



**LAMDA GRADED
EXAMINATIONS
IN PERFORMANCE
at WOAPA
ACTING**

GRADE: Grade 8 (Gold)

The LAMDA Grade 8 Award in Performance: Acting is designed to enable learners to develop a wide range of acting skills. Learners will perform their chosen scenes 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 and inform characterisation and engage the audience.

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

Interpretation

Perform the chosen 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 content and context of the chosen scenes.

know and understand the key principles and influences in the process of acting for one of the following practitioners: Constantin Stanislavski, Bertolt Brecht or Jerzy Grotowski (Grade 8 only).

Total examination time – 30 minutes.

Scene 1 (Own Choice): Interpretation and Technique

Learners will perform from memory one solo scene of their own choice which has been selected from a play written during one of the following periods:

(a) Ancient Greek and Roman (b) Elizabethan and Jacobean (c) Restoration and Post-Restoration

If a non-English language text is selected, translations of the original play into English must be used – adaptations are not allowed.

Scene 2 (Own Choice): Interpretation and Technique

Learners will perform from memory one scene of their own choice which has been selected from a play written during the period 1800 to 1980.

Scene 3 (Own Choice): Interpretation and Technique

Learners will perform from memory one solo scene of their own choice which has been selected from a play, television or film screenplay published post-1980.

ALL scene(s) must be a minimum of THREE minutes and no more than FIVE minutes in performance time EACH. The learner will present a brief introduction prior to the performance(s) of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. The three scenes must **NOT** be set from the “LAMDA Acting Anthology – Volume 3”. A legible copy of the scene should be provided for the examiner.

Knowledge - The learner will answer questions on the processes involved in developing the three characters for performance, the character’s role within the context of the play as a whole (one character from the three performed will be selected by the examiner at the time of the examination) the key principles and influences on acting for one of the following practitioners (chosen by the learner): Constantin Stanislavski, Bertolt Brecht, Jerzy Tamasha.

RQF Level: Level 3

Credit Value 24

| Learning Outcomes | Pass | Merit | Distinction |
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| Perform the chosen scenes from memory, demonstrating an understanding of the material | 1.1 Demonstrate a basic understanding of text and subtext 1.2 Communicate some understanding of the intentions and objectives of the characters portrayed. 1.3 Perform from memory with fluency, focus and spontaneity some of the time | 1.1 Demonstrate a secure understanding of text and subtext 1.2 Communicate 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 | 1.1 Demonstrate a total understanding of text and subtext 1.2 Communicate a total understanding of the intentions and objectives of the characters portrayed. 1.3 Perform from memory with fluency, focus and spontaneity all of the time |
| Use vocal skills in response to the text | 2.1 Sustain vocal control through to the end of some phrases 2.2 Use adequate modulation some of the time 2.3 Speak with clarity of diction some of the time 2.4 Respond vocally to some of the demands of the three characterisations | 2.1 Sustain vocal control through to the end of most phrases 2.2 Use adequate modulation most of the time 2.3 Speak with clarity of diction most of the time 2.4 Respond vocally to most of the demands of the three characterisations | 2.1 Sustain vocal control through to the end of all phrases 2.2 Sustain adequate modulation all of the time 2.3 Sustain clarity of diction all of the time 2.4 Respond vocally to all of the demands of the three characterisations |
| Create a physical response to the text | 3.1 Communicate a basic understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set 3.2 Make effective use of the performance space some of the time | 3.1 Communicate a secure understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set 3.2 Make effective use of the performance space most of the time | 3.1 Communicate a total understanding of the movement, posture, stance and gesture(s) required to portray the periods in which the chosen scenes are set 3.2 Sustain effective use of the performance space all of the time |
| Know and understand the content and context of the chosen scenes | 4.1 Give a brief explanation of the processes involved in developing the character, including how the key themes and characteristics were effectively portrayed. 4.2 Give a brief explanation of the role of the character portrayed, within the context of the play as a whole | 4.1 Give a secure explanation of the processes involved in developing the character, including how the key themes and characteristics were effectively portrayed. 4.2 Give a secure explanation of the role of the character portrayed, within the context of the play as a whole | 4.1 Give a detailed explanation of the processes involved in developing the character, including how the key themes and characteristics were effectively portrayed. 4.2 Give a detailed explanation of the role of the character portrayed, within the context of the play as a whole |
| Know and understand the key principles and influences in the process of acting for one of the listed practitioners | 5.1 Give a brief summary of the practitioner’s key principles and explain how these have influenced acting 5.2 Give a brief explanation how the practitioner’s key principles and influences have affected you as an actor | 5.1 Give a secure summary of the practitioner’s key principles and explain how these have influenced acting 5.2 Give a secure explanation how the practitioner’s key principles | 5.1 Give a detailed summary of the practitioner’s key principles and explain how these have influenced acting 5.2 Give a detailed explanation how the practitioner’s key principles and influences have affected you as an actor |

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| | | and influences have affected you as an actor | |
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