



Guide To LAMDA

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

| Module | What Is Required? | Skills Learnt? | Professional Use? |
|-------------------------|---|--|---|
| 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 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 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 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 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 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. |