

Appendix G.27.2 Audition Criteria for Music Programmes

UNDERGRADUATE (LEVEL 4) AND PRE-UNDERGRADUATE (LEVEL 3)

Grade/ Percentage	Prepared Pieces/ Compositions	Musicianship Skills	Interview
A (70 – 79%)	Highly convincing performance/ composition with a very secure technical foundation.	Fluent, assured, responsive, and showing flair and imagination where appropriate.	A highly enthusiastic candidate; the responses are intelligent and well-informed.
B (50 – 69%)	Mostly convincing and well-projected performance/ composition; mainly secure and fluent technique.	A good response to the challenges, with evidence of some musical imagination where appropriate.	Convincing responses, based on relevant knowledge, together with evidence of independent thought and self-awareness.
C (40 – 49%)	A satisfactory, but unremarkable performance/composition, with scope for technical and/or artistic development.	A satisfactory response to the demands of the tasks, but somewhat limited in one or more respects.	The candidate communicates adequately, and is able to demonstrate some relevant knowledge and ideas.
D	The performance/ composition does not meet the technical or artistic challenges of the repertoire/style, nor does it show evidence of suitability for HE-level training.	Hesitant or incoherent attempts; unresponsive.	The candidate displays only very basic knowledge, lacking evidence of independent or reflective thought, and/or is generally uncommunicative.

POSTGRADUATE (LEVEL 7) (ADVANCED LEVEL)

Grade/ Percentage	Prepared Pieces/ Compositions	Musicianship Skills	Interview
A (70 – 79%)	Artistic authority combined with a high degree of technical assurance.	Fluent, assured, responsive, and showing flair and imagination where appropriate.	A highly enthusiastic and knowledgeable candidate; the responses are intelligent, individual, and well-informed.
B (50 – 69%)	Generally convincing and well-projected performance/composition; mainly secure and fluent technique.	A good response to the challenges, with evidence of some musical imagination where appropriate.	Convincing responses, based on relevant knowledge, together with evidence of independent thought and self-awareness.
C (40 – 49%)	A satisfactory, but unremarkable performance/composition, with scope for technical and/or artistic development.	A satisfactory response to the demands of the tasks, but somewhat limited in one or more respects.	The candidate communicates adequately, and is able to demonstrate some relevant knowledge and ideas.
D	The performance/ composition does not meet the technical or artistic challenges of the repertoire/style, nor does it show evidence of suitability for high-level training.	Hesitant or incoherent attempts; unresponsive.	The candidate displays only very basic knowledge, lacking evidence of independent or reflective thought, and/or is generally uncommunicative.

BA (Hons) Musical Theatre /ISP Foundation (Musical Theatre)

Entry to the programme is dependent upon demonstrating the required entry-level skills, attributes and potential for the course at audition, in addition to the minimum entry qualifications. The audition normally consists of the following:

- i) Participation in a 90-minute group workshop. The workshop will include
 - dance warm-up and execution of basic dance steps and sequences
 - singing warm-up and learning a short new Musical Theatre song by ear
 - learning a short dance routine to compliment the new song
 - working in small peer-led groups improvising story, character, and dialogue to provide the context for the song and dance routine
 - responding to direction and re-working ideas to improve performance
 - performing the created scene, song and dance

- ii) Performance of
 - two contrasting Musical Theatre songs of their own choice that show the applicant's strengths
 - one short monologue appropriate to the applicant's playing age, range and strengths
 - one short dance solo
 Applicants may be asked to work for a short time with a member of the panel on aspects of the works performed.

- iii) An interview focusing on the applicant's past training, knowledge, and aspirations in relation to Musical Theatre

Applicants may be "rejected" following the workshop where the audition panel identifies a significant mismatch between evidenced ability and the demands of the course. Applicants are made aware of this prior to the audition, and reminded of this at the audition. The audition panel may not require applicants to perform all of the material prepared by the applicant.

Overseas Applicants

Where an applicant from overseas is unable to attend in person for audition, they may submit a recording of a performance and speech (in English) for their application. The authenticity of the taped recording must be verified. The recording is auditioned in the same way as a live performance. The recording must include all the solo elements of an attended audition, i.e. the applicant clearly performing –

1. two contrasting solo Musical Theatre songs
 2. a solo monologue
- AND
3. clear full body video footage of the applicant performing a solo Musical Theatre dance routine (standard song length; approximately 3 minutes). Do NOT use close ups; the footage should show the whole body in action all of the time (head, feet and arms throughout).

Certificate: The Practice of Music Making

There are no formal entry requirements to the programme. As a Level 6 qualification, however, the programme builds on previous taught and/or experiential learning students may have had and which has provided them with an introduction to study in music. In particular prior learning experiences which have helped students develop skills such as logical thinking, clear expression, essay writing and the ability to select and interpret relevant materials are of significance.

Students are therefore asked to self-assess their suitability for the programme and will be provided with criteria in programme documentation and on the website.

The Teaching Musician Programme

A successful applicant to the programme will be able to demonstrate the following through written submission:

- The capacity for independent, critical and reflective judgement;
- Intellectual curiosity and the potential for innovative pedagogical and musical development
- A critical understanding of the diversity of learners and the complexities of the education process
- The ability to organise and articulate opinions and arguments in writing using relevant specialist vocabulary

Teaching Musician programme students must additionally evidence through their application the following:

- Considerable professional experience in music education and/or participatory settings, which should normally be current or recent;
- Fluent musical skills on their principal instrument/voice (normally grade 8 or equivalent professional experience).