

Good Job!!

YMT 10

## BAA Musical Theatre 10 Framework

**District Name:** Abbotsford

**District Number:** 034

**Developed by:** Allen Reynolds, Ray Dencer

**Date Developed:** January 2004

**School Name:** Yale Secondary

**Principal's Name:** Bruce Nicholson

**Board/Authority Approval Date:** APR - 5 2004

**Board/Authority Signature:**

**Course Name:** Musical Theatre

**Grade Level of Course:** Grade 10

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** None

### Special Training, Facilities or Equipment Required:

Piano, Rehearsal space, Access to Fully Functional Theatre for performance, Props, Costumes, Sound Equipment.

Teachers will need training and/or experience pertaining to music drama and stagecraft as relates to musical theatre.

### Course Synopsis:

Musical Theatre places its emphasis on experiential learning. The course is intended to provide students with an understanding of the elements of Musical Theatre, examining both performance and technical theatre within the framework of a Musical Theatre Production Company.

Musical Theatre 10 is a course that provides students with an introduction to the Musical Theatre concept, the history of Musical Theatre, elementary and / or more advanced Musical Theatre performance and/or technical techniques, and offers students the opportunity to participate in a Musical Theatre production.

This course is offered two days per week "after hours" on a regular basis, primarily in the First Semester. Up to four rehearsals per week and a week of performances are a mandatory part of this course.

### Rationale:

Musical Theatre 10 provides the opportunity to combine several arts: drama, music, dance and design. It explores the requirements and limitations peculiar to the genre, and offers study of the elements of Musical Theatre.

### Goals of the Program

- Develop an interest and love of musical theatre.
- To develop students' ability to be creative, communicative, and expressive, interpretive and exploratory.

- To develop self-confidence, self discipline, and the skills and technical abilities particular to this form of theatre.
- To develop leadership qualities.

Major Course Objectives

- introduce students to the technical elements of musical theatre.
- introduce students to a variety of forms of musical theatre (opera, operetta, musical comedy, etc.)
- introduce students to the structure of a musical theatre production company.
- introduce students to performance elements of musical theatre. (vocal, acting, choreography, stagecraft, and/or orchestra)

**Organizational Structure:**

<u>Unit/Topic</u>	<u>Title</u>	<u>Time</u>
Unit 1	Introduction	20 Hours
Unit 2	Auditions	5
Unit 3	Rehearsal Process	60
Unit 4	Performance	30
Unit 5	Log Book	5
<b>Total Hours</b>		<b>120 hours</b>

**Unit/Topic/Module Descriptions:**

**Unit 1: (Introduction) Overview**

Students will become familiar with the elements of Musical Theatre and the techniques needed to perform in a Musical theatre production in one of the following capacities: on-stage performance, orchestra, stagecraft. These elements include acting skills, vocal techniques and skills, stagecraft techniques, orchestra techniques and skills, and Musical Theatre terminology. In addition, students will learn aspects of the history of Musical Theatre. These are explored through research, classroom activities, and, where relevant, guest resource persons.

Curriculum Organizers and Learning Outcomes

**PERFORMANCE OPTION:**

**Curriculum organizer - terms essential for understanding and performing Musical theatre**

***It is expected that students will:***

- learn / become familiar with General Musical Theatre terminology
- learn / become familiar with Auditorium Musical Theatre terminology
- learn / become familiar with Backstage Musical Theatre terminology
- demonstrate an understanding of Musical theatre terminology

**Curriculum organizer - aspects of the history of Musical Theatre**

***It is expected that students will:***

- identify the key stages in the development of Musical Theatre
- complete a webquest activity related to the history of Musical Theatre

### **Curriculum organizer -the Musical Theatre team**

***It is expected that students will:***

- identify the members of the Musical Theatre Production team
- understand the functions of each of the members of the Musical Theatre Production team
- demonstrate an understanding of the functions of each of the members of the Musical Theatre Production team

### **Curriculum organizer - acting, music, and choreography activities**

***It is expected that students will:***

- participate in a variety of activities relating to the introductory development of acting, music, and choreography skills

### **Curriculum organizer - stage geography**

***It is expected that students will:***

- identify the basic areas of a stage
- demonstrate a working understanding of the areas of a stage
- understand the functions of each stage area

### **Curriculum organizer - performing techniques and acting skills**

***It is expected that students will:***

- participate in a variety of activities relating to the further development of acting and skills including use of the body and voice
- demonstrate an understanding of basic stage "positions"
- demonstrate an understanding of basic acting techniques

### **Curriculum organizer - vocal production**

***It is expected that students will:***

- learn several vocal warmups
- participate in group vocal warmups
- participate in vocal production exercises

### **Curriculum organizer - preparation and interpretation of a song**

***It is expected that students will:***

- learn songs appropriate to their role(s) in the drama
- express emotions appropriate to song(s)
- participate in in-class rehearsal and performance of song(s)

### **Curriculum organizer - choreography techniques**

***It is expected that students will:***

- participate in a variety of choreography techniques
- demonstrate an understanding of basic choreography terminology
- develop and demonstrate a simple choreographed movement sequence

### **TECH / STAGECRAFT OPTION:**

#### **Curriculum organizer - terms and definitions essential for understanding Musical theatre**

***It is expected that students will:***

- learn become familiar with General Musical Theatre terminology

- learn become familiar with Auditorium Musical Theatre terminology
- learn become familiar with Backstage Musical Theatre terminology
- demonstrate an understanding of Musical theatre terminology

### **Curriculum organizer - aspects of the history of Musical Theatre**

#### ***It is expected that students will:***

- identify the key stages in the development of Musical Theatre
- complete a webquest activity related to the history of Musical Theatre

### **Curriculum organizer - stage geography**

#### ***It is expected that students will:***

- identify the basic areas of a stage
- demonstrate a working understanding of the areas of a stage
- understand the functions of each stage area

### **Curriculum organizer - sets and scenery decisions**

#### ***It is expected that students will:***

- identify the key elements in making decisions about the set and scenery concepts and design
- view examples of set designs and analyze their strengths and weaknesses
- demonstrate an understanding of the key elements in making decisions about the set and scenery concepts and design
- design a set and scenery plot for the current production
- demonstrate an understanding of the responsibilities of the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities for this aspect of the production (if interested in this aspect of the production)

### **Curriculum organizer - makeup and costumes**

#### ***It is expected that students will:***

- identify the key elements in making decisions about the make-up and costume concepts and design
- view examples of make-up and costume designs and analyze their strengths and weaknesses
- demonstrate an understanding of the key elements in making decisions about the make-up and costume concepts and design
- design a make-up and costume plot for the current production
- demonstrate an understanding of the responsibilities of the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities for this aspect of the production (if interested in this aspect of the production)

### **Curriculum organizer - lighting and sound**

#### ***It is expected that students will:***

- identify the key elements in making decisions about the lighting and sound concepts and design
- view examples of lighting and sound designs and analyze their strengths and weaknesses
- demonstrate an understanding of the key elements in making decisions about the lighting and sound concepts and design
- design a lighting and sound plot for the current production
- demonstrate an understanding of the responsibilities of the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities for this aspect of the production (if interested in this aspect of the production)

### **Curriculum organizer - properties**

#### ***It is expected that students will:***

- identify the key elements in making decisions about the properties concepts and design
- view examples of properties designs and analyze their strengths and weaknesses
- demonstrate an understanding of the key elements in making decisions about the properties concepts and design
- design a properties plot for the current production
- demonstrate an understanding of the responsibilities of the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities for this aspect of the production (if interested in this aspect of the production)

### **Curriculum organizer - front of house**

#### ***It is expected that students will:***

- identify the front -of- house staff for a musical theatre production
- demonstrate an understanding of the responsibilities of the front -of- house staff for a musical theatre production
- demonstrate an understanding of the responsibilities of the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities for this aspect of the production (if interested in this aspect of the production)

### **Curriculum organizer - set construction diagrams and models**

#### ***It is expected that students will:***

- identify the key elements in making decisions about the construction of set models
- view examples of set models and analyze their strengths and weaknesses
- demonstrate an understanding of the key elements in making decisions about the set models concepts and design
- design a set model for the current production

### **Curriculum organizer - tech specs. and prompt books**

#### ***It is expected that students will:***

- understand the function of set specs and prompt books
- demonstrate an understanding of set specs and prompt books
- prepare set specs and a prompt book for the element of the Musical Theatre production for which they are responsible (eg. lighting, sound etc)

### **Curriculum organizer - theatre safety instruction course (Abbey Arts Centre staff)**

#### ***It is expected that students will:***

- attend the mandatory theatre safety course required by the theatre in which the final performances of the Musical Theatre production will be given
- demonstrate an understanding of theatre safety

### **Unit 2: (Auditions) Overview**

Students in the on-stage performance option will learn about the “audition process” including the stages of the audition process, what constitutes a “good and bad audition”, and how to prepare for an audition. Students in the on-stage performance option will participate in an audition. Students in the “stagecraft option” will learn about the job “qualifications” of the stagecraft aspect of a musical theatre production and will submit an “application” for the stagecraft responsibility in which they are interested in holding.

## **Curriculum Organizers and Learning Outcomes**

### **Curriculum Organizer - Character Descriptions**

#### ***It is expected that students will:***

- students will understand how to prepare for the audition by understanding character requirements through: comments by the playwright, comments by other characters, comments by the character in the script, comments by the directors
- demonstrate the understanding of character requirements through: comments by the playwright, comments by other characters, comments by the character in the script, comments by the directors

### **Curriculum Organizer - Cuttings**

#### ***It is expected that students will:***

- students will understand how to prepare for the audition by using cuttings (selected audition materials from the Musical to be presented)
- demonstrated an understanding of preparing for the audition by using cuttings (selected audition materials from the Musical to be presented)

### **Curriculum Organizer - Announcements**

#### ***It is expected that students will:***

- understand the importance of reading posted announcements for auditions
- demonstrate the reading of posted announcements for auditions

### **Curriculum Organizer - Audition Forms**

#### ***It is expected that students will:***

- demonstrate an understanding of what is required when completing the audition form
- complete an audition form

### **Curriculum Organizer - Auditions**

#### ***It is expected that students will:***

- demonstrate preparation for the audition
- attend the audition

### **Curriculum Organizer - Callbacks**

#### ***It is expected that students will:***

- understand the function of the callback audition
- demonstrate preparation for the callback audition (if selected to do so)
- attend the callback audition (if selected to do so)

### **Unit 3: (Rehearsal Process) Overview**

Students in the on-stage performance option will learn about the rehearsal process including: rehearsal expectations, rehearsal format, warm-up activities, play orientation, blocking, developing character, read-throughs, blocking and line rehearsals, working rehearsals, run-throughs and polishing rehearsals, and dress rehearsals. The stagecraft option students will learn about and participate in “paper tech” preparations, “dry tech” rehearsals, “wet tech” rehearsals, and dress rehearsals. The Orchestra option will analyze the musical score and rehearse the score to performance standards.

## **Curriculum Organizers and Learning Outcomes**

## **Curriculum Organizer - Rehearsal expectations**

### ***It is expected that students will:***

- Understand the standard set of rules for conducting the rehearsals (rehearsal expectations)
- Demonstrate an understanding of the standard set of rules for conducting the rehearsals

## **Curriculum Organizer - Rehearsal Format**

### ***It is expected that students will:***

- Understand the standard format for conducting the rehearsals
- Demonstrate an understanding of the format for conducting the rehearsals

## **Curriculum Organizer - Warm-up Activities**

### ***It is expected that students will:***

- Understand the function of warm-up activities
- Participate in warmup activities

## **Curriculum Organizer - Play Orientation**

### ***It is expected that students will:***

- attend the initial gathering of the cast to explain policies, rehearsal schedules etc.
- discuss the concept of the production
- discuss the directing approach
- demonstrate an understanding of concept of the production and directing approach

## **Curriculum Organizer - Blocking**

### ***It is expected that students will:***

- develop an understanding of this phase of the rehearsal process
- demonstrate an understanding of this phase of the rehearsal process

## **Curriculum Organizer - Developing Character**

### ***It is expected that students will:***

- develop an understanding of this phase of the rehearsal process
- demonstrate an understanding of this phase of the rehearsal process
- display the development of character through written, verbal and performance demonstrations

## **Curriculum Organizer - Read-Throughs**

### ***It is expected that students will:***

- develop an understanding of this phase of the rehearsal process
- demonstrate an understanding of this phase of the rehearsal process

## **Curriculum Organizer - Blocking and Line Rehearsals**

### ***It is expected that students will:***

- develop an understanding of this phase of the rehearsal process
- demonstrate an understanding of this phase of the rehearsal process

## **Curriculum Organizer - Working Rehearsals**

### ***It is expected that students will:***

- develop an understanding of this phase of the rehearsal process
- demonstrate an understanding of this phase of the rehearsal process

## **Curriculum Organizer - Run throughs, Polishing Rehearsals and Dress Rehearsals**

### ***It is expected that students will:***

- develop an understanding of these phases of the rehearsal process
- demonstrate an understanding of these phases of the rehearsal process

## **Curriculum Organizer - Technical/Stagecraft Option**

### ***It is expected that students will:***

- understand the function of the paper tech, dry tech, and wet tech phases of rehearsals
- demonstrate an understanding of paper tech, dry tech, and wet tech phases of rehearsal
- attend all meetings and rehearsals relevant to these phases of the production
- develop a sense of teamwork and leadership

## **Curriculum Organizer - Orchestra Option**

### ***It is expected that students will:***

- understand the function of the orchestra in a musical play
- engage in solo practice of the musical material for their instrument
- attend all orchestra rehearsals in preparation for the play

## **Unit 4: (Performance) Overview**

Students will perform in a full - scale Musical Theatre performance. This includes "Preview performances" and final performances.

## **Curriculum Organizers and Learning Outcomes**

### **Curriculum Organizer - Preview performances**

#### ***It is expected that students will:***

- participate in the preview performances of the musical theatre production
- participate in a post-preview assessment of the performance
- attend any post-preview rehearsals called by the Directors

### **Curriculum Organizer - Final performances**

#### ***It is expected that students will:***

- participate in the final performances of the musical theatre production
- participate in a post - performance assessment of the performance
- return all materials to the appropriate Directors or backstage staff
- complete a final log book analysis of their own and peers' performance

## **Unit 5: (Log Book) Overview**

Throughout the course, students will be required to maintain a log book record of their Musical Theatre experience. This will include a time record, an activity record, and person reflections.



## Curriculum Organizers and Learning Outcomes

### Curriculum Organizer - Musical Theatre Log Books

#### *It is expected that students will:*

- understand the function of the log book
- demonstrate an understanding of the function of the log book
- complete the log book

#### **Instructional Components:**

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- brainstorming
- individual and group work
- webquests
- videotape
- theatre visits
- analysis of own and classmates' work
- guest "resource persons"

#### **Assessment Components:**

**First Report:** An interim mark will be issued. This mark will consist of evaluations based on the following:

Tests and assignments 20%

Classwork including performance and/or technical stagecraft activities 50%

Musical Theatre Log Books 30%

**Second Report:** A second report mark will be issued. This mark will consist of evaluation based on the following:

Classwork including Final performance and/or technical/stagecraft activities 70%

Musical Theatre Log Books 30%

**Final Mark:** A final mark will be issued. This mark will consist of evaluations based on the following:

First Report mark 25%; Second Report mark 75%

#### **Performance Methods**

- Written work (eg. character study, log book evaluation, play review) - teacher and / or peer evaluation
- Webquest research assignments (teacher evaluation)
- Peer evaluation memorization check.
- Scene presentation (student/teacher evaluation)
- Mime/improvs/acting and vocal skills/technical theatre projects (student/teacher/peer) participation
- Projects
- Students will keep a log book including time and activity accountability and personal reflections. (Teacher evaluation)
- Musical Theatre performance. (on stage, orchestral or back stage) - Teacher evaluation

## **Personal Communication**

- Group dialogue
- student/instructor dialogue
- logbook reflection
- self-evaluation
- peer evaluation

## **Other**

- tests/quizzes
- teacher records
- rubrics

**Learning Resources:** Texts: *All About Musical Theatre, The Stage and The School, Appreciating Musicals*

References:

***Ganzl's Book of Musical Theatre***

***Internet resources***