

Liverpool John Moores University

Title: MUSICAL THEATRE INTEGRATION
Status: Definitive
Code: **3508LPAFA** (116226)
Version Start Date: 01-08-2014

Owning School/Faculty: Liverpool Screen School
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
Mike McCormack	Y

Academic Level: FHEQ3 **Credit Value:** 12.00 **Total Delivered Hours:** 72.00
Total Learning Hours: 120 **Private Study:** 48

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Practical	72.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	CONTINUOUS	Continuous assessment	80.0	1.00
Presentation	PERFORM	Assessment of performed material	20.0	1.00

Aims

The module aims to provide an introduction to:

- 1. acting through song and the related physical, vocal and imaginative skills;*
- 2. appropriate repertoire for audition purposes;*
- 3. the disciplines of working with a musical director;*
- 4. the genre of Musical Theatre.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Analyse and execute the central acting journey of sung material
- 2 Undertake a personal singing warm-up and regular vocal exercises;
- 3 Select and perform an appropriate solo song for audition purposes;
- 4 Translate personal acting process into the context of sung, scene and ensemble material

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

CONTINUOUS	1	2	4
ASSESSMENT			
PERFORMANCE	1	3	4

Outline Syllabus

Initially students will learn sung vocal warm-up techniques and, alongside the work of the voice elements in acting modules will be introduced to an understanding of the anatomy of the vocal apparatus and an approach to vocal health. In addition students will develop aural skills as well as score-reading and general musicianship. This will develop into exploring fundamental aspects of sung performance for the actor both in solo and musical scene work.

Learning Activities

The work is almost entirely practical. Work on individual technique and the basic principles of acting through song take place in a group context and runs parallel to ensemble singing work in the first part of the year. This leads to an assessment of a prepared solo song for audition purposes.

In the later part of the year, more emphasis is placed on exploring fundamentals of musical scene work. Students will be directed in repertoire research and will receive guidance upon how to select material.

There will be at least two performance assessment points during the module, when formative assessment takes place and where feedback is also given to students in order to enable their further development. One of these showings will be of solo audition songs and one of musical theatre duets/ensemble numbers. An earlier sharing of ensemble singing work may occur at the end of term one though is not formally assessed as part of marking.

ASSESSMENT STRATEGY

The strategy of assessment is based upon the assumption that the student will acquire knowledge and disciplines in the early sessions which are then developed

through practical classes into fundamental performance skills appropriate to each individual. As such the basic assessment strategy is one of continuous assessment of the student's development and progress from their own starting point at the beginning of the module rather than against an absolute standard of performance.

However two shared showing occasions are an opportunity to test out individual processes and skills and receive formative feedback on utilising skills under performance and audition conditions.

Notes

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