

## **Board Authorized Course**

**Proposed Course: Musical Theatre 12**

**Credits: 2**

**Hours of Instruction: 60 hours**

**District: SD73 – Kamloops Thompson**

**Submitted by: Ellen McMillan**

**Date: March 25, 2009**

**School Name: Beattie School of the Arts – Pineridge Campus**

**Principal's Name: Mr. Michal Safek**

**BAA Approval Date:**

**Pre-requisites: n/a**

**Course Synopsis:** This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Through the combination of the three strands of musical theatre, singing, dancing and acting, students learn the value of developing community, as well as their confidence in building a professional level of performance. As a culmination, students reflect on their work and perform an entire musical production to the local community.

Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Creation and Analysis, and students are given the opportunity for self and peer assessment in each of the four units. The approach supports student skill development and encourages meaningful methods of interpreting and presenting a musical theatre production.

The approach supports student ownership and pride in performance as well as providing various skills sets and approaches to thinking and learning. It is inherent to the program that in this multi-grade course, that senior students would take on leadership roles within the production. Music theatre would thus be easily adapted to the needs of the various grades and experience of the students.

**Rationale:** Musical theatre incorporates multiple facets of the performing arts: acting, singing, and dancing. Students will learn to incorporate all of these skills to a performance level. Because this is a multi-grade class, students are expected to use the experience from previous levels to take on increasingly more leadership roles within the production.

## Organizational Structure:

Unit Title time

Unit 1 Overview of the Music Theatre Genre 5 hours

Unit 2 Audition Process 10 hours

Unit 3 Rehearsal Process 35 hours

Unit 4 Performance 10 hours

Total hours: 60 hours

## Unit Overviews:

### Unit 1: History of Music Theatre Time: 5 Hours

Students will become familiar with the stylistic differences of the musical theatre genre within historical context. Concepts such as How can the period in history change the librettos and music of each musical? And What type of musical would have been produced in an appropriate international city? will be explored through critical analysis/interpretation exercises.

#### Curriculum Organizer – Social and Cultural Issues

It is expected that students will:

- be able to identify historical contributions of London, Broadway and the Canadian stage

#### Curriculum Organizer – Creation

It is expected that students will:

- apply the creative process (i.e. singing, dancing and acting) in a historical scene

#### Curriculum Organizer – Analysis

It is expected that students will:

- be able to identify the features that make each international city's musical style unique
- be able to identify various eras in the musical theatre genre history

### Unit 2: Audition Process Time: 10 Hours

Students will be introduced to the process of audition in the context of the musical theatre genre. They will have to make creative decisions about their own personal audition. Concepts such as How the song the actor chooses can enhance their chances of getting onto a call back list. How can the actor best present themselves to the producers during an audition Select audition material is

appropriate to the role being auditioned for? These types of questions will have to be resolved creatively by the students themselves.

#### Curriculum Organizer – Creation

It is expected that students will:

- demonstrate the ability to make appropriate choices during rehearsal for their audition
- to critique others, analyze their own performance and be fully prepared and confident during the rehearsal process
- demonstrate the ability to lead the less experienced students during this process

#### Curriculum Organizer – Analysis

It is expected that students will:

- analyze their own and others performance
- earn a role and/or a call back performance or become a member of the ensemble

### Unit 3: Rehearsal Process Time: 35 Hours

Students will be ready and prepared to go through dance, singing, blocking and acting rehearsals on a regular basis. They will also be prepared to experience technical and dress rehearsals prior to performance.

#### Curriculum Organizer – Creation

It is expected that students will:

- apply the creative process in their work
- show enthusiasm, readiness and patience throughout the process
- demonstrate leadership during the rehearsal process

#### Curriculum Organizer – Analysis

It is expected that students will:

- recognize the differences between a well rehearsed scene and an early rehearsal scene
- assess and evaluate their own progress in respect to their performance in all three performing art genres
- assess and evaluate their peers progress in respect to their performance in all three performing art genres

### Unit 4: Performance Time: 10 Hours

Students will become familiar with the performance process. Concepts such as how the acting, singing and dancing fit together will be explored. Teams of students will assess their final performance for the overall quality of their work and how well they have addressed the musical theatre genre.

### Curriculum Organizer – Social and Cultural Issues

It is expected that students will:

- assess elements that contribute to the regional effects of music theatre in our local community.

### Curriculum Organizer – Creation

It is expected that students will:

- apply the creative process (i.e. perceptions, exploration, experimentation, production, and evaluation) in their work

### Curriculum Organizer – Analysis:

It is expected that students will:

- explain personal interpretation of and preferences for selected musical theatre genres
- analyze moral and legal considerations associated with producing music theatre
- analyze the role that video has in reflecting, sustaining and challenging beliefs and traditions
- assess the influence of music theatre on public opinion
- assess the overall quality of the production

### **Instructional Components:**

- direct instruction (choreography, singing coach, acting coach, music director)
- indirect instruction (observation)
- interactive instruction (feedback)
- independent instruction (when needed)
- modelling
- practical creativity
- brainstorming
- group work
- analysis

### **Assessment Components:**

- 60 % of the grade will be based on evaluations conducted throughout the course
- 40% of the grade will be based on a final evaluation of each student's final presentation, reflection and/or another method of evaluation suitable to the course content and administered toward the end of the course i.e. 30% rehearsal  
30% preparation

30% performance  
10% self evaluation

Performance Methods / Personal Communication

- project proposal outline - group dialogue - weekly assessment
- video logbook submissions - student/instructor/teacher anecdotal records
- portfolio - logbook reflection - checklists
- self evaluation - rubrics
- presentation of completed - peer evaluation - rating scales works
- posters/invitations to presentation
- event planner

**Learning Resources:**

- scripts
- musical scores
- experienced dance, music, acting instructors