

PROGRAMME EXAMPLES FOR MUSICAL THEATRE

GRADE 3



At Grade 3, candidates are exploring contrast. The songs should come from different musicals that vary in genre and style. The requirement is two song tasks for which the maximum performance time is 7 minutes. The third task is a choice of either a monologue or a movement piece that conveys character and story with a maximum time of 3 minutes.

TOP TIPS

- ▶ At this level it is better to choose material that is comfortably in range, broadly staying within the same key, rather than risk straining the voice with complex modulation.
- ▶ Find material to which the candidate can relate and develop a personal connection.
- ▶ Songs can be sung by any gender, but the theme and content should be appropriate for the candidate's age.
- ▶ The candidate should have some assurance in movement and ensure there is a connection between the movement and the lyrics. The style of the song or era should start to emerge, either within the choreography or through the posture and action presented.

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 contrast in genre, tone, character and musicality. A range of vocal and movement/dance skills will be displayed creatively to communicate meaning.

WHAT

WHY

Acting through song

'Where Did That Little Dog Go?' from *Snoopy the Musical* (Larry Grossman and Hal Hackady)

A sentimental song about how Snoopy is becoming so independent he doesn't always need to be with his owner, Charlie Brown. Use the space to show an engagement with the lyrics.

Acting through song

'Get'cha Head in the Game' from *High School Musical* (Ray Cham and Drew Seeley)

This energetic song with a strong tempo is a contrast to the song above. There's potential to include choreography and connect with the style and activity being sung about.

Monologue

Invisible Friends by Alan Ayckbourn, Lucy
First line: 'You may have heard my mum talking... She's special. Aren't you, Zara?'

A good contrast to the songs, both in mood and character. There's direct audience communication, which gradually reveals character and situation.

EXAMPLE PROGRAMME 2

This programme shows the examiner contrast in mood, style and a range of integrated movement/dance skills conveying character and meaning.

WHAT

Acting through song

'One Jump Ahead' from *Aladdin* (Alan Menken, Howard Ashman and Tim Rice)

Acting through song

'What If' from *The Addams Family* (Andrew Lippa, Marshall Brickman and Rick Elice)

Song or dance/movement sequence to music

Gargling with Jelly by Brian Patten – Jimmy, Act 1, Scene 1
First line: 'Shush. Quiet. I don't want Dr Sensible to find me...' to 'It all began a few days before my birthday.'

WHY

This song is up-tempo and full of energy and confidence, needing plenty of movement to bring it to life.

This soulful but comic song about sibling relationships contrasts in tone with the first song.

A dramatic monologue from a young character which playfully engages the audience with its plotting and intrigue.

EXAMPLE PROGRAMME 3

This programme shows the examiner contrast in style and character as well as the candidate's own creative ideas through vocal expression, dynamic changes in style and movement/dance to music.

WHAT

Acting through song

'Part of Your World' from *The Little Mermaid* (Alan Menken and Howard Ashman)

Acting through song

'Supercalifragilistic' from *Mary Poppins* (Richard M Sherman and Robert B Sherman)

Dance/movement sequence to music

Create a story investigating a new environment such as a haunted house – music could be taken from recent Disney animations, or silent films

WHY

This well-known song is a ballad and shows a character yearning to be different.

This is a patter-song with a humorous narrative and a classic tongue-twister for the candidate to practise their diction.

This is an opportunity for the candidate to become involved with storytelling through movement, using their imagination and creating suspense for the audience.

PREPARE TO PERFORM

COMBINE ACTING, SONG AND
MOVEMENT THROUGH PERFORMANCE

TRINITY
COLLEGE LONDON

trinitycollege.com/musical-theatre