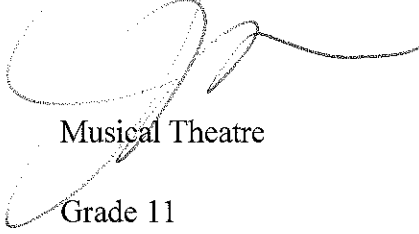


BAA Musical Theatre 11 Framework

District Name: Abbotsford
District Number: 034
Developed by: Allen Reynolds, Ray Dencer
Date Developed: Nov. 2004
School Name: Yale Secondary
Principal's Name: Glen Roger
Board/Authority Approval Date: MAR - 7 2005
Board/Authority Signature: 
Course Name: Musical Theatre
Grade Level of Course: Grade 11
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, royalty-paid script and orchestration.

Teachers will need training and/or experience pertaining to music drama and stagecraft as it 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 provides a creative experience which fosters well-rounded growth in encouraging creativity, and strong emotional and physical release.

Musical Theatre 11 is a course that provides students with a more in-depth study of the

Musical Theatre concept, the history of Musical Theatre, an 'intermediate level' of Musical Theatre performance and/or technical techniques, and offers students the opportunity to participate in a Musical Theatre production. The course curriculum shall include the following: utilization of advanced characterization, exploration of classical and contemporary musical theatre production styles, exploration of specialized musical theatre styles, attendance at live theatrical experiences, and analysis and evaluation of theatrical experiences. Musical Theatre 11 further develops and refines those acting and theatre concepts and skills outlined in the Musical Theatre 10 curriculum. This advanced course is designed for the highly-motivated theatre student who wishes to pursue the study of contemporary dramatic theory through individual study, group discussion, focused research, and performance.

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.

At the Grade 11 level, students are exposed to introductory and intermediate level acting method but are still granted some opportunities for leadership and solo performance within the framework of a Musical Theatre production. Students will become more eligible and equipped for leading performance and/or technical roles in the production.

Rationale:

Musical Theatre 11 provides the opportunity to combine several arts: drama, music, dance and design. It explores the requirements and limitations peculiar to the genre, and offers a more advanced study of the elements of Musical Theatre. The course encompasses the study, rehearsal and public performance of musical works for the stage

Goals of the Program

- Understand the principles of the musical theatre performance
- Distinguish between styles of musical production
- Evaluate, analyze, and identify the unique and essential elements and problems related to the performance of musical theatre
- Demonstrate the structure of mounting musical theatre productions in various environments (community, professional etc.)
- Demonstrate presentational techniques of acting applicable to musical theatre style
- 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.
- To provide a creative experience which fosters well-rounded growth in encouraging creativity, and strong emotional and physical release.

Major Course Objectives

- allow students to explore the technical elements of musical theatre in depth.
- allow students to explore a variety of forms of musical theatre (opera, operetta, musical comedy, etc.)
- allow students to assume responsibility for assuming significant tasks and roles within the structure of a musical theatre production company.
- allow students to explore performance elements of musical theatre. (vocal, acting, choreography, stagecraft, and/or orchestra) in depth
- demonstrate, through analysis and synthesis, the capability of evaluating the medium of theatre in performance and in evaluating a play text
- demonstrate, through a performance the skills learned in performance classes
- demonstrate a knowledge of the continuing development of musical theatre form to the present day

Organizational Structure:

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

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 to an advanced level
- learn / become familiar with Auditorium Musical Theatre terminology to an advanced level
- learn / become familiar with Backstage Musical Theatre terminology to an advanced level
- demonstrate, through a performance and application in rehearsal settings, an understanding of Musical theatre terminology to an advanced level

Curriculum organizer - types of Musical Theatre Production

It is expected that students will:

- analyze what is musical comedy or musical drama
- explore the background of the musical chosen for performance
- evaluate the use of dialogue and recitative in the musical chosen for performance
- gain knowledge of how literature is transformed into musical theatre drama

Curriculum organizer - aspects of the history of Musical Theatre

It is expected that students will:

- identify the stage in the development of Musical Theatre where the musical chosen for performance fits
- complete a webquest activity related to the history of Musical Theatre as relevant to the the musical chosen for performance
- explore the background of the composer and author or librettist of the musical chosen for performance
- analyze the music style and techniques used in the musical chosen for performance
- demonstrate an understanding the story of the musical chosen for performance

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
- prepare “applications/resumes” that demonstrate an understanding of the functions of each of the members of the Musical Theatre Production team
- research the roles and responsibilities of the members of the production team as they are relevant to the musical chosen for performance

Curriculum organizer - acting, music, and choreography activities

It is expected that students will:

- participate in a variety of activities relating to an advanced development of acting, music and choreography skills
- demonstrate an understanding of what takes to create a dramatic situation

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 in rehearsal and performance
- understand the functions of each stage area and how they may be utilized in the musical chosen for performance

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 skills in both verbal and nonverbal communication (projecting voice, speaking clearly and physicalizing their emotions and thoughts)
- become familiar with the process of oral interpretation
- demonstrate an understanding of basic stage “positions”
- demonstrate an understanding of basic acting techniques
- learn ensemble cooperation through scene study
- participate in movement activities that connect to the different actions and emotions that are presented as a major focus in the story of the musical chosen for performance
- participate in activities that help the actor to personalize and develop character (sensory memory exercises etc.)
- participate in improvisation and theatre games selected to enhance cooperation among students, provide optimal individual expression and further develop discipline as individuals and as an ensemble
- focus on collaboration in their creative project, listen to feedback from others, and learn to take pride in individual accomplishment through an understanding of human behavior
- learn to master the concept of spatial relationships and understand them in both abstract

and and practical terms

- understand how movement and group interaction create mood and evoke emotion

Curriculum organizer - vocal production

It is expected that students will:

- learn several vocal warmups
- participate in group vocal warmups
- participate in vocal production exercises
- learn and develop new levels of vocal production as they examine and perform songs from the musical chosen for performance
- effectively use breath control, dynamics, phrasing and diction.

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)
- understand how music enhances the fundamental dramatic structure to create musical theatre (initiating, reinforcing and heightening dramatic action in the play)
- understand how the initiating, reinforcing and heightening dramatic action in the play through music is one of the unique characteristics of musical theatre that sets it apart as a dramatic form
- become familiar with musical selections, the meanings of their lyrics, and how they add to the dramatic and emotional dynamics of the musical
- become aware of how song and lyric reflect characters and their interactions with other characters
- apply character development through song
- demonstrate an understanding of the functions of lyrics and melody and their relationship to each other
- have the ability to participate and/or the opportunity to perform a musical theatre solo, duet or ensemble number
- participate in in-class rehearsal and performance of song(s) in a final production

Curriculum organizer - choreography techniques

It is expected that students will:

- participate in a variety of choreography techniques
- demonstrate an understanding of basic choreography terminology
- learn basic dance and stage movement through solo and group routines chosen to enhance individual strengths
- understand how dance enhances the fundamental dramatic structure to create musical theatre (initiating, reinforcing and heightening dramatic action in the play)
- understand how the initiating, reinforcing and heightening dramatic action in the play through music is one of the unique characteristics of musical theatre that sets it apart as a dramatic form

- increase agility, flexibility and precision in the dance discipline
- develop and practice interpretive dance, character dance and dance improvisation.
- develop and demonstrate a simple choreographed movement sequence

Curriculum organizer - the book

It is expected that students will:

- understand what the “book” of the musical is
- demonstrate an understanding of the elements of “the book” (character, plot, situation, dialogue, and theme) and how these create the play

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

Curriculum organizer - aspects of the history of Musical Theatre

It is expected that students will:

- identify the stage in the development of Musical Theatre where the musical chosen for performance fits
- complete a webquest activity related to the history of Musical Theatre as relevant to the the musical chosen for performance
- explore the background of the composer and author or librettist of the musical chosen for performance
- analyze the “stagecraft” style and techniques used in the musical chosen for performance
- demonstrate an understanding the story of the musical chosen for performance

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 and apply the knowledge to the musical chosen for performance

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 by reading, analyzing, and discussing the script of the musical chosen for performance
- 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 by reading, analyzing, and discussing the script of the musical chosen for performance
- 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 by reading, analyzing, and discussing the script of the musical chosen for performance
- 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 by reading, analyzing, and discussing the script of the musical chosen for performance
- 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 by reading, analyzing, and discussing the script of the musical chosen for performance
- 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 (e.g. lighting, sound etc.)
- the Stage manager will prepare a complete prompt book that includes the entire sets of cues, notes etc. from all elements of the production

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. Each “stagecraft option” student will attend an interview with the Director to complete the application for assuming responsibility for their chosen aspect of the production.

Curriculum Organizers and Learning Outcomes

Curriculum Organizer - Character Descriptions

It is expected that students will:

- determine the vocal, speaking and acting demands needed for the various roles in the musical chosen for performance
- 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
- demonstrate an awareness of the “objective” of the character in each scene

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)
- demonstrate 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 (senior students auditioning for “lead roles” will demonstrate an advanced level of preparation, character awareness, vocal, dance and acting abilities)
- 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)(senior students auditioning for “lead roles” will demonstrate an advanced level of preparation, character awareness, vocal, dance and acting abilities)
- 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
- Demonstrate leadership in the development and maintenance of an appropriate rehearsal “code of behavior”

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
- lead 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
- contribute to the orientation of the play by showing a knowledge and understanding of the play at this initial stage of rehearsal

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 (write a character sketch, discuss the character etc.) - this will be repeated at a later stage of the rehearsal process
- demonstrate an understanding of how dance and music enhance dramatic structure to create musical theatre
- demonstrate an awareness of the “objective” of the character in each scene and throughout the play as a whole
- demonstrate an understanding of the conflict between characters, and the various events that bring about the resolution of that conflict
- become familiar with musical selections from the musical chosen for presentation, the meanings of their lyrics, and how they add to the dramatic and emotional dynamics of the musical

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
- conduct (lead) “read -throughs” in a formal or informal situation

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
- “lead through example” in learning blocking and lines

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
- “lead through example” in conducting and/or participating in working rehearsals in an efficient, productive manner

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
- “lead through example” in conducting and/or participating in these rehearsals in an efficient, productive manner

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 rehearsals
- attend all meetings and rehearsals relevant to these phases of the production
- develop a sense of teamwork and leadership
- realize that creating “art” for the stage is a collaboration of talents, people and teamwork
- demonstrate the collaboration of talents, people and teamwork

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 personal 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 evaluations 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 (e.g. 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*

Additional Information:

As students gain basic knowledge and practical experience in Musical Theatre as they progress through the Grade 9 and 10 courses, it is expected that these students will proceed from chorus to lead/principal as they grow as performers. Similarly, the technical/stagecraft students will progress from "assistants" in their areas of technical application to designers and crew chiefs.

Musical Theatre 11 is the next to last in a progression of courses for students taking Musical Theatre 9 and 10 . While many points in the Musical Theatre 11 curriculum are similar to the Grade 9, and 10 courses, higher level expectations, specific responsibilities and more opportunity for lead/principal roles are included in the Grade 11 curriculum. The level of learning in Musical Theatre 11 will be greater and more challenging than that of the Grade 9 and 10 courses. In addition to the added rehearsal time, line and song learning requirements, and leadership responsibilities, it is expected that students will utilize a degree of higher level acting techniques, character development techniques requiring more time, maturity and a greater understanding.

While students may enter Musical Theatre 11 without having been enrolled in earlier Musical Theatre courses, the foundation work and experience gained in the earlier courses could make it difficult for newcomers to achieve the expectations required by the Grade 11 course.

AIMS	OBJECTIVES	GRADES 9	GRADES 10 & 11	GRADE 12
Development of Personal Resources	To develop the student's ability to use all five senses	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XX
	To develop the student's kinesthetic awareness of self in space and time	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XX
	To foster in the student confidence in speech, musical and/or technical performance, and movement	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XX
	To inspire in the student a positive self-image	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XX
	To inspire in the student imaginative and creative thought	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XX
	To encourage in the student the growth of self-discipline	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XX
	To develop the student's leadership potential	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
	Acquisition of an understanding of self in relation to others	To increase an awareness in the student of self and others	XXXXXXXXXXXXXX	XX
To ensure the student's understanding of personal and cultural heritage		XX	XX	XXXXXXXXXXXXXX
To extend the student's sensitivity to others		XX	XX	XXXXXXXXXXXXXX
To develop in the student a sense of responsibility towards the community		XX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
To promote an awareness of diverse values in society		XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX

Practice of communication skills	To encourage constant improvement of the student's skills on the verbal level - listening, reading, writing and singing	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
	To expand the student's facility in communication at the non-verbal level	XXXXXXXXXXXXXX	XX	XX
	To promote an understanding of groups and how they function	XX	XXXXXXXXXXXXXX	XX
	To develop facility in group problem-solving and decision - making	XX	XXXXXXXXXXXXXX	XX
Stimulation of a sense of inquiry and a commitment to learning	To increase the student's receptivity to learning	XXXXXXXXXXXXXX	XX	XX
	To strengthen the student's powers of concentration	XXXXXXXXXXXXXX	XX	XX
	To enhance the student's ability to conceptualize and organize experience	XX	XX	XXXXXXXXXXXXXX
	To develop the student's abilities to reflect on and interpret experience	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
	To enhance the student's powers of discrimination and self-evaluation	XX	XX	XXXXXXXXXXXXXX
	To enhance the student's ability to analyse and synthesize experience	XX	XX	XXXXXXXXXXXXXX

The creation and appreciation of the Musical Theatre art form

To provide the student with the opportunity to work within the Musical Theatre art form as an individual, as a member of a small group and as part of the whole

XX XXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXX

To encourage the student's understanding of the conventions of Musical Theatre and to explore new Musical Theatre structures and techniques

XX XXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXX

To involve the student in various specialized aspects of Musical Theatre production

XX XXXX XXXXXXXXXXXXXXXX

To encourage the student to explore the processes of the Musical Theatre composer's, librettist's and choreographer's and performer's art

XX XXXX XXXXXXXXXXXXXXXX

To encourage the use of the Musical Theatre art form as a medium of exchange between the student and community

XX XX XXXXXXXXXXXXXXXX

