

# PROGRAMME EXAMPLES FOR ACTING

## GRADE 2

## ACTING



At Grade 2, candidates are developing their own response to creating characters and their confidence in performing. The maximum programme time is 3 minutes for a monologue, 3 minutes for a mime and 2 minutes for an original scene based on the character from task 1.

## TOP TIPS

- ▶ Choose a slightly shorter extract where something funny or dramatic happens that gives opportunities for expression, rather than something very long that is hard to learn.
- ▶ Find opportunities for expression through facial expressions, body language and voice, to ensure personal involvement, connection with and an understanding of the material.
- ▶ For the mime, find scenarios and subjects that candidates relate to, such as preparing for a local festival. e.g: Diwali or the Lantern Festival
- ▶ Help the candidate to project both voice and feelings to an imagined audience.

All pieces are available in published versions. A variety are also available online or in the [Trinity Anthology](#).

## EXAMPLE PROGRAMME 1

This programme shows the examiner a range of characters, with the confident, breezy Rat, and then the more familiar home-baking scenario.

### WHAT

#### Monologue

*Wind in the Willows* adapted by Alan Bennett, Rat

The first meeting with Mole, Act 1 omitting Mole's lines 'Hello....Off we go.'

### WHY

A charming animal character, needing attention to physicality and with opportunities to enjoy the environment, wobbling on the boat, and then rowing away.

#### Mime

Baking

There is an opportunity to add humour, drama or disaster, as well as show consistent spatial awareness when creating the kitchen environment.

### Character Development

An original scene showing the character in a situation that takes place either immediately before or immediately after the events of the piece performed in Task 1.

It is the start of the boating season and Rat is getting his boat ready to go out with his picnic. The boat may need to be cleaned, or checked for leaks, and made comfortable for the trip. Alternatively we could see Rat in the kitchen preparing the picnic.

## EXAMPLE PROGRAMME 2

This programme shows the examiner contrast in character and creative use of space in the mime.

### WHAT

#### Monologue

*Matilda* by Roald Dahl, Matilda or Miss Trunchbull

Adapt from the novel omitting other character's lines.

### WHY

The imperious character of Miss Trunchbull will delight the more outgoing candidates, using body and voice to bring her bullying behaviour to life with energy. Matilda is a relatable character, quieter but more intense, and her magical powers can be shown through facial expression, vocal variety and humour.

#### Mime

Taking a Disobedient Dog For A Walk

Some dogs don't do what you want them to! Plenty of scope here for humour or disaster and to encourage the candidate to build their own story.

#### Character Development

An original scene showing the character in a situation that takes place either immediately before or immediately after the events of the piece performed in Task 1.

If the candidate had chosen a section of dialogue from Miss Trunchbull in the chapter 'The Weekly Test' they could imagine the character immediately afterwards going into a meeting with some prospective new parents trying to hide her real nature and pretending that the school is actually really good.

## EXAMPLE PROGRAMME 3

This programme shows the examiner a contrast in character, mood and emotions and an opportunity to show their physicality during the mime.

### WHAT

#### Monologue

*Harry Potter & The Cursed Child* by Jack Thorne (from an original story by JK Rowling, Jack Thorne and John Tiffany)

Act 3 scene 14, Scorpius

First line: 'Albus...Psst...Albus' (omit Albus lines)

### WHY

The play focuses on the children of the characters in the Harry Potter books. Scorpius is Draco Malfoy's son, but a much gentler and kinder character than his father. He has just returned from going back in time to try to change the past and now decides he needs to destroy the time-turner. An opportunity to build an imagined relationship with his friend Albus (son of Harry Potter), and show changing moods from relief, through to surprise and finally courage and confidence.

#### Mime

Learning to Play Tennis

This is an opportunity for the candidate to create a storyline, arriving with heavy bags, using the space creatively and experiencing a variety of moods through the lesson.

---

### **Character Development**

An original scene showing the character in a situation that takes place either immediately before or immediately after the events of the piece performed in Task 1.

Focusing on an imagined situation immediately after this scene, Scorpius could receive a letter delivered by owl, telling him to report immediately to the medical centre for vaccinations. He has a fear of needles and wants to avoid delay, so he goes to make an excuse to the nurse.

**PREPARE TO PERFORM**

**PRACTICAL ACTING SKILLS  
FOR ASPIRING PERFORMERS**

**TRINITY**  
COLLEGE LONDON

[trinitycollege.com/acting](http://trinitycollege.com/acting)