

# Level 2

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RQF Level: 2

Grade 4	Credit Value: 10	Guided Learning Hours: 40 (hours) Total Qualification Time: 100 (hours)
Grade 5	Credit Value: 12	Guided Learning Hours: 50 (hours) Total Qualification Time: 120 (hours)

## Level Description

The LAMDA *Level 2 Award in Musical Theatre: Solo/Duo* is designed to enable Learners to develop a range of skills in acting through song. **Learners will perform two songs and one spoken song from memory.** The three songs presented must all be from different published works of musical theatre or film musicals. The performance will be audible and intelligible with vocal contrast through which mood and meaning are communicated. Learners will be able to demonstrate understanding of the material, leading to an imaginative interpretation in which there is application of appropriate technical skills. Effective preparation and study will be evident, leading to a performance. Use of voice, body and space will be effectively combined to communicate the text and music and engage the audience.

## LEARNING OUTCOMES

On completion of this Grade the Learners will be able to:

### Interpretation

**LO1:** perform two songs and one spoken song from memory, demonstrating an understanding of the material

### Technique

**LO2:** use vocal skills in response to the chosen songs

**LO3:** create a physical response to the chosen songs

### Knowledge

**LO4:** know and understand the characters, situations and staging of the chosen songs

**LO5:** know and understand the context of the chosen songs

**LO6:** know and understand technical terminology for the actor/singer (Grade 5 only)

## Total Time Allowance for Each Grade

Solo – 25 minutes

Duo – 30 minutes

**GRADE 5**

Songs can be performed either in the original context of the musical or in a context devised by the Learner(s). The Knowledge questions must be answered in relation to the original context of the musical.

***Song 1 (Own Choice): Interpretation and Technique***

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

The song chosen must be taken from a different musical from that presented for Song 2 and the Spoken Song. The performance must be a minimum of three minutes and no more than four minutes in performance time. The spoken dialogue must be included in the overall performance time of each song. The performance must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

***Song 2 (Own Choice): Interpretation and Technique***

Solo Learners will perform from memory one solo song of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

Duo Learners will perform from memory one duo song (duet) of their own choice taken from a published work of musical theatre or from a film musical. The performance must consist of one song and include **a minimum of 30 seconds and no more than one minute of published or devised spoken dialogue in character**, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song.

The song chosen must be taken from a different musical from that presented for Song 1 and the Spoken Song. The performance must be a minimum of three minutes and no more than four minutes in performance time. The spoken dialogue must be included in the overall performance time of each song. The performance must be accompanied.

The Learner(s) must announce the title, lyricist/composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

### ***Spoken Song (Own Choice): Interpretation and Technique***

Solo Learners will perform from memory one solo spoken song of their own choice, **performed as a spoken dramatic monologue, without melody and rhythm**. The song lyrics must be taken from a published work of musical theatre or from a film musical.

Duo Learners will perform from memory one duo spoken song (duet) of their own choice, **performed as a spoken dramatic duologue, without melody and rhythm**. The song lyrics must be taken from a published work of musical theatre or from a film musical.

The song lyrics chosen must be taken from a different musical from that presented for Song 1 and Song 2. It must be a minimum of two minutes and no more than three minutes in performance time.

The Learner(s) must announce the title, lyricist/ composer and character prior to the performance. A copy of the lyrics must be provided for the Examiner.

**For Song 1 and Song 2, the Learner(s) must present published or devised spoken dialogue *in character* within the song. This must be a cohesive part of the performance, either leading naturally into the song and/or linking two sections of the song together and/or concluding the song. The spoken dialogue must be included in the overall performance time of each song and must be a minimum of 30 seconds and no more than one minute in length.**

## Knowledge

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

- How the character is feeling and how they react to their situation in one of the three chosen songs (*selected by the Examiner at the time of the examination*)
- The reasons for the chosen staging in one of the three chosen songs using technical terminology of the working stage areas (*selected by the Examiner at the time of the examination*)
- How the published or devised spoken dialogue was selected and developed for one of the sung songs (*selected by the Examiner at the time of the examination*)
- The key themes in the musical or film musical from which one of the sung songs has been taken (*selected by the Examiner at the time of the examination*)
- Technical terminology for the actor/singer:  
The Learner(s) will be asked to define **three** technical terms for the actor/singer (*selected by the Examiner at the time of the examination*) from the following list: Crescendo, diminuendo, tempo, harmony, unison, acapella, and overture.

The Learner(s) will be required to know all the technical terms listed above in preparation for the examination.

## Level 2 Marking Scheme

ASSESSMENT TASK		MARKS	TOTAL MARKS
Song 1 (Own Choice)	Interpretation	15	30
	Technique	15	
Song 2 (Own Choice)	Interpretation	15	30
	Technique	15	
Spoken Song (Own Choice)	Interpretation	10	20
	Technique	10	
Knowledge			20
Total Marks			100

## Attainment Bands

AWARD	TOTAL MARKS
Pass	50–64
Merit	65–79
Distinction	80+

## Assessment and Grading Criteria

### LEVEL 2: GRADE 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
LO1 Perform two songs and one spoken song from memory, demonstrating an understanding of the material	1.1 Demonstrate an understanding of the place and period in which the characters live 1.2 Demonstrate an understanding of the characters' moods and thoughts 1.3 Perform from memory with fluency and focus and naturalness
LO2 Use vocal skills in response to the chosen songs	2.1 Perform with audibility appropriate to the performance space 2.2 Perform with clarity of diction 2.3 Sustain vocal control through to the end of phrases 2.4 Sing the melody with accuracy in the sung songs 2.5 Sing the rhythm with accuracy in the sung songs
LO3 Create a physical response to the chosen songs	3.1 Communicate the personal characteristics of each character through appropriate stance, movement, gesture(s) and facial expression 3.2 Make effective use of the performance space through appropriate staging
LO4 Know and understand the characters, situations and staging of the chosen songs	4.1 Give a description of how the character is feeling and how they react to their situation in one of the three songs 4.2 Give a description of the reasons for the chosen staging in one of the three songs using technical terminology of the working stage areas 4.3 Give a description of how the published or devised text was selected and developed for one of the sung songs

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>LO5 Know and understand the context of the chosen songs</b>	5.1 Give an explanation of the key themes in the musical or film musical from which one of the sung songs has been taken
<b>LO6 Know and understand technical terminology for the actor/singer</b>	6.1 Give definitions of three technical terms for the actor/singer

The following information describes what skills and knowledge a Learner needs to present in order to attain marks for Pass, Merit or Distinction for Level 2 Solo/Duo Musical Theatre Examinations. A Learner who completes the external assessment but either does not meet the minimum pass criteria mark for a Pass or fails to satisfy one or more of the stated Assessment Criteria will be graded as a Fail. This is irrespective of the total marks accumulated. Duologue Learners are assessed individually against the Assessment Criteria.

### ***Distinction (80–100 Marks)***

A Learner who achieves a Distinction grade will have demonstrated a detailed understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics throughout. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm throughout. The Learner will have given detailed answers in response to the questions about their chosen songs. They will have demonstrated four working stage areas correctly (Grade 4 only) and defined three technical terms for the actor/singer (Grade 5 only).

### ***Merit (65–79 Marks)***

A Learner who achieves a Merit grade will have demonstrated a secure understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics most of the time. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm most of the time. The Learner will have given secure answers in response to the questions about their chosen songs. They will have demonstrated three out of four working stage areas correctly (Grade 4 only) and defined three technical terms for the actor/singer (Grade 5 only).

### ***Pass (50–64 Marks)***

A Learner who achieves a Pass grade will have demonstrated a basic understanding of the place, period and character mood within the chosen material, performed from memory. The Learner will have used the performance space effectively with appropriate staging and use of personal characteristics some of the time. They will have also sung with sustained vocal control, using appropriate audibility, fluency, focus, clear diction, and accurate melody and rhythm some of the time. The Learner will have given basic answers in response to the questions about their chosen songs. They will have demonstrated two out of four working stage areas correctly (Grade 4 only) and defined three technical terms for the actor/singer (Grade 5 only).

### ***Fail (0–49 Marks)***

A Learner whose examination is graded as a Fail will have been unable to demonstrate an understanding of the material and memory will have been insufficient. They will not have responded with appropriate vocal skills or they will not have created an effective physical response to the chosen material. There will have been an insufficient understanding of repertoire, content, context or techniques required for the subject area and Grade.

It should also be noted that a Learner who completes the external assessment but who either does not meet the minimum pass criteria mark for a Pass or fails to satisfy one or more of the stated Assessment Criteria (irrespective of the total marks they accumulate) will be graded as a Fail.

In these circumstances, the Examiner will identify the Assessment Criteria/Criterion not met in the Learner Examination Report (LER).