

## PROGRAMME SPECIFICATION

### KEY FACTS

<b>Programme:</b>	BA (Hons) Musical Theatre Performance
<b>Awarding Institution:</b>	Trinity Laban Conservatoire of Music and Dance
<b>Type of study:</b>	Full time
<b>UK Credits:</b>	360
<b>ECTS:</b>	180

### OUTLINE

#### Summary Description

The BA (Hons) Musical Theatre Performance is delivered full-time over three academic years. Delivery is mostly face-to-face, usually in whole group or smaller groups with some individual teaching (singing lessons) and tutorials. Learning contexts include classroom-based knowledge development, individual tutorials, skills workshops, rehearsals, performances, independent study and evaluation.

The programme has a credit value of 360 credits (120 credits per year of study) and assumes an indicative 1200 student learning hours per year.

The BA (Hons) Musical Theatre Performance programme is designed to enable you to develop the skills, attributes and knowledge necessary for a career as a creative entrepreneur and artist (singer-actor-dancer) in the Musical Theatre industry.

The programme comprises three years of full-time study, made up of Skills and Techniques classes, Performance Projects, development of learning knowledge and academic skills, industry knowledge and self-marketing skills, and research Projects. The programme enables you to develop and consolidate relevant skills and attributes progressively over time through a structured series of developmental explorations, tasks and challenges. Your personal, creative and professional development is informed by reflecting on and learning from your successes and failures in a positive, highly supportive learning environment that encourages creative risk taking, adventure, discovery and the pursuit of excellence.

#### Programme Overview

<b>Year 1 Level 4</b>	<b>Year 2 Level 5</b>	<b>Year 3 Level 6</b>
Skills and Techniques 1 75 Credits	Skills and Techniques 2 40 Credits	Professional Performer 1 35 Credits
Performance Projects 1 15 Credits	Performance Projects 2 40 Credits	Professional Performer 2 35 Credits
Creative Artist 20 Credits	Creative Artist 20 Credits	Creative Futures 20 Credits
Creative Research 10 Credits	Creative Research Pathways 20 Credits	Creative Research Project 30 Credits

The programme works broadly along industry lines in terms of the working week being in the region of 35 hours during weekdays, with performances in the evenings and some Saturdays, including matinees. The credit envelope for each module has been calculated with this workload in mind, acknowledging that substantial self-directed study is required of the Musical Theatre performer (e.g. song/line learning etc.), and that not all performers will be called for all rehearsals throughout a rehearsal period: there is thus some independent time embedded within the rehearsal time as well as that stated in module descriptors.

### What will I be expected to achieve?

The programme is designed to:

- Support and guide your development in preparation for a career initially as performers in the professional Musical Theatre industry;
- Empower you to operate as creative entrepreneurs;
- Foster the development of graduates able to make and perform Musical Theatre works that reflect, interrogate and/or enrich society;
- Enable you to value, have confidence in, articulate and execute your own artistic choices;
- Support your development as an independent learner able to recognise and realise your own intellectual, creative and practical potential;
- Facilitate your learning from professional Musical Theatre practitioners;
- Enable you to understand the range of creative roles within Musical Theatre and how these might inform future employability;
- Nurture your collaborative and leadership skills.

Particular emphasis is given to:

- providing learning opportunities for you within industry-relevant project-based contexts;
- supporting your individual development as a unique creative artist;
- enabling your constant pursuit of excellence.

All of the modules in Parts One, Two and Three are core and mandatory.

The programme is designed to enable you to achieve certain skills levels and competencies progressively, working towards the achievement of all the Level 6 learning outcomes. While you will all develop at different speeds, achieving improvements at different times and to varying degrees, broadly speaking, by the end of each year/part, you should have achieved the following:

**By the end of Level 4/Year 1** you should have a broad range of relevant knowledge and understanding of your subject, able to recognise a range of solutions to problems. You will have sufficient understanding and command of your practical skills to be able to perform with a degree of confidence, to recognise your own strengths and weaknesses, and to develop appropriate learning strategies to develop and extend these.

**By the end of Level 5/Year 2** you should have consolidated and extended what you learned at Level 4, now evidencing more fully developed critical and analytical skills. You will be better able to evidence individual ability to analyse problems, to appraise a variety of sources, assessing their relative merits, and to recognise the potential of a range of solutions to problems, providing a coherent rationale for your choices. You will be more assured in your practical skills, applying a developed technical competence and proficiency to your work.

**By the end of Level 6/Year 3** you should be able to operate independently, not only sourcing, analysing and questioning relevant information, but also taking a high degree of ownership of your own learning process, assimilating and synthesising gained knowledge, skills and experience into an increasingly confident and authoritative professional identity. Your practical skills will be more advanced, more confident, with a higher degree of grounded technical underpinning.

On successful completion of this programme, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

- A1 Create, develop and execute exciting live performances to a professional standard
- A2 Source and select repertoire that serves individual and industry needs
- A3 Use Contextual detail and research to create informed work
- A4 Plan strategically for a career in the industry that realises own career and life goals
- A5 Strategise learning on the basis of experience
- A6 Complete self-determined independent research that informs practice

**Skills**

- B1 demonstrate performance skills as an individual and as a member of a group
- B2 Retain creative identity within differing performance styles and contexts
- B3 Take individual responsibility for self-directed skills development
- B4 Interpret and synthesise texts into new texts
- B5 Make sophisticated and nuanced use of relevant vocabularies
- B6 Utilise individual interpretive skills grounded in research, instinct and flair
- B7 Uphold professional protocols and industry practices

**Values and attitudes**

- C1 Fulfil relevant professional expectations and responsibilities
- C2 Be a model of good practice in respecting, valuing and leading others
- C3 Apply skills of leadership, organisation, communication and presentation at a professional level
- C4 Take a leading role in collaborative and team settings
- C5 Work autonomously to a professional standard
- C6 Strategise learning on the basis of experience

BA (Hons) Musical Theatre Curriculum Map		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6
Part 1	Skills and Techniques 1		*							*	*			*		*				*
	Performance Projects 1	*	*					*	*					*	*	*				
	Creative Research					*				*				*						
	Creative Artist				*															*
Part 2	Skills and Techniques 2		*			*				*	*			*		*				*
	Performance Projects 2	*	*					*	*					*	*	*		*		
	Creative Research Pathways	*		*			*					*	*							
	Creative Entrepreneur				*															*
Part 3	Professional Performer 1	*	*					*						*	*	*			*	
	Professional Performer 2	*	*					*						*	*	*			*	
	Creative Futures	*	*		*			*	*					*	*	*				
	Creative Research Project	*		*			*	*			*	*	*				*	*		

### How will I learn?

Learning takes place through a blend of tuition, experiential learning and personal study, using an integrated learning model within a variety of formal, informal and student-determined settings. Group and individual practical skills-development sessions form the core training in Musical Theatre singing, acting and dancing. Group lectures and seminars enable a more interrogatory approach to learning in which you will be able to apply and adapt your knowledge, analytical and reflective skills. Workshops enable a flexibility of response that facilitates your integration of practical and intellectual approaches to learning, reflecting on and improving practical outcomes as they are achieved within a creative setting; the use of professional practitioners in these and rehearsal settings exposes you to different views and approaches current within the industry.

Informal and student-determined learning settings currently include: students' own individual (and sometimes group) voice/acting/dance practice; further research into aspects of the programme of particular individual interest; rolling programme-related discussions on networking web-sites such as Facebook; the institution's Virtual Learning Environment (Moodle); student-led dance classes and mini Musical Theatre projects; student led warm-ups and preparation for classes.

The majority of formal learning takes place within group settings in which there is a high degree of collaboration, supporting each other's learning, and strong sense of team working towards a shared goal.

The teaching, learning and assessment strategies used on the BA (Hons) Musical Theatre Performance are based on the notion that Musical Theatre performance students learn most effectively by doing, by thinking about what and why they are doing, by applying and adapting learning in relevant creative contexts, and by reflecting on, interrogating and evaluating that learning with a view to determining the success of their efforts and developing as a creative artist as a consequence.

Focused research and reflective practice are part of the normal working life of the professional Musical Theatre performer-maker: much of the operation of the programme is thus embedded in real world models of professional practice. All performance outcomes are project-based and project-focused, as is typically the case of the professional Musical Theatre performer. Traditional separations between

research and practice are considered unhelpful to the student learner: all purposeful and considered work-based activities contribute to and assist in the creation of high quality performers and performances.

Taught sessions are underpinned by the expectation that the tutor explicitly models good practice in his/her preparation and delivery of stimulating learning experiences. Creative practitioners are likewise encouraged to articulate and explain their creative process in order that you gain insight into non-performer roles.

### How will I be assessed?

#### Overview

The assessment methods used on the programme mirror the industry where possible. All assessments are designed to measure achievement relative to explicit criteria, appropriate to the intended learning outcomes. You will frequently get informal "in the moment" feedback on achievement within class, and broader informal feedback as to progress more generally in tutorials. A brief summary of assessment methods includes -

- practical skills development: assessed through in-class tasks, end-of-session showings of work, and ultimately through the application of relevant skills within the performance projects.
- reflective and evaluative skills: assessed through written and verbal analyses of your own and others' performance work; song, script and text analysis, and post-performance group de-briefing discussions.
- knowledge and understanding: assessed through written work, presentations, and in-class discussions.

Teaching and assessment strategies provide you with a structured set of challenging relevant experiences that enable you to learn effectively, to use that learning to grow and develop both as a person and a creative artist. These strategies also provide the means by which you can progressively take responsibility for your own learning and development. Assessment modes will be used that are appropriate to the task set. Marking criteria will be used, copies of which you will have in advance of undertaking the assignment.

A wide variety of assessment methods are used to reflect the diverse learning experiences you will encounter on the programme and to give you the opportunity to demonstrate the acquisition of the broad range of skills, knowledge and understanding necessary to become a rounded and versatile musical theatre practitioner.

- Practical tasks
- Assessed classes
- Performance/Choreographic presentations
- Rehearsal and performance
- Group and individual oral presentations
- Lecture demonstrations
- Viva voce
- Research based academic writing
- Reflective writing
- Portfolio

#### What do I have to do to pass?

To pass a module you need to achieve a PASS GRADE in part 1 assessments and a minimum grade of 40% in parts 2 and 3 assessments. The grade will reflect, in the view of the assessors, the extent to which your work has met the general and component specific assessment criteria. In order to pass each part of the programme you must also satisfy the **attendance requirements** for the modules within that part.

## What award can I get?

The programme of study can lead to one of three awards: on successful completion of all level 4 modules, the Certificate of Higher Education (CertHE); on successful completion of all level 4 and 5 module the Diploma of Higher Education (DipHE); and on successful completion of 360 credits at levels 4, 5 and 6, the BA (Hons) degree.

The CertHE is awarded without classification.

Dip(HE) The minimum percentage in the overall aggregate of Level 4 and 5 modules for recommendation for the Dip(HE) awards shall normally be:

With Distinction	Minimum 70%
With Merit	Minimum 60%
Without classification	Minimum 40%

BA (Hons) The minimum percentage in the overall aggregate for recommendation for BMus (Hons) shall normally be:

Class 1 (I)	Minimum 70%
Class 2 Upper Division (II:i)	Minimum 60%
Class 2 Lower Division (II:ii)	Minimum 50%
Class 3 (III)	Minimum 40%

Level 5 will constitute 20% of the overall aggregate;

Level 6 will constitute 80% of the overall aggregate.

## CONTENT

### What will I study?

#### Key Progression Points

Students must pass all credits in each year in order to progress and must successfully complete any resits before fully enrolling in the next year of the programme (provisional enrolment may be permitted in some circumstances). An Assessment Board meeting will be held at the end of each academic year to ratify results and make decisions about students' progression and awards. Notification of the decision will be sent to students in writing alongside a transcript of results following the end of each year of study.

Where an assessment component is failed, a resit may be permitted by the Assessment Board (or by the Interim Assessment Panel subject to confirmation by the Assessment Board). The mark will be capped at the minimum pass mark of 40%. The date and mode of reassessment will be set by the Interim Assessment Panel or by the Assessment Board (depending on the timing of the assessment).

#### Structure

#### Taught Modules

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
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Skills and Techniques 1	MT401	75	Core	No	4
Performance Projects 1	MT402	15	Core	No	4
Creative Research	MT407	10	Core	No	4
The Creative Artist	MT405	20	Core	No	4
Skills and Techniques 2	MT501	40	Core	No	5
Performance Projects 2	MT502	40	Core	No	5
Creative Research Pathways	MT511	20	Core	No	5
The Creative Entrepreneur	MT505	20	Core	No	5
The Professional Performer 1	MT605	30	Core	No	6
The Professional Performer 2	MT607	30	Core	No	6
Creative Futures	MT606	20	Core	No	6

#### **Project/Dissertation Module**

<b>Module Title</b>	<b>Module Code</b>	<b>Module Credits</b>	<b>Core/ Elective</b>	<b>Compensation Yes/No</b>	<b>Level</b>
Creative Research Project	MT608	40	Core	No	6

#### **Absence / Re-sits of performance work in collaborative co-dependent examination settings**

Musical Theatre performances take place in-group settings under elaborate and complex performance conditions that are hard to replicate at another time. Assessment strategies are in place on the BA (Hons) Musical Theatre Performance programme to address issues arising out of this. Normally each project will have multiple performances; typically the first performance will be assessed as the “examination”. If you miss the first scheduled performance through illness or similar mitigating circumstance you may be able to still take part in subsequent performances were deemed appropriate, in this case your first performance being taken as the exam. Should you fail the in-performance component of a module, the assessment board will determine an appropriate solo re-sit opportunity based on the parameters, content and context of the original performance.

### **ADMISSIONS**

#### **Entry Requirements**

#### **Entry to the programme**

Entry onto the programme is through successful application and audition.

The audition process has been designed to assess an applicant’s potential ability alongside their current skill levels. The audition day has been carefully constructed to ensure a full range of skills are showcased whilst watching how applicants work in a team environment, whilst performing and when

given new skills to perform. A mixture of prepared and non prepared work is requested to create an even playing field. We aim to provide a positive and friendly atmosphere that promotes our training ethos. Current students work within the process to support in coming applicants throughout the day.

Applicants are asked to prepare:

- 2 contrasting songs no longer than 2 minutes in length
- 1 monologue
- 1 solo dance piece no longer than 1.2 minutes.

Students may not perform all pre-prepared work on the day of audition.

### **Additional Entry requirements**

Two A level passes (Performing Arts subject preferred)

Equivalent Qualifications/Experience Equivalent qualifications (including BTEC/NVQ etc.) and/or relevant prior experience may be considered

- English Language competency requirements also apply.
- International applicants should meet the minimum entry level for entry to UK under Tier 4 (a minimum of IELTS Level 5.5 in all 4 elements) and should have the appropriate visa

### **RPL**

Each faculty operates admissions, RPL, scholarships and awards processes, in accordance with the principles outlined in this policy. In the case of later applications, deputies nominated by the Registrar may take action to approve offers. The Institutional approach to the recognition of prior learning is outlined in Chapter E (Assessment) of the Academic Quality Handbook

### **Overseas applications**

Candidates wishing to audition from overseas can request a first round Video audition which needs to be submitted by the application deadline day. Overseas applicants should submit:

- two contrasting songs of their own choice, lasting no longer than 2 minutes per song. Please provide sheet music or backing track. An official accompanist will be available on the day.
- one short monologue

a dance piece lasting no longer than 1 minute 30 seconds. Please note we can not accept Tap dances at audition stage

Any offer of a place on the BA (Hons) Musical Theatre Performance arising from a recorded audition is conditional upon the student verifying their standard of performance and academic ability on arrival at Trinity Laban. If they fail to do verify their standard of performance and academic ability in person, their place will be withdrawn.

The offer of a place is authorised by the final Admissions Panel on the basis of all the reports received and in relation to the overall standard of competing applications.

In some cases, the final Admissions Panel may make a conditional offer, subject to the candidate gaining the required level in English language and/or musicianship training in order to reach a satisfactory standard prior to the commencement of their programme.

Trinity Laban takes pride that its entrance procedures are not only rigorous and demanding, but also sensitive to the needs of the candidates and to the pressures that the day will exert on them. In order to make the day of maximum benefit to candidates:

- i) Detailed instructions are provided well in advance of their audition;
- ii) On the day of their audition, candidates are given the opportunity for informal discussions with their audition panel, as well as with other staff and students.

## **CAREERS**

The Musical Theatre Department are proud of the successes of their Alumni and have an ever developing portfolio of employment successes that our students have gone on to achieve. In year three of your studies all activities are scheduled in order to promote you as professional performer and creative artist and have been designed to maximised the contacts and relationships that you make supporting your transition into the world of employment. You will be given the opportunity to present your skills to agents and casting directors within workshop settings and Showcase environment. Weekly classes are scheduled with external practitioners from across the industry to give you the valid insight needed at this stage in your development. The current employment statistic from our Trinity Laban graduates demonstrate not just short term success but long jeopardy.

Alumni Success includes:

Fiddler on the Roof (West End), Ghost The Musical (International Tour), 42<sup>nd</sup> Street (West End), Rock of Ages (UK Tour), Motown Musical (UK Tour), Babe the Sheep Pig Musical (National Tour) The Hired Man – (Union Theatre), BBC Drama, Soho Cinderella – (Union Theatre), Joseph and his Amazing Technicolor Dreamcoat (UK Tour), Thriller Live (West End and UK Tour), Cats (Tour), Cool Rider (West End), Sister Act (Wales), Hairspray (Leicester Curve), Waterloo Road (BBC TV), Shrek The Musical (Sweden), Crazy for You (Sweden), Meet The Makenzies (London LiveTV)m A Christmas Carol (Tour), A Beautiful Game (Union), South Pacific (Kilworth House), Cruise Ships (Various), Fings Ain't What They Used to Be (Kings Head), Musical Starnights (Germany), Little Shop of Horrors (Manchester Fringe), Spelling Bee (Catford), From Up Here (Theatre Lapis), The Pink Floyd Show (Russia), Lipstick on Your Collar (Tour), Dance Teacher/Administrator, Lucy in the Sky (Ravensbourne College), The Gift (Dominion Theatre)

Trinity Laban alumni can now be found across the music and arts professions, within the UK and overseas. Further information can be found at

<http://www.trinitylaban.ac.uk/alumni/meet-our-alumni/our-graduates>.

## **STUDY ABROAD / WORK PLACEMENTS**

### **Study Abroad options**

Study Abroad

Opportunities to study abroad for short periods are theoretically possible, through the ERASMUS+ exchange programme, normally only during year 2.

### **Placement options**

Not available

## **ACCREDITATION AND PROFESSIONAL RECOGNITION**

### **Accrediting Body**

Student Spotlight accreditation