

# LAMDA

## Exams

**Performance 2024**  
Overview of updates for Teachers

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# General amends

- **Increased Accessibility for a range of Learners** – Enabling Reasonable Adjustments (RAs) whilst minimising the need for them
- **NO Changes table at the front of the syllabi.** All updates are summarised in this document.
- **New Teacher Support Materials available:** [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre/)

# General amends

## **New: Selecting pieces with sensitivity Guidance—**

Learners can play characters of any age, religion, race, gender and disability where it is suitable for the individual Learner and where the part can be played positively with full consideration of cultural sensitivity.

Unless explicitly stated in the Examination Content, Learners presenting a published or Set text should not change the text. Character names and pronouns should remain as originally written by the playwright/author. Where a piece includes an expletive word which is deemed to be too mature for a particular Learner, that word can be replaced for another word that maintains the intent of the author. Expletive words cannot be removed.

It is important in these contexts that Teachers work with Learners to ensure that they can perform their text in a way that allows the Learner to meet the Assessment Criteria. For example, 'to demonstrate an understanding of the character' the Learner must be able to portray the character in a way that complements the context within which pieces were originally written.

**Accent and language:** LAMDA welcomes Learners from all over the world and encourages performances in a wide range of individual accents. Whilst taking examinations, LAMDA encourages Learners to find clarity and intelligibility within their own accent rather than speaking in any particular accent.

# General amends

- **The Learner will.....** Is now... The Examiner will ask the Learner....
- **A legible copy....** Is now... A clean, legible, unannotated copy of the chosen poem should be provided for the Examiner.
- **Assessment Criteria wording** has been fully reviewed and all feedback from a range of stakeholders (including teachers and examiners) taken on board. Key changes to occur following this review include that Knowledge Criteria have been updated to make more Learner Friendly.

# Exam Regulation Updates - Performance

- **Expansion of the costume regulations:**

*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. Full costume changes during an examination are not permitted and any changes must be minimal and must not impact the flow of the exam.*

- **Expansion of the regulations around weapons**

*Real or authentic replica weapons are not permitted*

- **Expansion of regulations around playing more than one character - Acting**

*The Learner(s) should only play one character in their selected scenes. Multiple characters in a solo performance must only be played if the playwright or the style of the piece specifically calls for them to be played by one performer. This means, for example, that one Learner cannot adapt a Duologue to play both characters.*

- **Expansion of the third person in room regulation**

*No unauthorised person will be allowed to be present during the examination. An 'authorised person' is a person (that is not being assessed), who has been permitted by LAMDA Exams to enter the examination room in line with the requirements of the Learner's Reasonable Adjustment.*

# Exam Regulation Updates - Performance

- **Introduction of guidance on use of Music and Sound Effects**

*Where music and/or sound effects (live or recorded) are integrated into a performance, the Learner must provide and operate their own equipment. Any use of music and/or sound effects must not affect the flow or timing of the exam.*

# Exam Regulation Updates - Performance

- **Maximum Timescales Guidance Introduced**

*Where a maximum timescale is stated, if a Learner exceeds this time, the Examine will not mark anything presented after this time.*

- **Expansion of the regulations on the use of devices in an exam** . This regulation has been amended for each discipline to ensure that the use of devices and security is appropriate for each type of examination. Please refer to the Exam Regulations at the start of each Discipline Section (Acting, Devising Drama and Miming).

There is also further explanation in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre)

# Exam Regulation Updates – Performance: Acting

- **Own choice pieces**  
Must NOT share any text with a Set piece  
Must be published by a third-party publisher. Self-Published works are not allowed. Further guidance on how to check if pieces have been ‘Self-Published’ is detailed in the Teacher Support Materials available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre-London-academy-of-music-&-dramatic-art)
- **Expanded Set piece guidance:**  
Where Published Play or Feature Film is allowed/not allowed, the text now refers to the Definitions at the back of the syllabi.

## Use of Anthologies for Set or Own Choice Pieces:

- Acting Anthology Volume 4 or Volume 5 can be used to select Set Pieces from.
- Acting Anthology 4 can be used to select Own Choice Pieces from.
- Acting Anthology Volume 5 cannot be used to select Own Choice pieces from.
- An Own Choice and a Set Piece for one exam can be taken from Acting Anthology Volume 4.
- There is now an Additional Set Piece List which contains as a minimum the pieces from Acting Anthology Volume 4 available here: [Graded Examinations for Performance | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/Graded-Examinations-for-Performance-London-academy-of-music-&-dramatic-art). There may be additions to this list across the lifespan of the qualification in line with ongoing reviews.

To be informed of any updates to the Additional Set Piece List, or the panel review process, sign up to receive the Newsletter here: [LAMDA Exams Newsletter | London academy of music & dramatic art](https://www.lamda.ac.uk/LAMDA-Exams-Newsletter-London-academy-of-music-&-dramatic-art)

And keep an eye on our Noticeboard here: [LAMDA Exams Noticeboard | London academy of music & dramatic art](https://www.lamda.ac.uk/LAMDA-Exams-Noticeboard-London-academy-of-music-&-dramatic-art)

**LAMDA**  
Exams



# Performance syllabus – Acting EL

From

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

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

To

**LO4:** Understand the character in the scene and where the scene is taking place

- 4.1 Outline the feelings of the character in the scene
- 4.2 Describe the location of the scene

**Update:** The verb has been updated to clarify the depth and type of answer expected.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/About-LAMDA/Support-Materials/How-to-Guides-&-Download-centre)

# Performance syllabus – Acting L1

- Duologue Timing Increased from 20 to 25 minutes

## Grade 1

	to character and situation
<b>LO4: know and understand the characters and situations in the chosen scenes</b>	<p>4.1 Give a description of the appearance of the characters in the chosen scenes</p> <p>4.2 Give a description of the feelings of the characters in the chosen scenes</p> <p>4.3 Give a description of the location of the chosen scenes</p>

response to the text	
<b>LO4: Know and understand the characters and situations in the chosen scenes</b>	<p>4.1 Describe the location of the scenes</p> <p>4.2 Describe what the character would be wearing in the scenes and why they would be wearing it</p> <p>4.3 Outline how your characters feel in the scenes</p>

**Update:** Simplified and more specific wording in line with feedback.

# Performance syllabus – Acting L1

## Grade 2 Updates

- Duologue Timing Increased from 20 to 25 minutes

<b>LO4: know and understand the characters and situations in the chosen scenes</b>	<b>4.1</b> Give a description of the feelings of the characters in the chosen scenes <b>4.2</b> Give a description of the location of the chosen scenes <b>4.3</b> Give a description of what is happening in the chosen scenes
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<b>LO4:</b> Know and understand the characters and situations in the chosen scenes	<b>4.1</b> Describe the location of the scenes <b>4.2</b> Outline what is happening in the scenes <b>4.3</b> Give an overview of how the characters feel in each scene
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- The verbs have been updated to clarify the depth and type of answer expected and the wording simplified in line with feedback.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/guides-and-download-centre)

# Performance syllabus – Acting L1

## Grade 3 Updates

- Duologue Timing Increased from 20 to 25 minutes

<b>LO4: know and understand the characters and situations in the chosen scenes</b>	<p>4.1 Give a description of the location of the chosen scenes</p> <p>4.2 Give a description of what is happening in each of the chosen scenes</p> <p>4.3 Give a description of how the characters are feeling and the mood(s) of each scene</p>
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<b>LO4: Know and understand the characters and situations in the chosen scenes</b>	<p>4.1 Describe the location of the scenes</p> <p>4.2 Outline what is happening in each of the scenes and describe how the characters feel about the events</p>
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- The verbs have been updated to clarify the depth and type of answer expected and the wording simplified in line with feedback.
- Mood – was felt to be a complex concept at this level and as such in line with feedback, the AC was updated.

# Performance syllabus – Acting

## L2

### Grade 4 Updates

- Duologue Timing Increased from 30 to 35 minutes

LEARNING OUTCOMES	ASSESSMENT CRITERIA		
<b>LO1: perform two scenes from memory, demonstrating an understanding of the material</b>	1.1 Demonstrate an understanding of the situation and place in which the characters live 1.2 Demonstrate an understanding of the characters' moods and thoughts 1.3 Perform from memory with fluency, focus and naturalness	<b>LO1:</b> 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
<b>LO2: use vocal skills to respond appropriately to the text</b>	2.1 Sustain vocal control through to the end of phrases 2.2 Use adequate modulation 2.3 Speak with clarity of diction	<b>LO2:</b> 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
<b>LO3: create a physical response to the text</b>	3.1 Communicate the physicality of both characters through appropriate stance, movement, gesture(s) and facial expression 3.2 Make appropriate use of the performance space	<b>LO3:</b> 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
<b>LO4: know and understand the characters, situations and staging in the chosen scenes</b>	4.1 Describe how the characters are feeling in the chosen scenes and what they are trying to achieve 4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations 4.3 Demonstrate the positions of up to four of the working stage areas	<b>LO4:</b> 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

- **1.2 and 2.1** Slight update to improve the clarity of expectations
- **2.2** Adequate changed to Effective – more specific word, felt more objective
- **3.1** Stance raised as a challenging term to interpret – detailed review resulted in the new wording (Applied across all Qualifications, Levels, Grades and Units as required)
- **4.1 and 4.2** Review resulted in updated wording felt more appropriate
- **4.3** Examples allows for the demonstration of understanding of the terms

# Performance syllabus – Acting L2

## Grade 5 Updates

- Duologue Timing Increased from 30 to 35 minutes
- Adaptations made to Performance Criteria – Aligned to Grade 4 changes

<b>LO4: know and understand the characters, situations and staging in the chosen scenes</b>	<p>4.1 Describe how the characters are feeling in the chosen scenes and how they react to their situations</p> <p>4.2 Give a rationale behind the physical characterisation in response to the text and the characters' situations</p> <p>4.3 Give a description of the reasons for the choice of staging in the chosen scenes using the technical terminology of the working stage areas</p>
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<b>LO4:</b> Know and understand the characters, situations and staging in the chosen scenes	<p>4.1 Describe how the characters are feeling in the scenes and how they react to their situations</p> <p>4.2 Explain how your physical characterisation helped to reflect the character's feelings, moods and thoughts</p> <p>4.3 Explain the reasons for the staging choices in your scenes, using technical terminology of the working stage areas</p>
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- The verbs have been updated to clarify the depth and type of answer expected and the wording simplified in line with feedback.

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre/)

# Performance syllabus – Acting L3

- Duologue timings have been increased by 5 mins at each grade:

## Total Time Allowance

### Grade 6 – Bronze Medal

Solo – 25 minutes

Duologue – 40 minutes

### Grade 7 – Silver Medal

Solo – 30 minutes

Duologue – 45 minutes

### Grade 8 – Gold Medal

Solo – 35 minutes

Duologue – 50 minutes

- Modern period has been amended based on research and feedback – **From 2000 onwards to 1980 onwards**
- Dates have been clarified to include exact dates (From 2000 onwards to **From 1<sup>st</sup> January 1980**)

# Performance syllabus – Acting L3

## Grade 6 Updates

- Some simplifications in wording in the performance criteria – in line with previously covered amends and feedback

<b>LO4: know and understand the content and context of the chosen scenes</b>	<p>4.1 Give a summary of the character's objective in each of the chosen scenes</p> <p>4.2 Give an explanation of the role of each character portrayed, within the context of the play as a whole</p> <p>4.3 Give an explanation of the breathing techniques used to support the voice in each scene performed</p>
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<b>LO4:</b> Know and understand the content and context of the chosen scenes	<p>4.1 Summarise the character's objective in each of the scenes</p> <p>4.2 Explain the role of each character portrayed and how they contribute to the plot of each piece as a whole</p> <p>4.3 Explain how breathing techniques were used to support the voice in each scene performed</p>
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# Performance syllabus – Acting L3

## Grade 7 Updates

- Some simplifications in wording in the performance criteria – in line with previously covered amends and feedback

### **LO4: know and understand the content and context of the chosen scenes**

- 4.1 Give a summary of the character's objective in each of the chosen scenes
- 4.2 Give an explanation of the role of one of the characters portrayed, within the context of the play as a whole
- 4.3 Give an explanation of the writing style, and the period in which the chosen author was writing

### **LO4: Know and understand the content and context of the chosen scenes**

- 4.1 Summarise the character's objective in the scene
- 4.2 Explain the role of the character portrayed, within the context of the piece as a whole
- 4.3 Explain how your research into the dramatic style of the period of the piece affected the way you performed
- 4.4 Explain how the work and influences of the author are reflected in the piece as a whole

# Performance syllabus – Acting L3

## Grade 8 Updates

- Some simplifications in wording in the performance criteria – in line with previously covered amends and feedback
- **Additional Practitioners added:** The key principles and influences on acting for one of the following practitioners (chosen by the Learner\*): Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud, Joan Littlewood, **Meisner, Graeae Theatre Company, Uta Hagen, Talawa and Tamasha**

<b>LO4: know and understand the content and context of the chosen scenes</b>	<p>4.1 Give an explanation of the processes involved in developing the three characters for performance</p> <p>4.2 Give an explanation of the role of one of the characters portrayed, within the context of the play as a whole</p>
<b>LO5: know and understand the key principles and influences in the process of acting for one of the listed practitioners</b>	<p>5.1 Give a summary of the selected practitioner's key principles in the process of acting</p> <p>5.2 Give a summary of the selected practitioner's influence on the process of acting</p>

<b>LO4:</b> Know and understand the content and context of the chosen scenes	<p>4.1 Explain the processes involved in developing the character, including how the key themes and characteristics were effectively portrayed</p> <p>4.2 Explain the role of the character portrayed, within the context of the play as a whole</p>
<b>LO5:</b> Know and understand the key principles and influences in the process of acting for one of the listed practitioners	<p>5.1 Summarise the practitioner's key principles and explain how these have influenced acting</p> <p>5.2 Explain how the practitioner's key principles and influences have affected you as an actor</p>

# Performance syllabus – Devising Drama EL

- Stimulus update for the Devised scene –

From:

- a day out
- my favourite hobby
- animals

To:

- A day out
- My favourite hobby
- My favourite toy or game

**LO4: know and understand the content of the devised scene.**

- 4.1 Give an explanation of the reasons for the choice of theme
- 4.2 Give a description of where the scene takes place
- 4.3 Describe the story of the devised scene

**LO4: Know and understand the content of the devised scene**

- 4.1 Describe reasons for choosing the theme
- 4.2 Describe where the scene takes place
- 4.3 Describe the story of the scene

- Some simplifications in wording in the knowledge criteria – in line with previously covered amends and feedback

# Performance syllabus – Devising Drama L1

## Grade 1 Updates

- Duologue timing increased from 20 to 25 minutes
- Stimuli updated for Devised scene 1–

From:

- a letter
- a key
- a book

To:

- Something soft
- Something red
- Something to play

**LO4: know and understand the content and structure of the devised scenes**

- 4.1 Give a description of the appearance of each character
- 4.2 Give a description of the beginning, middle and end of each devised scene

**LO4:** Know and understand the content of the devised scene

- 4.1 Describe how the character looks and feels in each scene
- 4.2 Describe the beginning, middle and end of each devised scene

- Some simplifications in wording in the knowledge criteria – in line with previously covered amends and feedback

# Performance syllabus – Devising Drama L1

## Grade 2 Updates

- Duologue timing increased from 20 to 25 minutes
- Stimuli updated for Devised scene 2–

From:

- hat
- gloves
- umbrella

To:

- Hat
- Shoes
- Umbrella

**LO4: know and understand the content and structure of the devised scenes**

- 4.1 Give a description of the appearance of each character
- 4.2 Give a description of the beginning, middle and end of each devised scene

**LO4:** Know and understand the content of the devised scene

- 4.1 Describe how the character looks and feels in each scene
- 4.2 Describe the beginning, middle and end of each devised scene

- Some simplifications in wording in the knowledge criteria – in line with previously covered amendments and feedback

# Performance syllabus – Devising Drama L1

## Grade 3 Updates

- Duologue timing increased from 20 to 25 minutes

- Stimuli updated for Devised scene 1–

From:

**List A**

the farmer  
the student  
the zoo keeper

**List B**

frightened  
confused  
excited

To:

**List A**

A baker  
A teacher  
A film star

**List B**

A new job  
Meeting a new person  
Receiving a parcel

- Stimuli updated for Devised Scene 2–

From:

- magic
- mystery
- mayhem

To:

- A new taste
- A party
- A mystery

**LO4: know and understand the content and structure of the devised scenes**

- 4.1 Give a description of how each character is feeling in each scene
- 4.2 Give a description of the location of each scene
- 4.3 Give a description of the beginning, middle and end of each devised scene
- 4.4 Give a description of the changes of mood in each devised scene

**LO4: Know and understand the content and structure of the devised scenes**

- 4.1 Describe how each character is feeling
- 4.2 Describe the location of each scene
- 4.3 Describe the beginning, middle and end of each scene
- 4.4 Describe how you wanted the audience to feel in each scene

- Some simplifications in wording in the knowledge criteria – in line with previously covered amends and feedback

# Performance syllabus – Devising Drama L2

## Grade 4 Updates

- Duologue timing increased from 25 to 30 minutes

- Stimuli updated for Devised scene 1–

From:

- don't forget me
- it's great to hear from you
- it wasn't my fault

To:

- 'Get me out of here'
- 'I didn't know you'd be here'
- 'That's not yours'

- Stimuli updated for Devised Scene 2–

From: A visual stimulus To: A painting

*Learner must bring a picture of the painting into the exam room and use it in the performance*

- Slight amends to the wording of the performance criteria in line with feedback (AC3.1: through appropriate movement, posture, body language and facial expression)
- Amends to knowledge criteria in line with previous feedback and to encourage use of own examples to demonstrate understanding

**LO4: know and understand the preparation and content of the devised scenes**

- 4.1 Give an explanation of the reasons for the choice of phrase for Scene 1
- 4.2 Give a description of the planning and preparation of each devised scene
- 4.3 Demonstrate the positions of up to four of the working stage areas

**LO4:** Know and understand the preparation and content of the devised scenes

- 4.1 Explain the reasons for the choice of phrase for Scene 1
- 4.2 Describe the planning and preparation of each scene
- 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

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# Performance syllabus – Devising Drama L2

## Grade 5 Updates

- Duologue timing increased from 25 to 30 minutes

- Stimuli updated for Devised scene 1–

From:

- the interview
- the wrong room
- the party

To:

- The camping trip
- The waiting room
- The station

- Stimuli updated for Devised Scene 2–

From:

- verse
- prose
- dramatic text
- song lyrics

To:

- Digging
- Cooking
- Decorating

- Slight amends to the wording of the performance criteria in line with feedback (AC3.1: through appropriate movement, posture, body language and facial expression)
- Amends to knowledge criteria verbs to clarify the depth of answers required There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)

### LO4: know and understand the preparation and content of the devised scenes

- 4.1 Give an explanation of the reasons for the choice of title for Scene 1
- 4.2 Give an explanation of the reasons for the choice of stimulus for Scene 2
- 4.3 Give reasons for why the characters move as they do in each scene
- 4.4 Give a description of the reasons behind the choice of staging in the chosen scenes using the technical terminology of the working stage areas

### LO4: Know and understand the preparation and content of the devised scenes

- 4.1 Summarise the reasons for the choice of title and stimulus for each scene
- 4.2 Describe the planning and preparation of each scene
- 4.3 Outline why the characters move as they do in each scene
- 4.4 Summarise the reasons for the staging choices in your scenes, using technical terminology of the working stage areas



# Performance syllabus – Devising Drama L3

## Grade 6 Updates

- Duologue timing increased from 30 to 35 minutes

- Stimuli updated for Devised scene 1–

From:

- sight
- touch
- hearing
- taste
- smell

To:

- An advertisement
- A cooking competition
- A talk show
- A game show

- Stimuli updated for Devised Scene 2–

From: Contemporary Issue To: Contemporary News Article

- Slight amends to the wording of the performance criteria in line with feedback (AC3.1: through appropriate movement, posture, body language and facial expression)
- Some simplifications in wording in the knowledge criteria – in line with previously covered amends and feedback

<b>LO5: know and understand the content of the devised pieces</b>	5.1 Give a summary of the character's objective and mood in each devised scene and their reactions to other characters and/or events
<b>LO6: know and understand the devising process</b>	6.1 Give an explanation of the steps undertaken in the preparation of each devised scene 6.2 Give an explanation of what challenges were faced when devising the two scenes for performance, and how these were overcome

<b>LO5:</b> Know and understand the content of the devised pieces	5.1 Summarise the characters' objective and mood in each devised scene and their reactions to other characters and/or events
<b>LO6:</b> Know and understand the devising process	6.1 Explain the steps taken to prepare each devised scene 6.2 Explain the challenges faced when devising each scene, and how these were overcome in the performance

# Performance syllabus – Devising Drama L3

## Grade 7 Updates

- Duologue timing increased from 30 to 35 minutes

- Stimuli updated for Devised scene 1–

From:

- the unknown
- inspiration
- conflict
- envy
- power
- humour

To:

- The unexpected
- Conflict
- Beginnings
- Power
- Humour

- Slight amends to the wording of the performance criteria in line with feedback (AC3.1: through appropriate movement, posture, body language and facial expression)
- Some simplifications in wording in the knowledge criteria – in line with previously covered amends and feedback

<b>LO5: know and understand the content of the devised pieces</b>	5.1 Give a summary of the character's objective and mood in each devised scene and their reactions to other characters and/or events
<b>LO6: know and understand the devising process</b>	6.1 Give an explanation of the steps undertaken in the preparation of each devised scene 6.2 Give an explanation of what challenges were faced when devising the two scenes for performance, and how these were overcome

<b>LO5: Know and understand the content of the devised pieces</b>	5.1 Summarise the characters' objective and mood in each devised scene and their reactions to other characters and/or events
<b>LO6: Know and understand the devising process</b>	6.1 Explain the steps taken to prepare each devised scene 6.2 Explain the challenges faced when devising each scene, and how these were overcome in the performance

# Performance syllabus – Devising Drama L3

## Grade 8 Updates

- Duologue timing increased from 35 mins to 40.
- Stimuli updated for Devised scene 1,
- From:

Solo/Duologue Learners will perform a prepared scene of their own devising based on **one** of the works of William Shakespeare.

To:

**Solo/Duologue** Learners will perform a prepared scene of their own devising based on a classic literary work from the 19<sup>th</sup> or 20<sup>th</sup> Centuries.

- Amends to knowledge criteria verbs to clarify the depth of answers required There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre)

<b>LO5: know and understand the content of the devised pieces</b>	<p>5.1 Give an explanation of the research carried out in preparation for Scene 1</p> <p>5.2 Give an explanation of how style and period were conveyed in Scene 1</p> <p>5.3 Give a summary of the character's objective and mood in Scene 2 and their reactions to other characters and/or events</p>
<b>LO6: know and understand the devising process</b>	<p>6.1 Give an explanation of the steps undertaken in the preparation of each devised scene</p> <p>6.2 Give an explanation of the benefits of improvisation when devising drama</p>

<b>LO5: Know and understand the content of the devised pieces</b>	<p>5.1 Summarise the reasons for the choice of text used as a stimulus for Scene 1</p> <p>5.2 Outline the research carried out to prepare the devised scenes</p> <p>5.3 Explain how style and period were conveyed in the devised scenes</p> <p>5.4 Summarise the character's objective and mood in the devised scenes and their reactions to other characters and/or events</p>
<b>LO6: Know and understand the devising process</b>	<p>6.1 Summarise the steps taken to prepare each devised scene</p> <p>6.2 Explain the benefits of using improvisation to devise drama</p>

# Performance syllabus – All Miming

- Miming was identified as a qualification that could be excellent for Learners to access when they have a range of learning conditions that affect speech (e.g. non-verbal).
- On review of this discipline from an accessibility perspective, there were some characteristics/rules that needed to be changed.
- We have therefore introduced some changes across the qualification to improve accessibility, minimise the need for RA whilst still allowing for RAs to be made.

## **Key changes:**

- The option to verbally introduce or use a Sign to Introduce Pieces
- Use of a note pad or electronic device to write answers to knowledge questions
- Use of the above without the need for an RA application (if the Learner can fulfil the time requirements)
- Guidance to submit an RA if the Learner needs extra time to write their answers or requires additional adjustments.

# Performance syllabus – Miming Exam Regulations

## **Additions to the regulations:**

5. Where music and/or sound effects (live or recorded) are integrated into a performance, the Learner must provide and operate their own equipment. Any use of music and/or sound effects must not affect the flow or timing of the exam.
6. Electronic devices, such as mobile phones, tablets, e-readers and laptops cannot be brought into, or used in the examination room unless it is:
  - Required to play music/sound effects, is in airplane mode and the screen is visible to the examiner throughout the period of use
  - Authorised as part of a LAMDA authorised Reasonable Adjustment and is only used in line with the approved adjustment
  - Shown to the Examiner at the start of the Examination to verify its status (it is off or in airplane mode)
  - Only used for the part(s) of the exam where it is required and is placed out of the reach and view of the Learner for all other sections
  - Being used as an electronic note pad, does not breach any requirements laid out in this regulation and is used in line with the instructions laid out in regulation 11
8. The Learner(s) should only play one character in each Mime and/or Mime Scene(s).
10. Where a maximum timescale is stated, if a Learner exceeds this time, the Examiner will not mark anything presented after this time.
11. Knowledge questions for Mime exams may be answered verbally or by writing a response to the examiner's questions within the exam. If using writing as a method of communication, the Learner must provide all the resources to facilitate this. Paper or screens used to write responses must be clean and free from any notes or annotations. If a Learner can write their response on paper or an electronic note pad (in line with Regulation 6) in full view of the Examiner and does not require additional time to complete this, then there is no requirement to submit a Reasonable Adjustment. In the following circumstances, we highly recommend that a Reasonable Adjustment application is made in line with the timescales laid out in the LAMDA Policy (at least 6 weeks in advance of the exam date).
  - If a Learner requires extra exam time to write their responses
  - If a Learner communicates with the aid of a BSL or Makaton interpreter
  - If a Learner requires any other Reasonable Adjustments

## **We now offer the option for learners to present the title of their pieces, written on a sign at the start of the examination:**

The Examiner will ask the Learner(s) to announce the title prior to the performance. The learner can verbally provide this information, or they can prepare, in writing, on a sign that they can show to the Examiner. If a sign is used, the wording can be handwritten or printed, but must be clear and legible.

# Performance syllabus – Miming EL

- Solo Timing Increased from 10 to 15 minutes
- Duologue Timing Increased from 15 to 20 minutes
- Stimuli updated for the mime scene
- From:
  - the seaside
  - the classroom
  - the cave of treasure

To:

- The kitchen
- The café
- The park

- Some simplifications in wording in the knowledge criteria – in line with previously covered amends and feedback

**LO3: know and understand the content of the mime scene**

3.1 Give an explanation of the reasons for the choice of title for the mime scene

3.2 Give a description of the sequence of activities in the mime scene

**LO3: Know and understand the content of the mime scene**

3.1 Explain the reasons for the choice of title for the scene

3.2 Describe the sequence of activities in the scene

**LAMDA**  
Exams

# Performance syllabus – Miming L1

## Grade 1 Updates

- Solo Timing Increased from 10 to 20 minutes. Duologue Timing Increased from 15 to 25 minutes

- Stimuli updated for the mime

- From:

Solo/Duologue Learners will perform a prepared mime focusing on the use of the upper body, hands and face. The Learner(s) must use **one** of the following titles:

- blowing up a balloon
- brushing your teeth
- eating spaghetti

To:

**Solo/Duologue** Learners will perform a prepared mime focusing on the use of the upper body, hands and face. The Learner(s) must use one of the following titles:

- Styling your hair
- Eating cake
- Blowing bubbles

- Stimuli updated for the mime scene

- From:

- The sporting event :

To:

The swimming pool

# Performance syllabus – Miming L1

## Grade 1 Updates cont'd

- Amended Performance Criteria to increase accessibility for a range of Learners (where a Learner has a disability related to the upper body, please submit a reasonable adjustment applications)
- Some simplifications in wording in the performance criteria – in line with previously covered amends and feedback

<b>LO1: create and perform one mime and one mime scene</b>	<p>1.1 Create and perform a mime with a sequence of actions and reactions that focuses on the use of the upper body and hands</p> <p>1.2 Create and perform both pieces with a clear structure</p> <p>1.3 Demonstrate involvement with the content of both pieces</p> <p>1.4 Perform with concentration and focus</p>
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	<p>2.1 Perform the mime with clear and accurate hand movements</p> <p>2.2 Perform both pieces with expressive facial reaction</p> <p>2.3 Perform the mime scene with movement appropriate to the performance space</p>

<b>LO1: Create and perform one mime and one mime scene</b>	<p>1.1 Create and perform an appropriate sequence of actions and reactions</p> <p>1.2 Create and perform with a clear structure</p> <p>1.3 Demonstrate involvement with the content</p> <p>1.4 Perform with concentration and focus</p>
<b>LO2: Know and apply the techniques required to perform a mime and a mime scene</b>	<p>2.1 Perform with appropriate, clear and accurate movements</p> <p>2.2 Perform with expressive facial reactions</p> <p>2.3 Perform with movement appropriate to the performance space</p>



# Performance syllabus – Miming L1

## Grade 1 Updates cont'd

- Some simplifications in wording in the knowledge criteria – in line with previously covered amends and feedback

<b>LO3: know and understand the content of the mime and the mime scene</b>	<b>3.1</b> Give a description of the feelings of each character within the mime and mime scene  <b>3.2</b> Give a description of the sequence of events in the mime scene
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<b>LO3:</b> Know and understand the content of the mime and the mime scene	<b>3.1</b> Describe the feelings of each character <b>3.2</b> Describe the sequence of events in the mime scene
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# Performance syllabus – Miming L1

## Grade 2 Updates

- Solo Timing Increased from 10 to 20 minutes.
- Duologue Timing Increased from 15 to 25 minutes
- Stimuli updated for the mime scene
- From:

- the library
- the market
- the farm

To:

- The library
- The train station
- The zoo

# Performance syllabus – Miming L1

## Grade 2 Updates Cont'd

Some simplifications in wording of the assessment criteria – in line with previously covered amends and feedback

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime and one mime scene</b>	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on moving in a certain style 1.2 Create and perform both pieces with a clear structure 1.3 Demonstrate involvement with the content of both pieces 1.4 Perform with concentration and focus
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Perform the mime with clear and accurate foot movements 2.2 Perform both pieces with expressive facial reaction 2.3 Perform the mime scene with movement appropriate to the performance space
<b>LO3: know and understand the content of the mime and the mime scene</b>	3.1 Give a description of the feelings of each character within the mime and mime scene 3.2 Give a description of the movement and facial expression used in the mime 3.3 Give a description of the sequence of events in the mime scene

<b>LO1: Create and perform one mime and one mime scene</b>	1.1 Create and perform an appropriate sequence of actions and reactions 1.2 Create and perform with a clear structure 1.3 Demonstrate involvement with the content 1.4 Perform with concentration and focus
<b>LO2: Know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Perform with appropriate, clear and accurate movements 2.2 Perform with expressive facial reactions 2.3 Perform with movement appropriate to the performance space
<b>LO3: Know and understand the content of the mime and the mime scene</b>	3.1 Describe the feelings of each character 3.2 Describe the movement and facial expression used in the mime 3.3 Describe the sequence of events in the mime scene

# Performance syllabus – Miming L1

## Grade 3 Updates

- Solo Timing Increased from 10 to 20 minutes.
- Duologue Timing Increased from 15 to 25 minutes

- Stimuli updated for the mime scene

- From:

- getting dressed
- putting up a shelf
- getting into cold water

- Stimuli updated for the mime scene

- From:

- the funfair
- the sleepover
- trapped in a lift

To:

- Walking the dog
- Building a play fort
- Stepping onto hot sand

To:

- A night in a tent
- A trip in a rowing boat
- Trapped in a lift

# Performance syllabus – Miming L1

## Grade 3 Updates Cont'd

- Some simplifications and amendments in wording in the assessment criteria – in line with previously covered amends and feedback and to improve scope for reasonable adjustments when applications are made (AC1.1)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime and one mime scene</b>	1.1 Create and perform a mime with a sequence of actions and reactions that focuses on using the whole body 1.2 Create and perform both pieces with a clear structure 1.3 Demonstrate involvement with the content of both pieces 1.4 Perform with concentration and focus
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Perform the mime with clear and accurate hand and foot movements 2.2 Perform both pieces with expressive facial reaction 2.3 Perform the mime scene with movement appropriate to the performance space
<b>LO3: know and understand the content of the mime and the mime scene</b>	3.1 Give a description of the feelings of each character within the mime and mime scene 3.2 Give a description of the movement and facial expression used in the mime 3.3 Give a description of the place and situation in the mime scene

Learning Outcomes	Assesment Criteria
<b>LO1: Create and perform one mime and one mime scene</b>	1.1 Create and perform an appropriate sequence of actions and reactions 1.2 Create and perform with a clear structure 1.3 Demonstrate involvement with the content 1.4 Perform with concentration and focus
<b>LO2: Know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Perform with appropriate, clear and accurate movements 2.2 Perform with expressive facial reactions 2.3 Perform with movement appropriate to the performance space
<b>LO3: Know and understand the content of the mime and the mime scene</b>	3.1 Describe the feelings of each character 3.2 Describe the movement and facial expression used in the mime 3.3 Describe the place and situation in the mime scene

# Performance syllabus – Miming L2

## Grade 4 Updates

- Solo Timing Increased from 20 to 25 minutes.
- Duologue Timing Increased from 25 to 30 minutes
- Stimuli updated for the mime scene
- From:

Solo Learners will perform a prepared mime scene depicting a character and situation from the story of a book, film or play.

Duologue Learners will perform a prepared mime scene depicting a situation involving two characters from the story of a book, film or play.

To:

**Solo** Learners will perform a prepared mime scene depicting a character and situation from the story of a book.

**Duologue** Learners will perform a prepared mime scene depicting a situation involving two characters from the story of a book. Duo Learners must perform the mime scene together.

# Performance syllabus – Miming L2

## Grade 4 Updates Cont'd

Some simplifications and amendments in wording of the assessment criteria – in line with previously covered amends and feedback

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO1: create and perform one mime and one mime scene</b>	1.1 Create and perform a mime with a clear sequence of actions and reactions, depicting a character involved in a specific occupation 1.2 Create and perform a mime scene with a clear structure 1.3 Demonstrate involvement with the character and situation in the mime scene 1.4 Perform with concentration and focus
<b>LO2: know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Communicate the personal characteristics of both characters through appropriate stance, movement, gesture(s) and facial expression 2.2 Demonstrate controlled and coordinated movement 2.3 Perform the mime scene with movement appropriate to the performance space
<b>LO3: know and understand the content of the mime and the mime scene</b>	3.1 Give a description of the movements required to depict the character and occupation presented in the mime 3.2 Give an explanation of the reasons for the choice of character and situation in the mime scene and how the scene was developed 3.3 Give a description of how the character is feeling in the mime scene and how they react to the situation 3.4 Give an explanation of the use of the performance space in the mime and mime scene

Learning Outcomes	Assesment Criteria
<b>LO1: Create and perform one mime and one mime scene</b>	1.1 Create and perform an appropriate and clear sequence of actions and reactions 1.2 Create and perform with a clear structure 1.3 Perform with concentration and focus 1.4 Demonstrate involvement with the character and situation
<b>LO2: Know and apply the techniques required to perform a mime and a mime scene</b>	2.1 Communicate the personal characteristics of the characters through appropriate movement, posture, body language and facial expression 2.2 Demonstrate controlled and coordinated movement 2.3 Perform with movement appropriate to the performance space
<b>LO3: Know and understand the content of the mime and the mime scene</b>	3.1 Describe the movements used to depict the character and occupation in the mime 3.2 Explain the reasons for the choice of character and situation in the mime scene and how the scene was developed 3.3 Describe how the character is feeling in the mime scene and how they react to the situation 3.4 Explain the use of the performance space in each scene

# Performance syllabus – Miming L2

## Grade 5 Updates

- Solo Timing Increased from 20 to 25 minutes.
- Duologue Timing Increased from 25 to 30 minutes
  
- Stimuli updated for the mime scene
- From: Learners will perform a prepared mime depicting a mammal, bird or reptile
- To: Learners will perform a prepared mime depicting a mythical creature.
  
- Some simplifications of the assessment criteria wording: In line with previously covered amends and feedback
- Amends to knowledge criteria verbs to clarify the depth of answers required

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)

<b>LO3: know and understand the content of the mime and the mime scene</b>	<b>3.1</b> Give a description of the physical characteristics of the mammal, bird or reptile in the mime and how these affected movement
	<b>3.2</b> Give a description of the behaviour of the imagined character in the mime scene and the reaction of the mimed character to this behaviour
	<b>3.3</b> Give a description of how the interaction between the characters in the mime scene was created and developed
	<b>3.4</b> Give an explanation of the use of the performance space in the mime and mime scene

**L03:** Know and understand the content of the mime and the mime scene

- 3.1 Describe the physical characteristics of the creature depicted in the mime and how these affected movement
- 3.2 Describe the behaviour of the imagined characters in the mime scene and how you reacted to this behaviour
- 3.3 Summarise how the interaction between the characters in the mime scene was created and developed
- 3.4 Explain the use of the performance space in each scene



# Performance syllabus – Miming L3

## Grade 6 Updates

- Solo Timing Increased from 25 to 30 minutes.
- Duologue Timing Increased from 35 to 40 minutes
- Stimuli updated for the mime scene in line with feedback
  - From: Learners will perform a prepared mime scene of their own choice using a cultural or historical context.
  - To: Learners will perform a prepared mime scene of their own choice using a historical context.
- Some simplifications of the assessment criteria wording: In line with previously covered amends and feedback
- Amends to knowledge criteria verbs to clarify the depth of answers required

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides](#) & [Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](#)

**LO3: know and understand the content and context of the mime scenes**

- 3.1 Give an explanation of the techniques required to move in slow motion
- 3.2 Give an explanation of where the slow motion sequence was used in Mime Scene 1 and why it was incorporated at this particular point
- 3.3 Give a description of any changes of mood in Mime Scene 2
- 3.4 Give an explanation of how the cultural or historical context of Mime Scene 2 affected the way the character(s) moved

**LO3: Know and understand the content and context of the mime scenes**

- 3.1 Outline the techniques required to move in slow motion
- 3.2 Outline where the slow-motion sequence was used and explain why it was incorporated at this particular point
- 3.3 Summarise the changes of mood in Scene 2
- 3.4 Summarise how the historical context of Scene 2 affected character movement

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Exams

# Performance syllabus – Miming L3

## Grade 7 Updates

- Solo Timing Increased from 25 to 30 minutes.
- Duologue Timing Increased from 35 to 40 minutes.
- Stimuli updated for the mime scene
- From:

Solo/Duologue Learners will perform a prepared mime scene using **one** of the following words as a stimulus:

- red
- sorrow
- greed
- strength
- joy
- belief

To:

**Solo/Duologue** Learners will perform a prepared mime scene using one of the following words as a stimulus:

- Anticipation
- Fear
- Strength
- Joy
- Belief

Some simplifications of the assessment criteria wording: In line with previously covered amends and feedback

# Performance syllabus – Miming L3

## Grade 8 Updates

- Solo Timing Increased from 30 to 35 minutes.
- Duologue Timing Increased from 40 to 45 minutes.
- Some simplifications of the assessment criteria wording: In line with previously covered amends and feedback
- Amends to knowledge criteria verbs to clarify the depth of answers required

There is further guidance on how to understand the Verbs in the Teacher Support Materials Available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&Download-centre)

<b>LO3: know and understand the content and context of the mime scenes</b>	<p>3.1 Give a description of the techniques required to mime in a full face mask</p> <p>3.2 Give an explanation of the processes involved in developing the three mime characters for performance</p> <p>3.3 Give a description of how technique was balanced with emotional truth in the three mime scenes presented</p> <p><i>Continued on next page ▶</i></p>
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<b>L03: Know and understand the content and context of the mime scenes</b>	<p>3.1 Outline the techniques required to mime in a full-face mask</p> <p>3.2 Explain the processes involved in developing the characters for performance</p> <p>3.3 Describe how technique was balanced with emotional truth</p>
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# Performance syllabus – Miming L3

## Grade 8 Updates – Cont'd

LO4 has been updated to provide scope for selection of one influential practitioner, rather than selecting from the list. This update was made in line with feedback received.

**LO4: know and understand the influences on the development and presentation of mime for one of the following practitioners: Charlie Chaplin, Marcel Marceau, Etienne Decroux or Jacques Lecoq**

**4.1 Give a summary of the selected practitioner's influences on the development and presentation of mime**

**LO4:** Know and understand the influences on the development and presentation of mime for one influential practitioner

**4.1** Summarise the selected practitioner's influences on the development and presentation of mime

**Please note:** In order for the Learner to be able to fully meet all aspects of the assessment criteria, they must select a practitioner who has influenced the development and presentation of mime. Further detail can be found in Teacher Support Materials available here: [How to Guides & Download centre | London academy of music & dramatic art \(lamda.ac.uk\)](https://www.lamda.ac.uk/How-to-Guides-&-Download-centre)