

PROGRAMME EXAMPLES FOR ACTING

GRADE 5

**ACTING**

At Grade 5 the maximum programme time is 8 minutes for two contrasting play extracts and 6 minutes for two original scenes based on the play extracts, one set in a different environment. The plays must contrast in either language style, genre, or the period in which the piece was written. The reworking allows the candidate to explore one of the pieces or characters from a different viewpoint.

TOP TIPS

- ▶ Candidates are expected to have read, and be familiar with, the whole play at this grade in order to reflect on context and show understanding.
- ▶ Reading a modern language version of a period play can help to ensure an understanding of meaning and mood, and start to work on characterisation before approaching the actual text.
- ▶ Encourage the candidate to explore their characters both physically and vocally, and make use of the available space to create imaginary surroundings.
- ▶ Candidates should select pieces of some complexity that they have ownership of to provide opportunity for personal interpretation and creativity in the reworking task.

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 dramatic style, language and period.

WHAT

Play extract

School Play by Suzy Almond, Charlie

First line: 'When you do something you don't have to be the best'

WHY

Charlie is a feisty character who is having trouble at school and belongs to a gang. She has been inspired by a music teacher to play the piano, and is spending less time with the gang. In this scene she is explaining to a fellow gang member, how her views of the world have changed. An opportunity to explore a teenage character who is maturing and trying to break away from her past, with a variety of vocal and physical dynamics. The piece also gives an opportunity to create a rapport with the imagined listener.

Play extract <i>As You Like It</i> By William Shakespeare Act III scene 5, Phoebe First line: 'Think not I love him though I ask for him'	An amusing speech by a character smitten by Gannymede/Rosalind, despite being insulted, and conspiring to meet again. She toys with the affections of Silvius, who is in love with her. The candidate will need to use voice and body language to be persuasive, whilst creating a rapport with the imagined character of Silvius.
Character Development An original scene showing one of the characters from Tasks 1 or 2 shown in a different environment <i>As You Like It</i>	The scene could be set in a hairdressing salon, where Phoebe has recently started as a trainee. She could be discussing her life with a client as she washes their hair, or making her first attempt at a haircut under the watchful eye of her manager. Think about how the character of Phoebe would behave in these situations.
Character Development (candidate's own choice) <i>School Play</i>	Charlie from School Play has been trying to break away from her past. In the original scene she could be on an adventure holiday with her school, doing an activity that she has never done before like sailing or rock-climbing. Consider how this will challenge her, how she interacts with her peers and how she will deal with any challenges.

EXAMPLE PROGRAMME 2

This programme shows the examiner a contrast between comedy and tragedy and the ability to create imagined environments.

WHAT

WHY

Play extract <i>Henry VI Pt III</i> by William Shakespeare Act II scene 5, The Son First line: 'Ill blows the wind..'	A tragic speech from a history play. The son is about to rob a soldier he has slain when he realises it is his own father. An opportunity to create the environment of the battlefield through physicality and imagination, and to explore a range of emotions as he makes his discovery.
Play extract <i>About a Goth</i> by Tom Wells, Nick First line: 'As beds go it is passable...'	A witty and amusing modern speech about a young man trying to adopt a new persona. Needing a lightness of touch and good comic timing, this character is both an insecure teenager and a confident communicator, addressing the audience directly, giving opportunities to realise a multidimensional characterisation.
Character Development An original scene showing one of the characters from Tasks 1 or 2 shown in a different environment <i>Henry VI</i>	Changing the environment to the family home, the Son could be about to tell his mother and siblings what he has discovered on the battlefield, and together with them, reminisce about his father's life.

Character Development (candidate's own choice)

About a Goth

Nick from *About a Goth* could be in the Headteacher's office, having been reprimanded for wearing non-uniform items such as black nail varnish or ripped clothes, trying to appear cool but actually feeling anxious that his parents will be called. Try and sustain Nick's bravado and wit whilst exploring the feelings of anxiety and fear.

EXAMPLE PROGRAMME 3

This programme shows the examiner an emerging emotional maturity, with a candidate prepared to tackle serious subjects and bring personal interpretation to the characters.

WHAT

WHY

Play extract

The Strange Undoing of Prudencia Hart by David Greig, Prudencia

First line: 'Left, then left again.....No Reception'

An unusual style of writing, as the character talks through her journey in the snow to join an academic conference. There are opportunities to use physicality to re-enact the journey, using the space creatively to suggest the environment, and think about characterisation.

Play extract

Antigone by Sophocles, Ismene

First line: 'Bethink thee sister of our father's fate'

A verse tragedy that would suit a more mature candidate able to capture the emotional content of the material. The candidate will need to work on being physically relaxed with good breath control to help sustain tone and volume whilst personally inhabiting the emotional journey.

Character Development

An original scene showing one of the characters from Tasks 1 or 2 shown in a different environment

The Strange Undoing of Prudencia Hart

Transport Prudencia to a sunny beach holiday and explore how she would behave. Would she enjoy the heat and relax or feel uncomfortable and out of place? Would she decide to film herself for a travel blog and share lots of scientific or historical information with her viewers?

Character Development (candidate's own choice)

Antigone

The scene could imagine a young Antigone in her playroom with her siblings, having an imaginary tea-party for their toys or playing a guessing game. This gives the candidate the opportunity to create the siblings' relationships and see how they might have been when they were all younger.

PREPARE TO PERFORM

PRACTICAL ACTING SKILLS
FOR ASPIRING PERFORMERS

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