

# Gifted and Talented Music Theatre Program

## Filming Instructions – Year 9, 10, and 11 Entry in 2025

**Please use the below instructions in conjunction with the External Submission Guidelines document to help you submit your child’s Music Theatre application.**

All recordings must have full sound and clear video. Most smart phones and tablets are suitable for use.

### What to wear

Please wear comfortable, form-fitting clothing that is suitable for a Dance workshop, such as tracksuit pants or shorts with a form-fitting shirt or leotard. Applicants must not wear jeans, skirts or dresses. Hair is to be tied back and no jewellery or make-up is to be worn. You may use up to two props in your performance if you wish.

### What to film

You need to include three recorded pieces:

1. **Song**
2. **Performance**
3. **Drama Monologue**

#### 1. Song - Choice

- Select one song from the repertoire list below
- Research the song. Who sings it? Why is it being sung?
- Prepare approximately one (1) minute of the chosen song. A verse and chorus is suitable
- You must sing unaccompanied (no backing track or musical accompaniment)
- The performance should showcase vocal ability and characterisation through
  - Tonal quality and intonation
  - Understanding the text of the song – clear diction and ability to ‘tell the story’
  - Connection to the character
  - Musicality – awareness of the use of dynamics, expression and phrasing in performance.

Repertoire List		
My Favourite Things <i>(The Sounds of Music)</i>	Where is Love? <i>(Oliver)</i>	Spoonful of Sugar <i>(Mary Poppins)</i>
Consider Yourself <i>(Oliver)</i>	Food Glorious Food <i>(Oliver)</i>	The Girl I Mean to Be <i>(Secret Garden)</i>
Lavender's Blue <i>(So Dear to my Heart)</i>	Little Lamb <i>(Gypsy)</i>	Bare Necessities <i>(The Jungle Book)</i>
Candle on the Water <i>(Pete's Dragon)</i>	Chim Chim Cheree <i>(Mary Poppins)</i>	Dites Moi <i>(South Pacific)</i>
When I Get My Name in Lights <i>(The Boy From Oz)</i>	Let's Go Fly a Kite <i>(Mary Poppins)</i>	Bibbidi Bobbidi Boo <i>(Cinderella)</i>
I Whistle a Happy Time <i>(The King and I)</i>	Tomorrow <i>(Bugsy Malone)</i>	Chitty Chitty Bang Bang <i>(Chitty Chitty Bang Bang)</i>
It's Possible <i>(Seussical)</i>	Any Dream Will Do <i>(Joseph and his Technicolour Dreamcoat)</i>	My Best Girl (My Best Beau) <i>(Mame)</i>

## 2. Performance – So Much Better (Legally Blonde)

Applicants are required to submit a video of themselves performing the vocals and movement for this routine while accompanied by the backing track (i.e. the version without guide vocals). Students should ensure that they demonstrate;

- Sound movement technique;
- Vocal and breath control; and
- Performance with an emphasis on the characterisation of the piece.

It is recommended that students work through the following process.

- Learn the lyrics and vocal melody.
- Add choreography on top while working in sections.
- Rehearse the full routine and focus on including characterisation.

Please access the following files in order to prepare:

[So Much Better Choreography Instructions](#)

[So Much Better Guide Vocals](#)

[So Much Better Sheet Music](#)

[So Much Better Backing Track](#) (use for your recording)

### 3. Drama Monologue – Miss Sherman (FAME)

Your child will also need to prepare and perform the Miss Sherman (FAME) monologue given below.

Position the camera on a wide angle and record as if you are performing to an audience. Include movement and actions where appropriate. Do not use the zoom or pan the camera from side to side, position the camera so that you are fully in the shot throughout the recording.

#### **MISS SHERMAN**

Fine. I wish him luck. But this is also an academic institution, with academic standards. Oh, I know... we're the "FAME" high school now, ever since that movie came out. They come here expecting to become stars! And you people think you run the show here. Teach them to perform and who cares if they read or write anyway? As long as they can sign their name on a contract.

#### **Monologue Preparation Tips**

It is important to understand what your character is thinking and feeling. Consider the following:

**Where** does the monologue take place? Where is it set?

*Example: In the school yard, at home.*

**Why** is the monologue being spoken? What is the reason?

*Example: To persuade the listener to believe what you are saying.*

**To whom** are you speaking? Which person is your character speaking to?

*Example: Their brother, mother, or friend.*

#### **When working on your monologue, please do the following:**

- Use your body as well as your voice to tell the story. Think about movement, facial expression and gestures.
- Costume for your performance is not required.
- Perform your monologue in an interesting way, making sure that you are creating a character who has something to say to their audience.
- Imagine you are talking to another person in the space or to an audience in a classroom, theatre or hall.