

ADAPTED GRADED EXAMS: MUSICAL THEATRE (SOLO)

Syllabus specifications
for adapted graded exams
June–July 2020

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KEEP UP TO DATE

Please check trinitycollege.com/digital-performance to make sure you are using the latest version of this document.

Welcome

Welcome to Trinity College London's adapted syllabus specifications, containing details of adapted Musical Theatre (solo) graded exams from Grade 1 to Grade 8.

Due to the impact of Covid-19 we are offering adapted assessment methods for graded drama exams between June and July 2020 to allow candidates taking Musical Theatre (solo) graded exams to continue their progression and receive recognition for their achievement.

Candidates can receive a regulated graded drama exam by filming and uploading a performance of their pieces to our learning portal **learning.trinitycollege.com**. Based on your performances and the marks given, a total out of 100 will be calculated and awarded.

KEY NOTES

1. These guidelines are for use from June to July 2020.
2. Digital assessment provides an alternative for candidates who have already prepared for their Musical Theatre (solo) exam.
3. To take this assessment you must have access to:
 - ▶ A high-quality audio-visual recording device with enough storage for your performance (eg a good-quality mobile phone, tablet, laptop or video camera)
 - ▶ A working internet connection for uploading your performance video and supporting files
4. You will need to provide an email address when booking and complete content release forms for us to assess your performance.

SUMMARY OF PROCESS

1. Prepare your performance pieces.
2. Film your performance of the pieces. It is important that you film all your performance pieces in one continuous take. Filming guidelines can be found at **trinitycollege.com/digital-performance**
3. Upload your performance video to **learning.trinitycollege.com**, together with supporting files.
PLEASE NOTE: Your performances cannot be marked by the examiner without the texts of your performance pieces and so these MUST be uploaded alongside your video of your performances.
4. Receive feedback and marks for your performance pieces.

Introduction

OBJECTIVE OF THE ADAPTED GRADED EXAMS

Assessment via video offers a stepping stone for progress by allowing you to perform your pieces in your own setting, then submit them via an online portal to receive marks and feedback from our examiners. We will calculate your mark for the exam based on the performance you submit.

HOW TO BOOK

Entries can be made via Trinity's network of centres, which are available throughout the world. Details are available at trinitycollege.com/worldwide, and candidates should contact their local Trinity representative for more information about how to enter.

ASSESSMENT AND MARKING

Trinity's graded drama exams are assessed by external examiners trained and moderated by Trinity. Examiners provide marks and comments of the exam using the assessment criteria on pages 6-7.

The exams are marked out of 100. Candidates' results correspond to different attainment levels as follows:

Total marks	Attainment level
85-100	DISTINCTION
75-84	MERIT
65-74	PASS
0-64	BELOW PASS

See page 11 for further information about how the exams are marked.

Successful candidates will receive a regulated graded Musical Theatre qualification, and for Grades 6-8, will also be eligible to receive UCAS points as follows:

Grade 6

UCAS POINTS

PASS **8** | MERIT **10** | DISTINCTION **12**

Grade 7

UCAS POINTS

PASS **12** | MERIT **14** | DISTINCTION **16**

Grade 8

UCAS POINTS

PASS **24** | MERIT **27** | DISTINCTION **30**

See trinitycollege.com/UCASdrama for further details.

**REGULATED TITLES AND QUALIFICATION NUMBERS
FOR MUSICAL THEATRE EXAMS**

Regulated title	Qualification number
TCL Level 1 Award in Graded Examination in Musical Theatre (solo) (Grade 1)	501/1976/X
TCL Level 1 Award in Graded Examination in Musical Theatre (solo) (Grade 2)	501/1974/6
TCL Level 1 Award in Graded Examination in Musical Theatre (solo) (Grade 3)	501/1975/8
TCL Level 2 Certificate in Graded Examination in Musical Theatre (solo) (Grade 4)	501/1977/1
TCL Level 2 Certificate in Graded Examination in Musical Theatre (solo) (Grade 5)	501/1978/3
TCL Level 3 Certificate in Graded Examination in Musical Theatre (solo) (Grade 6)	501/2072/4
TCL Level 3 Certificate in Graded Examination in Musical Theatre (solo) (Grade 7)	501/2074/8
TCL Level 3 Certificate in Graded Examination in Musical Theatre (solo) (Grade 8)	501/2076/1

Learning outcomes and assessment criteria

These learning outcomes and assessment criteria are the same as the normal Musical Theatre (solo) exams as outlined in the *Musical Theatre & Performance Arts Syllabus from 2010*. Examiners mark your video performance using these learning outcomes and assessment criteria.

GRADES 1-3 (RQF Level 1)

LEARNING OUTCOME

The learner will:

ASSESSMENT CRITERIA

The learner can:

1. Employ appropriate physical and vocal resources to engage the audience through performance	1.1 Produce a performance which demonstrates understanding and thoughtful interpretation with a free and fluent delivery, a sense of spontaneity, and conscious awareness of the audience, sustaining these qualities to the end
	1.2 Speak and sing from memory, audibly, clearly and mostly accurately
2. Respond to the quality, form and content of the material being presented	2.1 Demonstrate careful preparation and creative engagement with materials
3. Adopt and sustain a role using space creatively and effectively	3.1 Create and convey mood (eg humour, fear) through variations in vocal volume, pace and pitch
	3.2 Make appropriate use of body, space and dance/choreographed movement to complement vocal performance

GRADES 4-5 (RQF Level 2)

LEARNING OUTCOME

The learner will:

ASSESSMENT CRITERIA

The learner can:

1. Employ appropriate physical and vocal resources to engage the audience through an imaginative and sustained performance	1.1 Demonstrate a personal and imaginative interpretation in which there is reasonably consistent application and integration of developing technical skills
	1.2 Speak and sing in an audible and clear manner with appropriate articulation (eg volume, pitch, pace, rhythm, style, dynamics, tuning) leading to a secure, accurate and sustained performance which conveys a sense of spontaneity
2. Respond sensitively to the quality, form and content of the material being presented	2.1 Support intentions in performance by demonstrating a sound understanding of material
	2.2 Show clear evidence of sensitivity to, and considerable control of the material, which is grounded in effective preparation
3. Adopt and sustain a role using space creatively and effectively to enhance meaning	3.1 Communicate shades of meaning and contrasts of characterisation and mood
	3.2 Combine the use of voice, body and space effectively to enhance meaning and interpretation and to engage the audience

GRADES 6-8 (RQF Entry Level 3)**LEARNING OUTCOME**

The learner will:

ASSESSMENT CRITERIA

The learner can:

1. Employ appropriate integrated physical and vocal resources to engage the audience in a performance which shows a sense of ownership	1.1 Speak, sing and move with confidence, clarity and a sense of ownership of the material 1.2 Consciously integrate knowledge, understanding and skills in a secure and sustained performance
2. Respond with authority and mature understanding to the quality, form and content of the material being presented	2.1 Demonstrate mature understanding of material 2.2 Demonstrate authority and control through thorough and relevant preparation
3. Adopt and sustain a role using space creatively and effectively to convey complexity of meaning	3.1 Combine skilful and appropriate use of voice, body and space with imaginative response and flair, to engage the audience wholeheartedly 3.2 Demonstrate a discriminating and sensitive personal interpretation of a range of musical theatre repertoire, in order to convey complexity and range of meaning (eg in mood, atmosphere, characterisation)

Requirements

The exam components break down as follows across the grades. For further guidance on the tasks please consult the *Musical Theatre & Performance Arts Syllabus from 2010*.

MUSICAL THEATRE (SOLO)

GRADE 1

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs from memory and in character a song taken from any original or published work of musical theatre or film.	30	Tasks 1-2 5-6 minutes
2. EITHER performs from memory and in character, a contrasting song from one of the categories listed in task 1 above OR presents a character using poetry, prose, dance, movement or song or any combination of these from memory.	30	

GRADE 2

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs from memory and in character two contrasting songs taken from any traditional, original or published work of musical theatre or film.	40	Tasks 1-2 6-7 minutes
2. Tells a story using poetry, prose, dance, movement or song, or any combination of these.	20	

GRADE 3

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs from memory and in character, two contrasting songs from different works of musical theatre. These may include traditional, original or published works of musical theatre, plays containing songs, or films.	40	Tasks 1-3 9-10 minutes
2. Introduces and performs a prepared mime or dance which tells a story.	20	
3. Performs a spoken extract from a play or musical theatre piece from memory.	20	

GRADE 4

The candidate:	MAXIMUM MARKS	MAXIMUM TIME
1. Performs two contrasting songs from contrasting works of musical theatre or films from memory.	40	Tasks 1-2 10-12 minutes
2. Introduces and performs a dance routine or movement sequence based on a theme arising from one of the prepared pieces from memory.	20	
3. Performs a spoken extract from a play or work of musical theatre from memory.	20	

GRADE 5

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs from memory two contrasting songs from contrasting works of musical theatre or films, both of which convey progressive, dramatic communication through integrated use of singing, acting and/or dance/choreographed movement.	40	Tasks 1-3 12-14 minutes
2. Introduces and performs a dance routine or movement sequence based on a theme arising from one of the prepared pieces from memory.	20	
3. Performs a spoken extract from a play or work of musical theatre from memory.	20	

GRADE 6

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Performs from memory two contrasting songs from contrasting works of musical theatre or films, both of which convey progressive, dramatic communication through integrated use of singing and acting and/or dance/choreographed movement.	40	Tasks 1-3 14-15 minutes
2. Introduces and performs from memory a dance routine or movement sequence based on a theme arising from one of the prepared pieces. Some singing and speaking may be included.	20	
3. Performs a spoken extract from a play or work of musical theatre from memory.	20	

GRADE 7

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Introduces and performs from memory a programme of four performances, demonstrating dramatic communication through the integrated use of singing, acting and dance/choreographed movement. Another performer may be introduced for one of the items.	60	Tasks 1-2 16-18 minutes
2. Introduces and performs from memory a dance routine or movement sequence for a particular role in a work of musical theatre. Some singing and speaking may be included.	20	

GRADE 8

The candidate:

	MAXIMUM MARKS	MAXIMUM TIME
1. Introduces and performs from memory a thematically linked programme of six performances, demonstrating dramatic communication through integrated use of singing, acting and dance/choreographed movement, introduced by the candidate. One piece must be primarily a dance/movement piece. Another performer may be introduced for one of the items.	80	18-20 minutes

Exam guidance

Based on your performances and the marks given, a total out of 100 will be calculated and awarded. You can find more information on how final marks are calculated at trinitycollege.com/adapted-marking

Candidates film their performance and upload it to learning.trinitycollege.com

FILMING

- ▶ Guidance for filming, and on appropriate rooms and equipment can be found at trinitycollege.com/digital-performance
- ▶ Prepare yourself for performance – get into position and ensure you are correctly in shot so that the examiner can see you clearly.
- ▶ You should film all your performance pieces in one continuous recording. You must not upload separate performances or edit takes together. Uploaded performances that have been edited will not be eligible for assessment.
- ▶ Before you submit and upload your performance recording, please play it back to check that the audio and video quality is suitable for an examiner to get the best presentation of your performance. If there are audio issues, or we are unable to see your performance adequately, you can reshoot your performance and upload it again. Your recordings must always be a continuous performance.
- ▶ **Your files should be labelled with your name, subject and grade, for example: ForenameSurname_MusicalTheatre_Grade 4.**

UPLOADING SUPPORTING DOCUMENTS

You **must** upload the following documents along with your video (there is a section on the online portal to allow you to upload any supporting documentation):

- ▶ A Word document (or similar) detailing which skills (performance and contributory) are being offered for assessments in each task.
- ▶ Copies (not handwritten) of the texts/lyrics of the prepared pieces set out in the original published format and, in the case of poetry, verse or drama, in the writer's original format and lineation. Where a piece has been edited for performance, the edits should be clearly marked in the text (**PLEASE NOTE: Your performances cannot be marked by the examiner without the texts of your performance pieces and so these MUST be uploaded alongside your video of your performances**)
- ▶ Where applicable, a copy of the special needs provision form and supporting documents that were sent with the original exam entry to request extra time or inform us of special educational needs

Please check the website for submission deadlines.

Attainment descriptors

The criteria below is used to decide on the final mark that the candidate will receive.

	Grades 1-3	Grades 4-5	Grades 6-8
Distinction (85-100 marks)	Work that demonstrates sustained delivery, some sense of spontaneity and a conscious awareness of audience. There will be evident command of appropriate technical skills and a keen awareness of the performance demands, the meaning and the quality of the chosen material.	Work that demonstrates a secure, accurate and sustained response to the chosen material. A sense of spontaneity and personal involvement will be achieved through the employment of a wide range of performance skills that effectively engage an audience.	Work that achieves richness and a sense of total performance through a synthesis of advanced performance skills at a level of sustained excellence. Sophistication of interpretation will be demonstrated through a sense of originality and a wholly independent response to the material performed.
Merit (75-84 marks)	Work of some originality with a thoughtful and fluent response to the performance demands of the text and music. There will be a good level of audibility and clarity, enhanced by suitable variations in dynamics, pace and pitch.	Work that engages with the material in an interesting and imaginative way, demonstrating a range of performance skills. Characters and moods will be appropriately established and there will be some sensitive attempts to engage an audience.	Work that demonstrates understanding through a mature and imaginative ownership of the material. The result will be a performance of some complexity using a wide range of performance skills effectively.
Pass (65-74 marks)	Work that demonstrates understanding and learning of the presented material. Although the range of performance skills may be somewhat limited, there will be basic audibility and clarity and some imaginative response to the chosen material.	Work that engages with the material in an interesting and imaginative way, demonstrating a range of performance skills. Characters and moods will be appropriately established and there will be some attempt to engage an audience.	Work that demonstrates a reasonable control of the chosen material and a range of appropriate performance skills. There will be some attempt to engage an audience and convey a sense of personal involvement with the ideas and situations communicated.
Below Pass (0-64 marks)	Work that shows significant limitations in performing, learning and understanding. There will be evidence of inadequate preparation and an inability to relate to the chosen material.	Work that may show lack of preparation and control of performance skills (even though some may be evident). At best, the performance will be sporadic in its attempt to communicate effectively.	Work in which some skills may be evident but are insufficiently integrated or contain significant lapses in technical achievement. There may be evidence of inadequate preparation and/or inappropriate response to the material.

Musical Theatre resources

Information on how to film your performance, how the exam is marked and how to enter the exam is available at trinitycollege.com/digital-performance. A wide range of resources to support teaching and learning is available at trinitycollege.com/drama-resources

Digital resources are available to support teaching and learning, including advice and content on:

- ▶ Preparing for your exam
- ▶ Performance technique
- ▶ Choosing performance pieces

Trinity also provides a free online anthology at trinitycollege.com/anthology, which offers a diverse and international range of example pieces, giving teachers and candidates the structure and inspiration needed to build performance programmes.

For further help you can contact the drama support team at Trinity's central office at drama@trinitycollege.com, or find the contact details of your local representative at trinitycollege.com/worldwide