

# ST CECILIA EXAMINATIONS

*presents*



## Performers and Speakers Syllabus

Beginner, Junior and Preliminary Grades  
Certificates 1-8 and Diploma



*Examination centres throughout Australia, New Zealand and Asia*

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# ST CECILIA PERFORMERS & SPEAKERS EXAMINATIONS

## INTRODUCTION

This syllabus is designed to develop the skills needed to become an articulate speaker and performer. St Cecilia students are students who can build a performance character through the effective use of voice, movement, costume and props. Levels commence with Beginner, Junior and Preliminary and then move through Certificate 1-8 and Diploma.

The St Cecilia student is able to have a high degree of ownership of their program not only through their performance but also through the incorporation of posters, puppets and other props. This program gives young performers a chance to perform their own scripted role plays rather than relying on the memorized interpretation of someone else's published work.

St Cecilia examiners are looking for a confident and relaxed performance that clearly reflects the student's personality. Posters, masks etc. are expected to be the student's own work and form an integral part of these exams. However, it should be noted that a magnificent poster accompanying a poor, ill-prepared performance would not provide a student with a good mark in that item. The wearing of costumes to enhance and support the program is encouraged but not compulsory (unless stated) and will not necessarily ensure high marks.

Speech, either during a performance or discussion with the examiner, is expected to be natural and unaffected while still having clear and precise sounds [vowels & consonants]. Examiners will expect not only clear speech but also a sound knowledge and usage of functional grammar appropriate to the student's age.

Any of these St Cecilia exams may be presented in such a way as to reflect the student's own cultural background. In Beginner level, for example, the nursery rhyme/fairy story may be a traditional story from another culture or the puppet story in Preliminary may be based on a Dreamtime story for example.

The student must acknowledge the poet or author of any work [that is not their own] that is performed as part of their program. Clearly typed copies of all memorised and read works must be presented to the examiner on the day of the exam. Posters, puppets, masks etc. are to be prepared before the exam ie. as part of the exam preparation, and brought to the exam centre on the day.

Each St Cecilia grade is a unit which may be credited towards the St Cecilia Diploma. We hope you enjoy using this syllabus.

*Welcome to St. Cecilia!* 

# ST CECILIA EXAMINATIONS

## *General Regulations*

The St. Cecilia examination system has been successfully operating for over 35 years. It provides teachers and students with an accredited system of assessment based on sound educational and artistic principles.

We are prepared to operate as flexibly as possible without compromising the efficiency and standards which have been carefully set. But in order to allow the system to work fairly and at a minimum cost to everyone concerned we do rely on teachers and students adhering to a few basic regulations.

- Ensure that entry forms are fully and accurately completed. Submit one cheque or postal order with the completed entry form to cover the total cost of examinations entered. We advise against paying by cash for security reasons and will not take responsibility for problems arising in such circumstances. Entry may also be on-line at [www.st-cecilia.com.au](http://www.st-cecilia.com.au) or [www.stcecilia.co.nz](http://www.stcecilia.co.nz) or [www.stcecilia.asia](http://www.stcecilia.asia)
- Entry forms and fees must be submitted on or before the closing date. Late entries may not be accepted or will incur additional costs.
- Refunds and credit of examination fees will not be made. A half-fee re-entry permit will be issued to students who are able to supply a medical certificate *within one week* of their scheduled examination appointment.
- Students entered for one session may not transfer to another without payment of the full examination fee.
- Once examination appointments have been made it is usually not possible to change or rearrange times or to substitute appointments with other students without additional costs being levied.
- By submitting an entry form with appropriate fees, it will be understood that these regulations have been read, understood and accepted.

## **Beginner Grade**

Beginner Grade [10 minutes]

**Focus:** Initial characterisation, basic aural sound recognition, knowledge and understanding of the type of breathing used for speech.

1. Prepare and present a memorised interpretation of a Nursery Rhyme or Fairy Tale. (1-1.5 minutes)
2. Present a characterisation of one of the characters in your chosen Nursery Rhyme or Fairy Tale. You will present a one-minute monologue as this character explaining who you are and what has happened to you. (1-1.5minutes)
3. Prepare and present a drawing/poster of your character and discuss it with the examiner. (2 minutes)
- 4a. Draw a picture of yourself and show where your lungs are in your body. (1 minute)
- 4b. Discuss with the examiner the importance of your lungs, what their role is in your body and how they affect our ability to speak. (2 minutes)
5. The examiner will say a word twice to the candidate. The candidate will reproduce the word and identify the sounds heard and their position within the word. (2 minutes)

**Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

Students must have a basic knowledge of the position of the lungs in the human body. Students must be able to answer/discuss in simple terms the role/function of the lungs and how important they are for speech. N.B. Basic knowledge will be as simple as the fact that the lungs hold air from when we breathe in and then let that air go when we breathe out. We need the air to live and that air helps us to speak. Students must be able to aurally recognise basic sounds, name them and give their position within a word. [Vowels and consonants only, no diphthongs e.g. pin p- first sound, I - second sound and n- third sound]. Reproduction of the word by the student is expected to be clear and precise.

## Junior Grade

Junior Grade [12 minutes]

**Focus:** Characterisation showing different characters, aural recognition of basic sounds-vowels, consonants and initial blends, basic knowledge and understanding of the lungs and trachea and their role in breathing for speech.

1. Prepare and present a memorised poem dealing with the circus. Actions may be used to support the presentation. (1 minute)
- 2a. Be the ringmaster of the circus and tell the audience about the show that your circus performs. (2 minutes max.)
- 2b. Characterisation: You are to be a character from (e.g. the juggler, the magician or the tightrope walker) your circus. Using simple safe props (e.g. small bean bags, ping pong balls or the like, a broom or length of dowel for balance bar) perform your character's act for the examiner. (Characterisation will be performed at floor level. Tight rope etc. is to be imagined) (1 ½ minutes)
3. Prepare a poster advertising your circus and present it to the examiner and be prepared to discuss it. (2 minutes)
- 4a. Draw a picture of yourself showing the lungs and trachea. (1minute)
- 4b. Discuss breathing with the examiner and how the lungs and trachea work together. (1minute)
- 4c. Discuss with the examiner the importance of volume to the speaker/ performer and how it affects a characterisation. (2 minutes)
5. Discuss basic sounds as used in the English language (vowels, consonants and initial blends) and be able to recognise and name them when heard.  
The examiner will say a word twice to the candidate. The candidate will reproduce the word and identify the sounds heard and their position within the word. (1 minute)

**Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

All items in this program may be presented in costume, however this is not compulsory.

Memorised poem: actions may be used to support this presentation.

Clear variation in characterisation will be expected between items 2a and 2b.

Students must have a basic knowledge of the position of the lungs and trachea in the human body. Students must be able to answer/discuss in simple terms the role/function of the lungs and trachea and how important they are for speech. Students will have a basic knowledge of the importance of breath control and the effectiveness of volume to the speaker/performer and how volume can be used to vary characters.

Students must be able to aurally recognise basic sounds, name them and give their position within a word. [Vowels, consonants and initial blends only, e.g. ship sh- first sound, I - second sound and p- final sound]. Reproduction of the word by the student is expected to be clear and precise.

## **Preliminary Grade**

Preliminary Grade [13 minutes]

**Focus:** Characterisation using simple puppets, reading aloud

1. Write your own story about a lost animal and prepare a reading of it for the examiner. (200 words max) (2 minutes)
- 2a. Puppetry: Using paddle pop stick puppets & a simple puppet theatre/stage act out your written story (or a part of it) about the lost animal. (4 puppets max.2-2.5min)
- 2b. Discuss your story and puppets with the examiner. (2 minutes)
3. Prepare and present an acrostic poem using the name of one of your story/puppet characters. (1minute)
- 4a. On a diagram of the human head and chest, show the path that the air takes when we breathe in and out. Be prepared to discuss which parts of the head and chest are the most important for speech. (1.5 minutes)
- 4b. Discuss the importance of breath control, volume and pace and how they are related for the speaker/performer. (2 minutes)
- 4c. Discuss ways to create different characters using your voice. (1.5 minutes)
5. Discuss basic sounds as used in the English language (vowels, consonants and blends) and be able to recognise and name them when heard.  
The examiner will say a word twice to the candidate. The candidate will reproduce the word and identify the sounds heard and their position within the word. (1 minute)

**Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

Puppets are to be made by the students using paddle pop sticks and cut out paper figures. A simple puppet theatre, e.g. cardboard box, may be brought to the exam centre, or, if no theatre has been made then the play will be performed on the tabletop.

Students must have a basic knowledge of the path that in going and outgoing air takes in the human body. Students must be aware of the resonators and be able to name at least three of them. Students will have a basic knowledge of the importance of breath control and the effectiveness of volume and pace to the speaker/performer and how these can be used to vary characters.

Students must be able to aurally recognise basic sounds, name them and give their position within a word. [Vowels, consonants and blends only, e.g. church ch- first sound, ur- second sound and ch- final sound]. Reproduction of the word by the student is expected to be clear and precise.

## **Certificate 1**

### CERTIFICATE 1 [14 minutes]

**Focus:** Awareness of how body movement, posture, gesture and body position and use of vocal expression can be used to convey meaning/emotions to an audience.

- 1a. Write your own story about an alien (visitor from another planet) who comes to earth and prepare a reading of the story. The story must include elements of surprise, anger & forgiveness. (300 word max.) (2 minutes max for reading)
- 1b. Create a paper plate mask of your alien.
- 1c. Present a monologue as a means of introducing your alien character. Your introduction will give personal details such as name, age, family, planet etc. as well as providing a link into your prepared scene. (1 minute)
- 2a. Prepare and present a scene from your story, in which you will be wearing your alien mask, that shows a variety of emotions (surprise, anger, forgiveness). These emotions will be shown through body language, posture, body position, vocal variance and movement. (2 minutes)
- 2b. Discuss with the examiner how you developed your character and how you made your mask. (2 minutes)
3. Present your own poem (from memory) about your character. (1 minute)
- 4a. Discuss with the examiner what happens to our ribs and lungs when we breathe in and out and how we control the outgoing air. (2 minutes)
- 4b. Discuss with the examiner what happens if we don't have adequate breath control. (2 minutes)
5. Discuss basic sounds as used in the English language (vowels, consonants and blends) and be able to recognise and name them when heard.  
The examiner will say a word twice to the candidate. The candidate will reproduce the word and identify the sounds heard and their position within the word. (2 minutes)

**Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

Student's story and mask will be prepared before the exam day and brought to the exam room on the day of the exam. All aspects of this exam may be performed in costume if desired. Care must be taken to ensure that the student's mask does not interfere with their clarity of speech.

Students must have a **basic** understanding of the intercostal diaphragmatic method of breathing and be able to discuss in simple terms how the lungs, diaphragm, ribs and intercostal muscles work together for breathing for speech.

Students must be able to aurally recognise basic sounds, name them and give their position within a word. [Vowels, consonants and blends only, e.g. church ch- first sound, ur- second sound and ch- final sound]. Reproduction of the word by the student is expected to be clear and precise.

## **Certificate 2**

### CERTIFICATE 2 [15 minutes]

**Focus:** Student in role of storyteller and the development of a character and the introduction of a hand prop and how that prop supports/enhances the development of a character.

1. Prepare and present a “Tall Story” with an Australian (or student's own country of origin) theme. (2 minutes)
- 2a. Using a piece of clothing (e.g. hat, coat, shawl) that has been brought to the exam and one prop/accessory (e.g. umbrella, walking stick, toy) create a character. Perform a scene in which you give an autobiography of your created character and reveal some aspect of the character. (3 minutes)
- 2b. Discuss your character and how the props that you brought with you help to develop/support your character. (2 minutes)
3. Present a memorised poem with a distinctly national theme. This may be your own composition. (2 minutes)
- 4a. Discuss resonance with the examiner and be prepared to name the human resonators and how important they are to speech. (2 minutes)
- 4b. Discuss how an actor /speaker could change their normal speaking voice to portray someone of a different age or gender. (2 minutes)
5. Discuss basic sounds as used in the English language (vowels, consonants and blends) and be able to recognise and name them when heard. The examiner will say a word twice to the candidate. The candidate will reproduce the word and identify the sounds heard and their position within the word. (2 minutes)

**Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

The tall story section of this level may be performed in costume if desired.

Students must be able to aurally recognise basic sounds, name them and give their position within a word. [Vowels, consonants and blends only, e.g. church ch- first sound, ur- second sound and ch- final sound]. Reproduction of the word by the student is expected to be clear and precise.

## **Certificate 3**

### CERTIFICATE 3 [15 minutes]

**Focus:** Building a characterisation from a historical literary context.

**Set Poems:** The Death of Ben Hall by Will Ogilvie, The Man From Ironbark By A.B.Paterson, How McDougal Topped the Score by Thomas E Spencer, Ballad of the Drover by Henry Lawson, Tangmalangaloo by John O'Brien

- 1a. Choose from one of the set poems and create and prepare a scene that is either stated or implied by the poem. Your scene must contain at least one speaking part. The speaking part must be a character either stated or implied from this poem and you must present your character in costume. Props may be used to support your scene. (3 minutes)
- 1b. Discuss with the examiner how you decided on your scene and character. (2 minutes)
- 2a. Prepare a reading of six (6) stanzas from your chosen poem. (The examiner may choose to let you read all or some of these six stanzas.) (2 minutes)
- 2b. Discuss your chosen poem with the examiner and its relevance to Australia's history/folklore. (2 minutes)
3. Prepare and present a two-minute informative speech on some aspect of Australian history. Palm cards may be used. (2 minutes)
4. Discuss with the examiner the role that the organs of articulation play in speech and name these organs. (2 minutes)
5. The examiner will say three (3) sounds and repeat them. The student is to repeat these sounds and identify them stating whether they are voiced or voiceless sounds. (2 minutes)

#### **Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

## **Certificate 4**

### CERTIFICATE 4 [ 18 minutes]

**Focus:** Building a characterisation from a historical context

- 1a. Select an important figure from Australian history e.g. Captain Phillip, Dame Nellie Melba, Ned Kelly, Peter Lalor.

Research this person and present a 1 minute monologue by this character (in costume) explaining their importance to Australian history. Costume must reflect to some extent the era to which your character belongs.

- 1b. Discuss your character choice with the examiner. (2 minutes)
- 2a. The examiner will provide you with a simple piece of costuming (e.g. coat, hat, gloves, glasses, shawl, vest) and with this you will create a character and introduce them by way of a monologue in which they tell their name, age, occupation etc. This monologue will provide a link into your improvised scene. (2.5 minutes)
- 2b. You will create a short scene that would be typical of the character's life and that clearly shows the examiner the type of person your character is. Furniture within the exam room may be used to help build/support your characterisation. (3.5 minutes)
3. Present a memorised poem about a "character" (e.g. Uncle James by Margaret Mahy or The Bogus Boo by James Reeves). Can be own composition. (2 minutes)
4. Be prepared to discuss how a speaker/actor can convey the mood of a passage of prose and/or dialogue. The examiner will ask you to sight read (after perusal) a short piece of prose to demonstrate these skills. (3 minutes)
5. Be prepared to discuss with the examiner how costumes, props and furnishings can be used by the actor to build/establish a believable character. (5 minutes)

#### **Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Total time limit includes 2 minutes for setting the performance area.

Time limits shown are the **maximum** time allowed.

## **Certificate 5**

### CERTIFICATE 5 [20 minutes]

**Focus:** Storytelling in role, development of roles using status and initial stage design.

1. Present a twisted fairy tale set in present day with a different ending. You will be one of the main characters retelling the story. You may bring simple props, scenery to support your fairy tale. Your presentation will utilise as many of your stage layout details, as per item 3, as possible. (5 minutes)
2. The examiner will give you a scenario and you will need to create two (2) varied characters e.g. principal and student, shop assistant and customer. Act out your scene ensuring that you show clear differences between characters. The examiner will be looking for effective use of floor space. (3 minutes)
- 3a. Prepare a poster-sized display/layout of the stage area and the props needed to present your twisted fairytale to an audience. Show on your layout poster any furnishings (table, bed etc) and /or any dressings (mirrors, portraits etc) needed for the set. Your layout poster should show any change of scenery or division of stage. (See notes)
- 3b. Discuss the details of your stage layout with the examiner. Be prepared to support your layout with detailed explanations. (5 minutes)
4. Discuss aspects of your fairytale, characterisations and stage layout with the examiner. (4 minutes)
5. Be prepared to discuss with the examiner different levels of oral language giving examples of when informal and formal language would be used. Discuss what level of language your created characters in item 2 used. (3 minutes)

#### **Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

Time limit includes 2 minutes for setting the performance area.

Item 3: All the detail shown on your display poster does not have to be used in your exam presentation. Some furnishings may need to be inferred/mimed.

## **Certificate 6**

### CERTIFICATE 6 [25 minutes]

**Focus:** Characterisation using a variety of performance mediums and spaces, stage design, blocking of stage action and vocal interpretation of differing characters.

1. Select a theme eg sport, war, love, friendship and present a collage drama, with clear links, of at least three (3) different forms (e.g. poem, news report, interview, reading of a letter, diary entry, song). You will perform each aspect of your collage drama as a different character. It is expected that full usage will be made of the available space. Table and chairs are provided but additional furnishings will need to be provided by the candidate bearing in mind time constraints etc. May be performed in costume. (See notes) (9 to 10 minutes)
- 2a. Prepare a poster-sized display/layout of the stage area and the props needed to present your collage to an audience. Show on your layout poster any furnishings (table, bed etc) and /or any dressings (mirrors, portraits etc) needed for the set. Your layout poster should show any change of scenery or division of stage. (See notes.)
- 2b. Discuss the details of your stage layout with the examiner. Be prepared to support your layout with detailed explanations. (5 minutes)
3. Discuss aspects of collage such as selection of material, purpose and motivation for your characterisations, blocking of stage action and interpretation of script. (5 minutes)
4. Discuss how you adapted your voice, language and body movement to portray the differing characters of your collage. (3 minutes)
5. Discuss how and why an actor/speaker needs to adapt their voice for differing performance venues. (2 minutes)

**Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

Time limit includes 2 minutes for setting the performance area.

In Item 1 if a song is used it does not have to be sung. It may be used as a catalyst to which your character reacts. Costume may be worn and simple changes made for each aspect of the collage providing such changes do not disrupt the flow of the presentation.

The work performed is expected to be mostly the candidate's own original composition. If another poet or author's work is used acknowledgement of that person must be made.

A typed copy of the script is to be presented to the examiner before the exam. Full stage directions and acting notes are to be included and these are to be acted on, where possible given the limitations of the exam room, during the collage performance.

Item 2 - All of the detail shown on your display poster does not have to be used in your exam presentation. Some furnishings may need to be inferred/mimed.

## **Certificate 7**

### CERTIFICATE 7 [30 minutes]

**Focus:** Student devised script using the “Comedy” genre, stage design, blocking of stage action.

1. Using the genre of “Comedy” write, prepare and present a scene involving two (2) speaking characters. A third (3<sup>rd</sup>) or fourth (4<sup>th</sup>) character may be referred to or be implied as being in the scene. Full stage directions must be included in the written script and these acted upon, where possible, during the performance. Music/sound may be included and used to support the performance. Your script will also provide a profile of characters detailing name, approximate age, occupation (if relevant), appearance and any other pertinent information.  
(See notes as these include essential exam information.) (15 minutes)
2. Discuss the process by which you devised your scripted scene. (5 minutes)
- 3a. Prepare a poster-sized display/layout of the stage area and the props needed to present your Comedy scene to an audience. Show on your layout poster any furnishings (table, bed, lounge etc) and /or any dressings (mirrors, portraits etc) needed for the set. Your layout poster should show any change of scenery or division of stage. (See notes.)
- 3b. Discuss the details of your stage layout with the examiner. Be prepared to support your layout with detailed explanations. (5 minutes)
4. Discuss the elements that an actor would need to consider when developing a scripted character such as one portrayed in item 1. (2 minutes)
5. Discuss how playing a comic role varies to playing more serious roles. How would voice, body actions etc. be adapted? (3 minutes)

#### **Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

Time limit includes 2 minutes for setting the stage area.

A typed copy of the script is to be presented to the examiner before the exam. Full stage directions and acting notes are to be included and these are to be acted on, where possible, given the limitations of the exam room.

Music/sound are the responsibility of the candidate and the candidate may choose to bring a support person with them to operate a cd/tape machine.

All furnishings referred to in the stage directions do not need to be brought to the exam room for practical reasons. Mime and/or inference may be utilised.

**Certificate 8**

CERTIFICATE 8 [35 minutes]

**Focus:** Interpretation and implementation of scenes from the genre of Tragedy. Effect of time setting on costuming and movement

- 1a. Prepare and present a scene, to last approx. 5 minutes, from a Shakespearian tragedy. (7 minutes) See notes.
- 1b. Prepare and present a scene, to last approx. 5 minutes, from a modern tragedy. (7 minutes) See notes.
2. Discuss the different approaches needed to interpret each of these scenes. (5 minutes)
3. Prepare a model of the stage area for one (1) of these plays. Show how you would use the stage if you were the play's director you may set your play in any time setting. Your model will show furnishings (tables, chairs etc) and dressings (portraits, mirrors etc) as well as blocking patterns needed for a full production of this play. Discuss your model with the examiner offering reasons for your settings. (6 minutes)
4. Discuss costuming needed for an effective interpretation of these 2 scenes if they were: (a) set in the traditional time and way and (b) set in modern or even future time. (5 minutes)
5. Discuss how different venue and audience size challenge the vocal range of a speaker/performer and how the speaker/performer would adapt. (5 minutes)

**Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

Time limit in item 1 includes 2 minutes for setting the stage area.

## **Diploma Examination**

DIPLOMA EXAMINATION [45 minutes]

**Focus:** Development of characters from differing eras, understanding of how different eras present differing challenges to actors in relation to movement, gesture, speech, and makeup.

1. Select a theme, e.g. love, war, friendship. Prepare and present three (3) linked scenes that follow your chosen theme through time. Each scene is to be from a different period of history. Clear distinction must be shown in movement-walk, gestures etc, to show that there is an understanding of the era and the constraints, if any, that the period would apply on an actor. (eg. Elizabethan times and how the clothes worn would affect movement) Each scene must have both male and female characters. Music/sound effects may be used to support the performance. (20 minutes)
- 2a. From these four (4) types of theatre spaces: Proscenium, Arena, Thrust and Black Box select two (2) and prepare a poster &/or model for each choice showing the design/layout of the stage area. Your poster/model will show the “blocking pattern” needed to perform your linked scenes. Your layout poster will also show any furnishings (table, bed, lounge etc) and /or any dressings (mirrors, portraits etc) needed for the set. Your layout poster should show any change of scenery or division of stage. (See notes.)
- 2b. Discuss the details of your stage layouts with the examiner. Be prepared to support your layouts with detailed explanations. (10 minutes)
3. Discuss the role that makeup has in helping to portray characters. (5 minutes)
4. Discuss how lighting and music can be used effectively to enhance a production and set/support the intended mood. (5 minutes)
5. Discuss the role that directors and producers have in today's theatre and how that can impact on a performer. (5 minutes)

**Notes:**

Discussion with the examiner is an important part of this exam and the examiner will instigate any discussion.

Time limits shown are the **maximum** time allowed.

Time limit includes 5 minutes for setting the stage area.

These scenes **do not** have to be the candidate's own composition, extracts from existing plays may be used. The name of the play and playwright must be acknowledged on the examiner's copy of the typed script.

A typed copy of the script is to be presented to the examiner before the exam. Full stage directions and acting notes are to be included and these are to be acted on, where possible, given the limitations of the exam room.

Music/sound are the responsibility of the candidate and the candidate may choose to bring a support person with them to operate a cd/tape machine.

All furnishings referred to in the stage directions do not need to be brought to the exam room for practical reasons. Mime &/or inference may be utilised.

The examiner will be looking at how effectively the performance area was used.



Other St Cecilia syllabuses include:

- PIANOFORTE; PIANO DUET; MUSIC THEORY
- MODERN PIANO & JAZZ; ELECTRONIC KEYBOARD; ELECTRONIC ORGAN
- VIOLIN; VIOLONCELLO; CLASSICAL GUITAR; MUSIC THEORY
- SINGING
- FLUTE; CLARINET; SAXOPHONE; RECORDER; DRUMKIT
- MODERN BASS
- DIPLOMA SYLLABUS

