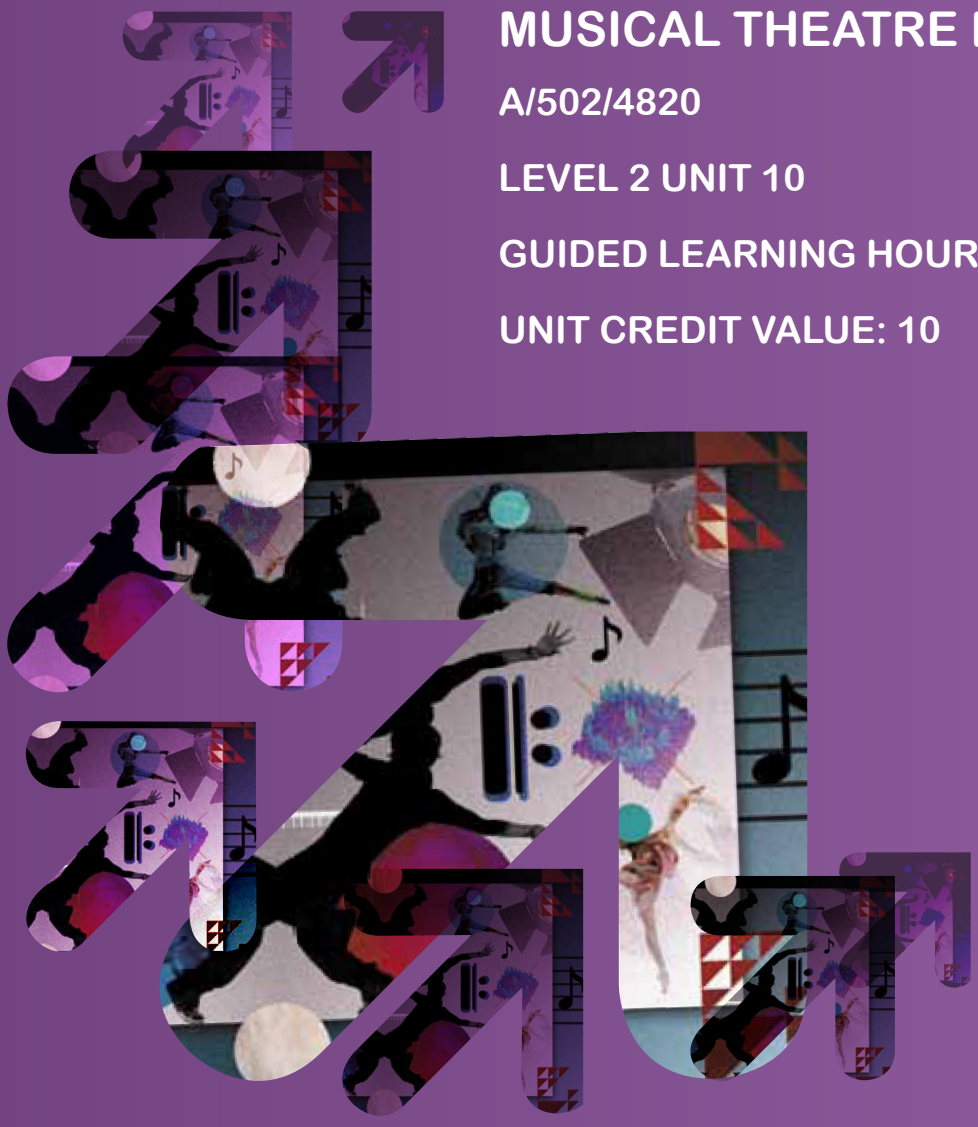
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

PERFORMING ARTS



MUSICAL THEATRE PERFORMANCE

A/502/4820

LEVEL 2 UNIT 10

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

MUSICAL THEATRE PERFORMANCE

A/502/4820

LEVEL 2 UNIT 10

AIM OF UNIT

This unit is designed primarily to equip learners with an understanding of and the basic skills for performing in musical theatre.

Learners will need to achieve competence in all three art forms, i.e. acting, singing and dancing. It should be made clear to learners that the musical theatre performer is considered to be an 'all-rounder' (also known as a `triple threat' performer) and this unit is intended to develop a raft of skills, ideally in equal measure. In addition to developed performance skills, there is a high level of focus, concentration and discipline expected of the learner as well as the ability to be self-critical and willing to recognise and address weaknesses.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Be able to use acting skills	P1 demonstrate acting skills with technical control		
2 Be able to use dance skills	P2 demonstrate dance skills with technical control		
3 Be able to use music performance skills	P3 demonstrate musical skills with technical control	M1 demonstrate acting, dance and music skills in combination, with well-developed technical control	
4 Be able to perform a musical theatre work	P4 communicate a simple interpretation in performance through the application and combination of musical theatre skills	M2 perform a role in a musical theatre production demonstrating confident handling of acting, dance and music skills in combination with technical control	D1 demonstrate originality and adaptability in performance of musical theatre role
	P5 review the main strengths and weaknesses of performance work		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Be able to use acting skills

- i.e. physicality
- facial expression
- emotional register
- vocal range
- projection
- versatility
- character development
- response to direction
- role development

Be able to use dance skills

- i.e. rhythm
- dynamic response
- assimilation of choreographic principles
- accuracy
- use of space
- technical precision
- proxemics awareness
- solo
- duo and ensemble work

Be able to use music performance skills (singing)

- i.e. vocal range
- application of breathing techniques
- recognition of pitch
- tone quality

Be able to perform a musical theatre work

- singing whilst dancing
- as part of a duo and in the chorus,
- recitative, spoken and sung dialogue etc.

DELIVERY GUIDANCE

When working on individual skills, either in isolation or in combination, it is incumbent on the teacher to ensure that the repertoire chosen is appropriate for the abilities of the teaching group. Whichever teaching approach is selected the basic performance skills should receive equal attention.

Though it is possible for established performers to 'get away' with having one art form less well developed than the others, it should be made clear to learners that the musical theatre performer is considered to be an 'all-rounder' and this unit is intended to develop a raft of skills, ideally in equal measure.

Be able to use acting skills

Be able to use dance skills

Be able to use music performance skills

Learners should be provided with the opportunities to attend classes, taught sessions and workshops that respond to the development of skills in all three areas. Learners should focus purely on performance skills across the three art forms. The teaching approach will no doubt dictate how these areas are addressed, either through discrete skills workshops or through integrated sessions. Whatever approach is chosen, it is essential that (natural talent apart), learners do not develop one particular skill at the expense of another. Learners will not be expected to be equally proficient in all three art forms but nevertheless they should strive to develop all three concurrently and in equal measure. A role-centred approach might be useful where learners focus on the way a role is created and communicated across the art forms, realising an extract or extracts from a specific role or contracting roles. Such roles need not of course be lead roles; indeed it would be inadvisable for this to be the case. Learners need to experience equally the challenges of role development in all its aspects, including ensemble chorus work.

Learners should be encouraged to keep individual logs and portfolios that reflect their journey and development.

Be able to perform a musical theatre work

As the culmination of the learning process, participating in a performance will give learners the opportunity to give their learning process its full rein in an applied setting. This should ideally be before a live audience as musical theatre performers have to connect with their audiences to bring meaning to their performance. By focussing on the act of sharing their role with the spectators, performers are given the opportunity to gauge how effective their understanding, interpretation and realisation have been. Learners may choose to perform an extract/s or a whole musical as appropriate.

SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

Assessment and Grading Criteria P1, P2, P3, M1

P1, P2, P3 require learners to regularly attend and actively participate in classes and workshops to develop appropriate skills and techniques in each art form individually. Evidence could include observations and reports from teachers and specialist staff, self and peer-assessments, supported by on-going logs or diaries as well as DVD, video and photographic recordings of classes, workshops and presentations. DVDs should be suitably chaptered and dated and retained for moderation.

For **M1** learners should develop a short workshop performance that showcases work that has been derived from their exploration of each art form and combines these skills into one piece. Learners should demonstrate accuracy and control over all aspects of the piece.

Assessment and Grading Criteria P4

For **P4** learners will take part in the performance of a whole or an extract from a musical theatre production, before an audience. It should not contain any of the roles approached through **P1, P2, P3** and should be carried out as a group performance. Learners should demonstrate:

- appropriate application of a variety of musical theatre skills drawn from the three art forms
- effective audience engagement.

M2 should be awarded where the learner is able to demonstrate an assured performance combining all three art forms and **D2** where the learner has applied a wide range of performance skills from all three art forms resulting in an imaginative and individualised role.

Assessment and Grading Criteria **P5**

P5 will be evidenced in a final, written evaluation to take place after the final performance and should contain evaluation of technical competence, effect on the audience and success of overall intention.

RESOURCES

http://www.musicals101.com/research.htm

http://www.ascap.com/music-career/resource-guide/resource-6.aspx

http://www.pbs.org/wnet/broadway/

http://namt.org/support-namt.aspx

http://guides.uflib.ufl.edu/content.php?pid=151048&sid=2155043

http://www.colonialdancing.org/Easmes/Index.htm

http://viterbo.libguides.com/theatre

LINKS TO NOS

suite	ref	National Occupational Standards
Audition for musical roles	CCSMPR32	demonstrate the general skills and qualities required for a successful audition



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.
We're always delighted to answer questions and give advice.

Telephone 02476 851509
Email cambridgetechnicals@ocr.org.uk
www.ocr.org.uk