improvisation			25
Interaction			25
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners to pass these Grades, 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 towards the beginning of this syllabus.

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# **LAMDA Group Musical Theatre Examinations**

**From 1 January 2026**

## Purpose of the Qualification

LAMDA Graded Examinations in Group Musical Theatre are designed to develop skills in acting through song in a group.

## Broad Objectives of the Examinations

### 1. Interpretative skills

The Learners will be required to:

- Explore style, form, character, subtext and context in order to realise the specific demands of the musical text
- Engage with character and situation in order to create a sense of reality

### 2. Technical skills

The Learners will be required to:

- Develop skills in voice, diction and movement

### 3. Interactive skills

The Learners will be required to:

- Create relationships between characters

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

## Structure

Group Musical Theatre Examinations are available at nine Grades: Entry Grade and Grade 1–8

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

## Examination Regulations

1. In Person Musical Theatre Groups must consist of a minimum of 3 Learners and a maximum of 15 Learners. Group Musical Theatre Remote Online Assessments must consist of a minimum of 3 and a maximum of 10 Learners.
2. All songs must be presented in a clearly defined dramatic context.
3. The inclusion of dialogue is required in the musical scene(s) at each Grade. This dialogue may be devised by the Learners or taken from a published text.
4. All songs must be accompanied. Accompaniment may be live or recorded.
  - a. Live accompaniment – a piano, an electric keyboard, a guitar or other appropriate instrument may be used to accompany the pieces. It is the responsibility of the Learners to provide the instrument required for

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use in the examination, or to make prior arrangements with the centre organiser. It is also the responsibility of the Learners to provide an accompanist to support their performance. The accompanist must only remain in the room for the portion of the examination for which they are required.

- b. Recorded accompaniment – if recorded accompaniment is used, the Learners must provide their own technical equipment for use in the examination. A technician is permitted to be present in the room to operate the equipment. The technician must only remain in the room for the portion of the examination for which they are required. **Backing tracks which include any vocal performance,**

**including backing vocals, are not permitted.**

5. Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, or gloves. Nudity is not permitted.
6. Small hand props are permitted but must be kept to a minimum. Real or authentic replica weapons are not permitted in the examination room.
7. No unauthorised person will be allowed to be present during the examination.
8. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room unless they are:
  - Required as a prop and turned off
  - Required to play music/sound effects, in airplane mode and the screens are visible to the Examiner throughout the period of use



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- Authorised as part of a LAMDA authorised Reasonable Adjustment and are only used in line with the approved adjustment
  - Shown to the Examiner at the start of the Examination to verify their status (and are off or in airplane mode)
  - Only used for the part(s) of the exam where they are required, and are placed out of the reach and view of the Learner for all other sections
  - Backing tracks must be downloaded onto a device. Learners or technicians are not permitted to access the internet to access backing tracks in the exam room
9. Electronic sound enhancement is not permitted, including the use of microphones.
  10. Live animals are not permitted in the examination room.
  11. Copies of the lyrics provided for the Examiner must adhere to copyright laws.

12. Learners must take responsibility for their own health and safety when working towards a Group Musical Theatre examination.
13. The selected repertoire must be performed in English.

**Please note:** If, during an Examination, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the examination, the Examiner may take immediate action and halt the Examination.

A breach of any of these Regulations will be referred to LAMDA Exams for consideration. Breaches found to have an impact on the validity of the examination, risk Invalidation. Please see the Invalidation Policy section for further information.

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## **Entry Grade Group Musical Theatre Examination Description**

The LAMDA Entry Grade Examination in Group Musical Theatre is designed to introduce Learners to basic skills in acting through song. Learners will perform one musical scene from memory, audibly and clearly. They will interact with each other and show that they understand the meaning of what they are singing and speaking. Their use of space will complement their vocal performance.

### **Learning Outcomes**

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

### **Interpretation**

**LO1:** Perform one musical scene from memory as a group

## **Technique**

**LO2:** Use vocal skills in response to the text

**LO3:** Use the performance space in response to the text

## **Interaction**

**LO4:** Interact as a group

## **Total Time Allowance**

**Entry Grade:**

10 minutes

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## **Examination Content: Entry Grade Group Musical Theatre**

### **Interpretation and Technique**

The group will perform, from memory, one musical scene of their own choice. The scene must include one song and some dialogue.

The song must be selected from a published work of musical theatre or from a film musical. It must be accompanied.

The scene must be a minimum of 4 minutes and no more than 6 minutes in performance time. The title and lyricist/composer must be announced prior to the performance. A clean, legible, unannotated copy of the scene and song lyrics should be provided for the Examiner.

## Assessment and Grading Criteria: Entry Grade Group Musical Theatre

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform one musical scene from memory as a group</p>	<p>1.1 Sing the words of the song and speak the dialogue with understanding</p> <p>1.2 Perform from memory with fluency and focus</p>
<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Perform with audibility appropriate to the performance space</p> <p>2.2 Perform with clarity of diction</p> <p>2.3 Sing the melody with accuracy</p>

	2.4 Sing the rhythm with accuracy
<b>LO3:</b> Use the performance space in response to the text	3.1 Perform with facial expression appropriate to the song and dialogue 3.2 Perform with appropriate movement and use of the performance space
<b>LO4:</b> Interact as a group	4.1 Demonstrate an awareness of relationships between characters

## Entry Grade Marking Scheme

Assessment Task		Marks	Total Marks
Scene (Own Choice)	Interpretation	40	80
	Technique	40	
Interaction			20
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners to pass this Grade, the evidence that they present for



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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 towards the beginning of this syllabus.

## **Grades 1–3 Group Musical Theatre Examination Description**

The LAMDA Grades 1–3 Examinations in Group Musical Theatre are designed to enable Learners to develop skills in acting through song. They will perform one musical scene from memory, audibly and clearly. The performance will be based on creative engagement with the material and their use of body and space will complement their performance. Learners will interact with each other and demonstrate an awareness of relationships between characters.

### **Learning Outcomes**

On completion of these examinations, the Learners will be able to:

#### **Interpretation**

**LO1:** Perform one musical scene from memory as a group

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## **Technique**

**LO2:** Use vocal skills in response to the text

**LO3:** Use the performance space in response to the text

## **Interaction**

**LO4:** Interact as a group

## **Total Time Allowance**

**Grade 1:** 15 minutes

**Grade 2:** 15 minutes

**Grade 3:** 15 minutes

## **Examination Content: Grade 1 Group**

### **Musical Theatre**

#### **Interpretation and Technique**

The group will perform, from memory, one musical scene of their own choice. The scene must include one song and enough dialogue to establish some appreciation of character.

The song must be selected from a published work of musical theatre or from a film musical. It must be accompanied.

The scene must be a minimum of 5 minutes and no more than 7 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A clean, legible, unannotated copy of the scene and song lyrics should be provided for the Examiner.

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# Assessment and Grading Criteria: Grade 1

## Group Musical Theatre

### Learning Outcomes Assessment Criteria

<b>LO1:</b> Perform one musical scene from memory as a group	1.1 Perform with an awareness of the characters and situation 1.2 Perform with an awareness of mood 1.3 Perform from memory with fluency and focus
<b>LO2:</b> Use vocal skills in response to the text	2.1 Perform with audibility appropriate to the performance space 2.2 Perform with clarity of diction 2.3 Sing the melody with accuracy

	2.4 Sing the rhythm with accuracy
<b>LO3:</b> Use the performance space in response to the text	<p>3.1 Perform with facial expression appropriate to the song and dialogue</p> <p>3.2 Perform with appropriate movement and use of the performance space</p>
<b>LO4:</b> Interact as a group	4.1 Demonstrate an awareness of relationships between characters

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## **Examination Content: Grade 2 Group**

### **Musical Theatre**

#### **Interpretation and Technique**

The group will perform, from memory, one musical scene of their own choice. The scene must include two songs and enough dialogue to establish some appreciation of character. At least one song must have sections sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene must be a minimum of 8 minutes and no more than 10 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A clean, legible,

unannotated copy of the scene and song lyrics should be provided for the Examiner.

## **Assessment and Grading Criteria: Grade 2 Group Musical Theatre**

### **Learning Outcomes Assessment Criteria**

<p><b>LO1:</b> Perform one musical scene from memory as a group</p>	<p>1.1 Perform with an awareness of the characters and situation</p> <p>1.2 Perform with an awareness of mood</p> <p>1.3 Perform from memory with fluency and focus</p>
<p><b>LO2:</b> Use vocal skills in response to the</p>	<p>2.1 Perform with audibility appropriate to the performance space</p>



text	<p>2.2 Perform with clarity of diction</p> <p>2.3 Sing the melody with accuracy</p> <p>2.4 Sing the rhythm with accuracy</p>
<b>LO3:</b> Use the performance space in response to the text	<p>3.1 Perform with facial expression appropriate to the songs and dialogue</p> <p>3.2 Perform with appropriate movement and use of the performance space</p>
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p>

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	4.2 Use group timing appropriate to the demands of the songs and dialogue
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## **Examination Content: Grade 3 Group**

### **Musical Theatre**

#### **Interpretation and Technique**

The group will perform, from memory, one musical scene of their own choice. The scene must include two contrasting songs and enough dialogue to establish some appreciation of character. At least one song must have sections sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene must be a minimum of 9 minutes and no more than 11 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A clean, legible,

unannotated copy of the scene and song lyrics should be provided for the Examiner.

## **Assessment and Grading Criteria: Grade 3 Group Musical Theatre**

### **Learning Outcomes Assessment Criteria**

<p><b>LO1:</b> Perform one musical scene from memory as a group</p>	<p>1.1 Perform with an awareness of the characters and situation</p> <p>1.2 Perform with an awareness of mood</p> <p>1.3 Perform from memory with fluency and focus</p>
<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Perform with audibility appropriate to the performance space</p> <p>2.2 Perform with clarity of diction</p>

	<p>2.3 Sing the melody with accuracy</p> <p>2.4 Sing the rhythm with accuracy</p>
<b>LO3:</b> Use the performance space in response to the text	<p>3.1 Perform with facial expression appropriate to the songs and dialogue</p> <p>3.2 Perform with appropriate movement and use of the performance space</p>
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 Use group rhythm and timing appropriate to the</p>

	demands of the songs and dialogue
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## Grades 1–3 Marking Scheme

Assessment Task		Marks	Total Marks
Scene (Own Choice)	Interpretation	40	80
	Technique	40	
Interaction			20
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

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In order for Learners to pass these Grades, 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 towards the beginning of this syllabus.

## **Grades 4–5 Group Musical Theatre Examination Description**

The LAMDA Grades 4–5 Examinations in Group Musical Theatre are designed to enable Learners to develop a range of skills in acting through song. Learners will perform one musical scene or sequence of scenes from memory. They will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills including audibility, intelligibility and vocal contrast. Use of body and space will be combined to communicate the text and music and engage the audience. Learners will interact with each other and share responsibility for the group performance.

### **Learning Outcomes**

On completion of these examinations, the Learners will be able to:



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## **Interpretation**

**LO1:** Perform one musical scene or sequence of scenes from memory as a group

## **Technique**

**LO2:** Use vocal skills in response to the text

**LO3:** Create a physical response to the text

## **Interaction**

**LO4:** Interact as a group

## **Total Time Allowance**

**Grade 4:** 20 minutes

**Grade 5:** 20 minutes

## **Examination Content: Grade 4 Group**

### **Musical Theatre**

#### **Interpretation and Technique**

The group will perform, from memory, one musical scene or sequence of scenes of their own choice. The scene(s) must include three songs and enough dialogue to develop character and situation. At least one song must have sections sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 12 minutes and no more than 14 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A clean, legible,

unannotated copy of the scene and song lyrics should be provided for the Examiner.

**Assessment and Grading Criteria: Grade 4 Group Musical Theatre**

**Learning Outcomes Assessment Criteria**

<b>LO1:</b> Perform one musical scene or sequence of scenes from memory as a group	<p>1.1 Demonstrate an understanding of the situation and place in which the characters live</p> <p>1.2 Demonstrate an understanding of how the characters feel, including showing their moods and thoughts</p> <p>1.3 Perform from memory with fluency, focus and naturalness</p>
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<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Perform with audibility appropriate to the performance space</p> <p>2.2 Perform with clarity of diction</p> <p>2.3 Sustain vocal control through to the end of the phrases</p> <p>2.4 Sing the melody of the songs with accuracy</p> <p>2.5 Sing the rhythm of the songs with accuracy</p>
<p><b>LO3:</b> Create a physical response to the text</p>	<p>3.1 Communicate the personal characteristics of the characters through appropriate posture, movement, body language and facial expression</p>

	3.2 Make effective use of the performance space through appropriate staging
<b>LO4:</b> Interact as a group	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 Use group rhythm and timing appropriate to the demands of the songs and dialogue</p> <p>4.3 Share responsibility for the group performance</p>

## **Examination Content: Grade 5 Group**

### **Musical Theatre**

#### **Interpretation and Technique**

The group will perform, from memory, one musical scene or sequence of scenes of their own choice. The scene(s) must include three contrasting songs and enough dialogue to develop character and situation. At least two songs must have sections sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 13 minutes and no more than 15 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A clean, legible,

unannotated copy of the scene and song lyrics should be provided for the Examiner.

**Assessment and Grading Criteria: Grade 5  
Group Musical Theatre**

**Learning Outcomes Assessment Criteria**

<b>LO1:</b> Perform one musical scene or sequence of scenes from memory as a group	<p>1.1 Demonstrate an understanding of the situation and place in which the characters live</p> <p>1.2 Demonstrate an understanding of how the characters feel, including showing their moods and thoughts</p> <p>1.3 Perform from memory with fluency, focus and naturalness</p>
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<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Perform with audibility appropriate to the performance space</p> <p>2.2 Perform with clarity of diction</p> <p>2.3 Sustain vocal control through to the end of the phrases</p> <p>2.4 Sing the melody of the songs with accuracy</p> <p>2.5 Sing the rhythm of the songs with accuracy</p>
<p><b>LO3:</b> Create a physical response to the text</p>	<p>3.1 Communicate the personal characteristics of the characters through appropriate posture, movement, body language and facial expression</p>



	<p>3.2 Make effective use of the performance space through appropriate staging</p>
<p><b>LO4:</b> Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to other characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the songs and dialogue</p> <p>4.4 Share responsibility for the group performance</p>

## Grades 4–5 Marking Scheme

Assessment Task		Marks	Total Marks
Scene (Own Choice)	Interpretation	40	75
	Technique	35	
Interaction			25
Total Marks			100

## Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners to pass these Grades, the evidence that they present for

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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 towards the beginning of this syllabus.

## **Grades 6–8 Group Musical Theatre Examination Description**

The LAMDA Grades 6–8 Examinations in Group Musical Theatre are designed to enable Learners to develop a wide range of skills in acting through song. Learners will perform one musical scene or sequence of scenes, from memory, demonstrating a mature understanding of the material. There will be a sense of ownership and self-awareness. Learners will interact with each other and combine vocal and physical skills to support the musical text and engage the audience.

### **Learning Outcomes**

On completion of these examinations, the Learners will be able to:

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## **Interpretation**

**LO1:** Perform one musical scene or sequence of scenes from memory as a group

## **Technique**

**LO2:** Use vocal skills in response to the text

**LO3:** Create a physical response to the text

## **Interaction**

**LO4:** Interact as a group

## **Total Time Allowance**

**Grade 6:** 25 minutes

**Grade 7:** 25 minutes

**Grade 8:** 30 minutes

## **Examination Content: Grade 6 Group**

### **Musical Theatre**

#### **Interpretation and Technique**

The group will perform, from memory, one musical scene or sequence of scenes of their own choice. The scene(s) must include four songs and enough dialogue to develop character and situation. At least two songs must have sections sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 15 minutes and no more than 18 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A clean, legible,

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unannotated copy of the scene and song lyrics should be provided for the Examiner.

## Assessment and Grading Criteria: Grade 6 Group Musical Theatre

### Learning Outcomes Assessment Criteria

<p><b>LO1:</b> Perform one musical scene or sequence of scenes from memory as a group</p>	<p>1.1 Demonstrate an understanding of text and subtext</p> <p>1.2 Demonstrate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.3 Perform from memory with fluency, focus and spontaneity</p>
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<p><b>LO2:</b> Use vocal skills in response to the text</p>	<p>2.1 Perform with adequate breathing, voice production and resonance</p> <p>2.2 Perform with clarity of diction</p> <p>2.3 Sustain vocal control through to the end of the phrases</p> <p>2.4 Respond vocally to the demands of the characterisations</p> <p>2.5 Sing with accurate intonation and pitch</p>
<p><b>LO3:</b> Create a physical response to</p>	<p>3.1 Communicate the personal characteristics of the characters through</p>

the text	<p>appropriate posture, movement, body language and facial expression</p> <p>3.2 Make effective use of the performance space through appropriate staging</p>
<p><b>LO4:</b></p> <p>Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to other characters, demonstrating an understanding of the text</p>

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	<p>4.3 Use group rhythm and timing appropriate to the demands of the songs and dialogue</p>
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	<p>4.4 Share responsibility for the group performance</p>
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## **Examination Content: Grade 7 Group**

### **Musical Theatre**

#### **Interpretation and Technique**

The group will perform, from memory, one musical scene or sequence of scenes of their own choice. The scene(s) must include four songs and enough dialogue to develop character and situation. At least two songs must have sections sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 17 minutes and no more than 20 minutes in

performance time. The title and lyricist(s)/ composer(s) must be announced prior to the performance. A clean, legible, unannotated copy of the scene and song lyrics should be provided for the Examiner.

**Assessment and Grading Criteria: Grade 7  
Group Musical Theatre**

**Learning Outcomes Assessment Criteria**

<b>LO1:</b> Perform one musical scene or sequence of scenes from	1.1 Demonstrate an understanding of text and subtext  1.2 Demonstrate an understanding of the intentions and objectives of the characters portrayed
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memory as a group	1.3 Perform from memory with fluency, focus and spontaneity
<b>LO2:</b> Use vocal skills in response to the text	<p>2.1 Perform with adequate breathing, voice production and resonance</p> <p>2.2 Perform with clarity of diction</p> <p>2.3 Sustain vocal control through to the end of the phrases</p> <p>2.4 Respond vocally to the demands of the characterisations</p> <p>2.5 Sing with accurate intonation and pitch</p>

<p><b>LO3:</b> Create a physical response to the text</p>	<p>3.1 Communicate the personal characteristics of the characters through appropriate posture, movement, body language and facial expression</p> <p>3.2 Make effective use of the performance space through appropriate staging</p>
<p><b>LO4:</b> Interact as a group</p>	<p>4.1 Demonstrate an awareness of relationships between characters</p>

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|  | <p>4.2 React to other characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the songs and dialogue</p> <p>4.4 Share responsibility for the group performance</p> |
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## **Examination Content: Grade 8 Group Musical Theatre**

### **Interpretation and Technique**

The group will devise and perform from memory, one musical scene of their own choice. The scene must include four songs and enough dialogue to develop character and situation. The dialogue can be either entirely devised or a combination of devised and published text. At least two songs must have sections sung by the full chorus.

The four song selections must be selected either from a published work of musical theatre/film musical or from the discography of a modern musical artist.

The scene will be devised by the Learners and songs may be selected from the same

musical/film musical or from different musicals/film musicals. If the Learners select songs from the discography of a modern artist, all four songs must have been performed by the same artist.

The scene(s) must be a minimum of 20 minutes and no more than 25 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A clean, legible, unannotated copy of the scene and song lyrics should be provided for the Examiner.

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# Assessment and Grading Criteria: Grade 8 Group Musical Theatre

## Learning Outcomes Assessment Criteria

<b>LO1:</b> Perform one musical scene from memory as a group	1.1 Devise and perform a musical scene with a clear structure and demonstration of an understanding of text and subtext 1.2 Demonstrate an understanding of the intentions and objectives of the characters portrayed
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	1.3 Perform from memory with fluency, focus and spontaneity
<b>LO2:</b> Use vocal skills in response to the text	<p>2.1 Perform with adequate breathing, voice production and resonance</p> <p>2.2 Perform with clarity of diction</p> <p>2.3 Sustain vocal control through to the end of the phrases</p> <p>2.4 Respond vocally to the demands of the characterisations</p>

	2.5 Sing with accurate intonation and pitch
<b>LO3:</b> Create a physical response to the text	<p>3.1 Communicate the personal characteristics of the characters through appropriate posture, movement, body language and facial expression</p> <p>3.2 Make effective use of the performance space through appropriate staging</p>

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**LO4:**

Interact as a group

- 4.1 Demonstrate an awareness of relationships between characters
  - 4.2 React to other characters, demonstrating an understanding of the text
  - 4.3 Use group rhythm and timing appropriate to the demands of the songs and dialogue
  - 4.4 Share responsibility for the group performance
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# Grades 6–8 Marking Scheme

Assessment Task		Marks	Total Marks
Scene (Own Choice)	Interpretation	40	75
	Technique	35	
Interaction			25
Total Marks			100

# Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

In order for Learners to pass these Grades, 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 towards the beginning of this syllabus.



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## Glossary of Terms: Syllabus Content

**Acting through song** – bringing a character to life through the sequences of thought and melodic phrasing created by the lyricist and composer

**Audibility** – using the level of breath and resonance appropriate to the size of the performance space (and for the needs of the character if applicable)

**Body language** – communicating the thought and feeling of a text without words

**Character intentions and objectives** – clarifying what the character wants, desires or needs through each action and spoken line, and the spaces between the words

**Choral-speaking** – speaking as a vocal choir in unison, but also involving smaller

groups or individual voices as part of the whole

**Chorus** – two or more members of a group speaking or singing in unison

**Clarity of diction** – articulating sufficiently to be understood by the Examiner, without losing the sense or flow of the text

**Context** – the situation and world of the text and/or scene

**Devising drama** – planning and preparing an original scene or sequence of scenes for performance, based on a given stimulus

**Dialogue** – conversation between two or more characters in a text and/or scene

**Discography** - all of a performer's recordings considered as a body of work

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**Dramatic feature** – a technique used within a scene to enhance meaning and understanding

**Epilogue** – a short piece of text spoken at the end of a performance to bring it to a conclusion

**Facial expression** – using the face to reflect the emotion behind the text; using the face to express the emotion of a character

**Feature film** – for the purposes of these qualifications, LAMDA defines a feature film as a narrative film, over 60 minutes in length that has been released to the public

**Focus** – maintaining concentration and involvement with the text and/or character

**Group rhythm** – an awareness of the rhythmic pattern of a text demonstrated by the group in performance

**Group timing** – an awareness of the overall shape of a text demonstrated by the group in performance

**Improvisation / improvised scene** – the performance of an original scene developed in the moment, from a given stimulus, without prior planning or preparation

**Interaction** – the way members of a group react to each other in a performance

**Intonation** – the pattern or melody of pitch that changes within a song

**Meaning** – what the character is thinking and the sense behind their words and/or actions

**Melody** – the arrangement of single notes to form a sequence in musical composition

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**Modulation** – variations in pitch, intonation, pace, volume, tone colour, use of pause and stress

**Monologue** – a speech spoken by one performer

**Mood** – this is determined by how an audience is made to feel by the performer. This would be a combination of the writer's intention and the performer's interpretation. The emotion behind the words of the text; conveying what the character is feeling and the emotion behind their words and/or actions

**Narration** – the process of telling a story, using one or more members of the group

**Performance space** – the area in which the group performs

**Period** – the time or style in which the text is written, or in which the scene is

set. This will affect the group's use of accent, movement, posture, body language and facial expression etc.

**Personal/physical characteristics** – what the characters look like, noting any distinguishing features. This will affect the group's use of movement, posture, body language and facial expression etc.

**Physical response** – responding to the imagery of the text and/or scene nonverbally

**Physical theatre** – a style of performance used to tell a story through primarily physical means; in other words, using the body

**Pitch** – the degree of height or depth of a tone or sound

**Place** – the physical aspects of where the scene takes place

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**Place and period** – creating a sense of the world in which the characters live

**Posture** – the position of the body when performing the text and/or scene

**Prologue** – a short piece of text spoken at the beginning of a performance to establish the setting before the story begins

**Published** – for the purposes for these qualifications, LAMDA defines “published” as a text which is verifiably available to the public in a printed book, in an e-book, or online, and has been published by a third party. Self-published works are not allowed. Learners must be able to state the author, original publication date and publisher.

**Reactions to other characters** – responding to another character’s words or actions, whether real or imaginary

**Recital** – a programme of material presented in an uninterrupted performance

**Recital conclusion** – bringing the previously shared thoughts, ideas, and texts into a final statement

**Recital introduction** – an opening statement outlining the theme, ideas, thoughts, and texts that make up the recital

**Recital linking statements** – thoughts, linking one text to another

**Resonance** – the amplification and colour of a musical tone produced by vibrations in the head and chest cavity



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**Rhythm** – the patterning of musical sound affected by differences in timing, duration, and/or stress of consecutive notes

**Situation** – what is happening in the scene

**Spontaneity** – as if the text is being spoken for the very first time; as if the scene is being performed for the very first time

**Staging** – positioning a performance within the space provided

**Stimulus** – an object, word, title, piece of music or text from which a devised scene or sequence of scenes is developed

**Structure** – using a beginning, a middle and an end

**Style** – how thoughts are expressed in literary composition; the specific characteristics of the text and/or scene,

including choice of words, syntax and genre

**Subtext** – the hidden meaning or underlying message behind the text and/or scene

**Tableaux** – when the action within a scene is frozen for a short period of time to create a still picture

**Understanding character** – revealing what the characters are thinking, how the characters are feeling, and any changes in the characters' moods throughout the scene

**Understanding of situation** – revealing the world in which the characters live, and the physical aspects of where the scene takes place

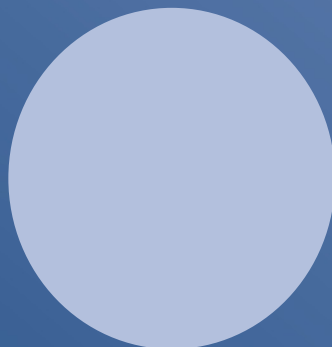
**Vocal contrast** – varying pitch, intonation, pace, volume, tone colour and intensity

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**Vocal control** – keeping sound and thought focused until the end of the phrase, so that the voice does not fade away

**Vocal flexibility** – transforming vocally according to the period, style, and form of the scene

**Vocal skills** – using accurate intonation and sufficient audibility, tone colour and clarity of diction when performing the scene



This publication contains the syllabus requirements for the following Examinations:

**Group Recital** (available from Entry Grade to Grade 3)

**Group Choral-Speaking** (available from Entry Grade to Grade 3)

**Group Acting** (available from Entry Grade to Grade 8)

**Group Devising Drama** (available from Entry Grade to Grade 8)

**Group Musical Theatre** (available from Entry Grade to Grade 8)

LAMDA Group Examinations are designed to develop confidence and basic communication skills in a group setting, encouraging interaction and collaborative working.

Further Examinations are available in other disciplines. Please visit the LAMDA website, [www.lamda.ac.uk](http://www.lamda.ac.uk) for more information.