

BAA Musical Theatre 12

District Name: Coquitlam

District Number: 43

Developed by: David Secunda

Date Developed: November 2004

School Name: Centennial

Principal's Name: Bryan Evans

Board/Authority Approval Date: February 22, 2005

Board/Authority Signature:

Course Name: Musical Theatre

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): Musical Theatre 11

Special Training, Facilities or Equipment Required:

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

Course Synopsis:

This course will encourage students to advance their exploration of production, performance and team building skills in plays amalgamating music, drama, and dance. Musical Theatre 12 supports students who take leadership roles as choreographers and singing coaches. In addition students will acquire advanced singing, dancing and acting skills through more challenging roles throughout the school year.

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	18 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. Students will be able to analyze the impact of historical events on characters and scripts.

Curriculum Organizer – Structure

It is expected that students will:

- demonstrate an understanding of the impact of historical context within the musical theatre realm
- understand and communicate to audiences theme, satire, and culture within a historical context

Curriculum Organizer – Role

It is expected that students will:

- communicate character, story, and emotions through historical study
- develop detailed vocal and physical characters immersed in particular historical eras

Curriculum Organizer – Context

It is expected that students will:

- demonstrate an understanding of the impact of social, culture, and historical context through the study of musical theatre
- demonstrate an understanding of the author's and composer's use of the genre to characterize social, cultural, and historical eras

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
- demonstrate an understanding of the structure of the musical in relation to advancing the story, organizing set and costume changes, and communication with the audience

Curriculum Organizer - Role

It is expected that students will:

- create/perform/communicate character through use of role
- compare and contrast emotions, relationships, and psychology through the analysis and creation of detailed roles.

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
- direct the cast in their preparation for roles and analysis of character

Curriculum Organizer – Thoughts, images, and feelings

It is expected that students will:

- communicate/demonstrate thoughts, images and feeling throughout rehearsal and performance
- create personal performance goals related to character development and motivation

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
- demonstrate an understanding of the nature of professionalism in rehearsal in order to build a nurturing rehearsal climate

Curriculum Organizer – Role

It is expected that students will:

- develop and demonstrate an understanding of role
- create original vocal, physical, and emotional choices consistent with character psychology and biography

Curriculum Organizer – Context

It is expected that students will:

- create/perform/communicate historical and social context through the study/rehearsal/performance of musical theatre
- demonstrate an understanding of the values of their own community in the creation of their roles and relationships in the production

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
- demonstrate an understanding of the importance of consistency in rehearsal and how it translates to performance

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
- demonstrate the skills needed in a style of acting and singing which encompasses the author's and composer's intentions

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 team building 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
- design the role within the context of the author's intention and to heighten the audience's appreciation.

Curriculum Organizer – Context

It is expected that students will:

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

UNIT 5 – REFLECTION

20 hours

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
- demonstrate an understanding of the genre as a means of communication

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
- examine their quality of participation and its contribution to a professional theatre ethic

Curriculum Organizer – Role

It is expected that students will:

- analyze and make judgments on the use of role throughout each musical theatre setting
- compare and contrast their accomplishments and role in relation to other roles and the audience's appreciation

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