



The Leinster School  
of Music and Drama

# Transition Year Programme Grade Syllabus



THE LSMD



GRIFFITH COLLEGE



**THE LSMD**

Established 1904

**The Leinster School of Music & Drama**

**Transition Year Programme Grade**

**Syllabus**

Revised Edition 2024

The Leinster School of Music & Drama  
Griffith College Dublin  
South Circular Road, Dublin 8

# The Leinster School of Music & Drama

## Speech, Drama and Communications Syllabus

### Contents

<b>A Brief History .....</b>	<b>i</b>
<b>Ambassador of The Leinster School of Music &amp; Drama .....</b>	<b>ii</b>
<b>The Leinster School of Music &amp; Drama – Tuition and Examinations .....</b>	<b>iii</b>
<b>Transition Year Programme Grade Syllabus .....</b>	<b>7</b>
The Leinster School of Music & Drama – 9 Week Interview Skills Course.....	8
TRANSITION YEAR GRADE PROGRAMME .....	10
Transition Year Grade Resources.....	11
<b>Recommended Reading List.....</b>	<b>15</b>

## A Brief History

The Leinster School of Music and Drama was founded in September 1904 by Mr. Samuel Myerscough, Mus.B.Oxon., F.R.C.O. Miss May Cosgrave, her sister Joan Burke, and Miss May McCarron diligently carried on and expanded the school in Harcourt Street. They generously dedicated countless hours to advising and training teachers, setting high standards of quality. By the 1950s, thanks in large part to Secretary Joseph O'Neill (also a music critic for the Irish Independent), the school was conducting examinations for 3,000 candidates nationwide.

In 1984, the school relocated to new premises at 5 Upper Stephen Street and under the exceptional leadership of Director Miss Sheila Murphy, the number of centres expanded to over 300 nationwide.

In September 1998, as part of its growth and development, The Leinster School of Music and Drama formed a partnership with Griffith College Dublin. This collaboration brought together the expertise and resources of both institutions, allowing for further expansion and enhancement of the performing arts programmes. The school benefited from Griffith College's state-of-the-art facilities, including modern rehearsal spaces, performance venues, and recording studios.

In 2010, recognizing the growing demand, The LSMD embarked on a new chapter by launching their QQI approved third-level Higher Diploma in Arts in Drama Education. This pioneering course focused exclusively on drama education and was the first of its kind in the country. The LSMD expanded its offerings further by introducing the Certificate in Drama Teaching (45 Credits) and Certificate in Drama Performance (20 Credits) courses. These programmes were designed to cater to both full-time and part-time students, accommodating the needs of serious drama enthusiasts who wished to pursue their studies alongside work or other commitments.

Today, The Leinster School of Music and Drama at Griffith College Dublin continues to provide comprehensive training in music and drama to students of all ages and abilities. The school offers a diverse range of programmes, including undergraduate and postgraduate degrees, diploma courses, and certificate programmes. Students receive rigorous training in their chosen disciplines, combined with practical performance opportunities and a strong focus on artistic development.

The Leinster School of Music and Drama maintains a strong connection with the professional performing arts community in Ireland and abroad. It frequently collaborates with renowned artists, guest lecturers, and industry experts, providing students with valuable networking opportunities and real-world insights. The school's graduates have gone on to establish successful careers in music, drama, teaching, and related fields, contributing to the vibrant cultural landscape of Ireland and beyond.

In conclusion, The Leinster School of Music and Drama, located within Griffith College Dublin, has a storied history spanning over a century. From its origins in 1904 to its partnership with Griffith College, the school has consistently upheld a tradition of excellence in performing arts education. Its commitment to nurturing talent and fostering artistic growth has made it a leading institution for aspiring musicians and actors in Ireland.

## **Ambassador of The Leinster School of Music & Drama**

### **Aoibhín Garrihy ALSMD, LLSMD**

Aoibhín Garrihy is a graduate of The Leinster School of Music and Drama Associate Diploma and the Licentiate Diploma and was awarded an Honorary Fellowship from The LSMD in 2023. Aoibhín is an actress, speech and drama teacher, entrepreneur, and social media influencer and having graduated with a BA in Acting Studies at Trinity College Dublin in 2009, she became well known from her work in TV dramas Fair City, The Fall and on stage at The Gate Theatre. In recent years she co-founded lifestyle and wellness brand Beo, published a best-selling poetry anthology "Every Day is a Fresh Beginning - Meaningful Poems for Life" with another book due for publication in September 2023. She lives in Co Clare with her husband John and three young daughters.

### **Other notable Honorary Fellows of The Leinster School of Music and drama include:**

**Anna Scher**

**Brendan Kennelly**

## The Leinster School of Music & Drama – Tuition and Examinations

Established in 1904, The Leinster School of Music & Drama is now celebrating over 100 years. Its long-standing tradition both as a centre for learning and examining is stronger than ever.

### Tuition

Expert individual tuition is offered in a variety of subjects:

Speech & Drama	Singing and Voice
Effective Communication	Coaching Keyboard
Public Speaking	Woodwind
Solo Acting	Strings
Group Drama	

Experienced and dedicated teachers provide excellent tuition to pupils of all ages and levels. The emphasis is on learning through enjoyment, and while exams are encouraged, they are not compulsory.

### Examinations

As a national examining body, The LSMD offers grade and diploma examinations in music and drama, and the Higher Diploma in Arts in Drama Education. Over 2000 music and drama teachers nationwide are teaching the school's various syllabuses and preparing students for Leinster School examinations throughout the year. Approximately 15,000 candidates are examined annually - thus the reputation of the School reaches far beyond that of the province in which it began a century ago.

### General Guidance and Examination Regulations

This syllabus has been framed on modern and educational lines, and on a systematic basis of progression through the grades from Introductory to Diploma level.

The publications listed in this syllabus are suggested editions. The Leinster School of Music & Drama (LSMD) has tried to source pieces from current publications, but some texts listed may no longer be in print. If you require assistance sourcing material, please contact the Griffith College Library at 01 415 0490 or email [library@griffith.ie](mailto:library@griffith.ie).

### Entry Forms

Entry forms, with particulars filled in and accompanied by fees, must reach The Leinster School of Music & Drama by 01 November for examinations to be held before the Christmas period; 01 February for examinations to be held before the Easter period, and 01 March for examinations to be held after the Easter period. The right is reserved to refuse or cancel any entry in which case the examination fee will be refunded.

**Exam Schedule**

Examiners would like to talk to Teachers about the exam timetable etc. prior to exams. When The LSMD email your schedule, the examiner or teacher should contact each other to co-ordinate the timetable. E.g., if you have given the candidate times – this is to ensure that the examinations run to the same timetable and the candidates/parents' times will not run behind and delays will be kept at a minimum.

A timetable must be provided by the teacher to the examiner at least two days before the exam date and should include the starting and finishing times, scheduled breaks, and lunch.

**Venue**

Examinations are held annually at local centres throughout Ireland. Fees are fixed assuming the examination venue will be provided by the school or teacher.

Any school or teacher presenting at least twenty candidates for an examination in any one subject in any one subject may secure a local centre for that subject. Those presenting fewer than twenty candidates may obtain a centre by paying the equivalent to the fees of twenty candidates, or alternatively can send their candidates to the nearest existing centre.

Exam rooms should be clean, warm, and well lit. A table, chair, water and socket (for the examiner's laptop if required) should be provided in venues. Noise levels outside the exam room should be kept to a minimum.

**Visiting Other Centres**

When candidates are visiting another centre for exams it is requested that the candidate arrives fully prepared. The candidate's teacher should inform The LSMD of this change, and in turn they will contact the examiner.

**Illness**

If through illness a candidate is unable to attend the examination at the appointed time, re-entry will be allowed for the same grade on payment of a transfer fee of €5, or for a higher grade on payment of the difference in fees plus a transfer fee of €5.

Candidates who have been in contact with an infectious illness must not be presented for examination unless they are out of quarantine.

**Report Cards**

The examiners will make a report on the work presented. This report will have the candidates' marks and a general assessment. This report will be sent to the candidate following the examination and should act as a guideline for both teachers and candidates.

Please allow 3 – 4 weeks for the processing of exam results, especially at busy times of the year. The LSMD will do

their best to expediate all results on a first come, first served basis. Exams held after mid-May may not have results returned before the end of the school year.

Responsibility is not accepted for loss of report cards after dispatch by An Post. Where cards have been lost, the total marks obtained, but not their details, will be supplied on application. The candidates and the teacher must

accept the examiner's decision regarding each candidate unconditionally.

### Marks

The maximum marks awarded in all grades and subjects are 100. In Grade 1 and above Solo Acting and Grade 3 and above, all other subjects, a medal will be awarded to candidates gaining 95 marks.

#### Schedule of Maximum Marks

First Class Honours	85 – 100 Marks
Honours	80 – 84 Marks
Pass with Merit	75 – 74 Marks
Pass	65 – 74 Marks

### Age Requirements

Ages listed in the syllabus are a guide and should be seen as a minimum requirement. For older Grades (6 – 10), teachers should use their discretion when entering a new candidate for exams. They should look at previous experience/completed grades with other Speech & Drama boards, when choosing the starting grade. Teachers may choose appropriate selections for candidates who come to the exam system as mature candidates and entre for the junior Speech & Drama grades.

### Duration of Recitals

Candidates may combine shorter and longer pieces in their performance programmes to stay inside the allotted time. Candidates should make sure that their performances are long enough to provide them with the best chance to exhibit the necessary skills. To ensure that there is enough time to finish all remaining components of the exam, the examiner may urge a candidate to move on to their next task and shorten an extended performance piece.

### Prompting

All pieces must be known off by heard unless otherwise stated. Examiners will prompt where necessary, if provided with a copy of the candidates' pieces. The mark awarded will reflect the extent to which prompting is required.

### Role Gender

Candidates can perform male or female roles regardless of their gender identification.

### Staging and Costumes

Costumes and props are not necessary for performance and candidates will not gain marks for these. If a candidate must set up and strike any furniture or props, this must be done within the allotted time for the exam grade. Although wearing costumes is not required, candidates who do so should take care to avoid having to change into them between portions of the exam.



**Notes**

## Transition Year Programme Grade Syllabus

### About

In today's competitive job market, having strong interview skills and a well-crafted CV are essential for landing a job. As candidates prepare to enter the workforce, it is important to develop these skills and understand the best practices for showcasing their experience and qualifications.

The LSMD syllabus is designed to help candidates develop their interview skills, improve their CV writing abilities and hone their public speaking techniques. Through our syllabus, they will learn the fundamentals of effective interviewing techniques, including how to prepare for an interview, and how to answer common interview questions. They will also learn how to create a compelling CV that highlights their strengths and experiences, while also showcasing their personality and professional brand. And finally, they will learn the fundamentals of effective public speaking, including how to research and organise their ideas, how to create compelling and persuasive arguments, and how to engage and connect with their audience.

The LSMD have designed a 9-week programme and by the end of this programme, candidates will have a solid understanding of what it takes to succeed in the job market, and they will be equipped with the tools and knowledge to present themselves as a strong candidate for any job opportunity. These skills will serve them well and set them apart from the competition.

The LSMD wish candidates all the best in their studies and in their future job search. Remember to stay focused, work hard, and never give up on your dreams.

### Note:

The cover letter and CV used in The LSMD syllabus are for reference purposes only. Candidates may use their own format.

# The Leinster School of Music & Drama – 9 Week Interview Skills Course

## About

Through the LSMD Transition Year course, candidates will learn the fundamental skills required to excel in job interviews. Each week candidates will cover different aspects of the interview process, including preparation, communication, and follow-up.

### Week 1: Introduction to Interview Skills

- Overview of course
- Importance of interview skills
- Understanding different types of interviews
- Common interview questions and how to answer them.

### Week 2: Researching the Company and Role

- Importance of researching the company and role
- How to research the company and role
- Understanding the company culture and values

### Week 3: Creating a Strong CV and Cover Letter

- How to tailor your CV and cover letter to the job
- Key elements of a strong CV and cover letter
- Tips for highlighting relevant experience and skills.

### Week 4: Preparing for the Interview

- The importance of preparation
- Understanding interview formats
- How to prepare for common interview questions
- Practice interviewing skills

### Week 5: Nonverbal Communication

- Understanding the importance of nonverbal communication
- Tips for good body language
- How to make a good first impression
- Mock interviews for practice

### Week 6: Verbal Communication

- Tips for effective verbal communication
- Active listening skills
- Techniques for answering difficult questions.
- Mock interviews for practice.

### Week 7: Follow-Up

- The importance of follow-up

- Follow-up etiquette and timing

**Week 8: Putting it All Together**

- Final mock interviews and feedback
- Strategies for managing interview anxiety and stress.
- Action plan for future interview success

**Week 9: The Leinster School of Music & Drama Transition Year Programme Exam**

- Candidates will be mock interviewed by an LSMD examiner.
- Candidates will receive an LSMD report card with an evaluation of their performances and will receive an LSMD certificate.

During the 8-week preparation for this course, candidates should work on preparing, writing and rehearsing their prepared speech. By the end of this course, candidates will have the necessary skills to confidently approach their job interviews and make a strong impression on potential employers.

## TRANSITION YEAR GRADE PROGRAMME

Exam Duration: 20 Minutes

Candidates must

Schedule of Maximum Marks	
Presentation	10
Job Interview	40
Cover Letter and CV	10
Prepared Speech	30
Questions	10

Presentation	Notes
Candidates will be expected to formally present and conduct themselves in a manner that is appropriate to an interview situation.	
Job Interview	Notes
Candidates will be expected to enter into a mock job interview with the examiner. The examiner will take on the role of the interviewer and the candidate the interviewee.	The candidate must interview for a position that is suitable to their age and skill set.
Cover Letter and Curriculum Vitae	Notes
<p>Candidates will be expected to pre prepare the following:</p> <ol style="list-style-type: none"> <li>1. A Cover Letter: Detailing the position and the relevant information for the position.</li> <li>2. A current Curriculum Vitae (CV)</li> </ol> <p><i>The cover letter and CV must be submitted to the examiner at least one week prior to the scheduled examination date. Candidates will incur a penalty for late submission.</i></p>	
Prepared Speech	Notes
<p>Candidates will be expected to give a speech based on one of the following titles:</p> <ul style="list-style-type: none"> <li>• A passion, accomplishment, or challenge.</li> <li>• A business enterprise</li> <li>• A project the candidate hopes to encourage others to take on.</li> <li>• Any other topic of interest to the candidate.</li> </ul>	<p>Time Limits <i>Min: 2 Minutes 30 Seconds</i> <i>Max: 4 Minutes</i></p> <p>Cue cards/visual aids may be used for reference only, where possible. Overuse will incur a penalty.</p>
Questions	Notes
<p>Candidates should be prepared to hold a short conversation with the examiner, which will include the selections chosen for their examination. A thorough knowledge of their selections is expected.</p> <p>Candidates will be expected to further discuss the following:</p> <ul style="list-style-type: none"> <li>• How candidates should prepare for interviews.</li> <li>• How a candidate should conduct themselves in an interview situation.</li> <li>• The difference between being interviewed in person and online.</li> <li>• The techniques of effective communication.</li> </ul>	

## Transition Year Grade Resources

### Cover Letter

[First Name] [Surname]  
Address: Our Town, Co. XX, EIRCODE  
Phone: 080 000 0000  
E-Mail: samplestudent@sampleemail.ie

DD Month YYYY [Company Address]

RE: [Position]

Dear [Ms. or Mr. Last Name],

I was excited to learn about the [Position] with [company name] posted on your notice board and would greatly appreciate your considering my placement in this role. I've closely reviewed the needs and requirements for this role and believe that my qualifications have prepared me to contribute immediate value to your organisation.

During my last summer holidays, I worked hard to hone my skills. I am focused and attentive to detail and my problem-solving abilities allow me to address challenges to achieve results. My previous experience working as a shop assistant for ABC Clothing, gave me cashier experience and dealing with the public. My expertise in Order Taking make me a great addition to your team.

My academic experiences have served me well in developing my communication and decision-making skills. I work well to use clear and concise communication to interact professionally with teachers and fellow students. I look forward to speaking with you regarding my skill set and attributes which I believe will serve as an asset to support The Coffee House's goals. Please take a moment to review my attached CV. Thank you for your time and consideration.

Sincerely,

[First Name] [Surname]

## Curriculum Vitae Example

<h1 style="margin: 0;">Mary Sheridan</h1> <hr/> <h2 style="margin: 0;">Contact</h2> <p><b>Address</b> 14 Bolton Street, Our Town, Co. Longford</p> <p><b>Phone</b> 087 - 00000000</p> <p><b>E-mail</b> marysheridan@icloud.ie</p> <hr/> <h2 style="margin: 0;">Skills</h2> <p>MS Office</p> <p>Social media platforms</p> <p>Interpersonal Communication</p> <p>Written Communication</p> <p>Team Building</p> <p>Cash Handling</p> <p>Self-Motivated</p> <p>Good Telephone Etiquette</p> <p>Flexible and Adaptable</p> <p>Decision-Making</p> <p>Organization and Time Management</p> <hr/> <h2 style="margin: 0;">Languages</h2> <p>English</p> <p>French</p>	<p>I am an organised and dependable candidate who is successful at managing multiple priorities with a positive attitude. I demonstrate a willingness to take on added responsibilities to meet team goals.</p> <hr/> <h2 style="margin: 0;">Work History</h2> <hr/> <p>2023-01 - Current</p> <p><b>Charity Shop Assistant</b> <i>St. Vincent De Paul, Our Town, Co. Longford</i></p> <ul style="list-style-type: none"> <li>● Greeted customers, helped locate merchandise, and suggested suitable options.</li> <li>● Assisted customers with prompt and polite support in-person and via telephone.</li> <li>● Stocked merchandise, clearly labeling items, and arranging according to size or color.</li> </ul> <p>2022-06 - 2022-08</p> <p><b>Sales Assistant</b> <i>ABC Clothing, Our Town, Co Longford</i></p> <ul style="list-style-type: none"> <li>● Assisted customers with selecting clothing items</li> <li>● Operated the cash register and processed payments.</li> <li>● Maintained the store's cleanliness and organisation.</li> </ul> <hr/> <h2 style="margin: 0;">Education</h2> <hr/> <p>2022-05 - Current</p> <p><b>Junior Cycle Certificate</b> <i>Our Town Secondary School - Our Town, Co. Longford</i></p> <hr/> <h2 style="margin: 0;">Accomplishments</h2> <hr/> <p>Completed Grades Introductory to Grade 6 in Speech and Drama, achieving First Class Honours in all exams.</p> <ul style="list-style-type: none"> <li>● Winner of school debating contest.</li> <li>● Received medal for competition in cross country trials.</li> </ul> <hr/> <h2 style="margin: 0;">Hobbies</h2> <hr/> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Running</td> <td style="width: 50%;">Reading</td> </tr> <tr> <td>● Speech and Drama</td> <td>Socialising</td> </tr> </table>	Running	Reading	● Speech and Drama	Socialising
Running	Reading				
● Speech and Drama	Socialising				

Report Card Sample

*The Leinster School of Music & Drama Report Card*



Teacher:

Student:

Centre:

Date/Time:

No: /7107

Subject: Effective Communication

Grade: Transition Year

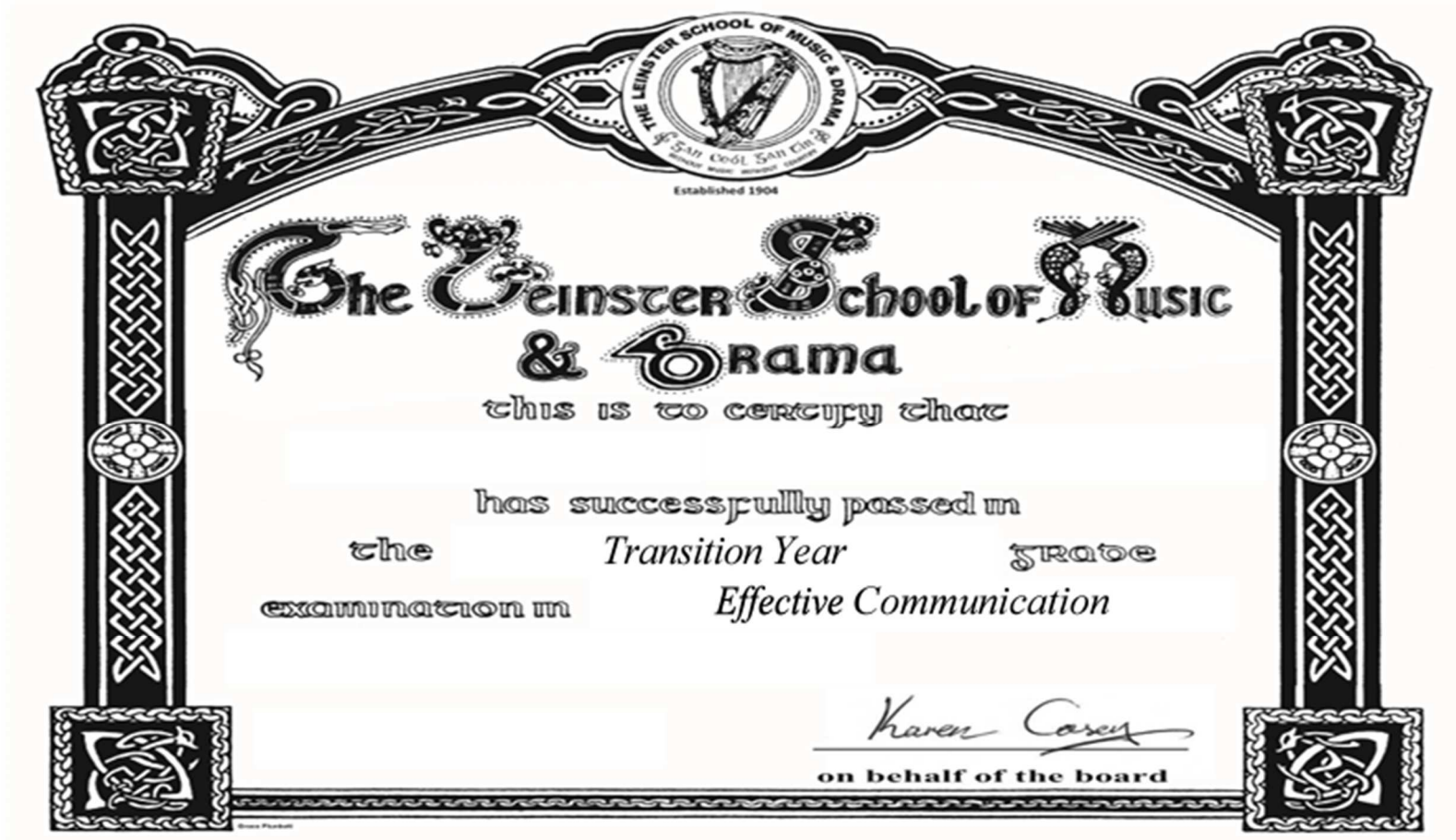
Result:

Max Marks	Requirements	Examiner's Comments	Marks Awarded
10	Presentation		
20	Letter & Curriculum Vitae (CV)		
30	Job Interview		
30	Prepared Speech (max 4 minutes)		
10	Questions		
Total/Additional Comments:			

*Examiner's signature* \_\_\_\_\_



LSMD Certificate Sample



## Recommended Reading List

Subject	Book Title	Author
<b>Poetry/Literature</b>	The Making of a Poem	A Norton
	How to Read and Why	Harold Bloom
	The Secret Life of Poems: A Poetry Primer	Tom Paulin
	Reading Poetry: An Introduction	Tom Furniss & Michael Bath
	Understanding Poetry	James Read
	The Rise of the Novel	Ian Watt
Subject	Book Title	Author
<b>Theory</b>	Effective Speech	Graham Marash
	Speech Training	Greta Coulson
	Clear Speech	Malcolm Morrisson
	The Practical Guide to Speech Training	Gordon Luck
Subject	Book Title	Author
<b>The Voice</b>	Voice and the Actor	Cicely Berry & Peter Brook
	The Actor and the Text	Cicely Berry
	The Right to Speak	Patsy Rodenburg
	The Need for Words	Patsy Rodenburg
	The Actor Speaks	Patsy Rodenburg
	Speaking Shakespeare	Patsy Rodenburg
	Speech & Communication in the Primary School	Clive Sanson
	Freeing Shakespeare's Voice	Kristin Linklater
	The Voice Book	Michael Mc Callion
Subject	Book Title	Author
<b>The Body</b>	Movement and the Body	M. Evans
	The Empty Space	Peter Brook
	The Actor and His Body	Litz Pisk: Foreword by Michael Elliott
Subject	Book Title	Author
<b>Mime</b>	Movement and the Body	M. Evans
	The Empty Space	Peter Brook
	The Actor and His Body	Litz Pisk: Foreword by Michael Elliott

Subject	Book Title	Author
<b>Improvisation</b>	The Improvisation Game	Chris Johnston
	Improvisation for the Theater, 3rd Edition	Viola Spolin
	Impro: Improvisation and the Theatre	Keith Johnstone intro by Irving Wardle
<b>Educational Drama</b>	Towards a Theory in Drama in Education	Gavin Bolton
	Starting Drama Teaching	Michael Fleming
	Drama Worlds	Cecily O'Neill
	Drama Structures	Cecily O'Neill
	Developing Drama Skills 11-14	Joss Bennathan
	Drama as a Learning Medium	Betty Jane Wagner
	The Teaching of Drama in the Primary School	Brian Woodland
	Structuring Drama Work	Jonathon Neelands
	Theatre Games	Clive Barker
	An Actor Prepares	Stanislavsky
	Creating a Role	Stanislavsky
	Building a Character	Stanislavsky
	The Art of the Stage	Stanislavsky
	Playing the Game	Chrissy Poulter
	Using Drama with Children on the Autism Spectrum	C. Conn

Subject	Book Title	Author
<b>General Theatre and Drama Studies</b>	Theatre of the Oppressed	Augusto Boal
	Brecht on Theatre	Bertolt Brecht trans. John Willett
	The Field of Drama	Martin Esslin
	Towards a Poor Theatre	Jerzy Gretowski trans. Engenio Bartov
	There are no Secrets	Peter Brook
	20th Century Actor Training	Alison Hodge
	Creating a Role	Stanis Lavski
	Starting Drama	Eric Boagey
	Theatre Directions	Jonathan Neelands & Warwick Dobson
	The Semiotics of Theatre and Drama	Keir Elam
	Theatre as Sign System.	Elaine Aston & George Savona
	A Semiotics of Text & Performance	Carl Allensworth
	The Complete Play Production Handbook	Peter Barkworth
	About Acting	Peter Hall
	Shakespeare's Advice to the Players	Peter Brook
	The Shifting Point	Philip Auslander
	Theory for Performance Studies, A Student's Guide	Cicely Berry
	Text in Action	Colin Counsell & Laurie Wolf
	Performance Analysis	David Wiles
	Greek Theatre Performance, An Introduction	John Barton
Playing Shakespeare	Simon Callow the Applause Acting Series	
Acting in Restoration Comedy	Bill Bryson	
Shakespeare	Jan Kott	
Subject	Book Title	Author
<b>Associated with Irish Theatre</b>	Theatre Talk.	Edited by Lilian Chambers,
	Voices of Irish Theatre Practitioners	Ger Fitzgibbon & Eamonn Jordan
	Critical Moments	Fintan O' Toole
	A History of Irish Theatre 1601-2000	Christopher Morash
	Devised Performance in Irish Theatre	Siobhan O'Gorman & Charlotte McIvor

**Notes**

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