

LAMDA

LAMDA Introductory Examinations

From 1 August 2024

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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 Ofqual, the Office of Qualifications and Examinations Regulation 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 Introductory Examinations. It is designed for use by Centres, Teachers, Learners, and Parents.

LAMDA Introductory Examinations are designed to introduce Learners to the LAMDA suite of graded examinations in Communication and Performance. They offer Learners the opportunity to develop basic communication skills and to engage in creative expression within a supportive environment.

Structure

LAMDA Introductory Examinations are offered in the following formats:

- Solo (one Learner): where the Learner performs alone
- Group (three to ten Learners): where the Learners perform together

Solo Introductory Examinations are available at three stages:

- Solo Introductory Stage One
- Solo Introductory Stage Two
- Solo Introductory Stage Three

Group Introductory Examinations are available at three stages:

- Group Introductory Stage One
- Group Introductory Stage Two
- Group Introductory Stage Three

LAMDA Introductory Examinations are open to all. There are no minimum age restrictions, and the choice of repertoire is intended to appeal to Learners of all ages.

LAMDA Examination Titles Covered in This Syllabus Specification

- LAMDA Introductory Examination: Solo Introductory Stage One
- LAMDA Introductory Examination: Solo Introductory Stage Two
- LAMDA Introductory Examination: Solo Introductory Stage Three
- LAMDA Introductory Examination: Group Introductory Stage One
- LAMDA Introductory Examination: Group Introductory Stage Two
- LAMDA Introductory Examination: Group Introductory Stage Three

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: 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 Introductory Examinations use practical assessment as the method for external assessment.

Assessment for LAMDA Graded Solo and 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 Unit/ Discipline (e.g. Acting).

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.

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 Resources

The *LAMDA Verse and Prose Anthology – Volume 20* is a collection of verse and prose pieces and is a publication designed so Teachers can select appropriate Set Pieces for Learners taking LAMDA Introductory Examinations (Solo and Group) at Stage One, Stage Two and Stage Three.

To provide a wide range of options for Learners of all ages, the LAMDA Additional Set Piece List can also be used to select Set pieces from. This can be accessed here:

<https://www.lamda.ac.uk/lamda-exams/our-exams/introductory-exams>

Details of all LAMDA publications for the examinations are available on the LAMDA website:

www.lamda.ac.uk/lamda-exams

Grade Band Descriptors

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

Distinction (80–100 Marks)

A Learner who achieves a Distinction mark will have communicated the meaning of their poem throughout the performance, speaking from memory with expression and confidence throughout. The poem will have been audible and spoken clearly all of the time. During the conversation element of Solo Examination, the Learner will have maintained concentration whilst listening and responding appropriately to all questions. For Group Examinations, the group will have responded to the game completely, listening to and interacting with one another throughout.

Merit (65–79 Marks)

A Learner who achieves a Merit mark will have communicated the meaning of their poem throughout most of the performance, speaking from memory most of the time, with some lapses in confidence and expression. The poem will have been mostly clear and audible. During the conversation element of Solo Examinations, the Learner will have been concentrating for the most part, whilst listening and responding appropriately to most questions. For Group Examinations, the group will have securely responded to the game, listening to and interacting with one another for the most part.

Pass (50–65 Marks)

A Learner who achieves a Pass mark will have communicated the meaning of their poem for some of the time, speaking clearly and audibly some of the time, but will have lacked confidence and the ability to express throughout the performance. During the conversation element of Solo Examinations, the Learner will have concentrated some of the time, appropriately answering some of the questions from the Examiner. For Group Examinations, the group will have given a basic response to the game, listening to and interacting with one another for some of the time.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail for any subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable 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. Knowledge in relation to the repertoire performed will have been insufficient for the Grade and subject of Examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

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.

LAMDA

LAMDA Solo Introductory Examinations

From 1 August 2024

Purpose of the Examinations

LAMDA Solo Introductory Examinations are designed to develop confidence and basic communication skills, and to introduce the Learner to the LAMDA suite of graded examinations in Communication and Performance.

Learners who prepare themselves appropriately will develop:

- 1 Interpretative skills
- 2 Technical skills
- 3 Communication skills

Broad Objectives of the Examinations

1 Interpretative skills

The Learner will be required to:

- Learn the words of a poem and recite them aloud

2 Technical skills

The Learner will be required to:

- Develop skills in voice and diction

3 Communication skills

The Learner will be required to:

- Respond to simple questions in a conversation

Structure

Solo Introductory Examinations are available at three stages:

- Solo Introductory Stage One
- Solo Introductory Stage Two
- Solo Introductory Stage Three

Learners may enter for a Solo Introductory Examination at any stage. Each stage is independently assessed.

Examination Regulations: Solo Introductory

1. The set poems for each stage are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20* and alternative options can be found in the LAMDA Additional Set Piece List found here:
<https://www.lamda.ac.uk/lamda-exams/our-exams/introductory-exams>
2. The Learners will speak the set poems as they are presented in the approved text.
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 Adjustment
4. Live animals are not permitted in the examination room
5. Electronic devices, such as mobile phones, tablets, e-readers and laptops, are not permitted in the examination room
6. 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.

LAMDA Solo Introductory Examinations Solo Introductory Stage One

Examination Description

The LAMDA Solo Introductory Stage One Examination is designed to introduce Learners to basic communication skills. Learners will speak one poem from memory, audibly and clearly, with an appreciation of meaning, and maintain a short conversation with the Examiner with reasons for choosing the favourite toy, souvenir or piece of memorabilia. Learners will also be asked to describe how to play a game of their choice.

Learning Outcomes

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

Interpretation

LO1: Perform one poem from memory

Technique

LO2: Use vocal skills to engage the listener

Conversation

LO3: Know and understand the techniques required to maintain a conversation

Total Time Allowance

10 minutes (this timing also includes the Examiner completing the Learner Examination Report)

Examination Content: Solo Introductory Stage One

Poem (Set Piece): Interpretation and Technique

The Learner will speak from memory one of the following set poems, or a poem from the [LAMDA Additional Set Piece List](#).

Flippin' Eck by Brian Bilston

I'm Nobody! Who are you? by Emily Dickinson

From *Aliens Stole My Underpants* by Brian Moses

Sugarcake Bubble by Grace Nichols

Night Thoughts by Li Bai, translated by Amy Lowell

Hurt No Living Thing by Christina Rossetti

The set poems above are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*.

The Examiner will ask the Learner to announce the title and author prior to the performance. A clean, legible, unannotated copy of the chosen poem should be provided for the Examiner.

Conversation

The Learner will engage in a short conversation with the Examiner which will be initiated by the favourite toy, souvenir or piece of memorabilia the Learner brings into the examination room. The Learner should be able to explain the reason they chose to bring this favourite toy, souvenir or piece of memorabilia. They will also be expected to describe how to play a game of their choice (Learners do not need to bring a game in with them). The conversation may move naturally onto other topics.

Assessment and Grading Criteria: Solo Introductory Stage One

Learning Outcomes	Assessment Criteria
<p>LO1 Perform one poem from memory</p>	<p>1.1 Communicate the meaning of the poem</p> <p>1.2 Speak the poem from memory</p> <p>1.3 Speak the poem with expression and confidence</p>
<p>LO2 Use vocal skills to engage the listener</p>	<p>2.1 Speak the poem with audibility appropriate to the performance space</p> <p>2.2 Speak the poem clearly</p>
<p>LO3 Know and understand the techniques required to maintain a conversation</p>	<p>3.1 Maintain concentration in the conversation</p> <p>3.2 Listen and respond appropriately to questions</p> <p>3.3 Explain the reasons for the choice of favourite toy, souvenir or piece of memorabilia</p> <p>3.4 Describe how to play a game</p>

Marking Scheme: Solo Introductory Stage One

Assessment Task		Marks	Total Marks
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
Total Marks			100

Attainment Bands

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

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the learning outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors section towards the beginning of this syllabus.

LAMDA Solo Introductory Examinations Solo Introductory Stage Two

Examination Description

The LAMDA Solo Introductory Stage Two Examination is designed to introduce Learners to basic communication skills. Learners will speak one poem from memory, audibly and clearly, with an appreciation of meaning, and maintain a short conversation with the Examiner with reasons for choosing the picture, photograph, drawing or postcard. Learners will also be asked to describe their favourite activity.

Learning Outcomes

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

Interpretation

LO1: Perform one poem from memory

Technique

LO2: Use vocal skills to engage the listener

Conversation

LO3: Know and understand the techniques required to maintain a conversation

Total Time Allowance

10 minutes (this timing also includes the Examiner completing the Learner Examination Report)

Examination Content: Solo Introductory Stage Two

Poem (Set Piece): Interpretation and Technique

The Learner will speak from memory one of the following set poems, or a poem from the [LAMDA Additional Set Piece List](#).

There's a Shark in my Tea! by Leo Alderin

Gibberish by Mary Elizabeth Coleridge

Cold Toast by Claudine Toutoungi

The Storm by Sara Coleridge

Let Thine Eyes Whisper by Ameen Rihani

Bird, Bell, and I by Misuzu Kaneko, translated by Sally Ito and Michiko Tsuboi

The set poems above are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*.

The Examiner will ask the Learner to announce the title and author prior to the performance. A clean, legible, unannotated copy of the chosen poem should be provided for the Examiner.

Conversation

The Learner will bring a picture, photograph, drawing or postcard of one of the following into the examination room:

- Family
- Favourite place
- Memorable event
- Favourite animal
- Favourite Food

The Learner will engage in a short conversation with the Examiner. This will be initiated by the picture, photograph, drawing or postcard the Learner brings into the examination room. The Learner should be able to explain the reason why they chose to bring this with them and will also be expected to describe their favourite activity. The conversation may move naturally onto other topics.

Assessment and Grading Criteria: Solo Introductory Stage Two

Learning Outcomes	Assessment Criteria
LO1 Perform one poem from memory	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
LO2 Use vocal skills to engage the listener	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly

<p>LO3 Know and understand the techniques require to maintain a conversation</p>	<p>3.1 Maintain concentration in the conversation</p> <p>3.2 Listen and respond appropriately to questions</p> <p>3.3 Explain the reasons for the choice of picture, photograph, drawing or postcard</p> <p>3.4 Describe a favourite activity</p>
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Marking Scheme: Solo Introductory Stage Two

Assessment Task		Marks	Total Marks
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
Total Marks			100

Attainment Bands

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

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the learning outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors section towards the beginning of this syllabus.

LAMDA Solo Introductory Examinations Solo Introductory Stage Three

Examination Description

The LAMDA Solo Introductory Stage Three Examination is designed to introduce Learners to basic communication skills. Learners will speak one poem from memory, audibly and clearly, with an appreciation of meaning, and maintain a short conversation with the Examiner about a favourite book, explaining the reasons for their choice, an explanation of their favourite section and who their favourite character within the book is.

Learning Outcomes

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

Interpretation

LO1: Perform one poem from memory

Technique

LO2: Use vocal skills to engage the listener

Conversation

LO3: Know and understand the techniques required to maintain and further a conversation

Total Time Allowance

10 minutes (this timing also includes the Examiner completing the Learner Examination Report)

Examination Content: Solo Introductory Stage Three

Poem (Set Poem): Interpretation and Technique

The Learner will speak from memory one of the following set poems, or a poem from the [LAMDA Additional Set Piece List](#).

Dis Breeze by Valerie Bloom

The Slime Takeover by Joseph Coelho

Ariel's Song by William Shakespeare

I am angry by Michael Rosen

From *The First Tooth* by Mary and Charles Lamb

Bertie Beaky by Claudine Toutoungi

The set poems above are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*.

The Examiner will ask the Learner to announce the title and author prior to the performance. A clean, legible, unannotated copy of the chosen poem should be provided for the Examiner.

Conversation

The Learner will bring a favourite book into the examination room. The Examiner will use this to initiate a short conversation with the Learner. In this conversation, the Learner should be able to explain their reasons for their choice of book and give an explanation of their favourite section and character in the book. The conversation may move naturally onto other topics.

Assessment and Grading Criteria: Solo Introductory Stage Three

Learning Outcomes	Assessment Criteria:
LO1 Perform one poem from memory	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
LO2 Use vocal skills to engage the listener	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly

<p>LO3 Know and understand the techniques required to maintain and further a conversation</p>	<p>3.1 Maintain concentration in the conversation</p> <p>3.2 Listen and respond appropriately to questions</p> <p>3.3 Give reasons behind the choice of book</p> <p>3.4 Give an explanation of a favourite section of the book and a favourite character</p>
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Marking Scheme: Solo Introductory Stage Three

Assessment Task		Marks	Total Marks
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
Total Marks			100

Attainment Bands

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

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the learning outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors section towards the beginning of this syllabus.

LAMDA Group Introductory Examinations

From 1 August 2024

Purpose of the Examinations

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

Learners who prepare themselves appropriately will develop:

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

Broad Objectives of the Examinations

1. Interpretative skills

The Learners will be required to:

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

2. Technical skills

The Learners will be required to:

- Develop skills in voice and diction
- Respond to simple instructions in a drama game

3. Interactive skills

The Learners will be required to:

- Interact as a group

Structure

Group Introductory Examinations are available at three stages:

Group Introductory Stage One

Group Introductory Stage Two

Group Introductory Stage Three

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

Examination Regulations: Group Introductory

- 1 The set poems for each stage are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20* and alternative options can be found in the LAMDA Additional Set Piece List found here:
<https://www.lamda.ac.uk/lamda-exams/our-exams/introductory-exams>
- 2 The Learners will speak the set poems as they are presented in the approved text.
- 3 Groups must consist of a minimum of three Learners and a maximum of ten Learners.
- 4 No unauthorised person is allowed to be present during the examination. 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 Adjustment.
- 5 Live animals are not permitted in the examination room.
- 6 Electronic devices, such as mobile phones, tablets, e-readers and laptops, are not permitted in the examination room.
- 7 The selected repertoire must be performed in English.

LAMDA

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.

LAMDA Group Introductory Examinations Group Introductory Stage One

Examination Description

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

Learning Outcomes

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

Interpretation

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

Technique

LO2: Use appropriate technical skills

Interaction

LO3: Interact as a group

Total Time Allowance

15 Minutes (this timing also includes the Examiner completing the Learner Examination Report)

Examination Content: Group Introductory Stage One

Poem (Set Poem): Interpretation and Technique

The group will speak from memory one of the following set poems, or a poem from the [LAMDA Additional Set Piece List](#).

The Laugh by Joseph Coelho
From I Am/ I Say by Sabrina Mahfouz
Jungle Noises by Nick Teed

The set poems above are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Examiner will ask the Learners to announce the title and author prior to the performance. A clean, legible, unannotated copy of the chosen poem should be provided for the Examiner.

Drama Game: Interaction

The group will play a drama game led by the Examiner.

The Examiner will say ‘I am a magician and I am going to turn you into...’ and then identify a character, an animal and an object for each member of the group to become. The Learners will be asked to do this individually or as a group. The group will be assessed on their ability to act out the roles/characters given to them. Learners will be expected to listen and interact appropriately to instructions and with each other.

Assessment and Grading Criteria: Group Introductory Stage One

Learning Outcomes	Assessment Criteria
LO1 Speak one poem from memory and play one drama game as a group	1.1 Communicate the meaning of the poem with expression 1.2 Speak the chosen poem from memory with accuracy 1.3 Demonstrate a response to the given stimulus in the drama game 1.4 Maintain concentration and focus in the drama game
LO2 Use appropriate technical skills	2.1 Speak the chosen poem with audibility appropriate to the performance space 2.2 Speak the poem clearly 2.3 Listen and respond to instructions in the drama game

LO3 Interact as a group	3.1 Listen to each other and interact appropriately during the delivery of the poem 3.2 Listen to each other and interact appropriately during the game
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Marking Scheme: Group Introductory Stage One

Assessment Task		Marks	Total Marks
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

Attainment Bands

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

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the learning outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors section towards the beginning of this syllabus.

LAMDA Group Introductory Examinations Group Introductory Stage Two

Examination Description

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

Learning Outcomes

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

Interpretation

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

Technique

LO2: Use appropriate technical skills

Interaction

LO3: Interact as a group

Total Time Allowance

15 Minutes (this timing also includes the Examiner completing the Learner Examination Report)

Examination Content: Group Introductory Stage Two

Poem (Set Poem): Interpretation and Technique

The group will speak from memory one of the following set poems, or a poem from the [LAMDA Additional Set Piece List](#).

Hopaloo Kangaroo by John Agard

The Last Shot by Kwame Alexander

Wallaby Trouble by Monika Johnson

The set poems above are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Examiner will ask the Learners to announce the title and author prior to the performance. A clean, legible, unannotated copy of the chosen poem should be provided for the Examiner.

Drama Game: Interaction

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

Assessment and Grading Criteria: Group Introductory Stage Two

Learning Outcomes	Assessment Criteria
LO1 Speak one poem from memory and play one drama game as a group	<p>1.1 Communicate the meaning of the poem with expression</p> <p>1.2 Speak the chosen poem from memory with accuracy</p> <p>1.3 Demonstrate an awareness of the rhythm and shape of the chosen poem</p> <p>1.4 Demonstrate a response to the given stimulus in the drama game</p> <p>1.5 Maintain concentration and focus in the drama game</p>

LO2 Use appropriate technical skills	2.1 Speak the chosen poem with audibility appropriate to the performance space 2.2 Speak the poem clearly 2.3 Listen and respond to instructions in the drama game
LO3 Interact as a group	3.1 Listen to each other and interact appropriately during the delivery of the poem 3.2 Listen to each other and interact appropriately during the game

Marking Scheme: Group Introductory Stage Two

Assessment Task		Marks	Total Marks
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

Attainment Bands

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

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the learning outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors section towards the beginning of this syllabus.

LAMDA Group Introductory Examinations

Group Introductory Stage Three

Examination Description

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

Learning Outcomes

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

Interpretation

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

Technique

LO2: Use appropriate technical skills

Interaction

LO3: Interact as a group

Total Time Allowance

15 Minutes (this timing also includes the Examiner completing the Learner Examination Report)

Examination Content: Group Introductory Stage Three

Poem (Set Poem): Interpretation and Technique

The group will speak from memory one of the following set poems, or a poem from the [LAMDA Additional Set Piece List](#).

The Both of Us by Joshua Seigal

The Flibbit by Kate Wakeling

The Months by Sara Coleridge

The set poems above are printed in full in the *LAMDA Verse and Prose Anthology – Volume 20*. The poem must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group.

The Examiner will ask the Learners to announce the title and author prior to the performance. A clean, legible, unannotated copy of the chosen poem should be provided for the Examiner.

Drama Game: Interaction

The group will play a drama game led by the Examiner. The Examiner will provide the group with the first line of a story. Each Learner will add a sentence to the story until the Examiner brings the story to an end. Learners will be expected to listen and interact appropriately to instructions and with each other.

Assessment and Grading Criteria: Group Introductory Stage Three

Learning Outcomes	Assessment Criteria
<p>LO1 Speak one poem from memory and play one drama game as a group</p>	<p>1.1 Communicate the meaning of the poem with expression</p> <p>1.2 Speak the chosen poem from memory with accuracy</p> <p>1.3 Demonstrate an awareness of the rhythm and shape of the chosen poem</p> <p>1.4 Demonstrate a response to the given stimulus in the drama game</p> <p>1.5 Maintain concentration and focus in the drama game</p>
<p>LO2 Use appropriate technical skills</p>	<p>2.1 Speak the chosen poem with audibility appropriate to the performance space</p> <p>2.2 Speak the poem clearly</p> <p>2.3 Listen and respond to instructions in the drama game</p>

LO3 Interact as a group	3.1 Listen to each other and interact appropriately during the delivery of the poem 3.2 Listen to each other and interact appropriately during the game
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Marking Scheme: Group Introductory Stage Three

Assessment Task		Marks	Total Marks
Poem	Interpretation	25	50
	Technique	25	
Drama Game	Interpretation	15	30
	Technique	15	
Interaction			20
Total Marks			100

Attainment Bands

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

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the learning outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors section towards the beginning of this syllabus.

Glossary of Terms: Syllabus Content

Audibility – using sufficient breath and resonance for the sound to be heard by the Examiner

Clarity – clarity of speech; articulating sufficiently to be understood by the Examiner without losing the sense or flow of the text

Conversation – a two-way exchange of ideas between the Learner and the Examiner

Drama game – an activity or exercise which is used to introduce the Learners to drama and communication skills

Expression – to speak a text with feeling and an understanding of the meaning behind the words

Focus – maintaining concentration and involvement with the text and activity

Interaction – the way members of a group work and respond to each other in a performance or activity

Performance space – the area in which the Learner or group performs

Rhythm – the recurring movement (often referred to as a beat) of sound or speech within a text

Stimulus – an object, a word, a title, a piece of music or a text from which a drama game is developed

Vocal skills – using sufficient audibility, tone, colour, and clarity of diction when performing a text