Bristol Public Schools

Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Musical Theater
Course Description for Program of Studies	Students will learn the basics of musical theater while creating and performing a showcase featuring production numbers from musicals focused on a common theme.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Building Individual Creativity	Ensemble Activities	Technical Skills	Showcase Development	Audition Skills	Rehearsal Performance	Respond & Reflect
Creating							
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S			P			
TH:Cr2.1 Organize and develop artistic ideas and work.		S		P			
TH:Cr3.1 Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.	P	P		P		P	
Performing							
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.			P	P	P	P	
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P	P		P	P	

TH:Pr6.1 Convey meaning through the presentation of artistic work.					P		
Respond							
TH:Re7.1 Perceive and analyze artistic work.							P
TH:Re8.1 Interpret intent and meaning in artistic work.							
TH:Re9.1 Apply criteria to evaluate artistic work.							
Connecting							
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.							
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				P			

UNIT ESSENTIAL QUESTIONS

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists' choices change?
- How do theatre artists transform and edit their initial ideas?
- Why are strong choices essential to interpreting a drama or theatre piece?
- What can I do to fully prepare a performance or technical design?
- What happens when theatre artists and audiences share a creative experience?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

UNIT ENDURING UNDERSTANDING

- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or des.
- Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning
- Theatre artists make strong choices to effectively convey meaning.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

UNIT 1: BUILDING INDIVIDUAL CREATIVITY

UNWRAPPED STANDARDS

Standard			Type of Standard	Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	**Common Misconceptions**
		X	Product Development	Improvisation is easy. Playing a game is not an academic activity.
			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	**Resources**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia (improvencyclopedia.org), UCB Improv Manual
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN:

- Demonstrate appropriate physical and vocal warmups
- Express thoughts, feelings, and actions through performance
- Utilize basic theater terminology

UNIT 2: ENSEMBLE ACTIVITIES

UNWRAPPED STANDARDS

Standard			Type of Standard	Concepts and Disciplinary-Specific Vocabulary
TH:Cr3.1. HSI b.	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		X	Product Development	**Common Misconceptions**
			Learning Behavior	Improvisation is easy. It doesn't help to have a relationship with your scene partner. Playing a game is not an academic activity.
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Resources**
		X	Physical Skill	Improv Encyclopedia (improvencyclopedia.org), UCB Improv Manual
		X	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Express thoughts and feelings with my words and actions with a partner or group.
- Improvise in a structured setting as a group.

UNIT 3: TECHNICAL SKILLS (Staging and Voice)

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Pr4.1.H SI b.	Shape character choices using given circumstances in a drama/theatre work.	X	Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	**Common Misconceptions**
		X	Product Development	I don't have to project to be heard. Projecting my voice for the stage is the same as my regular speaking voice. Stage directions are the same as house directions.
			Learning Behavior	
TH:Pr5.1.H SI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	**Resources**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia (improvencyclopedia.org)
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
- Project my voice so I can be heard on stage and off.
- Discern appropriate speaking volume.

UNIT 4: AUDITION SKILLS

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Pr4.1. HSI a.	Examine how character relationships assist in telling the story of a drama/theatre work. b. Shape character choices using given circumstances in a drama/theatre work	X	Content Knowledge	Objective, Tactic, Action, Choices, character relationships, lines, memorize.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	**Prior Knowledge Needed**
		X	Product Development	Stage Directions, Voice Projection.
			Learning Behavior	
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance		Content Knowledge	**Common Misconceptions**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	I don't have to memorize the material. It's easy to memorize the material. I can add acting choices without memorizing the material. Acting is second nature and doesn't need to be practiced.
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr6.1. HSI a.	Perform a scripted drama/theatre work for a specific audience.		Content Knowledge	**Resources**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Assorted sheet music, vocal accompaniment tracks
		X	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Analyze myself including my physical, emotional, vocal range and special talents/skills
- Connect my self reflection to a character in a musical and how it shapes the character
- Select a musical theater song that relates to me
- Create a clean copy of my selected song
- Understand and identify objectives and actions/tactics within my chosen monologue and apply it to my performance
- Understand and identify musical elements and vocal choices to further my character development and apply it to performance
- Refine and perform my song for an audience

UNIT 5: SHOWCASE DEVELOPMENT

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1. HSI a.	Apply basic research to construct ideas about the visual composition of a drama/theatre work.		Content Knowledge	Script, act, scene, line, character, given circumstances, objective, tactic, action, choices, character relationships, lines, memorize, cheat out, upstage, downstage, stage right, stage left, voice, head voice, chest voice, diction, annunciation, theme, jazz age, golden age, contemporary, current.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	**Prior Knowledge Needed**
		X	Product Development	Vocal Technique, Theater Roles, Body Awareness
			Learning Behavior	
TH:Cr2.1. HSI b.	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.		Content Knowledge	**Common Misconceptions**
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Finding thematically appropriate music is hard. Finding thematically appropriate music is easy.
			Physical Skill	
		X	Product Development	
			Learning Behavior	

| TH:Cr3.1. HSI a. b. | Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. | | Content Knowledge | **Resources** |
|---|---|---|---|---|
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | Assorted scripts, Musical selections, video clips, theater critiques, and production websites. |
| | | X | Physical Skill | |
| | | X | Product Development | |
| | | | Learning Behavior | |
| TH:Pr4.1. HSI a. b. | Examine how character relationships assist in telling the story of a drama/theatre work.

Shape character choices using given circumstances in a drama/theatre work. | X | Content Knowledge | |
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cn11.2 .HSI a. b.	Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work. | | Content Knowledge | |
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

Learning Targets
I CAN: ● Reflect on my interests and passions to identify themes in musical theater I can relate to ● Research songs and scenes that will fit the theme i've chosen ● Present my ideas to my peers and teacher in an organized and supportive manner. ● Collaborate with my peers to organize selections for our end of year showcase ● Research musical theater songs and characters to find songs that fit the theme of our showcase and abilities of the class.

UNIT 6: REHEARSAL / PERFORMANCE

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr2.1. HSI b.	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.		Content Knowledge	Script, act, scene, character, given circumstances, objective, tactic, action, choices, character relationships, voice, head voice, chest voice, diction, annunciation, theme, chorus, belting, legit, choreography.
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1. HSI a. b.	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.		Content Knowledge	**Prior Knowledge Needed**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Stage directions, voice projection, basic singing technique
		X	Physical Skill	
	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	X	Product Development	**Common Misconceptions**
			Learning Behavior	Memorizing lines is easy. Conveying meaning is easy. Developing character choices is a simple task. I don't have to practice.
TH:Pr4.1. HSI a. b.	Examine how character relationships assist in telling the story of a drama/theatre work.	X	Content Knowledge	**Resources**
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Assorted sheet music, vocal accompaniment tracks, accompanist, production elements (set, costumes, lights, sound).
			Physical Skill	

	Shape character choices using given circumstances in a drama/theatre work.	X	Product Development
			Learning Behavior
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
		X	Product Development
			Learning Behavior
TH:Pr6.1. HSI a.	Perform a scripted drama/theatre work for a specific audience.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
			Product Development
			Learning Behavior

Learning Targets
I CAN: ● Analyze my given character and their relationship to others and the story. ● Collaborate with the director, actors, and the playwright to implement stage blocking ● Use memorization techniques to memorize my lines and music for the performance ● Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. ● Practice and refine my performance ● Finalize and perform the play for an audience.

UNIT 7: RESPOND AND REFLECT

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1. HSI a.	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	X	Content Knowledge	Choices, focus, ensemble, performance, memorization, blocking, choreography, physicality, confidence, volume, heard, understood, inflection, critique.
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	**Prior Knowledge Needed**
			Product Development	Stage directions, voice projection, basic singing technique
			Learning Behavior	
TH:Re9.1. HSI a.b.c.	Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	X	Content Knowledge	**Common Misconceptions**
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Self reflection is not productive. It's easy to give thoughtful and constructive feedback.
	Consider the aesthetics of the production elements in a drama/theatre work.		Physical Skill	**Resources**
			Product Development	Theater reviews, performance rubric, recording of production.
			Learning Behavior	
	Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.	X		

Learning Targets

I CAN:

- Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines against a rubric
- Respond to our performance using our success criteria