



### **Grade 1**

1. What does your character look like? What is their appearance?

Give AS MUCH DETAIL AS YOU CAN! •

2. How does your character FEEL in the scene? Remember that your character's feeling may change throughout the piece and be feeling more than one emotion.

3. WHERE does your scene happen? Again, be specific and give as much detail as you can.

### **Grade 2**

1. How does your character FEEL in the scene?

2. WHERE does your scene happen?

3. Describe what is happening in the scene. What is your character trying to do, is it successful and does this change their feeling as the piece continues?

### **Grade 3**

1. WHERE does your scene happen?

2. Describe what is happening in the scene.

3. How does your character FEEL in the scene?

4. What is the MOOD of the scene?

Remember the way the character feels is different from the mood of the piece. For example: The character going to the dentist may feel worried anxious, but the audience may find the scene funny and amusing!

### **Grade 4**

1. How is your character feeling in the scene and what are they trying to achieve?

2. How, in what way and why have you used your body and facial expressions to respond to the text and the character's situation? This will involve you going through each piece and explaining to the examiner how you responded to the character's situation and how you chose to convey their feelings to the audience.

3. Demonstrate the working areas of the stage: Centre Stage, stage left, stage right, upstage, downstage, upstage left/right and wings.

### **Grade 5.**

1. How is your character feeling in the scene and how do they react to the situations? Be detailed, your character will not remain the same emotionally throughout so speak about their EMOTIONAL JOURNEY.

2. Why have you physically responded to the texts in the way you have and the character's situations? HOW have you used your body, facial expression, use of space and vocalisation to help the audience understand what is happening to your character?

3. Why have you chosen the staging of each piece in response to the texts? Use the technical terminology as you take the examiner through the scene. For example: My character was



feeling frustrated and angry at the words Simon used so I tensed the muscles in my body, turn and walked away from Simon who was seated upstage right to downstage left to give my character the chance to calm down and to give her some distance between them and to show that they were emotionally moving apart.