



Musical Theater Explorations

Course Information

Grade(s):	9-12
Discipline/Course:	Fine Arts - Humanities
Course Title:	Musical Theater Explorations
Prerequisite(s):	None
Course Description: <i>Program of Studies</i>	Musical Theater Explorations provides an introduction to the development of musicals. The course will explore how musicals combine the arts of storytelling, dance, music, and visual design, and will analyze the artform and its evolution into what we see on Broadway today. This is not a performance-based course, and students are not required to have a musical background.
Course Essential Questions:	<u>National Core Arts Standards</u> Creating 1: What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry? Creating 2: How, when, and why do theater artists' choices change? Responding 7: How do theater artists comprehend the essence of drama processes and theater experiences? Responding 8: How can the same work of art communicate different messages to different people? Responding 9: How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis? Connecting 10: What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? Connecting 11: What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? Connecting 11: In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?
Course Enduring Understandings:	<u>National Core Arts Standards</u> Creating 1: Theater artists rely on intuition, curiosity, and critical inquiry. Creating 2: Theater artists work to discover different ways of communicating meaning.

	<p>Responding 7: Theater artists reflect to understand the impact of drama processes and theater experiences.</p> <p>Responding 8: Theater artists’ interpretations of drama/theater work are influenced by personal experiences and aesthetics.</p> <p>Responding 9: Theater artists apply criteria to investigate, explore, and assess drama and theater work.</p> <p>Connecting 10: Theater artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Connecting 11: Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Connecting 11: Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p>
Duration: Credit:	1 semester 0.5 credits
Course Materials/Resources:	Musicals: The Definitive Illustrated Story (2021)
FPS Course Academic Expectation(s):	Exploring and Understanding Conveying Ideas
Year at a Glance (Units):	Unit 1: The Modern Musical (up to 1939) (5 weeks) Unit 2: A Golden Age (1940-1969) (5 weeks) Unit 3: New Inventions (1970-1999) (5 weeks) Unit 4: A Musical Revival (2000 - Present) (5 weeks)

Unit Number and Title:	Unit 1: The Modern Musical (up to 1939)
Duration:	5 weeks
Resource(s):	Musicals: The Definitive Illustrated Story
Unit Overview:	The origin of musical theater and its context with American History dating from the 1800s-1939. It will also explore the structure of the American Musical.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> TTH:Cr2-I.a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theater work. TH:Re8.1.I.b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theater work. TH:Re9.1.8.b. Consider the aesthetics of the production elements in a drama/theater work.
Essential Question(s):	Creating 2: How, when, and why do theater artists' choices change? Responding 8: How can the same work of art communicate different messages to different people? Responding 9: How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
Enduring Understanding(s):	Creating 2: Theater artists work to discover different ways of communicating meaning. Responding 8: Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics. Responding 9: Theater artists apply criteria to investigate, explore, and assess drama and theater work.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	Content: (Students will know...) <ul style="list-style-type: none"> ● the history of musical theater and its relationship with American History dating from the 1800s-1939 ● the structure of the American Musical (e.g. form, script, libretto, music score, characters role). ● major composers, writers, producers, performers, and creative/technicians from the 1800s-1939.

Skills: (Students will be able to...)

- explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theater work.
- identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theater work.
- consider the aesthetics of the production elements in a drama/theater work.

Unit Number and Title:	Unit 2: A Golden Age (1940-1969)
Duration:	5 weeks
Resource(s):	Musicals: The Definitive Illustrated Story
Unit Overview:	This unit will explore the influence of American musicals on American cinema and English theater. The unit will provide a survey of musicals dating from 1940-1969.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> TH:Re8.1.8.b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theater work. TH:Cn10.1.1.a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theater work. TH:Cn11.1.1.a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theater work.
Essential Question(s):	Responding 8: How can the same work of art communicate different messages to different people? Connecting 10: What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? Connecting 11: What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?
Enduring Understanding(s):	Responding 8: Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics. Connecting 10: Theater artists allow awareness of interrelationships between self and others to influence and inform their work. Connecting 11: Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.

Learning Goal(s):

Students will know and will be able to use their learning to:

(Content/ Skills)

Content: (Students will know...)

- the history of musical theater from 1940-1969.
- the impact of American Musicals on the West End Theater in London.
- the evolution of choreography in American theater, and relevant vocabulary.
- major composers, writers, producers, performers, and creative/technicians from the 1940-1969

Skills: (Students will be able to...)

- identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theater work.
- investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theater work.
- explore how cultural, global, and historic belief systems affect creative choices in a drama/theater work.

Unit Number and Title:	Unit 3: New Inventions (1970-1999)
Duration:	5 weeks
Resource(s):	Musicals: The Definitive Illustrated Story
Unit Overview:	The unit will discuss the invention of rock musicals and impact of mega musicals to the global musical theater genre.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> TH:Cr2-I.a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theater work. TH: Re7.1.I.a. Respond to what is seen, felt, and heard in a drama/theater work to develop criteria for artistic choices. TH:Re9.1.I.a. Examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
Essential Question(s):	Creating 2: How, when, and why do theater artists' choices change? Responding 7: How do theater artists comprehend the essence of drama processes and theater experiences? Responding 9: How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
Enduring Understanding(s):	Creating 2: Theater artists work to discover different ways of communicating meaning. Responding 7: Theater artists reflect to understand the impact of drama processes and theater experiences. Responding 9: Theater artists apply criteria to investigate, explore, and assess drama and theater work.

<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the history of musical theater dating from the 1970-1999. ● musical theater vocabulary (e.g. dialogue, blocking, staging, sitzprobe). ● major composers, writers, producers, performers, and creative/technicians from the 1970-1999. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theater work. ● respond to what is seen, felt, and heard in a drama/theater work to develop criteria for artistic choices. ● examine a drama/ theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
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Unit Number and Title:	Unit 4: A Musical Revival (2000 - Present)
Duration:	5 weeks
Resource(s):	Musicals: The Definitive Illustrated Story
Unit Overview:	The unit will explore jukebox shows, popular revivals, and small scale productions from 2000 to present.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> TH:Cr1.1.I.b. Explore the impact of technology on design choices in a drama/theater work. TH:Cr2-I.b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theater work. TH:Re8.1.I.c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theater work. TH:Re9.1.I.c. Formulate a deeper understanding and appreciation of a drama/ theater work by considering its specific purpose or intended audience.
Essential Question(s):	Creating 1: What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry? Creating 2: How, when, and why do theater artists' choices change? Responding 8: How can the same work of art communicate different messages to different people? Responding 9: How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
Enduring Understanding(s):	Creating 1: Theater artists rely on intuition, curiosity, and critical inquiry. Creating 2: Theater artists work to discover different ways of communicating meaning. Responding 8: Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

	Responding 9: Theater artists apply criteria to investigate, explore, and assess drama and theater work.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the history of musical theater dating from the 2000-present. ● musical theater vocabulary (e.g. sound design, lightning design, stagecraft, set design, and vocabulary that supports the appreciation of beauty and art). ● major composers, writers, producers, performers, and creative/technicians from the 2000-present. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● explore the impact of technology on design choices in a drama/theater work. ● investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theater work. ● justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theater work. ● formulate a deeper understanding and appreciation of a drama/ theater work by considering its specific purpose or intended audience.