

BA Drama: Musical Theatre

Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award:

Programme Name: BA Musical Theatre

Total credit value for programme: 360 CATS

Name of Interim Exit Award(s):

Certificate of Higher Education in Musical Theatre;

Diploma of Higher Education in Musical Theatre

Duration of Programme: 3 years full-time, 6 years part-time

UCAS Code(s): W312

HECoS Code(s): (100069) Drama

QAA Benchmark Group: Dance, Drama and Performance

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: April 2023

Home Department: Theatre and Performance

Department(s) which will also be involved in teaching part of the programme: English and Creative Writing, Goldsmiths Elective

Programme overview

The programme provides you with practical training in the core skills of musical theatre performance and the study of the aesthetics and history of the genre of musical theatre. We give you space to develop independent critical thinking alongside intensive practical skills and the degree promotes a self-motivated approach to collaborative and entrepreneurial behaviours essential for working successfully as a musical theatre performer or creative. The continuous self-reflection on the processes of training, devising, directing, musical staging and performance incorporated into most modules, challenges you to explore what works best for you and to enhance your creative ability with appropriate self-awareness.

The degree is constructed to ensure a tiered approach to experiential learning:

- **Psychophysical and analytical training:** In the first year you will acquire a grounding in the basic techniques and styles of musical theatre performance (voice, movement, acting, singing and dance) and an introduction to analytical methods of interpreting musical theatre texts and performances.
- **Practical and critical approaches to aesthetics of the genre:** The second year builds on the foundations of the first, enabling you to learn strategies to apply practical skills to new musical theatre projects. At the same time, you will be utilising more advanced and detailed knowledge of the history and aesthetics of the genre, thereby enriching your deployment of key performance skills in producing pieces of musical theatre from the repertoire.
- **Entrepreneurship in the creative industries:** In the final year you will be stretched further intellectually while being engaged in intensive musical theatre production work. You will conceptualise musical theatre in industrial and sociocultural terms and acquire a sophisticated perspective on the cultural industries that will motivate your independent and collaborative writing, devising and performance of musical theatre pieces designed to showcase the range of your artistic resources as a professional performer, theatre-maker, administrator or teacher. You will also work on a major production of a musical for a public-facing audience.

Programme entry requirements

A-level: BBB

BTEC: DDM/DMM

IB: 33, including 3 HL subjects

International Students – IELTS: 7.0

Suitably qualified applicants will be invited to a workshop/audition day in which they will be required to sing a 2-minute prepared song and participate in a movement workshop.

Programme learning outcomes

Students successfully completing 120 credits will be awarded a Certificate of Higher Education and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understanding of how musical texts/performances are constructed	Ideas in Practice, Creative Critical Project
A2	Understand Elements of Theatre and Musical Theatre History	Creative Critical Project
A3	[Add suitable verb here] to the musical theatre industry and some context of its contribution to British culture	Musical Cabaret Performance Creative Critical Project

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Basic facility for logical analysis	Ideas in Practice, Creative Critical Project
B2	Integrated use of creative and critical faculties	Musical Cabaret Performance Acting for Musical Theatre Voice Studies: Working with Text
B3	Capacity for critical self-reflection	All practice modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Ability to read piano/vocal scores and apply correct vocal techniques to singing/acting	Singing for Musical Theatre Voice Studies: Working with Text
C2	Ability to apply dance skills to musical staging	Dance for Musical Theatre: Fundamentals, Jazz and Ballet Musical Cabaret Performance
C3	Capacity to use appropriate compositional strategies for staging, devising and writing	Creative Critical Project Musical Cabaret Performance

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Ability to achieve consensus through negotiation	All modules
D2	Capacity for management and organisation	Musical Cabaret Performance Scenography
D3	Ability to work independently and collaboratively	All modules

Students successfully completing 240 credits will be awarded a Diploma of Higher Education and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Knowledge and understanding of how musical texts/performances are constructed	Ideas in Practice Creative Critical Project Musical Theatre History options
A2	An understanding of elements of Theatre and Musical Theatre History	Creative Critical Project Musical Theatre History options
A3	Understanding of the musical theatre industry and comprehension of its contribution to British culture	Postwar British Musical Theatre

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Enhanced facility for logical analysis	Ideas in Practice Creative Critical Project Musical Theatre History options
B2	Integrated use of creative and critical faculties	Musical Cabaret Performance Developing New Musicals, Acting through Song, Dance and Musical Staging
B3	Capacity for sophisticated critical self-reflection	All practice modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply appropriate vocal techniques to singing/acting when reading piano/vocal scores.	Singing for Musical Theatre, Voice Studies: Working with Text Acting through Song
C2	Apply dance skills to musical staging	Musical Cabaret Performance, Dance Fundamentals Dance and Musical Staging
C3	Utilise appropriate compositional strategies for staging, devising and writing	Musical Cabaret Performance, Developing New Musicals , Acting for Musical Theatre , Creative Critical Project, Scenography

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Negotiate successfully	All modules
D2	Manage and organise projects	Musical Cabaret Performance
D3	Work independently and collaboratively	All modules

Students successfully completing 360 credits will be awarded the degree in BA (Hons) Drama: Musical Theatre and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Describe how musical texts/performances are constructed	Ideas in Practice, Creative Critical Project, Musical Theatre History options
A2	Good understanding of elements of Theatre and Musical Theatre History	Creative Critical Project, Musical Theatre History Options, Performing Culture options
A3	Overview of the musical theatre industry and comprehension of its contribution to British culture	Musical Cabaret Performance , Developing New Musicals, Musical Theatre History options, Performing Culture options

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Enhanced facility for logical analysis	Ideas in Practice, Creative Critical Project, Musical Theatre History options, Performing Culture options
B2	Integrated use of creative and critical faculties	Musical Cabaret Performance, Developing New Musicals, Musical Theatre Directing and Production, Working in the Industry, The Professional Showcase , Scenography
B3	Critically reflection on own practice	All practice modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply appropriate vocal techniques to singing/acting when reading piano/voal scores.	Singing for Musical Theatre, Voice Studies, , Acting through Song, The Professional Showcase, Musical Theatre Directing and Production
C2	Ability to apply dance skills to musical staging	Dance Fundamentals, Dance and Musical Staging , Musical Cabaret Performance, Developing New Musicals, Musical Theatre Directing and Production
C3	Select and apply appropriate compositional strategies for staging, devising and writing	Musical Cabaret Performance, Developing New Musicals, Musical Theatre Directing and Production, Acting for Musical Theatre, Dance and Musical Staging, Creative-Critical Project, The Professional Showcase

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Negotiate successfully	All modules
D2	Manage and organise projects	Musical Cabaret Performance, Developing New Musicals, Musical Theatre Directing and Production,

Code	Learning outcome	Taught by the following module(s)
		Working in the Industry, The Professional Showcase
D3	Work independently and collaboratively	All modules

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>90-100% (Exceptional)</p> <p>A mark in this range represents the overall achievement of module and programme learning outcomes to an exceptionally accomplished level. This is truly original work that contributes significantly to current scholarship or practice.</p> <p>Text-based assessment: Written work demonstrates full independence of thought, sophisticated powers of analysis and synthesis and exceptional insight into primary sources, context and method. It displays an exceptional application of knowledge and understanding, with a commensurate, professional standard of execution, excellently structured. Ideas are communicated with linguistic skill.</p> <p>Creative Practice: This demonstrates exceptional qualities of, individuality and conceptual coherence. There is a synergy of methodology, critical understanding and imagination. The work articulates aims of contemporary relevance and engages with aesthetic and practical issues with originality. All materials are produced to an exceptional standard, in the form of performance with supporting research materials, as relevant. Accompanying written work evidences an outstanding understanding of context and a range of critical approaches. Practical assignments should demonstrate an exceptional approach to theatre making, excellent collaborative skill and creative innovation. The work performed is a synergy of excellent technical and compositional skill as well as outstanding performance in the chosen role or responsibility. All work presented within this praxis module will be of the highest professional standards.</p> <p>80-89% (Outstanding)</p>

		<p>A mark in this range represents the overall achievement of module and programme learning outcomes to an outstanding level. This is original work that contributes to current scholarship or practice.</p> <p>Text-based assessment: Written work demonstrates independence of thought, sophisticated powers of analysis and synthesis and insight into primary sources, context and method. It displays a high calibre application of knowledge and understanding, and a commensurate standard of execution, excellently structured. Ideas are communicated with a high level of skill.</p> <p>Creative Practice: This demonstrates significant originality, individuality and conceptual coherence. There is a synergy of methodology, critical understanding and imagination. The work articulates aims of contemporary relevance and engages with aesthetic and practical issues in a highly competent manner. All materials are produced to an outstandingly standard, in the form of performance with supporting research materials, as relevant. Accompanying written work evidences an outstanding understanding of context and a range of critical approaches. Practical assignments demonstrate an exceptional approach to theatre making, excellent collaborative skill and creative innovation. The work performed is a synergy of excellent technical and compositional skill as well as outstanding performance in the chosen role or responsibility. All work presented within this praxis module will be of the highest professional standards.</p>
70-79%	1st: First (Excellent)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to an excellent level.</p> <p>Text-based assessment: Written work demonstrates independence of thought, clear powers of analysis and synthesis and insight into primary sources, context and method. It displays a highly competent application of knowledge and understanding, and a commensurate standard of execution, excellently structured. Ideas are communicated lucidly.</p> <p>Creative Practice: This demonstrates originality, individuality and conceptual coherence. There is a synergy of methodology, critical understanding and imagination. The work articulates aims of contemporary relevance and engages with aesthetic and practical issues in a competent manner. All materials are produced to a very high standard, in the form of performance</p>

		with supporting research materials, as relevant. Accompanying written work evidences confident understanding of context and a range of critical approaches. Practical assignments should demonstrate a skilled approach to theatre making, excellent collaborative skill and creative originality. The work performed is a synergy of technical and compositional skill as well as excellent performance in the chosen role or responsibility. All work presented within this praxis module will be of professional standard.
60-69%	2.1: Upper Second (Very good)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to a very good level. This is robust work.</p> <p>Text-based assessment: Written work demonstrates independence of thought, Analytic competence and synthesis and good understanding of primary sources, context and method. It displays a competent application of knowledge and understanding, and a commensurate standard of execution, very well structured. Ideas are communicated lucidly.</p> <p>Creative Practice: This demonstrates originality, individuality and conceptual coherence. There is a synergy of methodology, critical understanding and imagination. The work engages with aesthetic and practical issues in a competent manner. All materials are produced to a very good standard, in the form of performance with supporting research materials, as relevant. Accompanying written work evidences understanding of context and a range of critical approaches. Practical assignments should demonstrate a highly competent approach to theatre making, very good collaborative skill and creative originality. The work performed is a synergy of technical and compositional skill as well as very good performance in the chosen role or responsibility. All work presented within this praxis module will be of very high standard.</p>
50-59%	2.2: Lower Second (Good)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to an acceptable level. This is satisfactory work.</p> <p>Text-based assessment: Written work demonstrates some independence of thought, and an ability to write with some analytic competence. Primary sources, context and method would be acknowledged. It displays a basic level of competence and understanding, and a commensurate standard of execution.</p>

		<p>Creative Practice: This demonstrates understanding of the task and a level of conceptual coherence. There is evidence of a synergy of methodology, with a level of critical understanding and imagination. The work engages with aesthetic and practical issues in a satisfactory manner. All materials are produced to a good standard, in the form of performance with supporting research materials, as relevant. Accompanying written work evidences a basic understanding of context and some critical approaches. Practical assignments should demonstrate a competent approach to theatre making, good collaborative skill and creative originality. The work performed is a synergy of technical and compositional skill as well as good performance in the chosen role or responsibility. All work presented within this praxis module will be of good standard.</p>
40-49%	3rd: Third (Pass)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to a satisfactory level, with evidence of weaknesses.</p> <p>Text-based assessment: Independence of thought is not clearly articulated, and there is some lack of analytic competence. Primary sources, context and method have not been acknowledged to a satisfactory level. It displays a very basic level of competence and understanding, with evidence of problems in the standard of execution.</p> <p>Creative Practice: This demonstrates understanding of the task, but without evidence of conceptual coherence. Evidence of a synergy of methodology, with a level of critical understanding and imagination are lacking. The work does not engage fully with aesthetic and practical issues in a satisfactory manner. All materials are produced to a basic standard, in the form of performance with supporting research materials, as relevant. Accompanying written work fails to evidence fully a very basic but under developed understanding of context and critical approaches. Practical assignments demonstrate a basic competence in theatre making, collaborative skill but might lack evidence of creative originality. The work performed is an adequate synergy of technical and compositional skill as well as performance in the chosen role or responsibility. All work presented within this praxis module will be of adequate standard.</p>
25-39%	Fail	<p>A mark in this range represents that the overall achievement of module and programme learning outcomes have not been met. This is poor work, with evidence of weaknesses.</p>

		<p>Text-based assessment: there is no evidence of independent thought nor articulation, and there is an absence or failure of analytic competence. Primary sources, context and method have not been acknowledged. It displays a poor level of competence and understanding, with evidence of problems in the standard of execution.</p> <p>Creative Practice: This demonstrates poor understanding of the task, without evidence of conceptual coherence. There is no evidence of a synergy of methodology, with a level of critical understanding and imagination. The work does not engage with aesthetic and practical issues in a satisfactory manner. All materials are produced to a poor standard, in the form of performance with supporting research materials, as relevant. Accompanying written work fails to evidence even a basic understanding of context and critical approaches. Practical assignments demonstrate a poor level of competence in theatre making, and collaborative skill and lacks evidence of creative originality. The work performed is poor with no synergy of technical and compositional skill or performance in the chosen role or responsibility. All work presented within this praxis module will be of poor standard.</p>
10-24%	Bad fail	<p>Represents the overall achievement of the appropriate learning outcomes to an unsatisfactory level. Work shows some evidence of an attempt to address the question or task, but with inadequate detail, analysis or evidence of technique; there is insufficient evidence that the concerns of the module have been understood; and/or less than the minimum degree-level competence in expression and organisation.</p> <p>Text-based assessment: The text lacks structure and / or sound argument; the focus is not clear; there are major inconsistencies and mistakes in the usage of scholarly procedures and their presentation.</p> <p>Creative Practice: Creative work demonstrates some engagement with the task set but will fail to meet honours standards.</p>
1-9%	Very bad fail	<p>A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-sat).</p>
0%	Non submission or plagiarised	<p>Indicates either the failure to submit an assessment or a mark assigned for a plagiarized assessment.</p>

Mode of study

How the programme is structured

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Ideas in Practice	DR51003D	15	4	Compulsory	1
Scenography	DR51013C	15	4	Compulsory	1
Creative-Critical Project	DR51022B	15	4	Compulsory	2
Singing for Musical Theatre	DR51023A	15	4	Compulsory	1-2
Dance for Musical Theatre: Fundamentals, Jazz and Ballet	DR51027A	15	4	Compulsory	1-2
Acting for Musical Theatre	DR51024A	15	4	Compulsory	1
Voice Studies: Working with Text	DR51025A	15	4	Compulsory	2
Musical Cabaret Performance	DR51026A	15	4	Compulsory	1-2

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Global Theatre History: The Modern American Musical OR The Goldsmiths Elective	DR52120B Various New	15	5	Compulsory	1
Acting Through Song	DR52122B	30	5	Compulsory	1-2

Global Theatre History: the British Musical Since 1945	DR52121B	15	5	Compulsory	2
OR					
Workshop Facilitation: Theory and Practice	DR52022B				
Dance and Musical Staging	DR52022A	30	5	Compulsory	2-3
Developing New Musicals: Writing and Performance	DR52124A	30	5	Compulsory	3

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Performing Culture: Musical Theatre in a Multicultural Society	DR53145A	15	6	Compulsory	1
Working in the Industry: The Musical Theatre Professional	DR53146A	30	6	Compulsory	1
Performing Culture Options: Choose ONE of (indicative):		15	5	Compulsory	2
Theatre as a Learning Medium	DR53104C				
Modern Black British and American Drama	DR53101C				
Performing Climate Change	DR53153C				
Musical Theatre Directing and Production	DR53147C	30	6	Compulsory	2-3
The Professional Showcase	DR53148A	30	6	Compulsory	1

Part-time pathway structure

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Singing for Musical Theatre	DR51023A	15	4	Compulsory	1-2
Ideas in Practice	DR51003D	15	4	Compulsory	1
Acting for Musical Theatre	DR51024A	15	4	Compulsory	1
Voice Studies: Working with Text	DR51025A	15	4	Compulsory	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Dance for Musical Theatre: Fundamentals, Jazz and Ballet	DR51027A	15	4	Compulsory	1-2
Scenography	DR51013C	15	4	Compulsory	1
Creative-Critical Project	DR51022B	15	4	Compulsory	2
Musical Cabaret Performance	DR51026A	15	4	Compulsory	1-2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Acting Through Song	DR52122A	30	5	Compulsory	1-2
The Goldsmiths Elective	Various	15	5	Compulsory	1
OR					
Global Theatre Histories: The Modern American Musical	DR52120C				
OR					
Postwar British Musical Theatre	DR52121B				

Academic year of study 4

Module Title	Module Code	Credits	Level	Module Status	Term
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Dance and Musical Staging	DR52022A	30	5	Compulsory	1-2
Developing New Musicals: Writing and Performing	DR52124A	30	5	Compulsory	3

Academic year of study 5

Module Title	Module Code	Credits	Level	Module Status	Term
Performing Culture: Musical Theatre in a Multicultural Society	DR53145A	15	6	Compulsory	1
One module chosen from the list of Performing Cultures options	Various	15	6	Compulsory	2
The Professional Showcase	DR53148A	30	6	Compulsory	1

Academic year of study 6

Module Title	Module Code	Credits	Level	Module Status	Term
Working in the Industry: The Musical Theatre Professional	DR53146A	15	6	Compulsory	1-2
Musical Theatre Directing and Production	DR53147C	45	6	Compulsory	2-3

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success. All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic

study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support. The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Placement opportunities

There are currently no placement opportunities on this specialist degree Programme.

Employability and potential career opportunities

We know from the large numbers of graduates that stay in touch with us (both home and overseas) that we provide them with the range of skills to be attractive to employers in a range of different areas. Our Personal and Professional Development activities aim to

provide students with the self-confidence and initiative to begin to develop their portfolios as young artists/scholars as well as to apply practical skills to a range of other careers. We host special events that bring current students in touch with graduates in order to encourage collaborations and networking, generate a sense of community, and celebrate the range of possibilities that are available. This begins with industry masterclasses in first year, that is built around auditions and professional interviewing skills, as a gateway to participation in Musical Theatre and Performing Arts and Creative sectors generally, which is scaffolded at each year-group and culminates in an agent's showcase in the graduating year.

Our graduates are employed in the following sectors:

the theatre and the media: as actors, performers, directors, music directors, writers, dramaturges, scenographers, technicians, theatre and production administrators and in production and company management, assistant casting directors, audience development and fundraising, literary and artistic management, television and radio research and production, as well as journalists in media, local radio and television.

administration/management: as creative personnel within theatres, touring companies, arts councils, regional development agencies, local authority leisure services; administrative, technical and artistic management of arts centres, conference, heritage and tourist facilities.

applied theatre and community arts: working in theatre in education, community theatre and youth work, adult education and theatre outreach work and arts redevelopment projects in a number of different roles.

scholarship and education: in publishing, archive work, teaching in schools and universities, higher degree research, and practice-based degrees. The third sector, such as charities and NGOs, and areas of social entrepreneurship

Programme-specific requirements

Students are required to attend one-to-one singing lessons, included as part of the Programme's structure. There is some expectation that each student will acquire their own sheet music based on their repertoire preferences, though singing tutors will provide a wide range of repertoire sheet music and backing tracks. For Dance and Voice classes, students will require comfortable loose clothing that facilitate movement. At L4 and L5 Ballet Jazz

and Tap Dance will require specific advice on dance footwear from the Module convenor. Students will need to purchase or borrow this footwear independently.

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

For Jazz, Ballet and Tap Dance on our Levels 4 and 5 Dance Modules , students will need to purchase or borrow specialist footwear independently.