

High School Fine Arts Department: Theatre

Name of Course: Musical Theatre I & II*

Course Description:

Musical Theatre I: Designed for singers who want to act and actors who want to sing, the Musical Theatre course will include areas of study in scene and song performance, direction and movement/choreography. A performance-based class; students will have the opportunity to experience group and solo presentations of significant plays of American Musical Theatre.

***Musical Theatre II:** Designed for students who completed Musical Theatre I and want to extend their knowledge in Musical Theatre Performance. Students will act, dance, and sing major works in the American Musical Theatre. Students will direct, choreograph, and perform solo songs, duets, and large group numbers. Students will also research and critiques works in American Musical Theatre.

Some years, both courses will meet at the same time. Students who take Musical Theatre II will have varied content of songs for reading/analysis. All projects have multiple options. Students must choose a different project option from the previous course. Musical Theatre II students are required to take on leadership roles in the class to learn directorial concepts, analytical/critical viewpoints, and choreography skills.

Initial Creation Date (if applicable) and Revision Dates:

Revision Date: October 26th, 2023

Wallenpaupack Area School District Curriculum

COURSE: Musical Theatre

GRADE/S: 9-12

UNIT 1: Choreography

TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, D, G H 9.3.12.A

UNIT OBJECTIVES (SWBATS):

- Identify Musical Theatre Choreography Song
- Create a character
- Identify/Create a setting & Time Period
- Learn the choreography

• Write a monologue connecting the character to the song/setting • Memorize monologue and choreography • Create reactions and expressions throughout dance/monologue • Perform Choreographed dance and monologue in character • Self-evaluation
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Term Identification • Discussion/Voting on songs • Demonstrations of choreography • Day to Day practice and revision of choreography • Research and writing of characters/monologues
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • In-Class Discussions • In-Class Participation • Written Work: Character Profile Sheet, Monologue Writing • Memorization Check • Performance of Choreography, Monologue, Character
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Research the musical the song comes from • Watch or read the musical script Musical Theatre II students: • Creation of own choreography to song or other song from musical • Make directorial choices such as staging and characterization for peers in Musical Theatre I
RESOURCES (Technology Based Resources, Text Resources, etc.): Musical soundtracks and videos: online Choreography and Monologue Requirements Rubrics Character Profile Sheets
KEY VOCABULARY: Choreography Terms, Ballet, Tap, Jazz, Modern, Cotemporary or other genres of dance and specific technique terms (dependent on style of song selected), characterization, intention, reactions, expression, blocking, memorization

Wallenpaupack Area School District Curriculum	
COURSE: Musical Theatre	GRADE/S: 9-12
UNIT 2: Song Project 1: Quick and Easy Method	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, D, G, H 9.3.12 A, B
UNIT OBJECTIVES (SWBATS):

- Identify a song from a musical that suits your character type
- Research the song, character, and musical
- Study and learn the song.
- Create a realistic set using in-class furniture, set pieces, and props.
- Rehearse the song for vocal ability, song accuracy, note accuracy, character development, staging, expression, and believability.
- Memorize lyrics.
- Dress rehearsal of performance of song for class.
- Correct critiques posed by the teacher.
- Perform a full performance with corrections made for the class.
- Self-evaluation.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- In class research: find a song from a musical that suits your character type (look up info on musical, character, and what the song is about)
- In class practice: listen and learn the song.
- Create a realistic set using in-class furniture, set pieces, and props.
- Rehearse the song for vocal ability, song accuracy, note accuracy, character development, staging, expression, and believability.
- Memorize lyrics.
- Dress rehearsal of performance of song for class.
- Correct critiques posed by the teacher.
- Perform a full performance with corrections made for the class.
- Self-evaluation.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-Class Participation (working on projects)
- Written Work: character profile sheet, ground plan, blocking written out, summary of musical, meaning of song, self-evaluation
- Discussion
- Memorization of lyrics/song accuracy
- Dress Rehearsal Performance
- Final Performance

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Potential to read and research other musicals
- Potential to research playwrights, actors, or theaters that presented these musicals and critiques reviews of those performances.
- Watch performances of these musicals, write critiques.

Musical Theatre II students:

- Choose different song selections from previous coursework
- Personal reflection on problem areas—areas to focus

RESOURCES (Technology Based Resources, Text Resources, etc.):

Song Project 1 Requirements and Rubric Musical Song Books (from my library) Musical Lyrics, sheet music, Broadway soundtracks, accompaniment tracks (online—youtube) Online resources (student guided) for research on musical plot synopsis, characterization, etc.
KEY VOCABULARY: blocking/staging, vocal accuracy, song accuracy, characterization, intention, reaction/expression, ground plan, memorization, lyrics, sheet music, character type believability.

Wallenpaupack Area School District Curriculum	
COURSE: Musical Theatre	GRADE/S: 9-12
UNIT 3: Song Project 2: 5 Step Method	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 A, B, C, D, G, H 9.3.12.A, B
UNIT OBJECTIVES (SWBATS): • Student Song Choice • Identify lyric/song/character basics • Write a monologue • Connect monologue to lyrics • Stage/Block Song • Vocal Performance of Song • Full Performance of Song
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Research musical theatre shows and songs, choose a song based on lyrics that you personally connect with • Identify the basic character needs/given circumstances for the song based on the lyrics only • Write a monologue of your own story based on the tone and style of the lyrics • Connect your monologue to your lyrics and memorize line of monologue, line of lyric (flow, tone, and length similar) • Stage your monologue/lyrics in the place where your story took place • Sing your lines of lyrics, while thinking of your monologue, and performing your staging in your space—make connections to your actual event • Perform song with staging, costume, and believability—clear connection of your story with song lyrics, expression, reactions, etc.
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • In-class participation: research, rehearsals, planning • In-class participation: Discussion, one-on-one viewing/rehearsals • Written work: step 1: questions/analysis of lyrics, monologue, monologue/lyric connection, set design, costume design, technical design, prop list

• Memorization • Step 3, 4 Performances • Step 5: Final Performance • Ending evaluation
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Potential research on full musical • Watch full production of musical • Critique full musical • Identify and breakdown other songs in the musical using the 5-step method Musical Theatre II students: • Choose different song selections from previous coursework • Personal reflection on problem areas—areas to focus • Give constructive criticism to peers in Musical Theatre I—assist with rehearsals to help classmates
RESOURCES (Technology Based Resources, Text Resources, etc.): • 5 Step Method Requirements and Rubric • Book: <i>5 Step Method to Singing a Musical Theatre Song</i> • Musical Song Books (from my library) • Musical Lyrics, sheet music, Broadway soundtracks, accompaniment tracks (online—youtube) • Online resources (student guided) for research on musical plot synopsis, characterization, etc.
KEY VOCABULARY: Characterization, Exaggeration, ground plan, emphasis, expression

Wallenpaupack Area School District Curriculum	
COURSE: Musical Theatre	GRADE/S: 9-12
UNIT 4: Musical Theatre Review/Critique	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS: 9.2.12 E 9.3.12 A, B, C, E
UNIT OBJECTIVES (SWBATS): • Observe musical theatre production • Analyze character, performances, setting, etc. • Discuss opinions with class • Identify differences • Critique performance (formal and informal)
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Watch a musical theatre movie (or if possible, a live musical theatre production) • Compare and contrast a live theatrical production to a filmed version

- Analyze character choices and actor performances
- Discuss comparisons and analysis in class
- Answer questions posed by teacher
- Critique on worksheet

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-class participation: observing, discussion
- Written Work: Critique hand-out

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- View a different staged production on own
- Critique a staged or filmed production of a full musical

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Musical Critique Requirements, Handout, & Rubric
- Various Approved Productions (DVDs or online)

KEY VOCABULARY: intention, characterization, blocking/staging, reactions, motivation, vocal accuracy, emotional connection, believability, directorial choices, setting, realism