

Your

LAMDA Journey

Starts Here

You have booked your place and we are excited to welcome you to our course!
Please read on to understand how your course will look and feel and what you need to be aiming for in line with certain timescales.

You will also find ALL set speeches in your relevant grade from LAMDA. If you are returning to us from a previous grade in Solo Drama, you will have been told what level you will be studying, so take a look at the set speeches for your grade in advance. When you attend your first session you should have a good idea of which set speech you would like to perform.
You should also have looked at choices of your FREE speech. This is for you to find. We will obviously guide as well but you should be looking at a contrast to the set speech. Don't have two funny speeches for instance. Make one of them tragic or thoughtful as you need to show a diverse range of emotions and technique in the LAMDA exam.

Please take a look at all the information below. All questions you have should be answered within the following pages.

WHO DO I CONTACT WITH QUERIES?

Any question related to the enrolment, administration, fee payment, exam day and general running of the course, call Mitch on 07788 497 779 or email mitch@sussexyouththeatre.co.uk

For all specific teacher related queries to do with student speeches, in-session notes, feedback and student development during the course please email Course Director Ross Muir: rossmuir76@hotmail.co.uk

Let the journey begin ...

LAMDA

General Course Overview

Session No.	Description	Preparation	Aim
Initial session	The Offer	To have read through in advance all of the Set speech options available at their Grade. The student should also come to their first session with a couple of free speech options for the teacher's consideration.	Set speech chosen by end of session.
Session one	Final choices	To take on board and action any notes given by teacher from previous session.	Free speech chosen by end of session.
Session two	Staging	To read the play or novel from whence your speech/s derive and to provide clear legible copies of the FREE speech choice only to the teacher/director to work from.	To have staged the set speech.
Session three	Staging	To have learnt the set speech that was staged the previous week.	To have staged the FREE speech.
Session four	Interpretation & Technique	To have learnt the FREE speech that was staged the previous week.	Development of the character's thoughts and emotions; the student's vocal and physical expression and the <u>meaning</u> of the speech/s.
Session five	Interpretation & Technique	To take on board and action any notes given by the teacher from the previous week. (see below as to what NOTES are likely to be about)	Development of the character's thoughts and emotions; the student's vocal and physical expression and the <u>meaning</u> of the speech/s.
Session six	Interpretation & Technique	To take on board and action any notes given by the teacher from the previous week.	Development of the character's thoughts and emotions; the student's vocal and physical expression and the <u>meaning</u> of the speech/s.
Session seven	Interpretation & Technique	To take on board and action any notes given by the teacher from the previous week.	Development of the character's thoughts and emotions; the student's vocal and physical expression and the <u>meaning</u> of the speech/s.
Session eight	Presentation & Knowledge	The student must have finished reading the play or novel, done some research where relevant and fully taken on board the teacher's notes and guidance by this stage.	To polish the skills needed in presenting both speeches and talking confidently about them by answering questions.
Session nine	MOCK EXAM	To take on board and action any notes given by the teacher from the previous week.	To run a mock exam where the student presents, performs and answers questions about their speeches in exam conditions + Feedback/Notes given after.

GRADES – What is required

ENTRY - GRADE 6

10 Sessions

1 initial session offering speeches

9 x 30 minute sessions

GRADE 7 & 8

As above but two extra sessions in order to accommodate third speech preparation

- All set speeches will be sourced by SYT and chosen together.
- All free speeches MUST be found by the student, although suggestions may be given by SYT.
- Legible copies of free speeches with the full title of the play or novel, author's name (including if it has been adapted for the stage e.g. *A Christmas Carol by Charles Dickens adapted by Ross Muir*), the publisher and the date it was published, MUST be clearly and accurately typed-up and emailed or given hard copy to the teacher (Please see EXAMPLES on supplementary Knowledge sheet).
- Once a speech has been staged it should be learnt by the following session. The most fun and rewarding part of the course is during Interpretation and Technique where creativity and exploration is a thrilling process which will be hampered if the student is not off book.
- Research is on the onus of the student. The teacher will provide guidance on what to look at away from the session but the student must read the play or novel and research and spend some time exploring its background/context. For example, this might be by watching a documentary on what life was like for poor children in Victorian England if doing a speech from *Oliver Twist*.
- Grades 6, 7 and 8 – require a greater depth and understanding of the speeches and related acting theory from the students. Therefore, it is not only important for students to regularly work on their speeches at home (applicable to all grades) but to allow time to conduct research and for associated reading which cannot be done in session. Guidance will of course always be given by the teacher.
- EQUIPMENT: All students should have a pencil, sharpener, rubber, pen and notebook.

At the end of each session NOTES will be taken by the student with suggestions to work on for next time.

These will include:

General Notes

Voice

Diction

Knowledge

Staging

How Well Do They Know The Speech?

Urgent Notes

SPEECH CHOICES – IMPORTANT INFORMATION WHEN SEARCHING! READ BELOW

ENTRY LEVEL

Examination Content

Scene (Own Choice): Interpretation and Technique

Solo and Duologue Learners will perform from memory one solo/ duologue scene of their own choice.

The scene must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. The scene must not be set in the *LAMDA Acting Anthology – Volume 4*.

The performance time of the scene must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

Knowledge

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

- the appearance of the character
- how the character is feeling in the scene

GRADES 1 TO 5

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. They must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene(s) must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

You will also be asked KNOWLEDGE questions. These vary slightly from grade to grade. Read on to find the knowledge for your chosen grade.

GRADE ONE KNOWLEDGE

Knowledge

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

- the appearance of the characters
- how the characters are feeling in each scene
- the location of each scene

GRADE TWO KNOWLEDGE

Knowledge

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

- how the characters are feeling in each scene
- the location of each scene
- what is happening in each scene

GRADE THREE KNOWLEDGE

Knowledge

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

- the location of each scene
- what is happening in each scene
- how the characters are feeling in each scene
- the mood(s) of each scene

GRADE FOUR KNOWLEDGE

Knowledge

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

- how the characters are feeling in each scene and what they are trying to achieve
- the reasons for the physical characterisation in response to each text and each of the character's situations
- the working stage areas

The Learner(s) must demonstrate four working stage areas selected by the Examiner at the time of the examination from the following list: centre stage, stage left, stage right, upstage, downstage, upstage left/right, downstage left/right, and the wings.

The Learner(s) must be able to demonstrate all the working stage areas listed above in preparation for the examination.

GRADE FIVE KNOWLEDGE

Knowledge

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

- how the characters are feeling in each scene and how they react to the situations
- the reasons for the physical characterisation in response to each text and each of the character's situations
- the reasons for the chosen staging using the technical terminology of the working stage areas

GRADE 6

Examination Content

GRADE 6 – BRONZE MEDAL

Scene 1 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a published play or television/film screenplay written during one of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800–2000

If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) has chosen a non-English-language text, translations of the original play into English must be used – adaptations are not allowed. Please see Glossary of Terms for further clarification.

Scenes from television shows and serials are not permitted.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000.

Scenes from television shows and serials are not permitted.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner. It is advised that Learners have read and/or seen the play, television or film screenplay in which their scene is taken from.

Knowledge

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

- the breathing techniques used to support the voice in each scene performed
- the character's objective in each scene performed
- the character's role within the context of each play as a whole

GRADE 7

GRADE 7 – SILVER MEDAL

Scene 1 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a published play written during **one** of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)

If a non-English-language text is selected, translations of the original play into English must be used – adaptations are not permitted. Please see Glossary of Terms for further clarification.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published during the period 1800 to 2000. **Scenes from television shows and serials are not permitted.**

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 3 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000.

Scenes from television shows and serials are not permitted.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Knowledge

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

- the character's objective in each scene performed
- the character's role within the context of the play as a whole (one character from the three performed will be selected by the Examiner at the time of the examination)
- the writing style, and period in which the author of one of the performed scenes was writing (one author will be selected by the Examiner at the time of the examination)

GRADE 8

GRADE 8 – GOLD MEDAL

Scene 1 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a published play written during **one** of the following periods:

- Ancient Greek and Roman (500BC – 4BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)

If a non-English-language text is selected, translations of the original play into English must be used – adaptations are not allowed. Please see Glossary of Terms for further clarification.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published during the period 1800 to 2000.

Scenes from television shows and serials are not permitted.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author and character and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Scene 3 (Own Choice): Interpretation and Technique

Solo/Duologue Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or television/film screenplay published post-2000.

Scenes from television shows and serials are not permitted.

The scene must not be set in the *LAMDA Acting Anthology – Volume 4*. The performance time of the scene must be a minimum of three minutes and no more than five minutes.

The Learner(s) will present a brief introduction prior to the performance of no more than 30 seconds, announcing the play title, author, character and publication date and outlining the context of the extract. A legible copy of the scene should be provided for the Examiner.

Knowledge

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

- the processes involved in developing the three characters for performance
- the character's role within the context of the play as a whole (one character from the three performed will be selected by the Examiner at the time of the examination)
- the key principles and influences in the process of acting for **one** of the following practitioners (chosen by the Learner): Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud or Joan Littlewood

How to type-up and present your speeches to the Examiner

NB – Everyone should have clean (i.e. no scribbles/notes of your own stage directions on etc), legible copies of their scenes/speeches which should be provided for the examiner on Examination Day.

The copy **MUST** include the title of the piece, the author (who has written it), who it is published by and what year, and the name of the character you are performing.

Example 1:

THE BROWNING VERSION

A monologue edited from the 1948 play by Terrence Rattigan

- NOTE: This is taken from Rattigan – Plays: One; published by Methuen World Dramatists 1981

The play is set in a public school in the South of England. JOHN TAPLOW is a plain, moon-faced boy of about sixteen, with glasses. In this scene he is talking to the popular young schoolmaster FRANK HUNTER about the old schoolmaster MR CROCKER-HARRIS.

TAPLOW: (*Genuinely shocked.*) Oh, no, I couldn't cut. Cut the Crock – Mr. Crocker-Harris? I shouldn't think it's ever been done in the whole time he's been here. God knows what would happen if I did. He'd probably follow me home or something. . . .
. . .etc

Example 2:

AN IDEAL HUSBAND

A monologue from the play by Oscar Wilde

- NOTE: This monologue is reprinted from *An Ideal Husband*. Oscar Wilde. London: Leonard Smithers, 1899.

MABEL CHILTERN: Well, Tommy has proposed to me again. Tommy really does nothing but propose to me. He proposed to me last night in the music.....etc

*****PLEASE CHECK THAT ALL COPIES OF YOUR SPEECHES
HAVE ALL THE REQUIRED INFORMATION AT THE TOP*****

**PLEASE SEE SEPARATE PDF FOR ALL THE SET SPEECHES for grades 1 – 5
FROM LAMDA.
FIND YOUR GRADE AND CHOOSE A COUPLE OF SPEECHES
FOR YOUR FIRST SESSION.**