



MUSICAL THEATRE

GRADED EXAMINATIONS

SOLOS, DUOS, GROUPS

VERSION 1 SEPTEMBER 2024

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Reference Number: 17653220824S114

SOLO MUSICAL THEATRE

FIRST SOUNDS to GRADE 8



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FIRST SOUNDS - SOLO

DURATION OF EXAM – 5 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE - Perform from memory a simple action song OR a nursery rhyme.	Maximum 1 minute Actions/gestures should be included.	Not applicable
TASK 3 – MOVEMENT - Perform from memory a dance routine of any style / genre.	Maximum 1 minute	Not applicable
TASKS 4 – DISCUSSION - What was your song about in Task 2? - Which move did you like the best from dance routine in Task 3?	Maximum 1.5 minutes	Not applicable

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FOUNDATION LEVEL 1 - SOLO

DURATION OF EXAM – 6 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE - Perform from memory a simple action song OR a song, in character, from film or work of musical theatre	Maximum 1.5 minutes Actions/movement/gestures should be included.	40
TASK 3 – PERFORMANCE - Perform from memory a mime that tells a funny story OR - Perform from memory a dance routine of any style / genre	Maximum 1.5 minutes	40
TASK 4 – DISCUSSION - What was the song about in Task 2? EITHER - What happened in your mime in Task 3 and why did you think it was funny? OR - Which part of the dance in Task 3 was the trickiest bit?	Maximum 1.5 minutes	20

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FOUNDATION LEVEL 2 - SOLO

DURATION OF EXAM – 7 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION <ul style="list-style-type: none"> - Introduce themselves and exchange greetings with the Examiner. 	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory a song in character from a film or work of musical theatre. 	Maximum 2 minutes Actions/movement/gestures should be included.	40
TASK 3 – PERFORMANCE EITHER <ul style="list-style-type: none"> - Perform from memory a short mime that tells a story about your character in Task 2 OR <ul style="list-style-type: none"> - Perform from memory a dance routine, in any style/genre, that shows how your character was feeling in Task 2 	Maximum 1.5 minutes	40
TASK 4 – DISCUSSION <ul style="list-style-type: none"> - What was the song about in Task 2 and what was your character thinking and feeling? EITHER <ul style="list-style-type: none"> - What happened in your mime in Task 3; what was your character thinking and feeling? OR <ul style="list-style-type: none"> - How did you use movement in your dance to show how your character was thinking and feeling in Task 3? 	Maximum 2 minutes	20

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GRADE 1 - SOLO

DURATION OF EXAM – 10 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE - Perform from memory ONE song, in character, from film or work of musical theatre.	Maximum 3 minutes Actions/movement/gestures should be included.	40
TASK 3 – PERFORMANCE To convey how your character was feeling in Task 2 perform: EITHER - a devised acting monologue OR - a dance routine, in any style/genre	Maximum 3 minutes	40
TASK 4 – DISCUSSION - What does your character look like in Task 2? - How is your character feeling in Task 2? EITHER - What was your character thinking and feeling in the monologue? OR - What types of movement did you use to convey 'feeling' in your dance routine?	Maximum 2.5 minutes	20

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GRADE 2 - SOLO

DURATION OF EXAM – 12 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION <ul style="list-style-type: none">- Introduce themselves and exchange greetings with the Examiner.	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE <ul style="list-style-type: none">- Perform from memory TWO contrasting songs, in character, from film or works of musical theatre.	Maximum 6 minutes Actions/movement/gestures should be included.	40
TASK 3 – PERFORMANCE <ul style="list-style-type: none">- Perform from memory ONE of the following to suggest character and storyline from one of the songs performed in Task 2 EITHER- a devised acting monologue OR- a dance routine, in any style/genre	Maximum 2 minutes	40
TASK 4 – DISCUSSION <ul style="list-style-type: none">- How did the 2 songs in Task 2 contrast?- Choosing ONE character from Task 2 describe what they were thinking and how they were feeling.- Explain how you suggested character and storyline in Task 3.	Maximum 2.5 minutes	20

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GRADE 3 - SOLO

DURATION OF EXAM – 14 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION <ul style="list-style-type: none">- Introduce themselves and exchange greetings with the Examiner.	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE <ul style="list-style-type: none">- Perform from memory TWO contrasting songs, in character, from film or works of musical theatre.	Maximum 7 minutes	40
TASK 3 – PERFORMANCE <p>Perform from memory ONE of the following to suggest what happened BEFORE your character sings the song in Task 2.</p> <p>EITHER</p> <ul style="list-style-type: none">- a devised acting monologue <p>OR</p> <ul style="list-style-type: none">- a dance routine in any style/genre.	Maximum 2.5 minutes	40
TASK 4 – DISCUSSION <ul style="list-style-type: none">- The story/plot of the film or musical of ONE song from Task 2 and where it takes place in the film or musical theatre production.- What are the physical characteristics of BOTH characters you played in Task 2.- Explain how you conveyed what happened 'before' in Task 3.	Maximum 3 minutes	20

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GRADE 4 - SOLO

DURATION OF EXAM – 18 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE - Perform from memory TWO contrasting songs in character from film or works of musical theatre.	Maximum 8 minutes	40
TASK 3 – PERFORMANCE - Perform from memory an original or devised acting monologue which moves directly into a song in character from film or work of musical theatre. This should link thematically to the songs performed in Task 2.	Song maximum 3 minutes Monologue maximum 30 seconds	20
TASK 4 - PERFORMANCE Based on a theme arising from the character you played in Task 3 perform from memory EITHER : - a devised acting monologue OR - a dance routine in any style/genre	Maximum 2.5 minutes	20
TASK 5 – DISCUSSION - The story/plot of the film or musical of BOTH songs from Task 2 and where they take place in the storyline. - What happens in the film or musical theatre production immediately before AND after the acting monologue and song you performed in Task 3? - What ‘theme’ did you use to create the monologue or dance in Task 4?	Maximum 3 minutes	20

GRADE 5 - SOLO

DURATION OF EXAM – 22 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE - Perform from memory TWO contrasting songs, in character, from film or works of musical theatre.	Maximum 8 minutes One song should include significant dance content	40
TASK 3 – PERFORMANCE - Perform from memory a song, immediately preceded or followed by an original or devised acting monologue in character, from a film or work of musical theatre.	Song Maximum 4 minutes Monologue Minimum 45 seconds Maximum 1 minute	20
TASK 4 – PERFORMANCE - Introduce and perform any song from a film musical or musical as an acting monologue	Maximum 3 minutes	20
TASK 5 – DISCUSSION - The story/plot of the film or musical of BOTH songs from Task 2 and where they take place in the film or musical theatre production. - What happens in the film or musical theatre production immediately before AND after the acting monologue and song you performed in Task 3. - Discuss the challenges and strategies for performing a song as a monologue.	Maximum 4 minutes	10

GRADE 6 - SOLO

DURATION OF EXAM – 26 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Maximum 30 seconds	Not applicable
TASK 2 – PERFORMANCE - Perform a continuous programme to include TWO thematically linked songs in character from film or works of musical theatre. Originally written and published as follows: <ul style="list-style-type: none"> • One song between 1971 – 1999 • One song – free choice 	Maximum 10 minutes ONE song should be immediately preceded or followed by an original or devised acting monologue in character.	40
TASK 3 – PERFORMANCE - Perform from memory a song written/published between the years 2000 - date	Maximum 4 minutes Should include significant dance content	20
TASK 4 – PERFORMANCE - Perform from memory any song from film or a work of musical theatre as an acting monologue.	Maximum 4 minutes	20
TASK 5 – DISCUSSION - Where each song from Task 2 and 3 occurs in the film / musical and the key themes arising from each. - How you developed the characters in each piece. - How did you vary your vocal delivery to highlight key moments in each piece?	Maximum 5 minutes	20

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GRADE 7 - SOLO

DURATION OF EXAM – 35 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION <ul style="list-style-type: none"> - Introduce themselves and exchange greetings with the Examiner. 	<p>Maximum 1 minute</p>	<p>Not applicable</p>
TASK 2 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory a continuous programme to include THREE thematically linked songs in character from film or works of musical theatre. Originally written and published as follows: <ul style="list-style-type: none"> • One song between 1971 – 1999 • One song between 2000 – date • One song – free choice of era 	<p>Maximum 18 minutes</p> <p>ONE piece should be immediately preceded or followed by an original or devised monologue in character.</p> <p>ONE piece should include significant dance content</p>	<p>60</p>
TASK 3 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory any song, in character, from film or a work of musical theatre as an acting monologue. 	<p>Maximum 5 minutes</p>	<p>20</p>
TASK 4 – DISCUSSION <ul style="list-style-type: none"> - Where each song from Task 2 and 3 occur in the film musical / musical and the key themes arising from each. - How did you approach the vocal and physical challenges for each character you portrayed? What techniques have you been working on 	<p>Maximum 8 minutes</p>	<p>20</p>

GRADE 8 - SOLO

DURATION OF EXAM – 40 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE - Introduce and perform from memory a continuous and thematically linked programme to include: FOUR songs in character from films or works of musical theatre. Originally written and published as follows: <ul style="list-style-type: none"> • One song before 1970 • One song between 1971 – 1999 • One song between 2000 – date • Once song – free choice 	Maximum 25 minutes ONE song should be immediately preceded or followed by an original or devised acting monologue in character. ONE song should include significant dance content ONE song should be performed as a monologue	80
TASK 3 – DISCUSSION - on any aspect of the technical and interpretative skills required to prepare and present the programme.	Maximum 10 minutes	20

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DUO MUSICAL THEATRE

FIRST SOUNDS – GRADE 8



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FIRST SOUNDS DUO

DURATION OF EXAM – 8 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Each candidate introduces themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE - Perform from memory a simple action song AND - Perform from memory a simple a nursery rhyme OR another action song	The candidates 'share' in the performance equally Maximum 2.5 minutes	Not applicable
TASK 3 – DISCUSSION - Discuss with the Examiner what you enjoyed about working together and the songs you sang.	Each candidate will discuss in turn Maximum 3 minutes IN TOTAL	Not applicable

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FOUNDATION LEVEL 1 DUO

DURATION OF EXAM – 9 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Each candidate introduces themselves Maximum 1 minute	20
TASK 2 – PERFORMANCE - Perform from memory ONE song, in character, from film or work of musical theatre	The candidates ‘share’ in the performance equally. Maximum 2.5 minutes	40
TASK 3 – DISCUSSION - Discuss with the Examiner what you enjoyed about working together and your favourite part of the song you sang.	Each candidate will discuss in turn. Maximum 4 minutes IN TOTAL	40

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FOUNDATION LEVEL 2 DUO

DURATION OF EXAM – 10 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Each candidate introduces themselves Maximum 1 minute	20
TASK 2 – PERFORMANCE Perform from memory ONE song in character from a film or work of musical theatre.	The candidates ‘share’ in the performance equally. Maximum 2.5 minutes	40
TASK 3 – PERFORMANCE Telling a story about your characters in Task 2 perform EITHER - a short devised mime OR - a duet dance routine, in any style/genre	The candidates ‘share’ in the performance equally Maximum 1.5 minutes IN TOTAL	40
TASK 4 – DISCUSSION - What was the song about in Task 2? - How does your character feel in the song in Task 2? EITHER - What happened in your mime in Task 3; what was your characters were thinking and feeling? OR - How did you use movement / dance to convey how your characters were feeling in Task 3?	Each candidate will discuss in turn Maximum 4 minutes IN TOTAL	

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GRADE 1 - DUO

DURATION OF EXAM – 12 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION <ul style="list-style-type: none"> - Introduce themselves and exchange greetings with the Examiner. 	Each candidate introduces themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory ONE song, in character, from film or work of musical theatre. 	The candidates 'share' in the performance equally Maximum 3 minutes	40
TASK 3 – PERFORMANCE Tell a story about what happened AFTER the song you sang in Task 2 by: EITHER <ul style="list-style-type: none"> - performing a devised acting duologue OR - a dance routine, in any style/genre 	The candidates 'share' in the performance equally Maximum 2 minutes	40
TASK 4 – DISCUSSION <ul style="list-style-type: none"> - What does your character look like in Task 2? - How is your character feeling in Task 2? EITHER - What was your character was thinking and feeling in the duologue? OR - What types of movement did you use to convey 'what happened next' in your dance routine? 	Each candidate will discuss in turn Maximum 4 minutes	20

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GRADE 2 - DUO

DURATION OF EXAM – 14 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION <ul style="list-style-type: none"> - Introduce themselves and exchange greetings with the Examiner. 	Each candidate introduces themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory TWO contrasting songs, in character, from film or works of musical theatre. 	The candidates ‘share’ in the performance equally Maximum 6 minutes	40
TASK 3 – PERFORMANCE Perform from memory ONE of the following that conveys character and storyline from one of the songs performed in Task 2. EITHER <ul style="list-style-type: none"> - a devised acting duologue OR <ul style="list-style-type: none"> - a duet dance routine, in any style/genre 	The candidates ‘share’ in the performance equally Maximum 2 minutes	40
TASK 4 – DISCUSSION <ul style="list-style-type: none"> - How did the songs in Task 2 contrast? - What was the most important moment for one of your characters in Task 2 - Explain how you suggested character and storyline in Task 3. 	Each candidate will discuss in turn Maximum 4 minutes	20

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GRADE 3 - DUO

DURATION OF EXAM – 16 minutes

EXAM REQUIREMENTS The candidate will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION <ul style="list-style-type: none"> - Introduce themselves and exchange greetings with the Examiner. 	Each candidate introduces themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory TWO contrasting songs, in character, from film or works of musical theatre. 	The candidates ‘share’ in the performance equally Maximum 7 minutes	40
TASK 3 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory ONE of the following to suggest what happened BEFORE your characters sing the song in Task 2. EITHER - a devised acting duologue OR - a duet dance routine, in any style/genre. 	The candidates ‘share’ in the performance equally Maximum 2.5 minutes	40
TASK 4 – DISCUSSION <ul style="list-style-type: none"> - The story/plot of the film or musical of ONE song from Task 2 and where it takes place in the film or musical theatre production. - What are the physical characteristics of both characters you played in Task 2. - Explain how you conveyed what happened ‘before’ in Task 3. 	Each candidate will discuss in turn Maximum 4 minutes	20

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GRADE 4 - DUO

DURATION OF EXAM – 22 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Each candidate introduces themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE - Perform from memory TWO contrasting songs in character from film or works of musical theatre.	The candidates 'share' in the performance equally Maximum 7 minutes	40
TASK 3 – PERFORMANCE - Perform from memory an original or devised acting duologue which moves directly into a song in character from film or work of musical theatre that CONTRASTS from those performed in Task 2.	The candidates 'share' in the performance equally Song maximum 3.5 minutes Monologue maximum 30 seconds	20
TASK 4 - PERFORMANCE Based on a theme arising from the characters you played in Task 3 perform from memory EITHER : - a devised acting duologue OR - a duet dance routine in any style/genre	The candidates 'share' in the performance equally Maximum 2.5 minutes	20
TASK 5 – DISCUSSION - The story/plot of the film or musical of BOTH songs from Task 2 and where they take place in the film or musical theatre production - What happens in the film or musical theatre production immediately before AND after the song you performed in Task 3 - What 'theme' did you use to create the duologue or dance in Task 4.	Each candidate will discuss in turn Maximum 5 minutes	20

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GRADE 5 - DUO

DURATION OF EXAM – 24 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Each candidate introduces themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE - Perform from memory TWO contrasting songs, in character, from film or works of musical theatre.	The candidates 'share' in the performance equally Maximum 8 minutes One song should include significant dance content	40
TASK 3 – PERFORMANCE - Perform from memory ONE song, immediately preceded or followed by an original or devised acting duologue in character, from a film or work of musical theatre.	Song Maximum 4 minutes Monologue Minimum 45 seconds Maximum 1 minute	30
TASK 4 – PERFORMANCE - Introduce and perform any song from a film musical or musical as an acting duologue.	The candidates 'share' in the performance equally Maximum 3 minutes	20
TASK 5 – DISCUSSION - The story/plot of the film or musical of BOTH songs from Task 2 and where they take place in the film or musical theatre production - What happens in the film or musical theatre production immediately before AND after the song you performed in Task 3 - Discuss the challenges and strategies for performing a song as a doulogue	Each candidate will discuss in turn Maximum 5 minutes	10

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GRADE 6 - DUO

DURATION OF EXAM – 26 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION <ul style="list-style-type: none"> - Introduce themselves and exchange greetings with the Examiner. 	Each candidate introduces themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory a continuous programme to include TWO thematically linked songs in character from film or works of musical theatre. Songs performed should be originally written and published as follows: <ul style="list-style-type: none"> • One song between 1971 – 1999 • One song – free choice 	The candidates ‘share’ in the performance equally Maximum 10 minutes ONE song should be immediately preceded or followed by an original or devised acting duologue in character.	40
TASK 3 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory ONE song written/published between the years 2000 - date 	The candidates ‘share’ in the performance equally Maximum 4 minutes Should include significant dance content	20
TASK 4 – PERFORMANCE <ul style="list-style-type: none"> - Perform from memory ONE song from film or a work of musical theatre as an acting duologue. 	The candidates share equally in the performance Maximum 4 minutes	20
TASK 5 – DISCUSSION <p>Discussion with the Examiner on:</p> <ul style="list-style-type: none"> - Where each song occurs in the film musical / musical and the key themes arising from each. - How you developed the characters in each piece. - What considerations did you make when ‘setting’ each piece in Tasks 2, 3 and 4? 	Each candidate will discuss in turn Maximum 5 minutes	20

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GRADE 7 - DUO

DURATION OF EXAM – 35 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Each candidate will introduce themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE Perform from memory a continuous programme to include: THREE thematically linked songs in character from film or works of musical theatre. The songs should be originally written and published as follows: <ul style="list-style-type: none"> • One song between 1971 – 1999 • One song between 2000 – date • One song – free choice of era 	The candidates 'share' in the performance equally Maximum 16 minutes ONE song should be immediately preceded or followed by an original or devised duologue in character. ONE song should include significant dance content	60
TASK 3 – PERFORMANCE Perform from memory ONE song, in character, from film or a work of musical theatre as an acting duologue.	The candidates 'share' in the performance equally Maximum 5 minutes	20
TASK 4 – DISCUSSION - Where does each song from Tasks 2 and 3 occur in the film/musical - The key themes and dramatic moments in each. - How did you bring each individual character to life? What interpretative skills did you use?	Each candidate will discuss in turn Maximum 8 minutes	20

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GRADE 8 - DUO

DURATION OF EXAM – 40 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – INTRODUCTION - Introduce themselves and exchange greetings with the Examiner.	Each candidate will introduce themselves Maximum 1 minute	Not applicable
TASK 2 – PERFORMANCE Introduce and perform from memory a continuous and thematically linked programme to include FOUR songs in character from films or works of musical theatre. The songs should be originally written and published as follows: <ul style="list-style-type: none"> • One song before 1970 • One song between 1971 – 1999 • One song between 2000 – date • Once song – free choice 	The candidates 'share' in the performance equally Maximum 25 minutes ONE song should be immediately preceded or followed by an original or devised acting duologue in character. ONE song should include significant dance content ONE song should be performed as a duologue	80
TASK 3 – DISCUSSION - on any aspect of technical/interpretative skills required to prepare and present the performance.	Each candidate will discuss in turn Maximum 10 minutes	20

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GROUP MUSICAL THEATRE

FIRST SOUNDS – GRADE 8



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FIRST SOUNDS GROUPS

TOTAL DURATION OF EXAM – 7 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – PERFORMANCE - Perform from memory ONE group piece from a film or work of musical Theatre.	All group members should share in the performance. The performance should include elements of acting and dance Use of costume and props is encouraged. Maximum 5 minutes	Not applicable

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FOUNDATION LEVEL 1 GROUPS

TOTAL DURATION OF EXAM – 8 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – PERFORMANCE - Perform from memory ONE group piece from a film or work of musical Theatre.	All group members should share in the performance. The performance should include all elements of song, acting and dance Use of costume is encouraged. Maximum 6 minutes	100

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FOUNDATION LEVEL 2 GROUPS

TOTAL DURATION OF EXAM – 10 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – PERFORMANCE - Perform from memory ONE group piece from a film or work of musical Theatre	All group members should share in the performance. The performance should include all elements of song, acting and dance Use of costume is encouraged. Maximum 8 minutes	100

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GRADE 1 GROUPS

DURATION OF EXAM – 12 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – PERFORMANCE - Perform from memory ONE group piece from a film or work of musical Theatre	All group members should share in the performance. The performance should include a combination of acting, dance, movement and gesture to compliment the vocals. These elements may be original or devised as appropriate. Use of costume and props is encouraged. Maximum 10 minutes	100

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GRADE 2 GROUPS

DURATION OF EXAM – 14 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
<p>TASK 1 – PERFORMANCE</p> <ul style="list-style-type: none">- Perform from memory ONE continuous group piece from a film or work of musical Theatre.	<p>All group members should take part in the performance.</p> <p>All group members should take part in the performance.</p> <p>The performance should include a combination of acting, dance, movement and gesture to compliment the vocals. These elements may be original or devised as appropriate.</p> <p>Use of costume and props are encouraged.</p> <p>Maximum 12 minutes</p>	<p>100</p>

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GRADE 3 GROUPS

DURATION OF EXAM – 16 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
TASK 1 – PERFORMANCE - Perform from memory ONE group piece from a film or work of musical Theatre	All group members should take part in the performance. All group members should take part in the performance. The performance should include a combination of acting, dance, movement and gesture to compliment the vocals. These elements may be original or devised as appropriate. Use of costume and props are encouraged. Maximum 14 minutes	100

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GRADE 4 GROUPS

DURATION OF EXAM – 18 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
<p>TASK 1 – PERFORMANCE</p> <p>Perform from memory:</p> <p>EITHER:</p> <ul style="list-style-type: none"> - ONE continuous piece <p>OR</p> <ul style="list-style-type: none"> - TWO separate and contrasting pieces <p>The piece(s) can be from a film, work of musical theatre or an original piece created by the group and/or teacher.</p>	<p>All group members should take part in the performance.</p> <p>The performance should include a combination of acting, dance, movement and gesture to compliment the vocals. These elements may be original or devised as appropriate.</p> <p>Use of costume and props are encouraged.</p> <p>Maximum 16 minutes in total</p>	<p>FOR 1 PIECE 100</p> <p>OR</p> <p>FOR 2 PIECES 50 + 50</p>

GRADE 5 GROUPS

DURATION OF EXAM – 20 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
<p>TASK 1 – PERFORMANCE</p> <p>Perform from memory:</p> <p>EITHER:</p> <ul style="list-style-type: none"> - ONE continuous piece <p>OR</p> <ul style="list-style-type: none"> - TWO separate and contrasting pieces <p>The piece(s) can be from a film, work of musical theatre or an original piece created by the group and/or teacher.</p>	<p>All group members should take part in the performance.</p> <p>The performance should include a combination of acting, dance, movement and gesture to compliment the vocals. These elements may be original or devised as appropriate.</p> <p>Use of costume and props are encouraged.</p> <p>Maximum 18 minutes in total</p>	<p>FOR 1 PIECE 100</p> <p>OR</p> <p>FOR 2 PIECES 50 + 50</p>

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GRADE 6 GROUPS

DURATION OF EXAM – 25 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
<p>TASK 1 – PERFORMANCE</p> <p>Perform from memory:</p> <p>EITHER:</p> <ul style="list-style-type: none">- ONE continuous piece <p>OR</p> <ul style="list-style-type: none">- TWO separate and contrasting pieces <p>The piece(s) can be from a film, work of musical theatre or an original piece created by the group and/or teacher.</p>	<p>All group members should take part in the performance.</p> <p>The performance should include a combination of acting, dance, movement and gesture to compliment the vocals. These elements may be original or devised as appropriate.</p> <p>Use of costume and props are encouraged.</p> <p>Maximum 22 minutes in total</p>	<p>FOR 1 PIECE 100</p> <p>OR</p> <p>FOR 2 PIECES 50 + 50</p>

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GRADE 7 GROUPS

DURATION OF EXAM – 30 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
<p>TASK 1 – PERFORMANCE</p> <p>Perform from memory:</p> <p>EITHER:</p> <ul style="list-style-type: none">- ONE continuous piece <p>OR</p> <ul style="list-style-type: none">- TWO separate and contrasting pieces <p>The piece(s) can be from a film, work of musical theatre or an original piece created by the group and/or teacher.</p>	<p>All group members should take part in the performance.</p> <p>The performance should include a combination of acting, dance, movement and gesture to compliment the vocals. These elements may be original or devised as appropriate.</p> <p>Use of costume and props are encouraged.</p> <p>Maximum 25 minutes in total</p>	<p>FOR 1 PIECE 100</p> <p>OR</p> <p>FOR 2 PIECES 50 + 50</p>

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GRADE 8 GROUPS

DURATION OF EXAM – 35 minutes

EXAM REQUIREMENTS The candidates will:	ADDITIONAL INFORMATION	MARKS AVAILABLE
<p>TASK 1 – PERFORMANCE</p> <p>Perform from memory:</p> <p>EITHER:</p> <ul style="list-style-type: none">- ONE continuous piece <p>OR</p> <ul style="list-style-type: none">- TWO separate and contrasting pieces. <p>The performances can be from a film, work of musical theatre or an original piece created by the group and/or teacher.</p>	<p>All group members should take part in the performance.</p> <p>The performance should include a combination of acting, dance, movement and gesture to compliment the vocals. These elements may be original or devised as appropriate.</p> <p>Use of costume and props are encouraged.</p> <p>Maximum 30 minutes in total</p>	<p>FOR 1 PIECE 100</p> <p>OR</p> <p>FOR 2 PIECES 50 + 50</p>

Some ideas for SOLO repertoire...

Learners are encouraged to explore the wide variety of musical theatre and film repertoire as fully as possible.

Candidates may perform any song regardless of the gender of the original character. You may adapt lyrics and transpose to suit where appropriate. Please aim to select pieces that are age, vocal and dramatic skill appropriate.

The following lists can be used as a guide to compiling programmes alongside any other appropriate choices not featured. Just a small sample of what is available!

FIRST SOUNDS

- Heads, Shoulders, Knees & Toes
- The Wheels on the Bus
- Incy Wincy Spider
- Row Row Row Your Boat
- I'm A Little Teapot
- Five Little Speckled Frogs
- Dingle Dangle Scarecrow
- The Ants Go Marching
- Pop Goes The Weasel
- London Bridge Is Falling Down

FOUNDATION LEVEL 1 & 2

- Little April Showers – Bambi
- Bare Necessities – Jungle Book
- I Always Knew - Annie
- Getting Tall – Nine
- A Letter from Charlie Bucket – Charlie & the Chocolate Factory
- Put on a Happy Face – Bye Bye Birdie
- The Rainbow Connection – The Muppet Movie
- Bibbidi Bobbidi Boo – Cinderella
- I've Got No Strings – Pinocchio
- On The Good Ship Lollipop
- Toot Sweets – Chitty Chitty Bang Bang
- Everyone Knows He's Winnie The Pooh – Book of Pooh
- Do You Want to Build a Snowman – Frozen
- Never Smile at a Crocodile

GRADES 1 – 3

- I'm Late – Alice In Wonderland
- Inchworm – Hans Christian Anderson
- A Spoonful of Sugar – Mary Poppins
- Consider Yourself – Oliver
- I'd Do Anything - Oliver
- I Won't Grow Up – Peter Pan
- Give A Little Whistle – Pinocchio
- There's A Place Called Home – A Christmas Carol
- Maybe – Annie
- Tomorrow – Annie
- Just One Person – Snoopy!!!
- The Bare Necessities – The Jungle Book
- Bad Guys – Bugsy Malone
- Castle on a Cloud – Les Miserables
- Where Is Love – Oliver
- I Just Can't Wait to be King – The Lion King
- Little People – Les Miserables
- Touch the Sky – Brave
- Remember Me – Coco
- Big – Elf
- Waiting on a Miracle – Encanto
- In the Big Blue World – Finding Nemo
- For the First Time in Forever – Frozen
- If Only You Would Listen – School of Rock
- Almost There – The Princess and the Frog
- Messing About in a Boat – The Wind in the Willows
- When I Grow Up – Matilda
- What If – The Addams Family

GRADES 4 – 5

- Buddy Beware – Anything Goes
- What's The Use in Wondrin' – Carousel
- If Mama Was Married – Gypsy
- Why am I Always the Bridesmaid? – Music Hall
- Wouldn't It Be Loverley? – My Fair Lady
- Leanin' on a Lamp Post – Me and My Girl
- Over the Rainbow – The Wizard of Oz
- I Got Rhythm – Girl Crazy
- 42nd Street – 42nd Street
- I'm Feeling Fine – Buggy Malone
- Mr Mistofolees – Cats
- Close Every Door – Joseph
- Colours of the Wind – Pocahontas
- God Help the Outcasts – The Hunchback of Notre Dame
- What's This – The Nightmare Before Christmas
- Journey to the Past – Anastasia
- I'm Not Saying a Word – Blood Brothers
- Lamest Place in the World – 13: The Musical
- How Does a Moment Last Forever – Beauty and the Beast
- Dear Billy – Billy Elliot
- Expressing Yourself – Billy Elliot
- It Means Beautiful – Everybody's Talking About Jamie
- All is Found – Frozen 2
- I Know It's Today - Shrek
- Where Did the Rock Go? – School of Rock
- Mother Knows Best – Tangled
- The Moon and Me – The Addams Family
- Electricity – Billy Elliot
- Quiet – Matilda

GRADES 6 – 8

- Shall We Dance – The King and I
- Far From the Home I Love – Fiddler on the Roof
- Luck Be a Lady – Guys and Dolls
- Once You Lose Your Heart – Me and My Girl
- On The Street Where You Live – My Fair Lady
- Oh What a Beautiful Mornin' – Oklahoma
- I Feel Pretty – West Side Story
- Somewhere – West Side Story
- Blow Gabriel Blow – Anything Goes
- Somethings Coming – West Side Story
- Don't Rain on my Parade – Funny Girl
- Sixteen Going on Seventeen – The Sound of Music
- One Hand, One Heart – West Side Story
- Anything Goes – Anything Goes
- No One Knows Who I am – Jekyll and Hyde
- Prologue – Joesph
- Maybe This Time – Cabaret
- Heaven Help My Heart – Chess
- Out Here on my Own – Fame
- Hello Little Girl – Into the Woods
- I Know Things Know – Into the Woods
- Pilate's Dream – Jesus Christ Superstar
- Drink With Me – Les Miserables
- Dentist – Little Shop of Horrors
- Somewhere That's Green – Little Shop of Horrors
- Pretty Women – Sweeny Todd
- Pity The Child – Chess
- Gethsemane – Jesus Christ Superstar
- Just Around the Riverbend – Pocahontas
- When I Look at You – The Scarlett Pimpernel
- I Can't Do It Alone - Chicago
- Please Don't Make Me Love You – Dracula
- A Million Dreams – The Greatest Showman
- Home – Wonderland
- You'll Be Back – Hamilton
- There's a Fine Fine Line – Avenue Q
- The History of Wrong Guys – Kinky Boots
- Bad Cinderella – Cinderella
- Far Too Late – Cinderella
- Little Girls - Annie
- That Would Be Enough – Hamilton

- Breathe – In the Heights
- My House – Matilda
- Watch What Happens – Newsies
- Notice Me Horton – Seussical
- The Life I Never Led – Sister Act
- Not For the Life of Me – Thoroughly Modern Millie
- She Used to Be Mine – Waitress
- Better – Little Women
- I'm Not That Girl – Wicked
- Popular – Wicked
- Alone – Young Frankenstein
- Burn - Hamilton
- Being a Geek – 13: The Musical
- Still Hurting – The Last Five Years

TEACHER NOTES

EXAMPLE INTRODUCTIONS

‘Good morning. My name is Dolly Marlow and I am 5 years old.

‘The title of my song is _____,’

I will be playing the character of _____,’

‘In my song/dance/mime I will be playing the character of _____,’

‘In this scene _____,’

RECOMMENDED AGES SOLO & DUO

LEVEL	MINIMUM AGE	MAXIMUM AGE
FIRST WORDS	4 years	No max
FOUNDATION LEVEL 1	5 years	No max
FOUNDATION LEVEL 2	6 years	No max
GRADE 1	7 years	No max
GRADE 2	8 years	No max
GRADE 3	9 years	No max
GRADE 4	10 years	No max
GRADE 5	12 years	No max
GRADE 6	14 years	No max
GRADE 7	15 years	No max
GRADE 8	16 years	No max

Groups may be of any mixed age range at the teacher’s discretion.

THINGS TO CONSIDER WHEN TEACHING MUSICAL THEATRE...

- Acting through song – bringing a character to life through the sequences of thought and melodic phrasing created by the lyricist and composer audibility – using sufficient breath and resonance appropriate to the size of the performance space and for the needs of the character.
- Character intentions and objectives – clarifying what the character wants, desires or needs through each action, spoken/sung line and the spaces between the words/lyrics clarity of diction – articulating sufficiently, without losing the sense or flow of the song, in order to be understood by the examiner.
- Context – where, what, when, how. The situation and world of the musical or film musical.
- Facial expression – using the face to express the character's emotions
- Focus – maintaining concentration and involvement with the song and the character being portrayed
- Gesture – movement of the hands, arms and/or head to convey an idea or meaning.
- Intonation – the pattern or melody of pitch changes within a song key.
- Theme – a recurring idea or subject in the song or in the musical or film musical from which the song has been taken.
- Location - where the song takes place.
- Meaning – clarifying what the character is thinking and the sense behind their words and/or actions.
- Melody – the arrangement of single notes to form a sequence in musical composition.
- Mime - tell a story through facial expression and physical action. No words should be used.
- Mood – conveying what the character is feeling and the emotion behind their words and/or actions musical
- Performance space – the area in which the learner performs.
- Personal characteristics – what a character looks like, noting any distinguishing features. This will affect the learner's use of movement,

stance, posture, gesture, facial expression etc. physical flexibility – transforming physically according to the period, style and form of the song physical response – responding to the imagery of the song non-verbally.

- Pitch – the degree of height or depth of a tone or sound.
- Place and period – creating a sense of the world in which the character lives.
- Plot – the main story and/or events of the musical or film musical.
- Resonance – the amplification and colour of a musical tone produced by vibrations in the head and chest cavity.
- Rhythm – the patterning of musical sound affected by differences in timing, duration, and/or stress of consecutive notes.
- Situation – what is happening in the song.
- Spontaneity – as if the song is being performed for the very first time.
- Staging – the positioning of a performance within the space provided to indicate situation and location.
- Stance – the manner and position in which a character stands.
- Style – for example, operetta, music hall, vaudeville, ballad, torch song, patter song, comic song, jazz, blues, pop, rock, or folk song. The specific characteristics of the song, including choice of lyrics, syntax, genre, rhythm and tempo, will determine the musical style to which it belongs.
- Subtext – the hidden meaning or underlying message behind the song.
- Understanding of character – revealing what the character is thinking, how the character is feeling and any changes in the character's mood throughout the song understanding of situation and location – revealing the world in which the character lives and the physical aspects of where the song takes place.
- Vocal contrast/variety – varying pitch, intonation, pace, volume, tone colour and intensity.
- Vocal control – keeping sound and thought focused until the end of the phrase so that the voice does not fade away.

- Vocal flexibility – transforming vocally according to the period, style and form of the song.
- Vocal skills – using accurate intonation and sufficient audibility, tone, colour and clarity of diction when performing the song.