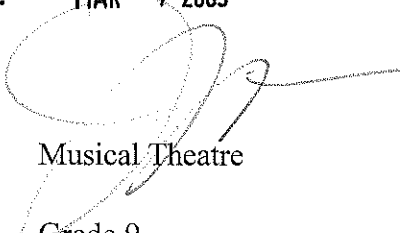


BAA Musical Theatre 9 Framework

District Name: Abbotsford
District Number: 034
Developed by: Allen Reynolds, Ray Dencer
Date Developed: January 2005
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 9
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, licensed rehearsal materials. 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 introduction to the elements of Musical Theatre, examining both performance and technical theatre within the framework of a Musical Theatre Production Company.

Musical Theatre 9 is a course that provides students with a basic introduction to the Musical Theatre concept, the history of Musical Theatre, elementary Musical Theatre performance and/or technical techniques, and offers students the opportunity to participate in a Musical Theatre production.

As an introductory, "sampler" course, Musical Theatre 9 is intended to allow students with little or no Musical Theatre experience or skills to "sample" the basic elements of Musical Theatre. Students completing the course would gain skills and techniques that would serve as a foundation for Musical Theatre 10 and subsequent levels of Musical Theatre instruction.

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 9 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 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 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)
- increase the students' awareness of self
- extend the students' control over the expressive media of their own bodies
- develop the students' creative imagination

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 either on-stage performance or Musical Theatre stagecraft. The onstage performance elements include acting skills, vocal techniques and skills, choreographic skills and Musical Theatre terminology. The stagecraft option will include Musical Theatre stagecraft techniques and skills and Musical Theatre terminology. In addition, students will survey 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 basic General Musical Theatre terminology
- learn / become familiar with basic Auditorium Musical Theatre terminology
- learn / become familiar with basic 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 development of acting, music and choreography skills
- model appropriate Musical Theatre skills, exercises and technique

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 development of acting and skills including use of the body and voice (including such as movement of all kinds, concentration, imagination-building, rhythms, sensitivity, body and spatial awareness, machines, improvisation, visualization, verbal and non-verbal communication, observation and sensitizing exercises, theatre games etc.)
- demonstrate an understanding of mime techniques
- demonstrate an understanding of basic stage "positions"
- demonstrate an understanding of basic acting techniques
- demonstrate a development of the sense of rhythm
- demonstrate control over physical movement
- demonstrate a development of the student's self-confidence in his or her power of expression through speech
- demonstrate an increased control of the voice

Curriculum organizer - vocal production

It is expected that students will:

- learn several basic vocal warmups
- participate in group vocal warmups
- participate in vocal production exercises
- demonstrate a development of the sense of rhythm
- demonstrate an increased control of the voice

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
- demonstrate an understanding of low, medium and high body positions
- demonstrate an understanding of the concept of space
- develop and demonstrate a simple choreographed movement sequence
- demonstrate a development of the sense of rhythm
- demonstrate control over physical movement

Curriculum organizer - development of personal resources

It is expected that students will:

- demonstrate development in the ability to use all five senses
- demonstrate a development of kinesthetic awareness of self in space and time
- demonstrate confidence in speech and movement
- demonstrate a development of powers of concentration
- demonstrate positive self-image
- demonstrate imaginative and creative thought
- demonstrate a growth in self-discipline
- demonstrate development in leadership potential

Curriculum organizer - acquisition of an understanding of self in relation to others

It is expected that students will:

- demonstrate an increased awareness of the self and others
- demonstrate an awareness and appreciation of diverse values in society

Curriculum organizer - the practice of communication skills

It is expected that students will:

- demonstrate an improvement in skills on the verbal level (listening, speaking, reading, writing)
- demonstrate facility in communication at the non-verbal level

Curriculum organizer - the stimulation of a sense of inquiry and a commitment to learning

It is expected that students will:

- demonstrate an increased receptivity to learning
- demonstrate a strengthening of the powers of concentration
- demonstrate the ability to reflect on and to interpret experience

TECH / STAGECRAFT OPTION:

Curriculum organizer - terms and definitions essential for understanding Musical theatre

It is expected that students will:

- learn become familiar with basic General Musical Theatre terminology
- learn become familiar with basic Auditorium Musical Theatre terminology
- learn become familiar with basic Backstage Musical Theatre terminology
- demonstrate an understanding of basic 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
- participate in a discussion of designing of 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
- demonstrate an understanding of the role of assistant to the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities of assistant to the person responsible 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
- participate in a discussion of the key elements in making decisions about the make-up and costume concepts and design
- assist in designing a make-up and costume plot for the current production
- demonstrate an understanding of the responsibilities of assistant to the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities of assistant to the person responsible 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
- participate in a discussion of the key elements in making decisions about the lighting and sound concepts and design
- assist in designing a lighting and sound plot for the current production
- demonstrate an understanding of the responsibilities of assistant to the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities of assistant to the person responsible 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
- participate in a discussion 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 assistant to the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities of assistant to the person responsible 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 assistant to the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities of assistant to the person responsible 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
- participate in a discussion of the key elements in making decisions about the set models concepts and design
- assist in designing a set model for the current production
- demonstrate an understanding of the responsibilities of assistant to the person responsible for this aspect of the Musical Theatre production
- complete an application form for assuming the responsibilities of assistant to the person responsible for this aspect of the production (if interested in this aspect of the 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
- assist in preparing set specs and a prompt book for the element of the Musical Theatre production in which they are assisting (e.g., 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 if they are interested in auditioning for a featured role. 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 assisting.

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 if they are interested in auditioning for a featured

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.

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 rehearsals
- attend all meetings and rehearsals relevant to these phases of the production
- develop a sense of teamwork and leadership

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: An 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*
- DVD Video set: "Broadway: The American Musical"

Additional Information:

Musical Theatre 9 is an introductory or foundation course for Musical Theatre 10 and subsequently for Musical Theatre 11 and 12. As many of the students in Musical Theatre 9 will have little or no experience in Musical Theatre, it is expected that most of the students will participate in chorus roles or in very small roles in the production or as assistants in the Stagecraft option. However, students are permitted to audition for more substantial onstage roles or assume more demanding roles in the Stagecraft option.

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.

While many points in the Musical Theatre 9 curriculum are similar to the Grade 10, and 11 or 12 courses, higher level expectations, specific responsibilities and more opportunity for lead/principal roles are included in the Grade 10, 11 and 12 curriculum. The level of learning in Musical Theatre 10, 11 and 12 will be greater and more challenging than that of the Grade 9 course. At the Grade 9 level, students are not expected to participate in the added rehearsal time, line and song learning requirements, and leadership responsibilities of the Grade 10,11, and, particularly the Grade 12 students. Neither is it expected that students will utilize the degree of higher level acting techniques, character development techniques requiring more time, maturity and as greater an understanding as the students in Musical Theatre 10, 11 and 12.

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
Acquisition of an understanding of self in relation to others	To develop the student's leadership potential	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
	To increase an awareness in the student of self and others	XXXXXXXXXXXXXX	XX	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
XXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX

To expand the student's facility in communication at the non-verbal level
XXXXXXXXXXXXXXXXXX XX XX

To promote an understanding of groups and how they function
XX XXXXXXXXXXXXXXXXXXXX XX

To develop facility in group problem-solving and decision - making
XX XXXXXXXXXXXXXXXXXXXX XX

Stimulation of a sense of inquiry and a commitment to learning

To increase the student's receptivity to learning
XXXXXXXXXXXXXXXXXX XX XX

To strengthen the student's powers of concentration
XXXXXXXXXXXXXXXXXX XX XX

To enhance the student's ability to conceptualize and organize experience
XX XXXXXXXXXXXXXXXXXXXX

To develop the student's abilities to reflect on and interpret experience
XXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX

To enhance the student's powers of discrimination and self-evaluation
XX XX XXXXXXXXXXXXXXXXXXXX

To enhance the student's ability to analyse and synthesize experience
XX XX XXXXXXXXXXXXXXXXXXXX

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

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

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

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XXXXXXXXXXXXXXXX

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

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

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A		B	C	D	E
CURRICULUM ORGANIZER		GRADE 9	GRADE 10	GRADE 11	GRADE 12
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