



## Guide To LAMDA

**\*\*All modules at Grade Six (Bronze Medal), Seven (Silver Medal) & Eight (Gold Medal) carry relevant UCAS points\*\***

| <b>Module</b>           | <b>What Is Required?</b>  | <b>Skills Learnt?</b>  | <b>Professional Use?</b>                                      |
|-------------------------|---|--|---|
| Public Speaking         | Students will select, structure and shape subject matter into a coherent and concise oral presentation using notes and visual aids.   | Effective oral communication, public presentation, vocal projection, visual aids, audience engagement, body language.        | Presentations, seminars, speeches, university/job interviews. |
| Reading For Performance | Students will choose a selection of verse (poetry) and prose (book) extracts based on a theme and deliver a read recital of the material with short links between each extract. | Reading aloud, punctuation, analysis, linking statements, creating themes, devising a programme of material for performance. | Play readings, voice overs, presentations, sermons.           |

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|-----------------------------|---|---|--|
| Acting<br>Solo/Duo          | Students will commit to memory contrasting extracts from a published play/screenplay and develop characterisation, staging & vocal technique. | Communicate dramatic text to an audience, characterisation, memory skills, character objectives, stage blocking.                      | Auditions, theatre/screen performances, character development.                 |
| Devising<br>Solo/Duo        | Students will write and create contrasting scenes based on given stimuli and titles, creating a dramatic scene and character.                 | Devising a dramatic performance for an audience, creating plot, storytelling, characters, dialogue.                                   | Devised theatre, improvisation, forum theatre, corporate role-play.            |
| Shakespeare<br>Solo/Duo     | Students will perform Shakespearean monologues and sonnets for performance.   | Effective delivering of Shakespearean language, analysis of iambic pentameter, understanding of verse, poetry and form of the sonnet. | Shakespearean plays, classical pieces, period dramas, historical performances. |
| Verse & Prose               | Students will commit to memory verse (poetry) and prose (book) extracts for performance.  | Breath control, characterisation, narration, poetic structure, rhythm, oral communication of written word.                            | Recording audio books, text in verse, voice overs.                             |
| Mime<br>Solo/Duo            | Students will create contrasting scenes based on given stimuli and titles using non-verbal techniques.  | Create a performance using non-verbal techniques, increase physical vocabulary and expression.  | Physical theatre, circus skills, clowning, puppetry.                           |
| Musical Theatre<br>Solo/Duo | Students will commit to memory contrasting songs (melody & lyrics) inspired from a specific stimuli or genre.                                 | Melody, breath control, character development through song, projection, lyric analysis, mood.   | Musicals, plays with songs.  |