
Examination Content: Grade 4 Acting

Scene 1 (Set Scene): Interpretation and Technique

Solo Learners will perform from memory one set solo scene from the list provided below, or from the LAMDA Additional Set Piece List.

Duologue Learners will perform from memory one set duologue scene from the list provided below, or from the LAMDA Additional Set Piece List.

Combined Learners will either perform from memory either one set duologue scene together, or one set solo scene each from the lists provided below, or from the LAMDA Additional Set Piece List.

Solo Scenes

The Curious Incident of the Dog in the Night-Time by Simon Stephens,
adapted from the novel by Mark Haddon

Two Billion Beats by Sonali Bhattacharyya

A Woman of No Importance by Oscar Wilde, adapted by LAMDA

I Am Yusuf and This Is My Brother by Amir Nizar Zuabi

Women Beware Women by Thomas Middleton

Dance Nation by Clare Barron

The Two Gentlemen of Verona by William Shakespeare

Antigone by Lulu Raczka, adapted from the text by Sophocles

Nomad Motel by Carla Ching

A Doll's House by Henrik Ibsen, translated by Kenneth McLeish

Duologue Scenes

Glow by Manjinder Virk

Doctor Faustus by Christopher Marlowe

Heavy Weather by Lizzie Nunnery

Fast by Fin Kennedy

The Tempest by William Shakespeare

Everybody's Talking About Jamie: Teen Edition
by Tom MacRae and Dan Gillespie Sells

The Importance of Being Earnest by Oscar Wilde

Gone Too Far! by Bola Agbaje

The Maladies by Carmen Nasr

Frankenstein by Mary Shelley, adapted by LAMDA

The set scenes above are printed in full in the *LAMDA Acting Anthology – Volume 5*.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo Learners will perform from memory one solo scene of their own choice.

Duologue Learners will perform from memory one duologue scene of their own choice.

Combined Learners will perform from memory either one own choice duologue scene together, or one own choice solo scene each

If Learners choose to perform two set solo scenes for Scene 1, they must select an own choice duologue scene. If Learners choose to perform one set duologue scene for Scene 1, they must each select an own choice solo scene.

The own choice scene(s) must be selected from a published play or feature film or a published collection of solo or duologue scenes or be adapted from the dialogue of a published novel.

The scene must not be set anywhere in the *LAMDA Acting Anthology – Volume 5*.

Definitions of key terms such as ‘published’ and ‘feature film’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author and character prior to the performance. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene(s) must be a minimum of 2 minutes and no more than 4 minutes.

Knowledge

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

- How the characters are feeling in each scene and what they are trying to achieve
- How the physical characterisation in response to each situation helped to reflect the character's feelings, moods and thoughts
- The working stage areas*, giving an example of how and why one area was used in the scenes

*The Examiner will select four working stage areas from the following list: centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and wings. The Learner can select one of these to give an example of how and why it was used in the chosen piece, or the Examiner will ask a subsidiary question if no examples are naturally given.

Assessment and Grading Criteria: Grade 4 Acting

Learning Outcomes	Assesment Criteria
LO1: Perform two scenes from memory, demonstrating an understanding of the material	1.1 Demonstrate an understanding of the situation and place in which the characters live 1.2 Demonstrate an understanding of how the character feels, including showing their moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness
LO2: Use vocal skills to respond appropriately to the text	2.1 Sustain vocal control through and to the end of phrases 2.2 Use effective modulation 2.3 Speak with clarity of diction
LO3: Create a physical response to the text	3.1 Communicate the physicality of both characters through appropriate movement, posture, body language and facial expression 3.2 Make appropriate use of the performance space
LO4: Know and understand the characters, situations and staging in the chosen scenes	4.1 Describe how the characters feel in the scenes and what they are trying to achieve 4.2 Explain how your physical characterisation helped to reflect the character, their feelings, moods and thoughts 4.3 Identify the positions of up to four of the working stage areas, giving an example of how and why one area was used in your scenes