



New Era Academy

Syllabus

2023- 2026

Performance Exams

Syllabus Extract

NEW ERA ACADEMY

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PERFORMANCE EXAMS

Guidance for Acting Pieces

Recommended Playwrights, Plays and Adaptations for Acting Syllabus

Entry Level - Age 5+ - Grades Preparatory – Transition

Entry Level Age 5+

- Beatrix Potter
- Jaqueline Wilson
- Roald Dahl
- J M Barrie
- Frances Hodgson Burnett
- Frank L Baum
- Michael Morpurgo
- Kenneth Graham
- C S Lewis
- Ellen Dryden
- Lewis Carroll
- Francesca Simon
- Anne Fine

Level 1 - Age 7 - 12 - Grades 1 – 3

Level 1 Age 7-12

- Roald Dahl
- Jaqueline Wilson
- Frances Hodgson Burnett
- J M Barrie
- Michael Morpurgo
- Frank L Baum
- C S Lewis
- Kenneth Graham
- Lewis Carroll
- Ellen Dryden
- Francesca Simon
- Anne Fine
- Alan Ayckbourn

Level 2 - Age 13 - 15 Grades 4 – 5

Level 2 Age 13 -15

Different Era

- Charlotte Bronte
- Jane Austen
- L M Montgomery
- Charles Dickens
- William Makepeace Thackeray
- L M Alcott

1900 -2000

- Willy Russell
- Tom Stoppard
- Alan Ayckbourn
- Michael Frayn
- JB Priestley
- Lillian Hellman

Level 3 - Age 15 - 17 Grades 6 – 8

Level 3 Age 15 - 17

1900 - 2000

- Harold Pinter
- Arthur Miller
- David Edgar
- Edward Bond
- Jim Cartwright
- Bryony Lavery
- Terrence Rattigan
- Joe Orton
- April de Angelis
- John Arden
- David Hare
- Tennessee Williams

Level 3 Age 15 - 17

1850 - 1950

- Somerset Maugham
- August Strindberg
- P G Wodehouse
- Henry James
- Thomas Hardy
- George Bernard Shaw
- Anton Chekov
- Thornton Wilder
- Noel Coward
- Bram Stoker
- Eugene O'Neill
- Oscar Wilde

Level 3 Age 15 - 17

1660 - 1780

- Richard Brinsley Sheridan
- William Wycherley
- John Fletcher
- John Vanbrugh
- George Farquhar
- David Garrick
- Frances Beaumont
- Aphra Benn
- William Congreve

Acting

General Objectives

This Acting Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity.
- Increase self-confidence.
- Develop vocal techniques.
- Develop physical stage techniques.
- Instil an enthusiasm and interest in the theatre.

Guidelines for Acting Learners

- All selections must be performed from memory.
- Learners should bring legible copies of their pieces to the examination for the Examiner and must adhere to all copyright laws.
- Full costume or make up is not permitted, although a suggestion of costume (eg: shawls, practice skirt or hat) and hand props are allowed (eg: fans, bags, walking sticks, etc.).
- Learners are not permitted to present work which they have already submitted at another grade.
- Learners found to be repeating work will be disqualified and fees will be forfeited.
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up both vocally and physically before the examination.

Acting: Solo - Entry Level

Preparatory Grade (10 Minutes)

Marks Awarded**Learners should:**

- | | |
|---|----|
| 1. Perform a monologue or scene adapted for one person.
(Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner: <ul style="list-style-type: none">The character chosen. | 10 |

Total Marks Awarded 100

Introductory Grade (10 Minutes)

Marks Awarded**Learners should:**

- | | |
|--|----|
| 1. Perform a monologue or scene adapted for one person.
(Time limit 2 minutes) | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.
(Time limit 2 minutes) | 45 |
| 3. Discuss with the Examiner: <ul style="list-style-type: none">The two characters chosen. | 10 |

Total Marks Awarded 100

Preliminary Grade (10 Minutes)

Marks Awarded**Learners should:**

- | | |
|--|----|
| 1. Perform a monologue or scene adapted for one person.
(Time limit 2 minutes) | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.
(Time limit 2 minutes) | 45 |
| 3. Discuss with the Examiner: <ul style="list-style-type: none">The two characters chosen and their costume. | 10 |

Total Marks Awarded 100

Transition Grade (10 Minutes)

Marks Awarded**Learners should:**

- | | |
|--|----|
| 1. Perform a monologue or scene adapted for one person.
(Time limit 2 minutes) | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.
(Time limit 2 minutes) | 45 |
| 3. Discuss with the Examiner: <ul style="list-style-type: none">The two characters chosen and their costume. | 10 |

Total Marks Awarded 100

Acting: Solo - Level 1 Foundation

Grade 1 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a monologue or scene adapted for one person.
(Time limit 2 ½ minutes) | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.
(Time limit 2 ½ minutes) | 45 |
| 3. Discuss with the Examiner: | 10 |
| <ul style="list-style-type: none"> • The two characters. • The settings of the pieces. | |

Total Marks Awarded	100
----------------------------	------------

Grade 2 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a monologue or scene adapted for one person.
(Time limit 2 ½ minutes) | 45 |
| 2. Perform a contrasting monologue or scene adapted for one person.
(Time limit 2 ½ minutes) | 45 |
| 3. Discuss with the Examiner: | 10 |
| <ul style="list-style-type: none"> • The two characters. • The settings of the pieces. | |

Total Marks Awarded	100
----------------------------	------------

Grade 3 – Foundation Medal (15 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Perform a monologue or a scene adapted for one person from a published play or adaptation. (Time limit 2 ½ minutes) | 40 |
| 2. Perform a contrasting monologue or scene adapted for one person from a published play or adaptation. (Time limit 2 ½ minutes) | 40 |
| 3. Perform a short, devised piece based on one of your scenes
OR sight read a piece given by the examiner from one of the selections for the grade. | 10 |
| 4. Discuss with the Examiner: | 10 |
| <ul style="list-style-type: none"> • The two characters. • The plays or back stories from which their pieces are taken. | |

Total Marks Awarded	100
----------------------------	------------

Acting: Solo - Level 2 Intermediate

Grade 4 (15 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a monologue or scene adapted for one person from a published play or adaptation. (Time limit 3 minutes) | 35 |
| 2. Perform a contrasting monologue or scene adapted for one person from a published play or adaptation set in a different period. (Time limit 3 minutes) | 35 |
| 3. Perform a short, devised piece based on one of your scenes
OR sight read a piece given by the examiner from one of the selections for the grade | 10 |
| 4. Discuss with the Examiner: <ul style="list-style-type: none"> • The two characters. • The plays or adaptations from which their pieces are taken. • Modulation – pitch, pace, pause, inflection, emphasis. | 20 |

Total Marks Awarded	100
----------------------------	------------

Grade 5 (15 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a monologue or scene adapted for one person from a published play or adaptation written or set in 1900 – 2000. (Time limit 3 minutes) | 35 |
| 2. Perform a contrasting monologue or scene adapted for one person from a published play or adaptation, written or set in a different era from section 1. (Time limit 3 minutes) | 35 |
| 3. Perform a short, devised piece based on one of your scenes
OR sight read a piece given by the examiner from one of the selections for the grade | 10 |
| 4. Discuss with the Examiner: <ul style="list-style-type: none"> • The two characters. • The plays or adaptations from which their pieces are taken. • The impact of the social and historical period when developing your character. | 20 |

Total Marks Awarded	100
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Acting: Solo - Level 3 Advanced

Grade 6 - Bronze Medal (25 Minutes)

Marks Awarded

The Myrtle Moss Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.

Learners should:

- | | |
|---|----|
| 1. Perform a scene from a play written by: | 30 |
| <ul style="list-style-type: none">• J B Priestley• Alan Ayckbourn• Noel Coward• Charlotte Keatley• Or by any published playwright between 1900-2000 | |
| 2. Perform a scene from a published play written or set in a different century from section 1. (Time limit 4 minutes) | 30 |
| 3. Perform at sight a short passage from a play chosen by the Examiner. | 10 |
| 4. Perform a short improvisation or mime which will be set by the Examiner during the examination.
(Time will be given for preparation and 3 minutes to perform). | 10 |
| 5. Discuss with the Examiner: | 20 |
| <ul style="list-style-type: none">• Each character.• The plays from which the pieces are taken.• The context and subtext from each scene. | |

Total Marks Awarded

100

Grade 7 - Silver Medal (30 Minutes)**Marks Awarded****Learners should:**

- | | |
|---|----|
| 1. Perform a scene from a published play by an Elizabethan or Jacobean playwright. (Time limit 4 minutes) | 20 |
| 2. Perform a scene from a play written by: | 20 |
| • Henrik Ibsen | |
| • Oscar Wilde | |
| • George Bernard Shaw | |
| • Anton Chekov | |
| • Or any published playwright between 1850 and 1950
(Time limit 4 minutes) | |
| 3. Perform a scene from a published play in dialect or accent (from any period). (Time limit 3 minutes) | 20 |
| 4. Perform at sight a short passage from a play chosen by the Examiner. | 10 |
| 5. Perform a short improvisation or mime, the subject of which will be set by the Examiner during the examination.
(Time will be given for preparation and 3 minutes to perform). | 10 |
| 6. Discuss with the Examiner: | 20 |
| • The plays from which the pieces are taken. | |
| • The context and subtext of your scenes. | |
| • The importance of good breath support and practice in performance including resonance and projection. | |

Total Marks Awarded**100**

Grade 8 - Gold Medal (40 Minutes)**Marks Awarded**

The Sir Roger Moore Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.

Learners should:

- | | |
|---|----|
| 1. Perform a scene from a published play written between 1660 - 1780.
(Time limit 4 minutes) | 20 |
| 2. Perform a scene from a play written by: | 20 |
| <ul style="list-style-type: none"> • David Hare • Eugene O'Neill • Caryl Churchill • April de Angelis • Or any published playwright between 1950 and 2020 (Time limit 4 minutes) | |
| 3. Perform a scene from a published play in dialect or accent (from any period). (Time limit 3 minutes) | 20 |
| 4. Perform at sight a short passage from a play chosen by the Examiner and repeat with an alternative emotion given by the examiner. | 10 |
| 5. Perform an improvisation or mime set by the Examiner during the examination.
(Time will be given for preparation and 3 minutes to perform). | 10 |
| 6. Discuss with the Examiner: | 20 |
| <ul style="list-style-type: none"> • The plays from which the pieces are taken. • The context, subtext and status of your roles • How your character evolves throughout the play • In detail the playwright from one of your selections | |

Total Marks Awarded**100**

Acting: Duologues / Combination

The criteria for Duologue examinations are as for Solo Examinations.

Duologue students are marked individually and given individual marks and reports.

The criteria for Combination examinations are as for Duologue Examinations except one solo scene each and one duologue scene are required.

Five minutes is added for each exam from Grade 3 upward.

General Objectives

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

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

Guidelines for Acting Duologue Learners

- Learners may enter for the Acting examinations as specified above in Duologue form up to and including Grade 8.
- Learners may enter for the Acting examinations as specified above in Combination form from Preliminary Grade to Grade 5.
- The criteria for marking Duologues and Combination are the same as that for the Solo Grades.
- All selections must be in duologue form for Duologue Examinations.
- One selection must be in duologue form and one selection in solo form for Combination Examination.

Musical Theatre

General Objectives

This Musical Theatre Syllabus seeks to offer Learners the opportunity to:

- Aim to be accurate in both lyrics and tuning
- Demonstrate an awareness of the various and appropriate musical theatre styles
- Perform selections with flow and enjoyment
- Demonstrate an awareness of the importance of acting techniques throughout the performance.

Guidelines for Musical Theatre Learners

- All selections must be performed from memory.
- Selections must be taken from published and recognised Musical Theatre works, and must be sung in English.
- Own compositions are not permitted.
- Learners should bring legible copies of the libretti to the examination for the Examiner, and must adhere to all copyright laws.
- Unless specified in the individual musical, selections must be accompanied; this can be live or recorded, and must be arranged by the Learner.
- Any pre-recorded backing tracks should not include vocals or vocal harmonies.
- Accompanists and sound operators are only permitted to remain in the examination room for the duration of the specific selection in which they are involved.
- The use of vocal amplification is not permitted.
- Full costume or make up is not permitted, although a suggestion of costume (e.g.: shawls, practice skirt or hat) and hand props are allowed (e.g.: fans, bags, walking sticks, etc.)
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up both vocally and physically before the examination.

- Teachers should ensure that the key of the song is within the Learner's comfortable range to avoid vocal damage. (Songs may be transposed from the original key to accommodate this.) Similarly, "belting" or "chesting" should be avoided unless the Learner has received specific training in that technique.
- Should the Examiner feel that there is a risk of damaging the Learner's vocal apparatus they have the right to curtail the examination.

Musical Theatre: Solo - Entry Level

Preparatory Grade (10 Minutes)

Marks Awarded**Learners should:**

- | | |
|---|----|
| 1. Perform one song of their own choice. (Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner: | 10 |
| • The song | |

Total Marks Awarded	100
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Introductory Grade (10 Minutes)

Marks Awarded**Learners should:**

- | | |
|---|----|
| 1. Perform one song of their own choice. (Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner: | 10 |
| • The song | |
| • The reason for choosing it | |

Total Marks Awarded	100
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Preliminary Grade (10 Minutes)

Marks Awarded**Learners should:**

- | | |
|---|----|
| 1. Perform one song from a musical of their own choice.
(Time limit 2 minutes) | 90 |
| 2. Discuss with the Examiner: | 10 |
| • The song | |
| • The character who sings it | |

Total Marks Awarded	100
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Transition Grade (10 Minutes)

Marks Awarded**Learners should:**

- | | |
|---|----|
| 1. Perform two contrasting songs from musicals of their own choice.
(Time limit 3 minutes) | 90 |
| 2. Discuss with the Examiner: | 10 |
| • The meaning of the songs | |
| • The characters who sing them | |

Total Marks Awarded	100
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Musical Theatre: Solo - Level 1 Foundation

Grade 1 (15 Minutes)

Marks Awarded**Learners should:**

- | | |
|---|----|
| 1. Perform two contrasting songs of their own choice
(Time limit 5 minutes) | 90 |
| <ul style="list-style-type: none">• One up-tempo• One lyrical | |
| 2. Discuss with the Examiner: | 10 |
| <ul style="list-style-type: none">• One of the chosen songs• Discuss the story of the Musical from which it is taken | |

Total Marks Awarded 100

Grade 2 (15 Minutes)

Marks Awarded**Learners should:**

- | | |
|--|----|
| 1. Perform one song from any film Musical. (Time limit 3 minutes) | 45 |
| 2. Perform one contrasting song written after 1970.
(Time limit 3 minutes) | 45 |
| 3. Discuss with the Examiner: | 10 |
| <ul style="list-style-type: none">• The two songs and why you chose them• The story of the musical and how the song(s) feature. | |

Total Marks Awarded 100

Grade 3 – Foundation Medal (20 Minutes)

Marks Awarded**Learners should:**

- | | |
|---|----|
| 1. Perform a short scene in character, either using the original script
or a devised one, leading into a song of their own choice.
(Time limit 5 minutes) | 45 |
| 2. Perform a contrasting song of their own choice taken from any
Musical by Walt Disney. (Time limit 3 minutes) | 45 |
| 3. Discuss with the Examiner: | 10 |
| <ul style="list-style-type: none">• The story from which the songs were taken.• The various vocal ranges | |

Total Marks Awarded 100

Musical Theatre: Solo - Level 2 Intermediate

Grade 4 (20 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Perform a short scene in character leading into a song from a musical of their own choice. (Time limit 5 minutes) | 40 |
| 2. Perform a contrasting song of the Learner's own choice expressing a strong emotion. (Time limit 3 minutes) | 40 |
| 3. Discuss with the Examiner: | 20 |
| <ul style="list-style-type: none">• The storyline of the musical chosen• Effective ways of warming up and cooling down the voice pre- and post-performance• Intercostal breathing and vocal support | |

Total Marks Awarded	100
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Grade 5 (25 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Perform a short scene in character leading into a song of their own choice from any professional musical. (Time limit 6 minutes) | 40 |
| 2. Perform a contrasting comedy song of the Learner's own choice. (Time limit 4 minutes) | 40 |
| 3. Discuss with the Examiner: | 20 |
| <ul style="list-style-type: none">• The storyline of the musical chosen• How you developed your character from rehearsal to performance• How does the physicality of a character impact on the voice? | |

Total Marks Awarded	100
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Musical Theatre: Solo - Level 3 Advanced

Grade 6 - Bronze Medal (30 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Perform a short scene in character leading into a song of the Learner's own choice from a West End or Broadway musical. (Time limit 6 minutes) | 30 |
| 2. Perform a contrasting song taken from any contemporary musical (Time limit 5 minutes) | 20 |
| 3. Devise an original scene for one of the character(s) from one of your musical selections. (Time limit 6 minutes) | 30 |
| 4. Discuss in depth with the Examiner: <ul style="list-style-type: none">• Compare and contrast the different styles used in the two selections• The process of devising a scene with alternative storyline.• Methods of sustaining vocal health and consistency over an extended period of performance | 20 |

Total Marks Awarded

100

Grade 7 - Silver Medal (35 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a short scene in character leading into a song of the Learner's own choice by a renowned composer or lyricist from 20 th century. (Time limit 6 minutes) | 20 |
| 2. Perform a contrasting song of the Learner's own choice written in the last 20 years. (Time limit 5 minutes) | 20 |
| 3. Perform a song of the Learner's own choice which must be in an accent or dialect other than the Learner's own. (Time limit 5 minutes) | 20 |
| 4. Give a short presentation on a renowned composer or lyricist. (Time limit 6 minutes) | 20 |
| 5. Discuss in depth with the Examiner: <ul style="list-style-type: none">• How musicals have changed throughout the 20th century comparing at least two different styles (e.g., compilation, through-sung, book musical, operetta)• The techniques you explored when preparing your pieces.• The changing use and techniques of amplification in the stage musical | 20 |

Total Marks Awarded

100

Grade 8 - Gold Medal (35 Minutes)**Marks Awarded**

The Bill Kenwright Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.

Learners should:

- | | |
|---|----|
| 1. Perform a short scene in character leading into a song of the Learner's own choice from Musical Hall.
(Time limit 6 minutes) | 20 |
| 2. Perform a contrasting song of the Learner's own choice from a different genre. (Time limit 4 minutes) | 20 |
| 3. Perform a song of the Learner's own choice which must contrast in style, period, mood and performance songs in section 1 and 2.
(Time limit 5 minutes) | 20 |
| 4. Give a short presentation on the social, political and historical context of a musical produced in the 20 th century.
(Time limit 5 minutes) | 20 |
| 5. Discuss in depth with the Examiner: <ul style="list-style-type: none">• The process needed to approach a musical theatre performance when in different historical periods.• The styles that have changed the face of musical theatre• Practical ways of preparing for a role in a musical both vocally and physically. | 20 |

Total Marks Awarded**100**

Musical Theatre: Duologues

General Objectives

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

- Work with a partner in equally weighted roles
- Explore different texts
- Increase confidence
- Understand a sense of dependency

Guidelines for Musical Theatre Duologue Learners

- Learners may enter for the Musical Theatre examinations specified above in Duologue form up to and including Grade 8.
- Duologues are marked as one performance. The criteria for marking Duologues is the same as that for the Solo Grades.
- Learners should put the word Duologue on their entry form together with the name of the Learner with whom they are entering.

Mime

General Objectives

This Mime Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity - Increase self-confidence
- Develop physical stage techniques
- Instil an enthusiasm and interest in the theatre
- Extend technical skills with poise and clarity
- Promote observation and attention to detail
- Encourage background study of the history of mime

Guidelines for Mime Learners

- Costume or make-up is not permitted, although the suggestion of costume (e.g., shawls, practice skirt or hat) and hand props are allowed (e.g., fans, bags, walking sticks, etc.).
- Learners are not permitted to present work which they have already submitted at another grade. Learners found to be repeating work will be disqualified and fees will be forfeited.
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up physically before the examination.
- Any mime may be performed with musical accompaniment if desired but this must be operated by the Learner/s.
- Entries are welcomed from Learners who may be hard of hearing, deaf or who have oral Communication difficulties. We can arrange for these Learners to have a short, written questionnaire immediately prior to the examination if questioning is an element of the examination.

Please contact the NEA Office to make these special arrangements.

Mime: Entry Level

Preparatory Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Unwrap a sweet and eat – show facial expression
(Time limit 2 minutes) | 50 |
| 2. Perform a narrative mime on a subject of their own choice.
(Time limit 2 minutes) | 50 |

Total Marks Awarded	100
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Introductory Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Open a parcel and take out a present – react accordingly
(Time limit 2 minutes) | 50 |
| 2. Perform a narrative mime on a subject of their own choice.
(Time limit 2 minutes) | 50 |

Total Marks Awarded	100
----------------------------	------------

Preliminary Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Peel a banana OR Flip a coin and placing on back of hand – react accordingly. (Time limit 2 minutes) | 50 |
| 2. Perform a narrative mime on a subject of their own choice.
(Time limit 2 minutes) | 50 |

Total Marks Awarded	100
----------------------------	------------

Transition Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Choose and perform one of the following:
(Time limit 2 minutes) | 50 |
| <ul style="list-style-type: none"> • Open a window and climb in • Digging a garden • Serve a tennis ball - 3 times | |
| 2. Perform a narrative mime of their own choice.
(Time limit 2 minutes) | 50 |

Total Marks Awarded	100
----------------------------	------------

Mime: Level 1 Foundation

Grade 1 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Choose one of the following
(Time limit 2 minutes): | 50 |
| <ul style="list-style-type: none"> • Drink a hot or cold drink from a cup or glass • Eat an ice cream that is melting • Play snakes and ladders board game and react to dice throwing and results | |
| 2. Perform a narrative mime of their own choice.
(Time limit 3 minutes) | 50 |

Total Marks Awarded	100
----------------------------	------------

Grade 2 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Choose an episode to illustrate one of the following:
(Time limit 2 minutes) | 50 |
| <ul style="list-style-type: none"> • On a roller coaster, • Creep into a room, open a drawer, find a letter and react to the contents • Walk across sand and jump into shallow water | |
| 2. Perform a narrative mime of their own choice.
(Time limit 3 minutes) | 50 |

Total Marks Awarded	100
----------------------------	------------

Grade 3 – Foundation Medal (15 Minutes)

Marks Awarded

The Ellen Ismay Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.

Learners should:

- | | |
|--|----|
| 1. Perform two of the specified actions (Time limit 2 minutes): | 30 |
| <ul style="list-style-type: none"> • Look at yourself in the mirror and brush hair or teeth • Paint a picture on an easel – imagine you are outside • Read a newspaper and react to stories | |
| 2. Perform two of the following (Time limit 2 minutes): | 30 |
| <ul style="list-style-type: none"> • Walk on a tight rope, lose balance and then recover • Play an instrument – badly then well • Walk the dog – it runs away | |
| 3. Perform a narrative mime illustrating a well-known proverb or saying
(Time limit 3 minutes) | 40 |

Total Marks Awarded	100
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Mime: Level 2 Intermediate

Grade 4 (20 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Perform two of the following:
(Time limit 3 minutes) | 30 |
| <ul style="list-style-type: none"> • Take books off a shelf and pack in a box then try to lift *it is very heavy* • Pick up weights (weightlifting) x 3 • Pack a suitcase, try to lift then move on wheels | |
| 2. Perform a mime on one of the following:
(Time limit 3 minutes) | 30 |
| <ul style="list-style-type: none"> • A Profession e. g. Hairdressers/Doctors/Photographers • Characters – e. g. Old person/Magician/Musician • Event – e. g. Competition/Party/Wedding | |
| 3. Perform a narrative mime with a twist at the end
(Time limit 4 minutes). | 40 |

Total Marks Awarded

100

Grade 5 (20 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. The following three specific actions, one from each group
(Time limit 4 minutes): | 30 |
| <ul style="list-style-type: none"> • The dexterity of hands, <ul style="list-style-type: none"> a) thread a needle and sew b) Use mascara or lipstick c) Screw a screw into the wall d) Pick up money from the floor • Weight and Tension, <ul style="list-style-type: none"> a) Lift two bags of shopping and place on table b) Lift a suitcase into the boot of a car c) Lift a dog or cat d) Lift a heavy object of choice • Face, <ul style="list-style-type: none"> a) Read a book and react accordingly b) Watch a film on television/cinema c) Watch a sports event | |
| 2. Depict a short mime based on one of following titles:
(Time limit 3 minutes) | 30 |
| <ul style="list-style-type: none"> • Park Bench • Exploration • Camping holiday | |
| 3. Perform a narrative mime involving a slow motion or dream sequence
(Time limit 4 minutes). | 40 |

Total Marks Awarded

100

Mime: Level 3 Advanced

Grade 6 - Bronze Medal (20 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Present a character(s) from a different time and demonstrate at least three actions/movements that reflect the period that they are living in. Music and appropriate props may be used in this section. Learners should consider the clothes worn in their chosen era. (Time limit 3 minutes) | 25 |
| 2. Present a present-day narrative mime (Time limit 3 minutes). | 25 |
| 3. Present a narrative mime depicting a character in an age group other than the Learner's own. (Time limit 3 minutes) | 25 |
| Or | |
| Present a narrative mime that involves a music or sound effects | |
| 4. Discuss with the Examiner the creation of mimed characters | 25 |

Total Marks Awarded	100
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Grade 7 - Silver Medal (25 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Present a short mime based on a character and their occupation (Time limit 4 minutes) | 25 |
| 2. Present a mime on one of the following (Time limit 4 minutes): | 25 |
| <ul style="list-style-type: none"> • Trapped in a lift – think of three ways to try to get out • Locked out of the car or house try three ways of getting in • Driving over rough terrain and getting lost use three ways to find direction | |
| 3. Perform a narrative mime based on one of the following: (Time limit 4 minutes) | 25 |
| <ul style="list-style-type: none"> • Love • Hate • Jealousy • Joy • Despair | |
| 4. Discuss with the Examiner the creation of mimed characters | 25 |

Total Marks Awarded	100
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Grade 8 - Gold Medal (30 Minutes)**Marks Awarded****Learners should:**

- | | |
|---|----|
| 1. Perform a mime that involves a character, an occupation and an accident or problem and resolution (Time limit 4 minutes). | 20 |
| 2. Present a character showing the following range of emotions as a continuous mime (Time limit 5 minutes for all four): <ul style="list-style-type: none">• Confusion• Fear• Hysteria• Relief | 30 |
| 3. Present a narrative mime on a subject given to them 10 minutes before the examination (Time limit 4 minutes). | 30 |
| 4. Discuss with the Examiner any aspects of creating and performing mime. | 20 |

Total Marks Awarded	100
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Mime: Duologues

General Objectives

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

- Work with a partner
- Increase confidence
- Understand a sense of dependency

Guidelines for Mime Duologue Learners

- Learners may enter for the Mime examinations as specified above in Duologue form up to and including Grade 8.
- The criteria for marking Duologues are the same as that for the Solo Grades.
- All selections must be in duologue form.

Devised Drama

General Objectives

This Devised Drama Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity
- Increase self-confidence
- Develop a range of stage techniques
- Instil enthusiasm and enjoyment
- Develop creative and interpretive skills
- Develop an understanding of dramatic structure and narrative
- Work spontaneously
- Employ language, movement, role and situation appropriate to the fictional context being created

The group exam is also useful “practice” for GCSE Drama, A level Drama and Theatre Studies.

Guidelines for Devised Drama Learners

- The Examiner will give appropriate preparation time during the examinations for preparation of a new scene, redirection and enactment unless specifically stated.
- Full costume or make up is not permitted, although a suggestion of costume (e.g.: shawls, practice skirt or hat) and hand props are allowed. (e.g.: fans, bags, walking sticks, etc.).
- Learners are not permitted to present work which they have already submitted at another grade. Learners found to be repeating work will be disqualified and fees will be forfeited.
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up both vocally and physically before the examination.

Devised Drama: Solo – Entry Level

Preparatory Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a scene around an object of choice.
(Time limit 2 minutes) | 90 |
| 2. The Examiner will question the Learner in role. | 10 |

Total Marks Awarded	100
----------------------------	------------

Introductory Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a short scene in either:
<ul style="list-style-type: none"> • Magical Kingdom • On a beach • In a playground (Time limit 2 minutes) | 90 |
| 2. The Examiner will question the Learner in role. | 10 |

Total Marks Awarded	100
----------------------------	------------

Preliminary Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a short scene based on a character with special or magical powers. (Time limit 2 minutes) | 90 |
| 2. The Examiner will question the Learner in role. | 10 |

Total Marks Awarded	100
----------------------------	------------

Transition Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Devise a scene involving a box, a map or a key.
(Time limit 2 minutes) | 90 |
| 2. The Examiner will question the Learner in role. | 10 |

Total Marks Awarded	100
----------------------------	------------

Devised Drama: Solo – Level 1 Foundation

Grade 1 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a scene based on lost and found (Time limit 3 minutes) | 45 |
| 2. Perform a contrasting scene with a prop of choice.
(Time limit 3 minutes) | 45 |
| 3. Discuss with the Examiner | 10 |
| • The storyline of the scenes. | |

Total Marks Awarded	100
----------------------------	------------

Grade 2 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a scene based on one of the following locations
(Time limit 3 minutes) | 45 |
| • Fairground | |
| • Garden | |
| • Airport | |
| 2. Devise a scene based on an emotion. (Time limit 3 minutes) | 45 |
| 3. Discuss with the Examiner | 10 |
| • The storyline of the scenes. | |

Total Marks Awarded	100
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Grade 3 – Foundation Medal (15 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a scene based on a well-known proverb or different historical era. (Time limit 3 minutes) | 45 |
| 2. Perform the scene again with a different outcome/meaning.
(Time limit 3 minutes) | 45 |
| 3. Discuss with the Examiner | 10 |
| • The storyline of the scenes. | |

Total Marks Awarded	100
----------------------------	------------

Devised Drama: Solo – Level 2 Intermediate

Grade 4 (15 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a scene based on one of the following:
(Time limit 4 minutes) | 40 |
| <ul style="list-style-type: none"> • The secret • The memory • The diary | |
| 2. Devise a scene inspired by a picture or letter.
(Time limit 4 minutes) | 40 |
| 3. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • The scenes and the structure needed in devised drama. | |

Total Marks Awarded	100
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Grade 5 (15 Minutes)

Marks Awarded

The Ray Winstone Certificate of Excellence is awarded annually to the Learner gaining the highest Distinction mark in this examination.

Learners should:

- | | |
|---|----|
| 1. Devise a scene based on either:
(Time limit 4 minutes) | 40 |
| <ul style="list-style-type: none"> • Greed • Jealousy • Love • Hate | |
| 2. Devise a scene on either:
(Time limit 4 minutes) | 40 |
| <ul style="list-style-type: none"> • Time • Space • Event | |
| 3. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • the scenes, • characters • process when devising original work. | |

Total Marks Awarded	100
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Devised Drama: Solo – Level 3 Advanced

Grade 6 - Bronze Medal (20 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a scene on a theme of conflict or war. (Time limit 5 minutes) | 40 |
| 2. Devise a scene showing a change of status. (Time limit 5 minutes) | 40 |
| 3. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • Their roles and on their research. • The challenges faced when portraying characters with changing status. | |

Total Marks Awarded	100
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Grade 7 - Silver Medal (25 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Devise a scene using a piece of text, visual image or music as your stimulus. (Time limit 5 minutes) | 40 |
| 2. Devise a scene based on a recent news event. (Time limit 5 minutes) | 40 |
| 3. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • Their roles and on their research. • The preparation and construction of the pieces • What are the considerations when using factual material as opposed fictional | |

Total Marks Awarded	100
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Grade 8 - Gold Medal (30 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Devise a scene based on a historical or political event or situation. (Time limit 5 minutes) | 40 |
| 2. Devise a scene based on an individual who is key to the event you have chosen. (Time limit 5 minutes) | 20 |
| 3. Devise a scene as a journalist reporting the event. (Time limit 5 minutes) | 20 |
| 4. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • Why they chose the event • The explorative strategies used • Their research and how they reached the final Performances | |

Total Marks Awarded	100
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Devised Drama: Duologues

The criteria for Duologue examinations are as for Solo Examinations.

Five minutes is added for each exam from Grade 3 upward

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

Guidelines for Devised Drama Duologue Learners:

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

Learners should put the word Duologue on their entry form together with the name of the Learner with whom they are entering.

Shakespeare

General Objectives

This Shakespeare Syllabus seeks to offer Learners the opportunity to:

- Develop imagination and creativity
- Increase self-confidence
- Develop vocal techniques
- Develop physical stage techniques
- Introduce the work of William Shakespeare through a themed series of progressive steps
- Develop an understanding of themes, subtext and underlying motives
- Instil an enthusiasm and interest in the language and writing of Shakespeare and also Elizabethan theatre

Guidelines for Shakespeare Learners

- All selections must be performed from memory.
- Learners should bring legible copies of their pieces to the examination for the Examiner, and must adhere to all copyright laws.
- Full costume or make up is not permitted, although a suggestion of costume (e.g.: shawls, practice skirt or hat) and hand props are allowed. (e.g.: scrolls, sticks, etc.).
- Learners are permitted to play either gender.
- During the course of this Syllabus Learners should be encouraged to study a wide range of Shakespeare's plays as well as details of his life and the history of the Elizabethan theatre. This should include knowledge of religious and political influences on his themes, the meaning of his dramatic language and how Elizabethan theatre shaped his writing.
- It is suggested that the texts used for study are from the Arden Shakespeare Series. This series provides detailed notes including, a glossary and language guide and also biographical and historical notes.
- Comprehensive theoretical and historical background notes to support this Syllabus are available on request from the NEA Office.

- Learners are not permitted to present work which they have already submitted at another grade.
- Learners found to be repeating work will be disqualified and fees will be forfeited.
- In line with current standard Health and Safety advice, all Learners should ensure they are warmed up both vocally and physically before the examination.

Shakespeare: Level 1 Foundation

Grade 1 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Perform a scene from A Midsummer Night's Dream:
(Time limit 3 minutes) | 90 |
| 2. Discuss with the Examiner | 10 |
| <ul style="list-style-type: none"> • Where this speech occurs in the play • The plot of A Midsummer Night's Dream | |

Total Marks Awarded	100
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Grade 2 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a speech from any of Shakespeare's plays where the character is sharing their thoughts with the audience.
(Time limit 3 minutes) | 90 |
| 2. Discuss with the Examiner | 10 |
| <ul style="list-style-type: none"> • The events leading up to the speech • The play from which the speech is taken • The different parts of the Elizabethan playhouse where the audience would sit or stand | |

Total Marks Awarded	100
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Grade 3 – Foundation Medal (10 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a prologue from any of Shakespeare's plays with a minimum of 15 lines. (Time limit 3 minutes) | 90 |
| 2. Discuss with the Examiner | 10 |
| <ul style="list-style-type: none"> • The role of the prologue • Why some plays need prologues • Elizabethan Playhouses (the Learner can bring a plan or drawing to aid discussion) • The play from which the speech is taken | |

Total Marks Awarded	100
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Shakespeare: Level 2 Intermediate

Grade 4 (15 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a character speech from any of Shakespeare's plays.
(Time limit 4 minutes) | 80 |
| 2. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • How the chosen character fits into the play and whether the character supports, drives the action along or is there another reason for their presence • The character's use of language • The characters and the play from which the speech is taken | |

Total Marks Awarded	100
----------------------------	------------

Grade 5 (15 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a speech where the character tells the audience about unseen events that have taken place. (Time limit 4 minutes) | 80 |
| 2. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • Shakespeare's reasons for not showing these scenes but relying on another character's narrative • The technique needed to bring the described events vividly to life • The play from which the speech is taken | |

Total Marks Awarded	100
----------------------------	------------

Shakespeare: Level 3 Advanced

Grade 6 - Bronze Medal (20 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a well-known speech from any of Shakespeare's plays.
(Time limit 5 minutes) | 40 |
| 2. Perform a contrasting speech of their own choice from another of Shakespeare's plays. (Time limit 5 minutes) | 40 |
| 3. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • The events leading up to the speeches chosen • The effect the speaker hopes to have on his/her listeners • How he/she achieves this • The plays from which the speeches are taken | |

Total Marks Awarded	100
----------------------------	------------

Grade 7 - Silver Medal (25 Minutes)**Marks Awarded****Learners should:**

- | | |
|--|----|
| 1. Perform a speech by a hero, heroine or major character of their own choice. (Time limit 6 minutes) | 40 |
| 2. Perform a contrasting speech of their own choice from another of Shakespeare's plays. (Time limit 6 minutes) | 40 |
| 3. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • The reasons for the choice of speeches • Any aspect of the characters chosen and their situations • The plays from which the speeches are taken • Aspects of performing Shakespeare in an Elizabethan theatre • How Shakespeare uses metre | |

Total Marks Awarded**100****Grade 8 - Gold Medal (30 Minutes)****Marks Awarded****Learners should:**

- | | |
|---|----|
| 1. Perform a true soliloquy from any Shakespearean tragedy of their own choice. (Time limit 6 minutes) | 40 |
| 2. Perform a contrasting speech of their own choice from another of Shakespeare's plays. (Time limit 6 minutes) | 40 |
| 3. Discuss with the Examiner | 20 |
| <ul style="list-style-type: none"> • Shakespeare's use of the soliloquy • The reasons for the choice of speeches • Any aspect of the characters chosen and the techniques involved to perform them • The plays from which the speeches are taken • Aspects of the rhythm and metre used by Shakespeare • Aspects Shakespeare's life and the times in which he was writing | |

Total Marks Awarded**100**

Shakespeare: Duologues

The criteria for Duologue examinations are as for Solo Examinations.

Duologue students are marked individually and given individual marks and reports.

Five minutes is added for each exam from Grade 3 upward.

General Objectives

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

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

Guidelines for Shakespeare Duologue Learners

- Learners may enter for the Shakespeare examinations as specified above in Duologue form up to and including Grade 8.
- The criteria for marking Duologues are the same as that for the Solo Grades.
- All selections must be in duologue form for Duologue Examinations.

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 |

Total Marks Awarded	100
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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 |

Total Marks Awarded	100
----------------------------	------------

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 |

Total Marks Awarded	100
----------------------------	------------

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 |

Total Marks Awarded	100
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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"> • A combination of song and dance performed as one whole piece • A dance reflecting the mood and lyrics of the song 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"> • The process of creating a piece • Why did they choose their idea? • How did they begin the process? • Why they chose specific music? • Evidence of supporting material e.g., sketches/notes | 20 |

Total Marks Awarded	100
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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:
(Time limit 5 minutes) | 25 |
| <ul style="list-style-type: none"> • Jealousy • Fear • Love | |
| 2. Perform a movement piece involving a number of choreographic devices including:
(Time limit 5 minutes) | 25 |
| <ul style="list-style-type: none"> • Motif • Levels • Dynamics | |
| 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"> • Choreographic processes of the pieces • Health and safety and nutrition for performers | |

Total Marks Awarded	100
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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"> • Betrayal • The Sea • Remember Christina Rossetti (Poem) • Scream – (Picture) | |
| 2. Perform a teacher led movement piece based on a musical style or era between:
(Time limit 5 minutes) | 25 |
| <ul style="list-style-type: none"> • Music Hall to 1980's | |
| 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"> • General health and safety, including vocal and physical health • What does musicality mean • The differences between two eras of dance styles • The process of creating their movement pieces • How the music, lighting and costumes enhanced the movement in one of the following musicals: Wicked, Oliver, Cats | |

Total Marks Awarded	100
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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:
(Time limit 5 minutes) | 25 |
| <ul style="list-style-type: none">• Poem by W.H. Auden - Refugee Blues• Fire, Water, Air and Earth• Freedom• Salvador Dali - Persistence of Memory• Salvador Dali - The Painter | |
| 2. Perform a movement piece showing specific style of movement
on one of the following:
(Time limit 5 minutes) | 25 |
| <ul style="list-style-type: none">• Ballet• Musical Theatre• Contemporary• Rock n' Roll• National dancing/Dances of culture | |
| 3. Devise a student led movement piece on an original idea
(This may involve singing or narration if desired) | 25 |
| 4. Discuss with the Examiner: | 25 |
| <ul style="list-style-type: none">• The creative process of their movement pieces• The following three musicals including historical impact, social context, music, lighting, style of choreography and costume design• West Side Story• Billy Elliot• Hairspray | |

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.

Verse Speaking

- Poems for this syllabus are free choice.
- Suggestions from either the anthology below or from the Public Domain can be used for poetry.
- Suggested poems can be found in guidance.
- Please ensure that own choice reflects the expected standard for each level.

Resource: A First Poetry Book by Pie Corbett and Gaby Morgan

General Objectives

This Solo Verse Speaking Syllabus seeks to offer Learners the opportunity to:

- Develop the art of speaking verse
- Develop clear speech
- Develop imagination and creativity
- Increase self-confidence
- Promote self-enrichment
- Stimulate research skills
- Instil a love of poetry
- Understand the diverse forms of poetry
- Specialise in the serious performance and art of verse speaking

Guidelines for Solo Verse Speaking Learners

- Learners should be at least 11 years old.
- All selections in these examinations must be spoken from memory.
- Each grade must be prepared as a short continuous recital and Learners should, therefore begin with a short introduction and provide linking narrative.

Verse Speaking: Entry Level

Time – including introductions and linking narrative must not exceed 7 minutes

Preliminary Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Speak a poem of the Learner's choice | 45 |
| 2. Speak a second poem of the Learner's choice | 45 |
| 3. Choice of theme, introduction, and links | 10 |

Total Marks Awarded	100
----------------------------	------------

Transition Grade (10 Minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Speak a poem of the Learner's choice | 45 |
| 2. Speak a second poem of the Learner's choice | 45 |
| 3. Choice of theme, introduction, and links | 10 |

Total Marks Awarded	100
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Verse Speaking: Level 1 Foundation

Time – including introductions and linking narrative must not exceed 7 minutes

Grade 1 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Speak a poem of the Learner's choice | 45 |
| 2. Speak a second poem of the Learners choice | 45 |
| 3. Choice of theme, introduction, and links | 10 |

Total Marks Awarded	100
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Grade 2 (10 Minutes)

Marks Awarded

Learners should:

- | | |
|---|----|
| 1. Speak a poem of the Learner's choice | 45 |
| 2. Speak a second poem of the Learners choice | 45 |
| 3. Choice of theme, introduction, and links | 10 |

Total Marks Awarded	100
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Grade 3 - Foundation Medal (15 Minutes)**Marks Awarded***Time – including introductions and linking narrative must not exceed 10 minutes***Learners should:**

- | | |
|--|----|
| 1. Speak a poem of the Learner's choice | 30 |
| 2. Speak a second poem of the Learners choice | 30 |
| 3. Speak a third poem of the Learner's choice. | 30 |
| 4. Choice of theme, introduction, and links | 10 |

Total Marks Awarded	100
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Verse Speaking: Level 2 Intermediate*Time – including introductions and linking narrative must not exceed 10 minutes***Grade 4 (15 Minutes)****Marks Awarded****Learners should:**

- | | |
|---|----|
| 1. Speak a poem written in 20 th Century | 30 |
| 2. Speak a sonnet written after 1950. | 30 |
| 3. Speak a short poem of their own choice. | 30 |
| 4. Choice of theme, introduction, and links | 10 |

Total Marks Awarded	100
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Grade 5 (15 Minutes)**Marks Awarded****Learners should:**

- | | |
|---|----|
| 1. Speak an extract of their own selection from a narrative poem:
(Minimum 18 lines) | 30 |
| 2. Speak a poem by a 19 th Century Poet. | 30 |
| 3. Speak a short poem of their own choice. | 30 |
| 4. Choice of theme, introduction, and links | 10 |

Total Marks Awarded	100
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Verse Speaking: Level 3 Advanced

Time – including introductions and linking narrative must not exceed 15 minutes

Grade 6 - Bronze Medal (20 Minutes)

Marks Awarded

Learners should present a short recital to include the following poems:

1. A War Poem from any Century	30
2. A poem of the Learner's choice	30
3. A second poem of the Learner's choice	30
4. Choice of theme, introduction, and links	10

Total Marks Awarded	100
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Grade 7 - Silver Medal - (20 Minutes)

Marks Awarded

Learners should present a short recital of their own choice including 3 styles of poetry to include the following:

1. Romantic Era	30
2. A poem of the Learner's choice in a different style and era from section 1.	30
3. A poem of the Learner's choice in a different style and era from section 1 and 2	30
4. Choice of theme, introduction, and links	10

Total Marks Awarded	100
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Grade 8 - Gold Medal (25 Minutes)

Marks Awarded

Time – including introductions and linking narrative must not exceed 20 minutes

Learners should:

Present a varied programme of 4 poems on a chosen theme of their own choice to include:

1. One Shakespearean poem	20
2. A poem of the Learner's choice in a different style and era from section 1	20
3. A poem of the Learner's choice in a different style and era from section 1 and 2.	20
4. One sonnet	20
5. Choice of theme, introduction, and links	20

Total Marks Awarded	100
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Verse Speaking: Duologues

General Objectives

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

- Work with a partner in equally weighted roles
- Explore different texts
- Increase confidence
- Understand a sense of dependency

Guidelines for Recital Duologue Learners

- Learners may enter for the Verse Speaking examinations specified above in Duologue form up to and including Grade 8.
- The criteria for marking Duologues are the same as that for the Solo Grades

Recital

General Objectives

This Recital Syllabus seeks to offer Learners the opportunity to:

- Develop the art of recital performance
- Plan and present a programme for performance
- Develop clear speech
- Develop imagination and creativity
- Demonstrate versatility, empathy and comprehension
- Increase self-confidence
- Promote self-enrichment - Stimulate research skills
- Instil a love of literature
- Understand the diverse forms of literature

Guidelines for Recital Learners

- Recitals for all grades are on any theme of the Learner's choice.
- All selections in these examinations must be spoken from memory.
- Each grade must be prepared in the form of a recital.
- Programmes should be based around a theme and reflect **age-appropriate** selections of contrasting styles.
- Learners should present their complete programme as one continuous performance, linking items in a manner of their choosing.
- Music may be used if desired but should enhance and not detract from the programme.
- Learners should hand the Examiner a well-presented programme giving the titles, poets and authors at the beginning of the examination.
- Marking will reflect the both the Learner's technical achievement and their ability to engage and entertain an audience.

Recital: Level 1 Foundation

Grade 1 (10 Minutes)

Marks Awarded

Learners should present in the form of a continuous recital:

- | | |
|---|----|
| 1. A poem. | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose. | 30 |
| 4. Choice of Programme | 10 |

Total Marks Awarded	100
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Grade 2 (10 Minutes)

Marks Awarded

Learners should present in the form of a continuous recital:

- | | |
|---|----|
| 1. A poem. | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose. | 30 |
| 4. Choice of Programme | 10 |

Total Marks Awarded	100
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Grade 3 - Foundation Medal (10 Minutes)

Marks Awarded

Learners should present in the form of a continuous recital:

- | | |
|---|----|
| 1. A poem. | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose. | 30 |
| 4. Choice of Programme | 10 |

Total Marks Awarded	100
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Recital: Level 2 Intermediate

Grade 4 (15 Minutes)

Marks Awarded

Learners should present in the form of a continuous recital:

- | | |
|---|----|
| 1. A poem. | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose. | 30 |
| 4. Choice of Programme | 10 |

Total Marks Awarded	100
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Grade 5 (15 Minutes)

Marks Awarded

Learners should present in the form of a continuous recital:

- | | |
|---|----|
| 1. A poem. | 30 |
| 2. An acted monologue from a published play or adaptation from a novel. | 30 |
| 3. An extract of memorised prose. | 30 |
| 4. Choice of Programme | 10 |

Total Marks Awarded	100
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Recital: Level 3 Advanced

Grade 6 - Bronze Medal (20 Minutes)

Marks Awarded

At this Grade the recital programme should not exceed 20 minutes.

Learners should present in the form of a continuous recital:

- | | |
|---|----|
| 1. A poem. | 22 |
| 2. An acted monologue from a published play. | 22 |
| 3. An extract of memorised prose. | 22 |
| 4. A mime or a devised scene on the chosen theme. | 22 |
| 5. Choice of Programme | 12 |

Total Marks Awarded	100
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Grade 7 - Silver Medal (25 Minutes)**Marks Awarded**

At this Grade the recital programme should not exceed 25 minutes.

Learners should present in the form of a continuous recital:

1. A poem.	22
2. An acted monologue from a published play.	22
3. An extract of memorised prose.	22
4. A mime or a devised scene on the chosen theme.	22
5. Choice of Programme	12

Total Marks Awarded	100
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Grade 8 - Gold Medal (30 Minutes)**Marks Awarded**

At this Grade the recital programme should not exceed 30 minutes.

Learners should present in the form of a continuous recital:

1. A poem.	18
2. An acted monologue from a published play.	18
3. An extract of memorised prose.	18
4. A mime or a devised scene on the chosen theme.	18
5. To read aloud a contrasting poem or a contrasting piece of prose.	18
6. Choice of Programme	10

Total Marks Awarded	100
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Recital: Duologues

General Objectives

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

- Work with a partner in equally weighted roles
- Explore different texts
- Increase confidence
- Understand a sense of dependency

Guidelines for Recital Duologue Learners

- Learners may enter for the Recital examinations specified above in Duologue form up to and including Grade 8.
- The criteria for marking Duologues is the same as that for the Solo Grades.

Communications

These examinations are designed to enable Learners with specific disabilities, learning differences and disadvantages to participate in the examination process successfully.

General Objectives

This examination offers Learners the opportunity to:

- Demonstrate their attainment or competence
- Take an examination that meets their capabilities
- Develop communication and reading techniques
- Develop clearer speech
- Make themselves understood
- Develop imagination and creativity
- Increase self-confidence
- Enjoy participating

Guidelines for Communications Learners

- There is no set Syllabus for these examinations, they can be tailored to meet the needs of the Learner.
- Teachers should contact the NEA office to agree a suitable programme that dovetails with a Learner's capabilities.
- The general or specific content of the examination must be agreed between the parties and the Examinations Director before an examination.
- This should be done by contacting the NEA office prior to the Entry for the examination being submitted.
- The Learner's Entry Form should be submitted with a Reasonable Adjustment Application Form which is available on request from the NEA office. This form provides space for Teachers and/or Learners to bring to NEA's attention any special circumstances or requirements which a Learner wishes to be considered. (Teachers are requested to attach to the entry form copies of any formal statements relating to the Learner.)
- NEA will make every effort to accommodate appropriate Learners who wish to enter these examinations.

- All cases for entry will be judged on an individual basis by NEA.
- There is no grading system for these examinations, however each examination taken is Numbered starting from 1, so that the Learner gains a sense of progression, this will be recorded by the NEA office.
- There is no upward limit to the number of examinations taken over a Learner's career, but it is recommended that no more than two of these examinations are taken within one academic year.
- The Learner will receive a report and a certificate.
- NEA seeks to offer appropriate and agreed support to those Learners with specific learning, reading, sight, hearing and mobility difficulties, or any other disadvantage disclosed.
- NEA seeks to comply with the terms of all relevant legislation in the United Kingdom. This includes the provisions of the Disability Discrimination Act as to access arrangements, special requirements and reasonable adjustments to the examination process. (Please refer to NEA's Equal Opportunities Policy, Disability and Special Needs Policy and Reasonable Adjustments and Special Considerations Policy for details).



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