

NEW ERA ACADEMY

NEA Entry level in Graded Examinations in Performance (Entry 2 and Entry 3)

Specification

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CONTENTS

SECTION A: QUALIFICATION SUMMARY	6
A.1 Aims and Broad Objectives	6
A.2 Progression	6
A.3 Qualification Structure	7
SECTION B: ASSESSMENT INFORMATION	7
B.1 Assessment Methodology	7
B.2 Expectations of Knowledge, Skills and Understanding	7
B.3 Quality Assurance	7
SECTION C: CANDIDATE ACCESS AND REGISTRATION	7
SECTION D: COMPLAINTS AND APPEALS	7
SECTION E: EQUAL OPPORTUNITIES POLICY	8
SECTION F: CONTACTS AND SUPPORT	8
APPENDIX 1: UNIT SPECIFICATIONS BY GRADE	9

Qualification Titles	Total no. of units	GLH	TQT
Acting – Preparatory	1	15	60
Acting Duologue – Preparatory	1	15	60
Acting Group – Preparatory	1	15	60
Acting Group Performance – Preparatory	1	15	60
Musical Theatre – Preparatory	1	15	60
Musical Theatre Duologue – Preparatory	1	15	60
Musical Theatre Group – Preparatory	1	15	60
Musical Theatre Group Performance – Preparatory	1	15	60
Miming – Preparatory	1	15	60
Miming Duologue – Preparatory	1	15	60
Miming Group – Preparatory	1	15	60
Devised Drama – Preparatory	1	15	60
Devised Drama Duologue – Preparatory	1	15	60
Devised Drama Group – Preparatory	1	15	60
Devised Drama Group Performance – Preparatory	1	15	60
Acting – Introductory	1	15	60
Acting Duologue – Introductory	1	15	60
Acting Group – Introductory	1	15	60
Acting Group Performance – Introductory	1	15	60
Musical Theatre – Introductory	1	15	60
Musical Theatre Duologue – Introductory	1	15	60
Musical Theatre Group – Introductory	1	15	60
Musical Theatre Group Performance – Introductory	1	15	60
Miming – Introductory	1	15	60
Miming Duologue – Introductory	1	15	60
Miming Group – Introductory	1	15	60
Devised Drama – Introductory	1	15	60

Devised Drama Duologue – Introductory	1	15	60
Devised Drama Group – Introductory	1	15	60
Devised Drama Group Performance – Introductory	1	15	60
Acting – Preliminary	1	15	60
Acting Duologue – Preliminary	1	15	60
Acting Group – Preliminary	1	15	60
Acting Group Performance – Preliminary	1	15	60
Musical Theatre – Preliminary	1	15	60
Musical Theatre Duologue – Preliminary	1	15	60
Musical Theatre Group – Preliminary	1	15	60
Musical Theatre Group Performance – Preliminary	1	15	60
Miming – Preliminary	1	15	60
Miming Duologue – Preliminary	1	15	60
Miming Group – Preliminary	1	15	60
Devised Drama – Preliminary	1	15	60
Devised Drama Duologue – Preliminary	1	15	60
Devised Drama Group – Preliminary	1	15	60
Devised Drama Group Performance – Preliminary	1	15	60
Acting – Preliminary	1	15	60
Acting Duologue – Preliminary	1	15	60
Acting Group – Preliminary	1	15	60
Acting Group Performance – Preliminary	1	15	60
Musical Theatre – Preliminary	1	15	60
Musical Theatre Duologue – Preliminary	1	15	60
Musical Theatre Group – Preliminary	1	15	60
Musical Theatre Group Performance – Preliminary	1	15	60
Miming – Preliminary	1	15	60
Miming Duologue – Preliminary	1	15	60

Miming Group – Preliminary	1	15	60
Devised Drama – Preliminary	1	15	60
Devised Drama Duologue – Preliminary	1	15	60
Devised Drama Group – Preliminary	1	15	60
Devised Drama Group Performance – Preliminary	1	15	60

Acting – Transition	1	15	60
Acting Duologue – Transition	1	15	60
Acting Group – Transition	1	15	60
Acting Group Performance – Transition	1	15	60
Musical Theatre – Transition	1	15	60
Musical Theatre Duologue – Transition	1	15	60
Musical Theatre Group – Transition	1	15	60
Musical Theatre Group Performance – Transition	1	15	60
Miming – Transition	1	15	60
Miming Duologue – Transition	1	15	60
Miming Group – Transition	1	15	60
Devised Drama – Transition	1	15	60
Devised Drama Duologue – Transition	1	15	60
Devised Drama Group – Transition	1	15	60
Devised Drama Group Performance – Transition	1	15	60

Assessment	
Form of Assessment	All assessment is by external assessment. Learners should register through their teacher or (qualification discipline) school for assessment, which will be carried out by an NEA examiner.
Examination Format	The examination (unit) specifications contain the title, learning outcomes (what has to be learnt) and assessment requirements (evidence on which the candidate is assessed). (See Appendix 1.)
Bands of Assessment	There are three bands of attainment: pass, merit or distinction.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by external assessment of Learners' work. A team of external examiners is appointed, trained and standardised by NEA and the qualifications conform to the normal quality assurance procedures and processes operated by NEA.

SECTION A: Qualification Summary

Welcome to the NEA specification for:

NEA Entry Level Awards in Graded Examination in Performance (Entry 2 and Entry 3)

This specification is designed to give teachers and learners practical information on the NEA Entry Level Graded Examinations in Performance run by NEA

If you have any general queries about these qualifications or any other NEA qualifications, then please do not hesitate to call us on 0330 133 1885 or email us at exams@neweraacademy.co.uk

A.1 Aims and Broad Objectives

The aim of the NEA Entry Level Graded Examinations in Performance at Entry levels 2 and 3 are to provide Learners with the opportunity to obtain recognised qualifications in:

Acting
Musical Theatre
Mime
Devised Drama

The qualifications also aim to encourage personal self-confidence and group awareness and develop a general appreciation of performance skills in various disciplines.

The purpose of NEA's Entry Level Graded Examinations in Performance are to motivate and encourage Learners of all ages and levels through a system of progressive mastery and to provide a form of training that develops and enhances skills, knowledge and understanding, in a safe and consistent way. The qualifications are not only beneficial to those studying performance skills as a recreational pursuit but could also prepare Learners for further learning by helping them to develop their skills and enabling them to progress to the next level.

These qualifications are suitable for Learners in the pre-16 age group.

A.2 Progression

The NEA Entry Level Graded Examinations in Performance provide a progression route through the Entry levels 2 and 3 and to Level 1. It can be argued that the NEA Entry Level Graded Examinations in Performance are not strictly speaking 'vocational' in that it is not absolutely essential for entry into Speech & Drama. However, it remains a positive means of determining progress and enables Learners to learn the necessary techniques to allow them to progress to further study. NEA's Entry Level Graded Examinations in Performance operate according to a well-established methodology of 'progressive mastery'. It allows Learners to be tested in discrete stages in the development of a wide range of skills.

A.3 Qualification Structure

An NEA Entry Level Graded Examination in Performance consists of pre-prepared elements, all of which are performance based. They are single unit qualifications in which Learners are asked to undertake performance-based assessment as specified in the relevant syllabus. The unit specifications for each grade can be found in Appendix 1 below. For more information on qualification structure and content in a particular discipline please contact us for a copy of the relevant syllabus on 0330 133 1885 or exams@neweraacademy.co.uk

Qualifications can be taken by learners working alone, in pairs (duologue) or in groups. There are two separate types of group examinations. Examinations which are titled 'group' allow learners to be examined in a group performance, however the individual learners are assessed on their individual skills, knowledge and understanding. Examinations which are titled 'group performance' are examined as a group with the focus of assessment on the learner's contribution to the success of the group performance overall.

The qualifications have 15 Guided Learning Hours (GLH). This is also specified in the unit template in Appendix 1.

SECTION B: Assessment Information

B.1 Assessment Methodology

The underlying philosophy for assessment is that Learners should receive credit for positive achievement, and that all should be encouraged to reach their full potential.

All assessment of these qualifications is external and is undertaken by NEA Examiners. Please see www.neweraacademy.co.uk for more detail about how NEA marks and grades its qualifications.

B.2 Expectations of Knowledge, Skills and Understanding

The Graded Examination system is based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamentals of the skills demanded in each grade. Learners will be able to complete a set of performance skills sequences (the complexity and variety of which are determined by which qualification is being attempted), which allow them to demonstrate discipline-specific artistic appreciation. These technical and performance skills set a firm platform for further technical and artistic development by the Learner.

B.3 Quality Assurance

All NEA Entry Level Graded Examinations in Performance are standardised according to the processes and procedures laid down by NEA.

SECTION C: Candidate Access and Registration

The qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access them

There are no prerequisites for other qualifications to have been completed and no specified knowledge, skills or understanding required prior to taking NEA Entry Level Graded Examinations in Performance. It is expected, however, that for successful learning, the skills demanded in each grade are to be mastered before progressing to the next.

Please email exams@neweraacademy.co.uk for details about registering Learners for NEA examinations.

SECTION D: Complaints and Appeals

Please see www.neweraacademy.co.uk for details about how we operate our complaints and appeals procedures.

SECTION E: Equal Opportunities Policy

NEA is committed to a comprehensive policy of equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities, without regard to: race, religion, colour, sex, age, national origin, disability or sexual orientation and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate entering an examination receives less favourable treatment on grounds not relevant to good candidate practice.

Our equal opportunities policy can be found at www.neweraacademy.co.uk.

SECTION F: Contacts and Support

New Era Academy (Speech and Drama)
2, Aglaia Road
Worthing
West Sussex
BN11 5SN

Telephone Number: 0330 133 1885

Email: exams@neweraacademy.co.uk

Website: www.neweraacademy.co.uk

Appendix 1: Unit Specifications by Grade

Unit specifications are divided into learning outcomes and assessment requirements:

- Learning Outcome - a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Requirements - the evidence upon which the candidate is assessed
- **Technique**
- The technical skills required in the preparation and performance of the selection. This includes vocal technique, stagecraft and teamwork where appropriate
- **Interpretation**
- The artistic realisation of the selection presented demonstrating appropriate qualities required for performance. This includes the appreciation of and the thought process in achieving the writer's intention
- **Communication**
- To demonstrate the ability to share mentally, vocally and physically in both performance and discussion to an appropriate standard
- **Discussion**
- To convey the knowledge required for the level and to be able to participate in an exchange of ideas to an appropriate standard

Pass:

Learners must:

- adequately achieve the Learner outcomes
- perform their selections
- demonstrate satisfactory preparation
- show a basic background knowledge of all selections
- show a basic understanding of any theory set

Merit:

Learners must:

- adequately achieve the Learner outcomes
- show preparation has been thorough
- demonstrate their work clearly, expressively and enthusiastically
- demonstrate good attention to detail
- show a good background knowledge of all selections
- show a good understanding of any theory set

Distinction:

Learners must:

- adequately achieve the Learner outcomes
- demonstrate that work is of a really high standard
- fully meet the requirements of the syllabus
- present work that is artistic, well communicated, technically correct and altogether excellent
- show an excellent background knowledge of all selections
- show an excellent background knowledge of any theory set

Unit specifications also give details of the Credit Value (notional learning) and the Guided Learning Hours (GLH), which represent the indicative teaching time for the unit.

Title:	Acting – Preparatory		
Level:	Entry 2		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2	Perform a scene arranged for one character to an appropriate standard Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the character

Title:	Acting Duologue – Preparatory		
Level:	Entry 2		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2	Perform a scene arranged for two characters to an appropriate standard Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the characters

Title:	Acting Group – Preparatory		
Level:	Entry 2		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard Show basic theatrical skills to establish character and situation Demonstrate some sense of teamwork

Title:	Acting Group Performance– Preparatory		
Level:	Entry 2		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard Show basic theatrical skills to establish character and situation Participate in the group performance

2.	Be able to discuss character	2.1	Participate in a group discussion about their character.

Title:	Acting – Introductory		
Level:	Entry 2		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene arranged for one character to an appropriate standard Perform a contrasting scene arranged for one character to an appropriate standard. Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the character

Title:	Acting Duologue – Introductory		
Level:	Entry 2		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene arranged for two characters to an appropriate standard Perform a contrasting scene arranged for two characters to an appropriate standard Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the character

Title:	Acting Group – Introductory		
Level:	Entry 2		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard Show basic theatrical skills to establish character and situation Demonstrate some sense of teamwork

Title:	Acting Group Performance– Introductory		
Level:	Entry 2		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard Show basic theatrical skills to establish character and situation Actively participate in the group performance
2.	Be able to discuss character	2.1	Actively participate in a group discussion about their character.

Title:	Acting – Preliminary		
Level:	Entry 3		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene arranged for one character to an appropriate standard Perform a contrasting scene arranged for one character to an appropriate standard. Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the character

Title:	Acting Duologue – Preliminary		
Level:	Entry 3		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene arranged for two characters to an appropriate standard Perform a contrasting scene arranged for two characters to an appropriate standard Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the character

Title:	Acting Group – Preliminary		
Level:	Entry 3		
TQT:	60		
GLH:	15		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	

1.	Know the techniques of dramatic performance	1.1	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard
		1.2	Show basic theatrical skills to establish character and situation
		1.3	Demonstrate some sense of teamwork
		1.4	

	Title:	Acting Group Performance – Preliminary	
	Level:	Entry 3	
	TQT:	60	
	GLH:	15	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of dramatic performance	1.1	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard
		1.2	Show basic theatrical skills to establish character and situation
		1.3	Contribute to the group performance
		1.4	
2.	Be able to discuss character	2.1	Contribute to a group discussion about their character.

Title:	Acting – Transition		
Level:	Entry 3		
GLH:	15		
TQT:	60		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene arranged for one character to an appropriate standard Perform a contrasting scene arranged for one character to an appropriate standard. Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the character

Title:	Acting Duologue – Transition		
Level:	Entry 3		
GLH:	15		
TQT:	80		
Credit Value:	8		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3	Perform a scene arranged for two characters to an appropriate standard Perform a contrasting scene arranged for two characters to an appropriate standard Demonstrate basic skills of creative interpretation
2.	Understand the techniques involved in preparing a role	2.1	Meaningfully discuss the characters

Title:	Acting Group – Transition		
Level:	Entry 3		
TQT:	60		
GLH:	15		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	
1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard Show basic theatrical skills to establish character and situation Demonstrate some sense of teamwork

Title:	Acting Group Performance – Transition		
Level:	Entry 3		
TQT:	60		
GLH:	15		
Learning Outcomes The Learner will:		Assessment Criteria The Learner can:	

1.	Know the techniques of dramatic performance	1.1 1.2 1.3 1.4	Perform a scene or a One-Act play with energy and sense of performance to an appropriate standard Show basic theatrical skills to establish character and situation Contribute positively to the group
2.	Be able to discuss character	2.1	Contribute positively to a group discussion about their character.

	Title:	Musical Theatre – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one song of Learner's choice to an appropriate level
		1.2	Demonstrate confidence, enjoyment and sense of performance
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss the chosen song

	Title:	Musical Theatre Duologue – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one song of Learner's choice to an appropriate level
		1.2	Demonstrate confidence, enjoyment and sense of performance
		1.3	Demonstrate some sense of teamwork
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss the chosen song

	Title:	Musical Theatre Group – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one scene from a film or stage musical to include acted sequences and one or more songs to an appropriate standard
		1.2	Demonstrate confidence and sense of shared performance when working in ensemble

	Title:	Musical Theatre Group Performance – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one song from a musical or film and create a short scene to lead into it.

		1.2	Demonstrate confidence and sense of shared performance when working in ensemble
		1.3	Participate in the group performance
2.	Be able to participate in group discussion	2.1	Participate in group discussion about the song

	Title:	Musical Theatre – Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one song of Learner's choice to an appropriate level
		1.2	Demonstrate confidence, enjoyment and sense of performance
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss the chosen song and the reason for choosing it

	Title:	Musical Theatre Duologue – Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one song of Learner's choice to an appropriate level
		1.2	Demonstrate confidence, enjoyment and sense of performance
		1.3	Demonstrate some sense of teamwork
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss the chosen song and the reason for choosing it

	Title:	Musical Theatre Group – Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques for musical theatre performance	1.1	Perform one scene from a film or stage musical to include acted sequences and one or more songs to an appropriate standard
		1.2	Demonstrate confidence and sense of shared performance when working in ensemble

	Title:	Musical Theatre Group Performance – Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques for musical theatre performance	1.1	Perform one song from a film or stage musical at an appropriate standard and create a short scene to lead into it

		1.2	Demonstrate confidence and sense of shared performance when working in ensemble
		1.3	Actively participate in the group performance
2.	Be able to participate in group discussion	2.1	Actively participate in group discussion about the song and why they chose it

	Title:	Musical Theatre – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one song of Learner's choice to an appropriate level Demonstrate confidence, enjoyment and sense of performance
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss the chosen song and the characters who sing them

	Title:	Musical Theatre Duologue – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one song of Learner's choice to an appropriate level
		1.2	Demonstrate confidence, enjoyment and sense of performance
2.	Understanding the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss the chosen song and the characters who sing them

	Title:	Musical Theatre Group – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one scene from a film or stage musical to include acted sequences and one or more songs to an appropriate standard
		1.2	Demonstrate confidence and sense of shared performance when working in ensemble

	Title:	Musical Theatre Group Performance – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know the techniques of musical theatre performance	1.1	Perform one song from a film or stage musical at an appropriate standard and create a short scene to lead into it

		1.2	Demonstrate confidence and sense of shared performance when working in ensemble
		1.3	Contribute to the group performance
2.	Be able to participate in group discussion	2.1	Contribute to a group discussion about the characters who sing the song

	Title:	Musical Theatre – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Know the techniques of musical theatre performance	1.1 1.2 1.3	Perform two songs of Learner's choice to an appropriate level Display basic techniques in acting and singing to achieve competent tuning, clarity of diction and projection to an appropriate standard Demonstrate confidence, enjoyment and sense of performance
2.	Understand the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss the meaning of the songs and the characters who sing them.

	Title:	Musical Theatre Duologue – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Credit Value:	8	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Know the techniques of musical theatre performance	1.1 1.2 1.3 1.4	Perform two songs of Learner's choice to an appropriate level Display basic techniques in acting and singing to achieve competent tuning, clarity of diction and projection to an appropriate standard Demonstrate confidence, enjoyment and sense of performance Demonstrate increasing teamworking skills
2.	Understanding the techniques involved in preparing a musical theatre role	2.1	Meaningfully discuss the meaning of the songs and the characters who sing them.

	Title:	Musical Theatre Group – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Credit Value:	8	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Know the techniques of musical theatre performance	1.1 1.2	Perform one scene from a film or stage musical to include acted sequences and one or more songs to an appropriate standard Demonstrate confidence and sense of shared performance when working in ensemble

	Title:	Musical Theatre Group Performance – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Credit Value:	8	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Know the techniques of musical theatre performance	1.1	Perform one song from a film or stage musical to an appropriate standard and create a short scene to lead into it
		1.2	Demonstrate confidence and sense of shared performance when working in ensemble
		1.3	Contribute positively to the group
2.	Be able to participate in group discussion	2.1	Contribute positively to a group discussion about the song including: <ul style="list-style-type: none"> • The meaning • The characters who sing it

	Title:	Miming – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Credit Value:	6	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Know and understand techniques involved in narrative mime	1.1	Perform a narrative mime on one the subject listed in the syllabus showing clear content and demonstrating a sense of preparation.
		1.2	Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and creative techniques

	Title:	Miming Duologue – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Credit Value:	6	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Know and understand techniques involved in narrative mime	1.1	Perform a narrative mime on one the subject listed in the syllabus showing clear content and demonstrating a sense of preparation.
		1.2	Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic

		1.3	physical and interpretation techniques Contribute positively to the group
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	Title:	Miming Group – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Credit Value:	6	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand the techniques involved in narrative mime	1.1	Mime any extract from a story as set by the syllabus to an appropriate level, using imagination to interpret familiar scenarios and characters
		1.2	Perform a narrative mime of the group's choosing demonstrating basic physical and interpretation skills to clearly create and perform the story and characters
		1.3	Show sense of ease, enjoyment and cooperation in working with others.

	Title:	Miming – Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand techniques involved in occupational mime	1.1	Perform an occupational mime as outlined by the syllabus showing clear content and demonstrating a sense of preparation.
2.	Know and understand techniques involved in narrative mime.	1.2	Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and interpretation techniques

	Title:	Miming Duologue – Introductory	
	Level:	1	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand techniques involved in occupational mime	1.1	Perform an occupational mime as outlined by the syllabus showing

2.	Know and understand techniques involved in narrative mime.	1.2	clear content and demonstrating a sense of preparation. Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and interpretation techniques
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	Title:	Miming Group – Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand techniques involved in narrative mime.	1.1	Mime any extract from a story as set by the syllabus to an appropriate level, using imagination to interpret familiar scenarios and characters
		1.2	Perform a narrative mime of the group's choosing demonstrating basic physical and interpretation skills to clearly create and perform the story and characters
		1.3	Show sense of ease, enjoyment and cooperation in working with others

	Title:	Miming – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand techniques involved in a narrative mime	1.1 1.2	Perform an occupational mime as outlined by the syllabus showing clear content and demonstrating a sense of preparation. Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and interpretation techniques

	Title:	Miming Duologue – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand techniques involved in occupational mime	1.1	Perform an occupational mime as outlined by the syllabus showing clear content and demonstrating a sense of preparation.
2.	Know and understand techniques involved in narrative mime.	1.2	Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and interpretation techniques

	Title:	Miming Group – Preliminary	
	Level:	Entry 2	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand techniques involved in narrative mime	1.1 1.2 1.3	Mime any extract from a story as set by the syllabus to an appropriate level, using imagination to interpret familiar scenarios and characters Perform a narrative mime of the group's choosing demonstrating basic physical and interpretation skills to clearly create and perform the story and characters Show sense of ease, enjoyment and cooperation in working with others

	Title:	Miming – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand the techniques involved in mime	1.1 1.2	Perform an occupational mime on one the subject listed in the syllabus showing clear content and demonstrating a sense of preparation. Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and interpretation techniques

	Title:	Miming Duologue – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand the techniques involved in mime	1.1 1.2	Perform an occupational mime on one the subject listed in the syllabus showing clear content and demonstrating a sense of preparation. Perform an own choice narrative mime showing clear story, content and preparation and demonstrating confidence in the use of basic physical and interpretation techniques

	Title:	Miming Group – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Know and understand techniques involved in narrative mime	1.1 1.2 1.3 1.4	Mime any extract from a story as set by the syllabus to an appropriate level, using imagination to interpret familiar scenarios and characters Perform a narrative mime of the group's choosing demonstrating basic physical and interpretation skills to clearly create and perform the story and characters Show sense of ease, enjoyment and cooperation in working with others

	Title:	Devised Drama – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT	60	
	Credit Value:	6	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show some structure to the scene and believability to the character Clearly show other imagined character/s within the scene, where relevant, to an appropriate level Show spatial awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene

	Title:	Devised Drama Duologue – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Be able to devise a scene and create character	1.1 1.2 1.3 1.4 1.5	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Clearly show and react to the other character/s and imagined third parties, where relevant within the scene, to an appropriate level Show structure to the scene and believability to the character Show special awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene

	Title:	Devised Drama Group – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Clearly show and react to the other character/s and imagined third parties, where relevant within the scene, to an appropriate level Show structure to the scene and believability to the character Show special awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2 1.3	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene Show teamwork to an appropriate level.

	Title:	Devised Drama Group Performance – Preparatory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	60	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Show spatial awareness to an appropriate level Participate in the group performance
2.	Show understanding of character preparation	2.1	Participate in a group discussion about the scene

	Title:	Devised Drama – Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Be able to devise a scene and create a character	1.1 1.2	Create a scene as outlined by the syllabus Show some structure to the scene and believability to the character

		1.3	Clearly show other imagined character/s within the scene, where relevant, to an appropriate level
		1.4	Show spatial awareness to an appropriate level
2.	Show understanding of character preparation	2.1	Be questioned whilst in role
		2.2	Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene

	Title:	Devised Drama Duologue – Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show some structure to the scene and believability to the character Clearly show other imagined character/s within the scene, where relevant, to an appropriate level Show spatial awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene

	Title:	Devised Drama Group – Introductory	
	Level:	1	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1.	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Clearly show and react to the other character/s and imagined third parties, where relevant within the scene, to an appropriate level Show structure to the scene and believability to the character Show special awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2 1.3	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene Show teamwork to an appropriate level.

	Title:	Devised Drama Group Performance– Introductory	
	Level:	Entry 2	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1.	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Show spatial awareness to an appropriate level Actively participate in the group performance I
2.	Show understanding of character preparation	2.1	Actively participate in a group discussion about the scene

	Title:	Devised Drama – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1,	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show some structure to the scene and believability to the character Clearly show other imagined character/s within the scene, where relevant, to an appropriate level Show spatial awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene

	Title:	Devised Drama Duologue – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	
1,	Be able to devise a scene and create a character	1.1 1.2 1.3	Create a scene as outlined by the syllabus Show some structure to the scene and believability to the character Clearly show other imagined character/s within the scene, where relevant, to an appropriate level

		1.4	Show spatial awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene

	Title:	Devised Drama Group – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1,	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Clearly show and react to the other character/s and imagined third parties, where relevant within the scene, to an appropriate level Show structure to the scene and believability to the character Show special awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2 1.3	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene Show teamwork to an appropriate level.

	Title:	Devised Drama Group Performance – Preliminary	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1,	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Show spatial awareness to an appropriate level Contribute to the group performance
2.	Show understanding of character preparation	2.1	Contribute to a group discussion about the scene

	Title:	Devised Drama – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	70	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1,	Be able to devise a scene and create a character	1.1 1.2 1.3	Create a scene as outlined by the syllabus Show some structure to the scene and believability to the character Clearly show other imagined character/s within the scene, where relevant, to an appropriate level

		1.4	Show spatial awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene

	Title:	Devised Drama Duologue – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1,	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show some structure to the scene and believability to the character Clearly show other imagined character/s within the scene, where relevant, to an appropriate level Show spatial awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene

	Title:	Devised Drama Group – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes The Learner will:		Assessment Criteria The Learner can:
1,	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Clearly show and react to the other character/s and imagined third parties, where relevant within the scene, to an appropriate level Show structure to the scene and believability to the character Show special awareness to an appropriate level
2.	Show understanding of character preparation	2.1 2.2 1.3	Be questioned whilst in role Understand character and situation, demonstrating ability to extend imaginative ideas, respond spontaneously and maintain character outside prepared scene Show teamwork to an appropriate level.

	Title:	Devised Drama Group Performance – Transition	
	Level:	Entry 3	
	GLH:	15	
	TQT:	80	
	Learning Outcomes		Assessment Criteria

	The Learner will:		The Learner can:
1,	Be able to devise a scene and create a character	1.1 1.2 1.3 1.4	Create a scene as outlined by the syllabus Show structure to the scene and believability to the character Show spatial awareness to an appropriate level Contribute positively to the group !
2.	Show understanding of character preparation	2.1	Contribute positively to a group discussion about the scene