

PROGRAMME EXAMPLES FOR SPEECH AND DRAMA

GRADE 1



At Grade 1, candidates are learning to explore text and performance. The maximum programme time is 6 minutes, for two pieces including introductions and titles.

TOP TIPS

- ▶ Candidates with a natural flair for acting might enjoy a monologue and mime, where as candidates still developing their physical and acting skills might prefer a passage of prose and a poem.
- ▶ When choosing prose, pick a book that the candidate wants to read, or is already reading, so that they have an understanding of the story and find it easier to learn.
- ▶ Try not to overload the candidate with memorisation of complicated words or concepts that they find difficult to relate to.
- ▶ Find opportunities for expression through facial expressions and body language, to ensure personal involvement, connection with and an understanding of the material.
- ▶ Candidates should be encouraged to choose themes that they connect with. e.g. a piece relating to a local festival, such as Chinese New Year or Diwali.

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 and style - actions and use of space in the story, gesture and personal identification in the poem. There are opportunities for expression, varying pace, and use of the body and space.

WHAT

WHY

Monologue

The Giraffe and the Pelly and Me by Roald Dahl (adapted by Vicky Ireland), Billy

First line: 'Hello. My name's Billy.'

This piece gives opportunities to show some personal involvement with character, to use the space, to show vocal and physical expression to communicate meaning, and to create a rapport with the audience.

Mime

Planting seeds in pots

This subject allows the opportunity to do some detailed work getting the seeds out of the packet, getting the earth into the pots, watering them, and finding the right place for them to grow. A twist could be added by dropping the pot or knocking it off a balcony. Give an outline for structure, but allow the candidate to explore the idea themselves and, if possible, have real experience of the activity/environment.

EXAMPLE PROGRAMME 2

This programme shows the examiner a contrast in mood and style. The prose requires engagement with character and humour, and the poem stimulates thought and imagination. There are opportunities for expression, use of rhythm, varying pace, and use of gesture.

| WHAT | WHY |
|--|--|
| Prose <i>Utterly Me, Clarice Bean</i> by Lauren Child (various diary entries – particularly the opening) | This book is written in the first person, but with plenty of dialogue and description, which gives opportunities for vocal variety, personal involvement and humour. |
| Poem 'The Rhythm of Life' by Michael Rosen | The rhyme scheme aids memorisation, and the variety of images gives opportunities for changing pace and tone to help the candidate make an imaginative connection. The underlying rhythm is soothing rather than dominant. |

EXAMPLE PROGRAMME 3

This programme shows the examiner a contrast in mood (drama and humour). The monologue gives opportunities for characterisation, the poem can be enjoyed in a spontaneous way, and there are opportunities for vocal and physical expression.

| WHAT | WHY |
|---|---|
| Monologue <i>How To Train Your Dragon</i> by Cressida Cowell First line: 'Oh Dear! Oh Dear! This really couldn't be worse...' | An opportunity to create dramatic tension, use the space and integrate voice and body to create character. |
| Poem 'When Daddy Fell into the Pond' by Alfred Noyes | The poem gives opportunities to create a variety of moods and pace, from the opening ominous description to the hilarity of the action. |

PREPARE TO PERFORM

BRING TEXT TO LIFE

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