

PERFORMING ARTS DEPARTMENT

INTRODUCTION TO MUSICAL THEATRE: COURSE #890

Contact Information

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The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of educational impact: societal, instructional and individual. Societally, students gain knowledge of the events and historical movements that shaped society. Instructionally, the arts may help to develop critical and creative thinking skills. Individually, the arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

For those students interested in developing skills in vocal, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to meet the varied needs and skill levels of the students, provide cultural enrichment for the students, provide aesthetic value for the students, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

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Course Frequency: One semester, 5 days per week

Credits Offered: 2.5 Credits

Prerequisites: None

Background to the Curriculum

Drama is essential to the performing arts curriculum. For many years ABRHS has had a successful, award-winning drama program, including speech and debate and broadcasting, with courses in each area. The drama courses allow students to develop skills that are needed in all of these courses; many students take the drama courses as a first step in their development of oral performance. The classes, therefore, aid those students who are interested in drama, as well as those students who are interested in both speech and debate and broadcast.

This class will focus on the development of Musical Theater, its history, and the unique place it holds in the world of entertainment. Selections representative of the beginning of this art form to the present day will be studied. The class will follow a fast-paced workshop format where students may choose scenes from a variety of shows to perform for peers. Songs from musical theater will be studied, and students may choose to rehearse and perform selections for the class. Basic musical theatre and dance styles and combinations will be introduced and practiced. Notable composers of musical theater will be studied, including Webber, Kern, Rodgers and Hammerstein, Ebb, Rice, Sondheim, and Porter. At times, video selections will be used to enhance the class. Assignments will include reading, short papers, play reading, and selection of scenes and/or songs for class performance.

Core Topics/Questions/Concepts/Skills

By the completion of this course of study, the student should be able to:

- Sing
 - ~ Learn selected literature of musical theatre
 - ~ Perform musical selections
- Dance
 - ~ Demonstrate and perform a basic vocabulary of musical theatre dance combinations
- Read and analyze scripts
 - ~ Study scripts from a variety of genres of musical theatre
 - ~ Demonstrate an understanding of the playwright/composer's intentions
- Critical Response
 - ~ Students will describe and analyze their own theatrical work and the work of others, using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Singing <ul style="list-style-type: none">• Learn selected literature of musical theatre• Perform musical selections	1.1 Sing independently, maintaining accurate intonation, steady tempo , rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture. 1.2 Sing expressively with appropriate dynamics, phrasing , and interpretation. 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.
2] Dancing <ul style="list-style-type: none">• Demonstrate and perform a basic vocabulary of musical theatre dance combinations	o Movement Elements and Dance Skills: Students will identify and demonstrate movement elements and dance skills.

<p>3] Reading and analyzing scripts</p> <ul style="list-style-type: none"> • Study scripts from a variety of genres of musical theatre. • Demonstrate an understanding of the playwright/ composer's intentions. <p>4] Critical Response</p> <ul style="list-style-type: none"> • Students will describe and analyze their own theatrical work and the work of others, using appropriate theatre vocabulary. • When appropriate, students will connect their analysis to interpretation and evaluation. 	<p>2.11 Read plays from a variety of genres and styles; compare and contrast the structure of plays to the structures of other forms of literature.</p> <p>2.12 Demonstrate an understanding of the playwright as a collaborating artist who works with the director, actors, designers, and technicians.</p> <p>5.12 Attend live performances of extended length and complexity, demonstrating an understanding of the protocols of audience behavior appropriate to the style of the performance.</p> <p>5.13 Use group-generated criteria to assess their own work and the work of others.</p> <p>5.14 Demonstrate objectivity in assessing their personal abilities and creative endeavors.</p> <p>5.15 Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.</p> <p>5.16 Devise specific methods for documenting and assessing one's own artistic development throughout participation in a theatre project.</p> <p>5.17 Document and reflect on their own work created over several years and identify successful approaches that could be applied in the development of future work.</p> <p>5.18 Research the ways in which other artists have used self-reflection to document and refine their work.</p>
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Assessment

Students will be assessed on the following:

- Growth over the length of the course
- Attainment of pre-stated goals
- Journals
- Performance – all aspects including voice, dance and scene work
- Tests and quizzes

Materials and Resources

Materials will be used from varying eras of musical theatre literature, ranging from the turn of the twentieth century to present day contemporary. Literature for vocal selections and scenes will be substantial in its educational value.