

Flexi Speaking and Performing Learning Criteria Teacher Resource

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Examination Procedures

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Programmes

Candidates must provide the examiner with a programme of their work. Groups are to provide one combined copy of the programme set out in the order in which candidates wish to present it.

Texts

Candidates must supply examiners with legible copies of poems, prose, dramatic extracts and any devised work.

Time Limits

Time limits for each task are approximate. However, the total time of Tahi tasks should not exceed the overall limit of the tasks e.g. Grade Three includes four tasks with a time limit of 15 minutes. This means that each task has an approximate time limit of three minutes. This allows time for the aria task preparation and reflection.

Voice Learning Criteria

Glossary

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Voice

Where voice and speech are differentiated, the term voice refers to the instinctive use and sound of the 'voice.'

In general terms this involves the breath, the note and the resonators which form the sound: the quality of tone by which we identify the speaker.

In this syllabus, at Grade 6 where candidates are asked to reflect on the work prepared, including the use of voice, there will be at least one reflection.

Based on the use of voice. Candidates will be expected to show a general understanding of the role that relaxation, breath and projection play in a presentation or performance.

Vocal Techniques

Understanding of adjustments that can be made to meet the needs of presenting and performing to an audience.

Range: articulation, modulation, vocal energy, resonance, breathing and projection.

Grade 4		
Tahi / Rua	Task	Learning Criteria
Tahi 4	Poem	<ul style="list-style-type: none"> Use voice and speaking skills to fully support your interpretation.
Tahi 5	Original Poem / Story	<ul style="list-style-type: none"> Use your voice to share the mood and imagery of the poem. Use pauses to develop the shape of the poem. Use your voice to bring the story to life.
Tahi 7	Devised Drama	<ul style="list-style-type: none"> Use voice and speaking to support your performance.
Tahi 8	Prepared Prose Extract	<ul style="list-style-type: none"> Characterise any dialogue by changing your voice for different speakers.
Tahi 9	Prepared Reading	<ul style="list-style-type: none"> Highlight your message in your delivery.
Rua 3	Impromptu Storytelling	<ul style="list-style-type: none"> Use both your voice and facial expression and involve yourself imaginatively in sharing the story with your audience. If using direct speech, use different voices for characters.

Grade 5		
Tahi / Rua	Task	Learning Criteria
Tahi 2	Social Speeches	<ul style="list-style-type: none"> Use your own words and speak in a natural manner.
Tahi 4	Radio or Television Report	<ul style="list-style-type: none"> Adapt your delivery to suit the medium. Deliver using appropriate eye contact and tone.
Tahi 5	Talk on Book and Author / Editor	<ul style="list-style-type: none"> Use voice and speaking to complement the storytelling.
Tahi 7	Original Poem OR	<ul style="list-style-type: none"> Use your voice to share the mood and imagery of the poem. Use pauses to develop the shape of the poem.
	Original Story	<ul style="list-style-type: none"> Use voice, facial expression and gesture.
Tahi 8	Characterisation	<ul style="list-style-type: none"> Think, feel and speak as your character to sustain a convincing performance.
Tahi 9	Devised Drama	<ul style="list-style-type: none"> Use voice and speaking confidently to support your performance.
Tahi 10	Prepared Prose Extract	<ul style="list-style-type: none"> Use voice and speaking with imaginative involvement to enhance the storytelling and connect with your listeners. Use voice and speaking to complement the storytelling.
Rua 1	Sight Reading	<ul style="list-style-type: none"> Use imaginative involvement to integrate the narration, description and dialogue to produce a well shaped text.

Grade 6		
Tahi / Rua	Task	Learning Criteria
Tahi 1-5	Talks	<ul style="list-style-type: none"> Use voice and speaking to support the presentation and share details in a natural manner.
Tahi 6	Poem	<ul style="list-style-type: none"> Use voice and speaking to support the poem's form, style, message and mood.
Tahi 7	Characterisation	<ul style="list-style-type: none"> Use voice, body, movement and space to be convincing within the context of the scene and play. Use voice to support the integrity of the piece.
Tahi 8	Storytelling	<ul style="list-style-type: none"> Use voice and speaking to support the integrity of the piece.
Tahi 9	Devised Drama	<ul style="list-style-type: none"> Use voice and speaking to support the integrity of the piece.
Tahi 10	Prepared Prose Extract	<ul style="list-style-type: none"> Use voice and speaking to complement the storytelling.
Rua 1	Sight Reading	<ul style="list-style-type: none"> Use voice and speaking with imaginative involvement to support the content and style of the extract.

Grade 7		
Tahi / Rua	Task	Learning Criteria
Tahi 1-4	Talks	<ul style="list-style-type: none"> Use voice and speaking to support the presentation and share ideas in a natural manner..
Tahi 5	Poem	<ul style="list-style-type: none"> Use voice and speaking to support the demands of the contrasting styles.
Tahi 6	Characterisation	<ul style="list-style-type: none"> Use voice, body, movement and space to create a character that is convincing within the scene and play.
Tahi 7	Storytelling	<ul style="list-style-type: none"> Use voice and speaking to complement the storytelling.
Tahi 8	Devised Drama	<ul style="list-style-type: none"> Use voice, speaking and/or movement to support the integrity of the work.
Tahi 9	Prepared Prose Extract	<ul style="list-style-type: none"> Use voice and speaking to complement the storytelling.
Tahi 10	Comic Performance	<ul style="list-style-type: none"> Delivery must contribute to the comic effect through use of voice, movement and timing.
Rua 1	Sight Reading	<ul style="list-style-type: none"> Use voice and speaking with imaginative involvement to support the content and style of the extract.

Grade 8		
Tahi / Rua	Task	Learning Criteria
Tahi 1-5	Talks	<ul style="list-style-type: none"> Use voice and speaking to support the presentation to connect and make an impact on your audience.
Tahi 6	Poems	<ul style="list-style-type: none"> Use voice and speaking to support the demands of speaking styles.
Tahi 7 & 8		<ul style="list-style-type: none"> Use voice, body, movement and space to create a character that is convincing within the scene and the play and to .
Tahi 9	Devised Drama	<ul style="list-style-type: none"> Use speech, speaking and movement to support the integrity of the work.
Tahi 10	Devised Performance on a Theme	<ul style="list-style-type: none"> Use voice, face and movement creatively.
Rua 1	Sight Reading	<ul style="list-style-type: none"> Use voice and speaking to reflect the style of the extract.

Poetry Skills

Grade	Learning Criteria
Initial	<ul style="list-style-type: none"> • Memorise poem. • Share with enjoyment and confidence.
Grade 1	<ul style="list-style-type: none"> • Memorise poem. • Share poem with confidence and enjoyment. • Use pauses to show the form of the poem. • Understand the words and the meaning of the poem.
Grade 2	<ul style="list-style-type: none"> • Memorise the poem. • Share your poem with confidence and enjoyment. • Use pauses to show the form of the poem. • Understand the words and the meaning of the poem. • Share the mood and/or bring the story of the poem to life.
Grade 3	<ul style="list-style-type: none"> • Use pauses, including suspensory pauses to develop the form of the poem. • Use voice to share the mood and imagery of the poem and/or bring the story of the poem to life. • Use imaginative involvement to shape the poem and bring it to a clear ending.
Grade 4	<ul style="list-style-type: none"> • Use voice and speaking skills to fully support your interpretation. • Use pauses, including suspensory pauses to develop the form of the poem. • In free verse, use the line lengths to develop the rhythmic flow of the voice.
Grade 5	<ul style="list-style-type: none"> • Use your voice to share the mood and imagery of the poem. • Use pauses to develop the shape of the poem.
Grade 6	<ul style="list-style-type: none"> • Reflect the maturity of the grade in your choice. • Use voice and speaking to support the poem's form, style, message and mood. • Sustain imaginative involvement throughout as you share the poem. • Reflect on the form of the poem and your interpretation.
Grade 7	<ul style="list-style-type: none"> • Choose poems that show contrast in style. • Use voice and speaking to support the demands of the contrasting styles. • Sustain imaginative involvement in each poem to make an impact on your listeners. • In reflection, share understanding of choices you made in interpreting each style.
Grade 8	<ul style="list-style-type: none"> • Choose poems that show contrast in style of presentation and literary period. • Use voice and speaking to support the demands of the contrasting styles. • Sustain imaginative involvement in each poem to make an impact on your listeners. • Reflect on choices you made in interpreting and performing each style in relation to literary context.

Characterisation

Grade	Task	Learning Criteria
Grade 4	Tahi 6	<ul style="list-style-type: none"> • Think, feel, move and speak as your character to show how your character changes or develops through the scene. • In groups work together to shape the dialogue and achieve the objective of the scene.
Grade 5	Tahi 8	<ul style="list-style-type: none"> • Think, feel, move and speak as your character to sustain a convincing performance. • In group work sustain the relationship/s to achieve the objective of the scene.
Grade 6	Tahi 7	<ul style="list-style-type: none"> • Use voice, body, movement and space to be convincing within the context of the scene and play. • Use voice to support the integrity of the piece. • Sustain involvement to engage the imagination of the audience. • Develop the scene towards achieving its dramatic shape. • Reflect on your character's motivation in the context of the play.
Grade 7	Tahi 6	<ul style="list-style-type: none"> • Use voice, body, movement and space to create a character that is convincing within the scene and play. • Develop your scene to have impact. • Reflect on the relevance of your extract to the play as a whole, along with choices made in interpreting. • your character and developing the scene.
Grade 8	Tahi 7 & 8	<ul style="list-style-type: none"> • Use voice, body, movement and space to create a character that is convincing within the scene and the play and to make an impact. • Reflect on your understanding of the works of the playwright/s along with processes used and choices made in interpreting your character. <p>NB: If both characterisation options are chosen, the second must contrast</p>

Social Speeches

Announcement	
Purpose	To give clear information to the audience so they can act on the information.
Structure	<ul style="list-style-type: none"> • Gain the audience's attention. • Have a clear concise opening statement.
State	<ul style="list-style-type: none"> • Message, what you want them to do? • Time • Place • Date • Cost • What to bring
Then	Repeat main details
Tips	<ul style="list-style-type: none"> • Be seen and be heard. • Get everyone's attention before starting. • Speak slowly and clearly. • Repeat the information.
Time	1-2 minutes

Welcome	
Purpose	<ul style="list-style-type: none"> • To draw your audience into the occasion. • To create the atmosphere for the event. • To join various groups together. • To give the occasion value or status. • Acknowledge and thank people for attending.
Structure	<ul style="list-style-type: none"> • Greet the visiting people or team. • Welcome any dignitaries, teams or guests. • State the occasion. • You could use a past, present, future, structure if applicable. • Highlights the purpose of the get together. • Announce any administration details like, housekeeping details: toilets, lunch breaks. • Have a summary sentence and direct audience to next activity.
Tips	<ul style="list-style-type: none"> • Be seen and heard. • Get everyone's attention before starting. • Speak slowly and clearly. • Have a warm, welcoming tone to your voice. • Use eye contact.
Time	2-3 minutes

Introducing a Speaker	
Purpose	<ul style="list-style-type: none"> • To introduce the speaker to an audience. • To inform the audience about the speaker. <ul style="list-style-type: none"> ○ Relevant life details for audience or topic. ○ Education. ○ Expertise on the subject. • To inform the audience what the speaker will speak about.
Structure	<ul style="list-style-type: none"> • Greet the audience. • Have a creative opening. • Introduce the speaker by name. • Give relevant background material. • Tell an anecdote that is relevant to the speaker or topic. • Explain the relevance of the topic for the audience. • Repeat the speaker's name. • Lead the applause of welcome for the audience.
Tips	<ul style="list-style-type: none"> • Be seen and heard. • Get everyone's attention before starting. • Speak slowly and clearly. • Look at the audience and link back to the speaker. • Don't give the speech the speaker is to give. • Keep to time. • You can build anticipation and introduce the speaker's name last if they are someone well known.
Time	2-3 minutes

Thanking a Speaker	
Purpose	<ul style="list-style-type: none"> • To thank the speaker for speaking . • To comment on three things the speaker has said to show you have listened. • Compliment the speaker. • Lead the audience's applause for the speaker.
Structure	<p><i>Have a gift ready to present at the end.</i></p> <ul style="list-style-type: none"> • Call the speaker by name. • Comment on two significant points the speaker made in the speech which may have been relevant to the audience. • Comment on a point you found interesting. • Acknowledge the visuals or special preparation the speaker went to. • Sound sincere and appreciative. • You may choose to present a thank you gift.
Tips	<ul style="list-style-type: none"> • Be seen and heard. • Get everyone's attention before starting. • Speak slowly and clearly. • Keep it brief. • Don't give your own speech or extend on the speaker's speech. • Don't embarrass the speaker. • Focus on the speaker not you. • Be sincere.
Time	2-3 minutes

Reflection

Check the syllabus reference on pg 58.

- There is one section on report form for assessment of reflection.
- Examiners are not given a list of specific questions per grade.
- Reflective questions might come up at any time during the examination and there is no set number.

General Guidelines

Junior Level (Initial – Grade 3)

Should be a very open question / comment to provoke ideas or discussion from students – much like conversation starters. We are looking for thoughtful responses in the students' own words.

Intermediate (Grade 4 & 5)

Again, open questions but seeking more understanding of themes/ ideas behind the words/ work presented.

Senior Level (Grade 6-8)

Open questions, seeking understanding of ideas/ themes and processes behind the work presented.

Students' own words / opinions supported by reasons and more perceptive knowledge.

Reflection Questions

Reflection questions are included in the Flexi Speaking and Performing exams to encourage candidates to think and be able to talk about their performance pieces. Obviously, the questions are more searching from Grade 5 onwards.

Questions are virtually, Why? What? How?

Examples of questions may include;

- Why did you like your poem?
- What is your poem about?
- How did you use your voice to bring the words to life?
- Why did you choose this topic for your talk?
- What do you think the most interesting point is?
- How did you use your voice to bring out the most interesting bits?
- Why did you like your character?
- What is your character doing?
- How did you show your character's mood?
- Why did you choose this book?
- What is it about?
- Who is your favourite character?
- How did you use your voice to bring out the meaning of the passage?

Journaling

Journaling can be a helpful way to introduce the practice of reflective questions maybe one or two entries per lesson.

- What were today's decisions about my poem?
- Why did I make this change?
- I want to do this talk because ...
- I can bring this character to life by....
- I chose this extract because...
- I was wondering about.....
- How can I improve?