



Curriculum Proposal for Board of Education Curriculum Committee

Guidelines for Curriculum Proposal

Please provide clear, concise, and thorough statements for each of the following that apply.

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

Building Administrator: Carmen Maring

Date: 10/1/25

Dept./Gr. Level Chair: Matt Hawkins

Date: 10/1/25

Other Staff Affected: N/A

CURRICULUM PROPOSAL FORM

Proposal must be submitted to the Director of Curriculum & Instructional Technology

2 weeks prior to presentation before the Board of Education Committee

Proposal / Course Title: Middle School Musical Theater

Staff Member Requesting: Allison Rousseau

Department/Grade Level: UA/FA 7th/8th

THIS IS A PROPOSAL FOR (*italicize all that apply*):

New Course X

Course Content Change

Instructional Methods Change

Textbook Review or Change

Other

Number of Classes: 1

Total Number Students: Up to 30

Total Number of Teachers: 1

A. Current Curricular Description

This course is a one-trimester encore class designed for middle school students to explore the fundamentals of musical theater: acting, singing, and dancing. This class will have a specific focus on singing. Students will develop these foundational skills through a project-based approach, culminating in a showcase performance. The curriculum integrates the artistic processes and state standards of creating, performing, analyzing, and making connections, providing a holistic and engaging introduction to musical theater. The class aims to foster collaboration, confidence, and creative expression in a supportive ensemble environment. Aligns with district goals of Reading, Writing, and Speaking with Purpose.

B. Standards for Learning

Michigan Merit Curriculum for Virtual Arts, Music, Dance, and Theatre

- Perform Standard 1: Apply Skills and knowledge to perform in the arts
- Create Standard 2: Apply skills and knowledge to create in the arts
- Analyze Standard 3: Analyze, describe, and evaluate works of art
- Analyze in Context Standard 4: Understand, analyze, and describe the arts in their historical, social and cultural contexts
- Analyze and Make Connections Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life

C. Expected Student Learning Outcomes

1. Perform Technical Skills: Demonstrate proficiency in core vocal techniques, including consistent breath management, clear articulation, and identification of appropriate resonance placement to promote vocal health.
2. Analyze Music Fundamentals: Analyze and apply essential musical elements (rhythm, tempo, dynamics, pitch) through sight-reading simple rhythms and accurately interpreting a vocal score.
3. Collaborate Vocally: Perform simple two- and three-part harmonies with attention to proper intonation, balancing volume, and blending effectively with ensemble members.

4. Demonstrate Movement Vocabulary: Execute foundational dance and movement vocabulary with proper physical alignment, identifying and isolating different body parts.
5. Apply Physical Intent: Apply specific movement choices, posture, and established dance styles (e.g., classic jazz) to communicate the character's emotional intent within the context of a musical number.
7. Integrate Disciplines: Integrate simultaneous performance requirements of acting, singing, and dancing to create a cohesive and expressive musical scene.
8. Analyze Storytelling: Analyze how the musical composition (melodic line, harmony, tempo change) and choreographic choices (staging, style) inform and advance the overall narrative and character development of the piece.
9. Present Material: Perform rehearsed musical material and demonstrate professionalism, including appropriate stage and audition etiquette (slating, working with accompaniment, maintaining focus).
10. Evaluate Performance: Observe, describe, and reflect on self and peer performances using specific, appropriate musical and theatrical terminology to articulate strengths and areas for refinement.
11. Refine and Edit: Utilize feedback from instructors and self-assessment to iteratively refine artistic and technical choices in preparation for final presentation.

D. Time Requirements

1 Trimester long, 1 Section

E. Personnel Requirements

1 teacher

Potential partnering with KRESA aesthetic education teaching artists, choreographer, and GLMS drama teacher
Pianist once or twice a week for rehearsals/performance later in the trimester

F. Facilities and Equipment Requirements

A large, open classroom or multi-purpose room with space for movement and rehearsal.

A functional sound system with a microphone, speakers, and the capability to play music via Bluetooth.

A keyboard or piano for accompaniment

Basic portable props and costumes as needed for scene work.

Access to a larger performance space (e.g., cafeteria or auditorium) for the final showcase.

G. Teaching strategies and methodologies

Project-based learning to create a final performance piece that aligns with the district goal of Speaking with Purpose.

Collaborative group work to build ensemble skills and shared ownership.

Skill-building exercises, including vocal warm-ups, improvisation games, and choreography workshops.

Performance-based assessment with rubrics focusing on process, effort, and artistic choices, not just final product.

Journaling and written reflections to encourage self-assessment and critical thinking.

H. Materials and Textbook needs

A selection of musical theater sheet music from a variety of shows, genres, and eras.

Access to online resources such as lyrics databases and theatrical history websites.

No formal textbook is required.

Classroom supplies: paper, pencils, markers, and small props

I. Costs

Kids' Musical Theatre Collection – Volume 2 - With Access to Online Audio of Piano Accompaniments -29.99

Kids' Musical Theatre Collection – Volume 1 - Vocal Collection Softcover Audio Online - 26.99

Any Dream Will Do (Joseph and the Amazing Technicolor Dreamcoat) * Baby Mine (Dumbo) * Be Kind to Your Parents (Fanny) * Bein' Green (Sesame Street) * Born to Entertain (Ruthless) * The Candy Man (Willy Wonka and the Chocolate Factory) * Castle on a Cloud (Les Miserables) * Consider Yourself (Oliver) * Cruella de Vil (101 Dalmatians) * Dream for Your Inspiration (The Muppets Take Manhattan) * Ev'rybody Wants to be a Cat (The Aristocats) * Feed the Birds (Mary Poppins) * Friend (Snoopy) * Gary, Indiana (The Music Man) * Getting to Know You (The King and I) * Happiness (You're a Good Man, Charlie Brown) * I Always Knew (Annie Warbucks) * I Don't Need Anything but You (Annie) * I Don't Want to Live on the Moon (Sesame Street) * I Got the Sun in the Morning (Annie Get Your Gun) * I Know Things Now (Into the Woods) * I Whistle a Happy Tune (The King and I) * I Won't Grow Up (Peter Pan) * I'd Do Anything (Oliver) * I'm Late (Alice in Wonderland) * I've Got No Strings (Pinocchio) * In My Own Little Corner (Cinderella) * It's the Hard-Knock Life (Annie) * Join the Circus (Barnum) * Les Poissons (The Little Mermaid) Let's Go Fly a Kite (Mary Poppins) * Little Lamb (Gypsy) * Little People (Les Miserables) * Maybe (Annie) * My Best Girl (My Best Beau) (Mame) * My Favorite Things (The Sound of Music) * On the Good Ship Lollipop (Bright Eyes) * Part of Your World (The Little Mermaid) * Put on a Happy Face (Bye Bye Birdie) * Real Live Girl (Little Me) * Reflection (Mulan) * Sing (Sesame Street) * So This Is Love (The Cinderella Waltz) (Cinderella) * Someone's Waiting for You (The Rescuers) * Tomorrow (Annie) * The Ugly Duckling (Hans Christian Andersen) * We're All in This Together (High School Musical) * When I See an Elephant Fly (Dumbo) * When You Wish upon a Star (Pinocchio) * Where Is Love? (Oliver) * Who Will Buy? (Oliver) * With a Smile and a Song (Snow White and the Seven Dwarfs) * The Work Song (Cinderella) * Wouldn't It Be Lovely (My Fair Lady) * You're Never Fully Dressed without a Smile (Annie) * You've Got a Friend in Me (Toy Story)

The Singer's Musical Theatre Anthology - Teen's Edition Mezzo-Soprano/Alto/Belter Book/Online Audio Pack - 44.99
Pianist fees (vary)

Contents: ANNIE GET YOUR GUN: I Got the Sun in the Morning • BEAUTY AND THE BEAST: A Change in Me • CATS: Memory • A CHORUS LINE: What I Did for Love • CINDERELLA: In My Own Little Corner, Stepsisters' Lament • FINIAN'S RAINBOW: How Are Things in Glocca Morra • GODSPELL: Day by Day • GREASE: Freddy, My Love, There Are Worse Things I Could Do • HAIRSPRAY: I Can Hear the Bells • HANNAH MONTANA: I Learned from You • HERCULES: I Won't Say (I'm in Love) • HIGH SCHOOL MUSICAL: Start of Something New, What I've Been Looking For • INTO THE WOODS: I Know Things Now • JEKYLL & HYDE: Someone Like You • LES MISERABLES: Castle on a Cloud, On My Own • THE LITTLE MERMAID: Part of Your World • A LITTLE PRINCESS: Live Out Loud • MULAN: Reflection • OKLAHOMA!: I Can't Say No • ONCE UPON A MATTRESS: Shy • SMILE: Disneyland • THE SOUND OF MUSIC: Sixteen Going on Seventeen • SOUTH PACIFIC: Honey Bun • SPRING AWAKENING: Mama Who Bore Me • 13 - THE MUSICAL: The Lamest Place in the World, What It Means to Be a Friend • TICK, TICK... BOOM!: Come to Your Senses • WICKED: Popular, I'm Not That Girl, Defying Gravity • YOU'RE A GOOD MAN, CHARLIE BROWN: My New Philosophy

\$200-300 to start

\$100 annual for any additional music books/props

J. Schedules

Unit 1: Foundations (week 1)

Introduction & Stage Etiquette

Define musical theatre; warm-ups (physical and vocal); Review Stage Directions; Ensemble-building games; focus on vocal health.

Participation & Etiquette Check-in

Unit 1: Foundations (week 2)

Voice: Advanced Breath & Resonance

Review proper breathing; focus on vocal placement (resonance, masks); articulation drills with musical phrasing; introduction to sight-reading basics.

Identify and demonstrate three different vocal resonators (e.g., chest, head, mask).

Unit 1: Foundations (week 3)

Movement: Dance Fundamentals

Review of basic traveling steps (chassé, box step); introduction to pliés and tendus for proper warm-up; learning a simple center combination (focus on arm movements).

Replicate the basic center combination with attention to technique and energy.

Unit 1: Foundations (week 4)

Music Theory for Performers

Understanding rhythm (time signatures, note values); following a vocal score (where to breathe, dynamics); introduction to basic intervals and pitch matching, playing one line on the piano/finding your starting pitch.

Rhythm clap-back exercise (sight-reading a simple rhythm pattern).

Unit 2: Integration (week 5)

Analyzing Song Structure & Dynamics

Treat song dynamics (crescendo, diminuendo) as emotional shifts; break down 16-32 bars of a song focusing on musicality and how the tempo/key change supports the story.

Lyric/Music analysis journal entry (explaining how musical choices convey emotion).

Unit 2: Integration (week 6)

Integrating Dance & Staging

Learn a medium-difficulty, phrase-based choreography; immediately apply the song's context to the dance; focus on seamless transitions.

Performance of the choreography, graded on execution and character intent.

Unit 2: Integration (week 7)

Harmony & Vocal Blending

Working in duos/trios on simple two- or three-part harmony; focusing on intonation, balancing volume, and listening to others; learning rounds and easy counter-melodies.

Small group performance of a harmonized musical selection.

Unit 2: Integration (week 8)

Physicality, Archetypes, and Dance Styles

Explore how specific dance styles inform character; focus on posture, isolations, and non-verbal storytelling through movement.

Improv exercise: Physicalizing an emotion/archetype purely through choreographed movement.

Unit 3: Performance (week 9)

Audition Technique (Mock Auditions)

Slating (name, song); preparing 16 bars of music; mock auditions with feedback on presentation, preparedness, and attitude (not just talent).

Mock Audition (singing and acting a scene).

Unit 3: Performance (week 10)

Rehearsal Etiquette & Commitment

The role of the Stage Manager; proper behavior during rehearsal (pencils ready, note-taking); running small scenes/songs "off-book" (memorized).

Rehearsal Observation Check: Demonstration of professional rehearsal behavior.

Unit 3: Performance (week 11)

Staging & Finalizing

Polishing vocal, movement, and acting choices; applying corrections; simple costuming/prop considerations (no complex technical elements).

Dress Rehearsal/Final Run-Through.

Unit 3: Performance (week 12)

Performance & Reflection

Final Showcase (class presentation of the learned material); self-assessment and group critique; reflection on the trimester goals.

Final Showcase Performance & Written Reflection (What was the greatest challenge? What skill improved the most?).

K. Evaluation Procedures

Class performances, reflections, and end-of-trimester culmination performance

L. Follow up

N/A

M. Other staff affected

N/A