

NEW ERA ACADEMY

NEA Level 4 Diploma in Performance - (QCF)

Specification

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CONTENTS

SPECIFICATION AT A GLANCE	2
SECTION A: QUALIFICATION SUMMARY	3
A.1 Aims and broad objectives	3
A.2 Progression	4
A.3 Qualification Structure	4
SECTION B: ASSESSMENT INFORMATION	5
B.1 Assessment Methodology	5
B.2 Expectations of Knowledge, Skills and Understanding	5
B.3 Quality Assurance	5
SECTION C: CANDIDATE ACCESS AND REGISTRATION	5
SECTION D: COMPLAINTS AND APPEALS	5
SECTION E: EQUAL OPPORTUNITIES POLICY	5
SECTION F: CONTACTS & SUPPORT	6
APPENDIX 1: UNIT SPECIFICATIONS BY GRADE	7

Specification at a Glance					
Qualification Titles	Total no. of units	QCF level	Credit		
Acting - ANEA	1	4	37		
Musical Theatre - ANEA	1	4	37		
Mime - ANEA	1	4	37		

Assessment	
Form of assessment	All assessment is by external assessment. Candidates should register through their teacher or (qualification discipline) school for assessment which will be carried out by an NEA examiner.
Examination Format	The examination (unit) specifications contain the title, learning outcomes (what has to be learnt) and assessment requirements (evidence on which the candidate is assessed). (See Appendix 1)
Bands of Assessment	There are three bands of attainment, pass, merit or distinction.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by external assessment of candidates' work. A team of external examiners is appointed, trained and standardised by NEA and the qualifications conform to the normal quality assurance procedures and processes operated by NEA.

SECTION A: Qualification Summary

Welcome to the NEA specification for:
NEA Level 4 Diploma in Performance - (QCF)

This specification is designed to give teachers and learners practical information on the NEA Level 4 Diploma in Performance - (QCF) run by NEA

If you have any general queries about these qualifications or any other NEA qualifications, then please do not hesitate to call us on 01903 246790 or email us at exams@neweraacademy.co.uk

A.1 Aims and broad objectives

The aim of the NEA Level 4 Diploma in Performance- (QCF) is to provide candidates with the opportunity to obtain recognised qualifications in:

Acting
Musical Theatre
Mime

The qualifications also aim to encourage personal self-confidence and group awareness, and develop a general appreciation of performance skills in various disciplines.

The purpose of NEA's Level 4 Diploma Performance - (QCF) is to motivate and encourage candidates of all ages and levels through a system of progressive mastery and to provide a form of training that develops and enhances skills, knowledge and understanding in a safe and consistent way. The qualifications are not only beneficial to those studying performance skills as a recreational pursuit but could also prepare learners for further learning by helping them to develop their skills enabling them to progress to the next level.

These qualifications are suitable for learners in the pre-16, age groups.

The broad objectives are:

- To focus delivery and assessment on NEA's Level 1 Diploma in Performance - (QCF)
- To embrace the guidance for performance skills of the Creative and Cultural Sector Skills Council (CC Skills).

A.2 Progression

The NEA Level 4 Diplomas in Performance provides a to performance diplomas and into the industry. It can be argued that NEA Level 4 Diploma in Graded Examination in Performance - (QCF) by themselves are not strictly speaking 'vocational' in that they are not absolutely essential for entry into Speech & Drama. However, they remain a positive means of determining progress and enable Learners to learn the necessary techniques to gain entry to FE and HE courses. NEA Level 4 Diploma in Graded Examination in Performance - (QCF) operate according to a well established methodology of 'progressive mastery'. They allow candidates to be tested in discrete stages in the development of a wide range of skills. They tend to be more rigorous than other types of exams and for that reason industry is confident that achievement at the highest level gained by candidates of NEA Level 4 Diploma in Performance - (QCF) will have the skills necessary to perform or work in other areas of the business.

A.3 Qualification Structure

A NEA Level 4 Diploma in Graded Examination in Performance - (QCF) consists of pre-prepared elements, all of which are performance based. They are single unit qualifications in which candidates are asked to undertake performance based assessment as specified in the relevant syllabus. The unit specifications for each grade can be found in Appendix 1 below. For more information on qualification structure and content in a particular discipline please contact us for a copy of the relevant syllabus at **01903 246790** or exams@neweraacademy.co.uk

The qualifications have 60 Guided Learning Hours (GLH). This is also specified in the unit template at Appendix 1.

SECTION B: Assessment Information

B.1 Assessment Methodology

The underlying philosophy for assessment is that learners should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential.

All assessment of these qualifications is external and is undertaken by NEA Examiners. Please see www.neweraacademy.co.uk for more detail about how NEA marks and grades its qualifications.

B.2 Expectations of Knowledge, Skills and Understanding

The Grade Examination system is one based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamentals of the skills demanded in each grade. Learners will be able to complete a set of performance skills sequences (the complexity and variety of which are determined by which qualification is being attempted), which allow them to demonstrate discipline-specific artistic appreciation. These technical and performance skills set a firm platform for further technical and artistic development by the learner.

B.3 Quality Assurance

All NEA Level 4 Diplomas in Graded Examination in Performance - QC are standardised according to the processes and procedures laid down by NEA.

SECTION C: Candidate Access and Registration

The qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

There are no prerequisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a NEA Level 4 Diploma in Graded Examination in Performance - (QCF). It is expected, however, that for successful learning, the skills demanded in each grade are likely to be mastered before progressing to the next grade.

Please email exams@neweraacademy.co.uk for details about registering candidates for NEA examinations.

SECTION D: Complaints and Appeals

Please see www.neweraacademy.co.uk for details about how we operate our complaints and appeals procedures.

SECTION E: Equal Opportunities Policy

NEA is committed to a comprehensive policy of equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities without regard to race, religion, colour, sex, age, national origin, disability or sexual orientation, and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate entering an examination receives less favourable treatment on grounds not relevant to good candidate practice.

Our equal opportunities policy can be found www.neweraacademy.co.uk.

SECTION F: Contacts & Support

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Website: www.neweraacademy.co.uk

Appendix 1: Unit Specifications by Grade

Unit specifications are divided into learning outcomes and assessment requirements:

- Learning Outcome - a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Requirements - the evidence upon which the candidate is assessed
- **Technique**
- The Technical skills required in the preparation and performance of the selection. This includes vocal technique, stagecraft and teamwork where appropriate.
- **Interpretation**
- The artistic realisation of the selection presented demonstrating appropriate qualities required for performance. This includes the appreciation of and the thought process in achieving the writer's intention.
- **Communication**
- To demonstrate the ability to share mentally, vocally and physically in performance and discussion to an appropriate standard
- **Discussion**
- To convey the knowledge required for the level and to be able to participate in an exchange of ideas to an appropriate standard.

Pass:

Learners must:

- adequately achieve the learner outcomes and
- demonstrate work is of a really high standard
- fully meet the requirements of the syllabus
- present work that is artistic, well communicated, technically correct and altogether excellent
- show an excellent background knowledge of all selections
- show an excellent background knowledge of any theory set

Unit specifications also give details of the **Credit Value (notional learning)** and the **Guided Learning Hours (GLH)** which represent indicative teaching time for the unit.

	Title:	Acting ANEA	
	Level:	4	
	GLH:	60	
	Credit Value:	37	
	Learning outcomes The learner will:	Assessment Criteria The learner can:	
1	Be able to improvise	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	Perform an improvisation to an appropriate professional standard. Show developed sense of place and situation. Show the full range and depth of emotion/s of the characters presented. Show spontaneity and believability to an appropriate professional standard. Respond physically to the demands of the characterisations. Respond vocally to the demands of the characterisations. Mentally project the mood, style and focus of the narrative. Demonstrate developed originality and resourcefulness to produce an imaginative and well constructed improvisation.
2	Know the techniques of dramatic performance	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12 2.13 2.14 2.15 2.16 2.17 2.18 2.19	Perform a programme of three contrasting scenes from different periods, one being in dialect, demonstrating a professionally high standard of performance. Show full and appropriate emotional depth and dramatic ability in the characters in the plot situation. Show spontaneity and believability to an appropriate standard, interpreting the depth of character within the plot situation. Show complete understanding of the text in all pieces and a developed background knowledge of drama, demonstrating appropriate application in the chosen repertoire. Show complete understanding of the subtext in all pieces, to a professionally high standard. Show complete understanding of the context of all pieces, to a professionally high standard. Show complete understanding of the objectives of the characters portrayed in all pieces. Understand fully the situations in which the characters find themselves in the three pieces. Use informed breath support and resonance to a professionally high standard. Show clear articulation and relevant, well modulated voice, demonstrating effective vocal projection and freedom. Convey appropriate physical response to demonstrate period movement and gesture to a professionally high standard. Employ appropriate interpretative response to reveal understanding of movement, posture and gesture in context. Demonstrate relevant use of a range of tone colour and emphases to develop dramatic structure and emotional climax. Demonstrate maturity, revealing layers of meaning through creative interpretation, appropriate preparation and combining of technical skills. Perform with confidence, clarity and a sense of ownership of the material. Consciously integrate knowledge, understanding and technique to produce a secure, sustained performance. Combine skilful and relevant use of voice, body and space with creative response to engage the audience throughout. Demonstrate thoughtful and sensitive personal interpretation of material, to communicate complexity and range of meaning in characterisation, style, mood and content. Demonstrate the qualities necessary to become a successful actor.
3	Be able to take redirection	3.1	Display understanding of redirection and respond appropriately to redirection given
4	Understand the techniques involved in preparing a role.	4.1 4.2 4.3 4.4	Meaningfully discuss the characters and plays chosen. Show understanding of creative thought and technical detail. Meaningfully discuss the backgrounds, periods and styles of their pieces. Meaningfully discuss the technical and vocal skills required to perform effectively at professional level
5	Be able to read and perform a previously unseen piece of drama to an appropriate standard	5.1 5.2 5.3 5.4	Read with fluency, movement and expression, indicating a confident and clear suggestion of character and context. Interpret awareness of social and historical context of script for theatrical purpose. Respond to and / or indicate presence of any implied third persons, imagined characters and setting with appropriate use of stage areas and mimed action. Connect fully with the material, engaging the audience wholeheartedly to communicate the content, style and mood of the text, demonstrating a professional standard of artistic interpretation and technique in performance.

Title:		Musical Theatre – ANEA	
Level:		4	
GLH:		60	
Credit Value:		37	
Learning outcomes The learner will:		Assessment Criteria The learner can:	
1.	Be able to improvise	1.1	Perform a short acting improvisation, suggested by the lyrics or situation of one of the selections, given by the examiner at the time of the examination, to an appropriate standard.
		1.2	Show spontaneity and believability to an appropriate standard.
		1.3	Understand the situations in which the characters find themselves.
		1.4	Produce an original, resourceful, imaginative and well constructed improvisation.
2.	Know the techniques of musical theatre performance	2.1	Perform a scene in character which leads into any Boublil and Schoenberg song of the learner's choice, demonstrating professional quality and versatility.
		2.2	Perform a contrasting song by Jerome Kern, demonstrating technical and artistic accomplishment.
		2.3	Perform a comedy song by Jerome Herman or Frank Loesser, to a professionally high standard.
		2.4	Perform a contrasting song in style, period and mood, of the learner's choice, demonstrating professional quality and versatility.
		2.5	Show effective vocal performance to an appropriate level.
		2.6	Demonstrate a full range of appropriate tone quality, resonance, projection, rhythm, timing, dramatic and general musical ability.
		2.7	Convey clearly defined emotions, of appropriate depth, to a professional standard.
		2.8	Demonstrate highly developed acting ability, leading into seamless performance of songs, to an appropriate level.
		2.9	Show fluidity and spontaneous physicality and movement.
		2.10	Show believability in characterisation and artistic interpretation, to an appropriate level
		2.11	Demonstrate the qualities necessary to become successful performer in musical theatre.
3	Understand the techniques involved in preparing a Musical Theatre role and the relevance of a knowledge of Musical Theatre	3.1	Discuss in depth two ground breaking musicals from a different decades of the learner's own choice, demonstrating a broad, enthusiastic and well researched knowledge of musical theatre, including its history and development.
		3.2	Discuss in depth the similarities and differences between the construction, musical style and staging of the repertoire selections sand of the musicals discussed.
		3.3	Discuss how the two ground breaking musicals in question reflected and affected the social and political situation of their times and beyond.
		3.4	Discuss their effect on the progress of Musical Theatre and the technical, voice and vocal, interpretative skills and general stagecraft required to perform them effectively.
		3.5	Discuss any other aspect of the rehearsal and production process as relevant to public performance at this level.
4.	Know and demonstrate the appropriate sight reading techniques	4.1	Read at sight (not sing) a song lyric given to them by the examiner, then perform and interpret the content as an acted piece.
		4.2	Demonstrate confident and relevant cold reading ability, communication techniques, appropriate and flexible characterisation, use of stagecraft and interpretative skills

	Title:	Mime – ANEA	
	Level:	4	
	GLH:	60	
	Credit Value:	37	
	Learning outcomes The learner will:	Assessment Criteria The learner can:	
1.	Know and understand techniques involved in creation and performance of mime	1.1 1.2 1.3 1.4 1.5	Discuss in depth and with complete knowledge and understanding the origins of mime. Discuss in depth and with complete knowledge and understanding Commedia dell Arte characters. Discuss in depth and with complete knowledge and understanding the effect of costume on movement. Discuss mime in education with relevance to the learner's knowledge, experience and personal opinion. Meaningfully discuss the building of technique, demonstrating complete knowledge, understanding and application of the techniques and interpretative skills required at professional level.
2.	Know and understand techniques involved in portraying emotions with no words.	2.1	Present an improvised mime based on two contrasting emotions selected by the examiner, demonstrating versatility and flexibility in creating contrast and demonstrating a professional standard of physicality and facial expression.
3.	Know and understand history of theatre and techniques involved in reproducing an activity in period context.	3.1	Present a mime demonstrating the wearing of costume and the handling of properties, showing focus and precision of fine motor and other movement, weight, height, size, shape, texture and temperature (as relevant), and interpreting role, era and context as suggested by the costume and properties, to a professionally high standard.
4	Know and understand the stagecraft and specific mime techniques involved in creating a character and situation.	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9	Tell a story involving at least two characters using traditional mime gestures. Show clearly the contrast in costume, period, style and background. Demonstrate full emotional range, depth and believability to an appropriate standard. Show fluidity of movement and facial expression to an appropriate standard. Show informed sense of place situation and purpose, to an appropriate standard. Show appropriate emotional range and depth to the characters presented in the mimes to a professionally high standard. Show developed sense of originality, imagination, creative interpretation, spontaneity and believability in improvised and prepared mimes. Show objectives of the characters portrayed in the scenes to a professionally high standard. Present a longer narrative mime of the learner's own choice, demonstrating developed construction, dramatic journey, creative artistry and excellent sense of clarity and entertainment, to a professional standard.