MUSICAL THEATRE

SYLLABUS SPECIFICATION **PREMIERE–GRADE 8**

![paa Performance Arts Awards]

Musical Theatre
Syllabus Specification

PREMIERE TO GRADE 8

Revised: November 2017

RSL Awarding the Contemporary Arts

All supporting material can be downloaded from
www.rslawards.com

Acknowledgements

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Supporting Audio & Video

In addition to the syllabus specification, we have also provided supporting audio and video to give teachers and candidates additional help and guidance when studying for a PAA exam.

Access the supporting content at:

www.rslawards.com/performance-arts/syllabus

All teachers and candidates should use the supporting audio and video alongside this syllabus specification before taking a PAA exam.

Contents

Total Qualification Time Allocations for Graded Examinations

Qualification	Guided Learning Hours	Practice Hours	Total Qualification Time	Credit Value
Premiere	8	22	30	3
Debut	10	30	40	4
Grade 1	12	48	60	6
Grade 2	16	64	80	8
Grade 3	18	82	100	10
Grade 4	20	110	130	13
Grade 5	24	126	150	15
Grade 6	26	144	170	17
Grade 7	30	160	190	19
Grade 8	40	200	240	24

Assessment Summary

Assessment	
Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks underpinning the technical and performance assessment.
Unit Format	Unit specifications contain the Title, Unit Code, Credit Level, Credit Value, Learning Outcomes, Assessment Criteria, Grade Descriptor, and types of evidence required for the unit.
Bands of Attainment	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

SECTION A: QUALIFICATION SUMMARY

A.1 Aims and Broad Objectives

The aim of the Musical Theatre qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Musical Theatre.

The purpose of RSL's graded qualifications is to motivate and encourage candidates of all ages and levels through a system of progressive mastery and to develop and enhance skills, knowledge and understanding in a safe and consistent way. The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement.

These qualifications are suitable for learners in the Under 16, 16+, 16–18, and 19+ age groups.

A.2 Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to FE and HE courses. Graded qualifications operate according to a well established methodology of 'progressive mastery'. They tend to be more rigorous than other types of exams, and for that reason industry professionals are confident that candidates achieving the highest level of graded qualifications will have the skills necessary to work in other areas of the business.

A.3 Qualification Structure

A graded qualification consists of a range of both practical and knowledge based tasks which are based on detailed requirements outlined in the relevant syllabus.
Therefore, requirements for each grade will be set out in detail in the Unit Specifications and the Learning Outcomes and Assessment Criteria for each unit will require knowledge, skills and understanding of these syllabus requirements to be demonstrated at the grade entered.

A.4 Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for your Musical Theatre grades, please visit the RSL website at www.rslawards.com

SECTION B: ASSESSMENT INFORMATION

B.1 Assessment Methodology

The graded examinations in Musical Theatre are assessed through three components:
- Performance
- Technical Skills Demonstration
- Understanding and Reflection

Premiere candidates are assessed on their:
- Performance: Acting, Singing, Dancing **[90% of marks]**
- Understanding and Reflection **[10% of marks]**

Debut to Grade 8 candidates are assessed on their:
- Performance: Acting, Singing, Dancing **[60% of marks]**
- Technical skills **[30% of marks]**
- Understanding and Reflection **[10% of marks]**

B.2 Expectations of Knowledge, Skills and Understanding

The graded examination system is one 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 fundamental skills demanded in each grade.
Learners will be able to complete a set of practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate Musical Theatre knowledge, skills and understanding relevant to the grade. These technical skills set a firm platform for further technical and creative development by the learner.

B.3 Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.

SECTION C: CANDIDATE ACCESS AND REGISTRATION

C.1 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 the qualifications

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world. Dates will be published on the website at **www.rslawards.com**

C.2 Recommended Prior Learning

Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

SECTION D: COMPLAINTS AND APPEALS

All procedural complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations, can be found on the RSL website **www.rslawards.com**

SECTION E: EQUAL OPPORTUNITIES POLICY

RSL's Equal Opportunities policy can be found on the RSL website **www.rslawards.com**

SECTION F: CONTACTS FOR HELP & SUPPORT

All correspondence should be directed to:

RSL
Harlequin House
Ground Floor
7 High Street
Teddington
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TW11 8EE

Or **paa@rslawards.com**

Overview

The Performance Arts Awards (PAA) examinations are an ideal way for teachers and students to measure, assess and reward progress throughout the year. Performance Arts Awards are a part of the RSL family, awarding the Contemporary Arts in music through Rockschool and the Performing Arts through PAA.

Introduction

Musical Theatre exams encourage the development of learners within a group performance. RSL was the first examination board to assess group performances in Musical Theatre, awarding each candidate an individual grade and certification.

Candidates are required to demonstrate their practical skills through a group performance and a technical skills demonstration, and to demonstrate their understanding through a discussion with the examiner.

Candidates taking a PAA examination will not only gain practical performance skills but are also encouraged to reflect on their performance and the rehearsal process, developing their understanding of the material, characters, and the creative choices made on and off the stage. RSL is proud to offer an accessible exam for all candidates, encouraging development of well-rounded and highly skilled performers. PAA encourage creativity; the performance material selected is of free choice to the teacher or candidates. Candidates perform acting, singing and dancing throughout the examination in a format that can be tailored to suit each centre and its students.

The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabi, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examination Regulation (Ofqual). RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabi, examinations and resources.

Safeguarding including Health & Safety

RSL takes the Safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. An outline of these is provided on the website:
▶ **www.rslawards.com/about-us/safeguarding**

A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the examination.

RSL and UCAS

For students applying for work or University, many potential employers see Graded Performance Exams in a very positive way. Recognised qualifications demonstrate an ability to dedicate commitment to extra-curricular activities, providing evidence of versatility which many students find beneficial within UCAS (Universities & Colleges Admissions Service) applications and for University entrance interviews.

Our qualifications carry allocated points on the UCAS tariff. For full details relating to the allocation of points for our qualifications, please see:
▶ **www.rslawards.com/about-us/ucas-points**

Period of Operation

This syllabus specification covers Musical Theatre Graded Examinations from November 2017.

Estimated Examination Time

(based on groups of eight candidates – Group Exam performance format option):

- **PREMIERE:**
  Performance: 6–8 minutes
  Understanding & Reflection: 10 minutes

- **DEBUT:**
  Performance: 8–10 minutes
  Technical Skills Demonstration and Understanding & Reflection: 20 minutes

- **GRADE 1:**
  Performance: 10–12 minutes
  Technical Skills Demonstration and Understanding & Reflection: 25 minutes

- **GRADE 2:**
  Performance: 12–14 minutes
  Technical Skills Demonstration and Understanding & Reflection: 25 minutes

- **GRADE 3:**
  Performance: 14–16 minutes
  Technical Skills Demonstration and Understanding & Reflection: 25 minutes

- **GRADE 4:**
  Performance: 16–18 minutes
  Technical Skills Demonstration and Understanding & Reflection: 30 minutes

- **GRADE 5:**
  Performance: 18–20 minutes
  Technical Skills Demonstration and Understanding & Reflection: 30 minutes

- **GRADE 6:**
  Performance: 20–23 minutes
  Technical Skills Demonstration and Understanding & Reflection: 35 minutes

- **GRADE 7:**
  Performance: 23–26 minutes
  Technical Skills Demonstration and Understanding & Reflection: 40 minutes

- **GRADE 8:**
  Performance: 26–30 minutes
  Technical Skills Demonstration and Understanding & Reflection: 45 minutes

Please note: Estimated examination times may vary accordingly to the number of candidates and grade/s selected in the group. Where there are more than eight candidates in the group the examination time will increase to allow candidates to repeat the performance at the request of the examiner.

Examination Levels

PAA Musical Theatre examinations are offered at four levels:

- **ENTRY LEVEL** – Premiere and Debut
- **LEVEL 1**: Grades 1–3
- **LEVEL 2**: Grades 4–5
- **LEVEL 3**: Grades 6–8

Recommended Ages for PAA Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

Grade Qualification	Suggested Entry Age	RQF Level
Premiere	4–5 years	Entry Level 2
Debut	5–6 years	Entry Level 3
1	7–8 years	Level 1
2	9–10 years	Level 1
3	11–12 years	Level 1
4	13–14 years	Level 2
5	15–16 years	Level 2
6	16+	Level 3
7	16+	Level 3
8	16+	Level 3

Uniform for PAA Examination

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to Health & Safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dance wear is appropriate and allows examiners to see the body, line and form clearly
- The choice of dance shoes or bare feet is appropriate to the style
- All jewellery is removed
- Any costume or props used during the performance are carefully considered

Marking schemes and attainment bands

The examination is marked with credits awarded through:

■ Performance, and Understanding and Reflection for Premiere candidates

■ Performance, Technical Skills Demonstration, and Understanding and Reflection for Debut to Grade 8 candidates

Premiere Candidates

THE PERFORMANCE

Component 1 (LO1) ..../90

UNDERSTANDING AND REFLECTION

Component 3 (LO3) ..../10

TOTAL: ....**out of 100**

Debut–Grade 8 Candidates

THE PERFORMANCE

Component 1 (LO1) ..../60

TECHNICAL SKILLS DEMONSTRATION

Component 2 (LO2) ..../30

UNDERSTANDING AND REFLECTION

Component 3 (LO3) ..../10

TOTAL: ....**out of 100**

The attainment bands for Musical Theatre graded examinations are as follows:

Attainment Bands	
Unclassified	0–49%
Pass	50–64%
Merit	65–84%
Distinction	85% and above

Unit specifications

Content:
   The skills and understanding required at each grade.
   The Musical Theatre content is divided into:
      ■ **two** examined components at Premiere;
         – The Performance
         – Understanding & Reflection
      ■ **three** examined components at Debut to Grade 8;
         – The Performance
         – Technical Skills Demonstration
         – Understanding & Reflection

Assessment Criteria:
   Criteria against which the candidate is assessed

Learning Outcome:
   A statement of what has been demonstrated as a result of the successful completion of the assessment criteria

Grade Descriptor:
   An indication of the level of attainment required for each attainment band (Unclassified, Pass, Merit or Distinction) at each grade.

1 PERFORMANCE

The performance consists of a group piece of musical theatre, performed from memory, in which candidates perform a range of acting, singing and dancing throughout. Performances can include candidates from **Premiere to Grade 8** and must have a **minimum of two** candidates.

There are two Performance format options:

Group Exam   OR   Show Exam

This is typically a class of candidates at a similar grade level. Candidates **must** perform for the specified duration per grade. If the Group Exam consists of candidates at different grades, the performance must meet the minimum duration for the highest grade in the group. A Group Exam can be extracts from musicals or original work. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.** If there are more than eight candidates in the group the performance must be repeated.

This is typically a large group/whole school of more than 25 candidates. Candidates **must** perform for the minimum duration required at the grade for which they are entered. A Show Exam can be a full production of a musical, a variety show consisting of extracts from musicals or original work. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.**

Please contact RSL for assistance with selecting a Performance format option most appropriate to your centre.

Notes for Groups Exams and Show Exams:
- All candidates must wear their allocated candidate number on the **front and back** of their clothing throughout the performance
- Candidates must perform a range of acting, singing and dancing throughout
- A member of staff **must be present** for the performance component of the examination
- Both performance formats can include students who are not exam candidates as long as the minimum number of exam candidates has been met
- A member of staff must operate the music playback equipment
- The school's uniform is sufficient, however, costume and props are permitted
- An audience is permitted

2 TECHNICAL SKILLS DEMONSTRATION

Prior to, or following the performance, each candidate will undertake the Technical Skills Demonstration. This consists of acting, singing or dancing skills demonstrated through a series of short exercises designed to be achievable during a class warm up or technical workshop over a number of weeks.

- **PREMIERE** – There is no Technical Skills Demonstration
- **DEBUT** – The Technical Skills Demonstration gives candidates the opportunity to share imaginative ideas and build confidence in an exam setting
- **GRADES 1–5** – Candidates will prepare any **one** of the technical skills as chosen by the **Teacher**. All candidates will demonstrate technical skills from the **same** discipline
- **GRADES 6–8** – Candidates will choose and prepare any **one** of the technical skills

The Technical Skills Demonstration is performed to the examiner in groups. From Debut to Grade 5, **all** candidates in the **same** performance group will demonstrate technical skills in the **same** discipline. From Grades 6 to 8, candidates will specialise by demonstrating technical skills in **one** discipline of **their choice**.

Candidates must be arranged into groups by the **teacher in advance of the examination day**. Please refer to the content description for each grade for group size requirements. Candidates may be arranged into even smaller groups where necessary, e.g. in order to perform different song extracts appropriate to vocal range.

As students progress through the grades, the time, length, complexity and technical demand required for this element of the examination is increased. More details about the Technical Skills Demonstration can be found in the content description for each grade.

A member of staff **must** be present for any component of the examination that requires the operation of music playback equipment. A member of staff **must** be present throughout Singing and Dancing Technical Skills Demonstrations to operate the music and/or to provide a starting note or clapping rhythm where necessary. Staff must **not** direct, lead or influence the candidates in any way. For the Acting Skills Demonstration, a member of staff does not need to be present.

An audience is **not** permitted for the Technical Skills Demonstration.

3 UNDERSTANDING AND REFLECTION

The examination is concluded with an Understanding and Reflection discussion facilitated by the examiner. Candidates will be asked to share ideas on the given topic based on the performance seen in the examination. As students progress through the grades, the questions become more complex, and include a discussion about the rehearsal process and the importance of the technical skills required for each discipline.

The understanding and reflection discussion must take place **after** the Performance and Technical Skills Demonstration.

Candidates must be arranged into groups by the **teacher in advance of the examination day**.

An audience is **not** permitted for the Understanding and Reflection component of the examination.

Please note that a member of staff does not need to be present for the Understanding and Reflection component of the examination.

Suggested Repertoire

PAA exams encourage creativity and do not make any compulsory recommendations for material selection. However, each performance is required to adhere to the required performance duration. Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific grade they are entering. Performance Arts Awards have a catalogue of repertoire and a list of performance ideas. The repertoire can be accessed via our website: **www.rslawards.com/performance-arts**

General Notes

On the day of the examination, the Principal is required to meet with the examiner to discuss any absences or changes to the day. The examiner will take a register before every examination.

Centres must provide examiners with an adequate table, chair, lighting and refreshments. Examiners must not sit in close proximity to the audience at any time.

Centres must provide an appropriate space to conduct a Musical Theatre examination and at least one room in addition to the performance space to conduct the Technical Skills Demonstration and Understanding and Reflection components of the examination. A member of staff **must** be present for the Performance component of the examination. A member of staff **must** be present for any component of the examination that requires the operation of music playback equipment or a starting note or clapped rhythm to be provided. A member of staff **must** be on hand to support the organisation of candidates and to chaperone candidates from the examination once completed.

The nature of each performance will be unique to your particular centre, however, certain criteria must be met for candidates to be assessed successfully. It is the teacher's responsibility to read the Assessment Criteria and Grading Descriptors for each grade. Teachers must ensure candidates are actively involved throughout the examination and perform a sufficient amount of material in all three disciplines.

Staff must not lead, direct or influence the candidates during any component of the examination, and the examiner reserves the right to stop the examination in such instances. A reasonable level of prompting is permitted at Premiere only.

Candidates must be arranged into groups for the Technical Skills Demonstration and Understanding and Reflection components by the **teacher in advance of the examination day**. For advice regarding candidate grouping please contact RSL.

ENTRY LEVEL

PREMIERE | CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of six minutes and a maximum of eight minutes in duration.

A Show Exam performance must be a minimum of six minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. An appropriate level of prompting is acceptable and will not have a negative impact on the candidate's final grade. Staff must not lead, teach or take part in the performance.

Acting

Candidates must have a **minimum of one solo spoken line**. Narration is acceptable.

Singing

Candidates must perform **as a group for a minimum of a verse and a chorus**.

Dancing

Candidates must perform a **collection of basic dance steps as a group for a minimum of a verse and chorus**.

2 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.
Topics will be:

■ The character's appearance
■ The candidate's favourite part of the performance

PREMIERE **|** LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Entry Level Award in Musical Theatre Performance – Entry 2
Level	Entry Level 2
Credit Value	3
Guided Learning Hours	8
Total Qualification Time	30

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate simple acting, singing and dancing, to include: ■ Expression ■ Communication ■ Technique
Learning Outcome 3:	
The learner will understand individual content and context in musical theatre	Give a brief description on a given topic relevant to the performance, including: ■ The character's appearance ■ The candidate's favourite part of the performance

PREMIERE **|** GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–42)	Pass (Mark range: 43–57)	Merit (Mark range: 58–75)	Distinction (Mark range: 76–90)
Inability to demonstrate acting, singing and dancing at a simple level. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Technique	Evidence of acting, singing and dancing at a simple level. To include the following some of the time: ■ Expression ■ Communication ■ Technique	Evidence of acting, singing and dancing at a simple level. To include the following for the majority of the time: ■ Expression ■ Communication ■ Technique	Evidence of acting, singing and dancing at a simple level. To include the following throughout: ■ Expression ■ Communication ■ Technique

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
Inability to demonstrate awareness of the following at a basic level: ■ The character's appearance ■ The candidates favourite part of the performance	Demonstrate a basic awareness of the following some of the time: ■ The character's appearance ■ The candidates favourite part of the performance	Demonstrate a basic awareness of the following for the majority of the time: ■ The character's appearance ■ The candidates favourite part of the performance	Demonstrate a basic awareness of the following throughout: ■ The character's appearance ■ The candidates favourite part of the performance

ENTRY LEVEL

DEBUT **|** CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of eight minutes and a maximum of 10 minutes in duration.

A Show Exam performance must be a minimum of eight minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Prompting is no longer permitted. Staff must not lead, teach or take part in the performance.

Acting

Candidates must have a **minimum of one solo spoken line**. Narration is acceptable.

Singing

Candidates must perform **as a group for a minimum of a verse and a chorus.**

Dancing

Candidates must perform a **collection of basic dance steps as a group for a minimum of a verse and chorus**.

2 TECHNICAL SKILLS DEMONSTRATION

Debut candidates are introduced to the Technical Skills Demonstration element of the PAA exams through storytelling and improvisation.

Candidates will be arranged into groups (maximum eight candidates). Each group will be given a character from the following list:

- Lion
- Witch
- Monkey
- Clown

Candidates will be provided with the opportunity to develop their character through improvised movement and characterisation. Candidates will be asked to portray the assigned character to the set music provided by RSL. Candidates should aim to show creativity and characterisation throughout the music.

Download the set PAA Debut Technical Skills Music at **www.rslawards.com/performance-arts**

A member of staff must be present to support the organisation of the students and operation of the music during the technical skills assessment.

For further guidance please visit: **www.rslawards.com**

DEBUT | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The candidate's favourite part of the performance
- Character relationships

DEBUT | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Entry Level Award in Musical Theatre Performance – Entry 3
Level	Entry Level 3
Credit Value	4
Guided Learning Hours	10
Total Qualification Time	40

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate simple acting, singing and dancing, to include: ■ Expression ■ Communication ■ Technique
Learning Outcome 2:	
The learner will demonstrate technical skills relevant to musical theatre	■ Communicate a character using simple facial expression and movement
Learning Outcome 3:	
The learner will understand individual content in musical theatre	Give a basic description on a given topic relevant to the performance, to include: ■ The candidate's favourite part of the performance ■ Character relationships

DEBUT | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing at a basic level. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Technique	Evidence of acting, singing and dancing at a basic level. To include the following some of the time: ■ Expression ■ Communication ■ Technique	Evidence of acting, singing and dancing at a basic level. To include the following for the majority of the time: ■ Expression ■ Communication ■ Technique	Evidence of acting, singing and dancing at a basic level. To include the following throughout: ■ Expression ■ Communication ■ Technique

2 LEARNING OUTCOME 2 (The Technical Skills)
The learner will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of basic technical skills. An inability to demonstrate the following: ■ Characterisation ■ Dynamic values ■ Timing	Evidence of technical skills at a basic level. To include the following some of the time: ■ Characterisation ■ Dynamic values ■ Timing	Evidence of technical skills at a basic level. To include the following for the majority of the time: ■ Characterisation ■ Dynamic values ■ Timing	Evidence of technical skills at a basic level. To include the following throughout: ■ Characterisation ■ Dynamic values ■ Timing

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
Inability to demonstrate awareness of the following at a basic level: ■ The candidate's favourite part of the performance ■ Character relationships	Demonstrate a basic awareness of the following some of the time: ■ The candidate's favourite part of the performance ■ Character relationships	Demonstrate a basic awareness of the following for the majority of the time: ■ The candidate's favourite part of the performance ■ Character relationships	Demonstrate a basic awareness of the following throughout: ■ The candidate's favourite part of the performance ■ Character relationships

LEVEL 1

GRADE 1 **|** CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of 10 minutes and a maximum of 12 minutes in duration.

A Show Exam performance must be a minimum of 10 minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of two solo spoken lines**.

Singing

Candidates must perform a **full song as a group for a minimum of one minute**.

Dancing

Candidates must perform a **range of dance steps as a group for a minimum of one minute.**

GRADE 1 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below. All candidates will demonstrate the same skill.

Acting
Technical Skill

Candidates will be arranged into **pairs or threes** and will be required to perform a **given scenario lasting between 30 and 45 seconds**. **The characters and scenarios will be chosen and given by the examiner.** The examiner may stop the performance if the maximum time limit is exceeded.

▶ See page 65 for Grade 1 scenarios

Candidates and teachers **must** familiarise themselves with each scenario and make the necessary preparation.

Singing
Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to sing **one prepared song extract lasting between 30 and 45 seconds**.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschool Male/Female Vocals Grade 1 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

   Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

▶ See page 68 for Grade 1 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschool Vocals Grade 1 repertoire: https://www.rslawards.com/vocals

Dancing
Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Step ball change with arms in opposition
- Jumps or leaps

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.
Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: **www.rslawards.com**

GRADE 1 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Character's appearance
- Challenges of performance
- Character relationships
- Mood of the chosen pieces

GRADE 1 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 1 Award in Musical Theatre Performance – Grade 1
Level	Level 1
Credit Value	6
Guided Learning Hours	12
Total Qualification Time	60

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate acting, singing and dancing, to include: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection
Learning Outcome 2:	
The learner will demonstrate technical skills relevant to musical theatre	Demonstrate technical skill through acting, singing or dancing, to include: ■ Characterisation ■ Dynamic values ■ Timing ■ Control ■ Projection
Learning Outcome 3:	
The learner will understand individual content and context in musical theatre	Give a detailed description on a given topic relevant to the performance, including: ■ Character's appearance ■ Challenges of performance ■ Character relationships ■ Mood of the chosen pieces

GRADE 1 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following some of the time: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following for the majority of the time: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following throughout: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection

2 LEARNING OUTCOME 2 (The Technical Skills)
The learner will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of technical skills. An inability to demonstrate the following: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following some of the time: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following for the majority of the time: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following throughout: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
An inability to demonstrate awareness of the following: ■ Character's appearance ■ Challenges of performance ■ Character relationships ■ Mood of the chosen pieces	Demonstrate an awareness of the following some of the time: ■ Character's appearance ■ Challenges of performance ■ Character relationships ■ Mood of the chosen pieces	Demonstrate an awareness of the following for the majority of the time: ■ Character's appearance ■ Challenges of performance ■ Character relationships ■ Mood of the chosen pieces	Demonstrate an awareness of the following throughout: ■ Character's appearance ■ Challenges of performance ■ Character relationships ■ Mood of the chosen pieces

LEVEL 1

GRADE 2 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of 12 minutes and a maximum of 14 minutes in duration.

A Show Exam performance must be a minimum of 12 minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of three solo spoken lines**.

Singing

Candidates must perform a **full song as a group for a minimum of one minute**.

Dancing

Candidates must perform a **range of dance steps as a group for a minimum of one minute**.

GRADE 2 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below. All candidates will demonstrate the same skill.

Acting
Technical Skill

Candidates will be arranged into **pairs or threes** and will be required to perform a **given scenario lasting between 30 and 45 seconds**. **The characters and scenarios will be chosen and given by the examiner**. The examiner may stop the performance if the maximum time limit is exceeded.

▶ See page 65 for Grade 2 scenarios

Candidates and teachers **must** familiarise themselves with each scenario and make the necessary preparations.

Singing
Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to sing **one prepared song extract lasting between 30 and 45 seconds**.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschool Male/Female Vocals Grade 2 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance.
- Must not contain long introductions or instrumentals

   Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

▶ See page 69 for Grade 2 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschool Vocals Grade 2 repertoire: https://www.rslawards.com/vocals

Dancing
Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Step ball change with arms in opposition
- Jumps or leaps
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.
Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: **www.rslawards.com**

GRADE 2 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The character's feelings
- Character relationships in the performance
- The context of the performance
- Challenges in the performance

GRADE 2 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 1 Award in Musical Theatre Performance – Grade 2
Level	Level 1
Credit Value	8
Guided Learning Hours	16
Total Qualification Time	80

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate acting, singing and dancing, to include: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection
Learning Outcome 2:	
The learner will demonstrate technical skills relevant to musical theatre	Demonstrate technical skill through acting, singing or dancing, to include: ■ Characterisation ■ Dynamic values ■ Timing ■ Control ■ Projection
Learning Outcome 1:	
The learner will understand the importance of individual content and context in musical theatre	Give a detailed description on a given topic relevant to the performance, to include: ■ The character's feelings ■ Character relationships in the performance ■ The context of the performance ■ Challenges in the performance

GRADE 2 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following some of the time: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following for the majority of the time: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following throughout: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection

2 LEARNING OUTCOME 2 (The Technical Skills)
The learning will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of technical skills. An inability to demonstrate the following: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following some of the time: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following for the majority of the time: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following throughout: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
An inability to show awareness of the following: ■ The character's feelings ■ The character's relationships in the performance ■ The context of the performance ■ Challenges in the performance	Demonstrate an awareness of the following some of the time: ■ The character's feelings ■ The character's relationships in the performance ■ The context of the performance ■ Challenges in the performance	Demonstrate an awareness of the following for the majority of the time: ■ The character's feelings ■ The character's relationships in the performance ■ The context of the performance ■ Challenges in the performance	Demonstrate an awareness of the following throughout: ■ The character's feelings ■ The character's relationships in the performance ■ The context of the performance ■ Challenges in the performance

LEVEL 1

GRADE 3 ❙ CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of 14 minutes and a maximum of 16 minutes in duration.

A Show Exam performance must be a minimum of 14 minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of four solo spoken lines**.

Singing

Candidates must perform a **full song as a group for a minimum of one minute**.

Dancing

Candidates must perform a **range of dance steps as a group for a minimum of one minute.**

GRADE 3 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below. All candidates will demonstrate the same skill.

Acting
Technical Skill

Candidates will be arranged into **pairs or threes**, and will be required to perform a **given scenario lasting between 30 and 45 seconds**. **The characters and scenarios will be chosen and given by the examiner.** The examiner may stop the performance if the maximum time limit is exceeded.

▶ See page 65 for Grade 3 scenarios

Candidates and teachers **must** familiarise themselves with each scenario and make the necessary preparations.

Singing
Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to sing **one prepared song extract lasting between 30 and 45 seconds**.

The song extract selected by the teacher:

■ Must be taken from standard musical theatre repertoire or Rockschool Male/Female Vocals Grade 3 repertoire
■ Must be age appropriate for the suggested level of the grade taken
■ May be performed in any key, with a backing track, a live accompaniment or a cappella
■ Should allow candidates to showcase their skills and abilities clearly
■ Must not be the same as previously heard in the performance.
■ Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

▶ See page 70 for Grade 3 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschool Vocals Grade 3 repertoire: https://www.rslawards.com/vocals

Dancing
Technical Skill

Candidates will be arranged into **groups** (maximum **eight** candidates) and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

■ Step ball change with arms in opposition
■ Jumps or leaps
■ Front kicks
■ All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.
Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: **www.rslawards.com**

GRADE 3 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The character's emotions
- Challenges faced during the performance
- Character relationships in the performance
- Processes used in the rehearsal to help to learn and remember the piece

GRADE 3 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 1 Award in Musical Theatre Performance – Grade 3
Level	Level 1
Credit Value	10
Guided Learning Hours	18
Total Qualification Time	100

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate acting, singing and dancing, to include: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection
Learning Outcome 2:	
The learner will demonstrate technical skills relevant to musical theatre	Demonstrate technical skill through acting, singing or dancing, to include: ■ Characterisation ■ Dynamic values ■ Timing ■ Control ■ Projection
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	Give a detailed description on a given topic relevant to the performance, to include: ■ The character's emotions ■ Challenges faced during the performance ■ Character relationships in the performance ■ Processes used in the rehearsal to help to learn and remember the piece

GRADE 3 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following some of the time: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following for the majority of the time: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection	Evidence of acting, singing and dancing. To include the following throughout: ■ Expression ■ Communication ■ Characterisation ■ Technique ■ Projection

2 LEARNING OUTCOME 2 (The Technical Skills)
The learning will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of technical skills. An inability to demonstrate the following: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following some of the time: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following for the majority of the time: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection	Evidence of technical skills. To include the following throughout: ■ Coordination ■ Dynamic values ■ Timing ■ Control ■ Projection

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
An inability to show awareness of the following: ■ The character's emotions ■ Challenges faced during the performance ■ Character relationships in the performance ■ Processes used in the rehearsal to help to learn and remember the piece	Demonstrate an awareness of the following some of the time: ■ The character's emotions ■ Challenges faced during the performance ■ Character relationships in the performance ■ Processes used in the rehearsal to help to learn and remember the piece	Demonstrate an awareness of the following for the majority of the time: ■ The character's emotions ■ Challenges faced during the performance ■ Character relationships in the performance ■ Processes used in the rehearsal to help to learn and remember the piece	Demonstrate an awareness of the following throughout: ■ The character's emotions ■ Challenges faced during the performance ■ Character relationships in the performance ■ Processes used in the rehearsal to help to learn and remember the piece

LEVEL 2

GRADE 4 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of 16 minutes and a maximum of 18 minutes in duration.

A Show Exam performance must be a minimum of 16 minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of five solo spoken lines**.

Singing

Candidates must perform a **minimum of four bars of solo or duo singing**. Group singing is also required.

Dancing

Candidates must perform a **variety of dance steps as a group for a minimum of two minutes**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo or duo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 4 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below. All candidates will demonstrate the same skill.

Acting
Technical Skill

Candidates will be arranged into **pairs or threes** and will be required to perform a **given scenario lasting between 45 and 60 seconds**. The characters and scenarios will be chosen and given by the examiner. The examiner will also provide each candidate with **a character status** to be considered during the technical skills demonstration. The examiner may stop the performance if the maximum time limit is exceeded.

▶ See page 66 for Grade 4 scenarios

Candidates and teachers **must** familiarise themselves with each scenario and make the necessary preparations.

Singing
Technical Skill

Candidates will be arranged into **groups** (maximum **six** candidates) and will be required to sing **one prepared song extract lasting between 45 and 60 seconds**.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschool Male/Female Vocals Grade 4 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

▶ See page 71 for Grade 4 example
   song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschool Vocals Grade 4 repertoire: https://www.rslawards.com/vocals

Dancing
Technical Skill

Candidates will be arranged into **groups** (maximum **six** candidates) and will be required to demonstrate a **prepared technical combination lasting between 45 and 60 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and side kicks
- Front step leap
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.
Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: **www.rslawards.com**

GRADE 4 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Historical context of piece
- Background to playwright/composer
- Challenges of performance
- Similarities and differences between characters in the piece

GRADE 4 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 2 Certificate in Musical Theatre Performance – Grade 4
Level	Level 2
Credit Value	13
Guided Learning Hours	20
Total Qualification Time	130

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate acting, singing and dancing at an intermediate level, to include: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	Demonstrate technical skill at an intermediate level through acting, singing and dancing, to include: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	Describe and summarise on a given topic relevant to the performance, to include: ■ Historical context of piece ■ Background to playwright/composer ■ Challenges of performance ■ Similarities and differences between characters in the piece

GRADE 4 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing at an intermediate level. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response	Evidence of acting, singing and dancing at an intermediate level. To include the following some of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response	Evidence of acting, singing and dancing at an intermediate level. To include the following for the majority of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response	Evidence of acting, singing and dancing at an intermediate level. To include the following throughout: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response

2 LEARNING OUTCOME 2 (The Technical Skills)
The learner will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of technical skills at an intermediate level. An inability to demonstrate the following: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency	Evidence of technical skills at an intermediate level. To include the following some of the time: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency	Evidence of technical skills at an intermediate level. To include the following for the majority of the time: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency	Evidence of technical skills at an intermediate level. To include the following throughout: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
An inability to show awareness of the following at an intermediate level: ■ Historical context of piece ■ Background to playwright/composer ■ Challenges of performance ■ Similarities and differences between characters in the piece	Demonstrate an awareness of the following at an intermediate level some of the time: ■ Historical context of piece ■ Background to playwright/composer ■ Challenges of performance ■ Similarities and differences between characters in the piece	Demonstrate an awareness of the following at an intermediate level for the majority of the time: ■ Historical context of piece ■ Background to playwright/composer ■ Challenges of performance ■ Similarities and differences between characters in the piece	Demonstrate an awareness of the following at an intermediate level throughout: ■ Historical context of piece ■ Background to playwright/composer ■ Challenges of performance ■ Similarities and differences between characters in the piece

LEVEL 2

GRADE 5 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of 18 minutes and a maximum of 20 minutes in duration.

A Show Exam performance must be a minimum of 18 minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of six solo spoken lines.**

Singing

Candidates must perform a **minimum of four bars of solo or duo singing**. Group singing is also required.

Dancing

Candidates must perform a **variety of dance steps as a group for a minimum of two minutes**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo or duo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 5 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **All candidates will demonstrate the same skill.**

Acting
Technical Skill

Candidates will be arranged into **pairs or threes** and will be required to perform **a given scenario lasting between 45 and 60 seconds**. The characters and scenarios will be chosen and given by the examiner. The examiner will also provide each candidate with **a character objective** to be considered during the technical skills demonstration.

The examiner may stop the performance if the maximum time limit is exceeded.

▶ See page 66 for Grade 5 scenarios

Candidates and teachers **must** familiarise themselves with each scenario and make the necessary preparations.

Singing
Technical Skill

Candidates will be arranged into **groups** (maximum **six** candidates) and will be required to sing **one prepared song extract lasting between 45 and 60 seconds**.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschool Male/Female Vocals Grade 5 repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities
- Must not be the same as previously heard in the performance.
- Must not contain long introductions or instrumentals

   Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

▶ See page 73 for Grade 5 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschool Vocals Grade 5 repertoire: https://www.rslawards.com/vocals

Dancing
Technical Skill

Candidates will be arranged into **groups** (maximum **six** candidates) and will be required to demonstrate a **prepared technical combination lasting between 45 and 60 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and side kicks
- Front step leap
- Travelling turns
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.
Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: **www.rslawards.com**

GRADE 5 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Character's objectives in the piece
- Challenges faced during the performance
- Historical context of piece
- Rehearsal processes used to prepare vocally and physically for performance
- Rehearsal processes used to develop character

GRADE 5 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 2 Certificate in Musical Theatre Performance – Grade 5
Level	Level 2
Credit Value	15
Guided Learning Hours	24
Total Qualification Time	150

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate acting, singing and dancing at an intermediate level, to include: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	Demonstrate technical skill at an intermediate level through acting, singing and dancing, to include: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	Describe and summarise on a given topic relevant to the performance, to include: ■ Character's objectives in the piece ■ Challenges faced during the performance ■ Historical context of piece ■ Rehearsal processes used to prepare vocally and physically for performance ■ Rehearsal processes used to develop character

GRADE 5 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing at an intermediate level. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response	Evidence of acting, singing and dancing at an intermediate level. To include the following some of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response	Evidence of acting, singing and dancing at an intermediate level. To include the following for the majority of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response	Evidence of acting, singing and dancing at an intermediate level. To include the following throughout: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response

2 LEARNING OUTCOME 2 (The Technical Skills)
The learner will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of technical skills at an intermediate level. An inability to demonstrate the following: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency	Evidence of technical skills at an intermediate level. To include the following some of the time: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency	Evidence of technical skills at an intermediate level. To include the following for the majority of the time: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency	Evidence of technical skills at an intermediate level. To include the following throughout: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
An inability to show awareness of the following at an intermediate level: ■ Character's objectives in the piece ■ Challenges faced during the performance ■ Historical context of the piece ■ Rehearsal processes used to prepare vocally and physically for the performance ■ Rehearsal processes used to develop character	Demonstrate an awareness of the following at an intermediate level some of the time: ■ Character's objectives in the piece ■ Challenges faced during the performance ■ Historical context of the piece ■ Rehearsal processes used to prepare vocally and physically for the performance ■ Rehearsal processes used to develop character	Demonstrate an awareness of the following at an intermediate level for the majority of the time: ■ Character's objectives in the piece ■ Challenges faced during the performance ■ Historical context of the piece ■ Rehearsal processes used to prepare vocally and physically for the performance ■ Rehearsal processes used to develop character	Demonstrate an awareness of the following at an intermediate level throughout: ■ Character's objectives in the piece ■ Challenges faced during the performance ■ Historical context of the piece ■ Rehearsal processes used to prepare vocally and physically for the performance ■ Rehearsal processes used to develop character

LEVEL 3

GRADE 6 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of 20 minutes and a maximum of 23 minutes in duration.

A Show Exam performance must be a minimum of 20 minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of eight solo spoken lines**.

Singing

Candidates must perform a **minimum of eight bars of solo singing**. Group singing is also required.

Dancing

Candidates must perform a **complex variety of dance steps as a group for a minimum of three minutes**. Candidates are also required to perform a **minimum of four bars as a solo, pair, or trio**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 6 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer and allow candidates to specialise in one discipline. The Technical Skills Demonstration focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below.

Acting
Technical Skill

Candidates must perform **one monologue lasting between 45 and 60 seconds** or **one duologue lasting between 60 and 75 seconds**.

The chosen material should provide a contrast to the performance piece, differing in theme, mood, style or period. Monologues/duologues must be from a published play, or alternatively, the lyrics from a musical theatre song could be performed as a monologue/duologue. Candidates should state the play or song title, author and character's name at the start of the monologue/duologue.

Singing
Technical Skill

Candidates will be arranged into **groups** (maximum **four** candidates) and will be required to sing **one prepared song extract lasting between 60 and 75 seconds**.

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

■ Must be taken from standard musical theatre repertoire or Rockschool Male/Female Vocals Grade 6 repertoire
■ Must be age appropriate for the suggested level of the grade taken
■ May be performed in any key, with a backing track, a live accompaniment or a cappella
■ Should allow candidates to showcase their skills and abilities
■ Must not be the same as previously heard in the performance.
■ Must not contain long introductions or instrumentals

   Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

▶ See page 74 for Grade 6 example song extracts

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschool Vocals Grade 6 repertoire: https://www.rslawards.com/vocals

Dancing
Technical Skill

Candidates will be arranged into **groups** (maximum **four** candidates) and will be required to demonstrate a **prepared technical combination lasting between 60 and 75 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

■ Front and side step leap
■ Single pirouette
■ Travelling turns
■ All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.
Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: **www.rslawards.com**

GRADE 6 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- The style of the piece and how that style was achieved
- Analysis of techniques used in the rehearsal process
- Historical context
- Critique of own performance
- Warm-up techniques

GRADE 6 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 3 Certificate in Musical Theatre Performance – Grade 6
Level	Level 3
Credit Value	17
Guided Learning Hours	26
Total Qualification Time	170

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate complex acting, singing and dancing at an advanced level, to include: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	Demonstrate technical skill at an advanced level through acting, singing and dancing, to include: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	Analyse and evaluate on a given topic relevant to the performance piece, to include: ■ The style of the piece and how that style was achieved ■ Analysis of techniques used in the rehearsal process ■ Historical context ■ Critique of own performance ■ Warm-up techniques

GRADE 6 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing at an advanced level. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following some of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following for the majority of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following throughout: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style

2 LEARNING OUTCOME 2 (Technical Skills)
The learner will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of technical skills at an advanced level. An inability to demonstrate the following: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following some of the time: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following for the majority of the time ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following throughout: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
An inability to demonstrate awareness of the following at an advanced level: ■ The style of the piece and how that style was achieved ■ Analysis of techniques used in the rehearsal process ■ Historical context ■ Critique of candidate's own performance ■ Warm-up techniques	Demonstrate an awareness of the following at an advanced level some of the time: ■ The style of the piece and how that style was achieved ■ Analysis of techniques used in the rehearsal process ■ Historical context ■ Critique of candidate's own performance ■ Warm-up techniques	Demonstrate an awareness of the following at an advanced level for the majority of the time: ■ The style of the piece and how that style was achieved ■ Analysis of techniques used in the rehearsal process ■ Historical context ■ Critique of candidate's own performance ■ Warm-up techniques	Demonstrate an awareness of the following at an advanced level throughout: ■ The style of the piece and how that style was achieved ■ Analysis of techniques used in the rehearsal process ■ Historical context ■ Critique of candidate's own performance ■ Warm-up techniques

LEVEL 3

GRADE 7 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of 23 minutes and a maximum of 26 minutes in duration.

A Show Exam performance must be a minimum of 23 minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of nine solo spoken lines**.

Singing

Candidates must perform a **minimum of eight bars of solo singing**. Group singing is also required, with **evidence of harmony** in delivery.

Dancing

Candidates must perform a **complex variety of dance steps as a group for a minimum of three minutes**. Candidates must also perform a **minimum of eight bars as a solo, pair or trio.**

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 7 | CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer and allow candidates to specialise in one discipline. The Technical Skills Demonstration focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below.

Acting
Technical Skill

Candidates are required to perform **one monologue lasting between 45 to 60 seconds** or **one duologue lasting between 60 and 75 seconds.**
The chosen material should provide a contrast to the performance piece, differing in theme, mood, style or period. Monologues/duologues must be from a published play, or alternatively, the lyrics from a musical theatre song could be performed as a monologue/duologue. Candidates should state the play or song title, author and character's name at the start of the monologue/duologue.

Singing
Technical Skill

Candidates will be arranged into **pairs** and will be required to sing **one prepared song extract lasting between 60 and 75 seconds**. **Please note the full song is not required**.

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

■ Must be taken from standard musical theatre repertoire or Rockschool Male/Female Vocals Grade 7 repertoire
■ Must be age appropriate for the suggested level of the grade taken
■ May be performed in any key, with a backing track, a live accompaniment or a cappella
■ Should allow candidates to showcase their skills and abilities
■ Must not be the same as previously heard in the performance
■ Must not contain long introductions or instrumentals

Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschool Vocals Grade 7 repertoire: https://www.rslawards.com/vocals

Dancing
Technical Skill

Candidates will be arranged into **pairs** and will be required to demonstrate a **prepared technical combination lasting between 60 and 75 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

■ Front and side step kicks
■ Front and side step leaps
■ Single pirouette
■ Travelling turns
■ All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.
Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: **www.rslawards.com**

GRADE 7 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Theatre styles relevant to the piece
- Analysis of techniques or processes used in rehearsal to achieve the style and historical period
- Techniques and terminology relevant to musical theatre, for example breath support, diaphragm, dynamics, rhythm, modulation, objective, subtext

GRADE 7 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 3 Certificate in Musical Theatre Performance – Grade 7
Level	Level 3
Credit Value	19
Guided Learning Hours	30
Total Qualification Time	190

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate complex acting, singing and dancing at an advanced level, to include: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	Demonstrate technical skill at an advanced level through acting, singing and dancing, to include: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	Analyse and evaluate on a given topic relevant to the performance piece, to include: ■ Theatre styles relevant to the piece ■ Analysis of techniques or processes used in rehearsal to achieve the style and historical period ■ Techniques and terminology relevant to musical theatre, for example breath support, diaphragm, dynamics, rhythm, modulation, objective, subtext

GRADE 7 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing at an advanced level. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following some of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following for the majority of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following throughout: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style

2 LEARNING OUTCOME 2 (The Technical Skills)
The learner will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of technical skills at an advanced level. An inability to demonstrate the following: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following some of the time: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following for the majority of the time ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following throughout: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
Demonstrate an inability to show awareness of the following at an advanced level: ■ Theatre styles relevant to the piece ■ Analysis of techniques or processes used in rehearsal to achieve the style and historical period ■ Techniques and terminology relevant to musical theatre, for example breath support, diaphragm, dynamics, rhythm, modulation, objective, subtext	Demonstrate an awareness of the following at an advanced level some of the time: ■ Theatre styles relevant to the piece ■ Analysis of techniques or processes used in rehearsal to achieve the style and historical period ■ Techniques and terminology relevant to Musical theatre, for example breath support, diaphragm, dynamics, rhythm, modulation, objective, subtext	Demonstrate an awareness of the following at an advanced level for the majority of the time: ■ Theatre styles relevant to the piece ■ Analysis of techniques or processes used in rehearsal to achieve the style and historical period ■ Techniques and terminology relevant to Musical theatre, for example breath support, diaphragm, dynamics, rhythm, modulation, objective, subtext	Demonstrate an awareness of the following at an advanced level throughout: ■ Theatre styles relevant to the piece ■ Analysis of techniques or processes used in rehearsal to achieve the style and historical period ■ Techniques and terminology relevant to Musical theatre, for example breath support, diaphragm, dynamics, rhythm, modulation, objective, subtext

LEVEL 3

GRADE 8 | CONTENT

1 PERFORMANCE

A Group Exam performance must be a minimum of 26 minutes and a maximum of 30 minutes in duration.

A Show Exam performance must be a minimum of 26 minutes in duration. A Show Exam performance has no maximum duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

Acting

Candidates must have a **minimum of ten solo spoken lines.**

Singing

Candidates must perform a **minimum of 12 bars of solo singing**. Group singing is also required, with **evidence of harmony** in delivery.

Dancing

Candidates must perform a **complex variety of dance steps as a group for a minimum of three minutes**. Candidates are also required to perform **a minimum of eight bars as a solo or in pairs**.

The performance requirements detailed above for all three disciplines can be achieved and presented all at once or split up throughout the performance. For example, the required number of bars of solo singing can be achieved during one song or split between a number of songs throughout the performance.

GRADE 8 ❙ CONTENT

2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer and allow candidates to specialise in one discipline. The Technical Skills Demonstration focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below.

Acting
Technical Skill

Candidates will be required to perform **one monologue lasting between 60 and 75 seconds** or **one duologue lasting between 75 and 90 seconds**.
The chosen material should provide a contrast to the performance piece, differing in theme, mood, style or period. Monologues/duologues must be from a published play, or alternatively, the lyrics from a musical theatre song could be performed as a monologue/duologue. Candidates should state the play or song title, author and character's name at the start of the monologue/duologue.

Singing
Technical Skill

Candidates will be required to sing **one solo song extract lasting between 60 and 75 seconds or one duet song extract lasting between 75 and 90 seconds.**

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

- ◼ Must be taken from standard musical theatre repertoire or Rockschool Male/Female Vocals Grade 8 repertoire
- ◼ Must be age appropriate for the suggested level of the grade taken
- ◼ May be performed in any key, with a backing track, a live accompaniment or a cappella
- ◼ Should allow candidates to showcase their skills and abilities must not be the same as previously heard in the performance
- ◼ Must not contain long introductions or instrumentals

    Please note the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

Please go to the RSL online shop for Rockschool Vocals Grade 8 repertoire: https://www.rslawards.com/vocals

Dancing
Technical Skill

Candidates will be arranged into **pairs** and will be required to demonstrate a **prepared technical combination lasting between 75 and 90 seconds**. Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- ◼ Front and side step kicks
- ◼ Front and side step leaps
- ◼ Single and double pirouettes
- ◼ Travelling turns
- ◼ All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.
Content should allow each candidate to showcase their skills and abilities clearly.

For further guidance please visit: **www.rslawards.com**

GRADE 8 | CONTENT

3 UNDERSTANDING AND REFLECTION

Candidates will take part in a discussion with the examiner. The examiner will ask questions based on the performance seen in the examination.

Topics will be:

- Theatre styles and techniques relevant for the group piece
- Stylistic features of the performance
- Limitations of the delivery/performance pieces
- Challenges of the rehearsal process
- Influence of theatre practitioners on the rehearsal process and/or performance piece

GRADE 8 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Title	RSL Level 3 Certificate in Musical Theatre Performance – Grade 8
Level	Level 3
Credit Value	24
Guided Learning Hours	40
Total Qualification Time	240

Learning Outcome	Assessment Criteria
Learning Outcome 1:	
The learner will perform in a group piece of musical theatre	Demonstrate complex acting, singing and dancing at an advanced level, to include: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style
Learning Outcome 2:	
Demonstrate technical skills relevant to musical theatre	Demonstrate technical skill at an advanced level through acting, singing and dancing, to include: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style
Learning Outcome 3:	
The learner will understand the importance of individual content and context in musical theatre	Analyse, critique and evaluate on a given topic relevant to the performance piece, to include: ■ Theatre styles and techniques relevant for the group piece ■ Stylistic features of the performance ■ Limitations of the delivery/performance pieces ■ Challenges of the rehearsal process ■ Influence of theatre practitioners on the rehearsal process and/or performance piece

GRADE 8 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (The Performance)
The learner will perform in a group piece of musical theatre

Attainment band:

Unclassified (Mark range: 0–27)	Pass (Mark range: 28–30)	Merit (Mark range: 31–48)	Distinction (Mark range: 49–60)
Inability to demonstrate acting, singing and dancing at an advanced level. An insecure ability to demonstrate the following: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following some of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following for the majority of the time: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style	Evidence of acting, singing and dancing at an advanced level. To include the following throughout: ■ Expression ■ Communication ■ Technique ■ Projection ■ Interpretation ■ Musical response ■ Style

2 LEARNING OUTCOME 2 (The Technical Skills)
The learner will demonstrate technical skills relevant to musical theatre

Attainment band:

Unclassified (Mark range: 0–14)	Pass (Mark range: 15–19)	Merit (Mark range: 20–25)	Distinction (Mark range: 26–30)
Insecure evidence of technical skills at an advanced level. An inability to demonstrate the following: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following some of the time: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following for the majority of the time ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style	Evidence of technical skills at an advanced level. To include the following throughout: ■ Coordination ■ Dynamic values ■ Control ■ Timing ■ Projection ■ Fluency ■ Style

3 LEARNING OUTCOME 3 (Understanding and Reflection)
The learner will understand individual content and context in musical theatre

Attainment band:

Unclassified (Mark range: 0–4)	Pass (Mark range: 5–6)	Merit (Mark range: 7–8)	Distinction (Mark range: 9–10)
Demonstrate an inability to show awareness of the following at an advanced level: ■ Theatre styles and techniques relevant for the group piece ■ Stylistic features of the performance ■ Limitations of the delivery/performance pieces ■ Challenges of the rehearsal process ■ Influence of theatre practitioners on the rehearsal process and/or performance piece	Demonstrate an awareness of the following at an advanced level some of the time: ■ Theatre styles and techniques relevant for the group piece ■ Stylistic features of the performance ■ Limitations of the delivery/performance pieces ■ Challenges of the rehearsal process ■ Influence of theatre practitioners on the rehearsal process and/or performance piece	Demonstrate an awareness of the following at an advanced level for the majority of the time: ■ Theatre styles and techniques relevant for the group piece ■ Stylistic features of the performance ■ Limitations of the delivery/performance pieces ■ Challenges of the rehearsal process ■ Influence of theatre practitioners on the rehearsal process and/or performance piece	Demonstrate an awareness of the following at an advanced level throughout: ■ Theatre styles and techniques relevant for the group piece ■ Stylistic features of the performance ■ Limitations of the delivery/performance pieces ■ Challenges of the rehearsal process ■ Influence of theatre practitioners on the rehearsal process and/or performance piece

Definitions

Definitions of the Terminology used in the Grade Descriptors

Communication	The successful conveying or sharing of ideas and feelings through vocal, facial and physical expression in performance.
Control	The ability to present performance material with integrity and consistency.
Coordination	The ability to use and integrate physical skills from acting, singing and dancing disciplines smoothly and efficiently.
Dynamic values	Variations in energy, power and volume used effectively to produce creative, expressive and engaging performance work.
Emotion	A strong feeling deriving from a character's circumstances, mood, or relationships with others, e.g. joy, sorrow, desire, fear etc.
Expression	To effectively use voice, face and body to communicate character thoughts, mood and feelings.
Fluency	The ability to express oneself easily, smoothly, articulately and skilfully throughout.
Focus	Sustaining concentration and attentiveness in the portrayal of a role and in demonstration of technique.
Interpretation	A stylistic representation of creative work or dramatic role.
Musical Response	The ability to react physically to musical stimuli in order to convey emotion and communicate meaning.
Projection	The ability to deliver effectively and clearly in performance to express mood, feelings and emotion through voice, physicality and face.
Style	The presentation of specific characteristics through the way in which something is said, expressed or performed; demonstrating an appreciation of syntax, lyrics, musical composition, arrangement, period and genre.
Technique	A way of refining skill in the execution or performance of an artistic piece of work.
Timing	The ability to keep time accurately and to synchronise with a group in ensemble work. The appropriate use of pace and pause in speech, singing, body language and movement.

Acting Technical Skills Demonstration — Scenarios for Grades 1–5

Candidates will prepare any one of the Technical Skills, as chosen by the Teacher, to be demonstrated in the examination. If the teacher selects the Acting Technical Skills Demonstration, all of the following scenarios at the relevant grade must be prepared for the examination. The examiner will only select scenarios from this list in the examination.

LEVEL 1

GRADE 1

2 Candidates:

1. A and B are best friends. A tells B that they are moving to another country.
2. A and B are in a field having a picnic. Suddenly some wasps start flying around their food.
3. A and B are friends. They are playing on a computer but A wants to play a different game to B.

3 Candidates:

1. A, B and C have just been told that they have won a trip to Florida.
2. A, B and C are going to the cinema; to find the film they were looking forward to has sold out.

GRADE 2

2 Candidates:

1. A and B are friends playing on a computer game. A accuses B of cheating.
2. A and B are in a dentist's waiting room. They both have to have fillings. They hear a drill sound coming from the dentist's surgery.
3. A and B are about to perform in the school play. They have just been told a celebrity is in the audience.

3 Candidates:

1. A, B and C are having a play date at C's house, when they accidentally break C's mum's expensive vase.
2. A, B and C are eating their favourite food in their favourite restaurant when A finds something horrible in their dinner.

GRADE 3

2 Candidates:

1. A and B are best friends. It is B's birthday. A gives B a present which B opens. B has already received the same gift from someone else.
2. A and B are friends. A has leant B his/her phone for the evening. It's the next morning and B returns the phone to A, but says it didn't work properly. A insists it was working before.
3. A and B are friends on holiday. They are standing, chatting, in shallow seawater. They notice the tide coming in quickly. They go to move but B's feet has become stuck in muddy sand.

3 Candidates:

1. A, B & C are school friends. They have just received their English test results and are comparing them. A has done ok, B has done badly and C has got top marks.
2. A, B & C are camping. It is night-time and B hears a noise.

LEVEL 1

LEVEL 2

GRADE 4

Unprepared element – An additional character status will be given to candidates during the examination

2 Candidates:

1. A and B are in the same class at school. A accuses B of spreading rumours about them.
2. A and B know each other as they are in the same class at school. They are on the train after school. A hasn't bought a ticket and spots a ticket collector. He/she asks to borrow the fare money from B.
3. A is a hairdresser and B is the customer. A shows B their new hairstyle in the mirror. B hates it.

3 Candidates:

1. A and B are friends waiting at a bus stop after a Youth Club. It is 10pm. Another friend, C, arrives and tries to persuade A and B to go to a party.
2. A, B and C are competing in a talent show. They are in the waiting room before their audition.

GRADE 5

Unprepared element – An additional character objective will be given to candidates during the examination

2 Candidates:

1. A and B witness a fight in the playground. They are called to the head-teacher in order to say what they saw. They are waiting in the corridor outside the head-teacher's office discussing what to say.
2. A and B work in the same office. A finds out that they have won £100,000 on the lottery. B congratulates A.
3. A and B are friends exploring an old, derelict house. They hear a noise coming from behind a door. A wants to investigate but B thinks they should leave.

3 Candidates:

1. A, B and C know each other from school. A is doing work experience in a shop and B and C come in. B tries to get A to give them a reduction in price.
2. A is new to the school. B and C both individually try to get A to sit next to them to each lunch.

Singing Technical Demonstration – Example Song Extracts and Repertoire

The following example song extracts are taken from standard musical theatre repertoire and are age appropriate for the level of the grade taken.

Please note that these are examples only. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.

Teachers are also permitted to select extracts from any song in the Rockschool Male/Female Vocals repertoire at the relevant grade.
Please note that the full song is not required. Extracts may be performed in any key, with a backing track, live accompaniment or a cappella.

GRADE 1

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so.
Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.
Teachers are also permitted to select extracts from any song in the Rockschool Male/Female Vocals Grade 1 repertoire.
Rockschool Vocals syllabus books are available at: https://www.rslawards.com/vocals

Example 1

"Where is Love" from *Oliver!*
Composed by Lionel Bart.
Oliver! Vocal Selections
Published by TRO – The Richmond Organization (HL.378806)

Who can say where she may hide? Must I travel far and wide?
'Till I am beside the someone who I can mean something to?
Where, where is love?

Example 2

"Do You Want To Build a Snowman" from *Frozen*
Frozen Vocal Selections
Composed by Kristen Anderson-Lopez and Robert Lopez
Published by Hal Leonard (HL.00128053)

Do you want to build a snowman?
Come on lets go and play
I never see you anymore
Come out the door
It's like you've gone away
We used to be best buddies
And now we're not
I wish you would tell me why!
Do you want to build a snowman?
It doesn't have to be a snowman
Okay, bye.

Example 3

"How Far I'll Go" from *Moana*
Piano/Vocals/Guitar Music From The Motion Picture Soundtrack
Composed by Lin-Manuel Miranda, Mark Mancina
and Opetaia Foa'i.
Published by Hal Leonard (HL.204662)

Every turn I take
Every trail I track
Every path I make
Every road leads back
To the place I know
Where I can not go
Where I long to be.

See the line where the sky meets the sea?
It calls me
And no one knows
How far it goes
If the wind in my sail on the sea stays behind me
One day I'll know
If I go there's just no telling how far I'll go.

GRADE 2

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so.
Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.
Teachers are also permitted to select extracts from any song in the Rockschool Male/Female Vocals Grade 2 repertoire.
Rockschool Vocals syllabus books are available at: https://www.rslawards.com/vocals

Example 1

"My Favourite Things" from *The Sound Of Music*
Composed by Richard Rodgers and Oscar Hammerstein II.
The Sound of Music Vocal selections
Published by Hal Leonard (HL.313346)

Girls in white dresses with blue satin sashes
Snowflakes that stay on my nose and eyelashes
Silver white winters that melt into springs
These are a few of my favourite things
When the dog bites, when the bee stings
When I'm feeling sad
I simply remember my favourite things
And then I don't feel so bad

Example 2

"Little People" from *Les Miserables*
Composed by Herbert Kretzmer, Claude-Michel Schönberg and
Jean-Marc Natel
Published by Hal Leonard (HL.1000140497)

They laugh at me, these fellas
Just because I am small
They laugh at me because I'm not hundred feet tall!
I tell 'em there's lot to learn down here on the ground
The world is big, but little people turn it around!
A worm can roll a stone
A bee can sting a bear
A fly can fly around Versailles
'Cos flies don't care
A sparrow in a hat
Can make a happy home
A flea can bite the bottom
Of the Pope in Rome

Example 3

"Tomorrow" from *Bugsy Malone*
Composed by Paul Williams

Tomorrow
Tomorrow never comes
What kind of a fool
Do they take me for?
Tomorrow
A resting place for bums
A trap set in the slums
But I know the score
I won't take no for an answer
I was born to be a dancer now, Yeah!

GRADE 3

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.
Teachers are also permitted to select extracts from any song in the Rockschool Male/Female Vocals Grade 3 repertoire.
Rockschool Vocals syllabus books are available at: https://www.rslawards.com/vocals

Example 1

"Maybe" from *Annie*
Composed by Charles Strouse.
Annie Vocal Selections
Published by Hal Leonard (HL.383056)

Betcha they're young, Betcha they're smart
Bet they collect things like ashtrays, and art
Betcha they're good, why shouldn't they be?
Their one mistake was giving up me
So maybe now it's time
And maybe when I wake
They'll be there calling me baby
Maybe.

Example 2

"Wouldn't It Be Loverly" from *My Fair Lady*
Composed by Alan Jay Lerner and Frederick Loewe
My Fair Lady Vocal Selections
Published by Hal Leonard (HL.312290)

All I want is a room somewhere
Far away from the cold night air
With one enormous chair
Oh, wouldn't it be loverly?
Lots of chocolate for me to eat,
Lots of coal makin' lots of heat.
Warm face, warm hands, warm feet
Oh wouldn't it be loverly

Example 3

"Revolting Children" from *Matilda*
Roald Dahl's Matilda – The Musical songbook
Composed by Tim Minchin
Wise Publications

We can S-P-L how we like!
If enough of us are wrong
Wrong is right!
Every word N-O-R-T-Y…
'Cause we're a little bit naughty!
You say we ought to stay inside the line
But if we disobey at the same time
There is nothing that the Trunchbull can do!
She can take her hammer and S-H(-U)
You didn't think you could push us too far
But there's no going back now, we (are)…
R-E-V-O-L-T-I-N
(Come on!)
We S-I-N-G
U-S-I-N-G…
We'll be R-E-V-O-L-T-I-N-G.
It is 2-L-8-4-U
We are revolting!

GRADE 4

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so. Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met. Teachers are also permitted to select extracts from any song in the Rockschool Male/Female Vocals Grade 4 repertoire. Rockschool Vocals syllabus books are available at: https://www.rslawards.com/vocals

Example 1

"Over The Rainbow" from "The Wizard Of Oz"
Composed by Harold Arlen and E.Y. Harburg.
The Wizard Of Oz Vocal Selections (Film Version)
Published by Alfred Music (AP.TSF0038)

*Someday I'll wish upon a star
And wake up where the clouds are far behind me
Where troubles melt like lemon drops
Away above the chimney tops
That's where you'll find me
Somewhere over the rainbow bluebirds fly
Birds fly over the rainbow. Why then, oh, why can't I?
If happy little bluebirds fly above the rainbow
Why, oh why can't I?*

Example 2

"I Want It Now" from *Willy Wonka and the Chocolate Factory*
Composed by Leslie Bricusse and Anthony Newley
Taradam Music

*I want a feast
I want a bean feast!
Cream buns and doughnuts and fruitcake with no nuts
So good you could go nuts
No, now!*

*I want a ball
I want a party
Pink macaroons and a million balloons
And performing baboons and
Give it to me
Now!*

*I want the world
I want the whole world
I want to lock it all up in my pocket
It's my bar of chocolate
Give it to me
Now!*

*I want today
I want tomorrow
I want to wear 'em like braids in my hair
And I don't want to share 'em.*

Example 3

"If Only You Would Listen" from *School of Rock*
School of Rock Vocal Selections
Composed by Andrew Lloyd Webber and Glenn Slater
Published by Hal Leonard (HL.158983)

*You always talk, talk, talk all the time
You never let me get in a word
I wish I had, I had a dime
For ev'ry thought I've swallowed unheard
No matter what it is that I do
It's like I just can't seem to get through.*

*I've got so much to say
If only you would listen
I've tried ev'ry which way
and still you never listen
Can't you see I'm hurting?
I couldn't be more clear
but I promise
one day I'll make you hear.*

GRADE 4 (CONTINUED)

Example 4
"Brush Up Your Shakespeare" from *Kiss Me Kate*
Composed by Cole Porter
Kiss Me, Kate Vocal Selections
Published by Hal Leonard (HL.312232)

The girls today in society go for classical poetry
So to win their hearts one must quote with ease
Aeschylus and Euripides
One must know Homer, and believe me bo
Sophocles, also Sappho-ho
Unless you know Shelley and Keats and Pope
Dainty Debbies will call you a dope
But the poet of them all
Who will start 'em simply ravin'
Is the poet people call
The Bard of Stratford on Avon.

Brush up your Shakespeare
Start quoting him now
Brush up your Shakespeare
And the women you will wow
Just declaim a few lines from 'Othella'
And they think you're a heckuva fella
If your blonde won't respond when you flatter'er
Tell her what Tony told Cleopaterer
And if still, to be shocked, she pretends well
Just remind her that 'All's Well That Ends Well'
Brush up your Shakespeare
And they'll all kowtow.

GRADE 5

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so.
Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.
Teachers are also permitted to select extracts from any song in the Rockschool Male/Female Vocals Grade 5 repertoire.
Rockschool Vocals syllabus books are available at: https://www.rslawards.com/vocals

Example 1

"Proud of Your Boy" from *Aladdin*
Aladdin Vocal Selections
Composed by Alan Menken
Published by Hal Leonard (HL.126656)

Proud of your boy
I'll make you proud of your boy
Believe me, bad as I've been, Ma
You're in for a pleasant surprise.

I've wasted time
I've wasted me
So say I'm slow for my age
A late bloomer, Okay, I agree.

That I've been one rotten kid
Some son, some pride and some joy
But I'll get over these lousin' up
Messin' up, screwin' up times.

You'll see, Ma, now comes the better part
Someone's gonna make good
Cross his stupid heart
Make good and finally make you
Proud of your boy.

Example 2

"I Know It's Today" from *Shrek*
Shrek the Musical Vocal Selections
Composed by Jeanine Tesori and David Lindsay-Abaire
Published by Cherry Lane Music (HL.02501371)

But in the end Rapunzel finds a millionaire
The prince is good at climbing and braiding golden hair!
So I know, he'll appear
Cause there are rules and there are strictures
I believe the storybooks I read by candlelight
My white knight, and his steed
Will look just like these pictures!
It won't be long now, I guarantee!
Day number 23
I know it's today
I know it's today.

Example 3

"Luck Be A Lady" from *Guys and Dolls*
Guys and Dolls Vocal Selections
Composed by Frank Loesser
Published by Hal Leonard (HL.00446425)

They call you lady luck
But there is room for doubt
At times you have a very un-lady-like way
Of running out
You're on this date with me
The pickings have been lush
And yet before the evening is over you might give me the brush
You might forget your manners
You might refuse to stay
And so the best that I can do is pray
Luck be a lady tonight
Luck be a lady tonight
Luck if you've ever been a lady to begin with
Luck be a lady tonight.

Example 4

"Good Morning Baltimore" from *Hairspray*
Hairspray Vocal Selections
Composed by Marc Shaiman and Scott Wittman
Published by Hal Leonard (HL.00313219)

Oh, oh, oh woke up today feeling the way I always do
Oh, oh, oh hungry for something that I can't eat
Then I hear that beat
The rhythm of town starts calling me down
It's like a message from high above
Oh, oh, oh pulling me out to the smiles and the
Streets that I love
Good morning Baltimore
Every day's like an open door
Every night is a fantasy
Every sound's like a symphony
Good morning Baltimore
And some day when I take to the floor
The world's gonna wake up and see
Baltimore and me.

GRADE 6

These song extracts are intended as examples and are not compulsory. However, teachers may use these extracts if they wish to do so.
Teachers have full flexibility to choose their own extract, ensuring the specific criteria of the relevant grade is met.
Teachers are also permitted to select extracts from any song in the Rockschool Male/Female Vocals Grade 6 repertoire.
Rockschool Vocals syllabus books are available at: https://www.rslawards.com/vocals

Example 1

"Giants in the Sky" from *Into the Woods*
Into The Woods Vocal Selections
Composed by Stephen Sondheim
Published by Hal Leonard (HL.00313442)

Only just when you've made a friend and all
And you know she's big but you don't feel small
Someone bigger than her comes along the hall
To swallow you for lunch
And you heart is lead
And your stomach stone
And you're really scared
Being all alone...
And it's then that you miss
All the things you've known
And the world you've left
And the little you own–
The fun is done.
You steal what you can and run
And you scramble down
And you look below
And the world you know
Begins to grow:
The roof, the house, and your Mother at the door
The roof, the house and the world you never thought to explore
And you think of all of the things you've seen
And you wish that you could live in between
And you're back again
Only different than before
After the sky
There are Giants in the sky!
There are big tall terrible awesome scary wonderful
Giants in the sky!

Example 2

"Pulled" from *The Addams Family*
The Addams Family Vocal Selections
Composed by Andrew Lippa, Marshall Brickman and Rick Elice
Published by Hal Leonard (HL.00313505)

Puppy dogs with droopy faces,
Unicorns with dancing mice
Sunrise in wide open spaces
Disney World - I'll go there twice!
Butterflies and picnic lunches
Bunches of chrysanthemums
Lollipops and pillow fights and Christmas Eve
Sugar plums!
String quartets and Chia Pets
And afternoon banana splits
Angels watching as I sleep
And Liberace's Greatest Hits!
Have got me pulled in a new direction!
If they keep insisting, I'll stop resisting
Just watch me pulled in a new direction
I should stay in the dark
Not obey every spark
But the boy has a bite
Better far than his bark!
And you bet I'll bite too
Do what's truly taboo
As I'm pulled in a new direction!

GRADE 6 (CONTINUED)

Example 3

"Make Them Hear You" from *Ragtime*
Ragtime Vocal Selections
Composed by Stephen Flaherty
Published by Hal Leonard (HL.00322474)

Go out and tell our story
Let it echo far and wide
Make them hear you
Make them hear you
How justice was our battle
And how justice was denied
Make them hear you
Make them hear you
And say to those who blame us
For the way we chose to fight
That sometimes there are battles
That are more than black or white
And I could not put down my sword
When justice was my right
Make them hear you
Go out and tell our story
To your daughters and your sons
Make them hear you
Make them hear you
And tell them, in our struggle
We were not the only ones
Make them hear you
Make them hear you.

Example 4

"Spark of Creation" from *Children of Eden*
Children of Eden Vocal Selections
Composed by Stephen Schwartz
Published by Hal Leonard (HL.00313326)

The spark of creation, is flickering within me
The spark of creation, is blazing in my blood
A bit of the fire that lit up the stars
And breathed life into the mud, the first inspiration
The spark of creation
I see a mountain and I want to climb it
I see a river and I want to leave shore
Where there was nothing let there be something, something
made by me
There's things waiting for me to invent them
There's worlds waiting for me to explore
I am an echo of the eternal cry of
Let there be!
The spark of creation, burning bright within me
The spark of creation, won't let me rest at all
Until I discover or build or uncover
A thing that I can call, my celebration
Of the spark of creation.

For further guidance please visit: **www.rslawards.com**