



Higher National Unit specification

General information

Unit title: Singing Skills for Musical Theatre 2 (SCQF level 8)

Unit code: H90F 35

Superclass: LH

Publication date: April 2015

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The purpose of this Unit is to equip learners with the practical means/skills to extend and apply singing technique to complex aspects of presentation and performance of the musical theatre repertoire. This Unit is intended to develop skills covered in *Singing Skills for Musical Theatre 1* and to give learners detailed knowledge and understanding of singing techniques. It is primarily intended for learners who wish to work as performers in the musical theatre industry.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Prepare and rehearse a range of solo songs from the musical theatre repertoire.
- 2 Present contrasting solo songs from the musical theatre repertoire to performance standards.
- 3 Prepare and rehearse a range of group songs from the musical theatre repertoire.
- 4 Present contrasting group songs from the musical theatre repertoire to performance standards.

Credit points and level

3 Higher National Unit credits at SCQF level 8: (24 SCQF credit points at SCQF level 8)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Access will be at the discretion of the centre and the following recommendation is for guidance only:

It is recommended that the learner has successfully completed *Singing Skills for Musical Theatre 1* or an equivalent performance-related Unit.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Prepare and rehearse a range of solo songs from the musical theatre repertoire.

Knowledge and/or Skills

- ◆ Select and practise appropriate and contrasting solo material from the musical theatre repertoire
- ◆ Application of appropriate singing technique throughout the rehearsal process

Outcome 2

Present contrasting solo songs from the musical theatre repertoire to performance standards.

Knowledge and/or Skills

- ◆ Appropriate use and development of singing techniques
- ◆ Application of rehearsal process to preparation for performance
- ◆ Effective interpretation of style, mood and character
- ◆ Application of accents to presentation of songs
- ◆ Awareness and sensitivity to audience and performance space
- ◆ Presentation of contrasting songs

Outcome 3

Prepare and rehearse a range of group songs from the musical theatre repertoire.

Knowledge and/or Skills

- ◆ Select and practise appropriate duet, ensemble and choral material from the musical theatre repertoire
- ◆ Perform songs in harmony
- ◆ Application of appropriate singing technique throughout the rehearsal process

Higher National Unit specification: Statement of standards (cont)

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Outcome 4

Present contrasting group songs from the musical theatre repertoire to performance standards.

Knowledge and/or Skills

- ◆ Appropriate use and development of singing techniques
- ◆ Application of rehearsal process to preparation for performance
- ◆ Effective interpretation of style, mood and character
- ◆ Application of accents to presentation of songs
- ◆ Awareness and sensitivity to audience and performance space
- ◆ Presentation of contrasting songs

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they:

Outcome 1

- ◆ have an accurate understanding of the practical methods of selecting and rehearsing a range of musical theatre solos.
- ◆ are able to rehearse a complex range of contrasting songs to develop specific singing technique.

The assessor should use observation checklists to assess the learner's performance.

Outcome 2

- ◆ perform contrasting musical theatre songs to demonstrate versatility, range, and application of Knowledge and/or Skills developed through Outcome 1.
- ◆ present two contrasting solo songs lasting no longer than seven minutes in total.

At least one song should use an accent other than the learner's own.

The songs should be vocally challenging and delivered to performance standards.

The evidence presented should:

- ◆ demonstrate synthesis of acting and singing technique.
- ◆ demonstrate effective portrayal of character, style, mood, feeling and atmosphere.
- ◆ identify and practise appropriate selection of songs for performance.
- ◆ demonstrate developed and appropriate singing technique for the musical theatre performance.
- ◆ demonstrate effective communication by accuracy, fluency and expressiveness.

Higher National Unit specification: Statement of standards (cont)

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- ◆ demonstrate sensitivity and awareness of intended audience and performance space.

A recording of both performances should be made for supporting evidence.

The assessor should use observation checklists to assess the learner's performance.

Outcome 3

- ◆ have an accurate understanding of the practical methods of selecting and rehearsing a range of musical theatre duets, ensembles and choral songs.
- ◆ are able to rehearse a complex range of contrasting songs to develop ability to sing in harmony.

The assessor should use observation checklists to assess the learner's performance.

Outcome 4

- ◆ perform contrasting musical theatre songs to demonstrate versatility, range, and application of Knowledge and/or Skills developed through Outcome 3.
- ◆ present musical theatre songs lasting no longer than eight minutes in total, to include:
 - one duet or ensemble (one person per part)
 - one choral song in a minimum of four part harmony.

The songs should be vocally challenging and delivered to performance standards.

The evidence presented should:

- ◆ demonstrate synthesis of acting and singing technique.
- ◆ demonstrate effective portrayal of character, style, mood, feeling and atmosphere.
- ◆ identify and practise appropriate selection of songs for performance.
- ◆ demonstrate developed and appropriate singing technique for the musical theatre performance.
- ◆ demonstrate effective communication by accuracy, fluency and expressiveness.
- ◆ demonstrate sensitivity and awareness of intended audience and performance space.

A recording of at least one group performance should be made for supporting evidence.

The assessor should use observation checklists to assess the learner's performance.

Higher National Unit Support notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 120 hours.

Guidance on the content and context for this Unit

This is a mandatory Unit within the framework for the HNC/HND Musical Theatre Group Award. It is primarily designed to allow the musical theatre performer in the second year of the HND programme to develop further the singing skills gained in the Unit *Singing Skills for Musical Theatre 1* and to equip learners with the skills to extend and apply singing techniques to more complex aspects of presentation and performance.

While the Unit is designed to stand alone, it could also be delivered and integrated with other Units in Acting, Voice and Performance.

In Outcomes 2 and 4, the learner will present contrasting songs to performance standards. These Outcomes will demonstrate the culmination of the learner's singing development throughout the Unit and it is important that the learner prepares the songs to performance standard, ensuring that the songs are vocally challenging and appropriate to the learner's abilities.

The learner will select, with help from the tutor, the most appropriate songs to perform, bearing in mind that a total time limit of 15 minutes is recommended for the performance of both solo and group songs. Songs should be contrasting and should be chosen from a range of composers, styles and periods of musical theatre.

Learners may wish to select songs which may be used for future audition purposes or for use in the final showcase or production. The final presentation of the songs will be performed to an appropriate audience.

Guidance on approaches to delivery of this Unit

This Unit is designed for musical theatre performers and should address specific singing techniques and repertoire in this medium. Techniques used should be relevant to and stylistically appropriate to the delivery and varied demands of the musical theatre repertoire. It would be expected that those who successfully complete the HND Musical Theatre award would be likely to progress to looking for work as performers. In these circumstances, the Unit is likely to be delivered in year two of the award, by which time learners will have a good appreciation of the demands and requirements of a musical theatre performer.

Learners should be allowed to explore a wide range of musical theatre songs to help them establish the strengths, range of their voice and areas for development.

Higher National Unit Support notes (cont)

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Individual tutorials are recommended for this Unit.

Songs should be chosen in collaboration with the tutor, ensuring that they are varied and of an appropriate level.

It is also recommended that songs are performed to an audience where possible.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment will be through written and practical exercises at appropriate times during the delivery of the Unit, bearing in mind the recommendation to integrate some assessments with those of other mandatory Units. The assessment of this Unit requires tutor observation and individual support of each learner as they progress through the stages of development.

For all Outcomes, learners will undertake a series of practical exercises, to be assessed using an observation checklist.

Assessment Guidelines

Outcomes 1 and 3

Individual tutorials are strongly recommended to ensure that learners can correctly identify their individual needs and development requirements.

Outcomes 2 and 4

The songs can either be performed on one assessment occasion or on separate assessment occasions throughout the duration of the Unit.

Assessment of these Outcomes could be integrated with the Unit *Performance 2: Applying Skills for Musical Theatre*.

Higher National Unit Support notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Learners would also have the opportunity to develop aspects of the Core Skill *Working with Others* if preparing and rehearsing group songs in Outcomes 3 and 4.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to allow you to further develop your singing skills from *Singing Skills for Musical Theatre 1*, gaining further specific singing techniques for use as a musical theatre performer. These advanced singing skills have the potential to allow you to reach the standard required for professional auditions.

You will be given the opportunity to explore a wide range of songs from the musical theatre repertoire, from which you will choose four pieces to perform — two contrasting solos, one duet or ensemble and one choral. This provides the basis of the assessment for Outcomes 2 and 4, which will involve you in a performance of these songs.

Assessments will include:

- ◆ Tutor observation and questioning
- ◆ Practical exercise
- ◆ Performance

The emphasis of the Unit is on the practical and on-going development of your individual singing voice and the ability to perform as part of a musical ensemble.

It is advised that singing exercises are practised on a regular basis to allow maximum development of your voice.

Attendance at all classes is essential due to the on-going nature of skills building and assessment and observation by your assessor.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance in all four Outcomes.