Exams

Musical Theatre

LAMDA Graded Exams Syllabus

Version 1.1: released October 2026
With exams from 1 January 2027

LAMDA London Academy *of* Music and Dramatic Art

lamda.ac.uk

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About LAMDA

Founded in 1861, the London Academy of Music and Dramatic Art (LAMDA) is the oldest drama school in the UK. We started to offer exams in speech and drama to the public over 130 years ago. Since then, we have developed an enviable reputation for delivering excellence in the provision of Communication, Performance and Musical Theatre exams in the UK, and are rapidly extending our reach internationally.

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

LAMDA Qualifications

The LAMDA Graded Exams in Musical Theatre reside on the Regulated Qualifications Framework (RQF). The RQF permits direct comparison between academic qualifications (i.e. GCSEs / A Levels) and vocational qualifications (i.e. LAMDA Qualifications and others).

About This Syllabus Specification

This syllabus specification outlines the specifications for LAMDA Graded Exams in Musical Theatre. It is designed for use by Centres, Teachers, Learners and Parents.

Qualification Structure

LAMDA Graded Exams in Musical Theatre are open to all. There are no minimum age restrictions and the choice of repertoire being presented is of the Learner's own choice.

The qualifications are available at four Levels on the RQF, and each exam subject is available from Entry Level to Grade 8.

There are no explicit skills or knowledge prerequisites for any LAMDA exams. However, to complete a LAMDA exam effectively, Learners should have sufficient English language skills and be suitably prepared to enable them to communicate and perform in line with the requirements, giving them the best opportunity to demonstrate their ability.

RQF Level	Grade	Qualification	Ofqual Qualification Accreditation Number (QAN)
Entry Level (E3)	Entry Level	LAMDA Entry Level Award in Musical Theatre	610/7501/2
Level 1	Grade 1	LAMDA Level 1 Award in Musical Theatre (Grade 1)	610/7502/4
	Grade 2	LAMDA Level 1 Award in Musical Theatre (Grade 2)	610/7503/6
	Grade 3	LAMDA Level 1 Award in Musical Theatre (Grade 3)	610/7504/8
Level 2	Grade 4	LAMDA Level 2 Award in Musical Theatre (Grade 4)	610/7505/X
	Grade 5	LAMDA Level 2 Award in Musical Theatre (Grade 5)	610/7506/1
Level 3	Grade 6	Level 3 Certificate in Musical Theatre (Grade 6)	610/7507/3
	Grade 7	Level 3 Certificate in Musical Theatre (Grade 7)	610/7508/5
	Grade 8	Level 3 Certificate in Musical Theatre (Grade 8)	610/7509/7

The Qualification Accreditation Number (QAN) is a unique identifier provided by Ofqual.

Reasonable Adjustments and Special Considerations

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

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 exam.

All LAMDA Graded Exams 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 Examiner.

LAMDA Musical Theatre Exams use practical assessment as the method for external assessment.

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

Learners must achieve a minimum of a Pass for all Assessment Criteria and meet the minimum overall mark in order to achieve a Pass for the whole qualification. Learners who fail to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

A Learner Exam Report (LER) will be completed by the Examiner for each assessment. This will show a result for each Assessment Criteria which could be Distinction (D), Merit (M), Pass (P), or Fail (F).

Invalidation Policy

LAMDA operates an Invalidation Policy for all its exams.

All Learners must perform to the exact requirements and comply with the Exam Regulations as detailed in the relevant syllabus specifications.

Learners who do not adhere to these requirements and regulations will be at risk of Invalidation. All potential Invalidations are submitted by the Examiner and are reviewed by LAMDA to ensure fair, valid and consistent decisions are made. If an exam is Invalidated, LAMDA will issue a result of 'Invalidated' and will not award a certificate for the Learner's assessment.

For all confirmed Invalidation decisions, the reasons for the Invalidation along with the Learner's Exam Report (marked Invalid) will be sent directly to the Centre Coordinator or the named accountable person detailed at the time of exam entry.

Language

English is used and explicitly expressed in all LAMDA syllabus specifications and assessment materials for the exams. Exams 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 exams in Ireland and Wales, it does not offer exams using Welsh (Cymraeg) or Irish (Gaeilge) languages.

Accent

LAMDA welcomes Learners from all over the world and encourages performances in a wide range of individual accents. Whilst taking exams, LAMDA encourages Learners to find clarity and intelligibility within their own accent rather than speaking in any particular accent.

Selecting Pieces With Sensitivity

LAMDA Exams is constantly exploring ways to make our syllabi as inclusive as possible. We work with the industry to create positive change and encourage conversation around equality, diversity and inclusivity.

We recommend Teachers and Learners to cast with sensitivity and consideration of the themes and experiences of the character portrayed, particularly in relation to age, religion, race, gender and disability. Learners can play characters of any age, religion, race, gender and disability where it is suitable for the individual Learner and where the part can be played positively with full consideration of cultural sensitivity.

Transposition

Learners may perform songs in a key that best supports a secure, accurate and expressive performance in line with the technical demands of the grade. Transposition is permitted where it enables clarity of pitch, healthy vocal production and sustained characterisation, and where it supports the effective communication of narrative and dramatic intention.

Musical Theatre assessments require Learners to demonstrate acting through song, with character, storytelling and dramatic intention communicated through vocal performance; the selected key should therefore facilitate confident vocal delivery and full engagement with these performance demands rather than adherence to an original commercial key. This approach supports equitable access to the qualification by allowing Learners to perform at their best within their individual vocal ranges.

Where transposition is required, this is the responsibility of the Learner and their Teacher, and LAMDA is unable to provide support in the preparation of transposed material. Learners must ensure that their accompaniment and performance materials are accurate, appropriate and fully prepared in advance of the exam.

Support Material

LAMDA expects that this syllabus document is used in conjunction with a range of supporting resources.

Mandatory resources are Free of Charge and include Teacher Support Materials, FAQs and Policies. They can be accessed via the LAMDA website.

LAMDA also produce a range of optional supporting resources. These can be purchased from our online shop.

Purpose of the Qualification

LAMDA Graded Exams in Musical Theatre are designed to develop skills in acting through song.

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

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

Broad Objectives of the Qualification

1. Interpretative skills

The Learner(s) will be required to:

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

2. Technical skills

The Learner(s) will be required to:

- Develop skills in voice, diction and movement.

3. Knowledge of the performance process

The Learner(s) will be required to:

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

Structure

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

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

Learners may enter for a Musical Theatre Exam at any grade. Each grade is independently assessed. Learning Outcomes are set at each Level and cover a range of grades (for example, Level 1 covers grades 1, 2 and 3). Assessment Criteria are set at each grade. There is a qualitative difference in outcome between individual grades within each Level. This is because the knowledge and skills required increase as the grades progress.

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

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

Exam Regulations

1. The inclusion of spoken dialogue is required in the musical scene(s) at Levels 2 & 3. This dialogue may be devised by the Learners or taken from a published text.

2. The Learner(s) should only play one character in their selected songs.

3. All songs must be accompanied. Accompaniment may be live or recorded.
   - 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 exam, 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 exam for which they are required.
   - Recorded accompaniment – if recorded accompaniment is used, the Learners must provide their own technical equipment for use in the exam. 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 exam for which they are required. **Backing tracks which include any vocal performance, including backing vocals, or spoken dialogue are not permitted**.

4. Where a live accompanist or a technician operating recorded accompaniment is present, their role is strictly limited to the provision and operation of the music. They must not offer any form of coaching, prompting, direction, conducting or similar interaction with the Learner(s). See further notes on accompaniment and backing vocals in the Glossary of Terms at the end of this publication.

5. 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, or gloves. Nudity is not permitted. Full costume changes during an exam are not permitted and any changes must be minimal and must not impact the flow of the exam.

6. Small hand props are permitted but must be kept to a minimum. Real or authentic replica weapons are not permitted in the exam room.

7. No unauthorised person will be allowed to be present during the exam. An 'authorised person' is a person (that is not being assessed), who has been permitted by LAMDA Exams to enter the exam room in line with the requirements of the Learner's Reasonable Adjustment.

8. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into or used in the exam room unless they are:
   - Required as a prop and turned off
   - Required to play a recorded accompaniment, is in airplane mode and the screens are visible to the Examiner throughout the period of use
   - Authorised as part of a LAMDA authorised Reasonable Adjustment and are only used in line with the approved adjustment
   - Shown to the Examiner at the start of the Exam to verify their status (and are off or in airplane mode)
   - Only used for the part(s) of the exam where they are required, and are placed out of the reach and view of the Learner for all other sections
   - Backing tracks must be downloaded onto a device, as the use of Wi-Fi is prohibited within the exam. Learners or technicians are not permitted to access the internet to access backing tracks in the exam room.

9. Electronic sound and visual enhancement are not permitted. The use of microphones to amplify the Learner(s) voice(s) is not permitted. The use of lighting changes, video projection, or special effects to enhance the performance are not permitted.

10. Live animals are not permitted in the exam room.

11. Copies of the lyrics provided for the Examiner must adhere to copyright laws.

12. Learners must take responsibility for their own health and safety when working towards a LAMDA Musical Theatre exam.

13. The selected repertoire must be performed in English.

14. Where a maximum timescale is stated, if a Learner exceeds this time, the Examiner will not mark anything presented after this time.

15. Pieces must be Published by a professional Third Party (e.g. a Publishing House). Self-Published Pieces that have not been reviewed and published by a third party are not allowed.

Please note: If, during an exam, the Examiner feels that any action or behaviour presents a risk to the safety, security or safeguarding of any party involved in the exam, the Examiner may take immediate action and halt the exam.

LAMDA Entry Level Award in Musical Theatre

RQF Level: Entry Level (Entry 3)

Guided Learning Hours: 20	Total Qualification Time: 40

Entry Level Description

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

Learning Outcomes

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

Interpretation

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

Technique

LO2: Use vocal skills in response to the song.

LO3: Use the face and body in response to the song.

Knowledge

LO4: Understand the character in the chosen song.

Total Time Allowance

Solo - 10 minutes	Duologue - 15 minutes

Exam Content: Entry Level Musical Theatre

Song (Own Choice): Interpretation and Technique

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

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

The performance must consist of one song.

The song must be a minimum of 2 minutes and no more than 3 minutes in performance time. The song must be accompanied. The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics should be provided for the Examiner.

Knowledge

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

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

Assessment and Grading Criteria: Entry Level Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform one song from memory, demonstrating an understanding of the material**
1.1	Perform the words of the song with understanding
1.2	Perform from memory with fluency and focus
LO2	**Use vocal skills in response to the song**
2.1	Perform with audibility appropriate to the performance space
2.2	Perform with clarity of diction
2.3	Sing the melody with accuracy
2.4	Sing the rhythm with accuracy
LO3	**Use the face and body in response to the song**
3.1	Perform with movement and facial expression appropriate to the character
LO4	**Understand the character in the song**
4.1	Outline the feelings of the character in the song
4.2	Describe the appearance of the character in the song

Entry Level Marking Scheme

Assessment Task	Marks		Total Marks
Song (Own Choice)	Interpretation	40	**80**
	Technique	40	
Knowledge			**20**
Total Marks			**100**

Attainment Bands

Award	Total Marks
Pass	**50–64**
Merit	**65–79**
Distinction	**80+**

The following information describes what skills Learners need to present in order to attain marks for Fail, Pass, Merit or Distinction for Entry Level Musical Theatre Exams.

Distinction (80–100 marks)
A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the chosen material, performed from memory. The Learner will have used appropriate movement and facial expression throughout. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm throughout. The Learner will have given detailed responses to the questions about their chosen song.

Merit (65–79 marks)
A Learner who achieves a Merit grade will have demonstrated a secure understanding of the chosen material, performed from memory. The Learner will have used appropriate movement and facial expression most of the time. They will have sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm most of the time. The Learner will have given general, but accurate responses to the questions about their chosen song.

Pass (50–64 marks)
A Learner who achieves a Pass grade will have demonstrated a basic understanding of the chosen material, performed from memory. The Learner will have used appropriate movement and facial expression some of the time. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm some of the time. The Learner will have given basic responses to the questions about their chosen song.

Fail (0–49 marks)
A Learner whose exam is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and grade.

Please Note: Learners who complete the external assessment but who either do not meet the minimum pass mark or fail to achieve a pass for one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

LAMDA Level 1 Award in Musical Theatre

RQF Level: 1

Grade 1	Guided Learning Hours: 20	Total Qualification Time: 60
Grade 2	Guided Learning Hours: 25	Total Qualification Time: 70
Grade 3	Guided Learning Hours: 30	Total Qualification Time: 80

Level Description

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

Learning Outcomes

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

Interpretation

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

Technique

LO2: Use vocal skills in response to the songs.

LO3: Use the performance space in response to the songs.

Knowledge

LO4: Know and understand the characters and situations in the songs.

Total Time Allowance

Solo - 15 minutes	Duologue - 20 minutes

Exam Content: Grade 1 Musical Theatre

Song 1 (Own Choice): Interpretation and Technique

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

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

The song chosen must be taken from a different musical from that presented for Song 2.

The performance must consist of one song.

The song must be a minimum of 2 minutes and no more than 3 minutes in performance time and must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

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

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

The song chosen must be taken from a different musical from that presented for Song 1.

The performance must consist of one song.

The song must be a minimum of 2 minutes and no more than 3 minutes in performance time and must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics should be provided for the Examiner.

Knowledge

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

- The appearance of the characters in the songs.
- What is happening and how the characters are feeling in each of the songs.

Assessment and Grading Criteria: Grade 1 Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform two songs from memory, demonstrating an understanding of the material**
1.1	Perform the words of the songs with understanding
1.2	Demonstrate an understanding of character and situation
1.3	Perform from memory with fluency and focus
LO2	**Use vocal skills in response to the songs**
2.1	Perform with audibility appropriate to the performance space
2.2	Perform with clarity of diction
2.3	Sing the melody with accuracy
2.4	Sing the rhythm with accuracy
LO3	**Use the performance space in response to the songs**
3.1	Perform with movement and facial expression appropriate to the character
LO4	**Know and understand the characters and situations in the songs**
4.1	Describe the appearance of the characters in the songs
4.2	Describe what is happening and outline how your characters are feeling in each of the songs

Exam Content: Grade 2 Musical Theatre

Song 1 (Own Choice): Interpretation and Technique

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

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

The song chosen must be taken from a different musical from that presented for Song 2.

The performance must consist of one song.

The song must be a minimum of 2 minutes and no more than 3 minutes in performance time and must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

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

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

The song chosen must be taken from a different musical from that presented for Song 1.

The performance must consist of one song.

The song must be a minimum of 2 minutes and no more than 3 minutes in performance time and must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics should be provided for the Examiner.

Knowledge

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

- The location of each of the songs.
- What is happening and how the characters are feeling in each of the songs.

Assessment and Grading Criteria: Grade 2 Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform two songs from memory, demonstrating an understanding of the material**
1.1	Perform the words of the songs with understanding
1.2	Demonstrate an understanding of character and situation
1.3	Perform from memory with fluency and focus
LO2	**Use vocal skills in response to the songs**
2.1	Perform with audibility appropriate to the performance space
2.2	Perform with clarity of diction
2.3	Sing the melody with accuracy
2.4	Sing the rhythm with accuracy
LO3	**Use the performance space in response to the songs**
3.1	Perform with movement and facial expression appropriate to the character
LO4	**Know and understand the characters and situations in the songs**
4.1	Describe the location of the songs
4.2	Outline what is happening and give an overview of how your characters are feeling in each of the songs

Exam Content: Grade 3 Musical Theatre

Song 1 (Own Choice): Interpretation and Technique

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

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

The song chosen must be taken from a different musical from that presented for Song 2.

The performance must consist of one song.

The song must be a minimum of 2 minutes and no more than 3 minutes in performance time and must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

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

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

The song chosen must be taken from a different musical from that presented for Song 1.

The performance must consist of one song.

The song must be a minimum of 2 minutes and no more than 3 minutes in performance time and must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics should be provided for the Examiner.

Knowledge

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

- What is happening and how the characters are feeling in each of the songs.
- The plot of the musical or film musical from which one of the songs has been taken *(chosen by the Examiner at the time of the exam)*.

Assessment and Grading Criteria: Grade 3 Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform two songs from memory, demonstrating an understanding of the material**
1.1	Perform the words of the songs with understanding
1.2	Demonstrate an understanding of character and situation
1.3	Perform from memory with fluency and focus
LO2	**Use vocal skills in response to the songs**
2.1	Perform with audibility appropriate to the performance space
2.2	Perform with clarity of diction
2.3	Sing the melody with accuracy
2.4	Sing the rhythm with accuracy
LO3	**Use the performance space in response to the songs**
3.1	Perform with movement and facial expression appropriate to the character
LO4	**Know and understand the characters and situations in the songs**
4.1	Outline what is happening and give an overview of how the characters are feeling in each of the songs
4.2	Outline the plot of the musical or film musical from which one of the songs has been taken

Level 1 Marking Scheme

Assessment Task	Marks		Total Marks
Song 1 (Own Choice)	Interpretation	20	**40**
	Technique	20	
Song 2 (Own Choice)	Interpretation	20	**40**
	Technique	20	
Knowledge			**20**
Total Marks			**100**

Attainment Bands

Award	Total Marks
Pass	**50–64**
Merit	**65–79**
Distinction	**80+**

The following information describes what skills Learners need to present in order to attain marks for Fail, Pass, Merit or Distinction for Level 1 Musical Theatre Exams.

Distinction (80–100 marks)
A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the character and situation within the chosen material, performed from memory. The Learner will have performed with appropriate use of movement and facial expression throughout. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm throughout. The Learner will have given detailed answers in response to the questions about their chosen song.

Merit (65–79 marks)
A Learner who achieves a Merit grade will have demonstrated a secure understanding of the character and situation within the chosen material, performed from memory. The Learner will have performed with appropriate use of movement and facial expression most of the time. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm most of the time. The Learner will have given secure answers in response to the questions about their chosen song.

Pass (50–64 marks)
A Learner who achieves a Pass grade will have demonstrated a basic understanding of the character and situation within the chosen material, performed from memory. The Learner will have performed with appropriate use of movement and facial expression some of the time. They will have also sung with appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm some of the time. The Learner will have given basic answers in response to the questions about their chosen song.

Fail (0–49 marks)
A Learner whose exam is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and grade.

Please Note: Learners who complete the external assessment but who either do not meet the minimum pass mark or fail to achieve a pass for one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

LAMDA Level 2 Award in Musical Theatre

RQF Level: 2

Grade 4	Guided Learning Hours: 40	Total Qualification Time: 100
Grade 5	Guided Learning Hours: 50	Total Qualification Time: 120

Level Description

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

Learning Outcomes

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

Interpretation

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

Technique

LO2: Use vocal skills to respond appropriately to the songs and dialogue.
LO3: Create a physical response to the songs.

Knowledge

LO4: Know and understand the characters, situations and staging of the songs.
LO5: Know and understand the context of the songs.
LO6: Know and understand technical terminology for the actor/singer (Grade 5 only).

Total Time Allowance

Solo – 20 minutes	Duologue – 25 minutes

Exam Content: Grade 4 Musical Theatre

Song 1 (Own Choice): Interpretation and Technique

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

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

The performance will consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.**

The song chosen must be taken from a different musical from that presented for Song 2. The performance will be 3-4 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

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

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

The performance will consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.**

The song chosen must be taken from a different musical from that presented for Song 1. The performance will be 3-4 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

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

Knowledge

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

- How the character is feeling in each of the songs and how they react to their situations.
- How the physical characterisation in response to each situation helped to reflect the character's feelings, moods and thoughts.
- The working stage areas*, giving an example of how and why one area was used in the songs.

*The Examiner will select four working stage areas from the following list: centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and wings. The Learner will select any one stage area used within one of their songs to give an example of how and why it was used in the chosen piece, or the Examiner will ask a subsidiary question if no examples are naturally given.

- An outline of the plot of the musical or film musical from which one of the songs has been taken *(selected by the Examiner at the time of the exam)*.

Assessment and Grading Criteria: Grade 4 Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform two songs from memory, demonstrating an understanding of the material**
1.1	Demonstrate an understanding of the situation and place in which the characters live
1.2	Demonstrate an understanding of how the character feels, including showing their moods and thoughts
1.3	Perform from memory with fluency, focus and naturalness
LO2	**Use vocal skills to respond appropriately to the songs**
2.1	Perform with audibility appropriate to the performance space
2.2	Perform with clarity of diction
2.3	Sustain vocal control through to the end of phrases
2.4	Sing the melody with accuracy
2.5	Sing the rhythm with accuracy
LO3	**Create a physical response to the songs**
3.1	Communicate the physicality of the characters through appropriate movement, posture, body language and facial expression
3.2	Make appropriate use of the performance space
LO4	**Know and understand the characters, situations and staging of the songs**
4.1	Describe how the characters are feeling in the songs and how they react to their situations
4.2	Explain how your physical characterisation helped to reflect the character, their feelings, moods and thoughts
4.3	Identify the positions of up to four of the working stage areas, giving an example of how and why one area was used in one of your songs
LO5	**Know and understand the context of the songs**
5.1	Outline the plot of the musical or film musical from which one of the songs has been taken

Exam Content: Grade 5 Musical Theatre

Song 1 (Own Choice): Interpretation and Technique

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

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

The performance will consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**.

The song chosen must be taken from a different musical from that presented for Song 2. The performance will be 3-4 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

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

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

The performance will consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.**

The song chosen must be taken from a different musical from that presented for Song 1. The performance will be 3-4 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Examiner will ask the Learner(s) to announce the title, lyricist/composer and character prior to the performance. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

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

Knowledge

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

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

Assessment and Grading Criteria: Grade 5 Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform two songs from memory, demonstrating an understanding of the material**
1.1	Demonstrate an understanding of the situation and place in which the character lives
1.2	Demonstrate an understanding of how the character feels, including showing their moods and thoughts
1.3	Perform from memory with fluency, focus and naturalness
LO2	**Use vocal skills to respond appropriately to the songs**
2.1	Perform with audibility appropriate to the performance space
2.2	Perform with clarity of diction
2.3	Sustain vocal control through to the end of phrases
2.4	Sing the melody with accuracy
2.5	Sing the rhythm with accuracy
LO3	**Create a physical response to the songs**
3.1	Communicate the physicality of the characters through appropriate movement, posture, body language and facial expression
3.2	Make appropriate use of the performance space
LO4	**Know and understand the characters, situations and staging of the songs**
4.1	Describe how the characters are feeling in the songs and how they react to their situations
4.2	Explain the reasons for the staging choices in one of the songs using technical terminology of the working stage areas
LO5	**Know and understand the context of the songs**
5.1	Summarise the key themes in the musical or film musical from which one of the songs has been taken
LO6	**Know and understand technical terminology for the actor/singer**
6.1	Define up to three technical terms for the actor/singer

Level 2 Marking Scheme

Assessment Task	Marks		Total Marks
Song 1 (Own Choice)	Interpretation	20	**40**
	Technique	20	
Song 2 (Own Choice)	Interpretation	20	**40**
	Technique	20	
Knowledge			**20**
Total Marks			**100**

Attainment Bands

Award	Total Marks
Pass	**50–64**
Merit	**65–79**
Distinction	**80+**

The following information describes what skills Learners need to present in order to attain marks for Fail, Pass, Merit or Distinction for Level 2 Musical Theatre Exams.

Distinction (80–100 marks)
A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging choices, facial expression, stance, gesture, and movement. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm throughout. The Learner will have given detailed answers in response to the questions about their chosen songs.

Merit (65–79 marks)
A Learner who achieves a Merit grade will have demonstrated a secure understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of physical characterisation most of the time. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm most of the time. The Learner will have given secure answers in response to the questions about their chosen songs.

Pass (50–64 marks)
A Learner who achieves a Pass grade will have demonstrated a basic understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of physical characterisation some of the time. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm some of the time. The Learner will have given basic answers in response to the questions about their chosen songs.

Fail (0–49 marks)
A Learner whose exam is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and grade.

Please Note: Learners who complete the external assessment but who either do not meet the minimum pass mark, or fail to achieve a pass for one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate), will be graded as a Fail.

LAMDA Level 3 Certificate in Musical Theatre

RQF Level: 3

Grade 6	Guided Learning Hours: 60	Total Qualification Time: 140
Grade 7	Guided Learning Hours: 80	Total Qualification Time: 180
Grade 8	Guided Learning Hours: 90	Total Qualification Time: 240

Level Description

The LAMDA Level 3 Certificate in Musical Theatre is designed to enable Learners to develop a wide range of skills in acting through song. At Grade 6, Learners will perform two songs and one spoken song from memory. At Grades 7 and 8, Learners will perform three songs from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. The three songs presented must all be from different published works of musical theatre or film musicals. There will be a sense of ownership and self-awareness. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to support the musical text and engage the audience.

Learning Outcomes: Grade 6

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

Interpretation

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

Technique

LO2: Use vocal skills in response to the songs.

LO3: Create a physical response to the songs.

Knowledge

LO4: Know and understand the content and context of the chosen songs.

LO5: Know and understand the techniques required for musical theatre.

Learning Outcomes: Grade 7

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

Interpretation
LO1: Perform three songs from memory, demonstrating an understanding of the material.

Technique
LO2: Use vocal skills in response to the songs.
LO3: Create a physical response to the songs.

Knowledge
LO4: Know and understand the content and context of the chosen songs.
LO5: Know and understand the techniques required for musical theatre.

Learning Outcomes: Grade 8

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

Interpretation
LO1: Perform three songs from memory, demonstrating an understanding of the material.

Technique
LO2: Use vocal skills in response to the songs.
LO3: Create a physical response to the songs.

Knowledge
LO4: Know and understand the content and context of the chosen songs.
LO5: Know and understand the techniques required for musical theatre.
LO6: Know and understand the work and contribution to musical theatre of **one** practitioner.

Total Time Allowance

Grade 6 – Bronze Medal	Solo – 35 minutes	Duologue – 40 minutes
Grade 7 – Silver Medal and Grade 8 – Gold Medal	Solo – 40 minutes	Duologue – 45 minutes

Exam Content:
Grade 6 – Bronze Medal - Musical Theatre

Learners must present two songs and one spoken song from three different musical genres.

Song 1 (Own Choice): Interpretation and Technique

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

Duo Learners will perform from memory one duet of their own choice taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

The performance must consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. If a non-English language musical is selected, a published translation of the original song into English must be used.

The song chosen must be taken from a different musical genre from that presented for Song 2 and Song 3. The performance will be 3-5 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

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

Duo Learners will perform from memory one duet of their own choice taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

The performance must consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. If a non-English language musical is selected, a published translation of the original song into English must be used.

The song chosen must be taken from a different musical genre from that presented for Song 1 and Song 3. The performance will be 3-5 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

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

Spoken Song (Own Choice): Interpretation and Technique:

Solo Learners will perform from memory one solo song of their own choice, **performed as a spoken dramatic monologue, without musicality, melody or accompaniment**, taken from a published work of musical theatre or from a film musical from one of the genres below:

Duo Learners will perform from memory one duet of their own choice, **performed as a spoken dramatic duologue, without musicality, melody or accompaniment**, taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

If a non-English language musical is selected, a published translation of the original song into English must be used.

The chosen song must be taken from a different musical genre from that presented for Song 1 and Song 2. The performance will be 2-5 minutes.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

Knowledge

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

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

Assessment and Grading Criteria: Grade 6 Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform two songs and one spoken song from memory, demonstrating an understanding of the material**
1.1	Demonstrate understanding of text and subtext
1.2	Communicate understanding of the intentions and objectives of the characters portrayed
1.3	Perform from memory with fluency, focus and spontaneity
LO2	**Use vocal skills in response to the songs**
2.1	Perform with appropriate breathing, voice production and resonance
2.2	Perform with clarity of diction
2.3	Sustain vocal control through to the end of phrases
2.4	Respond vocally to the demands of the characterisations
2.5	Sing with accurate intonation and pitch
LO3	**Create a physical response to the songs**
3.1	Communicate the personal characteristics of each character through appropriate posture, movement, body language and facial expression
3.2	Make effective use of the performance space
LO4	**Know and understand the content and context of the songs**
4.1	Summarise the character's objective in each of the songs
4.2	Explain the musical genre to which each song belongs
4.3	Explain the role of one of the characters portrayed, within the context of the musical or film musical as a whole
4.4	Describe how the published or devised spoken dialogue was selected and developed for one of the songs
LO5	**Know and understand the techniques required for musical theatre**
5.1	Explain the breathing techniques required to support the voice in song

Exam Content:
Grade 7 – Silver Medal - Musical Theatre

Learners must present three songs from three different musical genres.

Song 1 (Own Choice): Interpretation and Technique

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

Duo Learners will perform from memory one duet of their own choice taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

The performance must consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. If a non-English language musical is selected, a published translation of the original song into English must be used.

The song chosen must be taken from a different musical genre from that presented for Song 2 and Song 3. The performance will be 3-5 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

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

Duo Learners will perform from memory one duet of their own choice taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

The performance must consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.** If a non-English language musical is selected, a published translation of the original song into English must be used.

The song chosen must be taken from a different musical genre from that presented for Song 1 and Song 3. The performance will be 3-5 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

Song 3 (Own Choice): Interpretation and Technique

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

Duo Learners will perform from memory one duet of their own choice taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

The performance must consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. If a non-English language musical is selected, a published translation of the original song into English must be used.

The song chosen must be taken from a different musical genre from that presented for Song 1 and Song 2. The performance will be 3-5 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

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

Knowledge

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

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

Assessment and Grading Criteria: Grade 7 Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform three songs from memory, demonstrating an understanding of the material**
1.1	Demonstrate understanding of text and subtext
1.2	Communicate understanding of the intentions and objectives of the characters portrayed
1.3	Perform from memory with fluency, focus and spontaneity
LO2	**Use vocal skills in response to the songs**
2.1	Perform with appropriate breathing, voice production and resonance
2.2	Perform with clarity of diction
2.3	Sustain vocal control through to the end of phrases
2.4	Respond vocally to the demands of the characterisations
2.5	Sing with accurate intonation and pitch
LO3	**Create a physical response to the songs**
3.1	Communicate the personal characteristics of each character through appropriate posture, movement, body language and facial expression
3.2	Make effective use of the performance space
LO4	**Know and understand the content and context of the songs**
4.1	Summarise the character's objective in each of the songs
4.2	Explain the role of one of the characters portrayed, within the context of the musical or film musical as a whole
4.3	Describe how the published or devised spoken dialogue was selected and developed for one of the songs
4.4	Describe the work and influence on musical theatre of one of the composers, librettists or lyricists of the songs
LO5	**Know and understand the techniques required for musical theatre**
5.1	Explain the breathing techniques required to support the voice in song

Exam Content:
Grade 8 – Gold Medal - Musical Theatre

Learners must present three songs from three different musical genres.

Song 1 (Own Choice): Interpretation and Technique

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

Duo Learners will perform from memory one duet of their own choice taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

The performance must consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character.** If a non-English language musical is selected, a published translation of the original song into English must be used.

The song chosen must be taken from a different musical genre from that presented for Song 2 and Song 3. The performance will be 3-5 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

Song 2 (Own Choice): Interpretation and Technique

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

Duo Learners will perform from memory one duet of their own choice taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

The performance must consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. If a non-English language musical is selected, a published translation of the original song into English must be used.

The song chosen must be taken from a different musical genre from that presented for Song 1 and Song 3. The performance will be 3-5 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

Song 3 (Own Choice): Interpretation and Technique

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

Duo Learners will perform from memory one duet of their own choice taken from a published work of musical theatre or from a film musical from one of the genres below:

- Light Operetta
- Musical Comedy
- Golden Age
- Pastiche Musical
- Pop/Rock Musical
- Juke Box Musical
- Concept Musical
- Book Musical

The performance must consist of one song and **must include a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**. If a non-English language musical is selected, a published translation of the original song into English must be used.

The song chosen must be taken from a different musical genre from that presented for Song 1 and Song 2. The performance will be 3-5 minutes, with the spoken dialogue included in the overall performance time of each song. The song must be accompanied.

The Learner(s) must present a brief introduction (not included in the overall performance time) of no more than 30 seconds, announcing the title, lyricist/composer, character and outlining the context of the song. This information may be memorised or read from a note card. A clean, legible, unannotated copy of the lyrics and of the published or devised text should be provided for the Examiner.

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

Knowledge

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

- The processes involved in developing the songs for performance *(one from the three performed will be selected by the Examiner at the time of the exam)*.
- How the published or devised spoken dialogue was selected and developed for one of the songs *(selected by the Examiner at the time of the exam)*.
- The character's role within the context of the musical or film musical as a whole *(one character from the three performed will be selected by the Examiner at the time of the exam)*.
- The vocal techniques required to perform the chosen songs.
- The impact on musical theatre of **one** of the following practitioners *(chosen by the Learner)*: George Gershwin, Rodgers & Hammerstein, Stephen Sondheim, Andrew Lloyd Webber, Lin-Manuel Miranda, Bob Fosse, Sonia Friedman, Harold Prince, Jerome Robbins, Schönberg & Boublil.

Assessment and Grading Criteria: Grade 8 Musical Theatre

Learning Outcomes (LOs) and Assessment Criteria

LO1	**Perform three songs from memory, demonstrating an understanding of the material**
1.1	Demonstrate understanding of text and subtext
1.2	Communicate understanding of the intentions and objectives of the characters portrayed
1.3	Perform from memory with fluency, focus and spontaneity
LO2	**Use vocal skills in response to the songs**
2.1	Perform with appropriate breathing, voice production and resonance
2.2	Perform with clarity of diction
2.3	Sustain vocal control through to the end of phrases
2.4	Respond vocally to the demands of the characterisations
2.5	Sing with accurate intonation and pitch
LO3	**Create a physical response to the songs**
3.1	Communicate the personal characteristics of each character through appropriate posture, movement, body language and facial expression
3.2	Make effective use of the performance space
LO4	**Know and understand the content and context of the songs**
4.1	Explain the processes involved in developing the song for performance
4.2	Describe how the published or devised spoken dialogue was selected and developed for one of the songs
4.3	Explain the role of one of the characters portrayed within the context of the musical or film musical as a whole
LO5	**Know and understand the techniques required for musical theatre**
5.1	Describe the vocal techniques required to perform the chosen songs
LO6	**Know and understand the influences on musical theatre of one practitioner**
6.1	Summarise the influences on musical theatre of one chosen practitioner

Level 3 Marking Scheme

Assessment Task	Marks		Total Marks
Song 1 (Own Choice)	Interpretation	15	**25**
	Technique	10	
Song 2 (Own Choice)	Interpretation	15	**25**
	Technique	10	
Song 3 (Own Choice)	Interpretation	15	**25**
	Technique	10	
Knowledge			**25**
Total Marks			**100**

Attainment Bands

Award	Total Marks
Pass	**50–64**
Merit	**65–79**
Distinction	**80+**

The following information describes what skills Learners need to present in order to attain marks for Fail, Pass, Merit or Distinction for Level 3 Musical Theatre Exams.

Distinction (80–100 marks)
A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the text, subtext, intentions and objectives of the characters within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of physical characterisation throughout. They will have sung with sustained vocal control, using appropriate breathing, voice production and resonance throughout. They will have sung with fluency, focus, clear diction and accurate intonation and pitch, responding to the vocal demands of characterisations with spontaneity throughout.

The Learner will have given detailed answers in response to the questions about their chosen songs. They will have given a detailed explanation of the breathing techniques required to support the voice in song (Grades 6 and 7 only), vocal techniques required to perform the chosen songs, and the influences on musical theatre of one chosen practitioner (Grade 8 only).

Merit (65–79 marks)
A Learner who achieves a Merit grade will have demonstrated a secure understanding of the text, subtext, intentions and objectives of the characters within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of physical characterisation most of the time. They will have also sung with sustained vocal control, using appropriate breathing, voice production and resonance most of the time. They will have sung with fluency, focus, clear diction and accurate intonation and pitch, responding to the vocal demands of characterisations with spontaneity most of the time.

The Learner will have given secure answers in response to the questions about their chosen songs. They will have given a secure explanation of the breathing techniques required to support the voice in song (Grades 6 and 7 only), vocal techniques required to perform the chosen songs and the influences on musical theatre of one chosen practitioner (Grade 8 only).

Pass (50–64 marks)
A Learner who achieves a Pass grade will have demonstrated a basic understanding of the text, subtext, intentions and objectives of the characters within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of physical characterisation some of the time. They will have sung with sustained vocal control, using appropriate breathing, voice production and resonance some of the time. They will have sung with fluency, focus, clear diction and accurate intonation and pitch, responding to the vocal demands of characterisations with spontaneity some of the time.

The Learner will have given basic answers in response to the questions about their chosen songs. They will have given a basic explanation of the breathing techniques required to support the voice in song (Grades 6 and 7 only), vocal techniques required to perform the chosen songs, and the influences on musical theatre of one chosen practitioner (Grade 8 only).

Fail (0–49 marks)
A Learner whose exam is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and grade.

Please Note: Learners who complete the external assessment, but who either do not meet the minimum pass mark or fail to achieve a pass for one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate), will be graded as a Fail.

Glossary of Terms: Syllabus Terminology

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

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

Award – a Qualification with a Total Qualification Time of up to 120 hours.

Certificate – a Qualification with a Total Qualification Time of between 121 – 359 hours.

Guided Learning Hours (GLH) – the number of hours of Teacher-supervised or Teacher-directed study time required to teach a Qualification or the unit of a Qualification.

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

Level – an indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the Learner in demonstrating that achievement.

Qualification – an Award made to a Learner for the achievement of that Award.

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

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

Total Qualification Time (TQT) – the whole time a Learner takes to complete a Qualification, including guided learning, directed study, self-study and dedicated assessment and exam time.

Glossary of Terms: Command Verbs

Communicate – convey ideas to others.

Define – to set out and explain the meaning of something.

Demonstrate – carry out and apply knowledge, show an understanding and/or skills in a practical situation.

Describe – give a clear, straightforward depiction of the main points.

Explain – show and give reasons and/or evidence to support an opinion, view or argument.

Identify – to show or denote (verbally, visually or via demonstration) an answer or point.

Make - to produce, to bring about, create or cause.

Outline – to set out main characteristics, features or main points.

Perform – deliver to an audience.

Respond – to react to a demand.

Select – choose the best or most suitable option related to specific criteria or outcomes.

Sing – to make musical sounds using the voice.

Summarise – to express the information in a concise and succinct manner, combining topics, themes, contexts and examples to highlight key points.

Sustain – to continue to use a skill throughout an assessment or a stated period of time.

Use – to put a skill to a particular purpose.

Glossary of Terms: Syllabus Content

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

Accompaniment - All songs must be accompanied, either by live or recorded accompaniment. Where a live accompanist or a technician operating recorded accompaniment is present, their role is strictly limited to the provision and operation of the music. They must not offer any form of coaching, prompting, direction, conducting or similar interaction with the Learner(s) during the exam.

The accompanist or technician should be positioned to the side or behind the Learner(s), in a way that prevents interaction with the Learner(s), minimises distraction and ensures the focus remains on the performance. They may remain in the room only for the duration of the sung performance(s) and must leave before the knowledge element of the exam begins.

The responsibility for providing and managing accompaniment, including any required equipment and personnel, rests with the Learner(s) and their teacher.

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

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

Backing vocals – LAMDA defines backing vocals as any recorded or live vocal accompaniment to a performance. This may be spoken or sung, using words or sounds. All backing vocals are completely prohibited for all LAMDA Musical Theatre exams for the following reasons:

- They can provide an inappropriate advantage for a Learner by supporting the harmony of a performance, identifying the correct note and providing an element of strength to a voice and audibility of the lyrics.
- They can detract from the Learner's own performance and limit the Examiner's ability to assess against the criteria.
- They can provide a disadvantage as they may distract a Learner, they may cause Learner focus to be drawn towards the backing vocals and away from their own performance.

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

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

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

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

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

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

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

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

Key theme – a recurring idea or subject in the song or in the musical or film musical from which the song has been taken.

Location – where the song takes place.

Meaning – clarifying what the character is thinking and the sense behind their words and/or actions.

Melody – the arrangement of single notes to form a sequence in musical composition.

Mood – the atmosphere created; conveying what the character is feeling and the emotion behind their words (and/or movement).

Musical - a story with a musical score and songs that are woven into a narrative, integral to the advancement of a plot and to character development. A musical may have spoken dialogue, or the entire book of the musical may be sung-through.

Film musical - a film with a musical score and songs that are woven into a narrative, integral to the advancement of a plot and to character development. A film musical may be a stage musical that has been adapted for film, or an original work of musical theatre created for the screen. A film musical shares all aspects of a musical, only the medium of film sets it apart.

Performance space – the area in which the Learner performs.

Personal characteristics – what a character looks like, noting any distinguishing features. This will affect the Learner's use of movement, stance, posture, gesture, facial expression etc.

Physical response – a non-verbal response to the imagery of the song.

Pitch – the degree of height or depth of a tone or sound.

Place and period – creating a sense of the world in which the character appears, including the time and location.

Plot – the main story and/or events of the musical or film musical.

Published – a text which is available to the public either in a printed book, e-book, or online.

For the purposes for these qualifications, LAMDA defines published as a text which is verifiably available to the public in a printed book, in an e-book or online and has been published by a third party. Self-published works are not allowed. Learners must be able to state the author, original publication date and publisher.

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

Revision - to make changes to something that is written in order to improve it.

Revival - the restaging of a stage production after its original run has closed. New material may be added.

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

Situation – what is happening in the song.

Spontaneity – as if the song is being performed for the very first time.

Spoken Dialogue - a short piece of spoken dialogue, delivered in character within the song.

This must be a cohesive part of the performance, either:

- leading naturally into the song.

and / or
- linking two sections of the song together.
and / or
- concluding the song.

Spoken song -the lyrics of a song from a published work of musical theatre or film musical, performed as a dramatic monologue without melody, musicality or accompaniment.

Staging - the positioning of a performance within the space provided.

Stance - the manner and position in which a character stands.

Style - refers to characteristic features within music that have a recognition of a certain era or genre when played, or else it will be expected to have a particular sound due to musical content, mannerisms, expressive devices, or musical patterns. Examples include ballad, blues, comic song, folk song, jazz, patter song, operetta, pop, rock, or torch song.

Subtext - the hidden meaning or underlying message behind the song.

Understanding of Character - revealing what the character is thinking, how the character is feeling and any changes in the character's mood throughout the song.

Understanding of Situation and Location - revealing the world in which the character lives and the physical aspects of where the song takes place.

Vocal Contrast - varying pitch, intonation, pace, volume, tone colour and intensity.

Vocal Control - keeping sound and thought focused until the end of the phrase so that the voice does not fade away.

Vocal Flexibility - transforming vocally according to the period, style and form of the song.

Vocal Skills - using accurate intonation and sufficient audibility, tone colour and clarity of diction when performing the song.

Working Stage Areas - the different areas of the stage used in rehearsal and performance. These include centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and the wings.

LAMDA
155 Talgarth Road
London
W14 9DA

Tel: +44 (0)208 834 0530
Email: exams@lamda.ac.uk
Web: www.lamda.ac.uk

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LAMDA's Musical Theatre exams are designed to develop skills in acting through song. Learners will develop their ability to communicate the dramatic content of musical text through performance, while developing self-confidence, vocal and presentation skills. The revised qualifications broaden opportunities for creative expression, building on their established foundations.

The exams also enhance memory and recall skills. LAMDA's Musical Theatre exams are recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, Qualifications Wales (QW), and the Council for Curriculum, Examinations and Assessment (CCEA Regulation) in Northern Ireland.

The qualifications are available at nine grades over four levels:

- **Entry Level**
- **Level 1 (Grades 1 – 3)**
- **Level 2 (Grades 4 – 5)**
- **Level 3 (Grades 6 – 8)**

Musical Theatre exams are also available in Group format.
For further information, please visit the LAMDA website.

lamda.ac.uk

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