Faculty: Faculty of Education and Arts

Course Title: MUSIC THEATRE SINGING 4

Course ID: MTSIN2124

Credit Points: 10.00

Prerequisite(s): (MTSIN2123)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 100103

Description of the Course:

This course focuses on ‘mix’ style of singing and the integration of contemporary styles of Pop, Rock, R&B, Country, Jazz and Gospel. Classes will be taught in small group tutorials.

Music theatre repertoire will focus on works from 1981 to current and new repertoire and will be taught in master class style sessions. Repertoire class will involve the integration of vocal techniques and acting skills in song at a developed level. This course will continue to build on the student’s personal portfolio of learned repertoire.

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.

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>Level</th>
<th>AQF Level of Program</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
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<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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</table>
Course Outline (Higher Education)

MTSIN2124 MUSIC THEATRE SINGING 4

Learning Outcomes:

Knowledge:

K1. Identify vocal physiology and the mechanics of ‘mix’ technique and contemporary singing
K2. Define the relationship between laryngeal placement, breath management and use of the articulators in safely achieving appropriate vocal quality for differing styles
K3. Examine musical theatre repertoire in the period from 1980 to contemporary and new repertoire
K4. Interpret and report on contemporary issues of vocal technique and music theatre performances
K5. Investigate characters, synopsis and composers for all repertoire performed

Skills:

S1. Demonstrate an ability to manipulate vocal placement to produce both a ‘mix’ quality and a contemporary tone for various genres including Pop, Rock, Jazz, Country, Folk, R&B and Gospel
S2. Apply the principles of a disciplined practice and rehearsal regime
S3. Demonstrate a capacity to learn and memorise a song quickly, accurately and stylistically
S4. Demonstrate an ability to sight-sing at the appropriate level
S5. Demonstrate an ability to perform consistently as a soloist at a developed standard

Application of knowledge and skills:

A1. Show technical proficiency in singing
A2. Produce a final in-house performance based on rehearsal techniques and strategies
A3. Research contemporary issues surrounding vocal techniques and music theatre performance
A4. Demonstrate an emerging independence as an artist with an awareness of industry standards

Course Content:

Topics may include:

- Vocal exercises
- Sight-singing exercises
- Excerpts of targeted repertoire
- Rehearsal studio based learning
- Solo singing
- Songs from 1980 to current and new repertoire
- Specified recommended readings
Course Outline (Higher Education)

MTSIN2124 MUSIC THEATRE SINGING 4

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.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
</tr>
</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 skills to develop a lifelong 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>
</tr>
</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 but both strands must be passed in order to pass the Course.**

**TECHNIQUE STRAND - 50%**

Assessment Tasks One, Two and Three

**REPERTOIRE STRAND - 50%**

Assessment Tasks Four and Five

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, K4, S1, S2, S3, S5, A1, A3</td>
<td>Attendance and application to classwork</td>
<td>Individual Exercises</td>
<td>10-15%</td>
</tr>
<tr>
<td>K1, K2, S1, S2, S3, S5, A1</td>
<td>Technical Performance Exams including sight-singing</td>
<td>Two sight-singing tests</td>
<td>20-30%</td>
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<th>Learning Tasks</th>
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<th>Weighting</th>
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</thead>
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<tr>
<td>K1, K2, K4, A3</td>
<td>Assessment of the principles of vocal physiology</td>
<td>In class test</td>
<td>10-20%</td>
</tr>
<tr>
<td>K3, K5, S1, S2, S4, A2, A4</td>
<td>Attendance and application to classwork including demonstration of capabilities with designated repertoire</td>
<td>Performance to an in-house audience</td>
<td>30-40%</td>
</tr>
<tr>
<td>K4, A3, A4</td>
<td>A reflective written task on selecting repertoire, learning and rehearsal processes, and response to feedback.</td>
<td>Summative report</td>
<td>10-20%</td>
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Adopted Reference Style:

Chicago