

PROGRAMME EXAMPLES FOR MUSICAL THEATRE

INITIAL



For many young candidates this will be their first exam. The maximum performance time is 2 minutes for the acting through song task and 2 minutes for the song or movement task. Candidates are developing their sense of musicality at this level and they can either sing two songs, or sing one song and perform a dance that conveys character and story.

TOP TIPS

- ▶ Choose simple, melodic songs with relatable content for the age of the candidate.
- ▶ Aim to vary the energy/tempo or dynamics of the two pieces to add interest to the material.
- ▶ Find opportunities for expression and personal involvement or humour to ensure candidates understand the material and can develop a personal connection with it.
- ▶ Engage in simple but effective movement that connects with the story or lyrics. Think about different levels and the use of the performance space to give variety and develop audience awareness. A simple turn or jump can give impact and connect to crescendos in the music.
- ▶ Songs can be sung by any gender.

All pieces are available in published versions. A variety are available online and in the [Trinity Anthology](#).

EXAMPLE PROGRAMME 1

This programme shows the examiner a range of mood and style of music. The pieces allow for choice in creative movement and expression.

WHAT

Song

'Maybe' from *Annie* (Charles Strouse and Martin Charnin)

Song or movement sequence to music

'How Far I'll Go' from *Moana* (Lin-Manuel Miranda)

WHY

A simple melody and a thoughtful lyric about hopes and dreams.

Focus on the lyrics to demonstrate thoughtfulness. The music evokes the sense of freedom inspired by the sea. Movement might include turns, sways, expressive arms and variations in height.

EXAMPLE PROGRAMME 2

This programme shows the examiner a contrast in mood, style and character, conveying meaning and demonstrating a developing musicality.

WHAT

Song

'Do-Re-Mi' from *The Sound of Music* (Richard Rodgers and Oscar Hammerstein II)

WHY

There is a lot of imagery in this well-known song which will aid memorisation and give opportunities for expression. It is also a useful tool for developing pitch control.

Song or movement sequence to music

'The Wonderful Thing About Tiggers' from *Winnie the Pooh* (Richard M Sherman and Robert B Sherman)

A fast piece of music, this works as an exuberant song or dance by the irrepressible Tigger. There are opportunities to use the space and have fun.

EXAMPLE PROGRAMME 3

This programme shows the examiner creative use of space and the ability to share enjoyment of the songs. The pieces are playful and accessible.

WHAT

Song

'Alone in the Universe' from *Seussical the Musical* (Lynn Ahrens and Stephen Flaherty)

WHY

A touching, thoughtful song allowing use of imagination and expression through the lyrics. It provides vocal challenges for the more accomplished singer.

Movement sequence to music

'Let's Go Fly a Kite' from *Mary Poppins* (Richard M Sherman and Robert B Sherman)

An opportunity to have fun with an imaginary kite and use the space creatively. This waltz-style of music works equally well as a song or a movement sequence.

EXAMPLE PROGRAMME 4

This programme shows the examiner a contrast in mood and tempo, and interpretation of the style and tone of the songs.

WHAT

Song

'Castle on a Cloud' from *Les Misérables* (Claude-Michel Schönberg and Alain Boublil)

WHY

A melodic and melancholy song, seeing the world through a child's eyes. This would suit a slightly more mature candidate able to make the imaginative connections.

Song or movement sequence to music

'The Bare Necessities' from *The Jungle Book* (Terry Gilkyson)

A timeless classic song celebrating the *joie de vivre* of Baloo the Bear. Characterful and up-tempo, this would work equally well as a song or a movement piece.

PREPARE TO PERFORM

COMBINE ACTING, SONG AND
MOVEMENT THROUGH PERFORMANCE

TRINITY
COLLEGE LONDON

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