



# **New Era Academy Syllabus 2023- 2026**

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**Performance Exams**  
**Creative Movement Syllabus Extract**

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# Contents

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<b>PERFORMANCE EXAMS</b> .....	<b>1</b>
<b><i>Creative Movement</i></b> .....	<b>1</b>
General Objectives .....	1
Guidelines for Creative Movement Learners .....	1
Creative Movement: Level 1 Foundation.....	2
Creative Movement: Level 2 Intermediate.....	3
Creative Movement: Level 3 Advanced .....	4
<b><i>Creative Movement: Duologues</i></b> .....	<b>6</b>
General Objectives .....	6
Guidelines for Creative Movement Learners .....	6

# PERFORMANCE EXAMS

## Creative Movement

### General Objectives

This Creative Movement Syllabus seeks to offer Learners the opportunity to:

- Combine the three disciplines Acting, Singing and Dancing into a performance that will result in a culmination of all three.
- Develop imagination and creativity
- Creative and interpretive skills
- Increase self-confidence
- Develop vocal and physical stage techniques
- Develop skills in musicality and style
- Work spontaneously

### Guidelines for Creative Movement Learners

No costume should be worn for this dance.

However, small hand props/scarves/hats may be used.

Learners should:

- Demonstrate appropriate movement and fully participate in overall performance.
- Show a clear relationship between the music and the movements performed.
- Show clear gestures and appropriate movement along with suitable facial expressions.
- Show good, clear rhythm throughout.
- Demonstrate clear movements and gestures.
- Show clear understanding of characters.
- Use movements that reflect the characters.
- Perform clearly executed steps performed accordingly.
- If linked to a Nursery Rhyme or story, this should be clearly evident in the movement shown.
- Singing or narration is optional in all sections of all grades

## Creative Movement: Level 1 Foundation

### Grade 1 (10 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a simple dance based on a nursery rhyme or fairy tale with appropriate movement and gestures. (Time limit 3 minutes) | 90 |
| 2. Clap a short beat of 4/4 or 3/4 music.   | 10 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 2 (10 Minutes)

### Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a simple dance based on a well-known character. (Time limit 3 minutes)  | 60 |
| 2. Learners should perform a short mime of no more than 1 minute relating to a different story. The mime should depict a character from a story which can be followed by the Examiner. | 40 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 3 - Foundation Medal (15 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a movement piece that reflects movement of a specific character and shows a complete story with beginning middle and end. (Time limit 3 minutes) | 40 |
| 2. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout. (Time limit 3 minutes)                              | 40 |
| 3. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually. (Time limit 3 minutes)                                  | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Creative Movement: Level 2 Intermediate

### Grade 4 (20 Minutes)

### Marks Awarded

**Learners should:**

- |  |    |
|--|----|
| 1. Perform a story through dance/movement. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression. (Time limit 4 minutes)                                    | 30 |
| 2. Perform a movement piece in any style and involve a number of choreographic devices. This piece should be Teacher led. (Time limit 4 minutes)   | 30 |
| 3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece. This piece should be student led. (Time limit 4 minutes)   | 20 |
| 4. Discuss with the Examiner the creative process including movements in relationship to a song and the dynamics and phrasing that needs to be applied when creating an original piece of song and movement. | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 5 (20 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a dance/movement piece that reflects the emotional journey of an event of Learner's choice. Heightened detail is required at this Level including eye line, gestures, body lines, facial expression. (Time limit 4 minutes)  | 30 |
| 2. Perform either <ul style="list-style-type: none"> <li>• A combination of song and dance performed as one whole piece</li> <li>• A dance reflecting the mood and lyrics of the song</li> </ul> This piece should be student led. (Time limit 4 minutes)   | 30 |
| 3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece. This piece should be student led. (Time limit 4 minutes)  | 20 |
| 4. Learners should discuss with the Examiner: <ul style="list-style-type: none"> <li>• The process of creating a piece</li> <li>• Why did they choose their idea?</li> <li>• How did they begin the process?</li> <li>• Why they chose specific music?</li> <li>• Evidence of supporting material e.g., sketches/notes</li> </ul> | 20 |

<b>Total Marks Awarded</b>	<b>100</b>
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## Creative Movement: Level 3 Advanced

### Grade 6 (25 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a movement piece in response to one of the following stimuli:<br>(Time limit 5 minutes)  | 25 |
| <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Fear</li> <li>• Love</li> </ul>  |    |
| 2. Perform a movement piece involving a number of choreographic devices including:<br>(Time limit 5 minutes)  | 25 |
| <ul style="list-style-type: none"> <li>• Motif</li> <li>• Levels</li> <li>• Dynamics</li> </ul>   |    |
| 3. Perform a movement piece showing clear structure and a range of choreographic devices. (Time limit 5 minutes)                                    | 25 |
| 4. Learners should discuss with the Examiner:   | 25 |
| <ul style="list-style-type: none"> <li>• Choreographic processes of the pieces</li> <li>• Health and safety and nutrition for performers</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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### Grade 7 (25 Minutes)

### Marks Awarded

**Learners should:**

- |   |    |
|---|----|
| 1. Perform a student led movement piece in response to one of the following stimuli: (Time limit 5 minutes)   | 25 |
| <ul style="list-style-type: none"> <li>• Betrayal</li> <li>• The Sea</li> <li>• Remember Christina Rossetti (Poem)</li> <li>• Scream – (Picture)</li> </ul>   |    |
| 2. Perform a teacher led movement piece based on a musical style or era between:<br>(Time limit 5 minutes)  | 25 |
| <ul style="list-style-type: none"> <li>• Music Hall to 1980's</li> </ul>  |    |
| 3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2.  | 25 |
| 4. Discuss with the Examiner:   | 25 |
| <ul style="list-style-type: none"> <li>• General health and safety, including vocal and physical health</li> <li>• What does musicality mean</li> <li>• The differences between two eras of dance styles</li> <li>• The process of creating their movement pieces</li> <li>• How the music, lighting and costumes enhanced the movement in one of the following musicals: Wicked, Oliver, Cats</li> </ul> |    |

<b>Total Marks Awarded</b>	<b>100</b>
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**Grade 8 (25 Minutes)****Marks Awarded****Learners should:**

- |  |    |
|--|----|
| 1. Perform a movement piece in response to one of the following stimuli:<br>(Time limit 5 minutes)   | 25 |
| <ul style="list-style-type: none"><li>• Poem by W.H. Auden - Refugee Blues</li><li>• Fire, Water, Air and Earth</li><li>• Freedom</li><li>• Salvador Dali - Persistence of Memory</li><li>• Salvador Dali - The Painter</li></ul>  |    |
| 2. Perform a movement piece showing specific style of movement<br>on one of the following:<br>(Time limit 5 minutes)   | 25 |
| <ul style="list-style-type: none"><li>• Ballet</li><li>• Musical Theatre</li><li>• Contemporary</li><li>• Rock n' Roll</li><li>• National dancing/Dances of culture</li></ul>  |    |
| 3. Devise a student led movement piece on an original idea<br>(This may involve singing or narration if desired)   | 25 |
| 4. Discuss with the Examiner:  | 25 |
| <ul style="list-style-type: none"><li>• The creative process of their movement pieces</li><li>• The following three musicals including historical impact, social context, music, lighting, style of choreography and costume design</li><li>• West Side Story</li><li>• Billy Elliot</li><li>• Hairspray</li></ul> |    |

**Total Marks Awarded****100**

## Creative Movement: Duologues

The criteria for Duologue examinations are as for Solo Examinations.

### General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner
- Explore different ideas
- Increase confidence
- Understand a sense of dependency
- Work cohesively

### Guidelines for Creative Movement Learners

The criteria for marking Duologues are the same as that for the Solo Grades.



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