

LAMDA

Graded Examinations in Performance: Miming

Changes from the Previous Syllabus (September 2014)

ALL EXAMINATIONS	
New regulation for 2019: Learners must not use their voice in any part of the mimes/mime scenes	
ENTRY LEVEL	
2014 Syllabus	2019 Syllabus
	Mime and Mime Scene titles have changed and been updated
LEVEL 1, GRADE 1	
2014 Syllabus	2019 Syllabus
	Mime and Mime Scene titles have changed and been updated
AC wording change: 1.1 Create and perform a mime with a basic/ secure/ clear and defined sequence of actions and reactions that focuses on the use of the hands and face	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on the use of the upper body and hands 1.2 Create and perform both pieces with a clear structure

<p>1.2 Create and perform a mime scene with a basic/ secure/ clear and defined structure</p> <p>1.3 Demonstrate involvement with the content of the mime scene some/ most/ all of the time</p> <p>2.2 Perform the mime scene with expressive facial reaction some/ most/ all of the time</p>	<p>1.3 Demonstrate involvement with the content of both pieces</p> <p>2.2 Perform both pieces with expressive facial reaction</p>
<p>Knowledge requirement amendment:</p> <ul style="list-style-type: none"> the reasons for the choice of title for the mime and mime scene <p>Reflected in AC 3.1 Give a brief/ secure/detailed explanation of the reasons for the choice of title for the mime and mime scene</p>	<ul style="list-style-type: none"> how each character is feeling in the mime and the mime scene <p>Reflected in AC 3.1 Give a description of the feelings of each character within the mime and mime scene</p>
<p>LEVEL 1, GRADE 2</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>Mime and Mime Scene titles have changed and been updated</p>

<p>AC wording change:</p> <p>1.1 Create and perform a mime with a basic/ secure/ clear and defined sequence of actions and reactions that focuses on the use of the feet and face</p> <p>1.2 Create and perform a mime scene with a basic/ secure/ clear and defined structure</p> <p>1.3 Demonstrate involvement with the content of the mime scene some/ most/ all of the time</p> <p>2.2 Perform the mime scene with expressive facial reaction some/ most/ all of the time</p>	<p>1.1 Create and perform a mime with a sequence of actions and reactions that focuses on moving in a certain style</p> <p>1.2 Create and perform both pieces with a clear structure</p> <p>1.3 Demonstrate involvement with the content of both pieces</p> <p>2.2 Perform both pieces with expressive facial reaction</p>
<p>Knowledge requirement amendment:</p> <ul style="list-style-type: none"> the reasons for the choice of title for the mime and mime scene <p>Reflected in AC 3.1 Give a brief/ secure/detailed explanation of the</p>	<ul style="list-style-type: none"> how each character is feeling in the mime and the mime scene <p>Reflected in AC 3.1 Give a description of the feelings of each character within the mime and mime scene</p>

reasons for the choice of title for the mime and mime scene	
LEVEL 1, GRADE 3	
2014 Syllabus	2019 Syllabus
	Mime and Mime Scene titles have changed and been updated
<p>AC wording change:</p> <p>1.1 Create and perform a mime with a basic/ secure/ clear and defined sequence of actions and reactions that focuses on the use of the hands, feet and face</p> <p>1.2 Create and perform a mime scene with a basic/ secure/ clear and defined structure</p> <p>1.3 Demonstrate involvement with the content of the mime scene some/ most/ all of the time</p> <p>2.2 Perform the mime scene with expressive facial reaction some/ most/ all of the time</p>	<p>1.1 Create and perform a mime with a sequence of actions and reactions that focuses on using the whole body</p> <p>1.2 Create and perform both pieces with a clear structure</p> <p>1.3 Demonstrate involvement with the content of both pieces</p> <p>2.2 Perform both pieces with expressive facial reaction</p>

<p>Knowledge requirement amendment:</p> <ul style="list-style-type: none"> the reasons for the choice of title for the mime and mime scene <p>Reflected in AC 3.1 Give a brief/ secure/detailed explanation of the reasons for the choice of title for the mime and mime scene</p>	<ul style="list-style-type: none"> how each character is feeling in the mime and the mime scene <p>Reflected in AC 3.1 Give a description of the feelings of each character within the mime and mime scene</p>
LEVEL 2, GRADE 4 AND 5	
No changes	
LEVEL 3, GRADE 6	
No changes	
LEVEL 3, GRADE 7	
2014 Syllabus	2019 Syllabus
<p>Mime Scene 1 commedia dell'arte mime characters:</p> <ul style="list-style-type: none"> Harlequin Columbine Pantaloon Pierrot Pulcinella 	<p>These have changed for the new syllabus to:</p> <ul style="list-style-type: none"> Arlecchino (Harlequin) Colombina (Columbine) Pantalone (Pantaloon) Pierrot Pulcinella Il Capitano Zanni
	Mime Scene 2 stimuli have changed and been updated
LEVEL 3, GRADE 8	
No changes	

Miming (August 2019)

Purpose of the Qualification

LAMDA Graded Examinations in Performance: Miming are designed to develop the skills necessary to create a performance using mime.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Knowledge of the performance process

Broad Objectives of the Qualification

1. Interpretative skills

The Learner(s) will be required to:

- communicate an activity, situation and/or character through mime
- engage with an activity, situation and/or character in order to create a sense of reality

2. Technical skills

The Learner(s) will be required to:

- develop skills in physical awareness, control, precision and coordination

3. Knowledge of the performance process

The Learner(s) will be required to:

- know and understand how to create and structure mimes and mime scenes for performance
- know and understand the influences on the development and presentation of mime for one of the following practitioners: Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq (Grade 8 only)

Structure

The qualification is available at four levels, in line with the Regulated Qualifications Framework:

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6
	Grade 7
	Grade 8

Learners may enter for a Miming Examination at any grade. Each grade is independently assessed. Learning Outcomes are set

at each Level and cover a range of grades (for example, Level 1 covers Grades 1, 2 and 3). Assessment Criteria are set at each grade. There is a qualitative difference in outcome between individual grades within each Level. This is because:

- the set requirements and/or topics for mimes increase in technical difficulty as the grades progress
- the knowledge required increases as the grades progress

LAMDA Examinations in Miming are offered in the following formats:

- Solo (one Learner) where the Learner performs alone
- Duologue (two Learners) where the Learners perform mimes individually and mime scenes together

Examination Regulations

1. Nudity is not permitted
2. Learners must not use their voice in any part of the mimes/ mime scenes
3. Words must not be mouthed by the Learner(s) in their mimes/ mime scenes.
4. No unauthorised person will be allowed to be present during the examination.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of music and/or sound effects. If an electronic device is

required for the use of music and/or sound effects, this must be approved by the Examiner at the beginning of the examination.

6. Props are not permitted for use in Miming examinations. Tables and chairs are permitted in the examination room for the purposes of staging a mimes/mime scenes.
7. Live animals are not permitted in the examination room.

Entry Level

Miming (Solo/Duologue)

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20 (hours)

Total Qualification Time: 40 (hours)

Credit Value: 4

Level Description

The LAMDA Entry Level Award in Performance: Miming is designed to introduce Learners to very simple miming skills. Learners will be able to create and perform a mime scene that consists of a sequence of activities. Movement will be clear and confident. The use of space will complement the performance.

LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

Interpretation

LO1: create and perform one mime scene

Technique

LO2: know and apply the techniques required to perform a mime scene

Knowledge

LO3: know and understand the content of the mime scene

Total Time Allowance

Solo – 10 minutes

Duologue – 15 minutes

Examination Content

Mime Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene that consists of a sequence of activities. The Learner(s) must use one of the following titles:

- the seaside
- the classroom
- the cave of treasure

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of two minutes and no more than three minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own

sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- the reasons for the choice of title
- the sequence of activities within the mime scene

Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime scene	Interpretation	40	80
	Technique	40	
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Miming (Solo/Duologue)

ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform one mime scene	1.1 Create and perform a mime scene with a structure that includes a sequence of activities 1.2 Demonstrate involvement with the content
LO2: know and apply the techniques required to perform a mime scene	2.1 Communicate the sequence of activities with clarity 2.2 Perform with movement appropriate to the performance space
LO3: know and understand the content of the mime scene	3.1 Give an explanation of the reasons for the choice of title for the mime scene 3.2 Give a description of the sequence of activities in the mime scene

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Entry Level Miming Examinations.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have created and performed a mime scene with a clear and defined structure that includes a sequence of activities. They will have been involved with the content throughout the performance, and movement will have been appropriate and clear throughout. They will have also given detailed answers to questions asked about the choice of title and the sequence of activities within the scene.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have created and performed a mime scene with a secure structure that includes a sequence of activities. They will have been involved with the content for the majority of the performance, and movement will have been appropriate and clear for most of the scene. They will have also given secure answers to questions asked about the choice of title and the sequence of activities within the scene.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have created and performed a mime scene with a basic structure that includes a sequence of activities. They will have been involved with the content for some of the performance, and movement will have been appropriate and clear for some parts of the scene. They will have also given basic answers to questions asked about the choice of title and the sequence of activities within the scene.

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 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.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

Level 1

Miming (Solo/Duologue)

RQF Level: 1

Grade 1 Guided Learning Hours: 20 (hours)
 Total Qualification Time: 60 (hours)
 Credit Value: 6

Grade 2 Guided Learning Hours: 25 (hours)
 Total Qualification Time: 70 (hours)
 Credit Value: 7

Grade 3 Guided Learning Hours: 30 (hours)
 Total Qualification Time: 80 (hours)
 Credit Value: 8

Level Description

The LAMDA Level 1 Award in Performance: Miming is designed to enable Learners to develop basic miming skills. Learners will be able to apply their knowledge, understanding and skills to create and perform one mime and one mime scene. Movement of the hands, feet and face will be precise. Mime scenes will possess a clear and organised dramatic structure. The use of the space will complement the performance.

LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

Interpretation

LO1: create and perform one mime and one mime scene

Technique

LO2: know and apply the techniques required to perform a mime and a mime scene

Knowledge

LO3: know and understand the content of the mime and the mime scene

Total Time Allowance for Each Grade

Solo – 10 minutes

Duologue – 15 minutes

Examination Content

GRADE 1

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime focusing on the use of the upper body, hands and face. The Learner(s) must use one of the following titles:

- blowing up a balloon
- brushing your teeth
- eating spaghetti

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of 30 seconds and no more than one minute. The Learner(s) must announce the title prior to the performance.

Mime Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following titles:

- the sporting event
- the cookery show
- the fairground

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of two minutes and no more than three minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- how each character is feeling in the mime and the mime scene
- the sequence of events in the mime scene

GRADE 2

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime focusing on moving in a certain style. The Learner(s) must use one of the following options:

- an animal
- a robot
- a giant

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of 30 seconds and no more than one minute. The Learner(s) must announce the title prior to the performance.

Mime Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following titles:

- the library
- the market
- the farm

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of two minutes and no more than three minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- how each character is feeling in the mime and the mime scene
- the use of movement and facial expression in the mime
- the sequence of events in the mime scene

GRADE 3

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime focusing on the use of the whole body. The Learner(s) must use one of the following titles:

- getting dressed
- putting up a shelf
- getting into cold water

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of 30 seconds and no more than one minute. The Learner(s) must announce the title prior to the performance.

Mime Scene: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following titles:

- the funfair
- the sleepover
- trapped in a lift

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of two minutes and no more than three minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- how the characters are feeling in the mime and the mime scene
- the use of movement and facial expression in the mime
- the place and situation in the mime scene

Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime	Interpretation	15	30
	Technique	15	
Mime Scene	Interpretation	25	50
	Technique	25	
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Miming (Solo/Duologue)

LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform one mime and one mime scene	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on the use of the upper body and hands 1.2 Create and perform both pieces with a clear structure 1.3 Demonstrate involvement with the content of both pieces 1.4 Perform with concentration and focus
LO2: know and apply the techniques required to perform a mime and a mime scene	2.1 Perform the mime with clear and accurate hand movements 2.2 Perform both pieces with expressive facial reaction 2.3 Perform the mime scene with movement appropriate to the performance space
LO3: know and understand the content of the mime and the mime scene	3.1 Give a description of the feelings of each character within the mime and mime scene

	3.2 Give a description of the sequence of events in the mime scene
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Assessment and Grading Criteria: Miming (Solo/Duologue)

LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform one mime and one mime scene	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on moving in a certain style 1.2 Create and perform both pieces with a clear structure 1.3 Demonstrate involvement with the content of both pieces 1.4 Perform with concentration and focus
LO2: know and apply the techniques required to perform a mime and a mime scene	2.1 Perform the mime with clear and accurate foot movements 2.2 Perform both pieces with expressive facial reaction

	2.3 Perform the mime scene with movement appropriate to the performance space
LO3: know and understand the content of the mime and the mime scene	3.1 Give a description of the feelings of each character within the mime and mime scene 3.2 Give a description of the movement and facial expression used in the mime 3.3 Give a description of the sequence of events in the mime scene

Assessment and Grading Criteria: Miming (Solo/Duologue)

LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform one mime and one mime scene	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on using the whole body 1.2 Create and perform both pieces with a clear structure

	<p>1.3 Demonstrate involvement with the content of both pieces</p> <p>1.4 Perform with concentration and focus</p>
LO2: know and apply the techniques required to perform a mime and a mime scene	<p>2.1 Perform the mime with clear and accurate hand and foot movements</p> <p>2.2 Perform both pieces with expressive facial reaction</p> <p>2.3 Perform the mime scene with movement appropriate to the performance space</p>
LO3: know and understand the content of the mime and the mime scene	<p>3.1 Give a description of the feelings of each character within the mime and mime scene</p> <p>3.2 Give a description of the movement and facial expression used in the mime</p> <p>3.3 Give a description of the place and situation in the mime scene</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 1 Miming Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to

satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have performed their pieces with accuracy, communicating a clear and defined structure, focusing on the specific parts of the body throughout. The Learner will have remained focused and involved with their scene and mimed action throughout, using appropriate facial expression and reaction. Learners will have given detailed descriptions and explanations to questions asked about the Mime and the Mime Scene.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have performed their pieces with accuracy, communicating a clear structure, focusing on the required parts of the body, for most of the performance. For the most part, the Learner will have remained focused and involved in their performances, using appropriate facial expression, but with some lapses of concentration. Learners will have given general but sometimes in-depth descriptions and explanations to questions asked about the Mime and the Mime Scene.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have performed a Mime and Mime Scene using a simple sequence of events that focuses on the required parts of the body. Learners will have used appropriate facial expressions in parts of the scene, but there will have been some lapses in concentration and focus. Learners will have also given basic, but accurate, answers to questions asked about their chosen pieces.

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 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.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of

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

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

Level 2

Miming (Solo/Duologue)

RQF Level: 2

Grade 4 Guided Learning Hours: 40 (hours)
 Total Qualification Time: 100 (hours)
 Credit Value: 10

Grade 5 Guided Learning Hours: 50 (hours)
 Total Qualification Time: 120 (hours)
 Credit Value: 12

Level Description

The LAMDA Level 2 Award in Performance: Miming is designed to enable Learners to develop a range of miming skills. Learners will be able to demonstrate a sound understanding of how to create and perform one mime and one mime scene. Effective preparation will be evident, leading to a secure performance. The performance will be imaginative with consistent application of developing technical skills. Movement will be clear and coordinated to communicate the mime and mime scene and to engage the audience.

LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

Interpretation

LO1: create and perform one mime and one mime scene

Technique

LO2: know and apply the techniques required to perform a mime and a mime scene

Knowledge

LO3: know and understand the content of the mime and the mime scene

Total Time Allowance for Each Grade

Solo – 20 minutes

Duologue – 25 minutes

Examination Content

GRADE 4

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime depicting a character involved in a specific occupation.

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of one minute and no more than two minutes. The Learner(s) must announce the title prior to the performance.

Mime Scene: Interpretation and Technique

Solo Learners will perform a prepared mime scene depicting a character and situation from the story of a book, film or play.

Duologue Learners will perform a prepared mime scene depicting a situation involving two characters from the story of a book, film or play.

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- the movements required to depict the character and occupation presented in the mime
- the reasons behind the choice of character and situation in the mime scene

- how the mime scene was developed
- the feelings of the character in the mime scene and how they react to the situation
- the use of the performance space in the mime and mime scene

GRADE 5

Mime: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime depicting a mammal, bird or reptile.

Duologue Learners must perform their mimes individually. The performance time of the mime must be a minimum of one minute and no more than two minutes. The Learner(s) must announce the title prior to the performance.

Mime Scene: Interpretation and Technique

Solo Learners will perform a prepared mime scene depicting a character of their own choice who interacts with one or more imagined character(s).

Duologue Learners will perform a prepared mime scene; each Learner will depict a character of their own choice who interacts with one or more imagined character(s).

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- how the physical characteristics of the mammal, bird or reptile in the mime affected their movementthe behaviour of the imagined character(s) in the mime scene and the reaction of the mimed character(s) to this behaviour
- how the interaction was created and developed between the characters in the mime scene
- the use of the performance space in the mime and mime scene

Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime	Interpretation	15	30
	Technique	15	
Mime Scene	Interpretation	25	50
	Technique	25	
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Miming (Solo/Duologue)

LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform one mime and one mime scene	1.1 Create and perform a mime with a clear sequence of actions and reactions, depicting a character involved in a specific occupation 1.2 Create and perform a mime scene with a clear structure 1.3 Demonstrate involvement with the character and situation in the mime scene 1.4 Perform with concentration and focus
LO2: know and apply the techniques required to perform a mime and a mime scene	2.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 2.2 Demonstrate controlled and coordinated movement

	<p>2.3 Perform the mime scene with movement appropriate to the performance space</p>
<p>LO3: know and understand the content of the mime and the mime scene</p>	<p>3.1 Give a description of the movements required to depict the character and occupation presented in the mime</p> <p>3.2 Give an explanation of the reasons for the choice of character and situation in the mime scene and how the scene was developed</p> <p>3.3 Give a description of how the character is feeling in the mime scene and how they react to the situation</p> <p>3.4 Give an explanation of the use of the performance space in the mime and mime scene</p>

Assessment and Grading Criteria: Miming (Solo/Duologue)

LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform one mime and one mime scene	<p>1.1 Create and perform a mime with a clear sequence of actions and reactions, depicting a mammal, bird or reptile</p> <p>1.2 Create and perform a mime scene with a clear structure</p> <p>1.3 Demonstrate involvement with the character and situation in the mime scene</p> <p>1.4 Perform with concentration and focus</p>
LO2: know and apply the techniques required to perform a mime and a mime scene	<p>2.1 Communicate the personal characteristics of the mammal, bird or reptile in the mime and the character in the mime scene through appropriate stance, movement, gesture(s) and facial expression</p> <p>2.2 Demonstrate controlled and coordinated movement</p>

	2.3 Perform the mime scene with movement appropriate to the performance space
LO3: know and understand the content of the mime and the mime scene	<p>3.1 Give a description of the physical characteristics of the mammal, bird or reptile in the mime and how these affected movement</p> <p>3.2 Give a description of the behaviour of the imagined character in the mime scene and the reaction of the mimed character to this behaviour</p> <p>3.3 Give a description of how the interaction between the characters in the mime scene was created and developed</p> <p>3.4 Give an explanation of the use of the performance space in the mime and mime scene</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 2 Miming Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be

graded as a Fail. This is irrespective of the total marks accumulated.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have created and performed a Mime and a Mime Scene with a clear and defined structure. The Learner will have demonstrated thorough involvement with their characters through appropriate stance, movement, gesture and facial expression, and demonstrated controlled and coordinated movement throughout, whilst also maintaining concentration and focus. Descriptions and explanations of the pieces performed will have been well prepared and detailed.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have created and performed a Mime and a Mime Scene with a clear and secure structure. The Learner will have demonstrated assured involvement with the characters throughout most of the performance and will have made good attempts to respond with appropriate facial expression, body language and use of the space. Descriptions and explanations of the scenes will have been fairly thorough and secure.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have created and performed a Mime and a Mime Scene with a clear, but simple structure. Through simple facial expression and body language, the Learner will have demonstrated some involvement within the world of their characters. Descriptions and explanations will have been accurate but will have lacked detail.

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 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.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of

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

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).

Level 3

Miming: (Solo/Duologue)

RQF Level: 3

Grade 6 Guided Learning Hours: 60 (hours)
Total Qualification Time: 140 (hours)
Credit Value: 14

Grade 7 Guided Learning Hours: 80 (hours)
Total Qualification Time: 180 (hours)
Credit Value: 18

Grade 8 Guided Learning Hours: 90 (hours)
Total Qualification Time: 240 (hours)
Credit Value: 24

Level Description

The LAMDA Level 3 Certificate in Performance: Miming is designed to enable Learners to develop a wide range of miming skills. Learners will be able to create and perform two mime scenes (at Grades 6 and 7) and three mime scenes (at Grade 8), integrating their knowledge and skills. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will demonstrate imaginative engagement and physical control, precision and coordination in order to engage the audience.

LEARNING OUTCOMES

On completion of this unit the Learner(s) will be able to:

Interpretation

LO1: create and perform two mime scenes (Grades 6 and 7) and three mime scenes (Grade 8)

Technique

LO2: know and apply the techniques required to perform mime scenes

Knowledge

LO3: know and understand the content and context of the mime scenes

LO4: know and understand the influences on the development and presentation of mime for one of the following practitioners: Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq (Grade 8 only)

Time Allowance for Each Grade

Grade 6 and Grade 7

Solo – 25 minutes

Duologue – 35 minutes

Grade 8

Solo – 30 minutes

Duologue – 40 minutes

Examination Content

GRADE 6

Mime Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene of their own choice which incorporates the use of slow motion for at least 30 seconds.

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Mime Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene of their own choice using a cultural or historical context.

Duologue Learners must perform the mime scene together.

The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- the techniques required to move in slow motion
- where the slow motion sequence was used in Mime Scene 1 and why it was incorporated at this particular point
- the changes of mood in Mime Scene 2
- how the cultural or historical context of Mime Scene 2 affected the way the character(s) moved

GRADE 7

Mime Scene 1: Interpretation and Technique

Solo Learners will perform a prepared mime scene based on one commedia dell'arte mime character selected from the list below.

Duologue Learners will perform a prepared mime scene based on two commedia dell'arte mime characters selected from the list below. Duologue Learners may select the same character or different characters from the list.

- Arlecchino (Harlequin)
- Colombina (Columbine)
- Pantalone (Pantaloon)
- Pierrot
- Pulcinella
- Il Capitano
- Zanni

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Mime Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following words as a stimulus:

- red
- sorrow
- greed
- strength
- joy
- belief

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- commedia dell'arte and the reasons for the choice of character in Mime Scene 1
- the character's feelings and actions in Mime Scene 1
- the interpretation of the chosen word stimulus in Mime Scene 2
- how Mime Scene 2 was developed from the chosen word stimulus
- the changes of mood in Mime Scene 2

GRADE 8

Mime Scene 1: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene of their own choice using a full face mask. The Learner(s) must keep the mask on for the duration of the scene.

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Mime Scene 2: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene exploring a humorous situation.

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Mime Scene 3: Interpretation and Technique

Solo/Duologue Learners will perform a prepared mime scene using one of the following items as a stimulus:

- a photograph
- a newspaper article
- a poem

The Learner(s) must bring the stimulus into the examination room with them.

Duologue Learners must perform the mime scene together. The performance time of the scene must be a minimum of three minutes and no more than four minutes.

The Learner(s) may include music and/or sound effects (live or recorded) but they must provide and operate their own sound equipment. The Learner(s) must announce the title prior to the performance.

Knowledge

The Learner(s) will answer questions on the following:

- the techniques required to mime in a full face mask
- the processes involved in developing the three mime characters for performance
- how technique was balanced with emotional truth in the three mime scenes presented

- the influences on the development and presentation of mime for one of the following practitioners (chosen by the Learner): Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq

Level 3 Marking Scheme

Grade 6 / Grade 7

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime Scene 1	Interpretation	20	40
	Technique	20	
Mime Scene 2	Interpretation	20	40
	Technique	20	
Knowledge			20
Total Marks			100

Attainment Bands

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

Grade 8

ASSESSMENT TASK		MARKS	TOTAL MARKS
Mime Scene 1	Interpretation	15	25
	Technique	10	
Mime Scene 2	Interpretation	15	25
	Technique	10	
Mime Scene 3	Interpretation	15	25
	Technique	10	
Knowledge			25
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria: Miming (Solo/Duologue)

LEVEL 3: GRADE 6

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform two mime scenes	<p>1.1 Create and perform two mime scenes with a clear structure</p> <p>1.2 Demonstrate an understanding of place, period and situation</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.4 Perform with concentration, focus and spontaneity</p>
LO2: know and apply the techniques required to perform mime scenes	<p>2.1 Communicate the personal characteristics of all characters through appropriate stance, movement, gesture(s) and facial expression</p> <p>2.2 Demonstrate precise, controlled and coordinated movement</p> <p>2.3 Perform with movement appropriate to the performance space</p>

<p>LO3: know and understand the content and context of the mime scenes</p>	<p>3.1 Give an explanation of the techniques required to move in slow motion</p> <p>3.2 Give an explanation of where the slow motion sequence was used in Mime Scene 1 and why it was incorporated at this particular point</p> <p>3.3 Give a description of any changes of mood in Mime Scene 2</p> <p>3.4 Give an explanation of how the cultural or historical context of Mime Scene 2 affected the way the character(s) moved</p>
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Assessment and Grading Criteria: Miming (Solo/Duologue)

LEVEL 3: GRADE 7

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform two mime scenes	<p>1.1 Create and perform two mime scenes with a clear structure</p> <p>1.2 Demonstrate an understanding of place, period and situation</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.4 Perform with concentration, focus and spontaneity</p>
LO2: know and apply the techniques required to perform mime scenes	<p>2.1 Communicate the personal characteristics of all characters through appropriate stance, movement, gesture(s) and facial expression</p> <p>2.2 Demonstrate precise, controlled and coordinated movement</p>

	2.3 Perform with movement appropriate to the performance space
LO3: know and understand the content and context of the mime scenes	<p>3.1 Give an explanation of what is meant by commedia dell'arte and give reasons for the choice of character in Mime Scene 1</p> <p>3.2 Give a description of the feelings and actions of the chosen character in Mime Scene 1</p> <p>3.3 Give an explanation of the interpretation of the chosen word stimulus in Mime Scene 2 and how the scene was developed from this stimulus</p> <p>3.4 Give a description of any changes of mood in Mime Scene 2</p>

Assessment and Grading Criteria: Miming (Solo/Duologue)

LEVEL 3: GRADE 8

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1: create and perform three mime scenes	<p>1.1 Create and perform three mime scenes with a clear structure</p> <p>1.2 Demonstrate an understanding of place, period and situation</p> <p>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed</p> <p>1.4 Perform with concentration, focus and spontaneity</p>
LO2: know and apply the techniques required to perform mime scenes	<p>2.1 Communicate the personal characteristics of each character through appropriate stance, movement and gesture(s)</p> <p>2.2 Communicate the personal characteristics of each character through appropriate facial expression in Mime Scenes 2 and 3</p>

	<p>2.3 Demonstrate precise, controlled and coordinated movement</p> <p>2.4 Perform with movement appropriate to the performance space</p>
<p>LO3: know and understand the content and context of the mime scenes</p>	<p>3.1 Give a description of the techniques required to mime in a full face mask</p> <p>3.2 Give an explanation of the processes involved in developing the three mime characters for performance</p> <p>3.3 Give a description of how technique was balanced with emotional truth in the three mime scenes presented</p>
<p>LO4: know and understand the influences on the development and presentation of mime for one of the following practitioners: Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq</p>	<p>4.1 Give a summary of the selected practitioner's influences on the development and presentation of mime</p>

The following information describes what skills and knowledge Learners need to present in order to attain marks for Pass, Merit or Distinction for Level 3 Miming Examinations. Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass, or fail to satisfy one or more of the stated Assessment Criteria, will be graded as a Fail. This is irrespective of the total marks accumulated.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have created and performed sophisticated mime scenes with clear and defined structure throughout. They will have understood place, period and situation and demonstrated this throughout the scene, all the while communicating the intentions and objectives of the characters being portrayed. This will have been achieved through the Learner's stance, movement, gesture, facial expression and precision of movement. Knowledge and understanding of material will have been comprehensive and in-depth. Detail of the selected practitioner's influences on the development and presentation of mime will have been clear and comprehensive and discussed with maturity (Grade 8 only).

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have created and performed well-structured mime scenes demonstrating an understanding of place, period and situation most of the time. Intentions and objectives of the characters being portrayed will have been achieved on the whole through the Learner's stance, movement, gesture, facial expression and precision of movement. Knowledge and understanding of material will have been well considered but will have lacked detail in justification. The selected practitioner's influences on the development and presentation of mime will be securely explained, but will have lacked wider research (Grade 8 only).

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have created and performed mime scenes with basic, but clear structures. An understanding of place, period and situation will be portrayed through simple stance, movement, gesture and facial expression. Movement will be precise in some moments, but generally underdeveloped. Learners will have demonstrated some widespread knowledge and understanding of the chosen material. Explanations of the selected practitioner's influences on the development and presentation of mime will be brief and will be lacking in detail (Grade 8 only).

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 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.

It should also be noted that Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).