Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: MUSIC THEATRE SINGING 1

Course ID: MTSIN1001

Credit Points: 10.00

Prerequisite(s): Nil

Co-requisite(s): (MTDAN1001, MTACT1001)

Exclusion(s): Nil

ASCED Code: 100103

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>AQF Level of Program</th>
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</thead>
<tbody>
<tr>
<td>Introductory</td>
<td>5</td>
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<tr>
<td>Intermediate</td>
<td>6</td>
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<tr>
<td>Advanced</td>
<td>7</td>
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<td>8</td>
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<td>10</td>
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Learning Outcomes:

Knowledge:

K1. Demonstrate a foundational understanding of vocal physiology
K2. Illustrate the relationship between principles of singing technique, body alignment, breath management and structural support
K3. Examine a broad range of vocal styles in Music Theatre
K4. Interpret and report on contemporary issues of vocal technique and music theatre performances
K5. Develop understanding of industry standards and expectations in rehearsal and performance
K6. Investigate characters, synopsis and composers across a broad range of Musical Theatre styles

Skills:

S1. Demonstrate correct body alignment and breathing techniques
S2. Apply the principles of a disciplined practice and rehearsal regime
S3. Demonstrate an expanding vocal range and flexibility
S4. Analyse a song in relation to acting principles
S5. Sight-sing from sheet music
S6. Rehearse and perform effectively as an ensemble member

Application of knowledge and skills:

A1. Exhibit technical proficiency in the assigned exercises.
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A2. Produce a final in-house performance based on rehearsal techniques and strategies learnt in class
A3. Investigate the discourse on contemporary issues surrounding vocal techniques and music theatre performance.
A4. Critique, analyse and assess issues relating to Musical Theatre singing through written assessments
A5. Act in a professional manner in rehearsal and performance.

Course Content:

Topics may include:

- Short vocal exercises
- Extended vocal exercises
- Sight-singing exercises
- Excerpts of targeted repertoire
- Rehearsal studio based learning
- Individual teacher led exercises
- Masterclass / Workshops
- Solo, small group and ensemble singing
- Songs from 20th and 21st century
- Specified recommended readings
- On-line forum discussions on contemporary theatre and singing technique

Values and Graduate Attributes:

Values:

V1. Take personal responsibility for own vocal health and musical development.
V2. Develop a critical approach to vocal and musical performance.
V3. Communicate a personal response to the work through discussion and practice.
V4. Reflect on the relationship between performer and audience in Music Theatre
V5. Take responsibility for their role within an ensemble.

Graduate Attributes:
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<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students have established an emerging capacity in personal analysis of vocal, technical and performance development. Students are developing an understanding and a set of preliminary skills to develop a life long practice regime.</td>
<td>High</td>
</tr>
<tr>
<td>Self Reliance</td>
<td>Students have established an emerging strategy on how to commence, develop, evaluate and revise their vocal performance.</td>
<td>High</td>
</tr>
<tr>
<td>Engaged Citizenship</td>
<td>Students have an understanding of what it means to engage professionally in peer review and discussions.</td>
<td>Low</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Students have explored the value of group contribution and responsibility.</td>
<td>High</td>
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</tbody>
</table>

Learning Task and Assessment:

**SPECIAL NOTE:** This Course consists of two distinct strands: Technique and Repertoire. Each strand constitutes 50% of the overall mark weighting for the Course, both strands must be passed in order to pass the Course.

TECHNIQUE STRAND – 50%
Assessment tasks 1, 2 and 3

REPERTOIRE STRAND – 50%
Assessment tasks 4 and 5

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>K2, K3, K4, K5, S2, S3, A3</td>
<td>Attendance and application to classwork including; reading of set texts, learning of exercises and song excerpts, regular practice and improvement of technical tasks, and participation in class discussion, and in physical and vocal tasks</td>
<td>Work will be assessed on an ongoing basis through: Attendance, engagement, participation, weekly preparation, ability to execute technical exercises, evidence of a development of professional behaviour in tutorial situations.</td>
<td>10-15%</td>
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<tr>
<td>S1, S3, S5, K1, K2, A1</td>
<td>Technical Performance Exams</td>
<td>2 tests including sight-singing</td>
<td>20-30%</td>
</tr>
<tr>
<td>K1, A3, A4</td>
<td>Assessment of the principles of vocal physiology</td>
<td>1 assessment delivered via a viva voce or written test</td>
<td>10-20%</td>
</tr>
<tr>
<td>K3, K5, K6, S2, S3, S4, S6, A2, A5</td>
<td>Rehearsal and workshop based study of ensemble, duet and solo repertoire focusing on an exploration of musicality, connection to the text, the voice as an expressive instrument and the establishment of an effective rehearsal and practice routine. Preparation will include investigation into the show from which the song is taken that supports character development and clear storytelling.</td>
<td>ENSEMBLE work will be assessed on an ongoing basis through: attendance, engagement, participation, weekly preparation, ability to reflect and critique; ability to learn and retain musical detail; and evidence of a development of professional behaviour in rehearsal situations. DUETS will be performed to an in-house audience and parallel industry standards.</td>
<td>30-40%</td>
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<td>K4, A3, A4</td>
<td>An on-line journal with weekly entries will be kept by students to record their reflections and responses to their learning and experiences. Students will respond to, and discuss, four articles as posted on-line by the lecturer that reflect current issues in the Music Theatre industry.</td>
<td>Assessment will be based on the quality and depth of personal reflection in the journal entries.</td>
<td>10-15%</td>
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</tbody>
</table>

**Adopted Reference Style:**

Chicago