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# Musical Theatre

**PREMIERE – GRADE 8**  
SYLLABUS SPECIFICATION (SQA)





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## **Musical Theatre – Syllabus Specification Acknowledgements**

PREMIERE – GRADE 8

Revised: January 2025

Candidates and teachers are advised to refer to the Revision History.

Full details can be found in the grade-by grade content pages.

All supporting material can be downloaded from [stageschool.io](https://stageschool.io)

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# Welcome

## Welcome to STAGESCHOOL by RSL Awards!

We're delighted to welcome you to STAGESCHOOL, a globally recognised leader in performing arts education. Our mission is to celebrate excellence and innovation, offering aspiring learners of all ages a platform to showcase their talent and achieve their goals. With internationally recognised qualifications, STAGESCHOOL equips performers with the skills, confidence, and versatility needed to thrive in the vibrant world of the performing arts.

At STAGESCHOOL, we believe that every performer's journey is unique and deserving of careful nurturing. Our thoughtfully designed syllabuses and graded exams, ranging from beginner to advanced levels, provide clear benchmarks for progress. These assessments not only develop technical and artistic skills but also inspire creativity, resilience, and ignite a lifelong passion for the performing arts.

Taking a STAGESCHOOL exam is more than just a challenge; it's an opportunity to grow as a performer. From building stage presence and refining techniques to exploring dynamic repertoire, our exams are tailored to prepare you for auditions, performances, and beyond. We are committed to making the experience positive and rewarding, empowering learners with valuable feedback and a well-earned sense of achievement.

Our team of expert examiners and dedicated educators work tirelessly to uphold the highest standards of fairness, consistency, and support. Every candidate who passes receives a beautifully designed certificate as a testament to their hard work and talent, celebrating a significant milestone on their journey to artistic excellence.

Whether you dream of gracing the stage, growing as a well-rounded performer, or simply enjoying the thrill of performing your favourite pieces, STAGESCHOOL is here to guide and inspire you every step of the way.

We wish you every success and hope you find joy and fulfilment in your exam experience. Let's continue to bring the magic of performing arts to life together!

**Your Performance. Your Moment. Your Stage.**

# Introduction

RSL's Musical Theatre qualifications foster group performance skills while assessing each candidate individually, awarding personalised grades and certification. Candidates showcase their abilities through group performance, technical demonstrations, and examiner discussions. STAGESCHOOL exams not only develop practical performance skills but also encourage reflection on the rehearsal process, material, characters, and creative choices. Designed to be accessible and adaptable, these exams promote creativity by allowing free choice of performance material. Candidates demonstrate acting, singing, and dancing in a flexible format tailored to each centre and its students, helping build well-rounded, highly skilled performers.

## **The Value of RSL Qualifications**

RSL champions an open-access approach to qualifications, offering diverse syllabi designed to suit candidates of all ages, experiences, and skill levels. Recognized on the Regulated Qualifications Framework (RQF) in England and Northern Ireland, Qualifications Wales, and by Scottish Qualifications Authority (SQA), RSL is dedicated to upholding its reputation for excellence by delivering high-quality education, training, examinations, and resources.

### **Purpose of this Syllabus Specification**

This specification guide serves the following purposes:

- To provide regulatory information surrounding the qualification
- To provide an overview of qualification structure and content
- To provide content and assessment specification relevant to the qualification

### **This Syllabus Guide Outlines the Following Qualifications:**

RSL Graded Examinations in Musical Theatre  
For detailed information on all aspects of RSL qualifications visit [rslawards.com](https://www.rslawards.com)

### **Period of Operation**

This syllabus specification is valid for Musical Theatre Graded Examinations from May 2020.

**NOTE:** The assessment and grading criteria have been revised from May 2020. Candidates and teachers are advised to refer to the Revision History

### **Contact for Help and Support**

All email correspondence about this qualification should be directed to: [stageschool@rslawards.com](mailto:stageschool@rslawards.com) or, RSL Harlequin House 7 High Street Teddington Middlesex TW11 8EE +44 (0)345 460

# Qualification at a Glance

Qualification Title	GA Code	Unit Code
RSL Award in Musical Theatre Performance - Entry 2	UQ79 04	R742 04
RSL Award in Musical Theatre Performance - Entry 3	UQ80 04	R743 04
RSL Award in Musical Theatre Performance - Grade 1	UQ81 04	R744 04
RSL Award in Musical Theatre Performance - Grade 2	UQ82 04	R745 04
RSL Award in Musical Theatre Performance - Grade 3	UQ83 04	R746 04
RSL Award in Musical Theatre Performance - Grade 4	UQ84 04	R747 04
RSL Award in Musical Theatre Performance - Grade 5	UQ85 04	R748 04
RSL Certificate in Musical Theatre Performance - Grade 6	UQ86 04	R749 04
RSL Certificate in Musical Theatre Performance - Grade 7	UQ87 04	R750 04
RSL Certificate in Musical Theatre Performance - Grade 8	UQ88 04	R751 04

## Assessment Summary

Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks and underpinning theoretical assessments.
Unit format	Unit specifications contain the title, unit code, GA Code, unit aim and content, learning outcomes (what has to be learnt), marking schemes (how the evidence of learning will be marked), and types of evidence required for the unit.
Assessment Bands	Overall grades for the qualification are banded Pass, Merit, Distinction and Unclassified. In order to achieve the minimum of a Pass grade, learners must achieve a minimum of 60% of the total available marks.
Quality Assurance	Objective sampling and re-assessment of candidates' work ensures that all assessments are carried out to the same standard. A team of external examiners is appointed, trained and standardised by RSL.

## 1 - QUALIFICATION SUMMARY

### 1.1 – Qualification Aim and Broad Objectives

The Musical Theatre qualification is designed to offer a flexible, progressive approach to mastering the knowledge, skills, and understanding essential for Musical Theatre.

RSL's graded qualifications aim to encourage and support learners of all ages and abilities, fostering skill development and growth through a structured system of progressive mastery. This approach allows candidates to advance at their own pace, achieving milestones in manageable steps within a safe and supportive framework.

These qualifications are ideal for learners across various age groups, including Under 16, 16+, 16–18, and 19+.

### 1.2 – Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to FE and HE courses. Graded qualifications operate according to a well-established methodology of 'progressive mastery'. They tend to be more rigorous than other types of exams, and for that reason industry professionals are confident that candidates achieving the highest level of graded qualifications will have the skills necessary to work in other areas of the business.

### 1.3 – Qualification Structure

A graded qualification consists of a range of both practical and knowledge-based tasks which are based on detailed requirements outlined in the relevant syllabus. Therefore, requirements for each grade will be set out in detail in the Unit Specifications and the Learning Outcomes and Assessment Criteria for each unit will require knowledge, skills and understanding of these syllabus requirements to be demonstrated at the grade entered.

### 1.4 – Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to register for your Musical Theatre examination, please visit [stageschool.io](https://stageschool.io) or email [stageschool@rslawards.com](mailto:stageschool@rslawards.com)

## 2 – ASSESSMENT INFORMATION

### 2.1 – Assessment Methodology

The graded examinations in Musical Theatre are assessed through three components:

- Performance
- Technical Skills Demonstration
- Understanding and Reflection

**Premiere Candidates** are assessed on their:

- Performance: Acting, Singing, Dancing (90% of marks)
- Understanding and Reflection (10% of marks)

**Debut to Grade 8 Candidates** are assessed on their:

- Performance: Acting, Singing, Dancing (60% of marks)
- Technical Skills Demonstration (30% of marks)
- Understanding and Reflection (10% of marks)

### 2.2 – Expectations of Knowledge Skills and Understanding

The graded examination system is one based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamental skills demanded in each grade.

Learners will be able to complete a set of practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate Musical Theatre knowledge, skills and understanding relevant to the grade. These technical skills set a firm platform for further technical and creative development by the learner.

## 3 – CANDIDATE ACCESS AND REGISTRATION

### 3.1 – Access and Registration

The qualifications will:

- Be available to everyone who is capable of reaching the required standards.
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualifications.

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world.

### 3.2 – Recommended Prior Learning

Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

## 4 – FURTHER INFORMATION

### 4.1 – International Learners

Information and guidance on using a translator or interpreter is available at: [www.rslawards.com/about-us/policies-regulations/](http://www.rslawards.com/about-us/policies-regulations/)

### 4.2 – Complaints and Appeals

All procedural complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations, can be found on the RSL website [www.rslawards.com](http://www.rslawards.com)

### 4.3 – Equal Opportunities and Policy

RSL's Equal Opportunities policy can be found on the RSL website [www.rslawards.com](http://www.rslawards.com)

# Examination Grades

STAGESCHOOL Musical Theatre examinations are offered from Premiere to Grade 8.

## Estimates Examination Time (based on groups of eight candidates):

### PREMIERE:

Performance: 6–8 minutes  
Understanding & Reflection: 10 minutes

### DEBUT:

Performance: 8–10 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 20 minutes

### GRADE 1:

Performance: 10–12 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 25 minutes

### GRADE 2:

Performance: 12–14 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 25 minutes

### GRADE 3:

Performance: 14–16 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 25 minutes

### GRADE 4:

Performance: 16–18 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 30 minutes

### GRADE 5:

Performance: 18–20 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 30 minutes

### GRADE 6:

Performance: 20–23 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 35 minutes

### GRADE 7:

Performance: 23–26 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 40 minutes

### GRADE 8:

Performance: 26–30 minutes  
Technical Skills Demonstration  
and Understanding & Reflection: 45 minutes

***Note: Estimated examination times may vary accordingly to the number of candidates and grade/s selected in the group.***

## Recommended Ages for STAGESCHOOL Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification.

The following age recommendations are a suggestion only:

Grade Qualification	Suggested Entry Level
Premiere	4-5 years
Debut	5-6 years
Grade 1	7-8 years
Grade 2	9-10 years
Grade 3	11-12 years
Grade 4	13-14 years
Grade 5	15-16 years
Grade 6	16+
Grade 7	16+
Grade 8	16+

## Uniform for STAGESCHOOL Examinations

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to Health & Safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dancewear is appropriate and allows examiners to see the body, line and form clearly.
- The choice of dance shoes or bare feet is appropriate to the style.
- All jewellery is removed
- Any costume or props used during the performance are carefully considered.

## Safeguarding (including Health & Safety)

RSL takes the Safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. An outline of these is provided on the website: [www.rslawards.com/about-us/safeguarding](http://www.rslawards.com/about-us/safeguarding)

A chaperone is required to be in attendance for all STAGESCHOOL exams, for the entire duration of the exam, responsible for always ensuring the wellbeing of the candidates.

The following guidelines must be adhered to:

- The chaperone must be an appointed member of the school staff.
- The chaperone should be positioned either:
  - inside the exam room, next to the door, and well away from the candidates' eye-line.

– if the door to the exam room has a glass window and the chaperone has clear vision of the examiner(s) and candidate(s), they may be positioned outside of the room, watching the exam through the window.

Note that no other person outside of the exam room is permitted to watch the exam in progress through the window.

- The music operator may assume the role of chaperone.
- The chaperone, must remain in the exam room for the entire exam, including the Understanding & Reflection component.
- The chaperone must not lead, direct, or assist the candidate(s) in any way.

Note that any interaction between the chaperone and the candidate (except in an emergency) may be classed as assisting the candidate and may be reflected in the candidate's final mark.

## Accreditation and UCAS

All STAGESCHOOL graded exams are recognised and accredited in Scotland by SQA accreditation.

For students applying for work or University, many potential employers see Graded Performance Exams in a very positive way. Recognised qualifications demonstrate an ability to dedicate commitment to extra-curricular activities, providing evidence of versatility which many students find beneficial within UCAS (Universities & Colleges Admissions Service) applications and for university entrance interviews.

Our qualifications carry allocated points on the **UCAS tariff**. For full details relating to the allocation of points for our qualifications, please see: [www.rslawards.com/about-us/ucas-points](http://www.rslawards.com/about-us/ucas-points)

# Musical Theatre Exam Structure

## 1. PERFORMANCE

The performance consists of a group musical theatre piece performed from memory, incorporating acting, singing, and dancing. A minimum of two candidates is required to participate in the Musical Theatre exam.

### Performance Format Options:

#### 1. Group Exam

- Typically involves a class of candidates at similar grade levels.
- Performances must meet the specified duration for each grade. If candidates are at different grades, the performance must meet the minimum duration for the highest grade.
- Group Exams may include extracts from musicals or original works.
- Examiners **may** request sections to be repeated for clarification.

#### 2. Show Exam

- Typically involves a larger group or whole school (25+ candidates).
- Performances must meet the minimum duration for the entered grade.
- Show Exams may include full musical productions, variety shows, or original works.
- Examiners **may** request sections to be repeated for clarification.

*For guidance on selecting the most appropriate performance format, please contact [stageschool@rslawards.com](mailto:stageschool@rslawards.com).*

### Notes for Group Exams and Show Exams:

- All candidates must wear their allocated number on the front and back of their clothing.
- Candidates at Grades 6–8 must present valid photographic identification (see RSL's policy: [www.rslawards.com/policies-regulations/](http://www.rslawards.com/policies-regulations/)).
- A chaperone must be present. A staff member must operate the music equipment.
- Non-exam candidates may participate in the performance (only), provided that the minimum number of exam candidates is met.
- Backing tracks with embedded vocals should not be used for the singing component of the Musical Theatre Performance element in the exam.
- School uniforms are sufficient; costumes and props are optional.
- An audience is permitted (performance only).

## 2. TECHNICAL SKILLS DEMONSTRATION

Each candidate will undertake the **Technical Skills Demonstration** either before or after the performance. This consists of a short demonstration in acting, singing, or dancing.

- **PREMIERE:** No Technical Skills Demonstration.
- **DEBUT:** Focuses on sharing imaginative ideas and building confidence in an exam setting.
- **GRADES 1–3:** Candidates prepare one technical skill (acting, singing, or dancing), chosen by the teacher. All candidates in the group demonstrate the **same discipline**.
- **GRADES 4–5:** Candidates prepare one technical skill (acting, singing, or dancing), chosen by the teacher. Candidates may demonstrate **different disciplines** within the same group.
- **GRADES 6–8:** Candidates choose and prepare any one of the technical skills.

Examiners may arrange candidates into smaller groups if needed. The time, length, complexity, and technical demands increase progressively through the grades. Full details are provided in the grade-specific content descriptions.

### **Additional Notes:**

- A member of staff must be present during **Singing** and **Dancing** demonstrations to operate the music. Staff must not direct, lead, or influence candidates.
- A chaperone must be present.
- **No audience** is permitted for the Technical Skills Demonstration.
- Backing tracks with embedded vocals should not be used for the singing component of the Musical Theatre Technical Skills element in the exam.

## 3. UNDERSTANDING AND REFLECTION

The examination concludes with an **Understanding and Reflection** discussion. Candidates will respond to questions related to the performance. The questions become more complex, incorporating topics such as the rehearsal process, technical skills and performance.

Each candidate selects **one question from List A** and **one question from List B** to prepare their responses.

### **Suggested Repertoire**

STAGESCHOOL exams encourage creativity and do not make any compulsory recommendations for material selection. However, each performance is required to adhere to the required performance duration. Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific grade they are entering.

Suggested repertoire can be accessed via our website: [stageschool.io](https://stageschool.io)

# General Notes

On the day of the examination, the principal must meet with the examiner to confirm candidate attendance/absences. The examiner will take a register before each exam session.

## Centre Requirements:

- Provide the examiner with a table, chair, appropriate lighting, and refreshments. The examiner must not sit near the audience.
- Ensure a suitable performance space, plus an additional room for the Technical Skills Demonstration and Understanding and Reflection components.
- A chaperone must be present for all components and assist with candidate organisation and transitions.
- Staff must operate music playback equipment.

## Exam Guidelines:

- Teachers must review Assessment Criteria and Grading Descriptors to ensure candidates meet requirements in all three disciplines.
- Candidates must perform actively throughout the exam. Staff must not lead, direct, or influence candidates. The examiner may stop the exam if this occurs.
- Prompting is only allowed at Premiere level.

## Understanding and Reflection Component:

- Conducted after the Performance and Technical Skills Demonstration.
- Candidates may use small notecards as reminders but **must not** read responses.  
*For Recorded Digital Exams, notecards must remain handheld and visible on camera.*
- The chaperone must remain present. An audience is **not permitted**.

**If an examination candidate requires a Reasonable Adjustment or Special Consideration, please reach out to RSL Head Office for guidance and support.**

# Unit Specifications

## Content:

The skills and understanding required at each grade.

The Musical Theatre content is divided into:

- Two components examined at Premiere.
  - The Performance
  - Understanding & Reflection
- Three components examined at Debut to Grade 8.
  - The Performance
  - Technical Skills Demonstration
  - Understanding & Reflection

## Assessment Criteria:

Criteria against which the candidate is assessed

## Learning Outcome:

A statement of what has been demonstrated as a result of the successful completion of the assessment criteria

# Premiere - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of SIX minutes** and a **maximum of EIGHT minutes** in duration.

A Show Exam performance must be a **minimum of SIX minutes** in duration. A Show Exam performance has **no maximum duration**.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. An appropriate level of prompting is acceptable and will not have a negative impact on the candidate's final grade. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a **minimum of TWO solo spoken lines**. Narration is acceptable.

### Singing

Candidates must perform **as a group for a minimum of a verse and a chorus**.

### Dancing

Candidates must perform a **collection of basic dance steps as a group for a minimum of a verse and chorus**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](http://stageschool.io)*

## 2 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B** and present their responses to the questions.

### Premiere Questions:

#### **List A:**

1. Describe your character's appearance.
2. Describe what clothes or costume you think your character might be wearing, and why?

#### **List B:**

1. What was your favourite scene, song or dance (pick one) in the performance today, and why?
2. Which did you enjoy most today - acting, singing or dancing, and why?

## Premiere - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
<b>Learning Outcome 1</b>	
The learner will perform in a group piece of musical theatre	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic use of facial expression and voice appropriate to meaning and mood</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic understanding of what is happening in the scene</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a basic ability to sing the melody and lyrics audibly</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of the meaning of the song</li> <li>• Perform with focus</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic coordination and timing</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of the mood of the music</li> </ul>
<b>Learning Outcome 2</b>	
The learner will understand individual content and context in musical theatre	<p>Give a brief description on a given topic relevant to the performance, including:</p> <ul style="list-style-type: none"> <li>• The character's appearance</li> <li>• The candidate's favourite part of the performance</li> </ul>

# Debut - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of EIGHT minutes** and a **maximum of TEN minutes** in duration.

A Show Exam performance must be a **minimum of EIGHT minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Prompting is no longer permitted. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a **minimum of THREE solo spoken lines**. Narration is acceptable.

### Singing

Candidates must perform **as a group for a minimum of a verse and a chorus**.

### Dancing

Candidates must perform a **collection of basic dance steps as a group for a minimum of a verse and chorus**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](https://stageschool.io)*

## 2 TECHNICAL SKILLS DEMONSTRATION

Debut candidates are introduced to the Technical Skills Demonstration element of the STAGESCHOOL exams through storytelling and improvisation. **Download the Debut Technical Skills Music audio set from STAGESCHOOL at [stageschool.io](https://stageschool.io)**

Candidates will be arranged into **groups (maximum eight candidates)**. Each group will be given a character from the following list:

- **Lion**
- **Witch**
- **Monkey**
- **Clown**

Candidates will be provided with the opportunity to develop their character through improvised movement and characterisation. Candidates will be asked to portray the assigned character to the set music provided.

A member of staff must be present to support the organisation of the students and operation of the music during the technical skills assessment.

## 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B** and present their responses to the questions.

### Debut Questions:

#### **List A:**

1. What was your favourite part of the performance today, and why?
2. What did you most enjoy performing today - acting, singing, or dancing, and why?

#### **List B:**

3. Identify a character that your character likes in the performance and explain why?
4. Identify a character that your character doesn't like in the performance and explain why ?

## Debut - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
Learning Outcome 1	
The learner will perform in a group piece of musical theatre	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic use of facial expression, voice and movement appropriate to character and situation</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic understanding of character and situation</li> <li>• Perform from memory (LO1 Group Performance only)</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a basic ability to sing the melody and lyrics audibly and with a sense of intonation</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of the meaning of the song</li> <li>• Deliver lyrics from memory</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic coordination and timing</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of the mood of the music</li> <li>• Perform with confidence</li> </ul>
Learning Outcome 2	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, Debut candidates will be assessed on the Acting assessment criteria (technique and performance), as above.
Learning Outcome 3	
The learner will understand individual content and context in musical theatre	<p>Give a basic description on a given topic relevant to the performance, to include:</p> <ul style="list-style-type: none"> <li>• The candidate's favourite part of the performance</li> <li>• Character relationships</li> </ul>

# Grade 1 - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of TEN minutes** and a **maximum of TWELVE minutes** in duration.

A Show Exam performance must be a **minimum of TEN minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination.

### Acting

Candidates must have a **minimum of FOUR solo spoken lines**. Narration is acceptable.

### Singing

Candidates must perform **a full song as a group for a minimum of ONE minute**.

### Dancing

Candidates must perform **a range of dance steps as a group for a minimum of ONE minute**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](https://stageschool.io)*

## 2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below. All candidates will demonstrate **the same skill**.

### Acting

#### **TECHNICAL SKILL**

In preparation for the examination, candidates and teachers should familiarise themselves with all Grade 1 scenarios (revised August 2023).

All scenarios can include either **two** or **three** candidates.

The examiner will group candidates into **twos** or **threes**.

The examiner will assign roles (A, B, and possibly C) to each pair or trio and provide a scenario for them to perform.

Therefore, candidates should be prepared to perform any of the three Grade 1 scenarios, and to work with any other candidates in their technical group.

**Each scenario is expected to last between 30 and 45 seconds.**

The examiner may stop the performance if the maximum time limit is exceeded.

**The scenario for the Grade 1 Acting Technical Skills Demonstration can be found on page 68**

## Singing

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum eight candidates)** and will be required to sing **one prepared song extract lasting between 30 and 45 seconds.**

The song extract selected by the teacher:

- Must be taken from Standard Musical Theatre repertoire or Rockschool Vocals Grade 1 repertoire or Wider Repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- The song(s) performed in the technical skills assessment must not be the same as those used in the performance element of the exam.
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

We have a guidance document of suggested Musical Theatre vocal selections for each grade on our website [stageschool.io](https://stageschool.io).

**Please note that these are examples only.**

Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

## Dance

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum eight candidates)** and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds.**

Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Step ball change with arms in opposition
- Gallops
- Jumps or leaps

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above. Content should allow each candidate to showcase their skills and abilities clearly.

We have a guidance document of suggested Dance Technical Exercises for each grade on our website [stageschool.io](https://stageschool.io). **Please note that these are examples only.** Teachers have full flexibility to choreograph their own routines, ensuring the relevant criteria are met.

## 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B** and present their responses to the questions.

### Grade 1 Questions:

#### **List A:**

1. Describe your character's physical appearance and what clothes/costume they might be wearing.
2. Identify a character that your character likes or doesn't like in the performance, and explain why?
3. Pick any two characters in the performance and explain their relationship.

#### **List B:**

4. What was the hardest part of the performance for you today, and why did you find that part challenging?
5. Describe the mood of a specific scene, song or dance from the performance (pick one).
6. Are there any changes of mood during the performance? If so, why?

## Grade 1 - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
<b>Learning Outcome 1</b>	
The learner will perform in a group piece of musical theatre	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Speak audibly and with clarity of diction</li> <li>• Demonstrate basic use of facial expression and movement appropriate to character and mood</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic understanding of the character's situation and feelings</li> <li>• Perform from memory</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a basic ability to sing the lyrics and melody audibly and in tune</li> <li>• Demonstrate a sense of timing and rhythm</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of the meaning and mood of the song</li> <li>• Deliver lyrics from memory with expression</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic coordination, timing and rhythmic awareness</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of characterisation and the mood of the music</li> <li>• Perform with confidence</li> </ul>
<b>Learning Outcome 2</b>	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting, Singing, Dancing), as above.
<b>Learning Outcome 3</b>	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics, as selected by the candidate)</p> <ul style="list-style-type: none"> <li>• Character's appearance</li> <li>• Challenges of performance</li> <li>• Character relationships</li> <li>• Mood of the chosen pieces</li> </ul>

# Grade 2 - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of TWELVE minutes** and a **maximum of FOURTEEN minutes** in duration.

A Show Exam performance must be a **minimum of TWELVE minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a **minimum of FIVE solo spoken lines**. Narration is acceptable.

### Singing

Candidates must perform **a full song as a group for a minimum of ONE minute**.

### Dancing

Candidates must perform a **range of dance steps as a group for a minimum of ONE minute**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](http://stageschool.io)*

## 2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below. All candidates will demonstrate **the same skill**.

### Acting

#### TECHNICAL SKILL

In preparation for the examination, candidates and teachers should familiarise themselves with all Grade 2 scenarios (revised August 2023).

All scenarios can include either two or three candidates.

The examiner will group candidates into **twos** and **threes**.

The examiner will assign roles (A, B, and possibly C) to each pair or trio and provide a scenario for them to perform.

Therefore, candidates should be prepared to perform any of the three Grade 2 scenarios, and to work with any other candidates in their technical group.

**Each scenario is expected to last between 30 and 45 seconds.**

The examiner may stop the performance if the maximum time limit is exceeded.

**The scenario for the Grade 2 Acting Technical Skills Demonstration can be found on page 68**

## Singing

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum eight candidates)** and will be required to sing **one prepared song extract lasting between 30 and 45 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Vocals Grade 2 repertoire or Wider Repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- The song(s) performed in the technical skills assessment must not be the same as those used in the performance element of the exam.
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

We have a guidance document of suggested Musical Theatre vocal selections for each grade on our website [stageschool.io](https://stageschool.io).

**Please note that these are examples only.**

Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

## Dance

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum eight candidates)** and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds.**

Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Step ball change with arms in opposition
- Gallops
- Range of jumps or leaps

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above. Content should allow each candidate to showcase their skills and abilities clearly.

We have a guidance document of suggested Dance Technical Exercises for each grade on our website [stageschool.io](https://stageschool.io). **Please note that these are examples only.** Teachers have full flexibility to choreograph their own routines, ensuring the relevant criteria are met.

## 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B** and present their responses to the questions.

### Grade 2 Questions:

#### **List A:**

1. Describe a feeling your character has in the performance and explain why they feel that way.
2. Explain how your character is feeling in a specific song, scene or dance (pick one), and why?
3. How does your character feel at the start of the piece, and then at the end of the piece, and why?

#### **List B:**

1. Where does the scene/piece take place? Describe the setting.
2. Pick two characters in the performance and describe their relationship.
3. What are the key events that happen in the piece?

## Grade 2 - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
Learning Outcome 1	
The learner will perform in a group piece of musical theatre	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic use of; vocal projection, diction and modulation; facial expression and movement appropriate to character and mood</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic understanding of the character's situation and feelings</li> <li>• Perform from memory with focus</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a basic ability to sing the lyrics and melody audibly and with a sense of intonation</li> <li>• Demonstrate a sense of timing, rhythm and puls</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of character, meaning and the mood of the song</li> <li>• Deliver lyrics from memory with expression and focus</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic coordination, timing, rhythmic and spatial awareness</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of characterisation and the mood of the music</li> <li>• Perform from memory with fluency</li> </ul>
Learning Outcome 2	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting, Singing, Dancing), as above.
Learning Outcome 3	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics, as selected by the candidate)</p> <ul style="list-style-type: none"> <li>• The character's feelings</li> <li>• Character relationships</li> <li>• The context of the performance</li> <li>• Challenges in the performance</li> </ul>

# Grade 3 - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of FOURTEEN minutes** and a **maximum of SIXTEEN minutes** in duration.

A Show Exam performance must be a **minimum of FOURTEEN minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a **minimum of SIX solo spoken lines**. Narration is acceptable.

### Singing

Candidates must perform a **full song as a group for a minimum of ONE minute**.

### Dancing

Candidates must perform a **range of dance steps as a group for a minimum of ONE minute**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](http://stageschool.io)*

## 2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any one of the Technical Skills below. All candidates will demonstrate **the same skill**.

### Acting

#### TECHNICAL SKILL

In preparation for the examination, candidates and teachers should familiarise themselves with all Grade 3 scenarios (revised August 2023).

All scenarios can include either **two** or **three** candidates.

The examiner will group candidates into **twos** or **threes**.

The examiner will assign roles (A, B, and possibly C) to each pair or trio and provide a scenario for them to perform.

Therefore, candidates should be prepared to perform any of the three Grade 3 scenarios, and to work with any other candidates in their technical group.

**Each scenario is expected to last between 30 and 45 seconds.**

The examiner may stop the performance if the maximum time limit is exceeded.

**The scenario for the Grade 3 Acting Technical Skills Demonstration can be found on page 68**

## Singing

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum eight candidates)** and will be required to sing **one prepared song extract lasting between 30 and 45 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockscool Vocals Grade 3 repertoire or Wider Repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- The song(s) performed in the technical skills assessment must not be the same as those used in the performance element of the exam.
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

We have a guidance document of suggested Musical Theatre vocal selections for each grade on our website [stageschool.io](https://stageschool.io).

**Please note that these are examples only.**

Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

## Dance

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum eight candidates)** and will be required to demonstrate a **prepared technical combination lasting between 30 and 45 seconds.**

Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Step ball change with arms in opposition
- Jumps or leaps
- Front Kicks
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above. Content should allow each candidate to showcase their skills and abilities clearly.

We have a guidance document of suggested Dance Technical Exercises for each grade on our website [stageschool.io](https://stageschool.io). **Please note that these are examples only.** Teachers have full flexibility to choreograph their own routines, ensuring the relevant criteria are met.

## 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B** and present their responses to the questions.

### Grade 3 Questions:

#### **List A:**

1. Choose a specific scene. Identify and explain your character's feelings throughout the scene.
2. Choose a song from the performance. How is your character feeling in that song, and why do they feel that way?
3. Identify and emotion your character felt at any point in the performance and describe how they showed that emotion.

#### **List B:**

1. Describe any processes used in rehearsal to help and remember your lines, lyrics or choreography (pick one).
2. Describe any challenges you faced during the performance as an individual or as a group.
3. Identify and explain the relationship between any two characters in the piece.

## Grade 3 - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
Learning Outcome 1	
The learner will perform in a group piece of musical theatre	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic use of; vocal projection, diction and modulation; facial expression, gesture and movement appropriate to character and mood</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic interpretation of the character, with understanding of situation and feelings</li> <li>• Perform from memory with fluency and focus</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a basic ability to sing the lyrics and melody audibly and with a sense of intonation</li> <li>• Demonstrate a sense of timing, rhythm, pitch and pulse</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of character, meaning and the mood of the song</li> <li>• Deliver lyrics from memory with expression, focus, fluency and some use of dynamics</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate, basic coordination, control and body alignment timing, timing, rhythm and spatial awareness</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a basic awareness of characterisation and the mood of the music</li> <li>• Perform from memory with fluency and expression</li> </ul>
Learning Outcome 2	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting, Singing, Dancing), as above.
Learning Outcome 3	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics, as selected by the candidate)</p> <ul style="list-style-type: none"> <li>• The character's emotion</li> <li>• Character relationships</li> <li>• Processes used in rehearsal to help learn and remember the piece</li> <li>• Challenges in the performance</li> </ul>

# Grade 4 - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of SIXTEEN minutes** and a **maximum of EIGHTEEN minutes** in duration.

A Show Exam performance must be a **minimum of SIXTEEN minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a **minimum of SEVEN solo spoken lines**.

### Singing

Candidates must perform a **minimum of FOUR bars of solo or duo singing, in addition to group singing**.

### Dancing

Candidates must perform a variety of dance steps as a group for a **minimum of TWO minutes**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](http://stageschool.io)*

*The performance requirements for all three disciplines can be met and presented either in one continuous performance or split across different parts. For example, the required number of bars for solo or duo singing can be achieved in a single song or distributed across multiple songs during the performance.*

## 2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **Candidates can choose their own individual discipline to best demonstrate their strength.**

### Acting

#### TECHNICAL SKILL

Candidates and teachers must familiarise themselves with all Grade 4 Acting Technical Scenario (revised August 2023).

Each candidate must select **one character status** from the given list to include in their technical demonstration.

The examiner will group candidates into **pairs** or **trios**, so candidates should be prepared to work with any other participant in their technical group.

The examiner will ask each candidate which **character status they have chosen**. The candidates will then perform the scenario, incorporating their chosen character status.

**Each scenario is expected to last between 40 and 60 seconds.**

The examiner may stop the performance if the maximum time limit is exceeded.

**The scenario for the Grade 4 Acting Technical Skills Demonstration can be found on page 68**

## Singing

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum six candidates)** and will be required to sing **one prepared song extract lasting between 45 and 60 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockscool Vocals Grade 4 repertoire or Wider Repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

We have a guidance document of suggested Musical Theatre vocal selections for each grade on our website [stageschool.io](https://stageschool.io).

**Please note that these are examples only.**

Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

## Dance

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum six candidates)** and will be required to demonstrate a **prepared technical combination lasting between 45 and 60 seconds.**

Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front kicks and Side kicks
- Front leaps
- Turns or pirouettes
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above. Content should allow each candidate to showcase their skills and abilities clearly.

We have a guidance document of suggested Dance Technical Exercises for each grade on our website [stageschool.io](https://stageschool.io). **Please note that these are examples only.** Teachers have full flexibility to choreograph their own routines, ensuring the relevant criteria are met.

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B**, and present their responses to the questions.

#### Grade 4 Questions:

##### **List A:**

1. Describe the setting of the piece and the time period in which it is set.
2. Identify the writer and the composer of the piece and when it was written.
3. Describe how the time period and/or setting influenced your performance.

##### **List B:**

1. What did you find the most challenging part of the rehearsal process? Explain why.
2. What was the most challenging part of the performance for you today? What did you do to meet that challenge?
3. Pick any two characters in the performance and describe their similarities and/or differences.

## Grade 4 - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
Learning Outcome 1	
<p>The learner will perform in a group piece of musical theatre</p>	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate developing use of vocal projection, diction, modulation and phrasing; facial expression, movement and gesture; to reflect character and mood</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a developing interpretation of character, with understanding of situation and feelings</li> <li>• Demonstrate an awareness of the performance environment, including setting, other characters and audience, as appropriate</li> <li>• Perform from memory with fluency and focus</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a developing ability to: sing the lyrics and melody audibly and with a sense of pitch and intonation; maintain rhythm, timing, articulation and phrasing</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a developing awareness of characterisation, meaning and mood</li> <li>• Deliver lyrics from memory with expression, fluency, commitment and use of dynamics</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate developing: coordination, control and body alignment; timing, rhythm, spatial awareness and use of dynamics</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a developing interpretation of the meaning and mood of the music</li> <li>• Perform from memory with fluency and expression</li> </ul>

continued →

## Grade 4 - Learning Outcomes & Assessment Criteria (continued)

Learning Outcome	Assessment Criteria
<b>Learning Outcome 2</b>	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting, Singing, Dancing), as above.
<b>Learning Outcome 3</b>	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics, as selected by the candidate)</p> <ul style="list-style-type: none"> <li>• Historical context of the piece</li> <li>• Background to playwright/composer</li> <li>• Challenges of performance</li> <li>• Similarities and differences between characters in the piece</li> </ul>

# Grade 5 - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of EIGHTEEN minutes** and a **maximum of TWENTY minutes** in duration.

A Show Exam performance must be a **minimum of EIGHTEEN minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a **minimum of EIGHT solo spoken lines**.

### Singing

Candidates must perform a **minimum of FOUR bars of solo or duo singing, in addition to group singing**.

### Dancing

Candidates must perform a variety of dance steps as a group for a **minimum of TWO minutes**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](http://stageschool.io)*

The performance requirements for all three disciplines can be met and presented either in one continuous performance or split across different parts. For example, the required number of bars for solo or duo singing can be achieved in a single song or distributed across multiple songs during the performance.

## 2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **Candidates can choose their own individual discipline to best demonstrate their strength.**

### Acting

#### TECHNICAL SKILL

Candidates and teachers must familiarise themselves with all Grade 5 Acting Technical Scenario (revised August 2023).

Each candidate must select **one character status** from the given list to include in their technical demonstration.

The examiner will group candidates into **pairs** or **trios**, so candidates should be prepared to work with any other participant in their technical group.

The examiner will ask each candidate which character status they have chosen. The candidates will then perform the scenario, incorporating their chosen character status.

**Each scenario is expected to last between 40 and 60 seconds.**

The examiner may stop the performance if the maximum time limit is exceeded.

**The scenario for the Grade 5 Acting Technical Skills Demonstration can be found on page 68**

## Singing

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum six candidates)** and will be required to sing **one prepared song extract lasting between 45 and 60 seconds.**

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockscool Vocals Grade 5 repertoire or Wider Repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

We have a guidance document of suggested Musical Theatre vocal selections for each grade on our website [stageschool.io](https://stageschool.io).

**Please note that these are examples only.**

Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

## Dance

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum six candidates)** and will be required to demonstrate a **prepared technical combination lasting between 45 and 60 seconds.**

Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front kicks and Side kicks
- Front leaps
- Turns or pirouettes
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above. Content should allow each candidate to showcase their skills and abilities clearly.

We have a guidance document of suggested Dance Technical Exercises for each grade on our website [stageschool.io](https://stageschool.io). **Please note that these are examples only.** Teachers have full flexibility to choreograph their own routines, ensuring the relevant criteria are met.

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B**, and present their responses to the questions.

#### **Grade 5 Questions:**

##### **List A:**

1. What are the character's objectives in the piece?
2. Describe the place and time period in which the piece is set.
3. Describe a rehearsal process that helped to achieve the feel of the period in which the piece was set.

##### **List B:**

1. What rehearsal processes were used to prepare vocally for either acting or singing (pick one)?
2. What rehearsal processes were used to prepare physically for dancing?
3. What rehearsal processes were used to develop your characterisation?

## Grade 5 - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
<b>Learning Outcome 1</b>	
<p>The learner will perform in a group piece of musical theatre</p>	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate developing use of; vocal projection, diction, pace and phrasing; facial expression, gesture, movement and body language to reflect character mood and environment</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a developing interpretation of the character, with understanding of situation and feelings</li> <li>• Demonstrate an increased awareness of the performance environment, including setting, other character and audience, as appropriate</li> <li>• Perform from memory with fluency and focus</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a developing ability to: sing the lyrics and melody audibly; maintain a sense of pitch and intonation; maintain rhythm, timing, articulation and phrasing</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a developing awareness of characterisation, meaning and mood</li> <li>• Deliver lyrics from memory with expression, fluency, commitment and dynamic variation</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate; developing coordination, control and body alignment; timing, rhythm, spatial awareness and dynamic variation</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate a developing musical interpretation and understanding of character and mood</li> <li>• Perform from memory with fluency, commitment and communication to the audience</li> </ul>

continued →

## Grade 5 - Learning Outcomes & Assessment Criteria (continued)

Learning Outcome	Assessment Criteria
<b>Learning Outcome 2</b>	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting, Singing, Dancing), as above.
<b>Learning Outcome 3</b>	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics, as selected by the candidate)</p> <ul style="list-style-type: none"> <li>• The character's objectives in the piece</li> <li>• Historical context</li> <li>• Challenges in the performance</li> <li>• Rehearsal processes used to prepare vocally and physically for the performance</li> <li>• Rehearsal processes used to develop an understanding of the character</li> </ul>

# Grade 6 - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of TWENTY minutes** and a **maximum of TWENTY-THREE minutes** in duration.

A Show Exam performance must be a **minimum of TWENTY minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a **minimum of NINE solo spoken lines**.

### Singing

Candidates must perform a **minimum of EIGHT bars of solo or duo singing, in addition to group singing**.

### Dancing

Candidates must perform a **complex variety** of dance steps as a group for a minimum of **THREE minutes**. Candidates are also required to perform a **minimum of FOUR bars as a solo, duo or trio**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](http://stageschool.io)*

*The performance requirements for all three disciplines can be met and presented either in one continuous performance or split across different parts. For example, the required number of bars for solo singing can be achieved in a single song or distributed across multiple songs during the performance.*

## 2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **Candidates can choose their own individual discipline to best demonstrate their strength.**

### Acting

#### TECHNICAL SKILL

**Candidates must perform one monologue lasting between 45 and 60 seconds or one duologue lasting between 60 and 75 seconds.**

The chosen material should provide a contrast to the performance piece differing in theme, mood, style or period.

Monologues/Duologues must be from a published play, or alternative, the lyrics from a musical theatre song could be performed as a Monologue/Duologue.

Candidates should state the play or song title, author and character's name at the start of the Monologue/Duologue.

## Singing

### TECHNICAL SKILL

Candidates must perform **a solo or duet extract lasting between 60 and 75 seconds.**

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Vocals Grade 6 repertoire or Wider Repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

We have a guidance document of suggested Musical Theatre vocal selections for each grade on our website [stageschool.io](https://stageschool.io).

**Please note that these are examples only.**

Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

## Dance

### TECHNICAL SKILL

Candidates will be arranged into **small groups (maximum four candidates)** and will be required to demonstrate a **prepared technical combination lasting between 60 and 75 seconds.**

Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and Side step leap
- Single pirouette
- Traveling turns
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

We have a guidance document of suggested Dance Technical Exercises for each grade on our website [stageschool.io](https://stageschool.io). **Please note that these are examples only.** Teachers have full flexibility to choreograph their own routines, ensuring the relevant criteria are met.

### 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B** and present their responses to the questions.

#### **Grade 6 Questions:**

##### **List A:**

1. Describe the overall style of the piece and how the style influenced your performance.
2. Critique your performance today, identifying something that went particularly well and something that could be improved upon.
3. Describe the historical context of the piece, and how it influenced your performance.

##### **List B:**

1. Describe a rehearsal process that helped achieve the style of the piece.
2. Identify and explain a technique used in rehearsal that was particularly challenging or effective, and why?
3. Describe a warm-up technique used to prepare for dancing / singing / acting (pick one) and explain why it was used.

## Grade 6 - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
<b>Learning Outcome 1</b>	
<p>The learner will perform in a group piece of musical theatre</p>	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate accomplished use of; vocal projection, diction, pace and phrasing; facial expression, movement, gesture and body language to reflect character, mood and situation</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished interpretation of the character, with understanding of emotions, text and subtext</li> <li>• Demonstrate a clear awareness of the performance environment, including setting, other characters and audience, as appropriate</li> <li>• Perform from memory with fluency, focus and a sense of spontaneity</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an accomplished ability maintain assured sense of pitch, intonation and projection; rhythm, timing, articulation and phrasing in response to the demands of the song</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished awareness of characterisation, meaning, mood and style</li> <li>• Deliver lyrics from memory with expression, fluency, commitment and dynamic variation</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate; accomplished coordination, control, alignment and balance; timing, rhythm, spatial awareness and dynamic variation</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished interpretation of the music and an understanding of character, mood and choreographic intent</li> <li>• Perform from memory with fluency, commitment and communication to the audience</li> </ul>

continued →

## Grade 6 - Learning Outcomes & Assessment Criteria (continued)

Learning Outcome	Assessment Criteria
<b>Learning Outcome 2</b>	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting, Singing, Dancing), as above.
<b>Learning Outcome 3</b>	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics, as selected by the candidate)</p> <ul style="list-style-type: none"> <li>• The style of the piece and how that style was achieved</li> <li>• Analysis of techniques used in the rehearsal process</li> <li>• Historical context</li> <li>• Critique of own performance</li> <li>• Warm-up techniques</li> </ul>

# Grade 7 - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of TWENTY-THREE minutes** and a **maximum of TWENTY-SIX minutes** in duration.

A Show Exam performance must be a **minimum of TWENTY-THREE minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a minimum of **TEN solo spoken lines**.

### Singing

Candidates must perform a **minimum of EIGHT bars of solo or duo singing**, Group singing is also required, **with evidence of harmony** in delivery.

### Dancing

Candidates must perform a complex variety of dance steps as a group for a **minimum of THREE minutes**. Candidates are also required to perform a **minimum of EIGHT bars as a solo, duo or trio**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](https://stageschool.io)*

*The performance requirements for all three disciplines can be met and presented either in one continuous performance or split across different parts. For example, the required number of bars for solo or duo singing can be achieved in a single song or distributed across multiple songs during the performance.*

## 2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **Candidates can choose their own individual discipline to best demonstrate their strength.**

### Acting

#### TECHNICAL SKILL

Candidates must perform **one monologue lasting between 45 and 60 seconds** or **one duologue lasting between 60 and 75 seconds.**

The chosen material should provide a contrast to the performance piece differing in theme, mood, style or period.

Monologues/Duologues must be from a published play, or alternative, the lyrics from a musical theatre song could be performed as a Monologue/Duologue.

Candidates should state the play or song title, author and character's name at the start of the Monologue/Duologue.

## Singing

### TECHNICAL SKILL

Candidates must perform **a solo or duet extract lasting between 60 and 75 seconds.**

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Vocals Grade 7 repertoire or Wider Repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

We have a guidance document of suggested Musical Theatre vocal selections for each grade on our website [stageschool.io](https://stageschool.io).

**Please note that these are examples only.**

Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

## Dance

### TECHNICAL SKILL

Candidates will be **arranged into pairs** and will be required to demonstrate a **prepared technical combination lasting between 60 and 75 seconds.**

Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and Side step leap
- Front and Side step kicks
- Single pirouette
- Traveling turns
- All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

We have a guidance document of suggested Dance Technical Exercises for each grade on our website [stageschool.io](https://stageschool.io). **Please note that these are examples only.** Teachers have full flexibility to choreograph their own routines, ensuring the relevant criteria are met.

## 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B** and present their responses to the questions.

### Grade 7 Questions:

#### **List A:**

1. What theatre styles are relevant to the performance piece?
2. What techniques or processes were used in rehearsal to achieve the style of the piece?
3. Pick one scene, song or dance. Describe the style of the chosen scene / song / dance, and a rehearsal process that was used to help achieve that style.

#### **List B:**

1. In acting, or singing, what is it meant by the term modulation and why is it important? Give an example from the performance piece.
2. In singing, or dancing, what is meant by the term dynamics? Why is a variety of dynamics important?
3. Identify and explain one musical theatre term or technique that is used in acting, singing or dancing and give an example of the use from the performance piece (for example: breath support, diaphragm, rhythm, intonation, objective, subtext).

## Grade 7 - Learning Outcomes & Assessment Criteria

Learning Outcomes	Assessment Criteria
<b>Learning Outcome 1</b>	
<p>The learner will perform in a group piece of musical theatre</p>	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate accomplished use of; vocal control, projection, diction, pace and phrasing; facial expression, movement, gesture, stance and physical characterisation to reflect character, mood, situation, period and style</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished interpretation of the character, with understanding of objectives, text, subtext, style and historical context</li> <li>• Demonstrate an assured awareness of the performance environment, including setting, other characters and audience, as appropriate</li> <li>• Perform from memory with fluency, focus and a sense of spontaneity</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an accomplished ability to maintain assured sense of pitch, intonation and projection; assured rhythm, timing, articulation and phrasing; breath and vocal control in response to the demands of the song</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished awareness of character, mood and intention; situation, period and style</li> <li>• Deliver lyrics from memory with commitment, expression and a wide range of dynamics</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate; accomplished coordination, control, alignment, balance and core stability; timing, rhythm, spatial awareness, dynamic variation and breadth of movement</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished musical interpretation and clear understanding of character and mood; awareness of the stylistic features of the dance</li> <li>• Perform from memory with fluency, commitment and communication to the audience</li> </ul>

continued →

## Grade 7 - Learning Outcomes & Assessment Criteria (continued)

Learning Outcomes	Assessment Criteria
<b>Learning Outcome 2</b>	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting, Singing, Dancing), as above.
<b>Learning Outcome 3</b>	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics, as selected by the candidate)</p> <ul style="list-style-type: none"> <li>• Theatre styles relevant to the piece</li> <li>• Analysis of techniques or processes used in rehearsal to achieve the style or historical period</li> <li>• Terminology relevant to musical theatre, including breath support, diaphragm, dynamics, rhythm, modulation, objectives, subtext</li> </ul>

# Grade 8 - Content

## 1 PERFORMANCE

A Group Exam performance must be a **minimum of TWENTY-SIX minutes** and a **maximum of THIRTY minutes in duration**.

A Show Exam performance must be a **minimum of TWENTY-SIX minutes** in duration. A Show Exam performance has **no maximum** duration.

Candidates are expected to perform a group piece of musical theatre from memory. The performance should allow each candidate the opportunity to engage in all three disciplines. One member of staff must be present during the examination. Staff must not lead, teach or take part in the performance.

### Acting

Candidates must have a **minimum of ELEVEN solo spoken lines**.

### Singing

Candidates must perform a **minimum of TWELVE bars of solo singing**, Group singing is also required, **with evidence of harmony** in delivery.

### Dancing

Candidates must perform a complex variety of dance steps as a group for a **minimum of THREE minutes**. Candidates are also required to perform a **minimum of EIGHT bars as a solo, duo or trio**.

*For repertoire guidance, including suggested material, songs and suggested dance steps to include within performance choreography, please see [stageschool.io](http://stageschool.io)*

*The performance requirements for all three disciplines can be met and presented either in one continuous performance or split across different parts. For example, the required number of bars for solo or duo singing can be achieved in a single song or distributed across multiple songs during the performance.*

## 2 TECHNICAL SKILLS DEMONSTRATION

The Technical Skills Demonstration gives candidates the opportunity to further demonstrate their technical ability in any one of the disciplines. These assessments encourage a deeper understanding and proficiency of the technical skills required as a musical theatre performer. As candidates progress through the grades, the technical skills assessment focuses on preparation for auditions. Candidates are expected to perform from memory.

Candidates will prepare any **one** of the Technical Skills below. **Candidates can choose their own individual discipline to best demonstrate their strength.**

### Acting

#### TECHNICAL SKILL

Candidates must perform **one monologue lasting between 60 and 75 seconds** or **one duologue lasting between 75 and 90 seconds.**

The chosen material should provide a contrast to the performance piece differing in theme, mood, style or period.

Monologues/Duologues must be from a published play, or alternative, the lyrics from a musical theatre song could be performed as a Monologue/Duologue.

Candidates should state the play or song title, author and character's name at the start of the Monologue/Duologue.

## Singing

### TECHNICAL SKILL

Candidates must perform a **solo or duet extract lasting between 75 and 90 seconds.**

Candidates should state the song title, musical title and composer and/or lyricist prior to singing the extract.

The song extract selected by the teacher:

- Must be taken from standard musical theatre repertoire or Rockschoo! Vocals Grade 8 repertoire or Wider Repertoire
- Must be age appropriate for the suggested level of the grade taken
- May be performed in any key, with a backing track, a live accompaniment or a cappella
- Should allow candidates to showcase their skills and abilities clearly
- Must not be the same as previously heard in the performance
- Must not contain long introductions or instrumentals

Please note that the full song is not required. The examiner may stop the demonstration if the maximum time limit is exceeded.

We have a guidance document of suggested Musical Theatre vocal selections for each grade on our website [stageschool.io](https://stageschool.io).

**Please note that these are examples only.**

Teachers have full flexibility to choose their own extract, ensuring the relevant criteria are met.

## Dance

### TECHNICAL SKILL

Candidates will be **arranged into pairs** and will be required to demonstrate a **prepared technical combination lasting between 75 and 90 seconds.**

Teachers are required to choreograph an elevation and travel dance combination which includes the following steps:

- Front and Side step leap
- Front and Side step kicks
- Single and Double Pirouettes
- Traveling turns

All demonstrated on both sides

The music for the combination is of free choice. Alternatively, candidates can perform the combination to a clapped rhythm (provided by the teacher) for the same duration as above.

Content should allow each candidate to showcase their skills and abilities clearly.

We have a guidance document of suggested Dance Technical Exercises for each grade on our website [stageschool.io](https://stageschool.io). **Please note that these are examples only.** Teachers have full flexibility to choreograph their own routines, ensuring the relevant criteria are met.

## 3 UNDERSTANDING AND REFLECTION

Each candidate must select one question from **List A** and one question from **List B** and present their responses to the questions.

### Grade 8 Questions:

#### **List A:**

1. Identify any theatre styles relevant to the piece and explain how they are relevant.
2. Describe a stylistic feature of the performance today and how it was achieved.
3. Identify any limitations of the delivery within the performance piece. Did you try to overcome these, and if so, how?

#### **List B:**

1. Identify a theatre practitioner, choreographer, composer or playwright that influenced rehearsals or the performance, and describe why. (N.B. other than those who wrote, choreographed or directed the piece).
2. Select a scene, song or dance from the piece. Reflect on a particular theatre practitioner, choreographer, composer, writer or other creative artist who influenced your performance of that scene / song / dance and explain why. (N.B. other than those who wrote, choreographed, designed or directed the piece).
3. Describe any challenges you faced in the rehearsal process, and the theatre techniques used to help you meet those challenges.

## Grade 8 - Learning Outcomes & Assessment Criteria

Learning Outcome	Assessment Criteria
Learning Outcome 1	
<p>The learner will perform in a group piece of musical theatre</p>	<p><b>Acting Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate accomplished use of; vocal control, projection, diction, pace and phrasing; facial expression, movement, gesture, stance and physical characterisation to reflect character, mood, situation, period and style</li> </ul> <p><b>Acting Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished interpretation of the character, with understanding of objectives, text, subtext, style and historical context</li> <li>• Demonstrate an assured awareness of the performance environment, including setting, other characters and audience, as appropriate</li> <li>• Perform from memory with fluency, focus and a sense of spontaneity</li> </ul> <p><b>Singing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an accomplished ability maintain assured sense of pitch, intonation and projection; assured rhythm, timing, articulation and phrasing; breath and vocal control in response to the demands of the song</li> </ul> <p><b>Singing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished awareness of character, mood and intention; situation, period and style</li> <li>• Deliver lyrics from memory with commitment, expression and a wide range of dynamics</li> </ul> <p><b>Dancing Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate; accomplished coordination, coordination, timing, rhythm, spatial awareness, dynamic variation and breadth of movement; body alignment, core stability, strength, balance and agility</li> </ul> <p><b>Dancing Performance</b></p> <ul style="list-style-type: none"> <li>• Communicate an accomplished musical interpretation and detailed understanding of character and mood; awareness of the stylistic features of the dance</li> <li>• Perform from memory with fluidity, ease, commitment, and an instinctive connection with the audience and performance environment</li> </ul>

continued →

## Grade 8 - Learning Outcomes & Assessment Criteria (continued)

Learning Outcome	Assessment Criteria
<b>Learning Outcome 2</b>	
The learner will demonstrate technical skills relevant to musical theatre	For the Technical Skills Demonstration, candidates will be assessed on the criteria relevant to the chosen Technical Skill (Acting, Singing, Dancing), as above.
<b>Learning Outcome 3</b>	
The learner will understand individual content and context in musical theatre	<p>Give a detailed description on a given topic relevant to the performance, including: (two of the following topics, as selected by the candidate)</p> <ul style="list-style-type: none"> <li>• Theatre styles and techniques</li> <li>• Stylistic features of the performance</li> <li>• Limitations of the delivery/performance pieces</li> <li>• Challenges of the rehearsal process</li> <li>• Influence of theatre practitioners on the rehearsal process and/or performance piece</li> </ul>

# Acting Technical Skills Demonstration Scenarios for Grades 1–5

Candidates will prepare any **one** of the Technical Skills, as chosen by the **Teacher**, to be demonstrated in the examination. If the teacher selects the Acting Technical Skills Demonstration, all of the following scenarios, at the relevant grade, must be prepared for the examination. The examiner will only select scenarios from this list in the examination.

April 2023: Note that the scenarios have been revised.

## Scenarios for the Acting Technical Skills Demonstration

(Revised August 2023)

### Grades 1–3

In preparation for the examination, candidates and teachers should familiarise themselves with all the scenarios relevant to the grade taken. All scenarios can include either two or three candidates.

**The examiner will group candidates into pairs or threes.**

The **examiner will then choose a scenario** for each pair/three to perform, and tell the pair/three which of them is A, which is B, and, if applicable, C.

The pair/three will then perform the given scenario.

**Therefore, candidates should be prepared to perform any of the scenarios at the relevant grade, and to work with any other candidates in their technical group.**

## Grade 1

1. A, B (and C) are friends playing a computer game. A tells B (and C) that they have had enough of playing, but B (and C) want to continue.
2. A, B (and C) are siblings and are moving home for the first time. A is really excited, but B (and C) are worried.
3. A, B (and C) are friends playing at A's house. They find a wrapped present behind the sofa. A wants to open it, but B (and C) think they shouldn't.

## Grade 2

1. A, B (and C) all want to play with the same gadget, but there's only one. Each character argues their case on why they deserve to play with it.
2. A, B (and C) are friends. They are playing sport in the park and stop for something to eat. A has brought some cakes that they made themselves. A is a terrible cook and the cakes taste awful. B (and C) do not want to let A know how bad they are.
3. A, B (and C) are best friends. A has finished their homework and B (and C) wants to copy the homework from them. Why do they want to copy and how does this make A feel?

## Grade 3

1. A, B (and C) have just been told they are down to the last two/three for head pupil. They are waiting to hear who's been successful and are talking to each other about who it might be. Each pupil believes they are the right person for the job.
2. A, B (and C) are at a party. A has heard that B (and C) have been nasty about A's best friend. What do they do?
3. A, B (and C) are enjoying time on holiday. A wants to go on an expensive day trip to a theme park, and asks B (and C) to come with them. B (and C) do not have enough money for this, but don't want to reveal to A their financial situation.

## Grade 4 (revised August 2023)

Candidates and teachers should familiarise themselves with the Grade 4 scenario, which could include either two or three candidates. **Each candidate must select one character status** from the given list to include in their technical demonstration.

**The examiner** will group candidates into twos or threes, and ask each candidate which character status they have chosen.

Each pair/three will then perform the scenario, with each candidate incorporating their chosen character status.

**Therefore, candidates should be prepared to work with any other candidates in the technical group.**

Grade 4 scenario:

***“Two or three characters go to the same school and have all decided to audition for the school play. In preparation for the audition, they have been asked to prepare some lines from the script. They are waiting in line outside to be called in for their audition.”***

Character statuses:

1. The character feels like they are not as good as the others auditioning, so are not likely to get a good part
2. The character is ambitious and determined to get the part they want
3. The character is quietly confident, they have prepared well and are very focussed
4. The character is feeling very nervous about the audition and is fearing the worst
5. The character is overly assured in their behaviour and wants to be noticed by everyone
6. The character forgot to prepare for the audition
7. The character is extremely bossy and tries to take charge
8. The character is new to the school and has never been in a play before

## Grade 5 (revised August 2023)

Candidates and teachers should familiarise themselves with the Grade 5 scenario, which could include either two or three candidates. **Each candidate must select one character objective** from the given list to include in their technical demonstration.

**The examiner** will group candidates into twos or threes, and ask each candidate which character objective they have chosen.

Each pair/three will then perform the scenario, with each candidate incorporating their chosen character objective.

**Therefore, candidates should be prepared to work with any other candidates in the technical group.**

Grade 5 scenario:

***“Two or three characters are school/college friends and are outside the school/college gates. They are all on their phones checking social media and have all seen an insulting comment about a mutual friend.”***

Character objectives:

1. The character wants to tell the friend immediately
2. The character doesn't want to tell the friend as they don't want to upset them
3. The character wants to post something nasty about the person who wrote the comment, in order to avenge the friend
4. The character is friends with the person who wrote the comment, but doesn't want the other(s) to know, as they now feel embarrassed about being that person's friend
5. The character doesn't think they should do anything, as they are worried about the consequences and don't want to get involved
6. The character knows, and has a personal dislike of, the person who wrote the comment, and wants them to get into as much trouble as possible
7. The character recently had a fall-out with the 'mutual friend', so tries to make out that the insulting comment is not a big deal (they secretly may even agree with it).
8. The character wants to involve the school/college/teacher/guardian

# Marking Guidance

LEARNING OUTCOMES / ATTAINMENT BANDS / WEIGHTING / GRADING CRITERIA

The examination is marked with credits awarded through:

- Performance and Understanding and Reflection for Premiere candidates
- Performance, Technical Skills Demonstration, and Understanding and Reflection for Premiere to Grade 8 candidates

# Learning Outcomes

Premiere Candidates		
Learning Outcomes	Exam Section	Percentage of final mark
<b>Learning Outcome 1</b> The learner will perform in a group piece of musical theatre	Group Performance	90%
<b>Learning Outcome 3</b> The learner will understand individual content and context in musical theatre	Understanding and Reflection	10%

Debut to Grade 8 Candidates		
Learning Outcomes	Exam Section	Percentage of final mark
<b>Learning Outcome 1</b> The learner will perform in a group piece of musical theatre	Group Performance	60%
<b>Learning Outcome 2</b> The learner will demonstrate technical skills relevant to musical theatre	Technical Skills Demonstration	30%
<b>Learning Outcome 3</b> The learner will understand individual content and context in musical theatre	Understanding and Reflection	10%

# Attainment Bands

The attainment bands for Musical Theatre graded examinations are as follows:

Unclassified	0–49%
Pass	50–64%
Merit	65–84%
Distinction	85% and above

# Assessment Weighting

The weighting for each component is described below:

Exam Section	Assessment Criteria Weighting
Group Performance	Performance 60% Technique 40%
Technical Skills Demonstration (Debut – Grade 8 only)	Technique 60% Performance 40%
Understanding and Reflection	Understanding and Reflection 100%

# Grading Criteria

Grading Criteria for each component of the exam are described below.

They must be read in conjunction with the specific assessment criteria for the relevant grade/discipline. Please refer to the content specification for each grade.

<b>Performance</b>		
<b>Knowledge, Skills and Understanding</b>		
<b>Acting</b>	<b>Singing</b>	<b>Dancing</b>
An understanding of the text is expected at all grades, and accurate word memory from Debut. As grades progress, requirements include interpretation, an understanding of character, emotions, subtext, period, style and a sense of spontaneity.	An understanding of the meaning and mood of the song is expected at all grades. As grades progress, requirements include an awareness of character, intention, dynamic variation, communication to the audience and stylistic understanding.	An understanding of the mood of the music is expected at all grades. As grades progress. Requirements include characterisation, musical interpretation, communication to the audience and stylistic understanding.

<b>Performance</b>			
<b>Grading Criteria</b>			
<b>Unclassified</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
0-9	10-12	13-16	17-20
The assessment criteria for performance at the relevant grade and discipline was not demonstrated to an acceptable standard for the majority of the time, or throughout. There was limited or no evidence of interpretative awareness.	The assessment criteria for performance at the relevant grade and discipline was demonstrated to an acceptable, or mostly acceptable, standard. Generally sound interpretative awareness evident. A satisfactory presentation of work.	The assessment criteria for performance at the relevant grade and discipline was demonstrated to a proficient, or mostly proficient, standard. Assured interpretative awareness evident most of the time. A secure presentation of work.	The assessment criteria for performance at the relevant grade and discipline was demonstrated to a consistently high standard throughout, or almost throughout. Strong interpretative awareness evident. A sustained and convincing presentation of work.

<b>Technique</b>		
<b>Knowledge, Skills and Understanding</b>		
<b>Acting</b>	<b>Singing</b>	<b>Dancing</b>
<p>Use of facial expression and voice, appropriate to the meaning and mood of the text is expected at all grades.</p> <p>As grades progress, requirements include vocal modulation, projection, phrasing, physical characterisation, movement and gesture.</p>	<p>Audibility is expected at all grades. As grades progress, requirements include timing, pitch, rhythmic awareness, articulation, phrasing, intonation, breath control and resonance.</p>	<p>Coordination and timing is expected at all grades. As grades progress, requirements include rhythmic and spatial awareness, control, alignment, core stability, balance and dynamic variation.</p>

<b>Technique</b>			
<b>Grading Criteria</b>			
<b>Unclassified</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
0-9	10-12	13-16	17-20
<p>The assessment criteria for technique at the relevant grade and discipline was not demonstrated to a satisfactory standard throughout, or most of the time. There was limited or no evidence of technical accuracy.</p>	<p>The assessment criteria for technique at the relevant grade and discipline was demonstrated to a satisfactory, or mostly satisfactory, standard. A technically acceptable presentation of work.</p>	<p>The assessment criteria for technique at the relevant grade and discipline was demonstrated to a proficient, or mostly proficient, standard. A technically secure presentation of work.</p>	<p>The assessment criteria for technique at the relevant grade and discipline was demonstrated to a consistently high standard throughout, or almost throughout. A technically strong presentation of work.</p>

## Understanding and Reflection

### Knowledge, Skills and Understanding

Through answers to the questions, a general understanding of the Group Performance piece is expected at all grades. As the grades progress, requirements include an understanding of characters, context, rehearsal processes, stylistic features of the performance and critique of candidate's own performance.

## Understanding and Reflection

### Grading Criteria

Unclassified	Pass	Merit	Distinction
0-9	10-12	13-16	17-20
The assessment criteria for Understanding and Reflection at the relevant grade was not demonstrated for the majority of the time, or throughout. Limited, or no answers to questions evident.	The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a satisfactory standard. Generally acceptable answers to questions.	The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a proficient standard. Generally secure answers to questions.	The assessment criteria for Understanding and Reflection at the relevant grade was demonstrated to a high standard throughout. Consistently insightful answers to questions.

# Revision History

## **August 2023:**

- Revised instructions for Grades 4 and 5 Acting Technical Skills Demonstration
- Revised instructions for the Acting Technical Skills Demonstration
- Revised Acting Technical Skills scenarios for Grades 1–3
- Revised Acting Technical Skills scenarios for Grades 4–5

## **December 2024:**

The minimum required lines to be performed within the group performance have been updated.