

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

MUSICALTHEATRE

Date: January 2019

Course Length: 2 Semesters

Proposed Grade Level(s): 10th – 12th

Subject Area: VAPA

Grading: A - F

Credits: 5 per semester

Prerequisite(s): Drama 1, Choir, or Participation in a High School Drama Production

Intent to Pursue ‘A-G’ College Prep Status: Yes

A-G Course Identifier: F: Visual and performing arts

COURSE DESCRIPTION:

This college-preparatory Visual and Performing Arts elective introduces students to the genre of musical theatre and calls upon them to analyze, critique, and create.

Students will examine the history of Musical Theatre from the 1920s through the present, paying close attention to cultural shifts in both storyline and music composition. Students will examine and analyze all aspects of musical theatre production—lyricism, composition, choreography, staging, production, and technical elements. Because theatre is an experienced art, students will have the opportunity to work both independently and collaboratively on the planning and execution of musical theatre numbers. In preparation for real-world experience, students will build an audition repertoire, write a resume, and participate in master classes and workshops. In keeping with the performance nature of theatre, students will end the year with a showcase of musical theatre solos, duets, and ensemble numbers.

GENERAL GOALS:

Goals:

- Students will obtain training and skills associated with Musical Theatre: singing, acting and movement/choreography, and use correct terminology and vocabulary in written and oral discussion.
- Students will achieve an understanding of the historical, creative, artistic, and aesthetic aspects of musical theatre in relationship to American History.
- Students will gain knowledge and understanding of the social and cultural impact of the musical theatre art form on society and culture.
- Students will achieve a professional and personal understanding of the arts through rehearsals, auditions, performances and presentations (both written and aural).
- Students will critically analyze musical theatre performances.

DETAILED UNITS OF INSTRUCTION:

Unit 1: “Wheels of a Dream” - An Introduction to Musical Theatre Composers, Lyricists, Choreographers, Styles, and Structures

Students Will:

- Gain an understanding of the chronology of American Musical Theatre.

- Study a history of Musical Theatre, from the 1920s to present:
 - Jerome Kern
 - Rodgers & Hart
 - Rodgers & Hammerstein
 - Lerner & Loewe
 - Kander & Ebb
 - Stephen Sondheim
 - Andrew Lloyd Webber
 - Stephen Schwartz
 - Lin Manuel Miranda
- Study various musical theatre styles and structures:
 - Common types of Musical Theatre
 - Components of Musical theatre and how they function within the medium
 - Types of Musical Theatre Songs
- Prepare and present a research-based multimedia presentation (*SUMMATIVE*)

Unit 2: “There’s No Business Like Show Business” – The Musical Theatre Industry – Auditions, Technical Elements

Students Will:

- Study the musical theatre industry, from both the performance and technical aspects of the theatre:
 - Auditions
 - Sound Design
 - Lighting Design
 - Costume Design
 - Makeup Design
 - Production Design
- Prepare an audition binder and write a professional resume
- Create a design map for a production (*SUMMATIVE*)
- Participate in a design workshop
- Prepare and execute an audition (*SUMMATIVE*)

Unit 3: “My Shot” - Musicality, Lyrics as Text, and Staging/Choreography

Students will:

- Apply elements of musicality to a song performance including phrasing, notes, tempo, rhythm, and key
- Translate the lyrics of a song into clearly motivated text/dialogue within song performance
- Understand and apply staging techniques including choreography, blocking, and relationship descriptors to create specific and imaginative staging
- Participate in a movement workshop
- Learn and perform a musical theatre ensemble number
- Prepare and perform a musical theatre solo, duet, or trio (*SUMMATIVE*)

Unit 4: “Seize the Day” - Musical Theatre Showcase

Students Will:

- Critically analyze and review a musical theatre performance (*SUMMATIVE*)
- Synthesize what they have learned throughout the year and present a musical theatre showcase to a live audience.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond using the vocabulary of theatre.

1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme to describe theatrical experiences

1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.

3.2 Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun*, *Antigone*, and the *Mahabharata*.

3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences. Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers.

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbook

Musical Theater: A History, by John Kenrick, Methuen Drama, Second Edition, (2017).

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** as they make choices on songs, scenes, choreography, etc., to practice and perform.
- **Constructive Thinkers:** as they analyze and critique a number of performances, thinking creatively and critically about choices an actor/director/choreographer has made.
- **Effective Communicators:** as they learn wide-ranging vocabulary that promotes literacy in the performing arts. They will consistently communicate through written work as well as learn to communicate to an audience through blocking, choreography, and acting choices.
- **Collaborative Workers:** as they work in groups for workshops, constructive criticisms, and in rehearsals and performances.
- **Quality Producers/Performers:** as they work shop audition pieces and go through training to improve over time. They will also present historical information through presentations to show mastery.
- **Responsible Citizens:** as they develop a cultural awareness through their exposure to a wide variety of musical theatre composers, lyricists, choreographers, directors, and producers.

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