

Singing for Musical Theater Overview

Content Area: **Music**
Course(s): **SINGING FOR MUSICAL THEATRE**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

This quarter course will allow students to receive practical group instruction in vocal technique appropriate to musical theatre performance. Through performance-oriented exploration of the various stylistic periods and study of the works of various musical theatre composers, students will refine their knowledge of vocal production and apply it to the broader area of movement and acting that combine to create the musical theatre performance.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages	S		
4. Mathematics		8. Technology Literacy			

Textbooks and other resources

COURSE RESOURCES

Reference books/sheet music such as *The Singer's Musical Theatre Anthology*

Teacher-selected solo and small ensemble works

Videos of professional performers

Articles/theatre reviews

Other equipment

a. metronomes

b. music stands

c. adequate, secure storage facilities to accommodate above equipment and music

Standards

Musical Theatre instruction in the high school is intended to contribute to the achievement of the following goals:

1. To acquire knowledge and increase aesthetic awareness of the genre of musical theatre. (1.4.12.A.3) (M)
1. To utilize and manipulate elements of musical theatre to produce artistic performances and develop a vocal style for musical theatre singing, using a healthy technique. (1.3.12.B.1) (M)
1. To utilize movement to develop stage presence and evoke character. (1.3.12.C.2) (M)

COURSE SCOPE AND SEQUENCE CHART

Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	P. (S) A
Unit 1 <u>Vocal Production</u> : Develop vocal technique and performance with proper posture, breath support and appropriate musicianship.	1.3.8.B.2 (R) 1.3.12.B.1 (M)	1	Ongoing	P. A S A

				S A
Unit 2 <u>Musical Development</u> : Selection and preparation of a song from Broadway literature that fits each student's voice and ability level.	1.1.12.B.2 (M) 1.3.12.B.1 (M) 1.3.12.B.2 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.3 (M) 1.4.12.A.4 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) 8.1.12.A.3 (D) 8.1.12.D.1 (D)	1	Ongoing	P A S A S A
Unit 3 <u>Character Development/Staging</u> : The entire class collaborates to interpret and stage each individual piece and collaborate together in a designing a group finale including character study of each piece.	1.1.12.B.2 (M) 1.2.12.A.1 (M) 1.3.12.B.1 (M) 1.3.12.B.2 (M) 1.3.12.C.2 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.3 (M) 1.4.12.A.4 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) 7.1.NM.A.2 (D) 7.1.NM.A.3 (D) 7.1.NM.A.5 (D) 8.1.12.A.3 (D) 8.1.12.D.1 (D)	1	Ongoing	P A S A S A

Unit 4 <u>Performance and Critique</u> : Perform in master classes on character monologues and vocal technique, individual vocal performances, and collaborative group finale; Provide positive critique in master classes on character monologues and vocal techniques	1.1.12.B.2 (M)	1	Ongoing	P A S A S A
	1.3.12.B.1 (M)			
	1.3.12.B.2 (M)			
	1.3.12.C.2 (M)			
	1.4.12.A.1 (M)			
	1.4.12.A.2 (M)			
	1.4.12.A.3 (M)			
	1.4.12.A.4 (M)			
	1.4.12.B.1 (M)			
	1.4.12.B.2 (M)			
	1.4.12.B.3 (M)			
	8.1.12.A.3 (D)			
	8.1.12.D.1 (D)			
	9.2.12.C.1 (D)			

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.

VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be assessed from the following criteria/activities:

- Class participation
- Individual performance assessments
- Class attendance
- Collaborative performance assessment
- Class preparation: music

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient

F Failing Partially Proficient

COURSE EVALUATION

In Musical Theatre, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual Units and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

SCED 1546 Musical Theatre (East Brunswick High School)

Course Number	Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
1030	45	050	A	Q	10-12	1.25	210	E	10/17/2002