

# Musical Theatre

**Mrs. Walker: walkermg@milwaukee.k12.wi.us / 906-4900  
Cell Phone 807-5441**

## Syllabus

Musical Theater promotes learning the essential vocabulary and processes of theatre and basics of singing as well as reading, writing, and researching theatre literature, acting and technical theatre. Acting experience in this course includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. Singing experience in this course includes fundamentals of vocal production, theatrical singing styles and music theory. Students have the opportunities for practical application of knowledge in informal productions. This course develops creativity and spontaneity in those students wanting to explore theatre

This class is intended to be a fun learning experience – not just individually, but as a cohesive group. It can be the beginning of a lifetime of enjoyment, but like anything worthwhile, it requires effort, perseverance and commitment.

### **SCOPE AND SEQUENCE:**

#### **Theatrical Conventions and Practice:**

Review theatrical terms and foundations

Introduce history of the musical

#### **Warm-ups: Voice, Diction and Body:**

Review and refine warm-up techniques for body, voice and mind

#### **Character Motivation through Improvisation and dance:**

Create and sustain original believable characters through movement and song

#### **Character Analysis:**

Analyzing Characters from various genres of musicals

#### **Elements of Production:**

Identifying and comparing various roles in a musical production to plays

Comparing stage musicals to movie versions

#### **Theatrical Performance and Concepts:**

Application of production concepts by producing musical numbers and a small class musical play

## **GRADING**

MPS uses Standards-Based Grading to calculate student grades. All report card grades will be based on students' mastery of the academic standards identified for each course. Teachers will collect multiple pieces of evidence for each standard to determine what students know and can do using a proficiency based scoring system. Teachers will offer multiple ways for students to demonstrate mastery and will focus on progress over time by replacing old evidence with newer evidence. Practice activities will be provided and students will be encouraged to use practice as a way to strengthen their skills.

Effort and behavior will not be calculated in the students' grades. No credit will be given for non-academic activities or behaviors. Students must show responsibility for their own learning by completing the "Practice" activities (*i.e. what used to be called "Homework"*), acting on teacher feedback on their practice assessment, and taking necessary steps to re-take assessments when needed to master the concepts/skills being measured. **The responsibility is on the students' shoulders to demonstrate their mastery of concepts/skills in each class.** Students' grades will only reflect the **"Evidence"** of the **State/National Standards being assessed.**

All Students will take part in the Class Final Project/Assessment/Jury near the end of the semester.

- Students who need to complete or revise/redo any part of the Final Project/Assessment/Jury will have the opportunity to do so during the "official" Finals week.
- Students who satisfactorily complete all requirements and the Final Project/Assessment/Jury will receive an excused absence form for that Finals period (Parents must sign and turn form in before Finals week).

## **THEATRE STANDARDS (9-12)**

In grades 9-12, students view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding of personal issues and a broader worldview that includes global issues. Since theatre in all its forms reflects and affects life, students should learn about representative dramatic texts and performances and the place of that work and those events in history. Classroom work becomes more formalized with the advanced students participating in theatre, film, television, and electronic media productions.

*Several standards are normally taught at once within broader concepts. Standards-based grading in Performance Music weights the broader concepts ("Categories") as shown below. Standards used in each Category are listed.*

## Grading Criteria

<b>Category 1: CREATE</b> <ul style="list-style-type: none"> <li>(Theatre Standards 1, 3)</li> </ul>	
<ul style="list-style-type: none"> <li>Performances</li> <li>Performance Rehearsal &amp; Preparation</li> <li>Performance &amp; Rehearsal Etiquette</li> <li>Presentation</li> </ul>	<h1>20%</h1>
<b>Category 2: PERFORM</b> <ul style="list-style-type: none"> <li>(Theatre Standards 2, 5 Music Standards 1,5,7)</li> </ul>	
<ul style="list-style-type: none"> <li>Ensemble Technique</li> <li>Individual Technique</li> <li>Emotion</li> <li>Character</li> <li>Pitch</li> <li>Tone</li> <li>Accuracy</li> <li>Expression</li> <li>Diction</li> <li>Projection</li> <li>Breath</li> <li>Improvisation</li> </ul>	<h1>50%</h1>
<b>Category 3: RESPOND and CONNECT</b> <ul style="list-style-type: none"> <li>(Theatre Standards 6, 7, 8, Music Standards 6, 7, 8, 9)</li> </ul>	
<ul style="list-style-type: none"> <li>Form</li> <li>Theory</li> <li>Vocabulary</li> <li>Character Evaluation</li> <li>Analysis/Critiquing</li> <li>Understanding Context</li> <li>Cultural/Historical</li> <li>Arts Relationships</li> <li>Literacy Initiative</li> </ul>	<h1>30%</h1>

### Theatre Standards, Grades 9-12

**Content Standard #1:** Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.\*

**Content Standard #2:** Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

**Content Standard #3:** Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.\*

**Content Standard #4:** Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.\*

**Content Standard #5:** Researching by evaluating and synthesizing cultural and historical information to support artistic choices

**Content Standard #6:** Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms

**Content Standard #7:** Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

**Content Standard #8:** Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present

### Music Standards, Grades 9-12

- Singing, alone and with others, a varied repertoire of music.**
- Performing on instruments, alone and with others a varied repertoire of music.\*
- Improvising melodies, variations and accompaniments.\*\*
- Composing and arranging music within specified guidelines.\*\*

- Reading and notating music.
- Listening to, analyzing, and describing music.**
- Evaluating music and music performances.**
- Understanding relationships between music, the other arts, and disciplines outside of the arts.**
- Understanding music in relation to history and culture.**

## Grading Scale

**Students will receive one of the following grades for their evidence** (quizzes, tests, projects, papers, labs, presentations, oral commentaries, anecdotal observations and more):

- **Advanced:** The student demonstrates a comprehensive and in-depth understanding of rigorous subject matter and provides sophisticated solutions to complex problems.
- **Proficient:** The student demonstrates a solid understanding of challenging subject matter and solves a wide variety of problems.
- **Basic:** The student demonstrates partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.
- **Minimal:** The student demonstrates limited knowledge and skills in the subject matter and a limited ability to apply knowledge and skills effectively.

<b>Proficiency Scale</b>	<b>Meaning</b>	<b>Numeric Conversion</b>	<b>Report Card Grade Conversion (done by Infinite Campus) by averaging the value of the proficiency scores shown in column 3.</b>
<b>AD</b>	Advanced or 4 on a 4 point rubric	100	90-100=A
<b>PR</b>	Proficient or 3 on a 4 point rubric	85	80-89= B      70-79= C
<b>BA</b>	Basic or 2 on a 4 point rubric	65	60-69=D
<b>MI</b>	Minimal or 1 on a 4 point rubric	50	59 and Below=U
<b>O</b>	No evidence ( <i>the LETTER "O", not a zero</i> )	0	U

**\*Final Evaluations** – for this class will be theatrical scenes so no exemptions are allowed, every student must perform.

## **Materials**

**Folder and Pencil/Pen** - This folder is for Musical Theater only and may be kept in the classroom or taken home to practice. This folder will be used to store music, documents and scripts. Students are required to have this folder in class everyday and a pencil for taking notes. Students must have binders out at the beginning of class everyday and be ready on the risers in their assigned positions when the bell rings.

**Costumes** – Students will be required to invent or get, a costume for performances.


## Behavior

Riverside students are expected to follow all school and classroom rules. Students will earn a Citizenship grade on their report cards, the rubric is below.

# RUHS Citizenship Rubric

“Try your hardest, do your best and give your all.”

To earn a RESPECT CITIZENSHIP grade you must meet 3 or more criteria in one number band.

	Be Responsible	Be Respectful	Honor Academics	Be Safe
 <b>4</b>	<p><b>Always</b></p> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<p><b>Always</b></p> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<p><b>Always</b></p> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<p><b>Always</b></p> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
<b>3</b>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
<b>2</b>	<p><b>Occasionally</b></p> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<p><b>Occasionally</b></p> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<p><b>Occasionally</b></p> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<p><b>Occasionally</b></p> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
<b>1</b>	<p><b>Rarely</b></p> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<p><b>Rarely</b></p> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<p><b>Rarely</b></p> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<p><b>Rarely</b></p> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>

## Specific Classroom Rules

Students are expected to be ready, on the risers, with their folder in hand when the bell rings.

- 1) Music/Theater classes are much larger than a normal class, up to 50 students. The large size of the classes makes excellent behavior a necessity. Often in rehearsal it is necessary to stop and work on music or scenes in small groups. When rehearsal stops it is expected that the students wait quietly for the teacher to rehearse the other sections or give directions. Waiting for talking to stop, every time rehearsal is paused wastes too much instructional time. Classroom disruptions will not be tolerated.
- 2) No passes are allowed the last hour of the day Hour 7.
- 3) No food (candy, **gum**, etc.) or beverages will be allowed in the classroom, except bottles of water.
- 4) Students who are tardy to class will be sent to the tardy room.
- 5) Severely disruptive students will be sent to an administrator.
- 6) Disruptive students will:  
First – Reminded to improve behavior  
Second – Warned  
Third – Removed from class, issued a detention and their parents will be called.

Please fill out and return by Sept. 8<sup>th</sup>.

\*\*\*\*\*

I have read the syllabus and understand the rules, material and costume requirements.

Student will have the proper attire for performances.

Class name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_ Sept. 2017

Student Cell Phone number: \_\_\_\_\_

Parent/Guardian Name

Parent Signature \_\_\_\_\_ Sept. 2017

Parental contact information:

Phone number \_\_\_\_\_

Cell phone number \_\_\_\_\_

E-mail address \_\_\_\_\_