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Performance Arts Awards

# Musical Theatre

Syllabus Specification



**PREMIERE - GRADE 8**



# Musical Theatre Syllabus Specification

PREMIERE TO GRADE 8

*Revised: August 2023*

Candidates and teachers are advised to refer to the Revision History on [page 83](#)



All supporting material can be downloaded from  
[www.rslawards.com](http://www.rslawards.com)

## Acknowledgements

### Syllabus

Syllabus written by: **Sarah Perryman**

Specialist writers and consultants: **Jacque Kirke, Claire Huckle, Philip Shades, Emily Nash and Angharad Sanders**

Syllabus advisors: **Nik Preston, Jessica Fairfield, Philip Armstrong and Mary Keene**

### Publishing

Cover design: **Philip Millard**

Layout design: **Philip Millard**

Layout and sub-editor: **Simon Troup and Jennie Troup (Digital Music Art)**

Cover photograph: © **Michael Dodge / Getty Images**

### Audio

Composed and produced by: **Jono Harrison**

### Executives

Mr N. York

Mr J. Simpson

### Contact

RSL

Harlequin House

Ground Floor

7 High Street

Teddington

Middlesex

TW11 8EE

Performance Arts Awards (PAA)

<https://www.rslawards.com/paa/>

Telephone: +44 (0)345 460 4747

Email: [paa@rslawards.com](mailto:paa@rslawards.com)

*Revised: August 2023*

Candidates and teachers are advised to refer to the Revision History on [page 83](#)

# 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:

<https://www.rslawards.com/paa/graded-exams/musical-theatre/>

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

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## 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                 |  |
|----------------------------|--|
| <b>Form of Assessment</b>  | 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.  |
| <b>Unit Format</b>         | 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.   |
| <b>Bands of Attainment</b> | There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.   |
| <b>Quality Assurance</b>   | 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](http://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](http://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](http://www.rslawards.com)

## SECTION E: EQUAL OPPORTUNITIES POLICY

RSL's Equal Opportunities policy can be found on the RSL website [www.rslawards.com](http://www.rslawards.com)

## SECTION F: CONTACTS FOR HELP & SUPPORT

All correspondence should be directed to:

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

Or [paa@rslawards.com](mailto: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.

- For Musical Theatre exams where the music operator is also the chaperone, they must remain in the exam room for the entire exam, including the Understanding & Reflection component.
- The chaperone must not lead, direct, or assist the candidate(s) in any way. Note that any interaction between the chaperone and the candidate (except in an emergency) may be classed as assisting the candidate and may be reflected in the candidate's final mark.

## 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](http://www.rslawards.com/about-us/safeguarding)

A chaperone is required to be in attendance for all PAA exams, for the entire duration of the exam, responsible for ensuring the well-being of the candidates at all times. The following guidelines must be adhered to:

- The chaperone must be an appointed member of the school staff and not a relative/guardian of any candidate.
- The chaperone should be positioned either:
  - inside the exam room, next to the door, and well away from the candidates' eye-line.
  - if the door to the exam room has a glass window and the chaperone has clear vision of the examiner(s) and candidate(s), they may be positioned outside of the room, watching the exam through the window. Note that no other person outside of the exam room is permitted to watch the exam in progress through the window.
- For Musical Theatre / Dance exams, the music operator may assume the role of chaperone.

## 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](http://www.rslawards.com/about-us/ucas-points)

## Period of Operation

This syllabus specification covers Musical Theatre Graded Examinations from May 2020.

**NOTE:** The assessment and grading criteria have been revised from May 2020. Candidates and teachers are advised to refer to the Revision History on page 83

## Estimated Examination Time

(based on groups of eight candidates):

- **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 Guidance

Learning Outcomes, Attainment Bands, Weighting and Grading Criteria

## MARKING GUIDANCE

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

## LEARNING OUTCOMES

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| LEARNING OUTCOMES   |                              |                          |
|---|------------------------------|--------------------------|
| PREMIERE CANDIDATES   |                              |                          |
| Learning Outcomes   | Exam Section                 | Percentage of final mark |
| <b>Learning Outcome 1:</b><br>The learner will perform in a group piece of musical theatre                  | Group Performance            | 90%                      |
| <b>Learning Outcome 3:</b><br>The learner will understand individual content and context in musical theatre | Understanding and Reflection | 10%                      |

| LEARNING OUTCOMES   |                                |                          |
|---|--------------------------------|--------------------------|
| DEBUT TO GRADE 8 CANDIDATES   |                                |                          |
| Learning Outcomes   | Exam Section                   | Percentage of final mark |
| <b>Learning Outcome 1:</b><br>The learner will perform in a group piece of musical theatre                  | Group Performance              | 60%                      |
| <b>Learning Outcome 2:</b><br>The learner will demonstrate technical skills relevant to musical theatre     | Technical Skills Demonstration | 30%                      |
| <b>Learning Outcome 3:</b><br>The learner will understand individual content and context in musical theatre | Understanding and Reflection   | 10%                      |

## ATTAINMENT BANDS

---

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 |

## ASSESSMENT WEIGHTING

---

The weighting for each component is described below:

| ASSESSMENT WEIGHTING                                  |                                   |
|---|-----------------------------------|
| Exam Section  | Assessment Criteria Weighting     |
| Group Performance                                     | Performance 60%<br>Technique 40%  |
| Technical Skills Demonstration (Debut – Grade 8 only) | Technique 60%<br>Performance 40%  |
| Understanding and Reflection                          | Understanding and Reflection 100% |

## GRADING CRITERIA

Grading Criteria for each component of the exam are described below.

*They must be read in conjunction with the specific assessment criteria for the relevant grade/discipline.*

Please refer to the content specification for each grade.

| PERFORMANCE   |  |  |
|---|--|--|
| KNOWLEDGE, SKILLS AND UNDERSTANDING   |  |  |
| Acting  | Singing  | Dancing  |
| An understanding of the text is expected at all grades, and accurate word memory from Debut. As grades progress, requirements include interpretation, an understanding of character, emotions, subtext, period, style and a sense of spontaneity. | An understanding of the meaning and mood of the song is expected at all grades. As grades progress, requirements include an awareness of character, intention, dynamic variation, communication to the audience and stylistic understanding. | An understanding of the mood of the music is expected at all grades. As grades progress, requirements include characterisation, musical interpretation, communication to the audience and stylistic understanding. |

| PERFORMANCE  |  |  |   |
|--|--|--|---|
| GRADING CRITERIA   |  |  |   |
| Unclassified   | Pass   | Merit  | Distinction   |
| 0–9  | 10–12  | 13–16  | 17–20   |
| The assessment criteria for performance at the relevant grade and discipline was not demonstrated to an acceptable standard for the majority of the time, or throughout. There was limited or no evidence of interpretative awareness. | The assessment criteria for performance at the relevant grade and discipline was demonstrated to an acceptable, or mostly acceptable, standard. Generally sound interpretative awareness evident. A satisfactory presentation of work. | The assessment criteria for performance at the relevant grade and discipline was demonstrated to a proficient, or mostly proficient, standard. Assured interpretative awareness evident most of the time. A secure presentation of work. | The assessment criteria for performance at the relevant grade and discipline was demonstrated to a consistently high standard throughout, or almost throughout. Strong interpretative awareness evident. A sustained and convincing presentation of work. |

| TECHNIQUE  |   |  |
|--|---|--|
| KNOWLEDGE, SKILLS AND UNDERSTANDING  |   |  |
| Acting   | Singing   | Dancing  |
| Use of facial expression and voice, appropriate to the meaning and mood of the text is expected at all grades. As grades progress, requirements include vocal modulation, projection, phrasing, physical characterisation, movement and gesture. | Audibility is expected at all grades. As grades progress, requirements include timing, pitch, rhythmic awareness, articulation, phrasing, intonation, breath control and resonance. | Coordination and timing is expected at all grades. As grades progress, requirements include rhythmic and spatial awareness, control, alignment, core stability, balance and dynamic variation. |

| TECHNIQUE   |   |   |  |
|---|---|---|--|
| GRADING CRITERIA  |   |   |  |
| Unclassified  | Pass  | Merit   | Distinction  |
| 0–9   | 10–12   | 13–16   | 17–20  |
| The assessment criteria for technique at the relevant grade and discipline was not demonstrated to a satisfactory standard throughout, or most of the time. There was limited or no evidence of technical accuracy. | The assessment criteria for technique at the relevant grade and discipline was demonstrated to a satisfactory, or mostly satisfactory, standard. A technically acceptable presentation of work. | The assessment criteria for technique at the relevant grade and discipline was demonstrated to a proficient, or mostly proficient, standard. A technically secure presentation of work. | The assessment criteria for technique at the relevant grade and discipline was demonstrated to a consistently high standard throughout, or almost throughout. A technically strong presentation of work. |

| UNDERSTANDING AND REFLECTION  |
|---|
| KNOWLEDGE, SKILLS AND UNDERSTANDING   |
| Through answers to the questions, a general understanding of the Group Performance piece is expected at all grades. As the grades progress, requirements include an understanding of characters, context, rehearsal processes, stylistic features of the performance and critique of candidate's own performance. |

| UNDERSTANDING AND REFLECTION  |  |  |  |
|---|--|--|--|
| GRADING CRITERIA  |  |  |  |
| Unclassified  | Pass   | Merit  | Distinction  |
| 0–9   | 10–12  | 13–16  | 17–20  |
| The assessment criteria for Understanding and Reflection at the relevant grade was not demonstrated for the majority of the time, or throughout. Limited, or no answers to questions evident. | The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a satisfactory standard. Generally acceptable answers to questions. | The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a proficient standard. Generally secure answers to questions. | The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a high standard throughout. Consistently insightful answers to questions. |

# 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

## 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

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.

### OR Show Exam

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 taking Grades 6–8 are required to show valid photographic identification when attending the examination, as per RSL's policy, found here <https://www.rslawards.com/about-us/policies-regulations/>
- Candidates must perform a range of acting, singing and dancing throughout
- A chaperone **must be in attendance**. Please see Chaperone Guidance on page 10.
- 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 1–3** – Candidates will prepare any **one** of the technical skills as chosen by the **Teacher** (either acting OR singing OR dancing). All candidates will demonstrate technical skills from the **same** discipline
- **GRADES 4–5** – Candidates will prepare any **one** of the technical skills as chosen by the **Teacher** (either acting OR singing OR dancing). Each candidate may perform a **different** discipline, if preferred
- **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 of candidates who are taking the same

grade. From Debut to Grade 3, **all** candidates in the **same** grade group will demonstrate technical skills in the **same** discipline. From Grades 4 to 8, candidates will specialise by demonstrating technical skills in **one** discipline. Candidates may be arranged into even smaller groups by the examiner where necessary.

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 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.

A chaperone **must be in attendance**. Please see the Chaperone Guidance on page 10.

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

### 3 UNDERSTANDING AND REFLECTION

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

Each candidate must select one question from List A and one question from List B, and present their responses to the questions.

- For Face-to-Face and Live Video Exams, the examiner will ask each candidate to present their prepared responses, in turn.
- For Recorded Video Exams: Facing directly to camera, each candidate should announce their chosen question followed by presenting their prepared response to each question.

Small notecards may be used if required, but only as a reminder of the questions chosen. Candidates must not read their responses. If notecards are used for Recorded Video exams they must be handheld, and not positioned out of camera shot

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

Candidates undertake the Understanding and Reflection component of the examination in the same groups as their Technical Skills Demonstration

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

The chaperone must **remain in attendance**. Please see Chaperone Guidance on page 10.

### 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: <https://www.rslawards.com/paa/graded-exams/musical-theatre/>



### 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 chaperone **must be in attendance** for all components of the exam. Please see the Chaperone Guidance on page 10. 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.

**19 PAA Musical Theatre Syllabus Specification**

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 of candidates taking the same grade for the Technical Skills Demonstration and Understanding and Reflection components. 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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

**2 UNDERSTANDING AND REFLECTION**

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

**Premiere questions:****List A:**

1. Describe your character's appearance.
2. Describe what clothes or costume you think your character might be wearing, and why?

**List B:**

1. What was your favourite scene, song or dance (pick one) in the performance today, and why?
2. Which did you enjoy most today - acting, singing or dancing, and why?

## PREMIERE | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Entry Level Award in Musical Theatre Performance – Entry 2 |
| <b>Level</b>                    | Entry Level 2  |
| <b>Credit Value</b>             | 3  |
| <b>Guided Learning Hours</b>    | 8  |
| <b>Total Qualification Time</b> | 30   |

| Learning Outcome  | Assessment Criteria   |
|---|---|
| <b>Learning Outcome 1:</b>  |   |
| The learner will perform in a group piece of musical theatre                  | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic use of facial expression and voice appropriate to meaning and mood</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic understanding of what is happening in the scene</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate a basic ability to sing the melody and lyrics audibly</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of the meaning of the song</li> <li>■ Perform with focus</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic coordination and timing</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of the mood of the music</li> </ul> |
| <b>Learning Outcome 3:</b>  |   |
| The learner will understand individual content and context in musical theatre | <p>Give a brief description on a given topic relevant to the performance, including:</p> <ul style="list-style-type: none"> <li>■ The character's appearance</li> <li>■ The candidate's favourite part of the performance</li> </ul>  |

**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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

**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 <https://www.rslawards.com/paa/graded-exams/musical-theatre/>

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](http://www.rslawards.com)

## DEBUT | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

#### Debut questions:

##### List A:

1. What was your favourite part of the performance today, and why?
2. What did you most enjoy performing today – acting, singing, or dancing, and why?

##### List B:

1. Identify a character that your character likes in the performance and explain why.
2. Identify a character that your character doesn't like in the performance and explain why.



## DEBUT | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Entry Level Award in Musical Theatre Performance – Entry 3 |
| <b>Level</b>                    | Entry Level 3  |
| <b>Credit Value</b>             | 4  |
| <b>Guided Learning Hours</b>    | 10   |
| <b>Total Qualification Time</b> | 40   |

| Learning Outcome  | Assessment Criteria   |
|---|---|
| <b>Learning Outcome 1:</b>  |   |
| The learner will perform in a group piece of musical theatre                  | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic use of facial expression, voice and movement appropriate to character and situation</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic understanding of character and situation</li> <li>■ Perform from memory (LO1 Group Performance only)</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate a basic ability to sing the melody and lyrics audibly and with a sense of intonation</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of the meaning of the song</li> <li>■ Deliver lyrics from memory</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic coordination and timing</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of the mood of the music</li> <li>■ Perform with confidence</li> </ul> |
| <b>Learning Outcome 2:</b>  |   |
| The learner will demonstrate technical skills relevant to musical theatre     | <b>For the Technical Skills Demonstration, Debut candidates will be assessed on the Acting assessment criteria (technique and performance), as above.</b>   |
| <b>Learning Outcome 3:</b>  |   |
| The learner will understand individual content and context in musical theatre | <p>Give a basic description on a given topic relevant to the performance, to include:</p> <ul style="list-style-type: none"> <li>■ The candidate's favourite part of the performance</li> <li>■ Character relationships</li> </ul>  |

## 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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

*Continued over >*

## 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

In preparation for the examination, candidates and teachers should familiarise themselves with all Grade 1 scenarios (*revised August 2023*).

All scenarios can include either two or three candidates.

The examiner will group candidates into twos or threes.

The examiner will then choose a scenario for each pair/three to perform, and tell the pair/three which of them is A, which is B, and, if applicable, C. The pair/three will then perform the given scenario.

**Therefore, candidates should be prepared to perform any of the three Grade 1 scenarios, and to work with any other candidates in their technical group.**

Each scenario is expected to last between 30 and 45 seconds.

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

► See [page 58](#) for a full list of Grade 1 scenarios.

**August 2023:**  
*Please note that the scenarios have been revised.*

#### 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 Rockschoo! Vocals Grade 1 repertoire or Wider 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 61](#) 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.

For Rockschoo! Vocals Repertoire please visit:  
<https://www.rslawards.com/rockschoo!-graded-exams/vocals/>  
or for wider repertoire please visit  
<https://www.rslawards.com/wider-repertoire/>

#### 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.

► See [page 75](#) for Grade 1 suggested dance technical exercises.

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 1 | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

#### Grade 1 questions:

##### List A:

1. Describe your character's physical appearance and what clothes/costume they might be wearing.
2. Identify a character that your character likes or doesn't like in the performance, and explain why?
3. Pick any two characters in the performance and explain their relationship.

##### List B:

1. What was the hardest part of the performance for you today, and why did you find that part challenging?
2. Describe the mood of a specific scene, song or dance from the performance (pick one).
3. Are there any changes of mood during the performance? If so, why?



## GRADE 1 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 1 Award in Musical Theatre Performance – Grade 1 |
| <b>Level</b>                    | Level 1  |
| <b>Credit Value</b>             | 6  |
| <b>Guided Learning Hours</b>    | 12   |
| <b>Total Qualification Time</b> | 60   |

| Learning Outcome  | Assessment Criteria  |
|---|--|
| <b>Learning Outcome 1:</b>  |  |
| The learner will perform in a group piece of musical theatre                  | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Speak audibly and with clarity of diction</li> <li>■ Demonstrate basic use of facial expression and movement appropriate to character and mood</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic understanding of the character's situation and feelings</li> <li>■ Perform from memory</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate a basic ability to sing the lyrics and melody audibly and in tune</li> <li>■ Demonstrate a sense of timing and rhythm</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of the meaning and mood of the song</li> <li>■ Deliver lyrics from memory with expression</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic coordination, timing and rhythmic awareness</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of characterisation and the mood of the music</li> <li>■ Perform with confidence</li> </ul> |
| <b>Learning Outcome 2:</b>  |  |
| The learner will demonstrate technical skills relevant to musical theatre     | <b>For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.</b>  |
| <b>Learning Outcome 3:</b>  |  |
| The learner will understand individual content and context in musical theatre | <p>Give a detailed description on a given topic relevant to the performance, including: <i>(two of the following topics, as selected by the candidate)</i></p> <ul style="list-style-type: none"> <li>■ Character's appearance</li> <li>■ Challenges of performance</li> <li>■ Character relationships</li> <li>■ Mood of the chosen pieces</li> </ul>   |

## 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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

*Continued over >*

## 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

In preparation for the examination, candidates and teachers should familiarise themselves with all Grade 2 scenarios (*revised August 2023*).

All scenarios can include either two or three candidates.

The examiner will group candidates into twos or threes.

The examiner will then choose a scenario for each pair/three to perform, and tell the pair/three which of them is A, which is B, and, if applicable, C. The pair/three will then perform the given scenario.

**Therefore, candidates should be prepared to perform any of the three Grade 2 scenarios, and to work with any other candidates in their technical group.**

Each scenario is expected to last between 30 and 45 seconds.

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

► See [page 58](#) for a full list of Grade 2 scenarios.

**August 2023:**  
*Please note that the scenarios have been revised.*

#### 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 Rockschoo! Vocals Grade 2 repertoire or Wider 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 62](#) 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.

For Rockschoo! Vocals Repertoire please visit:  
<https://www.rslawards.com/rockschoo!/graded-exams/vocals/>  
or for wider repertoire please visit  
<https://www.rslawards.com/wider-repertoire/>

#### 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.

► See [page 76](#) for Grade 2 suggested dance technical exercises.

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 2 | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

Grade 2 questions:

**List A:**

1. Describe a feeling your character has in the performance and explain why they feel that way.
2. Explain how your character is feeling in a specific song, scene or dance (pick one), and why?
3. How does your character feel at the start of the piece, and then at the end of the piece, and why?

**List B:**

1. Where does the scene/piece take place? Describe the setting.
2. Pick two characters in the performance and describe their relationship.
3. What are the key events that happen in the piece?



## GRADE 2 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 1 Award in Musical Theatre Performance – Grade 2 |
| <b>Level</b>                    | Level 1  |
| <b>Credit Value</b>             | 8  |
| <b>Guided Learning Hours</b>    | 16   |
| <b>Total Qualification Time</b> | 80   |

| Learning Outcome  | Assessment Criteria   |
|---|---|
| <b>Learning Outcome 1:</b>  |   |
| The learner will perform in a group piece of musical theatre                                    | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic use of...           <ul style="list-style-type: none"> <li>– vocal projection, diction and modulation</li> <li>– facial expression and movement</li> </ul> </li> <li>...appropriate to character and mood</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic understanding of the character's situation and feelings</li> <li>■ Perform from memory with focus</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate a basic ability to sing the lyrics and melody audibly and with a sense of intonation</li> <li>■ Demonstrate a sense of timing, rhythm and pulse</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of character, meaning, and the mood of the song</li> <li>■ Deliver lyrics from memory with expression and focus</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic coordination, timing, rhythmic and spatial awareness</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of characterisation and the mood of the music</li> <li>■ Perform from memory with fluency</li> </ul> |
| <b>Learning Outcome 2:</b>  |   |
| The learner will demonstrate technical skills relevant to musical theatre                       | <b>For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.</b>   |
| <b>Learning Outcome 3:</b>  |   |
| The learner will understand the importance of individual content and context in musical theatre | <p>Give a description on a given topic relevant to the Group Performance, including: (two of the following topics, as selected by the candidate):</p> <ul style="list-style-type: none"> <li>■ The character's feelings</li> <li>■ Character relationships</li> <li>■ The context of the performance</li> <li>■ Challenges in the performance</li> </ul>  |

## 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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

## 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

In preparation for the examination, candidates and teachers should familiarise themselves with all Grade 3 scenarios (*revised August 2023*).

All scenarios can include either two or three candidates.

The examiner will group candidates into twos or threes.

The examiner will then choose a scenario for each pair/three to perform, and tell the pair/three which of them is A, which is B, and, if applicable, C.

The pair/three will then perform the given scenario.

**Therefore, candidates should be prepared to perform any of the three Grade 3 scenarios, and to work with any other candidates in their technical group.**

Each scenario is expected to last between 30 and 45 seconds.

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

► See [page 58](#) for a full list of Grade 3 scenarios.

**August 2023:**  
*Please note that the scenarios have been revised.*

#### 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 Rockschoo Vocals Grade 3 repertoire or Wider 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 63](#) 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.

For Rockschoo Vocals Repertoire please visit:

<https://www.rslawards.com/rockschool/graded-exams/vocals/>

or for wider repertoire please visit <https://www.rslawards.com/wider-repertoire/>

#### 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.

► See [page 77](#) for Grade 3 suggested dance technical exercises.

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 3 | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

Grade 3 questions:

**List A:**

1. Choose a specific scene. Identify and explain your character's feelings throughout the scene.
2. Choose a song from the performance. How is your character feeling in that song, and why do they feel that way?
3. Identify an emotion your character felt at any point in the performance, and describe how they showed that emotion.

**List B:**

1. Describe any processes used in rehearsal to help learn and remember your lines, lyrics or choreography (pick one).
2. Describe any challenges you faced during the performance as an individual or as a group.
3. Identify and explain the relationship between any two characters in the piece.



## GRADE 3 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 1 Award in Musical Theatre Performance – Grade 3 |
| <b>Level</b>                    | Level 1  |
| <b>Credit Value</b>             | 10   |
| <b>Guided Learning Hours</b>    | 18   |
| <b>Total Qualification Time</b> | 100  |

| Learning Outcome  | Assessment Criteria   |
|---|---|
| <b>Learning Outcome 1:</b>  |   |
| The learner will perform in a group piece of musical theatre                                    | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic use of...           <ul style="list-style-type: none"> <li>– vocal projection, diction and modulation</li> <li>– facial expression, movement and gesture</li> </ul> </li> <li>...appropriate to character and mood</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic interpretation of character, with understanding of situation and feelings</li> <li>■ Perform from memory with fluency and focus</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate a basic ability to sing the lyrics and melody audibly and with a sense of intonation</li> <li>■ Demonstrate a sense of timing, rhythm, pitch and pulse</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of character, meaning, and the mood of the song</li> <li>■ Deliver lyrics from memory with expression, focus, fluency and some use of dynamics</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate basic:           <ul style="list-style-type: none"> <li>– coordination, control and body alignment</li> <li>– timing, rhythm and spatial awareness</li> </ul> </li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>■ Communicate a basic awareness of characterisation and the mood of the music</li> <li>■ Perform from memory with fluency and expression</li> </ul> |
| <b>Learning Outcome 2:</b>  |   |
| The learner will demonstrate technical skills relevant to musical theatre                       | <b>For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.</b>   |
| <b>Learning Outcome 3:</b>  |   |
| The learner will understand the importance of individual content and context in musical theatre | <p>Give a description on a given topic relevant to the Group Performance, including:<br/>(two of the following topics, as selected by the candidate):</p> <ul style="list-style-type: none"> <li>■ The character's emotions</li> <li>■ Challenges of performance</li> <li>■ Character relationships</li> <li>■ Processes used in rehearsal to help learn and remember the piece</li> </ul>  |

**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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

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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 and teachers must familiarise themselves with the Grade 4 Acting Technical Scenario (*revised August 2023*).

Each candidate must select one character status from the given list to include in their technical demonstration.

The **examiner** will arrange the candidates into pairs or threes, therefore, candidates should be prepared to work with any other candidate(s) in their technical group.

The examiner will ask each candidate which character status they have chosen. The candidates will then perform the scenario, incorporating their chosen character status.

Each scenario is expected to last between 45 and 60 seconds.

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

► See [page 59](#) for the Grade 4 scenario and full list of character statuses.

**August 2023:**  
*Please note that the scenarios have been revised.*

#### 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 Rockschoo Vocals Grade 4 repertoire or Wider 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 64](#) 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.

For Rockschoo Vocals Repertoire please visit:  
<https://www.rslawards.com/rockschool/graded-exams/vocals/>  
or for wider repertoire please visit  
<https://www.rslawards.com/wider-repertoire/>

#### 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.

► See [page 78](#) for Grade 4 suggested dance technical exercises.

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 4 | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

#### Grade 4 questions:

##### List A:

1. Describe the setting of the piece and the time period in which it is set.
2. Identify the writer and the composer of the piece and when it was written.
3. Describe how the time period and/or setting influenced your performance.

##### List B:

1. What did you find the most challenging part of the rehearsal process? Explain why.
2. What was the most challenging part of the performance for you today? What did you do to meet that challenge?
3. Pick any two characters in the performance and describe their similarities and/or differences.



## GRADE 4 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 2 Certificate in Musical Theatre Performance – Grade 4 |
| <b>Level</b>                    | Level 2  |
| <b>Credit Value</b>             | 13   |
| <b>Guided Learning Hours</b>    | 20   |
| <b>Total Qualification Time</b> | 130  |

| Learning Outcome  | Assessment Criteria   |
|---|---|
| <b>Learning Outcome 1:</b>  |   |
| The learner will perform in a group piece of musical theatre                                    | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate developing use of...           <ul style="list-style-type: none"> <li>– vocal projection, diction, modulation and phrasing</li> <li>– facial expression, movement and gesture</li> </ul> </li> <li>...to reflect character and mood</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a developing interpretation of character, with understanding of situation and feelings</li> <li>■ Demonstrate an awareness of the performance environment, including setting, other characters and audience, as appropriate</li> <li>■ Perform from memory with fluency and focus</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate a developing ability to:           <ul style="list-style-type: none"> <li>– sing the lyrics and melody audibly and with a sense of pitch and intonation</li> <li>– maintain rhythm, timing, articulation and phrasing</li> </ul> </li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a developing awareness of characterisation, meaning and mood</li> <li>■ Deliver lyrics from memory with expression, fluency, commitment and use of dynamics</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate developing:           <ul style="list-style-type: none"> <li>– coordination, control and body alignment</li> <li>– timing, rhythm, spatial awareness and use of dynamics</li> </ul> </li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a developing interpretation of the meaning and mood of the music</li> <li>■ Perform from memory with fluency and expression</li> </ul> |
| <b>Learning Outcome 2:</b>  |   |
| Demonstrate technical skills relevant to musical theatre  | <b>For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.</b>   |
| <b>Learning Outcome 3:</b>  |   |
| The learner will understand the importance of individual content and context in musical theatre | <p>Describe and summarise on a given topic relevant to the Group Performance, including: <i>(two of the following topics, as selected by the candidate):</i></p> <ul style="list-style-type: none"> <li>■ Historical context of the piece</li> <li>■ Background to playwright/composer</li> <li>■ Challenges of performance</li> <li>■ Similarities and differences between characters in the piece</li> </ul>  |

**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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

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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 and teachers must familiarise themselves with the Grade 5 Acting Technical Scenario (*revised August 2023*).

Each candidate must select one character objective from the given list to include in their technical demonstration.

The **examiner** will arrange the candidates into pairs or threes, therefore, candidates should be prepared to work with any other candidate(s) in their technical group.

The examiner will ask each candidate which character objective they have chosen. The candidates will then perform the scenario, incorporating their chosen character objective.

Each scenario is expected to last between 45 and 60 seconds.

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

► See [page 59](#) for the Grade 5 scenario and full list of character objectives.

**August 2023:**  
*Please note that the scenarios have been revised.*

#### 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 Rockschoo! Vocals Grade 5 repertoire or Wider 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 66](#) 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.

For Rockschoo! Vocals Repertoire please visit:  
<https://www.rslawards.com/rockschoo!-graded-exams/vocals/>  
or for wider repertoire please visit  
<https://www.rslawards.com/wider-repertoire/>

#### 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.

► See [page 79](#) for Grade 5 suggested dance technical exercises.

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 5 | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

Grade 5 questions:

**List A:**

1. What are your character's objectives in the piece?
2. Describe the place and time period in which the piece is set.
3. Describe the time period in which the piece is set, and a rehearsal process that helped to achieve the feel of the period.

**List B:**

1. What rehearsal processes were used to prepare vocally for either acting or singing (pick one)?
2. What rehearsal processes were used to prepare physically for dancing?
3. What rehearsal processes were used to develop your characterisation?



## GRADE 5 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 2 Certificate in Musical Theatre Performance – Grade 5 |
| <b>Level</b>                    | Level 2  |
| <b>Credit Value</b>             | 15   |
| <b>Guided Learning Hours</b>    | 24   |
| <b>Total Qualification Time</b> | 150  |

| Learning Outcome  | Assessment Criteria  |
|---|--|
| <b>Learning Outcome 1:</b>  |  |
| The learner will perform in a group piece of musical theatre                                    | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate developing use of...           <ul style="list-style-type: none"> <li>– vocal projection, diction, modulation, pace and phrasing</li> <li>– facial expression, movement, gesture and body language</li> </ul> </li> <li>...to reflect character, mood and environment</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a developing interpretation of character, with understanding of situation and feelings</li> <li>■ Demonstrate an increased awareness of the performance environment, including setting, other characters and audience, as appropriate</li> <li>■ Perform from memory with fluency and focus</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate a developing ability to:           <ul style="list-style-type: none"> <li>– sing the lyrics and melody audibly</li> <li>– maintain a sense of pitch and intonation</li> <li>– maintain rhythm, timing, articulation and phrasing</li> </ul> </li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a developing awareness of characterisation, meaning and mood</li> <li>■ Deliver lyrics from memory with expression, fluency, commitment and dynamic variation</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate developing:           <ul style="list-style-type: none"> <li>– coordination, control and body alignment</li> <li>– timing, rhythm, spatial awareness and dynamic variation</li> </ul> </li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate a developing musical interpretation and understanding of character and mood</li> <li>■ Perform from memory with fluency, commitment and communication to the audience</li> </ul> |
| <b>Learning Outcome 2:</b>  |  |
| Demonstrate technical skills relevant to musical theatre  | <b>For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.</b>  |
| <b>Learning Outcome 3:</b>  |  |
| The learner will understand the importance of individual content and context in musical theatre | <p>Describe and summarise on a given topic relevant to the Group Performance, including: <i>(two of the following topics, as selected by the candidate):</i></p> <ul style="list-style-type: none"> <li>■ The character's objectives in the piece</li> <li>■ Historical context</li> <li>■ Challenges of performance</li> <li>■ Rehearsal processes used to prepare vocally and physically for performance</li> <li>■ Rehearsal processes used to develop an understanding of the character</li> </ul>   |

**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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

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 Rockschoo! Vocals Grade 6 repertoire or Wider 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 68](#) 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.

For Rockschoo! Vocals Repertoire please visit:  
<https://www.rslawards.com/rockschoo!/graded-exams/vocals/>  
or for wider repertoire please visit  
<https://www.rslawards.com/wider-repertoire/>

#### 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.

► See [page 80](#) for Grade 6 suggested dance technical exercises.

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 6 | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

Grade 6 questions:

**List A:**

1. Describe the overall style of the piece and how the style influenced your performance.
2. Critique your performance today, identifying something that went particularly well and something that could be improved upon.
3. Describe the historical context of the piece, and how it influenced your performance.

**List B:**

1. Describe a rehearsal process that helped achieve the style of the piece.
2. Identify and explain a technique used in rehearsal that was particularly challenging or effective, and why?
3. Describe a warm-up technique used to prepare for dancing / singing / acting (pick one), and explain why it was used.



## GRADE 6 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 3 Certificate in Musical Theatre Performance – Grade 6 |
| <b>Level</b>                    | Level 3  |
| <b>Credit Value</b>             | 17   |
| <b>Guided Learning Hours</b>    | 26   |
| <b>Total Qualification Time</b> | 170  |

| Learning Outcome  | Assessment Criteria   |
|---|---|
| <b>Learning Outcome 1:</b>  |   |
| The learner will perform in a group piece of musical theatre                                    | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate accomplished use of...           <ul style="list-style-type: none"> <li>– vocal projection, diction, modulation, pace and phrasing</li> <li>– facial expression, movement, gesture and body language</li> </ul> </li> <li>...to reflect character, mood and situation</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished interpretation of character, with understanding of emotions, text and subtext</li> <li>■ Demonstrate a clear awareness of the performance environment, including setting, other characters and audience, as appropriate</li> <li>■ Perform from memory with fluency, focus and a sense of spontaneity</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate an accomplished ability to maintain...           <ul style="list-style-type: none"> <li>– assured sense of pitch, intonation and projection</li> <li>– rhythm, timing, articulation and phrasing</li> </ul> </li> <li>...in response to the demands of the song</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished awareness of characterisation, meaning, mood and style</li> <li>■ Deliver lyrics from memory with commitment, fluency, expression and dynamic variation</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate accomplished:           <ul style="list-style-type: none"> <li>– coordination, control, alignment and balance</li> <li>– timing, rhythm, spatial awareness and dynamic variation</li> </ul> </li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished interpretation of the music with an understanding of character, mood and choreographic intent</li> <li>■ Perform from memory with fluency, commitment and communication to the audience</li> </ul> |
| <b>Learning Outcome 2:</b>  |   |
| Demonstrate technical skills relevant to musical theatre  | <b>For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.</b>   |
| <b>Learning Outcome 3:</b>  |   |
| The learner will understand the importance of individual content and context in musical theatre | <p>Analyse and evaluate on a given topic relevant to the Group Performance, including: <i>(two of the following topics, as selected by the candidate):</i></p> <ul style="list-style-type: none"> <li>■ The style of the piece and how that style was achieved</li> <li>■ Analysis of techniques used in the rehearsal process</li> <li>■ Historical context</li> <li>■ Critique of own performance</li> <li>■ Warm-up techniques</li> </ul>  |

**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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

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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 Rockschoo! Vocals Grade 7 repertoire or Wider 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 70](#) for Grade 7 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.

For Rockschoo! Vocals Repertoire please visit:

<https://www.rslawards.com/rockschoo!graded-exams/vocals/>

or for wider repertoire please visit <https://www.rslawards.com/wider-repertoire/>

#### 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.

► See [page 81](#) for Grade 7 suggested dance technical exercises.

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 7 | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

#### Grade 7 questions:

##### List A:

1. What theatre styles are relevant to the performance piece?
2. What techniques or processes were used in rehearsal to achieve the style of the piece?
3. Pick one scene, song or dance. Describe the style of the chosen scene/song/dance, and a rehearsal process that was used to help achieve that style.

##### List B:

1. In acting, or singing, what is meant by the term modulation and why is it important? Give an example from the performance piece.
2. In singing, or dancing, what is meant by the term dynamics? Why is a variety of dynamics important?
3. Identify and explain one musical theatre term or technique that is used in acting, singing or dancing and give an example of its use from the performance piece (for example: breath support, diaphragm, rhythm, intonation, objective, subtext).



## GRADE 7 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 3 Certificate in Musical Theatre Performance – Grade 7 |
| <b>Level</b>                    | Level 3  |
| <b>Credit Value</b>             | 19   |
| <b>Guided Learning Hours</b>    | 30   |
| <b>Total Qualification Time</b> | 190  |

| Learning Outcome  | Assessment Criteria   |
|---|---|
| <b>Learning Outcome 1:</b>  |   |
| The learner will perform in a group piece of musical theatre                                    | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate accomplished use of...           <ul style="list-style-type: none"> <li>– vocal control, projection, diction, modulation, pace and phrasing</li> <li>– facial expression, movement, gesture, stance and physical characteristics</li> </ul> </li> <li>...to reflect character, mood, situation, period and style</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished interpretation of character, with understanding of objectives, text, subtext, style and historical context</li> <li>■ Demonstrate an assured awareness of the performance environment, including setting, other characters and audience, as appropriate</li> <li>■ Perform from memory with fluency, focus and a sense of spontaneity</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate an accomplished ability to maintain...           <ul style="list-style-type: none"> <li>– assured sense of pitch, intonation and projection</li> <li>– assured rhythm, timing, articulation and phrasing</li> <li>– breath and vocal control</li> </ul> </li> <li>...in response to the demands of the song</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished awareness of:           <ul style="list-style-type: none"> <li>– character, mood and intention</li> <li>– situation, period and style</li> </ul> </li> <li>■ Deliver lyrics from memory with commitment, expression and a wide range of dynamics</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate accomplished:           <ul style="list-style-type: none"> <li>– coordination, control, alignment, balance and core stability</li> <li>– timing, rhythm, spatial awareness, dynamic variation and breadth of movement</li> </ul> </li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished:           <ul style="list-style-type: none"> <li>– musical interpretation and clear understanding of character and mood</li> <li>– awareness of the stylistic features of the dance</li> </ul> </li> <li>■ Perform from memory with fluency, commitment and communication to the audience</li> </ul> |
| <b>Learning Outcome 2:</b>  |   |
| Demonstrate technical skills relevant to musical theatre  | <b>For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.</b>   |
| <b>Learning Outcome 3:</b>  |   |
| The learner will understand the importance of individual content and context in musical theatre | <p>Analyse and evaluate on a given topic relevant to the Group Performance, including: <i>(two of the following topics, as selected by the candidate):</i></p> <ul style="list-style-type: none"> <li>■ Theatre styles relevant to the piece</li> <li>■ Analysis of techniques or processes used in rehearsal to achieve the style or historical period</li> <li>■ Terminology relevant to musical theatre, including breath support, diaphragm, dynamics, rhythm, modulation, objectives, subtext</li> </ul>   |

**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**.

For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [here](#)

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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 Rockschoo! Vocals Grade 8 repertoire or Wider 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 72](#) for Grade 8 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.

For Rockschoo! Vocals Repertoire please visit:

<https://www.rslawards.com/rockschoo!graded-exams/vocals/>

or for wider repertoire please visit <https://www.rslawards.com/wider-repertoire/>

#### 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.

► See [page 82](#) for Grade 8 suggested dance technical exercises

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 8 | CONTENT

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from List A and one question from List B, and present their responses to the questions. See further guidance on page 19.

#### Grade 8 questions:

##### List A:

1. Identify any theatre styles relevant to the piece, and explain how they are relevant.
2. Describe a stylistic feature of the performance today and how it was achieved.
3. Identify any limitations of the delivery within the performance piece. Did you try to overcome these, and if so, how?

##### List B:

1. Identify a theatre practitioner, choreographer, composer or playwright that influenced rehearsals or the performance, and describe why.  
(*N.B.* other than those who actually wrote, choreographed or directed the piece).
2. Select a scene, song or dance from the piece. Reflect on a particular theatre practitioner, choreographer, composer, writer or other creative artist who influenced your performance of that scene/song/dance, and explain why.  
(*N.B.* other than those who actually wrote, choreographed, designed or directed the piece).
3. Describe any challenges you faced in the rehearsal process, and the theatre techniques used to help you meet those challenges.



## GRADE 8 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 3 Certificate in Musical Theatre Performance – Grade 8 |
| <b>Level</b>                    | Level 3  |
| <b>Credit Value</b>             | 24   |
| <b>Guided Learning Hours</b>    | 40   |
| <b>Total Qualification Time</b> | 240  |

| Learning Outcome  | Assessment Criteria   |
|---|---|
| <b>Learning Outcome 1:</b>  |   |
| The learner will perform in a group piece of musical theatre                                    | <p><b>ACTING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate accomplished use of...           <ul style="list-style-type: none"> <li>– vocal control, projection, diction, subtleties of modulation, pace and phrasing</li> <li>– facial expression, movement, gesture, stance and physical characteristics</li> </ul> </li> <li>...to reflect character, mood, situation, period and style</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished interpretation of character, with understanding of objectives, text, subtext, style and historical context</li> <li>■ Demonstrate a convincing awareness, and interrelationship with, the performance environment, including setting, other characters and audience, as appropriate</li> <li>■ Perform from memory with fluency, focus and an instinctive sense of spontaneity</li> </ul> <p><b>SINGING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate an accomplished ability to maintain...           <ul style="list-style-type: none"> <li>– assured sense of pitch, intonation and projection</li> <li>– assured rhythm, timing, articulation and phrasing</li> <li>– breath control, vocal control and resonance</li> </ul> </li> <li>...in response to the demands of the song</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished awareness of:           <ul style="list-style-type: none"> <li>– character, mood and intention</li> <li>– the performance environment, including setting, situation, style, other characters and audience, as appropriate</li> </ul> </li> <li>■ Deliver lyrics from memory with a mature sense of expression, commitment and a wide range of dynamics</li> </ul> <p><b>DANCING</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate accomplished:           <ul style="list-style-type: none"> <li>– coordination, timing, rhythm, spatial awareness, dynamic variation and breadth of movement</li> <li>– body alignment, core stability, strength, balance and agility</li> </ul> </li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>■ Communicate an accomplished:           <ul style="list-style-type: none"> <li>– musical interpretation and detailed understanding of character and mood</li> <li>– awareness of the stylistic features of the dance</li> </ul> </li> <li>■ Perform from memory with fluidity, ease, commitment, and an instinctive connection with the audience and performance environment</li> </ul> |
| <b>Learning Outcome 2:</b>  |   |
| Demonstrate technical skills relevant to musical theatre  | <b>For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting OR Singing OR Dancing), as above.</b>   |
| <b>Learning Outcome 3:</b>  |   |
| The learner will understand the importance of individual content and context in musical theatre | <p>Analyse and evaluate on a given topic relevant to the Group Performance, including: <i>(two of the following topics, as selected by the candidate):</i></p> <ul style="list-style-type: none"> <li>■ Theatre styles and techniques</li> <li>■ Stylistic features of the performance</li> <li>■ Limitations of the delivery/performance pieces</li> <li>■ Challenges of the rehearsal process</li> <li>■ Influence of theatre practitioners on the rehearsal process and/or performance piece</li> </ul>  |

# 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.

**April 2023:**

Note that the scenarios have been revised.

# Scenarios for the Acting Technical Skills Demonstration

*(Revised August 2023)*

## Grades 1–3

In preparation for the examination, candidates and teachers should familiarise themselves with all the scenarios relevant to the grade taken. All scenarios can include either two or three candidates.

The examiner will group candidates into pairs or threes.

The examiner will then choose a scenario for each pair/three to perform, and tell the pair/three which of them is A, which is B, and, if applicable, C.

The pair/three will then perform the given scenario.

**Therefore, candidates should be prepared to perform any of the scenarios at the relevant grade, and to work with any other candidates in their technical group.**

### GRADE 1

1. A, B (and C) are friends playing a computer game. A tells B (and C) that they have had enough of playing, but B (and C) want to continue.
2. A, B (and C) are siblings and are moving home for the first time. A is really excited, but B (and C) are worried.
3. A, B (and C) are friends playing at A's house. They find a wrapped present behind the sofa. A wants to open it but B (and C) think they shouldn't.

### GRADE 2

1. A, B (and C) all want to play with the same gadget, but there's only one. Each character argues their case on why they deserve to play with it.
2. A, B (and C) are friends. They are playing sport in the park and stop for something to eat. A has brought some cakes that they made themselves. A is a terrible cook and the cakes taste awful. B (and C) do not want to let A know how bad they are.
3. A, B (and C) are best friends. A has finished their homework and B (and C) want to copy the homework from them. Why do they want to copy and how does this make A feel?

### GRADE 3

1. A, B (and C) have just been told they are down to the last two/three for head pupil. They are waiting to hear who's been successful and are talking to each other about who it might be. Each pupil believes they are the right person for the job.
2. A, B (and C) are at a party. A has heard that B (and C) have been nasty about A's best friend. What do they do?
3. A, B (and C) are enjoying time on holiday. A wants to go on an expensive day trip to a theme park, and asks B (and C) to come with them. B (and C) do not have enough money for this, but don't want to reveal to A their financial situation.

*(Revised August 2023)***GRADE 4**

Candidates and teachers should familiarise themselves with the Grade 4 scenario, which could include either two or three candidates. Each candidate must select one character status from the given list to include in their technical demonstration.

**The examiner** will group candidates into twos or threes, and ask each candidate which character status they have chosen. Each pair/three will then perform the scenario, with each candidate incorporating their chosen character status.

**Therefore, candidates should be prepared to work with any other candidates in the technical group.**

**Grade 4 scenario:**

**Two or three characters go to the same school and have all decided to audition for the school play. In preparation for the audition they have been asked to prepare some lines from the script. They are waiting in line outside to be called in for their audition.**

**Character statuses:**

1. *The character feels like they are not as good as the others auditioning, so are not likely to get a good part*
2. *The character is ambitious and determined to get the part they want*
3. *The character is quietly confident, they have prepared well and are very focussed*
4. *The character is feeling very nervous about the audition and is fearing the worst*
5. *The character is overly assured in their behaviour and wants to be noticed by everyone*
6. *The character forgot to prepare for the audition*
7. *The character is extremely bossy and tries to take charge*
8. *The character is new to the school and has never been in a play before*

**GRADE 5**

Candidates and teachers should familiarise themselves with the Grade 5 scenario, which could include either two or three candidates. Each candidate must select one character objective from the given list to include in their technical demonstration.

**The examiner** will group candidates into twos or threes, and ask each candidate which character objective they have chosen. Each pair/three will then perform the scenario, with each candidate incorporating their chosen character objective.

**Therefore, candidates should be prepared to work with any other candidates in the technical group.**

**Grade 5 scenario:**

**Two or three characters are school/college friends and are outside the school/college gates. They are all on their phones checking social media and have all seen an insulting comment about a mutual friend.**

**Character objectives:**

1. *The character wants to tell the friend immediately*
2. *The character doesn't want to tell the friend as they don't want to upset them*
3. *The character wants to post something nasty about the person who wrote the comment, in order to avenge the friend*
4. *The character is friends with the person who wrote the comment, but doesn't want the other(s) to know, as they now feel embarrassed about being that person's friend*
5. *The character doesn't think they should do anything, as they are worried about the consequences and don't want to get involved*
6. *The character knows, and has a personal dislike of, the person who wrote the comment, and wants them to get into as much trouble as possible*
7. *The character recently had a fall-out with the 'mutual friend', so tries to make out that the insulting comment is not a big deal (they secretly may even agree with it).*
8. *The character wants to involve the school/college/teacher/guardian*

# 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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language.

Teachers are also permitted to select extracts from any song in the Rockschool 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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language. Teachers are also permitted to select extracts from any song in the **Rockschool Vocals Grade 1** repertoire. **Rockschool Vocals syllabus books are available at:** <https://www.rslawards.com/vocals>

### Overview:

The following includes Grade 1 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

#### Technique:

- Demonstrate a basic ability to sing the lyrics and melody audibly and in tune.
- Demonstrate a sense of timing and rhythm.

#### Performance:

- Communicate a basic awareness of the meaning and mood of the song.
- Deliver lyrics from memory with expression.

### Choosing song extracts for Grade 1:

Songs extracts (30–45 seconds) should have an uncomplicated melody with timing and rhythm clear. Lyrics should be age-appropriate with an easily identifiable meaning. The mood of the extract should also be uncomplicated, but with the opportunity to show expression. It is not necessary that the mood changes or develops through the extract.

#### Example 1

“Where is Love” from *Oliver!*

Music and lyrics by Lionel Bart

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*

Music and lyrics by Kristen Anderson-Lopez and Robert Lopez

Do you want to build a snowman?  
Come on let’s 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*

Music and Lyrics by Lin-Manuel Miranda

Every turn I take  
Every trail I track  
Every path I make  
Every road leads back  
To the place I know  
Where I cannot 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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language. Teachers are also permitted to select extracts from any song in the **Rockschool Vocals Grade 2 repertoire**. **Rockschool Vocals syllabus books are available at:** <https://www.rslawards.com/vocals>

### Overview:

The following includes Grade 2 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

#### Technique:

- Demonstrate a basic ability to sing the lyrics and melody audibly and in tune.
- Demonstrate a sense of timing, rhythm, and pulse.

#### Performance:

- Communicate a basic awareness of the meaning and mood of the song.
- Deliver lyrics from memory with expression and focus.

### Choosing song extracts for Grade 2:

Songs extracts (30–45 seconds) should have a generally uncomplicated melody, but with opportunity to demonstrate awareness of rhythm and pulse. Lyrics should be age-appropriate with an easily identifiable meaning. The mood of the extract should also be uncomplicated, but with the opportunity to show expression. It is not necessary that the mood changes or develops through the song extract.

#### Example 1

“My Favourite Things” from *The Sound of Music*  
Music and Lyrics by Richard Rodgers and Oscar Hammerstein II

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 Misérables*  
Music and Lyrics by Herbert Kretzmer, Claude-Michel Schönberg and Jean-Marc Natel

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*  
Music and Lyrics 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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language. Teachers are also permitted to select extracts from any song in the Rockschoo Vocals Grade 3 repertoire. Rockschoo Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 3 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

#### Technique:

- Demonstrate a basic ability to sing the lyrics and melody audibly and in tune.
- Demonstrate a sense of timing, rhythm, pitch, and pulse.

#### Performance:

- Communicate a basic awareness of the meaning and mood of the song.
- Deliver lyrics from memory with focus, fluency and some use of dynamics

### Choosing song extracts for Grade 3:

Songs extracts (30–45 seconds) should include more complex melody phrases and pitch than for Grade 2, with some opportunity to demonstrate a greater range. Lyrics should be age-appropriate with an easily identifiable meaning. The mood of the extract should also be uncomplicated, but with the opportunity to show expression and some dynamic variation.

#### Example 1

“Maybe” from *Annie*  
Music and Lyrics by Charles Strouse

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 Lovely” from *My Fair Lady*  
Music and Lyrics by Alan Jay Lerner and Frederick Loewe

All I want is a room somewhere  
Far away from the cold night air  
With one enormous chair  
Oh, wouldn't it be lovely?  
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 lovely

#### Example 3

“Revolting Children” from *Matilda*  
Music and Lyrics by Tim Minchin

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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language. Teachers are also permitted to select extracts from any song in the Rockscool Vocals Grade 4 repertoire. Rockscool Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 4 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate a developing ability to:
  - sing the lyrics and melody audibly and with a sense of pitch and intonation
  - maintain rhythm, timing, articulation and phrasing

### Performance:

- Communicate a developing awareness of characterisation, meaning and mood.
- Deliver lyrics from memory with expression, fluency, commitment and use of dynamics.

### Choosing song extracts for Grade 4:

Songs extracts (45–60 seconds) should include more complex melody phrases than for Grade 3, with opportunity to demonstrate a developing vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, such as to display a change of mood or development as the song progresses. Candidates should also have the opportunity to demonstrate an understanding of character and situation (acting through song).

#### Example 1

**“Over The Rainbow” from *The Wizard of Oz***  
**Music and Lyrics by Harold Arlen and E.Y. Harburg**

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 bluebird's 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***  
**Music and Lyrics by Leslie Bricusse and Anthony Newley**

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***  
**Music and Lyrics by Andrew Lloyd Webber and Glenn Slater**

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*  
 Music and Lyrics by Cole Porter

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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language. Teachers are also permitted to select extracts from any song in the Rockschoo Vocals Grade 5 repertoire. Rockschoo Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 5 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate a developing ability to:
  - sing the lyrics and melody audibly maintain a sense of pitch and intonation.
  - maintain rhythm, timing, articulation and phrasing

### Performance:

- Communicate a developing awareness of characterisation, meaning and mood
- Deliver lyrics from memory with expression, fluency, commitment and dynamic variation

### Choosing song extracts for Grade 5:

Songs extracts (45–60 seconds) should include more intricate melody phrases and changes in pitch than for Grade 4, giving plenty of opportunity to demonstrate a developing vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, changes of mood and an understanding of character and situation (acting through song).

#### Example 1

**"Proud of Your Boy" from *Aladdin***  
**Music and Lyrics by Alan Menken**

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

**"We Dance" from *Once on This Island***  
**Lyrics by Lynn Ahrens and music by Stephen Flaherty.**

How fine our clothes are, we dance  
 How fast we drive, we dance  
 We dance at parties  
 While we are dancing just to stay alive

We dance to the earth, we dance to the water  
 The gods awake and we take no chance  
 Our hearts hear the song, our feet move along  
 And to the music of the gods, we dance

Two different worlds, ooh la, never meant to meet  
 But if the gods move our feet  
 We dance, we dance, we dance

#### Example 3

**"Luck Be a Lady" from *Guys and Dolls***  
**Music and Lyrics by Frank Loesser**

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.

## GRADE 5 (CONTINUED)

### Example 4

“Good Morning Baltimore” from *Hairspray*

Music and Lyrics by Marc Shaiman and Scott Wittman

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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language. Teachers are also permitted to select extracts from any song in the Rockscool Vocals Grade 6 repertoire. Rockscool Vocals syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 6 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate an accomplished ability to maintain ...
  - assured sense of pitch, intonation and projection
  - rhythm, timing, articulation and phrasing
  - ... in response to the demands of the song

### Performance:

- Communicate an accomplished awareness of characterisation, meaning, mood and style.
- Deliver lyrics from memory with commitment, fluency, expression and dynamic variation

### Choosing song extracts for Grade 6:

Songs extracts (60–75 seconds) should include more complicated melody phrases and changes in pitch than for Grade 5, giving much opportunity to show a proficient vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, changes of mood and an intricate understanding of character and situation (acting through song).

#### Example 1

“Giants in the Sky” from *Into the Woods*

Composed by Stephen Sondheim

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 your 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

“Lamest Place in The World” from *13 The Musical*  
 Music and Lyrics by Jason Robert Brown

And you're completely exotic  
 Intellectual, neurotic  
 You would never have a shot  
 Except you found the perfect guide!

And though I don't really know you  
 I can hardly wait to show you  
 Every fake and freak, every fool and clown  
 Since the Chippewa settled this stupid town  
 Let 'em laugh they won't keep me down  
 With you by my side!

And it just got a little bit better!  
 Amazing but true!  
 Yes, the lamest place in the world  
 Has lots of flaws  
 But maybe it'll be fine because  
 It brought me to you!

**GRADE 6 (CONTINUED)****Example 3**

“Make Them Hear You” from *Ragtime*

Music by Stephen Flaherty, Lyrics by Lynn Ahrens

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*

Composed by Stephen Schwartz

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](http://www.rslawards.com)

## GRADE 7

**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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language. Teachers are also permitted to select extracts from any song in the *Rockschool Vocals Grade 7 repertoire*. *Rockschool Vocals syllabus books* are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 7 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate an accomplished ability to maintain ...
  - assured sense of pitch, intonation and projection
  - rhythm, timing, articulation and phrasing
  - ... in response to the demands of the song

### Performance:

Communicate an accomplished awareness of:

- characterisation, mood and intention
- situation, period and style

Deliver lyrics from memory with commitment, expression and a wide range of dynamics

### Choosing song extracts for Grade 7:

Songs extracts (60–75 seconds) should include more complex melody phrases and changes in pitch than for Grade 6, giving considerable opportunity to show a skilful vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, changes of mood and a mature understanding of character and situation (acting through song).

#### Example 1

**"Home" from *Beetlejuice***

**Music and lyrics by Eddie Perfect**

You always saw life as a game  
But since you left, it sucks to play  
I'm beaten up and bruised  
Confused by rules that alter every day  
Where to next?

You left but I'm still standing  
Spinning on this infinite road  
Terrified of letting you go  
No light above and there's no hope below  
And I don't know which way's home  
Mom, I've got my heart in my hand  
Speak to me and I'll understand  
One little word to know I'm not alone  
And show me the way back home  
Oohh  
Is there a way back home?  
Ooohhhh

The nothingness ahead of me  
Is this the end you meant for me?  
Every living minute  
There's no home without you in it  
I'm falling  
Quit stalling  
Your daughter is calling your name  
I've burned all my bridges and games

#### Example 2

**"Seasons of Love" from *Rent***

**Written and composed by Jonathan Larson**

Five hundred twenty five thousand six hundred minutes  
Five hundred twenty five thousand six hundred journeys to plan  
Five hundred twenty five thousand six hundred minutes  
How do you measure the life of a woman or man?

In truths that she learned, or in times that he cried  
In bridges he burned, or the way that she died

It's time now to sing out  
Though the story never ends  
Let's celebrate, remember a year  
In the life of friends

Remember the love  
You got to, you got to remember the love  
Remember the love  
You know that love is a gift from up above  
Remember the love  
Share love, give love, spread love  
Measure in love  
Seasons of love  
Seasons of love  
Measure, measure your life in love

**GRADE 7 (CONTINUED)****Example 3**

"I'm Still Standing" from *Sing*

Written by Elton John and Bernie Taupin

You could never know what it's like  
Your blood like winter freezes just like ice  
And there's a cold lonely light that shines from you  
You'll wind up like the wreck you hide behind that mask you use

And did you think this fool could never win  
Well look at me, I'm coming back again  
I got a taste of love in a simple way  
And if you need to know while I'm still standing you just  
fade away

Don't you know I'm still standing better than I ever did  
Looking like a true survivor, feeling like a little kid  
I'm still standing after all this time  
Picking up the pieces of my life without you on my mind

I'm still standing yeah yeah yeah  
I'm still standing yeah yeah yeah

**Example 4**

"Who I'd Be" from *Shrek*

Music and Lyrics by Jeanine Tesori and David Lindsay-Abaire

An ogre always hides  
An ogre's fate is known  
And ogre always stays  
In the dark and all alone

So yes, I'd be a hero  
And if my wish were granted  
Life would be enchanted  
Or so the stories say

Of course I'd be a hero  
And I would scale a tower  
And save a hung-house flower  
And carry her away

But standing guard there'd be a beast  
I'd somehow overwhelm it  
I'd get the girl, I'd take my breath  
And I'd remove my helmet

We'd stand and stare, we'd speak of love  
We'd feel the stars ascending  
We'd share a kiss, I'd find my destiny

I'd have a hero's ending  
A perfect happy ending  
That's how it would be  
A big bright beautiful world  
But not for me

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## GRADE 8

**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. If preferred, candidates/teachers may edit gender-specific language (eg, pronouns) with non-gender specific language. Teachers are also permitted to select extracts from any song in the *Rockschool Vocals Grade 8* repertoire. *Rockschool Vocals* syllabus books are available at: <https://www.rslawards.com/vocals>**

### Overview:

The following includes Grade 8 Singing Assessment Criteria, tips for choosing songs (to give the opportunity to demonstrate the criteria), and example song extracts.

### Technique:

- Demonstrate an accomplished ability to maintain ...
  - assured sense of pitch, intonation and projection
  - rhythm, timing, articulation and phrasing
  - breath control, vocal control and resonance
  - ... in response to the demands of the song

### Performance:

Communicate an accomplished awareness of ...

- characterisation, mood and intention
- the performance environment, including setting, situation, style, other characters and audience, as appropriate.

Deliver lyrics from memory with a mature sense of commitment, expression and a wide range of dynamics

### Choosing song extracts for Grade 8:

Songs extracts (75–90 seconds) should include more sophisticated melody phrases and changes in pitch than for Grade 7, giving substantial opportunity to show an impressive vocal range. The extract should include a variety of expressive content, giving the opportunity to demonstrate dynamic variation, changes of mood and an advanced understanding of character and situation (acting through song).

#### Example 1

**“This Is Me” from *The Greatest Showman***  
**Composed by Benj Pasek and Justin Pau**

Another round of bullets hits my skin  
 Well, fire away 'cause today, I won't let the shame sink in  
 We are bursting through the barricades and  
 Reaching for the sun (we are warriors)  
 Yeah, that's what we've become (yeah, that's what we've become)  
 I won't let them break me down to dust  
 I know that there's a place for us  
 For we are glorious  
 When the sharpest words wanna cut me down  
 I'm gonna send a flood, gonna drown 'em out  
 I am brave, I am bruised  
 I am who I'm meant to be, this is me  
 Look out 'cause here I come  
 And I'm marching on to the beat I drum

I'm not scared to be seen  
 I make no apologies, this is me  
 Oh-oh-oh-oh  
 Oh-oh-oh-oh  
 Oh-oh-oh-oh  
 Oh-oh-oh-oh  
 Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh  
 This is me  
 And I know that I deserve your love  
 (Oh-oh-oh-oh) There's nothing I'm not worthy of  
 (Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh)

#### Example 2

**“Someone To Love” from *We Will Rock You***  
**Written and composed by Brian May**

I work hard  
 Every day of my life  
 I work till I ache in my bones

At the end  
 I take home my broken heart all on my own  
 I get down on my knees  
 And I start to pray  
 Till the tears run down from my eyes  
 Oh somebody, ooh somebody  
 Can anybody find me somebody to love

Everyday  
 I try and I try and I try  
 But everybody wants to put me down  
 They say I'm going crazy  
 They say I got a lot of water on my brain  
 I got no common sense  
 I got nobody left to believe  
 Yeah!

Got no feel, I got no rhythm  
 I just keep losing my beat  
 I'm OK, I'm all right  
 And I ain't gonna face no defeat  
 I just gotta get out of this prison cell  
 One day I'm gonna be free, Lord!

**GRADE 8 (CONTINUED)****Example 3**

"A New World" from *Songs for A New World*  
Written and composed by Jason Robert Brown

And you're suddenly a stranger  
In some completely different land  
And you thought you knew  
But you didn't have a clue  
That the surface sometimes cracks  
To reveal the tracks  
To a new world

You have a house in the hills  
You have a job on the coast  
You find a lover you're sure you believe in  
You've got a pool in the back  
You get to the part of your life  
You hold the ring in your hand

But then the earthquake hits  
And the bank closes in  
Then you realize you didn't know anything  
Nobody told you the best way to steer  
When the wind starts to blow

And you're suddenly a stranger (All of a sudden)  
You life is different than you planned  
And you'll have to stay, til you somehow find a way  
To be sure of what will be  
Then you might be free

**Example 4**

"This Is the Moment" from *Jekyll & Hyde*  
Music and Lyrics by Frank Wildhorn and Leslie Bricusse

For all these years,  
I've faced the world alone,  
And now the time has come  
To prove to them  
I've made it on my own!

This is the moment -  
My final test -  
Destiny beckoned,  
I never reckoned,  
Second Best!

I won't look down,  
I must not fall!  
This is the moment,  
The sweetest moment of them all!

This is the moment!  
Damn all the odds!  
This day, or never,  
I'll sit forever  
With the gods!

When I look back,  
I will always recall,  
Moment for moment,  
This was the moment,  
The greatest moment  
Of them all!

For further guidance please visit: [www.rslawards.com](http://www.rslawards.com)

## Dance Technical Skills Demonstration – suggested exercises

The following suggested exercises are intended for teachers/candidates who have chosen Dance for the Technical Skills Demonstration component of the Musical Theatre examination.

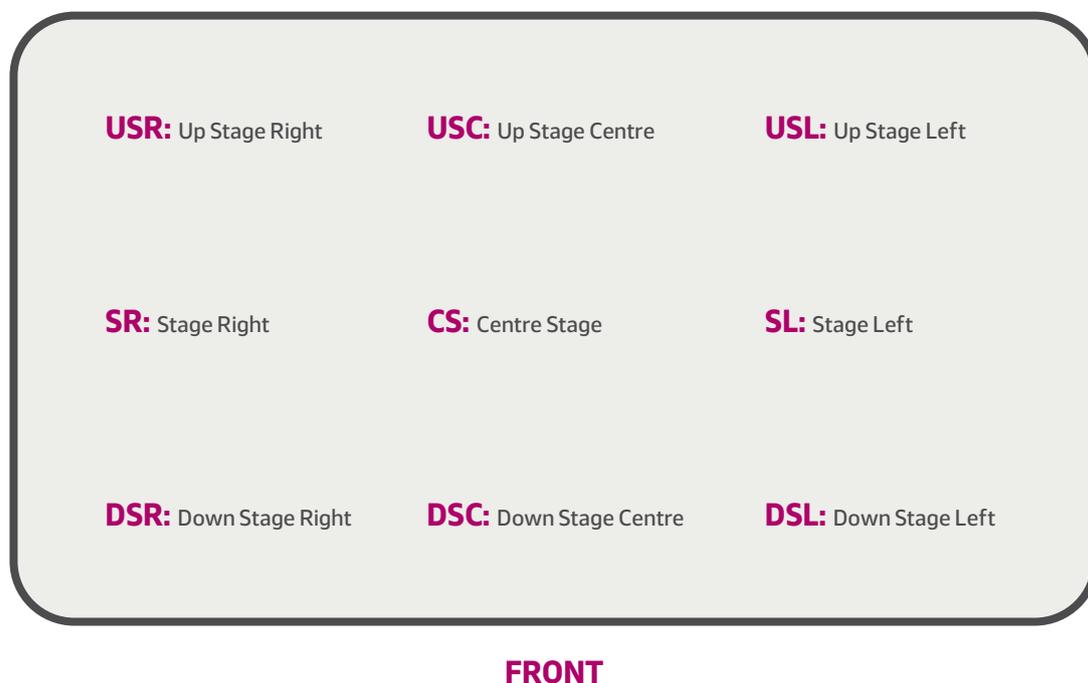
They are not compulsory. If do not wish to follow these suggested exercises please see the Musical Theatre Syllabus for the mandatory minimum requirements relevant for the grade taken.

Exercises are read left to right

- Musical counts are given first, followed by the main action and finally arm and hand gestures
- A gap in the arm and hand gesture column denotes no change from previously given directions
- Stage directions are given from the dancer's point of view. Stage directions are abbreviated
- Where direction for head or arm movement is not specified, teachers are free to add their own

### Stage Directions

This is intended as a guide to standard stage directions



### Music tempo

The music for the Dance Technical Exercise is free choice. Teachers should select music with a tempo that is suitable for the choreography, giving candidates the opportunity to demonstrate the technical steps to the best of their ability. The following tracks are suggestions only:

- Dynamite by BTS
- Can't Stop the Feeling by Justin Timberlake
- Ain't No Mountain High Enough by Jennifer Hudson
- Dancing Queen from Mama Mia
- My Rules by Jadagrace
- Tribe by Kim Veira
- New Shoes by Paolo Nutini
- Fame from Fame
- Canned Heat by Jamiroquai
- Call Me Maybe by Carly Rae Jepsen
- Dynamite by Taio Cruz
- Kill The Lights by Alex Newell & DJ Cassidy

**GRADE 1****SUGGESTED DANCE TECHNICAL SKILLS DEMONSTRATION EXERCISE****Preparation:** Stand in parallel, CS face front, arms held by sides

| Counts  | Choreography  | Arms   |
|---------|---|--|
| 1-2     | Step right foot over left, pointe left foot to the side                             | Low V with right arm on count 2, fingers spread    |
| 3-4     | Step left foot over right, pointe right foot to the side                            | Low V with the left arm on count w, fingers spread |
| 5&6&7&8 | <b>Travelling to SR</b> > starting on right foot, 4 gallops finishing on right foot | Circle and open back to low V                      |
| 1&2     | <b>Travelling in own circle to USR</b> > Step ball change starting with left foot   | Opposition arms                                    |
| 3&4     | <b>Continuing to USR</b> > Step ball change with the right foot                     | Opposition arms                                    |
| 5-8     | <b>Travelling to CS</b> > 4 free runs   | Free arms  |
| 1-4     | <b>On spot</b> > 4 jumps in parallel  |  |
| 5&6     | Pas de bourrée, starting with left foot behind                                      | Opposition arms                                    |
| 7&8     | Pas de bourrée, starting with the right foot behind                                 | Opposition arms                                    |
| 1-2     | <b>Travelling to DSL</b> > Step left and hop, bring right to retiré                 | Opposition arms in 4th                             |
| 3-4     | Step right and hop, bring left to retiré  | Opposition arms in 4th                             |
| 5-6     | 2 runs, left, right   | Free arms  |
| 7-8     | <b>Travelling SL</b> > Step drag, step right foot together                          | Free Arms  |
|         | <b>Demonstrate the exercise on the other side, starting with the left</b>           |  |

**GRADE 2****SUGGESTED DANCE TECHNICAL SKILLS DEMONSTRATION EXERCISE****Preparation:** Stand in parallel, USC face front, arms held by sides

| Counts        | Choreography  | Arms                                  |
|---------------|---|---------------------------------------|
| 1-2           | <b>Travelling SR</b> > Step right & drag, extending the left leg                            | Free Arms                             |
| 3-4           | <b>On spot</b> > Ball change with the left foot   |                                       |
| 5-6           | <b>Travelling SL</b> > Step left & drag, extending the right leg                            |                                       |
| 7-8           | <b>On spot</b> > Ball change with right foot  |                                       |
| 1&2, 3&4, 5&6 | <b>Travelling DSR</b> > 3 step ball changes, starting on the right                          | Opposition Arms                       |
| 7-8           | <b>Turning Left to face back</b> > Jump feet together in parallel, jump out to 2nd          | Arms by side                          |
| 1             | <b>Facing US</b> > Hold   | Arms in open high V                   |
| 2             | Twist body to look over left shoulder   | Low V                                 |
| 3             | <b>Facing US</b> > Hold   | Arms in open high V                   |
| 4             | Twist body to look over right shoulder  | Low V                                 |
| 5&6           | <b>Turning to face the front</b> > Pas de bourrée, starting with the left foot              | Arms Jazz 1st                         |
| 7&8           | <b>On the spot</b> > Kick ball change   | Flick arms to 2nd then drop to sides. |
| 1&2           | <b>Travelling DSR</b> > Gallop, starting with the right foot                                | Opposition arms                       |
| 3-4           | Step left, split leap with the right  | Opposition arms                       |
| 5-8           | <b>Travelling SR</b> > Step left, Step right, picked up tuck jump turning right, step out R | Arms open 2nd to Jazz 1st             |
|               | <b>Demonstrate the exercise on the other side, starting with the left</b>                   |                                       |

**GRADE 3****SUGGESTED DANCE TECHNICAL SKILLS DEMONSTRATION EXERCISE****Preparation:** Stand USL, facing DSL in parallel 1st, arms held by sides

| Counts   | Choreography   | Arms  |
|----------|--|---|
| 1-2      | <b>Travelling DSR</b> > 2 drag runs, right, left   | Swing opposition                              |
| 3&4      | <b>Facing DSR</b> > Step ball change   | Arms in Opposition                            |
| 5-6      | Step left, forward leap  | Arms in Opposition                            |
| 7-8      | Step left, side leap   | Arms in 2nd                                   |
| 1        | Step left foot behind right  | Arms, by sides                                |
| 2        | Hold   |   |
| 3-4      | <b>Turning towards left shoulder</b> > Turn  |   |
| 5-6      | <b>Face front</b> > Step right back, join left   | Jazz 2nd, palms down                          |
| 7-8      | Step right forward, front kick left  |   |
| 1-2      | Step left back, join right   |   |
| 3-4      | Step forward left, front kick right  |   |
| &        | Right leg lowers   |   |
| 5-8      | <b>Circling to right finishing facing US</b> > (Springing onto right) Two circular springs right | Left held Jazz 2nd, Right circling above head |
| 1&2, 3&4 | <b>Travelling US, finishing facing SL</b> > 2 step ball changes                                  | Opposition arms                               |
| 5-6      | <b>Facing the front</b> > Step forward right, tuck jump with left hip leading                    | High V  |
| 7-8      | <b>Facing DSR</b> > Land on right, Join feet together  | Arms by sides                                 |
|          | <b>Demonstrate the exercise on the other side, starting with the left</b>                        |   |

**GRADE 4****SUGGESTED DANCE TECHNICAL SKILLS DEMONSTRATION EXERCISE****Preparation:** Stand USC, facing the back in parallel 2nd, arms held by sides

| Counts | Choreography  | Arms   |
|--------|---|--|
| 1-2    | Isolate right knee, and right shoulder  | Arms held by side  |
| 3-4    | Repeat left   |  |
| 5&6    | <b>Turning towards the right shoulder to face the front</b> > Pas de bourrée starting with the right foot |  |
| 7-8    | Side kick with the left leg. Step left foot in front of right   | Right arm by the side of your head, left out to the side |
| 1-2    | <b>Travelling DSR</b> > (Right foot) Step turn  | Arms jazz 1st  |
| 3&4    | Step ball change  | Arms in opposition                                       |
| 5-6    | step left, forward split leap with the right  |  |
| 7-8    | repeat  |  |
| 1      | Step left forward   | Jazz 4th, left high                                      |
| 2      | <b>Facing SR, travelling US</b> > Stepping on to right, retiré with the left                              | Swing round  |
| 3      | Left leg step across  | Arms held by sides                                       |
| 4&5    | Right leg gallop, sideways  |  |
| 6      | Step left across  | Jazz 4th, left high                                      |
| 7&8    | <b>Turning to face DSL</b> > Step hop on right  | Arms by sides  |
| 8      | Left steps forward, right foot closes to parallel 1st   | Arms Jazz 2nd  |
| 1-2    | <b>USR facing DSL</b> > Step forward on right, front kick with left                                       |  |
| 3-4    | Step on left front kick with right  | Arms in opposition                                       |
| 5-6    | <b>Facing the front</b> > Step right, step left into Jazz 4th, preparation for pirouette                  | Jazz 1st   |
| 7      | Single pirouette right  | Arms by sides  |
| 8      | Close in parallel   |  |
|        | <b>Demonstrate the exercise on the other side, starting with the Left</b>                                 |  |

**GRADE 5****SUGGESTED DANCE TECHNICAL SKILLS DEMONSTRATION EXERCISE****Preparation:** Stand CS, in parallel 1st, arms held by sides

| Counts | Choreography  | Arms  |
|--------|---|---|
| 1      | Step right on a plié, left foot pointed   | Right arm to open V                           |
| 2      | Step left on a plié, right foot pointed   | Left arm to open V                            |
| 3,4,5  | <b>Turning towards the left shoulder&gt;</b> Tuck the right foot behind the left, sit and roll on the floor to the other side, recover stand up on right leg <b>&lt;finish facing DSR</b> | Hands rest on floor, by hips to offer support |
| 6      | Plié in Jazz 4th  | Arms in opposition                            |
| 7      | Single pirouette  | Jazz 1st                                      |
| 8      | <b>Finish facing the front&gt;</b> Feet in parallel   |   |
| 1      | Step across with right foot in front of the left  |   |
| 2      | Hop on right with left leg lifted to the side   | Arms Jazz 2nd                                 |
| 3      | Step across with left foot in front of right  | Arms Jazz 1st                                 |
| 4,5,6  | <b>Travelling DSR&gt;</b> Step right, spring turn to the right with feet in parallel. Land left foot then Right   | Right arm circles overhead, Left arm in 2nd.  |
| 7+8    | Pas de bourrée starting with the left foot <b>&lt;Finish facing DSL</b>   | Arms by side                                  |
| 1&2    | <b>Travelling DSL&gt;</b> Right leg gallop  | Arms in Opposition                            |
| 3-4    | Step left, Hop, right leg in retiré   | Arms in 4th                                   |
| 5-6    | Step right, leap forward.   | Arms in Opposition                            |
| 7-8    | Step right, leap in 2nd   | Arms in 2nd                                   |
| 1-2    | Step in front of right, turn towards the left shoulder, changing feet   | Arms by side                                  |
| 3&4    | Pas de bourrée starting with the right foot   | Arms in 4th                                   |
| 5-6    | <b>Travelling DSL&gt;</b> Step on left, front kick right  | Arms Jazz 1st                                 |
| 7      | Step forward right  | Free arms                                     |
| 8      | <b>Facing Front&gt;</b> Drag to the left side, with right foot pointed<br><br><b>Demonstrate the exercise on the other side, starting with the left</b>                                   |   |

**GRADE 6****SUGGESTED DANCE TECHNICAL SKILLS DEMONSTRATION EXERCISE****Preparation:** Stand USC, in parallel 1st, arms held by sides

| Counts | Choreography  | Arms                                 |
|--------|---|--------------------------------------|
| 1      | Step right out to the side.   | Jazz 1st                             |
| 2      | Small jump onto the balls of the feet in parallel   | Both arms in parallel above head     |
| 3      | Step Left to small Jazz 4th   | Jazz 1st                             |
| 4&5&6  | <b>Travelling DSR</b> > 2 x Chainé turn right. Finishing on the right leg                           | Arms in 2nd                          |
| 7-8    | Fan kick left   | Jazz 1st.                            |
| 1&2    | <b>Facing the front, travelling sideways</b> > Pas de bourrée starting right, finishing in Jazz 4th | High V, palms front, fingers splayed |
| 3-4    | Single pirouette  |                                      |
| 8&5    | Ball change to relevé in parallel 2nd, right, left  | Lower arms                           |
| 8&6    | Lower, ball change right crossed behind left  |                                      |
| 7-8    | Right leg kick to 2nd, closing leg in front   | Arms Jazz 2nd                        |
| 1-2    | <b>Travelling USL</b> > Left leg, step turn.  | Jazz 1st                             |
| 3-6    | 2 x posé turns on left leg  | Arms by side                         |
| 7-8    | Step turn, join feet in parallel <b>&gt;finish facing DSR</b>                                       | Arms in Opposition                   |
| 1&2    | <b>Travelling DSR</b> > Right leg gallop  | Arms in open V                       |
| 3-4    | Step left, stag jump right foot forward   | Arms in Opposition                   |
| 5-6    | Step left, leap forward   |                                      |
| 7      | Step left   |                                      |
| 8      | Free end position   | Free Arms                            |
|        | <b>Demonstrate the exercise on the other side, starting with the Left</b>                           |                                      |

**GRADE 7****SUGGESTED DANCE TECHNICAL SKILLS DEMONSTRATION EXERCISE****Preparation:** Stand USL, facing DSL in parallel 1st, arms held by sides

| Counts | Choreography  | Arms                                    |
|--------|---|---|
| 1      | <b>Travelling DSR&gt;</b> Starting with the right foot. Chassé into plie 2nd  | Jazz 2nd                                |
| 2&3    | Pas de bourrée starting with the left foot  | Jazz 1st                                |
| 4&5    | (Right foot) Step, chaîné turn, step  | Jazz 1st                                |
| 6&7    | (Left foot) Pas de bourrée turning towards the left shoulder. Finishing in preparation for pirouette. <b>&lt;Facing DSR</b> | Arms by sides, finish in 3rd opposition |
| 8-1    | Single or double pirouette, close in parallel   | Jazz 1st                                |
| 2-6    | <b>Travelling DSR&gt;</b> Step with left foot, right leg front kick, step right foot, left leg front kick, step             | Jazz 2nd                                |
| 7-1    | Step on the right, hitch-kick right leg   | High V                                  |
| 2      | Finish on a kneel on the floor (Right knee up)  | Lower arms                              |
| 3-6    | Seat roll turning to the right shoulder, roll, recover, standing up on the left leg <b>&lt;Finish facing SL</b>             | Hands rest on floor                     |
| 7&8    | Gallop on the right   | Opposition                              |
| 1-2    | Step left, Step right   |   |
| 3-4    | <b>Facing the front&gt;</b> Split leap to the side, finish crossing right leg in front                                      | Jazz 2nd                                |
| 5-6    | Windmill Turn, towards the left shoulder  | Windmill arms, left arm first           |
| 7&8    | Kick ball change with right foot transferring weight, left foot crossed behind  | Free arms                               |
| 1-3    | <b>Travelling backwards&gt;</b> Starting with the Left foot 3 drag walks  | Arms by sides                           |
| 4&5    | <b>Travelling DSR&gt;</b> Gallop forward on right   | Oppositions                             |
| 6-7    | Step left, Split leap forward on right  | High V                                  |
| 8      | Step forward on left  |   |
| 1-2    | Free end position   | Free arms                               |
|        | <b>Demonstrate the exercise on the other side, starting with the left</b>   |   |

**GRADE 8****SUGGESTED DANCE TECHNICAL SKILLS DEMONSTRATION EXERCISE****Preparation:** Stand USC, in parallel 1st, arms held by sides

| Counts | Choreography  | Arms   |
|--------|---|--|
| 1-2    | <b>Travelling DS&gt;</b> Starting with the right foot, 2 drag runs  | Arms in opposition                               |
| 3      | Step forward on the right   | Arms in high V                                   |
| 4      | Ripple body down to right knee, small step back on the left   | Arms drop down to sides                          |
| 5-6    | Body recovers, ball change, right behind, left  |  |
| 7&8    | <b>Travelling DSR&gt;</b> step right, small pirouette turn lifting the left leg to finish facing the front in 2nd                               | Jazz 1st   |
| 1-3    | Step to the right, fan kick left and step out on left   | Right arm circles overhead, left extended to 2nd |
| 4&5    | Pas de bourrée turning (towards right shoulder), starting with the right foot   | Arms by sides                                    |
| 6-7    | Run left, run right   |  |
| 8      | Shunt on right foot whilst lifting left leg in retire, hips leading to DSL  | High V   |
| 8      | Step left foot  | On diagonal, left arm high                       |
| 1      | Step back towards USR on right foot on demi pointe, half a turn towards left shoulder, dragging left foot in to small retire. Finish facing USR | Opposition.                                      |
| 2&3    | <b>Travelling USR&gt;</b> Gallop on the left  | High V   |
| 4-5    | Kicking the right leg, fouetté jump in attitude, <b>&lt;finish facing DSL</b>   | Low V  |
| 6      | Spring back on the right leg, kicking out the left leg  | Arms in opposition                               |
| 7-8    | <b>Travelling DSL&gt;</b> Step forward left, then right into pirouette position   |  |
| 1-2    | Double pirouette  | Jazz 1st   |
| 3-4    | <b>Travelling DSL&gt;</b> Step on the left foot, chaîné-turn  |  |
| 5      | Calypso leap, leading with the left leg   | Diagonal, Right arm low                          |
| 6-7    | On landing roll using the right knee to lower and stand   | Use to aid roll                                  |
| 8      | Free end position   |  |
|        | <b>Demonstrate the exercise on the other side, starting with the left</b>   |  |

# Revision History

## May 2020

The assessment and grading criteria have been revised. The revisions represent an enhanced and simplified methodology to facilitate digital mark sheet assessment, and to enable examiners to arrive at the same assessment outcomes as before. There is no change to the overall standards or level of achievement expected from candidates at each grade.

- The grade descriptor tables for each unit have been removed, and replaced with the Marking Guidance section on pages 12–16. The marking guidance applies to all grades.
- The assessment criteria for each grade have been revised, and the new criteria tables are located directly after the content specifications for each grade.

In addition, there are minor amendments to some descriptions in the content specifications. These are for further clarification of existing requirements only, there are no changes to the examination content specifications. The main amendment is:

- Acting Technical Skills Demonstration, Grades 1 to 5. Revised text to clarify candidate grouping.

## January 2022

The Understanding and Reflection component has been revised. Please see the grade-by-grade content specifications. The assessment and grading criteria remain unchanged and there is no change to the level of achievement expected from candidates at each grade.

## March 2022

The *Singing Technical Demonstration – Example Song Extracts and Repertoire* section (pages 60–73) has been updated to include more detailed advice for teachers when selecting repertoire.

## July 2022:

Grade 3 Acting Technical Skills scenario number 2 (Page 58) has been updated to clarify non-gender specific language.

The Singing Technical Demonstration – Example Song Extracts and Repertoire guidance (pages 60–72) has been updated to include clarification of gender specific language within song extracts.

## August 2023:

- Page 18: Revised instructions for Grades 4 and 5 Acting Technical Skills Demonstration
- Pages 26, 30, 34, 38, 42: Revised instructions for the Acting Technical Skills Demonstration
- Page 58: Revised Acting Technical Skills scenarios for Grades 1–3
- Page 59: Revised Acting Technical Skills scenarios for Grades 4–5