

MUSICAL THEATRE 11

District Name:	Mission
District Number:	75
Developed by:	Beverley Holmes, David Fryer, Kim Grant
School Name:	Heritage Park Secondary
Principal's Name:	Mr. Kevin Kaardal
Board/Authority Approval Date:	January 18, 2005
Board/Authority Signature:	
Course Name:	Musical Theatre
Grade Level of Course:	11
Number of Course Credits:	4
Number of Hours of Instruction:	120

Prerequisite: Audition or Permission of Stage Director, Musical Director and Choreographer

Special Training, Facilities or Equipment Required: Rehearsal space, royalty-paid script of Broadway musicals, various music pieces and various scripts to be used in class. The Stage Director, Musical Director and Choreographer must also have prior musical theatre experience.

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. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the four strands of musical theatre: vocal, instrumental, movement / dance and acting. In the culmination of all proposed levels of instruction, students will produce a professional level Musical for the school, community and the District of Mission. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the Theatre Company), Pre-Production, Production and Post-Production (Reflection and Closing the Theatre Company). Methods in which students are expected to meet instructor expectations including written reflections, personal verbal response, practice logs movement/dance proficiency by set deadlines, line and song proficiencies by set deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units as well. The approach supports student ownership and pride in performance as well as providing various skill sets and approaches to thinking and learning. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the productions and other reflective process during and after its completion. Musical Theatre 11 students will, at this point, be assuming supporting lead roles which will encourage character development at a more complex level. Instrumentalists will be moving from section playing to lead playing. Rehearsal demands and time commitment will be increased from the grade 10 level. Script analysis, interpretation and character development are more complex. Instrumentalists will see increased range and technical facility. At this point, students may be singing solos or in small groups and dance requirements will be adjusted accordingly.

Rationale: Musical Theatre 11 continues to address the need for high level performance classes for students who not only want to hone their skills, but for those students who wish to perform for live audiences. While following many of the guidelines for choral and instrumental skills, movement/dance, speech and acting found in Choral and Instrumental music 11, Theatre Performance 11, and Dance 11, Musical Theatre will also demand that students develop these skills to the professional level. It is evident that the opportunity for young professional actors is a growing market and Heritage Park Secondary students should be exposed to these opportunities. It is also expected that as students progress through the Musical Theatre 10, 11 and 12 courses that they will become more eligible and equipped for larger leading roles both in class and within the professional world.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Building a Musical Theatre Community/Opening the Theatre Company	10 hours
Unit 2	Pre-Production/Rehearsal	69 hours
Unit 3	Production	35 hours
Unit 4	Post-Production (Reflection and Closing the Company)	6 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

Unit 1: Building a Drama Community/Opening the Theatre Company

Time: 10 hours

The primary goal of *Unit One: Building Community/Opening the Theatre Company* is to create a sense of commonality among the entire case of student performers. The primary mandate for this unit is to truly become a motivated, organic ensemble – a group that has a common performance goal with the highest personal and community standards. Students will be involved in team-building strategies, basic ensemble playing, as well as being introduced to the different roles in musical theatre: Lead, Solo, Dance Captain, Principle Dancers and Chorus, principal instrumental musicians and section instrumental musicians; and the four strands of Musical Theatre: Acting Song and Dance/Movement, Instrumental and Choral Music. In meeting the primary goal of crating of professional level Theatre Company, students will have to audition for desired roles. This experience relates to key concepts such as *What is the process of a professional Musical Theatre Audition? How does an actor get the role they are seeking? Why is this production important as a reflection of professional performance standards and why is the contribution of every cast member integral to the success of the show?* will be explored through the audition process and early classes.

Curriculum Organizer – Social and Cultural Issues

It is expected that students will:

- Identify elements of Social Responsibility crucial to the success of any group endeavour.
- Identify sensitivity issues and crate awareness to foster inclusion
- Contribute to the creation of a ‘Code of Conduct’ for the theatre company entitled the “Student Performer’s Contract”

Curriculum Organizer – Creation

It is expected that students will:

- Apply the creative process (i.e. perceptions, exploration, production, evaluation, role creation, character study, focus) in their work
- Create role using script
- Model Musical Theatre skills, exercises and technique for younger (Musical Theatre 10) peers.
- Continue to understand the role of the musician in the context of Musical Theatre

Curriculum Organizer – Performance

It is expected that students will:

- Explain personal interpretation of character and role
- Discuss elements of quality performance.
- Constructively criticize their work and their peers
- Instrumentalists will work as a unified whole to support the musical components in the production

Curriculum Organizer – Technology

It is expected that students will;

- Use different types of media to explore and research role, character, style and genre, timbre, intonation

Curriculum Organizer – Leadership

It is expected that students will:

- Develop leadership skills and community through student center activities in which Music Theatre 12 students lead and instruct younger students (Musical Theatre 10 and 11)
- Lead ensemble casts through various choral, movement and vocal exercises

Unit 2: Pre Production/Rehearsal

Time 69 hours

In the pre-production unit, students will go from script to stage preparing for a major Broadway musical performance. Students will discuss primary themes, character relevance and do intensive scene reads and studies. As roles are been cast, students will begin intensive, specific work on character and chorus scene by scene. Blocking rehearsals, dance and singing rehearsals are independent and then gradually combined for successful learning through building block integration. The process continues to *Act Run -Through* to *Whole Show* integrated runs/rehearsals. Students will be provided a guided organic rehearsal environment where their opinion is valued as an integral aspect of successful peer-mentoring, whole scene development and performance success. Musical Theatre 12 students will also be trained in higher-level acting theory and terminology, including Stanislavsky's Method, Lee Strassberg's principles of naturalism and the differentiation between method and technique. (Living in the moment of the world one creates)

Curriculum Organizer – Social and Cultural Issues

It is expected that students will:

- Demonstrate aspects of Social Responsibility to integrate all talent/experience levels in all three strands of Musical Theatre.
- Mentor students in areas of expertise
- Foster an organic rehearsal environment where all opinions are valued
- Fulfill the expectations and obligations as outlined in the Student Performers Contract.
- Develop relationships with other instrumentalists to allow for sectional rehearsals

Curriculum Organizer – Creation

It is expected that students will:

- Gather relevant information from appropriate sources for supporting role character
- Apply the creative process by making interesting, justified character decisions
- Create specific role using script from an established Musical
- Take direction in the 4 strands of Musical Theatre
- Coordinate schedules to allow for sufficient time for individual practice

Curriculum Organizer - Performance

It is expected that students will:

- Prepare and perform an assigned role as a supporting character in an established Musical
- Prepare and perform song, dance and script for audition
- Create a believable environment in an established Musical
- Rehearse independently and lead small rehearsal groups

Curriculum Organizer – Analysis

It is expected that students will:

- Explain personal interpretation of character and role through character development
- Discuss elements of quality performance through the rehearsal process
- Constructively criticize the work of their peers and themselves throughout the rehearsal process
- Use a director's instruction to develop scene, dance and song

Curriculum Organizer – Technology

It is expected that students will:

- Use different types of media to explore and research role, character, style and genre as they relate to the student's character and the time/place of the chosen Musical.

- Use the Internet to access an on-line callboard (rehearsal schedule) for extra rehearsal times, locations and important notices.
- Develop a power point presentation to demonstrate learning.
- Become familiar of the use of wireless microphone technology.

Unit 3: Production

Time 35 hours

Students do the final preparations for the performance of the musical including Whole Show runs, Costume Parade and Full Dress Rehearsals. It is at this time that students explore the venue of a full-sized professional theatre. Students will be exposed to theatre technology ranging from rotating floors to flown-in set pieces and the safety training required to incorporate these tools into the performance. Concepts such as quick changes, scene calls, reacting to stage management and stage signals will be incorporated into final rehearsals. Finally the performance begins! From full dress and makeup to a live audience, students and experience the satisfaction of the live Musical Theatre experience.

Curriculum Organizer – Creation

It is expected that students will:

- Apply the creative process in their work (i.e. perceptions, exploration, experimentation, production, and evaluation) as a supporting member of the cast
- Create drama using the four elements of Musical Theatre
- Create a character based on the principals of Method Acting
- Develop and incorporate beat counts, including directed Tempo beats.

Curriculum Organizer – Performance

It is expected that students will:

- Perform their supporting role for the chosen musical for live audience
- Perform their duties and off stage as required by directors and stage managers/tech crew.

Curriculum Organizer – Analysis

It is expected that students will:

- Take post-production criticism in preparation for the following show (Show notes from a director which indicate areas which need improvement before the next show)
- View and criticize their own and the entire Theatre Company's performance via media and reflection.
- Maintain a class journal

Unit 4: Post Production: Reflecting and closing the Theatre Company

Time: 6 hours

In this final unit, students will share and reflect on their work. They will prepare written summaries of their roles in the project and review not only the trials of developing such a performance, but celebrate in its successes. The students will complete an evaluation of the entire creative process and theorize about the impact performance had on the school and community. Students will discuss the value of each member of the ensemble and provide insight to the instructor about the process for consideration for the following year's class.

Curriculum Organizer – Social and Cultural Issues

It is expected that students will:

- Be able to share the impact in which the Musical Theatre course experience has affected them as citizens of a school and community
- Discuss the importance of theatre for generating school spirit and a feeling of community within a secondary school setting.

Curriculum Organizer – Analysis

It is expected that students will:

- View and criticize their own and the entire Theatre Company's performance via media and reflection.

- Evaluate their own contribution to the class, including meeting the criteria found in the Student Performer's Contract.
- Compose a PMI (Plus, Minus, Interesting) index based on the class experience.
- Use appropriate vocabulary when discussing Musical Theatre

Curriculum Organizer – Technology

It is expected that students will:

- Read and respond to theatre reviews of their performance via e-mail
- Create a power-point presentation to demonstrate their learning

Instructional Component:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Modeling
- Practical creativity
- Individual creativity: Solo and within an Ensemble
- Brainstorming
- Group work
- Analysis of video for correction, instruction
- Analysis of Production for examination, reflection

Assessment Component:

- Seventy percent (%) of the grade will be based on evaluations of skill development conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course.
- Thirty percent (%) of the grade will be based on a final evaluation of the production following the performance dates. Included in this process will be reflection, group/company critique, community response and any other evaluation to the course content and administered at the end of the course.
- Student/instructor/dialogue – periodic interviews regarding process and course objective
- Portfolio – written and digital samples of student work
- Student Performer's Contract - signed contract of expectations
- Daily assessments – student and teacher evaluation based on participation, time on task, leadership
- Teacher anecdotal records – strengths & weaknesses of students during rehearsal, a record of observations.
- Checklists – list of materials, tasks and schedules
- Rubrics – evaluating specific goals
- Self evaluation – maintained in journal on a day by day basis
- Peer evaluation – written and oral feedback using rubrics
- Group dialogue – discussions of issues and performance

Learning Resources

- Bordman, Gerald Martin. American Musical Theatre: A Chronicle 3rd Ed. Oxford University Press, 2001
- Various excerpts from Broadway Musicals (songs, scenes and monologues)
- Full script, lyrics and score of an established Musical for performance (TBA, to change every year.)
- Local community members

Additional Information: This class is the natural segue to the lead roles found in the proposed Musical Theatre 12 course. As students gain basic knowledge and practical experience in Musical Theatre and progress through these courses, it is expected that students will proceed from chorus to lead/principal as they grow as performers and to demonstrated excellence as they progress.