



**LAMDA GRADED EXAMINATIONS  
IN PERFORMANCE  
at WOAPA**

**ACTING**

**GRADE: Grade 4**

The LAMDA Grade 4 Award in Performance: Acting is designed to enable learners to develop a range of acting skills. Learners will perform two scenes 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 engage the audience.

**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. Create a physical response to the text.

**Knowledge**

know and understand the characters, situations and staging in the chosen scenes.

**Total examination time – 20 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 FOUR 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 about how the characters are feeling in each scene and how they react to the situations, why the characters move as they do in the scenes, the reasons for the chosen staging and the working stage areas.

The learner must demonstrate four working stage areas selected by the examiner at the time of the examination [ Centre stage, Stage left, Stage right, Upstage, Downstage, Upstage left/right, Downstage left/right and Wings ]. The learner must be able to demonstrate all the working stage areas in preparation for the examination.

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 2

Credit Value 10

Learning Outcomes	Pass	Merit	Distinction
Perform TWO scenes from memory, demonstrating an understanding of the material	1.1 Demonstrate a basic understanding of the situation and place in which the characters live 1.2 Demonstrate a basic understanding of how the character feels, including showing their moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness, some of the time	1.1 Demonstrate a secure understanding of the situation and place in which the characters live 1.2 Demonstrate a secure understanding of how the character feels, including showing their moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness, most of the time	1.1 Demonstrate a total understanding of the situation and place in which the characters live 1.2 Demonstrate a total understanding of how the character feels, including showing their moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness, all of the time
Use vocal skills to respond appropriately to the text	2.1 Sustain vocal control through and to the end of some phrases 2.2 Use effective modulation some of the time 2.3 Speak with clarity of diction some of the time	2.1 Sustain vocal control through and to the end of most phrases 2.2 Use effective modulation most of the time 2.3 Speak with clarity of diction most of the time	2.1 Sustain vocal control through and to the end of all phrases 2.2 Use effective modulation all of the time 2.3 Speak with clarity of diction all of the time
Create a physical response to the text	3.1 Communicate the physicality of both characters through appropriate movement, posture, body language and facial expression some of the time 3.2 Make appropriate use of the performance space some of the time	3.1 Communicate the physicality of both characters through appropriate movement, posture, body language and facial expression most of the time 3.2 Make appropriate use of the performance space most of the time	3.1 Communicate the physicality of both characters through appropriate movement, posture, body language and facial expression all of the time 3.2 Make appropriate use of the performance space all of the time
Know and understand the characters, situations and staging in the chosen scenes	4.1 Give a brief description of how the characters feel in the chosen scenes and what they are trying to achieve. 4.2 Give a brief description of how your physical characterisation helped to reflect the character, their feelings, moods and thoughts. 4.3 Give a brief description of up to four of the working stage areas, giving an	4.1 Give a secure description of how the characters feel in the chosen scenes and what they are trying to achieve. 4.2 Give a secure description of how your physical characterisation helped to reflect the character, their feelings, moods and thoughts. 4.3 Give a secure description of up to four of the working stage areas,	4.1 Give a detailed description of how the characters feel in the chosen scenes and what they are trying to achieve. 4.2 Give a detailed description of how your physical characterisation helped to reflect the character, their feelings, moods and thoughts. 4.3 Give a detailed description of up to four of the working stage areas,

	example of how and why one area was used in your scenes.	giving an example of how and why one area was used in your scenes.	giving an example of how and why one area was used in your scenes.
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## How to help your child work on their LAMDA at home

### 1. How the characters are feeling in each scene and what they are trying to achieve

This seems like it's two questions in one, but there's a reason for this.

Your character has an objective they're trying to achieve. This objective should be the driving force behind every decision you make in regards to your performance. With every objective there will be obstacles.

Otherwise you'd have achieved your objective already.

Our feelings are tied directly into how close we are to achieving our goals. So, when describing a moment in the scene, think about how close that brings your character to what they want and base the way they feel on that.

#### TALKING ABOUT CHARACTER FEELINGS

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 experience 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 into 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.

### 2. How the physical characterisation in response to each situation helped to reflect the character's feelings, moods and thoughts

This one sounds a lot more complicated than it is. What it boils down to is, "Why did you make the physical choices you did."

The first step to this one is thinking about the character's physicality in a neutral state. A teenager will have very different body language to a soldier or an elderly person. If you're not playing a character that matches your body type, make sure to include this in your answer.

The next step is to consider your character's feelings in the scene. Our body language changes depending on our emotional state. Confidence shows just as much in the way someone walks as fear does.

**IMPORTANT!**

Do not mention any physical choices that you didn't actually portray in the scene. This will bring your grade down for both the knowledge section and practical exam.

3. The working stage areas\*, giving an example of how and why one area was used in the scenes

Stage right and left are from the actor's perspective when facing the audience.

Upstage is towards the back of the stage.

Downstage is towards the audience.

The way I remember this is I imagine myself lying on the stage with my feet towards the audience. That way my right side is stage right. My left side is stage left. The upper part of my body is upstage. And the lower part is down stage.