

SPEECH AND DRAMA

GENERAL OBJECTIVES

This Speech and Drama Syllabus seeks to offer Learners the opportunity to:

- Develop communication, reading and performance techniques
- Develop clear speech
- Develop imagination and creativity
- Increase self-confidence
- Promote self-enrichment
- Stimulate research skills
- Instill a love of literature and drama

Overseas Learners:

May if they wish, substitute the poetry and prose selection in each Grade for an author from their own culture, appropriate for the Grade.

Poems:

All the set poems named in the Speech and Drama Syllabus can be found in:

- Read Me and Laugh – A Funny Poem for Every Day of the Year Chosen by Gaby Morgan
- A Choice of Poets - New Edition
- The Oxford Book of Children's Poetry

ENTRY LEVEL

Marks awarded at this Level taking into consideration technique and interpretation throughout each section:

Entry Level	Technique and Interpretation		Discussion
Preparatory	90		10
Introductory	90		10
Preliminary	45	45	10
Transition	45	45	10

PREPARATORY GRADE (10 Minutes)

Learners should:

1. Speak from memory one short poem.
2. Talk with the Examiner about something of their own choice brought to the examination (eg: toy, book, photograph).

INTRODUCTORY GRADE (10 Minutes)

Learners should:

1. Speak from memory two short poems.
2. Talk with the Examiner about their choices.

PRELIMINARY GRADE (10 Minutes)

Learners should:

1. Speak from memory one of the following poems:

Crocodile by Gareth Owen
I'm Carrying the Baby by Michael Rosen
In Trouble Again by Susan Quinn
A Baby Sardine by Spike Milligan
Black Socks by Anon
Burying the Hatchet by Philip Waddell

2. Speak from memory **either** a poem or a piece of prose of the Learner's own choice. This should show a contrast to the piece in Section 1. (Time limit 2 minutes)
3. Talk with the Examiner about:
 - The pieces chosen

TRANSITION GRADE (10 Minutes)

Learners should:

1. Speak from memory one of the following poems:

Interrogation in the Nursery by Gervase Phinn
Fear by Peter Dixon
The Snowman by Anon
Two Lists by Tony Bradman
The Painting Lesson by Trevor Harvey
Lost Voice by Peter Dixon

2. Speak from memory a piece of prose of their own choice, taken from any suitable book - (Time limit 2 minutes).
3. Talk with the Examiner about:
 - The pieces chosen
 - Word pictures

FOUNDATION LEVEL

Marks awarded at this Level taking into consideration technique and interpretation throughout each section:

Foundation Level 1	Technique and Interpretation			Discussion
Grade 1	45		45	10
Grade 2	40	40	10	10
Grade 3	40	40	10	10

GRADE 1 (10 Minutes)

Learners should:

1. Speak from memory one of the following poems:

It Wasn't Me by Paul Cookson
Something Told the Wild Geese by Rachel Field
Aaaaarg! by Jan Dean
Assembly by Steve Turner
When I'm Older by Lemn Sissay
What is Pink by Christina Rossetti

2. Speak from memory a piece of prose of their own choice taken from any story written on a theme of Animals - (Time limit 2 minutes).
3. Discuss with the Examiner:
 - The pieces chosen
 - Phrasing

GRADE 2 (15 Minutes)

Learners should:

1. Speak from memory one of the following poems:

Nativity by Peter Dixon
Schoolitis by Brian Patten
Reindeer Report by U.A. Fanthorpe
Holidays at Home by Elizabeth Jennings
The Farmer and The Queen by Shel Silverstein
I Am The Rain by Grace Nicols

2. Speak from memory a piece of prose taken from any story written on a theme of Relationships; OR

Perform a scene arranged for one character from a play or adaptation - (Time limit 2 minutes).

3. Read at sight a short passage selected by the Examiner, from a book chosen and brought to the examination by the Learner. This book must be written by a different author to that in Section 2.

4. Discuss with the Examiner:

- The pieces
- Reading aloud

GRADE 3 Foundation Medal (15 Minutes)

*The Peggy Law Certificate of Excellence
Is awarded annually to the Learner gaining the highest Distinction mark in this examination.*

Learners should:

1. Speak from memory one of the following poems:

Just My Luck by Richard Edwards
Friends by Elizabeth Jennings
Zebra Questions by Shel Silverstein
Teabag by Peter Dixon
The Song of the Mischievous Dog by Dylan Thomas
The Owl and the Pussycat by Edward Lear

2. Speak from memory a piece of prose taken from any book written by Michael Morpurgo or Roald Dahl; OR

Perform a scene arranged for one character from a play or adaptation - (Time limit 2 minutes).

3. Read at sight a short passage selected by the Examiner.

4. Discuss with the Examiner:

- The pieces and authors chosen
- Use of the sense pause
- Use of the suspensory pause
- Use of the dramatic pause

LEVEL 2 – INTERMEDIATE

Marks awarded at this Level taking into consideration technique and interpretation throughout each section:

Intermediate Level 2	Technique and Interpretation			Discussion
Grade 4	35	35	10	20
Grade 5	35	35	10	20

GRADE 4 (20 Minutes)

Learners should:

1. Speak from memory one of the following poems:

No Bread by Ian McMillan
Secrets by Carol Ann Duffy
You're by Sylvia Plath
Blackberry Picking by Seamus Heaney
A Poison Tree by William Blake
The Darkling Thrush by Thomas Hardy

2. Perform from memory one of the following - (Time limit 2 minutes):

- A speech from Macbeth or The Merchant of Venice by William Shakespeare
- A scene arranged for one character from any play written by Willy Russell or Brian Friel
- A passage of prose from Lord of the Flies by William Golding or Animal Farm by George Orwell.

3. Read at sight a short passage selected by the Examiner.

4. Discuss with the Examiner:

- The pieces and authors chosen
- The vocal preparation of the pieces, with particular focus on modulation

GRADE 5 (20 minutes)

Learners should:

1. Speak from memory one of the following poems:

After Apple Picking by Robert Frost
The Solitary Reaper by Wordsworth
Last Lesson of the Afternoon by DH Lawrence
Uphill by Christina Rossetti
Dulce et Decorum Est by Wilfred Owen
An Irish Airman Foresees His Death by WB Yeats

2. Perform from memory one of the following - (Time limit 2 minutes):

- A speech from Hamlet or Romeo and Juliet by William Shakespeare
- A scene arranged for one character from a play written by Arthur Miller or Sean O'Casey
- A passage of prose from Great Expectations by Charles Dickens or To Kill a Mockingbird by Harper Lee

3. Read at sight a short passage selected by the Examiner.

4. Discuss with the Examiner:

- The pieces and authors chosen
- The vocal preparation of the pieces with a particular focus on breathing and breath support, resonance and projection

LEVEL 3 – ADVANCED

At this Level no piece should exceed 3 minutes.

Marks awarded at this Level taking into consideration technique and interpretation throughout each section:

Advanced Level 3	Technique and Interpretation					Discussion
Grade 6	35		35		10	20
Grade 7	20	20	20	10	10	20
Grade 8	20	20	20	10	10	20

GRADE 6 Bronze Medal (20 Minutes)

Learners should:

1. Perform from memory a poem written by any War Poet.
2. Perform from memory one of the following:
 - A passage of prose taken from either Balzac and The Little Chinese Seamstress by Dai Sijie or Frankenstein by Mary Shelley.
 - A scene arranged for one character from a play by Tennessee Williams, Martin McDonagh, Oscar Wilde or George Bernard Shaw.
3. Read at sight a passage of prose or verse selected by the Examiner.
4. Discuss with the Examiner:
 - The pieces and authors chosen
 - The vocal preparation of the pieces with particular focus on the formation of vowel sounds; the formation of consonant sounds and the neutral vowel.
 - The physical preparation of the pieces, with particular focus on the drama strategies and rehearsal techniques used

GRADE 7 Silver Medal (30 Minutes)

1. Perform from memory a poem written by Elizabeth Jennings or Philip Larkin.
2. Perform from memory a passage of prose taken from either Atonement by Ian McEwan or Silas Marner by George Eliot.
3. Perform from memory a scene arranged for one character from a play by Conor McPherson, Samuel Beckett or Henrik Ibsen.
4. Read at sight a passage of prose or verse selected by the Examiner.
5. Give a presentation on one of the pieces and authors chosen. Bullet point notes may be used.

6. Discuss with the Examiner:

- The pieces and authors chosen
- The vocal preparation of the pieces with a particular focus on rhythm and the metres of English Poetry
- Verse forms
 - Ode
 - Elegy
 - Lyrical
 - Narrative
 - Ballad

GRADE 8 Gold Medal (45 Minutes)

*The Ray Cooney Certificate of Excellence
Is awarded annually to the Learner gaining the highest Distinction mark in this examination.*

Learners should:

1. Perform from memory a sonnet of their own choice taken from one of the following periods:
 - The Romantic Era (1780-1830)
 - The First World War and Beyond (1900-1939)
 - The Modern Age: After the Second World War (1939-1999).
2. Perform from memory a passage of prose taken from a novel from the following:
 - Frankenstein by Mary Shelley
 - Tess of the d'Urbervilles by Thomas Hardy
 - Oliver Twist by Charles Dickens
 - The Great Gatsby by Scott Fitzgerald
 - The Life of Pi by Yann Martel
 - The Lovely Bones by Alice Sebold.
3. Perform from memory a scene or soliloquy from a play arranged for one character, from one of the following three periods:
 - Shakespeare
 - Late 19th Century Naturalism (1865-1905)
 - Irish tragi-comedy (1900-1939).
4. Read at sight a passage of prose or verse selected by the Examiner.
5. Give a presentation on the social, historical and cultural context of one of the selections presented in the examination.
6. Discuss with the Examiner:
 - The pieces chosen, their authors and the periods in which they were written aspects of vocal and physical preparation.
 - Verse forms
 - The sonnet

