

**BTEC LEVEL 3 SUBSIDIARY DIPLOMA AND EXTENDED DIPLOMA IN PERFORMING ARTS**

**(MUSICAL THEATRE)**

**UNIT 101: SINGING TECHNIQUES AND PERFORMANCES**

**STUDENT NAME…………………………………………………….**

**COURSE DEADLINES**

**TASK 1, (Criteria 1 and 2)**

**Deadline for Vocal analysis document**

**Thursday 6th November 2014**

**Deadline for written practice diary**

**Monday 23rd February 2015**

**TASK 2 (Criteria 4)**

**Deadline for rehearsal and performance of ensemble group performance:**

**Wednesday 10th and Thursday 11th December 2014**

**TASK 3 (Criteria 3) Assessment period runs from:**

**Monday 9th March 2015 to Friday 20th March 2015 in your 1-1 singing lessons**

**TASK 4 (Criteria 5 and 6)**

**Produce a programme of songs and perform these either**

**Tuesday 12th May 2015 or Thursday 14th May 2015 You will be told what date you will perform.**



BTEC LEVEL 3

SUBSIDIARY DIPLOMA AND EXTENDED DIPLOMA PERFORMING ARTS:

MUSICAL THEATRE.

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| Unit number & title: | Unit 101: Singing Techniques and Performance |
| Start date: | Week commencing: 8th September 2014 |
| Deadline: | **Week commencing: 15th May 2015** |
| Assessor: | Catriona John (Musical Theatre Course Leader)  Annie Czajkowski Singing Teacher  Thom Meredith Choir Master (Kirklees Music School) |
| Assignment title: | **‘Developing your technical singing skills for use in Musical Theatre Performance’** |
| Unit aim: | This unit encourages the development and maintenance of the voice through regular and sustained practice. Singing at sight is also introduced and developed through the realisation of elementary vocal lines. |

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| Scenario: | Of all the musical instruments the voice is the most personal. Without a physical instrument to hide behind singers can feel exposed and this feeling of bareness is amplified by the fact that in all genres of music the vocalist tends to be central to the ensemble.  For actors and dancers working in the area of musical theatre the voice can be a central component of the performance work they undertake. The ability to communicate the meaning of a song is vital to a successful performance.  This unit encourages the development and maintenance of the voice through regular and sustained practice. An understanding of how practice can contribute to good technique is also central to this unit.  Learners will be required to develop skills as an ensemble singer as well as a vocalist.  On completion of this unit you should:   1. *Understand how vocal exercises can contribute to the development and maintenance of vocal technique.* 2. *Be able to follow a regular practice routine.* 3. *Be able to realise a vocal line presented using staff notation.* 4. *Be able to perform an individual line within an ensemble.* 5. *Be able to design and perform a programme of songs as a soloist.* |

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| Task 1. | ***P1 Discuss how vocal exercises can contribute to the development and maintenance of vocal technique.***  ***M1 Explain how vocal exercises can contribute to the development and maintenance of vocal technique with reference to own practice regime.***  ***D1 Analyse how vocal exercises can contribute to the development and maintenance of vocal technique with detailed reference to own practice regime.***  You need to produce a written paper that analysis how vocal exercises can contribute to the development and maintenance of vocal technique with reference to own practice regime.  The following aspects of vocal technique should be explored in the document:   * Correct vowel pronunciation * Breath control and technique * Pitching * Vocal Tone * Projection * Vocal range and quality of the range.   You should ask you singing teacher to help you prepare a personalised vocal technique practice regime. It is important that this regime is individual to your needs as a singer.  You will need to have between 8 and 10 different vocal exercises. (An exercise may cover more than one of the areas above) You need to create a written document which describes in detail how to carry out each exercise correctly (use pictures and diagrams to help you demonstrate your understanding).  The written document should analyse why these are appropriate exercises for *your* voice and skills and explain how they will help you develop further as a singer –how do they help you improve specific areas of technique.  You should discuss in your document how you apply these exercises in your practice regime – how often should you do them, what observations you should be aware of, can you identify any improvement from carrying out these exercises. (You might ask your singing teacher to provide you with a statement of your improvements!)  **DUE – THURSDAY 6TH NOVEMBER 2014**  ***P2 Follow a regular practice routine.***  ***M2 Follow a regular practice routine competently.***  ***D2 Follow a regular practice routine efficiently and with attention to detail.***    You are required to demonstrate that you are following a regular practice regime efficiently and with attention to detail. In order to evidence that you are practicing your singing exercises you need to produce a practice diary. The diary should include how you use the exercises you have identified above and discuss the progress made in your weekly singing lesson.  **DEADLINE - MONDAY 23RD FEB 2015** |
| Task 2. | ***P4 Perform an individual vocal line as a member of a group.***  ***M4 Perform an individual vocal line as a member of a group competently.***  ***D4 Perform an individual vocal line as a member of a group with confidence and flair.***  You will rehearse as part of a large group ensemble a musical theatre medley or extended song for performance in the departments Christmas Showcase. During the rehearsal period you will be lead by a professional choir master and should ensure that you attend all rehearsals whilst responding to the direction of the choir master, working with confidence and attention to detail. You will be taught harmonies within the project and should perform your individual vocal line as a member of the group with confidence and flair.  You must ensure that you carry out all instructions asked of you whether this be learning harmonies, lyrics or movements or providing costumes and creative ideas.  You will be assessed on your performance during the two evening performances on Wednesday 10th December and Thursday 11th December when you will perform the rehearsed material to a public audience. You should demonstrate that you can perform and sing the rehearsed material with confidence and flair.  **Performance Deadline: WEDNESDAY 10TH AND THURSDAY 11TH DECEMBER 2014** |
| Task 3 | ***P3 Sing at sight using staff notation***  ***M3 Sing at sight using staff notation competently***  ***D3 Sing at sight using staff notation accurately and confidently.***  You will work during your one to one or paired singing lesson with Annie to practice sight singing using staff notation. You will be set a range of practical exercises which will help you develop your sight singing skills and be able to perform these accurately and confidently. The following aspects will be covered in the assessment period:   * Treble/Bass clef (as appropriate to vocal range) * Minims/Crotchets/Quavers * Simple time signatures 2/4, ¾ and 4/4 and 6/8 * Step/3rds/5ths/8ths * Major/Minor   Your ability to sing at sight will be assessed through recordings based on the following aspects. You will be able to attempt all of the following –  P3 – 4 bar melody in 2/4, step, crotchets and minims.  M3 – 4-8 bars melody, step/3rd/5th/8ve, quavers, 6/8 time  D3 – As M3 but with high levels of accuracy.  Your recordings for assessment will take place from MONDAY 9TH-FRIDAY 20TH MARCH in your 1-1 singing lessons. |
| Task 4. | ***P5 Design a programme of songs***  ***M5 Design a programme of songs taking into account own vocal ability.***  ***D5 Design a balanced programme of songs taking full account of the needs of the intended audience, the performance space and own vocal ability.***  Working as a soloist you will select three musical theatre songs to perform for assessment. The selection of the songs should demonstrate the distance you have travelled as a vocalist in terms of technical skill, musical awareness and should aim to demonstrate that you are a versatile performer. You should identify a target audience for your performances to be aimed at and prepare songs for assessment that take into account the needs of the intended audience and the performance space.  You will produce a programme to be presented on the assessment day which includes the following information:   * The song titles and writers/ musicals they are from. * A synopsis of the musical and details of the character who sings the songs. * The reasons why you have chosen they songs taking into consideration your own vocal ability. * Identification of your target audience and why the songs are suitable for the audience.   Your programme will need to be handed in on the date of your solo performance.  ***P6 Perform a programme of songs.***  ***M6 Perform a programme of songs competently.***  ***D6 Perform a programme of songs with confidence and flair.***  On the assessment day you will perform your three songs with all aspects of costume/staging/lighting and backing music as appropriate to the selected target audience. Your programme of songs should be presented with confidence and flair and will be video recorded for evidence.  Deadline:  **THURSDAY 12TH OR WEDNESDAY 14TH MARY 2015** You will be told which day your performance will be on. |

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|  |  | Refer to grading criteria e.g. P1,M1,D1 |
| Evidence checklist: | * Written paper on vocal analysis * Practice diary * Ensemble performance * Recordings of sight singing * Programme of songs * Performance of solo songs | P1, M1, D1  P2, M2 D2  P4, M4, D4  P3, M3 D3  P5, M5, D5  P6, M6, D6 |

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| Late Submission of Work: |
| You must complete all work set and meet all deadlines as indicated on this assignment brief. For assessment it is important that you are assessed fairly and consistently according to the assessment plan that some learners as not advantaged by having additional time to complete assignments.  **The assessor is not required to accept submissions of assessment work that was not completed by the date in the assessment plan.**  You may be given authorised extensions for legitimate reasons, such as illness at the time of submission. However, you will be expected to provide a doctor’s note to validate this as mitigated circumstances. |

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| **Learner Declaration:** |
| I certify that the work submitted for this assignment is my own and research sources are fully acknowledged. I certify that I fully understand the process by which the BTEC courses are assessed by.  Learner signature: Date: |

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| **This brief has been verified as being fit for purpose** |

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| Assessor: |

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