**Applied for:** Music and Musical Theatre

**Offers received:**

University of Chichester - BCC

My first real experience with the performing arts came six years ago in the form of my school's production of The Wizard of Oz, when I was twelve. I clearly recall standing
backstage during the dress rehearsal and knowing that this was absolutely what I wanted to do for the rest of my life.

Since then, I have taken on every opportunity I've been able to grab, and gotten a foot in as many doors as possible. Shortly after deciding to pursue Musical Theatre, I began singing
lessons to correctly train my voice in a variety of genres (including classical, Musical Theatre and pop) after several years of casual singing in choirs and solo. I then utilised this training to sing tenor, alto and soprano in my school chamber choir. This year, I have had the privilege of being invited to sing at the Cheltenham Music and Jazz Festivals as a soloist and in a band. I also direct my school choir with students from all year groups, and regularly take responsibility for extra-curricular music. I believe my experiences with music make me an ideal candidate for the course as I have studied both practical music and theory for a number of years, making me a quick learner and giving me a firm understanding of music within shows.

I also consider myself extremely fortunate in the acting opportunities I have been offered. Since The Wizard of Oz, I have been lucky enough to be in nine school productions since
including Bugsy Malone, The Sound of Music and Cats, taking on increasingly significant roles in a variety of styles such as naturalism, physical theatre and melodrama. I have recently been able to apply the experience I have gained when directing my school's KS3 production of The Story of Kylie and Rick, giving younger students with less stage experience advice and direction in areas such as projection, enunciation and stage physicality. Directing this play required me to show a huge amount of dedication and organisation to ensure that rehearsals were well-run and all aspects of the show came together; this has prepared me for the commitment I will need to show when studying Musical Theatre at BA level. I was able to deal with the issues presented to me, such as having cast members drop out a week before the show, having to postpone due to illness and changing the play when we couldn't get the performance rights, which taught me a lot about adaptability and working under pressure. I have also had the chance to work in the school's technical crew in the stage and the lighting departments, which gave me a different perspective on productions and an understanding on how all the elements of a show come together.

After seeing many shows on and off the West End, it brought to my attention the standard of
dance required for a career in Musical Theatre. Since the age of fifteen I have committed myself to achieving a high standard in multiple styles, putting in over five hours a week of learning time and an additional four hours of teaching younger students as a way of perfecting my own technique. I am proud to have risen to Grade IV standard in tap, modern and ballet (with plans to begin Grade V ballet and tap in the spring) in only three years, and have also risen to high standard in commercial street and body conditioning/jazz fusion. My commitment to and progress in dance is one of my proudest accomplishments as it took a huge amount of focused training.

I believe my ongoing dedication and passion towards the study of Musical Theatre in the classroom, in extra-curricular activities, and outside of school, would make me an ideal candidate for this course. I have spent the last six years taking every chance possible to refine my technical skills and gain as much experience as possible in order to prepare me for Musical Theatre as a future career. I believe that this course is among the most well-rounded and offers the best preparation for life in an extremely competitive industry.

Exemplar 2

I have been passionately involved in music for many years, almost all of my life; from a very young age, I took guitar lessons which sparked my enjoyment for music and the knowledge of music. I also started dance at the age of 3 which made me musical in a new way that meant I enjoyed listening and feeling the music. I would use a degree in the area of music to get me to a place where I could either continue my music career and become a professional musician, or use my musical skills to teach younger children the importance and enjoyment of music.

The A-levels I am taking will help me to excel in my degree: Music has developed the basic knowledge and skills such as performance, composition and theory and kept my passion for music alive. Drama and theatre studies has furthered my confidence in performance and leading group projects such as devising. Maths helps me to be methodical and analytical for the theory side of music.

In A level music I have performed, composed, analysed and written about different genres and types of music; I believe the skills I have attained from this A level have pushed me to become a better musician and, with the help of a musical degree, I can further my knowledge and enjoyment of music. This also gives me the experience needed to become a musician as I have performed on stage in school productions and in London with professional singers. I have shown leadership working with students of all years as House Captain for the House Music Competition in 2021. I was privileged to be able to lead the house to success when we won the competition. This all built and improved my teamwork and communication skills; as the date of the event grew closer, I needed to use a calm but professional approach to keep everyone focussed. Furthermore, leading and conducting a choir of 40 students from all years that only had two week’s rehearsal time to bring together the performance tested my patience but the reward of seeing them perform completely outweighed this! The rehearsals and encouraging the various ensembles enabled me to encourage music for the younger years, keeping a school tradition strong despite the difficulties caused by the pandemic.

My musical knowledge has developed throughout my life, currently playing at Grade 8 standard on guitar, and awaiting the result of my Grade 8 Music Theatre exam for singing. Therefore, I believe I have a wide range of skills to be put to use that can not only make my musical life more enjoyable but also to inspire others to enjoy music and want to become a part of it. I am part of a dance studio, Danceworks, in Cheltenham and have been for the past couple of years after leaving my previous studio. This has increased my performance skills significantly, boosting my confidence in performing, as well as general life and communicating with people with similar goals and hobbies. I work at this dance studio with young children of ages 3-8 teaching them ballet, which gives experience in promoting music and the arts to younger children. I am part of a musical theatre company based in London called StageBox which gives young people in full time education the opportunity to be taught by professional musicians. I have had the chance to perform live on stages in and around London with other like-minded people and professional singers and musicians; this all gives me experience and extra knowledge of the industry and the people within. I partook in a grade 5 music theory class and received a merit from the exam which improved my understanding of music theory and helped me with my A level music.

As a student I am hard working, knowledgeable and passionate about music, a good team worker and also a good leader when I need to step up. I encourage others around me to help them get to the best of their ability. I believe I’d be a good student to have on the course because I focus on the task at hand and work well with others and will always try my best to get the best results.

Exemplar 3

Studying Dance and Performing Arts, would enable me to fulfil my aspirations of working as a performer or in the dance industry and it excites me to think of where a degree could take me. My first and lasting inspiration comes from Bob Fosse’s imaginative style, with intricate detail which is demonstrated through his groundbreaking choreography in Chicago and Sweet Charity.

Week by week, I delight in learning a range of dance genres including ballet (Intermediate), contemporary, musical theatre and modern dance (Advanced Two). Performing in multiple showcases and watching live theatre, including the Midnight Bell and Pricilla Queen of the Dessert, ignited a spark in me which has strengthened over time.

A transformative experience, was being selected to attend the Contemporary Advanced Training course at Swindon Dance in Year 11. This coincided with lockdown, and whereas some struggled, I thrived, initially attending sessions remotely and finding more time to practice my technique in my summer house, which I converted into a dance studio. Given my drive, discipline and interest, dance, drama and music became woven into my daily routine and enabled me to explore and legitimize my emotions in an original and creative way. Now embarking upon another year on the course, it has exposed me to a diverse range of practitioners. Working with ‘Tavaziva Dance’, promoted a dynamic style which is a choreographic synthesis of ballet, contemporary and African dance which has encouraged me to have a more experimental and open outlook, and how to connect with an audience through a new language. Learning from ‘Vanhulle Dance Theatre’ gave me a unique experience and fostered the power of breath by engaging our chakras. Dancing to live music, Vanessa Vince Pang the creator of Phoenix Dance Theatre, helped me to uncover what was already within, by finding ‘freedom through form’ and by challenging us to ‘find the golden key to our creativity’. Teachers like Anna Watkins and Kayleigh Price helped to improve my technique through their skill, enthusiasm and innovative choreography. I have fully immersed myself in the course, and not missed a single day.

Pursuing Drama A level, delivered by a teacher who has previously performed on the West End has helped me to connect my dance with drama and singing. Performing in the musical Cats was a highlight playing ‘Victoria’ and I am thrilled to be performing in Grease as Ch Cha in the coming weeks, giving me the opportunity to develop Musical Theatre skills. Recently, I have completed my Lamda Grade 8 in Musical Theatre, Grade 6 in Acting, and the RADA Silver Award, achieving a high distinction in all. During drama lessons, I have worked collaboratively devising with students of differing abilities and am developing a range of evaluation, critical thinking and research skills. Analysing Brecht has particularly encouraged me to consider a more unconventional approach to engage the audience through gesture, image, sound and lighting as he believed gesture and movement to be more powerful than text. In Art, I am able to come up with original ideas which have enabled me to create innovative ceramic sculptures. Through Music A level, I am developing a genuine appreciation of different music genres, as well as working towards Grade 8 on the clarinet and Grade 5 on the piano. Chosen as House Captain in Year 13, I have organized, arranged music and choreographed dance appropriate for all year groups to perform in a competition, as choreography is developing into a particular strength of mine. Being selected as a support teacher at Danceworks, and by my music teacher, which involves assisting young musicians in the orchestra at the local primary school, has also been a privilege and a joy.

I am an enthusiastic, committed and determined character, who is adaptable and thrives on new challenges. This has really made me eager about studying the subject at degree level and pursuing a career in entertainment industry.