

## **GRADE 8 MUSICAL THEATER FRAMEWORK**

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### **EXPECTATIONS OF CLASS**

- Attendance to school rehearsals is expected.
- Excellent rehearsal and audience etiquette is expected.
- Attendance to school performances is expected.
- Attend at least one Fine Arts performance each semester.
- Immediate verbal feedback during class experimentation.
- Respect deadlines.

### **THEMES / CONTENT**

- Musical Theatre and theatrical traditions.
- Audition process and analyzing text.
- Designing and developing choreography.
- Performance based critiques.
- Reflection.

### **PERFORMANCES**

- One formal ensemble performance (with one or more performance dates) per school year.

### **REPERTOIRE**

- Musical Theatre production as selected by the lead teacher and administration.

## **ASSESSMENTS**

- Reflection and critique.
- Performance based assessments.
- Movement and choreography.
- Vocal.
- Staging.
- Costume design.
- Character work.

## **PERFORMANCE INDICATORS**

### **CREATE**

Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work. DOK 2  
Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work. DOK 2

Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work. DOK 2 E

Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices. DOK 3 E

Use repetition and analysis in order to revise devised or scripted drama/theatre work. DOK 2

Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work. DOK 3 E

Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent. DOK 3

Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DOK 2

### **PERFORM**

Explore different pacing to better communicate the story in a drama/theatre work. DOK 1 E

Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. DOK 2

Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance. DOK 3 E

Develop strategies to address challenges and evaluate their success using feedback from ensemble peers and other sources to refine performances. DOK 3 E

Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. DOK 3

## **RESPOND**

Recognize and share artistic choices when participating in or observing a drama/theatre work.

DOK 1 E

Analyze how cultural perspectives influence the evaluation of a drama/theatre work. DOK 1

Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work. DOK 1 E

Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria. DOK 2

## **CONNECT**

Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues. DOK 2