



Performance Awards

ENTRY LEVEL 1 - LEVEL 3

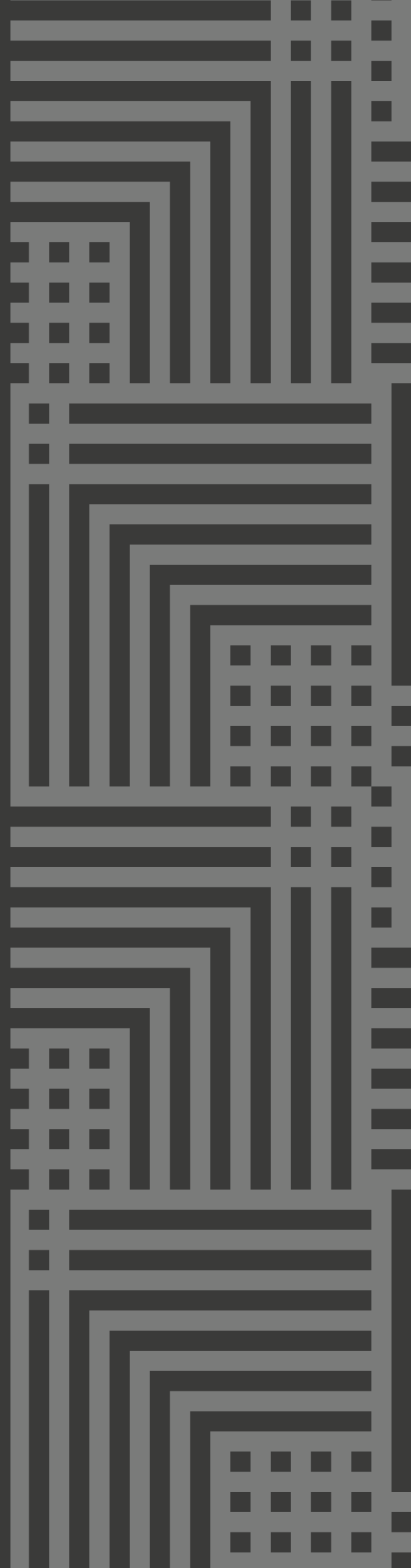
INDIVIDUAL CERTIFICATE

SOLO | DUO | TRIO



Awarding the
Contemporary Arts

LAST UPDATED: JAN 2025





Performance Awards (Individual)

(Unregulated)

Syllabus Specification

ENTRY LEVEL 1 - LEVEL 3



All supporting material can be downloaded from
www.rslawards.com

RSL Performance Awards in association with Solange Urdang OBE

Acknowledgements

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Information & Guidance

RSL's Performance Awards are designed to provide a supplementary opportunity for the development and appraisal of learners' performance skills either as an introduction to, or in addition to, RSL's graded examinations in performing arts and music.

The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabuses, examinations and resources.

Safeguarding *(including Health & Safety)*

RSL takes the Safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. An outline of these is provided on the website: www.rslawards.com/about-us/safeguarding

A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the assessment.

Period of Operation

This syllabus specification covers Performance Awards (Individual) from February 2025.

Group Sizes

No more than three candidates may be assessed at a time. For performances involving more than three candidates, please see the Performance Awards (Ensemble) syllabus.

Performance Durations

Performance durations are given in the qualification specifications in the following chapters. Performances must not exceed the stated maximum performance duration for the level. Performances that do not meet the minimum duration will not automatically be penalised so long as the material allows sufficient opportunity for all learners to demonstrate the assessment criteria.

Assessment Opportunities

Assessments are available as follows:

- > In centre; there are a minimum number of entries required to have an adjudicator visit your centre (this varies dependant on level). Please [contact us](#) to enquire.
- > Within an RSL competition. Please [contact us](#) to enquire.
- > Remote assessment through the submission of a filmed performance. For information and guidance please visit our website: www.rslawards.com

Identifying Learners

Learners performing in a duet or trio must be clearly identifiable. This may be done through entering their role or description of their costume(s) on the application form. For Music, learners can be identified by entering their instrument(s) on the application form.

For groups that include multiple performers on the same instrument (e.g. a vocal group, a group with two guitarists, a group with two backing singers), playing the same role or wearing the same costume, a recent photograph of the candidate must be provided at the point of registration. The purpose of the photograph is to enable the adjudicator to easily identify each individual and so it must capture a true likeness.

Repertoire

For assessment within an RSL competition, performances must meet the requirements for a specific competition category. For information and guidance please visit our website: www.rslawards.com

There are no restrictions on the type of material or the number of pieces performed. Performances can include existing repertoire, own compositions/choreography/writing and improvisations. The technical, performance and/or musical demands, and the level of communication required by the material, should broadly comply with the level descriptors (see the following chapter: Qualification Specifications), which give an indication of the appropriate level of demand. The performance should be carefully planned to ensure that there is suitable opportunity for each candidate who is being assessed to achieve each assessment criteria at the level they are entered at.

Uniform or Costume for Performance

A uniform or costume for the performance is not required but clothing should be appropriate to the discipline, style and genre. Candidates must present themselves appropriately for a performance and adhere to health and safety regulations.

Teachers must ensure the following:

- > Hair does not obscure the face
- > Dance wear (where applicable) is appropriate and allows examiners to see the body, line and form clearly
- > The choice of dance shoes (where applicable) is appropriate to the style
- > All jewellery is removed
- > Any costume or props used during the performance are carefully considered

Use of an Aide

Performers that require an aide in order to complete the performance (i.e., wheelchair users) will be assessed on the indicative content (see Qualification Specifications) that is applicable to the performance given, similarly to the application of the relevant indicative content to various disciplines, styles, and genres.

Use of Adaptive Instruments and Technology

Performers that require the use of adaptive instrument technology in order to complete the performance (e.g., MIDI controllers) will be assessed on the indicative content (see Qualification Specifications) that is applicable to the performance given, similarly to the application of the relevant indicative content to various disciplines, styles, and genres.

General Notes

On the day of the performance, the Principal/Centre Representative is required to meet with the adjudicator to discuss any absences or changes to the day. The adjudicator will take a register before every performance.

The nature of each performance will be unique to your school/centre, however, certain criteria must be met for candidates to be marked successfully. It is the teacher's responsibility to read the Learning Outcomes, Assessment Criteria and Marking Schemes for each grade.

Staff must not lead, direct or influence the candidates during any component of the performance, and the adjudicator reserves the right to stop the performance in such instances.

Candidates must be arranged into groups by the **teacher in advance of the performance day**. For advice regarding candidate grouping please contact RSL.

Qualifications at a Glance

Qualification	Indicative Guided Learning Hours	Practice Hours
Pre-Assessment Performance Award (Individual) (Entry Level 1)	15	0
Pre-Primary Performance Award (Individual) (Entry Level 2)	15	0
Primary Performance Award (Individual) (Entry Level 3)	15	0
Level 1 Performance Award (Individual)	20	10
Level 2 Performance Award (Individual)	30	20
Level 3 Performance Award (individual)	40	40

Assessment Summary

Assessment	
Form of Assessment	All performances are marked by external adjudicators. The assessment consists of a performance.
Bands of Attainment	There are four bands of attainment (Gold, Silver, Bronze and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external adjudicators is appointed, trained and standardised by RSL.

A. Qualification Summary

A.1 Aims and Broad Objectives

The aim of the Performance Award qualifications is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for performance.

The purpose of RSL's Performance Awards is to motivate and encourage candidates of all ages and levels through a system of progressive mastery to develop and enhance skills, knowledge and understanding in a safe and consistent way.

The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement.

These qualifications are suitable for learners in all age groups.

A.2 Progression

RSL's Performance Awards are designed to provide a supplementary opportunity for the development and appraisal of learners' performance skills either as an introduction to, or in addition to, RSL's graded examinations in performing arts and music.

A.3 Qualification Structure

RSL's Performance Awards consist of a live performance. There are no other components.

A.4 Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher levels will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for your Performance Awards please visit the RSL website at www.rslawards.com

B. Marking Information

B.1 Marking Methodology

The Performance Awards are marked as follows:

- > Technical Skills - 30 marks
- > Interpretation - 20 marks
- > Communication - 30 marks
- > Impact - 20 marks

B.2 Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.

C. Candidate Access and Registration

C.1 Access and Registration

The qualifications will:

- > be available to everyone who is capable of reaching the required standards
- > be free from any barriers that restrict access and progression
- > offer equal opportunities for all wishing to access the qualifications

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world.

C.2 Recommended Prior Learning

Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each level prior to entering for an assessment.

D. Complaints and Appeals

All procedural complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations, can be found on the RSL website www.rslawards.com

E. Equal Opportunities Policy

RSL's Equal Opportunities policy can be found on the RSL website www.rslawards.com

F. Contacts for Help & Support

All correspondence should be directed to:

RSL Awards
Harlequin House
7 High Street
Teddington
Middlesex
TW11 8EE

Or info@rslawards.com

Marking schemes and attainment bands

The performance is marked as follows:

TECHNICAL SKILLS	/30
INTERPRETATION	/20
COMMUNICATION	/30
IMPACT	/20
TOTAL:	out of 100

The attainment bands for the Performance Awards (Individual) are as follows:

Attainment Bands	
Unclassified	0–49%
Bronze	50–64%
Silver	65–84%
Gold	85% and above

Unit specifications

PRE-ASSESSMENT

Performance Duration

1 minute 30 seconds to 2 minutes, not including set up time and/or soundcheck.

Level Descriptor

The material performed should allow learners to begin to demonstrate some relevant skills, in terms of familiarising them with the context of a performance and the ability to learn and replicate simple actions.

There is no set repertoire and the selection of material should be guided by the learners' interests and abilities.

Learning Outcomes

Learners will be able to:

1. Participate in a performance

Assessment Criteria and Mark Schemes

AC1.1	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate elementary technical skills	No attempt or incomplete performance	Elementary technical skills are insecure or not evidenced	Elementary technical skills are demonstrated some of the time, or in general to an acceptable standard	Elementary technical skills are demonstrated most of the time, or in general to a good standard	Elementary technical skills are demonstrated throughout the performance, or in general to a high standard

AC1.2	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Demonstrate elementary execution of style	No attempt or incomplete performance	Elementary execution of style is insecure or not evidenced	Elementary execution of style is demonstrated some of the time, or in general to an acceptable standard	Elementary execution of style is demonstrated most of the time, or in general to a good standard	Elementary execution of style is demonstrated throughout the performance, or in general to a high standard

AC1.3	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate elementary communication skills	No attempt or incomplete performance	Elementary communication skills are insecure or not evidenced	Elementary communication skills are demonstrated some of the time, or in general to an acceptable standard	Elementary communication skills are demonstrated most of the time, or in general to a good standard	Elementary communication skills are demonstrated throughout the performance, or in general to a high standard

AC1.4	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Create impact through the performance	No attempt or incomplete performance	Impact of the performance is insecure or not evidenced	Impact is created through the performance some of the time, or in general to an acceptable standard	Impact is created through the performance most of the time, or in general to a good standard	Impact is created throughout the performance, or in general to a high standard

Indicative Content

Adjudicators will award a mark for each assessment criteria based on how consistently and successfully it is demonstrated across the performance as a whole. For each criteria, assessors will take into account the content listed below, as appropriate to the performance discipline, style and level, and award a 'best fit' mark (i.e., not all of the content listed will be applicable to every performance, and the content that is present won't necessarily be weighted with equal importance).

Acting		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	> Ability to replicate simple speech and physical actions
Interpretation	The execution of style	> Engagement with the material/performance > Enjoyment
Communication	How the performer/s communicate with the audience	> Awareness of the audience
Impact	The impact of the overall performance	> Consistency of overall performance

Dance		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	> Ability to replicate simple movements
Interpretation	The execution of style	> Engagement with the material/performance > Enjoyment
Communication	How the performer/s communicate with the audience	> Awareness of the audience
Impact	The impact of the overall performance	> Consistency of overall performance

Musical Theatre		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	> Ability to replicate simple speech, songs and/or physical actions
Interpretation	The execution of style	> Engagement with the material/performance > Enjoyment
Communication	How the performer/s communicate with the audience	> Awareness of the audience
Impact	The impact of the overall performance	> Consistency of overall performance

Music		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	> Ability to replicate simple musical material
Interpretation	The execution of style	> Engagement with the material/performance > Enjoyment
Communication	How the performer/s communicate with the audience	> Awareness of the audience
Impact	The impact of the overall performance	> Consistency of overall performance

PRE-PRIMARY**Performance Duration**

1 minutes 30 seconds to 2 minutes, not including set up time and/or soundcheck.

Level Descriptor

The material performed should allow learners to demonstrate some relevant skills, in terms of performing rehearsed and familiar material in the context of a performance.

There is no set repertoire and the selection of material should be guided by the learners' interests and abilities.

Learning Outcomes

Learners will be able to:

1. Participate in a performance

Assessment Criteria and Mark Schemes

AC1.1	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate elementary technical skills	No attempt or incomplete performance	Elementary technical skills are insecure or not evidenced	Elementary technical skills are demonstrated some of the time, or in general to an acceptable standard	Elementary technical skills are demonstrated most of the time, or in general to a good standard	Elementary technical skills are demonstrated throughout the performance, or in general to a high standard

AC1.2	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Demonstrate elementary execution of style	No attempt or incomplete performance	Elementary execution of style is insecure or not evidenced	Elementary execution of style is demonstrated some of the time, or in general to an acceptable standard	Elementary execution of style is demonstrated most of the time, or in general to a good standard	Elementary execution of style is demonstrated throughout the performance, or in general to a high standard

AC1.3	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate elementary communication skills	No attempt or incomplete performance	Elementary communication skills are insecure or not evidenced	Elementary communication skills are demonstrated some of the time, or in general to an acceptable standard	Elementary communication skills are demonstrated most of the time, or in general to a good standard	Elementary communication skills are demonstrated throughout the performance, or in general to a high standard

AC1.4	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Create impact through the performance	No attempt or incomplete performance	Impact of the performance is insecure or not evidenced	Impact is created through the performance some of the time, or in general to an acceptable standard	Impact is created through the performance most of the time, or in general to a good standard	Impact is created throughout the performance, or in general to a high standard

Indicative Content

Adjudicators will award a mark for each assessment criteria based on how consistently and successfully it is demonstrated across the performance as a whole. For each criteria, assessors will take into account the content listed below, as appropriate to the performance discipline, style and level, and award a 'best fit' mark (i.e., not all of the content listed will be applicable to every performance, and the content that is present won't necessarily be weighted with equal importance).

Acting		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Ability to perform simple, rehearsed material > Ability to use the voice and body in performance
Interpretation	The execution of style	<ul style="list-style-type: none"> > Engagement with the material/performance > Enjoyment > Awareness of the general emotion or style of the material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Awareness of the audience > Commitment
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance

Dance		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Ability to perform simple, rehearsed material > Ability to use the body in performance
Interpretation	The execution of style	<ul style="list-style-type: none"> > Engagement with the material/performance > Enjoyment > Awareness of the general emotion or style of the material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Awareness of the audience > Commitment
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance

Musical Theatre		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Ability to perform simple, rehearsed material > Ability to use the voice and body in performance
Interpretation	The execution of style	<ul style="list-style-type: none"> > Engagement with the material/performance > Enjoyment > Awareness of the general emotion or style of the material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Awareness of the audience > Commitment
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance

Music		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Ability to perform simple, rehearsed material > Ability to use simple musical skills in performance
Interpretation	The execution of style	<ul style="list-style-type: none"> > Engagement with the material/performance > Enjoyment > Awareness of the general emotion or style of the material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Awareness of the audience > Commitment
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance

PRIMARY**Performance Duration**

1 minutes 30 seconds to 2 minutes, not including set up time and/or soundcheck.

Level Descriptor

The material performed should allow learners to demonstrate some relevant skills, in terms of performing rehearsed and familiar material in the context of a structured performance.

There is no set repertoire and the selection of material should be guided by the learners' interests and abilities.

Learning Outcomes

Learners will be able to:

1. Participate in a performance

Assessment Criteria and Mark Schemes

AC1.1	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate elementary technical skills	No attempt or incomplete performance	Elementary technical skills are insecure or not evidenced	Elementary technical skills are demonstrated some of the time, or in general to an acceptable standard	Elementary technical skills are demonstrated most of the time, or in general to a good standard	Elementary technical skills are demonstrated throughout the performance, or in general to a high standard

AC1.2	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Demonstrate elementary execution of style	No attempt or incomplete performance	Elementary execution of style is insecure or not evidenced	Elementary execution of style is demonstrated some of the time, or in general to an acceptable standard	Elementary execution of style is demonstrated most of the time, or in general to a good standard	Elementary execution of style is demonstrated throughout the performance, or in general to a high standard

AC1.3	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate elementary communication skills	No attempt or incomplete performance	Elementary communication skills are insecure or not evidenced	Elementary communication skills are demonstrated some of the time, or in general to an acceptable standard	Elementary communication skills are demonstrated most of the time, or in general to a good standard	Elementary communication skills are demonstrated throughout the performance, or in general to a high standard

AC1.4	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Create impact through the performance	No attempt or incomplete performance	Impact of the performance is insecure or not evidenced	Impact is created through the performance some of the time, or in general to an acceptable standard	Impact is created through the performance most of the time, or in general to a good standard	Impact is created throughout the performance, or in general to a high standard

Indicative Content

Adjudicators will award a mark for each assessment criteria based on how consistently and successfully it is demonstrated across the performance as a whole. For each criteria, assessors will take into account the content listed below, as appropriate to the performance discipline, style and level, and award a 'best fit' mark (i.e., not all of the content listed will be applicable to every performance, and the content that is present won't necessarily be weighted with equal importance).

Acting		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Ability to perform simple, rehearsed material > Ability to use the voice and body in performance > Ability to convey a sense of character
Interpretation	The execution of style	<ul style="list-style-type: none"> > Engagement with the material/performance > Enjoyment > Awareness of the general emotion or style of the material > Understanding of performance material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Audience engagement > Commitment
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention

Dance		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Ability to perform simple, rehearsed material > Ability to use the body in performance > Use of space
Interpretation	The execution of style	<ul style="list-style-type: none"> > Engagement with the material/performance > Enjoyment > Awareness of the general emotion or style of the material > Understanding of performance material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Audience engagement > Commitment
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention

Musical Theatre		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Ability to perform simple, rehearsed material > Ability to use the voice and body in performance > Ability to convey a sense of character
Interpretation	The execution of style	<ul style="list-style-type: none"> > Engagement with the material/performance > Enjoyment > Awareness of the general emotion or style of the material > Understanding of performance material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Audience engagement > Commitment
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention

Music		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Ability to perform simple, rehearsed material > Ability to use simple musical skills in performance > Consistency of tempo
Interpretation	The execution of style	<ul style="list-style-type: none"> > Engagement with the material/performance > Enjoyment > Awareness of the general emotion or style of the material > Understanding of performance material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Audience engagement > Commitment
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention

LEVEL 1**Performance Duration**

2 to 4 minutes, not including set up time and/or soundcheck.

Level Descriptor

The technical and interpretative demands, and the level of communication required by the material, are basic, i.e., primarily consisting of straightforward and well-defined actions that form the building blocks of performance within the genre. The material performed should allow candidates to demonstrate basic techniques relevant to the discipline and style(s) performed, an awareness of the chosen performance style(s) and evidence of communication with the audience.

While there is no set repertoire, you may wish to refer to the technical skills in Grades 1 - 3 of the RSL STAGESCHOOL graded qualifications or the benchmarked arrangements of the performance pieces included in the RSL grade music exam books at Grades 1 to 3.

Learning Outcomes

Learners will be able to:

1. Apply relevant skills to a performance

Assessment Criteria and Mark Schemes

AC 1.1	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate basic technical skills	No attempt or incomplete performance	Basic technical skills are insecure or not evidenced	Basic technical skills are demonstrated some of the time, or in general to an acceptable standard	Basic technical skills are demonstrated most of the time, or in general to a good standard	Basic technical skills are demonstrated throughout the performance, or in general to a high standard

AC1.2	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Demonstrate basic knowledge and execution of stylistic conventions and techniques	No attempt or incomplete performance	Basic knowledge and execution of stylistic conventions and techniques are insecure or not evidenced	Basic knowledge and execution of stylistic conventions and techniques are demonstrated some of the time, or in general to an acceptable standard	Basic knowledge and execution of stylistic conventions and techniques are demonstrated most of the time, or in general to a good standard	Basic knowledge and execution of stylistic conventions and techniques are demonstrated throughout the performance, or in general to a high standard
AC1.3	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate basic communication skills	No attempt or incomplete performance	Basic communication skills are insecure or not evidenced	Basic communication skills are demonstrated some of the time, or in general to an acceptable standard	Basic communication skills are demonstrated most of the time, or in general to a good standard	Basic communication skills are demonstrated throughout the performance, or in general to a high standard
AC1.4	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Create impact through the performance	No attempt or incomplete performance	Impact of the performance is insecure or not evidenced	Impact is created through the performance some of the time, or in general to an acceptable standard	Impact is created through the performance most of the time, or in general to a good standard	Impact is created throughout the performance, or in general to a high standard

Indicative Content

Adjudicators will award a mark for each assessment criteria based on how consistently and successfully it is demonstrated across the performance as a whole. For each criteria, assessors will take into account the content listed below, as appropriate to the performance discipline, style and level, and award a 'best fit' mark (i.e., not all of the content listed will be applicable to every performance, and the content that is present won't necessarily be weighted with equal importance).

Acting		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Physical and vocal expression > Physical and vocal projection > Physical and vocal characterisation
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality

Dance		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of movement and timing > Use of space > Intention of movement > Physical control
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality

Musical Theatre		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of movement, pitch and timing > Physical and vocal expression > Physical and vocal projection > Physical and vocal characterisation
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality

Music		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of pitch and intonation > Consistency of tempo > Command of instrument
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Expression > Phrasing and dynamics
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality

LEVEL 2**Performance Duration**

2 minutes 30 seconds to 5 minutes 30 seconds, not including set up time and/or soundcheck.

Level Descriptor

The technical and interpretative demands, and the level of communication required by the material, are well-developed, i.e., allowing candidates to demonstrate relevant and well-defined actions that have been carefully worked out and developed for performance. The material performed should allow candidates to demonstrate effective techniques and understanding of the key elements of the discipline and style(s) performed. Candidates should be able to communicate effectively with the audience.

While there is no set repertoire, you may wish to refer to the technical skills in Grades 4 - 5 of the RSL STAGESCHOOL graded qualifications or the benchmarked arrangements of the performance pieces included in the RSL grade music exam books at Grades 4 to 5.

Learning Outcomes

Learners will be able to:

1. Apply relevant skills to a performance

Assessment Criteria and Mark Schemes

AC1.1	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate well-developed technical skills	No attempt or incomplete performance	Well-developed technical skills are insecure or not evidenced	Well-developed technical skills are demonstrated some of the time, or in general to an acceptable standard	Well-developed technical skills are demonstrated most of the time, or in general to a good standard	Well-developed technical skills are demonstrated throughout the performance, or in general to a high standard

AC1.2	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Demonstrate well-developed knowledge and execution of stylistic conventions and techniques	No attempt or incomplete performance	Well-developed knowledge and execution of stylistic conventions and techniques are insecure or not evidenced	Well-developed knowledge and execution of stylistic conventions and techniques are demonstrated some of the time, or in general to an acceptable standard	Well-developed knowledge and execution of stylistic conventions and techniques are demonstrated most of the time, or in general to a good standard	Well-developed knowledge and execution of stylistic conventions and techniques are demonstrated throughout the performance, or in general to a high standard

AC1.3	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate well-developed communication skills	No attempt or incomplete performance	Well-developed communication skills are insecure or not evidenced	Well-developed communication skills are demonstrated some of the time, or in general to an acceptable standard	Well-developed communication skills are demonstrated most of the time, or in general to a good standard	Well-developed communication skills are demonstrated throughout the performance, or in general to a high standard

AC1.4	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Create impact through the performance	No attempt or incomplete performance	Impact of the performance is insecure or not evidenced	Impact is created through the performance some of the time, or in general to an acceptable standard	Impact is created through the performance most of the time, or in general to a good standard	Impact is created throughout the performance, or in general to a high standard

Indicative Content

Adjudicators will award a mark for each assessment criteria based on how consistently and successfully it is demonstrated across the performance as a whole. For each criteria, assessors will take into account the content listed below, as appropriate to the performance discipline, style and level, and award a 'best fit' mark (i.e., not all of the content listed will be applicable to every performance, and the content that is present won't necessarily be weighted with equal importance).

Acting		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Physical and vocal expression > Physical and vocal projection > Physical and vocal characterisation > Clarity of relationships > Fluency
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material > Dynamics
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement > Communication of narrative > Communication with others within the performance
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality > Memorability

Dance		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of movement, timing, alignment and weight placement > Use of space > Intention of movement > Physical control > Fluency of movement
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material > Dynamics
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement > Communication of narrative > Communication with others within the performance
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality > Memorability

Musical Theatre		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of movement, pitch and timing > Physical and vocal expression > Physical and vocal projection > Physical and vocal characterisation > Use of space > Fluency
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material > Dynamics
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement > Communication of narrative > Communication with others within the performance
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality > Memorability

Music		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of pitch and intonation > Consistency of tempo > Command of instrument > Quality of sound and projection > Fluency
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Expression > Phrasing and dynamics > Articulation > Sensitivity to rhythmic feel/character
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement > Communication of narrative > Communication with others within the performance
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality > Memorability

LEVEL 3**Performance Duration**

3 minutes to 6 minutes, not including set up time and/or soundcheck.

Level Descriptor

The technical and interpretative demands, and the level of communication required by the material, are refined, i.e., allowing candidates to demonstrate actions that have required careful and extensive development; actions that while well-defined, may be complex and non-routine. The material performed should allow candidates to demonstrate a range of refined techniques and a fluency in performing in particular styles. Candidates should be able to communicate well-defined ideas..

While there is no set repertoire, you may wish to refer to the technical skills in Grades 6 - 8 of the RSL STAGESCHOOL graded qualifications or the benchmarked arrangements of the performance pieces included in the RSL grade music exam books at Grades 6 to 8.

Learning Outcomes

Learners will be able to:

1. Apply relevant skills to a performance

Assessment Criteria and Mark Schemes

AC1.1	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate refined technical skills	No attempt or incomplete performance	Refined technical skills are insecure or not evidenced	Refined technical skills are demonstrated some of the time, or in general to an acceptable standard	Refined technical skills are demonstrated most of the time, or in general to a good standard	Refined technical skills are demonstrated throughout the performance, or in general to a high standard

AC1.2	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Demonstrate refined knowledge and execution of stylistic conventions and techniques	No attempt or incomplete performance	Refined knowledge and execution of stylistic conventions and techniques are insecure or not evidenced	Refined knowledge and execution of stylistic conventions and techniques are demonstrated some of the time, or in general to an acceptable standard	Refined knowledge and execution of stylistic conventions and techniques are demonstrated most of the time, or in general to a good standard	Refined knowledge and execution of stylistic conventions and techniques are demonstrated throughout the performance, or in general to a high standard

AC1.3	Mark Scheme				
	0 marks	10 - 14 marks	15 - 19 marks	20 - 25 marks	26 - 30 marks
Demonstrate refined communication skills	No attempt or incomplete performance	Refined communication skills are insecure or not evidenced	Refined communication skills are demonstrated some of the time, or in general to an acceptable standard	Refined communication skills are demonstrated most of the time, or in general to a good standard	Refined communication skills are demonstrated throughout the performance, or in general to a high standard

AC1.4	Mark Scheme				
	0 marks	5 - 9 marks	10 - 12 marks	13 - 16 marks	17 - 20 marks
Create impact through the performance	No attempt or incomplete performance	Impact of the performance is insecure or not evidenced	Impact is created through the performance some of the time, or in general to an acceptable standard	Impact is created through the performance most of the time, or in general to a good standard	Impact is created throughout the performance, or in general to a high standard

Indicative Content

Adjudicators will award a mark for each assessment criteria based on how consistently and successfully it is demonstrated across the performance as a whole. For each criteria, assessors will take into account the content listed below, as appropriate to the performance discipline, style and level, and award a 'best fit' mark (i.e., not all of the content listed will be applicable to every performance, and the content that is present won't necessarily be weighted with equal importance).

Acting		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Physical and vocal expression > Physical and vocal projection > Physical and vocal characterisation > Clarity of relationships > Fluency > Ability to create an imagined world > Embodiment of the character
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material > Dynamics > Authenticity of interpretation
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement > Communication of narrative > Communication with others within the performance
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality > Memorability > Attention to detail

Dance		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of movement, timing, alignment and weight placement > Use of space > Intention of movement > Physical control > Fluency of movement > Ability to create an imagined world > Embodiment of the character
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material > Dynamics > Authenticity of interpretation
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement > Communication of narrative > Communication with others within the performance
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality > Memorability > Attention to detail

Musical Theatre		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of movement, pitch and timing > Physical and vocal expression > Physical and vocal projection > Physical and vocal characterisation > Use of space > Fluency > Ability to create an imagined world > Embodiment of the character
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Application of genre/style specific techniques > Understanding of performance material > Dynamics > Authenticity of interpretation
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement > Communication of narrative > Communication with others within the performance
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality > Memorability > Attention to detail

Music		
Assessment Criteria	Definition	Indicative Content
Technical skills	The discipline specific technical skills demonstrated	<ul style="list-style-type: none"> > Accuracy of pitch and intonation > Consistency of tempo > Command of instrument > Quality of sound and projection > Fluency > Flexibility of sound > Versatility
Interpretation	The knowledge and execution of stylistic conventions and techniques demonstrated	<ul style="list-style-type: none"> > Stylistic awareness > Expression > Phrasing and dynamics > Articulation > Sensitivity to rhythmic feel/character > Authenticity of interpretation
Communication	How the performer/s communicate with the audience	<ul style="list-style-type: none"> > Engagement with the performance material > Commitment > Stage presence > Audience engagement > Communication of narrative > Communication with others within the performance
Impact	The impact of the overall performance	<ul style="list-style-type: none"> > Consistency of overall performance > Clarity of intention > Emotive quality > Memorability > Attention to detail

Revision History