

**LAMDA**

**MUSICAL THEATRE  
SOLO/DUO**

**GRADED EXAMINATIONS SYLLABUS**

**With effect from 1 January 2016**

# Contents

About LAMDA	4
LAMDA Qualifications	6
Qualification Framework	6
About this Syllabus Specification	6
Structure of the Qualification	6
LAMDA Qualification Titles Covered in this Syllabus Specification	7
Reasonable Adjustments and Special Considerations	7
Assessment and Grading	8
Assessment Requirements	8
Invalidation Policy	8
A Note on Language	9
Glossary of Terms	9
Support Material	9
Attainment Band Descriptors	9
<b>▶ LAMDA Graded Examinations in Musical Theatre: Solo/Duo</b>	
Purpose of the Qualification	12
Broad Objectives of the Qualification	12
Structure	13
Examination Regulations	13
▼ <b>Entry Level</b>	
Level Description	16
Learning Outcomes	16
Total Time Allowance	16
Examination Content	17
Marking Scheme	17
Assessment and Grading Criteria	18
▼ <b>Level 1</b>	
Level Description	20
Learning Outcomes	20
Total Time Allowance	21
Examination Content	21
Marking Scheme	24
Assessment and Grading Criteria	26

▼ <b>Level 2</b>	
Level Description	32
Learning Outcomes	32
Total Time Allowance	33
Examination Content	33
Marking Scheme	37
Assessment and Grading Criteria	38
▼ <b>Level 3</b>	
Level Description	46
Learning Outcomes	46
Total Time Allowance	47
Examination Content	48
Marking Scheme	53
Assessment and Grading Criteria	54
<b>Glossary of Terms: Syllabus Terminology</b>	66
<b>Glossary of Terms: Syllabus Content</b>	68

# About LAMDA



Founded in 1861, LAMDA is the oldest drama school in the UK. We started to offer examinations in speech and drama to the public over 130 years ago. Since then, we have developed an enviable reputation for delivering excellence in the provision of Communication, Performance and Musical Theatre examinations in the UK and are rapidly extending our reach internationally.

The process of preparing for and succeeding in a LAMDA examination essentially helps learners, whatever their ages or aspirations, to develop a broad range of skills that will serve them throughout life. Across the range, our examinations develop a learner's ability to:

- read easily, fluently and with good understanding
- expand vocabulary to improve powers of self-expression
- improve confidence in speaking and listening
- memorise and recall information
- research and create persuasive formal presentations
- create and defend arguments
- engage in constructive informal conversation
- work both on his/her own and participate as a member of a team.

No matter what direction learners may choose to follow in the future, our examinations provide the opportunity to nurture their natural abilities. These critical skills will enhance their self-confidence to engage and contribute fully, whether at school, in further education, in work, or in the community: in other words, to fulfil their potential.

All our examinations are rooted in encouraging participants to develop a love of literature, poetry and drama and thus improve standards of communication through the spoken word. This syllabus provides a wide range of opportunities to do so.

Ultimately, it is the sense of achievement that empowers the individual. We believe that succeeding in a LAMDA examination demonstrates not only that learners have met rigorous assessment criteria in a particular discipline, but also that they have grown as individuals through participating in a worthwhile activity that is respected as a global standard.

**Guy Norris**

*Head of Examinations*

# LAMDA Qualifications

LAMDA is recognised as an awarding organisation by Ofqual, the Office of Qualifications and Examinations Regulation in England and the corresponding regulatory authorities in Wales and Northern Ireland.

LAMDA graded examinations are recognised by Ofqual and the corresponding regulatory authorities.

## ▼ **Qualification Framework**

The LAMDA *Graded Examinations in Musical Theatre: Solo/Duo* reside on the Regulated Qualifications Framework (RQF). They are credit-bearing qualifications that allow learners to build qualifications in a unit-based approach. This enables learners to gain qualifications at their own pace along flexible routes.

The RQF permits direct comparison between academic qualifications (i.e. GCSEs / A Levels) and vocational qualifications (i.e. LAMDA qualifications and others).

The LAMDA *Graded Examinations in Musical Theatre: Solo/Duo* also reside on Qualifications Wales' educational framework, the Credit and Qualifications Framework for Wales (CQFW).

## ▼ **About this Syllabus Specification**

This syllabus specification outlines the specifications for LAMDA *Graded Examinations in Musical Theatre: Solo/Duo*. It is designed for use by centres, teachers, learners and parents.

## ▼ **Structure of the Qualification**

LAMDA *Graded Examinations in Musical Theatre: Solo/Duo* are open to all. There are no minimum age restrictions, and the choice of repertoire is intended to appeal to learners of all ages.

The qualification is available at four levels on the RQF and each examination subject is available from Entry Grade to Grade 8.

RQF Level	Grade
Entry Level (E3)	Entry Level
Level 1	Grade 1 Grade 2 Grade 3
Level 2	Grade 4 Grade 5
Level 3	Grade 6 Grade 7 Grade 8

### ▼ LAMDA Qualification Titles Covered in this Syllabus Specification

601/6686/1 LAMDA *Entry Level Award in Musical Theatre*

601/6687/3 LAMDA *Level 1 Award in Musical Theatre* (Grade 1)

601/6688/5 LAMDA *Level 1 Award in Musical Theatre* (Grade 2)

601/6699/X LAMDA *Level 1 Award in Musical Theatre* (Grade 3)

601/6700/2 LAMDA *Level 2 Award in Musical Theatre* (Grade 4)

601/6701/4 LAMDA *Level 2 Award in Musical Theatre* (Grade 5)

601/6702/6 LAMDA *Level 3 Certificate in Musical Theatre* (Grade 6)

601/6705/1 LAMDA *Level 3 Certificate in Musical Theatre* (Grade 7)

601/6706/3 LAMDA *Level 3 Certificate in Musical Theatre* (Grade 8)

These qualifications have been recognised and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk](http://www.education.gov.uk)

### ▼ Reasonable Adjustments and Special Considerations

Reasonable Adjustments and Special Considerations are designed to facilitate access to qualifications for learners who have particular requirements. Further information can be obtained from LAMDA examinations' published *Reasonable Adjustments and Special Considerations Policy*, which is available to download from the LAMDA website: [www.lamda.org.uk](http://www.lamda.org.uk)

## ▼ **Assessment and Grading**

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The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to meet all the assessment criteria and achieve the learning outcomes within a qualification and/or unit.

All LAMDA graded qualifications require external assessment. External assessment is a form of independent assessment where assessment criteria for each qualification are set by LAMDA and marked by a LAMDA examinations examiner.

LAMDA *Graded Examinations in Musical Theatre: Solo/Duo* uses practical assessment as its method for external assessment.

## ▼ **Assessment Requirements**

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All assessment for LAMDA regulated qualifications is criterion-referenced, based on the achievement of specified learning outcomes and assessment criteria. Each qualification and/or unit within the qualification has specified assessment criteria which are used for grading purposes. A qualification grade can be awarded at Pass, Merit or Distinction.

A Pass, Merit or Distinction is awarded respectively for the achievement of all outcomes against the specified assessment criteria for each grading criteria detailed in the syllabus specification.

Learners who complete the external assessment but who either do not meet the minimum pass criteria mark for a Pass or fail to satisfy one or more of the stated assessment criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances the examiner will identify the assessment criteria/criterion not met in the examination report.

## ▼ **Invalidation Policy**

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LAMDA operates an Invalidation Policy for all its qualifications.

All learners must perform to the exact requirements as detailed in the relevant syllabus specifications. Learners who do not conform to these requirements will be referred by the examiner to LAMDA.

The referral will be reviewed by the appropriate personnel at LAMDA who will determine whether an Invalidation exists.

For all confirmed Invalidation decisions, a letter detailing the reasons for the Invalidation along with the learner's examination report (marked Invalid) will be sent directly to the centre coordinator or the named accountable person detailed at the time of examination entry.

### ▼ **A Note on Language**

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English is used and explicitly expressed in all LAMDA syllabus specifications and assessment materials for the examinations. Examinations are conducted solely in English. The language used in all syllabus specifications, assessment materials and during practical assessment is explicit, plain and free from bias.

Whilst LAMDA offers examinations in Ireland and Wales, it does not offer examinations using Welsh (Cymraeg) or Irish (Gaelige) languages.

There is no requirement for learners to conform linguistically to all features of British Standard English or Received Pronunciation. However, learners' oral communication must be at a level that will not impose any difficulty of comprehension or strain on the examiner during the assessment.

### ▼ **Glossary of Terms**

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A glossary of the terminology used in this syllabus specification is available at the back of this syllabus.

### ▼ **Support Material**

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LAMDA has provided additional support material to aid centres, teachers and learners when preparing for the LAMDA *Graded Examinations in Musical Theatre: Solo/Duo*. This document is entitled *Teacher Support Material: Graded Examinations in Musical Theatre: Solo/Duo*. It is available for free on the LAMDA website at [www.lamda.org.uk](http://www.lamda.org.uk) or upon request from LAMDA.

### ▼ **Attainment Band Descriptors**

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LAMDA examinations are awarded at four attainment bands. Depending on the level of mastery demonstrated during an examination, a learner may be awarded a Pass, a Merit, a Distinction or a Fail. The attainment band descriptors detailed below broadly describe the level of achievement a learner is required to show to obtain a specific attainment band. The attainment band descriptors are generic and are relevant to every grade and discipline within this syllabus specification.

The attainment band descriptors correlate specifically to the set learning outcomes, assessment criteria and prescribed marking scheme at each grade and for each discipline in this syllabus specification.

### **Distinction (80–100)**

A learner who achieves a Distinction will have:

- presented a highly accurate and fluent response in all of the components
- demonstrated the ability to perform accurately and from memory (where applicable), with very good physical and vocal technique and will have shown evidence of excellent interpretative skills
- demonstrated wide-ranging contextual knowledge in relation to the repertoire performed
- communicated, through the performance, a sense of real engagement with complete understanding of the repertoire
- communicated perceptively on their performance and interpretation.

### **Merit (65–79)**

A learner who achieves a Merit will have:

- presented an accurate and fluent response in all or most of the components
- demonstrated the ability to perform accurately and from memory (where applicable), with secure physical and vocal technique and will have shown evidence of good interpretative skills
- demonstrated secure contextual knowledge in relation to the repertoire performed
- communicated, through the performance, some sense of engagement with an assured understanding of the repertoire
- responded positively and easily to questions from the examiner.

### **Pass (50–64)**

A learner who achieves a Pass will have:

- presented an accurate and fluent response in some of the components
- demonstrated the ability to perform from memory (where applicable) with reasonable accuracy and an acceptable level of physical and vocal technique, showing some evidence of interpretative skills
- demonstrated some contextual knowledge in relation to the repertoire performed

- communicated, through the performance, a basic understanding of the repertoire
- provided correct factual answers to some of the questions asked by the examiner.

### **Fail (0–49)**

A learner who achieves a Fail will have:

- demonstrated inaccuracy and lack of fluency in all or most of the components
- demonstrated an unacceptable standard of physical and vocal technique; there will have been lapses in memory (if applicable) and they will have shown little or no evidence of interpretative skills
- been assessed as inadequate in their contextual knowledge in relation to the repertoire performed
- provided incorrect or incoherent answers to questions asked by the examiner
- failed to communicate, through the performance, any significant degree of understanding of the repertoire.

## Solo/Duo

### ▶ Purpose of the Qualification

LAMDA *Graded Examinations in Musical Theatre: Solo/Duo* are designed to develop skills in acting through song.

Learners who prepare themselves appropriately will develop:

- 1 Interpretative skills
- 2 Technical skills
- 3 Knowledge of the performance process.

### ▶ Broad Objectives of the Qualification

#### 1 Interpretative skills

The learner(s) will be required to:

- explore style, form, character, subtext and context in order to realise the specific demands of the musical text
- engage with character and situation in order to create a sense of reality.

#### 2 Technical skills

The learner(s) will be required to:

- develop skills in voice, diction and movement.

#### 2 Knowledge of the performance process

The learner(s) will be required to:

- know and understand the chosen material
- know and understand the influences on musical theatre of one practitioner (Grade 8 only).

## ▶ Structure

The qualification is available at four levels, in line with the Regulated Qualifications Framework:

Entry Level (Entry 3)	Entry Level
Level 1	Grade 1
	Grade 2
	Grade 3
Level 2	Grade 4
	Grade 5
Level 3	Grade 6 – Bronze Medal
	Grade 7 – Silver Medal
	Grade 8 – Gold Medal

Learners may enter for a Solo/Duo Musical Theatre examination at any grade. Each grade is independently assessed. Learning outcomes are set at each level and cover a range of grades (for example, Level 1 covers Grades 1, 2 and 3). Assessment criteria are set at each grade. There is a qualitative difference in outcome between individual grades within each level. This is because the knowledge and skills required increases as the grades progress.

LAMDA examinations in Musical Theatre are offered in the following formats:

- Solo (one learner) where the learner performs alone
- Duo (two learners) where the learners perform all songs together

## ▶ Examination Regulations

- 1 All songs must be presented in a clearly defined dramatic context.
- 2 All songs must be accompanied. Accompaniment may be live or recorded.
- 3 Live accompaniment – a piano, electric keyboard, guitar or other appropriate instrument may be used to accompany the pieces. It is the responsibility of the learner(s) to provide the instrument required for use in the examination, or to make prior arrangements with the centre organiser. It is also the responsibility of the learner(s) to provide an accompanist to support their performance. The accompanist must only remain in the room for the portion of the examination for which s/he is required.

- 4** Recorded accompaniment – if recorded accompaniment is used, the learner(s) must provide their own technical equipment for use in the examination. A technician is permitted to be present in the room to operate the equipment. The technician must only remain in the room for the portion of the examination for which s/he is required. Backing tracks which include any vocal performance, including backing vocals, are not permitted.
- 5** Full costume must not be worn. Long practice skirts, which allow freedom of movement, may be used together with small items such as scarves, hats, shawls, gloves or canes. Nudity is not permitted. Hand props are permitted but must be kept to a minimum. Real knives or other weapons are not permitted.
- 6** The learner(s) must play only one character in their selected songs.
- 7** No unauthorised person will be allowed to be present during the examination.
- 8** Electronic devices, such as mobile phones, Kindles, iPads, e-readers and laptops, are not permitted in the examination room unless they are required as a prop or for playing recorded accompaniment. If an electronic device is required as a prop or for playing recorded accompaniment this must be approved by the examiner at the beginning of the examination. Electronic devices used as props must be switched off for use in the examination.
- 9** Electronic sound enhancement is not permitted, including the use of microphones.
- 10** Live animals are not permitted in the examination room.
- 11** Copies of the lyrics provided for the examiner must adhere to copyright laws.
- 12** Learners must take responsibility for their own health and safety when working towards a Solo/Duo Musical Theatre examination.
- 13** The selected repertoire must be performed in English.

For further information and guidance please refer to the *LAMDA Examinations Guide for Centres and Teachers in the United Kingdom* or the *LAMDA Examinations Guide for International Centres and Teachers*. These are available for free on the LAMDA website at [www.lamda.org.uk](http://www.lamda.org.uk) or upon request from LAMDA.

## Entry Level

▶ RQF Level:	Entry Level (Entry 3)
▶ Credit Value:	4
▶ Guided Learning Hours:	20
▶ Total Qualification Time:	40

### ▼ Level Description

The LAMDA *Entry Level Award in Musical Theatre: Solo/Duo* is designed to introduce learners to basic skills in acting through song. Learners will perform one song from memory, audibly and clearly. They will be able to show that they understand the meaning of what they are singing. Their use of space will complement their vocal performance.

### ▼ Learning Outcomes

On completion of this unit the learner(s) will be able to:

#### **Interpretation**

**LO1:** perform one song from memory, demonstrating an understanding of the material

#### **Technique**

**LO2:** use vocal skills in response to the song

**LO3:** use the performance space in response to the song

#### **Knowledge**

**LO4:** know and understand the character in the chosen song

### ▼ Total Time Allowance

Solo – 10 minutes

Duo – 15 minutes

## ▼ Examination Content

### ***Song (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of two minutes and no more than three minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

### ***Knowledge***

The learner(s) will answer questions on the following:

- The appearance of the character
- How the character is feeling in the song.

## ▼ Entry Level Marking Scheme

Assessment Task		Marks	Total Marks
Song 1 (Own Choice)	Interpretation	40	80
	Technique	40	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## ▼ Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria

## ENTRY LEVEL (ENTRY 3)

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<b>L01 Perform one song from memory, demonstrating an understanding of the material</b>	1.1 Sing the words of the song with understanding some of the time 1.2 Perform from memory with fluency and focus some of the time
<b>L02 Use vocal skills in response to the song</b>	2.1 Sing with audibility appropriate to the performance space some of the time 2.2 Sing with clarity of diction some of the time 2.3 Sing with correct intonation and phrasing some of the time
<b>L03 Use the performance space in response to the song</b>	3.1 Perform with facial expression appropriate to the song some of the time 3.2 Perform the song with appropriate movement and use of the performance space some of the time
<b>L04 Know and understand the character in the chosen song</b>	4.1 Give a brief description of the appearance of the character in the chosen song 4.2 Give a brief description of the feelings of the character in the chosen song

**Assessment Criteria: Merit**

- 1.1 Sing the words of the song with understanding most of the time
- 1.2 Perform from memory with fluency and focus most of the time

- 2.1 Sing with audibility appropriate to the performance space most of the time
- 2.2 Sing with clarity of diction most of the time
- 2.3 Sing with correct intonation and phrasing most of the time

- 3.1 Perform with facial expression appropriate to the song most of the time
- 3.2 Perform the song with appropriate movement and use of the performance space most of the time

- 4.1 Give a secure description of the appearance of the character in the chosen song
- 4.2 Give a secure description of the feelings of the character in the chosen song

**Assessment Criteria: Distinction**

- 1.1 Sing the words of the song with understanding throughout the performance
- 1.2 Perform from memory with fluency and focus throughout the performance

- 2.1 Sing with audibility appropriate to the performance space throughout the performance
- 2.2 Sing with clarity of diction throughout the performance
- 2.3 Sing with correct intonation and phrasing throughout the performance

- 3.1 Perform with facial expression appropriate to the song throughout the performance
- 3.2 Perform the song with appropriate movement and use of the performance space throughout the performance

- 4.1 Give a detailed description of the appearance of the character in the chosen song
- 4.2 Give a detailed description of the feelings of the character in the chosen song

## Level 1

▶ RQF Level: 1		
▶ Grade 1	Credit Value: 6	Guided Learning Hours: 20 Total Qualification Time: 60
▶ Grade 2	Credit Value: 7	Guided Learning Hours: 25 Total Qualification Time: 70
▶ Grade 3	Credit Value: 8	Guided Learning Hours: 30 Total Qualification Time: 80

### ▼ Level Description

The LAMDA *Level 1 Award in Musical Theatre: Solo/Duo* is designed to enable learners to develop basic skills in acting through song. Learners will perform two songs from memory, audibly and clearly. They will be able to apply their knowledge, understanding and skills to produce a thoughtful interpretation, based on creative engagement with the material and careful preparation. Through variations in volume and pitch they will be able to create and convey mood. Their use of body and space will complement their vocal performance.

### ▼ Learning Outcomes

On completion of this unit the learner(s) will be able to:

#### **Interpretation**

**LO1:** perform two songs from memory, demonstrating an understanding of the material

#### **Technique**

**LO2:** use vocal skills in response to the songs

**LO3:** use the performance space in response to the songs

#### **Knowledge**

**LO4:** know and understand the content of the chosen songs

*Continued* ▶

**LO5:** know and understand the context of the chosen songs (Grade 2 and 3 only)

**LO6:** know and understand technical terminology for the actor/singer (Grade 3 only)

### ▼ **Total Time Allowance for Each Grade**

Solo – 15 minutes

Duo – 20 minutes

### ▼ **Examination Content**

#### **GRADE 1**

##### ***Song 1 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of two minutes and no more than three minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

##### ***Song 2 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a contrasting solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory a contrasting duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of two minutes and no more than three minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

### ***Knowledge***

The learner(s) will answer questions on the following:

- The appearance of the characters
- How the characters are feeling in each song
- Where the songs take place/the location of each song.

## **GRADE 2**

### ***Song 1 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of two minutes and no more than three minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

### ***Song 2 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a contrasting solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory a contrasting duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of two minutes and no more than three minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

### ***Knowledge***

The learner(s) will answer questions on the following:

- The plot of the musical or film musical from which one of the songs has been taken (selected by the examiner)
- How the characters are feeling in each song
- Where the songs take place/the location of each song.

**GRADE 3*****Song 1 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of two minutes and no more than three minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

***Song 2 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a contrasting solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory a contrasting duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of two minutes and no more than three minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

***Knowledge***

The learner(s) will answer questions on the following:

- The plot of the musical or film musical from which one of the songs has been taken (selected by the examiner)
- How the characters are feeling in each song
- The mood of each song
- The difference between a 'chest voice' and a 'head voice'.

### ▼ Level 1 Marking Scheme

Assessment Task		Marks	Total Marks
Song 1 (Own Choice)	Interpretation	20	40
	Technique	20	
Song 2 (Own Choice)	Interpretation	20	40
	Technique	20	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

### ▼ Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+



# Assessment and Grading Criteria

## LEVEL 1: GRADE 1

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<b>L01 Perform two songs from memory, demonstrating an understanding of the material</b>	1.1 Sing with an awareness of character and situation some of the time 1.2 Sing with an awareness of the mood(s) some of the time 1.3 Perform from memory with fluency and focus some of the time
<b>L02 Use vocal skills in response to the songs</b>	2.1 Sing with audibility appropriate to the performance space some of the time 2.2 Sing with clarity of diction some of the time 2.3 Sing the melody and rhythm with accuracy some of the time
<b>L03 Use the performance space in response to the songs</b>	3.1 Perform with facial expression appropriate to the songs some of the time 3.2 Perform with appropriate movement and use of the performance space some of the time
<b>L04 Know and understand the content of the chosen songs</b>	4.1 Give a brief description of the appearance of the characters in the chosen songs 4.2 Give a brief description of the feelings of the characters in the chosen songs 4.3 Give a brief description of the location of the chosen songs

**Assessment Criteria: Merit**

- 1.1 Sing with an awareness of character and situation most of the time
- 1.2 Sing with an awareness of the mood(s) most of the time
- 1.3 Perform from memory with fluency and focus most of the time

- 2.1 Sing with audibility appropriate to the performance space most of the time
- 2.2 Sing with clarity of diction most of the time
- 2.3 Sing the melody and rhythm with accuracy most of the time

- 3.1 Perform with facial expression appropriate to the songs most of the time
- 3.2 Perform with appropriate movement and use of the performance space most of the time

- 4.1 Give a secure description of the appearance of the characters in the chosen songs
- 4.2 Give a secure description of the feelings of the characters in the chosen songs
- 4.3 Give a secure description of the location of the chosen songs

**Assessment Criteria: Distinction**

- 1.1 Sing with an awareness of character and situation throughout the performance
- 1.2 Sing with an awareness of the mood(s) throughout the performance
- 1.3 Perform from memory with fluency and focus throughout the performance

- 2.1 Sing with audibility appropriate to the performance space throughout the performance
- 2.2 Sing with clarity of diction throughout the performance
- 2.3 Sing the melody and rhythm with accuracy throughout the performance

- 3.1 Perform with facial expression appropriate to the songs throughout the performance
- 3.2 Perform with appropriate movement and use of the performance space throughout the performance

- 4.1 Give a detailed description of the appearance of the characters in the chosen songs
- 4.2 Give a detailed description of the feelings of the characters in the chosen songs
- 4.3 Give a detailed description of the location of the chosen songs

# Assessment and Grading Criteria

## LEVEL 1: GRADE 2

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<p><b>L01 Perform two songs from memory, demonstrating an understanding of the material</b></p>	<p>1.1 Sing with an awareness of character and situation some of the time</p> <p>1.2 Sing with an awareness of the mood(s) some of the time</p> <p>1.3 Perform from memory with fluency and focus some of the time</p>
<p><b>L02 Use vocal skills in response to the songs</b></p>	<p>2.1 Sing with audibility appropriate to the performance space some of the time</p> <p>2.2 Sing with clarity of diction some of the time</p> <p>2.3 Sing the melody and rhythm with accuracy some of the time</p>
<p><b>L03 Use the performance space in response to the songs</b></p>	<p>3.1 Perform with facial expression appropriate to the songs some of the time</p> <p>3.2 Perform with appropriate movement and use of the performance space some of the time</p>
<p><b>L04 Know and understand the content of the chosen songs</b></p>	<p>4.1 Give a brief description of the feelings of the characters in the chosen songs</p> <p>4.2 Give a brief description of the location of the chosen songs</p>
<p><b>L05 Know and understand the context of the chosen songs</b></p>	<p>5.1 Give a brief summary of the plot of the musical or film musical from which one of the songs has been taken</p>

**Assessment Criteria: Merit**

- 1.1 Sing with an awareness of character and situation most of the time
- 1.2 Sing with an awareness of the mood(s) most of the time
- 1.3 Perform from memory with fluency and focus most of the time

- 2.1 Sing with audibility appropriate to the performance space most of the time
- 2.2 Sing with clarity of diction most of the time
- 2.3 Sing the melody and rhythm with accuracy most of the time

- 3.1 Perform with facial expression appropriate to the songs most of the time
- 3.2 Perform with appropriate movement and use of the performance space most of the time

- 4.1 Give a secure description of the feelings of the characters in the chosen songs
- 4.2 Give a secure description of the location of the chosen songs

- 5.1 Give a secure summary of the plot of the musical or film musical from which one of the songs has been taken

**Assessment Criteria: Distinction**

- 1.1 Sing with an awareness of character and situation throughout the performance
- 1.2 Sing with an awareness of the mood(s) throughout the performance
- 1.3 Perform from memory with fluency and focus throughout the performance

- 2.1 Sing with audibility appropriate to the performance space throughout the performance
- 2.2 Sing with clarity of diction throughout the performance
- 2.3 Sing the melody and rhythm with accuracy throughout the performance

- 3.1 Perform with facial expression appropriate to the songs throughout the performance
- 3.2 Perform with appropriate movement and use of the performance space throughout the performance

- 4.1 Give a detailed description of the feelings of the characters in the chosen songs
- 4.2 Give a detailed description of the location of the chosen songs

- 5.1 Give a detailed summary of the plot of the musical or film musical from which one of the songs has been taken

# Assessment and Grading Criteria

## LEVEL 1: GRADE 3

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<b>L01 Perform two songs from memory, demonstrating an understanding of the material</b>	1.1 Sing with an awareness of character and situation some of the time 1.2 Sing with an awareness of the mood(s) some of the time 1.3 Perform from memory with fluency and focus some of the time
<b>L02 Use vocal skills in response to the songs</b>	2.1 Sing with audibility appropriate to the performance space some of the time 2.2 Sing with clarity of diction some of the time 2.3 Sing the melody and rhythm with accuracy some of the time
<b>L03 Use the performance space in response to the songs</b>	3.1 Perform with facial expression appropriate to the songs some of the time 3.2 Perform with appropriate movement and use of the performance space some of the time
<b>L04 Know and understand the content of the chosen songs</b>	4.1 Give a brief description of the feelings of the characters in the chosen songs 4.2 Give a brief description of the mood of each song
<b>L05 Know and understand the context of the chosen songs</b>	5.1 Give a brief summary of the plot of the musical or film musical from which one of the songs has been taken
<b>L06 Know and understand technical terminology for the actor/singer</b>	6.1 Give a brief description of the difference between a 'chest voice' and a 'head voice'

**Assessment Criteria: Merit**

- 1.1 Sing with an awareness of character and situation most of the time
- 1.2 Sing with an awareness of the mood(s) most of the time
- 1.3 Perform from memory with fluency and focus most of the time

- 2.1 Sing with audibility appropriate to the performance space most of the time
- 2.2 Sing with clarity of diction most of the time
- 2.3 Sing the melody and rhythm with accuracy most of the time

- 3.1 Perform with facial expression appropriate to the songs most of the time
- 3.2 Perform with appropriate movement and use of the performance space most of the time

- 4.1 Give a secure description of the feelings of the characters in the chosen songs
- 4.2 Give a secure description of the mood of each song

- 5.1 Give a secure summary of the plot of the musical or film musical from which one of the songs has been taken

- 6.1 Give a secure description of the difference between a 'chest voice' and a 'head voice'

**Assessment Criteria: Distinction**

- 1.1 Sing with an awareness of character and situation throughout the performance
- 1.2 Sing with an awareness of the mood(s) throughout the performance
- 1.3 Perform from memory with fluency and focus throughout the performance

- 2.1 Sing with audibility appropriate to the performance space throughout the performance
- 2.2 Sing with clarity of diction throughout the performance
- 2.3 Sing the melody and rhythm with accuracy throughout the performance

- 3.1 Perform with facial expression appropriate to the songs throughout the performance
- 3.2 Perform with appropriate movement and use of the performance space throughout the performance

- 4.1 Give a detailed description of the feelings of the characters in the chosen songs
- 4.2 Give a detailed description of the mood of each song

- 5.1 Give a detailed summary of the plot of the musical or film musical from which one of the songs has been taken

- 6.1 Give a detailed description of the difference between a 'chest voice' and a 'head voice'

## Level 2

▶ RQF Level: 2		
▶ Grade 4	Credit Value: 10	Guided Learning Hours: 40 Total Qualification Time: 100
▶ Grade 5	Credit Value: 12	Guided Learning Hours: 50 Total Qualification Time: 120

### ▼ Level Description

The LAMDA *Level 2 Award in Musical Theatre: Solo/Duo* is designed to enable learners to develop a range of skills in acting through song. Learners will perform two songs and one spoken monologue/duologue from memory. The performance will be audible and intelligible with vocal contrast through which mood and meaning are communicated. Learners will be able to demonstrate a sound understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Effective preparation and study will be evident, leading to a secure performance. Use of voice, body and space will be effectively combined to communicate the text and music, and engage the audience.

### ▼ Learning Outcomes

On completion of this unit the learner(s) will be able to:

#### **Interpretation**

**LO1:** perform two songs and a spoken monologue/duologue from memory, demonstrating an understanding of the material

#### **Technique**

**LO2:** use vocal skills in response to the songs and the spoken monologue/duologue

**LO3:** create a physical response to the songs and the spoken monologue/duologue

*Continued* ▶

**Knowledge**

**LO4:** know and understand the content of the chosen songs and the spoken monologue/duologue

**LO5:** know and understand the context of the chosen songs

**LO6:** know and understand technical terminology for the actor/singer (Grade 5 only)

### ▼ **Total Time Allowance for Each Grade**

Solo – 25 minutes

Duo – 30 minutes

### ▼ **Examination Content**

**GRADE 4*****Song 1 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of three minutes and no more than four minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

***Song 2 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a contrasting solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory a contrasting duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of three minutes and no more than four minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

**For either Song 1 or Song 2 the learner(s) must present a short piece of published or devised text *in character* which leads naturally into the performance of the song. The text must be included in the overall performance time of the song and must be a minimum of 30 seconds and no more than one minute in length.**

***Spoken Monologue/Duologue (Own Choice): Interpretation and Technique***

Solo learners will perform from memory the words of a song of their own choice spoken as a monologue.

Duo learners will perform from memory the words of a song of their own choice spoken as a duologue.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of two minutes and no more than three minutes in performance time. The learner(s) must announce the title and character prior to the performance. A copy of the words should be provided for the examiner.

***Knowledge***

The learner(s) will answer questions on the following:

- The plot and main character of the musical or film musical from which one of the sung songs has been taken (selected by the examiner)
- How the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue (selected by the examiner)
- The reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue (selected by the learner)
- How the published or devised text was selected and developed.

**GRADE 5*****Song 1 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of three minutes and no more than four minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

***Song 2 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a contrasting solo song of their own choice taken from a published work of musical theatre or from a film musical.

Duo learners will perform from memory a contrasting duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical.

The song must be a minimum of three minutes and no more than four minutes in performance time. It must be accompanied. The learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics should be provided for the examiner.

**For Song 1 and Song 2 the learner(s) must present a short piece of published or devised text *in character* which leads naturally into the performance of each song. The text must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.**

***Spoken Monologue/Duologue (Own Choice): Interpretation and Technique***

Solo learners will perform from memory the words of a song of their own choice spoken as a monologue.

Duo learners will perform from memory the words of a song of their own choice spoken as a duologue.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of two minutes and no more than three minutes in performance time. The learner(s) must announce the title and character prior to the performance. A copy of the words should be provided for the examiner.

### ***Knowledge***

The learner(s) will answer questions on the following:

- The key themes in the musical or film musical from which one of the sung songs has been taken (selected by the examiner)
- How the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue (selected by the examiner)
- The reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue (selected by the learner)
- How the published or devised text was selected and developed for one of the sung songs (selected by the learner)
- Technical terminology for the actor/singer.

The learner must define three technical terms for the actor/singer selected by the examiner at the time of the examination from the following list: vibrato, crescendo, diminuendo, fortissimo, melisma, acapella and recitative.

The learner will be required to know all the technical terms listed above in preparation for the examination.

## ▼ Level 2 Marking Scheme

Assessment Task		Marks	Total Marks
Song 1 (Own Choice)	Interpretation	15	30
	Technique	15	
Song 2 (Own Choice)	Interpretation	15	30
	Technique	15	
Spoken Monologue/Duologue (Own Choice)	Interpretation	10	20
	Technique	10	
Knowledge			20
<b>Total Marks</b>			<b>100</b>

## ▼ Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria

## LEVEL 2: GRADE 4

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<p><b>L01 Perform two songs and a spoken monologue/duologue from memory, demonstrating an understanding of the material</b></p>	<p>1.1 Demonstrate a basic understanding of the place and period in which the characters live</p> <p>1.2 Demonstrate a basic understanding of the characters' moods and thoughts</p> <p>1.3 Perform from memory with fluency and focus some of the time</p>
<p><b>L02 Use vocal skills in response to the songs and the spoken monologue/duologue</b></p>	<p>2.1 Perform with audibility appropriate to the performance space some of the time</p> <p>2.2 Perform with clarity of diction some of the time</p> <p>2.3 Sustain vocal control through to the end of some phrases</p> <p>2.4 Sing the melody and rhythm with accuracy in the two sung songs some of the time</p>
<p><b>L03 Create a physical response to the songs and the spoken monologue/duologue</b></p>	<p>3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression some of the time</p> <p>3.2 Make effective use of the performance space through appropriate staging some of the time</p>
<p><b>L04 Know and understand the content of the chosen songs and the spoken monologue/duologue</b></p>	<p>4.1 Give a brief description of how the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue</p> <p>4.2 Give a brief description of the reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue</p> <p>4.3 Give a brief description of how the published or devised text was selected and developed</p>

**Assessment Criteria: Merit**

- 1.1 Demonstrate a secure understanding of the place and period in which the characters live
- 1.2 Demonstrate a secure understanding of the characters' moods and thoughts
- 1.3 Perform from memory with fluency and focus most of the time

- 2.1 Perform with audibility appropriate to the performance space most of the time
- 2.2 Perform with clarity of diction most of the time
- 2.3 Sustain vocal control through to the end of most phrases
- 2.4 Sing the melody and rhythm with accuracy in the two sung songs most of the time

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression most of the time
- 3.2 Make effective use of the performance space through appropriate staging most of the time

- 4.1 Give a secure description of how the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue
- 4.2 Give a secure description of the reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue
- 4.3 Give a secure description of how the published or devised text was selected and developed

**Assessment Criteria: Distinction**

- 1.1 Demonstrate a total understanding of the place and period in which the characters live
- 1.2 Demonstrate a total understanding of the characters' moods and thoughts
- 1.3 Perform from memory with fluency and focus throughout the performance

- 2.1 Perform with audibility appropriate to the performance space throughout the performance
- 2.2 Perform with clarity of diction throughout the performance
- 2.3 Sustain vocal control through to the end of all phrases
- 2.4 Sing the melody and rhythm with accuracy throughout the two sung songs

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression throughout the performance
- 3.2 Make effective use of the performance space through appropriate staging throughout the performance

- 4.1 Give a detailed description of how the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue
- 4.2 Give a detailed description of the reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue
- 4.3 Give a detailed description of how the published or devised text was selected and developed

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## Assessment and Grading Criteria *continued*

### Learning Outcomes

**L05 Know and understand the context of the chosen songs**

### Assessment Criteria: Pass

5.1 Give a brief summary of the plot and main character of the musical or film musical from which one of the sung songs has been taken

**Assessment Criteria: Merit**

5.1 Give a secure summary of the plot and main character of the musical or film musical from which one of the sung songs has been taken

**Assessment Criteria: Distinction**

5.1 Give a detailed summary of the plot and main character of the musical or film musical from which one of the sung songs has been taken

# Assessment and Grading Criteria

## LEVEL 2: GRADE 5

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<b>L01 Perform two songs and a spoken monologue/duologue from memory, demonstrating an understanding of the material</b>	<p>1.1 Demonstrate a basic understanding of the place and period in which the characters live</p> <p>1.2 Demonstrate a basic understanding of the characters' moods and thoughts</p> <p>1.3 Perform from memory with fluency and focus some of the time</p>
<b>L02 Use vocal skills in response to the songs and the spoken monologue/duologue</b>	<p>2.1 Perform with audibility appropriate to the performance space some of the time</p> <p>2.2 Perform with clarity of diction some of the time</p> <p>2.3 Sustain vocal control through to the end of some phrases</p> <p>2.4 Sing the melody and rhythm with accuracy in the two sung songs some of the time</p>
<b>L03 Create a physical response to the songs and the spoken monologue/duologue</b>	<p>3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression some of the time</p> <p>3.2 Make effective use of the performance space through appropriate staging some of the time</p>
<b>L04 Know and understand the content of the chosen songs and the spoken monologue/duologue</b>	<p>4.1 Give a brief description of how the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue</p> <p>4.2 Give a brief description of the reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue</p>

**Assessment Criteria: Merit**

- 1.1 Demonstrate a secure understanding of the place and period in which the characters live
- 1.2 Demonstrate a secure understanding of the characters' moods and thoughts
- 1.3 Perform from memory with fluency and focus most of the time

- 2.1 Perform with audibility appropriate to the performance space most of the time
- 2.2 Perform with clarity of diction most of the time
- 2.3 Sustain vocal control through to the end of most phrases
- 2.4 Sing the melody and rhythm with accuracy in the two sung songs most of the time

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression most of the time
- 3.2 Make effective use of the performance space through appropriate staging most of the time

- 4.1 Give a secure description of how the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue
- 4.2 Give a secure description of the reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue

**Assessment Criteria: Distinction**

- 1.1 Demonstrate a total understanding of the place and period in which the characters live
- 1.2 Demonstrate a total understanding of the characters' moods and thoughts
- 1.3 Perform from memory with fluency and focus throughout the performance

- 2.1 Perform with audibility appropriate to the performance space throughout the performance
- 2.2 Perform with clarity of diction throughout the performance
- 2.3 Sustain vocal control through to the end of all phrases
- 2.4 Sing the melody and rhythm with accuracy throughout the two sung songs

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression throughout the performance
- 3.2 Make effective use of the performance space through appropriate staging throughout the performance

- 4.1 Give a detailed description of how the character is feeling and how they react to their situation in one of the sung songs or in the spoken monologue/duologue
- 4.2 Give a detailed description of the reasons for the chosen staging in one of the sung songs or in the spoken monologue/duologue

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## Assessment and Grading Criteria *continued*

Learning Outcomes	Assessment Criteria: Pass
	4.3 Give a brief description of how the published or devised text was selected and developed for one of the sung songs
<b>L05 Know and understand the context of the chosen songs</b>	5.1 Give a brief explanation of the key themes in the musical or film musical from which one of the sung songs has been taken
<b>L06 Know and understand technical terminology for the actor/singer</b>	6.1 Give a brief definition of three technical terms for the actor/singer

**Assessment Criteria: Merit**

4.3 Give a secure description of how the published or devised text was selected and developed for one of the sung songs

5.1 Give a secure explanation of the key themes in the musical or film musical from which one of the sung songs has been taken

6.1 Give a secure definition of three technical terms for the actor/singer

**Assessment Criteria: Distinction**

4.3 Give a detailed description of how the published or devised text was selected and developed for one of the sung songs

5.1 Give a detailed explanation of the key themes in the musical or film musical from which one of the sung songs has been taken

6.1 Give a detailed definition of three technical terms for the actor/singer

## Level 3

▶ RQF Level: 3		
▶ Grade 6	Credit Value: 14	Guided Learning Hours: 60 Total Qualification Time: 140
▶ Grade 7	Credit Value: 18	Guided Learning Hours: 80 Total Qualification Time: 180
▶ Grade 8	Credit Value: 24	Guided Learning Hours: 90 Total Qualification Time: 240

### ▼ Level Description

The LAMDA *Level 3 Certificate in Musical Theatre: Solo/Duo* is designed to enable learners to develop a wide range of skills in acting through song. Learners will perform three songs from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. There will be a sense of ownership and self awareness. Presentation will be grounded in thorough and relevant preparation. Learners will combine physical and vocal flexibility to support the musical text and engage the audience.

### ▼ Learning Outcomes: Grade 6 and Grade 7

On completion of this unit the learner(s) will be able to:

#### Interpretation

**LO1:** perform three songs from memory, demonstrating an understanding of the material

#### Technique

**LO2:** use vocal skills in response to the chosen songs

**LO3:** create a physical response to the chosen songs

#### Knowledge

**LO4:** know and understand the content of the chosen songs

**LO5:** know and understand the context of the chosen songs

**LO6:** know and understand the techniques required for musical theatre

### ▼ Learning Outcomes: Grade 8

On completion of this unit the learner(s) will be able to:

#### Interpretation

**LO1:** perform three songs from memory, demonstrating an understanding of the material

#### Technique

**LO2:** use vocal skills in response to the chosen songs

**LO3:** create a physical response to the chosen songs

#### Knowledge

**LO4:** know and understand the content of the chosen songs

**LO5:** know and understand the context of the chosen songs

**LO6:** know and understand the influences on musical theatre of one practitioner

### ▼ Total Time Allowance for Each Grade

#### Grade 6 – Bronze Medal

Solo – 30 minutes

Duo – 35 minutes

#### Grade 7 – Silver Medal

Solo – 35 minutes

Duo – 40 minutes

#### Grade 8 – Gold Medal

Solo – 35 minutes

Duo – 40 minutes

## ▼ Examination Content

### GRADE 6 – BRONZE MEDAL

#### ***Song 1 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice written before 1980.

Duo learners will perform from memory one duo song (duet) of their own choice written before 1980.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

#### ***Song 2 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a second solo song of their own choice written in or after 1980.

Duo learners will perform from memory a second duo song (duet) of their own choice written in or after 1980.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

#### ***Song 3 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a third solo song of their own choice written during any period.

Duo learners will perform from memory a third duo song (duet) of their own choice written during any period.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

**For Song 1, Song 2 and Song 3 the learner(s) must present a short piece of published or devised text *in character* which leads naturally into the performance of each song. The text must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.**

### *Knowledge*

The learner(s) will answer questions on the following:

- The musical style to which each song belongs
- The character's objective in each song
- The character's role within the context of the musical or film musical as a whole (one character from the three performed will be selected by the examiner at the time of the examination)
- The breathing techniques required to support the voice in song.

## **GRADE 7 – SILVER MEDAL**

### ***Song 1 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice written before 1960.

Duo learners will perform from memory one duo song (duet) of their own choice written before 1960.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

***Song 2 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a second solo song of their own choice written during the period 1960 to 1980.

Duo learners will perform from memory a second duo song (duet) of their own choice written during the period 1960 to 1980.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

***Song 3 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a third solo song of their own choice written after 1980.

Duo learners will perform from memory a third duo song (duet) of their own choice written after 1980.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

**For Song 1, Song 2 and Song 3 the learner(s) must present a short piece of published or devised text *in character* which leads naturally into the performance of each song. The text must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.**

## **Knowledge**

The learner(s) will answer questions on the following:

- The character's objective in each song
- The character's role within the context of the musical or film musical as a whole (one character from the three performed will be selected by the examiner at the time of the examination)
- The vocal techniques required to perform one of the chosen songs (selected by the learner)
- The work and influence of one of the composers, librettists or lyricists of the chosen songs (selected by the learner).

## **GRADE 8 – GOLD MEDAL**

### ***Song 1 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory one solo song of their own choice written during the period 1880 to 1949.

Duo learners will perform from memory one duo song (duet) of their own choice written during the period 1880 to 1949.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

### ***Song 2 (Own Choice): Interpretation and Technique***

Solo learners will perform from memory a second solo song of their own choice written during the period 1950 to 1980.

Duo learners will perform from memory a second duo song (duet) of their own choice written during the period 1950 to 1980.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

### **Song 3 (Own Choice): Interpretation and Technique**

Solo learners will perform from memory a third solo song of their own choice written after 1980.

Duo learners will perform from memory a third duo song (duet) of their own choice written after 1980.

The song must be taken from a published work of musical theatre or from a film musical. It must be a minimum of three minutes and no more than five minutes in performance time. It must be accompanied.

The learner(s) will present a brief introduction of no more than 30 seconds, announcing the title, lyricist/composer and character and outlining the context of the song. A copy of the lyrics should be provided for the examiner.

**For Song 1, Song 2 and Song 3 the learner(s) must present a short piece of published or devised text *in character* which leads naturally into the performance of each song. The text must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.**

### ***Knowledge***

The learner(s) will answer questions on the following:

- The processes involved in developing the three songs for performance
- The character's role within the context of the musical or film musical as a whole (one character from the three performed will be selected by the examiner at the time of the examination)
- The influences on musical theatre of **one** of the following practitioners (chosen by the learner): George Gershwin, Gilbert and Sullivan, Gillian Lynne, Cameron Mackintosh, Hal Prince, Tim Rice, Rodgers and Hammerstein, Stephen Sondheim or Andrew Lloyd Webber.

### ▼ Level 3 Marking Scheme

Assessment Task		Marks	Total Marks
Song 1 (Own Choice)	Interpretation	15	25
	Technique	10	
Song 2 (Own Choice)	Interpretation	15	25
	Technique	10	
Song 3 (Own Choice)	Interpretation	15	25
	Technique	10	
Knowledge			25
<b>Total Marks</b>			<b>100</b>

### ▼ Attainment Bands

Award	Total Marks
Pass	50–64
Merit	65–79
Distinction	80+

# Assessment and Grading Criteria

## LEVEL 3: GRADE 6 – BRONZE MEDAL

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<p><b>L01 Perform three songs from memory, demonstrating an understanding of the material</b></p>	<p>1.1 Demonstrate a basic understanding of text and subtext</p> <p>1.2 Demonstrate a basic understanding of the intentions and objectives of the characters portrayed</p> <p>1.3 Perform from memory with fluency, focus and spontaneity some of the time</p>
<p><b>L02 Use vocal skills in response to the chosen songs</b></p>	<p>2.1 Perform with adequate breathing, voice production and resonance some of the time</p> <p>2.2 Perform with clarity of diction some of the time</p> <p>2.3 Sustain vocal control through to the end of some phrases</p> <p>2.4 Respond vocally to some of the demands of the three characterisations</p> <p>2.5 Sing with accurate intonation and pitch some of the time</p>
<p><b>L03 Create a physical response to the chosen songs</b></p>	<p>3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression some of the time</p> <p>3.2 Make effective use of the performance space through appropriate staging some of the time</p>
<p><b>L04 Know and understand the content of the chosen songs</b></p>	<p>4.1 Give a brief summary of the character's objective in each of the chosen songs</p>

**Assessment Criteria: Merit**

- 1.1 Demonstrate a secure understanding of text and subtext
- 1.2 Demonstrate a secure understanding of the intentions and objectives of the characters portrayed
- 1.3 Perform from memory with fluency, focus and spontaneity most of the time

- 2.1 Perform with adequate breathing, voice production and resonance most of the time
- 2.2 Perform with clarity of diction most of the time
- 2.3 Sustain vocal control through to the end of most phrases
- 2.4 Respond vocally to most of the demands of the three characterisations
- 2.5 Sing with accurate intonation and pitch most of the time

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression most of the time
- 3.2 Make effective use of the performance space through appropriate staging most of the time

- 4.1 Give a secure summary of the character's objective in each of the chosen songs

**Assessment Criteria: Distinction**

- 1.1 Demonstrate a total understanding of text and subtext
- 1.2 Demonstrate a total understanding of the intentions and objectives of the characters portrayed
- 1.3 Perform from memory with fluency, focus and spontaneity throughout the performance

- 2.1 Perform with adequate breathing, voice production and resonance throughout the performance
- 2.2 Perform with clarity of diction throughout the performance
- 2.3 Sustain vocal control through to the end of all phrases
- 2.4 Respond vocally to all of the demands of the three characterisations
- 2.5 Sing with accurate intonation and pitch throughout the performance

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression throughout the performance
- 3.2 Make effective use of the performance space through appropriate staging throughout the performance

- 4.1 Give a detailed summary of the character's objective in each of the chosen songs

*Continued* ►

Learning Outcomes	Assessment Criteria: Pass
<b>L05 Know and understand the context of the chosen songs</b>	5.1 Give a brief explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole  5.2 Give a brief explanation of the musical theatre style to which each song belongs
<b>L06 Know and understand the techniques required for musical theatre</b>	6.1 Give a brief explanation of the breathing techniques required to support the voice in song

### Assessment Criteria: Merit

5.1 Give a secure explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole

5.2 Give a secure explanation of the musical theatre style to which each song belongs

6.1 Give a secure explanation of the breathing techniques required to support the voice in song

### Assessment Criteria: Distinction

5.1 Give a detailed explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole

5.2 Give a detailed explanation of the musical theatre style to which each song belongs

6.1 Give a detailed explanation of the breathing techniques required to support the voice in song

# Assessment and Grading Criteria

## LEVEL 3: GRADE 7 – SILVER MEDAL

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<b>L01 Perform three songs from memory, demonstrating an understanding of the material</b>	<p>1.1 Demonstrate a basic understanding of text and subtext</p> <p>1.2 Demonstrate a basic understanding of the intentions and objectives of the characters portrayed</p> <p>1.3 Perform from memory with fluency, focus and spontaneity some of the time</p>
<b>L02 Use vocal skills in response to the chosen songs</b>	<p>2.1 Perform with adequate breathing, voice production and resonance some of the time</p> <p>2.2 Perform with clarity of diction some of the time</p> <p>2.3 Sustain vocal control through to the end of some phrases</p> <p>2.4 Respond vocally to some of the demands of the three characterisations</p> <p>2.5 Sing with accurate intonation and pitch some of the time</p>
<b>L03 Create a physical response to the chosen songs</b>	<p>3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression some of the time</p> <p>3.2 Make effective use of the performance space through appropriate staging some of the time</p>
<b>L04 Know and understand the content of the chosen songs</b>	<p>4.1 Give a brief summary of the character's objective in each of the chosen songs</p>

**Assessment Criteria: Merit**

- 1.1 Demonstrate a secure understanding of text and subtext
- 1.2 Demonstrate a secure understanding of the intentions and objectives of the characters portrayed
- 1.3 Perform from memory with fluency, focus and spontaneity most of the time

- 2.1 Perform with adequate breathing, voice production and resonance most of the time
- 2.2 Perform with clarity of diction most of the time
- 2.3 Sustain vocal control through to the end of most phrases
- 2.4 Respond vocally to most of the demands of the three characterisations
- 2.5 Sing with accurate intonation and pitch most of the time

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression most of the time
- 3.2 Make effective use of the performance space through appropriate staging most of the time

- 4.1 Give a secure summary of the character's objective in each of the chosen songs

**Assessment Criteria: Distinction**

- 1.1 Demonstrate a total understanding of text and subtext
- 1.2 Demonstrate a total understanding of the intentions and objectives of the characters portrayed
- 1.3 Perform from memory with fluency, focus and spontaneity throughout the performance

- 2.1 Perform with adequate breathing, voice production and resonance throughout the performance
- 2.2 Perform with clarity of diction throughout the performance
- 2.3 Sustain vocal control through to the end of all phrases
- 2.4 Respond vocally to all of the demands of the three characterisations
- 2.5 Sing with accurate intonation and pitch throughout the performance

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression throughout the performance
- 3.2 Make effective use of the performance space through appropriate staging throughout the performance

- 4.1 Give a detailed summary of the character's objective in each of the chosen songs

*Continued* ►

Learning Outcomes	Assessment Criteria: Pass
<b>L05 Know and understand the context of the chosen songs</b>	5.1 Give a brief explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole  5.2 Give a brief description of the work and influence of one of the composers, librettists or lyricists of the chosen songs
<b>L06 Know and understand the techniques required for musical theatre</b>	6.1 Give a brief description of the vocal techniques required to perform one of the chosen songs

### Assessment Criteria: Merit

5.1 Give a secure explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole

5.2 Give a secure description of the work and influence of one of the composers, librettists or lyricists of the chosen songs

6.1 Give a secure description of the vocal techniques required to perform one of the chosen songs

### Assessment Criteria: Distinction

5.1 Give a detailed explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole

5.2 Give a detailed description of the work and influence of one of the composers, librettists or lyricists of the chosen songs

6.1 Give a detailed description of the vocal techniques required to perform one of the chosen songs

# Assessment and Grading Criteria

## LEVEL 3: GRADE 8 – GOLD MEDAL

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that s/he can meet all the learning outcomes for the unit. The assessment criteria for a Pass grade describes the level of achievement required to pass this unit.

Learning Outcomes	Assessment Criteria: Pass
<p><b>L01 Perform three songs from memory, demonstrating an understanding of the material</b></p>	<p>1.1 Demonstrate a basic understanding of text and subtext</p> <p>1.2 Demonstrate a basic understanding of the intentions and objectives of the characters portrayed</p> <p>1.3 Perform from memory with fluency, focus and spontaneity some of the time</p>
<p><b>L02 Use vocal skills in response to the chosen songs</b></p>	<p>2.1 Perform with adequate breathing, voice production and resonance some of the time</p> <p>2.2 Perform with clarity of diction some of the time</p> <p>2.3 Sustain vocal control through to the end of some phrases</p> <p>2.4 Respond vocally to some of the demands of the three characterisations</p> <p>2.5 Sing with accurate intonation and pitch some of the time</p>
<p><b>L03 Create a physical response to the chosen songs</b></p>	<p>3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression some of the time</p> <p>3.2 Make effective use of the performance space through appropriate staging some of the time</p>
<p><b>L04 Know and understand the content of the chosen songs</b></p>	<p>4.1 Give a brief explanation of the processes involved in developing the three songs for performance</p>

**Assessment Criteria: Merit**

- 1.1 Demonstrate a secure understanding of text and subtext
- 1.2 Demonstrate a secure understanding of the intentions and objectives of the characters portrayed
- 1.3 Perform from memory with fluency, focus and spontaneity most of the time

- 2.1 Perform with adequate breathing, voice production and resonance most of the time
- 2.2 Perform with clarity of diction most of the time
- 2.3 Sustain vocal control through to the end of most phrases
- 2.4 Respond vocally to most of the demands of the three characterisations
- 2.5 Sing with accurate intonation and pitch most of the time

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression most of the time
- 3.2 Make effective use of the performance space through appropriate staging most of the time

- 4.1 Give a secure explanation of the processes involved in developing the three songs for performance

**Assessment Criteria: Distinction**

- 1.1 Demonstrate a total understanding of text and subtext
- 1.2 Demonstrate a total understanding of the intentions and objectives of the characters portrayed
- 1.3 Perform from memory with fluency, focus and spontaneity throughout the performance

- 2.1 Perform with adequate breathing, voice production and resonance throughout the performance
- 2.2 Perform with clarity of diction throughout the performance
- 2.3 Sustain vocal control through to the end of all phrases
- 2.4 Respond vocally to all of the demands of the three characterisations
- 2.5 Sing with accurate intonation and pitch throughout the performance

- 3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression throughout the performance
- 3.2 Make effective use of the performance space through appropriate staging throughout the performance

- 4.1 Give a detailed explanation of the processes involved in developing the three songs for performance

*Continued* ►

## Assessment and Grading Criteria *continued*

Learning Outcomes	Assessment Criteria: Pass
<b>L05 Know and understand the context of the chosen songs</b>	5.1 Give a brief explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole
<b>L06 Know and understand the influences on musical theatre of one practitioner</b>	6.1 Give a brief summary of the influences on musical theatre of one chosen practitioner

**Assessment Criteria: Merit**

5.1 Give a secure explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole

6.1 Give a secure summary of the influences on musical theatre of one chosen practitioner

**Assessment Criteria: Distinction**

5.1 Give a detailed explanation of the role of one of the characters portrayed, within the context of the musical or film musical as a whole

6.1 Give a detailed summary of the influences on musical theatre of one chosen practitioner

# Glossary of Terms: Syllabus Terminology

**assessment** – the process of making judgments about the extent to which a learner's work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification

**assessment criteria** – descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved

**Award** – a qualification with a credit value between 1 and 12

**Certificate** – a qualification with a credit value between 13 and 36

**certificate (for a unit or qualification)** – a record of attainment of credit or a qualification issued by an awarding organisation

**credit** – an award made to a learner in recognition of the achievement of the designated learning outcomes/assessment criteria of a unit

**guided learning hours (GLH)** – the number of hours of teacher-supervised or directed study time required to teach a qualification or the unit of a qualification

**learning outcome (LO)** – a statement of what a learner can be expected to know, understand or do as a result of a process of learning

**level** – an indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner in demonstrating that achievement

**qualification** – an award made to a learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award

**qualification syllabus specification** – a detailed statement defining the purpose, content, structure and assessment arrangements for a qualification

**qualification title** – a short description of the level, size and content of a qualification



**total qualification time (TQT)** – total qualification time is split into three components: guided learning, directed study and dedicated assessment. It includes learner initiated study.

**unit** – a coherent and explicit set of learning outcomes and assessment criteria, with a title, credit value and level

## Glossary of Terms: Syllabus Content

- acting through song** – bringing a character to life through the sequences of thought and melodic phrasing created by the lyricist and composer
- audibility** – using sufficient breath and resonance appropriate to the size of the performance space and for the needs of the character
- character intentions and objectives** – clarifying what the character wants, desires or needs through each action, spoken/sung line and the spaces between the words/lyrics
- clarity of diction** – articulating sufficiently, without losing the sense or flow of the song, in order to be understood by the examiner
- context** – the situation and world of the musical or film musical
- facial expression** – using the face to express the character's emotions
- focus** – maintaining concentration and involvement with the song and the character being portrayed
- gesture** – movement of the hands, arms and/or head to convey an idea or meaning
- intonation** – the pattern or melody of pitch changes within a song
- key theme** – a recurring idea or subject in the song or in the musical or film musical from which the song has been taken
- location** – where the song takes place
- meaning** – clarifying what the character is thinking and the sense behind their words and/or actions
- melody** – the arrangement of single notes to form a sequence in musical composition
- mood** – conveying what the character is feeling and the emotion behind their words and/or actions
- musical style** – for example, operetta, music hall, vaudeville, ballad, torch song, patter song, comic song, jazz, blues, pop, rock, or folk song. The specific characteristics of the song, including choice of lyrics, syntax, genre, rhythm and tempo, will determine the musical style to which it belongs

**performance space** – the area in which the learner performs

**personal characteristics** – what a character looks like, noting any distinguishing features. This will affect the learner's use of movement, stance, posture, gesture, facial expression etc.

**physical flexibility** – transforming physically according to the period, style and form of the song

**physical response** – responding to the imagery of the song non-verbally

**pitch** – the degree of height or depth of a tone or sound

**place and period** – creating a sense of the world in which the character lives

**plot** – the main story and/or events of the musical or film musical

**resonance** – the amplification and colour of a musical tone produced by vibrations in the head and chest cavity

**rhythm** – the patterning of musical sound affected by differences in timing, duration, and/or stress of consecutive notes

**situation** – what is happening in the song

**spontaneity** – as if the song is being performed for the very first time

**staging** – the positioning of a performance within the space provided to indicate situation and location

**stance** – the manner and position in which a character stands

**style** – how thoughts are expressed in musical composition; the specific characteristics of the song, including choice of lyrics, syntax, genre, rhythm and tempo

**subtext** – the hidden meaning or underlying message behind the song

**understanding of character** – revealing what the character is thinking, how the character is feeling and any changes in the character's mood throughout the song

**understanding of situation and location** – revealing the world in which the character lives and the physical aspects of where the song takes place

**vocal contrast** – varying pitch, intonation, pace, volume, tone colour and intensity

**vocal control** – keeping sound and thought focused until the end of the phrase so that the voice does not fade away

**vocal flexibility** – transforming vocally according to the period, style and form of the song

**vocal skills** – using accurate intonation and sufficient audibility, tone colour and clarity of diction when performing the song

