

LAMDA

SOLO/DUO

MUSICAL THEATRE

Graded Examinations Syllabus

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About LAMDA

Founded in 1861, LAMDA is the oldest drama school in the UK. We started to offer examinations in speech and drama to the public over 150 years ago. Since then we have developed an enviable reputation for excellence in the provision of Communication and Performance examinations in the UK and we are rapidly extending our reach internationally.

The process of preparing for and succeeding in a LAMDA Examination helps Learners, whatever their ages or aspirations, to develop a broad range of skills that will serve them throughout life. Our examinations develop a Learner's ability to:

- read easily, fluently and with good understanding
- expand vocabulary to improve powers of self-expression
- improve confidence in speaking and listening
- memorise and recall information
- research and create persuasive formal presentations
- create and defend arguments
- engage in constructive informal conversation
- work both on their own and participate as a member of a team.

No matter what direction Learners choose to follow in the future, our examinations provide the opportunity to nurture their natural abilities. These critical skills will enhance their self-confidence to engage and contribute fully, whether at school, in further education, at work or in the community. In other words, to fulfil their potential.

All our examinations are rooted in encouraging Learners of all ages to develop a love of literature, poetry and drama and thus improve standards of communication through the spoken word. This syllabus provides a wide range of opportunities to do so.

Ultimately, it is a sense of achievement that empowers the Learner. We believe that succeeding in a LAMDA Examination demonstrates not only that they have met rigorous Assessment Criteria in a particular discipline, but also that they have grown as individuals through participating in a worthwhile activity that is respected as a global standard.

LAMDA Qualifications

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

Qualification Framework

The LAMDA *Graded Examinations in Musical Theatre: Solo/Duo* reside on the Regulated Qualifications Framework (RQF).

The RQF permits direct comparison between academic qualifications (i.e. GCSEs / A Levels) and vocational qualifications (i.e. LAMDA qualifications and others).

About This Syllabus Specification

This syllabus specification outlines the specifications for LAMDA *Graded Examinations in Musical Theatre: Solo/Duo*. It is designed for use by Centres, Teachers, Learners, and Parents/ Guardians.

Structure of the Qualification

LAMDA *Graded Examinations in Musical Theatre: Solo/Duo* are open to all. There are no minimum or maximum age restrictions, and the choice of repertoire being presented is of the Learner's own choice.

The Qualification is available at four Levels on the RQF and each examination subject is available from Entry Level to Grade 8.

RQF LEVEL	GRADE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION (TQT) (HOURS)	CREDIT VALUE
Entry Level (E3)	Entry Level	20	40	4
Level 1	Grade 1	20	60	6
	Grade 2	25	70	7
	Grade 3	30	80	8
Level 2	Grade 4	40	100	10
	Grade 5	50	120	12
Level 3	Grade 6	60	140	14
	Grade 7	80	180	18
	Grade 8	90	240	24

LAMDA Qualification Titles Covered in This Syllabus Specification

603/7369/6 LAMDA *Entry Level Award in Musical Theatre*

603/7385/4 LAMDA *Level 1 Award in Musical Theatre (Grade 1)*

603/7386/6 LAMDA *Level 1 Award in Musical Theatre (Grade 2)*

603/7387/8 LAMDA *Level 1 Award in Musical Theatre (Grade 3)*

603/7388/X LAMDA *Level 2 Award in Musical Theatre (Grade 4)*

603/7389/1 LAMDA *Level 2 Award in Musical Theatre (Grade 5)*

603/7390/8 LAMDA *Level 3 Certificate in Musical Theatre (Grade 6)*

603/7391/X LAMDA *Level 3 Certificate in Musical Theatre (Grade 7)*

603/7392/1 LAMDA *Level 3 Certificate in Musical Theatre (Grade 8)*

The Qualification Number (QN) is a unique identifier provided by Ofqual. The appropriate Qualification Title and Qualification Number (QN) will appear on Learners' final certification documentation.

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' 'Reasonable Adjustments Policy' and 'Special Considerations Policy' documents, which are available to download from the LAMDA website:

www.lamda.ac.uk

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 a Qualification and/or Unit.

All LAMDA graded Qualifications 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 *Graded Examinations in Musical Theatre: Solo/Duo* use practical assessment as the method for external assessment.

Assessment Requirements

All assessment for LAMDA regulated Qualifications is criterion-referenced, based on the achievement of specified Learning Outcomes and Assessment Criteria. Each Qualification and/or Unit within the Qualification has specified Assessment Criteria which are used for grading purposes. A Qualification grade can be awarded at Pass, Merit or Distinction.

A Pass, Merit or Distinction is awarded respectively for the achievement of all outcomes against the specified Assessment Criteria for each grading criterion detailed in the syllabus specification.

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).

Invalidation Policy

LAMDA operates an Invalidation Policy for all its Qualifications.

All Learners must perform to the exact requirements as detailed in the relevant syllabus specifications. Learners who do not conform to these requirements will be referred by the Examiner to LAMDA.

The referral will be reviewed by the appropriate personnel at LAMDA who will determine whether an Invalidation exists.

For all confirmed Invalidation decisions, a letter detailing 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, 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.

There is no requirement for Learners to conform linguistically to all features of British Standard English. However, Learners' oral communication must be at a level that will not impose any difficulty of comprehension or strain on the Examiner during the assessment.

Glossary of Terms

A glossary of the terminology used in this syllabus specification is available at the back of this syllabus.

Support Material

LAMDA has provided additional support material to aid Centres, Teachers and Learners when preparing for the LAMDA *Graded Examinations in Musical Theatre: Solo/Duo*. This document is entitled 'Teacher Support Material for Graded Examinations in Musical Theatre: Solo/Duo'. It is available for free on the LAMDA website at www.lamda.ac.uk or upon request from LAMDA.

LAMDA

**Graded Examinations
in Musical Theatre:
Solo/Duo**

Musical Theatre: Solo/Duo

Purpose of the Qualification

LAMDA *Graded Examinations in Musical Theatre: Solo/Duo* are designed to develop skills in acting through song.

Learners who prepare themselves appropriately will develop skills and knowledge in accordance with three broad objectives:

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:

- explore style, form, character, subtext and context in order to realise the specific demands of the musical text
- create and inhabit the world of the scene within the song.

2. Technical skills

The Learner(s) will be required to:

- develop skills in voice, diction and movement.

3. Knowledge of the performance process

The Learner(s) will be required to:

- know and understand the chosen material
- know and understand the influences on musical theatre of **one** practitioner (Grade 8 only).

Structure

The Qualification is available at four Levels, in line with the Regulated Qualifications Framework (RQF):

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6 – Bronze Medal
	Grade 7 – Silver Medal
	Grade 8 – Gold Medal

Learners may enter for a Solo/Duo Musical Theatre 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 knowledge and skills required increases as the Grades progress.

LAMDA Examinations in Musical Theatre are offered in the following formats:

- Solo (one Learner) where the Learner performs alone
- Duo (two Learners) where the Learners perform all songs together.

Examination Regulations

1. All songs must be presented in a clearly defined dramatic context.
2. All songs must be accompanied. Accompaniment may be live or recorded.
3. Live accompaniment – a piano, electric keyboard, guitar or other appropriate instrument may be used to accompany the songs. It is the responsibility of the Learner(s) to provide the instrument and accompanist required for use in the examination. It is also the responsibility of the Learner(s) to provide an accompanist to support their performance. The accompanist must only remain in the room for the duration of the performance(s). The accompanist must leave for the knowledge discussion element of the examination.
4. Recorded accompaniment – if recorded accompaniment is used, the Learner(s) must provide their own technical equipment for use in the examination. A technician is permitted to be present in the room to operate the equipment. The technician must only remain in the room for the duration of the performance(s). The technician must leave for the knowledge discussion element of the examination. **Backing tracks which include any vocal performance, including backing vocals, are not permitted.** If an electronic device, such as a mobile phone, Kindle, iPad, e-Reader or laptop is used to play the backing track, it must be placed on airplane mode.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-Readers and laptops, are not permitted in the examination room unless they are required as a prop or for playing recorded accompaniment. If an electronic device is required as a prop or for playing recorded accompaniment this must be approved by the Examiner at the beginning of the examination. Electronic devices used as props must be switched off for use in the examination.
6. 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, gloves or canes. Nudity is not permitted. Hand props are permitted but must be kept to a minimum. Real knives or other weapons are not permitted.

7. The Learner(s) must play only one character in each of their selected songs.
8. No unauthorised person will be allowed to be present during the examination.
9. Electronic sound enhancement is not permitted, including the use of microphones.
10. Live animals are not permitted in the examination room.
11. Copies of the lyrics provided for the Examiner must adhere to copyright laws.
12. Learners must take responsibility for their own health and safety when working towards a LAMDA Solo/Duo Musical Theatre examination.
13. The selected repertoire must be performed in English.

For further information and guidance please refer to the 'LAMDA Examinations Guide for Private Centres in the United Kingdom', the 'LAMDA Examinations Guide for Public Centres in the United Kingdom' or the 'LAMDA Examinations Guide for International Centres and Teachers'. These are available for free on the LAMDA website at www.lamda.ac.uk or upon request from LAMDA.

Entry Level

RQF Level:	Entry Level (Entry 3)
Credit Value:	4
Guided Learning Hours:	20 (hours)
Total Qualification Time:	40 (hours)

Level Description

The LAMDA *Entry Level Award in Musical Theatre: Solo/Duo* is designed to introduce Learners to skills in acting through song. Learners will perform one song from memory, audibly and clearly. The song must be taken from a published work of musical theatre or from a film musical. They will be able to show that they understand the meaning of what they are singing. Their use of space will complement their vocal performance.

LEARNING OUTCOMES

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

Interpretation

LO1: perform one song from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the song

LO3: create a physical response to the song

Knowledge

LO4: know and understand the character in the chosen song

Total Time Allowance

Solo – 10 minutes

Duo – 15 minutes

Examination Content

The song can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of two minutes and no more than three minutes in performance time. The song must be accompanied. The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the Examiner.

Knowledge

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

- The appearance of the character in the chosen song
- How the character is feeling in the chosen song.

Entry Level Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Scene (Own Choice)	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

ENTRY LEVEL (ENTRY 3)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform one song from memory, demonstrating an understanding of the material	1.1 Sing the words of the song with understanding 1.2 Perform from memory with fluency and focus
LO2 Use vocal skills in response to the song	2.1 Sing with audibility appropriate to the performance space 2.2 Sing with clarity of diction 2.3 Sing the melody with accuracy in the chosen song 2.4 Sing the rhythm with accuracy in the chosen song
LO3 Create a physical response to the song	3.1 Perform with facial expression appropriate to the chosen song 3.2 Perform the song with appropriate movement and use of the performance space
LO4 Know and understand the character in the chosen song	4.1 Give a description of the appearance of the character in the chosen song 4.2 Give a description of the feelings of the character in the chosen song

The following information describes what skills and knowledge the Learner needs to present in order to attain marks for Pass, Merit or Distinction for Entry Level Solo/Duo Musical Theatre 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. Duologue Learners are assessed individually against the Assessment Criteria.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the chosen material, performed from memory. The Learner will have used the performance space with appropriate use of movement and facial expression throughout. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm throughout. The Learner will have given detailed answers in response to the questions about their chosen song.

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the chosen material, performed from memory. The Learner will have used the performance space with appropriate use of movement and facial expression most of the time. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm most of the time. The Learner will have given secure answers in response to the questions about their chosen song.

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated a basic understanding of the chosen material, performed from memory. The Learner will have used the performance space with appropriate use of movement and facial expression some of the time. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm some of the time. The Learner will have given basic answers in response to the questions about their chosen song.

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and Grade.

It should also be noted that a Learner who completes the external assessment but who either does not meet the minimum pass criteria mark for a Pass or fails 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

RQF Level: 1

Grade 1	Credit Value: 6	Guided Learning Hours: 20 (hours) Total Qualification Time: 60 (hours)
Grade 2	Credit Value: 7	Guided Learning Hours: 25 (hours) Total Qualification Time: 70 (hours)
Grade 3	Credit Value: 8	Guided Learning Hours: 30 (hours) Total Qualification Time: 80 (hours)

Level Description

The LAMDA *Level 1 Award in Musical Theatre: Solo/Duo* is designed to enable Learners to develop skills in acting through song. Learners will perform two songs from memory, audibly and clearly. The songs chosen must be taken from different works of published musical theatre or film musicals. Learners will be able to apply their knowledge, understanding and skills to produce a thoughtful interpretation, based on creative engagement with the material and careful preparation. Through variations in volume and pitch they will be able to create and convey mood. Their use of body and space will complement their vocal performance.

LEARNING OUTCOMES

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

Interpretation

LO1: perform two songs from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the songs

LO3: create a physical response to the songs

Knowledge

LO4: know and understand the content of the chosen songs

LO5: know and understand the context of the chosen songs (Grades 2 and 3 only)

LO6: know and understand technical terminology for the actor/singer (Grade 3 only)

Total Time Allowance for Each Grade

Solo – 15 minutes

Duo – 20 minutes

Examination Content

GRADE 1

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song 1 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 2.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 2.

The song must be a minimum of two minutes and no more than three minutes in performance time and must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 1.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 1.

The song must be a minimum of two minutes and no more than three minutes in performance time and must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Knowledge

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

- The appearance of the characters
- How the characters are feeling in each song
- What is happening in each of the chosen songs.

GRADE 2

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song 1 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 2.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 2.

The song must be a minimum of two minutes and no more than three minutes in performance time and must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 1.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 1.

The song must be a minimum of two minutes and no more than three minutes in performance time and must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Knowledge

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

- What is happening in each song
- How the characters are feeling in each song
- The plot of the musical or film musical from which one of the songs has been taken (*selected by the Examiner at the time of the examination*).

GRADE 3

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song 1 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 2.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 2.

The song must be a minimum of two minutes and no more than three minutes in performance time and must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 1.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The song chosen must be taken from a different musical from that presented for Song 1.

The song must be a minimum of two minutes and no more than three minutes in performance time and must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Knowledge

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

- How the characters are feeling in each song
- The mood of each song
- The plot of the musical or film musical from which one of the songs has been taken (*selected by the Examiner at the time of the examination*)
- What the term *libretto* means.

Level 1 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Song 1 (Own Choice)	Interpretation	20	40
	Technique	20	
Song 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria

LEVEL 1: GRADE 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform two songs from memory, demonstrating an understanding of the material	1.1 Perform with an awareness of character and situation 1.2 Perform with an awareness of the mood(s) 1.3 Perform from memory with fluency and focus
LO2 Use vocal skills in response to the songs	2.1 Sing with audibility appropriate to the performance space 2.2 Sing with clarity of diction 2.3 Sing the melody with accuracy in the chosen songs 2.4 Sing the rhythm with accuracy in the chosen songs
LO3 Create a physical response to the songs	3.1 Perform with facial expression appropriate to the chosen songs 3.2 Perform with appropriate movement and use of the performance space
LO4 Know and understand the content of the chosen songs	4.1 Give a description of the appearance of the characters in the chosen songs 4.2 Give a description of the feelings of the characters in the chosen songs 4.3 Give a description of what is happening in each of the chosen songs

Assessment and Grading Criteria

LEVEL 1: GRADE 2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform two songs from memory, demonstrating an understanding of the material	1.1 Perform with an awareness of character and situation 1.2 Perform with an awareness of the mood(s) 1.3 Perform from memory with fluency and focus
LO2 Use vocal skills in response to the songs	2.1 Sing with audibility appropriate to the performance space 2.2 Sing with clarity of diction 2.3 Sing the melody with accuracy in the chosen songs 2.4 Sing the rhythm with accuracy in the chosen songs
LO3 Create a physical response to the songs	3.1 Perform with facial expression appropriate to the chosen songs 3.2 Perform with appropriate movement and use of the performance space
LO4 Know and understand the content of the chosen songs	4.1 Give a description of what is happening in each of the chosen songs 4.2 Give a description of the feelings of the characters in the chosen songs
LO5 Know and understand the context of the chosen songs	5.1 Give a summary of the plot of the musical or film musical from which one of the chosen songs has been taken

Assessment and Grading Criteria

LEVEL 1: GRADE 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform two songs from memory, demonstrating an understanding of the material	1.1 Perform with an awareness of character and situation 1.2 Perform with an awareness of the mood(s) 1.3 Perform from memory with fluency and focus
LO2 Use vocal skills in response to the songs	2.1 Sing with audibility appropriate to the performance space 2.2 Sing with clarity of diction 2.3 Sing the melody with accuracy in the chosen songs 2.4 Sing the rhythm with accuracy in the chosen songs
LO3 Create a physical response to the songs	3.1 Perform with facial expression appropriate to the chosen songs 3.2 Perform with appropriate movement and use of the performance space
LO4 Know and understand the content of the chosen songs	4.1 Give a description of the feelings of the characters in the chosen songs 4.2 Give a description of the mood of each of the chosen songs
LO5 Know and understand the context of the chosen songs	5.1 Give a summary of the plot of the musical or film musical from which one of the chosen songs been taken
LO6 Know and understand technical terminology for the actor/singer	6.1 Define the term <i>libretto</i>

The following information describes what skills and knowledge the Learner needs to present in order to attain marks for Pass, Merit or Distinction for Level 1 Solo/Duo Musical Theatre 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. Duologue Learners are assessed individually against the Assessment Criteria.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the character, situation and mood within the chosen material, performed from memory. The Learner will have used the performance space with appropriate use of movement and facial expression throughout. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm throughout. The Learner will have given detailed answers in response to the questions about their chosen song. They will have also given a detailed definition of the musical theatre term *libretto* (Grade 3 only).

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the character, situation and mood within the chosen material, performed from memory. The Learner will have used the performance space with appropriate use of movement and facial expression most of the time. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm most of the time. The Learner will have given secure answers in response to the questions about their chosen song. They will have also given a secure definition of the musical theatre term *libretto* (Grade 3 only).

Pass (50–64 Marks)

A Learner who achieves a Merit grade will have demonstrated a basic understanding of the character, situation and mood within the chosen material, performed from memory. The Learner will have used the performance space with appropriate use of movement and facial expression some of the time. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm some of the time. The Learner will have given basic answers in response to the questions about their chosen song. They will have also given a basic definition of the musical theatre term *libretto* (Grade 3 only).

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and Grade.

It should also be noted that a Learner who completes the external assessment but who either does not meet the minimum pass criteria mark for a Pass or fails 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

RQF Level: 2

Grade 4	Credit Value: 10	Guided Learning Hours: 40 (hours) Total Qualification Time: 100 (hours)
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Grade 5	Credit Value: 12	Guided Learning Hours: 50 (hours) Total Qualification Time: 120 (hours)
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Level Description

The LAMDA *Level 2 Award in Musical Theatre: Solo/Duo* is designed to enable Learners to develop a range of skills in acting through song. **Learners will perform two songs and one spoken song from memory.** The three songs presented must all be from different published works of musical theatre or film musicals. The performance will be audible and intelligible with vocal contrast through which mood and meaning are communicated. Learners will be able to demonstrate understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Effective preparation and study will be evident, leading to a performance. Use of voice, body and space will be effectively combined to communicate the text and music and engage the audience.

LEARNING OUTCOMES

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

Interpretation

LO1: perform two songs and one spoken song from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the chosen songs

LO3: create a physical response to the chosen songs

Knowledge

LO4: know and understand the characters, situations and staging of the chosen songs

LO5: know and understand the context of the chosen songs

LO6: know and understand technical terminology for the actor/singer (Grade 5 only)

Total Time Allowance for Each Grade

Solo – 25 minutes

Duo – 30 minutes

Examination Content

GRADE 4

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song 1 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

The song chosen must be taken from a different musical from that presented for Song 2 and the Spoken Song. The performance must be a minimum of three minutes and no more than four minutes in performance time. The spoken dialogue must be included in the overall performance time of each song. The performance must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

The song chosen must be taken from a different musical from that presented for Song 1 and the Spoken Song. The performance must be a minimum of three minutes and no more than four minutes in performance time. The spoken dialogue must be included in the overall performance time of each song. The performance must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Spoken Song (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo spoken song of their own choice, **performed as a spoken dramatic monologue, without melody and rhythm**. The song lyrics must be taken from a published work of musical theatre or from a film musical.

Duo Learners will perform from memory one duo spoken song (duet) of their own choice, **performed as a spoken dramatic duologue, without melody and rhythm**. The song lyrics must be taken from a published work of musical theatre or from a film musical.

The song lyrics chosen must be taken from a different musical from that presented for Song 1 and Song 2. It must be a minimum of two minutes and no more than three minutes in performance time.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

For Song 1 and Song 2, the Learner(s) must present published or devised spoken dialogue *in character* within the song. This must be a cohesive part of the performance, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song. The spoken dialogue must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.

Knowledge

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

- How the character is feeling and how they react to their situation in one of the three chosen songs (*selected by the Examiner at the time of the examination*)
- How the published or devised spoken dialogue was selected and developed
- The working stage areas:

The Learner(s) must demonstrate four working stage areas (*selected by the Examiner at the time of the examination*) from the following list:

Centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and the wings.

- An outline of the plot of the musical or film musical from which one of the sung songs has been taken, and what happens to the character portrayed (*selected by the Examiner at the time of the examination*).

GRADE 5

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song 1 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

The song chosen must be taken from a different musical from that presented for Song 2 and the Spoken Song. The performance must be a minimum of three minutes and no more than four minutes in performance time. The spoken dialogue must be included in the overall performance time of each song. The performance must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

The song chosen must be taken from a different musical from that presented for Song 1 and the Spoken Song. The performance must be a minimum of three minutes and no more than four minutes in performance time. The spoken dialogue must be included in the overall performance time of each song. The performance must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

Spoken Song (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo spoken song of their own choice, **performed as a spoken dramatic monologue, without melody and rhythm**. The song lyrics must be taken from a published work of musical theatre or from a film musical.

Duo Learners will perform from memory one duo spoken song (duet) of their own choice, **performed as a spoken dramatic duologue, without melody and rhythm**. The song lyrics must be taken from a published work of musical theatre or from a film musical.

The song lyrics chosen must be taken from a different musical from that presented for Song 1 and Song 2. It must be a minimum of two minutes and no more than three minutes in performance time.

The Learner(s) must announce the title, lyricist/ composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

For Song 1 and Song 2, the Learner(s) must present published or devised spoken dialogue *in character* within the song. This must be a cohesive part of the performance, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song. The spoken dialogue must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.

Knowledge

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

- How the character is feeling and how they react to their situation in one of the three chosen songs (*selected by the Examiner at the time of the examination*)
- The reasons for the chosen staging in one of the three chosen songs using technical terminology of the working stage areas (*selected by the Examiner at the time of the examination*)
- How the published or devised spoken dialogue was selected and developed for one of the sung songs (*selected by the Examiner at the time of the examination*)
- The key themes in the musical or film musical from which one of the sung songs has been taken (*selected by the Examiner at the time of the examination*)
- Technical terminology for the actor/singer:
The Learner(s) will be asked to define **three** technical terms for the actor/singer (*selected by the Examiner at the time of the examination*) from the following list: Crescendo, diminuendo, tempo, harmony, unison, acapella, and overture.

The Learner(s) will be required to know all the technical terms listed above in preparation for the examination.

Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Song 1 (Own Choice)	Interpretation	15	30
	Technique	15	
Song 2 (Own Choice)	Interpretation	15	30
	Technique	15	
Spoken Song (Own Choice)	Interpretation	10	20
	Technique	10	
Knowledge			20
Total Marks			100

Attainment Bands

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

Assessment and Grading Criteria

LEVEL 2: GRADE 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform two songs and one spoken song from memory, demonstrating an understanding of the material	1.1 Demonstrate an understanding of the place and period in which the characters live 1.2 Demonstrate an understanding of the characters' moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness
LO2 Use vocal skills in response to the chosen songs	2.1 Perform with audibility appropriate to the performance space 2.2 Perform with clarity of diction 2.3 Sustain vocal control through to the end of phrases 2.4 Sing the melody with accuracy in the sung songs 2.5 Sing the rhythm with accuracy in the sung songs
LO3 Create a physical response to the chosen songs	3.1 Communicate the physicality of each character through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space through appropriate staging
LO4 Know and understand the characters, situations and staging of the chosen songs	4.1 Give a description of how the character is feeling and how they react to their situation in one of the three chosen songs 4.2 Give a description of how the published or devised spoken dialogue was selected and developed for one of the chosen songs 4.3 Demonstrate the positions of up to four of the working stage areas
LO5 Know and understand the context of the chosen songs	5.1 Give an outline of the plot of the musical or film musical from which one of the sung songs has been taken, and what happens to the character portrayed

Assessment and Grading Criteria

LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform two songs and one spoken song from memory, demonstrating an understanding of the material	1.1 Demonstrate an understanding of the place and period in which the characters live 1.2 Demonstrate an understanding of the characters' moods and thoughts 1.3 Perform from memory with fluency and focus and naturalness
LO2 Use vocal skills in response to the chosen songs	2.1 Perform with audibility appropriate to the performance space 2.2 Perform with clarity of diction 2.3 Sustain vocal control through to the end of phrases 2.4 Sing the melody with accuracy in the sung songs 2.5 Sing the rhythm with accuracy in the sung songs
LO3 Create a physical response to the chosen songs	3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space through appropriate staging
LO4 Know and understand the characters, situations and staging of the chosen songs	4.1 Give a description of how the character is feeling and how they react to their situation in one of the three songs 4.2 Give a description of the reasons for the chosen staging in one of the three songs using technical terminology of the working stage areas 4.3 Give a description of how the published or devised spoken dialogue was selected and developed for one of the chosen songs

Continued ▶

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO5 Know and understand the context of the chosen songs	5.1 Give an explanation of the key themes in the musical or film musical from which one of the sung songs has been taken
LO6 Know and understand technical terminology for the actor/singer	6.1 Give definitions of three technical terms for the actor/singer

The following information describes what skills and knowledge a Learner needs to present in order to attain marks for Pass, Merit or Distinction for Level 2 Solo/Duo Musical Theatre Examinations. A Learner who completes the external assessment but either does not meet the minimum pass criteria mark for a Pass or fails to satisfy one or more of the stated Assessment Criteria will be graded as a Fail. This is irrespective of the total marks accumulated. Duologue Learners are assessed individually against the Assessment Criteria.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics throughout. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm throughout. The Learner will have given detailed answers in response to the questions about their chosen songs. They will have demonstrated four working stage areas correctly (Grade 4 only) and defined three technical terms for the actor/singer (Grade 5 only).

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics most of the time. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm most of the time. The Learner will have given secure answers in response to the questions about their chosen songs. They will have demonstrated three out of four working stage areas correctly (Grade 4 only) and defined three technical terms for the actor/singer (Grade 5 only).

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated a basic understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics some of the time. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm some of the time. The Learner will have given basic answers in response to the questions about their chosen songs. They will have demonstrated two out of four working stage areas correctly (Grade 4 only) and defined three technical terms for the actor/singer (Grade 5 only).

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and Grade.

It should also be noted that a Learner who completes the external assessment but who either does not meet the minimum pass criteria mark for a Pass or fails 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

RQF Level: 3

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

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

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

Level Description

The LAMDA *Level 3 Certificate in Musical Theatre: Solo/Duo* is designed to enable Learners to develop a wide range of skills in acting through song. Learners will perform three songs from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. The three songs presented must all be from different published works of musical theatre or film musicals. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to support the musical text and engage the audience.

LEARNING OUTCOMES: GRADE 6 AND GRADE 7

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

Interpretation

LO1: perform three songs from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the chosen songs

LO3: create a physical response to the chosen songs

Knowledge

LO4: know and understand the content of the chosen songs

LO5: know and understand the context of the chosen songs

LO6: know and understand the techniques required for musical theatre

LEARNING OUTCOMES: GRADE 8

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

Interpretation

LO1: perform three songs from memory, demonstrating an understanding of the material

Technique

LO2: use vocal skills in response to the chosen songs

LO3: create a physical response to the chosen songs

Knowledge

LO4: know and understand the content of the chosen songs

LO5: know and understand the context of the chosen songs

LO6: know and understand the work and contribution to musical theatre of **one** chosen practitioner

Total Time Allowance

Grade 6 – Bronze Medal

Solo – 35 minutes

Duo – 40 minutes

Grade 7 – Silver Medal and Grade 8 – Gold Medal

Solo – 40 minutes

Duo – 45 minutes

Examination Content

GRADE 6 – BRONZE MEDAL

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song 1 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, before 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, before 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song must have been written on or before 31 December 1989.

If the chosen song has been taken from a revival or revision of a musical, the Learner(s) must ensure that the song still meets the date requirements. This is the date the song was written, not the original production date of the musical.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The chosen song must be taken from a different musical from those selected for Song 2 and Song 3.

The song must be a minimum of three minutes and no more than five minutes in performance time and must include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, written in or after 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, written in or after 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song must have been written on or after 01 January 1990.

If the chosen song has been taken from a revival or revision of a musical, the Learner(s) must ensure that the song still meets the date requirements. This is the date the song was written, not the original production date of the musical.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The chosen song must be taken from a different musical from those selected for Song 1 and Song 3.

The song must be a minimum of three minutes and no more than five minutes in performance time and must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

Song 3 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, written during any period. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, written during any period. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song may have been written during any period.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The chosen song must be taken from a different musical from those selected for Song 1 and Song 2.

The song must be a minimum of three minutes and no more than five minutes in performance time and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

For Song 1, Song 2 and Song 3, the Learner(s) must present published or devised spoken dialogue *in character* within the song. This must be a cohesive part of the performance, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song. The spoken dialogue must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.

Knowledge

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

- The character's objective in each chosen song
- How the published or devised spoken dialogue was selected and developed for one of the chosen songs (*selected by the Examiner at the time of the examination*)
- The character's role within the context of the musical or film musical as a whole (*one character from the three performed will be selected by the Examiner at the time of the examination*)
- The musical genre to which each song belongs
- The breathing techniques required to support the voice in song.

GRADE 7 – SILVER MEDAL

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song 1 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, written before 1960. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, written before 1960. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song must have been written on or before 31 December 1959.

If the chosen song has been taken from a revival or revision of a musical, the Learner(s) must ensure that the song still meets the date requirements. This is the date the song was written, not the original production date of the musical.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The chosen song must be taken from a different musical from those selected for Song 2 and Song 3.

The song must be a minimum of three minutes and no more than five minutes in performance time and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, written between 1960 and 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, written between 1960 and 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song must have been written between 01 January 1960 and 31 December 1989.

If the chosen song has been taken from a revival or revision of a musical, the Learner(s) must ensure that the song still meets the date requirements. This is the date the song was written, not the original production date of the musical.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The chosen song must be taken from a different musical from those selected for Song 1 and Song 3.

The song must be a minimum of three minutes and no more than five minutes in performance time and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

Song 3 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, written in or after 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, written in or after 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song must have been written on or after 01 January 1990.

If the chosen song has been taken from a revival or revision of a musical, the Learner(s) must ensure that the song still meets the date requirements. This is the date the song was written, not the original production date of the musical.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The chosen song must be taken from a different musical from those selected for Song 1 and Song 2.

The song must be a minimum of three minutes and no more than five minutes in performance time and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

For Song 1, Song 2 and Song 3, the Learner(s) must present published or devised spoken dialogue in character within the song. This must be a cohesive part of the performance, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song. The spoken dialogue must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.

Knowledge

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

- The character's objective in each chosen song
- How the published or devised spoken dialogue was selected and developed for one of the chosen songs (*selected by the Examiner at the time of the examination*)
- The character's role within the context of the musical or film musical as a whole (*one character from the three performed will be selected by the Examiner at the time of the examination*)
- The work and influences on musical theatre of one of the composers, librettists or lyricists of the chosen songs (*selected by the Examiner at the time of the examination*)
- The vocal techniques required to perform one of the chosen songs (*selected by the Examiner at the time of the examination*).

GRADE 8 – GOLD MEDAL

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

Song 1 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, written before 1960. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, written before 1960. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song must have been written on or before 31 December 1959.

If the chosen song has been selected from a revival or revision of a musical, the Learner(s) must ensure that the song still meets the date requirements. This is the date the song was written, not the original production date of the musical.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The chosen song must be taken from a different musical from those selected for Song 2 and Song 3.

The song must be a minimum of three minutes and no more than five minutes in performance time and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character. The song must be accompanied.**

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, written between 1960 and 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, written between 1960 and 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song must have been written between 01 January 1960 and 31 December 1989.

If the chosen song has been selected from a revival or revision of a musical, the Learner(s) must ensure that the song still meets the date requirements. This is the date the song was written, not the original production date of the musical.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The song chosen must be taken from a different musical from those selected for Song 1 and Song 3.

The song must be a minimum of three minutes and no more than five minutes in performance time and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

Song 3 (Own Choice): Interpretation and Technique

Solo Learners must perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical, written in or after 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

Duo Learners must perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical, written in or after 1990. The performance must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.

The music and lyrics of the song must have been written on or after 01 January 1990.

If the chosen song has been selected from a revival or revision of a musical, the Learner(s) must ensure that the song still meets the date requirements. This is the date the song was written, not the original production date of the musical.

If a non-English language musical is selected, a published translation of the original song into English must be used. The date of the translation will be used as the date the song was written.

The chosen song must be taken from a different musical from those selected for Song 1 and Song 2.

The song must be a minimum of three minutes and no more than five minutes in performance time and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. A copy of the lyrics should be provided for the Examiner.

For Song 1, Song 2 and Song 3, the Learner(s) must present published or devised spoken dialogue *in character* within the song. This must be a cohesive part of the performance, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song. The spoken dialogue must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.

Knowledge

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

- The processes involved in developing the chosen songs for performance
- How the published or devised spoken dialogue was selected and developed for one of the chosen songs (*selected by the Examiner at the time of the examination*)
- The character's role within the context of the musical or film musical as a whole (*one character from the three performed will be selected by the Examiner at the time of the examination*)
- The influences on musical theatre of **one** of the following practitioners (*chosen by the Learner*):

Bob Fosse, Sonia Friedman, George Gershwin, Rodgers and Hammerstein, Lin Manuel Miranda, Stephen Sondheim, Andrew Lloyd Webber

Level 3 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Song 1 (Own Choice)	Interpretation	15	25
	Technique	10	
Song 2 (Own Choice)	Interpretation	15	25
	Technique	10	
Song 3 (Own Choice)	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

LEVEL 3: GRADE 6 – BRONZE MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform three songs from memory, demonstrating an understanding of the material	1.1 Demonstrate understanding of text and subtext 1.2 Demonstrate understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
LO2 Use vocal skills in response to the chosen songs	2.1 Perform with adequate breathing, voice production and resonance 2.2 Perform with clarity of diction 2.3 Sustain vocal control through to the end of phrases 2.4 Respond vocally to the demands of the three characterisations 2.5 Sing with accurate intonation and pitch
LO3 Create a physical response to the chosen songs	3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space through appropriate staging
LO4 Know and understand the content of the chosen songs	4.1 Give a summary of the character's objective in each of the chosen songs 4.2 Give a description of how the published or devised spoken dialogue was selected and developed for one of the chosen songs

Continued ▶

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO5 Know and understand the context of the chosen songs	5.1 Give an explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole 5.2 Give an explanation of the musical genre to which each song belongs
LO6 Know and understand the techniques required for musical theatre	6.1 Give an explanation of the breathing techniques required to support the voice in song

Assessment and Grading Criteria

LEVEL 3: GRADE 7 – SILVER MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform three songs from memory, demonstrating an understanding of the material	1.1 Demonstrate understanding of text and subtext 1.2 Demonstrate understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
LO2 Use vocal skills in response to the chosen songs	2.1 Perform with adequate breathing, voice production and resonance 2.2 Perform with clarity of diction 2.3 Sustain vocal control through to the end of phrases 2.4 Respond vocally to the demands of the three characterisations 2.5 Sing with accurate intonation and pitch
LO3 Create a physical response to the chosen songs	3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space through appropriate staging
LO4 Know and understand the content of the chosen songs	4.1 Give a summary of the character's objective in each of the chosen songs 4.2 Give a description of how the published or devised spoken dialogue was selected and developed for one of the chosen songs

Continued ▶

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO5 Know and understand the context of the chosen songs	<p>5.1 Give an explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole</p> <p>5.2 Give a description of the work and influence on musical theatre of one of the composers, librettists or lyricists of the chosen songs</p>
LO6 Know and understand the techniques required for musical theatre	<p>6.1 Give a description of the vocal techniques required to perform one of the chosen songs</p>

Assessment and Grading Criteria

LEVEL 3: GRADE 8 – GOLD MEDAL

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform three songs from memory, demonstrating an understanding of the material	1.1 Demonstrate an understanding of text and subtext 1.2 Demonstrate an understanding of the intentions and objectives of the characters portrayed 1.3 Perform from memory with fluency, focus and spontaneity
LO2 Use vocal skills in response to the chosen songs	2.1 Perform with adequate breathing, voice production and resonance 2.2 Perform with clarity of diction 2.3 Sustain vocal control through to the end of phrases 2.4 Respond vocally to the demands of the three characterisations 2.5 Sing with accurate intonation and pitch
LO3 Create a physical response to the chosen songs	3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space through appropriate staging
LO4 Know and understand the content of the chosen songs	4.1 Give an explanation of the processes involved in developing the three songs for performance 4.2 Give a description of how the published or devised spoken dialogue was selected and developed for one of the chosen songs

Continued ▶

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO5 Know and understand the context of the chosen songs	5.1 Give an explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole
LO6 Know and understand the influences on musical theatre of one chosen practitioner	6.1 Give a summary of the influences on musical theatre of one chosen practitioner

The following information describes what skills and knowledge a Learner needs to present in order to attain marks for Pass, Merit or Distinction for Level 3 Solo/Duo Musical Theatre Examinations. A Learner who completes the external assessment but either does not meet the minimum pass criteria mark for a Pass or fails to satisfy one or more of the stated Assessment Criteria will be graded as a Fail. This is irrespective of the total marks accumulated. Duologue Learners are assessed individually against the Assessment Criteria.

Distinction (80–100 Marks)

A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the text, sub-text, intentions and objectives of the characters within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics throughout. They will have also sung with sustained vocal control, using appropriate breathing, voice production and resonance throughout. They will have sung with fluency, focus, clear diction and accurate intonation and pitch, responding to the vocal demands of characterisations with spontaneity throughout. The Learner will have given detailed answers in response to the questions about their chosen songs. They will have given a detailed explanation of the breathing techniques required to support the voice in song (Grade 6 only), vocal techniques required to perform one of the songs (Grade 7 only), and the influences on musical theatre of one chosen practitioner (Grade 8 only).

Merit (65–79 Marks)

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the text, sub-text, intentions and objectives of the characters within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics most of the time. They will have also sung with sustained vocal control, using appropriate breathing, voice production and resonance most of the time. They will have sung with fluency, focus, clear diction and accurate intonation and pitch, responding to the vocal demands of characterisations with spontaneity most of the time. The Learner will have given secure answers in response to the questions about their chosen songs. They will have given a secure explanation of the breathing techniques required to support the voice in song (Grade 6 only), vocal techniques required to perform one of the songs (Grade 7 only), and the influences on musical theatre of one chosen practitioner (Grade 8 only).

Pass (50–64 Marks)

A Learner who achieves a Pass grade will have demonstrated a basic understanding of the text, sub-text, intentions and objectives of the characters within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics some of the time. They will have also sung with sustained vocal control, using appropriate breathing, voice production and resonance some of the time. They will have sung with fluency, focus, clear diction and accurate intonation and pitch, responding to the vocal demands of characterisations with spontaneity some of the time. The Learner will have given basic answers in response to the questions about their chosen songs. They will have given a basic explanation of the breathing techniques required to support the voice in song (Grade 6 only), vocal techniques required to perform one of the songs (Grade 7 only), and the influences on musical theatre of one chosen practitioner (Grade 8 only).

Fail (0–49 Marks)

A Learner whose examination is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and Grade.

It should also be noted that a Learner who completes the external assessment but who either does not meet the minimum pass criteria mark for a Pass or fails 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).

Glossary of Terms: Syllabus Terminology

assessment – the process of assessing the Learner against the Assessment Criteria.

Assessment Criteria – descriptions of the requirements a Learner is expected to meet to demonstrate that a Learning Outcome has been achieved.

Award – a Qualification with a credit value between 1 and 12.

Certificate – a Qualification with a credit value between 13 and 36.

credit – an award made to a Learner in recognition of the achievement of the designated Learning Outcomes/ Assessment Criteria.

Guided Learning Hours (GLH) – the number of hours of teacher-supervised or directed study time required to teach a Qualification or the Unit of a Qualification. It excludes Learner initiated study.

Learning Outcome (LO) – a statement of what a Learner can be expected to know, understand or do as a result of a process of learning.

Level – an indication of the relative demand, complexity and depth of achievement.

Qualification – an Award made to a Learner for the achievement of the specified combination of credits, or credits and exemptions, required for that Award.

Qualification syllabus specification – a detailed statement defining the purpose, content, structure and assessment arrangements for a Qualification.

Qualification Title – a short description of the Level, size and content of a Qualification.

Spoken Song – a song from a published piece of musical theatre or film musical, performed as a spoken dramatic monologue/ duologue, without melody and rhythm.

spoken dialogue – a short piece of spoken text, in character within the song. This must be a cohesive part of the performance, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

Total Qualification Time (TQT) – Total Qualification Time is split into three components: guided learning, directed study and dedicated assessment. It includes Learner initiated study.

Glossary of Terms: Syllabus Content

Please note: these definitions should only be used as an initial starting place when preparing for the Knowledge sections of examinations, and Learners are encouraged to explore these terms in greater depth using other sources.

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

audibility – using sufficient breath and resonance appropriate to the size of the performance space and for the needs of the character.

character intentions and objectives – clarifying what the character wants, desires or needs through each action, spoken/sung line and the spaces between the words/lyrics.

clarity of diction – articulating sufficiently, without losing the sense or flow of the song, in order to be understood clearly.

context – the situation and world of the musical or film musical.

facial expression – using the face to express the character's emotions.

focus – maintaining concentration and involvement with the song and the character being portrayed.

genre – a set type or category of theatre. Musical Theatre is a genre which combines songs, spoken dialogue and dance to tell a story. It is also different to a play with music as Musical Theatre gives equal importance to all elements within a production. Examples include book musical, concept musical, Golden Age musical, jukebox musical, revue musical, and pop/rock musical.

gesture – movement of the hands, arms and/or head to convey an idea or meaning.

intonation – the pattern or melody of pitch changes within a song.

- key theme** – a recurring idea or subject in the song or in the musical or film musical from which the song has been taken.
- location** – where the song takes place.
- meaning** – clarifying what the character is thinking and the sense behind their words and/or actions.
- melody** – the arrangement of single notes to form a sequence in musical composition.
- mood** – conveying what the character is feeling and the emotion behind their words and/or actions and the atmosphere created.
- performance space** – the area in which the Learner performs.
- personal characteristics** – what a character looks like, noting any distinguishing features. This will affect the Learner's use of movement, stance, posture, gesture, facial expression etc.
- physical response** – responding to the imagery of the song non-verbally.
- pitch** – the degree of height or depth of a tone or sound.
- place and period** – creating a sense of the world in which the character lives.
- plot** – the main story and/or events of the musical or film musical.
- published** – a text which is available to the public either in a printed book, e-book, or online.
- resonance** – the amplification and colour of a musical tone produced by vibrations in the head and chest cavity.
- revision** – to make changes to something that is written in order to improve it.
- revival** - restaging of a stage production after its original run has closed. New material may be added.
- rhythm** – the patterning of musical sound affected by differences in timing, duration, and/or stress of consecutive notes.
- situation** – what is happening in the song.
- spontaneity** – as if the song is being performed for the very first time.

- staging** – the positioning of a performance within the space provided to indicate situation and location.
- stance** – the manner and position in which a character stands.
- style** – refers to characteristic features within music that has a recognition of a certain era or genre when played or else it will be expected to have a particular sound due to musical content, mannerisms, expressive devices, or musical patterns. Examples include ballad, blues, comic song, folk song, jazz, patter song, operetta, pop, rock, or torch song.
- subtext** – the hidden meaning or underlying message behind the song.
- understanding of character** – revealing what the character is thinking, how the character is feeling and any changes in the character's mood throughout the song.
- understanding of situation and location** – revealing the world in which the character lives and the physical aspects of where the song takes place.
- vocal contrast** – varying pitch, intonation, pace, volume, tone colour and intensity.
- vocal control** – keeping sound and thought focused until the end of the phrase so that the voice does not fade away.
- vocal flexibility** – transforming vocally according to the period, style and form of the song.
- vocal skills** – using accurate intonation and sufficient audibility, tone colour and clarity of diction when performing the song.
- working stage areas** – the different areas of the stage used in rehearsal and performance. These include centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and the wings.