

# ROYAL ACADEMY OF DANCE



**MUSICAL THEATRE SYLLABUS**

## **Musical Theatre Syllabus**

Version: April 2025

Artistic Director: Alexander Campbell

Deputy Artistic Director: Alex Lowe

Syllabus Devised by Dr Nathan James

Syllabus Consultants: Sherrie Pennington, Kevin Fountain and Jason Marc-Williams

## **CONTENTS**

<b>AIMS OF MUSICAL THEATRE .....</b>	<b>4</b>
<b>LEARNING OBJECTIVES, OUTCOMES AND ASSESSMENT CRITERIA.....</b>	<b>5</b>
<b>PRIMARY GRADE (SOLO).....</b>	<b>14</b>
<b>GRADE 1 (SOLO) .....</b>	<b>16</b>
<b>GRADE 2 (SOLO) .....</b>	<b>19</b>
<b>GRADE 3 (SOLO) .....</b>	<b>22</b>
<b>GRADE 4 (SOLO) .....</b>	<b>25</b>
<b>GRADE 5 (SOLO) .....</b>	<b>28</b>
<b>GRADE 6 (SOLO) .....</b>	<b>31</b>
<b>GRADE 7 (SOLO) .....</b>	<b>35</b>
<b>GRADE 8 (SOLO) .....</b>	<b>39</b>
<b>APPENDIX 3: STAGE CHART .....</b>	<b>43</b>

## AIMS OF MUSICAL THEATRE

Musical Theatre has become a staple in the entertainment world with its influences now reaching audiences globally. It requires performers to be skilled in acting, singing and dance.

The Royal Academy of Dancing Musical Theatre syllabus has been devised to meet the training needs of young performers who demonstrate a keen interest in the study of musical theatre. The syllabus is devised to offer a progressive structure on which performers can build skills but also develop knowledge and understanding of the history and the context. The purpose of the higher grades is to facilitate a deeper understanding of the scope of musical theatre and to build a portfolio that would enable participants to confidently audition for a range of training institutions based on their audition requirements.

As a syllabus it offers the teacher freedom in terms of lesson planning, content and facilitating an individual approach to each learner in the classroom. All participants studying musical theatre can develop a range of transferable skills which include communication, problem solving, time management, critical thinking, teamwork, attention to detail, commitment, adaptability and the ability to accept feedback and evaluate progress and self-reflection.

A student who has followed the pathway of the **Musical Theatre Syllabus** will demonstrate the following outcomes:

- An increasing awareness of the history and context of varying forms and styles of musical theatre.
- A developing range of technical skills in singing, acting and dance.
- The opportunity to develop a portfolio of material in readiness for conservatoire auditions.
- To respond, with freedom for individual style and choice, to a range of musical contexts both vocally and physically.
- An ability to self-reflect on themselves as a performer.
- The production of clear goals for future development.
- Show enthusiasm and engagement through the exploration of varying musical theatre pieces.

## LEARNING OBJECTIVES, OUTCOMES AND ASSESSMENT CRITERIA

### PRIMARY

LEARNING OBJECTIVE  The learners will:	ASSESSMENT CRITERIA  The learners can:	TASK	MARKS
L01: Demonstrate the ability to sing, act and dance within the given material	Present selected pieces that demonstrate their technical skills in musical theatre.	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement	ACHIEVED  NOT ACHIEVED
L02: Demonstrate an awareness of character and connection to the material	Produce a believable sense of characterisation.	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement	ACHIEVED  NOT ACHIEVED
L03: Demonstrate an ability to present a performance with confidence	Rehearse and present material as required.	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement	ACHIEVED  NOT ACHIEVED
		OVERALL GRADE	ACHIEVED/NOT ACHIEVED

## LEVEL 1: GRADES 1 TO 3

<b>LEARNING OBJECTIVE</b>  <b>The learners will:</b>	<b>ASSESSMENT CRITERIA</b>  <b>The learners can demonstrate:</b>	<b>WEIGHTING</b>	<b>MARKS AVAILABLE</b>	<b>TASK</b>
LO1: Demonstrate a basic level of technique in singing, acting/spoken word, and movement/dance with a developing use of relevant vocabulary	Technique 1: Singing  An ability to sing audibly with an awareness of accuracy in pitch, tone, rhythm and dynamic journey.	30%	10	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement
	Technique 2: Acting/Voice  Clarity of diction and projection as appropriate to the space.		10	
	Technique 3: Dance/Movement  Body awareness through the co-ordination and extension of limbs, sense of timing and musicality.		10	
LO2: Demonstrate an ability to present the chosen material with a growing	Understanding and awareness of appropriate characterisation within the chosen material.	20%	10	Technical Tasks 1,2 and 3: Singing.

understanding of characterisation, mood and atmosphere and style.	Awareness of the context and appropriate style of the presented material.		10	Acting and Dance/Movement
LO3: Demonstrate a basic knowledge and understanding of the material and musical theatre terminology.	Knowledge of the performance material and/or characters presented.	20%	10	Knowledge and Analysis tasks
	An understanding of appropriate terminology and working practices in musical theatre.		10	
LO4: Be able to present a performance that demonstrates a developing level of confidence and audience awareness.	An individual connection to the characters/pieces presented.	30%	10	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement
	Preparation of the chosen material.		10	
	Overall Performance and connection to the chosen material.		10	

## LEVEL 2: GRADES 4 TO 5

LEARNING OBJECTIVE  The learners will:	ASSESSMENT CRITERIA  The learners can demonstrate:	WEIGHTING	MARKS	TASK
LO1: Demonstrate an increasing level of technique in singing, acting/spoken word, and movement/dance with an increasing use of relevant vocabulary.	<p>Technique 1: Singing</p> <p>A well projected and supported voice showing consistency in accuracy of pitching and rhythm, with a developing use of dynamics and appropriate vocal qualities.</p>	30%	10	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement
	<p>Technique 2: Acting/Voice</p> <p>Clarity of diction and projection as appropriate to the space, variation in pace, pitch and volume as appropriate to the character.</p>		10	
	<p>Technique 3: Dance/Movement</p> <p>A well-co-ordinated, rhythmic and stylistic use of the body showing accuracy in the clarity of line and shapes created with suitable musicality and dynamics as dictated by the choreography.</p>		10	



LO2: Demonstrate an ability to present the chosen material with a cohesive understanding of characterisation, mood and atmosphere and style.	Understanding and awareness of appropriate characterisation and mood within the chosen material and as dictated by the narrative.	20%	10	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement
	Understands the context and appropriate style of the presented material through individual interpretation.		10	
LO3: Demonstrate an increasing knowledge and understanding of the material and musical theatre terminology.	Depth of knowledge and ability to analyse the material and/or characters presented.	20%	10	Knowledge and Analysis tasks
	Correct use of terminology and working practices in musical theatre.		10	
LO4: Be able to present a performance that demonstrates an increased level of confidence and audience awareness.	A clear connection and individual interpretation of the selected material.	30%	10	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement
	Preparation and commitment to the chosen material.		10	

	Overall Performance and connection to the chosen material with individuality.		10	
--	---	--	----	--

### LEVEL 3: GRADES 6 TO 8

LEARNING OBJECTIVE	ASSESSMENT CRITERIA	WEIGHTING	MARKS	TASK
The learners will:	The learners can demonstrate:			
LO1: Demonstrate a command in the level of technique in singing, acting/spoken word, and movement dance with an increasing use of relevant vocabulary.	<b>Technique 1: Singing</b>  A well-developed vocal technique with an assured understanding of vocal qualities. Secure pitch and rhythm with an appropriate and effective use of breath.	30%	10	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement
	<b>Technique 2: Acting/Voice</b>  Effective and appropriate use of voice, suitable physical embodiment of character and a clear connection to thoughts.		10	
	<b>Technique 3: Dance/Movement</b>  A well-co-ordinated and rhythmic use of the body showing accuracy in the clarity of line and shapes created with suitable musicality and dynamics as dictated by the given choreography/movement.		10	
LO2: Demonstrate an ability to present the	Clear and suitable choices in the acting through song and/or movement including the	20%	10	Technical Tasks 1,2 and 3: Singing.

chosen material with a cohesive understanding of characterisation, mood and atmosphere and style.	physicality, thoughts and emotional journey as appropriate to the character.			Acting and Dance/Movement
	Understands the context and appropriate mood, atmosphere and style of the presented material through an individual interpretation.		10	
LO3: Demonstrate an expanding knowledge and understanding of the material and musical theatre practices.	Depth of knowledge and ability to analyse the material and/or characters presented.	20%	10	Knowledge and Analysis tasks
	Correct use of terminology, an understanding of historical context and self-awareness of themselves as a performer.		10	
LO4: Be able to present a performance that demonstrates an expanding level of confidence and audience awareness.	Creativity in tasks sets and an individual and appropriate interpretation of the given material and/or characters.	30%	10	Technical Tasks 1,2 and 3: Singing. Acting and Dance/Movement
	Preparation of the chosen material		10	

	Overall performance and connection to the chosen material with individuality and creative choices.		10	
--	--	--	----	--

## **PRIMARY GRADE (SOLO)**

6 candidates may be examined together

A teacher will conduct the examination and prompt candidates.

Each candidate should be prepared to introduce themselves to the examiner and be able to state the name of the piece they are going to perform.

### **Technique 1:     Singing Skills**

Candidates are required to present the following:

1. A sung nursery rhyme performed as a solo.

Length: 45 seconds.

The candidate should have memorised the words.

### **Technique 2:     Acting Skills**

Candidates are required to present the following:

1. A pre-prepared mime as a group with each performer having a clear role.

Length: 45 seconds.

Teacher to inform examiner of theme in the exam.

### **Technique 3: Dance/Movement Skills**

Candidates are required to present the following:

1. A characterised dance/movement piece drawn from a musical.

Can be performed as a solo, duet, trio or group.

Length: 1 minute.

### **Knowledge and Analysis**

At the end of the performance presentation the examiner will direct 1 question to each candidate about their individual performances on the day.

### **Finale**

To music, from a musical theatre work, candidates should be prepared to do a group bow to thank the examiner and complete the performances.

Length: no longer than 15 seconds

## **GRADE 1 (SOLO)**

4 candidates may be examined together

Candidates should be able to execute the following:

- Introduce themselves to the examiner
- State the title of the piece and the musical it is from when prompted

### **Suggested Repertoire**

Material chosen for each technical task (which can be varied for each candidate) *can* be drawn from the following list of musicals:

- *Annie*
- *Matilda*
- *The Jungle Book*
- *Oliver!*

There is no requirement for each Task to be linked to the same musical, it can be varied as required.

### **Technique 1:     Singing Skills**

Candidates are required to present the following:

1. A song from a musical theatre work or film.

Length: Up to 1 minute.

The candidate should have memorised the words.



## **Technique 2: Acting/Voice Skills**

Candidates are required to present the following:

1. A mime as a group.

The theme will be given by the examiner and will relate to one of the musicals from the repertoire list. A few moments will be given to think.

Length: Up to 45 seconds.

2. A prepared tongue twister from the recommended list.

Each candidate can perform the same or choose a different one.

It will be spoken 1 at a time.

## **Technique 3: Dance/Movement Skills**

Candidates are required to present the following:

1. A characterised dance/movement piece drawn from one of the musicals on the repertoire list.

Can be performed as a solo, duet, trio or group, but all performers should have a clear sense of character throughout the duration of the performance.

Length: Up to 1 minute.

## **Knowledge and Analysis**

1. Candidates will each present an element of their individual contribution to their project work relating to a musical from the repertoire list.
2. During the technical task presentations, the examiner will ask **1 question** about the character they are playing.
3. Candidates will each be asked to define **1 term** on the set lists for this grade.

## **Finale**

Teachers should prepare a group bow, to music of their choice drawn from a musical theatre work, to thank the examiner and bring the performance to a close.

Length: no longer than 30 seconds.

## **GRADE 2 (SOLO)**

4 candidates may be examined together

Candidates should be able to execute the following:

- Introduce themselves to the examiner
- State the title of the piece and the musical it is from when prompted

### **Suggested Repertoire**

Material chosen for each technical task (and should be contrasting) *can* be drawn from the following list of musicals:

- *Suessical*
- *Peter Pan*
- *Billy Elliott*
- *The Sound of Music*
- *Shrek*

There is no requirement for each Task to be linked to the same musical, it can be varied as required.

### **Technique 1: Singing Skills**

Candidates are required to present the following:

1. A song from a musical theatre work or film.

Length: Up to 1 minute 30 seconds.

The candidate should have memorised the words.

### **Technique 2: Acting/Voice Skills**

Candidates are required to present the following:

1. A poem or short passage from a book related to a topic/theme or character from the repertoire list.

Length: Up to 45 seconds.

This should be memorised – the examiner will be allowed to give a prompt from the provided text.

2. A tongue twister given by the examiner.

Each candidate will be given the same dialogue.

It will be spoken 1 at a time.

### **Technique 3: Dance/Movement Skills**

Candidates are required to present the following:

2. A characterised dance/movement piece drawn from one of the musicals on the repertoire list.

Can be performed as a solo, duet, trio or group, but all performers should have a clear sense of character throughout the duration of the performance.

Length: Up to 1 minute 30 seconds.

### **Knowledge and Analysis**

2. Candidates will each present an element of their individual contribution to their project work.
2. During the technical task presentations, the examiner will ask **1 question** about the character they are playing.
2. Candidates will each be asked to define **2 terms** on the set lists for this grade.

## **Prepared Bow**

Teachers should prepare a group bow, to music of their choice drawn from a musical theatre work, to thank the examiner and bring the performance to a close.

Length: no longer than 30 seconds.

## GRADE 3 (SOLO)

4 candidates may be examined together

Candidates should be able to execute the following:

- Introduce themselves to the examiner
- State the title of the piece and the musical it is from when prompted
- State the composer and lyricist for each song and the playwright/author for any text.

### Suggested Repertoire

Material chosen for each technical task (and should be contrasting) *can* be drawn from the following list of musicals:

- *Chitty Chitty Bang Bang*
- *School of Rock*
- *The Wizard of Oz/The Wiz*
- *Bugsy Malone*
- *Anne of Green Gables*
- *Joseph and the Amazing Technicolour Dreamcoat*

There is no requirement for each Task to be linked to the same musical, it can be varied as required.

### Technique 1: Singing Skills

Candidates are required to present the following:

1. A song from a musical theatre work or film.

Length: Up to 1 minute 30 seconds.

2. A **staged song**, contrasting to the above, from a musical theatre work or film.

Length: 1 minute 30 seconds.

The candidate should have memorised the words to both pieces.

## **Technique 2: Acting/Voice Skills**

Candidates are required to present the following:

1. A passage from a book, or text from a script, related to any of the musicals from the repertoire list.

Length: Up to 1 minute.

2. A spoken delivery, in character, of lyrics from a song.

Length: Up to 16 bars of the song.

## **Technique 3: Dance/Movement Skills**

Candidates are required to present the following:

1. A characterised dance/movement piece drawn from one of the musicals on the repertoire list.

Can be performed as a solo, duet, trio or group, but all performers should have a clear sense of character throughout the duration of the performance.

Length: Up to 1 minute 30 seconds.

## **Knowledge and Analysis**

1. Candidates will each present an element of their individual contribution to their project work.
2. During the performance presentations the examiner will ask **2 questions** about the character/s they are playing.
3. Candidates will each be asked to define **3 terms** on the set list for this grade.

## **Finale**

Teachers should prepare a group bow, to music of their choice drawn from a musical theatre work, to thank the examiner and bring the performance to a close.

Length: no longer than 30 seconds



## GRADE 4 (SOLO)

4 candidates may be examined together

Candidates should be able to execute the following:

- Introduce themselves to the examiner
- State the title of the piece and the musical it is from when prompted
- State the composer and lyricist for each song and the playwright/author for any text.
- Have an awareness of the narrative and period in which any of the selected pieces are set.

### Suggested Repertoire

Material chosen for each technical task (and should be contrasting) *can* be drawn from the following list of musicals (or from previous grades if they fit the requirements):

- |  |  |
|--|--|
| • <i>Elf</i>   | • <i>Oklahoma!</i>                                   |
| • <i>The Little Mermaid</i>                                    | • <i>Carousel</i>                                    |
| • <i>Snoopy</i>  | • <i>Spongebob Squarepants: The Broadway Musical</i> |
| • <i>Hairspray</i>   | • <i>Footloose</i>                                   |
| • <i>The 25<sup>th</sup> Annual Putnam County Spelling Bee</i> | • <i>Cinderella</i>                                  |
| • <i>Cats</i>  | • <i>13</i>  |
| • <i>Once Upon a Mattress</i>                                  | • <i>Fame</i>  |
| • <i>Mary Poppins</i>  | • <i>The Secret Diary of Adrian Mole Aged 13 ¾</i>   |
| • <i>Hello, Dolly!</i>   |  |

At this stage candidates should be pulling together a portfolio of material and should continue to build their collection in subsequent grades. Candidates should provide their repertoire list on the set template to the examiner at the start of the examination along with sheet music and script/text.

There is no requirement for each Task to be linked to the same musical, it can be varied as required.

## **Technique 1:     Singing Skills**

Candidates are required to present the following:

1. A song from a musical theatre work or film.

Length: Up to 1 minute 30 seconds.

2. 1 song, that is **staged**, taken from the following list:

- Contemporary Up Tempo
- Golden Age Ballad
- Music Hall/Vaudeville (does not have to be from a musical)

Length: 1 minute 30 seconds.

The candidate should have memorised the words to both pieces.

## **Technique 2:     Acting/Voice Skills**

Candidates are required to present the following:

1. A monologue of candidate's choice, performed as a solo.

Length: Up to 1 minute.

2. A spoken delivery, in character, of lyrics from a song that contrast to the chosen monologue.

Length: Up to 16 bars of the song.

### **Technique 3: Dance/Movement Skills**

Candidates are required to present the following:

1. A characterised dance/movement piece that *can be* drawn from one of the following on the repertoire list.

Can be performed as a solo, duet, trio or group, but all performers should have a clear sense of character throughout the duration of the performance.

Length: Up to 2 minutes.

### **Knowledge and Analysis**

1. Candidates should choose one musical from the repertoire list and prepare a short discussion, or present a mood board/infographic, that focuses on a specific topic/element.
2. During the performance presentations the examiner will ask **3 questions** about the character/s they are playing. They should have an awareness of the given circumstances of the character.
3. Candidates will each be asked to define **3 terms** on the set list for this grade.

### **Finale**

Teachers should prepare a group bow, to music of their choice drawn from a musical theatre work, to thank the examiner and bring the performance to a close.

Length: no longer than 30 seconds

## **GRADE 5 (SOLO)**

3 candidates may be examined together

Candidates should be able to execute the following:

- Introduce themselves to the examiner
- State the title of the piece and the musical it is from when prompted
- State the composer and lyricist for each song and the playwright/author for any text.
- Have an awareness of the narrative and period in which any of the selected pieces are set.

Suggested repertoire lists are no longer provided for Grades 5 to 8 as teachers and candidates are expected to draw from a wide range of contrasting works within the musical theatre canon.

### **Notes about portfolios:**

At this stage candidates should be pulling together a portfolio of material and should continue to build their collection in subsequent grades. The portfolio should be organised and presented to the examiner at the start of the examination. Copies of music should also be provided for a pianist if required and the examiner should be able to access all music and text within the portfolio. All music and text should be edited as required.

Candidates should provide their repertoire list on the set template to the examiner at the start of the examination.

Throughout candidates are expected to perform from memory and should not rely on any scripts/music.

## **Technique 1:     Singing Skills**

Candidates are required to present the following:

The portfolio should contain a minimum of 4 songs which contain the following:

- a) Golden Age Up Tempo
- b) Contemporary Ballad
- c) British Musical pre-1980
- d) Standard

1. A song from the above presented as a solo in an **audition setting**.

Length: Up to 2 minutes.

2. A contrasting song from the list, that is **staged**.

Length: Up to 2 minutes.

1 song chosen from the list by the candidate and performed as a solo.

## **Technique 2:     Acting/Voice Skills**

Candidates are required to present the following:

1. A monologue of candidate's choice, performed as a solo.

Length: Up to 2 minutes.

2. A group devised performance (or solo if only 1 candidate) that has been prepared by the teacher and/or candidates. The impetus should relate to a musical theatre work of own choosing.

Length: Up to 3 minutes.

### Technique 3: Dance/Movement Skills

Candidates are required to present the following:

1. A performance from **1** of the following pieces of set repertoire:

a) TBC

b) TBC

Can be performed as a solo, duet, trio or group, but all performers should have a clear sense of character throughout the duration of the performance.

Length: Up to 2 minutes

### Knowledge and Analysis

1. Candidates should be able to discuss the musicals/songs or monologues that they are presenting, with an understanding of the context and/or period of the works.
2. During the performance presentations the examiner will ask **3 questions** about the character/s they are playing. They should have an awareness of the given circumstances of the character.
3. Candidates will each be asked to define **3 terms** on the set list for this grade or any previous grade.

### Finale

Teachers should stage a prepared 'finale' for the candidates that incorporates a bow both individually and as a company. The music may be drawn from any musical theatre or film work.

Length: no longer than 45 seconds.

## **GRADE 6 (SOLO)**

3 candidates may be examined together.

Candidates should be able to execute the following:

- Introduce themselves to the examiner
- State the title of the piece and the musical it is from when prompted
- State the composer and lyricist for each song and the playwright/author for any text.
- Have an awareness of the narrative and period in which any of the selected pieces are set.

### **Notes about portfolios:**

At this stage candidates should be pulling together a portfolio of material and should continue to build their collection in subsequent grades. The portfolio should be organised and presented to the examiner at the start of the examination. Copies of music should also be provided for a pianist if required and the examiner should be able to access all music and text within the portfolio. All music and text should be edited as required.

Candidates should provide their repertoire list on the set template to the examiner at the start of the examination.

Throughout candidates are expected to perform from memory and should not rely on any scripts/music.

From Grade 6 onwards, the format of the exam could be interchangeable as directed by the examiner. For technical singing tasks, the examiner will invite candidates singly (as per an audition setting into the studio).

## **Technique 1:     Singing Skills**

The portfolio should contain a minimum of 5 songs and include the following:

- a) Character/Comedy
- b) Legit – any period
- c) Golden Age Ballad
- d) Disney

Candidates are required to present the following tasks, one of which must be a **Legit** song (candidates' choice):

1. A song from the above presented as a solo in an **audition setting**.

Length: Up to 3 minutes.

2. A contrasting song from the list, that is **staged**.

Length: Up to 3 minutes.

3. Any song of the candidate's choice from their portfolio (candidates choice of presentation – whether staged or in audition setting).

Length: Up to 3 minutes.



## **Technique 2: Acting/Voice Skills**

Candidates are required to present the following:

1. A monologue of candidate's choice written in the 21<sup>st</sup> Century.

Length: Up to 3 minutes.

2. 1 directed creative task set by the examiner to be performed as a group (or solo if only 1 candidate). The examiner will provide the stimulus and/or script as required.

Length: 5 minutes.

## **Technique 3: Dance/Movement Skills**

Candidates are required to present the following:

1. A performance from **1** of the following pieces of set repertoire:  
c) TBC  
d) TBC
2. A contrasting **Integrated Performance** chosen from a specific time-period of musical theatre. The chosen work should emphasise a **song that leads into a dance break**.

Either can be performed as a solo, duet or group, but all performers should have a clear sense of character throughout the duration of the performance.

Length: Up to 4 minutes.

## **Knowledge and Analysis**

1. Candidates should be able to discuss the musicals/songs or monologues that they are presenting, with an understanding of the context and/or period of the works.
2. Candidates should be able to identify their vocal type.

3. During the performance presentations the examiner will ask up to **3 questions** about the character/s they are playing. They should have an awareness of the given circumstances of the character.
4. Candidates will each be asked to define up to **4 terms** on the set list from any previous grade.

## **Finale**

Teachers should stage a prepared 'finale' for the candidates that incorporates a bow both individually and as a company. The music may be drawn from any musical theatre or film work.

Length: no longer than 45 seconds.

## **GRADE 7 (SOLO)**

3 candidates may be examined together

Candidates should be able to execute the following:

- Introduce themselves to the examiner
- State the title of the piece and the musical it is from when prompted
- State the composer and lyricist for each song and the playwright/author for any text.
- Have an awareness of the narrative and period in which any of the selected pieces are set.

### **Notes about portfolios:**

At this stage candidates should be pulling together a portfolio of material and should continue to build their collection in subsequent grades. The portfolio should be organised and presented to the examiner at the start of the examination. Copies of music should also be provided for a pianist if required and the examiner should be able to access all music and text within the portfolio. All music and text should be edited as required.

Candidates should provide their repertoire list on the set template to the examiner at the start of the examination.

Throughout candidates are expected to perform from memory and should not rely on any scripts/music.

From Grade 6 onwards, the format of the exam could be interchangeable as directed by the examiner. For technical singing tasks, the examiner will invite candidates singly (as per an audition setting).

## **Technique 1:     Singing Skills**

Candidates are required to present the following:

The portfolio should contain a minimum of 6 songs which include the following:

- a) Golden Age
- b) Jazz Age Up Tempo
- c) Contemporary Character Song
- d) Contemporary Ballad

Candidates are required to present the following tasks, one of which must be a **Contemporary Ballad** (candidates' choice):

1. A performance that has **dialogue leading into the song**
2. A contrasting song from the list, that is **staged**
3. **1 song** chosen by the examiner from the provided repertoire list

Length: Up to 4 minutes each.

## **Technique 2: Acting/Voice Skills**

Candidates are required to present the following:

1. A Monologue from a choice of:
  - a) Shakespeare
  - b) Roman
  - c) British Playwright from the 20<sup>th</sup> Century
  - d) Restoration

Length: Up to 3 minutes.

## **Technique 3: Dance/Movement Skills**

Candidates are required to present the following:

1. A performance from **1** of the following pieces of set repertoire:
  - a) **TBC**
  - b) **TBC**
2. A contrasting **Integrated Performance** that demonstrates a **song, leading into a dance break, that finishes with a song.**

Either can be performed as a solo, duet, trio or group, but all performers should have a clear sense of character throughout the duration of the performance.

Length: Up to 4 minutes.

## **Knowledge and Analysis**

1. Candidates should be able to discuss the musicals/songs or monologues that they are presenting, with an understanding of the context and character they are playing.
2. Candidates will be asked to present a short discussion about a chosen creative of their choice (Director, Choreographer, Composer, Lyricist, Librettist or Producer).

3. Candidates will be asked to reflect upon the work presented, the process and to identify goals for further development.

## **Conclusion**

There is no prepared bow for Grade 7 as students are being prepared for the audition process. The examiner will leave the reflection discussion until the end of the examination and will then thank the candidate/s before inviting them to leave the examination room.

## **GRADE 8 (SOLO)**

3 candidates may be examined together

Candidates should be able to execute the following:

- Introduce themselves to the examiner
- State the title of the piece and the musical it is from when prompted
- State the composer and lyricist for each song and the playwright/author for any text.
- Have an awareness of the narrative and period in which any of the selected pieces are set.

### **Notes about portfolios:**

At this stage candidates should be pulling together a portfolio of material and should continue to build their collection in subsequent grades. The portfolio should be organised and presented to the examiner at the start of the examination. Copies of music should also be provided for a pianist if required and the examiner should be able to access all music and text within the portfolio. All music and text should be edited as required.

Candidates should provide their repertoire list on the set template to the examiner at the start of the examination.

Throughout candidates are expected to perform from memory and should not rely on any scripts/music.

From Grade 6 onwards, the format of the exam could be interchangeable as directed by the examiner. For technical singing tasks, the examiner will invite candidates singly (as per an audition setting).

## Technique 1:     **Singing Skills**

Candidates are required to present the following:

The portfolio should contain a minimum of 8 songs which include the following:

- a) Current Musical
- b) Rock/Pop
- c) Golden Age Character Song
- d) British Musical post 1980

Candidates are required to present the following tasks, one of which must be a **Rock/Pop** (candidates' choice):

1. A song from the portfolio which has self-written dialogue that leads into the song.

This will be submitted as a self-tape and candidates should follow the filming guidelines provided.

Length: Up to 4 minutes.

2. A contrasting song from the list, that is either **staged or in an audition setting**, showing clear acting through song.
3. 1 song chosen by the examiner from the portfolio list.

Length: Up to 3 minutes each.

4. The examiner will work on directing a song with the candidate, which can be drawn from 1 of the performances above, or chosen from the portfolio.

Length: Up to 4 minutes.



## Technique 2: Acting/Voice Skills

Candidates are required to present the following:

1. A Monologue from a choice of:
  - a) Jacobean
  - b) Ancient Greek
  - c) Comedy Monologue
  - d) 21<sup>st</sup> Century

Length: Up to 3 minutes.

## Technique 3: Dance/Movement Skills

Candidates are required to present the following:

1. A performance chosen from the following set repertoire:
  - a) TBC
  - b) TBC
2. A self-devised **Integrated Performance** that is cohesive and integrates all elements of **singing, acting and dancing**.

Either can be performed as a solo, duet, trio or group, but all performers should be fully involved in the performances.

Length: Up to 4 minutes.

## Knowledge and Analysis

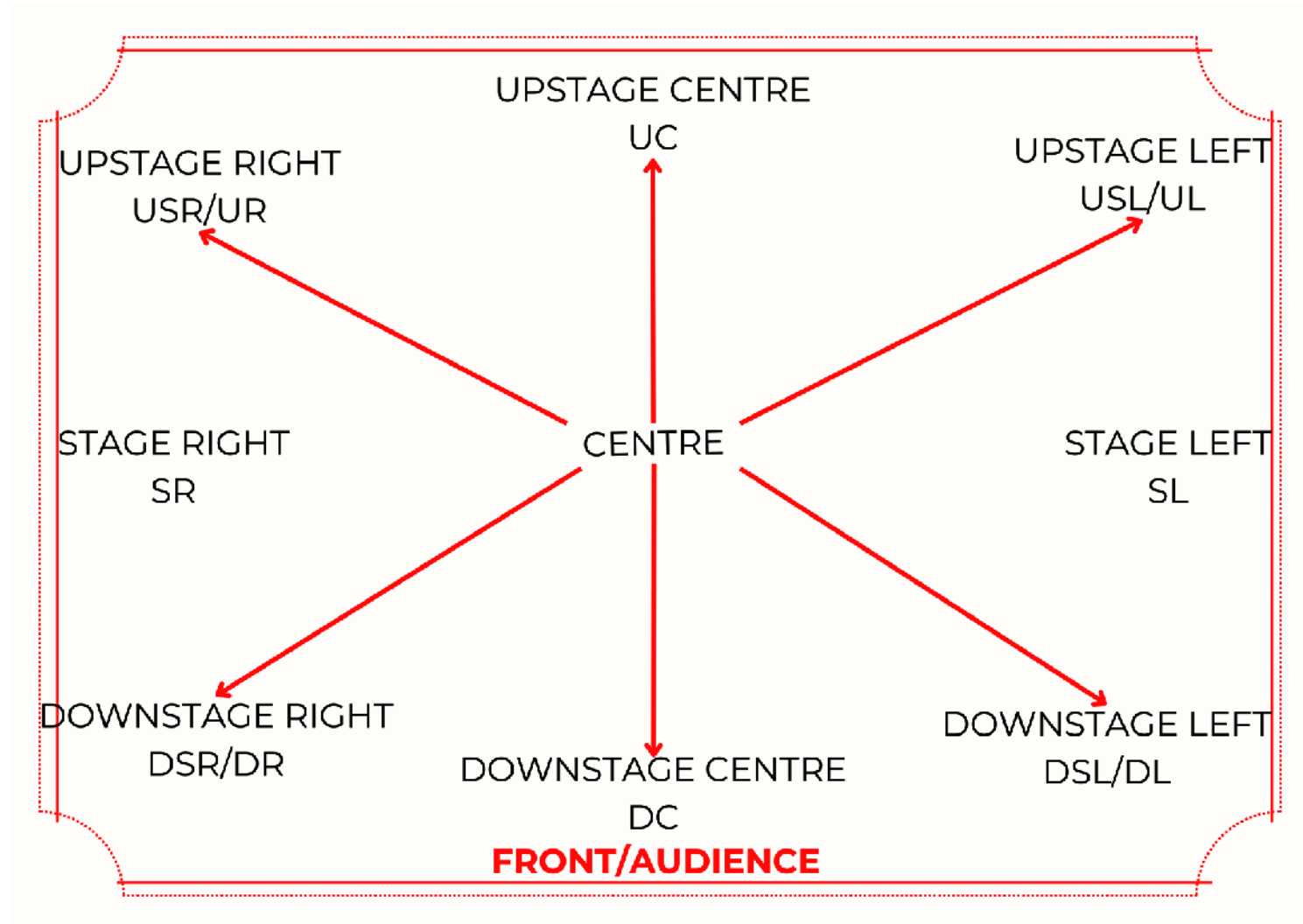
1. Candidates should be able to discuss the musicals/songs or monologues that they are presenting, with an understanding of the context and character they are playing.
2. Candidates will be asked to present a short discussion about an individually chosen topic about musical theatre.
3. Candidates will be asked to reflect upon the work presented, the process and to identify goals for further development.

4. Candidates will be invited to discuss their thoughts on their own castability including considerations around vocal qualities/attributes.

## **Conclusion**

There is no prepared bow for Grade 8 as students are being prepared for the audition process. The examiner will leave the reflection discussion until the end of the examination and will then thank the candidate/s before inviting them to leave the examination room.

### APPENDIX 3: STAGE CHART



Royal Academy of Dance  
188 York Road  
London  
SW11 3JZ

[info@rad.org.uk](mailto:info@rad.org.uk)  
+44 (0)20 7326 8000

Royal Academy of Dance is a charity registered in England and Wales No. 312826

ROYAL ACADEMY OF DANCE, RAD, RAD PRE-PRIMARY IN DANCE, RAD PRIMARY IN DANCE and SILVER SWANS are registered trademarks ® of the Royal Academy of Dance. RAD INTERMEDIATE FOUNDATION, RAD INTERMEDIATE, RAD ADVANCED FOUNDATION, RAD ADVANCED 1, RAD ADVANCED 2, RAD CLASS AWARD, RAD SOLO PERFORMANCE AWARD, DANCE TO YOUR OWN TUNE, CBTS and KARSAVINA SYLLABUS are unregistered trademarks™ of the Royal Academy of Dance. The use or misuse of the trademarks or any other content of this publication, without prior written permission from the Royal Academy of Dance is strictly prohibited.

