

# MUSICAL THEATRE

LENGTH OF TIME: ½ year, 90 minutes every other day

GRADE LEVEL: 9-12

## COURSE STANDARDS:

Students will:

1. Learn improvisation skills in order to improve character development. (NMTS 1,2)
2. Examine the history of American Musical theatre from 1800's to present. (NMCS 6,7,8,9; NMTS 5,6; PA Std 9.1 a-h; 9.2 a-e)
3. Practice speech clarity and projection. (NMTS 2; PA Std 9.1 a, b, c)
4. Learn and identify the parts of a stage. (NMTS 4; PA Std 9.1 a, b, c)
5. Learn and identify the components of a play/musical. (NMTS 3; PA Std 9.1 a, b, c)
6. Evaluate and critique a play/musical. (NMTS 7,8; NMCS 7; PA Std 9.3 e, g)
7. Observe the purpose of stage make-up. (NMTS 3; PA Std 9.1 a, b, c)
8. Identify purpose and style of costumes/ design an appropriate costume for a musical. (NMTS 4,5; PA Std 9.2 a-e)
9. Design a simple set. (NMTS 3,4,5; PA Std 9.2 g, h)
10. Understand the tasks of the producer, director, and choreographer. (NMTS 4,7; PA Std 9.2 g)
11. Design a poster for a musical. (NMTS3; PA Std 9.1 d, e, f)
12. Perform before an audience. (NMTS 2; PA Std 9.1 a, b)

## NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (9-12)

\* - indicates advanced level of achievement of standard

1. Singing, alone and with others, a varied repertoire of music  
Students
  - a. sing with correct expression and technical accuracy (Level 4 Literature)
  - b. sing music in 4 parts
  - c. demonstrate well-developed ensemble skills
  - \*d. sing with correct expression and technical accuracy (Level 5 Literature)
  - \*e. sing music in more than 4 parts with and without accompaniment
  - \*f. sing in small ensembles with one on a part
2. Performing on instruments, alone and with others, a varied repertoire of music  
Students
  - a. perform with correct expression and technical accuracy (Level 4 Literature)
  - b. demonstrate well-developed ensemble skills
  - c. perform in ensemble with one on a part
  - \*d. perform with correct expression and technical accuracy (Level 5 Literature)
3. Improvising melodies, variations, and accompaniments  
Students
  - a. improvise stylistically appropriate harmonizing parts
  - b. improvise rhythmic/melodic variations on pentatonic melodies and melodies in major and minor keys
  - c. improvise original melodies over given chord progression

- \*d. improvise stylistically appropriate harmonizing parts in variety of styles
  - \*e. improvise original melodies over given chord progression in variety of styles
4. Composing and arranging music within specified guidelines
- Students
- a. compose music in several distinct styles demonstrating creativity in achieving expressive effects
  - b. arrange piece for different instrumentation or voice parts; preserve or enhance original expressive effect
  - c. compose/arrange for voices, acoustic and electronic instruments demonstrating knowledge of ranges and traditional usages of sound sources
  - \*d. compose music demonstrating imagination and technical skill in applying principles of composition.
5. Reading and notating music
- Students
- a. demonstrate ability to read instrumental or vocal score up to 4 staves
  - b. sight-read in an instrumental ensemble with correct expression and technical accuracy (Level 3 Literature)
  - \*c. demonstrate ability to read full instrumental or vocal score; explain transpositions and clefs
  - \*d. interpret non-standard notation used in 20<sup>th</sup> century compositions
  - \*e. sight-read in an instrumental ensemble with correct expression and technical accuracy (Level 4 Literature)
6. Listening to, analyzing, and describing music
- Students
- a. analyze the uses of elements of music and expressive devices in music of different genres and cultures (presented aurally)
  - b. demonstrate extensive knowledge of technical vocabulary of music
  - c. identify and explain compositional devices/techniques used to provide unity/variety and tension/release in a musical composition; give examples of other works that use similar devices/techniques
  - \*d. demonstrate ability to perceive and remember musical events in an aural example by describing significant events in detail
  - \*e. compare use of musical materials between given example and other work of same style/genre
  - \*f. analyze/describe elements of music that make a work unique, interesting, and expressive
7. Evaluating music and music performances
- Students
- a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of musical events and then apply to personal participation in music
  - b. evaluate musical event by comparing to similar or exemplary model
  - \*c. evaluate musical event in terms of aesthetic qualities and explain the musical means it uses to evoke feelings and emotions
8. Understanding relationships between music, the other arts, and disciplines outside the arts
- Students
- a. explain similar and distinct use of artistic process, organizational principles, and characteristic elements in various arts (cite examples)

- b. compare characteristics of 2 or more arts within historical period or style (cite examples from various cultures)
  - c. explain the ways in which principles and subject matter of other disciplines are interrelated to those of music
  - \*d. compare the use of artistic process, organizational principles, and characteristic elements in various arts in different historical periods and in different cultures
  - \*e. compare/contrast role of creators/performers/those involved in production and presentation in various arts
9. Understanding music in relation to history and culture
- Students
- a. using unfamiliar, but representative aural musical examples - classify by genre, style, historical period or culture; explain reasoning behind classification
  - b. using American music - identify genre, trace evolution of genre, and cite well-known musicians associated with genre
  - c. identify variety of roles performed by musicians, cite examples of specific musicians, describe their activities and achievements
  - \*d. identify/explain stylistic features of work that define aesthetic tradition and historical/cultural context
  - \*e. identify/describe music genres/styles that show influence of 2 or more cultural traditions; identify cultural source of each influence and trace historical condition that produced synthesis of influences

#### NATIONAL MUSICAL THEATRE STANDARDS (NMTS)

1. Script writing by improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.
2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions.
3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.
4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.
5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices.
6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, and visual arts, and new art forms.
7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions.
8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

#### RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
  - A. Elements and principles in each Art Form
  - B. Demonstration of Dance, Music, Theatre and Visual Arts
  - C. Vocabulary Within each Art Form
  - D. Styles in Production, Performance and Exhibition
  - E. Themes in Art Forms
  - F. Historical and Cultural Production, Performance and Exhibition

- G. Function and Analysis of Rehearsals and Practice Sessions
  - H. Safety Issues in the Arts
- 9.2 Historical and Cultural Contexts
- A. Context of Works in the Arts
  - B. Chronology of Works in the Arts
  - C. Styles and Genre in the Arts
  - D. Historical and Cultural Perspectives
  - E. Historical and Cultural Impact on Works in the Arts
  - G. Geographic regions in the arts
  - H. Pennsylvania artists

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Spontaneous skits and theatre games. (NMTS 1,2; E3b, S5c) (Course Standard 1, 3)
2. Performing comedic and dramatic monologues. (NMTS 1,2; E3c, A4a, A2a) (Course Standard 3, 12)
3. Performing small group dramatic scenes. (NMTS 1,2,4, 5) (Course Standard 2, 6, 12)
4. Poster, costume, and set design projects. (NMTS 3,5; E3d, A1a, M1f, M1g, S8c, S5c) (Course Standard 2, 5, 8, 9, 11)
5. Quizzes, essays, critical reviews. (NMTS 6,7,8; E5a, E3d, E2a; NMCS 7) (Course Standard 2, 4, 5, 6, 7, 10)
6. Final performance of a children's play for elementary students. (NMTS 1,2,3,4,5,7; A1c, A4a, A4c, A5a) (Course Standard 1, 3, 4, 8, 9)

#### DESCRIPTION OF COURSE:

Musical Theatre is a performance-oriented class, which will explore all aspects of musical theatre. Some units to be included are improvisation, character development, musical theatre history, set and costume design, and performance of a full production.

#### TITLES OF UNITS

1. Improvisation - ongoing
2. Character Development - ongoing
3. Speech Clarity - ongoing
4. Theatre History – 10 weeks
5. Stage Terminology – 1 week
6. Components of a play/musical – 1 week
7. Comedic Farce – 2 weeks
8. Critical Review – 2 weeks
9. Make-up/Costumes – 2 weeks
10. Directing/Choreography - ongoing
11. Scenery/Set Design/Lighting/Sound – 1 week
12. Audition techniques/resume writing – 1 week
13. Production of a play – 4 weeks

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Concentration/Trust Exercises
2. Development of all five senses and imagination through mime exercises.
3. Tongue twisters, word games, voice projection

4. Research of musical composers.
5. Stage direction exercises/ terminology worksheets
6. Poster Design Project
7. “Cold” Script readings
8. Reading newspaper reviews of musicals/writing critical reviews
9. Costume Design Project
10. Study of Musical scripts/scores.
11. Collaborative Set Design
12. Computer use for resume writing
13. Choose, rehearse, and perform a children’s play

#### MATERIALS:

1. Monologue books
2. Scripts from plays/musicals
3. Videos of musicals
4. Costumes
5. Stage (or large area simulating a stage)

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Computer research for costume design, composers, history/synopsis of plays
2. Attend a live production of a play/musical

#### PORTFOLIO DEVELOPMENT:

1. Resume (and photo, if available)
2. Critical Reviews
3. Costume/Poster projects
4. Performances

#### METHODS OF EVALUATION:

1. Collaborative evaluations of monologues, scene readings
2. Quizzes
3. Projects
4. Class participation/performance

#### INTEGRATED ACTIVITIES:

1. Concepts
  - Acting technique
  - Understanding musicals in relation to history and culture
  - Collaborative effort towards a performance
2. Communication
  - Working together on improvisation skills and skit writing
  - Speech clarity when delivering monologues or play lines
3. Thinking/Problem Solving
  - Designing costumes
  - Designing sets

- Designing a poster and logo
  - Spontaneous improvisation
4. Application of Knowledge
- Group development of skits
  - Performance in a play
5. Interpersonal Skills
- Group dynamics
  - Peer evaluations
  - Collaboration towards a production