

Group Storytelling for Performance 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 Storytelling for Performance Examinations. It is designed for use by Centres, Teachers, Learners and Parents.

LAMDA Group Storytelling for Performance offers an opportunity for Learners to develop and transfer skills in group work, providing a supportive and creative atmosphere for Learners to achieve and gain confidence within an ensemble. The qualification is designed to be inclusive for all learners, without the requirement for every member of the group to speak, aiming to nurture the building of confidence through storytelling, embracing all cultures and styles of performance.

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 performance 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 in Storytelling 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 Storytelling for Performance Entry, Grade 1 to Grade 3

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 Policy, which is available to download from the [LAMDA Website](#)

Where Learners make use of AAC (Augmentative and Alternative Communication) which could include, for example; sign-language, symbolic expression or technology assisted communication, these methods can be incorporated into the Examination without any required Reasonable Adjustment. Should the element of the performance using these types of alternative communication be delivering information, then this alternative communication must be fully translated through narration, narrative or dialogue.

Where a Reasonable Adjustment is preferred, or you have any doubt as to the potential impact on an assessment, LAMDA recommends that a Reasonable Adjustment application is made as per the usual procedure.

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 Storytelling for Performance Examinations use practical assessment as the method for external assessment. These examinations are only offered as a Remote Online Assessment (ROA) consisting of a recorded performance with no live element. There is no live face-to-face option available.

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 Fail, 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 in this syllabus.

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 '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.

For the purpose of this qualification, other languages (spoken or signed) may be incorporated into the performance, but full translation into English must be included through narration, narrative or dialogue.

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](#)

LAMDA also produces 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 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 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.

Purpose of the Examinations

LAMDA Group Storytelling for Performance Examinations are designed to develop the skills necessary to create a story through a group performance and present it to an audience.

Learners who prepare themselves appropriately will develop:

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

Broad Objectives of the Examinations

1. Interpretative skills

The Learners will be required to:

- Create a performance in a group with a clear purpose and structure
- Engage with a narrative arc to share a story with an audience

2. Technical skills

The Learners will be required to:

- Develop skills in performance-based storytelling, including facial expression, movement, voice and clarity

3. Interactive skills

The Learners will be required to:

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

Structure

Group Storytelling for Performance Examinations are available at four Grades: Entry Grade and Grade 1 – 3.

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

These examinations are only offered as a Remote Online Assessment (ROA) consisting of a recorded performance. There is no live element. There is no live face-to-face option available.

Examination Regulations

1. Group Storytelling Remote Online Assessments (ROA) must consist of a minimum of 3 and a maximum of 10 Learners.
2. All Learners must be visible on the screen throughout the performance and must not leave the shot at any time.
3. No unauthorised person will be allowed to be present during the examination. An 'authorised person' is a person that is not being assessed, who has been permitted by LAMDA Exams to enter the examination room in line with the requirements of the Learner's Reasonable Adjustments.
4. 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.
5. Hand props are permitted but must be kept to a minimum. Real or authentic replica weapons are not permitted.
6. Live animals are not permitted in the examination room unless they are a Support/Assistance animal. Support and assistance animals can be present, however all members of the group must consent to their presence, their behaviour must be impeccable and they must not affect the flow or timing of the exam.
7. Scenes must include a full translation into English in verbal form, where additional languages are used, within the duration of the performance. See 'Glossary of Terms' for further information on additional languages.
8. 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.
 - Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room, unless the device is:
 - Being used to record the examination
 - Required as a prop and turned off
 - Required to play music/sound effects
 - Authorised as part of a LAMDA authorised Reasonable Adjustment and is only used in line with the approved adjustment
9. A technician is allowed in the room to facilitate the recording of the performance. They must not interact with the group, provide any cues or prompts, or arrange the grouping before or during the performance.

-
10. The recording device must remain fixed at all times and the whole of the group being examined must be visible on camera throughout the entire performance.
 11. The recording must not be edited and done in one take with no technical enhancements.

Please note: 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.

LAMDA Entry Grade and Grade 1 – 3: Group Storytelling for Performance

Examination Description

The LAMDA Entry Grade and Grade 1-3 Examinations in Group Storytelling for Performance are designed to introduce Learners to basic skills necessary to communicate a performance-based story to an audience.

For more details regarding each examination, please review the 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 one scene 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: 15 minutes

Examination Content: Entry Grade - Group Storytelling for Performance

Interpretation and Technique

The group will use a combination of communication skills to perform a prepared scene of their own creation that relates to a school project, for example, an assembly topic. Alternatively, they can choose to base the scene on one of the following titles:

- A Day at the Beach
- The Circus
- Magic

The performance may contain any combination of speech, acting, movement or dance to further or enhance the story, and words may be memorised or read. Each scene should contain some element of the spoken word, either as narration or as part of characterisation, which may be spoken individually or as a group. There is no requirement for all learners to speak, and all members of the group must play an active part in the overall performance. Additional languages which connect culturally or socially to the storytelling may be incorporated but must be translated into English as part of the performance. Stories may be original creations, existing narratives or based on factual information. Learners may use sections of published text within the created performance; however, they should be able to show their interpretation and imagination in the construction of the scene.

The performance time of the scene should be a minimum of 4 minutes and no more than 5 minutes.

Each member of the group must be verbally introduced prior to the performance, and they must hold a sign up with their Full Name, as per their Exam Entry, clearly and legibly written. Where Learners are non-verbal, another member of the group can complete their verbal introduction, however each Learner must hold their own sign so that it can be clearly viewed on the screen.

The group will present the title prior to the performance. The group can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner via the screen. If a sign is used, the wording can be hand-written or printed but must be clear and legible.

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

Assessment and Grading Criteria: Entry Grade – Group Storytelling for Performance

Learning Outcomes	Assesment Criteria
LO1: Create and perform one scene that tells a story as a group	1.1 Create and perform a scene with a clear structure which tells a story 1.2 Demonstrate creative participation in the storyline 1.3 Perform with focus
LO2: Use appropriate technical skills to understand the art of storytelling	2.1 Speak with audibility and clarity 2.2 Perform with use of facial reaction 2.3 Perform with movement appropriate to the story 2.4 Perform with expression and confidence 2.5 Make appropriate use of the performance space
LO3: Interact as a group	3.1 Interact appropriately during the performance demonstrating an awareness of storytelling

Examination Content: Grade 1 – Group Storytelling for Performance

Interpretation and Technique

The group will use a combination of communication skills to perform a prepared scene of their own creation, on an informative topic that relates to a school project, for example an assembly topic. Alternatively, they can choose to base the scene on one of the following titles:

- Spring
- Summer
- Autumn
- Winter

The performance may contain any combination of speech, acting, movement or dance to further or enhance the story, and words may be memorised or read. Each scene should contain some element of the spoken word, either as narration or as part of characterisation, which may be spoken individually or as a group. There is no requirement for all Learners to speak, and all members of the group must play an active part in the overall performance. Additional languages which connect culturally or socially to the storytelling may be incorporated but must be translated into English as part of the performance. Stories may be original creations or based on factual information. Learners may use sections of published text within the created performance; however, they should be able to show their interpretation and imagination in the construction of the scene.

The performance time of the scene should be a minimum of 7 minutes and no more than 10 minutes.

Each member of the group must be verbally introduced prior to the performance, and they must hold a sign up with their Full Name, as per their Exam Entry, clearly and legibly written. Where Learners are non-verbal, another member of the group can complete their verbal introduction, however each Learner must hold their own sign so that it can be clearly viewed on the screen.

The group will present the title prior to the performance. The group can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner via the screen. If a sign is used, the wording can be hand-written or printed but must be clear and legible.

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

Assessment and Grading Criteria: Grade 1 – Group Storytelling for Performance

Learning Outcomes	Assesment Criteria
LO1: Create and perform one scene that tells a story as a group	1.1 Create and perform a scene with a clear narrative structure 1.2 Demonstrate involvement in the storyline indicating changes in mood 1.3 Perform with focus and flow
LO2: Use appropriate technical skills to understand the art of storytelling	2.1 Speak with audibility and clarity 2.2 Perform with appropriate facial reaction 2.3 Perform with movement appropriate to the story 2.4 Perform with expression and confidence 2.5 Make appropriate use of the performance space
LO3: Interact as a group	3.1 Demonstrate an awareness of group responsibility for storytelling and interact appropriately during the performance 3.2 Use group timing appropriate to the content of the performance

Examination Content: Grade 2 – Group Storytelling for Performance

Interpretation and Technique

The group will use a combination of communication skills to perform a prepared scene of their own creation, on a wider topic that relates to a school project, for example an assembly topic. Alternatively, they can choose to base the scene on one of the following titles:

- Dreams
- Friendship
- Carnival

The performance may contain any combination of speech, acting, movement or dance to further or enhance the story, and words may be memorised or read. Each scene should contain some element of the spoken word, either as narration or as part of characterisation, which may be spoken individually or as a group. There is no requirement for all Learners to speak, and all members of the group must play an active part in the overall performance. Additional languages which connect culturally or socially to the storytelling may be incorporated but must be translated into English as part of the performance. Stories may be original creations or based on factual information. Learners may use sections of published text within the created performance; however, they should be able to show their interpretation and imagination in the construction of the scene.

The performance time of the scene should be a minimum of 7 minutes and no more than 10 minutes.

Each member of the group must be verbally introduced prior to the performance, and they must hold a sign up with their Full Name, as per their Exam Entry, clearly and legibly written. Where Learners are non-verbal, another member of the group can complete their verbal introduction, however each Learner must hold their own sign so that it can be clearly viewed on the screen.

The group will present the title prior to the performance. The group can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner via the screen. If a sign is used, the wording can be hand-written or printed but must be clear and legible.

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

Assessment and Grading Criteria: Grade 2 – Group Storytelling for Performance

Learning Outcomes	Assesment Criteria
LO1: Create and perform one scene that tells a story as a group	1.1 Create and perform a scene with a clear narrative structure 1.2 Demonstrate involvement in the storyline indicating changes in mood 1.3 Perform with focus and flow
LO2: Use appropriate technical skills to understand the art of storytelling	2.1 Speak with audibility and clarity 2.2 Perform with facial reaction appropriate to the story 2.3 Perform with movement appropriate to the story 2.4 Perform with expression and confidence 2.5 Make appropriate use of the performance space
LO3: Interact as a group	3.1 Demonstrate an awareness of group responsibility for storytelling and interact appropriately during the performance 3.2 Use group rhythm and timing appropriate to the content of the performance

Examination Content: Grade 3 – Group Storytelling for Performance

Interpretation and Technique

The group will use a combination of communication skills to perform a prepared scene of their own creation based on a traditional story from a fable, fairytale, cautionary tale or pantomime. This could be linked with, or relate to, a school project, assembly or performance. The group should consider and demonstrate an awareness of the imagined audience for the performance (for example, peers, parents, younger children etc.).

The performance may contain any combination of speech, acting, movement or dance to further or enhance the story, and words may be memorised or read. Each scene should contain some element of the spoken word, either as narration or as part of characterisation, which may be spoken individually or as a group. There is no requirement for all Learners to speak, and all members of the group must play an active part in the overall performance. Additional languages which connect culturally or socially to the storytelling may be incorporated but must be translated into English as part of the performance. Learners may use sections of published text within the created performance; however, they should be able to show their interpretation and imagination in the construction of the scene.

The performance time of the scene should be a minimum of 10 minutes and no more than 12 minutes.

Each member of the group must be verbally introduced prior to the performance, and they must hold a sign up with their Full Name, as per their Exam Entry, clearly and legibly written. Where Learners are non-verbal, another member of the group can complete their verbal introduction, however each Learner must hold their own sign so that it can be clearly viewed on the screen.

The group will present the title prior to the performance. The group can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner via the screen. If a sign is used, the wording can be hand-written or printed but must be clear and legible.

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

Assessment and Grading Criteria: Grade 3 – Group Storytelling for Performance

Learning Outcomes	Assesment Criteria
LO1: Create and perform one scene that tells a story as a group	1.1 Create and perform a scene with a clear narrative structure that suits the imagined audience 1.2 Demonstrate involvement in the storyline indicating changes in mood 1.3 Perform with focus and flow
LO2: Use appropriate technical skills to understand the art of storytelling	2.1 Speak with audibility and clarity 2.2 Perform with facial reaction appropriate to the story 2.3 Perform with movement appropriate to the story 2.4 Perform with expression and confidence 2.5 Make effective use of the performance space
LO3: Interact as a group	3.1 Demonstrate an awareness of group responsibility for storytelling and interact appropriately during the performance 3.2 Use group rhythm and timing appropriate to the content of the performance 3.3 Perform with an awareness of the imagined audience

Entry Grade and 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 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.

Glossary of Terms: Syllabus Content

Additional language – any language other than English incorporated into the performance, this should be wholly translated within the timing of the performance

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

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

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

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

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

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

Group timing – an awareness of the overall shape of a piece 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

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

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

This publication contains the syllabus requirements for the Group Storytelling Examinations (available from Entry Grade to Grade 3).

LAMDA Group Storytelling for Performance offers an opportunity for Learners to develop and transfer skills in group work, providing a supportive and creative atmosphere for Learners to achieve and gain confidence within an ensemble.

The qualification is designed to be inclusive for all learners, without the requirement for every member of the group to speak, aiming to nurture the building of confidence through storytelling, embracing all cultures and styles of performance.

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 performance 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.

Further Examinations are available in other disciplines. Please visit the LAMDA website, www.lamda.ac.uk for more information.