



**LAMDA GRADED EXAMINATIONS
IN PERFORMANCE
at WOAPA**

ACTING

GRADE: Grade 1

The LAMDA Grade 1 Award in Performance: Acting is designed to enable learners to develop basic acting skills. Learners will perform two scenes 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, pace and pause they will be able to create and convey mood. Their use of body and space will complement their performance.

Learning Outcomes - On completion of this unit the learner will be able to:

Interpretation

Perform TWO scenes from memory, demonstrating an understanding of the material.

Technique

Use vocal skills in response to the text. Use the performance space in response to the text.

Knowledge

Know and understand the characters and situations in the chosen scenes.

Total examination time – 15 minutes.

Scene 1 (Set Scene): Interpretation and Technique

Learners will perform from memory one set solo scene from the “*LAMDA Acting Anthology – Volume 4 or 5*”. The learner must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the examiner.

Scene 2 (Own Choice): Interpretation and Technique

The learner will perform from memory one solo scene of their own choice. The own choice scene must be selected from a published play or screenplay or a published collection of scenes or be adapted from the dialogue of a published novel. They must **NOT** be from the “*LAMDA Acting Anthology – Volume 5*”.

Both scene(s) must be a minimum of two minutes and no more than three minutes in performance time each. The learner must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the examiner.

Knowledge - The learner will answer questions on the appearance of the characters, how the characters are feeling in each scene and the location of each scene.

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 describe the level of achievement required to pass this unit.

RQF Level: Level 1

Credit Value 6

Learning Outcomes	Pass	Merit	Distinction
Perform TWO scenes from memory, demonstrating an understanding of the material	1.1 Communicate the sense of the written word some of the time 1.2 Demonstrate an understanding of the character and situation some of the time 1.3 Perform from memory with fluency and focus some of the time	1.1 Communicate the sense of the written word most of the time 1.2 Demonstrate an understanding of the character and situation most of the time 1.3 Perform from memory with fluency and focus most of the time	1.1 Communicate the sense of the written word all of the time 1.2 Demonstrate an understanding of the character and situation all of the time 1.3 Perform from memory with fluency and focus all of the time
Use vocal skills in response to the text	2.1 Speak with audibility and clarity of diction some of the time 2.2 Use pace and pause appropriate to the text some of the time	2.1 Speak with audibility and clarity of diction most of the time 2.2 Use pace and pause appropriate to the text most of the time	2.1 Speak with audibility and clarity of diction all of the time 2.2 Use pace and pause appropriate to the text all of the time
Use the performance space in response to the text	3.1 Perform with movement appropriate to the character and situation some of the time	3.1 Perform with movement appropriate to the character and situation most of the time	3.1 Perform with movement appropriate to the character and situation all of the time
Know and understand the characters and situations in the chosen scenes	4.1 Give a brief description of the location of the scenes 4.2 Give a brief description of what the character would be wearing in the scenes and why they would be wearing it. 4.3 Give a brief outline of how your characters feel in the scenes.	4.1 Give a secure description of the location of the scenes 4.2 Give a secure description of what the character would be wearing in the scenes and why they would be wearing it. 4.3 Give a secure outline of how your characters feel in the scenes.	4.1 Give a detailed description of the location of the scenes 4.2 Give a detailed description of what the character would be wearing in the scenes and why they would be wearing it. 4.3 Give a detailed outline of how your characters feel in the scenes.

Additional notes to assist you to help your child at home.

1- The location of the scenes.

There's a lot to consider with this question. The more detail you can give the better.

When answering, don't just say, "I'm in my house." Give us some more detail.

How big is the house?

What room are you in?

Is it a nice house?

What's the weather like outside? (if it's sunny they might have the window open, in which case the character will hear external sounds)

Where is the house located?

Are you alone in the house?

Do you share it with others?

If in doubt on how to answer, I recommend using the 5 senses.

What can you see/hear/smell etc.

2. What the character would be wearing in the scenes and why?

The more detail you can give the better. If your character is wearing a school uniform don't just say that. Give us detail on what the uniform consists of. Just like with the location question, this might be affected by the season.

"My character is wearing school uniform, because they're at school." X

"My character is at school, so they're in their uniform. It consists of a white polo shirt with the school's emblem, black knee length shorts/skirt, and black school shoes. They have a different uniform for the winter months, but this scene takes place on a hot day. Hence the short sleeves and skirt/shorts."

You can also use this as a chance to display extra research, which will impress them. A scene we often do at this grade is from *The Lion the Witch and the Wardrobe*, where the family first come to Narnia. You can mention that the character is wearing a fur coat, because she knew how cold it was in Narnia from her previous visit.

This shows that you've done research outside of the speech itself.

When answering this question DO NOT forget to mention the time period. The type of blue dress that Alice wore in *wonderland* would have been very different to the types you'd find today.

3. How the character feels within each scene.

There are 3 emotions (Mad/Sad/Glad). Everything else we consider to be emotions are feelings.

The difference is that emotions exist in the present and feelings exist in the past and future.

For example;

Guilt is a feeling we experience based on something that happened in the past.

Fear is a feeling we experienced based on something that might happen in the future.

Feelings trigger emotions. So, when you feel something like excitement, you will also feel happy/glad, or frustration which could make you feel sad or mad.

Situations trigger feelings. So, when asked how your character is feeling in the scene the best way to answer is to go through the piece and quote any line in which there is a shift in their emotions and remember this formula...

Situations trigger feelings. Feelings trigger emotions.

Eg: When my character says, "I can't wait for my drama class." They're excited and happy.

While this response is good enough, it's not going to score many points, due to the lack of explanation. This is where the magic word "Because" comes in to play.

Eg: When my character says, "I can't wait for my drama class." They're excited and happy, because they have a really fun drama teacher, with a cool beard that doesn't look silly at all.

Go through the piece and find a few moments like this to ensure a good score.