MUSICAL THEATRE SYLLABUS

Musical Theatre Centre Guidance

Premiere to Grade 8

01 Introduction

This guide provides practical support for centres delivering STAGESCHOOL Musical Theatre qualifications. It should be read alongside the syllabus specification and used to support learner preparation, assessment planning and examination delivery.

02 Choosing the Right Grade

When selecting a grade, centres should consider:

- The learner's current acting, singing and dance/movement skills.
- Previous performance experience.
- Confidence and maturity.
- The published learning outcomes and assessment criteria for the grade.

There are no formal entry requirements, although centres should ensure learners are ready to meet the expectations of the level entered.

03 Group and Show Exam Formats

Centres may enter candidates through either a Group Exam or Show Exam format. Before entering learners, centres should:

- Select the most appropriate format for the size and experience of the group.
- Ensure performance durations meet the requirements of the grade entered.
- Ensure every learner can be clearly identified and assessed individually.
- Refer to the syllabus for group size and format requirements.

04 Repertoire Selection

There is no prescribed repertoire. Centres may choose:

- Published musical theatre material.
- Original work.
- Centre-devised performances.
- Concert or revue-style performances.
- Adapted extracts from larger productions.

Material should be age-appropriate and provide learners with sufficient opportunity to demonstrate the assessment criteria for the grade entered.

05 Preparing Learners

Learners should be familiar with:

- Examination requirements.
- Assessment criteria.
- Grading criteria.
- Technical Skills Demonstration requirements.
- Understanding and Reflection questions.

Centres should ensure learners understand that all examination components contribute to the overall result and should be prepared to an equally high standard.

06 Performance Assessment

All candidates are assessed individually within the group performance. Centres should ensure that:

- Every learner has an identifiable contribution.
- Learners remain actively involved throughout the performance.
- Performance duration requirements are met.
- Candidates perform from memory where required.
- Candidate numbers are clearly visible where required.

Assessment is based on the evidence demonstrated by each individual learner and not on the overall standard of the group performance.

07 Technical Skills Demonstration

The Technical Skills Demonstration assesses individual technical and performance skills. Centres should:

- Follow the requirements published for the relevant grade.
- Select suitable material that allows learners to demonstrate the assessment criteria.
- Ensure learners understand the expectations for their chosen discipline(s).
- Provide opportunities to develop both technical control and performance communication.

For Grades 6-8, candidates must prepare two technical components in accordance with the syllabus requirements.

08 Understanding and Reflection

This component allows learners to discuss their rehearsal and performance experience. Responses should:

- Be given in the learner's own words.
- Refer to their own work and experiences.
- Include examples where appropriate.
- Demonstrate understanding relevant to the grade being assessed.

09 Examination Day Requirements

Centres are responsible for:

- Providing a suitable performance and assessment environment.
- Organising candidates and equipment.
- Ensuring safeguarding and health and safety requirements are met.
- Ensuring candidate identification requirements are followed.
- Providing a designated chaperone throughout the assessment.

For Grades 6-8, candidates should be prepared to present photographic identification where required. Staff must not coach, direct or assist candidates during assessment, except where prompting is specifically permitted at Premiere level.

10 Chaperones and Safeguarding

A designated chaperone must be present throughout all assessment components. The chaperone:

- Must be appointed by the centre.
- Is responsible for candidate welfare.
- Must not prompt, coach or assist candidates.
- Must remain present throughout the assessment.

11 Recorded Digital Examinations (RDE)

For Recorded Digital Examinations, centres must ensure that:

- All assessment components are completed during the same examination session and on the same day.
- Recordings are continuous and unedited.
- Candidates remain clearly visible and audible throughout.
- Recording quality is sufficient for assessment.
- Candidate identification requirements are met.
- No coaching, feedback or direction is provided once the examination session has started.
- Evidence is submitted in line with STAGESCHOOL's published procedures.

Centres should review all recordings before submission to ensure sufficient evidence has been captured for every learner.

12 Reasonable Adjustments and Special Consideration

Where a learner requires a reasonable adjustment or special consideration, centres should contact STAGESCHOOL before the assessment whenever possible. Early notification helps ensure appropriate arrangements can be considered and implemented.

Key Reminder for Centres

The most successful examinations are those where learners understand the assessment requirements, are thoroughly prepared and are given appropriate opportunities to demonstrate their skills with confidence. Centres should always use the syllabus specification as the primary source of information and refer to the published assessment criteria when preparing learners for assessment.