

# Musical Theatre

LEVEL 2	15 TCE CREDIT POINTS
<b>COURSE CODE</b>	MUT215115
<b>COURSE SPAN</b>	2015 — 2019
<b>READING AND WRITING STANDARD</b>	NO
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course was delivered in 2018. Use [A-Z Courses](#) to find the current version (if available).

## Musical Theatre is a Level 2 course

There are no specific entry requirements however individual schools may use varying audition processes. Learners are required to work as a member of an ensemble in a Musical Theatre season. There are four compulsory units of study: Musical Theatre Skill Development, Ensemble Performance Skills, Understanding and Responding to text, score or music and presenting polished Musical Theatre performances. Musical Theatre may lead on to further study in Dance, Drama or Music.

### Course Description

Learning is contextualised in rehearsal and performance as either a member of the onstage ensemble or instrumental ensemble within the production of a Musical Theatre season. In addition to Musical Theatre skills common to both ensembles, learners will also develop specific skills relevant to their role in a Musical Theatre production.

### Rationale

Musical Theatre is an increasingly relevant performing art form for Australian audiences. In the study of Musical Theatre, learners work as members of a Musical Theatre ensemble, acquire music or performance skills, and learn specialised techniques necessary for the perform of this sophisticated theatre genre.

The study of Musical Theatre builds social skills and increases self-confidence. Musical Theatre allows the exploration and expression of emotion and creativity. Learners will develop significant skills in rhythmic, body and spatial awareness.

### Learning Outcomes

On successful completion of this course, learners will be able to:

1. work as a member of a Musical Theatre ensemble to achieve performance outcomes
2. follow artistic direction and respond appropriately to feedback
3. apply reflective practices and identify skill areas for further development
4. identify characteristics of Musical Theatre, and the genre, style and artistic intent of a given production
5. communicate artistic intent in Musical Theatre settings
6. apply the conventions of Musical Theatre during a performance season
7. appropriately apply work-safe principles and practices in Musical Theatre settings
8. In addition, and depending on their role within the ensemble, learners must have basic skills in at least three (3) of the following areas: vocal technique (spoken and singing); musical instrument technique; movement and dance; improvisation to develop character/dance or music repertoire, and to solve problems in performance; text, score or music interpretation; acting.

## **Access**

Learners are required to work as a member of an ensemble in a Musical Theatre season.

## **Pathways**

Musical Theatre Level 2 provides a pathway to studying a range of TASC accredited courses in the performing Arts.

The study of Musical Theatre Level 2 also provides a pathway to the Conservatorium of Music (UTAS) unit FCE 107 MUSIC PROJECT 1 (College Music Theatre Production), and VET units and qualifications associated with the CUA Live Performance and Entertainment Training Package.

## **Resource Requirements**

Providers of this course will require access to musical theatre equipment, resources and spaces in order to stage the theatrical performance of a Musical Theatre season.

## **Course Size And Complexity**

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

## **Course Requirements**

Learners must perform as either a member of the onstage ensemble or instrumental ensemble within the production of at least one Musical Theatre season. The season will comprise at least three (3) public performances.

It is recommended that a published musical theatre show is sourced.

## Course Content

There are four (4) compulsory units:

UNIT 1 Musical Theatre skill development

UNIT 2 Ensemble performance skills

UNIT 3 Understanding and responding to text, score or music

UNIT 4 Presenting polished Musical Theatre performances

The first three units will be delivered concurrently and culminate in Unit 4 – the Musical Theatre production season.

### UNIT 1 MUSICAL THEATRE SKILL DEVELOPMENT

This unit focuses on the development of core Musical Theatre skills. While these skills will vary according to the learner's role in the production, a minimum of three (3) skill areas will be studied:

- vocal technique (spoken and singing)
- musical instrument technique
- movement and dance
- improvisation to develop character/dance or music repertoire, and to solve problems in performance
- text, score or music interpretation
- acting as a member of an ensemble.

### UNIT 2 ENSEMBLE PERFORMANCE SKILLS

This unit focuses on individual and group rehearsal and performance processes. Learning will focus on:

- developing and using an appropriate theatrical, musical or dance vocabulary
- responding appropriately to artistic direction
- using feedback to improve performance
- working collaboratively as a member of an ensemble and contributing to positive performance outcomes
- identifying and appropriately reacting to potential hazards in a rehearsal/theatre environment
- negotiating rehearsal and performance schedules.

### UNIT 3 UNDERSTANDING AND RESPONDING TO TEXT, SCORE OR MUSIC

This unit focuses on using skills, techniques and processes used to explore and communicate ideas in musical theatre, including:

- developing an understanding of the characteristics of Musical Theatre, and the genre, style and thematic context of the performance
- developing an understanding of the artistic intent of designer/director, and how their role(s) relate to the intent
- working with others (such as tutors, musicians, choreographers, directors, and designers), and stimulus materials to workshop and develop ideas
- accurately preparing and/or memorising performance material such as: scores; text; dance; blocking; and song
- documentation of the processes involving in creating, making and presenting creative arts performances.

### UNIT 4 PRESENTING POLISHED MUSICAL THEATRE PERFORMANCES

Learners will perform as either a member of the onstage ensemble or instrumental ensemble within the production of at least one Musical Theatre season. The season will comprise at least 3 public performances. Learning will include:

- well prepared and confident participation in own or ensemble performance
- solving problems in performance
- applying work safe principles and practices in a theatre environment

- management of personal props, costumes, set items and/or instruments and other music materials
- listening and responding to others in performance
- confident and sustained presentation to engage an audience.

## Work Requirements

This course requires a class of learners to undertake and fulfil the role of a performer working as a member of a group and individually. Individual learners must be aware that such roles involve expectations that they will:

- be punctual to all rehearsals/performances
- take responsibility for ensuring that they know and understand rehearsal rosters/performance calls, and plan for attendance (e.g. with part-time employer, in regard to transport)
- complete necessary tasks in preparation for rehearsals/performances (e.g. memorising lines, learning blocking or dance routines, practicing scores)
- take responsibility for ensuring that they know and understand rehearsal rosters/performance calls, and plan for attendance (e.g. with part-time employer, in regard to transport)
- attend all rehearsals, warm-ups and performances
- take responsibility for costumes/personal props/instruments and music resources in rehearsals and performances.

In addition to any penalties a provider may choose to impose on an individual who fails to meet these expectations, learners must be aware that failure to meet these expectations will have adverse effects on their assessment outcomes.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

## Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

**Process** – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
  - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
  - class records of assessment
  - examples of learner work that demonstrate the use of the marking guide
  - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

## Criteria

The assessment for Musical Theatre Level 2 will be based on the degree to which the learner can:

1. identify characteristic of musical theatre, and genre, style and artistic intent of a production
2. work collaboratively as a member of a Musical Theatre ensemble
3. safely apply stagecraft skills in rehearsals and performances
4. apply reflective practice to own role in Musical Theatre ensemble
5. present polished Musical Theatre performances to an audience

Standards

### Criterion 1: identify characteristic of musical theatre, and genre, style and artistic intent of a production

The learner:

Rating A	Rating B	Rating C
explains* characteristics of Musical Theatre, and the genre and style** of the production	correctly describes* characteristics of Musical Theatre, and the genre and style** of the production	correctly identifies* characteristics of Musical Theatre, and the genre and style** of the production
explains artistic intent of designer/director, and how own role(s) in performance supports intent	correctly describes artistic intent of designer/director, and how own role(s) in performance supports intent	correctly identifies artistic intent of designer/director, and how own role(s) in performance supports intent
uses basic and specialised terminology relevant to Musical Theatre performance	uses basic terminology relevant to Musical Theatre performance	uses some basic terminology relevant to Musical Theatre performance
uses stimulus materials and appropriate experimentation to explore, enhance and refine own performance, and support artistic intent of designer/director.	uses stimulus materials and appropriate experimentation to enhance own performance.	uses stimulus materials and experimentation to inform own performance.

\* *Identify*: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is

*Describe*: to recount, tell of/about, chronicle, comment on, give an account of characteristics or features

*Explain*: to make plain, clear, intelligible, to describe in detail, revealing relevant facts

\*\* '*Genre and style of musical theatre*' include, but are not limited to: book musicals; burlesque; jukebox musicals; musical comedy; rock operas; and vaudeville.

### Criterion 2: work collaboratively as a member of a Musical Theatre ensemble

The learner:

Rating A	Rating B	Rating C
consistently maintains effective on-task engagement within specified time frames	maintains effective on-task engagement within specified time frames	remains on task for an agreed time
contributes ideas and suggestions that improve performance outcomes and support artistic intent	contributes ideas and suggestions that improve performance outcomes	contributes suggestions and ideas in appropriate ways
co-operates with others to achieve performance outcomes, and facilitates ensemble outcomes in support of artistic intent	co-operates with others to achieve performance outcomes, and appropriately supports ensemble members	co-operates with others to achieve performance outcomes, as directed
responds appropriately, promptly and accurately to verbal and non-verbal instruction and direction.	responds appropriately and promptly to verbal and non-verbal instruction and direction.	responds appropriately to verbal and non-verbal instruction and direction.

### Criterion 3: safely apply stagecraft skills in rehearsals and performances

The learner:

Rating A	Rating B	Rating C
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undertakes appropriate warm-up routines and collaboratively uses process to develop and enhance ensemble	undertakes appropriate warm-up routines	undertakes warm-up routines, as directed
moves with spatial awareness in performance spaces. The learner's movements and actions enhance those of the ensemble and crew	moves with spatial awareness in performance spaces. The learner's movements and actions do not interrupt others	follows direction and directives regarding movements and actions in performance spaces
exhibits appropriate theatre behaviours and etiquette during rehearsals and performances, and collaboratively supports others to do so	exhibits appropriate theatre behaviours and etiquette during rehearsals and performances	exhibits appropriate theatre behaviours and etiquette during rehearsals and performances, as directed
appropriately cares for Musical Theatre equipment*, collaboratively supports others to do so, and clearly articulates why such care is significant	appropriately cares for Musical Theatre equipment*, and articulates why such care is significant	appropriately cares for Musical Theatre equipment*, as directed, and articulates why such care is required
follows workplace safety requirements, protocols and procedures in theatrical spaces, and collaboratively supports others to do so.	follows workplace safety requirements, protocols and procedures in theatrical spaces.	follows workplace safety requirements, protocols and procedures in theatrical spaces, as directed.

\* *Musical Theatre equipment* includes, but is not limited to: properties; costumes; set items; instruments; scores and music stands; and sound, lighting and effects equipment.

## Criterion 4: apply reflective practice to own role in Musical Theatre ensemble

The learner:

Rating A	Rating B	Rating C
explains* own contribution to ensemble with reference to text, score or music, and artistic intent	correctly describes* own contribution to ensemble with reference to text, score or music	correctly identifies* own contribution to ensemble with reference to text, score or music
explains challenges that arise during rehearsals and performances, and offers effective solutions	correctly describes challenges that arise during rehearsals and performances, and offers some solutions	correctly identifies challenges that arise during rehearsals and performances
communicates ideas and information using basic and specialised terminology relevant to musical theatre performance	communicates ideas and information using basic terminology relevant to musical theatre performance	communicates ideas and information using some basic terminology relevant to musical theatre performance
reflects – orally and in writing – on progress towards meeting musical theatre performance goals, assesses progress and plans effective future actions	reflects – orally and in writing – on progress towards meeting musical theatre performance goals, assesses progress and plans future actions	reflects – orally and in writing – on progress towards meeting musical theatre performance goals, and articulates some ways in which goals could be met in the future
accurately describes own ensemble skill development and application of skills to ensemble and performance process and outcomes. Areas for future skill development are identified and justification is given.	describes own ensemble skill development and application of skills to ensemble and performance process and outcomes. Areas for future skill development are identified.	identifies own ensemble skill development and application of skills to ensemble and performance process and outcomes. Some areas for future skill development are identified.

\* *Identify*: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is

*Describe*: to recount, tell of/about, chronicle, comment on, give an account of characteristics or features

*Explain:* to make plain, clear, intelligible, to describe in detail, revealing relevant facts

## Criterion 5: present polished Musical Theatre performances to an audience

The learner:

Rating A	Rating B	Rating C
accurately performs own role in ensemble, as directed	performs own role in ensemble, as directed, with minimal inaccuracy	performs own role in ensemble, as directed. There may be errors or omissions in the learner's performance
communicates artistic intent and context* to audience effectively, and with sensitivity	communicates artistic intent and context* to audience	
sustains focus, control and appropriate levels of energy for duration of performance	sustains focus and appropriate levels of energy for duration of performance	sustains focus for duration of the performance
responds appropriately to cues, and reacts appropriately and with sensitivity to others in the ensemble	responds appropriately to cues and reacts appropriately to others in the ensemble	responds appropriately to cues
responds appropriately and with sensitivity to audience reactions, and resolves unexpected issues without loss of focus.	responds appropriately to audience reactions, and resolves unexpected issues.	responds appropriately to audience reactions.

\* *Context* has the dimensions of the style/genre of the show, and specific settings/situations.

### Qualifications Available

Musical Theatre Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT



## Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 5 ratings.

The minimum requirements for an award in Musical Theatre Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

4 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)

1 'A' rating, 3 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

2 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

## Course Developer

The Department of Education acknowledges the significant leadership of Rebecca Wilson, Georgie Perry, Darren Sangwell and critical friends.

## Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.


## Accreditation

The accreditation period for this course is from 1 January 2015 to 31 December 2019.

## Version History

Version 1 – Accredited on 17 September 2014 for use in 2015 to 2019. This course replaces Creative Arts - Event Production (CEA315110) that expired on 31 December 2014.

## Supporting documents including external assessment material

-  [MUT215115CourseAccreditation.pdf](#) (2017-07-21 01:05pm AEST)

