



BOOTHAM
SCHOOL

We teach

LAMDA

— Exams & Qualifications

LONDON ACADEMY OF MUSIC & DRAMATIC ART

Your Guide to LAMDA at Bootham School

WHAT IS LAMDA?

LAMDA (London Academy of Music & Dramatic Art) have been offering practical examinations in communication and performance subjects for over 130 years. LAMDA exams are about achievement – recognising and rewarding the endeavours of each individual – but they are also about empowerment. The ultimate aim is to provide everyone with the opportunity to develop the life skills they need to be a success, including attributes such as self-confidence and the ability to communicate clearly and present ideas.

Across the globe, LAMDA examinations unite learners of all ages, abilities, backgrounds and cultures in enthusiasm for the English language and a desire to develop skills for life.

LAMDA is recognised as an awarding organisation by Ofqual, the Office of Qualifications and Examinations Regulations in England, and the corresponding regulatory authorities in Wales (DfES) and Northern Ireland (CCEA).

HOW IS LAMDA TAUGHT?

LAMDA is taught in weekly, half-hour sessions during the school day to individual students. When students are working on duologues or groups pieces, they will also have lessons in their pairs/groups.

WHICH LAMDA EXAMS WILL BE TAUGHT AT BOOTHAM?

There are six different pathways available to students:

1. COMMUNICATION: *Speaking Verse & Prose*
2. COMMUNICATION: *Speaking in Public*
3. COMMUNICATION: *Reading for Performance*
4. PERFORMANCE: *Acting*
5. PERFORMANCE: *Devising*
6. SHAKESPEARE

Pathways 1 to 5 follow a graded exam structure – rather like those offered by the Associated Board of the Royal Schools of Music (ABRSM). There are 8 LAMDA grades in total. Having successfully passed their exam in one grade students can then proceed to work towards their next grade.

Rather than offering 8 grades, Pathway 6: *Shakespeare* offers three levels of entry – Entry Levels 1, 2 and 3.

All LAMDA exams are practical (there is no written element). However, the higher up students go, the more they are expected to know about the material they are performing and about theatre,

performance and/or public speaking. Students gain this knowledge in their weekly LAMDA lessons and through their own research.

WHAT DOES A LAMDA EXAM CONSIST OF?

To begin with, students discuss with the LAMDA teacher the different pathways and between them they decide on the best pathway for the student to follow. Students can change pathways: they could, for example, complete their Grade 4 in Acting and then decide to do their Grade 5 in Speaking Verse & Prose, or Speaking in Public – it depends on the individual student's strengths and abilities.

Students are examined by a visiting LAMDA examiner, who assesses the students on their ability to perform a range of texts from memory – whilst clearly demonstrating, through their vocal and physical skills, an understanding of the material being performed. Depending on the pathway chosen, higher grade students also perform a previously unseen text from sight, or prepare and perform an impromptu speech or an improvisation on a subject chosen by the examiner.

At all levels, students are questioned by the examiner on their understanding and knowledge of the material they are performing.

WHAT ARE THE COSTS?

Students receive the equivalent of 33 half-hour sessions a year. These take place weekly during term time. As students approach their exams and rehearse for public performances, some lessons are extended to an hour. Students also perform their work in an annual public showcase, to which parents, friends and the Bootham community will be invited.

The charge to parents or guardians is £577.50 per annum. This is added to the termly bill as follows: Autumn Term £200, Spring Term £200, Summer Term £177.50.

Additionally, parents are billed for the cost of the exam itself. These costs vary (the higher grades, inevitably, cost more to sit than the lower grades). Currently, the cost per candidate per exam ranges from approximately £40 to £90.

Most texts and materials that the students need are supplied by the drama department; however, occasionally, some may need to be sourced by the students.

WHO TO CONTACT

If you have any questions and/or would like your child to receive LAMDA classes at Bootham Senior School, please contact Simon Benson on simon.benson@boothamschool.com

LAMDA Pathways Explained

SPEAKING VERSE AND PROSE

GRADE 3

- Students perform from memory **TWO** pieces – one verse, the other prose.
- Students will be questioned by the examiner on their choice of pieces – their form, content, mood, the differences between verse & prose, etc.

GRADES 4 & 5

- Students perform from memory **TWO** pieces – one verse, the other prose.
- **Sight Reading:** students read at sight a piece provided by the examiner.
- Students will be questioned by the examiner on their choice of verse & prose pieces and on their understanding of a range of figures of speech.

GRADE 6 [BRONZE MEDAL]

- Students perform from memory **TWO** pieces – one verse, the other prose.
- **Sight Reading:** students read at sight a piece provided by the examiner.
- Students will be questioned by the examiner on their choice of verse & prose pieces, and about the techniques involved in breathing, voice and basic speech production.

GRADE 7 [BRONZE MEDAL]

- Students perform from memory **TWO** pieces – one verse, the other prose.
- Students perform **ONE** sonnet of their own choice.
- **Sight Reading:** students read at sight a piece provided by the examiner.
- Students will be questioned by the examiner on their choice of verse & prose pieces and their chosen sonnet, and about vocal technique.

GRADE 8 [GOLD MEDAL]

- Students perform from memory **TWO** pieces – one verse, the other prose.
- Students perform **ONE** sonnet of their own choice.
- **Sight Reading:** students read at sight a piece provided by the examiner.
- Students will be questioned by the examiner on their choice of verse & prose pieces and their chosen sonnet, and about the life and work of William Shakespeare and the authors of their chosen pieces.

SPEAKING IN PUBLIC

GRADE 3

- Students deliver a prepared speech on a subject of their choice.
- Students will be questioned by the examiner about the speech.
- Students will present the examiner with a choice of three topics. The examiner will pick one and use it as the basis of a conversation with the student.

GRADES 4 & 5

- ***Prepared Speech 1:*** students deliver a prepared speech on a subject of their own choice from memory.
- ***Prepared Speech 2:*** students deliver a prepared speech from memory based on a subject set by the exam board.
- Students will be questioned about their choice of topics and their research.
- Students choose a topic from three offered by the examiner and use it as the basis of a conversation with the examiner.

GRADES 6, 7 & 8

- ***Prepared Speech 1:*** students deliver a prepared speech from memory examining a contemporary issue of their own choice.
- ***Prepared Speech 2:*** students deliver a prepared speech from memory on a subject of their own choice.
- ***Impromptu Speech:*** students deliver an impromptu speech. A choice of three topics will be provided by the examiner – the student selects one of the topics, they have 15 minutes in the examination room to prepare the speech.
- Students will be questioned by the examiner about techniques required for voice production and projection, vocal and delivery styles, rhetorical devices, for organising and presenting material for speeches, and for matching topics, presentation and vocabulary to audience.

READING FOR PERFORMANCE

GRADE 3

Students perform a recital, based around a theme, including: an introduction, a verse reading, a short reflective, a prose reading and a conclusion.

Students will be questioned by the examiner on their choice of readings, on themes & ideas etc., and on the contrast between the verse and prose readings presented.

GRADE 4

Students perform a recital, based around a theme, including: an introduction, a verse reading, a short reflective statement, a prose reading, a second short reflective statement, a verse reading or a prose reading, a conclusion.

Students will be questioned by the examiner on their choice of readings, on themes & ideas etc., on staging and on the contrast between the verse and prose readings presented.

GRADE 5

Students perform a recital, based around a theme, including: an introduction, a verse reading, a short reflective statement, a prose reading, a second short reflective statement, a verse reading or a prose reading, a conclusion.

Students will be questioned by the examiner on their choice of readings, and on themes & ideas etc., staging, and the mood and contrast between the verse and prose readings presented.

GRADES 6, 7 & 8

Students perform a recital, based around a theme, including: an introduction, a verse reading, a reflective statement, a prose reading, a second reflective statement, a verse reading or a prose reading or the reading of a dramatic monologue, a conclusion.

Sight reading: Students read a text at sight provided by the examiner.

Students will be questioned by the examiner on their choice of readings and on content, contexts, themes, staging, their research and preparation, performance and sight-reading techniques.

ACTING

For Grades 3, 4 & 5 it possible for students to be entered in pairs (performing a mix of duologues and solo pieces). For Grades 6, 7 & 8, students can be entered in pairs to perform duologues.

GRADES 3, 4 & 5

- **Scene 1 (Set Scene):** students perform from memory one set scene from the list provided.
- **Scene 2 (Own Choice):** students perform from memory one scene of their own choice.
- Students will be questioned by the examiner on aspects of the scenes performed. In addition, for the higher grades, students will be questioned on their knowledge of acting and staging techniques.

GRADE 6 [BRONZE MEDAL]

- **Scene 1 (Own Choice):** students perform from memory a scene of their own choice selected from a play, television or film screenplay written before 2000.
- **Scene 2 (Own Choice):** students perform from memory a scene of their own choice selected from a play, television or film screenplay published post-2000.
- Students will be questioned by the examiner on the breathing techniques used to support the voice in each scene performed, the character's objective in each scene and the character's role within the context of each play as a whole.

GRADE 7 [SILVER MEDAL]

- **Scene 1 (Own Choice):** students perform from memory a scene of their own choice selected from a play written during a specified historical period.
- **Scene 2 (Own Choice):** students perform from memory a scene of their own choice selected from a play, television or film screenplay published during the period 1800 to 2000.
- **Scene 3 (Own Choice):** students perform from memory a scene of their own choice selected from a play, television or film screenplay published post-2000.
- Students will be questioned by the examiner on the characters in the scenes performed, the plays chosen and the writing style and period in which the author of one of the performed scenes was writing.

GRADE 8 [GOLD MEDAL]

- **Scenes 1, 2 & 3 (as above for Grade 7)**
- Students will be questioned by the examiner on the processes involved in developing the three characters for performance, on each character's role within the context of the play as a whole, and the key principles and influences in the process of acting for one of the following practitioners: Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud or Joan Littlewood.

DEVISING

GRADES 3, 4 & 5

- **Devised Scene 1:** students perform a prepared scene of their own devising based on a choice of given stimuli.
- **Devised Scene 2:** students perform a prepared scene of their own devising using a given stimulus.
- Students will be questioned by the examiner on the characters played, on locations, moods and dramatic structures [GRADE 3]; their choices of stimuli, their planning, preparation and understanding of theatrical staging [GRADE 4]; their choice of stimuli, the planning and preparation of each devised scene, the reason for each character's movements and for the choice of staging in each devised scene using knowledge of the working stage areas [GRADE 5].

GRADES 6, 7 & 8

- **Devised Scene 1:** students perform a prepared scene of their own devising based around a given theme.
- **Devised Scene 2:** students perform a prepared scene of their own devising based on a contemporary issue.
- **Improvisation:** students perform an improvised scene based on a stimulus provided by the Examiner.
- Students will be questioned by the examiner about their characters (including character objectives, mood and reactions to other characters and/or events), their preparation of each scene and the challenges they faced, their understanding of improvisation and devising.

SHAKESPEARE

LEVEL ONE

- Students perform from memory **ONE** speech from a Shakespeare play.
- Students answer questions from the examiner about the play the speech comes from, who the character is talking to and what the speech is about.

LEVEL TWO

- Students perform from memory **TWO** speeches from two different Shakespeare plays.
- Students answer questions from the examiner about the plays the speeches come from, who the characters are talking to, the language and what the speeches mean.

LEVEL THREE

- Students perform from memory **TWO** speeches from two different Shakespeare plays.
- Students perform from memory **ONE** Shakespeare sonnet.
- Students answer questions from the examiner about: the plays the speeches come from, who the characters are talking to, the language, what the speeches mean, the content & structure of the sonnet, William Shakespeare and Elizabethan theatre.