

## Summary of

# SYLLABI FOR PERFORMING ARTS SCHOOL

## COMPREHENSIVE

Performing Arts School offers a three-year vocational training programme in voice, dance and theatre and has trained artists for over 25 years. Performing Arts School offers education for future performing arts professionals our graduates work worldwide in musical theatre, singing and dance. Our school's syllabi train students to Level 6 in the NQF<sup>1</sup> in accordance with the Bologna Process<sup>2</sup>.

Performing Arts School is under the supervision of the Swedish National Agency for Higher Vocational Education. It is financed by government and municipal funding, as well as by student fees.

## PROGRAMME STRUCTURE

The programme comprises three primary subjects: *Theatre, Voice and Singing*, and *Dance and Movement*. These primary subjects include several courses and components described in this document. This division aims to provide students with the opportunity to develop skills, knowledge and proficiency in the performance genres of theatre, voice and dance.

Terms 1–3 focus on the gradual acquisition of essential, in-depth skills, knowledge and proficiency, with an emphasis on technique, method and reflection. Studies become increasingly specialised and advanced in Terms 4–6.

The student's three years include several ensemble productions that are performed internally at the school in Terms 1–3 and for a public audience in Terms 4–6. The ensemble projects aim to provide students with the skills to work independently and a practical understanding of professional theatrical arts. The ensemble projects include singing, dancing and theatre.

The programme develops the student's ability to make independent artistic choices; to independently perceive, formulate and solve problems, and to prepare students to handle changes in their professional lives. Teaching takes place in full classes, in groups and individually, dependent on the course and course component.

## ASSESSMENTS AND GRADING

Examinations on which the grading system is based, vary depending on the course and course component. Examinations are usually formative and take place continuously throughout practical work and in project presentations. Elements of the formative assessment process include clarification of the teaching goal, the pursuit of information from the student's current position relative to the goal, and feedback that helps the student move towards the goal.

Assessments are made based on a two-grade scale divided into Pass (P) and Fail (F).

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<sup>1</sup> The **National Qualifications Framework (NQF)** acts as a translation device to make national qualifications more readable. The NQF aims to relate different countries' national qualifications systems to a common reference framework. NQF level 6 corresponds with a Bachelor Degree, Graduate Certificate, Graduate Diploma, vocational university. Operative Professional.

<sup>2</sup> The **Bologna Process** is a series of ministerial meetings and agreements between European countries designed to ensure comparability in the standards and quality of higher education qualifications.

Taught in the subject of **THEATRE:**

### **Stage production**

Theatre is a form of dramatic expression based on physical actions. Theatrical storytelling builds upon specific circumstances and makes use of the spoken word. The theoretical information provided in the course includes a historical background and understanding of this form of expression up to today, as well as essential, in-depth knowledge of action analysis, methodology and text comprehension. The course also includes reading written dramas.

### **Musical theatre**

The musical theatre course is divided into two components: *Musicals* and *Interpretation*. *Musicals* focuses on the musical as a form of dramatic expression in which performances employ theatre, singing and dancing. Staging is also included (simple, established movement patterns, as opposed to cohesive dance/choreography).

*Interpretation* focuses on dramatic performances in which singing is combined with theatre. The theoretical information provided in *Musicals* and *Interpretation* includes a historical background and understanding of this form of expression and its development up to today, as well as the theoretical analysis tools used in interpretive and performance work.

*Musicals* is offered in three terms, and is primarily taught in groups. *Interpretation* is offered in four terms and is taught individually, with the group as a reflective audience. Some teaching components are in smaller groups (duets). Presentations are performed for an audience in combination with other subjects.

### **Ensemble project**

As part of the programme, the last three terms focus on the stage. The number of public performances gradually increases both internally at school and for the general public, giving students the opportunity to apply their skills and knowledge. A total of six ensemble projects are completed in terms 4–6.

Taught in the subject of **VOICE AND SPEAKING:**

### **Individual vocals**

This subject focuses on the individual student's vocal development, starting with his or her personal foundation and artistic goals.

### **Choir vocals**

This component addresses choral singing and its possibilities, as well as rehearsals. Students will also be prepared for various situations that may arise in their professional careers regarding singing in large and small ensembles. The course aims to teach students to sing professionally in choirs and to use this skill in dramatic performances.

### **Voice and speaking**

At Performing Arts School, the subject of voice and speaking is divided into two parts: *Primitive Voice* and *Voice & Text*. The purpose of this division is to achieve Optimum Vocal Function (OVF), which can be used on stage long-term and effectively. The subject provides basic vocal training with an emphasis on breathing and relaxation exercises, body awareness, articulation and treatment of text. Theoretical and practical knowledge of the body, the voice and its anatomical vocabulary provides students with qualifications and skills with both a scientific and artistic foundation.

### **Music theory**

The goal of this course is to support the student as a future artist by providing information on music theory and ear training, and facilitating rehearsals, interpretation and performance. The course aims to provide a deeper understanding of music, an introduction to sheet music and to provide ear training for a professional career.

The course addresses notation, terminology and vocabulary, understanding of how to train one's ear and how to read and interpret a conductor.

Taught in the subject of **DANCE AND MOVEMENT:**

### **Ballet**

Ballet is a dance form that provides excellent basic training of body awareness, body placement, dance technique and dramatic performance. Theoretical knowledge of the body, ballet vocabulary and the various movements of ballet provide students with skills and proficiency with both a scientific and artistic foundation. Emphasis is placed on anatomically correct training and injury prevention.

### **Jazz**

Jazz is a technique that provides excellent basic training for body awareness, body placement and the dance technique as part of a dramatic performance. Theoretical knowledge of the body, jazz vocabulary and the different movements of jazz provide students with qualifications based on a scientific and artistic foundation. Emphasis is placed on correct and ergonomic execution of movements, and identifying and understanding various styles of choreography within jazz dance.

### **Tap**

Tap is a form of dance in which performers are equal parts musician and dancer. In this course, students will establish a feel for rhythm, which is a necessary skill for all forms of dance, singing and theatre.

Theoretical knowledge of the body, tap vocabulary and movements provide students with qualifications based on a scientific and artistic foundation. Students will come away with a knowledge and proficiency that they use as professional artists.

### **Street**

Street is neither a dance style nor a technique, but a term from hip hop culture and the collective name of several different dance styles. Some examples include breaking, locking, popping, new style, electric and house. The street course provides an overview of a wide variety of techniques and styles. The course elements have several different teachers during the education.

The course provides students with basic knowledge, skills and proficiency in several different forms of street dancing for students to use as professional artists.