

NEW ERA ACADEMY

**NEA Graded Examinations in
Creative Movement Levels 1-3**

Specification

September 2016

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Specification at a Glance

Specification at a Glance				
Qualification Titles	Total no of units	Framework Level	GLH	TQT
603/0554/X NEA Level 1 Graded Examination in Creative Movement: Grade 1	3	1	15	70
603/0592/7 NEA Level 1 Graded Examination in Creative Movement: Grade 2	3	1	15	70
603/0554/X NEA Level 1 Graded Examination in Creative Movement: Grade 3	3	1	15	70
603/0555/1 NEA Level 2 Graded Examination in Creative Movement: Grade 4	1	2	20	100
603/0594/0 NEA Level 2 Graded Examination in Creative Movement: Grade 5	1	2	20	100
603/0565/4 NEA Level 3 Graded Examination in Creative Movement: Grade 6	1	3	40	180
603/0595/2 NEA Level 3 Graded Examination in Creative Movement: Grade 7	1	3	40	180
603/0596/4 NEA Level 3 Graded Examination in Creative Movement: Grade 8	1	3	40	180

Each qualification contains three units. Learners will take one unit from:

- Solo
- Duo
- Group

Each unit contains the same learning outcomes and assessment criteria, however the performance will be assessed as a solo performance, duo or group. For duo and group performances the individual learner's contribution to that performance will be assessed.

Assessment	
Form of assessment	All assessment is by external assessment. Candidates should register through their teacher or (qualification discipline) school for assessment which will be carried out by an NEA examiner.
Examination Format	The examination (unit) specifications contain the title, learning outcomes (what has to be learnt) and assessment requirements (evidence on which the candidate is assessed). (See Appendix 1)
Bands of Assessment	There are three bands of attainment, pass, merit or distinction.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by external assessment of candidates' work. A team of external examiners is appointed, trained and standardised by NEA and the qualifications conform to the normal quality assurance procedures and processes operated by NEA.

SECTION A: Qualification Summary

Welcome to the NEA specification for the NEA Graded Examinations in Creative Movement from Grades 1-8.

This specification is designed to give teachers and learners practical information on the NEA Creative Movement Graded Examinations run by NEA.

If you have any general queries about these qualifications or any other NEA qualifications, then please do not hesitate to call us on 01903 246790 or email us at exams@neweraacademy.co.uk

A.1 Aims and broad objectives

The aim of the NEA Graded Examinations in Creative Movement from Grades 1-8 is to provide candidates with the opportunity to obtain recognised qualifications which combine aspects of dance, acting and singing.

The qualifications also aim to encourage personal self-confidence and group awareness, and develop a general appreciation of creative movement in various disciplines.

The purpose of NEA Graded Examinations in Creative Movement from Grades 1-8 are to motivate and encourage candidates of all ages and levels through a system of progressive mastery and to provide a form of training that develops and enhances skills, knowledge and understanding in a safe and consistent way. The qualifications are not only beneficial to those studying creative movement skills as a recreational pursuit but could also prepare learners for further learning by helping them to develop their skills enabling them to progress to the next level.

These qualifications are suitable for learners in the pre-16, 16-18 and 19+ age groups.

The broad objectives are:

- To prepare learners with the skills required for performing using singing, acting and dance in combination

- To give learners opportunities to demonstrate performance skills through a practical examination

A.2 Progression

The NEA Graded Examinations in Creative Movement provide a progression route to performance diplomas and into the industry. It can be argued that the NEA Graded Examinations in Creative Movement) by themselves are not strictly speaking 'vocational' in that they are not absolutely essential for entry into the industry. However, they remain a positive means of determining progress and enable Learners to learn the necessary techniques to gain entry to FE and HE courses. NEA Graded Examinations in Creative Movement) operate according to a well established methodology of 'progressive mastery'. They allow candidates to be tested in discrete stages in the development of a wide range of skills. They tend to be more rigorous than other types of exams and for that reason industry is confident that achievement at the highest level gained by candidates of NEA Graded Examinations in Creative Movement will have the skills necessary to perform or work in other areas of the business.

A.3 Qualification Structure

NEA Graded Examinations in Creative Movement consists of pre-prepared elements, all of which are performance based. They are single unit qualifications in which candidates are asked to undertake performance based assessment as specified in the relevant syllabus. The unit specifications for each grade can be found in Appendix 1 below. For more information on qualification structure and content in a particular discipline please contact us for a copy of the relevant syllabus at **01903 246790** or exams@neweraacademy.co.uk

SECTION B: Assessment Information

B.1 Assessment Methodology

The underlying philosophy for assessment is that learners should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential.

All assessment of these qualifications is external and is undertaken by NEA Examiners. Please see www.neweraacademy.co.uk for more detail about how NEA marks and grades its qualifications.

B.2 Expectations of Knowledge, Skills and Understanding

The Graded Examination system is one based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamentals of the skills demanded in each grade. Learners will be able to complete a set of performance skills sequences (the complexity and variety of which are determined by which qualification is being attempted), which allow them to demonstrate discipline-specific artistic appreciation. These technical and performance skills set a firm platform for further technical and artistic development by the learner.

B.3 Quality Assurance

All NEA Graded Examinations in Creative Movement are standardised according to the processes and procedures laid down by NEA.

SECTION C: Candidate Access and Registration

The qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

There are no prerequisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a NEA Graded Examinations in Creative Movement. It is expected, however, that for successful learning, the skills demanded in each grade are likely to be mastered before progressing to the next grade.

Please email exams@neweraacademy.co.uk for details about registering candidates for NEA examinations.

SECTION D: Complaints and Appeals

Please see www.neweraacademy.co.uk for details about how we operate our complaints and appeals procedures.

SECTION E: Equal Opportunities Policy

NEA is committed to a comprehensive policy of equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities without regard to race, religion, colour, sex, age, national origin, disability or sexual orientation, and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate entering an examination receives less favourable treatment on grounds not relevant to good candidate practice.

Our equal opportunities policy can be found www.neweraacademy.co.uk.

SECTION F: Contacts & Support

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Website: www.neweraacademy.co.uk

Appendix 1: Unit Specifications by Grade

Unit specifications are divided into learning outcomes and assessment requirements:

- Learning Outcome - a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Criteria - the evidence upon which the candidate is assessed

Learners are assessed according to the following skillsets demonstrated through their performance of the required elements:

Technique

The Technical skills required in the preparation and performance of the selection. This includes vocal technique, stagecraft and teamwork where appropriate.

Interpretation

The artistic realisation of the selection presented demonstrating appropriate qualities required for performance. This includes the appreciation of and the thought process in achieving the writer's intention.

Communication

To demonstrate the ability to share mentally, vocally and physically in performance and discussion to an appropriate standard

Discussion

To convey the knowledge required for the level and to be able to participate in an exchange of ideas to an appropriate standard.

Unit title	Graded Examination in Creative Movement Grade 1
GLH	15
TQT	70
Learning outcomes	Assessment criteria
1. Be able to perform a song using movement and gestures	1.1 Demonstrate the use of rhythm and movement 1.2 Use moves and gestures which match the song or story
2. Be able to clap a short beat to music	2.1 Clap a rhythm in time with the music

Unit title	Graded Examination in Creative Movement Grade 2
GLH	15
TQT	70
Learning outcomes	Assessment criteria
1. Be able to perform a story or song using movement	1.1 Demonstrate rhythm, musicality and movement 1.2 Use physicality to portray the story
2. Be able to perform a mime relating to a story or song	2.1 Interpret the story using mime techniques 2.2 Communicate with the audience

Unit title	Graded Examination in Creative Movement Grade 3
GLH	15
TQT	70
Learning outcomes	Assessment criteria
1. Be able to perform a movement piece that shows different characters	1.1 Use performance skills to portray the character 2.1 Communicate with the audience
2. Be able to perform a movement piece that reflects a mood or emotion	2.1 Use performance skills to convey mood and emotion 2.2 Communicate with the audience
3. Be able to perform a sequence of dance steps	3.1 Demonstrate understanding of the dance vocabulary 3.2 Use techniques appropriate to the dance genre

Unit title	Graded Examination in Creative Movement Grade 4
GLH	20
TQT	100
Learning outcomes	Assessment criteria
1. Be able to perform a movement piece that relates to a story or song	1.1 Show a clear relationship between the movement and music 1.2 Use a clear style of movement 1.4 Communicate appropriately with the audience
2. Be able to perform a movement piece in any style	2.1 Demonstrate a range of performance techniques 2.2 Use a range of choreographic devices
3. Be able to perform a contrasting movement piece from own choice	3.1 Demonstrate a clear sense of style 3.2 Show contrasting mood, style and content
4. Understand the creative process	4.1 Describe the movements in relation to a song 4.2 Describe the dynamics and phrasing employed in the creation of an original performance piece

Unit title	Graded Examination in Creative Movement Grade 5
GLH	20
TQT	100
Learning outcomes	Assessment criteria

1. Be able to perform a story as specified by the syllabus	1.1 Show a clear relationship between the music and movement 1.2 Demonstrate clear musicality and style 1.3 Demonstrate all aspects of performance appropriately 1.4 Communicate with the audience
2. Be able to perform a combination of a song with movements	2.1 Demonstrate a range of performance skills consistently 2.2 Combine the song with movements appropriately
3. Be able to perform an own choice piece.	3.1 Demonstrate a clear and consistent sense of style 3.2 Clearly demonstrate contrasting mood, style and content
4. Understand the creative process for devising a group piece	4.1 Meaningfully discuss: <ul style="list-style-type: none"> • the process of creating a group piece. • why they choose their idea • How they began the process • Reasons for choice of music 4.2 Use supporting material appropriately during the discussion.

Unit title	Graded Examination in Creative Movement Grade 6
GLH	40
TQT	180
Learning outcomes	Assessment criteria
1. Be able to perform a complex movement piece of their own devising as specified by the syllabus	1.1 Use a range of high level performance techniques 1.2 Demonstrate consistent musicality and sense of style 1.3 Demonstrate consistent structure, characterisation and choreographic devices 1.4 Clearly convey the subject of the movement piece to the audience
2. Be able to perform a complex piece which includes a number of choreographic devices	2.1 Use a range of high level performance techniques 2.2 Demonstrate consistent musicality and sense of style 2.3 Use motif, unison and dynamics 2.4 Use the floor space appropriately 2.5 Project the story to the audience appropriately

3. Be able to perform a complex movement piece of their own devising	3.1 Demonstrate a clear and consistent structure to the movement piece 3.2 Show a range of choreographic devices 3.3 Demonstrate commitment to the space and audience
4. Understand the creative process	4.1 Meaningfully discuss the choreographic processes of the pieces 4.2 Meaningfully discuss the requirements for safe performance practice 4.3 Use supporting material appropriately during the discussion.

Unit title	Graded Examination in Creative Movement Grade 7
GLH	40
TQT	180
Learning outcomes	Assessment criteria
1. Be able to perform a complex movement piece of their own devising as specified by the syllabus	1.5 Use a range of high level performance techniques 1.6 Demonstrate consistent and sustained musicality and sense of style 1.7 Demonstrate consistent and sustained use of choreographic devices 1.8 Use structure, characterisation to convey the subject of the movement piece to the audience
2. Be able to perform a complex piece as specified by the syllabus	2.1 Use a range of high level performance techniques 2.2 Demonstrate consistent and sustained musicality and sense of style 2.3 Convey the style or era through physicality and facial expression 2.4 Use staging appropriately
3. Be able to perform a contrasting complex movement piece of their own devising	3.1 Demonstrate a consistent and sustained structure to the movement piece 3.2 Show a varied range of choreographic devices 3.3 Demonstrate clear and sustained commitment to the space and audience
4. Understand the creative process	4.1 Discuss in detail the choreographic processes of the pieces

	<p>4.2 Discuss in detail the requirements for safe performance practice</p> <p>4.3 Discuss in detail a dance style and chosen musical</p> <p>4.4 Use supporting material appropriately during the discussion.</p>
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Unit title	Graded Examination in Creative Movement Grade 8
GLH	40
TQT	180
Learning outcomes	Assessment criteria
1. Be able to perform a complex movement piece of their own devising as specified by the syllabus	<p>1.1 Use a wide and varied range of high level performance techniques</p> <p>1.2 Demonstrate comprehensive understanding of musicality and sense of style</p> <p>1.3 Demonstrate varied and creative use of choreographic devices</p> <p>1.4 Use creative structure, characterisation to convey the subject of the movement piece to the audience</p>
2. Be able to perform a complex piece showing a specific style of movement as specified by the syllabus	<p>2.1 Use a wide and varied range of high level performance techniques</p> <p>2.2 Demonstrate comprehensive understanding of musicality and a consistent sense of style</p> <p>2.3 Convey the style through consistent and sustained physicality and facial expression</p> <p>2.4 Use staging appropriately</p>
3. Be able to perform complex movement piece of their own devising based on an original idea	<p>3.1 Demonstrate comprehensive understanding of the structure of the movement piece</p> <p>3.2 Show a creative and varied range of choreographic devices</p> <p>3.3 Demonstrate a sustained commitment to the space and audience</p>
4. Understand the creative process	<p>1.5 Discuss in detail the choreographic processes of the pieces</p> <p>1.6 Discuss in detail the requirements for safe performance practice</p> <p>1.7 Discuss in detail a dance style and chosen musical including historical impact, social context, music, lighting and choreography</p>

	1.8 Use supporting material appropriately during the discussion.
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