

IRISH
of BOARD
SPEECH
& DRAMA

SYLLABUS
2010-2013



www.irishboard.ie



Irish Board of
Speech & Drama

Inspiring confidence & imagination



INTRODUCTION

The Irish Board of Speech and Drama is pleased to present its new three-year examination syllabus containing the requirements for Irish Board examinations until September 2013.

This booklet also contains our examination regulations and helpful information about

- speech, drama and communications
- how our exams work
- how we assess candidates

You will find our fees, advice, news, downloads (including entry forms) and further information on our accessible and user-friendly website: **www.irishboard.ie**

Our publications can now be found at a new dedicated website: **www.dramabooks.ie**

The Irish Board of Speech and Drama is the fastest-growing, friendliest, most approachable, and most flexible speech, drama and communication examining body in Ireland. Our professional approach to exams, our encouraging and experienced examiners and our accessible and modern syllabus (catering for all age groups from age 4) have made us a firm favourite with speech, drama and communications teachers throughout Ireland.

Irish Board examinations are easy to organise. You and your students can choose your poems, prose and drama pieces. You can choose an examination date, time and location which suit you.

If you have never held speech and drama exams before, or if you aren't sure about how to go about it, just ring us, and we'll help you through the process. If you want, we can visit you and discuss the process.

We very much look forward to examining your candidates throughout the coming years.

David Meredith

Director



Irish Board of
Speech & Drama

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Publications

The Irish Board of Speech and Drama's large collection of publications are now available to browse and order through a dedicated website: dramabooks.ie

The Irish Board of Speech and Drama was established in 1965 as the Dún Laoghaire Academy of Speech and Drama, becoming the Irish Board of Speech and Drama in 1985. It is administered by a Central Council.



The image features a stylized title 'THE PRELIMINARIES' in a white, jagged, geometric font. The text is set against a blue background with a dark blue shadow cast to the left. The shadow is a solid dark blue shape that starts from the top left and extends towards the text, creating a sense of depth and movement. The overall aesthetic is modern and graphic.

THE
PRELIMINARIES

Why do Speech and Drama?

Speech, drama and communication activities contribute to the personal, social, intellectual and creative development of children, young people and adults, by providing a structured framework for creative expression, giving technical support and guidance for improved skills in communication and opening up avenues for the appreciation of drama, literature and poetry.

Speech, drama and communication activities such as drama games, exercises in movement and mime, verse and prose speaking, improvisation and creative drama, public speaking, and participating in scripted drama help to develop critical skills such as:

- working co-operatively with others
- the ability to use clear diction and vocal projection
- non-verbal communication
- listening, speaking, concentrating and observing
- creative and imaginative thinking
- enhancing self-expression, self-confidence and self-esteem
- using movement and gesture to communicate emotion, character and context
- creating and sustaining fictional roles
- interacting with others in a fictional setting
- presentation and public speaking
- improvisation and role-playing
- reflecting on and appreciating literature and drama

Irish Board of Speech and Drama examinations provide:

- an objective assessment of the attainment of skills and experience, measured against established criteria
- an independent and professional evaluation of progress
- positive critical feedback and guidance for future development
- an opportunity to develop self-confidence and self-esteem in a safe environment
- certification of achievement

How Irish Board Examinations Work

- 1 You prepare your students in accordance with the syllabus/ grades of your choice (we can give you guidance on age groups and suitable pieces, if you want).
- 2 Send your entry form and fees to the Irish Board **at least** a month before the date on which you would like the examination to take place (please give us a few options).
- 3 We will send you confirmation of the date of the examination together with the name of the Irish Board examiner.
- 4 On the day, our examiner will give you a blank report sheet for each candidate and talk/ improvisation topics, if necessary.
- 5 You give the examiner a list of the names of those to be examined, with the examination categories and levels/ grades clearly indicated.
- 6 Each candidate will bring his/her report sheet into the examination room and hand it to the examiner.
- 7 The examiner will hear the candidate's pieces, write up his/her report sheet and award a mark.
- 8 When all the candidates have been examined, the examiner will give you the written up report sheets, and a medal for the candidate receiving the highest mark.
- 9 Within a reasonable period of time (usually within a month), we will send you an Irish Board Certificate for each candidate who received 70% or more in their examination. We will also send you Acting Medals for each candidate in the Acting Performance and Musical Theatre solo and duologue examinations achieving 85% or more, and proficiency medals, where awarded.

What our Examiners Require on the Day of the Examination

- 1 A suitable room in which the examination can take place. The room should be bright, warm, in a quiet part of the building, and have sufficient space for candidates to perform their pieces.
- 2 A suitable table and chair for the examiner.
- 3 A list of candidates and their grades.
- 4 For junior candidates, where poems are short, a copy of each of the poems, so that the examiner may ask appropriate questions.
- 5 Water and a glass.
- 6 An occasional offer of tea/ coffee, and perhaps some biscuits.
- 7 A light lunch (a roll or sandwich/ tea or coffee) if the examination is to last into the afternoon.
- 8 Well-prepared candidates!
- 9 Report sheets to be handed to them by the candidates in good condition.

How Irish Board Examiners Assess Candidates

This is intended as a general guide for teachers on the Irish Board's examining criteria. Of course, our examiners will take into account a number of factors when examining in a particular centre, such as the age of the candidate, the level at which he/she is being examined, whether the centre is a primary/ post-primary school or a speech and drama school, and so on. Consistent with our values as an examining board, our emphasis is on a candidate's ability to speak in such a way as to be understood, and to convey to a listener that he/she understands the poem, prose selection and/ or drama piece.

Entrance and Introduction

Candidates should be reminded that the examination begins as soon as the candidate enters the examination room. We would like to see the candidate enter the room purposefully, close the door, greet the examiner appropriately ('Good Morning or Good Afternoon') and hand his/ her report sheet to the examiner.

Poetry in General

We would like the candidate to show that he/she:

- ☞ is able to speak with clearly defined sounds at a volume which is appropriate for the surroundings
- ☞ displays an understanding of what the poet intended
- ☞ can make meaningful and expressive use of the language and structure of the poem
- ☞ can convey the meaning and mood of the poem with a variety of pace, tone and rhythm
- ☞ does not cause any distraction with the use of his/her body.

Narrative Poetry

We would like the candidate to show that he/she:

- ☞ is able to speak with clearly defined sounds at a volume which is appropriate for the surroundings
- ☞ understands what the poet intended, and conveys the shape and progression of the story
- ☞ is able to make meaningful and expressive use of the language and structure of the poem
- ☞ can convey the mood of the poem with a variety of pace, tone and rhythm
- ☞ does not cause any distraction with the use of his/her body.

Lyric Poetry

We would like the candidate to show that he/she:

- ☞ is able to speak with clearly defined sounds at a volume which is appropriate for the surroundings
- ☞ understands what the poet intended, and identifies with the poet's emotions
- ☞ can make meaningful and expressive use of the language and structure of the poem
- ☞ can convey the meaning and mood of the poem with a variety of pace, tone and rhythm
- ☞ does not cause any distraction with the use of his/her body.

Choral Verse Speaking

We would like the group to show that they:

- ☞ are able to share responsibility for their performance
- ☞ can communicate clearly as a group
- ☞ understand the meaning of the poem or prose selection chosen
- ☞ can convey that understanding to the examiner by engaging imaginatively with the text.

Action Poems

We would like the group to show that they:

- ☞ are able to share responsibility for their performance
- ☞ can communicate clearly as a group
- ☞ understand the meaning of the poem chosen
- ☞ can convey that understanding to the examiner through appropriate expression and movement.

Drama

We would like each candidate to show that he/she:

- ☞ understands the character being portrayed and the scenario described by the play
- ☞ conveys and sustains this character convincingly through voice, speech and movement
- ☞ can speak clearly
- ☞ uses his/ her voice, body and space in appropriate and varied ways
- ☞ projects and shapes his/her performance for the benefit of the audience.

Mime

We would like each candidate to show that he/she:

- ☞ understands the nature of mime
- ☞ can create a mime which reflects the given story, character or theme
- ☞ has good control over body movement, facial expression and gesture
- ☞ is able to convey texture, shape and weight
- ☞ projects and shapes his/her performance for the benefit of the audience.

Movement to Music

We would like each candidate to show that he/she:

- ☞ can interpret music with bodily movement and facial expression
- ☞ has the ability to use his/ her body and space in appropriate and varied ways
- ☞ can construct and shape a performance for the benefit of the audience.

Musical Theatre

We would like each candidate to show that he/she (alone, in a duo or in a group):

- ☞ engages effectively with the piece being performed
- ☞ understands the character being portrayed and the scenario and mood described by the selection
- ☞ conveys and sustains this character convincingly through voice, speech and movement
- ☞ can speak/ sing clearly with appropriate melody and rhythm
- ☞ demonstrates skills in singing, acting and choreographed movement
- ☞ uses the performance space in appropriate and varied ways
- ☞ projects and shapes his/her performance for the benefit of the audience.

Improvisation

We would like each candidate to show that he/she:

- ☞ can develop a theme relevantly, creatively and dramatically from his/her own imagination
- ☞ is able to sustain the theme and character for a given period of time
- ☞ pays attention to the details of the created scenario.

Prose

We would like each candidate to show that he/she:

- ☞ is able to speak with clearly defined sounds at a volume which is appropriate for the surroundings
- ☞ understands and conveys what the writer of the piece intended
- ☞ is able to speak fluently, purposefully and expressively
- ☞ where appropriate, can give characters in the story clear vocal identities
- ☞ can convey the meaning and mood of the extract with a variety of pace, tone and rhythm.

Irish Board of Speech and Drama Examination Regulations

- 1 Applications for examinations are accepted on the condition that candidates will be examined in accordance with the requirements of the current syllabus.
- 2 All entries must be made on the official entry form. Each entry form must be accompanied by the correct entry fee. Forms and fees must reach the Irish Board of Speech and Drama at least one month before the proposed date of the examination. The Irish Board reserves the right to refuse entries which do not comply with these conditions.
- 3 The person submitting the entry form must sign and date it. This will be understood to be an agreement to abide by the regulations of the Irish Board.
- 4 The minimum fee for the recognition of an examination centre is €350. By agreement and arrangement, an examination centre may comprise more than one physical location.
- 5 Examination fees will not be refunded.
- 6 A candidate who has been entered for an examination in one centre may not be examined in a different centre.
- 7 A list of candidates' names with the type and grade of their examinations must be given to the examiner prior to the start of the examination.
- 8 Each candidate is responsible for the supply of all equipment, props, costumes and so on required for his/ her examination.
- 9 70% will be required to pass any examination; 75% - 79% will be awarded a Merit; 80% - 84% will be awarded Honours; 85% - 89% will be awarded First Class Honours; 90% - 100% will be awarded a Distinction. The pass mark for all Diploma examinations is 75%.
- 10 A certificate will be awarded to each candidate achieving a pass mark or over in an examination.
- 11 One medal will be awarded in each examination centre as defined in Regulation 4, above, save for the exceptions below.
- 12 In the Acting Performance and Musical Theatre examinations, a certificate will be awarded to each candidate achieving 70% or over. Each candidate in the Acting Performance and Musical Theatre solo and duologue examinations achieving a mark of 85% or above will receive a certificate and an Irish Board Acting Medal.
- 13 In the Grade Proficiency, Public Speaking Proficiency and Acting Proficiency examinations, a medal will be awarded to each candidate achieving a mark of 85% or above.
- 14 The Irish Board of Speech and Drama welcomes candidates with special needs. Candidates requiring special provision, for example, sight reading in a large format or on a coloured background must notify the Irish Board at the time of entry.

IRISH BOARD OF
SPEECH & drama
EXAMINATIONS

Acting Performance Examinations

The purpose of the Acting Performance Examinations is to provide an opportunity for candidates, either on their own (solo) or with a colleague (duologue), to display what they have learned in drama class, in a secure, encouraging and non-competitive atmosphere.

Please refer to the section 'How Irish Board Examiners Assess Candidates' (pages 8-10) for some detailed guidelines on the criteria used by the Irish Board during the examinations. In general, however, our examiners will be assessing each candidate's ability to create a character in a dramatic context, and to convey the character and story of the selection in a convincing manner to an audience, using voice, movement, gesture and space. Pace variation and appropriate modulation should be used. Each candidate should choose a piece or pieces which are appropriate for his/her age. Simple costumes are permitted, as are simple props.

It is important in an acting performance examination for candidates to show that they can MOVE and GESTURE appropriately. A failure to do this may result in a significant reduction in marks awarded, so we advise teachers and candidates to choose pieces in which all of the skills of acting may be displayed.

For unprepared improvisations, each candidate will be given a list of topics by the examiner in the examination room during the examination. The candidate(s) will be given approximately one minute to prepare the improvisation.

In the Acting Performance Examinations, 70% will be required for a pass. All candidates achieving 70% or over will receive a Certificate. Candidates who receive 85% or more will receive a certificate and an Irish Board of Speech and Drama Acting Medal.

Entry Forms are available from the Irish Board's office or may be downloaded from www.irishboard.ie

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SOLOS AND DUOLOGUES

JUNIOR ACTING PERFORMANCE EXAMINATIONS

Junior One *Suggested ages: 6 - 8 years*

- 1 Introduce and perform a two minute dramatic selection
- 2 Introduce and perform a one minute occupational mime

Junior Two *Suggested ages: 8 - 9 years*

- 1 Introduce and perform a two minute dramatic selection
- 2 Introduce and perform a one minute story mime

Junior Three *Suggested ages: 9 - 10 years*

- 1 Introduce and perform a two minute dramatic selection
- 2 Introduce and perform a one minute character mime

Junior Four *Suggested ages: 10 - 12 years*

- 1 Introduce and perform a two minute dramatic selection
- 2 Introduce and perform a one minute abstract mime

INTERMEDIATE ACTING PERFORMANCE EXAMINATIONS

Intermediate One *Suggested ages: 10 - 12 years*

- 1 Introduce and perform a three minute dramatic selection from any period
- 2 Introduce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*

Intermediate Two *Suggested ages: 12 - 14 years*

- 1 Introduce and perform a three minute dramatic selection written after 1900
- 2 Introduce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*

Intermediate Three *Suggested ages: 14 - 16 years*

- 1 Introduce and perform a three minute dramatic selection written by or adapted from the work of an Irish author/ playwright
- 2 Introduce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*

Intermediate Four *Suggested ages: 15 - 17 years*

- 1 Introduce and perform a three minute dramatic selection written before 1900
- 2 Introduce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*

SENIOR ACTING PERFORMANCE EXAMINATIONS

Senior One *Ages 15 and over*

- 1 Introduce and perform a three minute dramatic selection taken/adapted from a play of literary merit
- 2 Introduce and perform a short prepared story mime OR Introduce and perform a piece of movement to music, choreographed by the candidate(s)
- 3 Introduce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*
- 4 Discuss with the examiner how you prepared for your performance of your selected pieces
- 5 Carry out simple stage directions

Senior Two *Ages 16 and over*

- 1 Introduce and perform a three minute dramatic selection taken/adapted from a play of literary merit
- 2 Introduce and perform a short prepared abstract mime OR Introduce and perform a piece of movement to music, choreographed by the candidate(s)
- 3 Introduce and perform a one minute unprepared improvisation *[a choice of subjects will be provided by the examiner in the examination room]*
- 4 Discuss with the examiner how you prepared for your performance of your selected pieces
- 5 Explain the techniques of period movement in acting

Acting Proficiency Examination

The candidate must be at least 16 years of age and have been studying speech and drama for at least 3 years. A letter from a recognised teacher of Speech and Drama to this effect will be required.

- 1 Introduce and perform a three minute drama selection taken or adapted from a play of literary merit
- 2 Speak a Shakespearean sonnet, OR
Introduce and perform approximately 16 lines from any play by Shakespeare, in dramatic form
- 3 Introduce and perform a short own choice mime OR
A short piece of movement to music, choreographed by the candidate
- 4 Introduce and perform a three minute dramatic selection, in a contrasting style from requirement 1 above. (This piece may take the form of a duologue to be presented with another candidate for the Acting Proficiency Certificate examination)
- 5 Submit a written portfolio containing the following:
 - a notes on the character chosen in requirement 1 of the examination
 - b an explanation of how the candidate studied his/her dramatic selections
 - c an explanation of how the use of pitch, pace, inflection and pause enhances a dramatic performance

The candidate will be expected to attain a high standard of performance in order to pass this examination. 70% will be required for a pass. A successful candidate will be awarded the Acting Proficiency Certificate from the Irish Board of Speech and Drama. Those obtaining 85% and over will also receive the special Irish Board Silver Acting Medal.

Choral Verse Speaking Examinations

Choral Verse Speaking provides the opportunity for a group of speakers to perform a selected piece co-operatively.

The purpose of Choral Verse Speaking is the effective communication of the selection using appropriate technical and interpretive skills. Choral Verse Speaking offers great scope for young people to learn and perform together, with a unity of purpose, and is ideal for class groups.

Choral Verse Speaking encourages the development of confidence in:

- ☞ *speaking clearly and fluently*
- ☞ *interpreting a text*
- ☞ *working with others*
- ☞ *following directions*

In Grades One and Two, we have provided for the group to perform an Action Poem. For the other Grades, the choir should perform without actions.

Please refer to the section 'How Irish Board Examiners Assess Candidates' (pages 8-10) for some detailed guidelines on the criteria used by the Irish Board during the examinations.

Choral groups should contain between 10 and 40 candidates.

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Grade One *Suggested ages: 6 - 9 years*

Perform an Action Poem of your choice

Grade Two *Suggested ages: 7 - 10 years*

Present two short poems, one of which may be an Action Poem

Grade Three *Suggested ages: 9 - 11 years*

Present two poems of a contrasting nature

Grade Four *Suggested ages: 10 - 13 years*

Present a five minute programme, suitable for a School Concert

Senior Choir *Suggested ages: 14 - 16 years*

Present two short contrasting pieces

Final Choir *Suggested ages: over 16 years*

Present two contrasting pieces, one of which may be a prose selection

Communication Skills Examinations

The purpose of these examinations is to encourage the development of confidence in:

- ☞ *speaking clearly and fluently*
- ☞ *interpreting a text (verse, prose or drama selection) with appropriate expression (and movement/ gesture, if the drama option is chosen)*
- ☞ *the use of practical conversation and speaking skills*
- ☞ *the use of imagination and confidence to explore a topic, either in speech or dramatic form*

The Communication Skills examinations have been designed to facilitate class teachers in primary schools, English/ Drama teachers in post-primary schools and, of course, speech and drama teachers teaching in primary schools, post-primary schools, or their own schools and academies.

Age ranges/ class groups have been suggested for each grade, for your guidance. However, these are suggestions only, and teachers are free to make their own judgement in relation to the most appropriate grade for their candidates.

Please refer to the section 'How Irish Board Examiners Assess Candidates' (pages 8-10) for some detailed guidelines on the criteria used by the Irish Board during the examinations.

For children for whom English is a second language, please see English as a Second Language Examinations on p.21

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PRELIMINARY EXAMINATIONS

Preliminary One *Junior Infants*

- 1 Speak from memory a short poem
- 2 Answer simple questions about the poem

Preliminary Two *Senior Infants*

- 1 Speak from memory a short poem
- 2 Answer questions about the poem and the meaning of the words

JUNIOR EXAMINATIONS

Junior One *First Class*

- 1 Speak from memory a short poem
- 2 Introduce and read a short extract (approximately 6 lines) from a book of your choice/ your school reader
- 3 Hold a short conversation with the examiner about the poem and yourself

Junior Two *Second Class*

- 1 Speak from memory a short poem
- 2 Introduce and read a short extract (approximately 8 lines) from a book of your choice/ your school reader
- 3 Hold a short conversation with the examiner about the poem and your favourite sports/ hobbies/interests

Junior Three *Third Class*

- 1 Speak from memory a short poem
- 2 Introduce and read a short extract (approximately 10 lines) from a book of your choice/ your school reader
- 3 Bring to the examination a toy, book or collection and use it to make a one-minute presentation to the examiner

Junior Four *Fourth Class*

- 1 Speak from memory a short poem
- 2 Introduce and read a short extract (approximately 12 lines) from a book of your choice/ your school reader
- 3 Present a one-minute summary of the story from which your extract was taken and discuss the story with the examiner

INTERMEDIATE EXAMINATIONS**Intermediate One** *Fifth Class*

- 1 Speak from memory a short poem OR
Introduce and perform a two minute dramatic selection
- 2 Present a one and a half-minute talk about a memorable holiday experience OR
Introduce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Intermediate Two *Sixth Class*

- 1 Speak from memory a short poem OR
Introduce and perform a two minute dramatic selection
- 2 Present a one and a half-minute talk about a person from history you admire OR
Introduce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Intermediate Three *First Year*

- 1 Speak from memory a short poem OR
Introduce and perform a two minute dramatic selection
- 2 In your own words tell the story of a book or film of your choice (approximately one minute) OR
Introduce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Intermediate Four *Second Year*

- 1 Speak from memory a short poem OR
Introduce and perform a two minute dramatic selection
- 2 In your own words describe a notable historical event (approximately two minutes) OR
Introduce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Intermediate Five *Third Year*

- 1 Speak from memory a short poem OR
Introduce and perform a two minute dramatic selection
- 2 In your own words describe a memorable place you have visited recently (approximately two minutes) OR
Introduce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

TRANSITION YEAR EXAMINATIONS

Transition Option A Transition Year

- 1 Speak from memory a short poem OR
Introduce and perform a two minute dramatic or Musical Theatre selection (this may be performed as a duologue with another candidate) OR
Introduce and speak from memory a short prose extract (approximately 8 - 12 lines) from a book of your choice
- 2 Present a one minute informal talk on a topic provided by the examiner on the day of the examination OR
Introduce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Transition Option B Transition Year

To reflect the variety of Transition Year Programmes in communication, public speaking, debating and drama, the format and structure of Communication Skills exams for Transition Year can be arranged to suit the choices and needs of individual schools.

Options may include prepared talks on own-choice topics or topics provided by the Irish Board, unprepared talks or other elements suggested by the school. Examinations may be held on a one-to-one basis or in front of an audience which may include students and/or parents.

Please contact the Irish Board with your proposals and we will do our best to meet your needs.

Candidates delivering talks or speeches are encouraged not to read or memorise their pieces. If notes or aides mémoire are used, they should be used in such a way as to not cause distraction from the speaker.

SENIOR EXAMINATIONS

Senior One Fifth Year

- 1 Speak from memory a short poem OR
Introduce and perform a two minute dramatic or Musical Theatre selection (this may be performed as a duologue with another candidate) OR
Introduce and speak from memory a short prose extract (approximately 12 - 16 lines) from a book of your choice
- 2 Present a one minute informal talk on a topic provided by the examiner on the day of the examination OR
Introduce and perform a one minute improvisation on a topic provided by the examiner on the day of the examination

Final Sixth Year

- 1 Speak from memory a short poem OR
Introduce and perform a two minute solo dramatic selection taken from a play of literary merit OR
Introduce and speak from memory a short extract (approximately 12 - 16 lines) from a book of your choice
- 2 Present a two minute prepared talk on a moral/ ethical issue
- 3 Hold a discussion with the examiner about what you plan to do when you leave school, and why

English as a Second Language Examinations

The purpose of these examinations is to encourage confidence in the use of English by those for whom it is not their first language. As with other Irish Board examinations, the emphasis will be on clear, fluent and expressive speech. However, in these examinations, the syllabus concentrates on functional language skills, rather than interpretive skills.

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Preliminary

- 1 Present a one minute prepared talk about yourself
- 2 Read a short extract (approximately 12 - 15 lines) from a book of your choice
- 3 Carry on a short conversation with the examiner about living in Ireland

Intermediate

- 1 Present a one minute prepared talk about yourself
- 2 Read a short extract (approximately 12 - 15 lines) from a book of your choice
- 3 Read a passage from a newspaper on a topical news story selected by the examiner
- 4 Carry on a short conversation with the examiner about living in Ireland

Advanced

- 1 Present a prepared talk on any topic of your choice
- 2 Read a short extract (approximately 12 - 15 lines) from a book of your choice
- 3 Read a passage from a newspaper on a topical news story selected by the examiner
- 4 Present an unprepared talk on one of a selection of topics provided by the examiner prior to the examination (one minute)
- 5 Carry on a short conversation with the examiner about living in Ireland

Grade Examinations

The Grade Examinations syllabus encourages a process of progressive learning from an early age, with each grade signifying an increase in skill and achievement. All aspects of speech and drama performance and theory are covered in the syllabus and the Examinations represent a rigorous assessment of technique and interpretive skills. We expect candidates in the Grade examinations to display a higher level of achievement than those in the Communication Skills examinations, and that the pieces chosen for performance will represent some challenge to the candidates, while being appropriate for their age and examination level.

Informal interaction with the examiner is introduced from Preliminary Grade One, in order to encourage candidates to respond to questions and explain aspects of their selected piece. This is developed in Grade Two, the objective of the illustration being not only to illustrate the candidate's understanding of their poem, but also to encourage and assess interactive communication ability.

Theory is also introduced in Grade Two. The objective of the theory requirements in the Grade syllabus is to facilitate the candidate's understanding of certain techniques and skills, and how they affect performance. Candidates will therefore be asked to explain theory with reference to or by using examples from the pieces they perform.

Please refer to the section 'How Irish Board Examiners Assess Candidates' (pages 8-10) for some detailed guidelines on the criteria used by the Irish Board during the examinations.

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Preliminary Grade One *Suggested ages: 4 - 6 years*

- 1 Speak from memory a short poem
- 2 Answer simple questions about the poem and the meaning of the words

Preliminary Grade Two *Suggested ages: 5 - 7 years*

- 1 Speak from memory a short poem
- 2 Answer simple questions about the poem and the meaning of the words

Grade One *Suggested ages: 6 - 8 years*

- 1 Speak from memory a short poem
- 2 Answer simple questions about the poem and the meaning of the words
- 3 Give a one minute informal (not memorised) talk to the examiner about yourself OR Bring to the examination a toy or a book and use it to make a one-minute presentation to the examiner

Grade Two *Suggested ages: 6 - 9 years*

- 1 Speak from memory a short poem
- 2 Bring to the examination a detailed illustration of your poem and describe it to the examiner. This should be the work of the candidate. The illustration will be the focal point in a discussion with the examiner on the story of the poem.
- 3 Theory: Know what the Organs of Speech are, be able to point them out to the examiner, and understand their functions in forming sounds

Grade Three *Suggested ages: 7 - 10 years*

- 1 Speak from memory a short poem
- 2 Introduce and read a short prepared extract (approximately 10 lines) from a book of your choice
- 3 Discuss the chosen book with the examiner (It is expected that the candidate will be familiar with the book/ story from which the extract is taken)
- 4 Theory: Simple Pause - explain the simple pause and demonstrate to the examiner where you took a sense pause and where you took a breath pause in your poem

Grade Four *Suggested ages: 9 - 11 years*

- 1 Speak from memory a short poem
- 2 Introduce and perform a one minute mime on a subject of your choice
- 3 Theory:
 - a Give a simple definition of mime and explain to the examiner how you prepared your mime for the examination
 - b Explain to the examiner the importance of posture/ stance

Grade Five *Suggested ages: 10 - 12 years*

- 1 Speak from memory a short poem
- 2 Introduce and perform a solo dramatic selection (maximum time permitted: two minutes)
- 3 Theory:
 - a Tell the examiner about the character in your solo and explain how your understanding of the character influenced your solo performance
 - b Using a few lines from the poem you recited, explain what it means to speak clearly, naturally and with good diction

Grade Six *Suggested ages: 11 - 13 years*

- 1 Speak from memory a short lyric
- 2 Introduce and perform a solo dramatic selection (maximum time permitted: two minutes)
- 3 Read at sight a poem chosen by the examiner
- 4 Theory:
 - a Explain how the term 'lyric' came about, and explain how lyric poetry differs from narrative poetry
 - b Referring to your performance of the pieces above, describe the importance of diction, projection, fluency, sincerity, pronunciation, and breath control
 - c Explain the technique used for sight reading

Grade Seven *Suggested ages: 12 - 14 years*

- 1 Speak from memory a poem of your choice.
- 2 Introduce and perform a solo dramatic selection taken, adapted or compiled from a play or book, with suitable characterisation and movement (maximum time permitted: two minutes)
- 3 Introduce and perform an unprepared improvisation on a topic chosen from a list provided by the examiner in the examination room (maximum time permitted: one minute)
- 4 Theory:
 - a Discuss the play from which the above extract was chosen and its author with the examiner
 - b Discuss with the examiner the history and uses of improvisation
 - c Explain emphasis, giving examples of emphasis techniques used in the pieces performed

Grade Eight *Suggested ages: 13 - 15 years*

- 1 Speak from memory a poem of your choice
- 2 Introduce and perform a solo dramatic selection taken or adapted from a play of literary merit (maximum time permitted: two minutes)
- 3 Introduce and perform a two-minute improvisation prepared by the candidate OR a short piece of movement to music choreographed by the candidate. (Candidates are responsible for bringing their own equipment)
- 4 Theory:
 - a Explain pitch, pace, pause and tone with reference to their use in the poem and drama selection performed
 - b Explain the mechanics and importance of projection

Grade Nine *Suggested ages: 14 - 16 years*

- 1 Speak from memory a short selection of prose taken from a novel or short story written by an Irish author
- 2 Introduce and perform a two minute solo dramatic selection taken, adapted or compiled from a play or book by an Irish author, with suitable interpretation and stage movement
- 3 Introduce and perform a two minute character or story mime
- 4 Theory:
 - a Describe the method of breathing used for effective voice production and demonstrate it to the examiner
 - b Explain how to prepare a dramatic selection for performance, with reference to the scene performed during the examination

Grade Ten *Suggested ages: 15 - 17 years*

- 1 Introduce and perform a five minute recital incorporating verse, prose, drama and a linking script; to be chosen and compiled by the candidate. (The recital may be on a theme or represent the works of one author.)
- 2 Present an unprepared one minute talk on a subject to be given by the examiner in the examination room
- 3 Theory:
 - a Discuss your recital with the examiner, including the reasons why you chose your pieces, what the theme or author means to you, and how you prepared the pieces for performance
 - b Explain the mechanics and importance of resonance in speech
 - c Discuss with the examiner the techniques you might use to sustain an audience's interest in a talk

Grade Eleven (Senior Advanced) *Suggested ages: 16 - 18 years*

- 1 Speak from memory a poem in free verse OR a sonnet
- 2 Introduce and perform a two minute solo dramatic selection taken or adapted from any play written before 1800, with suitable movement
- 3 Introduce and perform a short piece of movement to music choreographed by the candidate OR a two minute solo mime
- 4 Theory:
 - a Explain the techniques of period movement in acting
 - b Discuss your vocal development technique with the examiner, concentrating on vowel sounds, consonant sounds, and breath control
 - c Discuss the importance of gesture in mime or movement to music

Final Grade *Suggested ages: 16 - 18 years*

- 1 Speak from memory a short modern poem
- 2 Introduce and perform a two minute solo dramatic selection taken or adapted from any play of literary merit
- 3 Introduce and speak from memory a short prose selection from any book written by an Irish author
- 4 Introduce and perform a two minute prepared mime OR prepared improvisation OR prepared movement to music
- 5 Theory:
 - a Explain to the examiner how to prepare a poem or prose selection for performance with particular reference to the poem or prose selection performed during the examination
 - b Explain how to choreograph a piece of movement to music
 - c The examiner will initiate a discussion on any aspect(s) of the theory requirements outlined in the Grade Syllabus

Proficiency Examination in Speech and Drama *Suggested ages: 17 - 20 years*

(The Candidate must be at least 17 years of age)

- 1 Introduce and speak from memory a short poem
- 2 Introduce and speak from memory a short prose selection
- 3 Introduce and perform a solo dramatic selection taken or adapted from any play of literary merit (maximum time permitted: three minutes)
- 4 Introduce and perform a short piece of movement to music choreographed by the candidate OR Introduce and perform a two minute abstract mime
- 5 Theory:
 - a Discuss with the examiner why you chose, and how you prepared, your pieces for the examination, placing particular emphasis on your interpretation of the pieces performed
 - b The examiner will initiate a discussion on any aspect(s) of the theory requirements outlined in the Grade Syllabus

A high standard of performance is required for this examination. Candidates will be assessed on their communication skills, vocal technique, and interpretative skills, and will be expected to display a thorough knowledge of the theory of Speech and Drama.

70% is required to pass the examination. Candidates receiving 70% or more will receive an Irish Board of Speech and Drama Proficiency certificate. Candidates who obtain 85% or more will also receive an Irish Board of Speech and Drama medal.

Musical Theatre Examinations

Musical Theatre is an exciting, popular and growing aspect of speech and drama, and the Irish Board of Speech and Drama is pleased to be able to offer this progressive syllabus to facilitate its development.

In general, the Irish Board of Speech and Drama's examination requirements focus on the performance of short scenes taken from or based on a traditional, stage or film version of a musical from any period.

At the Junior and Intermediate levels, original works and scenes based on television series will also be permitted.

At Senior and Advanced levels, candidates will be required to perform pieces taken from or based on published musical theatre works.

At all levels, it is required that **at least one of the pieces** performed will **integrate** singing, acting and choreographed movement/dance. All performances must be introduced by the candidate(s).

Candidates will be assessed on the following basis:

- ☞ *engagement with the piece(s) being performed*
- ☞ *audibility and articulation*
- ☞ *melody and rhythm*
- ☞ *establishment and sustaining of character and mood*
- ☞ *use of performance space*
- ☞ *demonstration of singing, acting and movement skills*
- ☞ *understanding of musical theatre and the pieces being performed*

In duologue and group work, teamwork, interaction and the responsibility taken by each performer for the overall quality of the performance will also form the basis of the assessment.

At Senior and Advanced levels, candidates will also be assessed on creative interpretation, range and variation, the integrated use of voice, body and space, and level of engagement with the piece and with the audience.

In the Musical Theatre Solo and Duologue Examinations, 70% will be required for a pass. All candidates achieving 70% or over will receive a certificate. Candidates who receive 85% or more will receive a certificate and an Irish Board of Speech and Drama Acting Medal.

In the Musical Theatre Group Examinations the group will be assessed and marked as a group. If the group achieves a pass mark or higher, a certificate will be awarded to each candidate in the group.

Please note that candidates will be responsible for supplying any equipment and/or accompaniment required for their performances. If recorded music is being used, it should comprise music without lyrics.

Entry Forms are available from the Irish Board's office or may be downloaded from www.irishboard.ie

Examination fees are printed on a separate sheet enclosed with this syllabus and are also available on www.irishboard.ie

SOLOS AND DUOLOGUES

JUNIOR MUSICAL THEATRE EXAMINATIONS

Junior One *Suggested ages: 6 – 8 years*

- 1 Introduce and perform a three minute musical theatre item that includes singing, acting and choreographed movement/dance
- 2 Engage in a conversation with the examiner about the item performed

Junior Two *Suggested ages: 8 – 11 years*

- 1 Introduce and perform a three minute musical theatre item that includes singing, acting and choreographed movement/dance
- 2 Engage in a conversation with the examiner about the item performed and the musical/work from which it was taken

INTERMEDIATE MUSICAL THEATRE EXAMINATIONS

Intermediate One *Suggested ages: 11 – 13 years*

- 1 Introduce and perform a three minute musical theatre item that includes singing, acting and choreographed movement/dance
- 2 Summarise the story or theme of the musical/work from which the item was taken
- 3 Introduce and perform a two minute piece of movement to music choreographed by the candidate(s)
- 4 Carry out simple stage directions

Intermediate Two *Suggested ages: 13 – 15 years*

- 1 Introduce and perform a three minute musical theatre item that includes singing, acting and choreographed movement/dance
- 2 Describe to the examiner the character(s) you played and their role in the musical/work from which the item was taken
- 3 Introduce and perform a two minute piece of movement to music choreographed by the candidate(s)
- 4 Give a brief definition of the following musical theatre song types: ballad, patter song, torch song

SENIOR MUSICAL THEATRE EXAMINATIONS

Senior One *Suggested ages: 15 – 16 years*

- 1 Introduce and perform two contrasting musical theatre items at least one of which must integrate singing, acting and choreographed movement/dance (overall maximum time 6 minutes). The contrast may be demonstrated in style, setting, character or mood.
- 2 Describe to the examiner the context and mood of the pieces performed and the nature of the contrast between the pieces
- 3 Introduce and perform a two minute piece of movement to music choreographed by the candidate(s) OR
Introduce and perform a two minute prepared improvisation based on the theme of one of the performed musical theatre items
- 4 Describe the method of breathing used for effective voice production and demonstrate it to the examiner

Senior Two *Suggested ages: 16+ years*

- 1 Introduce and perform two contrasting musical theatre items at least one of which must integrate singing, acting and choreographed movement/dance (overall maximum time 6 minutes). The contrast may be demonstrated in style, setting, character or mood.
- 2 Describe to the examiner the context and mood of the pieces performed and the nature of the contrast between the pieces

- 3 Introduce and perform a two minute piece of movement to music choreographed by the candidate(s) OR
Introduce and perform a two minute prepared improvisation based on the theme of one of the performed musical theatre items
- 4 Describe the process of choreographing a dance routine

ADVANCED MUSICAL THEATRE EXAMINATION

Advanced Suggested age: 16+ years

- 1 Introduce and perform a thematically linked musical theatre programme comprising three musical theatre pieces at least one of which must integrate singing, acting and choreographed movement/dance (overall maximum time 10 minutes).
- 2 Introduce and perform a two minute spoken extract from a musical or play
- 3 Introduce and perform a two minute piece of movement to music choreographed by the candidate(s)
- 4 Introduce and perform a two minute prepared improvisation based on the theme of one of the performed musical theatre items
- 5 Describe in detail how you prepared your items for performance

PLEASE NOTE that in duologue examinations both candidates will be expected to contribute equally to any interaction with the examiner

GROUPS (BETWEEN 3 AND 6 CANDIDATES)

JUNIOR MUSICAL THEATRE EXAMINATIONS

Junior Suggested ages: 6 - 11 years

Introduce and perform a five minute Musical Theatre selection that includes singing, acting and dance

INTERMEDIATE MUSICAL THEATRE EXAMINATIONS

Intermediate Suggested ages: 11 - 15 years

Introduce and perform two contrasting Musical Theatre selections that include singing, acting and dance (overall maximum time 10 minutes) (The contrast may be demonstrated in style, setting, character or mood)

SENIOR MUSICAL THEATRE EXAMINATIONS

Senior Suggested ages: 15+ years

- 1 Introduce and perform a thematically linked Musical Theatre programme comprising three pieces, the programme to include singing, acting and dance and a linking script (overall maximum time 12 minutes)
- 2 Describe to the examiner and discuss how the group chose the items performed and how they prepared the items for performance (Each member of the group must contribute to this requirement)

Public Speaking and Presentation Examinations

Public speaking and presentation concerns the communication of information or ideas to a group or audience in such a way as to maintain their interest. Speaking to a group, in the context of a job interview, a presentation on a topic or issue, a sales pitch, or a formal speech or debate is increasingly common. Through our syllabus, we wish to encourage candidates to feel comfortable and confident in these situations. The purpose of these examinations is to encourage clear, fluent and expressive speaking on a variety of topics and in a variety of imagined settings.

The standard of presentation and communication skills expected from students taking examinations in Public Speaking and Presentation Skills is considerably higher than that expected in Communication Skills examinations.

Presentations should be well-structured and should be delivered with a full range of communication and vocal skills.

We do NOT expect candidates to read or to have memorised their presentations. If notes or aides mémoire are used, they should be used in such a way as to not cause distraction from the speaker.

Please refer to the section 'How Irish Board Examiners Assess Candidates' (pages 8-10) for some detailed guidelines on the criteria used by the Irish Board during the examinations.

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Grade One *Suggested ages: 10 - 12*

- 1 Give a prepared talk about yourself (one minute)
- 2 Tell a popular fairy tale in your own words (two minutes)

Grade Two *Suggested ages: 11 - 13*

- 1 Give a prepared talk about a hobby or sport (one minute)
- 2 Bring a book into the examination and describe the story to the examiner OR describe the story of a film you have seen to the examiner (two minutes)

Grade Three *Suggested ages: 12 - 14*

- 1 Give a prepared talk about an event, visit or holiday (one minute)
- 2 Bring a small object or collection into the examination and talk about it to the examiner (two minutes)

Grade Four *Suggested ages: 13 - 15*

- 1 Give a prepared talk on any aspect of Ireland (two minutes)
- 2 Tell an Irish legend in your own words (three minutes)

Grade Five Suggested ages: 14 - 16

- 1 Give a prepared talk on any topic of your choice (two minutes)
- 2 Give a prepared eye-witness account of a famous historical event, as if you witnessed it (three minutes)
- 3 Give a one minute unprepared talk on one of a selection of topics provided by the examiner in the examination room (one minute will be provided for preparation) followed by a short discussion with the examiner on the topic and/or on speaking in public

Grade Six Suggested ages: 15 - 17

- 1 Give a presentation on yourself and your key achievements to date (two minutes)
- 2 Present your view on a topic of current public interest (three minutes)
- 3 Give a one minute unprepared talk on one of a selection of topics provided by the examiner in the examination room (one minute will be provided for preparation) followed by a short discussion with the examiner on the topic and/or on speaking in public

For further Transition Year Examination Options, see Communications Skills syllabus, p.20

Grade Seven Suggested ages: 16 - 18

- 1 Give a presentation, as if to a prospective employer, outlining your most positive achievements, characteristics and attributes (two minutes)
- 2 Present your view on a moral/ ethical issue (three minutes)
- 3 Give a one minute unprepared talk on one of a selection of topics provided by the examiner in the examination room (one minute will be provided for preparation) followed by a short discussion with the examiner on the topic and/or on speaking in public
- 4 Theory: Discuss with the examiner how you can maintain an audience's interest in a talk

Public Speaking Proficiency Examination Suggested ages: 17 - 20

- 1 Give a presentation, as if to a prospective employer, outlining your most positive achievements, characteristics and attributes (two minutes)
- 2 Give a prepared talk on any aspect of Ireland, as if to a group of 20 (three minutes)
- 3 Introduce an eminent keynote speaker to a large audience at an international conference (one minute)
- 4 Make a presentation on a topic of your choice, using appropriate visual aids (seven minutes, including setting up and striking the visual aids)
- 5 Give a one minute unprepared talk on one of a selection of topics provided by the examiner in the examination room (one minute will be provided for preparation)
- 6 Theory: Identify and discuss with the examiner the different techniques used during the presentations

A high standard of presentation is required for this examination. Candidates will be assessed on their communication skills, vocal technique and use of visual aids.

70% is required to pass the examination. Candidates receiving 70% or more will receive an Irish Board of Speech and Drama Proficiency certificate. Candidates who obtain 85% or more will also receive an Irish Board of Speech and Drama medal.

Reading Examinations

Being able to read aloud in such a way as to convey effectively the content of a selection and to sustain an audience's interest is a valuable skill.

The purpose of these examinations is to provide candidates with the opportunity to become clear, fluent and confident readers who can convey story, character and mood to an audience. Using appropriate posture, holding the book in such a way as to allow the audience to see the candidate's face, and using eye contact will be important during the examination.

From Grade One, it is expected that candidates will be familiar with the book/ story from which the extract is taken.

Please refer to the section 'How Irish Board Examiners Assess Candidates' (pages 8-10) for some detailed guidelines on the criteria used by the Irish Board during the examinations.

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Preliminary Grade One *Suggested ages: 6 - 7 years*

- 1 Read aloud a prepared selection of approximately 100 words taken from a book of your choice
- 2 Answer questions on the meaning of some of the words in the prepared selection

Preliminary Grade Two *Suggested ages: 7 - 8 years*

- 1 Read aloud a prepared selection of approximately 200 words taken from a book of your choice
- 2 Answer questions on the meaning of some of the words in the prepared selection

Grade One *Suggested ages: 9 - 10 years*

- 1 Read aloud a prepared selection of approximately 300 words taken from a book of your choice
- 2 Discuss with the examiner the book from which the selection is taken
- 3 Answer questions on the meaning of some of the words in the prepared selection

Grade Two *Suggested ages: 11 - 12 years*

- 1 Read aloud a prepared selection of approximately 350 words from a book of your choice
- 2 Discuss with the examiner the book from which the selection is taken
- 3 Answer questions on the technique of reading

Grade Three *Suggested ages: 12 - 13 years*

- 1 Read aloud a prepared selection of approximately 2 pages from a chapter of a book by an Irish author
- 2 Discuss the book with the examiner
- 3 Read at sight a selection provided by the examiner

Grade Four *Suggested ages: 13 - 14 years*

- 1 Prepare in advance a chapter from a book written before 1920 and bring the book to the examination
- 2 The examiner will select a passage from the chapter to be read aloud by you
- 3 Discuss the content of the chapter with the examiner

Grade Five *Suggested ages: 14 - 15 years*

- 1 Read aloud three pages from a book of your choice
- 2 Read aloud a poem of your choice
- 3 Discuss, with the examiner, the technique of speaking verse and prose

Grade Six *Suggested ages: 15 - 16 years*

- 1 Read aloud a prepared extract (of your choice) from any version of the Bible
- 2 Read at sight an extract from a book selected by the examiner
- 3 Read a prepared extract of your choice from a national newspaper
- 4 Discuss your programme with the examiner

Grade Seven *Suggested ages: 16 - 17 years*

- 1 Prepare in advance, and bring to the examination a book of your choice
- 2 The examiner will select a passage from the book to be read by you
- 3 Prepare and present to the examiner a short oral review of the book
- 4 Discuss both book and author with the examiner
- 5 Read a prepared extract of your choice from any Shakespearean play







DIPLOMA

Examinations

Diploma Examinations

The Irish Board of Speech and Drama's highly regarded Diplomas provide candidates with the opportunity to develop their knowledge and skills in speech, drama and communication to the highest level.

The Irish Board offers Diplomas of Associate in Acting Performance, Musical Theatre and Teaching; a Diploma of Licentiate in Teaching, and a Fellowship.

Our Diploma examinations provide a rigorous test of knowledge, technical expertise and interpretive skills, and are oriented to the needs of those who wish to become professional drama practitioners or who wish to teach speech, drama and communications as a career.

Entry Forms are available from the Irish Board's office or may be downloaded from www.irishboard.ie

Examination fees are printed on a separate sheet enclosed with this syllabus and are also available on www.irishboard.ie

Diploma of Associate in Acting Performance: AIBSD (Acting)

The Irish Board of Speech and Drama Diploma of Associate in Acting Performance provides an opportunity for candidates who have significant and varied drama experience to be assessed in a wide variety of drama forms.

The syllabus facilitates a candidate to develop his/ her skills, technique and talent in period and modern drama, verse speaking, prose speaking, mime/ movement to music, and sight reading.

Candidates will be expected to display a very high standard of technical and interpretive skills in order to pass the examination.

Eligibility:

The candidate must be at least 18 years of age on the date of the examination.

Requirements:

- 1 Perform from memory a five minute recital, compiled by the candidate, comprising prose, verse, drama and a linking script (25%)
- 2 Perform an own choice dramatic selection not to exceed 3 minutes duration from a recognised play written before 1900 (15%)
- 3 Perform either a character sketch or a dramatic selection from a recognised play written since 1900 (3 minutes) (15%)
- 4 Perform a mime OR short piece of movement to music choreographed by the candidate (15%)
- 5 Perform an impromptu improvisation. The subject will be given by the examiner at the examination (2 minutes) (10%)
- 6 Read at sight a short passage of Shakespeare (10%)
- 7 Discuss with the examiner(s) your drama experience and future plans (10%)

75% is the mark required to pass the Diploma of Associate in Acting Performance examination.

Diploma of Associate in Musical Theatre Performance: AIBSD (Musical Theatre)

Musical Theatre is an exciting and entertaining dramatic art form combining singing, acting and choreographed movement/dance which has grown in popularity in recent years.

The Irish Board's Diploma of Associate in Musical Theatre Performance syllabus provides those who wish to progress further in Musical Theatre with the opportunity to explore the genre and develop their skills.

Candidates will be expected to demonstrate a significant level of technical and interpretive skills in the key musical theatre elements of singing, acting and choreographed movement/dance.

Eligibility:

The candidate must be at least 18 years of age on the date of the examination.

Requirements:

1. Introduce and perform from memory a thematically linked programme consisting of 5 performances including:
 - a. three contrasting songs from published Musical Theatre works, at least one of which must have been written prior to 1970, and at least two of which must integrate singing, acting and choreographed movement/dance;
 - b. two contrasting spoken items from published Musical Theatre works or plays (Contrast may be demonstrated in style, setting, character or mood)

The duration of the programme, including introduction, linking script, setting up and clearing away must not exceed 20 minutes. (70%)

2. Submit a Portfolio (of not more than 1500 words) containing a comprehensive study of a character of your choice from a published Musical Theatre work from any period.

The portfolio should contain:

 - a. information about the author/librettist, period in which the work is set, genre, historical/social context
 - b. a summary of the plot
 - c. a description of the character and the character's relationships with others in the work
 - d. ideas about costume
 - e. comprehensive notes on how you would convey the character convincingly through voice, movement and gesture

The Portfolio must be submitted with the entry form for the examination and will form the basis of a discussion with the examiners. (20%)

3. Discuss with the examiner(s) your drama experience and future plans. (10%)

75% is the mark required to pass the Diploma of Associate in Musical Theatre Performance examination.

Diploma of Associate (Teaching): AIBSD (Teaching)

Many speech and drama students feel that they would like to teach the subject. With drama now included in the primary school curriculum, being provided for in an increasing number of post-primary schools, and with demands from parents for private tuition, opportunities for employment in the field are increasing.

Entry for the Diploma of Associate (Teaching) examination signifies the aspiration of a candidate to become a speech and drama teacher. While the Diploma of Associate (Teaching) is not itself a teaching qualification, it is expected that each candidate intends to gain a teaching qualification in the future, and will have gained some experience in the teaching of speech and drama under the supervision of a qualified teacher.

The Associate Diploma (Teaching) syllabus not only encourages candidates to demonstrate their skills in performance, but also encourages them to develop a thorough knowledge and understanding of key historical and theoretical aspects of speech and drama, providing a foundation for further study.

A high standard of technical ability will be required to pass the practical section of the examination.

Eligibility:

The candidate must be at least 19 years of age and must have been studying Speech and Drama for at least three years. Some experience in teaching speech and drama would be an advantage.

Requirements:

SECTION ONE: Practical

- 1 Perform from memory a short own choice poem (25%)
- 2 Introduce and perform a solo dramatic selection from any play of literary merit, not to exceed three minutes (25%)
- 3 Speak from memory a prose selection not to exceed two minutes (25%)
- 4 Read at sight a selection chosen by the examiner (10%)
- 5 Hold a discussion with the examiner(s) about your speech and drama experience to date, and your future plans (15%)

SECTION TWO: PAPER (2.5 HOURS)

A written examination based in the following topics:

- **Theory of Speech and Drama**, including definitions, meaning and understanding of the importance of modulation (pitch, pause, pace, inflection, tone), diction, volume, phrasing, projection, resonance, vowels, and consonants. Candidates should be familiar with the use of exercises and techniques to enhance voice and speech. Speech faults and how to recognise them. Basic anatomy for voice production. Breathing. Movement (including fundamentals of period movement), gesture, stage directions, stagecraft.
- **Performance**, including how to prepare verse, prose and drama for performance. Character study and creation. Speaking Shakespeare.
- **Storytelling**, including the purpose and value of storytelling in drama class, different types of stories, methods of storytelling, encouraging and facilitating engagement and participation by pupils in stories, dramatising stories, including the use of tableaux vivantes.
- **Choral Verse Speaking**, including the difference between choral speaking and action poems, the purpose and value of choral speaking, benefits to students, choral speaking techniques and exercises, choice of material, effective choral poems, preparation, grouping, conducting, preparing a choir for competition and examination.
- **Mime**, including definition, the history and evolution of mime, outline of the work and influence of key Mimes such as Deburau, Decroux, Barrault and Marceau, mime conventions, techniques and exercises, types of mime (occupational, recreational, story, character, abstract, traditional and pantomime blanche), how mime may be introduced

to students of different ages and experience.

- **Movement to Music**, including definition, choreographing movement to music, introducing it and choreographing it with students. Choice of suitable music.
- **Improvisation**, including definition, the history and development of improvisation from the Commedia Dell'Arte to the present day, the use and value of improvisation in working with text and character, how improvisation may be introduced in drama class and how the improvisational skills of students may be developed, themes and methods used in solo, duologue and group improvisations in class, féiseanna and examination work.
- **Public Speaking and Presentation**, including the skills and techniques required for effective public speaking, content and structure, oratorical techniques, appropriate styles of delivery for different purposes and sizes of groups and venues, how to introduce public speaking to students, exercises for fluency and confidence.
- **Poetry**, including an outline knowledge of the main periods of English poetry (Chaucer, 16th and 17th Century, Shakespeare, metaphysical poets, nature poets, Victorian poets, pre-Raphaelites, 20th Century and Modern poetry). Outline knowledge of the history of poetry in Ireland. General understanding of verse forms and genres, rhythm, metre, metrical patterns, rhyme, alliteration and assonance. Candidates are advised to study at least one period of poetry in depth and have an in-depth knowledge of the life and work of at least one poet.

Candidates will be expected to include examples from their own experience in their answers where relevant.

75% in each section of the Diploma examination will be required to pass.

Candidates may attempt each section a maximum of three times.

Candidates must complete all sections of the Diploma of Licentiate within three years of undertaking their first section.

Diploma of Licentiate (Teaching Diploma)

The Irish Board of Speech and Drama Diploma of Licentiate is a speech and drama teaching qualification.

The Licentiate syllabus encourages candidates to develop dramatic skills which will form the basis for their teaching of practical speech, drama and communication skills to their future students. The syllabus also encourages candidates to acquire a comprehensive practical knowledge and understanding of the field of speech and drama, which will provide a firm foundation for their teaching career.

The Lesson Demonstration, in which a candidate will teach a group of children, provides an opportunity to assess a candidate's ability to create a rapport with a group of children and enthuse them in the subject.

The Dissertation provides an opportunity to research and explore a particular aspect of speech and drama of interest to the candidate.

Eligibility:

To be eligible for entry, a candidate must:

- be at least 20 years of age
- have obtained at least a 'C' in Honours English in the Irish Leaving Certificate Examination, or equivalent
- hold the Associate Diploma (Teaching) of the Irish Board of Speech and Drama (AIBSD (Teaching)), or equivalent
- submit with the entry form a letter from a recognised Speech and Drama teacher confirming that the candidate has been studying Speech and Drama for at least three years.

(Candidates are required to submit evidence of eligibility)

Requirements:

SECTION ONE: PRACTICAL PERFORMANCE

- 1 Introduce and perform from memory a seven minute recital incorporating prose, verse, drama and a linking script. The recital may be on a theme, or it may contain the works of one author (50%)
- 2 Perform a short piece of movement to music, choreographed by the candidate, OR Perform a two minute abstract mime (35%)
- 3 A discussion with the examiner(s) on your experience in speech and drama, and how you aim to use your licentiate qualification (15%)

SECTION TWO: LESSON DEMONSTRATION

Teach a group of children for 20 minutes on any practical aspect of speech and drama. The lesson should be a planned and structured learning experience for the children and should be interactive and participative. Candidates should display sincerity, creativity, focus, enthusiasm and classroom management skills.

SECTION THREE: WRITTEN EXAMINATIONS

PAPER ONE (2.5 Hours)

A written examination based in the following topics:

Teaching and Learning, including an understanding of current theories of teaching and learning and their application in the teaching of speech, drama and communication.

Participation and Engagement, including effective methods for engaging students, encouraging participation, maintaining discipline and commitment, and maximizing learning in speech and drama classes.

Teaching Methods, including devising and compiling a programme of work for a term/

year on any particular aspect of speech, drama and communication to a defined group of students. Formulation of aims, objectives and lesson plans. Forms of classroom-based assessment of progress and achievement.

Resources, including sourcing, selecting, collating, grading and preparation of teaching resources and materials. Sourcing and storage of costumes, props, equipment, sets and so on, required for class work and for performance.

Establishing a School/Academy, including market research, location, venue/premises/ facilities required, marketing and advertising, fees and fee collection, financial management, insurance, staffing, health and safety, child protection measures, equipment, relationship with parents and the community.

Festivals, féiseanna and examinations, including their purpose, value, advantages and disadvantages, the organisation and administration of a private or local Féis, preparing students for competitions in general, preparing students for particular competitions and/or examinations in verse speaking, prose, drama (solo, duologue, group), reading, choral verse speaking, mime, movement to music, improvisation and public speaking.

Adjudicating and examining, including the differences between adjudicating and examining, skills and qualities required in an adjudicator/ examiner, preparation for an adjudication/ examination assignment, criteria for assessment and marking, marking schemes, the purpose and value of verbal adjudications.

School Concert, including the purpose and value of the School Concert, the advantages and disadvantages of the School Concert from the points of view of the school, teachers, parents and students, devising and compiling a concert programme, organising a school concert (venue, stages and staging, sets and scenery, costumes, lighting, stage management, make-up, prompting, props, music)

PAPER TWO (2.5 Hours)

A written examination based in the following topics:

History of Western Theatre, including an outline knowledge of the characteristics, themes and influences on modern theatre of Greek theatre, Roman theatre, Medieval European theatre, theatre of the Italian Renaissance, Elizabethan theatre, Restoration theatre, 18th and 19th Century theatre, 20th Century theatre and Contemporary theatre. The history of theatre in Ireland. Outline knowledge of key theatrical genres.

Acting Theory, including knowledge and understanding in particular of the theories of Aristotle, Brecht, Boal, Stanislavski, Artaud and Brooke.

Acting Methods, including knowledge and understanding of the work and influence of Stanislavski, Strasberg and Meisner.

Acting Styles, including the differences in acting style required for stage, film and television.

Costumes, including an outline knowledge of costumes through the ages, ideas about costumes for children and the school play/concert, sourcing, designing and making simple costumes for children.

Play production with adults and children, including the processes of producing and directing plays from initial reading to performance. Casting, staging, set design, sets and scenery, props, costumes and make-up, direction, and backstage organisation.

Stage lighting, including lighting equipment (floods, spots, follow spots, beamlights and gobos), lighting control systems, lighting design, the use of colour, devising a lighting plot/ marking a script, lighting effects, creating atmosphere with lighting, lighting a performance with limited or no professional lighting equipment.

Stage Management, including the role, responsibilities and functions of the stage manager throughout the production process.

Puppets, including a general knowledge of different types of puppet, how they are made, how they are manipulated, making simple puppets, their use in drama classes, devising and producing simple scenes and puppet plays.

Please note that candidates will be permitted to sit only one examination paper per session

SECTION FOUR: DISSERTATION

Write and submit a dissertation of not less than 4000 words on any aspect of Speech and Drama, bringing in your own experiences as a teacher. The thesis must be the candidate's own work. The dissertation should contain an introduction outlining the aim of the dissertation and should be laid out in logical fashion. Any quotations must be referenced with the name of the author, the date and, if appropriate, the publication from which it is taken. A bibliography of sources (including internet-based sources) must be included.

Dissertations should be typed/word processed, printed clearly in black ink on one side of white A4 paper, should be covered, titled and soft-bound. Submitted dissertations will be retained by the Irish Board of Speech and Drama.

75% in each section of the Diploma examination is the mark required to pass.

Candidates may attempt each section a maximum of three times.

Candidates must complete all sections of the Diploma of Licentiate within three years of undertaking their first section..

Irish Board of Speech and Drama Fellowship

Eligibility:

To be eligible for consideration for a Fellowship award, a candidate must:

- hold the Irish Board of Speech and Drama Licentiate Diploma
- have a minimum of ten years Speech and Drama teaching experience
- have a current examination centre with the Irish Board of Speech and Drama
- submit a resume of their work in speech and drama during the past five years.

Entry Procedure:

Candidates wishing to enter for the Fellowship examination should submit evidence of their eligibility, together with the examination fee by 1 May or 1 November. Candidates meeting the eligibility requirements will receive written confirmation that they have been accepted for examination within twenty-one days.

Requirements:

SECTION ONE: PRACTICAL PERFORMANCE

Prepare and deliver from memory:

- 1 A six minute recital on a single theme or author, to incorporate verse, prose and drama, with a linking script written by the candidate (50%)
- 2 a three minute abstract mime (15%)
- 3 a short piece of movement to music choreographed and performed by the candidate (15%)
- 4 a performance, not to exceed three minutes, of one of the following:
 - a. scene from a contemporary comedy
 - b. a scene from a period play written before 1800
 - c. a scene from any play by William Shakespeare (20%)

SECTION TWO: VIVA VOCE

To discuss with representatives of the Irish Board of Speech and Drama your contribution to Speech and Drama over the past five years, and to discuss any aspects of Speech and Drama chosen at the discretion of the representatives. Marks will be awarded for the demeanour, fluency, enthusiasm, originality and personality of the candidate. The duration of the discussion will not exceed 20 minutes.

SECTION THREE: THESIS

To write and submit a thesis (minimum 10,000 words) on any original aspect of Speech, Drama or the Allied Arts. The thesis must be the candidate's own work, and will be retained by the Irish Board of Speech and Drama.

A minimum of 75% in each section is the mark required in order to qualify for the award of a Fellowship of the Irish Board of Speech and Drama. The award will be made at the sole discretion of the Central Council of the Board.

RESOURCES

Books

Our huge range of Teachers' Handbooks; Plays and Play Scenes; Junior Play Books; Solos, Duologues and Prose Selections; Drama Books for Teachers; Speech and Drama Theory Books; and Movement to Music and Theory CDs are now available to purchase online at

www.dramabooks.ie

Teaching Resources and Ideas

We keep in touch with other resources, developments and ideas in the world of drama and speech and drama education and we publish them regularly in our resources blog, our Facebook page and on Twitter, links to all of which you'll find on

www.irishboard.ie

Poems for Examinations

The Irish Board is often asked to recommend suitable poems for Communication Skills and Grade examinations. We are reluctant to do this because we feel that the choice of a suitable poem is best made between teacher and student. The key things to keep in mind are ensuring that the pieces chosen are appropriate for the age of the candidate, that they will fit within the time limit, if there is one, that they suit the personality of the candidate, and allow the candidate to display his/ her talents.

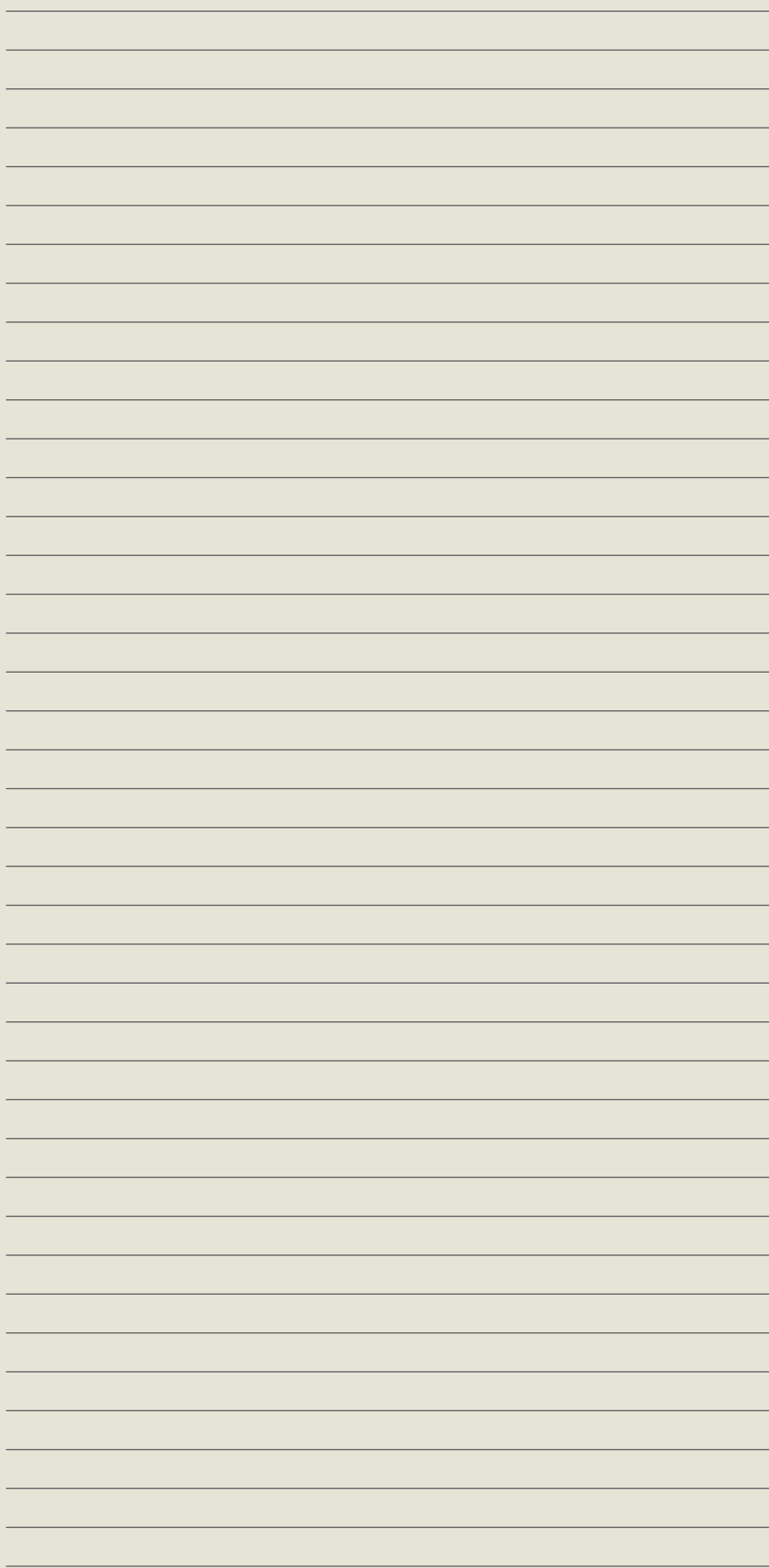
It is not necessary to buy a lot of poetry books. Look in school readers and go to the Children's Section in the Library, where you will find a great many old and new books.

Alternatively, come and visit the Irish Board office (see back cover for details). We have a small, well-stocked library of poetry and other books and you are welcome to browse. Please contact us before you plan to visit as the office is not staffed on a full-time basis.

If you have any other queries, please email us on **mail@irishboard.ie**



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