

**LAMDA**

**GROUP**

**Graded Examinations Syllabus**

**With effect from 1 August 2019**

# Contents

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|   |    |
|---|----|
| About LAMDA   | 13 |
| About This Syllabus Specification                         | 14 |
| Structure of the Examinations                             | 14 |
| LAMDA Examinations Covered in This Syllabus Specification | 15 |
| Reasonable Adjustments and Special Considerations         | 16 |
| Assessment and Grading                                    | 16 |
| Assessment Requirements                                   | 16 |
| Invalidation Policy                                       | 16 |
| A Note on Language  | 17 |
| Grade Band Descriptors                                    | 18 |

## **LAMDA Group Examinations: Group Acting (From 1 August 2019)**

|                                       |    |
|---------------------------------------|----|
| Changes from Previous Syllabus (2014) | 24 |
| Purpose of the Qualification          | 28 |
| Broad Objectives of the Qualification | 28 |
| Structure                             | 29 |
| Examination Regulations               | 29 |

### **▶ Entry Grade**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 32 |
| Learning Outcomes               | 32 |
| Total Time Allowance            | 32 |
| Examination Content             | 33 |
| Marking Scheme                  | 34 |
| Assessment and Grading Criteria | 35 |

---

▶ **Grade 1**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 36 |
| Learning Outcomes               | 36 |
| Total Time Allowance            | 36 |
| Examination Content             | 37 |
| Marking Scheme                  | 38 |
| Assessment and Grading Criteria | 39 |

▶ **Grade 2**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 40 |
| Learning Outcomes               | 40 |
| Total Time Allowance            | 40 |
| Examination Content             | 41 |
| Marking Scheme                  | 42 |
| Assessment and Grading Criteria | 43 |

▶ **Grade 3**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 44 |
| Learning Outcomes               | 44 |
| Total Time Allowance            | 44 |
| Examination Content             | 45 |
| Marking Scheme                  | 46 |
| Assessment and Grading Criteria | 47 |

▶ **Grade 4**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 48 |
| Learning Outcomes               | 48 |
| Total Time Allowance            | 48 |
| Examination Content             | 49 |
| Marking Scheme                  | 50 |
| Assessment and Grading Criteria | 51 |

---

▶ **Grade 5**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 52 |
| Learning Outcomes               | 52 |
| Total Time Allowance            | 52 |
| Examination Content             | 53 |
| Marking Scheme                  | 54 |
| Assessment and Grading Criteria | 55 |

▶ **Grade 6**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 56 |
| Learning Outcomes               | 56 |
| Total Time Allowance            | 56 |
| Examination Content             | 57 |
| Marking Scheme                  | 58 |
| Assessment and Grading Criteria | 59 |

▶ **Grade 7**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 60 |
| Learning Outcomes               | 60 |
| Total Time Allowance            | 60 |
| Examination Content             | 61 |
| Marking Scheme                  | 62 |
| Assessment and Grading Criteria | 63 |

▶ **Grade 8**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 64 |
| Learning Outcomes               | 64 |
| Total Time Allowance            | 64 |
| Examination Content             | 65 |
| Marking Scheme                  | 66 |
| Assessment and Grading Criteria | 67 |

---

## LAMDA Group Examinations: Group Devising Drama (From 1 August 2019)

|                                       |    |
|---------------------------------------|----|
| Changes from Previous Syllabus (2014) | 70 |
| Purpose of the Qualification          | 76 |
| Broad Objectives of the Qualification | 76 |
| Structure                             | 77 |
| Examination Regulations               | 78 |

### ▶ **Entry Grade**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 80 |
| Learning Outcomes               | 80 |
| Total Time Allowance            | 80 |
| Examination Content             | 81 |
| Marking Scheme                  | 82 |
| Assessment and Grading Criteria | 83 |

### ▶ **Grade 1**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 84 |
| Learning Outcomes               | 84 |
| Total Time Allowance            | 84 |
| Examination Content             | 85 |
| Marking Scheme                  | 86 |
| Assessment and Grading Criteria | 87 |

### ▶ **Grade 2**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 88 |
| Learning Outcomes               | 88 |
| Total Time Allowance            | 88 |
| Examination Content             | 89 |
| Marking Scheme                  | 90 |
| Assessment and Grading Criteria | 91 |

---

▶ **Grade 3**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 92 |
| Learning Outcomes               | 92 |
| Total Time Allowance            | 92 |
| Examination Content             | 93 |
| Marking Scheme                  | 94 |
| Assessment and Grading Criteria | 95 |

▶ **Grade 4**

|                                 |    |
|---------------------------------|----|
| Grade Description               | 96 |
| Learning Outcomes               | 96 |
| Total Time Allowance            | 96 |
| Examination Content             | 97 |
| Marking Scheme                  | 98 |
| Assessment and Grading Criteria | 99 |

▶ **Grade 5**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 100 |
| Learning Outcomes               | 100 |
| Total Time Allowance            | 100 |
| Examination Content             | 101 |
| Marking Scheme                  | 102 |
| Assessment and Grading Criteria | 103 |

▶ **Grade 6**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 106 |
| Learning Outcomes               | 106 |
| Total Time Allowance            | 106 |
| Examination Content             | 107 |
| Marking Scheme                  | 108 |
| Assessment and Grading Criteria | 109 |

---

▶ **Grade 7**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 112 |
| Learning Outcomes               | 112 |
| Total Time Allowance            | 112 |
| Examination Content             | 113 |
| Marking Scheme                  | 114 |
| Assessment and Grading Criteria | 115 |

▶ **Grade 8**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 118 |
| Learning Outcomes               | 118 |
| Total Time Allowance            | 118 |
| Examination Content             | 119 |
| Marking Scheme                  | 120 |
| Assessment and Grading Criteria | 121 |

**LAMDA Group Examinations: Group Musical Theatre  
(From 1 January 2016)**

|                                       |     |
|---------------------------------------|-----|
| Purpose of the Qualification          | 124 |
| Broad Objectives of the Qualification | 124 |
| Structure                             | 125 |
| Examination Regulations               | 126 |

▶ **Entry Grade**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 128 |
| Learning Outcomes               | 128 |
| Total Time Allowance            | 128 |
| Examination Content             | 129 |
| Marking Scheme                  | 130 |
| Assessment and Grading Criteria | 131 |

---

▶ **Grade 1**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 132 |
| Learning Outcomes               | 132 |
| Total Time Allowance            | 132 |
| Examination Content             | 133 |
| Marking Scheme                  | 134 |
| Assessment and Grading Criteria | 135 |

▶ **Grade 2**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 136 |
| Learning Outcomes               | 136 |
| Total Time Allowance            | 136 |
| Examination Content             | 137 |
| Marking Scheme                  | 138 |
| Assessment and Grading Criteria | 139 |

▶ **Grade 3**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 140 |
| Learning Outcomes               | 140 |
| Total Time Allowance            | 140 |
| Examination Content             | 141 |
| Marking Scheme                  | 142 |
| Assessment and Grading Criteria | 143 |

▶ **Grade 4**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 144 |
| Learning Outcomes               | 144 |
| Total Time Allowance            | 144 |
| Examination Content             | 145 |
| Marking Scheme                  | 146 |
| Assessment and Grading Criteria | 147 |



---

|                                 |     |
|---------------------------------|-----|
| ▶ <b>Grade 5</b>                |     |
| Grade Description               | 148 |
| Learning Outcomes               | 148 |
| Total Time Allowance            | 148 |
| Examination Content             | 149 |
| Marking Scheme                  | 150 |
| Assessment and Grading Criteria | 151 |
| ▶ <b>Grade 6</b>                |     |
| Grade Description               | 154 |
| Learning Outcomes               | 154 |
| Total Time Allowance            | 154 |
| Examination Content             | 155 |
| Marking Scheme                  | 156 |
| Assessment and Grading Criteria | 157 |
| ▶ <b>Grade 7</b>                |     |
| Grade Description               | 160 |
| Learning Outcomes               | 160 |
| Total Time Allowance            | 160 |
| Examination Content             | 161 |
| Marking Scheme                  | 162 |
| Assessment and Grading Criteria | 163 |
| ▶ <b>Grade 8</b>                |     |
| Grade Description               | 166 |
| Learning Outcomes               | 166 |
| Total Time Allowance            | 166 |
| Examination Content             | 167 |
| Marking Scheme                  | 168 |
| Assessment and Grading Criteria | 169 |

---

## **LAMDA Group Examinations: Group Recital (From 1 August 2019)**

|                                       |     |
|---------------------------------------|-----|
| Changes from Previous Syllabus (2014) | 172 |
| Purpose of the Qualification          | 176 |
| Broad Objectives of the Qualification | 176 |
| Structure                             | 177 |
| Examination Regulations               | 177 |

### ▶ **Entry Grade**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 178 |
| Learning Outcomes               | 178 |
| Total Time Allowance            | 178 |
| Examination Content             | 179 |
| Marking Scheme                  | 180 |
| Assessment and Grading Criteria | 181 |

### ▶ **Grade 1**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 182 |
| Learning Outcomes               | 182 |
| Total Time Allowance            | 182 |
| Examination Content             | 183 |
| Marking Scheme                  | 184 |
| Assessment and Grading Criteria | 185 |

### ▶ **Grade 2**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 186 |
| Learning Outcomes               | 186 |
| Total Time Allowance            | 186 |
| Examination Content             | 187 |
| Marking Scheme                  | 188 |
| Assessment and Grading Criteria | 189 |

---

▶ **Grade 3**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 190 |
| Learning Outcomes               | 190 |
| Total Time Allowance            | 190 |
| Examination Content             | 191 |
| Marking Scheme                  | 192 |
| Assessment and Grading Criteria | 193 |

**LAMDA Group Examinations: Choral-Speaking  
(From 1 August 2019)**

|                                       |     |
|---------------------------------------|-----|
| Changes from Previous Syllabus (2014) | 196 |
| Purpose of the Qualification          | 198 |
| Broad Objectives of the Qualification | 198 |
| Structure                             | 199 |
| Examination Regulations               | 199 |

▶ **Entry Grade**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 200 |
| Learning Outcomes               | 200 |
| Total Time Allowance            | 200 |
| Examination Content             | 201 |
| Marking Scheme                  | 202 |
| Assessment and Grading Criteria | 203 |

▶ **Grade 1**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 204 |
| Learning Outcomes               | 204 |
| Total Time Allowance            | 204 |
| Examination Content             | 205 |
| Marking Scheme                  | 206 |
| Assessment and Grading Criteria | 207 |

---

▶ **Grade 2**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 208 |
| Learning Outcomes               | 208 |
| Total Time Allowance            | 208 |
| Examination Content             | 209 |
| Marking Scheme                  | 210 |
| Assessment and Grading Criteria | 211 |

▶ **Grade 3**

|                                 |     |
|---------------------------------|-----|
| Grade Description               | 212 |
| Learning Outcomes               | 212 |
| Total Time Allowance            | 212 |
| Examination Content             | 213 |
| Marking Scheme                  | 214 |
| Assessment and Grading Criteria | 215 |

|  |            |
|--|------------|
| <b>Glossary of Terms: Syllabus Content</b> | <b>216</b> |
|--|------------|

# 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 130 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.

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## About This Syllabus Specification

This syllabus specification outlines the specifications for LAMDA *Graded Group Examinations*. It is designed for use by centres, Teachers, Learners and parents.

## Structure of the Examinations

LAMDA *Graded Group Examinations* offer a variety of opportunities for Learners to develop and transfer skills in group work, across a range of subjects. They are also an excellent introduction to the LAMDA suite of examinations in Communication, Performance and Introductory, providing a safe, supportive and creative atmosphere for Learners to achieve as an ensemble.

LAMDA *Graded Group Examinations* are available in the following subjects:

- Group Acting
- Group Devising Drama
- Group Musical Theatre
- Group Recital
- Choral-Speaking

LAMDA *Graded Group Examinations* are open to all. There are no minimum age restrictions and the choice of repertoire is intended to appeal to Learners of all ages. Learners do not require prior knowledge or an understanding of the Group subjects prior to studying for a LAMDA Examination.

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## LAMDA Examinations Covered in This Syllabus Specification

LAMDA *Group Acting Entry*  
LAMDA *Group Acting Grade 1*  
LAMDA *Group Acting Grade 2*  
LAMDA *Group Acting Grade 3*  
LAMDA *Group Acting Grade 4*  
LAMDA *Group Acting Grade 5*  
LAMDA *Group Acting Grade 6*  
LAMDA *Group Acting Grade 7*  
LAMDA *Group Acting Grade 8*  
LAMDA *Group Devising Drama Entry*  
LAMDA *Group Devising Drama Grade 1*  
LAMDA *Group Devising Drama Grade 2*  
LAMDA *Group Devising Drama Grade 3*  
LAMDA *Group Devising Drama Grade 4*  
LAMDA *Group Devising Drama Grade 5*  
LAMDA *Group Devising Drama Grade 6*  
LAMDA *Group Devising Drama Grade 7*  
LAMDA *Group Devising Drama Grade 8*  
LAMDA *Group Musical Theatre Entry*  
LAMDA *Group Musical Theatre Grade 1*  
LAMDA *Group Musical Theatre Grade 2*  
LAMDA *Group Musical Theatre Grade 3*  
LAMDA *Group Musical Theatre Grade 4*  
LAMDA *Group Musical Theatre Grade 5*  
LAMDA *Group Musical Theatre Grade 6*  
LAMDA *Group Musical Theatre Grade 7*  
LAMDA *Group Musical Theatre Grade 8*  
LAMDA *Group Recital Entry*  
LAMDA *Group Recital Grade 1*  
LAMDA *Group Recital Grade 2*  
LAMDA *Group Recital Grade 3*  
LAMDA *Group Choral-Speaking Entry*  
LAMDA *Group Choral-Speaking Grade 1*  
LAMDA *Group Choral-Speaking Grade 2*  
LAMDA *Group Choral-Speaking Grade 3*

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## Reasonable Adjustments and Special Considerations

Reasonable Adjustments and Special Considerations are designed to facilitate access to examinations for Learners who have particular requirements. Further information can be obtained from LAMDA Examinations' published *Reasonable Adjustments and Special Considerations Policy*, which is available to download from the LAMDA website:

[www.lamda.ac.uk/examinations](http://www.lamda.ac.uk/examinations)

## Assessment and Grading

The purpose of assessment is to ensure that effective learning has taken place to give Learners the opportunity to meet all the Assessment Criteria and achieve the Learning Outcomes within an examination.

All LAMDA Graded Examinations require external assessment. External assessment is a form of independent assessment where Assessment Criteria for each qualification are set by LAMDA and marked by a LAMDA Examinations Examiner.

LAMDA *Graded Group Examinations* use practical assessment as the method for external assessment.

## Assessment Requirements

Assessment for LAMDA *Graded Group Examinations* is criterion-referenced, based on the achievement of specified Learning Outcomes and Assessment Criteria. Each examination has specified Assessment Criteria which are used for grading purposes. A Grade can be awarded at 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.

## Invalidation Policy

LAMDA operates an Invalidation Policy for all its examinations.

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



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The referral will be reviewed by the appropriate personnel at LAMDA who will determine whether 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 and assessment materials, and during practical assessment, is explicit, plain and free from bias.

Whilst LAMDA offers examinations in Ireland and Wales, it does not offer examinations using Welsh (Cymraeg) or Irish (Gaelige) languages.

There is no requirement for Learners to conform linguistically to all features of British Standard English or Received Pronunciation. 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.

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## Grade Band Descriptors

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

### Entry Grade

#### ***Distinction (80–100 marks)***

Learners who achieve a Distinction grade will have demonstrated the ability to communicate the sense of their pieces with clarity and understanding of the material. Work will be fluent and accurate, and Learners will have demonstrated their ability to work together throughout.

#### ***Merit (65–79 marks)***

Learners who achieve a Merit grade will have communicated a good sense of their pieces with audibility and clarity for most of the performance, but there will have been some lack in confidence. Learners will have worked well together, but not throughout the entire performance.

#### ***Pass (50–64 marks)***

Learners who achieve a Pass grade will have communicated some understanding of the content of their pieces, with audibility and diction being clear for some of the presentation. A basic awareness of rhythm and shape will be apparent, but lapses in memory may affect this. The group will have interacted well together for some moments, but not consistently.

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## **Grades 1, 2 and 3**

### ***Distinction (80–100 marks)***

Learners who achieve a Distinction grade will have demonstrated sustained delivery, and an awareness of audience. The performance will have been clear, audible and engaging and performed with complementary and effective body language to support the content of the chosen material. Members of the group will have begun to take responsibility for their role, and have supported and engaged with all other members.

### ***Merit (65–79 marks)***

Learners who achieve a Merit grade will have demonstrated a secure understanding of the chosen material, whilst indicating some originality. Learners will have been mostly clear and audible in their presentation, frequently using body and voice in response to the text. The group will have effectively worked together and engaged with members for most of the performance.

### ***Pass (50–64 marks)***

Learners who achieve a Pass grade will have communicated a basic understanding of their chosen material. They will have demonstrated basic performance skills and some imaginative interpretation of the text(s). The group will have worked well together for some of the performance, but there will have been a lack of engagement and support for all group members.

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## **Grades 4 and 5**

### ***Distinction (80–100 marks)***

Learners who achieve a Distinction grade will have demonstrated complete and thorough understanding of the chosen material throughout the examination and sustained an accurate and sustained response. Learners will have created an appropriate and personal response to the text both vocally and physically, with some sense of spontaneity being achieved. Effective teamwork will be apparent, with Learners taking responsibility for the performance throughout.

### ***Merit (65–79 marks)***

Learners who achieve a Merit grade will have demonstrated an assured understanding of the chosen material for the majority of the performance. They will have responded vocally and physically to the material, using a relatively wide range of techniques to engage the audience. The group will have interacted, and taken responsibility for most of the performance, but lacking some awareness of relationships between roles.

### ***Pass (50–64 marks)***

Learners who achieve a Pass grade will have demonstrated some understanding of the chosen material and have made an attempt to engage the audience with basic physical and vocal skills in a somewhat personalised way. There will be a basic awareness of group responsibility, and some understanding of relationships between roles.

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## **Grades 6, 7 and 8**

### ***Distinction (80–100 marks)***

Learners who achieve a Distinction grade will have demonstrated advanced understanding and awareness of the chosen material. The presentation will have been innovative, original and sophisticated, thoroughly engaging the audience at all times. The group will have collaborated well, demonstrating a mature awareness and understanding for each character and their role within the performance. Responsibility will have been shared equally amongst the group throughout the performance.

### ***Merit (65–79 marks)***

Learners who achieve a Merit grade will have demonstrated understanding of the material through a mature and imaginative interpretation, using thoughtful and engaging physical and vocal techniques. The presentation will have been complex and well prepared for most of the time. Learners will have worked well together for most of the performance, but there may have been some lack of awareness for each character in context. Responsibility for the group will be shown throughout most of the performance.

### ***Pass (50–64 marks)***

Learners who achieve a Pass grade will have demonstrated some evidence of a developed understanding of the material. Interpretation of the text or stimulus will have included some personalisation and self-assurance. Learners will have demonstrated some responsibility for the group's performance, and some awareness of the relationships between characters.

## **Entry Grade and Grades: 1, 2, 3, 4, 5, 6, 7 and 8**

### ***Fail (0–49 Marks)***

Learners whose examination is graded as a Fail for any subject and Grade will have demonstrated inaccuracy and lack of fluency in all or most of the components. They will have demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills. Knowledge in

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relation to the repertoire performed will have been insufficient for the Grade and subject of the examination being taken. Learners will also have failed to communicate, through their performance or presentation, any significant degree of understanding of the repertoire.

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

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

**LAMDA**

**Group Examinations:  
Group Acting**

# Changes from the Previous Syllabus (September 2014)

| <b>ENTRY GRADE, GRADE 1, GRADE 2 AND GRADE 3</b>  |  |
|---|--|
| 2014 Syllabus   | 2019 Syllabus  |
| AC separation and addition:   |  |
| 2.1 Speak with audibility and clarity of diction some/most/all of the time  | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace                 |
| <b>GRADE 4</b>  |  |
| 2014 Syllabus   | 2019 Syllabus  |
| AC separation:  |  |
| 2.2 Speak with clarity of diction some/most/all of the time   | 2.2 Speak with audibility<br>2.3 Speak with clarity of diction   |
| AC wording change:  |  |
| 3.1 Communicate the individual characteristics of the characters some/most/all of the time  | 3.1 Communicate the physicality of the characters through appropriate stance, movement, gesture(s) and facial expression |
| <b>GRADE 5</b>  |  |
| 2014 Syllabus   | 2019 Syllabus  |
| AC update and addition:   |  |
| 2.2 Speak with clarity of diction some/most/all of the time   | 2.2 Speak with audibility<br>2.3 Speak with clarity of diction   |
| AC wording change:  |  |
| 3.1 Communicate the individual characteristics of the characters some/most/all of the time  | 3.1 Communicate the physicality of the characters through appropriate stance, movement, gesture(s) and facial expression |
| 4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text some/most/all of the time | 4.2 React to the words, actions and feelings of other characters, demonstrating an understanding of the text             |



**GRADE 6**

| 2014 Syllabus  | 2019 Syllabus   |
|--|---|
| <p>Requirement change from:</p> <p>The group will perform from memory one scene or sequence of scenes from the same play of their own choice</p> <p>The scene(s) must be a minimum of 15 minutes and no more than 17 minutes in performance time</p> | <p>To:</p> <p>Scene 1 (Own Choice):<br/>Interpretation and Technique</p> <p>The group will perform from memory <b>one</b> scene from a published play of their own choice. The scene must be selected from a published play or screenplay or a published collection of scenes, or be adapted from the dialogue of a published novel</p> <p>Scene 2 (Own Choice):<br/>Interpretation and Technique</p> <p>The group will perform from memory <b>one</b> scene from a published play of their own choice. The scene must be selected from a published play or screenplay or a published collection of scenes, or be adapted from the dialogue of a published novel</p> <p>The performance time of the scene should be a minimum of seven minutes and no more than eight minutes</p> |
| <p>AC wording change:</p> <p>1.1 Demonstrate an understanding of text some/most/all of the time</p> <p>3.1 Communicate an understanding of the movement required to portray the characters some/most/all of the time</p>                             | <p>1.1 Demonstrate an understanding of text and subtext</p> <p>3.1 Communicate the physicality of the characters through appropriate stance, movement, gesture(s) and facial expression</p>   |
| <p>AC separation:</p> <p>2.2 Speak with clarity of diction some/most/all of the time</p>   | <p>2.2 Speak with audibility</p> <p>2.3 Speak with clarity of diction</p>   |

**GRADE 7**

| 2014 Syllabus   | 2019 Syllabus   |
|---|---|
| <p>Requirement change from:</p> <p>Interpretation and Technique</p> <p>The group will perform from memory one scene or sequence of scenes from the same play of their own choice</p> <p>All Learners in the group must speak some dialogue</p> <p>The scene(s) must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel</p> <p>The scene(s) must be a minimum of 16 minutes and no more than 18 minutes in performance time</p> <p>The title and author must be announced prior to the performance. A legible copy of the scene(s) should be provided for the Examiner</p> | <p>To:</p> <p>Scene 1 (Own Choice):<br/>Interpretation and Technique</p> <p>The group will perform from memory one scene from a published play written during one of the following periods:</p> <ul style="list-style-type: none"> <li>• Ancient Greek and Roman (500 BC–4 BC)</li> <li>• Elizabethan and Jacobean (1558–1625)</li> <li>• Restoration and Post-Restoration (1626–1799)</li> <li>• 1800–2000</li> </ul> <p>Scene 2 (Own Choice)<br/>Interpretation and Technique</p> <p>The group will perform from memory one scene from a published play, television screenplay or film screenplay published post-2000. The performance time of the scene should be a minimum of eight minutes and no more than nine minutes</p> |
| <p>AC separation:</p> <p>2.2 Speak with clarity of diction some/most/all of the time</p>  | <p>2.2 Speak with audibility</p> <p>2.3 Speak with clarity of diction</p>   |

**GRADE 8**

| 2014 Syllabus  | 2019 Syllabus  |
|--|--|
| <p>Requirement change from:</p> <p>Interpretation and Technique</p> <p>The group will perform from memory one scene or sequence of scenes from the same play of their own choice</p> <p>All Learners in the group must speak some dialogue. The scene(s) must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel</p> | <p>To:</p> <p>Scene 1 (Own Choice):<br/>Interpretation and Technique</p> <p>The group will perform from memory one scene from a published play written during one of the following periods:</p> <ul style="list-style-type: none"> <li>• Ancient Greek and Roman (500 BC–4 BC)</li> <li>• Elizabethan and Jacobean (1558–1625)</li> <li>• Restoration and Post-Restoration (1626–1799)</li> <li>• 1800–2000</li> </ul> |

*Continued on next page* ▶

**GRADE 8** *(continued)*

The scene(s) must be a minimum of 18 minutes and no more than 20 minutes in performance time

The title and author must be announced prior to the performance. A legible copy of the scene(s) should be provided for the Examiner

Scene 2 (Own Choice):  
Interpretation and Technique

The group will perform from memory one scene from a play, television screenplay or film screenplay published post-2000

The performance time each scene should be a minimum of eight minutes and no more than nine minutes

AC separation:

2.2 Speak with clarity of diction some/most/all of the time

2.2 Speak with audibility

2.3 Speak with clarity of diction

# Group Acting

## (August 2019)

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### Purpose of the Qualification

LAMDA *Group Acting Examinations* are designed to develop the skills necessary to communicate a dramatic text in a group to an audience.

Learners who prepare themselves appropriately will develop:

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

### Broad Objectives of the Qualification

#### 1. Interpretative skills

The Learners will be required to:

- explore style, character, subtext and context in order to realise the specific demands of the text
- engage with character and situation in order to create a sense of reality

#### 2. Technical skills

The Learners will be required to:

- build skills in voice, diction and movement

#### 3. Interactive skills

The Learners will be required to:

- create relationships between characters
- share responsibility for the performance in order to communicate as a group

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## Structure

Group Acting Examinations are available at nine Grades:

- Entry Grade
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

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

## Examination Regulations

1. Groups must consist of a minimum of three Learners and a maximum of 15 Learners.
2. 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.
3. No unauthorised person will be allowed to be present during the examination. Teachers are not permitted to enter the examination room with the Learners.
4. 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. If an electronic device is required as a prop this must be approved by the Examiner at

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the beginning of the examination. Electronic devices used as props must be switched off for use in the examination.

5. Live animals are not permitted in the examination room.
6. The selected repertoire must be performed in English.



# Entry Grade

# Group Acting

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## Grade Description

The LAMDA *Entry Grade Examination in Group Acting* is designed to introduce Learners to basic skills in group acting. Learners will perform one scene from memory, audibly and clearly. They will interact with each other and show that they understand the meaning of what they are speaking. Their use of space will complement their performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one scene from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the performance space in response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

10 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one scene of their own choice.

Each Learner in the group must speak enough dialogue to establish their character within the scene. The scene must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel.

The performance time of the scene should be a minimum of four minutes and no more than five minutes. The title and author must be announced prior to the performance. A legible copy of the scene should be provided for the Examiner.

## Entry Grade Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 80          |
|                       | Technique      | 40    |             |
| Interaction           |                |       | 20          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### ENTRY GRADE

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Perform one scene from memory as a group</b>          | 1.1 Communicate the sense of the written word<br>1.2 Demonstrate an understanding of the characters<br>1.3 Perform from memory with fluency and focus |
| <b>LO2 Use vocal skills in response to the text</b>          | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction  |
| <b>LO3 Use the performance space in response to the text</b> | 3.1 Perform with movement appropriate to the characters<br>3.2 Make effective use of the performance space  |
| <b>LO4 Interact as a group</b>                               | 4.1 Demonstrate an awareness of relationships between characters  |

# Grade 1

# Group Acting

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## Grade Description

The LAMDA *Grade 1 Examination in Group Acting* is designed to enable Learners to develop basic skills in group acting. They will perform one scene from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Learners will interact with each other and demonstrate an awareness of the relationships between characters.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one scene from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the performance space in response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one scene of their own choice.

Each Learner in the group must speak enough dialogue to establish their character within the scene. The scene must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel.

The performance time of the scene should be a minimum of five minutes and no more than seven minutes. The title and author must be announced prior to the performance. A legible copy of the scene should be provided for the Examiner.

## Grade 1 Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 80          |
|                       | Technique      | 40    |             |
| Interaction           |                |       | 20          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### GRADE 1

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Perform one scene from memory as a group</b>          | 1.1 Communicate the sense of the written word<br>1.2 Demonstrate an understanding of the characters and situation<br>1.3 Perform from memory with fluency and focus |
| <b>LO2 Use vocal skills in response to the text</b>          | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace  |
| <b>LO3 Use the performance space in response to the text</b> | 3.1 Perform with movement appropriate to the characters and situation<br>3.2 Make effective use of the performance space  |
| <b>LO4 Interact as a group</b>                               | 4.1 Demonstrate an awareness of relationships between characters  |

# Grade 2

# Group Acting

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## Grade Description

The LAMDA *Grade 2 Examination in Group Acting* is designed to enable Learners to develop basic skills in group acting. They will perform one scene from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Learners will interact with each other and demonstrate an awareness of the relationships between characters.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one scene from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the performance space in response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one scene of their own choice.

Each Learner in the group must speak enough dialogue to establish their character within the scene. The scene must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel.

The performance time of the scene(s) should be a minimum of six minutes and no more than eight minutes. The title and author must be announced prior to the performance. A legible copy of the scene should be provided for the Examiner.

## Grade 2 Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 80          |
|                       | Technique      | 40    |             |
| Interaction           |                |       | 20          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### GRADE 2

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Perform one scene from memory as a group</b>          | 1.1 Communicate the sense of the written word<br>1.2 Demonstrate an understanding of the characters and situation<br>1.3 Perform from memory with fluency and focus |
| <b>LO2 Use vocal skills in response to the text</b>          | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace  |
| <b>LO3 Use the performance space in response to the text</b> | 3.1 Perform with movement and facial expression appropriate to the characters and situation<br>3.2 Make effective use of the performance space                      |
| <b>LO4 Interact as a group</b>                               | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group timing appropriate to the demands of the text                                     |

# Grade 3

# Group Acting

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## Grade Description

The LAMDA *Grade 3 Examination in Group Acting* is designed to enable Learners to develop basic skills in group acting. They will perform one scene from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Learners will interact with each other and demonstrate an awareness of the relationships between characters.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one scene from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the performance space in response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one scene of their own choice.

Each Learner in the group must speak enough dialogue to establish their character within the scene. The scene must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel.

The performance time of the scene should be a minimum of eight minutes and no more than 10 minutes. The title and author must be announced prior to the performance. A legible copy of the scene should be provided for the Examiner.

## Grade 3 Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 80          |
|                       | Technique      | 40    |             |
| Interaction           |                |       | 20          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### GRADE 3

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Perform one scene from memory as a group</b>          | 1.1 Communicate the sense of the written word<br>1.2 Demonstrate an understanding of the characters and situation<br>1.3 Perform from memory with fluency and focus |
| <b>LO2 Use vocal skills in response to the text</b>          | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace  |
| <b>LO3 Use the performance space in response to the text</b> | 3.1 Perform with movement and facial expression appropriate to the characters and situation<br>3.2 Make effective use of the performance space                      |
| <b>LO4 Interact as a group</b>                               | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group rhythm and timing appropriate to the demands of the text                          |

# Grade 4

# Group Acting

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## Grade Description

The LAMDA *Grade 4 Examination in Group Acting* is designed to enable Learners to develop a range of skills in group acting. Learners will perform one scene or sequence of scenes from memory. They will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Learners will interact with each other and share responsibility for the group performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one scene or sequence of scenes from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

20 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one scene or sequence of scenes from the same play of their own choice.

Each Learner in the group must speak enough dialogue to establish their character within the scene. The scene(s) must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel.

The performance time of the scene(s) should be a minimum of 10 minutes and no more than 12 minutes. The title and author must be announced prior to the performance. A legible copy of the scene(s) should be provided for the Examiner.

## Grade 4 Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 75          |
|                       | Technique      | 35    |             |
| Interaction           |                |       | 25          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### GRADE 4

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| <b>LO1 Perform one scene or sequence of scenes from memory as a group</b> | 1.1 Demonstrate an understanding of the place and period in which the characters live<br>1.2 Demonstrate an understanding of the characters' moods and thoughts<br>1.3 Perform from memory with fluency and focus |
| <b>LO2 Use vocal skills in response to the text</b>                       | 2.1 Use modulation appropriate to the characters and situation<br>2.2 Speak with audibility<br>2.3 Speak with clarity of diction  |
| <b>LO3 Create a physical response to the text</b>                         | 3.1 Communicate the physicality of the characters through appropriate stance, movement, gesture(s) and facial expression<br>3.2 Make effective use of the performance space                                       |
| <b>LO4 Interact as a group</b>  | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group rhythm and timing appropriate to the demands of the text<br>4.3 Share responsibility for the group performance                  |

# Grade 5

# Group Acting

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## Grade Description

The LAMDA *Grade 5 Examination in Group Acting* is designed to enable Learners to develop a range of skills in group acting. Learners will perform one scene or sequence of scenes from memory. They will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Learners will interact with each other and share responsibility for the group performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one scene or sequence of scenes from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

20 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one scene or sequence of scenes from the same play of their own choice.

Each Learner in the group must speak enough dialogue to establish their character within the scene. The scene(s) must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel.

The performance time of the scene(s) should be a minimum of 12 minutes and no more than 15 minutes. The title and author must be announced prior to the performance. A legible copy of the scene(s) should be provided for the Examiner.

## Grade 5 Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 75          |
|                       | Technique      | 35    |             |
| Interaction           |                |       | 25          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### GRADE 5

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| <b>LO1 Perform one scene or sequence of scenes from memory as a group</b> | 1.1 Demonstrate an understanding of the place and period in which the characters live<br>1.2 Demonstrate an understanding of the characters' moods and thoughts<br>1.3 Perform from memory with fluency and focus  |
| <b>LO2 Use vocal skills in response to the text</b>                       | 2.1 Use modulation appropriate to the characters and situation<br>2.2 Speak with audibility<br>2.3 Speak with clarity of diction   |
| <b>LO3 Create a physical response to the text</b>                         | 3.1 Communicate the physicality of the characters through appropriate stance, movement, gesture(s) and facial expression<br>3.2 Make effective use of the performance space  |
| <b>LO4 Interact as a group</b>  | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 React to the words, actions and feelings of other characters, demonstrating an understanding of the text<br>4.3 Use group rhythm and timing appropriate to the demands of the text<br>4.4 Share responsibility for the group performance |

# Grade 6

# Group Acting

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## Grade Description

The LAMDA *Grade 6 Examination in Group Acting* is designed to enable Learners to develop a wide range of skills in group acting. Learners will perform two scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform two scenes from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

25 minutes



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## Examination Content

### ***Scene 1 (Own Choice): Interpretation and Technique***

The group will perform **one** scene from memory from a published play of their own choice. The scene must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel.

### ***Scene 2 (Own Choice): Interpretation and Technique***

The group will perform **one** scene from memory from a published play of their own choice. The scene must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel.

Each Learner in the group must speak enough dialogue to establish their character(s) within each scene.

The performance time of each scene should be a minimum of seven minutes and no more than eight minutes. The title and author must be announced prior to each performance. A legible copy of the scenes should be provided for the Examiner.

## Grade 6 Marking Scheme

| ASSESSMENT TASK         |                | MARKS | TOTAL MARKS |
|-------------------------|----------------|-------|-------------|
| Scene 1<br>(Own Choice) | Interpretation | 20    | 40          |
|                         | Technique      | 20    |             |
| Scene 2<br>(Own Choice) | Interpretation | 20    | 40          |
|                         | Technique      | 20    |             |
| Interaction             |                |       | 20          |
| <b>Total Marks</b>      |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### GRADE 6

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

| LEARNING OUTCOMES                                    | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Perform two scenes from memory as a group</b> | 1.1 Demonstrate an understanding of text and subtext<br>1.2 Communicate an understanding of the intentions and objectives of the characters portrayed<br>1.3 Perform from memory with fluency, focus and spontaneity  |
| <b>LO2 Use vocal skills in response to the text</b>  | 2.1 Use modulation appropriate to the characters and situation<br>2.2 Speak with audibility<br>2.3 Speak with clarity of diction  |
| <b>LO3 Create a physical response to the text</b>    | 3.1 Communicate the physicality of the characters through appropriate stance, movement, gesture(s) and facial expression<br>3.2 Make effective use of the performance space   |
| <b>LO4 Interact as a group</b>                       | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text<br>4.3 Use group rhythm and timing appropriate to the demands of the text<br>4.4 Share responsibility for the group performance |

# Grade 7

# Group Acting

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## Grade Description

The LAMDA *Grade 7 Examination in Group Acting* is designed to enable Learners to develop a wide range of skills in group acting. Learners will perform two scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform two scenes from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

30 minutes

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## Examination Content

### ***Scene 1 (Own Choice): Interpretation and Technique***

The group will perform from memory one scene from a published play written during **one** of the following periods:

- Ancient Greek and Roman (500 BC–4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800–2000

**If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) have chosen a non-English-language text, translations of the original play into English must be used – adaptations are not allowed.**

### ***Scene 2 (Own Choice): Interpretation and Technique***

The group will perform from memory one scene from a play, television screenplay or film screenplay published post-2000.

Each Learner in the group must speak enough dialogue to establish their character within each scene.

The performance time of each scene should be a minimum of eight minutes and no more than nine minutes. The title and author must be announced prior to each performance. A legible copy of the scenes should be provided for the Examiner.

## Grade 7 Marking Scheme

| ASSESSMENT TASK         |                | MARKS | TOTAL MARKS |
|-------------------------|----------------|-------|-------------|
| Scene 1<br>(Own Choice) | Interpretation | 20    | 40          |
|                         | Technique      | 20    |             |
| Scene 2<br>(Own Choice) | Interpretation | 20    | 40          |
|                         | Technique      | 20    |             |
| Interaction             |                |       | 20          |
| <b>Total Marks</b>      |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### GRADE 7

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

| LEARNING OUTCOMES                                    | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Perform two scenes from memory as a group</b> | 1.1 Demonstrate an understanding of the text and subtext<br>1.2 Communicate an understanding of the intentions and objectives of the characters portrayed<br>1.3 Perform from memory with fluency, focus and spontaneity  |
| <b>LO2 Use vocal skills in response to the text</b>  | 2.1 Use modulation appropriate to the characters and situation<br>2.2 Speak with audibility<br>2.3 Speak with clarity of diction  |
| <b>LO3 Create a physical response to the text</b>    | 3.1 Communicate an understanding of the movement, posture, stance and gesture(s) required to portray the style and period<br>3.2 Make effective use of the performance space  |
| <b>LO4 Interact as a group</b>                       | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text<br>4.3 Use group rhythm and timing appropriate to the demands of the text<br>4.4 Share responsibility for the group performance |

# Grade 8

# Group Acting

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## Grade Description

The LAMDA *Grade 8 Examination in Group Acting* is designed to enable Learners to develop a wide range of skills in group acting. Learners will perform two scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform two scenes from memory as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

30 minutes



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## Examination Content

### ***Scene 1 (Own Choice): Interpretation and Technique***

The group will perform from memory one scene from a published play written during **one** of the following periods:

- Ancient Greek and Roman (500 BC–4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800–2000

**If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) have chosen a non-English-language text, translations of the original play into English must be used – adaptations are not allowed.**

### ***Scene 2 (Own Choice): Interpretation and Technique***

The group will perform from memory one scene from a play, television screenplay or film screenplay published post-2000.

Each Learner in the group must speak enough dialogue to establish their character within the scene.

The performance time of each scene should be a minimum of nine minutes and no more than 10 minutes. The title and author must be announced prior to the performance. A legible copy of the scenes should be provided for the Examiner.

## Grade 8 Marking Scheme

| ASSESSMENT TASK         |                | MARKS | TOTAL MARKS |
|-------------------------|----------------|-------|-------------|
| Scene 1<br>(Own Choice) | Interpretation | 20    | 40          |
|                         | Technique      | 20    |             |
| Scene 2<br>(Own Choice) | Interpretation | 20    | 40          |
|                         | Technique      | 20    |             |
| Interaction             |                |       | 20          |
| <b>Total Marks</b>      |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Acting

### GRADE 8

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

| LEARNING OUTCOMES                                    | ASSESSMENT CRITERIA  |
|--|--|
| <b>LO1 Perform two scenes from memory as a group</b> | 1.1 Demonstrate an understanding of the text, subtext and context<br>1.2 Communicate an understanding of the intentions and objectives of the characters portrayed<br>1.3 Perform from memory with fluency, focus and spontaneity      |
| <b>LO2 Use vocal skills in response to the text</b>  | 2.1 Use modulation appropriate to the characters and situation<br>2.2 Speak with audibility<br>2.3 Speak with clarity of diction<br>2.4 Communicate an understanding of the vocal characteristics required to portray style and period |
| <b>LO3 Create a physical response to the text</b>    | 3.1 Communicate an understanding of the movement, posture, stance and gesture(s) required to portray the style and period<br>3.2 Make effective use of the performance space   |

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| LEARNING OUTCOMES<br><i>(continued)</i> | ASSESSMENT CRITERIA  |
|---|--|
| LO4 Interact as a group                 | <p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the text</p> <p>4.4 Share responsibility for the group performance</p> |

**LAMDA**

**Group Examinations:  
Group Devising  
Drama**

# Changes from the Previous Syllabus (September 2014)

| <b>ENTRY GRADE, GRADE 1, GRADE 2 AND GRADE 3</b>   |  |
|--|--|
| 2014 Syllabus  | 2019 Syllabus  |
|  | Title stimulus has been amended and updated  |
| AC separation and addition:<br>2.1 Speak with audibility and clarity of diction some/most/all of the time  | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction   |
| <b>GRADE 4</b>   |  |
| 2014 Syllabus  | 2019 Syllabus  |
|  | Title stimulus has been amended and updated  |
| AC separation and addition:<br>2.1 Speak with audibility and clarity of diction some/most/all of the time  | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Use modulation appropriate to the characters and situation   |
| <b>GRADE 5</b>   |  |
| 2014 Syllabus  | 2019 Syllabus  |
| Requirement change from:<br>The group will perform a prepared scene or sequence of scenes of their own devising, using a piece of live or recorded music as a stimulus | The group will perform a prepared scene or sequence of scenes of their own devising, based on the title 'The Innocent Victim'<br><br>Learners are not permitted to have a technician in the room with them |
|  | <i>Continued on next page ▶</i>  |

**GRADE 5** *(continued)*

AC separation and addition:

2.1 Speak with audibility and clarity of diction some/most/all of the time

2.1 Speak with audibility

2.2 Speak with clarity of diction

2.3 Use modulation appropriate to the characters and situation

AC wording change:

4.2 React to the words, actions, and attitudes of other characters, demonstrating an understanding of the text some/most/all of the time

4.2 React to the words, actions, and feelings of other characters, demonstrating an understanding of the text

**GRADE 6**

2014 Syllabus

2019 Syllabus

Requirement change from:

To:

Piece 1: Devised Scene

Piece 1: Devised Scene

The group will perform a prepared scene of their own devising, using a published poem of their own choice as a stimulus. The group must provide a copy of the poem for the Examiner. The group must include at least **one** of the following dramatic features:

The group will perform a prepared scene of their own devising, using a published poem of their own choice as a stimulus. The group must provide a copy of the poem for the Examiner. The group must include at least **one** of the following dramatic features:

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

All Learners in the group must speak some dialogue

All Learners in the group must speak some dialogue

The scenes must be a minimum of 15 minutes and no more than 20 minutes in performance time. The title must be announced prior to the performance

The performance time of each scene should be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance

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

*Continued on next page ▶*

**GRADE 6** *(continued)*

|   |   |
|---|---|
|   | <p>Piece 2: Improvisation</p> <p>The Examiner will provide the Learners with a word as a stimulus. They will then have three minutes to prepare an improvised scene between two and three minutes in performance length</p> |
| AC separation and addition:   |   |
| 2.1 Speak with audibility and clarity of diction some/most/all of the time  | <p>2.1 Speak with audibility</p> <p>2.2 Speak with clarity of diction</p>   |
| <b>LO4 Interact as a group</b>  | <p>LO added and restructured:</p> <p><b>LO4 Create an improvised scene in response to the word given</b></p>  |
| 4.1 Demonstrate an awareness of relationships between characters some/most/all of the time  | 4.1 Demonstrate an appropriate response to the word stimulus provided   |
| 4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text some/most/all of the time | 4.2 Create a spontaneous scene with a clear structure   |
| 4.3 Use group rhythm and timing appropriate to the demands of the text some/most/all of the time  | <b>LO5 Interact as a group:</b>   |
| 4.4 Share responsibility for the group performance some/most/all of the time  | 5.1 Demonstrate an awareness of relationships between characters  |
|   | 5.2 React to the words, actions and feelings of other characters, demonstrating an understanding of the text  |
|   | 5.3 Use group rhythm and timing appropriate to the demands of the text  |
|   | 5.4 Share responsibility for the group performance  |

**GRADE 7**

|  |  |
|--|--|
| 2014 Syllabus  | 2019 Syllabus  |
| Requirement change from:   | To:  |
| <p>Piece 1: Devised Scene</p> <p>The group will perform a prepared scene or sequence of scenes of their own devising with a cultural or historical context. The group must provide a copy of the poem for the Examiner. The group must include at least <b>two</b> of the following dramatic features:</p> | <p>Piece 1: Devised Scene</p> <p>The group will perform a prepared scene or sequence of scenes of their own devising with a cultural or historical context. The group must provide a copy of the poem for the Examiner. The group must include at least <b>two</b> of the following dramatic features:</p> |

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**GRADE 7** (continued)

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

The scenes must be a minimum of 15 minutes and no more than 20 minutes in performance time. The title must be announced prior to the performance

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

All Learners in the group must speak some dialogue.

The performance time of the scene(s) should be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance

Piece 2: Improvisation

The Examiner will provide the Learners with a word as a stimulus. They will then have two minutes to prepare an improvised scene between two and four minutes in performance length

AC wording change separation:

- 2.1 Speak with audibility and clarity of diction
- 2.2 Respond vocally to the demands of the devised characterisations

- 2.1 Speak with audibility
- 2.2 Speak with clarity of diction
- 2.3 Respond vocally to the demands of the devised characterisations

**LO4 Interact as a group**

- 4.1 Demonstrate an awareness of relationships between characters some/most/all of the time
- 4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text some/most/all of the time
- 4.3 Use group rhythm and timing appropriate to the demands of the text some/most/all of the time

LO added and restructured:

**LO4 Create an improvised scene in response to the word given**

- 4.1 Demonstrate an appropriate response to the word stimulus provided
- 4.2 Create a spontaneous scene with a clear structure

**LO5 Interact as a group**

- 5.1 Demonstrate an awareness of relationships between characters

*Continued on next page ▶*

**GRADE 7** *(continued)*

4.4 Share responsibility for the group performance some/most/all of the time

5.2 React to the words, actions and feelings of other characters, demonstrating an understanding of the text

5.3 Use group rhythm and timing appropriate to the demands of the text

5.4 Share responsibility for the group performance

**GRADE 8**

2014 Syllabus

2019 Syllabus

Requirement change from:

To:

Piece 1: Devised Scene

Piece 1: Devised Scene

The group will perform a prepared scene or sequence of scenes of their own devising, using a topical issue or newspaper article as a stimulus. The group must include at least **three** of the following dramatic features:

The group will perform a prepared scene or sequence of scenes of their own devising, using a topical issue or newspaper article as a stimulus. The group must include at least **three** of the following dramatic features:

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

The scenes must be a minimum of 15 minutes and no more than 20 minutes in performance time. The title must be announced prior to the performance

All Learners in the group must speak some dialogue

The performance time of the scene(s) should be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance

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

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**GRADE 8** *(continued)*

|   |   |
|---|---|
|   | <p>Piece 2: Improvisation</p> <p>The Examiner will provide the Learners with a word as a stimulus. They will then have one minute to prepare an improvised scene between three and five minutes in performance length</p> |
| AC wording change separation:   |   |
| 2.1 Speak with audibility and clarity of diction  | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction  |
| <b>LO4 Interact as a group</b>  | <b>LO added and restructured:</b><br><b>LO4 Create an improvised scene in response to the word given</b>  |
| 4.1 Demonstrate an awareness of relationships between characters some/most/all of the time  | 4.1 Demonstrate an appropriate response to the word stimulus provided   |
| 4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text some/most/all of the time | 4.2 Create a spontaneous scene with a clear structure   |
| 4.3 Use group rhythm and timing appropriate to the demands of the text some/most/all of the time  | <b>LO5 Interact as a group</b>  |
| 4.4 Share responsibility for the group performance some/most/all of the time  | 5.1 Demonstrate an awareness of relationships between characters  |
|   | 5.2 React to the words, actions and feelings of other characters, demonstrating an understanding of the text  |
|   | 5.3 Use group rhythm and timing appropriate to the demands of the text  |
|   | 5.4 Share responsibility for the group performance  |

# Group Devising Drama (August 2019)

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## Purpose of the Qualification

LAMDA *Group Devising Drama Examinations* are designed to develop the skills necessary to devise a dramatic performance in a group and present it to an audience.

Learners who prepare themselves appropriately will develop:

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

## Broad Objectives of the Qualification

### 1. Interpretative skills

The Learners will be required to:

- devise a dramatic performance in a group with a defined dramatic shape and structure
- engage with character and situation in order to create a sense of reality

### 2. Technical skills

The Learners will be required to:

- build skills in voice, diction and movement

### 3. Interactive skills

The Learners will be required to:

- create relationships between characters
- share responsibility for the performance in order to communicate as a group

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## Structure

Group Devising Drama Examinations are available at nine Grades:

Entry Grade

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Learners may enter for a Group Devising Drama Examination at any Grade. Each Grade is independently assessed.

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## Examination Regulations

1. Groups must consist of a minimum of three Learners and a maximum of 15 Learners.
2. 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.
3. No unauthorised person will be allowed to be present during the examination. Teachers are not permitted to enter the examination room with the Learners.
4. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of music and/or sound effects or as a prop. If an electronic device is required for the use of music and/or sound effects or as a prop, 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.
5. Live animals are not permitted in the examination room.
6. The selected repertoire must be performed in English.



# Entry Grade Group Devising Drama

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## Grade Description

The LAMDA *Entry Grade Examination in Group Devising Drama* is designed to introduce Learners to basic skills in group devising. Learners will be able to devise and perform one scene as a group, audibly and clearly. They will interact with each other and their use of space will complement their performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform one scene as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** use the performance space in response to the devised text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

10 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform a prepared scene of their own devising, based on a scene from a book.

All Learners in the group must speak some dialogue. The performance time of the scene should be a minimum of four minutes and no more than five minutes. The title must be announced prior to the performance.

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

## Entry Grade Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene      | Interpretation | 40    | 80          |
|                    | Technique      | 40    |             |
| Interaction        |                |       | 20          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Devising Drama

### ENTRY GRADE

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| LO1 Devise and perform one scene as a group                   | 1.1 Devise and perform a scene with a clear structure based on a scene from a book<br>1.2 Demonstrate involvement with the place and situation<br>1.3 Perform with fluency and focus |
| LO2 Use vocal skills in response to the devised text          | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction   |
| LO3 Use the performance space in response to the devised text | 3.1 Perform with movement appropriate to place and situation<br>3.2 Make effective use of the performance space  |
| LO4 Interact as a group                                       | 4.1 Demonstrate an awareness of relationships between characters   |

# Grade 1

# Group Devising Drama

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## Grade Description

The LAMDA *Grade 1 Examination in Group Devising Drama* is designed to enable Learners to develop basic skills in group devising. Learners will be able to devise and perform one scene as a group based on creative engagement with the given title and careful preparation. They will interact with each other and perform audibly and clearly. Their use of space will complement their performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform one scene as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** use the performance space in response to the devised text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform a prepared scene of their own devising, based on the title 'The Day Trip'.

All Learners in the group must speak some dialogue. The performance time of the scene should be a minimum of five minutes and no more than 10 minutes. The title must be announced prior to the performance.

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

## Grade 1 Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene      | Interpretation | 40    | 80          |
|                    | Technique      | 40    |             |
| Interaction        |                |       | 20          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Devising Drama

### GRADE 1

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| <b>LO1 Devise and perform one scene as a group</b>                   | 1.1 Devise and perform a scene with a clear structure based on the title 'The Day Trip'<br>1.2 Demonstrate involvement with the characters and situation<br>1.3 Perform with fluency and focus |
| <b>LO2 Use vocal skills in response to the devised text</b>          | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace   |
| <b>LO3 Use the performance space in response to the devised text</b> | 3.1 Perform with movement and facial expression appropriate to the characters and situation<br>3.2 Make effective use of the performance space   |
| <b>LO4 Interact as a group</b>                                       | 4.1 Demonstrate an awareness of relationships between characters   |

# Grade 2

# Group Devising Drama

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## Grade Description

The LAMDA *Grade 2 Examination in Group Devising Drama* is designed to enable Learners to develop basic skills in group devising. Learners will be able to devise and perform one scene as a group based on creative engagement with the given title and careful preparation. They will interact with each other and perform audibly and clearly. Their use of space will complement their performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform one scene as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** use the performance space in response to the devised text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform a prepared scene of their own devising, based on the title 'The Emergency'.

All Learners in the group must speak some dialogue. The performance time of the scene should be a minimum of five minutes and no more than 10 minutes. The title must be announced prior to the performance.

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

## Grade 2 Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene      | Interpretation | 40    | 80          |
|                    | Technique      | 40    |             |
| Interaction        |                |       | 20          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Devising Drama

### GRADE 2

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Devise and perform one scene as a group</b>                   | 1.1 Devise and perform a scene with a clear structure based on the title 'The Emergency'<br>1.2 Demonstrate involvement with the characters and situation<br>1.3 Perform with fluency and focus |
| <b>LO2 Use vocal skills in response to the devised text</b>          | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace  |
| <b>LO3 Use the performance space in response to the devised text</b> | 3.1 Perform with movement and facial expression appropriate to the characters and situation<br>3.2 Make effective use of the performance space  |
| <b>LO4 Interact as a group</b>                                       | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group timing appropriate to the demands of the text   |

# Grade 3

# Group Devising Drama

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## Grade Description

The LAMDA *Grade 3 Examination in Group Devising Drama* is designed to enable Learners to develop basic skills in group devising. Learners will be able to devise and perform one scene as a group based on creative engagement with the given title and careful preparation. They will interact with each other and perform audibly and clearly. Their use of space will complement their performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform one scene as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** use the performance space in response to the devised text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform a prepared scene of their own devising, based on the title 'The Television Show'.

All Learners in the group must speak some dialogue. The performance time of the scene should be a minimum of five minutes and no more than 10 minutes. The title must be announced prior to the performance.

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

## Grade 3 Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene      | Interpretation | 40    | 80          |
|                    | Technique      | 40    |             |
| Interaction        |                |       | 20          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Devising Drama

### GRADE 3

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| LO1 Devise and perform one scene as a group                   | 1.1 Devise and perform a scene with a clear structure based on the title 'The Television Show'<br>1.2 Demonstrate involvement with the characters and situation<br>1.3 Perform with fluency and focus |
| LO2 Use vocal skills in response to the devised text          | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace  |
| LO3 Use the performance space in response to the devised text | 3.1 Perform with movement and facial expression appropriate to the characters and situation<br>3.2 Make effective use of the performance space  |
| LO4 Interact as a group                                       | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group rhythm and timing appropriate to the demands of the text  |

# Grade 4

# Group Devising Drama

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## Grade Description

The LAMDA *Grade 4 Examination in Group Devising Drama* is designed to enable Learners to develop a range of skills in group devising. Learners will be able to devise and perform one scene or sequence of scenes as a group. Effective preparation will be evident, leading to a secure performance. The performance will be imaginative with consistent application of technical skills. Learners will interact with each other and share responsibility for the group performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform a scene or sequence of scenes as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** create a physical response to the devised text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

20 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform a prepared scene or sequence of scenes of their own devising, based on the title 'A Difficult Decision'.

All Learners in the group must speak some dialogue. The performance time of the scene(s) should be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

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

## Grade 4 Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene(s)   | Interpretation | 40    | 75          |
|                    | Technique      | 35    |             |
| Interaction        |                |       | 25          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Devising Drama

### GRADE 4

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Devise and perform a scene or sequence of scenes as a group</b> | 1.1 Devise and perform a scene or sequence of scenes with a clear structure based on the title 'A Difficult Decision'<br>1.2 Demonstrate an understanding of the place and period in which the characters live<br>1.3 Demonstrate an understanding of the characters' moods and thoughts<br>1.4 Perform with fluency, focus and spontaneity |
| <b>LO2 Use vocal skills in response to the devised text</b>            | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Use modulation appropriate to the characters and situation  |
| <b>LO3 Create a physical response to the devised text</b>              | 3.1 Communicate the personal characteristics of the characters through appropriate stance, movement, gesture(s) and facial expression<br>3.2 Make effective use of the performance space  |
| <b>LO4 Interact as a group</b>   | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group rhythm and timing appropriate to the demands of the text<br>4.3 Share responsibility for the group performance  |

# Grade 5

# Group Devising Drama

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## Grade Description

The LAMDA *Grade 5 Examination in Group Devising Drama* is designed to enable Learners to develop a range of skills in group devising. Learners will be able to devise and perform one scene or sequence of scenes as a group. Effective preparation will be evident, leading to a secure performance. The performance will be imaginative with consistent application of technical skills. Learners will interact with each other and share responsibility for the group performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform a scene or sequence of scenes as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** create a physical response to the devised text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

20 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform a prepared scene or sequence of scenes of their own devising, based on the title 'The Innocent Victim'.

All Learners in the group must speak some dialogue. The performance time of the scene(s) should be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

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

## Grade 5 Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene(s)   | Interpretation | 40    | 75          |
|                    | Technique      | 35    |             |
| Interaction        |                |       | 25          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Devising Drama

### GRADE 5

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| <b>LO1 Devise and perform a scene or sequence of scenes as a group</b> | 1.1 Devise and perform a scene or sequence of scenes with a clear structure based on the title 'The Innocent Victim'<br>1.2 Demonstrate an understanding of the place and period in which the characters live<br>1.3 Demonstrate an understanding of the characters' moods and thoughts<br>1.4 Perform with fluency, focus and spontaneity |
| <b>LO2 Use vocal skills in response to the devised text</b>            | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Use modulation appropriate to the characters and situation   |
| <b>LO3 Create a physical response to the devised text</b>              | 3.1 Communicate the personal characteristics of the characters through appropriate stance, movement, gesture(s) and facial expression<br>3.2 Make effective use of the performance space   |
| <b>LO4 Interact as a group</b>   | 4.1 Demonstrate an awareness of relationships between characters   |

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| <b>LEARNING OUTCOMES</b><br><i>(continued)</i> | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
|  | 4.2 React to the words, actions and feelings of other characters, demonstrating an understanding of the text<br>4.3 Use group rhythm and timing appropriate to the demands of the text<br>4.4 Share responsibility for the group performance |





# Grade 6

# Group Devising Drama

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## Grade Description

The LAMDA *Grade 6 Examination in Group Devising Drama* is designed to enable Learners to develop a wide range of skills in group devising. Learners will be able to devise and perform one scene or sequence of scenes as a group, integrating their knowledge and skills. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform a scene or sequence of scenes as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** create a physical response to the devised text

#### Interaction

**LO4:** create an improvised scene in response to the word stimulus provided

**LO5:** interact as a group

## Total Time Allowance

30 minutes

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## Examination Content

### ***Piece 1: Devised Scene***

The group will perform a prepared scene of their own devising, using a published poem of their own choice as a stimulus.

The group must provide a copy of the poem for the Examiner.

The group must include at least **one** of the following dramatic features:

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

All Learners in the group must speak some dialogue. The performance time of the scene should be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

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

### ***Piece 2: Improvisation***

The Examiner will provide the Learners with a word as a stimulus. They will then have three minutes to prepare an improvised scene between two and three minutes in performance length.

## Grade 6 Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene      | Interpretation | 25    | 50          |
|                    | Technique      | 25    |             |
| Improvisation      |                | 25    | 25          |
| Interaction        |                | 25    | 25          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Devising Drama

### GRADE 6

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| <b>LO1 Devise and perform a scene or sequence of scenes as a group</b>          | 1.1 Devise and perform a scene or sequence of scenes with a clear structure using a poem as a stimulus<br>1.2 Demonstrate use of at least one dramatic feature<br>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed<br>1.4 Perform with fluency, focus and spontaneity |
| <b>LO2 Use vocal skills in response to the devised text</b>                     | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Respond vocally to the demands of the devised characterisations  |
| <b>LO3 Create a physical response to the devised text</b>                       | 3.1 Communicate the personal characteristics of the characters through appropriate stance, movement, gesture(s) and facial expression<br>3.2 Make effective use of the performance space   |
| <b>LO4 Create an improvised scene in response to the word stimulus provided</b> | 4.1 Demonstrate an appropriate response to the word stimulus provided<br>4.2 Create a spontaneous scene with a clear structure   |

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| <b>LEARNING OUTCOMES</b><br><i>(continued)</i> | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>LO5 Interact as a group</b>                 | <p>5.1 Demonstrate an awareness of relationships between characters</p> <p>5.2 React to the words, actions and feelings of other characters, demonstrating an understanding of the text</p> <p>5.3 Use group rhythm and timing appropriate to the demands of the text</p> <p>5.4 Share responsibility for the group performance</p> |



# Grade 7

# Group Devising Drama

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## Grade Description

The LAMDA *Grade 7 Examination in Group Devising Drama* is designed to enable Learners to develop a wide range of skills in group devising. Learners will be able to devise and perform one scene or sequence of scenes as a group, integrating their knowledge and skills. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform a scene or sequence of scenes as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** create a physical response to the devised text

#### Interaction

**LO4:** create an improvised scene in response to the word given

**LO5:** interact as a group

## Total Time Allowance

30 minutes



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## Examination Content

### ***Piece 1: Devised Scene***

The group will perform a prepared scene, or sequence of scenes of their own devising with a cultural or historical context. The group must include at least **two** of the following dramatic features:

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

All Learners in the group must speak some dialogue. The performance time of the scene(s) should be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

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

### ***Piece 2: Improvisation***

The Examiner will provide the Learners with a word as a stimulus. They will then have two minutes to prepare an improvised scene between two and four minutes in performance length.

## Grade 7 Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene(s)   | Interpretation | 25    | 50          |
|                    | Technique      | 25    |             |
| Improvisation      |                | 25    | 25          |
| Interaction        |                | 25    | 25          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Devising Drama

### GRADE 7

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Devise and perform a scene or sequence of scenes as a group</b> | 1.1 Devise and perform a scene or sequence of scenes with a clear structure using a cultural or historical context<br>1.2 Demonstrate use of at least two dramatic features<br>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed<br>1.4 Perform with fluency, focus and spontaneity |
| <b>LO2 Use vocal skills in response to the devised text</b>            | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Respond vocally to the demands of the devised characterisations   |
| <b>LO3 Create a physical response to the devised text</b>              | 3.1 Communicate the personal characteristics of the characters through appropriate stance, movement, gesture(s) and facial expression<br>3.2 Make effective use of the performance space  |
| <b>LO4 Create an improvised scene in response to the word given</b>    | 4.1 Demonstrate an appropriate response to the word stimulus provided<br>4.2 Create a spontaneous scene with a clear structure  |

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| <b>LEARNING OUTCOMES</b><br><i>(continued)</i> | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>LO5 Interact as a group</b>                 | <p>5.1 Demonstrate an awareness of relationships between characters</p> <p>5.2 React to the words, actions and feelings of other characters, demonstrating an understanding of the text</p> <p>5.3 Use group rhythm and timing appropriate to the demands of the text</p> <p>5.4 Share responsibility for the group performance</p> |



# Grade 8

# Group Devising Drama

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## Grade Description

The LAMDA *Grade 8 Examination in Group Devising Drama* is designed to enable Learners to develop a wide range of skills in group devising. Learners will be able to devise and perform one scene or sequence of scenes as a group, integrating their knowledge and skills. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** devise and perform a scene or sequence of scenes as a group

#### Technique

**LO2:** use vocal skills in response to the devised text

**LO3:** create a physical response to the devised text

#### Interaction

**LO4:** create an improvised scene in response to the word given

**LO5:** interact as a group

## Total Time Allowance

30 minutes

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## Examination Content

### ***Piece 1: Devised Scene***

The group will perform a prepared scene or sequence of scenes of their own devising, using a topical issue or newspaper article as a stimulus. The group must include at least **three** of the following dramatic features:

- chorus
- epilogue
- monologue
- narration
- prologue
- tableaux
- physical theatre

All Learners in the group must speak some dialogue. The performance time of the scene should be a minimum of 10 minutes and no more than 15 minutes. The title must be announced prior to the performance.

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

### ***Piece 2: Improvisation***

The Examiner will provide the Learners with a word as a stimulus. They will then have one minute to prepare an improvised scene between three and five minutes in performance length.

## Grade 8 Marking Scheme

| ASSESSMENT TASK    |                | MARKS | TOTAL MARKS |
|--------------------|----------------|-------|-------------|
| Devised Scene(s)   | Interpretation | 25    | 50          |
|                    | Technique      | 25    |             |
| Improvisation      |                | 25    | 25          |
| Interaction        |                | 25    | 25          |
| <b>Total Marks</b> |                |       | <b>100</b>  |

## Attainment Bands

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



## Assessment and Grading Criteria: Group Devising Drama

### GRADE 8

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Devise and perform a scene or sequence of scenes as a group</b> | 1.1 Devise and perform a scene or sequence of scenes with a clear structure using a topical issue or newspaper article as a stimulus<br>1.2 Demonstrate use of at least three dramatic features<br>1.3 Communicate an understanding of the intentions and objectives of the characters portrayed<br>1.4 Perform with fluency, focus and spontaneity |
| <b>LO2 Use vocal skills in response to the devised text</b>            | 2.1 Speak with audibility<br>2.2 Speak with clarity of diction<br>2.3 Respond vocally to the demands of the devised characterisations   |
| <b>LO3 Create a physical response to the devised text</b>              | 3.1 Communicate the personal characteristics of the characters through appropriate stance, movement, gesture(s) and facial expression<br>3.2 Make effective use of the performance space  |
| <b>LO4 Create an improvised scene in response to the word given</b>    | 4.1 Demonstrate an appropriate response to the word stimulus provided<br>4.2 Create a spontaneous scene with a structure  |

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| <b>LEARNING OUTCOMES</b><br><i>(continued)</i> | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>LO5 Interact as a group</b>                 | <p>5.1 Demonstrate an awareness of relationships between characters</p> <p>5.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text</p> <p>5.3 Use group rhythm and timing appropriate to the demands of the text</p> <p>5.4 Share responsibility for the group performance</p> |

**LAMDA**

**Group Examinations:  
Group Musical  
Theatre**

# Group Musical Theatre (January 2016)

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## Purpose of the Qualification

LAMDA *Graded Examinations in Group Musical Theatre* are designed to develop the skills necessary to communicate the dramatic content of musical text in a group, to an audience.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
2. Technical skills
3. Interaction skills

## Broad Objectives of the Qualification

### 1. Interpretative skills

The Learners will be required to:

- explore style, form, character, subtext and context in order to realise the specific demands of the musical text
- engage with character and situation in order to create a sense of reality

### 2. Technical skills

The Learners will be required to:

- develop skills in voice, diction and movement

### 3 Interaction skills

The Learners will be required to:

- create relationships between characters
- share responsibility for the performance in order to communicate as a group

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## Structure

Group Musical Theatre Examinations are available at nine Grades:

Entry Grade

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Learners may enter for a Group Musical Theatre Examination at any Grade. Each Grade is independently assessed.

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## Examination Regulations

1. Groups must consist of a minimum of three Learners and a maximum of 15 Learners.
2. All songs must be presented in a clearly defined dramatic context.
3. The inclusion of dialogue is required in the musical scene(s) at each Grade. This dialogue may be devised by the Learners or taken from a published text.
4. All songs must be accompanied. Accompaniment may be live or recorded.
5. Live accompaniment – a piano, an electric keyboard, a guitar or other appropriate instrument may be used to accompany the pieces. It is the responsibility of the Learners to provide the instrument required for use in the examination, or to make prior arrangements with the centre organiser. It is also the responsibility of the Learners to provide an accompanist to support their performance. The accompanist must only remain in the room for the portion of the examination for which they are required.
6. Recorded accompaniment – if recorded accompaniment is used, the Learners 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 portion of the examination for which they are required. Backing tracks which include any vocal performance, including backing vocals, are not permitted.
7. 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.
8. No unauthorised person will be allowed to be present during the examination.
9. 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.

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10. Electronic sound enhancement is not permitted, including the use of microphones.
  11. Live animals are not permitted in the examination room.
  12. Copies of the lyrics provided for the Examiner must adhere to copyright laws.
  13. Learners must take responsibility for their own health and safety when working towards a Group Musical Theatre examination.
  14. The selected repertoire must be performed in English.

# Entry Grade Group Musical Theatre

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## Grade Description

The LAMDA *Entry Grade Examination in Group Musical Theatre* is designed to introduce Learners to basic skills in acting through song. Learners will perform one musical scene from memory, audibly and clearly. They will interact with each other and show that they understand the meaning of what they are singing and speaking. Their use of space will complement their vocal performance.

### LEARNING OUTCOMES

On completion of this Grade Learners will be able to:

#### Interpretation

**LO1:** perform one musical scene from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the performance space in response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

10 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene of their own choice. The scene must include one song and some dialogue.

The song must be selected from a published work of musical theatre or from a film musical. It must be accompanied. The scene must be a minimum of four minutes and no more than six minutes in performance time. The title and lyricist/composer must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Entry Grade Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 80          |
|                       | Technique      | 40    |             |
| Interaction           |                |       | 20          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Musical Theatre

### ENTRY GRADE

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

| LEARNING OUTCOME                                      | ASSESSMENT CRITERIA   |
|---|---|
| LO1 Perform one musical scene from memory as a group  | 1.1 Sing the words of the song and speak the dialogue with understanding<br>1.2 Perform from memory with fluency and focus                        |
| LO2 Use vocal skills in response to the text          | 2.1 Perform with audibility appropriate to the performance space<br>2.2 Perform with clarity of diction<br>2.3 Sing with correct intonation       |
| LO3 Use the performance space in response to the text | 3.1 Perform with facial expression appropriate to the song and dialogue<br>3.2 Perform with appropriate movement and use of the performance space |
| LO4 Interact as a group                               | 4.1 Demonstrate an awareness of relationships between characters  |

# Grade 1

# Group Musical Theatre

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## Grade Description

The LAMDA *Grade 1 Examination in Group Musical Theatre* is designed to enable Learners to develop basic skills in acting through song. They will perform one musical scene from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Learners will interact with each other and demonstrate an awareness of relationships between characters.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one musical scene from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the performance space in response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene of their own choice. The scene must include one song and enough dialogue to establish some appreciation of character.

The song must be selected from a published work of musical theatre or from a film musical. It must be accompanied. The scene must be a minimum of five minutes and no more than seven minutes in performance time. The title and lyricist/composer must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Grade 1 Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 80          |
|                       | Technique      | 40    |             |
| Interaction           |                |       | 20          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Musical Theatre

### GRADE 1

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

| LEARNING OUTCOME                                      | ASSESSMENT CRITERIA  |
|---|--|
| LO1 Perform one musical scene from memory as a group  | 1.1 Perform with an awareness of the characters and situation<br>1.2 Perform with an awareness of mood<br>1.3 Perform from memory with fluency and focus |
| LO2 Use vocal skills in response to the text          | 2.1 Perform with audibility appropriate to the performance space<br>2.2 Perform with clarity of diction<br>2.3 Sing the melody and rhythm with accuracy  |
| LO3 Use the performance space in response to the text | 3.1 Perform with facial expression appropriate to the song and dialogue<br>3.2 Perform with appropriate movement and use of the performance space        |
| LO4 Interact as a group                               | 4.1 Demonstrate a basic awareness of relationships between characters  |

# Grade 2

# Group Musical Theatre

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## Grade Description

The LAMDA *Grade 2 Examination in Group Musical Theatre* is designed to enable Learners to develop basic skills in acting through song. They will perform one musical scene from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Learners will interact with each other and demonstrate an awareness of the relationships between characters.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one musical scene from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the performance space in response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene of their own choice. The scene must include two songs and enough dialogue to establish some appreciation of character. At least one song must be sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene must be a minimum of eight minutes and no more than 10 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Grade 2 Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 80          |
|                       | Technique      | 40    |             |
| Interaction           |                |       | 20          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Musical Theatre

### GRADE 2

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

| LEARNING OUTCOME   | ASSESSMENT CRITERIA  |
|--|--|
| <b>LO1 Perform one musical scene from memory as a group</b>  | 1.1 Perform with an awareness of the characters and situation<br>1.2 Perform with an awareness of mood<br>1.3 Perform from memory with fluency and focus |
| <b>LO2 Use vocal skills in response to the text</b>          | 2.1 Perform with audibility appropriate to the performance space<br>2.2 Perform with clarity of diction<br>2.3 Sing the melody and rhythm with accuracy  |
| <b>LO3 Use the performance space in response to the text</b> | 3.1 Perform with facial expression appropriate to the songs and dialogue<br>3.2 Perform with appropriate movement and use of the performance space       |
| <b>LO4 Interact as a group</b>                               | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group timing appropriate to the demands of the songs and dialogue            |

# Grade 3

# Group Musical Theatre

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## Grade Description

The LAMDA *Grade 3 Examination in Group Musical Theatre* is designed to enable Learners to develop basic skills in acting through song. They will perform one musical scene from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Learners will interact with each other and demonstrate an awareness of the relationships between characters.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one musical scene from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** use the performance space in response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene of their own choice. The scene must include two contrasting songs and enough dialogue to establish some appreciation of character. At least one song must be sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene must be a minimum of 10 minutes and no more than 12 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Grade 3 Marking Scheme

| ASSESSMENT TASK       |                | MARKS | TOTAL MARKS |
|-----------------------|----------------|-------|-------------|
| Scene<br>(Own Choice) | Interpretation | 40    | 80          |
|                       | Technique      | 40    |             |
| Interaction           |                |       | 20          |
| <b>Total Marks</b>    |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Musical Theatre

### GRADE 3

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

| LEARNING OUTCOME   | ASSESSMENT CRITERIA  |
|--|--|
| <b>LO1 Perform one musical scene from memory as a group</b>  | 1.1 Perform with an awareness of the characters and situation<br>1.2 Perform with an awareness of mood<br>1.3 Perform from memory with fluency and focus |
| <b>LO2 Use vocal skills in response to the text</b>          | 2.1 Perform with audibility appropriate to the performance space<br>2.2 Perform with clarity of diction<br>2.3 Sing the melody and rhythm with accuracy  |
| <b>LO3 Use the performance space in response to the text</b> | 3.1 Perform with facial expression appropriate to the songs and dialogue<br>3.2 Perform with appropriate movement and use of the performance space       |
| <b>LO4 Interact as a group</b>                               | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group rhythm and timing appropriate to the demands of the songs and dialogue |

# Grade 4

# Group Musical Theatre

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## Grade Description

The LAMDA *Grade 4 Examination in Group Musical Theatre* is designed to enable Learners to develop a range of skills in acting through song. Learners will perform one musical scene or sequence of scenes from memory. They will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Learners will interact with each other and share responsibility for the group performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one musical scene or sequence of scenes from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

20 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene or sequence of scenes of their own choice. The scene(s) must include three songs and enough dialogue to develop character and situation. At least one song must be sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 12 minutes and no more than 14 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Grade 4 Marking Scheme

| ASSESSMENT TASK          |                | MARKS | TOTAL MARKS |
|--------------------------|----------------|-------|-------------|
| Scene(s)<br>(Own Choice) | Interpretation | 40    | 75          |
|                          | Technique      | 35    |             |
| Interaction              |                |       | 25          |
| <b>Total Marks</b>       |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Musical Theatre

### GRADE 4

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

| LEARNING OUTCOME  | ASSESSMENT CRITERIA   |
|---|---|
| <b>LO1 Perform one musical scene or sequence of scenes from memory as a group</b> | 1.1 Demonstrate an understanding of the place and period in which the characters live<br>1.2 Demonstrate an understanding of the characters' moods and thoughts<br>1.3 Perform from memory with fluency and focus                   |
| <b>LO2 Use vocal skills in response to the text</b>                               | 2.1 Perform with audibility appropriate to the performance space<br>2.2 Perform with clarity of diction<br>2.3 Sustain vocal control through to the end of the phrases<br>2.4 Sing the melody and rhythm of the songs with accuracy |
| <b>LO3 Create a physical response to the text</b>                                 | 3.1 Communicate the individual characteristics of the characters<br>3.2 Make effective use of the performance space through appropriate staging   |
| <b>LO4 Interact as a group</b>  | 4.1 Demonstrate an awareness of relationships between characters<br>4.2 Use group rhythm and timing appropriate to the demands of the songs and dialogue<br>4.3 Share responsibility for the group performance                      |

# Grade 5

# Group Musical Theatre

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## Grade Description

The LAMDA *Grade 5 Examination in Group Musical Theatre* is designed to enable Learners to develop a range of skills in acting through song. Learners will perform one musical scene or sequence of scenes from memory. They will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Learners will interact with each other and share responsibility for the group performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one musical scene or sequence of scenes from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

20 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene or sequence of scenes of their own choice. The scene(s) must include three contrasting songs and enough dialogue to develop character and situation. At least one song must be sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 14 minutes and no more than 16 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Grade 5 Marking Scheme

| ASSESSMENT TASK          |                | MARKS | TOTAL MARKS |
|--------------------------|----------------|-------|-------------|
| Scene(s)<br>(Own Choice) | Interpretation | 40    | 75          |
|                          | Technique      | 35    |             |
| Interaction              |                |       | 25          |
| <b>Total Marks</b>       |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Musical Theatre

### GRADE 5

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

| LEARNING OUTCOME  | ASSESSMENT CRITERIA   |
|---|---|
| <b>LO1 Perform one musical scene or sequence of scenes from memory as a group</b> | 1.1 Demonstrate an understanding of the place and period in which the characters live<br><br>1.2 Demonstrate an understanding of the characters' moods and thoughts<br><br>1.3 Perform from memory with fluency and focus                       |
| <b>LO2 Use vocal skills in response to the text</b>                               | 2.1 Perform with audibility appropriate to the performance space<br><br>2.2 Perform with clarity of diction<br><br>2.3 Sustain vocal control through to the end of the phrases<br><br>2.4 Sing the melody and rhythm of the songs with accuracy |
| <b>LO3 Create a physical response to the text</b>                                 | 3.1 Communicate the individual characteristics of the characters<br><br>3.2 Make effective use of the performance space through appropriate staging   |
|   | <i>Continued on next page ▶</i>   |

| <b>LEARNING OUTCOMES</b><br><i>(continued)</i> | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>LO4 Interact as a group</b>                 | <p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the songs and dialogue</p> <p>4.4 Share responsibility for the group performance</p> |





# Grade 6

# Group Musical Theatre

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## Grade Description

The LAMDA *Grade 6 Examination in Group Musical Theatre* is designed to enable Learners to develop a wide range of skills in acting through song. Learners will perform one musical scene or sequence of scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one musical scene or sequence of scenes from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

25 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene or sequence of scenes of their own choice. The scene(s) must include four songs written after 1900 and enough dialogue to develop character and situation. At least two songs must be sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 16 minutes and no more than 18 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Grade 6 Marking Scheme

| ASSESSMENT TASK          |                | MARKS | TOTAL MARKS |
|--------------------------|----------------|-------|-------------|
| Scene(s)<br>(Own Choice) | Interpretation | 40    | 75          |
|                          | Technique      | 35    |             |
| Interaction              |                |       | 25          |
| <b>Total Marks</b>       |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Musical Theatre

### GRADE 6

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

| LEARNING OUTCOME  | ASSESSMENT CRITERIA   |
|---|---|
| <b>LO1 Perform one musical scene or sequence of scenes from memory as a group</b> | 1.1 Demonstrate an understanding of text and subtext<br>1.2 Demonstrate an understanding of the intentions and objectives of the characters portrayed<br>1.3 Perform from memory with fluency, focus and spontaneity  |
| <b>LO2 Use vocal skills in response to the text</b>                               | 2.1 Perform with adequate breathing, voice production and resonance<br>2.2 Perform with clarity of diction<br>2.3 Sustain vocal control through to the end of the phrases<br>2.4 Respond vocally to the demands of the characterisations<br>2.5 Sing with accurate intonation and pitch |
| <b>LO3 Create a physical response to the text</b>                                 | 3.1 Communicate the individual characteristics of the characters<br>3.2 Make effective use of the performance space through appropriate staging   |

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| <b>LEARNING OUTCOMES</b><br><i>(continued)</i> | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>LO4 Interact as a group</b>                 | <ul style="list-style-type: none"><li data-bbox="560 177 929 272">4.1 Demonstrate an awareness of relationships between characters</li><li data-bbox="560 272 929 368">4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text</li><li data-bbox="560 368 929 464">4.3 Use group rhythm and timing appropriate to the demands of the songs and dialogue</li><li data-bbox="560 464 929 533">4.4 Share responsibility for the group performance</li></ul> |



# Grade 7

# Group Musical Theatre

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## Grade Description

The LAMDA *Grade 7 Examination in Group Musical Theatre* is designed to enable Learners to develop a wide range of skills in acting through song. Learners will perform one musical scene or sequence of scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one musical scene or sequence of scenes from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

25 minutes



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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene or sequence of scenes of their own choice. The scene(s) must include four songs written after 1920 and enough dialogue to develop character and situation. At least two songs must be sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 18 minutes and no more than 20 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Grade 7 Marking Scheme

| ASSESSMENT TASK          |                | MARKS | TOTAL MARKS |
|--------------------------|----------------|-------|-------------|
| Scene(s)<br>(Own Choice) | Interpretation | 40    | 75          |
|                          | Technique      | 35    |             |
| Interaction              |                |       | 25          |
| <b>Total Marks</b>       |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Musical Theatre

### GRADE 7

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

| LEARNING OUTCOME  | ASSESSMENT CRITERIA   |
|---|---|
| <b>LO1 Perform one musical scene or sequence of scenes from memory as a group</b> | 1.1 Demonstrate an understanding of text and subtext<br>1.2 Demonstrate an understanding of the intentions and objectives of the characters portrayed<br>1.3 Perform from memory with fluency, focus and spontaneity  |
| <b>LO2 Use vocal skills in response to the text</b>                               | 2.1 Perform with adequate breathing, voice production and resonance<br>2.2 Perform with clarity of diction<br>2.3 Sustain vocal control through to the end of the phrases<br>2.4 Respond vocally to the demands of the characterisations<br>2.5 Sing with accurate intonation and pitch |
| <b>LO3 Create a physical response to the text</b>                                 | 3.1 Communicate the individual characteristics of the characters<br>3.2 Make effective use of the performance space through appropriate staging   |

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| <b>LEARNING OUTCOMES</b><br><i>(continued)</i> | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>LO4 Interact as a group</b>                 | <p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the songs and dialogue</p> <p>4.4 Share responsibility for the group performance</p> |



# Grade 8

# Group Musical Theatre

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## Grade Description

The LAMDA *Grade 8 Examination in Group Musical Theatre* is designed to enable Learners to develop a wide range of skills in acting through song. Learners will perform one musical scene or sequence of scenes from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self-awareness. Learners will interact with each other and perform with fluency, focus and spontaneity.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform one musical scene or sequence of scenes from memory, as a group

#### Technique

**LO2:** use vocal skills in response to the text

**LO3:** create a physical response to the text

#### Interaction

**LO4:** interact as a group

## Total Time Allowance

30 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform from memory one musical scene or sequence of scenes of their own choice. The scene(s) must include four songs written after 1950 and enough dialogue to develop character and situation. At least two songs must be sung by the full chorus.

Each song must be selected from a published work of musical theatre or from a film musical. They must be accompanied. The songs may be selected from the same musical/film or from different musicals/films.

The scene(s) must be a minimum of 20 minutes and no more than 25 minutes in performance time. The title and lyricist(s)/composer(s) must be announced prior to the performance. A legible copy of the scene and song lyrics should be provided for the Examiner.

## Grade 8 Marking Scheme

| ASSESSMENT TASK          |                | MARKS | TOTAL MARKS |
|--------------------------|----------------|-------|-------------|
| Scene(s)<br>(Own Choice) | Interpretation | 40    | 75          |
|                          | Technique      | 35    |             |
| Interaction              |                |       | 25          |
| <b>Total Marks</b>       |                |       | <b>100</b>  |

## Attainment Bands

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



## Assessment and Grading Criteria: Group Musical Theatre

### GRADE 8

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

| LEARNING OUTCOME  | ASSESSMENT CRITERIA   |
|---|---|
| <b>LO1 Perform one musical scene or sequence of scenes from memory as a group</b> | 1.1 Demonstrate an understanding of text and subtext<br>1.2 Demonstrate an understanding of the intentions and objectives of the characters portrayed<br>1.3 Perform from memory with fluency, focus and spontaneity  |
| <b>LO2 Use vocal skills in response to the text</b>                               | 2.1 Perform with adequate breathing, voice production and resonance<br>2.2 Perform with clarity of diction<br>2.3 Sustain vocal control through to the end of the phrases<br>2.4 Respond vocally to the demands of the characterisations<br>2.5 Sing with accurate intonation and pitch |
| <b>LO3 Create a physical response to the text</b>                                 | 3.1 Communicate the individual characteristics of the characters<br>3.2 Make effective use of the performance space through appropriate staging   |

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| <b>LEARNING OUTCOMES</b><br><i>(continued)</i> | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>LO4 Interact as a group</b>                 | <p>4.1 Demonstrate an awareness of relationships between characters</p> <p>4.2 React to the words, actions and attitudes of other characters, demonstrating an understanding of the text</p> <p>4.3 Use group rhythm and timing appropriate to the demands of the songs and dialogue</p> <p>4.4 Share responsibility for the group performance</p> |

**LAMDA**

**Group Examinations:  
Group Recital**

# Changes from the Previous Syllabus (September 2014)

| ENTRY GRADE   |   |
|---|---|
| 2014 Syllabus   | 2019 Syllabus   |
| <p>Exam requirements have changed from:</p> <p>The group will perform a recital, from memory, based around a theme, including all the following elements:</p> <ul style="list-style-type: none"> <li>• an introduction, outlining the theme</li> <li>• a memorised verse</li> <li>• a short linking statement</li> <li>• a memorised prose</li> <li>• a conclusion</li> </ul> | <p>To:</p> <p>The group will perform a recital from memory, based around a theme of their own choice, including all the following elements:</p> <ul style="list-style-type: none"> <li>• a minimum of one memorised verse selection, and one memorised prose selection</li> <li>• an introduction, outlining the theme (may be read)</li> <li>• a short linking statement(s) (may be read)</li> <li>• a conclusion (may be read)</li> </ul> |
| <p>AC addition and restructure:</p> <p>2.1 Speak with audibility appropriate to the performance space some/most/all of the time</p> <p>2.2 Speak with clarity some/most/all of the time</p> <p>2.3 Perform with confidence some/most/all of the time</p>  | <p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Speak with appropriate use of pace</p> <p>2.4 Perform with expression and confidence</p>  |
| GRADE 1   |   |
| 2014 Syllabus   | 2019 Syllabus   |
| <p>Exam requirements have changed from:</p> <p>The group will perform a recital, from memory, based around a theme, including all the following elements:</p> <ul style="list-style-type: none"> <li>• an introduction, outlining the theme</li> <li>• a memorised verse</li> </ul>   | <p>To:</p> <p>The group will perform a recital from memory, based around a theme of their choice, using the following elements:</p> <ul style="list-style-type: none"> <li>• a minimum of two memorised verse pieces, and one memorised prose piece</li> </ul>  |

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**GRADE 1** *(continued)*

- a short linking statement
- one memorised prose
- a short linking statement
- a memorised verse
- a conclusion

- an introduction, outlining the theme (may be read)
- short linking statements (may be read)
- a conclusion (may be read)

AC separation and wording amendment:

- 2.1 Speak with audibility and clarity of diction some/most/all of the time
- 2.3 Perform with confidence some/most/all of the time
- 3.1 Listen to each other and interact

- 2.1 Speak with audibility appropriate to the performance space
- 2.2 Speak with clarity of diction
- 2.3 Speak with appropriate use of pace
- 2.4 Demonstrate vocal contrast between moods
- 2.5 Use facial expression appropriate to the demands of the text
- 2.6 Make effective use of the performance space
- 2.7 Perform with expression and confidence
- 3.1 Listen to each other and interact appropriately

**GRADE 2**

2014 Syllabus

2019 Syllabus

Exam requirements have changed from:

The group will perform a recital, from memory, based around a theme, including all the following elements:

- an introduction, outlining the theme
- a memorised verse
- a short linking statement
- a memorised prose
- a short linking statement
- a memorised verse
- a conclusion

To:

The group will perform a recital from memory, based around one of the following themes:

- Festivals
- Animals
- School
- Food

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**GRADE 2** *(continued)*

|   |  |
|---|--|
|   | <p>Using the following elements:</p> <ul style="list-style-type: none"> <li>• a minimum of one memorised verse selection, one memorised prose selection, and a scene from a play</li> <li>• an introduction, outlining the theme (may be read)</li> <li>• short linking statements (may be read)</li> <li>• a conclusion (may be read)</li> </ul>  |
| <p>AC separation and wording amendment:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p> <p>2.3 Perform with confidence some/most/all of the time</p> <p>3.1 Listen to each other and interact</p> | <p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Speak with appropriate use of pace</p> <p>2.4 Demonstrate vocal contrast between moods</p> <p>2.5 Use facial expression appropriate to the demands of the text</p> <p>2.6 Make effective use of the performance space</p> <p>2.7 Perform with expression and confidence</p> <p>3.1 Listen to each other and interact appropriately</p> |

**GRADE 3**

| 2014 Syllabus   | 2019 Syllabus  |
|---|--|
| <p>Exam requirements have changed from:</p> <p>The group will perform a recital, from memory, based around a theme, including all the following elements:</p> | <p>To:</p> <p>The group will perform a recital from memory using published works or published adaptations of one of the following authors:</p> <p style="text-align: right;"><i>Continued on next page ►</i></p> |

**GRADE 3** *(continued)*

|   |   |
|---|---|
| <ul style="list-style-type: none"><li>• an introduction, outlining the theme</li><li>• a memorised verse</li><li>• a short linking statement</li><li>• a memorised prose</li><li>• a short linking statement</li><li>• an original scene of the group's own devising</li><li>• a conclusion</li></ul> | <ul style="list-style-type: none"><li>• William Shakespeare</li><li>• A. A. Milne</li><li>• Roald Dahl</li><li>• C. S. Lewis</li><li>• J. K. Rowling</li><li>• Julia Donaldson</li></ul> <p>The recital must include the following elements:</p> <ul style="list-style-type: none"><li>• a minimum of two memorised verse pieces</li><li>• a minimum of one memorised prose selection</li><li>• a minimum of one scene from a published play or television/ film screenplay, or a devised scene based on another piece of work by the same author than those presented for verse and prose</li><li>• an introduction, outlining the theme (may be read)</li><li>• short linking statements (may be read)</li><li>• a conclusion (may be read)</li></ul> |
| <p>AC separation and wording amendment:</p> <p>2.1 Speak with audibility and clarity of diction some/most/all of the time</p> <p>2.3 Perform with confidence some/most/all of the time</p> <p>3.1 Listen to each other and interact</p>   | <p>2.1 Speak with audibility appropriate to the performance space</p> <p>2.2 Speak with clarity of diction</p> <p>2.3 Speak with appropriate use of pace</p> <p>2.4 Demonstrate vocal contrast between moods</p> <p>2.5 Use facial expression appropriate to the demands of the text</p> <p>2.6 Make effective use of the performance space</p> <p>2.7 Perform with expression and confidence</p> <p>3.1 Listen to each other and interact appropriately</p>  |

# Group Recital

## (August 2019)

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### Purpose of the Qualification

LAMDA *Group Recital Examinations* are designed to develop the skills necessary for creating and performing a programme of material for performance in a recital.

Learners who prepare themselves appropriately will develop:

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

### Broad Objectives of the Qualification

#### 1. Interpretative skills

The Learners will be required to:

- engage imaginatively with the thought, emotion, style and form of a text

#### 2 Technical skills

The Learners will be required to:

- develop skills in voice, diction and audience communication

#### 3. Interactive skills

The Learners will be required to:

- share responsibility for the performance in order to communicate the recital as a group



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## Structure

Group Recital Examinations are available at four Grades:

- Entry Grade
- Grade 1
- Grade 2
- Grade 3

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

## Examination Regulations

1. Groups must consist of a minimum of three Learners; there is no maximum.
2. Small hand props are permitted but must be kept to a minimum.
3. No unauthorised person will be allowed to be present during the examination. Teachers are not permitted to enter the examination room with the Learners to arrange the grouping.
4. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required for the use of music and/or sound effects or as a prop for use in the recital. If an electronic device is required for the use of music and/or sound effects or as a prop for use in the recital 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.
5. The selected repertoire must be performed in English.

# Entry Grade

# Group Recital

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## Grade Description

The LAMDA *Entry Grade Examination in Group Recital* is designed to introduce Learners to basic skills in group speaking and performance. Learners will perform a recital consisting of a minimum of one verse selection and one prose selection of the Learners' own choice and links (an introduction, a linking statement and a conclusion). The verse and prose selections will be spoken from memory, but links may be read. The Learners will perform audibly and clearly. They will interact appropriately with each other, demonstrating rhythmic awareness and fluency.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** create and perform a recital as a group

#### Technique

**LO2:** use appropriate technical skills

#### Interaction

**LO3:** interact as a group

## Total Time Allowance

10 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform a recital from memory, based around a theme of their own choice, including all the following elements:

- a minimum of one memorised verse selection, and one memorised prose selection
- an introduction, outlining the theme (may be read)
- a short linking statement(s) (may be read)
- a conclusion (may be read)

The selected repertoire must be published. Text may be presented individually or in unison.

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

The group may perform the pieces in any order. The entire programme must not exceed five minutes in length. Legible copies of the selections should be provided for the Examiner.

## Entry Grade Marking Scheme

| ASSESSMENT TASK    |        | MARKS | TOTAL MARKS |
|--------------------|--------|-------|-------------|
| Interpretation     | Pieces | 30    | 40          |
|                    | Links  | 10    |             |
| Technique          |        |       | 40          |
| Interaction        |        |       | 20          |
| <b>Total Marks</b> |        |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Recital

### ENTRY GRADE

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

| LEARNING OUTCOMES                                  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Create and perform a recital as a group</b> | 1.1 Communicate the sense of the written word<br>1.2 Speak from memory with accuracy<br>1.3 Demonstrate an awareness of rhythm and shape<br>1.4 Deliver links in the form of an introduction, linking statement(s) and a conclusion |
| <b>LO2 Use appropriate technical skills</b>        | 2.1 Speak with audibility appropriate to the performance space<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace<br>2.4 Perform with expression and confidence   |
| <b>LO3 Interact as a group</b>                     | 3.1 Listen to each other and interact appropriately<br>3.2 Use group timing appropriate to the content of the recital   |

# Grade 1

# Group Recital

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## Grade Description

The LAMDA *Grade 1 Examination in Group Recital* is designed to enable Learners to develop basic skills in group speaking and performance. Learners will perform a recital from memory consisting of a minimum of two verse selections and one prose selection of the Learners' own choice and links (an introduction, two linking statements and a conclusion). The verse and prose selections will be spoken from memory, but links may be read. The recital will be based on creative engagement with the material and careful preparation. Learners will speak audibly and clearly. They will interact with each other and communicate with their audience.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** create and perform a recital as a group

#### Technique

**LO2:** use appropriate technical skills

#### Interaction

**LO3:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform a recital from memory, based around a theme of their choice, using the following elements:

- a minimum of two memorised verse pieces, and one memorised prose piece
- an introduction, outlining the theme (may be read)
- short linking statements (may be read)
- a conclusion (may be read)

The selected repertoire must be published, and can be performed in any order to suit the recital. Text may be presented individually or in unison.

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

The group may perform the pieces in any order. The entire programme must be a minimum of eight minutes and no more than 10 minutes in length. Legible copies of the selections should be provided for the Examiner.

## Grade 1 Marking Scheme

| ASSESSMENT TASK    |        | MARKS | TOTAL MARKS |
|--------------------|--------|-------|-------------|
| Interpretation     | Pieces | 30    | 40          |
|                    | Links  | 10    |             |
| Technique          |        |       | 40          |
| Interaction        |        |       | 20          |
| <b>Total Marks</b> |        |       | <b>100</b>  |

## Attainment Bands

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



## Assessment and Grading Criteria: Group Recital

### GRADE 1

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

| LEARNING OUTCOMES                                  | ASSESSMENT CRITERIA  |
|--|--|
| <b>LO1 Create and perform a recital as a group</b> | 1.1 Communicate the sense of the written word<br>1.2 Speak from memory with accuracy<br>1.3 Indicate changes in mood<br>1.4 Deliver links in the form of an introduction, linking statements and a conclusion  |
| <b>LO2 Use appropriate technical skills</b>        | 2.1 Speak with audibility appropriate to the performance space<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace<br>2.4 Demonstrate vocal contrast between moods<br>2.5 Use facial expression appropriate to the demands of the text<br>2.6 Make effective use of the performance space<br>2.7 Perform with expression and confidence |
| <b>LO3 Interact as a group</b>                     | 3.1 Listen to each other and interact appropriately<br>3.2 Use group rhythm and timing appropriate to the content of the recital   |

# Grade 2

# Group Recital

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## Grade Description

The LAMDA *Grade 2 Examination in Group Recital* is designed to enable Learners to develop basic skills in group speaking and performance. Learners will perform a recital from memory consisting of a minimum of one verse selection, one prose selection, and one scene from a play or television/film screenplay or adapted from the text of a published novel, of the Learners' own choice, and links (an introduction, two linking statements and a conclusion). The verse and prose selections will be spoken from memory, but links may be read. The recital will be based on creative engagement with the material and careful preparation. Learners will speak audibly and clearly. They will interact with each other and communicate with their audience.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** create and perform a recital as a group

#### Technique

**LO2:** use appropriate technical skills

#### Interaction

**LO3:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform a recital from memory, based around one of the following themes:

- Festivals
- Animals
- School
- Food

using the following elements:

- a minimum of one memorised verse selection, one memorised prose selection, and a scene from a play or television/film screenplay or adapted from the text of a published novel
- an introduction, outlining the theme (may be read)
- short linking statements (may be read)
- a conclusion (may be read)

The selected repertoire must be published, and can be performed in any order to suit the recital. Text may be presented individually or in unison.

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

The group may perform the pieces in any order. The entire programme must be a minimum of eight minutes and no more than 10 minutes in length. Legible copies of the selections should be provided for the Examiner.

## Grade 2 Marking Scheme

| ASSESSMENT TASK    |        | MARKS | TOTAL MARKS |
|--------------------|--------|-------|-------------|
| Interpretation     | Pieces | 30    | 40          |
|                    | Links  | 10    |             |
| Technique          |        |       | 40          |
| Interaction        |        |       | 20          |
| <b>Total Marks</b> |        |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Group Recital

### GRADE 2

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

| LEARNING OUTCOMES                                  | ASSESSMENT CRITERIA  |
|--|--|
| <b>LO1 Create and perform a recital as a group</b> | 1.1 Communicate the sense of the written word<br>1.2 Speak from memory with accuracy<br>1.3 Indicate some changes in mood<br>1.4 Deliver links in the form of an introduction, linking statements and a conclusion   |
| <b>LO2 Use appropriate technical skills</b>        | 2.1 Speak with audibility appropriate to the performance space<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace<br>2.4 Demonstrate vocal contrast between moods<br>2.5 Use facial expression appropriate to the demands of the text<br>2.6 Make effective use of the performance space<br>2.7 Perform with expression and confidence |
| <b>LO3 Interact as a group</b>                     | 3.1 Listen to each other and interact appropriately<br>3.2 Use group rhythm and timing appropriate to the content of the recital   |

# Grade 3

# Group Recital

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## Grade Description

The LAMDA *Grade 3 Examination in Group Recital* is designed to enable Learners to develop basic skills in group speaking and performance. Learners will perform a recital from memory using the works of one of the authors detailed below. The recital will consist of a minimum of two verse selections, one prose selection, and one scene from a published play or television/film screenplay or adapted from the text of a published novel, and links (an introduction, two linking statements and a conclusion). The verse and prose selections will be spoken from memory, but links may be read. The recital will be based on creative engagement with the material and careful preparation. Learners will speak audibly and clearly. They will interact with each other and communicate with their audience.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** create and perform a recital as a group

#### Technique

**LO2:** use appropriate technical skills

#### Interaction

**LO3:** interact as a group

## Total Time Allowance

20 minutes

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## Examination Content

### *Interpretation and Technique*

The group will perform a recital from memory using published works or published adaptations of one of the following authors:

- William Shakespeare
- A. A. Milne
- Roald Dahl
- C. S. Lewis
- J. K. Rowling
- Julia Donaldson

The recital must include the following elements:

- a minimum of two memorised verse pieces
- a minimum of one memorised prose selection
- and a minimum of one scene from a published play or television/film screenplay, or a devised scene based on another piece of work by the same author than those presented for verse and prose
- an introduction, outlining the theme (may be read)
- short linking statements (may be read)
- a conclusion (may be read)

The selected repertoire must be published, and can be performed in any order to suit the recital. Text may be presented individually or in unison.

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

The group may perform the pieces in any order. The entire programme must be a minimum of 10 minutes and no more than 12 minutes in length. Legible copies of the selections should be provided for the Examiner.

## Grade 3 Marking Scheme

| ASSESSMENT TASK    |        | MARKS | TOTAL MARKS |
|--------------------|--------|-------|-------------|
| Interpretation     | Pieces | 30    | 40          |
|                    | Links  | 10    |             |
| Technique          |        |       | 40          |
| Interaction        |        |       | 20          |
| <b>Total Marks</b> |        |       | <b>100</b>  |

## Attainment Bands

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



## Assessment and Grading Criteria: Group Recital

### GRADE 3

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

| LEARNING OUTCOMES                                  | ASSESSMENT CRITERIA  |
|--|--|
| <b>LO1 Create and perform a recital as a group</b> | 1.1 Communicate the sense of the written word<br>1.2 Speak from memory with accuracy<br>1.3 Indicate changes in mood<br>1.4 Deliver links in the form of an introduction, linking statements and a conclusion  |
| <b>LO2 Use appropriate technical skills</b>        | 2.1 Speak with audibility appropriate to the performance space<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace<br>2.4 Demonstrate vocal contrast between moods<br>2.5 Use facial expression appropriate to the demands of the text<br>2.6 Make effective use of the performance space<br>2.7 Perform with expression and confidence |
| <b>LO3 Interact as a group</b>                     | 3.1 Listen to each other and interact appropriately<br>3.2 Use group rhythm and timing appropriate to the content of the recital<br>3.3 Share responsibility for the group performance   |



**LAMDA**

# **Group Examinations: Choral-Speaking**

# Changes from the Previous Syllabus (September 2014)

| ENTRY GRADE  |   |
|--|---|
| 2014 Syllabus  | 2019 Syllabus   |
| Requirement change:<br>The grouping must be changed for each selection                     | Requirement change:<br>The grouping may be changed for each selection |
| AC wording addition and restructure:   |   |
| 2.1 Speak with audibility appropriate to the performance space some/most/all of the time   | 2.1 Speak with audibility appropriate to the performance space        |
| 2.2 Speak with clarity some/most/all of the time   | 2.2 Speak with clarity of diction                                     |
| 2.3 Use facial expression appropriate to the demands of the text some/most/all of the time | 2.3 Speak with appropriate use of pace                                |
| 3.1 Listen to each other and interact some/most/all of the time                            | 2.4 Use facial expression appropriate to the demands of the text      |
|  | 3.1 Listen to each other and interact appropriately                   |
| GRADES 1, 2 AND 3  |   |
| 2014 Syllabus  | 2019 Syllabus   |
| Requirement change:<br>The grouping must be changed for each selection                     | Requirement change:<br>The grouping may be changed for each selection |
| AC wording addition and restructure:   |   |
| 2.1 Speak with audibility and clarity of diction some/most/all of the time                 | 2.1 Speak with audibility appropriate to the performance space        |
| 2.2 Demonstrate vocal contrast between moods some/most/all of the time                     | 2.2 Speak with clarity of diction                                     |
| 2.3 Use facial expression appropriate to the demands of the text some/most/all of the time | 2.3 Speak with appropriate use of pace                                |
|  | 2.4 Demonstrate vocal contrast between moods                          |
|  | <i>Continued on next page ▶</i>                                       |

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**GRADES 1, 2 AND 3** *(continued)*

2.4 Use gesture and movement appropriate to the demands of the text some/most/all of the time

3.1 Listen to each other and interact some/most/all of the time

2.5 Use facial expression appropriate to the demands of the text

2.6 Use gesture and movement appropriate to the demands of the text

3.1 Listen to each other and interact appropriately

# Choral-Speaking

## (August 2019)

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### Purpose of the Qualification

LAMDA *Choral-Speaking Examinations* are designed to develop the skills necessary for effective oral communication of the written word in a group.

Learners who prepare themselves appropriately will develop:

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

### Broad Objectives of the Qualification

#### 1. Interpretative skills

The Learners will be required to:

- create a choral performance, engaging imaginatively with the thought, emotion, style and form of the text

#### 2. Technical skills

The Learners will be required to:

- develop skills in choral speaking

#### 3. Interactive skills

The Learners will be required to:

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

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## Structure

Choral-Speaking Examinations are available at four Grades:

Entry Grade

Grade 1

Grade 2

Grade 3

Learners may enter for a Choral-Speaking Examination at any Grade. Each Grade is independently assessed.

## Examination Regulations

1. Groups must consist of a minimum of three Learners; there is no maximum.
2. No unauthorised person will be allowed to be present during the examination. Teachers are not permitted to enter the examination room with the Learners to arrange the grouping.
3. Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room.
4. The selected repertoire must be performed in English.

# Entry Grade

# Choral-Speaking

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## Grade Description

The LAMDA *Entry Grade Examination in Choral-Speaking* is designed to introduce Learners to basic skills in choral-speaking. Learners will perform two pieces of verse from memory, audibly and clearly. They will interact with each other and show that they understand the meaning of what they are speaking.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform two verse selections from memory as a group

#### Technique

**LO2:** use appropriate technical skills

#### Interaction

**LO3:** interact as a group

## Total Time Allowance

10 minutes



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## Examination Content

### *Interpretation and Technique*

The group will speak from memory two pieces of verse of their own choice.

The pieces must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group. The grouping may be changed for each selection.

The pieces must be published. Each piece must not exceed two minutes in length. The title(s) and author(s) must be announced prior to the performance. Legible copies of the selections should be provided for the Examiner.

## Entry Grade Marking Scheme

| ASSESSMENT TASK        |                | MARKS | TOTAL MARKS |
|------------------------|----------------|-------|-------------|
| Pieces<br>(Own Choice) | Interpretation | 40    | 80          |
|                        | Technique      | 40    |             |
| Interaction            |                |       | 20          |
| <b>Total Marks</b>     |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Choral-Speaking

### ENTRY GRADE

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

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>LO1 Perform two verse selections from memory as a group</b> | 1.1 Communicate the sense of the written word<br>1.2 Speak from memory with accuracy<br>1.3 Demonstrate an awareness of rhythm and shape  |
| <b>LO2 Use appropriate technical skills</b>                    | 2.1 Speak with audibility appropriate to the performance space<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace<br>2.4 Use facial expression appropriate to the demands of the text |
| <b>LO3 Interact as a group</b>                                 | 3.1 Listen to each other and interact appropriately<br>3.2 Use group timing appropriate to the demands of the text  |

# Grade 1

# Choral-Speaking

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## Grade Description

The LAMDA *Grade 1 Examination in Choral-Speaking* is designed to enable Learners to develop basic skills in choral-speaking. Learners will perform two pieces of verse from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Through vocal contrast Learners will be able to create and convey mood. They will interact with each other and use facial expression, gesture and movement to complement their vocal performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform the chosen selections from memory as a group

#### Technique

**LO2:** use appropriate technical skills

#### Interaction

**LO3:** interact as a group

## Total Time Allowance

10 minutes

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## Examination Content

### *Interpretation and Technique*

The group will speak from memory two pieces of verse of their own choice.

The pieces must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group. The grouping may be changed for each selection.

The pieces must be published. Each piece must not exceed two minutes in length. The title(s) and author(s) must be announced prior to the performance. Legible copies of the selections should be provided for the Examiner.

## Grade 1 Marking Scheme

| ASSESSMENT TASK        |                | MARKS | TOTAL MARKS |
|------------------------|----------------|-------|-------------|
| Pieces<br>(Own Choice) | Interpretation | 40    | 80          |
|                        | Technique      | 40    |             |
| Interaction            |                |       | 20          |
| <b>Total Marks</b>     |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Choral-Speaking

### GRADE 1

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| <b>LO1 Perform the chosen selections from memory as a group</b> | 1.1 Communicate the sense of the written word<br>1.2 Speak from memory with accuracy<br>1.3 Indicate changes in mood   |
| <b>LO2 Use appropriate technical skills</b>                     | 2.1 Speak with audibility appropriate to the performance space<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace<br>2.4 Demonstrate vocal contrast between moods<br>2.5 Use facial expression appropriate to the demands of the text<br>2.6 Use gesture and movement appropriate to the demands of the text |
| <b>LO3 Interact as a group</b>                                  | 3.1 Listen to each other and interact appropriately<br>3.2 Use group rhythm and timing appropriate to the demands of the text  |

# Grade 2

# Choral-Speaking

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## Grade Description

The LAMDA *Grade 2 Examination in Choral-Speaking* is designed to enable Learners to develop basic skills in choral-speaking. Learners will perform one piece of verse and one piece of prose from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Through vocal contrast Learners will be able to create and convey mood. They will interact with each other and use facial expression, gesture and movement to complement their vocal performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform the chosen selections from memory as a group

#### Technique

**LO2:** use appropriate technical skills

#### Interaction

**LO3:** interact as a group

## Total Time Allowance

10 minutes



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## Examination Content

The group will speak from memory one piece of verse and one piece of prose of their own choice.

The pieces must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group. The grouping may be changed for each selection.

The pieces must be published. Each piece must not exceed two minutes in length. The title(s) and author(s) must be announced prior to the performance. Legible copies of the selections should be provided for the Examiner.

## Grade 2 Marking Scheme

| ASSESSMENT TASK        |                | MARKS | TOTAL MARKS |
|------------------------|----------------|-------|-------------|
| Pieces<br>(Own Choice) | Interpretation | 40    | 80          |
|                        | Technique      | 40    |             |
| Interaction            |                |       | 20          |
| <b>Total Marks</b>     |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Choral-Speaking

### GRADE 2

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| <b>LO1 Perform the chosen selections from memory as a group</b> | 1.1 Communicate the sense of the written word<br>1.2 Speak from memory with accuracy<br>1.3 Indicate changes in mood   |
| <b>LO2 Use appropriate technical skills</b>                     | 2.1 Speak with audibility appropriate to the performance space<br>2.2 Speak with clarity of diction<br>2.3 Speak with appropriate use of pace<br>2.4 Demonstrate vocal contrast between moods<br>2.5 Use facial expression appropriate to the demands of the text<br>2.6 Use gesture and movement appropriate to the demands of the text |
| <b>LO3 Interact as a group</b>                                  | 3.1 Listen to each other and interact appropriately<br>3.2 Use group rhythm and timing appropriate to the demands of the text  |

# Grade 3

# Choral-Speaking

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## Grade Description

The LAMDA *Grade 3 Examination in Choral-Speaking* is designed to enable Learners to develop basic skills in choral-speaking. Learners will perform two pieces of verse and one piece of prose from memory, audibly and clearly. The performance will be based on creative engagement with the material and careful preparation. Through vocal contrast Learners will be able to create and convey mood. They will interact with each other and use facial expression, gesture and movement to complement their vocal performance.

### LEARNING OUTCOMES

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

#### Interpretation

**LO1:** perform the chosen selections from memory as a group

#### Technique

**LO2:** use appropriate technical skills

#### Interaction

**LO3:** interact as a group

## Total Time Allowance

15 minutes

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## Examination Content

### *Interpretation and Technique*

The group will recite from memory two pieces of verse and one piece of prose of their own choice.

The pieces must be presented in unison, although individual lines or phrases may be taken by a solo voice or smaller group. The grouping may be changed for each selection.

The pieces must be published. Each piece must not exceed two minutes in length. The title(s) and author(s) must be announced prior to the performance. Legible copies of the selections should be provided for the Examiner.

## Grade 3 Marking Scheme

| ASSESSMENT TASK        |                | MARKS | TOTAL MARKS |
|------------------------|----------------|-------|-------------|
| Pieces<br>(Own Choice) | Interpretation | 40    | 80          |
|                        | Technique      | 40    |             |
| Interaction            |                |       | 20          |
| <b>Total Marks</b>     |                |       | <b>100</b>  |

## Attainment Bands

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

## Assessment and Grading Criteria: Choral-Speaking

### GRADE 3

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

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| <b>LO1 Perform the chosen selections from memory as a group</b> | 1.1 Communicate the sense of the written word<br>1.2 Speak from memory with accuracy<br>1.3 Indicate changes in mood  |
| <b>LO2 Use appropriate technical skills</b>                     | 2.1 Speak with audibility appropriate to the performance space<br>2.2 Speak with clarity<br>2.3 Speak with appropriate use of pace<br>2.4 Demonstrate vocal contrast between moods<br>2.5 Use facial expression appropriate to the demands of the text<br>2.6 Use gesture and movement appropriate to the demands of the text |
| <b>LO3 Interact as a group</b>                                  | 3.1 Listen to each other and interact appropriately<br>3.2 Use group rhythm and timing appropriate to the demands of the text<br>3.3 Share responsibility for the group performance   |

# Glossary of Terms: Syllabus Content

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- acting through song** – bringing a character to life through the sequences of thought and melodic phrasing created by the lyricist and composer
- audibility** – using the level of breath and resonance appropriate to the size of the performance space (and for the needs of the character if applicable)
- character intentions and objectives** – clarifying what the character wants, desires or needs through each action and spoken line, and the spaces between the words
- choral-speaking** – speaking as a vocal choir in unison, but also involving smaller groups or individual voices as part of the whole
- chorus** – two or more members of a group speaking or singing in unison
- clarity of diction** – articulating sufficiently to be understood by the Examiner, without losing the sense or flow of the text
- context** – the situation and world of the text and/or scene
- devising drama** – planning and preparing an original scene or sequence of scenes for performance based on a given stimulus
- dialogue** – conversation between two or more characters in a text and/or scene
- dramatic feature** – a technique used within a scene to enhance meaning and understanding
- epilogue** – a short piece of text spoken at the end of a performance to bring it to a conclusion
- facial expression** – using the face to reflect the emotion behind the text; using the face to express the emotion of a character
- focus** – maintaining concentration and involvement with the text and/or character



- gesture** – movement of the hands, arms and/or head to convey an idea or meaning
- group rhythm** – an awareness of the rhythmic pattern of a text demonstrated by the group in performance
- group timing** – an awareness of the overall shape of a text demonstrated by the group in performance
- individual characteristics** – what a character looks like, noting any distinguishing features. This will affect the group's use of movement, stance, posture, gesture, facial expression, etc.
- interaction** – the way members of a group react to each other in a performance
- intonation** – the pattern or melody of pitch changes within a song
- meaning** – 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
- modulation** – variations in pitch, intonation, pace, volume, tone colour, use of pause and stress
- monologue** – a speech spoken by one performer
- mood** – the emotion behind the words of the text; conveying what the character is feeling and the emotion behind their words and/or actions
- narration** – the process of telling a story using one or more members of the group
- performance space** – the area in which the group performs
- period** – the time or style in which the text is written or in which the scene is set. This will affect the group's use of accent, movement, posture, stance, gesture, etc.
- personal/physical characteristics** – what the characters look like, noting any distinguishing features. This will affect the group's use of movement, stance, posture, gesture, facial expression, etc.
- physical flexibility** – transforming physically according to the period, style and form of the scene

**physical response** – responding to the imagery of the text and/or scene non-verbally

**physical theatre** – a style of performance used to tell a story through primarily physical means; in other words, using the body

**pitch** – the degree of height or depth of a tone or sound

**place** – the physical aspects of where the scene takes place

**place and period** – creating a sense of the world in which the characters live

**posture** – the position of the body when performing the text and/or scene

**prologue** – a short piece of text spoken at the beginning of a performance to establish the setting before the story begins

**published** – a text which is available to the public in a printed book, in an e-book or online

**reactions to other characters** – responding to another character's words or actions, whether real or imaginary

**recital** – a programme of material presented in an uninterrupted performance

**recital conclusion** – bringing the previously shared thoughts, ideas and texts into a final statement

**recital introduction** – an opening statement outlining the theme, ideas, thoughts and texts that make up the recital

**recital linking statements** – thoughts, linking one text to another

**resonance** – the amplification and colour of a musical tone produced by vibrations in the head and chest cavity

**rhythm** – the patterning of musical sound affected by differences in timing, duration, and/or stress of consecutive notes

**situation** – what is happening in the scene

**spontaneity** – as if the text is being spoken for the very first time; as if the scene 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 the characters stand

- stimulus** – an object, word, title, piece of music or text from which a devised scene or sequence of scenes is developed
- structure** – using a beginning, a middle and an end
- style** – how thoughts are expressed in literary composition; the specific characteristics of the text and/or scene, including choice of words, syntax and genre
- subtext** – the hidden meaning or underlying message behind the text and/or scene
- tableaux** – when the action within a scene is frozen for a short period of time to create a still picture
- Total Time Allowance** – refers to the length of the Examination for which the Learner has been entered. It is the amount of time in which the Learner has to present all required elements of the Examination.
- understanding character** – revealing what the characters are thinking, how the characters are feeling and any changes in the characters' moods throughout the scene
- understanding of situation** – revealing the world in which the characters live and the physical aspects of where the scene 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 scene
- vocal skills** – using accurate intonation and sufficient audibility, tone colour and clarity of diction when performing the scene