

BAA Musical Theatre 11

District Name: Coquitlam

District Number: SD #43

Developed by: Carol Sirianni

Date Developed: March 2004

School Name: Riverside Secondary

Principal's Name: Joey Sahli

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature



Course Name: Musical Theatre

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

It is desirable that the teacher will need curriculum training in Dance, Drama, Music, and Musical Theatre Scripts. Scores.

Course Synopsis:

Musical Theatre 11 has been developed to support and encourage students interested in participating in a viable opportunity to bridge production, performance, and team building skills between the drama, dance, and music disciplines. Students can expect to accomplish this through the study of five (5) units (history, theory, rehearsal/technique, performance, and reflection) as well as the study of five (5) curriculum organizers (structure, role, context, thoughts images and feelings, expression and trust).

Rationale:

This course has been developed to support and encourage students interested in participating in a viable opportunity to bridge production, performance, and team building skills between the drama, dance, and music disciplines.

Organizational Structure:

| Unit/Topic | Title | Time |
|--------------------|---------------------|-------------|
| Unit 1 | History | 15 hours |
| Unit 2 | Theory | 1B hours |
| Unit 3 | Rehearsal/Technique | 55 hours |
| Unit 4 | Performance | 12 hours |
| Unit 5 | Reflection | 20 hours |
| Total Hours | | 120 hours |

Unit/Topic/Module Descriptions:

Unit 1:History

15 hours

Students will become familiar with the history of musical theatre through lecture and use of video, live performance and script analysis

Curriculum Organizer- Structure

It is expected that students will:

- demonstrate an understanding of the impact of historical context within the musical theatre realm

Curriculum Organizer- Role

It is expected that students will:

- communicate character, story, and emotions through historical study

Curriculum Organizer- Context

It is expected that students will:

- demonstrate an understanding of the impact of social, cultural, and historical context through the study of musical theatre

Unit 2: Theory**18 hours**

Students will become familiar with the theory of musical theatre through lecture and use of video, live performance and script analysis.

Curriculum Organizer- Structure

It is expected that students will:

- demonstrate an understanding of the impact of theoretical context within the musical theatre realm

Curriculum Organizer- Role

It is expected that students will:

- create/perform/communicate character through use of role

Unit 3:Rehearsal**55 hours**

Students will become familiar with rehearsal practices through lecture, individual instruction, and lab exercises.

Curriculum Organizer- Structure

It is expected that students will:

- communicate/demonstrate the use and importance of musical theatre production and management

Curriculum Organizer- Thoughts, images, and feelings

It is expected that students will:

- communicate/demonstrate thoughts images and feeling throughout rehearsal and performance

Curriculum Organizer-Expression and trust

It is expected that students will:

- develop and demonstrate expression and trust through the duration of the musical theatre course

Curriculum Organizer- Role

It is expected that students will:

- develop and demonstrate an understanding of role

Curriculum Organizer- Context

It is expected that students will:

- create/perform/communicate historical and social context through the study/rehearsal/performance of musical theatre

Unit 4:Performance**12 hours**

Students will become familiar with performance practices through lecture, individual instruction, lab exercises, and public performances.

Curriculum Organizer- Structure

It is expected that students will:

- create/perform/communicate character, story, and emotions in a musical theatre setting

Curriculum Organizer- Thoughts, images, and feelings

It is expected that students will:

- demonstrate the use of thoughts, images and feelings or messages communicated through the musical theatre production

Curriculum Organizer-Expression and trust

It is expected that students will:

- perceive/respond/communicate with other actors/musicians/dancers to form a cohesive story
- demonstrate teambuilding through use of expression and trust

Curriculum Organizer- Role

It is expected that students will:

- identify, describe, or analyze the principles of role in the musical theatre setting

Curriculum Organizer- Context

It is expected that students will:

- communicate context, both social and historical through rehearsal and performance

Unit 5:Reflection**20 hour**

Students will continue to develop their ability to reflect on their understanding of the curriculum organizers thoughts images and feelings, expression and trust, role, structure, and context.

Curriculum Organizer- Structure

It is expected that students will:

- analyze and make judgments on their use of rhythm, melody, expression, role, and form and design to demonstrate understanding

Curriculum Organizer- Thoughts, images, and feelings

It is expected that students will:

- analyze and make judgments on performance and test results

Curriculum Organizer-Expression and trust

It is expected that students will:

- analyze and make judgments on performance of self and peers with particular attention to issues of trust and expression

Curriculum Organizer- Role

It is expected that students will:

- analyze and make judgments on the use of role throughout each musical theatre setting

Curriculum Organizer- Context

It is expected that students will:

- analyze and make judgments on social and cultural understanding necessary to create and understand musical theatre

Instructional Component:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- brainstorming
- group work
- analysis of commercial musical theatre work
- analysis of own and classmate's work

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

Videos

Books

Scripts