

PROGRAMME EXAMPLES FOR SPEECH AND DRAMA



INITIAL

For many young candidates this will be their first exam. The maximum programme time is 2 minutes for a story and 2 minutes for a poem. It is acceptable to edit an existing text or let the candidate tell or act out a story in their own words. The story can either be a poem or a piece of prose. Memorisation is not tested at this grade.

TOP TIPS

- ▶ The story doesn't need to be fully scripted. Some candidates find it easier to explore the story in an improvised fashion, having ownership of the meaning or moral of the story rather than remembering the text.
- ▶ A simple poem of between 8 to 12 lines is suitable.
- ▶ Find opportunities for expression through facial expressions and body language, to ensure personal involvement, connection with and an understanding of the material.
- ▶ Candidates should choose stories or poems that they relate to. This might be a story from their own culture e.g. candidates in India might pick a short Akbar & Birbal story with a moral.

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 contrast in mood (the angry child sharing a tantrum with wild creatures, and surreal humour). There are also opportunities for expression, varying pace, and use of body and space.

WHAT

Story

Where the Wild Things Are by Max Sendak – use a reduced version of the text as published or perform it in the candidate's own words

WHY

An imaginative story about a boy who has a moment of wildness but then remembers that he misses his home and wants his supper.

Poem

'A Spider Bought a Bicycle'
by Phyllis Flowerdew

A simple, though surreal, poem which will amuse both the performer and the listener.

EXAMPLE PROGRAMME 2

This programme shows the examiner a contrast in mood; the story requires engagement with character and has a dramatic ending, and the poem stimulates thought and imagination. There are opportunities for expression, use of rhythm, varying pace and gesture.

WHAT

Story

Goldilocks

Poem

'Conversation' by Rose Fyleman

WHY

A classic children's story, in which a child investigates an environment and then is frightened into making a hasty exit.

The conversation gives opportunities for different vocal tones. The simple structure is easily memorised.

EXAMPLE PROGRAMME 3

This programme suits a thoughtful candidate, with its serious themes but simple language. The story has a moral, and the poem is reflective, with opportunities for personal involvement. There are also opportunities for vocal and physical expression, particularly in the story.

WHAT

Story

A Raven and a Swan by Aesop

Poem

'The Voice' by Shel Silverstein

WHY

A simple story about vanity and foolishness.

A delightfully poignant and personal poem about right and wrong.

EXAMPLE PROGRAMME 4

This programme allows the candidate to act out a story using simple puppets and to play a variety of characters using the voice to show the contrasts.

WHAT

Storytelling with puppets

The Three Billy Goats Gruff

Poem

'Queue for the Zoo'
by Clare Bevan

WHY

The candidate uses three sock puppets to represent the Billy Goats Gruff and they use them to express character and tell the story.

Children will easily relate to the frustration of standing in a queue in the poem, and enjoy the opportunity to bring the different animals to life using humour, voice and gesture.

PREPARE TO PERFORM

BRING TEXT TO LIFE

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