

# LAMDA

## Solo Introductory Examinations

### Changes from the Previous Syllabus (September 2014)

STAGE ONE	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
Changes to the Conversation, from: The Learner will bring a favourite toy or object into the examination room. The Examiner will use this to initiate a short conversation with the Learner.	To: The Learner will engage in a short conversation with the Examiner. This will be initiated by the favourite toy or object the Learner brings into the examination room. The Learner should be able to explain why they chose to bring this toy or object in with them, and will also be expected to describe how to play a game of their choice.

<p>AC amendments and additions:</p> <p>3.1 Maintain concentration in the conversation some/most/all of the time</p> <p>3.2 Respond to some/most/all questions about the chosen toy or object</p>	<p>3.1 Maintain concentration in the conversation</p> <p>3.2 Listen and respond appropriately to questions</p> <p>3.3 Explain the reasons for the choice of object/toy</p> <p>3.4 Describe how to play a game</p>
<p>STAGE TWO</p>	
<p>2014 Syllabus</p>	<p>2019 Syllabus</p>
	<p>Set poems have been changed and updated</p>
<p>Changes to the Conversation, from:</p> <p>The Learner will bring in a picture, photograph or postcard, with which they are familiar, into the examination room. The Examiner will use this to initiate a short conversation with the Learner.</p>	<p>To:</p> <p>The Learner will bring a picture, photograph, drawing or postcard into the examination room of one of the following:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Favourite place</li> <li>• Memorable event</li> <li>• Favourite animal</li> </ul> <p>The Learner will engage in a short conversation with the Examiner. This will be initiated by the picture, photograph, drawing or postcard the</p>

	Learner brings into the examination room. The Learner should be able to explain why they chose to bring this with them, and will also be expected to describe their favourite activity. The conversation may move naturally onto other topics.
<p>AC amendments and additions:</p> <p>3.1 Maintain concentration in the conversation some/most/all of the time</p> <p>3.2 Respond to some/most/all questions about the picture, photograph or postcard</p>	<p>3.1 Maintain concentration in the conversation</p> <p>3.2 Listen and respond appropriately to questions</p> <p>3.3 Explain the reasons for the choice of picture, photograph, drawing or postcard</p> <p>3.4 Describe a favourite activity</p>
<b>STAGE THREE</b>	
2014 Syllabus	2019 Syllabus
	Set poems have been changed and updated
<p>Changes to the Conversation, from:</p> <p>The Learner will bring a favourite book into the examination room. The Examiner will use this to</p>	<p>To:</p> <p>The Learner will bring a favourite book into the examination room. The Examiner will use this to initiate</p>

<p>initiate a short conversation with the Learner.</p>	<p>a short conversation with the Learner. In this conversation, the Learner should be able to explain their reasons for their choice of book, and describe their favourite section and character in the book. The conversation may move naturally onto other topics.</p>
<p>AC amendments and additions:</p> <p>3.1 Maintain concentration in the conversation some/most/all of the time</p> <p>3.2 Respond to some/most/all questions about the chosen book</p>	<p>3.1 Maintain concentration in the conversation</p> <p>3.2 Listen and respond appropriately to questions</p> <p>3.3 Give reasons behind the choice of book</p> <p>3.4 Give an explanation of a favourite section of the book and a favourite character</p>

# **Solo Introductory Examinations (August 2019)**

## **Purpose of the Examinations**

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

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Communication skills

## **Broad Objectives of the Examinations**

1. Interpretative skills

The Learner will be required to:

- learn the words of a poem and recite them aloud

2. Technical skills

The Learner will be required to:

- develop skills in voice and diction

3. Communication skills

The Learner will be required to:

- respond to simple questions in a conversation

## **Structure**

Solo Introductory Examinations are available at three stages:

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

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

## **Examination Regulations**

1. The set poems for each stage are printed in full in the LAMDA Verse and Prose Anthology – Volume 19.
2. The Learners will speak the set poems as they are presented in the LAMDA Verse and Prose Anthology – Volume 19.
3. No unauthorised person is allowed to be present during the examination.
4. Live animals are not permitted in the examination room.
5. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room.
6. The selected repertoire must be performed in English.

# **Solo Introductory Stage One**

## **Examination Description**

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

## **LEARNING OUTCOMES**

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

Interpretation

LO1: perform one poem from memory

Technique

LO2: use vocal skills to engage the listener

Conversation

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

## **Total Time Allowance**

10 minutes

## **Examination Content**

### **Poem (Set Piece): Interpretation and Technique**

The Learner will speak from memory one of the following set poems:

Clouds	Valerie Bloom
My Hat!	Tony Mitton
Mix a Pancake	Christina Rossetti
The Red Boat	Wes Magee
Sounds Good!	Judith Nicholls
My Puppy	Debra Bertulis

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

### **Conversation**

The Learner will engage in a short conversation with the Examiner which will be initiated by the favourite toy or object the Learner brings into the examination room. The Learner should be able

to explain why they chose to bring this toy or object. They will also be expected to describe how to play a game of their choice (Learners do not need to bring a game in with them). The conversation may move naturally onto other topics.

## Solo Introductory Stage One Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
Total Marks			100

## Attainment Bands

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

# Assessment and Grading Criteria: Solo Introductory Examinations

## SOLO INTRODUCTORY STAGE ONE

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors on pages 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform one poem from memory	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
LO2 Use vocal skills to engage the listener	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
LO3 Know and understand the techniques required to maintain a conversation	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions

	<p>3.3 Explain the reasons for the choice of object/toy Describe how to play a game</p>
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# **Solo Introductory Stage Two**

## **Examination Description**

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

## **LEARNING OUTCOMES**

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

Interpretation

LO1: perform one poem from memory

Technique

LO2: use vocal skills to engage the listener

Conversation

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

## **Total Time Allowance**

10 minutes

# Examination Content

## Poem (Set Piece): Interpretation and Technique

The Learner will speak from memory one of the following set poems:

Did You Ever Play Tag with a Tiger?	Leroy F. Jackson
Hello! Hello!	Louisa M. Alcott
Down Behind the Dustbin To Catch a Fish	Michael Rosen Eloise Greenfield
The Folk Who Live in Backward Town	Mary Ann Hoberman
Hot Cross Buns	Eleanor McLeod

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

## Conversation

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

- Family
- Favourite place
- Memorable event
- Favourite animal

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

## Solo Introductory Stage Two Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
Total Marks			100

## Attainment Bands

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

# Assessment and Grading Criteria: Solo Introductory Examinations

## SOLO INTRODUCTORY STAGE TWO

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors on pages 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform one poem from memory	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
LO2 Use vocal skills to engage the listener	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
LO3 Know and understand the techniques required to maintain a conversation	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions

	<p>3.3 Explain the reasons for the choice of picture, photograph, drawing or postcard</p> <p>3.4 Describe a favourite activity</p>
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# **Solo Introductory Stage Three**

## **Examination Description**

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

## **LEARNING OUTCOMES**

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

Interpretation

LO1: perform one poem from memory

Technique

LO2: use vocal skills to engage the listener

Conversation

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

## **Total Time Allowance**

10 minutes

# Examination Content

## Poem (Set Poem): Interpretation and Technique

The Learner will speak from memory one of the following set poems:

Riddle	Colin West
Caterpillars	Brod Bagert
There Isn't Time	Eleanor Farjeon
Room with a View	Stephen Swinburne
The Backwards Bus	Martha Cheney
Discretion	Leroy F. Jackson

The set poems are printed in full in the LAMDA Verse and Prose Anthology – Volume 19. The Learner must announce the title and author prior to the performance. A legible copy of the chosen poem should be provided for the Examiner.

## Conversation

The Learner will bring a favourite book into the examination room. The Examiner will use this to initiate a short conversation with the Learner. In this conversation, the Learner should be able to explain their reasons for their choice of book, and explain their favourite section and

character in the book. The conversation may move naturally onto other topics.

## **Solo Introductory Stage Three Marking Scheme**

ASSESSMENT TASK		MARKS	TOTAL MARKS
Poem	Interpretation	25	50
	Technique	25	
Conversation			50
Total Marks			100

## **Attainment Bands**

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

# Assessment and Grading Criteria: Solo Introductory Examinations

## SOLO INTRODUCTORY STAGE THREE

In order for the Learner to pass this Grade, the evidence that they present for assessment needs to demonstrate that they can meet all the Learning Outcomes for the Grade. For a breakdown of what the Learner is required to do to achieve a Pass, Merit or Distinction, please see the Grade Band Descriptors on pages 12-14 of this syllabus.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform one poem from memory	1.1 Communicate the meaning of the poem 1.2 Speak the poem from memory 1.3 Speak the poem with expression and confidence
LO2 Use vocal skills to engage the listener	2.1 Speak the poem with audibility appropriate to the performance space 2.2 Speak the poem clearly
LO3 Know and understand the techniques required to maintain and further a conversation	3.1 Maintain concentration in the conversation 3.2 Listen and respond appropriately to questions

	<p>3.3 Give reasons behind the choice of book</p> <p>3.4 Give an explanation of a favourite section of the book and a favourite character</p>
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