

**NEW ERA ACADEMY**

**NEA Level 3 Certificate 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>
Acting – Grade 6	1	3	14	27	140
Acting Duologue – Grade 6	1	3	14	27	140
Acting Group – Grade 6	1	3	14	27	140
Acting Group Performance – Grade 6	1	3	14	27	140
Musical Theatre – Grade 6	1	3	14	27	140
Musical Theatre Duologue – Grade 6	1	3	14	27	140
Musical Theatre Group – Grade 6	1	3	14	27	140
Musical Theatre Group Performance – Grade 6	1	3	14	27	140
Miming – Grade 6	1	3	14	27	140
Miming Duologue – Grade 6	1	3	14	27	140
Miming Group – Grade 6	1	3	14	27	140
Devised Drama – Grade 6	1	3	14	27	140
Devised Drama Duologue – Grade 6	1	3	14	27	140
Devised Drama Group – Grade 6	1	3	14	27	140
Devised Drama Group Performance – Grade 6	1	3	14	27	140
Shakespeare – Grade 6	1	3	14	27	140
Shakespeare Group Performance – Grade 6	1	3	14	27	140
Solo Verse Speaking – Grade 6	1	3	14	27	140
Choral Speaking – Grade 6	1	3	14	27	140
Recital – Grade 6	1	3	14	27	140
Acting – Grade 7	1	3	18	30	180
Acting Duologue – Grade 7	1	3	18	30	180
Acting Group – Grade 7	1	3	18	30	180
Acting Group Performance – Grade 7	1	3	18	30	180
Musical Theatre Duologue – Grade 7	1	3	18	30	180

<b>Musical Theatre Group – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Musical Theatre Group Performance – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Miming Duologue – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Miming Group – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Devised Drama – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Devised Drama Duologue – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Devised Drama Group – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Devised Drama Group Performance – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Shakespeare – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Shakespeare Group Performance – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Solo Verse Speaking – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Choral Speaking – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Recital – Grade 7</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>30</b>	<b>180</b>
<b>Acting – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Acting Duologue – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Acting Group – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Acting Group Performance – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Musical Theatre – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Musical Theatre Duologue – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Musical Theatre Group – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Musical Theatre Group Performance – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Miming – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Miming Duologue – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Miming Group – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Devised Drama – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Devised Drama Duologue – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Devised Drama Group – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Devised Drama Group Performance – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>

<b>Shakespeare – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Shakespeare Group Performance – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Solo Verse Speaking – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Choral Speaking – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</b>
<b>Recital – Grade 8</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>40</b>	<b>240</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 candidates are 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 3 Certificate in Graded Examination in Performance

This specification is designed to give teachers and learners practical information on the NEA Level 3 Certificate 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 3 Certificate in Graded Examination in Performance is to provide Learners with the opportunity to obtain recognised qualifications in:

Acting  
Musical Theatre  
Miming  
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 3 Certificate 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 3 Award in Graded Examination in Performance provides a to performance diplomas and into the industry. It can be argued that the NEA Level 3 Certificate 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 3 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 3 Certificate 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 3 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 27 - 40 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 the particular qualification 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 3 Certificates 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 3 Certificate in Graded Examination in Performance. It

is expected, however, that for successful learning, the skills demanded in each grade are to be mastered before Learners progress 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
- 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 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10 1.11 1.12 1.13 1.14	Perform a scene as specified by the syllabus to an appropriate standard Perform a contrasting scene as specified by the syllabus to an appropriate standard Show a range of emotions in the characters in the two pieces to an appropriate standard Show spontaneity and believability to an appropriate standard Show understanding of the text in both pieces to an appropriate standard Show understanding of the subtext in both pieces Show understanding of the context of both pieces to an appropriate standard Show understanding of the objectives of the characters portrayed in both pieces Understand the situations in which the characters find themselves in both pieces Use breath support and resonance to an appropriate standard Show clear articulation and a well-modulated voice Use clear articulation and a well-modulated voice, demonstrating effective vocal projection and freedom Convey appropriate physical responses to demonstrate period Employ appropriate interpretative responses to reveal understanding Demonstrate relevant use of a range of tone, colour and emphasis to develop dramatic structure and emotional climax
2.	Be able to improvise	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Perform an improvisation to an appropriate standard Show sense of place and situation Show the emotions of the characters presented Show spontaneity and believability to an appropriate standard Respond physically to the demands of the characterisations Respond vocally to the demands of the characterisations Mentally project the mood, style and focus of the narrative
3.	Understand the techniques involved in preparing a role	3.1 3.2	Meaningfully discuss the characters and plays chosen Meaningfully discuss the structure needed in improvisation
4.	Be able to read a previously unseen piece of drama to an appropriate standard	4.1 4.2	Read with fluency, movement and expression, giving an idea of character and relationship Display the appropriate techniques

	<b>Title:</b>	Acting Duologue – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 1.6 1.7 1.8 1.9 1.10 1.11 1.12 1.13 1.14 1.15 1.16	Perform a scene as specified by the syllabus to an appropriate standard Perform a contrasting scene as specified by the syllabus to an appropriate standard Show a range of emotions in the characters in the two pieces to an appropriate standard Show spontaneity and believability to an appropriate standard Show understanding of the text in both pieces to an appropriate standard Show understanding of the subtext in both pieces Show understanding of the context of both pieces to an appropriate standard Show understanding of the objectives of the characters portrayed in both pieces Understand the situations in which the characters find themselves in both pieces Use breath support and resonance to an appropriate standard Show clear articulation and a well-modulated voice Use clear articulation and a well-modulated voice, demonstrating effective vocal projection and freedom Convey appropriate physical responses to demonstrate period Employ appropriate interpretative responses to reveal understanding Demonstrate relevant use of a range of tone, colour and emphasis to develop dramatic structure and emotional climax Demonstrate consistent and believable reactions to an acting partner, relevant to the scene and the characters' wider world
2.	Be able to improvise	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Perform an improvisation to an appropriate standard Show a sense of place and situation Show a range of emotions in the characters presented Show spontaneity and believability to an appropriate standard Respond physically to the demands of the characterisations Respond vocally to the demands of the characterisations Mentally project the mood, style and focus of the narrative
3.	Understand the techniques involved in preparing a role	3.1 3.2	Meaningfully discuss the characters and plays chosen Meaningfully discuss the structure needed in improvisation
4.	Be able to read a previously unseen piece of drama to an appropriate standard	4.1 4.2 4.3	Read with fluency, movement and expression, giving an idea of character and relationship Display the appropriate techniques Perform the script cohesively, as part of a pair

	<b>Title:</b>	Acting Group – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 1.6 1.7 1.8 1.9 1.10 1.11 1.12	Perform a scene or a one-act play to an appropriate standard Show theatrical skills to an appropriate standard Demonstrate a strong sense of teamwork and mutuality Show the emotions of characters to an appropriate standard Show spontaneity and believability to an appropriate standard Show understanding of the text in the piece to an appropriate standard Show understanding of the subtext of the piece Show understanding of the context of the piece to an appropriate standard Show understanding of the objectives of the characters portrayed Show understanding of the situations in which the characters find themselves Use breath support and resonance to an appropriate standard Show clear articulation and a well-modulated voice

	<b>Title:</b>	Acting Group Performance – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 1.6 1.7 1.8	Perform a scene or a one-act play to an appropriate standard Show theatrical skills to an appropriate standard Demonstrate a strong sense of teamwork and mutuality Show the emotions of characters to an appropriate standard Show spontaneity and believability to an appropriate standard Show understanding of the text in the piece to an appropriate standard Show understanding of the subtext of the piece

		1.9	Show understanding of the context of the piece to an appropriate standard
		1.10	Show understanding of the objectives of the characters portrayed
		1.11	Show understanding of the situations in which the characters find themselves
		1.12	Use breath support and resonance to an appropriate standard
			Show clear articulation and a well-modulated voice
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> <li>• Your relationship to the other characters in the play</li> </ul>

	<b>Title:</b>	Acting – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 scene as specified by the syllabus to an appropriate standard.
		1.2	Perform a contrasting scene as specified by the syllabus to an appropriate standard
		1.3	Perform a scene in dialect to an appropriate standard
		1.4	Show emotion in the characters in the three pieces to an appropriate standard
		1.5	Show spontaneity and believability to an appropriate standard
		1.6	Show understanding of the text in all pieces to an appropriate standard
		1.7	Show understanding of the subtext in all pieces
		1.8	Show understanding of the context of all pieces to an appropriate standard
		1.9	Show understanding of the objectives of the characters portrayed in all pieces
		1.10	Understand the situations in which the characters find themselves in all pieces
		1.11	Use breath support and resonance to an appropriate standard
		1.12	Show clear articulation and a well-modulated voice
		1.13	Demonstrate appropriate skill in creating and sustaining dialect
		1.14	Show flexibility in combining vocal and physical technique and spatial awareness with imaginative response to engage the audience fully
		1.15	Consciously integrate knowledge, understanding and skills to produce a secure, sustained performance
2.	Be able to perform a mime or improvisation	2.1	Perform a narrative mime or improvisation to an appropriate standard
		2.2	Show a sense of place and situation to an appropriate standard

		2.3	Show the emotions of the characters presented
		2.4	Show spontaneity and believability to an appropriate standard
		2.5	Show clear and accurate movements to an appropriate standard
3.	Understand the techniques involved in preparing a role	3.1	Meaningfully discuss the characters and plays chosen
		3.2	Meaningfully discuss the importance of good breath support and practise in performance
4.	Be able to read a previously unseen piece of drama to an appropriate standard	4.1	Read with fluency, movement and expression giving an idea of character
		4.2	Display the appropriate techniques
		4.3	Interpret awareness of the social and historical context of a script for theatrical purpose.
		4.4	Respond to and/or indicate the presence of any implied third persons, imagined characters and setting with appropriate use of stage areas and mimed action
		4.5	Connect with and communicate the content, style and mood of the text, with a sense of performance
		4.6	Consciously integrate knowledge, understanding and skills to produce a secure, sustained performance

	<b>Title:</b>	Acting Duologue – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 scene as specified by the syllabus to an appropriate standard
		1.2	Perform a contrasting scene as specified by the syllabus to an appropriate standard
		1.3	Perform a scene in dialect to an appropriate standard
		1.4	Show emotion in the characters in the three pieces to an appropriate standard
		1.5	Show spontaneity and believability to an appropriate standard
		1.6	Show understanding of the text in all pieces to an appropriate standard
		1.7	Show understanding of the subtext in all pieces
		1.8	Show understanding of the context of all pieces to an appropriate standard
		1.9	Show understanding of the objectives of the characters portrayed in all pieces
		1.10	Understand the situations in which the characters are portrayed in all pieces
		1.11	Use breath support and resonance to an appropriate standard
		1.12	Show clear articulation and a well-modulated voice
		1.13	Demonstrate consistent and believable reactions to an acting partner, relevant to the scene and the characters' wider world
2.	Be able to perform a mime or improvisation	2.1	Perform a narrative mime or improvisation to an appropriate standard
		2.2	Show a sense of place and situation to an appropriate standard

		2.3	Show the emotions of both characters revealing content and style through effective use of imagination and reflective and mutual reactions
		2.4	Show spontaneity and believability to an appropriate standard
		2.5	Execute clear and accurate movements to an appropriate standard
3.	Understand the techniques involved in preparing a role	3.1	Meaningfully discuss the characters and plays chosen
		3.2	Meaningfully discuss the importance of good breath support and practise in performance
4.	Be able to read a previously unseen piece of drama to an appropriate standard	4.1	Read with fluency, movement and expression giving an idea of character
		4.2	Display the appropriate techniques
		4.3	Interpret the script for theatrical purpose to suggest wider context and subtext
		4.4	Respond to and/or communicate the content, mood and style of the text, with a sense of performance

	<b>Title:</b>	Acting Group – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 or a one-act play to an appropriate standard
		1.2	Show theatrical skills to an appropriate standard
		1.3	Show teamwork in all aspects of performance
		1.4	Show the emotions of characters to an appropriate standard
		1.5	Show spontaneity and believability to an appropriate standard
		1.6	Show understanding of the play, or extract within the context of the whole play, to an appropriate standard
		1.7	Show good understanding of the subtext of the piece
		1.8	Show good understanding of the context of the piece to an appropriate standard
		1.9	Show understanding of the objectives of the characters portrayed and their relationships to others
		1.10	Understand the situations in which the characters find themselves
		1.11	Use breath support and resonance to an appropriate standard
		1.12	Show clear articulation and a well-modulated voice

	<b>Title:</b>	Acting Group Performance – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10 1.11 1.12	Perform a scene or a one-act play to an appropriate standard Show theatrical skills to an appropriate standard Show teamwork in all aspects of performance Show the emotions of characters to an appropriate standard Show spontaneity and believability to an appropriate standard Show understanding of the play, or extract within the context of the whole play, to an appropriate standard Show good understanding of the subtext of the piece Show good understanding of the context of the piece to an appropriate standard Show understanding of the objectives of the characters portrayed and their relationships to others Understand the situations in which the characters find themselves Use breath support and resonance to an appropriate standard Show clear articulation and a well-modulated voice
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> <li>• Your relationship to the other characters in the play</li> </ul>



	<b>Title:</b>	Acting – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to improvise or mime	1.1 1.2 1.3 1.4 1.5 1.6 1.7	Perform an improvisation or mime to an appropriate standard Show a developed sense of place and situation Show the full range of emotions of the characters presented Show spontaneity and believability to an appropriate standard Respond physically to the demands of the characterisations Respond vocally to the demands of the characterisations Mentally project the mood, style and focus of the narrative
2.	Know the techniques of dramatic performance	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12 2.13 2.14 2.15 2.16 2.17 2.18 2.19 2.20	Perform a scene as specified by the syllabus to an appropriate standard Perform a contrasting scene as specified by the syllabus to an appropriate standard Perform a scene in dialect to an appropriate standard Show emotion in the characters in the three pieces to an appropriate standard Show spontaneity and believability to an appropriate standard Show complete understanding of the text in all pieces Show complete understanding of the subtext in all pieces to an appropriate standard. Show complete understanding of the context of all pieces to an appropriate standard Show complete understanding of the objectives of the characters portrayed in all pieces Understand the situations in which the characters find themselves in the three pieces Use breath support and resonance to an appropriate standard Show clear articulation and a well-modulated voice, demonstrating effective vocal projection and freedom Convey appropriate physical responses to demonstrate period movement and gesture Employ appropriate interpretative responses to reveal understanding of movement, posture and gesture in context Demonstrate relevant use of range of tone, colour and emphasis to develop structure and emotional climax Demonstrate maturity, revealing layers of meaning through creative interpretation, appropriate preparation and the combining of technical skills Perform with confidence, clarity and a sense of ownership of the material Consciously integrate knowledge, understanding and technique to produce a secure, sustained performance Combine the skilful and relevant use of voice, body and space with a creative response to engage the audience throughout Demonstrate a thoughtful and sensitive personal interpretation of material, to communicate complexity and range of meaning in characterisation, style, mood and content.
3.	Be able to take redirection	3.1	Display understanding of the redirection and respond appropriately
4.	Understand the techniques involved in preparing a role	4.1 4.2 4.3	Meaningfully discuss the characters and plays chosen Show understanding of the creative and thought processes, as well as technical details Meaningfully discuss the practical application of good breath support, resonance, forward placing and projection
5.	Be able to read a previously unseen piece of drama to an appropriate standard	5.1 5.2 5.3	Read with fluency, movement and expression, giving an idea of character Interpret awareness of the social and historical context of the script for theatrical purpose Respond to and/or indicate the presence of any implied third persons, imagined characters and setting with appropriate use of stage areas and mimed action

		5.4	Connect to and communicate the content, style and mood of the text, with a sense of performance
	<b>Title:</b>	Acting Duologue – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	18	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to improvise or mime	1.1 1.2 1.3 1.4	Perform an improvisation or mime to an appropriate standard Show a sense of place and situation Show the emotions of the characters presented Show spontaneity and believability to an appropriate standard
2.	Know the techniques of dramatic performance	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12 2.13 2.14 2.15 2.16 2.17 2.18 2.19 2.20	Perform a scene as specified by the syllabus to an appropriate standard Perform a contrasting scene as specified by the syllabus to an appropriate standard Perform a scene in dialect to an appropriate standard Show emotion in the characters in the three pieces to an appropriate standard Show spontaneity and believability to an appropriate standard Show complete understanding of the text in all pieces to an appropriate standard Show complete understanding of the subtext in all pieces to an appropriate standard Show complete understanding of the context of all pieces to an appropriate standard Show complete understanding of the objectives of the characters portrayed in all pieces Understand the situations in which the characters find themselves in the three pieces Use breath support and resonance to an appropriate standard Show clear articulation and a well-modulated voice, demonstrating effective vocal projection and freedom Convey appropriate physical responses to demonstrate period movement and gesture Employ appropriate interpretative responses to reveal understanding of movement, posture and gesture in context Demonstrate relevant use of a range of tone, colour and emphasis to develop structure and emotional climax Demonstrate maturity, revealing layers of meaning through creative interpretation, appropriate preparation and the combining of technical skills Perform with confidence, clarity and a sense of ownership of the material Consciously integrate knowledge, understanding and technique to produce a secure, sustained performance Combine skilful and relevant use of voice, body and space with a creative response to engage the audience throughout Demonstrate a thoughtful and sensitive personal interpretation of material, to communicate complexity and a range of meaning in characterisation, style, mood and content
3.	Be able to take redirection	3.1	Display understanding of the redirection, showing flexibility in application
4.	Understand the techniques involved in preparing a role	4.1 4.2 4.3	Meaningfully discuss the characters and plays chosen Show understanding of the creative and thought processes, as well as technical details Meaningfully discuss the practical application of good breath support, resonance, forward placing and projection
5.	Be able to read a previously unseen piece of drama to an appropriate standard	5.1 5.2 5.3 5.4	Read with fluency, movement and expression giving an idea of character and content Display the appropriate techniques required Interpret awareness of social, historical and other textual clues, for performance purposes Respond to a partner, indicate presence of any implied third persons and respond to setting with appropriate use of stage and movement (including mime and gesture)

	5.5	Connect with and communicate the text, sharing its style, mood and content with the audience
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	<b>Title:</b>	Acting Group – Grade 8
	<b>Level:</b>	3
	<b>GLH:</b>	40
	<b>TQT</b>	240
	<b>Credit Value:</b>	24
	<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 theatrical skills to an appropriate standard 1.3 Show highly developed teamwork, group co-operation and interplay in all aspects of the performance process 1.4 Show the emotions of characters to an appropriate standard 1.5 Show spontaneity and believability to an appropriate standard 1.6 Show full understanding of chosen texts in the context of the whole play to an appropriate standard 1.7 Show full understanding of the subtext of the piece 1.8 Show full understanding of the context of the piece to an appropriate standard 1.9 Show understanding of the objectives of the characters portrayed 1.10 Understand and reflect the situations in which the characters find themselves 1.11 Use breath support, resonance and a complete range of appropriate vocal emphasis to an appropriate standard

	<b>Title:</b>	Acting Group Performance – Grade 8
	<b>Level:</b>	3
	<b>GLH:</b>	40
	<b>TQT</b>	240
	<b>Credit Value:</b>	24
	<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 theatrical skills to an appropriate standard 1.3 Show highly developed teamwork, group co-operation and interplay in all aspects of the performance process 1.4 Show the emotions of characters to an appropriate standard 1.5 Show spontaneity and believability to an appropriate standard 1.6 Show full understanding of chosen texts in the context of the whole play to an appropriate standard 1.7 Show full understanding of the subtext of the piece 1.8 Show full understanding of the context of the piece to an appropriate standard

		1.9	Show understanding of the objectives of the characters portrayed
		1.10	Understand and reflect the situations in which the characters find themselves
		1.11	Use breath support, resonance and a complete range of appropriate vocal emphasis to an appropriate standard
2.	Contribute to a group discussion	2.1	<p>Make an active, positive and confident contribution to a group discussion about:</p> <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> <li>• Your relationship to the other characters in the play</li> <li>• The importance of breath support and projection in performance</li> </ul>

	<b>Title:</b>	Musical Theatre – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to improvise	1.1	Perform an improvisation suggested by the lyrics or situation of one of the Learner's pieces, given by the examiner, to an appropriate standard
		1.2	Show spontaneity and believability to an appropriate standard
		1.3	Understand the situations in which the characters find themselves
2.	Know the techniques of musical theatre performance	2.1	Perform a scene which leads into a song of the Learner's choice by one of the specified lyricists/composers to an appropriate standard
		2.2	Perform a contrasting song from as specifies in the syllabus of the Learner's choice to an appropriate standard
		2.3	Show effective vocal performance to an appropriate standard
		2.4	Show a strong tone quality
		2.5	Convey clearly defined emotions to an appropriate standard
		2.6	Show acting ability to lead into songs to an appropriate standard
		2.7	Show fluidity and spontaneous movement
		2.8	Show believability and characterisations to an appropriate level
3.	Understand the techniques involved in preparing a musical theatre role	3.1	Meaningfully compare and contrast the two different styles used in the Learner's selections
		3.2	Meaningfully discuss the vocal techniques and methods of sustaining vocal health and consistency throughout an extended period of performance

	<b>Title:</b>	Musical Theatre Duologue – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to improvise	1.1	Perform an improvisation suggested by the lyrics or situation of one of the Learner's pieces, given by the examiner, to an appropriate standard
		1.2	Show spontaneity and believability to an appropriate standard
		1.3	Understand the situations in which the characters find themselves
2.	Know the techniques of musical theatre performance	2.1	Perform a scene which leads into a song of the Learner's choice by one of the specified lyricists/composers to an appropriate standard
		2.2	Perform a contrasting song as specified in the syllabus of the Learner's choice to an appropriate standard
		2.3	Show effective vocal performance to an appropriate standard
		2.4	Show a strong tone quality
		2.5	Convey clearly defined emotions to an appropriate standard
		2.6	Show acting ability to lead into songs to an appropriate level
		2.7	Show fluidity and spontaneous movement
		2.8	Show believability and characterisations to an appropriate standard
		2.9	Demonstrate consistent and believable reactions to a partner, relevant to the scene and the characters' wider world
3.	Understand the techniques involved in preparing a musical theatre role	3.1	Meaningfully compare and contrast the two different styles used in the Learner's selections
		3.2	Meaningfully discuss the vocal techniques and methods of sustaining vocal health and consistency throughout an extended period of performance

	<b>Title:</b>	Musical Theatre Group – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 scene or compilation of scenes from a film or stage musical to include acted sequences and two contrasting songs to an appropriate standard
		1.2	Show effective vocal performance to an appropriate level
		1.3	Show strong tone quality
		1.4	Convey clearly defined emotions to an appropriate level
		1.5	Show acting ability to lead into songs to an appropriate level
		1.6	Show fluidity and spontaneous movement
		1.7	Show believability and characterisation to an appropriate level
		1.8	Show strong teamwork

	<b>Title:</b>	Musical Theatre Group Performance – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 scene or compilation of scenes from a film or stage musical to include acted sequences and one or more songs to an appropriate standard
		1.2	Show effective vocal performance to an appropriate level
		1.3	Show strong tone quality
		1.4	Convey clearly defined emotions to an appropriate level
		1.5	Show acting ability to lead into songs to an appropriate level
		1.6	Show fluidity and spontaneous movement
		1.7	Show believability and characterisation to an appropriate level
		1.8	Show strong teamwork and co-operation with the group during the performance
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> </ul>

			<ul style="list-style-type: none"> <li>• The events leading up to the scene/song</li> <li>• The plot of the musical</li> <li>• Your relationship to the other characters in the musical</li> <li>• Methods of sustaining vocal health and consistency over an extended period of performance</li> </ul>
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<b>Title:</b>	Musical Theatre – Grade 7		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>TQT</b>	180		
<b>Credit Value:</b>	18		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1. Be able to improvise	1.1 1.2 1.3	Perform an improvisation suggested by the lyrics or situation of one of the Learner's pieces, given by the examiner, to an appropriate standard Show spontaneity and believability to an appropriate standard Understand the situations in which the characters find themselves	
2. Know the techniques of musical theatre performance	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Perform a scene which leads into a song of the Learner's choice as specified in the syllabus to an appropriate standard Perform a contrasting song written in the last twenty years, of the Learner's choice to an appropriate standard Perform a song in a dialect or accent of the Learner's choice Show effective vocal performance to an appropriate standard Show a strong tone quality Convey clearly defined emotions to an appropriate standard Show acting ability to lead into songs to an appropriate standard Show fluidity and spontaneous movement Show believability and characterisation to an appropriate standard	
3 Understand the techniques involved in preparing a musical theatre role.	3.1 3.2	Meaningfully discuss two contrasting styles of musical theatre and the differences in their performance techniques Meaningfully discuss the changing use and techniques of amplification in the stage musical	

<b>Title:</b>	Musical Theatre Duologue – Grade 7		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>TQT</b>	180		
<b>Credit Value:</b>	18		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	

1.	Be able to improvise	1.1 1.2 1.3	Perform an improvisation suggested by the lyrics or situation of one of the Learner's pieces, given by the examiner, to an appropriate standard Show spontaneity and believability to an appropriate standard Understand the situations in which the characters find themselves
2.	Know the techniques of musical theatre performance	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Perform a scene which leads into a song of the Learner's choice as specified in the syllabus to an appropriate standard Perform a song in a dialect or accent of the Learner's choice Show effective vocal performance to an appropriate level Show a strong tone quality Convey clearly defined emotions to an appropriate level Show acting ability to lead into songs to an appropriate standard Show fluidity and spontaneous movement Show believability and characterisation to an appropriate standard Demonstrate consistent and believable reactions to a partner, relevant to the scene and the characters' wider world
3.	Understand the techniques involved in preparing a musical theatre role	3.1 3.2	Meaningfully discuss two contrasting styles of musical theatre and the differences in their performance techniques Meaningfully discuss the changing use and techniques of amplification in the stage musical



<b>Title:</b>	Musical Theatre Group – Grade 7	
<b>Level:</b>	3	
<b>GLH:</b>	30	
<b>TQT</b>	180	
<b>Credit Value:</b>	18	
<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 1.6 1.7 1.8	Perform a scene or compilation of scenes from a film or stage musical to include acted sequences and two contrasting songs to an appropriate standard Show effective vocal performance to an appropriate standard Show a strong tone quality Convey clearly defined emotions to an appropriate level Show acting ability to lead into songs to an appropriate level Show fluidity and spontaneous movement Show believability and characterisation to an appropriate level Show strong teamwork

<b>Title:</b>	Musical Theatre Group Performance – Grade 7	
<b>Level:</b>	3	
<b>GLH:</b>	30	
<b>TQT</b>	180	
<b>Credit Value:</b>	18	
<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 1.6 1.7 1.8	Perform a scene or compilation of scenes from a film or stage musical to include acted sequences and one or more songs to an appropriate standard Show effective vocal performance to an appropriate standard Show a strong tone quality Convey clearly defined emotions to an appropriate level Show acting ability to lead into songs to an appropriate level Show fluidity and spontaneous movement Show believability and characterisation to an appropriate level Show strong teamwork and co-operation through a positive contribution to the group performance

<b>Title:</b>	Musical Theatre – Grade 8	
<b>Level:</b>	3	
<b>GLH:</b>	40	
<b>TQT</b>	240	
<b>Credit Value:</b>	24	
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>

1.	Be able to improvise	1.1	Perform an improvisation suggested by the lyrics or situation of one of the Learner's pieces, given by the examiner, to an appropriate standard
		1.2	Show spontaneity and believability to an appropriate standard
		1.3	Understand the situations in which the characters find themselves
2.	Know the techniques of musical theatre performance	2.1	Perform a scene which leads into a song of the Learner's choice by the specified by the syllabus to an appropriate standard
		2.2	Perform a song Meaningfully discuss styles that have changed the face of musical theatre
		2.3	Perform a contrasting song in a style, period and mood of the Learner's choice to an appropriate standard
		2.4	Show effective vocal performance to an appropriate standard
		2.5	Show a strong tone quality
		2.6	Convey clearly defined emotions to an appropriate standard
		2.7	Show acting ability to lead into songs to an appropriate standard
		2.8	Show fluidity and spontaneous movement
		2.9	Show believability and characterisation to an appropriate standard
3.	Understand the techniques involved in preparing a musical theatre role	3.1	Meaningfully discuss how to approach a musical theatre performance
4.	Understand the history of musical theatre	4.1	Meaningfully discuss styles that have changed the face of musical theatre
		4.2	Meaningfully discuss ways of approaching a role and the process need to approach a musical theatre performance

	<b>Title:</b>	Musical Theatre Duologue – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Be able to improvise	1.1 1.2 1.3	Perform an improvisation suggested by the lyrics or situation of one of the Learner's pieces, given by the examiner, to an appropriate standard Show spontaneity and believability to an appropriate standard Understand the situations in which the characters find themselves
2	Know the techniques of musical theatre performance	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10	Perform a scene which leads into a song of the Learner's choice as specified in the syllabus to an appropriate standard Perform a song of the Learner's choice as specified in the syllabus to an appropriate standard Perform a contrasting song in a style, period and mood of the Learner's choice to an appropriate standard Show effective vocal performance to an appropriate standard Show a strong tone quality Convey clearly defined emotions to an appropriate standard Show acting ability to lead into songs to an appropriate standard Show fluidity and spontaneous movement Show believability and characterisation to an appropriate standard Demonstrate consistent and believable reactions to a partner, relevant to the scene and the characters' wider world
3.	Understand the techniques involved in preparing a musical theatre role	3.1	Meaningfully discuss how to approach a musical theatre performance
4.	Understand the history of musical theatre	4.1 4.2	Meaningfully discuss styles that have changed the face of musical theatre Meaningfully discuss ways of approaching a role and the process need to approach a musical theatre performance

<b>Title:</b>	Musical Theatre Group – Grade 8		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>TQT</b>	240		
<b>Credit Value:</b>	24		
<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 scene or compilation of scenes from a film or stage musical to include acted sequences and two contrasting songs to an appropriate standard
		1.2	Show effective vocal performance to an appropriate standard
		1.3	Show a strong tone quality
		1.4	Convey clearly defined emotions to an appropriate level
		1.5	Show acting ability to lead into songs to an appropriate level
		1.6	Show fluidity and spontaneous movement
		1.7	Show believability and characterisation to an appropriate level
		1.8	Show strong teamwork

<b>Title:</b>	Musical Theatre Group Performance – Grade 8		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>TQT</b>	240		
<b>Credit Value:</b>	24		
<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 scene or compilation of scenes from a film or stage musical to include acted sequences and two contrasting songs to an appropriate standard
		1.2	Show effective vocal performance to an appropriate standard
		1.3	Show a strong tone quality
		1.4	Convey clearly defined emotions to an appropriate level
		1.5	Show acting ability to lead into songs to an appropriate level
		1.6	Show fluidity and spontaneous movement
		1.7	Show believability and characterisation to an appropriate level
		1.8	Show high level co-operation and teamworking including group dynamics and positive interactions with group members
2.	Contribute to a group discussion	2.1	Make an active and positive contribution to a group discussion about: <ul style="list-style-type: none"> <li>• Your character</li> <li>• The events leading up to the scene/song</li> <li>• The plot of the musical</li> <li>• Your relationship to the other characters in the musical</li> </ul>

			<ul style="list-style-type: none"> <li>The process needed to approach a musical theatre performance</li> </ul>
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	<b>Title:</b>	Miming – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1	Know and understand the techniques involved in a narrative mime	1.1 1.2 1.3 1.4 1.5 1.6	Present two narrative mimes showing focus and believability to an appropriate standard Show contrast and clarity of styles in different periods to an appropriate level Show a sense of place and situation to an appropriate standard Show the emotions of the characters presented in the mimes to an appropriate standard Show spontaneity and believability Show the objectives of the characters portrayed in the scenes to an appropriate standard
2.	Know and understand the techniques involved in the creation and performance of mime	2.1	Meaningfully discuss the creation of mimed characters
3	Know and understand the techniques involved in creating a character	3.1 3.2 3.3 3.4 3.5 3.6 3.7	Create and present a character as specified by the syllabus Show costume and background clearly Show movement and the use of properties for the period clearly Demonstrate emotion and believability to an appropriate standard Show fluidity of movement and facial expression to an appropriate standard Present a narrative, depicting a character of an age other than the Learner's own Present a present-day narrative mime

	<b>Title:</b>	Miming Duologue– Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques involved in a narrative mime	1.1 1.2 1.3 1.4 1.5 1.6	Present two narrative mimes showing focus and believability to an appropriate standard Show contrast and clarity of styles in different periods to an appropriate standard Show a sense of place and situation to an appropriate standard Show the emotions of the characters presented in the mimes to an appropriate standard Show spontaneity and believability Show the objectives of the characters portrayed in the scenes to an appropriate standard
2.	Know and understand the techniques involved in the creation and performance of mime	2.1	Meaningfully discuss the creation of mimed characters
3.	Know and understand the techniques involved in creating a character	3.1 3.2 3.3 3.4 3.5	Create and present a character as specified by the syllabus Show costume and background clearly Show movement and use of properties for the period clearly Demonstrate emotion and believability to an appropriate standard Show fluidity of movement and facial expression to an appropriate standard

	<b>Title:</b>	Miming Group – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques involved in a narrative mime.	1.1 1.2 1.3 1.4 1.5	Mime on a theme set by the syllabus to an appropriate level Present a narrative mime of the Learner's choice with a cliffhanger ending Show focus and believability to an appropriate standard Show weight, density and detail to an appropriate standard Show an appropriate level of interpretation and communication
2.	Know and understand character objectives	2.1	Show the objectives of the characters portrayed in the mime scenes to an appropriate standard
3.	Be able to demonstrate physical control	3.1 3.2 3.3	Show control of mimed movements in order to communicate activities to an appropriate standard Show mimes and characterisations according to situation, style and period to an appropriate standard Show physical co-ordination throughout the whole body to an appropriate standard

	<b>Title:</b>	Miming – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques involved in a narrative mime	1.1 1.2 1.3 1.4 1.5 1.6	Present a narrative mime showing focus and believability to an appropriate standard Show contrast and clarity of styles in different cultures to an appropriate standard Show a sense of place and situation to an appropriate standard Show the emotions of the characters presented in the mimes to an appropriate standard Show spontaneity and believability Show the objectives of the characters portrayed in the scenes to an appropriate standard
2.	Know and understand the techniques involved in the creation and performance of mime	2.1	Meaningfully discuss all aspects of relaxation, movement and timing
3.	Know and understand the techniques involved in creating a character and situation	3.1 3.2 3.3 3.4 3.5	Create and present two characters as specified by the syllabus Perform a narrative mime with three different characters, one of whom should be from a culture different to the Learner's own Show a narrative mime based on an occupation clearly Demonstrate emotion and believability to an appropriate standard Show fluidity of movement and facial expression to an appropriate standard



	<b>Title:</b>	Miming Duologue – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques involved in a narrative mime	1.1 1.2 1.3 1.4 1.5 1.6	Present a narrative mime showing focus and believability to an appropriate standard Show contrast and clarity of styles in different cultures to an appropriate standard Show a sense of place and situation to an appropriate standard Show the emotions of the characters presented in the mimes to an appropriate standard Show spontaneity and believability Show the objectives of the characters portrayed in the scenes to an appropriate standard
2.	Know and understand the techniques involved in the creation and performance of mime	2.1	Meaningfully discuss all aspects of relaxation, movement and timing
3.	Know and understand the techniques involved in creating a character and situation	3.1 3.2 3.3 3.4 3.5	Create and present two characters as specified by the syllabus Show costume and background for an evening entertainment clearly Show a narrative mime based on an occupation clearly Demonstrate emotion and believability to an appropriate standard Show fluidity of movement and facial expression to an appropriate standard

	<b>Title:</b>	Miming Group– Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand the techniques involved in a narrative mime	1.1 1.2 1.3 1.4 1.5 1.6	Mime on a theme set by the syllabus to an appropriate standard Present a narrative mime of the Learner's choice with a comic or tragic ending Show focus and believability to an appropriate standard Show weight, density and detail to an appropriate standard Show timing and teamwork to an appropriate standard Show appropriate levels of interpretation and communication
2.	Know and understand character objectives	2.1	Show the objectives of the characters portrayed in the mime scenes to an appropriate standard
3.	Be able to demonstrate physical control	3.1 3.2 3.3	Show control of mimed movements portrayed in order to communicate activities to an appropriate standard Show mimed movements and characterisations according to situation, style and period to an appropriate standard Show physical co-ordination throughout the whole body to an appropriate standard

	<b>Title:</b>	Miming – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques involved in the creation and performance of mime	1.1	Meaningfully discuss all aspects of creating and performing
2.	Know and understand the techniques involved in portraying emotions with no words	2.1	Present a series of emotions displaying physicality and facial expression to an appropriate standard
3.	Know and understand the techniques involved in reproducing an activity	3.1	Present an occupational mime showing focus, weight, height, size, shape, texture and temperature to an appropriate standard
4.	Know and understand the techniques involved in creating a character and situation	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Create and present a scene as specified by the syllabus Show the contrast in costume, style and background clearly Demonstrate emotion and believability to an appropriate standard Show fluidity of movement and facial expression to an appropriate standard Show an informed sense of place and situation to an appropriate standard Show the emotions of the characters presented in the mimes to an appropriate standard Show developed spontaneity and believability Show the objectives of the characters portrayed in the scenes to an appropriate standard

<b>Title:</b>	Miming Duologue – Grade 8		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>TQT</b>	240		
<b>Credit Value:</b>	24		
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand the techniques involved in the creation and performance of mime	1.1	Meaningfully discuss all aspects of creating and performing mime
2	Know and understand the techniques involved in portraying emotions with no words	2.1	Present a series of emotions displaying physicality and facial expression to an appropriate standard
3.	Know and understand the techniques involved in reproducing an activity	3.1	Present an occupational mime showing focus, weight, height, size, shape, texture and temperature to an appropriate standard
4.	Know and understand the techniques involved in creating a character and situation	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Create and present a scene as specified by the syllabus Show the contrast in costume, style and background clearly Demonstrate emotion and believability to an appropriate standard Show range and fluidity of movement and facial expression to an appropriate standard Show a sense of place and situation to an appropriate standard Show the emotions of the characters presented in the mimes to an appropriate standard Show spontaneity and believability Show the objectives of the characters portrayed in the scenes to an appropriate standard

	<b>Title:</b>	Miming Group – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques involved in a narrative mime	1.1 1.2 1.3 1.4 1.5 1.6	Present three narrative mimes as set by the syllabus to an appropriate standard Show a change in emotion with clarity Show focus and believability to an appropriate standard Show weight, density and detail to an appropriate standard Show timing and teamwork to an appropriate standard Show an appropriate level of imaginative interpretation and communication
2.	Know and understand character objectives	2.1	Show the objectives and relationships of the characters portrayed in the mime scenes to an appropriate standard
3.	Be able to demonstrate physical control	3.1 3.2 3.3 3.4	Show control of mimed movements in order to communicate activities to an appropriate standard Show mimes and characterisations according to situation, style and period to an appropriate standard Show physical co-ordination throughout the whole body to an appropriate standard Show group interpretation and a combination of skills and creative responses to show complexity of meaning and sustained clarity and entertainment

	<b>Title:</b>	Devised Drama – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 and chosen by the Learner Show structure in the scene and believability in the character in the manner prescribed by the examiner to an appropriate standard Show other characters within the scene clearly to an appropriate level Show 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 your character Demonstrate the ability to understand character and preparation of role.
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
4.	Be able to show understanding of research of characterisation	4.1	Meaningfully discuss challenges when portraying characters with a changing status showing creativity, thought and structure to an appropriate level

	<b>Title:</b>	Devised Drama Duologue– Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 and chosen by the Learner Show structure in the scene and believability in the character in the manner prescribed by the examiner to an appropriate standard Show other characters within the scene clearly to an appropriate level Show 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 your character Demonstrate the ability to understand character and preparation of role.
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
4.	Be able to show understanding of research of characterisation	4.1	Meaningfully discuss challenges when portraying characters with a changing status showing creativity, thought and structure to an appropriate level

	<b>Title:</b>	Devised Drama Group – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 1.6	Create a scene as specified by the syllabus and chosen by the Learner Show structure in the scene and believability in the character in the manner prescribed by the examiner to an appropriate standard Show other characters within the scene clearly to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level Show ability to work as a team to an appropriate level
2.	Be able to show understanding of preparing a character	2.1 2.2	Meaningfully discuss your character Demonstrate the ability to understand character and preparation of role.
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
4.	Be able to show understanding of research of characterisation	4.1	Meaningfully discuss the challenges of playing a character with a different status showing creativity, thought and structure to an appropriate level

	<b>Title:</b>	Devised Drama Group Performance – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 and chosen by the Learner Show structure in the scene and believability in the character in the manner prescribed by the examiner to an appropriate standard Show other characters within the scene clearly to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level



		1.6	Show ability to work as a team to an appropriate level
2.	Be able to show understanding of preparing a character	2.1 2.2	Make an active and positive contribution to a group discussion on your character Demonstrate the ability to understand character and preparation of role.
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
4.	Be able to show understanding of research of characterisation	4.1	Meaningfully discuss the challenges of playing a character with a different status showing creativity, thought and structure to an appropriate level

	<b>Title:</b>	Devised Drama – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 1.6	Create a scene as specified in the syllabus. Show structure in the scene and believability in the character to an appropriate level Show other characters within the scene clearly to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level Demonstrate a mature range of styles, genres and/or emotions.
2.	Be able to show understanding of preparing a character	2.1	Meaningfully discuss your character Demonstrate the ability to understand character and preparation of role
3.	Be able to show understanding of devised drama techniques	3.1 3.2	Devise a second scene as specified in the syllabus Show understanding and sensitivity to what has been asked to an appropriate level
4.	Know and understand the techniques involved in devised drama	4.1	Meaningfully discuss the preparation involved in preparing a scene and character when using factual material as opposed to fictional

	<b>Title:</b>	Devised Drama Duologue – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 1.6	Create a scene as specified in the syllabus. Show structure in the scene and believability in the character to an appropriate level Show other characters within the scene clearly to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level Demonstrate a mature range of styles, genres and/or emotions.
2.	Be able to show understanding of preparing a character	2.1	Meaningfully discuss your character Demonstrate the ability to understand character and preparation of role
3.	Be able to show understanding of devised drama techniques	3.1 3.2	Devise a second scene as specified in the syllabus Show understanding and sensitivity to what has been asked to an appropriate level
4.	Know and understand the techniques involved in devised drama	4.1	Meaningfully discuss the preparation involved in preparing a scene and character when using factual material as opposed to fictional

	<b>Title:</b>	Devised Drama Group – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 1.6	Create a scene as specified in the syllabus.  Show structure in the scene and believability in the character to an appropriate level Show other characters within the scene clearly to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level Demonstrate a mature range of styles, genres and/or emotions.
2.	Know and understand characters	2.1	Meaningfully discuss the characters, their roles and research
3.	Be able to show understanding of devised drama techniques	3.1 3.2	Create a second scene as specified in the syllabus Show understanding and sensitivity to what has been asked to an appropriate level
4.	Know and understand the techniques involved in devised drama	4.1	Meaningfully discuss the preparation involved in preparing a scene and character, research into stimulus and consideration of fact v fiction

	<b>Title:</b>	Devised Drama Group Performance – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 1.5 1.6	Create a scene as specified in the syllabus. Show structure in the scene and believability in the character to an appropriate level Show other characters within the scene clearly to an appropriate level Show fluidity of movement and clarity of speech Show spatial awareness to an appropriate level Demonstrate a mature range of styles, genres and/or emotions.
2.	Know and understand characters	2.1	Meaningfully discuss the choices made and their roles and research
3.	Be able to show understanding of devised drama techniques	3.1 3.2	Create a second scene as specified in the syllabus Show understanding and sensitivity to what has been asked to an appropriate level
4.	Contribute to a group discussion	2.1 2.2	Make an active, positive and confident contribution to a group discussion about the role and why they chose that particular poem or painting Make an active, positive and confident contribution to a group discussion about: <ul style="list-style-type: none"> <li>• The preparation and construction of the piece</li> <li>• The research into the stimulus</li> <li>• Consideration of fact v fiction</li> </ul>

	<b>Title:</b>	Devised Drama – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to devise a scene	1.1 1.2 1.3 1.4 1.5	Create a scene as specified in the syllabus. Show developed structure in the scene and believability in the character to an appropriate level Show other characters within the scene clearly to an appropriate level Show range and fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2.	Be able to devise a scene and create a character	2.1 2.2 2.3 2.4 2.5	Create a scene as specified in the syllabus. Show developed characterisation and believability to an appropriate level Show other characters within the scene clearly to an appropriate level Show range and fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
3.	Be able to devise a scene demonstrating understanding of differing viewpoints	3.1 3.2	Devise a scene, as specified in the syllabus, to an appropriate level Show understanding and sensitivity to what has been asked to an appropriate level
4.	Know and understand the techniques involved in devised drama	4.1 4.2 4.3	Meaningfully discuss the event chosen Meaningfully discuss how they created their scenes Meaningfully discuss their research from beginning to end

	<b>Title:</b>	Devised Drama Duologue – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to devise a scene	1.1 1.2 1.3 1.4 1.5	Create a scene as specified in the syllabus. Show developed structure in the scene and believability in the character to an appropriate level Show other characters within the scene clearly to an appropriate level Show range and fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2.	Be able to devise a scene and create a character	2.1 2.2 2.3 2.4 2.5	Create a scene as specified in the syllabus. Show developed characterisation and believability to an appropriate level Show other characters within the scene clearly to an appropriate level Show range and fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
3.	Be able to devise a scene demonstrating understanding of differing viewpoints	3.1 3.2	Devise a scene, as specified in the syllabus, to an appropriate level Show understanding and sensitivity to what has been asked to an appropriate level
4.	Know and understand the techniques involved in devised drama	4.1 4.2 4.3	Meaningfully discuss the event chosen Meaningfully discuss how they created their scenes Meaningfully discuss their research from beginning to end

	<b>Title:</b>	Devised Drama Group – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<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	1.1 1.2 1.3 1.4 1.5	Create a scene as specified in the syllabus. Show developed structure in the scene and believability in the character to an appropriate level Show other characters within the scene clearly to an appropriate level Show range and fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2.	Be able to devise a scene and create a character	2.1 2.2 2.3 2.4 2.5	Create a scene as specified in the syllabus. Show developed characterisation and believability to an appropriate level Show other characters within the scene clearly to an appropriate level Show range and fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
3.	Be able to devise a scene demonstrating understanding of differing viewpoints	3.1 3.2	Devise a scene, as specified in the syllabus, to an appropriate level Show understanding and sensitivity to what has been asked to an appropriate level
4.	Know and understand the techniques involved in devised drama	4.1 4.2 4.3	Meaningfully discuss the event chosen Meaningfully discuss how they created their scenes Meaningfully discuss their research from beginning to end

	<b>Title:</b>	Devised Drama Group Performance – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Be able to devise a scene	1.1 1.2 1.3 1.4 1.5	Create a scene as specified in the syllabus. Show developed structure in the scene and believability in the character to an appropriate level Show other characters within the scene clearly to an appropriate level Show range and fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
2.	Be able to devise a scene and create a character	2.1 2.2 2.3 2.4 2.5	Create a scene as specified in the syllabus. Show developed characterisation and believability to an appropriate level Show other characters within the scene clearly to an appropriate level Show range and fluidity of movement and clarity of speech Show spatial awareness to an appropriate level
3.	Be able to devise a scene demonstrating understanding of differing viewpoints	3.1 3.2	Devise a scene, as specified in the syllabus, to an appropriate level Show understanding and sensitivity to what has been asked to an appropriate level
4.	Know and understand the techniques involved in devised drama	4.1 4.2 4.3	Meaningfully discuss the event chosen Meaningfully discuss how they created their scenes Meaningfully discuss their research from beginning to end



	<b>Title:</b>		Shakespeare – Grade 6
	<b>Level:</b>		<b>3</b>
	<b>GLH:</b>		<b>27</b>
	<b>TQT</b>		<b>140</b>
	<b>Credit Value:</b>		<b>14</b>
	<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 speech from a selection of Shakespearean plays specified by the syllabus Perform a contrasting Shakespearean speech of the Learner's choice Convey style and verse form Show an understanding of rhythm and metre and the techniques employed in the performing of Shakespeare to an appropriate standard Show an understanding of the text and context of the piece 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 level Project and use control of breathing to an appropriate level
3	Understand the techniques involved in preparing a Shakespearean role	3.1 3.2 3.3	Meaningfully discuss events leading up to the speeches chosen Meaningfully discuss the effect the Learner hopes to have on a listener and how this is to be achieved Meaningfully discuss the plays from which the pieces were taken and Shakespeare's use of metre

	<b>Title:</b>		Shakespeare Group Performance – Grade 6
	<b>Level:</b>		<b>3</b>
	<b>GLH:</b>		<b>27</b>
	<b>TQT</b>		<b>140</b>
	<b>Credit Value:</b>		<b>14</b>
	<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 1.6	Perform a scene from a Shakespeare play Convey style and verse form Show an understanding of rhythm and metre and the techniques employed in the performing of Shakespeare to an appropriate standard Show an understanding of the text and context of the piece to an appropriate standard Show a positive and confident contribution to the group performance
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2	Show fluidity, spontaneity and energy to an appropriate level Project and use control of breathing to an appropriate level

	<b>Title:</b>	Shakespeare – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 speech by a hero, heroine or major character from a Shakespearean play Perform a contrasting Shakespearean speech of the Learner's choice Convey style and verse form Show understanding of the rhythm and metre and techniques employed in the performing of Shakespeare to an appropriate level
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2 2.3 2.4 2.5	Show fluidity, spontaneity and energy to an appropriate level Project and use control of breathing to an appropriate standard Reflect depth of knowledge through interpretation of character and situation Produce an informed range of style and emotion, appropriate to the period Demonstrate effective and informed use of the stage area, staging choices and movement
3.	Understand the techniques involved in preparing for a Shakespearean role	3.1 3.2 3.3	Meaningfully discuss reasons for the Learner's choice of speeches Meaningfully discuss aspects of the characters and their situations Meaningfully discuss the plays from which the extracts were taken and aspects of performing Shakespeare in Elizabethan theatre

	<b>Title:</b>	Shakespeare Group Performance – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 a Shakespeare play Convey style and verse form Show understanding of the rhythm and metre and techniques employed in the performing of Shakespeare to an appropriate level Make an active, positive and confident contribution to the group performance,

			showing mature understanding of team dynamics
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2 2.3 2.4 2.5	Show fluidity, spontaneity and energy to an appropriate level Project and use control of breathing to an appropriate standard Reflect depth of knowledge through interpretation of character and situation Produce an informed range of style and emotion, appropriate to the period Demonstrate effective and informed use of the stage area, staging choices and movement
2.	Contribute to a group discussion	2.1 2.2	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> <li>• Your relationship to the other characters in the play</li> </ul>

<b>Title:</b>	Shakespeare – Grade 8		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>TQT</b>	240		
<b>Credit Value:</b>	24		
<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 soliloquy from a Shakespearean tragedy Perform a contrasting Shakespearean speech of the Learner's choice Convey style and verse form Show understanding of the rhythm and metre and techniques employed in the performing of Shakespeare to an appropriate level
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2	Show fluidity, spontaneity and energy to an appropriate level Project and use full control of breathing
3.	Understand the techniques involved in preparing a Shakespearean role	3.1 3.2 3.3 3.4	Meaningfully discuss Shakespeare's use of soliloquy Meaningfully discuss the characters and plays chosen showing understanding of creative and thought processes, as well as technical detail Meaningfully discuss reasons for the Learner's choice of the pieces, and aspects of rhythm and metre as employed by Shakespeare Meaningfully discuss Shakespeare's life and the impact that historical and social context had on his writing and acting

<b>Title:</b>	Shakespeare Group Performance – Grade 8		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>TQT</b>	240		
<b>Credit Value:</b>	24		
<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 a Shakespeare play Convey style and verse form Show understanding of the rhythm and metre and techniques employed in the performing of Shakespeare to an appropriate level Perform as an integral part of the team, showing a range of team working skills
2.	Know and understand the physicality involved and vocal techniques employed	2.1 2.2	Show fluidity, spontaneity and energy to an appropriate level Project and use full control of breathing

3.	Contribute to a group discussion	3.1	<p>Make an active, positive, mature and confident contribution to a group discussion on:</p> <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> <li>• Your relationship to the other characters in the play</li> <li>• Aspects of the rhythm and metre used by Shakespeare</li> </ul>
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	<b>Title:</b>	Choral Speaking – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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 and prose in choir format	1.1	Present an item consisting of poetry, prose or a combination of both on a theme as specified by the syllabus to an appropriate standard
		1.2	Present an item consisting of poetry, prose or a combination of both of the Learner's own choice
2.	Know the techniques of performance	2.1	Present a programme of poetry and/or prose to show differing styles, periods and verse forms
		2.2	Show the various techniques of the choral speaking of poetry and prose
		2.3	Use a well-modulated voice
		2.4	Show good use of breath support and resonance
		2.5	Show good timing and performance techniques
		2.6	Show good ensemble skills and teamwork in process and performance

	<b>Title:</b>	Choral Speaking – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<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 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 specified by the syllabus to an appropriate standard  Present a selection of dramatic choral speaking, consisting of poetry, prose or a combination of both of the Learner's own choice.
2.	Know the techniques of performance	2.1  2.2  2.3  2.4  2.5	Present a programme of poetry and/or prose to show differing styles, periods and verse forms  Show the various techniques of the choral speaking of poetry and prose  Use a well-modulated voice  Show good use of breath support and resonance  Show good timing and performance techniques

	<b>Title:</b>	Choral Speaking – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<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 selected from two syllabus choices, to an appropriate standard  Present a selection of dramatic choral speaking of the Learner's choice, consisting of poetry, prose or a combination of both
2.	Know the techniques of performance	2.1  2.2  2.3  2.4  2.5  2.6	Speak a programme of poetry and/or prose to show differing styles, periods and verse forms  Show the various techniques of the choral recital of poetry and prose  Use a well-modulated voice  Show good breath support and resonance  Show good timing and performance techniques  Show a developed sense of co-ordination and ensemble performance

			skills with informed use of tone and colour, engaging an audience throughout
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	<b>Title:</b>	Recital – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning Outcomes</b> <b>The Learner will:</b>		<b>Assessment Criteria</b> <b>The Learner can:</b>
1.	Know and understand the recital techniques and all aspects of drama required to perform an integrated and seamless performance programme	1.1 1.2 1.3 1.4 1.5	Perform a programme of pieces and use appropriate links between each Speak a poem to an appropriate standard Perform a scene from a play to an appropriate standard Speak a piece of prose to an appropriate standard Perform a mime or a devised scene to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Perform a themed recital work combining contrasting styles, periods, use of textual or devised scenes and a variety of verse and prose Apply a range of relevant vocal technique and pause appropriate to an integrated verse, prose and dramatic recital Use a well-modulated voice and application of tone and colour to enhance creative interpretation and presentation of characterisation, narration and public speaking skills, for comprehension, structural flow and entertainment Show good use of breath support and resonance Link the material together, for intelligibility, progression and flow, to create a fluid performance

	<b>Title:</b>	Recital – Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning Outcomes The Learner will:</b>	<b>Assessment Criteria The Learner can:</b>	
1.	Know and understand the recital techniques of all aspects of verse, prose and drama required to perform an integrated performance programme	1.1 1.2 1.3 1.4 1.5	Perform a programme of pieces and use appropriate links between each Speak a poem to an appropriate standard Perform a scene from a play to an appropriate standard Speak a piece of prose to an appropriate standard Perform a mime or a devised scene 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 developed skills across a variety of styles, periods and literary forms (verse, prose, play) Apply a variety of appropriate developed verse and prose emphasis, pauses and dramatic techniques for structure and performance of an integrated recital Use a well-modulated voice Show good, flexible use of breath support and resonance Link the programme material together for coherence and dramatic effect, to an appropriate standard



	<b>Title:</b>	Recital – Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the recital techniques of all aspects of verse, prose and drama required for an integrated and seamless performance programme	1.1 1.2 1.3 1.4 1.5	Perform a programme of material using appropriate links between individual selections Perform a scene from a play to an appropriate standard Speak a piece of prose to an appropriate standard Perform a mime to an appropriate standard Read aloud a contrasting poem or piece of prose
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Create and perform a themed programme of work combining contrasting styles, periods, verse forms and performance (poetry, prose, play, mime) Apply a range of relevant vocal and dramatic techniques and pause to create a coherent, expressive integrated verse, prose and dramatic recital Use a well-modulated voice and sensitive application of tone and colour to enhance the creative interpretation of characterisation, narration and public speaking skills, for comprehension, structural flow and entertainment Show flexible and developed use of breath support and resonance Use relevant, informative and entertaining links between material to form a seamless, integrated recital of a standard suitable for public performance Communicate with the audience in a confident, sustained and authoritative manner, informing and entertaining wholeheartedly with an engaging, integrated performance Demonstrate developed reading skills to connect with the text and read with wide-ranging expression and fluency, sharing mood, style and content with the audience

	<b>Title:</b>	Solo Verse Speaking – Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT</b>	140	
	<b>Credit Value:</b>	14	
	<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	1.1	Present a recital of three poems as specified in the syllabus to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Perform a programme of poems showing differences in style, period and verse form Show the various pauses and techniques of the speaking 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 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1.	Know and understand the techniques speaking of poetry	1.1	Present a recital of three poems as specified in the syllabus to an appropriate standard
2.	Know the techniques of performance	2.1 2.2 2.3 2.4 2.5	Perform a programme of poems to show differences in style, period and verse form Show the various pauses and techniques of the speaking of poetry Use a well-modulated voice Show good breath support and resonance Link the poems together to an appropriate standard

<b>Title:</b>	Solo Verse Speaking – Grade 8	
<b>Level:</b>	3	
<b>GLH:</b>	40	
<b>TQT</b>	240	
<b>Credit Value:</b>	24	
<b>Learning Outcomes The Learner will:</b>		<b>Assessment Criteria The Learner can:</b>
1. Know and understand the techniques of speaking poetry	1.1	Present a recital of three poems and a sonnet as specified in the syllabus to an appropriate standard
2. Know the techniques of performance	2.1	Perform a programme of poems showing difference in style, period and verse form
	2.2	Show the various pauses and techniques of the speaking of poetry
	2.3	Use a well-modulated voice
	2.4	Show good use of breath support and resonance
	2.5	Link the poems together to an appropriate standard