

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NG**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0061354	-Session-1986-87
-Superclass-	LF	

-Title-	MUSIC THEATRE 1
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-DESCRIPTION-

Type and Purpose	A <u>general</u> module which enables the student to combine musical skills with movement and drama to form music-theatre.
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Preferred Entry Level	01352 Musical Invention : Composition or 01335 Music in Movement Activities.
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Learning Outcomes	The student should: <ol style="list-style-type: none">1. know basic aspects of music-theatre and their relationships to music;2. create a short dramatic episode from a given musical stimulus;3. construct a musical atmosphere for a short dramatic/movement episode.
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Content/ Context	Corresponding to the Learning Outcomes: <ol style="list-style-type: none">1. movement, drama and dance to vocal and/or instrumental musical stimulus; staging and costume. Importance of these with respect to the musical entity.2. exploration of the dramatic potential of a simple vocal or instrumental piece of music: consideration of elements of the music for movement or dramatic response; e.g. antiphonal passages, canons, rounds, drones, programmatic effects, dynamics, etc.
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3. use vocal/instrumental techniques to create musical background and atmosphere appropriate to a given dramatic/movement episode.

Suggested
Learning and
Teaching
Approaches

The role of the teacher should be that of adviser and critic, motivator of individual and group responsibility, and formal teacher. Videos, audio recordings and live performances of music-theatre should be experienced and discussed in practical workshops.

Corresponding to the Learning Outcomes:

- 1&2. various aspects of music theatre should be explored and demonstrated. Examples should focus on the music to show how it can illustrate, respond to, and enhance dramatic/movement episodes;
3. students should consider ways of creating dramatic atmospheres using a wide range of vocal and/or instrumental techniques. Specific tasks for individual and group activities should be set, e.g.:
 - (a) provide music for a "toyshop";
 - (b) provide a short vocal background to "Double, double toil and trouble. Fire burn and cauldron bubble" (Macbeth).

Assessment
Procedures

All learning outcomes must be validly assessed. The student must be informed of the tasks which contribute to summative assessment. Unsatisfactory aspects should be discussed with the student as they arise.

Acceptable performance in the module will be satisfactory achievement of the performance criteria specified for each learning outcome.

The following abbreviations are used below:

LO Learning Outcome
IA Instrument of Assessment
PC Performance Criteria

LO1 IA Short answer questions (at least ten).

In response to aural/video excerpts, the student makes a relevant comment on and shows understanding of the relationship between each of the following aspects: music, movement, staging and costume.

- LO2 IA Practical Exercise.
- PC The student:
- (a) identifies particular aspects of the music chosen by the examiner which may be exploited for specific effects;
 - (b) demonstrates the potential of the music in a short dramatic/movement episode.
- LO3 IA Sound recording made by the student.
- PC The student provides a recording of two contrasting compositions demonstrating awareness of music and drama in music-theatre. A written or oral description and an analysis showing in each case, the intention of the event to an acceptable standard.
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