

# NCAL 421G: MUSICAL THEATRE REPERTOIRE FOR SINGERS II FOR OLDER ADULTS

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Winter 2026
<b>Units:</b>	0
<b>Hours:</b>	3 lecture, 3 laboratory per week (72 total per quarter)
<b>Advisory:</b>	Successful completion of MUS 48B or THTR 48B recommended.
<b>Degree &amp; Credit Status:</b>	Non-Degree-Applicable Non-Credit Course
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	None
<b>Grade Type:</b>	Non-Credit Course (Receives no Grade)
<b>Repeatability:</b>	Unlimited Repeatability

## Student Learning Outcomes

- Demonstrate an advanced level of character development and performance integrating spoken scene work into extended songs and scenes.
- Prepare and perform musical theatre repertoire appropriate for vocal type and character type.
- Research expanded characters, and develop and integrate with the directors, music director, choreographer, and casting director.

## Description

This noncredit course is targeted towards older adults. This course is designed to develop further technical skills in singing and acting techniques applied to more complex and broader ranging musical theatre repertoire, including staged duets, trios, and full ensemble numbers spanning Golden Age content through contemporary Broadway. Attendance at all scheduled performances is required.

## Course Objectives

The student will be able to:

1. Sing advanced musical theatre repertoire with vocal technique appropriate to the overall genre and any sub-genres explored.
2. Learn a wide variety of repertoire appropriate to the student's voice type within contemporary musical theatre genre.
3. Demonstrate the skills and understanding needed to research and expand repertoire and vocal development.
4. Successfully communicate characters and relationships within solos and scenes in music and staged performance, including from spoken dialogue to singing.

5. Develop the advanced skills needed to work as a soloist and within an ensemble with a director, music director, choreographer, and accompanist.

## Course Content

1. Continued development of singing technique appropriate for repertoire assigned
  - a. Consistent awareness of posture, alignment, and breath support
  - b. Maintain speech-like, supported singing throughout all scenes/songs
  - c. Ability to successfully and consistently communicate the musical values and musicality of all repertoire assigned
  - d. Expand vocal range to include upper register access and belt singing
  - e. Consistently move from scene into song with vocal, musical, and dramatic cohesion
2. Expand repertoire to include songs from early musical theatre through contemporary musical theatre
  - a. Prepare audition material appropriate to vocal and character type to include selections:
    - i. 1920-30s, including Berlin, Gershwin, and Porter
    - ii. Golden Age, 1940-65
    - iii. 1965-80, including Sondheim
    - iv. 1980-90s, including Lloyd Weber
    - v. 21st century, including Disney/rock musicals/multi-cultural musicals, as appropriate
  - b. Understand and develop stylistic differences for each of these periods
3. Continued development of research skills for composer/lyricists from all periods
  - a. Research the most contemporary composers, lyricists, productions, and performers
  - b. Expand and adapt singing technique as needed for the trends
  - c. Apply critical analysis for potential roles from new productions
  - d. Based on research, target potential productions for which to audition within the region
  - e. Fully prepare audition material for targeted productions
4. Continued development of the complete skill set required to successfully communicate fully developed/sung/acted characters within scenes, relationships, and movement in staged performances
  - a. Expand period vocal and acting styles appropriate to repertoire
  - b. Develop the skills to maintain fully developed/sung character in long scenes
  - c. Develop consistency and stamina in more challenging repertoire while inhabiting character
  - d. Successfully integrate all staging and choreography into all character and vocal development
5. Prepare and maintain all assigned material from rehearsal through performance, including all music, scene work, staging, and choreography
  - a. Meet deadlines preparation as required
  - b. Attend all final rehearsals allowing for tech/dress as needed
  - c. Maintain performance discipline throughout all rehearsals and performances

- d. Develop relationships with professionals within the field for future audition/performance opportunities
- e. Compilation of head shot and resume for auditions

## Lab Content

1. Exercises and rehearsal of individual vocal exercises and song assignments.
2. Small group collaborative rehearsal of voice exercises, staging, choreography, and scenework.
3. Large ensemble rehearsal of vocal, musical, text, and movement assignments.

## Special Facilities and/or Equipment

1. Clothing suitable for rehearsal work.
2. A three ring binder for all music assignments.
3. A flexible, open-space classroom with piano.
4. Rehearsal accompanist.
5. Audio and/or video recording and playback equipment.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Evaluation of student rehearsal and performances including songs and ensembles

Demonstration of theory and techniques acquired, consistency of vocal technique, all staging, choreography, and character development for all prepared material in rehearsal and performance

Character analysis for assigned songs and ensemble

Short homework assignments posted in the Course Studio covering various topics from reflective singing exercises to listening and video watching assignments

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations and classroom discussion of American musical theatre and vocal technique

In-class singing of musical theatre material by students followed by instructor-guided interpretation and analysis

Individual and group presentations of major projects followed by in-class discussion and analysis

## Representative Text(s) and Other Materials

Deer, Joe, and Rocca Dal Vera. Acting in Musical Theatre, 2nd ed.. 2016.

Gagne, Jeannie. Your Singing Voice, Pap/Com ed.. 2012.

Although these texts are older than five years, they remain seminal industry staples.

Songs and ensembles provided by instructor from the American musical theatre canon.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Individual and ensemble lyrics and script reading assignments
2. Self-reflective journal and/or character analysis of songs
3. Research paper on composers and/or lyricists studied

## Discipline(s)

Music or Theater Arts