



New Era Academy

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Group Syllabus

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# Group Examinations

## Regulated Groups

There are two types of regulated groups. The ordinary groups are a minimum of 3 and a maximum of 4 (6 with agreement from NEA) and the **Group Performance** exams which are filmed are a minimum of three with no maximum number. Both these groups have an individual report and mark for each Learner along with their certificate, there are no medals for groups.

## Non regulated Groups

These groups are a minimum of 3 and a maximum of 12 and the fee is payable for the group. These exams are marked as a group with one report form for the group, and a certificate for each Learner. **The syllabus for the non regulated groups is the same as for the ordinary regulated group.**

Where there is one mark allocated for Acting and Musical Theatre this will be marked 50% on interpretation and 50% on technique.

# Acting

## Regulated and Non Regulated Subject to Conditions

### Entry Level

#### Preparatory (10 Minutes)

Learners should present a one act play or a scene from a longer play.  
(Between 5 – 8 minutes)

#### Introductory (10 Minutes)

Learners should present a one act play or a scene from a longer play.  
(Between 5 – 8 minutes)

#### Preliminary (10 Minutes)

Learners should present a one act play or a scene from a longer play.  
(Between 5 – 8 minutes)

#### Transition (10 Minutes)

Learners should present a one act play or a scene from a longer play.  
(Between 5 – 8 minutes)

Marks Awarded
100
100
100
100

# Level 1 – Foundation

## Grade 1 (15 Minutes)

Learners should:

- Present a one act play or a scene from a longer play.  
(Between 6 – 10 minutes)

## Grade 2 (15 Minutes)

Learners should:

- Present a one act play or a scene from a longer play.  
(Between 6 – 10 minutes)

## Grade 3 (15 Minutes)

Learners should:

- Present a one act play or a scene from a longer play.  
(Between 6 – 10 minutes)

Marks  
Awarded

100

100

100

## Level 2 – Intermediate

### Grade 4 (20 Minutes)

Learners should:

- Present a one act play or a scene from a longer play.  
(Between 10 – 15 minutes)

### Grade 5 (20 Minutes)

Learners should:

- Present a one act play or a scene from a longer play.  
(Between 10 – 15 minutes)

Marks Awarded
100
100

## Level 3 – Advanced

### Grade 6 (25 Minutes)

Learners should:

- Present a one act play or a scene from a longer play.  
(Between 15 – 20 minutes)

### Grade 7 (25 Minutes)

Learners should:

- Present a one act play or a scene from a longer play.  
(Between 15 – 20 minutes)

### Grade 8 (25 Minutes)

Learners should:

- Present a one act play or a scene from a longer play.  
(Between 15 – 20 minutes)

Marks  
Awarded

100

100

100

# Group Performance Acting

## Regulated

### Entry Level

#### Preparatory Grade

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3 your own character:

#### Introductory Grade

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3 your own character:

#### Preliminary Grade

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3 your own character:

#### Transition Grade

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3 your own character:

Marks  
Awarded

90

10

90

10

90

10

90

10

# Level 1 – Foundation

## Grade 1

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
  - Your own character
  - The setting of the scene

## Grade 2

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
  - Your own character
  - The setting of the scene

## Grade 3

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
  - Your own character
  - The setting of the scene

Marks  
Awarded

90

10

90

10

90

10

## Level 2 – Intermediate

### Grade 4

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play

### Grade 5

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play

Marks  
Awarded

80

20

80

20

# Level 3 – Advanced

## Grade 6

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play
  - Your relationship to the other characters in the play

## Grade 7

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play
  - Your relationship to the other characters in the play

## Grade 8

Learners should:

1. Present a one act play or a scene from a longer play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play
  - Your relationship to the other characters in the play

The importance of breath support and projection in performance

Marks  
Awarded

80

20

80

20

80

20

# Musical Theatre

Regulated and Non Regulated Subject to Conditions

## Entry Level

### Preparatory Grade (10 Minutes)

Learners should perform a song of their own choice and devise appropriate actions to complement it.

### Introductory Grade (10 Minutes)

Learners should perform a song of their own choice and devise appropriate actions to complement it.

### Preliminary Grade (15 Minutes)

Learners should perform one song from a musical or film and create a short scene to lead into it.

### Transition Grade (15 Minutes)

Learners should perform one song from a musical or film and create a short scene to lead into it.

Marks  
Awarded

100

100

100

100

# Level 1 – Foundation

## Grade 1 (15 Minutes)

Learners should:

- Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.  
(5 – 10 minutes)

## Grade 2 (15 Minutes)

Learners should:

- Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.  
(5 – 10 minutes)

## Grade 3 (15 Minutes)

Learners should:

- Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.  
(5 – 10 minutes)

Marks  
Awarded

100

100

100

## Level 2 – Intermediate

### Grade 4 (20 Minutes)

Learners should:

- Perform a scene, or series of scenes, from a film or stage musical, that includes both acted sequences and two contrasting songs. (7 – 12 minutes)

### Grade 5 (20 Minutes)

Learners should:

- Perform a scene, or series of scenes, from a film or stage musical, that includes both acted sequences and two contrasting songs. (7 – 12 minutes)

Marks  
Awarded

100

100

## Level 3 – Advanced

### Grade 6 (30 Minutes)

Learners should:

- Perform a scene, series of scenes or compilation of scenes, from a film or stage musical, that includes both acted sequences and two or more contrasting songs. (Cuts are permitted but the flow and meaning must not be lost).  
(15 – 20 minutes)

### Grade 7 (30 Minutes)

Learners should:

- Perform a scene, series of scenes or compilation of scenes, from a film or stage musical, that includes both acted sequences and two or more contrasting songs. (Cuts are permitted but the flow and meaning must not be lost)  
(15 – 20 minutes)

### Grade 8 (30 Minutes)

Learners should:

- Perform a scene, series of scenes or compilation of scenes, from a film or stage musical, that includes both acted sequences and two or more contrasting songs. (Cuts are permitted but the flow and meaning must not be lost)  
(15 – 20 minutes)

Marks  
Awarded

100

100

100

# Musical Theatre Filmed Group Performance

Regulated

Entry Level

## Preparatory Grade

Learners should:

1. Learners should perform one song from a musical or film and create a short scene to lead into it.
2. Discuss with the Examiner in groups of 3:
  - The song

## Introductory Grade

Learners should:

1. Learners should perform one song from a musical or film and create a short scene to lead into it.
2. Discuss with the Examiner in groups of 3:
  - The song
  - The reasons for choosing it

## Preliminary Grade

Learners should:

1. Learners should perform one song from a musical or film and create a short scene to lead into it.
2. Discuss with the Examiner in groups of 3:
  - The song
  - The characters who sings it

## Transition Grade

Learners should:

1. Learners should perform one song from a musical or film and create a short scene to lead into it.
2. Discuss with the Examiner in groups of 3:
  - The meaning of the song
  - The characters who sing it

Marks  
Awarded

90

10

90

10

90

10

90

10

# Level 1 – Foundation

## Grade 1

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
  - The story of the Musical from which it is taken
  - The various vocal singing ranges

## Grade 2

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
  - Either the composer or the lyricist
  - How the song(s) features in the story of the film.

## Grade 3

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
  - Either the composer or the lyricistThe vocal changes encountered as a performer ages

Marks  
Awarded

90

10

90

10

90

10

## Level 2 – Intermediate

### Grade 4

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - Your relationship to the other characters in the musical
  - Effective ways of warming up and cooling down the voice pre- and post- performance

### Grade 5

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - Your relationship to the other characters in the musical
  - How the physicality of characterisation impacts on the voice

Marks  
Awarded

80

20

80

20

## Level 3 – Advanced

### Grade 6

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene/song
  - The plot of the musical
  - Your relationship to the other characters in the musical
  - Methods of sustaining vocal health and consistency over an extended period of performance

### Grade 7

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene/song
  - The plot of the musical
  - Your relationship to the other characters in the musical
  - The changing use and techniques of amplification in the stage musical

### Grade 8

Learners should:

1. Perform a scene from a film or stage musical, that includes both acted sequences and one or more songs
2. Discuss in depth with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene/song
  - The plot of the musical
  - Your relationship to the other characters in the musical
  - The process needed to approach a musical theatre performance

Marks  
Awarded

80

20

80

20

80

20

# Devised Drama Group

The syllabus for Devised Drama Group examinations is the same for ordinary regulated, regulated Group Performance and non regulated examinations.

## Entry Level

### Preparatory Grade (10 Minutes)

Learners should:

1. Devise a scene around a nursery rhyme or short story.
2. The Examiner will question the Learners in role.

### Introductory Grade (10 Minutes)

Learners should:

1. Devise a short scene involving characters from a favourite story.
2. The Examiner will question the Learners in role.

### Preliminary Grade (10 Minutes)

Learners should:

1. Devise a short scene involving character/s with magical powers
2. The Examiner will question the Learners in role.

### Transition Grade (10 Minutes)

Learners should:

1. Devise a scene involving a box, map or key.
2. The Examiner will question the Learners in role.

Marks  
Awarded

90

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90

10

90

10

## Level 1 – Foundation

### Grade 1 (10 Minutes)

Learners should:

1. Devise a scene based on lost and found.
2. Perform a contrasting scene with a prop of choice
3. Discuss the scenes with the examiner.

### Grade 2 (10 Minutes)

Learners should:

1. Devise a scene based on one of the following:
  - Fairground
  - Camping
  - Beach
  - Shopping Centre
2. Devise a scene based on an emotion
3. Discuss the scenes with the examiner.

### Grade 3 - Foundation Medal (15 Minutes)

Learners should:

1. Devise a scene based on a well-known proverb.
2. Perform the scene again with a different outcome / meaning.
3. Discuss the scenes with the examiner.

Marks  
Awarded

45

45

10

45

45

10

45

45

10

## Level 2 – Intermediate

### Grade 4 (15 Minutes)

Learners should:

1. Devise a scene based on dreams or nightmares.
2. Devise a scene inspired by a pair of shoes.
3. Discuss the scenes and structure needed in devised drama.

### Grade 5 (15 Minutes)

Learners should:

1. Devise a scene based on greed, jealousy, love or hate.
2. Devise a scene involving media
3. Discuss with the examiner the scenes, characters and process when devising original work.

Marks  
Awarded

40

40

20

40

40

20

## Level 3 – Advanced

### Grade 6 - Bronze Medal (20 Minutes)

Learners should:

1. Devise a scene on a theme of conflict or war.
2. Devise a scene that involves changes of status.
3. The Examiner will question the Learners on their roles and on their research.
4. Discuss with the Examiner challenges when portraying different status of characters.

### Grade 7 - Silver Medal (25 Minutes)

Learners should

1. Devise a scene using a piece of text visual image or music as your stimulus.
2. Devise a scene based on a recent news event.
3. Discuss with the examiner individual roles and their research.
4. Discuss with the Examiner:
  - The preparation and construction of the piece
  - The research into the stimulus
  - The considerations when using factual material as opposed to fictional

### Grade 8 - Gold Medal (30 Minutes)

Learners should:

1. Devise a scene based on a historical or political event.
2. Devise a scene based on an individual who is key to the event you have chosen.
3. Devise a scene as a journalist reporting the event.
4. Discuss with the Examiner:
  - Why they choose the event
  - The explorative strategies used
  - Their research and how they reached the final performances

Marks  
Awarded

35

35

10

20

35

35

10

20

35

35

10

20

# Mime Group

## Regulated and Non Regulated Subject to Conditions

### Preparatory Grade (10 Minutes)

Learners should:

1. Create a mime based on a treasure hunt or an Easter egg hunt (consideration should be given to looking for an item, finding it and reacting to the findings appropriately)  
(Time limit 2 minutes)
2. Present a narrative mime of their own choice.  
(Time limit 3 minutes)

### Introductory Grade (10 Minutes)

Learners should:

1. Create a mime based on a celebration involving a game with an object e.g. pass the parcel, hop scotch with emphasis on action and reaction  
(Time limit 2 minutes)
2. Present a narrative mime of their own choice.  
(Time limit 3 minutes)

### Preliminary Grade (10 Minutes)

Learners should:

1. Create a mime based on buying/selling and eating ice cream or fruit.  
(Time limit 2 minutes)
2. Present a narrative mime of their own choice.  
(Time limit 3 minutes)

### Transition Grade (10 Minutes)

Learners should:

1. Create a mime based on a well-known story or fairy tale  
(Time limit 2 minutes)
2. Present a narrative mime of their own choice.  
(Time limit 3 minutes)

Marks  
Awarded

50

50

50

50

50

50

50

50

# Level 1 – Foundation

## Grade 1 (15 Minutes)

Learners should:

1. Present an episode on the theme of Sports activity  
(Time limit 4 minutes)
2. Present a narrative mime of their own choice  
(Time limit 5 minutes)

## Grade 2 (15 Minutes)

Learners should:

1. Present an episode on the theme of a Fairground  
(Time limit 4 minutes)
2. Present a narrative mime of their own choice  
(Time limit 5 minutes)

## Grade 3 (15 Minutes)

Learners should:

1. Present an episode on the theme of Circus  
(Time limit 4 minutes)
2. Present a narrative mime of their own choice  
(Time limit 5 minutes)

Marks  
Awarded

50

50

50

50

50

50

## Level 2 – Intermediate

### Grade 4 (15 Minutes)

Learners should:

1. Present an episode on the theme of Competition.  
(Time limit 4 minutes)
2. Present a narrative mime of their own choice.  
(Time limit 5 minutes)

### Grade 5 (15 Minutes)

Learners should:

1. Present an episode based on the Park  
(Time limit 4 minutes)
2. Present a narrative mime of their own choice.  
(Time limit 5 minutes)

Marks Awarded
50
50
50
50

## Level 3 – Advanced

### Grade 6 (20 Minutes)

Learners should:

1. Present a Mime depicting actions from a different time e.g. pickpockets in Victorian times.  
(Time limit 5 minutes)
2. Present a narrative mime of their own choice with a cliff-hanger ending.  
(Time limit 6 minutes)

### Grade 7 (20 Minutes)

Learners should:

1. Present a Mime based on Camping or Music.  
(Time limit 5 minutes)
2. Present a narrative mime of their own choice with a definite comic **OR** tragic ending.  
(Time limit 6 minutes)

### Grade 8 (25 Minutes)

Learners should:

1. Present a Mime that is based on clear characters, occupations an accident or problem and resolution.  
(Time limit 4 minutes):
2. Present a Mime involving at least four changes of emotions clearly drawn.  
(Time limit 4 minutes)
3. Perform a narrative mime on one of the following:
  - Trapped
  - Discovery
  - The Mistake
  - The Service

Marks  
Awarded

50

50

50

50

30

30

40

# Shakespeare Group Performance

## Regulated

### Level 1 – Foundation

#### Grade 1

Learners should:

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
  - Your character

#### Grade 2

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
  - Your character

#### Grade 3

Learners should:

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene

Marks  
Awarded

90

10

90

10

90

10

## Level 2 – Intermediate

### Grade 4

Learners should:

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play

### Grade 5

Learners should:

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play

Marks  
Awarded

80

20

80

20

## Level 3 – Advanced

### Grade 6

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play
  - Your relationship to the other characters in the play

### Grade 7

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play
  - Your relationship to the other characters in the play

### Grade 8

1. Perform a scene from any Shakespearian play.
2. Discuss with the Examiner in groups of 3:
  - Your character
  - The events leading up to the scene
  - The plot of the play
  - Your relationship to the other characters in the play
  - Aspects of the rhythm and metre used by Shakespeare

### Marks Awarded

80

20

80

20

80

20



# Creative Movement

## Regulated and Non Regulated Subject to Conditions

### Level 1 – Foundation

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section.

#### Grade 1 (10 Minutes)

Learners should:

1. Be able to perform a dance based on a nursery rhyme or fairy tale with appropriate movement and gestures.
2. Clap a short beat of 4/4 or 3/4 music.

#### Grade 2 (10 Minutes)

Learners should:

1. Perform a simple dance based on well known characters.
2. Learners should perform a short mime of no more than 1 minute relating to a well-known story or song. The mime should depict a character from the story, which can be followed by the Examiner.

#### Grade 3 (15 Minutes)

Learners should:

1. Perform a movement piece that shows different characters and tells a story (costumes may be worn). Every student should be involved if in group.
2. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout.
3. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually.

#### Marks Awarded

90

10

50

50

40

40

20

## Level 2 – Intermediate

### Grade 4 (20 Minutes)

Learners should:

1. Perform a story through dance/movement. Heightened detail is required at this level including eye line, gestures, bodylines and facial expression.
2. Perform a movement piece in any style and involve a number of choreographic devices. This piece should be Teacher led.
3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece. This piece should have student choreographic input and leadership.
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.

### Grade 5 (20 Minutes)

Learners should

1. Perform the story of an emotional journey. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression.
2. Perform either
  - A combination of a song and dance performed as one whole piece
  - A dance reflecting the mood and lyrics of the song
  - This piece should be student led.
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.
4. Learners should discuss with the Examiner:
  - The process of creating a group piece
  - Why did they choose their idea?
  - How did they begin the process ?
  - Why the music chosen?
  - Evidence of supporting material may be used

Marks  
Awarded

25

25

25

25

25

25

25

25

## Level 3 – Advanced

### Grade 6 (20 Minutes)

The following three pieces can include singing.

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
  - Jealousy
  - Fear
  - Love
2. Perform a Teacher led piece involving a number of choreographic devices including:
  - Motif
  - Levels
  - Dynamics
3. Perform a movement piece showing clear structure and a range of choreographic devices. Singing is optional.
4. Learners should discuss with the Examiner:
  - Choreographic processes of the pieces
  - Health and safety and nutrition for performers

### Grade 7 (20 Minutes)

Learners should

1. Perform a student led movement piece in response to one of the following stimuli:
  - Betrayal
  - The Sea
  - Remember by Christina Rossetti (Poem)
  - Scream - (Picture)
2. Perform a Teacher led movement piece based on a musical style or era including:
  - Music Hall to 1980's. Singing is optional.
3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2. This piece can include song which must blend seamlessly if used.
4. Discuss with the Examiner:
  - General health and safety, e.g. the importance of warming up and cooling down of vocal and physical health
  - What does musicality mean?
  - The difference 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: Wicked, Oliver, Cats

Marks  
Awarded

25

25

25

25

25

25

25

25

## Grade 8 (25 Minutes)

Learners should:

1. Perform a movement piece in response to one of the following stimuli:
  - Poem W.H. Auden – Refugee Blues
  - Fire, Water, Air, Earth
  - Freedom
  - Persistence of Memory – Salvador Dali
2. Perform a movement piece showing a specific style of movement on one of the following:
  - 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)
4. Discuss with Examiner:
  - 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

Marks  
Awarded

25

25

25

25

# Recital Group Examinations

Regulated and Non Regulated Subject to Conditions

## Entry Level

### Transition (15 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adapted from a novel.

Marks Awarded
45
45

# Level 1 - Foundation

At this Level the recital programme should not exceed 10 minutes.

## Grade 1 (15 Minutes)

Learners should present in the form of a continuous recital:

1. A poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised prose.

## Grade 2 (15 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised group prose.

## Grade 3 (15 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised group prose.

Marks Awarded
30
30
30
<hr/>
Choice of Programme 10
30
30
30
<hr/>
Choice of Programme 10
30
30
30
<hr/>
Choice of Programme 10

## Level 2 – Intermediate

### Grade 4 (20 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised group prose.

### Grade 5 (20 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play or adaptation from a novel.
3. An extract of memorised group prose.

### Marks Awarded

30

30

30

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Choice of  
Programme  
10

30

30

30

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Choice of  
Programme  
10

## Level 3 – Advanced

### Grade 6 (25 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play.
3. An extract of memorised group prose.
4. A mime or a devised scene on the chosen theme.

### Grade 7 (30 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play.
3. An extract of memorised group prose.
4. A mime or a devised scene on the chosen theme.

### Grade 8 (35 Minutes)

Learners should present in the form of a continuous recital:

1. A group poem.
2. An acted scene from a published play.
3. An extract of memorised group prose.
4. A mime or a devised scene on the chosen theme.

A song (can be sung or spoken)

#### Marks Awarded

22

22

22

22

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Choice of  
Programme  
12

22

22

22

22

---

Choice of  
Programme  
12

18

18

18

18

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Choice of  
Programme  
10

# Choral Speaking

## General Objectives

This Choral Speaking Syllabus seeks to offer Learners the opportunity to:

- Develop the art of choral speaking
- Interpret poems (and prose) effectively
- Develop effective use of combining voices in a choir
- Develop imagination and creativity
- Encourage the teamwork required when working as a choir
- Develop a sense of performance

## Guidelines for Choral Speaking Learners

- All selections in these examinations must be spoken from memory.
- Each grade must be prepared as a short recital.
- Choirs must therefore begin with a short introduction and link the pieces performed.
- It is important that at each Level material should be chosen carefully to suit the ability of the choir.
- Choirs should have at least six voices, there is no upward limit.
- Visual presentation is important so movement and background music are permitted but these must enhance and not detract from the performance.

# Foundation Level

## Grade 1 (10 Minutes)

Choirs should:

1. Perform a poem of their own choice.
2. Perform a contrasting poem of their own choice.

## Grade 2 (10 Minutes)

Choirs should:

1. Perform a poem of their own choice based on the theme of magical people and places.
2. Perform a contrasting poem of their own choice.

## Grade 3 (10 Minutes)

Choirs should:

1. Perform a poem of their own choice based on the theme of music and movement.
2. Perform a contrasting poem of their own choice.

Marks  
Awarded

50

50

50

50

50

50

## Level 2 - Intermediate

### Grade 4 (15 Minutes)

Choirs should:

1. Present an item on the theme of celebrations. This may consist of prose or poetry or a combination of both.
2. Perform a contrasting poem of their own choice.

### Grade 5 (15 Minutes)

Choirs should:

1. Present an item on the theme of conflict and resolution. This may consist of prose or poetry etc.
2. Perform a sharply contrasting poem.

Marks Awarded
50
50
50
50

## Level 3 - Advanced

### Grade 6 - Bronze Medal (20 Minutes)

Choirs should:

1. Present an item based on the theme of Water, Earth, Fire, Air. This may consist of prose or poetry or a combination of both.
2. Perform a selection of dramatic choral speaking of their own choice. This may consist of prose or poetry or a combination of both.

### Grade 7 - Silver Medal (20 Minutes)

Choirs should:

1. Present an item based on the theme of courage. This may consist of prose or poetry or a combination of both.
2. Perform a selection of dramatic choral speaking of their own choice. This may consist of prose or poetry or a combination of both.

### Grade 8 - Gold Medal (20 Minutes)

Choirs should:

1. Present an item based on the theme of love, ambition or power, This may consist of prose or poetry or a combination of both.
2. Perform a selection of dramatic choral speaking of their own choice. This may consist of prose or poetry or a combination of both.

Marks  
Awarded

50

50

50

50

50

50