

PROGRAMME EXAMPLES FOR MUSICAL THEATRE

GRADE 2



At Grade 2, candidates are growing in confidence. The requirement is two song tasks for which the maximum performance time is 6 minutes. The third task is a choice of either a monologue or a movement piece that conveys character and story, with a maximum performance time of 2 minutes.

TOP TIPS

- ▶ Choose a slightly shorter extract where something funny or dramatic happens giving opportunities for expression, rather than something very long that is hard to learn.
- ▶ Find opportunities for personal involvement or humour, to ensure candidates understand the material and develop a personal connection with it.
- ▶ Avoid songs with themes that are inappropriate for the candidate's age.
- ▶ Choose either the monologue or the movement piece for Task 2, depending on the candidate's strengths/preferences. Songs can be sung by any gender.
- ▶ Some dance vocabulary is emerging at this level. Candidates may be comfortable performing combinations of steps, exploring the space, creating diagonal sequences or moving in a circle. 'Once Upon a December', for example, is in a waltz tempo and some basic *balancé* (waltz steps, transferring weight between the feet in three counts) can be attempted side to side or turning.

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 contrast in mood, period and subject matter. There is comedy, exuberance and poignancy in the pieces showing contrasts in tempo and meaning.

WHAT	WHY
Acting through song 'Do You Want to Build a Snowman?' from <i>Frozen</i> (Kristen Anderson-Lopez and Robert Lopez)	This song develops in mood from playful to sad. The candidate can create the environment and the relationship with an imaginary Elsa.
Acting through song 'Where is Love' from <i>Oliver</i> (Lionel Bart)	This song is more lyrical and introspective, as Oliver despairs of ever finding the love from a family that most children might experience.
Monologue From the novel <i>Alice's Adventures in Wonderland</i> (Lewis Carroll), Alice. First line: 'Why, how impolite of him. I asked him a civil question, and he pretended not to hear me.'	An amusing monologue in which the candidate can explore physicality and communicate directly with the audience.

EXAMPLE PROGRAMME 2

This programme shows a contrast in mood, period, style and character. The pieces allow creative exploration vocally and physically through movement/dance and gesture to convey meaning.

WHAT

Acting through song

'Everybody Wants to Be a Cat' from *The Aristocats*
(Floyd Huddleston and Al Rinker)

Acting through song

'One Upon a December' from *Anastasia*
(Stephen Flaherty and Lynn Aherns)

Monologue or dance/movement sequence to music

'If I Only Had a Brain' from *The Wizard of Oz*
(Harold Arlen)

WHY

This song is cheerful and optimistic, sung by a cat, with a jazzy feel to the music.

This is an atmospheric song allowing the candidate to work with the imagery in the lyrics and music. The musical break can be interpreted in dance or simple movement, exploring the surroundings, connecting with the lyrics and finishing with the vocal climax.

A characterful dance, with an opportunity to explore the awkward movements of the scarecrow as he begins to walk.

EXAMPLE PROGRAMME 3

This programme shows the examiner a contrast in mood, period and subject matter. The space can be explored creatively, and candidates can approach characterisation through physicality.

WHAT

Acting through song

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

Acting through song

'I Know it's Today' from *Shrek the Musical*
(David Lindsay-Abaire and Jeanine Tesori)

Monologue

Lavender from *Matilda* (Tim Minchin and Dennis Kelly)
First line: 'Hello, I'm Lavender by the way' to 'It's going to be brilliant!'

or

Bruce from *Matilda* (Tim Minchin and Dennis Kelly)
First line: 'It was the biggest burp I've ever done' to 'wafted full into the face of the Trunchbull.'

WHY

This is a well-known song with lyrics expressing hope for the future.

This song is a piece of storytelling, where narrative is as important as the melodic line.

Both of these monologues from a well-known story require direct audience communication, but give an opportunity to reveal character in a playful way.

PREPARE TO PERFORM

COMBINE ACTING, SONG AND
MOVEMENT THROUGH PERFORMANCE

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