

# **The LAMDA Graded Examinations in Performance: Miming (Solo/Duologue)**

**From 1 September 2009**

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Syllabus Specifications for Graded Examinations in Performance Version 2  
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## **About LAMDA Examinations**

LAMDA began offering speech and drama examinations to the public in the 1880s. Since then, these examinations have been refined and developed into a comprehensive system of performance evaluation by experts in education, acting and communication.

In addition to being the largest Speech and Drama awarding body in the United Kingdom, LAMDA Examinations has a reputation for excellence worldwide.

Our mission is to:

- improve standards in communication through the spoken word
- foster an appreciation of literature, poetry and drama
- acknowledge levels of achievement
- support the creative, intellectual and social development of the individual as a whole.

Our challenge is to recognise achievement in communication and performance and to support the development of self-esteem of children, young people and adults across the globe.

Dawn Postans  
Head of Examinations

## **About this syllabus booklet**

This syllabus document outlines all the specifications for LAMDA Communication examinations. It is designed for use by teachers, learners, parents and anyone involved in the preparation of learners for LAMDA examinations.

## **Publications and Materials**

The following documents are also available from LAMDA Examinations. Most can be downloaded from our website [www.lamda.org.uk/exams](http://www.lamda.org.uk/exams)

- Syllabus Specifications for Performance Examinations (From 1 September 2009)
- Syllabus Specifications for Graded Examinations in Musical Theatre (From 1 December 2007)
- Syllabus Specifications for PCertLAM (From 1 September 2008)
- Syllabus Specifications for Diploma Qualifications (From 1 September 2008)
- Guide for Centres and Teachers
- Examination Timings
- Entry Forms
- Fee List
- Public Centre Date List
- Publications and Merchandise order form
- Association of LAMDA Teachers leaflet
- VoiceOver: our twice-yearly magazine.

LAMDA Examinations offers an extensive range of educational support materials for teachers and centres who work with our examinations. Please refer to our website [www.lamda.org.uk](http://www.lamda.org.uk) for further details or request a Publications and Merchandise List.

In addition LAMDA Examinations operates a regional programme of workshops and seminars for teachers. For further information, please contact us.

## **Office of the Qualifications and Examinations Regulator (Ofqual)**

LAMDA Examinations has been accredited as an awarding organisation by Ofqual, the Office of the Qualifications and Examinations Regulator in England, and the corresponding regulatory authorities in Wales (DELLS) and Northern Ireland (CCEA). Ofqual was launched in April 2010 as the new regulator for qualifications, examinations and assessments.

The LAMDA qualifications below are accredited, ensuring transparency, consistency and fairness. They are part of the Qualifications and Credit Framework (QCF) and equate with other accredited QCF qualifications.

### **The Qualifications and Credit Framework (QCF)**

The Qualifications and Credit Framework (QCF) is a credit-based qualifications framework, allowing a unit-based approach to building qualifications. All vocational qualifications will be placed on the framework by 2013.

### **LAMDA Accredited Qualifications**

Entry 3: Graded Examinations in Communication: Speaking Verse and Prose

Level 1: Graded Examinations in Communication: Speaking Verse and Prose

Level 2: Graded Examinations in Communication: Speaking Verse and Prose

Level 3: Graded Examinations in Communication: Speaking Verse and Prose

Entry 3: Graded Examinations in Communication: Reading for Performance

Level 1: Graded Examinations in Communication: Reading for Performance

Level 2: Graded Examinations in Communication: Reading for Performance

Level 3: Graded Examinations in Communication: Reading for Performance

Entry 3: Graded Examinations in Communication: Using Spoken English

Level 1: Graded Examinations in Communication: Using Spoken English

Level 2: Graded Examinations in Communication: Using Spoken English

Level 3: Graded Examinations in Communication: Speaking in Public

Entry 3: Graded Examinations in Performance: Acting (Solo/Duologue)

Level 1: Graded Examinations in Performance: Acting (Solo/Duologue/Combined)

Level 2: Graded Examinations in Performance: Acting (Solo/Duologue/Combined)

Level 3: Graded Examinations in Performance: Acting (Solo/Duologue)

Entry 3: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Level 1: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Level 2: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Level 3: Graded Examinations in Performance: Devising Drama (Solo/Duologue)

Entry 3: Graded Examinations in Performance: Miming (Solo/Duologue)

Level 1: Graded Examinations in Performance: Miming (Solo/Duologue)

Level 2: Graded Examinations in Performance: Miming (Solo/Duologue)

Level 3: Graded Examinations in Performance: Miming (Solo/Duologue)

Entry 3: Graded Examinations in Musical Theatre (Solo/Duo)

Level 1: Graded Examinations in Musical Theatre (Solo/Duo)

Level 2: Graded Examinations in Musical Theatre (Solo/Duo)

Level 3: Graded Examinations in Musical Theatre (Solo/Duo)

Level 3: The LAMDA Certificate in Speech and Drama: Performance Studies (PCertLAM)

Level 5: The LAMDA Diploma in Communication, Speech and Drama Education (LSDE)

Presently LAMDA Level 3 Certificates in Communication and Performance and the PCertLAM are recognised within the UCAS tariff for UK university entrance.

QCF Level	LAMDA Grade	Qualification
Entry level	Entry3	Award
Level 1	Grade 1	Award
	Grade 2	Award
	Grade 3	Award
Level 2	Grade 4	Award
	Grade 5	Award
Level 3	Grade 6	Certificate
	Grade 7	Certificate
	Grade 8	Certificate

Further information is available on the National Database of Accredited Qualifications website: [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)

LAMDA accredited qualifications are approved for use on publicly funded courses of study. For further information on funding please either contact your Local Education Authority (LEA) or the Young People's Learning Agency (YPLA) for 16-19 funding arrangements or the Skills Funding Agency (SFA) for post-19 funding arrangements. The latter two bodies have emerged from the Learning and Skills Council (LSC).

Further information is also available on the Ofqual website: [www.ofqual.gov.uk](http://www.ofqual.gov.uk), the Young People's Learning Agency (YPLA) website [www.ypla.gov.uk](http://www.ypla.gov.uk) and the Skills Funding Agency (SFA) website [www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk)

### **A note on Language**

English is used and explicitly expressed in all LAMDA Examinations specifications/syllabi and assessment materials. Examinations are conducted in English. The language used in all specifications/syllabi, assessment materials and during practical assessment is explicit, plain, free from bias and appropriate to the examination.

Whilst LAMDA offers examinations in Ireland and Wales, it does not offer examinations using Welsh or Irish (Gaeilge) languages.

### **The Diploma Catalogue**

LAMDA'S accredited qualifications at Levels 1, 2 and 3 feature in the Diploma Catalogue in the UK. They are accredited as either Additional or Specialist Learning within Diplomas.

### **Additional and Specialist Learning (ASL)**

Additional and Specialist Learning (ASL) provides learners with greater breadth (Additional Learning) and depth (Specialist Learning) of study and enables them to tailor their personal programmes to their own interests and aspirations. For learners: the subjects you choose as part of the Additional and Specialist Learning offer the opportunity to study a particular topic in more depth or to study something different that widens your experience. Additional and Specialist Learning will broaden your horizons and help to open up different opportunities in future study and employment.

Sourced from [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## **The role of Component Awarding Bodies (CABs) in the Diploma**

In the UK the role of Component Awarding Bodies (CABs) in 2009 is to support centres and consortia in understanding the operational arrangements and Diploma processes in relation to the CAB's qualifications that contribute to the overall Diploma award.

A Component Awarding Body (CAB) offers the constituent qualifications that contribute to the Diploma including the Additional and Specialist Learning (ASL). CABs will register and support centres in delivering these constituent qualifications.

CABs support centres on administration surrounding the CAB's own qualifications in the ways outlined below, once the centre has been registered by the CAB for delivery of the qualification(s) in question. It does this by:

- a. Helping centres understand what they need to do to secure the assessment and award of a qualification. This will include communicating to the centres the administrative tasks leading up to the award of the qualification and the results being entered onto the diploma aggregation service (DAS).
- b. Externally quality assuring the centre and its data submissions to ensure validity, accuracy, completeness and timeliness. This includes verifying the learner details referenced by the unique learner number (ULN), as far as they refer to the CAB.
- c. Supplying results data to the diploma aggregation service (DAS) within 10 days of qualifications being awarded in accordance with agreed service levels and commercial terms.
- d. Verifying the relevant prior achievement of Diploma learners for the constituent qualifications they offer and updating DAS within 10 days of verifying a prior learning request.
- e. Investigating cases of missing results with centres, where the learner and their qualification are known on DAS and to the CAB.
- f. Working with centres and relevant DABs to ensure DAS holds all relevant constituent qualification results for learners receiving a Diploma award.
- g. Clarifying the timescales and requirements for enquiries or appeals, and handling them.

CABs will provide advice, guidance and support to centres on the above topics through their normal channels of support.

CABs will also support centres on curriculum-related issues, including providing guidance in curriculum planning and ensuring standards.

## **Personal, Learning and Thinking Skills**

The Personal, Learning and Thinking Skills (PLTS) provide a framework for describing qualities and skills needed for success in learning and life.

The framework comprises 6 groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

The framework supports young people in their learning across the curriculum, allowing them to learn to develop and to transfer skills across a range of contexts.

The LAMDA Graded Examinations offer a range of opportunities for learners to develop personal, learning and thinking skills.

### **Independent Enquiry**

- Present opportunities for individual research at each level (in the study of language and literature in Speaking Verse and Prose, Reading for Performance and Acting)
- Present opportunities for presentation of personal interests (Speaking in Public and Using Spoken English).

### **Creative Thinking**

- Present opportunities for learners to understand, interpret and communicate the words of a poet, author or playwright
- Present opportunities for learners to stage and to develop the presentation of a text or series of texts/ themes
- In Devising Drama and Miming – to allow learners to devise a scene or prepare a mime
- In Using Spoken English and Speaking in Public – to provide an opportunity for them to plan the content of material for its presentation.

### **Reflective Learning**

- Present opportunities to reflect on learners' work (their own and / or that of others if taught in a group)
- Present opportunities for individual research at an appropriate level
- Help learners to develop the ability to make choices and talk about their decisions
- In Acting, Miming, Devising Drama exams – to help learners to think about staging and relationships between characters (real or imaginary).

### **Team-Working (Group exams/Duos)**

- Provide opportunities for interaction – listening to others and developing respect
- Provide opportunities to share responsibilities and plan collaboratively
- Provide opportunities to work with others and to develop an appreciation of group rhythm and timing.

### **Self-Management**

- Develop self-confidence
- Develop communication and general conversation skills
- Present opportunities for learners to improve concentration skills: by memorising words, by movement and by refining performance by practice
- Improve technical skills over time: vocal projection, modulation and clarity of diction
- Help learners to develop a sense of occasion.

### **Effective Participation**

- Provide a channel for enthusiastic response
- Provide a mechanism to encourage the development of practical communication skills
- Provide a pathway of staged progression in a variety of disciplines
- Provide the opportunity to be linked to an international organisation with recognised standards.

## **Graded Examinations: Joint Qualifications in Communication or Performance**

The LAMDA Graded Examinations: Joint Qualifications in Communication or Performance recognise and reward by credit accumulation learners who successfully achieve 3 constituent parts of any of the levels shown below within the timeframe of 24 months from the date of the first examination. The level of the qualification will be determined by the lowest grade accumulated. Learners wishing to claim one of these awards should contact LAMDA Examinations.

### **The LAMDA Graded Examinations: Joint Qualification in Communication Level 1**

Learners must achieve Grade 1 or Grade 2 or Grade 3 in the following:

- Speaking Verse and Prose
- Using Spoken English
- Reading for Performance.

### **The LAMDA Graded Examinations: Joint Qualification in Communication Level 2**

Learners must achieve Grade 4 or Grade 5 in the following:

- Speaking Verse and Prose
- Using Spoken English
- Reading for Performance.

### **The LAMDA Graded Examinations: Joint Qualification in Communication Level 3**

Learners must achieve Grade 6 or Grade 7 or Grade 8 in the following:

- Speaking Verse and Prose
- Speaking in Public
- Reading for Performance.

### **The LAMDA Graded Examinations: Joint Qualification in Performance Level 1**

Learners must achieve Grade 1 or Grade 2 or Grade 3 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer.

### **The LAMDA Graded Examinations: Joint Qualification in Performance Level 2**

Learners must achieve Grade 4 or Grade 5 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer.

### **The LAMDA Graded Examinations: Joint Qualification in Performance Level 3**

Learners must achieve Grade 6 or Grade 7 or Grade 8 in any 3 of the following:

- Acting
- Miming
- Devising Drama
- Musical Theatre for the Actor/Singer.

## **Reasonable Adjustments**

LAMDA Examinations offers open access to all examinations, irrespective of ethnicity, nationality, gender, religion, sexual orientation, disability, creed or marital status.

LAMDA Examinations will comply with the terms of all relevant UK legislation, including the Disability Discrimination Act, with regard to access arrangements and reasonable adjustments to the examination process.

Such adjustments must be agreed before an examination to enable learners who might not otherwise be able to do so to demonstrate their attainment or competence.

Learners, Teachers and/or Centres on behalf of learners with particular needs, may apply for reasonable adjustments to be made to examination requirements by marking the learner entry form and submitting the entry with an 'Application for Reasonable Adjustment Form'.

Examination Entry forms provide space for teachers and/or learners to bring to LAMDA Examinations attention any special circumstances or needs which the learner wishes to be considered. The learner will still be examined against standard criteria. The examination procedure or the environment may be adjusted to accommodate the specified circumstances.

In granting reasonable adjustments to the examination, cases will be judged on an individual basis.

Adjustments to the examination must not give the learner an unfair advantage over other learners.

Adjustments to the examination must not compromise the integrity of the examination or reduce its reliability or validity.

Learners, Teachers and/or Centres on behalf of learners may contact LAMDA Examinations directly if they wish to discuss specific reasonable adjustments for their learners, prior to submitting the entry and application form.

Learners requiring access to a Braille text for examinations that require a sight-reading should submit their Application for Reasonable Adjustment 8 weeks before the examination session to allow for a Braille document to be produced.

All public examination centres have wheelchair access.

## Special Considerations

A Special Consideration is a consideration given following a period of assessment for the learner who:

- was prepared and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near the time of assessment
- misses part of the assessment due to circumstance outside their control (i.e. Fire alarm).

### Examples of Special Considerations

- Terminal Illness
- Recent bereavement of member of immediate family
- Incapacity
- Recent traumatic experience
- Flare up of severe congenital illness such as epilepsy, diabetes or asthma.

LAMDA Examinations would expect provision and arrangement in place to enable the learner in circumstances to complete assessment and thereby achieve the qualification/unit. Only when this is unsuccessful should an application for special considerations be made. All applications for special considerations will be made on a case by case basis. Special considerations must be submitted to LAMDA Examinations in writing, detailing the circumstances and enclosing the examination report form, within 10 working days following the examination date.

A learner who is prevented by illness or other circumstances beyond his or her control from participating in an examination will, on production of evidence from a medical practitioner and/or employer to support the claim, be allowed to retake it at no additional cost at the next scheduled opportunity. LAMDA Examinations will only consider making aegrotat awards for examinations that do not require assessment of practical competence.

If the application is successful the learner's performance will be reviewed in the light of the available evidence

It is important to note it will not be possible to apply special considerations in instances where assessment requires the demonstration of practical competence or where the criteria have to be fully met.

In these circumstances where the assessments are demand assessments (Practical, Oral presentations, Performance- based) LAMDA Examinations will offer the learners affected the opportunity to take the assessment again at a later date. If this is decided by LAMDA Examinations as the most appropriate action it will award a full or part Transfer Credit Voucher (TCV) refunding the fee to the learner(s) in question. A TCV is non transferable and valid for one year only. For re-entry learners must complete an entry form, enclosing their vouchers and fee balance.

## Regulations for All Examinations

- 1 Teachers and learners should refer to the 'General Notes and Regulations' printed in each individual subject area throughout the specifications.
- 2 Learner registration is accepted as evidence that the learner agrees to the regulations laid down in the specifications.
- 3 Learners may enter for more than one subject at one examination session, but must state this on the entry form. Learners may not enter for more than one grade or diploma in the same subject at one examination session unless written permission is obtained from the Head of Examinations. Learners may not enter for the same grade in both solo and duologue examinations. Learners may not enter for more than one group examination of the same subject and grade.
- 4 Learners must be in attendance and ready for their examination at least 15 minutes prior to the stated time of the examination.
- 5 LAMDA Examinations reserves the right to decline or cancel any entry and return the fee. LAMDA Examinations does not guarantee to examine at any Centre where the number of learners is insufficient to warrant it. Fees will be returned in such cases.
- 6 LAMDA Examinations reserves the right not to examine a learner if they have a possibly contagious illness, such as chicken pox.
- 7 LAMDA Examinations cannot grant requests for specific dates and times.
- 8 No unauthorised person will be allowed to be present during any examination.
- 9 LAMDA Examinations reserves the right to return entries received after the closing date.
- 10 Examination appointments vacated by learners who are sick, or those withdrawing for other reasons, cannot be taken by other learners.
- 11 Should a learner be prevented from attending an examination after their entry has been processed, LAMDA Examinations should receive notice in writing, detailing the circumstances and enclosing the report form, within 10 working days of the examination date. Under circumstances such as illness, injury or recent bereavement, LAMDA Examinations will consider refunding half the fee in the form of a Transfer Credit Voucher (TCV). Transfer Credit Vouchers are non-transferable and valid for one year only. For re-entry, learners must complete an entry form, enclosing their voucher and fee balance.
- 12 Fees cannot be returned except under regulations 5, 6, or 9.
- 13 LAMDA Examinations issue medals in materials other than precious metal. The words 'Bronze', 'Silver' and 'Gold' are used by LAMDA Examinations purely as an academic standard for the medal examinations. LAMDA Examinations reserves the right to change the style and presentation of all awards.
- 14 The decisions of the awarding body (LAMDA Examinations) are final.

## **Graded Examinations in Performance: Miming (Solo or Duologue)**

### ***Purpose of the Qualification***

LAMDA examinations in *Miming* are designed to develop the skills necessary to create a performance using non-verbal techniques.

These examinations also provide learners with the opportunity to develop skills which support the delivery of dramatic text. For this reason, these examinations complement Graded Examinations in Performance: Acting (Solo, Duologue and Combined).

Learners who prepare themselves appropriately will develop:

- 1 Interpretative skills
- 2 Technical skills
- 3 Knowledge of the performance process.

### ***Broad Objectives of the Qualification***

#### ***1 Interpretative skills***

Learners will be required:

- to communicate an activity, situation and/or character non-verbally
- to suspend disbelief by focusing on the immediacy of an activity, situation and/or character in order to create a credible sense of reality.

#### ***2 Technical skills***

Learners will be required:

- to build physical awareness, control, precision, flexibility and co-ordination in order to clarify an activity, situation and/or character non-verbally.

#### ***3 Knowledge of the performance process***

Learners will be required:

- to understand how to create, shape and structure mimes and mime scenes.

### ***Structure***

The qualification is available at four levels, in line with the Qualifications and Credit Framework.

Entry Level	Entry 3
Level 1	Grades 1, 2, 3
Level 2	Grades 4, 5
Level 3	Grades 6, 7, 8

*Graded Examinations in Performance: Miming* are offered in the following formats:

- *Solo* (one learner) – where the learner performs alone
- *Duologue* (two learners) – where the learners perform mimes individually but mime scenes together.

Learning outcomes and assessment criteria are set at each level, often covering a range of grades (e.g. Level 1 covers Grades 1, 2 and 3). However, there is still a qualitative difference in outcome between individual grades within each level. This is because:

- the set requirements and/or topics for mimes increase in technical difficulty as the grades progress
- the knowledge required for the set discussion increases in technical difficulty as the grades progress.

### **General Notes and Regulations**

- 1 Both learners in a *Duologue* examination must be entered at the same grade level.
  - 2 Learners may not enter for both *Solo* and *Duologue* examinations at the same grade level in the one examination session.
  - 3 Learners may not enter for both *Solo* and *Duologue* examinations at different grade levels in the one examination session.
  - 4 *Duologue* partners may not interchange with other learners. Substitution will only be allowed under exceptional circumstances.
  - 5 A mime scene has a context and a line of development from beginning to end. A mime concentrates on the action/reaction only.
  - 6 Mimes and mime scenes may be presented in the order of the learner's choice.
  - 7 Learners may use recorded music and/or sound effects but must provide and operate their own sound equipment.
  - 8 Clothing and footwear must be suitable for the work. Hairstyles must not obscure the face. Nudity is not permitted.
  - 9 Words must not be mouthed by learners.
  - 10 The examiner reserves the right to halt mimes and mime scenes that exceed the stipulated time allowance.
  - 11 *Duologue* learners will be assessed through open questioning with both learners in the Knowledge section of each examination.
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## **Entry Level**

### ***Learning Outcomes***

#### *Interpretation*

The learner will be able to:

- 1 Create a mime scene which includes a sequence of activities
- 2 Engage with each activity.

#### *Technique*

The learner will be able to:

- 3 Clarify each activity
- 4 Reveal an awareness of the performance space.

#### *Knowledge*

- 5 The learner will be able to describe the activities that they have created.

### ***Amplification of the Learning Outcomes***

*A mime scene* - revealing a context and a line of development from beginning to end

*A sequence of activities* – creating a series of individual activities linked together by place and/or situation

*Engage* – involvement with each activity

*Clarify* – making movements sufficiently clear so that the activities can be understood by the examiner

*Performance space* – the area in which the learner performs

### ***Level Descriptor***

Learners will be able to create a scene that uses a sequence of activities. Movement will be sufficiently clear and confident, and communicated with a sense of enthusiasm and enjoyment. Use of the performance space will be appropriate to the activity presented.

### ***Total time allowance***

Solo – 10 minutes

Duologue – 15 minutes

## **Examination Content**

### *Entry*

#### 1 Interpretation and Technique

The learner(s) will present a prepared mime scene, which includes a sequence of activities, set at one of the following:

- sports day
- the zoo
- the carnival.

The title must be announced prior to the performance.

*Duologue* learners must present the mime scene together.

*Solo* and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

#### 2 Knowledge

The learner(s) will describe the activities they have created and will answer questions on the following:

- the reason(s) for choosing the title
- the sequence of activities within the mime scene.

## **Marking Scheme**

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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### **Level 1**

#### **Learning Outcomes**

##### *Interpretation*

The learner will be able to:

- 1 Create a mime which focuses on the hands or feet and face
- 2 Create a mime scene that reveals a place and situation
- 3 Engage with the place and situation.

##### *Technique*

The learner will be able to:

- 4 Use precise hand, foot and/or face movements
- 5 Use the performance space appropriately.

## *Knowledge*

1 The learner will be able to describe the details of each activity.

## ***Amplification of the Learning Outcomes***

*A mime* – revealing an action/reaction

*A mime scene* – revealing a context and a line of development from beginning to end

*Revealing a place and situation* – revealing the physical aspects of where the scene takes place

*Engage* – involvement with the place and situation

*Precise* – clear and accurate

*Performance space* – the area in which the learner performs

## ***Level Descriptor***

Learners will be able to apply their knowledge, understanding and skills to produce a thoughtful performance, based on creative engagement and careful preparation. Movement of the hands, feet and face will be precise. Mime scenes will possess a clear and organised dramatic structure. Apt use of the space will complement the performance.

## ***Total time allowance for each grade***

Solo – 10 minutes

Duologue – 15 minutes

## ***Examination Content***

### *Grade 1*

#### 1 Interpretation and Technique

The learner(s) will present a prepared mime focusing on the specific use of the hands and appropriate facial reaction using one of the following titles:

- opening a parcel
- using a computer
- eating fruit.

The title must be announced prior to the performance.

Mimes must be a minimum of 30 seconds but not exceed one minute.

*Duologue* learners must present their mimes individually.

## 2 Interpretation and Technique

The learner(s) must present a prepared mime scene using one of the following titles:

- at the shopping mall
- on the beach
- in the art lesson.

The title must be announced prior to the performance.

*Duologue* learners must present the mime scene together.

*Solo* and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

## 3 Knowledge

The learner(s) will answer questions on the following:

- the reason(s) for choosing the titles
- how the chosen object felt to the touch in the prepared mime.

### *Grade 2*

## 1 Interpretation and Technique

The learner(s) will present a prepared mime focusing on the specific use of the feet and appropriate facial reaction using one of the following titles:

- walking on pebbles
- walking through deep mud
- walking in new shoes.

The title must be announced prior to the performance.

Mimes must be a minimum of 30 seconds but not exceed one minute.

*Duologue* learners must present their mimes individually.

## 2 Interpretation and Technique

The learner(s) will present a prepared mime scene using one of the following titles:

- in a cafe
- in a crowded train
- in a museum.

The title must be announced prior to the performance.

*Duologue* learners must present the mime scene together.

*Solo* and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

### 3 Knowledge

The learner(s) will answer questions on the following:

- the reason(s) for choosing the titles
- the sensation of movement on your chosen mime surface
- the use of the performance space.

The examiner may ask other related questions in order to gain further clarification.

### Grade 3

#### 1 Interpretation and Technique

The learner(s) will present a prepared mime focusing on the use of the hands, feet and face using one of the following titles:

- moving a heavy object
- trying on clothes
- working out at the gym.

The title must be announced prior to the performance.

Mimes must be a minimum of 30 seconds but not exceed one minute.

*Duologue* learners must present their mimes individually.

#### 2 Interpretation and Technique

The learner(s) will present a prepared mime scene using one of the following titles:

- the concert
- the examination
- an experiment.

The title must be announced prior to the performance.

*Duologue* learners must present the mime scene together.

*Solo* and *Duologue* scenes must be a minimum of two minutes but not exceed three minutes in performance time.

#### 1 Knowledge

The learner(s) will answer questions on the following:

- the reason(s) for choosing the titles
- your feelings when you carried out your chosen mime activity
- the physical aspects of the prepared mime scene locations.

### Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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## **Level 2**

### ***Learning Outcomes***

#### *Interpretation*

The learners will be able to:

- 1 Create a believable character
- 2 Create a relationship with other characters, real or imaginary, when and where appropriate
- 3 Engage with the imaginary.

#### *Technique*

The learner will be able to:

- 4 Build character through the whole body
- 5 Co-ordinate movement through the whole body
- 6 Use the performance space, appropriate to character and situation.

#### *Knowledge*

The learner will be able to describe:

- 7 Character
- 8 Situation.

### ***Amplification of the Learning Outcomes***

*Engaging with the imaginary* – involvement with the character, situation and world of the mime scene; focusing on each moment

*Relationships with other characters* – revealing how the character thinks and feels about other people in the mime scene, whether real or imaginary: reacting to other character's actions

*Co-ordinating movement* – harmonising movement smoothly and efficiently between different parts of the body

*Performance space* – the area in which the learner performs

### ***Level Descriptor***

Learners will be able to demonstrate a sound understanding of how to create a character through mime. Effective preparation will be evident in presentation, leading to a secure performance with a sense of spontaneity. The performance will be imaginative with consistent application of developing technical skills. Movement will be clear and co-ordinated to communicate the activity/scene and engage the audience.

### ***Total time allowance for each grade***

Solo – 15 minutes

Duologue – 20 minutes

## Examination Content

### Grade 4

#### 1 Interpretation and Technique

The learner(s) will present a prepared mime, depicting a character involved in a specific occupation. The title of the mime must be announced prior to the performance. Mimes must be a minimum of one minute but not exceed two minutes. *Duologue* learners will present their mimes individually.

#### 2 Interpretation and Technique

The learner(s) will present a prepared mime scene, depicting an episode and character from a story, book, film or play. The title of the scene must be announced prior to the performance. *Duologue* learners will present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

#### 3 Knowledge

The learner(s) will describe the following:

- the appearance of the characters
- the feelings of the character in the mime
- any mood changes through the mime scene.

### Grade 5

#### 1 Interpretation and Technique

The learner(s) will present a prepared mime, depicting an animal, bird or reptile. The title of the mime must be announced prior to the performance. Mimes must be a minimum of one minute but not exceed two minutes. *Duologue* learners must present their mimes individually.

#### 2 Interpretation and Technique

The learner(s) will present a prepared mime scene, depicting a character of their own choice, who interacts with an imagined character. The title of the scene must be announced prior to the performance. *Duologue* learners must present the scene together, each learner creating their own imagined person. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

#### 3 Knowledge

The learner(s) will describe the following:

- the qualities of the animal, bird or reptile being mimed
- how physical characteristics affected their movement
- the behaviour of the imagined character in the mime scene
- the reaction of the mime character to this behaviour.

## Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

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### **Level 3**

#### ***Learning Outcomes***

##### *Interpretation*

The learner will be able to:

- 1 Create and inhabit a character and situation
- 2 Play character objectives
- 3 Sustain imaginative engagement
- 4 Structure scenes to reveal a progression of mood and/or thought.

##### *Technique*

The learner will be able to demonstrate physical:

- 5 Control
- 6 Precision
- 7 Flexibility
- 8 Co-ordination.

##### *Knowledge*

- 9 The learner will be able to describe the performance demands.

#### ***Amplification of the Learning Outcomes***

*Creating and inhabiting character* – transforming into another person: creating the illusion of spontaneity as if the character's thoughts and emotions are being expressed for the very first time

*Playing objectives* – clarifying what the character wants, desires or needs e.g. the character needs to secure a financial loan from a friend: playing different tactics to achieve this 'want' e.g. to plead, to coax, to wheedle, to threaten, to blackmail, to entice

*Sustaining imaginative engagement* – maintaining involvement with the character, situation and/or world of the scene: maintaining focus on each moment of the scene

*Progression of mood and thought* – revealing changes in the way the character thinks and/or feels throughout the scene

*Control* – regulating movement in order to communicate the activity or scene more effectively

*Precision* – using clear and accurate movements

*Flexibility* – transforming physically according to the character, situation, style and/or period of the created scene

*Co-ordinating movement* – harmonising movement smoothly and efficiently between different parts of the body

#### ***Level Descriptor***

Learners will be able to integrate their knowledge and skills consciously. There will be a sense of ownership and self-awareness resulting in a sensitive performance. Presentation will be grounded in thorough and relevant preparation and planning. Learners will sustain imaginative engagement and combine physical control, precision and flexibility in order to engage the audience wholeheartedly.

## Total time allowance for each grade

Grades 6 and 7  
Solo – 20 minutes  
Duologue – 25 minutes

Grade 8  
Solo – 25 minutes  
Duologue – 30 minutes

## Examination Content

### Grade 6

#### 1 Interpretation and Technique

The learner(s) will present a prepared mime scene, depicting a dream sequence which incorporates the use of slow motion for at least 30 seconds. The title of the scene must be announced prior to the performance. *Duologue* learners must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

#### 2 Interpretation and Technique

The learner(s) will present a prepared mime scene, depicting a character of their own choice, who comes into conflict with an imagined character. The title of the scene must be announced prior to the performance. *Duologue* learners must present the scene together, each learner creating their own imagined person. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

#### 3 Knowledge

The learner(s) will describe the prepared scenes. The learner(s) will answer questions on the following:

- the demands and difficulties of moving in slow motion
- the reason(s) for using slow motion at a particular point
- how the imagined character behaved in the mime scene
- the response of the mimed character to this behaviour
- how the conflict was created and developed.

### Grade 7

#### 1 Interpretation and Technique

The learner(s) will present a prepared mime scene, using a cultural or historical context. The title of the scene must be announced prior to the performance. *Duologue* learners must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

#### 2 Interpretation and Technique

The learner(s) will present a prepared mime scene, inspired by one of the following words:

- green
- fog
- fear
- power
- harmony
- aroma.

The title of the scene must be announced prior to the performance. *Duologue* learners must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

### 3 Knowledge

The learner(s) will describe the prepared scenes. The learner(s) will answer questions on the following:

- how the chosen context affected how the character moved
- the emotional mood of the scene
- the feelings the emotional mood evoked in the mimed character
- the key stages in developing the scene from the chosen word stimulus
- the interpretation of the chosen word stimulus.

## Grade 8

### 1 Interpretation and Technique

The learner(s) will present a prepared mime scene of their own choice, using a full face mask. The title of the scene must be announced prior to the performance. *Duologue* learners must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

### 2 Interpretation and Technique

The learner(s) will present a prepared mime scene, exploring a humorous situation. The humour must arise from the situation itself, not just the character's reaction to the situation. The title of the scene must be announced prior to the performance. *Duologue* learners must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

### 3 Interpretation and Technique

The learner(s) will present a prepared mime scene, using a picture, poem or piece of music of the learner's own choice as the stimulus. The learner(s) must bring the stimulus with them into the examination room. Technical equipment must be provided and operated by the learner(s). The title of the scene must be announced prior to the performance. *Duologue* learners must present the scene together. *Solo* and *Duologue* scenes must be a minimum of three minutes but not exceed four minutes in performance time.

### 4 Knowledge

The learner(s) will describe the prepared scenes. The learner(s) will answer questions on the following:

- the process for balancing technique with emotional truth in mime
- how to relate this through analysis to the mimes presented
- the miming techniques required when performing in a full face mask
- analysis of feelings when wearing a full face mask.

## Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
<b>Total</b>	<b>100</b>
Pass 50 Merit 65 Distinction 80	

## Entry Level

### Learning Outcomes

#### *Interpretation*

The learner will be able to:

1. Create a mime scene which includes a sequence of activities
2. Engage with each activity

#### *Technique*

The learner will be able to:

3. Clarify each activity
4. Reveal an awareness of the performance space

#### *Knowledge*

The learner will be able to:

5. Describe the activities created

### Assessment Criteria:

#### Pass

The learner can:

- 1.1 Devise, plan and perform a simple mime scene which has some sequence of activities
- 2.1 Demonstrate the ability to concentrate and show involvement with some of the mime scene

The learner can:

- 3.1 Communicate the sense of the mime scene with clarity
- 4.1 Communicate the activities in the mime scene, with some appropriate use of the performance space

The learner can:

- 5.1 Indicate reasons for choosing the title of the mime scene
- 5.2 Give a brief description of the sequence of activities in the mime scene

## Entry Level

### Assessment Criteria:

#### Merit

##### *Interpretation*

The learner can:

- 1.1 Devise, plan and perform a mime scene which develops a sequence of activities
- 2.1 Demonstrate the ability to concentrate and show involvement throughout most of the mime scene

##### *Technique*

The learner can:

- 3.1 Communicate most of the activities in the mime scene with clarity
- 4.1 Communicate the sense of the mime scene through appropriate use of the performance space

##### *Knowledge*

- 5.1 Give sound reasons for choosing the title of the mime scene
- 5.2 Give an adequate description of the sequence of activities in the mime scene

#### Distinction

The learner can:

- 1.1 Devise, plan and perform a comprehensive mime scene which clearly develops a sequence of activities
- 2.1 Sustain concentration and total involvement throughout the mime scene

The learner can:

- 3.1 Sustain clarity of movement throughout all the activities in the mime scene
- 4.1 Communicate the sense of the mime scene through confident and creative use of the performance space

- 5.1 Give detailed reasons for choosing the title of the mime scene
- 5.2 Give a detailed description of the sequence of activities in the mime scene

## **Level 1: Grade 1**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

1. Create a mime which focuses on the hands and face
2. Create a mime scene that reveals a place and situation
3. Engage with the place and situation

#### ***Technique***

The learner will be able to:

4. Use precise hand or foot movements and facial expression
5. Use the performance space appropriately

#### ***Knowledge***

The learner will be able to:

6. Describe the details of each activity

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Plan and mime a simple series of actions and reactions which involves some adequate hand movements
- 1.2 Plan and mime a simple series of actions and reactions which involves some adequate facial expression
- 2.1 Plan and mime a simple scene which indicates a place and a situation
- 3.1 Demonstrate the ability to concentrate and focus on the performance some of the time
- 3.2 Demonstrate the ability to show some involvement with the place and situation that has been created

The learner can:

- 4.1 Communicate with some clear and accurate hand movements
- 4.2 Communicate with some expressive facial reaction
- 5.1 Communicate the meaning of both the mime and the mime scene with some appropriate use of the performance space

The learner can:

- 6.1 Indicate some reasons for choosing the title of the mime scene
- 6.2 Indicate some reasons for choosing the title of the mime
- 6.3 Give a brief description of the sequence of activities in the mime scene
- 6.4 Give a brief description of how the chosen object felt to the touch, in the prepared mime

## Level 1: Grade 1

### Assessment Criteria:

#### Merit

##### *Interpretation*

The learner can:

- 1.1 Plan and mime a series of actions and reactions which focuses most of the time on appropriate hand movements
- 1.2 Plan and mime a series of actions and reactions which involves appropriate facial expression most of the time
- 2.1 Plan and mime a scene which reveals a place and a situation
- 3.1 Demonstrate the ability to concentrate and focus on the performance most of the time
- 3.2 Demonstrate the ability to show involvement with the place and situation that has been created, for most of the time

##### *Technique*

The learner can:

- 4.1 Communicate with mostly clear and accurate hand movements
- 4.2 Communicate with expressive facial reaction most of the time
- 5.1 Communicate the meaning of both the mime and the mime scene with appropriate use of the performance space most of the time

##### *Knowledge*

The learner can:

- 6.1 Give sound reasons for choosing the title of the mime scene
- 6.2 Give sound reasons for choosing the title of the mime
- 6.3 Give a sound description of the sequence of activities in the mime scene
- 6.4 Give a sound description of how the chosen object felt to the touch, in the prepared mime

#### Distinction

The learner can:

- 1.1 Plan and mime a detailed series of actions and reactions which focuses on and defines precise hand movements
- 1.2 Plan and mime a series of actions with sustained expressive facial reaction
- 2.1 Plan and mime a detailed scene which reveals and develops a place and a situation
- 3.1 Sustain concentration and focus throughout the duration of the performance
- 3.2 Sustain total involvement with the place and situation that has been created

The learner can:

- 4.1 Sustain clear and accurate hand movements throughout both the mime and the mime scene
- 4.2 Sustain expressive facial reaction throughout both the mime and the mime scene
- 5.1 Communicate the meaning of both the mime and the mime scene with confident and informed use of the performance space all the time

The learner can:

- 6.1 Give detailed reasons for choosing the title of the mime scene
- 6.2 Give detailed reasons for choosing the title of the mime
- 6.3 Give a detailed description of the sequence of activities in the mime scene
- 6.4 Give a detailed description of how the chosen object felt to the touch, in the prepared mime

## **Level 1: Grade 2**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

1. Create a mime which focuses on the feet and face
2. Create a mime scene that reveals a place and situation
3. Engage with the place and situation

#### ***Technique***

The learner will be able to:

4. Use precise foot movements and facial expression
5. Use the performance space appropriately

#### ***Knowledge***

The learner will be able to:

6. Describe the details of each activity

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Plan and mime a simple series of actions and reactions which involves some adequate foot movements
- 1.2 Plan and mime a simple series of actions and reactions which involve some adequate facial expression
- 2.1 Plan and mime a simple scene which indicates a place and a situation
- 3.1 Demonstrate the ability to concentrate and focus on the performance some of the time
- 3.2 Demonstrate the ability to show some involvement with the place and situation that has been created

The learner can:

- 4.1 Communicate with some clear and accurate foot movements
- 4.2 Communicate with some expressive facial reaction
- 5.1 Communicate the meaning of both the mime and the mime scene with some appropriate use of the performance space

The learner can:

- 6.1 Indicate some reasons for choosing the title of the mime scene
- 6.2 Indicate some reasons for choosing the title of the mime
- 6.3 Give a brief description of the sequence of activities in the mime scene
- 6.4 Give a brief description of the sensation of moving on the chosen mime surface

## Level 1: Grade 2

### Assessment Criteria:

#### Merit

##### *Interpretation*

The learner can:

- 1.1 Plan and mime a series of actions and reactions which focuses most of the time on appropriate foot movements
- 1.2 Plan and mime a series of actions and reactions which involves appropriate facial expression most of the time
- 2.1 Plan and mime a scene which reveals a place and a situation
- 3.1 Demonstrate the ability to concentrate and focus on the performance most of the time
- 3.2 Demonstrate the ability to show involvement with the place and situation that has been created, for most of the time

##### *Technique*

The learner can:

- 4.1 Communicate with mostly clear and accurate foot movements
- 4.2 Communicate with expressive facial reaction most of the time
- 5.1 Communicate the meaning of both the mime and the mime scene with appropriate use of the performance space most of the time

##### *Knowledge*

The learner can:

- 6.1 Give sound reasons for choosing the title of the mime scene
- 6.2 Give sound reasons for choosing the title of the mime
- 6.3 Give a sound description of the sequence of activities in the mime scene
- 6.4 Give a sound description of the sensation of moving on the chosen mime surface

#### Distinction

The learner can:

- 1.1 Plan and mime a detailed series of actions and reactions which focuses on and defines precise foot movements
- 1.2 Plan and mime a series of actions with sustained expressive facial reaction
- 2.1 Plan and mime a detailed scene which reveals and develops a place and a situation
- 3.1 Sustain concentration and focus throughout the duration of the performance
- 3.2 Sustain total involvement with the place and situation that has been created

The learner can:

- 4.1 Sustain clear and accurate foot movements throughout both the mime and the mime scene
- 4.2 Sustain expressive facial reaction throughout both the mime and the mime scene
- 5.1 Communicate the meaning of both the mime and the mime scene with confident and informed use of the performance space all the time

The learner can:

- 6.1 Give detailed reasons for choosing the title of the mime scene
- 6.2 Give detailed reasons for choosing the title of the mime
- 6.3 Give a detailed description of the sequence of activities in the mime scene
- 6.4 Give a detailed description of the sensation of moving on the chosen mime surface

## **Level 1: Grade 3**

### **Learning Outcomes**

#### ***Interpretation***

The learner will be able to:

1. Create a mime which focuses on the hands and feet and face
2. Create a mime scene that reveals a place and situation
3. Engage with the place and situation

#### ***Technique***

The learner will be able to:

4. Use precise hand or foot movements and facial expression
5. Use the performance space appropriately

#### ***Knowledge***

The learner will be able to:

6. Describe the details of each activity

### **Assessment Criteria:**

#### **Pass**

The learner can:

- 1.1 Plan and mime a simple series of actions and reactions which involves some adequate movements of hands and feet
- 1.2 Plan and mime a simple series of actions and reactions which involve some adequate facial expression
- 2.1 Plan and mime a simple scene which indicates a place and a situation
- 3.1 Demonstrate the ability to concentrate and focus on the performance some of the time
- 3.2 Demonstrate the ability to show some involvement with place and situation that has been created

The learner can:

- 4.1 Communicate with some clear and accurate movements of hands and feet
- 4.2 Communicate with some expressive facial reaction
- 5.1 Communicate the meaning of both the mime and the mime scene with some appropriate use of the performance space

The learner can:

- 6.1 Indicate some reasons for choosing the title of the mime scene
- 6.2 Indicate some reasons for choosing the title of the mime
- 6.3 Give a brief description of the sequence of activities in the mime scene
- 6.4 Give a brief physical description of the mime scene location
- 6.5 Give a brief statement about the feelings experienced when carrying out the mime activity

## Level 1: Grade 3

### Assessment Criteria:

#### Merit

##### *Interpretation*

The learner can:

- 1.1 Plan and mime a series of actions and reactions which focuses most of the time on appropriate movements of hands and feet
- 1.2 Plan and mime a series of actions and reactions which involves appropriate facial expression most of the time
- 2.1 Plan and mime a scene which reveals a place and a situation
- 3.1 Demonstrate the ability to concentrate and focus on the performance most of the time
- 3.2 Demonstrate the ability to show involvement with the place and situation that has been created, for most of the time

##### *Technique*

The learner can:

- 4.1 Communicate with mostly clear and accurate movements of hands and feet
- 4.2 Communicate with expressive facial reaction most of the time
- 5.1 Communicate the meaning of both the mime and the mime scene with sound and appropriate use of the performance space most of the time

#### Distinction

The learner can:

- 1.1 Plan and mime a detailed series of actions and reactions which focuses on and defines precise movements of hands and feet
  - 1.2 Plan and mime a series of actions with sustained expressive facial reaction
  - 2.1 Plan and mime a detailed scene which reveals and develops a place and a situation
  - 3.1 Sustain concentration and focus throughout the duration of the performance
  - 3.2 Sustain total involvement with the place and situation that has been created
- The learner can:
- 4.1 Sustain clear and accurate movements of hands and feet throughout both the mime and the mime scene
  - 4.2 Sustain expressive facial reaction throughout both the mime and the mime scene
  - 5.1 Communicate the meaning of both the mime and the mime scene with confident and informed use of the performance space all the time

## ***Knowledge***

The learner can:

- 6.1 Give sound reasons for choosing the title of the mime scene
- 6.2 Give sound reasons for choosing the title of the mime
- 6.3 Give a sound description of the sequence of activities in the mime scene
- 6.4 Give a sound physical description of the mime scene location
- 6.5 Give an outline of feelings experienced when carrying out the mime activity

The learner can:

- 6.1 Give detailed reasons for choosing the title of the mime scene
- 6.2 Give detailed reasons for choosing the title of the mime
- 6.3 Give a detailed description of the sequence of activities in the mime scene
- 6.4 Give a detailed physical description of the mime scene location
- 6.5 Give a detailed account of feelings experienced when carrying out the mime activity

## **Level 2: Grade 4**

### **Learning Outcomes**

### **Assessment Criteria:**

#### **Pass**

#### ***Interpretation***

The learner will be able to:

1. Create a believable character
2. Create a relationship with other characters, real or imaginary, when and where appropriate
3. Engage with the imaginary

The learner can:

- 1.1 Indicate some changes in the mood and thought of the characters in the mime and mime scene
- 1.2 Communicate some sense of reality in the interpretation of the mime and mime scene
- 2.1 Demonstrate a basic awareness of other characters, real or imaginary, in the mime and mime scene
- 2.2 React in an appropriate way to some of the actions or attitudes of other characters, real or imaginary, in the mime and mime scene
- 3.1 Reveal some understanding of the imaginary situations and characters presented in the mime and mime scene

#### ***Technique***

The learner will be able to:

4. Build character through the whole body
5. Co-ordinate movement through the whole body
6. Use the performance space, appropriate to character and situation

The learner can:

- 4.1 Communicate some of the personal characteristics of the characters presented through appropriate stance, movements, gesture and facial expression
- 5.1 Demonstrate movement which is appropriately co-ordinated some of the time and uses the whole body
- 6.1 Communicate the meaning of the mimes performed, characters within them and the situations presented with some appropriate use of the performance space

#### ***Knowledge***

The learner will be able to:

7. Describe character
8. Describe situation

The learner can:

- 7.1 Give a brief description of the physical characteristics of the character in the mime and the character in the mime scene selected from a story, film or play
- 7.2 Give a brief description of the feelings presented by the character involved in a specific occupation
- 8.1 Give a brief outline of the situation created in the mime scene and any mood changes within it

## **Level 2: Grade 4**

### **Assessment Criteria:**

#### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Communicate most changes in mood and thought of the characters in the mime and mime scene
- 1.2 Communicate a sense of reality most of the time in the interpretation of the mime and mime scene
- 2.1 Demonstrate an awareness of other characters, real or imaginary, in the mime and mime scene
- 2.2 React in an appropriate way to most of the actions or attitudes of other characters, real or imaginary, in the mime and mime scene
- 3.1 Reveal a sound understanding of the imaginary situations and characters presented in the mime and mime scene

##### ***Technique***

The learner can:

- 4.1 Communicate most of the personal characteristics of the characters presented through appropriate stance, movement, gesture and facial expression
- 5.1 Demonstrate movement which is appropriately co-ordinated most of the time and uses the whole body
- 6.1 Communicate the meaning of the mimes performed, characters within them and the situations presented, with appropriate use of the performance space most of the time

#### **Distinction**

The learner can:

- 1.1 Convey all specific changes in mood and thought of the characters in the mime and mime scene
- 1.2 Sustain a total sense of reality throughout the mime and mime scene
- 2.1 Sustain a complete awareness of other characters, real or imaginary, in the mime and mime scene
- 2.2 React in an appropriate way to all the actions or attitudes of other characters, real or imaginary, in the mime and mime scene
- 3.1 Reveal a total understanding of the imaginary situations and characters presented in the mime and mime scene

The learner can:

- 4.1 Communicate all the personal characteristics of the characters presented through appropriate stance, movement, gesture and facial expression
- 5.1 Sustain movement which is totally co-ordinated and uses the whole body
- 6.1 Communicate the meaning of the mimes performed, characters within them and the situations presented, with confident and creative use of the performance space

## ***Knowledge***

The learner can:

- 7.1 Give a sound description of the physical characteristics of the character in the mime and the character in the mime scene, selected from a story, film or play
- 7.2 Give a sound description of the feelings presented by the character involved in a specific occupation
- 8.1 Describe the situation created in the mime scene and any mood changes within it

The learner can:

- 7.1 Give a detailed description of the physical characteristics of the character in the mime and the character in the mime scene, selected from a story, film or play
- 7.2 Give a detailed description of the feelings presented by the character involved in a specific occupation
- 8.1 Give a detailed analysis of the situation created in the mime scene and any mood changes within it

**Level 2: Grade 5**

**Learning Outcomes**

**Assessment Criteria:**

**Pass**

***Interpretation***

The learner will be able to:

The learner can:

- |   |   |
|---|---|
| 1. Create a believable character  | 1.1 Indicate some appropriate changes in the mood and thought of the characters in the mime and mime scene  |
| 2. Create a relationship with other characters, real or imaginary, when and where appropriate | 1.2 Communicate some sense of reality in the interpretation of the mime and the mime scene<br>2.1 Demonstrate a basic awareness of other characters, real or imaginary in the mime and mime scene<br>2.2 React in an appropriate way to some of the actions or attitudes of other characters (real or imaginary) in the mime and mime scene |
| 3. Engage with the imaginary  | 3.1 Reveal some understanding of the imaginary situations and characters presented in the mime and the mime scene   |

***Technique***

The learner will be able to:

The learner can:

- |   |   |
|---|---|
| 4. Build character through the whole body                           | 4.1 Communicate some of the personal characteristics of the characters presented through appropriate stance, movements, gestures and facial expression      |
| 5. Co-ordinate movement through the whole body                      | 5.1 Demonstrate movement which is appropriately co-ordinated some of the time and uses the whole body   |
| 6. Use the performance space appropriate to character and situation | 6.1 Communicate the meaning of the mimes performed, characters within them and the situations presented, with some appropriate use of the performance space |

## ***Knowledge***

The learner will be able to:

7. Describe character

8. Describe situation

The learner can:

- 7.1 Give a brief description of the physical characteristics of the animal, bird or reptile presented in the mime
- 7.2 Give a brief description of the qualities and special characteristics of the animal, bird or reptile presented in the mime
- 7.3 State briefly how the physical characteristics of the animal, bird or reptile affect the overall movement within the mime
- 8.1 Give a brief outline of the situation created in the mime scene and any mood changes within it
- 8.2 Give a brief description of the behaviour of the imagined character in the mime scene and how this affects the situation
- 8.3 Give a brief description of the reaction of the mimed character to this behaviour and state how this affects the development of the scene

**Level 2: Grade 5**

**Assessment Criteria:**

**Merit**

***Interpretation***

The learner can:

- 1.1 Communicate most changes in mood and thought of the characters in the mime and mime scene
- 1.2 Communicate a sense of reality most of the time in the interpretation of the mime and the mime scene
- 2.1 Demonstrate an awareness of other characters, real or imaginary, in the mime and mime scene
- 2.2 React in an appropriate way to most of the actions or attitudes of other characters, real or imaginary, in the mime and mime scene
- 3.1 Reveal a sound understanding of the imaginary situations and characters presented in the mime and mime scene

***Technique***

The learner can:

- 4.1 Communicate most of the personal characteristics of the characters presented through appropriate stance, movement, gesture and facial expression
- 5.1 Demonstrate movement which is appropriately co-ordinated most of the time and uses the whole body
- 6.1 Communicate the meaning of the mimes performed, characters within them and the situations presented, with appropriate use of the performance space most of the time

**Distinction**

The learner can:

- 1.1 Convey all specific changes in mood and thought of the characters in the mime and mime scene
- 1.2 Sustain a total sense of reality throughout the mime and mime scene
- 2.1 Sustain a complete awareness of other characters, real or imaginary, in the mime and mime scene
- 2.2 React in an appropriate way to all the actions or attitudes of other characters, real or imaginary, in the mime and mime scene
- 3.1 Reveal a total understanding of the imaginary situations and characters presented in the mime and mime scene

The learner can:

- 4.1 Communicate all the personal characteristics of the characters presented through appropriate stance, movement, gesture and facial expression
- 5.1 Sustain movement which is totally co-ordinated and uses the whole body
- 6.1 Communicate the meaning of the mimes performed, characters within them and the situations presented, with confident and creative use of the performance space

## ***Knowledge***

The learner can:

- 7.1 Give a description of the physical characteristics of the animal, bird or reptile presented in the mime
- 7.2 Give a description of the qualities and special characteristics of the animal, bird or reptile presented in the mime
- 7.3 Evaluate how the physical characteristics of the animal, bird or reptile affect the overall movement within the mime
- 8.1 Describe the situation created in the mime scene and any mood changes within it
- 8.2 Give a sound description of the behaviour of the imagined character in the mime scene and how this affects the situation
- 8.3 Give a sound description of the reaction of the mimed character to this behaviour and evaluate how this affects the development of the scene

The learner can:

- 7.1 Give a detailed description of the physical characteristics of the animal, bird or reptile presented in the mime
- 7.2 Give a detailed description of the qualities and special characteristics of the animal, bird or reptile presented in the mime
- 7.3 Analyse in detail how the physical characteristics of the animal, bird or reptile affect the overall movement within the mime
- 8.1 Give a detailed outline of the situation created in the mime scene and any mood changes within it
- 8.2 Give a detailed description of the behaviour of the imagined character in the mime scene and how this affects the situation
- 8.3 Give a detailed description of the reaction of the mimed character to this behaviour and fully analyse how this affects the development of the scene

## **Miming**

### **Level 3: Grade 6**

#### **Learning Outcomes**

##### ***Interpretation***

The learner will be able to:

1. Create and inhabit a character and situation
2. Communicate character objectives
3. Sustain imaginative engagement
4. Structure scenes to reveal a progression of mood and thought

##### ***Technique***

The learner will be able to:

5. Demonstrate physical control
6. Demonstrate physical precision
7. Demonstrate physical flexibility
8. Demonstrate physical co-ordination

#### **Assessment Criteria:**

##### **Pass**

The learner can:

- 1.1 Create and present a scene which indicates some sense of place and situation
- 1.2 Respond with some emotion to the characters presented in the mimes
- 1.3 Demonstrate an illusion of some spontaneity with moments of believability
- 2.1 Communicate some understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish a focus on some aspects of the mime scenes presented
- 3.2 Establish some involvement with each character
- 3.3 Establish some involvement with the situations which the characters experience
- 3.4 Establish some involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with some opportunity for characters to reveal a progression of mood and thought
- 5.1 Regulate some mimed movements sufficiently in order to adequately communicate the mimed activities
- 6.1 Respond with some clear and accurate movements in the mimes presented
- 7.1 Respond physically to some of the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with some physical co-ordination throughout the whole body

## ***Knowledge***

The learner will be able to:

9. Describe the performance demands

The learner can:

- 9.1 Reveal an adequate understanding of the overall content of both mime scenes
- 9.2 Give a brief outline of the demands and difficulties of moving in slow motion
- 9.3 Give a brief explanation of the reasons for using slow motion at a particular point in the mime scene
- 9.4 Give a brief description of the behaviour of the imagined character in the second mime scene
- 9.5 Give a brief description of the response of the mimed character to this behaviour
- 9.6 State briefly how the conflict was created and developed

### **Level 3: Grade 6\_**

#### **Assessment Criteria:**

##### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Create and present a scene which outlines a sense of place and situation
- 1.2 Respond emotionally to the characters presented in the mimes
- 1.3 Demonstrate an illusion of spontaneity which makes the scenes believable
- 2.1 Communicate a sound understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish and develop a focus on most aspects of the mime scenes presented
- 3.2 Establish and develop an involvement with each character
- 3.3 Establish and develop an involvement with the situations which the characters experience
- 3.4 Establish and develop an involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with opportunities for characters to reveal a sound progression of mood and thought

##### **Distinction**

The learner can:

- 1.1 Create and present a detailed scene which communicates a total awareness of place and situation
- 1.2 Present a complete emotional awareness and response to the characters portrayed in the mimes
- 1.3 Present a complete illusion of total spontaneity – as if the scenes are 3-dimensional performances
- 2.1 Consistently communicate a complete understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish and maintain a focus on each moment of the mime scenes presented
- 3.2 Establish and sustain a complete involvement with each character
- 3.3 Establish and sustain a complete involvement with the situations which the characters experience
- 3.4 Establish and sustain a complete involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with well-structured opportunities for characters to reveal a clear and imaginative development of mood and thought

## ***Technique***

The learner can:

- 5.1 Regulate and control most mimed movements in order to communicate the mimed activities appropriately
- 6.1 Respond with mostly clear and accurate movements in the mimes presented
- 7.1 Respond physically to most of the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with appropriate and mostly well controlled physical co-ordination throughout the whole body

The learner can:

- 5.1 Sustain well regulated mimed movements with total control in order to communicate the mimed activities with clarity
- 6.1 Sustain completely clear and accurate movements in the mimes presented
- 7.1 Respond physically to all of the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with total and well controlled physical co-ordination throughout the whole body

## ***Knowledge***

The learner can:

- 9.1 Reveal a sound understanding of the overall content of both mime scenes
- 9.2 Give an evaluation of the demands and difficulties of moving in slow motion
- 9.3 Give a secure explanation of the reasons for using slow motion at a particular point in the mime scene
- 9.4 Give a sound description of the behaviour of the imagined character in the second mime scene
- 9.5 Evaluate the response of the mimed character to this behaviour
- 9.6 Outline how the conflict was created and developed

The learner can:

- 9.1 Reveal a detailed understanding of the overall content of both mime scenes
- 9.2 Give a detailed analysis of the demands and difficulties of moving in slow motion
- 9.3 Give a detailed explanation of the reasons for using slow motion at a particular point in the mime scene
- 9.4 Give a detailed description of the behaviour of the imagined character in the second mime scene
- 9.5 Analyse in detail the response of the mimed character to this behaviour
- 9.6 Outline in detail how the conflict was created and developed

### **Level 3: Grade 7**

#### **Learning outcomes**

##### ***Interpretation***

The learner will be able to:

1. Create and inhabit a character and situation
2. Communicate character objectives
3. Sustain imaginative engagement
4. Structure scenes to reveal a progression of mood and/or thought

##### ***Technique***

The learner will be able to:

5. Demonstrate physical control
6. Demonstrate physical precision
7. Demonstrate physical flexibility
8. Demonstrate physical co-ordination

#### **Assessment Criteria:**

##### **Pass**

The learner can:

- 1.1 Create and present a scene which indicates some sense of place and situation
- 1.2 Respond with some emotion to the characters presented in the mimes
- 1.3 Demonstrate an illusion of some spontaneity with moments of believability
- 2.1 Communicate some understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish a focus on some aspects of the mime scenes presented
- 3.2 Establish some involvement with each character
- 3.3 Establish some involvement with the situations which the characters experience
- 3.4 Establish some involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with some opportunity for characters to reveal a progression of mood and thought
- 5.1 Regulate some mimed movements sufficiently in order to communicate the mimed activities adequately
- 6.1 Respond with some clear and accurate movements in the mimes presented
- 7.1 Respond physically to some of the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with adequate physical co-ordination throughout the whole body

## ***Knowledge***

The learner will be able to:

9. Describe the performance demands

The learner can:

- 9.1 Reveal an adequate understanding of the overall content of both mime scenes
- 9.2 State briefly how the chosen cultural or historical context of the first scene affected the movements of the character within it
- 9.3 Give a brief description of the emotional mood of the first scene as a whole
- 9.4 Reveal an adequate understanding of the feelings evoked in the mimed character in the first scene
- 9.5 Give a basic outline of the key stages in developing the second scene from the chosen word stimulus
- 9.6 Give a brief explanation of the interpretation of the chosen word stimulus

## **Miming**

### **Level 3: Grade 7**

#### **Assessment Criteria:**

##### **Merit**

##### ***Interpretation***

The learner can:

- 1.1 Create and present a scene which outlines a sense of place and situation
- 1.2 Respond emotionally to the characters presented in the mimes
- 1.3 Demonstrate an illusion of spontaneity which makes the scenes believable
- 2.1 Communicate a sound understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish and develop a focus on most aspects of the mime scenes presented
- 3.2 Establish and develop an involvement with each character
- 3.3 Establish and develop an involvement with the situations which the characters experience
- 3.4 Establish and develop an involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with opportunities for characters to reveal a sound progression of mood and thought

##### **Distinction**

The learner can:

- 1.1 Create and present a detailed scene which communicates a total awareness of place and situation
- 1.2 Present a complete emotional awareness and response to the characters portrayed in the mimes
- 1.3 Present a complete illusion of total spontaneity – as if the scenes are 3-dimensional performances
- 2.1 Consistently communicate a complete understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish and maintain a focus on each moment of the mime scenes presented
- 3.2 Establish and sustain a complete involvement with each character
- 3.3 Establish and sustain a complete involvement with the situations which the characters experience
- 3.4 Establish and sustain a complete involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with well-structured opportunities for characters to reveal a clear and imaginative development of mood and thought

## ***Technique***

The learner can:

- 5.1 Regulate and control most mimed movements in order to communicate the mimed activities appropriately
- 6.1 Respond with mostly clear and accurate movements in the mimes presented
- 7.1 Respond physically to most of the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with appropriate and mostly well controlled physical co-ordination throughout the whole body

The learner can:

- 5.1 Sustain well regulated mimed movements, with total control in order to communicate the mimed activities with clarity
- 6.1 Sustain completely clear and accurate movements in the mimes presented
- 7.1 Respond physically to all the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with total and well controlled physical co-ordination throughout the whole body

## ***Knowledge***

The learner can:

- 9.1 Reveal a sound understanding of the overall content of both mime scenes
- 9.2 Evaluate how the chosen cultural or historical context of the first scene affected the movements of the character within it
- 9.3 Give a secure description of the emotional mood of the first scene as a whole
- 9.4 Reveal a sound understanding of the feelings evoked in the mimed character in the first scene
- 9.5 Outline key stages in developing the second scene from the chosen word stimulus
- 9.6 Give a sound explanation of the interpretation of the chosen word stimulus

The learner can:

- 9.1 Reveal a detailed understanding of the overall content of both mime scenes
- 9.2 Analyse in detail, how the chosen cultural or historical context of the first scene affected the movements of the character within it
- 9.3 Give a detailed description of the emotional mood of the first scene as a whole
- 9.4 Reveal a detailed understanding of the feelings evoked in the mimed character in the first scene
- 9.5 Outline in detail the key stages in developing the second scene from the chosen word stimulus
- 9.6 Give a detailed explanation of the interpretation of the chosen word stimulus

### **Level 3: Grade 8**

#### **Learning Outcomes**

##### ***Interpretation***

The learner will be able to:

1. Create and inhabit a character and situation
2. Communicate character objectives
3. Sustain imaginative engagement
4. Structure scenes to reveal a progression of mood and/or thought

##### ***Technique***

The learner will be able to:

5. Demonstrate physical control
6. Demonstrate physical precision
7. Demonstrate physical flexibility
8. Demonstrate physical co-ordination

#### **Assessment Criteria:**

##### **Pass**

The learner can:

- 1.1 Create and present a scene which indicates some sense of place and situation
- 1.2 Respond with some emotion to the characters presented in the mimes
- 1.3 Demonstrate an illusion of some spontaneity with moments of believability
- 2.1 Communicate some understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish a focus on some aspects of the mime scenes presented
- 3.2 Establish some involvement with each character
- 3.3 Establish some involvement with the situations which the characters experience
- 3.4 Establish some involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with some opportunity for characters to reveal a progression of mood and thought
- 5.1 Regulate mimed movements sufficiently in order to communicate the mimed activities adequately
- 6.1 Respond with some clear and accurate movements in the mimes presented
- 7.1 Respond physically to some of the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with adequate physical co-ordination throughout the whole body

## ***Knowledge***

The learner will be able to:

9. Describe the performance demands

The learner can:

- 9.1 Give an adequate explanation of what is meant by the term 'technique' in mime
- 9.2 Give a brief explanation of the term 'emotional truth' in mime
- 9.3 Convey a basic understanding of the balance between emotional truth and technique within the mimes presented
- 9.4 Give an adequate evaluation of the 3 mime scenes presented
- 9.5 Give a brief description of the miming techniques required when performing in a full face mask
- 9.6 Give a basic analysis of feelings experienced when wearing a full face mask in the first mime

**Level 3: Grade 8**

**Assessment Criteria:**

**Merit**

***Interpretation***

The learner can:

- 1.1 Create and present a scene which outlines a sense of place and situation
- 1.2 Respond emotionally to the characters presented in the mimes
- 1.3 Demonstrate an illusion of spontaneity which makes the scenes believable
- 2.1 Communicate a sound understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish and develop a focus on most aspects of the mime scenes presented
- 3.2 Establish and develop an involvement with each character
- 3.3 Establish and develop an involvement with the situations which the characters experience
- 3.4 Establish and develop an involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with opportunities for characters to reveal a sound progression of mood and thought

**Distinction**

The learner can:

- 1.1 Create and present a detailed scene which communicates a total awareness of place and situation
- 1.2 Present a complete emotional awareness and response to the characters portrayed in the mimes
- 1.3 Present a complete illusion of total spontaneity – as if the scenes are 3-dimensional performances
- 2.1 Consistently communicate a complete understanding of the intentions and objectives of the characters portrayed in the mime scenes
- 3.1 Establish and maintain a focus on each moment of the mime scenes presented
- 3.2 Establish and sustain a complete involvement with each character
- 3.3 Establish and sustain a complete involvement with the situations which the characters experience
- 3.4 Establish and sustain a complete involvement with the worlds of the mime scenes presented
- 4.1 Create and plan scenes with well-structured opportunities for characters to reveal a clear and imaginative development of mood and thought

## ***Technique***

The learner can:

- 5.1 Regulate and control most mimed movements in order to communicate the mimed activities appropriately
- 6.1 Respond with mostly clear and accurate movements in the mimes presented
- 7.1 Respond physically to most of the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with appropriate and mostly well controlled physical co-ordination throughout the whole body

## ***Knowledge***

The learner can:

- 9.1 Give a sound explanation of what is meant by the term 'technique' in mime
- 9.2 Give a clear explanation of the term 'emotional truth' in mime
- 9.3 Convey a sound understanding of the balance between emotional truth and technique within the mimes presented
- 9.4 Give a clear and accurate evaluation of the 3 mime scenes presented
- 9.5 Give a sound description of the miming techniques required when performing in a full face mask
- 9.6 Analyse feelings experienced when wearing a full face mask in the first mime

The learner can:

- 5.1 Sustain well-regulated mimed movements, with total control, in order to communicate the mimed activities with clarity
- 6.1 Sustain completely clear and accurate movements in the mimes presented
- 7.1 Respond physically to all of the different demands of contrasting mimes and characterisations according to their situations, styles and periods
- 8.1 Respond with total and well controlled physical co-ordination throughout the whole body

The learner can:

- 9.1 Give a detailed explanation of what is meant by the term 'technique' in mime
- 9.2 Give a clear and detailed explanation of the term 'emotional truth' in mime
- 9.3 Convey a total understanding of the balance between emotional truth and technique within the mimes presented
- 9.4 Give a clear, accurate and detailed evaluation of the 3 mime scenes presented
- 9.5 Give a detailed description of the miming techniques required when performing in a full face mask
- 9.6 Give a detailed analysis of feelings experienced when wearing a full face mask in the first mime