



LAMDA Examinations

Key Syllabus Changes 2016: Musical Theatre and PCertLAM

A Guide for Teachers

From 1 September 2015 Version 1

LAMDA
155 Talgarth Road
London W14 9DA

Telephone: +44 (0)208 834 0530
Fax: +44 (0)208 711 2259
Email: exams@lamda.org.uk
Web: www.lamda.org.uk

Notice to Reader

This document details all the changes in the new Musical Theatre and PCertLAM syllabuses **valid from 1 January 2016**. This includes any new requirements for the examinations and any requirements that have been removed from the last syllabuses. Please note that requirements retained from the last syllabuses **are not detailed in this document**.

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Solo/Duo and Group Musical Theatre

General Information

No changes except to the following:

- 1 Solo/Duo Musical Theatre examinations and Group Musical Theatre examinations will now be in separate syllabuses.
- 2 It is now permitted for learners to take more than one examination in the same subject but at different grades in one examination session.
- 3 The 'General Notes and Regulations' section has been amended to 'Examination Regulations'. Examination guidance and general regulations have been removed from the syllabus specifications. Separate teaching guidance will be available.
- 4 General changes have been made to the content at the front of the syllabus specifications, specifically to include a section on QCF assessment requirements and LAMDA's Invalidation Policy.
- 5 Attainment Band Descriptors have been added to the syllabus specifications at the front of each document.
- 6 A glossary of terms has been added at the back of the syllabus specifications to replace the existing 'Amplification of the Learning Outcomes'.
- 7 A new marking scheme has been introduced for each grade. These are no longer uniform.
- 8 In the new syllabus specifications we have aimed to be less ambiguous in phraseology. We have condensed many of the existing Assessment Criteria and in the Knowledge sections have removed the requirement to have previous grade knowledge.
- 9 Where appropriate, we have extended time allocations for certain examinations.
- 10 In the layout of the Solo/Duo Musical Theatre syllabus specification, the Assessment Criteria will now appear at the end of the examination content section for each level.
- 11 In the layout of the Group Musical Theatre syllabus specification, the Assessment Criteria will now appear at the end of the examination content section for each grade.
- 12 The requirement to present *contrasting* songs in the exams has been retained in the examination content where appropriate, to encourage learners to choose songs that differ in theme, setting, type of character and/or mood, enabling them to display range and ability to the examiner. However, please note that the requirement to present contrasting songs does not form part of the assessment and therefore is **not** detailed in the Assessment Criteria.

Solo/Duo Musical Theatre: Changes to all Grades

General

No changes except to the following:

- 1 Solo/Duo Musical Theatre examinations and Group Musical Theatre examinations will now be in separate syllabuses.
- 2 There are no set songs for Solo/Duo Musical Theatre examinations; however, lists of suggested repertoire for each level have been detailed in the teacher support material for these exams.
- 3 All songs for Solo/Duo Musical Theatre examinations must now be accompanied, from Entry Level to Grade 8.
- 4 There are some changes in the requirements for the Knowledge sections (differences are detailed at each level/grade below). One important change is that from Grade 2 and above it is now a requirement for the learner(s) to discuss the full musical or film musical from which one of their sung songs has been taken (chosen by the examiner).
- 5 There is a new marking scheme for Solo/Duo Musical Theatre examinations. Please note songs will now be marked separately.
- 6 The 'Repertoire Guidelines and Regulations' section for each level has been removed and amalgamated into the examination content, where appropriate.
- 7 As before, learners are only permitted to play one character in their selected songs. This requirement is now detailed in the 'Examination Regulations' (point 6) in the syllabus specification.

Examination Content

Entry Level

No changes except to the following:

- 1 Changes have been made to the Level Description.
- 2 There were previously nine Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The requirement to sing a traditional folk song, simple action song or an original, unpublished song has been removed. Learners must now perform one own choice song taken from a published work of musical theatre or from a film musical.
- 5 The option to perform unaccompanied has been removed. Learners must now perform the song with either recorded or live accompaniment.

- 6 The learner must announce the character they are playing before beginning their performance, as well as the title of the song and the lyricist/composer.
- 7 Knowledge – the learner is no longer asked about their reason for choosing the song, the meaning of the song or the meaning of individual words or phrases within the song. Instead, they will be asked about the appearance of the character and how the character is feeling in the song.

Level 1

No changes except to the following:

- 1 Changes have been made to the Level Description.
- 2 There were previously eight Learning Outcomes. There are now six Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The requirement to sing songs that are traditional folk songs, original unpublished songs or songs taken from a film has been removed. Learners must now perform two own choice songs taken from a published work of musical theatre or from a film musical.
- 5 The option to perform unaccompanied has been removed. Learners must now perform their songs with either recorded or live accompaniment.
- 6 The learner must announce the character they are playing before the performance of each song, as well as the title of the song and the lyricist/composer.
- 7 Grade 1 – Song 1 – the requirement to perform a song that tells a story has been removed.
- 8 Grade 1 – Knowledge – the learner is no longer asked about the story within the first song, the meaning of the second song or about any mood changes within the songs. Instead, they will be asked about the appearance of the characters, how the characters are feeling in each song, and where the songs take place/the location of each song.
- 9 Grade 2 – Song 1 – the requirement to perform a song that celebrates a special moment has been removed.
- 10 Grade 2 – Song 1 – the requirement for learners to create their own character to sing the song and devise their own situation in which it can be sung has been removed. Learners should now perform all songs in context.
- 11 Grade 2 – Knowledge – the learner is no longer asked about the special moment in the first song, the situation of the character, the meaning of the second song or the contrast in moods between the two songs. Instead, they will be asked about the plot of the musical or film musical from which one of the songs has been taken (selected

by the examiner), how the characters are feeling in each song and where the songs take place/the location of each song.

- 12 Grade 3 – Song 1 – the requirement to perform a song that tells a story has been removed.
- 13 Grade 3 – Song 2 – the requirement to perform a song that celebrates a special moment has been removed.
- 14 Grade 3 – Song 2 – the requirement for learners to create their own character to sing the song and devise their own situation in which it can be sung has been removed. Learners should now perform all songs in context.
- 15 Grade 3 – Knowledge – the learner is no longer asked about the story within the first song, the special moment, devised character and situation of the second song or the contrasts between the songs. Instead, they will be asked about the plot of the musical or film musical from which one of the songs has been taken (selected by the examiner), how the characters are feeling in each song, the mood of each song and the difference between a ‘chest’ voice and a ‘head’ voice.

Level 2

No changes except to the following:

- 1 Changes have been made to the Level Description.
- 2 There were previously ten Learning Outcomes. There are now six Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The total time allowances have increased at Grade 4 and Grade 5 to 25 minutes for Solo examinations and to 30 minutes for Duo examinations.
- 5 Grade 4 – learners must still present a short piece of published or devised text in character which leads naturally into the performance of one of their sung songs. This text may precede either Song 1 or Song 2 – it no longer has to precede Song 1. At Grade 5 the requirement for learners to present a short piece of published or devised text in character which leads naturally into the performance of Song 1 and Song 2 has been retained.
- 6 Grade 4 and Grade 5 – in addition to the two sung songs, learners must now present a third piece. They must perform from memory the words of a song of their own choice spoken as a monologue/duologue. This song must be taken from a published work of musical theatre or from a film musical.
- 7 Grade 4 – Song 1 – the requirement to perform a song *in character* has been removed as it is recognised that all songs for LAMDA Musical Theatre examinations must be performed in a clearly defined dramatic context.

- 8 Grade 4 – Knowledge – the questions have changed. Learners will be asked about the plot and main character of the musical or film musical from which one of their sung songs has been taken (selected by the examiner), how the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue (selected by the examiner), the reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue (selected by the learner) and how the published or devised text was selected and developed.
- 9 Grade 5 – Song 1 – the requirement to perform a song *in character* has been removed as it is recognised that all songs for LAMDA Musical Theatre examinations must be performed in a clearly defined dramatic context.
- 10 Grade 5 – Song 2 – the requirement to perform a ballad has been removed. The song can now be any song of the learner’s own choice taken from a published work of musical theatre or from a film musical.
- 11 Grade 5 – Knowledge – the questions have changed. Learners will be asked about the key themes in the musical or film musical from which one of their sung songs has been taken (selected by the examiner), how the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue (selected by the examiner), the reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue (selected by the learner), how the published or devised text was selected and developed for one of the sung songs (selected by the learner) and technical terminology for the actor/singer.

The learner must define three technical terms for the actor/singer selected from the following list: vibrato, crescendo, diminuendo, fortissimo, melisma, acapella and recitative.

Level 3

No changes except to the following:

- 1 Changes have been made to the Level Description.
- 2 There were previously thirteen Learning Outcomes. There are now six Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The total time allowances have increased:
 - Grade 6 Solo – from 20 minutes to 30 minutes
 - Grade 6 Duo – from 25 minutes to 35 minutes
 - Grade 7 and Grade 8 Solo – from 25 minutes to 35 minutes
 - Grade 7 and Grade 8 Duo – from 30 minutes to 40 minutes
- 5 List A and List B detailing the musical theatre styles/categories for song choice have been removed. They have been replaced with the requirement to perform songs written during specific dates/periods. The specific dates/periods required at each grade are detailed in the following pages.

- 6 For Grade 6, Grade 7 and Grade 8, the selected songs must now be a minimum of three minutes and no more than five minutes in performance time.
- 7 At Grade 6, learners will now be required to perform three songs instead of two songs.
- 8 At Grade 7 and Grade 8, the requirement to perform the words of a song as a dramatic monologue which has been placed in an original, creative and devised context has been removed. Learners will now be required to perform a third sung song.
- 9 Prior to all songs at Grade 6, Grade 7 and Grade 8, learners must present a short piece of published or devised text in character which leads naturally into the performance of each song.
- 10 Grade 6 – Song 1 – instead of performing a song selected from one of the musical theatre styles/categories on either List A or List B, learners must now perform a song of their own choice written before 1980, taken from a published work of musical theatre or a film musical.
- 11 Grade 6 – Song 2 – learners must now perform a song of their own choice written in or after 1980, taken from a published work of musical theatre or from a film musical.
- 12 Grade 6 – Song 3 – learners must perform a song of their own choice written during any period, taken from a published work of musical theatre or from a film musical.
- 13 Grade 6 – Knowledge – the questions have changed. Learners will be asked about the musical style to which each song belongs, the character's objective in each song, the character's role within the context of the musical or film musical as a whole (one character will be selected by the examiner at the time of the examination) and the breathing techniques required to support the voice in song.
- 14 Grade 7 – Song 1 – instead of performing a song selected from one of the musical theatre styles/categories on List A, learners must now perform a song of their own choice written before 1960, taken from a published work of musical theatre or from a film musical.
- 15 Grade 7 – Song 2 – instead of performing a song selected from one of the musical theatre styles/categories on List B, learners must now perform a song of their own choice written during the period 1960 to 1980, taken from a published work of musical theatre or from a film musical.
- 16 Grade 7 – Song 3 – instead of performing a song out of context as a spoken monologue, learners must now perform a song of their own choice written after 1980, taken from a published work of musical theatre or from a film musical.
- 17 Grade 7 – Knowledge – the questions have changed. Learners will be asked about the character's objective in each song, the character's role within the context of the musical or film musical as a whole (one character will be selected by the examiner at the time of the examination), the vocal techniques required to perform one of the

chosen songs (selected by the learner) and the work and influence of one of the composers, librettists or lyricists of the chosen songs (selected by the learner).

The vocal techniques required to perform one of the chosen songs may include but are not limited to:

- techniques for preparing to sing a particularly long note or phrase in a song
 - techniques for preparing to sing a particularly high or low note in a song (comments relating to pitch)
 - techniques for vocally engaging with the rhythm of a song
 - techniques for successful breath support.
- 18 Grade 8 – Song 1 – instead of performing a song selected from one of the musical theatre styles/categories on List A, learners must now perform a song of their own choice written during the period 1880 to 1949, taken from a published work of musical theatre or from a film musical.
- 19 Grade 8 – Song 2 – instead of performing a song selected from one of the musical theatre styles/categories on List B, learners must now perform a song of their own choice written during the period 1950 to 1980, taken from a published work of musical theatre or from a film musical.
- 20 Grade 8 – Song 3 – instead of performing a song out of context as a spoken monologue, learners must now perform a song of their own choice written after 1980, taken from a published work of musical theatre or from a film musical.
- 21 Grade 8 – Knowledge – the questions have changed. Learners will be asked about the processes involved in developing the three songs for performance, the character's role within the context of the musical or film musical as a whole (one character will be selected by the examiner at the time of the examination) and the influences on musical theatre of **one** of the following practitioners: George Gershwin, Gilbert and Sullivan, Gillian Lynne, Cameron Mackintosh, Hal Prince, Tim Rice, Rodgers and Hammerstein, Stephen Sondheim or Andrew Lloyd Webber.

Group Musical Theatre: Changes to all Grades

General

No changes except to the following:

- 1 Solo/Duo Musical Theatre examinations and Group Musical Theatre examinations will now be in separate syllabuses.
- 2 All songs for Group Musical Theatre examinations must now be accompanied, from Entry Grade to Grade 8.
- 3 We will no longer refer to 'levels' in the Group Musical Theatre syllabus specification – these examinations will now be organised by grade.
- 4 For Group Musical Theatre examinations, groups must now consist of a minimum of three learners and a maximum of 15 learners.
- 5 The 'Repertoire Guidelines and Regulations' section for each level has been removed and amalgamated into the examination content, where appropriate.
- 6 All songs for Group Musical Theatre examinations must be selected from a published work of musical theatre or from a film musical. Where more than one song is required, these may be selected from the same musical/film or different musicals/films.
- 7 The inclusion of dialogue is required in the musical scenes at each grade. This dialogue may be devised by the learners or taken from a published text.
- 8 Any reference to taking songs out of context has been removed from the syllabus; however, it is still permitted to do this.
- 9 There is no regulation in the Group Musical Theatre syllabus which states that learners cannot play more than one character (unlike in Group Acting and Group Devising Drama).

Examination Content

Entry Grade

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously seven Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The musical scene must include one song and some dialogue.

- 5 The scene must now be a minimum of four minutes and no more than six minutes in performance time.

Grade 1

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously eight Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.

Grade 2

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously eight Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The scene must now be a minimum of eight minutes and no more than ten minutes in performance time.

Grade 3

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously eight Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The scene must now be a minimum of 10 minutes and no more than 12 minutes in performance time.

Grade 4

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously ten Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The requirement for the songs/scenes to be taken from the same musical has been removed. The three songs can now be taken from the same musical/film or different musicals/films.
- 5 The reference to 'sections of songs' has been removed.
- 6 The scene(s) must now be a minimum of 12 minutes and no more than 14 minutes in performance time.

Grade 5

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously ten Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The requirement to present *contrasting* songs has been retained at this grade in the examination content to encourage learners to choose songs that differ in theme, setting, type of character and/or mood, enabling them to display range and ability to the examiner. However, please note that the requirement to present contrasting songs does not form part of the assessment and therefore is **not** detailed in the Assessment Criteria.
- 5 The requirement for the songs/scenes to be taken from the same musical has been removed. The three songs can now be taken from the same musical/film or different musicals/films.
- 6 The reference to 'sections of songs' has been removed.
- 7 The scene(s) must now be a minimum of 14 minutes and no more than 16 minutes in performance time.

Grade 6

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously eleven Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The group will perform from memory one musical scene or sequence of scenes of their own choice which includes four songs written after 1900 and enough dialogue to develop character and situation. This has replaced the requirement for the group to perform from memory a musical scene or sequence of scenes from one or more musicals of their own choice.
- 5 The four songs can be taken from the same musical/film or different musicals/films.
- 6 The reference to 'sections of songs' has been removed.
- 7 The scene(s) must now be a minimum of 16 minutes and no more than 18 minutes in performance time.

Grade 7

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously eleven Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The group will perform from memory one musical scene or sequence of scenes of their own choice which includes four songs written after 1920 and enough dialogue to develop character and situation. This has replaced the requirement for the group to perform from memory a musical scene or sequence of scenes from one or more musicals of their own choice.
- 5 The four songs can be taken from the same musical/film or different musicals/films.
- 6 The reference to 'sections of songs' has been removed.
- 7 The scene(s) must now be a minimum of 18 minutes and no more than 20 minutes in performance time.

Grade 8

No changes except to the following:

- 1 We have added a 'Grade Description' to the syllabus to create parity with the other examinations.
- 2 There were previously eleven Learning Outcomes. There are now four Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The total time allowance of the exam has increased from 25 minutes to 30 minutes.
- 5 The group will perform from memory one musical scene or sequence of scenes of their own choice which includes four songs written after 1950 and enough dialogue to develop character and situation. This has replaced the requirement for the group to perform from memory a musical scene or sequence of scenes from one or more musicals of their own choice.
- 6 The four songs can be taken from the same musical/film or different musicals/films.
- 7 The requirement to display contrasting styles and characterisations has been removed.
- 8 The reference to 'sections of songs' has been removed.
- 9 The scene(s) must now be a minimum of 20 minutes and no more than 25 minutes in performance time.

LAMDA Certificate in Communication, Speech and Drama Education (PCertLAM)

General Information

No changes except to the following:

- 1 The PCertLAM will now be a two unit qualification – Unit 3 (Knowledge of Performance Repertoire) has been removed. As a two unit qualification, the PCertLAM meets the rigour required of a Level 3 qualification recognised on the current Ofqual educational framework. The removal of Unit 3 was a direct result of the qualification review process and a realisation that the Learning Outcomes and Assessment Criteria could be met within the revised requirements of Unit 1 and Unit 2, whilst retaining the rigour and purpose of the qualification. The removal of Unit 3 will also enable the qualification to be more practically obtained within one year. This will allow greater access for a majority of learners who take the qualification in Sixth Form, but who have struggled to complete in Upper 6 due to conflicting advanced level qualification requirements.
- 2 The minimum age requirement of 16 years has been removed. The PCertLAM is now open to all. There is no minimum age restriction.
- 3 The weightings for each unit will now be as follows: Unit 1 Performance Theory 30%; Unit 2 Presenting a Performance Recital 70%.
- 4 The Unit 2 recital must now be the same recital detailed in the written assignment submitted for the Unit 1 assessment.
- 5 The marking scheme for each unit has now changed. Marks will still be awarded by Assessment Criteria, but because the number of Assessment Criteria at each unit has changed, the marks awarded for each individual criteria have been revised.
- 6 If the learner is using music and/or sound effects for their Unit 2 recital, a technician is now permitted to be present in the examination room to operate the sound equipment. The technician must only remain in the room for the portion of the examination for which s/he is required.
- 7 The 'General Notes and Regulations' section has been amended to 'Examination Regulations'. Examination guidance and general regulations have been removed from the syllabus specification. Separate teaching guidance will be available.
- 8 General changes have been made to the content at the front of the syllabus specification, specifically to include a section on QCF assessment requirements and LAMDA's Invalidation Policy.
- 9 A glossary of terms has been added at the back of the syllabus specification.
- 10 In the new syllabus specification we have aimed to be less ambiguous in phraseology and have condensed many of the existing Assessment Criteria.

Unit 1: Performance Theory

No changes except to the following:

- 1 Changes have been made to the Level Description. This is now detailed as the 'Unit Purpose and Description'.
- 2 There were previously six Learning Outcomes. There are now three Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria.
- 4 The Unit 1 assessment has been changed from a 'workbook' to a Portfolio of Evidence, for clarity.
- 5 The word count for the Portfolio of Evidence has increased from between 4000 and 5000 words to between 5000 and 6000 words.
- 6 The recital detailed in the Portfolio of Evidence must be the same recital performed as part of the Unit 2 assessment. It must contain four pieces (a verse selection, a prose selection, a scene from a play and a piece of the learner's own choice) and links (an introduction, linking passages and a conclusion).
- 7 In addition to the original knowledge elements required for inclusion in the Portfolio of Evidence, learners are now also required to include the rationale behind their choice of staging and movement for the recital.

Unit 2: Presenting a Performance Recital

No changes except to the following:

- 1 Changes have been made to the Level Description. This is now detailed as the 'Unit Purpose and Description'.
- 2 There were previously thirteen Learning Outcomes. There are now six Learning Outcomes.
- 3 Changes have been made to consolidate and refine the Assessment Criteria. In particular, we have added an Assessment Criteria on memory.
- 4 The total time allowance for the examination has increased from 50 minutes to 60 minutes.
- 5 The 'Repertoire Guidelines and Regulations' section has been removed and amalgamated into the examination content, where appropriate.
- 8 The recital must be the same recital detailed in the Unit 1 Portfolio of Evidence. It must contain four pieces (a verse selection, a prose selection, a scene from a play and a piece of the learner's own choice) and links (an introduction, linking passages and a conclusion).

- 6 The time allowance for the recital has increased from a maximum of 20 minutes to a maximum of 25 minutes.
- 7 Knowledge – the questions have changed and are now much more specific. Please refer to the PCertLAM syllabus specification (page 24) for full details.