

**NEW ERA ACADEMY**

**NEA Level 2 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>QCF level</b>	<b>Credit</b>	<b>GLH</b>	<b>TQT</b>
<b>Acting – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Acting Duologue – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Acting Group – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Acting Group Performance – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Musical Theatre – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Musical Theatre Duologue – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Musical Theatre Group – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Musical Theatre Group Performance – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Mime – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Mime Duologue – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Mime Group – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Devised Drama – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Devised Drama Duologue – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Devised Drama Group – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Devised Drama Group Performance – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Shakespeare – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Shakespeare Group Performance – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Solo Verse Speaking – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Choral Speaking – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Recital – Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Recital Group– Grade 4</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>20</b>	<b>100</b>
<b>Acting – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Acting Duologue – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Acting Group – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Acting Group Performance – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Musical Theatre – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>

<b>Musical Theatre Duologue – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Musical Theatre Group – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Musical Theatre Group Performance – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Mime – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Mime Duologue – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Mime Group – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Devised Drama – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Devised Drama Duologue – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Devised Drama Group – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Devised Drama Group Performance – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Shakespeare – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Shakespeare Group Performance – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Solo Verse Speaking – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Choral Speaking – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Recital – Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</b>
<b>Recital Group - Grade 5</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>23</b>	<b>120</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 2 Award in Graded Examination in Performance

This specification is designed to give teachers and Learners practical information on the NEA Level 2 Award in Graded Examinations 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 2 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  
Choral Speaking  
Recital

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 2 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 groups.

### **A.2 Progression**

The NEA Level 2 Award in Graded Examination in Performance provides a progression route to Level 3. It can be argued that the NEA Level 2 Award in Graded Examination in Performance by itself is not strictly speaking 'vocational' in that it is not 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 2 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 2 Award in Graded Examination in Performance will give Learners the skills necessary to perform or work in other areas of the business.

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

An NEA Level 2 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 at 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 20 – 23 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](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 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 2 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 be completed, and no specified knowledge, skills or understanding required prior to taking an NEA Level 2 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 grade.

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 and
- 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 indicative teaching time for the unit.

	<b>Title:</b>	Acting – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 to an appropriate standard, demonstrating maturity of thought, imaginative interpretation and developing awareness of applied stagecraft
		1.2	Perform a contrasting scene to an appropriate standard, demonstrating maturity of thought, informed creativity and developing application of technique
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the characters and plays chosen
		2.2	Meaningfully discuss pitch, pace, pause, inflection
3	Be able to read a previously unseen piece of drama to an appropriate standard	3.1	Read with a good level of fluency, movement and expression, giving an idea of character
		3.2	Display some acting technique and ability to perform and make interpretative decisions under pressure

	<b>Title:</b>	Acting Duologue – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 to an appropriate standard, demonstrating maturity of thought, imaginative interpretation and developing awareness of applied stagecraft
		1.2	Perform a contrasting scene to an appropriate standard, demonstrating maturity of thought, imaginative interpretation and developing application of technique
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the characters and plays chosen
		2.2	Meaningfully discuss pitch, pace, pause, inflection
3.	Be able to read a previously unseen piece of drama to an appropriate standard	3.1	Read with a good level of fluency, movement and expression, giving an idea of character
		3.2	Display some acting technique and ability to perform and make interpretative decisions under pressure
		3.3	Display some appropriate technique and ability to perform and make interpretative decisions under pressure

	<b>Title:</b>	Acting Group – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 a good standard
		1.2	Show theatrical skills to an appropriate standard
		1.3	Demonstrate strong teamwork and shared responsibility

	<b>Title:</b>	Acting Group Performance – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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	Perform a scene or a one-act play or a scene from a longer play to a good standard Show theatrical skills to an appropriate standard Demonstrate a strong contribution to the group performance and a sense of teamwork and shared responsibility
2.	Contribute to a group discussion	2.1	Make an active, positive and confident contribution to a group discussion about: <ul style="list-style-type: none"> <li>Your character</li> <li>The events leading up to the scene</li> <li>The plot of the play</li> </ul>

	<b>Title:</b>	Acting – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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	Perform a scene as specified in syllabus to an appropriate standard, demonstrating awareness of period and character, mature approach to research and developing skills in use of a range of visual and vocal emphases Perform a contrasting scene as specified in syllabus to an appropriate standard, demonstrating awareness of period and character, mature approach to research and developing skills in use of a range of visual and vocal emphases
2.	Understand the techniques involved in preparing a role	2.1 2.2	Meaningfully discuss the characters and plays chosen Meaningfully discuss techniques employed in characterisation.
3	Be able to read a previously unseen piece of drama to an appropriate standard	3.1 3.2 3.3	Read with a good level of fluency, movement and expression, giving an idea of character Display appropriate acting techniques Create a sense of performance, with some connection and communication of text to the audience

	<b>Title:</b>	Acting Duologue – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 (as specified in the syllabus) to an appropriate standard, demonstrating awareness of period and character, mature approach to research and developing skills in use of a range of emphases
		1.2	Perform a contrasting scene to an appropriate standard (as specified in the syllabus), demonstrating awareness of period and character, mature approach to research and developing skills in use of a range of emphases
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the characters and plays chosen
		2.2	Meaningfully discuss techniques employed in characterisation
3.	Be able to read a previously unseen piece of drama to an appropriate standard	3.1	Read with a good level of fluency, movement and expression, giving an idea of character and relationship to other protagonist
		3.2	Display appropriate acting techniques

	<b>Title:</b>	Acting Group – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	10	
	<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
		1.2	Show good individual and ensemble theatrical skills
		1.3	Demonstrate a strong sense of teamwork

	<b>Title:</b>	Acting Group Performance – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes</b> <b>The Learner will:</b>	<b>Assessment Criteria</b> <b>The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1	Perform a scene from a longer play or a one-act play to an appropriate standard
		1.2	Show good individual and ensemble theatrical skills
		1.3	Demonstrate confident contributions to the group performance, showing strong teamwork skills
2.	Contribute to a group discussion	2.1	Make an active, positive and confident contribution to a group discussion about: <ul style="list-style-type: none"> <li>• Your character</li> <li>• The events leading up to the scene</li> <li>• The plot of the play</li> </ul>

	<b>Title:</b>	Musical Theatre – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes</b> <b>The Learner will:</b>		<b>Assessment Criteria</b> <b>The Learner can:</b>
1	Know the techniques of musical theatre performance	1.1	Perform a scene which leads into a song of the Learner's choice by the composer/lyricist as specified in the syllabus to an appropriate standard
		1.2	Perform a contrasting song of the Learner's choice expressing the emotion of either anger or joy, to an appropriate standard
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss breathing techniques and vocal support and vocal changes
		2.2	Talk with knowledge and understanding about effective ways of warming up and cooling down the voice, pre and post performance

	<b>Title:</b>	Musical Theatre Duologue – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning outcomes</b> <b>The Learner will:</b>		<b>Assessment Criteria</b> <b>The Learner can:</b>
1	Know the techniques of musical theatre performance	1.1	Perform a scene which leads into a song of the Learner's choice by the composer/lyricist as specified in the syllabus to an appropriate standard
		1.2	Perform a contrasting song of the Learner's choice expressing either anger or joy to an appropriate standard
		1.3	Demonstrate mutual and reflective emotional responses in performance showing relationship to fellow character throughout
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss breathing techniques and vocal support and vocal changes
		2.2	Meaningfully discuss effective ways of warming up and cooling down the voice pre and post performance

	<b>Title:</b>	Musical Theatre Group – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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	Perform a scene or a series of scenes from a film or stage musical that includes both acted sequences and two contrasting songs to an appropriate standard  Demonstrate good ensemble performance skills in technique and imaginative interpretation to create an integrated musical theatre performance of acting and song  Demonstrate good team cohesion, reflected in creation and performance of scene/s, characterisations and mutual responses, physical and vocal co-ordination, special awareness and overall group dynamic

	<b>Title:</b>	Musical Theatre Group Performance – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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	Perform a scene from a film or stage musical that includes both acted sequences and one or more songs to an appropriate standard  Demonstrate good ensemble performance skills in technique and imaginative interpretation to create an integrated musical theatre performance of acting and song  Demonstrate good team cohesion, reflected in creation and performance of scene/s, characterisations and mutual responses, physical and vocal co-ordination, spatial awareness and overall group dynamic
2	Contribute to a group discussion		Make an active, positive and confident contribution to a group discussion about: <ul style="list-style-type: none"> <li>• Your character</li> <li>• The events leading up to the scene</li> <li>• Your relationship to the other characters in the musical</li> <li>• How the physicality of characterisation impacts on the voice</li> </ul>

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	<b>Title:</b>	Musical Theatre – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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	Perform a scene which leads into a song of the Learner's choice by composer/lyricist as specified in the syllabus, to an appropriate standard  Perform a contrasting comedy song of the Learner's choice to an appropriate standard
2.	Understand the techniques involved in preparing a musical theatre role	2.1  2.2	Meaningfully discuss how acting styles have changed as musicals have evolved.  Meaningfully discuss how the physicality of characterisation impacts on the voice
3.	Understand the works of modern-day songwriters	3.1	Meaningfully discuss the works of the composer/lyricist chosen

	<b>Title:</b>	Musical Theatre Duologue – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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	Perform a scene which leads into a song of the Learner's choice by composer/lyricist as specified in the syllabus, to an appropriate standard  Perform a contrasting comedy song of the Learner's choice to an appropriate standard
2.	Understand the techniques involved in preparing a musical theatre role	2.1  2.2  2.3	Meaningfully discuss how acting styles have changed as musicals have evolved  Meaningfully discuss how physicality of characterisation impacts on the voice  Show awareness of the relationship between the characters and how this affects the integration of acted and vocal performance
3.	Understand the works of modern-day songwriters	3.1	Meaningfully discuss the works of the composer/lyricist chosen

	<b>Title:</b>	Musical Theatre Group – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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	Perform one scene or series of scenes from a film or stage musical that includes acted sequences and two contrasting songs to an appropriate standard  Demonstrate good skills of acting, vocal technique and artistic interpretation combined to create an integrated musical theatre performance  Demonstrate developed cohesion, co-ordination and characterisation to create appropriate group interaction, relationships and overall dynamics

	<b>Title:</b>	Musical Theatre Group Performance – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	

<b>Credit Value:</b>		<b>12</b>	
<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	Perform one scene from a film or stage musical that includes acted sequences and one or more songs to an appropriate standard Demonstrate good skills of acting, vocal technique and artistic interpretation combined to create an integrated musical theatre performance Demonstrate developed cohesion, co-ordination and characterisation to make a positive contribution to group interaction, relationships and overall dynamics
2.	Contribute to a group discussion	2.1	Make an active, positive and confident contribution to a group discussion about: <ul style="list-style-type: none"> <li>• Your character</li> <li>• The events leading up to the scene</li> <li>• Your relationship to the other characters in the musical</li> <li>• How the physicality of characterisation impacts on the voice</li> </ul>

	<b>Title:</b>	Miming – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1	Know and understand techniques involved in a narrative mime	1.1  1.2	Present a narrative mime showing focus and believability to an appropriate standard  Indicate characterisations and change of, or development of, emotions where relevant, to an appropriate standard
2.	Know and understand the techniques involved with mime	2.1  2.2	Perform a series of occupational and narrative mimes showing clarity, observation, dexterity of hands, imagination and facial expression  Indicate appropriate characterisation and development of emotions, to an appropriate standard

	<b>Title:</b>	Miming Duologue– Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1	Know and understand techniques involved in a narrative mime	1.1  1.2  1.3	Present a narrative mime showing focus and believability to an appropriate standard  Indicate characterisations and change of, or development of, emotions where relevant, to an appropriate standard  Show interaction and mutual and reflective reaction to other character in scene, demonstrating co-operation in planning and creative interpretation and timing in performance
2.	Know and understand the techniques involved in mime	2.1  2.2  2.3	Perform a series of occupational and narrative mimes showing clarity in scene, demonstrating co-operation in planning and creative interpretation and timing of performance  Indicate appropriate characterisation and development of emotions to an appropriate standard  Show interaction, mutual and reflective reaction and timing to partner, demonstrating co-operation in devising process, clear and fluid stages of activity, imaginative interpretation and timing

	<b>Title:</b>	Miming Group – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1	Know and understand techniques involved in a narrative mime	1.1 1.2 1.3 1.4	Mime on a theme set by the syllabus to an appropriate level Present a narrative of the Learner's choice Show focus and believability in structure and progression of narrative to an appropriate standard Show developing ensemble performance techniques through characterisation and interaction, interpretation, co-ordination and timing

	<b>Title:</b>	Miming – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand techniques involved in a narrative mime	1.1	Present a narrative mime showing focus and believability to an appropriate standard
2.	Know and understand techniques involved in an occupational mime	2.1 2.2	Perform a series of occupational mimes showing clarity, dexterity of hands, weight, tension and facial expression Perform three further episodes (as per syllabus) showing detail, clarity and emotion

	<b>Title:</b>	Miming Duologue – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand techniques involved in a narrative mime.	1.1 1.2 1.3 1.4	Present a narrative mime (as specified in the syllabus) showing structural focus, progression and believability to an appropriate standard Indicate appropriate characterisation and development of emotion/s to an appropriate standard Show interaction, mutual and reflective reaction, timing and co-ordination in performance Demonstrate shared responsibility and developed teamwork in process of devising narrative
2.	Know and understand the techniques involved in an occupational mime	2.1	Perform a series of occupational mimes showing clarity, dexterity of hands, weight, tension and facial expressions

	<b>Title:</b>	Mime Group – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand techniques involved in a narrative mime	1.1 1.2 1.3 1.4	Mime an episode on a theme set by the examiner to an appropriate level. Present a narrative mime of the group's choice Show focus and believability in structure and progression of narrative to an appropriate standard Show good ensemble performance techniques through characterisation and interplay, interpretation, mutual and individual co-ordination and timing

	<b>Title:</b>	Devised Drama – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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	Create a scene as specified. Show structure to the scene and believability to the character Clearly show other characters within the scene to an appropriate level Show some fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2.	Be able to show understanding of preparing a scene and character	2.1 2.2	Meaningfully discuss creating a devised scene Demonstrate the ability to understand character and situation
3.	Understand techniques involved in devised drama	3.1 3.2	Devise a scene as specified in the syllabus showing creativity, thought and structure to an appropriate level Show believability of character and situation

	<b>Title:</b>	Devised Drama Duologue– Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 1.2 1.3 1.4	Create a scene as specified. Show structure to the scene and believability to the character Clearly show other characters within the scene to an appropriate level Show some fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2.	Understand techniques involved in devised drama	2.1 2.2	Devise a scene as specified in the syllabus showing creativity, thought and structure to an appropriate level Show believability of character and situation
3	Be able to show understanding of preparing a scene and character	3.1 3.2	Meaningfully discuss creating a devised scene Demonstrate the ability to understand character and situation and maintain character outside of scene

	<b>Title:</b>	Devised Drama Group – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 character	1.1 1.2 1.3 1.4 1.5	Create a scene as specified. Show structure to the scene and believability to the character Clearly show other characters within the scene to an appropriate level Demonstrate good teamwork Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2	Understand techniques involved in devised drama	2.1 2.2	Devise a scene as specified in the syllabus showing creativity, thought and structure to an appropriate level Show believability of character and situation
3	Be able to show understanding of preparing a scene and character	3.1 3.2	Meaningfully discuss in a group creating a devised scene Demonstrate the ability to understand character and situation and maintain character outside of scene

	<b>Title:</b>	Devised Drama Group Performance – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1	Be able to devise a scene and create character	1.1 1.2 1.3 1.4 1.5	Create a scene as specified. Show structure to the scene and believability to the character Clearly show other characters within the scene to an appropriate level Demonstrate good teamwork Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2	Understand techniques involved in devised drama	2.1 2.2	Devise a scene as specified in the syllabus showing creativity, thought and structure to an appropriate level Show believability of character and situation
3	Be able to show understanding of preparing a scene and character	3.1 3.2	Meaningfully discuss in a group creating a devised scene Demonstrate the ability to understand character and situation and maintain character outside of scene

	<b>Title:</b>	Devised Drama – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 set by the syllabus Show structure to the scene and believability to the characters' personalities Clearly show other characters within the scene to an appropriate level Show developing fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2.	Be able to show understanding of preparing a character	2.1 2.2	Meaningfully discuss the scenes, characters and process of creation Demonstrate the ability to understand character and situation

	<b>Title:</b>	Devised Drama Duologue – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning outcomes</b>	<b>Assessment Criteria</b>	
	<b>The Learner will:</b>	<b>The Learner can:</b>	
1.	Be able to devise a scene and create characters	1.1 1.2 1.3 1.4 1.5 1.6	Create a scene as set by the syllabus Show structure to the scene and believability to the characters Clearly show other characters within the scene and their relationship to protagonists, to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level Demonstrate confident use of imagination to create, interpret, extend and express scene and characters to an appropriate level
2	Be able to show understanding of preparing a character	2.1 2.2	Meaningfully discuss the scenes, characters and process of creation Demonstrate the ability to understand character and situation
3.	Understand techniques involved in devised drama	3.1 3.2 3.3 3.4 3.5	Devise a scene as specified in the syllabus showing creativity, thought and structure to an appropriate level Show believability of character and situation Show mutuality of preparation and responsibility and demonstrate interaction and reflective reaction Achieve a sense of mutual timing Deal with the unexpected and extend and share both characterisations and performance

	<b>Title:</b>	Devised Drama Group – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to devise a scene and create characters	1.1 1.2 1.3 1.4 1.5 1.6	Create a scene as set by the syllabus Show structure to the scene and believability to the characters Clearly show other characters within the scene and their relationship to protagonists, to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level Demonstrate confident use of imagination to create, interpret, extend and express scene and characters to an appropriate level
2.	Be able to show understanding of preparing a character	2.1 2.2	Meaningfully discuss the scenes, characters and process of creation Demonstrate the ability to understand character and situation
3.	Understand techniques involved in devised drama	3.1 3.2 3.3 3.4 3.5	Devise a scene as specified in the syllabus showing creativity, thought and structure to an appropriate level Show believability of character and situation Show mutuality of preparation and responsibility and demonstrate interaction and reflective reaction Achieve a sense of mutual timing Deal with the unexpected and extend and share both characterisations and performance

	<b>Title:</b>	Devised Drama Group Performance – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
	Be able to devise a scene and create characters	1.1 1.2 1.3 1.4 1.5	Create a scene as set by the syllabus Show structure to the scene and believability to the characters Clearly show other characters within the scene and their relationship to protagonists, to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level

	1.6	Demonstrate confident use of imagination to create, interpret, extend and express scene and characters to an appropriate level
Be able to show understanding of preparing a character	2.1 2.2	Meaningfully discuss the scenes, characters and process of creation Demonstrate the ability to understand character and situation
Understand techniques involved in devised drama	3.1 3.2 3.3 3.4 3.5	Devise a scene as specified in the syllabus showing creativity, thought and structure to an appropriate level Show believability of character and situation Show mutuality of preparation and responsibility and demonstrate interaction and reflective reaction Achieve a sense of mutual timing Deal with the unexpected and extend and share both characterisations and performance

	<b>Title:</b>	Shakespeare – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
	<b>The Learner will:</b>	<b>The Learner can:</b>	
1.	Know the techniques of dramatic performance	1.1	Perform a speech from a selection of Shakespearean plays listed in the syllabus
		1.2	Show the character convincingly, with truth and reality
		1.3	Convey meaning, style and verse form, showing an understanding of rhythm and metre and techniques employed in the performing of Shakespeare to an appropriate standard
2.	Know and understand the physicality involved and vocal techniques employed	2.1	Show fluidity, spontaneity and energy to an appropriate standard
		2.2	Vocally project and use developed control of breathing
3.	Understand the techniques involved in preparing a Shakespearean role	3.1	Meaningfully discuss how the character fits into the play and the reason for their presence
		3.2	Meaningfully discuss the characters use of language
		3.3	Meaningfully discuss the play from which the speech was taken and Shakespeare's use of metre and rhythm

	<b>Title:</b>	Shakespeare Group Performance – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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	Perform a scene from any Shakespeare play Convey meaning, style and verse form, showing an understanding of rhythm and metre and techniques employed in the performing of Shakespeare to an appropriate standard Work co-operatively with the group, contributing to the performance as an effective team member
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2	Show fluidity, spontaneity and energy to an appropriate standard Vocally project and use developed control of breathing
3.	Contribute to a group discussion	3.1	Make an active and positive contribution to a group discussion about; <ul style="list-style-type: none"> <li>• Their character</li> <li>• The events leading up to the scene</li> <li>• The plot of the play</li> </ul>

	<b>Title:</b>	Shakespeare – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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	Perform a speech from a selection of Shakespearean plays as specified in the syllabus Show ways in which the character informs the audience of an event that happened off stage (e.g. character as narrator or social commentator) to an appropriate standard Convey meaning style and verse form, showing an understanding of rhythm and metre and techniques employed in the performing of Shakespeare to an appropriate standard
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2	Show fluidity, spontaneity and energy to an appropriate standard Vocally project and use well-modulated voice and developed breath control
3.	Understand the techniques involved in preparing a Shakespearean role	3.1	Meaningfully discuss Shakespeare's reasons for not showing scene but

		3.2	relying on another character's narrative Meaningfully discuss the techniques needed to bring events to life, demonstrating knowledge and application
		3.3	Discuss with knowledge and understanding the play from which the speech was taken and Shakespeare's use of metre

	<b>Title:</b>	Shakespeare Group Performance– Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 from any Shakespeare play
		1.2	Convey meaning style and verse form, showing an understanding of rhythm and metre and techniques employed in the performing of Shakespeare to an appropriate standard
		1.3	Work positively as part of the group, showing understanding of group dynamics and effective team working skills
2.	Know and understand the physicality involved and vocal techniques employed	2.1	Show fluidity, spontaneity and energy to an appropriate standard
		2.2	Vocally project and use well-modulated voice and developed breath control
3.	Contribute to a group discussion	3.1	Make an active and positive contribution to a group discussion about; <ul style="list-style-type: none"> <li>• Their character</li> <li>• The events leading up to the scene</li> <li>• The plot of the play</li> </ul>

	<b>Title:</b>	Choral Speaking – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1	Know and understand the techniques of speaking poetry and prose in choir format	1.1 1.2	Present an item consisting of poetry, prose or a combination of both on a theme as set by the syllabus to an appropriate standard Speak a contrasting poem of the Learner's own choice
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5 2.6	Perform a programme of poetry and/or prose to show differing styles, period and verse forms Show through their work the various techniques of the choral speaking of poetry and prose Use well-modulated voices Show good use of breath support and resonance Show good timing and developing ensemble performance techniques Show teamwork in process, performance choices and delivery

	<b>Title:</b>	Choral Speaking – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand the techniques of speaking poetry and prose in choir format	1.1 1.2	Present an item consisting of poetry, prose or a combination of both, telling all or part of a story, to an appropriate standard Present a sharply contrasting poem of the Learner's own choice
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5 2.6	Perform a programme of poetry and/or prose to show differing styles, period and verse forms Show through their work the various developing techniques of the choral speaking of poetry and prose Use well-modulated voices Show good use of breath support and resonance Show good timing, ensemble performance techniques and dynamics Show developing interpretative skills, informed choice of selections and appropriate teamwork in process and performance

	<b>Title:</b>	Recital - Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes</b> <b>The Learner will:</b>		<b>Assessment Criteria</b> <b>The Learner can:</b>
1.	Know and understand the recital and acting techniques required for all elements of the performance programme	1.1  1.2	Perform in the form of a continuous recital: <ul style="list-style-type: none"> <li>• A poem</li> <li>• An acted monologue form a published play or adapted from a novel</li> </ul> An extract of memorised prose  Link the pieces together showing coherence and artistic effect, to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Demonstrate variety in selection choice and versatility of technique  Use a mixture of styles, periods and literary forms  Use a well-modulated voice  Show good use of breath support and resonance  Show appropriate application of a variety of pauses and techniques specific to recital of prose, verse and drama

	<b>Title:</b>	Recital Group - Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning Outcomes</b> <b>The Learner will:</b>		<b>Assessment Criteria</b> <b>The Learner can:</b>
1.	Know and understand the recital and acting techniques required for all elements of the performance programme	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> </ul> An extract of memorised prose
		1.2	Link the pieces together showing coherence and artistic effect, to an appropriate standard
2.	Know the techniques of performance	2.1	Demonstrate variety in selection choice and versatility of technique
		2.2	Use a mixture of styles, periods and literary forms
		2.3	Demonstrate good teamwork in cooperative production and performance, displaying developing flexibility in accepting and extending ideas
		2.4	
		2.5	Use a well-modulated voice
		2.6	Show good use of breath support and resonance
			Show appropriate application of a variety of pauses and techniques specific to recital of prose, verse and drama

	<b>Title:</b>	Recital - Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the recital and acting techniques required for all elements of the performance programme	1.1 1.2 1.3 1.4	Recite a programme of pieces and use effective links between each Speak a poem to an appropriate standard Perform a scene from a play, or adapted from a novel, to an appropriate standard. Speak a piece of prose to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Perform a programme of work demonstrating variety in selection choice, versatility of technique and using a mixture of styles, periods and literary forms Demonstrate appropriate application of a variety of pauses and techniques specific to a recital of prose, verse and drama Use a well-modulated voice Show good appropriate use of breath support, projection and resonance Demonstrate the ability to link the poems together for coherence and artistic effect to an appropriate standard

	<b>Title:</b>	Recital Group - Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand the recital and acting techniques required for all elements of the performance programme	1.1	Perform in the form of a continuous recital: <ul style="list-style-type: none"> <li>• A group poem</li> <li>• An acted monologue form a published play or adapted from a novel</li> </ul>
		1.2	An extract of memorised prose Link the pieces together showing coherence and artistic effect, to an appropriate standard
2.	Know the techniques of performance	2.1	Demonstrate variety in selection choice and versatility of technique
		2.2	Use a mixture of styles, periods and literary forms
		2.3	Demonstrate good teamwork in cooperative production and performance, displaying developing flexibility in accepting and extending ideas and contributing to the group dynamic
		2.4	Show appropriate application of a variety of pauses and techniques specific to recital of prose, verse and drama
		2.5	Use a well-modulated voice
		2.6	Show good use of breath support and resonance

	<b>Title:</b>	Solo Verse Speaking – Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 from a choice of four as listed in the syllabus to an appropriate standard Speak a sonnet as specified by the syllabus of the Learner's choice to an appropriate standard Speak a further poem of the Learner's choice to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Speak from memory a recital of poems showing developing ability to adapt technique to reflect contrast in style, period and verse form Show through their work the variety of verse pauses and other verbal and visual emphases and techniques required for the verse form Use a well-modulated voice with developing artistry Show good use of breath support and resonance for vocal and mental projection Demonstrate maturing application of imaginative interpretation in the use of links to enhance the sense of performance to an appropriate standard

	<b>Title:</b>	Solo Verse Speaking – Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 an extract from a choice of three narrative poems as listed in the syllabus to an appropriate standard Speak a sonnet as specified by the syllabus of the Learner's choice to an appropriate standard Speak a further poem of the Learner's choice to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Speak from memory a programme of poems showing flexibility of technique required to demonstrate contrasts in style, period and verse form Demonstrate application of the variety of verse pauses and other verbal and visual techniques required for the speaking of poetry Use a well-modulated voice demonstrating appropriate artistic interpretation Show good use of breath support and resonance for audibility and mental projection Demonstrate mature level of preparation, knowledge of repertoire and artistic skill to create a sense of performance and seamless recital, to an appropriate standard