

**NEW ERA ACADEMY**

**NEA Level 1 Award in Graded Examination in Performance**

**Specification**

**Date: 5<sup>th</sup> April 2012 (updated April 2020)**

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<b>Specification at a Glance</b>					
<b>Qualification Titles</b>	<b>Total no. of units</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>TQT</b>
<b>Acting – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Acting Duologue – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Acting Group – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Acting Group Performance – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Musical Theatre – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Musical Theatre Duologue – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Musical Theatre Group – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Musical Theatre Group Performance – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Miming – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Miming Duologue – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Miming Group – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Devised Drama – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Devised Drama Duologue – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Devised Drama Group – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Devised Drama Group Performance – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Shakespeare – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Shakespeare Group Performance – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Solo Verse Speaking – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Choral Speaking – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Recital – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Recital Group – Grade 1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>60</b>
<b>Acting – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Acting Duologue – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Acting Group – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Acting Group Performance – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Musical Theatre – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Musical Theatre Duologue – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>

<b>Musical Theatre Group – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Musical Theatre Group Performance – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Miming – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Miming Duologue – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Miming Group – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Devised Drama – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Devised Drama Duologue – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Devised Drama Group – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Devised Drama Group Performance – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Shakespeare – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Shakespeare Group Performance – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Solo Verse Speaking – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Choral Speaking – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Recital – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Recital Group – Grade 2</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>15</b>	<b>70</b>
<b>Acting – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Acting Duologue – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Acting Group – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Acting Group Performance – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Musical Theatre – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Musical Theatre Duologue – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Musical Theatre Group – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Musical Theatre Group Performance – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Miming – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Miming Duologue – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Miming Group – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Devised Drama – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Devised Drama Duologue – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Devised Drama Group – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>

<b>Devised Drama Group Performance – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Shakespeare – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Shakespeare Group Performance – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Solo Verse Speaking – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Choral Speaking – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Recital – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>
<b>Recital Group – Grade 3</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>80</b>

<b>Assessment</b>	
<b>Form of Assessment</b>	All assessment is by external assessment. Learners should register through their teacher or (qualification discipline) school for assessment, which will be carried out by an NEA examiner.
<b>Examination Format</b>	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.)
<b>Bands of Assessment</b>	There are three bands of attainment: pass, merit or distinction.
<b>Quality Assurance</b>	Quality Assurance ensures that all assessments are carried out to the same standard by external assessment of Learners' 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 1 Award in Graded Examination in Performance

This specification is designed to give teachers and learners practical information on the NEA Level 1 Award in Graded Examination in Performance 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 0330 133 1885 or email us at [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk)

### **A.1 Aims and Broad Objectives**

The aim of the NEA Level 1 Award in Graded Examination in Performance is to provide Learners with the opportunity to obtain recognised qualifications in:

Acting  
Musical Theatre  
Mime  
Devised Drama  
Shakespeare  
Solo Verse Speaking  
Recital  
Choral Speaking

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 1 Award in Graded Examination in Performance is to motivate and encourage Learners 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 and enabling them to progress to the next level.

These qualifications are suitable for Learners in the pre-16 age group.

### **A.2 Progression**

The NEA Level 1 Award in Graded Examination in Performance provides a progression route to Level 2. It can be argued that the NEA Level 1 Award in Graded Examination in Performance by itself is not strictly speaking 'vocational' in that it is not absolutely essential for entry into Speech & Drama. However, it remains

a positive means of determining progress and enables Learners to learn the necessary techniques to gain entry to FE and HE courses. NEA's Level 1 Award in Graded Examination in Performance operates according to a well-established methodology of 'progressive mastery'. It allows Learners to be tested in discrete stages in the development of a wide range of skills. It tends to be more rigorous than other types of exams and for that reason the industry is confident that achievement at the highest level of the NEA Level 1 Award in Graded Examination in Performance will give Learners the necessary skills to perform or work in other areas of the business.

### **A.3 Qualification Structure**

An NEA Level 1 Award in Graded Examination in Performance consists of pre-prepared elements, all of which are performance based. They are single unit qualifications in which Learners 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 on 0330 133 1885 or [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk)

Qualifications can be taken by learners working alone, in pairs (duologue) or in groups. There are two separate types of group examinations. Examinations which are titled 'group' allow learners to be examined in a group performance, however the individual learners are assessed on their individual skills, knowledge and understanding. Examinations which are titled 'group performance' are examined as a group with the focus of assessment on the learner's contribution to the success of the group performance overall.

The qualifications have 15 Guided Learning Hours (GLH). This is also specified in the unit template in 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 full potential.

All assessment of these qualifications is external and is undertaken by NEA Examiners. Please see [www.neweraacademy.co.uk](http://www.neweraacademy.co.uk) for more detail about how NEA marks and grades its qualifications.

### **B.2 Expectations of Knowledge, Skills and Understanding**

The Graded Examination system is 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 1 Awards in Graded Examination in Performance 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 them

There are no prerequisites for other qualifications to have been completed and no specified knowledge, skills or understanding required prior to taking an NEA Level 1 Award in Graded Examination in Performance. It is

expected, however, that for successful learning, the skills demanded in each grade are to be mastered before progressing to the next.

Please email [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk) for details about registering Learners for NEA examinations.

## **SECTION D: Complaints and Appeals**

Please see [www.neweraacademy.co.uk](http://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 at [www.neweraacademy.co.uk](http://www.neweraacademy.co.uk).

## **SECTION F: Contacts and Support**

New Era Academy (Speech and Drama)  
2, Aglaia Road  
Worthing  
West Sussex  
BN11 5SN

Telephone Number: 0330 133 1885

Email: [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk)

Website: [www.neweraacademy.co.uk](http://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 both 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
- perform their selections
- demonstrate satisfactory preparation
- show a basic background knowledge of all selections
- show a basic understanding of any theory set

### **Merit:**

Learners must:

- adequately achieve the Learner outcomes
- show preparation has been thorough
- demonstrate their work clearly, expressively and enthusiastically
- demonstrate good attention to detail
- show a good background knowledge of all selections
- show a good understanding of any theory set

### **Distinction:**

Learners must:

- adequately achieve the Learner outcomes
- demonstrate that 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 the indicative teaching time for the unit.

<b>Title:</b>	Acting – Grade 1		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	60		
<b>Credit Value:</b>	6		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene arranged for one character to an appropriate standard Perform a contrasting scene arranged for one character to an appropriate standard Demonstrate basic technical skills for vocal and physical characterisation Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the characters and settings in the selections

<b>Title:</b>	Acting Duologue – Grade 1		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	60		
<b>Credit Value:</b>	6		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene of Learners' choice in duologue format to an appropriate standard Perform a contrasting scene of Learners' choice in duologue format to an appropriate standard Demonstrate vocal technique for projection and clarity Create personality and feeling of the characters through appropriate responses in voice movement and emotion
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the characters and the settings of the scenes chosen, demonstrating some knowledge and understanding of the characters and their relationships

<b>Title:</b>	Acting Group – Grade 1		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	60		
<b>Credit Value:</b>	6		
<b>Learning Outcomes The Learner will:</b>			<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of dramatic performance	1.1	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard
		1.2	Show basic theatrical skills to establish character and situation
		1.3	Demonstrate some sense of teamwork

<b>Title:</b>	Acting Group Performance – Grade 1		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	60		
<b>Credit Value:</b>	6		
<b>Learning Outcomes The Learner will:</b>			<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of dramatic performance	1.1	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard
		1.2	Show basic theatrical skills to establish character and situation
		1.3	Show a contribution to the group performance
2.	Contribute to group discussion	2.1	Contribute to a group discussion of: <ul style="list-style-type: none"> <li>• Their character</li> <li>• The setting of the scene</li> </ul>

<b>Title:</b>	Acting – Grade 2		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	70		
<b>Credit Value:</b>	7		
<b>Learning Outcomes The Learner will:</b>			<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of dramatic performance	1.1	Perform a scene for one character to an appropriate standard
		1.2	Perform a contrasting scene arranged for one character to an appropriate standard
		1.3	Demonstrate the development of technical skills for characterisation
		1.4	Demonstrate the development of basic skills of interpretation
		1.5	Demonstrate ability to project vocally and to speak with appropriate clarity and diction for performance purposes
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the characters and settings of the selections

<b>Title:</b>	Acting Duologue – Grade 2		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	70		
<b>Credit Value:</b>	7		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene of Learners' choice in duologue format to an appropriate standard Perform a contrasting scene of Learners' choice in duologue format to an appropriate standard Demonstrate developing confidence in the use of vocal and visual techniques for projection clarity and use of performance space Demonstrate an awareness of their acting partner through dependency in working and characters' responses and interaction in performance
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss both characters and the settings chosen, demonstrating awareness of how any knowledge informs both the acting process and portrayal of the characters and their relationship with each other

<b>Title:</b>	Acting Group – Grade 2		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	70		
<b>Credit Value:</b>	7		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene or a one-act play to an appropriate standard Show developing theatrical skills for vocal and visual performance Create the characters and situation Demonstrate an active contribution to the group performance

<b>Title:</b>	Acting Group Performance – Grade 2		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	70		
<b>Credit Value:</b>	7		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene or a one-act play to an appropriate standard Show developing theatrical skills for vocal and visual performance Create the characters and situation Demonstrate an improving sense of teamwork and interaction
2.	Contribute to group discussion	2.1	Actively contribute to a group discussion of: <ul style="list-style-type: none"> <li>• Their character</li> <li>• The setting of the scene</li> </ul>

<b>Title:</b>	Acting – Grade 3		
<b>Level:</b>	1		
<b>GLH:</b>	15		
<b>TQT:</b>	80		
<b>Credit Value:</b>	8		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene arranged for one character to an appropriate standard Perform a contrasting scene arranged for one character to an appropriate standard Apply appropriate vocal techniques for intelligibility and audibility, characterisation and creative interpretation Apply appropriate physicality for characterisation and interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the two characters and plays chosen, demonstrating an understanding of how this knowledge informs an actor's preparation
3.	Be able to extend spontaneous interpretation skills through sight-reading	3.1 3.2	Read and perform with an increased level of fluency, naturalness, appropriate movement and expression, giving an idea of character Display improving confidence in the use of appropriate acting techniques, creative interpretation and scene of performance

	<b>Title:</b>	Acting Duologue – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1	Perform a scene of Learners' choice in duologue format to an appropriate standard
		1.2	Perform a contrasting scene of Learners' choice in duologue format to an appropriate standard
		1.3	Apply appropriate vocal techniques for intelligibility and audibility, characterisation and creative interpretation
		1.4	Apply appropriate physicality for characterisation and interpretation
		1.5	Demonstrate through performance an appropriate sense of mutual dependency, reflective and mutual reaction and relationship of the characters
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the two characters and plays chosen, demonstrating an understanding of how this knowledge informs an actor's preparation and performance
3.	Be able to extend spontaneous interpretation skills through sight-reading	3.1	Read and perform with an increased level of fluency, naturalness, appropriate movement, interaction and expression, giving an idea of characters and their relationship
		3.2	Display improving confidence in working cooperatively applying appropriate acting techniques to creative interpretation and scene of performance

	<b>Title:</b>	Acting Group – Grade 3	
	<b>Level:</b>	1	
	<b>TQT:</b>	80	
	<b>GLH:</b>	15	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1	Perform a scene or a one-act play to an appropriate standard producing an effective performance
		1.2	Show improving theatrical skills using appropriate visual and vocal stage-craft, to establish and sustain characterisation and interplay and reflect the mood, style and period of the play
		1.3	Demonstrate a sense of teamwork, interaction, coordination, timing and shared responsibility, both in the production process and performance
		1.4	Contribute to group dynamics and the sense of shared performance with peers and audience

	<b>Title:</b>	Acting Group Performance– Grade 3	
	<b>Level:</b>	1	
	<b>TQT:</b>	80	
	<b>GLH:</b>	15	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1	Perform a scene or a one-act play to an appropriate standard producing an effective performance
		1.2	Show improving theatrical skills using appropriate visual and vocal stage-craft, to establish and sustain characterisation and interplay and reflect the mood, style and period of the play
		1.3	Demonstrate a sense of teamwork, interaction, coordination, timing and shared responsibility, both in the production process and performance
		1.4	Demonstrate appropriate energy, group dynamics and sense of shared performance with peers and audience
2.	Contribute to group discussion	2.1	Positively and actively contribute to a group discussion of: <ul style="list-style-type: none"> <li>• Their character</li> <li>• The setting of the scene</li> </ul>

	<b>Title:</b>	Musical Theatre – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of musical theatre performance	1.1 1.2 1.3 1.4	Perform one up-tempo song of Learner's choice to an appropriate level Perform a contrasting lyrical song of Learner's choice to an appropriate standard Display basic techniques in acting and singing to achieve competent tuning, clarity of diction and projection to an appropriate standard Demonstrate confidence, enjoyment and sense of performance
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss one of the chosen songs and the musical from which it is taken.

	<b>Title:</b>	Musical Theatre Duologue – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of musical theatre performance	1.1 1.2 1.3 1.4 1.5	Perform one up-tempo song of Learners' choice to an appropriate standard Perform a contrasting lyrical song of Learners' choice to an appropriate standard Display basic vocal and acting techniques Display basic interpretation techniques Demonstrate some sense of teamwork in the production and performance, coordination and timing
2.	Understand the techniques involved in preparing a musical theatre role	2.1 2.2	Meaningfully discuss one of the chosen songs and the musical from which it is taken, demonstrating some knowledge and understanding of the scene in context Meaningfully discuss various singing ranges demonstrating some developing knowledge of singing theory



	<b>Title:</b>	Musical Theatre Group – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of musical theatre performance	1.1	Perform one scene from a film or stage musical to include acted sequences and one or more songs to an appropriate standard
		1.2	Demonstrate confidence and sense of shared performance when working in ensemble
		1.3	Demonstrate some understanding of preparation and integration of vocal number/s and acting

	<b>Title:</b>	Musical Theatre Group Performance – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of musical theatre performance	1.1	Perform one scene from a film or stage musical to include acted sequences and one or more songs to an appropriate standard
		1.2	Contribute confidently with a sense of shared performance when working in ensemble
		1.3	Demonstrate some understanding of preparation and integration of vocal number/s and acting
2.	Contribute to a group discussion	2.1	Actively contribute to a group discussion including: <ul style="list-style-type: none"> <li>• The story of the Musical from which it is taken</li> <li>• The various vocal singing ranges</li> </ul>

	<b>Title:</b>	Musical Theatre – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of musical theatre performance	1.1 1.2 1.3 1.4	Perform a song as specified in the syllabus to an appropriate standard Perform a contrasting song as specified in the syllabus to an appropriate standard Demonstrate enjoyment and some understanding of the preparation process Demonstrate some awareness of technical skills in singing and acting, including tuning and clarity of diction
2.	Understand the techniques involved in preparing a musical theatre role	2.1 2.2	Meaningfully discuss either the lyricist or composer of the Learners' first selection demonstrating some knowledge and understanding Meaningfully discuss how the song features in the story of the film demonstrating some knowledge of the scene in context

	<b>Title:</b>	Musical Theatre Duologue – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of musical theatre performance	1.1 1.2 1.3 1.4	Perform one song from a musical film as specified in the syllabus to an appropriate standard Perform a contrasting song as specified in the syllabus to an appropriate standard Demonstrate a developing sense of confidence in using basic visual and vocal techniques for singing and acting, including: tuning, clarity, projection and tone quality Demonstrate a growing confidence in shared dependency, working as a pair to achieve physical coordination, emotional response, musical timing and an increasing ability to reflect the characters relationship
2.	Understand the techniques involved in preparing a musical theatre role	2.1 2.2	Meaningfully discuss either the lyricist or composer of the Learners' first selection demonstrating some knowledge and understanding Meaningfully discuss how the song features in the story of the film demonstrating some knowledge of the scene in context

	<b>Title:</b>	Musical Theatre Group – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques for musical theatre performance	1.1 1.2 1.3	Perform one scene from a film or stage musical, to include acted sequences and one or more songs to an appropriate standard Demonstrate basic technique in singing and acting, including tuning, clarity and tone quality Demonstrate a developing sense of confidence in working as a team, including showing character relationships, physical coordination and sense of musical timing

	<b>Title:</b>	Musical Theatre Group Performance – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques for musical theatre performance	1.1	Perform one scene from a film or stage musical, to include acted sequences and one or more songs to an appropriate standard
		1.2	Demonstrate basic technique in singing and acting, including tuning, clarity and tone quality
		1.3	Demonstrate an active contribution to the group performance including showing character relationships, physical coordination and sense of musical timing
2.	Contribute to a group discussion	2.1	Actively contribute to a group discussion including: <ul style="list-style-type: none"> <li>• Either the composer or the lyricist</li> <li>• How the song(s) features in the story or the film.</li> </ul>

	<b>Title:</b>	Musical Theatre – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of musical theatre performance	1.1	Perform a short scene in character, using either an original script or a devised one, leading into a song of their own choice to an appropriate standard
		1.2	Perform a contrasting song as specified in the syllabus to an appropriate standard
		1.3	Demonstrate basic skills in vocal and acting technique, including more accurate tuning and diction and stronger tone quality
		1.4	Demonstrate a confident sense of musical and theatrical performance with effective singing and assured acting techniques
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss either the lyricist or composer of the Learners' first selection demonstrating knowledge, understanding and relevance to performance
		2.2	Meaningfully discuss vocal ranges

	<b>Title:</b>	Musical Theatre Duologue – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of musical theatre performance	1.1	Perform a short scene in character and in duologue format to an appropriate standard
		1.2	Perform a song of Learners' choice from any Walt Disney musical to an appropriate standard
		1.3	Demonstrate basic technical skills in singing and acting, including more accurate tuning and diction and stronger tone quality
		1.4	Demonstrate a confident sense of musical and theatrical performance using effective singing and assured acting skills and imaginative interpretation
		1.5	Demonstrate increasing teamworking skills, shared responsibility and dependency, reflecting reaction, mutual response and mutual timing
2.	Understanding the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss either the lyricist or composer of the Learners' first selection demonstrating knowledge, understanding and relevance to performance
		2.2	Discuss with knowledge and understanding the vocal ranges

	<b>Title:</b>	Musical Theatre Group – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of musical theatre performance	1.1	Perform one scene from a film or stage musical that includes acted sequences and one or more songs to an appropriate standard
		1.2	Demonstrate basic skills in vocal and acting technique, including more accurate tuning, clarity and diction and stronger tone quality
		1.3	Demonstrate confidence in both musical and theatrical elements, creating an effective and assured combined performance
		1.4	Demonstrate increasing teamworking skills, showing developing ensemble performance techniques for group dynamics, character relationships, mutual and reflective reactions, interplay and appropriate sense of timing

	<b>Title:</b>	Musical Theatre Group Performance – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know the techniques of musical theatre performance	1.1	Perform one scene from a film or stage musical that includes acted sequences and one or more songs to an appropriate standard
		1.2	Demonstrate basic skills in vocal and acting technique, including more accurate tuning, clarity and diction and stronger tone quality
		1.3	Demonstrate confidence in both musical and theatrical elements, creating an effective and assured combined performance
		1.4	Demonstrate increasing teamworking skills, showing developing ensemble performance techniques for group dynamics, character relationships, mutual and reflective reactions, interplay and appropriate sense of timing
2.	Contribute to a group discussion	2.1	Contribute actively and positive to a group discussion including: <ul style="list-style-type: none"> <li>• Either the composer or the lyricist</li> </ul>

			<ul style="list-style-type: none"> <li>The vocal changes encountered as a performer ages</li> </ul>
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	<b>Title:</b>	Miming – Grade 1		
	<b>Level:</b>	1		
	<b>GLH:</b>	15		
	<b>TQT:</b>	60		
	<b>Credit Value:</b>	6		
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand techniques involved in mime	1.1	Perform an occupational mime as specified in the syllabus showing clear content and demonstrating a sense of preparation, ease and confidence	
		1.2	Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and creative techniques	

	<b>Title:</b>	Miming Duologue – Grade 1		
	<b>Level:</b>	1		
	<b>GLH:</b>	15		
	<b>TQT:</b>	60		
	<b>Credit Value:</b>	6		
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand techniques involved in mime	1.1	Perform an occupational mime as specified in the syllabus showing clear content and demonstrating a sense of preparation, ease and confidence	
		1.2	showing shared preparation, clear content, characterisation and demonstrating a sense of confidence in the use of basic physical and interpretation techniques Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and interpretation techniques	

	<b>Title:</b>	Miming Group – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques involved in narrative mime	1.1	Mime any extract from a story as set by the syllabus to an appropriate level, demonstrating an understanding of how to prepare and present work as an ensemble, basic physical skills and use of imagination to interpret familiar scenarios and characters
		1.2	Perform a narrative mime of the group's choosing demonstrating basic physical and interpretation skills to clearly create and perform the story and characters
		1.3	Show sense of ease, enjoyment and cooperation in working with others.

	<b>Title:</b>	Miming – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand techniques involved in narrative mime.	1.1	Present a narrative mime as specified in the syllabus showing careful preparation, focus and believability to an appropriate standard
		1.2	Perform an own choice narrative mime showing attention to task, a believable story and character, logical progression and basic physical and interpretation techniques



	<b>Title:</b>	Miming Duologue – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand techniques involved in narrative mime	1.1	Present a narrative mime as specified in the syllabus showing careful preparation, focus and believability to an appropriate standard
		1.2	Perform an own choice narrative mime showing attention to task, a believable story and character, logical progression and basic physical and interpretation techniques
		1.3	Demonstrate developing mutual response, reflecting reactions, mutual timing and shared responsibility

	<b>Title:</b>	Miming Group – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand techniques involved in narrative mime.	1.1	Present a mime episode on a theme set by the syllabus demonstrating increasing technical and interpretation skills in physicality and visual emphases to an appropriate standard
		1.2	Present a narrative mime of the group's choosing showing careful preparation and teamwork in the production
		1.3	Perform with sustained concentration to create believable characters, showing progression in narrative and basic competence in physical technique and creativity
		1.4	Demonstrate developing teamworking in the performances through dependence and shared responsibility, reflecting reactions and interaction between characters with mutual timing and sense of group dynamics

	<b>Title:</b>	Miming – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand techniques involved in mime	1.1  1.2	Present a mime as specified in the syllabus showing careful preparation, focus and believability to an appropriate standard  Sustain focus in structure and through line, creativity and use of visual technique to convey a believable character and narrative journey to an appropriate standard
2.	Know and understand the techniques involved with mime	2.1  2.2  2.3	Perform a series of occupational and narrative mimes as specified in the syllabus showing attention to detail, observation, dexterity of hands, imaginative interpretation and appropriate facial expression  Demonstrate knowledge and understanding of space and gesture using varied, appropriate and expressive movement  Communicate images, ideas and emotions clearly with genuine feeling and expression and ability to convey a sense of performance

	<b>Title:</b>	Miming Duologue – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques involved in mime	1.1  1.2	Present a mime as specified in the syllabus showing careful preparation, focus and believability to an appropriate standard  Sustain focus in structure and through line, creativity and use of visual technique to convey a believable character and narrative journey to an appropriate standard
2.	Know and understand the techniques involved in mime	2.1  2.2	Perform a series of occupational and narrative mimes as specified in the syllabus showing attention to detail, observation, dexterity of hands, imaginative interpretation and appropriate facial expression  Demonstrate knowledge and understanding of space and gesture using varied, appropriate and expressive movement

		2.3	Communicate images, ideas and emotions clearly with genuine feeling and expression and ability to convey a sense of performance
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	<b>Title:</b>	Miming Group – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand techniques involved in narrative mime	1.1	Mime on a theme set by the syllabus to an appropriate level.
		1.2	Perform a narrative mime of the group's choosing to an appropriate level
		1.3	Show confidence and sustained concentration in using technical and interpretation skills
		1.4	Demonstrate attention to detail and clarity in movement for the manipulation of objects and mimed communication of ideas and images for narrative journey, characterisation and interplay to an appropriate standard
		1.5	Demonstrate confidence in teamwork, cooperative planning and performance, displaying group dynamics and relationships, physical coordination, mutual timing and communication with the audience

	<b>Title:</b>	Devised Drama – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to devise scenes and create a character	1.1	Create two scenes as specified in the syllabus
		1.2	Show structure to the scene and believability to the character
		1.3	Clearly show other imagined character/s within the scene, where relevant, to an appropriate level
		1.4	Show fluidity of movement and clarity of speech for audibility, intelligibility and sense of flow
		1.5	Show special awareness to an appropriate level
2.	Understand techniques involved in devised drama	2.1	Meaningfully discuss the scenes showing creativity of thought to an appropriate level

	<b>Title:</b>	Devised Drama Duologue – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Be able to devise scenes and create character	1.1 1.2 1.3 1.4 1.5	Create two scenes as specified in the syllabus Show structure to the scene and believability to the character Clearly show and react to the other character/s and imagined third parties, where relevant within the scene, to an appropriate level Show structure to the scene and believability to the character Show special awareness to an appropriate level
2.	Understand techniques involved in devised drama	2.1 2.2	Meaningfully discuss the scenes showing creativity of thought to an appropriate level Demonstrate a sense of teamwork and the beginnings of an ability to accept, use and extend ideas cooperatively

	<b>Title:</b>	Devised Drama Group – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Be able to devise two scenes and create a character	1.1 1.2 1.3 1.4 1.5	Create two scenes as set out in the syllabus. Show structure to the scenes and believability to the characters Demonstrate good teamwork in production and performance Show fluidity of movement, clarity of speech and communicate with appropriate audibility throughout Show special awareness by using the acting space effectively for the ensemble performance to an appropriate level
2.	Contribute to a group discussion	2.1	Make a positive and active contribution to a group discussion about the scenes performed

	<b>Title:</b>	Devised Drama Group Performance– Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to devise two scenes and create a character	1.1 1.2 1.3 1.4 1.5	Create two scenes as set out in the syllabus. Show structure to the scenes and believability to the characters Demonstrate good teamwork in production and performance Show fluidity of movement, clarity of speech and communicate with appropriate audibility throughout Show special awareness by using the acting space effectively for the ensemble performance to an appropriate level
2.	Contribute to a group discussion	2.1	Make a positive and active contribution to a group discussion about the scenes performed

	<b>Title:</b>	Devised Drama – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to devise scenes and create a character	1.1 1.2 1.3 1.4 1.5	Create scenes as specified in the syllabus Show structure in the scene and believability to the character Clearly indicate and relate to any implied characters and mimed scenery/setting within the scene to an appropriate level Show fluidity of movement and clarity of speech Show special awareness to an appropriate level
2.	Understand techniques involved in devised drama	2.1	Meaningfully discuss the scenes showing creativity of thought to an appropriate level

	<b>Title:</b>	Devised Drama Duologue – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes</b> <b>The Learner will:</b>	<b>Assessment Criteria</b> <b>The Learner can:</b>	
1.	Be able to devise a scene and create a character	1.1	Create a scene as specified in the syllabus
		1.2	Show structure in the scene and believability to the characters
		1.3	Clearly indicate and relate to any implied characters and mimed scenery/setting within the scene to an appropriate level
		1.4	Show fluidity of movement and clarity of speech
		1.5	Show special awareness to an appropriate level
2.	Understand techniques involved in devised drama	2.1	Meaningfully discuss the scenes showing creativity of thought to an appropriate level
		2.2	Demonstrate a sense of teamwork and the beginnings of an ability to accept, use and extend ideas cooperatively

	<b>Title:</b>	Devised Drama Group – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Be able to devise two scenes and create a character	1.1 1.2 1.3 1.4 1.5	Create two scenes as set out in the syllabus. Show structure to the scenes and believability to the characters Demonstrate good teamwork in production and performance Show fluidity of movement, clarity of speech and communicate with appropriate audibility throughout Show special awareness by using the acting space effectively for the ensemble performance to an appropriate level
2.	Contribute to a group discussion	2.1	Make a positive and active contribution to a group discussion about the scenes performed

	<b>Title:</b>	Devised Drama Group Performance – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Be able to devise two scenes and create a character	1.1 1.2 1.3 1.4 1.5	Create two scenes as set out in the syllabus. Show structure to the scenes and believability to the characters Demonstrate good teamwork in production and performance Show fluidity of movement, clarity of speech and communicate with appropriate audibility throughout Show special awareness by using the acting space effectively for the ensemble performance to an appropriate level
2.	Contribute to a group discussion	2.1	Make a positive and active contribution to a group discussion about the scenes performed

	<b>Title:</b>	Devised Drama – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1,	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4 1.5	Create a scene as specified by the syllabus Show structure to the scene and believability to the character using a developing range of stagecraft to indicate changes of emotion Clearly indicate the presence of other character/s, where relevant within the scene, to an appropriate level Show fluidity of moment and clarity of speech Show spatial awareness to an appropriate level
2.	Understand techniques involved in devised drama	2.1 2.2	Play the scene again with a different ending showing creativity in interpretative responses and the ability to think and structure under pressure to an appropriate level Show believability in character and situation
3.	Show understanding of scene preparation	3.1 3.2	Meaningfully discuss the scenes Show understanding of character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously



	<b>Title:</b>	Devised Drama Duologue – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1,	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4 1.5	Create a scene as specified by the syllabus Show structure to the scene and believability to the character using a developing range of stagecraft to indicate changes of emotion Clearly indicate the presence of other character/s, where relevant within the scene, to an appropriate level Show fluidity of moment and clarity of speech Show spatial awareness to an appropriate level
2.	Understand techniques involved in devised drama	2.1 2.2	Play the scene again with a different ending showing creativity in interpretative responses and the ability to think and structure under pressure to an appropriate level Show believability in character and situation
3.	Show understanding of scene preparation	3.1	Meaningfully discuss the scenes Show understanding of character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously

	<b>Title:</b>	Devised Drama Group Performance – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes</b> <b>The Learner will:</b>	<b>Assessment Criteria</b> <b>The Learner can:</b>	
1,	Be able to devise two scenes and create a character	1.1	Devise two scenes as set out in the syllabus
		1.2	Show structure to the scene and believability to the characters
		1.3	Demonstrate cooperative production and performance, displaying developing flexibility in accepting and extending ideas, interaction and creation of group dynamics
		1.4	Show greater appearance of spontaneity in characterisation, use of visual and vocal techniques and increased confidence in overall performance
		1.5	Use clear speech and appropriate projection for audibility, clarity and expression
		1.6	Demonstrate developing physicality and coordination skills, spatial awareness and use of stage space for ensemble performance to an appropriate level
2.	Contribute to a group discussion	2.1	Make a positive and active contribution to a group discussion about the scenes performed

	<b>Title:</b>	Devised Drama Group – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1,	Be able to devise two scenes and create a character	1.1	Devise two scenes as specified by the syllabus
		1.2	Show structure to the scene and believability to the characters
		1.3	Demonstrate good teamwork in cooperative production and performance, displaying developing flexibility in accepting and extending ideas, interaction and creation of group dynamics
		1.4	Show greater appearance of spontaneity in characterisation, use of visual and vocal techniques and increased confidence in overall performance
		1.5	Use clear speech and appropriate projection for audibility, clarity and expression
		1.6	Demonstrate developing physicality and coordination skills, special awareness and use of stage space for ensemble performance to an appropriate level
		1.7	
2.	Contribute to a group discussion	2.1	Make a positive and active contribution to a group discussion about the scenes performed
		2.2	

	<b>Title:</b>	Shakespeare – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform one Shakespearean speech of the Learners' choice as specified by the syllabus Portray the character with truth and reality Convey some awareness of the style and form of the language and other techniques appropriate for performing Shakespeare Convey a basic sense of imagination and developing personal interpretation
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2 2.3 2.4	Show personality of character and their effect on the progression and shape of the scene Perform with imagination demonstrating basic interpretative skills, sense of spontaneity and appropriate energy Project the voice to an appropriate standard Move appropriately as suggested by the character and setting
3.	Understand the techniques involved in preparing a Shakespearean role	3.1 3.3	Demonstrate understanding of the characterisation process, the idea of introductions and text by meaningfully discussing how the speech helps the audience understand more about the character and/or explains what is going on Discuss the plot of the chosen play demonstrating meaningful knowledge and understanding of the play and their character's role within it

	<b>Title:</b>	Shakespeare Group Performance – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene from any Shakespeare play Convey some awareness of the style and form of the language and other techniques appropriate for performing Shakespeare Convey a basic sense of imagination and developing personal interpretation Show an active contribution to the group performance
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2 2.3 2.4	Show personality of character and their effect on the progression and shape of the scene Perform with imagination demonstrating basic interpretative skills, sense of spontaneity and appropriate energy Project the voice to an appropriate standard Move appropriately as suggested by the character and setting
3.	Understand the techniques involved in preparing a Shakespearean role	3.1	Contribute to a group discussion about their character in the performance

	<b>Title:</b>	Shakespeare – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4 1.5	Perform one Shakespearean speech of the Learners' choice as specified by the syllabus Demonstrate skills in characterisation, expressing feelings with truth and reality Convey some sense of the style and verse from showing a basic awareness of rhythm and metre Demonstrate basic but informed skills of interpretation Demonstrate effective communication with the audience and ability to create a sense of performance

2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2 2.3	Show fluidity, appearance of spontaneity and performance energy to an appropriate standard Project the voice to an appropriate level Use movement and the stage space, for ownership, authority and characterisation, where relevant and to an appropriate level
3.	Understand the techniques involved in preparing a Shakespearean role	3.1 3.2	Meaningfully discuss events leading up to the speech and the play from which it is taken Discuss with knowledge and understanding the different parts of the Elizabethan playhouse where the audience would sit or stand and the possible significance of this for the theatrical performance

	<b>Title:</b>	Shakespeare Group Performance– Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4 1.5	Perform a scene from any Shakespeare play Demonstrate skills in characterisation, expressing feelings with truth and reality Convey some sense of the style and verse from showing a basic awareness of rhythm and metre Demonstrate basic but informed skills of interpretation Demonstrate an effective contribution to the group performance
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2 2.3	Show fluidity, appearance of spontaneity and performance energy to an appropriate standard Project the voice to an appropriate level Use movement and the stage space, for ownership, authority and characterisation, where relevant and to an appropriate level
3.	Understand the techniques involved in preparing a Shakespearean role	3.1	Contribute to a group discussion about their character

	<b>Title:</b>	Shakespeare – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform one Shakespearean speech of the Learners' choice as specified by the syllabus Create the character with truth and reality Convey style and verse form showing an understanding of the language and growing awareness of the rhythm and metre Demonstrate stagecraft and other techniques to communicate the meaning of the speech to an appropriate standard
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2	Show fluidity, sense of spontaneity and energy to an appropriate level Project the voice to an appropriate level

		2.3	Show imaginative interpretation and mental projection to an appropriate level
		2.4	Show spatial awareness and use of stage space, relevant to period and conventions
3.	Understand the techniques involved in preparing a Shakespearean role	3.1	Discuss with knowledge and understanding the role of the Prologue and why some plays require it
		3.2	Meaningfully discuss the play from which the Prologue is taken demonstrating knowledge of the speech in the context of the whole
		3.3	Discuss Elizabethan playhouses demonstrating a knowledge and understanding of how they influenced an actor's preparation and performance



	<b>Title:</b>	Shakespeare Group Performance – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1	Choose and perform a scene from any Shakespeare play
		1.2	Create the character with truth and reality
		1.3	Convey style and verse form showing an understanding of the language and growing awareness of the rhythm and metre
		1.4	Demonstrate effective teamworking and co-operation with the group during the performance
2.	Know and understand the physicality involved and vocal techniques employed	2.1	Show fluidity, sense of spontaneity and energy to an appropriate level
		2.2	Project the voice to an appropriate level
		2.3	Show imaginative interpretation and mental projection to an appropriate level
		2.4	Show spatial awareness and use of stage space, relevant to period and conventions
3.	Contribute to a group discussion	3.1	Contribute to a group discussion about: <ul style="list-style-type: none"> <li>• their character in the performance</li> <li>• the events leading up to the scene</li> </ul>

	<b>Title:</b>	Choral Speaking – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand the techniques for the speaking of poetry in choir format	1.1	Speak a poem of the choir's choice to an appropriate standard
		1.2	Speak a contrasting poem of Learners' choice
2.	Know and aim to apply the techniques of performance	2.1	Demonstrate an understanding of how to prepare work as a team by choosing repertoire and performing a short programme of poetry as an ensemble performance
		2.2	Demonstrate through their work the basic technical skills in performance techniques used for choral speaking of poetry
		2.3	Communicate a developing sense of confidence in performance
		2.4	Speak clearly and audibly showing skills in application of vocal technique

	<b>Title:</b>	Choral Speaking – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques of the speaking of poetry in choir format	1.1  1.2	Speak a poem of the choir's choice based on the theme as set by the syllabus to an appropriate standard Speak a poem of Learners' choice demonstrating the ability to adapt technique and interpretation to reflect the relevant contrast/s in subject, style, mood or period
2.	Know the techniques of performance	2.1  2.2  2.3  2.4	Speak a programme of poetry to show awareness of differing styles, period and/or verse forms Demonstrate a basic understanding of the teamwork required in preparation and performance of an ensemble poetry choir recital Demonstrate developing vocal skills achieving clarity and vocal projection Demonstrate energy and confidence in group dynamics and sense of performance.

	<b>Title:</b>	Choral Speaking – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques of speaking poetry in choir format	1.1 1.2	Speak a poem of the group's choosing based on the theme as set by the syllabus to an appropriate standard Speak a contrasting poem of Learners' choice to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Speak a recital of poetry to demonstrate ability to adapt performance for contrasts in form, style, period and/or content Show through their work the various ensemble performance techniques of the choral recital of poetry Demonstrate a well-modulated voice Show good use of breath support and resonance achieving clarity and vocal projection Show good timing and performance techniques Demonstrate awareness of visual communication in overall sense of performance Show group commitment, cohesion and developing group dynamics in preparation, creative interpretation and delivery

<b>Title:</b>	Recital – Grade 1	
<b>Level:</b>	1	
<b>GLH:</b>	15	
<b>TQT:</b>	60	
<b>Credit Value:</b>	6	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The Learner will:</b>	<b>The Learner can:</b>	
Know and understand the techniques of recital and all aspects of drama	1.1 1.2 1.3 1.4	Perform a programme of literature in the form of a continuous recital using appropriate links between selections Speak a poem to an appropriate standard Perform a scene from a play or adapted from a novel to an appropriate standard Speak an extract of prose to an appropriate standard
Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Perform a recital showing understanding of how to prepare work and demonstrating ability to adapt technique for a variety of literacy forms and showing contrasts in style, period and content Show through their work a variety of pauses and other visual and vocal emphases and techniques appropriate to the recital of prose, poetry and drama Demonstrate a well-modulated voice Show good use of breath support and resonance Be able to link the poems together purposefully and with artistic skill to an appropriate standard

<b>Title:</b>	Recital Group– Grade 1	
<b>Level:</b>	1	
<b>GLH:</b>	15	
<b>TQT:</b>	60	
<b>Credit Value:</b>	6	
<b>Learning Outcomes</b> <b>The Learner will:</b>		<b>Assessment Criteria</b> <b>The Learner can:</b>
Know and understand the techniques of recital and all aspects of drama	1.1	Perform in the form of a continuous recital: <ul style="list-style-type: none"> <li>• A poem</li> <li>• An acted monologue from a published play or adapted from a novel</li> <li>• An extract of memorised prose.</li> </ul>
	1.2	Link the performance together purposefully and with artistic skill to an appropriate standard
Know the techniques of performance	2.1	Prepare work in an appropriate manner
	2.2	Show good teamwork in performance
	2.3	Show visual and vocal emphases and techniques appropriate to the recital of prose, poetry and drama
	2.4	Demonstrate a well modulated voice
	2.5	Use breath support and resonance

<b>Title:</b>	Recital – Grade 2	
<b>Level:</b>	1	
<b>GLH:</b>	15	
<b>TQT:</b>	70	
<b>Credit Value:</b>	7	
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
<b>The Learner will:</b>		<b>The Learner can:</b>
Know and understand the techniques of recital and all aspects of drama	1.1 1.2 1.3 1.4	Perform a programme of literature in the form of a continuous recital using appropriate links between selections Speak a poem to an appropriate standard Perform a scene from a play or adapted from a novel to an appropriate standard Speak an extract of prose to an appropriate standard
Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Perform a recital showing understanding of how to prepare work and demonstrating ability to adapt technique for a variety of literacy forms and showing contrasts in style, period and content Show through their work a variety of pauses and other visual and vocal emphases and techniques appropriate to the recital of prose, poetry and drama Demonstrate a well-modulated voice Show good use of breath support and resonance Be able to link the poems together purposefully and with artistic skill to an appropriate standard

<b>Title:</b>	Recital Group – Grade 2	
<b>Level:</b>	1	
<b>GLH:</b>	15	
<b>TQT:</b>	70	
<b>Credit Value:</b>	7	
<b>Learning Outcomes</b> <b>The Learner will:</b>		<b>Assessment Criteria</b> <b>The Learner can:</b>
Know and understand the techniques of recital and all aspects of drama	1.1	Perform in the form of a continuous recital: <ul style="list-style-type: none"> <li>• A poem</li> <li>• An acted monologue from a published play or adapted from a novel</li> <li>• An extract of memorised prose.</li> </ul>
	1.2	Link the performance together purposefully and with artistic skill to an appropriate standard
Know the techniques of performance	2.1	Prepare work in an appropriate manner
	2.2	Show good teamwork in performance
	2.3	Show through their work a variety of pauses and other visual and vocal emphases and techniques appropriate to the recital of prose, poetry and drama
	2.4	Demonstrate a well-modulated voice
	2.5	Show good use of breath support and resonance

	<b>Title:</b>	Recital – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand the techniques of recital and all aspects of drama	1.1 1.2 1.3 1.4	Perform a programme of literature in the form of a continuous recital using appropriate links between selections Speak a poem to an appropriate standard Perform a scene from a play or adapted from a novel to an appropriate standard Speak an extract of prose to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Perform a recital showing understanding of how to prepare work and demonstrating ability to adapt technique for a variety of literacy forms and showing contrasts in style, period and content Show through their work a variety of pauses and other visual and vocal emphases and techniques appropriate to the recital of prose, poetry and drama Demonstrate a well-modulated voice Show good use of breath support and resonance Be able to link the poems together purposefully and with artistic skill to an appropriate standard



	<b>Title:</b>	Recital Group– Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques of recital and all aspects of drama	1.1	Perform in the form of a continuous recital: <ul style="list-style-type: none"> <li>• A poem</li> <li>• An acted monologue from a published play or adapted from a novel</li> <li>• An extract of memorised prose.</li> </ul>
		1.2	Link the performance together purposefully and with artistic skill to an appropriate standard
2.	Know the techniques of performance	2.1	Prepare work appropriately demonstrating the ability to adapt technique for a variety of literacy forms
		2.2	Show contrasts in style, period and content
		2.3	Demonstrate good teamwork in cooperative production and performance
		2.4	Demonstrate a well-modulated voice
		2.5	Show good use of breath support and resonance

	<b>Title:</b>	Solo Verse Speaking – Grade 1	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	60	
	<b>Credit Value:</b>	6	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques for the speaking of poetry	1.1 1.2	Speak one poem of Learners' choice to an appropriate standard Speak a contrasting piece of Learners' choice to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Speak two poems from memory and as a short recital, demonstrate awareness of the contrasts in form and content Show through their work a variety of verse pauses and techniques for the recital of poetry Use a well-modulated voice Show good use of breath support and resonance Link the poems together to an appropriate standard

	<b>Title:</b>	Solo Verse Speaking – Grade 2	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	70	
	<b>Credit Value:</b>	7	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques for the speaking of poetry	1.1 1.2	Speak one poem as specified in the syllabus to an appropriate standard Speak a short lyrical poem of Learners' choice to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Speak two poems demonstrating knowledge and understanding and showing differences in style, period and/or verse form as appropriate Show through their work the various verse pauses and techniques for the speaking of poetry Use a well-modulated voice Show good use of breath support and resonance Be able to link the poems together purposefully and to an appropriate standard

	<b>Title:</b>	Solo Verse Speaking – Grade 3	
	<b>Level:</b>	1	
	<b>GLH:</b>	15	
	<b>TQT:</b>	80	
	<b>Credit Value:</b>	8	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques for the speaking of poetry	1.1 1.2 1.3	Speak one poem as specified in syllabus to an appropriate standard Speak a poem of Learners' choice on a theme set by the syllabus to an appropriate standard Speak a further poem of Learners' choice to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Speak a programme of poems showing an understanding of how to select and prepare work displaying a contrast in style, period and verse form Demonstrate application of the variety of verse pauses and techniques required for the speaking of poetry Use a well-modulated voice with developing skill Show good use of breath support and resonance Link the poems together clearly with authority and purpose to an appropriate standard