

Level 1

Learning Outcomes

Interpretation

The learner will be able to:

1. Convey feeling and changes in mood
2. Use key words to communicate meaning.

Technique

The learner will be able to:

3. Adopt appropriate posture
4. Allow the face to reflect inner feeling
5. Create vocal contrast between moods
6. Create vocal contrast between thoughts
7. Create vocal contrast between narrative and dialogue (Grades 2 and 3)
8. Demonstrate clarity of diction.

Knowledge

9. The learner will be able to describe the general content, meaning and mood of both the verse and/or prose selections. At Grade 3 the learner will also be able to identify the fundamental differences between verse and prose.

Amplification of the Learning Outcomes

Key words – individual words that carry the sense of the phrase

Meaning – the sense behind the words of the text

Mood – the emotion behind the words of the text

Vocal contrast – varying pitch, intonation, pace, volume, tone colour, intensity

Appropriate posture – centred with length in the spine and a relaxed upper body, which supports breath and voice, allowing them to flow freely

Inner feeling reflected on the face – expressing, without overstating, the emotion behind the words through facial expression

For amplification of *the fundamental differences between verse and prose* (knowledge requirements) please refer to *Knowledge Matters* (a LAMDA publication).

Level Descriptor

Learners will be able to demonstrate their knowledge, understanding and skills by producing a thoughtful interpretation, based on creative engagement with the material and careful preparation. They will speak from memory, audibly and clearly, with a sense of spontaneity. Through variations in volume, pace and pitch they will be able to create and convey mood. Their apt use of body and space will complement their vocal performance.

Repertoire Guidelines and Regulations

1. At Grade 1 the learner will select one piece of verse from the list of set selections and one piece of verse of their own choice.
2. At Grades 2 and 3 the learner will select one verse or one prose piece from the set selections, followed by one verse or one prose piece of their own choice. Own choice selections must be prose if verse has been selected for section 1, verse if prose has been selected.
3. Set selections of verse and prose are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*. The learner will speak the chosen prose selection as presented in *The LAMDA Anthology* and not any other piece from the same book.

4. **The own choice verse or prose must not exceed two minutes in length.**
5. The own choice verse or prose must be published but not set elsewhere in this syllabus specification.
6. The content of the own choice selection may go beyond easily recognisable events and stories so that learners can begin to explore emotions, moods and atmosphere outside their immediate experience (e.g. imagined people and places, other periods).
7. The language of the own choice selection must contain a variety of expressive vocabulary and offer some opportunity for interpretative choices.
8. The own choice selection must differ in theme *or* mood from the set selection, enabling the learner to display some contrast.

Total time allowance for each grade

10 minutes

Examination Content

Grade 1

1. Interpretation and Technique

The learner will speak from memory one of the following pieces of verse:

About the Teeth of Sharks	John Ciardi
The Sound	Ruth Dalton
Ears	Max Fatchen
House Fear	Robert Frost
Summing Up	Nigel Gray
Palanquin Bearers	Sarojini Naidu
Unfair	Michael Rosen
The Eagle	Alfred Lord Tennyson

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Knowledge

The learner will answer questions on the following:

- The mood, content and contrast between selections.

- The meaning of the selections.
- The meaning of individual words in both selections.

Unfair

When we went over the park
Sunday mornings
To play football
We picked sides.

Lizzie was our striker
Because she had the best shot.

When the teachers
Chose the school team
Marshy was our striker.

Lizzie wasn't allowed to play,
They said.

So she watched us lose, instead...

by Michael Rosen

The Eagle

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

by Alfred, Lord Tennyson

About the Teeth of Sharks

The thing about a shark is – teeth,
One row above, one row beneath.

Now take a close look. Do you find
It has another row behind?

Still closer – here, I'll hold your hat:
Has it a third row behind that?

Now look in and... Look out! Oh my,
I'll never know now! Well, goodbye.

by John Ciardi

Ears

Have you thought to give three cheers
For the usefulness of ears?

Ears will often spring surprises
Coming in such different sizes.

Ears are crinkled, even folded.

Ears turn pink when you are scolded.

Ears can have the oddest habits

Standing rather straight on rabbits.

Ears are little tape-recorders

Catching all the family orders.

Words, according to your mother,

Go in one and out the other.

Each side of your head you'll find them.

Don't forget to wash behind them.

Precious little thanks they'll earn you

Hearing things that don't concern you.

by Max Fatchen

Palanquin Bearers

Lightly, O lightly we bear her along,
She sways like a flower in the wind of our song;
She skims like a bird on the foam of a stream,
She floats like a laugh from the lips of a dream.
Gaily, O gaily we glide and we sing,
We bear her along like a pearl on a string.

Softly, O softly we bear her along,
She hangs like a star in the dew of our song;
She springs like a beam on the brow of the tide,
She falls like a tear from the eyes of a bride.
Lightly, O lightly we glide and we sing,
We bear her along like a pearl on a string.

by Sarojini Naidu

The Sound

A skyful of stars
blinked silent messages.
No moon glistened the leaves
of the sleeping jungle
where a thousand small creatures
curled at rest.

Then... the Sound –
huge as mountains
it cracked the stillness,
trampled the forest floor
with its trumpeting...

Elephant!

by Ruth Dalton

House Fear

Always – I tell you this they learned –
Always at night when they returned
To the lonely house from far away,
To lamps unlighted and fire gone gray,
They learned to rattle the lock and key
To give whatever might chance to be,
Warning and time to be off in flight:
And preferring the out- to the indoor night,
They learned to leave the house door wide
Until they had lit the lamp inside.

by Robert Frost

Summing up

A poet came to our school
to earn his daily bread,
a real live poet
with words in his head.
He told us to write a poem
before the lunchtime bell.
We said that we would,
if he would as well.
Some of ours were rather good,
but his face was rather red
because he couldn't do one –
his words were prisoners in his head.
He said he hadn't been inspired –
that's just like me with sums:
I sit and stare at numbers,
but inspiration never comes.

by Nigel Gray

GRADE ONE

Questions will be based on the following:

- The mood, content and contrast between the selections
- The meaning of the chosen selections
- The meaning of individual words in both selections.

The learner must be prepared to discuss with the examiner any aspect of theory specified for previous grades.

Mood, content, contrast

For your examination, select two pieces of verse that differ in either theme or mood so that you are able to show some contrast when you perform them. Remember, it is possible to have two very different approaches to the same subject.

To prepare, you should look at the way the pieces are written.
For example:

- Are they shaped differently on the page?
- Do they have a strong rhythm?
- Do they both use rhyme?
- What is the mood of each poem?
- Is the mood different in the two poems?

One may be humorous, the other more serious; one could be scary and the other bright and cheerful. You may also enjoy and comment on the sounds of the words in a poem.