



Designed to develop **confidence**,
group interaction skills and
a sense of **achievement** in
children up to the age of seven


Why a Young Performers Certificate?

Trinity College London Young Performers Certificates encourage young children to develop performance, musical and communication skills as they create and explore stories, songs, roles and situations through the imaginative and integrated use of movement, music, voice and artwork.

To encourage participation and provide a sense of progression, the certificates are available at three levels – Bronze, Silver and Gold.

Who are they for?

Groups of 6 to 12 children may enter for these awards, presenting their work to a Trinity College London examiner at their school or teaching centre.



'Preparing for this assessment is an extension of the dramatic play led by the speech and drama teacher over the course of the year. The group experience here means that every child in the class can participate and experience success.'

Fiona Walker, Principal Director, Chiltern House Pre-School, Singapore

What does it involve?

Children present a short group performance which takes the form of some kind of enactment of one of the following:

Story; nursery rhyme; poem; myth or fairy story; song; musical work.

Children use a variety of performance, musical and communication skills such as:

Speaking poetry or prose; dramatic expression; singing; playing musical instruments; expressive movement; mime; use of costume, props, masks; use of puppets.

The children's teacher is present throughout and may lead or direct the performance.

Bronze Certificate

The Bronze Certificate allows young children to take their first steps in exploring performance, musical and communication skills in a familiar and supportive atmosphere.

The work presented should emerge out of child-centred play or group activities and have a form and structure with which the children are familiar. It can be based on an original story devised by the group.

While there is no need for a complex plot, there should be some basic narrative to focus and progress the piece.

- **Group-based presentation (6-12 children)**
- **5-8 minute performance**
- **Integration of at least two skills (performance, musical or communication skills)**
- **Teacher-led**



Silver Certificate

The Silver Certificate allows children to continue to develop their performance skills in a mutually supportive atmosphere, while allowing individuals to make their own contributions to the group presentation.

As with the Bronze Certificate, group dynamic is important, but the emphasis shifts to encouraging individual as well as group responsibility. Children may now make their own individual, pair or small group contributions to the performance as a whole. This might be through movement, performing a role in the story, singing a song or playing a musical instrument.

The performance will normally include a range of characters, moods and situations which encourage a variety of individual and group responses. The narrative structure should be clear and move towards an appropriate ending.

- **Group-based presentation (6-12 children) with individual/pair/small group contributions**
- **8-12 minute performance**
- **Integration of two or three skills (performance, musical or communication skills)**
- **Teacher-supported**



Gold Certificate

The highest level of the Young Performers Certificates, Gold Certificate, aims to sufficiently develop performance skills to provide children with a sound foundation for Initial level graded exams in speech and drama, acting, musical theatre or music.

The work presented should be clearly structured, contain identifiable characters, and demonstrate contrasting moods and dynamics within an imagined storyline or situation.

All group members should be given the opportunity to display some independence and confidence through individual, pair or small group contributions.

- **Group-based presentation (6-12 children) with individual/pair/small group contributions**
- **10-15 minute performance**
- **Integration of at least three skills (performance, musical or communication skills)**
- **Teacher may discreetly direct the performance**

Assessment process

The group is allowed a couple of minutes to come into the room, settle and prepare for their performance. The examiner introduces themselves and creates a supportive atmosphere.

The length of the assessment will vary according to the level at which candidates are entered, the group size and the nature of the prepared performance.

After the assessment the examiner will talk informally to the children about how they went about preparing their

work. During the conversation, group members will normally be presented with a sticker in recognition of their achievement.

The group will then leave the room and the examiner will write a report recording the group's work and noting areas of outstanding achievement. This will be handed to the teacher on completion of the session.

Each participant subsequently receives an individual certificate from Trinity College London.



Examiner expectations

While there are no formal assessment criteria for the Young Performers Certificates, at each level the examiner would normally expect to see the participants:


- work co-operatively
- use a range of basic performance skills to convey a sense of mood and/or narrative
- respond appropriately to teacher direction and support
- reflect at an appropriate level on their contributions to the presentation by answering some simple questions.

The emphasis throughout is on each child's participation at an appropriate level and their enjoyment.

Please contact your local Trinity exam centre for details on how to enter for an assessment:

Specifications for all graded, certificate and diploma qualifications in drama and performance subjects may be downloaded from trinitycollege.com/drama

For further information about Trinity's drama and performance qualifications, please contact drama@trinitycollege.com

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