



Victoria College Examinations
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MUSICAL THEATRE

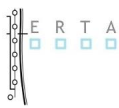


Victoria College of Music and Drama, London Ltd

Founded 1890

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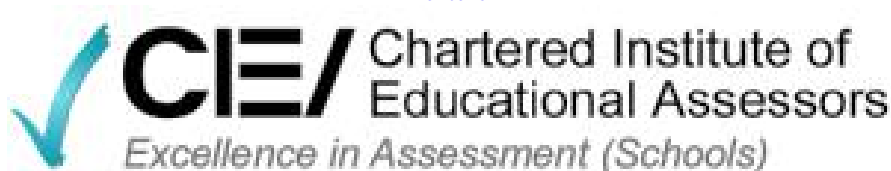
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Musical Theatre Syllabus

Member of



ABOUT THE VCM

Victoria College of Music, London, is an independent body providing examinations in Music, Speech, and Drama subjects. It has held examination sessions throughout the British Isles and certain overseas countries since it was founded in 1890. It no longer operates a full-time teaching institution. Further details about Victoria College can be found on our website: [www. Vcmexams.com](http://www.Vcmexams.com) and you can follow us on Twitter and Facebook.

PASS MARKS

Grades, 65%; with Merit, 80%; with Distinction 90% Merit is shown as %Honours+in Ireland
Diplomas, 75%; with Honours 85%

ABOUT THIS SYLLABUS

VCM first introduced Musical Theatre examinations in 2009. Following extensive use and research this new edition makes a substantial number of changes to the examination format to ensure a rigorous assessment while maintaining the open choice and diversity provided by the previous edition.

CHANGES TO SYLLABUS

VCM examination requirements do not alter annually, the current syllabus is that listed on our website. Any changes to the syllabus are announced well in advance on the College website, on Facebook and Twitter.

COMPARISONS WITH OTHER EXAMINATION BODIES

VCM Grades 1 to 8 are intended to compare on a level for level basis with the grades 1 to 8 of other similarly recognised examination boards. In addition to Grades 1 to 8, VCM examinations are available at several introductory levels prior to Grade 1 as a means of encouraging beginners, or students with special needs. Diploma examinations are also available in Musical Theatre. Candidates at all levels receive a written report and, if successful, a certificate or diploma.

EXAMINER TRAINING

All examiners are professionally trained in a number of skills not simply the subject matter. Feedback from centres is gathered routinely as is feedback from examiners about centres; and issues arising are acted upon. For purposes of training and moderating of marking, there will, on occasions, be a second examiner or College representative present in examinations.

WHAT THE EXAMINERS ARE LOOKING FOR

Examiners are looking for an overall performance that incorporates all aspects of musical theatre. This includes the areas of acting, movement, correct vocal technique, facial expression, body language and characterisation. Examiners are looking not only for technical accuracy but an awareness of style and originality. While thorough research into performances is expected candidates are encouraged to give performances their own individual interpretation where possible.

REGULATIONS

All entries are accepted on the conditions laid down in *General Regulations and Information*, a copy of which is available free of charge. It is also on our website: www.vcmexams.com

ENTRY FORMS

All *grades* examinations can be entered on white entry forms with no more than ten candidates on a page. Please use the code %MT+in the column headed %subject+and the letter(s) or numbers in the %grade no.+column.
Diploma examinations entries must be on pink entry forms with one form per candidate.

DISCUSSION

Individual requirements are listed within each grade but at all levels candidates are expected to display a rounded knowledge of the material performed.

SET PIECES

Candidates are required to prepare the specified number of pieces in all examinations. Performances are to be given as if to a live theatre audience. Each item requires a dramatic spoken sequence within the performance which may be at any point as appropriate. At all levels songs **must** be from recognised stage or film musicals of varying genres to provide a diverse and wide ranging programme. Songs by Disney are classed as being in the Film Musicals genre..

At all levels repertoire is %own choice+and candidates are encouraged to explore the wide variety of material available within the subject. The prescribed lists are examples of songs of appropriate standard to the grade and may only be presented at the set grade. Examiners will penalise performances where material is presented at the wrong level.

Teachers must ensure that selected items are within the safe vocal ability of candidates and that items are dramatically and lyrically suitable for a candidate's age as well as the examination being taken. Songs should be transposed into a key appropriate to the candidate's vocal range. Some items may also require a higher level of skill in certain areas than others and vocal demands are not the only consideration. Where unsure contact the College for advice in advance of entering .
Diploma programmes **must** be submitted for approval one month prior to the date of examination and if possible earlier to allow for changes.

LIGHTING

Stage lighting is optional, but will not be assessed as the work of the candidate.

ACCOMPANIMENT

Candidates are required to organise their own accompaniment in all examinations. This may be in the form of a live accompanist or backing tracks. If recorded backing is used then the candidate must provide both the equipment required and a competent operator. The accompanist/operator, who may be the teacher, will remain in the room only while carrying out this function.

BACKING TRACKS

Many commercial suppliers provide professional quality tracks for both classic and contemporary musical theatre. Well known songs are often available on Amazon or itunes for download. Other sources include suppliers such as:

*Karaoke-Version
Hernan Ferreyra*

*Ameritz
Musical Theatre Backing Tracks*

Hittrax

Trax Vault

Backing Tracks Online

MEDAL EXAMINATIONS

Medal Awards are no longer available in Musical Theatre exams.

PROMPT

As in professional theatre it is acceptable for a prompt to be given as required. The prompter should be the candidate's teacher. However examiners will deduct marks for each prompt required.

ESSAYS, FOLIOS, ETC.

Where dissertations are required, these must be submitted **with the entry form**.

Separate or late submission is not permitted. Dissertations should be on plain white A4 paper, legibly written, typed or word processed. Do not bind the pages as they need to be scanned through a sheet feeder. All dissertations should contain a bibliography and contents page. For more guidance see *Essay Writing for the Victoria College Teaching Diplomas* published by LMP.

LYRICS AND SCORES

In all examinations candidates must provide either copies of full lyrics or scores of the items performed. These should be handed to the examiner upon entry to the examination room. It is acceptable for photocopies to be used for this and these will be retained by the examiner after the examination. No marks are awarded for the presentation of these but all material should be typed and legible.

DRAMATIC SEQUENCES

Candidates are not required to introduce themselves or the individual titles of their pieces. However, a few words taken either from the libretto or original material, to set the scene is expected. This should show variety and is not necessarily always placed at the start of the performance.

COSTUMES AND PROPS

Candidates are expected to make appropriate efforts to provide costumes and props for each item performed. Ingenuity and effectiveness are encouraged and may be commented on within the report for each song. However candidates' own effort and imagination (as opposed to the hire/purchase of expensive costumes) will be rewarded. Costumes should always be appropriate to the age of the candidate.

A responsible adult in addition to the accompanist may be present in the examination room to assist with props and costume changes. They will remain in the exam room only during the performance section. It is accepted that they may also double as prompter.

A suitable changing facility must be provided during the examination. This should be either an immediately adjoining room or a full length screen within the exam room. At no point is a candidate expected to change in front of an examiner and examiners are at liberty to stop any candidate attempting to do so.

"BUDDIES"

Candidates may have a buddy to take part in an examination with them to perform a duet or fulfil a dramatic requirement within an item if a spoken role is required. This may be a single performer or small group as appropriate provided the candidate remains the lead character. Buddies may be a fellow student or teacher as appropriate to the demands of the role assumed. Buddies will not be marked and candidates will not be penalised if a buddy makes a mistake.

RESEARCH

Candidates should be encouraged to research their character using web resources such as YouTube. While the quality of such performances varies widely, there exist many examples of virtuoso performers in character. Candidates should take these as a guide but should not aim to reproduce a classic performance, rather use the research as a guide to produce their own original take on the song performed.

Introductory Examinations

The following examinations are available in Musical Theatre. They should be entered on the entry form as indicated.

First Steps

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	A

Preliminary

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	B

Preparatory

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	C

Advanced Preparatory

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	D

Solo Pieces (80 marks)

To perform **one** song as appropriate for Grade 1 with a very short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the Grade 1 list or be own choice material of an appropriate standard.

Introductory exams, as the name implies, are intended to encourage very young candidates, or candidates with Special Needs, to perform songs from Musical Theatre. Progression from A to D is not compulsory and candidates may enter at any level. However, examiners will expect an appropriately rising level of skill according to the Grade.

Discussion (20 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics
- É Display an elementary understanding of the character they are playing
- É Name the musical the song is from

These introductory examinations should be shown on entry forms in the Grade column as simply A, B, C or D as appropriate

Grade One

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	1

Solo Pieces

(80 marks - 40 marks per song)

To perform **two** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the following list or be own choice material of an appropriate standard.

A song prescribed for a set grade may NOT be performed at any other level except as for Grades A to D.

Song	Musical	Composer	Lyricist
A Spoonful of Sugar	Mary Poppins	Robert B. and Richard M. Sherman	Robert B. and Richard M. Sherman
Chim Chim Cheree	Mary Poppins	Robert B. and Richard M. Sherman	Robert B. and Richard M. Sherman
Do-Re-Mi	The Sound of Music	Richard Rodgers	Oscar Hammerstein II
Edelweiss	The Sound of Music	Richard Rodgers	Oscar Hammerstein II
Hushabye Mountain	Chitty Chitty Bang Bang	Robert B. and Richard M. Sherman	Robert B. and Richard M. Sherman
I Whistle A Happy Tune	The King and I	Richard Rodgers	Oscar Hammerstein II
Inchworm	Hans Christian Anderson	Frank Loesser	Frank Loesser
Little April Showers	Bambi	Frank Churchill	Larry Morey
The Beautiful Day	Scrooge	Leslie Bricusse	Leslie Bricusse
The Ugly Bug Ball	Summer Magic	Robert B. and Richard M. Sherman	Robert B. and Richard M. Sherman
The Ugly Duckling	Hans Christian Anderson	Frank Loesser	Frank Loesser
With A Smile and A Song	Snow White and The Seven Dwarfs	Frank Churchill	Larry Morey
You're Never Fully Dressed Without A Smile	Annie	Charles Strouse	Martin Charnin

Discussion (20 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics
- É Display an elementary understanding of the character they are playing
- É Name the musical each song is from
- É Name the composer and lyricist of each song performed

Solo Pieces

(80 marks - 40 marks per song)

To perform **two** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the following list or be own choice material of an appropriate standard.

A song prescribed for a set grade may NOT be performed at any other level

Song	Musical	Composer	Lyricist
Bibbid-Bobbidi-Boo	Cinderella	Mack David, Al Hoffmann, Jerry Livingstone	Mack David, Al Hoffmann, Jerry Livingstone
Doll On A Music Box	Chitty Chitty Bang Bang	Richard Rodgers	Oscar Hammerstein II
Food Glorious Food	Oliver	Lionel Bart	Lionel Bart
Getting To Know You	The King and I	Richard Rodgers	Oscar Hammerstein II
If The Rain's Got To Fall	Half A Sixpence	David Heneker	David Heneker
My Favourite Things	The Sound of Music	Richard Rodgers	Oscar Hammerstein II
Oh What A Beautiful Mornin'	Oklahoma	Richard Rodgers	Oscar Hammerstein II
Pick-a-Pocket	Oliver	Lionel Bart	Lionel Bart
Pure Imagination	Willy Wonka and The Chocolate Factory	Leslie Bricusse and Anthony Newley	Leslie Bricusse and Anthony Newley
Stepsisters Lament	Cinderella	Mack David, Al Hoffmann, Jerry Livingstone	Mack David, Al Hoffmann, Jerry Livingstone
The Bare Necessities	The Jungle Book	Robert B. and Richard M. Sherman	Robert B. and Richard M. Sherman
The Siamese Cat Song	Lady and The Tramp	Sonny Burke	Peggy Lee
Toot Sweets	Chitty Chitty Bang Bang	Richard Rodgers	Oscar Hammerstein II
Try To Remember	The Fantasticks	Harvey Schmidt	Tom Jones
Where Is Love?	Oliver	Lionel Bart	Lionel Bart
You Can Fly	Peter Pan	Sammy Fain	Sammy Cahn

Discussion (20 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics
- É Display an understanding of the character they are playing
- É Name the musical each song is from
- É A basic outline of the plot of the musical each song is from
- É Name the composer and lyricist of each song performed

Grade Three

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	3

Solo Pieces

(80 marks - 40 marks per song)

To perform **two** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the following list or be own choice material of an appropriate standard.

A song prescribed for a set grade may NOT be performed at any other level

Song	Musical	Composer	Lyricist
A Dream is a Wish Your Heart Makes	Cinderella	Mack David, Al Hoffmann, Jerry Livingstone	Mack David, Al Hoffmann, Jerry Livingstone
A Whole New World	Aladdin	Alan Menken	Tim Rice
Beauty and the Beast	Beauty and the Beast	Alan Menken	Howard Ashman
Benjamin Calypso	Joseph and the Amazing Technicolour Dreamcoat	Andrew Lloyd Webber	Tim Rice
Bethlehem	Martin Guerre	Claude-Michel Schonberg	Alain Boublil
Castle on a Cloud	Les Miserables	Claude-Michel Schonberg	Alain Boublil
Consider Yourself	Oliver	Lionel Bart	Lionel Bart
Honey Bun	South Pacific	Richard Rodgers	Oscar Hammerstein II
I Could Have Danced All Night	My Fair Lady	Frederick Loewe	Alan Jay Lerner
I Don't Need Anything But You	Annie	Charles Strouse	Martin Charnin
One Song	Snow White and the Seven Dwarfs	Frank Churchill	Larry Morey
Oom Pah Pah	Oliver	Lionel Bart	Lionel Bart
Our Last Summer	Mamma Mia	Benny Andersson and Bjorn Ulvaeus	Benny Andersson and Bjorn Ulvaeus
The Candy Man	Willy Wonka and the Chocolate Factory	Leslie Bricusse and Anthony Newley	Leslie Bricusse and Anthony Newley
The Hills are Alive	The Sound of Music	Richard Rodgers	Oscar Hammerstein II
Tomorrow	Annie	Charles Strouse	Martin Charnin
When Children Rule The World	Whistle DownThe Wind	Andrew Lloyd Webber	Jim Steinman
When You Wish Upon a Star	Pinocchio	Leigh Harline	Ned Washington
Whistle DownThe Wind	Whistle DownThe Wind	Andrew Lloyd Webber	Jim Steinman
Wouldn't It Be Loverley	My Fair Lady	Frederick Loewe	Alan Jay Lerner
You Must Love Me	Evita	Andrew Lloyd Webber	Tim Rice

Discussion (20 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics and placement of each song in the source musical
- É Display an understanding of the character they are playing
- É Name the musical each song is from
- É A basic outline of the plot of the musical each song is from
- É Name the composer and lyricist of each song performed

Grade Four

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	4

Solo Pieces

(75 marks - 25 marks per song)

To perform **three** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the following list or be own choice material of an appropriate standard.

A song prescribed for a set grade may NOT be performed at any other level

Song	Musical	Composer	Lyricist
A Fine Life	Oliver	Lionel Bart	Lionel Bart
Embraceable You	Girl Crazy	George Gershwin	Ira Gershwin
Fat Sam's Grand Slam	Bugsy malone	Paul Williams	Paul Williams
He's A Tramp	Lady and The Tramp	Sonny Burke	Peggy Lee
Hey There	The Pajama Game	Richard Adler and Jerry Ross	Richard Adler and Jerry Ross
I Could Be The One	The Card	Tony Hatch and Jackie Trent	Tony Hatch and Jackie Trent
I Don't Know How To Love Him	Jesus Christ Superstar	Andrew Lloyd Webber	Tim Rice
If My Friends Could See Me Now	Sweet Charity	Cy Coleman	Dorothy Fields
Maybe	Annie	Charles Strouse	Martin Charnin
My Name is Tallulah	Bugsy Malone	Paul Williams	Paul Williams
Naughty	Matilda	Tim Minchin	Tim Minchin
No Matter What	Whistle Down The Wind	Andrew Lloyd Webber	Jim Steinman
On The Willows	Godspell	Stephen Schwartz	Stephen Schwartz
Once In A Lifetime	Stop The World I Want To Get Off	Anthony Newley and Leslie Bricusse	Anthony Newley and Leslie Bricusse
Once Upon A December	Anastasia	Stephen Flaherty	Lynn Ahrens
Once Upon A Dream	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
One	A Chorus Line	Marvin Hamlisch	Edward Kleban
Other Pleasures	Aspects of Love	Andrew Lloyd Webber	Don Black and Charles Hart
Part of That World	The Little Mermaid	Alan Menken	Howard Ashman
Posh	Chitty Chitty Bang Bang	Robert B. and Richard M. Sherman	Robert B. and Richard M. Sherman
Somewhere	West Side Story	Leonard Bernstein	Stephen Sondheim
Storybook	The Scarlet Pimpernel	Frank Wildhorn	Nan Knighton
There's Been A Change In Me	Beauty and The Beast	Alan Menken	Tim Rice
Thinking of No One But Me	Me and My Girl	Noel Gay	Douglas Furber and L. Arthur Rose
We Kiss In A Shadow	The King and I	Richard Rodgers	Oscar Hammerstein II

Discussion (20 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics and placement of each song in the source musical
- É Display an understanding of the character they are playing
- É Name the musical each song is from
- É Give an outline of the plot of the musical each song is from
- É Name the composer and lyricist of each song performed
- É Discuss the selection of material and preparation of the performances

Grade Five

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	5

Solo Pieces

(75 marks - 25 marks per song)

To perform **three** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the following list or be own choice material of an appropriate standard.

A song prescribed for a set grade may NOT be performed at any other level

Song	Musical	Composer	Lyricist
All That Jazz	Chicago	John Kander	Fred Ebb
Anthem	Chess	Benny Andersson and Bjorn Ulvaeus	Benny Andersson and Bjorn Ulvaeus
Anything But Lonely	Aspects of Love	Andrew Lloyd Webber	Charles Hart and Don Black
As Long As He Needs Me	Oliver	Lionel Bart	Lionel Bart
Children of the Wind	Rags	Charles Strouse	Stephen Schwartz
Cock-eyed Optimist	South Pacific	Richard Rodgers	Oscar Hammerstein II
Defying Gravity	Wicked	Stephen Schwartz	Stephen Schwartz
Empty Chairs At Empty Tables	Les Miserables	Claude Michel Schonberg	Alain Boublil
Friend Like Me	Aladdin	Alan Menken	Tim Rice
Get Happy	The Nine-Fifteen Revue	Harold Arlen	Ted Koehler
Hold On	The Secret Garden	Lucy Simon	Marsha Norman
I'd Be Surprisingly Good For You	Evita	Andrew Lloyd Webber	Tim Rice
I Dreamed A Dream	Les Miserables	Claude Michel Schonberg	Alain Boublil
I Enjoy Being A Girl	Flower Drum Song	Richard Rodgers	Oscar Hammerstein II
I Get A Kick Out Of You	Anything Goes	Cole Porter	Cole Porter
I Got The Sun In The Morning	Annie Get Your Gun	Irving Berlin	Irving Berlin
I'm Not That Girl	Wicked	Stephen Schwartz	Stephen Schwartz
Journey To The Past	Anastasia	Stephen Flaherty	Lynn Ahrens
Lift The Wings	Riverdance	Bill Whelan	Bill Whelan
Mr Cellophane	Chicago	John Kander	Fred Ebb
Popular	Wicked	Stephen Schwartz	Stephen Schwartz
Reflection	Mulan	Matthew Wilder	David Zippel
Roxie	Chicago	John Kander	Fred Ebb
Send In The Clowns	A Little Night Music	Stephen Sondheim	Stephen Sondheim
So Much Nicer In Nice	The Boyfriend	Sandy Wilson	Sandy Wilson
The Last Man In My Life	Tell Me On A Sunday	Andrew Lloyd Webber	Don Black
Unexpected Song	Tell Me On A Sunday	Andrew Lloyd Webber	Don Black
When I Look At You	The Scarlet Pimpernel	Frank Wildhorn	Nan Knighton

Discussion (25 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics and placement of each song in the source musical
- É Display a deeper understanding of the character they are playing
- É Name the musical each song is from
- É Give an outline of the plot of the musical each song is from
- É Name the composer and lyricist of each song performed
- É Discuss the selection of material and preparation of the performances

Grade Six

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	6

Solo Pieces

(75 marks - 25 marks per song)

To perform **three** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the following list or be own choice material of an appropriate standard.

A song prescribed for a set grade may NOT be performed at any other level

Song	Musical	Composer	Lyricist
Another Suitcase In Another Hall	Evita	Andrew Lloyd Webber	Tim Rice
Bathing Beauty	Love Never Dies	Andrew Lloyd Webber	Glenn Slater and Charles Hart
Cabaret	Cabaret	Jon Kander	Fred Ebb
Colors Of The Wind	Pocahontas	Alan Menken	Stephen Schwartz
Easy Terms	Blood Brothers	Willy Russell	Willy Russell
Heaven Help My Heart	Chess	Benny Andersson and Bjorn Ulvaeus	Benny Andersson and Bjorn Ulvaeus
If I Ruled The World	Pickwick	Cyril Ornadel	Leslie Bricusse
Man Wanted	Copocabana	Barry Manilow	Bruce Sussman and Jack Feldman
Maria	West Side Story	Leonard Bernstein	Stephen Sondheim
Mother Knows Best	Tangled	Alan Menken	Glenn Slater
My House	Matilda	Tim Minchin	Tim Minchin
Next Time You Fall In Love	Starlight Express	Andrew Lloyd Webber	Don Black
Only He	Starlight Express	Andrew Lloyd Webber	Richard Stilgoe
Razzle Dazzle	Chicago	Jon Kander	Fred Ebb
Sandra Dee	Grease	Jim Jacons and Warren Casey	Jim Jacons and Warren Casey
Seeing Is Believing	Aspects of Love	Andrew Lloyd Webber	Don Black and Chares Hart
Someone Like You	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
Someone To Watch Over Me	Oh Kay	George Gershwin	Ira Gershwin
Somewhere Out There	An American Tail	James Horner	Barry Mann
Tell Me It's Not True	Blood Brothers	Willy Russell	Willy Russell
Tell Me On A Sunday	Tell Me On A Sunday	Andrew Lloyd Webber	Don Black
The Lady Is A Tramp	Babes In Arms	Richard Rodgers	Lorenz Hart
The Timewarp	The Rocky Horror Show	Richard O'Brien	Richard O'Brien
Tonight	West Side Story	Leonard Bernstein	Stephen Sondheim
What I Did For Love	A Chorus Line	Marvin Hamlisch	Edward Kleban
Wherever He Ain't	Mack and Mabel	Jerry Herman	Jerry Herman
With One Look	Sunset Boulevard	Andrew Lloyd Webber	Don Black and Christopher Hampton

Discussion (25 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics and placement of each song in the source musical
- É Display a deeper understanding of the character they are playing
- É Name the musical each song is from
- É Give an outline of the plot of the musical each song is from
- É Name the composer and lyricist of each song performed
- É Discuss the selection of material and preparation of the performances
- É Briefly evaluate their own performance in the examination

Grade Seven

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	7

Solo Pieces

(75 marks - 25 marks per song)

To perform **three** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the following list or be own choice material of an appropriate standard.

A song prescribed for a set grade may NOT be performed at any other level

Song	Musical	Composer	Lyricist
A New Life	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
Agony	Into The Woods	Stephen Sondheim	Stephen Sondheim
Evergreen	A Star Is Born	Barbara Streisand	Paul Williams
For The First Time In Forever	Frozen	Robert Lopez and Kristan Anderson-Lopez	Robert Lopez and Kristan Anderson-Lopez
I Can Do Better Than That	The Last Five Years	Jason Robert Brown	Jason Robert Brown
I'm Not Afraid of Anything	Songs for a New World	Jason Robert Brown	Jason Robert Brown
Let It Go	Frozen	Robert Lopez and Kristan Anderson-Lopez	Robert Lopez and Kristan Anderson-Lopez
Look What Happened To Mabel	Mack and Mabel	Jerry Herman	Jerry Herman
Losing My Mind	Follies	Stephen Sondheim	Stephen Sondheim
Luck Be A Lady	Guys and Dolls	Frank Loesser	Frank Loesser
Memory	Cats	Andrew Lloyd Webber	Trevor Nunn
On My Own	Les Miserables	Claude Michel Schoenberg	Alain Boublil
Only Love	Rudolf, Das Affaire Mayerling	Frank Wildhorn	Jack Murphy
She Was There	The Scarlet Pimpernel	Frank Wildhorn	Nan Knighton
Summertime	Porgy and Bess	George Gershwin	Ira Gershwin
Sunset Boulevard	Sunset Boulevard	Andrew Lloyd Webber	Don Black and Christopher Hampton
There Won't Be Trumpets	Anyone Can Whistle	Stephen Sondheim	Stephen Sondheim
There's A Fine, Fine Line	Avenue Q	Robert Lopez and Jeff Marx	Robert Lopez and Jeff Marx
Turn Back, O Man	Godspell	Stephen Schwartz	Stephen Schwartz
U.N.C.O.U.P.L.E.D	Starlight Express	Andrew Lloyd Webber	Richard Stilgoe
Wishing You Were Somehow Here Again	The Phantom of the Opera	Andrew Lloyd Webber	Charles Hart and Richard Stilgoe

Discussion (25 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics and placement of each song in the source musical
- É Display a deeper understanding of the character they are playing and how they interact with other characters
- É Name the musical each song is from
- É Give an outline of the plot of the musical each song is from
- É Name the composer and lyricist of each song performed
- É Discuss the selection of material and preparation of the performances
- É Briefly evaluate their own performance in the examination
- É Compare the different styles of material performed

Grade Eight

SURNAME	FORENAMES	SUBJECT	GRADE
		MT	8

Solo Pieces

(75 marks - 25 marks per song)

To perform **three** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the following list or be own choice material of an appropriate standard.

A song prescribed for a set grade may NOT be performed at any other level

Song	Musical	Composer	Lyricist
As If We Never Said Goodbye	Sunset Boulevard	Andrew Lloyd Webber	Don Black and Christopher Hampton
Big Spender	Sweet Charity	Cy Coleman	Dorothy Fields
Bring Him Home	Les Miserables	Claude Michel Schoenberg	Alain Boublil
Bui Doi	Miss Saigon	Claude Michel Schoenberg	Alain Boublil
Can't Help Lovin' Dat Man of Mine	Showboat	Jerome Kern	Oscar Hammerstein II
Could I Leave You?	Follies	Stephen Sondheim	Stephen Sondheim
Don't Cry For Me Argentina	Evita	Andrew Lloyd Webber	Tim Rice
Don't Rain On My Parade	Funny Girl	Jule Styne	Bob Merrill
For Good	Wicked	Stephen Schwartz	Stephen Schwartz
Gooch's Song	Mame	Jerry Herman	Jerry Herman
Good Morning Baltimore	Hairspray	Marc Shaiman	Marc Shaiman
Good 'n' Evil	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
Havana	Havana	Frank Wildhorn	Jack Murphy
If I Can't Love Her	Beauty and The Beast	Alan Menken	Tim Rice
In A Very Unusual Way	Nine	Maury Yeston	Maury Yeston
In His Eyes	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
It's A Dangerous Game	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
I Will Prevail	Wonderland	Frank Wildhorn	Jack Murphy
Last Night of the World	Miss Saigon	Claude Michel Schoenberg	Alain Boublil
Love Changes Everything	Aspects of Love	Andrew Lloyd Webber	Don Black and Charles Hart
Stars	Les Miserables	Claude Michel Schoenberg	Alain Boublil
Stars and the Moon	Songs for a New World	Jason Robert Brown	Jason Robert Brown
Tell Me To Go	Martin Guerre	Claude Michel Schoenberg	Alain Boublil
The Master's Song	Dracula	Frank Wildhorn	Don Black
Think of Me	The Phantom of the Opera	Andrew Lloyd Webber	Charles Hart
Too Much In Love To Care	Sunset Boulevard	Andrew Lloyd Webber	Don Black and Christopher Hampton
Where's That Boy With the Bugle?	Mame	Jerry Herman	Jerry Herman

Discussion (25 marks)

Candidates should be able to:

- É Discuss the meaning of the lyrics and placement of each song in the source musical
- É Display a deeper understanding of the character they are playing and how they interact with other characters
- É Name the musical each song is from
- É Discuss the plot of the musical each song is from
- É Name the composer and lyricist of each song performed
- É Discuss the selection of material and preparation of the performances
- É Briefly evaluate their own performance in the examination
- É Compare the different styles of material performed

Diplomas in Musical theatre

Successful candidates in Diploma examinations receive an A3-sized diploma of a design little changed from 1890, along with the examiners' report and an authorisation to purchase the appropriate academical robes.

All correspondence and payment for academical robes must be addressed directly to the official Robemakers Knights of Castle Cary, Knights Yard, Castle Cary, BA7 7AW United Kingdom.

Robes

Diploma (DipVCM):

A black gown of bachelors style and rigid black square hat with tassel.

Associate (AVCM, AMusVCM):

A hood of Oxford simple shape in royal blue lined light blue, a black gown of Cambridge bachelor style with ½ inch blue ribbon on the facings and rigid black square hat with tassel.

Licentiate (LVCM, LMusVCM):

A hood of Oxford simple shape in royal blue lined scarlet, a black gown of Cambridge bachelor style with ½ inch of scarlet ribbon on the facings and rigid black square hat with tassel.

Fellowship (FVCM):

A hood of Oxford simple shape in royal blue lined scarlet edged with white binding, a black gown of Cambridge bachelor style with 1 inch of scarlet ribbon on the facings and rigid black square hat with tassel.

Diploma in Musical Theatre DipVCM

Entry should be made on pink diploma entry form. This diploma is available to candidates of any age. Successful candidates receive a diploma and are entitled to wear the appropriate academical robes.

PAPERWORK

Candidates for DipVCM in Musical Theatre are not required to hold any pre-requisite qualifications.

Part One - Performance

(75 marks - 15 marks per song)

To perform **two** songs appropriate for Associate diploma.

To perform **one** song appropriate for Grade 8 level.

To perform **one Own Choice** piece of a suitable standard.

Part Two - Discussion (25 marks)

Candidates are required to discuss the contents of their programme. This will include but not be limited to:

- “ Selection of material
- “ Preparation of material for the examination including vocal aspects, dramatic considerations and staging
- “ The background to the songs performed and their context within the source musical
- “ Comparison of material
- “ Evaluation of the performance as given in the examination

Pass mark 75; with Honours 85

Diploma Repertoire List

The following songs are examples of material suitable for performance at diploma standard examination. They may be presented at all levels of diploma but an appropriate increase in the standard of performance will be expected as the diplomas progress. Candidates are required to submit diploma programmes to the College for approval a month in advance of examination to ensure material is suitable for diploma examinations. Candidates are advised to seek approval s early as possible to prevent last minute changes.

Candidates are advised to explore contemporary West End, Broadway and Off-Broadway shows for material for diploma standard examinations to ensure familiarity with current professional trends.

Song	Musical	Composer	Lyricist
A Little Priest	Sweeney Todd	Stephen Sondheim	Stephen Sondheim
Alive!	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
As Long As You're Mine	Wicked	Stephen Schwartz	Stephen Schwartz
Betrayed!	The Producers	Mel Brooks	Mel Brooks
By The Sea	Sweeney Todd	Stephen Sondheim	Stephen Sondheim
Confrontation	Les Miserables	Claude Michel Schoenberg	Alain Boublil
Confrontation	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
Don't Tell Mama	Cabaret	John Kander	Fred Ebb
Dyin' Ain't So Bad	Bonnie and Clyde	Frank Wildhorn	Don Black
Here I Am	Dirty Rotten Scoundrels	David Yazbek	David Yazbek
I Want To Go To Hollywood	Grand Hotel	Maury Yeston	Maury Yeston
Life After Life	Dracula	Frank Wildhorn	Don Black
Love Can't Happen	Grand Hotel	Maury Yeston	Maury Yeston
Loving You	Passion	Stephen Sondheim	Stephen Sondheim
Loving You Keeps Me Alive (Revised Duet version)	Dracula	Frank Wildhorn	Don Black
Mein Herr (Full Show version only)	Cabaret	John Kander	Fred Ebb
Movies Were Movies	Mack and Mabel	Jerry Herman	Jerry Herman
Mr Andrew's Vision	Titanic	Maury Yeston	Maury Yeston
Past The Point of No Return	The Phantom of the Opera	Andrew Lloyd Webber	Charles Hart and Richard Stilgoe
Sweet Transvestite	The Rocky Horror Picture Show	Richard O'Brian	Richard O'Brian
Take Me or Leave Me	Rent	Jonathan Larson	Jonathan Larson
The Music of The Night	The Phantom of the Opera	Andrew Lloyd Webber	Charles Hart and Richard Stilgoe
The Wizard and I	Wicked	Stephen Schwartz	Stephen Schwartz
This Is The Moment	Jekyll and Hyde	Frank Wildhorn	Leslie Bricusse
This World Will Remember Us	Bonnie and Clyde	Frank Wildhorn	Don Black
Til I Hear You Sing	Love Never Dies	Andrew Lloyd Webber	Glenn Slater
When I Drive	Bonnie and Clyde	Frank Wildhorn	Don Black
When You Got It, Flaunt It	The Producers	Mel Brooks	Mel Brooks
Where's The Girl?	The Scarlet Pimpernel	Frank Wildhorn	Nan Knighton
Worst Pies In London	Sweeney Todd	Stephen Sondheim	Stephen Sondheim
You Love Who You Love	Bonnie and Clyde	Frank Wildhorn	Don Black

Associate Diploma in Musical Theatre AVCM

Candidates for AVCM in Musical Theatre do not require any pre-requisite qualifications prior to entry.

Associate Diploma (AVCM) Syllabus I Performers Diploma

Solo Pieces (80 marks - 5 x16 marks)

To perform **five** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the prescribed list or be own choice material of an appropriate standard.

At Associate a standard equivalent to the end of year two of a university undergraduate performance course is expected.

A programme of variety and contrasting styles is expected. Duets are encouraged but the programme must ensure that the candidate is the lead performer and no more than two duets are performed.

Discussion (20 marks)

Candidates are required to discuss the contents of their programme. This will include but not be limited to:

- “ Selection of material
- “ Preparation of material for the examination including vocal aspects, dramatic considerations and staging
- “ The background to the songs performed and their context within the source musical
- “ Comparison of material
- “ Evaluation of the performance as given in the examination

Associate Diploma (AVCM(TD)) Syllabus II in Teaching of Musical Theatre

Theory Requirements

Candidates MUST submit with their entry ONE of the following:

(A) A Folio showing work and notes for a 10-week term of lessons for ONE of these categories:

1 The young beginner. 2 The teenage beginner. 3 The adult beginner.

(B) A DVD of themselves teaching a pupil at any level from Grade 1 to Grade 5. The lesson should provide evidence of teaching TWO contrasting songs and address at a mixture of vocal techniques, acting and staging as appropriate to the level of student and the material being prepared. A total length of 25 minutes is expected. Lessons should include appropriate warm ups and technical work as required.

(C) Candidates may teach a lesson to a student as in option B live as part of the examination. Candidates selecting this option must inform the College at the time of entry to enable examinations to be timetabled appropriately. The candidate is responsible for ensuring all technical requirements and materials are available and they must liaise with the Local Secretary to ensure all logistical requirements are made in advance of the examination date.

Written feedback will be given to candidates and this section must be passed before the award of the diploma. Unsuccessful candidates may re-submit work with the Essay Resubmission Fee provided the practical examination has been passed.

Solo Pieces (40marks - 2x20 marks)

To perform **two** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the prescribed list or be own choice material of an appropriate standard.

Candidates will be required to discuss the performance as listed within Syllabus I and this will be reflected in the overall mark for this section.

Teaching Section (40 marks - 2x20 marks)

Candidates are required to perform two contrasting songs, one from the Grades 1-3 lists and one from Grades 4-5. They will be required to discuss the teaching of these songs including, but not limited to:

- É Vocal technique
- É Teaching techniques
- É Staging
- É Movement
- É Logistical matters

The discussion will form part of the overall mark per song.

Licentiate Diploma in Musical Theatre LVCM

Candidates for LVCM in Musical Theatre must be Associates of the College or hold an equivalent qualification prior to entry.

Licentiate Diploma (LVCM) Syllabus I Performers Diploma

Solo Pieces (80 marks - 5 x16 marks)

To perform **five** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the prescribed list or be own choice material of an appropriate standard.

At Licentiate a standard equivalent to the completion of a university undergraduate performance course is expected.

A programme of variety and contrasting styles is expected. Duets are encouraged but the programme must ensure that the candidate is the lead performer and no more than two duets are performed.

Discussion (20 marks)

Candidates are required to discuss the contents of their programme. This will include but not be limited to:

- ~ Selection of material
- ~ Preparation of material for the examination including vocal aspects, dramatic considerations and staging
- ~ The background to the songs performed and their context within the source musical
- ~ Comparison of material
- ~ Evaluation of the performance as given in the examination
- É Wider areas of musical theatre performance

Licentiate Diploma (LVCM(TD)) Syllabus II in Teaching of Musical Theatre

Theory Requirements

Candidates MUST submit with their entry ONE of the following:

(A) A Dissertation of 1500-2000 words on an appropriate aspect of teaching Musical Theatre. The dissertation should be fully referenced and include an appropriate bibliography. Candidates are advised to contact the College if unsure on suitable areas for the Dissertation.

(B) A DVD of themselves teaching a pupil at any level from Grade 6 to Grade 8. The lesson should provide evidence of teaching TWO contrasting songs and address at a mixture of vocal techniques, acting and staging as appropriate to the level of student and the material being prepared. A total length of 30 minutes is expected. Lessons should include appropriate warm ups and technical work as required.

(C) Candidates may teach a lesson to a student as in option B live to the examiner as part of the examination. Candidates selecting this option must inform the College at the time of entry to enable examinations to be timetabled appropriately. The candidate is responsible for ensuring all technical requirements and materials are available and they must liaise with the Local Secretary to ensure all logistical requirements are made in advance of the examination date.

Written feedback will be given to candidates and this section must be passed before the award of the diploma. Unsuccessful candidates may re-submit work with the Essay Resubmission Fee provided the practical examination has been passed.

Solo Pieces (40 marks - 2x20 marks)

To perform **two** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the prescribed list or be own choice material of an appropriate standard.

Candidates will be required to discuss the performance as listed within Syllabus I and this will be reflected in the overall mark for this section.

Teaching Section (40 marks - 2x20 marks)

Candidates are required to perform two contrasting songs, one from the Grades 6-7 lists and one from Grade 8. They will be required to discuss the teaching of these songs including, but not limited to:

- É Vocal technique
- É Teaching techniques
- É Staging
- É Movement
- É Logistical matters

The discussion will form part of the overall mark per song.

Fellowship in Musical Theatre FVCM

Candidates for Fellowship must be Licentiates of the VCM in Musical Theatre or hold an equivalent qualification accepted by the College prior to entry.

Fellowship Diploma (FVCM) Syllabus I Performers Diploma

Solo Pieces (80 marks - 5x 16 marks)

To perform **five** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the prescribed list or be own choice material of an appropriate standard.

As the highest level of award offered a standard equivalent to university postgraduate performance courses is expected.

A programme of variety and contrasting styles is required. Duets are encouraged but the programme must ensure that the candidate is the lead performer and no more than two duets are performed.

Discussion (20 marks)

Candidates are required to discuss the contents of their programme. This will include but not be limited to:

- ~ Selection of material
- ~ Preparation of material for the examination including vocal aspects, dramatic considerations and staging
- ~ The background to the songs performed and their context within the source musical
- ~ Comparison of material
- ~ Evaluation of the performance as given in the examination
- É Wider areas of musical theatre performance
- É Pathways for future development as a performer

Fellowship Diploma (FVCM(TD)) Syllabus II in Teaching of Musical Theatre

Candidates **MUST** submit with their entry ONE of the following:

(A) A Dissertation of approximately 3500 words on an appropriate aspect of teaching Musical Theatre. The dissertation should be fully referenced and include an appropriate bibliography. Candidates are advised to contact the College if unsure on suitable areas for the Dissertation.

(B) A DVD of themselves teaching a pupil at a minimum level of Grade 8. The lesson should provide evidence of teaching TWO contrasting songs and address at a mixture of vocal techniques, acting and staging as appropriate to the level of student and the material being prepared. A total length of 40 minutes is expected. Lessons should include appropriate warm ups and technical work as required.

(C) Candidates may teach a lesson to a student as in option B live to the examiner as part of the examination. Candidates selecting this option must inform the College at the time of entry to enable examinations to be timetabled appropriately. The candidate is responsible for ensuring all technical requirements and materials are available and they must liaise with the Local Secretary to ensure all logistical requirements are made in advance of the examination date.

Written feedback will be given to candidates and this section must be passed before the award of the diploma. Unsuccessful candidates may re-submit work with the Essay Resubmission Fee provided the practical examination has been passed.

Solo Pieces (40 marks - 2x20 marks)

To perform **two** songs with a short dramatic sequence attached. Songs may be from any recognised stage or film musical and maybe selected from the prescribed list or be own choice material of an appropriate standard.

Candidates will be required to discuss the performance as listed within Syllabus I and this will be reflected in the overall mark for this section.

Teaching Section (40 marks - 2x20 marks)

Candidates are required to perform two contrasting songs, one from the Grade 8 list and one from those set for Diploma. They will be required to discuss the teaching of these songs including, but not limited to:

- É Vocal technique
- É Teaching techniques
- É Staging
- É Movement
- É Logistical matters

The discussion will form part of the overall mark per song