

# PROGRAMME EXAMPLES FOR MUSICAL THEATRE

## GRADE 5



At Grade 5, movement or dance should be integrated as required by the material. The scene into song task should develop character and story; a variety of options are available for selecting dialogue, with examples shown below. The maximum performance time is 8 minutes for two contrasting acting through song tasks and 3 minutes for the scene into song task.

## TOP TIPS

- ▶ Young voices are still developing, and at this level it is better to choose material that is comfortably in range. Steer candidates away from popular songs that require a powerful upper-belt that is beyond their technical capability. Songs can be sung by any gender.
- ▶ Ensure the candidate chooses material they understand and can relate to.
- ▶ Encourage the candidate to be creative when using the space and inhabit an imagined environment.

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 period, tone and character. The candidate will demonstrate an integrated range of vocal and movement/dance skills and a versatility of style.

### WHAT

#### Acting through song

'Wouldn't It be Lovely' from *My Fair Lady*  
(Alan Jay Lerner and Frederick Loewe)

#### Acting through song

'Reflection' from *Mulan* (Matthew Wilder  
and David Zippel)

#### Scene into song

Dorothy's final monologue into 'Over the Rainbow'  
from *The Wizard of Oz* (Harold Arlen and Yip Harburg)  
First line: '– no place like home – there's no place  
like home' as Dorothy journeys from Oz and lands  
back in Kansas.

### WHY

This song contrasts in character, tone, period  
and style with 'Reflection'. It's an amusing  
but poignant song, needing a cockney accent.

This song is a soulful ballad about self-belief.

The scene into song is Dorothy's explanation  
of her dream, followed by the song which can  
be interpreted as reminiscence or hope for  
the future.

## EXAMPLE PROGRAMME 2

This programme shows the examiner contrast in period, tone and genre. Ranging from English pastoral to American comic horror, there are plenty of talking points and opportunities to integrate skills.

### WHAT

#### Acting through song

'Winter's on the Wing' from *The Secret Garden*  
(Lucy Simon and Marsha Norman)

### WHY

Musically these two songs are very different although they share themes. Dickon is an English country boy who loves nature.

#### Acting through song

'Grow for Me' from *Little Shop of Horrors*  
(Alan Menken and Howard Ashman)

Seymour is an American who sells flowers and indoor plants in a run-down part of the city. He sings this song to a strange and interesting plant.

#### Scene into song

'Suppertime' from *Snoopy the Musical* (Clark Gesner)  
First line: 'My stomach clock just went off.'

The scene into song is humorous, about a dog ruled by the love of food. There are plenty of opportunities to explore physicality.

## EXAMPLE PROGRAMME 3

This programme shows the examiner contrast in period, style and character. The material has dramatic development, revealing character intention and an integration of a range of skills.

### WHAT

#### Acting through song

'Good Morning Baltimore' from *Hairspray*  
(Marc Shaiman and Scott Wittman)

### WHY

This song is a powerful announcement of intent from Tracy.

#### Acting through song

'Something Good' from *The Sound of Music*  
(Richard R Rogers and Oscar Hammerstein II)

This song is a gentle love song of disbelief which contrasts to the previous song in tone and tempo.

#### Scene into song

'Getting to Know You' from *The King and I*  
(Richard R Rogers and Oscar Hammerstein II)  
First line: 'Now look. You're all up in that corner.'

The scene into song is Anna's address to the children, followed by her song as she attempts to develop a relationship with them. Musically it has a sweeping lyricism which requires good breath control.

**PREPARE TO PERFORM**

COMBINE ACTING, SONG AND  
MOVEMENT THROUGH PERFORMANCE

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