Course Outline (Higher Education)

Faculty: Faculty of Education and Arts
Course Title: MUSIC THEATRE SINGING 2
Course ID: MTSIN1122
Credit Points: 10.00
Prerequisite(s): (MTSIN1001)
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 100103

Description of the Course:

This course continues to develop the skills of singing learnt in Voice 1 with a focus on legitimate technique, in a range of music theatre styles, grounded in the principles of foundational technique and taught in small group tutorials.

Music theatre repertoire, with a focus on pre-Golden Age/Golden Age music theatre repertoire and the inclusion of some post Golden Age duets, will be taught in master-class style sessions. Through weekly classes students will explore: the importance of text in song with a focus on musical accuracy, maintaining an independent harmonic line; the importance of more comprehensive investigation into, and preparation of, song; work-shopping a song; and the giving and receiving of constructive feedback. There will be a continued expectation of industry standards in their preparation and presentations.

Grade Scheme:

Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component:

No

Program Level:

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

Knowledge:

K1. Demonstrate a more detailed understanding of vocal physiology
K2. Illustrate the relationship between principles of singing technique, body mapping, breathing and Alexander Technique
K3. Examine a broad range of pre-Golden Age and Golden Age music theatre repertoire
K4. Interpret and report on contemporary issues of vocal technique and music theatre performances
K5. Apply 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 an understanding of body mapping and the breathing apparatus.
S2. Apply the principles of a disciplined practice and rehearsal regime
S3. Demonstrate a consistent vocal tone across the entire range
S4. Demonstrate a capacity to learn and memorise a song quickly, accurately and stylistically
S5. Demonstrate an ability sight-sing to AMEB 3rd grade equivalent
S6. Demonstrate an ability to perform both within a small ensemble and as a soloist

Application of knowledge and skills:

A1. Show technical proficiency in the assigned exercises
A2. Produce a final in-house performance based on rehearsal techniques and strategies
A3. Investigate the discourse on contemporary issues surrounding vocal techniques and music theatre performance through on-line forums, viva voce or written exams
A4. Produce a written paper that explores the issues surrounding Pre Golden Age/Golden Age music theatre repertoire
A5. Act in a professional manner at industry standard 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
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- Master-classes/Workshops
- Solo and small group singing
- Songs from Pre Golden Age/ Golden Age
- Specified recommended readings

Values:

V1. Take personal responsibility for own vocal 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. Develop a regime of independent learning

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

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<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students have established an expanded 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>Critical, creative and enquiring learners</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>Capable, flexible and work ready</td>
<td>Students have an understanding of what it means to engage professionally in peer review and discussions.</td>
<td>Medium</td>
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<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students have explored the value of group contribution and responsibility.</td>
<td>Medium</td>
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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 but both strands must be passed in order to pass the Course.

**Technique:** Assessment Tasks 1, 2 and 3

**Repertoire:** Assessment Tasks 4 and 5
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<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K2, K4, K5, S1, S3, A1, A3, A5</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>Attendance, engagement, participation, weekly preparation, ability to execute technical exercises, evidence of a development of professional behaviour in tutorial situations will all be assessed on an ongoing basis by the lecturer. Students will be given a detailed rubric on all aspects of assessment.</td>
<td>10-15%</td>
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<tr>
<td>K1, K2, S1, S3, S5, A1</td>
<td>Technical Performance Exams</td>
<td>2 examinations including sight singing</td>
<td>20-30%</td>
</tr>
<tr>
<td>K1, K2, K4, A3</td>
<td>Assessment of the principles of vocal physiology</td>
<td>1 assessment delivered via a viva voce or written exam</td>
<td>10-20%</td>
</tr>
<tr>
<td>K3, K5, K6, S2, S4, S6, A2, A5</td>
<td>Workshop and Master-class based study of solo and duet repertoire that builds on the first semester’s work by focusing in more detail on attention to detail of musical accuracy, appropriately stylistic choices, and appropriate vocal quality. An effective rehearsal and practice routine will be expected to include more detailed preparation, with students being required to work increasingly independently on the musical preparation, interpretation and staging/presentation of their performances as the semester progresses.</td>
<td>Ongoing assessment by the lecturer will be based upon: attendance, engagement, participation; weekly preparation; ability to reflect and critique; ability to learn and retain musical detail; and evidence of a further developing understanding of the requirement of professionalism in a master-class situation. All assessments will be performed to an in-house audience and based parallel to industry standards. Students will be given a detailed rubric on all aspects of assessment.</td>
<td>30%-40%</td>
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<tr>
<td>K4, A4</td>
<td>An essay topic will be set, by the lecturer, that challenges students to reflect on Pre Golden Age/Golden Age music theatre repertoire.</td>
<td>Essay</td>
<td>10-20%</td>
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**Adopted Reference Style:**

Chicago